“Colouring outside the lines”

PRAGUE
CZECH REPUBLIC

Prague Congress Centre
24-28 August 2013

www.amee.org

CONFERENCE PROGRAMME 2013

In collaboration with the Medical Faculties of the Charles University in Prague, Masaryk University in Brno and Palacky University in Olomouc
MedEdWorld and AMEE 2013 Conference Connect

MedEdWorld is an international health professions community of individuals and educational organisations whose purpose is the sharing of information, ideas, experience and expertise. Features include news items, conference and course listings, job opportunities, glossary of terms, resources, publications, webinars, forums and special interest groups, as well as the opportunity to publish your own papers.

Activate your free membership to take part in MedEdWorld Forums and other activities!

This year all delegates will have either AMEE membership or MedEdWorld membership which will allow you to participate in the AMEE 2013 discussion forums within MedEdWorld.

If you are already an AMEE member, your existing username and password will give you access to MedEdWorld.

If you haven’t already set up a username and password, please contact the MedEdWorld Administrator (admin@mededworld.org) or come and see us at the AMEE stand.

MedEdWorld Forums

MedEdForums are discussion threads on topics featured at AMEE 2013. You can add your comments, join in the discussions and even arrange to meet other participants to follow up the discussions face to face.

If you select ‘subscribe to post’ at the bottom of the discussion thread, you will receive an email when comments are posted.

If you have a presentation at AMEE 2013 you are also invited to link in your PowerPoint presentation and share it with other members.

If you haven’t activated your membership yet, why not stop by the AMEE Exhibition Stand and we would be delighted to assist you and to give you a tour of the site.

Happy networking!
## Pre-Conference Workshops

### SATURDAY 24 AUGUST

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Venue</th>
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<td><strong>Morning</strong></td>
<td><strong>COURSE</strong></td>
<td>Congress Hall</td>
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<tr>
<td>0845-1030</td>
<td>Essential Skills in Medical Education (ESME)</td>
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<tr>
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<td>Essential Skills in Medical Education Assessment (ESMEA)</td>
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<td>1330-1630</td>
<td>Masterclass in Simulated Healthcare Instruction (MACS)</td>
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<td><strong>COURSE</strong></td>
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<td>0845-1630</td>
<td>Healthcare students’ inter-professional learning in a Skills Centre</td>
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<td>0845-1215</td>
<td>Improving your OSCE: Measurement, Recognition, and Remediation</td>
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<td>0915-1630</td>
<td>Using theory in medical education</td>
<td>Club H</td>
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<td>1330-1630</td>
<td>A Gentle Introduction to Psychometrics for the Medical Educator</td>
<td>PCW 2</td>
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<td><strong>Evening</strong></td>
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### SUNDAY 25 AUGUST

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<td>Trainee Workshop: Transitioning from Learner to Teacher</td>
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### Plenary Sessions

- Open Learning Session
### Monday 26 August

#### SESSION 2
0830-1015
- The medical school of the future
  - Script concordance testing
  - Staff/Faculty Development 1, 2,
  - Basic Science 1, 2: Anatomy
  - Education in the Clinical Context
  - Assessment: OSCE 1, 2: Standard setting & Scoring
  - Curriculum Planning & Revision
  - Community Oriented Medical Education
  - Professionalism 1
  - Accreditation and Change
- The Lecture
- The Teacher and Learning, Assiduity
- The Future of Medicare
- Assessment, Competency
- Using SJTs for selection, into MedEd training
- Getting into medical education—workshop for students at Dr Ph

#### LUNCH
1045-1230
- Technology enhanced learning
- SIMULATION format
- Script concordance testing
- Staff/Faculty Development 2
- Basic Science 2: Anatomy
- The Teacher and Personal Development
- Assessment: ELED 1: Implementation
- Hidden Curriculum / Eledics
- Clinical Teaching 1
- Postgraduate 1
- Professionalism 2
- Leadership 1
- Teaching and Learning...
- Student as Teacher 1
- Using SJTs for selection into Med Ed and training
- How to write a MMI station
- How to get your papers published in different types of journals
- Getting into medical education—workshop for students at Dr Ph

#### BREAK
1600-1730
- Dialogue in medical education
- Development of a 'new' simulation format
- SIMULATION format
- Staff/Faculty Development 3
- Basic Science 3: Anatomy
- The Teacher and Personal Development
- Assessment: ELED 2: Implementation
- Hidden Curriculum / Eledics
- Clinical Teaching 2
- Postgraduate 2, 3: Workload and Wellbeing
- Junior Doctor as Teacher
- Education Management
- Virtual Patients
- Learning Online
- How to write a MMI station
- How to get your papers published in different types of journals
- Getting into medical education—workshop for students at Dr Ph

#### BREAK
1900-2000
- Dialogue in medical education
- Development of a 'new' simulation format
- SIMULATION format
- Staff/Faculty Development 4
- Basic Science 4: Anatomy
- The Teacher and Personal Development
- Assessment: ELED 3: Implementation
- Hidden Curriculum / Eledics
- Clinical Teaching 3
- Postgraduate 3, 4: Workload and Wellbeing
- Junior Doctor as Teacher
- Education Management
- Virtual Patients
- Learning Online
- How to write a MMI station
- How to get your papers published in different types of journals
- Getting into medical education—workshop for students at Dr Ph

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**PLENARY** / SYMPOSIUM / BEME THINK TANK / SHORT COMMUNICATIONS / WORKSHOPS / POSTERS / ePOSTERS / PRIVATE MEETINGS / RESEARCH PAPERS / PHD REPORTS / COURSES / FRINGE / MEET THE EXPERTS

**PRIVATE MEETINGS** (1745-2000)
- National Associations Meeting
  - Location: Corinthia Hotel
- Cardiff Alumni Reception
  - Location: Zoom Restaurant, PCC
- Harvard Macy Reception
  - Location: Mirror Buffet, 2nd Floor, PCC
- Editors Meeting
  - Location: Meeting Hall I, PCC
- BEME UK Meeting
  - Location: Dressing Room 221, PCC
- BEME Fax Dev Meeting
  - Location: Room C, H (1630-1900 hrs)
Monday 26 August

**SESSION 2**

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**PRIVATE MEETINGS**

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  - Location: Corinthia Hotel
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- Howard Macy Reception
  - Location: Mirror Buffet, 2nd Floor, PCC
- Editors Meeting
  - Location: Meeting Hall I, PCC
- BEME UK Meeting
  - Location: Dressing Room 221, PCC
- BEME Fac Dev Meeting
  - Location: Room C, HI (1600-1900 hrs)
## Tuesday 27 August

### Plenary Session

**0830-1015**  
**SESSION 6**

- **PLENARY MEETINGS**  
  - PLenary  
  - PLenary 2  

### Conference Hall

- **MEETING HALL I**  
  - **Symposium**  
  - Assessing competencies using milestones along the way  
  - Leadership  
  - Selection methods in medical school  
  - The role of multimodality instructional platforms across the curriculum  
  - iPads & Mobile Technology  

- **MEETING HALL II**  
  - **Symposium**  
  - Using free open access medical education (#FOAMed) for lifelong learning  
  - Using iPads in undergraduate medical education  
  - Ethics teaching: smooth and practical  

- **MEETING HALL III**  
  - **Symposium**  
  - Feedback: a fresh look at theories  
  - The role of multimodality instructional platforms across the curriculum  
  - iPads & Mobile Technology  

- **MEETING HALL IV**  
  - **Symposium**  
  - The role of multimodality instructional platforms across the curriculum  
  - iPads & Mobile Technology  

- **MEETING HALL V**  
  - **Symposium**  
  - Using free open access medical education (#FOAMed) for lifelong learning  
  - Using iPads in undergraduate medical education  
  - Ethics teaching: smooth and practical  

### Break

**1045-1130**

- **SESSION 7**

- **Symposium**  
  - Assessing competencies using milestones along the way  
  - Leadership  
  - Selection methods in medical school  
  - The role of multimodality instructional platforms across the curriculum  
  - iPads & Mobile Technology  

### Lunch

**1130-1300**

- **SESSION 8**

- **Symposium**  
  - Assessing competencies using milestones along the way  
  - Leadership  
  - Selection methods in medical school  
  - The role of multimodality instructional platforms across the curriculum  
  - iPads & Mobile Technology  

### Break

**1300-1445**

- **SESSION 9**

- **Symposium**  
  - Assessing competencies using milestones along the way  
  - Leadership  
  - Selection methods in medical school  
  - The role of multimodality instructional platforms across the curriculum  
  - iPads & Mobile Technology  

### Conference Hall

- **MEETING HALL I**  
  - **Symposium**  
  - Assessing competencies using milestones along the way  
  - Leadership  
  - Selection methods in medical school  
  - The role of multimodality instructional platforms across the curriculum  
  - iPads & Mobile Technology  

- **MEETING HALL II**  
  - **Symposium**  
  - Using free open access medical education (#FOAMed) for lifelong learning  
  - Using iPads in undergraduate medical education  
  - Ethics teaching: smooth and practical  

- **MEETING HALL III**  
  - **Symposium**  
  - Feedback: a fresh look at theories  
  - The role of multimodality instructional platforms across the curriculum  
  - iPads & Mobile Technology  

- **MEETING HALL IV**  
  - **Symposium**  
  - Using free open access medical education (#FOAMed) for lifelong learning  
  - Using iPads in undergraduate medical education  
  - Ethics teaching: smooth and practical  

- **MEETING HALL V**  
  - **Symposium**  
  - Feedback: a fresh look at theories  
  - The role of multimodality instructional platforms across the curriculum  
  - iPads & Mobile Technology  

## Private Meetings

**1745-2000**

- **PRIVATE MEETINGS**  
  - AMEE Postgraduate Committee  
  - AMEE Research Committee  
  - AMEE Receiving Committee  
  - AMEE Simulation Committee  
  - AMEE Presidents Reception  
  - AMEE MEETING  
  - ORAL AND POSTER SESSIONS  
  - WORKSHOPS  

**LOCATION**  
- Meeting Room 3.4, PCC  
- Meeting Room 3.5, PCC  
- Meeting Room 2.1, PCC  
- Zoom Restaurant, PCC  
- Meeting Hall II, PCC  
- Mirror Buffet Area, PCC  

### Course Details

- **ESMEA Course**  
  - (closed session)  
- **RESME Course**  
  - (closed session)  
- **AMEE Fringe 2**  
  - (open session)  
- **MedEdWorld**  
  - Interactive Demonstration  
- **Progress Testing: Implementation of an international consortium**  
  - (closed session)  

### Time Table

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<td>SESSION 4</td>
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**Conference Hall Details**

- **MEETING HALL I**
- **MEETING HALL II**
- **MEETING HALL III**
- **MEETING HALL IV**
- **MEETING HALL V**
- **MEETING HALL VI**
- **MEETING HALL VII**

**Private Meetings**

- **AMEE Postgraduate Committee**
- **AMEE Research Committee**
- **AMEE Receiving Committee**
- **AMEE Simulation Committee**
- **AMEE Presidents Reception**
- **AMEE MEETING**
- **ORAL AND POSTER SESSIONS**
- **WORKSHOPS**

**Course Details**

- **ESMEA Course**
- **RESME Course**
- **AMEE Fringe 2**
- **MedEdWorld**
- **Progress Testing: Implementation of an international consortium**

**Location Details**

- Meeting Room 3.4, PCC
- Meeting Room 3.5, PCC
- Meeting Room 2.1, PCC
- Zoom Restaurant, PCC
- Meeting Hall II, PCC
- Mirror Buffet Area, PCC
### Tuesday 27 August

#### SESSION 6 (08:00-10:15)

**PLENARY PRIV ATÉ MEETINGS**

- SYMPOSIUM / BEME THINK TANK
- RESEARCH PAPERS / PHD REPORTS
- COURSES
- WORKSHOPS
- POSTERS
- ePOSTERS

**PRIVATE MEETINGS**

- AMEE Postgraduate Committee Location: Meeting Room 3.1, PCC
- AMEE Research Committee Location: Meeting Room 4.1, PCC
- AMEE Credentialing Committee Location: Meeting Room 4.2, PCC
- AMEE Simulation Committee Location: Meeting Room 2.2, PCC
- AMEE President's Reception (17:45-18:45) Location: Zoom Restaurant, PCC
- IMEX Reception (17:45-18:45) Location: Meeting Hall II, PCC
- IMEX Board Meeting (18:45-20:00) Location: Meeting Room 3.2, PCC
- ESME Advisory Board Location: Mirror Buffet Area, PCC

### BREAK

#### SESSION 7 (10:15-12:30)

**SPECIAL SESSIONS**

- Teaching in the clinical setting: assisting the teacher in difficulty
- Using the OSCE to assess interprofessional education competences
- A master class in the art and science of visual presenting
- AMEE 'Lives' - a tool for learning and faculty development
- GMC Trainer Accreditation: Opportunity or Challenge
- Supporting struggling and failing trainees
- Flipped classrooms – the education megatrend for promoting learning
- Evidenced-based Facilitated Feedback
- Use of an electronic portfolio to underpin and design ERAs
- Creating PBL Cases: Challenges and innovations

**WORKSHOPS**

- Generalizability (G) theory in clinical skills assessments
- Teaching in the clinical setting: assisting the teacher in difficulty
- Using the OSCE to assess interprofessional education competences
- A master class in the art and science of visual presenting
- AMEE ‘Lives’ - a tool for learning and faculty development

**POSTERS**

- Student & Dr Jr as teacher
- COME / Public Health
- Assessment: The OSCE
- Standardized / Virtual Patients
- Management
- The Teacher
- Clinical 1
- AMEE Board

### BREAK

#### SESSION 8 (14:00-15:30)

**SPECIAL SESSIONS**

- Supporting struggling and failing trainees
- Flipped classrooms – the education megatrend for promoting learning
- Evidenced-based Facilitated Feedback
- Use of an electronic portfolio to underpin and design ERAs
- Creating PBL Cases: Challenges and innovations

**WORKSHOPS**

- Generalizability (G) theory in clinical skills assessments
- Teaching in the clinical setting: assisting the teacher in difficulty
- Using the OSCE to assess interprofessional education competences
- A master class in the art and science of visual presenting
- AMEE ‘Lives’ - a tool for learning and faculty development

**POSTERS**

- Student & Dr Jr as teacher
- COME / Public Health
- Assessment: The OSCE
- Standardized / Virtual Patients
- Management
- The Teacher
- Clinical 1
- AMEE Board

### BREAK

#### SESSION 9 (15:30-17:30)

**SPECIAL SESSIONS**

- Supporting struggling and failing trainees
- Flipped classrooms – the education megatrend for promoting learning
- Evidenced-based Facilitated Feedback
- Use of an electronic portfolio to underpin and design ERAs
- Creating PBL Cases: Challenges and innovations

**WORKSHOPS**

- Generalizability (G) theory in clinical skills assessments
- Teaching in the clinical setting: assisting the teacher in difficulty
- Using the OSCE to assess interprofessional education competences
- A master class in the art and science of visual presenting
- AMEE ‘Lives’ - a tool for learning and faculty development

**POSTERS**

- Student & Dr Jr as teacher
- COME / Public Health
- Assessment: The OSCE
- Standardized / Virtual Patients
- Management
- The Teacher
- Clinical 1
- AMEE Board
## Wednesday 28 August

### SESSION 10
0830-1015

**10A**
- **SYMPOSIUM**
  - Changing the culture of learner evaluation
- **SYMPOSIUM**
  - Becoming a doctor: the importance of on-the-job learning
- **SHORT COMMUNICATIONS**
  - Games and eLearning
- **SHORT COMMUNICATIONS**
  - Education in the Clinical Context 2
- **SHORT COMMUNICATIONS**
  - Assessment
- **SHORT COMMUNICATIONS**
  - Competency/Outcome-based Education 2: Undergraduate
- **SHORT COMMUNICATIONS**
  - Curriculum Maps
- **SHORT COMMUNICATIONS**
  - Training to be a Surgeon
- **SHORT COMMUNICATIONS**
  - Patient Safety 2
- **SHORT COMMUNICATIONS**
  - Simulation
- **SHORT COMMUNICATIONS**
  - Gender
- **SHORT COMMUNICATIONS**
  - Student Engagement
- **SHORT COMMUNICATIONS**
  - The Teacher
- **SHORT COMMUNICATIONS**
  - Introducing a practical guide to sequential testing
- **SHORT COMMUNICATIONS**
  - FAIRNESS and teaching on the clinical placement
- **SHORT COMMUNICATIONS**
  - Teaching and learning clinical reasoning in everyday practice

**MEETING ROOM 2.1**
**MEETING ROOM 3.5**
**MEETING ROOM 4.1**

### BREAK

### SESSION 11
1045-1230

**11A**
- **PLENARY**
  - Plenary 3

**MEETING ROOM 4.2**
### Wednesday 28 August

<table>
<thead>
<tr>
<th>SESSION 10</th>
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### SESSION 11

### WORKSHOP
- Facilitating interprofessional education and collaboration
- Implementing best practices for intraining assessment
- Complex learning and CPD
- Teaching and Learning about Research
- Professionalism
- Basic Sciences
- International Medical Education
- Assessment: Written and Feedback
- Clinical 2
- BBME Congress

### POSTERS
- Postgraduate Education 2
- Teaching and Learning about Research
- Professionalism
- Basic Sciences
- International Medical Education
- Assessment: Written and Feedback
- Clinical 2
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Welcome to AMEE 2013 in the beautiful city of Prague! This is the fourth conference AMEE has held here, and we are back only five years after the last conference, by popular demand. For many participants, Prague is easy to get to, and for everyone it is well worth the visit. It represents good value for money in these difficult economic times, and its natural beauty and cultural heritage are priceless.

You might not have much spare time to enjoy the delights of Prague, since the Conference programme becomes larger and more complex each year, with more and more participants wishing to share their work with others! One hundred countries are represented, in a rich and diverse mix of cultures and experiences. Selecting sessions to attend can be overwhelming, and we took on board the feedback from previous conferences that there is now too much choice. We have therefore introduced a Conference App, which is a web-based platform accessible on your laptop, tablet or smartphone. The App contains the full programme linked to abstracts, and you can easily search for topics of particular interest or presenters you don’t want to miss, and put together your own conference schedule. You can even set up a series of reminders to alert you a few minutes before a specific session.

In addition to the App, there is a printed conference programme as usual, with everything you need to know to help you find your way around the venues.

Whilst most of the sessions take place at Prague Congress Centre, some of the workshop sessions will take place at the Holiday Inn next door.

The plenary sessions and the symposia taking place in the Congress Hall are being live streamed for participants unable to attend in person, and as conference participants you will have access to these streams after the event, so if you miss one of these sessions you will be able to view it retrospectively.

A key part of any conference is networking. As a conference participant you have access to MedEdWorld, through which a series of forums has been set up for you to comment on presentations, share experiences and develop collaborations with other participants. We urge you to make the most of this opportunity – you can access MedEdWorld with your AMEE username and password. Please ask at the AMEE Exhibition stand if you need any assistance.

We are very grateful to Professor Stanislav Štípek and his local team for their assistance in organising such a large and complex event. We wish you a successful Conference and hope you will enjoy your visit and leave with many happy memories.

AMEE Executive Committee and Secretariat

Please note that all sessions taking place in the Congress Hall will be streamed live and will also be recorded.
**Committees and Staff**

**AMEE Executive Committee**
- Madalena Patrício (President)
- Ronald M Harden (General Secretary/Treasurer)
- Trudie Roberts (President Elect)
- Peter Dieter
- Steven Durning
- Kati Hakkarainen
- Stefan Lindgren (Ex Officio Member)
- Deborah Murdoch-Eaton
- Jorge Pales
- Davinder Sandhu (Co-opted)
- Francesco Silenzi (Jr Doctor Representative)
- Agostinho Sousa (Student Representative, IFMSA)
- Olle ten Cate
- Suleyman Yıldız (Co-opted Student Representative, EMSA)
- Stanislav Štípek (Co-opted)

**AMEE Secretariat**
- Ronald M Harden (General Secretary/Treasurer)
- Pat Lilley (AMEE Operations Director)
- Tracey Thomson (Administration Executive)
- Trevor Gibbs (Development Officer)
- John Dent (International Liaison Officer)
- Karen Balneaves (Secretary)
- Morag Allan Campbell (Publications Manager)
- Cary Dick (Secretarial and Media Support)
- Catherine Kennedy (Projects Officer)
- Dawn Mitchell (Assistant to General Secretary)
- Sheghley Ogilvie (MedEdWorld Administrator)
- Louise Russell (Administrative Assistant)

**Worldspan Staff**
- Registration: Nicola Williams, Sophie Morris, Lawri Farrell, Adam Gabbites, Jen Smith, Melanie White, Vanessa Stockton, Clare Rimell, Merle Grimberg
- Exhibition: Chantel Courtney
- Hotels: Catherine Evans
- Tours: Gareth Burke

**Support Staff**
- Jane Litherland (NACT), Salmaan Sana, Margot Weggemans, Sofia Ribeiro, Ken Masters

**Programme design**
- Lynn Thomson (Visual Marketing Coordinator, University of Dundee)

**Collaborating Organisations**
- Medical Faculties of the Charles University in Prague
- Masaryk University in Brno
- Palacký University in Olomouc

**Student Taskforce Sponsor**
- Foundation Fund Scientia
  AMEE acknowledges with thanks the contribution made by Foundation Fund Scientia in support of the AMEE Student Taskforce

**Local Hosts**
**Organising Committee**
- Stanislav Štípek (1st Medical Faculty, Charles University in Prague) (Chair)
- Jana Škrha (Charles University in Prague)
- Jana Krejčíková (1st Faculty of Medicine, Charles University in Prague)
- Vladimir Mihály (Medical Faculty, Palacky University in Olomouc)
- Alena Stoklasová (Medical Faculty in Hradec Králové, Charles University)
- Daniel Schwarz (Masaryk University in Brno)
- Vladimir Komárek (2nd Medical Faculty, Charles University in Prague)
- Filip Mareš (1st Faculty of Medicine, Charles University in Prague)
- Adam Rosenberg (1st Faculty of Medicine, Charles University in Prague)
- Hana Němcová (2nd Medical Faculty, Charles University in Prague)
- Jiří Janata (1st Faculty of Medicine, Charles University in Prague)
- Vlasta Helekalová (1st Faculty of Medicine, Charles University in Prague)
- Pat Lilley (AMEE Operations Director)
- Tracey Thomson (AMEE Administration Executive)

**AMEE Student Taskforce**
The AMEE Student Taskforce is a team of 60 students from different regions of the world that work together to help in the logistics of the conference and to assist delegates during the Conference.

**Local Representatives**: Iveta Brošová, Barbora Voglova, Jan Kisa, Jana Petrášková, Jana Chromíková, Karolina Kučerová, Kateřina Tomanová, Klára Hrušková, Veronika Pargáčová, Daniel Suk, Eliška Lašková, Marie Lopourová, Petra Tomečková, Ivana Mrázková, Lenka Chaloupková, Lucie Zemanová, Tereza Dvořáková, Petr Kala, Radovan Hudák, Lukáš Vincze, Hana Němcová, Jakub Vysocký, Andreja Blašková, imona Marková, Adam Rosenberg, Silva Rukavina, Marie Sejkorová, Jan Houzar, Roman Vašek, Monika Šrámková


**Accommodation**: All students will have a chance to spend a few days living in the original Charles University dormitory called “Švehlova”. This architectural masterpiece has been providing accommodation for students since 1923. The dorm is located in the center of Prague just a few minutes from the metro station.

**Social Programme**: A social programme will be organised for all students attending the conference. You can expect everything from visiting dance clubs in the centre of city to an evening picnic with stunning views of Prague towers. The student taskforce promise good fun and a unique opportunity to meet new people from around the world.

For further information on the student social activities arranged, please visit the student desk in Forum Hall Foyer 1st Floor of Prague Congress Centre or visit the AMEE Student Blog [http://www.ameestudents.org/](http://www.ameestudents.org/)
Abstract Reviewers
The AMEE abstract review and selection process is an increasingly onerous task. We are grateful to the following reviewers for their time and assistance:

Short Communications, Posters, AMEE Fringe and ePosters Reviewers

Research Papers and PhD Report Reviewers

best evidence medical education

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<tr>
<th>Event</th>
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<tr>
<td>BEME Editorial Board Meeting (invite only)</td>
<td>Sunday 25 August</td>
<td>1330-1600</td>
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<td>BEME Think Tank. Moving from recent challenges to opportunities for greater impact on educational practice</td>
<td>Monday 26 August</td>
<td>1600-1730</td>
</tr>
<tr>
<td>BEME Board Meeting (invite only)</td>
<td>Tuesday 27 August</td>
<td>1045-1230</td>
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<tr>
<td>Short Communications 1</td>
<td>Tuesday 27 August</td>
<td>1400-1530</td>
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<tr>
<td>Short Communications 2</td>
<td>Tuesday 27 August</td>
<td>1600-1730</td>
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<td>BEME Congress Meeting (open meeting)</td>
<td>Wednesday 28 August</td>
<td>0830-1015</td>
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AMEE 2013 CONFERENCE CONNECT
Social Networking at AMEE 2013

Conference App
Please consult our web-based App for Conference information. You can access the full programme and abstracts, and build your own schedule of sessions and presentations you would like to attend. The App can be accessed on laptops, tablets and smartphones. Go to www.guidebook.com to download the Guidebook App and search for AMEE2013. You will be prompted to enter the following redeem code: 2c5vqsju

Facebook
Keep up to date with all AMEE news by ‘liking’ our Facebook page: https://www.facebook.com/pages/Association-for-Medical-Education-in-Europe-AMEE/116187641769758 – remember to tag us in your photos!

Twitter
Follow @AMEE_Online and use hashtag #amee2013 to tweet about what you see and hear during the conference. Look out for the screens throughout Prague Congress Centre for the live Twitter feeds.

QR Codes
(see Ken Masters’ helpful videos on YouTube)
- QR Codes for Presenters, at: http://www.youtube.com/watch?v=XWyHr89DFr0
- QR Code for Delegates, at: http://www.youtube.com/watch?v=VGJeWcQER8

MedEdWorld Forums
This year all delegates will have either AMEE membership or MedEdWorld membership which will allow you to participate in the AMEE 2013 discussion forums within MedEdWorld.

MedEdForums are areas set up by AMEE. Within each forum members and users can discuss topics of interest relating to the Forum thread. Each thread is a separate discussion. To keep up to date with discussions you can choose to ‘subscribe to post’ to receive an email when comments are posted to the discussion thread. Only registered users and members can comment on Forums. If you need help to activate your membership, please visit the AMEE Exhibition stand where our staff will be pleased to assist you. MedEdForums are just one of the features of MedEdWorld. Why not visit www.mededworld.org to see what it can offer you?

AMEE Live Online
Sessions held in the Congress Hall including the opening ceremony, plenaries and some symposia will be live streamed through www.AMEELive.org. Those not able to participate in person will be able to subscribe to the live stream. As a Conference participant you will be able to access the streams after the Conference free of charge.

Student Blog
http://www.ameestudents.org/

Social networking helpdesk
Need help with any of the above? Visit our Social Networking help desk located in the registration area.
Travelling to Prague

Prague, the capital of the Czech Republic and situated on the banks of the Vltava River, is a beautiful city with a rich history. Prague is an ideal location for AMEE 2013 with a wealth of hotels, restaurants and places of interest. Prague can easily be reached by air, train and road. For full details, please see the AMEE website: http://www.amee.org/index.asp?llm=205

Prague International Airport is situated about 20km west of the city centre. Airport Transfer options are: (1) the bus service to Metro line A and B situated in front of the arrival halls at both Terminal A and Terminal B; (2) the Airport Express from Prague Airport to Hlavní Nádraží Train Station; (3) a taxi, which takes approximately 25 minutes into the centre of the city and cost about 24 Euros.

Private Airport Transfers

Should you require private transfers to/from the Airport or Prague mainline stations, these can be booked via Worldspan Group. An on-line booking service is available on the AMEE 2013 website for smaller transfers (up to 7 people). To book transfers for more than 7 people, please contact Gareth Burke by email on tours@worldspan.co.uk. Please note that bookings can only be made to/from the airport or mainline stations to your hotel or to the Congress Centre.

Conference venue

Most of the AMEE 2013 Sessions will take place at the Prague Congress Centre (PCC) with the exception of some pre-conference workshops and in-conference workshops which will be held at the Holiday Inn Prague Congress Centre, linked directly to the PCC.

City Centre map

A detailed map will be provided in the conference bag. A map of the metro system is on page 32.

Local transportation

Delegates attending the main AMEE conference will receive a 5 day travel pass. The travel pass will be issued to you when you collect your delegate badge at the Prague Congress Centre and is valid from Saturday through to Wednesday. The pass can be used on all types of public transport (metro, bus and tram) and does not need to be validated.

The nearest metro station to the congress centre is the Vyšehrad and the Hlavní Nádraží is the central (main) station. For further information regarding metro schedules and connections, please visit the Prague Transport website http://spojeni.dpp.cz/ConnForm.aspx?tt=PID&cl=E5

We recommend that if you take a taxi, you check that the company name and registration number is displayed and that the taxi has a meter before travelling. More detailed travel information is available on the AMEE Website http://www.amee.org/index.asp?llm=205

Useful information

Currency: The currency in Prague is the Czech Koruna (CZK). Some restaurants, hotels and shops accept Euros as well, but most only take Czech Koruna. At the time of going to press the exchange rate is: £1 = 30CZK, €1 = 26CZK, $1 = 20CZK. For current exchange rates visit: www.xe.com

Banking: The simplest means of obtaining currency in Prague is to withdraw Czech Koruna from a cash point (ATM). These accept debit and credit cards backed by Visa, Mastercard/EuroCard, American Express and Maestro. You normally receive an excellent exchange rate, although your card provider will probably charge a fee in your home currency.

Credit cards: Credit cards are accepted in most hotels, international shops and more expensive restaurants. Many local shops and cheaper restaurants do not accept credit cards. If you have a choice of paying cash or credit card, cash is always preferred.

Tipping: Tips are welcomed by staff working in the tourist industry in Prague, and 5%-10% is appropriate.

Smoking: Smoking is restricted in some public places but not in restaurants, bars and clubs. All conference locations being used by AMEE will be strictly no smoking.
Electricity: Electricity is supplied at 220v. Electrical sockets take standard European two-pin plugs. British, North American and other non-European tourists are advised to bring adaptors.

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

Weather: Prague enjoys long spells of glorious warm and sunny weather, interspersed with dull days and heavy showers. Typical temperatures in August range from 12°C (54°F) to 22°C (72°F). For an up-to-date weather forecast, please visit: [www.bbc.co.uk/weather/3067696](http://www.bbc.co.uk/weather/3067696).

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](http://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 Prague Congress Centre or at the Holiday Inn. The student taskforce members are unable to supervise any children during the conference. Participants are kindly requested to arrange their own childcare.

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 Prague Congress Centre, price GBP £25. Guests are not allowed access to any conference sessions.

Where to eat near Prague Congress Centre

Café Melodie located on the Ground Floor of PCC will be open throughout the conference and will serve a selection of cold sandwiches and desserts, tea/coffee and soft drinks available for purchase.

There are two restaurants located at the Holiday Inn, which is connected to PCC by a covered walkway. Café Restaurant Esprit serves both modern and traditional Czech cuisine and also offers culinary specialities from France and Italy. The Délicatessen restaurant – a shop which is a popular everyday meeting place and offers a wide variety of fresh salads, toasts, sandwiches, home-made desserts and other delicacies. For more information visit: [http://www.holidayinn.cz/en/restaurant/](http://www.holidayinn.cz/en/restaurant/).

The Corinthia Hotel, located 300m (5 min walk) from PCC also hosts two restaurants. Café Praha offers a large selection of teas, Illy coffee and delicious home-made cakes, desserts and pastries as well as delicious café specialities, small snacks or salads for lunch. Opening hours: Monday-Friday 0800-1700; Saturday-Sunday 1000-1700.

ACCOMMODATION & TOURS

Accommodation
If you still need 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
Email: amee@worldspan.co.uk

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

Worldspan Group, Commodore House, North Wales Business Park, Abergele, Conway LL22 8LJ, UK
Email: tours@worldspan.co.uk

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<th>SATURDAY 24 AUGUST</th>
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<tr>
<td>1400-1800 Prague Castle Tour</td>
<td>0900-1300 Lesser Town and Charles Bridge with River Cruise</td>
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<td>1400-1800 Art Nouveau Tour</td>
<td>0900-1300 Old Town Tour</td>
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<td>1700-2100 Old Town Tour</td>
<td>1400-1800 Prague Castle Tour</td>
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<th>SUNDAY 25 AUGUST</th>
<th>TUESDAY 27 AUGUST</th>
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<tr>
<td>0900-1300 Lesser Town and Charles Bridge with River Cruise</td>
<td>0900-1300 Jewish Quarter Tour</td>
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<td>0900-1530 Terezín Visit</td>
<td>0900-1700 Karlovy Vary Spa</td>
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<td>0900-1300 Old Town Tour</td>
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<tr>
<td>1100-1500 Prague Castle Tour</td>
<td>1900-2200 Boat Cruise with dinner</td>
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<td>1100-1500 Art Nouveau Tour</td>
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<td>1100-1500 Velvet Revolution and Communism in Czechoslovakia</td>
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Please note that, should there be lack of take up of any tours, these may have to be cancelled and a full refund will be provided to you. Please also note that these prices are correct at time of going to print but may vary due to exchange rate.

For all tours, guests should bring their tour vouchers to the Tour Desk in the Registration Area of the Prague Congress Centre, where the guides will meet them and then escort them to their awaiting transportation. All tours will return to the Prague Congress Centre.

If guests wish to make their own way back to their hotel at the end of the tour, this is fine, as long as they advise their guide that they are going to do so.
Registration Desk opening hours

Delegates should register in Forum Hall Foyer 1, 1st Floor of Prague Congress Centre.

- Saturday 24 August 0800-1730
- Sunday 25 August 0800-2100
- Monday 26 August 0715-1745
- Tuesday 27 August 0745-1745
- Wednesday 28 August 0800-1300

Speaker preview: Presenters of short communications, research papers, PhD reports and Fringe should take their presentations on USB device to the technicians in the Speaker Preview Room located in Meeting Room 1.1, near to the registration desk, for preloading to the computer in the presentation room. If possible this should be done the day before the presentation, or a minimum of 2 hours before the start of the session. Name the file as follows: Session code and your family name, for example – 2C/6 Smith. The Speaker Preview room is open at the following times:

- Sunday 1430-1800
- Tuesday 0745-1745
- Monday 0715-1745
- Wednesday 0745-1200

Onsite Payments: Participants who have made arrangements to pay their registration fees onsite should register at the onsite registration desk in Forum Hall Foyer 1 (1st Floor) of Prague Congress Centre and pay by credit card (Visa/MasterCard only) or cash (Euros, UK Pounds Sterling, US Dollars or Czech Koruna only). The current exchange rate will be applied.

Conference notice board and messages: Please check the boards in the registration area for updates and any personal messages. Between 24-28 August messages for the AMEE Secretariat may be sent to amee@dundee.ac.uk and messages for Worldspan Groups may be sent to amee@worldspan.co.uk

Internet Café: PCs for internet access are available in the Congress Hall Foyer 2A on the second floor (exhibition area) from Monday 26 to Wednesday 28 August.

WIFI: Free wireless access is available throughout Prague Congress Centre. No password or registration is required – just open up your internet browser. Free wifi is also available for the workshops being held at the Holiday Inn (Saturday-Tuesday).

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

Speaker preview: Presenters of short communications, research papers, PhD reports and Fringe should take their presentations on USB device to the technicians in the Speaker Preview Room located in Meeting Room 1.1, near to the registration desk, for preloading to the computer in the presentation room. If possible this should be done the day before the presentation, or a minimum of 2 hours before the start of the session. Name the file as follows: Session code and your family name, for example – 2C/6 Smith. The Speaker Preview room is open at the following times:

- Sunday 1430-1800
- Tuesday 0745-1745
- Monday 0715-1745
- Wednesday 0745-1200

CME Accreditation: The Royal College of Physicians of London has awarded 18 points for attendance at the main AMEE 2013 Conference (1700hrs, Sun 25 August to 1230hrs, Wed 28 August 2013). A register of attendance will be available at the AMEE registration desk at morning coffee break on Wednesday 28 August.

The EACCME: European Accreditation Council for Continuing Medical Education has awarded 16 European CME credits (ECMEC) for attendance at the main AMEE 2013 Conference (1700hrs, Sunday 25 August to 1230hrs, Wednesday 28 August 2013). A register of attendance will be available at the AMEE registration desk at morning coffee break on Wednesday 28 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 Attendance: Certificates of attendance, indicating both the RCP and EACCME Credits will be emailed, from Worldspan, after the conference.

Certificate of Presentation: 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 a minimum of 28 days for processing. Certificates will be issued electronically in PDF format unless otherwise requested.

Conference Evaluation: An online evaluation form will be available for completion immediately after the conference. Pre-conference and conference workshops will be evaluated separately. Facilitators will hand out evaluations 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. You will also be given the opportunity to rate individual sessions using the AMEE Conference App. ePosters will also be evaluated separately. Forms will be available at the end of each session.
PLEASE NOTE: The plenary sessions and the symposia taking place in the Congress Hall will be streamed live and will be also available for viewing by participants after the Conference.

Programme: A printed copy of the programme will be available for collection from the Registration Desk with your conference materials. The programme will also be available through the Conference App to allow you to plan your own individual programme.

Abstract Book: The abstracts are available on the AMEE website (www.amee.org) and through the Conference App (see page 6 for details).

USB Memory Stick: The delegates list and some useful information about AMEE, including our 2012 Annual Report is available on a USB memory stick attached to the lanyard on your badge.

Language: All conference sessions will be conducted in English.

Conference sessions

Plenary sessions: This year the opening plenary will take place on Sunday 1700 hrs with subsequent plenary sessions on Tuesday and Wednesday. Time for questions has been allocated at the end of each plenary. Plenaries will take place in the Congress Hall and will be live streamed. Participants may also access these sessions after the event free of charge.

Symposia: 19 symposia on a wide range of topics are included in the programme. All symposia in the Congress Hall will be live streamed. Participants may also access these sessions after the event free of charge.

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.

• New for AMEE 2013: Brief 90 second presentations of a selection of short communications will be included in the Opening Plenary on Sunday 25 August.

• Information for short communication presenters: Whether or not you are used to making presentations at conferences and meetings, your presentation at AMEE 2013 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 are 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 a USB device at the Speaker Preview Room located in Meeting Room 1.1 from Sunday 25 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: Papers have been selected by the AMEE Research Committee and our 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.

Presenters should take presentations on a USB device to the Speaker Preview Room located in Meeting Room 1.1 from Sunday 25 August (1430 hrs), preferably the day before but a minimum of 2 hours before presentation; it will be pre-loaded onto the computer in the presentation room.

AMEE Fringe: The AMEE Fringe, celebrating its 10th 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.

Presenters should take presentations on a USB device to the Speaker Preview Room located in Meeting Room 1.1 from Sunday 25 August (1430 hrs), preferably the day before but a minimum of 2 hours before presentation; it will be pre-loaded onto the computer in the presentation room.

Conference workshops: There are over 75 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.

Attendance: There is no advance signup for workshops. Entry to workshops will be on a first come, first served basis and numbers will be strictly limited to ensure that workshops do not become overcrowded. Once the maximum number has been reached a ‘Workshop Full’ notice will be placed on the door, and no more participants will be admitted. We kindly ask for your understanding of this arrangement.

PhD Reports: PhD reports in healthcare professions education completed within the last three years have been selected from submitted abstracts. These will be presented in three sessions, one on Monday and two 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.

Presenters should take presentations on a USB device to the Speaker Preview Room located in Meeting Room 1.1 from Sunday 25 August (1430 hrs), preferably the day before but a minimum of 2 hours before presentation; it will be pre-loaded onto the computer in the presentation room.

Mounted Poster with Presentation: 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%20poster.pdf.

• Poster Specifications and mounting instructions:
  – Posters should be mounted on Sunday 25 August from 1430-2000 hrs or by 0800 hrs on Monday 26 August.
Prize Committee.

be awarded to the best poster, as selected by the Poster registration for AMEE 2014 in Milan, or a cash prize, will be awarded to the best poster, as selected by the Poster Prize Committee.

• Presenters of ePosters:
  – Please upload your ePoster via the website http://eposter.innotech-sa.com by 21 August using the username and password sent to you by email.
  – The technician on site from Sunday 25 August will be available to show you how the interactive boards work, and to give you some tips on presenting. He will also be available throughout the sessions.
  – Go to the North Hall at least 15 minutes before the start of your session and introduce yourself to the Chairperson.
  – The Chairperson will introduce you at the appropriate time in the session and ask you to talk for 5 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.

Note: Each ePoster session will be evaluated separately and we hope conference participants will go along to a session and provide feedback. The ePosters can also be viewed on laptops, tablets and smartphones using the wifi network and through the Conference App.

Hands-on CPR opportunity for all delegates:

There is an opportunity to book a slot during the Conference and experience a one-to-one instructional session on a CPR simulator in a non-threatening environment with feedback from the simulator. This will provide an opportunity to obtain first-hand experience of learning from a simulator and see how repetitive practice with specific focused feedback can accelerate learning. It will also give you an opportunity to master or update the essential skill of cardiopulmonary resuscitation (CPR). Four simulation stations will be available in Dressing Room 220, PCC.

Try out your CPR knowledge at one of the CPR stations that will be available at the following times. Qualified staff will be available to assist you and the best CPR provider each day will win a prize:

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<thead>
<tr>
<th>Day</th>
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<tr>
<td>Monday</td>
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The CPR stations are organised by the Czech Resuscitation Council.
**AWARDS & PRIZES**

**ASPIRE-to-Excellence Awards:**
The ASPIRE-to-Excellence initiative was launched by AMEE in 2012. Medical schools are invited to apply for recognition of excellence in one or more of three areas:
- Excellence in student assessment
- Excellence in student engagement with the medical school
- Excellence in social accountability and responsibility

Submissions are reviewed by a panel and reviewers against an agreed set of criteria. AMEE is pleased to be presenting the ASPIRE-to-Excellence Award to medical schools that have met the excellence criteria, and presentations will take place at the end of the opening plenary session on Sunday 25 August. Schools wishing to be considered in the next ASPIRE round should submit their application by 30 November 2013. Full details including the excellence criteria in each of the three areas and the application forms are available on [www.aspire-to-excellence.org](http://www.aspire-to-excellence.org). Queries should be addressed to aspire@dundee.ac.uk.

**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 session on Saturday 25 August. The winner is awarded £1,000 and free registration to the following year’s conference, where he/she is also invited to present a short communication. The winner of the 2013 Miriam Friedman Ben-David New Educator Award is Dr Kenar Jhaveri, from Hofstra North Shore LIJ School of Medicine, Great Neck, NY, United States. Look out for his short communication presentation “Journal Based Blogs” - Is this the future of medical publications? In Session 7C on Tuesday 27 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 are the judges, and are asked to select the short communications you believe have made a novel contribution to the AMEE 2013 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 1030 hrs on Wednesday 28 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 28 August and will each receive a Certificate and one year’s free membership of AMEE.

**Medical Teacher Poster Prize:**
The aim of the prize is to select examples of good practice in preparing posters. During the afternoon of Tuesday 27 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 28 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 2014 in Milan, Italy.

**AMEE ePoster Prize:** AMEE is awarding a prize of £350 (or free registration to AMEE 2014, Milan, Italy) to the best ePoster as judged by the Committee. The winner will be announced at the closing session on Wednesday 28 August.
Essential Skills in Medical Education

The ESME Programme has been designed to meet the need for an entry level teaching qualification for those engaging with medical education for the first time, or for more experienced teachers who wish to have an introduction to the theory underpinning the practice of teaching.

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

Course Schedule:
Saturday 24 August 0845-1630 Club A
Sunday 25 August 0845-1630 Club A
Monday 26 August 1245-1345 Meeting Rm 2.2
Tuesday 27 August 1245-1345 Meeting Rm 2.2
Wednesday 28 August 1300-1400 Meeting Rm 2.2

Note: COURSE FULL. Lunch will be provided in the course meeting room each day.

Essential Skills in Computer-Enhanced Learning (ESCEL)

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 24 August 0845-1630 Club D
Tuesday 27 August 1600-1730 Meeting Rm 3.1

Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday only.

Essential Skills in Computer-Enhanced Learning (ESCEL)

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 24 August 0845-1630 Club D
Tuesday 27 August 1600-1730 Meeting Rm 3.1

Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday only.

Essential Skills in Continuing Education and Professional Development

A course for those involved in the planning, organisation and/or implementation of medical (health) education at the continuing professional development level.

Course Faculty: Jane Tipping, Lee Manchul, Maria Bystrin, Dimitri Anastakis (University of Toronto, Canada); David Bruce, Paul Bowie, Ronald McVicar (NHS Education for Scotland); M.J.M.H. (Kiki) Lombarts (University of Amsterdam, the Netherlands); Joan Sargeant (Dalhousie University, Canada); Ivan Silver (CAMH, Toronto, Canada); Robert Galbraith (GAME); Maureen Doyle Scharff (Pfizer); Lisa Sullivan (Invivo, Singapore/Australia); Eugene Pozniak (European CME Forum); Dave Davis (AAMC, USA); Vinicius de Araújo Oliveira (Brazil)

Planning Committee: Maria Bystrin, Lee Manchul, Susan Rock, and Jane Tipping (Faculties of Medicine and Pharmacy, University of Toronto in collaboration with AMEE)

Course Schedule:
Saturday 24 August 0845-1630 Club E
Sunday 25 August 0845-1215 Club E
Tuesday 27 August 1245-1345 Meeting Rm 3.1
Wednesday 28 August 1300-1415 Meeting Rm 3.1

Note: Lunch will be provided in the course meeting room on Saturday, Tuesday and Wednesday only.
RESME

Research Essential Skills in Medical Education

An introduction to the essential principles and methods of conducting research in medical education.

Course Faculty: Charlotte Ringsted and Brian Hodges (The Wilson Centre, University of Toronto, Canada, Albert Scherpbier (Maastricht University, The Netherlands)

Course Schedule:
- Saturday 24 August 0845-1630 Club C
- Monday 26 August 1245-1345 Meeting Rm 4.2
- Tuesday 27 August 1245-1345 Meeting Rm 4.2
- 1600-1800

Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday, Monday and Tuesday only.

ASME: Fundamentals of Leadership & Management in Education (FLAME)

An introductory course to key aspects of leadership and management for healthcare educators.

Course Faculty: Judy McKimm, Gillian Needham, Paul Jones and others

Course Schedule:
- Sunday 25 August 0845-1630 Club H
- Monday 26 August 1245-1345 Meeting Rm 4.1
- Tuesday 27 August 1245-1345 Meeting Rm 4.1

Note: Lunch will be provided in the course meeting room on Sunday, Monday and Tuesday only.

AMEE Committees: In 2012 AMEE set up the following committees to take forward activities in each of the areas. The committee members will be available on Monday 26 August from 1245-1345 at the locations below and welcome your participation in their discussions. You can also find out how you can contribute to activities.

Please collect your lunch before joining the meetings:
- eLearning Committee Club C, PCC
- Postgraduate Committee Club A, PCC
- Research Committee Club B, PCC
- Simulation Committee Club D, PCC

MASTERCLASS

MASTERCLASS in Simulation-based Healthcare Instruction

A one-day ‘masterclass’ session providing an introduction to essential skills for delivering simulation-based healthcare education through a variety of techniques and technologies. This full day session emphasises guided interactive learning to maximise simulation-based instruction skill acquisition.

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

Course Schedule:
- Saturday 24 August 0900-1700 Club H

Note: SESSION FULL. Lunch will be provided in Meeting Room.
The following meetings will be organised during AMEE 2013.

**AMEE AGM** (All AMEE members welcome)
- **Date:** Tuesday, 27 August
- **Time:** 1245-1345
- **Location:** Club H, PCC

**AMEE Executive Committee** (closed meeting)
- **Date:** Saturday, 24 August
- **Time:** 1430-1930
- **Location:** Meeting Hall II, PCC

**AMEE Executive Committee** (closed meeting)
- **Date:** Wednesday, 28 August
- **Time:** 1330-1630
- **Location:** Meeting Hall II, PCC

**AMEE President’s Reception** (invite only)
- **Date:** Tuesday, 27 August
- **Time:** 1745-1845
- **Location:** Zoom Restaurant, PCC

**AMEE Research Committee Meeting** (closed meeting)
- **Date:** Tuesday, 27 August
- **Time:** 1745-2000
- **Location:** Meeting Room 4.1, PCC

**AMEE eLearning Committee Meeting** (closed meeting)
- **Date:** Tuesday, 27 August
- **Time:** 1745-2000
- **Location:** Meeting Room 4.2, PCC

**AMEE Simulation Committee Meeting** (closed meeting)
- **Date:** Tuesday, 27 August
- **Time:** 1745-2000
- **Location:** Meeting Room 2.2, PCC

**AMEE Postgraduate Committee Meeting** (closed meeting)
- **Date:** Tuesday, 27 August
- **Time:** 1745-2000
- **Location:** Meeting Room 3.5, PCC

**ASPIRE Assessment Panel Meeting** (closed meeting)
- **Date:** Sunday, 25 August
- **Time:** 0900-1030
- **Location:** Dressing Room 220, PCC

**ASPIRE Student Engagement Panel Meeting** (closed meeting)
- **Date:** Sunday, 25 August
- **Time:** 0900-1030
- **Location:** Meeting Hall II, PCC

**ASPIRE Social Accountability Panel Meeting** (closed meeting)
- **Date:** Sunday, 25 August
- **Time:** 0900-1030
- **Location:** Room C, Holiday Inn

**ASPIRE Board Meeting** (closed meeting)
- **Date:** Sunday, 25 August
- **Time:** 1100-1400
- **Location:** Meeting Hall II, PCC

**BEME Editorial Review Committee Meeting** (closed meeting)
- **Date:** Sunday, 25 August
- **Time:** 1330-1630
- **Location:** Room C, Holiday Inn

**BEME Board Meeting** (closed meeting)
- **Date:** Tuesday, 27 August
- **Time:** 1045-1230
- **Location:** Meeting Hall II, PCC

**BEME Congress Meeting** (closed meeting)
- **Date:** Wednesday, 28 August
- **Time:** 0830-1015
- **Location:** Meeting Hall II, PCC

**BEME UK Representatives Meeting** (closed meeting)
- **Date:** Monday, 26 August
- **Time:** 1600-1900
- **Location:** Room C, Holiday Inn

**Cardiff Alumni Reception** (invite only)
- **Date:** Monday, 26 August
- **Time:** 1745-2000
- **Location:** Zoom Restaurant, PCC

**ePBL Meeting** (closed meeting)
- **Date:** Sunday, 25 August
- **Time:** 0900-1630
- **Location:** Dressing Room 221, PCC

**Editors Meeting** (closed meeting)
- **Date:** Monday, 26 August
- **Time:** 1745-2000
- **Location:** Zoom Restaurant, PCC

**ESME Advisory Board** (closed meeting)
- **Date:** Tuesday, 27 August
- **Time:** 1400-1530
- **Location:** Meeting Hall II, PCC

**GCSA Meeting** (closed meeting)
- **Date:** Monday, 26 August
- **Time:** 0700-0830
- **Location:** Meeting Hall II, PCC

**Harvard Macy Reception** (invite only)
- **Date:** Monday, 26 August
- **Time:** 1745-2000
- **Location:** Mirror Buffet, 1st Floor, PCC
Imex Board Meeting (closed meeting)
Date: Tuesday, 27 August
Time: 1845-2000
Location: Meeting Hall II

Imex Reception (invite only)
Date: Tuesday, 27 August
Time: 1745-1845
Location: Meeting Hall II, PCC

Masters Programs in Health Professions Education Meeting (closed meeting)
Date: Monday, 26 August
Time: 1245-1345
Location: Meeting Hall II, PCC

Medical Teacher Editorial Board Meeting (closed meeting)
Date: Tuesday, 27 August
Time: 1600-1730
Location: Meeting Hall II, PCC

National Association Representatives Meeting (invite only)
Date: Monday, 26 August
Time: 1800-2100
Location: Corinthia Hotel

OSCE Management Information System Group Meeting (closed meeting)
Date: Tuesday, 27 August
Time: 1745-2000
Location: Dressing Room 221, PCC

Ottawa 2014 Planning Committee (closed meeting)
Date: Tuesday, 27 August
Time: 0700-0815
Location: Meeting Hall II, PCC

Tempus Mumena Group (closed meeting)
Date: Tuesday, 27 August
Time: 1245-1345
Location: Meeting Hall II, PCC

School of Health Professions and Education (SHE): Pre-conference workshops (registered SHE Alumni & Rogano members only)
Date: Saturday, 24 August
Time: 1400-1630
Location: Corinthia Hotel
Theme: Workplace-Based Assessment: Strengths and weaknesses of a model based on direct observation and effective feedback
Facilitators: Renée Stalmeijer, Director MHPE and Rudd Wong Chung, Chair SHEILA

University of Dundee, Centre for Medical Education Reception (invite only)
Date: Tuesday, 27 August
Time: 1745-2000
Location: Mirror Buffet, 1st Floor, PCC

VIEW AGM (closed meeting)
Date: Monday, 26 August
Time: 1245-1345
Location: Club H, PCC

Meet the Experts
Experts: Godfrey Pell, Richard Fuller, Matthew Homer (Assessment Research Group); Gareth Frith (Technology Enhanced Learning Manager), Leeds Institute of Medical Education at the University of Leeds, UK
Topic: Assessment, Measurement & Mobile Technology
Date: Monday, 26 August
Time: 1045-1230
Location: Meeting Room 4.3, PCC

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. 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!

Expert: David Eisenberg
Date: Tuesday, 27 August
Time: 1045-1230
Location: Meeting Room 2.1, PCC

Victoria Brazil in her plenary will look at two critical roles for medical education in the 21st century: aiming for a different ‘end point’ in the 21st century doctor; and reforming processes to achieve that aim, including returning patients to the centre of the education process. Come to meet Victoria to discuss further the issues she has raised in her presentation.

Expert: Victoria Brazil
Date: Tuesday, 27 August
Time: 1400-1530
Location: Meeting Room 2.1, PCC

Victoria Brazil in her plenary will look at two critical roles for medical education in the 21st century: aiming for a different ‘end point’ in the 21st century doctor; and reforming processes to achieve that aim, including returning patients to the centre of the education process. Come to meet Victoria to discuss further the issues she has raised in her presentation.

Expert: Victoria Brazil
Date: Tuesday, 27 August
Time: 1400-1530
Location: Meeting Room 2.1, PCC

David’s particular interests are aspects of nutrition and lifestyle education and their importance in the training of future generations of health care professionals. The majority of his academic work has been in the area of complementary and integrative medicine therapies and issues pertaining to the safety, efficacy, effectiveness, cost effectiveness (or lack thereof) of these practices individually. He has been a lifelong student of Chinese Medicine and is happy to talk about its interface with modern Western Medicine. Come to meet David if you would like to discuss these issues or anything else he talked about in his plenary presentation.

Expert: David Eisenberg
Date: Tuesday, 27 August
Time: 1400-1530
Location: Meeting Room 2.1, PCC

David’s particular interests are aspects of nutrition and lifestyle education and their importance in the training of future generations of health care professionals. The majority of his academic work has been in the area of complementary and integrative medicine therapies and issues pertaining to the safety, efficacy, effectiveness, cost effectiveness (or lack thereof) of these practices individually. He has been a lifelong student of Chinese Medicine and is happy to talk about its interface with modern Western Medicine. Come to meet David if you would like to discuss these issues or anything else he talked about in his plenary presentation.
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Contact: Jackie McCaffrey (mccaffreyj}@smh.ca)

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An overview of faculty development programs offered locally, nationally and internationally.
Contact: Jackie McCaffrey (mccaffreyj}@smh.ca)
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Contact: Morag Allan Campbell, Journal Co-ordinator, AMEE Office, Tay Park House, 484 Perth Road, Dundee DD2 1LR, United Kingdom. Tel: +44 (0)1382 381994. Email: medicalteacher@dundee.ac.uk. Website: www.medicalteacher.org

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Contact:CCME 2014: email cholloway@afmc.ca; Ottawa 2014: ottawaconference@dundee.ac.uk

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PRAGUE CONGRESS CENTRE

3RD FLOOR
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4TH FLOOR
SATURDAY 24 AUGUST

0800-1730  Registration desk open at Prague Congress Centre
Location: Forum Hall Foyer 1 (1st Floor), PCC

1400-1800  Prague Castle Tour
Departs from and returns to Prague Congress Centre

1400-1800  Art Nouveau Tour
Departs from and returns to Prague Congress Centre

Group Meetings
1400-1630  School of Health Professions and Education (SHE): Pre-conference workshops
(registered SHE Alumni & Rogano members only)
Location: Corinthia Hotel
1500-1900  AMEE Executive Committee Meeting (closed meeting)
Location: Meeting Hall II, PCC

AMEE-Essential Skills in Medical Education (ESME) Courses
Pre-registration is essential and lunch will be provided.
0845-1630  Essential Skills in Medical Education (ESME) Course
Location: Club A, PCC
0845-1630  Essential Skills in Medical Education Assessment (ESMEA) Course
Location: Club B, PCC
0845-1630  Essential Skills in Computer-Enhanced Learning (ESCEL) Course
Location: Club D, PCC
0845-1630  Essential Skills in Continuing Education and Professional Development (ESCEPD) Course
Location: Club E, PCC
0845-1630  Research Essential Skills in Medical Education (RESME) Course
Location: Club C, PCC

Masterclass
Pre-registration is essential and lunch will be provided.
0900-1700  Simulation-based Healthcare Instruction
Location: Club H, PCC
Pre-conference Workshops

Pre-registration is essential. Coffee is included – no lunch will be provided – see page 8 for options.

0915-1215   PCW1 Creating a SP Case—Strategy to Reality
Facilitators: Carine Layat Burn (HESAV-University of Health Sciences, Lausanne, Switzerland), Henrike Hoezter (Charité Universitätsmedizin, Germany), Jim Blatt (Washington University, USA), Melih Elcin (Hacettepe University, Turkey), Karen Lewis (Washington University, USA), Cathy Smith (University of Toronto, Canada)
Location: Meeting Room 2.2, PCC

0915-1215   PCW2 Continuing Professional Development: Linking Education and Performance Improvement
Jann Balmer (Continuing Medical Education, University of Virginia School of Medicine, Charlottesville, USA), Maureen Doyle-Scharff (Medical Education Group, Pfizer Inc., New York, USA), Don Moore (Continuing Medical Education, Vanderbilt University School of Medicine, Nashville, USA)
Location: Meeting Room 2.1, PCC

0915-1630   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, Canada), Karen Mann (Dalhousie University, Canada), Tyrone Donnon (University of Calgary, Canada), Carol Hodgson (University of Alberta, Canada), Vernon Curran (Memorial University of Newfoundland, Canada), Anna MacLeod (Dalhousie University, Canada), Danielle Sauvier (Université Laval, Canada)
Location: Meeting Room 4.1, PCC

0915-1215   PCW4 Using Grounded Theory in Medical Education Research
Facilitators: Christopher Watling (Schulich School of Medicine and Dentistry, Western University, London, Canada), Lorelei Lingard (Western University, London, Canada)
Location: Meeting Room 4.2, PCC

0915-1215   PCW5 Receiving feedback: How to change a passive listener into an active learner
Facilitators: Monica van de Ridder (Albert Schweitzer Hospital, Dordrecht, The Netherlands), Elizabeth Krajic Kachur (Medical Education Development, New York, USA), Benjamin Blatt (George Washington University, Washington DC, USA), Carol Capello (Weill Cornell Medical College, New York, USA)
Location: Room A, Holiday Inn

0915-1630   PCW6 Trainee Preconference Workshop: Transitioning from Learner to Teacher (a workshop by Students and Junior Doctors)
Facilitators: Maxime Moulin, Matthew Stull, Margot Weggemans, Robbert Duvivier, Raquel Correia
Location: Room B, Holiday Inn

0915-1215   PCW7 Team-Based Learning: Harnessing the Power of Small Group Learning in the Classroom
Facilitators: Dean Parmelee (Wright State University Boonshoft School of Medicine, USA), Nathalie Zghib (American University of Beirut, Lebanon)
Location: Room D, Holiday Inn

1330-1630   PCW8 Training a SP Case—Strategy to Reality
Facilitators: Carine Layat Burn (HESAV-University of Health Sciences, Lausanne, Switzerland), Henrike Hoezter (Charité Universitätsmedizin, Germany), Jim Blatt (Washington University, USA), Melih Elcin (Hacettepe University, Turkey), Karen Lewis (Washington University, USA), Cathy Smith (University of Toronto, Canada)
Location: Meeting Room 2.2, PCC

1330-1630   PCW9 A Gentle Introduction to Psychometrics for the Medical Educator: Key concepts and how to apply them to your assessment
Facilitators: André F De Champlain (Research and Development, Medical Council of Canada, Ottawa, Canada)
Location: Meeting Room 2.1, PCC

1330-1630   PCW10 eLearning for Dummies
Facilitators: Bipin Batra (National Board of Examinations, India)
Location: Room A, Holiday Inn

1330-1630   PCW11 Strategic planning for medical education
Facilitators: Corry den Rooyen (KNMG - Royal Dutch Medical Board), Fedde Scheele (SLAZ / VUmc, Amsterdam, Netherlands), Nadine van der Lee (Sint Lucas Andreas Hospital Amsterdam, Netherlands)
Location: Meeting Room 4.2, PCC

1330-1630   PCW12 Creating a Team-Based Learning Module and Getting It to Work
Facilitators: Dean Parmelee (Wright State University Boonshoft School of Medicine, USA), Nathalie Zghib (American University of Beirut, Lebanon)
Location: Room D, Holiday Inn
Coffee break times

For delegates who have registered and paid to attend a pre-conference workshop, coffee will be available at the following times:

- **Full Day Workshop**: 1000-1045 & 1500-1545
- **Morning Workshop**: 1000-1045
- **Afternoon Workshop**: 1500-1545

1700-2100  **Old Town Tour**
Departs from and returns to Prague Congress Centre
SUNDAY 25 AUGUST

0800-2100  Registration desk open at Prague Congress Centre
            Location: Forum Hall Foyer 1 (1st Floor), PCC

0900-1300  Lesser Town and Charles Bridge with River Cruise Tour
            Departs from and returns to Prague Congress Centre

0900-1530  Terezin Visit
            Departs from and returns to Prague Congress Centre

0900-1300  Old Town Tour
            Departs from and returns to Prague Congress Centre

1100-1500  Prague Castle Tour
            Departs from and returns to Prague Congress Centre

1100-1500  Art Nouveau Tour
            Departs from and returns to Prague Congress Centre

1100-1500  Velvet Revolution and Communism in Czechoslovakia Tour
            Departs from and returns to Prague Congress Centre

1200-1900  Exhibitor set up
            Locations: 2nd Floor, PCC

Group Meetings

0900-1030  ASPIRE: Student Assessment Panel (closed meeting)
            Location: Dressing Room 220, PCC

0900-1030  ASPIRE: Student Engagement Panel (closed meeting)
            Location: Meeting Hall II, PCC

0900-1030  ASPIRE: Social Accountability Panel (closed meeting)
            Location: Room C, Holiday Inn

0900-1600  'ePBL' net plus Meeting (closed meeting)
            Location: Dressing Room 221, PCC

1100-1400  ASPIRE Board Meeting (closed meeting)
            Location: Meeting Hall II, PCC

1330-1600  BEME Editorial Board Meeting (closed meeting)
            Location: Room C, Holiday Inn

AMEE-Essential Skills in Medical Education (ESME) Courses
Pre-registration is essential. Lunch will be provided for those attending the full-day AMEE-ESME Course only.

0845-1630  Essential Skills in Medical Education (ESME) Course
            Location: Club A, PCC

0845-1215  Essential Skills in Medical Education Assessment (ESMEA) Course
            Location: Club B, PCC

0845-1215  Essential Skills in Continuing Education and Professional Development (ESCEPD) Course
            Location: Club E, PCC

ASME FLAME Course
Pre-registration is essential and lunch will be provided.

0845-1630  ASME-Fundamentals of Leadership and Management in Education (FLAME) Course
            Location: Club H, PCC
Pre-conference Workshops

Pre-registration is essential. Coffee is included – no lunch will be provided, see page 8 for places to eat.

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop</th>
<th>Facilitators</th>
<th>Location</th>
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<tbody>
<tr>
<td>0915-1630</td>
<td><strong>PCW13</strong> Using theory in medical education research</td>
<td>Renee Stalmeijer (Maastricht University, the Netherlands), Tina Martimianakis (The Wilson Centre</td>
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<td></td>
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<td>and Sick Kids Hospital, Toronto, Canada), Simon Kitto (The Wilson Centre, Canada)</td>
<td>Meeting Room 2.1, PCC</td>
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<tr>
<td>0915-1215</td>
<td><strong>PCW14</strong> ‘Writing up’: Principles &amp; Practices for Successful Research Papers</td>
<td>Lorelei Lingard (Western University, London, Canada)</td>
<td>Club C, PCC</td>
</tr>
<tr>
<td>0915-1215</td>
<td><strong>PCW15</strong> Developing tools for teachers’ professional development</td>
<td>Eeva Pyorälä (Research &amp; Development Unit for Medical Education, University of Helsinki, Finland)</td>
<td>Meeting Room 4.1, PCC</td>
</tr>
<tr>
<td>0915-1215</td>
<td><strong>PCW16</strong> Enriching the curriculum of professionalism, medical ethics, and</td>
<td>Carwyn Rhys Hooper, Terry Poulton, Sheetal Kavia (St George’s University of London, UK), Bryan</td>
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<td></td>
<td>medical law with Virtual Patients</td>
<td>Vernon (Newcastle University Medical School, UK), Georgia Testa (UK), Pirashanthie Vivekananda-Schmidt</td>
<td>Meeting Room 4.3, PCC</td>
</tr>
<tr>
<td>0915-1215</td>
<td><strong>PCW17</strong> Setting the pass standard for Objective Structured Clinical Examination (OSCE) stations: using and debating the utility of the borderline-regression method</td>
<td>JN (Nicky) Hudson (School of Rural Medicine, University of New England, Armidale, NSW, Australia), M Tweed (University of Otago, New Zealand), TJ Wilkinson (University of Otago, New Zealand), JA Bushnell (University of Wollongong, Australia)</td>
<td>Room A, Holiday Inn</td>
</tr>
<tr>
<td>0915-1215</td>
<td><strong>PCW18</strong> Qualitative research: How to design your questions and conduct the interview</td>
<td>Helen Goodyear (University of Birmingham, UK), Linda Kragelund (National Centre of Competence Development, Aarhus University, Copenhagen, Denmark), David Wall (University of Sheffield, UK)</td>
<td>Meeting Room 2.2, PCC</td>
</tr>
<tr>
<td>0915-1630</td>
<td><strong>PCW19</strong> The curriculum of the future: Veterinary education in 2020</td>
<td>Jan Haarhuis (Utrecht University, Netherlands), Liz Mossop (Nottingham Veterinary School, UK), Peter Stucki (Vetsuisse Faculty, University of Bern, Switzerland)</td>
<td>Meeting Room 2.2, PCC</td>
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<tr>
<td>0915-1215</td>
<td><strong>PCW20</strong> The Role of a Doctor as a Global Citizen</td>
<td>Deborah Murdoch-Eaton (University of Leeds, UK), Ara Tekian, (University of Illinois at Chicago, USA), Stefan Lindgren, (President WFME, Lund University, Sweden)</td>
<td>Room B, Holiday Inn</td>
</tr>
<tr>
<td>0915-1215</td>
<td><strong>PCW21</strong> Evaluating Curricular Outcomes: How Will You Know If You Have Made a Difference?</td>
<td>Sharon K. Krakow (Albany Medical College, New York, USA), Henry Pohl (Albany Medical College, Albany, USA), John Shatzer (Vanderbilt University School of Medicine, Nashville, USA), Sally Santen (University of Michigan School of Medicine, Ann Arbor, USA)</td>
<td>Room D, Holiday Inn</td>
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<tr>
<td>0915-1215</td>
<td><strong>PCW22</strong> Exploring the Complexities of Professionalism at the Individual and Organizational Levels</td>
<td>Frederic W. Hafferty (Mayo Clinic, USA), Susan Lieff (Faculty of Medicine, University of Toronto, Canada)</td>
<td>Meeting Room 4.2, PCC</td>
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<tr>
<td>1330-1630</td>
<td><strong>PCW23</strong> Improving your OSCE: Measurement, recognition and remediation of station level problems</td>
<td>Richard Fuller, Godfrey Pell, Matthew Homer (Leeds Institute of Medical Education, School of Medicine, University of Leeds, UK)</td>
<td>Club B, PCC</td>
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<tr>
<td>1330-1630</td>
<td><strong>PCW24</strong> Healthcare students’ inter-professional learning in a Skills Centre</td>
<td>Ina Treadwell (University of Limpopo (Medunsa Campus), South Africa), M van Rooyen (University of Pretoria, South Africa), L Schweickerath-Alker</td>
<td>Club C, PCC</td>
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<tr>
<td>1330-1630</td>
<td><strong>PCW25</strong> A Complexity Toolkit: the practical application of complex systems thinking to teaching, facilitation and leadership</td>
<td>Jim Price (Division of Medical Education, Brighton &amp; Sussex Medical School, UK)</td>
<td>Club E, PCC</td>
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<tr>
<td>Time</td>
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<td>1330-1630</td>
<td>PCW26</td>
<td>Turning Your Interest and Experience in Education into a Scholarly Project</td>
<td>Facilitators: Olle ten Cate (University Medical Center Utrecht, the Netherlands), Steven Durning (USUHS, Bethesda, USA), Dario Torre (Drexel University College of Medicine, Philadelphia, USA), Robert Favier</td>
</tr>
<tr>
<td>1330-1630</td>
<td>PCW27</td>
<td>The Small Group Experience: Strategies to improve your performance as facilitator</td>
<td>Facilitators: Carol F. Capello (Weill Cornell Medical College, NY, USA), Joseph F. Murray III (Weill Cornell Medical College, NY, USA), Elza Mylona (Stony Brook School of Medicine, Stony Brook, USA), Norma S. Saks (Robert Wood Johnson Medical School, New Brunswick, USA)</td>
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<tr>
<td>1330-1630</td>
<td>PCW28</td>
<td>Fundamentals for Effective Implementation of a Flipped Classroom Approach for Health and Medical Educators</td>
<td>Facilitators: Raymond J. Pavlick (AT Still University, School of Osteopathic Medicine in Arizona, Mesa, Arizona, USA), Aviad Haramati (Georgetown University School of Medicine, Washington DC, USA), Wee-Ming Lau (Jeffrey School of Medicine and Health Sciences, Monash University Sunway Campus, Malaysia)</td>
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<tr>
<td>1330-1630</td>
<td>PCW29</td>
<td>Reflection on professional growth during clerkships and residencies: Cherish the person behind the curtain.....</td>
<td>Facilitators: Veronica J. Selleger (VU University Medical Center, Amsterdam, The Netherlands), Benno Bonke (Erasmus University Medical Center, Rotterdam, The Netherlands)</td>
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<tr>
<td>1330-1630</td>
<td>PCW30</td>
<td>The Framework for the Progress Test: Implementing AMEE Guide No. 71</td>
<td>Facilitators: Douglas Wooster (University of Toronto, Canada), Ellen Julien (American Registry of Diagnostic Medical Sonography), Elizabeth M. Wooster (University of Toronto, Canada)</td>
</tr>
<tr>
<td>1330-1630</td>
<td>PCW31</td>
<td>To Brief or Not Debrief: That's Facilitation!</td>
<td>Facilitators: Kerry Knickle, Nancy McNaughton (University of Toronto, Centre for Research in Education, Standardized Patient Program, Toronto, Canada)</td>
</tr>
<tr>
<td>1330-1630</td>
<td>PCW32</td>
<td>Workplace-based Assessment of Teachers</td>
<td>Facilitators: John Nocini (FAIMER, Philadelphia, USA), Ara Tekian (University of Illinois at Chicago, USA)</td>
</tr>
<tr>
<td>1330-1630</td>
<td>PCW33</td>
<td>Helping your students learn to learn: This may be your most important task as a teacher</td>
<td>Facilitators: Hilliard (&quot;Hill&quot;) Jason (Family Medicine, University of Colorado Denver School of Medicine, USA)</td>
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<tr>
<td>1330-1630</td>
<td>PCW34</td>
<td>How to personalise learning by the use of technology</td>
<td>Facilitators: John Sandars (Leeds Institute of Medical Education, University of Leeds, UK), Natalie Lafferty (University of Dundee, UK)</td>
</tr>
<tr>
<td>1330-1630</td>
<td>PCW35</td>
<td>Designing Postgraduate Training Using Competencies: How to make it work</td>
<td>Facilitators: Jason R Frank (Royal College of Physicians and Surgeons of Canada), Linda Snell (McGill University, Montreal, Canada), Ming-ka Chan (University of Manitoba, Winnipeg, Canada), Farhan Bhanji (McGill University, Montreal, Canada)</td>
</tr>
<tr>
<td>1330-1630</td>
<td>PCW36</td>
<td>Cultivating Ethics Teaching: Sharing Best Practice</td>
<td>Facilitators: Bryan Vernon (Newcastle University, UK), Pirashantie Vivekananda-Schmidt (University of Sheffield, UK)</td>
</tr>
</tbody>
</table>

Coffee break times

For delegates who have registered and paid to attend a pre-conference workshop, coffee will be available at the following times:
- Full Day Workshop: 1000-1045 & 1500-1545
- Morning Workshop: 1000-1045
- Afternoon Workshop: 1500-1545

AMEE 2013 Orientation Session

1530-1630 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/Treasurer), Pat Lilley (AMEE Operations Director)

Location: Meeting Hall I, PCC
SESSION 1: Plenary

1700-1915  1  PLENARY 1
Chairperson: Ronald M Harden (UK)
Location: Congress Hall, PCC

1700-1710  Introduction to the Conference
Ronald M Harden (AMEE General Secretary/Treasurer)

1710-1740  Highlights from Short Communication Sessions

1740-1830  1A  Restoring Learning to Life – why healthcare professionals should fall in love with learning, and how they can do so...
Alistair Smith (Alistair Smith Learning, UK)

1830-1840  Questions and Discussion

1840-1915  AMEE Award Presentations
Miriam Friedman Ben-David New Educator Award 2013
ASPIRE Initiative Awards

1915-1930  Break

1930-2130  AMEE Opening Ceremony and Reception
Entertainment by the Giovanni Octet, followed by food & wine, the chance to renew acquaintances and to visit the many exhibits at AMEE 2013
Location: Congress Hall (Opening Ceremony) and Congress Hall Foyer (Reception), PCC
Cost: Free of charge to participants. Guest tickets can be purchased for GBP £25
0715-1745  Registration desk open at Prague Congress Centre
Location: Forum Hall Foyer 1 (1st Floor), PCC

0700-0830  PRIVATE MEETING: GCSA
Location: Meeting Hall II, PCC

0800-1730  Exhibition Open
Location: 2nd Floor, PCC

0900-1300  Lesser Town and Charles Bridge with River Cruise Tour
Departs from and returns to Prague Congress Centre

0900-1300  Old Town Tour
Departs from and returns to Prague Congress Centre

1400-1800  Prague Castle Tour
Departs from and returns to Prague Congress Centre

SESSION 2: Simultaneous Sessions

0830-1015  2A SYMPOSIUM: The medical school of the future
Hillard Jason (University of Colorado, Denver, USA), Janet Grant (Open University, UK), Richard Hays (Bond University, Australia), Ronald Harden (UK), Madalena Patricio (Portugal) (Chair), Oliver Gale-Grant (UK)
Location: Congress Hall, PCC

0830-1015  2B SYMPOSIUM: Script Concordance testing across the continuum of health professions education
Steven J. Durning (Uniformed Services University of the Health Sciences, Bethesda, USA), Bernard Charlin (University of Montreal, Canada), Stuart Lubarsky (McGill University, Canada), Paul Duggan (University of Adelaide, Australia), Eduardo Pleguereuzas (PRACTICUM Institute, Madrid, Spain), Robert Gagnon (Canada)
Location: Meeting Hall I, PCC

0830-1015  2C SHORT COMMUNICATIONS: Staff / Faculty Development 1
Chairperson: Hossam Hamdy (UAE)
Location: Panorama, PCC

0830-0845  2C/1 WITHDRAWN

0845-0900  2C/2 How do Faculty Developers Prepare themselves to Conduct Instructional Improvement Workshops?
David Irby, Patricia O'Sullivan (University of California San Francisco, Medicine, San Francisco, United States)

0900-0915  2C/3 Role Modeling Workshop: Is It Effective in Improving Lecturers' Attitude and Practice?
Endang Basuki (University of Indonesia, Department of Medical Education, Faculty of Medicine, Jakarta, Indonesia), Pemeta Priyudha (University of Indonesia, Department of Community Medicine, Faculty of Medicine, Jakarta, Indonesia)

0915-0930  2C/4 The Pedagogical Formation of Medical Education Professors: an experience of interdisciplinary formation in the institution's context
Cleidilene Ramos Magalhães, Márcia Rosa da Costa (UFCSM, Educação e Informação em Saúde, Porto Alegre, Brazil)

0930-0945  2C/5 "Knowing what you don’t know": A clinical training program to standardize practice
Lisa Di Prospero, Brian Liszewski, Glen Gonzales, Kari Osmar, Laura D’Alimonte, Rachel Bagley (Odette Cancer Centre at Sunnybrook, Radiation Therapy, Toronto, Canada)

0945-1000  2C/6 Developing an open eLearning community in a social network and resident teachers
Anne Marie Cunningham (School of Medicine, Cardiff University, Institute of Primary Care & Public Health, Cardiff, United Kingdom)

1000-1015  2C/7 Faculty Development – Experience in a Traditional Medical School, Rio de Janeiro, Brasil
Anna Teresa Soares de Moura (State University of Rio de Janeiro, Faculty of Medical Sciences, Rio De Janeiro, Brazil), Henry Holanda Campos (Federal University of Ceara, Medicine School, Fortaleza, Brazil), Allanita Viana de Oliveira, Marcos Junqueira do Lago, Renata Nunes Aranha (State University of Rio de Janeiro, Faculty of Medical Sciences, Rio de Janeiro, Brazil)

No discussion
2D SHORT COMMUNICATIONS: Basic Science Clinical Integration
Chairperson: David Sinclair (United Kingdom)
Opening Discussant: Amy Wilson-Delfosse (USA)
Location: Meeting Hall IV, PCC

2D/1 Linking basic science knowledge retention and perceived clinical relevance in a vertically-integrated curriculum
Bunmi S. Malau-Aduli, Adrian YS Lee, Marianne Catchpole, Nick Cooling, Matthew Jose, Richard Turner (University of Tasmania, School of Medicine, Hobart, Australia)

2D/2 On the relevance of biomedical knowledge for the acquisition of clinical knowledge
Stefan K. Schauber (Charité - Universitätsmedizin Berlin, Institute of Medical Sociology and Dieter Scheffner Center, Berlin, Germany), Martin Hecht (Humboldt Universität zu Berlin, Institute for Educational Quality Improvement, Berlin, Germany), Zineb M. Naums (Charité - Universitätsmedizin Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, Berlin, Germany), Susanne Dettmer (Charité - Universitätsmedizin Berlin, Institute for Medical Sociology, Berlin, Germany)

2D/3 Student perceptions toward case based approach of teaching physiology
Lubna Al-Asoom (University of Dammam, Physiology, Dammam, Saudi Arabia)

2D/4 Educational Strategies to Promote Clinical Reasoning: Arguments for Medical University to Plan Curriculum Modernization
Aleksandra Nadiradze (David Tvildiani Medical University, Pathology, Tbilisi, Georgia), Nino Tabagari (David Tvildiani Medical University, Internal Medicine, Tbilisi, Georgia), Stepan Tabagari (David Tvildiani Medical University, Medical Biochemistry, Tbilisi, Georgia)

2D/5 Teaching differential diagnosis formation during pre-clinical training: first year medical student attitudes toward clinical integration and self-directed learning
Brad Martin (Mayo Clinic, Mayo Medical School, Rochester, United States), Joseph Grande (Mayo Clinic, Department of Laboratory Medicine and Pathology, Rochester, MN, United States)

2D/6 A study to explore the role of SimMan as an adjunct in teaching clinical skills to preclinical medical students
Meenakshi Swamy (Durham University, School of Medicine, Pharmacy and Health, Stockton-on-Tees, United Kingdom), Thomas Bloomfield (Western General Hospital, Intensive Care Unit, Edinburgh, United Kingdom), Robert Thomas (University Hospital North Tees, General Surgery, Stockton-on-Tees, United Kingdom), Harnaik Singh (Freeman Hospital, Newcastle upon Tyne, United Kingdom), Roger Searle (Newcastle University, School of Medical Sciences Education Development, Newcastle upon Tyne, United Kingdom)

2E RESEARCH PAPERS: Education in the Clinical Context 1
Chairperson: Dario Torre (USA)
Location: Meeting Hall V, PCC

2E/1 Validation of the Interprofessional Collaborative Competency Attainment Survey
Douglas Archibald, David Trumpower, Colla J. MacDonald (University of Ottawa, Faculty of Education, Ottawa, Canada)

2E/2 Self-centeredness or patient-centeredness – final year nursing students’ learning experiences at a clinical education ward
Katri Manninen (Karolinska Institutet, Department of Learning, Informatics, Management and Ethics, Karolinska University Hospital, Department of Infectious Diseases, Stockholm, Sweden), Elisabet Welin Henriksson (Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Stockholm, Sweden), Max Scheja (Stockholm University, Faculty of Social Science, Department of Education, Stockholm, Sweden), Charlotte Silén (Karolinska Institutet, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden)

2E/3 The effectiveness of service learning: A critical review of the literature
Ruth Mc Menamin, Margaret McGraith (National University of Ireland Galway, College of Medicine, Nursing and Health Sciences, Galway, Ireland)

2E/4 Reliability estimations of the mini-CEX using traditional and construct-aligned scales
Alberto Alves de Lima, Augusto Lavalle Cobo, Ana Iribarren, Lujan Forti, Mariano Albertal (Instituto Cardiovascular de Buenos Aires, Education and Research, Buenos Aires, Argentina), Cees Van der Vleuten (Maastricht University, Educational Development and Research, Maastricht, Netherlands)

2E/5 Exploring how general surgical interns contribute to student clerkship learning
Tzu-Chieh Yu (University of Auckland, South Auckland Clinical School, Surgery, Middlemore Hospital, Otahuhu, Auckland, New Zealand)

2F SHORT COMMUNICATIONS: Assessment: OSCE 1: Standard Setting & Scoring
Chairperson: Brian Simmons (Canada)
Location: Chamber Hall, PCC

2F/1 Comparison of Absolute and Borderline Regression Standard Setting Method in Evaluating OSCE Performance
Asty Amalia (Faculty of Medicine Hasanuddin University, Medical Education, Makassar, Indonesia)
0845-0900  2F/2  The Objective Borderline Method: A probabilistic approach for standard setting  
Boaz Shulruf, Philip Jones (University of New South Wales, Medical Education, Sydney, Australia)

0900-0915  2F/3  How low can you go? Measuring the error in OSCE standard setting for a range of cohort sizes  
Matt Homer (University of Leeds, Leeds Institute of Medical Education, School of Medicine, Leeds, United Kingdom), John Patterson (Barts and the London School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom), Godfrey Pell, Richard Fuller (University of Leeds, Leeds Institute of Medical Education, School of Medicine, Leeds, United Kingdom)

0915-0930  2F/4  Estimating the Reproducibility of OSCE Scores When Exams Involve Multiple Circuits  
David Swanson (National Board of Medical Examiners, International Programs, United States), Kate Johnson, David Oliveira, Kevin Haynes, Katharine Boursicot (St Georges, University of London, London, United Kingdom)

0930-0945  2F/5  A clarification study of internal scales clinicians use to assess undergraduate medical students  
Catherine Hyde, Janet Lefrøy, Simon Gay, Sarah Yardley, Robert McKinley (Keele University School of Medicine, Keele, United Kingdom)

0945-1000  2F/6  Simplified Scoring for the Medical Council of Canada’s Part II (MCCQII) Examination: Does expert weighting make a difference?  
Andres Gotzmann (Medical Council of Canada, Research and Development, Ottawa, Canada), Debra (Dallie) Sandilands, Bruno Zumbo (University of British Columbia, Vancouver, Canada), Andre De Champlain, Marguerite Roy (Medical Council of Canada, Research and Development, Ottawa, Canada)

1000-1015  2F/7  Effects of changing from checklist to rating scale scoring for OSCEs  
Katharine Boursicot (St George's University of London, Centre for Medical and Healthcare Education, PHSE, London, United Kingdom), David Swanson (NBME, Philadelphia, United States), Kate Johnson, David Oliveira, Kevin Hayes (SGUL, London, United Kingdom)

0830-1015  2G  SHORT COMMUNICATIONS: Curriculum Planning  
Chairperson:  Sari Ponzer (Sweden)  
Opening Discussant:  Anne Garden (UK)  
Location:  Conference Hall, PCC

0830-0845  2G/1  Comparing a spaced format of an emergency medicine block course with a compressed format in their impact on students’ test scores in a key-feature test  
Jan Breckwoldt (University of Zurich, Deanery of Medicine, Zurich, Switzerland), Jan R Ludwig, Harm Peters (Charité - Medical University of Berlin, Dieter Scheffner Center for Medical Education, Berlin, Germany)

0845-0900  2G/2  Comparison of medical students’ learning approaches in a traditional versus integrated lecture-based curricula  
Anne Baroffio, Milena Abbiati, Margaret W Gerbase (University of Geneva Faculty of Medicine, Unit for Development and Research in Medical Education, Geneva, Switzerland), Marie-Paule Gustin Pauliture (University Lyon 1, Department of Public Health, Institute of Pharmacy, Lyon, France)

0900-0915  2G/3  Effectiveness of Integrated Curriculum at a Public Medical College of Kashmir: A Participatory Action Research Report  
Muhammad Saeed (AJKMC, Medical Education, AJK Medical College, Pakistan, Pakistan), Muhammad Iqbal Khan (AJKMC, Surgery, Muzaffarabad, Pakistan), Sarmad Latif Awan (AJKMC, Anatomy, Muzaffarabad, Pakistan), Syed Sajjad Shah (AJKMC, Pathology, Muzaffarabad, Pakistan), Ziyad Afzal Kayani (AJKMC, Surgery, Muzaffarabad, Pakistan), Mohsin Shah (AJKMC, Urology, Muzaffarabad, Pakistan)

0915-0930  2G/4  “Being a doctor here is a misery”. How to train doctors for the reality of practice in Sub-Saharan Africa  
Janneke Frambach (Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands), Beatriz Manuel (Eduardo Mondlane University, Community Health Department, Maputo, Mozambique), Cees van der Vleuten, Erik Driessen (Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands)

0930-0945  2G/5  Application of efficient instruction of medical curriculum across multiple geographic locations in times of limited resources  
Ruth Ballweg (University of Washington School of Medicine, MEDEX Northwest Division of Physician Assistant Studies, Seattle, United States), David Talford (Idaho State University, Physician Assistant Studies, Idaho State University - Meridian Health Science Center, Meridian, United States), Jared Papa (Idaho State University, Physician Assistant Studies, Meridian, United States), Linda Vorvick (University of Washington School of Medicine, MEDEX Northwest Division of Physician Assistant Studies, Seattle, United States), Chad Harbal (Idaho State University, Physician Assistant Studies, Pocatello, United States)

0945-1000  2G/6  Curriculum design: The “English garden” model  
Valentin Muntean (“Iuliu Hatieganu” University of Medicine and Pharmacy, Surgery, Cluj-Napoca, Romania)

1000-1015  Discussion
0830-1015 2H SHORT COMMUNICATIONS: Community Oriented Medical Education
Chairperson: Paul de Roos (Sweden)
Opening Discussant: Sam Leinster (UK)
Location: Club H, PCC

0830-0845 2H/1 The impact of integrated public health among final-year medical students
Janne Pitkäniemi, Ossi Rahkonen, Heikki S. Vuorinen (University of Helsinki, Department of Public Health, Helsinki, Finland)

0845-0900 2H/2 Defining and measuring quality in community-based medical education: Developing an adaptable audit tool
Emma Scott (University of Liverpool, Community Studies Unit, Liverpool, United Kingdom), Omnia Allam (University of Liverpool, School of Medicine, Liverpool, United Kingdom), Sian Alexander-White (University of Liverpool, Community Studies Unit, Liverpool, United Kingdom)

0900-0915 2H/3 The outstanding features of Community based learning (CBL) of Chiang Mai University (CMU)
Wuttipong Siriwattayakorn, Volaluck Supajutura (Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand)

0915-0930 2H/4 Continuous program of Community-based Education: Facilitating the continuity of health program
Tri Nurl Kristina (Faculty of Medicine, Diponegoro University, Medical Educational Unit, Indonesia)

0930-0945 2H/5 An analysis on the basis of Ege University School of Medicine’s experience: How probable is community-based education under market-oriented reforms in university hospitals in Turkey?
Kevser Vatansever, Halil Ibrahim Durak (Ege University Faculty of Medicine, Medical Education, Izmir, Turkey)

0945-1000 2H/6 A novel approach to teaching in undergraduate paediatrics: making the most of experience
Jo Horsburgh, Sarah Worton, Martyn Kingsbury (Imperial College London, Educational Development Unit, London, United Kingdom)

1000-1015 Discussion

0830-1015 2I SHORT COMMUNICATIONS: Assessment
Chairperson: Lesley Pugsley (UK)
Location: Club A, PCC

0830-0845 2I/1 Incorporating context factors in communication assessment
Geurt Essers, Annette Kramer, Chris van Weel (UMC St Radboud, Department of Primary & Community Care, Nijmegen, Netherlands), Cees van der Vleuten (Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands), Sandra van Dulmen (UMC St Radboud, Department of Primary & Community Care, Nijmegen, Netherlands)

0845-0900 2I/2 Generating communication and medical performance profiles for assessment of trainees during patient encounters
M Oerlemans, B Maiburg, P Ram (Maastricht University, General Practice, Vocational Training, Maastricht, Netherlands), C van der Vleuten (Maastricht University, Medical Education, Maastricht, Netherlands)

0900-0915 2I/3 What factors impact on Mini-CEX assessor judgements in the postgraduate setting? A Systematic Literature Review
Victor Lee (Monash University, Clayton campus, HealthPEER, Clayton Victoria, Australia)

0915-0930 2I/4 Construct validity of a framework for assessing ultrasound skills – the Objective Structured Assessment of Ultrasound Skills
Martin G Tolsgaard, Eva Dreisler, Anne Loft (Copenhagen University Hospital Rigshospitalet, Juliane Marie Centre, Copenhagen, Denmark), Charlotte Ringsted (Toronto University and the Wilson Centre, Dept. of Anesthesia, Toronto, Canada), Jette Led Sorensen, Ann Tabar, Presenter: Aase Klemmensen (Copenhagen University Hospital Rigshospitalet, Juliane Marie Centre, Copenhagen, Denmark)

0930-0945 2I/5 Predictors of Physician Performance on Competence Assessment
Elizabeth S Grace (CPEP, The Center for Personalized Education for Physicians, Denver, Colorado, United States), Elizabeth F Wenghofer (Laurentian University, School of Rural and Northern Health, Sudbury, Ontario, Canada), Elizabeth J Korinek (CPEP, The Center for Personalized Education for Physicians, Denver, CO, United States)

0945-1000 2I/6 Poor performance on the MRCP(UK) examination predicts license limitations in subsequent medical practice
Katarynya Luksa-Stempien (University College London, Medical School, Academic Centre for Medical Education, London, United Kingdom), Katherine Woolf (University College London, Medical School, Academic Centre for Medical Education, London, United Kingdom), J. Chris McManus (University College London, Medical School and Psychology and Applied Linguistics Department, London, United Kingdom)

1000-1015 2I/7 Walking the Talk: faculty & educational systems development for improving assessment practices in residency education
Susan Glover Takahashi, Glen Bandiera, Marla Nayer, Khushnoor Adatia, Caroline Abrahams (University of Toronto, Postgraduate Medical Education, Toronto, Canada)

No Discussion
2J SHORT COMMUNICATIONS: Professionalism 1
Chairperson: Sandra Banner (Canada)
Location: Club E, PCC

0830-0845 2J/1 Making short film vignettes to teach medical ethics
Caroline Johnstone (King's College London School of Medicine, Division of Medical Education, London, United Kingdom)

0845-0900 2J/2 Using structured critical event report to teach medical students professionalism
Ling-Yu Yang (National Yang-Ming University, School of Medicine, Department of Pediatrics, Taipei, Taiwan), Jen-Feng Liang, Chun-Chi Lin (Taipei Veterans General Hospital, Department of Medical Education and Research, Taipei, Taiwan), Jing-Feng Lin (National Yang-Ming University, School of Medicine, Department of Radiology, Taipei, Taiwan), William J. Huang (National Yang-Ming University, School of Medicine, Department of Urology, Taipei, Taiwan), Chen-Huan Chen (National Yang-Ming University, School of Medicine, Department of Internal Medicine, Taipei, Taiwan)

2J/3 Perceptions on Professionalism in a Highly Dense Multi-cultural Institution in Arabian Gulf, Qatar: Needs Assessment of faculty and Trainees
Amal Khulil (Weill Cornell Medical College in Qatar, Medical Education, Doha, Qatar), Khalid Alyafei (Hamad Medical Corporation, Department of Pediatrics, Doha, Qatar), Abdul Naser Elzouki (Hamad Medical Corporation, Department of Internal Medicine, Doha, Qatar), Ara Tekian (College of Medicine, University of Illinois, Department of Medical Education, Chicago, United States)

0915-0930 2J/4 Medical students' understandings of professionalism in response to ethical dilemmas
Rosie Belcher (UCL, Medical School, London, United Kingdom)

2J/5 The use of 'intervision' sessions for the discussion of personal and professional development experiences of clerks
Hanke Dekker (University of Groningen, University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands), Johanna Schöncock-Adema (University of Groningen, University Medical Center Groningen, Center for Research and Innovation of Medical Education, Groningen, Netherlands), Jos Snoek (University of Groningen, University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands), Thys Van der Molen (University of Groningen, University Medical Center Groningen, Primary Care Medicine, Groningen, Netherlands), Janke Cohen-Schatanus (University of Groningen, University Medical Center Groningen, Center for Research and Innovation of Medical Education, Groningen, Netherlands)

2J/6 Altruism and medical professionalism in Japan through the perspective of Bushido
Hiroshi Nishigah (Kyoto University, Center for Medical Education, Yoshida-kone cho, Saky-ku, Kyoto, Japan), Rebecca Harrison (Oregon Health & Science University, Hospital Medicine, Portland, United States), Jamiu Busari (Atrium Medical Center, Pediatrics, Heerlen, Netherlands), Tim Dornan (Maastricht University, School of Healthcare Professions Education, Maastricht, Netherlands)

1000-1015 2J/7 Overview of medical professionalism among undergraduate medical students in Khartoum
Jihad Abdelgadir Imam (University of Khartoum, Community Medicine, Khartoum, Sudan)

No discussion

2K SHORT COMMUNICATIONS: Accreditation and Change
Chairperson: Dan Hunt (USA)
Location: Club B, PCC

0830-0845 2K/1 A Meta-evaluation of 2nd Phase Medical College Accreditation in S. Korea
Sung-Hoon Kim (Dongguk University, Education, Seoul, Korea, Republic of (South Korea)), Soo-Jin Choe (Ajou Medical College, Medical Education, Suwon, Korea, Republic of (South Korea)), Mi-Ryeong Lim (Dongguk University, Education, Seoul, Korea, Republic of (South Korea)), Presenter: Ducksun Ahn (Korea Univ, Medical College, Medical Education, Anam-Dong, Sungbuk-Ku, Seoul, Korea, Republic of (South Korea))

0845-0900 2K/2 Establishing the Japan Accreditation Council for Medical Education to extend quality assurance of medical schools in Japan
Nobuo Nara (Tokyo Medical and Dental University, Center for Education Research in Medicine and Dentistry, Tokyo, Japan)

0900-0915 2K/3 Medical education in Taiwan – problems found during accreditation site visits
Min Liu, Keh-Mei Liu (Kaohsiung Medical University, College of Medicine, Kaohsiung, Taiwan), Chung-Sheng Lai (Kaohsiung Medical University, College of Medicine and Kaohsiung Medical University Hospital, Kaohsiung, Taiwan), Jeng-Hui Yen (Kaohsiung Medical University, College of Medicine and Kaohsiung Medical University Hospital, Kaohsiung, Taiwan)

0915-0930 2K/4 Resident Involvement in Accreditation Program Reviews
Lise Dupere (The Royal College of Physicians and Surgeons of Canada, Educational Standards Unit, Office of Education, Ottawa, Canada), Margaret Kennedy (The Royal College of Physicians and Surgeons of Canada, International Outreach, Ottawa Ontario, Canada)

0930-0945 2K/5 New approaches to defining and measuring outcomes of learning: The AMA accelerating change in medical education initiative
Mark Quirk, Susan Skochelak, Richard Hawkins (American Medical Association, Medical Education, Chicago, United States)

0945-1000 2K/6 How can Kotter’s (1995) model of organisational change support faculty development in Eastern Europe? The Georgian Experience
Anne-Marie Reid (University of Leeds, School of Medicine, Leeds, United Kingdom), Gaila Simonia (Tbilisi State Medical University, Internal Medicine, Tbilisi, Georgia)

1000-1015 Discussion
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<td>2L</td>
<td>SHORT COMMUNICATIONS: The Lecture</td>
<td>Chairperson: Ian Bowmer (Canada) Opening Discussant: Janet MacDonald (UK) Location: Club C, PCC</td>
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<tr>
<td>0830-0845</td>
<td>2L/1</td>
<td>An innovative method to obtain immediate feedback from students during class with no cost</td>
<td>Mona Al Shaikh (University of Dammam, Physiology, Medical Education Unit, King Fahd University Hospital, Saudi Arabia)</td>
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<td>0845-0900</td>
<td>2L/2</td>
<td>The fate of pre-lecture reading materials – in the brain or in the bin?</td>
<td>Chee-Kiat Tan, Pk-Eu Jason Chang (Singapore General Hospital, Gastroenterology and Hepatology, Singapore)</td>
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<td>0900-0915</td>
<td>2L/3</td>
<td>Dwindling attendance at lectures: students' perception of its aetiology</td>
<td>Colin Block (Hadassah-Hebrew University Medical Centre, Department of Clinical Microbiology and Infectious Diseases, Jerusalem, Israel), Robert Cohen (Hebrew University-Hadassah Medical School, Jerusalem, Israel)</td>
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<tr>
<td>0915-0930</td>
<td>2L/4</td>
<td>Do Variations in Classroom Delivery of Lectures Affect Student Video Viewing Patterns?</td>
<td>Mary Anne Baker (Weill Cornell Medical College in Qatar, Assessment and Academic Achievement, Qatar Foundation Education City, Doha, Qatar), Tharayya Arayssi (Weill Cornell Medical College in Qatar, Medicine, Doha, Qatar), Marcellina Mian, Amal Khidir (Weill Cornell Medical College in Qatar, Pediatrics, Doha, Qatar), Ali Sultan (Weill Cornell Medical College in Qatar, Microbiology and Immunology, Doha, Qatar)</td>
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<td>0930-0945</td>
<td>2L/5</td>
<td>Flipped or flopped? – Pre-class interactive, synchronous online formative activities in Pathology positively correlate with end of year performance</td>
<td>Caterina McLean (Alfred Hospital, Pathology, Melbourne, Australia), Huw RH Llewellyn, George Kotsanas, Janllane Bayliss, Ben Camny (Monash, Medicine, Melbourne, Australia)</td>
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<td>0945-1015</td>
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<td>Discussion</td>
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<td>0830-1015</td>
<td>2M</td>
<td>SHORT COMMUNICATIONS: Student Characteristics</td>
<td>Chairperson: Juliette Hommes (Netherlands) Opening Discussant: Ian Wilson (Australia) Location: Club D, PCC</td>
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<td>0830-0845</td>
<td>2M/1</td>
<td>Relationship between Motivational Orientations, Metacognitive Adaptations and Academic Successes of Doctorate Students</td>
<td>Albena Gayev (Marmara University Vocational School of Health Services, Department of Anesthesia, Istanbul, Turkey), Mehmet Ali Guipinar (Marmara University School of Medicine, Department of Medical Education, Istanbul, Turkey)</td>
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<td>0845-0900</td>
<td>2M/2</td>
<td>Measuring medical students’ intention of applying clinical training: The planned behavior model</td>
<td>Chie-Der Lin, Fremen Chih-Chen Chou, Ming-May Lai (China Medical University Hospital, Department of Family Medicine, Taichung, Taiwan)</td>
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<td>0900-0915</td>
<td>2M/3</td>
<td>Online study diary – a new designed tool for the quantification of learning habits</td>
<td>Christina Roßgoderer, Volker Brand, Matthias Wödy, Stefan Alig, Ludwig Weckbach, Martin Fischer (University of Munich - LMU, Munich, Germany)</td>
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<td>0915-0930</td>
<td>2M/4</td>
<td>How r u going 2 teach me? Perspectives on teaching strategies from a Millennial learner</td>
<td>Vanessa Theo (Dalhousie University, Department of Psychiatry, Halifax, Canada)</td>
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<td>0930-0945</td>
<td>2M/5</td>
<td>Learning styles and Achievement</td>
<td>CF Smith (University of Southampton, Centre for Learning Anatomical Sciences, Faculty of Medicine, Southampton, United Kingdom), R Hewiston (University of Southampton, Faculty of Medicine, Southampton, United Kingdom), S Walker, F Finn (University of Durham, School of Medicine, Pharmacy and Health, Durham, United Kingdom)</td>
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<td>0945-1000</td>
<td>2M/6</td>
<td>The perception of candidates to medical school of the roles of the physician</td>
<td>Maria del Carmen Teijeiro, Malena Saya, Florencia Moore, Angel Centeno (Faculty of Biomedical Sciences, Austral University, Medical Education, Buenos Aires, Argentina)</td>
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<td>1000-1015</td>
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<td>Discussion</td>
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<td>0830-1015</td>
<td>2N</td>
<td>SHORT COMMUNICATIONS: Communication Skills</td>
<td>Chairperson: David Cook (USA) Opening Discussant: Elizabeth Kachur (USA) Location: Meeting Room 2.1, PCC</td>
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<td>0830-0845</td>
<td>2N/1</td>
<td>Handoff Training for Pediatric Medical Students Improves Patient Care</td>
<td>Jennifer Stojan (University of Michigan Medical School, Department of Internal Medicine and Department of Pediatrics, Ann Arbor, United States), Thomas Fitzgerald, Patricia Mullan (University of Michigan Medical School, Department of Medical Education, Ann Arbor, United States), Monica Lyson (University of Michigan Medical School, Department of Internal Medicine, Ann Arbor, United States), Hilary Heftel, Jocelyn Schiller (University of Michigan Medical School, Department of Pediatrics, Ann Arbor, United States)</td>
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<td>0845-0900</td>
<td>2N/2</td>
<td>Intrinsic clinical knowledge and skills bias and their potential impact on the assessment of communications skills in veterinary medicine</td>
<td>Andrea Vallevand, Cindy Adams (University of Calgary, Faculty of Veterinary Medicine, Calgary, Alberta, Canada), Elpido Artemiou (Ross University School of Veterinary Medicine, Clinical Sciences, Saint Kitts and Nevis), Claudio Violato (University of Calgary, Department of Community Health Sciences, Calgary, Alberta, Canada)</td>
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2N/3 Fostering informed empathy to improve attitudes toward and advocacy for persons with disabilities
Sonya Miller (University of Michigan, Physical Medicine & Rehabilitation and Medical Education, United States)

2N/4 Enhancing medical students’ skills in handling awkward communications
Carmelita Law (University of Notre Dame, School of Medicine, Darlinghurst, Australia)

2N/5 Predicting Communication Risks in the Emergency Department using Artificial Neural Networks
Annamaria Bagnasco (University of Genoa, Health Science Department, Genoa, Italy), Anna Siri (University of Genoa, Italy), Gennaro Rocca, Carlo Turci (Centro di Eccellenza per la cultura e la ricerca infermieristica Rome, Italy), Loredana Sasso (University of Genoa, Health Science Department, Genoa, Italy)

2N/6 Who should teach medical students in communication skills: Experts in communication, psychiatrists, or someone else? Case study performed at the University of Zagreb School of Medicine
Nada Cikes (University of Zagreb, School of Medicine, Zagreb, Croatia), Gordana Pavlekovic (University of Zagreb, School of Medicine, Department for Social Medicine and Organization of Health Care, Zagreb, Croatia), Marijana Bras, Veljko Djordjevic (University of Zagreb, School of Medicine, Department for Psychiatry, Zagreb, Croatia), Ratko Matijevic (University of Zagreb, School of Medicine, Department for Gynecology, Zagreb, Croatia)

Discussion

0830-1015 2O WORKSHOP: Using Situational Judgment Tests for Selection into Medical Education and Training
Alison Carr (Health Education England, Department of Health, Caradon, Yelverton, Plymouth, United Kingdom), Fiona Patterson, Maire Kerrin (Work Psychology Group, United Kingdom), Bill Burr (Joint Royal College of Physicians Training Board, London, United Kingdom)
Location: Meeting Room 3.5, PCC

0830-1015 2P WORKSHOP: Assessment of teachers’ competence
Linda Barman, Klara Bolander Løskj, Charlotte Sile, Maria Weurlander (Karolinska Institutet, Centre for Medical Education/ LIME, Stockholm, Sweden)
Location: Meeting Room 4.1, PCC

0830-1015 2Q WORKSHOP: Getting into medical education – a workshop for medical students and newly qualified doctors
DS Furmedge, U Smith, K Iwata (University College London London Medical School, Academic Centre for Medical Education, London, United Kingdom), P Hirons (University College London, Institute of Child Health, London, United Kingdom)
Location: Meeting Room 4.2, PCC

0830-1015 2R WORKSHOP: Mastery Learning and Deliberate Practice in Medical Education
William McGaghie (Loyola University Stritch School of Medicine, Leischner Institute for Medical Education, Maywood, IL, United States), Diane Wayne (Northwestern University Feinberg School of Medicine, Internal Medicine, Chicago, IL, United States)
Location: Meeting Room 2.2, PCC

0830-1015 2S WORKSHOP: Teaching in challenging environments: Choosing strategies that work
Deepak Dath, David Stasyl, Edward Matsumoto, Jennifer Hoogenes (McMaster University, Surgery, Hamilton, Canada), Farahn Bhani (McGill University, Pediatrics, Montreal, Canada), Simon Fraser (University of Ottawa, Emergency Medicine, Ottawa, Canada)
Location: Meeting Room 3.1, PCC

0830-1015 2T WORKSHOP: Tutor Facilitation Styles to Optimise Student Engagement in Small Group Learning: Right Style Right Time Right Group
Matthew Gwee (National University of Singapore, Medical Education Unit, Singapore)
Location: Meeting Room 3.2, PCC

0830-1015 2U WORKSHOP: Understanding Medical Professionalism: An International Challenge
Vimmi Passi (Warwick Medical School, University of Warwick, Coventry, United Kingdom), Fred Hafferty (The Mayo Clinic, Minnesota, United States)
Location: Meeting Room 3.3, PCC

0830-1015 2V WORKSHOP: Assessing social accountability of medical schools
Charles Boelen (Independent Consultant, Medical Education, Sciez-sur-Léman, France), Trevor Gibbs (AMEE Consultant, United Kingdom), Robert Woolard (Medical School, Family Medicine, Vancouver, Canada)
Location: Room A, Holiday Inn

0830-1015 2W WORKSHOP: Realist synthesis: the principles and methods
Jan Illing (Durham University, School of Medicine, Pharmacy and Health, Centre for Medical Education Research, Durham, United Kingdom), Geoff Wong (Queen Mary, University of London, Centre for Primary Care and Public Health, London, United Kingdom)
Location: Room B, Holiday Inn
2X WORKSHOP: Judgment and Error-Heuristics and the Pitfalls of Decision Making
Marc Dorfman (Presence-Resurrection Medical Center, Emergency Medicine, Chicago, United States), Robin Hemphill (Veterans Health Administration, National Center for Patient Safety, Ann Arbor, United States), Larry Gruppen (University of Michigan, Medical Education, Ann Arbor, United States), Felix Anké (Regions Hospital/Healthpartners Institute, Emergency Medicine, Saint Paul, United States)
Location: Room D, Holiday Inn

2Z POSTERS: Clinical Teaching 1
Chairperson: Maria Rosa Fenoll-Brunet (Spain)
Location: South Hall, PCC

2Z/1 Current challenges in Clinical teaching: A situational analysis for evidence based change
Cheehun Gebremichael (Hawassa University, Pharmacology, College of Medicine and Health Sciences, Hawassa, Ethiopia)

2Z/2 Confidence in performing essential manual skills of Thai medical students completing externship training
Chirasakam Suwanprath (Prince of Songkla University, Department of Obstetrics and Gynecology, Faculty of Medicine, Hat Yai, Songkhla, Thailand), Sila Samphao (Prince of Songkla University, Surgery, Hat Yai, Songkhla, Thailand), Chatrchai Prachawai (Prince of Songkla University, Anaesthesiology, Hat Yai, Songkhla, Thailand), Penny Singha (Prince of Songkla University, Ophthalmology, Hat Yai, Songkhla, Thailand), Kessara Kaewnoo (Prince of Songkla University, Medical Education Unit, Hat Yai, Songkhla, Thailand)

2Z/3 Discovering stigma through recovery teaching
Sarah E Gordon, Mark A. Huthwaite, Pete M. Ellis (University of Otago, Psychological Medicine, Wellington South, New Zealand)

2Z/4 The McGill Illness Narrative Interview as a part of medical intern students’ experience in Family Medicine
Daniela Freitas Bastos (Federal University of Rio de Janeiro (UFRJ), Internal Medicine, Rio de Janeiro, Brazil), Caio Faria Maia, Carolina Cardo Gazineu (Federal University of Rio de Janeiro (UFRJ), Faculty of Medicine, Rio de Janeiro, Brazil), Alicia Navarro de Souza (Federal University of Rio de Janeiro (UFRJ) - Faculty of Medicine, Psychiatry and Forensic Medicine, Rio de Janeiro, Brazil)

2Z/5 Patient-centered Medicine – how to learn what we think we already know
Rosa Malena Delborne Faria (José do Rosário Vellano University and Federal University of Minas Gerais, Medical Education, Goiânia, Minas Gerais, Brazil), Antonio Carlos de Castro Toledo Jr, Alexandre Sampaio Moura (José do Rosário Vellano University, Medical Education, Goiânia, Minas Gerais, Brazil), José Roberto Faria (Federal University of Minas Gerais, Internal Medicine, Belo Horizonte, Brazil), Maria Goretti Frote Ribeiro (Foundation for Advancement of International Medical Education and Research, Medical Education, Fortaleza, Brazil), Eliana Amaral (Foundation for Advancement of International Medical Education and Research, Medical Education, Campinas, Brazil)

2Z/6 The McGill Illness Narrative Interview experience of Family Medicine Internship students approaching patients presenting medically unexplained symptoms
Hello Antonia Rocha (University of Rio de Janeiro, Psychiatry Institute, Rio de Janeiro, Brazil), Paula Schettino Rigolon, Marcela Gorotti Marques, Alicia Navarro de Souza (Federal University of Rio de Janeiro (UFRJ), Faculty of Medicine, Rio de Janeiro, Brazil)

2Z/7 Direct observation study at out-patient setting improve medical students’ clinical skill
Chawat Washirasaksiri, Varalak Srinopasaet, Praveena Chuwachanwisawat, Kritthya Korphaisarn, Raniththa Ratanarat (Faculty of Medicine Siriraj Hospital, Medicine, Bangkok, Thailand)

2Z/8 Cross-cultural validation of the Patient-Practitioner Orientation Scale (PPOS)
Claudia Pereira (Federal University of Uberlandia, Anesthesiology, Uberlandia, Brazil), Helena Paro (Federal University of Uberlandia, Gynecology and Obstetrics, Uberlandia, Brazil), Carla Silva (Federal University of Uberlandia, Pediatrics, Uberlandia, Brazil)

2Z/9 Factors affecting CRQ scores of fifth year medical students
Hansa Charasamee, Rungtip Boonsri (Faculty of Pediatrics Ramathibodi Hospital, Mahidol University, Pediatrics, Bangkok, Thailand), Somart Pakakasama (Faculty of Pediatrics Ramathibodi Hospital, Mahidol University, Pediatrics, Bangkok, Thailand)

2Z/10 A pilot study to assess whether patient submitted media data could help educate medical professionals and students about the varying presentations of different conditions within gynaecology
Charlotte Luke (Imperial College London, School of Medicine, London, United Kingdom)

2Z/11 Encouraging medical students’ self-directed learning during paediatric clerkship
Ann-Margrethe Roenholt (Regional Hospital Viborg, Paediatric Department, Viborg, Denmark), Thomas Bolslev (Aarhus University, Paediatric Department, Aarhus, Denmark)

2Z/12 The acceptability of patients towards medical students in Korea
Sung Eun Kim (Chung-Ang University College of Medicine, Emergency Medicine, Chung-Ang University Hospital, Seoul Korea, Republic of (South Korea)), Chan Woong Kim, Sang Jin Lee, Dong Hoon Lee (Chung-Ang University College of Medicine, Emergency Medicine, Seoul, Korea, Republic of (South Korea))

2Z/13 Improving Clerkship Teaching methods using Student Feedback
S J Im, S Y Beak, J S Woo, S Y Lee, Presenter: B S Karr (Pusan National University School of Medicine, Medical Education Unit, Republic of (South Korea))
A mastery learning – based nurse training program for clinical skills in asthma exacerbation management in primary care.

Wern Ee Tang (National Healthcare Group Singapore, Family Medicine Development Division, Singapore), Hui Min Seah, Rosna Sabari, Kwi Peng Chan (National Healthcare Group Polyclinics, Nursing Services, Singapore)

Flying High: Integrating hybrid simulation modalities in training programs for flight medics and other critical care transport specialists

Jorge D Yarzebski (University of Massachusetts Medical School, Emergency Medicine Program; Office of Continuing Education, Worcester, Massachusetts, United States), Wendy L Gammon (University of Massachusetts Medical School, Director, Standardized Patient Program; Office of Educational Affairs, Interprofessional Center for Experiential Learning and Simulation, Worcester, Massachusetts, United States)

Needs and challenges in relation to the core content in emergency medicine curriculum for clerkships in South Korea

Su Jin Kim (Korea University, Emergency Department, Seoul, Republic of (South Korea))

Client perception of veterinary student involvement in patient diagnosis and treatment

Paul Gordon-Ross, Suzie Kovacs, Martina Haupt, Joseph Bertone (Western University of Health Sciences, College of Veterinary Medicine, Pomona, United States)

Reflections on Advanced Cardiac Life Support (ACLS) Provider Course for the 6th Year Medical Students after One Year of Course Learning

Chatchai Prechawai, Ngaamit Pattaravit, Sasikaan Nimmaanrat, Thavat Chanchayanon (Faculty of Medicine, Prince of Songkla University, Anesthesia, Hat Yai, Thailand)

POSTERS: Stress and the Junior Dr/Clinical Supervision

Chairperson: William Burdick (USA)
Location: Terrace 2, PCC

What do our interns identify as stress and how do they cope?

Gozie Offiah, Daragh Moneley (Royal College of Surgeons in Ireland, Surgery, Dublin, Ireland)

Can we help them cope? Stress in senior paediatric residents

Kathleen Nolan (Queen’s University, Paediatrics, Kingston, Canada), Moyez Ladhani (McMaster University, Paediatrics, McMaster University Medical Centre, Hamilton, Ontario, Canada)

Comparison of quality of life of interns training in the terrorist area with that of interns training in other provinces in the lower southern region of Thailand

Thitima Suntharasaj (Faculty of Medicine, Prince of Songkla University, Obstetrics and Gynecology, Hat Yai, Songkhla, Thailand), Supaporn Tengtrisorn (Faculty of Medicine, Prince of Songkla University, Ophthalmology, Hat Yai, Songkhla, Thailand), Supapun Jitsophon (Faculty of Medicine, Prince of Songkla University, Postgraduate Unit, Hatyai, Songkhla, Thailand)

What details trained doctors’ careers? The importance and complexity of transitions

Tailte Breffni, Kate L Weatherall, Michael O’Connor (Severn Deanery, Trainee Support, Bristol, United Kingdom)

Problem residents and Inadequate Postgraduate Training: Individual, cultural and organizational matters

Dorthe Hagh Hansen, Lotte O’Neill, Peder Charles (Aarhus University, Centre of Medical Education, Aarhus, Denmark), Sabia Khan (St. Michael’s Hospital, Toronto, Canada), Maria Mylopoulos (University of Toronto, Department of Pediatrics, Toronto)

Can we stop trainees failing the CSA?

Mike Deighan (NHS Midlands and East, Postgraduate School of General Practice, Birmingham, United Kingdom)

Exploring the impact of residency on residents’ personal relationships

Marcus Law, Diana Wu, Michelle Lam (University of Toronto, Department of Family & Community Medicine, Toronto, Canada), Sabia Khan (St. Michael’s Hospital, Toronto, Canada), Maria Mylopoulos (University of Toronto, Department of Pediatrics, Toronto)

Sleep quality among first-year internal medicine residents

Kanokwan Boonyapisit, Nitipatana Chierakul (Faculty of Medicine Siriraj Hospital, Mahidol University, Department of Internal Medicine, Bangkok, Thailand)

Time spent in educational activities increases residents’ quality of life

GA Deshpande, Y Ishida, K Soejima, O Takahashi (St. Luke’s International Hospital/ St. Luke’s Life Science Center, Center for Clinical Epidemiology, Tokyo, Japan), JL Jacobs (National Medical University of Singapore, Office of Medical Education, Singapore), T Fukui (St. Luke’s International Hospital/ St. Luke’s Life Science Center, Center for Clinical Epidemiology, Tokyo, Japan)

The Prevalence and Impact of Sleep Disturbances in Brazilian Residents and Their Relations with Quality of Life and Burnout

Heloisa Malfatti (UNICAMP, Emergency, Paulinia, Brazil), Marcelo Schweller (UNICAMP, Emergency, Campinas, Brazil), Renata Azevedo (UNICAMP, Psychiatry, Campinas, Brazil), Luiz Roberto Lopes (UNICAMP, Surgery, Campinas, Brazil), Marco Antonio Carvalho Filho (UNICAMP, Emergency, Campinas, Brazil)

ACGME standards promote sleep and mitigate sleep deprivation-related fatigue

Archana Roy (Mayo Clinic Florida, Hospital Internal Medicine, Jacksonville, United States), Julie Griffis, Cheryll Albold (Mayo Clinic Florida, Education, Jacksonville, United States)
2AA/12 Demographic-targeted mentorship may be effective for Internal Medicine residents
Rahim Kochar, Alison Walzak, Aleem Bharwani (University of Calgary, Department of Medicine, Calgary, Canada)

2AA/13 Benchmarking mentoring of specialising doctors
Meri Vaisanen-Tammiska (Helsinki University and Helsinki University Central Hospital, Obstetrics & Gynecology, Helsinki, Finland)

2AA/14 Enhanced supervision and support for training doctors at weekends: The role of the senior nurse
Elizabeth Bonham, Emma Bull, Prathibha Bandipalyam, Susan Kennedy (East Kent Hospitals University NHS Foundation Trust, Medical Education Directorate, Ashford, Kent, United Kingdom)

2AA/15 Supervisors’ experiences in supporting trainees’ self-regulated learning
G Saagasser, A Kramer, C van Weel (Radboud University Nijmegen Medical Centre, Department of Primary and Community Care, Nijmegen, Netherlands), C van der Vleuten (Maastricht University, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands)

2AA/16 Clinical supervision of psychiatric trainees in Hospital district of Helsinki and Uusimaa – a focus group study
Tanja Surskis (University of Helsinki, Department of Psychiatry, Helsinki, Finland), Maija Huttunen (University of Helsinki, Department of Behavioural Sciences, Helsinki, Finland), Eeva Pyorälä (University of Helsinki, Research and Development Unit for Medical Education, Helsinki, Finland), Grigori Joffe (Helsinki University Central Hospital, Psychiatry, Helsinki, Finland), Andrew Brittlebank (Newcastle University, Department of Psychiatry, Newcastle, United Kingdom)

2AA/17 A Reading into the Profile of Trainees in Difficulty in Psychiatry
Yousreya Amin-Selim (Kent Surrey & Sussex Deanery in UK/Kent & Medway NHS & Social Care Partnership Trust, Psychiatry Training, Tunbridge Wells, Kent, United Kingdom)

2BB POSTERS: Preparation for Practice
Chairperson:
Location: South Hall, PCC

2BB/1 Differences in learning needs and priorities between medical students and junior doctors: implications for transition from medical school to the work environment
Selina Jayant Chauva (University College London Hospitals NHS Foundation Trust, Department of Clinical Haematology, London, United Kingdom), Rahul Kumar Mukherjee (King's College Hospital NHS Foundation Trust, Department of Cardiology, London, United Kingdom)

2BB/2 Instigating and running a teaching course as a junior doctor
Tiffany Berrington (Salford Royal NHS Foundation Trust, ICU, Salford, United Kingdom)

2BB/3 A “Virtual Night Shift”: Improving out of hours care through simulation
Christopher Haworth (Royal Bolton Hospital, Laboratory Medicine, Bolton, United Kingdom), Paul Baker (The Royal Bolton Hospital, Complex Care, Bolton, United Kingdom)

2BB/4 Deconstructing the general medical ward rounds through simulation – “SimRounds” – A novel initiative for medical students designed to enhance clinical transitions and interprofessional collaboration
Ranjana Acharya (National Healthcare Group, General Internal Medicine, Singapore), Kendra Millington Amico (Harvard Affiliated Emergency Medicine Residency Brigham & Women’s Hospital/Massachusetts General Hospital, Emergency Medicine, Boston, United States), Kumying Tham (National Healthcare Group, Emergency Medicine, Singapore)

2BB/5 A Medical School Capstone Course for Student and Curriculum Evaluation
Claudia Ranniger (George Washington University, Office of Interdisciplinary Medical Education, Washington, United States), Colleen Roche (George Washington University, Emergency Medicine, Washington, DC, United States)

2BB/6 Residents who received training in medical school perform better in an OSCE handoff
Jennifer Stojan (University of Michigan, Internal Medicine and Pediatrics, Ann Arbor, United States), Jocelyn Schiller (University of Michigan, Pediatrics, Ann Arbor, United States), James T. Fitzgerald, Patricia Mullon (University of Michigan, Medical Education, Ann Arbor, United States), Hilary Haftel (University of Michigan, Internal Medicine, Pediatrics and Medical Education, Ann Arbor, United States), Monica Lypson (University of Michigan, Internal Medicine, Graduate Med Education, Ann Arbor, United States)

2BB/7 Stand Clear – Allowing students to find their own way in resuscitation training
Val McDowell, Lorraine Close (University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom)

2BB/8 Intern Preparation Seminar Changes Behaviour of Final Year Medical Students
Anna Ryan, Barbara Goss, Richard O’Brien, Kathryn Hill (University of Melbourne, Austin Hospital Clinical School, Heidelberg, Victoria, Australia)

2BB/9 Enhancing readiness for postgraduate education: a baseline survey for a family medicine residency program
Maria Palacios (University of Calgary, Family Medicine, Calgary, Alberta, Canada), Doug Archibald (University of Ottawa, Family Medicine, Ottawa, Canada), Laura McEwen (Queens University, Family Medicine, Kingston, Canada), Steve Slade (Association of Faculties of Medicine of Canada (AFMC), Ottawa, Canada), Shelley Ross (University of Alberta, Family Medicine, Edmonton, Canada), Ivy Oandasan (College of Family Physicians of Canada; University of Western Ontario, Family Medicine, Toronto, Canada)

2BB/10 Programmed for Success: Program Director’s Perspectives on Optimal Medical Student Experiences
Kathleen Watson, Majka Woods (University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States)
2BB/11 Does mentoring increase confidence of medical students?
Ruth Jones (Gartnavel General Hospital, Medicine, Glasgow, United Kingdom), Philip Evans (University of Glasgow, Medical Education, Glasgow, United Kingdom), Margaret-Mary Gordon (Gartnavel General Hospital, Rheumatology, Glasgow, United Kingdom)

2BB/12 Fluid prescription and its teaching as a medical undergraduate: What medical students think
Marguerite McCloskey, Alexander Peter Maxwell (Belfast City Hospital, Regional Nephrology Unit, Belfast, United Kingdom), Gerard Gormley (Queens University Belfast, Centre for Medical Education, Belfast, United Kingdom)

2BB/13 Preparing for Employment
Denise Bee (The University of Sheffield, Medical Education, Sheffield, United Kingdom)

2BB/14 Australian medical graduates and blood-borne viruses: how do knowledge and experience of occupational exposures relate?
Olga Vujovic (Monash University, Department of Infectious Diseases, Central Clinical School, Melbourne, Australia), Nicole Koehler (Deakin University, Deakin Learning Futures, Melbourne, Australia), Claire Dendale (Monash University, Southern Clinical School, Melbourne, Australia), Christine McMenamin (Monash University, MBBS, Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia)

2CC POSTERS: Outcome-based Education
Chairperson: Phillip Chan (UK)
Location: South Hall, PCE

2CC/1 Which practical medical skills will a doctor need in 2025?
KA Dannenberg, WE Blaum (Charite Berlin, Lernzentrum, Berlin, Germany)

2CC/2 Supporting Schools to Implement the Tuning Learning Outcomes through the MEDINE2 Thematic Network
Helen Cameron (University of Edinburgh, Centre for Medical Education, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom)

2CC/3 CanBetter: CanMEDS in the Netherlands, not just the core but also the petals of the flower
Jan Borleffs (University Medical Center Groningen, Postgraduate School of Medicine, Groningen, Netherlands), Joep Dörr, Leiden, Netherlands, Corry den Rooyen, Utrecht, Netherlands, Fedde Scheele, Amsterdam, Netherlands, Ronald van den Bosch, Utrecht, Netherlands)

2CC/4 Development of a Novel CanMEDS Health Advocate Portfolio for Pediatric Residents
J Holland, A Al-Marzouqi, K Blake, A Ornstein (Dalhousie University, Department of Pediatrics, Halifax, NS, Canada)

2CC/5 Training In Guideline Implementation: Using The CANMEDS Framework
Lee Manchul (University of Toronto, Medicine, Toronto, Canada), Douglas L Wooster (University of Toronto, Surgery, Toronto, Canada), Elisabeth M Wooster (OISE/University of Toronto, Leadership, Higher and Adult Education, Toronto, Canada)

2CC/6 The value of an external assessment in the training for medical specialist
SI Velthuis, J Bustraan, PI Dörr (Leiden University Medical Center, Directorate of Education, Leiden, Netherlands)

2CC/7 Introduction of medical students to the CanMEDS competency of communication through an experiential case-based learning project
Adriana Lazarescu, Steven Caldwell (University of Alberta, Department of Medicine, Edmonton, Canada)

2CC/8 See it, do it, teach it: Competency-based training for trainers
ID Doornbos, PI Lorier (SOON, Training Programme for Elderly Care Physicians, Utrecht, Netherlands)

2CC/9 Development of an online self-administered questionnaire to self-assess learning outcomes of undergraduate medical education in paediatrics
Alexandros Maxis (Ioannina University Medical School, Child Health Department, Ioannina, Greece), Ioannis Dimolitsas (Ioannina University Medical School, Department of Hygiene & Epidemiology, University Campus of Ioannina, Greece), Sofia Tsabouri, Aikaterini Siamopoulou (Ioannina University Medical School, Child Health Department, Ioannina, Greece)

2CC/10 Medical students’ views about the roles of paediatricians: Implications for setting outcomes and curricula for undergraduate paediatric education
Katsumi Nishiyama (Nara Medical University, Department of Pediatrics, Kashihara, Japan), Yasuyuki Suzuki, Takuya Saiki (Gifu University, Medical Education Development Center, Gifu, Japan), Midori Shima (Nara Medical University, Department of Pediatrics, Kashihara, Japan)

2CC/11 A checklist for practical skills competencies during clinical rotations at primary care improves medical students’ knowledge of expected learning outcomes
María Magnussen (Uppsala University, Unit for Medical Education, Medicine Programme, Uppsala, Sweden), Niclas Lewisson (Uppsala University, Department of Surgical Sciences, Uppsala, Sweden), Karin Björkgren (Uppsala University, Department of Public Health and Caring Sciences, Uppsala, Sweden), Jari Hellman (Uppsala University, Department of Medical Sciences, Uppsala, Sweden), Jakob Johansson (Uppsala University, Department of Surgical Sciences, Uppsala, Sweden)

2CC/12 Importance of Different Characteristics of a Surgeon as Defined by Non Surgeon Physicians and Patients
Carlos E Piccinato (Medical School of Ribeirao Preto, Surgery and Anatomy, Ribeirao Preto, Brazil), Maria LV Rodrigues (Medical School of Ribeirao Preto, Ophthalmology, Otolaringology and Head and Neck Surgery, Ribeirao Preto, SP, Brazil), Tatiana V Nakamura (Medical School of Ribeirao Preto, Surgery and Anatomy, Ribeirao Preto - SP, Brazil), Luiz E A Troncon (Medical School of Ribeirao Preto, Internal Medicine/Gastroenterology, Ribeirao Preto - SP, Brazil)
2DD/14 Using a Delphi technique to develop learning objectives for a national cardiotocography education program
Line Thellesen (Rigshospitalet, Department of Obstetrics, Copenhagen, Denmark)

2DD POSTERS: Assessment: General & Written
Chairperson: Eugene Custers (Netherlands)
Location: South Hall, PCC

2DD/1 Correlating students’ academic performance in core subjects with their professors’ individual assessments
A Dominguez-Gonzalez, J M Riaboo Martin, M Lopez Cabrera (Westhill University, Mexico City, Mexico)

2DD/2 Final Year MB,ChB Assessment Mapping: What Value Does This Add?
Christina Tag, Susan Van Schalkwyk (Stellenbosch University, Centre for Health Professions Education, Faculty of Medicine & Health Sciences, Tygerberg, South Africa), Francois Cilliers (University of Cape Town, Educational Development Unit, Faculty of Health Sciences, Cape Town, South Africa), Juanita Bezuidenhout (Stellenbosch University, Centre for Health Professions Education, Faculty of Medicine & Health Sciences, Tygerberg, South Africa)

2DD/3 Population aging, chronic diseases and final exams: are we asking the students the right questions?
Thiago O. Monaco, Renata Daud-Gallotti, Richard M. Cabra, Cinthya C.G. Duran (Universidade Nove de Julho, Medical Department, Sao Paulo (SP), Brazil)

2DD/4 Differences of learning strategies in passing the national medical licensing test (NT) step 1 of the 3rd year medical students in Thammasat University
Pisarn Sirijaysakul (Faculty of Medicine, Thammasat University, Pediatrics, Pathum Thani, Thailand), Panadda Rojobulsit, Nuchamart Sureeek, Aree Taylor, Nuthapat Sukprasert, Siripan Tor-udom (Faculty of Medicine, Thammasat University, Preclinical Sciences, Pathum Thani, Thailand)

2DD/5 Relations between results of oral and written forms of exam on pathophysiology in 3rd year medical students
Jan Hanacek (Comenius University, Jessenius Faculty of Medicine, Department of Pathophysiology, Martin, Slovakia)

2DD/6 Fun and Formative Assessment in a Medical School with a Large Class Size
Elisabeth F. M. Schlegel (Ross University School of Medicine, Medical Microbiology and Immunology, Roseau, Dominica), Nancy J. Selfridge (Ross University School of Medicine, Integrated Medical Education, Roseau, Dominica)

2DD/7 Strategies for Evaluation Used in Undergraduate Health Courses (Rehabilitation): Considerations for Educational Practice
Luciang Costa Silva, Maria Paula Panuim-Pinta, Luis Ernesto Almeida Troncon, Felipe Alves de Oliveira (Medical School of Ribeirão Preto University of São Paulo, Ribeirão Preto, Brazil)

2DD/8 Learning from your mistakes after an exam: related to learning styles, reflection or insight?
Debra Sibbald (University of Toronto, Leslie Dan Faculty of Pharmacy, Toronto, Canada), Matt Sibbald (University Health Network, Interventional Cardiology, University of Toronto, Leslie Dan Faculty of Pharmacy, Toronto, Canada)

2DD/9 Are Supplementary/Re-sit Examinations Valid?
Nadia Al Wardy (Sultan Qaboos University, Medical Education Unit, College of Medicine & Health Sciences, Al Khod, Oman)

2DD/10 Benefits of negative marking at the European Board of Ophthalmology Diploma (EBOD) examination, both for organiser and candidates
Danny Mathysen (Antwerp University Hospital & University of Antwerp, Department of Ophthalmology, Edegem, Antwerp, Belgium)

2DD/11 The effect of reused multiple-choice questions – case study in fifth-year pediatrics rotation
Milton Severo, Fernanda Silva-Pereira (Faculty of Medicine, University of Porto, Center for Medical Education, Porto, Portugal), Tiago Henriquez-Coelho, Hercilia Guimardes (Faculty of Medicine, University of Porto, Department of Pediatrics, Porto, Portugal)

2DD/12 Cuing Effects of Item Writing Flaws in Multiple-Choice Questions
Marie Tarrant (The Saudi Commission for Health Specialties, Department of Medical Education and Postgraduate Studies, Riyadh, Saudi Arabia)

2DD/13 Comparing functioning and non-functioning distractors in progress test with four- or five-options multiple-choice questions
Jocicio Francisco Abbadie (UNESP - Universidade Estadual Paulista, Gynecology and Obstetrics, Departamento de Ginecologia e Obstetrica - Faculdade de Medicina de Botucatu/UNESP Rubião Jr, s/n, Botucatu - Sao Paulo, Brazil), Angélia Maria Bicudo (UNICAMP - Universidade Estadual de Campinas, Pediatria, Campinas - Sao Paulo, Brazil), Claudia Maria Moffei (USP - Universidade de Sao Paulo, Basic Science, Ribeirão Preto - São Paulo, Brazil), Sue Zachy Sun (UNIFESP - Universidade Federal de Sao Paulo, Gynecology and Obstetrics, Sao Paulo, Brazil), Maria de Lourdes Hafner (FAMEMA - Faculdade de Medicina de Marilia, Public Health, Marilia - Sao Paulo, Brazil), Maicy Fernandes Godoy (FAMERP - Faculdade de Medicina de Sao Jose do Rio Preto, Cardiology, Sao Jose do Rio Preto, Brazil)
2DD/14 Reliability of multimethod assessment of medical students rotating in internal medicine
Kritiya Korphaisarn, Ronittha Ratanarat, Praveena Chiowchanwisawkit, Voralak Sriphonprasert (Siriraj Hospital, Mahidol University, Medicine, Bangkok, Thailand)

0830-1015

2FF ePOSTERS: eLearning 1
Chairperson: Kati Hakkarainen (Finland)
Location: North Hall, PCC

2FF/1 Smartphone and tablet usage among medical students in Prince of Songkla University
Polathep Vichutnakorn (PSU, Faculty of Medicine, Prince of Songkla University, Songkhla, Thailand), Pleuk Kulrintip, Nanida Tirachet, Parin Boonthum, Piyada Kongkamol (PSU, Community Medicine, Songkhla, Thailand), Somchai Sunthornlohanatul (PSU, Pediatrics, Songkhla, Thailand)

2FF/2 Healthcare professionals’ use of mobile phones and the internet in clinical practice
Christine McMenamin (Monash University, Faculty of Medicine, Nursing & Health Science, Melbourne, Australia), Olga Vujovic (Monash University, Microbiology, Melbourne, Australia), Nicole Koehler (Deakin University, Deakin Learning Futures, Melbourne, Australia)

2FF/3 Just in Time? Using QR Codes for multi-professional learning
Joseph Jamu, Hannah Law-Jones, Colin Mitchell (Imperial College Healthcare NHS Trust, Medicine, London, United Kingdom)

2FF/4 Smartphones in Western medicine – is our use eroding core ethical principles? A review of clinical cases compromising medical ethics
Abdul Hasson, David Ferguson (University of Leicester, Medical School, Leicester, United Kingdom), Nader Hanna (University of Nottingham, Medical School, Nottingham, United Kingdom)

2FF/5 Using blogs to teach Evidence Based Medicine (EBM) to medical students
Abdulmohsen Al-Zalabani (Taibah University, Family and Community Medicine / Medical Education, Madinah, Saudi Arabia)

2FF/6 Facebook Medicine in Taipei Medical University
Wen Chen Huang, Che-Wei Lin (Taipei Medical University Wan Fang Hospital, Clinic Skill Center, Taipei, Taiwan), Chien-Chih Wu, Gi-Shih Lien, Mai-Szu Wu, Shyr-Yi Lin (Taipei Medical University, School of Medicine, College of Medicine, Taipei, Taiwan)

2FF/7 Using a Mobile Application as a Supplemental Tool for Student Evaluations – Adding iEvaluation to e-Evaluation
Jesper Hessius (Faculty of Medicine Uppsala University, Uppsala, Sweden), Niclas Lewisson (Institution of Surgical Sciences, Department of General Surgery, Uppsala, Sweden), Jakob Johansson (Institution of Surgical Sciences, Department of Anesthesiology and Intensive Care, Uppsala, Sweden)

2FF/8 Staff experience of online education
Gillian Atken, Michael Ross (University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom)

2FF/9 “Virtual Rounds”: an e-learning tool to optimize medical students’ in-hospital experience
Tiago de Araújo Guerra Granqleio, Marco Antonio Carvalho Filho (UNICAMP, Emergency, Campinas, Brazil)

2FF/10 A German web-based training curriculum “Prevention of child sexual abuse” for medical students and health professionals
Johanna Niehues, Jörg M. Fegert, Hubert Liebhardt (Ulm University, Department of Child and Adolescent Psychiatry/ Psychotherapy, Ulm, Germany)

2FF/11 From cyber to a nationwide academic forum: A 10 year experience developing expertise and an educational platform in clinical infectious diseases in Japan
Harumi Gomi (Medical University, Center for Clinical Infectious Diseases, Shimotsuke, Japan), Kentaro Iwata (Kobe University Hospital, Division of Infectious Diseases, Kobe, Japan), Norio Ohmagari (National Center for Global Health and Medicine, Disease Control and Prevention Center, Tokyo, Japan), Naoto Hosokawa (Kameda Medical Center, Department of General Medicine and Infectious Diseases, Kamogawa, Japan), Akihiko Saiho (Niigata University Graduate School of Medical and Dental Sciences, Department of Pediatrics, Niigata, Japan)

2FF/12 Are webinars an effective educational tool to improve spinal patient care?
Michael Cunningham (AO Foundation, AO Education Institute, Zurich, Switzerland), Katharine de Boer (AOSpine, Europe, Middle East, and Africa, Zurich, Switzerland)

2FF/13 SimPhys: A pilot study using simulation to teach basic cardiovascular physiology
Elizabeth Good (Royal Free Hospital, Acute Medicine, St Albans, United Kingdom), Charles Butcher (Harefield Hospital, Cardiology, London, United Kingdom)

2FF/14 A Systematic Review of Mobile Applications for Mental Health Education
David Wiljer, Andrew Johnson, Michelle Hamilton-Page (Centre for Addiction and Mental Health, Education Services, Toronto, Canada), Jackie Bender (Princess Margaret Hospital, ELLICSR: Health, Wellness and Cancer Survivorship Centre, Toronto, Canada), Michael-Jane Levitan, Nelson Shen (Centre for Addiction and Mental Health, Education Services, Toronto, Canada)
2GG ePOSTERS: International Dimensions

2GG/1 Erasmus Week at the LernKlinik Leipzig, Germany: a peer-teaching course program for international students
Daisy Rotzoll, Franziska Lindner, Pia Kuerz, Stefanie Wiemer (University of Leipzig Medical Faculty, Dept. of Medical Education, LernKlinik Leipzig, Germany)

2GG/2 Developing a model for global health medical education: applying learning theories to teaching in resource-poor settings
Julie Johnstone (Hospital for Sick Children, University of Toronto, Department of Paediatrics, Toronto, Canada), Helen Batt, Shirley Lee (University of Toronto, Department of Family and Community Medicine, Canada)

2GG/3 Development of a glossary for International Medical Graduates undertaking General Practitioner training in the United Kingdom
Jill Choudhury, Chris Elshe (Bournemouth University, Centre for General Practice, Bournemouth, United Kingdom)

2GG/4 Impact of a preparatory English language clinical skills program on the competence and self-efficacy of Japanese Medical Students wishing to study abroad
Kazumi Sakashita, Rintaro Inaizuku, Yoko Kubota, Yuko Saiki, Yasuyuki Suzuki (Gifu University, Medical Education Development Center, Gifu, Japan), Farhan Bhanji (McGill University, Pediatrics, Montreal, Canada)

2GG/5 Are the PBL cases from a UK-based medical school transferable to an international cohort? The London-Cyprus experience
Stella A. Nicolau (University of Nicosia, St. George’s University of London Medical School at the University of Nicosia, Cyprus), Sheffield Baig, Peter McCrorie (St. George’s University of London, Centre for Medical and Healthcare Education, London, United Kingdom)

2GG/6 Swansea–Gambia link – A global partnership developing local educational resources
A Ebejer, P Jones, S Hartwell, J McKimm (Swansea College of Medicine, Medicine, Swansea, United Kingdom)

2GG/7 Identity negotiation in medical students: a comparison between the UK and USA
Gabrielle W Finn (Durham University, School of Medicine, Pharmacy and Health, Thornaby, United Kingdom), Frederic W Hafferty, Wojciech Pawlina, Varun Shah (Mayo Clinic, Mayo Medical School, Rochester, United States)

2GG/8 Medical students’ perception of their current and career needs for defined global health and health equity competencies
Patricia Mullan (University of Michigan, Medical Education, Ann Arbor, United States), Joy Williams (University of Michigan, Family Medicine, Ann Arbor, United States), Preeti Malani (University of Michigan, Internal Medicine, Ann Arbor, United States), Andrew Harg (University of Michigan, Physical Medicine and Rehabilitation, Ann Arbor, United States), Brent Williams (University of Michigan, Internal Medicine, Ann Arbor, United States)

2GG/9 Enhancing Healthcare Professional Training: A collaboration between the School of Medicine, University of St Andrews, UK and the College of Medicine (COM) Blantyre, Malawi
Simon Guild, Susan Whiten, Amanda Fleet (University of St Andrews, School of Medicine, St Andrews, United Kingdom), Mwapatsa Wipanda (University of Malawi, College of Medicine, Blantyre, Malawi)

2GG/10 Reache North West, 10 years of supporting refugee healthcare professionals
Duncan Cross, Moive Keaney, Ann Smallridge, Mick Sykes (Salford Royal Foundation NHS Trust, Reache North West, Salford, United Kingdom)

2GG/11 ‘Medical educators on the move’: experiences of international medical educators
Ana L Da Silva (Swansea University, College of Medicine, Swansea, United Kingdom), Michelle Mclaren (Bond University, Faculty of Health Sciences and Medicine, Queensland, Australia), Judy Mckimm (Swansea University, College of Medicine, Swansea, United Kingdom), Stella Major (United Arab Emirates University, College of Medicine and Health Sciences, Abu Dhabi, United Arab Emirates)

2GG/12 Higher interest in Global Health topics among students of the International Bachelor of Medicine
Bennie R Bakker, Nico A. Bos, Hans V. Hocgerseell (University of Groningen, Institute for Medical Education, University Medical Center Groningen, Netherlands)

2GG/13 A Rapid Intervention to Improve Somali Cultural Competency in Minnesota Medical Students
Elizabeth Fracica, Sagar Chawla, Adeel Zubair (Mayo Clinic, Mayo Medical School, Rochester, United States), James Newman (Mayo Clinic, Department of Internal Medicine, Rochester, United States)

1015-1045 COFFEE BREAK (viewing Exhibits and Posters)
Locations: 2nd Floor, PCC
(no coffee will be served at the Holiday Inn)
SESSION 3: Simultaneous Sessions

1045-1230  3A  SYMPOSIUM: What is excellence in education and can we measure it?  
LIVE ONLINE SESSION
Trudie Roberts (University of Leeds, UK) (Chair), David Wilkinson (Macquarie University, Australia), Sandy Cook (Duke-NUS, Singapore), Liz Anderson (The Higher Education Academy, UK), Khalid Bin Abdulrahman (Al-Imam University, Kingdom of Saudi Arabia)
Location: Congress Hall, PCC

1045-1230  3B  SYMPOSIUM: “Don’t mention the ‘d’ word”: Balancing living with dying in medical education and practice
Sarah Yardley (Keele University and Specialist Registrar in Palliative Medicine, West Midlands Deanery, UK), Debbie Jopson (Academic Medical Centre, University of Amsterdam, the Netherlands), Fedde Scheele (VU University Medical Centre, St Lucas Andreas Hospital, Amsterdam, the Netherlands), Michiel Westerman (VU Medical Centre, Amsterdam, The Netherlands), Esther Helmich (Academic Medical Centre, University of Amsterdam, The Netherlands)
Location: Meeting Hall I, PCC

1045-1230  3C  SHORT COMMUNICATIONS: Staff/Faculty Development 2
Chairperson: Debbie Aitken (UK)
Location: Panorama, PCC

1045-1100  3C/1  Enhancing Teaching Effectiveness: The Heidelberg Medical Faculty development program
Gerald Wibbecke (Heidelberg University, HeiCuMed, Heidelberg, Germany), Martina Kadmon (Heidelberg University, Department for General, Visceral, and Transplantation Surgery, Heidelberg, Germany)

1100-1115  3C/2  Faculty development initiatives designed to improve teaching process in the Family Medicine course
Venija Cerovecki, Milica Katic, Sanja Blazekovic Milakovic, Zlata Ozvacic Adzic (University of Zagreb, School of Medicine, Department for Family Medicine, Zagreb, Croatia)

1115-1130  3C/3  MEDUSA: staff development made possible
Selma Omer, Sunhea Choi, Marcus Parry, Faith Hill (University of Southampton, Faculty of Medicine, Southampton, United Kingdom)

1130-1145  3C/4  Use of ‘Problem Based Learning’ as a faculty development approach
Rahila Younusen (Riphah International University, Islamabad, Pakistan)

1145-1200  3C/5  Awareness of “ethics” as an important training activity of CFD — Experience in Taiwan
Dena Hsin-Chen Hsin (China Medical University, Center for Faculty Development CFD, Taichung, Taiwan)

1200-1215  3C/6  A positive learning experience with the course “Art of medical education”: a qualitative study
Mladenka Vr nic Kele vaci, Neda Pjevac, Suncana Kukolja Taradi, Milan Taradi, Antun Smalcelj (Croatian Association for Medical Education, Medical School, University of Zagreb, Croatia)

1215-1230  3C/7  Faculty development in veterinary education: the literature lacks published evidence and consistent terminology
Catriona Bell (University of Edinburgh, Royal (Dick) School of Veterinary Studies, Roslin, Midlothian, United Kingdom)

No discussion

1045-1230  3D  SHORT COMMUNICATIONS: Basic Science 2: Anatomy
Chairperson/Opening Discussnt: Wojciech Pawlina (USA)
Location: Meeting Hall IV, PCC

1045-1100  3D/1  A study to explore medical students’ perceptions of the style and adequacy of anatomy teaching in 17 British universities
M A Ali, M U Halim, Akif Malik (University of Oxford, Medical Sciences Division, Oxford, United Kingdom)

1100-1115  3D/2  Evaluation of peer coaching and linked novel assessment strategy in physiotherapy education
Catherine Moore, Sarah Westwater-Wood, Roger Kerry (University of Nottingham, Division of Physiotherapy Education, Nottingham, United Kingdom)

1115-1130  3D/3  Students learn more from performing a clay-modeling exercise than from viewing the same exercise on video
Jan G.M. Kooloos, Marc A.T.M. Vorstenbosch (Radboud University Nijmegen Medical Centre, Department of Anatomy, Nijmegen, Netherlands)

1130-1145  3D/4  Randomised crossover study of task-based vs didactics for teaching medical students anatomy in laboratory classes
Sar y A Azer (King Saud University, College of Medicine, Medical Education, Riyadh, Saudi Arabia)
1145-1200 3D/5 How does presenting content in context engagement increase acquisition, retention and recall of knowledge? An empirical study in anatomy education
Esther M Bergman, Anique BH de Bruin (Maastricht University, Department of Educational Research & Development, Maastricht, Netherlands), Marc ATM Vorstenbosch, Jan GM Kooloo (Radboud University Medical Center Nijmegen, Department of Anatomy, Nijmegen, Netherlands), Albert JJA Scherpbier (Maastricht University, Institute of Medical Education, Maastricht, Netherlands), Cees PM van der Vleuten (Maastricht University, Department of Educational Research & Development, Maastricht, Netherlands)

1200-1230 Discussion

1045-1230 3E RESEARCH PAPERS: The Teacher and Personal Development
Chairperson: Joan Sargeant (Canada)
Location: Meeting Hall V, PCC

1045-1105 3E/1 Trialling Parameters for Evaluation of Faculty Development (FD)
Olayiwaju Sorinola, David Davies (University of Warwick, Warwick Medical School, Coventry, United Kingdom), Jill Harris-Jones (The University of Queensland, School of Medicine, Herston, Queensland, Australia), Ed Peile (University of Warwick, Warwick Medical School, Coventry, United Kingdom)

1105-1125 3E/2 Does clinic teachers’ high work engagement result in better teaching performance?
B A Scheepers (AMC, Center for Evidence Based Education, Amsterdam, Netherlands), OA Arah (UCLA, Public Health, Los Angeles, United States), MJ Heineman (AMC, Directory Board, Amsterdam, Netherlands), MJMH Lombarts (AMC, Center for Evidence Based Education, Amsterdam, Netherlands)

1125-1145 3E/3 Exploring talent development environments – inspirations to medical education at doctoral level
Mette Kragh Christensen, Ole Lund, Anne Mette Mørcke (Aarhus University, Center of Medical Education, Aarhus, Denmark)

1145-1205 3E/4 Evidence of the development of skills in critical reflective writing, in teachers in a science discipline, through use of the “patchwork text” approach
Ayona Silva-Fletcher (The Royal Veterinary College, Veterinary Clinical Sciences, Hatfield, United Kingdom), Hilary May (The Royal Veterinary College, LVO, Hatfield, United Kingdom), Kirsty Magnier, Stephen May (The Royal Veterinary College, Veterinary Clinical Sciences, Hatfield, United Kingdom)

1205-1225 3E/5 Evaluation of a pilot program aimed at mobilizing a new generation of physicians in management tasks
Christian Voirol, Marie-Claude Audet, Réjean Duplain, Raynald Gareau, Julie Lajeunesse, Marie-France Pelland (University of Montreal, Family and Emergency Medicine, Montréal, Canada)

1225-1230 Discussion

1045-1230 3F SHORT COMMUNICATIONS: Assessment: OSCE 2 – Implementation
Chairperson: Andre de Champlain (Canada)
Opening Discussant: Kathy Boursicot (UK)
Location: Chamber Hall, PCC

1045-1100 3F/1 Using Tablets for OSCE Exams to Reduce Errors and Optimize Documentation
Jörn Heid, Konstantin Brass, Achim Hochlehnert, Andreas Möltner, Jakob-Hendrik Schulz, Jana Jünger (Heidelberg University, International Consortium for Assessment Networks, Heidelberg, Germany)

1100-1115 3F/2 The use of OSCEs to assess communication skills in undergraduate medical students: A systematic review of the published literature
Rnoo Setyanururaya (National University of Ireland Galway, Medical Informatics and Medical Education, Clinical Science Institute, Galway, Ireland), Kieran Kennedy (National University of Ireland Galway, Medicine, Galway, Ireland), Thomas Kropmans (National University of Ireland Galway, Medical Informatics and Medical Education, Galway, Ireland)

1115-1130 3F/3 Developing an OSCE curriculum to assess communication skills of residents
Deema Al-Shikhly (Weill Cornell Medical College in Qatar, Graduate Medical Education, Doha, Qatar), Ibrahim Hassan (Hamad Medical Corporation, Internal Medicine, Doha, Qatar), Jan Sowan (Weill Cornell Medical College in Qatar, Medical Education, Clinical Skills Center, Doha, Qatar), Tasleem Raza, Hassan Mobayed (Hamad Medical Corporation, Internal Medicine, Doha, Qatar), Dora Stadler (Weill Cornell Medical College in Qatar, Graduate Medical Education, Doha, Qatar)

1130-1145 3F/4 Brief Mindfulness Meditation (BMM) during OSCE to reduce stress and improve performance of medical students
Narin Chindavech, Surasak Aumkaew, Yupin Prawai, Prawai, Thanatpong Thienwuttithong, Surisa Sririwong, Vilthoon Ruangoksrikwong (Medication Education Center, Buriram Hospital, Medicine, Buriram, Thailand)

1145-1200 3F/5 Listen to the examiner: electronic audio feedback after OSCEs
Christopher Harrison, Adrian Molyneux, Sara Blackwell, Val Wass (University of Keele, Medical School, Keele, United Kingdom)

1200-1215 3F/6 Blueprinting Clerkship OSCEs for Better Data
Dianne Wagner (College of Human Medicine Michigan State University, Internal Medicine/Dean’s Office, Michigan, United States), Margaret Thompson (College of Human Medicine Michigan State University, Family Medicine/Dean’s Office, East Lansing, Michigan, United States)

1215-1230 Discussion
1045-1230  3G  SHORT COMMUNICATIONS: Curriculum: Hidden/Electives
Chairperson: Carolyn Johnston (UK)
Location: Conference Hall, PCC

1045-1100  3G/1 Uncovering the Hidden Curriculum: Qualitative Analysis of Trainee and Staff Perceptions of Medical Training
Hilary Writer, Asif Doja (University of Ottawa, Paediatrics, Ottawa, Canada), M Dylan Bould (University of Ottawa, Anesthesiology, Ottawa, Canada), Stephanie Sutherland (University of Ottawa, Academy for Innovation in Medical Education, Ottawa, Canada), Chantalle Clarkin, Kaylee Eady (Children's Hospital of Eastern Ontario, Research Institute, Ottawa, Canada)

1100-1115  3G/2 Keep it in Hiding: studying the hidden curriculum and lessons learned about research that challenges institutions
Susan Phillips (Queen's University, Family Medicine, Kingston, Canada)

1115-1130  3G/3 Transitioning to a ‘Social Practice’ Mastery Mindset in Professional Development
Kathryn Hibbert (Schulich School of Medicine & Dentistry, Western University, Centre for Education Research and Innovation, London, Canada)

1130-1145  3G/4 When to say ‘no’ - challenges facing students asked to work outside of their comfort, qualification level and/or expertise on Elective Placement
Connie Wiskin (University of Birmingham, Primary Care Clinical Sciences, and SSC, College of Medical and Dental Sciences, Birmingham, United Kingdom), Jonathan Dowell (University of Dundee, General Practice, Dundee, United Kingdom), Cathy Hale (University of Birmingham, Medical Ethics and Law (MESH), Birmingham, United Kingdom)

1145-1200  3G/5 Australian medical student reflections on placements in Indigenous health: “I felt like I was in a completely different country”
Karen Garlan, Lilon Bandler (University of Sydney, Sydney Medical School, Sydney, Australia)

1200-1215  3G/6 International electives in low income countries: What are students learning?
Molly Fyfe, Paula Bara Lizister King’s College London, King’s Centre for Global Health, London, United Kingdom)

1215-1230  3G/7 The benefits of a community based volunteering elective in the undergraduate curriculum
Jacqueline Daly (Royal College of Surgeons in Ireland, Biology/Anatomy, Dublin, Ireland), Kenny Wisner (Royal College of Surgeons in Ireland, Medical Physics, Dublin, Ireland), Celine Marmion (Royal College of Surgeons in Ireland, Pharmaceutical and Medicinal Chemistry, Dublin, Ireland)

No discussion

1045-1230  3H  SHORT COMMUNICATIONS: Clinical Teaching 1
Chairperson: David Irby (USA)
Location: Club H, PCC

1045-1100  3H/1 Medical students’ experience of learning physical examination: “Going through the motions”
Anna Vnuk (Flinders University, School of Medicine, Clinical Skills, Adelaide, Australia), Murray Drummond, Ben Wadham (Flinders University, School of Education, Adelaide, Australia), Deirdre McGrath (University of Limerick, School of Medicine, Limerick, Ireland)

1100-1115  3H/2 Shifting Contexts and Relationships: Consequences of Transition from Longitudinal Integrated Clerkship to Rotation-Based
Jill Konkin, Carol Suddards (University of Alberta, Division of Community Engagement, Edmonton, Canada)

1115-1130  3H/3 Exploring medical students’ learning on ward rounds
Julia Montgomery (Brighton & Sussex Medical School, Division of Medical Education, Falmer, United Kingdom)

1130-1145  3H/4 Narrative of the process of early clinical learning. Opinions of experienced clinical teachers
Denisse Zúñiga, Marcela Bitran (Pontificia Universidad Católica de Chile, Centro de Educación Médica, Santiago, Chile), Isabel Leiva (Pontificia Universidad Católica de Chile, Departamento de Enfermedades Respiratorias, Santiago, Chile), Maribel Calderón (Pontificia Universidad Católica de Chile, Centro de Educación Médica, Santiago, Chile), Alemka Tomicic (Pontificia Universidad Católica de Chile, Centro de Educación Médica, Santiago, Chile)

1145-1200  3H/5 Structured observations of teaching and learning in clinical settings
Louise Young (James Cook University, School of Medicine and Dentistry, Douglas, Townsville, Australia), Helen Heussler (The University of Queensland, School of Medicine, Brisbane, Australia)

1200-1215  3H/6 Less is More: Reduction of the Practical Year Logbook on an Excellence Basis Results in Higher Compliance
Petra Ganschow, Guni Kadmon, Martina Damaschke, Serin Schiessling, Irmgard Treiber, Martina Kadmon (University of Heidelberg, Department for General, Visceral and Transplantation Surgery, Heidelberg, Germany)

1215-1230  3H/7 The Trialogue: a framework for teachers to integrate complex teaching and clinical skills on the ward round
S S Davis (ABM University Health Board, Dept. of ENT, Singleton Hospital, Swansea, United Kingdom), J McKimm (Swansea University, College of Medicine, Swansea, United Kingdom)

No discussion
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<th>Chairperson/Opening Discussant</th>
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| 1045-1230 | 3I      | **SHORT COMMUNICATIONS: Postgraduate Education 1**                  | Chairperson: Glen Bandiera (Canada)  
Opening Discussant: Lee Manchul (Canada)  
Location: Club A, PCC |          |
| 1045-1100 | 3I/1    | Ensuring the “trainee voice” is heard. A description of the methods used to appoint, train and articulate the representative voice of Trainees in Schools serving Secondary Care | Kevin Kelleher (KSS Deanery, Secondary Care, London, United Kingdom) |          |
| 1100-1115 | 3I/2    | Knowledge, skills but not attitudes change with pain education  | Helen Loycock (Imperial College, Anaesthetics, Pain Management and Intensive Care, Chelsea and Westminster Hospital, London, United Kingdom), Emma Casey (Hillingdon Hospital, Anaesthetics, London, United Kingdom), Carsten Bantel (Imperial College, Anaesthetics, Pain Management and Intensive Care, London, United Kingdom) |          |
| 1115-1130 | 3I/3    | The relation between educational innovations, attention to competencies, learning environment and preparedness for practice. A correlational study to evaluate postgraduate medical education | Ids Dijkstra, Jan Pols, Pine Remmelts (University Medical Center Groningen, Wenckebach Institute, Groningen, Netherlands), Eric Rietzschel (University of Groningen, Faculty of Behavioral Sciences, Groningen, Netherlands), Janke Cohn-Schotanus (University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands), Paul Brand (Isala Klinieken, Princess Amalia Children’s Clinic, Zwolle, Netherlands) |          |
| 1130-1145 | 3I/4    | Development of a Tool to Measure the Educational Environment in Outpatient Clinics | James Milburn (NHS Grampian, Dept of General Surgery, Aberdeen, United Kingdom), Paul Bachoo (NHS Grampian, Dept of Vascular Surgery, Aberdeen, United Kingdom), Madowa Chandratilake (University of Dundee, Dept of Medical Education, Dundee, United Kingdom) |          |
| 1145-1200 | 3I/5    | Factors affecting newly qualified doctors’ wellbeing and implications for educational provision | Helen Goodyear (West Midlands Workforce Deanery, Medical Education, Birmingham, United Kingdom) |          |
| 1200-1215 | 3I/6    | Introduction of Pilot Generalist Training  | Lynn Moran (Frimley Park Hospital NHS Foundation Trust, PGEC, Frimley, United Kingdom) |          |
| 1215-1230 |        | Discussion                                                                 |                                  |          |
| 1045-1230 | 3J      | **SHORT COMMUNICATIONS: Professionalism 2**                       | Chairperson: Brownie Anderson (USA)  
Opening Discussant: Richard Cruess (Canada)  
Location: Club E, PCC |          |
| 1045-1100 | 3J/1    | An examination of a professional theme in curriculum of a medical school – a mixed methods analysis | Rulliana Agustin (University of Western Sydney, School of Medicine, Sydney, Australia), Ian Wilson (University of Wollongong, Graduate School of Medicine, Sydney, Australia), David Mahns (University of Western Sydney, School of Medicine, Sydney, Australia) |          |
| 1100-1115 | 3J/2    | Which professional and unprofessional behaviours do Year 3 clinical medical students engage in? | Adam Youssef, Deborah Mann, Joyce Muhlschlegel, Peter Fletcher (University of Bristol at Gloucestershire Academy, Department of Undergraduate Medical Education, Gloucester, United Kingdom), Simon Atkinson (University of Bristol, Centre for Medical Education, Bristol, United Kingdom) |          |
| 1110-1130 | 3J/3    | Experiences of a professional behavior board  | P.C. Barnhoorn (Leiden University Medical Center, Public Health and Primary Care, Netherlands), J.H. Bolk (Leiden University Medical Center, Public Health and Primary Care, Leiden), M.W. Ottenhoff (Leiden University Medical Center, Public Health and Primary Care, Leiden, Netherlands), A.J. de Beaufort (Leiden University Medical Center, Leiden, Netherlands) |          |
| 1130-1145 | 3J/4    | Students with professionalism lapses: Remediation approaches at US and Canadian medical schools | Deborah Ziring (Drexel University College of Medicine, Medical Education, Philadelphia, United States), Suely Grossman (Universidade Federal de Santa Catarina, Pediatrics, Brazil), Deborah Danoff (University of Ottawa, Medical Education, Ottawa, Canada), Steven Rosenzweig (Drexel University College of Medicine, Emergency Medicine, Philadelphia, United States), Dennis Novack (Drexel University College of Medicine, Medical Education, Philadelphia, United States), Amanda Esposito (Drexel University College of Medicine, Medical Course Student, Philadelphia, United States) |          |
| 1145-1200 | 3J/5    | Teaching, training, and assessment of professional behaviour at VUmc School of Medical Sciences Amsterdam  | Marianne Mak-Van der Vossen (VUmc School of Medical Sciences, Department of General Medicine and Elderly Care Medicine, Amsterdam, Netherlands), Saskia Peereman (VUmc School of Medical Sciences, Department of Neurosurgery, Amsterdam, Netherlands), Gerd Croiset (VUmc School of Medical Sciences, Amsterdam, Netherlands), Rashmi Kusurkar (VUmc School of Medical Sciences, Amsterdam, Netherlands) |          |
| 1200-1215 | 3J/6    | Components of the Conscientiousness Index and Peer Estimates of Professionalism in undergraduate medical students | Andrew Chaytor, Marina Sawdon, Gabriella Finn (Durham University, School of Medicine, Pharmacy & Health, Stockton-on-Tees, United Kingdom) |          |
| 1215-1230 |        | Discussion                                                                 |                                  |          |
1045-1230 3K SHORT COMMUNICATIONS: Leadership 1
Chairperson: Elizabeth Armstrong (USA)
Opening Discussant: Anita Glicken (USA)
Location: Club B, PCC

1045-1100 3K/1 A study to explore the effectiveness of different leadership learning opportunities
Lindsay Hadley (KSS Deanery, School of Leadership, London, United Kingdom), David Black (KSS Deanery, London, United Kingdom)

1100-1115 3K/2 Leadership behaviors in clinical practice in relation to job-satisfaction of residents
MA van der Wal (University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands), F Scheele (St Lucas Andreas Hospital/VU University Medical Center, Amsterdam, Netherlands), JCC Borleffs (University Medical Center Groningen, Groningen, Netherlands), I Cohen-Schatanus (University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands)

1115-1130 3K/3 What makes a practice leader good?
Ádám Tibor Schlegl, Ádám Feldmann, Zsuzsanna Füzesi (University of Pécs Medical School, Department of Behavioural Sciences, Pécs, Hungary)

1130-1145 3K/4 WITHDRAWN

1145-1200 3L  SHORT COMMUNICATIONS : Teaching and Learning
Chairperson: Michael Melin (Sweden)
Location: Club C, PCC

1045-1100 3L/1 The art of observation: visual analysis training for medical students
Carol Capello (Weill Cornell Medical College, Academic Affairs, New York, United States), Rachel Dubroff (Weill Cornell Medical College, Medicine, New York, United States)

1100-1115 3L/2 Should Asians do as the Romans do? Exploring the factors that influence Asian performance in small group learning
Takuya Saiki, Rintaro Imafuku, Kazuhiko Fujisaki, Masayuki Niwa, Yasuyuki Suzuki (Gifu University, Medical Education Development Center, Gifu, Japan)

1115-1130 3L/3 Perceptions of self-direction in learning in Pharmacy undergraduates at the School of Medicine and Health Sciences, Monash University Sunway Campus, Malaysia
Wee-Ming Lau, David Weng-Kwai Chang (Monash University Malaysia, Jeffrey Cheah School of Medicine and Health Sciences, Petaling Jaya, Malaysia)

1130-1145 3L/4 Sherlock Holmes & Dr. House: Can we teach philosophical concepts and psychological pitfalls that underlie medical decision-making with the help of popular role-models?
Stefan Reinsch (Universität Rostock & Charité-Universitätsmedizin Berlin, Institute for General Medicine (Rostock) & Institute for the History of Medicine (Berlin), Germany), Jörg Pelz (Charité - Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany)

1145-1200 3L/5 Portfolio case reports in medical education: experience from one medical center in Taiwan
Een-Yu Tseng, Wang-Hwei Sheng, Shyang-Rang Shih, Tien-Shang Huang, Shan-Chen Chang, Guan-Tarn Huang (National Taiwan University Hospital, Internal Medicine, Taipei, Taiwan)

1200-1215 3L/6 Comparison of jeopardy game format versus traditional lecture format as a teaching methodology in medical education
Mohammad Nasim Khan, Abdulwahab Telmesani (Umm Al-Qura University, Pediatrics, Makkah, Saudi Arabia)

1215-1230 3L/7 The impact of medical television on medical students
Ian Wilson (University of Wollongong, Graduate School of Medicine, Wollongong, Australia), Roslyn Weaver (University of Western Sydney, School of Medicine, Campbelltown, Australia)

No discussion
1045-1230 3M  SHORT COMMUNICATIONS: Student as Teacher 1
Chairperson: Agostinho Sousa (Portugal)
Opening Discussant: Alice Fornari (USA)
Location: Club D, PCC

1045-1100 3M/1 Peer lectures in the medical undergraduate curriculum: a valid tool for learning?
SB Naidu (UCL, Medical School, London, United Kingdom), Owain Donnelly, Tanmay Kanitkar, P atrick Bachtiger, Elisa Rehki, Vruti Dattani (UCL, United Kingdom)

1100-1115 3M/2 Peer learning in an undergraduate clinical medicine course – implementation, compliance and lessons learned
Lisa Sanden, Martin Wahlin, Maria Magnusson (Uppsala University, Unit for Medical Education, Medicine Programme, Uppsala, Sweden)

1115-1130 3M/3 The Tuebingen peer tutor concept: How can a quality assurance system ensure sustainable quality in an established qualification program?
Jan Griewatz, Tam gara Zajontz (University of Tuebingen, Competence Center for University Teaching in Medicine Baden-Württemberg, Tuebingen, Germany), Ira Manske (University of Tuebingen, University Hospital, Psychosomatic Medicine and Psychotherapy, Tuebingen, Germany), Friederike Holderried, Stephan Zipfel (University of Tuebingen, Faculty of Medicine, Dean’s Office, Tuebingen, Germany), Maria Lamm erding-Köppel (University of Tuebingen, Competence Center for University Teaching in Medicine Baden-Württemberg, Tuebingen, Germany)

1130-1145 3M/4 The impact on student learning of assessing peers alongside supervisors in the long case
Annette Burgess (The University of Sydney, Sydney Medical School - Central, Royal Prince Alfred Hospital, Camperdown, Australia), Chris Roberts (The University of Sydney, Sydney Medical School - Northern, Sydney, Australia), Kirsten Black, Craig Mellis (The University of Sydney, Sydney Medical School - Central, Sydney, Australia)

1145-1200 3M/5 The impact on student learning of assessing peers alongside supervisors in the long case

1200-1230 Discussion

1045-1230 3N  SHORT COMMUNICATIONS: Medical Education Research
Chairperson: Hiroshi Nishigori (Japan)
Opening Discussant: Olle ten Cate (Netherlands)
Location: Meeting Room 2.1, PCC

1045-1100 3N/1 Determinants of clarification studies in medical education research: a systematic review
WS Lim (Tan Tock Seng Hospital, Geriatric Medicine, Singapore), KM Tham (National University of Singapore, Yong Loo Lin School of Medicine, Singapore), HY Neo (Tan Tock Seng Hospital, Palliative Medicine, Singapore), WC Wang (Tan Tock Seng Hospital, Geriatric Medicine, Singapore), C Ringsted (University of Toronto and University Health Network, Anaesthesia, Toronto, Canada)

1100-1115 3N/2 A Systematic Review of Undergraduate Medical Education in UK General Practice
Sophie Park (University College London, Department of Primary Care and Population Health (PCPH), UCL Medical School (Royal Free), Nada Khan (University College London, Department of Primary Care and Population Health (PCPH), London, United Kingdom)

1115-1130 3N/3 Research in Medical Education in Brazil: Strategies to overcome
Izabel C M Meister Coelho, Marcio Almeida, Rosiane G Mello (Faculdades Pequeno Principe, Postgraduation in Health Professions - Pro-Ensino na Saude, Curitiba, Brazil), Evelin Muraguchi, Joao J B Campos (Universidade Estadual de Londrina, Medicina, Londrina, Brazil)

1130-1145 3N/4 Strengths and weaknesses in developing a multicentric research network in Medical Education – VERAS Project
Patricia Tempoki (School of Medicine of the University of Sào Paulo, Center for Development of Medical Education, Sào Paulo, Brazil), Helena Paro (Federal University of Uberlandia, Department of Gynecology and Obstetrics, Sao Paulo, Brazil), Silvia Enns (School of Medicine of the University of Sào Paulo, Center for Development of Medical Education, Sào Paulo, Brazil), Paulo SP Silveira (School of Medicine of the University of Sào Paulo, Department of Pathology, Sao Paulo, Brazil), Silmari Gannam (School of Medicine of the University of Sào Paulo, Center for Development of Medical Education, Sào Paulo, Brazil), Milton A Martins (School of Medicine of the University of Sào Paulo, Department of Medicine and Center for Development of Medical Education, Sào Paulo, Brazil)

1145-1200 3N/5 When medical education research and web design meet: experiences from a multidisciplinary collaboration
J Shin (The University of Manchester, School of Medicine, Manchester, United Kingdom), E Hill (Maastricht University, School of Health Professions Education, Maastricht, Netherlands), J Giles (The University of Manchester, School of Medicine, Manchester, United Kingdom), N Brooks (Independent Web Developer, London, United Kingdom), S Vaughan (The University of Manchester, School of Medicine, Manchester, United Kingdom)

1200-1215 3N/6 Finding the Evidence on Medical Professionalism
Ruth Sladek, Julie Ash (Flinders University, Health Professional Education, School of Medicine, Adelaide, Australia)

1215-1230 Discussion
WORKSHOP: Training the Trainers to Support Doctors in Difficulty
Liz Spencer, Alistair Thomson (National Association of Clinical Tutors UK (NACT UK))
Location: Meeting Room 3.5, PCC

WORKSHOP: Young medical educator workshop: Problematization and Adaptive Action: Authentic learning for a successful career in Medical Education
Regina Helena Petroni Menin (Universidade Federal do Sao Paulo, Medicine Preventiva, Sao Paulo, Brazil), Stewart Mennin (Mennin Consulting & Associates, Health Professions Education, Sao Paulo, Brazil), Soeren Huwendiek (University Children's Hospital Heidelberg, General Pediatrics, Heidelberg, Germany), Charlotte Ringsted (University of Toronto and University Health Network, The Wilson Centre, Toronto, Canada), Zubair Amin (National University of Singapore, Department of Pediatrics, Singapore), Monica van de Rijder (Albert Schweitzer Hospital, Medical Education, Dordrecht, Netherlands)
Location: Meeting Room 4.1, PCC

WORKSHOP: Give us a Cue: On Line Tutor Facilitation
Janet MacDonald, Lesley Pugsley, Lynne Allery (Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom)
Location: Meeting Room 4.2, PCC

WORKSHOP: The use of simulation in clinical assessment – are there limitations?
Doris Ostergaard (on behalf of AMEE Simulation Committee)
Location: Meeting Room 2.2, PCC

WORKSHOP: Developing a caring culture in healthcare: what contribution should be expected from medical education and training
Lesley Southgate (St George's University of London, Division of Medical Education and Population Sciences, London, United Kingdom), Judy McKimm (College of Medicine/ Caled Medgyeaeth, Medical Education, Swansea, United Kingdom), Andrew Grant (Cardiff University Hospital for Wales, Institute of Medical Education, Cardiff, United Kingdom), Vimmi Passi (University of Warwick Medical School, Office of AoMed ED journal, Warwick, United Kingdom)
Location: Meeting Room 3.1, PCC

WORKSHOP: How should we evaluate global health education experiences?
David Davies (University of Warwick, Warwick Medical School, Coventry, United Kingdom), Carmi Margolis (Ben Gurion University, Medical School for International Health, Beer Sheva, Israel)
Location: Meeting Room 3.2, PCC

WORKSHOP: The BEME (Best Evidence Medical Education) approach: Finding, evaluating and using evidence to guide education
Jill Thistlethwaite (University of Queensland, MEDRS, Herston, Brisbane, Australia), Simon Guild (University of St Andrews, School of Medicine, United Kingdom), Yvonne Steinert (McGill University, Canada), Larry Gruppen (University of Michigan Medical School, United States), Marilyn Hammick (BEME, United Kingdom), Trevor Gibbs (AMEE, United Kingdom)
Location: Meeting Room 3.3, PCC

WORKSHOP: Digital curation: What, why and how?
Anne Marie Cunningham (School of Medicine, Cardiff University, Institute of Primary Care and Public Health, Cardiff, United Kingdom), Duncan Cole (School of Medicine, Cardiff University, Institute of Molecular & Experimental Medicine, Cardiff, United Kingdom)
Location: Room A, Holiday Inn

WORKSHOP: Doctoral education: Establishing communities of practice to support the development of ‘doctorateness’
Juanita Bezuidenhout, Susan van Schalkwyk (Stellenbosch University, Centre for Health Professions Education, Cape Town)
Location: Room B, Holiday Inn

WORKSHOP: Humour, horror and the supernatural: making learning fun
Tarun Sen Gupta (James Cook University, School of Medicine and Dentistry, Townsville, Australia), Victoria Brazil (Bond University, School of Medicine, Gold Coast, Australia), Harry Jacobs (James Cook University, School of Medicine and Dentistry, Mackay, Australia)
Location: Room D, Holiday Inn

MEET THE EXPERTS: Assessment, Measurement & Mobile Technology
Godfrey Pell, Richard Fuller, Matthew Homer (Assessment Research Group), Gareth Frith (Technology Enhanced Learning Manager), Leeds Institute of Medical Education at the University of Leeds, UK
Location: Meeting Room 4.3, PCC
**3Z POSTERS: Student Characteristics and Learning Style**

**Chairperson:** Robbert Duivivier (USA)

**Location:** South Hall, PCE

1. **Factors determining creativity in medical students**
   
   Chaichana Nimnuan, Jakaphan Jatupornphan (Chulalongkorn University, Psychiatry, Bangkok, Thailand)

2. **Tendency of Students’ Motivation throughout the Medical Course at the Faculdade Pernambucana de Saúde, Recife, Brazil**
   
   Eduardo Ribeiro, Raissa Lyra, Gillatt Falbo, Hegla Prado (Instituto de Medicina Integral Professor Fernando Figueira (IMIP), Faculdade Pernambucana de Saúde (FPS), Department of Medical Education Research, Recife, Brazil)

3. **Factors associated with medical students’ clinical performance**
   
   Hyo Won Jang (Sungkyunkwan University School of Medicine, Social and Preventive Medicine, Seoul, Republic of [South Korea]), Kyong-Jee Kim (Sungkyunkwan University School of Medicine, Medical Education, Seoul, Republic of [South Korea]), Yon Ho Cho (Sungkyunkwan University School of Medicine, Pediatrics, Seoul, Republic of [South Korea]), Chang-Dae Bae (Sungkyunkwan University School of Medicine, Molecular Cell Biology, Suwon, Republic of [South Korea])

4. **Association between social-demographic and academics factors with expectations in medical students of Chile**
   
   Liliana Orta, Cristhian Perez, Carolina Marquez, Paul Paar, Olga Matus, Eduardo Fasce, (Presenter: Javiera Ortega, University of Concepcion, Medical Education Department, Concepcion, Chile)

5. **Tackling differences in confidence levels between male and female medical students**
   
   Alice Eldred, Polly Robinson (King’s College Hospital, Denmark Hill Teaching Group, London, United Kingdom)

6. **Gender Equality in Undergraduate Clinical Medical Education - Are We There Yet?**
   
   Filipa Bojlen (Faculty of Medicine, University of Upsala, Sweden), Niclas Lewisson (Institution of Surgical Sciences, General Surgery, Upsala, Sweden), Jakob Johansson (Institution of Surgical Sciences, Anesthesiology and Intensive Care, Upsala, Sweden)

7. **Third gender in Medical Students: Are there any difficulties?**
   
   Panita Pathipvanich (Lampang Hospital, Medical Education Center, Ampur Muang, Lampang, Thailand)

8. **Gender awareness of medical students in one university of Taiwan**
   
   Jui-Chi Hsu (Chang Gung University, Department of Medicine, Taoyuan City, Taiwan (R.O.C.), Mei-Chun Hsiao (Chang Gung Medical Center, Department of Psychiatry, Taoyuan, Taiwan)

9. **Students’ approaches to learning and factors related to the changes or stability of the deep approach during a pharmacy course**
   
   Maaret Varunki, Nina Katajavuori (University of Helsinki, Faculty of Pharmacy, Helsinki, Finland), Lisa Postareff (University of Helsinki, Helsinki)

10. **Use of a learning strategies inventory to assess strategies used by matriculating medical students**
    
    Nitsa Topale (St. George’s University, Dept. of Educational Services, St. George’s, Grenada)

11. **The behaviours and attitudes of Thammasat preclinical medical students towards Self-directed learning**
    
    Suewanna Boonsiri (Thammasat University, Thailand), Wisree Wayurakul (Thammasat University, Family Medicine, Bangkok, Thailand)

12. **The use of a learning style and motivational test to induce student results at the VUB Life Science Campus**
    
    Pascale Petit, Katrien Vanderstappen, Eveline Brunee (Vrije Universiteit Brussel (VUB), The Study Guidance Center - Life Sciences, Brussels, Belgium), Bert Rombout (Vrije Universiteit Brussel (VUB), Pharmaceutical Institute, Brussels, Belgium)

13. **A comparative study on the factors related to the quality of life between medical and non-medical students in Korea**
    
    Khiwha Park (Gachon University School of Medicine, Medical Education, Incheon, Korea, Republic of [South Korea]), Se-Byung Park, Woo-Jin Chung (Gachon University School of Medicine, Internal Medicine, Incheon, Korea, Republic of [South Korea]), Jun Yim (Gachon University School of Medicine, Preventive Medicine, Incheon, Korea, Republic of [South Korea])

14. **Are theoretical competences predictive for good clinical skills?**
    
    Marie Hilderman, Michael Melin, Hans Gyllenhammar (Karolinska Institutet, Institution of Medicine Huddinge, Stockholm, Sweden)

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**3AA POSTERS: Interprofessional Education 1**

**Chairperson:** Terese Stenfors-Hayes (Sweden)

**Location:** Terrace 2, PCC

1. **Implementing a new interprofessional peer-led simulation program for final year medical and nursing students: lessons from a three-part pilot**
   
   Zachary Ferguson (Barts and the London School of Medicine and Dentistry, Medical Education, London, United Kingdom), David McQuade, Peter Jaye (King’s Health Partners London, Simulation and Interactive Learning, London, United Kingdom), Della Freeth (Queen Mary University London, Barts and the London School of Medicine and Dentistry, London, United Kingdom)

2. **A qualitative educational study investigating the symbiotic learning relationship of paramedic mentors and medical students within the Prehospital Care Programme**
   
   Christie Brennan, Dan Goodman (Barts and the London School of Medicine and Dentistry, Queen Mary University of London, Centre for Medical Education, London, United Kingdom)
3AA/3 What characterizes and facilitates students’ learning at an interprofessional training ward – a qualitative study
Karin Hallin (Karolinska Institutet Danderyd Hospital KIDS, Department of Orthopedic surgery, Capio Artro Clinic AB, Stockholm, Sweden), Anna Kiessling (Karolinska Institutet Danderyd Hospital KIDS, Department of Clinical Sciences, Stockholm, Sweden)

3AA/4 Encouraging collaboration between doctors and veterinarians – A zoonosis workshop for clinical students
Sarah Caddy (University of Cambridge, Pathology, Division of Virology, Addenbrookes Hospital, Cambridge, United Kingdom), Anna Davies, Estee Torok (University of Cambridge, Medicine, Cambridge, United Kingdom)

3AA/5 The K in “KSA” stands for knowledge: Strategies to assess learners’ knowledge of the IPE competencies in an IPE curriculum
John Tegzes, David Dickter, Sheree Aston (Western University of Health Sciences, Department of Interprofessional Education, Pomona, California, United States)

3AA/6 Developing Interprofessional Education (IPE) in Universitas Indonesia (UI): the long and winding road
Sophie Yolanda (Faculty of Medicine Universitas Indonesia, Department of Physiology, Jakarta, Indonesia), Diana Saemantari (Faculty of Medicine Universitas Indonesia, Department of Medical Education, Jakarta, Indonesia)

3AA/7 Contextualising the world of health and health promotion for second year students: lessons from the Faculty of Health Sciences at the North-West University (Potchefstroom campus)
Alida G Herbst (North-West University, Potchefstroom campus, Social Work, Potchefstroom, South Africa), Annamarie Kruger, Minnie Greff, Karlien Smith (North-West University, Potchefstroom Campus, African Unit for Trans-disciplinary Health Research, Potchefstroom, South Africa)

3AA/8 600 students from 6 professions learning integrated care
Aslak Steinbekk (Norwegian University of Technology and Science, Department for Public Health and General Practice, Trondheim, Norway)

3AA/9 Measuring interprofessional competency of medical school students who completed multistep, structured, four-year interprofessional education program
Masumi Akahira, Tokashi Maeda (Chiba University, Medical School, Chiba, Japan), Ikuo Sakai (Chiba University, Nursing School, Chiba, Japan), Itako Ishii (Chiba University Hospital, Pharmacy Department, Chiba, Japan), Yoshinori Takahashi (Chiba University, Nursing School, Chiba, Japan)

3AA/10 Role of Nurses as Home Visit Facilitators for Medical Students, Faculty of Medicine, Prince of Songkla University, Thailand
Thawan Benjawang (Faculty of Medicine, Prince of Songkla University, Department of Community Medicine, Hatyai, Songkhla, Thailand), Porpnimal Piluntanaporn (Faculty of Medicine, Prince of Songkla University, Registrar Division, Hatyai, Songkhla, Thailand)

3AA/11 Medical Education - interprofessional learning in Primary Health Care
Valéria Machado (Universidade de São Paulo - USP, Fundação Faculdade de Medicina, São Paulo, Brazil), José Lúcio Machado (Universidade Cidade de São Paulo - UNICID, Dean of Medicine Course, São Paulo, Brazil)

3AA/12 Interprofessional education for medical students in clinical setting: A Nurse Day
Ming-Chen Hsieh, Wen-Lin Lo, Yu-Jen Pan, Ya-Ju Wu (Buddhist Tzu Chi General Hospital, Division of General Internal Medicine, Hualien, Taiwan)

3AA/13 Educational Practice in an Innovative Curriculum: Teaching/learning challenges from an interprofessional perspective
R.A.S. Rossit, N. A. Batista (Universidade Federal de São Paulo-campus Baixada Santista, Saúde, Educação e Sociedade, Santos - SP, Brazil), M. V. L. Vasconcelos (Universidade Federal de Alagoas, Faculdade de Medicina, Maceió - AL, Brazil)

3AA/14 Interprofessional simulations at an undergraduate level
Anna Arvidsson (Medical Sciences, Uppsala, Sweden), Martin Wohlin (Medical Sciences, Cardiovascular Epidemiology, Uppsala, Sweden)

3AA/15 Q. What do medical students get up to at the weekend? A. They sign up to be part of an enhanced multi-professional weekend team on the medical wards
Ishac Awwal, Anushka Sieunarine, Prabhjot Khandpal, Susan Kennedy (East Kent Hospitals University NHS Foundation Trust, Medical Education Directorate, Ashford, Kent, United Kingdom)

3AA/16 Effectiveness of early-stage Interprofessional Education (IPE) for university students’ thorough practical training
Takeshi Yamamoto, Yasuyoshi Nishiro, Masanori Shiori, Hiroshi Takeda, Hitoshi Sohma (Sapporo Medical University, Center for Medical Education, Sapporo, Japan)

3BB/1 Enhancing self-confidence by the emergency ultrasound simulation training for medical trainees
Pei-Chun Lin (Far Eastern Memorial Hospital, Department of Medical Education, New Taipei City, Taiwan), Jen-Tang Sun (Far Eastern Memorial Hospital, Department of Emergency, New Taipei City, Taiwan), Yun Chen (Far Eastern Memorial Hospital, Department of Medical Education, New Taipei City, Taiwan), Shu-Hsun Chu (Far Eastern Memorial Hospital, Cardiovascular Center, New Taipei City, Taiwan)
3BB/2 Maternity: The role of human factors and simulation in the training and assessment of the current and future workforce
Annie Velinor, Colleen Wedderburn Tate, Deirdre Nagle, Melissa Whitten (University College London Hospitals, Maternity, London, United Kingdom), Sasha Wilson (University College London Hospitals, Haematology & Transfusion, London, United Kingdom), Amanda Green (Cognisco, London, United Kingdom)

3BB/3 Simulation technology applied to the pathophysiology courses
Jana Plekova, Ferdinant Varga (Jessenius Faculty of Medicine, Simulation Center, Martin, Slovakia)

3BB/4 Can we use simulation training to ensure minimum competency of medical students in performing a Pap smear in patients?
Yughadee Tokhao (Medical Education Center, Surat Thani Hospital, Obsetric and Gynecology Unit, Surat Thani, Thailand), Win Techashalith (Medical Education Center, Surat Thani Hospital, Surat Thani, Thailand)

3BB/5 Application of in-situ high-fidelity simulation for “A-C-L-S (Airway-Circulation-Leadership-Support)” teamwork model training for healthcare providers during simulated cardiac arrests
Chih-Wei Yang, Shih-Li Tsai, Yun-Yuan Chen, Chi-Chuan Yeh, Tzung-Shinn Chu (National Taiwan University Hospital, Department of Medical Education, Taipei, Taiwan), Shan-Chwen Chang (National Taiwan University Hospital, Department of Internal Medicine, Taipei, Taiwan)

3BB/6 Are biological simulators useful for competencies acquisition related to invasive procedures during undergraduate studies?
Maya Marini, Marcela Barrios, Jorge Huerta, Santiago Ferrer, Julio Matz, Nicolas Locatelli (Maimonides University, Medical School, Buenos Aires, Argentina)

3BB/7 Do simulated performances correlate to subsequent clinical performances?
Mette Madsen (Juliane Marie Centre, Dept. of Obstetrics, 2100 Copenhagen, Denmark), Lars Konge (Centre for Clinical Education, Rigshospitalet, Copenhagen, Denmark), Lone Nørgaard (Hillerød Hospital, Dept. Obstetrics, Hillerød, Denmark), Åse Klemmensen (Juliane Marie Centre, Dept. of Obstetrics, Copenhagen, Denmark), Charlotte Ringsted (University of Toronto, Wilson Centre, Toronto, Canada), Martin Tolsgaard (Juliane Marie Centre, Copenhagen, Denmark)

3BB/8 Arthrocentesis workshop with synthetic knee model improves students’ performance for knee arthrocentesis in the 6th year medical students
Praveena Chiwachanvisawakit (Mahidol University, Medicine, Division of Rheumatology, Bangkok, Thailand), Ranishta Ratanarat, Varalak Srinoprasert (Mahidol University, Medicine, Bangkok, Thailand)

3BB/9 Do undergraduates find high fidelity simulation as useful as postgraduate medical trainees?
C A Boynton (Royal Brompton Hospital, Anaesthesia, London, United Kingdom), A Rhyu (Chelsea and Westminster Hospital, Anaesthesia, London, United Kingdom), C Mason (Addenbrooks Hospital, Geriatrics, Cambridge, United Kingdom)

3BB/10 Redefining the stethoscope of the future: Utilizing simulation technology to teach ultrasound guided physical examination of the abdominal aorta and kidneys to internal medicine residents
Joseph Skalik, Muhamad Erashidi (Mayo Clinic, Internal Medicine, Rochester, United States), Samuel Allen (Mayo Clinic, Education Simulation Center, Rochester, United States), Darcy Reed, Furman McDonald, Anjali Bhagra (Mayo Clinic, Internal Medicine, Rochester, United States)

3BB/11 Exploring the effects of practice scheduling on bronchoscopy skills learning
Anne Solle Bjerrum (Aarhus University Hospital, Department of Chest Diseases, Aarhus, Denmark), Berit Eika, Peder Charles (Aarhus University, Center for Medical Education, Aarhus, Denmark), ole Hilberg (Aarhus University Hospital, Department of Chest Diseases, Aarhus, Denmark)

3BB/12 Evaluation of the implementation of simulation practice into a postgraduate year-1 residency emergency medicine training curriculum
Yu-Che Chang (Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Medical Education; Department of Emergency Medicine, Chang Gung University College of Medicine, Department of Medical Education; Department of Internal Medicine, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan), Chien-Kuang Chen, Jen-Tse Kuan, Ji-Chang Chen (Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan), San-Jou Yeh (Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Medical Education, Department of Internal Medicine; Second Section of Cardiology, Taoyuan, Taiwan)

3BB/13 Creation of an Ongoing Quality Improvement and Needs Assessment Process for a Clinical Simulation Center
Deborah M Rooney (University of Michigan, Department of Medical Education, Ann Arbor, United States), James M Cooke (University of Michigan, Family Medicine, Department of Medical Education, Ann Arbor, United States)

3BB/14 Stepping-stones at the interface between the medical school curriculum and the interdisciplinary simulation center
Ancuta Stefan (Georgia Regents University, Family Medicine, Augusta, United States)

3BB/15 Training nursing care for children with type 1 diabetes using simulation integrated with problem based learning
Min Sohn, Youngme Ahn (Inha University, Nursing, Incheon, Korea, Republic of [South Korea]), Sangwon Suh (Hallym University, Physiology, Chuncheon, Korea, Republic of [South Korea]), Mijin Lee, Namhee Kim, Naerae Kang (Inha University, Nursing, Incheon, Korea, Republic of [South Korea])

3BB/16 Implementation of simulation test to evaluate core competencies for ED residents
Chien-Kuang Chen (Chang Gung Memorial Hospital, Department of Emergency Medicine, New Taipei City, Taiwan), Yu-Che Chang (Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Department of Medical Education, Department of Emergency Medicine, Taoyuan, Taiwan), Ji-Hong Chen (Chang Gung Memorial Hospital, Department of Emergency Medicine, Taoyuan, Taiwan), Sen-Jo Ye (Chang Gung Memorial Hospital, Department of Medical Education, Taipei, Taiwan)
3DD POSTERS: Problem-Based Learning

Chairperson: Brian Bailey (United Kingdom)
Location: South Hall, PCC

3DD/1 PBL – What next?
Nicholas Latcham, Elizabeth Hughes, John Lewis (Hull York Medical School, Medical Education, York, United Kingdom)

3DD/2 10 years’ experience of PBL in Kyungpook National University School of Medicine
Sang Hee Yeo, Bong Hyung Chang, Jong Myung Lee, Jang Soo Suh, Chang Ho Youn (Kyungpook National University School of Medicine, Department of Medical Education, Daegu, Korea, Republic of (South Korea))
3DD/3 Teaching Neurosciences in an Integrated Problem-Based Learning Program in an Undergraduate Medical Curriculum: Students’ and Tutors’ Perceptions
Ahmed Al Rumayyan (King Saud bin Abdulaziz University for Health Science, College of Medicine, Riyadh, Saudi Arabia)

3DD/4 PBL in Parasitology: A pilot project in a transforming medical school
Tatiana Giust-Ehler, Juan Perez-Gonzalez (Universidad Central de Venezuela, Centro de Investigacion y Desarrollo de la Educacion Medica, Caracas, Venezuela)

3DD/5 Satisfaction of medical students towards a change from problem-solving approach to problem-based learning in a 3-week renal system block
Promjit Srijahabov, Nantana Choombchuay (Srinakarinwirun University, Pathology, Bangkok, Thailand)

3DD/6 Problem based learning: a more rewarding learning experience?
F Mughol, A Ryan, C Barton, R Stores, H Lee, J Clark (University of Birmingham, School of Population and Health Sciences, Birmingham, United Kingdom)

3DD/7 Problem-based learning assessment in school might predict the medical students’ performances in pediatric clerkship training
LS Ou, RH Fu (Chang Gung Memorial Hospital, Department of Pediatrics, Taoyuan, Taiwan), CC Jeng (Chang Gung Memorial Hospital, Department of Nephrology, Taoyuan, Taiwan), JH Huang (Chang Gung Memorial Hospital, Department of Pediatrics, Taoyuan, Taiwan), HS Tseng (Chang Gung Memorial Hospital, Biostatistical Center for Clinical Research, Taoyuan, Taiwan), SJ Yeh (Chang Gung Memorial Hospital, Department of Cardiology, Taoyuan, Taiwan)

3DD/8 Students’, Tutors’ and Experts’ perspective of the Effective PBL Problems
Savitri Shitarukum, Siti Rohmah Propasasmita (Faculty of Medicine Universitas Gadjah Mada, Medical Education, Yogyakarta, Indonesia), Herma Roebertsen (Faculty of Health, Medicine and Life Science, Maastricht University, Educational Development and Research, Maastricht, Netherlands)

3DD/9 Learners’ success vs. learners’ satisfaction: different sides of the same coin? Hints from evaluation data of a PBL-seminar on basic scientific competencies in medicine
Götz Fabry (Albert-Ludwigs-University, Department of Medical Psychology and Sociology, Freiburg, Germany), Silke Biller (Albert-Ludwigs-University, Centre for Evaluation of Teaching in Medicine Baden-Württemberg, Freiburg, Germany), Boeker Martin (Albert-Ludwigs-University, Institute of Medical Biometry and Medical Informatics, Freiburg, Germany), Marianne Giesler (Albert-Ludwigs-University, Centre for Evaluation of Teaching in Medicine Baden-Württemberg, Freiburg, Germany), Ariane Zeuner (Albert-Ludwigs-University, Department of Medical Psychology and Sociology, Freiburg, Germany)

3DD/10 Using Learning Analytics to Evaluate the Efficacy of Blended Learning in PBL Based Medical Course
Abdul Alghasham (Qassim University - College of Medicine, Pharmacology, Meldia, Saudi Arabia), Mohammad Saqr (Qassim University - College of Medicine, Medicine, Meldia, Saudi Arabia), Habiba Kamal (Qassim University - College of Medicine, Clinical Skills, Meldia, Saudi Arabia)

3DD/11 16 years later... still ‘trying not to teach’? Follow-up interviews with tutors about facilitating medical students’ active learning
Gillian Maudsley (The University of Liverpool, Department of Public Health & Policy, Liverpool, United Kingdom)

3DD/12 The development of a quantifiable PBL model and its comparison to traditional PBL and didactic lecture
Kun Yao (West China School of Medicine, Sichuan University, Department of Academic Affairs, Chengdu, People’s Republic of China), Bai Hu (West China Hospital, Sichuan University, Department of Emergency Medicine, Chengdu, People’s Republic of China), Ping Qing (West China School of Medicine, Sichuan University, Department of Academic Affairs, Chengdu, People’s Republic of China)

3DD/13 The correct diagnosis and diagnostic reasoning strategies of PBL students and its change with time
Kuo-Inn Tsou (Kuo-Inn Tsou), Fu Jen Catholic University, Department of Medicine, Medical Education, Yogyakarta, Indonesia, Herma Roebertsen (Faculty of Health, Medicine and Life Science, Maastricht University, Educational Development and Research, Maastricht, Netherlands)

3DD/14 Using the “New” PBL to Introduce Students to Evidence-Based Medicine
Meanep Mechnama (Case Western Reserve University, Medicine, Cleveland, United States), James Bruzik (Case Western Reserve University, Genetics, Cleveland, United States), Theresa Wolpaw (Penn State College of Medicine, Medicine, Hershey, United States), Amy Wilson-Delfosse (Case Western Reserve University, Cleveland, United States)

3DD/15 The Use of PBL to underpin veterinary basic sciences training – the Adelaide Experience
Gail I Anderson (Ross University, School of Veterinary Medicine, Basseterre, Saint Kitts and Nevis), Samantha Franklin (University of Adelaide, School of Animal and Veterinary Sciences, Physiology, Roseworthy, Adelaide, Australia), Frederick Chew (Australian National University, College of Music, Canberra, Australia), Natasha Speight (University of Adelaide, School of Animal and Veterinary Sciences, Anatomy, Roseworthy, Adelaide, Australia)

3DD/16 Training of Scientific Methods for First Year Medical Students: First Experiences with a Problem-based Curriculum at the Freiburg University Medical Center
Martin Boeker (University Medical Center Freiburg, Institute of Medical Biometry and Medical Informatics, Freiburg, Germany), Silke Biller, Marianne Giesler (University of Freiburg, Centre for Evaluation of Teaching in Medicine Baden-Württemberg, Freiburg, Germany), Werner Vach (University Medical Center Freiburg, Institute of Medical Biometry and Medical Informatics, Freiburg, Germany), Ariane Zeuner, Götz Fabry (University Medical Center Freiburg, Department of Medical Psychology, Freiburg, Germany)

3DD/17 Can concept mapping support discussion in tutorials? A case study
Daniëlle Verstegen, Herma Roebertsen, Angel Schols (Maastricht University, FHML, Maastricht, Netherlands)
3FF  Students' perception of an interactive multimedia application as a support for teaching of breast semiology
Hello Anagoti Carrara, Geraldo Henrique Neto, Antonio Nogueira, Francisco Candido dos Reis (Faculty of Medicine of Ribeirão Preto, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil), Juan Yastie Rocha (Faculty of Medicine of Ribeirão Preto, University of São Paulo, Social Medicine, Ribeirão Preto, Brazil)

3FF/2  Enthusiasm vs. study requirements: motivation of students to take part on contributing to a wiki-based textbook and quality of result
Martin Vejražka, Cestmír Štuka, Stanislav Štípek (Charles University in Prague, 1st Faculty of Medicine, Prague)

3FF/3  E-learning about using interpreters in medical interview: improvement of students' knowledge and self-efficacy
Jeanine Suurmondt, Umar Ikram, Marie-Louise Essink-Bot (Academic Medical Centre / University of Amsterdam, Public Health, Amsterdam, Netherlands)

3FF/4  Evaluating the Utility of the Pain Education e-Tool: A Mixed-Methods Study with Medical Students and Educators
Pierre-Paul Tellier, Emmanuelle Belanger, Charo Rodriguez, Nancy Posel (McGill University, Family Medicine, Montreal, Canada), Mark A Ware (McGill University, Family Medicine/Anaesthesia, Montreal, Canada)

3FF/5  GeriatriX, a serious game for medical students to teach complex medical reasoning. Let's play!
Joep Lagro (University Nijmegen Medical Centre, Department of Geriatric Medicine, Nijmegen, Netherlands), Annalies Lason (Radboud University Nijmegen Medical Centre, Department of Geriatric Medicine, Nijmegen, Netherlands), Michelle Veugelers, Fanny Huijbregts-Verheyen (Radboud University Nijmegen Medical Centre, Institute for (Bio) Medical Education, Nijmegen, Netherlands), Noor Christoph (Academic Medical Centre, Center for Evidence-Based Education, Amsterdam, Netherlands), Marcel Oide Rikkerd (Radboud University Nijmegen Medical Centre, Department of Geriatric Medicine, Nijmegen, Netherlands)

3FF/6  Learning Analytics in Screen Based Simulation of Radiograph Interpretation
Martin Vasic (New York University, Office of Medical Education, New York, United States), Martin Pecaric (Contrail Consulting, Toronto, Canada), Kathy Bouts (University of Toronto, Pediatrics, Toronto, Canada)

3FF/7  Optimizing the process of eLearning development
Anne-Petra Rozendal, Ellen Terts (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands), Tapije Van der Werf (University Medical Center Utrecht, Directorate of Information Technology, Utrecht, Netherlands)

3FF/8  Medical Education in a Digital Age: Sociomaterial Considerations
Anna MacLeod (Dalhousie University, Division of Medical Education, Halifax Canada), Cathy Fournier (Dalhousie University, Faculty of Arts and Social Science, Halifax, Canada), Olga Kits (Dalhousie University, Research Methods Unit, Halifax, Canada)

3FF/9  Understanding medical students' self-regulated learning in traditional classroom and online learning context: a mixed method study with cluster analysis
Fremen Chih-Chen Chou, Sheng-Chang Yang (China Medical University Hospital, Department of Education, Taichung, Taiwan), Walter Chen (China Medical University, School of Medicine, Taichung, Taiwan), Hao-Chuan Lin (China Medical University Hospital, Department of Education, Taichung, Taiwan)

3FF/10  Thinking outside the classroom: social media and undergraduate medical education
Matthew Mak (University College London, Department of Medical Education, Royal College of Physicians, London, United Kingdom)

3FF/11  Student resistance to new technology
Vicki Langendyk, Glenn Mason, Shaoyu Wang (University of Western Sydney, School of Medicine, Sydney, Australia)

3FF/12  Motivation to use e-Learning resources is associated with greater learning achievements in medical students
Chien-Da Huang (Chang Gung Memorial Hospital and Chang Gung University, Department of Medical Education and Thoracic Medicine, Taipei, Taiwan), Shang-Hung Chang (Chang Gung Memorial Hospital and Chang Gung University, Department of Cardiology, Taipei, Taiwan), Han-Pin Kuo (Chang Gung Memorial Hospital and Chang Gung University, Department of Internal Medicine and Thoracic Medicine, Taipei, Taiwan), Ji-Tseng Fang (Chang Gung Memorial Hospital and Chang Gung University, Department of Nephrology, Taipei, Taiwan), San-Jouh Yeh (Chang Gung Memorial Hospital and Chang Gung University, Department of Medical Education and Cardiology, Taipei, Taiwan)

3FF/13  A novel e-learning module: Ear and temporal bone 3D anatomy and surgical approaches
Horace Cheng (Western University, Schulich School of Medicine and Dentistry, London, Canada), Nikolas Blevins, Robert Jackler (Stanford University, Department of Otolaryngology - Head and Neck Surgery, Stanford, California, United States), Sumit Agrawal (Western University, Department of Otolaryngology - Head and Neck Surgery, London, Ontario, Cape Verde)

3FF/14  Wiki use for optimising scarce clinical resources!
Karen Ives-Smith, David Foreman (Derby Hospitals, Surgery, Derby, United Kingdom)

3FF/15  Microbe Invader: Teaching microbiology through a computer role playing game
Li Tao (Case Western Reserve University School of Medicine, Cleveland, Ohio, United States)
3GG ePOSTERS: Curriculum Planning/Community Oriented Medical Education

Chairperson: Cynthia Whitehead (Canada)
Location: North Hall, PCC

3GG/1 What challenges will our current students face in 2025?
S Hautz (Charite Berlin, Prodekanat Lehre, intern, Berlin, Germany), KA Dannenberg, WE Blaum (Charite Berlin, Lernzentrum, Berlin, Germany)

3GG/2 Longitudinal service learning impacts students’ attitudes toward primary care
Lisa Rucker (Albert Einstein College of Medicine/Jacobi Medical Center, Medicine, Bronx, United States), Maria Santos, Jennifer Purcell, Elizabeth Conley (Albert Einstein College of Medicine, Family Medicine, Bronx, United States)

3GG/3 Community-oriented medical curriculum with nurse-teachers supervisors
Patricia Cury, Fernanda Sanfelice, Toufic Ambar (FACERES, Medicine, Sao Jose Do Rio Preto, Brazil)

3GG/4 Student clinical learning in under-served, GP community areas
Paul Crompeton, John McCutchan, Jan Illing (Durham University, Centre for Medical Education Research, Durham, United Kingdom)

3GG/5 Assessing the experience of Child and Family Nurse community paediatric placements for medical students
Natalie Ong (South West Sydney Local Health District, Community Paediatrics, Liverpool, Australia), Cassandra Healy, Carl Maffess, Alison Jones (University of Wollongong, Graduate School of Medicine, Wollongong, Australia)

3GG/6 The importance of the health community agent in community-based learning at a large urban area: the experience of Unifenas Medical School, Belo Horizonte, Brazil
Alexandre Moura, Fabiano Guimaraes, Rosa Malena Feria (Unifenas Medical School, Medical Education, Belo Horizonte, Brazil)

3GG/7 The education of health workers in community-based rehabilitation: methodologies and technologies of community intervention directed to people with disabilities
Regina Celia Fiorati, Valeria Meirelles Carril Elui, Thais Cristina Chaves (University of São Paulo, Faculty of Medicine of Ribeirão Preto, Ribeirão Preto, Brazil)

3GG/8 Cumulative disciplinary score in an integrated pre-clinical curriculum: a novel solution for an old problem
Sara Mortaz Hejri (Tehran University of Medical Sciences, Medical Education Department, Center for Educational Research in Medical Sciences, Tehran, Iran), Azim Mirzazadeh, Maryam Shahabi (Tehran University of Medical Sciences, Educational Developmental Office, Tehran, Iran)

3GG/9 Educational Quality can be Improved when Competence-Based Learning is Applied In the Medical Career
Mario Secchi (Istituto Universitario Italiano De Rosario - Argentina, Medical School, Rosario, Argentina), Claire De Burbure (University Catholique De Louvain, Histology, Brussels, Belgium), Roberto Garcia Turriela, Walter Bordino, Nicolas Rodriguez Leon (Istituto Universitario Italiano De Rosario - Argentina, Medical School, Rosario, Argentina)

3GG/10 Developing a curriculum in disability to help pre-clinical medical students explore world views
Rachel Hayver (Mayo Clinic, Primary Care Internal Medicine, Rochester, United States), Julie Rogers, Dominic Caruso (Mayo Clinic, Mayo Medical School, Rochester, United States), C Christopher Hook (Mayo Clinic, Hematology, Rochester, United States)

3GG/11 Evaluation of physiology teaching in a traditional curriculum in Hungary
Levente Kiss, Tamás Ivancics (Semmelweis University, Institute of Human Physiology and Clinical Experimental Research, Budapest, Hungary)

1230-1400 LUNCH (viewing of Exhibits and Posters)
Location: 2nd Floor, PCC (no coffee will be served at the Holiday Inn)

1215 & 1315 DEMO: Up-to-Date Demonstration
Location: Booth 23, 2nd Floor, PCC

1245-1345 PRIVATE MEETINGS
VIEW AGM
Masters Programme Meeting
AMEE-ESME Course
ASME-FLAME Course
AMEE-RESME Course
Location: Club H, PCC
Location: Meeting Hall II, PCC
Location: Meeting Room 2.2, PCC
Location: Meeting Room 4.1, PCC
Location: Meeting Room 4.2, PCC

OPEN MEETINGS
For more information about attending an AMEE Committee meeting, see page 16.

AMEE Postgraduate Committee
AMEE Research Committee
AMEE eLearning Committee
AMEE Simulation Committee
Location: Club A, PCC
Location: Club B, PCC
Location: Club C, PCC
Location: Club D, PCC

1300-1345 BOOK SIGNING: ‘Essential Skills for a Medical Teacher’(2012) Harden & Laidlaw
Location: Wisepress Exhibition, Booth 19-20, 2nd Floor, PCC
SESSION 4: Simultaneous Sessions

1400-1530 4A SYMPOSIUM: How Can Evidence Inform Teaching?
Marilyn Hammick (BEME Consultant, UK) (Chair), Jill Thistlethwaite (University of Queensland, Australia), Geoff Norman (McMaster University, Canada), Geoff Wong (UK), Antonio vaz Carneiro (Portugal)
Location: Congress Hall, PCC

1400-1530 4B SYMPOSIUM: Technology Enhanced Learning in Regional Networks Focused on Medical Education
Daniel Schwarz (Masaryk University, Faculty of Medicine, Institute of Biostatistics and Analyses, Czech Republic), Ladislav Dušek (MEFANET Coordinating Council President, Czech Republic), Radu ilieșcu (University of Medicine and Pharmacy “Gr. T. Popa”, Romania), Oto Osina (Comenius University, Jessenius Faculty of Medicine, Slovakia)
Location: Meeting Hall I, PCC

1400-1530 4C SYMPOSIUM: New Trends in Health Sciences Education
Raymond Pavlick (AT Still University School of Osteopathic Medicine in Arizona, Mesa, USA), Peter de Jong (Leiden University Medical Center, Leiden, Netherlands), Amy Wilson-Delbosse (Case Western Reserve University School of Medicine, Cleveland, USA), Aviad Haramati (Georgetown University School of Medicine, Washington DC, USA) (Moderator)
Location: Panorama, PCC

1400-1420 4D/1 The Role of Clinical Documentation and Case Review in Shaping Medical Teaching Teams’ Ability to Collaborate in their Provision of Patient Care
Mark Goldszmidt (Schulich School of Medicine & Dentistry, Centre for Education Research & Innovation, University of Western Ontario, London, Ontario, Canada), Tim Dornan, Jeroen Merrienboer (Maastricht University, School of Health Education, Maastricht, Netherlands), Georges Bordages (University of Illinois at Chicago, Department of Medical Education, Chicago, United States), Lorelei Lingard (Schulich School of Medicine & Dentistry, Centre for Education Research & Innovation, London, Canada)

1400-1420 4D/2 Unveiling group processes when students collaborate in small groups: An attempt to increase effectiveness of group learning in higher education
Juliette Hommes (Maastricht University, Faculty of Health Medicine and Life sciences, Educational Research & Development, Netherlands)

1400-1530 4D PHD REPORTS: PhD Reports 1
Chairperson: Erik Driessen (Netherlands)
Location: Meeting Hall IV, PCC

1400-1420 4D/3 Evaluation and Feedback for Effective Clinical Teaching
Cornelia Fluit (Radboud University Nijmegen Medical Centre, Institute for (Bio) Medical Education, Nijmegen, Netherlands)

1400-1530 4E RESEARCH PAPERS: Simulation and Learning Technologies
Chairperson: Charlotte Silen (Sweden)
Location: Meeting Hall V, PCC

1400-1420 4E/1 Effective debriefing approaches in simulation based education
Kristian Krogh (Aarhus University, Centre for Medical Education, Aarhus, Denmark), Margaret Bearman (Monash University, HealthPEER, Melbourne, Australia), Debra Nestel (Monash University, School of Rural Health - Faculty of Medicine, Nursing and Health Sciences, Churchill, Australia)

1440-1500 4E/2 Considerations in learner-centered versus team-based collaborative online learning
Heather MacNeill (Bridgepoint Hospital, University of Toronto, Physiatry, Toronto, Canada), Deanna Telner (University of Toronto, Family and Community Medicine, Toronto, Canada), Elizabeth Hanna (Bridgepoint Hospital, University of Toronto, Speech Language Pathology, Toronto, Canada)

1440-1500 4E/3 Cognitive Appraisal as a Predictor of Stress, Patient Management, and Team Performance during Simulated Patient Crises
Carlyanne Yarascavitch (University of Toronto, The Wilson Centre, Toronto, Canada), Daniel Haas (University of Toronto, Faculty of Dentistry, Discipline of Dental Anaesthesia, Toronto, Canada), Vicki LeBlanc (University of Toronto, The Wilson Centre, Toronto, Canada)

1450-1520 4E/4 The Impact of Massed versus Spaced Instruction on Learning and Self-efficacy in Pediatric Resuscitation
Catherine Patocka, Farooq Khan (McGill University, Emergency Medicine Residency Program, Montreal, Canada), Dubrovsky Sasha, Danny Brody (McGill University, Pediatrics, Montreal, Canada), Iana Bank, Farhan Bhanji (McGill University, Pediatrics, Centre for Medical Education & Steinberg Medical Simulation Centre, Montreal, Canada)

1500-1520 Discussion
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<th>Time</th>
<th>Session</th>
<th>Topic</th>
<th>Chairperson/Note</th>
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<tr>
<td>1400-1530</td>
<td>4F</td>
<td><strong>SHORT COMMUNICATIONS: Assessment: Written</strong></td>
<td>Chairperson: Sydney Smee (Canada)</td>
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<td>Opening Discussant: Lesley Southgate (UK)</td>
<td>Location: Chamber Hall, PCC</td>
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<td>1400-1415</td>
<td>4F/1</td>
<td>Estimating insight and foresight from summative assessment</td>
<td>Mike Tweed (University of Otago Wellington, Department of Medicine, Wellington, New Zealand), Sarah Stein (University of Otago, Higher Education Development Centre, Dunedin, New Zealand), Tim Wilkinson (University of Otago Christchurch, Department of the Dean, Christchurch, New Zealand), Jeff Smith (University of Otago, College of Education, Dunedin, New Zealand)</td>
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<td>1415-1430</td>
<td>4F/2</td>
<td>Meta-evaluation of multiple choice questions (MCQs) in clinical anatomy: prevalence, outcomes and guidelines</td>
<td>Milton Severo (Faculty of Medicine of the University of Porto, Department of Clinical Epidemiology, Predictive Medicine and Public Health, Porto, Portugal), Bruno Guimarães, João Pais (Faculty of Medicine, University of Porto, Center for Medical Education, Porto, Portugal), Ana Povo, Artur Silva, Maria Amelia Ferreira (Faculty of Medicine of the University of Porto, Department of Anatomy, Porto, Portugal)</td>
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<td>1430-1445</td>
<td>4F/3</td>
<td>MCQ vetting and students performance</td>
<td>Maied Wadi (University of Science and Technology, Centre for Medical Education and Training, Centre for Medical Education and Training, Sana'a NA, Yemen), Ahmad Fuad Abdul Rahim, Muhamad Saful Bahr Yussoff, Kamarul Aryfizn Baharuddin (Universiti Sains Malaysia, Medical Education Department, Kubang Kerian, Malaysia)</td>
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<td>1445-1500</td>
<td>4F/4</td>
<td>Standard Setting for Written Short Answer Question (SAQ) Examinations</td>
<td>Agnes Dodds, Katharine Reid (The University of Melbourne, Melbourne Medical School, Melbourne, Australia), Fink Michael (The University of Melbourne, Department of Surgery, Austin Health, Melbourne, Australia)</td>
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<td>1500-1530</td>
<td>4F/5</td>
<td>Analysis of a Script Concordance Test (SCT) to evaluate treatment decisions in Physical Therapy: is item-response frequency analysis useful to improve test quality?</td>
<td>Claudia Gormaz (Oficina de Educacion en Ciencias de la Salud, Universidad Mayor - Facultad de Medicina, Santiago, Chile), Luis Henriquez (Escuela de Kinesiologia, Universidad Mayor - Facultad de Medicina, Santiago, Chile), Maria Elisa Bazan (Oficina de Educacion en Ciencias de la Salud, Universidad Mayor - Facultad de Medicina, Santiago, Chile), Carlos Brailovsky (The College of Family Physicians of Canada, Toronto, Canada)</td>
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<td>Discussion</td>
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<td>1400-1530</td>
<td>4G</td>
<td><strong>SHORT COMMUNICATIONS: Curriculum: Rural Medical Education</strong></td>
<td>Chairperson: Gudrun Edgren (Sweden)</td>
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<td>Opening Discussant: Paul Worley (Australia)</td>
<td>Location: Conference Hall, PCC</td>
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<tr>
<td>1400-1415</td>
<td>4G/1</td>
<td>Do rural placements influence the attitudes of medical graduates towards rural practice?</td>
<td>John A Bushnell (University of Wollongong, Graduate School of Medicine, Wollongong, Australia), Michael Jones (Macquarie University, Psychology Department, Sydney, Australia), John Humphreys (Monash University, School of Rural Health, Bendigo, Australia)</td>
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<td>1415-1430</td>
<td>4G/2</td>
<td>Successful interventions to improve human resources for health: The Stellenbosch University Rural Medical Education Partnership Initiative</td>
<td>Mariette De Villiers (Stellenbosch University, Medical Education, Tygerberg, Cape Town, South Africa), Jean Nachega (Stellenbosch University/ University of Pittsburgh, Infectious Diseases, Cape Town, South Africa), Kalay Moodley (Stellenbosch University, Medical Education, Cape Town, South Africa), Lilian Dudley (Stellenbosch University, Public Health, Cape Town, South Africa), Susan Van Schalkwyk (Stellenbosch University, Medical Education, Cape Town, South Africa)</td>
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<td>1430-1445</td>
<td>4G/3</td>
<td>Rural electives – providing transformative learning opportunities and influencing choice of career: The Stellenbosch University experience</td>
<td>K Moodley, B Willems, M De Villiers, S Van Schalkwyk (Stellenbosch University, Medical Education, Cape Town, South Africa)</td>
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<td>1445-1500</td>
<td>4G/4</td>
<td>What is the impact of an integrated community clerkship on students’ attitude toward stressors of rural practice?</td>
<td>Wayne Woloschuk (University of Calgary, Undergraduate Medical Education, Health Sciences Centre, Calgary, Canada), Douglas Mlyne (University of Calgary, Distributed Learning and Rural Initiatives, Calgary, Canada), Wesley Jackson (University of Calgary, Family Medicine, Calgary, Canada), Kevin McLaughlin, Bruce Wright (University of Calgary, Undergraduate Medical Education, Calgary, Canada)</td>
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<td>1500-1515</td>
<td>4G/5</td>
<td>Teaching Primary Care Obstetrics: Insights and Recruitment Recommendations of Family Physicians</td>
<td>Sudha Koppula (University of Alberta, Family Medicine, Edmonton, Canada), Judith B. Brown, John M. Jordan (Western University, Family Medicine, London, Canada)</td>
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<tr>
<td>1515-1530</td>
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<td>Discussion</td>
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1400-1530 4H SHORT COMMUNICATIONS: Clinical Teaching 2
Chairperson: Kenar Jhaveri (USA)
Location: Club H, PCC

1400-1415 4H/1 Adaptation during third-year clerkship: The lived experiences of medical students at the Northern Ontario School of Medicine
Tim Duke (Laurentian University, School of Rural and Northern Health, Sudbury, Canada), Roger Strasser (Northern Ontario School of Medicine, Rural Family Medicine, Sudbury, Canada), Robert Schinke (Laurentian University, School of Human Kinetics, Sudbury, Canada)

1415-1430 4H/2 Enhancing teaching and learning in service environments with rapid patient turnover
K Nathavitharana (Worcestershire Acute Hospitals NHS Trust, Education Centre, Alexandra Hospital, Redditch, United Kingdom)

1430-1445 4H/3 Does the number of patients seen by medical students relate to examination performance?
Miki Kiyokawa (University of Hawaii, Medicine, Hawaii, United States), Kalyani Premkumar (University of Saskatchewan, Community Health & Epidemiology, Saskatoon, Canada), Marcel D’Eon (University of Saskatchewan, Community Health & Epidemiology, Saskatoon, Canada), Krista Trinder (University of Saskatchewan, College of Medicine, Saskatoon, Canada), Damon Sako, Sheri Fong (University of Hawaii, Medical Education, Hawaii, United States)

1445-1500 4H/4 Faculty sequencing of learning experiences for medical trainees
H Carrie Chen (University of California San Francisco, Pediatrics, San Francisco, United States), Shannon Fogh (University of California San Francisco, Radiation Oncology, San Francisco, United States), Brent Sobashi, Arianne Teherani, Patricia O’Sullivan (University of California San Francisco, Medicine, San Francisco, United States), Olle ten Cate (University Medical Center Utrecht, Medical Education, Utrecht, Netherlands)

1500-1515 4H/5 Influence of Attending Physician Specialty on the Uptake of Clinical Learning Opportunities During Simulated Morning Case Review
Laura Diahchua, Andrea Charise, Yin Hui, Mark Goldszmidt, Lorelei Lingard (Schulich School of Medicine and Dentistry, Western University, Centre for Education Research and Innovation, London, Canada)

1515-1530 4H/6 How can students’ diagnostic competence benefit most from practice with clinical cases? Effects of structured reflection on future diagnosis of the same and novel diseases
Silvia Mamede (Erasmus Medical Centre, Institute of Medical Education Research Rotterdam, Erasmus MC - Gebouw Rotterdam, Rotterdam, Netherlands), Tamaro Van Gog (Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands), Alexandre S Moura, Rosa Malena D de Faría, José Maria Peixoto (José do Rosário Vellano University (UNIFENAS) Medical School, Department of Medical Education Development, Belo Horizonte, Brazil), Henk G Schmidt (Erasmus University Rotterdam, Department of Psychology, Belo Horizonte, Brazil)

No discussion

1400-1530 4I SHORT COMMUNICATIONS: Postgraduate Education: Trainee Workload and Wellbeing
Chairperson: Peder Charles (Denmark)
Opening Discussant: Fedde Scheele (Netherlands)
Location: Club A, PCC

1400-1415 4I/1 Contextualizing the Canadian resident duty hours debate: results from a national survey
Jason R Frank, Kevin Imrie, Julia Setig, Sarah Tober (Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada), Katherine Moreau, Kaylee Eady (Children’s Hospital of Eastern Ontario, Clinical Research Unit, Ottawa, Canada)

1415-1430 4I/2 A study of experiential learning and continuity of care in post EWTD hospital setting
Bharath R Chinathur K (Queen Elizabeth Hospital, Department of Gastroenterology, Mindelsham Way, Edgbaston, Birmingham, United Kingdom), Muhammad A Monga (Queen Elizabeth Hospital, Department of Gastroenterology, Birmingham, United Kingdom), Jason Goh (Queen Elizabeth Hospital, Department of Medical Education, Birmingham, United Kingdom)

1430-1445 4I/3 Effect of sleep deprivation on cognitive function
Muirne Spooner (Royal College of Surgeons in Ireland, Medicine, Education and Research Centre, Beaumont Hospital, Beaumont, Dublin, Ireland), Rebecca Horgan, Tom Branigan, Noel Gerard McElvaney (Royal College of Surgeons, Medicine, Dublin, Ireland)

1445-1500 4I/4 The Impact of a Health and Well-being Workshop for Interns: Focusing on Resilience and Positive Change
Mataroria P Lyndon (University of Auckland, South Auckland Clinical School, c/- Middlemore Hospital, Otahua, Auckland, New Zealand), Joanna M Strom (Counties Manukau District Health Board, Auckland, New Zealand), Marcus A Henning (University of Auckland, Centre of Medical and Health Sciences Education, Auckland, New Zealand), Andrew D MacCormick (University of Auckland, South Auckland Clinical School, Auckland, New Zealand), Susan J Hawken (University of Auckland, Department of Psychological Medicine, Auckland, New Zealand), Andrew G Hill (South Auckland Clinical School, University of Auckland, Auckland, New Zealand)

1500-1515 4I/5 Mind How You Go
Lorraine Close, Debbie Aitken, Janet Skinner (University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom)

1515-1530 Discussion
**4J SHORT COMMUNICATIONS: Junior Doctor as Teacher**
Chairperson: Juanita Bezuidenhout (South Africa)
Location: Club E, PCC

**1400-1415**
**4J/1** Starting up a new teaching programme: 12 lessons learned from the junior doctor front-line
(Miriam Friedman Ben-David 2012 Award Winner Presentation)
Teresa Tsok (Guy’s and St Thomas’ NHS Foundation Trust in London, United Kingdom)

**1415-1430**
**4J/2** Improving Residents’ Perceived Abilities as Teachers using Simulation
Farhan Bhanji, Linda Snell (McGill University, Royal College of Physicians and Surgeons of Canada, Centre for Medical Education, Montreal, Canada)

**1430-1445**
**4J/3** Impact of a rotation in medical education on the development of a teacher identity for senior residents of Université de Montréal
Geneviève Grégoire (Université de Montréal, médecine, Montréal, Canada), Suzanne Laurin, Marie-Claude Audédat (Université de Montréal, Médecine familiale et médecine d’urgence, Montréal, Canada)

**1445-1500**
**4J/4** A faculty-facilitated near-peer teaching programme: an effective way of teaching undergraduate medical students
Xinyi Du, Muhammad Kebra, Seekanth Sakhibal, Andrew Peetamsingh, Frances Hiscock (Princess Alexandra Hospital, Foundation Programme, Harlow, United Kingdom), Peter Bishop (Princess Alexandra Hospital, Education, Intensive Care Unit, Harlow, United Kingdom)

**1500-1515**
**4J/5** The Development of an Objective Structured Teaching Examination for Foundation Doctors
Jo Soabia Phillips (University of Manchester, Wythenshawe Hospital (UHSM), Wythenshawe, Manchester, United Kingdom), Marie Therese Byrne-Davis (University of Manchester & UHSM Academy, Manchester Medical School, Manchester, United Kingdom), Gerard John Byrne (University of Manchester & UHSM Academy, Faculty of Medical and Human Sciences, Manchester, United Kingdom)

**1515-1530**
**4J/6** Improving resident teaching through clinical case conference presentations in Japan
Jeffrey G Wong (Medical University of South Carolina, Internal Medicine, Charleston, United States), Masataka Gunshin (The University of Tokyo, Department of Emergency Medicine, Tokyo, Japan), Daishuke Son (The University of Tokyo, International Research Center for Medical Education, Tokyo, Japan)

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**4K SHORT COMMUNICATIONS: Education Management**
Chairperson: Bipin Batra (India)
Location: Club B, PCC

**1400-1415**
**4K/1** Overview of the world’s medical schools
RJ Duvivier, J Boulet, A Opalek (Foundation for Advancement of International Medical Education and Research FAIMER, Philadelphia, United States)

**1415-1430**
**4K/2** Government role in medical education in Brazil
Miriam Graziano (Unifenas, Public Health, Alfenas, Brazil), Helena Chini (Unifenas, Physiology, Alfenas, Brazil), Patrícia Oliveira (Unifenas, Public Health, Poços de Caldas, Brazil), Eliano Aamar (Unicamp, Obstetrics and Gynecology, Campinas, Brazil), Jaqueline Barbosa (Unifenas, Medical Psychology, Alfenas, Brazil), Silvana Novais (Unifenas, Public Health, Alfenas, Brazil)

**1430-1445**
**4K/3** Spending £10k a minute transforming a £1m strong health workforce
Ian Cumming (Health Education England, United Kingdom)

**1445-1500**
**4K/4** Implementation of the Physician Assistant in Dutch health care organizations: Primary motives and outcomes
Anneke van Vught, Geert van den Brink, Theo Wobbes (HAN University of Applied Science, Physician Assistant Program, Nijmegen, Netherlands)

**1500-1515**
**4K/5** Manpower planning in Post Graduate Medical Education: Is there a need for an EU-policy?
Abe Meinders (University of Groningen, Postgraduate School of Medicine, University Medical Center Groningen, Netherlands), Angelique Reinders, Raquel de Vito (University of Groningen, Postgraduate School of Medicine, University Medical Center Groningen, Groningen, Netherlands), Johan Groothof (University of Groningen, Department of Health Sciences, University Medical Center Groningen, Netherlands), Jan Borleffs (University of Groningen, UMC Groningen Postgraduate School of Medicine, University Medical Center Groningen, Groningen, Netherlands)

**1515-1530**
**4K/6** International Collaboration between the Brazilian Department of Health, its School and the University of Maastricht: Innovation in post-graduate health services and education
Mourad Ibrahim Belaciano (Federal University of Brasilia, Collective Health, Brasilia, Brazil), Regina Helena Petroni Mennin (Federal University of Sao Paulo, Preventive Medicine, Sao Paulo, Brazil), Adriana Aguiar (Fundação Fio Cruz, Communication and Information, Rio de Janeiro, Brazil), Stewart Mennin (Mennin Consulting, Mennin Consulting, Sao Paulo, Brazil)

No discussion
1400-1530  **4L** SHORT COMMUNICATIONS: Selection: Multiple Mini Interview

Chairperson: Fiona Patterson (UK)
Opening Discussant: Jon Dowell (UK)
Location: Club C, PCC

1400-1415  **4L/1** Validity of the Multiple Mini-Interview (MMI)
Michael Dodson (University of Notre Dame Australia, Melbourne Clinical School, Werribee, Australia)

1415-1430  **4L/2** The impact on reliability of MMIs by using Skype and reducing the number of stations to 5
Deborah O’Mara, Imogene Rothnie (Sydney Medical School, Assessment Unit Office of Medical Education, Sydney, Australia)

1430-1445  **4L/3** Multiple mini interviews: checklist scores, global ratings or both?
Godfrey Pell (University of Leeds, Leeds Institute of Medical Education, School of Medicine, LIME, Leeds, United Kingdom)

1445-1500  **4L/4** The utility of Multi Faceted Rasch Modelling to evaluate applicant ability, examiner severity and consistency, and item difficulty in high stakes multiple mini interview for selection into graduate entry medicine
Imogene Rothnie (University of Sydney, Office of Medical Education, Sydney, Australia), Chris Roberts (University of Sydney, Sydney Medical Program, Camperdown, Australia)

1500-1530 Discussion

1400-1530  **4M** SHORT COMMUNICATIONS: Virtual Patients

Chairperson: Anne-Marie Cunningham (UK)
Location: Club D, PCC

1400-1415  **4M/1** Research in the Gamification of Medical Education
Adrian Raudaschl (Greater Glasgow and Clyde, Medicine, Glasgow, United Kingdom)

1415-1430  **4M/2** Expectations and experiences of the collaborative aspect of virtual patient work
Samuel Edelbring (Karolinska Institutet, LIME, Stockholm, Sweden), Ingrid E Lundberg (Karolinska Institutet, Dept. of Medicine, Stockholm, Sweden), Nobili Zary (Karolinska Institutet, LIME, Stockholm, Sweden)

1430-1445  **4M/3** Can virtual patients be shared internationally?
Kieran McGlade (Queen’s University Belfast, Centre for Medical Education, Department of General Practice, Belfast, United Kingdom), Kati Hakkarainen (University of Tampere, School of Medicine, Tampere, Finland), David McCarthy, Richard Plumb, Gerard Gormley (Queen’s University Belfast, Centre for Medical Education, Belfast, United Kingdom), Ciaraan O’Gorman (Ulster Hospital, Critical Care Complex Laboratories, Belfast, Turkmensia)

1445-1500  **4M/4** The Generation 4.5 Project: Using Ethical Virtual Patients in Teaching
Carwyn Hooper, Terry Poulton, Sheetal Kaiwa (St George’s, University of London, Division of Population Health Science & Education, London, United Kingdom), Bryan Vernon (Newcastle University, Newcastle, United Kingdom), Pirashanthie Vivekananda-Schmidt (The University of Sheffield, United Kingdom), Georgia Testa (University of Leeds, United Kingdom)

1500-1515  **4M/5** Exploring the validity and reliability of a questionnaire for evaluating virtual patient design with a special emphasis on fostering clinical reasoning
Soren Huwendiek (Institute of Medical Education, Bern University, Department of Assessment and Evaluation, Bern, Switzerland), Bas deLeng, Cees van der Vleuten (Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands), Georg F Hoffmann, Burkhard Tonshoff (University Children’s Hospital Heidelberg, Clinic I, Heidelberg, Germany), Diana Dolmans (Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands)

1515-1530  **4M/6** The development of a virtual city for the environment of a Primary Health Care Course in the Amazonian region
Alessandra Dahmer (Federal University of Health Sciences, Education Information and Health, Porto Alegre, Brazil), Maria Eugenia Pinto, Fabrício Costa (Federal University of Health Sciences, Department of Public Health, Porto Alegre, Brazil), Otávio O’Avila (Federal University of Rio Grande do Sul, Department of Public Health, Porto Alegre, Brazil)

No discussion

1400-1530  **4N** SHORT COMMUNICATIONS: Learning Online

Chairperson: David Davis (United Kingdom)
Location: Meeting Room 2.1, PCC

1400-1415  **4N/1** The whacky in the wiki - supporting online tutors
Janet MacDonald, Lesley Pugsley, Lynne Allery (Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom)

1415-1430  **4N/2** Effects of moderated and non-moderated online courses on student success
Marko Trtica, Milica Borovic-Labudovic, Nela Puskas, Jelena Kostic, Ivan Zaletel, Milos Bajcetic (School of Medicine, Belgrade University, Department for Histology and Embryology “A.Dj. Kostic”, Belgrade, Serbia)

1430-1445  **4N/3** Participants’ Perceptions of a Massive Open Online Course
Jo-Anne Murray, Jayne Roberts, Anne Stevenson, Joan Kulifay (University of Edinburgh, Royal (Dick) School of Veterinary Studies, Edinburgh, United Kingdom)
1445-1500 4N/4 An online case repository facilitates radiology residency training and evaluation of education theory, can potentially shorten duration of training, and aid mastery training – a follow up report
Poh-Sun Goh (National University Hospital, Department of Diagnostic Radiology, Singapore)

1500-1515 4N/5 The Evolution of a web based Distance Learning framework for vascular surgery – the first four years 2009-12
H Stepak (Poznan University of Medical Sciences, Department of General and Vascular Surgery, Poznan, Poland), N Pateli, B Callenec, S Méthélen, J Schmidli, J Beard (European Society for Vascular Surgery, Education & Training Committee)

1515-1530 4N/6 Database of medical images for development of teaching materials
Fernando Rafael Stahnke, Jonhy Rafael Eissmann (Universidade Fei, Instituto de Ciências Exatas e Tecnológicas, Nova Hamburgo, Brazil), Marta Rosecler Bez (Universidade Fei, Instituto de Ciências Exatas Tecnológicas, Nova Hamburgo, Brazil), Cecilia Dias Flores (UFCSPA - Universidade Federal de Ciências da Saude de Porto Alegre, Educação e Informação em Saúde, Porto Alegre, Brazil)

No discussion

1400-1530 4O WORKSHOP: Teaching Professionalism: Supporting the Development of a Professional Identity
Richard L Cruess, Sylvia R Cruess, Linda Snell, Yvonne Steinert (McGill University, Center for Medical Education, Montréal, Canada)
Location: Meeting Room 3.5, PCC

1400-1530 4P WORKSHOP: Using the experience of others to manage the setting up of new medical schools or courses
John Cookson (Hull York Medical School, Centre for Education Development, York, United Kingdom), Peter Crorie (St George's Medical School, Medical Education, London, United Kingdom)
Location: Meeting Room 4.1, PCC

1400-1530 4Q WORKSHOP: ASPIRE: Excellence in Medical Education
David Wilkinson (Macquarie University, Australia), Trudie Roberts (University of Leeds, United Kingdom)
Location: Meeting Room 4.2, PCC

1400-1530 4R WORKSHOP: Continuing Medical Education and Professional Development: Designing Effective Short Courses with Measurable Outcomes
Jocelyn Locker (University of Calgary, Dean's Office - Education, Calgary, Canada), Karen Mann (Dalhousie University, Division of Medical Education, Halifax, Canada), Lara Cooke (University of Calgary, Continuing Medical Education and Professional Development, Calgary, Canada)
Location: Meeting Room 2.2, PCC

1400-1530 4S WORKSHOP: Improving Clinical Reasoning Skills Using Simulation
James McGee (University of Pittsburgh School of Medicine, Laboratory for Educational Technology, Pittsburgh, United States), Nancy Posel, David Fleischer (McGill University, McGill Molson Medical Informatics, Montreal, Canada)
Location: Meeting Room 3.1, PCC

1400-1530 4T WORKSHOP: Using “Appreciative Inquiry” to address Change Anxieties
M Brownell Anderson (NBME, International Programs, Philadelphia, United States), Hasam Hamdy (University of Sharjah College of Medicine, Sharjah, United Arab Emirates), Manuel Joao Costa (University of Minho, Medical Education, Minho, Portugal)
Location: Meeting Room 3.2, PCC

1400-1530 4U WORKSHOP: Building students' engagement: The design of teaching and learning interventions
ADC Jaarsma, JW van den Berg, RA Scheepers (Academic Medical Centre, University of Amsterdam, Center for Evidence-Based Education, Professional Performance, Amsterdam, Netherlands), SS Lases (Academic Medical Centre, University of Amsterdam, Center for Evidence-Based Education, Professional Performance, Amsterdam, Netherlands), NJJM Mastenbroek (Faculty of Veterinary Medicine, Quality improvement Veterinary Education, Utrecht, Netherlands)
Location: Meeting Room 3.3, PCC

1400-1530 4V WORKSHOP: Developing national assessment processes: satisfying community and regulator concerns about standards while maintaining and improving the quality of medical education systems (reason for the change is that diversity is not a goal in itself, it is only useful if it serves a quality purpose)
RB Hays (Bond University, Gold Coast, Australia), L Schwirth (Flinders University, Adelaide, Australia), on behalf of Medical Deans Australia and New Zealand
Location: Room A, Holiday Inn
1400-1530 4W  WORKSHOP: Can I say that? Negotiating Insider/Outsider Boundaries in Critical Health Professions Education Research
Saleem Razack (McGill University, Pediatrics, Montreal, Canada), Tina Martimianakis (University of Toronto, Pediatrics, Toronto, Canada), Cynthia Whitehead (University of Toronto, Family Medicine, Toronto, Canada), Ayelet Kuper (University of Toronto, Internal Medicine, Toronto, Canada)
Location: Room B, Holiday Inn

1400-1530 4X  WORKSHOP: Motivational teaching practices: Choose between filling the bucket and lighting the fire
Rashmi Kusurkar (Institute for Education and Training, VU University Medical Center Amsterdam, VUmc School of Medical Sciences, Amsterdam, Netherlands), Olle ten Cate (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands), Larry Gruppen (University of Michigan Medical School, Department of Medical Education, Ann Arbor, United States), Anthony Artino, Jr. (Uniformed Services University of the Health Sciences, Bethesda, United States)
Location: Room D, Holiday Inn

1400-1530 4Y  MEET THE EXPERT: Hilliard Jason
Location: Meeting Room 4.3, PCC

1400-1530 4Z  POSTERS: Student in Difficulty/Student Support
Chairperson: Claire de Burbure (Belgium)
Location: South Hall, PCC
4Z/1 Evaluation Of The Maslach Burnout Inventory And Coping Styles Among Second-Year Medical Students
Fernando Villegas Alvarez (Universidad Nacional Autónoma De México, Cirugía, Mexico), Rosa Maria Diaz-Romero (Universidad Tecnológica De Mexico, Coordinación De Investigación, Facultad De Odontología, México Df, Mexico), Manuela Alfonso Villalobos Huerta (Universidad Nacional Autónoma De Mexico, Cirugía, Mexico Df, Mexico), Claudia Lopez-Bezerra (Universidad Pedagógica Nacional-Mexico, Psicología Educativa, Mexico Df, Mexico)
4Z/2 The use of psychoactive substances among medical students. A quantitative and qualitative research
Alexandre Robert (Facultad de Medicina da Universidade Federal de Goiás, Clínica Médica, Goiânia, Brazil), Mârbel Fernanda da Silva, Vanessa Cobaldo Moreira, Vanusa Maria Rosa (Faculdade de Medicina da Universidade Federal de Goiás, Acadêmica, Goiânia, Brazil), Mara de Rosário Ferraz Roberti (Faculdade de Medicina da Universidade Federal de Goiás, Clínica Médica, Goiânia, Brazil), Nilce MSC Costa (Faculdade de Nutrição da Universidade Federal de Goiás, Pós-graduação, Goiânia, Brazil)
4Z/3 Burnout in Medical Students: A randomized multicentric study
Munique Almeida, Helena Paro, Fernanda B Mayer, Milton A Martins, Paula SP Silveira, Patricia Tempski (School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil)
4Z/4 Prevalence of psychological problems in Lampang medical students, 2 years follow up
Thawanrat Srichan (Lampang Medical Education Center, Psychiatry Department, Lampang Hospital, Lampang, Thailand)
4Z/5 Response Style and Academic Performance: implications for student support
Pirashanthie Vivekananda-Schmidt (University of Sheffield, Medical Education, Sheffield Medical School, Sheffield, United Kingdom), John Sandars (University of Leeds, Medical Education, Leeds, United Kingdom)
4Z/6 Doctors with mobility difficulties: a qualitative study of medical students’ attitudes
C Lewis (North Bristol NHS Trust, Foundation Year 2 Doctors, Southmead Hospital, Weston-super-Tryn, Bristol, United Kingdom), L Bowater, M Wilkinson (University of East Anglia, Norwich Medical School, Norwich, United Kingdom)
4Z/7 Preliminary investigations into a support scheme for individual students recently introduced to Manchester Medical School
Emma Vaccari (The University of Manchester, Manchester Medical School, Manchester, United Kingdom), Sujesh Bansal (Central Manchester University Hospitals NHS Foundation Trust, Anaesthetics, Saint Mary’s Hospital, Manchester, United Kingdom), Maria Regan (University of Manchester Medical School, Manchester, United Kingdom), Judy Stokes (Central Manchester University Hospitals NHS Foundation Trust, Anaesthetics, Manchester, United Kingdom), Isobel P Bradman (University of Manchester Medical School, Manchester, United Kingdom)
4Z/8 Combining peer assisted learning and peer mentoring
Nicky Barr, Lesley Wood, Zainab Jawad, Lucy Williams, Savannah Bristol (The University of Manchester, School of Medicine, Manchester, United Kingdom)
4Z/9 Building faculty networks for supporting students in health sciences
Aziza Baywood, Alwyn Louw (University of Stellenbosch, Centre for Health Professions Education, Cape Town, South Africa)
4Z/10 Student perceptions of an accompanying program experience
Maria Ines Romero, Diego Munoz, Juan Luis Silva, Marcos Santibanez, Mariana Rosemblatt, Luis Roman (Universidad San Sebastian, Medicina, Santiago, Chile)
4Z/11 Student support initiatives in the Department of Internal Medicine
JMM Koning (University of the Free State, Department of Internal Medicine, Faculty of Health Sciences, Bloemfontein, South Africa)
**4Z/12** Medical Students in Need: An Audit of Student Support Services at King’s College London  
Akhshdeep Niljar, Aranghan Lingham, Jessica Tan, Usma Ayub, Impe Bekri, Stuart Knight (King’s College London, School of Medicine, London, United Kingdom)

**4Z/13** “Everything went downhill from there”: Identity and perceptions of control in university transition  
Wendy McMillan (University of the Western Cape, Dental Education, Faculty of Dentistry, Cape Town, South Africa)

**4Z/14** FIFE S.T.A.R.S (Students Taking Academic Review Sessions): A Novel Way to Enhance Clinical Skills  
Emeka Nzekwu, Laurie Mereu (University of Alberta, Medicine and Dentistry, Edmonton, Canada)

**4Z/15** Teaching Clinical Examinations: What do students want?  
Douglas Meehan, Gary Cross, Liam Foster (University of Cambridge, General Medicine, Cambridge, United Kingdom)

**4Z/16** Improvement of students’ understanding of complex assessment tools with adaptive comparative judgement  
James Gorden, (Presenter: David Pier, University of Edinburgh, Clinical Surgery, Edinburgh, United Kingdom)

**4Z/17** Qualitative student evaluation of preparatory material in a Team Based Learning focused medical school curriculum  
James Strafford-Martin, Senita Mountjoy, Naomi Low-Beer (Imperial College London, London Office of the Lee Kong Chian School of Medicine, London, United Kingdom)

**4Z/18** Student Perceptions towards the Efficacy of Peer Representation at Medical School  
Aaron Bradly, Kerrie Wilson, Olwyn Westwood (Barts & The London School of Medicine & Dentistry, Queen Mary, University of London, Centre for Medical Education, London, United Kingdom)

**1400-1530**  
**4AA POSTERS: Interprofessional Education 2**  
Chairperson: Della Freeth (United Kingdom)  
Location: Terrace 2, PCC

**4AA/1** Interprofessional education – experiences of developing and implementing an IPE module for 10 different health education programs  
Anita Iversen, Ragnhild Nilsen, Amfinn Sundsfjord, (Presenter: Nanna Hauksdottir, University of Tromsø, Faculty of Health Sciences, Tromsø, Norway)

**4AA/2** Learning methods and theory of Inohana IPE in Chiba University.  
Yoshinori Takehashi (Chiba University, School of Nursing, Chuo-ku, Chiba-shi, Japan), Takashi Maeda, Satoshi Okada, Mayumi Asahi, Itako Sakai, Misako Miyazaki (Chiba University, School of Nursing, Chiba-shi, Japan)

**4AA/3** Promoting careers in medical research via inter-professional student led initiatives  
Hydar Faruqi, Oluwafunmiyo Orehoyo, Danielle Nimmons, Tony Freemont (The University of Manchester, School of Medicine, Manchester, United Kingdom)

**4AA/4** Analysis of an Integrated Inter-professional Education Model for Care Ethics through Formal Curriculum and Hidden Curriculum  
Shio-Jean Lin (Chi Mei Medical Center, Genetics, Tainan, Taiwan), Mei Ren Wang (National Cheng Kung University, Sociology Technology Medicine, Tainan, Taiwan), Chyi Her Lin (National Cheng Kung University, Pediatrics, Tainan, Taiwan), Ching Huey Chen (National Cheng Kung University, Nursing, Tainan, Taiwan), Chung Ching Chio (Chi Mei Medical Center, Surgery, Tainan, Taiwan)

**4AA/5** The “Safe Discharge Challenge” – Orienting to the Multidisciplinary Team by Doing  
D Chipperfield (University of Saskatchewan, Division of General Internal Medicine, Saskatoon, Canada), MS Sheppard (Saskatoon Health Region Saskatoon, Canada), HA Ward, (Presenter: SC Card, University of Saskatchewan, Division of General Internal Medicine, Saskatoon, Canada)

**4AA/6** Perceptions of the pharmacist’s role and professional development needs in the era of expanding scopes of practice  
Christine Hughes, Theresa Schindel (University of Alberta, Faculty of Pharmacy & Pharmaceutical Sciences, Edmonton, Canada), Nese Yüksel, Rene Breault (University of Alberta, Faculty of Pharmacy & Pharmaceutical Sciences, Edmonton, Canada)

**4AA/7** Using reflective learning to engage primary care practitioners in interprofessional collaboration  
Brigitte Vachon (Université de Montréal, School of rehabilitation, Occupational Therapy Program, Montreal, Quebec, Canada), Bruna Davaryc (Agence de la santé et des services sociaux de la Montérégie, Longueil, Quebec, Canada), Michel Camirand (CSSS de la Pomerolaine, Cowansville, Quebec, Canada), Louise Quesnel (Agence de la santé et des services sociaux de la Montérégie, Longueil, Quebec, Canada), Claude Guimond (Fédération des médecins omnipraticiens du Québec)

**4AA/8** Defining Interprofessional Teaching Competencies at a Large Mental Health Teaching Hospital  
Ann Pattinger, Latika Nirula, Sophie Soklaridis, David Wiljer, Ivan Silver (Centre for Addiction and Mental Health, CAMH, Education, Toronto, Canada)

**4AA/9** The production of learning objects in a Family’s Health course for the multiprofessional teams of the Primary Health Care  
Alessandra Dahmer (Federal University of Health Sciences, Education Information and Health, Porto Alegre, Brazil), Maria Eugenia Pinto (Federal University of Health Sciences, Department of Public Health, Porto Alegre, Brazil), Eduardo Zanatta (Federal University of Health Sciences, Education Information and Health, Porto Alegre, Brazil), Carlos Borba, Otavio D’Avila (Federal University of Rio Grande do Sul, Department of Public Health, Porto Alegre, Brazil)
4BB/1 Self-directed learning – evidence based algorithm
Sanjokaratanarayan Ramchandran (The University of Manchester, Manchester Academic Health Science Centre, Lancashire Teaching Hospital NHS Trust, Medical Education, Oxford, United Kingdom), Bhanumathi Lakshminarayanan (Oxford University Hospitals NHS Trust, John Radcliffe Hospital, Paediatric Surgery, Oxford, United Kingdom)

4BB/2 Medical interns’ participation in improving medical training in a growing organization
Martin Berntsson, Angela Falk (Sahlgrenska University Hospital, Medical Intern Administration, Gothenburg, Sweden)

4BB/3 Diagnostic assessment during a new curriculum implementation: How are our medical students doing?
Adrian Martinez, Melchor Sanchez (UNAM Faculty of Medicine, Secretariat of Medical Education, Mexico City, Mexico)

4BB/4 Application of SPICES model for stroke teaching and learning (SPICES the Stroke)
Phapaphon Kangat (Sanpasithiprasong Hospital, Department of Medicine, Ubonratchathani, Thailand), Parinya Chamnan (Sanpasithiprasong Hospital, Department of Social Medicine, Ubonratchathani, Thailand)

4BB/5 Medical Students’ Opinion about Structured Ward Round with Post-Ward Round Meeting at a Pediatric Ward of a Hospital School In Northeast Brazil
Fabiola Guedes, Antônio Arrais Filho, Gilliard Falbo, Hegla Prado, Tereza Lima (Instituto de Medicina Integral Professor Fernando Figueira, IMIP, Department of Medical Education Research, Recife, Brazil)

4BB/6 Multisource feedback analysis of pediatric outpatient teaching
Mao-Meng Tiao, Chih-Cheng Hsiao (Chang Gung Memorial Hospital-Kaohsiung Medical Center, Chang Gung University College of Medicine, Pediatrics, Kaohsiung, Taiwan)

4BB/7 Ordering patterns for laboratory and radiology tests by students from different undergraduate medical curricula
Sigurd Harendza (University Hospital Hamburg-Eppendorf, Internal Medicine, Hamburg, Germany), Lonneke Alofs, Renee van den Hurk, Marijke Wijnen-Meijer (UMC Utrecht, Center for Research and Development of Education, Utrecht, Netherlands)

4BB/8 Assessing the quality of clinical teaching – Differences in medical students’ versus interns’ perceptions
Nicolas Lewissen (Institute of Surgical Sciences, General Surgery, Uppsala University Hospital, Uppsala, Sweden), Johan Heinze (Institution of Surgical Sciences, Urology, Uppsala, Sweden), Jakob Johannsson (Institution of Surgical Sciences, Anaesthesiology and Intensive Care, Uppsala, Sweden)
4BB/9 Comparison on OSCE Outcomes between Undergraduate and Post-Baccalaureate Medical Program
Vincenzo Ferraro, Ke-Min Liu, Chung-Sheng Lai (Kaohsiung Medical University, Medical College, Kaohsiung, Taiwan)

4BB/10 Trainees’ perception of medical teaching at Saraburi Medical Education Center from 2005 to 2012
Vorakul Vichapat (Saraburi Medical Education Center, Internal Medicine, Saraburi, Thailand), Chitpongse Sumipongse (Saraburi Medical Education Center, Pediatrics, Saraburi, Thailand)

4BB/11 Evaluation of academic teaching during clinical clerkships by undergraduate medical students
Benoit Roerkelboom (Centre hospitalier de Dunkerque, Emergency, Dunkerque, France), Remy Azzouz (CH Dunkerque, Pneumology, Dunkerque, France)

4BB/12 Mirror, mirror on the wall: quality for all
ID Doornbos (Huisartsenopleiding Nederland, Departments for Specialty Training of General Practice, Utrecht, Netherlands)

4BB/13 Geriatric education: Didactic teaching improves knowledge but clinical exposure improves attitudes
Gerald Koh (National University Health System, Saw Swee Hock School of Public Health, Singapore), Reshma Merchant, Wee Shiong Lim (Tan Tock Seng Hospital, Department of Medicine, Singapore), Zubair Amna (National University Health System, Paediatrics, Singapore)

4CC POSTERS: Continuing Professional Development
Chairperson: David Bruce (United Kingdom)
Location: South Hall, PCC

4CC/1 Reliability analysis of medical record review for assessing patient care performances
Junichi Kameoka (Tohoku University Graduate School of Medicine, Office of Medical Education, Sendai, Japan), Mitsunori Miyaishi (Tohoku University Graduate School of Medicine, Department of Health Sciences, Sendai, Japan), Tomoya Okubo (National Center for University Entrance Examinations, Department of Test Analysis and Evaluation, Tokyo, Japan), Emi Kaguma, Seiichi Ishii, Hiroshi Kanatsuka (Tohoku University Graduate School of Medicine, Office of Medical Education, Sendai, Japan)

4CC/2 Continuing Medical Education in a Resource-limited Setting: Staff Experiences
Tomas-Paul Cuack (Mae Tao Clinic, General Medicine, Notts, United Kingdom), Naomi Drummond, She Mae, Lois Thien (Mae Tao Clinic, Medicine, Mae Sot, Thailand)

4CC/3 Tutoring in a Distance Education of Open University of National Health System, in Brazil
Maria José Sparça Salles (State University of Londrina, Biotechnology, Londrina, Paraná, Brazil), Vinicius Oliveira, Alysson Lemos (Open University of the National Health System/Fiocruz, Monitoring and Evaluation, Brasilia, DF, Brazil), Francisco Campos (Open University of the National Health System/Fiocruz, Brasilia, DF, Brazil), Roberto Vianna (Open University of the National Health System/Fiocruz, Planning, Brasilia, DF, Brazil)

4CC/4 Readiness for Online Learning among Medical Professionals – The Sri Lankan Experience
Pramila C Lyanage (Post Graduate Institute of Medicine, Biomedical Informatics, Colombo, Sri Lanka), Indika Karunathilake (Faculty of Medicine, University of Colombo, Medical Education Development and Research Center, Colombo, Sri Lanka), S C Wicakramasinghe (Ministry of Health, Management Development and Planning Unit, Colombo, Sri Lanka), R R Marasinghe (Faculty of Medicine, University of Sri Jayawardena, Department of Medical Education & Health Sciences, Colombo, Sri Lanka)

4CC/5 Integration of Translational Science into a Continuing Professional Development Curriculum
Hai-Min Chen, Chen-Huan Chen (Taipei Veterans General Hospital, Medical Research and Education, Taipei, Taiwan)

4CC/6 “I feel trained to perform joint injections”: An interprofessional, multiple-method “mini-residency” for musculoskeletal care
Michael J Battistone, Jorie M Butler, Andrea M Barker, Robert Z Tashjian, Melissa P Grotzke, Grant W Cannon (Salt Lake City VA, United States)

4CC/7 External motivation and opinion about the influence of the competency of medical doctors of an organized programme of continuous medical education in the field of resuscitation
Silvia Hunjadi-Anticevic (Croatian Medical Association, Croatian Resuscitation Council, Zagreb, Croatia), Gordana Pavlevic (Croatian Association for Medical Education, Zagreb, Croatia), Davor Milacic (Medical School, University of Zagreb, Croatia)

4CC/8 CPD in Dialog – a model for CPD improvement
Eva Zuccas (The Swedish Medical Association, Department of Profession and Politics, Lund, Sweden), Magnus Andersson (The Swedish Medical Association, Department of Profession and Politics, Södertälje, Sweden), Ture Stenhagen (The Swedish Medical Association, Department of Profession and Politics, Stockholm, Sweden), [Presenter: Eva Engström, The Swedish Medical Association, Department of Profession and Politics, Gothenburg, Sweden]

4CC/9 Application of a 360° Survey as a Measure of Educational Activity Efficacy
Michael V Williams (Wales Behavioral Assessment, Research, Chicago, United States), Betsy White Williams (Rush University Medical Center, Behavioral Sciences, Chicago, IL, United States)

4CC/10 E-Poster and Virtual Classrooms – Are German Vets Willing to use new ways of Continuing Education?
Jan P Ehlers, Elisabeth Schaper (University of Veterinary Medicine Hannover, Foundation, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany), Yu-Wei Lin (University of Veterinary Medicine Hannover, Foundation, Clinic for Small Animal Medicine and Surgery, Hannover, Germany), Martin Kaske (University of Veterinary Medicine Hannover, Foundation, Clinic for Cattle, Hannover, Germany), Marian Tischler (Rinderpraxis.com, Berlin, Germany), Andrea Tipold (University of Veterinary Medicine Hannover, Foundation, Clinic for Small Animal Medicine and Surgery, Hannover, Germany)
4CC/11 A new E-learning program about breastfeeding, continuing medical education in paediatrics
Virginia Rigourd (Hôpital Necker Enfants Malades, Lactarium D’Île De France, 149 Rue De Sèvres, Paris 75, France), Claude Billeaud (Hôpital Pellegrin, Lactarium De Bordeaux, Bordeaux, France), Brune De Villepin (Reseau Medic-Al, Paris, France)

4CC/12 Let’s make it work
Marijke Boorsma-Meerman, CAM Ritmeijer, AJ de Groot, EA Reynders, (Presenter: Jos van Berkel, VUmc, GERION, Amsterdam, Netherlands)

4CC/13 The role of mentorship in remediating ‘struggling’ doctors
Rachel Locke (The University of Winchester, Faculty of Education, Health and Social Care, Winchester, United Kingdom), Samantha Scanlan (Wessex School of General Practice, Wessex Deanery, UK, GP Education Unit, Southampton, United Kingdom), Laura Edwards (Wessex Local Medical Committee, Chandlers Ford, United Kingdom), Richard Weaver (Wessex School of General Practice, Winchester, United Kingdom), Richard Mann (Wessex School of General Practice, Wessex Deanery, UK, Professional Support Unit, Winchester, United Kingdom), Heidi Penrose (The University of Winchester, Primary Health Care Education, Winchester, United Kingdom)

4CC/14 Can doctors accurately estimate their performance on the GMC’s fitness to practise pilot exams?
L Mehdizadeh, A Sturrock, G Myers (University College London, Academic Centre for Medical Education, London, United Kingdom), Y Khatib (Queen Mary, University of London, Centre for Psychiatry, London, United Kingdom), J Dacre (University College London, UCL Medical School, London, United Kingdom)

4CC/15 Prescribing errors in general practice (family medicine) – implications for GP training
Richard Knox, Tony Avery, Kate Marsden (University of Nottingham, Division of Primary Care, Nottingham, United Kingdom), Gill Gookey (NHS Rushcliffe Clinical Commissioning Group, Pharmacy, Nottingham, United Kingdom), Ndeshi Salema (University of Nottingham, School of Pharmacy, Nottingham, United Kingdom), Bassi Mindy (NHS Nottingham City Clinical Commissioning Group, Pharmacy, Nottingham, United Kingdom)

4CC/16 Strengthening professional identity: the experience of Indonesian general practitioners
Nur-Suh (Andalas University, Medical Education, Padang, Indonesia), Chris Roberts (The University of Sydney, General Practice, Sydney, Australia), Alison Jones (South Australian Institute of Medical Education and Training, Medical Education, Adelaide, Australia)

4CC/17 Educational Needs Assessment and Development of on the Job Training Program for ICU Nurses in Semnan Hospitals
Seyed Habibollah Kavari (University of Social Welfare & Rehabilitation, Sciences, Rehabilitation Management Department, Tehran, Iran)

1400-1530

4DD POSTERS: Teaching and Learning/Team-Based Learning
Chairperson: Jen Cleland (UK)
Location: South Hall, PCC

4DD/1 An evaluation between teaching techniques and level of knowledge in obstetrics and gynecology
Nungrutai Saeaib, Chitkasaem Suwanrath, Siwatchaya Khanuengkitkong, Satit Klangsin, Sirirat Thamrongwat, Kritima Jantanawan (Prince of Songkla University, Obstetrics and Gynecology, Hat Yai, Songkhla, Thailand)

4DD/2 Beyond Conceptual Maps: Using Images to Assess and Evaluate Tutorial Processes
Francisco José Passos Soares (Faculdade de Medicina do Universidade Federal de Alagoas, Pediatrics, Maceió, Brazil)

4DD/3 Developing study guides for Integrated Curriculum: AJKMC Experience of GIT Module
Sarmud Latif Awan (AJKMC, Anatomy, AJK Medical College, Muzaffarabad-AJK, Pakistan), Muhammad Saeed (AJKMC, Medical Education, MZD, Pakistan), Muhammad Iqbal Khan, Ziyad Afridi Kayani (AJKMC, Surgery, MZD, Pakistan), Syed Sajid Shah (AJKMC, Pathology, MZD, Pakistan), Mohsin Shakil (AJKMC, Urology, MZD, Pakistan)

4DD/4 Should students generate their own schemas or use an expert’s? Evidence from a randomized trial
Sarah Blissert, Rodrigo Cavalcanti, Matthew Sibbald (University of Toronto, Department of Medicine, Toronto, Canada)

4DD/5 Teach-learning strategies used in health undergraduate courses: the standpoint of teachers and students
Maria Paula Panuncio-Pinto, Patricia Santos Zanotti, Luiza Iara Pfeifer, Marilia Mello Andrade (Medical School of Ribeirão Preto University of São Paulo, Neuro and Behavioral Sciences, Ribeirão Preto, Brazil)

4DD/6 Following Christopher Langdell’s steps
Nancy E Fernandez-Garza, Diana P Montemayor-Flores (Universidad Autonoma de Nuevo Leon, Physiology, Monterrey, Nuevo Leon, Mexico), Santos Guzmán-López (Universidad Autonoma de Nuevo Leon, Anatomy, Monterrey, Nuevo Leon, Mexico)

4DD/7 Arterial blood gas interpretation: a new tool helping students to get it right
Deborah Mann, Adam Yussef, Joyce Muhlschlegel, Peter Fletcher (University of Bristol at Gloucestershire Academy, Undergraduate Medical Education, Gloucester, United Kingdom)

4DD/8 Lecture course at the Department of General and Clinical Pathology using the module approach to the curriculum organization
Tatiana Fedorina, Tatiana Shuvalova (Samara State Medical University, Department of General and Clinical Pathology, Samara, Russia)

4DD/9 Learning benefits of Interactive Spaced Education in undergraduate medical students
Ricardo Jose Fonseca Oliveira, Rosiane Viana Zuza Diniz (Federal University Río Grande do Norte, Clinical Medicine, Natal, Brazil)
4DD/10 Peer assisted learning is effective for the education of undergraduate medical students and tutor competency influences the effectiveness of such sessions
Jonathan C Brooke, Georgina KP Choi, Michelle Marshall (University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom)

4DD/11 Peer-Led Workshops: A Novel Approach to Teaching Core Clinical Data Interpretation to Students
Tanmay Kanitkar, Patrik Bachtiger, Owain Donnelly, Sindhu Bharat Naidu, Elissa Rekhi, V Dattani (University College London, Medical School, London, United Kingdom)

4DD/12 Can the Team-Based Learning approach replace student reports and motivate students in practical works in medical genetics?
Jaroslav Mares, Vera Tumova (2nd Faculty of Medicine, Institute of Biology and Medical Genetics, Prague, Czech Republic), Marcela Kabanova (Mediencentrum, Diana Lucina, Prague, Czech Republic)

4DD/13 Comparison between Team-based Learning and Lecture-based Learning in Nephrology courses for Medical Students in Udonthani Medical Education Center
Piyarat Roksang (Udonthani Medical Education Centre, Udonthani Hospital, Medicine Department, Mueng, Udonthani, Thailand)

4DD/14 Assessment of the effectiveness of team based learning in Pathology
Amitabha Basu (St Matthew University School of Medicine, Pathology, Grand Cayman, Cayman Islands), Anthony Lyons, S K Biswas (St Matthew University School of Medicine Leeward III, Grand Cayman, Cayman Islands)

4DD/15 Comparison of the effectiveness and satisfaction between lecture based and team based learning program of medical students in gynecology
Panya Sananpanichkul (Prapokklao Hospital, Obstetrics and Gynecology, Ampur Mueung, Chanthaburi, Thailand)

4DD/16 Does active participation in TBL promote individual learning?
Masanaga Yamawaki, Jin Irie, Kensuke Shiga, Hiroko Mori (Kyoto Prefectural University of Medicine, Medical Education & General Medicine, Kyoto, Japan)

4DD/17 A feedback model to promote both educator’s teaching strategy and learner’s learning effectiveness of Team-Based Learning class in a hybrid course
Wei-Je Hung, TH Chen, CY Chan (Chung Shan Medical University, Department of Anesthesiology, College of Medicine, Taichung, Taiwan), K C Ueng (Chung Shan Medical University, College of Medicine, Taichung, Taiwan)

4DD/18 Case-based teaching as a strategy that promotes knowledge transfer
Jose Luis Jiménez, Jesus Tapia, Min Jeong Kim (School of Medicine, UNAM, Department of Surgery, Mexico City, Mexico), Isabel Maria Ferrandiz, School of Human and Education Sciences, UCLM, Department of Pedagogy, Cuenca, Spain)

1400-1530

4FF ePOSTERS: Clinical Assessment and the OSCE
Chairperson: Daisy Rotzoll (Germany)
Location: North Hall, PCC

4FF/1 R-C-T or ethics? How to assess a rater-training for OSCE without discriminating against students
K Schulteis-Brunz, E Naros (Medical Faculty Mannheim, Heidelberg University, Division for Study and Teaching Development / Competence Center of the Practical Year, Mannheim, Germany), J Kaden (Medical Faculty Mannheim, Heidelberg University, ThesIME, Mannheim, Germany), U Obertacke (Medical Faculty Mannheim, Heidelberg University, Competence Center of the Practical Year, Mannheim, Germany), H Fritz, N Deis (Medical Faculty Mannheim, Heidelberg University, Division for Study and Teaching Development, Mannheim, Germany)

4FF/2 The effects of roleplayer-candidate interactions on fairness in the Clinical Skills Assessment
Pauline Foreman (Royal College of General Practitioners, CSA Core Group, Crawley Green, United Kingdom), Kamila Hawthorne (Cardiff University, Institute of Medical Education, Cardiff, United Kingdom)

4FF/3 360-degree evaluation of residents on communication and interpersonal skills: Inter-rater variation in judgment
Muhammad Tariq (Aga Khan University, Medicine, Karachi, Pakistan), John Boulet (FAIMER, ECFMG, Philadelphia, United States)

4FF/4 MasterCase or MasterChef?
Daniel Lin (University of Sydney, Medicine, Sydney, Australia)

4FF/5 Examining the function of Mini-CEX as an assessment and learning tool: factors associated with the quality of written feedback within the Mini-CEX
Diantha Sgambari (Faculty of Medicine, Universitas Indonesia, Department of Medical Education, Jakarta, Indonesia), Agnes Dodds, Geoff Mccoll (Melbourne Medical School, University of Melbourne, Medical Education Unit, Melbourne, Australia)

4FF/6 Assessing the Long case based on SLICE (Structured Long Interview And Clinical Examination): an Action Research Approach
Rehan Ahmed Khan, Khalid Farooq Danish (Islamic International Medical College, Riphah University, Surgery, Rawalpindi), Masood Anwar (Islamic International Medical College, Riphah University, Pathology, Rawalpindi, Pakistan)

4FF/7 Student-led mock clinical assessment successfully prepares medical students for their first OSCE
Ben Holden, Steve Churchill, Matthew Livesey, Alexander Burnett, Kabir Nepal, Philip Chan (University of Sheffield, Academic Unit of Medical Education, Medical School, Sheffield, United Kingdom)
4GG/8  “Post factum” – What if you could change the terms? Initial experiences of U/S guided lines
Briseida Memmo (Hospital for Sick Children, Critical Care Medicine, Toronto, Canada), Ilen Harris (University of Illinois at Chicago, Department of Medical Education, Chicago, United States)

4GG/9  Hybrid simulation: Bringing motivation to the art of teamwork training in the operation room
A Kellin (CLINTEC, Surgery, Karolinska University Hospital Huddinge, Stockholm, Sweden), L Hedman (CLINTEC, Stockholm, Sweden), C Escher (CLINTEC, Anesthesiology, Stockholm, Sweden), L Fellander-Tsai (CLINTEC, Orthopedics, Stockholm, Sweden)

4GG/10  Advanced emergency skills training for first-year medical students using manifold simulation-based approaches
LP Mileder (Medical University of Graz, Clinical Skills Center, Graz, Austria), T Wegscheider (Medical University of Graz, Department of Anesthesiology and Intensive Care Medicine, Graz, Austria), A Schmidt (Medical University of Graz, Department of Internal Medicine, Graz, Austria), HP Dimai (Medical University of Graz, Vice-Rectorate for Teaching and Studies, Graz, Austria)

4GG/11  Does the Nasopharyngeal Box Model Help Medical Students Improve Mirror Examination Skill?
Watanaporn Vorasilapa (Chonburi Medical Education Center, Otolaryngology, Chonburi Hospital, Tambol Bansuan, Amphur Maung, Chonburi, Thailand)

4GG/12  Comparing laparoscopic skill acquisition between at-home and in-Lab training, a randomised controlled trial
Ali N Bahsoun (King’s College London, Urology, London, United Kingdom), Michael Michael (King’s College London, Surgery, London, United Kingdom), Saied Froghi, Kamran Ahmed, Prokar Dasgupta (Guy’s Hospital, Urology, London, United Kingdom)

1530-1600  COFFEE BREAK (viewing of Exhibits and Posters)
Location: 2nd Floor, PCC (no coffee will be served at the Holiday Inn)

SESSION 5: Simultaneous Sessions

1600-1730  5A  SYMPOSIUM: Dialogue in medical education: Clinical education transformation as a means to social repair
David Hirsh (Harvard Medical School, USA), Paul Worley (Flinders University School of Medicine, Australia), Bryan Hodges (The Wilson Centre, University of Toronto, Canada) (Moderator)
Location: Congress Hall, PCC

1600-1730  5B  SYMPOSIUM: Integrated Cases: Promises, pitfalls, and progress in the development of a “new” simulation format to assess hard-to-measure competencies
David B Swanson, Kathleen Z Holtzman (National Board of Medical Examiners, USA), Michael Wilkes (University of California at Davis, USA)
Location: Meeting Hall I, PCC

1600-1700  5C  BEME THINK TANK: The BEME Collaboration: Moving from recent challenges to opportunities for greater impact on educational practice
Dale Dauphinée (McGill University, Canada) (Chair), John Norgaard (USA), Geoffrey Norman (Canada), Liz Anderson (UK), Marilyn Hammick (UK)
Location: Panorama, PCC

1600-1730  5D  AMEE FRINGE 1
Chairperson: Rachel Ellaway (Canada)
Location: Meeting Hall IV, PCC

1600-1615  5D/1  How not to ‘flop’ a ‘flipped classroom’
Anne Minenko (University of Minnesota, Medicine, Minneapolis, United States)

1615-1630  5D/2  Naked before the class: exposing the essential anatomy of directors of brand new medical school courses
Kenneth Locke (University of Toronto, Undergraduate Medical Education and Medicine, Toronto, ON, Canada)

1630-1645  5D/3  Medical Careers – a game for everyone
David Topp (University of Calgary, Family Medicine, Calgary, Canada)

1645-1700  5D/4  Crossword About Curricular Crossroads
Cristian Stefan (Georgia Regents University, Medical College of Georgia, Augusta, United States), Robert Hage (St. George’s University, School of Medicine, Grenada)

1700-1715  5D/5  The case of Dr. Alecto: clinical educator, misogynist
Hudson Birden (University Centre for Rural Health, North Coast, Medical Education, Lismore, Australia)

1715-1730  Discussion
1600-1730 5E RESEARCH PAPERS: General Practice/Family Medicine and Faculty Development
Chairperson: Larry Gruppen (USA)
Location: Meeting Hall V, PCC

1600-1620 5E/1 The Influence of Academic Discourses on Medical Students’ Interest in Family Medicine as a Career Choice: An International Comparative Case Study
Charo Rodriguez (McGill University, Family Medicine, Montreal, Canada), (Presenter: Teresa Pawlikowska, Warwick Medical School, The University of Warwick, Coventry, United Kingdom)

1620-1640 5E/2 Applying the Trigger Review Method after a brief educational intervention: Potential for teaching and improving safety in GP specialty training?
John McKay (NES, General Practice, Glasgow, United Kingdom), Carl de Wet (NHS Education for Scotland, General Practice, Glasgow, United Kingdom), Moya Kelly, Paul Bowie (NES, General Practice, Glasgow, United Kingdom)

1640-1700 5E/3 The Caring Doctor in Canadian Postgraduate Family Medicine: A Critical Discourse Analysis
Cynthia Whitehead (University of Toronto Faculty of Medicine, Family and Community Medicine, Toronto, Canada), Ayelet Kuper (University of Toronto, Medicine, Toronto, Canada), Batya Grundland, Risa Freeman (University of Toronto Faculty of Medicine, Family and Community Medicine, Toronto, Canada)

1700-1720 5E/4 From feedback to action: explaining how faculty act upon residents’ feedback to improve their teaching performance
Renee van der Leeuw (AMC Amsterdam, Professional Performance Research Group, Center for Evidence-Based Education, Amsterdam, Netherlands), Irene Slootweg (Maastricht University/AMC Amsterdam, Professional Performance Research Group, Center for Evidence-Based Education, Amsterdam, Netherlands), Maas Jan Heineman, Kiki Lamberts (AMC Amsterdam, Professional Performance Research group, Center for Evidence-Based Education, Amsterdam, Netherlands)

1720-1730 Discussion

1600-1730 5F SYMPOSIUM: MEDINE2: Implementation of the Ten Dimensions of the Bologna Process in Undergraduate Medical Education
Madalena Patricio (University of Lisbon, Portugal, and AMEE and representatives of the different stakeholders including teachers, students and deans)
Location: Chamber Hall, PCC

1600-1615 5G SHORT COMMUNICATIONS: Assessment: Progress Test
Chairperson: Samy Azer (Saudi Arabia)
Opening Discussant: Location: Conference Hall, PCC

1600-1615 5G/1 VGTogether – collaborating in progress testing
Jeroen Donkers, Annemarie Camp, Frank van de Kamp (Maastricht University, Educational Development and Research, HIML, Maastricht, Netherlands)

1615-1630 5G/2 A Nationwide Progress Test (PT) for all Students in Midwifery Programs in the Netherlands
Noortje Jonker, Marianne Prins (AVAG, Higher Education Midwifery, Amsterdam, Netherlands), Patrick Debits (AVM, Higher Education Midwifery, Maastricht, Netherlands), Anne Dusseljee (VAR, Higher Education Midwifery, Rotterdam, Netherlands), Xandra Janssen (AVM, Higher Education Midwifery, Maastricht, Netherlands), Titia Eijnthoven (VAR, Higher Education Midwifery, Rotterdam, Netherlands)

1630-1645 5G/3 Report of The First Multi-institutional Progress Test in Saudi Arabia
Hani Al-Shobaili (Qassim University - College of Medicine, Dermatology, Meldia, Saudi Arabia), Mohammed Nour Eldin Salih (Qassim University - College of Medicine, Anatomy, Meldia, Saudi Arabia), Abdulla AlGhasham (Qassim University - College of Medicine, Pharmacology, Meldia), Mohammed Saaf (Qassim University - College of Medicine, Medicine, Buraydah, Saudi Arabia)

1645-1700 5G/4 Psychometric properties of progress testing: an international multicentric study
Carlos Fernando Collares (Maastricht University, Educational Development and Research, Maastricht, Netherlands), José Lúcio Martins Machado (Universidade Cidade de São Paulo, Medical Education, São Paulo, Brazil), Abdallah Alghasham (College of Medicine, Qassim University, Medical Education, Buraidah, Saudi Arabia), Hani Alshobaili (College of Medicine, Qassim University, Dermatology, Buraidah, Saudi Arabia), Rosa Malena Dellone Faria (José do Rosário Veloso University and Federal University of Minas Gerais, Medical Education, Belo Horizonte, Brazil), Arno Muijtjens (Maastricht University, Educational Development and Research, Maastricht, Netherlands)

1700-1715 5G/5 Blueprint Analysis and Feedback based on the Progress Test
L Coombes, J Stratford (Plymouth University, Peninsula School of Medicine and Dentistry, Plymouth, United Kingdom)

1715-1730 Discussion
1600-1730 5H SHORT COMMUNICATIONS: Curriculum: Humanities
Chairperson: Bryan Vernon (UK)
Location: Club H, PCC

1600-1615 5H/1 Teaching about Spirituality in New Zealand Medical Schools
Deborah Lombe, Richard Egan (University of Otago, Department of Preventive and Social Medicine, Dunedin, New Zealand), Simon Walker (University of Otago, Bioethics Centre, Dunedin, New Zealand), (Presenter: Roderick MacLeod, University of Sydney, Palliative and Supportive Care, Greenland Hospital, Greenwich, Sydney, Australia)

1615-1630 5H/2 Balancing heart, humanity and science in medical education: competencies for Spirituality and Health
Benjamin Jim Blatt (George Washington University, Medicine, Clinical Skills, Washington, DC, United States), (Presenter: Christina Puchalski, George Washington University, Medicine, Geriatrics and Palliative Care, Washington, United States)

1630-1645 5H/3 Medical educators rush in where biomedical teachers fear to tread - developing a medical humanities core curriculum
U Chong Chan (The University of Hong Kong, Pathology, Hong Kong), Julie Chen (The University of Hong Kong, Family Medicine and Primary Care / Institute of Medical and Health Sciences Education, Pok Fu Lam, Hong Kong)

1645-1700 5H/4 Knowledge is not enough: the undergraduate humanist performance evaluation
Haydee Parra (UCH School of Medicine, Educational Research, Chihuahua, Mexico), Jesús Guadalupe Benavides (UCH School of Medicine, Dean's Office, Chihuahua, Mexico), Julio César López, Raúl Manuel Favela (UCH School of Medicine, Research and Postgraduate, Chihuahua, Mexico), Álma Delia Vázquez, Carolina Guevara (UCH School of Medicine, Educational Research, Chihuahua, Mexico)

1700-1715 5H/5 Teaching Medical humanity at Kerbala Medical College: Phenomenological perspective
Ali Tareq Abdulhasan (Kerbala University, College of Medicine, Kerbala, Iraq)

1715-1730 5H/6 Integrated approach for teaching Humanities in undergraduate medical curriculum
Ksenia A Mitrofanova, Elena A. Penkova (Ural State Medical Academy, Department of Foreign Languages, Yekaterinburg, Russia)

No discussion

1600-1730 5I SHORT COMMUNICATIONS: Clinical Skills
Chairperson: Tim Wilkinson (New Zealand)
Location: Club A, PCC

1600-1615 5I/1 Introduction of Undergraduate Medical Student Clinical Skills Logbook
Adela Brígida, Aaron Southgate, Kinesh Patel, Neil Pattani, Josephine Wright, Joan Pitlin (Northwick West London Hospitals Trust, Department of Undergraduate Medical Education, Harrow, United Kingdom)

1615-1630 5I/2 When thoughts become actions: The detrimental effects of negative social-comparative feedback in medical trainees learning suturing techniques
Kinga J. Eliasz (McMaster University; University of Toronto; The Hospital for Sick Children, Kinesiology; The Wilson Centre; The Learning and Research Institutes, Canada), Adam Dubrowski (University of Toronto; The Hospital for Sick Children, The Wilson Centre and Department of Paediatrics; The Learning and Research Institutes, Toronto, Canada), Faizal A. Haji (University of Toronto; University of Western Ontario; The Hospital for Sick Children, The Wilson Centre; Division of Plastic & Reconstructive Surgery; The Learning and Research Institutes, Toronto, Canada), Tanweer Khaliq (University of Toronto; University of British Columbia; The Hospital for Sick Children, The Wilson Centre; Division of Plastic & Reconstructive Surgery; The Learning and Research Institutes, Toronto, Canada), David Rojas (The Hospital for Sick Children, The Learning and Research Institutes, Toronto, Canada), James Lyons (McMaster University, Kinesiology, Hamilton, Canada)

1630-1645 5I/3 Technical skills podcasts are acceptable and useful to undergraduate students as an adjunct to simulation-based clinical skills teaching
Alina J P Robb (University of Glasgow, Undergraduate Medical School, Glasgow, United Kingdom), Angela Jaap (University of Glasgow, School of Education, Glasgow, United Kingdom), Hannah C Muir (University of Glasgow, Undergraduate Medical School, Glasgow, United Kingdom), Brian J Stewart (University of Glasgow, Academic Unit of Surgery, Glasgow, United Kingdom)

1645-1700 5I/4 Videopodcasts in a “blended learning” approach to medical skills training
Cito Nørgård, Ole Graumann, Peter Bollen, Henrik Hein Lauridsen (University of Southern Denmark, Faculty of Health, Odense C, Denmark)

1700-1715 5I/5 Lay-Person Facilitated Intimate Examination Training: a Systematic Review
Aaron Braddy (Barts and The London School of Medicine & Dentistry, Queen Mary University of London, Centre of Medical Education, Institute of Health Sciences Education, London, United Kingdom), James MN Duffy (Barts and The London School of Medicine & Dentistry, Queen Mary University of London, Centre of Medical Education, Institute of Health Sciences Education, London, United Kingdom), Benjamin Jim Blatt (George Washington University, Medicine, Clinical Skills, Washington, DC, United States), (Presenter: Mark R. Heilman, University of British Columbia, Vancouver, Canada), David Rojas (The Hospital for Sick Children, The Learning and Research Institutes, Canada), Adam Dubrowski (University of Toronto; The Hospital for Sick Children, Kinesiology; The Wilson Centre; The Learning and Research Institutes, Canada), Kinga J. Eliasz (McMaster University; University of Toronto; The Hospital for Sick Children, Kinesiology; The Wilson Centre; The Learning and Research Institutes, Canada), Aaron D.C. Knox (University of Toronto; University of Western Ontario; The Hospital for Sick Children, The Wilson Centre; Division of Plastic & Reconstructive Surgery; The Learning and Research Institutes, Toronto, Canada), Tanweer Khaliq (University of Toronto; University of British Columbia; The Hospital for Sick Children, The Wilson Centre; Division of Plastic & Reconstructive Surgery; The Learning and Research Institutes, Toronto, Canada), David Rojas (The Hospital for Sick Children, The Learning and Research Institutes, Toronto, Canada), James Lyons (McMaster University, Kinesiology, Hamilton, Canada)

1715-1730 5I/6 Moving towards autonomy: integrating simulated (surgical skills lab) and community-based practice during clerkship
Maria de Fatima Galli Sorita Tazima (Faculdade de Medicina de Ribeirão Preto da Universidade de Sao Paulo, Cirurgia e Anatomia, Ribeirão Preto, Brazil), Valdes Bollela (Faculdade de Medicina de Ribeirão Preto da Universidade de Sao Paulo, Clínica Medica, Ribeirão Preto, Brazil)

No discussion
1600-1730 5J SHORT COMMUNICATIONS: Postgraduate Education: General Practice/Family Medicine
Chairperson: Ian Cumming (United Kingdom)
Opening Discussant: David Wall (United Kingdom)
Location: Club E, PCC

1600-1615 5J/1 Knows how, shows how, does? The impact of facilitated small group learning on GP trainees’ consultation skills
Duncan Platt, Selina Sawhney, Alice Mavrogordato, Samantha Scallan, Kelly Thresher (Wessex School of General Practice, Wessex Deanery, GP Education Unit, Southampton, United Kingdom)

1615-1630 5J/2 Developing Integrated Dual-Residency Training in Family Medicine
Leilanie Nicodemus (University of the Philippines, Family and Community Medicine, Manila, Philippines), Eryln Sana (University of the Philippines, National Teachers’ Training Center, Manila, Philippines)

1630-1645 5J/3 Ambulatory procedures skills training in graduate medical education: Are primary care oriented training programs doing enough?
Robin Klein, Stacy Higgans, William T Branch (Emory University School of Medicine, Medicine, Atlanta, United States)

1645-1700 5J/4 Mind the Gap: using EBL as a platform for transition in General Practice training
Rachel Owens, Johnny Lyon-Maris, Samantha Scallan (Southampton GP Education Unit, Wessex School of General Practice, Wessex Deanery, Southampton, United Kingdom)

1700-1715 5J/5 Learning together: GPs and Paediatricians in primary care
John Spicer (London Deanery, GP School, London, United Kingdom), Bob Klaber (St Mary’s Hospital, Dept of Paediatrics, London, United Kingdom), (Presenter: Chloe Macaulay, London Deanery, School of Paediatrics, London, United Kingdom)

1715-1730 Discussion

1600-1730 5K SHORT COMMUNICATIONS: Preparation for Practice 1
Chairperson: Vishna Devi Nadarajah (Malaysia)
Location: Club B, PCC

1600-1615 5K/1 PIQUE’ing an interest in faculty development
Julia Blitz (Stellenbosch University, Family Medicine and Primary Care, Tygerberg, South Africa), Norma Kok, Ben van Heerden, Susan van Schalkwyk (Stellenbosch University, Centre for Health Professions Education, Bellville, South Africa)

1615-1630 5K/2 Junior doctors’ views about how prepared they are for starting work by their undergraduate medical training
Susan Miles (University of East Anglia, Norwich Medical School, Faculty of Medicine and Health Sciences, Norwich, United Kingdom), Joanne Kellett (Norfolk and Norwich University Hospital, Norwich, United Kingdom), Sam Leinster (University of East Anglia, Norwich Medical School, Norwich, United Kingdom)

1630-1645 5K/3 Intern preparedness to practise, an examination of a transnational approach to medical education
Sameer Kassim (University of Manitoba, Medical Microbiology and Infectious Disease, Winnipeg, Canada), Yvonne McGowan, Hannah McGee (Royal College of Surgeons in Ireland, Division of Population Sciences, Dublin, Ireland), David Whitford (Royal College of Surgeons in Ireland - Bahrain, Family and Community Medicine, Manama, Bahrain)

1645-1700 5K/4 Dealing with the Hidden Curriculum: An Assessment of Coping Strategies in First Year Clerkship
Wendy Stewart (Dalhousie University, Paediatrics and Division of Medical Education, Rothesay, Canada), Jaclyn Leblanc, Sarah Higgins, Amy Russell (Dalhousie Medicine New Brunswick, Undergraduate Medical Education, Saint John, NB, Canada), Susan King (Dalhousie University, Paediatric Neurology, Saint John, NB, Canada)

1700-1715 5K/5 Early indicators of medical students’ successful transition to clinical training: clinical tutors’ views
Marcela Bitran, Alekma Tomicic, Denise Zuniga (Pontificia Universidad Catolica de Chile, Centro de Educacion Medica, Escuela de Medicina, Santiago, Chile), Isabel Leiva (Pontificia Universidad Catolica de Chile, Departamento de Enfermedades Respiratorias, Escuela de Medicina, Santiago, Chile), Maribel Calderon (Pontificia Universidad Catolica de Chile, Escuela de Medecina, Santiago, Chile), Arnoldo Riquelme (Pontificia Universidad Catolica de Chile, Centro de Educacion Medica, Escuela de Medicina, Santiago)

1715-1730 5K/6 An educational intervention to improve the crucial non-technical skills of handover, referral and calling for help
James Tierman (NHS Lothian, Medical Education Directorate, Postgraduate Medical Education Centre, Royal Infirmary of Edinburgh, United Kingdom), Alisla Howie (NHS Lothian, Acute Medicine, Edinburgh, United Kingdom), Edward Mellanby (University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom)

1600-1730 5L SHORT COMMUNICATIONS: International Medical Education
Chairperson: Andrzej Wojtczak (Poland)
Opening Discussant: 
Location: Club C, PCC

1600-1615 5L/1 Effective Communication with Patients, Families & Colleagues: Development & Evaluation of an Online Program for International Medical Graduates (IMGs) in Newfoundland and Labrador (NL), Canada
Elizabeth Bannister, Lisa Fleet, Robert Glynn, Anuj Charan (Memorial University, Professional Development & Conferencing Services, Faculty of Medicine, St. John’s, Canada)
1615-1630  SL/2  OSCE Rater-Based Assessments as an Alternative to Standardized Language Proficiency Tests for IMGs
Bruce Holmes (Dalhousie University, Division of Medical Education, Halifax, Canada), Saad Chahine (Mount Saint Vincent University, Education, Halifax, Canada), Linda Mosher, Frank MacLean (Dalhousie University, Division of Medical Education, Halifax, Canada)

1630-1645  SL/3  An adaptation of Problem Based Learning (PBL) to improve Clinical Reasoning Skills of International Medical Graduates (IMGs)
Ann Smallridge, Michael Sykes (Salford Royal Foundation Trust, REACHE North West, Salford, United Kingdom)

1645-1700  SL/4  “Back to basics”: building a framework for understanding international medical trainees’ challenges
Sanjeev Sockalingam (University of Toronto, Department of Psychiatry, Toronto, Canada)

1700-1715  SL/5  Using the Erasmus Framework to build a European medical Curriculum: A first step, the JPEMs Program
Vincent Procaccio (University of Angers, Dean's Office, Angers, France), Tamara Matusiak-budnik (University of Nantes, International Relation Office, Nantes, France), Ferenc Bari (University of Szeged, International Relation Office, Szeged, Hungary), Henke Graenewegen (Amsterdam VU University, Amsterdam, Netherlands), Anca Buzoianu (University Iuliu Hatieganu, Dean’s Office, Cluj-Napoca, Romania), Isabelle Richard (University of Angers, Dean's Office, Angers, France)

1715-1730  Discussion

1600-1730  5M SHORT COMMUNICATIONS:Selection: Situational Judgement Test
Chairperson: Bill Burr (UK)
Opening Discussant: Lambert Schuwirth (Australia)
Location: Club D, PCC

1600-1615  5M/1  Assessing non-academic attributes for medical and dental school admissions using a Situational Judgement Test
Maire Kerrin (Work Psychology Group, Derby, United Kingdom), Fiona Patterson (Work Psychology Group & University of Cambridge, Derby, United Kingdom), Rachel Greatrix, Sandra Nicholson (UKCAT Consortium, London, United Kingdom)

1615-1630  5M/2  Design of a new Situational Judgement Test (SJT) to assess the professional attributes of UK junior doctors
Fiona Patterson, Vicki Ashworth (Work Psychology Group, Derbyshire, United Kingdom), Siobhan Fitzpatrick (Medical Schools Council, London, United Kingdom), Kim Walker (UK Foundation Programme Office, Cardiff, United Kingdom), David Good (University of Cambridge, Psychology, Cambridge, United Kingdom)

1630-1645  5M/3  Reliable Pre-interview Selection of Domestic and International Post-graduate Candidates: Computer-based Situational Judgment Testing
Kelly L Dore (McMaster University, Program for Educational Research & Development / Medicine, Hamilton, Ontario, Canada), Brad Pettrisor, Michelle Ghert (McMaster University, Orthopedics, Hamilton, Canada), Mayez Ladhani (McMaster University, Pediatrics, Hamilton, Canada), Harold Reiter, Sharyn Kreuger (McMaster University, PERD, Hamilton, Canada)

1645-1700  5M/4  Can a Situational Judgement Test (SJT) measure cognitive aspects of communication skills for shared decision making in medicine and teaching education?
Claudia Kiessling, Martin R Fischer (Klinikum der Universität München, Lehrstuhl für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany)

1700-1715  5M/5  Video based Situational Judgement Test Of Social Competencies In Medical Student Selection
Janine Kahmann, Martina Kadmon (Medizinische Fakultät Heidelberg, Studierendenauswahl, Heidelberg, Germany)

1715-1730  Discussion

1600-1730  5N SHORT COMMUNICATIONS:Teaching and Learning: Team Based Learning
Chairperson: Michelle McLean (Australia)
Location: Meeting Room 2.1, PCC

1600-1615  5N/1  Team-based learning (TBL) is effective in the education of geriatric medicine
Eiji Kaneko (Tokyo Medical and Dental University, Center for Education Research in Medicine and Dentistry, Tokyo, Japan), Kenji Toyoshima, Yasuko Abe (Tokyo Medical and Dental University, Department of Geriatrics and Vascular Medicine, Tokyo, Japan), Masashi Beppu (Tokyo Medical and Dental University, Center for Education Research in Medicine and Dentistry, Tokyo, Japan), Akiko Shimokado (Tokyo Medical and Dental University, Department of Geriatrics and Vascular Medicine, Tokyo, Japan), Nobuo Nara (Tokyo Medical and Dental University, Center for Education Research in Medicine and Dentistry, Tokyo, Japan)

1615-1630  5N/2  The Team-based learning improves students’ performances at the Undergraduate Nursing Course
Annalisa Raso, Lorenzo Garrino, Carlo Ruffinengo, Laura Ciminetti (University of Turin, Undergraduate Nursing Course, Turin, Italy), Fulvio Ricceri (University of Turin, Biotechnology, Turin, Italy), Valerio Dimonte (University of Turin, Undergraduate Nursing Course, Turin, Italy)

1630-1645  5N/3  Team-based learning and its influence on competencies and teamwork related attitudes of medical students: a pilot study
Marianne Gieler, Peter Bruestle (University of Freiburg, Centre for Evaluation of Teaching in Medicine Baden-Wuerttemberg, Freiburg, Germany), Meike Jost (University of Freiburg, Department of Neurology, Freiburg, Germany), Angela Schickler (University of Freiburg, Centre for Evaluation of Teaching in Medicine Baden-Wuerttemberg, Freiburg, Germany), Jochen
Fit for purpose: TBL use in undergraduate (medical), diploma course and Master/PhD programs on Health Professions Education (HPE)

Valdes Roberto Bollela (Faculdade de Medicina de Ribeirão Preto da Universidade de São Paulo, Internal Medicine, Ribeirao Preto, Brazil), Maria Helena Senger (Pontificia Universidade Catolica Sao Paulo, Internal Medicine, Sorocaba, Brazil), Eliana M Amaral (Universidade de Campinas, Obstetric and Gynecology, Campinas, Brazil)

An attempt to combine TBL and PBL. A hybrid for better clinical education

Kentaro Iwata, Goh Ohji (Kobe University Hospital, Division of Infectious Diseases, Kobe, Japan)

Changes in emotional intelligence related to team cohesion in a team-based learning environment during a medical school anatomy course

Michelle Holman, Samuel Porter (Mayo Clinic, Mayo Medical School, Rochester, United States), Nirusha Lachman, Wojciech Pawlina (Mayo Clinic, Department of Anatomy, Rochester, United States)

No discussion

WORKSHOP: How to write a Multiple Mini Interview (MMI) station

Adrian Husband, Jonathan Dowell (University of Dundee, Division of Clinical & Population Sciences & Education, Dundee, United Kingdom)

Location: Meeting Room 3.5, PCC

WORKSHOP: A consortium approach to revolutionising subject-based teaching in the medical curriculum of post-Soviet countries: What can ePBLnet teach us?

Ella Iskrenko (St. George’s University of London, Division of Population Health Sciences & Education, London, United Kingdom), Terry Poulton (St. George’s University of London, Centre for eLearning in Medical Education, London, United Kingdom), Viktor Riklefs (Karaganda Medical University, Clinical Skills Center, Karaganda, Kazakhstan), Andrey Loboda (Sumy State University, The Faculty of Medicine, Sumy, Ukraine), Sergo Tabagari (David Tvildiani Medical University, AIETI Medical School, Tbilisi, Georgia), Panos Bamdis (Aristotle University of Thessaloniki, Lab of Medical Informatics, Thessaloniki, Greece)

Location: Meeting Room 4.1, PCC

WORKSHOP: How to get your papers published in different types of journals

Erik Driessen, Janneke Frambach (Maastricht University, Educational Development and Research, Maastricht, Netherlands)

Location: Meeting Room 4.2, PCC

WORKSHOP: Engaging faculty in education scholarship

Eline van Melle (Queen’s University, Centre for Studies in Primary Care, Kingston, Canada), Mark Goldszmidt (University of Western Ontario, Centre for Education Research & Innovation, London, Canada), Jacelyn Lockyer (University of Calgary, Faculty of Medicine, Calgary, Canada), Vernon Curran (Memorial University, Academic Research and Development, St. John’s, Canada), Susan Lieff (University of Toronto, Centre for Faculty Development, Li Ka Shing Healthcare Education Centre, Toronto, Canada), Christina St-Onge (Université de Sherbrooke, Dept of Medicine, Sherbrooke, Canada)

Location: Meeting Room 2.2, PCC

WORKSHOP: ‘Falling outside the lines’ – How do we identify, support and develop doctors who may need help communicating clearly?

David Blaney (Medical Protection Society, Educational Development, Leeds, United Kingdom), Jane Kidd, Judy Purkis (University of Warwick, Educational Development and Research, Warwick Medical School, Coventry, United Kingdom), Jill Thistlethwaite (University of Queensland School of Medicine, Centre for Medical Education Research and Scholarship, Herston, Queensland, Australia)

Location: Meeting Room 3.1, PCC

WORKSHOP: The role of the teacher beliefs in effective teaching and remediation

Jennifer Cleland (University of Aberdeen, Division of Medical and Dental Education, Aberdeen, United Kingdom)

Location: Meeting Room 3.2, PCC

WORKSHOP: Overcoming barriers in medical education: Fostering collaboration to improve innovation and research

Matthew Stull (University of Cincinnati College of Medicine, Department of Emergency Medicine, Cincinnati, United States), Robert Duvivier (FAIMER, Philadelphia, United States), Emily Botte (The Royal Liverpool University Hospital, Liverpool, United Kingdom)

Location: Meeting Room 3.2, PCC

WORKSHOP: Using the Toolbox for Evaluating Educators: You be the judge!

Maryellen Gusic (Indiana University School of Medicine, Dean's Office; Pediatrics, Indianapolis, United States), Henry Strobel (The University of Texas Medical School at Houston, Dean’s Office; Biochemistry and Molecular Biology, Houston, TX, United States), Patricia O’Sullivan (University of California, San Francisco School of Medicine, Office of Medical Education; Medicine, San Francisco, CA, United States)

Location: Room A, Holiday Inn
5W  WORKSHOP: ASPIRE excellence in student engagement: hands-on training in submission preparation
Marko Zdravkovic (University of Maribor, Faculty of Medicine, Center for Medical Education, Maribor, Slovenia), Kristjan Jozic (University Medical Center Maribor, Department of Psychiatry, Maribor, Slovenia), Eva Nike Cviki, Ivan Kranc (University of Maribor, Faculty of Medicine, Maribor, Slovenia)
Location: Room B, Holiday Inn

5X  WORKSHOP: Roda Gigante group and State University of Rio de Janeiro: Creative tools to develop professionalism in formation of Health Care providers
Felipe Fortes (Universidade do Estado do Rio de Janeiro, Hospital Universitário Pedro Ernesto, Rio de Janeiro, Brazil), Carlos Eduardo Garcia, Cristina Brasil (Roda Gigante, Laboratório Gigante, Rio de Janeiro, Brazil), Daniela Sobrinho, Lia do Silveira (Universidade do Estado do Rio de Janeiro, Hospital Universitário Pedro Ernesto, Rio de Janeiro, Brazil), Flávia Reis (Roda Gigante, Laboratório Gigante, Rio de Janeiro, Brazil)
Location: Room D, Holiday Inn

5Z  POSTERS: Clinical Teaching and Communication Skills
Chairperson: Vimmi Passi (UK)
Location: South Hall, PCC

5Z/1  Teaching Clinical Skills with Google® Communities
Arya Khaimook (Hatayi Medical Education Centre, Surgery, Hatyai Hospital, Hatyai, Thailand), Prapa Ratanochai (Hatayi Medical Education Centre, Hatyai, Thailand), Rajin Arora (Ministry of Public Health, Bangkok, Thailand)

5Z/2  Comparison of Ophthalmologic Skill Teaching Between Video clip and Teacher’s Demonstration
Taweesak Chongwiriyawaruk (Lampang Hospital, Ophthalmology, Muang, Thailand)

5Z/3  Managing and developing a clinical skills lab in difficult times
Luis Patraro, Ricardo Tjeng, Pedro Lito, Edmundo Dias, Miguel Castelo-Branco (Faculty of Health Sciences - University of Beira Interior, Lc - Clinical Skills Lab, Covilha, Portugal)

5Z/4  A national survey 2012 on clinical skills laboratory for clerkship in Japan
Kazunobu Ishikawa, Akiko Sugawara, Gen Kobayashi (Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan), Nobuo Nara (Tokyo Medical and Dental University, CerMed, Tokyo, Japan)

5Z/5  Developing and moderating an international online veterinary clinical skills group
Emma Crowther (University of Bristol, School of Veterinary Sciences, Bristol, United Kingdom), Elisabeth Schaper (University of Veterinary Medicine Hannover, E-Learning Department, Hannover, Germany), Emma Read (University of Calgary, Faculty of Veterinary Medicine, Calgary, Canada), Maire O’Reilly (University College Dublin, School of Veterinary Medicine, Dublin, Ireland), Nicki Coombes (Royal Veterinary College, Clinical Skills Centre, London, United Kingdom), Naomi Booth (University of Nottingham, School of Veterinary Medicine and Science, Nottingham, United Kingdom)

5Z/6  Medical Students’ and Physicians’ Attitudes toward Patients’ Consent to Participate in Clinical Training
Parnaz Daneshpajouhnejad (Isfahan University of Medical Sciences, Isfahan Medical Students’ Research Center, Isfahan, Iran), Athar Omid (Medical Education Research Center, Isfahan University of Medical Sciences, Medical Education Department, Isfahan, Iran), Omid Pirhajj (Isfahan Medical Students’ Research Center, Isfahan University of Medical Sciences, Isfahan, Iran)

5Z/7  How do patients feel when examined by medical students? A mix of ambiguities and satisfactions found in a Brazilian qualitative study
Alicr Escocia Darigatti (Alicr Escocia Darigatti, State University of Campinas - UNICAMP, Faculty of Medical Sciences, Departamento de Psicologia Médica e Psiquiatria - Campinas - SP, Brazil), Elie W. Faber (State University of Campinas - UNICAMP, Faculty of Medical Sciences, Campinas, Brazil), Celso Garcia Jr, Egberto Ribeiro Turato (Faculty of Medical Sciences - State University of Campinas - UNICAMP, Laboratory of Clinical-Qualitative Research - Department of Medical Psychology and Psychiatry, Campinas, Brazil)

5Z/8  The importance of Physicians’ skills – from the patient perspective
Sina Iqbal (Imperial College London, Medicine, London, United Kingdom), Naile Siddiqui (Northwick Park Hospital, Obstetrics & Gynaecology, London, United Kingdom)

5Z/9  A comparison of two teaching methods of interpreting chest radiographs by medical students: single-disease patterns vs mixed-disease patterns
Nantaka Kiranantawat (Kiranantawat Prince of Songkla University, Radiology, Songklanagarind Hospital, Hat Yai, Thailand), Jitpreedee Sungriti, Teerawit Tuttawee (Prince of Songkla University, Radiology, Hat Yai, Thailand), Sarayut L. Geater (Prince of Songkla University, Internal medicine, Hat Yai, Thailand), Chutima Chitchang, Wiwatana Tanomkiat (Prince of Songkla University, Radiology, Hat Yai, Thailand)

5Z/10  Mapping distributed situation awareness in the operating room
Georges Nassarallah (Schulich School of Medicine & Dentistry, Western University, Centre for Education Research & Innovation, London, Canada), Sayra Cristancho (Schulich School of Medicine & Dentistry, Western University, Centre for Education Research & Innovation, Dept. of Surgery and Dept. of Medical Biophysics, London, Canada)

5Z/11  UVC Skill Practice in 4th Year Medical Students
Busaya Santisant (Vachira Phuket Hospital, Pediatric, Phuket, Thailand)

5Z/12  Integrating a longitudinal communication curriculum in a new modular competence-based medical curriculum at the Charité Berlin
P.A. Arends, R. Kiehle, I. Muehlingham, A. Moaz, T. Hitzblech, H. Peters (Charité Universitätsmedizin Berlin, Dieter Scheffner Centre, Berlin, Germany)
5Z/13 Integrating Communication Skills Competency into the Medical Education Curriculum at Kazakh National Medical University named after S. Asfendyarov
Marat Assimov (Kazakh National Medical University named after S. Asfendyarov, Center for Communication Skills named after Juliet Draper, Almaty, Kazakhstan), Farida Nurmanbetov (Kazakh National Medical University named after S. Asfendyarov, Department of Medical Education, Almaty, Kazakhstan) 
(Presenter: Zauresh Issina, Kazakh National Medical University named after S. Asfendyarov, Clinical and Practical Skills Center, Almaty, Kazakhstan)

5Z/14 Organization of Early Patient Contact Program during the Communication Skills Course at University Teaching Hospital in UAE
Venkatramana Manda (Gulf Medical University, General Surgery, Ajman, United Arab Emirates), Pankaj Lamba (Gulf Medical University, Ophthalmology, Ajman, United Arab Emirates), Sherly Ajay (Gulf Medical University, Academic Office, Ajman, United Arab Emirates)

5Z/15 Learning Through Telephone Consultation
Sithitchok Laohawilai (Khon Kaen Hospital, Surgery, Khon Kaen, Thailand)

5Z/16 Student perceptions of mobile learning for clinical skills training
Kyong-Jee Kim (Sungkyunkwan University School of Medicine, Medical Education, Seoul, Korea, Republic of (South Korea)), Hye Won Jang (Sungkyunkwan University School of Medicine, Social and Preventive Medicine, Suwon, Korea, Republic of (South Korea)), Yon Ho Cho (Sungkyunkwan University School of Medicine, Pediatrics, Seoul, Korea, Republic of (South Korea)), Chang Dae Bae (Sungkyunkwan University School of Medicine, Molecular Cell Biology, Suwon, Korea, Republic of (South Korea))

5Z/17 Improving Theatre Experiences and Learning for Medical Students in Surgery
Thomas Hardy (Cheltenham General Hospital, Urology, Cheltenham, United Kingdom), Ling Wang (University Hospital Coventry and Warwickshire, Colorectal Surgery, Coventry, United Kingdom)

1600-1730 5AA POSTERS: Career Choice
Chairperson: Jadwiga Mirecka (Poland)
Location: Terrace 2, PCC

5AA/1 How medical students’ career choices differ according to their personality types
Yera Hur, Keum-ho Lee (Konyang University College of Medicine, Department of Medical Education, Daejeon, Korea, Republic of (South Korea)), Sun Kim (The Catholic University of Korea School of Medicine, Department of Medical Education, Seoul, Korea, Republic of (South Korea))

5AA/2 What is behind students’ choice for becoming a doctor? An analysis of 10,640 descriptions written by 1st-year medical students in a newly developed exercise
Seiichi Ishii, Fumie Takahashi, Yutaro Arata, Junichi Kameoka, Hiroshi Kanatsuka (Tohoku University Graduate School of Medicine, Office of Medical Education, Sendai, Japan)

5AA/3 An investigation of the relationship between laparoscopic box trainer score and interest in surgery as a future career
William Malins, David Williams, Gabrielle Finn (Durham University, School of Medicine, Pharmacy and Health, Stockton-on-Tees, United Kingdom)

5AA/4 The Hidden Curriculum of Career Choice: its nature and influence on who chooses a surgical career
K A Bowman (University of Manchester, School of Medicine, Manchester, United Kingdom), E J R Hill, R E Stalmeijer (Maastricht University, School of Health Professions Education, Maastricht, Netherlands), J Hart (University of Manchester, Manchester Medical School, Manchester, United Kingdom)

5AA/5 Tracking our graduates: where are they going and why?
Suzanne Edwards, Ana Da Silva, Judy McKimm, Frances Rapport, Rhys Williams (Swansea University, Medicine, Swansea, United Kingdom)

5AA/6 Impact of the psychiatric internship on seventh-year medical students with regard to attitudes to mental illness and psychiatry and the impact on development of clinical skills
Sergio Valdivieso (Escuela de Medicina, Pontificia Universidad Católica de Chile, Psychiatry, Santiago, Chile), Marisol Sirhan (Escuela de Medicina, Pontificia Universidad Católica de Chile, Center of Medical Education, Santiago, Chile)

5AA/7 Personal Values, Vocational Motivations, and Career Perceptions of Medical Students of a New, Private University in Santiago, Chile
Ernesto Guiraldes (Universidad Mayor, School of Medicine, Santiago, Chile), M. Elisa Giaconi, M. Elisa Bazen-Orijk (Facultad de Medicina-Universidad Mayor, Oficina de Educacion en Ciencias de la Salud, Santiago, Chile), Claudia Morales (Universidad Mayor, School of Medicine, Santiago, Chile), Amelia Hurtado (Facultad de Medicina-Universidad Mayor, Oficina de Educacion en Ciencias de la Salud, Santiago, Chile)

5AA/8 Influences on Career Choice: What factors influence the career choice of medical students?
Sandra Banner, Stephen Rimac (CaRMS, Ottawa, Canada)

5AA/9 Who wishes to work in Family Medicine?
Lucija Murugac, Gordana Pavlekovic (University of Zagreb, School of Medicine, Department for Educational Technology, Zagreb, Croatia)

5AA/10 Factors associated with preference for primary care specialties in undergraduate medical students: a national cross-sectional study in Portugal
José Pedro Águeda Costa (University of Minho, School of Health Sciences, Braga, Portugal), Manuel João Costa (University of Minho, School of Health Sciences, Braga, Portugal)
5AA/11 Studying and graduating with a disability in a health sciences education program
Anselme GM Derese (Ghent University, Faculty of Medicine and Health Sciences, Ghent, Belgium), Stephanie Claus, Karen Leyman, Elisabeth Tytgat, Meggie Verschelte (Ghent University, Department of Special Education, Ghent, Belgium)

5AA/12 Change in career choice and motivation over time at medical school
Georgia Tunnicliffe, Yee Ean Ong (St George’s Hospital, Respiratory Medicine, London, United Kingdom), Andrew Singleton (St George’s Medical School, London, United Kingdom)

5AA/13 How do students, foundation doctors and specialty trainees perceive a career in O&G? Mixed methods analysis of a national survey
Jane L D Currie (Homerton University Hospital, Obstetrics and Gynaecology, London, United Kingdom), S Melissa Whitten (University College London Hospitals NHS Trust, Obstetrics and Gynaecology, London, United Kingdom), Matthew Huggins (Royal College of Obstetrics and Gynaecology, London, United Kingdom)

1600-1730

5BB POSTERS: Postgraduate Education 1
Chairperson: Davinder Sandhu (UK)
Location: South Hall, PCC

5BB/1 The Use of Smartphone/Tablet Technologies by Training Doctors in Clinical Settings
Susan Kennedy (KSS Deeney/ East Kent Hospitals University NHS Foundation Trust, Education Department/Medical Education Directorate, Queen Elizabeth the Queen Mother Hospital, Education Centre, Margate, United Kingdom)

5BB/2 PodMedPlus: an innovative educational intervention for junior doctors in the era of the European Working Time Directive
Matthew A Kirkman (Imperial College London, Faculty of Medicine, London, United Kingdom), Zeni Haveliwala, Najeeza Ramzan (Salford Royal NHS Foundation Trust, Postgraduate Education, Salford, United Kingdom), Aysha Alla (University of Manchester, Manchester Medical School, Manchester, United Kingdom)

5BB/3 What do junior doctors think about e-learning and podcasts in postgraduate medical education? Results of a survey
Aysha Alla (University of Manchester, Manchester Medical School, Manchester, United Kingdom), N Ramzan, Z Haveliwala (Salford Royal Foundation Trust, Postgraduate Education, Manchester, United Kingdom), Matthew A Kirkman (Imperial College London, Faculty of Medicine, London, United Kingdom)

5BB/4 Using qualitative research and patient safety to review revise and reinvent the regional Foundation Doctor Induction training programme; an exploration of lessons learnt
Sonia Joseph (NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom)

5BB/5 European Postgraduate Medical Education Study
Bernard Klemenz (Northern Road Surgery, University of Southampton Training Practice, Portsmouth, United Kingdom)

5BB/6 Confidence in ACLS performance among newly graduated doctors
Thassanawut Dheerapanya (Srinakharinwirot University, Emergency Medicine, Bangkok, Thailand), Apichai Pangsorn (Srinakharinwirot University, Forensic Medicine, Bangkok, Thailand), Weeraya Sathawarawong (Srinakharinwirot University, Internal Medicine, Bangkok, Thailand)

5BB/7 The work of recently graduated physicians in Emergency Room
Maria Helena Senger, Maria Celeste Gonçalves Campos (Pontifícia Universidade Católica de São Paulo, Medicina, Sorocaba, Brazil)

5BB/8 Are we preparing our medical students and Foundation Trainees for managing acute urological emergencies?
Saiful Miah (University of Sheffield, Academic Urology Unit, Sheffield, United Kingdom), Angus Luk (University of Sheffield, Medical School, Medical School, Sheffield, United Kingdom), Roderick McDermid, Suresh Venugopal, Mangera Altaf (Royal Hallamshire Hospital, Urology, Sheffield, United Kingdom), Rosario Derek (University of Sheffield, Academic Urology Unit, Sheffield, United Kingdom)

5BB/9 Ophthalmology Teaching for Foundation Trainees
Michael Yoon Tze Lui (Birmingham and Midland Eye Centre, Ophthalmology, Birmingham, United Kingdom), James Wong (Blackpool Teaching Hospitals NHS Foundation Trust, Medicine, Lancashire, United Kingdom), Amit Sud (Guys’ and St Thomas’ NHS Foundation Trust, Medicine, London, United Kingdom), Stephenie Tiew (Royal Liverpool University Hospitals NHS Trust, Ophthalmology, Liverpool, United Kingdom)

5BB/10 Postgraduate Medical Education Program Improvement: Moving from Unstructured (Experiential) to Structured
Margaret Kennedy, Patti O’Brien (Royal College of Physicians & Surgeons of Canada, International Outreach, Ottawa, Canada)

5BB/11 Learning as positioning: A qualitative study of junior residents’ workplace learning in oncology
Lars Williams, Peter Møseus (University of Aarhus, Center for Medical Education (MEDU), Aarhus, Denmark), Carsten Rytt (University of Aarhus, Department of Oncology, D, Aarhus, Denmark), Mette Krogh Kristensen (University of Aarhus, Center for Medical Education (MEDU), Aarhus, Denmark)

5BB/12 The impact of the economic downturn on Residents’ external rotations: A four-year study in a Tertiary Centre in the Murcia Region of Spain
Jose Galera-Tomás, V Caballero-Perianes, F Guzmán-Arco, C Botella-Martínez, E Monzó-Núñez, J González-Giménez (Hospital Clínico Universitario Virgen de la Arrixaca, Teaching Unit, Murcia)
5BB/13 Developing the high flying registrar – a qualitative evaluation of the Severn Deanery education scholar programme
Paul Main (Severn NHS Deanery, Primary Care, Bristol, United Kingdom), [Presenter: Anthony Curtis, Severn NHS Deanery, Primary Care, Bristol, United Kingdom]

5BB/14 A Comprehensive Graduate Medical Education Program Established Through Cooperation Among Seven Medical Schools and Affiliated Hospitals in Japan
Michito Hirakata, Tatsuki Maskawa (Keio University School of Medicine, Medical Education Center, Tokyo, Japan), Keisuke Koyama (Keio University School of Medicine, Clinical Research Center, Tokyo, Japan), Tokayuki Mitsuhashi, Hirokuni Yamagishi (Keio University School of Medicine, Department of Pediatrics, Tokyo, Japan), Keichi Fukuda (Keio University School of Medicine, Department of Internal Medicine, Tokyo, Japan)

5BB/15 The comparison for two postgraduate general medical training programs: a multi-center, prospective cohort study in Taiwan
Yen-Yuan Chen (National Taiwan University College of Medicine, Social Medicine, Taipei, Taiwan), Tzong-Shinn Chu, Chau-Chong Wu (National Taiwan University College of Medicine, Primary Care Medicine, Taipei, Taiwan), Yen-Hsun Ni (National Taiwan University College of Medicine, Pediatrics, Taipei, Taiwan), Tien Shang Huang (National Taiwan University College of Medicine, Social Medicine, Taipei, Taiwan), Pan-Chyr Yang (National Taiwan University College of Medicine, Internal Medicine, Taipei, Taiwan)

5BB/16 A Multi-Faceted Model to Achieve Competency in Practice Based Learning in Graduate Medical Education
Daniel Dressler (Emory University, Internal Medicine, Atlanta, United States), Amy Allison (Emory University, Woodruff Health Sciences Center Library, Atlanta, United States), Anna Getseman (Columbia University Medical Library, New York, United States), Dustin Smith, Bhavin Adhyaru, Lorenzo Di Francesco (Emory University, Internal Medicine, Atlanta, United States)

5BB/17 Relationship between knowledge and skill of Basic Life Support based on AHA2010 in Interns of Kashan University of Medical Sciences – 2012
Parastoo Pournaghshband (Kashan University of Medical Sciences, Research Center, Kashan, Iran), Fakhrosadat Mirhoseini (Tehran University of Medical Sciences and Kashan University of Medical Sciences, Medical Education in Tehran and Anesthesia in Kashan, Iran), Fariba Raygan (Kashan University of Medical Sciences, Cardiovascular Dep., Kashan, Iran), Zeynab Amadia (Kashan University of Medical Sciences, Research Center, Kashan, Iran), Hamideh Rezaei (Kashan University of Medical Sciences, Anesthesia Dep., Kashan, Iran), Mohammad Sabahi Badgoli (Kashan University of Medical Sciences, Public Health Dep., Kashan, Iran)

5BB/18 “Growing your own”: developing a dedicated, educated health workforce
Tyler Warburton (University Hospital South Manchester, UHSM Academy, Manchester, United Kingdom), Suzanne Vaughan (University of Manchester, School of Medicine, Manchester, United Kingdom), Paul Barber, Hilary Whyatt (University Hospital South Manchester, UHSM Academy, Manchester, United Kingdom)
Kazakhstan: Yelena Lazysheva (Karaganda State Medical University, Department of Internal Disease, Karaganda, Kazakhstan), Teygvenia Markelova (Karaganda State Medical University, Department of Medical Biophysics and Informatics, Karaganda, Kazakhstan), Viktor Riklefs (Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan)

5CC/8 The implementation of distance teaching in the Swedish Regionalized Medical Program – multiple small steps of change for an inert system
Anders Olsson, Fanny LM Pettersson (Umeå University, Department of Education, Umeå, Sweden), Christina Ljungberg (Umeå University, Department of Surgical and Perioperative Sciences, Umeå, Sweden), Magnus Hultin, Silvana Nareli (Umeå University, Department of Surgical and Perioperative Sciences, Umeå, Sweden)

5CC/9 Simulated learning by clinical trainees of communications strategies: facilitating development of collaborative competency in an acute care environment
Heather Ward (University of Saskatchewan, Medicine, Royal University Hospital, Saskatoon, Canada), M Suzanne Sheppard (Saskatoon Health Region, Saskatoon, Canada), Dylan Chipperfield (University of Saskatchewan, Saskatoon, Canada), Sharon Card (University of Saskatchewan, Medicine, Saskatoon, Canada)

5CC/10 How Can Collaborative Online Educational Environments Be Developed for Busy Health Professionals? Getting People Talking in Less Than Four Hours
AB Janssen, T Shaw (The University of Sydney, Workforce Education and Development Group, Faculty of Medicine, Sydney, Australia)

5CC/11 Learning effect of trans-disciplinary case reflective web forum on clerkship moral cognitive decline
Nen-Chung Chang (Taipei Medical University, Department of Internal Medicine, School of Medicine, College of Medicine, Taipei, Taiwan)

5CC/12 Fostering academic writing and publishing skills in medical students and junior doctors: 360-degree evaluation of an online innovation
Nicholas Bowall (University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom), Laura Horsemann (University of Manchester, Faculty of Life Sciences, Manchester, United Kingdom), Ashlea Norton (North Manchester General Hospital, Medicine, Manchester, United Kingdom), Elspeth Hill (University of Maastricht, School of Health Professions Education, Maastricht, Netherlands)

5CC/13 On-line evaluation in medical education
Vera Lucia Boia-D’Avila, Ronaldo D’Avila (São Paulo Catholic University, Medicine, Sorocaba, Brazil), Marcelo Cliquet (São Paulo Catholic University, Medicine, Sorocaba, Brazil), Isabel Cappelletti (São Paulo Catholic University, Education, Sorocaba, Brazil)

5CC/14 From Learning to Implementation: An Electronic Commitment to Change at Large CME Conferences
Daniel Ngui (St. Paul’s Hospital, Family Medicine, Vancouver, Canada), Tunde Glatunbonus (University of British Columbia, Division of Continuing Professional Development, Vancouver, Canada), Jass DeVet (St. Paul’s Hospital, Family Medicine, Vancouver, Canada), Brenna Lynn (University of British Columbia, Division of Continuing Professional Development, Vancouver, Canada), Gary Masawi, Rhonda Lo (St. Paul’s Hospital, Family Medicine, Vancouver, Canada)

5CC/15 Online web based discussion for block teaching modular curriculum in postgraduate health professionals’ curriculum. The Ethiopian experience
Bineyam Taye, (Presenter: Asaye Birhanu, Addis Ababa University, College of Health Sciences, Addis Ababa, Ethiopia)

5CC/16 Learning with Instructional Video
Rocio Garcia, Araceli Méndez, Sara Morales, Rocio Garcia (UNAM, Integración de Ciencias Médicas, Mexico)

5CC/17 Exactly when, what and who? Tracking students’ use of a medical reference app
Bethany Davies, Tim Vincent (Brighton and Sussex Medical School, Division of Medical Education, Brighton, United Kingdom), Tim Lambert, Mark Packer (Brighton and Sussex Medical School, Technology, Brighton, United Kingdom), Jill Fairclough (Brighton and Sussex Medical School, Library services, Brighton, United Kingdom), Inam Haq (Brighton and Sussex Medical School, Division of Medical Education, Brighton, United Kingdom)

1600-1730

5DD/1 Imaging a post-structural curriculum for palliative care: Reflections on healthcare workers’ experiences in rural South Africa
Laura Campbell (University of KwaZulu-Natal, Medical Education, Durban, South Africa), (Presenter: Nyna Amin, University of KwaZulu-Natal, Education, Durban, South Africa)

5DD/2 Medical education must be driven by local population reality, mainly those indigenous ones
Glauzia Oliveira Moreira (Federal University of Roraima, Pediatric, Boa Vista, Brazil), Paulo Marcondes Carvalho Junior (Marilia Medical School, Marilia, Brazil)

5DD/3 Use of a practical guided study to promote an integrative approach to learning
Peter M Kilgour, Susan Whiten, Peter Driscoll (University of St. Andrews, School of Medicine, St. Andrews, United Kingdom)

5DD/4 Basic clinical integration in medical internship: Psychiatry and Pharmacology
Carlos A Lazarini (Brighton and Sussex Medical School, Library services, Brighton, United Kingdom), Inam Haq (Brighton and Sussex Medical School, Division of Medical Education, Brighton, United Kingdom)

5DD/5 Renal Module in integrated Curriculum of AJK Medical College: Design, Delivery and Assessment
Mohsin Shah (AJKMC, Urology, AJK Medical College, Muzaffarabad, Pakistan), Syed Sojjid Shah (AJKMC, Pathology, MZD, Pakistan), Sarmud Latif Awan (AJKMC, Anatomy, MZD, Pakistan), Ziyad Afzal Khan (AJKMC, Surgery, MZD, Pakistan), Muhammad Soaim (AJKMC, Medical Education, MZD, Pakistan)

5DD/6 Is horizontal integration between basic sciences reflected in the students’ learning?
Yolanda Marin-Campos, Bertha Maria Najera-Tijerina, Adrián Telles-Hernández (National Autonomous University of Mexico, Pharmacology, Mexico), Jimena Y. Ramirez-Marín (Northwestern University, Chicago, III, United States)
How does study behaviour influence the contentment with a medical curriculum? Preliminary results from a core elective semester

Sandra Sudmann (Dean’s Office for Study Affairs, Medical Faculty RWTH Aachen University, Aachen, Germany), Anne Scherer, Thomas Forkmann, Siegfried Gauggel (University Hospital of the RWTH Aachen, Institute of Medical Psychology and Medical Sociology, Aachen, Germany)

Development and initial use of the self-accomplished, self-assessment tool iCAN!-Angio specially designed for medical students studied the selected component «Angiology-Vascular Surgery»

Antipani Polit (University of Ioannina Medical School, Department of Surgery, Vascular Surgery Unit and Department of Hygiene and Epidemiology, Medical Education Unit, Ioannina, Greece), Ioannis DK Dimolits (University of Ioannina Medical School, Department of Hygiene and Epidemiology, Medical Education Unit, Ioannina, Greece), Michalis Pernouts (University Hospital of Ioannina, Department of Surgery, Vascular Surgery Unit, Ioannina, Greece), Eleftherios Antounoglou (University of Ioannina Medical School, Department of Anesthesiology, Ioannina, Greece), Stavros Aagas, Miltiadis Matragias (University of Ioannina Medical School, Department of Surgery, Vascular Surgery Unit, Ioannina, Greece)

Can We Do An Attractive Elective Radiology Course?

Unsurprachokkaisan (Department of Radiology, Buddhachinnaraj Medical Education Center, Phitsanulok, Thailand), Kosa Sudhorm (Buddhachinnaraj Medical Education Center, Department of Pediatrics, Phitsanulok, Thailand), Sa-ang Dansawang (Buddhachinnaraj Medical Education Center, Buddhachinnaraj Medical Education Center, Phitsanulok, Thailand)

Medical Students’ Attitudes to Traditional and Integrated Basic Sciences Curriculums

Jalil Kuhpayehzadeh (Tehran University of Medical Sciences, Social Medicine, Tehran, Iran), Saeideh Darvazadeh, Kamran Saltani Arabshahi (Tehran University of Medical Sciences, Medical Education, Tehran, Iran)

Patient centredness as discursive practices in a UK medical school

Michael Klingenberg (University College London, Medical School/ The Clinical and Professional Skills Centre, London, United Kingdom), Caroline Pelliter (Institute of Education, Department of Lifelong and Comparative Education, London, United Kingdom)

“The times are changing”. Influences on the evaluation of an unchanged course concept within a period of six years

Volker Fischer (Hannover Medical School, Dean of Studies Office, Hannover, Germany), Inga Just (Hannover Medical School, Toxicology, Hannover, Germany), Hermann Haller, Philip Bintaro (Hannover Medical School, Nephrology, Hannover, Germany)

The movement from seven to six year medical curriculum in Taiwan

Chi-Wei Lin (E-Da Hospital, I-Shou University, Department of Family Medicine, Kaohsiung, Taiwan), Tsuen-Chiuun Ci, Chi-Her Lin (Medical College, National Cheng-Kung University, Department of Pediatrics, Tainan, Taiwan), Keh-Min Li (College of Medicine, Kaohsiung Medical University, Department of Anatomy, Kaohsiung, Taiwan), Chi-Wan Lai (Ministry of Education, Committee of Medical Education, Taipei, Taiwan)

First Degree Medical Students’ Face Up To Emergency

Carlos Edmundo Fontes (Universidade Estadual De Maringá, Medicina, Maringá, Brazil)

“Foi espoir”: a process of curricular reform

Sergio Zaidhaft (Faculdade de Medicina. Universidade Federal do Rio de Janeiro, Psychiatry, Rio de Janeiro Brazil)

Promoting student-centered learning through the use of Guided Frameworks

Richard Feinberg, Elizabeth Koltz (New Jersey Medical School, Office of Education, Newark, United States)

Medical students’ attitudes towards the addictions

Kenneth Mulley, Iain Smith (University of Glasgow, School of Medicine, Glasgow, United Kingdom)

POSTERS: Reflection and Clinical Reasoning

Chairperson: Jennifer Weller (New Zealand)

Location: Terrace 1, PCC

Script Concordance Technique as a Teaching Strategy for Clinical Reasoning Skill in Management of Common Pediatric Respiratory Problems

Woranart Ratanakorn (Chonburi Medical Education Center, Department of Pediatrics, Chonburi, Thailand)

Script concordance test in assessing professionalism reasoning for medical students

Pairoj Boonluksiri (Hatyai Hospital, Pediatrics, Hatyai, Thailand)

Reliability and validity of an assessment tool for clinical reasoning based on conceptual mapping in family medicine

Celine Daviu, Jean-Marie Castillo, Lionel Gananfot (University of Nantes, Family Medicine, Nantes, France), Pierre Pottier (University of Nantes, CRH Nantes, Internal Medicine, Nantes, France)

A scientific and humanistic look into the clinical and ethical reasoning of the ‘physician of persons’

María de Jesús Orte González (Facultad de Medicina “Dr. Ignacio Chávez”, Universidad Michoacana de San Nicolás de Hidalgo, Research Committee, Morelia, Mexico), Cindy Yolotzin Pérez López (School of Medicine “Dr. Ignacio Chávez”, Universidad Michoacana de San Nicolás de Hidalgo, Mental Health Department, Morelia, Mexico)

Development of Small-Group Learning (SGL) at RUSM to deliver specific content on competencies and promote history-taking skills

Y Thomas, R Sasso, N Selfridge, R St. Hilaire, D Callender, J Cannon (Ross University School of Medicine, Integrated Medical Education, Portsmouth, Dominica)
1600-1730

SFF 1600-1730

SFF ePOSTERS: Basic Sciences
Chairperson: Peter de Jong (Netherlands)
Location: North Hall, PCC

SFF/1 An investigation of the relationship between the laparoscopic box trainer score and timed practical anatomy score of pre-clinical medical students
David Williams, William Molins, Gabrielle Finn (Durham University, School of Medicine, Pharmacy and Health, Stockton-on-Tees, United Kingdom)

SFF/2 The “Elementary Kidney Ultrasound Teaching Programme” for medical students -- experience of the largest medical centre of Taiwan
Chang-Chyi Jeng (Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Nephrology, Medical Education, Taipei, Taiwan), Kuo-Chang Juan (Chang Gung Memorial Hospital, Nephrology, Taipei, Taiwan), Chun-Yen Lin (Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Gastroenterology & Hepatology, Medical Education, Taipei, Taiwan), Ji-Tseng Fang (Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Nephrology, Medical Education, Taipei, Taiwan), Cheng-Chyi Jenq (Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Nephrology, Medical Education, Taipei, Taiwan), San-Jou Yeh (Chang Gung Memorial Hospital, Second Section of Cardiology, Medical Education, Taipei, Taiwan)

SFF/3 10-years’ experience with “Anatomy and Imaging” – from an elective to a curricular course
Anna M Schober (University of Muenster, Institute of Anatomy and Molecular Neurobiology, Muenster, Germany), Claudia C Pieper (University of Bonn, Department of Radiology, Bonn, Germany), Rebecca Schmidt (University of Muenster, Department of Clinical Radiology, Muenster, Germany), Jan C Becker (University of Muenster, Institute of Medical Education and Student Affairs, Muenster, Germany), Werner Wittkowski (University of Muenster, Institute of Anatomy and Molecular Neurobiology, Muenster, Germany)

SFF/4 Physiology teaching and learning in a large, diverse, multi-disciplinary first semester service module: an analysis of the success rates of first year students

SFF/5 Musculoskeletal ultrasound module increases medical students' knowledge of gross anatomy
Catherine Brandon (University of Michigan, Radiology, Ann Arbor, United States), Patricia Mullan (University of Michigan, Medical Education, Ann Arbor, United States), David Jamadar (University of Michigan, Radiology, Ann Arbor, United States)

SFF/6 The cadaver as the first clinical encounter: emotional impact in first year medical students
Maria Amelia Ferreira (Faculty of Medicine, University of Porto, Center for Medical Education, Porto, Portugal), Milton Severo (Faculty of Medicine, University of Porto, Department of Clinical Epidemiology, Predictive Medicine and Public Health, Porto, Portugal)

SFF/7 Introducing the Objective Standardized Practical Examination (OSPE) - a novel anatomy and clinical based exam
Noah J Switzer, Ron Damant, Kent Stobart, Anil Walji, Dwight Harley, Bryan Dicken (University of Alberta, Faculty of Medicine & Dentistry, Edmonton, Canada)

SFF/8 Teaching clinically relevant basic science knowledge
Antonia Pelz (Universitätsspital Zürich, Psychiatrie, Bern, Switzerland), Anthea Luckow, Harm Peters, Peta Jorg (Charité-Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany)

SFF/9 Patient exposure in the basic science classroom enhances clinical decision-making
Justin G Peacock, Brad A Martin, Lindsay L Warner (Mayo Clinic College of Medicine, Mayo Medical School, Rochester, United States), Joseph P Grande (Mayo Clinic College of Medicine, Laboratory Medicine and Pathology, Rochester, United States)

SFF/10 The positive side effects of early authentic experience
Bianca Schuh (Medical University of Vienna, Department of Medical Education, Vienna, Austria), Alexandra Schmid, Christoph Gisinger ("Haus der Barmherzigkeit", Geriatric Long-Term Care Facility, Vienna, Austria), Anita Rieder (Medical University of Vienna, Department of Social Medicine, Centre for Public Health, Vienna, Austria)

SFF/11 Clinical Decision Making Educator Tool in a Preclinical Course
Lindsay Warner, Brad Martin, Justin Peacock (Mayo Clinic, Mayo Medical School, Rochester, United States), Joseph Grande (Mayo Clinic, Lab Medicine and Pathology, Rochester, United States)

SFF/12 Integration of clinical cases into preclinical teaching: simulated cases are perceived to be as effective as theoretical case-based seminars
Rebecca Rewbury, Simon Gomberg, Shirley Yick, Fiona Rhodes, Thomas Hine (The University of Oxford, Medicine, Oxford, United Kingdom)

SFF/13 A Novel Case-Based Research Strategy Brings Relevance to Studying Immunology and Clinical Immunology-a Case Study of Contact Dermatitis
Suzana Micova (Faculty of Medicine, University Goce Delcev, Immunology and Clinical Immunology, Stip, Macedonia), Stojka Vasileva (Clinical Hospital Stip, Department of Gastroenterology, Stip, Macedonia), Evica Bojadzieva, Liljana Stevcceva (California Northstate University, College of Medicine, Elk Grove, CA, United States)

5GG ePOSTERS: Student as Teacher
Chairperson: Elza Mylona (USA)
Location: North Hall, PCC

5GG/1 Approaching the OSCE – A teaching initiative for junior medical students run by senior medical students
Vruti Dattani, Tanmay Kanitkar, Sindhu Bhaarrati Naidu, Elissa Rekhi, Owain Donnelly, Patrik Bachtiger (University College London, Medical School, London, United Kingdom)

5GG/2 A randomised study to explore the effect of tutor training on Objective Structured Clinical Examination (OSCE) performance in a large Peer Assisted Learning (PAL) project
Guy Rughani, Kate Milner, Laura Clifton, Valerie Rae, Adam Collins, Amira Baharin

5GG/3 Using near-peers for curriculum development in global health
Emma Pluange (University of Oxford, Department of Public Health, Headington, Oxford, United Kingdom), Karina McHardy (Ko Awatea Auckland, New Zealand), Manisha Nair, Kremlin Wickramasinghe, Sucharita Varlagadda (University of Oxford, Department of Public Health, Oxford)

5GG/4 A study to explore the effects of anonymity on peer feedback in an integrated clinical anatomy presentation
Kerry Gilbert (Plymouth University, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom), Lee Donnelly (University of Liverpool, Human Anatomy Resource Centre, Liverpool, United Kingdom), Lee Coombes (Plymouth University, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom)

5GG/5 Peer tutoring translates to the confidence level in the clinic and is driven by high motivation of the peer tutors
Jetro J Tuulari, Riina Almgren, Linus Törnqvist (The University of Turku, Medical Faculty Medical Education Research and Development Centre, Turku, Finland), Minna Paasioksa (The University of Turku, Clinical Skills Learning Centre, Turku, Finland), Pekka Kääpä, Olli Kartekangas-Savolainen (The University of Turku, Medical Faculty Medical Education Research and Development Centre, Turku, Finland)

5GG/6 An evaluation of Paediatric and Neonatal Life-Support Training on Medical Students' Clinical Confidence and Interest in Paediatrics
Bianca Schuh (Medical University of Vienna, Department of Medical Education, Vienna, Austria), Alexandra Schmid, Christoph Gisinger (“Haus der Barmherzigkeit”, Geriatric Long-Term Care Facility, Vienna, Austria), Anita Rieder (Medical University of Vienna, Department of Social Medicine, Centre for Public Health, Vienna, Austria)
Olivia Corn, Natasha Aikman (University of Cambridge, Clinical School, Cambridge, United Kingdom)

5GG/7  "What I wish I had known": Reducing exam-related anxiety through a peer-delivered lecture
Patrick Bachtiger, Owen Donnelly (UCL, Medical School, London, United Kingdom)

5GG/8  Medical Students’ Use of Peer Assisted Learning on Clinical Placements
Joanna Tai, Elizabeth Mollay (Monash University, HealthPEER (Health Professions Education and Educational Research), Faculty of Medicine, Nursing & Health Sciences, Melbourne, Australia), Ben Canny (Monash University, Faculty of Medicine, Nursing & Health Sciences, Melbourne, Australia), Terry Haines (Monash University, Southern Physiotherapy Clinical School, Physiotherapy Department, Melbourne, Australia)

5GG/9  A bespoke training programme for effective student representation
Emma Vaccari, Nathan Huneke, Helen Franklin, eena Patel (The University of Manchester, Manchester Medical School, Manchester, United Kingdom)

5GG/10  Development of a mobile web-based tool for competency-based peer assessment of clinical skills
Ryan Luther, Okimi Peters, Lisa Richardson (University of Toronto, Department of Medicine, Toronto, Canada)

5GG/11  The 3 ‘E’s – ethics, education, elearning
Max Schofield, Natasha Kasianczuk, Qasim Ali, Sabrina Jiwani, Samuel Evbuomwan, Elizabeth Chamberlain (KCL, KCLSOM, London, United Kingdom)

5GG/12  Preparing for practice using a self-directed approach to learning from virtual patients: A randomised trial of the effect on clinical performance
Rikke Malene H G Jepsen, Martin Grønnebæk Tølsøgaard, Maria Birkvad Rasmussen (Rigshospitalet, University of Copenhagen, Center for Clinical Education (CEKU), Copenhagen, Denmark), Lars Kuyser (University of Copenhagen, Faculty of Health and Medical Science, Copenhagen, Denmark), Uno Fers (Stockholm University, Department of Computer and Systems Sciences, Stockholm, Sweden), Charlotte Ringsted (University of Toronto and University Health Network, The Wilson Centre, Toronto, Canada)

5GG/13  Peer learning – exploring resource creation with videos
DS Furmedge, A Samways, R Kumaria, E Collinson, S Clark, A Sturrock (University College London Medical School, Academic Centre for Medical Education, London, United Kingdom)

1600-1900
PRIVATE MEETING
BEME Fac Dev Group
Location: Room C, Holiday Inn

1745-2000
PRIVATE MEETINGS
National Associations Meeting
Location: Corinthia Hotel
Cardiff Alumni Reception
Location: Zoom Restaurant, PCC
Harvard Macy Reception
Location: Mirror Buffet, 1st Floor, PCC
Editors Meeting
Location: Meeting Hall II, PCC
BEME UK Meeting
Location: Dressing Room 221, PCC
TUESDAY 27 AUGUST

0745-1745  Registration desk open at Prague Congress Centre
           Location: Forum Hall Foyer 1 (1st Floor), PCC

0800-1730  Exhibition Open
           Location: 2nd Floor, PCC

0900-1700  Karlovyy Vary Spa
           Departs from and returns to Prague Congress Centre

0900-1300  Jewish Quarter Tour
           Departs from and returns to Prague Congress Centre

1700-2100  Old Town Tour
           Departs from and returns to Prague Congress Centre

1900-2200  Boat Cruise with dinner
           Departs from and returns to Prague Congress Centre

SESSION 6: Plenary

0830-1015  6  PLENARY 2  LIVE ONLINE SESSION
           Chairperson: Lewis First (USA)
           Location: Congress Hall, PCC

0835-0905  6A  PLENARY: Connecting medical education and patient care in the 21st century
           Victoria Brazil (Bond University, Gold Coast, Australia)

0905-0915  Questions

0915-0945  6B  PLENARY: “See One. Taste One. Make One. Teach One.” Enhancing Medical Education in an Era of Global Obesity and Diabetes
           David Eisenberg (Harvard School of Public Health, Boston, USA)

0945-0955  Questions

0955-1005  General Discussion

1005-1010  Opening of Nominations for Karolinska Research Prize in Medical Education Announcement

1010-1015  Ottawa 2014 Conference Presentation

1015-1045  COFFEE BREAK (viewing of Exhibits and Posters)
           Location: 2nd Floor, PCC (no coffee will be served at the Holiday Inn)

SESSION 7: Simultaneous Sessions

1045-1230  7A  SYMPOSIUM: Assessing competencies using milestones along the way  LIVE ONLINE SESSION
           Ara Tekian (University of Illinois at Chicago, USA), Brian Hodges (The Wilson Centre, University of Toronto, Canada),
           John Norris (FAIMER, Philadelphia, USA), Trudie Roberts (Leeds Institute of Medical Education, UK), Lambert Schuwirth
           (School of Medicine, Flinders University, Adelaide, Australia)
           Location: Congress Hall, PCC
1045-1230 7B SYMPOSIUM: Learning to Lead: Pearls and Practical Insights for Future Leaders in Academic Medicine
Emery Wilson (University of Kentucky, USA), Carol Elam (University of Kentucky, USA), Frank Simon (Foundation for the Advancement of International Medical Education and Research, USA), Walter Ricciardi (Catholic University of the Sacred Heart, Institute of Hygiene and Public Health, Italy)
Location: Meeting Hall I, PCC

1045-1230 7C SHORT COMMUNICATIONS: Continuing Professional Development
Chairperson: Alistair Thomson (UK)
Opening Discussant: Jane Tipping (Canada)
Location: Panorama, PCC

1045-1100 7C/1 “Journal Based Blogs” – Is this the future of medical publications?
[Miriam Friedman Ben-David 2013 Award Winner Presentation]
Kenar D Jhaveri (Department of Medicine, Hofstra North Shore LIJ School of Medicine, Great Neck, NY), Vinay Nair (Icahn School of Medicine at Mount Sinai, New York, NY)

1100-1115 7C/2 Can the reasons why clinicians use PubMed or UpToDate inform education in Evidence Based Practice? A qualitative analysis
Lauren Maggio (Stanford University Medical Center, Lane Medical Library, Stanford, United States), Olle ten Cate, Feikje van Stiphout, Edith ter Braak (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands), David Irby, Bridget O’Brien (University of California, San Francisco, Medicine, San Francisco, United States)

1115-1130 7C/3 Perceived Value of CME systems in meeting the Learning Needs of Orthopaedic Surgeons in Community Hospitals
Peter de Boer, Michael Cunningham (AO Foundation, AO Education, Dubendorf, Switzerland)

1130-1145 7C/4 A guide to inter-professional continuing professional development
Claude Guimond, Martin Labelle, Daniel Paquette (FMOQ, Continuing Education, Montréal, Canada)

1145-1200 7C/5 Plastic dolls and all the other stuff: a case study of learning and emergency preparedness in 6 primary care GP practices in South London
Huon Snelgrove (St George's Healthcare NHS Trust, Education and Development, London, United Kingdom), Britta Mithoff, Mark Fleet (St George’s Healthcare NHS Trust, Anaesthesia, London, United Kingdom), Nicholas Gosling, Vaughan Holm (St George’s Healthcare NHS Trust, Education and Development, London, United Kingdom), Clarissa Carvalho (Guy’s and St Thomas’ NHS Foundation Trust, Anaesthesia, London, United Kingdom)

1200-1215 7C/6 Continuing professional development: Learning that leads to changes in individual and collective clinical practice
Stephen May, Tierney Kinnison (Royal Veterinary College, LIVE Centre, Hatfield, United Kingdom)

1215-1230 Discussion

1045-1230 7D SHORT COMMUNICATIONS: Social Accountability
Chairperson: Richard Hays (Australia)
Opening Discussant: James Rourke (Canada)
Location: Meeting Hall IV, PCC

1045-1100 7D/1 Medical students and social accountability
Chiougan Gordon (University of Cape Town, Obstetrics & Gynaecology, Cape Town, South Africa)

1100-1115 7D/2 Are we selecting medical students who will provide socially accountable health care?
Robin Ray, Louise Young (James Cook University, Medicine, Townsville, Australia)

1115-1130 7D/3 The impact of a new medical school on primary care in its locality
Robert K McKinley, Maggie Bartlett, Simon Gay, Sheena Gibson, Robert Jones (Keele University, School of Medicine, Keele, United Kingdom)

1130-1145 7D/4 Social Accountability: hearing community voices
Lionel Green-Thompson (University of the Witwatersrand, Centre for Health Sciences Education, Faculty of Health Sciences, Parktown, South Africa)

1145-1200 7D/5 Measuring Social Accountability
David Marsh (Northern Ontario School of Medicine, Community Engagement, Sudbury, ON, Canada)

1200-1215 7D/6 Medical students’ attitudes to community engagement
Sarah Mahoney, Linnea Boileau (Flinders University, Onkaparinga Clinical Education Program, Adelaide, Australia)

1215-1230 Discussion
7E RESEARCH PAPERS: Student Selection
Chairperson: Charlotte Ringsted (Canada)
Location: Meeting Hall V, PCC

7E/1 The Reliability and Validity of the Resident Selection Process in Relation to the Evaluation of Professionalism: A Pilot Study
Nadia Bajwa (Universitaires de Genève, Hôpital des Enfants, Pediatrics, Geneva, Switzerland)

7E/2 From Flexner to Gadamer and Habermas: A Critical Hermeneutic Analysis of the Practice of Student Selection for Medical School
Saleem Razack, Matthias Lalisse (McGill University, Centre for Medical Education, Montreal, Canada), Mary Maguire (McGill University, Faculty of Education, Montreal, Canada), Brian Hodges (University of Toronto, Wilson Centre and Department of Psychiatry, Toronto, Canada), Yvonne Steinert (McGill University, Centre for Medical Education, Montreal, Canada)

7E/3 Student admission based on GPA, selection or lottery: a controlled study
NR Schripsema (University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands), AM van Trigt (University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands), JCC Borleffs (University Medical Center Groningen, Groningen, Netherlands), J Cohen-Scotanu (University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands)

7E/4 Factors behind MCAT-Scores: A systematic review
M Habersack (Medical University Graz, Office of the Vice-Rector for Teaching & Studies, Graz, Austria), G Luschin (Ass. of Womens Health, Graz, Austria), HP Dimai (Medical University Graz, Teaching & Studies, Graz, Austria)

7E/5 Exploring Resilience to Stress and Trauma in Medical Students
Vicki R LeBlanc (University of Toronto, Wilson Centre, Toronto, Canada)

7F SHORT COMMUNICATIONS: Assessment: Feedback
Chairperson: Rashmi Kusurkar (Netherlands)
Opening Discussant: Peter McCrone (United Kingdom)
Location: Chamber Hall, PCC

7F/1 Evaluating two feedback mechanisms for MCQ exams
David Hope, Kyle Gibson, Helen Cameron (University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom)

7F/2 Clerkship feedback content is focused on ‘good points’ and lacks specificity
J.M.M. van de Ridder (Albert Schweitzer hospital, Department of Education, Dordrecht, Netherlands), J.M. van Meeteren (Academic Medical Center, Department of Surgery, Amsterdam, Netherlands), R.J. Oostenbroek (Albert Schweitzer hospital, Department of Education, Dordrecht, Netherlands)

7F/3 Factors influencing trainers’ feedback-giving behaviour
EAM Pelgrim, AWM Kramer, HGA Mokkink (Radboud University Nijmegen Medical Centre, Department of Primary Care and Community Care, Nijmegen, Netherlands), CPM Van der Vleuten (Maastricht University, SHE School of Health Professions Education, Maastricht, Netherlands)

7F/4 Engaging with Constructive Feedback when Separated from Summative Assessment: The RHIME Experience
Andrea Gingerich (University of British Columbia, Northern Medical Program (UNBC), University of Northern British Columbia, British Columbia, Canada), Stephane Voyer (University of British Columbia, Internal Medicine, Vancouver, Canada), Joanna Pedersen, Kendall Ho (University of British Columbia, eHealth Strategy Office, Vancouver, Canada)

7F/5 Skype as a tool to provide feedback to resident learners
Erik Langenau (National Board of Osteopathic Medical Examiners, Continuous Professional Development and Innovations, Philadelphia, United States), Elizabeth Kachur (Medical Education Development, Medical Education, New York, United States), Dorothy Horber (National Board of Osteopathic Medical Examiners, Continuous Professional Development and Innovations, Philadelphia, United States), John Gimpel (National Board of Osteopathic Medical Examiners, Executive Offices, Philadelphia, United States)

7G SHORT COMMUNICATIONS: The Curriculum
Chairperson: Khalid Bin Abdulrahman (Saudi Arabia)
Location: Conference Hall, PCC

7G/1 Assessment of a Biomedical Informatics course for medical students at UNAM Faculty of Medicine in Mexico
Melchor Sánchez-Mendoza (UNAM Faculty of Medicine, Medical Education, Facultad de Medicina de la UNAM, Secretaria de Educación Médico, Distrito Federal, Mexico), Adrián J. Martínez-Franco (UNAM Faculty of Medicine, Biomedical Informatics, Mexico City, Mexico), Fernando Flores-Hernández (UNAM Faculty of Medicine, Medical Education, Mexico City, Mexico), Fabián Fernández-Saldivar, Gumaro Cano-Gutiérrez (UNAM Faculty of Medicine, Biomedical Informatics, Mexico City, Mexico), Adrián Martínez-González (UNAM Faculty of Medicine, Medical Education, Mexico City, Mexico)
1100-1115 7G/2 In the Name of Health: Doctors’ advocacy on behalf of the vulnerable
Cristian Rangel (University of Toronto, Sociology, Toronto, Ontario, Canada; The Wilson Centre, Toronto, Ontario, Canada)

1115-1130 7G/3 Prescribing in practice: the impact of simulated prescribing once students become doctors
A Hawkins, VM Taylor, M Masiello, G Woodfield, K Jones, AE Stanton (Great Western Hospital, Academy, Swindon, United Kingdom)

1130-1145 7G/4 Implication of Evidence-Based Medicine into Health Promotion Teaching Block for Medical Students
Tipawan Labuettarakul (Prince of Songkla University, Epidemiology Unit, Faculty of Medicine, Hat Yai, Thailand), Pannumarn Poransawat (Prince of Songkla University, Division of Medical Education, Faculty of Medicine, Hat Yai, Songkhla, Thailand), Thithima Sunttharasana (Prince of Songkla University, Obstetrics and Gynecology, Faculty of Medicine, Hat Yai, Thailand), PasuREE Songsupawanich (Prince of Songkla University, Pediatrics, Faculty of Medicine, Hat Yai, Thailand), Chanan Kongkamol (Prince of Songkla University, Community Medicine, Faculty of Medicine, Hat Yai, Thailand)

1145-1200 7G/5 Impact of an Evidence Based Medicine curriculum focused on inquiry and searching in a medicine clerkship
Chompica Bodinayake (University of Ruhuna, Department of Medicine, Galle, Sri Lanka), Lauren Maggio (Stanford University School of Medicine, Lane Medical Library, Stanford, United States)

1200-1215 7G/6 The attitude of Saudi Medical Students towards learning alternative Medicine
Abduulkader Al Juhani (Royal Commission Medical Center, Yanbu, Saudi Arabia)

1215-1230 7G/7 Effect of the Bologna bachelor degree on considerations of medical students to interrupt or terminate their medical training
Sjoukje van den Broek (University Medical Center Utrecht, UMC Utrecht Medical School, Utrecht, Netherlands), Olle ten Cate, Marjo Wijnen-Meijer, Marijke van Dijk (University Medical Center Utrecht, UMC Utrecht Medical School, Utrecht, Netherlands)

1045-1230 7H SHORT COMMUNICATIONS: Competency Based Education/Outcome Based Education 1 – Postgraduate
Chairperson: Michael Ross (UK)
Location: Club H, PCC

1045-1100 7H/1 Using narrative descriptions as data to document learners’ progress on milestones: a practical response to the Next Accreditation System
J. Lindsey Lane, Adam Rosenberg, Janice Hanson (University of Colorado School of Medicine, Pediatrics, Aurora, United States)

1100-1115 7H/2 Making a teaching demonstration film: a method to improve the skill in teaching ACGME Competencies
Bei-wen Wu, Chiung-yu Chiu (Taipei Medical University – Shuang Ho Hospital, Internal Medicine, Taipei, Taiwan), Chau-Jong Hu (Taipei Medical University – Shuang Ho Hospital, Neurology, New Taipei City, Taiwan), Mei-Yi Wu, Tsu-Yi Chao, Yuh-Feng Lin (Taipei Medical University – Shuang Ho Hospital, Internal Medicine, Taipei, Taiwan)

1115-1200 7H/3 Comprehensive Family Practice Review: Using the CanMEDS Competencies Framework for Curriculum Development
Alan A. Monavvari (University of Toronto, Family and Community Medicine, Toronto, Canada), Kate Hodgson (University of Toronto, Continuing Education and Professional Development, Toronto, Canada)

1130-1145 7H/4 Postgraduate competency-based curriculum in internal medicine: Pilot study of clinicians’ definitions and perceptions of CanMEDS roles and physicians’ competencies
Matteo Monti (University of Lausanne-School of Medicine, Medical Education and Internal Medicine, Lausanne, Switzerland), Raphael Bonvin (University of Lausanne-School of Medicine, Medical Education, Lausanne, Switzerland), Nu Viet Vu (University of Geneva-School of Medicine, Unit of Development and Research in Medical Education (UDREM), Geneva, Switzerland)

1145-1200 7H/5 Aligning Accreditation along the Medical Education Continuum for Excellence in Residency Training
Genevieve Moineau (Association of Faculties of Medicine of Canada, Committee on Accreditation of Canadian Medical Schools, Ottawa, Canada), Jason Frank (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada), Anne-Marie MacLellan (Collège des médecins du Québec, Montréal, Canada), Paul Rainsberry (College of Family Physicians of Canada, Toronto, Canada), Marianne Xhignesse (Committee for Accreditation of Continuing Medical Education, Sherbrooke), Nick Busing (Association of Faculties of Medicine of Canada, Ottawa, Canada)

1200-1215 7H/6 How Faculty Entrust Residents with Appropriate Autonomy
Sally Santen (University of Michigan Medical School, Medical Education, Ann Arbor, United States), Katie Saxton, Nadia Juneja, Ben Bassin (University of Michigan, Emergency Medicine, Ann Arbor, United States)

1215-1230 7H/7 How trust, trustworthiness and entrustment relate to the concept of EPAs
Asja Maaz, Tanja Hitzblech, Viva Holzhuesen, Harm Peters (Dieter Scheffner Fachzentrum, Charité Universitätsmedizin Berlin, Germany)

No discussion
1045-1230  7I  SHORT COMMUNICATIONS: Postgraduate Education 2
Chairperson: Roderick MacLeod (Australia)
Location: Club A, PCC

1045-1100  7I/1  Developing generic skills during residency: A novel specialty-specific approach
Ahmet Murt (Cerrahpasa Medical Faculty, Internal Medicine, Istanbul, Turkey), Enes Arkan (Cerrahpasa Medical Faculty, General Surgery, Istanbul, Turkey), Saburun Cavdar (Cerrahpasa Medical Faculty, Public Health, Istanbul, Turkey), Ahmet Ertas (Cerrahpasa Medical Faculty, Anatomy, Istanbul, Turkey), Sertac Asa (Cerrahpasa Medical Faculty, Nuclear Medicine, Istanbul, Turkey), Metehan Inanoglu (Cerrahpasa Medical Faculty, Gynecology&Obstetrics, Istanbul, Turkey)

1100-1115  7I/2  Variation in the Contemporary Hidden Curriculum in Graduate Medical Education
Will Rafeison, Andrew Moore (Robert Wood Johnson Medical School, Medicine, Camden, NJ, United States), Consuelo Cagande (Cooper University Hospital, Cooper Medical School of Rowan University, Psychiatry, Camden, NJ, United States), Vijay Rajput (University Hospital, Cooper Medical School of Rowan University, Medicine, Camden, United States)

1115-1200  7I/3  Resident Perceptions on Rewards and Challenges of Caring for Ambulatory Patients with Chronic Illness
David C Thomas (Icahn School of Medicine at Mount Sinai, Medicine, New York, United States)

1145-1200  7I/4  Teaching and Assessment Toolkit to Integrate the Collaborator Role in Residency Training
Dawn Martin (University of Toronto, Postgraduate Medical Education, Toronto, Canada), Susan Glover Takahashi (University of Toronto, Canada), Denyse Richardson (University of Toronto, Postgraduate Medical Education, Toronto, Canada)

1200-1230  7I/5  Learning behaviours and preferences of Canadian family medicine residents outside of the clinical setting
Alice Sy (Western University, Undergraduate Medical Program, London, Canada), Eric Wong (Western University, Family Medicine, London, Canada)

1215-1230  7I/6  Trainee's perception of negative verbal feedback in Obstetrics and Gynaecology
Anita Sanghi (Barts Health NHS Trust, Obstetrics & Gynaecology, Royal London Hospital, New Stepney Way, London, United Kingdom)

1045-1230  7J  SHORT COMMUNICATIONS: Preparation for Practice 2
Chairperson: Liz Anderson (United Kingdom)
Opening Discussant: Carol Cappello (USA)
Location: Club E, PCC

1045-1100  7J/1  Exploring medical students’ perceptions on preparedness for becoming a first year graduate doctor after undertaking a prolonged assistantship
Sarah Jayne Kingdon (Barts and the London School of Medicine, Oncology, London, United Kingdom), Elewys Lightman (The University of Sheffield, Medicine, Sheffield, United Kingdom), Andrew Hill (Goldsmith's University, History, London, United Kingdom), Micheal Nelson (The University of Sheffield, Medical Education, Sheffield)

1100-1115  7J/2  Orientation course for MBBS students at entry level: Our Experience
Ramya Bhaskaran (Sri Ramachandra Medical College and Research Institute, General Surgery/ Medical Education Unit, Chennai, India), R.B. Sudhagar Singh (Sri Ramachandra Medical College and Research Institute, General Medicine/Medical Education Unit, Chennai, India), P. Surendran (Sri Ramachandra Medical College and Research Institute, General Surgery/ Medical Education Unit, Chennai, India), T.V. Ramakrishnan (Sri Ramachandra Medical College and Research Institute, Emergency Medicine, Chennai, India), P.V. Vijayaraghavan (Sri Ramachandra Medical College and Research Institute, Orthopaedics/Medical Education, Chennai, India)

1115-1130  7J/3  Identifying issues relating to the performance of newly qualified doctors during the early transition from medical student to F1
Penny Cavenagh (University Campus Suffolk, Faculty of Health, Science and Wellbeing, Ipswich, United Kingdom), Susan Miles (University of East Anglia, Norwich Medical School, Norwich, United Kingdom), Joanne Kellett (Norfolk and Norwich University Hospital, Norwich, United Kingdom), Alexia Papageorgiou (St George’s University of London Medical School at University of Nicosia, Nicosia, Cyprus), Charlotte Slater, Sam Leinster (University of East Anglia, Norwich Medical School, Norwich, United Kingdom)

1130-1145  7J/4  The Apprentice: shadowing experiences of newly qualified doctors using qualitative research
Tarun Bindal (Alexandra Hospital, Paediatrics, Redditch, United Kingdom), Helen Goodyear (NHS West Midlands Workforce Deanery, Postgraduate School of Paediatrics, Birmingham, United Kingdom)

1145-1200  7J/5  Mentoring for junior doctors. A success for both mentor and mentee
Nynne Lykke Christensen, Bo Rahbek (Junior doctors in Denmark, Education & Career, Copenhagen, Denmark)

1200-1215  7J/6  Gaps and Traps – Attuning Procedural Skills for Internship
Susan McKenzie, Annette Burgess, Craig Mells (The University of Sydney, Clinical School, RPAH, Sydney, Australia)

1215-1230  Discussion
1045-1230 7K SHORT COMMUNICATIONS: International Medical Education 2
Chairperson: Marta Van Zanten (USA)
Opening Discussant: 
Location: Club B, PCC
1045-1100 7K/1 Creating a sustainable training of trainers approach in developing countries
Laura Skippeng (The Brooke, Animal Welfare and Research, London, United Kingdom), Josep Subirana, Tamsin Fussey, Klara Saville (The Brooke, Veterinary Team, London, United Kingdom), Kate Exley (Higher Education Assessment and Development Ltd, Wakefield, United Kingdom)

1100-1115 7K/2 Middle East Experience of North-American Medicine clerkship
Mai A Mahmoud, Dora Stadler (Weill Cornell Medical College in Qatar, Medical Education, Doha, Qatar)

1115-1130 7K/3 Emotional intelligence development in allied health professional students: An international perspective
SJ Mackay (University of Liverpool, Directorate of Medical Imaging and Radiotherapy, School of Health Sciences, Liverpool, United Kingdom)

1130-1145 7K/4 ASEAN Economic Community (AEC) and Medical Qualification
Jathurong Kittakulrat, Ravipol Junjai, Witthawin Jongjatuporn, Nicha Jarupanich (Faculty of Medicine, Chulalongkorn University, Medical Students for Health Systems and Services (MS-HSS), Thailand Research Center for Health Services System, Bangkok, Thailand), Krit Pongpirul (Faculty of Medicine, Chulalongkorn University, Department of Preventive and Social Medicine, Bangkok, Thailand)

1145-1200 7K/5 The Health Care Team Challenge: An Innovative International Interprofessional Education Model
Christie Newton (University of British Columbia, Department of Family Practice, Vancouver, Canada), Lesley Bainbridge, Valerie Ball (University of British Columbia, College of Health Disciplines, Vancouver, Canada)

1200-1215 7K/6 Exploration of PGME curricula on an EU level: Do residents attain an equivalent postgraduate medical education within the EU?
Abe Meininger (University of Groningen, UMC Groningen Postgraduate School of Medicine, University Medical Center Groningen, Netherlands), Ulla Al-Saad, Johan Groothof (University of Groningen, Department of Health Sciences, University Medical Center Groningen, Netherlands), Jan Borleffs (University of Groningen, Postgraduate School of Medicine, University Medical Center Groningen, Netherlands)

1215-1230 Discussion

1045-1230 7L SHORT COMMUNICATIONS: Approaches to Selection
Chairperson: William McGaghie (USA)
Location: Club C, PCC
1045-1100 7L/1 How consistent are results of admission tests?
Hans Georg Kraft (Medical University of Innsbruck, Medical Genetics and Molecular and Clinical Pharmacology, Innsbruck, Austria)

1100-1115 7L/2 The Biomedical Admissions Test (BMAT) for medical student selection: overview of research evidence
Joanne Emery, Sarah McElwee (Cambridge Assessment, Research and Validation, Cambridge, United Kingdom)

1115-1130 7L/3 Social networks, identity, and widening access to medicine
Bhamini Vadhwana (West Middlesex University Hospital, Medicine, London, United Kingdom), Suzanne Vaughan (University of Manchester, School of Medicine, Manchester, United Kingdom)

1130-1145 7L/4 Student Admission Quo Vadis?
Guni Kadmon (Medical Faculty, Heidelberg University, HeiCuMed, Heidelberg, Germany), Martina Kadmon (Heidelberg University, Klinik for General, Visceral and Transplantation Surgery, Heidelberg, Germany)

1145-1200 7L/5 Identifying attribute domains to blueprint medical student selection tools
Tim Wilkinson (University of Otago, Medical Education Unit, Christchurch, New Zealand), Tom Wilkinson (University of Otago, Medical School, Dunedin, New Zealand)

1200-1215 7L/6 The interview – its place in the medical selection process: some initial explorations
Chris Skinner, Raoul Oehman (Notre Dame University, Medicine, Fremantle, Australia)

1215-1230 7L/7 Modified Personal Interviews for the Selection of MD/PhD Candidates
Kulamakan Kulasegaram (University of Toronto, Undergraduate Medical Education, Toronto, Canada), Lindsey Fechtig (University of Toronto, Canada), Nicole Woods (University of Toronto, Surgery, Toronto, Canada), Norman Rosenblum, Mark Hanson (University of Toronto, Canada)

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<tr>
<td>1045-1230</td>
<td>7M</td>
<td><strong>SHORT COMMUNICATIONS:</strong> Student Wellbeing and Support</td>
<td>Club D, PCC</td>
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<td>Chairperson: John Cookson (UK)</td>
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<td>1045-1100</td>
<td>7M/1</td>
<td>How an increase in personal resources initiates an upward spiral of resources and engagement in young veterinary professionals</td>
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<td>Nicole JM Mastenbroek, Harold GJ Bok (Utrecht University, Faculty of Veterinary Medicine, Netherlands), Debbie ADC Jaarsma (University of Amsterdam, Academic Medical Centre, Netherlands), Albert UJA Scherbier (Maastricht University, Faculty of Health, Medicine and Life Sciences, Netherlands), Peter van Beukelen (Utrecht University, Faculty of Veterinary Medicine, Netherlands)</td>
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<td>1100-1115</td>
<td>7M/2</td>
<td>Doctor overnight, the never-ending student and the true self – Identity ambivalence in medical students</td>
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<td>Hampus Perharen, Lindström Ulf (Medical School, course Professional Development, Public Health and Clinical Medicine, Umeå University, Umeå, Sweden), Eva E Johansson (Professional Development, Family Medicine, Public Health and Clinical Medicine, Umeå University, Umeå, Sweden)</td>
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<td>1115-1130</td>
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<td>The lived experience of medical students with mental illness: a narrative study</td>
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<td>Andrew Grant (Cardiff University, Institute of Medical Education, Cardiff, United Kingdom)</td>
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<td>1130-1145</td>
<td>7M/4</td>
<td>Assessing the Current Learning Environment and Making Suggestions for Improvement to Assist the Identified At-Risk Students – a Mixed Method</td>
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<td>Aminah Sadik, Letitia Rojas (Touro University Nevada, College of Osteopathic Medicine, Basic Sciences, Henderson, United States)</td>
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<td>1145-1200</td>
<td>7M/5</td>
<td>Building resilience among medical students</td>
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<td>Karen Trollope-Kumar (McMaster University, Family Medicine, Hamilton, Canada)</td>
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<td>1200-1215</td>
<td>7M/6</td>
<td>Orientation program for medical undergraduates: Experience from All India Institute of Medical Sciences, New Delhi</td>
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<td>Kishore Kumar Deepak, Balachandra Adkoli (All India Institute of Medical Sciences, Centre for Medical Education &amp; Technology, New Delhi, India)</td>
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<td>1215-1230</td>
<td>7M/7</td>
<td>Medical students in difficulty: what screening? What actions for support?</td>
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<td>Joel Ladner, Olivier Mouterde, Francis Roussel, Christophe Girault, Jean Francois Gehanno (Rouen School of Medicine, Public Health Department, Rouen, France)</td>
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<td><strong>MEET THE EXPERT:</strong> Victoria Brazil</td>
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<td>1215-1230</td>
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<td><strong>WORKSHOP:</strong> Using free open access medical education (#FOAMed) to develop and support communities of learners for lifelong learning</td>
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<td>Natalie Lafferty (University of Dundee, TILT, Medical Education Institute, CAMS, Ninewells Hospital &amp; Medical School, Dundee, United Kingdom), Annalisa Manca (University of Dundee School of Medicine, Medical Education Institute, Dundee, United Kingdom), Laura-Jane Smith (University College London Medical School, Academic Centre for Medical Education, London, United Kingdom), Ellie Hathersal (University of Dundee School of Medicine, Medical Education Institute, Dundee, United Kingdom)</td>
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<td><strong>WORKSHOP:</strong> Using iPads in Undergraduate Medical Education</td>
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<td>Colin J Lumsden, Lucie Byrne-Davies, Jo Hart, Ian Sampson (University of Manchester, Medical School, Manchester, United Kingdom)</td>
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<td>Menno de Bree, Eite Veening (UMCG, Institute for Medical Education, Groningen, Netherlands)</td>
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<td>1215-1230</td>
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<td><strong>WORKSHOP:</strong> Generalizability (G) theory in clinical skills assessments</td>
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<td>Kimberly Swygert (National Board of Medical Examiners, Scoring Services, Philadelphia, United States)</td>
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<td><strong>WORKSHOP:</strong> Teaching in the Clinical Setting: Strategies to Assist the Teacher in Difficulty</td>
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<td>Leslie Flynn (Queen’s University, Faculty of Health Sciences, Kingston, Canada), Denyse Richardson (Toronto Rehabilitation Institute, Toronto, Canada), Linda Snell (McGill University, Centre for Medical Education, Montreal, Canada), Lara Cooke (University of Calgary, Continuing Medical Education &amp; Professional Development, Calgary, Canada)</td>
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<td><strong>WORKSHOP:</strong> Teaching in the Clinical Setting: Strategies to Assist the Teacher in Difficulty</td>
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WORKSHOP: You do it!!...No you do it!!...Whose role is it...? Using the objective structured clinical examination (OSCE) to assess interprofessional education competencies
Brian S Simmons (University of Toronto, Pediatrics, Toronto, Canada), Susan J Wagner (University of Toronto, Speech-Language Pathology, Toronto, Canada), Ann Jeffries (University of Toronto, Pediatrics, Toronto, Canada), Diana Tabak (University of Toronto, Standardized Patient Program, Toronto, Canada)
Location: Meeting Room 3.2, PCC

WORKSHOP: A Master Class in the Art and Science of Visual Presenting
Douglas Buller (University of Toronto, The Wilson Centre, Toronto, Canada)
Location: Meeting Room 3.3, PCC
Note: Participants are encouraged to bring a laptop and a personal presentation to work on

WORKSHOP: AMEE “Live” Teaching Challenge – a tool for learning and faculty development
Paul de Roos (Uppsala University Hospital, Neurology Department, Uppsala, Sweden), Alice Fornari, Patrick John Gannon (Hofstra North Shore-LIJ, School of Medicine, Hempstead, United States), Suleyman Yildiz (Birdlere University, Medical School, Istanbul, Turkey), Jon Forsman (Uppsala University Hospital, Neurology Department, Uppsala, Sweden), Pär J Hoglund (Karolinska University Hospital, Pediatrics, Stockholm, Sweden)
Location: Room A, Holiday Inn

POSTERS: Student and Junior Doctor as Teacher
Chairperson: Emily Bate (United Kingdom)
Location: South Hall, PCC

1045-1230
7T

7U

7V

7Z

7Z/1 Giving medical students an introduction to teaching: a near-peer approach
Ayrton Goddard, Jennifer Goddard (South Devon Healthcare NHS Foundation Trust, Medicine, Torquay, United Kingdom)

7Z/2 Peer Teaching in Approach to Multiple Injury Conditions
Thananit Sankomkamhang (Medical Education Center, Khon Kaen Hospital, Orthopaedics, Khon Kaen, Thailand)

7Z/3 Student teachers’ experiences in a teaching cascade scheme based around the use of a web-resource
Ryan Norman, Della Freeth (Queen Mary University London, Barts and The London School and Medicine and Dentistry, London, United Kingdom)

7Z/4 Reflections on the benefits of introducing the NICE Student Champions Scheme: An action research study
Adel Boparai, Della Freeth (Queen Mary University London, Barts and The London School of Medicine and Dentistry, London, United Kingdom)

7Z/5 An effective strategy to reduce ‘neurophobia’ amongst medical students
Zanna Voysey, Victoria Wallace, Polly Robinson, Meng Wang, Rahul Kumar Mukherjee (King’s College Hospital NHS Foundation Trust, Denmark Hill Campus Teaching Group, London, United Kingdom)

7Z/6 Near-peer teaching programme in Kent, UK: impact on final-year medical students preparing for practical exams
Adam Dennis, Dilip Abraham (Queen Elizabeth Queen Mother, Medicine, Margate, United Kingdom)

7Z/7 A near-peer teaching programme developed and delivered by recent medical graduates
Shaine Mehta, Nilanka Mannakkarra (Basilion Hospital, Foundation Year 1 Doctor, United Kingdom)

7Z/8 Supervision of medical students in Preparatory Vocational Training by junior doctors – a follow up study
Jakob Nyhlén (Medicine, Public Health and Community Medicine/Sahlgrenska University Hospital, Gothenburg, Sweden), Bojan M Tubic (Medicine, Public Health and Community Medicine/Sahlgrenska Academy/Sahlgrenska University Hospital, Gothenburg, Sweden), Daniel S Olsson (Medicine, Sahlgrenska University Hospital, Gothenburg, Sweden), Caterina Finizia (Otolaryngology, Sahlgrenska University Hospital, Gothenburg, Sweden)

7Z/9 A feedback-centered medical education elective curriculum for residents
Alison Wabak, Stacey Hall (University of Calgary, Department of Medicine, Calgary, Canada), Ben Wilson (University of Alberta, Department of Medicine, Edmonton, Canada), Jeffrey Schofer, Kevin McLaughlin, Marcy Mintz (University of Calgary, Department of Medicine, Calgary, Canada)

7Z/10 Peer teaching benefits teachers as well as students: A qualitative study of teachers’ feedback in a teaching programme for new anaesthetic trainees
James Houston (Chelsea & Westminster Hospital, Accident and Emergency, London, United Kingdom), Amardeep Rajot

7Z/11 Faculty Development Through Social Enterprise: Coaching and Peer-Assisted Learning Course for Membership Examination Revision Within Obstetrics and Gynaecology

7Z/12 Teaching on the Emergency Department Shop Floor (TEDS) Course – A novel approach to developing the clinical teacher
Rachel Parish, Andrew Tabner, Peter Cull (Royal Derby Hospital, Emergency Department, Derby, United Kingdom)
7Z/13 The Associate Unit Tutor (AUT) one year on: Evaluation of an innovative programme for trainees to develop as educators
Nicola Taylor (Avon and Wiltshire Mental Health Partnership Trust, Medical Education, Bristol, United Kingdom), Kate Seddon (North Bristol NHS Trust, Neuropsychiatry, Bristol, United Kingdom), Geoff van der Linden (Avon and Wiltshire Mental Health Partnership Trust, Medical Education, Bristol, United Kingdom)

7Z/14 Expansion of graduate medical education networks for young doctors in Japan through the initiative of Young Doctors’ Federation in Kansai (Kan-fed)
Ryuichi Sada (Department of General Internal Medicine, Tenri, Japan), Taro Shimizu (Nerima Hikarigaoka Hospital, Department of General Internal Medicine, Tokyo, Japan), Yoshiro Hadano (Rakuwakai Otowa Hospital, Department of General Internal Medicine / Division of Infectious Diseases, Kyoto, Japan)

7Z/15 Teaching Residents to Teach – An Evaluation study
Charlotte Rhodes, Joanne Hamilton (University of Manitoba, Medical Education, Winnipeg, Canada), Jose Francois (University of Manitoba, Continuing Professional Development, Winnipeg, Canada)

7Z/16 Learning through work: clinical shadowing of junior doctors by first year medical students
Kazuya Iwata, Deborah Gill (UCL Medical School, Academic Centre for Medical Education, London, United Kingdom)

7AA/5 Graduate reflections on a year-long rural training experience: clinical exposure that really counts?
Susan Van Schalkwyk, Juanta Bezuidenhout (Faculty of Medicine and Health Sciences, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa), Norma Kok (Faculty of Medicine and Health Sciences, Stellenbosch University, Family Medicine, Tygerberg, South Africa), Ken Van Heerden (Faculty of Medicine and Health Sciences, Stellenbosch University, Health Professions Education, Tygerberg, South Africa), Hoffie Conradie (Faculty of Medicine and Health Sciences, Stellenbosch University, Family Medicine, Tygerberg, South Africa), Marietjie De Villiers (Faculty of Medicine and Health Sciences, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa), Juanita Bezuidenhout (Faculty of Medicine and Health Sciences, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa), Young Doctors’ Federation in Kansai (Kan-fed)

7AA/6 Medical students’ attitudes toward experiences in community hospitals of rural area
Sawitree Visanuyothin, Surasit Chitpitaklerd (The Medical Education Center of Maharat Nakhon Ratrasima Hospital, Social Medicine Department, Nakhon Ratrasima, Thailand), Korarat Lermanuworat (The Medical Education Center of Maharat Nakhon Ratrasima Hospital, Orthopedic Department, Nakhon Ratrasima, Thailand), Mosaer Srukayama (The Medical Education Center of Maharat Nakhon Ratrasima Hospital, Psychiatric Department, Nakhon Ratrasima, Thailand)

7AA/7 Program Evaluation of a Community vs. a Tertiary Care Internal Medicine Clerkship
Jennifer Hollyoake (University of Ottawa, Medicine, Ottawa, Ontario, Canada), Melissa Forge (University of Ottawa, Haematology, Ottawa, Ontario, Canada), John L Eddy, Claire Touchie (University of Ottawa, Medicine, Ottawa, Ontario, Canada)

7AA/8 A Curriculum for the Community
Mahto Mogodi (University of Botswana School of Medicine, Family and Public Health Medicine, Gaborone, Botswana), Julio Blitz (Stellenbosch University, Family Medicine, Cape Town, South Africa)

7AA/9 Teaching patient-centered Medicine through community-based practice
Patricia Roberta Berthie Pedrosa de Oliveira (UNIFENAS, Public Health, Pocos de Caldas, Brazil), Helena Chini (UNIFENAS, Physiology, Alfenas, Brazil), Jaqueline Barboza, Maria Isote Barreira (UNIFENAS, Medical Psychology, Alfenas, Brazil), Miriam Graciano (Unifenas, Public Health, Alfenas, Brazil), Eliana Amaral (Unicamp, Gynecology and Obstetrics, Campinas, Brazil), Kyoto University, Japan

7AA/10 A patient centered approach for teaching about the organisation and functioning of the health care system at VU University medical center, Amsterdam, The Netherlands
Marc Soppe, Wendy Hopmans, Olga Damman (VU University Medical Center, Public and Occupational Health, Amsterdam, Netherlands)

7AA/11 The Benefits of Introducing Foundation Trainees to Community-Based Health Promotion Clinics
Nishanthan Mahesan, Mahdi El Harbe (Whipps Cross University Hospital, Endocrinology & Diabetes, Medical Education Centre, Leytonstone, United Kingdom), Sarah Dunne (Whipps Cross University Hospital, Stroke Medicine, London, United Kingdom), Laura Liew, David Levy (Whipps Cross University Hospital, Endocrinology & Diabetes, London, United Kingdom)

7AA/12 Community mental health promotion project enhances mental health awareness
Varuna Kolikovin (Faculty of Medicine, Vajira Hospital, Navamindradhiraj University, Psychiatry, Bangkok, Thailand)
7BB/7 Reliability of OSCE (Objective Structured Clinical Examination) assessment comparing between face-to-face and video rating
Nonloyan Chueamunangphn (Medical Education Center, Medicine, 1039 Chiangrai Prachanukroh Hospital, Chiang Rai, Thailand), Somruen Srekow (Medical Education Center, Chiangrai Prachanukroh Hospital, Medicine, Chiang Rai, Thailand), Yasolak Jaryapongpaliboon (Medical Education Center, Chiangrai Prachanukroh Hospital, Pediatrics, Chiang Rai, Thailand), Chaiwetch Thanapatial (Medical Education Center, Chiangrai Prachanukroh Hospital, Surgery, Chiang Rai)

7BB/8 Impact of Mock Objective Structured Clinical Encounter (OSCE) Exams on Anxiety levels during Final OSCE of Third Year Medical students of Ross University
Rhonda McIntyre-Francis, Carlisa Tavernier, Paul Ricketts, Davendra Sharma (Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Picard, Dominica)

7BB/9 Reliability study of OSCE in a Woman’s Health station at Public Health of the clerkship students’ examination in a Medical University at Universidade Federal de Uberlândia (FAMED-UFU)
Márcia Aires Rodrigues de Freitas, Angellica Lemos Debs Diniz, Gizeli Dos Santos Anjos (Federal University of Uberlandia, Gynecology and Obstetrics, Uberlândia, Brazil), Leila Bitar Moukachar Ramos (Federal University of Uberlandia, Public Health, Uberlândia, Brazil)

7BB/10 Clinical skills assessment revised: correlating OSCE performance scores and knowledge grades
Bogdan Zdrowkovic, Tamara Todarovic, Marko Zdrowkovic (University of Maribor, Faculty of Medicine, Center for Medical Education, Maribor, Slovenia)

7BB/11 A new look at OSCE as an educational method (OSCEd): Interns’ CPR competency
Fakhrossadat Mirhosseini (Tehran University of Medical Sciences, Medical Education in Faculty of Medicine (Tehran) - Anesthesia Dep. in Allied Medicine (Kashan), Kashan, Isfahan, Iran), Fariba Raygan (Kashan University of Medical Sciences, Cardiovascular Dep., Kashan, Iran), Reza Rezaee (Tehran Payam-e Nour University and Kashan University of Medical Sciences, Management Dep., Kashan, Iran), Shaaleh Bigdeli (Iran University of Medical Sciences(IUMS), Department of Medical Education, Center for Educational Research in Medical Sciences (CERMS), Tehran, Iran), Forzaneh Alijourn (Jahrom University of Medical Sciences and Student Research Center, Student Research Center, Jahrom, Iran), Parastoo Pouraghajheidh (Kashan University of Medical Sciences, Student Research Center, Kashan, Iran)

7BB/12 The effectiveness of video-assisted assessment for Objective Structured Clinical Examination
Sila Sanglak (Prince of Songkla University, Department of Surgery, Faculty of Medicine, Hatyai, Thailand), Dhamawat Thongchit (Prince of Songkla University, Department of Surgery, Hatyai, Thailand)
7BB/11 Students’ Perceptions About Objective Structured Clinical Examination In Dentistry, University Of Concepcion, Chile
Claudio del Canto (Universidad de Concepcion, Prosthodontics, Concepcion, Chile), Liliana Ortiz (University of Concepcion, Medical Education, Concepcion, Chile)

7BB/12 Can 3rd year Medical Students write a 4th year OSCE? Making a summative exam formatative
Richard Lee (University of Alberta, Undergraduate Medical Education, Edmonton, Canada), Patrick San Agustin (University of Alberta, Emergency Medicine, Edmonton, Canada), Mohit Bhutani (University of Alberta, Internal Medicine, Edmonton, Canada), Tracey Hillier (University of Alberta, Undergraduate Medical Education, Edmonton, Canada)

7BB/13 An empirical method of setting OSCE pass-scores with small numbers of candidates
Dwight Harley (University of Alberta, Faculty of Medicine, Edmonton, Alberta, Canada), Margaret Bennet (Vancouver Community College, Certified Dental Assisting, Vancouver, Canada)

7BB/14 Peer Organised OSCE – Useful Revision Opportunity for Undergraduates?
Sarah Stagger, Vrutti Dattani (University College London, Medical School, London, United Kingdom), Rakhee Nathwani (National Hospital for Neurology and Neurosurgery, Anaesthesia, London, United Kingdom)

7BB/15 An Evaluation of Objective Structured Clinical Examination (OSCE) scores in 6th year medical students
Sattt Khanapsin (Prince of Songkla University, Obstetrics and Gynecology, Faculty of Medicine, Hatyai, Thailand), Chitkaseem Suwannath, Swatchaya Khanuengkitchang, Nangruthai Saeai, Saovakon Boonkumnerd (Prince of Songkla University, Obstetrics and Gynecology, Hatyai, Thailand)

7BB/16 The Association between the Objective Structured Clinical Examination (OSCE) scores on Amniotomy and the Experiences from Clinical Practice
Swatchaya Khanuengkitchang (Prince of Songkla University, Obstetrics and Gynecology, Faculty of Medicine, Hatyai, Songkhla, Thailand), Sathana Boonyapipat, Nangruthai Saeai, Sattt Khanapsin, Sirarat Thamrongwut (Prince of Songkla University, Obstetrics and Gynecology, Hatyai, Songkhla, Thailand)

7BB/17 OSCE examiners and their scoring behaviors: An observation
Parasukthi Navaratanam, Amudha Radivelu (Monash University Sunway Campus, School of Medicine and Health Sciences, Bandar Sunway, Selangor Darul Ehsan, Malaysia), Loretta Garvey, Margaret Hay (Monash University, Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia), Shahjahan Yamin (Monash University Sunway Campus, School of Medicine and Health Sciences, Bandar Sunway, Selangor Darul Ehsan, Malaysia)

1045-1230

7CC POSTERS: Standardized Patients/Virtual Patients
Chairperson: Predrag Bjelogrlic (UK)
Location: South Hall, PCC

7CC/1 Development of Standardized Patients for learning how to communicate with patients
Shima Saeedi, Ragayah Jaafar, Hafta Arazman (Universiti Sains Malaysia, Medical Education, Kota Bharu, Malaysia)

7CC/2 Empathy, clue hunters and exam blindness. Inclusion of a photograph in an undergraduate OSCE
JM Illingworth (Royal Brompton & Harefield NHS Foundation Trust, Anaesthesia, London, United Kingdom, J Hollands (King’s College London, Department of Clinical Assessment, London, United Kingdom), SR Strachan (King’s College Hospital NHS Foundation Trust, Critical Care, London, United Kingdom)

7CC/3 OSCE assessment of student inter-personal and communication skills by simulated patients compared with clinical tutors – Is there a correlation?
FM Megaher (Royal College of Surgeons in Ireland, Medicine, Education and Research Centre, Beaumont Hospital, Dublin, Ireland), RM Sheehan (Royal College of Surgeons in Ireland, Pathology, Dublin, Ireland), RM Conroy (Royal College of Surgeons in Ireland, Epidemiology, Dublin, Ireland), NG McElvaney (Royal College of Surgeons in Ireland, Medicine, Dublin, Ireland)

7CC/4 Effect of emotionally-complex roles on standardized patients
Ximena Triviño (Pontificia Universidad Católica de Chile, Centro de educación Médica, Escuela de Medicina, Santiago, Chile), Lilian Ferrer, Margarita Bernales, Rosana Cianelli (Pontificia Universidad Católica de Chile, Escuela de Enfermería, Santiago, Chile), Philippa Moore (Pontificia Universidad Católica de Chile, Centro de Educación Médica, Escuela de Medicina, Santiago, Chile), Nilda Peragallo (University of Miami, School of Nursing and Health Studies, Miami, United States)

7CC/5 The use of standardized patients in training Advance Trauma Life Support (ATLS)
Myrna Montemayor (UANL, Surgery, San Pedro Garza García NL, Mexico), Santos Guzman (UANL, Anatomy, Monterrey NL, Mexico), Gerardo Muñoz, Martin Alvarez (UANL, Surgery, Monterrey NL, Mexico)

7CC/6 E-Learning: Comparing the Effectiveness of Virtual Patients and Lectures as Pedagogies for Medical Students
Ganan T Radakrishnan, Mehul Patel, Raj Thuraisingham, Caesar Wek, Taseem Choudhury, John Fuller (Queen Mary University London, Barts and The London School of Medicine and Dentistry, London, United Kingdom)

7CC/7 Virtual Patients: ‘This way’ for evidence based, accessible, open-access resources
James Bateman (Warwick Medical School, Education and Development Research Team, Coventry, United Kingdom), Maggie Allen (University Hospitals Coventry and Warwickshire NHS Trust, Department of Medical Education, Coventry, United Kingdom), Jane Kidd (Warwick Medical School, Education and Development Research Team, Coventry, United Kingdom), Nicholas Parsons (Warwick Medical School, Statistics and Epidemiology, Coventry, United Kingdom), David Davies (Education and Development Research Team, Warwick Medical School, The University of Warwick, Coventry, United Kingdom)

7CC/8 Virtual Patients in the form of a Medical Application for smartphones and tablet devices
Janet Iqbal, Iain Johnson (Glasgow University, Undergraduate Medical Department, Glasgow, United Kingdom), Adrian Raudaschl (Greater Glasgow and Clyde, Glasgow Royal Infrmary, Glasgow, United Kingdom)
7CC/9 Establishment of a Supra-Regional Network of National Centres in Medical Education, focussed on PBL and Virtual Patients (ePBLnet)
Trupti Jivram (St George's University of London, Division of Population Health Sciences and Education, e-Learning Unit, London, United Kingdom), ePBLnet Consortium (Aristotle University of Thessaloniki, St George’s, University of Nicosia, Karaganda; Astana; David Tividian; Zaporozhia Medical Universities; Sumy and Kutsia State Universities)

7CC/10 Raising an e-baby facilitates medical students learning in child growth, development, and preventive care in Pediatrics
Jieh-Neng Wang, Chao-Neng Cheng (National Cheng Kung University Hospital, Pediatrics, Tainan, Taiwan), Zong-Xian Yin (Southern Taiwan University of Science and Technology, Computer Science and Information Engineering, Tainan, Taiwan), Chi-Her Lin (Medical College of National Cheng Kung University, Pediatrics, Tainan, Taiwan)

7CC/11 Virtual Patients in Primary Care: Development of a Reusable Model that Fosters Reflective Practice and Clinical Reasoning
Helena Salminen (Centre for Family Medicine, Department of Neurobiology, Care Sciences and Society, Karolinska Institutet, Huddinge, Sweden), Nobil Zary (Management and Ethics, Department of Learning, Informatics, Karolinska Institutet, Stockholm, Sweden), Charlotte Leandersson, Karin Björklund, Eva Toft-Pål (Centre for Family Medicine, Department of Neurobiology, Care Sciences and Society, Karolinska Institutet, Stockholm, Sweden)

7CC/12 ‘Real’ structure, power and agency in simulated diagnosis, prognosis and emergency care
Navindra Naidoo, Lloyd Christopher, Ben de Waal, Robin Heneke (Cape Peninsula University of Technology, Emergency Medical Sciences, Cape Town, South Africa)

7CC/13 The role of virtual reality simulation in surgical training
Kirstie Laughlan (Hull York Medical School, General Surgery, University of York, United Kingdom)

7CC/14 Web-based virtual simulation of prescription order: Development and evaluation
Majid Zandkarimi, Mohammad Ali Darbandi, Kaveh Tabrizian, Alireza Nazazhti (School of Pharmacy, Zabol University of Medical Sciences, Pharmaceutical Sciences Department, Zabol)

7CC/15 A mixed methods observational simulation-based study of interprofessional team communication
Charlotte Palmed, Kurt Nielsen (SkeiSim Medical Simulation and Skills Training, Aarhus, Denmark), Peter Musaeus (Aarhus University, Center for Medical Education, Aarhus)

7CC/16 Simulation for junior doctors: enhancing non-technical skills training
Antonia Benton, Marwa Salman, Manisha Shah (Medway Maritime Hospital NHS Trust, Department of Anaesthetics, Gillingham, United Kingdom)

7CC/17 Core Simulation
B Rees (East Midlands NHS Workforce Deanery, General Surgery, Queens Medical Centre, Nottingham, United Kingdom), D Ng (East Midlands NHS Workforce Deanery, Registrar General Surgery, Nottingham, United Kingdom), A Buttery, B Baxendale (Trent Simulation and Clinical Skills Centre, Nottingham, United Kingdom), C Maxwell-Armstrong (Queens Medical Centre, Surgery, Nottingham, United Kingdom)

7CC/18 Undergraduate simulation training: Enhancing clinical experience and learning opportunities during medical emergencies
Kavitha Vimalesvaran, Aamir Saifuddin (King’s College Hospital, General Internal Medicine, London, United Kingdom)

7DD/1 Public versus private health centres – Are there differences in the quality of undergraduate clinical teaching?
Per Skärdin (Faculty of Medicine, Uppsala University, Uppsala, Sweden), Jakob Johansson (Institution of Surgical Sciences, Department of Anesthesia and Intensive Care, Uppsala, Sweden)

7DD/2 New Data to Inform Global Workforce Planning and Education of Physician Assistants
Anita Glicken (University of Colorado School of Medicine; National Commission on Certification of Physician Assistants Health Foundation, School of Medicine, Aurora, United States), Anthony Miller (Shenandoah University, Physician Assistant Studies; Physician Assistant Education Association, United States)

7DD/3 Medical education in Iran
Shima Tabatabai (Shahid Beheshti University of Medical Sciences, Medical Education Department, Velenjak, Tehran, Iran)

7DD/4 Coordination of Medical Residency for Municipal Public Health Service: Analysis of Results
Anna Beatriz Naumes, Giseli Cipriano Rodacosi (Faculdades Pequeno Principe, Medical Education, Curitiba, Brazil), Izabel Cristina Mestor Coelho (Faculdades Pequeno Principe, Medical Education, Curitiba, Brazil)

7DD/5 Self-perceived confidence levels of Community Health Workers to carry out their Roles within the Primary Health Care Outreach Teams
Abigail Drever (University of Witwatersrand, Centre for Rural Health, Zeerust, South Africa), Jose Frantz (University of Western Cape, Physiotherapy, Cape Town, South Africa), Ian Couper (University of Witwatersrand, Centre for Rural Health, Gauteng, South Africa)

7DD/6 Curriculum Development, Assessment and Clinical Rotations of Clinical Associates with Distance Learning at a Clinical Learning Centre
Frank Peters (University of Pretoria, Family Medicine, Pretoria, South Africa)
7DD/7 The utility of a tutorial booking website
Jon Cleadon (Oxford University Hospitals, Academic Foundation School, Oxford, United Kingdom), Eugene Ong (Oxford University Hospitals, Foundation School, Oxford, United Kingdom), Robert A Watson, Maria Tasok (Green Templeton College, University of Oxford, United Kingdom), Arvind Singhal (Brasenose College, University of Oxford, United Kingdom)

7DD/8 The silence of the PPandas-challenges and failures to establish ‘habitats’ for simulation-based team training in a large teaching hospital
Emma Evans (St George’s Healthcare NHS Trust, Anaesthesia, London, United Kingdom), Huan Snelgrave (St George’s Healthcare NGS Trust, Education and Development, London, United Kingdom), Justin Richards (St George’s Healthcare NHS Trust, Neonatology, London, United Kingdom), Mark Fleet (St George’s Healthcare NHS Trust, Anaesthesia, London, United Kingdom), Polly Hughes (St George’s Healthcare NHS Trust, Obstetrics and Gynaecology, London, United Kingdom), Caroline Davidson (St George’s Healthcare NHS Trust, Paediatrics, London, United Kingdom)

7DD/9 Do students need a part-time, flexible medical degree programme?
Nikul Katecha, Holly Lyne, Sareena Gajebasia, Viv Cook, Joy Hinson, Owyn Westwood (Barts and The London, School of Medicine and Dentistry, Queen Mary, University of London, Centre for Medical Education, London, United Kingdom)

7DD/10 New Dimension of Postgraduate Education at TSU Faculty of Medicine in Georgia
Nino Chkhodze, Alexander Tskiridize, Nato Pitsikhelauri (Tbilisi State University, Faculty of Medicine, Tbilisi, Georgia)

7DD/11 Public Private Partnership in Healthcare System – 60 years’ Experience of a Private Medical College in Mangalore, India
Venkatraya Prabhu (Kasturba Medical College (Manipal University), Mangalore, India), Unnikrishnan Bhaskaran (Kasturba Medical College, Community Medicine, Mangalore, India), Gopalkrishna Bhat (Kasturba Medical College, Microbiology, Mangalore, India), Latha Prabhu (Kasturba Medical College (Manipal University), Anatomy, Centre for Basic Sciences, Bejai, Mangalore, India)

7DD/12 Increasing Tuition Fees: Effect on Uptake of an Optional One-Year Intercalated Science Degree by Medical Students at King’s College London
Helen Graham, Aranga Lingham (King’s College London School of Medicine, Medical Education, London, United Kingdom), Hannah Sewell (King’s College London School of Medicine, Academic Centre, London, United Kingdom)

7DD/13 Financing Post Graduate Medical Education in the European Union
Abe Meininger (University of Groningen, UMC Groningen Postgraduate School of Medicine, University Medical Center Groningen, Netherlands), Anke Wind, Jan Borleffs (University of Groningen, Postgraduate School of Medicine, University Medical Center Groningen, Netherlands), Jan Jacobs (University of Groningen, Department of Economics, Groningen, Netherlands)

7DD/14 Application of the RIME Framework for Education Administrators’ Competencies
Yvonne Ng (National Healthcare Group, NHG Education Office, Singapore)

7DD/15 Communicating with teachers: the key to change education management
Leire Arbea, Manuel Alegre, Pepa Sanchez de Miguel, Nieves Diez, Cristina Rodriguez (Universidad de Navarra, School of Medicine, Department of Medical Education, Pamplona, Spain), (Presenter: Marta Ferrer, Universidad de Navarra, School of Medicine, Department of Medical Education, Pamplona, Spain)

1045-1230

7FF ePOSTERS: The Teacher
Chairperson: Angel Centeno (Argentina)
Location: North Hall, PCC

7FF/1 Strong collegial networks and a desire for change are important for teachers who develop towards a scholarship of teaching and learning
Anders Sanesson, Gudrun Edgren (Lund University, Faculty of Medicine, Lund, Sweden)

7FF/2 Types of potential biases within upward feedback assessments of medical training
Ani Yue Zhou (Royal Bolton Hospital, General Surgery, Manchester, United Kingdom), Paul Baker (Royal Bolton Hospital, Internal Medicine, Manchester, United Kingdom)

7FF/3 Development of an instrument for evaluating clinical teachers sensitive to the Japanese culture
Makoto Kikukawa (Kyushu University, Medical Education, Fukuoka, Japan), Renee Stalmeijer (Maastricht University, Faculty of Health, Medicine and Life Sciences Department of Educational Development and Research, Maastricht, Netherlands), Sei Emura (Saga University Hospital, Center for Graduate Medical Education Development and Research, Saga, Japan), Sue Roff (Dundee Medical School, The Centre for Medical Educations, Dundee, United Kingdom), Albert Scherbier (Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands)

7FF/4 The Effective Factors for Teaching competency of nursing faculty in Iran
Hormat Sadat Emamzade Ghasemi, Mansooreh Farahani, Forough Rafii (Faculty of Nursing & Midwifery of Tehran University of Medical Sciences, Tehran, Iran)

7FF/5 Enhancing co-operation between teachers – a co-operational pedagogical training for teachers
Ouli Salminen, Nina Katajavoara (University of Helsinki, Faculty of Pharmacy, Helsinki, Finland), Henna Asikainen (University of Helsinki, Helsinki University Centre for Research and Development of Higher Education, Faculty of Behavioural Sciences, Helsinki, Finland)

7FF/6 Appreciative Inquiry as a frame for developing the Scholarship of Teaching: a Constructivist Approach to Faculty Development
Richard Blunt (Department of Educational Services (DES), St. George’s University, St. George, Grenada)
7FF/7 Special competence in medical education in Finland
Leila Niemi-Murola (University of Helsinki, Department of Anaesthesiology and Intensive Care Medicine, Helsinki, Finland), Paula Vainiomaki, Veli-Matti Leinonen (University of Turku, Primary Care, Turku, Finland), Hannu Halla (Finnish Medical Doctor’s Association, Finnish Medical Doctor’s Association, Helsinki, Finland), (Presenter: Minna Kaila, University of Helsinki, Hjelt Institute, Helsinki, Finland)

7FF/8 Evaluation of an Experiential Postgraduate Certificate Programme for GP Educators
Hilary Dirkx (Surrey Sussex Department of Postgraduate General Practice Education, General Practice, London, United Kingdom), Abdollah Tavabie (Surrey Sussex Department of Postgraduate General Practice Education, London, United Kingdom)

7FF/9 Educational quality system and the improvement of supervision skills
Robert Oostenbroek, Monica Van de Rijder (Albert Schweitzer Hospital, Education, Dordrecht, Netherlands), On behalf of the Programme Committee (Albert Schweitzer Hospital, Dordrecht, Netherlands)

7FF/10 Development of a Faculty Development Program at a new regional expansion campus: An innovative integrated and collaborative approach
Jana Bajcar (University of Toronto, Faculty of Medicine, Mississauga Academy of Medicine, Mississauga)

1045-1230

7GG/ePOSTERS: Clinical 1
Chairperson: Debra Nestel (Australia)
Location: North Hall, PCC

7GG/1 An Assessment of Ward Rounds and Clinics for Medical Students in their Child Health Block
Pretin Davda, Elain Carter (University of Leicester, Department of Medical and Social Care Education, Leicester, United Kingdom)

7GG/2 What are the barriers to learning clinical reasoning?
Janina Iwaszko, Kamal Nagationhara (University of Birmingham Clinical Teaching Academy, Worcester Acute NHS Trust, Alexandra Hospital, Redditch, United Kingdom)

7GG/3 Interviewing Adolescents Across the Curriculum Continuum: Sex, Drugs & Rock ‘n’ Roll
Kim Blake (IWK Health Centre, Pediatrics, Halifax, Canada), Nadim Joukhadar, Genna Bourget (Halifax, Canada), Karen Mann (Dalhousie University, Medical Education, Halifax, Canada)

7GG/4 Concept of veterinary training in a clinical skills lab
Marc Dilly (University of Veterinary Medicine Hannover, Foundation, Clinical Skills Lab, Hannover, Germany), Andrea Tipold (University of Veterinary Medicine Hannover, Foundation, Clinic for Small Animal Medicine and Surgery, Hannover, Germany), Elisabeth Schaper, Jan P Ehlers (University of Veterinary Medicine Hannover, Foundation, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover)

7GG/5 PALS mini-workshop for the last year medical students of Lampang Medical Education Center
Natthachai Muangyod (Lampang Hospital, Pediatric, Ampur Muang, Lampang, Thailand)

7GG/6 A comprehensive evaluation of the quality and barriers of bedside teaching from professors’ point of view
Leili Masoalimnejad, Mohsen Haji, Sakine Shahsavari Esfahani (Iahrom University of Medical Sciences, Education, Jahrom, Iran), (Presenter: Faznane Alipoor, Iahrom University of Medical Sciences, Medical Student, Jahrom, Iran)

7GG/7 Overall Performance of the Clinical-Year Medical Students in Department of Medicine, Khon Kaen University (KKU): correlation between theory and clinical skill
Siraphop Suwannaroj, Anupol Panitchote (Khon Kaen University, Department of Medicine, Khon Kaen, Thailand)

7GG/8 How does shame affect acquisition of manual skills?
WE Blaum, T Schröder (Charite Berlin, Lernzentrum, Berlin, Germany), H Hölzer (Charite Berlin, Simulationspatientenprogramm, Berlin, Germany), M März (Charite Berlin, DFSZ, Berlin, Germany), O Ahlers (Charite Berlin, Curriculumsorganisation, Berlin, Germany), A Thomas (Charite Berlin, Obstetrics & Gynaecology, Berlin, Germany)

7GG/9 “Hunt of signs”: a new tool to develop clinical observation among medical students
Maria Alenta Oliveira, Fernando Augusto Alves da Costa, Marcos Paulo Freire, Sergio Timerman (Anhembi Morumbi University, Medical School, Sao Paulo, Brazil), Karen Cristina Abrão (Anhembi Morumbi University, Medical School, Sao Paulo, Brazil)

7GG/10 Full written clinical clerkings (medical histories): what can we learn from them? A pilot study
H John Fardy (University of Wollongong, Graduate School of Medicine, Kiama, Australia)

7GG/11 Heterogeneity of medical student experiences during clinical attachments
Michael Bowen (Leicester Royal Infirmary, Department of Surgery, Leicester, United Kingdom), Nisha Kumar (Leicester Royal Infirmary, Department of Anaesthetics, Leicester, United Kingdom), David Bowrey (Leicester Royal Infirmary, Department of Surgery, Leicester, United Kingdom)

7GG/12 Using summer school design to approach the integrated curriculum: teaching and assessing practical skills
Anca Dana Buzianu, Ofelia Mosteanu, Teodora Atena Pop, SoimitaSuciu, Valentin Muntean (University of Medicine and Pharmacy “Tuliu Hatillegan” Cluj-Napoca, Romania)

1045-1230

MEETING: BEME Board (Closed Meeting)
Location: Meeting Hall II, PCC
**SESSION 8: Simultaneous Sessions**

1400-1530  **8A** SYMPOSIUM: AMEE PGME Committee: Best Practices & Challenges in Postgraduate Medical Education: A Global View

Linda S Snell (McGill University, Canada), Richard Doherty (Royal Australian College of Physicians, Australia), Jason Frank (Royal College of Physicians & Surgeons of Canada), Jonas Nordquist (Karolinska Institute, Sweden)

Location: Congress Hall, PCC

1400-1530  **8B** SYMPOSIUM: Selection methods in medical school: Where are we now and where are we heading?

Susanna M Lucieer (Erasmus MC Desiderius School, Rotterdam, the Netherlands), Anouk Wouters (VUmc, Amsterdam, The Netherlands), Geoff Norman (McMaster, Canada), Fiona Patterson (City University, London, UK), Axel PN Themmen (Erasmus MC, Rotterdam, the Netherlands), Gerda Croiset (VUmc, instuut voor onderwijs en opleiden, Amsterdam, The Netherlands)

Location: Meeting Hall I, PCC

1400-1530  **8C** SYMPOSIUM: XI Ibero-American Session: Health and Medical Education Systems in the Americas and the Iberian Peninsula: A leadership discussion

Pablo Pulido, Emmanuel Cassimatis, Julio Frenk, Alberto Oriol i Bosch

Location: Panorama, PCC

1400-1530  **8D** PHD REPORTS 2

Chairperson: Liselotte Dyrbye (United States)

Location: Meeting Hall IV, PCC

1400-1420  **8D/1** Mind the gap; the transition to hospital consultant

Michiel Westerman (VU Medical Centre, Department of Medical Education, Amsterdam, Netherlands)

1420-1440  **8D/2** The association between medical education accreditation and examination performance of internationally educated physicians seeking certification in the United States

Marta van Zanten (FAIMER, Research and Data Resources, Philadelphia, United States)

1440-1500  **8D/3** Becoming a doctor: the early emotional and professional development of medical students

Esther Helmich (Academic Medical Centre, University of Amsterdam, Center for Evidence-Based Education, Amsterdam, Netherlands)

1500-1520  **8D/4** Defining and Teaching Veterinary Professionalism

Liz Mossop (University of Nottingham, School of Veterinary Medicine and Science, Sutton Bonington United Kingdom)

1520-1530  Discussion

1400-1530  **8E** RESEARCH PAPERS: Research in Medical Education

Chairperson: Nancy McNaughton (Canada)

Location: Meeting Hall V, PCC

1400-1420  **8E/1** Immediate reflection on clinical performance is more valued than delayed reflection on competency development

Mieke Embo (University College Arteveldehogeschool Ghent, Midwifery Department, Ghent, Belgium), Erik Driessen (Maastricht University, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences,
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<tbody>
<tr>
<td>1420-1440</td>
<td>8E/2</td>
<td>How Theory and Causal Assumptions can Guide Data Analysis and Inference in Medical Education Research</td>
<td>Benjamin Boerebach, Kiki Lombarts (Academic Medical Center, Professional Performance Research Group, Center for Evidence-Based Education, Amsterdam, Netherlands), Albert Scherpier (Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands), Onyebuchi Arah (University of California, Los Angeles (UCLA), UCLA Field Center for Health Policy Research, Department of Epidemiology, Los Angeles, United States)</td>
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<tr>
<td>1440-1500</td>
<td>8E/3</td>
<td>Score Gains for Repeat International Medical Graduates on a Performance-Based United States Medical Licensure Examination</td>
<td>Kimberly Swygert (National Board of Medical Examiners, Scoring Services, Philadelphia, United States), Alex Chavez (National Board of Medical Examiners, Test Development, Philadelphia, United States), Steven Peitzman (Educational Commission for Foreign Medical Graduates, Clinical Skills Evaluation Collaboration, Philadelphia, United States), Mark Raymond (National Board of Medical Examiners, Test Development, Philadelphia, United States)</td>
</tr>
<tr>
<td>1500-1520</td>
<td>8E/4</td>
<td>Thinking like an Expert: Implications of a Theoretical Model of Intraoperative Decision-Making for Surgical Education</td>
<td>Sayra Cristancho (Western University, Surgery, Medical Biophysics and Centre for Education Research &amp; Innovation, Health Sciences Addition, London, Canada)</td>
</tr>
</tbody>
</table>

**8F SHORT COMMUNICATIONS: Assessment: Work-based**

**Chairperson:** Cornelia Fluit (Netherlands)

**Opening Discussant:** John Norcini (USA)

**Location:** Chamber Hall, PCC

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<tr>
<td>1400-1415</td>
<td>8F/1</td>
<td>A tale of two cities: a comparison of the Mini-CEX in primary care in two universities</td>
<td>Martina Kelly (University of Calgary, Family Medicine, Calgary, Canada), Deirdre Bennett (University College Cork, Medical Education, Cork, Ireland), Caroline Sprake (University of Newcastle, Primary Care, Newcastle, United Kingdom)</td>
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<tr>
<td>1415-1430</td>
<td>8F/2</td>
<td>Collaborating for success: International assessment and benchmarking of students' workplace performance</td>
<td>Sue McAllister (Flinders University, Speech Pathology, Adelaide, Australia)</td>
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<tr>
<td>1430-1445</td>
<td>8F/3</td>
<td>Anaesthesia training – trainees in the driving seat</td>
<td>Olly Jones (Australian and New Zealand College of Anaesthetists, Education, Melbourne, Australia), Jodie Atkin (Independent Medical Education and Training Consultant, Sydney, Australia)</td>
</tr>
<tr>
<td>1445-1500</td>
<td>8F/4</td>
<td>What is the best way to use clinical supervisors' assessment?</td>
<td>Mark McLean, Vicki Langendyk (University of Western Sydney, School of Medicine, Sydney, Australia)</td>
</tr>
</tbody>
</table>

**8G SHORT COMMUNICATIONS: Curriculum Evaluation**

**Chairperson:** Lynne Allery (United Kingdom)

**Opening Discussant:** Machelle Linsenmeyer (USA)

**Location:** Conference Hall, PCC

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<tr>
<td>1400-1415</td>
<td>8G/1</td>
<td>Beyond course evaluation: Concept-development of an ongoing theory based competency and curriculum evaluation</td>
<td>Evelyn Bertram (University of Vienna, Faculty of Psychology - Educational Psychology and Evaluation, Vienna, Austria), Petra Winter (University of Veterinary Medicine Vienna, Austria), Barbara Schaber, Christine Spiel (University of Vienna, Faculty of Psychology - Educational Psychology and Evaluation, Vienna, Austria)</td>
</tr>
<tr>
<td>1415-1430</td>
<td>8G/2</td>
<td>Study diaries as sensitive detection instrument and basis for current interventions in the process of curriculum implementation</td>
<td>Tanja Hitzblech, Asja Maaz, Sabine Schmidt, Harm Peters (Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany)</td>
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<tr>
<td>1430-1445</td>
<td>8G/3</td>
<td>Accountable Curriculum Management</td>
<td>Chris Candler (The University of Oklahoma College of Medicine, Medicine, Oklahoma City, United States)</td>
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<tr>
<td>1445-1500</td>
<td>8G/4</td>
<td>What do our learners have to tell us about our program? Using learner feedback about core program competencies in ongoing curriculum review and improvement</td>
<td>Dale Lackeyram, Stephanie Nykamp, Kerry Lissemore (University of Guelph, Ontario Veterinary College, Guelph, Canada)</td>
</tr>
<tr>
<td>1500-1515</td>
<td>8G/5</td>
<td>Evaluating a Medical Curriculum - How best to proceed?</td>
<td>Katherine R Cameron, Andrew Grasset, Alastair Gracie, Joanne Burke (University of Glasgow, School of Medicine, Glasgow, United Kingdom)</td>
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</table>

**Discussion**
1400-1530 8H SHORT COMMUNICATIONS: Clinical Reasoning
Chairperson: Eiad Alfaris (Saudi Arabia)
Location: Club H, PCC

1400-1415 8H/1 How clinical reasoning is taught and learned: Cultural perspectives from the University of Melbourne and the University of Indonesia
Ardi Findyartini (Faculty of Medicine, University of Indonesia, Department of Medical Education, Jakarta, Indonesia), Leslieanne Hawthorne, Geoff McColl, Neville Chiaravalli (Faculty of Medicine, Dentistry and Health Sciences, University of Melbourne, Medical Education Unit, Melbourne, Australia)

1415-1430 8H/2 Introducing case-based clinical reasoning (CBCR) course at the Tbilisi State Medical University
Zurab Vashchorkia, Gaiane Simonia, Rima Beriaishvili, Marina Mamaladze (Tbilisi State Medical University, Department of Medical Education, Research and Strategic Development, Tbilisi, Georgia)

1430-1445 8H/3 Further development of the Dual Training Model using real patient encounter in undergraduate medical education in Japan
Yu Yamamoto (Jichi Medical University, Department of General Medicine, Tochigi, Japan), Harumi Gomi (Jichi Medical University, Center for Clinical Infectious Diseases, Tochigi, Japan), Koichi Takada, Yuka Urushihara (Jichi Medical University, Department of General Medicine, Tochigi, Japan), Reiko Mochizuki (Jichi Medical University, Department of Emergency Medicine, Tochigi, Japan), Shizukiya Ishikawa (Jichi Medical University, Department of Community and Family Medicine, Tochigi, Japan)

1445-1500 8H/4 Unraveling expert assessment of diagnostic clinical reasoning of medical students in clinical practice by a grounded theory approach
CM Haring, BM Cools, PJ van Gurp, JWM van der Meer, CP Postma (Radboud University Nijmegen Medical Centre, Internal Medicine, Nijmegen, Netherlands)

1500-1515 8H/5 A recognition study to test the psychological validity of illness scripts
Eugene Custers (University Medical Center, Center for Research and Development of Education, Utrecht, Netherlands)

1515-1530 8H/6 Modified Venndiag in Learning Clinical Reasoning: The role of Meta-cognitive and Cognitive Prompts
Oktarina Oktarina (Medical and Health Faculty of Muhammadiyah Jakarta University, Medical Education, Jakarta Pusat, Indonesia), Anique de Bruin, Mariëtte van Loon (Maastricht University, Department of Educational Development and Research Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands)

No discussion

1400-1530 8I SHORT COMMUNICATIONS: Problem Based Learning 1
Chairperson: Are Holen (Norway)
Location: Club A, PCC

1400-1415 8I/1 Evaluation of summary writing with a mind map to enhance the PBL learning process
Sneha Ravindranath (International Medical University, School of Dentistry, Kuala Lumpur, Malaysia), Warnakula Kusum De Abrew (International Medical University, Clinical Skills and Simulation Centre, School Of Medicine, Kuala Lumpur, Malaysia), Vishna Devi Nadarajah (International Medical University, Department of Human Biology, School of Medicine, Kuala Lumpur, Malaysia)

1415-1430 8I/2 What makes a bad PBL tutor?
Tim Neild (Flinders University Medical School, Dept of Human Physiology, Adelaide, Australia)

1430-1445 8I/3 How medical students perceive their studies: a comparison of reformed and traditional medical degree programs at Charité – Universitätmedizin Berlin
Susanne Dettmer (Charité - Universitätmedizin Berlin, Institute of Medical Sociology, Berlin, Germany), Ajia Moaz, Josefina Bosch (Charité - Universitätmedizin Berlin, Dieter Scheffner Center for Medical Education, Berlin, Germany), Stefan Schäuber (Charité - Universitätmedizin Berlin, Institute of Medical Sociology, Berlin, Germany), Harm Peters (Charité - Universitätmedizin Berlin, Dieter Scheffner Center for Medical Education, Berlin, Germany)

1445-1500 8I/4 Tutor interventions in dealing with conflicts on knowledge
Matti Aarnio (University of Helsinki, Hjelt Institute, Helsinki, Finland), Sari Lindblom-Ylänne (University of Helsinki, Centre for Research and Development of Higher Education, Helsinki, Finland), Juha Nieminen (University of Helsinki, Centre for Research and Development of Higher Education, Helsinki), Eva Pyörälä (University of Helsinki, Hjelt Institute, Helsinki, Finland)

1500-1515 8I/5 Using Social Network Analysis to investigate Patterns of Interactions in online Problem Based Learning (PBL)
Mohammed Saeq (Qassim University - College of Medicine, Medicine, Melida, Saudi Arabia), Abdullah AlGhasham (Qassim University - College of Medicine, Pharmacology, Unaiza, Saudi Arabia), Habiba Kamal (Qassim University - College of Medicine, Clinical Skills, Buraydah, Saudi Arabia)

1515-1530 8I/6 Does PBL work? Does music?! – A metaphor for education
Brian Bailey (Napier University, Faculty of Health Sciences (now retired), Edinburgh, United Kingdom)
No discussion

1400-1530  8J  SHORT COMMUNICATIONS: Best Evidence Medical Education (BEME) 1
   Chairperson: Dale Dauphinee (Canada)
   Location: Club E, PCC

1400-1415  8J/1  Evidence regarding the utility of Multiple Mini-Interviews for selection to undergraduate health courses: a BEME systematic review in progress
   Eliot L Rees, Ashley Hawarden, Andrew Hassell (Keele University, School of Medicine, North Staffordshire, United Kingdom)

1415-1430  8J/2  A BEME Review: the contribution of theory to the effective development and delivery of interprofessional curricula in health and social care professional education
   Sarah Hegn (Bournemouth University, Health and Social Care, Bournemouth, United Kingdom), Elizabeth Anderson (University of Leicester, Medical School, Leicester, United Kingdom), Chris Green (University of Essex, School of Health and Human Sciences, London, United Kingdom), Carol John (The Anglo-European Chiropractic College, Bournemouth, United Kingdom), Richard Pitt (University of Nottingham, Centre for Interprofessional Education and Learning, Nottingham, United Kingdom), Debra Morris (University of Southampton, Hartley Library, Southampton, United Kingdom)

1430-1445  8J/3  Teaching Professionalism in medical education: A best evidence in medical Education (BEME) systematic review
   Hudson Birden (University Centre for Rural Health, North Coast, Medical Education, Lismore, Australia), Nel Glass (Australian Catholic University, School of Nursing, Midwifery & Paramedicine, Fitzroy, VIC, Australia), Jan Wilson (University of Wollongong, Graduate School of Medicine, Wollongong, NSW, Australia), Michelle Harrison (University of Sydney, Medical library, Sydney NSW, Australia), Tim Usherwood (University of Sydney, Medical School, Sydney, NSW, Australia), Duncan Nass (University of Wollongong, Graduate School of Medicine, Wollongong, NSW, Australia)

1445-1500  8J/4  How does the teaching of a structured tool for communication within and between teams contribute to student learning? A Best Evidence Medical Education (BEME) systematic review
   Sharon Buckley (University of Birmingham, College of Medical and Dental Sciences, Birmingham, United Kingdom), Lucy Ambrose (University of Keele, School of Medicine, Keele, United Kingdom), Christine Hirsch (University of Birmingham, College of Medical and Dental Sciences, Birmingham, United Kingdom)

1500-1515  8J/5  Is OSCE meeting current educational assessment requirements when used in undergraduate medical studies? Evidence from a BEME Systematic Review points to the OSCE as a ‘6 STAR EXAM’
   Madalena Patricio, Miguel Juliao, Filipa Fareleira, Antonio Vaz Carneiro (Faculty of Medicine, University of Lisbon, Center for Evidence Based Medicine, Lisbon, Portugal)

1515-1530  8J/6  Communities and medical education: from complexity to understanding
   Rachel Ellaway, Roger Strasser (Northern Ontario School of Medicine, Sudbury, Canada), Lisa Graves (Northern Ontario School of Medicine, UME, Sudbury, Canada), David Marsh (Northern Ontario School of Medicine, Community Engagement, Sudbury, Canada), Cathy Cervin (Northern Ontario School of Medicine, PGME, Sudbury, Canada)

No discussion

1400-1530  8K  SHORT COMMUNICATIONS: Leadership 2
   Chairperson: Patricia O’Sullivan (USA)
   Location: Club B, PCC

1400-1415  8K/1  Collaborative leadership in action: developing the leadership faculty community
   Emily Betz (The Royal Liverpool University Hospital and The University of Liverpool, School of Medicine, Liverpool, United Kingdom), Jamie Green (Abington Medical Centre, Northampton, United Kingdom), Jordana Abraham (Croydon University Hospital, Medical Education, London, United Kingdom), Kirsty Forrest (Yorkshire and Humber Deanery, Medical Education, Leeds, United Kingdom), Judy McKimm (Swansea University, College of Medicine, Swansea, United Kingdom)

1415-1430  8K/2  Using Simulation for leadership training
   Francine Cunningham, Rachel Shute, Jenni Hibbert, Geoff Speed (Great Ormond Street Hospital, Postgraduate Medical Education, London, United Kingdom)

1430-1445  8K/3  Walking the talk: The utility of a multi-source feedback tool in postgraduate medical education
   Susan Leff (University of Toronto, Centre for Faculty Development, Li Ka Shing Healthcare Education Centre, Toronto, Canada), Arie Zaretsky (University of Toronto, Psychiatry, Toronto, Canada), Glen Bandiera, Salvatore Spadafora, Melissa Hynes, Susan Glover Takahashi (University of Toronto, Post Graduate Medical Education, Toronto, Canada)

1445-1500  8K/4  Towards a reliable assessment of management competencies in postgraduate medical education: A Delphi study
   Lakke M Geenens (University Maastricht, Faculty of Health, Medicine and Life Sciences, Rotterdam, Netherlands), Lorette A Stammen (University Maastricht, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands), Rob M Moonen, Jamul O Busui (Atrium Medical Center, Heerlen, Paediatrics, Heerlen, Netherlands)

1500-1515  8K/5  Development and reliability testing of Ward Round Assessment of Performance (WRAP) – A 360 degree assessment tool for ward round leadership skills
1515-1530 8K/6  Team harmony in healthcare: Lessons from musicians  
Indumathy Lakshminarayana (Coventry and Warwickshire Partnership Trust, Paediatrics, Coventry, United Kingdom), David Wall (West Midlands Deanery, Birmingham, United Kingdom), Taruna Bindal (Alexandra Hospital, Redditch, United Kingdom), Helen Goodyear (West Midlands Deanery, Birmingham, United Kingdom)

No discussion

1400-1530 8L  SHORT COMMUNICATIONS: Interprofessional: Undergraduate  
Chairperson: Clare Whitehead (University of Ottawa, Faculty of Medicine, Ottawa, Canada), Cynthia Whitehead (University of Toronto, Department of Family and Community Medicine, Toronto, Canada), Gabrielle McLaughlin, Zubin Austin (University of Toronto, Faculty of Pharmacy, Toronto, Canada)

1400-1415 8L/1  Promoting collaboration between medical students and nursing students through clinical research – A model for Interdisciplinary Collaboration  
Hedda Dyer (Ross University School of Medicine, Introduction to Clinical Medicine (ICM), Roseau, Dominica)

1415-1430 8L/2  Promoting interdisciplinary learning in a multidisciplinary faculty  
Patricia McInerney, Lionel Green-Thompson (University of the Witwatersrand, Centre for Health Science Education, Johannesburg, South Africa), Shirra Moch, Deanne Johnstone (University of the Witwatersrand, Dept of Pharmacy and Pharmacology, Johannesburg, South Africa), Oluwafolajimi Fadahun (University of the Witwatersrand, Centre for Health Science Education, Johannesburg, South Africa), Preyesh Goven Shiba (University of the Witwatersrand, Dept of Pharmacy and Pharmacology, Johannesburg, South Africa)

1430-1445 8L/3  The impact of curricular design and expert modelling on interprofessional education in the health workplace  
Elizabeth Molloy (Monash University, Health Professions Education and Educational Research, Melbourne, Australia), Louise Greenstock (University of Melbourne, Australian Health Workforce Institute, Melbourne, Australia), Patrick Fiddes (Monash University, Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia), Catriona Fraser, Peter Brooks (University of Melbourne, Australian Health Workforce Institute, Melbourne, Australia)

1445-1500 8L/4  International Classification of Functioning, Disability and Health (ICF): A framework for transformative interprofessional education  
Stefanus Snyman, Marina Clarke (Stellenbosch University, Centre for Health Professions Education, Cape Town, South Africa), Klaus Von Pressentin (Stellenbosch University, Division of Family Medicine, Cape Town, South Africa)

1500-1515 8L/5  What do medical and nursing students narrate about Interprofessional Collaboration during their study?  
Cora LF Visser, Rashmi A. Kusurkar, Gerda Croiset (Institute for Education and Training, VU University Medical Center, VUmc School of Medical Sciences, Amsterdam, Netherlands)

1515-1530 8L/6  Simulation based Inter-Professional Obstetrics and Gynaecology Education  
A Kumar (Monash University, Department of Obstetrics and Gynaecology, Melbourne, Australia)

No discussion

1400-1530 8M  SHORT COMMUNICATIONS: Student as Resource Developer  
Chairperson: Kieran McGlade (United Kingdom)

1400-1415 8M/1  Development of educational videos for clinical skills training  
Ana Paula Quilici, Karen Cristine Abrão, Allan Danek, Felipe Teles Arruda (Anhembi Morumbi University, Medical School, Sao Paulo, Brazil)

1415-1430 8M/2  Problem based learning (PBL) and storyboarding: a vehicle for medical students as co-creators of their own learning  
Frederic Pender, Charlotte Wright, Sharon Eddie (University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom)

1430-1445 8M/3  Involving students in Medicine to develop a tool to help refugees newly arrived in Quebec City, Canada  
Suzanne Gagnon (Université Laval, Family Medicine Department, Quebec, Canada), Mathilde Chamula, Iskra Pirija (Université Laval, Quebec, Canada)

1445-1500 8M/4  Student created MCQs – high quality, satisfying – towering over faculty produced ones  
Leonie Hildebrand, Jonas Kath, Stephanie Lorenz, Andia Mirbagheri, Lennard Ostendorf, Jörg Pelz (Charité-Universitätsmedizin Berlin, Dieter Scheffler Fachzentrum, Berlin, Germany)

1500-1515 8M/5  Peer Generation of Multiple Choice Questions: Student Engagement and Experiences  
Susan M Rhind (University of Edinburgh, Veterinary Medical Education Division, Royal (Dick) School of Veterinary Studies, Midlothian, United Kingdom), Graham W Pettigrew (University of Edinburgh, United Kingdom)

1515-1530 8M/6  Written assessment revised: case presentation on starting small, going large scale  
Brede Pecarnik Balan (University of Maribor, Faculty of Medicine, Department of Internal Medicine, Maribor, Slovenia), Radovan Hojž, Robert Klar, Benjamin Dvorsak (University Medical Center Maribor, Clinic for Internal Medicine, Nephrology Department, Maribor), Marko Zdravkovic (University of Maribor, Faculty of Medicine, Center for Medical Education, Maribor, Slovenia)
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<td>1400-1530</td>
<td><strong>8N</strong> MEET THE EXPERT: David Eisenberg</td>
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<td>Meeting Room 2.1, PCC</td>
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<td>1400-1530</td>
<td><strong>8O</strong> WORKSHOP: Writing MCQs in challenging content areas</td>
<td>Kathleen Holtzman (NBME, Assessment Programs, Philadelphia, United States), David Swanson (NBME, International Programs, Philadelphia, United States)</td>
<td>Meeting Room 3.5, PCC</td>
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<td>1400-1530</td>
<td><strong>8P</strong> WORKSHOP: Interactive Demonstration: MedEdWorld</td>
<td>Catherine Kennedy, Sheghly Ogilvie (AMEE, Dundee, United Kingdom)</td>
<td>Meeting Room 4.1, PCC</td>
<td>Note: Come and see how you can contribute to MedEdWorld and make use of its many features</td>
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<td>1400-1530</td>
<td><strong>8Q</strong> WORKSHOP: Different approaches to simulation for clinical practice</td>
<td>Rita Baumgartner, Lena Stevens (Red Cross University College, Nursing Training and Assessment, Karolinska University Hospital, Stockholm, Sweden), Gunilla Bolinder, Marie Sunnerby (Karolinska University Hospital, Clinical Skills and Simulation Center, Huddinge, Sweden), Samuel Edelberg (Karolinska Institutet, LIME, Stockholm, Sweden)</td>
<td>Meeting Room 4.2, PCC</td>
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<td>1400-1530</td>
<td><strong>8R</strong> WORKSHOP: GMC Trainer Accreditation: Opportunity or Challenge?</td>
<td>K Nathavitharana, E Spencer, M Clapham, A Thomson (NACT UK, Education and Training, Milton Keynes, United Kingdom)</td>
<td>Meeting Room 2.2, PCC</td>
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<td>1400-1530</td>
<td><strong>8S</strong> WORKSHOP: Supporting Struggling and Failing Trainees</td>
<td>Davinder Sandhu, Alan Cook (Severn Deanery, Postgraduate Medical Education, Bristol, United Kingdom)</td>
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<td>1400-1530</td>
<td><strong>8T</strong> WORKSHOP: Flipped classrooms – the educators big stage for promoting learning</td>
<td>Vishna Devi Nadarajah (International Medical University, Human Biology, Kuala Lumpur, Malaysia), Yew-Beng Kang (International Medical University, Pharmaceutical Chemistry, Kuala Lumpur, Malaysia)</td>
<td>Meeting Room 3.2, PCC</td>
<td>NOTE: Delegates are encouraged to bring their smartphones with them</td>
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<tr>
<td>1400-1530</td>
<td><strong>8U</strong> WORKSHOP: An interactive workshop to understand and design Entrustable Professional Activities</td>
<td>Karen Schultz, Jane Griffiths, Jonathan Kerr (Queen’s University, Family Medicine, Kingston, Ontario, Canada), Laura McEwen (Queen’s University, Post Graduate Medical Education, Kingston, Ontario, Canada), Miriam Lacasse (Université Laval, Family Medicine, Laval, Quebec, Canada), Wayne Wester (Western University, Family Medicine, London, Ontario, Canada)</td>
<td>Meeting Room 3.3, PCC</td>
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<td>1400-1530</td>
<td><strong>8V</strong> WORKSHOP: Evidence-based facilitated feedback: A model to enhance feedback acceptance and use</td>
<td>Joan Sargent (Dalhousie University, Division of Medical Education, Halifax, Canada), Eric Holmboe (American Board of Internal Medicine, Philadelphia, United States), Karen Mann (Dalhousie University, Division of Medical Education, Halifax, Canada), Joecelyn Lockyer (University of Calgary, Faculty of Medicine, Calgary, Canada), Ivan Silver (Center for Addiction and Mental Health, Education, Toronto, Canada), Erik Eriksen (University of Maastricht, Research and Development, Maastricht, Netherlands)</td>
<td>Room A, Holiday Inn</td>
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<td>1400-1530</td>
<td><strong>8W</strong> WORKSHOP: Use of an electronic portfolio for undergraduate medical students: Lessons learnt from three UK medical schools</td>
<td>Julia Montgomery, Inam Haq, Tim Vincent (Brighton &amp; Sussex Medical School, Division of Medical Education, Brighton, United Kingdom), Laura-Jane Smith, Deborah Gill (University College London Medical School, Academic Centre for Medical Education, London, United Kingdom), Nigel Rawlinson (Bristol Medical School, Student Affairs, Bristol, United Kingdom)</td>
<td>Room B, Holiday Inn</td>
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<td>1400-1530</td>
<td><strong>8X</strong> WORKSHOP: Creating PBL Cases: Challenges and Innovations</td>
<td>Saray A Azer (King Saud University, College of Medicine, Medical Education, Riyadh, Saudi Arabia)</td>
<td>Room D, Holiday Inn</td>
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8Z POSTERS: Clinical Teaching 2
Chairperson: Omar Al-Hussaini (Oman)
Location: South Hall, PCE

8Z/1 Competency based curriculum students’ self directed learning readiness in entering clerkship phase in Faculty of Medicine Pelita Harapan University
Rhendy Wijayanto, Bertha Bertha (Faculty of Medicine, Pelita Harapan University, Tangerang, Indonesia)

8Z/2 Coping with Your Supervisor – What Students Really Learn in Clinical Placements
Matilda Liljedahl, Lena Engqvist Boman, Charlotte Fält Porthén, Klara Bolander Laksov (Karolinska Institutet, Centre for Medical Education, LIME, Stockholm, Sweden)

8Z/3 Students’ feedback on hypertension clinical teaching – a comparison between two teaching models
Ricardo Tjeng, Luis Patrao, Edmundo Dias, Pedro Lito, Miguel Castelo-Branco (University of Beira Interior, Faculty of Health Science, Covilha, Portugal)

8Z/4 Improving Confidence and Competence in Electrocardiogram Interpretation for Undergraduate and Postgraduate Medical Trainees in a UK District General Hospital
HM Leach (Worcester Royal Hospital, Medicine, Worcester, United Kingdom), CJ McAloon (Worcester Royal Hospital, Cardiology, Worcester, United Kingdom), S Gill (Worcester Royal Hospital, Medicine, Worcester, United Kingdom), J Trevelyan (Worcester Royal Hospital, Cardiology, Worcester, United Kingdom)

8Z/5 Electrocardiography clinical teaching – Hands on it
Pedro Lito, Ricardo Tjeng, Bruno Valentim, Filipe Patricia (University of Beira Interior, Faculty of Health Science, LAC - Clinical Skills Lab, Covilhã, Portugal)

8Z/6 Outcome of Self–EKG Examination and Interpretation by Fourth-year Medical Students, Medical Education Center, Chiangrai Prachanukroh Hospital, Thailand
Wattana Wongtheptian, Sopita Khankeaw (Medical Education Center, Chiangrai Prachanukroh Hospital, Medical Education Center, Chiangrai, Thailand)

8Z/7 Introduction of the Student Report Activity for Fourth Year Medical Students
Zeina Kanafani, Nadim El Chakhtoura, Muriel Ghsan, Ayman Hallab, Khalil Anouti (American University of Beirut Medical Center, Internal Medicine, Beirut, Lebanon)

8Z/8 An evaluation of the ambulatory part of the final year at the Medical Faculty Mannheim
Elisabeth Narcoss (Medical Faculty Mannheim, Heidelberg University, Medicine, Mannheim, Germany), Udo Obertacke, Jens Kaden, Henrik M Fritz, Nicole Deis, Katrin Schulte-Pelz-Braun (Medical Faculty Mannheim, Heidelberg University, Division for Study and Teaching Development, Mannheim, Germany)

8Z/9 Developing ‘clinical presence’ in medical students
David C D Hope, Alice Edred, Govinder Oliver, Nadia Muspratt-Tucker, Beverley Yu, Polly Robinson (King’s College London, Denmark Hill Teaching Group, London, United Kingdom)

8Z/10 Role of Instructor Nurse for Training Medical Students in Minor Surgical Procedures
Anurak Amornpetchsathaporn (Sawanpracharak Hospital, Department of Surgery, Nakhonsawan, Thailand)

8Z/11 Adding an Educational Prescription to SNAPPS
James Nwok (University of Minnesota Medical School, Medicine, Minneapolis, United States), Georges Bordage, Alan Schwartz (University of Illinois at Chicago, Medical Education, Chicago, United States), Terry Wolpaw (Case-Western Reserve University, Medicine, Cleveland, United States), Briar Dufy, Jeremiah Menk (University of Minnesota, Medicine, Minneapolis, United States)

8Z/12 Clinical skill evaluation of undergraduate medical students in management of pregnancy, delivery and newborn
Achmad Kemal Harzi, Rima Irwinda, Norayono Wirbo (Faculty of Medicine Universitas Indonesia, Obstetrics and Gynecology, Jakarta, Indonesia), Rinawati Rohiswato, Astrid Sulistomo (Faculty of Medicine Universitas Indonesia, Community Health, Jakarta, Indonesia)

8Z/13 “The entire consultation” Maximising and integrating individual consultation skills in a simulated encounter
Diane Owen (Swansea University, College of Medicine, Swansea, United Kingdom)

8Z/14 Basic Life Support is effectively taught in groups of three, five and eight students per tutor in a prospective, randomized and double-blind simulation study
Moritz Mahling, Alexander Muench (University of Tuebingen, Faculty of Medicine, Medical School, Tuebingen, Germany), Andreas Manger, Joerg Reutersh (University of Tuebingen, Department of Anesthesiology and Intensive Care Medicine, Tuebingen, Germany), Stephan Zipfel (University of Tuebingen, Department of Internal Medicine VI: Psychosomatic Medicine and Psychotherapy, Tuebingen, Germany), Nora Celebi (University of Tuebingen, Faculty of Medicine, Tuebingen, Germany)

8Z/15 Systematic Review of Bedside Teaching Compared to Other Clinical Teaching Methods for Undergraduate Medical Students and Postgraduate Clinicians
Rebecca Dupple (University of Liverpool, School of Medicine, Liverpool, United Kingdom), Edward Fitzgerald (Chelsea and Westminster NHS Trust, General Surgery, London, United Kingdom), Angharad Care (Liverpool Women’s Hospital NHS Foundation Trust, Obstetrics, Liverpool, United Kingdom)

8Z/16 Readiness Scale for Clinical Training
Maria Elizabeth Grageda (University of the Philippines, National Teacher Training Center for the Health Professions, Manila, Philippines)
8Z/17  Implementing standardised training and assessment for spirometry in post-graduate respiratory medicine using the framework ‘Miller’s model of clinical competence’
Sharon Mitchell, Julie-Lyn Noel [European Respiratory Society, Education, Lausanne, Switzerland]

8Z/18  Factors associated with anaesthesiology grade assignments in fifth year medical students
Patpoom Toomponsa, Busara Sirivansansan, Saoaphak Lopmahapaisan, Pichaya Waitayawin, Phangthara Vichitvejpaisal, Jariya Lertanyamenee [Faculty of Medicine Siriraj Hospital, Bangkok, Thailand]

1400-1530

8AA POSTERS: Mobile Learning/Learning Resources
Chairperson: Jerry Maniate (Canada)
Location: Terrace 2, PCC

8AA/1  McCuM-Memo, a new flashcard-based e-learning tool for students and teachers
Mathias Woody, Moritz Lux (Ludwig-Maximilians-University, Munich, Germany), Stefan Galster, Martin Fischer (Hospital of the Ludwig-Maximilians-University, Lehrstuhl für Didaktik und Ausbildungsforshung in der Medizin, Munich, Germany), Volker Brand (Hospital of the Ludwig-Maximilians-University, Medizinische Klinik IV, Munich, Germany)

8AA/2  To tweet or not to tweet: An evaluation of Twitter epilepsy social network
Sarny A Azer, Hala A AlGrain, Sarah M AlEshawi, Rana A AlKhelaif (King Saud University, College of Medicine, Medical Education, Riyadh, Saudi Arabia)

8AA/3  Short Message System (SMS) revisited
Mads Dahl, Eivind Ortind Simonsen (Aarhus University, Centre for Medical Education, Aarhus, Denmark)

8AA/4  3D virtual table in anatomy education
Mads Dahl, Eivind Ortind Simonsen (Aarhus University, Centre for Medical Education, Aarhus, Denmark)

8AA/5  Five problems, one solution: utilising online resources to meet the needs of disparate groups of learners
Katrina Calvert, Frances Gratwick (King Edward Memorial Hospital, Postgraduate Medical Education, Perth, Australia)

8AA/6  Facilitating Learning On-line so the e-patient does NOT Die!
Ranjana Acharya (National Healthcare Group, General Internal Medicine, Singapore), Noh Keng Koh (National Institute of Education, Humanities and Social Studies Education, Singapore), Otrya Otrya (National Healthcare Group, ACO [Education] Office, Singapore), Koh Nien Yue (National Healthcare Group, General Internal Medicine, Singapore) [Presenter: Gloryjoy Tan Shi En, National Healthcare Group, General Internal Medicine, Tan Tock Seng Hospital, Singapore]

8AA/7  Learning medical terms with the wiki
Sara Morales, Rocio Garcia [UNAM, Integración de Ciencias Médicas, México, Mexico]

8AA/8  TiHoVideos – Learning of skills supported by YouTube videos
Elisabeth Schaper (University of Veterinary Medicine Hannover, Foundation, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany), Marc Dilly (University of Veterinary Medicine Hannover, Foundation, Clinical Skills Lab, Hannover, Germany), Yu-Wei Lin, Adelheid Pruefer, Andrea Tipold (University of Veterinary Medicine Hannover, Foundation, Clinic for Small Animal Medicine and Surgery, Hannover, Germany), Jan P Ehlers (University of Veterinary Medicine Hannover, Foundation, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany)

8AA/9  Analysis of YouTube videos on physical examination of the gastrointestinal system
Sarny A Azer, Hala A AlGrain, Sarah M AlEshawi, Rana A AlKhelaif (King Saud University, College of Medicine, Medical Education, Riyadh, Saudi Arabia)

8AA/10  Can YouTube be used as a Learning Resource for Epilepsy?
Louwai Muhammed, Arjune Sen, Jane Adcock (Oxford University, Medical Sciences, Oxford, United Kingdom)

8AA/11  OPTIMED: Supporting Healthcare Professionals’ Educational Continuum through an Online Self-Assessment Tool
André Jacques [Collège des médecins du Québec, Practice Enhancement Division, Montreal, Canada], Bernard Mailet [Belgian Medical Specialists Association, Antwerp, Belgium], Isabelle Hallé [MedPlan Communications Inc., Montreal, Canada]

8AA/12  The reality of knowledge sharing by medical students
Nagia Motar, Simon Russi [Saint-Joseph University, Faculty of Medicine, Otolaryngology-Head and Neck Surgery, Beirut, Lebanon], Ame Haddad, Fadi Hadaid (Saint-Joseph University, Faculty of Medicine, Internal Medicine, Beirut, Lebanon)

8AA/13  Student attitudes and use of tablet computers in medical education in Helsinki
Heikki Hervonen (Faculty of Medicine, University of Helsinki, Department of Biomedicine, Anatomy, Helsinki, Finland), Teemu Masalin (University of Helsinki, IT-services, Helsinki, Finland), Lena Selänne (Faculty of Medicine, University of Helsinki, Hjelt Institute, Helsinki, Finland), Suvi Viranta-Kovanen (Faculty of Medicine, University of Helsinki, Department of Biomedicine, Anatomy, Helsinki, Finland)

8AA/14  Tablet computer use in self-study by medical students in the University of Helsinki
Natalia Bojad, Laura Kurkisuo, Kalle Romanov, Heikki Tarkkila, Michaela Wilkman, Anne Pitkäranta (University of Helsinki, Faculty of Medicine, Helsinki, Finland)

8AA/15  Free teaching resource: e-Handbook to accompany Microlabs for Pharmacologists
Darko Modun (Darko Modun, University of Split School of Medicine, Department of Pharmacology, Split, Croatia), Ljilja Bach-Rojček (University of Zagreb School of Pharmacy and Biochemistry, Department of Pharmacology, Zagreb, Croatia)
8AA/16 Smartphones for smarter doctors? A survey assessing medical students' attitudes towards using smartphone technology in their education
Thomas Cronin, Tim Robinson, Haider Ibrahim, Mark Jinks, Timothy Molitor, Joshua Newman (University of Birmingham, College of Medical and Dental Sciences, Birmingham, United Kingdom)

8AA/17 Students' attitudes and satisfaction of Medical Parasitology e-book
Sh Khademvatan (Jundishapur University of Medical Sciences, Medical Parasitology, Ahvaz, Iran), H Abidi, M Zoladl (Yasouj University of Medical Sciences, Yasouj, Iran)

1400-1530 8BB POSTERS: Selection for Undergraduate Studies
Chairperson: Adrian Husbands (UK)
Location: South Hall, PCC

8BB/1 Evaluation of a comprehensive admission procedure including MMI, MCQ and GPA in a large scale setting
Anne Lindebo Holm Øvrehus, Maria Cecilie Vonsild (University of Southern Denmark, Faculty of Health Sciences, Odense, Denmark), Karen Gersstroem (University of Southern Denmark, Odense, Denmark), Maia Jensen (University of Aarhus, Denmark), Birgitta Wallstedt (University of Southern Denmark, Faculty of Health Sciences, Odense, Denmark)

8BB/2 Can Multiple Mini-Interview predict academic achievement in medical school?
Jeonahlee Yang (Kangwon National University School of Medicine, Department of Family Medicine, Gangwon-do, Korea, Republic of [South Korea]), Seok Hoon Kang (Kangwon National University School of Medicine, Department of Medical Education, Chunchon, Korea, Republic of [South Korea]), Jo Kyung Kim (Kangwon National University School of Medicine, Department of Pediatrics, Chunchon, Korea, Republic of [South Korea]), Hee Je Lee (Kangwon National University School of Medicine, Department of Pharmacology, Chunchon, Korea, Republic of [South Korea]), Kyu Hyoung Lim (Kangwon National University School of Medicine, Department of Internal Medicine, Chunchon, Korea, Republic of [South Korea])

8BB/3 Behavioral and ethical judgments in a video-based SJT for selecting medical students in Germany: Do they work in the same way?
Anja Bath, Christian Kothe, Wolfgang Hampe (University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany)

8BB/4 Faking influences scores in situational judgement test – myth or reality
Jaydeep Mandal (UHSM NHS Foundation Trust and University of Manchester, Acute Medicine, Altrincham, United Kingdom)

8BB/5 Student selection in dentistry – The influence of dexterity and space on performance in preclinical laboratory courses
Christian Kothe, Anja Bath, Wolfgang Hampe (University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany)

8BB/6 Approach to determine an admission policy and selection methods in medical universities in Kazakhstan
Alma Syzdykova (Ministry of Health, Research and Human Resources Department, Astana, Kazakhstan), Saltanat Yegeubayeva (Republican Center of Healthcare Development, Astana, Kazakhstan), Vitaliy Kaidov, Farida Nurmanbetova, Maral Kaliyeva, Zaurie Baigoshina (Republican Center of Healthcare Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan)

8BB/7 Selection-interviews at Hannover Medical School: Does the educational level of the parents matter?
A Dudzinska, V Fischer (Hannover Medical School, Deanship of Student Affairs, Hannover, Germany)

8BB/8 Correlation Between GPA and National Competence Examination (NACE) Results
Herman Kristanto (Faculty of Medicine, Diponegoro University Indonesia, Department of Obstetrics and Gynecology, Semarang, Indonesia)

8BB/9 Association between a Medical School Admission processes
Sun Jung Myung, Tae Yeon Kim, Bora Kim (Seoul National University College of Medicine, Office of Medical Education, Seoul, Korea, Republic of [South Korea]), Seok Hoon Kang, Kangwon National University College of Medicine, Department of Medical Education, Gangwon-Do, Republic of [South Korea], (Presenter: Mee Joo Kang, Seoul National University College of Medicine, Republic of [South Korea])

8BB/10 The prediction of successful completion in medical study
Cestmir Stuka (Charles University in Prague, First Faculty of Medicine, Prague, Czech Republic), Patricia Martinikova (Institute of Computer Science, Academy of Sciences, Centre of Biomedical Informatics and Department of Medical Informatics and Biostatistics, Prague, Czech Republic)

8BB/11 The role of specific preparatory courses for entry to the Medical, Bio-medical and Health-care course degrees in Italy
Paolo Falaschi (Faculty of Medicine and Psychology, Sapienza University of Rome, Dept of Surgical and Medical Sciences and Translational Medicine, Sant'Andrea Hospital, Rome, Italy), Fatima Longo (De Sanctis High School, Rome, Italy), Eleonora Fancetti, Stefano Eleuteri (Faculty of Medicine and Psychology, Sapienza University of Rome, Dept of Surgical and Medical Sciences and Translational Medicine, Rome, Italy), Michela Relucenti, Giuseppe Famigli (Faculty of Pharmacy and Medicine, Sapienza University of Rome, Dept of Anatomical, Histological Forensic and Orthopaedic Sciences, Rome, Italy)
8CC POSTERS: Educational Environment
Chairperson: Susie Schofield (United Kingdom)
Location: South Hall, PCC

8CC/1 Medical Students’ perceptions about the Educational Environment
Marta Fazendeiro, Isabel Neto (Universidade da Beira Interior, Faculdade de Ciências da Saúde, Covilhã, Portugal), Luís Patrício (Faculdade de Ciências da Saúde, Clinical Skills Lab, Faculdade de Ciências da Saúde, Covilhã, Portugal)

8CC/2 Does the students’ perception about the educational atmosphere influence academic performance?
The experience of the Universidade Nove de Julho (UNINOVE)
Hennan Teixeira, Silvana Barreto, Juliana Vilhena, Gilhulme Silva, Iolanda Tiberio, Renato Gallotti (Universidade Nove de Julho, Medicine, São Paulo, Brazil)

8CC/3 A DREEM Can Become True
Nadia Fida (King Abdulaziz University, Pediatrics, Jeddah, Saudi Arabia), Wafa Nichols (King Abdul Aziz University, Applied Medical Sciences, Jeddah, Saudi Arabia), Reem Al-Ali (King Abdul Aziz University, Pediatrics, PO Box 80215, Jeddah, Saudi Arabia)

8CC/4 Undergraduate medical students’ perception of the educational environment with the DREEM questionnaire at UNAM Faculty of Medicine in Mexico
Irene Durante (UNAM, Secretaria del Consejo Técnico, Mexico), Rocío García (UNAM, Integración Ciencias Médicas, Mexico), Mónica Sánchez (UNAM, Secretaría de Educación Médica, Mexico), Sara Morales (UNAM, Integración de Ciencias Médicas, Mexico)

8CC/5 Use of the Dundee Ready Educational Environment Measure (DREEM) in a United States veterinary professional program to determine students’ perceptions of the learning environment
Jacque Pelzer, Jennie Hodgson (Virginia-Maryland Regional College of Veterinary Medicine, Office of Academic Affairs, Blacksburg, United States)

8CC/6 A Randomized Study to evaluate the Educational Environment of Brazilian Medical Schools
Sylvia Ens, Silmar Gannam (School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil), Daniel Silvestre (School of Medicine of the University of São Paulo, Department of Pathology, São Paulo, Brazil), Munique Almeida, Fernanda B Mayer (School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil), Paulo S P Silveira (School of Medicine of the University of São Paulo, Department of Pathology, São Paulo, Brazil)

8CC/7 The educational environment and curriculum at Faculty of Medicine, Tirana, Albania: what do students think?
Eralda Turkeshi (Medical University of Tirana, Department of Family Medicine; Medical Education Unit, Tirana, Albania), Ditila Doracaj (Medical University of Tirana, Department of Biomedical and Experimental Subjects; Medical Education Unit, Tirana, Albania)

8CC/8 Educational climate perception in medical interns from Holy Conception’s Catholic University
Marcela Hechenleitner, Nancy Plaza, Guillermo Flores (Holy Conception’s Catholic University, Office of Education in Health Sciences, Concepción, Chile)

8CC/9 Measurement of Educational Climate Using DREEM After 4 Years of Bologna Reform In Medical School of Barcelona University
Jordi Pales (Medical School, University of Barcelona, Medical Education Unit, Barcelona, Spain), Arcadi Guas (Medical School, University of Barcelona, Spain), Immaculada Tomas (Odontology School, University of Santiago de Compostela, Santiago de Compostela, Spain), Francesc Cardellach (Medical School, University of Barcelona, Spain)

8CC/10 Use of the DREEM inventory to compare the students’ perception of the educational environment in different curricular stages: from initial cycle to clinical cycle
Marcelo Garcia Diepquez, Alejandro Cragno, Marta del Valle, Marina Balotta, Lucrecia Burgos, Coral Lamponi (Universidad Nacional del Sur, Health Science, Bahia Blanca, Argentina)

8DD POSTERS: Subjects in the Curriculum
Chairperson: Connie Wiskin (UK)
Location: South Hall, PCC

8DD/1 Filling the gap – teaching on interpersonal violence in the undergraduate medical curriculum
Catherine White (Central Manchester University Hospitals NHS Foundation Trust, St Mary’s Sexual Assault Referral Centre, Manchester, United Kingdom), Zainab Jawad, Lucy Williams, Jessica Roth (The University of Manchester, School of Medicine, Manchester, United Kingdom)

8DD/2 An undergraduate multidisciplinary conference to stimulate interest in wilderness medicine and global health
K McGregor (University of Manchester, School of Medicine, Manchester, United Kingdom)

8DD/3 Behavioural Management in Dentistry – A Curricular Design
Muhammad Humza Bin Shafeed (Islamic International Dental College, Riphah International University, Community Dentistry Department, Islamabad, Pakistan), Yeaw Hayat Khan (Islamic International Dental College, Riphah International University, Dental Materials Department, Islamabad, Pakistan), Arsalan Yahya (Islamic International Dental College, Riphah International University, Dentistry, Islamabad, Pakistan)
8DD/4 Proportion of 4th-6th year medical students who had a good level of knowledge about infection control: a study in a medical school
Nae sinee Chaiear (Faculty of Medicine, Khon Kaen University, Community Medicine, Khon Kaen, Thailand), Nataphon Wuthithep-buncha, Napat Laoa-roon, Kiatnarin Cheueshirpat, Koniththa Waree, Chowersit Sambonteratana (Faculty of Medicine, Khon Kaen University, Community Medicine, Khon Kaen, Thailand)

8DD/5 Learning Ophthalmology through integrated approach by Medical Students at Medical University in United Arab Emirates
Pankaj Lamba (Gulf Medical University Hospital and Research Centre, Ophthalmology, Ajman, United Arab Emirates), Manda Venkataramana (Gulf Medical University, Surgery, Ajman, United Arab Emirates)

8DD/6 Making haematology relevant to the undergraduate medical student: A practical interactive course
M Wang (King’s College Hospital NHS Foundation Trust, Department of Haematology, London, United Kingdom), N’gbeke Saka, N. K. Mukherjee, P. F. M. Robinson (King’s College Hospital NHS Foundation Trust, London, United Kingdom)

8DD/7 Introduction of point of care ultrasound (PoCUS) education during our simulation day for medical students – Imaging the inferior vena cava to assess fluid responsiveness
CM Nix (Sunnybrook Health Sciences Centre, Anaesthesia, 2075 Bayview Avenue, Toronto, Ontario M4N3M5, Canada), C Constantinou (Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada), M Tavakkoli-Zadeh (Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada), M Singh (Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada), C McCartney (Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada), A Sarmah (Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada)

8DD/8 Development and evaluation of primary care training program for physicians in disaster area of the Great East Japan Earthquake
Daiku Sato, Hitoriaka Onishi (University of Tokyo, International Research Center for Medical Education, Tokyo, Japan), Monta Kise (Kuji Clinic, Japanese Health and Welfare Co-operative Federation, Kanagawa, Japan), Taijin Kaku (Tokorozawa Clinic, Saitama, Japan)

8DD/9 Final Year Medical Students’ Confidence in Chest Film Interpretation
Pattarin Panapattariga (Buddhachinnaraj Medical Education Center, Department of Radiology, Phitsanulok, Thailand), Pawinee Eamchan (Buddhachinnaraj Medical Education Center, Department of ENT, Phitsanulok, Thailand), So-ang Dansawang (Buddhachinnaraj Medical Education Center, Phitsanulok, Thailand)

8DD/10 A to A+, a quality improvement program for junior medical students
William J Huang (National Yang-Ming University, School of Medicine, Department of Urology, Taipei, Taiwan), Jia-Lin Huang (National Yang-Ming University, School of Medicine, Department of Pediatrics, Taipei, Taiwan), Xin-Feng Lian (National Yang-Ming University, School of Medicine, Department of Radiology, Taipei, Taiwan), Chin-Wen Chi (National Yang-Ming University, School of Medicine, Department of Pharmacology, Taipei, Taiwan)

8DD/11 Factors associated with knowledge and attitude towards palliative and end of life care in medical students in Thailand
Saranat Prathaithep (Sanpasitthiprasong Hospital, Medicine, Ubon Ratchathani, Thailand), Parinya Channam (Sanpasitthiprasong Hospital, Social Medicine, Ubon Ratchathani, Thailand)

8DD/12 Clinical Ethics at the Ward: Discussing End-of-Life Decisions with Residents and Students in a Brazilian University Hospital
Marcelo Schweller, Diego Ribes, Daniel Franci (UNICAMP), Thiago Santos (UNICAMP, Emergency, Campinas, Brazil), Flavio Sí (UNICAMP, Clinical Ethics, Campinas, Brazil), Marco Antonio Carvalho Filho (UNICAMP, Emergency, Campinas, Brazil)

8DD/13 Poor pain management: Education failure or unchangeable attitudes?
Emma Casely (Hillingdon Hospital, Anaesthetics, London, United Kingdom), Helen Laycock, Rosada Davey, Carsten Bantel (Imperial College, Anaesthetics, Pain Management and Intensive Care, London, United Kingdom)

8DD/14 Pharmacokinetics: The preferable way to teach it for Generation Z medical students: Experience from Thammasat University
Nuchanart Suealek, Panadda Rojpibulstit (Faculty of Medicine, Thammasat University, Preclinical Science, Pathumthani, Thailand)

8DD/15 Ability to extract embedded information from guidelines in relation to calculating drug doses
Katja Harries, Julia Botha (University of KwaZulu Natal, Division of Pharmacology, College of Health Sciences, Durban, South Africa)

8DD/16 Evaluation of session in pharmacology: Autobiography of drugs: A learning experience
Anuradha Joshi (Pramukh Swami Medical College, Pharmacology, Anand, India)

8DD/17 Integrated learning of modern and applied Thai traditional medicine by peer teaching
Orawan Leesukcha (Thammasat University, Obstetrics and Gynecology, Pathumthani, Thailand)

8DD/18 Meeting recommendations to prepare future doctors for obesity management with patients
Jo Hart (University of Manchester, Manchester Medical School, Manchester, United Kingdom), Anna Chisholm, Sarah Peters (University of Manchester, School of Psychological Sciences, Manchester, United Kingdom), Karen Mann (Dalhousie University and University of Manchester, Division of Medical Education, Halifax, Canada), Mark Perry (University of Manchester, Manchester Medical School, Manchester, United Kingdom)
8EE POSTERS: The Teacher and Staff Development
Chairperson: Martin Wohlin (Sweden)
Location: Terrace 1, PCC

8EE/1 Factors Related to Medical Teacher Burnout: An In Depth Interview
Wallapa Bunpromma (Khonkaen Medical Education Center, CPIRD, Ministry of Public Health, Khon Kaen, Thailand)

8EE/2 Development of a Multi-Source Feedback System to Assess the Effectiveness of Postgraduate Clinical Supervision
Mayen Egbe (Royal Bolton Hospital NHS Foundation Trust, Medicine, Bolton, United Kingdom), Madawa Chandratilake (University of Dundee, Centre for Medical Education, Dundee, United Kingdom), Paul Baker (North West Deanery, Foundation School, Manchester, United Kingdom)

8EE/3 A voluntary, university-wide, peer-observation program: factors influencing implementation and faculty participation
Adrienne Dolberry (Ross University School of Medicine, Center for Teaching and Learning, Portsmouth, Dominica), Orla O’Donoghue (Ross University School of Medicine, Department of Anatomy, North Brunswick, United States), Jytessa Pandey (Ross University School of Medicine, Department of Pathology, Portsmouth, Dominica), Claire Joseph (Ross University School of Medicine, Academic Director of Faculty Affairs, Portsmouth, Dominica)

8EE/4 Changes In Students’ Perception Of The Importance Of Teacher Roles After Basic Cycle Of Medical Course
Maria de Lourdes Veronese Rodrigues (Medical School of Ribeirão Preto - USP, Ophthalmology, Otolaryngology and Head and Neck Surgery, Hospital das Clínicas - Ophthalmology, Ribeirão Preto, Brazil), Carles E Piscrinata (Medical School of Ribeirão Preto - USP, Surgery and Anatomy, Ribeirão Preto, Brazil), Lucila L Elias (Medical School of Ribeirão Preto - USP, Physiology, Ribeirão Preto, Brazil), Claudia M Maffe (Medical School of Ribeirão Preto - USP, Center for Educational and Psychological Support - FMERP, Ribeirão Preto, Brazil), Francisco J Reis (Medical School of Ribeirão Preto - USP, Gynecology and Obstetrics, Ribeirão Preto, Brazil), Luiz E Troncon (Medical School of Ribeirão Preto - USP, Internal Medicine - Gastroenterology, Ribeirão Preto, Brazil)

8EE/5 Teachers’ attitudes and perceived barriers to the development of nursing education: a multi-centre study
Fadi Zaben, Juma Alheap, Patricia Nys (IMET2000, Continuous Nursing Education, Ramallah, Palestinian Territories (Gaza Strip and West Bank)), Ahmad Abu Tayeh (IMET2000, Continuous Medical Education, Ramallah, Palestinian Territories (Gaza Strip and West Bank)), Malak Zaben (IMET2000, Health Sciences Education, Ramallah, Palestinian Territories (Gaza Strip and West Bank))

8EE/6 Feedback for Peer Assisted Learning using a visual analogue scale: quantitative and reliable but time consuming
PD Collins, J Brolly, C Flynn, H Hare (University of Glasgow, Undergraduate Medical School, Glasgow, United Kingdom)

8EE/7 Student Evaluation of Teaching (SET) – An exploratory study in medical education
Wei Yee Wong, Karen Moni (The University of Queensland, School of Education, Brisbane, Australia)

8EE/8 Aligning scientific production in medical education with curriculum change
Maria Viviane Lisboa de Vasconcelos, Mullens Gazzano, Priscilla Mirelle Monteiro, Célia Maria Silva Pedrosa, Renata Pileh (Universidade Federal de Alagoas, Faculdade de Medicina, Maceió, Brazil), Renato Santos Rodarte (Universidade Federal de Alagoas, Centro de Ciências Biológicas e da Saúde, Maceió, Brazil)

8EE/9 The roles of the medical teacher: juggling expectations from faculty and students
Lay Linn Taw (Changi General Hospital, Psychological Medicine, Singapore)

8EE/10 Teaching and Learning for New Medical Academics: The Malaysian Perspectives
Suhaila Sanip (University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom)

8EE/11 Strategies for staying creative in health professions education – suggestions from workshop participants
Elizabeth Kachur (Medical Education Development, National and International Consulting, New York, United States), Thanakorn Jirasevijinda (Weill Cornell Medical College, Pediatrics, New York, NY, United States)

8EE/12 Creating a preceptor professional development program in veterinary medical education: step one a needs assessment
Peggy Schmidt, Paul Gordon-Ross (Western University of Health Sciences, College of Veterinary Medicine, Pomona, United States)

8EE/13 Identifying the main training needs of postgraduate medical program managers based on a mixed-methodology
Arnaldo Riquelme (Pontificia Universidad Católica de Chile, Department of Gastroenterology and Centre for Medical Education, Santiago, Chile), Cristian Herrera (Pontificia Universidad Católica de Chile, Department of Public Health, Santiago, Chile), Margarita Piizzo, Nancy Salls (Pontificia Universidad Católica de Chile, Department of Gastroenterology, Santiago, Chile), Ian Nikielschek (Pontificia Universidad Católica de Chile, School of Medicine, Santiago, Chile), Osilando Padilla (Pontificia Universidad Católica de Chile, Department of Public Health, Santiago, Chile)

8EE/14 Inter-professional learning communities of practice as a collaborative platform for faculty development among clinical teachers
Jer-Chia Tai (Kaohsiung Medical University Hospital, College of Medicine, Kaohsiung Medical University, Department of Internal Medicine, Kaohsiung, Taiwan), Ja-Chun Yen (Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Clinical Education and Training, Kaohslung, Taiwan), Yung-Yun Chang, Cheng-Yuan Wang, Yu-Chih Lin, Jeng-Hsien Yen (Kaohsiung Medical University Hospital, College of Medicine, Kaohsiung Medical University, Department of Internal Medicine, Kaohsiung, Taiwan)

Location: terrace 1, PCC
8FF/1400-1530
**ePOSTERS: Postgraduate Education 1**
Chairperson: John Sanders (UK)
Location: North Hall, PCC

**8FF/1**
**Can a multi-faceted programme of education improve prescribing and error reporting among Irish junior doctors?**
Terence Smeaton, Tom Branigan, Muirine Spooner, Judith Strawbridge (Royal College of Surgeons in Ireland, School of Pharmacy, Dublin, Ireland), Anne Marie Cushen (Beaumont Hospital, Integrated Quality and Safety, Dublin, Ireland), Gerry McElvaney (Royal College of Surgeons in Ireland, School of Medicine, Dublin, Ireland)

**8FF/2**
**Better Training, Better Care: Changing the model of working to improve training and support for trainees and quality of care for patients**
B Prathihaya, S Kennedy, M Batchelor, J Toms (East Kent Hospitals University NHS Foundation Trust, Directorate of Medical Education, Ashford, United Kingdom)

**8FF/3**
**The end of the surgical F1 – a justifiable proposition?**
Charlotte Thomas, Paul Blake (University Hospital of Wales, Department of Upper GI Surgery, Cardiff, United Kingdom), Areej Al-Maskari (Cardiff University, Cardiff, United Kingdom), Alex Karran, Wyn Lewis (University Hospital of Wales, Department of Upper GI Surgery, Cardiff, United Kingdom)

**8FF/4**
**Simulation-Based Directed Self-Regulated Learning vs. Instructor Regulated Learning of Advanced Cardiac Life Support (ACLS) Skills – A Randomized Trial**
Luke Devine (University of Toronto, Medicine, Toronto, Canada), Jeroen Donkers (Maastricht University, Education Development and Research, Maastricht, Netherlands), Rodrigo Cavalcanti (University of Toronto, Department of Medicine, Toronto, Canada), Vsevolod Perelman (University of Toronto, Department of Family and Community Medicine/Emergency Medicine, Toronto, Canada), Ryan Brydges (University of Toronto, The Wilson Centre, Toronto, Canada), S. Barry Issenberg (University of Miami, Gordon Center for Research in Medical Education, Miami, United States)

**8FF/5**
**The development and prevalence of musculoskeletal disorders in orthopaedic surgery and internal medicine residents**
Nicolas Bowers (University of Toronto, Faculty of Medicine, Toronto, Canada), M Lucas Murnaghan (Hospital for Sick Children, University of Toronto, Orthopaedic Surgery, Toronto, Canada), Lynfa Stroud (Sunnybrook Health Sciences Centre, University of Toronto, Internal Medicine, Toronto, Canada), Peter Ferguson (Mount Sinai Hospital, University of Toronto, Orthopaedic Surgery, Toronto, Canada), Tulin Cil (Princess Margaret Hospital, University Health Network, University of Toronto, Surgical Oncology, Toronto, Canada)

**8FF/6**
**New Initiatives in Registrar Training**
Shila Bryan (Southern Health, Emergency, Dandenong, Australia)

**8FF/7**
**The design, implementation and administration of an educational website for emergency medicine registrars in Australia**
Gert van Zyl (University of the Free State, Office of the Dean, Bloemfontein, South Africa), Abbas Ghavam-Rassouli (University of Toronto, Family and Community Medicine, Toronto, Canada), Shirley Lee (The SimHal Hospital, University of Toronto, Family and Community Medicine, Toronto, Canada), Susan Tan (Hospital for Sick Children, University of Toronto, Pediatrics, Toronto, Canada), Helen Betty (Women's College Hospital, University of Toronto, Family and Community Medicine, Toronto, Canada)

**8FF/8**
**Teaching and learning Emergency Obstetrics in low-resource settings: an experience with different learning strategies and residents-as-teachers**
Vitor Silva, Ana Flavia Ferreira, Jesuca Resende, Paloma Carisio (Universidade Federal de Uberlandia, Medical Clinics, Uberlandia, Brazil), Renata Catani, Helena Paro (Universidade Federal de Uberlandia, Obstetrics and Gynecology, Uberlandia, Brazil)

**8FF/9**
**Residents’ Perspective of New Accreditation Council of Graduate Medical Education Ophthalmology Residency Program in Singapore**
S Wiryasaputra, LKM Lee (National Healthcare Group Tan Tock Seng Hospital, Department of Ophthalmology, Singapore)
Lean based learning among residents and registrars in a Dermatology Department
Anne Braae Olesen, Mette Deleuran, Henrik Lorentzen (University hospital of Aarhus, Dermatology, Aarhus, Denmark)

**Session 9: Simultaneous Sessions**

1600-1730 9A **SYMPOSIUM**: Feedback: A fresh look at theories that inform perceptions, acceptance and use

Deborah Murdoch-Eaton (Leeds Institute of Medical Education, University of Leeds, UK), Monica van de Ridder (Albert Schweitzer Hospital, Dordrecht, Netherlands), Joan Sargeant (Dalhousie University, Halifax, Canada), Chris Watling (University of Western Ontario, London, Canada)

Location: Congress Hall, PCC

1600-1730 9B **SYMPOSIUM**: The role of multimodality instructional platforms in forging a meaningful continuity between preclinical and clinical education across the curriculum

P. Gopakrishnakone (YLL School of Medicine, NUS, National University Health System, Singapore), Wojciech Pawlina (Mayo Clinic, USA), Erle Lim (YLL School of Medicine, Singapore), Cristian Stefan, Ancuta Stefan (Georgia Regents University, USA)

Location: Meeting Hall I, PCC

1600-1730 9C **SHORT COMMUNICATIONS**: eLearning: iPads and Mobile Technology

Chairperson: Luke Woodham (UK)

Location: Panorama, PCC

1600-1615 9C/1 Motivation as a determinant factor in medical students’ adoption of new technology

Ian Sampson (The University of Manchester, Medical School/Undergraduate, Manchester, United Kingdom)
Are individuals more accepting of the internet than mobile phone apps being used in clinical practice?
Nicole Koehler (Deakin University, Assessment and Learning Design / Deakin Learning Futures, Burwood, Australia), Olga Vujovic (Monash University, Melbourne, Australia), Christine McMenamin (Monash University, MBBS / Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia)

Pharmacology E-Learning Website Versus App: Change In Learning Strategy
Eline Dubois (Leiden University Medical Center, Center for Innovation in Medical Education, Leiden, Netherlands), Robert Rissmann (Centre for Human Drug Research, Leiden, Netherlands)

Feedback using mobile phone toward independent study: A qualitative study
Ide Pustaka Setiawan (Faculty of Medicine, Gadjah Mada University, Medical Education, Gedung Radioputro Lt.6, Yogyakarta, Indonesia)

Tablet assisted learning in medical education: benefits and requirements
Matthew Hammerton, Sunhea Choi (University of Southampton, Faculty of Medicine, Southampton, United Kingdom)

How do “digital natives” learn pharmacology? A mixed-methods study on the use of learning media by undergraduate medical students
Joanna Gutmann, Felizian Köhbeck (Technische Universität München, Institute of Pharmacology and Toxicology, Munich, Germany), Pascal Berberat (Technische Universität München Munich, Germany), Martin F Fischer (Ludwig-Maximilians-Universität, Munich, Germany), Stefan Engelhardt (Technische Universität München Munich, Germany), Antonio Sarikas (Technische Universität München, Institute of Pharmacology and Toxicology, Munich, Germany)

No discussion

The Friday afternoon tutorial... a picture is worth of a thousand words!
Vassiliou (Royal Brompton, Cardiology, Cambridge, United Kingdom), E Ntatsaki (UCL Medical School, Medical Education, London, United Kingdom)

Metaphors and artefacts in medical education – using creativity as a paradigm for reflection
Eleni Ntatsaki (UCL, ACME, London, United Kingdom), Vassiliou (Royal Brompton Hospital, Cardiology, London, United Kingdom), Linda Jones (University of Bedfordshire, Education, Bedford, United Kingdom)

Choose Your Own Medical Adventure
Jamie Newman (Mayo Hospital, Medicine, Rochester, United States), Andy Herber (Mayo, Rochester, United States)

Staff? Faculty? No, Staffulty!
Heather Haseley (Northwestern University Feinberg School of Medicine, Center for Education in Medicine, Chicago, United States), Paul Pribaz (Northwestern University Feinberg School of Medicine, Center for Education in Medicine, Chicago, United States)

Reflection on using artistic creativity in medical teaching and learning
Natalie Beausoleil (Memorial University, Division of Community Health & Humanities, Faculty of Medicine, Health Sciences Centre, Memorial University, St. John’s, Canada)

Narrative and film
George Zaharias (Victorian Metropolitan Alliance General Practice Training, Educational Enhancement, Hawthorn, Australia)

No discussion

The influence of vertically integrated curricula on readiness for clinical practice
Majo Wijnen-Meijer (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands)

Filling a gap in post-graduate communication skills teaching: a faculty development project
Noelle Junod Perron (Geneva University Hospitals, Division of Primary Care Medicine, Geneva, Switzerland)

Fostering cognitive presence in higher education through the authentic design, delivery, and evaluation of an online learning resource: A mixed methods study
Douglas Archibald (University of Ottawa, Family Medicine, Ottawa, Canada)

Learning to diagnose using patient video cases in paediatrics. Perceptive and cognitive processes
Thomas Bailey (Aarhus University, Centre of Medical Education, Aarhus, Denmark)

No discussion
1600-1730 9F SHORT COMMUNICATIONS: Patients as Partners
Chairperson: Juan Perez-Gonzalez (Venezuela)
Opening Discussant: Kalyani Premkumar (Canada)
Location: Chamber Hall, PCC

1600-1615 9F/1 Actively engaging adolescents with chronic diseases in medical education: what do they think their contribution might be?
Marie-Paule Marin (CHU Sainte-Justine, Pediatric Rheumatology, Montreal, Canada), Tina Martimianakis (The Hospital for Sick Children, Department of Paediatrics, Toronto, Canada), Rayfel Schneider (The Hospital for Sick Children, Pediatric Rheumatology, Toronto, Canada), Maria Mylopoulos (The Hospital for Sick Children, Learning Institute, Toronto, Canada)

1615-1630 9F/2 The role of patients as assessors in medical examinations
Michele Kigozi (Kings College Hospital, Anaesthesia and Critical Care, London, United Kingdom), James Hollands, Kings College University, London, United Kingdom), Stephanie Strachan (Kings College Hospital, Critical Care, Denmark Hill, London, United Kingdom)

1630-1645 9F/3 Patient versus Expert Ratings of Medical Student Performance in a Structured Clinical Examination
Ethne Heffernan, Thomas Gale, Robert Johnson (Plymouth University, Peninsula College of Medicine and Dentistry (PCMD), Plymouth, United Kingdom)

1645-1700 9F/4 An Innovative Community Patient Volunteer Program for Teaching Clinical Skills at the Regional Campus of The University of Queensland School of Medicine
Margo Lang, Geoffrey Mitchell, Philip Towers (University of Queensland, School of Medicine, Ipswich, Australia)

1700-1730 Discussion

1600-1730 9G SHORT COMMUNICATIONS: Educational Environment
Chairperson: Olwyn Westwood (UK)
Opening Discussant: Jonas Nordquist (Sweden)
Location: Conference Hall, PCC

1600-1615 9G/1 Student centered curricular elements are associated with healthier educational environment and lower depressive symptoms in medical students
Eiad AlFaris (King Saud University (KSU), Riyadh, Saudi Arabia)

1615-1630 9G/2 Validation of the instrument CLES (Clinical Learning Environment and Supervision) for medical students in primary care
Eve Ohman, Hassan Alinaghizadeh, Paivi Kaila, Helena Salminen (Centre for Family Medicine, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Karolinska Institutet, Huddinge, Sweden)

1630-1645 9G/3 Medical students and perceptions of their clinical learning environment
Marcus A Henning (University of Auckland, Centre for Medical and Health Sciences Education, Auckland, New Zealand), Ralph Pinnock (The Townsville Hospital, Paediatrics, Townsville, Australia), Rhys Jones (University of Auckland, Te Kupenga Hauora Maori, Auckland, New Zealand), Boaz Shulruf (University of New South Wales, Faculty of Medicine, Sydney, Australia), Susan J Hawken (University of Auckland, Psychological Medicine, Auckland, New Zealand)

1645-1700 9G/4 Culture matters in successful curriculum change: the influence of national and organisational culture tested with multilevel structural equation modeling
Mariëlle Jippes, Erik Driessen (Maastricht University, Dept of Educ Research & Development, Faculty of Health, Medicine & Life Sciences, Maastricht, Netherlands), Nick Broers (Maastricht University, Dept of Methodology and Statistics, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands), Gerard Majoar (Maastricht University, Institute for Education, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands), Wim Gijselaers (Maastricht University, Dept. of Educational Research & Development, School of Business and Economics, Maastricht, Netherlands), Cees van der Vleuten (Maastricht University, Dept of Educ Research & development, Faculty of Health, Medicine & Life Sciences, Maastricht, Netherlands)

1700-1715 9G/5 Let me belong – student perceptions of ethnic segregation at medical school
DS Furmedge (University College London Medical School, Academic Centre for Medical Education, London, United Kingdom), S Vaughan (University of Manchester, Manchester Medical School, Manchester, United Kingdom), S Tirodkar, J Wolff, R Woolf (University College London Medical School, Academic Centre for Medical Education, London, United Kingdom)

1715-1730 Discussion

1600-1730 9H SHORT COMMUNICATIONS: Reflection and Critical Thinking
Chairperson: Antonio Vaz Carneiro (Portugal)
Location: Club H, PCC

1600-1615 9H/1 Does narrative-based self-reflection, using video recordings of practice, aid professional development? Beyond “Teacher Coaching”
Ganeshan Ramsamy, Dané Goodsman, Anne Hills (Barts and The London School of Medicine and Dentistry, Queen Mary University of London, Institute of Health Sciences Education, London, United Kingdom), Wayne Holland (Cass Business School, Faculty of Management, London, United Kingdom)

1615-1630 9H/2 Personal reflection cannot be measured – yet? Psychometric evaluation of the Groningen Reflection Ability Scale
Ning Bierre Andersen, Lotte O’Neill (Aarhus University, Centre for Medical Education, Aarhus, Denmark), Line Hvidberg (Aarhus University, The Research Unit for General Practice, Aarhus, Denmark), Lise Gormsen, Anne Mette Mørcke (Aarhus University, Centre for Medical Education, Aarhus, Denmark)
1630-1645  9H/3  Real Time Real Patient: A training model for bridging patient-centered care and reflective practice
Pete Sopos, Mamta Singh (Louis Stokes Cleveland VA Medical Center, Center of Excellence Primary Care Education, Cleveland, United States), Sarah Augustine (Louis Stokes Cleveland VA Medical Center, Medicine, Cleveland, United States), Elizabeth Painter (Louis Stokes Cleveland VA Medical Center, Psychology, Cleveland, United States), Renee Lawrence (Louis Stokes Cleveland VA Medical Center, Center of Excellence Primary Care Education, Cleveland, United States)

1645-1700  9H/4  Medical training and the “risk epidemic” in preventative medicine
Annika S K Forssen (Family Medicine, Department of Public Health and Clinical Medicine, Umeå University, Research and Development, Luleå, Sweden)

1700-1715  9H/5  Using concept maps and mind maps to enhance reflection on academic and medical professionalism in preclinical students
Janusz Janczukowicz (Medical University of Lodz, Centre for Medical Education, Lodz, Poland)

1715-1730  9H/6  Reflection in the Lineproject for pharmacy students at the Vrije Universiteit Brussel (VUB)
Pascale Petit (Vrije Universiteit Brussel (VUB) Belgium, The Study Guidance Center – Life Sciences, Brussels, Belgium), Bart Rombaut (Vrije Universiteit Brussel (VUB) Belgium, Pharmaceutical Institute, Brussels, Belgium)

1600-1730  9I  SHORT COMMUNICATIONS: Problem-Based Learning 2
Chairperson: Matthew Gwee (Singapore)
Location: Club A, PCC

1600-1615  9I/1  Further emerging benefits of PBL: insights from theoretical and functional analyses
Ted Sommerville, Veena Singaram (Nelson R Mandela School of Clinical Medicine, Research, Durban, South Africa)

1615-1630  9I/2  Emotional intelligence, personality and psychological defense as predictors of PBL preferences
Are Holen (NTNU, Neuroscience, Trondheim, Norway)

1630-1645  9I/3  A Comparison of Facilitator and Second Year Medical Student Attitudes and Perceptions of a Virtual Patient Environment and Student Case Approaches, Development of Learning Issues and Development
WT Gunning (University of Toledo, Pathology, Toledo, Ohio, United States), UGH Fors (Stockholm University, Computer and Systems Science, Kista, Sweden)

1645-1700  9I/4  A renewed teaching approach to achieve the learning goals of a PBL course
Katrien Bosselaers, Annick Derminne, Bernard Himpens, Agnes Goethuys, Isabel Gheysen (Catholic University of Leuven, Faculty of Medicine, Leuven, Belgium)

1700-1715  9I/5  An exploration of the use of figurative language in PBL student explanations
Catherine Haines (The University of Nottingham, Medical Education, Nottingham, United Kingdom)

1715-1730  9I/6  Integration of facilitated online discussion forum with PBL: a model to improve students’ learning
Ahmad Alamro (Qassim University, Faculty of Medicine, Medical Education, Qassim, Saudi Arabia), John Sandars (Leeds Institute of Medical Education, Medical Education Unit, Leeds, United Kingdom)

1600-1730  9J  SHORT COMMUNICATIONS: Best Evidence Medical Education (BEME) 2
Chairperson: Jan Illing (UK)
Location: Club E, PCC

1600-1615  9J/1  Building Capacity for Education Scholarship Among Clinical Educators in the Health Professions: A Best Evidence Medical Education Systematic Review of the Scope and Impact of Interventions
Rabia Ahmed (University of Alberta, Medicine, Edmonton, Canada), Ameer Farooq (University of Alberta, Undergraduate Medicine, Edmonton, Canada), Anna Oswald (University of Alberta, Medicine, Edmonton, Canada), Dale Storie (University of Alberta, Edmonton, Canada), Lisa Hartling (University of Alberta, Pediatrics, Edmonton, Canada), Liam Rourke (University of Alberta, Medicine, Edmonton, Canada)

1615-1630  9J/2  The Effectiveness of the Use of Virtual Patients for Medical Students. A BEME Systematic Review in Progress
Hidham Khull, Nick Cooper, Aris Poulis, Adrian Coppestone (Plymouth University Peninsula Schools of Medicine and Dentistry, Division of Medical Education, Plymouth, United Kingdom), Desmond Nunez (University of British Columbia, Otolaryngology, Vancouver, Canada), Thomas Gale (Plymouth University Peninsula Schools of Medicine and Dentistry, Division of Medical Education, Plymouth, United Kingdom)

1630-1645  9J/3  BEME Systematic Review: Impact of an Intercalated BSc on Medical Student Performance & Careers
M Jones, S Eastwood, P Hutt, S Singh (UCL, The Research Department of Primary Care and Population Health, London, United Kingdom)

1645-1700  9J/4  Teaching evidence-based medicine to undergraduate medical students: A systematic review and meta-analysis
Seyed-Foad Ahmadi (University of California, Irvine, Public Health, Irvine, United States), Emad Ahmadi (Harvard Medical School, Martinos Center for Biomedical Imaging, Massachusetts General Hospital, Boston, United States), (Presenter: Hamid Baradaran, Iran University of Medical Sciences, Center for Educational Research in Medical Sciences, Tehran, Iran)
1700-1715 9J/5 Examining the effectiveness of the methods used to develop research skills in medical education – A systematic review proposal
Simon Guild, Jon Issberner, Vicki Cormie, Alun Hughes, Gerard Browne, Anita Laidlow, Rachel Davis (University of St Andrews, School of Medicine, St Andrews, United Kingdom)

1715-1730 9J/6 A Best Evidence in Medical Education (BEME) Systematic Review: The integration of theoretical and clinical knowledge in undergraduate medical education
Anna Bolander Laksov, Anna Josephson (Karolinska Institutet, Stockholm, Sweden)

No discussion

1600-1730 9K SHORT COMMUNICATIONS: Simulated Patients
Chairperson: Jon Fuller (UK)
Location: Club B, PCC

1600-1615 9K/1 Pre-clinical medical students’ integration of communication and procedural skills in a simulated patient consultation
Ina Treadwell (University of Limpopo (Medunsa Campus), Skills Centre, Pretoria, South Africa)

1615-1630 9K/2 Simulated patients’ views of professional identity formation in medical students
Michelle McLean, Patricia Johnson, Patricia Green, Sally Sargeant (Bond University, Faculty of Health Sciences & Medicine, Gold Coast, Australia)

1630-1645 9K/3 Resuscitating the Simulated/Standardised Patient (SP) through Authentication
Louise Schweiexerdt-Aller (University of Limpopo (Medunsa Campus), Skills Centre, Garankuwa, South Africa)

1645-1700 9K/4 Lay person-led pelvic examination training: A Randomised Controlled Trial
SK Chequer, A Bradly (Barts and the London School of Medicine and Dentistry, Queen Mary University of London, Medical Education, London, United Kingdom), JMN Duffy, Khalid Khan (Barts and the London School of Medicine and Dentistry, Queen Mary University of London, Blizard Institute, Women’s Health Research Unit, London, United Kingdom), AM Cushing (Barts and the London School of Medicine and Dentistry, Queen Mary University of London, Institute of Health Sciences, Centre for Medical Education, London, United Kingdom)

1700-1715 9K/5 Simulated patient methodology across three continents: A qualitative interview-based study
Debra Nestel (Monash University, School of Rural Health, Churchill, Australia), Shane Pritchard (Monash University, HealthPEER, Clayton, Australia), Felicity Blackstock (Lutrose University, Physiotherapy, Bundoora, Australia), Jenny Keating (Monash University, Physiotherapy, Frankston, Australia), Katherine Bowman (University of Manchester, School of Medicine, Manchester, United Kingdom)

1715-1730 9J/6 English is not my first language – Training English-speaking SPs to develop English communication skills
Ruri Ashida (Tokyo Medical University, English Department, Shinjuku-ku, Tokyo, Japan), Christine D Kuramoto (Kyushu University, Department of Medical Education, Fukuoka, Japan)

No discussion

1600-1730 9L SHORT COMMUNICATIONS: Interprofessional Education: Postgraduate
Chairperson: Susan Wagner (Canada)
Location: Club C, PCC

1600-1615 9L/1 Impact of interprofessional education (IPE) on primary care practice
Heather Bell, Cristin Ryan, Maeva McQuillan, Colin Adair (Queen’s University, Belfast, School of Pharmacy, Belfast, United Kingdom)

1615-1630 9L/2 A Home Visit Curriculum to Foster Interprofessional Collaboration and Improve Care Coordination for High-Risk Patients in the SF Veteran’s Affairs Center of Excellence in Primary Care Education
Shalini Patel, Rebecca Shunk, Bridget O’Brien, Melissa Bachhuber, Susan Janson (University of California San Francisco/San Francisco VA, Nursing, San Francisco), (Presenter: Patricia Cornett, University of California San Francisco/San Francisco VA, Medicine, SFVAMC, San Francisco, United States)

1630-1645 9L/3 Training For Effective Team-Based Care: A Teamwork Curriculum For Residents And Nurse Practitioner Students in the SF Veteran’s Affairs Center of Excellence in Primary Care Education
Bridget O’Brien, Patricia Cornett, Maya Dulay, Susan Janson, Shalini Patel (University of California San Francisco/San Francisco VA, Medicine, San Francisco, United States), (Presenter: Rebecca Shunk, University of California San Francisco/San Francisco VA, Medicine, SFVAMC, San Francisco, United States)

1645-1700 9L/4 Uncovering impediments to interprofessional collaboration
Mark Barrow (The University of Auckland, Faculty of Medical and Health Sciences, Auckland, New Zealand), Sue Gasquino (Unitec Institute of Technology, Department of Nursing, Auckland, New Zealand), Judy McKimm (Swansea University, College of Medicine, Swansea, United Kingdom), Deborah Rowe (The University of Auckland, School of Nursing, Auckland, New Zealand)
An ethnography of interprofessionalism in discharge in general internal medicine: implications for continuing interprofessional education
Joanne Goldman (University of Toronto, Institute of Medical Science, Wilson Centre, Faculty of Medicine, Toronto, Canada), Scott Reeves (University of California, San Francisco, Center for Innovation in Interprofessional Healthcare Education, San Francisco, United States), Robert Wu (University Health Network, Division of General Internal Medicine, Toronto, Canada), Ivan Silver (University of Toronto, Centre for Addiction and Mental Health, Toronto, Canada), Kathleen MacMillan (Dalhousie University, School of Nursing, Halifax, Canada), Simon Kito (University of Toronto, Continuing Education and Professional Development, Wilson Centre, Faculty of Medicine, Toronto, Canada)

Interprofessional Collaborator Assessment Rubric (ICAR): A valid and reliable tool for medical educators and learners
Vernon Curran (Memorial University, Faculty of Medicine, St-John's, Canada), Lynn Casimiro (Hôpital Montfort, Direction des affaires universitaires, Ottawa, Canada), Manon Tremblay, Hôpital Montfort, Direction des affaires universitaires, Ottawa, Canada)

No discussion

SHORT COMMUNICATIONS: Research
Chairperson: Soren Huwendiek (Germany)
Opening Discussant: Judy McKimm (UK)
Location: Club D, PCC

Manchester Medical Research Student Society (MMR Soc): Promoting research and preparing medical students for a career in academia
Danielle Nimmons, Natasha Greenough, Hydar Faruqi, Oluwafikunayo Orekoya, Tony Freemont (University of Manchester, School of Medicine, Manchester, United Kingdom)

Tracking medical students’ involvement in research and attitudes toward future research
Linda Klein (University of Sydney, Office of Medical Education, Sydney Medical School, Sydney, Australia), Heather Jeffery, Karen Garlan (Public Health, University of Sydney, Sydney Medical School, Sydney, Australia), Leo Davies (University of Sydney, Office of Medical Education, Sydney Medical School, Sydney, Australia)

Undergraduate students’ learning processes in a short research programme for medical education
Rintaro Imafuku, Takuya Saiki, Chihiro Kawakami, Yasuyuki Suzuki, Kazumi Sakashita (Gifu University, Medical Education Development Centre, Gifu-city, Japan)

Inculcating a research culture in a PBL curriculum
Hossam Hamdy, Amal Hussein, Nahed Abdelkhalek (University of Sharjah, College of Medicine, Sharjah, United Arab Emirates)

Distinction Tracks: Enhancing and Supplementing the Student Learning Experience Through Longitudinal Experiences in Areas of Interest
David L Wiegman, Ruth B Greenberg (University of Louisville School of Medicine, Academic Affairs, Louisville, Kentucky, United States)

SHORT COMMUNICATIONS: Patient Safety 1
Chairperson: Frances Meagher (Ireland)
Location: Meeting Room 2.1, PCC

Exploration of PGME Modernization on an EU level: Visions for Adoption of Patient Safety Principles in PGME
Abe Meininger, Raquel de Vito, Angelique Reinders (University of Groningen, Postgraduate School of Medicine, University Medical Center Groningen, Netherlands), Johan Groothof (University of Groningen, Department of Health Sciences, Groningen, Netherlands), Jan Borleffs (University of Groningen, Postgraduate School of Medicine, University Medical Center Groningen, Netherlands)

Why do doctors make mistakes? The role of salient distracting clinical features
Silvia Mamade (Erasmus Medical Center, Institute of Medical Education Research, Erasmus MC, Rotterdam, Netherlands), Tamara Van Gog (Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands), Kees Van den Berge (Erasmus University Rotterdam, Department of Internal Medicine, Rotterdam, Netherlands), Jan L.C.M Van Soase (Erasmus Medical Center, Department of Internal Medicine, Rotterdam, Netherlands), Henk G Schmidt (Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands)

Feasibility and psychometric properties associated with a 360° Patient Safety Assessment Tool (PSAT360°) to assess medical residents’ patient safety skills
Patti McCarthy, Vernon Curran, Karla Simmons (Memorial University, Medicine, St. John’s, Canada)

Embedding Patient Safety into Postgraduate Medical Education: A cross-disciplinary critique
Mary Ahmed (Imperial College London, Department of Surgery and Cancer, London, United Kingdom), Paul Baker (NHS North West, North Western Deanery, Manchester, United Kingdom), Charles Vincent (Imperial College London, Department of Surgery and Cancer, London, United Kingdom), Sarah Yardley (Research Institute for Primary Care and Health Sciences, Keele University, Keele, United Kingdom)
1700-1715  9N/5  Exploring deficiencies in the non-technical skills of junior doctors using simulated critical incidents
E Mellanby, V Tallentire, J Skinner (University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom), N Maran (Forth Valley Hospital, Scottish Clinical Simulation Centre, Larbert, United Kingdom)

1715-1730  9N/6  Specification of an educational intervention in terms of behaviour change techniques
Moira Cruickshank (University of Aberdeen, Health Services Research Unit, Aberdeen, United Kingdom) (Presenter: Jennifer Cleland, University of Aberdeen, Division of Medical and Dental Education, School of Medicine and Dentistry, Aberdeen, United Kingdom)

No discussion

1600-1730  9O  WORKSHOP: Progress testing: Implementation of an international consortium
Carlos Fernando Collares, CPM van der Vleuten (Maastricht University, Educational Development and Research, Maastricht, Netherlands)
Location: Meeting Room 3.5, PCC

1600-1730  9P  COURSE: AMEE-Essential Skills in Medical Education Assessment (ESMEA) (closed session)
Location: Meeting Room 4.1, PCC

1600-1730  9Q  COURSE: AMEE Research Essential Skills in Medical Education (RESME) (closed session)
Location: Meeting Room 4.2, PCC

1600-1730  9R  WORKSHOP: The future of international student exchanges in health professions education: Identifying weaknesses and sharing strengths
William Burdick (Foundation for Advancement of International Medical Education and Research, FAIMER Education, Philadelphia, United States), Alice McGarvey (Royal College of Surgeons in Ireland, Medicine & Health Sciences, Dublin, Ireland), Agostinho Sousa (IFMSA, Ferney-Voltaire, France)
Location: Meeting Room 2.2, PCC

1600-1730  9S  COURSE: AMEE Essential Skills in Computer Enhanced Learning (ESCEL) (closed session)
Location: Meeting Room 3.1, PCC

1600-1730  9T  WORKSHOP: Narrative Assessment and Evaluation in Competency Based Medical Education: Why more than ever our words matter
Paul Hemmer (Uniformed Services University, Medicine, Bethesda, United States), Janice Hanson (University of Colorado, Pediatrics, Aurora, United States), Marion Govaerts (University of Maastricht, Dept. of Educational Development and Research, Maastricht, Netherlands), Lindsey Lane (University of Colorado, Pediatrics, Aurora, United States)
Location: Meeting Room 3.2, PCC

1600-1730  9U  WORKSHOP: Are you as good an OSCE examiner as you think?
Ilona Bartman, Sydney Smee (Medical Council of Canada, Evaluation Bureau, Ottawa, Canada), Marguerite Roy (Medical Council of Canada, Research and Development, Ottawa, Canada)
Location: Meeting Room 3.3, PCC

1600-1730  9V  WORKSHOP: Empathy begins at home: Peer support and student mental health
Andrew Rix (Prepare to Share, Research, Cardiff, United Kingdom), Andrew Grant (Cardiff University, Institute of Medical Education, Cardiff, United Kingdom)
Location: Room A, Holiday Inn

1600-1730  9W  WORKSHOP: THE HELM COURSE: Development of a transformational leadership and collaborative management programme for medical trainees and other senior healthcare professionals
Deepak Gupta (Great Western Hospital, Postgraduate Education, Swindon, United Kingdom), Alan Cook (Severn Deanery, Faculty Development and Education, Bristol, United Kingdom), Amy Cook (Great Western Hospital, Postgraduate Education, Swindon, United Kingdom)
Location: Room B, Holiday Inn

1600-1730  9X  WORKSHOP: Emotions in the art and science of learning medicine
Peter Musaeus, Anne Mette Mareck (Aarhus University, Center for Faculty Development, Aarhus, Denmark), Tom Dorman (Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands), Esther Helmich (University of Amsterdam, Centre for Evidence-Based Education, Academic Medical Center, Amsterdam, Netherlands)
Location: Room D, Holiday Inn
1600-1730  

9Z POSTERS: Teaching and Assessing Communication Skills
Chairperson: Elizabeth Sinclair (UK)
Location: South Hall, PCC

9Z/1 Using a checklist to assess history-taking skills of final year medical students
Wonaporn Anuntaeree, Kiriya Panbut (Prince of Songkla University, Pediatrics, Faculty of Medicine, Hat yai, Songkhla, Thailand), Nannapat Prathetkame (Prince of Songkla University, Epidemiology Unit, Faculty of Medicine, Hat yai, Songkhla, Thailand)

9Z/2 Role-plays with peers are fun – but are they of any use in learning patient interviewing?
Asto Toivonen, Eeva Pyrälä (Faculty of Medicine, University of Helsinki, Hjelt Institute, Helsinki, Finland)

9Z/3 Patient feedback – impact of student gender on communication skills
Regina Ahrens, Sven Greist, Mireille Schaufelberger (Institute of Family Medicine, Faculty of Medicine, Berne, Switzerland)

9Z/4 Identifying and grading the current tools used in evaluating communication skills in surgical and medical trainees at the point of transition to independent practice
Amy E Gillis (Trinity College Dublin, AMNCH, Surgery, Trinity Education Centre, Adelaide and Meath Hospital, incorporating the National Childrens Hospital, Tallaght, Dublin, Ireland), Marie Morris (Trinity College Dublin, Medical Education, Dublin, Ireland), Paul F. Ridgway (Trinity College Dublin, AMNCH, Surgery, Dublin, Ireland)

9Z/5 Teaching Public Speaking Skills is Essential for Future Medical Leadership
Thomas Hansen, Paul Baker (Royal Bolton NHS Foundation Trust, Medicine, Greater Manchester, United Kingdom)

9Z/6 A clinical communication curriculum – lessons learned from a five year programme evaluation
Jonathan Ward (The University of Birmingham, Interactive Studies Unit, Primary Care Clinical Sciences, School of Health and Population Sciences, Birmingham, United Kingdom)

9Z/7 Communication Skills Training Programs in Iranian Medical Schools: a national survey
Azim Mirzazadeh (Tehran University of Medical Sciences, Medical Education, Tehran, Iran), Narges Saleh (Tehran University of Medical Sciences, Educational Development Office, School of Medicine, Tehran, Iran), Taraneh Dormohnamadi (Tehran University of Medical Sciences, Internal Medicine, Tehran, Iran)

9Z/8 An effective teaching method to young physicians in Taiwan: Breaking Bad News by Role Playing
Sio-Meng Leu (E-Da Hospital, Medical Education, Psychiatry, Kaohsiung, Taiwan), Tsien-Chuan Tsai (E-Da Hospital, Medical Education, Pediatrics, Kaohsiung, Taiwan), Pan-Eu Lai (E-Da Hospital, Oncology, Palliative Care, Kaohsiung, Taiwan)

9Z/9 The Evaluation of Communication Skills Training in Breaking Bad News for the First Year Medicine Residents
Bundanika Suwanalitpon, Nadiwpa Yangtrakul, Chanin Limwongse, Kanokwan Boonyapisit, Supot Pongprasophchai, Rungrinar Praditwattana (Faculty of Medicine Siriraj Hospital, Mahidol University, Medicine, Bangkok, Thailand)

9Z/10 Medical students’ non-technical skills awareness – Breaking bad news
Nelson Albuquerque, Ricardo Tjong, Luis Patrão (University of Beira Interior, Faculty of Health Sciences, Covilhã, Portugal)

9Z/11 Non-verbal communication in a medical school – an example from Northern Sweden
Ari Leht, Karin Seising (Family Medicine, Dept of Public Health and Clinical Medicine, Umeå, Sweden)

9Z/12 Communication and consideration: Anamnesis Groups as an effective way of teaching reflective skills
Josephine Buchwald, Elisabeth Dinter, Janna-Lina Kerth (RWTH, Aachen, Germany)

9Z/13 Atitudes and Performances regarding Communication Skills among Year-Sixth Medical Students
Jiratha Budkaew (Khon Kaen Medical Education Center, Social Medicine, Khon Kaen Hospital, Khon Kaen, Thailand)

9Z/14 Developing communication skills with GP trainees: the REAM approach
Rachel Elliott, Samantha Scollan, Alex MacDonald (Wessex School of General Practice, Wessex Deanery, UK, GP Education Department, Portsmouth, United Kingdom)

9Z/15 Communication Skills Training for Foundation Year 2 Doctors
Marwa Salman, Manisha Shah, Antonia Benton (Medway Maritime Hospital, Anaesthetics, Kent, United Kingdom)

9Z/16 Peer assisted learning is effective for teaching communication and history taking skills
Georgina KP Choi, Jonathan C Brooke, Michelle Marshall (University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom)

1600-1730  

9AA POSTERS: Selection: Undergraduate and Postgraduate
Chairperson: Chris Roberts (Australia)
Location: Terrace 2, PCC

9AA/1 Cognitive and non-cognitive features of first year medical students: impact of gender on selection?
Milena Abbiati, Anne Baroffio (University of Geneva, UDREM, Geneva, Switzerland), Paul Kramar (University of Lausanne, Natural Science, Lausanne, Switzerland), Margaret Gerbase (University of Geneva, UDREM, Geneva, Switzerland)

9AA/2 Dare to Doctor: An Access to Medicine Summer School
Daniel Wilkins, Amy Hawkins, Kevin Jones (University of Bristol, Great Western Hospital Academy, Swindon, United Kingdom)

9AA/3 Research in action: using Q sort to support widening participation in medicine
Qasim Ashraf, Akhil Lakhan (University of Manchester, School of Medicine, Manchester, United Kingdom), Elspeth Hill (Maastricht University, School of Health Professions Education, Maastricht, Netherlands), Suzanne Vaughan (University of Manchester, School of Medicine, Manchester, United Kingdom), Andy Brass (University of Manchester, School of Computer Science, Manchester, United Kingdom)
9AA/4 Admission criteria and diversity in medical school
(J O’Neill (Aarhus University, Center for Medical Education, Aarhus, Denmark), MC Vonsild (University of Southern Denmark, Unit for Education Development, Odense, Denmark), B Wallstedt (University of Southern Denmark, SDU Universitetskpedagogik, Odense, Denmark), T Dornan (Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands)

9AA/5 Introduction of an interview practice program for specialist training admission in obstetrics and gynaecology
T Napola (University of Sydney, Obstetrics and Gynaecology, Royal North Shore Hospital, Sydney, Australia), P Bland (Royal North Shore Hospital, Obstetrics and Gynaecology, Sydney NSW, Australia)

9AA/6 Development a fair and transparent admissions system for postgraduate level of medical education in Iran
Shimo Tobatabaj (Shahid Beheshti University of Medical Sciences, Medical Education Department, Tehran, Iran)

9AA/7 Winning the golden ticket - can we predict successful selection into surgical training?
Charlotte Thomas, Alex Karan, Paul Blake (University Hospital of Wales, Department of Upper GI Surgery, Cardiff, United Kingdom), Awin Iorworth (Royal Glamorgan Hospital, Department of Orthopaedic Surgery, Cardiff, United Kingdom), Wyn Lewis (University Hospital of Wales, Department of Upper GI Surgery, Cardiff, United Kingdom)

9AA/8 Comparative study exploring self-evaluation of perceived confidence levels between undergraduate and graduate entry students in 3rd year and 5th year at one London medical school
Rachel Swain (Imperial College, Northwick Park Hospital, London, United Kingdom), Naina Kamal (CPD London Deanery/Imperial College/NWLU, London, United Kingdom)

9AA/9 Graduate versus undergraduate medical students: who will be our future surgeons?
David Ferguson, Abdul Rahman Hassan (University of Leicester, Medical School, Leicester, United Kingdom), A Nasim (University Hospitals NHS Trust, Department of Vascular Surgery, Leicester, United Kingdom)

9AA/10 A graduate entry programme in medicine and research at the VUmc School of Medical Sciences
Inge van Wijk (VU University Medical Center, Department of Paediatrics, Amsterdam, Netherlands), Gerda Croiset, Marleen Westerhof-Smit, Joke Jansen, Rashmi Kusurkar (VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands)

9AA/11 Is there a relationship between entrance exam and academic results during Italian students’ three-year, pre-clinical undergraduate careers?
Giuseppe Familiari, Rossella Baldini (Faculty of Pharmacy and Medicine, Sapienza University of Rome, Department of Anatomical, Histological, Forensic and Orthopaedic Sciences, Rome, Italy), Antonio Lanzone (Faculty of Medicine and Surgery, Catholic University of Sacred Heart, Institute of Obstetrics and Gynaecology, Rome, Italy), Michele Relucenti (Faculty of Pharmacy and Medicine, Sapienza University of Rome, Department of Anatomical, Histological, Forensic and Orthopaedic Sciences, Rome, Italy), Andrea LENZI (Faculty of Medicine and Dentistry, Sapienza University of Rome, Department of Experimental Medicine, Rome, Italy), Eugenio Gaudio (Faculty of Pharmacy and Medicine, Sapienza University of Rome, Department of Anatomical, Histological, Forensic and Orthopaedic Sciences, Rome, Italy)

9AA/12 Improvement in perception of self-competencies of the clinical performance of students after implementation of graduate medical education
Sung Soo Jung, Yoba Lee (Chungnam National University School of Medicine, Medical Education, Daejeon, Korea, Republic of South Korea)

9AA/13 The UK medical school application: Examining the perceptions of prospective students surrounding work experience in relation to socio-economic background
Lewis Peake, Dhwawal Patel (University of Leicester, Medical Sciences, Leicester, United Kingdom), Mohamed Mohamed (Walton Hospital, Department of Neurosurgery, Liverpool, United Kingdom), Lopa Patel (Wythenshawe Hospital, Department of Plastic Surgery and Burns, Manchester, United Kingdom)

1600-1730

9BB POSTERS: The Curriculum/Social Responsibility/Patient Safety
Chairperson: Val Wass (UK)
Location: South Hall, PCC

9BB/1 Rethinking the wheel: A clinical presentation-oriented Internal Medicine curriculum for South Africa
JA Coetser (University of the Free State, Department of Internal Medicine, Bloemfontein, South Africa)

9BB/2 Critical analysis of the Endocrine and Diabetes Module of the Core Medical Training curriculum in UK
Umesh Dashora (East Sussex Healthcare Trust, Diabetes and Endocrinology, St Leonards-on-Sea, United Kingdom), (Presenter: Christopher Ashton, East Sussex Healthcare Trust, Rotation, Conquest Hospital, St Leonards-On-Sea, United Kingdom)

9BB/3 Characterizing a Portuguese medical school hidden curriculum
Leonor Carneiro Leão (Centro Hospitalar da Cova da Beira, Medicine, Porto, Portugal), Joaquim Silva Viana, Luis Manuel Taborda Barata (Faculdade de Ciências da Saúde - Universidade da Beira Interior, Medicine, Covilhã, Portugal)

9BB/4 Stakeholders’ perspectives about Institutional culture and curriculum reform a decade after the Brazilian Curricular Guidelines for the undergraduate medical course
Edna Regina Pereira (Edna Regina Pereira, Universidade Federal de Goias, Clínica Médica, Goiania, Brazil), Suely Grosseman (Universidade Federal de Santa Catarina, Pediatria, Florianopolis, Brazil), Eliana Amaral (Universidade Estadual de Campinas, Ginecologia e Obstetricia, Campinas)
9BB/5 Professional growth and nursing education at ISMETT
Giancarlo Cappello, Filippo Marchese (ISMETT (Istituto Mediterraneo Trapianti e Terapie ad alta Specializzazione), Nursing Education, Palermo, Italy)

9BB/6 A comparison of the performance of students from life sciences vs medicine and its allied specialties in an objective test on regenerative medicine: the lessons learnt for curriculum development
Pushpaka Subramanian (The Tamilnadu Dr MGR Medical University, Examinations, Chennai, India)

9BB/7 The influence of preceptor power style on learner empowerment: a measure of the hidden curriculum in clinical learning environments
Judy Baird, Keyna Bracken, Lawrence Grierson (McMaster University, Family Medicine, Hamilton, Canada)

9BB/8 Conceptions of teachers from a medical school of a Federal University in Brazil about the relationship between medical work, medical education and social demands
Francisco José Possas Soares, Marília Bulhões Calheiros, Mariana Péricia Namé de Souza Franco (Federal University of Alagoas, Faculty of Medicine, Maceió, Brazil)

9BB/9 Societal commitment, competitiveness and public health system: views and perceptions of the Chilean medical students and graduates
Gisela Alarcón, Francisca Decebal-Cuza, Victor Acuña, Paz Barrientos (Consultant School of Medicine, University of Chile, Santiago, Chile), Cecilia Sepúlveda (Faculty of Medicine, University of Chile, Santiago, Chile)

9BB/10 Aligning Medical Education with the Needs of Health Challenges
Nancy Margarita Rehatta, Fundhy Prihatanto (Faculty of Medicine, Medical Education, Surabaya, Indonesia)

9BB/11 Philosophy, science and quality of planning Applied Medical Curriculum
Eisa Johali (King Saud University, College of Applied Medical Sciences, Community Health Sciences, Riyadh, Saudi Arabia)

9BB/12 5th-year Medical Student Knowledge of Patient Safety
Chat Sumananont (Khon Kaen University, Faculty of Medicine, Khon Kaen, Thailand)

9BB/13 First Practical Evaluation of Patient Safety knowledge in Internal Medicine Clerkship in a Private School of Medicine (UNINOVE): evaluation using a Brazilian Validated Questionnaire
Herbert Minuncio Pereira Gomes, Leonardo Carvalho Serigoli, Thiago de Oliveira Monaco, Iolanda Calvo Tiberia, Cinthya Coxe Gutierrez Duran, Renata Mohflu Saud-Galotti (Universidade Nove de Julho, Medicine, São Paulo, Brazil)

9BB/14 Health Literacy in Patient Safety: a Medical Students’ Project
Yasmine Shafik, Afnan Samman, Rotana Hammoud, Reema Hakim, Abeer Arab (College of Medicine, King Abdulaziz University, Department of Anesthesia & Critical Care, Jeddah, Saudi Arabia)

9BB/15 Mapping the Canadian Patient Safety Competencies to residency rotational objectives: the process, strengths and gaps
Andrea Hunter, Heather Bhan, Moyez Ladhani, Jonathan Gilileland (McMaster University, Pediatrics, Hamilton, Canada), Pierrette Leonard (Canadian Patient Safety Institute, Canadian Patient Safety Institute, Ottawa, Canada), Nancy Winslade (McGill University, Pharmacy, Montreal, Canada)

9BB/16 Patient Safety: Knowledge and Attitude in Undergraduate Medical Students
MA Cuadrado Cenzual, LR Collado Yurrita (Complutense University (UCM), Medicine, Madrid, Spain), IA de Pedro Moreno (Medicine University (USAL), Surgery, Madrid, Spain)

1600-1730

9CC POSTERS: Assessment: Clinical and Work Based
Chairperson: Eric Holmboe (USA)
Location: South Hall, PCC

9CC/1 Does medical students’ clinical performance affect their actual performance in medical internship?
Eui Ryoung Han (Chonnam National University Hospital, Office of Education and Research, Gwang-Ju, Korea, Republic of [South Korea]), Sun A Oh (Gwangju University, Center for Teaching and Learning, Gwang-Ju, Korea, Republic of [South Korea]), Eui Kyung Chung (Chonnam National University Medical School, Medical Education, Gwang-Ju, Korea, Republic of [South Korea])

9CC/2 Validation of a clinical examination for Internationally Educated Nurses (IENs)
Debra Sibbald (CEHPEA (Centre for the Evaluation of Health Professionals Educated Abroad), Assessment Services, Toronto, Canada)

9CC/3 Piloting DOPS for dental education in India
Gina Singh (Christian Medical College, Department of Dentistry, Ludhiana, India)

9CC/4 Establishing the DOPS Platform in Procedural Skills Assessment for Medical Technologies Core Competence Training
Kuo-Chien Tsao, Chung-Chih Hung, Hsien-Li Huang, Nan-Chang Lai, Bih-Er Wang (Linkou Chang Gung Memorial Hospital, Laboratory Medicine, Taoyuan, Taiwan), San-Jouh Yeh (Linkou Chang Gung Memorial Hospital, Laboratory of Medical Education, Department of Internal Medicine, Second Section of Cardiology, Taoyuan, Taiwan)

9CC/5 Alignment of learning goals with learners’ educational needs resulting from Mini Clinical Evaluation Exercises (Mini-CEXes)
Anja Rogausch, Stephanie Montagne, Christoph Berendonk, Patrick Jucker-Kupper, Christine Beyeler (University of Bern, Institute of Medical Education, Assessment and Evaluation Unit, Bern, Switzerland)
9CC/6 Evaluation of medical students admitted in Obstetrics and Gynecology using the Mini-CEX. Perception of Feedback
Silvana Maria Quintana (São Paulo University - Faculty of Medicine of Ribeirão Preto, Gynecology and Obstetrics, Ribeirão Preto, Brazil), Valdes Roberta Boletta (São Paulo University - Faculty of Medicine of Ribeirão Preto, Internal Medicine, Ribeirão Preto, Brazil), Eliana Martorano Amaral (University of Campinas, Gynecology and Obstetrics, Campinas, Brazil)

9CC/7 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, Chien-Kuang Chen, Ping Liu, Jih-Chang Chen (Chang Gung Memorial Hospital, Emergency Medicine, Taoyuan, Taiwan)

9CC/8 A Self-Assessment Tool To Evaluate The Medical Student’s Development And Personal Growth Throughout his/her Career
Ilieana Petra (National Autonomous University of Mexico, Psychiatry and Mental Health, Mexico City, Mexico), Teresa Cortés (National Autonomous University of Mexico, Public Health, Mexico City, Mexico), Patricia Herrera (National Autonomous University of Mexico, Anatomoy, Mexico City, Mexico), Monica Aburto (National Autonomous University of Mexico, Embryology, Mexico City, Mexico), Aurora Farfán (National Autonomous University of Mexico, Public Health, Mexico City, Mexico)

9CC/9 The Correlation of Acceptability Index based on medical teachers and borderline examinee of fourth-year medical students
Kanyarat Katanyao, Atchima Cholpaisal, Phensri Sirikunakorn (Faculty of Medicine, Vajira Hospital, Navamindradhiraj, Radiology, Bangkok, Thailand), Chirap Sooraphant (Faculty of Medicine, Vajira Hospital, Navamindradhiraj, Orthopaedics, Bangkok, Thailand)

9CC/10 Using a Relative Ranking Scale to Enhance Feedback during Resident Assessments
Andrew Sprouse (University of Toronto - Toronto Western Hospital, Family Medicine, Toronto, Canada), Milena Forte, June Carraccio (University of Toronto - Mount Sinai Hospital, Family Medicine, Toronto, Canada), Perle Feldman (University of Toronto - North York General Hospital, Family Medicine, Toronto, Canada)

9CC/11 Receiving Feedback in Near-Peer Teaching
Wilanka N Mannakorao, Shaine D Mehta, Aparna Mark (Basilion Hospital, Medicine and Surgery, Essex, United Kingdom)

9CC/12 Medical students in the feedback process
Michal Kendra, Petronela Lalkova, Ivan Majling, Dáša Gocáu, Juraj Sokol (Jesennius Faculty of Medicine in Martin, Comenius University, Department of Hematology and Transfusiology, Martin, Slovakia)

9CC/13 Students’ perception on the experience of learning portfolios in medical education
Sujin Chae (Ajou University School of Medicine, Department of Medical Humanities & Social Medicine, Suwon, Korea, Republic of (South Korea)), Seungsoo Sheen (Ajou University School of Medicine, Department of Pulmonary and Critical Care Medicine, Suwon, Korea, Republic of (South Korea)), Ki Young Lim (Ajou University School of Medicine, Department of Medical Humanities & Social Medicine, Suwon, Korea, Republic of (South Korea))

9CC/14 Does the Summative Assessment Performance Relate to the Portfolios Performance in Under Graduate Year Surgical Training?
Kun-Ming Chan (Chang Gung Memorial Hospital at Linkou, General Surgery, Taoyuan County, Taiwan), Ming-Ju Hsieh (Chang Gung Memorial Hospital at Linkou, Thoracic and Cardiovascular Surgery, Taoyuan County, Taiwan), Tzu-Chieh Chao (Chang Gung Memorial Hospital at Linkou, General Surgery, Taoyuan County, Taiwan), Lun-Jou Lo (Chang Gung Memorial Hospital at Linkou, Plastic Surgery, Taoyuan County, Taiwan), San-Jou Yeh (Chang Gung Memorial Hospital at Linkou, Internal Medicine, Taoyuan County, Taiwan), Wen-Neng Ueng (Chang Gung Memorial Hospital at Linkou, Orthopedics, Taoyuan County, Taiwan)

9CC/15 Assessing shared decision-making skills of 3rd year medical students
L.M.L. Ong, D. van Woerden (Department of Medical Psychology, Academic Medical Centre, Amsterdam, the Netherlands)

9CC/16 Validating force-based metrics for computerized assessment of technical skills in laparoscopic surgery
Matthew Dawson, Ana Luisa Tejeda, Rajee Patel, Christopher Schlachta, Richard Malthander, Michael Naish (Lawson Health Research Institute, London, Canada), (Presenter: Sayra Cristancho, Schulich School of Medicine and Dentistry, Centre for Education Research and Innovation, London, Canada)

9DD/1 Developing physicians as managers of care: a systematic review of assessment methods
Voj Bogar (Atrium Medical Center, Pediatrics, Heerlen, Netherlands), L Stammen, L Gennissen (Maastricht University, FHML, Heerlen, Netherlands), R Moonen (Atrium Medical Center, Pediatrics, Heerlen, Netherlands), Ribeirão Preto, Brazil), Valdes Roberta Boletta (São Paulo University - Faculty of Medicine of Ribeirão Preto, Internal Medicine, Ribeirão Preto, Brazil), Eliana Martorano Amaral (University of Campinas, Gynecology and Obstetrics, Campinas, Brazil)

9DD/2 Medical students as Managers of their university hospital, a pilot course
Konstantinos Dimitriou (Ludwig-Maximilians-University (LMU), Department of Neurology, Munich, Germany), Stefan Mader, Severin Fliniaux, Tanja Pander, Martin Fischer (Ludwig-Maximilians-University (LMU), Department of Medical Education, Munich, Germany), Philip von der Borch (Ludwig-Maximilians-University (LMU), Department of Medicine IV, Munich, Germany)

9DD/3 Taking the lead – medical management and leadership training in the pre-clinical medical curriculum, one year on
Adam M Gwaza (UCL Medical School, Department of Medical Education, London, United Kingdom), Liana Zucca (St. George’s University of London, Division of Biomedical Sciences, London, United Kingdom), Deborah Gill (UCL Medical School, Department of Medical Education, London, United Kingdom)
9DD/4 Leadership-trained residents as a bridge between undergraduates and professionals providing greater focus on professional competence in medical education
Lisa Carlson ( Sahlgrenska University Hospital, Medicine, Mölndal, Sweden)

9DD/5 Situated learning for registrars on post-ake ward rounds
Tom Lexert (Royal Sussex County Hospital, Brighton University Hospital NHS Trust, Elderly Medicine, Royal Sussex County Hospital, Brighton, United Kingdom), Gordon Caldwell (Worthing Hospital, Western Sussex Hospitals NHS Trust, Diabetes and Endocrinology, Worthing, United Kingdom)

9DD/6 Foundation Doctor Leadership in Friday Handover: How a pilot medical rota redesign produced unexpected benefits
Vik Tomanovic (William Harvey Hospital, East Kent Hospitals University NHS Foundation Trust, General Medicine, Kent, United Kingdom), Bandipalyam Prathibha (William Harvey Hospital, East Kent Hospitals University NHS Foundation Trust, Respiratory Medicine, Kent, United Kingdom)

9DD/7 What is the return on investing in leaders of the future: The Yorkshire and The Humber Deanery “fellows in Clinical Leadership” Programme?
Rebekah Molyneux (Yorkshire and The Humber Deanery, Hull Institute for Learning and Simulation, Hull Royal Infirmary, Hull, United Kingdom), Madeleine Macdonald (Sheffield Teaching Hospitals, Obstetrics and Gynaecology, Sheffield, United Kingdom), Faiza Chowdhury (Yorkshire and The Humber Deanery, Hull Institute for Learning and Simulation, Hull, United Kingdom), Henry Reynolds (Bradford Teaching Hospitals, Anaesthetics, Bradford, United Kingdom), Kirsty Forrest (Yorkshire and The Humber Deanery, Clinical Education at Yorkshire and The Humber Deanery, Leeds, United Kingdom)

9DD/8 Management programme for junior doctors at the University of Helsinki
Minna Kaila (University of Helsinki, Hjelt Institute, Helsinki, Finland), Taina Mäntyranta (Karolinska Institute, Medical Management Centre, Stockholm, Sweden), Santeri Huivinen (University of Helsinki, Hjelt Institute, Helsinki, Finland), Marjo Parkkilu-Harju (City of Helsinki, Department of Social Services and Health Care, Helsinki, Finland), John Ovretveit, Mats Brammels (Karolinska Institute, Medical Management Centre, Stockholm, Sweden)

9DD/9 Leadership Assessment in the Consultant Application Process: How prepared are our SAS Doctors?
Roga Subramaniam, Susan Kennedy, Adrian Simoes (East Kent Hospitals University NHS Foundation Trust, Medical Education, Canterbury, United Kingdom)

9DD/10 Building Leadership and Management Competencies Among Nurses
Jui-Chen Tsai (Taipei Medical University-Shuang Ho Hospital, Nursing Department, New Taipei, Taiwan), Meei-Ling Shyu (Taipei Medical University, College of Nursing, Taipei, Taiwan)

9DD/11 Leadership Roles for Training Doctors in Change Implementation
Anupkumar Patel, Prathibha Bandipalyam, Susan Kennedy (East Kent Hospitals University NHS Foundation Trust, Medical Education Directorate, Ashford, Kent, United Kingdom)

9DD/12 Getting down to business – is there a role for the independent-sector in the undergraduate medical curriculum?
Adam M Gwozdz (UCL Medical School, Department of Medical Education, London, United Kingdom), Liana Zucco (St. George’s University of London, Division of Biomedical Sciences, London, United Kingdom)

9DD/13 Evaluation of a research capacity intervention for academic staff within the Appreciative Inquiry Framework
Anthea Rhoda (University of the Western Cape, Physiotherapy, Bellville, South Africa), J De Jongh (University of the Western Cape, Occupational therapy, Cape Town, South Africa), J Blitz (University of Stellenbosch, Centre for Health Professions Education, Cape Town, South Africa), J Frantz (University of Western Cape, Community and Health Sciences, Cape Town, South Africa)

9DD/14 Trends of research purpose in the Asia-Pacific region in the last 5 years: a systematic review
WS Lim (Tan Tock Seng Hospital, Geriatric Medicine, Singapore), KM Tham (Yong Loo Lin School of Medicine, Singapore), WC Wong (Tan Tock Seng Hospital, Geriatric Medicine, Singapore), HY Neo (Tan Tock Seng Hospital, Palliative Medicine, Singapore), Issac Lim (National Healthcare Group, Health Outcomes and Medical Education Research, Singapore), O Samarasuka (Yong Loo Lin School of Medicine, Medical Education Unit, Singapore)

9DD/15 The practice of Institutional Research in Chiba University School of Medicine and Chiba University Hospital (1): Framework of IR
Takashi Maeda (Chiba University, Chiba University Hospital, Chiba, Japan), Satoshi Okada, Mayumi Asahina, Shoiichi Ito, Izumi Usui, Masahiro Tanabe (Chiba University, School of Medicine, Chiba, Japan)

9DD/16 The practice of Institutional Research in Chiba University School of Medicine and Chiba University Hospital (2): An analysis of Graduation Questionnaire
Satoshi Okada (Chiba University, School of Medicine, Chiba-shi, Japan), Takashi Maeda (Chiba University, Chiba University Hospital, Chiba-shi, Japan), Mayumi Asahina, Shoiichi Ito, Izumi Usui, Masahiro TANABE (Chiba University, School of Medicine, Chiba-shi, Japan)

9DD/17 SUGAM – An Innovative way of strengthening of medical education and health care outcome
Lokendra Kumar Sharma (SMS Medical College, Pharmacology, Jaipur, India), RK Mishra (SMS Medical College, Microbiology, Jaipur, India), K Sharma (SMS Medical College, Pharmacology, Jaipur, India)

9DD/18 WITHDRAWN

9DD/19 E’QIP’ing Our Trainees for the Future – The LSSOG Leadership Programme
Alexandra Tillet, Samiksha Patel, Greg Ward (London Deanery, Specialty School of Obstetrics and Gynaecology, London, United Kingdom)
9DD/20 Academic Collaboration: Research on Benefits around Teaching in General Practice (ACROBAT-GP)
Balvika Kooblal (Bond University, Gold Coast, Australia), Fiona Burrell (Griffith University, Logan, Australia), Christopher Harnden (Griffith University Medical School, General Practice, Logan, Australia), [Presenter: Jane Smith, Bond University Medical Program, General Practice, Faculty of Health Science and Medicine, Gold Coast, Australia]

9FF ePOSTERS: Postgraduate Education 2
Chairperson: Eralda Turkeshi (Albania)
Location: North Hall, PCC

9FF/1 Teaching Transitions of Care through Analyzing Readmissions
Kara Bischke, Patricia O’Sullivan, Sumant Ranji, Harry Hollander, Patricia Cornett (University of California, San Francisco School of Medicine, Medicine, San Francisco, United States)

9FF/2 Optimising programme design of regional competency based study days for paediatric trainees
Seema Sukhani, Melanie Menden, Alex Brightwell, Susie Minson, Mando Watson (London Specialty School of Paediatrics and Child Health, London Deanery, London, United Kingdom)

9FF/3 Burnout in Run-through Specialty Trainees
Alexandra Tillet, Samiksha Patel (London Deanery, Speciality School of Obstetrics and Gynaecology, London, United Kingdom), Caroline Elton (London Deanery, Professional Support Unit, London, United Kingdom)

9FF/4 Regional teaching days positively influence the learning climate of a postgraduate school of paediatrics
Alexandra Brightwell, Susie Minson (London Deanery, London Specialty School of Paediatrics, London, United Kingdom), Melanie Menden (Royal London Hospital, Paediatrics, London, United Kingdom), Seema Sukhani (Imperial College, Paediatrics, London, United Kingdom), Mando Watson (London Deanery, London Specialty School of Paediatrics, London, United Kingdom)

9FF/5 Impact of the anaesthesia specialist examination on trainee approaches to learning
Jennifer Weller (University of Auckland, Centre for Medical and Health Sciences Education, Auckland, New Zealand)

9FF/6 Regional competency based study days for paediatric trainees in London: How trainee involvement can improve learning outcomes
Melanie Menden (University College London Hospital Trust, London, United Kingdom), Seema Sukhani (St. Mary’s, Imperial Healthcare, Paediatrics, London, United Kingdom), Alex Brightwell, Susie Minson (London School of Paediatrics, Paediatrics, London, United Kingdom), Mando Watson (London School of Paediatrics, Training Programme Director, London, United Kingdom)

9FF/7 Resident Inspired Radiology Curriculum for Subspecialties (RICS): Piloting a Kolb learning based, integrated clinical-radiology program for gastroenterology
Siwar Albashir, Girish Bajaj, Zain Kassam, Frances Tse, Ted Xenodemetropoulos (McMaster University, Gastroenterology, Hamilton, Canada), Nina Singh (McMaster University, Radiology, Hamilton, Canada)

9FF/8 Failure of high stakes postgraduate medical exams – what is the impact on trainees and how can they achieve success after multiple failures?
Susan Minson, Annika Adodra, Alexandra Brightwell (London Deanery, London School of Paediatrics, London, United Kingdom)

9FF/9 Using live internet polling during teaching sessions to answer multiple choice exam style questions for General Practice trainees
Alexandra Macdonald (Winchester University/Wessex Deanery, GP Education, NHS South of England, Winchester, United Kingdom)

9FF/10 General Practice Out of Programme Study Sessions
Jonathan Bai (Wessex School of General Practice, Wessex Deanery, Southampton GP Education Unit, University Hospital Southampton, United Kingdom), Aurelia Butcher (Wessex School of General Practice, Wessex Deanery, Primary Healthcare Education, Winchester, United Kingdom)

9FF/11 Using art to interpret clinical experience
Kelly Thresher (Wessex School of General Practice, Wessex Deanery, GP Education Unit, Southampton University Hospital Trust, Southampton, United Kingdom), Samantha Scallan (Wessex School of General Practice, Wessex Deanery, GP Education Unit, Southampton, United Kingdom)

9FF/12 Failure to secure a training post in an applicant’s first choice deanery as a risk factor for difficulties during training
Richard Crane, Peter Hoig, Samantha Scallan (Wessex Postgraduate Deanery, School of General Practice, Otterbourne, United Kingdom)

9FF/13 Structured e-Assisted Handover Improves Patient Safety: a Better Training, Better Care Project
Richard J B Ellis (Leighton Hospital, Emergency Care Division, Crewe, United Kingdom), Daniel Monnery (University of Keele, United Kingdom), Shirley Hammersley (Leighton Hospital, Emergency Care Division, Crewe, United Kingdom), Alistair Thomson (Leighton Hospital, Department of Pediatrics, Crewe, United Kingdom)
1600-1730

9GG ePOSTERS: Student Wellbeing
Chairperson: David Taylor (UK)
Location: North Hall, PCC

9GG/1 Sleep deprivation in Medical Students: Impact on Environment Academic Perception
Bruno Peralta (Evaluagelical Medical School of Panama, Dept of Medicine, Curitiba, Brazil), Daniel Silvestre (School of Medicine of the University of Sao Paulo, Dept of Pathology, Sao Paulo, Brazil), Munique Almeida, Patricia Tempski (School of Medicine of the University of Sao Paulo, Center for Development of Medical Education, Sao Paulo, Brazil), Milton A Martins (School of Medicine of the University of Sao Paulo, Dept of Medicine and Center for Development of Medical Education, Sao Paulo, Brazil), Paulo SP Silveira (School of Medicine of the University of Sao Paulo, Dept of Pathology, Sao Paulo, Brazil)

9GG/2 Psychological Support Group for Medical Students
Ana Cristina Kuhn Plesch Bancrot, Ana Vilieia Mendes, Rosana Trindade Santos Rodrigues, Karen Cristina Abrão (Anhembi Morumbi University, Medical School, Sao Paulo, Brazil)

9GG/3 Investigating the Reasons for Under Performance in Ethnic Minority Medical Students
E E Chandakuka (Medical School, University of Sheffield, United Kingdom), Jean Marion Russell (Corporate Information and Computing Services, University of Sheffield, United Kingdom), Prashanthie Vivekananda Schmidt (Medical Education, University of Sheffield, United Kingdom)

9GG/4 Drugs and vigil in health sciences students: cost of the academic performance
Eduardo Londerer, Vincenzo Borgna (Universidad Andres Bello, Urology, Santiago, Chile), Carlos Gonzalez, Rodolfo Paredes (Universidad Andres Bello, Veterinary, Santiago, Chile)

9GG/5 A study to explore perceptions of stress in UK medical students
Alice Rutter (University of Sheffield, Faculty of Medicine, Sheffield, United Kingdom), (Presenter: Steve Churchill, University of Sheffield, Faculty of Medicine, Sheffield, United Kingdom)

9GG/6 How to Improve Occupational Therapy Students’ Social Skills: The Current Situations and Prospects in Tokyo, Japan
Kaoru Inoue (Tokyo Metropolitan University, The Graduate School of Human Health Sciences, Tokyo, Japan), Chihiro Sasaki (Tokyo College of Welfare, Tokyo, Japan), Atsuko Tanimura, Yu Ishibashi (Tokyo Metropolitan University, The Graduate School of Human Health Sciences, Tokyo, Japan)

9GG/7 Prevalence of needlestick injury and Hepatitis B vaccination status in Medical students in Maharat Nakhon Ratchasima Hospital, Thailand
Wilawan Thipmontree (Maharat Nakhonratchasima Hospital, Internal Medicine, Nakhonratchasima, Thailand)

9GG/8 Brazilian multicentric randomized study of depression and anxiety among medical students
Fernanda Brenneisnen Maye (School of Medicine of the University of Sao Paulo, Center for Development of Medical Education, Sao Paulo, Brazil), Paulo SP Silveira (School of Medicine of the University of Sao Paulo, Department of Pathology, Sao Paulo, Brazil), Munique Almeida (School of Medicine of the University of Sao Paulo, Center for Development of Medical Education, Sao Paulo, Brazil), Daniel Silvestre (School of Medicine of the University of Sao Paulo, Department of Pathology, Sao Paulo, Brazil), Bruno Peralta (Evaluagelical Medical School of Paraná, Department of Medicine, Curitiba, Brazil), Patricia Tempski (School of Medicine of the University of Sao Paulo, Center for Development of Medical Education, Sao Paulo, Brazil)

9GG/9 Relationship between initial expectations and academic well-being in medical students of Chile
Liliana Ortiz, Cristhian Perez, Javiera Ortega, Paula Parra, Olga Matus, Eduardo Fasce (University of Concepcion, Medical Education, Concepcion, Chile), Carolina Marquez, University of Concepcion, Medical Education, Concepcion, Chile)

9GG/10 Variations of subjective and physiological stress and clinical reasoning according to extrinsic and intrinsic stressors
Pierre Patter (University of Nantes, CHU Nantes, Internal Medicine, Nantes, France), Jean-Benait Hardauin (University of Nantes, Biostatistics, Nantes, France), Anne-Gaelle Leboup (CHU Nantes, Biochemistry, Nantes, France), Jean-Marie Castillo (University of Nantes, Family Medicine, Nantes, France), Angélique Bonnoud (University of Nantes, CHU Nantes, Social Sciences, Nantes, France), Vicki Leblanc (University of Toronto, Wilson Center for research in medical education, Toronto, Canada)

9GG/11 Specialty Selection Satisfaction and Regret Among Medical School Postgraduates At King Abdulaziz University
Muhammed Mashat, Nawaf Aboalfaraj, Hussam Daghistani, Basem El-Deek (King Abdulaziz University, Faculty of Medicine, Medical Education, Jeddah, Saudi Arabia)

1600-1730

MEETING: Medical Teacher Editorial Board (closed meeting)
Location: Meeting Hall II, PCC

1745-2000

PRIVATE MEETINGS
AMEE Postgraduate Committee Location: Meeting Room 3.5, PCC
AMEE Research Committee Location: Meeting Room 4.1, PCC
AMEE eLearning Committee Location: Meeting Room 4.2, PCC
AMEE Simulation Committee Location: Meeting Room 2.2, PCC
IMEX Reception (1745-1845) Location: Meeting Hall II, PCC
IMEX Board Meeting (1845-2000) Location: Meeting Hall II, PCC
University of Dundee, CME Reception Location: Mirror Buffet Area, PCC

1745-1845

RECEPTION: AMEE President’s Reception (invite only)
Location: Zoom Restaurant, PCC

1900-2200

OPTIONAL EVENING EVENT: Boat Cruise with dinner (see page 9 for details)
Departs from and returns to Prague Congress Centre
SESSION 10: Simultaneous Sessions

0830-1015 10A SYMPOSIUM: Changing the Culture of Learner Evaluation: Moving from Likert Scales to Narrative Description
Janice L Hanson (University of Colorado Denver, School of Medicine, USA), J Lindsey Lane (University of Colorado School of Medicine, Aurora, Colorado, USA), Ellie Hamburger (The George Washington University School of Medicine and Health Sciences, Washington, DC, USA), Paul Hemmer (Department of Medicine, Uniformed Services University of the Health Sciences, Bethesda, USA), Marian Goverts (Maastricht University, Dept. of Educational Development and Research, Maastricht, the Netherlands)
Location: Congress Hall, PCC

0830-1015 10B SYMPOSIUM: Becoming a doctor: the importance of on-the-job learning
Trudie Roberts (Leeds Institute of Medical Education, University of Leeds, UK), Cees van der Vleuten (Maastricht University, the Netherlands) and colleagues
Location: Meeting Hall I, PCC

0830-0845 10C SHORT COMMUNICATIONS: Games and eLearning
Chairperson: Simon Field (UK)
Opening Discussant: Rachel Ellaway (Canada)
Location: Panorama, PCC

0830-1015 10C/1 Serious gaming: The development of an interactive computer game for learning chest drain insertion
Juan D Hernandez (Universidad de los Andes, Facultad de Medicina, Anatomy, Bogota, Colombia), Nicolas Mendoza (Universidad de los Andes, Systems Engineering, Bogota, Colombia), David Delgadillo (Universidad de los Andes, Facultad de Medicina, Bogota, Colombia), Pablo Figueroa (Universidad de los Andes, Systems Engineering, Bogota, Colombia)

0845-0900 10C/2 Game for training in primary health care took place in a 3D virtual city
Alessandra Dahmer (Federal University of Health Sciences, Education Information and Health, Porto Alegre, Brazil), Maria Eugenia Pinto (Federal University of Health Sciences, Department of Public Health, Porto Alegre, Brazil), Gabriele Dias (Federal University of Health Sciences, Education Information and Health, Porto Alegre, Brazil), Rodrigo Tubelo (Federal University of Rio Grande do Sul, Department of Public Health, Porto Alegre, Brazil)

0900-0915 10C/3 Medical students repurpose and evaluate serious games, e-OSCEs and virtual patients
Eleni Dafli (Aristotle University of Thessaloniki, School of Medicine, Thessaloniki, Greece), Panagiotis Bamidis (Aristotle University of Thessaloniki, School of Medicine, Thessaloniki, Greece)

0915-0930 10C/4 Assessment of Psychiatry Clinical Simulation Teaching Modules by Student Surveys
Martin Klaphake (University of Central Florida College of Medicine, Clinical Sciences, Orlando, Florida, United States), Adriana Foster (Georgia Regents University, Psychiatry, Augusta, Georgia, United States), Teresa Johnson (University of Central Florida College of Medicine, Medical Education, Orlando, Florida, United States)

0930-0945 10C/5 The Prescribing Optimization Method in the E-Learning Environment: Pscribe is an Effective Method for Medical Students’ Education on Pharmacotherapy
CIPW (Karen) Keijers (UMC Utrecht, Dept of Geriatric Medicine and Expertise Centre Pharmacotherapy in Old Persons, Utrecht, Netherlands), ABD van Doorn (University of Groningen, Dept. of Pharmacotherapy & Pharmaceutical Care, Groningen, Netherlands), A van Kelles (UMC Utrecht, Department of Geriatric Medicine and Expertise Centre Pharmacotherapy in Old Persons, Netherlands), E de Wildt (UMC Utrecht, Neurosciences & Pharmacology, Utrecht, Netherlands), JRBJ Brouwers, PAF Jansen (UMC Utrecht, Dept of Geriatric Medicine and Expertise Centre Pharmacotherapy in Old Persons, Utrecht, Netherlands)

0945-1000 10C/6 Malnutrition eLearning and social media join forces to build global malnutrition management capacity
Sunhea Choi, Trevor Pickup (University of Southampton, Faculty of Medicine, Southampton, United Kingdom)

1000-1015 Discussion
### 10D SHORT COMMUNICATIONS: Empathy

**Chairperson:** Regina Petroni-Mennin (Brazil)

**Opening Discussant:** Susan Lieff (Canada)

**Location:** Meeting Hall IV, PCC

#### 10D/1 Empathy perception and skills differ among medical students: results from a cross-sectional comparative study

Margaret W Gerbase, Milena Abbiati, Nhu Viet Vu, Anne Baraffio (University of Geneva, Faculty of Medicine, Unit of Development and Research in Medical Education, Geneva, Switzerland)

#### 10D/2 Variation of empathy in a cohort of medical students and the relationship with their value profiles.

Andrés Bello University, Viña del Mar, Chile

Peter Mc Call, Hernán Borja, Alberto Caro, Gabriel Perrot, Camila Pérez de Arce (Universidad Andrés Bello, Escuela de Medicina, Viña del Mar, Chile)

#### 10D/3 "It is good to be a doctor": preserving empathy through a positive look into the practice of medicine

Marcelo Schweller (UNICAMP, Emergency, Campinas, Brazil), Eloisa Celeri (UNICAMP, Psychiatry, Campinas, Brazil), Marco Antonio Carvalho Filho (UNICAMP, Emergency, Campinas, Brazil)

#### 10D/4 Empathy among medical students: results from a Brazilian multicentric randomized study

Helena Para (Universidade Federal de Uberlândia, Gynecology and Obstetrics, Uberlândia, Brazil), Munique Almeida, Sylvia Enns (School of Medicine of the University of Sao Paulo, Center for Development of Medical Education, Sao Paulo, Brazil), Renato Gigaia (Universidade de Fortaleza, Brazil), Milton Martins (School of Medicine of the University of Sao Paulo, Department of Medicine and Center for Development of Medical Education, Sao Paulo, Brazil), Patricia Tempski (School of Medicine of the University of Sao Paulo, Center for Development of Medical Education, Sao Paulo, Brazil)

#### 10D/5 Measure Empathy in Medical Students, differences by gender and level of medical education: An identification of a taxonomy of students

Marta Duarte (University of Beira Interior, Psychology and Education Department, Covilhã, Portugal), Miguel Castelo Branco (University of Beira Interior, Faculty of Health Sciences, Covilhã, Portugal), Mário Raposo (University of Beira Interior, Management and Economic Department/NECE, Covilhã, Portugal), Rodrigues Paulo (University of Beira Interior, Psychology and Education Department, Covilhã, Portugal)

0945-1015 Discussion

### 10E RESEARCH PAPERS: Education in the Clinical Context 2

**Chairperson:** Sally Santen (USA)

**Location:** Meeting Hall V, PCC

#### 10E/1 Clinical reasoning difficulties: A taxonomy for clinical teachers

Marie-Claude Audétat (Université de Montréal, Family and Emergency Medicine, Montréal (Qc), Canada)

#### 10E/2 Rethinking clinical placements – not too much work!

Alison Ledger, Shelley Fielden, Sue Kilminster (University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom)

#### 10E/3 The effect of clerkship rotations on discipline-specific knowledge acquisition and retention

Wouter Kerdijk (University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands), Jos W Snoek (University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands), Roy E Stewart (University Medical Center Groningen, Department of Health Sciences, Groningen, Netherlands), Arno M M Muljens (Maastricht University Medical Centre, Educational Development and Research, Maastricht, Netherlands), Janke Cohen-Schatanus (University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands)

#### 10E/4 A Comparison of Three Versions of System 2 Oriented Feedback in Diagnostic Training for Ill-Defined Disease Constructs

Frank Papa (UNTHSC, Medical Education, Fort Worth, United States), Kevin Kalinowski (UNTHSC, Center for Learning and Development, Fort Worth, United States), Michael Smith (UNTHSC, Physiology, Fort Worth, United States)

0950-1015 Discussion

### 10F SHORT COMMUNICATIONS: Assessment

**Chairperson:** Sarah Hean (UK)

**Location:** Chamber Hall, PCC

#### 10F/1 Assessment practices are on the move

David Rosenthal (Flinders University, Rural Clinical School, Renmark, Australia), Lambert Schwirth (Flinders University, Medical Education, Adelaide, Australia)

#### 10F/2 An International Consortium for Assessment Networks (ICAN): facing the challenges of competency-based assessment

Achim Hochlehnert, Konstantin Brass, Jobst-Hendrik Schultz, Jana Jünger (University of Heidelberg, Center of Competence for Medical Assessment, Heidelberg, Germany)

#### 10F/3 Variation in achievement patterns of medical students in final examinations in MBBS course and its reasons

Rehan Ahmed Khan (Islamic International Medical College, Riphah University, Surgery, Rawalpindi, Pakistan), Madiha Sajjad, Masaod Anwar (Islamic International Medical College, Riphah University, Pathology, Rawalpindi, Pakistan)
0915-0930 10F/4 How well do medical school assessments predict post-graduation performance?
Ming Lee, Michelle Vermillion, LuAnn Wilkerson (David Geffen School of Medicine at UCLA, Center for Educational Development and Research, Los Angeles, United States)

0930-0945 10F/5 Can preclinical standardized tests predict medical student clinical performance? A multi-specialty longitudinal analysis
Petra Casey (Mayo Medical School, Obstetrics and Gynecology, Rochester, Minnesota, United States), Joseph Grande (Mayo Medical School, Laboratory Medicine and Pathology, Rochester, Minnesota, United States), Torrey Laack (Mayo Medical School, Emergency Medicine, Rochester, Minnesota, United States), Geoffrey Thompson (Mayo Medical School, Surgery, Rochester, Minnesota, United States), Robert Ficalora (Mayo Medical School, Internal Medicine, Rochester, Minnesota, United States)

0945-1000 10F/6 Clinical assessment in Australian and New Zealand medical schools: Providing an overview and the development of a national assessment resource
Monique Hourn (Medical Deans Australia and New Zealand, Sydney, Australia), Richard Hays (Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia)

1000-1015 10F/7 What do postgraduate examiners know about, and think of, standard setting in the College of Physicians of South Africa?
Scarpa Schoeman (University of the Free State, Dept of Internal Medicine, Bloemfontein, South Africa), Vanessa Burch (University of Cape Town, Dept of Medicine, Cape Town, South Africa), Marietjie Nel (University of the Free State, Division of Health Professions Education, Bloemfontein, South Africa)

No discussion

0830-1015 10G SHORT COMMUNICATIONS: Curriculum: Competency Based Education/Outcome Based Education 2 – Undergraduate
Chairperson: Marietjie de Villiers (South Africa)
Location: Conference Hall, PCC

0830-0845 10G/1 Self-assessment as a driving force in competencies development
Jean-François Montreuil, Lucie Rochefort (Université Laval, Vice-décanat aux études de premier cycle, Quebec, Canada), Daniel Turpin (Université Laval, Vice-décanat à la pédagogie et au développement professionnel continu, Quebec, Canada)

0845-0900 10G/2 The planner’s plan – Reflections on the underlying conceptions and the theoretical basis of a new integrated, competency-based medical curriculum at the Charité Berlin
Asja Maaz, Tanja Hitzblech, Markus Langensstrass, Harm Peters (Charité, Dieter-Scheffner-Fachzentrum, Berlin, Germany)

0900-0915 10G/3 Implementation of a competency-based DVM program without changing the existing program structure at the Université de Montréal
Michèle Y Doucet (Université de Montréal, Faculté de médecine vétérinaire, Saint-Hyacinthe, Canada), Marilou Bélisle (Université de Sherbrooke, Faculté d’Éducation, Longueuil, Quebec, Canada)

0915-0930 10G/4 On the way towards a National Competency-based Catalogue of Learning Goals for Medicine (NKLM) in Germany: The role of the “Gesellschaft für Medizinische Ausbildung” (GMA)
Martin B Fischer (Klinikum der Universität München und Gesellschaft für Medizinische Ausbildung (GMA), Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany), Karin Mohn (NKLM-Geschäftstelle der Gesellschaft für Medizinische Ausbildung (GMA), Witten, Germany)

0930-0945 10G/5 European consensus on core learning outcomes for the Bachelor of Medicine: findings of the MEDINE2 Bologna first cycle study
Michael T Ross (The University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom), Allan D. Cumming (The University of Edinburgh, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom)

0945-1000 10G/6 Common Transferable Skills in Medical, Dental and Healthcare Education
David Wayne (A. T. Still University, Academic Affairs, Mesa, Arizona, United States)

1000-1015 10G/7 Professional activities as key educational structure in competency-based undergraduate medical education
Harm Peters, Asja Maaz, Tanja Hitzblech, Julia Karner, Yva Holzhausen, Jan Breckwoldt (Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany)

No discussion

0830-1015 10H SHORT COMMUNICATIONS: Curriculum Maps
Chairperson: Poh-Sun Goh (Singapore)
Opening Discussant: Nadia Al-Wardy (Oman)
Location: Club H, PCC

0830-0845 10H/1 Electronic crowdsourcing as a method for curriculum mapping
Hollis Lai, Tracey Hillier (University of Alberta, Undergraduate Medical Education, Edmonton, Canada), Radu Vestemean (Knowledge 4 You, Toronto, Canada)

0845-0900 10H/2 Supporting students to colour outside of the lines: How a user consultation informs the design of an eLearning outcomes-based curriculum tool
Maxine Moore, Julie Ash (Flinders University, Health Professional Education Unit, Adelaide, Australia), Minh Nguyen (Flinders University, School of Medicine, Adelaide, Australia)
10H/3 Mapping the undergraduate medical curriculum: integrating with a digital landscape
Josephine Boland, Enda Griffin, David Phelan, Thomas Kropmans (National University of Ireland Galway, School of Medicine, Galway)

10H/4 Embedding Competency and Curriculum Mapping in an Open Source Enterprise Educational System, TUSK
Susan Albright, Michael Prentice, Minhthe Nyguen, Mark Bailey (Tufts University, Technology for Learning in the Health Sciences, Boston, United States)

10H/5 Impact of e-curriculum mapping as the basis for “Automated Integration” on medical education quality
B Al Hemsi (Innovative Technology, Riyadh, Saudi Arabia), K Bin Abdulrahman (Imam University, College of Medicine, Riyadh, Saudi Arabia)

0945-1015 Discussion

10I SHORT COMMUNICATIONS: Training to be a Surgeon
Chairperson: Zalim Balkizov (Russia)
Location: Club A, PCC

10I/1 Fast-track training enhances surgical skills
CG Carlsen (Aarhus University, Centre of Medical Education, Aarhus, Denmark), K Lindoff-Larsen (Aalborg University Hospital, NordSim, Center for Simulation and Skills Training, Aalborg, Denmark), L Lund (Odense University Hospital, Dep. of Urology, Odense, Denmark), P Funch-Jensen (Aarhus University, Clinical Institute, Aarhus, Denmark), P Charles (Aarhus University, Centre of Medical Education, Aarhus, Denmark)

10I/2 Assessment of surgical skills competence using fMRI: A feasibility study
Marie C Morris (Trinity College/Tallaght Hospital, Surgery, Trinity Centre for Health Sciences, Tallaght, Dublin, Ireland), T Frodl, A D'Souza (Trinity College, Department of Psychiatry, Integrated Neuroimaging, Dublin, Ireland), AJ Fagan (St James’s Hospital / Trinity College, Dublin, Centre for Advanced Magnetic Imaging (CAMI), Dublin, Ireland), PF Ridgway (Trinity College/Tallaght Hospital, Surgery, Dublin, Ireland)

10I/3 Practising masters: how can surgeons learn from elite athletes?
Abigail Walker (St Thomas’ Hospital, Surgery, London, United Kingdom), Richard Oakley (St Thomas’ Hospital, Head and Neck Surgery, London)

10I/4 Enhancing surgical skills training through metacognition
Daniel Cocker, Stella Mavroveli, Daniel Leff, George Hanna (Imperial College, Surgery and Cancer, London, United Kingdom)

10I/5 “As one gradually gains experience, one loses one’s youth”: The relationship between academic performance and level at entry to an online Surgical Sciences programme
Paulo HJ Smith, Stephen J Wigmore, Peter Lamb, Anna Paisley, Malcolm Wright, O James Garden (University of Edinburgh, Clinical Surgery, Edinburgh, United Kingdom)

10I/6 Observing the ‘surgeon trainee teaching dynamic’ in cataract phacoemulsification
Christine Fessey (St George’s University Medical School, Centre for Medical Healthcare Education, London, United Kingdom)

10I/7 The joint project ‘Practical clinical competence’
Miriam Rueßeler, Faidra Kolozoumi-Pai (Goethe University Hospital, Department of Trauma Surgery, Frankfurt, Germany), Alexander Damanksis (Phillips University, Department of Surgery, Marburg, Germany), Holger Hoffmann (Phillips University, Marburg, Germany), Iris Schleicher (Justus Liebig University, Department of Surgery, Giessen, Germany), Joachim Kreuder (Justus Liebig University, Giessen, Germany)

No discussion

10J SHORT COMMUNICATIONS: Patient Safety 2
Chairperson: Arnoldo Riquelme (Chile)
Opening Discussant: Robert Galbraith (USA)
Location: Club E, PCC

10J/1 Improving leadership, teamwork and communication skills using an integrated, simulation-based patient safety curriculum
Robin Hemphill, Douglas Paull, Linda Williams (Veterans Health Administration, National Center for Patient Safety, Ann Arbor, United States)

10J/2 Quality Improvement projects are an effective method of educating junior doctors in patient safety
Benjamin Plumb, Katherine Finucane (North Bristol NHS Trust, Postgraduate Medical Education Department, Bristol, United Kingdom)

10J/3 Distraction impairs left-right discrimination ability in medical students – is it time for non-technical skills training as part of a wider patient safety curriculum?
John McKinley (Regional Neurosciences Unit, Neurology, Belfast, Ireland), Martin Dempster (Queen’s University Belfast, Psychology, Belfast, Ireland), Gerard Gormley (Queen’s University Belfast, Centre for Medical Education, Belfast, Ireland)

10J/4 Teaching medical students about human factors in patient safety using the WHO surgical safety checklist
Abhilasha Patel (Clinical Sciences Research Laboratories, Clinical Sciences Building, University Hospitals of Coventry and Warwickshire Trust, Coventry, United Kingdom), Nishit Patel (Bernays and Whitehouse Consulting Partnership, Shirley Medical Practice, Solihull, United Kingdom), Lucy Ambrose (Keele Medical School, Keele, United Kingdom), Rajiv Nair (George Elliot Hospital, Milton Keynes, United Kingdom)
0930-0945 10J/5 ‘Stuck in the Moment’: reflections on acute care simulation through Significant Event Analysis
Janet Skinner (University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom), Nikki Moran (NHS Lothian, Patient Safety, Edinburgh, United Kingdom)

0945-1000 10J/6 Assessing the impact of a patient safety course on medical students’ attitudes
Ilya Shekhter, Kaitlyn Ferreri (University of Miami - Jackson Memorial Hospital, Center for Patient Safety, Miami, United States), Jill S Sanko (University of Miami, School of Nursing and Health Sciences, Coral Gables, United States), David J Birnbach (University of Miami - Jackson Memorial Hospital, Center for Patient Safety, Miami, United States)

0830-1015 10K SHORT COMMUNICATIONS: Simulation
Chairperson: Kerry Knickle (Canada)
Location: Club B, PCC

0830-0845 10K/1 Use of a simulation-based education programme to improve individual and team performance in delivering high quality, safe care in the Post Anaesthetic Care Unit
Jennie Swift (Rotherham Foundation Trust NHS Hospital, Rotherham, United Kingdom), Sarah Dawkins (Dawkins Consultancy, Rotherham, United Kingdom), Mario Shekar, Anil Hormis (Rotherham Foundation Trust NHS Hospital, Anaesthetics, Rotherham, United Kingdom)

0845-0900 10K/2 Clinical Software for Medical Simulation
Duarte Sequeira (Faculty of Health Sciences - University of Beira Interior, Medical Students Committee, Covilha, Portugal), Luis Patrao, Juliana So, Ricardo Tjeng, Miguel Castelo-Branco (Faculty of Health Sciences - University of Beira Interior, LaC - Clinical Skills Lab, Covilha, Portugal)

0900-0915 10K/3 Extending simulation ‘outside the lines’: Outcomes of a randomised educational trial of extended immersive simulation for senior medical students
Gary D Rogers (Griffith University, School of Medicine and Griffith Health Institute for the Development of Education and Scholarship (Health IDEAS), Gold Coast, Australia), Harry W. McConnell (Griffith University, School of Medicine, Gold Coast, Australia), Nicole Jones de Rooy (Australian Capital Territory Health Directorate, Canberra, Australia), Fiona Elikem (Griffith University, School of Pharmacy, Gold Coast, Australia), Marise Lombard (Griffith University, School of Medicine, Gold Coast, Australia)

0915-0930 10K/4 Simulation for teaching respiratory emergencies
Felipe Oliveira Teneng, Ronaldo A Avila, Fernando Almeida, Sandra Blasi Esposito (Pontificia Universidade Catolica de Sao Paulo, Medicine, Sorocaba, Brazil)

0930-0945 10K/5 A novel and integrated tutor function in the Visible Ear Simulator provides better learning compared to traditional dissection training of ORL residents
Steven A W Andersen, Mads Servstesen Srensen (Rigshospitalet, Dept. of Otolorhinolaryngology and Head & Neck Surgery, Copenhagen, Denmark)

0945-1000 10K/6 Surface electromyogram differs significantly before and after laparoscopic training
Michal Nowakowski (Jagiellonian University, Department of Medical Education, Krakow, Poland), Paulina Trybek (University of Silesia, Institute of Physics, Katowice, Poland), Mateusz Rubikiewicz (Jagiellonian University, Department of Medical Education, Krakow, Poland), Lukasz Machura (University of Silesia, Institute of Physics, Katowice, Poland), Tomasz Cegieleny (Jagiellonian University, Department of Medical Education, Krakow, Poland)

1000-1015 10K/7 An Invention of Umbilical Vein Catheterization model (UVC model) from discarded umbilical cords
Noppol Thadakul (Vachiraphuket Hospital Medical School, Pediatrics, Phuket, Thailand), Anchisa Kitiyankul (Vachiraphuket Hospital Medical School, Phuket, Thailand)

0830-1015 10L SHORT COMMUNICATIONS: Gender
Chairperson: Opening Discussant:
Location: Club C, PCC

0830-0845 10L/1 Show what you know, and deal with stress yourself. A qualitative study of Dutch medical interns’ perceptions of stress and gender
Petra Verdonk (VU University Medical Center, School of Medical Sciences, Dept. Medical Humanities, EMGO Institute of Health and Care Research, Amsterdam, Netherlands), Viktoria Räntzsch (Delta Vir GmbH, Leipzig, Germany), Remko de Vries (Cormel IT Services, HRM department, Sittard, Netherlands), Inge Houkes (Maastricht University, Faculty of Health, Medicine and Life Sciences, Social Medicine, School Caphri, Maastricht, Netherlands)

0845-0900 10L/2 A systematic approach to integrate gender medicine issues and concepts during the planning and implementation phase of an outcome-based medical curriculum
Sabine Ludwig, Sabine Oertelt-Prigione (Charité - Universitätsmedizin Berlin, Dieter Scheffner Center, Berlin, Germany), Manfred Gross (Charité - Universitätsmedizin Berlin, Audiology and Phoniatrics, Berlin, Germany), Annette Grüters-Kieslich (Charité - Universitätsmedizin Berlin, Berlin, Germany), Harm Peters (Charité - Universitätsmedizin Berlin, Dieter Scheffner Center, Berlin, Germany)
10L/3 0900-0915
Anamnesis and Gender – a Pilot Project for Improving Medical Training
Ulrike Nachtshott (Innsbruck Medical University, Koordinationsstelle für Gleichstellung, Frauenförderung, Geschlechterforschung, Innsbruck, Austria), Margarethe Hochleitner (Innsbruck Medical University, Women’s Health Centre, Innsbruck, Austria)

10L/4 0915-0930
Gender Awareness of first year medical students at the Medical University of Vienna
Alexandra Koutzy-Willer (Medical University of Vienna, Department of Internal Medicine, Gender Medicine Unit, Vienna, Austria), Sandra Steinböck, Sonja Lyttin (Medical University of Vienna, Department of Gender Mainstreaming, Vienna, Austria), Angelika Hofmann (Medical University of Vienna, Department of Medical Education, Vienna, Austria)

10L/5 0930-0945
The gender climate in medical students’ clinical training – A focus group study conducted in Sweden
Emelie Kristoffersson, Jenny Andersson, Katarina Hamberg (Public Health and Clinical Medicine, Family Medicine, Umeå University, Sweden)

10L/6 0945-1000
Gender violence against medical students at Faculty of Medicine, UNAM, Mexico
Luz Maria Angela Moreno-Tetlacuilo, Antonio Rafael Villa Romero, Nora Ibarra Araujo (Facultad de Medicina, Universidad Nacional Autónoma de Mexico (UNAM), Public Health, Mexico D.F, Mexico), Elsa Guevara Ruiseñor (FES-Zaragoza, Universidad Nacional Autónoma de México (UNAM), Psychology, Mexico D.F, Mexico), Nelly Yared Alvarado, Laura Veronica Najera Nova (Mexico D.F, Mexico)

10L 0900-1000
Discussion

10M 0830-1015
SHORT COMMUNICATIONS: Student Engagement
Chairperson: John Dent (UK)
Opening Discussant:/location: Club D, PCC

10M/1 0830-0845
Feedback on Feedback: Student Perceptions of Feedback on Teaching Requested by a large UK Medical School
Simrit Nijjar, Aranghan Lingham, Simon Cheung, Aayushi Pandya (King’s College London, School of Medicine, London, United Kingdom), Ruth Sugden, Ann Wylie (King’s College London School of Medicine, Department of Primary Care and Public Health Sciences, London, United Kingdom)

10M/2 0845-0900
Developing a System for Effective Student Representation in a Large Medical School
Nathan Hunke, Emma Vaccari, Helen Franklin, Leena Patel (The University of Manchester, Manchester Medical School, Manchester, United Kingdom)

10M/3 0900-0915
Valuing students – using appreciative inquiry to develop student representation
David Taylor (University of Liverpool, School of Medicine, Liverpool, United Kingdom)

10M/4 0915-0930
Engaging students in e-learning technology: PeerWise
Andrew Grosset, Joanne Burke (University of Glasgow, School of Medicine, Glasgow, United Kingdom), Vivian Binnie (University of Glasgow, School of Dentistry, Glasgow, United Kingdom), Jennifer Hammond (University of Glasgow, School of Veterinary Science, Glasgow, United Kingdom), John Hamer (University of Glasgow, Computer Science, Science and Engineering, Glasgow, United Kingdom), Katherine Cameron (University of Glasgow, School of Medicine, Glasgow, United Kingdom)

10M/5 0930-0945
Patients’ perceptions upon student-based care followed by supervision
Ernesto A Faqueiro-Filho (Faculdade de Medicina - Universidade Federal de Mato Grosso do Sul, Obstetrics and Gynecology, Campo Grande, Brazil), Eliana Amaral (Campinas, Obstetrics and Gynecology, Campinas - SP, Brazil), Danette McKinley (FAIMER, Research and Data Resources, Philadelphia, Pennsylvania, United States), Juanita Bezuidenhout (Stellenbosch University, Pathology, Cape Town, Western Cape, South Africa), Arla Tekian (University of Illinois at Chicago, Medical Education, Chicago, Illinois, United States)

10M/6 0945-1000
Screening Programs for Non-Communicable Diseases (NCDs), (Diabetes Mellitus and Hypertension) in Dominica by University Medical Students as part of the Students Community Exposure
Rosana Emmanuel, Gerald Grell (Ross University School of Medicine, Clinical and Community Affairs, Portsmouth, Dominica), Davenramand Sharma (Ross University School of Medicine, Behavioral Science, Portsmouth, Dominica), Yasmin Burnett (Ross University School of Medicine, Introduction to Clinical Medicine, Portsmouth, Dominica), Martin Christmas (Ministry of Health, Primary Health Care Services, Roseau, Dominica), Keisha Gilbert (Ross University School of Medicine, Clinical and Community Affairs, Portsmouth, Dominica)

10N 0830-1015
SHORT COMMUNICATIONS: The Teacher
Chairperson: Minna Kaila (Finland)
Opening Discussant: Location: Meeting Room 2.1, PCC

10N/1 0830-0845
Analogies across professional boundaries
Klara Bolander Laksov (Karolinska Institutet, LIME, Stockholm, Sweden), Mikael Wiren (Karolinska Institutet, Department of Clinical Science, Intervention and Technology (CLINTEC), Karolinska Universitetssjukhuset, Stockholm, Sweden)

10N/2 0845-0900
WITHDRAWN
10N/3 Standards for clinical teaching and how well they are met in one English region
Nisha Dogra (University of Leicester, School of Psychology, Greenwood Institute for Child Health, Leicester, United Kingdom),
Robert Norman (University of Leicester, Department of Medical and Social Care Education, Leicester, United Kingdom)

10N/4 Does teaching make you a better physician?
Jocelyn Lockyer, Claudia Violato (University of Calgary, Community Health Sciences, Calgary, Canada), Tzu Lee (University of Alberta, Medicine, Edmonton, Canada), Sondra Farrell (University of Calgary, Continuing Medical Education and Professional Development, Calgary, Canada), Carol Hodgson (University of Alberta, Medical Education, Edmonton, Canada), Bruce Fisher (University of Alberta, Medicine, Edmonton, Canada)

10N/5 Development of a web-based multisource-feedback tool for teachers
JME van Bruggen (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands), GJ Bok (University of Utrecht, Faculty of Veterinary Medicine, Utrecht, Netherlands), Th J ten Cate (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands)

10N/6 Tutoring medical students during early clinical training. Recognition of relevance of the teacher’s facilitator role
Isabel Leiva (Pontificia Universidad Católica de Chile, Departamento de Enfermedades Respiratorias, Facultad de Medicina, Santiago, Chile), Marcela Bitran, Denisse Zuniga, Alekka Tomicic, Mariel Calderon (Pontificia Universidad Católica de Chile, Centro de Educación Médica, Facultad de Medicina, Santiago, Chile)

10O WORKSHOP: Introducing a practical guide to sequential testing: Realising educational and economic benefits
Richard Fuller, Godfrey Pell, Matthew Homer (School of Medicine, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom)
Location: Meeting Room 3.5, PCC

10P WORKSHOP: FAIRness and teaching on the clinical placement
Philip Chan (University of Sheffield, Medical School, Sheffield, United Kingdom)
Location: Meeting Room 4.1, PCC

10Q WORKSHOP: Teaching and learning clinical reasoning in everyday practice
Ralph Pimentel (James Cook University, Child and Adolescent Health, Clinical School, The Townsville Hospital, Townsville, Australia), Fiona Spence (University of Auckland, Learning Technology Unit, Auckland, New Zealand), Marcus Henning (University of Auckland, Centre for Medical and Health Sciences Education, Auckland, New Zealand), Wayne Hazell (Prince Charles Hospital, Emergency Department, Brisbane, Australia), Louise Young (James Cook University, Rural and Remote Medicine, Townsville, Australia)
Location: Meeting Room 4.2, PCC
Note: PARTICIPANTS TO BRING 3 CASES FROM THEIR CLINICAL PRACTICE (1. A case where the diagnosis was immediately obvious. 2. A case which required a lot of deliberation to come to a diagnosis. 3. A case where the diagnosis was incorrect). PARTICIPANTS WILL NOT BE ASKED TO PRESENT THEIR CASES. THESE ARE JUST TO USE AS EXAMPLES

10R WORKSHOP: Facilitating interprofessional education and collaboration through interactive teaching
Marie-Eileen Kint (St. Joseph’s Health Centre, Occupational Therapy, Toronto, Canada), Farah Moa (St. Joseph’s Health Centre, Laboratory Medicine, Toronto, Canada), Suzanne Wong (St. Joseph’s Health Centre, Obstetrics-Gynecology, Toronto, Canada), Jerry M Maniate (St. Joseph’s Health Centre / University of Toronto, Medical Education & Scholarship, Toronto, Canada)
Location: Meeting Room 2.2, PCC

10S WORKSHOP: Live streaming and recording solutions for medical classes in an interactive environment
Philip Anner, Philipp Pavelka, Andrea Praschinger (Medical University of Vienna, Department for Medical Education, Vienna, Austria), Franz Kainberger (Medical University of Vienna, Department of Radiology, Vienna, Austria)
Location: Meeting Room 3.1, PCC
Note: Participants are requested to bring their own laptops/tablets, also webcam where possible.

10T WORKSHOP: Implementing best practices for intraining assessment – an institutional change management approach
Glen Bandiera, Susan Glover Takahashi (University of Toronto, Postgraduate Medical Education, Toronto, Canada)
Location: Meeting Room 3.2, PCC

10U WORKSHOP: Complex Learning and CPD: Linking Educational Design to Outcomes
Don Moore (Vanderbilt University, Division of Continuing Medical Education, Nashville, United States)
Location: Meeting Room 3.3, PCC
WORKSHOP: Train the trainer in team with meta-simulation: different faculty roles and major pedagogical components during high fidelity simulation
Fremen Chih-Chen Chou (China Medical University Hospital, Department of Education and Department of Emergency Medicine, North District Taichung, Taiwan), Chih-Wei Yang (National Taiwan University Hospital, Department of Medical Education and Department of Emergency Medicine, Taipei, Taiwan), Cheng-Ting Hsiao (Chang Gung Memorial Hospital Chiayi Branch, Department of Education and Department of Emergency Medicine, Chiayi County, Taiwan), Yi-Ju Fu (China Medical University Hospital, Department of Education, Taichung, Taiwan)
Location: Meeting Room 4.3, PCC

POSTERS: Postgraduate 2
Chairperson:
Location: South Hall, PCC

Complications During Cataract Surgery Learning Curve Performed by Ophthalmology Residents
Sakchai Vongkittirux (Thammasat University Hospital, Ophthalmology, Khlong Luang, Pathumthani, Thailand)

How do surgical trainees engage in self-directed learning in the workplace?
Harsheet Sethi (Imperial College London, Surgery and Cancer, London, United Kingdom), SF Smith (Imperial College London, National Heart and Lung Institute, London, United Kingdom)

Design and implementation of performance improvement programs for orthopedic trauma surgeons
Michael Cunningham (AO Foundation, AO Education Institute, Zurich, Switzerland), Claude Martin Jr (AO Trauma, Education, Zurich, Switzerland) (Presenter: Urs Rüetschi, AO Foundation, Zurich, Switzerland)

Defining a learning curve for open appendicectomy
Hamid Abboudi, Satish Babu (William Harvey Hospital, General Surgery, Ashford, United Kingdom), Uthishtran Sreedaran (Perth Royal Infirmary, Acute Medical Unit, Perth, United Kingdom), Pradeep Basnyat (William Harvey Hospital, General Surgery, Ashford, United Kingdom)

Developing an adolescent medicine curriculum: confidence verses practice of pediatric residents in Thailand
Rosawan Sripinandulchai Areemnit (Khon Kaen University, Department of Pediatrics, Faculty of Medicine, Khon Kaen, Thailand), Wirate Areekul (Phramongkutklao College of Medicine, Department of Military and Community Medicine, Bangkok, Thailand), Boonying Manaboriboon, Supinya In-Iw (Mahidol University, Department of Pediatrics, Faculty of Medicine Siriraj Hospital, Bangkok, Thailand), Jiraporn Arunakul (Mahidol University, Department of Pediatrics, Ramathibodi Hospital, Bangkok, Thailand)

Procedural skills in pediatric residency and in practice
Meera Rayar (University of Toronto, Pediatric Hematology and Oncology, Toronto, Canada), Andrea Hunter, Rahim Valani (McMaster University, Pediatrics, Hamilton, Canada)

Published articles based on pediatric residency training research theses
Somchit Jaruratanasirikul, Wassana Khotchasing (Prince of Songkla University, Pediatrics, Hat Yai, Thailand)

The third year anaesthesiology residents’ knowledge regarding pediatric postoperative pain management
Jirawadee Seehanoo, Somboon Thienthong, Wimonrat Siriraj (Khon Kaen University, Anesthesiology, Khon Kaen, Thailand), Suwannee Suraseranivongse (Mahidol University, Anesthesiology, Bangkok, Thailand), Allen Finley (Dalhousie University, Anesthesiology, Halifax, Canada)

eLearning among Canadian anesthesia residents: a survey of podcast use and content needs
Clyde Matava (Hospital for Sick Children, University of Toronto, Anesthesia and Pain Medicine, Toronto, Canada), Derek Rosen, Eric Siu (University of Toronto, Canada), Dylan Bould (University of Ottawa, Canada)

Comparison of Hospitalist and Traditional Models of Family Medicine Training at Montfort Hospital, Canada
Lyne Pitre (University of Ottawa, Montfort Hospital, Family Medicine, Ottawa, Canada), Madawa Chandratilake (University of Dundee, United Kingdom)

An evaluation of a paediatric scholarship programme for general practitioners in Scotland
Ronald MacVicar (NHS Education for Scotland, Medicine, Centre for Health Science, Inverness, United Kingdom), Sue Bloomfield (NHS Lothian, Scottish School of Community Paediatrics, Edinburgh, United Kingdom), Alex Potter (NHS Education for Scotland, Medicine, Glasgow, United Kingdom), Lynsey Borland (NHS Education for Scotland, Medicine, Glasgow, United Kingdom), Sharon McHale (NHS Lothian, Scottish School of Community Paediatrics, Edinburgh, United Kingdom)

Assessing Academic Clinical Fellows in General Practice: square pegs in round holes?
Kirsty Protherough (University of Birmingham, United Kingdom)

Pilot study: A milestones-based self-directed learning (SDL) survey for Internal Medicine residents
Anend Ekpenyong (Rush University Medical Center, Internal Medicine, Chicago, United States)

Canaries and mineshafts: evaluating complex educational interventions and outcomes during Research Week
Louise Stone, Robert Hale, Susannah Littleton (General Practice Education and Training Canberra, Australia), Lex Lucas (Australian College of Rural and Remote Medicine, Brisbane, Australia)
10Z/15 The use of exit interviews in postgraduate medical education
FM Verheijen (Albert Schweitzer Hospital, Clinical Chemistry, Dordrecht, Netherlands), I den Hollander (Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands), EFH van Bommel (Albert Schweitzer Hospital, Department of Internal Medicine, Dordrecht, Netherlands), RJ Oostenbroek, JMM van de Ridder (Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands)

10AA POSTERS: Teaching and Learning about Research
Chairperson: Zubair Amin (Singapore)
Location: Terrace 2, PCC

10AA/1 Medical Research Potential: an untapped resource in Bachelor students
Anneties Ruijs, Roland Loan (Radboud University Medical Centre, IWO, Nijmegen, Netherlands)

10AA/2 Students as Researchers: The Student experience of conducting a narrative study with their Peers
Michael Grant, Aine Goggins (Queen’s University Belfast, Medical School, Belfast, United Kingdom)

10AA/3 Students’ scientific investigation is an important part of education in a medical university
Andrey Kuimov (Novosibirsk State Medical University, Department of Internal Medicine, Novosibirsk, Russia), (Presenter: Natalya Lozhkina, Novosibirsk State Medical University, Department of Internal Medicine, Novosibirsk, Russia)

10AA/4 Undergraduate involvement in Medical Research – The Glasgow Experience
Mohammed Abdul Wadud (University of Glasgow, School of Medicine, Glasgow, United Kingdom), Moira Ritchie (NHS Greater Glasgow and Clyde, Gartnavel General Hospital, Radiology, Glasgow, United Kingdom), Isobel Brown (NHS Greater Glasgow and Clyde, Information and Governance Centre, Glasgow, United Kingdom), Jonathan Moss (NHS Greater Glasgow and Clyde, Gartnavel General Hospital, Radiology, Glasgow, United Kingdom)

10AA/5 Twenty-two Years of Summer Research Experience for Charles University, Hradec Kralove Medical Students at Mayo Clinic
Zelalem Temesgen (Mayo Clinic, HIV Clinic, Rochester, United States), Vladimir Palicka (Charles University, School of Medicine, Hradec Kralove, Czech Republic)

10AA/6 Research methodology end-of-course evaluation: students’ attitudes and performance, with multiple choice test item analysis
Soha Rashed (Faculty of Medicine, University of Alexandria, Community Medicine, Alexandria, Egypt), Sahar Khashab (Faculty of Medicine, University of Alexandria, Community Medicine, Alexandria, Egypt)

10AA/7 Inspiring a new generation of medical researchers
J Bishop, T Lloyd, A John, J McKimm, G Morgan (Swansea University, College of Medicine, Swansea, United Kingdom)

10AA/8 What is the Impact of an Intercalated Degree on Research and Academic Ambitions?
Shobhit Saxena, Aranghan Lingham, Alexandra Phillips, Imen Zoubir, Simrit Nijjar (King’s College London, School of Medicine, London, United Kingdom), Helen Graham (King’s College London, Division of Medical Education, London, United Kingdom)

10AA/9 The Medical Student Research Programme (MSRP) in Norway – How to facilitate active student research
KE Müller, EA Valestrand (University of Bergen, Department of Clinical Medicine, Faculty of Medicine and Dentistry, Bergen, Norway)

10AA/10 Teaching Faculties’ perceptions about the research carried out by undergraduate Medical Students – Experience of a mentorship program in an Indian Medical School
Unnikrishnan Bhaskaran (Kasturba Medical College, Community Medicine, Hampankatta, Mangalore, India)

10AA/11 Association between self-learning, socio-demographic and academic factors with the ability to write scientific articles in under-graduate dental students
Emilia Carrasco (Universidad San Sebastian, Facultad de Odontologia, Concepcion, Chile)

10AA/12 How I stopped worrying - and other unspoken outcomes of medical students’ research projects
Rikita Moller (Karolinska Institutet, Medical Epidemiology and Biostatistics, Salo, Sweden), Clara Bolander-Laksov (Karolinska Institutet, Learning, Informatics, Managements and Ethics, Stockholm, Sweden)

10AA/13 Tell them why before teaching them how: Medical students’ attitudes toward research knowledge and academic performance in Thailand
Win Techakehakij (Surathanni Hospital, Social Medicine, Amphur Muang, Suratthani, Thailand)

10AA/14 Improving Swedish medical students’ abilities to find, understand, and apply evidence based research in clinical practice
Daniel Novak, Mar Tullius (Pediatrics, Sahlgrenska Academy, Univ of Gothenburg, Gothenburg, Sweden)

10AA/15 Peer Teaching of Evidence-Based Medicine for Undergraduate Medical Students
Eliot J Rees, Yoshi Sinha, Abhishek R Chitnis, James Archer, Victoria Fatheringham, Stephen Renwick (Keele University, School of Medicine, North Staffordshire, United Kingdom)

10AA/16 Reducing students’ doubts about EBM
Marek Perera (Queen Mary University London, Barts and The London School of Medicine and Dentistry, Centre of Medical Education, London, United Kingdom), Della Freeth (Queen Mary University London, Institute of Health Sciences Education, London, United Kingdom)
0830-1015 10BB POSTERS: Professionalism
Chairperson: Sylvia Cruess (Canada)
Location:  South Hall, PCC

10BB/1 Palliative care, a tool to nurture medical professionalism in medical school
Sakon Singha (Prince of Songkla University, Palliative Care Unit, Faculty of Medicine, Hat-Yai, Thailand)

10BB/2 Teaching professionalism to first year medical students
Maria Romero, Diego Munoz, Luis Roman, Mario Hitschfeld, Alejandro Morales, Claudia Araya (Universidad San Sebastian, Medicina, Santiago, Chile)

10BB/3 Professionalism evaluation in probation period as an eligible criterion for medical licensing examination in China
Ping Qin, Xin Yao (West China School of Medicine, Sichuan University, Department of Academic Affairs, Chengdu, People's Republic of China), Xuehong Wan (West China School of Medicine, Sichuan University, Chengdu, People's Republic of China), Yangchong Lang (Office for Medical Licensing Examination, Sichuan Province, People's Republic of China), Yuan Zhao (National Medical Examination Center, Beijing, People's Republic of China)

10BB/4 How do future doctors define professionalism in the Arab World?
Dalia Al-Abdulrazzaq, Amani Al-Fadhli (Kuwait University - Faculty of Medicine, Pediatrics, Kuwait), Andleeb Arshad (King Saud bin Abdulaziz University, Medical Education, Riyadh, Saudi Arabia)

10BB/5 Traits of professionalism in students challenged with dilemmatic situations in video recorded simulations: a qualitative study
Fabrizio Consorti; Laura Potassa (University Sapienza of Rome, Faculty of Medicine and Dentistry - Dept. of Surgical Sciences, Rome, Italy), Emanuele Toscano (Universita Telematica G. Marconi, Faculty of Sciences of Education, Rome, Italy)

10BB/6 Identifying the attributes of professionalism in clinical students: a study at Chulalongkorn medical school, Thailand
Pakkaporn Rattanachat (Chulalongkorn University, Faculty of Medicine, Bangkok, Thailand), Donai Wangsaturaksa (Chulalongkorn University, Faculty of Medicine, Pharmacology and Medical Education Unit, Bangkok, Thailand), Narin Hiransuthikul (Chulalongkorn University, Faculty of Medicine, Preventive and Social Medicine, Bangkok, Thailand)

10BB/7 Canadian Professionalism programs: structure and remediation
Anna Byzewski, Heather Lochnan, Jeewan Gill (University of Ottawa, Faculty of Medicine, Ottawa, Canada)

10BB/8 Assessing professionalism as the determining factor in residents of Shiraz University of Medical Sciences (S.U.M.S)
Farzaneh Alikour (Jahrom University of Medical Sciences, Student Research Committee, Shiraz, Iran), (Presenter: Sajid Amir (Shiraz, Iran), University of Medical Sciences, Student Research Committee, Khoram Abad, Iran)

10BB/9 Teaching professionalism to GP trainees
Richard Eliott (Wessex Postgraduate Deanery, GP Education, Education Centre, Southampton, United Kingdom)

10BB/10 Professionalism Competencies for Junior Medical Officers: A Literature Review
Anneliese Willems, Susannah Ahern, Marilyn Bulleen, Julia Lai-Kwon, Linny Phuong, Jessica Wong, (Presenter: Georgiana Lusso, Baca Post Graduate Medical Council of Victoria, Junior Medical Officer Forum, Fitzroy, Australia)

10BB/11 Teaching Professionalism to Interns: Evaluating the Impact of a Preparation-for-Practice Workshop
Terring T Pollock, Joanna M Strom, TC Yu, Andrew D MacCormick (South Auckland Clinical School, University of Auckland, Auckland, New Zealand), Andrew B Connolly (Middlemore Hospital, Department of Surgery, Auckland, New Zealand), Andrew G Hill (South Auckland Clinical School, University of Auckland, Auckland, New Zealand)

10BB/12 Why do doctors go to support people suffering from the 2011 Great East Japan Earthquake and tsunami?: A qualitative case study to explore doctors' altruism in medical professionalism
Tomo Suzuki (Nagoya University Hospital, Department of General Medicine, Nagoya, Japan), Tomoko Matsui, Noriyuki Takahashi (Nagoya University Graduate School of Medicine, Department of General Medicine, Nagoya, Japan), Ryo Oda (Nagoya Institute of Technology, Graduate School of Engineering, Nagoya, Japan), Hiroshi Nishigori (Kyoto University, Center for Medical Education, Kyoto, Japan)

10BB/13 Professionalism of Dental Hygienists in Japan
Yukiko Nagatani, Koyu Kojima, Taiji Ubayashi (Hiroshima University, Graduate School of Biomedical and Health Sciences, Hiroshima-shi, Japan), Toshinobu Takemoto (Hiroshima University, Graduate School of Biomedical and Health Sciences, Hiroshima-shi, Japan), Tetsuo Ogawa (Hiroshima University, Department of Advanced General Dentistry, Hiroshima-shi, Japan)

10BB/14 Implementation of a new 30 ECTS professional track in the medical master curriculum
Louise Brown Kiper, Anne Mette Mørcke, Mette Krogh Christensen (Aarhus University, Unit of Medical Education, Aarhus, Denmark)

0830-1015 10CC POSTERS: Basic Sciences
Chairperson:  Aviad Haramati (USA)
Location:  South Hall, PCC

10CC/1 Medical Students' Cell Drawings as snapshots of cellular anatomy understanding
Nuno S Osório, Fernando Rodrigues, (Life and Health Sciences Research Institute (ICVS), ICVS/3B's - PT Government Associate Laboratory, School of Health Sciences, University of Minho, Braga, Portugal), Eduardo Anselmo Garcia (Paulo Prata Faculty of Health Sciences - FACSB, Medical Education Unit, Barretos, Brazil), Manuel Júlio Costa (Life and Health Sciences Research Institute (ICVS), ICVS/3B's - PT Government Associate Laboratory, School of Health Sciences, University of Minho, Braga, Portugal)
10CC/2 The improvement of senior medical students’ teaching abilities in the anatomy orientation after taking lessons of teaching methods
Je Kyung Kim (Kangwon National University School of Medicine, Department of Pediatrics, Gangwon-do, Korea, Republic of (South Korea)), Seok Hoon Kang (Kangwon National University School of Medicine, Department of Medical Education, Chuncheon, Korea, Republic of (South Korea))

10CC/3 The Combined Teaching of an Airway Management Simulation with Head and Neck Anatomy
Improved Student Performance on Anatomy Exams
Rose-Claire St. Hilaire (Ross University School of Medicine, Integrated Medical Education, Portsmouth, Dominica), Mollari Ariani Barremitola (Ross University School of Medicine, Anatomy, Portsmouth, Dominica), Lisa Buckley, Diana Callender (Ross University School of Medicine, Integrated Medical Education, Portsmouth, Dominica)

10CC/4 The state of students’ knowledge about human anatomy within two different medical curricula
Stefan Schauer (Charité Universitätsmedizin Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, Berlin, Germany), Waltraud Georg (Helios Klinikum GmbH, Berlin, Germany), Irene Brunk (Charité Universitätsmedizin Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, Berlin, Germany)

10CC/5 A questionnaire based study of the available resources to teach human anatomy among first year medical students
Anupa Sivakumar, Khin Ma Ma (International Medical University, Human Biology, Kuala Lumpur, Malaysia), Sunil Pahayyanar Venkateswaran (International Medical University, Pathology, Kuala Lumpur, Malaysia)

10CC/6 How To Teach Relevant Clinical Embryology
Laura Burton (University of Glasgow, School of Medicine, College of Medical, Veterinary and Life Sciences, Glasgow, United Kingdom), Robert Carachi (Royal Hospital for Sick Children, Department of Surgical Paediatrics, Glasgow, United Kingdom), John McClure (University of Glasgow, Institute of Cardiovascular and Medical Sciences, Glasgow, United Kingdom)

10CC/7 The Role of Anatomy Demonstrating: a medical student perspective
Krzys Rakowski (St George's Hospital, Surgery, London, United Kingdom), Toby Jennison (West Midlands Deanery, Orthopaedics, Birmingham, United Kingdom), Niroshan Siwathasan (Royal Brisbane and Women's Hospital, Queensland, Australia), Darrell Evans (Brighton and Sussex Medical School, Brighton, United Kingdom)

10CC/8 Do students use what they ask for? Reflections on anonymous student feedback following the introduction of a novel way of teaching surface anatomy to second year medical students
Sanet H Kotze, Natasha D Driescher (Stellenbosch University, Department of Biomedical Sciences, Tygerberg, South Africa), Calvin G & Male (Stellenbosch University, Department of Biomedical Sciences, Tygerberg, South Africa)

10CC/9 Implementation of clinical case modules in combination with surgical dissection tutorial and cross sectional anatomy for problem-based integrated anatomy
Joon Ho Song (Inha Univ. School of Medicine, Medical Education Center, Dept. of Internal Medicine, Incheon, Korea, Republic of (South Korea)), Min Jung Kim (Inha Univ. School of Medicine, Medical Education Center, Incheon, Korea, Republic of (South Korea)), In Suk Park (Inha Univ. School of Medicine, Medical Education Center, Dept. of Pathology, Incheon, Korea, Republic of (South Korea)), Seon Bin Hong (Inha Univ. School of Medicine, Dept. of Internal Medicine, Incheon, Korea, Republic of (South Korea)), Ji Ho Choi (Inha Univ. School of Medicine, Medical Education Center, Dept. of Family Medicine, Incheon, Korea, Republic of (South Korea))

10CC/10 Teaching tools in Neuroanatomy
Uma Gaur (The University of the West Indies Cave Hill Campus, Faculty of Medical Sciences (Anatomy), Bridgetown, Barbados), David B Pettigrew (University of Cincinnati College of Medicine, Mayfield Clinic and Spine Institute, Department of Medical Education, Cincinnati, OH, United States), Mahindra Kumar Anand (SR Dental Sciences and Research, Anatomy, Faridabad, India), Deepthi Gaur (The University of the West Indies, Department of Social Sciences, Bridgetown, Barbados)

10CC/11 Experience of using integrated lectures-symposiums in teaching normal function and pathology in medical school
Farida Mindubayeva (Karaganda State Medical University, Department of Physiology, Karaganda, Kazakhstan), Viktor Riklefs (Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan), Irina Riklefs (Karaganda State Medical University, Educational Resource Center, Karaganda, Kazakhstan)

10CC/12 The relevance of physics in an undergraduate medical curriculum: student’s perspective
Rossanun Shoosanglertwijit, Danai Wangsaturaka (Chulalongkorn University, Faculty of Medicine, Pharmacology and Medical Education Unit, Bangkok, Thailand)

10CC/13 Innovations in teaching methods of pre-clinical subjects at Jessenius School of Medicine in Martin
Juraj Mokry (Jessenius School of Medicine, Comenius University, Department of Pharmacology, Martin, Slovakia), Daniela Mokry (Jessenius School of Medicine, Comenius University, Department of Physiology, Martin, Slovakia)

10CC/14 Teaching Anatomy in a Fledgling Medical Faculty – Innovations and Challenges
David Karasik, Alon Barash, Anthony Luder (Bar Ilan University, Anatomy, Zfat, Israel), Wojtek Safadi, Seema Biswas (Ziv Hospital, Zfat, Israel)

0830-1015

10DD POSTERS: International Medical Education
Chairperson: Ina Treadwell (South Africa)
Location: South Hall, PCC

10DD/1 The Challenges That Overseas Doctors might Face When Taking up Their First Appointment in the NHS
Mustafa Jalal (Durham University, School of Medicine and Health, Durham, United Kingdom), (Presenter: Schaide Schirwan, Sheffield Teaching Hospitals NHS Foundation Trust, Royal Hallamshire Hospital, Sheffield, United Kingdom)
**10DD/2**  Secret Plans and Clever Tricks. How to ensure cultural competence when delivering teaching
Caroline Fertelman (University College London, Medical School, London, United Kingdom), Chloe Macaulay (Northwick Park Hospital, Paediatrics, London, United Kingdom)

**10DD/3**  Following Erasmus’s footsteps: establishing a historical first curricular exchange program in medicine at the Catholic University of Louvain
Alexander Breiting, Naelle Serrano, Amandine Données (Université Catholique de Louvain, UCL-Health Sciences, Brussels, Belgium), Claire De Burbure (Université Catholique de Louvain, UCL-Health Sciences, Brussels, Belgium)

**10DD/4**  Removing Borders: CPD recognition through collaborative international agreements
Jennifer Gordon, Myra Worken, Craig Campbell (Royal College of Physicians and Surgeons of Canada, Office of Professional Affairs, Ottawa, Canada)

**10DD/5**  Opening a vast panorama to reach the aim of globalization in Iranian medical students by assessing their viewpoints about “Shine” the first student English magazine
Farzaneh Alipour (Jahrom University of Medical Sciences, Student Research Committee, Shiraz, Iran), Sadegh Nooshapour (Tehran University of Medical Sciences, Shiraz, Iran), FahebSadabat Mirhoseini (Tehran Medical University, Shiraz, Iran), Maryam Ghassemi (Jahrom University of Medical Sciences, Student Research Committee, Shiraz, Iran)

**10DD/6**  Perceptions and attitudes of medical students and post-graduate residents towards using English as a medium in medical education in Taiwan
Hsin-Yi Lien (Ming Chuan University, Department of Applied English, Taoyuan County, Taiwan)

**10DD/7**  Identifying and overcoming language barriers faced by foreign medical students
A Jawien, H Stepk, M Lodyga, G Oszkins (Poznan University of Medical Sciences, Department of General and Vascular Surgery, Poznan, Poland)

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**0830-1015**

**10FF**  ePOSTERS: Assessment: Written and Feedback
Chairperson: James Ware (Kuwait)
Location: North Hall, PCC

**10FF/1**  Self-monitoring as a strategy to improve performance: a diagnosis based on tests
Flávio Chaimowicz (Federal University of Minas Gerais, Internal Medicine, Belo Horizonte, Brazil), Silvana Eloí-Santos (Federal University of Minas Gerais, Propedeutics, Belo Horizonte, Brazil), Cassia Biapijna (Federal University of Minas Gerais, Pediatrics, Belo Horizonte, Brazil), Anelise Impellizzeri Nogueira (Federal University of Minas Gerais, Internal Medicine, Belo Horizonte, Brazil)

**10FF/2**  Do Students Receive Effective Written Feedback on Supervised Learning Events?
Alexander Nesbitt (University College London, UCL Medical School, London, United Kingdom), (Presenter: Alison Sturrock, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom)

**10FF/3**  Student’s feedback on their performance based on summative and formative results – extended by a structured selection using combined performance criteria
Alexander Schielf, Johann Arias, Sonja Finsterer (RWTH Aachen University, Medical Faculty, Aachen, Germany)

**10FF/4**  Online formative tests linked to microlectures improve academic achievement
Rianne AM Bouwmeester (University Medical Center Utrecht, Medical Physiology, Utrecht, Netherlands), Renske AM de Klein, Magda J. Kietzer (Utrecht University, Centre for Teaching and Learning, Utrecht, Netherlands), Oli T/ ten Cate (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands), Harold VM van Rijen (University Medical Center Utrecht, Medical Physiology, Utrecht, Netherlands)

**10FF/5**  Occurrence of feedback in a German family medicine rotation
Lisa Roth, Gertrude Duncan, Nobert Donner-Banzhoff, Stefan Boesner (Marburg University, Department of General Practice/ Family Medicine, Marburg, Germany)

**10FF/6**  Effectiveness of Integrated Assessment of Basic Medical Sciences
Muhammad Labal Khan (AJKMC, Medical Education, AJK Medical College, Muzaffarabad, Pakistan), Muhammad Saeed Shafi TAJMK, Anatomy, Muzaffarabad, Pakistan), Sarmad Latif Awan (AJKMC, Anatomy & Surgery, Muzaffarabad, Pakistan), Syed Sojad Shah (AJKMC, Pathology, Muzaffarabad, Pakistan), Ziyad Afzal Koyani (AJKMC, Surgery, Muzaffarabad, Pakistan), Mohsin Shahid (AJKMC, Urology, Muzaffarabad, Pakistan)

**10FF/7**  Evaluation of Curriculum by Progress Test
Omer Tontus (Ondokuz Mayis Uni. Medical School, Medical Education, Samsun, Turkey), Ozlem Midik (Ondokuz Mayis University, Medical Education, Atakum, Turkey)

**10FF/8**  Does it really matter which language you are educated in? Spillover conclusions of research on efficiency of medical educational programme
Viktor Riklefs (Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan), Roushan Dosmagambetova (Karaganda State Medical University, Karaganda, Kazakhstan), Almi Murataeva, Irina Riklef, Aida Kasatova, Aliya Bukeyeva (Karaganda State Medical University, Educational Resource Center, Karaganda, Kazakhstan)

**10FF/9**  A decade of Web-Based assessments in a medical school: What lies ahead?
Anu Relan (David Geffen School of Medicine at UCLA, Educational Development and Research, Los Angeles, United States), Sally Krasne (David Geffen School of Medicine at UCLA, Physiology, Los Angeles, United States), Katherine Wgan (David Geffen School of Medicine at UCLA, Educational Research and Development, Los Angeles, United States)

**10FF/10**  Correlation between scores on multiple choice and short essay questionnaires
Rune Standal (Faculty of Medicine, Norwegian University of Science and Technology, IT Division, Trondheim, Norway), Marit Rygg (Faculty of Medicine, Norwegian University of Science and Technology, Department of Laboratory Medicine, Children’s and Women’s Health, Trondheim, Norway), Hilde Grimsen (Faculty of Medicine, Norwegian University of Science and Technology, Trondheim, Norway), Torstein Vik (Faculty of Medicine, Norwegian University of Science and Technology, Department of Laboratory Medicine, Children’s and Women’s Health, Trondheim, Norway)
10FF/11 Perception of students on a Script Concordance Test (SCT) on cardiovascular diseases in an undergraduate medical school
Annick Dermine (KU Leuven, Centre for High Stakes Assessment in Medical Education, Faculty of Medicine KU Leuven, Leuven, Belgium), Lisa De Jonghe (KU Leuven, Centre for Medical Education - Faculty of Medicine, Leuven, Belgium), Inge Fourneau (UZ Leuven, Vascular Surgery, Leuven, Belgium)

10FF/12 Is a picture worth a thousand words?
Jane Holland (RCSI, Anatomy, Dublin, Ireland), Robin O’Sullivan (RCSI-Bahrain, Anatomy, Manama, Bahrain), Richard Arnett (RCSI, Quality Enhancement Office, Dublin, Ireland)

10FF/13 European assessments: HERMES (Harmonised Education in Respiratory Medicine for European Specialists) Initiative of the European Respiratory Society (ERS)
Julie-Lyn Noel (European Respiratory Society, Educational Activities, Zurich, Lausanne, Switzerland), Konrad Bloch (University Hospital of Zurich, Pneumology, Zurich, Switzerland)

10GG ePOSTERS: Clinical 2
Chairperson: Takuya Saiki (Japan)
Location: North Hall, PCC

10GG/1 Clinical Outcomes of Type 2 Diabetic Patients attending Academic Siriraj Continuity of Care Clinic
Pochamana Phisalprapa, Chalobol Chaermsiri, Chaiwat Washirasaksri, Weerachai Sriansichakorn, Charoen Chouriyagune, Denia Pandejong (Division of Ambulatory Medicine, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand)

10GG/2 Classroom to Clinician: An effective method of teaching radiograph interpretation and presentation
Gavind Oliver, Beverley Yu, Alice Eldred, David Hope, Nadia Muspratt-Tucker, Polly Robinson (King’s College Hospital, Denmark Hill Campus Teaching Group, London, United Kingdom)

10GG/3 Comparison of Cardiopulmonary Resuscitation Training program for medical student between integration to anesthesia curriculum and independent separation course
Sirisa Sirinwong (Medical Education Center, Buriram Hospital, Anesthesiology, Buriram, Thailand), Narin Chindavech, Surasak Aumkaew, Thanapong Thienwuttithong, Yusin Prawai, Viththoon Ruangsukriwong (Medical Education Center, Buriram Hospital, Medicine, Buriram, Thailand)

10GG/4 Reasons for choosing vaginal or cesarean birth for themselves or their partners among senior medical students
Roxana Knobel (Universidade Federal de Santa Catarina, Obstetrics and Gynecology, Florianópolis, Brazil), Tatiane Watanabe, Guilherme Suchard, Elyca Ribas (Universidade Federal de Santa Catarina, Florianópolis, Brazil), Eliana Amaral (Universidade Estadual de Campinas, Tocoginecologia, Campinas, Brazil), Edison Luis Almeida Tizzot (Universidade Federal do Parand, Faculdade de Medicina, Curitiba, Brazil), [Presenter: Edison Luis Almeida Tizzot, Universidade Federal do Parand, Tocoginecologia Faculdade de Medicina, Curitiba, Brazil]

10GG/5 Early Introduction of Respiratory Diagnostic and Therapeutic Skills to Medicine and Dentistry Students at the University of Alberta (FOMD)
Ronald W Damant (University of Alberta, Medicine, Edmonton, Canada), Dwight Harley (University of Alberta, Department of Studies in Medical Education, Edmonton, Canada), Karrie Beck, Craig Hach, Sandy Sandilands (University of Alberta Hospital, Respiratory Therapy, Edmonton, Canada)

10GG/6 Logbook analysis: an evaluation strategy for a new Internal Medicine clerkship
Daniela Chiesa (Universidade De Fortaleza, Education Advisory, Eusebio, Brazil), Valdes Roberto Bollola (Universidade De São Paulo, Medicine, Ribeirão Preto, Brazil), Rodrigo Escalante (Universidade De Fortaleza, Nari, Fortaleza, Brazil), Roy Guilherme Souza (Universidade Federal De Roraima, Medicine, Boa Vista, Brazil), Jacqueline Van Wyk (University of KwaZulu-Natal, Durban, South Africa)

10GG/7 Interactive Operating Theatre for Students of Dentistry
Jan Vokutka, Antonin Fassmann, Lydie Izakovicova Holla, Jiri Vaneck (Clinic of Dentistry, Faculty of Medicine, Masaryk University, Department of Periodontology, Brno, Czech Republic)

10GG/8 Is there still a place for old school skills teaching?
Lisa MacInnes, Lorraine Close, Val McDowall, Barbara Findlay, Janet Skinner (University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom)

10GG/9 Learning /non-learning process and key aspects of teaching in clinical placements: an analysis of medical students’ self-descriptions on their learning experience
Machiko Shibahara, Yasuhiko Konishi (Kyoto University, Center for Medical Education, Kyoto, Japan)

10GG/10 Educating undergraduate medical students about the topic of unexplained physical symptoms: a systematic review
Zoe Wang, Sophie Park, Marta Buszewicz, Kate Walters, UCL (Department of Population Health and Primary Care, London, United Kingdom)

10GG/11 Innovating Education for Pharmacogenomics in Clinical Practice at Mayo Clinic
Jerry Swanson, Carolyn Rohrer Vitek, Petra Casey (Mayo Clinic, Center for Individualized Medicine, Rochester, Minnesota, United States)
0830-1015  MEETING: BEME Congress (open meeting)  
Please come to the BEME Congress if you would like to contribute to the discussion about the work undertaken by the BEME Collaboration with regard to systematic reviews in education, and how evidence may best be used to inform teachers with regard to decisions they make in their daily practice. Evidence informed practice is the theme of various BEME-related sessions during the Conference. You might wish to attend some of these sessions (for a summary see page 5) and to discuss further some of the issues raised in the BEME Congress.  
Location: Meeting Hall II, PCC

1015-1045  COFFEE, last chance to visit exhibits  
Location: 2nd Floor, PCC

SESSION 11: Plenary

1045-1230  11 PLENARY 3  LIVE ONLINE SESSION  
Chairperson: Trudie Roberts (UK)  
Location: Congress Hall, PCC

1055-1125  11A The things we know, the things we think we know but don’t, and the things we don’t know but should  
Geoff Norman (McMaster University, Canada)

1125-1130  Questions

1130-1200  11B Taking evidence seriously: what would happen to our training programmes?  
Cees van der Vleuten (Maastricht University, the Netherlands)

1200-1205  Questions

1205-1215  General Discussion

1215-1220  Announcement of Prizes  
• Announcement of Medical Teacher Poster Prize  
• Announcement of AMEE ePoster Prize  
• Announcement of Patil Awards

1220-1225  A look ahead to AMEE 2014, Milan (30 August to 3 September)

1225  Concluding remarks

1230  Close of Conference

POST-CONGRESS SESSIONS

Lunch will be provided in rooms allocated.

1300-1400  ESME: Essential Skills in Medical Education Course (closed session)  
Location: Meeting Room 2.2, PCC

1300-1415  ESCEPD: Essential Skills in Continuing Education and Professional Development Course (closed session)  
Location: Meeting Room 3.1, PCC

1300-1700  MEETING: AMEE Executive Committee Meeting (closed meeting)  
Location: Meeting Hall II, PCC
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If you would like more information about AMEE and its activities, please contact the AMEE Office:

AMEE Office, Tay Park House, 484 Perth Road, Dundee DD2 1LR, UK.
Tel: +44 (0)1382 381953  Fax: +44 (0)1382 381987  Email: amee@dundee.ac.uk

www.amee.org