LYON, FRANCE
CENTRE DE CONGRÈS | 25-29 AUGUST 2012

CONFERENCE PROGRAMME 2012

The continuum of education in medicine and the healthcare professions

www.amee.org
### Saturday 25 August

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>0900-1700</td>
<td>Essential Skills in Medical Education (ESME)</td>
<td>Pasteur Auditorium</td>
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<tr>
<td>1300-1630</td>
<td>Skills in Computer-Enhanced Learning (ESCEL)</td>
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### Sunday 26 August

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<td>0900-1700</td>
<td>Essential Skills in Medical Education Assessment (ESMEA)</td>
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<td>1300-1630</td>
<td>Outreach-based Assessment Panel</td>
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### Monday 27 August

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<th>Time</th>
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<tr>
<td>0830-1000</td>
<td>SESSION 1</td>
<td>Plenary, Workshops, Research Papers, PhD Reports, Symposium, Posters, Courses, Private Meetings, Fringe</td>
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<tr>
<td>1030-1215</td>
<td>SESSION 2</td>
<td>Globalization of Medical Education and Its Discontents, Developing Entrustable Professional Activities, Evidence-Based Medicine and Research, Plénière en français, Clinical Assessment, Clinical Reasoning, Questionnaires/Surveys, Postgraduate Education, The Teacher, Teaching the Basic Sciences, The Patient and Medical Education, Lectures and Small Groups, Residents as teachers, Psychometrics for Dummies: Introductory</td>
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<td>1345-1530</td>
<td>SESSION 3</td>
<td>The International 'Moral Maze', Defining Core Competencies for Undergraduate Medical Programmes, Selection for Undergraduate and Postgraduate Programmes, Research en pédagogie médicale, Work-Based Assessment, The Student as Teacher, Developing and Validating an Instrument, Planning and Assessment in Postgraduate Education, Curriculum Development, Clinical Teaching 1, WBA and poorly performing doctors, Exploring student engagement, Communication Skills, Different Approaches to Teaching and Learning, Interprofessional Education, Young medical educators: Collaborative research, Integrating Virtual Patients</td>
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<td>1600-1745</td>
<td>SESSION 4</td>
<td>Assessing Tomorrow’s Learners, The Global Pediatric Education Consortium, Fringe 1, Collaboration - Professionalism, Written Assessment, PhD Reports 1, Discourse Analysis, Leadership, Outcome Based / Competency Based Education 1, Where are we with PBL?, Career Choice, Professionalism, Interprofessional Education, Young medical educators: Collaborative research, Integrating Virtual Patients</td>
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**Legend:**
- **PLENARY**
- **WORKSHOPS**
- **POSTERS / ePOSTERS**
- **COURSES**
- **RESEARCH PAPERS / PhD REPORTS**
- **SHORT COMMUNICATIONS**
- **PRIVATE MEETINGS**
- **FRINGE**
### Monday 27 August

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<td>Social media in medical education, ASPIRE: Recognising excellence</td>
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<td>Careers advice, Evaluating faculty development activities</td>
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<td>Research interview, Scholarship and research</td>
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<td>Meet the Experts: Assessment and mobile technology</td>
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<td>Postgraduate Training 1, Problem-based learning</td>
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<td>The Student in Difficulty, International Medical Education</td>
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<td>Méthodes d’apprentissages, Methods d’apprentissages</td>
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<td>Writing MCQs in challenging areas, Training the trainers: doctors in difficulty</td>
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<td>Teaching confidentiality, Setting up OSCE exams</td>
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<td>Mastery learning and deliberate practice</td>
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**Breaks:**
- 10:00-10:30
- 12:15-12:30
- 14:45-15:30
- 16:30-17:00

**Areas:**
- PLENARY
- SYMPOSIUM
- WORKSHOPS
- POSTERS / ePOSTERS
- RESEARCH PAPERS / PhD REPORTS
- COURSES
- SHORT COMMUNICATIONS
- PRIVATE MEETINGS
- FRINGE
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<td>Best Evidence Medical Education (BEME)</td>
<td>Ethics</td>
<td>e-learning Case Studies</td>
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<td>The Student in difficulty</td>
<td>Clinical Education</td>
<td>Continuing Professional Development 2</td>
<td>Community Oriented Medical Education</td>
<td>Portfolios</td>
<td>Accreditation of the Student and Overseas Doctor</td>
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<td>Distress among physicians in Training and in Practice</td>
<td>Fringe 2</td>
<td>Evaluation curricula</td>
<td>Feedback 1</td>
<td>PhD Reports 2</td>
<td>Qualitative Research</td>
<td>Specialist and GP Training</td>
<td>Education Environment</td>
<td>International Collaboration and Sharing Resources</td>
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<td>Patient Safety</td>
<td>ESMEA Course (closed session)</td>
<td>Survey design</td>
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### Tuesday 28 August

#### SESSION 5
0815-1000

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<td>Informed self-assessment</td>
<td>Professional behaviour</td>
<td>Making medical podcasts</td>
<td>Interational standards for electives</td>
<td>Towards global standards for PhDs</td>
<td>Quality management in postgraduate education</td>
<td>Simulation Committee (closed meeting)</td>
<td>The Teacher and Evaluation of the Teacher</td>
<td>Basic Sciences</td>
<td>The Doctor as Teacher / Training the Surgeon</td>
<td>Curriculum Development 2</td>
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<td>Feedback and Online Assessment</td>
<td>Virtual Patients and eCase Studies</td>
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1030-1215

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<td>Enhancing intrinsic motivation</td>
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<td>Developing students’ teaching skills</td>
<td>Mind-body medicine skills</td>
<td>Evaluation of competencies: clinical, determinants, and influential factors</td>
<td>Postgraduate Committee (closed meeting)</td>
<td>The Student as Teacher</td>
<td>Professionalism</td>
<td>GP Education, Mentoring and Postgraduate Education</td>
<td>Curriculum Evaluation</td>
<td>Communication Skills</td>
<td>Teaching and Learning Methods and Students’ Learning Styles</td>
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1345-1530

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<td>Teaching medical error prevention</td>
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<td>Understanding bias in decision making</td>
<td>Meaningful curriculum mapping</td>
<td>MEDINE2 Work Package 6 (closed meeting)</td>
<td>eLearning Case Studies 1</td>
<td>Interprofessional Education</td>
<td>Health Promotion and Public Health</td>
<td>Community Oriented Medical Education</td>
<td>Lectures and Learning Resources</td>
<td>Student Engagement and the Student as Teacher</td>
<td>Social Networking</td>
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1600-1745

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Legend:
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- **FRINGE**
## Wednesday 29 August

### Symposium 9: 0815-1000

- **9A** Assessing Clinical Teachers' Professional Behaviours
- **9B** Postgraduate Professional and Generic Skills
- **9C** Medical Education in Latin America
- **9D** Evaluation des compétences professionnelles
- **9E** Feedback 2
- **9F** Student Characteristics and Learning Styles
- **9G** Randomized Controlled Trials and Mixed Methods
- **9H** Junior Doctor as Teacher
- **9I** Social Responsibility
- **9J** International Curriculum
- **9K** Evaluating the Teacher
- **9L** How ready for curriculum change is your medical school?
- **9M** Community-engaged longitudinal clerkship
- **9N** eLearning: Educational Resources
- **9O** How can we ensure curriculum continuity?

### Session 10: 1030-1200

- **10A** Performance Based Continuing Professional Development
- **10B** Learning for the Learner
- **10C** Conditions d'apprentissage des compétences professionnelles
- **10D** Progress Test
- **10E** Student Engagement
- **10F** Multi-Centre Research
- **10G** Staff Development
- **10H** The Curriculum and Curriculum Mapping
- **10I** Topics in the Curriculum
- **10J** Reflection and Critical Thinking
- **10K** Education Research
- **10L** Social Media and Wikipedia
- **10M** Simulation based training
- **10N** OSCE to assess PG competencies
- **10O** Community-engaged longitudinal clerkship

### Lunch: 1200-1330

- **11A** PLENARY

### Session 11: 1300-1530

- **11B** Conditions d'apprentissage des compétences professionnelles
- **11C** Progress Test
- **11D** Student Engagement
- **11E** Multi-Centre Research
- **11F** Staff Development
- **11G** The Curriculum and Curriculum Mapping
- **11H** Topics in the Curriculum
- **11I** Reflection and Critical Thinking
- **11J** Education Research
- **11K** Social Media and Wikipedia
- **11L** Simulation based training
- **11M** OSCE to assess PG competencies
- **11N** Community-engaged longitudinal clerkship

### Post-Conference: 1530-1700

- **12A** Conditions d'apprentissage des compétences professionnelles
- **12B** Progress Test
- **12C** Student Engagement
- **12D** Multi-Centre Research
- **12E** Staff Development
- **12F** The Curriculum and Curriculum Mapping
- **12G** Topics in the Curriculum
- **12H** Reflection and Critical Thinking
- **12I** Education Research
- **12J** Social Media and Wikipedia
- **12K** Simulation based training
- **12L** OSCE to assess PG competencies
- **12M** Community-engaged longitudinal clerkship
- **12N** How can we ensure curriculum continuity?
### Wednesday 29 August

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<th>Time</th>
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| 9P | WORKSHOP | Continuing medical education  
| 9Q | WORKSHOP | Electives  
| 9R | WORKSHOP | Understanding wicked problems  
| 9S | WORKSHOP | Complexity in medical education  
| 9T | WORKSHOP | Introduction to mentoring  
| 9U | WORKSHOP | Classified test theory to improve assessment  
| 9V | WORKSHOP | eLearning Case Studies  
| 9W | WORKSHOP | Leadership/Management  
| 9X | WORKSHOP | Reflecting, Clinical Reasoning and Critical Thinking  
| 9Y | WORKSHOP | Team Based Learning / Case Based Learning  
| 9Z | WORKSHOP | Selection and the Student / Resident in Difficulty  
| 9AA | WORKSHOP | Students  
| 9BB | WORKSHOP | OSCE and Standard Setting  
| 9CC | WORKSHOP | ePOSTERS |  
| 9DD | WORKSHOP |  
| 10P | WORKSHOP | Medical Teacher Board (closed meeting)  
| 10Q | WORKSHOP |  
| 10R | WORKSHOP |  
| 10S | WORKSHOP |  
| 10T | WORKSHOP |  
| 10U | WORKSHOP |  
| 10V | WORKSHOP |  
| 10W | WORKSHOP |  
| 10X | WORKSHOP |  
| 10Y | WORKSHOP |  
| 10Z | WORKSHOP |  
| 10AA | WORKSHOP |  
| 10BB | WORKSHOP |  
| 10CC | WORKSHOP |  
| 10DD | WORKSHOP |  

### BREAK<br>1030-1100

### SESSION 10<br>1030-1200 |  
| 10P | WORKSHOP | Selection of medical students  
| 10Q | WORKSHOP | Teacher in difficulty  
| 10R | WORKSHOP | Communication issues for IMGs  
| 10S | WORKSHOP | Creating problem-based learning cases  
| 10T | WORKSHOP | Design of problems in a PBL curriculum  
| 10U | WORKSHOP | Patient Safety  
| 10V | WORKSHOP | Ethics and Empathy  
| 10W | WORKSHOP | Work Based Assessment  
| 10X | WORKSHOP | Curriculum Evaluation and Electives  
| 10Y | WORKSHOP | Active and Student Centred learning  
| 10Z | WORKSHOP | Assessment  
| 10AA | WORKSHOP | Portfolios and ePortfolios  
| 10BB | WORKSHOP |  
| 10CC | WORKSHOP |  
| 10DD | WORKSHOP |  
| 10P | WORKSHOP | BEME Congress (closed meeting)  
| 10Q | WORKSHOP |  
| 10R | WORKSHOP |  
| 10S | WORKSHOP |  
| 10T | WORKSHOP |  
| 10U | WORKSHOP |  
| 10V | WORKSHOP |  
| 10W | WORKSHOP |  
| 10X | WORKSHOP |  
| 10Y | WORKSHOP |  
| 10Z | WORKSHOP |  
| 10AA | WORKSHOP |  
| 10BB | WORKSHOP |  
| 10CC | WORKSHOP |  
| 10DD | WORKSHOP |  

### LUNCH<br>1200-1300 |  
| 11P | RESounge |  
| 11Q | ENGounge |  
| 11R | SIMounge |  
| 11S | PGounge |  
| 11T | TBLounge |  

### SESSION 11<br>1300-1530 |  
| 11P | WORKSHOP |  
| 11Q | WORKSHOP |  
| 11R | WORKSHOP |  
| 11S | WORKSHOP |  
| 11T | WORKSHOP |  
| 11U | WORKSHOP |  
| 11V | WORKSHOP |  
| 11W | WORKSHOP |  
| 11X | WORKSHOP |  
| 11Y | WORKSHOP |  
| 11Z | WORKSHOP |  
| 11AA | WORKSHOP |  
| 11BB | WORKSHOP |  
| 11CC | WORKSHOP |  
| 11DD | WORKSHOP |  

### POST-CONFERENCE<br>1530-1700 |  
| 12P | COURSE | RESME (closed session)  
| 12Q | COURSE | ESME (closed session)  
| 12R | COURSE |  
| 12S | COURSE |  
| 12T | COURSE |  
| 12U | COURSE |  
| 12V | COURSE |  
| 12W | COURSE |  
| 12X | COURSE |  
| 12Y | COURSE |  
| 12Z | COURSE |  
| 12AA | COURSE |  
| 12BB | COURSE |  
| 12CC | COURSE |  
| 12DD | COURSE |  

### Key
- **PLENARY**
- **SYMPOSIUM**
- **SHORT COMMUNICATIONS**
- **WORKSHOPS**
- **RESEARCH PAPERS / PHD REPORTS**
- **POSTERS / ePOSTERS**
- **COURSES**
- **PRIVATE MEETINGS**
- **FRINGE**
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LETTER FROM THE AMEE PRESIDENT

We’re looking forward to welcoming you to AMEE 2012 in Lyon. It is many years since we held our Conference in France, and we’re pleased to be sharing the event with the 4th Conference of Société internationale francophone d’éducation médicale – SIFEM. Whilst the main language of AMEE 2012 is English, there will be at least one option in French in every simultaneous session, as well as some pre-conference workshops.

In response to suggestions from participants in previous AMEE Conferences, we have placed a greater emphasis this year on postgraduate education and CME, and the theme of the Conference is the continuum of education in medicine and the healthcare professions. Whilst the majority of participants are from medicine, we are pleased to welcome a growing number from professions outside medicine, and hope they will find much of relevance to them in the exciting programme.

MADALENA PATRÍCIO (AMEE President)
On behalf of the AMEE Executive Committee and Secretariat

LETTER DU PRÉSIDENT DE LA SIFEM

Bienvenue aux participants au 4e congrès international francophone de pédagogie des sciences de la santé et au congrès de l’AMEE.

Merci de votre participation à la plus grande réunion de pédagogie de sciences de la santé du monde. A l’heure où ces lignes sont écrites, plus de 2800 participants de 80 nations sont déjà inscrits.

Que vous soyez un habitué des congrès de l’AMEE ou que ce soit la première fois que vous nous rejoignez, la SIFEM et ses partenaires vous souhaitent la bienvenue. Aux nouveaux venus, nous proposons une séance d’information le dimanche à 17 H 00 dans la salle Pasteur. Toutes les informations utiles sur les activités organisées en français, mais aussi sur les multiples autres possibilités de ce congrès vous seront présentées. En particulier, nous vous invitons à suivre la séance plénière de lundi matin dans la salle Bellecour 1, les ateliers et sessions orales ou de posters organisés en français. Vous retrouverez dans le programme une description détaillée de ces activités. Aux habitués, nous demandons d’avoir une attention particulière aux collègues nouveaux venus, et de les aider à profiter au maximum de toutes les possibilités offertes par le congrès.


JEAN-FRANÇOIS DENEF
Président de la SIFEM
COMMITTEES AND STAFF

AMEE Executive Committee
- Madalena Patrício (President)
- Ronald M Harden (General Secretary/Treasurer)
- Peter Dieter
- Steven Durning
- Kati Hakkarainen
- Jean Jouquan (Co-opted)
- Stefan Lindgren (Ex Officio Member)
- Deborah Murdoch Eaton
- Jorge L Pales
- Francesco Silenzi (Jr Doctor Representative)
- Cees van der Vleuten
- Margot Weggemans (Student Representative – IFMSA)
- Suleyman Yildiz (Student Representative – EMSA)

AMEE Secretariat
- Ronald Harden (General Secretary/Treasurer)
- Pat Lilley (Operations Director)
- Trevor Gibbs (Development Officer)
- John Dent (International Liaison Officer)
- Tracey Thomson (Administration Executive)
- Karen Balneaves (Secretary)
- John Dent (International Liaison Officer)
- Dawn Mitchell (Assistant to General Secretary)
- Sheghley Ogilvie (MedEdWorld Administrator)

SIFEM Scientific Committee / Comité scientifique de la SIFEM
- Jean François Denef
- Dominique Maillard
- Thierry Pelaccia
- Joël Ladner
- Patrice Deteix
- Jacques Barrier
- Olivier Palombi
- André Jacques

Programme design
- Lynn Thomson (Visual Marketing Coordinator)

Endorsement Organisations
- Conférence des doyens des facultés de médecine
- La Conférence internationale des doyens et des facultés de médecine francophone (CIDMEF)
- L’Université Numérique francophone des sciences de la santé et du sport (UNF3S)
- Le Forum international francophone de pédagogie en sciences de la santé
- Le CRMCC

Local Organising Committee / Comité Local d’Organisation
- Patrice Deteix (Faculté de Médecine, Clermont Ferrand – Doyen)
- Benoît Schlemmer (Faculté de Médecine Paris Diderot, Paris 7 – Doyen)
- Jean-Michel Rogers (Faculté de Médecine, Nantes – Doyen)
- Jean-Luc Dumas (Faculté de Médecine Paris 13 – Doyen)
- Dominique Perrotin (Faculté de Médecine, Tours – Doyen)
- Henri Coudane (Faculté de Médecine, Nancy – Doyen)
- Jean-Paul Romanet (Faculté de Médecine, Grenoble – Doyen)
- Fabrice Zeni (Faculté de Médecine, Saint Etienne – Doyen)
- Bernard Sele (Faculté de Médecine, Grenoble)
- François-Noël Gilly (Faculté de Médecine, Lyon Sud – Doyen)
- Jérôme Etienne (Faculté de Médecine, Lyon-Est – Doyen)
- Jean Jouquan (Faculté de Médecine de Brest – membre du comité exécutif de l’AMEE)
- Gilles Rode (Faculté de Médecine, Lyon-Est – Vice doyen)
- Dominique Maillard (Faculté de Médecine Paris Diderot, Paris 7 – Secrétaire générale de la SIFEM)
- Jean-Paul Francke (Faculté de Médecine Lille 2 – Président de la CIDMEF, – Président de l’UN3S)
- André Jacques (Université de Montréal – Forum international francophone de pédagogie en sciences de la santé)
- Yves Zerbib (représentant Médecine générale)
- Maxime Moulin (représentant étudiant)
- Pat Lilley (AMEE Operations Director)
- Tracey Thomson (AMEE Administration Executive)

Worldspan Staff
Registration:
- Nicola Williams
- Sophie Morris
- Louise Baxendale
- Chantel Courtney
- María Jones
- Lawri Farrell
- Adam Gabbetis
- Clare Rimell
- Vanessa Stockton
- Huw Langridge
- Felicity Heath

Hotels:
- Catherine Evans

Tours:
- Gareth Burke

Support staff
- Jane Litherland (NACT)
AMEE Student Taskforce

AMEE is pleased to have a large group of student helpers, both local and international, coordinated by Maxime Moulin and Margot Weggemans. We are grateful to the following students for their participation:

Local Representatives


International Representatives


For further information on some of the social activities arranged, please visit the student desk, in Hall Terreaux of Lyon Convention Centre.

Abstract Reviewers

The AMEE abstract review and selection process is an increasingly onerous task. We are grateful to the following reviewers for their assistance:

Short Communications, Posters, AMEE Fringe and ePosters Reviewers


Research Papers and PhD Report Reviewers

TRAVEL & LOCAL INFORMATION

Travelling to Lyon

Lyon is the third largest city in France and centre of the second largest metropolitan area in the country. It is the capital of the Rhône-Alpes region and the Rhône département. Lyon is known as a gastronomic and historical city with a vibrant cultural scene and is also the birthplace of cinema.

Lyon is easily reached by air, train and road. For full details please see the website www.amee.org/index.asp?lm=163. Lyon-Saint Exupéry airport is about 25 minutes from the centre of the city. Options for travelling from the airport to the city centre are (1) the International bus service operated by Eurolines to and from Perrache station; (2) The Rhônexpress tramway which takes 25 minutes and costs €14 one way, €23 return at time of going to press; (3) a taxi from outside Terminal 1, which costs around €40-50 depending on the exact city centre destination.

The TGV train from Paris Charles de Gaulle Airport train station arrives at Lyon Part Dieu station and takes 2 hours.

Conference Venue

All AMEE 2012 Conference sessions take place at the Lyon Convention Centre, based at the Cité Internationale which was designed by Renzo Piano, one of the world’s leading contemporary architects.

Lyon Convention Centre
50 Quai Charles de Gaulle
69463 Lyon Cedex 06, France
Tel: +33 (0)4 72 82 26 26
Fax: +33 (0)4 72 82 26 27
Email: info@ccc-lyon.com
Website: www.ccc-lyon.com

The Convention Centre is situated at Lyon’s northeast gateway, between the Tête d’Or Park, the Quai Charles de Gaulle and the Rhône, right on the edge of the city centre, near the northern ring road and 5 minutes from the junction connecting with a major European motorway network. The Lyon Convention Centre is 10 minutes from the Part-Dieu TGV station and 15 minutes from Perrache station.

City Centre map

A city layout is given on page 11 and a detailed map will be provided in the conference bags. A map of the public transport system is on page 10.

Local transportation

Lyon’s public transportation system, known as TCL, is very efficient. Delegates will be provided with a 3 day travel pass, valid for 27-29 August which can be collected on registering at the Lyon Convention Centre. The pass can be used on buses, trams, trolleybuses and the metro. Please note that this pass is not valid on airport Rhône Express Trainway. The bus stop for the Convention Centre is «Cité Internationale – Centre de Congrès».

Taxi prices are fixed by the city and prices increase considerably at night. Taxis cannot be hailed on the street so to order a taxi call one of the following:

Lyon Taxi Prestige  Tel: +33 687 974 790
Allo Taxi:  Tel +33 4 78 28 23 23
Taxi-Radio:  Tel +33 4 72 10 86 86
Cabtaxi:  Tel +33 4 78 750 750

Reception staff at your hotel will also call a taxi on your behalf.

Useful information

Currency: The currency in Lyon is the Euro. At the time of going to press (July 2012) the exchange rate is: £1 = €1.27; $1 = €0.81.

Banking: Automatic teller machines (ATM) are plentiful throughout France and take CB, Visa, Mastercard, Cirrus and Plus. Traveller’s cheques are difficult to use — most merchants will not accept them, and exchanging them may involve finding a bank that accepts to exchange them and possibly paying a fee. Some banks exchange money, often with high fees.

Credit cards: Almost all shops, restaurants and hotels take the CB French debit card, Visa and Mastercard. American Express tends to be accepted only in high-end shops.

Tipping: Restaurant prices include service, bread and tap water. Tipping is rare and only expected if you are particularly satisfied with the service.

Smoking: Smoking is prohibited by law in all enclosed spaces accessible to the public including trains subways, workplaces, restaurants and cafés. The Convention Centre is strictly no smoking.
Electricity: The electrical current in Lyon is 220-230V 50Hz and plugs have two round pins.

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: Lyon has a “semi-continental” climate. Summers can be hot with temperatures of up to 35°C (95°F) in July and August. During August, there may be some thunderstorms. For an up-to-date weather forecast, please visit: www.bbc.co.uk/weather/2996944

Children: Children are not permitted to attend any of the academic sessions and should not be left unaccompanied at any time at the Lyon Convention Centre.

Participants with disabilities: Please contact the AMEE Office (amee@dundee.ac.uk) in advance of the Conference if you have any questions or special requirements.

Cloakroom: A cloakroom will be available near the AMEE Registration Desk on Wednesday and costs €1 per item held.

Guest tickets: Guest tickets are available for the Opening Ceremony and Reception on Sunday evening at Lyon Convention Centre, price Euros 35. Guests are not allowed access to any conference sessions.

Where to eat near Lyon Convention Centre

33 Cité – 33 quai Charles de Gaulle, Tél: 04.37.45.45.45 (local cuisine; Menu from 19 €)

Blue Elephant, Hilton Lyon – 70 quai Charles de Gaulle, Tél: 04.78.17.50.00 (Thai cuisine; lunch buffet: 28 €; evening menu from 42 €)

Brasserie du Hilton, Hilton Lyon – 70 quai Charles de Gaulle, Tél: 04.78.17.50.00 (traditional cuisine; buffet 20,50 €; dish of the day 14 €)

La Scène, Hôtel Concorde de la Cité – 22 quai Charles de Gaulle, Tél: 04.78.17.86.86 (regional cuisine and seafood in season; buffet and à la carte menu)

Brasserie de la Cité, 62 quai Charles de Gaulle, Tél: 04.72.44.91.91 (traditional food; special menus at 10€ and 20€ and à la carte menu)

Côte Rotie, 44 quai Charles de Gaulle, Tél: 04.78.94.97.28 (Brasserie style)

Suelta Verde, 45 quai Charles de Gaulle, Tél: 04.72.82.08.87 (Mexican cuisine; menu from 12 €)

La Vallée des Rois (Casino), 70 quai Charles de Gaulle, Tél: 04.78.17.53.53 (traditional cuisine)

Pizzeria Terra Azzura, 35 quai Charles de Gaulle, Tél: 04.72.44.37.18 (menu from 12.90 €; dish of the day 9,90 €)

Café du Musée, (Musée d'art Contemporain, 81 quai Charles de Gaulle, Tél: 04.78.93.36.35 (Menu 10,50 €; dish of the day 7,50 €)

Class’Croûte, 85 quai Charles de Gaulle, Tél: 04.78.89.97.26 (Salads, sandwiches, hot dishes; dishes from 5,50 €)

Bert’s Café Contemporain, UGC Ciné Cité – 80 quai Charles de Gaulle, Tél: 04.72.69.70.70 (paninis, salads; dishes from 5,50 €)

Le Palais Gourmand, 34 quai Charles de Gaulle, Tél: 04.78.94.89.85 (sandwiches, pâtisserie, afternoon tea, dish of the day and salads)
ACCOMMODATION & TOURS

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

Worldspan Group, Commodore House, North Wales Business Park, Abergele, Conway LL22 8LJ, UK
Fax: +44(0)1745 828404
Email: amee@worldspan.co.uk

Tours and Evening Events
Any remaining tickets for tours and the Gala Dinner may be purchased from Worldspan Group. To find out what is available, please contact:

Worldspan Group, Commodore House, North Wales Business Park, Abergele, Conway LL22 8LJ, UK
Fax: +44(0)1745 828404
Email: amee@worldspan.co.uk

SATURDAY 25 / SUNDAY 26 AUGUST
Fourvière and Gallo Romain Museum

As the former Gaul capital, the oldest part of the city was settled by the Romans in 43 BC and was known as Lugdunum. The Gallo-Roman Museum is an institution dedicated to the Roman/Gaul civilisation (known as Lugdunum in Roman times), which is sited near to the city’s Roman theatre on Fourvière Hill. As well as designing its own permanent collections of Roman, Celtic and pre-Roman material (inscriptions, statues, jewellery, everyday objects), the museum also features a plan-relief of the ancient town and scale models of its major monuments, such as the theatre and the Odeon.

The museum visit is combined with a guided tour of the Fourvière Basilica. This amazing building overlooks Lyon and never fails to capture the visitor’s eye. Built between 1872 and 1896 by Bossan, it features a somewhat eclectic style. The outside is often compared to an elephant, whilst its interior is richly decorated with mosaics, stained glass windows and marble. The view from the esplanade is incomparable! A stop will be made for coffee during the tour.

Price: Euros 55 per person
Departs/Returns to: Lyon Convention Centre (0900-1200 hrs)
SATURDAY 25 / SUNDAY 26 AUGUST
Renaissance Area – Walking Guided Tour of Vieux Lyon

The Renaissance district in Lyon, listed by UNESCO, is the largest of its kind apart from Venice. Like a village within the city, Lyon’s Old Town should be seen from three distinct vantage points. You can get a general view from the top of the Fourvière Hill, looking down on the district. It is the largest Renaissance site in France (35 hectares) and the second largest in Europe, with 24 hectares in a protected historic zone. From the Belvedere, you can see the multi-coloured Roman-style roof tiles and admire the numerous Renaissance towers, which majestically dominate the area. You can also get a good view from the Saône embankment.

MONDAY 27 AUGUST
Guided walking tour – Hidden Monsters & Gargoyles

Hosted by expert and author Nicolas Lebreton (La Maître des Gargoyles), your guide will meet you at the Conference Centre and take you to see the chimera, dragons, dogs, lions, monsters, bear cubs, phoenix and griffins, which are all located in Lyon with their jaws wide-open, claws extended, above the heads of the passersby. You just have to raise your eyes and let yourself be carried away by the legends and stories which they conjure up....

Price: Euros 38 per person
Departs/Returns to: Lyon Convention Centre
(0900-1200 hrs)

Price: Euros 38 per person
Departs/Returns to: Lyon Convention Centre
(1400-1700 hrs)
GENERAL INFORMATION

MONDAY 27 AUGUST
Dinner and Entertainment at the famous Hôtel de Ville de Lyon

AMEE 2012 is being held in Lyon, one of the most beautiful and interesting cities in Europe. Lyon is famous for its historical buildings and landmarks and, for several centuries, it has been the French Capital of gastronomy. We hope you will take the opportunity to join us at our annual Gala Dinner evening which this year will be held in the famous Hôtel de Ville de Lyon. Facing the Opera House and overlooking the City Hall, which has been destroyed by fire several times, is today one of the most remarkable monuments of Lyon. The building was constructed from 1646 to 1672 by the city architect, Simon Maupin and became the administrative centre of Lyon.

Designed around two courtyards, one of which is elevated, plus four corner pavilions with a belfry enclosing the courtyard, City Hall is a stunning historical venue, perfect for an evening of fine food and entertainment where you can meet friends and colleagues.

AMEE is grateful to the City of Lyon for their support of this event.

Price: Euros 35 per person
Includes: Cocktail reception including a glass of kir and canapés followed by a 4 course dinner including 2 glasses of wine and water, with entertainment from a Jazz Band.

Please note: Payment must be received fourteen days prior to the date of the dinner. Failure to receive payment will result in us having to cancel your ticket.
No transport is provided. Please make your own way to and from the dinner.
This event has a no cancellation and no refund policy.
Time: 1930-2230 hrs

TUESDAY 28 AUGUST
Guided walking tour – Croix-Rousse & Silk Makers

A short tour through the maze of traboules and visit to the Maison des Canuts (silk-makers’ house). Certain historic places magically transport you back to another time: such is the case of the traboules of Lyon. Traboules (from the Latin trabulare Latin means ‘to cross’) are a type of passageway primarily associated with the city of Lyon. They were originally used by silk manufacturers and other merchants to transport their products.

This was especially important in inclement weather. Thus, the traboules of Lyon are located primarily in the 5th arrondissement (Old City, or Vieux Lyon) and the 1st and 4th arrondissements (Croix Rousse).

The diversity of the traboules is incredible: ranging from the simple passageway constituted of a long corridor, linking two streets together, to those with multiple levels, as can be found in the Cour des Voraces, where it goes down seven floors, crosses an alley and two buildings before exiting two streets below. The maze of traboules is so complex that inhabitants were known to use them to flee the enemy during the French Revolution and again during the Second World War.

Price: Euros 38 per person
Departs/Returns to Lyon Convention Centre (1400-1700 hrs)
Registration Desk opening hours

Delegates should register in Hall Terreaux of Lyon Convention Centre at one of the following times:

- Saturday 25 August  0800-1730
- Sunday 26 August  0800-2100
- Monday 27 August  0715-1815
- Tuesday 28 August  0745-1815
- Wednesday 29 August  0745-1600

Onsite Payments: Participants who have made arrangements to pay their registration fees onsite should register at the Onsite registration desk in Hall Terreaux of Lyon Convention Centre and pay by credit card* or cash (Euros, UK Pounds Sterling or US Dollars). The current exchange rate will be applied. (*NB. AMEX not accepted)

Conference notice board and messages: Please check the boards in the registration area for updates and any personal messages. Between 25-29 August messages for the AMEE Secretariat may be sent to amee@dundee.ac.uk.

Internet Café: PCs for internet access only are available in the Lumière Foyer from Monday 27 to Wednesday 29 August. If others are waiting to use the PCs, please restrict your use to 10 minutes.

WIFI: Free wireless access is available throughout the convention centre, with the exception of the amphitheatre. No password or registration is required – just open up your internet browser.

Facebook: See AMEE’s Facebook page: www.facebook.com/pages/Association-for-Medical-Education-in-Europe-AMEE/116187641769758

Twitter: Follow @AMEE_Oline and use hashtag #amee2012 to tweet about what you see and hear during the Conference.

Audio Visual Arrangements: A computer with speaker and a data projector will be provided in all presentation rooms for plenaries, symposia, short communications, research papers, PhD reports, Fringe presentations and workshops. No additional audiovisual aids are provided for poster presentations (except for the newly-introduced ePosters – see page 15). It is not possible to use your own computer for short communications, research papers, PhD sessions and Fringe sessions to avoid delay during changeover. Pre-conference and conference workshop facilitators and symposia organisers may use their own computers if they wish. Please note that only wifi internet connection is available.

Speaker preview: 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 Lumiere Lounge 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 – 2C/6 Smith. Speaker Preview room is open at the following times:

- Sunday 1430-1800
- Monday 0715-1815
- Tuesday 0745-1815
- Wednesday 0745-1300

CME Accreditation: The Royal College of Physicians of London has awarded 18 points for attendance at the main AMEE 2012 Conference (27-29 August 2012). A register of attendance will be available to sign at the AMEE Registration Desk at morning Coffee Break on Wednesday 29 August.

The EACCME: European Accreditation Council for Continuing Medical Education has awarded 18 European CME credits (ECMEC) for attendance at the main AMEE 2012 Conference (27-29 August 2012). A register of attendance will be available to sign at the AMEE Registration Desk at morning Coffee Break on Wednesday 29 August. 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 Participation: Certificates of participation, indicating both the RCP and EACCME Credits will be available for collection from the AMEE Registration at morning Coffee Break on Wednesday 29 August.

If you require a presentation certificate, please complete a certificate request form, available from the AMEE Information Desk, or email your request to amee@dundee.ac.uk. Please allow 28 days for processing. Certificates will be issued electronically in PDF format unless otherwise requested.


Pre-conference and conference workshops will be evaluated separately. Facilitators will hand out workshop evaluation forms which should be completed and returned to the student helper assigned to the workshop or handed in to the AMEE information 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 the Auditorium will be videoed and will be available through MedEdWorld (www.mededworld.org) soon after each session. If you are an AMEE member you have free access to MedEdWorld with your AMEE username and password. Non-members may join MedEdWorld for a fee of £25 a year.

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

Abstract Book: The abstract book and delegate list will be provided on a USB memory stick which is attached to the lanyard on your badge. The abstract book is also available on the AMEE website (www.amee.org).

Language: Most conference sessions will be conducted in English.

Sessions in French: A French option runs throughout the programme as follows:

Saturday Preconference workshops S1, S3, SM1, SM3, SP1
Sunday Preconference workshops D1, DM1, DM2, DM5, DP3
Monday Session 2 2D French Plenary
Monday Session 3 3D French short communications 3DD French posters
Monday Session 4 4D French short communications 4U French workshop
Tuesday Session 6 6D French short communications 6DD French posters
Tuesday Session 7 7D French short communications 7U French workshop
Tuesday Session 8 8D French short communications
Wednesday Session 9 9D French short communications
Wednesday Session 10 10D French short communications

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 the Amphitheatre and will be videoed and the recordings uploaded to MedEdWorld.

Symposia: 17 symposia on a wide range of topics are included in the programme. All symposia in the Amphitheatre will be videoed and the recordings uploaded to MedEdWorld.

Short Communication sessions: Each presenter is allocated 10 minutes for presentation followed by 5 minutes for questions. All sessions will have a chairperson. Some sessions will have a group discussion at the end of the session, 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 2012 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 on CD or USB device at the Speaker Preview Room located in Lumière Lounge from Sunday 26 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.

### Research in Medical Education Papers

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 on a particular research theme, have an emphasis on methodology. Presenters have 15 minutes to present, followed by 5 minutes for questions. At the end of the session there will be a general discussion. 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.

### AMEE Fringe

AMEE Fringe: The AMEE Fringe, which is now in its ninth 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

Conference workshops: There are over 50 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. Workshop sign-up sheets will be put up on the boards near the registration desk from 0730 hrs on the day of the workshop. A limited number of places is available for each workshop, and the sheet will be removed when all places are filled. Name badges should be produced for entry to the room. If you are unable to secure a place in advance, please queue outside the room to see if there are any places available at the time the workshop is due to start. The student monitoring the room will then let those in the queue fill the remaining places.

### PhD Reports

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 15 minutes is allocated for presentation, followed by 5 minutes for questions and discussion. 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 in English

Poster Sessions in English: 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: 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 26 August from 1430-1800 hrs or between 0730-1000 hrs on Monday 27 August.
- All posters will be located in Forum 1, 2 and 3. 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 29 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.

**Poster Sessions in French:** Two poster sessions will be presented in French (3DD and 6DD). These posters are located in Bellecour Foyer. For poster size and organisation please see ‘Poster Sessions in English’ (page 14).

**Poster feedback:** If you have a poster and would like to receive feedback on your work, there will be the opportunity to sign up to meet a member of the Research Committee to discuss your poster. Please look out for the sign-up sheets displayed in the poster area (Forum 1,2,3) and select a convenient time. The meeting will take place by your poster board. Places are limited and are available on a first come, first served basis. (Please note that this does not apply to electronic posters or posters in French).

**ePosters:** Newly introduced for AMEE 2012, electronic posters (ePosters) will be presented in themed sessions using interactive whiteboards supplied by Innovative Technology of Saudi Arabia, located in Bellecour Foyer.

**Presenters of ePosters:** Please upload your ePoster via the website http://eposter.innotech-sa.com by 14 August using the username and password sent to you by email.

Go to the Bellecour Foyer at least 15 minutes before the start of your session and introduce yourself to the Chairperson.

The Chairperson will introduce you and ask you to talk for 2 minutes on the key messages of your poster, following which there will be questions and discussion about your poster. At the end of the session, any remaining time can be used for further discussion.

A technician will be available during your session to help you use the technology.

_Note: The ePosters will be evaluated on the conference evaluation form and we hope conference participants will go along to a session and provide feedback. One interactive whiteboard will be available for poster viewing throughout the Conference. The ePosters can also be viewed on laptops and tablets using the wifi network._

**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.
Essential Skills in Medical Education

AN INTRODUCTORY TEACHING QUALIFICATION

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

Course Schedule:
Saturday 25 August 0900-1700 Gratte Ciel 1
Sunday 26 August 0900-1700 Gratte Ciel 1
Monday 27 August 1230-1330 Rhone 3A
Tuesday 28 August 1230-1330 Rhone 3A
Wednesday 29 August 1215-1300 Rhone 3A

Note: Course Full. Lunch will be provided in the course meeting room.

Essential Skills in Medical Education Assessment

AN INTRODUCTORY COURSE ON THE FUNDAMENTAL PRINCIPLES OF 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 25 August 0900-1700 Gratte Ciel 2
Sunday 26 August 0900-1230 Gratte Ciel 2
Monday 27 August 1230-1330 Gratte Ciel 3
Tuesday 28 August 1600-1745 Gratte Ciel 3

Note: Lunch will be provided in the course meeting room on Saturday and Monday.

Essential Skills in Medical Education Simulation

AN INTRODUCTION TO ESSENTIAL SKILLS FOR DELIVERING SIMULATION-BASED HEALTH EDUCATION THROUGH A VARIETY OF TECHNIQUES AND TECHNOLOGIES

Course Faculty:
Ross Scalese (Gordon Center for Research in Medical Education, University of Miami Miller School of Medicine, USA), Luke Devine (University of Toronto, Canada), David Pederson (Ross University School of Medicine, USA)

Course Schedule:
Sunday 26 August 0900-1700 Gratte Ciel 3
Monday 27 August 1230-1330 St Clair 3a
Tuesday 28 August 1230-1330 St Clair 3a
Wednesday 29 August 1530-1700 St Clair 3a

Note: Lunch will be provided in the course meeting room on Sunday-Tuesday
Essential Skills in Computer-Enhanced Learning

A HIGHLY INTERACTIVE COURSE TO PREPARE, DEVELOP, DELIVER AND EVALUATE COMPUTER-ENHANCED LEARNING ACTIVITIES USING SOUND EDUCATIONAL PRINCIPLES AND A RANGE OF CREATIVE TECHNOLOGIES

Course Faculty:
David Cook (Mayo Clinic, USA), Rachel Ellaway (Northern Ontario School of Medicine, Canada), John Sandars (University of Leeds, UK)

Course Schedule:
Saturday 25 August 0900-1700 Rhone 3b
Monday 27 August 1230-1330 St Clair 1
Tuesday 28 August 1345-1530 St Clair 1

Note: Lunch will be provided in the course meeting room on Saturday and Monday

Research Essential Skills in Medical Education

AN INTRODUCTION TO THE ESSENTIAL PRINCIPLES AND METHODS OF CONDUCTING 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 25 August 0900-1700 Gratte Ciel 3
Monday 27 August 1230-1330 Rhone 3b
Tuesday 28 August 1230-1330 Rhone 3b
1600-1745 Rhone 3b
Wednesday 29 August 1530-1700 Rhone 3b

Note: Course Full. Lunch will be provided in the course meeting room on Saturday, Monday and Tuesday.
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 by 31 March in each year. 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 first plenary on Monday 27 August. The winner is awarded £1,000 and free registration and he/she is also invited to present a short communication at the following year’s conference.

The winner of the 2011 Miriam Friedman Ben-David New Educator Award was Dr Alena Chong, from University College London, UK. Look out for her short communication presentation ‘Is no news good news?’ in Session 8K on Tuesday 28 August.

AMEE Presentation Awards sponsored by the Patil family

These awards have been made possible through a donation from Professor Nivritti 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 2012 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, 7B/2) 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 Information Desk no later than 1300 hrs on Wednesday 29 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 29 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 28 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 29 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. Alternatively the winner may choose free registration for AMEE 2013 in Prague, Czech Republic.

AMEE ePoster Prize

AMEE is awarding a prize of £350 (or free registration to AMEE 2013) to the best ePoster as judged by the Committee. The winner will be announced at the closing session on Wednesday 29 August.
GROUP MEETINGS

The following meetings will be organised during AMEE 2012.

AMEE AGM (all AMEE members welcome)
Date: Tuesday, 28 August
Time: 1230-1330
Location: Pasteur Lounge

AMEE Executive Committee (closed meeting)
Date: Saturday, 25 August
Time: 1500-1930
Location: Roseraie 2

AMEE Executive Committee (closed meeting)
Date: Wednesday, 29 August
Time: 1630-2030
Location: Hilton Hotel

AMEE President’s Reception (invite only)
Date: Tuesday, 28 August
Time: 1800-1900
Location: Roseraie Terrasse

AMEE Research Committee Meeting (closed meeting)
Date: Monday, 27 August
Time: 1030-1215
Location: St Clair 2

AMEE eLearning Committee Meeting (closed meeting)
Date: Monday, 27 August
Time: 1030-1215
Location: St Clair 5

AMEE Simulation Committee Meeting (closed meeting)
Date: Tuesday, 28 August
Time: 1030-1215
Location: St Clair 5

AMEE Postgraduate Committee Meeting (closed meeting)
Date: Tuesday, 28 August
Time: 1345-1530
Location: St Clair 5

ASPE Luncheon (invite only)
Date: Tuesday, 28 August
Time: 1230-1330
Location: St Clair 1

ASPIRE Assessment Panel Meeting (closed meeting)
Date: Sunday, 26 August
Time: 1000-1230
Location: St Clair 3a

ASPIRE Social Accountability Panel Meeting (closed meeting)
Date: Sunday, 26 August
Time: 1000-1230
Location: Roseraie 2

ASPIRE Board Meeting (closed meeting)
Date: Sunday, 26 August
Time: 1300-1630
Location: Roseraie 2

BEME TRG Meeting (closed meeting)
Date: Sunday, 26 August
Time: 1400-1700
Location:

BEME Board Meeting (closed meeting)
Date: Monday, 27 August
Time: 1030-1215
Location: Rhone 4

BEME BICC Meeting (closed meeting)
Date: Monday, 27 August
Time: 1230-1330
Location: Rhone 4

Editors Meeting (closed meeting)
Date: Tuesday, 28 August
Time: 0700-0815
Location: Rhone 4

ESME Advisory Board (closed meeting)
Date: Tuesday, 28 August
Time: 1030-1215
Location: Rhone 4

Go8 Schools and NBME representatives – further collaboration (invite only)
Date: Tuesday, 28 August
Time: 1230-1330
Location: St Clair 5

IAMSE Luncheon (invite only)
Date: Tuesday, 28 August
Time: 1230-1330
Location: St Clair 3b

GCSA Group Meeting (closed meeting)
Date: Tuesday, 28 August
Time: 1230-1330
Location: St Clair 2

Harvard Macy Luncheon (invite only)
Date: Monday, 27 August
Time: 1230-1330
Location: Rhone 2

IAMSE Luncheon (invite only)
Date: Tuesday, 28 August
Time: 1230-1330
Location: St Clair 3b
Meet the Experts
(Assessment, Measurement & Mobile Technology)

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 of 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 workplace assessment, including application of assessment for learning theory.

Gareth Frith is the Technology Enhanced Learning Manager for the Leeds Institute of Medical Education. The Learning Technology team’s areas of expertise relate to the support of students in clinical practice through an innovative programme which helps them to develop their learning skills from clinical experience alongside a programme of workplace assessment delivered by smartphones.

Come and see us to discuss your assessment and mobile technology related issues. No appointment necessary!

Date: Monday, 27 August
Time: 1345-1530
Location: Rhone 4
The exhibition is located in Forum Hall 5, Lyon Convention Centre, where tea/coffee and lunches will be served.

**Exhibition Opening Hours**

- **Sunday 26 August**: 1400 - 1800 hrs: build-up
  2000 - 2200 hrs: exhibition open (Buffet Reception)
- **Monday 27 August**: 0800 - 1800 hrs: exhibition open
- **Tuesday 28 August**: 0800 - 1800 hrs: exhibition open
- **Wednesday 29 August**: 0800 - 1300 hrs: exhibition open
  1300 - 1800 hrs: tear-down

**Exhibition Floor Plan**

[Exhibition Floor Plan Diagram]
GUBENER PLASTINATE GMBH

Gubener Plastinate GmbH is a global company providing real human body specimens to educational and research institutes, as well as museums and science centers. These unique human specimens are made possible through Plastination – the groundbreaking method for biological preservation, invented by the founder of Gubener Plastinate, Dr. Gunther von Hagens.

The unique plastinates offered through our laboratories are durable, odorless, of the highest quality and made exclusively in Germany. Plastinates are carefully dissected to demonstrate the most complex structures of the body systems.

Because they are real human specimens, their educational value is unprecedented and they are able to demonstrate anatomy more clearly than any model.

The specimens stem from body donors who consented during their lifetime to be used specifically for educational purposes, through our specific donation program for Plastination. Currently, our body donation program consists of more than 13,000 living donors and more than 1,000 deceased donors.

Contact:
Kentaro Nozaki
Tel: +493561 5474 120;
Email: salesteam@plastinarium.de.
Website: www.vonhagens-products.com; www.plastinarium.de
Booth No: 38

AMIRSYS, INC.

New from Amirsys®, AnatomyOne is the first online, comprehensive anatomy learning portal. This integrated, interactive single source for anatomy includes text, 2D Illustrations, Cadaver photography, Dissection guide, Radiological Image Atlas and Assessment tools designed to help medical students master human anatomy. Toggle between Systematic and Regional formats with a click, and delve into Clinical Insights and Imaging anatomy seamlessly. AnatomyOne’s customizable tools provide faculty maximum flexibility to create and enhance the student learning experience. AnatomyOne meets the learning needs of each student, encouraging assessment along the way to mastery of anatomy.

Contact:
Crystal Holtzendorff
Email: crystalh@amirsys.com
Tel: +1 (801) 485-6500.
Website: www.anatomyone.com
Booth No: 22
INNOVATIVE TECHNOLOGY

Innovative Technology is established by experts having cross knowledge & experience bridging the gap between three distinguished fields: Educational Informatics, Medical Informatics, The Managerial & Administrative skills needed to plan for and construct new institutes from scratch or reengineer already existing institutes related to the above two mentioned fields.

Over the past few years, Innovative Technology has gained respectable position & experience in introducing innovative and state-of-the-art informational technologies (providing Consultations, Designing Specialized Software Solutions & Manufacturing Interactive Hardware) to support Higher Education e-Learning processes & Hospitals Automation.

Contact:
Innovative Technology Est.
P.O. Box: 15142, 11444 Riyadh, Saudi Arabia. Tel: +966 1 4092216. Fax: +966 1 2766544. Email: info@innotech-sa.com. Website: www.innotech-sa.com

Booth No: 27

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Koken continues to develop life simulation models which garner the highest evaluations from medical professionals worldwide. They contribute to ongoing improvement of medical techniques in various treatment situations. Koken is proud of its long history in this field, having developed great deal of original technology and manufacturing techniques which have contributed to a high level of quality.

Contact:
Ms. Junko Iesaki, General Manager, International Marketing & Sales. Email: jiesaki@kokenmpc.co.jp.

Website: www.kokenmpc.co.jp/

Booth No: 18

KYOTO KAGAKU CO LTD

True-to-life experience in task training with real instruments; clinical examination, clinical skills and rapidly developing ultrasound examination. KYOTO KAGAKU is a leading manufacturer and developer of high quality simulators and training models, which opens new possibilities in education for healthcare professionals.

What’s new?
- Fetuses Ultrasound Examination Phantom features 23 week fetus with full anatomy;
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Find also:
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We look forward to seeing you at our booth and receiving your helpful feed-backs.

Contact:
15 Kitanekoya-cho, Fushimi-ku, Kyoto, 612-8388, Japan.
Tel:+81-75-605-2510, Fax:+81-75-605-2519, Email:rw-kyoto@kyotokagaku.co.jp.
Website: www.kyotokagaku.com

Booth No: 17
LAERDAL MEDICAL AS
Laerdal Medical is a global company dedicated to helping save lives through the advancement of resuscitation, emergency care and patient safety. Our vision is that no-one should die or be disabled unnecessarily during birth or from sudden illness or trauma. Laerdal's training and therapy equipment is used within healthcare education, voluntary organizations, hospitals and the military around the world. Laerdal Medical is a dynamic and multicultural organization that employs around 1500 people in 23 countries. The main office is located in Stavanger, Norway.

Contact:
Laerdal Medical AS, P.O.Box 377, Tanke Sivilandsgate 30, NO-4002 Stavanger, Norway.
Tel: +47 5151 1700;
E-mail: post@laerdal.no.
Website: www.laerdal.com
Booth No: 24a

PEARSON VUE
Pearson VUE is the global leader in computer-based testing for information technology, academic, government and professional testing programmes around the world. Pearson VUE provides a full suite of services from test development to data management, and delivers exams through the world's most comprehensive and secure network of test centres in more than 175 countries. Pearson VUE is a business of Pearson (NYSE: PSO; LSE: PSON), the international education and information company, whose businesses include the Financial Times Group, Pearson Education and the Penguin Group.

Contact:
Tel: +44 (0) 161 855 7000;
Email: vuemarketing@pearson.com.
Website: www.pearsonvue.co.uk
Booth No: 23

SECTRA
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Contact:
Per Elmhester, Teknikningen 20, SE-58330, Linköping, Sweden;
Tel: +46 13 23 5663.
Website: www.sectra.com/medical
Booth No: 1

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All in all, Sectra Visualisation Table will make a significant contribution to your medical education.

See a demo in our booth #1 or at sectra.com/visualisationtable
For more than 40 years, the Gordon Center for Research in Medical Education has pioneered simulation technology and developed proven training systems that are used for multiprofessional healthcare education at over 1500 institutions worldwide. These include “Harvey,” the Cardiopulmonary Patient Simulator – the only simulator for learning bedside cardiac examination and diagnosis that has been proven to teach skills that transfer to real patients – and the “UMedic” multimedia computer programs in cardiology and neurology. These educational systems are also used for the assessment of clinical competence, including high-stakes settings such as the Canadian Royal College Internal Medicine certification examination.

Contact: Michael S Gordon, MD, PhD, Director, P.O. Box 016960 (D-41), Miami, FL 33101, USA; Tel: +1.305.243.6491; Fax: +1.305.243.6136; E-mail: mgordon@med.miami.edu. Website: www.gcrme.miami.edu

Booth No: 19

UpToDate®, a Wolters Kluwer Health company, is an evidence-based, physician-authored clinical knowledge system which clinicians trust to make the right point-of-care decisions. UpToDate utilizes over 5,100 world-renowned physician authors, editors and peer reviewers in a rigorous editorial process to synthesize the most recent medical information into trusted, evidence-based recommendations proven to improve patient care and quality. More than 600,000 clinicians in 149 countries rely on UpToDate, and more than 30 research studies confirm the widespread usage and association of UpToDate with improved patient care and hospital performance, including reduced length of stay, fewer adverse complications and lower mortality. Visit www.uptodate.com

Contact: UpToDate – Wolters Kluwer Health, 95 Sawyer Road, Waltham, MA 02453 USA; P) 781-392-2000; Email: international@uptodate.com; Website: www.uptodate.com

Booth No: 20
Commercial Exhibitors

3B SCIENTIFIC GMBH
3B Scientific specializes in the manufacturing and marketing of didactic material for science, medical and patient education. At this year’s AMEE, 3B Scientific presents SiMone™, the birth simulator with patented haptic response technology. For the first time a simulator gives obstetricians the opportunity to practice an instrumental delivery in a realistic manner again and again.

Contact: 3B Scientific GmbH, Rudorffweg 8, 21031 Hamburg, Germany. Tel: +49 (0)40 73966 0; Fax +49 (0)40 73966 100; 3b3bscientific.com; www.3bscientific.com
Booth No: 35

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Contact: www.adinstruments.com/medical;
Email: info.eu@adinstruments.com
Booth No: 28

EINSTRUCTION
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Contact: einstruction APAC – EMEA, 26 – 36 rue Alfred Nobel, 93600 Aulnay-sous-Bois, France. www.einstruction.eu;
Tel: +33 1 58 31 10 60; emeabusiness@einstruction.com
Booth No: 26

EDUCATION MANAGEMENT SOLUTIONS
Medical, nursing, allied health, dentistry, optometry, and pharmacy schools; hospitals; and counselor training programs use EMS’ suite of products to more efficiently manage the operations of clinical simulation facilities, effectively evaluate learner performance, and digitally record simulated events. As the leader in simulation management technology, EMS offers complete turnkey solutions that include integrated software and hardware, design and planning, engineering, configuration, installation, training, and support

Contact: John O’Brien, International Sales Manager;
Email: john.obrien@EMS-works.com, 436 Cramery Way, Suite 300, Exton, PA 19341 USA; 1-610-701-7002; www.EMS-works.com
Booth No: 28

ELSEVIER
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Your source for medical models and simulators! With a company history of more than 60 years we provide a wide range of anatomical models and medical simulators such as patient care manikins, emergency training simulators, x-ray phantoms, torso models, skeleton models as well as human organ models and educational charts.

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LIMBS & THINGS
For over 20 years Limbs & Things has been designing, manufacturing and supplying quality medical training products for healthcare professionals. Our catalogue includes task trainers, synthetic soft tissue anatomical simulation models and demonstration models.

Contact: Tel: UK 0117 311 0500. Email: sales@limbsandthings.com
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PRIMAL PICTURES
Primal Pictures is a leading developer and publisher of 3D anatomy and clinical software. Already used in hundreds of teaching institutions worldwide our popular range of titles are ideal for many medical and allied health courses. Please visit us to find out more about our software and how it can enhance teaching and learning.

Contact: 4th Floor Tennyson House, 159 – 165 Great Portland Street, London W1W 5PA. Tel: +44 207 637 1010, email: education@primalpictures.com Web: www.primalphictures.com
Booth No: 32

QPERCOM LTD – QUALITY PERFORMANCE & COMPETENCE MEASURES FOR OBSERVATIONAL ASSESSMENTS
Qpercom Ltd is a company that delivers solutions for the replacement of paper-based forms with computer-based solutions for the creation, administrating and analysing of observational competence & performance assessments.

Contact: Dr Thomas Kropmans, Unit 204 Business Innovation Centre, National University of Ireland Galway, Galway Ireland;
Email: thomas.kropmans@qpercom.com; Tel: +353 87288 7396
Booth No: 25

SPEEDWELL
Speedwell is one of the most experienced, well-respected companies of its kind in Europe. For 25 years we’ve been at the forefront of the latest automated data entry techniques and their commercial application. We are used widely across the Royal Medical Colleges and Medical School for MCQ and OSCE examinations.

Contact: Call: +44 (0)1223 851703, e-mail: info@speedwell.co.uk, Website: www.speedwell.co.uk
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STUDIO CODE
Enhancing Patient Care by improving tutored outcomes. Studiocode is a video analysis solution used in medical simulation as the essential tool for learning, training and improving clinical and non clinical skills. This software allows you to capture and provide users with the ability to analyse the total performance and provide effective feedback for improved outcomes. Highly flexible to your simulation environment, Studiocode will adapt to any type of scenario and teaching objectives.

Contact: Studiocode European Offices : 18 av Jacques Réattu, Buroparc Bat E. 13009 Marseille, France, www.studiocodegroup.com. Contact: Christophe Duchesne, christophe.duchesne@studiocodegroup.com. Tel : +33 6 80 46 61 78
Booth No: 53
Not-for-Profit Exhibitors

ACADEMIC MEDICINE AND MEDEDPORTAL
Academic Medicine is the scholarly journal of the Association of American Medical Colleges. MedEdPORTAL is a repository for teaching materials, assessment tools, and faculty development resources.
Contact: Academic Medicine: www.academicmedicine.org; MedEdPORTAL: www.mededportal.org
Booth No: 46

AMEE – ASSOCIATION FOR MEDICAL EDUCATION IN EUROPE
AMEE is an International Association for Medical Education with members throughout the world. AMEE’s MedEdWorld initiative provides a network for all with an interest in medical education across the continuum to share ideas, resources and expertise. AMEE organises the largest annual international medical education conference, which in 2013 will be in Prague, Czech Republic, from 24-28 August. AMEE also offers a series of face-to-face and online courses for teachers, and publishes Medical Teacher, a leading international journal, and a series of education guides. AMEE is co-organising the Ottawa Conference on the Assessment of Competence in Ottawa from 26-30 April 2014. AMEE also sponsors the ASPIRE Initiative to recognise excellence in education in medical schools.
Contact: AMEE Office, Tay Park House, 484 Perth Road, Dundee DD2 1LR, Dundee, UK. Tel: +44 (0)1382 381953; Email: amee@dundee.ac.uk. Website: www.amee.org. www.facebook.com/#!/pages/Association-for-Medical-Education-in-Europe-AMEE/116187641769758. Twitter details: @AMEE_Online
Booth No: 29 / 30 / 31

AMEE MR
The Association for Medical Education in the Eastern Mediterranean Region (AMEE MR) is one of the six regional organizations for medical education under the umbrella of World Federation for Medical Education (WFME).
Contact: http://ameemr.org/
Booth No: 51

ASME – ASSOCIATION FOR THE STUDY OF MEDICAL EDUCATION
ASME is a membership organization unique in that it draws its members from all areas of medical education - undergraduate, postgraduate and continuing - and from all specialties both nationally and internationally.
Contact: Nicky Pender, ASME CEO, ASME, 12 Queen Street, Edinburgh, EH2 1JE, UK
Booth No: 45

FAIMER
A non-profit foundation committed to improving world health through education, FAIMER promotes excellence in international health professions education through programmatic and research activities.
Contact: FAIMER, 3624 Market Street, 4th Floor, Philadelphia, PA 19104, USA; www.faimer.org; FAIMERServices@faimer.org
Booth No: 44

IAMSE
IAMSE is a nonprofit professional development society organized and directed by medical faculty members. Together we provide opportunities to enhance excellence and innovations in teaching, student and program assessment, computer technology, human simulation, learner-centered education, and in many other areas.
Contact: Julie K. Hewett, CMP, IAMSE Association Manager, c/o oJullNet Solutions, LLC, 33278 US Route 60, East Huntington, WV 25705 U.S.A. Website: iamse.org; Facebook.com/ MedicalEducator; Tel: +1 304 522 1270
Booth No: 5

IDEAL CONSORTIUM
An international collaboration of Faculties of Medicine that administer their student assessments in English, whose members share a high quality, voluminous assessment bank for medical education.
Contact: Faculty of Health Sciences and Medicine, Bond University, Gold Coast, Queensland 4229, Australia
Booth No: 50

MEDICAL ASSESSMENT ALLIANCE
The Assessment Alliance is a non-profit collaboration of Medical Schools with now 27 international partners. With the help of the ItemManagementSystem, a common platform designed to improve medical examination, the Alliance shares and optimizes knowledge and resources for assessment.
Contact: Medical Assessment Alliance, Centre of Excellence for Assessment in Medicine, Kompetenzzentrum fuer Prufungen der Medizin /B.-W. Im Neuenheimer Feld 346, 69120 Heidelberg, Germany. Email: Info@ims-m.de
Booth No: 48

MEDU
MedU delivers high-quality online virtual patient cases to students wherever they are learning, with courses in pediatrics, family medicine, internal medicine, surgery and radiology.
Contact: Shaun Goodwin, John Stephens (info@i-intime.org)
Booth No: 47
NACT – NATIONAL ASSOCIATION OF CLINICAL TUTORS
NACT UK is a membership association for those involved in organising postgraduate training for doctors. Its aim is to support members in their daily role as leaders in Medical Education with national advice and training and to liaise on their behalf with the many National Bodies involved in Medical Education in the UK.
Contact: Norfolk House East, 499 Silbury Boulevard, Milton Keynes, MK9 2AH. Tel: 01908 488033; Fax: 01296 715255; Web: www.nact.org.uk; Email: info@nact.org.uk
Booth No: 52

SIFEM – SOCIÉTÉ INTERNATIONALE FRANCOPHONE D’ÉDUCATION MÉDICALE
SIFEM facilitates communication and exchange in French-speaking countries in order to improve education in health sciences education, training, evaluation and research. SIFEM aims to help in the acquisition and maintenance of professional competence in the healthcare professions, in order to offer the best possible patient care. Pédagogie Médicale is the official Journal of SIFEM.
Contact: Email: info.sifem@gmail.com. Website: www.sifem.org
Booth No: 56

TRAINING TRACKER
Training Tracker is a straightforward, powerful e-learning platform that enables you to create your own modules quickly and easily and run reports on trainee progress.
Contact: Anne Rennie, Training Tracker, 2 New Road, St Ives, Cambridgeshire PE27 5BG, United Kingdom; www.trainingtracker.co.uk; anne.rennie@mdsl-net.com; tel: 44 1480 494515
Booth No: 43

Academic Exhibitors

BAYLOR COLLEGE OF MEDICINE
Contact: Nancy S Searle, Baylor College of Medicine, Office of Professional Development, nsearle@bcm.edu, Tel: 713-798-7285 (office) Booth No: 4

CANADIAN CONFERENCE ON MEDICAL EDUCATION (CCME)
Contact: CCME, 265 Carling Avenue, Suite 800, Ottawa, Canada K1S 2E1. Website: www.mededconference.ca/home.php. www.mededconference.ca Booth No: 9

CENTRE FOR FACULTY DEVELOPMENT UNIVERSITY OF TORONTO
Contact: Jackie McCaffrey, Project Coordinator, Centre for Faculty Development, University of Toronto at St. Michael’s Hospital; mccaffreyj@smh.ca; 416-864-6060 x77418 Booth No: 10

HARVARD MACY INSTITUTE PROFESSIONAL DEVELOPMENT PROGRAMS FOR ACADEMIC LEADERS
Contact: 100 Cambridge St., 20th Floor, Boston, MA 02114 www.harvardedmc.org Booth No: 3

MEDICAL FACULTY, CLUJ-NAPOCA, ROMANIA
Contact: Prof. dr. Anca Dana Buzoianu, Dean of the Medical Faculty, “Iuliu Hatieganu” University of Medicine and Pharmacy, V. Babes str. 8, 40002 Cluj-Napoca, Romania. Tel: +40754081123; Fax: +40264 597 257; E-mail: abuzoianu@umfccluj.ro Booth No: 12

MEDIVIEW
Contact: www.mediview.org Booth No: 6

SCHOOL OF HEALTH PROFESSIONS EDUCATION, MAASTRICHT UNIVERSITY
Contact: Faculty of Health, Medicine and Life Sciences P.O. Box 616, 6200 MD Maastricht, the Netherlands. Web: www.maastrichtuniversity.nl/she; Email: She@maastrichtuniversity.nl Booth No: 7/8

THE WILSON CENTRE – UNIVERSITY OF TORONTO
Contact: www.thewilsoncentre.ca; thewilsoncentre@utoronto.ca; Tel: 416-340-3646 Booth No: 11

UNIVERSITY OF DUNDEE, CENTRE FOR MEDICAL EDUCATION
Contact: Marion Anderson, Enrolment Administrator, Centre for Medical Education, University of Dundee, Tay Park House, 484 Perth Road, Dundee DD2 1LR, UK; tel: +44 (0)1382 381990; m.t.anderson@dundee.ac.uk; www.dundee.ac.uk/meded; www.facebook.com/cmedundee; www.twitter.com/cme_dundee Booth No: 2

UNIVERSITY OF TORONTO – ACADEMIC FELLOWSHIP AND GRADUATE STUDIES PROGRAM
Contact: healthteach.grad@utoronto.ca; +1 (416) 978-1914; dfcm.utoronto.ca Booth No: 13

VETERINARY EDUCATION WORLDWIDE (VIEW)
Contact: On the web at www.veteducation.org; Email: enquiries@veteducation.org. VIEW President – John Tegzes; jtegzes@westernu.edu Booth No: 55
## PERSONAL DIARY

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SATURDAY 25 AUGUST

0800-1730  Registration desk open at Lyon Convention Centre
Location:  Hall Terreaux

0900-1200  Fourvière and Gallo Romain Museum
Departs from and returns to Lyon Convention Centre

1400-1700  Renaissance Area – Walking Guided Tour of Vieux Lyon
Departs from and returns to Lyon Convention Centre

Group Meetings

1500-1930  AMEE Executive Committee Meeting (closed meeting)
Location:  Rosaerie 2

1400-1500  School of Health Professions and Education (SHE): Pre-conference workshops
(registered SHE Alumni and Rogano members only)
Location:  Hilton Lyon Hotel

AMEE-Essential Skills in Medical Education (ESME) Courses
Pre-registration is essential and lunch will be provided.

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

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

0900-1700  Essential Skills in Computer-Enhanced Learning (ESCEL) Course
Location:  Rhone 3b

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

Pre-conference Workshops
Pre-registration is essential. Coffee is included and lunch is provided for those attending PCW 3 and 5.

0915-1215  PCW1  Enhancing Standardized Patient encounters through abnormal physical findings and moulage
Facilitators:  Amelia Wallace (Eastern Virginia Medical School, Center for Simulation and Immersive Learning, USA); Carine Layat Burn (University of Applied Sciences Health Sciences, Switzerland); Patty Bell (Uniformed Services University, Clinical Skills Laboratory NCA Medical Simulation Center, USA); Elizabeth Darby (Uniformed Services University, Clinical Skills Laboratory NCA Medical Simulation Center, USA); Gayle Gliva-McConvey (Eastern Virginia Medical School, Center for Simulation and Immersive Learning, USA)
Level:  Intermediate
Theme:  Simulation
Location:  Tete d’Or 1

0915-1215  PCW2  A Practical Introduction to Interviewing for Qualitative Research in Medical Education
Facilitators:  Alice McGarvey, Aisling Lavelle (Royal College of Surgeons in Ireland)
Level:  Introductory
Theme:  Research & Scholarship
Location:  Tete d’Or 2
PCW3: Scholarship and Innovation in Medical Education: A practical workshop on developing a project for peer review and dissemination
Facilitators: Jocelyn Lockyer (University of Calgary); Vernon Curran (Memorial University of Newfoundland); Joan Sargeant (Dalhousie University); Danielle Saucier (Laval University); Joanna Bates (University of British Columbia); Karen Mann (Dalhousie University); Carol Hodgson (University of Alberta), Canada
Level: Introductory/Intermediate
Theme: Research & Scholarship
Location: Rhone 1

PCW4 Transform Your Classroom into Active Learning: Team-Based Learning from A-Z
Facilitators: Dean Parmelee (Wright State University Boonshoft School of Medicine, USA); Ruth Levine (The University of Texas Medical Branch, USA); Nadia Al-Wardy (Sultan Qaboos University, Oman)
Level: Introductory
Theme: Teaching & Learning
Location: Rhone 2

PCW5 FLAME – Fundamentals in Leadership and Management for Educators
Facilitators: Judy McKimm (College of Medicine, Swansea University); Gillian Needham (NHS Education for Scotland – North Region, UK); Susan Lieff (Centre for Faculty Development at St Michael's and the Faculty of Medicine, University of Toronto, Canada)
Level: Introductory/Intermediate
Theme: Management
Location: Rhone 3a

PCW6 Effective use of E-portfolios in faculty development programs
Facilitators: Shirley Lee, Abbas Ghavam-Rassoul, Helen P Batty (Department of Family and Community Medicine, University of Toronto, Canada)
Level: All
Theme: eLearning
Location: Bellecour 1

PCW7 Social accountability of medical schools: A new mark of excellence for development and accreditation
Facilitators: Charles Boelen (France); Trevor Gibbs (UK) and colleagues
Level: All
Theme: Curriculum
Location: Bellecour 2

PCW8 From 4000 outcomes to one coherent, interactive map: the alignment of purpose, design, educational management and technology
Facilitators: Fred Pender (Centre for Medical Education); Matthew Hammond (Learning Technology Section); Helen Cameron (Centre for Medical Education); Michael Begg (Learning Technology Section, College of Medicine and Veterinary Medicine, University of Edinburgh, UK)
Level: Introductory/Intermediate
Theme: Curriculum
Location: Bellecour 3

PCW9 Sequential testing – practical application
Facilitators: Michaela Wagner-Menghin, Michael Schmidts (Medical University Vienna, Austria)
Level: All
Theme: Assessment
Location: St Clair 1

PCW10 Excellent student performance in undergraduate medical education: can we describe it, should we record it and how can we set the standard?
Facilitators: J N Hudson (University of Wollongong, Graduate School of Medicine, Wollongong, Australia); M Tweed (University of Otago, Medical Education Unit, Wellington, New Zealand); TJ Wilkinson (University of Otago, Medical Education Unit, Christchurch, New Zealand); JA Bushnell (University of Wollongong, Graduate School of Medicine, Wollongong, Australia)
Level: Intermediate
Theme: Assessment
Location: St Clair 2

PCW11 Debriefing for Simulation-Based Learning with Standardized Patients
Facilitators: Cathy Smith (University of Toronto, Canada); Beth Harwood (Dartmouth Medical School, USA)
Level: Introductory
Theme: Simulation
Location: Tete d'Or 1

PCW12 Identifying and applying theoretical paradigms to educational research
Facilitators: Klara Bolander Laksov (Karolinska Institutet, Stockholm, Sweden); Klas Karlsgren (Karolinska Institutet, Stockholm, Sweden); Mathieu Albert (Wilson Centre, Toronto, Canada)
Level: Intermediate
Theme: Research & Scholarship
Location: Tete d'Or 2
1345-1645  PCW13  The Small Group Experience: Strategies to improve your performance as facilitator
Facilitators: Carol F Capello (Weill Cornell Medical College, New York); Joseph F Murray III (Weill Cornell Medical College, New York); Elza Mylona (Stony Brook School of Medicine, Stony Brook, New York); Norma S Saks (Robert Wood Johnson Medical School, New Brunswick, USA)
Level: Introductory/Intermediate
Theme: Teaching & Learning
Location: Rhone 2

1345-1645  PCW14  Hands-on Virtual Patient case design, development and integration into the curriculum
Facilitators: James B McGee (University of Pittsburgh School of Medicine); Nancy Posel (McGill University School of Medicine); David M Fleiser (McGill University School of Medicine); Rosalyn P Scott (Boonshoft School of Medicine, Wright State University), USA
Level: Introductory/Intermediate
Theme: eLearning
Location: Bellecour 1

1345-1645  PCW15  Outcome-based course design: Linking learning outcomes to Entrustable Professional Activities
Facilitators: Dujeepa Samarasekera, Matthew C E Gwee, Tan Chay-Hoon, Dennise Goh (National University of Singapore)
Level: Introductory
Theme: Curriculum
Location: St Clair 3a

1345-1645  PCW16  21st Century Curriculum Planning: Fostering Expertise Through Experiential Learning and Feedback
Facilitators: Sharon K Krackov (New York); Henry Pohl (Albany Medical College); Sally Santen (University of Michigan School of Medicine); John H Shatzer (Vanderbilt University School of Medicine), USA
Level: All
Theme: Curriculum
Location: Bellecour 2

1345-1645  PCW17  Measurement of Clinical Skills: Advanced Topics
Facilitators: Kimberly A Swygert (National Board of Medical Examiners, USA); Ann Jobe (Clinical Skills Evaluation Collaboration, USA)
Level: Advanced
Theme: Assessment
Location: St Clair 1

1345-1645  PCW18  The ABCs of Item Response Theory (IRT)
Facilitator: André F De Champlain (Medical Council of Canada)
Level: Introductory
Theme: Assessment
Location: St Clair 2

1345-1715  PCW19  Observational skills, pattern recognition, critical reasoning and contextual learning at the art museum
Facilitators: Cristian Stefan (Medical College of Georgia, USA); Neil M Borden Medical College of Georgia, USA; James A Welu (Worcester Art Museum, USA); Matti Nikkola (Karolinska Institute, Sweden)
Level: All
Theme: Art & Science
Location: Bellecour 3
Ateliers Pré-congrès en Français

Une pré-inscription est obligatoire. Le café est inclus et le déjeuner est fourni pour ceux qui assistent à S1, et S3.

0915-1645  S1  Atelier conçu et développé par et pour les étudiants
Salle:  St Clair 3b

0915-1645  S3  La simulation :
1. Comment développer et construire un centre ou un local de simulation
2. Une méthode pour développer un cursus intégré de simulation pour les études de 1er cycle et l’exemple de celui de l’Université de Montréal
Les facilitateurs: JV Patenaude, B Deligne et coll (Montréal)
Salle:  St Clair 4

0915-1215  SM1  Démarche de diagnostic pédagogique des difficultés de raisonnement clinique
Les facilitateurs: S Laurin, MC Audétat, M Nendaz, B Charlin (Montréal et Genève)
Salle: Rhone 4

0915-1215  SM3  Partenariat international bilatéral en éducation médicale : défis, enjeux et leçons.
Ou comment aller au-delà des voeux pieux / SP3: Éthique de la formation: explicitation de l’engagement de la Charte de l’Éthique des Facultés des Sciences de la santé (CEFSS)
Les facilitateurs: P Grand’Maison, M Morin, J Teijeira, A Plante (Sherbrooke), E Henderson, J Vignolo, (Montevideo) /
(CIDMEF (L Brazeau-Lamontagne, J Barrier, S Essoussi, T Nawar)
Salle:  St Clair 3a

1345-1645  SP1  Difficultés du raisonnement clinique, comment mettre en œuvre des stratégies de remédiation ciblée?
Les facilitateurs: MC Audétat, S Laurin, MR Nendaz, B Charlin (Montréal et Genève)
Salle: Rhone 4
SUNDAY 26 AUGUST

0800-2100  Registration desk open at Lyon Convention Centre
            Location: Hall Terreaux

0900-1200  Fourvière and Gallo Romain Museum
            Departs from and returns to Lyon Convention Centre

1400-1700  Renaissance Area – Walking Guided Tour of Vieux Lyon
            Departs from and returns to Lyon Convention Centre

Group Meetings

1000-1230  ASPIRE: Assessment Panel (closed meeting)
            Location: St Clair 3a

1000-1230  ASPIRE: Student Engagement Panel (closed meeting)
            Location: St Clair 5

1000-1230  ASPIRE: Social Responsibility and Accountability Panel (closed meeting)
            Location: Roseraie 2

1300-1630  ASPIRE Board Meeting (closed meeting)
            Location: Roseraie 2

1300-1600  BEME FACDEV TRG Meeting (closed meeting)
            Location: St Clair 5

AMEE-Essential Skills in Medical Education (ESME) Courses

Pre-registration is essential and lunch will be provided.

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

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

0900-1700  Essential Skills in Medical Education Simulation (ESMESim)
            Location: Gratte Ciel 3

English Pre-conference Workshops

Pre-registration is essential. Coffee is included and lunch is provided for those attending PCW 25.

0915-1215  PCW20  Workplace-based Assessment of Teachers
            Facilitators: John Norcini (FAIMER, USA); Ara Tekian (University of Illinois at Chicago, USA)
            Level: Introductory
            Theme: The Teacher
            Location: Tete d’Or 1

0915-1215  PCW21  How to design and facilitate focus groups for medical educational program development,
            evaluation and research
            Facilitators: Lee Manchul, Jane Tipping (University of Toronto, Canada)
            Level: Intermediate
            Theme: Research & Scholarship
            Location: Tete d’Or 2
0915-1215  PCW22  Defining the Skills of Lifelong Learning: A Competency-based approach
Facilitators: Ivan Silver (University of Toronto, Canada); Craig Campbell (Royal College of Physicians and Surgeons of Canada); Tanya Horsley (Royal College of Physicians and Surgeons of Canada)
Level: Beginner-Advanced
Theme: CPD
Location: Rhone 1

0915-1215  PCW23  Improving presentations: Say-it-Better & Show-it-Better
Facilitators: EM Wooster, DL Wooster (University of Toronto, Canada)
Level: Intermediate and Advanced
Theme: Teaching & Learning
Location: Rhone 3b

0915-1215  PCW24  Effective Faculty Leadership in Organizational Change
Facilitators: Elza Mylona (Stony Brook University School of Medicine, USA); Larry Gruppen (University of Michigan Medical School, USA); Aviad Haramati (Georgetown University School of Medicine, USA)
Level: Intermediate
Theme: Management
Location: Rhone 3b

0915-1645  PCW25  Veterinary Education Worldwide (ViEW) Workshop 2012: Veterinary collaboration in the age of Web2.0
Facilitators: Jan Ehlers (University of Veterinary Medicine Hannover, Germany); Nick Short, Chris Trace, Sarah Boillie (The Royal Veterinary College London, UK)
Level: All
Theme: eLearning
Location: Rhone 2

0915-1215  PCW26  Use of Tablets in medical education and Clinical Practice
Facilitators: Alireza Jalali, Jean-François Marquis, Jean Roy, Jean-François Dion, Jean Ray Arseneau (Faculty of Medicine, University of Ottawa, Canada)
Level: Introductory
Theme: eLearning
Location: Bellecour 1

0915-1215  PCW27  An introduction to Competency-based Outcomes Education
Facilitators: Jason R Frank (Royal College of Physicians and Surgeons of Canada, University of Ottawa, Canada); Linda S Snell (Royal College of Physicians and Surgeons of Canada, McGill University, Canada); Peter Harris (University of New South Wales, Australia); Eric Holmboe (American Board of Internal Medicine, Philadelphia, USA)
Level: Introductory/Intermediate
Theme: Curriculum
Location: Bellecour 2

0915-1215  PCW28  Program Evaluation – Learning to determine whether your educational course, clerkship, or residency training program is “successful”
Facilitator: Steven Durning (Uniformed Services University of the Health Sciences, Bethesda, USA)
Level: Introductory/Intermediate
Theme: Curriculum
Location: Bellecour 3

0915-1215  PCW29  Assessing student competence with the Mini-CEX – what’s in it for me?
Facilitator: Iris Lindemann, Donald Bramwell, Julie Ash, Helena Ward, Lambert Schuwirth (School of Medicine, Flinders University, Adelaide, Australia)
Level: Introductory
Theme: Assessment
Location: St Clair 1

0915-1215  PCW30  Pass-fail decisions – how do we make them fairly?
Facilitators: Dwight D Harley (University of Alberta, Faculty of Medicine & Dentistry, Edmonton, Canada), Margaret J Dennett (Vancouver Community College, Vancouver, Canada), Ronald Damant (University of Alberta, Faculty of Medicine & Dentistry, Edmonton, Canada)
Level: All
Theme: Assessment
Location: St Clair 2

1345-1645  PCW31  Using theory in medical education research
Facilitators: Judith Wagter, Renée Stalmeijer, Simon Kito (Maastricht University, Netherlands)
Level: Introductory
Theme: The Teacher
Location: Tete d’Or 1

1345-1645  PCW32  ‘Writing up’: 3 Principles for Successful Research Papers
Facilitator: Lorelei Lingard (Schulich School of Medicine & Dentistry, University of Western Ontario, Canada)
Level: Intermediate
Theme: Research & Scholarship
Location: Tete d’Or 2
PCW33  "I Had a Dream": Our CPD Office was the cornerstone for value creation in the healthcare system  
Facilitators: Robert L Thivierge (University of Montreal, Canada); Céline Monette (Médecins francophones de Canada)  
Level: Intermediate  
Theme: CPD  
Location: Rhone 1

PCW34  Teaching Preclinical subjects: Cadaveric Dissection, Simulation, Virtual Reality, Mixed Reality, Avatar (which one or in combination – from medical students to residency training and surgical planning)  
Facilitators: P Gopalakrishnakone (National University of Singapore); W Pawlina (Mayo Clinic College of Medicine, USA); Cristian Stefan (Georgia Health Sciences University, USA); Eri Lim (National University of Singapore); Ancuta Stefan (Georgia Health Sciences University, USA)  
Level: Intermediate  
Theme: Teaching & Learning  
Location: Rhone 3b

PCW35  Developing Common International Standards using an Assessment Programme  
Facilitators: John Howard (MRCPG INT, UK), Lesley Southgate (St George’s Medical School, UK); Valerie Wass (Keele Medical School, UK); Adrian Freeman (Peninsula Medical School, UK)  
Level: Introductory/Intermediate  
Theme: Management  
Location: Rhone 1

PCW36  Practicing what we preach: Lifelong learning tools for medical educators  
Facilitators: Neil Mehta (Cleveland Clinic Lerner College of Medicine, USA); Anne Marie Cunningham (Cardiff University, UK); Natalie Lafferty (University of Dundee, UK)  
Level: Intermediate/Advanced  
Theme: eLearning  
Location: Bellecour 1

PCW37  Curriculum as conversation: Engaging and modifying the hidden curriculum  
Facilitators: Susan Lief (University of Toronto, Canada); Frederic W Hafferty (Mayo Clinic, USA)  
Level: All  
Theme: Curriculum  
Location: St Clair 2

PCW38  Exercising Empathy: art and health together  
Facilitators: Carlos Eduardo Garcia, Cristiana Brasil, Denise Herdy Afonso, Felipe Fortes, Flávia Reis, Daniela Sobrino Dieguez, Paulo Marcondes Carvalho Jr. (Brazil)  
Level: Introductory  
Theme: Curriculum  
Location: St Clair 1

PCW39  Publishing the Results of Scholarly Work in Medical Education: The art of writing and getting published  
Facilitators: Steven L Kanter (Academic Medicine), Christopher S Candler (MedEdPORTAL), Anne L Farmakidis (Academic Medicine), Jennifer Campi (Academic Medicine), USA  
Level: Introductory  
Theme: Research & Scholarship  
Location: Gratte Ciel 2

PCW40  Measurement and Improvement of the OSCE: Recognition and remediation of station level problems  
Facilitators: Richard Fuller, Godfrey Pell, Matthew Homer (School of Medicine, University of Leeds, UK)  
Level: Intermediate  
Theme: Assessment  
Location: Bellecour 3

PCW41  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, PA, USA)  
Level: Introductory  
Theme: Assessment  
Location: Bellecour 2

PCW42  Basics in CME/CPD  
Facilitators: Jann T Balmer (University of Virginia School of Medicine, USA); Mary Ales (Interstate Postgraduate Medical Association, Madison, Wisconsin, USA); Maureen Doyle Scharff (Medical Education Group, Pfizer, Inc. New York, USA)  
Level: Introductory  
Theme: Assessment  
Location: St Clair 3a
Ateliers Pré-congrès en Français

Une pré-inscription est obligatoire. Le café est inclus et le déjeuner est fourni pour ceux qui assistent à D1.

0915-1215  DM1  Initiation à la recherche en pédagogie médicale / Méthodes de recherche en pédagogie médicale
Les facilitateurs: (Groupe de travail de la SIFEM) Coordination T Pelacia
Salle:  Rhone 4

0915-1215  DM2  Démarche de responsabilité sociale: enjeux et opportunités
Les facilitateurs: (Groupes de travail prioritaire SIFEM « Santé et société », CIDMEF et THEnet)
Coordination J Ladner
Salle:  St Clair 3b

1345-1645  DM5  Pourquoi et comment utiliser les techniques de simulations hautes fidélités dans nos dispositifs de formation? / Le debriefing en simulation. Cadre général et difficultés d'animation
Les facilitateurs: (Groupe de travail de la SIFEM), JP Fournier (Nice), M Jaffrelot (Brest), G Savoldelli (Genève), D Vanpee (Louvain) / (Groupe de travail de la SIFEM). M Jaffrelot (Brest), G Savoldelli (Genève), D Vanpee (Louvain)
Salle:  St Clair 3b

1345-1645  DP3  La pratique réflexive : un outil pour améliorer son enseignement
Les facilitateurs: A Harvey (Sherbrooke) A. Baroffio, Genève)
Salle:  Rhone 4

AMEE 2012 Orientation Session in English

1700-1800  A session for participants who are attending the AMEE Conference for the first time
Presenters: Madalena Patricio (AMEE President), Ronald M Harden (AMEE General Secretary), Pat Lilley (AMEE Operations Director)
Location:  Pasteur Auditorium

Session d’orientation AMEE 2012 en français

1700-1800  Une session d’orientation sera donnée en français, pour aider les participants francophones à tirer le meilleur profit du congrès de l’AMEE
Salle:  Pasteur Lounge

Opening Ceremony and Reception

1930-2200  Entertainment, food & wine, and the chance to renew acquaintances on the eve of the conference
Location:  Amphitheatre (Opening Ceremony) and Forum 4, 5, 6 (Reception)
Cost:  Free of charge to participants. Guest tickets can be purchased for Euros 35
SESSION 1: Plenary

0830-1000 1 PLENARY 1
Chairperson: Ronald M Harden (UK)
Location: Amphitheatre

0830-0845 Introduction to the Conference
Ronald M Harden (AMEE General Secretary)

0845-0930 1A Achieving the Continuum in Medical Education: Who says it cannot be done?
Lewis R First (National Board of Medical Examiners, Philadelphia, USA)

Dr Lewis First is currently Professor and Chair of the Department of Pediatrics at the University of Vermont (UVM) College of Medicine where from 2003 to 2008, he also served there as Senior Associate Dean for Medical Education. His educational leadership roles currently include his being chair of the National Board of Medical Examiners as well as Editor-in-Chief of Pediatrics, the peer-reviewed journal of the American Academy of Pediatrics. He received his B.A., M.D., and M.S. in Epidemiology from Harvard University and did his residency training at Boston Children’s Hospital followed by a fellowship in Ambulatory Pediatrics. On a local and national level, Dr First has won numerous teaching awards including the Alpha Omega Alpha Robert J Glaser Distinguished Teacher Award from the AAMC (2004) as well as the National Medical Education Award (2007) from the American Academy of Pediatrics and the Miller-Sarkin Mentoring Award from the Academic Pediatric Association (2007). He has authored several dozen peer reviewed publications, chapters and co-edited five textbooks, the most recent being the 22nd edition of Rudolph’s Pediatrics (2011). In addition, Dr First still manages to offer medical advice to parents entitled “First with Kids” on weekly radio and television news segments and has a weekly column in multiple newspapers in Vermont.

0930-0940 Questions and Discussion

0940-1000 Awards and Prizes
AMEE Awards: Miriam Friedman Ben-David New Educator Award 2012;
AMEE-ESME Certificates

Announcement of the Karolinska Prize for Research in Medical Education

1000-1030 COFFEE BREAK
Location: Forum 4, 5, 6

SESSION 2: Simultaneous Sessions

1030-1215 2A SYMPOSIUM: The globalization of medical education and its discontents
Ming-Jung Ho (National Taiwan University College of Medicine, Taiwan); Brian Hodges (The Wilson Centre, University of Toronto, Canada); Tina Martimianakis (University of Toronto, Canada); Christophe Segouin (University Paris 7, France)
Location: Amphitheatre
1030-1215 | 2B | SYMPOSIUM: Developing Entrustable Professional Activities (EPAs) in the Procedural and Non-Procedural Specialties: Reflections and Insights
Olle ten Cate (UMC Utrecht, The Netherlands); Carol Carraccio (American Board of Pediatrics, USA); Robert Englander (Association of American Medical Colleges, USA); M Douglas Jones (Children’s Hospital Colorado, USA); Fedde Scheele (St Lucas Andreas Hospital Amsterdam, The Netherlands)
Location: Pasteur Auditorium

1030-1215 | 2C | SHORT COMMUNICATIONS: Evidence Based Medicine and Research
Chairperson: Netta Notzer (Israel)
Opening Discussant: Tim Wilkinson (New Zealand)
Location: Pasteur Lounge

1030-1045 | 2C/1 | Evidence-base practice content, pedagogical methods and assessment of learning: A Mapping exercise in an Occupational Therapy professional Masters program
Aliki Thomas (McGill University, Montreal, Canada; Bernadette Nedelec, Cynthia Perlman, Caroline Storr, Hiba Zafran (aliki.thomas@mcgill.ca)

1045-1100 | 2C/2 | Towards the end of the French resistance to EBM?
Delphine Maucort-Boulch (Université Claude Bernard Lyon 1, Villeurbanne, France); Jean-Pierre Boissel, Denis Vital-Durand (Hospices Civils de Lyon, France), Guy Uorca, François Gueyffier (Université Claude Bernard Lyon 1, Villeurbanne, France, francois.gueyffier@chu-lyon.fr)

1100-1115 | 2C/3 | Successful coordination of clinical and research training for clinician investigators: the clinician investigator program
M Kennedy (Royal College of Physicians & Surgeons of Canada, Education, Ottawa, Canada, mkennedy@royalcollege.ca); C Hayward (McMaster University, Hamilton, Canada); D Danoff (University of Ottawa, Canada); U Bond (Royal College of Physicians & Surgeons of Canada, Ottawa, Canada)

1115-1130 | 2C/4 | Medical Research Program Paper (KSAU-HS)
M Abdalla (King Saud bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia, drmoh@yahoo.com)

1130-1145 | 2C/5 | Development and implementation of an MD-PhD program at the Faculty of Medicine of the National University of Mexico (UNAM): Challenges of integrating research training with the medical curriculum
Ana Flisser-Steinbruch, Melchor Sanchez-Mendiola, Enrique Graue-Wiechers (UNAM Faculty of Medicine, Mexico City, Mexico, melchorsm@gmail.com)

1145-1200 | 2C/6 | Using a Teach the Teacher-program to implement a new EBM-based teaching method for residents and resident teachers
Tanja van Kempen (LUMC, Leiden, Netherlands, t.van_kempen@lumc.nl); P.J. Dörr (MC Haaglanden, Den Haag, Netherlands); F.W. Dekker (LUMC, Leiden, Netherlands)

1200-1215 | Discussion

1030-1215 | 2D | SESSION PLÉNIÈRE (en français):
Présidence: J L Debru (France)
Location: Bellecour 1
(1) Rôle de la recherche en pédagogie médicale dans l’innovation pédagogique (T Pelaccia); (2) Responsabilité sociale des facultés de médecine (J Ladner); (3) Place de la formation à la communication dans le cursus de médecine; (4) Une table ronde sur les grands enjeux de la pédagogie médicale dans le monde francophone pour les 10 prochaines années sera ensuite proposée.

1030-1215 | 2E | SHORT COMMUNICATIONS: Clinical Assessment
Chairperson: Godfrey Pell (UK)
Location: Bellecour 2

1030-1045 | 2E/1 | Balancing authenticity and consistency: A mixed methods, multi-source investigation of a long-case oral exam in clerkship
Beth-Ann Cummings (McGill University, Montreal, Canada, beth.cummings@mcgill.ca); Arno Muijtjens (Maastricht University, Maastricht, Netherlands); Meredith Young (University of Toronto, Canada)

1045-1100 | 2E/2 | “I’m no teacher”: Exploring the perception of Radiation Therapists in assessing clinical competence of undergraduate students within an academic clinical setting
Kieng Tan (Princess Margaret Hospital, Toronto, Canada); Krista Dawdy, Lisa Di Prospero (Odette Cancer Centre at Sunnybrook, Toronto, Canada, lisa.diprospero@sunnybrook.ca)

1100-1115 | 2E/3 | Numerical transparency of component anchor values to examiners inflates clinical oral examination marks in an Internal Medicine clinical clerkship
L Devine, R Gupta, I Stroud, E Lorens, S Robertson, D Paniska (University of Toronto, Canada, ldevine@mtsinai.on.ca)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1115-1130</td>
<td>2E/4</td>
<td>Using Generalisability Theory to optimise reliability in the design of a feasible finals clinical examination</td>
<td>T James Royle, Colin MacDougall, Gay P Fagan (Warwick Medical School, Coventry, United Kingdom, <a href="mailto:jamesroyle@doctors.org.uk">jamesroyle@doctors.org.uk</a>)</td>
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<tr>
<td>1130-1145</td>
<td>2E/5</td>
<td>A multi-institution study to establish the validity of scores generated by new structured clinical observation tool designed to measure pediatric patient encounter skills</td>
<td>Daniel West (University of California, San Francisco, United States, <a href="mailto:westdc@peds.ucsf.edu">westdc@peds.ucsf.edu</a>)</td>
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<tr>
<td>1145-1200</td>
<td>2E/6</td>
<td>Internship in Turkey: Is it the preparatory stage to be a physician or a stage of preparing to the specialty exam?</td>
<td>S Turan, S Unér (Hacettepe University Faculty of Medicine, Ankara, Turkey, <a href="mailto:sturan@hacettepe.edu.tr">sturan@hacettepe.edu.tr</a>)</td>
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<tr>
<td>1200-1215</td>
<td>2E/7</td>
<td>Does self-assessment influence self-regulated learning and does learning change self-assessment?</td>
<td>Larry Gruppen, Nora Fitzgerald, Mary S. Oh, Cyril M. Grum (University of Michigan Medical School, Ann Arbor, United States, <a href="mailto:lgruppen@umich.edu">lgruppen@umich.edu</a>)</td>
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<tr>
<td>1030-1035</td>
<td>2F</td>
<td>SHORT COMMUNICATIONS: Clinical Reasoning</td>
<td>Chairperson: Bernard Charlin (Canada) Location: Bellecour 3</td>
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<tr>
<td>1030-1040</td>
<td>2F/1</td>
<td>Processes of diagnostic reasoning in novice medical students</td>
<td>Ruth Sutherland, Geoff McColl, Agnes Dodds (University of Melbourne, Australia, <a href="mailto:r.sutherland@unimelb.edu.au">r.sutherland@unimelb.edu.au</a>)</td>
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<tr>
<td>1045-1100</td>
<td>2F/2</td>
<td>Development of two instruments to evaluate clinical reasoning in Ob/Gyn interns at the Universidad de Chile Medical School: A preliminary study</td>
<td>Claudia Gomes (Universidad Mayor, Facultad de Medicina, Santiago, Chile, <a href="mailto:cgormaz@gmail.com">cgormaz@gmail.com</a>); Carlos Brailovsky (The College of Family Physicians of Canada, Toronto, Canada)</td>
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<tr>
<td>1100-1110</td>
<td>2F/3</td>
<td>Developing a dual training model to teach clinical reasoning in undergraduate medical education in Japan</td>
<td>Yuka Urushibara, Harumi Gomi, Reiko Mochizuki, Koichi Takeda, Yu Yamamoto, Shigehiro Kuroki (Jichi Medical University, Shimotsuke, Japan, <a href="mailto:r0707yu@jichi.ac.jp">r0707yu@jichi.ac.jp</a>)</td>
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<tr>
<td>1115-1130</td>
<td>2F/4</td>
<td>The effect of clinical experience on the development of clinical reasoning</td>
<td>Rashmi Shahi (Flinders University, Adelaide, Australia); (Presenter: David Prideaux, Flinders University, Adelaide, Australia, <a href="mailto:David.Prideaux@flinders.edu.au">David.Prideaux@flinders.edu.au</a>)</td>
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<tr>
<td>1130-1145</td>
<td>2F/5</td>
<td>Expertise of problem-solving in Traditional Chinese Medicine</td>
<td>Tsuen-Chiu Tsai, Chin-Chuan Tsai, Ru-Duan Yeh (E-Da hospital, Kaohsiung City, Taiwan, <a href="mailto:tsaitc2003@gmail.com">tsaitc2003@gmail.com</a>)</td>
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<td>1145-1200</td>
<td>2F/6</td>
<td>Assessment of Diagnostic Thinking</td>
<td>Martin Kelly, Siun O'Flynn, Deirdre Bennett (University College Cork, Ireland, <a href="mailto:m.kelly@ucc.ie">m.kelly@ucc.ie</a>)</td>
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<tr>
<td>1200-1215</td>
<td>2F/7</td>
<td>The Relationship Between Response Time and Diagnostic Accuracy</td>
<td>Meredith Young (McGill University, Montreal, Canada, <a href="mailto:meredith.young@mcgill.ca">meredith.young@mcgill.ca</a>); Jonathan Sherbino, Kelly Dare (McMaster University, Hamilton, Canada); Timothy Wood (University of Ottawa, Canada); Wolfgang Gaissmaier (Max Plank Institute for Human Development, Berlin, Germany); Geoffrey Norman (McMaster University, Hamilton, Canada)</td>
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<tr>
<td>1030-1035</td>
<td>2G</td>
<td>RESEARCH PAPERS: Questionnaires and Surveys</td>
<td>Chairperson: Anthony Artino (US) Location: Space Gratte-Ciel</td>
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<tr>
<td>1030-1050</td>
<td>2G/1</td>
<td>Effect of changes in curriculum on medical students’ motivation for learning</td>
<td>Cristina Del-Bag, Luiz Troncon (University of Sao Paolo, Ribeirao Preto, Brazil, <a href="mailto:delben@fmrp.usp.br">delben@fmrp.usp.br</a>)</td>
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<tr>
<td>1050-1110</td>
<td>2G/2</td>
<td>How much preparation is done by applicants to medical school? Results from a survey of applicants to the University of Adelaide Medical School</td>
<td>Caroline Laurence (University of Adelaide, Australia, <a href="mailto:caroline.laurence@adelaide.edu.au">caroline.laurence@adelaide.edu.au</a>)</td>
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<tr>
<td>1110-1130</td>
<td>2G/3</td>
<td>For love or money? The costs and benefits of teaching in general practice</td>
<td>Caroline Laurence, Linda Black (Adelaide to Outback GP Training Program, Adelaide, Australia, <a href="mailto:caroline.laurence@adelaide.edu.au">caroline.laurence@adelaide.edu.au</a>); Jonathan Karnon (University of Adelaide, Australia)</td>
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<td>1130-1150</td>
<td>2G/4</td>
<td>Burdened into the job – final-year students’ empathic behavior and burnout</td>
<td>Jost-Hendrik Schultz (University of Heidelberg, Germany); (Presenter: Jana Juenger, University of Heidelberg, Germany, <a href="mailto:jana.juenger@med.uni-heidelberg.de">jana.juenger@med.uni-heidelberg.de</a>)</td>
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<td>1150-1215</td>
<td>2G/5</td>
<td>Discussion</td>
<td>No Discussion</td>
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<tr>
<td>1030-1045</td>
<td>2H</td>
<td>SHORT COMMUNICATIONS: Postgraduate Education</td>
<td>Chairperson:</td>
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<tr>
<td>1030-1045</td>
<td>2H/1</td>
<td>Medical residents’ perceptions of their competencies and training needs in health care management: an international comparison</td>
<td>Lizanne Berkenbosch (Maastricht University, Maastricht, Netherlands, <a href="mailto:l.berkenbosch@alumni.maastrichtuniversity.nl">l.berkenbosch@alumni.maastrichtuniversity.nl</a>); Suzanne Schoenmaker (Juliana Children's Hospital, The Hague, Netherlands)</td>
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<tr>
<td>1045-1100</td>
<td>2H/2</td>
<td>Foundation doctors’ experience of mentoring</td>
<td>Helen Goodyear, Natish Bindal, Taruna Bindal, David Waili (West Midlands Workforce Deanery, Birmingham, United Kingdom, <a href="mailto:Helen.Goodyear@westmidlands.nhs.uk">Helen.Goodyear@westmidlands.nhs.uk</a>)</td>
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<td>1100-1115</td>
<td>2H/3</td>
<td>Should we limit the number of attempts for high stakes, licensing examinations?</td>
<td>Adrian Freeman (Plymouth University, Exeter, United Kingdom); Richard Wakeford (Cambridge University, Cambridge, United Kingdom, <a href="mailto:adrian.freeman@pms.ac.uk">adrian.freeman@pms.ac.uk</a>)</td>
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<tr>
<td>1115-1130</td>
<td>2H/4</td>
<td>Infrastructure support for prevocational doctors: Medical Education Calculator</td>
<td>Marece Bentley (Department of Health, Postgraduate Medical Council Western Australia, Perth, Australia, <a href="mailto:marencebenty@health.wa.gov.au">marencebenty@health.wa.gov.au</a>); Alistair Vickery (Royal Perth Hospital, Department of Postgraduate Medical Education, Perth, Australia)</td>
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<tr>
<td>1130-1145</td>
<td>2H/5</td>
<td>How much surgical training do foundation doctors gain during foundation training?</td>
<td>Balvinder Grewal, Daniel Morris, Ahmed El-Sharkawy (Royal Derby Hospital, Derby, United Kingdom, <a href="mailto:b.grewal@nhs.net">b.grewal@nhs.net</a>)</td>
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<td>1145-1200</td>
<td>2H/6</td>
<td>Surviving sepsis: What factors help or hinder junior clinical staff implementing best practice care bundles in an acute hospital setting?</td>
<td>Nishal Shah, Rachel Evley, Simon Denning, Bryn Baxendale (University of Nottingham, United Kingdom, <a href="mailto:bryn.baxendale@gmail.com">bryn.baxendale@gmail.com</a>)</td>
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<tr>
<td>1200-1215</td>
<td>2H/7</td>
<td>Resident physician perspectives on continuity of care</td>
<td>Mark Wieland, Thomas Jaeger, John Bundrick, Karen Mauck, Jason Post, Matthew Thomson, Kris Thomas (Mayo Clinic, Rochester, United States, <a href="mailto:wieland.mark@mayo.edu">wieland.mark@mayo.edu</a>)</td>
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No Discussion

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<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Chairperson</th>
<th>Location</th>
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<tbody>
<tr>
<td>1030-1045</td>
<td>2I</td>
<td>SHORT COMMUNICATIONS: The Teacher</td>
<td>Chairperson:</td>
<td>Gratte-Ciel 2</td>
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<tr>
<td>1030-1045</td>
<td>2I/1</td>
<td>Factors influencing teachers’ conceptions on learning and teaching, in student-centred medical curricula</td>
<td>Johanna C G Jacobs (VU University Medical Centre, Amsterdam, Netherlands, <a href="mailto:a.jacobs@vumc.nl">a.jacobs@vumc.nl</a>); Arno M MMuijten (Maastricht University, Netherlands); Scheltes J Van Liijk (VU University Medical Centre, Amsterdam, Netherlands); Cees P M Van der Weuten (Maastricht University Medical Centre, Maastricht, Netherlands); Gerda Croiset (VU University Medical Centre, Amsterdam, Netherlands); Fedde Scheele (St Lucas Andreas Hospital, Amsterdam, Netherlands)</td>
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<td>1045-1100</td>
<td>2I/2</td>
<td>Teachers’ reflection on roles of medical teachers</td>
<td>Eeva Pyörälä (University of Helsinki, Faculty of Medicine, Helsinki, Finland, <a href="mailto:eeva.pyoral@helsinki.fi">eeva.pyoral@helsinki.fi</a>)</td>
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<td>1100-1115</td>
<td>2I/3</td>
<td>Implementation of a faculty academy to sustain academic integrity</td>
<td>Don Peska, Frank Papa (University of North Texas Health Science Center, Fort Worth, Texas, United States, <a href="mailto:don.peska@unthsc.edu">don.peska@unthsc.edu</a>)</td>
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<td>1115-1130</td>
<td>2I/4</td>
<td>The Academy of Medical Educators: Promoting Teaching Excellence across the Continuum of Medical Education</td>
<td>Vimmi Passi, Sean Hilton (Academy of Medical Educators, London, United Kingdom, <a href="mailto:vimmi.passi@warwick.ac.uk">vimmi.passi@warwick.ac.uk</a>)</td>
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<td>1130-1145</td>
<td>2I/5</td>
<td>The teacher, the physician and the person: how faculty’s teaching performance influences their role modeling</td>
<td>Benjamin Boerebach, Kiki Lombarts, Christiaan Keijzer, Maas Jan Heineman (Academic Medical Center, Amsterdam, Netherlands, <a href="mailto:b.c.Boerebach@amc.uva.nl">b.c.Boerebach@amc.uva.nl</a>); Onyebuchi Arach (University of California, Los Angeles, United States)</td>
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<td>1145-1200</td>
<td>2I/6</td>
<td>The intrinsic motivation of health professionals to teach: a qualitative study</td>
<td>Lukas Lochner, Heike Wieser, Maria Mischo-Kelling (CLAUDIANA - College of Health-Care Professions, Bolzano/Bozen, Italy, <a href="mailto:lukas.lochner@claudiana.bz.it">lukas.lochner@claudiana.bz.it</a>)</td>
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<td>1200-1215</td>
<td>2I/7</td>
<td>Why it is difficult to find and retain clinical teachers</td>
<td>David Taylor (University of Liverpool, United Kingdom, <a href="mailto:dcmt@liv.ac.uk">dcmt@liv.ac.uk</a>)</td>
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No Discussion
2J SHORT COMMUNICATIONS: Teaching the Basic Sciences
Chairperson:
Opening Discussant:
Location: Tete d’Or 1

1030-1215 2J/1 Use of integrated laboratory classes to enhance learning in the preclinical years
Samy A Azer (King Saud University, Riyadh, Saudi Arabia, azer2000@optusnet.com.au)

1030-1215 2J/2 How do you teach 650 medical students anatomy and clinical implications in 16 weeks?
It is done at St. George’s University, Grenada twice a year!
Marios Loukas, Robert Hage, Danny Burns, Robert Jordan, Faisal Brahim, Ewarld Marshall (St. George’s University, St. George’s, Grenada, rhage@sgu.edu)

1100-1115 2J/3 Representation of the body in pre-clinical curriculum: An arts-based inquiry
Kaisu Koski (Leiden University, Leiden, Netherlands, livingorganism@gmail.com)

1115-1300 2J/4 Promoting metacognition in first year anatomy laboratories using plasticine modeling and drawing activities
Helen Naug, Natalie Colson, Daniel Donner (Griffith University, Southport, Australia, h.naug@griffith.edu.au)

1130-1145 2J/5 Team-Based Learning methods in teaching topographical anatomy
Annette Burgess, George Ramsey-Stewart, James May, Craig Mellis (The University of Sydney, Australia, annette.burgess@sydney.edu.au)

1145-1200 2J/6 Identifying effective teaching methods to highlight the clinical relevance of a basic science education
M T Tsakok, R A Watson, A E Seeley, J Hunter, H W Martin, S Budhdeo (University of Oxford, United Kingdom, maria.tsakok@g7x.oa.ac.uk; robert.watson@g7x.oa.ac.uk; jennifer.hunter@g7x.oa.ac.uk)

1200-1215 Discussion

2K SHORT COMMUNICATIONS: Transition Between Phases of Education
Chairperson:
Opening Discussant:
Location: Tete d’Or 2

1030-1215 2K/1 Personalized Multi-modal Assessment to Foster Individually-owned Learning Plans
Martha Illige (Rose Family Medicine Residency, Denver, United States, martha.illige@healthonecares.com)

1045-1100 2K/2 The hidden curriculum of orientation
Rachel Ellaway (Northern Ontario School of Medicine, Sudbury, Canada, rachel.ellaway@nosm.ca); Gerry Cooper (Western University, Windsor, Canada); Tim Dubé (Northern Ontario School of Medicine, Sudbury, Canada); Tracy Al-Idrissi (Northern Ontario School of Medicine, Thunder Bay, Canada)

1100-1115 2K/3 Improving safe prescribing amongst junior doctors: a blended, multi-professional approach
Aamir Saifuddin, Kavitha Vimalesvaran (South Thames Foundation School, London, United Kingdom, kavitha.varam@gmail.com)

1115-1130 2K/4 Preparing new graduates for clinical practice: An evaluation of pre-internship training
Dara Byrne, Brian Stewart (Galway University Hospitals, Galway, Ireland, brian.stewart@nuigalway.ie); Paul O’Connor, Sinead Lydon (National University of Ireland, Galway, Ireland); Michael Kerin (Galway University Hospitals, Galway, Ireland)

1130-1145 2K/5 Pediatric case-based discussion assessment in clerkship might predict the medical students’ performances in internship training
LS Ou, RH Fu, JL Huang, WN Ueng (Chang Gung Memorial Hospital, Taoyuan, Taiwan, ouliangshiou@hotmail.com)

1145-1200 2K/6 Metamorphosis of the medical student: Tensions and strategies during the transition from the classroom to the clinic
Marcela Bitran, Denisse Zúñiga, Isabel Leiva, Alemka Tomicic, Sebastián Fuenzalida, Daniel Ortuño (Pontificia Universidad Católica de Chile, Santiago, Chile, mbitran@med.puc.cl)

1200-1215 Discussion

2L SHORT COMMUNICATIONS: The Patient and Medical Education
Chairperson:
Location: Rhone 1

1030-1215 2L/1 The Listening Workshop: Patients take on teaching roles to improve students’ communication for safe practice with disabled people
Elizabeth Anderson (University of Leicester, United Kingdom, esa1@le.ac.uk); Jenny Ford (De Montford University, Leicester, United Kingdom)
1045-1100 2L/2 Patient Involvement in teaching Cardiometabolic Disease to early year medical students
Moloy Dey, Deborah Gill, Mike Gilbey, Hillary Spencer (University of London Medical School, London, United Kingdom, moloydey2003@yahoo.com); William McKenna (Heart Hospital, London, United Kingdom)

1100-1115 2L/3 Young patients tell their own stories
Jacqueline Turner, Paula Mullins-Richards, Liz Ohle (Memorial University of Newfoundland, Faculty of Medicine, St. John's, Canada, paula.richards@med.mun.ca)

1115-1130 2L/4 Bringing to the class the experience of being ill
A Pais de Lacerda, M Patricia, M Barbosa, A Barbosa (University of Lisbon, Portugal, paisdelacerda@gmail.com)

1130-1145 2L/5 Patients' views of medical students' professionalism and how we teach professionalism at the bedside
Victoria Tippett (NHS Lanarkshire, Glasgow, United Kingdom, victoriatippett@doctors.org.uk); Lesley Pugsley (Cardiff University, Cardiff, United Kingdom)

1145-1200 2L/6 Aspects of clinical skills test demanded by the public for the national medical licensure examination in Japan
Junji Otuki (Hokkaido University, Sapporo, Japan); Shizuku Nagata-Kobayashi (Tokyo Medical University, Tokyo, Japan); Ayumi Tokayashiki (University of Tsukuba, Japan); Maiko Ono (Karasu Municipal Hospital, Karatsu, Japan); Motoharu Fukushi (Musashi Kokubunji Park Clinic, Tokyo, Japan); Shinji Matsumura (Matsumura Family Clinic, Tokyo, Japan)

1200-1215 2L/7 The patient as a stakeholder in specialist training – is it possible?
Marianne Hansen (Region of Capital Denmark, Copenhagen, Denmark, mhafacebook2009@hotmail.com); Niel Kristian Kjaer (Region of Southern Denmark, Sonderborg, Denmark)

No Discussion

1030-1215 2M SHORT COMMUNICATIONS: Lectures and Small Groups
Chairperson: Rhone 2

1030-1045 2M/1 Study behaviors prior to, during, and after lectures and the effect on course final performance
Paul Wimmers, Eric Trieu (David Geffen School of Medicine UCLA, Los Angeles, United States, pwimmers@ucla.edu)

1045-1100 2M/2 Study on the effectiveness of interactive response system applied in medical courses
Chyi-Her Lin (Medical College of National Cheng Kung University, Tainan City, Taiwan, neonate@mail.ncku.edu.tw); Cheau-Jane Peng (Bureau of Health Promotion, New Taipei City, Taiwan); Tzuen-Ren Hsiue, Tung-Yiu Wong, Jing-Jou Yan (Medical College of National Cheng Kung University, Tainan City, Taiwan); Chi-Long Huang (National Cheng Kung University Hospital, Center for Education, Tainan City, Taiwan)

1100-1115 2M/3 Taking the boredom out of lectures
Wee-Ming Lau (Monash University Sunway Campus, Petaling Jaya, Malaysia, lau.wee.ming@monash.edu)

1115-1130 2M/4 Utilization of a Flipped Classroom Approach for Teaching Medical Physiology and Pharmacology
Raymond Pavlick (A.T. Still University, Arizona, Mesa, United States, rpavlick@atsu.edu)

1130-1145 2M/5 Teachers’ perceptions of aspects affecting seminar learning
A Spruijt (Utrecht University, Utrecht, Netherlands, a.spruijt@uu.nl); H.A.P. Wolfhagen (Maastricht University, Maastricht, Netherlands); G.J. Bok (Utrecht University, Utrecht, Netherlands); A.J.I.A Scherbier (Maastricht University, Maastricht, Netherlands); P. van Beuken (Utrecht University, Utrecht, Netherlands); A.D.C. Jaarsma (University of Amsterdam, Netherlands)

1145-1200 2M/6 Small group discussion about competencies using KJ affinity diagram in Medical Introductory Course
Eiji Kaneko, Masashi Beppu, Nobuo Nara (Tokyo Medical and Dental University, Tokyo, Japan, eiji.vasc@tmd.ac.jp)

1200-1215 2M/7 Availability of slides before lectures is associated with increased attendance at lectures
Sophie Pelloux, Patrick Lermusiaux (Université de Lyon, France, s.pelloux@gmail.com)

No Discussion

1030-1215 2N WORKSHOP: Residents as Teachers
Farhan Bhanji, Linda Snell (McGill University, Montreal, Canada); Anna Oswald (University of Alberta, Edmonton, Canada)
Location: Gratte-Ciel 3
2O  WORKSHOP: Psychometrics for Dummies: everything you wanted to know about analyzing exam data but were afraid to ask: Introductory Workshop  (note: see also 7O)
Reg Dennick, Mohsen Tavakol (University of Nottingham, United Kingdom, reg.dennick@nottingham.ac.uk; m_tavakol@yahoo.com)
Location: Rhone 3a

2P  WORKSHOP: Using Accreditation for Quality Improvement
Dan Hunt, Barbara Barzansky (American Medical Association, Chicago, United States, dhunt@aamc.org; Barbara.Barzansky@ama-assn.org)
Location: Rhone 3b

2Q  WORKSHOP: Teaching, Learning and Assessing Professionalism – The Perspective of the Teacher, the Postgraduate Trainee and the Student
Mairead Boohan, Mairead Corrigan, Jennifer Johnston, Melissa McCullough (Queen’s University Belfast, United Kingdom, m.boohan@qub.ac.uk; m.corrigan@qub.ac.uk; j.johnston@qub.ac.uk; m.mccullough@qub.ac.uk)
Location: St Clair 1

2R  MEETING: AMEE Research Committee (closed meeting)
Location: St Clair 2

2S  WORKSHOP: Public Health: Responding to a new era
Richard Ayres, Samantha Regan de Bere (Peninsula College of Medicine and Dentistry, Plymouth, United Kingdom, richard.ayres@pms.ac.uk; sregandebere@plymouth.ac.uk)
Location: St Clair 3a

2T  WORKSHOP: Qualitative Research: A Process for Understanding Phenomena and a Path to Scholarship in Medical Education
Amina Sadik (Touro University Nevada College of Osteopathic Medicine, Henderson, United States, amina.sadik@tun.touro.edu); India Broyles (University of New England College of Osteopathic Medicine, Biddeford, United States, ibroyles@une.edu)
Location: St Clair 3b

2U  WORKSHOP: Underperformance in students: towards more effective approaches to identification and remediation
Jennifer Cleland (University of Aberdeen, United Kingdom); Manuel João Costa (Minho University, Portugal); Rakesh Patel (University Hospitals of Leicester NHS Trust, United Kingdom); John Sandars (University of Leeds, United Kingdom); Kalman Winston (Ross University, West Indies)
Location: St Clair 4

2V  MEETING: AMEE eLearning Committee (closed meeting)
Location: St Clair 5

2W  POSTERS: Career Choice
Chairperson: Nicole Borges (US)
Location: Forum 1, 2, 3

2W/1 To determine the motivation factors of medical students for choosing the medical field
Manoj Goyal, Monika Bansal, Shailesh Yadav, L S Dashora, Surjit Singh, Varnika Grover (Maharishi Markandeshwar Institute of Medical Sciences & Research, Mullana, Ambala, India, dr_manojgoyal@yahoo.co.in)

2W/2 Factors influencing the choice of pediatric surgery as a medical career among Turkish pediatric surgeons and residents
H J Durak, A Avanoglu (Ege University Faculty of Medicine, Izmir,Turkey, halil.ibrahim.durak@ege.edu.tr)

2W/3 Satisfaction with the choice of specialty among physicians registered in 1977–2006 in Finland
Teppe J Heikkinen, Harri Hyppölä (Kuopio University Hospital, Kuopio, Finland, teppe.heikkinen@fimnet.fi); Tiina Aine (University of Tampere, Finland); Hannu Halla, Jukka Vänskä (Finnish Medical Association, Helsinki, Finland); Mattila Kari (Pirkanmaa Hospital District, Tampere, Finland)

2W/4 Diagnosing What is Wrong With Psychiatry: Why Don’t British Foundation Doctors Want To Be Psychiatrists?
Emma F W Peagam (Royal Bolton Hospital, Bolton, United Kingdom, efwpeagam@doctors.org.uk); Paul Baker (North Western Deeniry, Manchester, United Kingdom)
2W/5 Implementation of a Trust led career workshop programme in Trent Foundation School
Charlene Binding, Bridget Langham, Lynsey Lowe, Nick Spittle, Suganthi Joachim (East Midlands Healthcare Workforce Deanery, Nottingham, United Kingdom, charlene.binding@nhs.net)

2W/6 Factors that influence career path for graduating medical students who graduated from CPIRD
Sirilak Setthalak (Maharat Nakhon Ratchasima Hospital, Nakhon Ratchasima, Thailand, ssettalak@yahoo.com)

2W/7 What are the future plans of German students within their 6th year of studies? Does this practical year influence those plans?
Linda Bilbang, Melanie Simon (Medical Faculty of RWTH Aachen University, Aachen, Germany, ibilbang@ukaachen.de)

2W/8 Promoting Flexibility in Veterinary Career Preparation through Areas of Emphasis
Lynee E Olson, L Clare Allen, Stephen P Di Bartola (The Ohio State University, Columbus, United States, olson.3@osu.edu)

2W/9 What influences medical students in their long term speciality choices and does this change with increased clinical exposure?
R H Kassamali, F Ali, LJ Cheetham, C Gill, A M Murphy (University of Birmingham, United Kingdom, cxg851@bham.ac.uk)

2W/10 Career choice of medical students in a Pakistani medical college and the reasons for their choice
R A Khan, Madhia Sojaid, Masood Anwar (Islamic International Medical College, Riphah University, Rawalpindi, Pakistan, surgeonrehan@gmail.com)

2W/11 The Influence of Gender on Medical Student School Performances
Chien-Da Huang, Yeu-Jhy Chang, Ji-Tsing Fang, Han-Pin Kuo, Jing-Long Huang, Wen-Neng Ueng (Chang Gung Memorial Hospital and Chang Gung University, Taipei, Taiwan, cdhuang@adm.cgmh.org.tw)

2W/12 Gender differences in a graduate survey – residents’ income as outcome?
Silke Biller, Marianne Giesler (University Freiburg, Germany, silke.biller@uniklinik-freiburg.de)

2W/13 Career options for women in medical profession
Uma Gaur, Deepali Gaur (The University of the West Indies, Bridgetown, Barbados, uma.gaur@cavehill.uwi.edu; umagaur111@gmail.com)

2W/14 Problems and countermeasures about continuing work among women physicians in Japan: a qualitative study of alumnae of 14 private medical schools
Yuki Kozono (Tokyo Metropolitan Ohtsuka Hospital, Tokyo, Japan, yuki_kozono@snow.ocn.ne.jp); Yuka Yamazaki (Juntendo University School of Medicine, Tokyo, Japan); Masako Akashi, Eiji Imao (Tokyo University School of Medicine, Tokyo, Japan); Eiji Murai (Juntendo University School of Medicine, Tokyo, Japan); Kyoko Nomura (Teikyo University School of Medicine, Tokyo, Japan)

2W/15 How do female surgeons self-narrate their identities? A Figured Worlds approach
E J R Hill (Maastricht University, Maastricht, Netherlands, mail@elspethill.com)

1030-1215

2X POSTERS: The Education Environment
Chairperson: Jill Konkin (Canada)
Location: Forum 1, 2, 3

2X/1 Evaluation of educational environment in a new problem-based, community oriented medical program in Latin America: The DREEM inventory at the Universidad Nacional del Sur – Argentina
Armando Marcelo Garcia Dieguez, Alejandro Cragno, Marta del Valle, Luciano Manassero, Romina Villalba, Federico Zeppa (Universidad Nacional del Sur, Bahia Blanca, Argentina, gdieguez@criba.edu.ar)

2X/2 Evaluation of educational environment with DREEM in a Family Medicine unit 21 IMSS in Mexico
Leonor Campos-Aragon (Instituto Mexicano del Seguro Social - UNAM, México DF, Mexico, camposleonor21@hotmail.com)

2X/3 First three years’ education environment of a new medical school
Metha Songthamwat, Nunthaporn Aon-nim (Udonthani Medical Education Centre, Udonthani, Thailand, udonhome@yahoo.com)

2X/4 Evaluation of the educational environment of the physicians in specialty training with the instrument PHEEM (Postgraduate Hospital Educational Environment Measure)
P Koutsogiannou (University of Patras, Patra, Greece, persakoutsugiann@gmail.com); IDK Dimoliatis (University of Ioannina Medical School, Ioannina, Greece); E Jelastopulu (University of Patras, Patra, Greece)

2X/5 Development and psychometric evaluation of an instrument to measure educational climate for undergraduate medical students in clinical rotations – UCEEM
Pia Strand (Lund University, Lund, Sweden, pia.strand@med.lu.se)

2X/6 Residents’ ratings of workplace conditions
Goetz Fabry, Silke Biller, Marianne Giesler (Albert-Ludwigs-University, Competence Centre for Evaluation in Medical Education, Freiburg, Germany, marianne.giesler@uniklinik-freiburg.de)
Impact of educational environment measure on burnout during the transition from medical students to postgraduate junior doctors
Jer-Chia Tsai, Cheng-Sheng Chen (Kaohsiung Medical University Hospital, Kaohsiung, Taiwan, jerchia.tsai@gmail.com); Lan-Yen Tsao, Yung-Sung Wen (Changhua Christian Hospital, Changhua, Taiwan); Jeng-Hsien Yen, Chung-Sheng Lai (Kaohsiung Medical University Hospital, Kaohsiung, Taiwan)

Residents prefer to evaluate the Educational Climate more often than supervisors consider this necessary!
Peter Plaisier, Monica van de Ridder, Robert Oostenbroek (Albert Schweitzer Hospital, Dordrecht, Netherlands, p.w.plaisier@asz.nl)

Clinical learning environments in departments of Internal Medicine at Mexican hospitals
Alicia Hamui Sutton (Universidad Nacional Autónoma de México, México DF, Mexico, lizhamui@hotmail.com)

Poster presentations on the first day:
2Y POSTERS: Continuing Professional Development
Chairperson: Tom Beckman (US)
Location: Forum 1, 2, 3

2Y/1 A Blended Learning Strategy: The Open University of the Brazilian National Health System
Marcio Sakai, Vinicius Oliveira, Raphael Aguiar, Francisco Campos, Roberto Vianna, Alysson F Lemos (Open University of National Health System, Brazil, sakai.marcio@gmail.com)

2Y/2 The Physician Problem in Knowledge Translation Literature: Implications for Medical Education
Fiona Webster (University of Toronto, Canada, fiona.webster@utoronto.ca)

2Y/3 Out-of-hours Dispensing of Medication by Doctors
Daniel Darbyshire (University of Manchester, United Kingdom, dsdarbyshire@doctors.org.uk); Paul Baker (North Western Deeney, Manchester, United Kingdom); Morris Gordon (University of Salford, United Kingdom)

2Y/4 A study to explore why doctors volunteer to attend General Medical Council’s “Fitness to Practise” validation exams
Gil Myers, Yasmin Khatib, Jane Dacre, Alison Sturrock (UCL Medical School, London, United Kingdom, g.myers@ucl.ac.uk)

2Y/5 Improving CPD in Sweden: a task force formed within the Swedish Medical Association
Magnus Andersson, Turid Stenhaugen, Eva Engström, Thomas Zilling, Hans Hjelmqvist (Swedish Medical Association, Stockholm, Sweden, magnus.la.andersson@karolinska.se)

2Y/6 Taitoni – A web-based CPD management system in Finland
Topi Litmanen, Kristina Patja (Pro Medico - Association for Medical Continuous Professional Development in Finland, Helsinki, Finland, topi.litmanen@promedico.fi)

2Y/7 Comparison of interactive versus didactic methods of teaching in continuing medical education: a prospective study
L D Dayco (United Laboratories, Inc., Mandaluyong, Philippines, chadayco@yahoo.com); J H Tetangco (De La Salle University College of Medicine, Philippines); A O Tuazon, EG Martinez (United Laboratories, Inc, Mandaluyong, Philippines)

2Y/8 Survey of medical errors according to records reviewed by the Medical Council of Qazvin for needs assessment for University’s CME programs
Mohamad Ali Zahal, Afsaneh Yakhraroshsha, Amir Ziaii (Qazvin University of Medical Science, Qazvin, Iran, star2000_y@yahoo.com)

2Y/9 An educational tool addressing the deficiency in knowledge in surgeons who regularly use local anaesthetics
Amit Gupta, Paul Hughes, Raj Nair, Jan Nawrocki (Royal Sussex County Hospital, Brighton, United Kingdom, amitkumarji@doctors.org.uk)

2Y/10 Testing a social learning model of translation of medical education to practice
Michael V Williams (Wales Behavioral Assessment, Lawrence, United States); Betsy White Williams (Rush University Medical Center, Chicago, United States, mwilliams@prckansas.org)

2Y/11 A survey of UK DGH consultant anaesthetists: factors influencing confidence covering paediatric emergencies when on-call
Michael Moncreiff (Sheffield Teaching Hospitals, Sheffield, United Kingdom); Alison Cooper, Amanda Blackburn (Rotherham Hospital Foundation Trust, Rotherham, United Kingdom, mpmoncreiff@me.com)

2Y/12 Extending professional education to health workers at grass root level: an experience from All India Institute of Medical Sciences, India
KK Deepak, Shakti Gupta, Yogesh Kumar, BV Advik (All India Institute of Medical Sciences, Center for Medical Education and Technology, New Delhi, India, kkdeepak@gmail.com)
2Y/13 Emergency physicians as role models – without having had a role model themselves, is that possible?
Caroline Spruyt, Blanche Dautzenberg, Monica van de Ridder (Albert Schweitzer Hospital, Dordrecht, Netherlands, spruytc@asz.nl)

2Y/14 New Strategies to Assess Perceived Needs
Claude Guimond, Martin Labelle, Pierre Raîche (Fédération des médecins omnipraticiens du Québec (FMOQ), Montréal, Canada, cguimond@fmoq.org)

1030-1215

2Z POSTERS: Outcome Based Education
Chairperson: Michael Ross (UK)
Location: Forum 1, 2, 3

2Z/1 How to assess a medical student’s ACGME Competencies. The correlation between seven assessment methods applied in clerkship in the largest internal medicine department in Taiwan
Chang-Chyi Jenq (Chang Gung Memorial Hospital, Taipei, Taiwan, edward.jenq@gmail.com)

2Z/2 Factors leading to successful use of learning goals in a pediatric residency
Tai Lockspeiser, Janice Hanson, J Lindsey Lane (University of Colorado, Aurora, United States, tайл.lockspeiser@childrenscolarado.org)

2Z/3 Competencies for the Junior Doctor
Pramodh Vallabhaneni, Dawn Edwards, Michelle Ellison (Morriston Hospital, Swansea, United Kingdom, pramodh.vallabhaneni@doctors.org.uk)

2Z/4 Procedure skills of graduating medical students
Amnuayporn Apirotsakorn (Khon Koen Medical Education Center, Khon Kaen, Thailand, aw2545@yahoo.com)

2Z/5 Scottish GP Rural Acute Care Competencies and Educational needs
Fiona Fraser, Greg DeMello, Pam Nicoll, Elaine Pacitti, Ronald McVicar (NHS Education for Scotland, United Kingdom); (Presenter: Gillian Needham, NHS Education for Scotland, United Kingdom, gillian.needham@nes.scot.nhs.uk)

2Z/6 Clinical teachers at District General Hospitals are less well informed about medical students’ learning outcomes when compared to clinical teachers at a Teaching Hospital
Niclas Lewisson, Jakob Johansson (University of Uppsala, Sweden, niclas.lewsson@gmail.com)

2Z/7 How to teach non technical skills to residents using their clinical experience: Introducing resident-centered learning
Tanja van Kempen, Beatrijs de Leece (LUMC, Leiden, Netherlands, b.j.a.de_leece@lumc.nl)

2Z/8 Social competencies in undergraduate education – a process study
Henrike Y Hözer (Charité Universitätsmedizin Berlin, Germany, henrike.hoelzer@charite.de)

2Z/9 Curriculum Development: From competencies to skills and back to competencies
V Muntean (Faculty of Medicine, “Iuliu Hatieganu” University of Medicine and Pharmacy, Cluj-Napoca, Romania, valentin.muntean@gmail.com)

2Z/10 A CanMEDS matrix exercise: a valuable process
Barbara Fienieg, Joy De Vries, Jacqueline Vos (Academic Medical Center/University of Amsterdam, Netherlands, b.x.fienieg@amc.uva.nl)

2Z/11 CanMEDS roles in pediatric morbidity and mortality rounds
Donna L Johnston, Anne Rowan-Legg (Children’s Hospital of Eastern Ontario, Ottawa, Canada); Stanley J Hamstra (University of Ottawa, Canada)

2Z/12 Mandatory Group Learning Activities (MGLA): Getting Residents Ready for Lifelong Learning
Moyez Ladhani (McMaster University, Hamilton, Canada, ladhanim@mcmaster.ca); Saleem Razack (McGill University, Montreal, Canada)

2Z/13 Integrating CanMed, SCLO and Tuning project (Medicine) competencies into the undergraduate Medical education curriculum at Graz Medical University
Adelheid Kresse, Regina Roller-Wimsberger, Angelika Hofer, Karl Oettl, Thomas Griesbacher, Andreas Wedrich (Medical University Graz, Austria, adelheid.kresse@medunigraz.at)

2Z/14 Development and implementation of a comprehensive competency assessment system for nursing students
Masoomeh Imanipour, Mohammad Jalili, Azim Mirzaazadeh, Nahid Dehghani Nayeri (Tehran University of Medical Sciences, Tehran, Iran, i_manipour@tums.ac.ir)
2AA POSTERS: Clinical Skills
Chairperson: Elza Mylona (US)
Location: Forum 1,2,3

2AA/1 The mental state examination isCE: medical student performance and perceptions at the Peninsula Medical School
Sarah Huline-Dickens, Paul Bradley, Eithne Heffernan, Lee Coombes (Peninsula Medical School, Plymouth, United Kingdom, sarah.huline-dickens@pms.ac.uk)

2AA/2 The Assessment of Performances in the Pediatric Abdominal Physical Examination of Medical Students Learning from Different Teaching Methods
Shih-Yen Chen, Liang-Xiu Ou, Jing-Long Huang (Chang Gung Memorial Hospital, Kweishan, Taiwan, csy001@adm.cgmh.org.tw)

2AA/3 The introduction of a checklist for practical skills improved the clinical teaching for medical students
Carolina Moren, Jakob Johannson (Uppsala University Hospital, Uppsala, Sweden, carolina.moren@hotmail.com)

2AA/4 Evaluating learning experience and confidence level in operative skills training in Obstetrics and Gynecology
Chitkasaem Suwanrath, Sutham Pinpjaroen, Juntima Mahaththanaporn, Kritima Jantanawan (Prince of Songkla University, Hat Yai, Songkhla, Thailand, schitas@yahoo.co.uk)

2AA/5 Incorporating Ultrasound Use for Teaching Physical Examination Skills
Maral Nadjafi (University of Toronto, Canada, maral.nadjafi@gmail.com); Rodrigo Cavalcanti, David Frost (University Health Network, Toronto, Canada)

2AA/6 Procedural skills training for pre-clinical medical students – redesigning a workshop programme
Katherine Williams, Jennifer Schafer (University of Queensland, Brisbane, Australia, directormbbs@uq.edu.au)

2AA/7 Improving Safety of Vascular Catheter Insertion in High-Risk Newborns Through Standardized Teaching
Ann Jefferies, Michael Dunn, Kyong-Soon Lee (University of Toronto, Canada, ajefferies@mtsinai.on.ca)

2AA/8 Resuscitation – Back to Basics with ABC
Valerie McDowall, Lisa MacInnes, Janet Skinner (University of Edinburgh, United Kingdom, val.mcdowall@ed.ac.uk)

2AA/9 An explorative qualitative study of learners’ reactions and experiences after Advanced Life Support training
Maria Birkvod Rasmussen, Peter Dieckmann (Copenhagen University Hospital, Herlev, Denmark, mariabirkvod@gmail.com); Barry Isenberg (University of Miami, United States); Doris Østergaard (Copenhagen University Hospital, Herlev, Denmark); Eldar Søreide (University of Stavanger, Norway); Charlotte Ringsted (Copenhagen University Hospital, Copenhagen, Denmark)

2AA/10 An evaluation of paediatric and neonatal life-support training for clinical and pre-clinical students
Natasha Aikman, Fangyi Xie, Hannah Zhu (University of Cambridge, United Kingdom, nra26@cam.ac.uk)

2AA/11 Needs assessment of CPR competency according to AHA 2010 through Interns of Kashan University of Medical Sciences in 2012
Fariba Raygan, Fakhroosadat Mirhoseini, Zainab Ahmadikia, Parastoo Pournaghshband, Amir Motamednejad, Reza Daneshvar Kakki (Kashan University of Medical Sciences, Kashan, Iran, rayganmd@gmail.com)

2AA/12 Do consultation skills survive in clinical clerkships?
Leen Aper (Ghent University, Ghent, Belgium, leen.aper@ugent.be)

2AA/13 Teaching effective communication to medical residents
Hannah Kedar (The Hebrew University of Jerusalem, Israel, hannah.kedar@gmail.com)

2AA/14 Evaluation of “Situation Background Assessment Recommendation (SBAR)” model for improvement of communication skills in residency training in OB-GYN
Thanapong Chansup, Sutham Pinpjaroen, Katkanon Suwanchatri (Prince of Songkla University, Hat Yai, Songkhla, Thailand, cthana@yahoo.com)

2AA/15 “When I was the patient” experiential learning program for Postgraduate Year 1 (PGY1) residents: An educational innovation for enhancing holistic healthcare
Pei-Chun Lio, Yun Chen, Shu-Hsun Chu (Far Eastern Memorial Hospital, New Taipei City, Taiwan, rachel@mail.femh.org.tw)
2BB POSTERS: Written Assessment
Chairperson: Ann Jobe (US)
Location: Forum 1, 2, 3

2BB/1 Pros of negative marking at multiple-choice postgraduate medical assessment
Danny GP Mathysen (Antwerp University Hospital, Antwerp, Belgium, danny.mathysen@uza.be)

2BB/2 Continuing professional development on item writing: piggybacking on residency demands
MC Borges, PCI Elias, F Fernandes, Nk Costa, RO Oliveira, VR Bollela (FMERP-USP, Ribeirao Preto, Brazil, marcoscborges@hotmail.com)

2BB/3 Teaching medical educators to create high quality multiple choice questions: a novel workshop
Richard Lee, San Agustin Patrick (University of Alberta, Edmonton, Canada, richard.lee@ualberta.ca)

2BB/4 Development of a software to construct Single Best Answer Multiple Choice Questions
Indika Karunathilake, Chiranthi Liyanage (University of Colombo, Sri Lanka, karunathilake@hotmail.com)

2BB/5 Quality indices of parallel multiple-choice questions
Pairoj Boonluksiri (Hatyai Hospital, Songkhla, Thailand, bpairoj@gmail.com)

2BB/6 Correlation between written medical student case reports and key features examinations
Supachai Janjindamai, Kitja Panaboot (Prince of Songkla University, Hat Yai, Thailand, jsupacha@medicine.psu.ac.th)

2BB/7 Scientifically setting a cut score for an end of clinical rotation written exam
Richard Lee, Patrick San Agustin, Curtis Rabuka, Ryan Oland (University of Alberta, Edmonton, Canada, olandryan@hotmail.com)

2BB/8 Deficits in anatomical knowledge of German medical students analyzed by progress testing
Irene Brunk, Stefan Schaubert (Charité-Universitätsmedizin Berlin, Germany, stefan.schaubert@charite.de);
Waltraud Georg (Helios-Kliniken GmbH, Berlin, Germany)

2BB/9 Comparison between key feature exam and multiple choice questions in internal medicine department of Shiraz medical school
Mohsen Moghadami, Mitra Amini, Razie Kazempour, Farhad Lotfi, Elahe Abulfathi (Shiraz University of Medical Sciences, Shiraz, Iran, m_moghadami@hotmail.com)

2BB/10 Development of a web-based assessment tool for students, lecturers, and curriculum designers
Alexander Schiffel, Melanie Simon, Sonja Finsterer, Wolfgang Dott, Johann Arias (RWTH Aachen, Germany, aschiffel@ukaachen.de)

2BB/11 A secure web based assessment system for the school of medicine
BS Kam, SJ Im, SY Lee, SY Beak, R H (Pusan National University School of Medicine, YangSan, Republic of South Korea, minoxam@hotmail.com)

2BB/12 Program of meta-evaluation of exams to reach validity of the response process: a case study at the Faculty of Medicine of the University of Porto (FMUP)
Maria Amelia Ferreira, Milton Severo (Faculty of Medicine University of Porto, Portugal, gem@med.up.pt)

2BB/13 Anatomy item analysis based on Item Response Theory
Joseph Kim (Yonsei University, Seoul, Republic of South Korea); Eunjung Kim (Seoul National University, Seoul, Republic of South Korea, jnymma@snu.ac.kr); Jinyoung Hwang (Ewha Womans University, Seoul, Republic of South Korea); Seung-Hee Lee, Seok Hoon Kan, Jwa-Seop Shin (Seoul National University, Seoul, Republic of South Korea)

2CC E-POSTERS: Simulators and Simulation
Chairperson: Kati Hakkarainen (Finland)
Location: Bellecour Foyer

2CC/1 OSCE – The Real Deal
Tamara Todorovic, Jure Flueher, Cvetka Krel, Sebastjan Bevc (University of Maribor, Slovenia, jfluher@gmail.com)

2CC/2 Maximising learning opportunities in a changing clinical practice environment: learning affordances in a simulated practice environment within a BSc (Hons) Diagnostic Radiography degree
Sue Crabb (University of Portsmouth, United Kingdom, Sue.crabb@port.ac.uk)

2CC/3 The next step in burns training?
Karen Lindsay, Mike Dickinson, James Bedford, Jeyaram Srinivasan, Stuart McKidy (Royal Preston Hospital, Preston, United Kingdom, kylindsay@doctors.org.uk)

2CC/4 Teaching Respiratory Medicine in the ambulatory setting. Evaluation from a student and teacher perspective
Isabel Leiva, Marcela Bitran, Fernando Saldivas (Pontificia Universidad Catolica de Chile, Santiago, Chile, ileiva@med.puc.cl)
2CC/5  The Mobile Surgical Simulator – Views of Junior Surgical Trainees
C L Buckle, W Mahmalji, J Nettleton, M Ahmed (Princess Royal University Hospital, Orpington, United Kingdom, chrisbuckle@doctors.org.uk)

2CC/6  Pre-clinical Undergraduate Ward Simulations – Too Much Too Soon?
Graeme Reid, Hannah Williams (University of St. Andrews, United Kingdom, gtr2@st-andrews.ac.uk)

2CC/7  The effects of a combination of simulated patients with manikin on the achievement of intravenous cannulation skill
Zwasta Mahardhika (Yarsi University, Jakarta, Indonesia, zwasta.pribadi@yarsi.ac.id); Ova Emilia, Angela Agni (Gadjah Mada University, Yogyakarta, Indonesia)

2CC/8  Surgical Simulation at the KSS Deanery
Alex Magnussen (St Marks Hospital, London, United Kingdom); Catherine McGuiness (Royal Surrey County Hospital, Guildford, United Kingdom); (Presenter: Oliver Rowding, Royal Surrey County Hospital, Guildford, United Kingdom)

2CC/9  The use of an airway management simulation to reinforce head and neck anatomy at Ross University School of Medicine
R St. Hilaire, D Callender, M Sacks, S Gnecco (Presenter: D Pederson, Ross University School of Medicine, Portsmouth, Dominica, dpederson@rossmed.edu.dm)

2CC/10  Re-conceptualizing program development and evaluation in simulation-based training: an integrated approach
Faizal A Haji (University of Toronto and the Hospital for Sick Children, Toronto, Canada, faizal.a.haji@gmail.com); Mark Guadagnoli (University of Nevada, Las Vegas, United States); Kathryn Parker (Holland Bloorview Children’s Rehabilitation Hospital, Toronto, Canada)

2CC/11  Mannequins in the labour ward: evaluation matters
Huon Snelgrove (St George’s Healthcare NHS Trust, London, United Kingdom); (Presenter: Emma Evans, St George’s Healthcare NHS Trust, London, United Kingdom, Emma.Evans@stgeorges.nhs.uk)

2CC/12  Simulation of emergency situations as an integrated part of education for interns at the Sahlgrenska University Hospital, Gothenburg
Maria Carlson Bruehl, Rebecka Bramsved (Sahlgrenska University Hospital, Mölndal / Gothenburg, Sweden, maria.carlson.brui@vgregion.se)

2CC/13  The effectiveness of a novel resuscitation teamwork training model “A-C-L-S (Airway-Circulation-Leadership-Support)” in simulated cardiac arrests
Chih-Wei Yang, Shih-Li Tsai, Yun-Yuan Chen, Matthew Hui-Ming Ma, Yen-Hsuan Ni (National Taiwan University Hospital, Taipei, Taiwan, cwyang0413@gmail.com)

2CC/14  Comparison study between complex BLS manikin and simple BLS manikin for BLS skills training
Polpun Boonmak, Suhattaya Boonmak (Khon Kaen University, Khon Kaen, Thailand, polpun@hotmail.com)

2CC/15  The experiences and the opinions of ACLS training instructors: a qualitative analysis of narrative data
Sungpil Kim, Chawoon Kim (Chung-Ang University, Seoul, Republic of South Korea, emkse@cau.ac.kr); Jeongkun Jin ( Dankook University, Cheonan, Republic of South Korea); Hveyong Lee (University of Seoul, Republic of South Korea); Yeonok Jeoung (Kyung Dong University, Sokcho, Republic of South Korea); Yongik Bak (Catholic University of Korea, Seoul, Republic of South Korea)

2CC/16  Attitudes of Surgeons Towards Learning with Simulation
Keval M Patel (Addenbrookes Hospital, Cambridge, United Kingdom, keval.patel@doctors.org.uk); Fernando Bello (Imperial College, London, United Kingdom)

1030-1215  MEETING: BEME Board (closed meeting)
Location: Rhone 4

1215-1345  LUNCH
Location: Forum Hall 4, 5, 6

1230-1330  PRIVATE MEETINGS
BEME BICC Meeting Location: Rhone 4  Harvard Macy Lunch Location: Rhone 2
ESCEI Course Location: St Clair 1  Masters Programme Lunch Location: Tete d’Or 2
ESME Course Location: Rhone 3a  RESME Course Location: Rhone 3b
ESMEA Course Location: Gratte-Ciel 3  View AGM Location: Rhone 1
ESMESim Course Location: St Clair 3a

1245-1315  BOOK SIGNING: Ronald Harden
Location: Elsevier Stand 15/16, Exhibition
SESSION 3: Simultaneous Sessions

1345-1530 3A SYMPOSIUM: The International ‘Moral Maze’ – can licensing professional assessments of clinical competence be made fair and fit for all qualified takers, regardless of their backgrounds?
N. Iona Heath (President of the Royal College of GPs, United Kingdom); Kamila Hawthorne (Deputy Clinical Lead for the CSA, United Kingdom); John Spicer (London Deanery, United Kingdom); Melvin Xavier (International Medical Graduate and ‘First 5’ GP, United Kingdom)
Witnesses: Celia Roberts (Kings College London, United Kingdom); Adrian Freeman (Clinical Lead for the CSA, United Kingdom); Kay Mohanna (West Midlands Deanery, United Kingdom)
Location: Amphitheatre

1345-1530 3B SYMPOSIUM: Defining Core-Competencies in Scientific Research for Undergraduate Medical Education: IAMSE Symposium
Ali Haramati (Georgetown University, Washington DC, United States); Peter de Jong (Leiden University Medical Center, Netherlands); Amy Williams-Dellosse (Case Western Reserve University School of Medicine, Cleveland, United States); Richard Murt (Medical University of Vienna, Austria); Sandy Cook (Duke-NUS Graduate Medical School, Singapore)
Location: Pasteur Auditorium

1345-1530 3C SHORT COMMUNICATIONS: Selection for Postgraduate and Undergraduate Programmes
Chairperson: Alena Chong (UK)
Opening Discussant: David Powis (Australia)
Location: Pasteur Lounge

1345-1400 3C/1 The development of a selection procedure based on the CanMEdS
Fred Tromp (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, F.Tromp@elg.umcn.nl); Margit Vermeulen (University Medical Centre Utrecht, Netherlands); Henk Mokkink, Anneke Kramer, Ben Bottema, Myrna Vermeer-Dassen (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands)

1400-1415 3C/2 Evaluating the Validity of Situational Judgement Tests for Selection to General Practice in Australia
F. Patterson (University of Cambridge, United Kingdom, fcp27@cam.ac.uk); C. Roberts (University of Sydney, Australia); M. Grant (AGPET, Canberra, Australia); R. Hale (AGPET, Sydney, Australia)

1415-1430 3C/3 Predictive validity of selection for specialty training in public health
N. Pashayan, A. Koczwara, B. Mason, C. Duff, D. Williams, F. Patterson, S. Gray (University College London, United Kingdom, n.pashayan@ucl.ac.uk)

1430-1445 3C/4 Mock interviews for Specialty selection – a pilot project to help foundation trainees in UK
Rags Subramaniam, Subir Mukherjee (Queen Elizabeth the Queen Mother Hospital, Margate, United Kingdom, smukherjee@kssdeanery.ac.uk)

1445-1500 3C/5 Multimodal methods of student selection: 10 years to look back at its effectiveness and efficiency
Prapa Ratanachai (Hatayai Medical Education Center, Songkhla, Thailand, prapa01@hotmail.com)

1500-1515 3C/6 Profiling Undergraduates’ Generic Learning Skills on Entry to Medical School: An International Study
Deborah Murdoch-Eaton (University of Leeds, United Kingdom, d.g.murdoch-eaton@leeds.ac.uk); Dianne Manning (University of Witwatersrand, Johannesburg, South Africa); Enoch Kivi (Walter Sisulu University, Mthatha, South Africa); Vanessa Burch (University of Cape Town, South Africa); Godfrey Pell (Leeds Institute of Medical Education, Leeds, United Kingdom); Sue Whittle (University of Leeds, United Kingdom)

1515-1530 Discussion

1345-1400 3D COMMUNICATIONS COURTES (en français):
Recherche en pédagogie médicale
Chairperson: Thierry Pelaccia (France)
Location: Bélecourt 1

1345-1400 3D/1 Le compagnonnage cognitif: étude du lien entre les croyances et les pratiques des maîtres de stage
Valérie Dory (F.R.S.-FNRS et Université catholique de Louvain, Bruxelles, Belgium, valerie.dory@uclouvain.be); Marie-Claude Audet (Université de Montréal, Canada); Charlotte Rees (University of Dundee, United Kingdom)

1400-1415 3D/2 Évolution de l’implication personnelle des étudiants en médecine dans leur apprentissage de l’éthique clinique
Cécile Bolly (UCL, Bruxelles, Belgium, cecile.bolly@uclouvain.be)

1415-1430 3D/3 Les situations cliniques réelles, les pairs, les experts et le climat d’apprentissage : des ingrédients incontournables pour apprendre le raisonnement clinique en formation clinique
Martine Chamberland, Hasbiba Chebbihi, Christina St-Onge (Université de Sherbrooke, Canada, martine.chamberland@usherbrooke.ca)
3D/4 Rôle des compétences cognitives et non cognitives dans la sélection des étudiants en médecine
Milena Abbiati, Margaret Gerbase, Anne Baroffio (UDREM, Geneve, Switzerland, Milena.Abbiati@unige.ch)

3D/5 L’autoconfrontation : un outil pour développer la réflexivité des professionnels de santé
Grégory Aiguier, Alexandre Oboueuf, Jean-Philippe Cobbaud (Institut Catholique de Lille, France, gregory.aiguier@ical-lille.fr); Dominique Vanpee (Université Catholique de Louvain, Bruxelles, Belgium)

1500-1530 Discussion

3E SHORT COMMUNICATIONS: Work Based Assessment
Chairperson: Rajin Arora (Thailand)
Opening Discussant: John Norcini (US)
Location: Bellecour 2

3E/1 Workplace-based assessment tools in Canada: a comprehensive, cross-sectional survey of anaesthesiology resident coordinators
Nicole Riem (Kantonsspital Liestal, Zürich, Switzerland, nriem@aol.com)

3E/2 The utility of the mini-CEX as a summative tool in undergraduate medical students
Steve Capey, Wyn Harris (Swansea University, Swansea, United Kingdom, s.capey@swansea.ac.uk)

3E/3 Educational impact of the Mini-CEX in a cohort of fourth-year medical students
Alberto Alves de Lima, Diego Conde, Mariano Benzacon, Ana Iribarrem, Eduardo Albanese (Universidad del Salvador, School of Medicine, Buenos Aires, Argentina, aeolivesdelima@fibertel.com.ar); Cees van der Vleuten (Maastricht University, Maastricht, Netherlands)

3E/4 Judgmental relativity in performance assessments: the influence of recent experience on Mini-CEX score choices
Peter Yeates, Paul O’Neill (University of Manchester, United Kingdom, petereyeates@manchester.ac.uk); Karen Mann (Dalhousie University, Halifax, Canada); Kevin Eva (University of British Columbia, Vancouver, Canada)

3E/5 Are Workplace-based assessments confident in the elective clinical trainings for final-year medical students? Influence of the difference among hospitals
Manabu Miyamoto (Osaka Medical College, Takatsukisi, Japan, manabu-m@art.osaka-med.ac.jp)

3E/6 Workplace Based Assessments – effective and useful but do they provide an equitable training experience?
J A Kirton (Edgehill University, Ormskirk, United Kingdom, jennifer.kirton@edgehill.ac.uk); Brian Grieveson, Nikolaus Palmer, Colette Balmer (Mersey Deanery, Liverpool, United Kingdom)

1515-1530 Discussion

3F SHORT COMMUNICATIONS: The Student as Teacher
Chairperson: Emily Bate (UK)
Location: Bellecour 3

3F/1 The use of peer assisted learning approach in clinical skills teaching in Erbil College of Medicine
Nadzar Alkhateeb, Fareed Hanna Rofeas (Hawler Medical University, Erbil, Iraq, fareed954@yahoo.com)

3F/2 The role of peer feedback on learning psychomotor skills by medical students
Bernard Martineau, Christina St-Onge, Anne Harvey, Linda Bergeron (Université de Sherbrooke, Canada, bernard.martineau@usherbrooke.ca); Sylvia Mamede, Remy Rikers (Erasmus University, Rotterdam, Netherlands)

3F/3 How does power in the peer-relationship influence feedback delivery?
N Ramzan, EJ Maile, L Magee, J Giles (The University of Manchester, United Kingdom, nramzan@doctors.org.uk); Y Solomon (Manchester Metropolitan University, Manchester, United Kingdom); EJR Hill (The University of Manchester, United Kingdom)

3F/4 A student approach to the Doctor Patient course at NTNU, Trondheim, a two year communication skills course with early patient contact
Cathinka Thyness, Njål Maerland, Nils Martinsen (NTNU, Trondheim, Norway, cathinka.thyness@gmail.com)

3F/5 Undergraduate medical students as teachers: perceptions of teaching their peers compared to a theoretical understanding of peer teaching
Amordeep Riyat, Jane Currie, Nina Salooja (Imperial College London, United Kingdom, a.riyat@imperial.ac.uk)

3F/6 Development of an undergraduate certificate in medical education
T M Armstrong, J Muzaffar, E Cooper, B Wilson (Hull-York Medical School, York, United Kingdom, hy9evc@hylms.ac.uk)
3F/7 Implementation of a short course on medical education for medical students in Tehran University of Medical Sciences
Azim Mirzazadeh, Pouria Rouzrokh, Tohid Arastou, Rita Mojtahedzadeh, Sara Mortaz Hejri Aeen Mohammadi
(Tehran University of Medical Sciences, Tehran, Iran, mirzazad@tums.ac.ir)

No Discussion

3G/1 Using Social Media to Enhance Continuing Medical Education (CME): A Survey of CME Course Participants
Amy T Wang, Nicole Sandhu, Christopher Wittich, Jayawant Mandrekar, Thomas J Beckman
(Mayo Clinic, Minnesota, United States, beckman.thomas@mayo.edu)

3G/2 Evaluating postgraduate psychiatry trainees in the CanMEDS Physician-Manager role: the development of an assessment tool
Sanjeev Sockalingam, Vicky Stergiopoulos (University of Toronto, Canada, sanjeev.sockalingam@uhn.ca)

3G/3 Validation of a Method to Measure Reflection on Continuing Education at Medical Grand Rounds
Christopher Wittich, Jason Sansetek, Darcy Reed, Jeanine Keifer, Paul Mueller, Jay Mandrekar, Thomas Beckman
(Mayo Clinic, Rochester, United States, wittich.christopher@mayo.edu)

3G/4 A framework to facilitate self-regulated learning and its supervision in clinical practice: a qualitative study of supervisor perceptions
Mieke Embo (University College Arteveldehogeschool Ghent, Belgium, mieke.embo@arteveldehs.be)

3F/7 Implementation of a short course on medical education for medical students in Tehran University of Medical Sciences
Azim Mirzazadeh, Pouria Rouzrokh, Tohid Arastou, Rita Mojtahedzadeh, Sara Mortaz Hejri Aeen Mohammadi
(Tehran University of Medical Sciences, Tehran, Iran, mirzazad@tums.ac.ir)

No Discussion

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Mieke Embo (University College Arteveldehogeschool Ghent, Belgium, mieke.embo@arteveldehs.be)

3H/1 Early clinical exposure in medical education – Learning Opportunities in the Clinical Setting (LOCS)
Paul Jones, Phil Newton (Swansea University, Swansea, United Kingdom, p.k.jones@swansea.ac.uk); Aidan Byrne (Cardiff University, Cardiff, United Kingdom); Judy McKimm (Swansea University, Swansea, United Kingdom)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Room</th>
<th>Title</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>1400-1415</td>
<td>3I/2</td>
<td>The Future of Medical Education in Canada Postgraduate (FMEC PG) Project: A collective Vision</td>
<td>Nick Busing (Association of Faculties of Medicine of Canada, Ottawa, Canada, <a href="mailto:nbusing@afmc.ca">nbusing@afmc.ca</a>); Kenneth Harris (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada); Anne-Marie MacLeHann (Collège des Médecins du Québec, Montréal, Canada); Ivy Oandasan (College of Family Physicians of Canada, Toronto, Canada); Geneviève Moineau (Association of Faculties of Medicine of Canada, Ottawa, Canada)</td>
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<tr>
<td>1415-1430</td>
<td>3I/3</td>
<td>Improving academic skills in a bachelor program</td>
<td>Hermo Roebertsen (Maastricht University, Maastricht, Netherlands, <a href="mailto:h.roebertsen@maastrichtuniversity.nl">h.roebertsen@maastrichtuniversity.nl</a>)</td>
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<td>1430-1445</td>
<td>3I/4</td>
<td>Collaborative Curriculum Change in a Climate of Individualism</td>
<td>Regina Petroni Mennin, Mariangela Cainelli Prado, Eliana Tiemi Hayama, Francisco de Castro Lacoaz (Universidade Federal de São Paulo, Brazil); Stewart Mennin (University of New Mexico, Albuquerque, United States)</td>
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<td>1445-1500</td>
<td>3I/5</td>
<td>Just-in-time learning implemented into the medical master curriculum</td>
<td>Joy de Vries (Academic Medical Center, Medical Faculty, Amsterdam, Netherlands, <a href="mailto:I.M.devries-erich@amc.uva.nl">I.M.devries-erich@amc.uva.nl</a>); Barbara Fienieg, A.D.C. Jaarsma (University of Amsterdam, Netherlands)</td>
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<td>1500-1515</td>
<td>3I/6</td>
<td>Stem to Stern: Technology Enhanced Curriculum Blueprinting</td>
<td>Stephen N Pennell, Sharon Peters, Mary Wells, Juanita Barrett, David T Stokes, Sean K O’Neill, Penny Hansen (Memorial University, St. John’s, Canada, <a href="mailto:steve.pennell@med.mun.ca">steve.pennell@med.mun.ca</a>)</td>
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<td>1515-1530</td>
<td>3I/7</td>
<td>Enhancing continuous quality improvement and accreditation standard review</td>
<td>Robby Reynolds, Terri Cameron (Association of American Medical Colleges, Washington, United States, <a href="mailto:reynolds@aamc.org">reynolds@aamc.org</a>)</td>
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<tr>
<td>1345-1400</td>
<td>3J/1</td>
<td>What are the benefits of early patient contact for medical students? A comparison of three preclinical patient-care settings</td>
<td>Marjorie Wenrich, Molly Jackson (University of Washington School of Medicine, Seattle, WA, United States, m.j。<a href="mailto:w@uw.edu">w@uw.edu</a>); Ineke Wolfhagen (Maastricht University, Maastricht, Netherlands); Paul Ramsey (University of Washington, Seattle, United States); Albert Scherpbier (Maastricht University, Maastricht, Netherlands)</td>
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<td>1400-1415</td>
<td>3J/2</td>
<td>Early medical students can assume central roles in patient care</td>
<td>H Carrie Chen, Leslie Sheu, Patricia O Sullivan (University of California San Francisco School of Medicine, San Francisco, United States, <a href="mailto:chenlc@peds.ucsf.edu">chenlc@peds.ucsf.edu</a>); Olle ten Cate (University Medical Center Utrecht, Utrecht, Netherlands); Arianne Teherani (University of California San Francisco School of Medicine, San Francisco, United States)</td>
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<td>1415-1500</td>
<td>3J/3</td>
<td>Utilisation of the health care system for early clinical placements</td>
<td>Richard Hays (Bond University, Gold Coast, Australia, <a href="mailto:rhays@bigpond.net.au">rhays@bigpond.net.au</a>)</td>
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<tr>
<td>1430-1445</td>
<td>3J/4</td>
<td>Facilitating clinical skills competence through use of a skills ‘on call’ scheme</td>
<td>June Adamson (NHS Fife, United Kingdom, <a href="mailto:juneadamson@nhs.net">juneadamson@nhs.net</a>)</td>
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<td>1445-1500</td>
<td>3J/5</td>
<td>Making the most of the ward round: an action research study</td>
<td>Sally Quilligan, Jonathan Silverman (University of Cambridge, United Kingdom, <a href="mailto:saq23@medschl.cam.ac.uk">saq23@medschl.cam.ac.uk</a>)</td>
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<td>1500-1515</td>
<td>3J/6</td>
<td>Evaluation of a mobile patient record system for clinical education</td>
<td>Kristine Elliott, Terry Judd, Geoff McColl (The University of Melbourne, Australia, <a href="mailto:kelli@unimelb.edu.au">kelli@unimelb.edu.au</a>)</td>
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<td>1515-1530</td>
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<td>Discussion</td>
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<td>1400-1415</td>
<td>3K/1</td>
<td>Learn to be a patient before being a doctor: Implementing a “Disease Lottery” for Empathy Teaching in Medical Education</td>
<td>Gin-Hong Lee, Ping-Kuang Yip (College of Medicine Fu Jen Catholic University, New Taipei City, Taiwan, <a href="mailto:016100@mail.fju.edu.tw">016100@mail.fju.edu.tw</a>)</td>
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<td>1400-1415</td>
<td>3K/2</td>
<td>Educating for empathy</td>
<td>Martina Wundrich, Christoph Nissen (University Medical Center Freiburg, Germany); Voderholzer Ulrich (Schönklinik Rosenbeck, Pren am Chiemsee, Germany, <a href="mailto:martina.wundrich@uniklinik-freiburg.de">martina.wundrich@uniklinik-freiburg.de</a>)</td>
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1415-1430 3K/3 Empathy in Medical Care
Jessica Ogle, John Bushnell, Peter Caputi (University of Wollongong, Australia, jessica.ogle@hotmail.com)

1430-1445 3K/4 Can self-reported empathy by medical students predict standardized patient ratings on the patient-physician interaction?
Win May (Keck School of Medicine of the University of Southern California, Los Angeles, United States, winmay@usc.edu); R. Brent Stansfield (University of Michigan Medical School, Ann Arbor, United States); Denise Souder (Keck School of Medicine of the University of Southern California, Los Angeles, United States)

1445-1500 3K/5 Brazilian version of the Jefferson Scale of Empathy: psychometric properties and factor analysis
Helena Paro (University of Sao Paulo / Federal University of Uberlandia, Brazil, helenaparo@terra.com.br); Renata Daud-Gallotti, Iolanda Tiberio, Milton Martins (University of Sao Paulo, Brazil)

1500-1515 3K/6 A pre-clinical curriculum designed to promote empathy and patient-centered care for individuals with disabilities
Julie Rogers, Christopher Hook, Rachel Havyer (Mayo Clinic, Rochester, United States, rogers.julie2@mayo.edu)

1515-1530 3K/7 The impact of simulation of medical consultations on medical student empathy levels
Marcelo Schweller, Felipe Osorio Costa, Eliana Martorana Amaral, Maria Angela Reis de Goes Monteiro Antonio, Marco Antonio Carvalho Filho (UNICAMP(Campinas State University), Campinas, Brazil, mischweller@gmail.com)

No Discussion

1345-1530 3L SHORT COMMUNICATIONS: Communication Skills
Chairperson: Marta van Zanten (US)
Opening Discussant: Joel Lanphear (US)
Location: Rhone 1

1345-1400 3L/1 Can students use self-reflection to identify strengths and weaknesses occurring during or after communicating with patients?
M Wagner-Menghin (Medical University Vienna, Austria), A DeBruin, J van Merrienboer (Maastricht University, Maastricht, Netherlands, michaela.wagner-menghin@meduniwien.ac.at)

1400-1415 3L/2 A novel integrated spiral general practice course and curriculum which focuses on the development of consultation skills
RK McKinley, MH Bartlett, SP Gay, SH Gibson, RG Jones, VA Hooper (Keele University, Keele, United Kingdom, r.k.mckinley@keele.ac.uk)

1415-1430 3L/3 The Standardization of Communication Checklists as a Patient Safety Communication Tool in a Children’s Emergency Department
Annamaria Bagnasco (University of Genoa, Italy, annamaria.bagnasco@unige.it); Giuseppe Aleo (IRCCS Istituto Dermopatico, Roma, Italy); Loredana Sasso (University of Genoa, Italy)

1430-1445 3L/4 Sensitization session on communication skills in foundation program: effective in improving perception in newly admitted medical students
Sarmishtha Ghosh (MAHSA University College, Kuala Lumpur, Malaysia, essjee63@gmail.com)

1445-1500 3L/5 Learning to be the patients’ advocates: factors influencing the transfer of a communication skills course in a culturally hierarchical context
Astrid Prattadina Susilo (University of Surabaya, Indonesia); Mora Caramita (Gadjah Mada University, Yogyakarta, Indonesia); Jan van Dalen, Albert Scherpbier (Maastricht University, Maastricht, The Netherlands, pratadina@yahoo.com)

1500-1515 3L/6 Teaching medical students How to Write Patient Discharge Letters – Development of an i-Phone application
Bridget Maher, Pat Henn, Rob Gaffney (University College Cork, Ireland, b.maher@ucc.ie)

1515-1530 Discussion

1345-1530 3M SHORT COMMUNICATIONS: Different Approaches to Teaching and Learning
Chairperson: Nivritti Patil (Hong Kong)
Location: Rhone 2

1345-1400 3M/1 Distance (inter)active methodologies, literature and medicine: UNASUS/UFCSPA experience
Márcia Rosa da Costa, Alessandra Dahmer, Maria Eugênia Bresolin Pinto, Luciana Bose Pinto (UFCSA, Education and Information in Health, Porto Alegre, Brazil, marciarc@ufcsa.edu.br)

1400-1415 3M/2 Medical student attitudes towards post mortem examination and its utility in medical education: A brief qualitative study at one UK medical school
Thelma Quince (University of Cambridge, United Kingdom, taq1000@medschl.cam.ac.uk); Andrew Bamber (University College London, United Kingdom); Diana Wood, Stephen Barclay (University of Cambridge, United Kingdom)
1415-1430 3M/3 Multimedia Learning Principles in Animation Design: A Review of Medical Animations
Sara Kim, Jessie Ki, Carole Yue, Rikke Ggawa, Elena Stark (University of California, Los Angeles, United States, sarakim@mednet.ucla.edu)

1430-1445 3M/4 Introducing the concept of Interactive e-Posters to Scientific Conferences
B Al Hemsi (Innovative Technology, Riyadh, Saudi Arabia, bassam@innotech-sa.com); K Bin Abdulrahman (Imam University, College of Medicine, Riyadh, Saudi Arabia); Ronald Harden (AMEE, Dundee, United Kingdom)

1445-1500 3M/5 Case Based Integrated Teaching for Undergraduate Medical Students
Siddharth Dubhashi, K. B. Powar (Padmashree Dr. D.Y. Patil Medical College, Pune, India, spdubhashi@gmail.com)

1500-1515 3M/6 The struggle to understand: Medical students’ potential pathways towards understanding
Maria Weurlender (Karolinska Institutet, Stockholm, Sweden, maria.weurlender@ki.se); Max Scheja (Stockholm University, Stockholm, Sweden); Håkan Hult, Annika Wernerson (Karolinska Institutet, Stockholm, Sweden)

1515-1530 3M/7 Olfactory Stimuli in the Augmentation of Learning and Recall in an Educational Environment
Talal Al-Umari (Imam Mohammed Ibn Saud Islamic University, Riyadh, Saudi Arabia)

No Discussion

1345-1530 3N WORKSHOP: Exploring Student Engagement: Strategies for Promoting and Evaluating Programs
Norma Susswein Saks (Robert Wood Johnson Medical School, Piscataway, New Jersey, United States, saks@umdnj.edu); Carol L Elam (University of Kentucky School of Medicine, Lexington, Kentucky, United States, clelam1@email.uky.edu); Ahmet Must (University of Istanbul, Turkey, mutahmet@yahoo.com); Paul de Roos (Uppsala, Sweden)
Location: Gratte-Ciel 3

1345-1530 3O WORKSHOP: What workplace-based performance assessments tell us about doctors who are performing poorly
Nick Brown, Martin Rhodes, Pauline McAway (National Clinical Assessment Service (NCAS), London, United Kingdom, nicholas.brown@ncas.npsa.nhs.uk; martin.rhodes@ncas.npsa.nhs.uk)
Location: Rhone 3a

1345-1530 3P WORKSHOP: Social Media in Medical Education: A Student’s Perspective
Kevin Garrity (University of Glasgow, United Kingdom, kev.garrity@hotmail.co.uk); Matthew Tuck (Newcastle University, United Kingdom, matthew.tuck@ncl.ac.uk); Margot Weggemans (University of Utrecht, Netherlands, margotw88@gmail.com)
Location: Rhone 3b

1345-1530 3Q WORKSHOP: ASPIRE: A new global program to recognise excellence in medical education
David Wilkinson (University of Queensland, Brisbane, Australia, david.wilkinson@uq.edu.au); Ronald Harden (AMEE, Dundee, United Kingdom, amee@dundee.ac.uk); Trudie Roberts (Leeds Institute of Medical Education, UK)
Location: St Clair 1

1345-1530 3R WORKSHOP: Careers advice and guidance – a 4 step model
Helen Goodyear, Taruna Bindal, David Wall (West Midlands Workforce Deanery, Birmingham, United Kingdom, helen.goodyear@westmidlands.nhs.uk; taruna.bindal@worcsacute.nhs.uk; d.wall@tfe@btinternet.com)
Location: St Clair 2

1345-1530 3S WORKSHOP: How Do We Move Past “Participant Satisfaction” When Evaluating Faculty Development Activities?
Nancy S Searle (Baylor College of Medicine, Houston, United States, nsearle@bcm.edu); Larry D Gruppen (University of Michigan School of Medicine, Ann Arbor, United States, lgruppen@umich.edu); Yvonne Steinert (McGill University, Canada, yvonne.steinert@mcgill.ca)
Location: St Clair 3a

1345-1530 3T WORKSHOP: The research interview: A primer for conducting and analysing interviews as part of an overarching qualitative methodology
Tina Martimianakis, Nancy McNaughton, Ayelet Kuper (University of Toronto, Canada, tina.martimianakis@utoronto.ca; n.mcnoughton@utoronto.ca; ayeletkuper.margalioth@utoronto.ca)
Location: St Clair 3b
**WORKSHOP: Transforming Daily Activities into Scholarship and Research**
Claudia Ranniger (George Washington University School of Medicine, Washington, United States, mstrr@gwumc.edu); Joseph Lopreiato (Uniformed Services University of the Health Sciences, Bethesda, Maryland, United States, Joe.Lopreiato@simcen.usuhs.edu); Elza Mylona (Stony Brook University School of Medicine, Stony Brook, United States, elza.mylona@sbumed.org); Benjamin Timli Blatt (George Washington University School of Medicine, Washington, United States, mstdcb@gwumc.edu)

**MEET THE EXPERTS: Assessment, Measurement & Mobile Technology**
Godfrey Pell, Richard Fuller, Matthew Homer, Gareth Fritti (Leeds Institute of Medical Education, Leeds, United Kingdom)

**POSTERS: Simulation**
Chairperson: Peter Harris (Australia)
Location: Forum 1, 2, 3

3W/1 The development of the piloting strategy based on ICT patient simulation in healthcare training centres under the SIMBASE European Project
Teresa Campos Garcia, Almudena De la Serna (Andalusian Regional Ministry of Health, Seville, Spain, almudena.serna.bazan.ext@hotmail.com; almudena.serna.bazan.ext@juntadeandalucia.es); Miguel Castelo Branco (Universidade da Beira Interior, Covilhã, Portugal); David Riley (Fundacion Iavante, Malaga, Spain); Neil Warren (Postgraduate Deanery, Wales, United Kingdom); Ildiko Szogedi (National Institute for Quality and Organizational Development in Healthcare & Medicines, Hungary)

3W/2 “Patient safety simulation” debriefing and feedback from undergraduate medical students
Pedro Lito, Ricardo Tjeng, Edmundo Dias, Luís Patrão (FCS-UBI, Covilhã, Portugal, pedrolito@fcsaude.ubi.pt)

3W/3 Simulation of an emergency caesarean section – Practising this rare procedure improves patient safety
Merja Lahtela (Lapland Central Hospital, Rovaniemi, Finland, merja.lahtela@lskp.fi); Paula Poikela (Rovaniemi University of Applied Sciences, Rovaniemi, Finland)

3W/4 Show them! A randomized, controlled bronchoscopy simulation study
Anne Sofie Bjerrum (Aarhus University Hospital, Aarhus, Denmark, annbjerr@rm.dk); Tamara van Gog (Erasmus University Rotterdam, The Netherlands); Berit Elka, Peder Charles (Aarhus University, Aarhus, Denmark); O Hilberg (Aarhus University Hospital, Aarhus, Denmark)

3W/5 Exploring the process of the moulage used by the London Helicopter Emergency Medical Service (London HEMS) – to inform a facilitator development process
Usman Tariq, Meera Sood, Dané Goodman (Barts and the London School of Medicine and Dentistry, London, United Kingdom, ha07187@gmu.ac.uk)

3W/6 How to simulate joint dislocation in cadavers for teaching psychomotor skills to 4th- and 6th-year orthopedic medical students
Weerachai Kosuwon (Faculty of Medicine, Khon Kaen University, Khon Kaen, Thailand, weerach_ko@kku.ac.th)

3W/7 Use of a pelvic examination simulator as part of clinical skills education amongst pediatric residents
Natasha J Johnson, Erica Corsi (McMaster Children’s Hospital, Hamilton, Ontario, Canada, natjohn@mcmaster.ca)

3W/8 The use of an equine dental simulator for assessing student performance in a dental examination skills station: how performance results can inform curricular change
Darlene Danszelmann, Andrea Vallevan, Ashley Whitehead, Gord Krebs (University of Calgary Faculty of Veterinary Medicine, Calgary, Canada, djdonsze@ucalgary.ca)

3W/9 Development of a low-cost basic life support manikin with prompt and feedback device for developing countries
Mohammad Adrian Haslenda, Djayanti Sari, Rony Wijaya (Universitas Gadjah Mada, Yogyakarta, Indonesia, mohammadhaslendra@ugm.ac.id)

3W/10 The « Double Clock » : A Simple Microsurgical Training Device to Reduce Animal Use
Pierre Guerreschi, Véronique Martinot-Duquennoy (CHRU Lille, France, pierre.guerreschi@chru-lille.fr)

3W/11 Using Plasticine to simulate skin lesions – evaluation of a novel teaching technique for medical students
Sally Sadasivvan (County Durham and Darlington NHS Foundation Trust, Durham, United Kingdom, sallybremner@doctors.org.uk)

3W/12 Developing an affordable vital sign simulator for undergraduate clinical skills training
Rachmadya Nur Hidayah, Bambang Djarwoto, Memory Waruwu (Gadjah Mada University, Yogyakarta, Indonesia, rachmadya@gmail.com)
3W/13 Nasal model for anterior and posterior nasal packs practice in 5th year CMEC medical students: A Cross-sectional Analytic study
Watanaporn Vorasilapa (Chonburi Medical Education Center, Chonburi, Thailand, watanaporn@gmail.com)

3W/14 Evaluation of the five basic endo-surgical abilities through a simple simulator as a learning environment
Fernando Villlegas-Alvearez (Universidad Nacional Autonoma de Mexico/Instituto Nacional de Pediatria, Mexico City, Mexico, dr_f_villlegas@yahoo.com.mx); Jose Gonazles-Zamora (Instituto Nacional de Pediatria, Mexico City, Mexico); Jorge Garcia-Loya (Universidad Nacional Autonoma de Mexico, Mexico City, Mexico); Rosa Maria Diaz-Navarro (Universidad Tecnologica de Mexico, Mexico City, Mexico)

3W/15 Learning curves for endotracheal intubation using the Macintosh laryngoscope in nurse anesthetist students
Panthila Rujirojindakul, Edward McNeil, Thanayam Asampinwat, Rongrong Ruenanghira-ur, Niranuch Siripunt (Prince of Songkla University, Songkhla, Thailand, rpanthi@medicine.psu.ac.th)

3W/16 Using Bowel Anastomosis Simulators to Teach Advanced Suturing Techniques: a Pilot Project
LW Herrn (Heart Center Leipzig, Germany); T Schein (University of Leipzig, Germany); A Rastan, FW Mohr (Heart Center Leipzig, Germany); D Rotzoll (University of Leipzig, Germany, daisy.rotzoll@medizin.uni-leipzig.de)

3W/17 High-fidelity simulation and continued training of health professionals. From guidelines to routine use
Thierry Secheresse, Pascal Usseglio, Catherine Joriaz, Daniel Habold, Guy-Pierre Martin (Centre Hospitalier de Chambéry, France, thierry.secheresse@ch-chambery.fr)

3X/1 Medical students’ experience of degree project course and its supervision
Riitta Möller, Maaret Castren, Sari Ponzer (Karolinska Institutet, Stockholm, Sweden, riitta.moller@ki.se)

3X/2 A “toolkit” for the promotion of undergraduate research: when students talk to students
GI Van Schalkwyk (Kimberley Hospital, Kimberley, South Africa); H Botha (Tygerberg Hospital, Tygerberg, South Africa); J Bezuidenhout (Stellenbosch University and NHLS, Tygerberg, South Africa); J Blitz (Stellenbosch University, Tygerberg, South Africa); J de Vries (University of Cape Town, South Africa); SC Van Schalkwyk (Stellenbosch University, Tygerberg, South Africa); (Presenter: E Archer, University of Stellenbosch, Tygerberg, South Africa, elizea@sun.ac.za)

3X/3 Using the 4C/Id as model for Redesigning a Course in Evidence Based Medicine Course
Hassan Shaibah (Umm Alqura University, Makkah, Saudi Arabia, hshaibah@gmail.com)

3X/4 Types of research designs and quality performed by medical students of Phramongkutklao College of Medicine, Thailand
P Hatthachote, S Panichkul, M Munghthin, W Areekul, S Leelayoova (Phramongkutklao College of Medicine, Bangkok, Thailand, hatthachoteting@gmail.com)

3X/5 Intercalated degrees: students’ perceptions of their value and the effect of the recent tuition fee rise
Eleyws Lightman (University of Sheffield, United Kingdom, elightman@doctors.org.uk); Timothy Stubbs (University of Bristol, United Kingdom); Michelle Marshall (University of Sheffield, United Kingdom); Peter Mathieson (University of Bristol, United Kingdom)

3X/6 eSurveys: Strategies to optimise response and completion rates
Ranjev Kainth (London Deanery, London, United Kingdom, raj_kainth@hotmail.com)

3X/7 A Comprehensive and Active Educational Program for Medical Students to Attract Their Interests toward Research and Cultivate Physician Scientists at Keio University School of Medicine in Japan
Michito Hirakata, Toshiaki Mankawa, Hiroayoshi Inoue, Keichi Fukuda, Hidekazu Suzuki (Keio University, Tokyo, Japan, mhirakata@a3.keio.jp)

3X/8 Conversation, innovation, evidence, change. Improving research capacity in GP vocational training with Research Week
Louise Stong, Georga Cooke (General Practice Education and Training, Canberra, Australia, louise.stone@gpet.com.au); Lex Lucas (Australian College of Rural and Remote Medicine, Brisbane, Australia)

3X/9 Has the student’s thesis influence on the later medical career?
Marianne Opland Rostad, Mette Haase Moen (Norwegian University of Science and Technology, Trondheim, Norway, marianop@stud.ntnu.no)

3X/10 Development and Evaluation of the Evidence-based Medicine Programme: A Spiral Approach
Iskender Sayek, Sevgi Turan, Ohran Odobasi (Hacettepe University Faculty of Medicine, Ankara, Turkey, odobasi@hacettepe.edu.tr)
3X/11 What to choose? Medical students’ use of evidence-based information resources
Sarah Edwards, Nicola Brennan, Karen Miatick (Peninsula Medical School, Exeter, United Kingdom, sarahedwards@doctors.org.uk)

3X/12 Clinical practice guidelines as an integral part of undergraduate medical curricula
Radim Licenik (Presenter: Katerina Ivanovg, Palacky University Faculty of Medicine, Olomouc, Czech Republic, katerina@tunw.upol.cz)

3X/13 Case-based approach to teaching evidence based skills in paediatrics
Vladimir Mihal, Jarmila Potomkova, Petra Langerova (Palacky University Olomouc, Czech Republic, mihalv@fnol.cz)

3X/14 Peer-assisted learning and journal club improves student understanding of basic evidence based medicine (EBM) skills
Angela Gillan, LA McKenna, DW Smith, EYL Leung (University of Glasgow, United Kingdom, angela_gillan@yahoo.co.uk)

3X/15 The Future of Publication in Medical Education
Chris Candler, Steven Kanter (Association of American Medical Colleges, Washington D.C., United States, chris-candler@ouhsc.edu)

3Y POSTERS: Postgraduate Training 1
Chairperson: Davinder Sandhu (UK)
Location: Forum 1, 2, 3

3Y/1 A five session programme to prepare foundation year 2 (FY2) trainees for the challenges of caring for an ageing population
Rajkumar Parikh (The Royal Oldham Hospital, Oldham, United Kingdom raj.parikh@pat.nhs.uk)

3Y/2 The Transformation of Medical Education Training in Singapore
Rhodora Sanidad, Nur Haithah Rafie, Diana Goh, Colin Song (Singapore Health Services, Singapore, nur.haithah.raifie@singhealth.com.sg)

3Y/3 An ongoing study into the role of junior doctors in preparing new FY1s for professional practice with the introduction of the FY2 mentor scheme
R Joseph, R Armstrong, R Eyres (NHS Basildon and Thurrock University Hospital, Essex, United Kingdom, ruth.eyres@gmail.com)

3Y/4 Using local educational audits to improve the quality of the Foundation School Directors’ reports – ‘the e-portfolio for programmes’
Sara Mahgoub (Royal Bolton Hospital, Manchester, United Kingdom, smahgoub@doctors.org.uk); Paul Baker (North Western Deanery, Manchester, United Kingdom)

3Y/5 Professional Skills Programme for Foundation Doctors – a multidisciplinary approach
Clare Wedderburn, Audrey Dixon (Bournemouth University, Bournemouth, United Kingdom, adixon@bournemouth.ac.uk)

3Y/6 Survey of causes of stress and anxiety in junior doctors
Joanna Ish-Horowicz, Namita Kumar, Kerry Fergusson (Northern Deanery, Newcastle upon Tyne, United Kingdom, horowicz@ncni.ac.uk)

3Y/7 Levels of anxiety and preparedness for work in the F1 2011 cohort: results of a national survey
C Van Hamel (Severn Foundation School and the Great Western Hospital, Swindon, United Kingdom); LE Jenner (The Great Western Hospital, Swindon, United Kingdom, lara.e.jenner@gmail.com)

3Y/8 The correlation between the graduation result and the performance in the PGY application test
Peng-Wei Hsu, Shih-Tseng Lee, Jing-Long Huang, Ren-Huei Fu (Chang Gung University, Taoyuan, Taiwan, ns3096@cgmh.org.tw)

3Y/9 Correlation of self assessment and interns’ CPR knowledge in Kashan University of Medical Sciences in 2012
Fakhrosadat Mirhoseini (Kashan University of Medical Sciences, and Tehran University of Medical Sciences, Tehran, Iran; f.mirhoseiny@yahoo.com)

3Y/10 Scandinavian advanced educational programmes for improved quality of care
Leila Niemi-Murola, Karin Löwhagen (Scandinavian Society of Anaesthesiology and Intensive Care Medicine, Gothenburg, Sweden); (Presenter: Helle Thy, Scandinavian Society of Anaesthesiology and Intensive Care Medicine, Herlev, Denmark, d25846@dadlnet.dk)

3Y/11 Self-reflection on newly developed postgraduate infectious diseases fellowship programs: An eight year experience in Japan
Harumi Gomi (Jichi Medical University, Shimotsuke, Japan, hgomi-aky@umin.ac.jp); Naoto Hosokawa (Kameda Medical Center, Kamogawa, Japan); Hanako Kuri (Shizuoka Cancer Center Hospital, Shizuoka, Japan); Norio Ohmagari (National Center for Global Health and Medicine, Tokyo, Japan); Kentaro Iwata (Kobe University Hospital, Kobe, Japan); Yuji Morisawa (Jichi Medical University, Shimotsuke, Japan)
3Y/12 Major complaints of medical residents (MR) in Brazil
S.T. Martins (Ministerio da Educação - Brasil, Brazil); (Presenter: M.P.R. Nunes, University of Sao Paulo, Brazil, pporto@usp.br)

3Y/13 Assessing ‘Uncertainty’ in Resident Trainees in a Seminar Setting. Application of a ‘Script Concordance’ Model
Douglas L Wooster (University of Toronto, Canada, wooster@sympatico.ca); Elizabeth M Wooster (OISE/University of Toronto, Canada)

3Y/14 Ideal design of a postgraduate interprofessional blended learning concept to improve paediatric emergency care: results of a focus group study among participants and tutors
Sören Huwendiek, Michaele Klinke, Ronny Lehmann, Anke Simon, Burkhard Tönshoff, Jochen Meyburg (Children’s Hospital Heidelberg, Germany, soeren.huwendiek@med.uni-heidelberg.de)

3Y/15 How Do We Diagnose and Remediate the Problem Resident?
Sally Santen (University of Michigan Medical School, Ann Arbor, United States, ssanten@umich.edu); Taku Taira (Stony Brook Medical Center, Stony Brook, United States); Nicole Roberts (Southern Illinois University, Springfield, United States)

3Y/16 Identification of acquired skills and learning needs: are residents ready for continuing medical education?
Denise Ballester, Silmar Gannam (USP, São Paulo, Brazil, silgannam@yahoo.com)

3Y/17 What are patients’ complaints about residents and what are the costs?
Robert Oostenbroek, Peter Plaisier, Monica van de Ridder (Albert Schweitzer Hospital, Dordrecht, Netherlands, rj.oostenbroek@asz.nl)

3Y/18 A Nighttime Curriculum for Pediatric Residents using Peer Teaching
Matthew Eberly, Steven Durning (Uniformed Services University of the Health Sciences, Bethesda, United States, matthew.eberly@comcast.net)

3Y/19 A study evaluating the clerking activity of FY1 doctors at a London hospital and the perceived quality of clerking as a learning tool
Felix Kiernan (NHS, London, United Kingdom, felikkiernan@nhs.net)

1345-1530

3Z POSTERS: Problem Based Learning
Chairperson: Are Holen (Norway)
Location: Forum 1, 2, 3

3Z/1 Role of PBL in undergraduate medical education – Survey from UK medical schools
Subodh Dave (Derbyshire Healthcare NHS Foundation Trust, Derby, United Kingdom, Subodh.Dave@derbyshft.nhs.uk); Sridevi Sira Mahalingappa (Birmingham and Solihull Mental Health NHS Foundation Trust, Birmingham, United Kingdom)

3Z/2 Contribution of instructional activities to learning in a blended problem-based learning (PBL) context
Margaret W Gerbase, Michele Germond, Anne Baroffio, Nu V Vu (University of Geneva, Switzerland, margaret.gerbase@hcuge.ch)

3Z/3 The integration of blended learning in a PBL based medical curriculum
Rohan Munir (University of Manchester, United Kingdom, rohanm@nmail.com)

3Z/4 Pilot project about the use of problem based learning (PBL) in veterinary biochemistry
Marta Kankofer, Jacek Wawrzykowski (University of Life Sciences, Lublin, Poland, marta.kankofer@up.lublin.pl); Jan P. Ehlers (University of Veterinary Medicine Hannover, Germany)

3Z/5 Scenemulator: An effective tutor note to facilitate non-specialist tutor in PBL tutorial session
Panadda Rojpibulstit (Thammasat University, Pathumthani, Thailand, panadda_rojpibulstit@hotmail.com)

3Z/6 Integrating anatomy into the clinical curriculum: are we trying hard enough?
RS Lee, KC Godley. C Molynex (Barts and the London School of Medicine, United Kingdom, r.suzanne.lee@gmail.com)

3Z/7 Applied clinical sciences within the undergraduate medical curriculum: Student reaction to a lecture-based course delivered within a problem-based learning (PBL) programme
Cathy Armstrong, Michael Masterman (Central Manchester University Hospitals NHS Foundation Trust, Manchester, United Kingdom, cathay.armstrong@doctors.org.uk); Mahesh Nirmalan (University of Manchester, United Kingdom); Alastair Duncan, Judith Hadfield (Central Manchester University Hospitals NHS Trust, Manchester, United Kingdom); Lawrence Cotter (University of Manchester, United Kingdom)

3Z/8 A tool to analyse potential disciplinary threats to an integrated medical problem-based learning curriculum
Charles Slater (University of Cape Town, South Africa, charles.slater@uct.ac.za)
3Z/9 The analysis of verbal interaction in problem-based-learning according to tutorial period
Eun-Kyung Chung (Center for Teaching and Learning in Gwangju University, Gwangju, Republic of South Korea); Eui Ryoung Han (Chonnam National University Medical School, Gwangju, Republic of South Korea); Jin Young Park (Gwangju University, Gwangju, Republic of South Korea); Young Jong Woo, Min Cheol Lee (Chonnam National University Medical School, Gwangju, Republic of South Korea); (Presenter: Sun A Oh (Gwangju University, Gwangju, Republic of South Korea, ohsuna@gwangju.ac.kr)

3Z/10 The application of panel discussion for Problem-Based Learning in preclinical curriculum
Harirak Wanmoung (Thammasat University, Pathumthani, Thailand, harirakw@yahoo.com)

3Z/11 Effectiveness of a simulation integrated with problem based learning (SIM-PBL) for undergraduate nursing students – A module of nursing care for children with asthma
Kyongok Park, Youngmee Ahn, Mijin Lee, Namhee Kim, Narae Kang (Inha University, Incheon, Republic of South Korea); Sang Won Suh (Hallym University, Chuncheon, Republic of South Korea); Min Sohn (Inha University, Incheon, Republic of South Korea, sohnmini@inha.ac.kr)

3Z/12 Was problem based learning exposed in the 1st and 2nd year curriculum helpful for the clerkship in the 3rd and 4th year at Inha University School of Medicine in Korea?
Ji Ho Choi, Yeon Ji Lee, Joon Ho Song (Inha University School of Medicine, Incheon, Republic of South Korea, wisdom@inha.ac.kr)

3Z/13 Evaluation of educational outcomes of problem based learning in a hybrid curriculum
Shyamaja Hande, Ciraj A Mohammed, Ramnarayan Komattil (Manipal University, Manipal, India, hande2010@gmail.com)

3AA POSTERS: The Student in Difficulty
Chairperson: Claire de Burbure (Belgium)
Location: Forum 1, 2, 3

3AA/1 Psychiatric illnesses among fourth-year to sixth-year medical students in Saraburi hospital medical center between 2007 to 2011
Kridsana Suwankomonchait (Saraburi Hospital Medical Center, Saraburi, Thailand, kridsana_psy@hotmail.com)

3AA/2 Are Medical Students Exhausted? The Sleep Habits of Students at One United Kingdom Medical School
Isobel Sleeman (Aberdeen Royal Infirmary, Aberdeen, United Kingdom, isobel.sleeman@nhs.net); Kate Saunders (University of Oxford, United Kingdom)

3AA/3 Comparison of factors causing pre exam anxiety and insomnia in medical, dental and pharmacy students
Amir Bastani (Shiraz University of Medical Sciences, Shiraz, Iran, amirbas@gmail.com); Shirin Khakbaz Heshmati (Université catholique de Louvain, Brussels, Belgium)

3AA/4 Stress in Pakistani Medical Students
Rafeh Saeed (KEMU, Student Council / SPWS-5th Year Student, Lahore, Pakistan, rafehsaeed@kemu.edu.pk)

3AA/5 Stress among teammates during patient crises: Effect of role and repeated exposure
Carilynne Yarascavitch, Daniel A Haas (University of Toronto, Canada, c.yarascavitch@dentistry.utoronto.ca); Vicki R LeBlanc (The Wilson Centre, Toronto, Canada)

3AA/6 Increasing student stress negatively impacts team cohesiveness in gross anatomy
Karinline Bringe, Amanda Ramos, Wojciech Pawliwa, Nirusha Lachman (Mayo Clinic, Rochester, United States, bringe.kariline@mayo.edu)

3AA/7 The Effects of Short Palliative Course in Prevention of Burnout among Medical Students
Ming-Liang Lai (National Cheng Kung University, Tainan, Taiwan); Chun-Kai Fang (Ma Kay General Hospital, Taipei, Taiwan); Pei-Yi Lee (National Normal University, Taipei, Taiwan, amatalai@mail.ncku.edu.tw)

3AA/8 Burnout, focus group and academic performance (B, FG, AP)
Elise Cázares-Guerra (UANL, Monterrey NL, Mexico); (Presenter: Adelina Alcorta-Garza, UANL, San Pedro Garza Garcia, Mexico, adelalcortag@oncare.com.mx)

3AA/9 Personality and Burnout syndrome (BS)
Adelina Alcorta Garza, Rita Maritza Pecero Osorio (Hospital Universitario “José E. González” UANL, Monterrey NL, Mexico); Marco Vicinio Gómez Meza (UANL, Monterrey NL, Mexico); (Presenter: Daniela Hoydé Romero Guerra, Hospital Universitario “José E. González” UANL, San Pedro Garza Garcia, Mexico, adelalcortag@oncare.com.mx)

3AA/10 Harassment and Discrimination in Medical Training: A Systematic Review and Meta-analysis
Naif Fnaïs (King Saud University, Riyadh, Saudi Arabia, rfnaï@yahoo.com); Charlene Soobiah (Li KaShing Knowledge Institute of St Michael’s Hospital, Toronto, Canada); Erin Lillie (The Hospital for Sick Children, Toronto, Canada); Laure Ferrer, Mariam Tashkhandi, Andrea Tricco (Li KaShing Knowledge Institute of St Michael’s Hospital, Toronto, Canada)
3AA/11 First do no harm – conceptualising medical student mistreatment in one UK medical school
Michael Klingenberg (University College London, United Kingdom, m.klingenberg@ucl.ac.uk); Ann Hodgson (Institute of Education, London, United Kingdom)

3AA/12 Study of mistreatment with medical students in the clinical setting
Habibeh Ahmadipour, Reza Vafadar (Kerman University of Medical Sciences, Kerman, Iran, habibehahmadipour@gmail.com)

3AA/13 Remedial program for clinical performances: one chief resident’s serial tutoring was better than many professors’ tutoring
Sun Jura Muung, Kyung Duk Park, Jwa-Seop Shin, Seok Hoon Kang (Seoul National University College of Medicine, Seoul, Republic of South Korea, issac73@snu.ac.kr)

3AA/14 A new preclinical-year revision course designed and taught by clinical-year students: Analysis of attending tutees’ perceived confidence in the teaching, the clinical topics, and the impact of frequency of voluntary attendance and measurable performance
Connie Wiskin, Majd Protty, Mann Jake, Mohammed Mohammed (University of Birmingham, United Kingdom, c.m.wiskin@bham.ac.uk)

3AA/15 A comparative OSCE between Internship students and a group taking a remedial course at UNAM Faculty of Medicine in Mexico
Jorge Peña-Balderas, Andrés Trejo-Mejía, Adrian Martinez-González, Melchor Sánchez-Mendiola (Universidad Nacional Autónoma de México, jo.rpb5@hotmail.com)

3BB POSTERS: Clinical Assessment
Chairperson: Gerry Gormley (UK)
Location: Forum 1, 2, 3

3BB/1 Comparison of a 3-point versus a binary checklist for assessment of procedural skills
Alison Walzak, Maria Bacchus, Jeffrey Schaefer, Irene W.Y. Ma (University of Calgary, Canada, awalzak@ucalgary.ca)

3BB/2 Are radiologic diagnostic skills different in Primary Care Physicians using film or screen X-rays? The validation of a standardized test on radiological diagnostic skills
Tamara Sigal, Andres D’ippolito, Osvaldo Velan, Fernando Rubinstein, Eduardo Durante (Hospital Italiano de Buenos Aires, Argentina, eduardo.durante@hospitalitaliano.org.ar)

3BB/3 Video evaluation and feedback of medical students’ hand hygiene skill
Ricardo Tjeng, Luis Patrao, Edmundo Dias, Pedro Lito, Miguel Castelo-Branco (University of Beira Interior, Covilha, Portugal, rtjeng@fcsaude.ubi.pt)

3BB/4 Assessing our assessments: A sociolinguistic investigation into the cultural and communicative issues in a General Practitioner licensing exam
Sarah Atkins, Komila Hawthorne (Royal College of General Practitioners, London, United Kingdom); Celia Roberts (King’s College London, United Kingdom, sarah.atkins@kcl.ac.uk)

3BB/5 Are there automated systems for individualized personal feedback after OSCE?
Isabel Gheysen (Katholieke universiteit Leuven, Belgium, isabel.gheysen@med.kuleuven.be)

3BB/6 Nurses’ attitude on assessing physicians’ interpersonal and communication skills
Kai-Kuen Leung (National Taiwan University College of Medicine, Taipei, Taiwan, kkleung@ntuh.gov.tw)

3BB/7 The correlation between category and global score in the oral assessment of emergency department resident clinical competencies
Ching-Hsing Lee, Yu-Che Chang, Chien-Kuang Chen (Chang Gung Memorial Hospital, Taoyuan, Taiwan, lancetlee@gmail.com)

3CC E-POSTERS: International Medical Education
Chairperson: Bellecour Foyer
Location:

3CC/1 Selection of international medical graduates into Canadian postgraduate residency training: factors associated with matching
Sandra Banner, Sara Rattanasithy (Canadian Resident Matching Service, Ottawa, Canada, sarra.rattanasithy@carms.ca)

3CC/2 Medical education in Afghanistan
Takuya Adachi, Hirotaka Onishi, Kiyoshi Kitamura (University of Tokyo, Japan, tadachi-tky@umin.ac.jp)

3CC/3 Evaluation of the effectiveness of International Exchange Student Programme based Interprofessional Learning
Nobuo Oshima, Reiko Miyamoto (Tokyo Metropolitan University, Tokyo, Japan, oshima@hs.tmu.ac.jp); Susan Strong (St George’s University of London, United Kingdom); Pamela Jackson, Edger Meyer (University of Southampton, United Kingdom); Richard Pitt (University of Nottingham, United Kingdom)
3CC/4 Promoting Personal and Professional Growth – The Role of Reflection and Scholarship in Global Health Experiences for Pre-Clinical Medical Students
Amita Kulkarni, Ashley Lundgren, Carolyn Miranda, Carrie Bronsther, T.J. Jirasevijinda (Presenter: Carol Capello, Weill Cornell Medical College, New York, United States, cfc2002@med.cornell.edu)

3CC/5 A Framework for the Integration of Global Health Educational Activities
Katherine Rouleau, Cynthia Whitehead, Barry Pakes (University of Toronto, Canada, katherine.rouleau@utoronto.ca)

3CC/6 International variation in performance by basic science discipline on USMLE Step 1
David Swanson, Kathleen Holtzman, Wendi Ouyang, Gerard Dillon (National Board of Medical Examiners, Philadelphia, United States, dswanson@nbme.org); Jack Boulet (Foundation for the Advancement of Medical Education and Research, Philadelphia, United States)

3CC/7 Climate change and sustainable health care: assessing students’ interest
Y Takeda, A Wylie, K Leedham-Green, K Boardman, R Paul, R Sugden (King’s College London School of Medicine, United Kingdom, yukotakeda@kcl.ac.uk)

3CC/8 Creating culturally authentic films about health: challenges and best practices
Debra Bryan, Carl Patow (HealthPartners, Institute for Medical Education, Minneapolis, Minnesota, United States, debra.j.bryan@healthpartners.com)

3CC/9 Developing critical cultural awareness in the intercultural language classroom for medical students
Peih-ying Lu (Kaohsiung Medical University, Kaohsiung, Taiwan, peyilu@kmu.edu.tw)

3CC/10 A Cross-Cultural Study of Overseas Clinical Elective Students’ Approaches to Professional Dilemmas: When in Rome, Do as the Romans Do?
Sheng-Li Cho (National Taiwan University, Taipei, Taiwan, leechocho@gmail.com); Shiphra Ginsburg (University of Toronto, Ontario, Canada); Ming-Jung Ho (National Taiwan University, Taipei, Taiwan)

3CC/11 Analysis of medical elective reflection papers: a novel approach to cultural understanding
D Davies (University of Warwick, Coventry, United Kingdom, d.davies@warwick.ac.uk); C Margolis (Ben Gurion University, Beer Sheva, Israel); J Fleischer, J Haffer, M Graham, R Rohrbaugh (Yale University, New Haven, United States)

3CC/12 Intercultural awareness in medical education – innovative preparatory course for Medicine students planning rotations abroad: intercultural communication and specific training in foreign language
Eliau Lemos, Susanne Druener, Melanie Simon, Andrea Pirkl, Sasa Sopka, Wolfgang Dott (Faculty of Medicine RWTH Aachen, Germany, elemos@ukaachen.de)

3CC/13 The HERMES (Harmonised Education in Respiratory Medicine for European Specialists) Initiative of the European Respiratory Society (ERS)
Paolo Palange (Sapienza University, Rome, Italy); Sharon Mitchell, Julie-Lyn Noel (European Respiratory Society, Lausanne, Switzerland); Gernot Rohde (European Respiratory Society, Maastricht, Netherlands)

3CC/14 European assessments: HERMES (Harmonised Education in Respiratory Medicine for European Specialists) Initiative of the European Respiratory Society (ERS)
Konrad E. Bloch (University Hospital of Zurich, Switzerland); Julie-Lyn Noel (European Respiratory Society, Lausanne, Switzerland, julie-lyn.noel@ersnet.org)

3CC/15 Where there is no psychiatrist: teaching Psychiatry in Somaliland
Amber Appleton (King’s College London, United Kingdom, amber.appleton@gmail.com)

3CC/16 Peer-assisted learning – modernising medical education in the teaching of clinical skills
Yousar Jafar (Cardiff University, Cardiff, United Kingdom, yousar_jafar88@yahoo.co.uk)

3DD POSTERS (en français): Méthodes d’apprentissages
Chairperson: Pierre Pottier (France)
Location: Bellecour Foyer

3DD/1 Vignettes cliniques vidéo, un outil pédagogique et d’évaluation de la psychiatrie (2009)
Caroline Dubertret (Université Rouen - Paris VII -Amiens-Caen-Lille, France)

3DD/2 Master Périnatalité: management et Pédagogie
Nicole Bosson (Master PMP, Faculté de Médecine de Dijon, France)

3DD/3 La délégation de formation AFGSu au régime de l’assurance qualité
Nicole Bosson (Faculté de Médecine de Dijon, France)

3DD/4 L’empathie chez les universitaires: impact du sexe
Elie Nemr, Nada Najem, Sani Hleis, Marwan Nasr, Fady Haddad (Saint-Joseph University, Beirut, Lebanon, elie.nemr@usj.edu.lb)
Empathie chez les universitaires de 1ère année
Nada Najem Nemr, Elie Nemr, Simon Abou-Jaoude, Sani Hlais, Alexandre Yazigi (Saint-Joseph University, Medical Education, Beirut, Lebanon, elle.nemr@usj.edu.lb)

Simulation haute-fidélité et développement professionnel continu. Des recommandations à la pratique
Thierry Secheresse, Pascal Usseglio, Catherine Joriaz, Daniel Habold, Guy-Pierre Martin (Centre Hospitalier de Chambéry, France, thierry.secheresse@ch-chambery.fr)

Enseignement intégré multimedia de la Cancérologie avec composantes présentielle et non présentielle en ligne, au sein de la Faculté Paris Diderot
Guilhem Bousquet, Maxime Bottstella, Jérôme Cros, Aurélie Fabre, Sandrine Faire, Philippe Bertheau (Hôpital Saint-Louis, Paris, France, guilhem.bousquet@sls.aphp.fr)

La disponibilité des diapositives avant les cours est associée avec des effectifs d’étudiants présents en cours plus élevés
Sophie Pelloux, Patrick Lermusiaux (Université de Lyon, France, s.pelloux@gmail.com)

Evolution des connaissances théoriques après une formation sur la prise en charge des voies aériennes supérieures (VAS) : Qui sont les meilleurs élèves ?
Laurent Brisard, Didier Pean, Cecile Magne (CHU Nantes, France, laurent.brisard@me.com); Xavier Combes (CH Félix Guyon, St Denis - La Réunion, France); Olivier Langeron (Groupe Hospitalier la Pitié-Salpêtrière-APHP, Paris, France); Corinne Lejus (CHU Nantes, France)

Impact du stress et de l’approche d’apprentissage sur la sélection en première année commune des études de santé (PACES) en France
Marie-Paule Gustin, Stara Isaac (Université Claude Bernard Lyon 1, Lyon, France, gustin@univ-lyon1.fr)

Validation d’une traduction française du « Revised Study Process Questionnaire (R-SPQ) »
Marie-Paule Gustin (Université Claude Bernard Lyon 1, France, marie-paule.gustin@univ-lyon1.fr); Anne Baroffio, Margaret G. Weidenbach, Milena Abbiati (Université de Genève, Switzerland); Stara Isaac (Université Claude Bernard Lyon 1, Villeurbanne, France)

SESSION 4: Simultaneous Sessions

1600-1745 4A SYMPOSIUM: Assessing Tomorrow’s Learners
Trudie Roberts (Leeds Institute of Medical Education, UK); Cees van der Vleuten (Maastricht University, The Netherlands)
Location: Amphitheatre

1600-1745 4B SYMPOSIUM: The Global Pediatric Education Consortium: Reforming Medical Education in Post-graduate Pediatric Training and Practice
Harish Amin (Royal College of Physicians and Surgeons of Canada); Nadia Badrawi (Egyptian Pediatric Association, Egypt); Bipin Batra (National Board of Examinations, India); Hazen Ham (American Board of Pediatrics, United States); Alfred Tenore (European Academy of Paediatrics, Italy)
Location: Pasteur Auditorium

1600-1745 4C AMEE FRINGE 1
Chairperson: Rachel Ellaway (Canada)
Location: Pasteur Lounge

1600-1620 4C/1 How to teach “informed consent” through ‘group therapy’ in 18 minutes!
K H Mujtaba Quadri (Shifa College of Medicine and Shifa International Hospital, Islamabad, Pakistan, mujtabaquadr@hotmail.com)

1620-1640 4C/2 Best memory of medical school – the Kimberley!
Donna B Mak, Ilse O’Ferrall, Alan Wright (University of Notre Dame, Fremantle, Perth, Australia, donna.mak@nd.edu.au); Rohan Carter (Geraldton Regional Aboriginal Medical Service, Geraldton, Australia); Kate Johnson (Sir Charles Gairdner Hospital, Perth, Australia); Pallas O’Hara (Royal Darwin Hospital, Darwin Australia); Andrew Saunders (University of Notre Dame, Fremantle, Australia)

1640-1700 4C/3 Mastering the Force of IT tools in medical education
Tudor Calinici (University of Medicine and Pharmacy Iuliu Hatieganu Cluj Napoca, Romania, tcalinici@unmcluj.ro)
1700-1720 4C/4 Welcoming InterProfessional Elephants (IPE) into the room
Peter Gallagher (Medical Education Unit, Wellington, New Zealand, peter.gallagher@otago.ac.nz)

1720-1745 Discussion

1600-1745 4D COMMUNICATIONS COURTES (en français):
Collaboration interprofessionnelle – Professionnalisme
Chairperson: Anne Demeester (France)
Location: Bellecour 1

1600-1615 4D/1 La prise en charge interprofessionnelle des patients en médecine interne : attentes et perceptions des rôles entre les médecins internes et les infirmiers(ères)
V Muller-Juge (Université de Genève, Switzerland, virginie.muller-juge@unige.ch); K S Blondon, S Cullot (Hôpitaux Universitaires de Genève, Switzerland); N V Vu (Faculté de Médecine, Université de Genève, Switzerland); G I Sovoldelli, M R Nendaz (Hôpitaux Universitaires de Genève, Switzerland)

1615-1700 4D/4 des ancrages pour mieux collaborer
Caroline Bois, Christina St-Onge, Isabelle Gaboury, Ariel Masetto, Nathaly Gaudreault, Marie-Claude Beaulieu (Université de Sherbrooke, Canada, caroline.bois@usherbrooke.ca)

1700-1715 4D/5 Enseigner les pratiques collaboratives: Implantation d’un curriculum interfacultaire en sciences de la santé et psychosociales à l’Université de Montréal
Éric Drouin (Université de Montréal, Canada, eric.drouin@umontreal.ca)

1645-1700 4E SHORT COMMUNICATIONS: Written Assessment
Chairperson: Lewis First (US)
Location: Bellecour 2

1600-1615 4E/1 Do images influence assessment in anatomy? An exploratory study of cognitive processes used by students
Marc Vorstenbosch, Shifra Bouter, Marianne van den Hurk, Jan Kooloos, Sanneke Bolhuis, Roland Laan (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, m.varstenbosch@anat.umcn.nl)

1615-1700 4E/4 Assessing the impact of preparedness and motivation on the results of a high-stakes medical examination
Irina Grabovsky, Michael Jodoin, John Phebus (NBME, Philadelphia, United States, igrabovsky@nbme.org)

1630-1645 4E/3 Does learning style impact on a student’s ability to answer single best answer MCQs correctly?
Mike Stevenson, Mairead Boohan (Queen’s University Belfast, United Kingdom); Tracey Wilkinson (Cardiff University, School Cardiff, United Kingdom, m.stevenson@qub.ac.uk)

1645-1700 4E/5 A comparison of judgement-based and objective standard setting methods for written examinations: Ebel versus Rasch
Matt Homer, Godfrey Pell (University of Leeds, United Kingdom, m.s.homer@leeds.ac.uk)
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1715-1730 4E/6 Identification of formal mistakes and cueing by automatic review algorithms
Achim Hochlehnert, Andreas Moeltner, Konstantin Brass, Jobst-Hendrik Schultz, Jana Juenger (University of Heidelberg, Germany, achim_hochlehnert@med.uni-heidelberg.de)

1730-1745 4E/7 Affective aspects of corrective feedback
Hadas Levy (Royal College of Physicians of Ireland, Dublin, Ireland, hadaslevy@rcpi.ie)

1745-1800 4E/8 Equating computer tests in small samples – case study in pharmacology
Milton Severo, Margarida Amaral, Daniel Moura (University of Porto, Portugal milton@med.up.pt)

No Discussion

1600-1745 4F PHD REPORTS 1
Chairperson: Diana Dolmans (Netherlands)
Location: Bellecour 3

1600-1620 4F/1 At-risk medical students: characteristics and possible interventions
RM Stegers-Jager (Erasmus MC, Rotterdam, Netherlands, k.stegers-jager@erasmusmc.nl); J Cohen-Schotanus (University Medical Center Groningen and University of Groningen, Netherlands); APN Themmen (Erasmus MC, Rotterdam, Netherlands)

1620-1640 4F/2 Motivation in medical students
Rashmi Kusurkar (University Medical Center Utrecht, Netherlands, R.Kusurkar@vumc.nl); Gerda Croiset (VU University Medical Center Amsterdam, Netherlands); Olle ten Cate (University Medical Center Utrecht, Netherlands)

1640-1700 4F/3 Diagnostic palpation in osteopathic medicine: A putative neurocognitive model of expertise
Jorge Esteves (British School of Osteopathy, London, United Kingdom, j.esteves@bso.ac.uk)

1700-1720 4F/4 Teaching and Learning Clinical Skills: Mastering the Art of Medicine
Robbert Duvivier, Albert Scherpier (Maastricht University, Maastricht, Netherlands, robbertduvivier@gmail.com)

1720-1740 4F/5 Building a theoretical framework to support the design of effective patient safety education: The SECTOR model
Morris Gordon (University of Salford, United Kingdom, morris@betterprescribing.com)

1740-1745 Discussion

1600-1745 4G RESEARCH PAPERS: Discourse Analysis
Chairperson: Lorelei Lingard (Canada)
Location: Space Gratte-Ciel

1600-1620 4G/1 One word, many uses: A discourse analysis of ‘integration’ in medical education
Cynthia Whitehead, Tina Martimianakis, Maria Mylopoulos, Nikki Woods, Fiona Webster (University of Toronto, Canada, cynthia.whitehead@utoronto.ca)

1620-1640 4G/2 Theoretically Pure Thoughts or Methodological Promiscuity? A Discourse Analysis Case Study in Medical Education Using Complementary Conceptual Lenses
Saleem Razack (McGill University, Montreal, Canada, saleem.razack@mcgill.ca)

1640-1700 4G/3 Enhancing the Quality Improvement Outcomes of the CCO HPB Community of Practice
Simon Kitts (University of Toronto, Canada, simon.kitts@utoronto.ca); Jennifer Peller (University Health Network, Toronto, Canada); Carol-anne Moulton, Steven Gallinger (University of Toronto, Canada)

1700-1720 4G/4 Trends in doctoral education among healthcare professions in the United States
Jeffrey Seegmiller (University of Idaho, Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI), Moscow, United States, jeffreys@uidaho.edu); Alan Nasypany (University of Idaho, Moscow, United States); Jennifer Seegmiller (Lewis-Clark State College, Lewiston, United States)

1720-1745 Discussion

1600-1745 4H SHORT COMMUNICATIONS: Leadership
Chairperson: Emmanuel Cassimatis (US)
Location: Gratte-Ciel 1

1600-1615 4H/1 Implementation of the Medical Leadership Competency Framework in Undergraduate Education in the UK: A Survey of Medical Schools
Peter Spurgeon (Warwick Medical School, Coventry, United Kingdom, p.c.spurgeon@warwick.ac.uk)

1615-1630 4H/2 How can current assessment methods in undergraduate medical education be changed to test leadership and management abilities?
Arvinder Singh Sood (Imperial College London, United Kingdom, ass07@ic.ac.uk)

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1630-1645 4H/3 Leadership as a Core Curriculum Subject in Undergraduate Medical Education: A Purposive Intervention Towards Professionalism at the Ateneo School of Medicine and Public Health
Ma. Luz S Casimiro-Querubin, Luisito G Montalbo, Ruben D Canlas Jr, Tygran R Odi, Carina B Teves (Ateneo School of Medicine and Public Health, Pasig City, Philippines, mlcquerubin@aps.ateneo.edu)

1645-1700 4H/4 Medical leadership and management training for post-foundation doctors
Robert Palmer (Warwick Medical School, Coventry, United Kingdom, r.g.palmer@warwick.ac.uk)

1700-1715 4H/5 Learning leadership and collaborative working through a pairing scheme for Foundation doctors and graduate management trainees
Lindsay Hadley, Clare Penlington (KSS Deanery, London, United Kingdom, lhadley@kssdeanery.ac.uk)

1715-1730 4H/6 Self And Peer-Assessments of Emotional Intelligence: Fostering Leadership in Medical Educators
Amina Ahmad (College of Physicians and Surgeons Pakistan (CPSP), Karachi, Pakistan, aminaahmad@hotmail.co.uk); Shehla Sami (Sandeman Provincial Hospital (SPH) and Bolan Medical College (BMC), Quetta, Pakistan); Sirajul Haque Shaikh (College of Physicians and Surgeons Pakistan (CPSP), Karachi, Pakistan)

1730-1745 4H/7 Professional development needs of Department Chairs
Danielle Blouin, Iain Young (Queen's University, Kingston, Canada, blouind@kgh.kari.net)

No Discussion

1600-1800 4I SHORT COMMUNICATIONS: Outcome Based Education/Competency Based Education 1
Chairperson: Jason Frank (Canada)
Location: Gratte-Ciel 2

1600-1615 4I/1 Towards a competency-based curriculum: the focus of undergraduate medical education curriculum renewal at the Université de Sherbrooke
M. Xhignesse, D. Bedard, A. Graillon, S. Hatcher, F. Bernier, E.R. Gagne (Université de Sherbrooke, Canada, marianne.xhignesse@usherbrooke.ca)

1615-1630 4I/2 Introduction of medical students to CanMEdS competencies through an experiential case-based learning project
Adriana Lazarescu (University of Alberta, Edmonton, Canada, adriana.lazarescu@ualberta.ca)

1630-1645 4I/3 The Australian Collaboration for Clinical Assessment in Medicine (ACCLAIM). Benchmarking graduate clinical skills: assessment processes and outcomes
Craig Zimitat, Bunmi Malau-Adul, Richard Turner (University of Tasmania, Hobart, Australia, craig.zimitat@utas.edu.au); Peta-Ann Teague et al. (James Cook University, Townsville, Australia); David Kramer et al. (Deakin University, Melbourne, Australia); Nicky Hudson et al. (University of Wollongong, New South Wales, Australia)

1645-1700 4I/4 Identifying common graduate learning outcomes across healthcare professions
Maree O'Keefe (University of Adelaide, Australia, maree.okeefe@adelaide.edu.au); Amanda Henderson (Grafft University, Mt Grovatt, Australia); Rachael Pitt (La Trobe University, Melbourne, Australia)

1700-1715 4I/5 A challenge for professional influence on syllabi in medicine and nursing
Gudrun Edgren, Ana Lindberg-Sand (Lund University, Lund, Sweden, gudrun.edgren@med.lu.se)

1715-1730 4I/6 Assessing the use of a national consensus statement by mapping it to a PAL-program
Wolf E Blaum, Katja A Dannenberg, Torsten Friedrich, Anne Jarcewski, Anne-Katrin Reinsch, Olaf Ahlers (Charité Berlin, German, wolf.blaum@charite.de)

1730-1800 4I/7 Characteristics of a student who is well prepared for clinical placement: a Delphi study of clinical educators
L Chipchase (The University of Queensland, Brisbane, Australia); P Buttrum (QEHJ Jubilee Hospital, Brisbane, Australia); R Dunwoodie, A E Hill, A Mandrusiak, M Moran (The University of Queensland, Brisbane, Australia; r.dunwoodie@uq.edu.au)

1745-1800 4I/8 Policy enacted – teachers’ approaches to outcome based education
Linda Barman, Klara Bolander-Laksov, Charlotte Stilén (Karolinska Institutet, Stockholm, Sweden, linda.barman@ki.se)

No Discussion

1600-1745 4J SHORT COMMUNICATIONS: Where are we with PBL?
Chairperson: Samy Azer (Saudi Arabia)
Location: Tete d’Or 1

1600-1615 4J/1 Problem Based Learning: Does it produce dissatisfied graduates?
RDW O'Donnell (NHS Greater Glasgow and Clyde, Glasgow, United Kingdom, robodonnell@doctors.org.uk); RC Howarth (University of Glasgow, United Kingdom)
1615-1630 4J/2  Empathy, psychological defense mechanisms and attitudes towards PBL
Are Holen, Helene K Skovdahl, Cathinka Thyness (NTNU, Trondheim, Norway, are.holen@ntnu.no)

1630-1645 4J/3  Patient-centred medical education: the role of the problem-based learning case
Anna MacLeod (Dalhousie University, Halifax, Canada anna.macleod@dal.ca)

1645-1700 4J/4  The decay of trust in the student-centred model of PBL
Tim Neild (Flinders University, Adelaide, Australia, tim.neild@flinders.edu.au)

1700-1715 4J/5  Peer Feedback and Reflection: The Effect on Student Functioning and Achievement in PBL Groups
R.A. Kamp (Maastricht University, Maastricht, Netherlands, R.Kamp@maastrichtuniversity.nl)

1715-1730 4J/6  Piloting Team-Based Learning in a Problem-Based Curriculum
Børge Lillebo, Hilde Grimstad (Norwegian University of Science and Technology, Trondheim, Norway, borge.lillebo@ntnu.no)

1730-1745 4J/7  Current Issues and Challenges in the Application of Problem-Based Learning (PBL) in Postgraduate Medical Education
Mohammad Zubairi, Burke Baird, Moyez Ladhani (McMaster University, Hamilton, Canada)

No Discussion

1600-1745 4K  SHORT COMMUNICATIONS: Career Choice
Chairperson:
Opening Discussant:  David Taylor (UK)
Location:  Tete d’Or 2

1600-1615 4K/1  Career preferences: differences in medical students’ choice between their first and 6th (last) year
Gordana Pavlekovic, Lucija Murgic, Jelena Evic (University of Zagreb, Croatia, gpavleko@snz.hr)

1615-1630 4K/2  Medical careers and coaching – an exploratory study
Joan Reid (Postgraduate Deanery for Kent, Surrey and Sussex, London, United Kingdom, jreid@kssdeanery.ac.uk)

1630-1645 4K/3  Exploring career decision-making in medicine: a focus group study of foundation doctors in the Wessex Deanery, UK
Samantha Scallan, Jonathan Lake, Reg Odbert (Wessex Deanery, Winchester, United Kingdom, samantha.scallan@uhs.nhs.uk)

1645-1700 4K/4  Career decision models. Culture and motivation
Nynne Lykke Christensen, Bettina Vestergaard Andersen (Danish Medical Association, Copenhagen, Denmark, nlc@dadm.dk)

1700-1715 4K/5  Career choice in paediatrics – How foundation trainees navigate the career maze
Indumathy Lokshminarayana (Alexandra Hospital, Redditch, United Kingdom, indumath2000@yahoo.com)

1715-1730 4K/6  Retention in a regional health network of rural physicians graduated from Maharat Nakhon Ratchasima Hospital Medical Education Center, Thailand
Surasit Chitpitakkert, Sorarat Lermanuworarat (Maharat Nakhon Ratchasima Hospital, Nakhon Ratchasima, Thailand, drsurasit@hotmail.com)

1730-1745 Discussion

1600-1745 4L  SHORT COMMUNICATIONS: Professionalism
Chairperson:  Antonio Pais de Lacerda (Portugal)
Opening Discussant:  Richard Hawkins (US)
Location:  Rhone 1

1600-1615 4L/1  Developing Professionalism in Italian medical students: an educational framework
Fabrizio Consorti, Laura Potasso, Emanuele Toscano (University “Sapienza” of Rome, Italy, fabrizio.consorti@uniroma1.it)

1615-1630 4L/2  “Not Worth the Effort”: Why Residents and Faculty Fail To Report Unprofessional Behaviour – Concept Mapping Shows These Groups Are Not So Different
Heather Lochnan, Anna Byszewski, Stephanie Sutherland (University of Ottawa, Canada, hlochnan@toh.on.ca)

1630-1645 4L/3  Continuity in the assessment of professional behaviour
M.C. Mak-van der Vossen, S.M. Peerdeman (VUmc School of Medical Sciences, Amsterdam, Netherlands)

1645-1700 4L/4  Challenges for faculty: addressing student concerns about tutor professionalism
Anthony Cummins, Tom Fahey, David Smith (Royal College of Surgeons in Ireland (RCSI) Dublin, Ireland, anthony.cummins@rcsi.ie)
1700-1715  4L/5  Assessment of students’ perceptions of professionalism in social media
Rachel Havyer, Darcy Reed (Mayo Clinic, Rochester, United States, havyer.rachel@mayo.edu)

1715-1730  4L/6  Using the visual arts to learn about the doctor patient relationship
Rebecca Viney (University of London, United Kingdom, Rebecca.Viney@londondeanery.ac.uk)

1730-1745  Discussion

1600-1745  4M  SHORT COMMUNICATIONS: Interprofessional Education
Chairperson: Sarah Hean (UK)
Location: Rhone 2

1600-1615  4M/1  Unexpected Lessons from Interprofessional Colleagues
Simon Field (Dalhousie University, Halifax, Canada, simonfield@dal.ca)

1615-1630  4M/2  Interprofessional case based learning
Judith Purkis, David Davies, Persefoni Stylianoudaki, Grier Palmer, Webb Julian, Brooks Val (University of Warwick, Coventry, United Kingdom, Judith.Purkis@warwick.ac.uk)

1630-1645  4M/3  Academic staff attitudes and beliefs about interprofessional education in a comprehensive health faculty
Heather Alexander, Cecilia Arrigoni, Ray Tedman, Amanda Henderson, Gary Rogers (Griffith University, Gold Coast, Australia, h.alexander@griffith.edu.au)

1645-1700  4M/4  Interprofessional Pain Education for Undergraduates: Impact and Challenges
Emma Briggs, Jayne Frisby, Joseline Williams, Anna Battaglia, Tara Renton, Isaac Sorinola (Kings College London University, London, United Kingdom, jayne.frisby@kcl.ac.uk)

1700-1715  4M/5  Educating junior doctors about interprofessional practice: more barriers than enablers
Jacqueline Milne, David Greenfield, Jeffrey Braithwaite (University of New South Wales, Sydney, Australia, j.milne@unsw.edu.au)

1715-1730  4M/6  About the development of interprofessional modules
Theresa Scherer (Berner Fachhochschule, Bern, Switzerland, theresa.scherer@bfh.ch)

1730-1745  4M/7  The use of UNDMG case studies to promote interprofessional learning and raise global health awareness in pre-registration students
Grahame Pope, Derek Chambers, Caroline Voisine (Universitas 21 UNMDG Group, grahame.pope@nottingham.ac.uk)

No Discussion

1600-1745  4N  WORKSHOP: Young medical educators’ workshop: Collaborative Research in Medical Education: strategies, benefits, pitfalls
Sören Huwendiek (Childrens Hospital Heidelberg, Germany, soeren.huwendiek@med.uni-heidelberg.de); Monica van de Rüder (Albert Schweitzer Hospital, Dordrecht, Netherlands); Zubair Amin (National University Hospital, Singapore); Regina Petroni Mennin (Universidade Federal do Sao Paulo, Brazil); Charlotte Ringsted (University of Copenhagen and Capital Region, Copenhagen, Denmark); Stewart Mennin (University of New Mexico School of Medicine/ Mennin Consulting and Associates Inc., New Mexico)
Location: Gratte-Ciel 3

1600-1745  4O  WORKSHOP: Integrating Virtual Patients in Clinical Education
Norman Berman (Dartmouth Medical School, Lebanon, United States, norman.berman@dartmouth.edu); Valerie Lang (University of Rochester, Medicine, United States); James Nixon (University of Minnesota, Medicine, United States); Martin Fischer (Ludwig-Maximilians-Universität München, Germany); Michael Dell (Case Western Reserve University School of Medicine, Cleveland OH, United States, michael.dell@uhospitals.org); Samuel Edelbring (Karolinska Institute, Stockholm, Sweden, samuel.edelbring@ki.se)
Location: Rhone 3a

1600-1745  4P  WORKSHOP: Writing MCQs in challenging content areas
Kathleen Holtzman, David Swanson (National Board of Medical Examiners, Philadelphia, United States, kholtzman@nbme.org; dswanson@nbme.org)
Location: Rhone 3b

1600-1745  4Q  WORKSHOP: Training the Trainers to Support Doctors in Difficulty
Alistair Thomson, Liz Spencer (National Association of Clinical Tutors UK (NACT UK), Milton Keynes, United Kingdom, liz9303@gmail.com)
Location: St Clair 1
4R WORKSHOP: Teaching confidentiality with confidence
Bryan Vernon (Newcastle University, Newcastle upon Tyne, United Kingdom, b.g.vernon@ncl.ac.uk); Al Dowie (University of Glasgow, United Kingdom)
Location: St Clair 2

4S WORKSHOP: Setting up OSCE examinations: Academic considerations
Kathryn Gaunt, Sankaranarayanan Ramachandran (Lancashire Teaching Hospitals Trust, Preston, United Kingdom, kathryngaunt@gmail.com; docsramc@yahoo.co.uk); Piyush Pushkar (West Midlands Deanery, Manchester, piyushpushkar@doctors.org.uk); Kamran Khan (Manchester Medical School & LIHTY Preston, Manchester, United Kingdom, kamran.khan@manchester.ac.uk)
Location: St Clair 3a

4T WORKSHOP: Mastery Learning and Deliberate Practice in Medical Education
William McGaghie, Diane Wayne (Northwestern University Feinberg School of Medicine, Chicago, United States, wmcn@northwestern.edu; dwayne@northwestern.edu)
Location: St Clair 3b

4U WORKSHOP (Atelier en français): Intégrer les compétences émotionnelles dans un curriculum de formation professionnelle en santé recourant à l’approche par compétences
Florence Parent (Université libre de Bruxelles, Bruxelles, Belgium, florence.parent@ulb.ac.be); Jean Jouquan, Université de Bretagne occidentale, Brest, France, jean.jouquan@chu-brest.fr)
Location: St Clair 4

4W POSTERS: Faculty Development
Chairperson: Helen Batty (Canada)
Location: Forum 1, 2, 3

4W/1 Teaching the senior teachers improves the learning environment
Merete Ipsen (Aarhus University, Aarhus, Denmark, m.ipsen@rm.dk); Mads Nibe (Concern Human Ressources, North Denmark Region, Aalborg, Denmark)

4W/2 Better teachers for medical education through a faculty development teaching program: the Singapore experience
Katherine Grace Baisa (Singapore Health Services Pte Ltd, Singapore, katherine.baisa@singhealth.com.sg); Jeffrey Wong (Medical University of South Carolina, United States); Lawrence Greenblatt (Duke University Medical Center, North Carolina, United States); Hafizah Bte Rafie Nur, Diana Goh, Colin Song (Singapore Health Services Pte Ltd, Singapore)

4W/3 Transfer to workplace of competencies learnt in a programme for educational supervisors training offered by the East Midlands Healthcare Workforce Deanery, England
David Matheson, Catherine Matheson (University of Nottingham / East Midlands Deanery, Nottingham, United Kingdom, david.matheson@nottingham.ac.uk)

4W/4 Narratives in Faculty Development
Valéria Machado; José Lúcio Machado (Universidade Cidade de São Paulo, Brazil, vmpsp28@yahoo.com.br)

4W/5 Online teacher development: critical issues and possible solutions
Marta Menezes (Escola Bahiana de Medicina e Saúde Pública, Salvador, Brazil, martalsilvamenezes@gmail.com); Denise Ballester (USP, São Paulo, Brazil); Ieda Aleluia (EBMSP, Salvador, Brazil); Valdes Ballella (UFP - Ribeirão Preto, Brazil); Eliana Amaral (UNICAMP, Campinas, Brazil); Paulo Marcondes (FAMEMA, Marilia, Brazil)

4W/6 National strategy for faculty development in Kazakhstan Medical Universities
Alma Syzdykova (Ministry of Health, Astana, Kazakhstan); Ilyas Kulmagambetov (Republican Centre for Health System Development, Astana, Kazakhstan); Sattanat Mukasheva, Farida Nurmanbetova (Ministry of Health & IBRD Kazakhstan Health Sector Technology Transfer & Institutional Reform Projects Group, Astana, Kazakhstan, faridan_09@yahoo.com)

4W/7 Building a competence based teaching profile for a multi-career Faculty of Medicine
Katherine Marin (Universidad del Desarrollo, Santiago, Chile, kmarin@udd.cl); Josefina Santa-Cruz (Pontificia Universidad Catolica de Chile, Santiago, Chile); Miranda Teresa (Universidad de Chile, Santiago, Chile)

4W/8 Evaluation of a Mentorship Program in a Canadian School of Medicine & Dentistry
Margaret Steele, Brenda Davidson, Douglas Jones, Matthew Longstaff (Western University, London, Canada, msteele@uwo.ca); Maureen Mapherson (London Health Sciences Centre/St. Joseph’s Health Care, London, Canada); Lois Haytor (Western University, London, Canada)

4W/9 Co-operation of all German Speaking Veterinary Universities to Create a Competence Center for Veterinary Education
Peter Stucki (Vetsuisse Faculty University Bern, Switzerland, peter.stucki@vetsuisse.unibe.ch)
Non-displayed posters at AMEE 2011 conference: magnitude of the problem and causality
Marko Zdravkovic, Rok Hrzic (University of Maribor, Slovenia, rok.hrzic@gmail.com)

A smart way to get published
Dongtao Lin, Hong Xie, Hong Deng (Sichuan University, Chengdu, People’s Republic of China, dongtao.lin@gmail.com)

Using Online Form for Increasing Response Rate in Quality Assurance Evaluation
Monavika Punnon, Nipon Uppamanoraset (Queen Savang Vadhana Memorial Hospital, Sriracha, Chonburi, Thailand, p.monavika@gmail.com)

Is observation of teaching an effective tool for professional development?
Alyson Quinn, Richard Cure (University of Warwick, Coventry, United Kingdom, A.Quinn@warwick.ac.uk)

RIPPLE – Regional Integrated Programme for Paediatric Local Educators, Empowering local faculty to teach and support paediatric traineees through the MRCPCH
Seema Sukhani, Melanie Menden, Andrew Long (London School of Paediatrics, London, United Kingdom, seema_sukhani66@hotmail.com); John Moreiras (The Whittington Hospital, London, United Kingdom); Quen Mok, Francina Cummington (Great Ormond Street Hospital, London, United Kingdom)

Continuous teaching training: a medical curriculum space
S. Susacasa, A. Candreva (Facultad de Ciencias Médicas de la Universidad Nacional de La Plata, Argentina, susacasa@gmail.com)

Can the doctors as teachers assessment tool promote faculty development?
K Nathavitharana, A B Whitehouse, D W Wall, E A Hughes (NHS West Midlands Deanery, Birmingham, United Kingdom, knathavitharana@nhs.net)

Exploring community faculty engagement in education scholarship
Marcus Law, Maria Mylopoulos (University of Toronto, Canada, marcus.law@utoronto.ca)

Junior doctors as agents for medical education in a London teaching hospital
Teresa Tsakok, Camus Nimmo, Hamish Graham, Janice Rymer, Claire Mallinson, David Treacher, Rosalinde Tilley (Guy’s and St Thomas’ NHS Foundation Trust, London, United Kingdom, hamish.graham@gstt.nhs.uk)

The Master Course in Medical Education as a Staff Development Program in Angola
Mario Fresta, Miguel Bettencourt, Carlos Tuti (Faculty of Medicine of the University of Agostinho Neto (Angola), Luanda, Angola, cedumed@fmuan.maxnet.ao); Ana Freitas, Patricia Ferreira, Maria Amelia Ferreira (University of Porto, Portugal)

POSTERS: Selection
Chairperson:
Location: Forum 1, 2, 3

Use of Multiple Mini Interviews for Evaluation of Professional Competencies in Candidates for Admission into a Veterinary Professional Program
Jacque Pelzer; Jennifer Hodgson (Virginia-Maryland Regional College of Veterinary Medicine-Virginia Tech, Blacksburg, United States, jpelzer@vt.edu)

Gender may represent a selection bias in the Admission Exam (AE) of Brazilian Medical Schools (BMS)
Gabriel Henrique Beraldi (University of São Paulo, Brazil, gabrielherald@gmail.com)

Differences in examination performances referring to admission criteria at Hannover Medical School
Agnieszka Dudzinska, Volkhard Fischer (Hannover Medical School, Hannover, Germany, dudzinska.agnieszka@mh-hannover.de)

What Makes a Good Medical Student? Judgement of Social Competencies Via Online-Self-Assessment
Janine Kahmann, Martina Kadmon (Studierendenauswahl, Medizinische Fakultät Heidelberg, Heidelberg, Germany, janine.kahmann@med.uni-heidelberg.de)

Admissions: Widening Participation in Greater Manchester – Pilot Study
J Carrell; M Maskery, F Luzzii, B Vadwana (University of Manchester, United Kingdom, jenna.carrell@student.manchester.ac.uk); EJR Hill (Maastricht University, Maastricht, Netherlands); S Vaughan (University of Manchester, United Kingdom);

Admissions interviews: how important are they in selecting prospective veterinary students?
NPH Hudson, SM Rhind, DJ Shaw, GM Giannopoulos, CA Phillips, RJ Mellanby (University of Edinburgh, United Kingdom, neil.hudson@ed.ac.uk)

Academic and non-academic selection criteria in predicting medical school achievement
Axel P.N. Themmen, Louise C. Urlings-Strap, Karen M. Stegers-Jager (Erasmus MC, Rotterdam, Netherlands, a.themmen@erasasmusmc.nl)
4X/8 Differences of learning outcomes between medical students in urban and rural areas
Yeu-Jhy Chang, Ching-Ming Liu, Chien-Da Huang, Ji-Tseng Fang, Jing-Long Huang, Wen-Neng Ueng (Chang Gung Memorial Hospital, Taoyuan, Taiwan, yjc0601@adm.cgmh.org.tw)

4X/9 Perceptions of Students on Selection Interview
Wai Phyo Win, Sow Chew Fei, Daw Khin Win, Khin Ma Ma, Kotrina Azmen (International Medical University, Kuala Lumpur, Malaysia, phyowin_wai@imu.edu.my; waiqwin@gmail.com)

4X/10 Comparison of academic achievement between graduate-entry and non-graduate entry medical students in Seoul National University College of Medicine, Korea
Eun Jung Kim (Seoul National University, Seoul, Republic of South Korea); Jin Young Hwang (Ewha Womans University, Seoul, Republic of South Korea); Seung-Hee Lee, Seok Hoon Kang, Jwo-Seop Shin, Young-il Hwang (Seoul National University, Seoul, Republic of South Korea, ynjmaa@snu.ac.kr)

4X/11 Medical school admission criteria and students’ performance: ten-year experience of a Lebanese medical school
Jihad Irani, Camille Nassar (University of Balamand, Beirut, Lebanon, jihad.irani@balamand.edu.lb)

4X/12 Are You Choosing The Right Students? An Inter-professional Look at Admissions
Paul Gamble (The Michener Institute, Toronto, Canada, pgamble@michener.ca)

4X/13 Effectiveness of two-stage intensive interview for recruiting suitable medical students in Taiwan: A prospective study
Jui-Yu Wu, Shyr-Yi Lin, Chi-Ruey Tseng (Taipei Medical University, Taipei, Taiwan, jwu@tmu.edu.tw)

4X/14 Selection of medical students in Taiwan: change is difficult
Der-Fang Chen (Cathay General Hospital and E-Da hospital, Taipei, Taiwan); Tsuen-Chian Tsai, Victor Chia-Hsiang Lin (E- Da Hospital, Kaohsiung City, Taiwan; dfchen2002@yahoo.com.tw)

4X/15 Examining the reasons behind choosing medical schools: factors involved in making a decision to study at a particular University
Lopa Patel (Queens Medical Centre Nottingham, United Kingdom); Mohamed Mohamed (Mossley Hill Hospital, Liverpool, United Kingdom, mosquared@hotmail.com); Dhaval Patel, Lewis Peake (University of Leicester, United Kingdom)

4Y POSTERS: Postgraduate Training 2
Chairperson: Peder Charles (Denmark)
Location: Forum 1, 2, 3

4Y/1 Quality of life of resident doctors in Songklanagarind Hospital
Supaporn Tengtrisorn (Prince of Songkla University, Songkla, Thailand, tsupapor@medicine.psu.ac.th)

4Y/2 Resident Work Hours at McMaster Children’s Hospital: Are We There Yet?
J DellaVedova, M Ladhani (McMaster University, Hamilton, Canada); (Presenter: Bojana Babic, McMaster University, Hamilton, Canada)

4Y/3 Educational value of the on-call experience in pediatric cardiac intensive care: trainee perspective
Sonal Owens (University of Michigan, Ann Arbor, United States, sthakkar@med.umich.edu)

4Y/4 Learning anaesthesiology – not just science but also an art
Leila Niemi-Murola (University of Helsinki, Finland); Charlotte Silén (Karolinska Institutet, Stockholm, Sweden, leila.niemi-murola@hus.fi)

4Y/5 Do resident patients utilize Convenient Care Clinics more than staff patients?
Denise Dupras, Kurt Angstman, Gregory Garrison, James Rohrer, Jason O’Grady (Mayo Clinic, Rochester, United States, dupras.denise@mayo.edu)

4Y/6 A sepsis masterclass for 4th year medical students
Peter Matthews (Rotherham General Hospital, Rotherham, United Kingdom, drp.matthews@sky.com)

4Y/7 Transition into Leadership: Helping junior trainees move into their senior roles
John Moreiras (The Whittington Hospital NHS Trust, London, United Kingdom); Jenny Hibbert, Francina Cunnnington (Great Ormond Street Hospital for Children NHS Foundation Trust, London, United Kingdom, jenny.hibbert@gosh.nhs.net)

4Y/8 The amount of bedside teaching of Specialist Registrars in Rehabilitation Medicine during hospital-ward consultations
GM Rommers, M Tepper (University Medical Center Groningen, Netherlands, g.m.rommers@umcg.nl)

4Y/9 Evaluation of a palliative care education for primary care residency: results of a prospective study
Patricia Mullan (University of Michigan School of Medicine, Ann Arbor, United States, pbmullan@umich.edu); Charles von Gunten (Institute for Palliative Care, San Diego, United States)

1600-1745
4Y/10 Confidence levels of internal medicine trainees in rheumatological skills and diagnosis: A Singapore perspective
Jun Yang Tay (National University of Singapore, Singapore); Zi Yan Chiam, Faith Liann Chia (Tan Tock Seng Hospital, tayjy89@gmail.com)

4Y/11 Junior Doctors' Views and Perceptions of Wound Management: Time for a re-appraisal?
Caroline Cheese, Bidhya Gurgua, Aza Abdulla (Princess Royal University Hospital, Orpington, United Kingdom, carolinecheese@hotmail.com)

1600-1745

4Z POSTERS: Curriculum Development
Chairperson: Nigel Bax (UK)
Location: Forum 1, 2, 3

4Z/1 The implementation of premedical program for medical school freshmen
Ja-Kyung Kim, Hee-Jeong Son, Jeong-Hee Yang (Kangwon National University, Chuncheon, Republic of South Korea, kjaky@kangwon.ac.kr)

4Z/2 Vertical Integration – possibilities and obstacles
Renee Day, Jane Harte (Griffith University and Queensland Rural Medical Education, Australia, r.day@qrme.org.au)

4Z/3 Do students learn to apply core knowledge later in the course? Evaluating clinical tutors’ perceptions of required anatomical knowledge
N Shareef, C Molyneux, O Westwood (Queen Mary University of London, United Kingdom, narin_shareef@hotmail.co.uk)

4Z/4 Social Pediatrics rotation and Social Responsiveness Project: experience of pediatric residents at Prince of Songkla University, Thailand
Sasisara Boonrasme, Somchit Jaruratanasirikul (Prince of Songkla University, Hat Yai, Thailand, somchit.j@psu.ac.th)

4Z/5 Final medical students’ perception for change in clinical teaching strategy
Abdalla Mohammed, Awadia Ali (University of Kassala, Sudan, dahmaa@yahoo.co.uk)

4Z/6 Current curriculum for Kampo (traditional Japanese) medicine in Japanese medical schools
Makoto Arai, Shun-ichiro Izumi (Tokai University School of Medicine, Isehara, Kanagawa, Japan, arai@tokai-u.jp)

4Z/7 Development of preliminary course in undergraduate medical curriculum
Jinyoung Hwang (Ewha Womans University, Republic of South Korea, loveluffa@gmail.com); Seung-Hee Lee, Eunjung Kim, Iwa-Soep Shin, Seok Hoon Kang (Seoul National University, Seoul, Republic of South Korea)

4Z/8 Topping and tailing the students’ learning experience
J Bishop, K Harrison, K Lewis, P Newton, T Brown (Swansea University, Swansea, United Kingdom, j.bishop@swansea.ac.uk)

4Z/9 Students’ and Faculty Perceptions of Early Patient Contact (EPC) Program in a University Teaching Hospital in United Arab Emirates
Pankaj Lamba, Manda Venkatramana (Gulf Medical University, Ajman, United Arab Emirates, drpankaj.lamba@gmail.com)

4Z/10 Narrative Medicine for Medical Students: A Pilot Experience in Chang Gung Memorial Hospital
Fu-Tsai Chung, Chien-Do Huang, Han-Pin Kuo, Ji-Tseng Fang, Jing-Long Huang, Wen-Neng Ueng (Chang Gung Memorial Hospital, Taipei, Taiwan, vikingchung@yahoo.com.tw)

4Z/11 The Health Professional We Want To Train: Learning Goals Pursued by Teachers of Undergraduate Programs
Cristhian Perez (Universidad de Concepción, Chile, cperezv@udec.cl)

4Z/12 An innovative way to promote interactivity in case discussion groups during the first year of medical school
Kevin Boczar, Robert Bell, Alireza Jalali, Jean Roy, Edgardo Hernandez (University of Ottawa, Canada, ajalali@uottawa.ca)

1600-1745

4AA POSTERS: Clinical Teaching 1
Chairperson: Richard Hays (Australia)
Location: Forum 1, 2, 3

4AA/1 A photographic Exhibition: Art, practice and education through simulation
Elaine Gill (King's College London, United Kingdom, elaine.gill@kcl.ac.uk)

4AA/2 Teaching burn wound by serial photography
Surachao Tangwiwat (Saraburi Medical Education Center, Saraburi, Thailand, surachao@gmail.com)

4AA/3 Developing clinicians: does mentorship matter?
Michelle Elzov, Shelley Rohar, Yanne Steiert, Peter McLeod, Mary Ellen Macdonald, Miriam Boillat (McGill University, Montreal, Canada, michelle.elzov@mcgill.ca)
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<thead>
<tr>
<th>Session</th>
<th>Title</th>
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<td>4AA/4</td>
<td>The contribution of the expert patient in nursing education: a learning experience</td>
<td>Lorenza Garrino, Maria Grazia Mazziotti, Valerio Dimonte (University of Turin, Italy, <a href="mailto:lorenza.garrino@unito.it">lorenza.garrino@unito.it</a>)</td>
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<td>4AA/5</td>
<td>Involvement of Real Patients in Medical Education: A Conceptual Framework to Guide the Adaptation of Patient Partner Programs to Pediatrics Training</td>
<td>Marie-Paule Morin, Maria Mylopoulos, Royfel Schneider (The Hospital for Sick Children, Toronto, Canada, <a href="mailto:marinemariepaule@gmail.com">marinemariepaule@gmail.com</a>); Mary Bell (Sunnybrook Hospital, Toronto, Canada); Tina Martimianakis (The Hospital for Sick Children, Toronto, Canada)</td>
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<tr>
<td>4AA/6</td>
<td>The impact of a Service Learning module on junior Health Sciences students</td>
<td>Adele De Villiers, AIN Louw, MHP Van Heusden (Stellenbosch University, Parow, South Africa <a href="mailto:adeledev@sun.ac.za">adeledev@sun.ac.za</a>)</td>
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<td>4AA/7</td>
<td>Are patients on medical wards satisfied with medical students?</td>
<td>Pokkawuth Chansangphuvhaya (Udonthani Hospital, Udonthani, Thailand, <a href="mailto:taook@windowslive.com">taook@windowslive.com</a>)</td>
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<td>4AA/8</td>
<td>Residential Aged Care Facilities as medical student work-based learning placements</td>
<td>Jan Radford, Jane Fuller, Paul Hanson, Margeurite Bramble, Andrew Robinson, James Vickers (University of Tasmania, Australia, <a href="mailto:J.Radford@utas.edu.au">J.Radford@utas.edu.au</a>)</td>
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<td>4AA/9</td>
<td>Innovative 3-phase structured bedside teaching</td>
<td>Adarsh Nadig, Ian Kamaly-Asl (Greater Manchester Neurosciences Centre, Salford, United Kingdom, <a href="mailto:anomaly77@doctors.org.uk">anomaly77@doctors.org.uk</a>)</td>
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<td>4AA/10</td>
<td>What Makes a Good Paediatric Attachment?</td>
<td>Jonathan Round, Adam Smith (St George’s University of London, United Kingdom, <a href="mailto:m0700584@sgul.ac.uk">m0700584@sgul.ac.uk</a>)</td>
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<td>4AA/11</td>
<td>Analysis of the teaching cases for postgraduate-year-one residency training in emergency medicine at a medical center in Taiwan</td>
<td>Yi-Ming Weng, Yu-Che Chang, Ji-Chang Chen, Jing-long Huang, Shih-Tseng Lee (Chang Gung Memorial Hospital, Taoyuan, Taiwan, <a href="mailto:wengym33@gmail.com">wengym33@gmail.com</a>)</td>
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<td>4AA/12</td>
<td>Work-based learning: it is really new?</td>
<td>Isabel Meister Coelho, Giseli Cipriano Rodacossi, Herivelto Moreira (UTFPR, Pós-Graduação - Pró-Ensino na Saúde, Curitiba, Brazil)</td>
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<tr>
<td>4AA/13</td>
<td>Teaching in Intensive care</td>
<td>Sharmila Gopisetti, Sanjiv Sharma (Great Ormond Street Hospital, London, United Kingdom, <a href="mailto:drsharmilag2002@yahoo.co.in">drsharmilag2002@yahoo.co.in</a>)</td>
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<td>4AA/14</td>
<td>Undergraduate medical Education: 360° evaluation of a training program for basic clinical skills in surgery</td>
<td>Miriam Ruesseler, Achim Brauneck, Jan Dresenkamp, Roxane Weber, Ingo Marzi, Felix Walcher (Hospital of the J. W. Goethe University, Frankfurt, Germany, <a href="mailto:miriamruesseler@yahoo.com.au">miriamruesseler@yahoo.com.au</a>)</td>
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<td>4AA/15</td>
<td>The Use of Clinical Cases as a Learning Strategy Encouraging the Transfer of Knowledge</td>
<td>Jose Luis Jimenez Corona (Universidad Nacional Autonoma de Mexico, <a href="mailto:gabylunallim@hotmail.com">gabylunallim@hotmail.com</a>); Isabel Maria Ferrandiz Vindel (Universidad de Castilla La Mancha, Cuenca, Spain)</td>
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<td>4AA/16</td>
<td>Ed’s Story: theatre as a teaching tool for medical students with respect to paediatric oncology and end-of-life care</td>
<td>Paul D’Alessandro (Dalhousie University, Halifax, Nova Scotia, Canada, <a href="mailto:paul.dalesandro@dal.ca">paul.dalesandro@dal.ca</a>); Gerri Frager (IWK Health Centre, Halifax, Nova Scotia, Canada)</td>
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<td>4AA/17</td>
<td>The effect of increased student numbers on clinical skills exposure: a longitudinal study</td>
<td>Clare Heal (James Cook University, Mackay, Australia, <a href="mailto:clare.heal@jcu.edu.au">clare.heal@jcu.edu.au</a>)</td>
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<th>Session</th>
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<th>Authors</th>
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<tr>
<td>4CC/1</td>
<td>The Quality of Medical Care in India: Evidence from a Standardized Patient Study in Two States</td>
<td>Jishnu Das, Alaka Holia (World Bank, Washington, United States); Veena Das (Johns Hopkins University, Baltimore, United States); Manoj Mohanan (Duke University, Durham, United States); Diana Tabak (University of Toronto, Canada, <a href="mailto:d.tabak@utoronto.ca">d.tabak@utoronto.ca</a>); Brian Chan (Harvard University, Boston, United States)</td>
</tr>
<tr>
<td>4CC/2</td>
<td>Discrepancy between faculty and simulated patient (SP) scores for communication and interpersonal skills</td>
<td>Masami Topawa, K Ganjetsu, K Ikeda (Kagoshima University, Kagoshima, Japan, <a href="mailto:masami@m3.kufm.kagoshima-u.ac.jp">masami@m3.kufm.kagoshima-u.ac.jp</a>)</td>
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<tr>
<td>4CC/3</td>
<td>Simulated Emergency Telephone Consultations – a Newly Implemented Training Course for Medical Students</td>
<td>Regina Ahrens, Mireille Schaufenberger (University of Bern, Switzerland, <a href="mailto:regina.ahrens@bihm.unibe.ch">regina.ahrens@bihm.unibe.ch</a>)</td>
</tr>
</tbody>
</table>
4CC/4 Comparison of Psychometrics when using Teaching Assistants versus Standardized Patients in an OSCE Examination
Iriana Hammel, Enrique Fernandez, Noel Irías (Ross University School of Medicine, Miramar, United States, ihammel@rossu.edu)

4CC/5 ‘Simulated Ward Rounds’ – Involving patients as teachers using the ‘Patients as Educators’ (PAE) Programme
Amir Burney, Martin Hague (University of Sheffield, United Kingdom, a.burney@sheffield.ac.uk)

4CC/6 A needs analysis for a Standardised Patient programme at an African medical school
Catherine Draper, Natalie Moller, Lindsay Aubin, Gail Edelstein, Rachel Weiss (University of Cape Town, South Africa)

4CC/7 The name of the game is “Let’s Not Play House”: An innovative interprofessional education simulation
Sylvia Langlois, Susan J Wagner (University of Toronto, Canada, susan.wagner@utoronto.ca)

4CC/8 Electronic Health Information System Simulator as a tool in education of Public Health, Nursing and Rehabilitation students at Lithuanian University of Health Sciences
Jurate Maciauskienë, Ramune Kalediene, Linas Leonas, Aurelijus Blazevicei, Ivinas Padaiga, Aleksandras Krisčiūnas (Lithuanian University of Health Sciences, Kaunas, Lithuania, jurate.maciauskien@lsmuni.lt)

4CC/9 Simulation-based education in the rehabilitation professions: A scoping review
Susan Yeung (University of Toronto, Canada, susan.yeung@utoronto.ca); Adam Dubrowski (Hospital for Sick Children, Toronto, Canada); Heather Carnahan (Women’s College Hospital, Toronto, Canada)

4CC/10 Identifying non-technical skills for medical students and development of a simulation-based teaching programme
Elinor Williams (Cardiff University, Cardiff, United Kingdom, williamser7@cardiff.ac.uk); Rachel Rouse (Nevill Hall Hospital, Abergavenny, United Kingdom); Catrin Williams (University Hospital of Wales, Cardiff, United Kingdom)

4CC/11 ‘Herding’ MEERKATS: A description of the development and evaluation of a simulation-based multi-professional induction course using Programme Theory analysis
Hasmita Bagia, Greg Mcew, Deborah Dawson, Philip Newman, Huon Snelgrove, Yuriy Kubyda (St George’s Hospital NHS Trust, London, United Kingdom, hasmitabagia@hotmail.com)

4CC/12 Do Simulation and Virtual Reality Models as Part of the Medical Core Program Improve the Undergraduate and Postgraduate Medicine Students’ Learning Process?
Gerardo Enrique Munoz-Maldonado, Oralia Barboza-Quintana, Raquel Gorza-Guajardo, Mario Alberto Hernandez-Ordonez, Angel Martinez-Ponce De Leon, Norberto Lopez-Serna (Universidad Autonoma De Nuevo Leon, Monterrey, Mexico, cevam99@gmail.com)

4CC/13 A pilot study to explore the effect of high fidelity simulation experience as undergraduates on confidence levels in Obstetrics and Gynaecology
Catriona Reid, Naomi Fenton, Bina Velkar, Callum Ettles, Edward Paynton, Nasib Siddiqui (Imperial College School of Medicine, London, United Kingdom, catriona.reid10@imperial.ac.uk)

4CC/14 Does interprofessional simulation training deliver beneficial outcomes for early clinical practice?
J Iwaszko, S Simpson (University of Birmingham Clinical Teaching Academy, Redditch, United Kingdom, janina.iwaszko@worcsacute.nhs.uk); T Valler-Jones (Worcester University, Worcester, United Kingdom); K.A Nathavitharana (University of Birmingham Clinical Teaching Academy, Redditch, United Kingdom)

4CC/15 Leadership strategies to develop an undergraduate Clinical Simulation Center
Soledad Armijo R., Patricia Muñoz, Jorge Las Heras (Universidad Diego Portales, Santiago, Chile, patricia.munoz@udp.cl)

4CC/16 FERTHIK – planning a veterinary skills lab
Andrea Tipold, Suzanne Müller-Berger, Gerhard Greif, Jan P. Ehlers (University of Veterinary Medicine Hannover, Germany, andrea.tipold@tho-hannover.de)

1815-2000

GROUP MEETINGS

IMEX Board Meeting (closed meeting) Location: St Clair 5
Imperial Virtual Patient Meeting (closed meeting) Location: Rhone 3a
IVIMEDS Meeting (closed meeting) Location: Rhone 3b
Ottawa Professionalism Theme Group Meeting (closed meeting) Location: Rhone 4
SIFEM AGM (SIFEM members only) Location: Bellecour 1

1930-2230

OPTIONAL EVENING EVENT: Dinner and entertainment at the famous Hôtel de Ville de Lyon (see page 9 for details). Kindly supported by the City of Lyon.
Please note: Transport is not provided
*This event is now fully booked
SESSION 5: Plenary

0815-1000 PLENARY 2
Chairperson: Robert Galbraith (USA)
Location: Amphitheatre

5A Plenary: Science in Medical Education: More than transmitting facts!
Aviad Haramati (Georgetown University School of Medicine, Washington DC, USA)

Aviad “Adi” Haramati, PhD, is Professor of Physiology and Medicine at Georgetown University School of Medicine with research interests in renal and electrolyte physiology. His activities now focus on rethinking how health professionals are trained. Dr. Haramati has taught science for over 30 years and received institutional and national awards for his research and his teaching. He served as President of the International Association of Medical Science Educators (IAMSE) and on the boards of numerous academic societies. Dr. Haramati received NIH funding that supported a broad educational initiative to incorporate integrative medicine into the curriculum at Georgetown, and he directs the graduate program in CAM at Georgetown. He is the founding Vice-Chair of the Consortium of Academic Health Centers for Integrative Medicine and chaired the Organizing Committee for the 2012 International Research Congress on Integrative Medicine and Health. Dr. Haramati has a deep interest to improve medical education across the globe, especially with regard to the intersection of science, mind-body medicine and professionalism. He has been a Visiting Professor at over 50 medical schools and currently works with a number of deans and educators in North America, Europe and Israel.

0845-0915 PLENARY: The Requirements of Medical Education in Postgraduate Training
Carsten Mohrhardt (Department of Orthopaedic and Trauma Surgery Clinic Center Karlsruhe, Germany and President of the European Junior Doctors)

Carsten Mohrhardt graduated from University of Jena and University of Heidelberg in 2008. He undertook his postgraduate training in the Department of Orthopaedic and Trauma Surgery of Clinic Center Karlsruhe, Germany. He was formerly Student Spokesman of the University of Heidelberg, a Member of the German Student Council of Marburger Bund and Chair of the Postgraduate Training Committee of the European Junior Doctors. He is currently President of the European Junior Doctors.

0915-0945 PLENARY: The continuum of education and the practicing doctor
N G Patil (The University of Hong Kong)

Professor NG (Niv) Patil, MBE, MBBS, MS, FRCSed, FCSHK, FHKAM (Surgery) is currently a Professor and Director of Centre for Education & Training at the Department of Surgery; and Assistant Dean (Education Affairs) & Deputy Director of Institute for Medical & Health Sciences Education at Li Ka Shing Faculty of Medicine, The University of Hong Kong. He has been a surgeon and medical educator in India, UK and Papua New Guinea before shifting to Hong Kong in 1992. He was awarded MBE (Member of British Empire) for his outstanding services to people of Papua New Guinea. His contributions to curriculum reform at the Li Ka Shing Faculty of Medicine; and international recognition in affairs of medical education is highly appreciated. His passion for clinical teaching was recognized by University of Hong Kong with prestigious award of University Teaching Fellowship medal in 2004. He is also actively involved in educational affairs of College of Surgeons of Hong Kong as a Director of Department of Education; and as a member of Education committee of Hong Kong Academy of Medicine. His current clinical interest includes ambulatory surgery.

1000-1030 COFFEE
Location: Forum 4, 5, 6
SESSION 6: Simultaneous Sessions

1030-1215  6A  SYMPOSIUM: Lifelong Learning – from the classroom to the point of care
Ron Murray (University of Virginia School of Medicine, USA); Eugene Pozniak (Siymi Learning, UK); Edwin Borman (UEMS-CME/CPD Working Group, UK); Ina Weisshardt (White Cube Consultants, Munich, Germany); Julie Simper (Kenes Education, Amsterdam, Netherlands)
Location: Amphitheatre

1030-1215  6B  SYMPOSIUM: Teaching clinical reasoning early in the medical curriculum
Anthony R Artino, Jr; Steven J Durning (Uniformed Services University of the Health Sciences, Bethesda, USA); Bernard Charlin (Université de Montréal, Canada); Mathieu R Nendaz (University of Geneva Faculty of Medicine, Switzerland); Olle ten Cate, Eugène Custers (University Medical Center, Utrecht, The Netherlands)
Location: Pasteur Auditorium

1030-1215  6C  SHORT COMMUNICATIONS: Selection for Undergraduate Studies
Chairperson: Juan Perez-Gonzalez (Venezuela)
Location: Pasteur Lounge

1030-1045  6C/1 Selection in medical school admissions: effectiveness and predictive value
TA Timmermans, GWG Spaai, Y Bulten, RJ Oostra, J Admiraal, AH Zwinderman (Academic Medical Centre [AMC], Amsterdam, Netherlands, t.a.timmermans@amc.uva.nl)

1045-1100  6C/2 MMI and examiner-noted worries: how does it correlate with competencies evaluation during pre-clerkship and clerkship? A three year study
Christian Bourdy, Robert Gagnon (Université de Montréal, Canada, christian.bourdy@umontreal.ca)

1100-1115  6C/3 Predictive validity of the Dundee MMLs
Adrian Husbands, Jonathan Dowell (University of Dundee, United Kingdom, ahusbands@dundee.ac.uk)

1115-1200  6C/4 Implementing the test for medical studies (TMS) in a compensatory admission procedure ensures homogeneous prediction of study performance and low attrition
Guni Kadmon, Martina Kadmon (Heidelberg University School of Medicine, Heidelberg, Germany, martina.kadmon@med.uni-heidelberg.de)

1130-1145  6C/5 Identification of core professional attributes for selection of candidates for admission to physical therapy and occupational therapy
Liliane Asserf-Pasin, Aliki Thomas (McGill University, Montreal, Canada)

1145-1200  6C/6 Strategies for Selecting Students for a Rural Physician Leadership Program
Carol L Elam (University of Kentucky College of Medicine, Lexington, United States, clelam1@email.uky.edu)

1200-1215  6C/7 Recruiting Top Medical School Applicants to Your School: Insight from a Student Opinion Survey
Mark D Hanson (University of Toronto, Canada, mark.hanson@utoronto.ca); Meredith E Young, Saleem Razack (McGill University, Montreal, Canada); Steve Slade (Association of Faculties of Medicine of Canada, Ottawa, Canada); Kelly L. Dore (McMaster University, Hamilton, Canada); Jodi Herald, et al. (University of Toronto, Faculty of Medicine, Toronto, Canada)

No Discussion

1030-1215  6D  COMMUNICATIONS COURTES (en français): TICE – Simulation
Chairperson: Olivier Palombi (France)
Location: Bellecour 1

1030-1045  6D/1 Réforme pédagogique en santé à Grenoble: une pédagogie sous haute surveillance
Pierre Gillois, Daniel Pagonis (Faculté de Médecine, Grenoble, France, pierre.gillois@ujf-grenoble.fr)

1045-1100  6D/2 Place du e-learning interactif en formation médicale continue
Guy Llorca, Camille Llorca (Université Claude Bernard Lyon 1, Pierre-Bénite, France, guy.llorca@chu-lyon.fr); Delphine Mauvieux-Bouche (Hospices Civils de Lyon, Pierre-Bénite, France); Michel Jannin (Médecin généraliste, Caluire, France); Pierre Wolf (Médecin généraliste, Pierre-Bénite, France)

1100-1115  6D/3 La garde simulée: une étude pilote pour les résidents en première année de médecine interne au Canada
Jean-Pascal Costa, Benoit Deligne, Florence Weber, Jean-Victor Patenaude (Université de Montréal, Canada, jean-pascal.costa@umontreal.ca)
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<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
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<tr>
<td>1115-1130</td>
<td>6D/4</td>
<td>Pédagogie virtuelle sensible et réfléchie au service de l’apprentissage des étudiants de médecine en Haïti</td>
<td>Lucie Brazeau (Université de Sherbrooke, Canada, <a href="mailto:lucie.brazeau@usherbrooke.ca">lucie.brazeau@usherbrooke.ca</a>); Janet Tworek, Jean-François Lemay (Université de Calgary, Canada), Geneviève Poitven, Jules Samson (Université de Quisqueya, Port-au-Prince, Haïti)</td>
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<td>1130-1145</td>
<td>6D/5</td>
<td>D’un cours virtuel scénarisé en Prothèses au Serious Game : place du e-learning dans la formation initiale en Odontologie</td>
<td>Celine Brunot-Gohin (University of Reims Champagne Ardenne, Reims, France, <a href="mailto:celine.brunot-gohin@univ-reims.fr">celine.brunot-gohin@univ-reims.fr</a>)</td>
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<td>1145-1200</td>
<td>6D/6</td>
<td>La simulation à haute fidélité pour améliorer la communication et la collaboration dans les équipes interprofessionnelles aux soins intensifs</td>
<td>Esther Breton, Sébastien Tremblay, Gilles Chiniara (Université Laval, Québec, Canada)</td>
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<td>1200-1215</td>
<td>6D/7</td>
<td>Les Serious Game et le monde virtuel en Odontologie : l’apprentissage par la conscience, la mise en situation par la 3D</td>
<td>Celine Brunot-Gohin (University of Reims Champagne Ardenne, Reims, France); Guillaume Reys (University of Strasbourg, France, <a href="mailto:celine.brunot-gohin@univ-reims.fr">celine.brunot-gohin@univ-reims.fr</a>)</td>
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<td>1030-1215</td>
<td>6E</td>
<td>SHORT COMMUNICATIONS: OSCE 1</td>
<td>François Cilliers (South Africa)</td>
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<td>1030-1045</td>
<td>6E/1</td>
<td>Do OSCE station pass marks set by the Borderline Groups and Angoff methods remain stable over time?</td>
<td>Katharine Boursicot (St George’s, University of London, United Kingdom, <a href="mailto:kboursic@sgul.ac.uk">kboursic@sgul.ac.uk</a>); Dave Swanson (NBME, Philadelphia, United States); John Patterson (Barts and the London, Queen Mary, University of London, United Kingdom)</td>
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<td>1045-1100</td>
<td>6E/2</td>
<td>Re-use of OSCE stations over several years: does student performance improve?</td>
<td>Katharine Boursicot (St George’s, University of London, United Kingdom); Dave Swanson (NBME, Philadelphia, United States); John Patterson (Barts and the London, Queen Mary, University of London, United Kingdom); Sydney Smee (Medical Council of Canada, Ottawa, Canada, <a href="mailto:sydsmee@mcc.ca">sydsmee@mcc.ca</a>)</td>
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<td>1100-1115</td>
<td>6E/3</td>
<td>Improving OSCE Rater-Based Assessment</td>
<td>Bruce Holmes (Dalhousie University, Halifax, Canada); Robert Maudsley (College of Physician and Surgeons of Nova Scotia, Halifax, Canada); Linda Mosher, Frank MacLean, Anna MacLeod (Dalhousie University, Halifax, Canada); Saad Chahine (Mount Saint Vincent University, Halifax, Canada, <a href="mailto:bruce.holmes@dal.ca">bruce.holmes@dal.ca</a>)</td>
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<td>1115-1130</td>
<td>6E/4</td>
<td>How can we make feedback on an OSCE more useful for clinical learning?</td>
<td>M.F.P. ter Horst, C.T. Postma, A.M. Hettinga (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, <a href="mailto:c.postma@aig.umcn.nl">c.postma@aig.umcn.nl</a>)</td>
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<td>1130-1145</td>
<td>6E/5</td>
<td>Assessing the Feasibility of Implementing an Equating Procedure with a Large-scale Objective Structured Clinical Examinations (OSCE)</td>
<td>Ilona Bartman (Medical Council of Canada, Ottawa, Canada, <a href="mailto:ilona@mcc.ca">ilona@mcc.ca</a>); Michael Kolen, Jin Gong (University of Iowa, United States); Sydney Smee (Medical Council of Canada, Ottawa, Canada)</td>
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<td>1145-1200</td>
<td>6E/6</td>
<td>Understanding error variance in the OSCE: What can disparity between assessor global ratings and checklist scores tell us?</td>
<td>Godfrey Pell, Richard Fuller, Matthew Homer (University of Leeds, United Kingdom, <a href="mailto:g.pell@leeds.ac.uk">g.pell@leeds.ac.uk</a>)</td>
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<tr>
<td>1200-1215</td>
<td>6F</td>
<td>SHORT COMMUNICATIONS: The Team</td>
<td>Tina Martimianakis (Canada)</td>
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<tr>
<td>1030-1045</td>
<td>6F/1</td>
<td>Criteria of teamwork for educational teams: a Delphi study</td>
<td>I.A. Slootweg (AMC &amp; MUMC+, Amsterdam, Netherlands, <a href="mailto:i.a.slootweg@amc.uva.nl">i.a.slootweg@amc.uva.nl</a>); M.J.M. Lombarts, B.C.M. Boerebach (AMC, Amsterdam, Netherlands); A.J.J.A. Scherpbier, C.P.M. van der Vleuten (MUMC+, Maastricht, Netherlands)</td>
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<td>1045-1100</td>
<td>6F/2</td>
<td>Successful pilot of a multidisciplinary simulation program for nursing and medical undergraduates</td>
<td>Sanjay Krishnamoorthy, Marilina Antonelou, Nicholas Murch (Royal Free Hospital, London, United Kingdom, <a href="mailto:skmoorthy@doctors.net.uk">skmoorthy@doctors.net.uk</a>)</td>
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</table>
6F/3 Teaching methods in Interprofessional Education: a standardized patient and a paper patient
Keiko Abe (Nagoya University Graduate School of Medicine, Nagoya, Japan, kabe@med.nagoya-u.ac.jp); Yukihiro Noda, Manako Hanya (Meijyo University, Nagoya, Japan); Nobuko Aida (Nagoya University, Nagoya, Japan)

6F/4 Interprofessional Education (IPE) and the hidden curriculum: Do students see practicing teams model ineffective collaboration?
Olga J Heath, Hubert White, Barbara Young, Amanda Clarke, Brenda Kirby (Memorial University, St. John’s, Canada, oheath@mun.ca)

6F/5 The impact of undergraduate nursing and medical education on the ability to collaborate
Koren Veenopen (Island Medical Program, Victoria, Canada, klv@uvic.ca)

6F/6 Assessing resident collaboration skills: reliability and validation of the Interprofessional Collaboration Assessment Rubric
Mark Hayward, Bryan Curtis, Vernon Curran (Memorial University, St. John’s, NL, Canada, markhayward@gmail.com)

1030-1215 6G RESEARCH PAPERS: Surgical Education
Chairperson: Bill McGaghie (US)
Location: Space Gratte-Ciel

6G/1 Towards a theoretical language of uncertainty: implications for surgical education and training
Sayra Cristancho, Marie-Eve LeBel, Michael Ott, Lorelei Lingard, Meredith Vanstone (University of Western Ontario, London, Canada, sayra.cristancho@schulich.uwo.ca)

6G/2 How surgeons think: An exploration of mental practice in surgical preparation
M Olszewski (University of Toronto, Canada); N Roberts (Southern Illinois School of Medicine, Springfield II, USA); Carol-Anne Moulton (University of Toronto; University Health Network; Wilson Centre, Toronto, Canada); M Lucas Murnaghan (University of Toronto; Wilson Centre; Hospital for Sick Children; Women’s College, Toronto, Canada); Tulin Cil (University of Toronto; Wilson Centre; Women’s College; Princess Margaret Hospital, Toronto, Canada, tulin.cil@uhn.on.ca)

6G/3 Surgical teaching: a Qualitative analysis of live video recording in the operating room
Gary Sutkin, Eliza Littleton, Steven Kanter (University of Pittsburgh School of Medicine, Pittsburgh, United States, gsutkin@magee.edu)

6G/4 Developing Self-Regulated Learning in Surgical Training: Learning from Expert Musicians
Hannah Winter, Jacqueline Rees (Imperial College, London, United Kingdom, hwinter@doctors.org.uk)

1100-1115 6H SHORT COMMUNICATIONS: Continuing Professional Development 1
Chairperson:
Opening Discussant: Gratte-Ciel
Location:

6H/1 Distribution of Kolb’s learning styles among physicians and their potential application in the design of continuing medical education (CME): a systematic review and meta-analysis
Jacobus J.H. ten Thije, Felkie van Stiphout, Paul Westers, Edith W.M.T. ter Braak (University Medical Centre Utrecht, Netherlands, koostenthije@gmail.com)

6H/2 What do surgeons think about Continuing Medical Education? – A UK survey
Simon P Rowland, K Ahmed, G T Layer, H Ashrafian, A Darzi, T Athanasiou (Imperial College London, United Kingdom, simon.rowland05@imperial.ac.uk)

6H/3 Continuing medical education in Finland: who is able to attend?
Pilu Parmanne, Juho Ruskoaho, Jukka Vänskä, Hannu Hailla (Finnish Medical Association, Helsinki, Finland, pilu.parmanne@laakariliitto.fi)

6H/4 Development of tools for continuous professional development for Finnish physicians: a pilot in a primary health care
Kristiina Patja, Topi Litmanen (Pro Medico, Helsinki, Finland, kristiina.patja@promedico.fi)

6H/5 Commitment to change: lessons learned in applying this tool in the education of orthopedic trauma and spine surgeons worldwide
Michael Cunningham, Pascal Schmidt, Urs Rüetschi (AO Foundation, Zurich, Switzerland, michael.cunningham@aofoundation.org)

6H/6 Collaborative learning of health professionals in online communities of practice
Thomas Esposito, Mayte Periñáez Vega, David Domínguez Rojas, Francisco Fuentes Barrera, Habibullah Rodríguez Contreras (Andalusian Agency for Health Care Quality, Seville, Spain, thomas.esposito@juntadeandalucia.es)
1200-1215 6H/7 Substantive Equivalency of Global CPD Systems
Jennifer Gordon, Craig Campbell, Lauren Goodfellow (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada, jgordon@royalcollege.ca)
No Discussion

1030-1215 6I SHORT COMMUNICATIONS: Outcome Based/Competency Based Education 2
Chairperson: Gratte-Ciel 2

1030-1045 6I/1 Competency-oriented supervision: an evidence-based and practice-based model for ambulatory care settings
Danielle Soucier (Laval University, Quebec, Canada, danielle.soucier@fmed.ulaval.ca)

1045-1100 6I/2 Development of “Competency-based Postgraduate Training (CBPT) Cruces Hospital Project-2008” (2008-2011), The first experience in Spanish hospitals
J Morán-Barrios, J Somme, G Iglesias, E Amutto, A Martínez-Berriotxoa, R Saá (Hospital Universitario Cruces, Evaluation Committee, Barakaldo, Spain, jesuismor@osasunet.net)

1100-1115 6I/3 Building competency profiles: a Brazilian experience
Eliana Claudia Ribeiro (Universidade Federal do Rio Janeiro, Brazil, elciudair@gmail.com); Valeria Lima (Universidade Federal de São Carlos, Brazil); Roberto Padilha (Hospital Sírio Libanés, São Paulo, Brazil)

1115-1130 6I/4 Mapping and management of learning outcomes in relation to General Practitioner Specialised Training
Matthew Hammond, Michael Begg, David Dewhurst (University of Edinburgh, United Kingdom, matthew.hammond@ed.ac.uk); Judith Richardson, Anthea Lints (NHS Education Scotland, Edinburgh, United Kingdom)

1130-1145 6I/5 Using backward planning to create competencies for curriculum development in pediatric orthopedic trauma
Jane Thorley Wiedler, Urs Rutshi, Clint Cunningham (AO Foundation, Zurich, Switzerland) 

1145-1200 6I/6 Addressing Comprehensiveness in Experience and Assessment in a Competency-based Curriculum
Karl Iglar, Marcus Law, Perle Feldman, Batya Grundland, James Owen, Patrick Skalenda (University of Toronto, Canada, karl.iglar@utoronto.ca)

1200-1215 6I/7 determining Impact of Competency Based Education - A national Program Evaluation Approach
Ivy Oandasan (College of Family Physicians of Canada, Mississauga, Canada, ivy@cfpc.ca); Rochelle Zorzi, Melissa McGuire (Catheex Consulting Inc, Toronto, Canada)
No Discussion

1030-1215 6J SHORT COMMUNICATIONS: Clinical Teaching 2
Chairperson: Maria Rosa Fenoll-Brunet (Spain)
Location: Tete d’Or 1

1030-1045 6J/1 Teaching information management for use in the consultation
SP Gay, MH Bartlett, RK McKinley (Keele University, Keele, United Kingdom, s.gay@hfac.keele.ac.uk)

1045-1100 6J/2 A “core” physical exam for students: results of a national survey
Ronald Silvestri (Harvard Medical School, Boston, United States, rsilvest@bidmc.harvard.edu)

1100-1115 6J/3 The general physical examination during the clerkship internal medicine: what do medical students actually do?
CM Haring, BM Cools, PJ van Gurp, JW van der Meer, CP Postma (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, c.haring@oog.umcn.nl)

1115-1130 6J/4 Understanding physicians’ interaction with medical students in daily practice
Jonne van der Zwart, Tim Dornan, Paul Zwiertering, Laury de Jonge, Pim Teunissen, Albert Scherpbier (Maastricht University, Maastricht, Netherlands, j.vanderzwt@maastrichtuniversity.nl)

1130-1145 6J/5 Evaluation of two methods of bedside teaching in medical program
Lucy Wynter, Renata Chapman, Annette Burgess, Craig Mellis (University of Sydney, Australia, renata.chapman@sydney.edu.au)

1145-1200 6J/6 Do quality indicators for GP teaching practices predict good outcomes for students?
Maggie Bartlett, Robert McKinley (Keele University School of Medicine, Newcastle under Lyme, United Kingdom, m.h.bartlett@hfac.keele.ac.uk)

1030-1215 6K SHORT COMMUNICATIONS: Best Evidence Medical Education (BEME)
Chairperson: Dale Dauphinée (Canada)
Location: Tete d’Or 2

1030-1045 6K/1 A Best Evidence in Medical Education (BEME) Systematic Review: The effectiveness of team based learning (TBL) on learning outcomes in health professions education
Mim Fatmi, Tracey Hillier, Lisa Hartling, Sandy Campbell, Anna E Oswald (University of Alberta, Medicine, Edmonton, Canada, oswald@ualberta.ca)

1045-1100 6K/2 The Effectiveness of the Use of Virtual Patients for Medical Students: A BEME Systematic Review in Progress
H Khalil (Peninsula College of Medicine and Dentistry, Plymouth, United Kingdom, hisham.khalil@pms.ac.uk); N Cooper (Plymouth Hospitals NHS Trust, Plymouth, United Kingdom); G Sandberg (University of British Columbia, Canada)

1100-1115 6K/3 A BEME review of longitudinal community and hospital placements in medical education: their nature, scope and effectiveness
Jill E Thistlethwaite, Marie-Louise Dick, David King (University of Queensland, Brisbane, Australia); Sarah Mahoney (Flinders University, Australia, sarah.mahoney@flinders.edu.au); Emma Bartle, Amy Li Chong (University of Queensland, Brisbane, Australia)

1115-1130 6K/4 Challenges facing a systematic review of the contribution of theory to the development & delivery of effective interprofessional curricula in health professional education
Sarah Hean (Bournemouth University, Bournemouth, United Kingdom, shean@bournemouth.ac.uk); Marilyn Hammick (Consultant to Best Evidence Medical Education, United Kingdom); Elizabeth Anderson (University of Leicester, United Kingdom); Cath O’Halloran (University of Huddersfield, United Kingdom); Deborah Craddock (University of Southampton, United Kingdom); Richard Pitt (University of Nottingham, United Kingdom)

1130-1145 6K/5 A Systematic Review of the Psychometric and Edumetric Properties of Assessment Tools for Communication and Consultation in undergraduate Medicine
Teresa Przylowiak (University of Warwick, Coventry, United Kingdom); Angelique Timmerman (Maastricht University, Maastricht, the Netherlands); Katrien Bombeke (University of Antwerp, Wilrijk, Belgium); Michael Davies; Paul de Cates (University of Warwick, Coventry, United Kingdom); Paul Van Royen (University of Antwerp, Wilrijk, Belgium); Paul Ram (Maastricht University, Maastricht, the Netherlands); Sam Johnson (University of Warwick, Coventry, United Kingdom)

1145-1200 6K/6 Systematic reviews in medical education and clinical medicine – is there a difference?
Madalena Patricio, António Vaz Carneiro (University of Lisbon, Portugal, patricio@fm.ul.pt)

1200-1215 Discussion
<table>
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<th>Time</th>
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| 1145-1200 | 6L/6 | Preparing medical students for ethical practice: an examination of the effectiveness of a personal and professional development theme in one medical school  
Rulliana Agustin (The University of Indonesia, Jakarta, Indonesia, anindyane@yahoo.com); Ian Wilson (The University of Western Sydney, Australia) |  |
| 1200-1215 | 6L/7 | Case finding: Assessing the ability of medical students to identify and analyze ethical and professional problems at the bedside  
Alan Rubinow (Hadassah-Hebrew University Medical Center, Jerusalem, Israel, alanr43@live.com) |  |
| 1030-1215 | 6M | SHORT COMMUNICATIONS: eLearning Case Studies  
Chairperson: Natalie Lafferty (UK)  
Location: Rhone 2 |  |
| 1030-1045 | 6M/1 | Comparing nurses to doctors using simulated scenarios in evaluating dyspneic patients at triage in an emergency department: an exploratory study  
Beng Leong Lim (Tan Tock Seng Hospital, Singapore, beng.leong.lim@ttsh.com.sg) |  |
| 1045-1100 | 6M/2 | Clinical placements in a telesupervision model: Student and educator views  
Anne Hill (The University of Queensland, Brisbane, Australia, a.hill@uq.edu.au); Yvonne Kane (Queensland Health, The Townsville Hospital, Townsville, Australia); Ruth Dunwoodie, Deborah Theodoros, Trevor Russell, Lucy Chipchase (The University of Queensland, Brisbane, Australia) |  |
| 1100-1115 | 6M/3 | New teaching model in dental education  
Anna Siri, Stefano Benedicenti (University of Genoa, Italy, anna.siri@unige.it) |  |
| 1115-1215 | 6M/4 | A blended approach to skills and resuscitation training - e-learning and face to face teaching  
Lisa Macinnis, Val McDowell, Janet Skinner, Michael Begg (University of Edinburgh, United Kingdom, lisa.macinnis@ed.ac.uk) |  |
| 1030-1215 | 6M/5 | E-debates – developing an interactive educational virtual learning network within Maternity  
E Evans, JML Boss, W Birts, J Teare (St George's Healthcare NHS Trust, London, United Kingdom, emmaevans1@me.com) |  |
| 1145-1200 | 6M/6 | Students' self-regulated learning in clinical simulation: the difference between traditional classroom and online context  
Chih-Chen Chou, Hsiao-Chuan Lin, Walter Chen (China Medical University, Taichung, Taiwan, fremen.chou@gmail.com); Chin-Chung Tsai (National Taiwan University of Science and Technology, Taipei, Taiwan); Chia-Der Lin, Cheng-Chun Lee (China Medical University, Taichung, Taiwan) |  |
| 1200-1215 | 6M/7 | The effects of contextual and interactive learning in online environment on knowledge retention among medical students  
Jovana Milic, Ivan Zaletel, Nela Puksas, Milica Labudovic-Borovic, Jelena Kostic, Milos Bajetic (University of Belgrade, Serbia, milosh@afrodita.rcub.bg.ac.rs) |  |
| 1030-1215 | 6N | WORKSHOP: Advocacy in Action: Cultivating the Next Generation of Socially Accountable Physicians  
Matthew J Stull (University of Cincinnati College of Medicine, Cincinnati Ohio, United States, mjstull1012@gmail.com)  
Location: Gratte-Ciel 3 |  |
| 1030-1215 | 6O | WORKSHOP: Working with dissensus – an important tool for Values-based practice  
Ed Peile, Bill Fulford (University of Warwick, Coventry, United Kingdom, k.w.m.fulford@warwick.ac.uk)  
Location: Rhone 3a |  |
| 1030-1215 | 6P | WORKSHOP: Informed self-assessment and performance feedback: Translating research into enhanced teaching and learning  
Joan Sargeant (Dalhousie University, Halifax, Canada, joan.sargeant@dal.ca); Eric Holmboe (American Board of Internal Medicine, Philadelphia, United States, eholmboe@abim.org); Jocelyn Lockyer (University of Calgary, Canada, lockyer@ucalgary.ca); Karen Mann (Dalhousie University, Halifax, Canada, karen.mann@dal.ca)  
Location: Rhone 3b |  |
| 1030-1215 | 6Q | WORKSHOP: Professional behaviour: “I know it when I see it”  
Ruth Cruickshank, James Aiton, Julie Struthers, Clive Masson (University of St Andrews, United Kingdom, rc24@st-andrews.ac.uk; jfa@st-andrews.ac.uk; jes10@st-andrews.ac.uk; dcm10@st-andrews.ac.uk)  
Location: St Clair 1 |  |
6R 1030-1215 WORKSHOP: Making Medical Podcasts for the Millennial Generation – developing and implementing a new educational technology into the curriculum
Brian Stewart, Alna Robb, David Early (University of Glasgow, United Kingdom, aina.robb@glasgow.ac.uk; brianstewart@doctors.org.uk)
Location: St Clair 2

6S 1030-1215 WORKSHOP: International Standards for Medical Student Electives
Nick Cooling (University of Tasmania, Hobart, Australia, nick.cooling@utas.edu.au); Tony Redmond (University of Manchester, United Kingdom)
Location: St Clair 3a

6T 1030-1215 WORKSHOP: Towards Global Standards for PhD Programmes in Medical Education
Michael Muhløv (Aarhus University, Aarhus, Denmark, mm@form.au.dk); Zdravko Lackovic (University of Zagreb School of Medicine, Zagreb, Croatia, lac@med.hr); Ludwina Mirecka (Apostolos University Medical College, Krakow, Poland, jmirecka@cm-uj.krakow.pl); David Gordon (World Federation for Medical Education and AMSE, Copenhagen, Denmark); Stefan Lindgren (University of Lund, Malmö, Sweden, stefan.lindgren@med.lu.se)
Location: St Clair 3b

6U 1030-1215 WORKSHOP: Quality management in postgraduate education: “a Dutch treat”
Julia Martens, Mário Wijnen-Meijer, Lia Fluit, Kiki Lombarts, Hanneke Mulder, Edith ter Braak (UMC Utrecht, Netherlands, j.p.martens-3@umcutrecht.nl; m.wijnen-meijer@umcutrecht.nl; h.mulder-2@umcutrecht.nl; e.terbraak@umcutrecht.nl)
Location: St Clair 4

6V 1030-1215 MEETING: AMEE Simulation Committee (closed meeting)
Location: St Clair 5

6W 1030-1215 POSTERS: The Teacher and Evaluation of the Teacher
Chairperson:
Location: Forum 1, 2, 3

6W/1 1030-1215 Teaching Styles in Operative Surgery: a new model for trainees to appreciate trainer styles
Charlotte Hitchins, Humphrey Scott (Ashford & St Peter’s Hospitals, Chertsey, United Kingdom, charlotte.hitchins@vhs.net)

6W/2 1030-1215 Competition – a Way to Promote Innovation in Education
Karen Pierer, Barbara Gant, Wolfgang M Prodinger (Innsbruck Medical University, Innsbruck, Austria, karen.pierer@i-med.a.at)

6W/3 1030-1215 Medical Students’ Opinion about Clinical Teacher’s Role – A Transcultural Study
Mário de Lourdes Verasone Rodrigues (Medical School of Ribeirao Preto, Brazil, mdoisvvd@gmail.com); Fernanda Vinçia Sidiquery (Medical School of Ribeirao Preto - USP and Faculty of Medicine of Chirurgia - Universita degli Studi di Milano, Ribeirao Preto - SP, Brazil and Milano, Italy, Brazil); Chiarella Sforza (Università degli Studi di Milano, Italy); Carlos E Piccinato, Luiz E A Troncon, Claudia M de Felicia (Medical School of Ribeirao Preto - USP, Brazil)

6W/4 1030-1215 Characteristics of physicians engaging in basic science: A questionnaire survey focusing on physicians in basic science departments in Juntendo University School of Medicine in Tokyo
Yuka Yamazaki (Juntendo University School of Medicine, Tokyo, Japan, yuka1767@juntendo.ac.jp)

6W/5 1030-1215 Students’ evaluation of clinical attending physician teaching effectiveness based on a cognitive apprenticeship model
Mitra Amini (Shiraz University of Medical Sciences, Shiraz, Iran, mitraamini51@yahoo.com)

6W/6 1030-1215 Professional development for Health Science educators, using self-reflection in a Canadian medical radiation science programme
Renata Lumsden (Mohawk-McMaster Institute for Applied Health Science, Hamilton, Canada, renata.lumsden@mohawkcollege.ca); Susie Schofield (University of Dundee, United Kingdom)

6W/7 1030-1215 Assessment of Teaching Performance in Residency Programs at UNAM Faculty of Medicine in Mexico
Adrián Martínez-González, Melchor Sánchez Mendiola (UNAM, Mexico, adrianmartinez38@gmail.com)

6W/8 1030-1215 Clinical faculty evaluations by residents in the Faculty of Medicine: A new instrument
Sharon Peters, Asoka Samaranay, Jacinta Reddigan, Stephen Shorlin, James Rourke (Memorial University of Newfoundland, St. John’s, Canada, speters@mun.ca)
6W/9 What makes a good teacher? A qualitative analysis of student concepts before and after a teaching skills course
Amardeep Riyat, Majid Anwar, Jane Currie, Nina Salooja (Imperial College, London, United Kingdom, nina.salooja@imperial.ac.uk)

6W/10 Importance Attributed to University Activities by Clinical Faculty
Carlos E Piccinato, Maria de Lourdes Veronesa Rodrigues, Luiz E A Troncon (Medical School of Ribeirao Preto, Brazil, cepiccin@fmrp.usp.br)

6W/11 Developing Student Friendly Faculty Scale (SFFS)
Gulsah Seydaoglu, Neslihan Boyan, Filiz Koc (Cukurova University, Adana, Turkey, koc.filiz@gmail.com)

6W/12 Faculty Appraisals: Taking Standard-Setting beyond Student Assessments
Naveed Yousuf, Rukhsana W Zuberi, Shazia Sadaq (Aga Khan University, Karachi, Pakistan, rukhsana.zuberi@aku.edu)

1030-1215

6X POSTERS: Basic Sciences
Chairperson: Richard März (Austria)
Location: Forum 1, 2, 3

6X/1 The Impact of Alternating Anatomy Dissection Teams on Practical Examination Performance
David B Pettigrew, Bruce F Griffin, DJ Lowrie, Jr, Anne J Gunderson (University of Cincinnati College of Medicine, Cincinnati, United States, pettiggb@ucmail.uc.edu)

6X/2 The Role of Cultural Protocols in Orientation to Human Anatomy
Papaarangi Reid, Richard Faulk, Susan J Hawken, Maurice Curtis, Uesifili Unaso, Eru Thompson (The University of Auckland, New Zealand, p.reid@auckland.ac.nz)

6X/3 Histology Teaching, Learning and Assessment in MBBS Programmes at two London Medical Schools
David Ammon, Della Freeth (Barts and The London School of Medicine, London, United Kingdom, ha09386@qmul.ac.uk)

6X/4 Student perceptions of the inclusion of full body digital X-ray images (Lodox® Statscan®) as a tool for surface anatomy education
Sanet H Kotze, Calvin G Mole, Linda M Greyling (Stellenbosch University, Tygerberg, South Africa, shk@sun.ac.za)

6X/5 Initial expectations in first year medicine students about human anatomy
LA Arraez, G Castaño, MªI Casado, S García-Gomez, C Cuadra, JR Merida (Complutense University, Madrid, Spain arraezla@med.ucm.es)

6X/6 Modern educational methods of Anatomy
Gholamreza Hassanzadeh, Parichehr Pasbakhsh, Azim Mirzazadeh, Mahboobe Khabaz Mafinezhad, Mahdi Abbasi, Kobra Mehranina (Tehran University of Medical Sciences, Tehran, Iran, pasbakh@taums.ac.ir)

6X/7 Resources used to learn anatomy: a questionnaire based study of medical students
Rasika Singh, Rhys Morris, Viswa Rajalingam, Joanne Wilton (University of Birmingham, United Kingdom, rasikasingh@yahoo.com)

6X/8 Teaching and learning Anatomy in environments of medical replication
BG Montemayor, I Herrera, G Espinosa (UNAM, Mexico DF, Mexico, betyg@unam.mx)

6X/9 Clay-modelers of brain structures and their observers perform similar in anatomical tests
Jan GM Kooloos, Marc ATM Vorstenbosch (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, j.kooloos@onat.umcn.nl)

6X/10 Successful application of an online tool to engage students and improve use of time in an anatomy course
Juan D Hernandez, David Delgadillo, Diego Alarcon (Universidad de los Andes School of Medicine, Bogota, Colombia, juannd@unandes.edu.co)

6X/11 Perceptions of medical undergraduates and pre-interns regarding the preclinical basic sciences teaching programme in a South Asian University
Piyusha Atapattu, Kushani Atukorala (University of Colombo, Sri Lanka, piyushaatapattu@yahoo.com)

6X/12 Teaching Biochemistry through Flash cards
Jamuna Rani Ayyalu, S.V.Mythili Sevilimedu, A.J.Manjula Devi Arcot, B.Santhi, V.S.Kalaiselvi (Sree Balaji Medical College & Hospital, Chennai, India, ayyalujamuna@rediffmail.com)

6X/13 Pathology as an integrated part of the new curriculum in Russian medical school
T.A. Fedorina, T.V. Shuvalova (Samara State Medical University, Samara, Russia, fedorina_ta@list.ru)

6X/14 How to Nurture Clinical Skills with Basic Sciences
Liris Benjamin, Phillip Cooles (Ross University School of Medicine, Introduction to Clinical Medicine, Portsmouth, Dominica); Griffin Benjamin (Prince Margaret Hospital, Dominica, lbenjamin@rossmed.edu.dm)
6Y/15  **NoDAL AID: A Novel Dynamic Anatomic Learning Atlas for Improving delineation in the Radiotherapy Treatment Planning of Advanced Breast Cancers**  
Rob Dinniwell, Grace Lee (University of Toronto, Canada, dinniwell@gmail.com); Michael Lock (University of Western Ontario, London, Canada)

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1030-1215  **POSTERS: The Doctor as Teacher/Training the Surgeon**

**Chairperson:** Suzanne Hardy (UK)  
**Location:** Forum 1, 2, 3

**6Y/1**  **Residents as Teachers: A Needs Assessment in Singapore**  
Sandy Cook, Sok Hong Goh (Duke-NUS, Singapore, scook7878@gmail.com); Diana Goh, Colin Song (Singapore General Hospital, Singapore); Robert Kamei (Duke-NUS, Singapore)

**6Y/2**  **What effect do short Medical Education courses have on teaching style?**  
MG Keane (University College London Hospitals and Royal Society of Medicine, London, United Kingdom, geri.keane@dcdrs.net.uk); A Zaman (Royal Society of Medicine, United Kingdom); B Stewart (University of Glasgow, United Kingdom); S Richardson (Kings College London, United Kingdom); H Lee, T Lewis (Imperial College London, United Kingdom)

**6Y/3**  **Residents' teaching skills improvement – setting up a resident as a teacher program**  
Yun Chen, Pei-Chun Lin, Ya-Ting Yang, Shu-Hsun Chu (Far Eastern Memorial Hospital, New Taipei, Taiwan, yuchen@mail.femh.org.tw)

**6Y/4**  **Experience and expectations of Peer Mentoring amongst junior trainees in Paediatrics**  
Sarah Eisen (Institute of Child Health, London, United Kingdom, sarah.eisen@hotmail.com); Seema Sukhani (London Deanery, London, United Kingdom); Alexandra Brightwell, Sara Stoneham (University College Hospital NHS Trust, London, United Kingdom); Andrew Long (London Deanery, London, United Kingdom)

**6Y/5**  **Supervision of medical students in Early Professional Contact augments professional development of junior doctors during internship at Sahlgrenska University Hospital**  
Elin Holmblad, Beatrice Jonenek (Sahlgrenska University Hospital, Gothenburg, Sweden, elin.holmblad@vgregion.se); Bernhard von Below, Marie Walther (University of Gothenburg, Sweden); Caterina Finizia, Paulin Andrél (Sahlgrenska University Hospital, Gothenburg, Sweden)

**6Y/6**  **Introducing clinical supervision of medical students: An experience-based course for junior doctors**  
Rebecka Hamström, Bosjan Tubic (Sahlgrenska University Hospital, Studierektorskanslet AT, Gothenburg, Sweden, rebecka.hamstrom@vgregion.se); Mats Wahlqvist (Institute of Medicine, Gothenburg, Sweden); Cecilia Engström (Institute of Clinical Sciences, Gothenburg, Sweden); Paulin Andrél, Caterina Finizia (Sahlgrenska University Hospital, Gothenburg, Sweden)

**6Y/7**  **The development of junior doctors as teachers and their role within the medical school community**  
Emily Bate, David Taylor (University of Liverpool, United Kingdom, e.bate@liv.ac.uk)

**6Y/8**  **Innovative opportunities for trainees to develop as medical educators**  
KM Seddon (Avon and Wiltshire Mental Health Partnership NHS Trust (AWP), Bristol, United Kingdom, kate.seddon@bristol.ac.uk); EJ Anderson (University of Bristol, United Kingdom); G van der Linden (Avon and Wiltshire Mental Health Partnership NHS Trust (AWP), Bristol, United Kingdom)

**6Y/9**  **Teaching skill in labor attendance and delivery of residents training in Obstetrics and Gynecology**  
Nungrutai Saeai, Sirirat Thamrongwat, Juntima Mahatthanaporn (Prince of Songkla University, Songkhla, Thailand, sutham.p@psu.ac.th)

**6Y/10**  **Daycase laparoscopic hernia surgery – an underutilised training opportunity**  
A M E. Sharkawy, D L J Morris, B S Grewal, E Theophilidou, J W Quarmby, T E Rowlands (Royal Derby Hospital, Derby, United Kingdom)

**6Y/11**  **Education of surgeons in Denmark evaluated by trainees and trainers**  
Charlotte Green Carlsen, Anne Mette Mørcke, Peder Charles (Aarhus University, Aarhus, Denmark, cgc@medu.au.dk)

**6Y/12**  **Production of an e-learning course for pre-FRCS surgical trainees – Much more than advanced MRCS content**  
David Pier (University of Edinburgh, United Kingdom, david.pier@ed.ac.uk)

**6Y/13**  **An innovative model of surgical training to enhance cross fertilisation of best practice between surgical specialties**  
Davinder Sandhu (Severn Deanery and JCST, Bristol, United Kingdom); Mark Henley (Nottingham University Hospitals and JCST, Nottingham, United Kingdom, davinder.sandhu@southwest.nhs.uk)

**6Y/14**  **A strategy to improve residents' operative skill training in obstetrics and gynecology**  
Sutham Pajjaran, Chittasak Suwanrath, Sirirat Thamrongwat, Kritima Janthanawan (Prince of Songkla University, Songkhla, Thailand, sutham.p@psu.ac.th)
6Y/15 Conceptualizing Improvements in an Obstetrics-Gynecology Clinical rotation Using a Sociocultural Framework
Kevin Chin, Markus Martin (McGill University, Montreal, Canada, markus.martin@mcgill.ca)

6Z POSTERS: Curriculum Development 2
Chairperson: Sari Ponzer (Sweden)
Location: Forum 1, 2, 3

6Z/1 The Swansea 6S curriculum model: embedding clinical excellence and social accountability in UK graduate entry medicine
Phil Newton, Judy McKimm, Joanna Bishop (Swansea University, Swansea, United Kingdom); Aidan Byrne (Cardiff University, Cardiff, United Kingdom); Paul Jones (Swansea University, Swansea, United Kingdom); Claire Vogan (Swansea University, Swansea, United Kingdom, p.newton@swansea.ac.uk)

6Z/2 Potential curriculum additions to better prepare final year medical students for the transition to junior doctor
Tiffany Berrington (Salford Royal Hospital, Manchester, United Kingdom, tsberrington@doctors.org.uk)

6Z/3 Does curriculum theory inform curriculum development? A real life example: London Air Ambulance (LAA)
Meera Sood, Usman Tariq, Dané Goodsmann (Barts and the London SMD, London, United Kingdom, ha07172@qmul.ac.uk)

6Z/4 Restructuring the Ambulatory Curriculum in Qatar
Mai Mahmoud, Dora Stadler, Tharayya Arayssi (Weill Cornell Medical College in Qatar, Doha, Qatar, mam2080@qatar-med.cornell.edu); Samar Abouloud, Issa Matar, Dhabia Al Mohanadi (Hamad Medical Corporation, Doha, Qatar)

6Z/5 Bridging the Gap: An Evaluation of a Standardized Training Program for Radiation Therapy Students: A Pilot Project
Brian Liszewski, Lisa DiProspero, Laura D’Alimonte (Odette Cancer Centre, Toronto, Canada, brian.liszewski@sunnybrook.ca)

6Z/6 For Profit medical education model improves access to health care for underserved populations
Jyotsna Pandey, Philip Cooles (Ross University School of Medicine, Roseau, Dominica, jpdaney@rossmed.edu.dm)

6Z/7 Spirituality in Physicians’ Professional Routine
JC Gagliardi Filho (Faculdade de Medicina da Universidade de Sao Paulo, Brazil, juliocgfilho@gmail.com)

6Z/8 Can educational interventions improve the assessment and management of feverish children by health care professionals: the literature is lukewarm?
Damian Roland (Leicester University, Leicester, United Kingdom); Paul Stewart (Hull Royal Infirmary, Hull), Northampton, United Kingdom, paulstewart@doctors.org.uk

6Z/9 Gender knowledge in medicine: still a long way to go!
J C Becker (University of Muenster Medical Faculty, Muenster, Germany, jan.becker@uni-muenster.de); A Kindler-Rohrborn (University of Duisburg-Essen, Germany); A Bauland, D Burghaus, K Kappes (University Hospital Muenster, Essen, Germany); M Heue (University of Duisburg-Essen, Germany); B Pfeiferer (University Hospital Muenster, Essen, Germany)

6Z/10 Integration of Gender-related knowledge and skills into the organ and body system modules of the new medical curriculum at Charité Berlin
Sabine Ludwig, Harm Peters, Sabine Oertelt-Prigione, Manfred Gross, Claudia Spies, Annette Grüters-Kieslich (Charité - Universitätsmedizin Berlin, Germany, sabine.ludwig@charite.de)

6Z/11 A Quantitative Study of the UK Undergraduate Orthopaedic Curriculum
Michelle Ting (NHS Highland, Inverness, United Kingdom, michelleting0205@gmail.com)

6Z/12 Disaster Management workshop as a tool of learning for Health professionals
Zubaida Zain (Shifa College of Medicine, Islamabad, Pakistan, zubaida.zain@yahoo.com)

6Z/13 Competence-based approach to learning biostatistics in medical school
Berik Koichubekov, Aliya Takuadina, Viktor Riklefs (Karaganda State Medical University, Karaganda, Kazakhstan, adyja@list.ru)

6Z/14 A pilot study of a teaching model in family medicine for undergraduate medical students at Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Slovakia
Renata Pecova, Peter Galajda, Oto Osina, Jurina Sadlonova, Lubica Jakusova, Jan Danko (Comenius University in Bratislava, Martin, Slovakia, rpecova@gmail.com)
6Z/15 Students' perception assessment in spiral model from basic science to clinical application: Experience of KUB physiology in PBL curriculum at the Faculty of Medicine, Thammasat University
Sophapun Ekarattanawong, Panadda Rojphilisit, Nuchanart Suealek, Nattapon Sookprasert (Faculty of Medicine, Thammasat University, Pathumthani, Thailand, sophapun@hotmail.com)

6AA POSTERS: Clinical Teaching 2
Chairperson: Shelley Ross (Canada)
Location: Forum 1, 2, 3

6AA/1 Student attitude towards difficulty of learning in Pediatric Cardiology
Kachaporn Nimdet (Suratthani Hospital, Suratthani, Thailand, kachaporny@yahoo.com); Hathaitip Tunviriyakul (Hatyai Hospital, Songkhla, Thailand)

6AA/2 Relation of Preclinical Practice to Clinical Training in Occupational Therapy Education
Tsuneto Furuta, Yoako Iwasaki-Kurosawa, Masami Yasunaga (Bunkyo Gakuin University, Saitama, Japan, tsuneto@hst.u-bunkyo.ac.jp)

6AA/3 Introduction of medical students to emergency care
Carlos Edmundo Fontes, Amanda Bonfim, Tamara De Nardo Vanzela, Patricia Pinheiro Montalvão (Universidade Estadual de Maringá, Brazil, cfontes@teracom.com.br)

6AA/4 The result of a clinical immersion program for medical students of Prince of Songkla University, Thailand
Rakchai Buhachat (Prince of Songkla University, Songkhla, Thailand, rakchai@yahoo.com)

6AA/5 The factors influencing clinical learning of nursing students: A qualitative research study
Farhad Ramezani-Badr, Koorash Amini (Zanjan University of Medical Sciences, Zanjan, Iran, Ramezani.Badr@gmail.com); Alireza Khatony (Kermanshah University of Medical Sciences, Kermanshah, Iran)

6AA/6 The number of times that medical students need to practice to achieve optimal competency in short arm casting
Thananit Sangkomkamhang (Khon Kaen Hospital, Khon Kaen, Thailand, sktris@hotmail.com)

6AA/7 Refresher course on Neonatal resuscitation program: what is the most effective method?
Pichaya Thanomsingh (Maharat Nakhon Ratchasima Hospital, Nakhon Ratchasima, Thailand, pichaya_t@yahoo.com)

6AA/8 Feedback, Learning Curve and Skills Improvement in Neonatal Resuscitation
Waranart Chandrakachorn; Thammasorn Piriyasupong (Khon Kaen Hospital, Khon Kaen, Thailand, waranart_chan@yahoo.com)

6AA/9 The Patients as Educators (PAE) program - The Sheffield Model
Martin Hague, Amir Burney, Emma Hudson (University of Sheffield, United Kingdom, a.burney@sheffield.ac.uk)

6AA/10 A qualitative national study of nurses’ clinical knowledge development of pain in Pediatric Intensive Care
Janet Mattsson (Karolinska Institutet, Åsensjö, Sweden); Maria Forsner (Högskolan Dalarna, Falun, Sweden); Maaret Castre’n, Klara Bolander-Laksö, Maria Arman (Karolinska Institutet, Stockholm, Sweden)

6AA/11 “Practice makes perfect”: Reinforcement as a teaching method for clinical examinations
Sarah Cook, Callum Little (Kent & Canterbury Hospital, Canterbury, United Kingdom, sarah-cook@doctors.org.uk)

6AA/12 Use of a workshop-based program to teach electrocardiogram (ECG) interpretation skills to undergraduate medical students
Rahul Mukherjee, Polly Robinson, Tai Ken Ting, Stephani Bernard, Sara Bradford, Alexa Gibbon (King’s College Hospital, London, United Kingdom, rahul.mukherjee@nhs.net)

6AA/13 Evaluation and future planning of what should be taught to medical student of controlling traumatic epistaxis
Anurak Amornpetchsathaporn (Sawanpracharak Hospital, Nakhonsawan, Thailand, anurakmd@gmail.com)

6BB POSTERS: Feedback and Online Assessment
Chairperson: Andy Wearn (New Zealand)
Location: Forum 1, 2, 3

6BB/1 Developing feedback skills in junior doctors during a mock PACES examination
Z Zielicha, I Koizia, A Nihat, S Singh (Chelsea and Westminster Hospital, London, United Kingdom, zofia.zielicha05@imperial.ac.uk)

6BB/2 Online topic-based formative feedback versus online question-based formative feedback: a comparative analysis
E Carpenter, J Dermo (University of Bradford, United Kingdom, e.carpenter1@bradford.ac.uk)
6BB/3  Carpe Diem: post exam – a missed opportunity for collaborative learning?  
Debra Sibbald, Matt Sibbald (University of Toronto, Canada, debra.sibbald@utoronto.ca)

6BB/4  Is valid criticism the elephant in the corner?  
Helen Laycock, Peter Williamson, Stephanie Cattlin, Ashwin Kalbag (Charing Cross Hospital, London, United Kingdom, helen.laycock@doctors.org.uk)

6BB/5  Barriers to Feedback: Are Consultants & Trainees on the Same Wavelength?  
Peter Williamson, Stephanie Cattlin, Helen Laycock, Ashwin Kalbag (Charing Cross Hospital, London, United Kingdom, stephcattlin@hotmail.com)

6BB/6  Consultants’ perceptions of the use and usefulness of placement assessment forms: An exploratory study  
Priyanka Sanghi, Della Freeth (Barts and the London, United Kingdom, priyankas646@hotmail.com)

6BB/7  What do third year medical students find useful when receiving peer feedback after taking a clinical history?  
Francesca Hogg, Angela Rowlands, Annie Cushing (Barts and the London School of Medicine and Dentistry, London, United Kingdom, bto7024@qmul.ac.uk)

6BB/8  What do new undergraduate medical and veterinary students understand by the term feedback? Does a year of education affect their views?  
Janette Myers, Farah Kassam (St George’s, University of London, United Kingdom); Kim Whittlestone (Royal Veterinary College, London, United Kingdom, m0800719@sgul.ac.uk)

6BB/9  The integration of PHS with web-based feedback to promote mutual feedback in clinical medical education  
Chia-Der Lin, Wu-Chung Shen, Chen-Haw Tsai, Cheng-Chieh Lin, Shih-Chieh Liao (China Medical University, Taichung, Taiwan, chiader@seed.net.tw)

6BB/10  Consultants’ perceptions of the use and usefulness of placement assessment forms: An exploratory study  
Priyanka Sanghi, Della Freeth (Barts and the London, United Kingdom, priyankas646@hotmail.com)

6CC  E-POSTERS: Virtual Patients and eCase Studies  
Chairperson:  
Location:  Bellecour Foyer

6CC/1  Virtual Patients with Rare Diseases: good for health professionals and good for patients  
Sunhea Choi, Alexandra Webb (University of Southampton, United Kingdom, s.choi@soton.ac.uk); Sean Slaght (University Hospital Southampton, United Kingdom)

6CC/2  Implementing Mobile Apps in Medical School  
Supriya Krishnan (St George’s, University of London, United Kingdom, skrishna@sgul.ac.uk)

6CC/3  Modeling Virtual Patients for Learning and Assessment in Nursing Education  
Carina Georg, Nabil Zary (Karolinska Institutet, Stockholm, Sweden, carina.georg@ki.se)

6CC/4  Evolution of the Use of On-Line Virtual Patients in the Internal Medicine Clerkship  
Valerie J Lang (University of Rochester School of Medicine & Dentistry, Rochester, United States, valerie.lang@urmc.rochester.edu); Jennifer Kogan (University of Pennsylvania, Philadelphia, United States); Norm Berman (Dartmouth University School of Medicine, Lebanon, United States); Darrio Torre (Drexel University, Philadelphia, United States)

6CC/5  Through students’ eyes  
Moira Maley (University of Western Australia, Albany, Australia, moira.maley@uwa.edu.au); Sharon Peters (Memorial University of Newfoundland, St Johns, NL, Canada); Andrew Knight, Kirsten Auret (University of Western Australia, Albany, Australia)

6CC/6  User Acceptance of Virtual Patients  
Kati Hakkarainen, Sari Wullden (University of Tampere, Finland, kati.hakkarainen@uta.fi)

6CC/7  Avatars increased doctor/nurse-child communication and reduced children’s anxiety in hospital-treated paediatric patients  
Inmaculada Bellido (University of Malaga, Spain, ibellido@uma.es); M Victoria Bellido, Sonia Perez-Bertolez (Carlos Haya University Hospital, Malaga, Spain); Aurelio Gomez-Luque (Virgen de la Victoria University Hospital, Malaga, Spain)

6CC/8  Attitudes of trainee physicians to online education  
Orla Mullally (The Royal College of Physicians of Ireland, Dublin, Ireland, orlamullally@rcpi.ie)

6CC/9  Improvement of students’ reflective skills by using e-portfolio during the Family medicine course  
V Cerovecki, Z Ozvacic, G Petricek, D Kasuba Lazic, L Murgic, S Blazekovic Milakovic (University of Zagreb, Croatia, vjenja.cerovecki@mef.hr)
6CC/10 Satisfaction of medical cadets in self directed learning using Computer Assisted Instruction (CAI) in Pharmacology
Nisamanee Satyapan (Phramongkutklao College of Medicine, Bangkok, Thailand, nsatyapan@yahoo.com)

6CC/11 Baby Steps to e-Learning: Rourke Baby Record (RBR) – e-Module
David T Stokes, Leslie Rourke, Sara Hann, Anne Drover, Stephen N Pennel, Sean K O’Neil (Memorial University, St. John’s, Canada, david.stokes@med.mun.ca)

6CC/12 Interactive multimedia algorithms for acute medicine teaching and learning
Daniel Schwarz, Petr Stourac (Masaryk University, Brno, Czech Republic, schwarz@iba.muni.cz)

6DD POSTERS (en français): Évaluation
Chairperson: Location: Bellecour Foyer
6DD/1 Evaluation du guide d’accompagnement des formateurs AFGSU en instituts de formations paramédicales
Maryse Bollon (IRFSS Houphouët Boigny, Marseille, France)

6DD/2 Les critères de choix de la spécialité des médecins résidents de la faculté de médecine et de pharmacie de Marrakech
Aboubaker Matrane (Mohamed VI University Hospital, Marrakech, Morocco, matrane33@yahoo.fr); Zineb Serhier (Department of Social Medicine and Community Health, Medical Informatics Laboratory, Morocco)

6DD/3 Certification en langues de l’enseignement supérieur (CLES 3 Médecine) : un examen national gratuit, reconnu à l’échelle européenne
Félicie Pastore (Université Paul Sabatier, Toulouse, France, felicie.pastore@univ-tlse3.fr)

6DD/4 Vers une pédagogie d’apprentissage dans l’enseignement-évaluation des futurs professionnels de santé, au-delà du cours magistral à l’Université de Ngaoundéré (UN)
Jérémy Mbo Amvene, E. Nukenine, E. Ngo Bum, Ngaroua, O. Pancho, P. H. Amvam Zollo (Université de Ngaoundéré, Ngaoundéré, Cameroon, jer_ambo@yahoo.fr)

6DD/5 Mentorat à Aix-la-Chapelle dans le curriculum reformé – les notes sommatives et le résultat du “progress test” formatif-Deux formes d’évaluation combinées dans un mentorat systématique
Johann Arias, Alexander Schiffl, Sonja Finsterer, Wolfgang Dott, Melanie Simon (RWTH Aachen, Germany, jarias@ukaachen.de)

6DD/6 Comment former les moniteurs cliniques à l’enseignement au lit du patient à l’aide des “microskills”: Un projet pilote international au Cambodge
D Duong (Université des Sciences de la Santé du Cambodge, Phnom Penh, Cambodia); J Markuns, L Goldman (Boston University, Boston, United States); N Mam, T Sat, T Fassier (Université des Sciences de la santé du Cambodge, Phnom Penh, Cambodia, daranth_duong@yahoo.com)

6DD/7 Premiers ECOS au Cambodge: Opportunités et obstacles identifiés après le projet pilote
N Mam, Y Bouchan (Université des Sciences de la Santé du Cambodge, Phnom Penh, Cambodia); K Sanros (Hôpital Provincial de Poaoko, Téka, Togo, Cameroon); Y. Lefort (CH de La Réunion, France); T Fassier (Université des Sciences de la Santé du Cambodge, Phnom Penh, Cambodia); (présentateur: P Millet, Université des Sciences de la Santé du Cambodge, Coopération Française, Phnom Penh, Cambodia, pascal.millet@chu-besancon.fr)

6DD/8 Création d’un outil d’évaluation des compétences lors des stages en formation initiale sage-femme
Madeleine Gantelet, Stéphanie Paris, Béatrice Liegeon-Van Els (Ecole de sages-femmes, Besançon, France, mgantelet@chu-besancon.fr)

6DD/9 Evaluation du raisonnement clinique sur le partogramme par le Test de Concordance de Script (TCS) en formation initiale sages-femmes
Madeleine Gantelet (Ecole de sages-femmes, Besançon, France, mgantelet@chu-besancon.fr)

6DD/10 Analyse docimologique des examens d’anatomie et de biologie humaine à la Faculté des Sciences de la Santé (FSS) de Cotonou
G M Hounou, A F Gangbo, AG Ayeloa, A K Agossou-Voyeme, R Darboux (Faculté des Sciences de la Santé, Littoral, Cotonou, Benin, hounougm@yahoo.fr)

6DD/11 L’enseignement et l’évaluation des apprentissages en anatomie humaine à la Faculté des Sciences de la Santé (FSS) de Cotonou
G M Hounou, A M Agbéto, A K Agassou-Voyémé (Faculté des Sciences de la Santé, Littoral, Cotonou, Benin, hounougm@yahoo.fr)

6DD/12 Impact pédagogique d’ateliers d’enseignement sur la prise en charge des voies aériennes supérieures. Exemple des ateliers pratiques de la formation des référents aux techniques d’intubation
Laurent Brisard, Didier Pean, Cecile Magne (CHU Nantes, France); Xavier Combes (CH Felix-Guyon, La Réunion, France); Olivier Langeron (Groupe Hospitalier la Pitié-Salpêtrière-APHP, Paris, France); Corinne Lejus (CHU Nantes, France)
1030-1215 **MEETING:** ESME ADVISORY BOARD (Closed Meeting)  
Location: Rhone 4

1215-1345 **LUNCH**  
Location: Forum Hall 4, 5, 6

1230-1330 **PRIVATE MEETINGS**  
AMEE AGM  
Location: Pasteur Lounge  
ASPE Luncheon  
Location: St Clair 1  
ESME Course  
Location: Rhone 3a  
ESME Sim Course  
Location: St Clair 3a  
GCSA Lunch  
Location: St Clair 2  
International Advisory Board of Perspectives of Medical Education, the Journal of the Netherlands’ Association of Medical Education  
Location: Gratte-Ciel 3  
RESME Course  
Location: Rhone 3b  
IAMSE Luncheon  
Location: St Clair 3b  
Go8 Schools and NBME representatives – further collaboration  
Location: St Clair 5

**SESSION 7: Simultaneous Sessions**

1345-1530 **7A SYMPOSIUM:** Medical student selection: to choose the best or to exclude the unsuited?  
Brian Kelly, David Powis, Steven Hurwitz, Miles Bore, Don Munro (University of Newcastle, Australia); Jon Dowell (University of Dundee, United Kingdom)  
Location: Amphitheatre

1345-1530 **7B SYMPOSIUM:** Encouraging the establishment of programs of research  
Larry Gruppen (University of Michigan Medical School, USA); Lambert Schuwirth (Flinders University, Adelaide, Australia); Diana Dolmans (Maastricht University, The Netherlands); Stewart Mennin (Sao Paulo, Brazil)  
Location: Pasteur Auditorium

1345-1530 **7C SYMPOSIUM:** The Bologna Process – where are we and how does it relate to curriculum trends in medical education?  
Madalena Patrício (University of Lisbon, Portugal, and AMEE); Ronald Harden (AMEE, Dundee, United Kingdom)  
Location: Pasteur Lounge

1345-1530 **7D COMMUNICATIONS COURTES (en français): Curriculums**  
Chairperson: Jean Jouquan (France)  
Location: Bellecour 1

1345-1400 **7D/1** Révision curriculaire du programme md à l’Université de Sherbrooke  
Ann Graillon, Eve-Reine Gagné, Marianne Xhignesse, Denis Bédard (Université de Sherbrooke, Sherbrooke, Canada, ann.graillon@usherbrooke.ca)  
1400-1415 **7D/2** Le ‘choc des images’ comme pratique d’évaluation et d’élaboration des programmes de formation en santé  
Catherine Romanus, Helyett Wardavor (HELib Ilya Prigogine, Bruxelles, Belgium, catherine.romanus@helb-prigogine.be); Marc Wattel (Area Santé asbl, Bruxelles, Belgium); Dominique Peeters, Karin Van Loon (IHE Paul Henri Spaak, Bruxelles, Belgium); Florence Parent (Université Libre de Bruxelles, Belgium)

1415-1430 **7D/3** Groupes de réflexion et d’accompagnement personnel au VU University Medical Center : bilan des échanges  
Veronica J. Selleger, Albert Wenisch, José J.S. van de Kreeke (VUmc, Amsterdam, Netherlands, vj.selleger@vumc.nl)

1430-1445 **7D/4** Le professionnalisme des résidents - le rôle de l’Ordre professionnel  
Anne-Marie MacLellan, Sylvie Leboeuf, Ernest Prégent (Collège des médecins du Québec, Montréal, Canada, amaclellan@cmq.org)

1445-1500 **7D/5** Le projet sur l’avenir de l’éducation médicale au Canada – volet postdoctoral : Une vision collective  
Nicolas Busing (Association des facultés de médecine du Canada, Ottawa, Canada); Kenneth Harris (Collège royal des médecins et chirurgiens du Canada, Ottawa, Canada); Anne-Marie MacLellan (Collège des médecins du Québec, Montréal, Canada, amaclellan@cmq.org); Ivy Ondasan (Collège de médecine de famille du Canada, Toronto, Canada); Geneviève Moineau (Association des facultés de médecine du Canada, Ottawa, Canada)
7D/6 Création d’un réseau de leaders de la pédagogie à la Faculté de médecine de l’Université de Montréal pour la transformation des programmes en approche par compétence (APC)
Andrée Boucher, Louis-Georges Ste-Marie, Nicolas Fernandez, Nathalie Caire Fon, Paul Lebel, Suzie Savard (Université de Montréal, Canada, andree.boucher@umontreal.ca)

7D/7 Enquête prospective des motivations et de l’impact à distance de la Formation des Référents aux Techniques d’Intubation Difficile (FRTID)
Laurent Brisard (CHU Nantes, France, laurent.brisard@me.com)

No Discussion

7E

7E/1 Assessing clinical, legal and ethical competencies using an integrated OSCE model
Jayne Kavanagh, Kaz Iwata, Vinnie Nambisan, Aroon Lal, Melissa Gardner, Alison Sturrock (UCL, London, United Kingdom, j.kavanagh@ucl.ac.uk)

7E/2 Mini-OSCE in the evaluation of Taiwanese clerks’ surgical clinical skills
Shih-Chieh Liao, Ming-Jyh Chen, Ching-Hsuan Ho, Hsin-Yuan Fang (China Medical University, Taichung, Taiwan, d193421104@ntu.edu.tw)

7E/3 A study of integrating virtual patient and standardized patient OSCE
Che-Wei Lin, Chien-Chih Wu, Shyr-Yi Lin, Nen-Chung Chang, Chi-Ruey Tseng (Taipei Medical University, Taipei, Taiwan, thomas0205@gmail.com)

7E/4 The performance of undergraduate medical students with a disability in structured clinical examinations
Eithne Heffernan; Thomas Gale; Lee Coombes; Adrian Freeman (Peninsula College of Medicine and Dentistry, Exeter, United Kingdom, eithne.heffernan@pcmd.ac.uk); Paul Bradley (Cardiff University School of Medicine, Cardiff, United Kingdom)

7E/5 Effectiveness of Integrated Assessment of Basic Medical Sciences: A Qualitative Study of Borderline Students
Muhammad Saeed (Azad Jammu & Kashmir Medical College, Muzaffarabad, Pakistan, mseedshafi@gmail.com)

7E/6 Comparison of assessment scores of candidates for communication skills in an OSCE, by examiners, candidates and simulated patients
Abdul Sattar Khan (Ataturk University, Erzurum, Turkey, drsattarkhan@gmail.com); Riaz Quershi (King Saud University, Riyadh, Saudi Arabia); Shabi Ul-Hasan (Riyadh Military Hospital, Riyadh, Saudi Arabia); Hamit Acemoglu (Ataturk University, Erzurum, Turkey)

Discussion

7F

7F/1 Generic learning skills in academically-at-risk medical students: a development programme bridges the gap
V C Burch, G Gunston, D Shamley, C Sikakana (University of Cape Town, South Africa, vanessa.burch@uct.ac.za); D Murdoch-Eaton (University of Leeds, United Kingdom)

7F/2 Significant dropout risks among medical students
AM Morcke, L O’Neill, B Eika (Aarhus University, Aarhus, Denmark, amm@medu.au.dk)

7F/3 Predictors of Stress Responses to High Acuity Events in Paramedics
Vicki R LeBlanc, Cheryl Regehr, Aria Juriz (University of Toronto, Canada, vicki.leblanc@utoronto.ca); Kevin King (CAE Healthcare, Toronto, Canada); Walter Tavares (Centennial College, Toronto, Canada)

7F/4 Prediction and Prevention of Failure: An Early Intervention to Assist At-Risk Medical Students
KA Winston, T Musial, D Sacks, CAG Schipul (Ross University School of Medicine, Picard, Dominica, kwinston@rossmed.edu.dm)

7F/5 A longitudinal study on relationships of previous academic achievement, emotional intelligence, and personality traits with psychological health of medical students during stressful periods
Muhammad Saiful Bahri Yusoff, Ab Rahman Esa, Mohamad Najib Mat Po, Ching Mee See, Rosni Aziz Aziz, Fazzerin Azra Mohamed Azahar, Ahmad Fuad Abdul Rahim (Universiti Sains Malaysia, Kelantan, Malaysia)
1500-1515  7F/6  The Problem Learner: the Trainees’ Perspective  
Taruna Bindal, David Wall, Helen Goodyear (NHS West Midlands Workforce Deanery, Birmingham, United Kingdom, 
taruna.bindal@worcsacute.nhs.uk)

1515-1530 Discussion

1345-1530  7G  RESEARCH PAPERS: Clinical Education
Chairperson: Charlotte Silén (Sweden)  
Location:  Space Gratte-Ciel

1345-1405  7G/1  Rater effects in OSCEs: Differences in location, dispersion and distinctiveness and their consequences for reliability 
Andreas Möltner, Jobst-Hendrik Schultz, Jana Jünger (University of Heidelberg, Germany, 
andreas.moeltner@med.uni-heidelberg.de)

1405-1425  7G/2  Exploring the sources of diagnostic errors and the mechanisms through which reflection counteracts mistakes: the role of salient distracting clinical features 
Sílvia Mamede, Ted Splinter (Erasmus University Rotterdam, Netherlands, mamede@fsw.eur.nl)

1425-1445  7G/3  Does systematic viewing make radiological images go bad? 
Ellen M Kok (Maastricht University, Maastricht, Netherlands, e.kok@maastrichtuniversity.nl)

1445-1505  7G/4  Patient Driven – Putting patients at the Heart of Clinical Education 
Colm Watters (Kings Health Partners, Simulation and Interactive Learning Centre, London, United Kingdom, 
colm.watters@doctors.org.uk)

1505-1530 Discussion

1345-1530  7H  SHORT COMMUNICATIONS: Continuing Professional Development 2  
Chairperson: India Broyles (US)  
Location:  Gratte-Ciel 1

1345-1400  7H/1  Educating physicians in meaningful use of information technology for medication management (MMIT): a conceptual framework 
Fvan Stiphout (University Medical Centre Utrecht, Netherlands, f.vanstiphout@umcutrecht.nl)

1400-1415  7H/2  Record reviews to recognise potential performance issues in health practitioners 
Martin Rhodes, Nick Brown, Pauline McAvoi (National Clinical Assessment Sevice, London, United Kingdom, 
martin.rhodes@ncas.npsa.nhs.uk)

1415-1430  7H/3  How do doctors collaborate according to one of their collaborative partners? 
Nadine van der Lee, Michiel Westerman, Joanne Fokkema (Sint Lucas Andreas Hospital, Amsterdam, Netherlands, 
n.vanderlee@slaz.nl); Cees van der Vleuten, Albert Scherpber (Maastricht University, Maastricht, Netherlands); 
Fedde Scheele (VU University Medical Center, Amsterdam, Netherlands)

1430-1445  7H/4  Are there key characteristics of poorly performing doctors? What do workplace based assessments tell us? 
Nick Brown, Pauline McAvoi, Martin Rhodes (National Clinical Assessment Service (NCAS), London, United Kingdom, 
nicholas.brown@ncas.npsa.nhs.uk)

1445-1500  7H/5  A Canadian Study Evaluating Long-Term Impact of a Multifaceted Learning Program 
Daniel Gareau (IUCPQ, Quebec, Canada, dango111259@hotmail.com); Serge Normand, Carl Fournier (University of 
Montreal, Canada)

1500-1515  7H/6  Practice Based Small Group Learning for Continuing Medical Education in Wessex 
Jonathan Rial, Sam Scallan (Wessex Deanery, Southampton, United Kingdom, jonrial@doctors.org.uk)

1515-1530  7H/7  Career satisfaction and commitment among Taiwanese Pediatricians 
Siu-Meng Le, Tsuen-Chiu Tsai, Shih Yu Chen (F-Da Hospital, Kaohsiung City, Taiwan, maria.lee@msa.hinet.net); Der-Fang Chen (Cathay General Hospital, Taipei City, Taiwan)

No Discussion
1345-1530 7I SHORT COMMUNICATIONS: Community Oriented Medical Education
Chairperson:
Location: Gratte-Ciel 2

1345-1400 7I/1 What’s the added value of longitudinal GP placements?
Lindsey Pope, Phillip Evans (University of Glasgow, United Kingdom, lindsey.pope@glasgow.ac.uk)

1400-1415 7I/2 Do undergraduate Longitudinal Integrated Clerkships have long-term career impact?
A decade report from The Rural Clinical School of Western Australia
Denese Playford, Harriet Denz-Penhey, Wen Ng, Geoff Riley (University of Western Australia, Western Australia, denese.playford@uwa.edu.au)

1415-1430 7I/3 “Specialist CBME”: An exploration of the effectiveness of teaching specialty subjects in General Practice
Ima Sasikumar (Kings College London School of Medicine, London, United Kingdom); Sofia Zaffarullah (Barts and The London, United Kingdom, imaa@sasikumar@kcl.ac.uk)

1430-1445 7I/4 Student researchers in the community – partnerships, tensions & achievements
John D Goodall, Christine McMenamin, Nicky Peters (Monash University, Clayton, Australia, jdf002@student.monash.edu)

1445-1500 7I/5 Understanding medical students’ experiences in an urban community-based medical education program
Sarah Mahoney, Lucie Walters, Linda Sweet (Flinders University, Adelaide, Australia, sarah.mahoney@flinders.edu.au)

1500-1515 7I/6 Going rural: an analysis of the first year of implementation of an innovative medical education model
S van Schalkwyk, J Bezuidenhout, H Conradie, M de Villiers, T Fish, B Van Heerden (Stellenbosch University, Tygerberg, South Africa, scvs@sun.ac.za)

1515-1530 7I/7 Preparing medical students for exit: Does clerkship track (rural integrated community or rotation-based) make a difference?
Wayne Woloschuk, Wes Jackson, Doug Myhre, Kevin McLaughlin, Bruce Wright (University of Calgary, Canada, woloschu@ucalgary.ca)

No Discussion

1345-1530 7J SHORT COMMUNICATIONS: Portfolios
Chairperson: Maria Tsakok (UK)
Opening Discussant: Elaine Dannefer (US)
Location: Tete d’Or 1

1345-1400 7J/1 Personalised video portfolios: An innovative approach to encouraging practice and self-appraisal of clinical skills
Julie Struthers, Gerard Browne, Ian Gordon, Predrag Bjelogrlic (University of St Andrews, United Kingdom, jes10@st-andrews.ac.uk)

1400-1415 7J/2 Clinical portfolio as an authentic assessment of clinical competency
Bhavani Veasuvalingam (AIMST University, Kedah, Malaysia, veasuvalingambhavani@gmail.com)

1415-1430 7J/3 Medical students’ narrative reflections: a window into professional identity formation
Karen Trollope-Kumar, Anne Wong (McMaster University, Hamilton, Canada, karen.trollope-kumar@medportal.ca)

1430-1445 7J/4 The relation between reflection and other competencies in a portfolio-based undergraduate social-dentistry course
Sebastiaan Koole (Ghent University, Ghent, Belgium); Tim Dornan (Maastricht University, Maastricht, Netherlands); Leen Aper, Jacques Vanobbergen, Luc De Visschere, Anselme Derese (Ghent University, Ghent, Belgium, sebastiaan.koole@ugent.be)

1445-1500 7J/5 Improving Reflective Practice in Medical Students – Measuring the Change Through the Use of Portfolios
Karen Garlan, Christine Jorm (University of Sydney, Australia, karen.garlan@sydney.edu.au)

1500-1515 7J/6 Assessing NHS ePortfolio behaviour: variations in the online activity patterns of doctors as they progress through training
Timothy R P Brown (NHS Education for Scotland, Edinburgh, United Kingdom, tim@nhseducationforScotland.org)

1515-1530 Discussion

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1345-1530  7K  SHORT COMMUNICATIONS: Accreditation of the Student and Overseas Doctor
Chairperson: Ian Bowmer (Canada)
Location: Tete d’Or 2

1345-1400  7K/1  Association between the Quality of Medical Education Accreditation Systems and International Medical Graduates’ USMLE Performance
Marta van Zanten, John Boulet (FAIMER / ECFMG, Philadelphia, United States, mvanzanten@ecfmg.org)

1400-1415  7K/2  International variation in performance by clinical discipline and task on the USMLE Step 2 Clinical Knowledge (CK)
Kathleen Holtzman, David Swanson, Wenli Ouyang, Gerard Dillon (National Board of Medical Examiners, Philadelphia, United States, kholtszman@nbme.org); Jack Boulet (Foundation for the Advancement of Medical Education and Research, Philadelphia, United States)

1415-1430  7K/3  The Southern Health “IMG student program” – report on 6 years experience
Johannes Wenzel, Debra Kiegaldie (Southern Health, Medical Education Unit, Melbourne, Australia, johannes.wenzel@hcn.net.au)

1430-1445  7K/4  The Clinician Assessment for Practice Program: A Seven Year Review
Gwen MacPherson (College of Physicians and Surgeons of Nova Scotia, Halifax, Canada, gmacpherson@cpsns.ns.ca); Bruce Holmes (Dalhousie University Medical School, Halifax, Canada); Lynda Campbell (Nova Scotia Department of Health and Wellness, Halifax, Canada); Sandra Taylor, Bob Maudsley (College of Physicians and Surgeons of Nova Scotia, Halifax, Canada)

1445-1500  7K/5  The experience of non-UK EU trained anaesthetists starting work in the National Health Service (NHS) in London: how can we make life easier and safer?
Huon Sinelgrove, Mike McKinley, Homital Bagia, Nicholas Gosling, Vaughan Holm (Presenter: Yuriy Kuybida, St George’s Healthcare NHS Trust, London, United Kingdom, yuriy.kuybida@stgeorges.nhs.uk)

1500-1515  7K/6  International medical students and their quality of life whilst studying in New Zealand
Marcus A Henning, Susan J Hawken (University of Auckland, New Zealand, m.henning@auckland.ac.nz); Christian Krägeloh (AUT University, Auckland, New Zealand); Fiona Moir, Iain Doherty (University of Auckland, New Zealand)

1515-1530  7K/7  The psychological well being and sociocultural adaptation of foreign medical students in Romania
Anca Dana Buzoianu (“Iuliu Hatieganu” University of Medicine and Pharmacy, Cluj-Napoca, Romania, abuzoianu@umfcluj.ro); Codruta Popescu (County Hospital, Cluj-Napoca, Romania); Valentin Muntean (“Iuliu Hatieganu” University of Medicine and Pharmacy, Cluj-Napoca, Romania)

No Discussion

1345-1530  7L  SHORT COMMUNICATIONS: Simulated Patients
Chairperson: Kerry Knickle (Canada)
Opening Discussant: Kerry Knickle (Canada)
Location: Rhone 1

1345-1400  7L/1  Large Scale Development of Clinical Skills Learning Based on Standardised Patients for Year 3 Medical Students at the Nantes Medical School, France
Jean-Marie Castillo (University Hospital, Nantes, France, jean-marie.castillo@etu.univ-nantes.fr)

1400-1415  7L/2  Learning from patient instructors
Ann-Helen Henriksen; Charlotte Ringsted (Centre for Clinical Education, Copenhagen, Denmark, ann-helen.henriksen@rh.regionh.dk)

1415-1430  7L/3  Learning to think: Using human patient simulation to build critical thinking attributes
Robin Wood (Boston College Connell School of Nursing, Massachusetts, United States, woodr@bc.edu)

1430-1445  7L/4  A simulation-based course for pain management: An innovative and experiential approach to communication skills and the utilization of the biopsychosocial formulation in non-psychiatrists
Vidhi Misra, Scott Hall, Tayyeb Tahir, Cristina Diaz-Navarro, Sharmila Khot (University Hospital of Wales, Cardiff, United Kingdom, vidhi_misra@hotmail.com)

1445-1500  7L/5  How standardised patients award global scores in OSCEs: a qualitative study
Gerry Lundy, Gerry Gormley, Jenny Johnston, Melissa McCullough (Queen’s University Belfast, United Kingdom, g.gormley@qub.ac.uk)

1500-1515  7L/6  Friends with benefits – should medical educators involve the community in medical education?
Tania Huria, Suzanne Pitama, Cameron Lacey (University of Otago, Christchurch, New Zealand, tania.huria@otago.ac.nz)

1515-1530  Discussion
1345-1530 7M  SHORT COMMUNICATIONS: eLearning: Virtual Patients
Chairperson: Norm Berman (US)
Location: Rhone 2

1345-1400 7M/1  Santa Fé: The Construction of a City in Virtual Reality as a Empowerment of Education in Family Health
Alessandra Dahmer, Maria Eugênia Bresolin Pinto, Luciano Boose Pinheiro (Universidade Federal de Ciências da Saúde de Porto Alegre, Brazil, adahmer@gmail.com); Rodrigo Alves Tubelo (Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil)

1400-1415 7M/2  Second Life, Second Thoughts: The use of Second Life as a 3D Immersive Development Platform for Medical Education
Sean O’Neill, Yasir Abdelgabbar Mohamed, David T. Stokes, Stephen, N. Pennell, Victor Maddalena, Sharon Peters (Memorial University, St. John’s, Canada, sean.oneill@med.mun.ca)

1415-1430 7M/3  Using a role-play simulation in Second Life to teach child psychiatric assessment: do undergraduate medical students perceive it as a useful learning experience?
Aaron K. Vallance, Ashish Hemani, Mohamed Akram Ameen (Imperial College London, United Kingdom); Victoria Fernandez (South London and St George’s Mental Health NHS Trust, London, United Kingdom); Daniel Livingstone (University of the West of Scotland, Paisley, United Kingdom); Kerri McCusker (The University of Ulster, Derry, United Kingdom, ka.mccusker@ulster.ac.uk); Maria Tora-Troconis (Imperial College London, United Kingdom)

1430-1445 7M/4  The introduction of authentic clinical problem-solving into Problem Based Learning, using interactive virtual patients: the impact on student behaviour and performance
Ella Iskrenko, Trupli Jivram (St.George’s University of London, United Kingdom, eiskrenko@sgul.ac.uk); Rachel Ellaway (Northern Ontario School of Medicine, Sudbury, Ontario, Canada); Terry Poulton (St.George’s University of London, United Kingdom)

1445-1500 7M/5  Designing virtual patients for medical undergraduates: a grounded theory study
James Bateman (Warwick Medical School, Coventry, United Kingdom, james.bateman@warwick.ac.uk); Maggie Allen (University Hospitals Coventry and Warwickshire NHS Trust, Coventry, United Kingdom); David Davies (Warwick Medical School, Coventry, United Kingdom)

1500-1515 7M/6  The relation between self-regulated learning and perceived benefit of web-based patient cases
Samuel Edelbring, Rolf Wahlström, Nabil Zary (Karolinska Institutet, Stockholm, Sweden, samuel.edelbring@ki.se)

1515-1530 7M/7  Computer-based case simulation is effective for training veterinary students to develop a fluid resuscitation plan and transferring this skill to an OSCE situation
Gord Krebs, Soren Boysen, Andrea Vallevand, Kent Hecker, Jacob Thundathil (University of Calgary, Canada, gkrebs@ucalgary.ca)

No Discussion

1345-1530 7N  WORKSHOP: Lecturing well: an evidence-based approach (note: see also 2C)
Tim Dornan (Maastricht University, Maastricht, Netherlands, timothy.dornan@gmail.com); Rachel Ellaway (University of Northern Ontario, Sudbury, Canada); Janet Tworek (University of Calgary, Canada)
Location: Gratte-Ciel 3

1345-1530 7O  WORKSHOP: Psychometrics for Dummies: everything you wanted to know about analyzing exam data but were afraid to ask: Intermediate Workshop (note: see also 20)
Reg Dennick, Mohsen Tavakol (University of Nottingham, United Kingdom, reg.dennick@nottingham.ac.uk; m_tavakol@yahoo.com)
Location: Rhone 3a

1345-1530 7P  WORKSHOP: Enhancing intrinsic motivation in medical students: Using Self-determination theory
Rashmi Kusurkar, Gerda Croiset (VU University Medical Center Amsterdam, Netherlands, r.kusurkar@vumc.nl; g.croiset@vumc.nl); Olle ten Cate (University Medical Center Utrecht, Netherlands, t.j.tencate@umcutrecht.nl); Karen Mann (University of Dalhousie, Halifax, Canada, karen.mann@dal.ca)
Location: Rhone 3b

1345-1530 7Q  AMEE-Essential Skills in Computer-Enhanced Learning (ESCEL) Course (closed session)
Location: St Clair 1

1345-1530 7R  WORKSHOP: Developing medical students’ teaching skills
V Cook, JH Fuller, MF Anwar (Barts and the London School of Medicine and Dentistry, London, United Kingdom, Incase@qmul.ac.uk; J.H.Fuller@qmul.ac.uk; faizanwar19@gmail.com)
Location: St Clair 2
1345-1530  7S  WORKSHOP: Dealing with transitions from medical school entry to retirement  
Gisele Bourgeois-Law (UBC, Victoria, Canada, gisele.bourgeoislaw@viha.ca); Joelyn Lockyer (University of Calgary, Canada, lockyer@ucalgary.ca); Ian Scott (University of British Columbia, Vancouver, Canada, ian.scott@familymed.ubc.ca)  
Location:  St Clair 3a

1345-1530  7T  WORKSHOP: Using Mind-Body Medicine Skills to Reduce Stress and Promote Wellness in Medical School  
Aviad Haramati (Georgetown University School of Medicine, United States, haramati@georgetown.edu)  
Location:  St Clair 3b

1345-1530  7U  WORKSHOP: Atelier (en français): Évaluation des compétences cliniques: évaluer la validité des résultats  
Claire Touchie, André de Champlain (Medical Council of Canada, Ottawa, Canada, ctouchie@mcc.ca; adechamplain@mcc.ca); Susan Humphrey-Murto (University of Ottawa, Canada)  
Location:  St Clair 4

1345-1530  7V  MEETING: AMEE Postgraduate Committee (closed meeting)  
Location:  St Clair 5

1345-1530  7W  POSTERS: The Student as Teacher  
Chairperson:  Connie Wiskin (UK)  
Location:  Forum 1, 2, 3

7W/1  Clinical Teacher: a peer-led teaching course to foster teaching skills in undergraduates and junior doctors  
K Bowman, NE Boxall, J Shin, JA Giles, S Vaughan (University of Manchester, United Kingdom, katherine.bowman@fastbleep.com); EJR Hill (Maastricht University, Netherlands)  

7W/2  A study to explore the effect of peer-assisted learning in clinical procedural skills – a pilot initiative  
Dawn Lou (Cardiff University, Cardiff, United Kingdom, liminglau@doctors.org.uk)  

7W/3  Experience of peer assisted learning in improving paediatric resuscitation skills for Oxford University medical students  
Mirae Shin, Rowan Wothes, Gabrielle Norrish, Charlotte Parker, Jessica West (Oxford University, Oxford, United Kingdom, miraes.shin@gmail.com)  

7W/4  Peer-Assisted Learning: how does the peer relationship foster learning?  
JA Giles (The University of Manchester, United Kingdom, james.giles@postgrad.manchester.ac.uk); EJR Hill (Maastricht University, Netherlands); Y Solomon (Manchester Metropolitan University, Manchester, United Kingdom); T Dornan (Maastricht University, Maastricht, Netherlands)  

7W/5  Impact of Peer Facilitated Study Groups in Anatomy: An Innovative Model  
Leslie Nickell, Reza Noori (University of Toronto, Canada, leslie.nickell@sunnybrook.ca); Elizabeth Wooster (OISE/University of Toronto, Canada)  

7W/6  Practicing and preaching procedural skills: peer-guided learning  
Rhena Delport (University of Pretoria, South Africa, rhena.delport@up.ac.za)  

7W/7  Body to Body: a continued study of peer-led medical education  
Roderick-William McDermid, Michelle Marshall, John Rochester (The University of Sheffield, United Kingdom, mda06rwm@sheffield.ac.uk)  

7W/8  Clinical skills in the preclinical studies: Experiences of a peer assisted learning in a clinical skills refresher course  
Jetro J Tuulari, Sebastian Abrahamsson, Jenni Pelkonen, Pekka Kääpä (The University of Turku, Medical Faculty, Medical Education Research and Development Centre, Turku, Finland, jetro.tuulari@utu.fi)  

7W/9  Watching you teaching them: Developing Medical Students as Clinical Teachers through Observation and Feedback  
S Kennedy (QEOM Hospital, Kent, United Kingdom); P Bandipalyam (William Harvey Hospital, Kent, United Kingdom)  

7W/10 Evaluation of a students-as-teachers program in a Community Health Screening skills program  
Ricardo Silva, Luis Patrão, Edmundo Dias, Ricardo Tjeng, Miguel Castelo-Branco (University of Beira Interior, Covilhã, Portugal, lac@csaude.ubi.pt)
7W/11 What value has near-peer teaching? A comparison of students’ and clinicians’ views
NJ Harris (Yeovil District Hospital NHS Foundation Trust, Yeovil, United Kingdom, nj.harris@doctors.org.uk); ACV Harris (Southend University Hospital NHS Foundation Trust, Southend, United Kingdom); MH Wong (Barking, Havering & Redbridge University Hospitals NHS Trust, Romford, United Kingdom); P Bishop (The Princess Alexandra Hospital NHS Trust, Harlow, United Kingdom)

7W/12 Exploring the experience of peer-assisted learning at medical school: a phenomenological study
Shameena Tamachi (University of Manchester, United Kingdom, Shameena.Tamachi@nhs.net); Elspeth JR Hill (Maastricht University, Maastricht, Netherlands); James A. Giles (University of Manchester, United Kingdom); Timothy Dornan (Maastricht University, Maastricht, Netherlands)

7W/13 Peer Assisted Learning is Effective for the Education of Undergraduate Medical Students in a Clinical Setting
JC Brooke, S Lau, A Chattopadhyay, M Marshall (University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom); (Presenter: Michelle McGregor; University of Sheffield, United Kingdom)

7W/14 Peer Tutors’ Challenges at Charité Clinical Skills Lab – A Qualitative Survey of Pedagogical Needs
Anja Stier, Sibylle Daether, Wolf Blaum, Manuela Bergjan (Charité Universitätsmedizin Berlin, Germany, sibylle.daether@charite.de)

7W/15 Tutor Competency: A Determinant of PAL Effectiveness
S Lau, A Chattopadhyay, JC Brooke (University of Sheffield, United Kingdom, mda10sl@sheffield.ac.uk)

7W/16 Peer Assisted Learning is beneficial for first year medical students in improving their history-taking skills
A Chattopadhyay, S Lau, J Brooke (University of Sheffield, United Kingdom, arpitachattopadhyay1@gmail.com)

7W/17 Peer-Assisted Feedback (PAF) in Case-Based Tutorials
(Siddiq, D Day, H Wiener, K Blake (Dalhousie University, Halifax, Nova Scotia, Canada)

7W/18 Trauma and Emergencies in Pregnancy (TrEP): how a peer-led course can improve medical student knowledge and confidence
Fiona Frame (University of Leicester Medical School, Leicester, United Kingdom, ff29@le.ac.uk); Satya Francis, Kim Hammond (Leicester Royal Infirmary, Leicester, United Kingdom); Eleanor Ford (University of Leicester Medical School, Leicester, United Kingdom); Christina Oppenheimer (Leicester Royal Infirmary, Leicester, United Kingdom)

1345-1530
7X POSTERS: Professionalism
Chairperson: Mairead Boohan (UK)
Location: Forum 1, 2, 3

7X/1 Does Professionalism after Graduation Correlate with Clinical Year Learning Achievement?
Anupong Suthamnirand, Somprasong Tongmee (Chonburi Medical Education Center, Chonburi, Thailand, anupongmd@yahoo.com)

7X/2 History Repeats Itself. It Has To. No-One Listens
Katie Phillips, Katie Savage, Gurudutt Naik, Mohammed Mustafa, Kevin Thompson (Cardiff University, Cardiff, United Kingdom, philippsk15@cardiff.ac.uk)

7X/3 Introduction of Professionalism in a Medical Curriculum. A Pilot Experience at the Medical School of the University of Barcelona
Jordi Pales (University of Barcelona, Spain, jmpales@ub.edu)

7X/4 Mapping and Mentoring: a longitudinal approach for developing professionalism among medical students attending Clinical Skills Course - experiences from the United Arab Emirates University
Mephana Sudhir, Stella Major, Ali Al Dhanhani, Sultan Mohammed Karam (United Arab Emirates University, Al Ain, United Arab Emirates, stellamajor@uae.edu)

7X/5 Developing a Taxonomy of Professionalism
Menno Brown (Swansea University, Swansea, United Kingdom); Aidan Byrne (Cardiff University, Cardiff, United Kingdom); Judy McKimm (Swansea University, Swansea, United Kingdom, j.mckimm@swansea.ac.uk)

7X/6 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?
Lucia Zannini (University of Milan, Italy); Sonia Visioli (University of Milan and Istituto Clinico Humanitas, Milan, Italy); Pier Maria Battezzati (University of Milan, Italy); Mauro Pedda, Guido Cagig (Istituto Clinico Humanitas, Milan, Italy); Licia Montagna (Istituto Clinico Humanitas and University of Milan, Italy, licia.montagna@humanitas.it)

7X/7 The job satisfaction and professionalism of fourth year students of one medical school
Heejeong Son, Jeonghee Yang, Eurah Goh, Jakyoung Kim (Kangwon National University School of Medicine, Chuncheon, Republic of South Korea, yjh221@kangwon.ac.kr)

7X/8 Examining Ideals as Part of Teaching Professional Development
Pawinee Fanchan, Visithi Sathienvantanee, Krissada Srajai (Buddhachinaraj Phitsanuloke Hospital, Phitsanuloke, Thailand, dtrsrajai@yahoo.com)
7X/9 Development of professionalism learning tool in osteopathy
Fiona Browne, Alan Currie, Tim Walker (General Osteopathic Council, London, United Kingdom, fbrowne@osteopathy.org.uk); Susanne Ruff (Dundee, United Kingdom)

7X/10 The importance of professional ethics in medical students of Jahrom University of Medical Science, Iran
Athar Rasekh Jahromi, Maryam Ghosemy, Farzaneh Allipoor, Maryam Gholamy, Roya Javid (Jahrom University of Medical Science, Jahrom, Iran, drrasekh@yahoo.com)

7X/11 Top 10 Films to Make our Students Think
Katherine Savage, Katie Phillips (Cardiff University, Cardiff, United Kingdom, savagek1@cardiff.ac.uk)

7X/12 An Australian perspective: developing a defensible framework to meet the demands of entry level professional registration of undergraduate medical students
K Rooney, E Warneke (UTAS, Tasmania, Australia, kim.rooney@utas.edu.au)

7X/13 Is there a relationship between the years of study and professionalism scores?
Ahmet Murt (Cerrahpasa Medical Faculty, Istanbul, Turkey, murtahmet@yahoo.com); Seda Onal (Istanbul, Turkey); Oguz Kizilkaya (Baskent University Faculty of Medicine, Turkey); Battal Emre Sahin (Cerrahpasa Medical Faculty, Turkey)

7X/14 Students’ perceptions on Plagiarism
Sarinya Thangsittichok (Naresuan University, Pichit, Thailand, sarinya112@gmail.com)

7Y POSTERS: GP Education, Mentoring and Postgraduate Education
Chairperson: Location: Forum 1, 2, 3

7Y/1 Supporting GP trainees preparing for the Clinical Skills Assessment (CSA) exam
Kelly Thresher, Sally Wilson (University Hospitals Southampton, United Kingdom, kthresher@nhs.net); Samantha Scallan (Wessex School of General Practice, Southampton, United Kingdom)

7Y/2 Enquiry-Based Learning: A different approach for General Practice teaching
Rachel Owers, Kelly Thresher, Johnny Lyon-Maris, Samantha Scallan (Wessex School of General Practice, Southampton, United Kingdom, rachel.owers@nhs.net)

7Y/3 GP practice emergency preparedness: a pilot needs analysis using high-fidelity patient simulators
Huon Snelgrove, Nicholas Gosling (St George’s Healthcare NHS Trust, London, United Kingdom, huon.snelgrove@stgeorges.nhs.uk)

7Y/4 Dermatology Rocks: an innovative approach to teaching dermatology to GP registrars
Peter McKain (Central and Southern, Queensland Training Consortium, Brisbane, Australia, pmckain@csqtc.qld.edu.au)

7Y/5 Learning Places and Learning Aims Competence-linked within a Postgraduate Family Medicine Training Program
Isabel Bermúdez de la Vega, Luisa Rosano Duarte, Javier Francisco López Aranda (Andalusian Healthcare Public System, Cadiz, Spain, isabel.bermudez.sspa@juntadeandalucia.es)

7Y/7 A journey down a blind alley?
Mike Deighan (West Midlands Workforce Deanery, Birmingham, United Kingdom, mike.deighan@westmidlands.nhs.uk)

7Y/8 “Blended learning” for procedural skills: for experienced doctors too!
Saskia SL Mol, Michael Kijser, Vroon Pigmans (Dutch College of General Practitioners, Utrecht, Netherlands, s.mol@nhg.org)

7Y/9 Barriers to Procedural Skills Acquisition Among Residents in a Canadian Family Medicine Training Program
Gavin Parker (University of Calgary, Pincher Creek, Canada, gavin.g.parker@gmail.com)

7Y/10 Supporting Newly-Qualified GPs – An Education Programme for Continuing Professional Development
Aurelia Butcher, Clare Wedderburn (Wessex Deanery, Bournemouth, United Kingdom, aurelia.butcher@doctors.org.uk)

7Y/11 The mentoring effect on job satisfaction and career planning in a medical internship
Eui Ryung Han (Chonnam National University Hospital, Gwangju, Republic of South Korea, jolelady@hanmail.net)

7Y/12 How to improve new mentor teachers’ performance in a medical school
Sittinanut Tanchakvaranant, Manavisik Punnan (Queensavang Vadhana Memorial Hospital, Chonburi, Thailand, drsfittrong@hotmail.com)
Evolving curriculum design based on an iterative needs assessment program: Our strategy to maintain engagement of postgraduate trainees in Pediatric Interventional Radiology

Dimitri Parra, Bairebre Connolly (University of Toronto, Canada, parra@sickkids.ca)

Physicians-Educators’ Perceptions toward Forum as an E-learning Tool in Faculty Development Program

Rachel Nave (Technion - Israel Institute of Technology, Medicine, Haifa, Israel, rnave@tx.technion.ac.il)

Near zero interactions between education and health care sectors of a totally integrated system: a qualitative study

Aboulfath Lameei, Hamidreza Farrokhi Eslamloo, Siomak Aghilemand (Urmia University of Medical Sciences, Oroumieh, Iran, s.aghilemand@umsu.ac.ir)

Implementation of a continuing program of curricular evaluation

M Eugenia Ponce de León, Teresa Cortés, Ileana Petra, Norma Ramirez, Margarita Varela (National Autonomous University of Mexico, meugenia.poncedeleon@gmail.com)

Internal audit as a preparation for an external audit

Robert Oostenbroek, Monica van de Riddert, Mares Derksen (Albert Schweitzer Hospital, Dordrecht, Netherlands, m.derksen@asz.nl)

Learning effect of small group role play and case discussion for multidisciplinary healthcare providers patients communication

Nen-Chung Chang, Chi-Chin Lin, Ing-Jy Tseng, Che-Ming Yang, Wen-Chi Lin, Chi-Ruey Tseng (Taipei Medical University, Taipei, Taiwan, ncchang@tmu.edu.tw)

Who make better prescribers: pharmacy interns or medical students?

Muirne Spooner, Judith Strawbridge, Borislav Dimitrov, Noel Gerard McElvaney (Royal College of Surgeons, Dublin, Ireland); (Presenter: Tom Branigan, Royal College of Surgeons, Dublin, Ireland, tombranigan@rcsi.ie)

Active-learning versus teacher-centered methods for learning women’s health in medical school

Francisco Jose Candido dos Reis, Ricardo C. Cavalli, Ana Carolina J. S. Rosa e Silva (University of Sao Paulo, Ribeirao Preto, Brazil, fjcreis@fmrp.usp.br)

Assessment of medical students’ consultation: ambivalence in conducting an interview

Denise Ballester, Silmar Gannam, Luciana Omori, Valdes Bollela (Universidade de Sao Paulo, Ribeirão Preto, Brazil, deniseballester@gmail.com)

Medical students’ satisfaction regarding the teaching methodology applied in Faculty of Medicine, University of Khartoum 2010

Ahmed Ishaq (University of Khartoum, Sudan, a7madsall7@hotmail.com)

I CAN! A graduate self-completion questionnaire evaluating medical curriculum outcomes:

Development and validation

Xanthippi Tsaretopoulou (University of Ioannina Medical School, Ioannina, Greece); George Lyrakos (National and Kapodestrian University of Athens Medical School, Athens, Greece); Elefi Jelastopulu (University of Patras Medical School, Patra, Greece); George Bazoukis, Theodoros Tsamalis, Ioannis DK Dimoliatis (University of Ioannina Medical School, Ioannina, Greece, idimolia@uoi.gr)

Development of an overarching evaluation framework for an undergraduate medical school

Linda Crang, Gary Hamlin, Clare McNell, Audrey Chung, Rebecca Louis, Jenni Dyason (Bond University, Gold Coast, Australia, icrane@bond.edu.au)

Correlation between qualitative and quantitative evaluation of BRUCE 1.0 at the Vrije Universiteit Brussel

Eveline Bruneel, Nicole Pouliart, Bart Rombaut (Vrije Universiteit Brussel, Belgium, nicole.pouliart@uzbrussel.be)

Consistency of Teaching at Placement Hospitals: an Audit of Clinical Teaching at King’s College London School of Medicine

Aranghan Lingham, Simrit Nijjar, Telfion Davies (King’s College London, United Kingdom, a.ranga.tang@gmail.com); Graeme Dewhurst (Brighton and Sussex University Hospitals, Chichester, United Kingdom); Helen Graham (King’s College London, United Kingdom)

Qualitative assessment of teaching methods in Medical Colleges in Iraq

Abubakir Saleh (College of Medicine-Hawler Medical University, Erbil, Iraq, abubakir.majeed@hmu.edu.iq)
7AA POSTERS: Communication Skills
Chairperson: Elizabeth Kachur (US)
Location: Forum 1, 2, 3

7AA/1 Assessing the Value of Advanced Interview Skills Training for Second Year Medical Students at Ross University School of Medicine
D Sharma, P Alney, C Seeber, N Patel, H Russell, I Toussaint (Ross University School of Medicine, Portsmouth, Dominica, dsharma@rossmed.edu.dm)

7AA/2 Analysis of the Adequacy of Communications Skills Training in the Systems Based Curriculum of Ross University School of Medicine
D Sharma, R Coutinho, R McIntyre, P Alney, P Coeles, D Benabdallah (Ross University School of Medicine, Portsmouth, Dominica)

7AA/3 How patient understanding impacts physician communication
Elizabeth Wooster (OISE/University of Toronto, Canada); Lee Manchul (University of Toronto, Canada); Michael D Clemente (University of Western Ontario, London, Canada); Douglas L Wooster (University of Toronto, Canada)

7AA/4 Clinicians Beyond Clinic: An Institutional Ethnography of Integrated Care in a Non-Healthcare Setting
Stella Ng, Ruby Rai (The University of Western Ontario, London, Canada, Stella.Ng@schulich.uwo.ca); Catherine Schryer (Ryerson University, Toronto, Canada); Kathryn Hibble, Lorelei Lingard (The University of Western Ontario, London, Canada)

7AA/5 SBAR: The Communication Tool that hasn’t been Communicated?
I Ahmed, F Ahmed, Na’eem Ahmed (King’s College London School of Medicine, London, United Kingdom, faheem.ahmed@kcl.ac.uk), Susan Kennedy, Prathiba Bandipalyam (William Harvey Hospital, Ashford, UK)

7AA/6 General practitioners’ experience in teaching medical students clinical communication skills
Nick Faradonbeh, Hilde Grimsd, Aslak Steinsbeek, Jørgen Urnes (NTNU, Trondheim, Norway, a.faradonbeh@ntnu.no)

7AA/7 The Do’s and Don’ts of Communication to Patients: The Dental Students’ Learning Experience from a Communication Course in Dentistry, Chiang Mai University, Thailand
Pyunath Chatiketu, Saisom Ch airsraisiti (Chiang Mai University, Chiang Mai, Thailand, pichakketu@yahoo.com)

7AA/8 Transfer of clinical communication skills training from workshop to workplace: perceptions of veterinary students
Wendy Hamood, Michelle McArthur (The University of Adelaide, Roseworthy, Australia, wendy.hamood@adelaide.edu.au); Sharron King (University of South Australia, Adelaide, Australia)

7AA/9 The construct validity of written assessment to assess communication skills in first year medical students
Sylvia Mustiakasari Rasihan (Jenderal Achmad Yani University, Bandung, Indonesia, dr.vievoy@gmail.com)

7AA/10 Effect of Early Patient Contact program on performance in examination on communication skills in a University Teaching Hospital in UAE
Venkatramana Manda, Pankaj Lamba, Sherly Ajay (Gulf Medical University, Ajman, United Arab Emirates, manda_venkat@hotmail.com)

7AA/11 Seminar on the communication training implementation for faculties in dental educational institutions
Toshiko Yoshida (Okayama University, Okayama, Japan, toshiko@md.okayama-u.ac.jp); Kazuyoshi Suzuki (Aichi Gakuin University, Nagoya, Japan); Mika Oishi (The University of Tokushima Graduate School, Tokushima, Japan); Tetsuji Ogawa (Hiroshima University Hospital, Hiroshima, Japan); Shiro Matakai (Tokyo Medical and Dental University, Tokyo, Japan); Kazutaka Kasai (Nihon University School of Dentistry at Matsudo, Matsudo, Japan)

7AA/12 Simulated Three Person Consultations: A useful Learning Experience for Foundation Doctors?
Vanessa Jackson, Simon Dawson, Sally Price (Mid Cheshire Hospitals NHS Foundation Trust, Crewe, United Kingdom, vanessa-jackson@hotmail.co.uk)

7AA/13 Learning communication with children – challenge with babies
Erik Qvist, Asta Toivonen, Eeva Pyörälä (University of Helsinki, Finland, erik.qvist@kolumbus.fi)

7AA/14 Even a short rhetorical training for medical students improves information recall of medical laypersons in simulated informed consent talks
Anne Werner, Friederike Holderried, Stephan Zapfel, Nora Celebi (University Hospital Tuebingen, Germany, anne.werner@med.uni-tuebingen.de)

7AA/15 The teaching of the doctor patient relationship according to patients at a university hospital in Sergipe, Brazil
Janaína Barletta, Rosana Cipolotti (Universidade Federal de Sergipe, Aracaju, Brazil); Sheila Murta (Universidade de Brasília, Brazil, jbar@terra.com.br)
7AA/16 An effective method of teaching clinical inter-professional presentation skills
Polly Frances Mary Robinson, M Wang, R Armstrong, S Bradford, C Hammerton, R Mukherjee (King’s College Hospital, London, United Kingdom, polly.robinson@nhs.net)

7AA/17 The Urology Clinic Letter: Informative or Ineffectual?
Paul Hughes, Rajesh Nair, Amit Gupta, Janek Nawrocki (Brighton & Sussex University Hospitals, Brighton, United Kingdom, paul.hughes@hotmail.com)

7AA/18 Advanced Interview Skills Training (AIST): Teaching Patient Interviewing Using a “Brick and Click” Blended Learning Approach
P Abney, D Sharma, H Russell, C Seeber, S Koenig, P Coles (Ross University, Roseau, Dominica)
7BB/15 How medical students conceptualize their ‘knowledge’: Exploring ‘threshold concepts’ and cognitive development
Gillian Maudsley (The University of Liverpool, United Kingdom, gillmau@liverpool.ac.uk)

7BB/16 Using teaching case to integrate pediatrics, pediatric semiology, theory, practice and assessment
MVL Vasconcelos, RS Rodarte, Grossman, MLF Vieira, DMML Herrmann, CMS Pedrosa (Universidade Federal de Alagoas, Maceió, Brazil, camposdelisboa@gmail.com)

7BB/17 Situated learning enhances authenticity of learning experience of Geriatric Assessment Skills among junior medical students
Wee Shiong Lim (Tan Tock Seng Hospital, Singapore)

7CC E-POSTERS: Mobile Learning
Chairperson: Michael Begg (UK)
Location: Bellecour Foyer

7CC/1 Is mobile learning a sufficient replacement method for the workshop? The study of effectiveness of mobile learning to faculty in service program
Leili Mosalanejad, Sedighe Najafpour (Jahrom University of Medical Sciences, Jahrom, Iran); (Presenter: Farzaneh Allahpur, Jahrom University of Medical Sciences, Jahrom, Iran)

7CC/2 WikiLectures – an opened web in medical education
Martin Vejražka, Cestmir Štuka, Stanislav Štípek (Charles University in Prague, Czech Republic, stanislav.stipek@lf1.cuni.cz)

7CC/3 Development of an innovative mobile web application for WPBAs in Foundation Training in the North Western Deanery, UK
G Tack (NHS North West, Manchester, United Kingdom); D Powley, C Harrison, J Miles, P Luttra, P Baker (North Western Deanery, Manchester, United Kingdom, p.luttra@nwpgmd.nhs.uk)

7CC/4 Medical Students’ use of and Attitudes Towards Medically Related Mobile Phone Applications
Nicole Koehler, Kaihan Yao, Christine McMahon (Monash University, Clayton, Australia, nicole.koehler@monash.edu)

7CC/5 Innovation in Web-Based Texts for Medical Students: The AFMC Primer on Population Health
Denise Donovan (Université de Sherbrooke, Moncton, Canada, denise.donovan@usherbrooke.ca)

7CC/6 QR codes, mobile learning and anatomy
Samuel Webster, Joanna Bishop (Swansea University, Swansea, United Kingdom, s.v.webster@swansea.ac.uk)

7CC/7 Developing iBooks as part of technology enhanced blended learning approach to skills training
Henry Fuller, Sarah Kaufmann, Margaret Ward, Andrea Fox-Hiley, Stuart Haines (Leeds Teaching Hospitals NHS Trust, Leeds, United Kingdom, henry.fuller@leedsth.nhs.uk)

7CC/8 RADUCATE: A Multimedia-Based Teaching System for Medical Education on Web and Smart-Devices
Guo Liang Yang, Anand Arunathubaramaniam, Arumugam Thiruavgukarassu, Wieslaw Lucjan Nowinski (Agency for Science, Technology and Research, Singapore, glyang@sbic.a-star.edu.sg)

7CC/9 Implementation and evaluation of podcasts as an educational tool in undergraduate nursing education
Marie Tarrant, Polly S. L. Chan (University of Hong Kong, tarrantm@hku.hk)

1530-1600 COFFEE
Location: Forum 4, 5, 6

SESSION 8: Simultaneous Sessions

1600-1745 8A SYMPOSIUM: Preparing Leaders in Health Professions Education
Ara Tekian (University of Illinois at Chicago, USA); Tradie Roberts (Leeds Institute of Medical Education, United Kingdom); John Norcini (FAIMER, Philadelphia, USA); Helen Betty (University of Toronto, Canada); David Cook (Mayo Clinic, Minnesota, USA)
Location: Amphitheatre

1600-1745 8B SYMPOSIUM: Is it the job or the person: Controversy in how best to respond to the high prevalence of distress amongst physicians in training and in practice
Reidar Tyssen (University of Oslo, Norway); Lotte Dyrbye (Mayo Clinic, USA); Marie Dahlin (Karolinska Institutet, Sweden); Jelle Prinsen (Dutch Doctors’ Association, The Netherlands); Edgar Vollmer (Freidensau Adventist University, Germany)
Location: Pasteur Auditorium
1600-1745  **8C** AMEE Fringe 2  
Chairperson: Rachel Ellaway (Canada)  
Location: Pasteur Lounge

1600-1620  **8C/1** Madeline’s Appendix  
Maria Bachman, Kashmira Chawla, Trahern Jones, Lindsey Roeker, James Newman (Mayo Clinic, Internal Medicine, Rochester, United States, bachman.maria@mayo.edu)

1620-1640  **8C/2** The Digital Prof – teaching and tweeting while evading online offences  
David Topps, Maureen Topps (University of Calgary, Canada); Janet Tworek (Denver, United States); Doug Myhre (University of Calgary, Canada, topps@ucalgary.ca)

1640-1700  **8C/3** Using improvisation to improve realism in simulation  
Katie Walker (New York Health & Hospitals Corporation, New York, United States, katie.walker@nychhc.org); Debra Nestel (Monash, Gippsland Victoria, Monash Medical School, Melbourne, Australia); Walter Eppich (Children’s Memorial Hospital, Chicago, United States); Cathy Smith (University of Toronto, Canada)

1700-1720  **8C/4** The clinical placement: A folk tale featuring an orthopaedic surgeon and a rabbit (and a ukulele, of course)  
Donald Bramwell (Flinders University, Adelaide, Australia, donald.bramwell@flinders.edu.au)

1720-1745 Discussion

1600-1745  **8D** COMMUNICATIONS COURTES (en français): Évaluation curriculaire  
Chairperson: Jacques Barrier (France)  
Location: Bellecour 1

1600-1615  **8D/1** Quels sont les facteurs prédictifs d’être reçu dans les 500 premiers a l’examen classant national (Ecn)? une etude transversale au sein des etudiants en médecine de la promotion 2009  
Laurent Karila (Université Paris XI, Villejuif, France, laurent.karila@pbr.aphp.fr); Elise Seringe (Université Paris VI, Paris, France); Xavier Defieux (Université Paris XI, Clamart, France); Morgan Roupret (Université Paris VI, Paris, France); Lefevre Jérémie (Chirurgie viscérale, Paris, France)

1615-1630  **8D/2** L’évaluation de la qualité d’un programme de formation universitaire : élaboration d’un modèle de référence guidant le développement d’outils de suivi  
Hélène Moffet, LouiseArsenault, Isabelle Savard, Francine Dumas, Cyril Schneider (Université Laval, Québec, Canada, helene.moffet@rea.ulaval.ca)

1630-1645  **8D/3** La prévention des dérives curriculaires : l’analyse systémique d’un programme de médecine  
Ève-Reine Gagné, M Daniel Gladu (Université de Sherbrooke, Canada, d.gladu@usherbrooke.ca); Paul Chasson (Centre de formation médicale du Nouveau-Brunswick, Moncton, Canada); Eric Lachance, Evelyne Cambron-Goulet, Paul Grand’Maison (Université de Sherbrooke, Canada)

1645-1700  **8D/4** Ressenti d’une séance de simulation haute fidélité en anesthésie-réanimation par des internes de spécialité  
Thomas Rimmelé (Hôpital Edouard Herriot, Lyon, France, th.rimmel@gmail.com)

1700-1715  **8D/5** Niveaux de compétence en médecine générale  
Laurence Compagnon (DUERMG UPEC, Créteil, France, laurence.compagnon@yahoofr); Yves Zerbib (DMG Lyon, France); Claude Piriou (DMG PIF0, Versailles, France); Christian Ghasarossian (DMG Paris Descartes, Paris, France); Bertrand Stakhievicz (DMG Lille, France); Philippe Bail (Brest, France)

1715-1730  **8D/6** Dispositif d’évaluation du programme des leaders pédagogiques à la Faculté de médecine de l’Université de Montréal (UdeM)  
Nicolas Fernandez, Louis-Georges Ste-Marie, Fon Nathalie Caire, Paule Lebel, Andree Boucher (Université de Montréal, Canada, andree.boucher@umontreal.ca)

1730-1745 Discussion

1600-1745  **8E** SHORT COMMUNICATIONS: Feedback 1  
Chairperson: Sharon Krackov [US]  
Location: Bellecour 2

1600-1615  **8E/1** Improving Feedback – Changing a proforma is associated with an increase in the quality and quantity of written feedback provided to medical students  
Phil Newton (Swansea University, Swansea, United Kingdom); Melissa Wallace (Cardiff University, Cardiff, United Kingdom, melisa.j.wallace@gmail.com)

1615-1630  **8E/2** Audio-feedback: Student Experiences Across Courses and Contexts  
Susan M Rhind, Graham Pettigrew, Jo Spiller (University of Edinburgh, United Kingdom, susan.rhind@ed.ac.uk)
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<th>Time</th>
<th>Session</th>
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<tr>
<td>1630-1645</td>
<td>8E/3</td>
<td>Teaching and assessing – How does it fit together?</td>
<td>Inga Hege, Martin Adler (Instruct AG, Munich, Germany); Leslie Fall (i-InTime, Lebanon, United States, <a href="mailto:martin.adler@instruct.eu">martin.adler@instruct.eu</a>)</td>
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<tr>
<td>1645-1700</td>
<td>8E/4</td>
<td>Exploring the value of feedback in medical education: how students perceive and respond to the feedback provided in the Mini-CEX</td>
<td>Diantha Soemantri (Universitas Indonesia, Jakarta, Indonesia); Agnes Dodds, Geoff Mccoll (University of Melbourne, Australia, <a href="mailto:diantha.soemantri@ui.ac.id">diantha.soemantri@ui.ac.id</a>)</td>
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<td>1700-1715</td>
<td>8E/5</td>
<td>Qualitative study of attitudes and perceptions of medical students towards Multi-Source Feedback (MSF)</td>
<td>Milind Pant (Cornwall Partnership Foundation NHS Trust, Truru, United Kingdom, <a href="mailto:milindpant@hotmail.com">milindpant@hotmail.com</a>)</td>
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<td>1715-1730</td>
<td>8E/6</td>
<td>Critical reflection: lessons learned from a communication skills OSCE</td>
<td>Yumi Shitama Jarris, Pamela Saunders, Margaret Gatti-Moys, Peggy Weissinger (Georgetown University School of Medicine, Washington, United States, <a href="mailto:yj33@georgetown.edu">yj33@georgetown.edu</a>)</td>
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<tr>
<td>1730-1745</td>
<td>8E/7</td>
<td>Feedback, personality, and academic performance</td>
<td>David Hope, Helen Cameron (University of Edinburgh, United Kingdom, <a href="mailto:david.hope@ed.ac.uk">david.hope@ed.ac.uk</a>)</td>
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No Discussion

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<tr>
<td>1600-1745</td>
<td>8F</td>
<td>PHD REPORTS 2</td>
<td>Chairperson: Lambert Schuwirth (Australia) Location: Bellecour 3</td>
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<tr>
<td>1600-1620</td>
<td>8F/1</td>
<td>Deep learning with virtual patients: The interplay of complex socio-cultural dynamics and emerging learning analytics in understanding technology-enabled learning</td>
<td>Janet Tworek (University of Calgary, Canada, <a href="mailto:jktworek@gmail.com">jktworek@gmail.com</a>)</td>
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<tr>
<td>1620-1640</td>
<td>8F/2</td>
<td>Virtual Ward: An authentic approach to understanding the clinical reasoning process</td>
<td>Rakesh Patel (University Hospitals of Leicester NHS Trust, United Kingdom, <a href="mailto:rakeshpatel@nhs.net">rakeshpatel@nhs.net</a>)</td>
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<td>1640-1700</td>
<td>8F/3</td>
<td>Introducing and validating the Simulated Teamwork Assessment Scale (SiTAS): Development, Scale Properties and Construct validation</td>
<td>Jan Kiesewetter, Frank Fischer, Martin R. Fischer (Ludwig-Maximilians-University Munich, Germany, <a href="mailto:jan.kiesewetter@med.lmu.de">jan.kiesewetter@med.lmu.de</a>)</td>
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<td>1700-1720</td>
<td>8F/4</td>
<td>Climbing the pyramid: towards understanding performance assessment</td>
<td>Marjan Govaerts (Maastricht University, Maastricht, Netherlands, <a href="mailto:marjan.govaerts@maastrichtuniversity.nl">marjan.govaerts@maastrichtuniversity.nl</a>)</td>
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<td>1720-1740</td>
<td>8F/5</td>
<td>10 key features to improve the impact of online healthcare CPD on practice and patient care: A critical interdisciplinary review of the literature</td>
<td>Gurmit Singh, John Sandars (Leeds Institute of Medical Education, Leeds, United Kingdom, <a href="mailto:edugsi@leeds.ac.uk">edugsi@leeds.ac.uk</a>); Maggie McPherson (School of Education, Leeds, United Kingdom)</td>
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Discussion

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<tr>
<td>1600-1745</td>
<td>8G</td>
<td>RESEARCH PAPERS: Qualitative Research</td>
<td>Chairperson: Nancy McNaughton (Canada) Location: Space Gratte-Ciel</td>
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<tr>
<td>1600-1620</td>
<td>8G/1</td>
<td>Effects of educational innovations in postgraduate medical education explored in the setting of workplace based assessment</td>
<td>Joanne P.J. Fokkema (St Lucas Andreas Hospital, Amsterdam, Netherlands, <a href="mailto:joanne.fokkema@gmail.com">joanne.fokkema@gmail.com</a>)</td>
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<td>1620-1640</td>
<td>8G/2</td>
<td>What is the meaning of reflection for medical students who are learning to teach, and how is this influenced by different reflective tasks?</td>
<td>Jane Currie, Nina Salooja (Imperial College School of Medicine, London, United Kingdom, <a href="mailto:j.currie@imperial.ac.uk">j.currie@imperial.ac.uk</a>)</td>
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<td>1640-1700</td>
<td>8G/3</td>
<td>Improving indigenous student success in health professional degree-level programmes. Exploring what helps and hinders non-lecture based teaching and learning</td>
<td>Elana Curtis, Erena Wilake, Bridget Kool, Michelle Honey, Myra Ruka, Fiona Kelly (University of Auckland, New Zealand, <a href="mailto:e.curtis@auckland.ac.nz">e.curtis@auckland.ac.nz</a>)</td>
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<tr>
<td>1700-1720</td>
<td>8G/4</td>
<td>Distance supervisors in postgraduate medical training – providers of quality or questionable education?</td>
<td>Susan Wearne (Flinders University, Alice Springs, Australia, <a href="mailto:susan.wearne@flinders.edu.au">susan.wearne@flinders.edu.au</a>); Tim Dornan, Pim Teunissen (Maastricht University, Maastricht, the Netherlands); Timothy Skinner (University of Tasmania, Burnie, Tasmania)</td>
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Discussion
1600-1745 8H SHORT COMMUNICATIONS: Specialist and GP Training
Chairperson: Taruna Bindal (UK)
Location: Gratte-Ciel 1

1600-1615 8H/1 Taking a Detour: The Impact of Supervisor Interruptions during Admission Case Review
Mark Goldszmidt, Natasha Aziz, Lorelei Lingard (University of Western Ontario, London, Canada, Mark.Goldszmidt@schulich.uwo.ca)

1615-1630 8H/2 The transition from specialty trainee to hospital consultant: an international comparison between the Netherlands and Denmark
Michiel Westerman (Sint Lucas Andreas Hospital, Amsterdam, Netherlands, mcwesterman@gmail.com); PW Teunissen (Maastricht University, Maastricht, Netherlands); Rasmus Lundthuus Jorgensen (Copenhagen University, Copenhagen, Denmark); C Ringsted (University of Copenhagen, Denmark); F Scheele (VU Medical Centre, Amsterdam, Netherlands)

1630-1645 8H/3 ‘Learning to see’ – Educating the eye for visual cue interpretation during operative surgery
Alexandra Cope (Imperial College London, United Kingdom, alexandra.cope07@imperial.ac.uk); Jeff Bezemer (Institute of Education, London, United Kingdom); Roger Kneebone (Imperial College London, United Kingdom); Lorelei Lingard (University of Western Ontario, London, Canada)

1645-1700 8H/4 Going the Distance: Early Results of a Distributed Medical Education Initiative for Royal College Residencies
Douglas Myhre, Stacey Hohman (University of Calgary, Canada, dmyhre@ucalgary.ca)

1700-1715 8H/5 Missing the Mark? Consistencies and Discrepancies between Pediatric Provider and Parent Perceptions of Health literacy and Shared decision-Making
Brandon Greene, Julia Rosenberg, Melissa Cain (Weill Cornell Medical College, New York, United States); Christine Prifti (Drexel University College of Medicine, Philadelphia, United States); Mary Ward, T.J. Iraviejinda (Weill Cornell Medical College, New York, United States, teejaymd@yahoo.com)

1715-1730 8H/6 Anaesthetists’ Non-Technical Skills – adapting the system to another setting
RM Jepsen, HT Lyk-Jensen, L Spanager, D Østergaard (Herlev Hospital, Copenhagen, Denmark, rike.maile.h.g.jepsen@regionh.dk)

1730-1745 8H/7 Part-time general practice registrars: who are they and what do they see?
C Regan, C Lee, P Magin, K Henderson, A Tapley (General Practice Training - valley to coast, Newcastle, Australia, cathy.regan@gptvtc.com.au)

1745-1800 8H/8 Steering the patient mix of a general practitioner trainee is not as easy as it seems. Results of a randomized controlled intervention
Jip De Jong, MRM Visser, M Wieringa-de Waard (Academic Medical Center - University of Amsterdam, Netherlands, jipdejong@amc.uva.nl)

No Discussion

1600-1800 8I SHORT COMMUNICATIONS: Education Environment
Chairperson: Ricardo Leon (Mexico)
Location: Gratte-Ciel 2

1600-1615 8I/1 Using the learning environment to advance patient-centered care
Eric Brownfield (Emory University School of Medicine, Atlanta, United States, ebrownf@emory.edu)

1615-1630 8I/2 Assessing the educational environment in the operating room – a measure of resident perception in Ramathibodi Hospital
Arb-aron Letkhongsuk, Pornpita Pakdeesiriwong, Chatchawan Silpakit (Faculty of Medicine Ramathibodi Hospital, Bangkok, Thailand)

1630-1645 8I/3 Learning environment from the students’ perspective – a qualitative interview study about the learning environment on two award-winning departments
Matilda Liljedahl, Lena Engqvist Roman (Karolinska Institutet, Stockholm, Sweden); Erik Björck (Karolinska University Hospital, Stockholm, Sweden); Klara Bolander Laksov (Karolinska Institutet, Stockholm, Sweden, matilda.liljedahl@stud.ki.se)

1645-1700 8I/4 Relationships Matter: Student and Preceptors in Longitudinal Integrated Clerkships
Jill Konkin, Carol Suddards (University of Alberta, Edmonton, Canada, jill.konkin@ualberta.ca)

1700-1715 8I/5 Dundee Ready Education Environment Measure (DREEM) in Faculty of Medicine Universitas Indonesia (FMU1): lessons learned
Sophie Yolanda, Dianto Soemantri (Faculty of Medicine Universitas Indonesia, Jakarta, Indonesia, sophiehijau@gmail.com)

1715-1730 8I/6 DREEMing in Slovenia – peer versus faculty teaching in light of average grade
Bogdan Zdravkovic, Marko Zdravkovic (University of Maribor, Slovenia, bogdan.zdravkovic@gmail.com)
1730-1745 8I/7 Measuring educational environment of two education systems running simultaneously in a medical school with (DREEM) inventory
Rahila Yasmeen, Masood Anwar (Riphah International University, Islamabad, Pakistan; rahila89@gmail.com)

1745-1800 8I/8 Analysis of the educational climate in the Faculty of the Medical Sciences, University of the West Indies (UWI), Cave Hill, Barbados
D Skeete, D Cohall (University of the West Indies, St. Michael, Barbados; desiree.skeete@cavehill.uwi.edu)

No Discussion

1600-1745 8J SHORT COMMUNICATIONS: International Collaboration and Sharing Resources
Chairperson: Simon Guild (UK)
Location: Tete d’Or 1

1600-1615 8J/1 Application of BLEndT©: Blended Learning Design Tool in the curriculum of The Lee Kong Chian School of Medicine and Imperial College Faculty of Medicine
Maria Toro-Troconiz, Ashish Hemani, Naomi Low-Beer, James Stratford-Martin, Sue Smith, Martyn Partridge
(Imperial College London, United Kingdom; m.toro@imperial.ac.uk)

1615-1630 8J/2 How to train clinical instructors in the clinical teaching of microskills. An international pilot project in Cambodia
D Dararith (University of Health Sciences, Phnom Penh, Cambodia); J Markuns, L Goldman (Boston University, Boston, United States); N Mam, T Sar, T Fassier (University of Health Sciences, Phnom Penh, Cambodia; thomas.fassier@hotmail.fr)

1630-1645 8J/3 News on DocCom – our successful online resource for healthcare communication education runs now on HTMIL5 (iPad) and gets a German sibling!
Christof Daetwyler, Dennis Novack (Drexel University College of Medicine, Philadelphia, United States; Bill Clark (Harvard Medical School, Cambridge, United States; christof.daetwyler@drexelmed.edu)

1645-1700 8J/4 eLearning as a capacity building solution for doctors and nurses in malnutrition management
Sunhea Choi (University of Southampton, United Kingdom); Reginald Annan (Kwame Nkrumah University of Science and Technology, Kumasi, Ghana); Trevor Pickup, Alan Jackson (University of Southampton, United Kingdom; tmpjr@ntlworld.com)

1700-1715 8J/5 A cross-cultural educational model in improving the healthcare in Burkina Faso
Chi-Wei Lin, Tsuen-Chuan Tsai (E-Da Hospital, Kaohsiung, Taiwan); Han-Fu Cheng (Fooyin University, Kaohsiung, Taiwan; ed104283@gmail.com)

1715-1730 8J/6 Medical Education in Arab Countries: Trends & Challenges
Khalid A Bin Abdulrahman (Imam Mohammed Bin Saud Islamic University, Saudi Arabia; drkhalid63@gmail.com)

1730-1745 8J/7 A national survey of international electives for medical students in Japan: 2009-2010
Hiroshi Nishigori (Kyoto University, Kyoto, Japan); Osamu Takahashi (St. Luke’s Life Science Institute, Tokyo, Japan); Naomi Sugimoto (Keio University, Tokyo, Japan); Graham McMahon (Brigham and Women’s Hospital, Boston, United States; hiroshi.nishigori@gmail.com)

No Discussion

1600-1745 8K SHORT COMMUNICATIONS: Curriculum Evaluation
Chairperson: Jim Price (UK)
Location: Tete d’Or 2

1600-1615 8K/1 Cross comparison, official ranking and specific feedback increase the quality of the clinical teaching at a university hospital
Per Blomqvist, Lovisa Wilhelmsson, Niclas Lewisson, Jakob Johansson (Uppsala University, Uppsala, Sweden; Lovisa.Wilhelmsson.3196@student.uu.se)

1615-1630 8K/2 Is no news good news? *****Winner of 2011 Miriam Friedman Ben-David New Educator Prize*****
Alena Chong (UCL, London, United Kingdom; alena.chong@ucl.ac.uk)

1630-1645 8K/3 Site visits as a tool to evaluate clinical rotations: Description of a method
Jørgen Hedemark Poulsen (University of Copenhagen, Denmark; j.hedemark@sund.ku.dk)

1645-1700 8K/4 Factors influencing students’ satisfaction: a follow up study
Adam Tibor Schleg, Adam Feldmann, Zsuzsanna Fuzesi (University of Pécs, Hungary; schlegladam.aok@gmail.com)

1700-1715 8K/5 Analysis of personal evaluation of the course in relation to candidates’ competency at an organized programme of continuous medical education in the field of reanimatology in Croatia
Silvija Hunjadi Antic, Gordana Pavleko (Croatian Association for Medical Education, Zagreb, Croatia); Davor Miličić (University of Zagreb, Croatia; silvija.hunjadi@email.t-com.hr)
1715-1730 8K/6 The use of student-derived, Task-Specific Confidence Indices as a course evaluation and faculty feedback methodology
Frank Papa, Jerry Alexander, Kevin Kalinowski (UNTHSC, Fort Worth, United States, frank.papa@unthsc.edu)

1730-1745 8K/7 Improving post-graduate courses through collective reflection – exploring the teachers’ views
Tove Jarner (Karolinska Institute, Stockholm, Sweden, tove.jarner@gmail.com); Raffaella Valigl Björck (Karolinska Universitetssjukhuset, Stockholm, Sweden); Carl Savage (Karolinska Institute, Stockholm, Sweden)

No Discussion

1600-1745 8L SHORT COMMUNICATIONS: Simulation 1
Chairperson: Opening Discussant: Location: Rhone 1

1600-1615 8L/1 Integrating simulation into the preclinical curriculum at Ross University School of Medicine
Diana Collender, S Gnecco, J Cannon, N Selfridge, D Pederson (Ross University School of Medicine, Picard, Dominica, dcallender@rossmed.edu.dm)

1615-1630 8L/2 Current and future use of simulation in Australian medical schools
Margaret Bearman, Beverley Sutton, Brian Jolly, Debra Nestel (Monash University, Melbourne, Australia, margaret.bearman@monash.edu); Peter Brooks (University of Melbourne, Australia); Brendan Flanagan (Monash University, Melbourne, Australia)

1630-1645 8L/3 ‘Taught one, Simulate one, Do one’: Difficulties in transference to clinical practice
NR Murch, JIP Goldring, P Smith, A Burns (Royal Free Hospital, London, United Kingdom, nick.murch@nhs.net)

1645-1700 8L/4 Performance Enhancement through Augmented Reflective Learning in Simulation (PEARLS): A mixed methods approach for healthcare simulation debriefing
Walter Eppich (Northwestern University Feinberg School of Medicine, Chicago, United States, w-eppich@northwestern.edu); Adam Cheng (Alberta Children’s Hospital, Calgary, Canada)

1700-1715 8L/5 Applying military medical training models on the training of civilian ambulance nurses
Lars Lundberg, Anders Jonsson (University of Borås, Sweden, lars.lundberg@hb.se)

1715-1730 8L/6 Do instructors’ differences influence students’ life support evaluation?
Edmundo Daniel Martins Dias, Ricardo Tjeng, Luis Patrao, Pedro Lito, Miguel Castelo Branco (University of Beira Interior, Covilhã, Portugal, edmundo.dias@gmail.com)

1730-1745 Discussion

1600-1745 8M SHORT COMMUNICATIONS: Patient Safety
Chairperson: Omar Alhussaini (Oman) Location: Rhone 2

1600-1615 8M/1 An interdisciplinary teaching intervention targeted at medical error: A descriptive report
Thomas Knight, Graham Bone, Jo Carling (South Tees NHS Trust, Middlesborough, United Kingdom, t.w.h.knight@ncl.ac.uk)

1615-1630 8M/2 Teaching Patient Safety Awareness in the UME Curriculum through Simulation
Dawn Schocken, Scott Kuskin, Henry Park, Kevin O’Brien (USF Health Morsani College of Medicine, Tampa, United States, dschock1@health.usf.edu)

1630-1645 8M/3 Teaching patient safety in medical students during clinical clerkship years in Bhumibol Adulyadej Hospital, Bangkok, Thailand
Isaraya Sukcharoen, Nattamon Bureerat, Nattapornth Phalakornkul (Bhumibol Adulyadej Hospital, Bangkok, Thailand, isaraya@gmail.com)

1645-1700 8M/4 The simulated ward: helping students become safer doctors
Helen Hynes, Simon D Smith, Patrick Henn, Robert Gaffney, Theresa Power, John McAdoo, Colin Bradley (University College Cork, Ireland, h.hynes@ucc.ie)

1700-1715 8M/5 Evaluating Patient Safety Competencies during Clerkship using OSCE: a five year experience
Renato David Gallotti, EC Barcat, MA Martins, Iolanda Calvo Tibério (University of São Paulo Medical School, Brazil, renatagallotti@terra.com.br)

1715-1730 8M/6 Comprehensive Learning Effects of a Course on Patient Safety
Karen D. Könings, Richard Koopmans, Cees P. M. van der Vleuten, Jeroen J. G. van Merriënboer (Maastricht University, Maastricht, Netherlands, kd.konings@maastrichtuniversity.nl)
8M/7 Improving patient safety and compassionate care of the older person: an original simulation based whole team training course
Suzie Key (Guys and St Thomas’ NHS Trust, London, United Kingdom); Beth Thomas, Libby Thomas (Simulation and Interactive Learning (SaIL)Centre, London, United Kingdom); Ross Alistair, Elaine Gill (King’s College London, United Kingdom); Peter Jaye (Presenter: Nicola Morgan, Simulation and Interactive Learning (SaIL)Centre, London, United Kingdom, nickimorgan@nhs.net)

No Discussion

1600-1745 8N ESMEA COURSE: Essential Skills in Medical Education Assessment (Closed Session)
Location: Gratte-Ciel 3

1600-1745 8O WORKSHOP: Survey design in health professions education
Anthony Artino, Kent DeZee, Jeff La Rochelle (Uniformed Services University of the Health Sciences, Bethesda, United States, anthony.artino@usuhs.mil; jlarochelle@usuhs.mil)
Location: Rhone 3a

1600-1745 8P RESME COURSE: Research Essential Skills in Medical Education (Closed Session)
Location: Rhone 3b

1600-1745 8Q WORKSHOP: Faculty Development for Interprofessional Education: Producing an integrated curriculum with educational enhancement
Elizabeth Anderson (University of Leicester, United Kingdom, esa1@le.ac.uk); Marilyn Hammick (Consultant Best Evidence Medical Education, United Kingdom); Sarah Hean (University of Bournemouth, United Kingdom); Cath O’Halloran (University of Huddersfield, United Kingdom); Deborah Craddock (University of Southampton, United Kingdom); Derek Cox, University of Leicester, United Kingdom)
Location: St Clair 1

1600-1745 8R WORKSHOP: How to Teach Medical Error Prevention
Jonathan Round, Sophie Vaughan, Tristan Bate (St George’s Hospital NHS Trust, London, United Kingdom, jround@sgul.ac.uk; svaughandavies@doctors.org.uk)
Location: St Clair 2

1600-1745 8S WORKSHOP: Improving the reliability of Multiple Mini Interviews: lessons learned from collaboration
Michael Aicken, Margaret Cupples (Queen’s University Belfast, United Kingdom, maicken@doctors.org.uk); Jon Dowell (Dundee University, Dundee, United Kingdom); Muriel Shannon (St George’s University London, United Kingdom); Mike Stevenson, Keith Steele (Queen’s University Belfast, United Kingdom, k.steele@qub.ac.uk); Adrian Husbands (Dundee University, Dundee, United Kingdom); Alieen O’Brien (St George’s University London, United Kingdom)
Location: St Clair 3a

1600-1745 8T WORKSHOP: Before You Make that Decision: Understanding Bias in Decision Making
Robin Hemphill (National Center for Patient Safety, Ann Arbor, United States, robin.hemphill@va.gov); Felix Ankel (Regions, St Paul, United States, ankel@umn.edu); Sally Santen, Larry Gruppen (University of Michigan Medical School, Ann Arbor, United States, ssanten@umich.edu; lgruppen@umich.edu)
Location: St Clair 3b

1600-1745 8U WORKSHOP: When GPS won’t do: Meaningful Curriculum Mapping
Hilary Writer (University of Ottawa, Canada, hwriter@cheo.on.ca); Moyez Ladhani (McMaster University, Hamilton, Canada, ladhanim@mcmaster.ca)
Location: St Clair 4

1600-1745 8V MEETING: MEDINE2 WorkPackage 5 and WorkPackage 6 (closed meetings)
Location: Rhone 4 (WP5) and St Clair 5 (WP6)
8W POSTERS: eLearning Case Studies 1
Chairperson: Anne-Marie Cunningham (UK)
Location: Forum 1, 2, 3

8W/1 Software Tools Applied to Clinical Practice Education
Radka Pustkova, Karel Vlach, Jindrich Cernohorsky, Jakub Jirka (VSB-Technical University of Ostrava, Czech Republic, radka.pustkova@vsb.cz)

8W/2 Intelligent design of virtual microscopy classes
Maggy Van Hooij, Ellen Torfs, Jan Nab, Ellen Easton, Fiona Slond (University Medical Center Utrecht, Netherlands, e.c.w.torfs@umcutrecht.nl)

8W/3 Zooming in on (virtual) microscopy class: what goes on in the mind?
Maggy van Hooij, Fiona Slond, Jan Nab, Ellen Easton, Ellen Torfs, Anke Bootsma (University Medical Center Utrecht, Netherlands, m.j.w.vanhooij@umcutrecht.nl)

8W/4 Histopathology image identification and description by medical students: Use of E-learning tool for better understanding
Anur Kumar Basavaraj, Sunil Pazhayanur Venkateswaran, Purushotham Krishnappa, Sri Kumar Chakravarthi (International medical University, Kuala Lumpur, Malaysia, anur.kumar@imu.edu.my)

8W/5 Interactive e-learning to improve intravenous fluid prescription skills
Sangeetha Govinda Rajoo, Mel Lobo (Barts & The London School of Medicine, London, United Kingdom, s.g.rajoo@qmul.ac.uk)

8W/6 Use of an Interactive Multimedia Application as Support for Teaching Breast Semiology
Helio HA Carrara, Geraldo Henrique Neto, Juan SY Rocha SY Rocha (University of São Paulo, Ribeirão Preto, Brazil); Edale C Murta (University of Trindade Mineira, Uberaba, Brazil, carrara@fmrp.usp.br)

8W/7 Preliminary evaluation of the first year of implementation of e-learning in teaching-learning anatomy in medical students of UNAN-León, Nicaragua
A Y-C Chang (National Autonomous University of Leon, Nicaragua, yoechung.chang@gmail.com); TJ Ten Cate, E Custers, M van Leeuwen (University Medical Center of Utrecht (UMCU), Utrecht, Netherlands); R Pella (Center for Health Intervention and Research (CIIS), Leon, Nicaragua); D Chang (Andalusian School of Public Health, Granada, Spain)

8W/8 Effect of formative online learning on summative performance in a Pathology curriculum: different impact on school-leaver and graduate-entry students
Catriona A McLean, Benedict J Canny (Monash University, Australia, ben.canny@monash.edu)

8W/9 Satisfaction of Dentistry Students with e-Learning
Jitka Feberova (Charles University, Czech Republic); (Presenter: Tatjana Dostalova, Charles University 2nd Medical Faculty, Prague, Czech Republic, tatjana.dostalova@fnmotol.cz)

8W/10 Students’ behavior in Faculty of Medicine E-learning: A cross sectional analysis
Ruangsook Lertrachonsuk, Noyana Nujankaew (Chulalongkham University, Bangkok, Thailand, druang9@yahoo.com)

8W/11 Evaluation of Interactive E-Learning Medical Education In Iran
Shima Tabatabai (Shahid Beheshti University of Medical Sciences, Tehran, Iran, shatabatabai@yahoo.com)

8W/12 Benefits of and barriers to participation in the online professional veterinary network ‘NOVICE’
Tierney Kinnison (Royal Veterinary College, Hatfield, United Kingdom); (Presenter: Sarah Baillie, University of Bristol, United Kingdom, sarah.baillie@bristol.ac.uk)

8W/13 Web based conferencing systems to support problem based learning and group work in radiotherapy
Flora Al-Samarraie (University of Liverpool, United Kingdom); (Presenter: Beverley Bell, University of Liverpool, United Kingdom, B.Ball@liverpool.ac.uk)

8W/14 Supporting medicines safety through eLearning
Colin Adair, Heather Bell, Fran Lloyd (Queen’s University, United Kingdom, c.adair@qub.ac.uk)

8W/15 Experiences with two e-learning training exercises by teaching of developmental biology: Molecular aspects of development and Teratogenesis
Jitka Feberova, Bozena Novotna (Charles University, Prague, Czech Republic); Marcela Klabanova (Medicentrum, Prague, Czech Republic); (Presenter: Jaroslav Mares, Charles University, Prague, Czech Republic, jaroslav.mares@fmotol.cuni.cz)

8X POSTERS: Interprofessional Education
Chairperson: Brian Simmons (Canada)
Location: Forum 1, 2, 3

8X/1 Practical Method for Teaching Interprofessional Teamwork
Juho Puustinen, Ritva Lähteenmäki, Marju Sjösten, Maritta Salojäntti (University of Turku, Pori, Finland); Eeva-Lisa Moisio (Satakunta University of Applied Sciences, Pori, Finland); Anna-Lisa Koivisto (University of Turku, Finland, juhpuu@utu.fi)
8X/2 Inohana IPE – Multistep, structured, four-year interprofessional education course
Mayumi Asahina (Chiba University, Chiba, Japan, asahi-to-yuuhi@faculty.chiba-u.jp)

8X/3 An IPE certainly prepares students to become a collaborative practitioner: The evaluation of Interprofessional education in a Japanese medical school
Sho Inoue, Keiko Abe, Muneyoshi Aomatsu, Hiroki Yasui, Kazumasa Uemura (Nagoya University School of Medicine, Nagoya, Japan, inouesho@gmail.com); Yukihisa Noda, Manako Hanya (Meijiyo University, Nagoya, Japan); Nobuko Aida (Nagoya University, Nagoya, Japan)

8X/4 Factors contributing to an effective pre-licensure interprofessional education curriculum for medical students
Dennis Sharpe, Vernon Curran, Olga Heath (Memorial University of Newfoundland, St. John's, NL, Canada, dsharpe@mun.ca)

8X/5 Key Trends in Interprofessional Research: A Macrosociological Analysis – 1970 to 2010
Elise Paradis (University of Toronto, Canada); Scott Reeves (University of California, San Francisco, United States, elise.paradis@utoronto.ca)

8X/6 Making birds of different feathers flock together: Common skies for interprofessionalism
Issac Lim (National Healthcare Group, Singapore); Chung King Chia (Tan Tock Seng Hospital, Singapore, issac@stanfordalumni.org)

8X/7 Students' experiences of collaborative knowledge creation activities – during and after an interprofessional training ward (IPTW) course
Hanna Lachmann, Sara Ponzer, Unn-Britt Johansson, Klas Karlgren, Björn Fossum (Karolinska Institutet, Stockholm, Sweden, hanna.lachmann@sodersjukhuset.se)

8X/8 Inter-professional Training with Standardized Patients – Even a Less-than-optimal Student Mix Can Work
E Kachur, D Lau, K Adamo-Henry, P Foster, J Fernandez, V Jennings (The City College of New York, United States, mededdev@earthlink.net)

8X/9 Assessing the impact of the workshop for collaborative practice (CP) by analyzing participants’ action plans
Hiroki Yasui (Nagoya University Graduate School of Medicine, Nagoya, Japan, yasuih@med.nagoya-u.ac.jp)

8X/10 Elderly health multiprofessional residence: building an interdisciplinary curriculum
Liliane Carvalho Pacheco, Luciana Branco da Motta, Maria Helena de Jesus Bernardo, Ivone Renor da Silva Conceição, Sandra Ehms (Universidade do Estado do Rio de Janeiro, Brazil, lilicpacheco@gmail.com)

8X/11 Looking beneath the surface of professional practice
TP Newson (East Kent Hospitals NHS University Foundation Trust, Canterbury, United Kingdom, tim.newson@ekht.nhs.uk)

1600-1745
8Y POSTERS: Health Promotion and Public Health
Chairperson: Athol Kent (South Africa)
Location: Forum 1, 2, 3

8Y/1 Preventive Cardiology: An Innovative Medical Curriculum Development
M Mustafa, G Naik, K Phillips, K Savage, S Rollnick, A Edwards (Cardiff University School of Medicine, Cardiff, United Kingdom, mustafamh@cardiff.ac.uk)

8Y/2 Health Promotion in Teaching and Practicing
Prawit Wannaro (Hatyai Medical Education Centre, Songkhla, Thailand, Jpwannaro@hotmail.com)

8Y/3 Public health in a global world: advocacy, sustainability & ecology
Richard Ayres, Samantha Regan de Bere (Peninsula College of Medicine and Dentistry, Plymouth, United Kingdom, richard.ayres@pms.ac.uk)

8Y/4 An evaluation of Public Health placements for General Practice specialty training
Martin Wilkinson, Robert Cooper (NHS Midlands and East, Birmingham, United Kingdom); Ian Davidson, Sandra Cooke, Hywel Thomas (University of Birmingham, United Kingdom, martin.wilkinson@westmidlands.nhs.uk)

8Y/5 Societal commitments, self-image and personal aspirations: Views and perceptions of Chilean medical students
Gisela Alarcón (University of Chile, Santiago, Chile, galarcon@med.uchile.cl)

8Y/6 Social determinants of health and health promotion: creating a comprehensive approach for the senior clinical years
Ann Wylie, Yoko Takeda, Kay Leedham-Green, Kerry Boardman, Ruth Sugden, Rini Paul (King's College London, United Kingdom, ann.wylie@kcl.ac.uk)
8Y/7 How to achieve an evolving continuing inter-professional development module based on a competencies portfolio for community social pediatric professionals?
Francine Borduas (Médecins francophones du Canada, Montréal, Canada); Gilles Julien (Fondation du Dr Julien, Montréal, Canada); Marie-Laure Drivod (Assistance Enfance en Difficulté, Montréal, Canada); Samuel Harper (Centre de pédiatrie sociale Centre-Sud, CLSC des Faubourgs, Montréal, Canada); Marie-Camille Duquette (Centre hospitalier universitaire de Québec - CHUL, Québec, Canada); Hélène Trudel Sioui (Fondation du Dr Julien, Montréal, Canada); (Presenter: Céline Monette, Médecins Francophones du Canada, Montréal, Canada, cmonette@medecinsfrancophones.ca)

8Y/8 Time for Change – Exercise, Obesity, Sports and Musculoskeletal Medicine in UK Medical School Curricula
Chris Rufford, Foluso Oluwajana (Barts and the London School of Medicine and Dentistry, London, United Kingdom, c.rufford@qmul.ac.uk)

8Y/9 Comparison of Lifestyle of Medical Faculty Students compared with Students of other Faculties in the University
Maria Elisa Bazan Ortizh, Benjamin Gonzalez, Christopher Munoz, Santibanez Matthias (Universidad Mayor, Santiago, Chile, maria.bazan@unisabana.edu.co)

8Y/10 Systematizing a teaching-learning experience in community health at a School of Medicine
Francisco Lamus, Natalia Serrano, Clara Jaimes (Universidad de La Sabana, Chía, Colombia, francisco.lamus@unisabana.edu.co)

8Y/11 Techniques to teach health promotion to medical students at Hatyai Medical Education Center, Thailand
Harinchai Pinaikul (Hatyaihospital, Songkhla, Thailand, harincaip@yahoo.com)

8Y/12 How is Global Health taught in UK medical schools?
Sonia Tsukagoshi (Wexham Park Hospital, Slough, United Kingdom); Laura Bernstein (Kings College Hospital, London, United Kingdom); T.P Cusack (Royal Free Hospital, London, United Kingdom); Seema Biswas (Hadassah Hospital, Jerusalem, Israel), cusacktp@hotmail.com)

8Y/13 Strategies for training: Evaluation of a targeted Public Health course for Paediatric trainees
Elaine Chiang (Darlington Memorial Hospital, Darlington, United Kingdom, elaine.chiang@doctors.org.uk); Gayle Dolan, Kirsty Foster (North East Health Protection Unit, Newcastle, United Kingdom); Belinda Bateman (North Tyneside General Hospital, Newcastle, United Kingdom)

8Y/14 “Learning by Doing”: the Way for Health Promotion and Professionalism Learning
Wasana Hongkan (Chonburi Medical Education Center, Chonburi, Thailand, lukmoople@gmail.com)

1600-1745

8Z POSTERS: Community Oriented Medical Education
Chairperson: Christine McMenamin (Australia)
Location: Forum 1, 2, 3

8Z/1 Constructing a curriculum in community primary care: reliable delivery and assessment processes utilising a portfolio approach
Narelle E Shadbolt, Christopher Roberts (University of Sydney, Australia, narelle.shadbolt@sydney.edu.au)

8Z/2 Improving Medical Students’ Attitudes Using Patient-Centered Medical Home Concept
Nithikorn Sorncha (Khan Koen Hospital, Khan Koen, Thailand, Dr_nitikorn@hotmail.com)

8Z/3 Clinical skills training in the community, in the end or as a part of clinical rotation
Tri Nur Kristina (Diponegoro University, Semarang, Indonesia, T_Nurkristina@yahoo.com); Widyananda (Gadjah Mada University, Yogyakarta, Indonesia)

8Z/4 Pursuing of appropriate curriculum for rural doctors in three Southern provinces of Thailand
Aroya Khaimook, Boonyarat Warachit (Hatyai Hospital, Hatyai, Thailand, okhaimook@hotmail.com)

8Z/5 Maximising medical students’ learning in culturally diverse General Practice placements
Lisa Williams, Alastair Duncan, Enam Haque (University of Manchester, United Kingdom, lisa.williams4@cmft.nhs.uk)

8Z/6 Contributions of “PET project” in Brazil for the development of primary care: a view of preceptors and students from a focus group
Edna Regina Pereira, Bárbara Rocha, Cerise Campos, Denysse Goulart, Cláudia Antunha, Andréia Silveira (Universidade Federal de Goiás, Goiânia, Brazil, erps13@gmail.com)

8Z/7 Family Attitudes Towards Medical Students in the Continuous Family Study (CFS), Faculty of Medicine, Prince of Songkla University, Thailand
Thawan Benjawang, Laddawan Chaimuneer, Pornpimol Piluntanaporn (Prince of Songkla University, Hatyai, Songkhla, Thailand, bthawan@yahoo.com)

8Z/8 An assessment of problem solving skills in family medicine during home visit
Jiratha Budkaew, Satang Supapon (Khan Koen Medical Education Centre, Khon Koen, Thailand, thitirsaks@hotmail.com)
Learning through Experience: Dental Students’ Reflection on Community-Based Health Promotion Course
Sasitorn Chaiprasitti, Piyanart Chatiketu, Wichai Wiwatkhunupakon, Songwuth Thongratananaphon, Atisak Chuengpattanaowadee, Tidawan Wiwatkhunupakon (Chiang Mai University, Chiang Mai, Thailand, hsasitorn@hotmail.com)

Induction actions leading to better appreciation of primary care by medical students
Roberto Z Esteves (Universidade Estadual de Maringá, Brazil, rze.meduem@uol.com.br)

Teaching from the Tree
Martin Mueller (Brighton and Sussex Medical School, Brighton, United Kingdom; martin.mueller@doctors.org.uk)

Undertaking pre-vocational junior doctor training terms in rural and general practice settings: examining strengths and barriers
Jane Harte (Qld Rural Medical Education and Griffith University, Toowoomba, Australia); Steve Lambert (Qld Rural Medical Education, Toowoomba, Australia); Scott Kitchener (Qld Rural Medical Education and Griffith University, Toowoomba, Australia); Jim McConachie (Qld Rural Medical Education, Toowoomba, Australia); Renee Day (Qld Rural Medical Education and Griffith University, Toowoomba, Australia, j.harte@qrme.org.au)

Navigating How Students View Video Recordings of Medical School Lectures to Inform Effective Learning Strategies
Mary Anne Baker, Marcellina Mian, Amal Khidir, Tharaaya Arayssi, Ali Sultan (Weill Cornell Medical College in Qatar, Doha, Qatar, mab2074@qatar-med.cornell.edu)

Feasibility and acceptance of a small group cooperative learning strategy for critical reading of the clinical literature
Pauline Occelli, Anne-Marie Schott, Julie Haesebaert, François Delahaye, Murielle Rabilloud (Hospices Civils de Lyon et Université de Médecine Lyon-Est, Lyon, France); Stéria Isaac (Université Claude Bernard Lyon 1, Lyon, France, pauline.occelli@chu-lyon.fr)

Increasing teaching quality and interactivity with the Sandwich Architecture by implementing an audience response system into a medical curriculum
Laura Hartmann, Janna-Lina Kerth, Linda Bilbang, Eliana Lemos, Melanie Simon (RWTH Aachen University, Aachen, Germany, lahartmann@ukaachen.de)

Designing and Evaluating a Resource to Teach 3rd and 4th Year Medical Students about “The Importance of Circadian Rhythm and Temporal Variations in Clinical Medicine”
Jiten Patel, Andrew Loudon (University of Manchester, United Kingdom, jiten.patel-3@student.manchester.ac.uk)

Effective Factors on Theoretical Class Attendance according to Nursing and Midwifery Students’ Point of View, Kerman Nursing and Midwifery
Tayebeh Fasih Hrandy (Alborz University, Tehran, Iran); Mansoreh Azizadeh Forozi, Zahra Ghazanfari Moghaddam, Sakineh Mohammad Aliadeh (Kerman University, Kerman, Iran, tfasih@yahoo.com)

Comparing the Effect of Lecture and Discussion Methods on Students’ Learning and Satisfaction
Hana Beigiazadeh (Shiraz University, Shiraz, Iran, h.beigizade@yahoo.com); Shiva Beigiazadeh (Jahrom University Medical Sciences, Jahrom, Iran)

Students’ sensitivity in the group-setting class for the occupational therapist training
Takamasa Mizuno (Bunkyo Gakuin Univ, Saitama, Japan, type21991g@yahoo.co.jp)

Efficiency of interactive lectures on postgraduate education
Raushan S Dosmagambetova, Nolinka S Umbetalina, Lyudmila G Turgunova, Yermek M Turgunov (Karaganda State Medical University, Kazakhstan, umbetalina@yandex.ru)

Posters – how to make them a successful part of AMEE
Nigel Box (University of Sheffield, United Kingdom, n.d.s.box@sheffield.ac.uk); Michelle Marshall (University of Sheffield, United Kingdom)

Use of resources for learning by medical students at Universidad Andrés Bello, Viña del Mar, Chile
Peter Mc Coll, Mariel Venegas, Alberto Caro, Camila Pérez de Arce (Universidad Andrés Bello Viña del Mar, Chile, pmccoll@unab.cl)

YOUHUPE: Health education triggered by cinema
Daniela Sobrino Dieguez, Denise Herdy Afonso, Daniela Pimenta, Marcia Mendes (Universidade Estadual do Rio de Janeiro, Brazil, nanisobrino@hotmail.com)

Students’ perceptions of clinical skills videos as an effective learning tool
Alastair Duncan, Nick Smith (University of Manchester, United Kingdom, alastairduncan@doctors.org.uk)
8AA/13 Evaluation of effectiveness of clinical demonstration films to obtain the objectives of restorative demonstration in dental students
Majid Akbari, Hila Hajizadeh, Malihe Izadjoo (Mashhad University of Medical Sciences, Mashhad, Iran, hajizadeh@mums.ac.ir)

8AA/14 Utilisation of learning resources: A questionnaire based study comparing medical, dental and biomedical science students
Rasika Singh, Rhys Morris, Viswa Retnasingam Rajalingam, Joanne Wilton (University of Birmingham, United Kingdom, viswaretnasingam@gmail.com)

8AA/15 Movies and medicine – Medical students’ views on film-based learning encounter to enhance medical humanities
Anna Heino, Johnny Sundholm, Walter Federolf, Eeva Pyörälä, Anne Pitkäranta (University of Helsinki, Finland, anna.1.heino@helsinki.fi)

1600-1745

8BB POSTERS: Student Engagement and the Student as Teacher
Chairperson: Location: Forum 1, 2, 3

8BB/1 Empower Medical Students to be Health Promotion Leaders via Student-Designed Projects
Kanyika Chamnpiprasos, Uroojan Pattanasattayavong, Panumad Pornsawat (Prince of Songkla University, Songkhla, Thailand, kanyika.c@psu.ac.th)

8BB/2 Active student participation in clinical care at clinical education wards (CEW) ameliorates physician-patient-interaction
Maria Paula Valk-Draad, Friedrich Edelhaeuser, Diether Tauschel, Melanie Neumann, Gabriele Lutz, Christian Scheffer (Witten/Herdecke University, Witten, Germany, maria.valk-draad@uni-wh.de)

8BB/3 Fostering interdisciplinary healthcare innovation amongst undergraduate students
NE Bassi, K Lawton, K Bowman (University of Manchester, United Kingdom, nick.boxall@gmail.com); EJR Hill (Maastricht University, Maastricht, United Kingdom), S Vaughan, JA Giles (University of Manchester, United Kingdom)

8BB/4 Community Health Screening Abilities: from students for students
Jullana So, Gustavo Norte, Luis Patrño, Ricardo Tjeng, Miguel Castelo-Branco (University of Beira Interior, Covilha, Portugal, lac@fcsaude.ubi.pt)

8BB/5 Elective Course for Undergraduate Students in Family Medicine Clerkship: A structured program development for a desirable outcome
Witsaphan Changcharoenkunawoot, Kanokporn Sukhato (Mahidol University, Bangkok, Thailand, rajcc@mahidol.ac.th)

8BB/6 Preparing for phlebotomy using fellow medical students as simulated patients: evaluation of a pilot
Siobhan Coates, Deborah Horton, Laura Tincknell (St George’s, University of London, United Kingdom, m0702348@sgul.ac.uk)

8BB/7 Student Assessors in a Formative Objective Structured Clinical Examination
P Bjelogrlic, G Browne, J Ishbemer, C Jackson (University of St Andrews, United Kingdom, pb10@st-and.ac.uk)

8BB/8 Generation of written questions has a positive learning effect in male students:
A randomized controlled trial
Marlee Olde Bekkink, Ragier Donders, Eric Steenbergen, Robert de Woel, Goos van Muijen, Dirk Ruiter (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, m.oldebekkink@aiq.umcn.nl)

8BB/9 A study to explore the experiential learning of medical students while role playing as patients in junior doctor induction PACES at a DGH
Naila Kamal, Suganthinie Sivalokathan, Sonia Savla, Kandi Ejiofor, Olayinka Gbolahan, Punam Shah (Imperial College School of Medicine, London, United Kingdom, niailsiddiqui07@imperial.ac.uk)

8BB/10 Medical Students’ Contribution to Developing Palliative Care in Dominica, a Limited Resource Country
Yuri Matusov, Helena Russell, Marsi Verma, Allison Reitchel, Matthew Kretz, Diana Collender (Ross University, Portsmouth, Dominica, yurimatusov@students.rossu.edu)

8BB/11 Students as Teachers: First aid training for first year student doctors and student nurses
Joseph Rowles, Michelle Marshall (University of Sheffield, United Kingdom, mdc06jr@sheffield.ac.uk); Peter Smith (Sheffield Hallam University, Sheffield, United Kingdom)

8BB/12 Effect on perception of fit and perceived barriers to medicine amongst medical school applicants following a peer-led e-mentoring programme
F Liuzzi, D Nimmons (The University of Manchester, United Kingdom); EJR Hill (Maastricht University, Maastricht, Netherlands); JA Giles, S Vaughan (The University of Manchester, United Kingdom, francesca.liuzzi@postgrad.manchester.ac.uk)
8BB/13 The expectations and experiences of student tutors participating in a voluntary, student-organised, extra-curricular, near-peer tutoring programme
Andrew Clarke (Barts and The London School of Medicine and Dentistry, London, United Kingdom, ha07245@qmul.ac.uk)

8BB/14 Peer teaching: an approach to enhance learning in Ophthalmology
Supaluk Raiyawaw (Udonrithi Hospital, Udonrithi, Thailand, supalukraiya@hotmail.com)

1600-1745

8CC E-POSTERS: Social Networking
Chairperson: Goh Poh-Sun (Singapore)
Location: Bellecour Foyer

8CC/1 Patterns of Internet Use in Medical Students
Sirina Satthapisit (Khon Kaen Hospital, Khon Kaen, Thailand, sirisatt@yahoo.com)

8CC/2 To Tweet or not to Tweet – students’ perceptions of new teaching on digital professionalism
Bernadette John, Maria Elliott (Kings College London, United Kingdom, bernadette.john@kcl.ac.uk)

8CC/3 Teaching tomorrow’s doctors on Twitter today
C Uys, M Seager, A Wardle, J Russell, A Cobb, A Osman (University of Bristol, United Kingdom ciska2911@aol.com)

8CC/4 Filling the gap of space and time by using Facebook in qualitative research
Rajin Arora (Lampang Medical Education Center, Lampang, Thailand); Araya Khaimook (Hatayi Medical Education Center, Sangkhla, Thailand); Panita Pathipvanich (Lampang Medical Education Center, Lampang, Thailand, drrajin@live.com)

8CC/5 Facebook: the modern day classroom for the medical student
L K Lillis, R Ravindran, M Kashyap (Imperial College London, United Kingdom); G Phoenix (Chelsea & Westminster Hospital NHS Foundation Trust, London, United Kingdom, Lydia.lillis08@imperial.ac.uk)

8CC/6 eyeQ: where social media meets e-learning
Mark Fajgenbaum (King’s College Hospital, London, United Kingdom, markfajgenbaum@gmail.com); Lisa Stewart (Eyedocs, London, United Kingdom); David A Johnson (Festival Software, Durham, United Kingdom)

8CC/7 Exploring the use of Facebook in medical education
Christopher McGilvery, Maria Sheakley (Ross University School of Medicine, Portsmouth, Dominica, msheakley@rossmed.edu.dm)

8CC/8 How do I create a personal-learning environment (PLE)? Technical experiences with a veterinary professional social network
Elisabeth Schaper (University of Veterinary Medicine Hannover, Germany); Neil Forrest (Royal Veterinary College London, London, United Kingdom); Esther de Groot de Groot (University Utrecht, Netherlands); Mira Mandoki (Szent Istvan University Budapest, Hungary); Emilia Ciobotaru (Faculty of Veterinary Medicine Bucharest, Romania); Jan P. Ehlers (University of Veterinary Medicine Hannover, Germany, elisabeth.schaper@tiho-hannover.de)

8CC/9 Use of social networks among medical students
Ariel Gustavo Scalfari, Carlos Felipe Teixeira Labo, Francisco José de Oliveira Filho, Elaine Santarelli, Alissony Bruno, Raphael Braga, Francisco Edison Silva Aragão Júnior (Federal University of Ceará, Fortaleza, Brazil, atlantim.com.br)

8CC/10 Not another NHS website! : The challenges of developing a new offer in a crowded market place as part of an NHS Trust
Stephen Lloyd-Smart, Henry Fuller, Sarah Kaufmann, Margaret Ward, Andrea Fox-Hiley, Stuart Haines (Leeds Teaching Hospitals NHS Trust, Leeds, United Kingdom, stephen.lloyd-smart@leedsth.nhs.uk)

8CC/11 #Gasclass – Integrating the virtual and traditional classroom in anaesthesia
Martin Doran, Sean Williamson, Ian Whitehead (James Cook University Hospital, Middlesbrough, United Kingdom, j3ffdoran@gmail.com)

8CC/12 Social networking in medicine: The Vlth nerve Facebook page
Rachel Mullenger, Kim Blake, Lauren Jain (Dalhousie University, Halifax, Canada); Genna Bourget (Medicine, Ireland); Nadim Joukhadar (McGill University, Montreal, Canada, kblake@dal.ca)

8CC/13 “To see ourselves as others see us”: A comparison of peer- and tutor-assessment of online student discussion boards
Paula Smith, Emma Barron, David Dewhurst, Anna Paisley, Peter Lamb, O. James Garden (University of Edinburgh, United Kingdom, paula.smith@ed.ac.uk)

8CC/14 Internet usage among medical students in pre-clinical years at Srinakharinwirot University
Promjit Sriyabhaya, Patcharin Sangjaruk, Nantana Choomchuay (Srinakharinwirot University, Bangkok, Thailand, promjit@hotmail.com)

1800-1900 AMEE President’s Reception (Invite Only)
Location: Roseraie Terrasse
SESSION 9: Simultaneous Sessions

0815-1000 9A SYMPOSIUM: Assessing Clinical Teachers’ Professional Behaviours
Yvonne Steinert, Meredith Young (McGill University, Canada); Kiki Lombarts (University of Amsterdam, The Netherlands); Darcy Reed, Fred Hafferty (Mayo Medical School, USA)
Location: Amphitheatre

0815-1000 9B SYMPOSIUM: Postgraduate Professional and Generic Skills – The What and the How
Davinder Sandhu (Severn Deanery, UK); Paul de Roos (Sweden); Liz Spencer (Gloucestershire NHS FT, UK); Olle Th. J ten Cate (University Medical Center, Utrecht, The Netherlands)
Location: Pasteur Auditorium

0815-1000 9C SYMPOSIUM: Medical Education in Latin America
Pablo Pulido (Panamerican Federation of Associations of Medical Schools, PAFAMS)
Location: Pasteur Lounge

0815-1000 9D COMMUNICATIONS COURTES (en français): Evaluation des compétences
Chairperson: Martine Chamberland (Canada)
Location: Bellecour 1

0815-0830 9D/1 Formation crédité en pédagogie des sciences de la santé: quels impacts pour les professeurs?
Diane Clavet, Richard Boulé, Daniel J Coté, Sylvie Houde (Université de Sherbrooke, Canada, sylvie.houde@usherbrooke.ca)

0830-0845 9D/2 Apport d’une auto-évaluation hebdomadaire des connaissances essentielles (AEHCE) associée aux enseignements magistraux de pneumologie à la faculté de médecine Lyon-Est
Nicolas Girard (Claude Bernard University Lyon 1, Lyon, France, nicolas.girard@chu-lyon.fr)

0845-0900 9D/3 Progression du niveau de compétence et exposition clinique des étudiants en stage: des outils utilisés pour le suivi au programme de Continuum Baccalauréat-maîtrise en physiothérapie
Madeleine Denis, Isabelle Savard, Abdelhamid Eldakhdh, Hélène Moffet (Université Laval, Réadaptation, Québec, Canada, madeleine.denis@rea.ulaval.ca)

0900-0915 9D/4 L’évaluateur : Caractérisation d’un rôle méconnu du superviseur-clinique
Christina St-Onge (Université de Sherbrooke, Canada); Lara Varpio (University of Ottawa, Canada); Martine Chamberland, Annie Lévesque (Université de Sherbrooke, Canada, christina.st-onge@usherbrooke.ca)

0915-0930 9D/5 Entente Québec – France : Résultats et suivi
Anne-Marie MacLellan, Ernest Prégent, Sylvie Leboeuf (Collège des médecins du Québec, Montréal, Canada, amaclellan@cmq.org)

0930-0945 9D/6 Maturation du raisonnement biomédical évalué par la discussion d’une vignette clinique multidisciplinaire : étude longitudinale et relation avec la capacité de délimitation des connaissances
Anne Collard, Jean-Pierre Bourguignon (Université de Liège, Belgium, acollard@ulg.ac.be)

0945-1000 9D/7 Apprendre à apprendre: optimiser la réussite des étudiants en formant les étudiants et les enseignants
Donata Marra, Pascale Pradat-Diehl (Faculté de Médecine Pierre et Marie Curie, Paris, France, donata.marra@upmc.fr); Bertrand Diquet (Faculté de Médecine d’Angers, France); Alexandre Duguet, Serge Uzan, Jean-Jacques Rouby (Faculté de Médecine Pierre et Marie Curie, Paris, France)
0815-1000 9E  SHORT COMMUNICATIONS: Feedback 2
Chairperson:  
Opening Discussant:  
Location:  Bellecour 2

0815-0830 9E/1  How do non-verbal and verbal communication affect feedback dialogues?
JMM van de Ridder (Albert Schweitzer Hospital, Dordrecht, Netherlands, m.van.de.ridder@asz.nl); HEC Collast-van Dijk (Netherlands); KM Stokking (Utrecht University, Utrecht, Netherlands); TJ ten Cate (University Medical Center Utrecht, Netherlands)

0830-0845 9E/2  The Competency-Based Achievement System (CBAS): Using formative feedback to teach and assess competencies with Family Medicine residents
Michel Donoff, Shelley Ross, Paul Humphries, Darren Nichols (University of Alberta, Edmonton, Canada, shelley.ross@ualberta.ca)

0845-0900 9E/3  Towards a more effective use of multisource feedback in residency training
C.A.M. Buis, W.H. Schreurs, M.A.W. Eckenhausen (Medical Centre Alkmaar, Netherlands, c.a.m.buis@mca.nl)

0900-0915 9E/4  Coaching the coaches – Use of a novel faculty development tool to improve feedback to medical residents
Paul Humphries, Shelley Ross, Darren Nichols, Amy Hegstrom, Michel Donoff (University of Alberta, Edmonton, Canada, dnichols@ualberta.ca)

0915-0930 9E/5  Electronic marking: does it affect grade or time to mark?
Gillian Aitken, Michael Ross (University of Edinburgh, United Kingdom, gill.aitken@ed.ac.uk)

0930-1000 9E/6  Can having assessment with formative feedback prior to the intern year bring junior doctors closer to improving patient safety and quality outcomes?
Susan McKenzie, Craig Mellis, Annette Burgess, Renata Chapman, Kirsten Black (The University of Sydney, Australia, susan.mckenzie@sydney.edu.au)

0945-1000 Discussion

0815-1000 9F  SHORT COMMUNICATIONS: Student Characteristics and Learning Styles
Chairperson:  
Location:  Bellecour 3

0815-0830 9F/1  First year medical students: Are they called to the vocation of medicine?
Nicole J Borges (Wright State University Boonshoft School of Medicine, Dayton, United States, nicole.borges@wright.edu); R. Stephen Manuel (University of Cincinnati College of Medicine, Cincinnati, United States); Ryan D Duffy (University of Florida, Gainesville, United States)

0830-0845 9F/2  Managing the National Registration and the Assessment of Health and Conduct of Medical Students at an Australian Medical School
Peter Jones, Gary Hamlin, Linda Crane, Audrey Chung, Connie Fuerst, Richard Hay (Bond University, Gold Coast, Australia, pjejones@bond.edu.au)

0845-0900 9F/3  undergraduate medical student experiences of bereavement
Rebecca Whyte, Stephen Barclay, Diana Wood, Thelma Quince (University of Cambridge, United Kingdom, rmw44@medschl.cam.ac.uk)

0900-0915 9F/4  Medical student change: A new perspective
Benjamin T Black (University of Missouri-Kansas City School of Medicine, Kansas City, United States); Christine M Jerpbak (Jefferson Medical College of Thomas Jefferson University, Philadelphia, United States); (Presenter: J Lindsey Lane, University of Colorado School of Medicine, Aurora, United States, lindsey.lane@childrenscolorado.org)

0915-0930 9F/5  Learning styles among paramedical students in Babol University of Medical Sciences
Maryam Tayebi, Stima Sum, Neda Taeb, Monireh Gharekhani (Babol University of Medical Sciences, Babol, Iran, mary.tayebi@gmail.com)

0930-0945 9F/6  Use of a Personal Improvement Project (PIP) as a Tool for Teaching Quality Improvement to Preclinical Medical Students
J Cannon, N Selfridge, D Callender, S Gnecco (Ross University School of Medicine, Piccard, Dominica, jccannon@rossmed.edu.dm); T Foster, G Ogrinc (Dartmouth Medical School, Hanover, United States)

0945-1000 9F/7  The impact of a disrupted learning environment on medical student performance
Tim Wilkinson, Anthony Ali, Caroline Bell, Frances Carter, Chris Frompton, Jan McKenzie (University of Otago, Christchurch, New Zealand, tim.wilkinson@otago.ac.nz)

No Discussion
0815-1000  9G  RESEARCH PAPERS: Randomized Controlled Trials and Mixed Methods
Chairperson: Liselotte Dyrbye (US)
Opening Discussant: 
Location: Space Gratte-Ciel

0815-0835  9G/1 Using mental practice and modeling to enhance knowledge acquisition in medical education harnessing novel podcast technology
Fahad Alam (University of Toronto, Canada, falam@utoronto.ca); Sylvain Boet (University of Ottawa, Canada); Dominique Piquette, Vicki LeBlanc (University of Toronto, Canada)

0835-0855  9G/2 Within-Team Debriefing versus Instructor-Debriefing for Interprofessional Simulation-based Education: A Prospective Randomized Trial
Sylvain Boet (The Ottawa Hospital; University of Ottawa Skills and Simulation Centre, Ottawa, Canada); M Dylan Bould (Children’s Hospital of Eastern Ontario; The University of Ottawa Skills and Simulation Centre, Canada); Bharat Sharma (Allan Waters Family Patient Simulation Centre, Toronto, Canada); Scott Reeves (Center for Innovation in Interprofessional Healthcare Education, San Francisco, Canada); Emmanuel Triby (Université de Strasbourg, Canada); Teodor Grantcharov (Allan Waters Family Patient Simulation Centre, Toronto, Canada, sylvainboet@gmail.com)

0855-0915  9G/3 Narratives in Numbers: Overall Teaching Performance of Faculty Predicts Residents’ Generosity with Narrative Feedback
Renée van der Leeuw (Academic Medical Center, Amsterdam, Netherlands, r.m.vanderleeuw@amc.nl); Karlijn Overeem (Maastricht University, Maastricht, Netherlands); Onyebuchi Arah (University of California Los Angeles, United States); Maas Jan Heineman, Kiki Lombarts (Academic Medical Center, Amsterdam, Netherlands)

0915-0935  9G/4 A pilot project to explore the determinants of knowledge use in a medical education context
Scott Reeves (University of California, San Francisco, United States); Karen Leslie (St. Michael’s Hospital; University of Toronto, Canada); Ivan Silver (Centre for Addiction and Mental Health, University of Toronto, ivan_silver@camh.net); France Legare (Laval University, Quebec, Canada); Lindsay Baker, Eileen Egan-Lee (St. Michael’s Hospital; University of Toronto, Canada)

0935-1000  Discussion

0815-1000  9H  SHORT COMMUNICATIONS: Junior Doctor as Teacher
Chairperson: Helen Goodyear (UK)
Opening Discussant: 
Location: Gratte-Ciel 1

0815-0830  9H/1 A near-peer teaching programme for clinical medical students enhances confidence and perceived ability in the clinical environment
Laura-Jane Smith, Hugo Gemal, Matt Hayman, Philip Gothard, Jean McEwan (University College London, United Kingdom, smith.laurajane@gmail.com)

0830-0845  9H/2 Benefits for all from a junior-doctor led teaching programme for clinical medical students
H Gemal, L-JE Smith, M Hayman, P Gothard, J McEwan (University College London, United Kingdom, hgemal@nhs.net)

0845-0900  9H/3 A fresh colleague, but a very experienced teacher - A Swedish experience from peer teaching taken to the next level
Maria Magnusson, Eva Fröberg, Martin Wohlin (Uppsala University, Uppsala, Sweden, maria.magnusson@medsci.uu.se)

0900-0915  9H/4 Exploring the barriers to bedside teaching faced by Core Medical Trainees
Ahmed Hashim (Queen’s Hospital, Romford, United Kingdom, ahmedsir37@hotmail.com)

0915-0930  9H/5 What training is needed in the undergraduate syllabus to prepare foundation doctors for their educational role?
Rehan Haq, Susie Schofield (University of Dundee, United Kingdom, s.j.schofield@dundee.ac.uk)

0930-0945  9H/6 Impact of a Resident-as-Teacher Training Workshop on Student Perceptions of the Clerkship Learning Environment
MP Lyndon, TC Yu, SJ Hawken (The University of Auckland, New Zealand); SE Farrell (Harvard Medical School, Auckland, United States); AG Hill (The University of Auckland, New Zealand, mlyon027@aucklanduni.ac.nz)

0945-1000  Discussion
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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Chairperson</th>
<th>Location</th>
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<td>0815-1000</td>
<td>9I</td>
<td>SHORT COMMUNICATIONS: Social Responsibility</td>
<td>Chairperson</td>
<td>Gratte-Ciel 2</td>
<td>Roger Strasser (Northern Ontario School of Medicine, Sudbury, Canada)</td>
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<td>Delivering on Social Accountability: Canada’s Northern Ontario School of Medicine</td>
<td>Roger Strasser (Northern Ontario School of Medicine, Sudbury, Canada)</td>
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<td>Bruce Minore (Lakehead University, Thunder Bay, Canada); John Hogenbirk (Laurentian University, Sudbury, Canada)</td>
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<td>0815-0830</td>
<td>9I/1</td>
<td>Medical education and workforce recruitment for underserved populations</td>
<td>Louise Young, Tarun Sen Gupta, Peta-Ann Teague, Harry Jacobs</td>
<td>Lakehead University, Thunder Bay, Canada; Laurentian University, Sudbury, Canada</td>
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<tr>
<td>0830-0845</td>
<td>9I/2</td>
<td>Excellence in social accountability: from rhetoric to partial reality</td>
<td>Iain J Robbe (Cardiff University, Cardiff, United Kingdom)</td>
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<td>Roger Strasser (Northern Ontario School of Medicine, Sudbury, Canada)</td>
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<td>0845-0900</td>
<td>9I/3</td>
<td>‘Getting the pitch right’: a study of how medical students can help each other learn the social aspects of medical care</td>
<td>Tracey Collett (Universities of Plymouth and Exeter, Plymouth, United Kingdom)</td>
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<td>0900-0915</td>
<td>9I/4</td>
<td>Do As We Say, Not as We Do*: Medical Students’ Experiences and Perceptions of Diversity Teaching</td>
<td>Mahdi Nazar (Southampton University Medical School, Southampton, United Kingdom)</td>
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<td>0915-0945</td>
<td>9I/6</td>
<td>How can medical education contribute to advancing Indigenous health?</td>
<td>Rhys Jones, David Angelson (University of Auckland, New Zealand)</td>
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<td>0945-1000</td>
<td>9I/7</td>
<td>Social Accountability in medical education: where we are in Pakistan</td>
<td>Riffat Hussain (Aga Khan University, Karachi, Pakistan)</td>
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<td>0815-1000</td>
<td>9J</td>
<td>SHORT COMMUNICATIONS: International Curriculum</td>
<td>Chairperson</td>
<td>Tete d’Or 1</td>
<td>Jade WM Chow (St George’s, University of London, United Kingdom)</td>
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<td>0815-0830</td>
<td>9J/1</td>
<td>International Medical University: An innovative experiment in transnational medical education, 20 years on</td>
<td>Jade WM Chow (St George’s, University of London, United Kingdom); Mairead Boohan (Queen’s University, Belfast, United Kingdom); Victor Lim (International Medical University, Kuala Lumpur, Malaysia)</td>
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<td>0830-0845</td>
<td>9J/2</td>
<td>Modernising medical education in Malawi – changes over the last 5 years</td>
<td>David Dewhurst, Helen Cameron, Neil Turner, Michael Begg (University of Edinburgh, United Kingdom)</td>
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<td>0845-0900</td>
<td>9J/3</td>
<td>Harvard Medical School Portugal Program – striving for excellence in Medical Education</td>
<td>Sofia Ribeiro (Faculdade de Medicina de Lisboa, Portugal); Tom Kirchhausen (Harvard Medical School, United States); António Vaz Carneiro (Faculdade de Medicina de Lisboa, Lisbon, Portugal)</td>
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<td>0900-0915</td>
<td>9J/4</td>
<td>European curriculum recommendations across respiratory specialties: HERMES (Harmonised Education in Respiratory Medicine for European Specialists) initiative of the European Respiratory Society</td>
<td>Jamiu Busari (Atrium Medical Center, Heerlen, Netherlands); Julie-Lyn Noel (European Respiratory Society, Lausanne, Switzerland)</td>
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<td>0915-0930</td>
<td>9J/5</td>
<td>An innovative approach to teaching Global Health</td>
<td>Agnete Gulian (Soroka University Medical Center, Beer Sheva, Israel)</td>
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<td>0930-0945</td>
<td>9J/6</td>
<td>What is taught on the Global Health syllabus in medical schools in the UK and overseas?</td>
<td>Seema Biswas (Hadassah Medical Centre, Jerusalem, Israel) ; Sonia Tsukagoshi (Chelsea and Westminster Hospital, London, United Kingdom)</td>
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<td>0945-1000</td>
<td>9J/7</td>
<td>The use of a reflective model and computer mediated communication to promote cultural competence in student nurses</td>
<td>Derek Chambers, Susan Thompson (University of Nottingham, United Kingdom)</td>
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<td>Derek Chambers, Susan Thompson (University of Nottingham, United Kingdom)</td>
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0815-1000 9K SHORT COMMUNICATIONS: Evaluating the Teacher
Chairperson: Jørgen Hedemark Poulsen (Denmark)
Opening Discussant: Location: Tete d’Or 2

0815-0830 9K/1 Faculty Selection Using OSTE
Omar Alhussaini, A Altamimi, M Alghunaimi, K Almammari, A Alghassani, W Alomri, Et al (MOH, DGHS, Muscat, Oman); [Presenter: Salim Alotby, DGET, MOH, Muscat, Oman]

0830-0845 9K/2 Beyond students’ rating scales: reactions of teachers to peer evaluation of their performance
Carmen Teijeiro, Florencia Moore, Carina Salice, Angel Centeno (Univ Austral, Buenos Aires, Argentina, acenteno@cas.austral.edu.ar)

0845-0900 9K/3 Teachers’ reactions on feedback from residents’ evaluations in day release training
Thea van Roermund (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, t.vanroermund@elg.umcn.nl); ML Schreurs, A Scherpber (Maastricht University, Maastricht, Netherlands); B Bottema, H Mokkink, C van Weel (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands)

0900-0915 9K/4 Evaluating the quality of postgraduate medical education: Results from a multicenter cross sectional study
Cornelia RMG Fluit (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, c.fluit@iwoo.umcn.nl); Remco Feskens (CITO, Institute for Educational Measurement, Nijmegen, Netherlands); Sanneke Bolhuis, Roland Laan, Michel Wensing, Richard Grol (Radboud University Nijmegen Medical Centre, Netherlands)

0915-0930 9K/5 A Study on the Characteristics of Excellent Professors in Medical College for the Activation of Medical Education
Haebum Lee, Eunbae Yang (Yonsei University College of Medicine, Seoul, Republic of South Korea, speechcom1@hanmail.net)

0930-0945 9K/6 Self-assessment of clinical teachers in comparison to evaluation by students
T Campbell, K Lingemann, J Breckwoldt (Charité - Berlin, Germany)

0945-1000 Discussion

0815-1000 9L SHORT COMMUNICATIONS: Simulation 2
Chairperson: Location: Rhone 1

0815-0830 9L/1 Skills Labs in Central Europe – Current Status, Challenges and Future Prospects
Martin Fandler, Hans-Peter Dimai (Medical University of Graz, Austria, martin@fandler.info)

0830-0845 9L/2 An impact assessment model for simulation based learning. The Simbase Impact Assessment Model proposal
Teresa Campos (Andalusian Regional Ministry of Health, Seville, Spain); Cristian Stracke, Tatiana Shamarina (University of Duisburg-Essen, Essen, Germany); Yusneiks Milanés Guisado (Andalusian Regional Ministry of Health, Seville, Spain, yusneiks.milanes.EXT@juntadeandalucia.es)

0845-0900 9L/3 Bone marrow puncture simulator-based learning in the clinical clerkship
Toshiya Suzuki (Niigata University School of Medicine, Niigata, Japan, toshya@umin.ac.jp)

0900-0915 9L/4 The evaluation for the self-learning software for a heart sound simulator
Hirotaka Onishi (University of Tokyo, Japan, onishi-hirotaka@umin.ac.jp); Yasutomo Oda, Masami Haraguchi (Saga University, Saga, Japan); Risa Kamigiku, Noriyuki Matsuoka (Kyoto Kagaku, Kyoto, Japan)

0915-0930 9L/5 Learning style of simulation participants and their perception of the phases of simulation
Cristina Diaz-Navarro, Vidhi Misra (University Hospital of Wales, Cardiff, United Kingdom, cristina.diaznavarro@gmail.com); Lilage Sounders (Cardiff Metropolitan University, Cardiff, United Kingdom)

0930-0945 9L/6 Validation of Distributed Simulation in Urology
James Brewin (Kings Health Partners, London, United Kingdom, james_brewin@hotmail.com)

0945-1000 9L/7 Simulated Donor Family Encounters at Organ Transplantation Coordinators in Service Training Course: Process and Impact Evaluation
Ozem Surel Karabilgin, Nursen Altug, Suleyman Ayhan Caliskan (Ege University Faculty of Medicine, Izmir, Turkey); Ali Basazlar (TE Bilkent University, Istanbul, Turkey); Halil Ibrahim Durak, Nilufer Demiral Yilmaz (Ege University Faculty of Medicine, Izmir, Turkey, o.surel.karabilgin@ege.edu.tr)

No Discussion
29 AUGUST 2012

0815-1000 9M SHORT COMMUNICATIONS: eLearning: Educational Resources
Chairperson: Jerry Maniate (Canada)
Opening Discussant: Christof Daetwyler (US)
Location: Rhone 2

0815-0830 9M/1 Introducing ethical and professional guidance on making and using recordings of people in learning and teaching
Suzanne Hardy (Newcastle University, Newcastle upon Tyne, United Kingdom, suzanne.hardy@ncl.ac.uk); Jane Williams (University of Bristol, United Kingdom); Megan Quentin-Baxter (Newcastle University, Newcastle upon Tyne, United Kingdom); Debra Hiom (University of Bristol, United Kingdom); John Bradfield (Independent Consultant, Bristol, United Kingdom)

0830-0845 9M/2 Building e-learning modules with free Web 2.0 services
Michael Tam (The University of New South Wales, Sydney, Australia, m.tam@unsw.edu.au); Anne Eastwood (GP Synergy Limited, Sydney, Australia)

0845-0900 9M/3 Labyrinth extensions for OOER – a toolkit for managing workflow in organising open educational resources
Michael Begg (University of Edinburgh, United Kingdom, michael.begg@ed.ac.uk); Suzanne Hardy, Lindsay Wood (Higher Education Academy, MEDEV, Newcastle, United Kingdom); Stewart Cromar (University of Edinburgh, United Kingdom); Megan Quentin-Baxter (Higher Education Academy, MEDEV, Newcastle, United Kingdom); David Dewhurst (University of Edinburgh, United Kingdom)

0900-0915 9M/4 An online repository facilitates radiology residency training and evaluation of education theory
Poh-Sun Goh (National University Hospital, Singapore, dnrgohps@nus.edu.sg)

0915-0930 9M/5 Symptomia – A Fast Diagnostic Symptom Checker
Andrzej Wójcik (Collegium Mazovia, Siedlce, Poland, wojtczak@cmlzp.edu.pl); Aage Granaas (Phenomenal Code, Barcelona, Spain)

0930-0945 9M/6 A quantitative analysis of Youtube as a resource for surgical education
Ti Phillips (Cardiff University, Cardiff, United Kingdom); HA Elhassan, HB Whittet (Singleton Hospital, Swansea, United Kingdom, thom@thetrilife.com)

0945-1000 Discussion

0815-1000 9N WORKSHOP: How ready for curriculum change is your medical school? A practical tool to improve the chance of successfully implementing changes in your school
Mariëlle Jippes, Erik Driessen, Gerard Majoor, Nick Broers, Wim Gijselaers, Cees Van der Vleuten (University of Maastricht, Netherlands, mjippes@gmail.com; e.driessen@maastrichtuniversity.nl)
Location: Gratte-Ciel 3

0815-1000 9O WORKSHOP: Challenges, enablers, and opportunities of running a community-engaged longitudinal clerkship
Lisa Graves, Rachel Ellaway, Sue Berry (Northern Ontario School of Medicine, Sudbury, Canada, lisa.graves@nosm.ca; rachel.ellaway@nosm.ca; sberry@nosm.ca)
Location: Rhone 3a

0815-1000 9P WORKSHOP: Continuing Medical Education: Obtaining and Measuring CME Course Outcomes
Jocelyn Lockyer (University of Calgary, Canada, lockyer@ucalgary.ca); Karen Mann, Joan Sargeant (Dalhousie University, Halifax, Canada, karen.mann@dal.ca; joan.sargeant@dal.ca)
Location: Rhone 3b

0815-1000 9Q WORKSHOP: Electives – how to help them become engaging, collaborative, sustainable, mutually supportive and of productive outcome
Nigel Bax, Michelle Marshall, Derek Resario (University of Sheffield, United Kingdom, m.marshall@sheffield.ac.uk)
Location: St Clair 1

0815-1000 9R WORKSHOP: Understanding Wicked Problems
Anita Glicken (University of Colorado School of Medicine / nccPA Health Foundation, Englewood CO, United States, anita.glicken@ucdenver.edu)
Location: St Clair 2

0815-1000 9S WORKSHOP: Complexity in Medical Education: Practical Tools for Teachers
Jim Price (Brighton & Sussex Medical School, Brighton, United Kingdom, jim.price@nhs.net)
Location: St Clair 3a
WORKSHOP: An introduction to mentoring using the Egan Skilled Helper model
David Matheson, Catherine Matheson (University of Nottingham / East Midlands Deanery, Nottingham, United Kingdom, david.matheson@nottingham.ac.uk; catherine.matheson@nottingham.ac.uk)
Location: St Clair 3b

WORKSHOP: Using classical test theory to evaluate and improve assessment: An introduction
John Patterson (Barts and the London School of Medicine and Dentistry, London, United Kingdom, j.a.patterson@qmul.ac.uk)
Location: St Clair 4

POSTERS: eLearning Case Studies 2
Chairperson:
Location: Forum 1, 2, 3

9W/1 Medical Qualification Online (Quomed) – Evaluation of an innovative and interactive online continuing education programme for general practitioners
Thomas Brendel (Klinikum der Universität München, Germany, thomas.brendel@med.uni-muenchen.de); Julia Eberle (Ludwig-Maximilians-Universität München, Germany); Matthias Holzer (Klinikum der Universität München, Germany); Karsten Stegmann, Frank Fischer (Ludwig-Maximilians-Universität München, Germany); Martin R. Fischer (Klinikum der Universität München, Germany)

9W/2 Software in education: merging medicine with technology
Karel Vlach, Jakub Jirka, Radka Pustkova, Jindrich Cernohorsky (VSB-Technical University of Ostrava, Department of Cybernetics and Biomedical Engineering, Ostrava, Czech Republic, karel.vlach@vsb.cz)

9W/3 Augmented Experience Modules. A technological innovation for clinical learning
Robert Selzer (Monash University, Melbourne, Australia); Michael Cai (Eastern Health, Box Hill, Australia, r.selzer@alfred.org.au); Fiona Foley (Monash University, Melbourne, Australia); Marcus Leonard (Monash University, Clayton, Australia)

9W/4 Using semi-interactive computer animations as a tool for teaching science
Marcus J Coffey (Cardiff University School of Medicine, Cardiff, United Kingdom, coffeymj@cardiff.ac.uk)

9W/5 A German online-learning program “prevention of sexual child abuse” for medical students and health professionals
Hubert Liebhardt, Myriam Kiefer, Jörg M. Fegert (Ulm University Hospital, Ulm, Germany, myriam.kiefer@uniklinik-ulm.de)

9W/6 YouTube videos as a learning resource for nervous system clinical examination
Samy A Azer (Presenter: Sarah M Aleshaiwi, King Saud University, Riyadh, Saudi Arabia, sar0h@hotmail.com)

9W/7 Cardiorespiratory examination on YouTube
Hala A AlGrain, Samy A Azer, Rana A AlKhelaif, Sarah M AlEshaiwi (King Saud University, Riyadh, Saudi Arabia, halaalgrain@gmail.com)

9W/8 Producing a video clip for a Medicine and the Humanities assignment in second year medical studies
Charles Leduc, Sue Besomo (Bond University, Gold Coast, Queensland, Australia, cleduc@bond.edu.au)

9W/9 Assessment of quality of surgical training videos: A review and proposal of a new tool
A Robb, HA ElHasson (Singleton Hospital, Swansea, United Kingdom, aorobb@gmail.com); TI Phillips (Cardiff University, Cardiff, United Kingdom)

9W/10 Research and development into the gamification of medical education
Adrian Raudaschl (Southern General Hospital, Glasgow, United Kingdom, raudaschl@hotmail.co.uk)

9W/11 Training and CPD in Anaesthesia: the lights are on!
Olly Jones (Presenter: Maurice Hennessy, Australian and New Zealand College of Anaesthetists, Melbourne, Australia, education@anzca.edu.au)

9W/12 iRadiology: A curriculum based web resource, to help students help themselves
Anna Maria Abadir, Alireza Jalali, Rebecca Peterson (University of Ottawa, Canada, aabad063@uottawa.ca)
0815-1000

9X  POSTERS: Leadership/Management
Chairperson:  
Location:  Forum 1, 2, 3

9X/1  Leadership: Who's leading who?  
Rebecca Jane Critchley (Northern Deanery, Newcastle Upon Tyne, United Kingdom); (Presenter: Sean Williamson, James Cook Hospital, Middlesborough, United Kingdom)

9X/2  Taking the lead – Needs assessment for medical management and leadership training in the undergraduate medical curriculum in one UK medical school  
Adam Gwozdz, Liana Zucco, Michael Klingenberg (UCL Medical School, London, United Kingdom, a.gwozdz@ucl.ac.uk)

9X/3  The doctor’s role as manager. How do junior doctors perceive and learn the medical role as manager – and how can they best be supported as potential leaders in the healthcare system of the future?  
Susanne B. Noehr (Aalborg Hospital Science and Innovation Center [AHSC], Aalborg; Aalborg University, Aarhus, Denmark, susanne.noehr@rn.dk)

9X/4  Department head’s leadership style and its relation between organization atmospheres. Views of faculty members and department head  
Azadeh Azemian, Niloofar Molamed, Aztekeh Torkzadeh (Bushehr University of Medical Sciences, Bushehr, Iran, aazemian@yahoo.com)

9X/5  Knowledge and opinions of undergraduate medical students on NHS structure, medical management and leadership  
Chang Park, Elsa Butrous, Thomas Ward, Christopher Yu, Colin Bicknell, Oliver Warren (Imperial College London, United Kingdom, chang.park07@imperial.ac.uk)

9X/6  Assessing the Performance of Heads of Clinical Departments Based on Supportive Leadership Behavior Style in Tehran University of Medical Sciences  
Naoshin Hashemian, Bahareh Malekalouie, Afsoon Dehnavi, Mahboobe Khazae Mojafinezhad (Tehran University of Medical Sciences, Tehran, Iran, b_malekalouie@yahoo.com)

9X/7  Regional organizational benefits of decentralized medical education  
Maiju Toivonen, Anna-Liisa Koivisto, Pekka Kääpä (University of Turku, Finland, maiju.toivonen@utu.fi)

9X/8  The development of School related Study Leave (SL) Guidance for programme entrants in the Postgraduate Deanery for Kent, Surrey and Sussex (KSS)  
Kevin Kelleher (KSS Deanery, London, United Kingdom, kkelleher@kssdeanery.ac.uk)

9X/9  National Recruitment into Core Surgery – Improvements in 2012  
Elizabeth Sharp, Vicky Ridley-Pearson, Humphrey Scott (Kent, Surrey and Sussex Deanery, London, United Kingdom, elizabeth.sharp@ekht.nhs.uk)

9X/10  The role of the Andalusian Public Health System in the Promotion of Competence Development within the Educational Continuum  
Adriana Cavalcanti de Aguiar (Univ. Estácio de Sá/UE-RJ/Fiocruz, Rio de janeiro, Brazil, aguiaradri@gmail.com); Teresa Campos Garcia, Armando Romanos Rodriguez, Carmen de Vicente Guillotto (Consejería de Salud Junta de Andalucía, Sevilla, Spain); Alberto Infante Campos (Escuela Nacional de Sanidad Instituto de Salud Carlos III, Madrid, Spain)

9X/11  Improving psychiatry training in the UK foundation programme  
Christine Bridge (KSS Deanery, London, United Kingdom, cbridge@kssdeanery.ac.uk)

9X/12  Postgraduate School of Clinical Academic Training  
Selena Gray, Debbie Sharp, Davinder Sandhu (Severn Deanery, Bristol, United Kingdom, selena.gray@southwest.nhs.uk)

9X/13  The Business of Medicine: Training Medical Students in Billing and Coding  
Elizabeth Cochran Ward, Bruce Britton, Matt Wittman, Mark Rehfuss (Eastern Virginia Medical School, Norfolk, Virginia, United States, brittobs@evms.edu)

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9Y  POSTERS: Reflection, Clinical Reasoning and Critical Thinking
Chairperson:  Doris Ostergaard (Denmark)
Location:  Forum 1, 2, 3

9Y/1  “Learn how to dance, but do not know why you are dancing”: A comparative case study on the role of clinical skill tutorials at the University of Melbourne and the University of Indonesia  
Ardi Findyartini, (University of Indonesia, Jakarta, Indonesia, findyartini@yahoo.com)

9Y/2  Learning Clinical Reasoning in the preclinical years  
Nancy E Fernandez-Garzo, Diana P Montemayor-Flores, Santos Guzman-Lopez (Universidad Autonoma de Nuevo Leon, Mexico, nancy-fernandez@live.com.mx)
9Y/3 Teaching clinical reasoning. What is the best evidence to guide practice?
Shirley Rigby, Deborah Biggerstaff (Warwick Medical School, Warwick, United Kingdom, shirley.rigby@swft.nhs.uk)

9Y/4 Clerking 'crib' sheets for medical students: developing clinical reasoning skills in a surgical emergency unit
Emily Adams, Mohammed Heetun, Alex Gordon-Weeks (Oxford University Hospitals, Oxford, United Kingdom, milswingding@yahoo.co.uk)

9Y/5 Interpretation of abstracts in a novel PBL case for first year medical students
V Thomas, K Winston, A Bateson, O O'Donoghue, M Light, L Welke (Ross University School of Medicine, Roseau, Dominica, vthomas@rossmed.edu.dm)

9Y/6 Teaching critical thinking in undergraduate medical curriculum
Maryam Aaloo, Hamideh Moosapour, Mahboobe Khazb Mafinshad, Tohid Arastou, Azim Mirzazadeh, Akbar Soltani (Tehran University of Medical Sciences, Tehran, Iran, tohidarastou@gmail.com)

9Y/7 "Something that most of us do anyway": Personal reflection in medical students
Nina Bjerr Andersen, Lise Kirstine Gormsen, Anne Mette Mørcke (Aarhus University, Aarhus, Denmark, nina@medu.au.dk)

9Y/8 Patient Art can lead to Transformative Education
Monica L Lypson, Paula T Ross (University of Michigan Nursing School, Ann Arbor, United States, mlypson@umich.edu)

9Y/9 Implementing ongoing reflective practice in the curriculum to support the development of life-long learning competence
Nani Cahyani Sudarsono, Diantha Soemantri (Universitas Indonesia, Jakarta, Indonesia, nani.cahyani@ui.ac.id)

9Y/10 Reflecting on abuse in the workplace
Veronica Mitchell, Athol Kent (University of Cape Town, South Africa, atholkent@mewb.co.za)

9Y/11 The challenge of clinical approach by SOAP notes in small group discussion at preclinical level
Nampet Ngodngamthaweesuk, Panadda Rojpibulstitial (Thammasat University, Pathumtani, Thailand, nngodngam@hotmail.com)

9Y/12 Interdisciplinary training in clinical decision making
A Barheim, K Klock, M Haugland, GT Bondevik, A Raahem (University of Bergen, Norway, anders.barheim@gmail.com)

9Y/13 Effect of Reflective Reasoning on Diagnostic Accuracy in Medical Students: A Cluster-Randomized Controlled Trial
Sun Jung Myung, Buung Duk Park, Wan Beom Park, Soe Ra Phyo, Jwa-Seop Shin (Seoul National University College of Medicine, Seoul, Republic of South Korea, issac73@paran.com)

9Y/14 A qualitative analysis of a concept mapping exercise to explore the Cognitive Processes of Medical Students in Clinical Reasoning
Dario M Torre (Drexel University School of Medicine, Philadelphia, USA); Barbara J. Daley (University of Wisconsin, USA); Steven J Durning (The Uniformed Services University of Health Sciences, Bethesda, USA)

9Z POSTERS: Team Based Learning/Case Based Learning
Chairperson: Location:

9Z/1 Team Based Learning at Tehran University of Medical Sciences in 2012
Gholamreza Hasanzadeh, Farid Abolhasani, Azim Mirzazadeh, Maryam Alizadeh, Iraj Kashani, Fardin Amidi (Tehran University of Medical Sciences, Tehran, Iran, hassanzade@tums.ac.ir)

9Z/2 Development of reasoning ability in team-based learning (TBL)
Masanaga Yamawaki, Jin Irie, Hiroko Mori (Kyoto Prefectural University of Medicine, Kyoto, Japan, myamawaki@koto.kpu-m.ac.jp)

9Z/3 Team-based learning in preclinical cycle. Evaluation of faculty and medical students
Denisse Zúñiga, Isabel Leiva, Marcela Bitran (Pontificia Universidad Católica de Chile, Santiago, Chile, dzuniga@uc.cl)

9Z/4 Implementing Team-Based Learning: Interactive Small Group Teaching in Anatomy
Bahman Afzali (University of Duisburg-Essen, Germany, bahman.afzali@googlemail.com)

9Z/5 The challenge of moving forward: from lectures to team based learning
VB Bollela, FCV Vilar (Universidade de São Paulo, Ribeirão Preto, Brazil, vbollela@gmail.com)

9Z/6 Introducing Team-Based Learning (TBL) at Faculty of Medicine, University ‘Goce Delcev’ (UGD), Stip, Macedonia
Evica Bojadzieva, Melsa Stefanova, Zoran Zdravev (Presenter: Liljana Steveeva, University ‘Goce Delcev’, Stip, Macedonia, liljana@hotmail.com)
9Z/7 Team-based Learning in Hematology and Oncology Pediatrics in Udonthani Medical Education Center
Pitchayanon Kulwajanakul (Udonthani Medical Education Center, Udonthani, Thailand, pitchy86@hotmail.com)

9Z/8 Perception towards TBL
Dam Mookmanee (Suratthani Medical Education Centre, Suratthani, Thailand, dmookmanee@hotmail.com)

9Z/9 Integrating team based learning in health promotion camp, Maharat Nakhon Ratchasima Hospital Medical Education Center, Thailand
Prapat Ausayapao (Maharat Nakhon Ratchasima Hospital, Nakhon Ratchasima, Thailand, prapat_a@hotmail.com)

9Z/10 Can clinical knowledge be improved in a short period?
Myung Sun Jung, Tae Yeon Kim, Sera Pyo (Seoul National University College of Medicine, Seoul, Republic of South Korea, tayeon@snu.ac.kr)

9Z/11 Bedside teaching by the conventional and the Team-based learning methods: a comparative study
Apichart Chuthra, Kosa Sudhorm, Saran Saengsawang (Buddhachinaraj Medical Education Center, Phitsanulok, Thailand, ksa872@yahoo.com)

9Z/12 An Attempt at a Combined Lecture, PBL and TBL Medical Education Approach – A Four-Week Cardiology Course
Hitoshi Hasegawa (Akita University School of Medicine, Akita, Japan, hasegawa@doc.med.akita-u.ac.jp)

9Z/13 Comparing the efficacy of team based learning strategies in a problem based learning curriculum
Kharshid Anwar, Abdul Ahad Shaikh, Nihar Ranjan Dash (University of Sharjah, United Arab Emirates, awkankhair@sharjah.ac.ae)

9Z/14 Students’ Attitude Toward the Newly Proposed Model of Case Based Learning for Undergraduate Medical Students in Family Medicine Elective Course
Kanokporn Sukthai, Jitsaphon Chongcharoenkunawoot, Jirawadee Chumpol (Mahidol University, Bangkok, Thailand, rakmk@mahidol.ac.th)

9Z/15 Case seminars open new doors to understanding – nursing students’ experiences of learning
Anna Hofsten, Elisabeth Häggström (University of Gävle, Sweden, ahf@hig.se)

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9AA POSTERS: Selection and The Student and Resident in difficulty
Chairperson: John Dent (UK)
Location: Forum 1, 2, 3

9AA/1 Comparison of Assessment Items of the interviews to assess applicants’ non-cognitive skills in Domestic and Foreign Medical Schools
Eun-Hye Park, Yoon-Seong Lee, Seung-Hee Lee (Seoul National University College of Medicine, Seoul, Republic of South Korea, yoonslee@snu.ac.kr)

9AA/2 How do medical students select their medical school – a 5 year study in Frankfurt
Frank Seibert-Alves, Volkmar Hentschke, Carlotta Meiβner, Frank Nürnberg (Johann Wolfgang Goethe-University, Frankfurt am Main, Germany, vorklinik@kgu.de)

9AA/3 Admissions Selection for diverse Populations: The Duke-NUS Experience
Craig Stenberg (Duke-NUS Graduate Medical School Singapore, Singapore, craig.stenberg@duke-nus.edu.sg)

9AA/4 Applying for your first job: the weighting game
Kabir Nepal, Alex H Burnett, Ben J Holden (University of Sheffield, United Kingdom, mdb08mkn@sheffield.ac.uk)

9AA/5 Communication Skills – A predictor or confounder of 360 degree assessment?
Rajiv Wijesuriya, CM Roberts (Barts and The London, United Kingdom, jeeves.wijesuriya@gmail.com)

9AA/6 Applying to medical school – an informed decision?
R L Jayasuriya, E G Lightman, M Marshall (University of Sheffield, United Kingdom, mdb06rj@shef.ac.uk)

9AA/7 What factors influence students’ choice of medical school?
Alexander JC Vaughan, Susan F Smith (Imperial College, London, United Kingdom, sue.smith@imperial.ac.uk)

9AA/8 Enneagram can help to deal with medical students in difficulty
Thawanrat Srichan (Lampang Hospital, Lampang, Thailand, khaning17@hotmail.com)

9AA/9 Medical student experiences of academic and pastoral support – striving for excellence?
Esther Woy, Celia Woolf (Barts and The London School of Medicine and Dentistry, London, United Kingdom, estherw91@gmail.com)

9AA/10 Gender matters in mentor selection of medical students: A descriptive study
Angelika Hofhansl, Ingrid Preusche, Günther F. Kärmöćzi (Medical University of Vienna, Austria, angelika.hofhansl@meduniwien.ac.at)
9AA/11 Attendance Tracking in Undergraduate Medical Education as a Tool to Identify At-Risk Students
Ron Damant, Dennise Schutz, Dwight Harley, Melanie Lewis, Beverley Wilson, Kent Stobart (University of Alberta, Edmonton, Canada, rdamant@ualberta.ca)

9AA/12 Implementation of a Mentorship Programme in the final year of studies in the medical school / University in Jena
Claudia Ehlers, Orlando Gunntinas-Lichiu (Universitätssklinikum Jena, Germany, claudia.ehlers@med.uni-jena.de)

9AA/13 Establishing and maintaining communities of practice in a large medical school
Philip Burns, Cathy Holt, Tim Capelli (University of Manchester, United Kingdom, philip.burns@manchester.ac.uk)

9AA/14 Medical Students with Dyslexia: Developing Coping Strategies for Dealing with the Demands of Clinical Practice
Claire Vogan, Margaret Meehan, Adele Jones, Judy McKimm (Swansea University, Swansea, United Kingdom, c.l.vogan@swansea.ac.uk)

9AA/15 Evidence-based selection of international medical graduates to residency programs: What selection information best predicts success at college certification exams?
Inge Schabort, Sharon Cameron, Geoff Norman, Lawrence Grierson (McMaster University, Canada)

9BB POSTERS: Students
Chairperson: Norma Saks (US)
Location: Forum 1, 2, 3

9BB/1 Developing resilience in medical students
Richard Donovan, Olwyn Westwood, Martin Carrier (Barts & The London School of Medicine & Dentistry, London, United Kingdom, h08189@qmul.ac.uk)

9BB/2 Medical Student Personalities: A Recipe for Psychopathology
Amy Rabatin, Michael Bostwick (Mayo Clinic, Rochester, MN, United States, rabatin.amy@mayo.edu)

9BB/3 The impact of extracurricular activities in the formation and professional profile of the Brazilian medical student: a case study
Derly Streit, MA Puglisi, G.Z Cavalcanti (Faculdade de Medicina de Petropolis, Brazil, derly@fmpfase.edu.br)

9BB/4 The comparison of Medical students’ health and behavior between Chiang Mai University and other medical universities
Ronnaphob Uaphanthasath (Chiang Mai University, Chiang Mai, Thailand, ruaphant@med.cmu.ac.th)

9BB/5 Use of Adult Trait Hope Scale in a Medical School Setting
Guinevere Bell, Vicki Coffin (Ross University School of Medicine, Picard/Portsmouth, Dominica, gbell@rossmed.edu.dm)

9BB/6 A study of value priorities, self-esteem and self-efficacy of premedical students
Eun-Bi Lim, Eun-Bae Yang (Yonsei University College of Medicine, Seoul, Republic of South Korea, eb1101@yuhs.ac)

9BB/7 A comparison between emotional intelligence and academic performance of the first year medical students in Tehran University of Medical Sciences(TUMS)
Pouria Rouzrokh, Tohid Arastouy Irani (Tehran University of Medical Sciences, Tehran, Iran, pouria1313@gmail.com)

9BB/8 Psychological profile evaluation of a population of medical students using TMMS-24 and CAS tests
Norberto Lopez-Sepulveda, Oralia Barboza-Quintana, Raquel Garzo-Guajardo, Mario Hernandez-Ordonez, Gerardo E Munoz-Maldonado, Angel Martinez-Ponce de Leon (UANL, Monterrey, Mexico, norbertolopezserpulveda@yahoo.com.mx)

9BB/9 Identification of predictors underlying the attitude of medical students towards Biochemistry at Ross University School of Medicine and their influence on learning outcome
Anamika Sengupta, Niels Larsen, Gerhard Meisenberg (Ross University School of Medicine, Picard/Roseau, Dominica, asengupta@msm.edu.dm)

9BB/10 Lifestyle, habit of studying and academic performance in medical students
Kristina Weil Parodi, Rosemarie Fritsch, Pilar Rojas (Universidad de los Andes, Santiago, Chile, kweil@uandes.cl)

9BB/11 Patients’ Perception and Attitudes Toward Medical Students Participating in Obstetric and Gynaecologic Outpatient Service in Thailand
Thanaporn Krintrisittien (Ubonratchathani University, Ubonratchathani, Thailand, tkbmed@gmail.com)

9BB/12 Effect of Knowledge Management on Recent Conversion Rates of Tuberculosis Infection in Medical students
Jutatip Nirutterug (Burapha University, Chonburi, Thailand, jutatipn@hotmail.com)

9BB/13 Factors affecting professional self-confidence in Nursing Students
Parvile Azood, Foezeh Jahanpour (Bushehr University of Medical Sciences, Bushehr, Iran, f.jahanpour@bpums.ac.ir)
9BB/14 Grade point average of third Year medical students of Ross University as an indicator of participation in optional Emergency Room rotations
Rhonda McIntyre, Carlista Tavernier, Ronnie Coutinho, Amandy Williams (Ross University School of Medicine, Portsmouth, Dominica, rmcintyre@rossmed.edu.dm)

9BB/15 Global student affairs experiences: leading a diverse Student Affairs Division at one medical school in a developing country
Ruth Schroeder (Ross University School of Medicine, Portsmouth, Dominica, rschroeder@rossmed.edu.dm)

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9CC E-POSTERS: OSCE and Standard Setting
Chairperson: John Sandars (UK)
Location: Bellecour Foyer

9CC/1 The acceptability of using video capture in Objective Structured Clinical Examination
G. Browne, J Struthers, C Jackson (University of St Andrews, United Kingdom, gpb3@st-andrews.ac.uk)

9CC/2 Raters’ opinions of the first national pilot OSCE in Taiwan
Keh-Min Liu, Chung-Sheng Lai Jer-Chia Tsai, Chun-Hsung Huang, Min Liu (Kaohsiung Medical University, Kaohsiung, Taiwan, chhuang@kmu.edu.tw)

9CC/3 An Objective Structured Clinical Examination (OSCE) including critical simulation: an evaluation for medical student competence
Ming-Chen Hsieh (Buddhist Tzu-Chi General Hospital, Hualien, Taiwan); Shao-Yin Chu (Tzu Chi University, Hualien, Taiwan, jenny.jenny@msa.hinet.net)

9CC/4 Validity of using COPM for OSCE in occupational therapy education
Takaji Suzuki (International University of Health and Welfare, Odawara City, Japan, takaji.suzuki@gmail.com)

9CC/5 The validity of OSCE (Objective Structured Clinical Examination) and lecture for occupational therapy clinical training – Positive efforts of OSCE and basic medicine
Yoko Iwamoto, Tsuyoshi Higashiyama, Hitomi Kurihara, Kimiko Shibata, Tokamasa Mizuno (Bunkyo Gakuin University, Saitama, Japan); Chieko Inoue (Aichi Medical University Graduate School of Medicine, Tokyo, Japan, kurosawa@hsu-bunkyo.ac.jp)

9CC/6 The study of satisfactory rate of midwifery students from Objective Structured Clinical Examination (OSCE)
Mahin Tafazoli, Abbas Makarem, Saeed Ebrahim Zadeh (Mashhad University of Medical Science, Mashhad, Iran); (Presenter: Sara Hosseini, Mashhad University of Medical Science, Mashhad, Iran, sara.h2363@gmail.com)

9CC/7 Introducing OSCE for stomatology education in Georgia: experience of Tbilisi State Medical University
Marina Mamaladze, Nino Korsantia (Tbilisi State Medical University, Tbilisi, Georgia, marinamamaladze79@yahoo.com)

9CC/8 Catch them early: Precepted OSCE reviews using guided self-reflection with faculty feedback
Denise Souder, Win May, Julie Nyquist (University of Southern California, Los Angeles, United States, dsouder@usc.edu)

9CC/9 The Impact of Using a Ventriloscope® on Psychometrics, Cognitive Load, and Performance on an OSCE Station: A Randomized Controlled Trial
Bruce Wright, Sylvain Coderre, Anna Consoli, Kevin McLaughlin (University of Calgary, Canada,wrightb@ucalgary.ca)

9CC/10 Internship OSCE, average grades and written exams scores at UNAM Faculty of Medicine in Mexico: Is there a correlation?
Andrés Trejo-Mejía, Adrián Martínez-González, Melchor Sánchez-Mendiola (Universidad Nacional Autonoma de México, atrejo@servidor.unam.mx)

9CC/11 A new strategy for the rater training of high-stakes OSCE
Shih-Li Tsai, Yen-Hsuan Ni (National Taiwan University Hospital, Taipei, Taiwan, bientsai@gmail.com)

9CC/12 Standard-Setting for OSCE: A Comparison of Four Standard-Setting Procedures
Jintaran Juntaranapai, Pannee Sirivatanapa, Kittika Kanjanaratnakorn, Jittawadee Pumpong (Chiang Mai University, Chiang Mai, Thailand, jintaran@med.cmu.ac.th)

9CC/13 Comparing four methods of standard setting: pre-fixed score, Angoff, borderline regression and Cohen’s
Sara Mortaz Heiri, Mohammad Jalili (Tehran University of Medical Sciences, Tehran, Iran, sa_mortazhejr@razi.tums.ac.ir)

9CC/14 Feasibility of nonparametric item response theory in an objective structural clinical exam
GAM Bouwmans, E Demessen, AM Hettinga, CT Postma (Radboud University Nijmegen, Netherlands, G.Bouwmans@owi.umcn.nl)
### SESSION 10: Simultaneous Sessions

#### 10A SYMPOSIUM: Performance Based Continuing Professional Development
- **David Davis, Nancy Davis** (Association of American Medical Colleges, Washington, DC, USA)
- **Location**: Amphitheatre

#### 10B SYMPOSIUM: E-learning for the learner: the challenge of providing learner centred education in the Age of the Internet
- **John Sanders, Gareth Frith** (University of Leeds, UK); **Natelle Lafferty** (University of Dundee, UK); **Goh Poh Sun** (National University Hospital, Singapore)
- **Location**: Pasteur Auditorium

#### 10C SHORT COMMUNICATIONS: Management
- **Chairperson**: Peter Dieter (Germany)
- **Opening Discussant**: Ara Tekian (US)
- **Location**: Pasteur Lounge

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| 1030-1045  | 3 level accreditation standards for excellence in medical education  
**Ducksun Ahn** (Korea University Medical College, Seoul, Republic of South Korea, dsahn@korea.ac.kr) |
| 1045-1100  | Quality Assuring Undergraduate and Postgraduate Medical Education and Training  
**Martin Hart** (General Medical Council, Education, London, United Kingdom, mhart@gmc-uk.org) |
| 1100-1115  | Impact of Accreditation on the Quality of Undergraduate Medical Education: Methodological overview  
**Saleh Alrebish**, Brian Jolly (Monash University, Melbourne, Australia, saleh.alrebish@monash.edu) |
| 1115-1130  | Understanding the needs of department chairs in academic medicine  
**Susan Lieff**, Jeanne Bonack, Lindsay Baker (University of Toronto, Canada); Scott Reeves (University of California, San Francisco, United States); Maria Khina (Tina) Martimianakis, Catharine Whiteside (University of Toronto, Canada, s.lieff@utoronto.ca) |
| 1130-1145  | An intuitively accessible presentation of GMC Trainee Survey results  
**David Yates**, Marco de Solis, Karen Gibson (KSS Deanery, Quality Management, London, United Kingdom, dyates@kssdeanery.ac.uk) |
| 1145-1200  | Discussion |

#### 10D COMMUNICATIONS COURTES (en français): Apprentissage des compétences professionnelles
- **Chairperson**: André Jacques (Canada)
- **Location**: Bellecour 1

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| 1030-1045  | Comment les cliniciens enseignants utilisent-ils leur modèle de rôle dans l’enseignement des rôles CanMEDS en résidence?  
**Luc Côté**, Patricia-Ann Laughrea (Université Laval, Québec, Canada, luc.cote@fmed.ulaval.ca) |
| 1045-1100  | Etude comparative de deux méthodes d’enseignement de l’examen sénologique et gynécologique: mannequins et vidéo-clips  
**Xavier Deffieux**, Michael Grynberg, Anne-Gael Cardier, Thibault Thubert, Lucie Guillaud, Sophie Nedellec (Université Paris Sud, Kremlin Bicêtre, France, xavier.deffieux@abc.aphp.fr) |
| 1100-1115  | L’observation par les pairs : Outil essentiel à l’apprentissage de l’examen physique chez les étudiants en médecine  
**Bernard Martineau**, Christina St-Onge, Suzanne Robert, Anne Harvey (Université de Sherbrooke, Canada); **Sylvia Mamede**, Remi Rikers (Erasmus University, Rotterdam, Netherlands, bernard.martineau@usherbrooke.ca) |
1115-1130 10D/4 Apprentissage de l'examen clinique de la tête au pied
Julien Ombelli, Jacques Corsu (Policlinique Universitaire de Louvain, Switzerland, julien.ombelli@chu.ac);
Virginie Dumont, Anne-Laure Lenoir, Valérie Massart, Philippe Burette (Université de Liège, Belgium, virginiedumont381@gmail.com); (Présentateur: Marie-Astrid Berrewaerts, Université de Liège, Belgium, maberrewaerts@ulg.ac.be)

1130-1145 10D5 Perception des étudiants sur l'Apprentissage par Problèmes (APP) : une analyse des facteurs influençant leur propre fonctionnement
Christophe Gallay (Hôpital de Fribourg, Switzerland); Anne Baroffio Barbier (Université de Genève, Switzerland, christophe.gallay@gmail.com)

1145-1200 Discussion

1030-1200 10E SHORT COMMUNICATIONS: Progress Test
Chairperson: André de Champlain (Canada)
Location: Bellecour 2

1030-1045 10E/1 The Netherlands Interuniversity Progress Test in Medicine – further developments
Jean van Berlo, Annemarie Camp (Maastricht University, Maastricht, Netherlands, jean.vanberlo@maastrichtuniversity.nl); Marieke van Onna, Theo Eggen (Cito, Psychometric Research Center, Arnhem, Netherlands); Jeroen Donkers, Arno Muijtjens (Maastricht University, Maastricht, Netherlands)

1045-1100 10E/2 National progress test outcome in a vertically-integrated undergraduate curriculum with biomedical-psycho-social profile at the Faculty of Medicine and Psychology, Sapienza University of Rome
Giuseppe Familiari, Vincenzo Ziparo, Michela Relucenti, Eugenio Gaudio, Andrea Lenzi, Luigi Frati (Sapienza University of Rome, Italy, giuseppe.familiari@uniroma1.it)

1100-1115 10E/3 Do Teachers of the Medical Curriculum in Aachen use the Progress Test Medicine as a tool for curriculum evaluation? A qualitative approach
Melanie Simon, Linda Bilbang, Johann Arias, Stefan Beckers (Aachen University, Aachen, Germany, msimon@ukaachen.de)

1115-1130 10E/4 Item growth patterns and item relevance in relation to adaptive progress testing
Arno Muijtjens (Maastricht University, Maastricht, Netherlands, a.muijtjens@maastrichtuniversity.nl); Marieke van Onna, Theo Eggen (Cito, Psychometric Research Center, Arnhem, Netherlands); Jean van Berlo (Maastricht University, Maastricht, Netherlands); Tineke Krommenhoek (Leiden University Medical Center, Leiden, Netherlands); Lambert Schwuihr (Flinders University, Adelaide, Australia)

1130-1145 10E/5 Progress test or not: that is the question
Jade WM Chow (St George’s, University of London, United Kingdom, jchow@sgul.ac.uk); David Swanson (National Board of Medical Examiners, Philadelphia, United States); Kathryn Johnson (St George’s, University of London, United Kingdom); Carol Morrison, Albert Low (National Board of Medical Examiners, Philadelphia, United States)

1145-1200 10E/6 Psychometric impacts of technical item writing flaws in progress testing
Carlos Fernando Collares, JLM Machado (Universidade Cidade de São Paulo, Brazil, carloscollares@gmail.com); CMM Vendramini (Universidade São Francisco, Itatiba, Brazil); S Mennin (Mennin Consulting and Associates, Albuquerque, United States); CPM van der Vleuten (Maastricht University, Maastricht, Netherlands); DB Swanson (National Board of Medical Examiners, Philadelphia, United States)

No Discussion

1030-1200 10F SHORT COMMUNICATIONS: Student Engagement
Chairperson: Ahmet Murt (Turkey)
Opening Discussant: Ahmet Murt (Turkey)
Location: Bellecour 3

1030-1045 10F/1 Involvement of students into the development of Modular Curriculum of Charité – University Medicine Berlin
O Wendt, A Mora, T Hitzblech, J Breckwoldt, H Peters (Charité - Berlin, Germany)

1045-1100 10F/2 Indonesia National Mapping on Health Profession Students’ Participation in Institution Development
Rachmad Sarwo Bekti (Universitas Brawijaya, Malang, Indonesia, dr.rsarwo@gmail.com; umarfarq@yahoo.com); Saskia Pieszka (IPB, Bogor, Indonesia); Fatia Masriati (UMJ, Jogjakarta, Indonesia); Redho Meihsud (UI, Bogor, Indonesia); Maryam Affah (UI, Jakarta, Indonesia); Aritawati Pudijonaran (HPEQ Taskforce, Jakarta, Indonesia)

1100-1115 10F/3 Can students generate good quality Situational Judgement Test (SJt) questions for formative assessment?
Nicholas Hughes, Rhona Hurley, Joanne Burke, Carol Ditchfield, Margaret-Ann Flynn, Max Field (University of Glasgow, United Kingdom, 07000204h@student.gla.ac.uk)
1115-1130 10F/4 Development of the student-initiated instrument to assess professional behaviour of pre-clinical students: a pilot study
Vongkanok Kowatanamongkon, Suppachok Kongtian, Thunchanok Kuichanuan, Tanabat Somboonsub, Pamok Saengprinavin, Danai Wangsathura (Chulalongkorn University, Bangkok, Thailand, doctor_cpm@hotmail.com)

1130-1145 10F/5 Self construction of multiple choice questions by students leads to better exam results
Katrien Bosselaers, Bernard Himpens, Annick Dermine, Agnes Goethuys, Lisa De Jonghe (KULeuven, Belgium, katrien.bosselaers@med.kuleuven.be)

1145-1200 Discussion

1030-1200 10G RESEARCH PAPERS: Multi-Centre Research
Chairperson: Steve Durning (US)
Location: Space Gratte-Ciel

1030-1050 10G/1 Associations between medical school and career preferences in first year medical students in Scotland
Peter Johnston, Fiona French, Gillian Needham (NHS Education for Scotland, Aberdeen, United Kingdom); (Presenter: Jennifer Cleland, University of Aberdeen, United Kingdom, jen.cleland@abdn.ac.uk)

1050-1110 10G/2 Impact of national context and culture on curriculum change: a case study
Marielle Jippe, Erik Driessen, Gerard Majoar, Wim Gijselaers, Cees van der Vleuten (University of Maastricht, Netherlands, mijipes@gmail.com)

1110-1130 10G/3 Evaluation by prediction instead of opinions: Less response bias in course evaluations and significantly fewer respondents needed
Johanna Schönrock-Adema (University of Groningen & University Medical Center Groningen, Netherlands, j.schonrock-adema@umcg.nl)

1130-1150 10G/4 How to evaluate the role-play of simulated patients: development and validation of a new questionnaire
Sandy Kujumdshiev, Christina Conrad (Johann Wolfgang Goethe University Frankfurt, Germany, sandy.kujumdshiev@kgu.de); Michaela Zupanic (University Witten/Herdecke gGmbH, Witten, Germany); TOF Wagner

1150-1200 Discussion

1030-1200 10H SHORT COMMUNICATIONS: Staff Development
Chairperson: Tadahiko Kozu (Japan)
Location: Gratte-Ciel 1

1030-1045 10H/1 Which is best? A programme taught synchronously on-line or on-campus?
Phillip Evans, Waqar Ahmed (The University of Glasgow, United Kingdom, phillip.evans@glasgow.ac.uk)

1045-1100 10H/2 Five year Retrospective Evaluation of the Innovative Masters in Medical Education at KSAU-HS in Saudi Arabia
F Michael Seefeldt, Mohi Eldin Magzoub, Ahmed Al Rumayyan (King Saud bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia, fms@uic.edu)

1100-1115 10H/3 A competency framework for faculty in postgraduate medical education
Edith ter Braak (University Medical Center Utrecht, Netherlands, e.terbraak@umcutrecht); Corry den Rooyen (Royal Dutch Medical Society, Utrecht, Netherlands); Beatrijs de Leeuw (Leiden University Medical Center, Leiden, Netherlands); Paul Brand (Isala klinieken, Zwolle, Netherlands); Tessa Nizat (Haga ziekenhuizen, Den Haag, Netherlands); Monica Lens-Kerkhoffs (University Medical Center Utrecht, Netherlands)

1115-1130 10H/4 Training design quality and didactic methodology used by teachers accredited for their professional skills in Andalusia
E Valverde Gambero, L Villanueva Guerrero, FJ Muñoz Castro, A Almuedo Paz, MJ Mudarra Aceituno (Agencia de Calidad Sanitaria de Andalucia, Sevilla, Spain, eloisa.valverde@juntadeandalucia.en)

1130-1145 10H/5 An interprofessional initiative in development of a workshop on teaching and assessment for post-graduate trainers
Muirne Spooner, Aileen Barrett, Orla Mullally, Rachel Maguire (Presenter: Ann O Shaughnessy, Royal College of Physicians in Ireland, Dublin, Ireland, annoshaughnessy@rcpi.ie)

1145-1200 10H/6 Improving Clinical Teaching in Veterinary Medicine through Faculty Development: Results from Student Assessment and Self-Assessment
Lena Strom (Swedish University of Agricultural Sciences, Uppsala, Sweden, lena.strom@slu.se); Kelley Skeff, Georgette Stratos (Stanford University School of Medicine, Stanford, United States); Jakob Johansson (Uppsala University, Uppsala, Sweden)

No Discussion
1030-1200  10I  SHORT COMMUNICATIONS: The Curriculum and Curriculum Mapping
Chairperson: John Tegzes (US)
Location: Gratte-Ciel 2

1030-1045  10I/1  Multi-Dimensional Curriculum Mapping from theory to reality (an Informatics based approach)
B Al Hemsi (Innovative Technology, Riyadh, Saudi Arabia, bassam@innotech-sa.com); K Bin Abdulrahman (Imam University, Riyadh, Saudi Arabia); R M Harden (AMEE, Dundee, United Kingdom)

1045-1100  10I/2  Mapping progress in medical education
J Jacobs, D Goh (National University of Singapore, mdclj@nus.edu.sg)

1100-1115  10I/3  Do we have a nautical chart? Designing a whole picture on medical education competences
Takahisa Saidi, Iyo Kubota, Chihiro Kawakami, Kazuhiro Fujiyoshi, Masayuki Niwa, Yasuuki Suzuki (Gifu University, Gifu, Japan, sahitake@gifu-u.ac.jp)

1115-1130  10I/4  Undergraduate Medical Education Program Curriculum Renewal: Mapping Objectives
Juanita Barrett, David Stokes, Steve Sharlin, Sally Ackerman, Mary Wells, Sharon Peters (Memorial University Newfoundland, St. John's NL, Canada, idealhealthsolutions@nrl.ragers.com)

1130-1145  10I/5  Integrated curriculum at a public medical college: Foundation Module experience at AJKMC Pakistan
Muhammad Saeed, Muhammad Iqbal Khan, Zeiyad Afzal Keyani, Sarmad Lateef Awan, Sajid Hussain Shah (AJKMC, Muzaffarabad, Pakistan, mihan@gmail.com)

1145-1200  10I/6  Integration of 12 discipline categories in basic sciences modules: A new level of integration in undergraduate medical education
Emad Koshak, Essam Mady, Usama Akl, Adel Abdulaziz (Albaha University, Albaha, Saudi Arabia, ekoshak@hotmail.com)

No Discussion

1030-1200  10J  SHORT COMMUNICATIONS: Topics in the Curriculum
Chairperson: Nicole Borges (US)
Location: Tete d'Or 1

1030-1045  10J/1  The relevance of undergraduate medical law education to clinical practice
Christine McMenamin, Nicole Koehler (Monash University, Melbourne, Australia, christine.mcmenamin@monash.edu)

1045-1100  10J/2  Situational analysis of palliative care education in Thai medical schools
Krishna Suvarnabhumi (Prince of Songkla University, Songkhla, Thailand, krishna.s@psu.ac.th)

1100-1115  10J/3  Exploring Geriatric Teaching on Internal Medicine Teaching Units: Are We Rationing Geriatrics Out of the Curriculum?
Laura I Diachun (The University of Western Ontario, London, Canada); Mark Goldszmidt (London Health Sciences Centre, London, Ontario, Canada); Andrea Charise (Parkwood Hospital, London, Ontario, Canada); Lorelei Lingard (The University of Western Ontario, London, Ontario, Canada, laura.diachun@sjhc.london.on.ca)

1115-1130  10J/4  How do we get Gender Medicine into medical education?
Ulrike Nachtschatt, Margarethe Hochleitner (Innsbruck Medical University, Innsbruck, Austria, ulrike.nachtschatt@i-med.ac.at)

1130-1145  10J/5  Using the humanities to facilitate patient and population based learning: the evidence from two integrated curricula
Sam Regan de Bere, Richard Ayres, Sally Hanks (University of Plymouth, United Kingdom, regandebere@gmail.com)

1145-1200  Discussion

1030-1200  10K  SHORT COMMUNICATIONS: Reflection and Critical Thinking
Chairperson: Peter Jones (Australia)
Location: Tete d'Or 2

1030-1045  10K/1  Evaluation and development of reflective practice throughout a medical school curriculum: tutor performance and growth into clinical years
Chris Skinner (Notre Dame University, Fremantle, Australia, Chris.Skinner@nd.edu.au)

1045-1100  10K/2  Experiences from Reflective Writing and Personal Talks in medical training
Olof Semb, Niklas Kaiser, Sven-Olof Andersson, Elisabet Sundbom (Umeå University, Umeå, Sweden, ol0f.semb@pschat.umu.se)
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<th>Time</th>
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<tr>
<td>10:30-10:45</td>
<td>10L/1</td>
<td>Applications of Cognitive Load Theory in Medical Education</td>
<td>Jeroen JG van Merrienboer (Maastricht University, Netherlands)</td>
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<td>10:45-11:00</td>
<td>10L/2</td>
<td>Major journals publishing medical education articles address different key topics</td>
<td>Antoine Peters, Kyungho Lee (Harvard Medical School, United States); Nancy E. Fernandez-Garza, Santos Guzman-Lopez (Medicine School at the Universidad Autonoma de Nuevo Leon, Mexico)</td>
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<td>11:00-11:15</td>
<td>10L/3</td>
<td>Conceptions of teaching in the literature compared and synthesised with those expressed by medical education experts, postgraduate trainees and students</td>
<td>MT Ross, C. Kreber (The University of Edinburgh, United Kingdom)</td>
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<td>11:15-11:30</td>
<td>10L/4</td>
<td>Towards a lexicon of commonly-used medical education terminology</td>
<td>Jason A. Frank, Stefanie De Rossi, Sarah Taber (Royal College of Physicians and Surgeons of Canada, Canada); Steven Kantor (University of Pittsburgh, United States)</td>
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<tr>
<td>11:30-11:45</td>
<td>10L/5</td>
<td>The Society of Education in Anaesthesia UK (SEAUk) medical education research priority setting exercise</td>
<td>Henry Reynolds, Anna Costello, Kirsty Forrest (Leeds Teaching Hospital Trust, United Kingdom)</td>
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**11:45-12:00** Discussion

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<tr>
<td>10:30-10:45</td>
<td>10M/1</td>
<td>Facebook and professionalism: What healthcare students see and do online</td>
<td>Shelley Ross, Paul Kirwan, Jonathan White (University of Alberta, Canada)</td>
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<td>10:45-11:00</td>
<td>10M/2</td>
<td>How do medical students use Facebook for educational purposes?</td>
<td>Anam Ali (Barts and The London School of Medicine and Dentistry, London, United Kingdom)</td>
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<td>11:00-11:15</td>
<td>10M/3</td>
<td>Facebook not only for chatting</td>
<td>Diana P. Muntener-Flores, Nancy E. Fernandez-Garza, Santos Guzman-Lopez (Medicine School at the Universidad Autonoma de Nuevo Leon, Mexico)</td>
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<td>11:15-11:30</td>
<td>10M/4</td>
<td>Wikipedia as a Medical Resource: Questionnaire assessment of Medical Student Use and Views</td>
<td>Vinesh Patel (Imperial College London, United Kingdom)</td>
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<tr>
<td>11:30-11:45</td>
<td>10M/5</td>
<td>Use of a wiki textbook to improve resources for veterinary education in low income countries</td>
<td>Tamsin Fussey (The Brooke, London, United Kingdom)</td>
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**11:45-12:00** Discussion

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<tr>
<td>10:30-10:45</td>
<td>10N</td>
<td>WORKSHOP: Achieving the maximum impact from simulation based training</td>
<td>Doris Østergaard (Danish Institute for Medical Simulation, Denmark); Barry Issenberg (University of Miami Miller School of Medicine, United States); Walter Eppich (Northwestern University); Debra Nestel (Monash University, Australia); Huon Soo Chung (Yonsei University College of Medicine, South Korea)</td>
</tr>
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</table>
1030-1200 10O WORKSHOP: You CAN use the objective structured clinical examination (OSCE) to assess interprofessional education competencies
Ann Jefferies, Brian Simmons, Susan Wagner (University of Toronto, Canada, ajefferies@mtsniain.on.ca; brian.simmons@sunnybrook.ca; susan.wagner@utoronto.ca)
Location: Rhone 3a

1030-1200 10P WORKSHOP: Methods for selection of medical students: why, what and how?
Phillippa Poole, Boaz Shulruf (University of Auckland, New Zealand, p.poole@auauckland.ac.nz; b.shulruf@auauckland.ac.nz); Tim Wilkinson (University of Otago Christchurch, New Zealand, Tim.wilkinson@cdhb.govt.nz)
Location: Rhone 3b

1030-1200 10Q WORKSHOP: Teaching in the Clinical Setting: Strategies to Assist the Teacher in Difficulty
Leslie Flynn (Queen’s University, Kingston, Ontario, Canada, flynnl@queensu.ca); Jonathan Sherbino (McMaster University, Hamilton, Canada); Lara Cooke (University of Calgary, Canada); Denyse Richardson (University of Toronto, Canada, denyse.richardson@uhn.ca)
Location: St Clair 1

1030-1200 10R WORKSHOP: Tackling language related communication issues in supporting International Medical Graduates
Mick Sykes, Duncan Cross (Salford Royal NHS Foundation Trust, Salford, United Kingdom, michael.sykes-2@manchester.ac.uk; reache@manchester.ac.uk)
Location: St Clair 2

1030-1200 10S WORKSHOP: Creating problem-based learning cases: hands-on training
Samy A Azer (King Saud University, Riyadh, Saudi Arabia, azer2000@optusnet.com.au); Gudrun Edgren (Lund University, Lund, Sweden, gudrun.edgren@med.lu.se)
Location: St Clair 3a

1030-1200 10T WORKSHOP: Innovative design of problems within a PBL curriculum: from simple to complex learning tasks
Wilma Huveneers, Marie Louise Schreurs (Maastricht University, Maastricht, Netherlands, w.huveneers@maastrichtuniversity.nl; ml.schreurs@maastrichtuniversity.nl)
Location: St Clair 3b

1030-1200 10W POSTERS: Patient Safety
Chairperson: Margaret Bearman (Australia)
Location: Forum 1, 2, 3
10W/1 Using Critical Incidents in Ophthalmology to Promote Safe Medical Practice
Geeta Menon (Frimley Park Hospital NHS Foundation Trust, Frimley, United Kingdom, geeta.menon@fph-tr.nhs.uk; Symon Qay (KSS Deamery, London, United Kingdom)
10W/2 Handover Communication Gap: Difficulty with Communicating Key Information
Robin Hemphill (National Center for Patient Safety, United States); Sally Santen (University of Michigan, Ann Arbor, United States); Erica Brownfield, Eva Rimler (Emory School of Medicine, Atlanta, United States, robin.hemphill@va.gov)
10W/3 The Patient Safety MiniCEX Tool: Rating Patient Safety in clinical or simulated encounters
Tangerine Holt (Fulbright Commission, Canberra, Australia); Beverley Bird, Brian Jolly (Monash University, Melbourne, Australia, tangerine.holt@monash.edu)
10W/4 Prescribing Education for Final Year Medical Students and Foundation Year 1 Trainees across the North Western Deanery
Deborah Kirkham (Stockport NHS Foundation Trust, Stockport, United Kingdom, deborah.kirkham@nhs.net); Paul Baker (North Western Deamery, Manchester, United Kingdom)
10W/5 Teaching Medical Students About Patient Safety and Medical Errors: How do We Teach?
Onanong Noomcharoen (Queensavang Vadhana Memorial Hospital, Sriracha, Chonburi, Thailand, yuibgym07@gmail.com)
10W/6 Teaching patient safety in clinical years
Boonyarat Warachit (Hatyai Medical Education Center, Songkla, Thailand, boonyara@hotmail.com)
10W/7 Proportion of 6th year medical students who had a good level of knowledge about patient safety
Pattiya Sirisakdi, Wara Raksong, Kaminthan Suklert, Naesinee Chaiar, Suchada Paileeklee (Khon Kaen University, Muang Khon Kaen, Thailand, paileeklee@yahoo.com)
10W/8 Voice of medical students about logbook
L Hours (Hatyai Medical Education Centre, Songkla, Thailand, lucksameeh@yahoo.com)
10X POSTERS: Ethics and Empathy
Chairperson: Anita Glicken (US)
Location: Forum 1, 2, 3

10X/1 Case-based reports: The Sheffield experience of integrating the learning of Medical Ethics and Law into Clinical Practice
Alex H Burnett, Ben J Holden, Pirashanthie Vivekananda-Schmidt (University of Sheffield, United Kingdom, mda08ahb@sheffield.ac.uk)

10X/2 Interprofessional problem based learning and narrative scenarios for teaching clinical ethics: the experience from Kaohsiung Medical University in Taiwan
Yu-Chih Lin, Hsan-Kuei Ko, Hui-Ju Lin, Shin-Yun Wang (Kaohsiung Medical University, Kaohsiung City, Taiwan, fredman.lin@msa.hinet.net)

10X/3 Concerns of medical students regarding medical ethics
Udom Krairittichai, Varunee Jinaratana, Chanida Kitudomrat, Kanya Boonthongtho (Rangsit University, Bangkok, Thailand, krairit@yahoo.com)

10X/4 Development of medical ethics module for OB-GYN residents
Maleechat Sripsombatpankul, Rungruderee Jeerasap (Khon Kaen Hospital, Khon Kaen, Thailand, no.km@hotmail.com)

10X/5 Teaching Ethics: The Interprofessional Ethics Debate
Judith Strawbridge, Aileen Barrett, James Barlow (Royal College of Surgeons in Ireland, Dublin, Ireland, jstrawbridge@rcsi.ie)

10X/6 Psychotherapy, Empathy and desertion in Mexican patients
Adelina Alcorta Garza, Celeste Núñez Montemayor, Silvia Elvira Tavitas Herrera, Marco Vincio Gomez-Meza (University Hospital “José E. González” UANL, Monterrey NL, Mexico, adealcorta@oncare.com.mx)

10X/7 Gender differences in medical students’ empathic skills: Is this a matter of culture?
Iolanda Tiberio (University of Sao Paulo, Brazil); Renata Daud-Gallotti, Milton Martins (University of Sao Paulo, Brazil); Helena Para (Federal University of Uberlandia; University of Sao Paulo, Health Sciences, Uberlandia, Brazil); Bruno Perotta (Faculdade Evangelica do Parana, Curitiba, Brazil)

10X/8 Using reflective writing to evaluate teaching with biopsychosocial model for preclinical medical students
Jina-Jane Tain (National Cheng Kung University Hospital, Tainan, Taiwan, epitsai@mail.ncku.edu.tw); Hsuan Hung (Tainan City Government, Tainan, Taiwan); Thy-Sheng Lin (National Cheng Kung University Hospital, Tainan, Taiwan)

10Y POSTERS: Work Based Assessment
Chairperson: Alistair Thomson (UK)
Location: Forum 1, 2, 3

10Y/1 Sweden – A psychometric free zone: first impressions of WPBA tools from an undergraduate perspective
Philip Chalkiadakis (Medical Sciences, Uppsala, Sweden, pchalkiadakis@gmail.com)

10Y/2 Work based assessments: Do they work for surgical trainees?
Victoria Alexander, Venkat Reddy, Kisham Khalil (Plymouth Hospitals NHS Trust, Plymouth, United Kingdom, tori.1.alexander@gmail.com)

10Y/3 An experience in implementing Directly Observational Procedural Skills (DOPS) in emergency medicine training for post-graduate year 1 residency
Chen-June Seak, Chien-Kuang Chen, Yu-Chhe Chang, Jih-Chang Chen, Jing-Long Huang, Wen-Neng Ueng (Chang Gung University College of Medicine, Taoyuan, Taiwan, julianseak@hotmail.com; julianseak@gmail.com)

10Y/4 Ways to Improve Consistency between Raters for direct Observation of Procedural Skills in Evaluating Gynecological Clinical Skills
Yi-Hao Lin, Chih-Feng Yen, Chih-Long Lee, Jing-Long Huang, Wen-Neng Ueng (Chang Gung University College of Medicine, Taoyuan, Taiwan, linyihaou@yahoo.com.tw)

10Y/5 Comparison of the performance of post-graduate year-one residents from different departments by global rating and the mini-CEX in the emergency medicine department at a medical center in Taiwan
Chip-jin Ng, Yu-Che Chang, Ping Liu, Chien-Kuang Chen, Jih-Chang Chen, Jing-Long Huang (Chang Gung University College of Medicine, Taoyuan, Taiwan, ngowl@ms3.hinet.net)

10Y/6 Using the mini-CEX data to evaluate the effectiveness of an internal medicine residency program
Kuo-Chen Liao, Chang-Chyi Jeng, Chih-Wei Yang, Han-Pin Kuo, Jing-Long Huang, Wen-Neng Ueng (Chang Gung University College of Medicine, Taoyuan, Taiwan, kuochenliao@yahoo.com.tw)
10y/7 Quality analysis of feedback using mini-CEX for postgraduate year – 1 residency training in emergency medicine: A clinical experience at Chang Gung Memorial Hospital
Yu-Che Chang, Ching-Hsing Lee, Chien-Kuang Chen, Jih-Chang Chen, Jing-Long Huang, Shih-Tseng Lee (Chang Gung University College of Medicine, Taoyuan, Taiwan, changyuche@adm.cgmh.org.tw)

10y/8 Formative Workplace-based Assessment in undergraduate medical training: Frequency and impact on student satisfaction of documented learning goals
Anja Rogausch, Patrick Jucker-Kupper, Stephanie Montagne, Christoph Berendonk, Christine Beyeler (Universität Bern, Switzerland, patrick.jucker@iml.unibe.ch)

10y/9 The correlation of clinical performance scores and Mini-CEX results in pediatric residency of a single medical center
Ren-Huei Fu, Liang-Shiou Ou, Peng-Wei Hsu, Wen-Neng Ueng (Chang Gung Memorial Hospital, Taoyuan County, Taiwan, rkenney@adm.cgmh.org.tw)

10y/10 Use of a case-based walkthrough for a patient centered approach to a needs assessment
Aimee Sarti (University of Ottawa, Canada); Angele Landriault (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada, alandriault@royalcollege.ca); Stephanie Sutherland (Academy for Innovation in Medical Education, Ottawa, Canada); Frances Fothergill-Bourbonnais, Pierre Cardinal (University of Ottawa, Canada)

10y/11 A new 360 for interpersonal and team skill assessment to support post-graduate education
Betsy White Williams (Rush University Medical Center, Chicago, United States); Michael V. Williams (Wales Behavioral Assessment, Lawrence, United States, bwilliams@prckansas.org)

1030-1200

10y/12 POSTERS: Curriculum Evaluation and Electives
Chairperson: Deborah Murdoch-Eaton (UK)
Location: Forum 1, 2, 3

10y/1 Student-Selected Components: No longer an assessment of apples and oranges
Philip M Sedgwick, Christine Fessey (St. George’s, University of London, United Kingdom, p.sedgwick@sgul.ac.uk)

10y/2 "My understanding of the role of a doctor has been seriously reshaped": The Impact of an Undergraduate Special Study Module in Palliative Medicine
Catherine Sweeney (University College Cork, Ireland, c.sweeney@ucc.ie); Gerardine Lynch (Marymount University Hospital/ St Patricks University Hospital, Cork, Ireland); Ali Khashan, Marie Murphy, Tony O’Brien (University College Cork, Ireland)

10y/3 Studying to become a veterinarian – an elective pilot course
Mirja Ruohoniemi (University of Helsinki, Finland, mirja.ruohoniemi@helsinki.fi)

10y/4 Student Perception of the medical elective: a comparison between a Japanese and English University
Kampei Tanaka, Michelle Marshall, Derek J Resario (University of Sheffield, United Kingdom)

10y/5 Novel Models of Student Selected Components
Jon Cramphorn, M J Carrier (Barts and The London SMD, London, United Kingdom, ha08284@qmul.ac.uk)

10y/6 Use of a Student Selected Component (SSC) module for learning practical airway management skills for third year medical students in the UK
Gillian Steer, Nick Dilley (KCL, London, United Kingdom, gillian.steer@kcl.ac.uk); Kirtida Mukherjee (Medway NHS Foundation Trust, Gillingham, United Kingdom)

10y/7 The Learning Experience of nICU nursing Students through Self-Reflective Journals
Faheeh Jahanpour, Parviz Azodi (Bushehr University of Medical Sciences, Bushehr, Iran, f.jahanpour@bpums.ac.ir)

10y/8 To What Extent Does an Optional Educational Intervention Improve the Prescribing Skill of Pre-clerkship Medical Students in a Problem-Based Learning Programme?
Khalid AI Al Khaja, Henry James, Reginald P Sequeira (Arabian Gulf University, Manama, Bahrain, khlidj@agu.edu.bh)

10y/9 Internal consistency evaluation of the research axis of the Dental Surgeon career of the Odontology Faculty at the Universidad Tecnologica de Mexico
Rosa Maria Diaz Romero (Universidad Tecnologica de Mexico, dra_diazromero@yahoo.com.mx); Fernando Villegas-Alvarez (Universidad Nacional Autonoma de Mexico)

10y/10 Does the delivery of an established clinical teaching skills programme have an effect on clinical teaching practices?
Aileen Barrett, Muirne Spooner, Eric Clarke, Kevin Molloy (Royal College of Surgeons in Ireland, Dublin, Ireland, mspooner@rcsi.ie)

10y/11 The students’ and teachers’ evaluation of conception, dedication and organisation of the Aachener Modellstudiengang Medizin: Which differences exist and how do they develop?
Sandra Sudmann, Anne Scherer, Thomas Forkmann, Nicole Heussen, Siegfried Gauggel (Aachen University, Aachen, Germany, ssudmann@ukaachen.de)
10Z/12 Evaluating the “Basic Science and clinical medicine integration course” from the new undergraduate medical curriculum, at the National University of Mexico (UNAM)
Armando Muñoz-Comonfort, Andrea Davila-Cervates, Lani Gurria-Quintana, Sara Morales-Lopez, Teresa Fortoul
(University Nacional Autonoma de Mexico [UNAM], Mexico City, Mexico, fortoul@unam.mx)

10Z/13 General competences during internship: qualitative course evaluation
Izabel Meister Coelho (Faculdades Pequeno Principe, Curitiba, Brazil, izamcoelho@terra.com.br); Herivelto Moreira (UTFPR, Curitiba, Brazil)

10Z/14 Towards an implementation of learner analytics in an Australian medical school
Robert Loudon, Raymond Tedman (Griffith University, Brisbane, Australia, r.loudon@griffith.edu.au)

10Z/15 Comparison between self-assessment and interpersonal assessment of rural doctors, one year after graduation
Panita Pathipvanich, Kantika Jansantor (Lampang Medical Education Center, Lampang, Thailand, panitapa@yahoo.com)

10Z/16 Construction and Practice of the Education Quality Guarantee System for International Students in the University of Western Medicine
Lianyun Zhang, Fenglin Guo, Lei Wang (Tianjin Medical University, Tianjin, P. R. China)

10AA POSTERS: Active and Student Centred Learning
Chairperson: Cristian Stefan [US]
Location: Forum 1, 2, 3

10AA/1 Student-patient centered learning in family planning
Orawan Lekskulchai (Thammasat University, Patumtani, Thailand, orawanle@hotmail.com)

10AA/2 A pilot study of individualized learning goals in selected core clerkships in the School of Medicine at The University of California, San Francisco
Patricia A Robertson, Laura B Cantino, H Carrie Chen, Vanja C Douglas, Robert B Daroff, Jr., Karen E Hauer (University of California, San Francisco, United States, robertsonp@obgyn.ucsf.edu)

10AA/3 Learning to become lifelong learners: the needs of students to successfully self-direct their learning in a clinical environment
Emma Bartle, Jill Thistlethwaite (The University of Queensland, Brisbane, Australia, e.bartle@uq.edu.au)

10AA/4 Continuous mentoring programme for medical students provides space for reflection and awareness of own development
Susanne Kåla (Karolinska Institutet, Stockholm, Sweden, susanne.kalen@sodersjukhuset.se)

10AA/5 Language reflects the mind: Can open ended feedback be a predictive of learning models?
Gulsah Seydaoglu, Neslihan Boyan (Cukurova University, Adana, Turkey, nboyan@cu.edu.tr)

10AA/6 Defining “Effective Learning” in Dental Clinical Practice: A Qualitative Study in Fifth and Sixth Year Dental Students at the Faculty of Dentistry, Chiang Mai University, Thailand
Boritboon Kootrakul (Chiang Mai University, Chiang Mai, Thailand, mr_totorito@hotmail.com); Bonggate Taungyoo (Khin Mat Hospital), Sukhothai, Thailand; Bunchoinkhanarak (Thung Saliam Hospital, Sukhothai, Thailand); Ni-orrn Wiphassawong (Wang Chin Hospital, Phrae, Thailand); Saliirut Homhual (Kanthararom Hospital, Si Sa Ket, Thailand); Sasitorn Chaiprasitthi (Chiang Mai University, Chiang Mai, Thailand)

10AA/7 Complex systems approach and scientific inquiry as methodological resources in 1st year medical students to learn Cellular Biology
Maria de Jesus Ortiz Gonzalez (Universidad Michoacana de San Nicolas de Hidalgo, Morelia Michoacan, Mexico, ortiz107@gmail.com)

10AA/8 Do students develop metacognition capabilities in a student-centered curriculum?
Maria Jose S Salles, Marcia Hiroki Sakai (State University of Londrina, Brazil, sakai.marcia@gmail.com); Lea das Graucas Camargos Anastasiosu (University of Western Santa Catarina, Florianopolis, Brazil); Ruy Guilherme Silveira Souza (Federal University of Paraíba, Boa Vista, Brazil); Kata Kiyomi S Santos (University Hospital of Northern, Londrina, Brazil)

10AA/9 Creation of an Exercise for the Development of Competency in Self-Directed Learning During Basic Science Courses in Medical Education
PM Herrera, J Petra, MT Cortes, A Soto, A Cea, M Abaruto (UNAM Medicine Faculty, Mexico, p4m6@yahoo.com)

10AA/10 Implementation of Self-directed Learning & Learning Contract in Family Medicine Rotations in Maharat Nakhonratchasima Hospital, Thailand
Pokepn Thanawilai, Nongnart Yuanjiang, Nuanlojr Wiwatworapan (Maharat Nakhonratchasima Hospital, Nakhonratchasima, Thailand, thanawilai@hotmail.com)

10AA/11 Academic engagement and its relationship with self-directed learning in medical students
Eduardo Fasce (Presenter: Olga Matus, University of Concepcion, Chile, omatus@udec.cl)
10AA/12 The effectiveness of searching for medical knowledge using a biomedical electronic databases vs. general search engines
Thirakrit Sasiprapha, Chantip Tharanon, Suchada Paileeklee (Khon Kaen University, Khon Kaen, Thailand, paileeklee@hotmail.com)

10AA/13 Strategies for Teaching Biomedical English: A comparison of “learning by doing” and “learning by doing” plus instruction in reading and language learning techniques
Valérie Nichols (Institut Franco- European de Chiropratique, Toulouse, France, vnichols@flec.net)

10AA/14 Is medical school perceived to encourage innovative thinking in students?
Khaled Mahmoud-Tawfik, Arvinder Singh Sood, Abdul Ahad Wahid, Jana Kossaibati (Imperial College London, United Kingdom, khaled.tawfik@imperial.ac.uk); Natasa Chrysodonta (Bristol University, Bristol, United Kingdom); Benita Cox (Imperial College London, United Kingdom)

10BB/1 Developing an ultrasound evaluation tool using a Delphi technique
Martin Grønnebæk Tolsgaard (Juliane Marie Centre, Copenhagen, Denmark, martintolsgaard@gmail.com)

10BB/2 Building evaluation and assessment methods inside an educational program
Lia Silveira, Daniela Diéguez, Daniela Pimenta, Ana Isabel Ioa, Luciana Rodrigues, Assunção Aída (Universidade do Estado do Rio de Janeiro - UERJ, Rio de Janeiro, Brazil); (Presenter: Denise Herdy Afonso, Universidade do Estado do Rio de Janeiro - UERJ, Rio de Janeiro, Brazil, deniseherdy@gmail.com)

10BB/3 Preparing medical students for finals and beyond
Adhya Prinja (Luton & Dunstable Hospital, Luton, United Kingdom, a.prinja@cantab.net); John Williamson (Queens Hospital, Romford, United Kingdom); Kiki Misty (Whittington Hospital, London, United Kingdom); Christopher Cook (Chelsea & Westminster Hospital, London, United Kingdom)

10BB/4 A retrospective cohort study to investigate the associations between the assessment program of the Faculty of Geneva and the newly revised Swiss Federal Examination in Human Medicine (FEHM)
Bernard Cerutti, Elisabeth Van Gessel, Mauro Serafin (University of Geneva, Switzerland, bernard.cerutti@unige.ch); Mathieu Nendaz, Annick Galetto (Geneva University Hospital, Geneva, Switzerland); Nu Vu (University of Geneva, Switzerland)

10BB/5 Presence of the basic sciences in the National Examination for Medical Residencies Applicants in Mexico
F Gatica Lara, A Martinez Gonzalez, R Rodriguez Carranza, M Sanchez Mendiola (UNAM, Mexico, Mexico, D.F, Mexico, florgl69@gmail.com)

10BB/6 Correlation between internal quality assurance scores and national licence passing scores: A case study of Thai medical school
Wuttichai Thanopongpatthong, Visan Mahasitthiwat (Srinakharinwirot University, Ongkarak, Nakan-Nayok, Thailand, wuttichai@hotmail.com)

10BB/7 The ideal exam: Results from an interdisciplinary Delphi-study
Jan P Ehlers, Elisabeth Schaper, Andrea Tipold (University of Veterinary Medicine Hannover, Germany, jan.ehlers@tho-hannover.de)

10BB/8 Assessment: Opportunity to improve the teaching-learning process
Denise Giannini, Lu Souza, Denise Herdy Afonso (UERJ-HUPE, Rio de Janeiro, Brazil, denisegiannini@uol.com.br)

10BB/9 Feet of clay? No! Our model of the learning effects of assessment seems robust
François J Cilliers (Stellenbosch University, Stellenbosch, South Africa, fjc@sun.ac.za); Lambert WT Schwirrth (Flinders University, Adelaide, Australia); Vanessa C Burch (University of Cape Town, South Africa); Glynnis E Pickworth (University of Pretoria, South Africa); Cees PM van der Vleuten (University of Maastricht, Netherlands)

10BB/10 Timing of tests – will Group A get all the As?
Jane C Holland (Royal College of Surgeons in Ireland, Dublin, Ireland, jholland@rcsi.ie)

10BB/11 Comparison items analysis of medical entrance exam residency with two methods: classical test analysis and item response theory (IRT) in Mashhad University of Medical Sciences in Iran 2012
Hassan Gholami, Azra Iranloo, Mahmoud Reza Azarpazhooh, Hamid Reza Sima, Hassan Ghavami (Mashhad University of Medical Sciences (MUMS), Mashhad, Iran, gholamih@mums.ac.ir)

10BB/12 How do clinical teachers assess undergraduate clinical performance in physiotherapy? A mixed methods pilot study
Aileen Barrett, Eric Clarke (Royal College of Surgeons in Ireland, abarrett@rcsi.ie); Clara Cullen (Cork University Hospital, Ireland); Fiona Daly (Beaumont Hospital, Ireland); Ruth Fewer (Waterford Regional Hospital, Ireland); Mary Loughnane (Kerry General Hospital, Ireland); Anne Marie Lydon (Galway University Hospitals, Ireland); Sara Slattery (Cork University Hospital, Ireland)
1030-1200 10CC E-POSTERS: Portfolios and ePortfolios
Chairperson: Peter de Jong (Netherlands)
Location: Bellecour Foyer

10CC/1 The role of the portfolio in determination of the individual route in medical education
Raushan S Dosmagonambetoeva, Yermek M Turgunov, Lyudmila G Turgunova, Nurkasi T Abatov, Nolliya S Ummetalina, Timur K Iimbac [Karaganda State Medical University, Karaganda, Kazakhstan, ligt2007@yandex.ru]

10CC/2 Broadening the understanding of the portfolio as a strategy for teaching-learning and assessment
Maria Paula Panuncio-Pinto, Ana Carolina Cardinal, Nayara Cristina Ferreira, Luzia Iara Pfeifer (Medical College of Ribeirão Preto University of São Paulo, Ribeirão Preto, Brazil, mapaula@fmrp.usp.br)

10CC/3 Building a Learning Community Around Assessment Portfolio Advising
Margaret McKenzie, Elaine Danner (Cleveland Clinic Lerner College of Medicine, Cleveland, United States, mckenzm@ccf.org)

10CC/4 Evaluation of the effect of using a professional portfolio on nurses’ clinical competence: a mixed-methods sequential explanatory study
Masoud Bahreini, Shohre Shahamat [Bushehr University of Medical Sciences, Bushehr, Iran, m.bahreini@bpums.ac.ir]; Alireza Khatony [Kermanshah University of Medical Sciences, Kermanshah, Iran]

10CC/5 Reflective portfolios as an alternative to subjective global rating: an experience in a traditional ObGyn clerkship in Brazil
Marcia AR Freitas, Helena BMS Paro (Federal University of Uberlandia, Brazil, mairesfreitas@hotmail.com)

10CC/6 Does the Objective Structured Clinical Examination Performance Relate to the Portfolios Performance in Under Graduate Year Surgical Training?
Ming-Ju Hsieh, Yun-Hen Liu, Feng-Chun Tsai, Yi-Yin Jan, Jing-Long Haung, Shih-Tseng Lee (Chang Gung Memorial Hospital, Taichung, Taiwan, hsiehgmj2@admin.cgmh.org.tw)

10CC/7 A tablet PC-web based supporting tool for clinical rotation aimed at reflective learning and alliance among teachers
Kazunobu Ishikawa (Fukushima Medical University, Fukushima, Japan, kishikaw@fmu.ac.jp)

10CC/8 Using diaries for medical students on in-service course
Lisa Kuikka [University of Helsinki, Finland, liisa.kuikka@helsinki.fi]; Pirikko Saloekkilo (Helsinki City Health Center, Helsinki, Finland); Kaisu Pitkala, Maarit Nevalainen (University of Helsinki, Helsinki, Finland)

10CC/9 Navigating the continuum between competent and reflective practice in residency: A video-based interactive workshop on narrative reflection
Suzan O’Leary, Diana Deacon (Memorial University of Newfoundland, St. John’s, Canada, susan.oleary@med.mun.ca)

10CC/10 Are learning portfolios useful in assessing paediatric competencies? A resident perspective
Meera Umamaheswaran-Maharaj, Mayez Ladhani (McMaster University, Hamilton, Ontario, Canada, meera.umamaheswaran@medportal.ca)

10CC/11 “Hey Tarantino, show me your pituitary!” – Testing the feasibility of an integrated, video-based portfolio for postgraduate students in Forensic Pathology in South Africa
JJ Dempers, J Verster, M Janse van Rensburg [University of Stellenbosch & Western Cape Forensic Pathology Service, Tygerberg, South Africa, jj21@sun.ac.za]; J Bezuidenhout [University of Stellenbosch & National Health Laboratory Service, Tygerberg, South Africa]

10CC/12 Foundation Doctors Perceive the NHS ePortfolio to be a Useful but Stressful Training Tool
A Prentice, M Carson, K Nelson, N Kumar (Northern Deanery, United Kingdom, alexprentice@doctors.org.uk)

1030-1200 MEETING: BEME Congress (closed meeting)
Location: Rhone 4

1200-1300 LUNCH
Location: Forum 4, 5, 6

1215-1300 OPEN SESSIONS
AMEE Research Committee Location: St Clair 1 An opportunity to talk with committee members about their work in these important areas, and find out about how you can become involved.
AMEE eLearning Committee Location: St Clair 2
AMEE Simulation Committee Location: St Clair 3a
AMEE Postgraduate Committee Location: St Clair 3b

1215-1300 PRIVATE MEETINGS
ESME Course Location: Rhone 3a
IAMSE Team-based Learning Lunch Location: St Clair 4
SESSION 11

1300-1335  11A Plenary: The patient partner in care at the heart of medical education

Vincent Dumez (University of Montreal, Canada)

Mr Vincent Dumez holds a finance degree and a master in science of management from Montreal’s international business school Hautes Études Commerciales (HEC). Up until recently, Mr Dumez was an associate in one of Montreal’s most influential consulting firm where he acted as the principal director and the expertise leader on organisational design. Mr Dumez has worked for up to 13 years as a strategic consultant for large companies and institutions, (particularly in the health care sector) mainly within the field of organisational transformation. He has contributed to more than 150 intervention mandates with regards to strategic planning, organisational diagnostic, optimization of business processes, corporate restructuring, etc. He also currently works as an executive coach for upper management positions. Suffering from three chronic diseases for more than three decades — and thus significantly relying on health care services — Mr Dumez has been actively involved in the reflexion and the promotion of the ‘patient partner’ concept. This involvement has come forward over the recent years through the completion of his masters dissertation entitled ‘Quebec’s infected blood scandal or the failure of the doctor-patient relationship’, his active contribution to the training of patients with chronic diseases, and from his work on various boards of community organisations and involvement as a speaker in numerous forums and workshops addressed to healthcare professionals.

In the past two years, Mr Dumez has been a key collaborator for the Education Centre (CPASS) of the Faculty of Medicine of the University of Montreal, reflecting on how to improve the relationship between patients, physicians and healthcare professionals altogether. This collaboration has led him to become, in October 2010, the first director of new Faculty Office of the Patient Partner Expertise that was recently set up by the University of Montreal’s Faculty of Medicine.

1335-1410  11B Plenary: Ms. Curiosity and Doctor Cat - a dramatic romance

Raquel Correia (5th year Medical Student at the Faculdade de Medicina, University of Lisbon, Portugal)

Raquel Pereira Correia is a 5th year Medical Student at the Faculdade de Medicina, University of Lisbon, in Portugal, and has recently spent some time studying abroad at the Université Paris Descartes in France. She has been actively involved in the European Medical Students Association and the International Federation of Medical Students Association, having also contributed on MEDINE2. She has a long-standing interest in Medical Education as a student, particularly in teacher engagement, student selection, and students learning skills and motivation.

1410-1430 Discussion

1430-1515 AMEE SPOTLIGHTS

Brief Presentations of the Conference highlights in specific topic areas

11C/1 Faculty Development Yvonne Steinert (Canada)
11C/2 Research in Medical Education Lotte Dyrbye (USA)
11C/3 Simulation Doris Ostergaard (Denmark)
11C/4 Assessment Richard Hays (Australia)
11C/5 What Sort of Healthcare Professional are we Producing for the 21st Century Sam Leinster (UK)
11C/6 The Continuum of Education Robert Galbraith (USA)

1520 A look ahead to AMEE 2013, Prague, Czech Republic

1530 Close of Conference
## POST-CONFERENCE SESSIONS

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PRAGUE
CZECH REPUBLIC
24-28 AUGUST 2013
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