VIENNA, AUSTRIA

Reed Messe Wien
27-31 August 2011

PROGRAMME 2011

Inspire... and be inspired

Pre-Conference Workshops, Masterclass Sessions and ESME Courses:
27 & 28 August

Main Conference:
29-31 August

www.amee.org
Scottish Charity SC031618
HOW AMEE CAN HELP YOU AND HOW YOU CAN CONTRIBUTE TO AMEE

- Receive each month your personal copy of Medical Teacher which contains key articles and reviews about curriculum planning, teaching and learning and assessment in undergraduate, postgraduate and continuing education in the healthcare professions
- Access information and resources available for teachers through MedEdWorld, receive the monthly update and contribute information about your own activities (www.mededworld.org)
- Hear about new AMEE guides, including the two new series – Research in Medical Education, and Medical Education Theories guides – and purchase them at a discount
- Participate in key developments in medical education such as the MEDINE2 Curriculum Trends and Bologna initiatives, and the Charter for Medical Teachers
- Register your interest as a possible consultant in medical education through the Find a Consultant in Education (FACE) initiative
- Access the AMEE Small Grants Scheme to support your research in medical education (to be announced later in 2011)
- Participate in AMEE conferences at reduced rates
- Have your contributions to medical education and to AMEE documented as evidence to support appraisal and promotion

If you registered for AMEE 2011 as a non-member, don’t forget that you are entitled to one year’s membership of AMEE. Look out for your email from amee@dundee.ac.uk with full instructions.

A PROGRAMME FOR INTERNATIONAL RECOGNITION OF EXCELLENCE IN EDUCATION IN A MEDICAL SCHOOL

Most medical schools in the developed world are under regular accreditation by national accreditation bodies. Recognition of the importance of teaching alongside research as the mission of a medical school is attracting attention. ASPIRE is a form of quality assurance that goes beyond accreditation and recognises world-class excellence in medical education against an agreed set of international benchmarks or standards.

In the first instance, three specific aspects have been identified as a focus for recognition of excellence in education in a medical school:

- Excellence in assessment in the medical school
- Excellence in student engagement in the medical school
- Excellence in social responsibility and accountability in the medical school

Criteria for the award of excellence have been developed by international Panels and an ASPIRE Board of leading authorities in medical education. ASPIRE will be launched towards the end of 2011 with applications for recognition of excellence invited in early 2012.

www.aspire-to-excellence.org
### Preconference Workshops

#### Saturday 27 August

| Time   | Strauss 1 | Strauss 2 | Strauss 3 | Lehar 3-4 | Lehar 1 | Stolz 1 | Stolz 2 | Schubert 1 | Schubert 2 | Schubert 3 | Schubert 4 | Schubert 5 | Schubert 6 | Med Univ Vienna | Vet Univ Vienna |
|--------|-----------|-----------|-----------|-----------|---------|---------|---------|------------|------------|------------|------------|------------|------------|------------|----------------|----------------|
| 09:15-12:15 | ESME Course 0900-1700 | ESME Assessment Course 0900-1700 | RESME Course 0900-1700 | | | | | | | | | | | | |
|          | Couse PCW 1 | Course PCW 2 | Course PCW 3 | | | | | | | | | | | | |
| 13:45-16:45 | | | | | | | | | | | | | | | |
| 17:00-18:00 | | | | | | | | | | | | | | | |

#### Sunday 28 August

| Time   | Strauss 1 | Strauss 2 | Strauss 3 | Lehar 3-4 | Lehar 1 | Stolz 1 | Stolz 2 | Schubert 1 | Schubert 2 | Schubert 3 | Schubert 4 | Schubert 5 | Schubert 6 | Med Univ Vienna | Vet Univ Vienna |
|--------|-----------|-----------|-----------|-----------|---------|---------|---------|------------|------------|------------|------------|------------|------------|------------|----------------|----------------|
| 09:15-12:15 | ESME Course 0900-1700 | ESME Assessment Course 0900-1700 | ESME Simulation Course 0900-1700 | | | | | | | | | | | | |
|          | Couse PCW 22 | Course PCW 19 | Course PCW 23 | | | | | | | | | | | | |
| 13:45-16:45 | | | | | | | | | | | | | | | |
| 17:00-18:00 | | | | | | | | | | | | | | | |

### GROUP MEETINGS

1. **10:00-12:00** ASPIRE: Excellence in Assessment panel (Invite Only)
   - Business Suite 1
2. **10:00-12:00** ASPIRE: Excellence in Student engagement panel (Invite Only)
   - Business Suite 3
3. **10:00-12:00** ASPIRE: Excellence in Social responsibility and accountability panel (Invite Only)
   - Business Suite 4
4. **12:00-13:00** ASPIRE: Lunch (Invite Only)
   - Business Suite 2
5. **13:00-16:00** ASPIRE: Board Meeting (Invite Only)
   - Business Suite 2
# Monday 29 August

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### Session 1
- 21st century Medical Learning
- The future of online continuing medical education: Towards more effective approaches
- Faculty development: Not only an obligation of medical schools but also makes good business sense

### Session 2
- Education Environment
- Postgraduate Education 1
- Workbased Assessment
- International Dimensions of Medical Education

### Session 3
- Virtual Patients
- Postgraduate Education 2
- Interprofessional Education
- Continuing Professional Development 1

### Session 4
- Virtual Patients
- AME Finge 1
- Learning in Surgery
- Internship Medical Graduates

### Group Meetings
- Harvard Macy Luncheon
- ESMLE Lunch
- ESMLE Lunch
- ESMLE Lunch
- VIEW AGM
- WFME Region Lunch
- Masters Programme Lunch
- GCSA Research Meeting

### Secret of Success
- To Share or Not to Share? Illuminating policies and approaches to sharing information about medical students
- Social accountability of medical schools: A new mark of excellence for development and accreditation
- Outcomes-Based Course Design: A Pedagogical Approach to Formulating and Writing Learning Outcomes
- Best Evidence Medical Education (BEME)
## Monday 29 August

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### Group Meetings... Invite only (1245-1345)
- Harvard Macy Luncheon - Restaurant Club
- ESME Luncheon - Schubert 5
- RESME Luncheon - Schubert 2
- ESMEA Luncheon - Schubert 3
- ESME Sim Luncheon - Schubert 6
- VIEW AGM - Schubert 4
- WFME Region Luncheon - Business Suite 2
- Ottawa Theme Group Luncheon - Business Suite 3
- Masters Programme Luncheon - Schubert 1
- GCSA Research Meeting - Business Suite 1
## Tuesday 30 August

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### Session Titles

- **Session 5**: What is Evidence?
- **Session 6**: A Calling to Medicine: International Perspectives on Physician Career, Admissions and Professional Development
- **Session 7**: The Development of Continuing Professional Development / Continuing Medical Education 2
- **Session 8**: The Contribution of the Social Sciences to Medical Education Research

### Breaks

- **Coffee**: 0900-0930, 1200-1230, 1530-1545
- **Lunch**: 1200-1330

### Other Activities

- **Group Meetings**:
  - 1215-1315: AMEE AGM, Stolz 1
  - 1215-1315: IAMSE Lunch, Schubert 5
  - 1215-1315: ESME Lunch, Schubert 2
  - 1215-1315: ESME Sim Lunch, Schubert 6
  - 1615-1915: President Reception, Restaurant Club
  - 1615-2000: Imperial Virtual Patient (invite only), Schubert 6
  - 1615-2000: AMEE Research Committee (invite only), Business Suite 2

- **Meet the Expert**: 1215-1315, Meet the Experts (Assessment), Business Suite 3
## Tuesday 30 August

### SESSION 5
0815-1000

**WORKSHOP**
Professionalism, Professional Identity, and Socialization: From Theory to Reality in Medical Education

**WORKSHOP**
Developing a TOSCE! A hands on guide to developing your own Team Observed Structured Clinical Encounter (TOSCE)

**WORKSHOP**
Integrating research skills and competences in the medical curriculum.

**WORKSHOP**
Rethinking portfolios as a process: strategies for creating a successful portfolio culture

**WORKSHOP**
Using Team Based Learning (TBL) in Health Science Education

**WORKSHOP**
Teaching2Teach (T2T) – Designing and implementing a student-led teaching skills course

**WORKSHOP**
Medical School Admissions: Navigating Excellence, Prestige and Access in a "Spiky" World

### COFFEE
1000-1030

### SESSION 6
1030-1200

**WORKSHOP**
Community-based Education / Medical Education Research

**WORKSHOP**
Teaching and Learning

**WORKSHOP**
Clinical Teaching

**WORKSHOP**
Postgraduate Training / Training for General Practice / Family Medicine

**POSTERS**
Topics in the Curriculum

**POSTERS**
Written Assessment and Progress Test

**POSTERS**
Research / Evidence Based Medicine

**POSTERS**
Student as teacher / Peer Assisted Learning

**POSTERS**
International

**SECRETs**
Secrets of Success

### LUNCH
1200-1330

### SESSION 7
1330-1530

### COFFEE
1530-1600

### SESSION 8
1600-1745

**WORKSHOP**
Innovative and Effective World-Class Medical Education: International Perspectives

**MEETING**
MDcme.ca – Online Continuing Medical Education for Physicians

**WORKSHOP**
Using The Improvement Model to Improve Educational Innovation

**WORKSHOP**
Studying the medical education learning environment: exploring international perspectives

**WORKSHOP**
MEDINE2: Workpackage 5 and 6 Meeting (Invite only)

**WORKSHOP**
When Mayhem Reigns: Developing Teaching Skills for Hectic Clinical Situations

**WORKSHOP**
A professional approach to multi-source feedback (MSF) in specialist training – how to qualify feedback facilitators

**WORKSHOP**
Professionalism, Professional Identity, and Socialization: From Theory to Action in Teaching Professionalism

**WORKSHOP**
Constructing problem-based learning cases: hands-on training

**WORKSHOP**
MEDINE2 Workshop (Invite only)

**WORKSHOP**
MDcme.ca – Online Continuing Medical Education for Physicians

**WORKSHOP**
Using The Improvement Model to Improve Educational Innovation

**WORKSHOP**
Causation and remediation of underperformance in medical school

**WORKSHOP**
OSCE and Clinical Assessment

**WORKSHOP**
Postgraduate training for General Practice/ Family Medicine

**WORKSHOP**
Student Characteristics

**WORKSHOP**
Self development

**WORKSHOP**
Curriculum Timeline / Topics in the Curriculum

**SECRETs**
Secrets of Success

### GROUP MEETINGS
1215-1315

- AMEE AGM
- IAME
- ESMEE Lunch
- RESME Lunch
- ESMEE Sim Lunch
- President Reception
- Imperial Virtual Patient (invite only)
- IMEX Board (invite only)
- AMEE Research Committee (invite only)

1215-1315

- Stoll 1
- Restaurant Club
- Schubert 5
- Schubert 2
- Schubert 6
- Schubert 6
- Schubert 6
- Schubert 6
- Business Suite 3
- Business Suite 2

### MEET THE EXPERT
1215-1315

- Meet the Experts (Assessment)
- Business Suite 3

### PLENARY

### SYMPOSIUM

### SHORT COMMUNICATIONS

### WORKSHOPS

### POSTERS

### PRIVATE MEETINGS

### RESEARCH PAPERS / PHD REPORTS

### COURSES

### FRINGE

### SECRETS OF SUCCESS
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**Session 9**
- **SYMPOSIUM**
  - Deliberating the Curriculum of the Future
  - Gender in Medical Education: An International Perspective on What, Why and How
  - Curriculum management and change: Junior Doctor as Teacher
  - Assessment and the OSCE: Peer assessment
  - Rural Education: Professionalism/The Teacher
  - Outcome Based Education: Simulation in Practice
  - International Collaborations: Selection for Medicine
  - Approaches to Staff Development: What Faculty Need to Know to Understand Interactive Testing Strategies and Create Advanced Items

**Session 10**
- **SYMPOSIUM**
  - Using Student Engagement to Improve Medical Education: Social Responsibility of a Medical School
  - Ibero American: Training for Leadership
  - Community Oriented Medical Education: The Curriculum
  - Humanities in Medical Education: Critical Skills Training
  - Peer Assessment: Social Networking
  - Mental Health: Multi Mini Interview
  - The Roles of the Teacher: Making Your Mark: How to Create Effective PowerPoint Presentations
  - How to Search, Retrieve and Repurpose Medical Educational Resources: The Educator Project Approach

**Session 11**
- **PLENARY**
  - Evidence-Based Teaching
  - Highlights

**Privileged Area**
- *Courses*
- *Workshops*
- *Posters*
- *Secrets of Success*

**Private Area**
- *Private Meetings*
- *Research Papers/PhD Reports*
## Wednesday 31 August

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| 0815-1000 | Session 9 | A Step-wise Approach to Trainee Performance Problems  
Identifying and applying theoretical paradigms to educational research  
Postgraduate Training / Training for Surgery  
Problem based learning / Critical thinking  
Professionalism / Attitudes  
Continuing Professional Development / Continuing Medical Education  
Work Based Assessment  
Secrets of Success 2 |
| 1000-1030 | COFFEE | |
| 1030-1200 | Session 10 | Using theory in medical education research  
Mind maps for thinking and creativity in medical education  
Interprofessional Education / Teamwork  
Communication Skills / Patient Safety  
Simulated Patients / Simulation  
Curriculum Evaluation  
Secrets of Success 8 |
| 1200-1300 | LUNCH | |
| 1300-1530 | Session 11 | |
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<td>Session 11: Simultaneous Sessions</td>
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### SECTION 3: TOUR PROGRAMME & EVENING EVENTS

- Terms and Conditions
- Bus excursion: Highlights of Vienna
- Bus excursion: ‘Wienerwald’ — Vienna Woods
- Opening Ceremony and Reception
- Bus excursion: ‘Jugendstil’ — Art Nouveau
- Viennese Heurigen Evening (Vineyard Fuhrgassl — Huber)
- City Walk: Old City including Spanish Riding School

### SECTION 4: PRESENTERS INDEX

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Dear Participant

Thank you for registering for AMEE 2011 in Vienna. It is 14 years since AMEE last held its Conference in Vienna, and times have certainly changed. Our numbers have increased almost ten-fold since 1997, and a record 2650 are participating this year, from 84 countries. The large numbers of participants, presentations and simultaneous sessions bring an additional level of complexity to the organisation. Ably supported by Richard Marz and the Local Organising Committee, we have been working hard throughout the year to make this a Conference to remember.

It always amazes us that so many Conference attendees are joining us for the first time. If this applies to you, we hope you will enjoy the experience, and that you will feel welcome and amongst friends. If you are an AMEE regular, please share your experience and extend a warm welcome to new participants. The opening reception on Sunday evening is designed for this purpose – to renew old acquaintances and to make new ones. Attending such a large Conference can be quite a daunting experience, so please try to look through the programme in advance and to work out what is happening, if you have any specific commitments such as presentations, and what else you really can’t afford to miss. The summary pages at the front of the programme give an overview of sessions and times. We also recommend to new participants that they attend the orientation session on Sunday from 700-800 hrs, where we try to give a few key tips on how to get the most from your conference attendance.

If you have questions relating to registration issues, please ask the Worldspan representatives on the registration desk, with whom AMEE is working for the first time. For questions relating to the programme or your own participation, please ask at the AMEE desk. At any time you can approach one of our extremely helpful students who will be in evidence throughout the venue, or a member of the AMEE Executive, or the Local Organising Committee.

What has not changed is the charm and elegance of Vienna, certainly one of the most beautiful cities in Europe, with many attractions for the visitor. Whilst the conference programme is very full, and the working day is long, we hope you will have some time to look around, and maybe to join in one of the Conference tours.

On behalf of the AMEE Executive Committee and the Local Organising Committee, may I wish you a very warm welcome to AMEE 2011.

Madalena Patrício (AMEE President)

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AMEE EXECUTIVE COMMITTEE
Madalena Patrício (President)
Ronald Harden (General Secretary/Treasurer)
Bernardo Boelen-Pinto (Jr Dr Representative)
Steven Durning
Kati Hakkarainen
Jean Jouquan
Stefan Lindgren (ex officio)
Jorge Pales
Charlotte Ringsted
Cees van der Vleuten
Margot Weggemans (Student Representative)

AMEE SECRETARIAT
Ronald Harden (General Secretary/Treasurer)
Pat Lilley (Operations Director)
Trevor Gibbs (Development Officer)
Tracey Thomson (Administrative Executive)
Sarah Brogan (MedEdWorld Administrator)
Lorna Bui (Secretary)
Morag Allan Campbell (Medical Teacher Journal Coordinator)
Sharon Marr (Secretary)

WORLDSpan STAFF
Louise Baxendell
Sophie Morris
Carol Patton
Nicola Williams
Mel Allmark
Chantel Courtney
Adam Gabbettis
Lawli Farrell
Clare Rimell

PROGRAMME DESIGN
Lynn Thomson (Visual Marketing Coordinator)
ENDORSEMENT ORGANISATIONS
The Medical University of Vienna
The Österreichische Gesellschaft für Hochschuldidaktik
(Austrian Society for Didactics in Higher Education)
akademie der ärzte

LOCAL ORGANISING COMMITTEE
Richard März (Medical University of Vienna) (Chair)
Elizabeth Legenstein (Medical University of Vienna)
Karl Kremer (Medical University of Vienna)
Herbert Plass (Medical University of Vienna)
Martin Lischka (Medical University of Vienna)
Christian Holzbaur (Medical University of Vienna)
Michaela Wagner-Menghin (Medical University of Vienna)
Karim Rieger (Medical University of Innsbruck)
Christian Gruuber (University of Veterinary Medicine Vienna)
Lucia Ikonik (Club Alpbach Medica)
Michael Schmidt (Medical University of Vienna)
Anna Berghoff (Medical University of Vienna) (Student Rep)
Matthäus Grasl (Medical University of Vienna)

AMEE STUDENT TASKFORCE – LOOK OUT FOR THE LIGHT GREEN POLO SHIRTS
AMEE is pleased to have a large group of student helpers, both local and international, attending the conference, coordinated by Anna Berghoff (Medical University of Vienna) and Margot Weggemans (AMEE Student Representative). We are grateful to the following students for their participation.

Local Representatives: Anna Antoni; Anna Berghoff; Jürgen Harreiter; Isabella Divisch; Jingjin Xu; Alexander Winkler; D Demir; Denise Pohl; Julia Krystyn; Xiao-ou Kristin Gao; Felix Tuchmann; Stefanie Kretschmer; Sophia Zahn; Titieni Andreea; Jonas Rech; Abdelhakim Noura; Gerrit Machetzka; Guangyu Shao; Michael Schütz; Philipp Rechberger; Ilja Radigruber; Andreas Habertheuer

International Students: Lina Al-Zain; Luisa Baca; Porpong Boonmak; Raquel Coreira; Robbert Duivier; Lana Fani; Kevin Gantz; Mathis Gittinger; Ioana Gogana; Felicity Jones; Lamia Jouini; Elif Keles; Wajha Jurdi Kheir; Emma Kortekangas; Patrizia Kündig; Kacother Limam; Stefanie Lip; Fatia Massiati; Maxime Moulin; Omar Mukhtar; Sandor Oró; Maria Christina Papadopoulou; Olga Roškowska; Annie Tubman; Margot Weggemans; Anneliese Willems; Aleksandra Wojtowicz; Suleyman Yildiz; Sandra Zeuner

ABSTRACT REVIEWERS
The review and selection of presentations from submitted abstracts is an increasingly onerous task. We are grateful to the following reviewers for their assistance:

Research Paper Scientific Committee and Reviewers: Lesley Bainbridge; Nicole Borges; Isabel Braidman; Janke Cohen-Schotanus; Manuel João Costa; Eugene Custers; Peter de Jong; Agnes Diemers; Diana Doilmans; Valerie Dory; Erik Diessen; Steven Durning; Liselotte Dyrbaye; Bert Elia; Nabeel Farhan; Trevor Gibbs; Christian Gruuber; Lary Gruppen; Paul Hemmer; Debbie Jaarsma; Nazan Karaagül; Sue Kilminster; Sharon Krakov; Nick Low; Tina Martinianakis; Bill McGaghie; Daryl McGillic; Leila Niemi-Murola; Emil Pehrusa; Charlotte Ringsted; Trudie Roberts; Shelley Ross; Miriam Russeler; Johanna Schonrock-Adema; Lambert Schuithuis; John Shatzer; Olle ten Cafe; Pim Teunissen; Jan van Dalen; Monica van de Riddier; Bas Verhoeven; Pirashanthie Vivekananda Schmidt; Val Wass

PhD reports Reviewers: Cees van der Vleuten; Albert Scheepbier

Short Communications, Poster, Fringe and Secrets of Success Submission Reviewers: Omar Alhusaini; Nigel Bax; Benno Bonke; Nicole Borges; Joanne Burke; Angel Centeno; Sonia Crandall; Peter de Jong; Joke Denekens; John Dent; Steve Durning; Rachel Ellaway; Phillip Evans; Nabeel Farhan; Martin Fischer; Trevor Gibbs; Anita Glicken; Lindsay Glynn; Matthaeus Grasl; Christian Gruuber; Kati Hakkainen; Angelika Hofhansel; Ane Holen; Geir Jacobsen; Elizabeth Kachur; Hannah Kedar; Athol Kent; Karl Kremer; Mary Lawson; Richard Maerz; Hervé Masionneuve; Moira Mays; Dianne Manning; Melissa Margolis; David Marshall; Henriëtte Martins; Michelle McLean; Jadwiga Mirecka; Debra Nestel; Peter Nippert; Jorgen Nystup; Anna O'Neill; Susan Pasquale; Madalena Patricio; Godfrey Peit; Subha Ramani; Muhammad Saeed; John Sandars; Joan Sargeant; Martin Sullivan; Olle ten Cafe; David Thomas; Alistair Thomson; Herman van Rossum; Kevser Vatansever; Michaela Wagner-Menghin; Judith Wagner; Anne Werner; David Wegman; Hubert Wiener; Louise Willerton; Andrezj Wojtczak; Hadi Zamanian; Nabil Zary

For further information on some of the social activities arranged, please visit the student desk, in Hall A foyer of Reed Messe Wien.
Vienna is one of Europe’s top destinations for city and conference tourism. The world famous cultural life, the unique style of a former imperial capital where East meets West, and the vast range of leisure activities exert a magnetic attraction.

Vienna not only has the charm of an experienced host, but also the infrastructure and services required for its role. It boasts an international airport, large amounts of quality hotel accommodation, a culinary landscape second to none and an incomparable array of cultural attractions. Vienna also has a host of “green lungs”, stands out for its cleanliness, and has a well deserved reputation as one of the safest large cities in the world.

The ‘Welcome to Vienna’ website — www.wien.info/en/travel-info/to-and-around provides detailed information on how to reach Vienna, links from the airport to the city centre and also how to use the public transportation system within Vienna.

**GETTING FROM AIRPORT TO CITY CENTRE**

To get from the Vienna Airport at Schwechat, located outside the city limits, to the city center, you can choose from the City Airport Train, an Airport Express bus, the Schnellbahn (City Train), the Vienna Airport Service, taxi, or a private transfer (organised by COME-IN).

**Private Transfers:** COME IN offer a transfer booking service. A car carrying a maximum of 3 persons will cost Euros 55 per transfer and a mini bus carrying a maximum of 6 persons will cost Euros 85 per transfer. Transfers can be booked via the COME IN website or by downloading, completing and returning the AMEE 2011 Accommodation, Transfers and Social Programme Booking Form.pdf. For more information, please contact COME-IN: amee2011@come-in.at

**City Airport Train (CAT):** leaves every half hour from the city center (Landstrasse/Wien Mitte) and the airport – the ride lasts 16 minutes (single ride 10 Euro, round trip 18 Euro). It is possible to check in and receive one’s boarding pass at Wien Mitte (3, Invalidenstrasse / Marxer Brücke) on a specially designated City Airport Train track.

**Airport Express Buses** of the Vienna to/from the city center (1, Mozinzplatz / Franz-Josefs-Kai). Duration: 20 minutes; every day from about 5:00 am to midnight; runs every 30 minutes (single ride 6 Euro, round trip: 11 Euro)

**City Train (Schnellbahn) S 7** With the Vienna card for your ride to and from the airport, you need only buy an additional “Aussenzonen” (outer zone) ticket for 2.20 Euro (1.80 Euro if bought in advance) and have it punched before entering the train. Without the Vienna Card, you need to pay two zones (4.40 Euro, or 3.60 Euro if bought in advance).

Please make sure that the train in the direction of the airport shows either the sign “Wolfsthali” or “Flughafen.” From the airport to the center of Vienna, you should choose train with signs “Wien Mitte,” “Wien Nord” or “Floridsdorf.”

**Bratislava Airport:** Bratislava Airport is 65 km from the centre of Vienna. The direct train from Bratislava Central Station to Vienna Südbahnhof (Ostbahn) runs almost hourly from 7.50 am to 11.50 pm. Bus line 6 plies the route from Bratislava Airport to the Central Station every 15-20 minutes from 5.00 am to 11.00 pm. The buses of ÖBB-Postbus GmbH, Eurolines, and Terravisio bring you from Bratislava Airport to Vienna. These buses run either to Südtiroler Platz (U1), Vienna-Erberg (U3) or to Vienna Schwechat Airport.

For more information, on how to reach the city from either Vienna or Bratislava Airport, please visit: www.wien.info/en/travel-info/to-and-around/airport-to-center.

**ACCOMMODATION**

If you still need to book accommodation, please contact COME IN as soon as possible and they will do their best to help:

COME IN, Alserstrasse 32/20, A 1090 Vienna, Austria.
amee2011@come-in.at

Accommodation representatives will be available at the following times at the Accommodation Desk situated in Hall A Foyer, Reed Messe Wien near the AMEE Registration Desk.

Saturday 27 August 10.00-15.00
Sunday 28 August 10.00-15.00
and during Opening Reception
Monday 29 August 10.00-15.00 and from 18.30 until departure of buses to the Heurigen

Requests on Tuesday and Wednesday, 30th and 31st of August, will be handled by the COME IN Office.
TOURS AND EVENING EVENTS

Any remaining tickets for tours and the Viennese Heurigen Evening may be purchased from COME IN. To find out what is available contact:
COME IN, Alserstrasse 32/20, A 1090 Vienna, Austria. amee2011@come-in.at

Original tickets for the Bus Excursions, Heurigen Evening and City Walk will be handed out at the registration desk in Vienna. Participants are kindly requested to present original tickets to their guide for Bus Excursions, Heurigen Evening and City Walk.

Tickets for all tours will be distributed at the registration desk during the above times. Please bring your booking confirmation when collecting!

USEFUL INFORMATION

Currency: The currency in Vienna is the Euro. At the time of going to press (July 2011) the exchange rate is: £1 = €1.14; $1 = €0.70.

Banking: Banks are open from 8.00 to 12.30 am and from 1.30 to 3.00 pm Monday to Friday, except Thursday when they close at 5.30 pm. Banks are closed on Saturdays, Sundays and public holidays, but exchange offices at airport and city rail terminals are open seven days a week. If possible, exchange money at a bank during regular opening hours or use Automatic Teller Machines (ATMs), which are called Bankomats in Austria, or with your credit card.

Credit cards: Major credit and debit cards are widely accepted though some small hotels and restaurants may only accept cash. Travellers cheques are also accepted.

Tipping: In many areas such as restaurants and taxis, tipping is traditionally expected. Usually, the tip ranges from 5 to 10 percent, depending on your satisfaction with the services rendered.

Smoking: Austria has implemented several laws which limit or outlaw smoking in certain areas:
- Smoking is prohibited in all offices with certain exceptions such as bars, discos, restaurants etc. If all employees agree on allowing smoking in a work place, smoking may continue.
- Smoking was banned from all trains and train stations when Germany introduced such a ban in 2007.
- As of January 2009, a new law was put in place which mandates all restaurants, bars, discos and pubs which are larger than 80m² to introduce smoking rooms and non-smoking rooms. Below 50m² the owner may opt to either be a smoking or non-smoking place, between 50m² and 80m² there is an option under certain circumstances. The law provides for a very long transition phase.

All conference locations being used by AMEE will be strictly no smoking.

Electricity: The electrical current in Vienna is 220 volts/50Hz. Americans and Canadians with 110v equipment will need a transformer which changes the voltage and an adapter to fit Austrian sockets. UK and Australians can use a plug adapter. The European round 2-pin plugs are standard and are widely available.

Health care and Travel Insurance: It is strongly recommended that delegates arrange their own travel insurance to cover the loss of possessions, money, any health or dental treatment and conference cancellation.

Weather: Vienna has a mild continental climate, even if the occasional winter’s day is icy and a sweltering heat sits between the palaces of the Old City on the odd day in midsummer - on most days of the year. For up to date weather forecast, please visit: http://www.wien.info/en/weather

Children: Children are not permitted to attend any of the academic sessions and should not be left unaccompanied at any time at the Messe Wien or University of Vienna premises.

Disabled: 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.

Cloakroom: A cloakroom will be available on Wednesday and costs €1 per item held.

Accompanying Persons: For Euros 55 accompanying persons can attend the opening ceremony and reception on Sunday evening at Reed Messe Wien and receive a 3 day travel card. They are not permitted to attend any conference sessions or the exhibition, except on Sunday evening.

WHERE TO EAT AT AND AROUND REED MESSE WIEN

A list of recommendations will be available at the registration desk.

CITY CENTRE MAP

A hard copy map will be provided in each of the conference bags.
GENERAL INFORMATION

ABOUT THE CONFERENCE

CONFERENCE VENUE

Reed Messe Wien GmbH, Messeplatz 1, P.O.Box 277, A-1021 Vienna
Tel: +43 (0)1 727 20-0;
Fax: +43 (0)1 727 20-4709;
Email: info@messe.at;
Web: www.messecongress.at

All the main conference sessions will take place at the Reed Messe Wien, with the exception of pre-conference workshops PCW 18 and 22 on Sunday 28 August which will take place at the Medical University of Vienna, and University of Veterinary Medicine, Vienna respectively.

GETTING AROUND VIENNA AND TO REED MESSE WIEN

How to get to Reed Messe Wien: Take the U2 line to Messe/Prater and Krieau, and use entrance A to access the conference centre (see map on page 6).

Bus: Take 11A from Heiligenstadt to station ‘Krieau’ or Bus 80B from Kaiserebersdorf to station ‘Krieau’.

Conference Travel Pass: A 3 day congress travel pass will be issued to all pre-registered delegates who have paid in advance upon registering at Reed Messe and will be available to use on the Monday, Tuesday and Wednesday (29-31 August). This ticket is the best way to take advantage of the extensive network of subway trains (which run till shortly after midnight), streetcars and buses.

Subway: The subway lines in Vienna run on weekdays from about 5.00 am to about midnight. On weekends and on the eve of public holidays the subway trains also run through the night. Most tram and bus services end before midnight. You can also find the timetables of all Vienna lines, together with the timings of the first and last train for each station, on the Wiener Linien website http://www.wienerlinien.at/wl/esp/home.do?tabId=0. During the night-time hours, night buses cover the major routes in Vienna. You can also use the night buses at no extra charge with all tickets issued by Wiener Linien.

Taxis in Vienna: If you don’t want to use the underground, streetcars, or bus with your travel card - then simply call a taxi. For journeys to/from the airport, please ask for the airport tariffs. Alternatively, call the C & K Airport Service (tel. 444 44) or the company Airportdriver (tel. 22 8 22). Special services such as Taxi and sightseeing and a taxi for the hard of hearing, which can be ordered by fax on 408 15 25-848, are also available, as is an Austria-wide taxi service on tel. 1718. If you want to rent a limousine – with or without driver – make use of special limousine services. For more information, please visit: www.wien.info/en/travel-info/to-and-around/taxis.

FAXI – The Bicycle Taxi (Pedicabs): One ecologically sound means of transport in Vienna is the bicycle taxi. In three-wheeled bicycle rickshaws, two persons (including hand luggage) can explore the city. The canopy of the vehicles protects the passengers from sun and rain. More information at www.faxi.at.

REGISTRATION DESK OPENING HOURS

Delegates should register in the Hall A Foyer of Reed Messe Wien at one of the following times:

Saturday 27 August 0800-1730
Sunday 28 August 0800-2100
Monday 29 August 0715-1815
Tuesday 30 August 0745-1815
Wednesday 31 August 0745-1545

Onsite payments: Participants who have made arrangements to pay their registration fees onsite should present their invoice at the onsite payments desk in Hall A Foyer, Reed Messe Wien and pay by credit card or cash (Euros preferred. UK Pounds Sterling and US Dollars can also be accepted – the exchange rate will be indicated at the time of payment).

Conference notice board and messages: Please check the boards near the registration desk for updates and any personal messages. Between 27-31 August messages for the AMEE Secretariat may be sent to: amee@dundee.ac.uk
Internet Cafe: PCs for internet access only are available in Hall A from Monday 29 August to Wednesday 31 August.

WIFI: Free wireless access is available for all delegates in Hall A and the Congress Centre Rooms in Reed Messe Wien. No password or registration required – just open up your Internet browser.

**AUDIO VISUAL ARRANGEMENTS**

A computer with speaker and a data projector will be provided in all presentation rooms for plenaries, symposia, Fringe, short communications and workshops. No audiovisual aids are provided for poster presentations. It is not possible to use your own computer for short communications, research papers, PhD sessions and Fringe sessions to avoid delay during changeover. ‘Secrets of Success’ presenters will be provided with a screen and wifi connection and should provide own computer if required. If software other than PowerPoint is required for your presentation, please contact the AMEE office (amee@dundee.ac.uk) as soon as possible. Pre-conference and conference workshop facilitators and symposia organisers may use their own computers if they wish Please note that an internet connection will not be available unless otherwise requested.

**Presenters of short communications, Fringe, research papers and PhD reports** should take presentations on CD or USB device to the technicians in the Speaker Preview Room located in the Media Lounge, Reed Messe Wien from 1430 hrs on Sunday 28 August for preloading to the computer in your presentation room. If possible this should be done the day before your presentation, or a minimum of 2 hours before the start of your session. Name the file as follows: Session code and your family name, for example – 2C6 Smith.

**SPEAKER PREVIEW OPENING HOURS – MEDIA LOUNGE**

Presenters of short communications, Research Papers, Fringe and PhD Reports may take powerpoint presentations to the speaker preview room at the following times:

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<td>0745-1300</td>
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**CME ACCREDITATION**

The Royal College of Physicians of London has awarded 18 points for attendance at the main AMEE 2011 Conference. A register of attendance will be available to sign at the AMEE Registration Desk.

The EACCME – European Accreditation Council for Continuing Medical Education has awarded 29 European CME credits (ECMEC) for attendance at the main AMEE 2011 Conference. A register of attendance will be available to sign at the AMEE Registration Desk. EACCME approved credits for live activities are also recognized by the American Medical Association for conversion to AMA PRA Category 1 Credit™ (see www.eits.fr/accreditations/EACCME_2011.pdf)

**Certificates of attendance for CME accreditation** will be provided upon request. Please email amee@dundee.ac.uk and indicate for which accreditation (Royal College of Physicians or EACCME) you require a certificate. Please allow 21 days for certificate processing. Certificates will be issued electronically in PDF format unless otherwise requested.

**CERTIFICATE OF ATTENDANCE**

Attendance certificates will be issued upon request only and will not be available for collection in Vienna. Please email amee@dundee.ac.uk and allow 21 days from 31 August for processing. Certificates will be issued electronically in PDF format unless otherwise requested.

**CONFERENCE EVALUATION**

An online conference evaluation form will be available for completion immediately after the conference – www.surveymonkey.com/s/AMEE2011Evaluation. Pre-conference and conference workshops will be evaluated separately. Facilitators will hand out workshop evaluation forms and they should be completed and returned to the student helper assigned to the workshop or handed in to the AMEE registration desk. Alternatively they can be faxed/mailed back to the AMEE Office after the conference.
PLEASE NOTE: The plenary sessions and the symposia taking place in Hall A will be videoed, and will be webstreamed for participants unable to attend the conference.

Programme: A hard copy of the programme will be available for collection from the Registration Desk with your conference materials.

Abstract Book: After a trial at last year’s AMEE conference, we are again providing the abstract book and delegate list on a USB memory stick which can be found in your conference bag. The abstract book is also available on the AMEE website.

Language: All conference sessions will be conducted in English, with the exception of one symposium ‘Practice and community oriented curriculum development in basic and family medicine education’, which will take place on Monday 29 August from 1400-1745 and will be conducted in German.

CONFERENCE SESSIONS

Plenary sessions: A plenary session will take place each day. Question and discussion time has been allocated at the end of each plenary. Plenary presentations will take place in Hall A and will be videoed and webstreamed.

Symposia: Eighteen symposia on a wide range of topics are included in the programme. All symposia in Hall A will be videoed and webstreamed.

Short Communication Sessions: Each presenter is allocated 10 minutes for presentation followed by 5 minutes for questions. All sessions will have a chairperson. Fifteen minutes is provided for a group discussion at the end of the session, if time permits, in which case an Opening Discussant has been appointed.

Information for short communication presenters:
Whether or not you are used to making presentations at conferences and meetings, your presentation at AMEE 2011 will be an exciting opportunity to demonstrate your work to colleagues from around the world. Since you only have ten minutes to make an impact, conciseness and clarity will be key features of your presentation. We suggest you try out your presentation in advance on some colleagues to get their feedback as to whether your message and slides were clear. After you have given your presentation we hope you will stay on for the rest of the session, ask questions of your fellow presenters if the opportunity arises and take part in the general discussion if time permits. By doing this we hope it will enhance the experience for you, the other presenters and the audience.

• Note carefully the time and location of your session as listed in the programme;
• Hand in your PowerPoint presentation at the Speaker Preview Room, located in the Media Lounge on CD or USB device from Sunday 28 August preferably the day before, but a minimum of 2 hours before your presentation; it will be pre-loaded onto the computer in your presentation room;
• Go to your presentation room at least 15 minutes before the scheduled start of the session and introduce yourself to the chairperson;
• Think carefully about how you use PowerPoint slides. These should enhance and not detract from your message. Bear in mind that you only have 10 minutes and don’t be tempted to try to include too many slides;
• Ensure your 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;
• Speak slowly and clearly, remembering that for many in your audience English may not be their first language;
• Leave sufficient time for a short summary of your point(s) and think about what message you would like to leave the audience with when you finish;
• A single page handout giving the key messages from your presentation and your contact details can be useful;
• Keep strictly to the 10 minutes allocated for your presentation. The chairperson will ask you to stop when your time limit has expired;
• Be ready to take questions as time permits.
Role of the chairpersons of short communication sessions:

- Before the session starts, check that the presenters and opening discussant (if one has been appointed) are present; any last minute changes to the programme will be provided immediately before the session starts. You need not worry about loading the presentations as this will already have been done by the technicians. 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 for your use);
- 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 2-3 minutes;
- Facilitate the discussion as appropriate.

AMEE Fringe: The AMEE Fringe, which is now in its eighth year, becomes more popular each year, providing the opportunity to see something a little different – a new and perhaps provocative or idiosyncratic approach to healthcare professions education.

Conference workshops: There are over 60 conference workshops from which to choose. Workshops are of varying lengths depending on the session to which they are allocated, and may be at beginner, intermediate or advanced level. An indication of the level and whether previous knowledge/experience of the topic is advised will be included in the abstract book. There is no additional charge for conference workshops. There is no advance signup for workshops. Entry to workshops will be on a first come, first served basis and will be strictly limited by number of attendees to ensure that workshops do not become overcrowded. Once the maximum number has been reached a “Workshop Full” notice will be placed on the door, and no more participants will be admitted. We kindly ask for your understanding of this new arrangement.

PhD Reports: PhD reports in healthcare professions education completed within the last three years have been selected from submitted abstracts. These will be presented in two sessions, one on Monday and the other on Tuesday. Presenters should follow the instructions for short communications, the only difference being that 12 minutes is allocated for presentation, followed by 8 minutes for discussion and questions. Any remaining time at the end of the session will be used for general discussion of the issues raised from any or all of the papers.

Poster Sessions: Posters are an important part of the AMEE conference and are much valued by participants, as evidenced from the evaluation forms. In fact it can be much more difficult to produce a high-quality poster and present it effectively than to present a short communication. They are a useful method of communicating ideas about new approaches to education and research, they are highly visible, being available throughout the conference, and many examples of educational innovation have begun their life as a poster. To give them even greater value, themed sessions are scheduled in the AMEE programme, where presenters introduce the key messages of the poster to the group, followed by a group discussion. Each session will have a Chairperson, who often has a specific interest in the theme of the session.

Hints on preparing posters for AMEE Conferences is available on the AMEE website: http://www.amee.org/documents/Hints%20on%20preparing%20posters%20for%20AMEE%20Conferences.pdf

Poster Specifications and mounting instructions:

- Posters should be a maximum of 95 cm wide and 150 cm high (portrait orientation). If it is larger than this, we regret it may not be possible to mount the poster;
- Please bring your poster with you – do not send it to us in advance;
- Posters should be mounted on Sunday 28 August from 1200-1600 hrs or between 0730-1000 hrs on Monday 29 August;
- All posters will be located in Hall A. A board will be provided, labelled with the poster
number, title and authors. Fixing materials will be provided. Please do not affix posters to any place other than the board to which it has been allocated, and use only the fixing material supplied;

- Posters should be taken down between 1200-1545 hrs on Wednesday 31 August. Posters not removed by this time will be taken down and may be destroyed.

Structure of poster sessions and role of the Chairperson:

- Each themed group has been allocated a discussion session in the programme which will take place around the poster 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 round 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. No audio-visual aids, other than the poster, will be available.

- 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 meet with you outside of the scheduled session. A handout with the key messages of your poster and your contact details is helpful, and you are encouraged to bring some with you.

Research in Medical Education Papers have been selected by the Scientific Committee and reviewers as good examples of research in medical and healthcare professions education. These sessions, grouped by topic area, have an emphasis on methodology. Presenters have 2 minutes to present, followed by 8 minutes for questions. At the end of the session there will be a 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.

Spotlights: Some ‘Spotlight’ topics have been selected for presentation in the closing plenary. The presenters have been asked to highlight what for them were the key, take-home messages relating to presentations on the topic.

SECRETS OF SUCCESS

Come and see some good ideas!

What? ‘Secrets of Success’, give presenters the chance to demonstrate an innovation in healthcare professions education. It may be a product or a resource that has been developed or implemented in the presenter’s institution, and which other participants may wish to replicate – a novel curriculum map, an assessment aid, e-learning tools, virtual simulators and much more!

Why? Come to see these demonstrations of practical tools, pick up some tips, and there may be some hand-outs as well!

How? Each session has up to four Secrets of Success which will be demonstrated simultaneously, every 20 minutes. Stay to hear all four, or just pick and choose what you are interested in. After the demo you can discuss specific issues with the presenter.

When? Themed groups take place in Sessions 2, 3, 4, 5, 6, 8, 9, 10.

Where? Hall A – look for the ‘Secrets of Success’ booths near the Internet Café.
### Essential Skills in Medical Education (ESME) Course
An introductory teaching qualification for doctors

**Course Faculty:** Stewart Mennin (University of New Mexico, USA), Ruy Souza (Federal University of Roraima, Brazil)

**Course Schedule:**
- Saturday 27 August 0900-1700 hrs Strauss 1
- Sunday 28 August 0900-1700 hrs Strauss 1
- Monday 6 September 1245-1345 hrs Schubert 5
- Tuesday 7 September 1215-1315 hrs Schubert 5
- Wednesday 8 September 1215-1300 hrs Schubert 5

Note: Course full

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### Essential Skills in Medical Education Assessment (ESMEA) Course
A course aimed at participants new to assessment who wish to gain a general understanding and basic skills in assessment

**Course Faculty:** Katharine Boursicot (SGUL, UK), Brownie Anderson (AAMC, USA), John Norcini (FAIMER, USA), Trudie Roberts (University of Leeds, UK), Sydney Smee (Medical Council of Canada), Dave Swanson (NBME, USA), Richard Fuller (University of Leeds, UK)

**Course Schedule:**
- Saturday 27 August 0900-1700 hrs Strauss 2
- Sunday 28 August 0900-1230 hrs Strauss 2
- Monday 6 September 1245-1345 hrs Schubert 3
- Tuesday 7 September 1600-1745 hrs Schubert 3

Note: Course full

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### Essential Skills in Medical Education Simulation (ESMESim) Course
An introductory course to essential skills for delivering simulation-based healthcare education through a variety of techniques and technologies

**Course Faculty:** Ross Scales, S. Barry Issenberg (Gordon Center for Research in Medical Education at the University of Miami Miller School of Medicine, USA)

**Course Schedule:**
- Sunday 28 August 0900-1700 hrs Strauss 3
- Monday 6 September 1245-1345 hrs Schubert 6
- Tuesday 7 September 1215-1315 hrs Schubert 6
- Wednesday 8 September 1545-1700 hrs Schubert 6

Note: Course full

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### Research Essential Skills in Medical Education (RESME) Course
An introduction to some essential principles and methods of research in medical education

**Course Faculty:** Charlotte Ringsted (University of Copenhagen, Denmark), Albert Scherpbier (Maastricht University, Netherlands), Brian Hodges (University of Toronto, Canada)

**Course Schedule:**
- Saturday 27 August 0900-1700 hrs Strauss 3
- Monday 6 September 1245-1345 hrs Schubert 2
- Tuesday 7 September 1215-1315 & 1600-1745 hrs Schubert 2
- Wednesday 8 September 1545-1700 hrs Schubert 2

Note: Course full
HANDS-ON CPR OPPORTUNITY FOR ALL DELEGATES

There is an opportunity to book a 15 minute slot during the Conference and experience a one-to-one instructional session on a CPR simulator in a non-threatening environment with feedback from the simulator. This will provide an opportunity to obtain first-hand experience of learning from a simulator and see how repetitive practice with specific focused feedback can accelerate learning. It will also give you an opportunity to master or update the essential skill of cardiopulmonary resuscitation (CPR). Four simulation stations will be available in the exhibit area of Hall A located near to the Laerdal Exhibit.

The CPR stations will be available at the following times and qualified staff will be available to assist:
- **Monday:** 1000-1730 hrs
- **Tuesday:** 1000-1730 hrs
- **Wednesday:** 1000-1300 hrs

Booking for these 15 minute sessions starts online on 1 August through: [http://laerdal.cvent.com/event/AMEE2011](http://laerdal.cvent.com/event/AMEE2011). An email confirmation will be sent and any remaining places may be booked on site by visiting the Laerdal Exhibit in Hall A from Monday 29 August from 0800 hrs.

AWARDS AND PRIZES

**Miriam Friedman Ben-David New Educator Award:** The Miriam Friedman Ben-David New Educator Award is presented annually 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. Nominations are invited from AMEE members. Those nominated must also be AMEE members. The nominations are considered by an International Committee and the winner announced at the time of the AMEE Conference, at the end of the final plenary. The winner is awarded £1,000 and free registration to the next year’s conference, where he/she is also invited to present a short communication.

- The winner of the 2010 Miriam Friedman Ben-David New Educator Award was Dr Vimmi Passi, from Warwick Medical School, UK. Look out for her short communication presentation on Role Modelling in Medical Education in Session 2C on Monday 29 August.
- The winner of the 2011 Award will be announced at the end of the final plenary on Wednesday 31 August.

**AMEE Presentation Awards sponsored by the Patil family:** These awards have been made possible through a donation from Professor Nivitti Patil, University of Hong Kong, in memory of his father. You the Conference Participants make the decisions, and are asked to select the short communications you believe have made a novel contribution to the AMEE 2011 programme in each of the following areas: 1) curriculum planning/evaluation; 2) assessment; 3) teaching and learning; 4) research in medical education.

Everyone is encouraged to vote for the presentations they truly believe merit recognition.

How to vote:
- In each conference bag are five sets of ballot papers for each of the above categories (ie, a total of 20 ballot papers).
- You may nominate up to five different short communications in each category.
- Enter on the appropriate slip the presentation code number (eg, 7B2) you wish to vote for, together with your own name or registration ID (please write clearly).
- Nomination slips should be put into the box at the AMEE Exhibition Stand no later than 1300 hrs on Wednesday 31 August.

Please note:
- You may not vote more than once for any presentation.
- Ballots without a participant name or registration ID will be discounted.

Award winners will be announced in the closing session on Wednesday 31 August and will each receive a Certificate and one year’s free membership of AMEE including hard copy and online access to Medical Teacher and free membership of MedEdWorld.

**Medical Teacher Poster Prize:** The aim of the prize is to select examples of good practice in preparing posters. During the afternoon of Tuesday 30 August, 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 closing session on Wednesday 31 August. 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.

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. Alternatively the winner may choose free registration for AMEE 2012 in Lyon, France.

**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 30 August. The winner will be announced at the end of the closing session on Wednesday 31 August and will receive a one year free membership of AMEE.
The following groups will be hosting meetings during AMEE 2011.

**AMEE AGM**
- **Date:** Tuesday, 30 August
- **Time:** 1215-1315
- **Location:** Stolz 1

**AMEE Executive Committee** (closed session)
- **Date:** Saturday, 27 August (1) Wednesday, 31 August (2)
- **Time:** (1) 1830-2200; (2) 1730-2200
- **Location:** Strauss Room, Hilton Vienna Stadtpark

**AMEE President’s Reception** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1800-1915
- **Location:** Restaurant: Club

**AMEE International Liaison Reception** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1800-1915
- **Location:** Restaurant: Brasserie

**AMEE Research Committee Meeting** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1815-1915 (includes President Reception)
- **Location:** Business Suite 2

**AMEE eLearning Committee Meeting** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1815-1915
- **Location:** Business Suite 1

**AMEE Postgraduate Committee Meeting** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1815-1915
- **Location:** Business Suite 4

**AMEE 2012 Planning Group Meeting** (invite only)
- **Date:** Sunday 28 August
- **Time:** 2000-2100
- **Location:** Business Suite 3

**BEME Steering Group** (invite only)
- **Date:** Wednesday, 31 August
- **Time:** 1030-1245 (includes lunch)
- **Location:** Business Suite 2

**ESME Advisory Board** (invite only)
- **Date:** Monday 29 August
- **Time:** 1615-1745
- **Location:** Business Suite 2

**ASPIRE: International Recognition of Excellence in Education in Medical Schools Board** (invite only)
- **Date:** Sunday 28 August
- **Time:** 1300-1600
- **Location:** Business Suite 2

**ASPIRE: International Recognition of Excellence in Education in Medical Schools Panel Meetings** (invite only)
- **Date:** Sunday 28 August
- **Time:** 1000-1200
- **Location:** Business Suite 1, 3, 4

**GCSA Research Group** (invite only)
- **Date:** Monday 29 August
- **Time:** 1245-1345
- **Location:** Business Suite 1

**Harvard Macy Alumni Scholars Luncheon** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1215-1315
- **Location:** Restaurant: Club

**IAMSE Luncheon** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1215-1315
- **Location:** Restaurant: Club

**IMEX Board** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1815-2000
- **Location:** Restaurant: Club

**IMEX Board** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1815-2000
- **Location:** Restaurant: Club

**MEDINE2: Workpackage 3 Meeting** (invite only)
- **Date:** Thursday 1 September
- **Location:** Medical University of Vienna

**MEDINE2: Workpackage 4 Meeting** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1600-1745
- **Location:** Business Suite 2

**MEDINE2: Workpackage 6 Meeting** (invite only)
- **Date:** Tuesday 30 August
- **Time:** 1600-1745
- **Location:** Business Suite 3

**MEDINE2: Workpackage 7 Satellite Meeting** (invite only)
- **Date:** Thursday 1 September
- **Location:** Medical University of Vienna

**Medical Teacher Editorial Board** (invite only)
- **Date:** Monday 29 August
- **Time:** 1400-1545
- **Location:** Business Suite 2
**Ottawa Professionalism Theme Group Luncheon (invite only)**
Date: Monday 29 August  
Time: 1245-1345  
Location: Business Suite 3

**Ottawa 2014 Planning Meeting (invite only)**
Date: Monday 29 August  
Time: 1745-1845  
Location: Business Suite 3

**School or Health Professions and Education (SHE): SHEILA@AMEE (Students and Alumni only)**
SHEILA organizes a workshop and informal meeting at AMEE. This gives you the opportunity to stay in touch with the Master of Health Professions Education and PhD Programme students and alumni.  
Date: Sunday 28 August 2011  
Time: 1300-1730  
Location: Courtyard by Marriott Wien Messe, Meeting Room Prater 1  
Theme: Teaching academic students to learn

**School or Health Professions and Education (SHE): SHEILA@AMEE Informal Meeting (Students and Alumni only)**
Date: Monday 29 August 2011  
Time: 1800-2030  
Location: Das Badeschiff Wien, Laderaum, Obere Donaustraße 97-99, 1020 Vienna

**VIEW AGM (VIEW Members only)**
Date: Monday 29 August  
Time: 1245-1345  
Location: Schubert 4

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**MEET THE EXPERTS (ASSESSMENT)**
Godfrey Pell, Richard Fuller and Matthew Homer work within the Assessment Research Group at Leeds Institute of Medical Education at the University of Leeds (UK).  
Our philosophy is born of a continuous, quality improvement process that has seen ongoing improvements within assessment in our undergraduate Medicine degree programme and informed a programme of research in key areas in Assessment & Measurement.  
Our main areas of expertise relate to the OSCE (including quality improvement), the theory, design and delivery of successful sequential testing, the use of item response theory in relation to written testing, and curriculum evaluation, including application of assessment for learning theory. Come and see us to discuss your assessment-related issues. No appointment necessary!

Date: Tuesday 30 August  
Time: 1215-1315  
Location: Business Suite 3
EXHIBITION

The exhibits are located in Hall A, Reed Messe Wien where tea/coffee and lunches are served.

EXHIBIT HOURS

- Sunday 28 August: 1200-1600 hrs: build-up (contact Worldspan – amee@worldspan.co.uk for more detailed information)
- Sunday 28 August: 2000-2200 hrs: exhibition open (Buffet Reception)
- Monday 29 August: 0800-1800 hrs: exhibition open
- Tuesday 30 August: 0800-1800 hrs: exhibition open
- Wednesday 31 August: 0800-1300 hrs: exhibition open
- Wednesday 31 August: 1300-1800 hrs: tear-down

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Care of AMEE, 484 Perth Road, Dundee DD2 1LR, UK; email: ottawaconference@dundee.ac.uk Web: www.ottawaconference.org

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ANATOMICAL SCIENCES EDUCATION
Wojciech Pawlina, College of Medicine, Mayo Clinic, Rochester MN, USA (pawlina.wojciech@mayo.edu) or Richard Drake, Cleveland Clinic Lerner College of Medicine, Cleveland OH, USA (draker@ccf.org)

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IAMSE c/o JulNet Solutions, LLC, 3473 US Route 60 East, Huntington WV 25705, USA. Email: support@iamse.org
IDEAL CONSORTIUM
Prof C B Hazlett, shazlett@haw.ca
IDEAL (International Database for Enhanced Assessments and Learning) is a consortium of 29 medical schools that share their high fidelity test items and OSCE stations. Two item banks include over 30,000 test questions and are used for summative and formative purposes. A suite of software programs supports the use of these banks for assessments and learning.

KING SAUD BIN ABDULAZIZ UNIVERSITY FOR HEALTH SCIENCES

LEEDS INSTITUTE OF MEDICAL EDUCATION CONSULTANCY SERVICES
Tel: +44(0)113 343 1654; Email: info@leedsmeded.co.uk; Website: www.leedsmeded.co.uk

MEDICAL EDUCATION IN EUROPE 2 (MEDINE2)
www.medine2.com or medine2@ed.ac.uk

MEDICAL TEACHER
Tel: +44 1382 381994; medicalteacher@dundee.ac.uk; www.medicalteacher.org
One of the leading journals for the practising medical and healthcare professions teacher, published monthly by Informa in hard copy and online. Impact factor 1.495. Medical Teacher welcomes submissions in a range of formats including original research, practical guides, articles and short communications.

MEDIVIEW
Jasper Holthuis, Director, Jekermolenweg 86, 6212 NL Maastricht, The Netherlands. Tel: +31 43 3219888; info@mediview.org; www.mediview.org
Mediview is the publisher of “Skills in Medicine”. The program, available as “offline” (books + cd-roms) as well as “online” (web-based), explains and demonstrates more than 250 diagnostic and therapeutic techniques.

NACT UK (NATIONAL ASSOCIATION OF CLINICAL TUTORS UK)
Mrs Jane Litherland, Executive Manager, NACT UK, Norfolk House East, 499 Silbury Boulevard, Central Milton Keynes, MK9 2AH. Tel: 01908 488033; Fax: 01296 715255

NATIONAL BOARD OF MEDICAL EXAMINERS
3750 Market Street, Philadelphia, PA 19104, USA; www.nbme.org
Founded in 1915, the NBME is an independent, not-for-profit organization that serves the public through its high-quality assessments of healthcare professionals.

NHS EDUCATION FOR SCOTLAND
NHS Education for Scotland, Floor 5, Thistle House, 91 Haymarket Terrace, Edinburgh EH12 5HD
We are a special health board, responsible for supporting NHS services delivered to the people of Scotland by developing and delivering education and training for those who work in NHS Scotland.

NHS EPORFOLIO
NHS Education for Scotland, 11 Hill Square, Edinburgh, Scotland. EH8 9DR. Eportfolio@nes.scot.nhs.uk; www.nhsep.info

OFFICE OF CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT FACULTY OF MEDICINE, UNIVERSITY OF TORONTO
500 University Ave Suite 650, Toronto, On, M5G 1U7, Canada

OXFORD UNIVERSITY PRESS
Oxford University Press, Great Clarendon Street, Oxford OX2 6DP; www.oup.com
Oxford University Press is a department of the University of Oxford. It furthers the University’s objective of excellence in research, scholarship, and education by publishing worldwide.

QPERCOM LTD
Dr Thomas Kropmans CEO Qpercom/Senior lecturer Medical Informatics & Medical Education NUIG, Unit 204, Business Innovation Centre National University of Ireland, University Road, Galway, Ireland. thomas.kropmans@qpercom.ie; +353-91-495478
We deliver solutions to replace labour intense paper-based OSCE forms with computer-based solutions for the creation, administrating and analysing of observational competence & performance assessments.

SCHOOL OF HEALTH PROFESSIONS EDUCATION
She-oifdg@maastrichtuniversity.nl
The Maastricht School of Health Professions Education (SHE) is a graduate school for education, training and research in health professions education. SHE offers a wide range of courses in health professions education, ranging from short courses to degree programmes, such as a Master’s and a PhD programme.

SPANISH SOCIETY FOR MEDICAL EDUCATION (SEDEM)
Jorge Pales - educacionmedica@ub.edu

THE WILSON CENTRE, UNIVERSITY OF TORONTO
www.thewilsoncentre.ca; thewilsoncentre@utoronto.ca

TRAINING TRACKER
Anne Rennie, Head of Marketing, Training Tracker, 2 New Road, St Ives, Cambridgeshire PE27 5BG, UK. Tel: +44 1480 494515; anne.rennie@trainingtracker.co.uk; www.trainingtracker.co.uk
Training Tracker is a straightforward elearning platform providing authoring, learning management and reporting in one easy-to-use, web-based tool. Clients: 70 NHS Trusts, Hospices, Care organisations
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**SESSION 1**
- Plenary

**SESSION 2**
- Simultaneous Sessions

**SESSION 3**
- Simultaneous Sessions

**SESSION 4**
- Simultaneous Sessions

**SESSION 5**
- Simultaneous Sessions
  - 0815-1000

**SESSION 6**
- Simultaneous Sessions

**SESSION 7**
- Plenary

**SESSION 8**
- Simultaneous Sessions
  - ESMEA, RESME Course

**SESSION 9**
- Simultaneous Sessions
  - 0815-1000

**SESSION 10**
- Simultaneous Sessions

**SESSION 11**
- Plenary

**LUNCH**
- AMEE AGM
- Viewing of Posters / Exhibits
- ESME / ESMEA / ESMESim / RESME Course Lunch
REED MESSE WIEN ROOM LAYOUT PLAN

Downstairs to Registration, Plenary, Exhibition, Posters

Upstairs to Schubert, Business Suite, Galerie B rooms

Speaker Preview

Registration, Plenary, Exhibition, Posters
SATURDAY 27 AUGUST

0800-1730  Registration desks open at Reed Messe Wien (RMW)
Location: Hall A Foyer, RMW

1400-1700  Highlights of Vienna Tour
Departs from and returns to Reed Messe Wien

1400-1700  Wienerwald – Vienna Woods Tour
Departs from and returns to Reed Messe Wien

AMEE-ESME COURSES
Pre-registration is essential and lunch will be provided.

0900-1700  Essential Skills in Medical Education (ESME) Course
Location: Strauss 1

0900-1700  Essential Skills in Medical Education Assessment (ESMEA) Course
Location: Strauss 2

0900-1700  Research Essential Skills in Medical Education (RESME) Course
Location: Strauss 3

PRE-CONFERENCE WORKSHOPS
Pre-registration is essential. Coffee is included and lunch is provided for those attending PCW 1, 2 and 3.

0915-1645 FULL DAY WORKSHOPS
PCW 1  Scholarship and innovation in medical education
Facilitators: Jocelyn Lockyer (University of Calgary, Canada), Vernon Curran (Memorial University of Newfoundland, Canada), Susan Lieff (University of Toronto, Canada), Linda Snell (McGill University, Canada), Tyrone Donnon (University of Calgary, Canada), Elaine Van Melle (Queen’s University, Canada) in conjunction with the Canadian Association for Medical Education (CAME/ACEM)
Location: Lehar 3-4

PCW 2  The Art and Science of Facilitation: Optimizing the Teacher Learner Experience (Masterclass)
Facilitators: Kerry Knickle, Nancy McNaughton (University of Toronto, Canada)
Location: Lehar 2

PCW 3  Theory and practice of peer teaching in medical education (Masterclass)
Facilitators: Steven J Durning (Uniformed Services University of the Health Sciences, USA), Benjamin Blatt (George Washington University, USA), Olle ten Cate (Utrecht University, Netherlands), Medical Student (Utrecht, Netherlands), Paul Hemmer (Uniformed Services University of the Health Sciences, USA)
Location: Stolz 1

0915-1215 HALF DAY MORNING WORKSHOPS
PCW 4  Clinical reasoning development... pedagogical diagnosis and practical tools for supervision and remediation
Facilitators: Marie-Claude Audétat, Suzanne Laurin, Bernard Charlin (University of Montreal, Canada), Mathieu R Nendaz, (University of Geneva, Switzerland)
Location: Stolz 2
PCW 5 Complexity, Professionalism and the Hidden Curriculum in Medical Education
Facilitators: Jim Price (Institute of Postgraduate Medicine, Brighton & Sussex Medical School, UK), Brian Castellani (Center for Complexity in Health, Kent State University / Northeastern Ohio Universities College of Medicine and Pharmacology, USA), Susan Lieff (Centre for Faculty Development, Department of Psychiatry, University of Toronto, Canada), Frederic Hafferty (Mayo Clinic, Rochester, Minnesota, USA), John Castellani (USA)
Location: Schubert 1

PCW 6 Ethics Teaching: Sharing Best Practice
Facilitators: Bryan Vernon (Newcastle University, UK), Al Dowie (University of Glasgow, UK)
Location: Schubert 2

PCW 7 Bruised, Bloody and Burned: Basic Moulage Techniques
Facilitators: Patty Bell, Elizabeth Darby (Moulage Artists and Standardized Patient Educators, USA), Joseph Lopreiato (National Capital Area Medical Simulation Center, Uniformed Services University of the Health Science, USA)
Location: Schubert 3
Note: Please wear old or protective clothing because participants will be creating moulage injuries on themselves. A sample take home kit will be available for purchase for Euros 15.

PCW 8 A systems approach to institutional planning: Assessment as a monitoring function
Facilitators: Constance M Bowe (University of CA, Davis / Partners Harvard Medical International, USA), Elizabeth Armstrong (Harvard Medical School, USA), Louis Pangaro (Uniformed Services University of Health Sciences, USA), Eric S Holmboe (American Board of Internal Medicine / Yale University / USUHS, USA)
Location: Schubert 4

PCW 9 Learning on the move: Encouraging and Embedding the use of Mobile Devices in Education
Facilitators: Christopher Murray, Gareth Frith (Leeds Institute of Medical Education, School of Medicine, University of Leeds, UK)
Location: Schubert 5

PCW 10 The UNIT system – an interdisciplinary dental education system
Workshop withdrawn

1345-1645 HALF DAY AFTERNOON WORKSHOPS

PCW 11 Strategic Visioning: Engaging Faculty in Shared Leadership for Program Planning
Facilitator: Anita Duhl Glicken (University of Colorado School of Medicine, USA)
Location: Stolz 2

PCW 12 Health care delivery systems: Designing a patient and case-based curriculum
Facilitators: Martin R Fischer1, Elizabeth G Armstrong2, Miriam Wetzel1, Lilith Becher1 (1Faculty for Health, University Witten/Herdecke, Witten, Germany; 2Harvard Medical School, Harvard Macy Institute, Boston, USA)
Location: Schubert 1

PCW 13 Implementing innovations in postgraduate medical education: how to start tomorrow
Facilitators: Hanneke Mulder* (University Medical Center Utrecht), Lia Fluit (University Medical Center St Radboud), Abe Meininger (Universitair Medical Center Groningen), Marjo Wijnen-Meijer (University Medical Center Utrecht), Scheltus van Luijk (VU University Medical Center), Fedde Scheele (Sint Lucas Andreas Hospital), Henk Sluiter (Deventer Hospital, The Netherlands)
All members of the Netherlands Association for Medical Education Special Interest Group for Postgraduate Curriculum Development and members of the former Dutch Advisory Board for Postgraduate Curriculum Development
Location: Schubert 2
PCW 14  All you need to know about usability testing for e-learning interventions  
Facilitator: John Sandars (Medical Education Unit, Leeds Institute of Medical Education, University of Leeds, UK)  
Location: Schubert 3

PCW 15  A Key to Decoding Emotions: How facial expressions and body language speak for all of us, all the time  
Facilitator: Amy Flanagan Risdal (Uniformed Services University, Bethesda, USA)  
Location: Schubert 4

PCW 16  Test Theory: Things you always wanted to know, yet never dared to ask  
Facilitators: Michaela Wagner-Menghin, Michael Schmidts (Medical University Vienna, Department for Medical Education, Vienna, Austria)  
Location: Schubert 5

PCW 17  Simulation: Integrating Clinical Science and Basic Sciences in Pre-clinical Years  
Facilitators: David Pederson, Diana Callender, Sean Gnecco, Paul Abney (Ross University School of Medicine, Dominica)  
Location: Schubert 6

1830-2200  AMEE Executive Committee Meeting (closed meeting)  
Location: Strauss Room, Hilton Vienna, Stadtpark
SUNDAY 28 AUGUST

0800-2100  Registration desks open at Reed Messe Wien (RMW)
  Location: Hall A foyer, RMW

1400-1700  Highlights of Vienna Tour
  Departs from and returns to Reed Messe Wien

1400-1700  Wienerwald – Vienna Woods Tour
  Departs from and returns to Reed Messe Wien

GROUP MEETINGS

1000-1200  ASPIRE: Excellence in Assessment panel (invite only)
  Location: Business Suite 1

1000-1200  ASPIRE: Excellence in Student Engagement panel (invite only)
  Location: Business Suite 3

1000-1200  ASPIRE: Excellence in Social Responsibility and Accountability panel (invite only)
  Location: Business Suite 4

1300-1600  ASPIRE Board Meeting (invite only)
  Location: Business Suite 2

1300-1730  School of Health Professions and Education (SHE): SHEILA@AMEE (Students & Alumni only)
  Location: Courtyard by Marriott Wien Messe, Meeting Room: Prater 1

AMEE-ESME COURSES

Pre-registration is essential and lunch will be provided.

0900-1230  Essential Skills in Medical Education Assessment (ESMEA) Course
  Location: Strauss 2

0900-1700  Essential Skills in Medical Education (ESME) Course
  Location: Strauss 1

0900-1700  Essential Skills in Medical Education Simulation (ESMESim) Course
  Location: Strauss 3

PRE-CONFERENCE WORKSHOPS

Pre-registration is essential. Coffee is included and lunch is provided for those attending PCW 18, 19, 20, 21 and 22.

0915-1645  FULL DAY WORKSHOPS

PCW 18  Medical Education in Vienna from the 18th to the 21st Century
  Facilitator: Richard Maerz et al (Medical University of Vienna, Austria)
  Location: Medical University of Vienna. This workshop will take place at the Medical University of Vienna and not Reed Messe Wien. Transport is not provided and delegates should make their own way.
PCW 19  How to Develop Effective e-Learning: From Principles to Practice *(Masterclass)*
Facilitators: David A Cook (Mayo Clinic College of Medicine, USA), John Sandars (University of Leeds, UK)
Location: Lehar 3-4

PCW 20  Conducting qualitative research: From conception to analysis *(Masterclass)*
Facilitators: Sarah Whyte, Nancy McNaughton, Tina Martimianakis, Simon Kitto, Ayelet Kuper, Mathieu Albert (University of Toronto & Wilson Centre for Research in Education, Canada)
Location: Lehar 2

PCW 21  The many challenges of clinical teaching and possible solutions: A staff development workshop for teachers in the clinical environment *(Masterclass)*
Facilitators: Subha Ramani (Internal Medicine Residency Program, Boston University School of Medicine, Boston, USA); Sam Leinster (School of Medicine, Health Policy and Practice, University of East Anglia, Norwich, UK)
Location: Stolz 1

PCW 22  One World – One Health: the power of collaboration through Interprofessional Education (IPE)
Facilitators: VIEW Group (Veterinary Education Worldwide) – Debbie Jaarsma1, Sarah Baillie2, Christian Gruber3 (1Faculty of Veterinary Medicine, University of Utrecht, the Netherlands; 2Royal Veterinary College, London, UK; 3University of Veterinary Medicine, Vienna, Austria)
Location: This workshop will take place at the University of Veterinary Medicine Vienna and not Reed Messe Wien. Transport is not provided and delegates should make their own way.

0915-1215  HALF DAY MORNING WORKSHOPS

PCW 23  Transforming Daily Activities with SPs into Scholarship and Research
Facilitator: Benjamin Blatt (The George Washington University, Washington DC, USA)
Location: Lehar 1

PCW 24  Using learning theory to inform curriculum design and learning activities
Facilitators: Joan Sargeant (Dalhousie University, Halifax, Canada), Heather Armson, Jocelyn Lockyer (University of Calgary, Canada)
Location: Schubert 1

PCW 25  How am I doing? Developing effective feedback skills through deliberate practice
Facilitators: John H Shatzer (Vanderbilt University School of Medicine, Nashville, USA), Sally A Santen (Emory University School of Medicine, Atlanta, USA), Henry Pohl (Albany Medical College, Albany USA), Sharon K Krackov (New York, USA)
Location: Stolz 2

PCW 26  Questionnaire design, use and analyses in medical education research
Facilitators: David Wall, Taruna Bindal, Helen Goodyear, Dawn Jackson (West Midlands Deanery, Birmingham, UK)
Location: Schubert 2

PCW 27  Measurement of Clinical Skills: Advanced Topics
Facilitators: Kimberly Swygert (National Board of Medical Examiners), Ann Jobe (NBME/ECFMG, Philadelphia, USA)
Location: Schubert 3
PCW 28  Writing and Teaching Medical Education Curriculum with Patients and Families
Facilitators: Janice Hanson (Uniformed Services University of the Health Sciences, Bethesda, USA), Beth Lown (Mt. Auburn Hospital and Harvard Medical School, Cambridge, USA), Mick McKeown (Faculty of Health, University of Central Lancashire, United Kingdom), Alna Robb (Faculty of Medicine, University of Glasgow, UK), Jools Symons (University of Leeds, UK), Kent DeZee (Uniformed Services University of the Health Sciences, Bethesda, USA)
Location: Schubert 4

PCW 29  Find the 99 differences: a toolbox for reflection on student and patient diversity
Facilitators: Veronica J Selleger (VU University Medical Center, Amsterdam, Department of Medical Psychology and m.m.w, The Netherlands), Benno Bonke (Erasmus University Medical Center, Rotterdam, The Netherlands)
Location: Schubert 5

PCW 30  Understanding and leading organizational change: principles and case studies
Facilitators: Elza Mylona (Stony Brook University School of Medicine, Stony Brook, USA), Larry Gruppen (University of Michigan Medical School, USA), Aviad Haramati (Georgetown University School of Medicine, USA)
Location: Schubert 6

1345-1645 HALF DAY AFTERNOON WORKSHOPS

PCW 31  Sequential scenarios with simulated patients – Development and training
Facilitators: Devra Cohen (Union Graduate College, Mount Sinai School of Medicine Bioethics Program, Union Graduate College, New York, USA)
Location: Lehar 1

PCW 32  Measuring OSCE Quality: a Practical Guide
Facilitators: Richard Fuller, Godfrey Pell, Matthew Homer (School of Medicine, University of Leeds, UK)
Location: Strauss 2

PCW 33  The ABCs of IRT (Item Response Theory)
Facilitator: André F De Champlain (National Board of Osteopathic Medical Examiners, USA)
Location: Stolz 2

PCW 34  Rater Training: Methods to achieve consistency of evaluation that move beyond the evaluation form
Facilitators: Paul A Hemmer (Uniformed Services University, Bethesda, USA), Eric Holmboe (American Board of Internal Medicine, Philadelphia, USA)
Location: Schubert 1

PCW 35  Identifying and Helping Doctors in Difficulty
Facilitators: Helen Goodyear, Taruna Bindal, Dawn Jackson, David Wall (West Midlands Deanery, Birmingham, UK)
Location: Schubert 2

PCW 36  Developing High-quality Single-Best-Answer MCQs to Assess Application of Knowledge Using Patient Vignettes
Facilitators: Kathy Holtzman, Dave Swanson (National Board of Medical Examiners, Philadelphia, USA)
Location: Schubert 3

PCW 37  The Small Group Experience: Strategies to Improve your Performance as Facilitator
Facilitators: Carol F Capello, Joseph F Murray III (Weill Cornell Medical College, USA), Elza Mylona (Stony Brook School of Medicine, Stony Brook, USA), Norma S Saks (Robert Wood Johnson Medical School, New Brunswick, USA)
Location: Schubert 4
PCW 38  Developing Globally Competent Health Care Workers  
Facilitators: Deborah Murdoch-Eaton (School of Medicine, University of Leeds, UK), Medical Student  
Location: Schubert 5

PCW 39: Clinical Debriefing and Reflective Practice: A Journey of Discovery  
Facilitator: Chris Skinner (Medical School, Notre Dame University; Fremantle, West Australia)  
Location: Schubert 6

1700-1800  AMEE 2011 Orientation Session  
This session, designed for those new to AMEE conferences, will provide some background information about AMEE and some hints on getting the most from the conference.  
Presenters: Madalena Patricio (AMEE President), Ronald M Harden (AMEE General Secretary), Pat Lilley (AMEE Operations Director)  
Location: Strauss 2

1900-2200  Opening Ceremony and Reception  
An exciting, fun-filled, action-packed musical programme by Salonfähige Saitenspringer, a group of talented and versatile musicians to start off the Conference on the right note! Afterwards, enjoy a buffet reception, while renewing acquaintances from previous Conferences, and making new friends.  
Location: Hall A, Reed Messe Wien  
Cost: Free of charge to participants and registered accompanying persons
MONDAY 29 AUGUST

0715-1815 Registration desks open at Reed Messe Wien (RMW)
Location: Hall A foyer, RMW

0800-1800 Exhibition Open
Location: Hall A, RMW

1400-1700 Jugendstil – Art Nouveau Tour
Departs from and returns to Reed Messe Wien

SESSION 1: PLENARY

0830-1000  1 Plenary 1
Chairperson: Ronald M Harden (UK)
Location: Hall A

0830-0850 Introduction to the Conference
Ronald M Harden (AMEE General Secretary)

0850-0945 1A 21st Century Medical Learning
Donald Clark (LearnDirect, UK)

Donald Clark was CEO and original founder of Epic Group plc, which established itself as the leading company in the UK e-learning market, floated on the Stock Market in 1996 and sold in 2005. He is a board member of Ufi LearnDirect (Government agency delivered e-learning to 2.8 million learners), Caspian Learning (learning games), LearningPool (content provider), Brighton Arts Festival, and a school governor. Donald has implemented hundreds of technology based programmes in medical education using simulations, games, virtual patients and a range of e-learning techniques. He has advised on e-learning for HEFCE, IVIMEDS (Worldwide Medical Schools Consortium) World Bank, United Nations and many other public and private sector organisations and is a regular speaker at national and international conferences... also a regular (and controversial) blogger on e-learning! donald.clark@hotmail.co.uk; http://donaldclarkplanb.blogspot.com/

0945-1000 Questions and Discussion

1000-1030 COFFEE BREAK
Location: Hall A

SESSION 2: SIMULTANEOUS SESSIONS

1030-1230  2A SYMPOSIUM: The future of online continuing medical education: Towards more effective approaches
Panel: John Sandars (Medical Education Unit, University of Leeds, UK) (Chair); Patricia K Kokotailo (University of Wisconsin School of Medicine and Public Health, USA), Gurmit Singh (School of Education and Medical Education Unit, University of Leeds, UK)
Location: Hall A

1030-1230  2B SYMPOSIUM: Faculty development: Not only an obligation of medical schools but it also makes good business sense
Panel: Matthew Gwee (National University of Singapore) (Chair); Yvonne Steinert (McGill University, Canada), Dujeepa Samarasekera (NUS, Singapore)
Location: Strauss 1
1030-1230 2C SHORT COMMUNICATIONS: Education Environment - featuring the Miriam Friedman Ben David Prize Presentation
Chairperson/Opening Discussant: Madalena Patricio (Portugal)
Location: Strauss 2

1030-1045 2C1 Miriam Friedman Ben David Prize 2010: Role Modelling in Medical Education
Vimmi Passi (Warwick Medical School, UK)

1045-1100 2C2 Assessing the educational environment: a system for monitoring change to target and evaluate interventions
C Koppel, J Currie, L Burton*, M Ruwanpathirana*, S Singh, M Lupton (Undergraduate Medical Office, Chelsea and Westminster Hospital, London, UK)

1100-1115 2C3 Clinical workplace learning – how to evaluate?
M Kelly1, D Bennett1, S O’Flynn2, T Dorman3 (‘Medical Education Unit, Brookfield Health Sciences Complex, University College Cork, Ireland; 2University of Maastricht, Netherlands)

1115-1130 2C4 Quality assessment (monitoring) of medical educational culture in hospital units
L Mortensen*, B Malling (MEDU Aarhus University, Aarhus University Hospital, HR-education, Aarhus C, Denmark)

1130-1145 2C5 The Dutch Residency Educational Climate Test: differences in subscale scores due to gender and training status
(Rob Oostenbroek1, Monica van de Ridd2 (‘Arts-Assistentenvereniging ASz; 2Department of Surgery and Leerhuis, Albert Schweitzer Hospital, Dordrecht, The Netherlands)

1145-1200 2C6 Events that influence medical students’ perceptions of the learning environment
J Colbert*, R Shochet, R Levine, S Wright (Johns Hopkins School of Medicine, Office of Medical Education Services, Baltimore, USA)

1200-1215 2C7 DREEMing in Slovenia – first comparison of students’ educational climate perception between medical schools
B Zdravkovic*, M Zdravkovic (Faculty of Medicine, University of Maribor, Slovenia)

1215-1230 Discussion

1030-1230 2D SHORT COMMUNICATIONS: Postgraduate Education 1
Chairperson: Malcolm Wright (UK)
Location: Strauss 3

1030-1045 2D1 Comparing the US and UK models of postgraduate medical education – training versus service delivery
R Nathavitharana (NYU Internal Medicine Residency Program, New York, USA)

1045-1100 2D2 Training Programme Specialty Appraisal
C Cooper*, P Barker, J Corne (East Midlands Healthcare Workforce Deanery (North Centre), University of Nottingham, Nottingham, UK)

1100-1115 2D3 Pilot study: Accelerated learning in anaesthetic training
HO Holdgaard*, C Thygesen, S Ruback, P Charles (University of Aarhus, Center for Medical Education, Aarhus/Skejby, Denmark)

1115-1130 2D4 Supervision of trainees on a general paediatric service: Quantity, the effect on patient management and trainees learning
M van den Boom1, R Pinnock2, J Weller3, P Reed4, B Shulruf4 (‘Starship Children’s Hospital and Department of Paediatrics; 2Centre for Medical and Health Sciences Research; 3Children’s Research Centre, Starship Children’s Hospital, New Zealand)

1130-1145 2D5 How well are our post graduates prepared for practice? Defining practice by means of tasks and activities
J Pols2, HB Bakker1, P Remmelts1, IS Dijkstra1, JIA Moolij2 (‘Wenckebach Institute, University Medical Center Groningen, University of Groningen, The Netherlands; 2Department of Neurosurgery, University Medical Center Groningen, University of Groningen, The Netherlands)
1145-1200  2D6  Improving the quality of postgraduate medical education: Residents provide their supervisors with feedback: (how) does it work?
C Fluit*, S Bolhuis, R Grof, R Laan, M Wensing (1Radboud University Nijmegen Medical Centre, Institute for Medical Education and Training Nijmegen, The Netherlands; 2Radboud University Nijmegen Medical Centre, Scientific Institute for Quality of Healthcare, Nijmegen, The Netherlands)

1200-1215  2D7  Impact of Resident Physician Well-Being on Assessments of Knowledge and Clinical Performance
TJ Beckman*, DA Reed, TD Shanafelt, CP West (Mayo Clinic, College of Medicine, Rochester, Minnesota, USA)

1215-1230  2D8  Evaluation of a Training Programme for Specialty Trainees: Improving course quality to strengthen impact
Lyn Hailey (NHS Education for Scotland, SE Region, Edinburgh, UK)

No Discussion

1030-1230  2E  SHORT COMMUNICATIONS: Work-based Assessment
Chairperson: John Norcini (USA)
Location: Lehar 3-4

1030-1045  2E1  How do Assessors Decide? A model to explain differences in assessors’ judgements in MiniCEX assessments in UK foundation doctors
P Yeates*, P O’Neill, K Mann, K Eva (University of Manchester, Manchester Medical School, Education Research Centre, University Hospital of South Manchester, UK)

1045-1100  2E2  Observed Work Place Based Assessments: Comparative analysis of two studies
P Nesargikar1, A Mainwaring*, G Clark2, A Hassell1, R K McKinley1 (1Keele School of Medicine; 2University Hospital of Wales)

1100-1115  2E3  What viewpoints do Case-based Discussion (CbD) and Mini-CEX assess educational outcomes from?
M Miyamoto*, H Yoneda, T Kubota, K Suzuki (Education Center, Osaka Medical College, Takatsuki, Osaka, Japan)

1115-1130  2E4  Undergraduate performance assessment using mCEX in clinical settings without control over assessor specialty or training, clinical case, or clinical context
D Playford*, R Worthington (The University of Western Australia, The Rural Clinical School of Western Australia, Faculty of Medicine, Dentistry and Health Sciences, Western Australia)

1130-1145  2E5  Work-place based assessments using iPhones in Year 4 medical students
J C Darling*, G S Frith, C Murray (Academic Dept of Paediatrics, Obstetrics and Gynaecology, Leeds, UK)

1145-1200  2E6  Defining and Assessing Competency Standards in Colonoscopy: Where is the Bar?
R E Sedlack (Mayo Clinic, Division of Gastroenterology and Hepatology, Rochester, MN USA)

1200-1215  2E7  Supervision of assessments: A review of assessments in Foundation Training.
I Ryland*, C Dainty1, S Atkinson1, E Morrissey1, L Brunt1, D Bowen-Jones4,* (1Mersey Deanery, Liverpool, UK; 4Edge Hill University, Ormskirk, Lancashire, UK)

1215-1230  2E8  The Anaesthetic experience in using Direct Observation of Procedural Skills; trainees' and trainers' perspective
N Bindal3, T Bindal1, D Wall1, H Goodyear2 (1Worcestershire Acute Hospitals NHS Trust; 2West Midlands Deanery, UK)
1030-1230 2F SHORT COMMUNICATIONS: Empathy and Ethics
Chairperson: Steve Trumble (Australia)
Opening Discussant:
Location: Lehar 1

1030-1045 2F1 The Effect of Medical School on Student Development
S Laird*, J George*, S Coon (A. T. Still University of Health Sciences/Kirksville College of Osteopathic Medicine, Academic Affairs, Kirksville, MO, USA)

1045-1100 2F2 How to measure non-observable aspects of empathy: a qualitative study
I Preusche*, M Wagner-Menghin (Medical University of Vienna, Department of Medical Education, Vienna, Austria)

1100-1115 2F3 Critical Incidence Report (CIR) in Medical Students: A 3-year experience
Pimpet Sukumalpaiboon (Sawanpracharak Medical Education Center, Ministry of Public Health, Nakhonsawan, Thailand)

1115-1130 2F4 Ministry of Ethics – An inexpensive approach to producing an interactive Medical Ethics and Law online resource
Jacky Wong*,1, Salaj Masand2, Anna Allan*,1, Philip Xiu*1 (*University of Cambridge, School of Clinical Medicine, Cambridge, UK; *King’s College London, School of Medicine and Dentistry, London, UK)

1130-1145 2F5 Are Undergraduate Medical Ethics and Law Curricula Fit for Purpose? Sheffield and Newcastle F1 doctors’ views
P Vivekananda-Schmidt*,1, B.G. Vernon2 (*Academic Unit of Medical Education, University of Sheffield, UK; *School of Medical Sciences Education, Newcastle, UK)

1145-1230 Discussion

1030-1230 2G SHORT COMMUNICATIONS: Pot Pourri
Chairperson: Stefan Lindgren (Sweden)
Opening Discussant: Sandra Carr (Australia)
Location: Lehar 2

1030-1045 2G1 Back to the future in the teaching of anatomy to medical students – part 2: Do we need anatomy labs?
D Grabs*,1, G Bronchti1, R Gareau1,2, R Duplain2 (*Université du Québec à Trois-Rivières, Department of Chemistry-Biology/Anatomy, Trois-Rivières, Canada; 2Faculty of Medicine, Campus de l’Université de Montréal en Mauricie, Trois-Rivières, Canada)

1045-1100 2G2 Prescribing in the Student Assistantship
S E Smith*1, V R Tallentire1, H S Cameron1, S M Wood2 (*University of Edinburgh, Centre for Medical Education, Edinburgh, UK; 2NHS Fife, Renal Medicine, Dunfermline, UK)

1100-1115 2G3 Evidence Based Community Health Clerkship-Innovative experiment in integrating preventive & curative medicine in a community clinic: Shifa Experience
Ali Yawar Alam*, Madiha Butt, Farah Rashid (Community Health Sciences, Shifa College of Medicine, Islamabad, Pakistan)

1115-1130 2G4 Modern Medical School Curricula: where has prevention teaching gone?
O Briasoulis*, DE Karakitsiou, IDK Dimoliatis (Department of Hygiene and Epidemiology, School of Medicine, University of Ioannina, Greece)

1130-1145 2G5 Medical Student Attitudes to Including Health Impacts of Climate Change in the Medical School Curriculum: a Qualitative Study
G Horton*,1, P Magin1, G Blashki2, D Pond1, M Ireland1 (*University of Newcastle, Faculty of Health, School of Medicine and Public Health, Newcastle, Australia; 1University of Melbourne, Nossal Institute for Global Health & Melbourne Sustainable Society Institute, Melbourne, Australia)

1145-1200 2G6 Integrating domestic violence and child abuse in a Family Medicine Course at Damascus Medical School: lessons learned
H Bashour (University of Damascus, Faculty of Medicine and Centre for Medical Education Development, Damascus, Syria)
2G7 1200-1215  "The worst thing about death? I would miss everyone!" Third year medical students' views and feelings on death and dying
JW Grijpma*, A van 't Spijker, A de la Croix (Erasmus University Medical Center, Department of Psychology and Psychotherapy, Rotterdam, The Netherlands)

1215-1230 Discussion

1030-1230 2H  SHORT COMMUNICATIONS: Stress and the Student in Difficulty
Chairperson: Martin Hart (UK)
Opening Discussant: Norma Saks (USA)
Location: Stolz 1

1030-1045 2H1  Variables associated with academic failure in students of first year medical Universidad Andrés Bello, Vica del Mar Chile
P Mc Coll*, O Gárate (Universidad Andrés Bello, Facultad de Medicina, Escuela de Medicina, Sede Vifía del Mar, Chile)

1045-1100 2H2  Help-Seeking Behavior, Academic Difficulties and Happiness
Hong-Im Shin**, Woo Taek Jeon (Yonsei University, Department of Psychology; Yonsei University, College of Medicine, Department of Medical Education, Seoul, Korea)

1100-1115 2H3  Do students feel bullied and harassed at medical school by staff and peers?
It depends on the definition!
Tharani Mahesan, Donna Tooth*, Helen Graham* (King's College London School of Medicine, London, UK)

1115-1130 2H4  Development and initial validation of a self-regulated learning microanalysis protocol for struggling medical students
A R Artino**, S J Durning, T J Cleary**, P Hemmer*, P K Kokotailo*, J E Sandars* (Uniformed Services University of the Health Sciences, Bethesda, Maryland, USA; University of Wisconsin-Milwaukee, USA; University of Wisconsin School of Medicine, Madison, Wisconsin, USA; University of Leeds, UK)

1130-1145 2H5  "They can't see it": characterising the poorly performing student in the clinical environment
M Bearman*, R Ajaw*, E Molloy*, J Keating* (Monash University, Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia; University of Dundee, Centre for Medical Education, Dundee UK)

1145-1200 2H6  Social networks and academic help seeking among first year medical students
O B Nikolaus**, R Hofer, W Pawлина, B Castellani, P K Hafferty, F W Hafferty (Mayo Medical School, Department of Anatomy, Rochester, MN, USA)

1200-1215 2H7  Teaching stress-reduction and self-care to medical students through experiential learning
H Zackson, D Seacord, M Stuber* (Semel Institute at UCLA, Los Angeles, USA)

1215-1230 Discussion

1030-1230 2I  RESEARCH PAPERS: Selection/Career choice
Chairperson: Charlotte Ringsted (Denmark)
Location: Stolz 2

1030-1050 2I1  The Medical School Retention Game. Admission Testing vs. Highest Grades: One-nil
L D O’Neill**, J Hartvigsen, B Wallstedt, L Korsholm, B Eika (Institute of Sports Science and Clinical Biomechanics, University of Southern Denmark, Odense, Denmark; Clinical Locomotion Science, University of Southern Denmark, Odense, Denmark; Education Development Unit, University of Southern Denmark)

1050-1110 2I2  Medical school admissions: An unequal playing field
S R Wright (Newcastle University School of Medical Sciences Education Development, Newcastle upon Tyne, UK)
**1110-1130 2I3  Ethnicity and social background as predictors of performance in undergraduate pre-clinical and clinical training**
K Stegers-Jager*1, J Cohen-Schotanus2, A Themmen1 (1Erasmus MC, Desiderius School, Rotterdam, The Netherlands; 2University of Groningen and University Medical Center, Groningen, The Netherlands)

**1130-1150 2I4  Women physicians' reflections on choosing an academic medicine career**
N J Borges*1, A M Navarro2, A C Grover3 (1Wright State University Boonshoft School of Medicine, Office of Academic Affairs and Department of Community Health, Dayton, OH, USA, 2Association of American Medical Colleges, Careers in Medicine, Washington, DC, USA, 3Virginia Commonwealth University School of Medicine, USA)

**1150-1230 Discussion**

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**1030-1230 2J  SHORT COMMUNICATIONS: Simulated Patients**
Chairperson: Devra Cohen-Tigor (USA)
Opening Discussant: Nancy McNaughton (Canada)
Location: Schubert 1

**1030-1045 2J1  Standardizing standardized patient (SP) and SP trainer performance in variable assessment contexts: methodology and outcomes**
C O'Byrne*, C Smith*, J Pugsley, LI Quero-Munoz (Pharmacy Examining Board of Canada, PEBC Qualifying Examination - Part II (OSCE/OSPE), Toronto, Canada)

**1045-1100 2J2  The Simulated Patient’s view on teaching – a new perspective?**
K Lingemann, T Campbell, C Lingemann, J Breckwoldt* (Charité - University Medicine Berlin, Dept. of Anaesthesiology, Benjamin Franklin Medical Centre and Dieter Scheffner Centre for Education in Medicine, Berlin, Germany)

**1100-1115 2J3  Simulated Patients and Physician Examiners Emphasize Different Aspects of Communication Skills**
Marion M Aw, Chern Ling Kok, Nicola S P Ngiam, Yiong Huak Chan, Poh Sim Low, Zubair Amin* (National University of Singapore, Dept of Pediatrics, Singapore)

**1115-1130 2J4  Training standardized patients for large scale OSCE examination: Experience in Thailand**
S Kobwanthanakun*, P Yamwong1, W Sumawongse2, B Sathapatayavongs2 (1Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; 2Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand)

**1130-1145 2J5  Error variance due to SP portrayal in OSCEs**
A Valleynand*, C Violato (Health Sciences Centre, Faculty of Medicine, University of Calgary, Canada)

**1145-1200 2J6  Does the body habitus of the standardized patient influence students’ performance in an objective structured clinical examination?**
V Abi Raad*, N Asmar, Z Hijazi, S Bahous, P Salme, L Abiad (Lebanese American University, School of Medecine, Chouran-Beirut, Lebanon)

**1200-1230 Discussion**

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**1030-1230 2K  SHORT COMMUNICATIONS: Medical Education Research**
Chairperson: Brownell Anderson (USA)
Location: Schubert 2

**1030-1045 2K1  A Quantitative Analysis of the Evolution of Medical Education Research**
A S Peters*, K Lee*, J S Whelan, N H Tannery, S L Kanter (1Harvard Medical School, Dept. of Population Medicine and Academy Center for Teaching & Learning; 2Harvard Medical School, Center for Biomedical Informatics, Boston, USA)

**1045-1100 2K2  A framework for ethical review of education research**
JI Eikelboom*, JIM van Delden1, TH J ten Cate2 (1University Medical Centre Utrecht, Julius Centre Medical Humanities, Utrecht, Netherlands; 2University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands)
Creating educational work practices based on evidence – developing an evidence based model for Medical Education Units in hospitals in Queensland, Australia – a qualitative study

L Black*, V Brazil (Clinical Education & Training Queensland (ClinEdQ), Queensland Medical Education & Training (QMET), Brisbane, Queensland, Australia)

The Importance of Social Presence in Distance-Taught Rural Integrated Clerkships: An Overlooked Factor in the Success of the Future of Medical Education

D Myhre*, J Tworek*, W Woloschuk, W Jackson (University of Calgary, Canada)

The risk-of-bias and standards of reporting of published randomized controlled trials of medical education (Med Ed) research

T Horsley*, D Rabb, C Campbell, S Hamstra, D Cook (The Royal College of Physicians and Surgeons of Canada, Centre for Learning in Practice, Ottawa, Ontario, Canada)

Evidence Informed Continuing Education: Locating the Literature

Laure Perrier (Continuing Education and Professional Development, Faculty of Medicine, University of Toronto, Canada)

Research quality of AMEE conference poster versus short communication abstracts – no difference?

M Zdravkovic*, T Prunk* (Faculty of Medicine, University of Maribor, Slovenia)

Type of research papers in medical education meetings in Mexico: an observational study

R García-Durán*, S Morales-López, I Durante-Montiel, M Jiménez, M Sánchez-Mendiola (UNAM Faculty of Medicine, Secretariat of Medical Education, Mexico)

Using data from the National Student Survey (NSS) to identify areas of wide institutional variation in student ratings of the quality of medical and dental courses

Matt Homer*, Godfrey Pell (Institute of Medical Education, University of Leeds, UK)

The Validity and Reliability of the Medical Achievement Self-efficacy Scale (MASS)

S Turan*; I Aper*, S Koole*, C De Wispeelaere*, N De Roo*, A Deketelaere*, M Valcke*, A Derese*

(1Hacettepe University Faculty of Medicine, Department of Medical Education and Informatics Ankara, Turkey; 2Ghent University, Faculty of Medicine and Health Sciences, Centre for Education Development, Belgium; 3Ghent University, Department of Education, Belgium)

Self-perceived preparedness of senior medical students in Croatia for standalone medical practice

M Mihalj*; I Grizelj; I Drenjancevic*; L Puljak*; J Azman*; A Včev*; H Mihalj* (1Medical Faculty University Josip Juraj Strossmayer of Osijek, Croatia; 2Medical Faculty University of Split, Croatia; 3Medical Faculty University of Rijeka, Croatia)

Improved quality of clinical rotations: A case-based analysis identified by students’ evaluation

J Hedemark Poulsen (University of Copenhagen, Faculty of Health Sciences, Evaluation Unit, Student Services, Copenhagen, Denmark)

A case study examining utilization of program evaluation methods to improve residency program performance

H Kromrei*, W Wiese-Rometsch*, M Juzych (Detroit Medical Center, Graduate Medical Education & Wayne State University School of Medicine, Graduate Medical Education, Detroit, Michigan, USA)

The Process of Curriculum Evaluation: the Bachelor curriculum in Veterinary Medicine

Peter van Beukelen*; Marianne Everts; Arie van Nes, Hellen van der Maazen (1Faculty of Veterinary Medicine, Utrecht University, Chair Quality Improvement in Veterinary Education, Utrecht, The Netherlands; 2Faculty of Veterinary Medicine, Utrecht University, Department of Pathobiology, Utrecht, The Netherlands)
1200-1215  2L7  COM:MAND – Supporting the creation, mapping, revision and management of curriculum and learning outcomes
M Begg*, M Hammond, D Dewhurst (University of Edinburgh, College of Medicine and Veterinary Medicine, Learning Technology Section, Edinburgh, UK)

1215-1230  2L8  Performance assessment of academic departments: first step to university accountability
Rita Rezaee (Shiraz University of Medical Sciences, Education Development Center, Shiraz, Iran)

No Discussion

1030-1230  2M  SYMPOSIUM: The Virtual Physiological Human (VPH)
Chairperson: Terry Poulton (UK)
Opening Discussant: Nabil Zary (Sweden)
Location: Schubert 4

1030-1045  2M1  The Virtual Physiological Human: Towards the use of medical avatars for training
Vanessa Diaz-Zuccarini*, Keith McCormack, Michele Spinelli, Andrew Narracott, Martin Nelson, Bindi Brook, Alejandro Frangi, Jordi Villa-Freixa, Pat Lawford (University College London, Department of Mechanical Engineering, London, UK; The University of Sheffield, Department of Cardiovascular Science, Medical Physics Group, Sheffield, UK; Universitat Pompeu Fabra, Information and Communication, Spain)

1045-1100  2M2  Knowledge management for physiology models: the RICORDO approach
P Grenon, S Wimalaratne, B de Bono* (European Bioinformatics Institute, Cambridge, UK)

1100-1115  2M3  The osteoporotic Virtual Physiological Human
M Viceconti*, F Taddei, F Baruffaldi, L Cristofolini, M Baleani, S Stea (Laboratorio di Tecnologia Medica, Istituto Ortopedico Rizzoli, Bologna, Italy)

1115-1130  2M4  Patient specific image-based computational modelling for improvement of short- and long-term outcome of vascular access in patients on hemodialysis therapy: the ARCH project
Andrea Remuzzi, on behalf of the ARCH Consortium (Biomedical Engineering Department, Mario Negri Institute for Pharmacological Research, Bergamo, Italy)

1130-1145  2M5  Image-based Multi-scale Physiological Planning for Ablation Cancer Treatment (IMPPACT)
R Flanagan (NUMA Engineering Services Ltd, Dundalk, Ireland)

1145-1200  2M6  @neurIST: Simulation saves lives, and costs, in cerebral aneurysm
A Frangi, P Bijlenga, D R Hose, M Hofmann-Apitius, G Lonsdale, A Arbona, D Rufenacht, K McCormack* (The University of Sheffield, Department of Cardiovascular Science, Medical Physics Group, Sheffield, UK)

1200-1215  2M7  Risk prediction tool for Oral Cancer: NeoMark project
T Poli*, E Martinelli, D Ardigr*, S Steger* (Azienda Ospedaliero Universitaria di Parma, UO Chirurgia Maxillo Facciale, Parma, Italy; Multimed, Cremona, Italy; Fraunhofer IGD, Darmstadt, Germany)

1215-1230  Discussion

1030-1230  2N  WORKSHOP: Informed Self-Assessment and Feedback: Implications for teaching and learning
Facilitators: J Sargeant*, J Lockyer*, K Mann*, H Armson* (Dalhousie University, Faculty of Medicine, Halifax, NS, Canada; University of Calgary, Faculty of Medicine, Calgary, AB, Canada)
Location: Schubert 5

1030-1230  2O  WORKSHOP: The Power of Mentoring in Medical Education
Facilitators: E Mylona*, W Anderson*, M Newland**, M Hitchcock* (Stony Brook University Medical Center, NY, USA; College of Human Medicine Michigan State University, MI, USA; University of Nebraska Medical Center, NE, USA; Keck School of Medicine University of Southern California, CA, USA)
Location: Schubert 6
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<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Facilitators</th>
<th>Location</th>
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<tr>
<td>1030-1230</td>
<td>2P</td>
<td>WORKSHOP: DEAD MAN TALKING: A PERFECT way to explore biotics using devised theatre</td>
<td>Melissa McCullough, Anna Newell (Centre for Medical Education, Queen’s University Belfast, Northern Ireland, UK)</td>
<td>Business Suite 1</td>
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<td>1030-1230</td>
<td>2R</td>
<td>WORKSHOP: Social Media and Networks in Medical Education</td>
<td>A M Cunningham*, N Lafferty*, A Manca* (Cardiff University, Department of Primary Care and Public Health, Cardiff, UK; Dundee University, Centre for Academic Clinical Practice, Dundee, UK)</td>
<td>Business Suite 4</td>
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<td>1030-1230</td>
<td>2S</td>
<td>WORKSHOP: How to successfully implement a global health experience for medical students</td>
<td>John W Bachman (Mayo Foundation, Rochester, Minnesota, USA)</td>
<td>Hall B, Galerie Room 3+4</td>
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<td>1030-1230</td>
<td>2T</td>
<td>WORKSHOP: Feed-forward, more than the opposite of feed-back?</td>
<td>T Jacobsen, A Baerheim* (University of Bergen, The Department of Public Health and Primary Health Care, Bergen, Norway)</td>
<td>Hall B, Galerie Room 5+6</td>
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<td>1030-1230</td>
<td>2U</td>
<td>WORKSHOP: Teaching CanMEDS competencies in the clinical context</td>
<td>Linda Snell*, Deepak Dath*, Anna Oswald* (Royal College of Physicians and Surgeons of Canada, CanMEDS and Faculty Development Unit (Clinician Educator), Ottawa, Ontario)</td>
<td>Hall B, Galerie Room 9+10</td>
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<td>1030-1230</td>
<td>2V</td>
<td>WORKSHOP: Performance Assessment for Competency-Based Health Professional Education</td>
<td>Ann Jefferies*, Brian Simmons*, Susan Wagner* (University of Toronto, Dept of Paediatrics, Toronto, Ontario, Canada; University of Toronto, Centre for Interprofessional Education and Dept of Speech-Language Pathology, Toronto, Ontario, Canada)</td>
<td>Hall B, Galerie Room 11+12</td>
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<td>1030-1230</td>
<td>2X</td>
<td>POSTERS: Curriculum Development/Integration</td>
<td>Olwyn Westwood (UK)</td>
<td>Hall A</td>
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<td>1030-1230</td>
<td>2X1</td>
<td>Medical Humanities – A review of joint teaching with a University</td>
<td>J P Purday*, C Hauskeller* (Peninsula College of Medicine &amp; Dentistry, Medical Humanities, Exeter, UK; University of Exeter, Centre for Eugenics, Exeter, UK)</td>
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<td>1030-1230</td>
<td>2X3</td>
<td>The horizontal integration of semiology in pathophysiology</td>
<td>Sh Tofangchiha*, F Mohseni, M Akbarzade (Army University of Medical Science, Tehran, Iran)</td>
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<td>1030-1230</td>
<td>2X4</td>
<td>Integration through faculty development: Exploring the value of clinician science partnerships in undergraduate medical education</td>
<td>T Collett*, R Zamani, D Mabin, D Bristow (Peninsula Medical School, Universities of Plymouth and Exeter, Plymouth, Devon, UK)</td>
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2X5 Improving student learning integration and engagement with biomedical science sessions at the Peninsula Medical School
R Zamani*, K Brandom1, Luke McGowan2, Sally Holden2, K Gilbert1, S Bull1 (*Peninsula College of Medicine and Dentistry, Universities of Exeter & Plymouth, Exeter, UK; 1Peninsula College of Medicine and Dentistry, Universities of Exeter & Plymouth, Plymouth, UK)

2X6 Feasibility and impact of clinical skill training during first term basic science modules of the new medical curriculum at the Charité – Universitätsmedizin Berlin.
H Peters*, O Ahlers, J Bruhn, J Hein, T Hitzblech, S Ludwig, A Maaz, J Pelz, J Breckwoldt (Charité - Universitätsmedizin Berlin, Dieter Scheffer Centre for Medical Education, Berlin, Germany)

2X7 The effect of early clinical exposure on the point of view of second-term medical students about medical profession
H Ahmadipour*, M Zahedi (University of Medical Sciences, Community and Preventive Medicine Department, Kerman, Iran)

2X8 Integration of basic and clinical discipline in medical education
Dana Taizhanova*, Murat Teleuov, Rauchan Dosmagambetova (Karaganda State Medical University, Department of Internal Diseases, Karaganda, Kazakhstan)

2X9 Innovative Curriculum integrating Human Growth and Development across all Lifestages
A Mookerjee*, C Cagande, W Graessle, V Rajput* (Cooper Medical School of Rowan University, Medical Education, Camden, New Jersey, USA)

2X10 Evaluation and comparison of students' opinion toward revised medical basic sciences in old and new curriculum in Isfahan University of Medical Science
Z Teimouri Jervekani*, S Mozafarpour, F Dehghani, V Ashoorion, S Sirous (Isfahan University of Medical Science, Education Development Centre, Isfahan, Iran)

2X11 Outcome of a traditional versus a PBL-curriculum in medicine
T Schaefzer*, H H Rusche (Ruhr-University Bochum, Centre for Medical Education, Bochum, Germany)

2X12 Meaningfulness through Informal Curriculum
M Yakubovskyy*, S Fox, L Golub (Mykhaylo Yakubovskyy, Ross University School of Medicine, North Brunswick, USA)

2X13 Undergraduate Medical Education Program Curriculum Renewal: A Case-Based Spiral Approach; The Journey & The Future
Mary Wells*, Juanita Barrett*, Penny Hansen, Sharon Peters (Faculty of Medicine, Memorial University of Newfoundland, St. John's, NL, Canada)

2X14 Social networks in curriculum development – Changes and chances for medical education and clinical daily routine
Stephanie Keil*, Sophie Niedermaier1, Christian Lottspeich1, Ralf Schmidmaier1, Matthias Siebeck1, Martin Reincke1 (1Medical Education Unit, Medizinische Klinik - Innenstadt, Klinikum der Universität München, Germany; 2Chirurgische Klinik und Poliklinik – Innenstadt, Klinikum der Universität München, Germany)

2X15 Complexity structured curriculum
G Coggi*, L Montagna1, S Visioli2 (*International Medical School, Istituto Clinico Humanitas; 1University of Milan and Istituto Clinico Humanitas, Italy)

2X16 Modernizing undergraduate medical education in Georgia
Z Vadachkoria, R Beriaishvili, G Simonia* (Tbilisi State Medical University, Department of Medical Education, Research and Strategic Development, Tbilisi, Georgia)

2X17 Making educational reforms sustainable: reflection and evaluation
Q Wang*, Y Q Lu (Fudan University, Shanghai Medical College, Shanghai, China)

2X18 Medical Education in Ecuador: Inserting longitudinal curriculum and community medicine
R Farfan (Espiritu Santo University, Faculty of Medical Sciences, Samborondon-Guayaquil, Ecuador)

2X19 Using ontology technology for curriculum mapping across medical schools
J Donkers (Maastricht University, FHML, Dept. Educational Development and Research, Maastricht, The Netherlands)
2X20 Theoretical disciplines teaching strategy: the facing to medicine
Nataliya V Pronina (Crimea State Medical University, Simferopol, Ukraine)

2X21 Experts’ discussions to improve process management in developing a new modular curriculum at the Charité – Universitätsmedizin Berlin
A Maaz, T Hitzblech, O Ahlers, J Breckwoldt, S Ludwig, I Brunk, J Hein, H Peters (Presenter: O Wendt) (Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Projektsteuerung Modellstudiengang Medizin, Berlin, Germany)

1030-1230 2Y POSTERS: Leadership/Management
Chairperson: Anita Glicken (USA)
Location: Hall A

2Y1 Standardizing a supportive leadership behavior (SLB) questionnaire for Iranian medical education leaders: Factor analysis
Mandana Shirazi*, Seyed Jamal Mirmoosavi, Ahmad Sabouri Kashani (Tehran University of Medical Sciences (TUMS), Educational Development Center, Iran)

2Y2 Incorporating leadership education early in postgraduate medical training: a local experience
S Fossey*, J Nawrocki (Brighton Sussex University Hospitals Trust, Brighton, UK)

2Y3 Developing Leadership through Simulation and Practice
F Cunnington*, J Hibbert, J Moreiras (Great Ormond Street Hospital for Children, Postgraduate Medical Education Department, London, UK)

2Y4 Leadership and teamwork training for medical students
S Tanawattanacharoen, P Boonmak* (Chulalongkorn University, Faculty of Medicine, Office of Student Affairs, Bangkok, Thailand)

2Y5 Leadership training intervention in Finland
M Viikki, H Huhtala, E Leinonen, K Hakkarainen (Presenter: T Koskela) (University of Tampere Medical School, Tampere, Finland)

2Y6 Today’s Doctors, Tomorrow’s Leaders: A pilot clinical leadership scheme for the foundation years
M Mak**, R Abraham**, A Kalraiya1, O Li1, S Shahaney1, H Turner1 (1London Deanery, London, UK; 2Imperial College Healthcare NHS Trust, London, UK)

2Y7 Specialists’ perceptions of the Dutch residents' competency as manager in the postgraduate medical curriculum
L Berkenbosch*, M Bax1, I Heyliger, J O Busari1,2 (1Department of Pediatrics, Atrium Medical Center, Heerlen, The Netherlands; 2Maastricht University, Faculty of Health, Medicine & Life sciences, Maastricht, The Netherlands; 3Leerhuis, Atrium Medical Center, Heerlen, The Netherlands)

2Y8 Professional competencies of Iranian medical university administrators
R Sarchami*, N Ghorchian, S Asefzadeh, M Rahgozar (Qazvin University of Medical Sciences, Islamic Azad University, Science and Research Branch, Iran)

2Y9 Specialists’ perceptions of their competency as manager. Are the teachers of our residents competent enough?
M Bax1, L Berkenbosch2, I Heyliger2, J O Busari1,2 (1Department of Pediatrics, Atrium Medical Center, Heerlen, The Netherlands; 2Maastricht University, Faculty of Health, Medicine & Life sciences, Maastricht, The Netherlands; 3Leerhuis, Atrium Medical Center, Heerlen, Netherlands)

2Y10 Evaluation of the Danish postgraduate medical specialist education with focus on work organisation
M Skipper*, M Ipsen, S Nøehri1,2 (1Aalborg Hospital Science and Innovation Center (AHSIC), Aalborg, Denmark; 2Aarhus University, Centre for Medical Education, Aarhus, Denmark)

2Y11 Improving the quality of supervision in a large Trust
A Williamson, J Davison*, J Hanley, S Quinn (Newcastle Upon Tyne Hospitals NHS Foundation Trust, Education & Training Department, Newcastle Upon Tyne, UK)
2Y12 Change is possible: reform of medical education in Kazakhstan
N K Khamzina1, M K Teleuov2, R S Dosmagambetova2, V P Riklefs4, A Z Muratova2
(1Ministry of Health of Republic of Kazakhstan, Department of Science and Human Resources, Astana, Kazakhstan; 2Karaganda State Medical University, Karaganda, Kazakhstan)

2Y13 Current trends in medical undergraduate planning at national level
J Sa1, L Patrao1,2, M Castelo-Branco3,4,5 (1Faculty of Health Sciences, University of Beira Interior, Covilha, Portugal; 2Centro Hospitalar Tondela-Viseu, E.P.E., Viseu, Portugal; 3Centro Hospitalar Cova da Beira, E.P.E., Covilha, Portugal)

2Y14 Increasing civic responsibility in Pakistani students through Service-Learning
R Ayub1, T Jaffery1, Z Zaidi1 (1Fatima Memorial Hospital College of Medicine and Dentistry, Department of Medical Education, Lahore, Pakistan; 2Shifa College of Medicine, Department of Medicine, Islamabad, Pakistan)

2Y15 Collaboration at Management Levels Between University and Healthcare to Improve Clinical Education
Ewa Ehrenborg1, Margaretha Forsberg Larm1, Eva Jansson1, Anna Kiessling1, Michel Silvestri1, Annika Wernerson1 (1Karolinska Institutet, Centre for Clinical Education, Stockholm, Sweden; 2Healthcare Provision, Stockholm County (SSLO), Stockholm, Sweden)

2Y16 Experience of Educational Department in Multidisciplinary Scientific Medical Centre in Russia
E Parmon*, M Ovetchkina, A Konrady, E Shlyakhto (Almazov Federal Heart, Blood and Endocrinology Centre, Education Department, Saint-Petersburg, Russia)

2Y17 Towards excellence in medical education: experience of institutional accreditation
R S Dosmagambetova1, V P Riklefs, A S Kalina, S S Kailiyeva, I M Riklefs (Karaganda State Medical University, Karaganda, Kazakhstan)

2Y18 The impact of the assessment criteria revision in the Continuous Training Activities accredited in Andalusia

2Y19 Tripartite interactive symposia with audience response system to foster motivated future health care professionals: experience in Fukushima, Japan
K Ishikawa*, Y Moro, G Kobayashi, A Sugawara, T Kumagai, K Otani, H Ohira, T Suzutani, T Fukushima (Center for Medical Education and Career Development, Fukushima Medical University, Fukushima, Japan)

2Y20 Telemedicine improvement procedures in Guilan Medical University of Medical Science (GUMS) 2009
Mahdokht Taheri*, Abtin Heidarizadeh, Hamid Heidari (Guilan University of Medical Sciences, Rasht, Iran)

2Y21 The medical school and the risk of ethics violation: A Brazilian study
M Nunes*, A Gomes* (1School of Medicine - University of Sao Paulo, Brazil; 2School of Medicine - Faculdade de Medicina do ABC, Brazil)

1030-1230 2Z POSTERS: Feedback

Chairperson: Diana Dolmans (Netherlands)
Location: Hall A

221 Clinical Skills preparation course for sixth year students increases selfperception and provides feedback via OSCE examination. How we support students before starting with their practical year.
M Simon*, SK Beckers*: S Sopka2 (1Medical Faculty of RWTH Aachen University, Dean’s Office for Study Affairs, Aachen, Germany; 2Department of Anaesthesiology, University Hospital of RWTH Aachen University, Aachen, Germany)

222 Feedback – Determining student perceptions and identifying best practice
L Willerton*, C Ditchfield (School of Medicine, University of Glasgow, UK)
223 A customisable Excel Workbook for providing MCQ performance feedback
J Issberner*, A Wood, S Whiten, J Aiton (School of Medicine, University of St Andrews, Fife, UK)

224 The usefulness of feedback from simulated patient for medical students and their
behavioural change: a qualitative analysis
M Aomatsu*, K Abe, H Yasui, K Uemura (Nagoya University, Dept of Education for Community-Oriented Medicine, Nagoya, Japan; Nagoya University, Center for Medical Education, Nagoya, Japan)

225 Cultural Differences in the Instructiveness of Feedback: Comparing Indonesia and
The Netherlands
Y Suhoyo*, E A Van Heij, H M Kuk, G R Rahayu, J Cohen-Schotanus (Gadjah Mada University, 
Faculty of Medicine, Department of Medical Education, Yogyakarta, Indonesia; University of Groningen and University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, The Netherlands)

226 A quantitative and qualitative analysis of the impact of formative e-assessment
on learning
E Carpenter*, J Derme (University of Bradford, Clinical Sciences, School of Medical Sciences, 
Bradford, UK; University of Bradford, Centre for Educational Development, Bradford, UK)

227 Critical discourse analysis of peer tutor’s attitudes to delivering feedback
L A Magee*, N Ramzan, E J Malie, J A Giles, E J R Hill (University of Manchester, School of Medicine, 
Manchester, UK)

228 The Craft of Medicine: Learning from Clinical Feedback Encounters
A Grant*, L Monrouxe, C Rees, S Regen de Bere (School of Medicine, Cardiff University, UK; 
College of Medicine, Dentistry & Nursing, University of Dundee, UK; Peninsula College of Medicine & Dentistry, Plymouth UK)

229 Implementation of enhanced feedback mechanisms for Master of Nursing students about
their performance in clinical assessments
S Miller*, S Carr, R Saunders, O Hill (The University of Western Australia, Education Centre - Faculty of Medicine, Dentistry and Health Sciences, Perth, Western Australia)

230 Monitoring of clinical objectives and giving quality feedback: tools that benefit weaker
students and put them on the right track
M Jolivet*, A Qazi (Université de Montréal, Faculté de Médecine, Montréal, Canada)

231 Evaluating the impact of structured verbal feedback on residents’ performance; 
Step I – Baseline data followed by feedback workshops leading to implementation of a 
system of feedback
Muhammad Tariq*, John Boulet, Syeda Kausar Ali, Afaq Motiwala (FAIMER Fellow & Department of Medicine, Aga Khan University, Karachi, Pakistan; Foundation for Advancement of International Medical Education and Research (FAIMER), Philadelphia, Pennsylvania; Department of Educational Development, The Aga Khan University, Pakistan)

232 Use of an Audience Response System to provide individualised feedback to 
undergraduate medical students
M Sawdon*, F Curtis* (Durham University, School of Medicine and Health, Stockton-on-Tees, UK)

233 Examining the validity and reliability of measurements of interns’ performance
J Zhang*, D Wilkinson, M Parker (University of Queensland, School of Medicine, Herston, Brisbane, 
Australia)

234 Computer generated motion efficiency feedback is a useful educational method during 
self-regulated practice
D Rojas*, S Cristancho, M-E LeBel*, A Dubrowski* (University of Toronto, Department of Pediatrics, 
HSC Learning Institute, Toronto, Canada; University of Western Ontario, Department of Surgery, 
London, Canada)

235 Monitoring Student Performance Using Feedbacks Across Clerkships
BS Kim*, SJ Im*, SY Lee*, SY Beak*, IK Kim (Pusan National University School of Medicine, Medical Education Unit, Pusan, South Korea; Kyungpook National University, Intelligent Health Information System Computer Science, Daegu, South Korea)
2AA1 Perceptions of first year medical students towards reflective practice: Comparison between two medical schools
Jennifer Perera* 1, Joachim Perera 2 (1Department of Microbiology, Faculty of Medicine, Colombo, Sri Lanka; 2Center for Medical Education, International Medical University, Bukit Jalil, Kuala Lumpur, Malaysia)

2AA2 Improving reflective ability: implementation of self-reflection reports in anesthesiology rotation
Chaiyapruk Kusumaphanyo*, Samunya Tisavipat (Srinakharinwirot University, Faculty of Medicine, Bangkok, Thailand)

2AA3 Iranian Nursing Teachers’ and Students’ Perception of Critical Thinking
M Hasanpour* 1, F Oskouie 1, M Salsali 2, A Williams, L Kristjanson 1 (1Isfahan University of Medical Sciences, Faculty of Nursing and Midwifery, Nursing and Midwifery Research Center, Isfahan, Iran; 2Center for Nursing Care Research and School of Nursing and Midwifery, University of Medical Sciences, Tehran, Iran)

2AA4 Promoting a Reflective Learning Environment: The role of clinical tutors
Liz Anderson* 1, Kate Seddon 2 (1Avon & Wiltshire MH Partnership NHS Trust/University of Bristol, School of Social & Community Based Medicine, Bristol, UK; 2Avon & Wiltshire MH Partnership NHS Trust, Medical Education, Bristol, UK)

2AA5 Engaging trainees in portfolio building
A Williamson*, N O’Connor (Newcastle Upon Tyne Hospitals NHS Foundation Trust, Education & Training Department, Newcastle Upon Tyne, UK)

2AA6 How do postgraduate trainees in different subspecialties view portfolios as educational tools?
IA Maheswaran 1, JRE Clements 2, MEA Khan 1, SF Smith* 1 (1Imperial College London, London, UK; 2Haringey Primary Care Trust, London, UK; 1Croydon University Hospital NHS Trust, Postgraduate Medical Education Centre, Croydon, UK)

2AA7 Learning to Love My Portfolio: Medical Students’ Experience of a New Portfolio Program
P Bryden*, K Locke*, B Kurabi, A Waddell (UGME Faculty Lead, Ethics and Professionalism, Faculty of Medicine, Toronto, ON, Canada)

2AA8 The use of an electronic portfolio to assess 1st year medical students’ activities in professional context
I Neto (University of Beira Interior, Faculty of Health Sciences, Covilhã, Portugal)

2AA9 The Experiences of Novice Facilitators and Assessors in an Innovative Portfolio Program
K Locke*, B Kurabi, P Bryden, A Peterkin, Y Chang, M Roberts (University of Toronto, Faculty of Medicine, Toronto, Canada)

2AA10 Implementation of the e-portfolio to postgraduate year-1 residency training in emergency medicine: Assessments of curriculum improvement and on-line feedback
Chien-Kuang Chen* 1, Ming-Nan Huang 1, Yu-Che Chang 2, Kuan-Fu Chen 1, Jih-Chang Chen 1, Shih-Tseng Lee 3 (1Department of Emergency Medicine; 2Department of Medical Education; 3Department of Neurosurgery, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan)

2AA11 UK Core Medical Trainee awareness of the Medico-Legal implications of the ePortfolio
S Johnson* 1, A Cai 2, P Riley 1, A Pineau-Mitchell 1 (1Kings College Hospital, London, UK; 2University Hospital Lewisham, UK)

2AA12 Evaluation of the Use of Individual and Group Portfolio in a Course of First Year of Medicine
O Matus* 1, P Ibacez 1, M Ripoll 2 (1University of Concepcion, Medicine Faculty, Medical Education Department, Concepcion, Chile; 2University of Concepcion, Education Faculty, Concepcion, Chile)

2AA13 Survey of trainees’ attitudes to E-portfolio: A pilot study
M Carson* 1, A Gill 2, R Prescott 2, N Kumar 1, M Shipley 1 (1James Cook University Hospital, Middlesbrough, UK; 2University Hospital of North Tees, Stockton, UK; 3County Durham and Darlington NHS Foundation Trust, UK)

2AA14 What is so difficult about managing clinical reasoning difficulties?
V Dory 1, MC Audetat* 2 (1Université catholique de Louvain, Institut de Recherche Santé et Société, Bruxelles, Belgique; 2Université de Montréal, Faculté de médecine, Montréal, Canada)
2AA15  An Exploration of the Views and Perceptions of the Undergraduate e-Portfolio.
J Carr, M Clark, H Hales, B Ilaiz, F Li, A T Mohd-Amin, J E Robinson, L Walker, M Marshall
(Academic Unit of Medical Education, University of Sheffield, UK)

2AA16  Learning portfolios in undergraduate surgical education: our early experience
T Luetic*, M Petrunic, D Mijatovic, G Augustin, K Bulic, T Mestrovic (University of Zagreb, School of
Medicine, Dept of Surgery, Zagreb, Croatia)

1030-1230  2BB  POSTERS: Career Choice/Education Environment
Chairperson: Claire de Burbure (Belgium)
Location: Hall A

2BB1  Shortage of physicians and workplace conditions: Results from a graduate survey
S Biller*, M Giesler1,2 1(University of Freiburg, Faculty of Medicine, Deanery of Students Affairs,
Freiburg, Germany; 2University of Freiburg, Faculty of Medicine, Medical Psychology, Freiburg,
Germany)

2BB2  Why do young people choose medical study? Case study Croatia, country in social and
economic transition
G Pavlekovic*, L Murgic, Z Bradamante, D Anticevic, J Evic (University of Zagreb, School of Medicine,
Croatian Association for Medical Education, Zagreb, Croatia)

2BB3  Factors Determining the Choice of Medical Specialty by Final Year Medical Students
CE Piccinato*, TC Monteiro, LEA Troncon, MLV Rodrigues (Medical School of Ribeirao Preto,
Department of Surgery and Anatomy, University of Sao Paulo, Ribeirao Preto, SP, Brazil)

2BB4  The effects of first year medical students’ career interests and gender on educational
interests from longitudinal case-based assignments
JM Blustin*, PA Warner, MA Sandefur, ER Angstman, SJ Aberle (Mayo Clinic, Rochester, MN, USA)

2BB5  Why become a doctor? Factors that may influence the choice
M Menezes*, L Kusterer, I Aleluia, L Soliani, M Gusmao, D Araujo, V Nunes (Escola Bahiana de
Medicina e Saude Publica, Salvador, Bahia, Brasil)

2BB6  Career decisions: Significance of the Foundation Programme
S Govinda Rajoo, H Goodyear, D Wall* (City Hospital Birmingham, UK)

2BB7  What predicts first year Scottish medical students’ career preferences?
Jennifer Cleland*, Fiona French, Peter Johnston (Division of Medical and Dental Education (DMDE),
University of Aberdeen, UK)

2BB8  How are medical students influenced by preceptors and patients in making career
choices during clinical teaching placements? Do these influences differ across three
different models of clinical education?
P Stagg*, D Prideaux, J Greenhill, L Sweet (Flinders University Rural Clinical School, Renmark,
South Australia)

2BB9  Student perceptions of 3rd year mental health clinical rotation
E Peagam (Newcastle University, Newcastle-upon-Tyne, UK)

2BB10  CSTAR Interprofessional Surgery and Anesthesia School: a novel program for
pre-clinical medical and nursing students at the University of Western Ontario
GM Busato1, O Cristea1, R Moreland*, J Landau1, M Johnson1, D Ramage2, D Browning2
1(Schulich School of Medicine & Dentistry, 2Canadian Surgical Technologies & Advanced Robotics,
London, Ontario, Canada)

2BB11  Measurement of students’ comfort in a medical school in Santiago de Chile
K Wei*, R Fritsch, P Rojas, J Guerrero (Medical School Universidad de los Andes, Santiago de Chile)

2BB12  Impact of IMU-REEM on changing the educational environment
Joachim Perera*, Ramesh Chandra Jutti, Sambandan Elango, Hla Yee Yee, Katrina Azman,
Rohayati Raben (International Medical University, Center for medical Education, Bukit Jalil,
Kuala Lumpur, Malaysia)
2BB13 Medical school culture: More positive than you think
JY Chen*, AM Yip, PSL Beh, NG Patil (The University of Hong Kong, Institute of Medical and Health Sciences Education and Department of Family Medicine and Primary Care, Hong Kong, China)

2BB14 The Examination of Medical Students’ Learning Climate Perceptions Regarding the Academical Self-Efficacy, Attitudes towards Medicine Occupation and Academical Success
N Demiral Yilmaz**, M Yalcinkaya* (*Ege University, Faculty of Medicine, Department of Medical Education, Izmir, Turkey; **Ege University, Faculty of Educational Science, Izmir, Turkey)

2BB15 Perceptions of Educational Climate in a Canadian medical radiation science programme utilizing the DREEM
R Lumsden*, S Schofield (Mohawk-McMaster Institute for Applied Health Science, Medical Radiation Science, Hamilton, Ontario, Canada)

2BB16 Educational climate in Obstetrics & Gynecology wards in the view of Students in Iran University of Medical Sciences (IUMS) based on DREEM model
Jalil Koohpayezadeh*, Kashanian Maryam, Seyed Kamran, Soltani Arabshahi, Hamid Baradan (Tehran University of Medical Sciences, Center for Educational Research in Medical Sciences (CERMS), Tehran, Iran)

2BB17 Assessing the postgraduate educational environment using PHEEM: a multi regional study
S AlDhukair1,2, S AlHabdan1, M Alqurashi1, E Albenyan1, A Alfayez1, M Magzoub1, A Alkhayal1, S Aldekhayel1, A AlZkeri1, M Zamakhshary1,2 (*King Saud bin Abdulaziz University for Health Sciences; **King Abdullah International Medical Research Center, National Guard Health Affairs, Riyadh, Saudi Arabia)

1030-1230 2DD SECRETS OF SUCCESS 1
Location: Hall A

2DD1 A Multi modal Virtual Anatomy Learning Tool for Medical Education
Ponnampalam Gopalakrishnakone*, Lu Jianfeng, Goh Poh Sun, Hunfuko Asanka Abeykoon, Owen Noel Newton Fernando, Adrian Cheok (Department of Anatomy, Y.L.L. School of Medicine, National University of Singapore, Singapore)

2DD2 eLearning for the contextualisation of radiological anatomy for first year medical students
A Webb*, S Choi* (School of Medicine, Southampton General Hospital, Southampton, UK)

2DD3 Students Developing Skills to Support their Roles as 21st Century Medical Educators
R Gordon*, S Healy*, J Scales*, R McMahon, F Nicol, C Davidson, H Duncan, K Sinclair, R Anderson, I Parkin, N Schembri, A Manca, N Lafferty (University of Dundee, Ninewells Hospital Medical School, Dundee, UK)

2DD4 Simulation and Other Small Group Activities as Teaching Modalities for Curriculum Integration: an Exercise in Building Capacity
David Pederson*, Diana Callender*, Valerie Thomas* (Department of Integrated Medical Education, Ross University School of Medicine, Commonwealth of Dominica, West Indies)

1230-1400 LUNCH
Location: Hall A

1245-1345 PRIVATE MEETINGS
Harvard Macy Luncheon
Location: Restaurant Club
ESME Course
Location: Schubert 5
RESME Course
Location: Schubert 2
ESMEA Course
Location: Schubert 3
ESMESim Course
Location: Schubert 6
VIEW AGM
Location: Schubert 4
WFME Region Lunch
Location: Business Suite 2
Ottawa Professionalism Theme Group Lunch
Location: Business Suite 3
Masters Programme Lunch
Location: Schubert 1
GCSA Research Group Meeting
Location: Business Suite 1
SESSION 3: SIMULTANEOUS SESSIONS

1400-1545  3A  SYMPOSIUM: Leadership in Medical Education
Panel: Yvonne Steinert (Faculty Development Office and Centre for Medical Education, Faculty of Medicine, McGill University, Canada) (Chair); Miriam Boillat (McGill University, Canada)
Location: Hall A

1400-1545  3B  SYMPOSIUM: Practice and Community-oriented Curriculum Development in Basic Medical Education (Praxis- und Community orientierte Curriculumsentwicklung im Medizinstudium – (auch) eine Aufgabe für die primärärztlichen Fächer)
Panel: Anselme Derese (Belgium), Maren Erhardt (Germany), Andreas Sönnichsen (Austria), Martin Lischka (Austria), Elisabeth Bandi-Ott (Switzerland)
Location: Strauss 1

1400-1545  3C  SHORT COMMUNICATIONS: Virtual Patients
Chairperson: Michael Schmidts (Austria)
Opening Discussant: J B McGee (USA)
Location: Strauss 2

1400-1415  3C1  Virtual Patients: Implementing a Virtual Patient-Based curriculum
Trupti Jivram*, Sheetal Kavia, Sean Hilton, Terry Poulton (St George’s University of London, e-Learning in Medical Education, London, UK)

1415-1430  3C2  The Virtual Patient: an effective way to teach basic sciences in a clinical context to Year 1 medical students
S Choi*, A Webb* (University of Southampton, School of Medicine eLearning, Southampton General Hospital, Southampton, UK; University of Southampton, School of Medicine CLAS, Southampton, UK)

1430-1445  3C3  Virtual Animal Patients (VAP): Developing computer-based case simulations for veterinary students to integrate and apply course-based clinical knowledge
J Thundathil*, A Vallevand (Department of Production Animal Health, Faculty of Veterinary Medicine, University of Calgary, Canada; Medical Education Research Unit, Faculty of Medicine, University of Calgary, Canada)

1445-1500  3C4  Virtual Cases and Interactive Simulations for Head and Neck Injuries – VIS-Ed
O Courteille*, L Felländer-Tsai, H Möller*, U Fors* (Dept. of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm, Sweden; Dept. CLINTEC, Center for Advanced Medical Simulation, Karolinska Institutet, Stockholm, Sweden; Dept. of Orthopedics, Karolinska University)

1500-1515  3C5  A Framework of Design-based Research for Virtual Patients as drivers of Innovation in Health Care Education
N Zary*, J Tworek* (Karolinska Institutet, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden; University of Calgary, Faculty of Medicine, Calgary, Canada)

1515-1530  3C6  Interactive online case-based dermatology instruction
P Jones*, K Mulitalo (Department of Physician Assistant Studies, UT Southwestern Medical Center at Dallas, USA; University of Queensland School of Medicine, Herston, QLD, Australia)

1530-1545  Discussion

1400-1545  3D  SHORT COMMUNICATIONS: Postgraduate Education 2
Chairperson: to be announced
Opening Discussant: Davinder Sandhu (UK)
Location: Strauss 3

1400-1415  3D1  Perceptions of Internal Medicine residents about rewards and challenges of caring for patients with chronic illness: A Qualitative Pilot Study
David C Thomas*, Ilene Harris (Mount Sinai School of Medicine, Department of Medicine, New York, USA)
1415-1430 3D2 Learning in context: Barriers and opportunities to learning through observation in postgraduate secondary care training in the United Kingdom
Afzal Chaudhry1, Mark Gurnell1, Martina Behrens2*, Clare Morris2 (1Department of Medicine, University of Cambridge, Cambridge, UK; 2Postgraduate Medical School, Faculty of Health and Social Sciences, University of Bedfordshire, Luton, UK)

1430-1445 3D3 Survey of post-graduate trainees in the New York area on cultural competence training: Implications for curriculum design
T J Jirasevijinda1, Cynthia Araujo2, Rafael Ruiz1, Julie Mathew, Elizabeth Lee-Rey1 (1Weill Cornell Medical College, Pediatrics, New York City, New York, USA; 2Greater New York Hospital Association, Project Management, New York City, New York, USA; 3University Medical Center of Princeton, Development Office, Princeton, New Jersey, USA)

1445-1500 3D4 Let’s talk – let’s learn
P Dehn*, P Charles*, B Elia* (Centre for Medical Education, Aarhus University, INCUBA Science Park, Skejby, Aarhus N. Denmark)

1500-1515 3D5 Board Round – an innovative way to deliver training and teach Leadership skills to Foundation trainees during their medical placement
C Eades*, N Kyi*, G Hamza, MSN Rajeev, D Malamis*, S Mukherjee* (East Kent Hospitals University NHS Foundation Trust, Queen Elizabeth the Queen Mother Hospital, Margate, Kent, UK)

1515-1530 3D6 Engagement with an e-learning tool during an Emergency Department induction programme: Can it predict junior doctor performance?
D Roland*, F Davies2, M Lakhanaul3, N Blackwell4, H Wahl, T Coats1 (1University of Leicester, UK; 2University Hospitals of Leicester NHS Trust, UK; 3OCB Media)

1530-1545 Discussion

1400-1545 3E SHORT COMMUNICATIONS: Written Assessment
Chairperson: Matthew Homer (UK)
Opening Discussant: Ann Jobe (USA)
Location: Lehar 3-4

1400-1415 3E1 Feasibility of a Web Based Script Concordance Test to Teach First Aid Skills of Flight Attendants
M J Raynal1, E Lecarpentier1, G Bellaiche1, E Bassiliou2, M Barthout1, C Bertrand1* (1UFR de médecine, Université Paris Est Créteil, France; 2Wilson Centre, Toronto, Canada)

1415-1430 3E2 Assessing competency on medical ethical reasoning with the use of Ethical Script Concordance Test
Tsuen-Chiuan Tsai (Department of Pediatrics, E-Da Hospital, I-Shou University, Kaohsiung City, Taiwan, R.O.C.)

1430-1445 3E3 Think of a differential diagnosis or not: effects of different instructional formats on scores and reliability of the script concordance test
WES van den Broek*, MV van Asperen2, EJM Custers2, GD Valk3, ThJ Ten Cate* (1Utrecht University, Faculty of Medicine, The Netherlands; 2University Medical Center Utrecht, Center for Research and Development of Education, The Netherlands; 3University Medical Center Utrecht, The Netherlands)

1445-1500 3E4 Best Computer Based question types to assess clinical reasoning; a literature review
J M E van Bruggen*, E J Spiersenburg2, M Manrique-Van Woudenberg2, J A Vos1 (1University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; 2Erasmus Medical Center, Erasmus MC Desiderius School Rotterdam, Netherlands; 3Academic Medical Center, Educational and Student services, Amsterdam, Netherlands)

1500-1515 3E5 Computer-based assessment during clerkships: A tool to stimulate learning or an assessment tool?
M E W Dankbaar*, H W Tilanus, J F de Lange, J de Jonge (Erasmus University Medical Centre, Desiderius School, Rotterdam, The Netherlands)

1515-1530 3E6 Analytic Methods to Evaluate Item and Test Fairness: A Case Study of the Medical Council of Canada Qualifying Examination Part I (MCCQEI)
M Roy*, Ml Gierl, K Breithaupt, H Lai (Medical Council of Canada, Ottawa, Canada)

1530-1545 Discussion
MoNDAY 29 AUGUST
1400-1545  3F  SHORT COMMUNICATIONS: Interprofessional Education
Chairperson: Niall Byrne (Canada)
Opening Discussant: Jill Thistlethwaite (Australia)
Location: Lehar 1

1400-1415  3F1  A student run open health clinic
K Björkgren*, A Andersson*, K Ahlqvist*, M Holm, M Wohlin (Uppsala University, Sweden)

1415-1430  3F2  A social network approach to studying interprofessional communication: Implications for interprofessional education
Issac Lim*, Chung King Chia†, Mui Peng Wong†, Puay Ee Kwek†, Philip Choo† (National Healthcare Group, Health Services and Outcomes Research, Singapore; †Tan Tock Seng Hospital, Gastroenterology and Hepatology, Singapore; ‡Tan Tock Seng Hospital, Nursing Service, Singapore; ‡Tan Tock Seng Hospital, Executive Office, Singapore)

1430-1445  3F3  Lessons learned from analysis of a case based interprofessional education course
S Mackintosh*, S Aston†, J Tegzes†, J Orzoff (Western University of Health Sciences-Department of Interprofessional Education, Pomona, CA, USA; †Western University of Health Sciences-Academic Affairs, Pomona, CA, USA; ‡Western University of Health Sciences-College of Veterinary Medicine, Pomona, CA, USA)

1445-1500  3F4  Demonstration of interprofessional education student learning: Global rating scale assessment
Brian Simmons*, Susan J Wagner†, Sylvia Langlois (Sunnybrook Health Sciences Centre, Women and Babies Program, Toronto, Ontario, Canada; †University of Toronto, Faculty of Medicine, Department of Paediatrics, Toronto, Ontario, Canada; ‡University of Toronto, Centre for Interprofessional Education, Toronto, Canada)

1500-1515  3F5  Using intervention mapping to develop an interprofessional and reflective education program for the management of chronic diseases in primary care
B Vachon*, J Grimshaw†, J Rodriguez‡, M Camirand‡, L Quesnel‡, C Guimond‡, M Labelle‡, J Lajeunesse‡, M-C Fournier‡ (University of Ottawa, Ottawa Hospital Research Institute, Ottawa, Ontario, Canada; †Montérégie Health and Social Services Agency, Longueuil, Quebec, Canada; ‡Fédération des médecins omnipraticiens du Québec, Montreal, Quebec, Canada)

1515-1545 Discussion

1400-1545  3G  SHORT COMMUNICATIONS: Research
Chairperson: Michael Murphy (UK)
Opening Discussant: John Cameron (Canada)
Location: Lehar 2

1400-1415  3G1  The acquisition of scientific research skills and attributes by medical students undertaking an Honours Degree as a core part of their medical curriculum.
S Guild*, A Laidlaw, J Struthers (School of Medicine, Medical and Sciences Building, University of St Andrews, UK)

1415-1430  3G2  Does early research experience make a difference? Impact of undergraduate research experience on subsequent choice of further research
Joanne Elliot, David Handelsman, Linda Klein*, Heather Jeffery, Karen Garlan, Megan van der Hoven (University of Sydney, Sydney Medical School, Sydney, Australia)

1430-1445  3G3  The Role of Research and Educational Center in the Teaching Process at the Medical University
N Lozhkina*, A Kuimov†, I Marinkin†, M Voevoda‡ (Novosibirsk State Medical University, Novosibirsk, Russia; †Institute of Internal Medicine, Siberian Branch of the Russian Academy of Medical Sciences, Novosibirsk, Russia)

1445-1500  3G4  Introducing scientific research skills for undergraduate medical students in the Einthoven Science Project
Cees A Swenne, Peter GM de Jong*, Saskia le Cessie, Arie C Maan, Sumche Man, Hubert W Vliegen, Hans WH Weeda, Martin J Schali, Ernst E van der Wall (Leiden University Medical Center, Onderwijs Expertise Centrum, Leiden, The Netherlands)

1500-1515  3G5  Scholarship during residency training: A controlled comparison study
A J Halvorsen*, C P West, F S McDonald (Mayo Clinic, Internal Medicine Residency Program, Rochester, Minnesota, USA)
1515-1530 3G6 Encouraging medical students’ participation in clinical research
H G Dyer (Ross University School of Medicine (RUSM), Roseau, Dominica)

1530-1545 Discussion

1400-1545 3H SHORT COMMUNICATIONS: Peer Assisted Learning
Chairperson: Martin Tolsgaard (Denmark)
Opening Discussant: Michael Ross (UK)
Location: Stolz 1

1400-1415 3H1 MD PBL tutors provide a slight advantage over student tutors in development of clinical reasoning skills
M D’Eon1, D Sakai2, K Kramer2, V Wong2, K Trinder2 (*University of Saskatchewan, College of Medicine, Saskatoon, Canada; 2University of Hawaii, John A Burns School of Medicine, Honolulu, USA

1415-1515 3H2 Medical student-led peer assisted learning (PAL) improves clinical examination skills – A pilot study at the University of Oxford
V Venkat-Raman*, E Kumar, N Rajani, A Jethwa, H Rahman (University of Oxford, Medical Sciences Division, John Radcliffe Hospital, Oxford, UK)

1430-1530 3H5 Peer Assisted learning: The effects of two approaches to tutoring on students' learning and satisfaction in a skills lab environment
I Berghmans, C Aubry*, F Dochy, K Struyven (Katholieke Universiteit Leuven, Faculty of Medicine, Leuven, Belgium)

1530-1545 Discussion

1400-1545 3I RESEARCH PAPERS: Assessment
Chairperson: Brian Hodges (Canada)
Location: Stolz 2

1400-1420 3I1 The Multi-Dimensional Assessment of Clinical Teachers (MD-ACT): The reliability and validity of a new tool to assess the professionalism of clinical teachers
Meredith Young*, Sylvia Cruess, Richard Cruess, Geoffrey Norman, Yvonne Steinert (*Centre for Medical Education, McGill University, Montreal, Canada; 2Program for Education Research and Development, McMaster University, Canada)

1420-1440 3I2 Raters' performance theories and constructs in work-based assessment
M Goaerts*, M vd Wiel, L Schuwirth, C vd Vleuten, A Muijtjens (Maastricht University, Faculty of Health, Medicine and Life Sciences, Dept of Educational Research and Development, Maastricht, The Netherlands)

1440-1500 3I3 Positive effect of interim assessment during an ongoing course on the course exam score is not enhanced by immediate feedback: A cross-over study
Marleen Olde Bekkink*, Rogier Donders2, Robert de Waal3, Goos van Muijten, Dirk Ruiter1,3 (Radboud University Nijmegen Medical Centre, 1Departments of Anatomy; 2Epidemiology, Biostatistics & Health Technology Assessment; 3Pathology, Nijmegen, The Netherlands)
1500-1520  3I4  Undergraduate Medicine Courses: An analysis of the institutional process of accreditation in Brazil
E Gontijo*, M J Senna, L Lima, L Duczmal (University Federal of Minas Gerais, Faculty of Medicine, Belo Horizonte, Brazil)

1520-1545  Discussion

1400-1545  3J  SHORT COMMUNICATIONS: Context for Clinical Teaching
Chairperson: Ina Treadwell (South Africa)
Opening Discussant: Subha Ramani (USA)
Location: Schubert 1

1400-1415  3J1  Interprofessional workplace-based learning and social networks
J M Wagter*, G G van de Bunt², M A W Eckenhausen¹ (¹Medical Centre Alkmaar, Foreest Medical School, Alkmaar, The Netherlands; ²VU University Amsterdam, Faculty of Social Sciences (Sociology), Amsterdam, The Netherlands)

1415-1500  3J4  Creating a Student ER
A O'Neill*, B Ekborn, A Wennerholm, M Wohlin* (University of Uppsala, Unit for Medical Education, Uppsala, Sweden)

1500-1515  3J5  Teaching and Learning in an Integrated Ambulatory Medicine Programme for Undergraduate Medical Students in Dunedin, New Zealand
L Latt*, P Manning¹, D Tordoff¹, J Dent² (¹University of Otago, Dunedin School of Medicine, Dunedin, New Zealand; ²University of Dundee, Centre for Medical Education, Dundee, UK)

1515-1530  3J6  Evaluating medical grand rounds – 10 years later
Mary J Bell, Edmund Lorens, Christian Base (University of Toronto, Department of Medicine, Toronto, Canada)

1530-1545  Discussion

1400-1545  3K  SHORT COMMUNICATIONS: International Dimensions of Medical Education
Chairperson: Andrzej Wojtczak (Poland)
Location: Schubert 2

1400-1415  3K1  International Medical Students Survey 2010
T Masilionyte*, D Baschera, R Zellweger (Royal Perth Hospital, Department of Orthopaedic and Trauma Surgery, Perth WA, Australia)

1415-1430  3K2  Harmonisation of medical education and training in Europe 25 years on
A Cumming (University of Edinburgh, Centre for Medical Education, Queens Medical Research Institute, Edinburgh UK)

1430-1445  3K3  The importance of specific medical education accreditation standards
M van Zanten (FAIMER/ECFMG, Research and Data Resources, Philadelphia, USA)

1445-1500  3K4  Stages and transitions in medical education around the world: clarifying structures and language
M Wijnen-Meijer*, W Burdick¹, L Alofs¹, C Burgers¹, Th J ten Cate¹ (¹Center for Research and Development of Education, University Medical Center Utrecht, The Netherlands; ²FAIMER, USA)

1500-1515  3K5  Student experiences of core global health teaching and preparedness for electives
Ann Wyllie (Department of Primary Care and Public Health Sciences, King’s College London School of Medicine, London, UK)
1515-1530 3K6  Global Health Curriculum Continuum  
D Sutphin*, D Tooke-Rawlins (Edward Via College of Osteopathic Medicine, International and Appalachian Outreach Department, Blacksburg, USA)

1530-1545 3K7  Are EU medical graduates ready for work in any member state?  
Helen S Cameron (Centre for Medical Education, University of Edinburgh, UK)

No Discussion

1400-1545 3L  SHORT COMMUNICATIONS: Continuing Professional Development 1  
Chairperson: Ian Bowmer (Canada)  
Opening Discussant: Donald Bramwell (Australia)  
Location: Schubert 3

1400-1415 3L1  Re-certification of General Practitioners in European Countries: a preliminary study  
M Vrcic-Keglevic*, R Kalda, B Rindlisbacher (EURACT - CME/CPD Committee, University of Zagreb, Medical School, Department of Family Medicine, Zagreb, Croatia)

1415-1430 3L2  Multisource Feedback from Patients for Paediatricians: Evaluation of a New Tool  

1430-1445 3L3  Enhancing learning and advancing care within the Royal College of Physicians and Surgeons of Canada's Maintenance of Certification program  
Craig Campbell**, Jennifer Gordon1, Peter Anderson2 (1Royal College of Physicians and Surgeons of Canada, Ottawa, ON, Canada; 2Dalhousie University, Department of Urology, Halifax, NS, Canada)

1445-1500 3L4  An audit of family physician-patient communication skills: Continuity of Care Matters  
F Lemire*, C Brailovsky (The College of Family Physicians of Canada, Mississauga, Canada)

1500-1515 3L5  How to assess clinical performance of radiologists: The structured oral interview  
F Goulet1*, M Dupré1, R Ladouceur1, L Samson2, Y Drouin3, G Merette1, J-F Desjardins1 (1Practice Enhancement Division, Collège des médecins du Québec, Montreal, Quebec, Canada; 2Hôpital Sainte-Croix, Drummondville, Quebec, Canada; 3CH de Verdun, Verdun, Quebec, Canada; 4Hôpital-Dieu du CHUM, Montreal, Quebec, Canada)

1515-1530 3L6  Can electronic clinical practice audits be used to produce performance improvement through effective continuing medical education programming?  
D Klein*, J Staples (University of Alberta, Faculty of Medicine and Dentistry, Office of Continuous Professional Learning, Edmonton, Canada)

1530-1545 Discussion

1400-1545 3M  PHD REPORTS 1  
Chairperson: Trudie Roberts (UK)  
Location: Schubert 4

1400-1420 3M1  The Good Doctor in Medical Education 1910-2010: A critical discourse analysis  
C Whitehead (Department of Family and Community Medicine, Faculty of Medicine, Toronto, Canada)

1420-1440 3M2  Overcoming Educational Inertia  
Carl Savage (Karolinska Institutet, Medical Management Centre/LIME, Stockholm, Sweden)

1440-1500 3M3  Medical students' relationships, learning and 'success': the impact of ethnicity and social networks  
S Vaughan*, T Sanders*, V Wass*, N Crossley, T Main*, J Kerr† (1University of Manchester, Education and Research Centre, Wythenshawe Hospital, Manchester, UK; 2Keele University, Arthritis Research UK Primary Care Centre, Staffordshire, UK; 3Keele University, School of Medicine, Staffordshire, UK)

1500-1520 3M4  Virtual Reality Simulation in Laparoscopic Gynaecology  
C R Larsen*, J L Soensen, B Ottesen, T S Schroeder (Dept. of Gynaecology and Obstetrics, The Juliane Marie Centre, Copenhagen University Hospital, Rigshospitalet, Denmark)

1520-1545 Discussion
1400-1545 3N WORKSHOP: Social accountability of medical schools: A new mark of excellence for development and accreditation
Facilitators: Charles Boelen*, Angel Centeno* (1International Consultant, Former Coordinator of the WHO Program of Human Resources for Health, France; 2Department of Biomedical Education, Austral University, Argentina)
Location: Schubert 5

1400-1545 3O WORKSHOP: Publishing the Results of Scholarly Work in Medical Education: The Art of Writing and Getting Published
Facilitators: A Farmakidis*1, C Candler*2, S Kanter*3 (1Association of American Medical Colleges, Washington DC, USA; 2University of Oklahoma College of Medicine, Oklahoma City, USA; 3University of Pittsburgh School of Medicine, Pittsburgh, USA)
Location: Schubert 6

1400-1545 3P WORKSHOP: Share and share alike: Using and creating Open Educational Resources - “teaching materials for free?”
Facilitators: Stephen Greenwood, Gillian Brown*, Jane Williams, Nigel Purcell, Suzanne Hardy*, Megan Quentin-Baxter (The Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine School of Medical Sciences Education Development, Faculty of Medical Sciences, Newcastle University, UK)
Location: Business Suite 1

1400-1545 3Q PRIVATE MEETING: Medical Teacher Editorial Board (invite only)
Location: Business Suite 2

1400-1545 3R WORKSHOP: An assessment “Swap Shop”
Facilitators: L Mossop*, K Cobb* (School of Veterinary Medicine and Science, University of Nottingham, Sutton Bonnington, UK)
Location: Business Suite 4

1400-1545 3S WORKSHOP: Standards for PhD Programmes in the Context of Postgraduate Medical Education
Facilitators: MJ Mulvany*1, Z Lackovic2, J Mirecka*1, D Gordon*4, H Karle1 (1Faculty of Health Sciences, Aarhus University, Denmark; 2University of Zagreb School of Medicine, Croatia; 3Jagiellonian University Medical College, Krakow, Poland; 4Faculty of Health Sciences, University of Copenhagen, Denmark)
Location: Hall B, Galerie Room 3+4

1400-1545 3T WORKSHOP: Workplace based assessment of International medical graduates using multiple tools
Facilitators: B Nair*, M Parvathy, I Symonds, K Ingham, B Murphy, I Frank (Centre for Medical Professional Development, School of Medicine and Public Health, Newcastle, NSW, Australia)
Location: Hall B, Galerie Room 5+6

1400-1545 3U WORKSHOP: Ethics and law in the medical curriculum
Facilitators: A Dowie*1, A Martin*2 (1University of Glasgow, School of Medicine, General Practice & Primary Care, Glasgow, UK; 2Medical and Dental Defence Union of Scotland, Glasgow, UK)
Location: Hall B, Galerie Room 9+10

1400-1545 3V WORKSHOP: Why is this learner so challenging to work with?! Identifying Problems and Facilitating Problem Solving
Facilitators: K Richardson-Nassif*1, E Mylona*1, N Saks*1 (1Office of the Dean, University of Vermont College of Medicine, Burlington, USA; 2Stony Brook, University School of Medicine; 3Robert Wood Johnson Medical School, Piscataway, New Jersey, USA)
Location: Hall B, Galerie Room 11+12
**1400-1545  3W**

**WORKSHOP: Selecting good future doctors at entry to medical school: an international comparison**

Facilitators: Claire de Burbure*, Gracia Umuhire Musigazi*, Ahmet Murt*, André Geubel;
Dominiq Vanpee (1Université catholique de Louvain, International Relations, UCL Health Sciences, Brussels, Belgium; 2Cerrahpasa Faculty of Medicine, Istanbul, Turkey)

Location: Hall B, Galerie Room 15+16

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**1400-1545  3X**

**POSTERS: Teaching the Basic Sciences**

Chairperson: Frazier Stevenson (USA)

Location: Hall A

**3X1 Perspectives of student performance in the Health Sciences**

SB Higgins-Opitz*, MA Tufts*, I Naidoo*, S Essack1 (University of KwaZulu-Natal; 1Discipline of Physiology, School of Medical Sciences; 2Division of Management Information; 3Faculty of Health Sciences, South Africa)

**3X2 “If you don’t put your finger in it, you’ll put your foot in it” – Appreciating 3D Cadaveric Human Anatomy in the Dissecting Room**

S Whiten*, A Wood, D Sinclair (School of Medicine, University of St Andrews, Fife, UK)

**3X3 Implementation of competencies for basic science subjects in the first year of medical training. Problems and solutions**

P Herrera*, T Cortes, M Aburto, A Cea, A Farfón, E Pedernera, J Reynaga, I Petra (Universidad Nacional Autónoma de México, Facultad de Medicina, México)

**3X4 Developing biomedical knowledge competency: role of elective courses**

F A Mindubayeva*, D Z Taizhanova*, V P Riklefs1 (Karaganda State Medical University, 1Department of Physiology, 2Department of Internal Diseases, 3Clinical Skills Center, Karaganda, Kazakhstan)

**3X5 Students’ evaluation and satisfaction with physiology course at medical faculties in Croatia and Bosnia and Herzegovina**

Z Ivanovic*, A Cosic, M Mihaljić, S Novak, Z Dujic, I Cavar, I Drenjancevic1 (J.J.Strossmayer University of Osijek, Faculty of Medicine Osijek, Department of Physiology and Immunology, Osijek, Croatia; 2University of Split, Faculty of Medicine Split, Croatia)

**3X6 Effect of a small group, active learning, tutorial-based enrichment program on student performance in medical physiology**

J Powell (Ross University School of Medicine, Department of Physiology, Picard, Dominica)

**3X7 Passive and active learners: A comparison using body paints**

G M Finn (Durham University, School of Medicine and Health, Thornaby-on-Tees, UK)

**3X8 Differences in the short term and long term retention of anatomical knowledge after a self-guided and a station-based practical-work**

J Kooloos*, M. de Waal Malefijt*, M Vorstenbosch1 (1Department of Orthopaedics, Radboud University Nijmegen Medical Centre, Nijmegen, the Netherlands)


JS Mooney*, M Patera1, LS Griffiths3, I Gouldsborough1, PA Driscoll1 (1School of Computing, Science & Engineering, University of Salford, UK; 1Salford Royal Hospital NHS Foundation Trust, UK; 2Department of Anatomy, University of Manchester, UK)

**3X10 Cadaver a Teaching Tool**

Uma Gaur (Faculty of Medical Sciences, Cave Hill Campus, The University of the West Indies, St James, Barbados)

**3X11 In the 21st century, is there a role for cadaveric dissection in basic medical education?**

R Munir (Medical and Biological Sciences Building, University of St Andrews, UK)

**3X12 Attitudes of Turkish Medical Students Towards Autopsy**

A Balseven Odabasi*, O Odabasi1, A R Turner1, S Turan*, M Elcin2 (1Hacettepe University Faculty of Medicine, Department of Forensic Medicine; 2Hacettepe University Faculty of Medicine, Department of Medical Education and Informatics)
3X13 Body Bags to Play Doh: New Pro-Active Approaches to Teaching Anatomy
CM Diaz*, D Tuttle, T Wooley (Discipline of Anatomy & Pathology, School of Medicine & Dentistry, James Cook University, Queensland, Australia)

3X14 An interactive, collaborative tool to support anatomy teaching and learning in students' clinical rotations
J Hernandez*, D Delgadillo, D Alarcon (1Universidad de los Andes, Facultad de Medicina, Bogota, Colombia; 2Fundacion Santa Fe de Bogota)

3X15 Performance effectiveness of practical anatomy class before lecture to facilitate learning in dental students
M Pourghasem*, S Sum (Department of Anatomical Sciences, Faculty of Medicine, Babol University of Medical Sciences, Babol, Iran)

3X16 Neurophobia: What are the causes? And what does medical education have to offer?
C Athappilly*, G Giovannani, S Cader, A Flett (Barts and The London, Centre for Medical Education, London, UK)

3X17 Learning style of anatomy concepts in view of medical students in Kashan University of Medical Sciences
Mohammad Ali Atlasi*, Homayoun Naderian, Seyed Ali Reza Moravveji, Hossein Nikzad, Vahid Mehrabadi (1Kashan University of Medical Sciences, Anatomical Sciences Research Center, Kashan, Iran; 2Kashan University of Medical Sciences, Faculty of Medicine, Kashan, Iran)

3X18 Histopathology in the Dissecting Room — Does it work and what value does it bring to teaching?
A Wood*, S Whiten, J McVee, J Issberner, D Jackson, C S Herrington (School of Medicine, University of St Andrews, UK)

3X19 Surgically Oriented Anatomy: a student initiative to enhance traditional anatomical education at the University of Western Ontario
S Ullah, O Cristea*, A Bodrog, M Johnson, V McAlister (Schulich School of Medicine & Dentistry; University Hospital, London, Ontario, Canada)

1400-1545 3Y POSTERS: Student Health/Learning Styles
Chairperson: Win May (USA)
Location: Hall A

3Y1 Medical student Health Promotion
Ronnaphob Uaphanthasath (Department of Family Medicine, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand)

3Y2 Sustainability of Physical Exercise after Attending Health Promotion Course
Harnchai Pinaikul (Hatayai Hospital Education Center, Songkhla Ministry of Public Health, Thailand)

3Y3 Smoking prevalence and attitudes towards tobacco among Hong Kong medical students: a pre-post evaluation of a teaching module
J M Johnston*, S S Shetye, T H Lam, A J Hedley (The University of Hong Kong, Li Ka Shing Faculty of Medicine, School of Public Health, Pokfulam, HK, China)

3Y4 Change of body mass index during medical study
S Insiripong (Department of Medicine, Maharat Nakhon Ratchasima Hospital, Nakhon Ratchasima, Thailand)

3Y5 General health status and depression amongst first year chiropractic students
A B Wenban*, R Gardner (Barcelona College of Chiropractic, Barcelona, Spain)

3Y6 Formation analysis of professional pedagogical competence in study process of medical college
M Pukite*, A Pukitis (1Riga Stradinsh University, Red Cross Medical College, Riga, Latvia; 2University of Latvia, Faculty of Medicine, Riga, Latvia)

3Y7 Basic science course directors' perceptions of millennial medical students as learners
C Elam*, N Borges, S Manuel (1University of Kentucky College of Medicine, Office of Medical Education, Lexington, USA; 2Wright State University Boonshoft School of Medicine, Office of Academic Affairs, Dayton, USA; 3University of Cincinnati College of Medicine, USA)
3Y8 Can Learning Style Predict Student Satisfaction with Different Instruction Methods and Academic Achievement in Medical Education?  
Erol Gurpinar*, Mustafa Kemal Alimoglu, Sumer Mamakli, Mehmet Aktekin (Department of Medical Education, School of Medicine, Akdeniz University, Antalya, Turkey)

3Y9 Do learning style preferences differ with age, gender and previous higher education among undergraduate medical students?  
F Tasker*, A Jibawi, J Rees (King’s College London School of Medicine, Division of Medical Education, Sherman Education Centre, Guy’s Hospital, London, UK)

3Y10 Can a metacognitive awareness tool help improve student study skills?  
M H Afzal*, B Awied*, M Abdur-Rahman, M Hoque, N Iqbal (Bart’s and the London Medical University, London, UK)

3Y11 Services for pregnant medical students in preclinical courses and clinical rotations  
H Liebhardt1, J Niehues2, H Hummler2, F Reister2, P Britsch, J Weber, U Ziegenhain, J M Fegert1  
(1Ulm University, Department of Child And Adolescent Psychiatry, Ulm, Germany; 2Ulm University, Department of Pediatrics, Division of Neonatology and Pediatric Intensive Care, Ulm, Germany; 3Ulm University, Department of Gynecology and Obstetrics, Ulm, Germany)

3Y12 Investigating the effects of ethnicity on academic achievement in medicine  
A Selvakumarran*, S Subhani*, M Carroll* (Southall, Middx, UK)

3Y13 Folklore or fact – is there really a difference in the learning experiences and early exam performance between medical students coming from either UK state or independent school backgrounds?  
David Mearkle*, Sandra Nicholson (Barts and The London School of Medicine and Dentistry, Centre for Medical Education, London, UK)

3Y14 Internal differentiation in an undergraduate Pharmacy course  
I Meijerman*, H ten Berge3, G Wismans2, C Oussoren1, T Stroink3, F Flesch1, A Koster1  
(1Utrecht University, Faculty of Science, Department of Pharmaceutical Sciences, Utrecht, The Netherlands; 2Utrecht University, Faculty of Social Science, Centre for Teaching and Learning, Utrecht, The Netherlands)

3Y15 Predictive Factors of Academic Engagement in Medical Students  
P Parra, C Pérez, L Ortiz*, E Fasce, O Matus, N Bastías (University of Concepción, Medical Education Departament, Concepción, Chile)

3Y16 Student involvement in medical education – how can students become more involved?  
E Bate*, DCM Taylor (University of Liverpool, School of Medical Education, Liverpool, UK)

3Y17 Student Committee of EDC: What is it? What must it be?  
A Khani*, E Ramezani, Z Joveini, F Safartabar (Student Committee of Education Development Center, Babol University of Medical Sciences, Babol, Iran)

3Y18 Survey on student involvement in medical education  
I Goganau*, M Weggemans (International Federation of Medical Students’ Associations, Ferney-Voltaire, France)

1400-1545 3Z POSTERS: Selection  
Chairperson: John Cookson (UK)  
Location: Hall A

3Z1 Taiwanese perceptions toward the medical education system: high-school leaver vs. post-baccalaureate  
Der-Fang Chen*, Tsuen-Chiuan Tsai2, Chi-Her Lin, Keh-Min Liu, (1Department of Surgery, Cathay General Hospital; 2Department of Pediatrics, E-Da Hospital; 3Department of Chinese, Cathay General Hospital, Taipei, Taiwan)

3Z2 Sample Medicine — Student Access into Medicine via Peer Led Education  
L Patel1*, M Mohamed1*, Z Hashim1*, D Patel1 (1Lincoln County Hospital, Department of Anaesthetics, Lincoln, UK; 2Leighton General Hospital, Department of Medicine, Crewe, UK; 3The University of Leicester, Department of Medicine, Leicester, UK)
323 Medical students’ and interviewers’ opinions of the appropriateness of traditional interviews for selection to a widening access (WA) to medicine programme
Elisabeth Rich (Division of Medical Education, School of Medicine, University of Southampton, UK)

324 Changing Student Selection Method to Increase Opportunity of Rural Students
B Warachit (Hatay Medical Education Center, Hatyai, Songkhla, Thailand)

325 On-line pre-university orientation project improves students’ performance for the medical school admission test: ten years experience
P Falaschi1, M Relucenti2, G Familiari2, F Longo2, E Fancetti1, L Morisani1, A Redler2, E Gaudio2, V Ziparo1 (1Faculty of Medicine and Psychology, Sapienza University of Rome, Italy; 2Faculty of Pharmacy and Medicine, Sapienza University of Rome, Italy; 3De Sanctis High School, Rome, Italy; 4Virgilio High School, Rome, Italy; 5Faculty of Medicine, Rome, Italy)

326 Correlation of medical school admissions criteria and performance of undergraduate students in academic and clinical examinations
N Sartania (University of Glasgow, School of Medicine, Wolfson Medical School, Glasgow, UK)

327 Retention of WSU medical graduates in the Eastern Cape Province, South Africa
E N Kwizera*, J E Iputo (School of Medicine, Faculty of Health Sciences, Walter Sisulu University, Eastern Cape, South Africa)

328 Inspiring our next generation of doctors
A Nazerali-Maitland*, M Goldenberg*, N Jiwa* (1Queen’s University, Department of Internal Medicine, Kingston, Ontario, Canada; 2St. George’s University of London, UK)

329 A new selection tool for medical students: experience report
VLC Nunes*, MS Menezes, I Aleluia, MLC Soliani (Escola Bahiana de Medicina e Saúde Pública Salvador, Bahia, Brazil)

321 Do admission essays predict future performance in medical school and internship?
A G Kay, A R Artino, D M Waechter, W Gilliland, D C Cruess, M Calloway, S J Durning* (Dept of Medicine (NEP), Uniformed Services University, Bethesda, MD, USA)

321 Dr Who? Evaluating perceptions of the ideal attributes of a future doctor

322 Selection of medical students in Taiwan
Victor Chia-Hsiang Lin*, Tsuen-Chuian Tsai*, Chi-Wei Lin* (1Department of Urology, 2Pediatrics, 3Family Medicine, E-Da Hospital, Department of Healthcare Administration; 4I-Shou University, Kaohsiung City, R.O.C., Taiwan)

323 Student Selection at Hannover Medical School: Is There a Gender-Bias?
A Dudzinska*, V Paulmann, V Fischer (Hannover Medical School (MHH) Deanery of Student Affairs, Hannover, Germany)

324 Exploring the views of medical students, at one institution, concerning whether medicine in the UK should be a postgraduate or undergraduate degree
S Chada*, S Nicholson (Barts and the London Medical School, London, UK)

C Wiskin, J Gilmour*, K Elley, R Holder (University of Birmingham, College of Medical and Dental Sciences, School of Health & Population Sciences, Birmingham, UK)

1400-1545 3AA POSTERS: Standard Setting/National Exams
Chairperson: John Shatzer (USA)
Location: Hall A

3AA1 Computer-Based Standard Setting Procedure for High-Stakes Undergraduate Medicine Examinations
R Damant, R Lee*, M Dennett, D Harley (Undergraduate Medical Education, University of Alberta, Edmonton, AB, Canada)
3AA2 Comparison of the pass/fail decisions and grades produced by various arbitrary standards on a multiple-choice-examination
S. Schubert1, D. Bauer2, M. Holzer3, M. R. Fischer3 (*Universität Witten/Herdecke, Fakultät für Gesundheit, Department für Humanmedizin, Studiendekanat, Witten, Germany; 2Ludwig-Maxim Universität, Munchen, Germany)

3AA3 The consistency of tutors’ and committee members’ scores related to small groups
O. Coskun*, B. Budakoglu, S. Haznedaroglu, F. E. Ezgu, I. Yetkin, A. Bideci (University of Gazi, Medical School Ankara, Turkey)

3AA4 Self-evaluation ability in medicine: the relationship with the cognitive and non-cognitive performance
C. W. Lin1, T. C. Tsai1, J. L. Wang1 (*E- Da Hospital, Department of Medical Education, Kaohsiung, Taiwan; 1E- Da Hospital, Department of Paediatrics, Kaohsiung, Taiwan; 1Shou University, School of Medicine; 2E- Da Hospital, Department of General Medicine, Kaohsiung, Taiwan)

3AA5 Factors related to educational scores of the first preclinical year medical students, Faculty of Medicine Siriraj Hospital, Mahidol University, Thailand
C. Sitticharoon1, S. Kanavitoon1, S. Summachiwakij1, S. Anukulkit1, S. Srissupa1 (*Faculty of Medicine Siriraj Hospital, Mahidol University, Department of Physiology, Bangkok, Thailand; 1Faculty of Medicine Siriraj Hospital, Mahidol University, Department of Emergency Medicine, Bangkok, Thailand)

3AA6 Are they worth the effort? Mapping “the orals” to the Utility Framework
M. Marz*, S. Schauer, O. Ahlers, M. Stieg (Charité - Universitätsmedizin Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, Berlin, Germany)

3AA7 Predictors of Success on the USMLE Step 1 Examination for students at the American University of the Caribbean Medical School
T. Gray (American University of the Caribbean, St. Maarten, Netherland Antilles)

3AA8 Do teachers’ work experience, seniority and involvement influence the way they evaluate?
A. Scherer*, S. Sudmann, N. Heussen1, G. Gaugel1, T. Forkmann1 (*University Hospital Aachen, Institute of Medical Psychology and Medical Sociology, Aachen, Germany; 2Medical Faculty of the RWTH Aachen, Deanery, Aachen, Germany; 3University Hospital Aachen, Institute of Medical Statistics, Aachen, Germany)

3AA9 Tyrants and teddy bears: How a model of the learning effects of assessment operates in a clinical context
F. J. Cilliers1, LWT Schuwirth2, CPM van der Vleuten2 (*Stellenbosch University, Centre for Teaching and Learning, Matieland, South Africa; 2University of Maastricht, Department of Educational Development and Research, Maastricht, The Netherlands)

3AA10 Factors associated with the national license examination-part I results of medical students of University of Bangkok Metropolitan
S. Tangjitgamol1,2, S. Tanvanich2, A. Pongpatirotj3, S. Paesree3, A. Samsri2, J. Kumdee4, C. Soorapanth5 (*Department of Obstetrics and Gynecology, 2Department of Anatomical Pathology, 3Medical Education and Student Affairs Section, 4Department of Clinical Pathology, 5Department of Orthopedics, Faculty of Medicine Vajira Hospital)

3AA11 Unfavorable attitude toward the national medical licensing test (NT) part I of the 3rd year Thai medical students in Thammasat University
P. Sritipsukho*, N. Svealek1, A. Taylor1, P. Sritipsukho1, N. Sookprasert2, S. Tor-uodom1, K. Kirtiputra2, W. K. Prathum2 (*Faculty of Medicine, Thammasat University, Prathumthani, Thailand; 1Bangkok University, Pathumthani, Thailand)

3AA12 Key Factors for Success on the Second Stage of National Medical Licensure Examination Assessed by Medical Students of Phramongkutklao College of Medicine
Y. Suksawat*, S. Chamnanvanakij*, P. Pimparyon, P. Sengaroong (Phramongkutklao College of Medicine, Bangkok, Thailand)

3AA13 A practical to-do-list ensures higher success rates on the National medical licensing test part I: Experience from Thammasat University
P. Rojibulsit*1, N. Svealek1, A. Taylor1, P. Sritipsukho1, N. Sookprasert2, S. Tor-uodom1, P. Petthaveeponprodej2, K. Kirtiputra2, W. K. Prathum2 (*Faculty of Medicine, Thammasat University, Prathumthani, Thailand; 1Bangkok University, Pathumthani, Thailand)
POSTERS: Simulation

Chairperson: Monica van de Ridder (Netherlands)
Location: Hall A

3BB1 Incorporation of a high-fidelity cardiac simulator into an undergraduate medical education curriculum: A targeted needs assessment
C Chessex1,*, Y Dounaevskaya2, A Slomovic3, G A Tomlinson4, C M Chow1, Y Lee2, A Page1, J James1, L Fidler1, D Panisko1 (1Department of Medicine, University of Toronto; 2Department of Medicine, McMaster University; 3McGill University; 4Toronto General Research Institute; 5Postgraduate Medical Education, University of Toronto, Canada)

3BB2 Scaffolding medical students' self-regulated learning on a cardiopulmonary patient simulator: Less can be more
R Brydges4,*, A Peets2, S B Issenberg1, G Lam2, G Regehr2 (1University of Toronto, Department of Medicine / The Wilson Centre, Toronto, ON, Canada; 2University of British Columbia, Centre for Health Education Scholarship, Vancouver, BC, Canada; 3University of Miami, Gordon Center for Research in Medical Education, USA)

3BB3 The coupling of simulation with physiology lectures enhanced exam performance of first year medical students in the lower percentile of the class
M Hall*, M Sheakley, M Sacks, D Callender, and D Pederson* (Ross University School of Medicine, Departments of Integrated Medical Education and Physiology, Roseau, Commonwealth of Dominica, West Indies)

3BB4 Training the digital generation – Perception of usefulness of virtual reality laparoscopic simulators among the fourth year medical student population
P Berlingieri1,2,*, B Shaw1, RA Kadie1, HW Potts1 (1Centre for Screen Based Medical Simulation, Royal Free Hospital, London, UK; 2UCL Medical School, University College London, UK; 3Department of Obstetrics & Gynaecology, Royal Free Campus, University College London, UK)

3BB5 Prediction of Coronary Angiography Performance by Means of Assessment in a Simulated Setting
S Räder*, E Jørgensen2, B Bech1, L Lönn3, C Ringsted1 (1Centre for Clinical Education, University of Copenhagen and Capital Region, DK; 2Cardiac Catheterisation Laboratory, Department of Cardiology, University Hospital Rigshospitalet, Copenhagen, DK; 3Department of Vascular Surgery)

3BB6 The “real” difference: The impact of patient contact in teaching geriatric assessment skills
WS Lim*, WC Wong1, KY Tham1 (1Tan Tock Seng Hospital, Department of Geriatric Medicine, Singapore; 2Tan Tock Seng Hospital, Medical Education Office, Singapore)

3BB7 Simulation Training for Foundation Trainees – The acutely deteriorating patient
H Johnston*, J Bennett, K Spooner* (Post Graduate Medical Education, North Bristol NHS Trust, Learning and Research Building, Southmead Hospital, Bristol, UK)

3BB8 Can functional magnetic resonance imaging be used to determine brain activation patterns in simulation versus online-based learners?
S Goon1,*, E A Stamatakis1, RM Adapa1, S Bishop1, M Kasahara1, D F Wood1, DK Menon1, D Wheeler1, A K Gupta1 (1Addenbrooke’s Hospital, University Division of Anaesthesia, Cambridge, UK; 2University of Cambridge, School of Clinical Medicine, Cambridge, UK)

3BB9 Systematic training of non-technical skills using simulator training for the entire staff of an intensive care unit
S Erichsen1,2,*, B Otto2, E Douhan1, E Haddleton*1 (1Uppsala University Hospital, Clinical Skills Centre, Uppsala, Sweden; 2Uppsala University Hospital, Department of Thoracic surgery, Uppsala, Sweden)

3BB10 Three methods of teaching medical students laparoscopic skills
A Khaimook (Medical Education Centre, Hatyai Hospital, Hatyai, Thailand)

3BB11 Dyad training competes with individual training? A randomized, controlled bronchoscopy simulation study
A Bjerrum*, B Eika, P Charles, O Hilberg (Department of Pumonary Medicine, Aarhus, Denmark)

3BB12 “Oops!”: Using hybrid simulation to assess communication and procedural skills in central venous catheter insertion
L Stroud1,*, R Cavalcanti2,3 (1University of Toronto, Department of Medicine, Toronto, Canada; 2Herbert Ho Ping Kong Centre for Excellence in Education and Practice, University Health Network, Toronto Western Hospital, Toronto, Canada)
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<tr>
<th>Session</th>
<th>Title</th>
<th>Authors/Institutions</th>
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<tbody>
<tr>
<td>3BB13</td>
<td>Simulation in Pediatric Interventional Radiology (PIR): Past, Present and Future Directions</td>
<td>D Parra*, D Murray, D Carter, E Ng, E McLeod, K McMillen, B Connolly (The Hospital for Sick Children, Diagnostic Imaging Department, Toronto, Canada)</td>
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<tr>
<td>3BB14</td>
<td>Evaluation of out of hospital emergency physicians using a high fidelity simulator</td>
<td>C Jbeili, C Pentier, J Sende, D Michel, C Bertrand, J Marty (Presenter: E Lecarpentier) (Creteil, France)</td>
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<tr>
<td>3BB15</td>
<td>Unconventional simulation model used to teach undergraduate students of medicine the surgical techniques to treat ingrown toenail</td>
<td>F Silva, M M Guiootoku, HA Miot, LPF Abbade*, LDB Miot (Botucatu Medical School - UNESP Sao Paulo State University, Department of Dermatology, Rubiao Junior, Botucatu(SP), Brazil)</td>
</tr>
<tr>
<td>3BB16</td>
<td>Fostering Simulation-based Surgical Training in Developing Countries: A pilot study</td>
<td>Sayra Cristancho**, Fuad Moussa1, Alex Monclo1, Bill Kapralos, Antonio Figueredo, Adam Dubrowski1 (1University of Western Ontario, Department of Surgery, London, ON, Canada; 2University of Toronto, Division of Cardiac Surgery, Toronto, Canada)</td>
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<tr>
<td>3BB17</td>
<td>Can simulation-based instruction reduce students' anxiety regarding hazardous procedures?</td>
<td>K Kawasaki**, M Minagi*, N Nakamura* (Kawasaki Medical School, Department of Pediatrics, Kurashiki, Japan)</td>
</tr>
<tr>
<td>3BB18</td>
<td>Usage of models and high-fidelity medical stimulations (HFMS) in clinical skills education at Faculties of Medicine in Croatia</td>
<td>I Grizelj1, M Mihalj1, I Drenjancevic*, L Zibar2, L Puljak3, J Azman1 (1University of Osijek School of Medicine Osijek, Osijek, Croatia; 2Clinical Hospital Centre Osijek, Croatia; 3University of Split, School of Medicine Split, Croatia)</td>
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1400-1545  3DD  SECRETS OF SUCCESS 2  
Location: Hall A

<table>
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<tr>
<th>3DD1</th>
<th>iDecide: Supporting Students' Career Learning</th>
<th>S Bickerdike, R Lane, C Murray* (University of Leeds, LIME, Leeds, UK)</th>
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<td>3DD2</td>
<td>Quality Improvement: The secrets of success for effective Annual Review of Competency Progression in the UK</td>
<td>R Kunkler, C Cooper**, D Green, O Junaid, A Boyle, D Williams (East Midlands Healthcare Workforce Deanery (North Centre, University of Nottingham, UK)</td>
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<tr>
<td>3DD3</td>
<td>A Comprehensive Web Based System to Effectively and Efficiently Manage Continuing Professional Development (CPD) Events</td>
<td>S Rock*, R Barclay, A Naccarato (Office of Continuing Education and Professional Development, Faculty of Medicine, University of Toronto, ON, Canada)</td>
</tr>
<tr>
<td>3DD4</td>
<td>Leading a Large Implementation Taskforce for a New Curriculum in a Complex Distributed MD Program</td>
<td>M C Fabian*, D Snadden (University of British Columbia, Faculty of Medicine, British Columbia, Canada)</td>
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1545-1615  COFFEE  
Location: Hall A
**SESSION 4: SIMULTANEOUS SESSIONS**

**1615-1745 4A** SYMPOSIUM: To Share or Not to Share? Illuminating policies and approaches to sharing information about medical students and postgraduate trainees in academic difficulty within the proram and across training boundaries
Panel: Paul Hemmer (USUHS-EDP, Bethesda, MD, USA) (Chair); Eric Holmboe (American Board of Internal Medicine, Philadelphia, USA), Lesley Southgate (St George’s, University of London, UK), Diane Wayne (Northwestern University, Chicago, USA)
Location: Hall A

**1615-1745 4B** SYMPOSIUM: Practice and Community-oriented Curriculum Development in Basic Medical Education (Praxis- und Community orientierte Curriculumsentwicklung im Medizinstudium - (auch) eine Aufgabe für die primärärztlichen Fächer) (Continuation of 3B)
Panel: Anselme Derese (Belgium), Maren Erhardt (Germany), Andreas Sönnichsen (Austria), Martin Lischka (Austria), Elisabeth Bandi-Ott (Switzerland)
Location: Strauss 1

**1615-1745 4C** SYMPOSIUM: Lifelong learning for health professionals
Panel: Alejandro Aparicio (American Medical Association, Chicago, USA) (Chair); Robert Galbraith (National Board of Medical Examiners, Philadelphia, USA), Bernard Maillot (Union Européenne des Médecins Spécialistes, Brussels, Belgium), Ron Murray (CME Office, University of Virginia, Charlottesville, USA), Alfonso Negri (Italian Federation of Medical Specialties, Milan, Italy), Hannu Halila (Finnish Medical Association, Helsinki, Finland), Hervé Maisonneuve (Université Paris, France)
Location: Strauss 2

**1615-1745 4D** AMEE FRINGE 1
Chairperson: Rachel Ellaway (Canada)
Location: Strauss 3

1615-1633 4D1 Cricket and OSCE require long innings but wouldn’t a career average be better?
K H Mujtaba Quadri (Shifa College of Medicine, Islamabad, Pakistan)

1633-1651 4D2 101 Things I Hate About Medical Textbooks (Part 1)
M Brookman (Recent Medical Graduate of University of Nottingham, UK)

1651-1709 4D3 Informal videos to supplement learning of clinical examinations
R Ved*, S Williams, A Grant (Cardiff University, Division of Medical Education, Cardiff, UK)

1709-1727 4D4 MasterChef or MasterClass?
D Lin (University of Sydney, Faculty of Medicine, Western Clinical School, Westmead Hospital, Westmead, NSW, Australia)

1727-1745 4D5 Clerk Idol
W A Stewart1, S Higgs2, J Leblanc2, A Russell1, SM King1 (1Dalhousie Medicine New Brunswick, Rothesay, NB, Canada; 2Dalhousie Medicine New Brunswick, Saint John, NB, Canada; 3Paediatric Neurology, Dalhousie University, Rothesay, NB, Canada)

**1615-1745 4E** SHORT COMMUNICATIONS: Progress Test
Chairperson: Netta Notzer (Israel)
Opening Discussant: Lambert Schuwirth (Netherlands)
Location: Lehár 3-4

1615-1630 4E1 Progress testing in a competency-based curriculum – an update
Fok-Han Leung, Jodi Herold*, Karl Iglar (University of Toronto, Department of Family and Community Medicine, Toronto, ON, Canada)

1630-1645 4E2 Modelling the growth of undergraduate applied medical knowledge using the progress test
L Coombes*, E Hefferman, A Freeman, C Ricketts (Peninsula College of Medicine and Dentistry, University of Plymouth, UK)
1645-1700 4E3  Cognitive development: Application of test equating in progress test of medical course
M Sakai*, OF F, T Matsuo (State University of Londrina, Londrina-Parana, Brazil)

1700-1715 4E4  Test of retentional knowledge in Slovak medical schools – three years’ experience
J Mokry*, P Cingel, E Halasova, M Borik (Jesseniuss Faculty of Medicine, Comenius University, Martin, Slovakia)

1715-1730 4E5  A Developmental Perspective on Inter-Institutional Comparisons and Progress Testing
S Schaubert*, Z Nouns, K Schüttpeilz-Brauns (Charité - Universitätsmedizin Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, AG Progress-Test Medizin, Berlin, Germany)

1730-1745 Discussion

1615-1745 4F SHORT COMMUNICATIONS: Teamwork
Chairperson: to be announced
Opening Discussant: Carl Savage (Sweden)
Location: Lehar 1

1615-1630 4F1  The “Zone”: An exploration of the psychological fidelity in the scenario based outdoor simulation used by the London HEMS for team training.
S Zaffarullah*, D Goodsman (Barts and The London, Queen Mary School of Medicine and Dentistry, Centre for Medical Education, London, UK)

1630-1645 4F2  The micropolitics of clinical teamworking
J Allard*, A Bleakley, O Corrigan, J Archer (Peninsula College of Medicine and Dentistry, Institute of Clinical Education, Cornwall, UK)

1645-1700 4F3  Realism and Self-efficacy in Simulation Team Training
T Klaassen1, C Fluit1, S Bolhuis1, E Coolen2, J Loeffen2 (1Institute for Medical Education and Training, Radboud University Nijmegen Medical Centre, the Netherlands; 2Department of Pediatrics, Netherlands)

1700-1715 4F4  Addressing professional identities to improve teamworking.
Mark Barrow1, Sue Gasquoine2, Judy McKimm2, Deb Rowe1 (*The University of Auckland, Faculty of Medical and Health Sciences, Auckland, New Zealand; 1Unitec Institute of Technology, Faculty of Social and Health Sciences, Auckland, New Zealand)

1715-1730 4F5  Simulation enhances residents’ opinion of the importance of team working and professionalism
J Bréaud, D Chevallier, M Carles, J Levraut, JP Fournier*, D Benchimol (Faculté de Médecine de Nice Sophia Antipolis, Centre de Simulation Médicale, Nice Cedex, France)

1730-1745 Discussion

1615-1745 4G SHORT COMMUNICATIONS: Training in Surgery
Chairperson: Marie-Eve LeBel (Canada)
Opening Discussant: Niv Patil (Hong Kong)
Location: Lehar 2

1615-1630 4G1  Common surgical diseases: OPD teaching
Anurak Amornpetchsathaporn (Sawanpracharak Medical Education Center, Ministry of Public Health, Thailand)

1630-1645 4G2  Identifying key themes of a good surgical trainer: Views from training faculty and trainees in a British postgraduate deanery
Humphrey J Scott*, Pasha J Nisar (Kent Surrey & Sussex School of Surgery, Southwark, London, UK)

1645-1700 4G3  Preoperative team briefings as sites of collaboration and struggle: Implications for novices
S Whyte1, S Espin2, L Lingard3 (*University of Toronto, Wilson Centre for Research in Education, Toronto, Ontario, Canada; 1Ryerson University, Daphne Cockwell School of Nursing, Toronto, Ontario, Canada; 3University of Western Ontario, Schulich School of Medicine & Dentistry, Canada)
1700-1715 4G4 Can an online Masters in Surgical Sciences improve success in professional exams?  
N Peel*, A Robson*, J Richards, E Revie, A Paisley, P Lamb, S Wigmore, C Smith, P Smith, D Rowley, D Dewhurst, M Begg, J Garden (University of Edinburgh, Clinical Surgery, Royal Infirmary of Edinburgh, UK)

1715-1730 4G5 Simulator training improves performance in thoracoscopic wedge resections  
J Bjurström1, L Konge*, P Lehne1, C K Loumann1, H Jessen2, R Petersen1, C Ringsted11 (1University of Copenhagen, Centre for Clinical Education, Copenhagen, Denmark; 2Copenhagen University Hospital, Rigshospitalet, Department of Cardiothoracic Surgery, Copenhagen, Denmark)

1730-1745 Discussion

1615-1745 4H SHORT COMMUNICATIONS: Learning Resources  
Chairperson: Chris Candler (USA)  
Opening Discussant:
Location: Stolz 1

1615-1630 4H1 Actualisation of work-based based learning by using ‘real’ to make ‘virtual’ patients  
R S Patel*, S I Fazil*, K V Patel1, S J Carr1 (1Department of Nephrology, University Hospitals of Leicester NHS Trust; 2University of Leicester Medical School; 3Imperial College School of Medicine; 4East Midlands Healthcare Workforce Deanery, UK)

1630-1645 4H2 E-learning system by students for students  
S Wessel*, N Becking, A Solnes Miltenburg, S Henar, E van der Meij, D Raphael, K Mesri, H Flinterman, K Reckens, J Bretschneider (VU Medical Centre, Department of Gynaecology and Obstetrics, Amsterdam, The Netherlands)

1645-1700 4H3 Making medical podcasts for the mobile generation  
H C Muir, D J Early, L Combe, S A Houston, A J P Robb*, B Stewart (College of Medical, Veterinary and Life Sciences, University of Glasgow, UK)

1700-1715 4H4 Students design virtual patients: an innovative educational activity  
E Dafli*, C Bratsas1, C Antoniadis1, P D Bamidis* (1Aristotle University of Thessaloniki, 2School of Medicine; 3School of Dentistry, Thessaloniki, Greece)

1715-1730 4H5 Student-led revision courses as an aid to faculty teaching  
A Nihat*, L Koizia* (Imperial College School of Medicine, London, UK)

1730-1745 Discussion

1615-1745 4I SHORT COMMUNICATIONS: Professionalism  
Chairperson: Richard Creuss (Canada)  
Opening Discussant: Frederic Hafferty (USA)  
Location: Stolz 2

1615-1630 4I1 Does professionalism decline over the course of medical education? Professionalism profiling using quantitative tools in an integrated medical curriculum  
M Kelly*, S O'Flynn, D Bennett, A Joy, M O’Rourke (University College Cork, Medical Education Unit, Cork, Ireland)

1630-1645 4I2 Medical Professionalism in Relations: A Cross-Cultural Study of Students’ Reasoning of Professional Dilemmas  
M Ho**, S Ginsburg** (1National Taiwan University College of Medicine, Taipei, Taiwan; 2University of Toronto, Canada)

1645-1700 4I3 Beginning Reflection: Introducing quality improvement to first year medical students  
M Singh*, D Carter-O’Gorman, P Spanos (Case Western Reserve University School of Medicine, Foundations of Clinical Medicine, Cleveland, OH, USA)

1700-1715 4I4 Peer-to-peer assessments of professionalism: A time dependent social network perspective  
Ryan E Hofer1,2, O Brant Nikolaus1, Wojciech Pawlina1, Brian Castelliani2, Philip K Hafferty2, Frederic W Hafferty1 (1Department of Anatomy, Mayo Medical School, College of Medicine, Mayo Clinic, Rochester, MN, USA; 2Department of Sociology, Kent State University, Kent, OH, USA; 3Department of Art History, University of Washington, Seattle, WA, USA; 4Program in Professionalism & Bioethics, Mayo Clinic, Rochester, USA)
A study to explore Foundation Year 1 trainees’ understanding of medical professionalism
A K Hossain (Department of Paediatrics, St George’s Hospital NHS Trust, London UK)

Discussion

SHORT COMMUNICATIONS: To Lecture or Not?
Chairperson: Cristian Stefan (USA)
Opening Discussant: Simon Guild (UK)
Location: Schubert 1

What happens when teachers do not give us handouts?
Apinut Wongkietkachorn¹, Jettobin Prakoonsuksapan², Danai Wangsaturakà (¹Chulalongkorn University, Faculty of Medicine, Bangkok, Thailand; ²Chulalongkorn University, Faculty of Medicine, Department of Pharmacology and Medical Education Unit, Bangkok, Thailand)

Implementation of podcasts in the curriculum of surgical education in the University of Heidelberg
S Schiessling*, M Diener, M W Büchler, M Kadmon (University of Heidelberg, Department of Surgery, Heidelberg, Germany)

Student performance and their perception of a patient-oriented problem-solving approach with audiovisual aids in teaching pathology: a comparison with traditional lectures
A Singh (Department of Pathology, Sri Venkateshwara Medical College Hospital and Research Centre, Pondicherry, India)

Educating without lectures: Active learning in the first year through the MUSC synthesis review module
J G Wong*, D J Hazen-Martin, D H Kern, M D McEvoy (Medical University of South Carolina, College of Medicine, Charleston, SC, USA)

Discussion

SHORT COMMUNICATIONS: International Medical Graduates
Chairperson: Marta van Zanten (USA)
Opening Discussant: Marjo Wijnen-Meijer (Netherlands)
Location: Schubert 2

The Challenges for International Medical Graduates in the Canadian Residency Training Programs
W Alqurashi*, S Razack, F Bhanji, M Jabbour (Children Hospital of Eastern Ontario, Emergency Department, University of Ottawa, Canada)

Placement of multilingual international medical graduates in postgraduate training in the U.S.
A Opalek*, M van Zanten (Foundation for Advancement of International Medical Education and Research (FAIMER), Philadelphia, USA)

Incorporating critical reflection into the orientation of international medical graduates
A Harris*, C Delany (Maastricht University, Technology & Society Studies, Faculty of Arts and Social Sciences, Maastricht University, Maastricht, Netherlands)

Collaboratively researching and developing a communication and language multimedia resource for International Medical Graduates
R Woodward-Kron*, E Flynn, C Bow, J Pill, M Stevens, O Maxwell (University of Melbourne, Medical Education Unit, Parkville VIC, Melbourne, Australia)

The practice ready assessment of international medical graduates: factors predictive of success
A-M MacLellan*, C Brailovsky¹, F Miller¹, S Leboeuf¹, E Drouin², E Prégent¹ (¹Collège des médecins du Québec, Medical Education Division, Montréal, Canada; ²Université de Montréal, Faculté de médecine, Montréal, Canada)

Discussion
**4L SHORT COMMUNICATIONS: Best Evidence Medical Education (BEME)**
Chairperson/Opening Discussant: Dale Dauphinee (Canada)
Location: Schubert 3

1615-1630 4L1 A Best Evidence in Medical Education (BEME) Systematic Review: The effects of audience response systems on learning outcomes in health professions education
Cody Nelson¹, Lisa Hartling², Sandra Campbell³, Anna E Oswald⁴ (¹Medical Student, University of Alberta; ²Department of Pediatrics, University of Alberta; ³Public Services Librarian and Library Liaison to Medicine, University of Alberta; ⁴Department of Medicine, University of Alberta, Canada)

1630-1645 4L2 Teaching Musculoskeletal Clinical Skills to Medical Trainees and Physicians: A Best Evidence in Medical Education (BEME) Systematic Review of Strategies and their Effectiveness
Alexandra O’Dunn-Orto¹, Lisa Hartling², Sandra Campbell³, Anna Oswald*⁴ (¹Medical Student, University of Alberta; ²Department of Pediatrics, University of Alberta; ³Public Services Librarian and Library Liaison to Medicine, University of Alberta; ⁴Department of Medicine, University of Alberta, Canada)

1645-1700 4L3 The effectiveness of cased-based learning in health professional education: A BEME systematic review in progress
S Ekeocha¹, J Thistlethwaite², J Kidd², D Davies², C Macdougall³, P Matthews¹, J Purkis¹ (¹Institute of Clinical Education, Warwick Medical School, University of Warwick, Coventry, UK; ²Centre for Medical Education Research and Scholarship, The University of Queensland, School of Medicine, Brisbane, Australia)

1700-1715 4L4 Creating a BEME review on the integration of basic science and clinical knowledge with qualitative research synthesis
M El-Adhari*, A Josephson, K Bolander Laksov* (Centre for Medical Education, Karolinska Institutet, Stockholm, Sweden)

1715-1730 4L5 Feasible or not feasible, that is the question. Evidence on OSCE feasibility from a BEME Systematic Review
Madalena Patrício*, Miguel Julião¹, Filipa Fareleira¹, Meredith Young², Geoffrey Norman², António Vaz Carneiro¹ (¹Faculty of Medicine, University of Lisbon, Portugal; ²McGill University, Canada; ³McMaster University, Canada)

1730-1745 Discussion

**4M SHORT COMMUNICATIONS: The Assessment of Teachers**
Chairperson: Jadwiga Mirecka (Poland)
Opening Discussant:
Location: Schubert 4

1615-1630 4M1 Doctors as Teachers Assessment Tool
K A Nathavitharana*, A B Whitehouse, D W Wall, E Hughes (NHS West Midlands Deanery, Birmingham, UK)

1630-1645 4M2 Teacher accreditation by peer review: a process brought back to life
R Torry*, J Spicer* (London Deanery, School of General Practice, University of London, UK)

1645-1700 4M3 Do we get better with time? What Is the Effect of Length of Teaching Experience?
Dubravka Dodig*, Elizabeth Grigoriadis, Daniel Panisko, Edmund Lorenz, Glen Bandiera (University of Toronto, University Health Network, Department of Medicine, Division of Neurology, Toronto Western Hospital, Toronto, ON, Canada)

1700-1715 4M4 Faculty development and faculty evaluation: Two sides of the same coin
S Ahmady¹, J Massiello¹, M Brommels, T Changis, T Rahmany, F Drew (¹Department of Medical Education, Urmia University of Medical Sciences and Department of LIME, Karolinska Institutet, Stockholm, Sweden; ²Center for Medical Education, Department of Learning, Informatics, Management, and Ethics, Karolinska Institutet, Stockholm, Sweden)

1715-1730 4M5 Teaching Awards: Their Impact on Recipients and Institutions
R Greenberg*, K Huggett, D Rao, B Richards (¹University of Louisville School of Medicine, Office of Medical Education, Louisville, KY, USA; ²Creighton University School of Medicine, Office of Medical Education, Omaha, NE, USA)

1730-1745 Discussion
1615-1745 4N WORKSHOP: Outcomes-Based Course Design: A Pedagogical Approach to Formulating and Writing Learning Outcomes
Facilitators: Matthew C E Gwee*, Dujeepa Samarasekera*, Tan Chay-Hoon* (Medical Education Unit & Department of Pharmacology, Yong Loo Lin School of Medicine, National University of Singapore)
Location: Schubert 5

1615-1745 4O WORKSHOP: Two Worlds Colliding: The Clinician as Qualitative Researcher
Facilitators: C A Moulton*1, T Kennedy1 (1Wilson Centre, University of Toronto, Canada; 2Stan Cassidy Centre for Rehabilitation, Fredericton, NB, Canada)
Location: Schubert 6

1615-1745 4P WORKSHOP: How can clinical teachers encourage learners’ performance improvement after (multisource) feedback?
Facilitators: E Driessen*1, K Overeem*1, V Wass*1 (1Maastricht University, FHML/O&O, Maastricht, Netherlands; 2UMC St Radboud, Netherlands; 3Keele Medical School, UK)
Location: Business Suite 1

1615-1745 4Q PRIVATE MEETING: ESME Advisory Board Meeting (invite only)
Location: Business Suite 2

1615-1745 4R WORKSHOP: Enhancing intrinsic motivation in medical students: Using Self-determination theory
Facilitators: Rashmi Kusurkar*1,2, Gerda Croiset*2, Olie ten Cate*1, Karen Mann*1 (1Center for Research and Development of Education, University Medical Center Utrecht, The Netherlands; 2Institute for Education and Training, VU University Medical Center Amsterdam, The Netherlands; 3Dalhousie University, Halifax, Canada)
Location: Business Suite 4

1615-1745 4S WORKSHOP: So, you are in the caring business?
Facilitators: A G Herbst (Subject Group Social Work, Faculty of Health Sciences, North-West University, Potchefstroom Campus, South Africa)
Location: Hall B, Galerie Room 3+4

1615-1745 4T WORKSHOP: Setting up OSCE examinations: Practical Considerations
Facilitators: K Khan*, P Pushkar*, K Gaunt1 (1MMS, University of Manchester, LTHTR, Preston, UK; 2Mersey Deanery, Liverpool, UK)
Location: Hall B, Galerie Room 5+6

1615-1745 4U WORKSHOP: Teaching Medical Error Prevention
Facilitators: J Round*, S Vaughan*, T Bate* (Department of Paediatric Medicine, St George’s Hospital, London, UK)
Location: Hall B, Galerie Room 9+10

1615-1745 4V WORKSHOP: Engaging clinical teachers
Facilitators: S Trumble (The Clinical Teacher, Melbourne Medical School, University of Melbourne, Australia)
Location: Hall B, Galerie Room 11+12

1615-1745 4W WORKSHOP: How to design and facilitate focus groups for use in medical education: Part 2
Facilitators: J Tipping1, L Manchul1 (1Office of Continuing Education and Professional Development, Faculty of Medicine, University of Toronto; 2University of Toronto, Princess Margaret Hospital, Canada)
Location: Hall B, Galerie Room 15+16
POSTERS: Clinical Teaching 1

Chairperson: to be announced
Location: Hall A

4X1 Aged care residents: A resource for student clinical experience
N Koehler*, C McMenamin (Monash University, Faculty of Medicine, Nursing & Health Sciences, Melbourne, Australia)

4X2 Training opportunities on the surgical wards: The patient's perspective of medical students
P Stather*, H Cheshire (Northampton General Hospital, Cliftonville, Northampton, UK)

4X3 Non-mandatory cardiopulmonary resuscitation courses for health professionals in Croatia: Who is attending and why?
S Hunyadi-Anticevic*, G Pavlekovic*, D Milicic1 (*Croatian Resuscitation Council, Croatian Medical Association, Zagreb, Croatia; 1Croatian Association for Medical Education, Zagreb, Croatia; 1Medical School, University of Zagreb, Croatia)

4X4 Street Medicine: First aid training for first year student doctors and student nurses
J Rowles*, F Fossilini*, M Marshall1, P Smith2, C Walsh1, A Burney1 (*University of Sheffield, Academic Unit of Medical Education, Sheffield, UK; 1Sheffield Hallam University, Faculty of Health and Wellbeing, Sheffield, UK)

4X5 Impact of tutorial section on the improvement of ambulatory clinical skills in Medical students
Pochamana Phisalprapa*, Charoen Chouriyagune, Cherdchai Nopmaneejumruslers, Denla Pandejpong (Division of Ambulatory Medicine, Department of Medicine, Faculty of Medicine, Siriraj Hospital, Mahidol University, Bangkok, Thailand)

4X6 Attitudes and experience of medical students in performing sensitive male examinations
K Verma*, J Lo, R Turner, C Zimitat, N Sefton (University of Tasmania, Department of Surgery, Hobart TAS, Australia)

4X7 Does structured work experience prior to applying to Medical School make a difference?
E Webster*, A Cooper* (Rotherham General Hospital, Rotherham, UK)

4X8 A tool to prepare veterinary nursing students for work-based learning placements
T Kinnison*, H Orpet1, S Pullen1, J McNae1, C Bell1, S Baillie1 (*University of London, The Royal Veterinary College, Hatfield, UK; 1University of Edinburgh, Royal (Dick) School of Veterinary Studies, Edinburgh, UK)

4X9 How does being involved in undergraduate medical education change the attitudes and behaviours of patient educators?
Shelley Fielden*, Rebecca O’Rourke, Sue Kilminster (University of Leeds, Leeds Institute of Medical Education, Leeds, UK)

4X10 Medical students’ attitudes towards holistic approach teaching in primary care setting
J Budkaew (Khon Kaen Medical Education Center, Khon Kaen Province, CPIRD, Ministry of Public Health, Thailand)

4X11 The Patient-Centered Experience and the self-assessed abilities of patient-centered medical care in undergraduate medical students
K Mitsunami*, Y Takeuchi, H Tamura, T Hattori, T Bamba (Shiga University of Medical Science, Department of Family Medicine, Tsukinowa-cho, Seta, Otsu, Shiga, Japan)

4X12 Student Reflections on a Patient-Centred Primary Care attachment
WY Chin (Department of Family Medicine and Primary Care, The University of Hong Kong, Ap Lei Chau, Hong Kong)

4X13 Dyad learning – managing the patient encounter
M G Tolsgaard*, S Bjorck, M B Rasmussen, A Gustafsson, C Ringsted (Center for Clinical Education, Rigshospitalet, Copenhagen, Denmark)

4X14 A study of patients’ perceptions and attitudes on assisting in undergraduate teaching
K Egan*, B Allan, HS Cameron (The University of Edinburgh, Centre for Medical Education, Edinburgh, UK)

4X15 Undergraduate medical students’ attitudes towards death
L Niemi-Murola (Department of Anaesthesiology and Intensive Care Medicine, University of Helsinki, Finland)
**Systematic literature review: Factors promoting and inhibiting adherence to clinical guidelines**
S Ismaile*, J McLachlan, M Sawdon (Durham University, School of Medicine and Health, Stockton-on-Tees, UK)

**POSTERS: Virtual Patients/eLearning**

*Chairperson: Denise Dupras (USA)*
*Location: Hall A*

**4Y1** Can use of a virtual patient affect the perceptions and attitudes of physicians in training regarding the importance of the autopsy?
WT Gunning*, JN Kniep, U Fors* (University of Toledo, Department of Pathology, Toledo, Ohio, USA; Stockholm University, Department of Computer and Systems Science, Kista, Sweden)

**4Y2** Using Virtual Problems (vp) for Teaching Veterinary Chemistry
M Kankofer*, W Kedzierski, J Wawrzykowski, J P Ehlers (University of Toledo, Department of Animal Biochemistry and Physiology, Faculty of Veterinary Medicine, University of Life Sciences in Lublin; University of Veterinary Hannover, Germany)

**4Y3** Learning clinical skills through the Virtual Patient Pool
Anette Määttä*, Reetta Peltonen, Jani Pirinen, Kari Heinonen, Kalle Romanov, Eeva Pyörälä (University of Helsinki, Faculty of Medicine, Helsinki, Finland)

**4Y4** Using virtual patients as preparation for paediatric bedside teaching – a blended learning approach
A Simon*, R Lehmann**, G F Hoffmann*, B Tunshoff*, S Huwendiek** (Centre for Virtual Patients, Medical Faculty, Ruprecht-Karls-University Heidelberg, Germany; University Children’s Hospital, Heidelberg, Germany)

**4Y5** Using 'virtual patients' to teach medical undergraduate and postgraduate students: a qualitative study of different design properties.
J Bateman**, ME Allen, D Davies (University of Warwick, Institute of Clinical Education, Coventry, UK; University Hospitals Coventry and Warwickshire NHS Trust, Coventry, UK)

**4Y6** Integrating neurology clinical teaching from year 1 of undergraduate medicine using Virtual Patient
S J Slaght*, A Webb, S Choi (Department of Neurology, Southampton General Hospital, Southampton, UK; School of Medicine University of Southampton, Southampton General Hospital, Southampton, UK)

**4Y7** A pilot study exploring the utility of virtual patients (VPs) to final year medical students preparing for an OSCE in emergency medicine
M Charlton*, S Corny*, R S Patel*, J Acheson*, S J Carr** (University Hospitals of Leicester NHS Trust, Leicester, UK; East Midlands Healthcare Workforce Deanery, Leicester, UK)

**4Y8** Making a case: Validating criterion-referenced guidelines for virtual patient case authoring
N Posel (McGill University, Montreal, Quebec, Canada)

**4Y9** Making medical podcasts for the mobile generation
H C Muir*, D J Early, L Combe, S A Houston, A J P Robb, B Stewart (College of Medical, Veterinary and Life Sciences, University of Glasgow, UK)

**4Y10** A Randomized Controlled Trial to Investigate the Impact of Handheld Computer on Learning during Clinical Clerkship
Sat Sharma*, Malathi Raghavan, Nicholas Hajdijiacos, Clayton Dyck, Bruce Martin, Ira Ripstein, Dean Sandham (Medical Informatics, Faculty of Medicine, University of Medicine, Winnipeg, Manitoba, Canada)

**4Y11** Evaluation of satisfaction and changes in medical student knowledge after introduction of a depression web module
W Jordan*, J Purcell, P Joo (Albert Einstein College of Medicine of Yeshiva University, Montefiore Medical Center, Department of Family and Social Medicine, Bronx, NY, USA)
4Y12  SDL triggering capacity of online formative: Is that fit for the 3rd year Thai Medical students, the lesson from Thammasat University
N Suealek1, S Kongkham2, P Chatiketu1, A Taylor1, W Krudprathum1, K Wittayavanichai1, S Eiswasakul1, P Rojibulstit1 (1Faculty of Medicine, Thammasat University, Pathumthani, Thailand; 2Faculty of Dentistry, Chiang Mai University, Chiang Mai, Thailand)

4Y13  E-learning dermoscopy: An innovative approach to teaching a clinical skill
R Gamanya*, M Gonzalez (Department of Dermatology & Wound Healing, Cardiff University, Cardiff, UK)

4Y14  E-learning Course for Students of Dentistry
T Dostalova*, J Feberova, M Stankova, M Seydlova, S Stipek (Charles University, 2nd Medical Faculty, Department of Paediatric Dentistry, Prague Czech Republic)

4Y15  Implementation of a web-tool for management of individual development plans in the Health Care System of Andalusia

4Y16  The Design of New Teaching Model of Neuroanatomy to Prevent Neurophobia in Preclinical Medical Students
John Yung-Sung Cheng1,2*, Ting-Kuang Yeh1, Chu-Yen Chang1 (1Department of Neurosurgery, Taipei Medical University Hospital; 2Graduate Institute of Science Education, National Taiwan Normal University, Taipei, Taiwan)

4Y17  A new approach to teaching anatomy using computer-based interactive activities
Amy Rubio1,2, Octavio López Albers2, Raymond Macharia2, Nick Short1 (1Royal Veterinary College, Royal College Street, London, UK; 2University of Murcia, Spain)

4Y18  Students' views on integrating virtual patients with tutorials.
M Robbins*, A Chu, J Fuller (Barts and The London, Queen Mary School of Medicine and Dentistry, Institute of Health Sciences Education, London, UK)

4Y19  Tablet and touch screen technologies in medical education
J Kirtley, D Evans*, D Roland (University Hospitals of Leicester, Clinical Education Centre, Glenfield Hospital, Leicester, UK)

4Y20  Exploring medical students' use of and attitudes towards educational SMS text messages
S Bdesha*, J Alcalado (Barts and the London School of Medicine and Dentistry, Centre for Medical Education, London, UK)

4Y21  Quality criteria for Blended Learning: Administration and implementation of a curriculum for Blended Learning in postgraduate continuing medical education in Germany
K Sostmann1,2*, S Buron1, K Plener1, K Brusnicke1, J Engelbrecht1, M Gross1 (1Charité-Universitätsmedizin Berlin, Dieter Scheffner Center for Medical Education, Department of Pediatrics; 2Bundesarztekammer, Arbeitsgemeinschaft der deutschen arztekammern, Berlin, Germany)

4Y22  Effects of SMS and e-mail application on GP participation in CME
A Yakhforoshha*, S Sadeghipore (Qazvin Medical University, Iran)

1615-1745  POSTERS: OSCE
Chairperson: Jen Cleland (UK)
Location: Hall A

4Z1  Targeted supplementary skills teaching for students at risk of failing the end-of-year OSCE
M F F Mueller*, K Boardman, E MacMahon, D Evans (School of Medicine at Guy's, King's College and St Thomas' Hospitals, London, UK)

4Z2  I failed the OSCE. Help me to pass!
R Sugden*, R Phillips, R Tilley (King's College London, Department of General Practice, London, UK)

4Z3  Exploring the Utility of Videotaped Objective Structured Clinical Examination in the Assessment of Pediatric Examination Skills of Medical Students
LS Ou1,2, RH Fu1, J J Lin1,2, JL Huang1,2, ST Lee1,2 (1Department of Medical Education; 2Department of Pediatrics; 3Neurospinal Section, Department of Neurosurgery, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan)
4Z4 VDO Objective Structured clinical Examination in the history taking
O Akaraborworn (Department of Surgery, Faculty of Medicine, Prince of Songkla University, Thailand)

4Z5 Interrelation among level of difficulty of OSCE stations, trainees' self-rating, and examiners' rating on postgraduate OSCE performance
Cheng-Yuan Wang*, Jo-Chu Yen*, Yu-Chih Lin*, Yung-Yun Chang*, Kun-Tai Li*, Jeng-Hsien Yen*, Jeng-Chia Tsai*, (1Department of Internal Medicine; 2Department of Clinical Education and Training, Chung-Ho Memorial Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan)

4Z6 Is Cronbach’s alpha always the best tool to assess OSCE reliability?
P Cooles (Ross University School of Medicine, Roseau, Commonwealth of Dominica, West Indies)

4Z7 How we use a combined medical sciences OSPE and clinical skills OSCE to examine students in an integrated medical course
Predrag Bjelogrlic*, Andrew Wood, Susan Whiten, Jim Aiton (School of Medicine, University of St Andrews, UK)

4Z8 Using Pre-exam Video Training to Improving Rater’s Consistency in Summative Objective Structured Clinical Examination
Ming-Ju Hsieh*, Pyng-Jing Lin*, Yi-Yin Jan*, Shih-Tseng Lee***, Jeng-Yi Wang*** (*The Division of Thoracic and Cardiovascular Surgery, Department of Surgery; **Section of General Surgery, Department of Surgery; ***Department of Medical Education; ****Section of Colon and Rectal Surgery, Department of Surgery; **Neurosurgical Section, Taiwan)

4Z9 Perceptions of educational effectiveness and design of OSCE between postgraduate trainees and examiners
Jer-Chia Tsai***, Jo-Chu Yen**, Cheng-Yuan Wang*, Yung-Yun Chang*, Jeng-Hsien Yen***, Chung-Sheng Lai*** (*Department of Internal Medicine; **Department of Clinical Education and Training; ***Department of Surgery, Chung-Ho Memorial Hospital, College of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan)

4Z10 Does realism add to the authenticity of assessments in OSCEs?
Kumta Shekhar*, Andrew Bud, Alex Yung, Lorraine Lo, Joseph Leung (Faculty of Medicine, The Chinese University of Hong Kong)

4Z11 Does the Observer’s Expertise Influence Global Rating In OSCE?
A Valenzuela*, J Bloomfield (Universidad del Desarrollo-Clinica Alemana, Facultad de Medicina, Oficina de Desarrollo Educatacional, Chile)

4Z12 How to introduce medical OSCE in Western Balkan Faculties of Medicine
S Arsic*, M Grasl*, Ch Lionis*, O Plassant*, R Dennik, I Svab, S Sopka, B Nedovic* (*University of Nis, Faculty of Medicine, Nis, Serbia; **Medical University of Vienna, Department of Medical Education, Vienna, Austria; *University of Crete, Department of Family Medicine, Heracleion, Greece; *University Rene Decartes, Paris, France)

4Z13 Introducing pre-ward medical students’ competencies and OSCE to Slovenia undergraduate education
R Hrzic*, M Zdravkovic (Simulation Laboratory, Faculty of Medicine, University of Maribor, Slovenia)

4Z14 Meta-evaluation in the assessment of clinical competence of final year medical students
C M L Maffiti*, M F A Colares, L K Elias, M A Hyppolito, V E F Ferraz, F J C Reis, L E A Troncon (University of Sao Paulo, Faculty of Medicine of Ribeirao Preto, Brazil)

4Z15 Assessing clinical competence at an early stage of a Pbl curriculum.
T Mohamed Abdel Gadir*, Mohi Magzoub* (National Guard Health Affairs, King Saud bin Abdulaziz University for Health Sciences, College of Medicine, King Abdulaziz Medical City, Riyadh, Saudi Arabia)

4Z16 Assessment of clinical competence during internship with an OSCE at UNAM Faculty of Medicine in Mexico
A Trejo-Mejia, A Martínez-González, S Moralesó, J Peca-Balderas, M Sánchez-Mendiola (UNAM Faculty of Medicine, Secretariat of Medical Education, Mexico City, MX)
A study to review multiple applications for specialty training posts.
I Ryland1,2, C Dainty1, G Lамont1* (1Mersey Deanery, Regatta Place, Liverpool, UK; 2Edge Hill University, Ormskirk, Lancashire, UK)

Learning to Assess and Manage Children with Developmental Problems
E Chiang1, B Bateman2 (1Department of Paediatrics, Darlington Memorial Hospital, Darlington, Co Durham, UK; 2Department of Paediatrics, North Tyneside General Hospital, North Shields, Tyne and Wear, UK)

A new postgraduate training program in cooperation with seven medical schools and regional affiliated hospitals in Japan
M Hirakata*, T Monkawa, Y Tamura, T Mitsuhashi, H Yamagishi, S Kuribayashi (Keio University School of Medicine, Graduate Medical Education Center, Tokyo, Japan)

Assessment of Anaesthesia Residents' Proficiency 2005-2010
M Rewers*, C Rosenstock, D Østergaard (Danish Institute for Medical Simulation, Herlev Hospital, Herlev, Denmark)

New curriculum for trainees in occupational and environmental medicine downunder
D Goddard (Australasian Faculty of Occupational & Environmental Medicine, Royal Australasian College of Physicians, Sydney, Australia)

Implementation of a regional framework for focussed educational appraisal of Paediatric Tutors
H M Goodyear**, V Ganesan (1West Midlands Workforce Deanery, School of Paediatrics, Birmingham, UK; 2Sandwell and West Birmingham Hospitals NHS Trust, Department of Paediatrics, Birmingham UK)

Does perception of performance change rates of evaluation completion?
R Hemphill*, P Shayne, S Hopson, S Santen (Emory University School of Medicine, Department of Emergency Medicine, Atlanta, GA, USA)

Integrating the healthcare matrix into morbidity and mortality conferences for resident training
Pei-Chun Lin**, Yun Chen*, Shu-Hsun Chu (Far Eastern Memorial Hospital, 1Department of Medical Education; 2Center of Cardiovascular, New Taipei City, Taiwan)

Ultrasound Training for Internal Medicine Residents: Beginning of a New Era of Safe and Quality Care
S Scanlon*, A K Kurklinsky, A H Halvorsen, F S McDonald, A Bhagra (Mayo Clinic College of Medicine, Department of Internal Medicine, Rochester, MN, USA)

How do trainees learn in a journal club setting? Results of Nominal Group Technique study
Aza Abdulla*, Ahmad Khwanda (Dept of Medicine, Princess Royal University Hospital, South London Healthcare NHS Trust, Kent, UK)

The Ambulatory Care Learning Environment Measure (ACLEEM). Development of an instrument to measure residents' perceptions in postgraduate ambulatory setting programmes in Chile
Arnoldo Riquelme1,2,3, Oslando Padilla*, Cristian Herrera, Trinidad Olivos, Jose Antonio Roman, Nancy Solís*, Margarita Pizarro, Patricio Torres, Sue Roff (1Pontificia Universidad Católica de Chile, Centre for Medical Education, Santiago, Chile; 2Pontificia Universidad Católica de Chile, Department of Gastroenterology, Santiago, Chile; 3Pontificia Universidad Católica de Chile)

Educational Appraisal (ARCP): Providing Support — Preparing for Challenge
D Williams (East Midlands Healthcare Workforce Deanery, University of Nottingham, Nottingham, UK)

Differences between residents with or without a doctoral degree: Findings from a German graduate survey
M Giesler1,2, S Biller1, G Fabry2, I Streitlein-Boehme1 (1University of Freiburg, Faculty of Medicine, Deanery of Student Affairs, Freiburg, Germany; 2University of Freiburg, Faculty of Medicine, Medical Psychology, Freiburg, Germany)
4AA14 Assessment of Experience and Satisfaction of the 2-Month Rotating Internship in Pediatrics, Songklanagarind Hospital, Thailand
Wassana Khotchasing (Presenter: Somchit Jaruratanasirikul) (Songklanagarind Hospital, Thailand)

4AA15 Quality improvement in patient handover – A pilot study of General Internal Medicine in-patients
P Tam*, 1 V Dounaeva, 2 T Lee, 2 V Palda 2 (1University of British Columbia, Department of Medicine, Vancouver, Canada; 2University of Toronto, Department of Medicine, Toronto, Canada)

4AA16 The benefits of a regional journal in optimising knowledge and patient care: a quantitative study
P Patel*, A Sengupta, J Lambert, A Jackson (Mid Yorkshire Hospitals NHS Trust, UK)

4AA17 A template for development of customized program level “Survival Guides”
Gerald Whelan (Educational Commission for Foreign Medical Graduates, Philadelphia PA, USA)

4AA18 Participant evaluation of a British Paediatric Postgraduate Clinical Examination
A Mathew, A Chinoy* (Department of Paediatrics, Worthing Hospital, West Sussex, UK)

4AA19 Filling the gap: Management of acute gastrointestinal bleed
K Clark*, A Ngo, J Doyle, R Graham, G Pritchard, A Bassi (Whiston Hospital, Prescot, Merseyside UK)

4AA20 The council of medical interns – a way to create greater influence and better quality of education for interns
F Nilsson*, A Joforsson*, H K Einald, B Gatenholm, J Liljencrantz, S Lindgren, K Nordenstrom, D S Olsson, N Sargisian, M Strese, U Strandman, P Andréll, C Finizia (Sahlgrenska University Hospital, Mölndal, Sweden)

1615-1745 4BB POSTERS: Teacher Evaluation
Chairperson: to be announced
Location: Hall A

4BB1 Design and application of E-educational portfolio in QUMS
A Yakhforooshha (QUMS, Iran)

4BB2 The tutor of the year
Maria Ehlin Kolk (Presenter: A Lundberg) (Swedish Medical Student Association (SMSA))

4BB3 Do undergraduate students and residents perceive clinical teaching skills differently?
L Letelier**, 1 A Aizman, 1 M Bitran, 2 P Florenzano 2 (1Department of Internal Medicine, School of Medicine, Pontificia Universidad Catolica de Chile (PUC); 2Center for Medical Education, School of Medicine, Pontificia Universidad Catolica de Chile, Santiago, Chile)

4BB4 Medical Teachers assessing their own teaching skills. How can it be important in Medical Education?
M Oliveira da Silva*, V Pires da Silva* (Faculty of Medicine of Lisbon, University of Lisbon, Portugal)

4BB5 Student satisfaction: a method to determine the quality of faculty teaching
S Raiya*, S Pongudom (Medical Education Center, Udornthani Hospital, Amphur Muang, Udornthani, Thailand)

4BB6 Teaching performance evaluation by students' opinion: A four year study at UNAM Faculty of Medicine in Mexico
A Martínez-González*, J Martinez-Stack, F Flores-Hernández, I Martinez-Franco, M Sánchez-Mendiola (UNAM Faculty of Medicine, Secretariat of Medical Education, Mexico City, Mexico)

4BB7 Development of validated instrument for assessing a clinical teacher
Makoto Kikukwa**, 1 Sei Emura*, Oda Yasutomo, Maiko Ono, Shunzo Koizumi 1 (Department of Medical Education, Kyushu University, Saga, Japan; 2Center for Graduate Medical Education Development and Research, Saga University Hospital, Saga, Japan; 3Section of Medical Education, Saga Medical School of Medicine, Saga, Japan)

4BB8 A national survey of undergraduate teaching skills training in England
O Shariq*, A-S Alexopoulos*, F Razik, N Salooja (Faculty of Medicine, Imperial College London, UK)
MoNDAY 29 AUGUST

4BB9 Burnout in clinical teachers: a preliminary survey
W Bunpromma (Khon Kaen Medical Education Center, Khon Kaen Hospital, Khon Kaen province, CPIRD, Ministry of Public Health, Thailand)

4BB10 Teacher consultations for teaching effectiveness: A program of structure peer teacher review
R M Jay (Department of Medicine, Faculty of Medicine, University of Toronto, Canada)

4BB11 The impact of teaching fellow posts on undergraduate medical education – The student's perspective
Z Hashim*, L Patel*, M Sami, N Fahim* (1Undergraduate Medical Education Centre, Lincoln County Hospital, Lincoln, UK; 2University of Leicester, Leicester Medical School, Leicester, UK; 3Hull Royal Infirmary, Department of Rheumatology, UK)

4BB12 Looking for more effective methods in education of PhD students – own experience
J Hanacek*, J Stasko, K Javoroka, J Mokry (Jessenius Faculty of Medicine Comenius University, Department of Pathophysiology, Martin, Slovakia)

4BB13 A survey of medical technology curricula and careers of graduates in 20 national universities in Japan
J Kameoka*, K Kawakami*, M Miura, S Ishii, H Kanatsuka (Tohoku University Graduate School of Medicine, 1Office of Medical Education, Sendai, Japan; 2Department of Health Sciences, Sendai, Japan)

4BB14 Relation of the Scientific level of Faculty Members and Teaching Methods
M Naseri*, M Hajiabadi*, F Azizi* (1Shaheed Beheshti University of Medical Sciences, Student Research Committee; 2Birjand University of Medical Sciences, Faculty of Medicine, Birjand, Iran; 3Shaheed Beheshti University of Medical Sciences, Endocrine Research Center, Tehran, Iran)

4BB15 Evaluation of teaching style in Shiraz University Of Medical Sciences
Bahareh Moazen*, Mitra Amini, Forough Nejatollahi, Farnaz Javannardi, Mohammad Esmail Ghorbani Nejad (Shiraz University of Medical Science, Education Development Center, Shiraz, Iran)

4BB16 The study of effective features of an instructor from the viewpoint of Nursing and Midwifery students of Shiraz University of Medical Sciences
Shokoufe Nikseresht*, Mitra Amini, Leyla Bazrafkan, Zahra Karimian, Somaye Delavari (Education Development Center, Medical School, Shiraz, Iran)

4BB17 Determining and priority of academic members educational needs in medical university
S Sabzevari*, T Fasihi Harandi, R Ershad, A Adhami (Kerman medical university, Education Developmental Center, Kerman, Iran)

1615-1745 4CC POSTERS: Student in Difficulty
Chairperson: Ann Wylie (UK)
Location: Hall A

4CC1 Psychological health of first year undergraduate students in the Gulf Medical University
K G Gomathi*, S Ahmed, S Al-Omar, J Sreedharan (Gulf Medical University, Department of Biochemistry, Ajman, United Arab Emirates)

4CC2 Coping mechanisms as a predictor of mental health in first year students of Kashan University of Medical Sciences
M Mahdian*, F Mirhosseini, A Aliasgharzadeh, A Omidi, Z Zanjani, F Atouf, M Shahshahani (Kashan University of Medical Sciences, Kashan, Iran)

4CC3 The health and well being of doctors and medical students: Education is a required part of the national response

4CC4 Poorly Performing trainees and remediation difficulties – is there an underlying cognitive profile
J Jones*, M Lock*, C McCarthy* (1University of Nottingham, East Midlands Healthcare Workforce Deanery, Nottingham UK; 2Michael Lock Consultant Psychologists Limited, Nottingham UK)
4CC5 An investigation into how doctors deal with Specific Learning Difficulties (SpLDs) in the workplace
J Musto*, S Gibson, S Miles, S J Leinster (Faculty of Medicine and Health Sciences, University of East Anglia, Norwich, UK)

4CC6 Why do undergraduate medical students in difficulty choose not to take part in remediation programs?
M Goncalves*, T Castanho, M J Costa (Life and Health Sciences Research Institute (ICVS), School of Health Sciences, University of Minho, Braga, Portugal)

4CC7 Anxieties Prior to Starting Medical School: Medical Students Perceptions
R L Jayasuriya*, E G Lightman*, N D S Bax, M Marshall (University of Sheffield, Academic Unit of Medical Education, Sheffield, UK)

4CC8 Use of preparatory and remedial activities within Biomedical Sciences
Eveline Bruneel*, Bart Rombaut, Hendrika Jaspers, Anne Boyen (Vrije Universiteit Brussel, Faculty of Medicine and Pharmacy, Brussels, Belgium)

4CC9 Are They Lonely, Anxious and Depressive?
N Karaoglu (Medical Education and Informatics Department, Selcuk University, Meram Faculty of Medicine, Konya, Turkey)

4CC10 Remedial Program for National Competence Examination for Indoneisan Health Professional Failure
R Estiasari*, Mardiastuti, Tridjaya B, Farida, I Chair (University of Indonesia, Medical Education Unit, Jakarta, Indonesia)

4CC11 Attitudes of Babol University of Medical Sciences students regarding practice of University advisors
M Tayebi*, M Gharekhani, A Khani, Sh Sum (Babol University of Medical Sciences, Center for Medical Education, Babol, Iran)

4CC12 Factors impacting on the success of MB, ChB students in their final examinations (2008)
A Bawoodien*, B van Heerden, M van Heusden (University of Stellenbosch, Centre for Health Sciences Education, Cape Town, South Africa)

4CC13 Stressful conditions in a simulated ambulatory setting generate a high level of stress without modifying performance of diagnostic judgment and communications skills in medical students.
P Potterr1, T Dejöie1, J B Hardouin2, A G Le Loupp2, B Planchner1, A Bonnau1, V R Leblanc4 (1University of Nantes, Department of Internal Medicine, Nantes, France; 2Nantes University-Hospital Center, Department of Biochemistry, Nantes, France; 3University of Nantes, Clinical Research and Subjective Measures in Health Science; 4Wilson Centre - University of Toronto, Canada)

4CC14 Ways of Coping as Predictors of Satisfaction with Curriculum and Academic Success in Medical School
M K Alimoglu1, E Gurpinar2, Sumer Mamakli1, Mehmet Aktekin2 (Akdeniz University, School of Medicine, 1Department of Medical Education; 2Department of Public Health, Antalya, Turkey)

4CC15 Why do students fail?
M Patel*, T Adam, M H Sattar, M Abdur-Rahman, M Hoque* (London, UK)

4CC16 Survey about bullying in workplace in Medical pre grade students during community service
T Ramirez*, O Sierra*, A Salazar* (Facultad de Medicina, Universidad Nacional Autónoma de México; 2Calzada de Tlapalin, México)

4CC17 Time use and academic performance of irregular students at the Facultad de Medicina UNAM in Mexico
A Hamui*, A Diaz, R Aguirre, D Gómez (Universidad Nacional Autónoma de México, Faculty of Medicine, Postgraduate Division, México DF)

4CC18 Factors that influence quality of life of medical students
M A Martins1,2, P Bellodi1, B Perotta1, S Gannam1, LB Schalber1, P Tempski1,2 (1University of Sao Paulo, Faculty of Medicine, Sao Paulo, Brazil; 2Evangelical Medical School, Curitiba, Brazil)
1615-1745 **4DD**  **SECRETS OF SUCCESS 3**
Location: Hall A

**4DD1** How well do you know your curriculum?
P Horner*, S Cotterill*, G Skelly, S Ball, A McDonald, J Peterson (Newcastle University, School of Medical Sciences Education Development, Newcastle-upon-Tyne, UK)

**4DD2** COM:MAND – Supporting the creation, mapping, revision and management of curriculum and learning outcomes
M Begg, M Hammond*, D Dewhurst (University of Edinburgh, College of Medicine and Veterinary Medicine, Learning Technology Section, Edinburgh, UK)

**4DD3** ‘Signpost’ - An Innovative Online Solution to Mapping Resources to Curriculum Competences
N J Prince*, J G Ross, C R Fertleman, M Watson (1 Paediatric Department, Princess Royal University Hospital, Farnborough, Kent, UK; 2 London School of Paediatrics, London Deanery, London, UK)

**4DD4** Model for Preclinical Medical Lecture and Question Analysis
J Looney, F Rawlins* (Edward Via College of Osteopathic Medicine, Simulation and Technology Center, Blacksburg VA, USA)

1745-1845 **Ottawa 2014 Planning Meeting (invite only)**
Location: Office 1

1900-2200 **OPTIONAL EVENT: Viennese Heurigen Evening (Vineyard Fuhrgasl – Huber)**
(see page 160 for details)
Departs from Reed Messe Wien and returns to City Centre
0745-1815  **Registration desk open**  
Location: Hall A Foyer, RMW

0800-1800  **Exhibition Open**  
Location: Hall A

0930-1200  **Tour of Old City incl. Spanish Riding School**  
Departs from and returns to City Centre (COME IN will confirm location upon collection of tickets at the Tours Desk located in Hall A Foyer, Reed Messe Wien)

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**SESSION 5: SIMULTANEOUS SESSIONS**

0815-1000  **5A SYMPOSIUM: What is Evidence? Different Perspectives**  
Panel: Jill Thistlethwaite (University of Queensland, Australia) (Chair)  
Marilyn Hammick (BEME Consultant, UK); Huw Davies (University of St Andrews, UK);  
Trisha Greenhalgh (Blizard Institute & Barts and the London, UK); Tim Dornan (Maastricht University, Netherlands); Ross Scalese (Miller School of Medicine, University of Miami, USA)  
Location: Hall A

0815-1000  **5B SYMPOSIUM: A Calling to Medicine: International Perspectives on Physician Career, Admissions and Professional Development**  
Panel: Nicole J Borges (Wright State University Boonshoft School of Medicine, USA) (Chair);  
R Stephen Manuel (University of Cincinnati College of Medicine, USA); Eva E Johansson (Umea University, Sweden)  
Location: Strauss 1

0815-1000  **5C SHORT COMMUNICATIONS: Learning in the Curriculum**  
Chairperson: Dan Hunt (USA)  
Opening Discussant: Peter Dieter (Germany)  
Location: Strauss 2

0815-0830  **5C1 The role of blended learning in the clinical education of healthcare students: a systematic review**  
Michael Rowe (Physiotherapy Department, University of the Western Cape, Cape Town, South Africa)

0830-0845  **5C2 Supporting Scottish dental education through collaborative development and sharing of digital teaching and learning resources – a model for other healthcare professions?**  
D Dewhurst*, J A Harrison, A H Forgie, M Begg (College of Medicine & Veterinary Medicine, University of Edinburgh, UK)

0845-0900  **5C3 An electronic lexicon in obstetrics**  
Athol Kent*, Vanessa Perrott (University of Cape Town, Department of Obstetrics & Gynaecology, Groote Schuur Hospital, Observatory, South Africa)

0900-0915  **5C4 The literature as a mean of distance learning in a Postgraduate Course of Family Health**  
ME Pinto*, L Pinheiro®, A Dahmer (Universidade Federal de Ciências da Saúde de Porto Alegre, Collective Health Department, Porto Alegre, Brazil; Universidade Federal de Ciências da Saúde de Porto Alegre, Education and Health Information Department, Porto Alegre, Brazil)

0915-0930  **5C5 Virtual clinical encounters for developing and assessing interpersonal and transcultural competence with traumatized patients**  
Pantziaras¹, O Courteille¹, U Fors², R Mollica³, S Ekblad¹²¹ (Dept. of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm, Sweden; Dept. of Computer and Systems Science, Stockholm University, Stockholm, Sweden; Harvard Program for Refugee Trauma (HPRT), USA)
0930-0945  5C6  The Revised uOttawa MD Program Curriculum: Implementing the Future of Medical Education in Canada Recommendations
G Moineau*, G Hollingworth, J Roy, K Marshall (University of Ottawa Faculty of Medicine, Ottawa, ON, Canada)

0945-1000 Discussion

0815-1000  5D  SHORT COMMUNICATIONS: The Trainee in Difficulty
Chairperson:
Opening Discussant: David Wall (UK)
Location: Strauss 3

0815-0830  5D1  Targeting the ‘Real’ Problems: Identification, Diagnosis and Interventions for Residents in Need
Susan Glover Takahashi*, Sal Spadafora, Dawn Martin, Erika Abner (Postgraduate Medical Education, University of Toronto, Canada)

0830-0845  5D2  Trainees in Difficulty in the Era of “Competencies”
D Dupras*, R Edson, A Halvorsen, R Hopkins, F McDonald (Mayo Clinic College of Medicine, Mayo Clinic, Rochester, MN, USA; University of Arkansas for Medical Sciences, Little Rock, AR, USA)

0845-0900  5D3  Effect of stress on residents’ cognitive reasoning during simulated resuscitation scenarios
D Piquette*, J Tarshis, T Sinuff, R Fowler, V LeBlanc (Sunnybrook Health Sciences Centre, Critical Care Medicine Department, Toronto, Canada; University of Toronto, Canada; Wilson Centre, Toronto, Canada; Sunnybrook Health Sciences Centre, Department of Anesthesia, Toronto, Canada)

0900-0915  5D4  A study of doctors in difficulty referred on the ground of communication: An exploration of referral triggers, remediation and subsequent career progression
J Whetstone (Primary Care Clinical Sciences: Interactive Studies Unit, University of Birmingham, UK)

0915-0930  5D5  Trainees in Difficulty – The Trainers’ Perspective
Rosa McNamara*, Gareth Quin (Midwestern Regional Hospital Limerick, Emergency Department, Limerick, Ireland)

0930-1000 Discussion

0815-1000  5E  SHORT COMMUNICATIONS: Assessment General
Chairperson: Don Melnick (USA)
Opening Discussant: Zubair Amin (Singapore)
Location: Lehar 3-4

0815-0830  5E1  Development and validation of guidelines for designing programmes of assessment
J Dijkstra*, C P M Van der Vleuten, L W T Schuwirth (Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, The Netherlands)

0830-0845  5E2  Who is the standardized student? Personality influences student choice of final assessment format
E Nilsson, K Sorjonen, Y Tyson* (Karolinska Institutet, Department of Clinical Neuroscience, Division of Psychology, Stockholm, Sweden)

0845-0900  5E3  A better way to learn? Using certainty-based assessment in the latter years of clinical courses
Charles Mitchell*, Elaine Lum, Ian Coombes (University of Queensland, Brisbane, Australia)

0900-0915  5E4  Enhancing Evaluations with RIME in the Middle East
Mai Mahmoud*, Dora J Stadler* (Weill Cornell Medical College-Qatar, Department of Medical Education, Doha, Qatar)

0915-0930  5E5  Work-place based assessments: an analysis of ePortfolio data
A Haig*, K Beggs (NHS Education for Scotland, Edinburgh, UK)
0930-0945 5E6 Associations between the written clinical knowledge test and the clinical performance test
Anneke J A H van Vught (HAN University of Applied Sciences, Nijmegen, The Netherlands; Radboud University Nijmegen Medical Centre, The Netherlands)

0945-1000 Discussion

0815-1000 5F SHORT COMMUNICATIONS: Problem Based Learning
Chairperson: Angela Fan (Taiwan)
Opening Discussant: Matthew Gwee (Singapore)
Location: Lehar 1

0815-0830 5F1 Cultural and demographic diversity in problem based learning cases: an opportunity to reinforce our values
A Vnuk*, H Ward, J Ash (Flinders University, Adelaide, SA, Australia)

0830-0845 5F2 Cross-cultural perspectives on PBL and personality
A Holen*, K Manandhar2, B Karmacharya2 (1Norwegian University of Science and Technology, Faculty of Medicine, Trondheim, Norway; 2Kathmandu University School of Medical Sciences, Dhulikhel, Nepal)

0845-0900 5F3 Teaching Medical Students the Theory and Research Underpinning Problem Based Learning: A Randomised Controlled Trial
R G Wade*, P Musonda, D Hubble, SJ Leinster (Norwich Medical School, University of East Anglia, Norwich, Norfolk, UK)

0900-0915 5F4 How to increase learning on a PBL course by the use of a facilitated online discussion forum between sessions
A Alamro*, S Schofield1, J Sanders1 (1Qassim University, Faculty of Medicine, Saudi Arabia; 2University of Leeds, Leeds Institute of Medical Education, Leeds, UK; 3University of Dundee, Centre for Medical Education, Dundee, UK)

0915-0930 5F5 Problem-based learning in Second Life
S Kavia*, L Woodham, T Jivram, E Conradi, T Poulton (St George’s University, e-Learning in Medical Education, London, UK)

0930-1000 Discussion

0815-1000 5G SHORT COMMUNICATIONS: Reflection and Critical Thinking
Chairperson:
Opening Discussant: Samy Azer (Saudi Arabia)
Location: Lehar 2

0815-0830 5G1 The influence of reflection triggered by video-cases on medical students’ case-solving
S Koole*, M Valcke1, J Cohen-Schotanus1, A Derese1 (Ghent University, Faculty of Medicine and Health Sciences; 1Ghent Faculty of Psychology and Educational Sciences, Ghent, Belgium; 2University of Groningen, Faculty of Medicine, Groningen, The Netherlands)

0830-0845 5G2 Do Medical Students Value Clinical Reflection?
M Phillips, S Fagan*, J Trayer* (Department of Medicine, Trinity College, University of Dublin, Ireland)

0845-0900 5G3 Triggers for reflection: exploring the act of written reflection and the hidden art of reflective practice
H McNeill1, J M Brown2, N J Shaw3, J Kirkton4 (1Edge Hill University; 2Evidence-based Practice Research Centre, Edge Hill University / Mersey Deanery; 3Liverpool Womens Hospital / Mersey Deanery / Evidence-based Practice Research Centre, Edge Hill University, UK)

0900-0915 5G4 The role of biomedical knowledge in osteopathic clinical-decision making
A study of developing critical thinking disposition in students of nursing and midwifery through Collaborative and Individual methods of learning in Kermanshah, Iran
Shirin Iranfar*, Khosro Iranfar (E.D.C, Ketabkhaneh Markazy Daneshga olom Pazshi, Kermanshah, Iran)

SHORT COMMUNICATIONS: Student Characteristics

0815-1000 5H

Chairperson: Chris Skinner (Australia)
Location: Stolz 1

0815-0830 5H1

Self-affirmation: medical students developing “healthy” confidence by using video self-analysis
E Ashcroft*, H Rienits, K Rhodes (University of Wollongong, Graduate School of Medicine, Wollongong, Australia)

0830-0845 5H2

To what do high achievers attribute their academic success? A qualitative study of United Arab Emirates (UAEU) students
M McLean (United Arab Emirates University, Medical Education, Al Ain, United Arab Emirates)

0845-0900 5H3

Motivational profiling in medical education
Rashmi Kusurkar*1,2, Gerda Croiset2, Olle ten Cate1 (*Center for Research and Development of Education, UMC Utrecht, The Netherlands; 1Institute for Education and Training, VU University Medical Center Amsterdam, The Netherlands)

0900-0915 5H4

Physician Assistant Students’ Unconscious Bias and Patient-centered Attitudes: Are They Related?
J Bailey*, G Marion*, M Archambault*, S Davis*, C Hildebrandt, S Crandall (1Department of Physician Assistant Studies, Wake Forest University School of Medicine, Winston Salem, NC USA; 2Department of Family Medicine, Wake Forest University School of Medicine, Winston Salem, NC USA; Dept of Physician Assistant Studies, USA)

0915-0930 5H5

The definition of insight – a challenge that matters

0930-0945 5H6

The Impact Of Metacognition Training On Metacognitive Awareness Of Medical Students
I Gonullu*, M Artar* (Ankara University School of Medicine, Department of Medical Education and Informatics, Ankara, Turkey; 2Ankara University Faculty of Educational Sciences Department of Educational Psychology, Ankara, Turkey)

0945-1000 5H7

A survey on study habits of medical students in Shiraz Medical School
Mitra Amini*, Farhad Lotfi, Zahra Karimian, Saima Tajamul (Education Development Center, Shiraz University of Medical Sciences, Shiraz, Iran)

RESEARCH PAPERS: Clinical Teaching and Learning

0815-1000 5I

Chairperson: Richard Hays (Australia)
Location: Stolz 2

0815-0835 5I1

Workplace learning from a socio-cultural perspective: Creating developmental space during the general practice clerkship
J van der Zwart*, P J Zwietering, P W Teunissen, C P M van der Vleuten, A J JA Scherpbier (Maastricht University, Faculty of Medicine, Health and Life Sciences, Department of Educational Development and Research, Maastricht, The Netherlands)

0835-0855 5I2

The Influence of three different consultation skills training methods on students’ self-efficacy beliefs
L Aper*, J Reniers, M van de Ridder, S Koole, M Valcke, A Derese (Centre for Educational Development, Faculty of Medicine and Health sciences, Ghent University, Belgium)
0855-0915 5I3 Evaluating the multifactorial aspects of a clinical learning environment
A Deketelaere*, S Kuppens2, E Ceulemans1, L De Jonghe1, P De Leyn1 (1University of Leuven, Medical School, Medical Education Unit, Leuven, Belgium; 2University of Leuven, Faculty of Psychology and Educational Sciences, Leuven, Belgium)

0915-0935 5I4 Social comparison in clinical rotations: Influence on students’ estimation of their clinical performance
Janet Raat*, Jan Kuks, Janke Cohen-Schotanus (University Medical Center Groningen, Institute for Medical Education, Groningen, The Netherlands)

0935-0955 5I5 How clinical teachers are made: Pedagogical knowledge development in hospital based teachers
P Cantillon*, D Dolmans1, W De Grave1, C Van der Vleuten2 (1Department of General Practice, NUI Galway, Galway, Ireland; 2School of Health Professionals Education, Maastricht University, The Netherlands)

0955-1000 Discussion

0815-1000 5J SHORT COMMUNICATIONS: Evaluating Simulation
Chairperson: Cathy Smith (Canada)
Opening Discussant: Thomas Beckman (USA)
Location: Schubert 1

0815-0830 5J1 Transfer of procedural skills learned in simulation laboratories to real clinical practice
Tobias Todsen*, Mikael J Henriksen, Charles B Kromann, Jesper Eldrup, Charlotte Ringsted (Centre for Clinical Education, Rigshospitalet, Copenhagen University Hospital, Capital Region of Denmark)

0830-0845 5J2 Training on a new, low-fidelity, virtual-reality bronchoscopy simulator transfers to complex skills
C L Krogh*, L Konge, J Bjurstøm, C Ringsted (University of Copenhagen and Capital Region of Denmark, Centre for Clinical Education, Rigshospitalet, Copenhagen, Denmark)

0845-0900 5J3 The Labmobile®: A major opportunity to support realistic interdisciplinary simulation team training and resolve latent system errors at the point of care
D Cardot*, A Eghiaian*, J Sicot1, D Hariti1, G Cardot1, T Perniceni2, A Dionnet2, G Vallancien2 (1Groupe Infini Medical Education (GIEME), Paris, France; 2Ecole Européenne de Chirurgie (EEC), Paris, France)

0900-0915 5J4 The impact of a one-day intensive simulation-based educational program on bedside procedural skills
D Wayne*, J Barsuk, E Cohen, W McGaghie (Northwestern University Feinberg School of Medicine, Departments of Medicine and Medical Education, Chicago, IL, USA)

0915-0930 5J5 Making the most of Stan: medical students’ views on two styles of simulation teaching
A Parekh*, K Sharma1, T Thorpe2 (1North Bristol Academy, Postgraduate Medical Education Centre, Frenchay Hospital, Bristol, UK; 2University of Bristol, Centre for Medical Education, Bristol, UK)

0930-0945 5J6 An alternative approach to motor tasks assessment: can we use surface electromyography to train complex skills?
M Nowakowski*, D Torchia1, M Romaniszyn1, M Matlok1, A Bottin2 (1Department of Medical Education, Jagiellonian University School of Medicine, Krakow, Poland; 2OTBioeletronica, Torino, Italy; 3Department of Surgery, Jagiellonian University School of Medicine, Krakow, Poland; 4Department of Surgery, Krakow, Poland)

0945-1000 Discussion
**0815-1000 5K**

**SHORT COMMUNICATIONS: Feedback to Students in the Clinical Setting**

Chairperson: Richard Fuller (UK)

Location: Schubert 2

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**0815-0830 5K1**

Getting feedback based on direct observation of clinical encounters in daily practice: a qualitative study

E A M Pelgrim*, A W M Kramer*, H G A Mokkink, C P M van der Vleuten (1Department of Primary Care and Community Care, Radboud University Nijmegen Medical Centre, The Netherlands; 2Department of Educational Development and Research, Faculty of Health, Medicine, and Life Sciences, Maastricht University, the Netherlands)

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**0830-0845 5K2**

The impact of field notes on confidence and competence in faculty and residents: a survey

T Laughlin1, A Brennan2, C Brailovsky* (1Department of Family Medicine, Dalhousie University, Halifax, NS, Canada; 2Department of Family Medicine, Dalhousie University, Halifax, NS, Canada; College of Famiy Physicians, Toronto, ON, Canada)

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**0845-0900 5K3**

The Impact of Personal Feedback when Training on Virtual Reality Simulators

J Oestergaard*, F Bjerrum J L Sorensen, C R Larsen, T Grantcharov, C Ringsted, B Ottesen (The Juliane Marie Centre, Centre of Women, Children and Reproduction, Rigshospitalet, University Hospital of Copenhagen, Denmark)

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**0900-0915 5K4**

The effectiveness of written narrative feedback and reflection

H G A Mokkink*1, E A M Pelgrim1, A W M Kramer2, C P M van der Vleuten (1Department of Primary Care and Community Care, Radboud University Nijmegen Medical Centre, 2Department of Educational Development and Research, Faculty of Health, Medicine, and Life Sciences, Maastricht University, the Netherlands)

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**0915-0930 5K5**

Increasing insight in feedback and students’ feedback seeking at the clinical workplace

G J Bok*, A D C Jaarsma, P W Teunissen, P van Beukelen, C P M van der Vleuten (Faculty of Veterinary Medicine, Utrecht University, The Netherlands; Department of Educational Development and Research, Maastricht University, The Netherlands)

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**0930-0945 5K6**

Credibility judgment: a key step in the interpretation of information about clinical performance

C Watling*, L Lingard, E Driessen, C van der Vleuten (1Schulich School of Medicine and Dentistry, The University of Western Ontario, London, Canada; 2School of Health Professions Education, Maastricht University, Maastricht, Netherlands)

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**0945-1000 5K7**

Feedforward technique in OB/GYN residents: a fact or fallacy

Shehla Sami1*, A Amina2 (1Department of Obstetrics & Gynaecology, Sandeman (Provincial) Hospital, Quetta, Pakistan; 2Programme Director- Health Professions Education, College of Physicians & Surgeons Pakistan, Karachi, Pakistan)

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**0815-1000 5L**

**SHORT COMMUNICATIONS: Continuing Professional Development / Continuing Medical Education 2**

Chairperson: Alejandro Aparicio (USA)

Opening Discussant: Hervé Maisonneuve (France)

Location: Schubert 3

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**0815-0830 5L1**

Addressing a Disconnect Between Continuing Education Theory and Physician Preference

Elizabeth Wooster*, Elisa Greco2, Andrew Dueck1, Michael Clemente1, Lee Manchul3, Douglas Wooster1 (1OISE/University of Toronto, Theory and Policy Studies, Higher Education, Toronto, ON, Canada; 2University of Toronto, Department of Surgery, Toronto, Canada; 3University of Waterloo, Waterloo, Canada, 4University of Toronto, Faculty of Medicine, Canada)

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**0830-0845 5L2**

Embedding interdisciplinary education in the CME culture of medical specialists: a sustainable model

R Laprise*, R Thivierge2*, G Hudon1, P Assalain, B Bissonnette2, RC Duval1, D Francoeur1, J Parent1, L Guindon1, N Pelletier (1Fédération des médecins spécialistes du Québec, Montreal, Quebec, Canada; 2Association des médecins psychiatres du Québec, Montreal, Quebec, Canada; 3Association des pédiatres du Québec Montreal, Quebec, Canada)
0845-0900  5L3 Evolution of a practice reflection tool for practice-based small group learning
H. Armson1,2, S. Roden3, S. Kinzie3, E. Shavi3, J. Wakefield1, T. Elmslie1,4 (1The Foundation for Medical Practice Education; 2Dept. of Family Medicine, University of Calgary; 3Dept. of Family Medicine, McMaster University; 4Dept. of Family Medicine, University of Ottawa, Canada)

0900-0915  5L4 The Use of Mini-Practice Audit Model to Guide Performance Improvement Continuing Education (PI-CME) and Collaboration in Vascular Ultrasound
Douglas Wooster*, Elizabeth Wooster2, Andrew Dueck1 (1University of Toronto, Department of Surgery, Toronto, ON, Canada; 2OISE/University of Toronto, Theory and Policy Studies - Higher Education, Toronto, Canada)

0915-0930  5L5 The planning and impact of specialist continuing education in Rwanda – Specialists without Borders
Donald Bramwell*, Jeganath Krishnan (Orthopaedic Surgery, Flinders Medical Centre, Adelaide SA, Australia)

0930-0945  5L6 Recruiting 37 Japanese women doctors who quitted medical practice after pregnancy, child-rearing, and parents-care to clinics by Tokyo Medical and Dental University Remedial Programme
T. Suzuki*, M. Beppu, S. Mizutani, T. Morio, M. Hayashi, T. Kubota, T. Aso, T. Kato, Y. Otomo, T. Shouko, S. Takano, Y. Yokoyama, Y. Hara, T. Ichijo, M. Yamaoka, N. Nara (Tokyo Medical and Dental University, Centre for Education Research in Medicine and Dentistry, Yushima, Bunkyo-ku, Tokyo, Japan; Tokyo Metropolitan Institute for Neuroscience, Tokyo; National Cancer Centre Tokyo; Ome Municipal General Hospital, Tokyo; Kudanzaka Hospital, Tokyo, Japan)

0945-1000 Discussion

0815-1000  5M SHORT COMMUNICATIONS: Implementing a Staff/Faculty Development Programme
Chairperson: Christian Gruber (Austria)
Opening Discussant: Sue Kilminster (UK)
Location: Schubert 4

0815-0830  5M1 Towards understanding the practices, scope and meaning of faculty development internationally
I. Silver*, Y. Steinert1, E. Egan, L. Baker (1University of Toronto, Office of Continuing Education and Professional Development, Li Ka Shing International Education Centre, Faculty of Medicine, Toronto, Canada; 2McGill University, Centre for Medical Education and the Faculty Development, Montreal, Canada)

0830-0845  5M2 A plan for the development and evaluation of a model of faculty development
M. C. Matte (Dalhousie University, Faculty of Medicine, Division of Medical Education, Halifax, Nova Scotia, Canada)

0845-0900  5M3 Master Teacher Program, a generalist teaching innovation
H. Baxter (University of Calgary, Master Teacher Program, Faculty of Medicine, Calgary, Canada)

0900-0915  5M4 Personal and professional impact of a medical education fellowship program on Indian faculty
Anshu1, S. Friedman2, D. McKinley2, W. P. Burdick2 (1Mahatma Gandhi Institute of Medical Sciences, Sevagram, Wardha, India; 2Foundation for Advancement of International Medical Education and Research (FAIMER), Philadelphia, USA)

0915-0930  5M5 An innovative faculty development program using a multi-pronged systems approach
Prathibha Varkey (Mayo Clinic, Department of Medicine, Rochester, MN, USA)

0930-1000 Discussion

0815-1000  5N WORKSHOP: Cross-cultural adaptation of virtual patients (VPs): a cross-Atlantic framework
Facilitators: N Berman1, M Fischer2 (1Dartmouth Medical School, Institute for Innovative Technology in Medical Education, Lebanon, NH, USA; 2Private Universität Witten/Herdecke, Department of Curriculum and Educational Research in Health Care, Witten, Germany)
Location: Schubert 5
0815-1000 5O WORKSHOP: Resolving Collegial Conflict: Who Do I Think You Are?
Facilitators: K Knickle*, N McNaughton* (Standardized Patient Program, University of Toronto, Canada)
Location: Schubert 6

0815-1000 5P WORKSHOP: Professionalism, Professional Identity, and Socialization: From Theory to Action in Teaching Professionalism
Facilitators: Richard Cruess*, Sylvia Cruess*, Linda Snell*, Yvonne Steinert* (McGill University, Montreal, Canada)
Location: Business Suite 2

0815-1000 5R WORKSHOP: Develop a TOSCE! A hands on guide to developing your own Team Observed Structured Clinical Encounter (TOSCE) for your educational needs
Facilitators: D Marshall*, P Solomon, P Hall, A Boyle, L Casimira, L Weaver, A Taniguchi (Program for Faculty Development, Faculty of Health Sciences, McMaster University, Hamilton Ontario, Canada)
Location: Business Suite 4

0815-1000 5S WORKSHOP: Integrating research skills and competences in the medical curriculum. A workshop on finding the right balance
Facilitators: Chris van Schravendijk*, Josanne Vassallo*, Herbert Plass*, Richard Marz*
("Brussels Free University, Brussels, Belgium; 2University of Malta Medical School, Guardamangia, Malta; 3Medical University of Vienna, Vienna, Austria"
Location: Hall B, Galerie Room 3+4

0815-1000 5T WORKSHOP: Rethinking portfolios as a process: strategies for creating a successful portfolio culture
Facilitators: C Koppel*, J Currie1, A Vallance2 (1Chelsea and Westminster Hospital, Imperial College School of Medicine, London, UK; 2Imperial College School of Medicine, London, UK)
Location: Hall B, Galerie Room 5+6

0815-1000 5U WORKSHOP: Using Team Based Learning (TBL) in Health Science Education
Facilitators: R Levine*, L Michaelsen*, S Cook* (1The University of Texas Medical Branch, Galveston, Texas, USA; 2Central Missouri State University, USA; 3Duke-NUS, Graduate Medical School, Singapore)
Location: Hall B, Galerie Room 9+10

0815-1000 5V WORKSHOP: Teaching2Teach (T2T) – Designing and implementing a student-led teaching skills course
Facilitators: L Koizia*, A Nihat* (Imperial College School of Medicine, London, UK)
Location: Hall B, Galerie Room 11+12

0815-1000 5W WORKSHOP: Medical School Admissions: Navigating Excellence, Prestige and Access in a “Spiky” World
Facilitators: S Razack*, M Hanson* (1Centre for Medical Education and Office of Admissions, Equity, and Diversity, Faculty of Medicine, McGill University, Montreal, Canada; 2Office of Admissions, University of Toronto, Canada)
Location: Hall B, Galerie Room 15+16

0815-1000 5X POSTERS: Postgraduate Education 2
Chairperson: Sandra Banner (Canada)
Location: Hall A

5X1 The Educational Value of the Electronic DischargeNotification – Foundation trainees’ evaluation from QEQM Hospital, East Kent Trust, United Kingdom
K Clark*, S Mukherjee (East Kent Hospitals University NHS Foundation Trust, Queen Elizabeth the Queen Mother Hospital, Margate, Kent, UK)
5X2  The Induction Passport – E-Induction for doctors in training in Mersey Deanery
C Gleave*, I Ryland1, J Steele1, D Hart1, A Thomson1, D R Graham1 (Mersey Deanery, Liverpool, UK; 1EPRC, Faculty of Health, Edge Hill University, Ormskirk, Lancashire, UK; 2Department of Medical Education, Aintree Hospitals NHS Foundation Trust, Liverpool, UK)

5X3  The effect of the professional skills of pharmacy graduates of Shiraz University of Medical Science (SUMS) on their daily practice
Maryam Panjeh Shahi*, Pouya Farhadi, Farnaz Sadat Javanmardi, Mohammad Esmaili Ghorbani Nejad, Mitra Amini (Shiraz University of Medical Sciences, Education Development Center, Shiraz, Iran)

5X4  “The reality is that you panic”: Understanding newly qualified doctors’ acute care behaviour
V R Tallentire, S E Smith, J Skinner, H S Cameron* (University of Edinburgh, Centre for Medical Education, Edinburgh, UK)

5X5  Academic foundation doctors and teaching: engaging in design and implementation
D S Furmedge*, E B Naylor, R Tilley (King’s College London, School of Medicine, London, UK)

5X6  A survey to explore how Foundation doctors view reflective Practice
W Morris*, A Abdulla (Princess Royal University Hospital, South London Healthcare NHS trust, Kent, UK)

5X7  The South Thames Foundation School (STFS) swap shop process (1) – addressing lack of flexibility in the Foundation Programme
M Parry*, C Bridge, J Welch, M Terry, D Black (South Thames Foundation School, Brighton, UK)

5X8  Evaluation of the Foundation Programme: is it flexible, produce good generic doctors, provide career direction and is it the right length?
P Thomas*, N Arulraj, D Suda (Queens Medical Centre, Nottingham Hospital Trust, UK)

5X9  Beat the Rota – Getting F1s to Teaching
Z Baha, N Brown, S Price, M Smith* (Mid-Cheshire Hospitals Trust, South Cheshire Postgraduate Medical Centre, Crewe, UK)

5X10  Evolution through Active Improvement: Improvement projects – a unique opportunity for medical interns to improve their medical education
J Liljencrantz*, B Gatenholm*, H K Einald, A Josefsson, S Lindgren, F Nilsson, D S Olsson, N Sargisian, M Stree, U Strandman, P Andréll, C Finizia (Sahlgrenska University Hospital, Molndal, Sweden; Sahlgrenska University Hospital, Gothenburg, Sweden)

5X11  Evaluation of the impact of implementing computer-assisted teaching system for postgraduate year-1 residency training on clinical efficiency in the emergency department
Ching-Hsing Lee*, Jen-Tse Kuan, Yu-Che Chang1, Chien-Kuang Chen1, Kuan-Fu Chen1, Jih-Chang Chen1, Shih-Tseng Lee1 (1Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan; 2Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Medical Education, Taoyuan, Taiwan)

5X12  Comparison of clinical confidence between traditional and academic trainees in the first year of post graduate medical training in a single UK centre
FAH Cooles*, J Powell1, A R Gennery1,2 (1Newcastle upon Tyne Hospitals NHS Foundation Trust, Newcastle upon Tyne, UK; 2Musculoskeletal Research Group, Newcastle University, Newcastle upon Tyne, UK; 3Newcastle University, Newcastle upon Tyne, UK)

5X13  Peer Mentoring for Junior Doctors
H Grusauskas*, R Ghosh (Austin Health, Heidelberg, Vic, Australia)

5X14  Do resident program director ratings predict performance on the MCCQE Part II?
W Woloschuk*, K McLaughlin, B Wright (Undergraduate Medical Education, Faculty of Medicine, University of Calgary, Canada)

5X15  Use of a multidisciplinary team to develop a contemporary induction course for new junior doctors
A P Choules*, S Harding, S Overton (Burton Hospitals NHS Trust, Burton-upon-Trent, UK)
5X16 Peer-To-Peer Case Presentations as a Tool for Reflective Practice  
M Goldring*, D Hassanally, K Sran (Medway Maritime Hospital, Directorate of Surgery, Medway, Kent, UK)

5X17 Foundation Year 1 Teaching – An Evaluation of Blending Classroom and E-Learning  
F Roked*, E Stachow*, M Clapham (University Hospital Birmingham, Medical Education, Birmingham, UK)

5X18 Intervention through 3h meetings generates better evaluation of training at Aalborg Hospital, Aarhus University Hospital  
S B Noehr*, L Hoelgaard1, C N Petersen1, S N Madsen1 (University of Juiz de Fora, Faculty of Medicine, Juiz de Fora, MG, Brazil; 2Federal University of Santa Catarina, Faculty of Medicine, Florianopolis, SC, Brazil; 3Marilia Medical School, Health Informatics Discipline, Marilia, SP, Brazil)

5X19 Online education through active learning and conceptual maps during clerkships  
O Ezequiel*, S Tibiriçá1, C Freitas1, J G Oliveira1, S Grosseman2, P M Carvalho-Junior3 (1Federal University of Juiz de Fora, Faculty of Medicine, Juiz de Fora, MG, Brazil; 2Federal University of Santa Catarina, Faculty of Medicine, Florianopolis, SC, Brazil; 3Marilia Medical School, Health Informatics Discipline, Marilia, SP, Brazil)

5X20 ‘White space’ or ‘Grey matter’? Gender issues within the Foundation Programme recruitment process  
I Ryland1,2, D Bowen-Jones*1 (1Mersey Deanery, Liverpool, UK; 2Edge Hill University, Ormskirk, Lancashire, UK)

5X21 Assessing junior medics’ ability to prioritise care and management  
N Robinson1,2, J Quin*1, A Crown1 (1Brighton & Sussex Medical School, Diabetes Centre, RSCH, Brighton, East Sussex, UK; 2Kent, Surrey & Sussex Deanery; 3Brighton & Sussex University Hospital Trust)

5X22 Behind closed doors: Supervision in psychiatric training in Aotearoa/New Zealand  
J MacDonald (Dept of Psychological Medicine, University of Otago, Wellington, New Zealand)

0815-1000 5Y POSTERS: Teaching and Learning  
Chairperson: Nigel Bax (UK)  
Location: Hall A

5Y1 A qualitative analysis of how students learn from “Powerpoint”-type lecture-slide handouts  
WM Prodinger*, E Wickenhauser (Innsbruck Medical University, Div. Hygiene and Med. Microbiology, Innsbruck, Austria)

5Y2 An application of Constructivism learning theory to large group teaching in Occupational Therapy education  
Marie Eason Klatt*, Jerry M Maniate, Helen M Batty (Outpatient Rehabilitation Services, St Joseph’s Health Centre, Toronto, ON, Canada)

5Y3 Promoting active learning in basic sciences teaching using Audience Response Technology  
I M Karunathilake*, A de Abrew (University of Colombo, Faculty of Medicine, Medical Education Development And Research Centre (MEDARC), Colombo, Sri Lanka)

5Y4 What improves the effectiveness of small group learning in undergraduate medical education?  
Birgit H Fruhstorfer*, David Davies (Warwick Medical School, University of Warwick, Coventry, UK)

5Y5 Construction of educational material as a strategy in teaching-learning process  
D Giannini*, C Rodrigues, D Afonso, D Pimenta, D Sobrino, L Silveira, L Rodrigues, M Araujo, M Carvalho, P Fontana (State University of Rio de Janeiro/Pedro Ernesto Universitary Hospital, Rio de Janeiro, Brazil)

5Y6 How to Improve Seminars to make them Interesting and Efficient for Students  
N Pivec*, T Todorovic (Faculty of Medicine, University of Maribor, Slovenia)

5Y7 Low cognitive assessment promotes students not to think and to learn by memory without reasoning and solving problems  
M E Ponce de León*, A Ortiz, M Varela, J Reynaga, W Reyes (Universidad Nacional Autónoma de México, Facultad de Medicina, México)
To pay or not to pay: an investigation into apparent preferences of final year medical undergraduates for commercial courses
N Salooja*, J Yadav, M Partridge (Dept Haematology, Catherine Lewis Centre, Hammersmith Hospital, Imperial College, Faculty of Medicine, London, UK)

Photography in personal tutoring of medical students
M Toivonen*, T Koffert, L Koulu, P Kääpä (University of Turku, Medical Education Research and Development Centre, Faculty of Medicine, Turku, Finland)

Can a board game improve a student’s learning in the subspecialty of neonatology? – A randomized trial
N Swiderska, E Thomason, N Shaw* (Neonatal Intensive Care Unit, Liverpool Women’s Hospital, Liverpool, UK)

Game Show as a Student Activity in Paediatric Lecture: Acute Respiratory Tract Infections in Children
Woranart Ratanakorn (Chonburi Medical Education Center, Pediatric Department, Chonburi Hospital, Chonburi, Thailand)

Implementation of large scale mentoring for undergraduate medical students in Vienna
Angelika Hofhansl*, Guenther F Koermoecci1, Anita Rieder1 (Medical University of Vienna, Austria; 1Department of Medical Education; 2Department of Blood Group Serology and Transfusion Medicine)

Reflections Regarding the Implementation of the Educational Series Entitled The Medical Dimension of Non-medical Movies
Cristian Stefan (Georgia Health Sciences University, Medical College of Georgia, Department of Cellular Biology and Anatomy, Augusta, GA, USA)

Do It Yourself: Assessing Learning Processes in Self-Directed Learning
Sophie Niedermaier*, Christian Lottspeich, Stephanie Keil, Matthias Siebeck, Ralf Schmidmaier, Martin Reincke (1Medical Education Unit, Medizinische Klinik - Innenstadt, Klinikum der Universität München, Munich, Germany; 2Chirurgische Klinik und Poliklinik – Innenstadt, Klinikum der Universität München, Germany)

The role of Game in formative assessment from Shiraz medical students’ view point
Farnaz Sadat Javanmardi*, Mohammad Esmaeil Ghorbani Nejad, Ali Sharafkhah, Mtra Amini, Maryam Panjeh Shahin (Shiraz University of Medical Science, Education Development Center, Shiraz, Iran)

Teachers’ viewpoint on educational technology: an evaluation study
F Slond*, A P Rozendaal*, E C W Torfs (University Medical Centre Utrecht, Center for Research and Development of Education, Utrecht, Netherlands)

The VITAL Project – Virtual Interactive Teaching and Learning
Jennifer Macauley*, Monica Parry, Shirley Musclow (University of Toronto, Faculty of Nursing, Toronto, Canada.)

The Use of Analogies as a Teaching Strategy that Promotes the Conveyance of Knowledge
J L Jiménez*, I Ferrandiz*, J L González* (1Surgery Department, School of Medicine, UNAM, Mexico; 2Department of Pedagogy, School of Education and Human Sciences, UCLM, Cuenca, Spain)

Potential for knowledge building in large size Pharmacy classrooms
Debra Sibbald (Faculty of Pharmacy, University of Toronto, Ontario, Canada)
MEFANET project: multidimensional quality assessment
M Komenda¹, D Schwarz¹, I Snabl¹, S Stipek¹, V Mihal¹, L Dusek¹ (¹Masaryk University, Institute of Biostatistics and Analyses, Brno, Czech Republic; ²Charles University, First Faculty of Medicine, Prague, Czech Republic; ³Palacky University, Faculty of Medicine and Dentistry, Olomouc, Czech Republic)

Skills training and its impact on the status of medical students
B Miladpoor*, R Ghodcy², A Bordbar³, M H Meshkibaf, P Izadpanah (Fasa University of Medical Sciences, ¹Center of Biochemistry; ²Center of Physiology; ³Fasa University of Medical Sciences, Fasa, Fars, Iran)

Training teams of family health strategy in elderly care: the experience of the Rio de Janeiro telehealth program
L B Motta*, P M C Junior, A M Monteiro (Open University of Third age, University of the State of Rio de Janeiro, Brazil; FAIMER- Brazil)

Implementation of a comprehensive, integrated Virtual Learning Environment for the Bachelor of Veterinary Medicine and Surgery (BVMS) Undergraduate Programme
U Barrett*, F J Dowell* (University of Glasgow, School of Veterinary Medicine, Glasgow, UK)

Comparing Two Methods of Teaching (Virtual versus Traditional) on Learning of Dental Students of Shiraz University of Medical Sciences
F Moazami¹, M Azar², F Jahedi³, E Bahrampour*¹ (¹Shiraz University of Medical Sciences, School of Dentistry, Shiraz, Iran; ²Shiraz University of Medical Sciences, School of Paramedical Sciences, Shiraz, Iran)

Estimating the recipient's verbal skill for an adaptive e-learning environment
E Toscano*, S Basili, M Proietti, F Consorti (University "Sapienza", Faculty of Medicine and Pharmacy, Rome, Italy)

Can introductory online modules effect change in knowledge, skills and practices of clinical teachers?
L McAllister*, S Dahl, J Atkin (University of Queensland, Office of Teaching and Learning, Mayne Medical School, Australia)

Teaching Anatomy from the Inside Out
Marjorie Johnson*, Sid Bhattacharyya, Matt Johnson (Division Clinical Anatom, Schulich School Medicine Dentistry, University of Western Ontario, London, ON, Canada)

Royal Flush: Digital Flash Cards and Online wiki in blended learning – synergetic effects on acceptance and learning success
Volker Brand*, Sophie Niedermaier*, Stephanie Keil, Christian Lottspeich, Steffen Tiedt, Christoph Kuhm, Mathias Woidy, Martin Reincke (Medical Education Unit, Medizinische Klinik – Innenstadt, Klinikum der Universität München, Germany)

RECAL: a sustainable strategy for developing multilingual medical learning objects
S Cromar*, D Dewhurst, M Begg (Learning Technology Section, The University of Edinburgh, College of Medicine & Veterinary Medicine, Edinburgh, UK)

Time management of e-learning among medical students
Kalle Romanov (Research and Development Unit for Medical Education, University of Helsinki, Finland)

Stimulating learning and participation on a professional level in advanced healthcare using interactive computerized 3D visualizations
J Persson*, E Dalholm Hornyánzsky, M Wallergerd, G Johansson (Lund University, Department of Design Sciences, Lund, Sweden)

Faculty Expertise in instructional technology use affects student learning at a medical school in Dominica
Jyotsna Pandey*, Nathalie Watty (Ross University School of Medicine, Roseau, Dominica, West Indies)

Development and implementation of a Biomedical Informatics course in undergraduate medical students: The challenges of a large-scale blended-learning program
M Sánchez-Mendiola *, A Martínez-Franco, A Rosales-Vega, J Villamar-Chulin, F Gatica-Lara, R García-Durán, F Zambrano-Martínez, A Martínez-González (UNAM Faculty of Medicine, Secretary of Medical Education and Department of Biomedical Informatics, Mexico City, Mexico)
**The use of Wikipedia as an aid to clinical decision-making**
D Matheson*, C Matheson* 1, N Campain* 1, T Price* 1, P Collins* 1 (University of Nottingham, Medical Education, Unit, Nottingham, UK; Open University, Faculty of Education, Milton Keynes, UK; East Midlands Strategic Health Authority, Nottingham, UK)

**Effectiveness of blended course on human genetics based on Moodle LMS**
I Petrusic* 1, S Radin* 1, V Bunjevac* 1, M Bajetic* 2 (Department for Human Genetics, School of Medicine, Belgrade University; Department for Histology and Embryology, School of Medicine, Belgrade University, Belgrade, Serbia)

**An e-learning course in medical immunology: Does it improve learning outcome?**
Sonde Boye*, Torolf Moen, Torstein Vik (Department of Laboratory Medicine, Children’s and Women’s Health, Faculty of Medicine, Norwegian University of Science and Technology, Trondheim, Norway)

**Lack of basic science knowledge — bridging the gap between school and university learning**
M Gross*, J Pelz, H Peters (Charité - Universitätsmedizin Berlin, Germany)

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**POSTERS: Clinical Teaching 2**
Chairperson: Christine McMenamin (Australia)
Location: Hall A

**Socio-cultural factors of acceptability of Peer Physical Examination (PPE) in a group of Italian medical students**
F Consorti*, G Consorti, R Mancuso, F Milazzo, M Nocioni, A Piccolo, L Potasso (University “Sapienza”, Faculty of Medicine and Dentistry, Rome, Italy)

**Medical Students’ Experience in the Gynaecology Theatre – More than just a Spare Part?**
5 Asif*, C Parkes*, R Swingler*, L Ashelby*, E Fowler*, S Glew* (St Michael’s Hospital, Bristol, UK; Centre for Medical Education, University of Bristol, UK)

**Effect of previous training in different areas during the internship on medical student clinical performance**
D Amorim-Paz, E Ferrioli, G Perdona, L Troncon* (Ribeirao Preto Faculty of Medicine, University of Sao Paulo, Department of Medicine, Ribeirao Preto, State of Sao Paulo, Brazil)

**What screening physical examination should medical students perform during the internal medicine clerkship?**
C M Haring*, J W M Van der Meer, C T Postma (Radboud University Nijmegen Medical Centre, Department of Internal Medicine, Nijmegen, The Netherlands)

**Using Patient Records to Teach Medical Students**
Marcus Bloice*, Klaus-Martin Simonic, Andreas Holzinger (Institute for Medical Informatics, Medical University of Graz, Austria)

**Logbook: Effectiveness of EPITOME framework in the Learning Process**
S Shazia*, Y Naveed, M Raheela, S Sameen, J Firdous, A Rashida, WZ Rukhsana (Aga Khan University, Department for Educational Development, Karachi, Pakistan)

**What is the lived experience of preceptors in longitudinal integrated clerkships?**
J Konkin*, C Suddards* (Division of Community Engagement, Faculty of Medicine & Dentistry, University of Alberta, Edmonton AB, Canada)

**Students’ Perceptions of Their Achievement of Good Medical Practice Program**
O Odabasi*, S Turan, B Basusta, A Onan, M Elcin (Hacettepe University Faculty of Medicine, Department of Medical Education and Informatics, Ankara, Turkey)

**A study to examine the contribution to learning of experience in a paediatric short stay unit integrated into medical student rotations in Children’s Health**
N Roberts* 1, P Archer*, J Martin* (Monash University, Eastern Health Clinical School, Melbourne, Australia; Maroondah Hospital, Emergency Department, Melbourne, Australia)
5AA10  Health Promotion for Medical Students at Saraburi Medical Education Center  
Duangjai Pornyounyongsurat, Chitpongse Sujjapongse* (Saraburi Medical Education Center, Saraburi Hospital, Pak Pure, Mueang Saraburi, Saraburi, Thailand)

5AA11  Development of fourth-year medical students‘ characteristics through chronic home care illness  
Sukumarn khida-nguan*, Soraya Wongwila, Malinee Bunyaratapan, Thanee Choonchuchan (Department of Social Medicine, Chonburi Hospital, Thailand)

5AA12  Medical students‘ attitude towards mental illness in Finland  
T Svirkus*, J Korkelia¹ (¹University of Helsinki, Department of Psychiatry, Helsinki, Finland; ²University of Turku, Department of Psychiatry, Turku, Finland)

5AA13  The effects of clinical practice and lecture on pediatric OSCE performance by interns  
R H Fu¹, L S Ou¹, P W Hsu², J L Huang² (¹Department of Medical Education, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan)

5AA14  Students‘ feedback of Clinical Skills lab: helping to improve  
R Tjeng*, L Patrao, E Dias, M Castelo-Branco (Universidade da Beira Interior, Faculdade de Ciências da Saúde, Covilhá, Portugal)

5AA15  Skills Centre Quality Management Plan  
I Treadwell (University of Limpopo, Skills Centre, Medunsa, South Africa)

5AA16  The Retention Effect of a new “Structured Clinical Skills Training Model” for Medical Students in Taiwan  
Chi-Chuan Yeh*, Chih-Wei Yang¹, Stanley Shih-Li Tsai¹, Matthew Huei-Ming¹, Shan-Chwen Chang¹, Hong-Shiee Lai² (¹Department of Medical Education; ²Department of Surgery; ³Department of Emergency Medicine; ⁴Department of Family Medicine; ⁵Department of Internal Medicine, National Taiwan University Hospital and National Taiwan University College of Medicine, Taiwan)

5AA17  Interactive Materials of Oral Medicine for Undergraduate Students of Dental Medicine  
J Vokurka*, A Fassmann, L Izakovicova Holla, P Augustin, H Poskerova, J Yanek (Department of Periodontology, Clinic of Dentistry, St Anne’s Faculty Hospital, Faculty of Medicine, Masaryk University, Brno, Czech Republic)

0815-1000  5BB  POSTERS: Community Based Education/Medical Education Research

Chairperson: Sean Hilton (UK)  
Location: Hall A

5BB1  Australian rural medical education: a decade of innovation and development  
J Walker (Monash University, School of Rural Health, Clayton, Victoria, Australia)

5BB2  The RRHEAL Education platform; “At distance” delivery for remote, rural and island healthcare teams  
F Fraser¹, P Nicol², K Walker*² (¹RRHEAL, Centre for Health Science, Inverness, UK; ²North Deanery, NHS Education for Scotland, Centre for Health Science, Inverness, UK)

5BB3  Student reflections on their Community-based Education (CBE) block in Family Medicine at the end of their fourth year undergraduate medical training  
P P C Nel¹, C Boltman² (¹Director Medical programme, School of Medicine (G48), University of the Free State, Bloemfontein, South Africa; ²Department of Family Medicine, School of Medicine, University of the Free State, South Africa)

5BB4  Reflection of medical students to 1-year continuous home visit in Year 4 Family Medicine curriculum of Ramathibodi Hospital  
W Ketprayoon*, S Horsakulchai (Department of Family Medicine, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Ratchathewi, Bangkok, Thailand)

5BB5  A Managerial Framework for the management of Community-Based Education (CBE) directed at social responsiveness and accountability in a School of Medicine  
M M Nel¹, P P C Nel², G J Van Zyl (University of the Free State ‘Health Sciences Education, Faculty of Health Sciences; ²School of Medicine, Bloemfontein, South Africa)
58B6 Engaging with the community: the role of non-clinical placements in medical education
L Brooks*, S C McBain (School of Medicine, Keele University, Staffordshire, UK)

58B7 Integrating Hospital-based and Community-based Education in Geriatric Medicine Module among 4th Year Medical Students in Faculty of Medicine, University of Indonesia (FMUI)
P W Laksmi (University of Indonesia, Faculty of Medicine, Department of Internal Medicine, Division of Geriatric Medicine, Jakarta, Indonesia)

58B8 Evaluation of a Community Dentistry Practice Course for Sixth Year Dental Students, Chiang Mai University, Thailand
P Chatiketu*, W Wiwatkhunupakon, S Chaiprasitti, S Tuongratananaphon, P Srilapapun, A Chuengpattanawadee, T Wiwatkhunupakon, A Nirurmsitrat (Department of Family and Community Dentistry, Faculty of Dentistry, Chiang Mai University, Chiang Mai, Thailand)

58B9 Humanizing medicine: Interviews conducted by first year medical students in the community
M Barbosa*, M Patrício, A Pais-de-Lacerda, A Barbosa (Institute of Introduction of Medicine, Faculty of Medicine University of Lisbon, Portugal)

58B10 The current status of medical education literature in Chinese-language journals
H Xie*1,2, Y Li1, J Chen1,2, B Chen1, X Li1, Y Lin1, Hx Zheng1 (West China School of Medicine and West China Hospital of Sichuan University; 2West China Hospital of Sichuan University)

58B11 Creating a centre for medical education research: lessons learned from an environmental scan of international centres
J Lanphear (Northern Ontario School of Medicine, Thunder Bay, Ontario, Canada)

58B12 Do different evaluation modes produce different results?
V Fischer (Medizinische Hochschule Hannover, Germany)

58B13 Randomised controlled trials in medical education: a pilot and feasibility study to develop methodological understanding
S Buckley*, J Coleman1, I Davison2, D Morley3, C Torgerson2 (College of Medical and Dental Sciences, University of Birmingham, Edgbaston, Birmingham, UK; 2Centre for Research in Medical & Dental Education, University of Birmingham, UK)

58B14 Focus groups: a valuable tool for the construction of quantitative research instruments
C Peres*, A Sasso, P Marques (University of Sao Paulo, Medical School of Ribeirao Preto, Brazil)

0815-1000 5DD SECRETS OF SUCCESS 4
Location: Hall A

5DD1 Successful use of e-learning to teach health informatics
S O’Hanlon* (University of Limerick, Graduate Entry Medical School, Limerick, Ireland)

5DD2 Improving feedback to students using an eAssignment system
T Bryant*, P Gibbs1, M Chivers2, G Jones3, P Silvester4 (University of Southampton, Faculty of Medicine, Southampton, UK; 2University of Southampton, Isolutions, Southampton, UK)

5DD3 Simulated Team Scenario – a COPD case-based virtual learning tool for interprofessional collaborative learning
H A Ward*, D Chipperfield2, M S Sheppard3, S E Card1 (University of Saskatchewan, Department of Internal Medicine, Royal University Hospital, Saskatoon, Canada; 2Saskatoon Health Region, Canada)

5DD4 Case-Scenario Tutorials: Enhancing student interaction in a didactic world
Faraz Ahmed Bokhari*, Sibgha Zulfiquar, Noora Hasan (Shaikh Khalifah Bin Zayed Al-Nahyan Medical & Dental College, Shaikh Zayed Medical Complex, Department of Physiology, Lahore, Pakistan)

1000-1030 COFFEE
Location: Hall A
SESSION 6: SIMULTANEOUS SESSIONS

1030-1200 6A SYMPOSIUM: Viewed through a Prism: Professionalism from the Vantage Point of Patients, Families, Students and Health Professionals in Practice
Panel: Janice L Hanson (Uniformed Services of the Health Sciences, Bethesda, Maryland, USA) (Chair); Frederic Hafferty (Mayo Clinic, Rochester, Minnesota, USA); Jill Thistlethwaite (University of Queensland, Australia); Representatives from the ‘Meet the Expert’ Group from AMEE 2010
Location: Hall A

1030-1200 6B SYMPOSIUM: Developments in Medical Education in the European Union
Panel: Madalena Patricio (University of Lisbon, Portugal) (Chair)
Ronald Harden (AMEE); Representatives from MEDINE 2 Workpackage 5 (Curriculum Trends) and Workpackage 6 (Bologna Process)
Location: Strauss 1

1030-1200 6C SHORT COMMUNICATIONS: The Development of an eLearning Programme
Chairperson: Uno Fors (Sweden)
Opening Discussant: Sharon Peters (Canada)
Location: Strauss 2

1030-1045 6C1 Creation and Use of an Online Multispecialty Case Repository and its Multiple Uses for Specialist Training
P S Goh*, G Sundar, C Tan, M E Nga, T P Thamboo, S Amrith (Departments of Diagnostic Imaging, Ophthalmology and Pathology, National University Hospital, National University Healthcare System, Singapore)

1045-1100 6C2 Implementing a Digital Professionalism Framework
J Tworek*1, R Ellaway*2 (1University of Calgary, Undergraduate Medical Education, Calgary, Canada; 2Northern Ontario School of Medicine, Educational Informatics, Sudbury, Canada)

1100-1115 6C3 The Creation of a Unique Anatomically Accurate 3D Model of Head and Neck Anatomy from Cadaveric Material to Aid Training in the Healthcare Professions
P Rea*1, J Bagg1, A Bell1, W McKerrow2, D Abbott3, P Chapman4, P Anderson*1 (1College of Medical, Veterinary and Life Sciences, University of Glasgow, UK; 2NHS Highland, Inverness, UK; 3Digital Design Studio, Glasgow School of Art, Glasgow, UK)

1115-1130 6C4 Eye-tracking and retrospective think-aloud (RTA) for studying quality of learning material and learning process of 1st year medical students
J Tuulari*, E Anto, M-M Mikkilä-Erdman, P Kääpä (Medical Faculty of the University of Turku, Medical Education Research and Development Centre, Finland)

1130-1145 6C5 WikiSkripta – the most visited undergraduate medical web in the Czech and Slovak Republics
M Vejražka*, S Štuka, S Štipek, A Šipek (Charles University in Prague, 1st Faculty of Medicine, Prague, Czech Republic)

1145-1200 Discussion

1030-1200 6D SHORT COMMUNICATIONS: Training for General Practice
Chairperson: Mladenka Vrcic-Keglevic (Croatia)
Opening Discussant: Howard Tandeter (Israel)
Location: Strauss 3

1030-1045 6D1 Does a full day GP trainee Day Release Course at ST1 & 2 add value? A mixed methods enquiry in the Wessex Deanery
A Boyd*, C Wedderburn, S Scalman, Z Sheppard (Centre for General Practice - Bournemouth University, Bournemouth, UK)

1045-1100 6D2 Comprehensive assessment of competencies in General Practice training
F Tromp*, M Vernooij-Dassen, B Bottema, R Grol (Radboud University Nijmegen Medical Centre, Nijmegen, the Netherlands)
1100-1115  6D3  Changing GP-trainees' approach to the elderly: Intervention in practice
Y Van Leeuwen*, L Lammerts, K Porse, A Ramackers (Maastricht University, Department of General Practice, Maastricht, The Netherlands)

1115-1130  6D4  Building academic capacity in general practice through faculty development
C Tulinius1,2, A B S Nielsen1*, L J Hansen1, C Hermann1, L Vlasova1, R Dalsted1 (1The Research Unit for General Practice and Section of General Practice, Department of Public Health, University of Copenhagen, Denmark; 2St Edmund’s College, University of Cambridge, UK)

1130-1145  6D5  Are older trainees wiser? Relating MRCGP candidates’ OSCE performance to the time since their first medical qualification
M L Denney*, R Wakeford (CRAMET, Collaboration for Research in Medical Education and Training, Department of Social and Developmental Psychology, University of Cambridge, UK)

1145-1200 Discussion

1030-1200  6E  SHORT COMMUNICATIONS: Standard Setting
Chairperson: Godfrey Pell (UK)
Opening Discussant: Albert Scherpbier (Netherlands)
Location: Lehar 3-4

1030-1045  6E1  Defensibility, credibility and feasibility of three standard setting procedures for OSCE: Developing evidence-informed recommendations
E Tor, J Macnish, C Steketee*, A Wright (School of Medicine, The University of Notre Dame Australia, Fremantle, Western Australia)

1045-1100  6E2  Sensitivity and Specificity of the Cohen’s Standard Setting Method in predicting Step 1 National Licensing Examination Results
Danai Wangsaturaka (Chulalongkorn University, Faculty of Medicine, Department of Pharmacology and Medical Education Unit, Bangkok, Thailand)

1100-1115  6E3  An Objective Approach to Setting a Cut Score on Educational Tests
A Sabouri Kashani*, M Shirazi, M Ghahbi, G Kordali, N Kohan (Tehran University of Medical Sciences, Educational Development Center, Tehran, Iran)

1115-1130  6E4  The Bookmark Standard Setting Method can be used on a Performance Based Examination
M L Lypson*, P T Ross, S M Downing, L D Gruppen, R Yudkowsky (University of Michigan Medical School, Departments of Internal Medicine & Medical Education, Ann Arbor, MI, USA)

1130-1145  6E5  Determining the number of stations that should be competently managed in OSCE: Applying conjunctive standards
Keng-Yin Loh, Ramesh Jutti, Elango Sambandam*, S T Kew (Clinical School, Jalan Rasah, International Medical University, Seremban, Malaysia)

1145-1200 Discussion

1030-1200  6F  SHORT COMMUNICATIONS: Problem Based Learning/Team Based Learning
Chairperson: Torstein Vik (Norway)
Opening Discussant: Nicole Borges (USA)
Location: Lehar 1

1030-1045  6F1  PBL expectations and defining the Good PBL Facilitator: Views from two Malaysian Schools
Htin Aung*, Hla Yee Yee2, Ganananjothy Ponnudurai2, Aung Ko Ko Min1 (1MAHSA University College, Jalan University Campus, Kuala Lumpur, Malaysia; 2The International Medical University, Kuala Lumpur, Malaysia)

1045-1100  6F2  Students’ perceptions towards anatomy: How to increase knowledge retention
E Bergman*, A Herrierl, I Verheijen2, A Scherpier3, C van der Vleuten4 (1Maastricht University, Department of Anatomy/Embryology, Faculty of Health, Medicine and Life Sciences, Maastricht, The Netherlands; 2Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, The Netherlands; 3Faculty of Health, Medicine and Life Sciences, Department Educational Development and Research, Maastricht University, the Netherlands)
1100-1115 6F3 Effectiveness of Team-Based Learning (TBL) in a Human Biology
effectiveness of team-based learning (TBL) in human biology
E Agamy*, H Hamdy (College of Medicine, University of Sharjah, United Arab Emirates)

1115-1130 6F4 Students’ attitudes about team-based learning (TBL) in large-group Biostatistics courses
students’ attitudes about team-based learning (TBL) in large-group biostatistics courses
J R Lacalle (University of Seville, Preventive Medicine and Public Health Department, Spain)

1130-1145 6F5 Team based learning in small groups. Initial experience
Team based learning in small groups. Initial experience
Isabel Leiva*, Denisse Zúñiga (Facultad de Medicina, Pontificia Universidad Católica de Chile, Santiago, Chile)

1145-1200 Discussion

1030-1200 6G SHORT COMMUNICATIONS: Educational Strategies
Chairperson:
Opening Discussant: Patricia Rego (Australia)
Location: Lehar 2

1030-1045 6G1 Medical Electives – Time to Assess?
Medical Electives – Time to Assess?
C M Wiskin (University of Birmingham, College of Medical and Dental Sciences, Birmingham, UK)

1045-1100 6G2 Reflection under inspection: Analysis of learning during elective terms – a mixed methods approach
Reflection under inspection: Analysis of learning during elective terms – a mixed methods approach
Karen Garlan (Office of Medical Education, Sydney Medical School, University of Sydney, Australia)

1100-1115 6G3 Student perceptions of SSC educational content: Comparison of staff-designed and student-designed modules
Student perceptions of SSC educational content: Comparison of staff-designed and student-designed modules
Michael J Murphy*, Rohini De A Seneviratne¹, Margery H Davis² (¹University of Dundee, Centre for Academic Clinical Practice, Dundee, UK; ²University of Dundee, Centre for Medical Education, Dundee, UK)

1115-1130 6G4 Development of a modular integrated, medical curriculum: an eight step approach at Charité – Universitätsmedizin Berlin
Development of a modular integrated, medical curriculum: an eight step approach at Charité – Universitätsmedizin Berlin
T Hitzblech, A Maaz*, J Hein, O Ahlers, S Ludwig, I Brunk, J Breckwoldt, H Peters (Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Projektsteuerung Modellstudiengang Medizin, Berlin, Germany)

1130-1145 6G5 A novel clinical skills course to enhance the understanding of basic sciences in a clinical context
A novel clinical skills course to enhance the understanding of basic sciences in a clinical context

1145-1200 Discussion

1030-1200 6H SHORT COMMUNICATIONS: Career Choice
Chairperson: Nic Busing (Canada)
Opening Discussant: Are Holen (Norway)
Location: Stolz 1

1030-1045 6H1 The Cambridge University Clinical Research Society (CUCRS): Fostering interest in Academic Medicine
The Cambridge University Clinical Research Society (CUCRS): Fostering interest in Academic Medicine
G M Funston*, A M H Young (School of Clinical Medicine, University of Cambridge, Addenbrookes Hospital, Cambridge, UK)

1045-1100 6H2 Career intentions of medical students trained in Africa
Career intentions of medical students trained in Africa
V C Burch*, D McKinley, J van Wyk, S Kiguli-Walube, D Cameron, F J Gilliers, A O Longome, C Mkony, C Okoromah, B Otieno-Nyunya, P S Morahan (Department of Medicine, University of Cape Town, South Africa)

1100-1115 6H3 Solving the GP Shortage: Student characteristics that may lead to a career in general practice
Solving the GP Shortage: Student characteristics that may lead to a career in general practice
C McMenamin*, N Koehler (Monash University, Faculty of Medicine, Nursing & Health Science, Melbourne, Australia)
1115-1130  6H4  Context Counts: Educating Doctors in and for Rural and Remote Areas
Roger Strasser (Northern Ontario School of Medicine, Sudbury, Ontario, Canada)

1130-1200  Discussion

1030-1200  6I  RESEARCH PAPERS: Simulation
Chairperson: Location: Stolz 2

1030-1050  6I1  From simulation to bed-side: Effectivity of undergraduate skills lab training compared to classical bedside-teaching
F Lund1, P Weyrich2, A Werner1, J Jünger1, C Nikendei3* (1University Hospital Heidelberg, Department of Psychosomatic and General Internal Medicine, Heidelberg, Germany; 2University Hospital Tübingen, Department of Internal Medicine, Tübingen, Germany)

1050-1110  6I2  Development of an integrated surgical skills course supporting the development of complex communication and technical skills
D Tabak3*, C Moulton1, A Robb1, H MacRae1, D Nestel6, R Kneebone6, V LeBlanc1 (1University of Toronto, Canada; 3Standardized Patient Program, University of Toronto, Canada; 4Imperial College London, UK; 6Ornge Transport Medicine)

1110-1130  6I3  Stress and performance during simulated cardiac resuscitation
V R LeBlanc1*,2, W Tavares1,3, K King4, AK Scott5, R D MacDonald2,6, C Regeh1 (1Wilson Centre, Toronto, Ontario, Canada; 2University of Toronto; 3Centennial College; 4MEMSO Ontario; 5Skymedical EHS; 6Ornge Transport Medicine)

1130-1150  6I4  Evidence for simulation-based training and improved performance of Critical Care teams
J Weller*, R Frengley, J Torrie, B Shulruf (Centre for Medical and Health Sciences Education, Faculty of Medical and Health Science, University of Auckland, New Zealand)

1150-1200  Discussion

1030-1200  6J  SHORT COMMUNICATIONS: Innovative Approaches to Teaching and Learning
Chairperson: Wojciech Pawlina (USA)
Location: Schubert 1

1030-1045  6J1  An anatomy course: “Human evolution: The fossil evidence” as a mind-opening course for university students of diverse backgrounds
Netta Notzer*, Ruth Abramovitz*, Yoel Rak (Tel Aviv University, Tel Aviv, Israel)

1045-1100  6J2  GIMMICS: An educational game for final year pharmacy students and general practitioner trainees in family practice
Pascale Petitt*, Kristien De Paepe1, Bart Rombaut1, Ines Van Rossem1, Johan Vansintejan2, Jan Kartoumian3, Dirk Devroey3, Sophie Sarre1 (Vrije Universiteit Brussel (VUB), Brussels, Belgium; 1Pharmaceutical Institute; 2Centre for Study and Guidance – Medical Sciences; 3Department of General Practice)

1100-1115  6J3  Life and Death of the Lymphocytes – A 10 year experience of a Role Playing Game (RPG) as a learning strategy
G Teixeira*, C Barreto* (Universidade Federal Fluminense, Departamento de Imunobiologia, Niteroi, Brasil)

1115-1130  6J4  Interactive Spaced Education improves cardiovascular clinical skills in undergraduate students
R V Z Diniz*,1, J Diniz Jr1, M J P Vilari1, E L B Medeiros1, G D Azevedo1, D McKinley2 (1Rio Grande do Norte Federal University, Natal/RN, Brazil; 2FAIMER Institute, USA)

1130-1145  6J5  The impact of personal digital assistant devices on the millenial medical student
M Hoy*, SE Forgé* (1University of Calgary, Department of Otolaryngology-Head and Neck Surgery, Calgary, Canada; 2University of Alberta, Department of Pediatrics, Edmonton, Canada)
Students are not doing it for themselves: the use of m-learning technology by 6th-year medical students in a minimally-supported environment
K Masters*, Z Al-Rawahi (Sultan Qaboos University, Medical Education Unit, Muscat, Oman)

No Discussion

SHORT COMMUNICATIONS: Feedback to Students
Chairperson: Khalid Bin Abdulrahman (Saudi Arabia)
Opening Discussant: Sharon Krackov (USA)
Location: Schubert 2

Overview of feedback literature in medical education 2006-2010
Monica van de Ridder (Leerhuis, Albert Schweitzer Hospital, Dordrecht, the Netherlands)

Medical students’ views on feedback in a PBL curriculum
Monica van de Ridder (Leerhuis, Albert Schweitzer Hospital, Dordrecht, the Netherlands)

Peer feedback: good to get – and surprisingly useful to give
B G Vernon*, S J Cotterill, P Diggle (Newcastle Medical School, School of Medical Sciences Education Development, Newcastle upon Tyne, UK)

Modification and validation of an instrument to measure reflection of medical students on their learning
Diantha Soemantri*, Agnes Dodds, Geoff McColl (1Department of Medical Education, Faculty of Medicine, Universitas Indonesia, Jakarta, Indonesia; 2Medical Education Unit, Faculty of Medicine Dentistry and Health Sciences, University of Melbourne, Victoria, Australia)

How is feedback perceived by undergraduate medical students? Maturational changes across their course
D Murdoch-Eaton*, J Sargeant (1Leeds Institute of Medical Education, University of Leeds, UK; 2Faculty of Medicine, Dalhousie University, Halifax, NS, Canada)

SHORT COMMUNICATIONS: Transition
Chairperson: Eugene Custers (Netherlands)
Opening Discussant: Genevieve Moineau (Canada)
Location: Schubert 3

Junior Doctor Performance: Linked to academic performance in medical school?
Sandra E Carr*, Tony Celenza, Fiona Lake (Faculty of Medicine, Dentistry and Health Sciences, University of Western Australia, Nedlands, Perth, WA)

Developing a support intervention to enhance performance for doctors in early training: An evidence-based approach
F Patterson1, A Koczwara1, S Thomas2, M Kerrin*2, H Stoker2 (1Work Psychology Group, Nottingham, UK; 2Yorkshire & Humber Deanery, Yorkshire, UK)

Integration of simulation and conventional teaching methods for effective clinical teaching
F Subash*, C Cann, M Jenkins-Welch, J Hall (Cardiff University, Department of Anaesthetics, Pain and Intensive Care Medicine, Cardiff, UK)

Medical Students’ and Clerks’ Perceptions of Their Preparedness for Practice: The United Arab Emirates’ Experience
Essa AlEassa*, Farah Al Ali*, Michelle McLean* (United Arab Emirates University - Faculty of Medicine and Health Sciences, Medical Education Department, Al Ain, United Arab Emirates)

Graduate Attributes: Views from the Coal-Face
S M Rhind*, S Baillie1, T Kinnison1, D J Shaw1, C Bell1, R Mellanby1, J Hammond1, N Hudson1, R Whittington1, R Donnelly1 (1University of Edinburgh, Royal (Dick) School of Veterinary Studies, Edinburgh, UK; 2Royal Veterinary College, London, UK; 3University of Glasgow, UK)

Discussion
1030-1200 6M  PhD Reports 2
Chairperson:
Location: Schubert 4

1030-1050 6M1  Doctor performance assessments based on multisource feedback: Determinants for its success
K Overeem*, MJMH Lombarts2, OA Arah3, H C Wollersheim1, RPTM Grol1 (1IQ Healthcare, Radboud University Nijmegen Medical Centre, Nijmegen, The Netherlands; 2Department of Quality and Process Innovation, Academic Medical Center, University of Amsterdam, the Netherlands; 3Department of Epidemiology)

1050-1110 6M2  Improving clinical teaching through cognitive apprenticeship
Renee E Stalmeijer (Maastricht University, Faculty of Health, Medicine, and Life Sciences, Department of Educational Development and Research, Maastricht, the Netherlands)

1110-1130 6M3  Implementing clinical teacher evaluation: From instrument validation to effects on teaching performance
TBB Boerboom*, ADC Jaarsma, DHJM Dolmans, AJJA Scherpbiër, P van Beukelen (DVM, Utrecht, The Netherlands)

1130-1150 6M4  Knowing me, knowing you: A continuum theory of the consequences of authentic early experience through analysis of social interactions
S Yardley (Keele Medical School, Keele University, Staffordshire, UK)

1150-1200 Discussion

1030-1200 6N  SHORT COMMUNICATIONS: Communication Skills
Chairperson:
Opening Discussant: Jocelyn Lockyer (Canada)
Location: Schubert 5

1030-1045 6N1  Breaking bad news out of the blue? Exploring ‘natural’ responses of students before any formal training
Benno Bonke*, Anne de la Croix (Erasmus University Medical School, Dept. Medical Psychology & Psychotherapy, Rotterdam, The Netherlands)

1045-1100 6N2  Paediatric communication skills: A parent’s experience
C von Stempel*, C Fertleman (1UCL Medical Student, London, UK; 2UCL, Institute of Child Health, London, UK)

1100-1115 6N3  Arts-based inquiry, making space for patient and student voice
L Younie (Community-Based Medical Education, Barts and the London School of Medicine and Dentistry, London, UK)

1115-1130 6N4  The communication skills of junior doctors: Video analysis and emotional intelligence
M G Cherry*, I Fletcher, N Shaw, S Watmough, H O’Sullivan (1School of Medical Education, University of Liverpool, UK; 2Division of Clinical Psychology, University of Liverpool, UK; 3Liverpool Women’s NHS Foundation Trust, Liverpool, UK)

1130-1145 6N5  Communication skills teaching in veterinary education: Integrating ‘one health’ for an expanded understanding of the interrelationship between human and animal health
C Adams*, M Rock, C Degeling, J Wilson (1University of Calgary Veterinary Medicine, Calgary AB Canada; 2University of Calgary, Community Health Sciences, Calgary AB, Canada)

1145-1200 Discussion

1030-1200 6O  WORKSHOP: ‘Writing up’: 3 Principles for Successful Research Papers
Facilitator: L Lingard (University of Western Ontario, Schulich School of Medicine & Dentistry, Centre for Education Research & Innovation, London ON, Canada)
Location: Schubert 6
1030-1200 6P Workshop: Constructing problem-based learning cases: hands-on training
Facilitator: Samy A Azer (Department of Medical Education, College of Medicine, King Saud University, Riyadh, Saudi Arabia)
Location: Business Suite 1

1030-1200 6Q WORKSHOP: Come and Test Your Knowledge on the Critical Concepts from the Continuing Medical Education Literature
Facilitator: D Klein (University of Alberta, Faculty of Medicine and Dentistry, Office of Continuous Professional Learning, Li Ka Shing Health Research Innovation Facility East, Edmonton, AB, Canada)
Location: Business Suite 2

1030-1200 6R WORKSHOP: Explaining the medically unexplained: demonstrating and teaching the skills
Facilitators: Amy Spatz*, Jeremy Stern, Hannah Cock* (St George’s, University of London, Department of Population Health Sciences and Education, London, UK)
Location: Business Suite 4

1030-1200 6S WORKSHOP: Visioning for the future: How do we prepare our medical students for Leadership and Management in Clinical practice?
Facilitators: M Marshall*, P Vivekananda-Schmidt*, N D S Bax* (Academic Unit of Medical Education, University of Sheffield, UK)
Location: Hall B, Galerie Room 3+4

1030-1200 6T WORKSHOP: Survey design basics: from constructs to scales
Facilitators: A R Artino*, K DeZee*, C Magee*, J S LaRochelle (F Edward Hébert School of Medicine, Uniformed Services University of the Health Sciences, Bethesda, Maryland, USA)
Location: Hall B, Galerie Room 5+6

1030-1200 6U WORKSHOP: Using Mind-Body Medicine Skills to Reduce Stress and Promote Wellness in Medical School
Facilitator: Aviad Haramati (Georgetown University School of Medicine, Washington DC, USA)
Location: Hall B, Galerie Room 9+10

1030-1200 6V WORKSHOP: The definition and assessment of insight in educational planning for healthcare practitioners
Location: Hall B, Galerie Room 11+12

1030-1200 6W WORKSHOP: Designing an assessment program: moving from individual assessment instruments towards a coherent assessment program fit for purpose
Facilitators: A D C Jaarsma*, J Bok*, J Dijkstra*, C P M van der Vleuten1 (*Faculty of Veterinary Medicine, Quality Improvement Veterinary Education, Utrecht University, the Netherlands; 1Faculty of Health, Medicine and Life Sciences, Department Educational Development and Research, Maastricht University, the Netherlands)
Location: Hall B, Galerie Room 15+16
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1030-1200  6X  POSTERS: Topics in the Curriculum

Chairperson:
Location: Hall A

6X1 “Operating room” educational workshop for first-year residents of surgical residencies
Zh Khorgam*, A Soroush, A Aminian, Sh Nasiri, A Ghafouri (Tehran University of Medical Sciences, Faculty of Medicine, Tehran, Iran)

6X2 Is undergraduate medical education working for ENT surgery? A survey of UK medical school graduates
J Powell*, FAH Cooles2, S Carrie3, V Paleri4 (1Department of Otolaryngology Head and Neck Surgery, Freeman Hospital Newcastle upon Tyne, UK; 2The Newcastle upon Tyne Hospitals NHS Foundation Trust, Newcastle upon Tyne, UK)

6X3 The benefit of Sports for Health Module for first year medical students Faculty of Medicine Universitas Indonesia
S Yolanda*, T Andraini, I R Sianipar, M Siagian, E Ilyas (Department of Physiology, Faculty of Medicine Universitas Indonesia, Jakarta, Indonesia)

6X4 “Cease Smoking Today” US-based educational initiative: lessons learned and resources to share
M B Shershneva*, J T Balmer**, M Ales5, S Rodrigues (1University of Wisconsin Office of Continuing Professional Development in Medicine and Public Health, Madison, Wisconsin, USA; 2University of Virginia School of Medicine, Charlottesville, Virginia, USA; 3Interstate Postgraduate Medical Association)

6X5 Attitudes of medical students and physicians toward persons with physical disability
Rachawan Suksathien (Department of Rehabilitation Medicine, Medical Education Center, Maharat Nakhonratchasima Hospital, Nakhonratchasima, Thailand)

6X6 Opinions regarding end-of-life care from medical students’ perspective: what could be done to make it better?
J Wongboonsi*, G Wangtrakuldee, V Kuptniratsaikul, P Russameekobkul, A Kajornkijaroen, V Srinonprasert, R Praditsuwon (Faculty of Medicine Siriraj Hospital, Mahidol University, Thailand)

6X7 Student Perceptions of the Clinical Relevance of the Medical Humanities SSC
S Chande (Division of Medical Education, Faculty of Medicine, University of Southampton, UK)

6X8 A New Approach to Health Promotion for Medical Students at the University of Szeged
V Sarkozy*, K Barabas (University of Szeged, Faculty of Medicine, Department of Behaviour Sciences, Szeged, Hungary)

6X9 Treating ‘haematophobia’ in medical students
J E Graham*, S Alimam (Salford Royal Hospital, Clinical Haematology, Manchester, UK)

6X10 A study to review how we learn postgraduate pathology
E Marsdin*, S Biswas (1Oxford Deanery, Oxford UK; 2Brisith Red Cross, Health Delegate)

6X11 Immunology teaching for undergraduates: A novel approach
S Cockram*, I Tapply*, R Sargur (Dept Immunology, Northern General Hospital, Sheffield, UK)

6X12 The role of radiology in medical undergraduate education – beyond a new horizon
N Schembri (University of Dundee, Academic Clinical Practice, Ninewells Hospital & Medical School, Dundee, UK)

6X13 Medical statistics in the undergraduate medical curriculum – do the numbers add up?
S Z L Lip1, L Murchison*, R Carachi2 (1Wolfson Medical School, University of Glasgow, UK; 2Department of Surgical Paediatrics, Royal Hospital for Sick Children Yorkhill, Glasgow, UK)

6X14 Forms of Extracurricular Training of Medical University Students for Development of Health-Saving Mindset and Behavior in Children, Juveniles and Youth
N V Pats (Grodno State Medical University, Grodno, Belarus)

6X15 What drugs do medical students choose to learn about in general practice and is there a problem?
Jane Smith*, Mieke Van Driel (Faculty of Medicine, Bond University, Gold Coast, Queensland, Australia)
### 6X16 Teaching Psychiatry to Undergraduates: an innovative programme to extend the generic skill set of clinical educators
K Seddon*, 1 Anderson, 2 van der Linden 1 (Avon Wiltshire Mental Health Partnership NHS Trust (AWP), Medical Education, Bristol, UK; 2University of Bristol, School of Social and Community Medicine, Bristol, UK)

### 6X17 Pre-clerkship students’ attitudes to pharmaceutical company inducements; A Japanese perspective
T Saiki*, 1 Sato, 1 Wakai, 2 Ban 1 (Nagoya University Hospital, Department of General Medicine, Nagoya, Japan; 2Nagoya University Graduate School of Medicine, Department of Preventive Medicine, Nagoya, Japan)

### 1030-1200 6Y POSTERS: Written Assessment and Progress Test
Chairperson: John Dent (UK)
Location: Hall A

#### 6Y1 Computer Learning Evaluation with Pre-test and Post-test in Preclinical Education
P Samrejrongroj*, 1 Krikongjit, 2 Sungsirin, 1 Vanapurks 1 (Phramongkutklao College of Medicine, Department of Microbiology, Bangkok, Thailand; 2Royal Thai Army Medical Department, Bangkok, Thailand; 3Suranaree University of Technology, Faculty of Medicine, Nakornratchasima, Thailand)

#### 6Y2 The use of interactive flash-based software in creating Multiple Choice Questions (MCQs) and Single-Best-Answer (SBAs) questions, improving self-assessment amongst medical students for Microbiology
M Baxter*, S Potluri, A Brown-Kerr, P Xiu (University of Cambridge, Medical School, Cambridge, UK)

#### 6Y3 Overview of the Criterion- and Norm-referenced Standards for Multiple-Choice Examinations at German Medical Faculties
D Bauer*, 1 Schubert, 1 Reissenweber, 1 Fischer 1, 2 (Witten/Herdecke University, Faculty of Health, Department of Medicine, Institute for Teaching and Educational Research in the Health Sciences, Witten, Germany; 2Witten/Herdecke University, Faculty of Health, Department of Medicine, Germany)

#### 6Y4 The influence of figures on difficulty and discrimination of items in written assessments of gross anatomy
Marc Vorstenbosch*, Tim Klaassen, Jan Kooloos, Sanneke Bolhuis, Roland Laan (Radboud University Nijmegen Medical Centre, Department of Anatomy, Nijmegen, The Netherlands)

#### 6Y5 A Survey on the Parameters of Test Analysis in Exams Using Crossword Puzzles
Mohammad Zolali*, Hassan Abidi, Azam Molashafi, M Ali Mansoorian, Marjan Sardsiri (Department of Psychiatric Nursing, Faculty of Nursing and Midwifery, Yaszou University of Medical Sciences, Yasouj, Iran)

#### 6Y6 How tailored are the empirical basis tests among the different curricular units within same medical school?
M Severo*, 1 Moura, 2 Fontes, 1 Rodrigues, 1 Leite-Moreira, I Tavares, L Delgado, MAF Tavares 1, 2 (Center for Medical Education, Faculty of Medicine of the University of Porto, Portugal; 2Institute of Anatomy, Faculty of Medicine of the University of Porto, Portugal; 3Institute of Pharmacology and Therapeutics, Porto, Portugal)

#### 6Y7 Item discrimination analysis: can point biserial correlation coefficient and discrimination index be interpreted with the same cut-off point?
P Boonluxiri (Hatayai Medical Education Center, Collaborative Project to Increase Production of Rural Doctor (CPIRD), Ministry of Public Health, Hatayai, Songkhla, Thailand)

#### 6Y8 Is there an Adequate Correlation Between the MCQ and Oral Test for Assessing the PGY Students?
P W Hsu*, 1, 2 Hu, 1, 2 Lee 1, 2 (The Department of Neurosurgery, 1Department of Pediatrics, 3Department of Medical Education, Chang Gung Memorial Hospital at Linkou, Chang Gung University, Taoyuan, Taiwan)

#### 6Y9 Benefits of negative marking at the European Board of Ophthalmology Diploma (EBOD) Examination, both for organiser and for candidates
DGP Mathysen*, MJ Tassignon, C Creuzot-Garcher, PJ Ringens, M Hawlina, W Aclimandos (Antwerp University Hospital, Department of Ophthalmology, Edegem, Belgium)
6Y10 On the external validity of the Final Examination at the Katholieke Universiteit (K.U.) Leuven Medical School: the International Foundations of Medicine (IFOM) Examination perspective
I Grabovsky*, A Dermine2, B Himpens1, A De Champlain1, J Phebus3, P Scopes3, L Pannizzo1
1National Board of Medical Examiners, Philadelphia, PA, USA; 2Katholieke Universiteit (K.U.) Leuven Medical School, Leuven, Belgium; 3National Board of Osteopathic Medical Examiners, Philadelphia, USA

6Y11 Relationship of Awards in Multiple Choice Questions and Structured Answer Questions in the Undergraduate Years and their Effectiveness in Evaluation
J S Khan*, O Mukhtar, T Saima, M H Mubashar (University of Health Sciences, Department of Examinations, Khayaban-e-Jamia Punjab, Lahore, Pakistan)

6Y12 What happens to item-difficulties and person-scores when written test-items are reused?
M Wagner-Menghin*, I Preusche, M Schmidts (Medical University of Vienna, Department for Medical Education, Vienna, Austria)

6Y13 Assessing the assessments
C Ditchfield*, S Mackay (University of Glasgow, School of Medicine, Wolfson Medical School, Glasgow, UK)

6Y14 Contextual and variable electronic assessments in practical courses
M Baumann (Applied Medical Engineering, Helmholtz Institute, RWTH Aachen University, Aachen, Germany)

6Y15 The Relationships Between Psychometric Test and Progress Test Results of Medical Students at the Faculty of Medicine
S L Menaldi*, R A Werdhani, H W Mardiastuti (Department of Dermatovenerology, Faculty of Medicine, University of Indonesia, Jakarta, Indonesia)

6Y16 Grade Point Average, Progress Test, and Try Out Test as Tools for Curriculum Evaluation and Graduates' Performance Prediction at the National Board Examination
H W Mardiastuti*, R A Werdhani (Medical Education Unit, Faculty of Medicine, University of Indonesia, Jakarta, Indonesia)

6Y17 Searching for ways of scoring Progress test: Should wrong answers lead to deduction of points?
K Hakkarainen*, N Hutri-Kähönen1, J Jaaskelainen1, K Kaukinen1, Anna-Maija Koivisto1, T Koskela1,
E Leinonen1 (University of Tampere, Medical School, Tampere, Finland; 1University of Tampere, School of Health Sciences, Tampere, Finland)

6Y18 Progress Test Evaluation in Faculty of Medicine University of Indonesia (Fmuli): A Lesson Learned
R A Werdhani*, Mardiastuti (Medical Education Unit Faculty of Medicine University of Indonesia, Central Jakarta, Indonesia)

6Y19 Percentile curve of knowledge gain for self assessment in the progress testing
JF Abbade1, NS Mydolo1, PJ Villas Bôa1, K Okoshi1, GAM Barros1, T Ruiz1, RAA Costa1, MR Bentlin1,
LRM Rocha1 (1UNESP Sao Paulo State Universty, Botucatu Medical School, Botucatu (SP), Brazil; 2UNESP Sao Paulo State University, Biosciences Institute, Botucatu (SP), Brazil)

6Y20 Guidelines for Developing High Quality Multiple-Choice Assessments
M Tarrant1*, J Ware1 (1School of Nursing, Li Ka Shing Faculty of Medicine, Hong Kong; Centre of Medical Education, Faculty of Medicine, Health Sciences Centre, Safat, Kuwait)

1030-1200 6Z POSTERS: Research/Evidence Based Medicine
Chairperson: Jan Illing (UK)
Location: Hall A

6Z1 Medic-SHARE (Medical Doctors & Students Hospital Audit and Research Exchange)
C Anandarajah*, A Selvakumaran, S Sathasivam1*, R Shakur (Centre for Medical Education, Barts and The London, UK)

6Z2 Medical Research and the Undergraduate Curriculum: Where and how does it fit in?
N Iqbal*, R Chohan*, M Carrier (Barts and The London School of Medicine and Dentistry, Centre for Medical Education, London, UK)
Student-led outreach: exploring academic medicine at a pre-university level
X Du*, J Clarke*, G Funston (University of Cambridge, School of Clinical Medicine, Addenbrooke's Hospital, Cambridge, UK)

Introduce the qualitative research methodology into education program for pharmaceutical students
E Arita*, N Tanabe*, M Uchida, H Iketani, M Kikuchi (1Department of Medical Psychology, Pharmaceutical Education Research Center, Kitasato University School of Pharmacy; 2Faculty of Human Sciences, Waseda Universit, Japan)

An Investigation of Research Foundation Programmes at University Hospitals in Sweden
S C Leach, L Stockfelt, J Standstedt*, S Lindgren*, U Strandman, P Andrell, C Finizia (Sahlgrenska University Hospital, Dept of Microbiology and Immunology, Goteborg, Sweden)

Scientific research as learning style in education environment
MLSG Jorge*, EF Paciornik, ICM Coelho (1Faculdade Pequeno Principe, Curitiba-Paraná, Brazil; 2Faculdade Evangélica do Paraná)

Scientific Initiation (SI) on medical courses (SIMC) in Brazil
GH Berald*, JC Gagliardi Filho, MPT Nunes (University of Sao Paulo, Faculty of Medicine, Department of Internal Medicine, Sao Paulo, Brazil)

A conference for M.D. interns focused at increasing the number of young physicians that combine clinical work with research
D S Olsson*, P Andrell*, U Strandman*, C Finizia* (1Department of Endocrinology, Goteborg, Sweden; 2Multidisciplinary Pain Center; 3M.D. Intern Secretariat; 4Department of Otolaryngology, Sahlgrenska University Hospital, Goteborg, Sweden)

Evidence-based case write-ups: A learning strategy for clerkship students
H Baig*, E Ahmed, H Yasin, O Rauf, M Iqbal (Shifa College of Medicine, Department of Medical Education, Islamabad, Pakistan)

GIN Kindergarten. A modification of educational programme for undergraduate medical students
R Licenik, J Precek*, V Mihal, D Osinova, P Kurfürst, M Faix, I Prokopova, E Dorazilova, K Klikova, K Mokrosova, S Mikolajova, K Ivanova (Palacký University, Faculty of Medicine, Department of Social Medicine and Health Policy, Olomouc, Czech Republic)

Faculty experience of practicing EBM to promote undergraduates’ learning through case write-ups
H Y Khan*, T Jaffrey, A Rauf, M Iqbal (Department of Medical Education, Shifa College of Medicine, Islamabad, Pakistan)

Pursued characteristics of unanswered clinical questions among medical students
S Nedsuwan*, C Thanapaisal (Chiangrai Medical Education Center, Chiangrai Prachanukroh Hospital, Muang District, Chiangrai Province, Thailand)

A peer-assisted learning workshop series for junior medical trainees is useful for improving skills related to evidence-based practice
EYL Leung*, DA Colquhoun (University of Glasgow, The College of Medical, Veterinary and Life Sciences, Graduate School, Glasgow, UK; C/O The Glasgow Evidence-based Medicine Society)

The acquisition and value of clinical guidelines as clinical and educational tools
I Ryland*, NJ Shaw (1Mersey Deanery, Liverpool, UK; 2Edge Hill University, EPRC, Faculty of Health, Ormskirk, UK)

Evolution of Evidence Based Medicine in a Pakistani Medical School
A Junaid*, I Mobeen (Shifa College of Medicine, Department of Pathology, Islamabad, Pakistan)

A Need for Continuous Education for Evidence-Based Medicine in the Medical Curriculum
Tippawan Liabsuetraku*, Thanitha Sirirak, Sathana Booyanapit, Panumad Pornsawat (Epidemiology Unit, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand)

Effect of University Integration into Health Services on the Nature Of Master's and Doctorate Thesis
MJU Rodrigues*, CE Piccinato, CG Carlotti Jr, WT Anselmo-Lima, LM Vicente, LEA Troncon (Medical School of Ribeirao Preto, Department of Ophthalmology, Otorhinolaryngology and Head and Neck Surgery,University of Sao Paulo, Ribeirao Preto, SP, Brazil)
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6Z18 Clinical ethics distance education as a tool to bridge the gap between evidence-based medicine and values based medicine in the Mexican Social Security Institute (IMSS)
M M Altamirano-Bustamante*, N Altamirano-Bustamante1, M T Avila-Osorio2, J M Mejía3, P Sueiras1, F Salamanca, A Lifshitz1 (*Mexican Social Security Institute (IMSS), México; 1INP; 2UI)

6Z19 Does knowledge about EBM augment medical students' skills in finding the answers to clinical questions?
Jamile Moghimi, Farahnaz Ghahremanfard*, Raheb Ghorbani, Sanaz Ghashghaiei (Semnan University of Medical Sciences, Internal Medicine Research Center, Semnan, Iran)

1030-1200 6AA POSTERS: Student as Teacher/Peer Assisted Learning
Chairperson: Olle ten Cate (Netherlands)
Location: Hall A

6AA1 Junior Doctors as Medical Educators
E Onwordi*, M Thomas, K Asa'Ari, R Armstrong (Pilgrim Hospital, Boston, Lincolnshire, UK)

6AA2 A Comparison of Junior Doctor Led and Senior Doctor Led Bedside Teaching
K R Gibson*, Z Qureshi*, S R Maxwell1, H S Cameron1, M T Rossi2 (*Centre for Medical Education, The University of Edinburgh, UK; 1Clinical Pharmacology Unit, Edinburgh, UK)

6AA3 Building a successful academic foundation program in medical education
D Darbyshire*, H Jones, S Heath, L Jawaeer, M Ahmed, O Tavabe (Education Centre, Royal Bolton Hospital, Farnworth, UK)

6AA4 Student integration, effective and responsive approach in teaching medical basic sciences
Roozbeh Amrollah*, Delaviz Hamdollah (Yasouj University of Medical Sciences, Education Development Office, Yasouj, Iran)

6AA5 Integration of student representatives in the institutional development of the medical faculty Tuebingen
F Baur*, C Krejci2, S Zipfel2, M Lammerding-Köppel2 (*Eberhard Karls University, Faculty of Medicine, Office of Student Affairs, Tübingen, Germany; 2Competence Centre for University Teaching in Medicine Baden-Württemberg, Tübingen, Germany)

6AA6 Learning through teaching: Using a prospective medical student taster day to create a collaborative learning and teaching environment
S Kennedy*, P Bandipalyam (EQQM Hospital, Margate, Kent, UK)

6AA7 Can students assist teachers using peer-assisted-learning techniques?
M Casey, S ZL Lip, S Tan, D Anderson, C Robertson, J Devanny, M Field* (Wolfson Medical School Building, University of Glasgow, UK)

6AA8 What Happens with Clinical Skills Competency in Long-term Following Peer Teaching?
T Todorovic*, M Zdravkovic (Simulation Laboratory, Faculty of Medicine, University of Maribor, Slovenia)

6AA9 The role of former students in course development: The 'PHIP' example
K McHardy*, P Ariana, E Plugge (University of Oxford, Department of Public Health, Headington, Oxford, UK)

6AA10 Can student facilitators be as good as experienced faculty? A discussion with current examples
A Newton*, J Whiteley* (University of Liverpool, School of Medical Education, Liverpool, UK; Junior Association for the Study of Medical Education, Edinburgh, UK)

6AA11 Body to body: a study of peer-led education in the dissecting room
R McDermid*, M Marshall1, J Rochester1 (*University of Sheffield, Medical School, Sheffield, UK; 1University of Sheffield, Academic Unit of Medical Education, Sheffield, UK; 2University of Sheffield, Medical Teaching, UK)

6AA12 A comparison between impact of Online Peer Assisted Learning (PAL) method by buzz group and snowball group for instruction of basic concepts of medical education to medical students
M Bahrami1, P Farahdi1, E Ghafari1 (Presenter: M Zare*) (*Shiraz University of Medical Science, Shiraz, Iran; 1International Branch of Shiraz University of Medical Science, Kish, Iran)
6AA13 The competitive environment in undergraduate medical education: Is it a barrier to becoming a “Good Doctor”?
M Klingenberg*, A M Gwozdz, D Gill (Division of Medical Education, UCL School of Life and Medical Sciences, London, UK)

6AA14 Survey of medical students’ views about the teaching of Rheumatology course by peer assisted learning (PAL) under vision
Jamileh Moghimi*, Raheb Ghorbani, Sanaz Ghashghaie (Semnan University of Medical Sciences, Semnan, Iran)

6AA15 Peer Assisted Learning – an innovative teaching concept for undergraduate education in Intensive Care Medicine
S Sopka1*, S Mockter1*, S Rex1, G Marx2, R Rossaint1, S Beckers1,2 (1AIEXTRA – Centre for Training in Medical Education, Skillslab of the Medical Faculty, RWTH Aachen University, Aachen, Germany; 2Department of Anaesthesiology, Medical Faculty RWTH Aachen University, Aachen, Germany)

6AA16 Peer to Peer Mentoring for Individuals with Early Inflammatory Arthritis: Peer Mentor Training
M J Bell, P Veinot, G Embuldeniya, J Nyhof-Young, J Sale, J Sargeant, P Tugwell, S Brooks, S Ross, R Tonon, D Richards, J Boyle, K Knickle*, S Sandhu, N Britten, E Bell, F Webster, M Cox-Dublanski (Toronto, Ontario, Canada)

6AA17 Facilitating clinical practice through peer-assisted learning
Rachel Varughese1, Sarah Montgomery-Taylor1, Anna Mathew3 (1Oxford University Medical School; 3Western Sussex Hospitals NHS Trust)

6AA18 Foundation Doctors as Education Leaders for Undergraduates
A Koo*, Z Mickute*, N D M Calder*, I Ali, C Koppel* (Chelsea and Westminster Hospital, Postgraduate Department, London, UK)

1030-1200 6BB POSTERS: International
Chairperson: Gerald Whelan (USA)
Location: Hall A

6BB1 Development of a model for responsible electives in Malawi: The MIMP programme
J Dowell*, N Merrylees (University of Dundee, Tayside Centre for General Practice, Clinical & Population Sciences & Education Division, Dundee, UK)

6BB2 A pilot study to compare US and UK PA student performance on a core biomedical science examination
S Arbet1*, J Lathrop2*, J Parle3 (1Arbet Consulting, Philadelphia, USA; 2National Commission on Certification of Physician Assistants, Johns Creek, GA, USA; 3University of Birmingham Medical School, UK)

6BB3 Using simulated clinical skills teaching as a catalyst for educational change: The Kurdistan/Cardiff DelPHE project
B J Jenkins*, S E Williams1, L A Talat2, N Issadin2 (1Department of Anaesthetics and Critical Care Medicine, Cardiff University, Cardiff, UK; 2Hawler Medical University, Kurdistan)

6BB4 Veterinary Training Seminars for the Iraqi Veterinary Syndicate and the Iraqi Red Meats Association
R Malinowski (Michigan State University, College of Veterinary Medicine, Information Technology Center, East Lansing, Michigan, USA)

6BB5 Developing clinical skills training with a novice provider
B T Langham*, J Micallefl, I Martin* (1East Midlands Healthcare Workforce Deanery, Nottingham, UK; 2Mater Dei Hospital, Malta; 3Royal Derby Hospital, Derby, UK)

6BB6 Introducing the AAMC–HHMI Scientific Foundations for Future Physicians into Taiwan undergraduate medical education
Min Liu*, Keh-Min Liu*, Chi-Wan Lai* (1Kaohsiung Medical University, College of Medicine, Kaohsiung, Taiwan; 2Medical Education Committee, Ministry of Education, Taiwan)
6BB7 How students perceive medical competences: a cross-cultural study between the Medical Course in Portugal and African Portuguese Speaking Countries
J Barbosa*1, M Severo1, M Fresta1, M Ismail, MA Ferreira1, H Barros1 (Faculty of Medicine of the University of Porto, Centre for Medical Education, Porto, Portugal; Faculty of Medicine of the University of Porto, Department of Hygiene and Epidemiology, Porto, Portugal; Faculty of Medicine of the University of Porto, Portugal)

6BB8 Career Development Program for Cancer Prevention and Control Research in Minority Populations and International Settings: A Needs Assessment
PB Mullan*, A Soliman1, R Chamberlain (University of Michigan, School of Medicine, Dept of Medical Education, Ann Arbor MI, USA; University of Michigan, School of Public Health, Dept of Epidemiology, Ann Arbor MI, USA)

6BB9 Brazil FAIMER Regional Institute: An Educational International Partnership Answering to Local Needs
E Amaral*1, HH Campos1, S Friedman*, P Morahan*, MNT Araujo1, P Marcondes1, VR Bollella1, MGF Ribeiro1 (UNICAMP, Ob&Gyn Dept, Campinas/Brazil; UFC, Fortaleza/Ceara; FAIMER, Marilia/Brazil; USP, Ribeirao Preto/Brazil)

6BB10 Guide to Working Abroad for Australian Medical Students and Junior Doctors
R Mitchell, J Parker, K Austin*, R Fielke*, D Maurice (Council for Doctors in Training, Australian Medical Association, Barton ACT, Australia)

6BB11 Bologna first cycle in medicine
M T Ross*, G Peerera, A D Cumming (The University of Edinburgh, Centre for Medical Education, Edinburgh, UK)

6BB12 Medical studies in Belgium undergoing mutation: A students’ perspective
G U Musigazi*, A Geubel, C de Burbure, D Vanpee (Université Catholique de Louvain, Faculté de Médecine et de Médecine dentaire, International Relations, UCL Health Sciences, Brussels, Belgium)

6BB13 Discourses on International Medical Graduates: A Critical Discourse Analysis from Taiwan
Tzu-Hung Liu*, Ming-Jung Ho (National Taiwan University College of Medicine, Taipei, Taiwan)

6BB14 A combined linguistic and medical approach to improve written and verbal communication skills for International Medical Graduates
D Cross*, A Smallbridge* (REACHE North West, Salford Royal Foundation Trust, Salford, UK)

6BB15 Beyond assessment: Building a community model of support for International Medical Graduates
G MacPherson*, B Holmes1, S Taylor, R Maudsley (Clinician Assessment for Practice Program, College of Physicians and Surgeons of Nova Scotia, Halifax, Nova Scotia, Canada; Learning Resource Centre, Dalhousie University Faculty of Medicine, Canada)

6BB16 Influence of Discipline, Organ System, and Task on Item Difficulty on the 2009-10 International Foundations of Medicine (IFOM) Examination
K Holtzman*, D Swanson1, I Grabovsky1, J Phebus1, K Angelucci, B Himpen1, R Landolfi1, N Sousa1, L Pannizzo1 (National Board of Medical Examiners (NBME), Philadelphia, USA; Katholieke Universiteit Leuven Medical School, Leuven, Belgium; Catholic University School of Medicine, Rome, Italy; University of Minho, Portugal)

6BB17 Can the results of the UK MRCGP examination tell us something about variations in the medical educational environment in the UK, elsewhere in Europe and beyond?
J B Cookson*, V Allgar (Hull York Medical School, University of York, UK)

6BB18 E-Learning: Comparative Assessment of Shared Case-Based E-Learning Among Multi-National Medical Schools
J Muller, D Sutphin*, D Tooke-Rawlings, DJ Sutphin (Edward Via College of Osteopathic Medicine International and Appalachian Outreach Department, Blacksburg VA, USA)

6BB19 Global Health in Post Graduate Medical Education: A Literature Review
J-M Bourque*, M Masterson, D Raza, P Shrichand (Canadian Association of Internes and Residents, Canada)

6BB20 Evaluation of the Radiology Teaching System in the Medical School Curriculum and in an International Context
Elena Oris (Kourdioukova) (Gent University Hospital, Department Radiology, Gent, Belgium)
1030-1200 6DD  SECRETS OF SUCCESS 5

Location: Hall A

6DD1  Working with Hybrid Simulation: The Ventriloscope®
D Souder*†, W May*†, T Owens*† (‘Keck School of Medicine, University of Southern California, Los Angeles, CA, USA; †Howard University College of Medicine, Washington, D.C., USA)

6DD2  Mass Realism? – Developing a Virtual Ward Round
J Round*, T Bate, S Kohlhoff, J Dixon, D Walters (Department of Child Health, St George’s, University of London, UK)

6DD3  ABE The Tummy Dummy – A New Abdominal Simulator
Erle CH Lim*, Felix Austin*, C C Yen*, Yvonne Chua*, Tiffany Loy*, C K Peng*, S C Thiam*, QY Ho*, C L Ng*, Sharif Mahaboob, L K Lim, Patrick SL Chia* (‘Yong Loo Lin School of Medicine, National University of Singapore; ‡Design Incubation Center, National University of Singapore, Singapore)

6DD4  Case Based Tutor Training: Turn it upside down!
W A Stewart*, M C Matte*, A Hogan* (‘Dalhousie Medicine New Brunswick, Rothesay, NB, Canada; ‡Dalhousie University, Division of Medical Education, Halifax, NS, Canada; †Dalhousie Medicine New Brunswick, Saint John, NB, Canada)

1200-1330 LUNCH

Location: Hall A

1215-1315 PRIVATE MEETINGS

- AMEE AGM  Location: Stolz 1
- IAMSE Luncheon  Location: Restaurant Club
- ESME Course  Location: Schubert 5
- RESME Course  Location: Schubert 2
- ESMESim Course  Location: Schubert 6
- Meet the Expert (Assessment)  Location: Business Suite 3

SESSION 7: PLENARY

1330-1530 7  PLENARY: International Medical Education

Chairperson: Trudie Roberts (UK)
Location: Hall A

1330-1400 7A  Globalisation of Medical Education: an exploration of models of transnational medical education and opportunities and challenges associated with them
David Wilkinson (The University of Queensland, Australia)

David Wilkinson is Dean of Medicine and Head, School of Medicine at The University of Queensland, Australia. He has established the school as Australia’s global medical school, and recently led the establishment of a novel partnership with the Ochsner Health System in New Orleans whereby US medical students spend 2 years in Brisbane and 2 years in New Orleans to complete their UQ medical degree.

1400-1430 7B  Transnational collaborative learning for students and faculty – the power of MedEdWorld
Madaíla Patricio (University of Lisbon, Portugal)

Madaíla Folque Patrício is President of AMEE. She is assistant professor at the Institute of Introduction to Medicine at the Faculdade de Medicina, Universidade de Lisboa and Coordinator of the Lisbon BEME Group (Best Evidence in Medical Education) where she coordinates a Systematic Review on the reliability, validity and feasibility of the Objective Structured Clinical Examination (OSCE). In addition to Assessment of Clinical Competencies her special interests are in Humanization of Medicine and Training Teachers.
International Accreditation of Medical Schools
Stefan Lindgren (WFME/Lund University/University Hospital MAS, Malmo, Sweden), Pablo Pulido (Panamerican Federation of Associations of Medical Schools (PAFAMS), Venezuela), Emmanuel G Cassimatis (Educational Commission for Foreign Medical Graduates (ECFMG®) and Foundation for the Advancement of International Medical Education and Research (FAIMER®), USA)

Stefan Lindgren, MD, PhD, is a Specialist in Internal Medicine and Gastroenterology and is currently Professor in Medicine at Lund University and Senior Consultant in Internal Medicine/Gastroenterology at University Hospital MAS in Malmö. He is President of the World Federation for Medical Education (WFME).

Pablo Pulido, MD, is former Minister of Health, Venezuela. He is currently President of the Panamerican Federation of Associations of Medical Schools, PAFAMS, a network of Medical Schools in the Americas, and CEO of Project Globe, – a project for the education of primary care physicians.

Emmanuel G Cassimatis, MD, is President and CEO of the Educational Commission for Foreign Medical Graduates (ECFMG®) and Chair of the Board of Directors of the Foundation for the Advancement of International Medical Education and Research (FAIMER®). A graduate of the University of Chicago, Harvard Medical School and the Washington Psychoanalytic Institute, he was most recently Vice President for Affiliations and International Affairs and Professor of Psychiatry, Uniformed Services University of the Health Sciences (USU).

Questions and Discussion

COFFEE BREAK
Location: Hall A

SESSION 8: SIMULTANEOUS SESSIONS

SYMPOSIUM: The Contribution of the Social Sciences to Medical Education Research
Panel: Mathieu Albert (Wilson Centre, University of Toronto, Canada); Maria Athina (Tina) Martimianakis (Wilson Centre, University of Toronto, Canada) (co-chairs); Alan Bleakley (Universities of Plymouth and Exeter, UK); Trisha Greenhalgh (Barts and The London School of Medicine and Dentistry, UK); Ming-Jung Ho (National Taiwan University College of Medicine, Taiwan); Cynthia Whitehead (University of Toronto, Canada)
Location: Hall A

SYMPOSIUM: Promoting foundational research literacy skills: from research literacy to research capacity in health science students (Organised by: The International Association of Medical Science Educators (IAMSE)
Panel: Frazier Stevenson (University of South Florida, USA); Adi Haramati (Georgetown University, USA); Des Anges Cruser (University of North Texas Health Science Center, USA); Nehad El-Sawi (Kansas City University of Medicine & Health Sciences, USA); Bill Jeffries (University of Vermont, USA); Peter de Jong (Leiden University, Netherlands)
Location: Strauss 1

SHORT COMMUNICATIONS: Management
Chairperson:
Location: Strauss 2

8C1 Overcoming the marginalisation of Academic Clinician Educators
K Kumar, C Roberts*, J Thistlethwaite (University of Sydney, Sydney Medical School, Sydney, Australia)

8C2 Challenges for teacher development in a research intensive faculty of medicine
G Edgren *, G Helmstad’ (Lund University, Faculty of Medicine, Lund, Sweden; *Lund University, Faculty of Social Sciences, Lund, Sweden)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
</tr>
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<tbody>
<tr>
<td>1630-1645</td>
<td>8C3</td>
<td>GMC Quality Improvement Framework</td>
<td>M Hart (General Medical Council, London, UK)</td>
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<tr>
<td>1645-1700</td>
<td>8C4</td>
<td>An integrated quality assurance capacity building strategies program for health managers and quality coordinators towards a national health insurance</td>
<td>SJH Hendricks (University of Pretoria, School of Health Sciences and Public Health, Hatfield, Pretoria, South Africa)</td>
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<tr>
<td>1700-1715</td>
<td>8C5</td>
<td>Medical students on long-term placements: a financial help or hindrance to preceptors?</td>
<td>J N Hudson*, K M Weston†, E A Farmer‡ (‘University of Wollongong, Graduate School of Medicine, Wollongong, NSW, Australia; ‘Health Workforce Australia, Adelaide, SA, Australia)</td>
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<tr>
<td>1715-1730</td>
<td>8C6</td>
<td>Conceptualising the ‘D’: Moving From Distance to Distributed in DPME</td>
<td>B Schrewe*, H Frost*, J Bates (University of British Columbia, Centre for Health Education Scholarship, Vancouver General Hospital, Vancouver, Canada)</td>
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<td>1730-1745</td>
<td>8C7</td>
<td>How can Engestrom’s Activity Theory inform partnership working? Understanding successful collaboration between healthcare and education</td>
<td>A M Reid (School of Medicine, University of Leeds, UK)</td>
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<tr>
<td>1600-1745</td>
<td>8D</td>
<td>FRINGE 2</td>
<td>Chairperson: Rachel Ellaway (Canada) Location: Strauss 3</td>
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<tr>
<td>1600-1618</td>
<td>8D1</td>
<td>“We need a database...thingie...”</td>
<td>D Topsø‡, M Topsø, D Myhre‡ (‘University of Calgary Department of Family Medicine, Calgary, Canada; ‘Northern Ontario School of Medicine, Sudbury, Canada)</td>
</tr>
<tr>
<td>1618-1636</td>
<td>8D2</td>
<td>Encouraging discussions on diversity using movies</td>
<td>Daniel Kuo*, Julie Rogers*, Eddie Greene, James Newman (Mayo Clinic, Mayo Medical School, Rochester MN, USA)</td>
</tr>
<tr>
<td>1636-1654</td>
<td>8D3</td>
<td>Learning to do it right by doing it wrong</td>
<td>N Wolff, E de Graaf (Presenter: M Staphorst) (Erasmus University Medical Center, Department of Medical Psychology &amp; Psychotherapy, CA Rotterdam, The Netherlands)</td>
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<tr>
<td>1654-1712</td>
<td>8D4</td>
<td>In your shoes (Learning empathy)</td>
<td>P Tempski†, B Perotta, S Gannam*, H Paro*, MA Martins† (‘Evangelical Medical School, Curitiba, Brazil; ‘University of Sao Paulo, Faculty of Medicine, Sao Paulo, Brazil)</td>
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<tr>
<td>1712-1730</td>
<td>8D5</td>
<td>Create a NEW object – a strategy to activate creativity and teach about teamwork</td>
<td>E Kachur*, T J Jirasevijinda* (‘Medical Education Development, New York, NY, USA; ‘Weill Cornell Medical College, New York, NY, USA)</td>
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<tr>
<td>1730-1748</td>
<td>8D6</td>
<td>The donor show! Two kidneys, five patients – you decide who gets the transplant....</td>
<td>Eveline Kramer*, Anne de la Croix* (Erasmus University Medical Center, Department of Medical Psychology and Psychotherapy, Rotterdam, The Netherlands)</td>
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<tr>
<td>1600-1745</td>
<td>8E</td>
<td>SHORT COMMUNICATIONS: Improving the OSCE</td>
<td>Chairperson: Kathy Holtzman (USA) Location: Lehar 3-4</td>
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<tr>
<td>1600-1615</td>
<td>8E1</td>
<td>What a difference an examiner makes! Detection, impact and resolution of ‘rogue’ examiner behaviour in high stakes OSCE assessments</td>
<td>R Fuller*, M Homer, G Pell (Leeds Institute of Medical Education, University of Leeds, UK)</td>
</tr>
<tr>
<td>1615-1630</td>
<td>8E2</td>
<td>Sequential testing: does reality meet expectations?</td>
<td>G Pell*, M Homer, R Fuller (University of Leeds, LIME, Leeds, UK)</td>
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<tr>
<td>1630-1645</td>
<td>8E3</td>
<td>Using Domain Templates to Improve Examiner Ratings in a High Stakes OSCE</td>
<td>B Holmes*, R Maudsley†, L Mosher‡ (‘Dalhousie University Faculty of Medicine, Halifax, Canada; ‘College of Physicians and Surgeons of Nova Scotia, Halifax, Canada)</td>
</tr>
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Development of a review form for OSCE stations: validity, relevance, plausibility and realizability have to be checked before using the station
S Kujumdshiev*, Ch Conrad, TOF Wagner (Johann Wolfgang Goethe-University Frankfurt, Department of Internal Medicine, Frankfurt, Germany)

Improving the validity and reliability of OSCE scores through a comprehensive measurement instrument
E Tor*, J Macnish, C Stekete, A Wright (School of Medicine Fremantle, The University of Notre Dame Australia, Fremantle, WA, Australia)

What do faculty and simulated patients (SP) evaluate? Analysis of global rating (GR) and domain scores of OSCE
M Tagawa*, K Ikeda (Kagoshima University, Graduate School of Medical and Dental Sciences, Center for Innovation in Medical and Dental Education, Kagoshima, Japan)

Rater training increases scoring concordance of OSCE in certain, but not all items
C C Chien*, M R Hsieh*, C J Hung†, C W Yang†, S T Lee*†† (1The Division of Nephrology, Department of Internal Medicine; 2Department of Medical Education; 3Section of Cardiovascular Surgery, Department of Surgery; 4Neurospinal Section, Department of Neurosurgery; Chang Gung Memorial Hospital, Taiwan)

No Discussion

SHORT COMMUNICATIONS: Patient Safety
Chairperson: Marilyn Hammick (UK)
Opening Discussant: Lesley Southgate (UK)
Location: Lehar 1

Teaching Teamwork? Using simple projects to aid complex learning and assessment within an integrated curriculum
Rob Lane*, Anne-Marie Reid, Richard Fuller (Leeds Medical School, Leeds Institute of Medical Education, University of Leeds, UK)

Interprofessional Education in Undergraduate Medical Curriculum: One Approach to Improve Patient Safety
A Kearney*, O Heath, S Peters, J Barrett (Centre for Collaborative Health Professional Education, Faculty of Medicine, Memorial University, School of Nursing, St John’s, Newfoundland, Canada)

Effects of an undergraduate course on patient safety: transfer from learning to behavior
J M de Feijter*, W S de Grave†, R P Koopmans*, A J A Scherpbiert† (1Maastricht University, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht, The Netherlands; 2Maastricht University Medical Centre, Department of Internal Medicine, Maastricht, The Netherlands; 3Institute for Education, Maastricht University, The Netherlands)

Team training in human factors: Follow up and transfer of learning
N Jenkins*, R Ellis*, M Piper, J McFetrich, S Corbett (Northumbria Healthcare NHS Foundation Trust, North Shields, Tyne and Wear, UK)

Medical education in practicing interprofessional teams: Improving collaboration and patient safety
O Heath*, A Kearney, S Peters, J Barrett, A Hollett, P McCarthy (Memorial University, Centre for Collaborative Health Professional Education, Health Sciences Centre, Faculty of Medicine, St John’s, NL, Canada)

Measuring the emotional response to patient narratives in a patient-led intervention on patient safety: results from a randomised controlled trial
Z Thompson*, V Jha, N Quinton, A Winterbottom, J Symons, C Melville, D Torgerson, J Watt, J Wright (Yorkshire Quality and Safety Research Group, Bradford Institute for Health Research, Bradford Royal Infirmary, Bradford, UK)

Discussion
1600-1745 8G SHORT COMMUNICATIONS: Clinical Reasoning
Chairperson: Hiroshi Nishigori (Japan)
Opening Discussant: Bernard Charlin (Canada)
Location: Lehar 2

1600-1615 8G1 Clinical experience and clinical reasoning
Rashmi Shahi, David Prideaux*, Helena Ward, Lucie Walters, Sarah Mahoney (Flinders University, Innovations in Clinical Education School of Medicine, Adelaide, South Australia)

1615-1630 8G2 Cognitive Continuum Theory (CCT): A different perspective on teaching clinical reasoning
EFJM Custers (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, The Netherlands)

1630-1645 8G3 Research on clinical reasoning: More than making a diagnosis
M Goldszmidt*¹, Paul Mindia¹, Georges Bordage¹ (¹Schulich School of Medicine & Dentistry, Centre for Education Research & Innovation, London, Ontario, Canada; ²University of Western Ontario, Department of Psychology, London, Ontario, Canada; ³University of Illinois at Chicago, USA)

1645-1700 8G4 Assessing clinical reasoning among experienced nurses as a base for a new assessment method for nursing students
Elenita Forsberg*¹, Uno GH Fors² (¹School of Social and Health Sciences, Halmstad University, Sweden; ²Dept. of Computer and Systems Sciences, Stockholm University, Stockholm, Sweden)

1700-1715 8G5 Can equals be different? Exploratory study of differences and similarities in Clinical Reasoning strategies between PBL vs BMedSci students
A L Da Silva*, R Dennick (Medical Education Unit, Faculty of Medicine and Health Sciences, University of Nottingham, Medical School, Queen’s Medical Centre, Nottingham, UK)

1715-1745 Discussion

1600-1745 8H SHORT COMMUNICATIONS: Student engagement with the curriculum
Chairperson: Carol Elam (USA)
Opening Discussant: Eliana Amaral (Brazil)
Location: Stolz 1

1600-1615 8H1 Medical Student is more than a learner: the roles of medical student in 21st century
K A Bin Abdulrahmani*¹, A A Aljuayli², A A Alrubaiain², D S Mulafikh², A A Abdulmomen², H S Alturki² (¹College of Medicine, Al-Imam University, Saudi Arabia; ²College of Medicine, Al-Imam University, Saudi Arabia)

1615-1630 8H2 Students versus Consultants? Comparative study of student and consultant opinions of clinical education
V Vijayakumar*, D Bee (Academic Unit of Medical Education, University of Sheffield, UK)

1630-1645 8H3 Evaluation of the Educational Value of a Student-led Interprofessional Workshop for Quality Improvement and Patient Safety
P Das*, H Zhu, I Wong, K Prosser, X Du, V Vyas (University of Cambridge School of Clinical Medicine, Addenbrooke’s Hospital, Cambridge, UK)

1645-1700 8H4 Learning to teach in the undergraduate medical curriculum: a Delphi study of UK experts in medical education
M T Ross*, C Kreber (The University of Edinburgh, Centre for Medical Education, Edinburgh, UK)

1700-1715 8H5 Teach to Teach: The Medical Education Pathway at the University of Rochester School of Medicine and Dentistry
C Fong*, A Nofziger, S Brown-Clark, D Ward, S Tripler, J Rubenstein, B Davis (Department of Pediatrics, University of Rochester Medical Center, Rochester, New York, USA)

1715-1730 8H6 Student-led evaluation – worth the effort?
C Coulby, J Laxton, C Murray, R Fuller (Presenter: G Frith) (University of Leeds, Leeds Institute of Medical Education, Leeds, UK)

1730-1745 Discussion
1600-1745  8I  RESEARCH PAPERS: Postgraduate Education / CME
Chairperson: Paul Hemmer (USA)
Location: Stolt 2

1600-1620  8I1  “Getting up the next morning”: Surgeons’ reactions to adverse events in the Operating Room
Shelly Luu1, Glenn Regehr2, Lucas Murnaghan1,3, Steven Gallinger1, Carol-anne Moulton1,4 (1Wilson Centre, University Health Network, Toronto, Ontario; 2Centre for Health Education Scholarship, University of British Columbia, Vancouver, British Columbia; 3Hospital for Sick Children, Toronto, Ontario; 4Department of Surgery, University of Toronto, Canada)

1620-1640  8I2  Limited awareness of strategies for approaching change management by departmental leading consultants
JPI Fokkema1*, M Westerman1, P W Teunissen2, AJJA Scherpbier3, CPM van der Vleuten2, PJ Durr, F Scheele1 (1St Lucas Andreas Hospital, Amsterdam, The Netherlands; 2Department of Educational Development and Research, Faculty of Health, Medicine, and Life Sciences, Maastricht University, Maastricht, The Netherlands; 3Institute for Medical Education, University of Maastricht, Maastricht, The Netherlands)

1640-1700  8I3  The Effect of Graduate Medical Education on Patient Outcomes: a Systematic Review
RM van der Leeuw1, MJMH Lombarts1, MJ Heineman2 (1Academic Medical Centre, University of Amsterdam, Department of Quality and Process Innovation, Amsterdam, The Netherlands; 2Academic Medical Centre, University of Amsterdam, Department of Obstetrics and Gynecology, Amsterdam, The Netherlands)

1700-1720  8I4  Is a short e-learning course effective at improving paediatric prescribing skills amongst UK Foundation Doctors? An open label randomised controlled trial
Morris Gordon1*, Paul Baker2, Madawa Chandratilake3 (1Royal Manchester Children’s Hospital, Manchester, UK; 2North Western Deanery, Manchester, UK; 3University of Dundee, Centre for Medical Education, Dundee, UK)

1720-1740  8I5  Starting as a consultant; competent through specialty training or burned out?
M Westerman1*, P W Teunissen2, C P M van der Vleuten1, A J A Scherpbier3, J P I Fokkema1, C E H Siegel1, F Scheele1,4 (1St Lucas Andreas Hospital Amsterdam, the Netherlands; 2Department of Educational Development and Research, Faculty of Health, Medicine, and Life Sciences, Maastricht University, Maastricht, The Netherlands; 3Faculty of Health, Medicine, and Life Sciences, Maastricht University, Maastricht, The Netherlands; 4VUMC, Amsterdam, The Netherlands)

1740-1745 Discussion

1600-1745  8J  SHORT COMMUNICATIONS: Clinical teaching and learning
Chairperson: Benno Bonke (Netherlands)
Opening Discussant:
Location: Schubert 1

1600-1615  8J1  The impact of longitudinal integrated clinical placements on health care: the patient perspective
J N Hudson, P J Knight*, K M Weston (University of Wollongong, Graduate School of Medicine, Wollongong, NSW, Australia)

1615-1630  8J2  The influence of the longitudinal learner-teacher relationship in the student experience of assessment and feedback in longitudinal integrated clerkships
J Bates1*, J Konkin2*, C Suddards1, D Pratt1, S Dobson1 (1University of British Columbia, Centre for Health Education Scholarship, Vancouver, BC, Canada; 2University of Alberta, Division of Community Engagement, Edmonton, AB, Canada)

1630-1645  8J3  Validation of Gynaecological Emergency Skills Drills (GESD): a Educational Development Tool
Deirdre Lyons1*, Susan Clark2, Leye Sanu2, Jo Cook1, Jenny Higham1,4 (1Dept of Gynaecology, Imperial College Healthcare NHS Trust, St. Mary’s Hospital, London, UK; 2Dept of Surgery & Cancer, Imperial College London, London, UK; 3North West London Hospitals NHS Trust, London, UK; 4Faculty of Medicine, Imperial College London, UK)

1645-1700  8J4  Socratic maieutics as a method of small groups teaching of intensive care medicine
A Pais-de-Lacerda1*, C Franca (University of Lisbon, Faculty of Medicine, Intensive Care Medicine Department, Hospital de Santa Maria, Lisboa, Portugal)
Visual expertise in paediatric neurology
T Balslev*, K Jarodzka, K Holmqvist, W de Grave, A M M Muijtjens, B Eika, J J G van Merrinboer, A J J A Scherpier (University of Aarhus, MEDU, Centre for Medical Education, Aarhus, Denmark; Centre of Learning Sciences and Technologies, Open University of The Netherlands, Heerlen, the Netherlands)

It’s all connected! Nursing students’ experiences of an integrated case seminar
P Turunen Olsson, M Weurlander, A C Mattiasson, G Wärn Hede, G Panagiotidis, E Broberger, H Hult, A Wernerson (Karolinska University Hospital, Department of Geriatrics, Stockholm, Sweden; Karolinska Institute, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden; Karolinska Institute, Department of Neurobiology, Care Science, Stockholm, Sweden)

Discussion

RESME COURSE (Closed session)
Location: Schubert 2

ESME Assessment (ESMEA) Course (Closed session)
Location: Schubert 3

SHORT COMMUNICATIONS: Gender
Chairperson:
Opening Discussant: Kerry Knickle (Canada)
Location: Schubert 4

Integration of Gender-related knowledge and skills into the new modular medical curriculum at Charité Berlin

Swedish medical students interpret gender in patients’ narratives – an experimental study on gender bias
J Andersson*, Salander, K Hamberg (Umea University, Department of Public Health and Clinical Medicine, Division of Family Medicine and National Graduate School of Gender Studies, Umea, Sweden; Umea University, Department of Social Work, Umea, Sweden)

Gender aspects in learning Basic Life Support
S Sopka*, H Biermann, A Jäger, Rex, Rossaint, Beckers (AIXTRA – Centre for Training in Medical Education, Skillslab of the Medical Faculty; Department of Anaesthesiology, University Hospital Aachen; Department of Surgical Intensive Care Medicine, University Hospital Aachen, Germany)

Gender Specific Examinations: a Survey on Knowledge and Experience of Final Year Medical Students
Sami Alnassar, Reham Almuhaya*, Ghadeer Alshaikh, Muslim Alsaadi, Sami Azer (Department of Medical Education, College of Medicine, King Saud University, Riyadh, Saudi Arabia)

Gender effect in medical school admission decision using Multiple Mini Interviews scores
M P Morin*, Bourdy, R J Gagnon (University of Montreal, Medicine Faculty, Centre de pédagogie appliquée aux sciences de la santé, Montreal, Canada; University of Toronto, Sick Kids Learning Institute, Toronto, Canada)

Empathy in university students: is there a gender difference?
E Nemr*, Najem, Hlais, Nasr, Haddad (Saint-Joseph University, Faculty of Medicine, Beirut, Lebanon)

Discussion
1600-1745  8N  **SHORT COMMUNICATIONS: Communication skills**  
Chairperson: Sarah Baillie (UK)  
Opening Discussant: Tim Dornan (Netherlands/UK)  
Location: Schubert 5

1600-1615  8N1  **Preparation future doctors to meet the communicative challenges of today's patients**  
B D Pedersen*, Ø Lidegaard, A B Pinborg, P M Rudnicki, C V Ringsted (Centre for Medical Education, Copenhagen University Hospital, Rigshospitalet, Copenhagen, Denmark)

1615-1630  8N2  **Development of a Novel Communications Competency Framework: A National Consensus Project**  

1630-1645  8N3  **Experiential learning methods have a positive effect on medical students' attitudes to learning communication skills**  
J Koponen**, E Pyörälä**, P Isotalus (1University of Tampere, The School of Communication, Media and Theatre, Tampere, Finland; 2University of Helsinki, Research & Development Unit for Medical Education, Helsinki, Finland)

1645-1700  8N4  **Tailoring communication training to clinical needs: doctors use goal-directed communication techniques**  
W Veldhuijzen*, P Ram, T van der Weijden, C van der Vleuten (Maastricht University, Faculty of Health Medicine and Life Studies, Maastricht, Netherlands)

1700-1715  8N5  **The effects of a post-graduate training program in teaching communication skills**  
N Junod Perron**, J Sommer*, M Louis Simonet*, N Nendaz**, D Dolmans*, C Van der Vleuten (1Geneva University Hospitals, Division of Primary Care; 2University of Geneva, Medical School; 3University of Maastricht, School of Health Professionals Education)

1715-1730  8N6  **Accounting for context factors in communication assessment**  
G Essers**, A Kramer*, S van Dulmen*, C van Weel*, C van der Vleuten (1Radboud University Nijmegen Medical Centre, Department of Primary & Community Care, HB Nijmegen, The Netherlands; 2NIVEL (Netherlands Institute for Health Services Research), Utrecht, The Netherlands; 3University of Maastricht, School of Health Professionals Education, Maastricht, The Netherlands)

1730-1745 Discussion

1600-1745  8O  **WORKSHOP: Milestones: Essential Tools for Competency-based Education**  
Facilitators: J Frank**, L Snell**, O ten Cate**, E Holmboe**, P Harris**, for the ICBME Collaborators (1The Royal College of Physicians and Surgeons of Canada; 2Dept. of Emergency Medicine, University of Ottawa, Canada; 3Depts. of Medicine & Medical Education, McGill University, Canada; 4Center for Research & Development of Education, UMC Utrecht, Netherlands; 5American Board of Internal Medicine, Philadelphia, USA; 6University of New South Wales, Sydney, Australia)  
Location: Schubert 6

1600-1745  8P  **WORKSHOP: Studying the medical education learning environment: exploring international perspectives**  
Facilitators: L D Gruppen**, W May**, K D Huggett**, S Skochelak**, W Filstead** (1University of Michigan, Department of Medical Education, Ann Arbor, USA; 2University of Southern California, Keck School of Medicine, Division of Medical Education, Los Angeles, USA; 3Creighton University School of Medicine, Omaha, USA; 4American Medical Association, Chicago, IL, USA)  
Location: Business Suite 4

1600-1745  8Q  **PRIVATE MEETING: MEDINE2: Workpackage 5 and 6 (invite only)**  
Location: Business Suite 2 & 3

1600-1745  8R  **WORKSHOP: When Mayhem Reigns: Developing Teaching Skills for Hectic Clinical Situations**  
Facilitators: D Dath*, E D Matsumoto, D Szalay, J Hoogenes (Juravinski Hospital and Cancer Centre, Hamilton, ON Canada)  
Location: Business Suite 4
1600-1745 8S WORKSHOP: A professional approach to multi-source feedback (MSF) in specialist training – how to quality feedback facilitators
Facilitators: B Malling*, G Eriksen*, G Bjørg* (Center of Medical Education, Aarhus University, Denmark; Department of Human Resources, Aarhus University Hospital)
Location: Hall B, Galerie Room 3+4

1600-1745 8T WORKSHOP: Workshop: MDcme.ca – Online Continuing Medical Education for Physicians and Other Health Professionals
Facilitators: F Kirby*, S Peters*, R Haywood (Faculty of Medicine, Memorial University, St John’s, NL, Canada; Presented on behalf of the MDcme Consortium)
Location: Hall B, Galerie Room 5+6

1600-1745 8U WORKSHOP: Using The Improvement Model to Improve Educational Innovation
Facilitators: S Santen*, R Hemphill*, D Moore*, E Petrusa (Emory School of Medicine, Atlanta, GA, USA; Vanderbilt School of Medicine, Nashville TN, USA)
Location: Hall B, Galerie Room 9+10

1600-1745 8V WORKSHOP: Structured Approach to Effective Virtual Patient Authoring
Facilitators: J B McGee*, N Posel*, D Fleiszer*, S Albright*, R Scott* (University of Pittsburgh School of Medicine, Pittsburgh, PA, USA; McGill University, Montreal, Canada; Tufts School of Medicine, Boston, USA; Wright State University, USA)
Location: Hall B, Galerie Room 11+12

1600-1745 8W WORKSHOP: Causes and remediation of underperformance in medical school
Facilitators: M J Costa*, R Patel*, J Cleland* (Life and Health Sciences Research Institute (ICVS), School of Health Sciences, University of Minho, Portugal; Leicester General Hospital, Department of Nephrology, Leicester, UK; Division of Medical and Dental Education, School of Medicine and Dentistry, University of Aberdeen, UK)
Location: Hall B, Galerie Room 15+16

1600-1745 8X POSTERS: Outcome Based Education
Chairperson: Allan Cumming (UK)
Location: Hall A

8X1 Learning and sharing in a social network of educationalists
Corry den Rooyen*, Beatrijs de Leede* (The Royal Dutch Medical Association; Leiden University Medical Centre, Netherlands)

8X2 A Method for Designing an Integrated, Competency Based Syllabus for a Medical School Undergraduate Curriculum
JF Perez-Gonzalez*, M Patico*, Z Uzcategui*, M Salazar*, J Insignares*, ME Martinez*, N Medero*, V Miguel* (Centro de Investigación y Desarrollo de la Educación Médica (CIDEM); Escuela de Medicina "Luis Razetti", Facultad de Medicina, Universidad Central de Venezuela)

8X3 The views of Core Medical Trainees on the importance and learning of non-technical skills
Laura Azzopardi*, Aza Abdulla (Princess Royal University Hospital, Department of Medicine, Orpington, UK)

8X4 Integrating ACGME Competencies into First Year Undergraduate Medical Education at Ross University School of Medicine
D Callender*, S Gnecco*, G Ogrinc, R Frankel*, M Coleman* (Ross University School of Medicine, Department of Integrated Medical Education, Dominica; Dartmouth Medical School, Hanover, USA; Indiana University School of Medicine, Department of Medicine)

8X5 CanMEDS competencies most associated with optimal performance of emergency medicine residents
D Blouin (Queen’s University, Department of Emergency Medicine, Kingston, ON, Canada)
8X6 Effectiveness of Reflective Clinical Debriefing in PBL Based Curriculum: Some initial explorations
C Skinner*, J Hadden (University of Notre Dame, Medical School, Fremantle, West Australia)

8X7 Current trends of humanistic point of view in mentoring doctors’ expectation on graduated doctors
S Wattanasirichaigoon*, T Dheerapanya, V Mahasithiwat, K Chansiri, N Laopuksin, N Choomchuay
(Medical Education Center, Faculty of Medicine, Srinakharinwirot University, Wattana, Bangkok, Thailand)

8X8 Triple loop of PDSA on curricular development to achieve customers’ satisfaction
V Mahasithiwat*, T Dheerapanya, N Choomchuay, S Wattanasirichaigoon (Medical Education Center, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand)

8X9 Reflections on religious values can help promote desired competencies in a physician
E Ahmed*, H Baig, H Khawaja, M Iqbal (Shifa College of Medicine, Department of Medical Education, Islamabad, Pakistan)

8X10 Study on the performance standard of clinical practice using Taxonomy of Educational Objectives for education of Occupational Therapy students in Japan
Chihiro Sasaki1, Keiko Satomura*2 (1Tokyo College of Welfare, Department of Occupational Therapy, Japan; 2Graduate School of Human Health Sciences, Tokyo Metropolitan University, Japan)

8X11 What is a “good doctor”?: Comparison of the viewpoints of medical and nursing students
N Okuyama*1, R Nakajima1, K Chiba2, M Matsumoto1, Y Toyama2, T Amano2 (1Department of Musculoskeletal Reconstruction and Degeneration, Keio University School of Medicine; 2Medical Education Center, Keio University School of Medicine; 3Department of Orthopaedic Surgery, Keio University School of Medicine, Japan)

8X12 Occupational and generic competences in the system of doctors’ training
Yu V Dumansky, A N Talalainen, M S Kamenetsky, M B Pervak* (Donetsk National Medical University, Ukraine)

8X13 From stakeholders’ needs to doctor’s competencies
N van der Lee*, M Westerman1, P J P Fokkema1, C P M van der Vleuten2, A J Scherpbier3, F Scheele1 (1St Lucas Andreas Hospital, Department of Health Care Education, AE Amsterdam, the Netherlands; 2Maastricht University, 3Department of Educational Development and Research; Faculty of Health, Medicine, and Life Sciences, Maastricht, Netherlands; 1VU University, Amsterdam, Netherlands)

8X14 ‘Good Learners’ and their image of the ‘Good Doctor’: Medical students and missing links
G Maudsley (The University of Liverpool, Division of Public Health, Liverpool, UK)

8X15 How well are our post graduates prepared for practice? The opinion of recently graduated specialists
I S Dijkstra*, H B Bakker1, P Remmelts2, J J A Mooij2, J P Pols2 (1Wenckebach Institute, University Medical Center Groningen, University of Groningen, The Netherlands; 2Department of Neurosurgery, University Medical Center Groningen, University of Groningen, The Netherlands)

8X16 A report on resident and fellow perceptions of helpful learning experiences in acquiring U.S. Accreditation Council for Graduate Medical Education Core Competencies
S Baillie*, I Guerrero, P Wimmers, N Parker* (David Geffen School of Medicine at UCLA, Office of Graduate Medical Education, Los Angeles, California, USA)

8X17 Student Awareness and Attitudes toward ACGME Competencies in Pre-Clinical Years of Undergraduate Medical Education Before and After the Introduction of a Competency-Based Curriculum
S Gnecco*, D Callender1, D Sacks1, I Hammel1, R Coutinho1, G Ogrinc2, R Frankel1 (1Ross University School of Medicine, Roseau, Dominica; 2Dartmouth Medical School, Hanover, USA; 3Indiana University School of Medicine, Indianapolis, USA)

8X18 What are the non-academic attributes important for the veterinary profession? The Ontario Perspective
P Conlon*, K Hecker2, S Sabatini2 (1Ontario Veterinary College, University of Guelph, ON, Canada; 2Faculty of Veterinary Medicine, University of Calgary, AB, Canada)
8Y POSTERS: OSCE and Clinical assessment
Chairperson: Helen Cameron (UK)
Location: Hall A

8Y1 The validity of objective structured assessment of technical skills (OSATS) by using porcine model for surgical residents
Yun Chen*, Pei-Chun Lin, Shu-Hsun Chu (Far Eastern Memorial Hospital, Department of Medical Education, New Taipei, Taiwan)

8Y2 Validity and Reliability of Pre-Internship Objective Structured Clinical Examination
M Alizadeh Naini*, N Vaseghi (Shiraz University of Medical Sciences, Clinical Skill Lab Center, Shiraz, Iran)

8Y3 Teaching OSCES (objective structured clinical examination) as part of cancer care placement of fourth year medical students
S M Ramasamy*, J Ward, G Radhakrishna (a)St James Institute of Oncology, Leeds, UK; (b)St Gemma’s Hospice, Moortown, Leeds, UK

8Y4 Do Students Really Pass The OSCE Checklist?
Jarunee Intarangsi (Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand)

8Y5 The effect of the inclusion of a dedicated “Ask the Panel” session in a near-to-peer revision program on students’ anxiety and perceptions of Objective Structured Clinical Examination preparation
M S Rashid1, O Sobowale2, D Gore1 (Stockport NHS Foundation Trust, Stockport, UK; Salford Royal NHS Foundation Trust, Salford, UK; University Hospitals of Morecambe Bay, Lancaster, UK)

8Y6 The Analysis of Modified OSCE for Occupational Therapy Students
Kaoru Inoue*, Hitomi Saito, Atsuko Tanimura, Nobuo Oshima (Tokyo Metropolitan University, Faculty of Health Sciences, Tokyo, Japan; Teikyo Heisei University, Ichihara City, Japan)

8Y7 Post-encounter note is necessary to evaluate information gathering ability in clinical performance examination
J H Kim (Inha University School of Medicine, Office of Medical Education, Inchon, South Korea)

8Y8 A consistency analysis of checklists and global rating forms for assessing resident performance in clinical skills
Alvin Chao-Yu Chen*, Hsuan-Kai Kao, Yu-Chih Huang, Yi-Hsun Yu, Wen-Jer Chen (Department of Orthopedic Surgery; Department of Medical Education; Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taipei, Taiwan)

8Y9 Evaluation of Clinical Competencies on a MD Program
SMRR Passeri*, M Etchebehere, W Nadruz, L Li Min, AMB Zeferino (State University of Campinas, Faculty of Medical Sciences, Campinas, Brazil)

8Y10 Objective structured assessment of technical skills in vacuum extraction – development and validation of a procedure-specific rating scale
M Maagaard*, J L Sorensen, J Ostergaard, M Johansen, C Ringsted, C R Larsen, B Ottesen (Copenhagen University Hospital Rigshospitalet, Obstetrics department, The Juliane Marie Center for Children, Women and Reproduction, Denmark; Odense University Hospital, Obstetrics Department, Denmark; Center of Clinical Education, Rigshospitalet, Copenhagen, Denmark)

8Y11 Qualitative vs quantitative grading in clinical skills assessment
L Patrao*, R Tjeng, E Dias, M Castelo-Branco (Faculty of Health Sciences, University of Beira Interior, Covilha, Portugal; Centro Hospitalar Tondela-Viseu, E.P.E., Viseu, Portugal; Centro Hospitalar Cova da Beira, E.P.E., Covilha, Portugal)

8Y12 Development and validation of a self-efficacy scale for clinical decision-making in general pediatrics
M Dandavino*, M Young, L Snell, R Gosselin, W De Grave, J van Merrienboer, F Bhanji (Montreal Children’s Hospital, Montreal (QC), Canada; Centre for Medical Education, McGill University, Montreal (QC), Canada; Maastricht University, Maastricht, The Netherlands)

8Y13 Using TOSCE In Second National Medical Sciences Olympiad In Shiraz, Iran
M Moghadami*, H R Abbasi, M Amini, J Kojuri, K. Soltaniarab, A Monajami, A Arhamidol, N A Molaei, R Akbari, E Pishbin, H MonsefKasmaee, H Vakili, A Shafaghi, H R JavadZadeh, M A ReisSadat, B Omidvar (Internal Medicine Department, Nemazee Hospital, Shiraz, Iran)
8Y14 A study to analyse the relative value of practical examinations during clinical years at medical school, versus written examinations
S O’Reilly (School of Medicine, University College Dublin, Ireland)

8Y15 A confident and competent workforce: What do our students think?
J Laxton*, J Cortis* (University of Leeds, UK)

8Y16 Placement based assessment as a viable alternative to undergraduate specialties OSCES
Denise Thwaites Bee*, Joanne Thompson, Helen Joesbury, Jim Crossley, Henry Smithson (University of Sheffield, Academic Unit of Medical Education, Sheffield, UK)

8Y17 Performance of Medical Students on the Surgical Clinical Competences
L A Passeri*, F H Menezes, SMRR Passeri, G P Fraga, I C Toro (State University of Campinas, Faculty of Medical Sciences, Campinas, Brazil)

8Y18 Current status of student assessment during clinical training in Japanese medical schools: results from a national survey
S Ishii*, Y Abe, M Akagi, K Uemura, S Ueno, Y Terashima, H Akita, M Hirakata (Clinical Competence Committee, Japan Society for Medical Education)

1600-1745 8Z POSTERS: Postgraduate Training and Training for General Practice/Family Medicine
Chairperson: Paul de Roos (Netherlands)
Location: Hall A

8Z1 A handbook for GP trainees – resources available for continuing professional development and enhancing patient care
A C R Butcher*, P L Perkins*, I Wyer* (*Southbourne Surgery, Bournemouth, UK; †Dorset School of General Practice, Bournemouth, UK)

8Z2 Is there a need for an undergraduate family medicine course in Albania?
E Turkeshi (University of Tirana, Faculty of Medicine, Tirana, Albania)

8Z3 How does the course for trainers reflect specialty training programme for family medicine in Croatia?
V Cerovecki*, M Katic*†, B Bergman-Markovic*†, M Vrcic*†, S Blazekovic-Milakovic*†, H Tiljak*†, Z Ozvacic*†, G Petricek*†, L Murgic*†, D Lazic*†, D Soldo*† (University of Zagreb, School of Medicine, Department for Family Medicine, Zagreb, Croatia; †Association of Teachers in General Practice/Family Medicine (ASOTGP/FM), Zagreb, Croatia)

8Z4 The changing role of General Practitioners: Exploring implications for selection and development
A Koczwara*, A Tavabie†, P Coan‡, F Patterson‡ (Work Psychology Group, Nottingham, UK; †Kent, Surrey & Sussex Deanery, London, UK; ‡University of Leeds, Psychology Dept, Leeds, UK)

8Z5 Changing attitudes to reflective practice in GP trainees; the impact of a reflective writing workshop
A Boyd*, C Wedderburn*, L Millard (Centre for General Practice – Bournemouth University, Bournemouth)

8Z6 A study into how GP-trainees self-regulate their learning
G Sagasser*, A Kramer*, H Mokkink†, C van der Vleuten‡ (Department of Primary and Community Care, Radboud University Nijmegen Medical Centre, The Netherlands; †Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, University of Maastricht, Netherlands)

8Z7 Generation Y and E-learning: Exploring the views of members of Generation Y about the role of electronic learning in General Practice training
R Owens*, J Lyon-Maris, S Scallan† (Wessex Deanery, Wessex School of General Practice (Southampton Patch), GP Education Unit, Southampton University Hospital Trust, Southampton, UK)

8Z8 Developing effective leadership in GP commissioners
A Tavabie*, A Koczwara†, F Patterson‡, H Stoker† (Kent, Surrey and Sussex Deanery, London, UK; †Work Psychology Group, Nottingham, UK)
8Z9 Implementation of the practice of primary care medicine in the course of the Federal University of Paraná: aspects psychosocial and educational
Ricardo Carlini*, Maria de Fatima Quintal de Freitas (Federal University of Paraná, Brazil)

8Z10 Using a learning coach to develop self-directed learning skills among residents
M Nothnagle1, G Anandarajah2, R Goldman1, S Reis* (Brown University, Department of Family Medicine, Rhode Island, USA; Technion Israel Institute of Technology, Department of Family Medicine, Haifa, Israel)

8Z11 An intervention for reducing interruptions at resident doctor morning report
J H Szostek*, M L Wieland, C M Wittich, A J Halvorsen, F S McDonald, T J Beckman (Mayo Clinic College of Medicine, Department of Medicine, Rochester, MN, USA)

8Z12 Pharmaceutical industry interactions and gifts : exposure and perception of in-training physicians
V Srinonprasert*, P Wongwatcharadeth, K Sutheechet, A Arrunyagasamesuke, A Nimmannit, S Phathharayuttawat, S Pongprasobchai (Faculty of Medicine, Siriraj Hospital, Mahidol University, Bangkok-noi, Thailand)

8Z13 Can We Predict Final Outcome of Internal Medicine Residents from In-training Evaluation?
Nitipatana Chierakul*, Supot Pongprasobchai, Kanokwan Boonyapisit, Yingyong Chinthammitr, Manop Pithukpakom, Adisak Maneesai, Apiradee Srivijitkamol, Pornpan Koonanachai, Ajchara Koolvisoott (Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand)

8Z14 Innovations and trends in Post Graduate Medical Education in the European Union
A K Meininger*, J W Groothoff, J C Borleiff (University Medical Center Groningen, Post Graduate School of Medical Education, Groningen, Netherlands)

8Z15 A systematic approach to quality improvement in postgraduate medical education (dOORkijk)
J Martens1, F Overeem*, H Mulder1, W Wijnen-Meijer1, J ter Braak1 on behalf of the regional projectteam dOORkijk (University Medical Center Utrecht, the Netherlands; Gelre ziekenhuizen (Gelre hospitals), the Netherlands)

8Z16 Training Pre-registration Nurses in Primary Care Placements – a pilot scheme
C Wedderburn (Centre for GP Education, Bournemouth University, Bournemouth, UK)

8Z17 The development of an emergency medicine certificate for non-specialist doctors
A Killen (Australasian College for Emergency Medicine, West Melbourne, Victoria, Australia)

1600-1745 8AA POSTERS: Student Characteristics
Chairperson: Sandy Cook (Singapore)
Location: Hall A

8AA1 Learning focused on motivation
Mario A Secchi*, William Daros, Walter Bordino , Lisandro Quadrelli, Nicolás Rodríguez Leon (Medical School - Instituto Universitario Italiano de Rosario (IUNIR) Argentina)

8AA2 Can Emotional Intelligence in Medical Students be Improved through a Self-Reflection Programme?
Anupong Suthamnirand*, Sirinadda Panyapas, Tudsanee Chermtong (Chonburi Medical Education Centre, Chonburi, Thailand)

8AA3 A cluster analysis of medical student characteristics and practice intentions
D O`Mara*, L Klein, C Roberts, S Dunn, Y S Bin, M Day, I Rothnie, D Tiller (Office of Medical Education, Sydney Medical School, The University of Sydney, NSW, Australia)

8AA4 The predominance of Integrative Tests over Discrete Point Tests in evaluating the medical students’ general English knowledge
Maryam Heydarpour Meymeh*, Mojtaba Khazaei (Faculty of Paramedical Sciences, Shahid Beheshti Medical University, Tajrish, Tehran, Iran)

8AA5 The effect of personality traits on academic achievement
Eui Ryoung Han*, Sun A Oh, Eun Kyung Chung, Young Jong Woo, Kwang Il Nam, Jung Ae Rhee, Ho Cheol Kang, Taek Won Kang (Chonnam National University Medical School, Gwang-ju, Republic of South Korea)
How 3rd year pre-clinical medical students spend their leisure in self-study and recreational activities. A study in the biggest pre-clinical medicine teaching center in Thailand
S Srisangkawet*, J Leowongjaroon (1Mahidol University, Department of Pathology, Faculty of Medicine Ramathibodi Hospital, Bangkok, Thailand; 2Ministry of Public Health, Bureau of Epidemiology, Department of Disease Control, Nonthaburi, Thailand)

Tutoring scientific subject matter in students’ mother tongue
AJN Louw*, M De Villiers, M van Heusden (Stellenbosch University, Faculty of Health Sciences, Tygerberg, South Africa)

Medical students’ conceptions about the role of medical education in supporting professional identity
H Hakama, E Österholm-Matikainen, M Mikkilä-Erdmann, P Kääpä, P Kroqvist, A-L Koivisto (1University of Turku, Faculty of Education, Turku, Finland; 2University of Turku, Faculty of Medicine, Medical Education Research and Development Centre, Turku, Finland)

Self evaluation on emotional intelligence (EI) in medical students attending enneagram workshop
T Srichan (Lampang Medical Education Center, Lampang Hospital, Lampang, Thailand)

Resilience: Its Place in the Student Journey
I Ahmed*, S McLeod*, M Carrier, V Cook (Institute of Health Sciences Education, Barts and the London School of Medicine and Dentistry, London, UK)

Attitude Toward Homosexual Persons in Health Sciences Students
J Moral*, A Valie*, F Saenz*, E Martinez*, D Arcos*, L Robles*, R Trevico (1Universidad Autónoma de Nuevo León, Facultad de Psicología, Monterrey, NL, México; 2Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico)

Comparing gender awareness in Swedish first- and last-term medical students – results from a questionnaire
S Diderichsen*, J Andersson, E E Johansson, P Verdonk, A Lagro-Janssen, K Hamberg (1Umea University, Public Health and Clinical Medicine, Family Medicine, Umea, Sweden; 2Maastricht University, Social Medicine, Maastricht; 3Radboud University Nijmegen Medical Centre, Primary Care, Nijmegen, the Netherlands)

First clinical experiences of medical students: the influence of age, gender, former experiences, personality and coping on situational behavior and learning outcomes
E Helmich*, S Bolhuis, R Laan, R Koopmans, J Prins (Radboud University Nijmegen Medical Centre, Department of Primary and Community Care, Nijmegen, the Netherlands)

A Systematic Educational Program to Promote the Spirit of Study
H Kanatsuka*, S Ishii, J Kameoka (Tohoku University School of Medicine, Office of Medical Education, Aoba-ku, Sendai, Japan)

Nursing Students’ Experiences of Nursing Profession
F Gholami Motlagh*, M Karimi, M Hasanpour*, Sh Hasanpour (1Isfahan University of Medical Sciences, Faculty of Nursing and Midwifery, Isfahan, Iran; 2Tehran University of Medical Sciences, Tehran, Iran)

Students’ attitude toward teacher-student relationship in the College of Medicine, Erbil, Iraq
A M Saleh (Hawler Medical University, College of Medicine, Erbil, Iraq)

Roles of Speech Therapy Teachers – Opinions of Students
MTH Fukuda*, RCS Kuroishi, CE Piccinato, MLV Rodrigues (Medical School of Ribeirao Preto, Curso de Fonoaudiologia, University of Sao Paulo, Ribeirao Preto, SP, Brazil)

The influence of assessment in the learning priorities among medical students
F J Candido dos Reis*, R V Gontijo Melo, A S Araujo (Faculdade de Medicina de Ribeirao Preto, Ribeirao Preto, Brazil)
POSTERS: Staff Development

Chairperson: Francois Cilliers (South Africa)
Location: Hall A

1600-1745 8BB

8BB1 Tutor perception and learning transfer in clinical practice after a training course
L Garrino*, V Recchia, S Gregorino, M G Teriaca, P Massariello, V Dimonte (V Locuratolo Undergraduate Nursing Courses, University of Turin, Italy)

8BB2 Teaching dialogues across professional boundaries for improved quality of clinical education
M Forsberg Larm*, E Ehrenborg, M Silvestri, A Wernerson, A Kiessling (Karolinska Institutet, Centre for Clinical Education, Stockholm Sweden)

8BB3 Evaluation of a unique modular faculty development workshop methodology that meets diverse learner needs: A case study from ACT
D Panisko*, M Lam-Antoniades, Y Rahim, S Mehta, M Bell, J Thuill-Freedman, K Leslie (Departments of Medicine, Family and Community Medicine, Paediatrics, and the Centre for Faculty Development, University of Toronto, Canada)

8BB4 De Galan model: a simple and effective tool for faculty development
A Lugthart*, B Nuijens, A van Langen, E van der Maat, JM Wagter (Medical Centre Alkmaar, Foreest Medical School, Alkmaar, The Netherlands)

8BB5 Improving faculty development program in Iran: An action research on changing the policy in a medical science university
Mahast Alizadeh*, Changiz Gholipour, Abolghasem Amini, Jafarsadegh Tabrizi, Reza Ghafari (Education Development Center, Medical Education Research Center, Tabriz University of Medical Sciences, Tabriz, Iran)

8BB6 EduMedUEM: Blog as a Channel for Discussion on Medical Education
R Z Esteves (Universidade Estadual de Maringá, Departamento de Medicina, Maringá, Brazil)

8BB7 Successful training of professors in the Instituto Mexicano del Seguro Social
M Larios*, A Lifshitz, R Galdúoz (Instituto Mexicano del Seguro Social, Coordinación de Educación en Salud, México)

8BB8 Quality improvement of MUMS assessment system through CE programmes
J Sarabadani*, H Gholami, N Zarghi (Mashhad University of Medical Sciences, Education Development Center, Mashhad, Iran)

8BB9 An Accredited Learning Programm for Postgraduate Multiprofessional Family Care Tutors
I Bermúdez*, C Barros, I Casas, F Forja (Postgraduate Multiprofessional Family Care Training Unit, Distrito de Atención Primaria Bahía de Cádiz - La Janda, Public Andalusian Health System, Cádiz, Spain)

8BB10 One year outcomes of a mentoring scheme for female academics: A pilot study at the Institute of Psychiatry, King’s College London
R Dutta1, S L Hawkes1, E Kuipers1, D Guest2, N T Fear1, A C Iversen*1 (1King’s College London, Institute of Psychiatry; 2King’s College London, Department of Management, London, UK)

8BB11 Strategic action program for the creation of faculty development at Universidade Federal Fluminense, Brazil
C Barreto*, G Teixeira* (Universidade Federal Fluminense, Departamento de Imunobiologia, Niterói, Brasil)

8BB12 Teching postgraduate students in-room or on-line: How do the two modes compare?
Phillip Evans (School of Medicine, University of Glasgow, UK)

8BB13 The journey from Quality Assurance to Quality Enhancement
Alyson Quinn (Warwick Dentistry, University of Warwick, Coventry, UK)

8BB14 Microteaching for bed-side lessons: A new training method for clinical teachers
M Yamawaki*, Y Momohara, M Takahashi, S Ooka, Y Tanaka (Kyoto Prefectural University of Medicine, Department of Medical Education & Primary Care, Kyoto, Japan)
8BB15  Faculty development programme: perceptions of FAIMER's participants
M Sakai1, F Campos2, A Haddad3, S Brenelli1, M Salles1,4, K Santos1 (*State University of Londrina, Londrina-Parana, Brazil; 2Federal University of Minas Gerais, Belo Horizonte - Minas Gerais, Brazil; 3Ministry of Health of Brazil, Brazil; 4HUTec Foundation, Londrina - Parana, Brazil)

8BB16  10 years' Competence Network Teaching in Medicine Baden-Wuerttemberg. Success in medical teaching through concentration, cooperation, and coordination
M Lammerding-Koeppel1, S Biller2, C Grab3, J Juenger1, U Obertacke1, H Klueter1 (*University of Tuebingen, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, Tuebingen, Germany; 2University of Freiburg; 3University of Ulm; 4University of Heidelberg; 5University of Mannheim, Germany)

8BB17  A developmental process for Training Programme Directors (TPDs) -- the Postgraduate Deanery for Kent, Surrey and Sussex (KSS) experience
Kevin Kelleher, on behalf of KSS Deanery (KSS Deanery, London, UK)

8BB18  Translation Excellence - Best Practices of the Medical Council of Canada
R Lee*, AP Boulais, T Rivard, R Wassef (Medical Council of Canada, Ottawa, Ontario, Canada)

8BB19  Vertical Integration of teaching and learning in General Practice
M-L Dick1, D King4, J Buckley2, S Garside3, T Janamian1, M Henderson1, G Kelly4, G Mitchell1 (*Discipline of General Practice, University of Queensland, Royal Brisbane & Womens Hospital, Brisbane, Australia; 2Central and Southern Training Consortium, Brisbane, Australia)

8BB20  The role of the School of Paediatrics: building a community of practice
J Ross*, F Cunningham (Specialty School of Paediatrics, London Deanery, London, UK)

8BB21  Are German contributions to AMEE increasing over time?
M Fischer*, F Schöppe, M Zupanic (Witten/Herdecke University, Faculty of Health, Institute for Teaching and Educational Research in Health Sciences, Witten, Germany)

1600-1745  8CC  POSTERS: Curriculum Transition/Topics in the Curriculum
Chairperson: Janke Cohen-Schotanus (Netherlands)
Location: Hall A

8CC1  Final Year Medical Students' Confidence of Transition from Student to Doctor
Meijinee Densiriwiwat*, Kosa Sudhorm (Pediatric Department, Buddhachinaraj Medical Education Center, Faculty of Medicine, Naresuan University, Phitsanulok, Thailand)

8CC2  The correlation of academic performance of medical students on the period from undergraduate year (UGY) to postgraduate year (PGY)
Yu-Pao Hsu1,2,3, Jen-Feng Fang1,2, L-Shih-Tseng Lee1,4,5 (*Trauma and Emergency Surgery Division; 1Department of Medical Education; 2Department of General Surgery; 3Department of Neurosurgery; Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan)

8CC3  Do Student Assistantships Help Prepare Final Year Medical Students to Manage Acute Patients?
Sarbpreet Sihota*, David Blaney, Andrew Brown (Hull York Medical School, Hull and York, UK)

8CC4  To what extent are medical school & postgraduate curricula vertically aligned in the area of ECG interpretation?
J Williams*, V Brazil1, J Schafer (1Department of Emergency Medicine, Royal Brisbane and Women’s Hospital, Brisbane, Australia; 2School of Medicine, University of Queensland, Brisbane, Australia)

8CC5  The lasting effects of a short course to bridge the gap between medical school and medical practice
C Matheson*, D Matheson (*Faculty of Education, Open University, Milton Keynes, UK; 2University of Nottingham, Medical Education Unit, Nottingham, UK)

8CC6  Multidisciplinary Occupational Health Services Administration (MOHSA) Training Program: From task to competency
I Durante-Montiel1, R Nava-Hernández2, A Morales-y-Favela2, G Sánchez-Rivera1, L Macedo-de-la-Concha1, A Magaca-Díaz1, G Haself-Coffier1, M Lecero-Jiménez2, B Vildés-Sánchez (1UNAM, Facultad de Medicina. Mexico City, Mexico; 2PEMEX, Occupational Health. Mexico City, Mexico)
Main Teaching Strategies for Sophomore Students in The School of Medicine: Comparative Study of Three Generations
W Reyes*, J Tapia, J L Jiménez, C Ceca (University National Autónoma of México, School of Medicine, Surgery Department, Mexico)

Reduced Time Does Not Always Decrease Pediatric Knowledge Achievement
K Tangnararatachatik*, A Limuswan, C Khashem, R Boonsri, H Chairusmee (Department of Pediatrics, Faculty of Medicine, Ramathibodi Hospital, Mahidol University, Bangkok, Thailand)

The effectiveness of a 1-week camp an experiential and supplemental curriculum in medical education in Taiwan
P K Yip*, W C Ouyang, H C Fung, C Y Chen, W C Yeh (1Ping-Keung Yip, School of Medicine Fu-Jen Catholic University, Hsin-Chuang District, New Taipei City, Taiwan; 2Department of Geriatric Psychiatry, Jianan Mental Hospital, Tainan, Taiwan)

Teaching pediatrics to non-physicians: Lessons from designing a pediatric curriculum for dental students in Singapore
CWT Lim*, YYB Mok, K Foong, SH Quak, DYT Goh, DD Samarasekera (1National University of Singapore, Yong Loo Lin School of Medicine, Department of Paediatrics, Singapore; 2National University of Singapore, Faculty of Dentistry, Singapore; 3National University of Singapore, Yong Loo Lin School of Medicine)

Surveying Educational Needs for a Palliative Care Medicine Course in Family Medicine Diploma at the Post Graduate Training Center of Family Medicine in Ministry of Health (MOH), Saudi Arabia
Sami Ayed Alshammary*, Pippa Hawley, Fyles Gillian (Palliative Care, UBC, Vancouver, BC, Canada)

Impact of a 2-hour Multi-Approach-Palliative Care Class on Knowledge, Attitudes and Behavior in Fifth-Year Medical Students in Ramathibodi Hospital
W Taburee*, D Jaturapatporn*, S Ratanasiri (1Department of Family Medicine, Ramathibodi Hospital, Mahidol University, Bangkok, Thailand; 2Section for Clinical Epidemiology and Biostatistics, Research Centre, Ramathibodi Hospital, Mahidol University, Bangkok, Thailand)

Teaching of substance misuse in the undergraduate medical curriculum
A Chaytor*, C Goodair (1School of Medicine and Health, Durham University, Thornaby, Stockton-on-Tees, UK; 2ICDP, St George’s Hospital, University of London, UK)

Developing a Hypertension Management Course for Residents
M Elcin*, O Odabasi, NB Basusta (Hacettepe University Faculty of Medicine, Department of Medical Education and Informatics, Sihhiye - Ankara, Turkey)

Does an Undergraduate Anaesthetic Attachment Achieve Anything? A UK Perspective
M O’Connor*, DJA Vaughan, NM Sabir (Harrow, Middlesex, UK)

Development of a Patient Decision Aid For Women 70 Years and Older With Stage I, Hormonally Sensitive, Breast Cancer Considering Adjuvant Treatment Post-Lumpectomy
Jennifer Wong, Laura D’Alimonte*, Jan Angus, Larry Paszat, Kelly Metcalfe, Tim Whelan, Hilary Llewellyn-Thomas (Department of Radiation Oncology, Odette Cancer Centre, Sunnybrook Health Sciences Centre, University of Toronto, Ontario, Canada)

Effectiveness of an educational intervention with multimedia support to the heart failure patient at hospital discharge: an RCT
B Banchio*, C Ruffinengo*, S Calabrese, PE Quispe Arce, E Millo, F Speranza, V Dimonte (1Human Resource Development, ASOU San Giovanni Battista, University of Turin Undergraduate Nursing Course, Turin, Italy; 2Human Resource Development, ASOU San Giovanni Battista, University of Turin Undergraduate Nursing Course, Turin, Italy)

Evaluating ‘REACT’: a pilot patient safety and human factors training course
C Hawe*, R Corry, M Morrow (Northern Ireland Clinical Simulation Centre, Craigavon Area Hospital, Northern Ireland, UK)

Study of knowledge, skills and attitudes of medical students and practitioners about Mind and Body Medicine
Abdollah Omid*, Seyed Gholam Abbas Moosavi, Zahra Saedi, Reihane Ostad Zadeh (Kashan University of Medical Sciences, Faculty of Medicine, Kashan, Iran)

Delivering as Promised in an Outcome-based curriculum
Hla-Yee-Yee, Wai Phyo Win (The International Medical University, Kuala Lumpur, Malaysia)
1600-1745 8DD  SECRETS OF SUCCESS 6
Location: Hall A

8DD1  Sharing resources in contemporary Medical Education: Challenges and solutions from the mEducator project
P D Bamidis1, M Nikolaidou2, C Bratsas1, E Mitsopoulou2, C Balasubramaniam2, S Dietze1, A Salva1, D Giordano, T Poulton1 (1Aristotle University of Thessaloniki, Medical School, Thessaloniki, Greece; 2University of London, St George’s Medical School, eLearning Unit, UK; 3The Open University, KMI, Milton Keynes, UK; 4MEDTING LTD, Mallorca, Spain)

8DD2  The virtual masterclass: an online, collaborative approach to specialist training in haematology
J Strivens*, CH Toh (The University of Liverpool, Centre for Lifelong Learning, Liverpool, UK)

8DD3  Using interactive characters (avatars) to create social intelligence on online learning environments
K Jurd* (Toowoomba Hospital, Medical Education Unit, Toowoomba, Queensland, Australia)

8DD4  Community Precepting On Demand (CPod): Integrating mobile learning into a faculty development infrastructure
P Spanos*, D Carter-O’Gorman, M Singh (Case Western Reserve University School of Medicine, Foundations of Clinical Medicine, Cleveland, OH, USA)

1800-1915  AMEE President’s Reception (invite only)
Restaurant Club

1800-1915  AMEE International Liaison Reception (invite only)
Restaurant Brasserie

1815-2000  PRIVATE MEETINGS (invite only)
AMEE eLearning Committee  Business Suite 1
AMEE Postgraduate Committee  Business Suite 4
AMEE Research Committee  Business Suite 2
Imperial Virtual Patient  Schubert 6
IMEX Board  Business Suite 3
WEDNESDAY 31 AUGUST

0745-1545 Registration desk open
Location: Hall A Foyer, RMW

0800-1300 Exhibition Open
Location: Hall A

SESSION 9: SIMULTANEOUS SESSIONS

0815-1000 9A SYMPOSIUM: Delivering the Curriculum of the Future
Panel: Trudie Roberts (University of Leeds, UK); Cees van der Vleuten (Maastricht University, Netherlands) (Co-chairs)
Location: Hall A

0815-1000 9B SYMPOSIUM: Gender in Medical Education: An international perspective on what, why and how
Panel: Susan Phillips (Queen’s University, Kingston, Canada) (Chair); Joke Haafkens (University of Amsterdam, Netherlands); Katarina Hamberg (Umeå University, Sweden); Antoine Lagro-Janssen (Radboud University, Nijmegen, Netherlands); Patrick Dielissen (Radboud University, Nijmegen, Netherlands)
Location: Strauss 1

0815-1000 9C SHORT COMMUNICATIONS: Curriculum Management and Change
Chairperson: Martin Lischka (Austria)
Location: Strauss 2

0815-0830 9C1 The role of EDUs in the process of curriculum transformation
M Kayyal*, T Gibbs (’Damascus University, Head of Centre for Quality Assurance, Damascus, Syria; WHO / AMEE Consultant in Medical Education, Dundee, UK)

0830-0845 9C2 A Preliminary Report from the Medical Council of Canada Assessment Task Force
O Casiro¹, T Themam¹, M I Bowmer²* (¹Faculty of Medicine, University of British Columbia, Victoria, Canada; ²College of Physicians and Surgeons of Alberta, Edmonton, Canada; ³Medical Council of Canada, Ottawa, Canada)

0845-0900 9C3 Planning the implementation of competence-based medical education in Indonesia: a nation-wide reform
Titi Savitri Prihatiningsih Damardjati (Department of Medical Education, Faculty of Medicine, Universitas Gadjah Mada, Sekip Utara, Yogyakarta / Ministry of National Education, Indonesia)

0900-0915 9C4 Reasons for the increase in clinical simulation centers for medical student training in Central Europe
M Fandler*, HP Dimai² (¹Medical University of Graz, Clinical Skills Center, Graz, Austria; ²Medical University of Graz, Department of Internal Medicine, Graz, Austria)

0915-0930 9C5 Huge increase of faculty – are they good?
S Dube*, N Cairlin, R Gagnon, A Qazi, M Jolivet (CEPASS, Faculty of Medicine, University of Montreal, Canada)

0930-0945 9C6 To teach or not to teach? Factors that motivate Emergency Medicine Physicians to teach medical students
E Cochran Ward¹*, E Bassett¹, K Garlan², L Klein³, J Kwan³* (¹The University of Sydney, Sydney Medical School, Westmead, Sydney, NSW, Australia; ²The University of Sydney, Sydney Medical School - Office of Medical Education, Sydney, Australia)
0945-1000 9C7 Academic leadership in Medical Universities: An Iranian approach
Ali Bikmoradi, Italo Masiello (Hamadan University of Medical Sciences, Medical Management Department, School of Nursing & Midwifery, Hamadan, Iran)

No Discussion

0815-1000 9D SHORT COMMUNICATIONS: Junior Doctor as Teacher
Chairperson: Michael Brookman (UK)
Location: Strauss 3

0815-0830 9D1 Teaching activity of psychiatry trainees in Europe: is a national curriculum important?
I Nwachukwu, M Casanova Dias, N Masson, F Riese, S Jauhar (Cavan General Hospital, Co Cavan, Ireland; South London and Maudsley NHS Foundation Trust, London, UK; Gartnavel Royal Hospital, Glasgow, UK; Psychiatric University Hospital, Zurich, Switzerland; Sackler Institute of Psychobiology)

0830-0845 9D2 Exploring the influence of a module in teaching and learning on family physician trainees
Marietjie de Villiers, Francois Cilliers, Nicoline Herman, Francois Coetzee, Klaus von Presentin, Martie van Heusden (Faculty of Health Sciences, Tygerberg, Cape Town, South Africa)

0845-0900 9D3 How does a near-to-peer finals revision program for Objective Structured Clinical Examination (OSCE) affect students’ perceptions, expectations and worries?
M S Rashid, O Sobowale, D Gore (Stockport NHS Foundation Trust, Stockport, UK; Salford Royal NHS Foundation Trust, Salford, UK; University Hospitals of Morecombe Bay NHS Foundation Trust, Lancaster, UK)

0900-0915 9D4 A New Spin on Vertical Integration
Z Farah, N Parvizi (Department of Undergraduate Medical Education, Imperial College London, Northwick Park Hospital, Harrow, Middlesex, UK)

0915-0930 9D5 Utilising junior doctors as simulation facilitators for medical students
G Walker, N Tan (Simulation Centre, Royal Free Hampstead NHS Trust, London, UK)

0930-0945 9D6 Improving confidence in teaching: a trainee-led teaching programme
Y Z Chiang, K T Tan, A Robinson, A Trehan (Salford Royal NHS Foundation Trust, Manchester, UK; Royal Liverpool and Broadgreen University Hospitals NHS Trust, Liverpool, UK)

0945-1000 9D7 Junior Physician Educators
Jeroen Steenmeijer, Foppe Wiersma, Anke Risselada, Paulien Ellerbroek, Olle ten Cate (University Medical Center Utrecht, Netherlands)

No Discussion

0815-1000 9E SHORT COMMUNICATIONS: Assessment and the OSCE
Chairperson: Michaela Wagner-Menghin (Austria)
Opening Discusssant: to be announced
Location: Lehar 3-4

0815-0830 9E1 The application of a unified validity framework to the development of a new high-stakes objective structured clinical examination (OSCE)
K Breithaupt, T J Wood, M Roy (Medical Council of Canada, Ottawa, ON, Canada)

0830-0845 9E2 Preparation for a large scale OSCE: Experience in Thailand
W Sumawongs, B Sathapatanavongs, S Kobwanthanakun, P Yamwong (Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand; Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand)

0845-0900 9E3 Digital assessment of radiological skills with digital multi-dimensional images in medical education
C J Ravesloot, M F van der Schaaf, K L Vincken, Th J ten Cate, JJP van Schaik (Radiology department, UMC Utrecht, The Netherlands; Educational sciences, University Utrecht, The Netherlands; Image Sciences Institute, UMC Utrecht, The Netherlands; Center for Research and Development of Education, UMC Utrecht, The Netherlands)
0900-0915  9E4  Educational Model for Remediation in the Clinical Skills Arena
L Frasca, F Rawlins, D Tooke-Rawlins* (Edward Via College of Osteopathic Medicine, Simulation and Technology Center, Blacksburg VA, USA)

0915-0930  9E5  Developing an Integrative Basic Science OSCE for Second-Year Medical Students
Nancy Heine*, Jimmy Beck, Anissa LaCount, Hansel Fletcher, Loretta Johns, Leonard Werner (Clinical Skills Education Center, Loma Linda University School of Medicine, Loma Linda, CA, USA)

0930-0945  9E6  Preparing Objective Structured Clinical Examinations: lessons learnt for examiners
Asty Amalia (Medical Faculty Hasanuddin University, Medical Education Department, Sulawesi Selatan, Indonesia)

0945-1000 Discussion

0815-1000  9F  SHORT COMMUNICATIONS: Rural Education
Chairperson: David King (Australia)
Opening Discussant: Jim Rourke (Canada)
Location: Lehar 1

0815-0830  9F1  Evaluating The Impact of Medical Education initiatives on Healthcare service in a small rural town
B Thomson*, P Knight, J N Hudson (Graduate School of Medicine, Uni of Wollongong, NSW, Australia)

0830-0845  9F2  Preparedness for Rural Practice: Does Rural Origin Matter?
O Szafrański*, R Crutcher1, W Woloschuk2, D Myhre3, J Konkin4, J Fralick5 (*University of Alberta, Department of Family Medicine, Edmonton, Canada; 1University of Calgary, Department of Family Medicine, Calgary, Canada; 2University of Calgary, Undergraduate Medical Education, Calgary, Canada)

0845-0900  9F3  The importance of being out there: Teaching integrated clinical medicine in a rural prehospital observation unit
E H Ofstad1, K G Skodvin2, A K Forshoi3, M Edwardsen3, N Bentzen3, J J Aaraas5, T Anvik5 (*Nordlandssykehuset County Hospital, Bodoe, Norway; 2Saltdal Health Centre, Rognan, Norway; 3Steigentunet Health & Nursing Centre, Leinesfjord, Norway; 4University of Tromsoe, Faculty of Health Sciences, Tromsoe, Norway; 5University of Tromsoe, Norway)

0900-0915  9F4  Real community exposure enhances insight into being a rural doctor
S Pongudom*, S Raiyawa (Amphur Muang, Udonthani Province, Thailand)

0915-1000 Discussion

0815-1000  9G  SHORT COMMUNICATIONS: Outcome Based Education
Chairperson: Peter Harris (Australia)
Location: Lehar 2

0815-0830  9G1  Defining development paths of competencies in a new competency-based curriculum at Faculty of Medicine of Université de Montréal (UdeM)
L G Ste-Marie*, M Chaput, P Lebel, N Fernandez, B Cote, N CAire Fon, J Ayoub, C Bourdy, E Drouin, O Jamouli, Y Lajeunesse, G L’Esperance, A Boucher (Université de Montréal, Faculty of Medicine, Centre de pédagogie appliquée aux sciences de la santé (CPASS), Montreal, Canada)

0830-0845  9G2  Reinforcing and Making Learning Objectives Fun for Students
Nancy Bauer*, Janice Johnson*, Charles Seidel* (Ross University, Freeport, Grand Bahama, The Bahamas)

0845-0900  9G3  Implementing Competencies: Adoption of the CanMEDS competency framework in Canadian residency education 2001-2009
J R Frank*, C Abbott, G Bourgeois, S Hyde, A C Lee2 (*The Royal College of Physicians and Surgeons of Canada; 2Department of Emergency Medicine, University of Ottawa, Canada)

0900-0915  9G4  Use of a competency framework to improve continuing veterinary education in low income countries
J D Harvey, J Subirana*, C E Reix (The Brooke, London, UK)
Which competencies are most needed to perform a task? Linking CanMEDS roles to tasks and activities of medical specialists
P Remmelts*1, H B Bakker2, I S Dijkstra3, J A Mooij4, J Pols5 (*Wenckebach Institute, University Medical Center Groningen, University of Groningen, The Netherlands; 2Department of Neurosurgery, University Medical Center Groningen, University of Groningen, The Netherlands)

Delineating medical graduate competencies to better utilise clinical training placements
A Carmichael1, M Hourn2 (*Office of the Dean, Faculty of Health Science, University of Tasmania, Australia; 2Medical Deans Australia and New Zealand, c/- University of Sydney, Australia)

Qualities Dutch and German clinical educators find important before trusting medical graduates with critical activities
M Wijnen-Meijer1, K Nillesen1, M F van der Schaaf4, S Harendza3, Th J ten Cate1 (*Center for Research and Development of Education, University Medical Center Utrecht, The Netherlands; 4Department of Pedagogical and Educational Sciences, Utrecht University, The Netherlands; 3University Medical Center Hamburg-Eppendorf, Germany)

No Discussion

SHORT COMMUNICATIONS: Peer Assessment
Chairperson: to be announced
Opening Discussant: Nicholas Glasgow (Australia)
Location: Stolz 1

Evaluation of Peer Assessment in Long Case Clinical Examinations
A Burgess*, K Black, C Roberts, R Chapman, C Mellis. (The University of Sydney, Central Clinical School RPAH, Sydney Medical School, Royal Prince Alfred Hospital, Camperdown, NSW, Sydney, Australia)

Peer assessment for undergraduate medical students – introducing the concept in Problem Based Learning
E H Muir*, S Powell* (School of Public Health, Imperial University, UK)

Evaluation of peer assessment as an alternative teaching method in rheumatological examination skills in the final medical year
M Morris*, H Dollahite, H Dolphin, L Kelly, J Noh, K O’Reilly (School of Medicine/Clinical Medicine, Chemistry Building, Trinity College, Dublin, Ireland)

Peer assessment: development of a framework to construct valid MCGs for formative assessment
J Burke, C Ditchfield*, M A Flynn (College of Medical, Veterinary & Life Sciences, University of Glasgow, UK)

Peer assessment of competencies: Barriers to accuracy
R D Havyer*, D A Reed (Mayo Clinic College of Medicine, Rochester, MN, USA)

What your peers think: Faculty and student perspectives with incorporating peer assessments as part of the teaching and learning for simulation sessions of the clinical practicum course
L Di Prospero*, K Dawdy1, M Peacock1, M McGiffin1, K Moline12 (*Odette Cancer Centre, Radiation Therapy, Sunnybrook Health Sciences Centre, Toronto, Ontario, Canada; 1Department of Radiation Oncology, University of Toronto, Canada)

RESEARCH PAPERS: Professionalism/The Teacher
Chairperson: Larry Gruppen (USA)
Location: Stolz 2

Questioning the professional nursing care in Indonesia: A qualitative study
Herkutanto1, AP Susilo*2 (*Department of Forensic Medicine, Faculty of Medicine University of Indonesia / Clinical Forensic Department, Jakarta, Indonesia; 2Graduate School of Clinical Pharmacy, Faculty of Pharmacy, University of Surabaya, Indonesia)
0835-0855  9I2  Unprofessional Behavior Triggers for Progress and Promotions Committees Actions
S Santer*1,2, E Petrusa1, R Hemphill1  (1Emory School of Medicine; 2Vanderbilt School of Medicine, USA)

0855-0915  9I3  Models for prospective identification of underprepared students
I Kislaya*, M Portela, M J Costa (University of Minho, School of Health Sciences, Braga, Portugal)

0915-0935  9I4  Students’ excuses for not responding to unprofessional situations
Mirabelle Schaub-de Jong*, Janke Cohen-Schotanus2, Marian Verkerk1 (1Department of Speech and Language Therapy, Academy of Health Sciences, Hanze University Groningen, Center for Applied Research and Innovation in Health Care and Nursing, the Netherlands; 2University Medical Center Groningen, the Netherlands)

0935-0955  9I5  Faculty development in the context of educational change: The role of teacher communities
Thea van Lankveld* (Centre for Educational Training, Assessment and Research (CETAR), VU University Amsterdam, the Netherlands)

0955-1000  Discussion

0815-1000  9J  SHORT COMMUNICATIONS: Simulation in Practice
Chairperson: Martin Fischer (Germany)
Opening Discussant: Ross Scalese (USA)
Location: Schubert 1

0815-0830  9J1  Experiences with a simulated learning environment – the SimuScape©
A L Thies1, I Haulsen2, B Marschall2, H Friederichs*2  (1University of Muenster, Studienhospital, Muenster, Germany; 2Fraunhofer-Institute for Computer Architecture and Software Technology, Berlin, Germany; 3University of Muenster, Institute of Medical Education - IfAS, Muenster, Germany)

0830-0845  9J2  Multidisciplinary Trauma Call Simulation – a first in the UK
S Monkhouse, S Jonas, H Nagaswaren, C Rodd (Presenter: J Bennett) (Gloucestershire Royal Hospital, Bristol, UK)

0845-0900  9J3  From screen based simulation to Simman based simulation – does it improve systemic approach to critical incidents for new trainees in Anaesthesiology?
K Mukherjee*, M Shah* (Medway NHS Foundation Trust, Department of Anaesthetics, Gillingham, Kent, UK)

0900-0915  9J4  Force Sensing Simulator for Arthroscopic Skill Testing in Orthopaedic Knee Surgery
M E LeBel*1, A Escoto2, A L Trejos2, M D Naish1, RV Patel2  (1Fowler-Kennedy Sport medicine Clinic, University of Western Ontario, London (Ontario), Canada; 2Canadian Surgical Technologies & Advanced Robotics (CSTAR), London (Ontario), Canada)

0915-0930  9J5  The variability of innate ability and skills of medical students during learning experience with a laparoscopic surgery simulator
G Kobayashi1, T Saito1, T Fukushima1, T Yanagida1, A Sugawara1, Y Moroi1, T Fukushima1, K Ishikawa*1  (1Center for Medical Education and Career Development; 2Department of Surgery I; 3Surgery II; 4Urology, Fukushima Medical University, Japan)

0930-1000  Discussion

0815-1000  9K  SHORT COMMUNICATIONS: International Collaborations in Medical Education
Chairperson: Emmanuel Cassimatis (USA)
Opening Discussant: David Wilkinson (Australia)
Location: Schubert 2

0815-0830  9K1  Country-to-Country Variation in Item Difficulty on the 2010 English-Language Version of the International Foundations of Medicine (IFOM) Clinical Science Examination
D Swanson*, K Holtzman, I Grabovsky, J Phebus, K Angelucci, L Pannizzo (National Board of Medical Examiners (NBME), Philadelphia, PA, USA)
Using simulated clinical skills teaching as a catalyst for educational change: The Iraq-Kurdistan/Cardiff DelPHE project
S E Williams*, B J Jenkins, L A Talat, N Issadin (1Division of Medical Education, Cardiff University, Cardiff, UK; 2Hawler Medical University, Erbil, Kurdistan, Iraq)

Creating a postgraduate Family Medicine program in Ethiopia: An international collaboration
J Philpott*, A Alem, N Byrne, M Derbew, C Haq, E Nicolle, C Pain, K Rouleau (Department of Family and Community Medicine, University of Toronto, Ontario, Canada)

Supporting medical education in Somaliland through an international partnership
C Lande*, J Rees, A Leather (King’s College London School of Medicine, Global Health Offices, Weston Education Centre, London, UK)

Supporting transformational change of Medical Education in Malawi
D Dewhurst*, H Cameron, N Turner, R Ward, M Beggs, E Borgstein (1University of Edinburgh, College of Medicine and Veterinary Medicine, Learning Technology Section, Edinburgh, UK; 2University of Malawi, College of Medicine, Malawi)

Knowledge transfer on health care systems in an interprofessional curriculum based on real patient cases
D Tolks*, M Hofmann, M R Fischer (Institute for Teaching and Educational Research in Health Sciences, University Witten/Herdecke, Witten, Germany)

0815-1000 SHORT COMMUNICATIONS: Selection for Medicine
Chairperson: Margot Weggemans (Netherlands)
Opening Discussant: David Prideaux (Australia)
Location: Schubert 3

Effects of the introduction of a cognitive admission test on medical students performance
H G Kraft*, C Lamina, C Wild, T Kluckner, N Mutz, W M Prodinger (1Medical University of Innsbruck, Department of Human Genetics, Innsbruck, Austria; 2Medical University of Innsbruck, Division for Information-Communication-Technology, Innsbruck, Austria; 3Medical University of Innsbruck, Division for Teaching, Austria)

Relationship between intelligence quotient (IQ) and academic performance in undergraduate male medical students

Changing Times for Student Admission: The German Aptitude Test for Medical Studies 2007-2011
M Kadmon*, G Kadmon (Heidelberg University School of Medicine, Heidelberg, Germany)

Diversification of electronic assessment in veterinary medicine
J P Ehlers*, E Schaper, K-H Windt, S Aboling, A Tipold (University of Veterinary Medicine Hannover, Germany)

Student selection criteria at Witten/Herdecke University: Qualitative and quantitative perspectives
J Fricke*, M Hofmann, M Zupanic, D Bauer, M Fischer (Witten/Herdecke University, Faculty of Health, Department of Medicine, Witten, Germany)

First-year medical students’ mental health status during the final examination of two difference selection processes
MSB Yusoff*, AFA Rahim, AA Baba, SB Ismail, AR Esa (1Medical Education Department; 2School of Medical Sciences, Universiti Sains Malaysia)
0815-1000 9M  SHORT COMMUNICATIONS: Approaches to Staff Development
Chairperson: Angel Centeno (Argentina)
Opening Discussant: Ivan Silver (USA)
Location: Schubert 4

0815-0830 9M1  The role of role play in a faculty development program – a randomized controlled study
J Johansson*, 1, K M Skeff, 2, G A Stratos* 1 (Uppsala University, Department of Surgical Sciences - Anesthesiology & Intensive Care, Uppsala, Sweden; 2Stanford University, School of Medicine, USA)

0830-0845 9M2  A new faculty development approach for PBL tutors: self-reflection and peer-feedback improve teaching skills
A Baroffio*, 1, N Ammar, 1, G Garcia-Gabay, 1, P A Bischof, 1, W J W James (University of Geneva Faculty of Medicine, Unit for Development and Research in Medical Education, Geneva, Switzerland;
2University of Geneva Faculty of Medicine, Department of Pathology and Immunology, Geneva, Switzerland; 3University of Geneva, Switzerland)

0845-0900 9M3  Pedagogical writing club – support for teachers’ scholarship of teaching
E Pyörälä*, A Toivonen (Research & Development Unit for Medical Education, University of Helsinki, Faculty of Medicine, Helsinki, Finland)

0900-0915 9M4  Simulation Instructor Training: Can One Afternoon be Enough?
H Kadim*, 1, S Hyslop*, 1, C Richmond, 2, S O’Regan*, 1, A Rehak*, 1, L Watterson*, 1, M Fisher* 1 (Sydney Clinical Skills and Simulation Centre, Sydney, Australia; 2Royal, North Shore Hospital, Clinical Review and Improvement Service, Sydney, Australia; 3Royal North Shore Hospital, Intensive Care Unit, Sydney, Australia)

0915-0930 9M5  Online course on Web2.0 educational applications for staff development
ECW Torfs*, 1, AP Rozendaal, 1, F Slond, 1, EA Langewis, 1, LO van der Plank, 1, N Zupancic Brouwer, 1, JM van der Loo, 1, D Townsend, 1, PJ Dekker, 1 (University Medical Center Utrecht, The Netherlands; 2University of Amsterdam, The Netherlands; 3Eindhoven University of Technology, The Netherlands; 4University of Maastricht, The Netherlands; 5University of Applied Sciences of Amsterdam, The Netherlands)

0930-1000 Discussion

0815-1000 9N  WORKSHOP: Young medical educator workshop: How to choose a conceptual, theoretical framework for my research project
Facilitators: Monica van de Ridder*, 1, Stewart Mennin*, 2, Charlotte Ringsted*, 3, Zubair Amin*, 4, Soeren Huwendiek, 5, Regina Petroni Mennin* 6 (Albert Schweitzer Hospital, Dordrecht, the Netherlands; 1University of New Mexico School of Medicine, USA; 2Centre for Clinical Education, University of Copenhagen and Capital Region; 3National University of Singapore; 4University Children’s Hospital, Heidelberg, Germany; 5Federal University of Sao Paulo, Brazil)
Location: Schubert 5

0815-1000 9O  WORKSHOP: What faculty need to know to understand interactive testing strategies and create advanced items
Facilitators: Douglas Wooster* 1, Ellen Julian*, 1, Andrew Dueck, 1, Elizabeth Wooster* 1 (University of Toronto, Faculty of Medicine, Toronto, Canada; 2Ontario Institute for Studies in Education (OISE)/University of Toronto, Theory and Policy Studies - Higher Education, Toronto, Canada; 3American Registry of Diagnostic Medical Sonographers)
Location: Schubert 6

0815-1000 9P  WORKSHOP: A Step-wise Approach to Trainee Performance Problems
Facilitators: D Dupras*, R Edson, M Wieland (Mayo Clinic College of Medicine, Rochester, MN, USA)
Location: Business Suite 1

0815-1000 9R  WORKSHOP: Identifying and applying theoretical paradigms to educational research
Facilitators: Klara Bolander Laksov*, 1, Klas Karlgren, 1, Mathieu Albert* 1 (Karolinska Institutet, Stockholm, Sweden; 2Wilson Centre, Toronto, Canada)
Location: Business Suite 4
9X POSTERS: Postgraduate Training/Training for Surgery
Chairperson: to be announced
Location: Hall A

9X1 Workshop Training for Interns to Increase Competency in Postpartum Tubal Sterilization
W Taninsurawoot (Udornthani Medical Education Center, Udornthani Hospital, Meung, Udornthani, Thailand)

9X2 Cognitive Competence in Obstetric and Gynecologic Surgery
J Balayla, H Abenhaim, M Martin* (McGill University, McGill Centre for Medical Education, Montreal, Quebec, Canada)

9X3 Cardiopulmonary resuscitation essential skill of residents in University Hospital
Polpun Boonmak*, Suhattaya Boonmak*, Jutarnart Pongphonkit*, Nittaya Pittayawattanachai, Sawatree Maneepom* ('Khon Kaen University, Faculty of Medicine, Department of Anesthesiology, Khon Kaen, Thailand; 'Khon Kaen University, Faculty of Medicine, Srinagarind Hospital, CPR Unit, Khon Kaen, Thailand)

9X4 Evaluation of learning effectiveness of performing mask ventilation by video-assist feedback during Directly Observed Procedural Skills
W T Hung*, S C Hsu*, T H Chen*, C Y Chan*, J H Yang* ('Department of Anesthesia, Chung Shan Medical University Hospital, Taichung, Taiwan; 'Faculty Development Center, College of Medicine, Chung Shan Medical University; 'College of Medicine, Chung Shan Medical University)

9X5 Direct Observation as a Focused Teaching Tool for new Medical Officers (non EM residents) in the Emergency Department
ECC Tan, GG Sim*, L Tiah, W Chong (Changi General Hospital, Accident and Emergency Department, Singapore)

9X6 Application of Margin In Life (MIL) theory to remediation and attrition rates among emergency medicine residents
Colleen J Kalynych*, David Vukich*, Vivek Kumar*, Michelle Lott*, Elena Buzaiama* (UF COM Department of Emergency Medicine; 'UNF College of Computing; University of Florida COM Jacksonville Department of Emergency Medicine, Jacksonville FL, USA)

9X7 Three year experience of Interim Reviews for Core Surgical Trainees: Lessons Learned
D Gerrard*, M Solan*, E Sharp*, J Joyce*, H Scott* (KSS School of Surgery, UK; 'Royal College of Surgeons, London, UK)

9X8 The Hidden Curriculum of the Wait Times Strategy to reduce emergency department wait times: implications for clinical training
F Webster*, K Rice*, K Dainty*, M Zwarenstein*, A Kuper* (Presenter: A D Baker) (University of Toronto, 'Department of Surgery; 'Department of Anthropology; 'Department of Medicine; 'Department of Health, Toronto, Canada)

9X9 Provision of MRCS teaching for foundation doctors in the North Western deanery
M Johnpulle*, Z Toumi* (Condorrat, Cumbernauld, Glasgow, UK)

9X10 The Impact of "CHIKI-IRYOU" program of residency system in Japan
H Yasui*, A Yasuda*, M Aomatsu*, K Abe*, Y Hirakawa*, K Uemura* (Nagoya Univ., Dep. Education for Community-Oriented Medicine, Nagoya, Japan; 'Tokai-Hokuriku Regional Bureau of Health and Welfare, Nagoya, Japan; 'Nagoya Univ. Center for Medical Education, Nagoya, Japan)

9X11 The effect of European Working Time Directive on the education and development of junior doctors
F Chowdhury*, P B Goodfellow (Chesterfield Royal Hospital, South Yorkshire, UK)

9X12 The Positive Correlation between the Performance During Internship and Residency of Internal Medicine Residents – a 12-year Observation at a Medical Center in Taiwan
C C Jen*, P H Chu*, J T Fang*, C W Yang*, S T Lee* ('Department of Nephrology; 'Department of Cardiology; 'Department of Neurosurgery; 'Department of Medical Education; Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan)

9X13 Postgraduate internal medicine residents' perceptions of other health care providers' roles on an acute care internal medicine unit
S E Card*, H A Ward*, D Chipperfield, M S Sheppard* (University of Saskatchewan, Department of Internal Medicine, Royal University Hospital, Saskatoon, Saskatchewan, Canada; 'Saskatoon Health Region, Saskatoon, Saskatchewan, Canada)
**9X14** Burnout in Medical Residents: a 4-year longitudinal study
E Durante*, S Carriy, A Eymann, F Augustovski, M Figari, O Blanco (Committee of Medical Education Research, Hospital Italiano de Buenos Aires, Argentina)

**9X15** The role of foundation year 2 in surgical training: An enquiry into the opinions of UK core surgical trainees
J Younis*, H J Scott (St. Peter’s Hospital, Chertsey, UK)

**9X16** Operating under supervision: managing surgical training and patient safety in the operating theatre
A Cope*, J Bezemer*, R Kneebone (Imperial College London, Division of Surgery and Cancer, London, UK)

**9X17** Evaluation of experience, training and self-perceived competence in teaching among Core Surgical Trainees
K T Tan*, Y Z Chiang*, G L Lamont† (†Department of Orthopaedic Surgery, Royal Liverpool and Broadgreen University Hospitals NHS Trust, Liverpool, UK; †Department of Medicine, Salford Royal NHS Foundation Trust, Manchester, UK; ‡Mersey Deanery, Liverpool, UK)

**9X18** Patient Safety – Improving Interprofessional Communication in the Operating Room
Julia Baumgart*, Michael Henninger* (University of Education Weingarten, Media Didactics, Weingarten, Germany)

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**0815-1000 9Y POSTERS: Problem Based Learning/Critical Thinking**

**Chairperson:** to be announced  
**Location:** Hall A

**9Y1** How can e-learning support Problem-Based Learning?  
D M L Verstegen (Maastricht University, FHML, Dept. of Educational Research and Development, Maastricht, the Netherlands)

**9Y2** The assessment of student performance in problem-based learning tutorials: Comparison of relative precision using 3-point and 5-point Likert scoring methods
J W Choi (Department of Medical Education, Department of Pharmacology, Yonsei University Wonju College of Medicine, Wonju, Korea)

**9Y3** The evaluation of problem-based learning curriculum
Sun A Oh*, Eui Ryoung Han, Eun Kyung Chung, Young Jong Woo, Jung Ae Rhee, Kwang Il Nam, Kee Oh Chey, Sook Jung Yoon, Taek Won Kang (Dept. of Medical Education, Medical School of Chonnam National University, Dong-gu, Gwang-ju, Korea)

**9Y4** Measures of Education on Communication for Medical Students – Lecture Effects Based on Communication with Tutors in PBL Lectures  
Haebum Lee (Sindorim-dong, Guro-gu, Seoul, Korea)

**9Y5** Intellectual conflict in tutorial groups
M Aarnio*, E Pyörälä, S Lindblom-Ylänne (Research and Development Unit for Medical Education, Helsinki, Finland; Centre for Research and Development of Higher Education, University of Helsinki, Finland)

**9Y6** The social context of problem-based learning for developing professional insights and identities
D Manning (University of the Witwatersrand, Centre for Health Science Education, Parktown, Johannesburg, South Africa)

**9Y7** Content versus process in PBL groups
Kristin Sandal Berg*, Are Holen (Department of Laboratory Medicine, Children’s and Women’s Health, NTNU - Norwegian University of Science and Technology, Trondheim, Norway)

**9Y8** The Current State of Medical Education at Chinese Medical Schools: PBL
A P Fan‡‡, R O Kosik†, C H Chen†, W Tang†, G T Xu†, Q Chen† (‡‡Faculty of Medicine, National Yang-Ming University, Taiwan; †School of Medicine, UCLA, USA; †Faculty of Medicine, National Yang-Ming University, Taiwan; †School of Medicine, Tongji University, China)
Physicians’ perceptions of their role as supervisors of students in transition to clinical clerkship
C Silén*, A Kiessling†, J Spaak‡, P Henriksson† (Karolinska Institutet, Centre for Medical Education, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden; †Karolinska Institutet, Department of Clinical Sciences, Danderyd Hospital, Sweden)

Are We Ready For Change? A Study of Preferences in Teaching & Learning Methods in a Medical College in Saudi Arabia
R G Shirahatti*, W Al Bu Ali, F Wadani, H Quereshi, W Suleman (College of Medicine, King Faisal University, Al Ahsa, Saudi Arabia)

The Influence of students’ perception of small group discussion and facilitator role on the summative score
E Suwarsono*, H Widyastono†, M Chatibi‡ (Syarif Hidayatullah State Islamic University, Medical Education Unit, Jakarta, Indonesia; °UHAMKA University, Postgraduate Study, Jakarta, Indonesia)

Impact of a PBL curriculum on the development of medical practitioners
L McNamee (Nelson R Mandela School of Medicine, University of Kwa-Zulu Natal, South Africa)

Experiences of clinical practice in a problem-based learning (PBL) medical curriculum and subsequent clinical environments
S Reddy (Nelson R Mandela School of Medicine, University of Kwa-Zulu Natal, South Africa)

Effects of clinical concept mapping on discipline based critical thinking of nursing students
M Moattari*, F Mehbodi, S Soleimani, N Jamali Moghaddam (Shiraz University of Medical Sciences, Faculty of Nursing and Midwifery, Shiraz, Iran)

Exploring final year medical students’ clinical reasoning through videotaped ward simulation exercise and simulated recall interviews
J M Smith*, C E Rees†, J S Ker‡ (University of Dundee, Centre for Medical Education, Dundee, UK; †University of Dundee, Clinical Skills Centre, Institute of Health Skills & Education, Dundee, UK)

Students’ perspectives on clinical reasoning at a Japanese medical university
H Gomi*, Y Urushibara†, S Kuroki‡ (Jichi Medical University, Center for Clinical Infectious Diseases, Tochigi, Japan; °Jichi Medical University, Department of General Medicine, Tochigi, Japan)

And... what if preclinical students solve at least one clinical case daily?
N Fernández-Garza*, D Montemayor-Flores, S Guzmán-López (Universidad Autónoma de Nuevo León, Medicine School, Monterrey, N.L., México)

Pathogeny and Physiopathology as cornerstone in the preclinical years
D Montemayor-Flores*, N Fernández-Garza, S Guzmán-López (Universidad Autónoma de Nuevo León, Medicine School, Physiology Department, Mexico)

Does the tutor’s area of expertise influence student Learning Issues in Problem-Based Learning?
T O Neild*, J Farr (Dept of Human Physiology, Flinders University, Adelaide, Australia)

Clinical judgement of pain in the non-verbal child at the Paediatric Intensive Care Unit
J Mattsson*, M Forsner, M Castren, M Arman (Department of Clinical Science and Education, Södersjukhuset, Karolinska Institutet, Sweden)

POSTERS: Professionalism/Attitudes
Chairperson: Al Dowie (UK)
Location: Hall A

Service Learning and Reflective Practice: Professionalism for 21st century Physician
M Grogan* (Ross Medical University, Picard, Dominica, West Indies)

The importance of role modelling to achieve physician’s professional behaviour
Endang Basuki (Faculty of Medicine, University of Indonesia, Salemba, Jakarta, Indonesia)
Perceptions of first year medical students about importance of professionalism during early patient contact program at Medical University in UAE

V Manda*, P Lamba (1Department of Surgery; 2Department of Ophthalmology; Gulf Medical University, Ajman, United Arab Emirates)

Assessing the first year course Introduction to Medical Profession, using a short written essay. What students are likely to lack in their early learning about professionalism

L Zannini**, S Visioli, P M Battezzati, M Poddà, G Coggi**, L Montagna (1Department of Public Health, University of Milan; 2Humanitas Clinical Institute, Milan; 3Department of Medicine, Surgery and Dentistry, S Paolo Hospital, University of Milan, Italy)

Shouldn’t Professionalism Be Taught?

A Murt*, D Cekmecelioglu*, M Aydin, E Bozkurt, U Topcu (University of Istanbul, Cerrahpasa Medical School, Turkey)

Significance of taking a student-authored oath in the white coat ceremony: Thinking about professionalism and needs of the society

Ryo Toya**, Noriko Okuyama*, Keisuke Kouyama*, Tetsuya Yasui**, Tomonobu Hasegawa*, Michito Hirakata*, Kenji Watanabe* (1Keio University School of Medicine; 2Faculty Development Committee, Keio University School of Medicine, Japan)

Teaching professionalism through student presentations of medical “heroes” and “villains”

A V Anstey, S Khot, K Hawthorne*, E Webb*, R Hain (Division of Medical Education, School of Medicine, Cardiff University, Cardiff, UK)

Learning Professionalism through Narration and Reflection

Kai-Kuen Leung**, Stanley S L Tsai*, Wei-Dean Wang** (1Department of Family Medicine, National Taiwan University College of Medicine, Taipei, Taiwan, R.O.C.; 2National Taiwan University Hospital, Taiwan; 3Department of Social Medicine, Taiwan)

Developing a Medical Professionalism Course – Seven Stars, Ten Elements

Yera Hur (Konyang University, College of Medicine, Department of Medical Education, Daejeon, Korea)

Professionalism – Lived or Learned?

O Gale-Grant*, M Gatter*, P Abel (School of Medicine, Imperial College London, London, UK)

Defining Professionalism According to Advanced Medical Students through Art

B Popescu*, M Chaparro (Universidad Nacional del Nordeste, Facultad de Medicina, Corrientes, Argentina)

Multicampus case-based medical ethics and law seminar in Thammasat University

V Paocharoen (Thammasat University, Faculty of Medicine, Pathumthani, Thailand)

Abuse – It happens! How can students respond?

V Mitchell*, A Kent (University of Cape Town, Obstetrics and Gynaecology Department, Health Sciences Faculty, University of Cape Town, South Africa)

Evaluation of emotional empathy at completion of a nursing degree course

L Cominetti*t, L Cirio*, C Tortola*, S Facco*, MV Mussa*, C Dello Russo*, M Porta*, M Trento*t, V Dimonte (1University of Turin, Undergraduate Nursing Course, AOU San Giovanni Battista, Turin, Italy; 2University of Turin, Department of Internal Medicine, Laboratory of Clinical Pedagogy, Turin, Italy)

Cultural adaptation of Portuguese version of Jefferson Scale of Physician Empathy to Brazil

H Paro*, J Tibério, R Galliotti, P Tempski, M Martins (University of Sao Paulo, Center of Medical Education Development, Sao Paulo, Brazil)

The effect of Reflective Practice on ethical decision making in 1st year medical students

V Thomas**, M Grogan, D Callender (Ross University School of Medicine, Department of Integrated Medical Education, Picard, Dominica)

Patient Assessment of Behaviour (PAB) – a novel approach to assess professionalism amongst hospital junior doctors

A Torrance*, A Patel, R Lepley, C Robertson (Department of General Surgery, Worcester Royal Hospital, Worcester, UK)
9Z18 Investigating the effect of small group teaching on educating medical ethics issues to Shiraz undergraduate medical students
Mohammad Esmaili Ghorbani Nejad*, Farnaz Sadat Javanmardi, Ali Sharafkhah, Mitra Amini, Maryam Panjehshahin (Shiraz University of Medical Sciences, Education Development Center, Shiraz, Iran)

9Z19 Continuous innovation of effective teaching methods of medical ethics, Mutah University, Jordan
A Mashali (University of Mutah, Faculty of Medicine, Department of Forensic Medicine, Pathology and Community Medicine, Alkarak, Jordan)

9Z20 Setting up a students’ clinical ethics committee
C Johnson, T Gerasimenko, Y Hadaddin*, T Halstead, A Mallick, K Blythe, S Knight, B Rabindra, C Williams (Division of Medical Education, King’s College London, School of Medicine, London, UK)

9Z21 Treat medical ethics education like other lectures
H O Tontus*1, M Unal1, A H Sahinoglu1 (1Ondokuz Mayis University, Medical Faculty, Medical Education Department, Samsun, Turkey; 2Ondokuz Mayis University, Medical Faculty, Family Medicine Department, Samsun, Turkey)

9Z22 What do medical students perceive as professional behaviour? A mixed-methods exploratory study
D Leswell*, D Owen, S Brien (University of Southampton, Faculty of Medicine, Southampton, UK)

0815-1000 9AA POSTERS: Continuing Professional Development/Continuing Medical Education
Chairperson: Peder Charles (Denmark)
Location: Hall A

9AA1 Postgraduate medical education, work experience and physician confidence levels in management of depression in primary care.
W E Tang*,1, MPHSH Toh1, CYH Tan2 (1National Healthcare Group Polyclinics, Singapore; 2Health Services Outcome Research, National Healthcare Group, Singapore)

9AA2 How does attending a multi-day medical conference impact physicians’ intentions to change their practice?
L Hill*,1, L Dunikowski2, I Grava-Gubins2, B Marlow*1 (1College of Family Physicians of Canada, Department of Continuing Professional Development, Mississauga, Canada; 2College of Family Physicians of Canada, Department of Research, Mississauga, Canada; 3The University of Western Ontario, Canada)

9AA3 Effectiveness of continuing education program for non-psychiatric physicians
S Li (Mackay Memorial Hospital, Department of Psychiatry, Taipei, Taiwan)

9AA4 Building a community of practice of residency preceptor through blended learning
D Afonso*,1, H Campos1, P Marcondes1, D Pimenta1, L Silveira1, L Oliveira1, L Rodrigues1, M Araujo1 (1State University of Rio de Janeiro UERJ / University Hospital Pedro Ernesto / Coordination of Academic Development / Faculty of Medical Sciences, Rio de Janeiro / FAIMER Brazil; 2Ceará Federal University, Brazil)

9AA5 First Do No Harm: Balancing competing priorities in surgical practice
S Leung*,1, H Regehr*,1, C Moulton*1,2,3 (1University Health Network, Wilson Centre, Toronto, Ontario; 2University of British Columbia, Centre for Health Education Scholarship, Vancouver, British Columbia; 3University of Toronto, Department of Surgery, Toronto, Ontario)

9AA6 Shifting Paradigms for CPD Academic Leaders: From Profil Centers to Value Creation Centers (VCC) – a Model
C Monette*,1, R Laprise*2, R L Thivierge*3 (1Médecins francophone du Canada, Montréal, Canada; 2Fédération des médecins spécialistes du Québec, Montréal, Canada; 3Université de Montréal, Faculté de médecine, Montréal, Canada)

9AA7 Identification of Poor Performance in UK NHS Organisations
Rachel Locke*,1, Camilla Leach*,1, Samantha Scallan*,1, Kerry Ball*,1, Mark Rickenbach, Joyce Goodman (The University of Winchester, Hampshire, UK)
9AA8 Generating behavior-specific feedback for continuing medical education presenters: Instrument validation and associations with academic rank
C M Wittich*, K F Mauck, J N Mandrekar, K A Gluth, C P West, S C Litin, T J Beckman (Mayo Clinic College of Medicine, Rochester, MN, USA)

9AA9 Sharing a Canadian Experience: Redesigned web application to support physicians’ lifelong learning and CPD
Jennifer Gordon*, Craig Campbell, Sandra Canniff (Royal College of Physicians and Surgeons of Canada, Ottawa, Ontario, Canada)

9AA10 Assessing the value to CME program planners of a success case method evaluation
M B Shershneva*, C A Olson (University of Wisconsin Office of Continuing Professional Development in Medicine and Public Health, Madison, Wisconsin, USA)

9AA11 Designing a Practical Guideline for Needs Assessment in Continuing Medical Education Programs
S Shahidi, T Changiz*, H Salmanzadeh, A Youssefy (Medical Education Research Center, Isfahan University of Medical Sciences, Isfahan, Iran)

9AA12 Use of simulation to advance skills in patient assessment in continuing professional development courses for pharmacists
T J Schindel*, C Hughes, S Koshman, G J Pearson, N Yuksel (1University of Alberta, Faculty of Pharmacy and Pharmaceutical Sciences, Edmonton, Canada; 2University of Alberta, Division of Cardiology, Faculty of Medicine and Dentistry, Edmonton, Canada)

9AA13 Survey of young and experienced physicians’ opinions on the effectiveness of continuing medical education
M H Meshkibaf*, P Izedpanah, G Allahverdi, F Khajeh, B Miladpoor, S A Koohpayeh, M Ekrachi (Fasa University of Medical Sciences, Department of Medical Education, Fasa, Iran)

9AA14 Investigating the career intentions and training requirements of Staff and Associate Specialist (SAS) Doctors in one Deanery
J A Kirton*, J M Brown, N J Shaw, R Clarke (1Edgehill University, Evidence-based Practice Research Centre, Faculty of Health, Ormskirk, Lancashire, UK; 2Mersey Deanery, Liverpool, UK)

9AA15 Setting up Local faculty groups (LFG) for SAS grade doctors – experience from KSS deanery
U Dashora*, S Mukherjee (Kent Surrey Sussex Deanery, London, UK)

9AA16 CPD participation facilitated by new tools
P Raiche*, C Guimond, M Labelle (FMOQ (Fédération des médecins omnipraticiens du Québec - Federation of General Practitioners of Québec), Montréal, Québec, Canada)

9AA17 Cardiopulmonary Resuscitation knowledge among physicians and nurses in University Hospital
S Boonmak*, P Boonmak, N Worphang, W Chongarungamsang, K Maharungruengrat, P Nithipanich, S Maneepong (1Khon Kaen University, Faculty of Medicine, Anesthesiology Department, Khon Kaen, Thailand; 2Khon Kaen University, Faculty of Medicine, CPR Unit, Khon Kaen, Thailand)

9AA18 Professional capacity of nurses and Medical Education
R Ghodcy*, A Bordbar, B Miladpoor (1Fasa University of Medical Sciences, Center of Physiology; 2Center of Physiology; 3Fasa University of Medical Sciences, Fasa, Fars, Iran)

9AA19 Linking Patients’ Understanding of Management of Shared Decision Making: A Challenge in Continuing Health Education (CHE)
Andrew Dueck1, Lee Manchul2, Elisa Greco*, Douglas Wooster1, Elizabeth Wooster1 (1University of Toronto, Department of Surgery, Toronto, Canada; 2University of Toronto, Faculty of Medicine, Toronto, Canada; 3OISE/University of Toronto, Theory and Policy Studies - Higher Education, Toronto, Canada)

9AA20 Improving Continuing Professional Development (CPD) in Sweden; a task force formed within the Swedish Medical Association (SMA)
H Hjelmqvist*, M L Andersson (1Karolinska Institutet, Department of Clinical Science, Intervention and Technology, Division of Anaesthesiology & Intensive Care, Stockholm, Sweden; 2Karolinska Institutet, Department of Clinical Neuroscience, Division of Neurology, Stockholm, Sweden)
The usefulness of the Andalusian Agency for Healthcare Quality’s Accreditation Model for the Continuous Professional Development
A Almuedo-Paz, A Rojas-de-Mora-Figueroa, P Brea-Rivero, B Buiza-Camacho, A Torres-Olivera
(Andalusian Agency for Healthcare Quality (ACSA), “Accreditation for the Continuous Professional Development” Department, Seville, Spain)

POSTERS: Work Based Assessment
Chairperson: Bill Burdick (USA)
Location: Hall A

Formative Workplace-based Assessment in undergraduate medical training: A program evaluation in a Swiss University setting
S Montagne*1, C Berendonk1, C Bögli, P Frey1, P Jucker-Kupper1, F Nohl1, M Perrig1, A Rogausch1, C Beyeler1 (*Institute of Medical Education, Assessment and Evaluation Unit; 1Curriculum Coordination and Students’ Office; 2Deans’ Office; 3Spital Netz Hospitals; 4Department of General Internal Medicine, Medical Faculty, University of Berne, Switzerland)

Implementation of the mini-CEX to postgraduate year-1 residency training in emergency medicine: Clinical experience at the Chang Gung Memorial Hospital
Yu-Che Chang1,2, Ching-Hsing Lee1, Ming-Nan Huang1, Chien-Kuang Chen1, Jih-Chang Chen1, Shih-Tseng Lee1,2 (*Department of Emergency Medicine; 1Department of Medical Education; 2Department of Neurosurgery, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan)

Direct Observation of Procedural Skills in Gynecology in Postgraduate Year Resident Training: Practice Experience at the Chang Gung Memorial Hospital
Yi-Hao Lin1,2, Chih-Feng Yen1,2, Chyi-Long Lee1,2, Shih-Tseng Lee1,2 (*Department of Obstetrics and Gynecology, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan; 1Department of Medical Education, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan)

An Experimental Comparison of Rater Performance on Videotaped Clinical Skills Exams
Hsuan-Kai Kao1,2, Alvin Chao-Yu Chen1,2, Yu-Chih Huang1,2, Yi-Hsun Yu2,3, Wen-Jer Chen1,2, Shih-Tseng Lee1,2 (*Department of Orthopedic Surgery; 1Department of Medical Education; 2Department of Neurosurgery; Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan)

Implementation of the DOPS during the teaching of surgical residents: Clinical experience at the Chang Gung Memorial Hospital
K H Tsui1,2,3, C Y Liu1, J M Lui1, P L Chang1, R P Tan1,2, Y Y Jan1,2, S T Lee1,2 (*The Division of Urology; 1Department of Medical Education; 2Department of Surgery, Chang Gung Memorial Hospital-LinKo, Chang Gung University College of Medicine, Taipei, Taiwan)

Introduction of undergraduate medical student ‘DOPS’ assessments
J Wright*, S Mallappa, R Soobrah, J Pitkin (Northwick Park Hospital, Undergraduate Department, London, UK)

360 degree tool assessing specialist registrar’s ability to lead ward rounds
I Lakshminarayana*, D Wall (West Midlands Deanery, UK)

An Evaluation of the Use of the Mini-CEX Assessment in Junior Doctor Training
D Jackson1; D W Wall1 (*University of Birmingham, South Birmingham Primary Care Trust, Birmingham, UK; 1University of Birmingham, Centre for Medical and Dental Education, Birmingham, UK)

The perception of medical students about Mini-Cex: a qualitative study
G Falbo, R Bezerra*, H Prado, M Bandeira (Faculdade Pernambucana de Saúde, Recife, Brazil)

Professional development is enhanced by serving as a mini-CEX preceptor
W Chen*, M M Lai, T C Li, P J Chen, C Y Chan, C C Lin (China Medical University, School of Medicine, Taichung, Taiwan)

A laboratory study on the reliability estimation of the Mini-Cex
A Alves de Lima*, D Conde1, J P Costabel1, J P Corso1, C P M Van der Vleuten1 (*Instituto Cardiovascular de Buenos Aires, Educational Department, Buenos Aires, Argentina; 1Maastricht University, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands)
Mini-Clinical Evaluation Exercise (mini-CEX) versus Objective Structured Clinical Examination (OSCE) as an Assessment of Clinical Skills: Correlations and Estimated Cut-off Score
Hsiao-Yuan Cheng*, Mei-Chen Liao¹, Shih-Tseng Lee¹² (¹Department of Medical Education; ²Department of Neurosurgery, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan)

Assessing undergraduate medical students using 360 degree assessments – Phase 2: Pilot Project
R Sagoo*, R Subb*, M Heir, E Jones (Undergraduate Office, Heart of England NHS Foundation Trust, Birmingham, UK)

Evaluation of Medical Residents Using Milestones Based on the Dreyfus Skills Acquisition Model
Jacqueline Moore*, Khalid Zakaria, Basim A Dubaybo* (Department of Internal Medicine, Providence Hospital, West Bloomfield, MI, USA)

Oral health students’ experiences of clinical assessment
N A Gordon (University of the Western Cape, Faculty of Dentistry, Department of Oral Hygiene, Mitchell's Plain, South Africa)

Integrating Palliative Care into Postgraduate Curriculums – a surprising but evidence based approach
D Marshall*, S Winemaker, A Taniguchi (Division of Palliative Care, Dept of Family Medicine, Faculty of Health Sciences, McMaster University, Hamilton, Ontario, Canada)

Teaching your medical students to understand about real life of their patients and know the direction to do the best care
R Senanoi, P Peumpanupat, S Tasnumphaswasdikul, R Champunot (Presenter: Athit) (Department of Internal Medicine, Buddhachinaraj Hospital, Phitsanulok, Thailand)

An innovative early clinical skills program
R Sutherland*, A Dodds, J Conn, M Collins, G McColl (The University of Melbourne, Melbourne Medical School, Medical Education Unit, Melbourne, Victoria, Australia)

SESSIoN 10: SIMULTANEoUS SESSIoNS

1030-1200 10A SYMPOSIUM: Using Student Engagement to Improve Medical Education
Panel: Carol Elam (University of Kentucky College of Medicine, USA) (Chair); Kirsty Wadsley (St. George’s, University of London, UK); Ahmet Murt (European Medical Students’ Association, Turkey); Paul de Roos (2005–2006 Medical Education Director of the European Medical Students’ Association, Netherlands); Norma Saks (UMDNJ, Robert Wood Johnson Medical School, USA)
Location: Hall A

1030-1200 10B SYMPOSIUM: From departmental based to integrated curricula: a tale of three cities
Panel: Richard Marz (Vienna, Austria) (Chair); David Taylor (Liverpool, UK); Martin Fischer (Witten/Herdecke, Munich, Germany)
Location: Strauss 1
1030-1200 10C SHORT COMMUNICATIONS: Social Responsibility of a Medical School
Chairperson: Charles Boelen (France)
Opening Discussant: Trevor Gibbs (Ukraine)
Location: Strauss 2

1030-1045 10C1 Measuring socially accountable practice within a School of Medicine
I Lindemann*, H Ward, T McDonald, A West, D Prideaux (Flinders University, Health Professional Education, Adelaide, South Australia)

1045-1100 10C2 A perspective of basic researchers on Social Accountability of Medical Schools
A Centeno*, A del Rio, S Campos (Austral University, Faculty of Biomedical Sciences, Department of Biomedical Education, Argentina)

1100-1115 10C3 Selecting for Admission to Medical School: Discourses of Excellence, Equity, and Diversity on the Websites of Canada’s 17 Medical Schools
S Razack*, M Maguire1, Brian Hodges1, Y Steinert1 (Montreal Children’s Hospital, Montreal, Quebec, Canada; 2University of Toronto, Canada)

1115-1130 10C4 Does the integration of medical education into the healthcare system bring socially accountable medical education? A qualitative study
S Ahmady*, S Faghihi2, T Rahmany3, S Shahmohammadi (Urmia University of Medical Sciences and Karolinska Institutet Sweden, Dept of Medical Education, Urmia, Iran; 2Shiraz University of Medical Sciences, Educational Development Centre, Shiraz, Iran; 3Shahid Beheshti University of Medical Sciences, Iran)

1130-1145 10C5 Integration; the key to improving health and medical education in Iran
Abbass Entezari*, Nader Montazamnesh, Mohammad Ali Mohagheghi (Educational Development Center, Ministry of Health & Medical Education, Tehran, Iran)

1145-1200 Discussion

1030-1200 10D SYMPOSIUM: IX Ibero-American Session – Globalization and Accreditation in Medical Education: Its Impact in the Americas
Panel: Pablo Pulido (PAFAMS, Venezuela); Emmanuel Cassimatis (FAIMER-ECFMG, USA); Stefan Lindgren (WFME, Sweden)
Location: Strauss 3

1030-1200 10E SHORT COMMUNICATIONS: Training for Leadership
Chairperson: to be announced
Opening Discussant: to be announced
Location: Lehar 3-4

1030-1045 10E1 LEADER – A tool to enable the assessment of clinical leadership of doctors in training
P Reynolds, R Hughes, E Eyre* (Department of Paediatrics, St Peter’s Hospital, Chertsey, Surrey, UK)

1045-1100 10E2 Educating the Next Generation of Graduate Medical Education Leaders
W Wiese-Rometsch*, H Kromrei (Detroit Medical Center, Department of Graduate Medical Education, University Health Center, Detroit, Michigan, USA)

1100-1115 10E3 Team leaders’ communication in a training situation
M Hargestam*1, C Brulin1, M Hult1, M Jacobsson2 (1Department of Nursing, Umea University, Umea, Sweden; 2Department of Surgery and perioperative science, Umea University, Umea, Sweden; 3Department of Social Work, Umea University, Umea, Sweden)

1115-1130 10E4 Leadership development through managers and clinicians working and learning together: Experiences from the NHS South West Clinical Leadership Fellows Programme (2010)
S Sinha*, H Woodcraft*, R Canter1 (1The South West Strategic Health Authority, Taunton, UK; 2University Hospitals Bristol NHS Foundation Trust, Department of Medicine for the Elderly, Bristol, UK; 3The Severn Deanery, Postgraduate School of Surgery, Bristol, UK)

1130-1200 Discussion
1030-1200 10F  SHORT COMMUNICATIONS: Community Oriented Medical Education
Chairperson: Joel Lanphear (Canada)
Opening Discussant: Denese Playford (Australia)
Location: Lehar 1

1030-1045 10F1  Community Based Education (CBE) Competencies for Health Professionals – A Systematic Review
Z Ladhani1*, A Scherpber2, F Stevens3 (1Shifa College of Nursing, Islamabad, Pakistan; 2School of Health Professions Education, Maastricht University, The Netherlands)

1045-1100 10F2  Creating a community clinical school
S Trumble*, R Astles-Phillips (Melbourne Medical School, University of Melbourne, Victoria, Australia)

1100-1115 10F3  A different look at interprofessional community-based education: the community as teacher
A Towl*, W Godolphin, C Kline (Division of Health Care Communication, College of Health Disciplines, University of British Columbia, Vancouver, Canada)

1115-1130 10F4  Comparisons of Emotional Intelligence and Empathy of first year medical students divided in 3 different age groups of partner with community based practice
K Abe1*, H Wakabayashi1, T Kato1, M Nawa1, C Muraoka2, K Fujisaki1, M Niwa2, Y Suzuki2, P Evans1 (1Nagoya University Graduate School of Medicine, Department of Education for Community-Oriented Medicine; 2Gifu University School of Medicine, Medical Education Development Center; 3Faculty of Medicine, University of Glasgow, UK)

1130-1145 10F5  Humanizing medical students’ first contacts with patients during the first year of graduation: a strategy using community-based home visits
IS Santos*, ME Sato**, AA Ferraro*, PEM Elias (1University Hospital, University of Sao Paulo, Sao Paulo, Brazil; 2Fundacao Faculdade de Medicina, UBS Jardim Boa Vista, Sao Paulo, Brazil; 3Department of Pediatrics, University of Sao Paulo School of Medicine, Sao Paulo, Brazil)

1145-1200 Discussion

1030-1200 10G  SHORT COMMUNICATIONS: Humanities in Medical Education
Chairperson: Elizabeth Kachur (USA)
Opening Discussant: Aviad Haramati (USA)
Location: Lehar 2

1030-1045 10G1  Implementing a Humanities in Medicine Requirement: An Update
David L Wiegman*, Ruth B Greenberg, Edward C Halperin (University of Louisville School of Medicine, Louisville, Kentucky, USA)

1045-1100 10G2  Analysis of the aspects of discussion materials to influence instruction effectiveness in group discussions in the field of medical humanities
Jae-Hee Ahn*, Woo-Tack Jeon, Eun-Bae Yang, Su-Hyun Lee (Yonsei University College of Medicine, Seoul, Republic of South Korea)

1100-1115 10G3  Spirituality in Brazil and worldwide medical curricula
J C Gagliardi Filho*, G H Beraldi, S Gannam, M P T Nunes (University of Sao Paulo, Faculty of Medicine, Sao Paulo, Brazil)

1115-1130 10G4  How to teach humanity in medical students: A multiple innovation approach
S Supapon* (Medical Education Center, Khon Kaen Hospital, Muaeng, Khon Kaen, Thailand)

1130-1145 10G5  ICARE: Assessing Humanism in Medical Students’ Clinical Performance
Ming Lee*, Paul F Wimmers, Cha-Chi Fung (David Geffen School of Medicine at UCLA, Center for Educational Development and Research, Los Angeles, CA, USA)

1145-1200 Discussion
1030-1200 10H SHORT COMMUNICATIONS: The Curriculum
Chairperson: Hla Yee Yee (Malaysia)
Opening Discussant: Henry Campos (Brazil)
Location: Stolz 1

1030-1045 10H1 Universitas 21 and the role of health sciences faculties in achieving United Nations Millennium Development Goals
N Patil*, K Ho, C Voisine, M Perez, L C Chan, G Webb, D Chambers, on behalf of the Universitas 21 UNMDG Group (Department of Surgery, Li Ka Shing Faculty of Medicine, University of Hong Kong)

1045-1100 10H2 What do nurses expect from newly qualified doctors?
S Gawn*, B Kapur, C Lumsden (North Western Deanery, Manchester, UK)

1100-1115 10H3 The problems of introduction of Bologna system in Ukrainian medical education and how they have been dealt with
Iryna Bulakh1, Vitaly Moskalenko1, Marina Mrouga3, Olexandr Volosovets2 (*National O Bogomolets Medical University, Kyiv, Ukraine; †Ministry of Public Health of Ukraine, Kyiv, Ukraine; ‡Testing Board, Kyiv, Ukraine)

1115-1130 10H4 Enhancing Professional Development in the Medical Curriculum at Sahlgrenska Academy, University of Gothenburg
M Bjarnegörd1, M H Angerès2, K Leander3, K Manhem, O Nilsson, K S Sunnerhagen, M Wahlqvist3 (*Intern/resident council, Sahlgrenska University Hospital, Gothenburg, Sweden; †Department of Surgery, Sahlgrenska University Hospital, Gothenburg, Sweden; ‡Department of Public Health and Community Medicine/Primary Health Care, Sahlgrenska, Sweden)

1130-1200 Discussion

1030-1200 10J SHORT COMMUNICATIONS: Clinical Skills Training
Chairperson: Allan Carmichael (Australia)
Location: Schubert 1

1030-1045 10J1 Teaching third year medical students advanced cardiac life support skills
R Delport*, B G Lindeque (School of Medicine, Faculty of Health Sciences, University of Pretoria, Gezina, Pretoria, South Africa)

1045-1100 10J2 Physical Examination Skills Acquisition in a Group Learning Setting
B Martineau*, C St-Onge1, S Robert1, A Harvey1, L Bergeron1, S Mamede2, R Rikers2 (*Université de Sherbrooke, Faculté de médecine, Sherbrooke, QC, Canada; †Erasmus University, Netherlands)

1100-1115 10J3 Ethnic minority students are more distressed about performing female pelvic examinations than are white students but their distress scores normalise after one teaching session with a GTA
K Barry*, J V Parle*, D Morley1, S Irani1, N Freemantle1, M Calvert1 (*University of Birmingham, College of Medical and Dental Sciences, Birmingham, UK; †Heart of Birmingham NHS Trust, Heartlands Hospital, Birmingham, UK)

1115-1130 10J4 Improving Clinical Skills Competence by Reducing Cognitive Load
Patricia Régo*, Ray Peterson (Discipline of Medical Education, School of Medicine, The University of Queensland, Indooroopilly, Qld, Australia)

1130-1145 10J5 A model teaching session for the hypothesis-driven physical examination
H Nishigori*, K Masuda5, M Kikukawa4, A Kawashima3, R Yudkowsky5, G Bordage5, J Otaki5 (*The University of Tokyo, Japan; †Tokyo Medical University Hospital, Japan; ‡Kyushu University, Japan; †Fukuchiyama Municipal Hospital, Japan; †University of Illinois at Chicago, USA)

1145-1200 10J6 The Effectiveness of Structured Clinical Instruction Module(SCIM) and Video Training in Accelerating Students' Skill in Neonatal Resuscitation
F Erfanian*, T Khadivyadeh, J Malekzadeh (Mashad University of Medical Sciences, School of Nursing & Midwifery, Mashad, Iran)

No Discussion
1030-1200 10K SHORT COMMUNICATIONS: Social Networking
Chairperson: to be announced
Opening Discussant: Michael Begg (UK)
Location: Schubert 2

1030-1045 10K1 The influence of social networks on students' performance
J Hommes*, B Rientjes, W de Grave, G Bos, A Scherpbier, L Schuwirth (Maastricht University, Department of Educational Development & Research, The Netherlands)

1045-1100 10K2 A study of veterinary students' use of and attitude toward the social networking site, Facebook
J Coe*, A Muise*, E Christofides*, C Weijis*, K Hecker*, S Desmarais* (1University of Guelph, Ontario Veterinary College, Guelph, Canada; 2University of Guelph, Department of Psychology, Guelph, Canada; 3University of Calgary, Faculty of Veterinary Medicine, Calgary, Canada)

1100-1115 10K3 Developing a 'Network Of Veterinary ICt in Education' (NOVICE) to support informal lifelong learning
S Baillie*, T Kinnison*1, N Forrest1, V Dale1, J Ehlers1, M Koch1, M Mandoki1, E Ciobotaru4, T Boerboom5, E de Groot5, P van Beekelen5 (1Royal Veterinary College, London, UK; 2TiHo, University for Veterinary Medicine, Hannover, Germany; 3Faculty of Veterinary Science, Szent István University, Budapest, Hungary; 4Faculty of Veterinary Medicine, Bucharest, Romania; 5Faculty of Veterinary Medicine, Utrecht, Netherlands)

1115-1200 discussion

1030-1200 10L SHORT COMMUNICATIONS: Multi Mini Interview
Chairperson: Kathy Boursicot (UK)
Opening Discussant: Stephen Manuel (USA)
Location: Schubert 3

1030-1045 10L1 MMI: does it give a plus to predict academic/clinical performance?
C Bourdy*, R Gagnon* (1Université de Montréal, Faculté de Médecine, Undergraduate Medical Education, Montréal, Canada; 2Université de Montréal, Faculté de Médecine, Centre de pédagogie appliquée aux sciences de la santé, Montréal, Canada)

1045-1100 10L2 An evaluation of the psychometric properties of student and staff-assessed Multiple Mini Interview scores
Adrian Husbands*, Jon Dowell* (University of Dundee, Division of Clinical & Population Sciences & Education, Dundee, UK)

1100-1115 10L3 Using Situational Judgement Tests and Multiple Mini Interviews to select Australian general practice trainees
V Carr1, F Patterson*1, C Roberts1, J Togno1, R Coote1 (1Work Psychology Group, Ashbourne, UK; 2University of Sydney, Medical School, Sydney, Australia; 3Beyond Medical Education, Bendigo, Australia; 4General Practice Education and Training Ltd, Canberra, Australia)

1115-1130 10L4 An Analysis of a Veterinary School MMI: How well do scores predict future student performance?
K Hecker*, J Norris, T Beran, T Donnon (University of Calgary, Faculty of Veterinary Medicine, Calgary, Canada)

1130-1145 10L5 The reliability of standardized actors for the evaluation of candidates in simulation-based multiple mini-interviews for medical student selection
Louis-Charles Moreau*, Laura Easty*, Meredith Young, Lisa Kagan, Saleem Razack (McGill University, Centre for Medical Education, Montreal Canada)

1145-1200 Discussion
1030-1200 10M  **Short Communications: The Roles of the Teacher**
Chairperson: Anthony Artino (USA)
Opening Discussant: Karen Mann (Canada)
Location: Schubert 4

1030-1045 10M1  **Exploring the Intraoperative Teaching Responsibilities of the Surgeon Teacher**
D Dath*, J Hoogenes, D A Szalay, E D Matsumoto (Juravinski Hospital and Cancer Centre, Hamilton, ON, Canada)

1045-1100 10M2  **What are primary care doctors’ needs in relation to developing as a preceptor for undergraduate medical students?**
C Hyde*, L Allery† (University of Manchester, Community Based Medical Education, Manchester, UK; †Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, UK)

1100-1115 10M3  **Mentors Also Need Support – A Study on Their Difficulties Over Time**
P L Bellodi*, M C Nascimento (University of Sao Paulo Medical School (FMUSP), Center for the Development of Medical Education (CEDEM), Sao Paulo, Brazil; †University of Sao Paulo Medical School (FMUSP), Postgraduation Program, Department of Medicine Preventive, Sao Paulo, Brazil)

1115-1130 10M4  **The influence of different job characteristics on burnout and work engagement. A study among young veterinarians**
N.J.J.M Mastenbroek*, E Demerouti†, A.D.C Jaarsma*, P. van Beukelen†, A Scherpbiere‡ (Utrecht University, Faculty of Veterinary Medicine, Utrecht, The Netherlands; †University of Technology, Dept. Industrial Engineering & Innovation Sciences Human Performance Management Group, Eindhoven, The Netherlands; ‡Maastricht University, The Netherlands)

1130-1200  Discussion

1030-1200 10N  **WORKSHOP: Making Your Mark: How To Create Effective PowerPoint Presentations**
Facilitators: J LaBrin*, V Chopra†, P Grant‡, C Warren-Marzola§ (Vanderbilt University, USA; †University of Michigan, USA; ‡HMG, USA)
Location: Schubert 5

1030-1200 10O  **WORKSHOP: How to search, retrieve and repurpose medical educational resources: the mEducator project approach**
Facilitators: P D Bamidis*, M Nikolaidou*, C Balasubramaniam†, J Mylläri†, T Poulton‡ (Aristotle University of Thessaloniki, Medical School, Thessaloniki, Greece; †University of London, St George's Medical School, eLearning Unit, UK; ‡University of Helsinki, Department of Teacher Education, Helsinki, Finland)
Location: Schubert 6
NOTE: Participants are advised to bring laptops for a more hands-on experience.

1030-1200 10P  **Workshop: Using theory in medical education research**
Facilitator: J M Wagter†, R Stalmeijer‡, S Kitto‡ (Medical Centre Alkmaar, Foreest Medical School, The Netherlands; †Maastricht University, Dept. of Educational Development and Research, The Netherlands; ‡Wilson Centre, University of Toronto, Canada)
Location: Business Suite 1

1030-1245 10Q  **PRIVATE MEETING: BEME MEETING** (invite only)
Location: Business Suite 2

1030-1200 10R  **WORKSHOP: Mind maps for thinking and creativity in medical education**
Facilitator: W Pryor (Royal College of Pathologists of Australasia, NSW, Australia)
Location: Business Suite 4
1030-1200 10X POSTERS: Interprofessional Education/Teamwork

Chairperson: John Sandars (UK)
Location: Hall A

10X1 Building teamwork skills through wikis in an interprofessional education course
J Tegzes*, S Aston, S Mackintosh, V Finocchio (Western University of Health Sciences, College of Veterinary Medicine, Pomona, CA, USA)

10X2 What Happened to all that Teamwork when students get to Clinical Environment?
Sandy Cook*, Sok Hong Goh (Duke-NUS Graduate Medical School, Singapore)

10X3 Teamwork for clinical educators in residency training
IA Slootweg*, MIHL Lombarts, CPM van der Vleuten, AJJA Scherpbier (Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands)

10X4 Trauma team emotional regulation
P Musaeus (Aarhus University, Center for Medical Education, Aarhus, Denmark)

10X5 Has five years of team training in non-technical skills improved trauma team performance in our University Hospital?
M Hultin*, H Hedberg, M Härgestam, T Söderström, M Thorstensson, C Brulin (*Umeå University, Depts of Surgical and Perioperative Sciences; †Dept of Nursing; ‡Dept of Education, Umeå, Sweden; §Swedish Defense Research Agency (FOI), Linköping, Sweden)

10X6 Crawl, walk, run: teaching clinical teamwork skills to pre-clinical students
I Shekhter*, J S Sanko, L F Rosen, D J Birnbach (University of Miami - Jackson Memorial Hospital Center for Patient Safety, Miami, FL, USA)

10X7 Trust: A key ingredient of interprofessional care – An interim analysis
C Yu*, H Haïlapy, R Wong (†Keenan Research Centre in the Li Ka Shing Knowledge Institute of St. Michael’s Hospital, Toronto, Canada; ‡Division of Endocrinology & Metabolism, St. Michael’s Hospital, Toronto, Canada; †Faculty of Medicine, University of Toronto, Canada)

10X8 Perceptions of Academic Staffs of the Faculty of Medicine Universitas Indonesia on Interprofessional Education: Identification of Best Formats in Indonesian Context
Ardi Findyartini*, Diantha Soemantri (Department of Medical Education, Faculty of Medicine, Universitas Indonesia, Jakarta, Indonesia)

10X9 How to achieve the development of a continuing inter-professional development strategy for community social pediatric professionals
F Borduas*, G Julien, C Monette*, H Sioui-Trudel (†Médecins francophones du Canada, Formation professionnelle continue, Montréal, (Québec), Canada; ‡Fondation du Dr Julien, Montréal, (Québec), Canada)

10X10 Interprofessional Education For Better Health – Strategic Organization and Development
E Broberger*, L Engqvist Boman, M Forsberg Larm, L-A Haldosen (†Karolinska Institutet Dept of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm Sweden; ‡Karolinska Institutet Dept of Learning, Informatics, Management and Ethics, Centre for Medical Education, Stockholm Sweden; †Karolinska Institutet, Sweden)

10X11 Development of Interprofessional Collaboration Aptitude Test as Evaluation Tool
N Ohshima*, M Kinoshita, M Sigeta, K Inoue*, H Nakamoto*, O Fukushima (†Tokyo Metropolitan University (TMU), Faculty of Health Sciences, Tokyo, Japan; ‡TMU, Student of Postgraduate School, Tokyo, Japan; †Jikei University, School of Medicine, Tokyo, Japan)

10X12 Implementation of multiprofessional training of teamwork and communication for undergraduate nursing and medical students
B Otto*, E Haddleton, S Erichsen, M Collander* (Uppsala University Hospital, Clinical Skills Centre, Uppsala, Sweden)

10X13 Interprofessional collaboration on an internal medicine ward: A qualitative study of role perceptions among nurses and doctors
V Juge*, K S Blondon, S Cullati*, P Hudelson, F Maître*, N V Vu, G L Savoldelli†, M R Nendaz*,† (†Unit of Development and Research in Medical Education (UDREM), Faculty of Medicine, University of Geneva, Switzerland; ‡Division of General Internal Medicine, University Hospitals, Geneva, Switzerland; †Quality of Care Service, University Hospitals, Geneva, Switzerland)
A model for interprofessional primary care oral health training
J Bowser, M Deutchman, B Potter, A Glickin* (University of Colorado, Anschutz Medical Campus, Aurora, Colorado, USA)

Medical and nursing students working together – making teamwork alive
L Salmiinen*, H-M Leino1, P Kääpä1 (*University of Turku, Faculty of Medicine, Department of Nursing Science, Turku, Finland; 1University of Turku, Faculty of Medicine, Medical Education Research and Development Centre, Turku, Finland)

Jornada Universitaria da Saúde: a model for community work based on transdisciplinary action by undergraduate health professionals
A K M Mourão*, G H Risso, S S A Gannam, M P T Nunes (School of Medicine, Universidade de Sao Paulo, General Clinics Department, Sao Paulo, Brazil)

Development of an inter-professional educational course utilising virtual patients and practical skills training for advanced pediatric emergency training:
Step II – pilot study of course design
R Lehmann*, F Stute, M Hornberger, A Simon, M Haag, J Meyburg, K Tegtmeier, B Tönshoff, G F Hoffmann, S Huwendiek (Center for Child and Adolescent Medicine, Department for General Pediatrics, Heidelberg, Germany)

How do medical and nursing students perceive each others' professions, and how much does interprofessional education influence these views?
J Krepski*, C Woolf2; C S Baker (*Barts and the London School of Medicine and Dentistry, Centre for Medical Education, London, UK; 2City University, Department of Language and Communication Sciences, London, UK)

Medical students' and medical educators' perceptions of interprofessional education
GMJUB Salam*; C Woolf (*Barts and the London School of Medicine and Dentistry, Medical Education, London, UK; School of Community & Health Sciences, City University London, UK)

POSTERS: Communication Skills/Patient Safety
Chairperson: Athol Kent (South Africa)
Location: Hall A

Closing the gaps between traditional and patient-centered history taking
S Gannam*, D Ballester* (University Hospital, Department of Pediatrics, School of Medicine, Universidade de Sao Paulo, Brazil)

Communication gaps in teaching pediatric outpatient scenario: A qualitative analysis
R Sukiennik*, R Halpern, V H Moura, V Boella (Universidade Federal de Ciências da Saúde de Porto Alegre, Pediatric Department, Porto Alegre RS, Brazil)

Using SBAR to improve confidence in clinical communication amongst medical students
R Ahmed1, I Ahmed1, N Ahmed1, S Amin*2, H Graham3 (*London, UK; 1King’s College London, School of Medicine (KCLSoM), London, UK)

'Students as actors': an innovative use of role-play teaching
S Mallappa*, J Wright, N Patani, J Pitkin, R Soobrah (Northwick Park Hospital, Undergraduate Department, London, UK)

Communication skills training of postgraduate physicians assessed by video analysis (RIAS): Results of a randomized control trial
J Juenger*, J Spang, N Ringel, U Riemann, JH Schultz, W Langewitz, B Buermann (Department of General Internal and Psychosomatic Medicine, University Hospital Heidelberg, Germany)

University of Zagreb School of Medicine Longitudinal Course in Communication Skills
N Cikes*, G Pavlekovic, S Seiwerth, D Milicic (University of Zagreb School of Medicine, Zagreb, Croatia)

Student reflections on emotions concerning breaking bad news
A Toivonen*, E Pyörälä (University of Helsinki, Faculty of Medicine, Research and Development Unit for Medical Education, Helsinki, Finland)
Video-based analysis of questioning technique during medical classes:
perception vs. reality
S Lee*, Y H Cho*, S J Im*, S Y Baek*, B S Gam* (1Medical Education Unit, Pusan National University School of Medicine; 2Family Medicine Clinic, Pusan National University Yangsan Hospital, Yangsan, South Korea)

Structured Communication to avoid mistakes – TeamTimeOut in a Swiss clinic
M Henninger*, A Bucher*, A Kutter (University of Education Weingarten, Media and Education Management, Weingarten, Germany)

Comparative study of opinions of patients, clinical students and clinical faculty members of Babol University of Medical Sciences on patient-centeredness, using PPOS
I Jahanian*, A Mirzazadeh9, F Shahi2, S Jafari2, E Krupat (1Babol University of Medical Sciences, Education Development Center (EDC), Iran; 2Tehran University of Medical Sciences, Education Development Center (EDC), Iran)

Medical Students’ Experiences and Attitudes towards Unofficial Interpretation
U Shah, M Jegatheesan, M Turner*, K Joekes, W Carneiro (St George’s University of London, Centre for Medical Education, Tooting, London, UK)

Attention to gender in communication skills assessment instruments in medical education
P Dielissen*, P Verdonk*, B Bottema*, A Kramer*, T Lagro-Janssen* (1Radboud University Nijmegen Medical Centre, Department of Primary and Community Care, Nijmegen, the Netherlands; 2Maastricht University, FHML, School Caphri, Maastricht, the Netherlands)

‘Wall-To-Wall’ versus ‘Exemplary’ Counseling – Findings from an Action Research in Denmark
Linda Kragelund (The National Centre of Competence Development, Aarhus University, Copenhagen, Denmark)

Sincere Personal Attention in Clinical Practice can Reduce the Number of Medical Errors
Dorothé Vessies*, John Wiering* (University Medical Center Groningen, The Netherlands)

Adoption of storytelling approach in patient safety education on procedural sedation during endoscopic interventions
R Takahashi*, K Nakajima*, K Shimizu*, S Tsutsui* (1Osaka University Hospital, Department of Clinical Quality Management, Osaka, Japan; 2Osaka University Hospital, Department of Gastroenterology and Hepatology, Osaka, Japan)

Refusal in Reporting Medication Errors from the Viewpoints of Nursing Students in Kermanshah University of Medical Sciences
M Timareh*, P Abbasi, S H Iranfar (Kermanshah University of Medical Sciences, Kermanshah, Iran)

Survey prevalence and type of medication errors of nursing students in Kermanshah University of Medical Sciences
P Abbasi*, M Timareh, S H Iranfar (Kermanshah University of Medical Sciences, Kermanshah, Iran)

Impact of medical education in a foreign language on the communication skills of students in their native language
V Abi Raad, N Asmar*, Z Hijazi, S Bahous, H Barakat, L Abiad (Lebanese American University, University Medical Centre, Achrafieh, Beirut, Lebanon)

Impact of early Clinical Skills Training and GPA on the Performance of Third Year Medical students of Ross University
D Sharma, Rhonda McIntyre*, A Williams, P Rickett (Ross University School of Medicine, Picard, Dominica)
1030-1200 10Z POSTERS: Simulated Patients/Simulation

**Chairperson:** Peter de Jong (Netherlands)
**Location:** Hall A

1021 Effects of a Standardized Patient based Training on the Performance of 4th Year Students during a Preoperative Clinical Evaluation: A Rater Blinded RCT
R Greif1, A Rogausch2, C Berendonk2, M Wipfli1, KP Schnabel1 (1University Hospital and University of Bern, Department of Anaesthesiology and Pain Therapy, Inselspital, Bern, Switzerland; 2Institute of Medical Education, Bern, Switzerland)

1022 Attitudes and satisfaction of standardized patients participating in large scale OSCE for licensing in Thailand
P Yamwong1, S Kobwanthanakun1, W Sumawongse2, B Sathapatayavongs2 (1Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; 2Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand)

1023 Views and Perceptions of ‘Patients As Educators’ on their role within medical education at the Sheffield Medical School
Saika Bibi*, Martin Hague*, Michelle Marshall, Nigel Bax (Academic Unit of Medical Education, Sheffield Medical School, Sheffield, UK)

1024 The risks and benefits of teaching crosscultural-interviewing with simulated patients
H Hoelzer (Simulationspatientenprogramm, Dieter Scheffner Fachzentrum, Charité Universitätsmedizin, Berlin, Germany)

1025 History taking and steps of problem solving process: student self-practice with simulated patient
Varavudh Sumawong*, Suwat Benjaponpitak, Thantip Malaisirirat, Orapan Charooslay (Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand)

1026 Medical interview training with simulated patients at Keio University School of Medicine
T Monkawa*, R Nakajima1, K Yasui1, N Shigematsu1, H Hirakata1, H Kashima1 (1Medical Education Center, Department of Radiology, Keio University School of Medicine, Tokyo, Japan)

1027 Implementing and Administering a Combined Clerkship Standardized Patient Activity on Women’s Health
D Ferguson*, A Ortega, K Coker, K Plastino, J Schillerstrom (University of Texas Health Science Center at San Antonio, School of Medicine Clinical Skills Center, San Antonio, TX, USA)

1028 Pitfalls in training of simulated patients (SPs) – Their response to family history taking
R Aso*, C Inoue, A Yoshimura, T Shimura (Academic Quality and Development Office, Nippon Medical School, Bunkyo-ku, Tokyo, Japan)

1029 Let’s (Role) Play – Difficult Situations as Learning Opportunities during Simulated Ward Rounds
Christian Lottspeich*, Stephanie Keil, Sophie Niedermaier, Thomas Brendel, Ralf Schmidmaier, Martin Reincke (Medical Education Unit, Medizinische Klinik - Innenstadt, Klinikum der Universität München, Germany)

1030 Perception of Medical Students Toward Using Standardized Patients to Learn Effective Communication Skills with Patients
S Sepehr*, R Jaafar (Universiti Sains Malaysia, Department of Medical Education, Kelantan, Malaysia)

1031 Simulation in teaching of interview techniques
J Mohtashami*, F Mehrpoor (Shahid Beheshti University, Medical Sciences, Faculty of Nursing & Midwifery, Tehran, Iran)

1032 The effects which simulated classes brought for OT students
Takaji Suzuki (School of Nursing and Rehabilitation Sciences, International University of Health and Welfare, Odawara, Japan)

1033 Addressing Core Competencies for Health Care Professionals Involved in Disaster Medicine – A Novel Curriculum
E Lecarpentier, MJ Raynal, D Michel, M Barghouth, J Marty, JL Dubois Rande, M Barthout*, C Bertrand, (UFR de Médecine, Université Paris Est Créteil, France)
10Z14 Improving assessment and management of critically ill patients through simulation training – an appreciated part of the internship at Sahlgrenska University Hospital
J Park*, A-K Jacobsson*, P Andr"{e}ll, C Finizia (Sahlgrenska University Hospital, M"{u}lndal, Sweden)

10Z15 Parameters for succeeding with multiuser simulations on multitouch surfaces
Sandra Buron*, Maria Kaschny, Kai Sostmann (Charit"{e} Universit"{a}tsmedizin Berlin, Dieter Scheffner Fachzentrum fur medizinische Hochschulehre und evidenzbasierte Ausbildungsforschung Kompetenzbereich eLearning / Projekt SimMed, Berlin, Germany)

10Z16 A pilot study of a learning needs assessment tool for simulation-based medical education
A Kimble (Torquay Hospital, Department of General Surgery, Torquay, UK)

10Z17 Simbase: A European Project for Promotion of ICT Enhanced Simulation Based Learning in Healthcare Centres
T Campos*, Tor Bryne*, Miguel Castelo-Branco*, David Riley*, Ulf Ehlers*, Ildik"{o} Sz"{o}g"{e}di*, Peter Donnelly, Justin Fenech (1Regional Ministry of Health, Government of Andalusia, Spain; 2Laerdal Medical AS; 3Faculdade de Ciencias da Saude, Universidade da Beira Interior; 4Fundacion IAVANTE; 5University of Duisburg-Essen; 6Institute for Basic and Continuing of Health Workers)

1030-1200

10AA POSTERS: Curriculum Evaluation
Chairperson: Steven Durning (USA)
Location: Hall A

10AA1 Ask the Audience: Comparing Online-Evaluation versus TED-Evaluation
J Huber*, C Lottspeich*, S Keil*, S Niedermaier*, C Genzel-Borowiczni (Medical Education Unit- Medizinische Klinik – Innenstadt, Klinikum der Universit"{a}t M"{u}nchen, Germany)

10AA2 Does the same undergraduate medical curriculum, delivered via two distinct parent institutions, result in graduates with measurably different attitudes and skills?
R Isba*, W S Costigan*, C Shelton*, A Garden (1Centre for Medical Education, Lancaster University, Lancaster, UK; 2North Western Deaneary, UK; 3Mersey Deaneary, UK)

10AA3 Obligatory Institutional Student Evaluation in Clinical Pathology (CP) subject in medical school/UFMG/BRAZIL: Is there consistency in the results?
T Figueiredo-Soares*, C G Drummond**, G C Vaz**, J M Khoury*, N Ribeiro*, E R Valadares*, R M D Faria**, W T Clemente*, E N Mendes* (1Departamento de Proped"{e}utica Complementar, School of Medicine, Universidade Federal de Minas Gerais (UFMG) - Belo Horizonte – Brazil; 2Fellow of FAIMER-Brazil Program)

10AA4 Undergraduate teaching feedback in a district general hospital
M Amin*, R Tayyem*, N Bahja*, D Chanock (Ayr Hospital, Mcdonald Education Centre, Ayr, UK)

10AA5 Dental Students' Evaluation of The Quality of Practical and Clinical Training and Assessment in Damascus University
E Joury*, M Youssef (Damascus University, Faculty of Dentistry, Oral Medicine Department, Damascus, Syria; Damascus University, Faculty of Dentistry, Dean Office, Damascus, Syria)

10AA6 Optimization of the Brussels Clinical Evaluation tool BRUCE 1.0
E Bruneel, M De Couck, R Verbinnen, B Rombaut, N Pouliart* (Vrije Universiteit Brussel, Faculty of Medicine and Pharmacy, Brussels, Belgium)

10AA7 Students' attitudes toward medical learning: A cross-sectional analysis in Taiwan
Chih-Chen Chou (China Medical University Hospital, Department of Education, Taichung, Taiwan)

10AA8 Using text messages to collect quality assurance data from students on Clinical placements
Julie Struthers*, Paul Irvine, Cathy Jackson (School of Medicine, University of St Andrews, Fife, UK)

10AA9 Twelve years of biomedical-psycho-social profile based curriculum in medical schools at Sapienza University of Rome
G Familiari*, V Ziparo*, L De Biase*, R Benvenuto*, M Relucenti*, R Heyn*, P Gallo*, A Lenzi**, E Gaudio*, L Frati** (1Faculty of Pharmacy and Medicine; 2Faculty of Medicine and Psychology; 3Faculty of Medicine and Dentistry; Sapienza University of Rome, Italy)
10AA10 Do clinical clerks and residents have the same perception of the quality of a clinical workplace?
L De Jonghe, A Deketelaere, K Bosselaers, N Druine*, P De Leyn, W Peertmans, B Himpens
(Catholic University of Leuven, Centre for Medical Education, Leuven, Belgium)

10AA11 Performance Evaluation of Heart Hospital Affiliated to Tehran University of Medical Sciences Based on Baldrige Excellence Model
Fereshteh Farzianpour*, H A Omrani, S Aghababa, Shayan Hosseini, S S Hosseini, S Hosseini,
(School of Public Health, Tehran University of Medical Sciences, Tehran, Iran)

10AA12 Assessment of Estimated Workload Through Student Evaluation
D Stankovic Djordjevic*, M Visnjic, D Pavlovic (University of Nis Faculty of Medicine, Nis, Serbia)

10AA13 Do medical graduates perceive that their knowledge and abilities result from their school's curriculum? The Greek experience
T Tzamalis*, X Tseretopoulou*, G Bazoukis*, E Jelastopulu, I Papadopoulos, I Dimoliatis*
(1University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Ioannina, Greece;
2University of Patras, Medical School, Department of Public Health, Patras, Greece; *University of Athens, Greece)

10AA14 Clinical evaluation structure based on nursing and midwifery students’ and teachers’ experiences in school
T Khadivzadeh*, A Heidary, F Taleghani*, M Bahrami (1Mashhad University of Medical Sciences, School of Nursing and Midwifery, Mashhad, Iran; 2Isfahan University of Medical Sciences, School of Nursing and Midwifery, Isfahan, Iran)

10AA15 Viewpoints of Students towards Educational Services Quality (expectations and perceptions) in Rafsanjan University of Medical Sciences (2008-2009)
Hamid Bakhshi*, Abdollah Jafarzadeh (Rafsanjan University of Medical Sciences, Medical Education Department, Rafsanjan, Iran; *Immunology Department, Faculty of Medicine, Rafsanjan University, Iran)

10AA16 Students' views on a revised curriculum in a medical faculty in Sri Lanka
A Ellawala*, DMS Fernando, RB Marasinghe (University of Sri Jayewardenepura, Department of Medical Education and Health Sciences, Faculty of Medical Sciences, Gangodawila, Nugegoda, Sri Lanka)

10AA17 Perceptions and suggestions of 2nd professional MBBS students about their teaching and learning process: An analytical study
M Goyal*, M Bansal, A Gupta, S Yadav, D Goel (Department of Pharmacology, Maharishi Markandeshwar Institute of Medical Sciences & Research, Mullana, Ambala, Haryana, India)

10AA18 Ophthalmology Teaching at Undergraduate Level
L Jawheer*, R Dwivedi, K Hiew, J Hu, D Kirkham, R Moylan, T Quin, B Silver, C Sobajo, K Stanier, S S J Tiew, P Baker (Royal Bolton Hospital NHS Foundation Trust, Bolton, UK)

10AA19 A study of the Dr. Fox effect on teachers' evaluation in medical students of Shiraz University
A Doostkam*, M Sagheb, J Kojouri, M Amini (1University of Shiraz Medical Science, Center of Medical Education, Shiraz, Iran; 2University of Shiraz Medical Science, Faculty of Medicine, Shiraz, Iran)

10AA20 A Survey on the Approval and Attitude of Learners toward using Crossword Puzzles in Examinations
Hassan Abidi*, Azam Molashafi, Mohammad Zoladl, M Ali Mansoorian, Marjan Sardsiri (Yasouj University of Medical Sciences, Department of Lab Sciences, Faculty of Paramedicine, Yasouj, Iran)

10AA21 Comparison of PBL and traditional teaching method
P Jahani*, A Sarfaraz, M Shafiei, A Namvar (University of Shiraz, Faculty of Medicine, Shiraz, Iran)
WEDNESDAY 31 AUGUST

1030-1200 10BB  POSTERS: Clinical Teaching 3
Chairperson: Martin Wohlin (Sweden)
Location: Hall A

10BB1 Take a closer look – increasing awareness of correct hygienic behaviour using an interactive educational film
Thomas Brendel*, Sophie Niedermaier, Christian Lottspeich, Stephanie Keil, Christian Kowalski (Medical Education Unit, Medizinische Klinik - Innenstadt, Klinikum der Universität München, Germany)

10BB2 An "Introduction to Theatres Workshop" as a teaching tool for medical students
D R Clarke*, T G Martin*, D J Bowrey (College of Medicine, Biological Sciences and Psychology, University of Leicester, UK)

10BB3 Chest X-Ray Interpretation by Medical Students: A Comparison between the Traditional Instructions versus Integrated Instructions, Uttaradit Medical Education Center
Titaree Suwannalai*, Sutathip Pongcharoen1, Kanda Saksornchai1, Jirapa Khampisut1 (1Uttaradit Medical Education Center, Knowledge and Library Services, Education Centre, Kent and Canterbury Hospital, Canterbury UK; 2East Kent University Hospitals NHS Foundation Trust, ITU, William Harvey Hospital, Ashford, UK)

10BB4 Video collections: Effective teaching of the congenital heart diseases
Surachai Kiatchaipipat (Medical Education Center, Ratchaburi Hospital, Ministry of Public Health, Thailand)

10BB5 Semiology course: A change in the process of education
M Momen Heravi*, El Fakharian, B Zamani (Kashan University of Medical Sciences, Kashan, Iran)

10BB6 The self-judgment of medical graduates on their attainment of clinical skills in undergraduate and postgraduate phases of studies
M Krupinski*, B Guzik, M Job, M Nowakowski (Jagiellonian University Medical College, Medical Education Department, Cracow, Poland)

10BB7 Evidence Discovery, Microteaching and a Clinical Librarian on an Education Ward Round in ITU
M Kerr1, M Hamer2, R Dula1, B Prathiba2, R Cox1 (Presenter: M Patel) (1East Kent University Hospitals NHS Foundation Trust, Knowledge and Library Services, Education Centre, Kent and Canterbury Hospital, Canterbury UK; 2East Kent University Hospitals NHS Foundation Trust, ITU, William Harvey Hospital, Ashford, UK)

10BB8 Review of the learning opportunities for students on a prehospital care programme in a UK medical school
D Goodsman, M Ahmad* (Harrow, UK)

10BB9 Outcome of the needlestick injury prevention measure education among medical students
T Dhearapanya*, S Wattanasirichaggoon, P Pumila, V Mahasithiwat, K Chansiri, N Laoopuksin (Srinakharinwirot University, Faculty of Medicine, Bangkok, Thailand)

10BB10 The Reliable Respiratory Examination
M Newham*1, R Mukherjee1, E Jones1, D Wall2 (1Heart of England NHS Trust, Birmingham, UK; 2University of Birmingham, Centre for Research in Medical and Dental Education, Birmingham, UK)

10BB11 Mentoring in Pediatric Department, Buddhachinaraj Medical Education Center
Kosa Sudhorn, Thumnop Tantisupawong* (Pediatric Department, Buddhachinaraj Medical Education Center, Faculty of Medicine, Naresuan University, Phitsanulok, Thailand)

10BB12 Medical students lose their competence in clinical skills not applied on real patients: Results of 2-year cohort study
S Mamakli*, MK Alimoglu2, E Gurpinar1, M Aktekin* (1Akdeniz University School of Medicine, Department of Medical Education, Antalya, Turkey; 2Akdeniz University School of Medicine, Department of Public Health, Antalya, Turkey)

10BB13 Unintended consequence of a morning board round
M Patel*, K Hunjan, A Dewar, A J R Morris, B V Prathibha (William Harvey Hospital, Willesborough, Ashford, UK)
Improving educational practices: art professionals collaborating with health teams
G Miranda\textsuperscript{1}, D Afonso\textsuperscript{1}, D Pimenta\textsuperscript{1}, L Silveira\textsuperscript{1}, L Rodrigues\textsuperscript{1}, L Oliveira\textsuperscript{1}, M Araujo\textsuperscript{1}, C E Garcia\textsuperscript{2}, F Reis\textsuperscript{2}, F Fortes\textsuperscript{2}, C Brasil\textsuperscript{2} (Presenter: D Sobrino Dieguez) (\textsuperscript{1}State University of Rio de Janeiro UERJ, University Hospital Pedro Ernesto, Coordination of Academic Development, Faculty of Medical Sciences, Rio de Janeiro / FAIMER Brazil; \textsuperscript{2}Grupo Roda Gigante / Ferris Wheel Group - Doutores Palhaços)

Laparoscopic or Open Surgery: The benefit to medical students
G Riddiough*, P Stather, H Cheshire (Northampton General Hospital, Northampton, UK)

The ‘Funky Foam Heart’ – an innovative way to teach medical students about congenital heart disease
E Bradshaw (ST7 Paediatrics, Northern Deanery, UK)

1030-1200 10DD SECRETS OF SUCCESS 8
Location: Hall A

“Playing around” -- Development of a video game to support medical and patient education in pediatrics
E Bassilious\textsuperscript{+1}, F Mahmoud\textsuperscript{1}, A Dubrowski\textsuperscript{1}, A Schwartz\textsuperscript{1}, C Kamin\textsuperscript{1} (\textsuperscript{1}The Wilson Centre, University of Toronto, Canada; \textsuperscript{1}The Hospital for Sick Children, Toronto, Canada; \textsuperscript{1}The University of Illinois at Chicago, Department of Medical Education, Chicago, USA)

Interactive Video: A Novel Concept to Enhance Physical Examination Skills
N Uebelhart\textsuperscript{*1}, P Cooles, I Toussant (Ross University School of Medicine, North Brunswick, NJ, USA; Ross University School of Medicine, Picard, Dominica, West Indies)

Annotated videos as an adjunct to teaching topics in clinical sciences
K Premkumar\textsuperscript{*1}, N Cowie, C Coupal, K Boechler (University of Saskatchewan, Saskatoon, Canada)

1200-1300 LUNCH
Location: Hall A

1300-1515 11 PLENARY 3: Evidence Based Teaching
Chairperson: Dale Dauphinee (Canada)
Location: Hall A

From ‘Knowledge Transfer’ to ‘Knowledge Interaction’ – changing models of research use, influence and impact
Huw Davies (University of St Andrews, UK)

Huw Davies is Professor of Health Care Policy & Management at the University of St Andrews, and formerly Director of Knowledge Mobilisation & Capacity Building for the UK NIHR ‘Service Delivery and Organisation’ national R&D Programme. His research interests are in service delivery, encompassing: evidence-informed policy and practice; performance measurement and management; accountability, governance and trust. Huw has published widely in each of these areas, including the highly acclaimed Using Evidence: How Research Can Inform Public Services (Policy Press, 2007).

Uncovering Evidence and Understanding its Complexity
S Barry Issenberg (Gordon Center for Research in Medical Education at the University of Miami Miller School of Medicine, USA)

S Barry Issenberg is Professor of Medicine and Assistant Director of the Gordon Center for Research in Medical Education at the University of Miami Miller School of Medicine. His career focus has been in the development, implementation, and evaluation of simulation-based training systems. Dr. Issenberg also chairs the Topic Review Group on Simulation for the Best Evidence Medical Education (BEME) Collaboration.
1430-1515  **11C  AMEE Spotlights**
Brief presentations of the Conference highlights in specific topic areas

- 11C1 International perspectives  Deborah Murdoch-Eaton (UK)
- 11C2 Research in Medical Education  Elza Mylona (USA)
- 11C3 Social Responsibility of a Medical School  Charles Boelen (France)
- 11C4 Who should do the Teaching  Vimmie Passi (UK)
- 11C5 Interprofessional Education  Jill Thistlethwaite (Australia)
- 11C6 A Student Viewpoint  Raquel Correia (Portugal) & Ahmet Murt (Turkey)
- 11C7 A Junior Doctor’s Viewpoint  Bernardo Bollen-Pinto (Portugal)

1515  **ASPIRE: A programme for international recognition of excellence in education in a medical school**
David Wilkinson (Australia)

1517  **A look forward to AMEE 2012, Lyon France**

1520  **Close of Conference**

**AMEE-ESME COURSES (Closed sessions)**

- 1545-1700  ESMESim Course post-conference session  Location: Schubert 6
- 1545-1700  RESME Course post-conference session  Location: Schubert 2
Tour Programme and Evening Event
Enquiries should be directed to:
COME IN, Alserstrasse 32/20, A 1090
Vienna, Austria. Fax: +43 1 402 47 14 14
Email: amee@come-in.co.at

COME IN representatives will be available at the following times at the Tours Desk situated in Hall A Foyer, Reed Messe Wien near the AMEE Registration Desk.

- **Saturday 27 August**: 1000-1500
- **Sunday 28 August**: 1000-1500 and during Opening Reception
- **Monday 29 August**: 1000-1500 and from 1830 until departure of buses to the Heurigen
- **Requests on Tuesday 30 and Wednesday 31 of August**: will be handled by the COME IN Office.

Any remaining tickets for tours and the Viennese Heurigen Evening may be purchased from COME IN.

Original tickets for the Bus Excursions, Heurigen Evening and City Walk will be handed out at the registration desk in Vienna.

Tickets for all tours will be distributed at the registration desk during the above times, please bring your booking confirmation when collecting!

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**Bus excursion: Highlights of Vienna**

**Saturday 27th & Sunday 28th August (1400-1700 hrs)**

We will give you an overall impression of the most significant historical sights of Vienna. Starting with a tour along the beautiful Ringstrasse with magnificent buildings like the State Opera House, the Museum of Fine Arts, the imperial palace “Hofburg”, the Houses of Parliament, the City Hall and the University, we continue to the former summer residence of the Habsburg Family – Schönbrunn Palace. The highlight of our tour is a ride on the famous Giant Ferris Wheel from where you enjoy a marvellous view over the city.

**Price per person:** Euro 45
**Price includes:** English speaking guide and ride on the Giant Ferris Wheel
**Departs/Returns to:** Reed Messe Wien

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**Bus Excursion: "Wienerwald" – Vienna Woods**

**Saturday 27th & Sunday 28th August (1400-1700 hrs)**

The Vienna Woods are protected by law as a “forest and field belt”. We take you to “Leopoldsberg” in the northern part of the Vienna Woods, from where you can look down to Vienna and the glittering ribbon of the Danube. This has been the starting point of the liberation of Vienna from the Turks in the year of 1683. Down the hill and arriving at Klosterneuburg you leave the coach and travel back to the middle ages. Enjoy a private guided tour through Stift Klosterneuburg, the oldest monastery in Austria with its baroque treasures and impressing gardens.

**Price per person:** Euro 45
**Price includes:** Entrance Fee to Klosterneuburg
**Departs/Returns to:** Reed Messe Wien

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**TERMS AND CONDITIONS**

- All Bus Excursions, City Walk and the Vienna Heurigen Evening are organized by COME IN.
- Full non-refundable prepayment covering Bus Excursions, City Walk and Heurigen Evening is to be made to guarantee the reservation, an invoice will be sent accordingly.
- The following credit cards are welcome: American Express, Master, VISA, Diners
- Upon receipt of the prepayment COME IN will send a written confirmation.
- Original tickets for the Bus Excursions, City Walk and Heurigen Evening will be given at the tours desk in Vienna.
- Participants are kindly requested to present original tickets to their guide for Bus Excursions, City Walk and the Heurigen Evening.
- In case of no show no refund will be made.
Opening Ceremony and Reception

Sunday 28th August (1900-2200 hrs)

An exciting, fun-filled, action-packed musical programme by Salonfähige Saitenspringer, a group of talented and versatile musicians to start off the Conference on the right note! Afterwards, enjoy a buffet reception, while renewing acquaintances from previous Conferences, and making new friends.

Location: Hall A, Reed Messe Wien
Price: Free of charge to registered and paid conference participants and registered accompanying persons
Includes: Entertainment by Salonfähige Saitenspringer, 1 drink per person (wine, beer or soft drink) and hot buffet

Viennese Heurigen Evening (Vineyard Fuhrgassl – Huber)

Monday 29th August (1900-2200 hrs)

Since 40 years the vineyard of the family Huber is a popular local in the heart of Neustift am Walde, between wine gardens and the Viennese forest, with cozy rooms and a romantic terrace garden. The house is ideal for business and firm celebrations as well as for private Celebrations of all kinds.

Price per person: Euros 65
Price includes: Bus from Messe Wien returning to the city centre, English speaking guide, Traditional Heurigenbuffet including vegetarian options; ½ litre of house wine; ½ litre of water and traditional live music.
Departs/Returns to: Depart from Reed Messe Wien and return to city centre.

Bus Excursion: “Jugendstil” – Art Nouveau

Monday 29th August (1400-1700 hrs)

The turn of the century was marked by the rebellion of young artists and architects against the pervasive conservatism of the Austrian society. The result was the “Secession” movement and the “Jugendstil” style of art. The Secession building - the first Art Nouveau building in Vienna - caused a revolution in architecture. The new art association was founded in 1897 and called itself “Secession” and this gave the name to the building.

It is well known, that Otto Wagner has been strongly interested in the technological possibilities offered by modern building methods and materials, such as reinforced concrete, glass and cast iron. No doubt that these technological preoccupations influenced the city’s decision to appoint Wagner architect in chief for the “Stadtbahn” project. During the afternoon you get to know some of the most important buildings in town and visit Belvedere, one of the most important museums worldwide. The collections reach from the middle age to contemporary art, among others the Upper Belvedere features works by Gustav Klimt, Egon Schiele and Oskar Kokoschka.

Price per person: Euro 45
Price includes: English speaking guide and entrance to Upper Belvedere
Departs/Returns to: Reed Messe Wien

City Walk: Old City incl. Spanish Riding School

Tuesday 30th August (0930-1200 hrs)

After a short stroll through the inner city of Vienna you will get to know the world famous Spanish horse riding school. The famous riding school focus a 425 year old tradition and is the only unique remained institution which sets its tone on classical Renaissance riding. Enjoy the possibility to visit the traditional morning training with the famous Lipizzan Horses.

Price per person: Euro 32
Price includes: English speaking guide and entrance to Spanish Riding School (Morning Training)
Departs/Returns to: Reed Messe Wien
Aarnio, M 9Y5
Abbade, LPF 3BB15
Abbade, J F 4Z15
Abdulla, A 4AA10
Abe, K 10F4
Abi Raad, V 10AA20
Abidi, H 10Z17
Abney, P PCW 17
Abraham, R 2Y6
Abramovitz, R 6J1
Adams, C 6N5
Afonso, D 9AA4
Afzal, M H 3Y10
Agamy, E 6F3
Ahmad, M 10BB8
Ahmadipour, H 2J6
Ahmady, S 4M4, 10C4
Ahmed, I 8AA10
Ahmed, E 8X9
Ahn, J H 10G2
Ajjawi, R 2H5
Akaraborworn, O 4Z4
Al Ali, F 6L4
Alam, A Y 2G3
Alamro, A 5F4
Albert, M PCW 20, 8A, 9R
Albright, S 8V
AlEassa, E 6L4
Alexopoulos, A S 4BB8
Ali, A 6G5
Alimoglu, M K 4CC14
Alizadeh, M 8BB5
Alizadeh Naini, M 8Y2
Allan, A 2F4
Allard, J 4F2
Almuhaya, R 8M4
Al-Othman, O 9L2
Alqurashi, W 4K1
Alshammary, S A 8CC11
Altamirano-Bustamante, M M 6Z18
Alves de Lima, A 9BB11
Amalia, A 9E6
Amalraj, E 6BB9, 8H
Amin, M 10AA4
Amini, S 10Y3
Amin, Z 2I3, 5E, 9N
Amini, P 5H7
Amoros, A 3L4
Amoros, G 4G1
Amrollah, R 6AA4
Anandarajah, C 6Z1
Anderson, L 2AA4
Anderson, P 6C3
Anderson, B ESMEA, 2K
Andersson, A 3F1
Andersson, J 8M2
Anges Cruser, D 8B
Anshu, S 5M4
Aomatsu, M 2Z4
Aparicio, A 4C, 5L
Aper, L 5I2
Arbet, S 6BB2
Arcoz, D 8AA11
Arle, E 624
Armstrong, E PCW 24, 2N, 5L3
Arsec, S 4Z12
Artar, M SH6
Artino, A R 2H4, ET, 10M
Ashcroft, E 5H1
Asf, S 5AA2
Asmar, N 10Y8
Aso, R 1028
Athappilly, C 3X6
Athir, M 9DD2
Aubry, C 3X17
Audéter, M C PCW 4, 2AA14
Aung, H 6F1
Austen, K 4CC3, 6BB10, 10K5
Awied, B 3Y10
Ayub, R 2I4
Azer, S 5G, 6I, 10K4
Azizi, F 4BB14
Azopardi, L 8X3
Bachman, J W 2S
Baerheim, A 2T
Bahja, N 10AA4
Bahrampour, E 5Z6
Baig, H 6Z9
Bailey, J 5H4
Baillie, Susan PCW 22, 8N, 10K3
Baillie, Sarah PCW 22, 8N, 10K3
Baker, A D 9B8
Bakshi, H 10A15
Ball, K 9AA7
Ballester, D 10Y1
Balseven Odabasi, A 3X12
Balslev, T 8J5
Bamidis, P D 8DD1, 10O
Banchio, B 8CC17
Bandi-Ott, E 3/4B
Banner, S 5X
Barbosa, M 5BB9
Barbosa, J 6BB7
Barrett, J 2X3
Barrow, M 4F4
Barr, K 1AA1
Barthout, M 10X13
Barzansky, B 2W
Bashour, H 2G6
Bassilious, E 10DD1
Basuki, E 9Z2
Bats, T 4U
Bates, J 8Y3
Bauer, D 10K5
Bauer, N 9G2
Bauernfeind, M 6Z14
Baumgart, J 9X18
Baur, F 6AA5
Bawoodien, A 4CC12
Bax, M 2Y9
Bax, N D S 6S
Baxter, H 5M3
Baxter, M 6V2
Bedescha, S 4Y20
Beez, M 2HS
Becker, L PCW 12
Becker, S 8M3
Beckman, T 2D7, 5J
Begg, M 2L7, 10K
Behrens, M 5AA2
Bell, M J 3I6
Bell, P PCW 7
Belldon, P L 10M3
Bennett, D 2C3
Bennett, J 9I2
Beraldi, G H 6Z7
Bergman, E 6F2
Berkenbosch, L 2Y7, 2Y9
Berlingrieri, P 3BB4
Berman, N 5N
Bermúdez, I 8BB9
Bertrand, C 3E1
Bezemer, J 9X16
Bezerra, R 9BB8
Bhabha, M 1023
Bikmoradi, A 9C7
Biller, S 28B1
Bin Abdulrahman, K 6K, 8H1
Bindal, N 2S8
Bindal, T PCW 26, PCW 35
Bjarneberg, M 10H4
Bjelogić, P 4Z7
Bjerrum, A 3BB15
Bjørg, G 8S
Björkum, K 3F1
Black, L 2K3
Blatt, B PCW 3, PCW 23
Bleakley, A 8A
Bo, M 5AAS
Blouin, D 8X5
Blust, J M 28B4
Boelen, C 3N, 10C, 11C3
Boerboom, T B B 6M3
Boillat, M 3A
Bok, G J 5K5
Bokhari, F A 5DD4
Bolander Låklov, K 4L4, 9R
Bollen-Pinto, B 11C7
Bonke, B PCW 29, 6L1, 8J
Bouklukis, P 6Y7
Boon, M 5A17
Boon, Polupun 9X2
Boord, F 10X2
Borges, N J 2I4, 5B, 5F
Bourcy, D 10L1
Bourque, J M 668B9
Boursicot, K ESMEA, 10L
Bow, C M PCW 8
Bowen-Jones, D 5X20
Bowmer, L 3L, 9C2
Boyd, A 60D1, 855
Boye, S 5Z18
Bradshaw, E 10BB16
Braïlowsky, C 542
Braxwell, D 3L, 5L5
Brand, V 5Z10
Breckwoldt, J 2J2
Breithaupt, K 9E1
Brendel, T 10BB8
Brisoules, O 2G4
Broberger, E 10X10
Brookman, M 4D2, 9D
Brooks, L 5B86
Brown, G 3P
Brown, N S 5H5, 6V
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