MILAN, Italy
MiCo Milano Congressi
30 August - 3 September 2014

PROGRAMME

Excellence in Education - the 21st Century Teacher

Inspire...and be inspired

www.amee.org
amee@dundee.ac.uk
AMEE Online Help Desk: Need help or want to learn more about how to connect with AMEE Online? Why not visit our AMEE Online Help Desk located in the registration area, Level +1, MiCo.

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. You can also connect with AMEE Online: Facebook, Twitter, LinkedIn and YouTube Channels and upload your own photographs into the conference gallery. The App can be accessed on laptops, tablets and smartphones. Go to www.guidebook.com to download the Guidebook App and search for AMEE 2014. You will be prompted to enter the following redeem code: amee2014

Facebook: Keep up to date with all AMEE news by ‘liking’ our Facebook page: www.facebook.com/AMEEInternationalAssociationforMedicalEducation

Twitter: Follow @AMEE_Online and use hashtag #amee2014 to tweet about what you see and hear during the Conference. If you wish to tweet about a particular conference presentation remember to use the presentation hashtag e.g. #2D1. Look out for the screens throughout the Congress Centre for the live twitter feeds. A ‘Tweet Up’ will be held in conjunction with the AMEE eLearning Committee Open Meeting on Monday 1 September: 1245-1345 in Suite 8, Level Mezzanine, MiCo. It’s a chance to meet up with others you connect with through Twitter and to contribute to AMEE’s work in the area of eLearning.

LinkedIn: www.linkedin.com/company/amee—international-association-for-medical-education

YouTube Channels: For a selection of videos and information related to AMEE Conferences and the MedEdWorld initiative, take a look at our YouTube Channels: AMEEOnline & MedEdWorld

MedEdWorld Forums: MedEdWorld (www.mededworld.org) was launched by AMEE in a response to the identified need to create a more formal mechanism for AMEE members and others to keep in touch between AMEE conferences. If you already have an AMEE username and password, this will also give you access to MedEdWorld. If you haven’t activated your free membership or need help in setting up your MedEdWorld account, please contact us at amee@dundee.ac.uk or mededworld@dundee.ac.uk or stop by the AMEE Exhibition Stand and we would be pleased to assist you. MedEdWorld Forums are discussion threads on topics featured at AMEE 2014. To access a Forum, go to www.mededworld.org and log in with your AMEE username and password. Click on Forums in the left menu and choose the appropriate Forum as indicated below. You can add your comments, join in the discussions, upload presentations and even arrange to meet other participants to follow up on the discussions face-to-face. There are two types of Forums:

1. **Themed Forums:** Eight Themed Forums have been created on the following topics: interprofessional education, selection of students and trainees, simulation, team-based learning, work-based assessment, staff/faculty development, international collaborations and competency/outcome-based education. You are invited to post comments to the Forum of your choice and network with others with similar interests. A themed table for each topic has been set aside in the lunch area on Monday and Tuesday, in order to further the face-to-face discussions. You can also select a coloured dot, from the noticeboard in the registration area, representing the theme of your choice, and add it to your name badge to indicate to others your interest in a particular topic.

2. **Session Forums:** Session Forums have been set up in which you can upload your PowerPoint presentations if you wish to share them with others. Session Forum 1 is for presentations scheduled on Monday; Session Forum 2 is for Tuesday; Session Forum 3 is for Wednesday. If you would like to know more about using Forums, or anything else about MedEdWorld, you could either attend one of the MedEdWorld workshops scheduled in Session 3, Session 9 and Session 10, or ask at the AMEE Exhibition Stand or the Social Networking Helpdesk.

Meet-the-Expert: An opportunity to meet with AMEE’s Social Media Consultant Salmaan Sana and learn more about how to connect with AMEE Online and tips on how to use the many social media networks that are available to users.

Date: Saturday, 30 August
Time: 1330-1630
Location: Suite 1, Level +2, MiCo

AMEE Hackathon – Stepping into the intersection! An exciting opportunity for teachers, psychologists, learning technologists, educationalists and developers to tackle challenges facing medical education today. Come prepared to experiment, improvise, create, play and contribute to what could be the start of the next big thing in health professions education! This pre-conference workshop is a prelude to a 2 day symposium scheduled for AMEE 2015, Glasgow, UK, when several hundred participants from a wide range of disciplines will collaborate to push the boundaries and come up with innovative ideas and practical applications that may impact on future practice in education.

Date: Sunday, 31 August
Time: 1330-1630
Location: Suite 2, Level +2, MiCo
Cost: £65

AMEE Live: Sessions held in the Gold Plenary (plenaries and symposia) and the Auditorium (symposia) including the opening ceremony will be live streamed as well as interviews with speakers and participants through www.ameelive.org Those unable to participate in person will be able to subscribe to the live stream and can take part in the discussions and ask questions of the speakers as an individual or with a group of colleagues. As a Conference participant you will also have free access to the recordings after the Conference, and can catch up with a session you missed when you’re back home. To access the stream either live or afterwards, simply go to www.ameelive.org and enter the username amee and password milan2014.

Student Blog: www.ameestudents.org. Calling all Students! Keep up to date with what the students are doing at the Conference, including social events they have organised by checking the student blog from time to time.

QR Codes: You may wish to consider adding a QR code containing your contact information to your presentation slide or poster so that other delegates may contact you. For tips on how to do this, please see the videos available on the AMEE YouTube channel (AMEEOline).

Videos and Photographs: Please be aware that plenary and symposia sessions will be live streamed and recorded for future use. Photographers will also be capturing the event. Images taken by our photographer will be posted on Facebook and Flickr. Also follow us on Instagram – AMEEOnline for photographs taken by the AMEE Team. Please feel free to tag us in your own photos and upload them to the Conference App and your own social media networks.

If you would like to know more about using Forums, or anything else about MedEdWorld, you could either attend one of the MedEdWorld workshops scheduled in Session 3, Session 9 and Session 10, or ask at the AMEE Exhibition Stand or the Social Networking Helpdesk.
### Saturday 30 August

| TIME | AMBER 1 | CEd | AMBER 2 | CEd | AMBER 3 | CEd | AMBER 4 | CEd | AMBER 5 | CEd | AMBER 6 | CEd | AMBER 7 | CEd | SUITE 2 | CEd | SUITE 3 | CEd | SUITE 4 | CEd | SUITE 5 | CEd | SUITE 6 | CEd | COURSE | MEETING |
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| 1030-1215 | AMBER 1 | CEd | AMBER 2 | CEd | AMBER 3 | CEd | AMBER 4 | CEd | AMBER 5 | CEd | AMBER 6 | CEd | AMBER 7 | CEd | SUITE 2 | CEd | SUITE 3 | CEd | SUITE 4 | CEd | SUITE 5 | CEd | COURSE | MEETING |
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| 1630-1830 | AMBER 1 | CEd | AMBER 2 | CEd | AMBER 3 | CEd | AMBER 4 | CEd | AMBER 5 | CEd | AMBER 6 | CEd | AMBER 7 | CEd | SUITE 2 | CEd | SUITE 3 | CEd | SUITE 4 | CEd | SUITE 5 | CEd | COURSE | MEETING |

### Sunday 31 August

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**BROWN 3: 1600-1700**
- **AMEE Orientation Session**

**GOLD PLENARY: 1730-2000**
- **Plenary 1 and Opening Ceremony**

**SOUTH HALL 2000-2130**
- **Opening Reception**
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**SESSION 2**
0900-1015

**Engaging the 21st Century Learner**

Career paths in Medical Education - A Workshop for Junior Doctors

Practical implications of social engagement for medical education

OSCE: Are they influencing your learning?

Careers advice and guidance - a 4 step model

Examining the use of play within the undergraduate medical curriculum

Authoring Virtual Patients for online publishing

An Introduction to Mobile Publishing

Meet the Expert - Richard Horon

**BREAK**
1020-1025

**SESSION 3**
1025-1230

**Creating Competency Frameworks: Patient and Community Involvement in Health Professional Education**

Exploring clinical reasoning: Best Practices in Residency Application and Selection: A Review

Creating a learning environment for effective learning experiences

Driving forward effective learning experiences

Developing the educational culture of a healthcare organisation

Meeting the Expert - Lawrence Sherman

**BREAK**
1245-1345

**SESSION 4**
1345-1530

**Integrating Clinical Science and Basic Sciences in Pre-clinical Years**

OBE: A beginner’s guide to peer reviewing health professional systematic reviews

Authoring Virtual Patients for online publishing

An Introduction to Mobile Publishing

Meeting the Expert - Richard Horon

**BREAK**
1745-2000

**SESSION 5**
1600-1730

**Integrating Clinical Science and Basic Sciences in Pre-clinical Years**

Creating a learning environment for effective learning experiences

Driving forward effective learning experiences

Developing the educational culture of a healthcare organisation

Meeting the Expert - Lawrence Sherman

**PRIVATE MEETINGS**

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## Tuesday 2 September

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## Tuesday 2 September

### SESSION 7 (0900-1130)

**Resilience: Adapting to Low How Their Should Be Used**
- Advanced qualitative approaches: using Institutional Ethnography in medical education research
- Accreditation: across the continent and across the world
- The BM and Instructional Sciences: how to get your papers published
- Continuing Medical Education and Continuing Professional Development
- Slow Medical Education: Promoting Empathy and Reflection
- Adding Elements to the Medical School Interview: Developing Situation Questions

**SESSION 8 (1140-1330)

- Evidence-based facilitated feedback: Using the R2C2 model to enhance feedback acceptance and use
- Accreditation: across the continuum, across the world
- Determining the OSCE examination length; application of G theory
- Curriculum transformation in the ePBLnet project
- Measuring Outcomes in Continuing Medical Education and Professional Development

### BREAK

### SESSION 9 (1340-1730)

**Young medical educators: Fostering your career in medical education**
- Curriculum transformation in the ePBLnet project
- A practical, friendly but powerful way to promote collaboration through team-based learning and role-playing
- Task, Problem Oriented: an Approach to Medical Education (TPA)
- A creative workshop on stress and resilience for health sciences students and faculty

### BREAK

### SESSION 7 (1745-2000)

**ESCEL RESME ESME**
- Meet the Experts: Jonas Nordqvist and Andrew Lang
- Action Research: a qualitative research tool for improving practice in health care education
- Assessment 4: OSCE
- Curriculum General
- Curriculum Strategies: Electives and Integration
- Curriculum General

### BREAK

### SESSION 8 (1745-2000)

**MEET THE EXPERTS**
- Meet the Experts: Jonas Nordqvist and Andrew Lang
- Action Research: a qualitative research tool for improving practice in health care education
- Assessment 4: OSCE
- Curriculum General
- Curriculum Strategies: Electives and Integration
- Curriculum General

### BREAK

### SESSION 9 (1745-2000)

**PRIVATE MEETINGS**
- 1045-1230 Medical Teacher Board Meeting Rm 2
- 1245-1345 AMEE AGM Brown 2
- 1400-1730 BEME Board Meeting Rm 2
- 1745-2000 AMEE Postgraduate Committee Suite 9
- 1745-2000 Presidents Reception Panorama Lounge
- 1745-2000 Elsevier Reception Workshop Rm 1
- 1745-2000 Medical Education / Clinical Teacher Editors Meeting Suite 7
- 1745-2000 Cardiff Alumni Reception Auditorium Bar 1
- 1745-2000 AAMC Reception Suite 5
**Wednesday 3 September**

<table>
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<tr>
<th>Session 10</th>
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<td>SYMPOSIUM</td>
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<td>From Professionalism to Professional Identity Formation: A Journey, Not a Destination</td>
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<td>The Educational Culture in Medical Schools</td>
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**PRIVATE MEETING**

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**Colors**
- **SYMPOSIUM**
- **SHORT COMMUNICATIONS**
- **WORKSHOPS**
- **POSTERS**
- **ePOSTERS**
- **RESEARCH PAPERS / PhD REPORTS**
- **FRINGE**
- **MEET THE EXPERTS**
### Wednesday 3 September

#### SESSION 10
0830-1015

<table>
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#### BREAK

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1045-1230

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#### PRIVATE MEETING
1300-1630 AMEE Executive Meeting Meeting Rm 2
Letter from AMEE Executive Committee and Secretariat

Dear Participant

Welcome to Milan. We typically spend two years planning a conference and carefully read your feedback from the previous year’s conference, and now that AMEE 2014 is here we feel both excited and apprehensive. Excited because we think we have a wonderful and varied programme which hopefully has something for everyone, no matter which part of the world they come from and what are their particular interests. Apprehensive because we realise that you too have spent a lot of time and effort in conducting research and preparing your AMEE presentations, and you have also used up precious funds for your visit to Milan, so we want you to feel that AMEE 2014 more than lives up to your expectations. The Executive Committee and AMEE Staff can be identified by their badges, so please do stop us and let us know what you like about AMEE 2014 and if we could do anything better. Better still, drop by the AMEE exhibition stand where you can introduce yourself to us and we can see the face behind the email address!

Year after year, the complexity of the programme is a major challenge, and we are constantly trying to think of ways to make it easier to navigate. This programme has everything you need to know, and the abstract book is available on the website www.amee.org. The App introduced last year was a resounding success, and is also available for AMEE 2014. You can build your own personal schedule and even set reminders so you don’t miss an important session, as well as linking to the abstracts. Accessing the App on either a smartphone or tablet is really easy and instructions are given on the inside front cover of this programme. We also have a large Social Media team and there’s always someone available on the Helpdesk in the registration area.

Sessions in both the Gold Plenary and Auditorium will be streamed through AMEE Live! for participants watching back at home. These sessions will also be recorded so if you miss one or if you want to catch one of the interviews with participants, speakers and award winners you can access them later on www.ameelive.org and by entering the username amee and the password milan2014.

Due to data protection restrictions we are not producing a delegate list this year. Please don’t forget that as an AMEE member you can register on MedEdWorld and upload your profile to the Community. You can then network with others with similar interests and send messages within the Community. All areas of MedEdWorld are free to AMEE members, and can be accessed with your AMEE username and password. We have set up forums in MedEdWorld for each day of the Conference and encourage you to upload your presentation into the respective forum. There are also themed forums and themed lunch tables (see page 11) so if you’re interested in one of these topics, why not join like-minded colleagues for lunch, or communicate with them via the forums? There will also be a supply of coloured dots on the notice board which you can select and stick on your name badge to indicate you interest in one of the selected themes.

As always, our thanks go to many people who have worked so hard over the preceding months. We are grateful to Fabrizio Consorti, President of SIPeM, and Licia Montagna, our Italian collaborators for AMEE 2014.

We really hope you enjoy the Conference.

NOTE: Photographers will be taking formal and more casual photographs throughout the Conference which may be uploaded to MedEdWorld, Flickr and Instagram.
COMMITTEES AND STAFF

AMEE Executive Committee
Trudie Roberts (President), Ronald M Harden (General Secretary/Treasurer), Peter Dieter, Steven Durning, Kati Hakkarainen, Stefan Lindgren (Ex Officio Member), Deborah Murdoch-Eaton, Madalena Patrício (Past President), Rille Pihlak (Jr Doctor Representative), Gary Rogers, Davinder Sandhu (Co-opted), Agostinho Sousa (Student Representative, IFMSA), Olle ten Cate, Suleyman Yildiz (Student Representative, EMSA)

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

Worldspan Staff
Registration: Nicola Williams, Sophie Morris, Lawri Farrell, Jennifer Jones, Hilary Murphy, Catherine Evans, Chantel Courtney, Tonya Hughes, Maria Jones, Danielle Davy, Adam Gabbetts
Exhibition: Chantel Courtney
Hotels: Catherine Evans
Tours: Maria Jones

Support Staff
Jane Litherland (NACT), Salmaan Sana, Ken Masters, Oliver de Leeuw, Stefan Buttigieg, Melike Özdoğan, Sofia Ribeiro, Mahsa Bagher, Innovative Technology team, Richard Jolly and team

Programme design
Lynn Thomson (University of Dundee)

Collaborating Organisations
University of Milan
Council of Directors of Medical Curricula
Council of Directors of Curricula of Healthcare Allied Professions
Council of Deans and Directors of Medical Faculty
University “Sapienza” of Rome
SIPeM

AMEE Student Taskforce
The AMEE Student Taskforce is a team of students from different regions of the world that work together to help with the conference logistics and to assist delegates. We really couldn’t manage without them!

Local Representatives: Tancredi Lo Presti, Felice Sperandeo, Eleonora Leopardi, Stefano Guicciardi, Matteo Dameri, Mario Staccion, Ilaria Gambelli, Matteo Cavagnacchi, Andrea De Rosa, Roberto Barone, Giustino Morlino, Federica Balzarini, Emilí Tomarchio, and others.


Accommodation: The Student Taskforce will be based at the Hostel Milan (http://www.hostelmilan.org/)

Social Programme: For further information on the student social activities, please visit the Student Taskforce desk in the Registration area or visit the AMEE Student Blog 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:


Travelling to Milan

Milan is one of Europe’s most accessible and welcoming cities. It has ancient origins – it was the capital of the Western Roman Empire and boasts a unique, world-famous artistic heritage, of which the best known is Leonardo da Vinci’s Last Supper. There are countless impressive buildings in the city that have great character, in many different styles ranging from old Neo-classical Milanese palaces (palazzos) to ultra-modern towers and office blocks. Milan can easily be reached by air, train and road and has three airports: Malpensa (50km from city centre), Linate (20km from city centre) and Orio al Serio (50km from city centre). For full details please see the AMEE website www.amee.org/Conferences/AMEE-2014/Travel,-Accommodation-Social/Travel-to-and-around-Milan.

Private Airport Transfers

Should you require private transfers from/to the airport, these can be booked via Worldspan Group. An online booking service is available on the AMEE 2014 website. Please note that bookings can only be made from/to the airport to your hotel or to the MiCo Centre. Should you wish to book transfers from a different location or need a larger vehicle than those available on the website, please contact Maria Jones by telephone, +44(0)1745 828400 or by email, tours@worldspan.co.uk.

Conference Venue

MiCo – Milano Congressi, Piazzale Carlo Magno, 1 – 20149 Milano, Italy

AMEE 2014 sessions will take place in the South Wing of the MiCo – Milano Congressi, located in downtown Milan within walking distance of many hotels. For more information, please visit http://www.micmilano.it/Home-en.html.

Local Transportation

A detailed map will be provided in the conference bag. Below is a link to the metro map: https://www.eiseverywhere.com/fileuploads/eb8086a3d522f26952df7e5d35918777e856966_MilanMetroMap.pdf.

The nearest metro stations to MiCo Congress Centre are Lotto Fierra or Amendola on the Red Line. For further information please visit the AMEE website (www.amee.org/Conferences/AMEE-2014/Travel,-Accommodation-Social/Travel-to-and-around-Milan).

Delegates attending the main AMEE Conference will receive a 5 day travel pass valid from Saturday to Wednesday, available when you collect your badge from the Registration desk.

Car Parking

Delegates who are travelling by car to the MiCo Congress Centre are advised to enter at Gate 17. The cost is €15 Euros per day and is managed by an automatic cash machine that is paid when exiting. The machine accepts cash or credit cards.

Useful Information

Currency: the currency in Milan is the Euro (€). Although most businesses in Milan accept credit cards and bank debit cards, it is advisable to keep some cash on hand. ATMs are available at airports, train stations and throughout the city. At the time of going to press the exchange rate is £1 = €1.26; $1 = €0.73. For current exchange rates visit: www.xe.com.

Insurance: It is strongly recommended that you arrange your own travel insurance to cover the loss of possessions, money, any health or dental treatment or conference cancellation.

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

Electricity: As in most of continental Europe, 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 with them, which can usually be purchased at your departure airport.

Weather: The climate in Milan is typically Mediterranean, with high temperatures and sunny days in the summer. Typical temperatures in August/September range from 11°F/52°F to 24°F/75°F.

Children: Children are not permitted to attend any of the academic sessions and should not be left unattended at any time on Conference premises. Student Taskforce members are not permitted to supervise children and delegates are kindly requested to arrange their own childcare.
Prayer Room: A room has been allocated on Level Mezzanine, MiCo from Saturday 30 August to Wednesday 3 September.

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

Cloakroom: A cloakroom will be available near registration on Wednesday.

Guest tickets: Guest tickets are available for the Opening Ceremony and Reception on Sunday evening at MiCo, Price £30. Guests are not permitted to attend any conference sessions.

Places to eat at MiCo

**Bar Milano** : Level +2, MiCo
- Saturday 0800-1730
- Sunday 0800-1600
- Monday 0715-1745
- Tuesday 0715-1745
- Wednesday 0800-1300

**The Exhibition Bar**: South Hall, Level 0, MiCo
- Sunday 1300-1630 (for exhibitors only)
- Monday 0715-1745
- Tuesday 0715-1745
- Wednesday 0800-1300

Both bars will serve a selection of hot and cold drinks, a selection of cold sandwiches, croissants and desserts.

Top Restaurants

**Dolce & Gabbana Gold** – open from 28 August (closed Sundays). Via Carlo Poerio 2A. International cuisine. Downstairs bistro open at lunch time; upstairs more formal restaurant open only for dinner. Also has a Coffee Room and Cocktail Bar. [http://www.dolcegabbana.it/gold/](http://www.dolcegabbana.it/gold/)


Medium Range Restaurants

**Peck Italian Bar** – open from 1 September. Via Cesare Cantù 3. Modern version of Peck (the Italian version of Harrod’s for gourmet products), it offers a selection of delightful delicacies including truffles, caviar, salmon, foie gras. [http://www.peck.it/it/peck-italian-bar](http://www.peck.it/it/peck-italian-bar)

**Eataly Milano Smeraldo**. Piazza XXV Aprile. “Supermarket” of Italian gastronomic products.
[http://www.peck.it/it/peck-italian-bar](http://www.peck.it/it/peck-italian-bar)

**Refettorio Simplicitas** – (closed on Sundays). Via dell’Orso 2. Very good traditional cuisine and best quality/price ratio, set in an old Palace, formerly a bank.
[http://www.refettoriomilano.it/](http://www.refettoriomilano.it/)

**Alla Cucina Delle Langhe** – open from 25 August.
Corso Como 6. Traditional cuisine from Piedmont region, in one of Milan’s lively areas.

Basic Range

**Rossopomodoro**. Via Durini 28 and in different addresses in town. Lively and easy Neapolitan cuisine with pizzeria.
[http://www.rossopomodorod.it/worldwide/index.htm](http://www.rossopomodorod.it/worldwide/index.htm)


**Luini (bakery)**. Via Santa Radegonda 16. Opening hours: Mondays from 10.00 to 15.00; Tuesdays – Saturdays 10.00 – 20.00. Traditional historical bakery serving street food including “panzerotti” (fried bread filled with mozzarella and tomato sauce).

**Rovello 18**. Open from 25 August (closed Sundays, lunch time). Via Tivoli 2. Italian cuisine with fish and excellent meat dishes on the menu, as well as a carefully selected wine list. [www.rovello18.com](http://www.rovello18.com)

**Trattoria Acquasala** (closed Monday). Ripa di Porta Ticinese 71. Traditional trattoria with cuisine from Puglia region, in lively Navigli area.
[http://www.acquasala.it/](http://www.acquasala.it/)
GENERAL INFORMATION

ACCOMMODATION & TOURS

Accommodation

If you still need accommodation, please contact Worldspan (accommodation@worldspan.co.uk) as soon as possible and they will do their best to help.

Worldspan representatives will be available at the following times at the Accommodation Desk situated in the registration area.

Tours and Evening Events

Any remaining tickets will be available for purchase from the Tours Desk during the conference, however, we cannot guarantee that tours will still be available at that time. It is advised that you confirm your chosen tour(s) prior to traveling by contacting tours@worldspan.co.uk

Saturday 30th August
- 0930-1230 – Cultural Tour
- 1230-1630 – Cultural Tour
- 1300-1700 – City Walking Tour
- 1945-2300 – Evening Dinner on the Tram

Saturday 30th August
- 0745-1730

Sunday 31st August
- 0900-1300 – Old Milan by Canal Boat
- 0900-1500 – Tour to Bergamo

Sunday 31st August
- 0745-2100

Monday 1st September
- 0900-1700 – Tour to Lake Como
- 1300-1700 – Old Milan by Canal Boat

Monday 1st September
- 0715-1745

Tuesday 2nd September
- 0900-1300 – Culinary Tour
- 0900-1400 – Shopping Tour (half day)
- 1300-1700 – Cultural Tour

Tuesday 2nd September
- 0745-1745

Wednesday 3rd September
- 1300-1700 – Cultural Tour

Wednesday 3rd September
- 0800-1300

Thursday 4th September
- 0900-1700 – Tour to Lake Maggiore

To view more details about the tours, please visit https://www.eiseverywhere.com/ehome/73404/tours/

Please note that the pick-up point and drop-off point for all tours is the MiCo Milano Congressi.

Tours booked or cancelled after 31st May 2014 are non-refundable. Should minimum numbers not be reached for any tour, we reserve the right to cancel the tour in which case you will be provided with a full refund for the tour. You will be able to see from your registration record which tours you have booked. Tour vouchers detailing joining instructions will be issued approximately one month prior to the AMEE Conference; you will be required to print off and present these at the Tour Desk in order to join the tour.
Registration Desk Opening Hours
Delegates should register in the South Wing, Level +1, MiCo.

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<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Saturday 30 August</td>
<td>0745 - 1730</td>
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<tr>
<td>Sunday 31 August</td>
<td>0745 - 2100</td>
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<td>Monday 1 September</td>
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<td>Tuesday 2 September</td>
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<tr>
<td>Wednesday 3 September</td>
<td>0800 - 1300</td>
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Onsite Payments: Delegates who have made arrangements to pay their registration fees onsite should register at the onsite registration desk in the South Wing, Level +1, MiCo and pay by credit card (Visa/Mastercard only) or cash (Euros, UK Pounds Sterling & US Dollars 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 27 August and 3 September messages for the AMEE Secretariat may be sent to amee@dundee.ac.uk and messages for Worldspan Group may be sent to amee@worldspan.co.uk.

Internet Café: PCs for internet access are available in the AMEE 2014 registration area, South Wing, Level +1, MiCo from Monday 1 to Wednesday 3 September.

WIFI: Free wireless access is available throughout MiCo. The username and password to access the wifi is amee2014.

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 11). 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, but should advise the AMEE Office (amee@dundee.ac.uk) in advance. Please note that only wifi internet connection is available, unless otherwise requested in advance of the conference.

Speaker Preview: Presenters of short communications, research papers, PhD reports and Fringe, as well as symposia and conference workshop facilitators who are not using their own computers, should take their presentations on USB device to the technicians in the Speaker Preview Room located on the balcony of Level +1, MiCo, 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 – 2C6 Smith. The Speaker Preview room is open at the following times:

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<tr>
<th>Date</th>
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<tr>
<td>Sunday</td>
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<td>Monday</td>
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<td>Wednesday</td>
<td>0745 - 1200</td>
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</tbody>
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CME Accreditation: The Royal College of Physicians of London has awarded 19 points for attendance at the main AMEE 2014 Conference (1730 hrs Sun 31 August to 1230 hrs Wed 3 September 2014). A register of attendance will be available at the AMEE registration desk at morning coffee break on Wednesday 3 September for those who wish to claim their CME points.

The EACCME: European Accreditation Council for Continuing Medical Education has awarded 16 European CME credits (ECMEC) for attendance at the main AMEE 2014 Conference (1730 hrs Sun 31 August to 1230 hrs Wed 3 September 2014). A register of attendance will be available at the AMEE registration desk at morning coffee break on Wednesday 3 September for those who wish to claim their EACCME points. EACCME approved credits for live activities are also recognized by the American Medical Association for conversion to AMA PRA Category 1 CreditTM (see www.eits.fr/accreditations/EACCME_2011.pdf)

Certificates of Attendance: Certificates of attendance, indicating both the RCP and EACCME Credits will be emailed to paid participants, from Worldspan, after the Conference.

Certificate of Attendance at a Pre-conference Workshop: Certificates of attendance will be emailed to paid participants, 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 4-6 weeks 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 evaluation forms which should be completed and returned to the student helper assigned to the workshop or handed in at the AMEE Information Desk. Alternatively they can be faxed/mailed back to the AMEE Office after the Conference. You will also have the opportunity to rate individual sessions using the AMEE Conference App.
CONFERENCE PROGRAMME

Please Note: The plenary sessions and the symposia taking place in the Gold Plenary and the Auditorium will be streamed live and will also be 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 can also be accessed through the Conference App and you have the option to create a personal schedule of sessions you wish to attend.

Abstract book: The abstract book will be provided on a USB memory stick which is attached to the lanyard on your badge. The abstracts are also available on the AMEE website (www.amee.org/abstracts) and through the Conference App.

Language: All conference sessions will be conducted in English.

Conference Sessions

Plenary sessions: The opening plenary will take place on Sunday 1730 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 Gold Plenary, Level +2, MiCo and will be live streamed. Participants may also access recordings of these sessions after the event free of charge by going to www.ameelive.org and entering the username amee and password milan2014.

Symposia: 22 symposia on a wide range of topics are included in the programme. All symposia in the Gold Plenary and the Auditorium will be live streamed. Participants may also access recordings of these sessions after the event free of charge by going to www.ameelive.org and entering the username amee and password milan2014.

Short Communication Sessions: Themed sessions with between 5-7 presentations have been scheduled. 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 discussion at the end of the session, in which case an opening discussant has been appointed.

Information for short communication presenters: Whether or not you are used to making presentations at conferences and meetings, your presentation at AMEE 2014 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 on the balcony of Level+1, MiCo from 1430 hrs on Sunday 31 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;
• If there are no questions, please try to have one of your own to ask the presenter;
• 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 10 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.

Flipped Classroom Research Paper session: The Research Paper session on Monday 1 September scheduled for Session 4D at 1400-1530hrs will be conducted in ‘flipped classroom’ style. Materials submitted by the presenters will be available on the website http://www.amee.org/conferences/amee-2014/programme/research-papers-flipped-classroom from 1 August and participants planning to attend the session are requested to read the materials in advance and come prepared to discuss the issues raised. Each presenter has only 2 minutes to introduce the topic, and the remaining 13 minutes will be used for discussion. This session will be evaluated separately to determine whether the exercise will be repeated in future years.

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

Conference workshops: There are over 85 conference workshops from which to choose. Workshops are of varying lengths depending on the session to which they are allocated, and may be at introductory, intermediate or advanced level. An indication of the level and whether previous knowledge/experience of the topic is advised will be included in the abstract book. There is no additional charge for conference workshops.

There is no advance signup for workshops. Entry to workshops will be on a first come, first served basis and numbers will be strictly limited to ensure that workshops do not become overcrowded. The maximum number of participants permitted will be displayed outside the room and 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 3 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.

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 educational innovations have begun their life as a poster. To give them even greater value, themed sessions are scheduled in the AMEE programme, where presenters introduce the key messages of the poster to the group, followed by a group discussion. Each session will have a Chairperson, who often has a specific interest in the theme of the session. “Hints on preparing posters for AMEE Conferences” is available on the AMEE website: http://www.amee.org/getattachment/Conferences/AMEE-2014/Programme/Abstracts/Hints-on-preparing-posters-for-AMEE-Conferences.pdf

Poster Specifications and mounting instructions:
• Posters should be a maximum of 95 cm wide and 150 cm high (portrait orientation). If your poster is larger than this, we regret it may not be possible to mount it;
• Please bring your poster with you – do not send it to us in advance;
• Posters should be mounted on Sunday 31 August from 1430-2000 hrs or before 0800 hrs on Monday 1 September.
• Posters will be mounted in South Hall, Level 0, MiCo in themed groups and will be available for viewing throughout the Conference. Please see the programme for the location and time of your poster session. A board will be provided, labelled with the poster number, title and authors. Fixing materials will be provided. Please do not affix posters to any place other than the board to which it has been allocated, and use only the fixing material supplied;
• Posters should be taken down between 1030-1300 hrs on Wednesday 3 September. Posters not removed by this time will be taken down and may be destroyed.

Structure of poster sessions and role of the Chairperson:
• Each themed group has been allocated a discussion session in the programme which will take place around the poster boards. Presenters should meet the Chairperson by the poster boards ten minutes before
the scheduled start of the session. The Chairperson will lead the group round the boards, each presenter giving a 2-3 minute introduction of his/her poster to the group. This will be followed by a short period for questions and discussion. The Chairperson will introduce each presenter and keep the session to time. Any time at the end of the session could be used for discussion or for individual viewing. No audio-visual aids, other than the poster, will be available.

- In addition to the formal poster presentation session, presenters are encouraged to be available by their poster at some time during lunch and/or coffee breaks. It is helpful to fix a note to your poster board indicating when you will be available if anyone wishes to meet with you outside of the scheduled session. A hand-out with the key messages of your poster and your contact details is helpful, and you are encouraged to bring some with you.

Medical Teacher Poster Prize: A prize of free registration for AMEE 2015 in Glasgow, UK, or a cash prize, will be awarded to the best poster, as selected by the Poster Prize Committee.

Poster feedback: If you have a poster and would like to receive feedback on your work, there will be the opportunity to sign up to meet a member of the AMEE Research Committee to discuss your poster. Please look out for the sign-up sheets displayed in the poster area (South Hall, Level 0) and select a convenient time. The meeting will take place by your poster board. Places are limited and are available on a first come, first served basis. (Please note: this does not apply to electronic posters).

ePosters: Electronic posters were first introduced in Lyon at AMEE 2012. Feedback has indicated that participants find the ePoster format an exciting and valuable addition to the programme. One significant advantage for presenters is that they do not need to prepare a printed poster and the electronic poster should be uploaded in advance according to the instructions supplied to presenters. ePosters will be presented in themed sessions using interactive whiteboards supplied by Innovative Technology of Saudi Arabia, and located close to the mounted posters, Theatre Room 15 and Theatre Room 16, Level 0, MiCo.

AMEE ePoster Prize: A prize of free registration for AMEE 2015 in Glasgow, UK, or a cash prize, will be awarded to the best poster, as selected by the ePoster Prize Committee.

Presenters of ePosters:

- Please upload your ePoster via the website http://eposter.Innotech-sa.com by 25 August using the username and password sent to you by email.

- The technicians on site in the allocated session rooms, from Sunday 31 August, will be available to show you how the interactive boards work, and to give you some tips on presenting. They will also be available throughout the sessions.

- Go to the room allocated for your session 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 2-3 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: The ePosters will be evaluated on the conference evaluation form 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 (http://ieposter.com/viewer/amee_2014/).

Hands-on CPR Opportunity for all delegates provided by Laerdal

There is an opportunity to 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). Simulation stations will be available in Office 9, Balcony, Level +1, MiCo at the following times and qualified staff will be available to assist:

- Monday 1 September 0830-1730
- Tuesday 2 September 0830-1730
- Wednesday 3 September 0830-1230

The CPR Stations are organised by the Italian Resuscitation Council.

Lunchtime Networking Sessions

In previous years conference participants have found networking with other participants with similar interests was a valuable feature of the conference. Indeed it is of interest that a number of international groups offering pre-conference workshops this year met for the first time at an AMEE conference. While you can meet others with similar interests at the short communication and posters sessions, with almost 3,500 participants we recognised that we should do more to help facilitate such contacts. We have identified this year eight themes where we will help you to meet with others with a similar interest. The areas are - interprofessional education, selection of students and trainees, simulation, team-based learning, work-based assessment, staff/faculty development, international collaborations and competency/outcome-based education. If you have a particular interest in one of these areas you might like to identify yourself with a coloured dot on your badge. All you need to do is to select a coloured dot from the display on the conference notice board, in the registration area, and add this to your badge. We will also have themed tables at lunch on Monday and Tuesday identified with the same colours and a MedEdWorld forum for each theme has been set up to aid communication. If this approach is found to be helpful we can extend it to other areas for AMEE 2015.
Miriam Friedman Ben-David New Educator Award
The Miriam Friedman Ben-David New Educator Award is presented annually to an educator with fewer than five years’ experience in teaching, who in the Committee’s view has made a significant contribution to teaching in medicine and the healthcare professions. Nominations are invited from AMEE members by 31 March in each year. Those nominated must also be AMEE members. The nominations are considered by an international Committee and the winner announced at the time of the AMEE Conference, at the end of the first plenary on Sunday 31 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 2104 Miriam Friedman Ben-David New Educator Award is Dr Anna T Cianciolo, from Southern Illinois University, School of Medicine, United States. Look out for her short communication presentation “Developing as a Medical Educator from the Outside In” in Session 3E on Monday 1 September.

AMEE ‘Teaching Innovation’ 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. Over 800 abstract submitters indicated that they wished to be considered for this award. The Patil Award Committee selected abstracts for two sessions based on their predetermined criteria. Committee members will attend both Patil short communication sessions in the programme (session 2F and session 4F on Monday 1 September) and may make one or more awards. The criteria against which the presentations will be judged are: novelty; feasibility; transferability; logical articulation, and fit for purpose.

Winners will be announced in the closing plenary and will receive an AMEE Teaching Innovation Award Certificate, free registration to the following year’s AMEE Conference and may be invited to write up the work for Medical Teacher.

Medical Teacher Poster Prize
The aim of the prize is to select examples of good practice in preparing posters. During the afternoon of Tuesday 2 September, a rosette will be attached to the board of the 10 posters selected by the Committee for the short list, from which the winner will be selected and announced at the closing session on Wednesday 3 September. Participants can therefore see the posters that, in the opinion of the Committee, best reflect the aspects of a good poster. The Committee will consist of conference participants including teachers and students. 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 2015 in Glasgow, UK.

AMEE ePoster Prize
AMEE is awarding a prize of £350 (or free registration to AMEE 2015, Glasgow, UK) to the best ePoster as judged by the Committee. The winner will be announced at the closing session on Wednesday 3 September.
Courses

ESME Essential Skills in Medical Education
Course Faculty: Stewart Mennin (University of New Mexico, School of Medicine, USA), Ruy Souza (Federal University of Roraima, Brazil)
Course Schedule:
Saturday 30 August 0830-1700 Amber 1, Level +2
Sunday 31 August 0830-1630 Amber 1, Level +2
Monday 1 September 1245-1345 Suite 5, Level Mezzanine
Tuesday 2 September 1245-1345 Suite 5, Level Mezzanine
Wednesday 3 September 1300-1430 Suite 5, Level Mezzanine
Note: COURSE FULL. Lunch will be provided in the course meeting room each day.

ESMEA Essential Skills in Medical Education Assessment
Course Faculty: Katharine Bouriscot (Lee Kong Chian School of Medicine, Singapore), Brownie Anderson (NBME, USA), Richard Fuller (University of Leeds, UK), Kathy Holzman (NBME, USA), John Norcini (FAIMER, USA), Trudie Roberts (University of Leeds, UK), Dave Swanson (NBME, USA), Luci Etheridge (SGUL, UK)
Course Schedule:
Saturday 30 August 0845-1630 Amber 2, Level +2
Sunday 31 August 0845-1215 Amber 2, Level +2
Tuesday 2 September 1600-1730 Suite 5, Level Mezzanine
Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday only.

ESCEPD Essential Skills in Continuing Education and Professional Development
Course Faculty: Amy Wolfe, Celine Monette, Robin Stevenson, Maria Bystrin, Jocelyn Lockyer, Lisa Sullivan, Maureen Doyle Scharff, Suzan Schneeweiss, Lee Manchul, Jane Tipping, Charles Boelen, Ivan Silver, Mohamed Al-Eraky, David Bruce, Dave Davis, Marcia Sakai
Planning Committee: Jane Tipping, Lee Manchul, Maria Bystrin, Susan Rock and Suzan Schneeweiss (University of Toronto, Canada)
Course Schedule:
Saturday 30 August 0845-1630 Amber 5, Level +2
Sunday 31 August 0845-1215 Amber 5, Level +2
Wednesday 3 September 1300-1430 Suite 8, Level Mezzanine
Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday and Wednesday only.

FLAME – Fundamentals of Leadership and Management in Education – Introductory Workshop
Course Faculty: Judy McKimm, Gillian Needham, Paul Jones (Association for the Study of Medical Education (ASME))
Course Schedule:
Saturday 30 August 0845-1630 Suite 9, Level Mezzanine
Monday 1 September 1245-1345 Theatre Room 13, Level 0
Tuesday 2 September 1245-1345 Theatre Room 13, Level 0
Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday, Monday and Tuesday.

CALM – Change, Adaptability, Leadership and Management Workshop
Course Faculty: Judy McKimm, Gillian Needham, Paul Jones (Association for the Study of Medical Education (ASME))
Course Schedule:
Sunday 31 August 0845-1630 Suite 9, Level Mezzanine
Monday 1 September 1245-1345 Theatre Room 13, Level 0
Tuesday 2 September 1245-1345 Theatre Room 13, Level 0
Note: COURSE FULL. Lunch will be provided in the course meeting room on Sunday, Monday and Tuesday.
MASTERCLASS SESSIONS

**MC1**
**Essential Skills in Computer-Enhanced Learning**

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

*Schedule:* Saturday 30 August (0845-1630), Amber 4, Level +2, MiCo

*Note:* SESSION FULL. Lunch will be provided in the meeting room. MC1 can be taken alone or as part of the AMEE-ESCEL Course.

**MC2**
**Simulation-based Healthcare Instruction**

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

*Schedule:* Saturday 30 August (0900-1630), Amber 6, Level +2, MiCo

*Note:* Lunch will be provided in the meeting room.

**MC3**
**Experimental Research Methods**

*Course Faculty:* Martin G Tolsgaard (Centre for Clinical Education, University of Copenhagen, Denmark), Ryan Bridges, Vicki LeBlanc (University of Toronto, Canada)

*Schedule:* Sunday 31 August (0900-1630), Amber 3, Level +2, MiCo

*Note:* SESSION FULL. Lunch will be provided in the meeting room.

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**BEME COMMITTEES**

AMEE has established committees in four areas:
- Research in Medical Education
- Simulation
- eLearning
- Postgraduate and Continuing Medical Education.

An open lunchtime session has been arranged for Monday 1 September (1245-1345) when conference participants with a particular interest in an area are invited to meet the members of a committee and suggest how AMEE might contribute further in the area. Lunch will be available in the meeting rooms.

- **eLearning Committee** Suite 8, Level Mezzanine, MiCo
- **Postgraduate Committee** Suite 9, Level Mezzanine, MiCo
- **Research Committee** Suite 7, Level Mezzanine, MiCo
- **Simulation Committee** Suite 4, Level +2, MiCo

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**BEME BICC/BREC Orientation**

*Date/Time:* Sunday 31 August 0830-1230
*Location:* Suite 4, Level +2, MiCo

**BEME Review Editorial Committee (BREC)**

*Date/Time:* Sunday 31 August 1330-1630
*Location:* Meeting Room 1, Level +2, MiCo

**BEME Short Communications**

*Date/Time:* Monday 1 September 0830-1015
*Location:* Theatre Room 13, Level 0, MiCo

**BEME Workshops**

*Date/Time:* Monday 1 September 1400-1530
*Location:* Suite 1, Level +2, MiCo

*Date/Time:* Tuesday 2 September 1015-1230
*Location:* Suite 2, Level +2, MiCo

**BEME Board Meeting**

*Date/Time:* Tuesday 2 September 1400-1730
*Location:* Meeting Room 2, Level +2, MiCo

**BEME Congress**

*Date/Time:* Wednesday 3 September 0830-1015
*Location:* Suite 5, Level Mezzanine, MiCo

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**MedEdWorld**

Find out what MedEdWorld can offer you, and how you can contribute:

- **MedEdWorld 1 (3AA):** An Introduction to MedEdPublish. Ronald M Harden will introduce this exciting innovation in open access publishing.
  *Date/Time:* Monday 1 September (1045-1230)
  *Location:* Suite 1, Level +2, MiCo

- **MedEdWorld 2 (9AA):** An Introduction to MedEdWorld for Individual Users, conducted by the MedEdWorld Team.
  *Date/Time:* Tuesday 2 September (1600-1730)
  *Location:* Suite 1, Level +2, MiCo

- **MedEdWorld 3 (10AA):** What MedEdWorld can offer to Institutions, conducted by the MedEdWorld Team.
  *Date/Time:* Wednesday 3 September (0830-1015)
  *Location:* Suite 1, Level +2, MiCo
### GROUP MEETINGS

The following meetings will be organised during AMEE 2014.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AAMC Reception</strong> (invite only)</td>
<td>Tuesday, 2 September</td>
<td>1745-2000</td>
<td>Suite 5, Level Mezzanine, MiCo</td>
</tr>
<tr>
<td><strong>AMEE AGM</strong> (all AMEE members welcome)</td>
<td>Tuesday, 2 September</td>
<td>1245-1345</td>
<td></td>
</tr>
<tr>
<td><strong>AMEE Ambassadors Meeting</strong> (closed meeting)</td>
<td>Monday, 1 September</td>
<td>1745-2000</td>
<td>Suite 1, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>AMEE Executive Committee</strong> (closed meeting)</td>
<td>Saturday, 30 August</td>
<td>1000-1630</td>
<td>Meeting Room 2, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>AMEE President’s Reception</strong> (invite only)</td>
<td>Tuesday, 2 September</td>
<td>1745-1845</td>
<td>Panorama Lounge, Level +3, MiCo</td>
</tr>
<tr>
<td><strong>AMEE Research Committee Meeting</strong> (closed meeting)</td>
<td>Monday, 1 September</td>
<td>1745-2000</td>
<td>Suite 7, Level Mezzanine, MiCo</td>
</tr>
<tr>
<td><strong>AMEE eLearning Committee Meeting</strong> (closed meeting)</td>
<td>Monday, 1 September</td>
<td>1745-2000</td>
<td>Suite 8, Level Mezzanine, MiCo</td>
</tr>
<tr>
<td><strong>AMEE Postgraduate Committee Meeting</strong> (closed meeting)</td>
<td>Tuesday, 2 September</td>
<td>1745-2000</td>
<td>Suite 9, Level Mezzanine, MiCo</td>
</tr>
<tr>
<td><strong>ASPIRE Assessment Panel Meeting</strong> (closed meeting)</td>
<td>Sunday, 31 August</td>
<td>0900-1030</td>
<td>Meeting Room 1, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>ASPIRE Student Engagement Panel Meeting</strong> (closed meeting)</td>
<td>Sunday, 31 August</td>
<td>0900-1030</td>
<td>Meeting Room 2, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>ASPIRE Social Accountability Panel Meeting</strong> (closed meeting)</td>
<td>Sunday, 31 August</td>
<td>0900-1030</td>
<td>Suite 1, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>ASPIRE Board Meeting</strong> (closed meeting)</td>
<td>Sunday, 31 August</td>
<td>1100-1430</td>
<td>Meeting Room 2, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>BEME Review Editorial Committee Meeting</strong> (closed meeting)</td>
<td>Sunday, 31 August</td>
<td>1330-1630</td>
<td>Meeting Room 1, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>BEME Board Meeting</strong> (closed meeting)</td>
<td>Tuesday, 2 September</td>
<td>1400-1730</td>
<td>Meeting Room 2, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>BEME Congress Meeting</strong> (open meeting)</td>
<td>Wednesday, 3 September</td>
<td>0830-1015</td>
<td>Suite 5, Level Mezzanine, MiCo</td>
</tr>
<tr>
<td><strong>BEME UK Group Meeting</strong> (closed meeting)</td>
<td>Monday, 1 September</td>
<td>1745-2000</td>
<td>Workshop Room 3, Level 0, MiCo</td>
</tr>
<tr>
<td><strong>Cardiff Alumni Reception</strong> (invite only)</td>
<td>Tuesday, 2 September</td>
<td>1245-1345</td>
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<tr>
<td><strong>Editors Meeting</strong> (closed meeting)</td>
<td>Monday, 1 September</td>
<td>0700-0815</td>
<td>Meeting Room 1, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>Elsevier Editorial Seminar</strong></td>
<td>Tuesday, 2 September</td>
<td>1300-1345</td>
<td>Workshop Room 1, Level 0, MiCo</td>
</tr>
<tr>
<td><strong>Elsevier Reception</strong> (invite only)</td>
<td>Tuesday, 2 September</td>
<td>1745-2000</td>
<td>Workshop Room 1, Level 0, MiCo</td>
</tr>
<tr>
<td><strong>ESME Advisory Board</strong> (closed meeting)</td>
<td>Monday, 1 September</td>
<td>1400-1530</td>
<td>Meeting Room 2, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>ESME Alumni Reception</strong> (ESME Course Participants &amp; Facilitators Only)</td>
<td>Monday, 1 September</td>
<td>1745-1845</td>
<td>Amber 8, Level +2, MiCo</td>
</tr>
<tr>
<td><strong>Harvard Macy Reception</strong> (invite only)</td>
<td>Monday, 1 September</td>
<td>1745-2000</td>
<td>Workshop Room 2, Level 0, MiCo</td>
</tr>
<tr>
<td><strong>IAMSE Lunch</strong> (invite only)</td>
<td>Tuesday, 2 September</td>
<td>1245-1345</td>
<td>Workshop Room 2, Level 0, MiCo</td>
</tr>
<tr>
<td><strong>IMEX Board Meeting</strong> (closed meeting)</td>
<td>Monday, 1 September</td>
<td>1745-2000</td>
<td>Suite 5, Level Mezzanine, MiCo</td>
</tr>
</tbody>
</table>
MEET THE EXPERTS

**InResh Reception (invite only)**
Date: Monday, 1 September
Time: 1745-2000
Location: Workshop Room 1, Level 0, MiCo

**INSoMED Meeting (closed meeting)**
Date: Wednesday, 3 September
Time: 0700-0815
Location: Meeting Room 1, Level +2, MiCo

**International Representatives Lunch (invite only)**
Date: Monday, 1 September
Time: 1245-1345
Location: Workshop Room 3, Level 0, MiCo

**Medical Education and Clinical Teacher Editors Meeting (closed meeting)**
Date: Tuesday, 2 September
Time: 1745-2000
Location: Suite 7, Level Mezzanine, MiCo

**Medical Teacher Editorial Board Meeting (closed meeting)**
Date: Tuesday, 2 September
Time: 1045-1230
Location: Meeting Room 2, Level +2, MiCo

**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, 1 September
**Time:**
1600-1730
**Location:**
Suite 5, Level Mezzanine, MiCo

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!

---

**National Association Representatives Meeting (invite only)**
Date: Monday, 1 September
Time: 1745-2100
Location: Meeting Room 2, Level +2, MiCo

**Non-Technical Skills in Medical Education Special Interest Group (closed meeting)**
Date: Monday, 1 September
Time: 1745-2000
Location: Suite 2, Level +2, MiCo

**Professors of Medical Education Lunch (invite only)**
Date: Monday, 1 September
Time: 1245-1345
Location: Workshop Room 3, Level 0, MiCo

**University of Dundee, Centre for Medical Education Reception (invite only)**
Date: Monday, 1 September
Time: 1745-2000
Location: Suite 6, Level Mezzanine, MiCo

---

**Experts:**
Salman Sana

**Date:**
Monday, 1 September
**Time:**
1600-1730
**Location:**
Suite 1, Level Mezzanine, MiCo

A chance to meet with one of AMEE’s Social Media Consultants to find out how to connect with Amee Online.

**Expert:**
Jonas Nordqvist & Andrew Laing

**Date:**
Tuesday, 2 September
**Time:**
1045-1230
**Location:**
Suite 5, Level Mezzanine, MiCo

Following their plenary “Directions for change in design of learning spaces for health professions: Global insights”, Jonas Nordquist and Andrew Laing will be available to meet participants to discuss aspects of their presentation.

---

Expert: Richard Horton
Date: Monday, 1 September
Time: 1045-1230
Location: Suite 5, Level Mezzanine, MiCo
Following his plenary “Meanings of medicine: the convergence and crises of civilisations”, Richard Horton will be available to meet participants to discuss aspects of his presentation.

Expert: Lawrence Sherman
Date: Monday, 1 September
Time: 1400-1530
Location: Suite 5, Level Mezzanine, MiCo
Following his plenary “Disruption, Distraction, Diversion or Delight: The Love/Hate Tug of War Between Technology and Medical Education”, Lawrence Sherman will be available to meet participants to discuss aspects of his presentation.

---

Expert: 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
Exhibition Floor Plan

- Exhibition Area
- Poster Area
- Canteen Area
- Escalator

Exhibition: 2014
### Premium Commercial Exhibitors

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4</td>
<td>Laerdal Medical</td>
</tr>
<tr>
<td>C6</td>
<td>St George's University, Grenada, West Indies</td>
</tr>
<tr>
<td>C10</td>
<td>Association of American Medical Colleges</td>
</tr>
<tr>
<td>C11</td>
<td>Studi code Business Group</td>
</tr>
<tr>
<td>C12/13</td>
<td>Elsevier Education</td>
</tr>
<tr>
<td>C18</td>
<td>Royal College of Physicians and Surgeons of Canada</td>
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<tr>
<td>C19</td>
<td>3B Scientific GmbH</td>
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<tr>
<td>C26</td>
<td>Wolters Kluwer Health</td>
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<tr>
<td>C27/28</td>
<td>ExamSoft Worldwide, Inc</td>
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<tr>
<td>C32</td>
<td>Sectra AB</td>
</tr>
<tr>
<td>C32</td>
<td>MyKnowledgeMap Ltd</td>
</tr>
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### Commercial Exhibitors

<table>
<thead>
<tr>
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<th>Name</th>
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<td>C1</td>
<td>Anatomage</td>
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<td>C2</td>
<td>ProQuest</td>
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<tr>
<td>C3</td>
<td>Wiley</td>
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<tr>
<td>C5</td>
<td>Speedwell Software Limited</td>
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<tr>
<td>C7</td>
<td>von Hagens Plastination</td>
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<tr>
<td>C8</td>
<td>Education Management Solutions, inc (EMS)</td>
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<tr>
<td>C9</td>
<td>Primal Pictures</td>
</tr>
<tr>
<td>C14</td>
<td>Limbs &amp; Things</td>
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<tr>
<td>C15</td>
<td>Practique (Integrated digital OSCE)</td>
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<tr>
<td>C16</td>
<td>BMJ</td>
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<tr>
<td>C17</td>
<td>Pearson VUE</td>
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<tr>
<td>C18</td>
<td>One45 Software</td>
</tr>
<tr>
<td>C21-25</td>
<td>Association for Medical Education in Europe (AMEE)</td>
</tr>
<tr>
<td>C29</td>
<td>Wise press Medical Bookshop</td>
</tr>
<tr>
<td>C31</td>
<td>Wolters Kluwer Health</td>
</tr>
<tr>
<td>C33</td>
<td>Qpercom Ltd</td>
</tr>
</tbody>
</table>

### Premium Not-for-Profit Exhibitors

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
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<tbody>
<tr>
<td>N1</td>
<td>Admissions Testing Service (ATS)</td>
</tr>
<tr>
<td>N3</td>
<td>Journal of Graduate Medical Education</td>
</tr>
<tr>
<td>N4</td>
<td>FAIMER (Foundation for Advancement of International Medical Education and Research)</td>
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<tr>
<td>N7</td>
<td>iCongitus</td>
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<tr>
<td>N8</td>
<td>National Board of Medical Examiners(R) (NBME (R))</td>
</tr>
<tr>
<td>N9</td>
<td>The Canadian Conference on Medical Education</td>
</tr>
<tr>
<td>N13</td>
<td>National Resident Matching Program International</td>
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<tr>
<td>N14</td>
<td>UCAN</td>
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<td>N15</td>
<td>European Medical Association</td>
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<tr>
<td>N16</td>
<td>Educational Committee for Foreign Medical Graduates</td>
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</table>

### Not-for-Profit Exhibitors

<table>
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<th></th>
<th>Name</th>
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<tbody>
<tr>
<td>P4</td>
<td>Glasgow City Marketing Bureau</td>
</tr>
<tr>
<td>P3</td>
<td>National Association of Clinical Tutors (NACT)</td>
</tr>
<tr>
<td>P10</td>
<td>International Association of Medical Science Educators (IAMSE)</td>
</tr>
<tr>
<td>P18</td>
<td>Association for the Study of Medical Education (ASME)</td>
</tr>
<tr>
<td>P20</td>
<td>Medical Teacher (Journal of AMEE)</td>
</tr>
</tbody>
</table>

### Academic Exhibitors

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<tr>
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<th>Name</th>
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<tbody>
<tr>
<td>P1</td>
<td>Harvard Macy Institute Professional Development Programs for Academic Leaders</td>
</tr>
<tr>
<td>P2</td>
<td>ePBLnet Project – Aristotle University of Thessaloniki</td>
</tr>
<tr>
<td>P6</td>
<td>Centre for Faculty Development</td>
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<tr>
<td>P7</td>
<td>The Wilson Centre</td>
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<tr>
<td>P8</td>
<td>Monash University</td>
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<tr>
<td>P9</td>
<td>Wales Deanery Cardiff University</td>
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<tr>
<td>P11</td>
<td>Mediview</td>
</tr>
<tr>
<td>P12/13</td>
<td>School of Health Professions Education, Maastricht University</td>
</tr>
<tr>
<td>P14</td>
<td>University of Dundee, Centre for Medical Education</td>
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<tr>
<td>P15</td>
<td>Flinders University</td>
</tr>
<tr>
<td>P16</td>
<td>ePBLnet EU Project</td>
</tr>
<tr>
<td>P17</td>
<td>St George's, University of London</td>
</tr>
<tr>
<td>P21</td>
<td>Universita di Pavia</td>
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</tbody>
</table>
PREMIUM EXHIBITORS

3B Scientific GmbH
The international group of companies 3B Scientific specializes in the manufacturing and marketing of didactic material for scientific, medical and patient education. 3B Scientific’s product line includes anatomical models and charts, patient care mannequins and medical simulators, acupuncture needles, Laser Pen, Orthobones, therapy & fitness products as well as natural sciences teaching aids and systems. 3B Scientific is represented in over 100 countries worldwide in the medical and educational sector. Achieving constantly growing sales, the 3B Scientific group is the worldwide leader in the anatomy market today. As a recognition of its worldwide success, 3B Scientific has been selected as a member of the German “Hidden Champions”. For information please go to www.3bscientific.com and meet us at the AMEE 2014! We look forward to welcoming you at our booth C19.

CONTACT: Rudorffweg 8, 21031 Hamburg, Germany. Tel: +49 (0)40 73966-0; +49 (0)40 73966-100; 3b@3bscientific.com Website: www.3bscientific.com

Association of American Medical Colleges
The Association of American Medical Colleges (AAMC) is a not-for-profit association representing all 141 accredited U.S. and 17 accredited Canadian medical schools; nearly 400 major teaching hospitals and health systems, including 51 Department of Veterans Affairs medical centers; and 90 academic and scientific societies. Through these institutions and organizations, the AAMC represents 128,000 faculty members, 83,000 medical students, and 110,000 resident physicians. Through its many programs and services, the AAMC strengthens the world’s most advanced medical care by supporting the entire spectrum of education, research, and patient care activities conducted by our member institutions.

CONTACT: www.aamc.org; 202-828-0400 Website: https://www.aamc.org/

ADVANCING GLOBAL MEDICAL EDUCATION
The Association of American Medical Colleges (AAMC) helps advance global medical education and facilitate international mobility for medical students through publications, educational tools, and services, including:

Global Health Learning Opportunities®
www.aamc.org/glob
MedEdPORTAL®
www.mededportal.org
Careers in Medicine®
www.aamc.org/cim
Academic Medicine
www.academicmedicine.org

Learn more at www.aamc.org
PREMIUM EXHIBITORS

Elsevier Education
Elsevier is a world-leading provider of scientific, technical and medical information, products and services. We provide a wide range of electronic products for both individuals and institutions. Our world class content is available any way you need it. Visit our stand for more information about ExamPrep and Elsevier Elibrary.

CONTACT: Louise Moran (l.moran.1@elsevier.com), 32 Jamestown Road, London, NW1 7BY. Tel: +44 (0)20 7424 4248
Website: www.elsevier.com

ExamSoft Worldwide, Inc
ExamSoft offers a market-leading exam management and analytics platform that delivers powerful, actionable data to assess learning outcomes and improve learning, engagement, and retention. Its software suite enables clients to efficiently and practically administer exams and analyze resulting data to improve curricular design, test design, and accreditation compliance. ExamSoft has served hundreds of prominent institutions for more than 16 years and has successfully administered millions of exams.

CONTACT: jgad@examsoft.com
Website: http://learn.examsoft.com/
Laerdal Medical
Laerdal Medical is a global company dedicated to helping save lives through the advancement of resuscitation, emergency care and patient safety. Our vision is that no-one should die or be disabled unnecessarily during birth or from sudden illness or trauma. Laerdal’s training and therapy equipment is used within healthcare education, voluntary organizations, hospitals and the military around the world. Laerdal Medical is a dynamic and multicultural organization that employs around 1500 people in 24 countries. The main office is located in Stavanger, Norway.

At the booth we will present “Harvey” (The Cardiopulmonary Patient Simulator) and the SimMan 3G patient simulator.

CONTACT: Laerdal Medical, P.O.Box 377, 4002 Stavanger, Norway
Website: www.laerdal.no

MyKnowledgeMap Ltd
MyKnowledgeMap is a leading assessment software and solution specialist with a focus on mobile observational assessment and showcasing personal competence.

Myprogress is a mobile assessment product for assessing clinical skills and managing structured examinations. It enables authoring and delivery of rich observational competency assessments on any device, online and offline.

Progress reporting and framework mapping tools let you track competencies. An offline app means that students and assessors can capture evidence, even in challenging environments with no connectivity.

MyKnowledgeMap recently won the contract with the General Medical Council in the UK for managing their PLAB OSCE part 1 and 2 examinations.

CONTACT: 33-37 Micklegate, York YO1 6JH, United Kingdom
Website: www.myknowledgemap.com
PREMIUM EXHIBITORS

Royal College of Physicians and Surgeons of Canada

Strengthening specialty medicine to meet society’s needs. The Royal College sets the highest standards for specialty medical education in Canada. Our vision: The best health for all. The best care for all. Our mission: To improve the health and care of Canadians by leading in medical education, professional standards, physician competence and continuous enhancement of the health system. CanMEDS - An innovative, competency-based framework that describes the core knowledge, skills and abilities of specialist physicians. Royal College International - Global Excellence in Specialty Medical Education & Practice.

CONTACT: Shelley Murdock, Manager, CanMEDS and Faculty Development Unit (SMurdock@RoyalCollege.ca); Margaret Kennedy, Associate Director, International Outreach, Royal College International (MKennedy@RoyalCollege.ca)

Web: www.royalcollege.ca

Sectra AB

Sectra offers solutions that make it possible for students to perform virtual dissections and interact with tree-dimensional images of the human body using the unique Sectra Table.

With more than 20 years of innovation and 1,400 installations worldwide, Sectra is a world-leading provider of IT systems and services for radiology, women's health, orthopaedics and rheumatology. Based on close cooperation with our customers and research centers, Sectra delivers solutions that provide tangible gains in productivity - today and well into the future.

Visit us in booth C30 and experience leading edge technology for anatomy education.

CONTACT: Jakob Algulin, +46(0)702210464, jakob.algulin@sectra.com

Web: www.sectra.com/education

LEADING EDGE TECHNOLOGY FOR INTERACTIVE MEDICAL EDUCATION

Detailed digital of virtual bodies provide students with increased understanding of anatomy, functions and variations between individuals, as well as improved knowledge of universal diseases already during their medical training.

Within school and home, Sectra solutions in image display systems, such as the new interactive table, tablets, projectors and 3D printers, with an accompanying library of anatomical images that enable interaction with 3D images of the human body. Join us in booth C30 to find out more of how we can help you improve your medical education.
St George’s University, Grenada, West Indies

St. George’s University is a center of international education, drawing students and faculty from over 140 countries to the island of Grenada, West Indies. St. George’s pioneered the concept of international medical education and remains at the forefront of educating students to meet the demands of the modern practice of medicine. The School of Medicine has graduates who have practiced in all 50 of the US states and in 50 countries. The University is affiliated with educational institutions worldwide, including in the United States, the United Kingdom, Canada, Australia, and Ireland and its over 14,000 graduates include physicians, veterinarians, scientists, and public health and business professionals across the world.

CONTACT: St. George’s University, c/o University Support Svcs LLC, The N. American Correspondent, 3500 Sunrise Hwy Bldg 300, Great River New York 11739, USA. Tel: 631-665-8500
Web: sguenrolment@sgu.edu

Studiocode Business Group

Studiocode – Information is only truly powerful when it can be collected, managed, manipulated and shared. The sophistication of Studiocode belies its simplicity of use and functionality, is extremely practical, enabling organisations to capture, store, categorise, monitor, manage, recall and distribute video, audio and other rich media content very easily. Studiocode is a total solution product that allows you to categorise data either as it is being captured from the camera or from existing footage. Real vision is a powerful tool, our product suit gives you that vision and lets you use it to unlock potential in your team.

CONTACT: Nick Harrison, Sportstec UK; 07967469650
Web: http://www.studiocodegroup.com/
Wolters Kluwer Health

UpToDate®, part of Wolters Kluwer Health, is an evidence-based, physician-authored clinical decision support resource which more than 850,000 clinicians in 164 countries trust to make the right point-of-care decisions. The more than 5,700 world-renowned physician authors, editors and peer reviewers utilize a rigorous editorial process to synthesize the most recent medical information into trusted, evidence-based UpToDate recommendations, proven to improve patient care and quality. More than 30 research studies confirm the widespread usage and association of UpToDate with improved patient care and hospital performance – including reduced length of stay, fewer adverse complications and lower mortality. Visit www.uptodate.com.

CONTACT: international@uptodate.com

Website: www.uptodate.com
COMMERCIAL EXHIBITORS

Association for Medical Education in Europe (AMEE)

CONTACT: AMEE Secretariat, 12 Airlie Place, Dundee DD1 4HJ, UK. Tel: 01382 381953; Fax: 01382 381987; Email: amee@dundee.ac.uk; Website: www.amee.org

Facebook: AMEE InternationalAssociationforMedicalEducation
Twitter: @AMEE_Oline
LinkedIn: amee—international-association-for-medical-education
Instagram: AMEEOnline
YouTube: AMEEOnline

Anatomage

For the past 10 years, Anatomage has been a leading medical device company driving innovation in the healthcare industry. Anatomage has been continuously developing creative, leading-edge products. These include image guided surgical devices, surgical instruments, radiology software, imaging equipment, and the acclaimed Anatomage Virtual Dissection Table.

CONTACT: Anatomage Italy srl, European Regional Office, via Vincenzo Monti 8, 20123, Milan, Italy. @ info@anatomage.com; t. +39 02 46 71 22 32; f. +39 02 48 01 32 33
Website: www.anatomage.com

BMJ

Postgraduate Medical Journal (PMJ) aims to support junior doctors and their teachers and contribute to the continuing professional development of all doctors. Papers published in PMJ include those that focus on core competencies; that describe current practice and new developments in all branches of medicine and more.

Visit the BMJ stand at AMEE for more on our leading professional development journal, Postgraduate Medical Journal.

CONTACT: Kinuani Sene; k.sene@bmj.com
Website: pmj.bmj.com

Education Management Solutions, Inc (EMS)

Education Management Solutions (EMS) is a pioneer in simulation-based solutions for healthcare training. SIMULATIONIQ Enterprise is EMS’ flagship solution providing a single integrated platform with a full spectrum of options for mid- to large-size clinical skills and mannequin-based simulation centers, one room set-ups, and portable solutions. Visit booth #C8 and www.SIMULATIONIQ.com.

CONTACT: 436 Creamery Way, Suite 300, Exton, PA 19341, United States. 610.701.7002; info@SIMULATIONIQ.com
Website: www.SIMULATIONIQ.com
COMMERCIAL EXHIBITORS

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

For more information please contact us on sales@limbsandthings.com

CONTACT: Sussex Street, St Philips, Bristol BS2 0RA.
+44 (0) 1173110500 (Tel); +44 (0) 1173110501 (fax)
Website: http://limbsandthings.com/uk/home/

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**one45 Software**
one45 software helps you manage, schedule, track, and assess your curriculum and your people more effectively. Specifically-built for medical schools and residency programs, one45 helps over 100 programs solve their accreditation, curriculum management, evaluation, scheduling, and encounter logging challenges.

CONTACT: Beth Legacy-Cole. sales@one45.com;
1-855-505-0145
Website: www.one45.com

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**Pearson VUE**
Pearson VUE is the global leader in computer-based testing for IT, academic, government and professional testing programmes. Pearson VUE provides a full suite of services from test development to data management, delivering exams through the world’s most comprehensive and highly secure network of test centres in over 175 countries.

CONTACT: vuemarketing@pearson.com
Website: www.pearsonvue.com

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**Practique (Integrated digital OSCE)**
Fry have created Practique an end-to-end online solution for OSCEs and SBA/SAQ. Practique includes exam blueprinting, question bank, question authoring, online marking (ipad etc), examiner and examinee scheduling, real time mark collection, standard setting, sophisticated reporting and feedback. Practique is used by the RCGP to run the MRCGP CSA exam.
Primal Pictures Ltd

Primal Pictures publish innovative and interactive anatomy software suitable for a wide range of courses and teaching programs, and a comprehensive series of anatomy and clinically focussed titles. Please come to our booth # C9 for a demonstration and to find the best titles for your teaching program.

CONTACT: Email Address: info@primalpictures.com; Telephone number: +44207 017 5000
Website: www.primalpictures.com

ProQuest

ProQuest connects people with vetted, reliable information. Key to serious research, the company’s products are a gateway to the world’s knowledge including dissertations, governmental and cultural archives, news, historical collections and ebooks. ProQuest technologies serve users across the critical points in research, helping them discover, access, share, create and manage information.

CONTACT: info@go.proquest.com
Website: www.proquest.com

Qpercom Ltd

Qpercom’s mission is to empower universities to move beyond basic testing to achieve precise and quality assured skills assessment (OSCE) or Admission Interviews (MMI). To meet the needs of modern educators, Qpercom has developed a robust system capable of compiling, analysing and distributing results electronically without fear of technical difficulties or administration errors.

CONTACT: Unit 204, Business Innovation Centre, National University of Ireland Galway, Newcastle Road, Galway, Ireland. +353 87 2887396
Website: http://www.qpercom.com

Speedwell Software Limited

Speedwell produce software for the management, processing and scoring of MCQ/OSCE examinations. Some of the most prestigious institutions in the world rely on our software systems everyday. 94% of UK Medical Schools and 75% of Royal Medical Colleges trust our assessment tools to produce fast, accurate results and reports.

CONTACT: Denny Lodge Business Park, Chittering, Cambridge CB25 9PH. Telephone: +44 (0)1223 851703; Email: info@speedwellsoftware.com
Website: www.speedwellsoftware.com
COMMERCIAL EXHIBITORS

von Hagens Plastination
von Hagens Plastination is a global company providing real human specimens for education and research institutes as well as museums. As the leader in Plastination our mission is to advance the education of medical and health sciences. The line of services offers anatomical teaching specimens that stem from real human bodies, rendered through the groundbreaking science of Plastination invented by Dr. Gunther von Hagens.

CONTACT: Gubener Plastinate GmbH, Uferstrasse 26, 03172 Guben. Phone: +49 3561 5474 120; Fax: +49 3561 5474 263
Website: www.vonhagens-plastination.com

Wiley
Wiley is a global provider of content-enabled solutions that improve outcomes in research, education, and professional practice. Our core businesses produce scientific, technical, medical, and scholarly journals, reference works, books, database services and advertising; professional books, subscription products, certification and training services and online applications; and education content and services including integrated online teaching and learning resources for undergraduate and graduate students and lifelong learners. Founded in 1807, John Wiley & Sons, Inc., has been a valued source of information and understanding for more than 200 years, helping people around the world meet their needs and fulfill their aspirations.

CONTACT: Neil Burling
Website: www.wileymedicaleducation.com

Wisepress Medical Bookshop
Wisepress are Europe’s principal conference bookseller. We exhibit the leading books, sample journals and digital content relevant to this meeting. Books may be purchased at the booth, and we offer a postal service. Visit our online bookshop for special offers and follow us on Twitter for the latest news @WisepressBooks.

CONTACT: Wisepress Medical Bookshop, 25 High Path, Merton Abbey, London SW19 2JL, UK. Phone: +44 20 8715 1812; Fax: +44 20 8715 1722; marketing@wisepress.com
Website: www.wisepress.com

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CONTACT: 250 Waterloo Road, London SE1 8RD, United Kingdom. tel: +44 (0) 20 7981 0600; email: enquiry@lww.co.uk
Website: www.elsevier.com
Admissions Testing Service (ATS)
The Admissions Testing Service is part of Cambridge English Language Assessment, a not-for-profit department of the University of Cambridge. We offer a range of tests and tailored assessment services to support selection and recruitment for educational institutions, professional organisations and governments around the world.
CONTACT: Tel: +44 (0)1223 552593; atsinfo@cambridgeenglish.org
Website: www.admissionstestingservice.org

Educational Committee for Foreign Medical Graduates
The Global Education in Medicine Exchange (GEMx), an initiative of ECFMG, facilitates partnerships among international medical schools for the purpose of promoting international health electives. Through this program, GEMx seeks to empower students with an international perspective in order to meet the health care needs of an increasingly globalized world.
CONTACT: Emmanuel G. Cassimatis, M.D., President and CEO, ECFMG
Website: http://www.gemxelectives.org/

European Medical Association
The European Medical Association (EMA) is a European forum bringing together colleagues working in the European medical community through the distribution of information and services. It is committed to improving the quality of care offered to patients by updating the knowledge and skills of its membership and seeks to influence developments in European health care by reflecting its members’ views.
This unique, independent non-profit organisation offers every European Community doctor the opportunity to join a European network of doctors, add a European dimension to their professional activities, and actively influence the development of European healthcare.
CONTACT: 19, avenue des Volontaires, 1160 Brussels, Belgium. PH.: +32 2 734 29 80
Website: www.EMAnet.org

FAIMER (Foundation for Advancement of International Medical Education and Research)
FAIMER strives to support improvements in health professions education that translate into sustained improvements in health. FAIMER’s efforts are concentrated in developing regions and focus on three specific strategies: faculty development, targeted research that informs health workforce policy and practice, and development of data that advances educational quality improvement decisions.
CONTACT: FAIMER, 3624 Market Street, 4th Floor, Philadelphia, PA 19104, USA. Email: inquiry@faimer.org
Website: www.faimer.org

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CONTACT: info@icognitus.com
Website: www.icognitus.com
NOT-FOR-PROFIT EXHIBITORS

Journal of Graduate Medical Education

The Journal of Graduate Medical Education (JGME) disseminates scholarship and promotes critical inquiry to inform and engage the graduate medical education community to improve the quality of graduate medical education. It is a peer-reviewed, editorially independent journal published by the Accreditation Council for Graduate Medical Education.

The Journal of Graduate Medical Education disseminates graduate medical education scholarship. It is peer-reviewed, editorially independent, and published by Accreditation Council for Graduate Medical Education.

CONTACT: 515 N State St., Ste 2000, Chicago, IL 60654, United States; jgme@acgme.org
Website: www.jgme.org

National Board of Medical Examiners® (NBME®)

The NBME is an independent, not-for-profit organization that provides high-quality examinations for the health professions. Protection of the health of the public through state of the art assessment of health professionals is the mission of the NBME, along with a major commitment to research and development in evaluation and measurement.

CONTACT: National Board of Medical Examiners, 3750 Market Street, Philadelphia, PA 19104 USA
Website: www.nbme.org

National Resident Matching Program International

The National Resident Matching Program International, a subsidiary of the United States-based National Resident Matching Program, provides matching services to public and private entities outside the United States and Canada. Using Web-based software that can be accessed from anywhere in the world and a proprietary matching algorithm that was a basis for awarding the 2012 Nobel Prize in Economics, NRMPI provides accurate, reliable, and unbiased matching services that take into consideration the needs of each host country.

CONTACT: Mona M. Signer, Executive Director, National Resident Matching Program International, 2121 K Street NW, Suite 1000, Washington, DC 20037, USA. msigner@nrmp.org
Website: www.nrmpinternational.org

The Canadian Conference on Medical Education

The Canadian Conference on Medical Education (CCME) is the premier medical education conference in Canada. It hosts the largest annual gathering of medical educators in the country (1600+). We also welcome our international colleagues and other partners including students, health educators, health education researchers, administrators, licensing and credentialing organizations and governments.

CONTACT: Chriss Holloway, Conference Manager, The Association of Faculties of Medicine of Canada, 265 Carling Avenue, Suite 800, Ottawa, ON K1S 2E1. 613-730-0687 x 240; cholloway@afmc.ca
Website: www.mededconference.ca

UCAN

UCAN is a non-profit umbrella organization for various Assessment Networks in the field of educational examinations. Our aim is to improve the quality of education by enabling our Partners to produce excellent exams through research and the development of the UCAN software tools for exam management, delivery and quality-assurance.

CONTACT: Umbrella Consortium for Assessment Networks (UCAN), Im Neuenheimer Feld 346, 69120 Heidelberg, Germany. Tel: +049 (0)6221–568269. Email: info@ims-m.de
Website: www.ims-m.org
NOT-FOR-PROFIT EXHIBITORS

Association for the Study of Medical Education (ASME)
ASME is a membership organization unique in that it draws its members from all areas of medical education – undergraduate, postgraduate and continuing – and from all specialties both nationally and internationally.
CONTACT: 12 Queen Street, Edinburgh EH2 1JE, Scotland, UK.
Tel: +44 (131) 225 9111; www.asme.org.uk; http://www.nact.org.uk/ e: info@asme.org.uk

Glasgow City Marketing Bureau
CONTACT: Evie Mauchan, Client Services Manager, Glasgow City Marketing Bureau, Exchange House, 229 George Street, Glasgow, United Kingdom, http://peoplemakeglasgow.com/

International Association for Medical Science Educators (IAMSE)
IAMSE is a nonprofit professional development society organized and directed by medical faculty members. Together we provide opportunities to enhance excellence and innovations in teaching, student and program assessment, computer technology, human simulation, learner-centered education, and in many other areas.
CONTACT: Julie K. Hewett, CMP, IAMSE Association Manager, c/o JulNet Solutions, LLC, 3327B US Route 60, East Huntington, WV 25705 USA; Tel: +1 304 522 1270; Website: www.iamse.org; Facebook.com/MedicalEducator

Medical Teacher
Medical Teacher is the journal of AMEE, an international association for all involved with medical and healthcare professions education. Medical Teacher addresses the needs of teachers and administrators throughout the world involved in training for the health professions.
CONTACT: Morag Allan Campbell, Journal Co-ordinator, AMEE Office, 12 Airlie Place, Dundee DD1 4HJ, United Kingdom.
Tel: +44 (0)1382 381994. Email: medicalteacher@dundee.ac.uk. Website: www.medicalteacher.org

National Association of Clinical Tutors (NACT) UK
The National Association of Clinical Tutors (NACT UK) is a membership association for those involved in organising postgraduate training for doctors. Its aim is to support members in their daily role as leaders in Medical Education with national advice and training and to liaise on their behalf with the many National Bodies involved in Medical Education in the UK.
CONTACT: Norfolk House East, 499 Silbury Boulevard, Central Milton Keynes MK9 2AH, United Kingdom; www.nact.org.uk
AMEE MEMBER ACADEMIC EXHIBITORS

ePBLnet EU Project
CONTACT: Sheetal Kavia, St George's, University of London, Cranmer Terrace, London SW17 0RE, United Kingdom; E-mail: skavia@sgul.ac.uk

Harvard Macy Institute Professional Development Programs for Academic Leaders
CONTACT: Teresa Cushing, Med, Harvard Macy Institute, 100 Cambridge St. Suite 2002, Boston, MA 02114, United States. tcushing@hms.harvard.edu

Mediview
CONTACT: Jasper Holthuis, Mediview, info@mediview.org

Monash University
CONTACT: Health Professions Education and Educational Research (HealthPEER), Faculty of Medicine, Nursing & Health Sciences, Monash University, Clayton Campus Victoria 3800, Australia. Ph: 9905 0090; Email: hpe.courses@monash.edu

School of Health Professions Education, Maastricht University
CONTACT: Danielle Vogt, Maastricht University, D.vogt@maastrichtuniversity.nl

St George’s, University of London
CONTACT: e-Learning Unit, St George’s, University of London, Cranmer Terrace. London SW17 0RE, United Kingdom. E-mail: elu@sgul.ac.uk

The Wilson Centre
The Wilson Centre is dedicated to advancing healthcare education & practice through research - a unique, world-renowned centre for development of health professional education research & researchers. CONTACT: Mariana Arteaga, thewilsoncentre@uhn.ca; http://www.thewilsoncentre.ca/

University of Dundee, Centre for Medical Education
CONTACT: Centre for Medical Education, Kirsty Semple Way, Dundee DD2 4BF, United Kingdom. Tel: 01382 381952; cmecourses@dundee.ac.uk

ACADEMIC EXHIBITORS

Centre for Faculty Development
CONTACT: Jackie McCaffrey, Project Coordinator, 30 Bond Street, Toronto, ON, Canada M5B 1W8. mccaffreyj@smh.ca

ePBLnet Project – Aristotle University of Thessaloniki
CONTACT: Panagiotis Bamidis, Medical School, Faculty of Health Sciences, Aristotle University of Thessaloniki, PO Box 376, 54124, Thessaloniki, Greece. Tel: +302310999310; Fax: +302310999702; E-mail: bamidis@med.auth.gr

Flinders University
CONTACT: Professor Jennene Greenhill, Flinders University Rural Clinical School, Australia. jennene.greenhill@flinders.edu.au; +61 8 8586 1023

Università di Pavia
CONTACT: Giovanni Ricevuti giovanni.ricevuti@unipv.it

Wales Deanery Cardiff University
CONTACT: 9th Floor Neuadd Meirionnydd, Heath Park, Cardiff CF14 4YS, http://www.walesdeanery.org/
MICCO MILANO CONGRESSI

Level 0 Floor Plan
Level +1 Floor Plan
MICCO MILANO CONGRESSI

Level +2 and Level Mezzanine Floor Plan
TRANSPORTATION MAP
SATURDAY 30 AUGUST

Registration Desk
0745-1730  Registration Desk open at MiCo Milano Congressi for Pre-conference Workshop and Course Participants
Location: South Wing, Level +1, MiCo

Group Meetings
1000-1630  AMEE Executive Committee Meeting (Closed Meeting)
Location: Meeting Room 2, Level +2, MiCo

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

0830-1700  ESME – Essential Skills in Medical Education
Location: Amber 1, Level +2, MiCo

0845-1630  ESMEA – Essential Skills in Medical Education Assessment
Location: Amber 2, Level +2, MiCo

0845-1630  ESCEL – Essential Skills in Computer-Enhanced Learning
Location: Amber 4, Level +2, MiCo

0845-1630  ESCEPD – Essential Skills in Continuing Education and Professional Development
Location: Amber 5, Level +2, MiCo

0845-1630  RESME – Research Essential Skills in Medical Education
Location: Amber 3, Level +2, MiCo

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

0845-1630  FLAME Fundamentals of Leadership and Management in Education – Introductory Workshop
Location: Suite 9, Level Mezzanine, MiCo

Masterclass
Pre-registration is essential and lunch will be provided.

0845-1630  MC1: Essential Skills in Computer-Enhanced Learning (ESCEL)
David Cook (Mayo Clinic, USA), Rachel Ellaway Ellaway (Northern Ontario School of Medicine, Canada), John Sandars (University of Leeds, UK)
Location: Amber 4, Level +2, MiCo

0900-1630  MC2: Simulation-based Healthcare Instruction
Ross Scalese, S. Barry Issenberg (Gordon Center for Research in Medical Education, University of Miami Miller School of Medicine, USA), Luke Devine (University of Toronto, Canada)
Location: Amber 6, Level +2, MiCo
Pre-conference Workshops

Pre-registration is essential. Coffee is included – no lunch will be provided – see page 6 for options

0915-1630  PCW 1  Scholarship and Innovation in Medical Education: A Practical Workshop to Guide Development of an Educational Project for Peer Review and Dissemination
Jocelyn Lockyer (University of Calgary, Canada), Vernon Curran (Memorial University of Newfoundland, ST John’s, Canada), Tyrone Donnon (University of Calgary, Canada), Carol Hodgson (University of Alberta, Edmonton, Canada), Anna Macleod (Dalhousie University, Halifax, Canada), Karen Mann (Dalhousie University, Halifax, Canada), Elaine van Melle (Queen’s University, Kingston, Canada)
Location:  Amber 7, Level +2, MiCo

0915-1215  PCW 2  Learning to be the boss: Managing a SP Program
Diane Ferguson (UTHSC, San Antonio, USA), Carine Layat Burn (HESAV-University of Health Sciences, Lausanne, Switzerland), Tamara Owens (Howard University, USA), Denise Souder (University of Southern California, USA), Win May (University of Southern California, USA)
Location:  Amber 8, Level +2, MiCo

0915-1215  PCW 3  Better Judgement: recognising and managing judgement biases in oral and workplace-based assessment
Lisa Schmidt, Lambert Schuwirth (Flinders University, Adelaide, Australia)
Location:  Suite 8, Level Mezzanine, MiCo

0915-1215  PCW 4  Using Appropriate Tutor Facilitation Styles To Optimise Student Engagement and Enhance Educational Outcomes: Right Style at the Right Time for the Right Group of Students
Matthew C.E. Gwee, Dujeepa Samarasekera, Chay-Hoon Tan (Yong Loo Lin School of Medicine, National University Hospital System, National University of Singapore)
Location:  Suite 7, Level Mezzanine, MiCo

0915-1630 * PCW 5  Students’ workshop – Introducing the world of Medical Education
Sophia Ribeiro (Institute of Preventive Medicine, Lisbon Faculty of Medicine, Portugal; MSc in Public Health Student at London School of Hygiene and Tropical Medicine; European Medical Student’s), Rok Hríc (Slovenia), Kristina Filippova (Bulgaria), Olga Rostowska (Poland) European Medical Students’ Association; Madalena Patricio, António Vaz Carneiro (Portugal)
Location:  Suite 6, Level Mezzanine, MiCo  (*Lunch will be provided)

0915-1215  PCW 6  Teaching and learning clinical reasoning in everyday practice
Ralph Pinnock (James Cook University, Child and Adolescent Health, Clinical School, The Townsville Hospital, Townsville, Australia), Louise Young (James Cook University, Rural and Remote Medicine, 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, TPCH Northside Clinical School, University of Queensland and Queensland University of Technology, Australia)
Location:  Suite 5, Level Mezzanine, MiCo

0915-1215  PCW 7  Re-design your blended delivery programs: transforming static content and didactic lectures into dynamic and engaging learning experiences
Kate Jurd (Rural Clinical School, School of Medicine, University of Queensland, Australia)
Location:  Suite 3, Level +2, MiCo

0915-1215  PCW 8  Strategies for Writing and Publishing Your Education Research Papers
Jack R. Scott (Winthrop University Hospital; Clinical Campus of Stony Brook Medical Center, Office of Academic Affairs, Mineola, NY, USA), Elza Mylona (Eastern Virginia Medical School, USA), William A. Anderson (Michigan State University, Office of Medical Education Research and Development, Office of Faculty Affairs & Development, East Lansing, Michigan, USA)
Location:  Suite 2, Level +2, MiCo

0915-1215  PCW 9  Seeking feedback: How to change a passive listener into an active learner?
Monica van de Rijter (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), Bas Verhoeven (Radboud University, Nijmegen, The Netherlands)
Location:  Suite 1, Level +2, MiCo

1330-1630  PCW 10  Approaches to Ensure Quality Standards for Standardized/ Simulated Patient Performance in High Stakes Objective Structured Clinical Exams (OSCEs)
Beate Brem (Institute for Medical Education, University of Bern, Switzerland) [Lead facilitator], Carine Layat Burn (HESAV-University of Health Sciences, Lausanne, Switzerland), Carol O’Byrne (Pharmacy Examining Board of Canada), Debra Nestel (Monash University, Melbourne, Australia), Cathy Smith (Pharmacy Examining Board of Canada/University of Toronto, Canada)
Location:  Amber 8, Level +2, MiCo
<table>
<thead>
<tr>
<th>Time</th>
<th>Session No.</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1330-1630</td>
<td>PCW 11</td>
<td>Reach for the Top: Leadership Development in Our Learners</td>
<td>Ming-Ka Chan, Wade Watson (Royal College of Physicians and Surgeons of Canada)</td>
<td>Suite 8, Level Mezzanine, MiCo</td>
</tr>
<tr>
<td>1330-1630</td>
<td>PCW 12</td>
<td>Facilitation in Team Based Learning</td>
<td>Tam Cam Ha, Janil Puthucheary, Sandy Cook (DUKE-National University of Singapore Graduate Medical School, Singapore)</td>
<td>Suite 7, Level Mezzanine, MiCo</td>
</tr>
<tr>
<td>1330-1630</td>
<td>PCW 13</td>
<td>Developing Readiness for Residency programs: Optimizing Student Preparation for Medical Practice During the Last Year of Medical School</td>
<td>Monica Lypson (University of Michigan Medical School, Ann Arbor, MI USA), William C. McGaghie, Scott Graziano (Loyola University Chicago Stritch School of Medicine, USA), Monica van de Ridder (Albert Schweitzer Hospital, Dordrecht, The Netherlands)</td>
<td>Suite 7, Level Mezzanine, MiCo</td>
</tr>
<tr>
<td>1330-1630</td>
<td>PCW 14</td>
<td>Cinema as a learning tool to promote reflection in healthcare. How to manage the personal impact of patients’ pain and suffering with a reflective attitude</td>
<td>Licia Montagna, Valerio Ferro Allodola, Laura Fieschi, Lorenza Garrino (Società Italiana di Pedagogia Medica –SIPeM- (Italian Society for Medical Education))</td>
<td>Suite 3, Level +2, MiCo</td>
</tr>
<tr>
<td>1330-1630</td>
<td>PCW 15</td>
<td>Standards in medical education: developing for and applying in your context</td>
<td>Andrew Grant (Academy of Medical Educators, UK), John Norcini (FAIMER, Philadelphia, USA), Julie Browne, Vimmi Passi, Lesley Southgate (Academy of Medical Educators, UK)</td>
<td>Suite 2, Level +2, MiCo</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

Location: Foyers of Suite 1-9 and Amber 1-8, Level +2, MiCo

Social Media Drop In Session

Open between 1330-1630

A chance to meet with the AMEE Social Media Team and find out how to be involved in AMEE Online activities. Drop in for a few minutes to talk with a member of the Team.

Location: Suite 1, Level +2, MiCo

Tours

- 0930-1230 Cultural tour: Departs and returns to MiCo Congressi
- 1300-1630 Cultural Tour including Leonardo Da Vinci’s Last Supper: Departs and returns to MiCo Congressi
- 1300-1700 City Walking Tour: Departs and returns to MiCo Congressi
- 1945-2300 Evening Dinner on the Tram: Departs and returns to MiCo Congressi
SUNDAY 31 AUGUST

Registration Desk / Exhibitor / Poster Mounting
0745-2100  Registration Desk open at MiCo Milano Congressi
           Location:  South Wing, Level +1, MiCo
1200-1900  Exhibitor Set Up
1400-1900  Poster Mounting

Group Meetings
0900-1300  ASPIRE Student Assessment Panel (closed meeting)
           Location:  Meeting Room 1, Level +2, MiCo
0900-1300  ASPIRE Student Engagement Panel (closed meeting)
           Location:  Meeting Room 2, Level +2, MiCo
0900-1300  ASPIRE Social Accountability Panel (closed meeting)
           Location:  Suite 1, Level +2, MiCo
0900-1300  BEME BREC/BICC Orientation Session (closed meeting)
           Location:  Suite 4, Level +2, MiCo
1100-1430  ASPIRE Board Meeting (closed meeting)
           Location:  Meeting Room 2, Level +2, MiCo
1330-1630  BEME Review Editorial Committee Meeting (closed meeting)
           Location:  Meeting Room 1, Level +2, MiCo

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

0830-1630  ESME – Essential Skills in Medical Education
           Location:  Amber 1, Level +2, MiCo
0845-1215  ESMEA – Essential Skills in Medical Education Assessment
           Location:  Amber 2, Level +2, MiCo
0915-1600  ESCEL – Essential Skills in Computer-Enhanced Learning
           Location:  Amber 3, Level +2, MiCo

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

0845-1630  CALM – Change, Adaptability, Leadership and Management Workshop
           Location:  Suite 5, Level Mezzanine, MiCo

Masterclass Session
Pre-registration is essential and lunch will be provided.

0900-1630  MC3: Experimental Research Methods
           Martin G Tolsgaard (Centre for Clinical Education, University of Copenhagen, Denmark), Ryan Brydges, Vicki LeBlanc
           (University of Toronto, Canada)
           Location:  Amber 3, Level +2, MiCo
Pre-conference Workshops

Pre-registration is essential. Coffee is included – no lunch will be provided – see page 6 for options.

0915-1215  PCW 16  How to create personalised learning opportunities in The Information Age: essential skills for the 21st century teacher / ESCEL Course
John Sandars (Leeds Institute of Medical Education, University of Leeds, UK), Natalie Lafferty (College of Medicine, Dentistry and Nursing, University of Dundee, UK)
Location: Amber 4, Level +2, MiCo

0915-1215  PCW 17  Interprofessional Communities of Practice: Breathing life into theory
Carine Layat Burn (HESAV, Lausanne, Switzerland), Diana Tabak, Kerry Knickle, Nancy McNaughton (Standardized Patient Program, University of Toronto, Canada)
Location: Amber 6, Level +2, MiCo

0915-1215  PCW 18  Leadership Skills to Lead and Deliver on Change
Davinder Sandhu, Alan Cook on behalf of the AMEE Postgraduate Committee
Location: Amber 7, Level +2, MiCo

0915-1215  PCW 19  Medical Error: A Teaching Toolkit
Jonathan Round, Sophie Vaughan (St George’s University of London, UK)
Location: Amber 8, Level +2, MiCo

0915-1215  PCW 20  How to Use Strategic Formative Feedback and Reflection to Develop Expertise
Antonnette S. Peters (Harvard Medical School, USA), Henry Pohl (Albany Medical College, USA), Joan Sargeant (Dalhousie University, Canada)
Location: Suite 8, Level Mezzanine, MiCo

0915-1215  PCW 21  Paths to student engagement in medical schools: key ingredients among multiple paths
Manuel João Costa (School of Health Sciences, University of Minho, Portugal), Debra Klamen, (Southern Illinois University School of Medicine, USA), Ruksana W. Zuberi (Aga Khan University, Pakistan), Marko Zdravkovic (University of Maribor, Slovenia), Kew Siang Tong (International Medical University, Malaysia), Tony Celenza (University of Western Australia)
Location: Suite 7, Level Mezzanine, MiCo

0915-1630  *PCW 22  Advanced Preconference Workshop for Students, Junior Doctors, Young Educators & Trainees: Finding Your Passion in Medical Education
Robbert J Duvivier (Foundation for Advancement of International Medical Education & Research (FAIMER), Philadelphia, USA and Department of Acute Psychiatry, ParnassiaBavo Group, Rotterdam, the Netherlands), Matthew J Stull (Department of Emergency Medicine, University of Cincinnati College of Medicine, Cincinnati, OH, USA); Rille Pihlak (Hematology – Oncology Clinic, University of Tartu, Estonia), Emily Bate (University of Aberdeen, UK)
Location: Suite 6, Level Mezzanine, MiCo (*Lunch will be provided)

0915-1215  PCW 23  How Physical Learning Spaces Impacts Learning: The Learning Space Design Studio Location
Jonas Nordquist (Karolinska Institutet, Sweden), Andrew Laing (AMEE, New York, USA)
Location: Suite 5, Level Mezzanine, MiCo

0915-1215  PCW 24  Evaluating Educational Innovations: It’s Never too Early to Start!
Elaine Van Melle, Leslie Flynn, Anna Oswald, Ming-Ka Chan, Elizabeth Wooster (Royal College of Physicians and Surgeons of Canada)
Location: Suite 3, Level +2, MiCo

0915-1215  PCW 25  Creating a comprehensive faculty development program in assessment: What do faculty need to know?
Ara Tekian (University of Illinois at Chicago, USA), John Norcini (FAIMER, Philadelphia, USA)
Location: Suite 2, Level +2, MiCo

1330-1630  PCW 26  Improving your OSCE: Measurement, Recognition and Remediation of Station Level Problems
Richard Fuller, Godfrey Pell, Matthew Homer (Leeds Institute of Medical Education, University of Leeds, UK)
Location: Amber 2, Level +2, MiCo

1330-1630  PCW 27  What’s up? Whatsapp? Technology in Medical Education / ESCEL Course
Daniëlle M.L. Verstegen (Department of Educational Research and Development, FHML, Maastricht University, The Netherlands), Anne Marie Cunningham (School of Medicine, Cardiff University, the United Kingdom), Mary E.W. Dankbaar (Erasmus University Medical Center Rotterdam, the Netherlands), Peter G.M. de Jong (Leiden University Medical Center, The Netherlands)
Location: Amber 4, Level +2, MiCo

1330-1630  PCW 28  Micro and Macro Systems Impact on the Science of Learning and Change
Jann T. Balmer (GAME - Global Alliance for Medical Education), Jonas Nordquist (Karolinska Institutet, Stockholm, Sweden), Don Moore (Vanderbilt School of Medicine, Nashville, Tennessee, USA), Maureen Doyle-Scharff (Pfizer Inc, New York, USA)
Location: Amber 5, Level +2, MiCo
Coffee break times
For delegates who have registered and paid to attend a pre-conference workshop, coffee will be available at the following times:

<table>
<thead>
<tr>
<th>Workshop Type</th>
<th>Time</th>
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<tbody>
<tr>
<td>Full Day Workshop</td>
<td>1000-1045 &amp; 1500-1545</td>
</tr>
<tr>
<td>Morning Workshop</td>
<td>1000-1045</td>
</tr>
<tr>
<td>Afternoon Workshop</td>
<td>1500-1545</td>
</tr>
</tbody>
</table>

Location: Foyers of Suite 1-9 and Amber 1-8, Level +2, MiCo

Tours
0900-1300 Old Milan by Canal Boat Departs and returns to MiCo Congressi
0900-1500 Tour of Bergamo Departs and returns to MiCo Congressi

AMEE 2014 Orientation Session
1600-1700 A session for first-time attendees to come and hear some suggestions of how to get the most from the Conference, and meet the AMEE Executive Committee and other first-timers

Trudie Roberts (AMEE President), Ronald M Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director)

Location: Brown 3, Level +2, MiCo
SESSION 1: Plenary

1730-2000  Plenary 1
Chairperson: Ronald M Harden (UK)
Location: Gold Plenary, Level +2, MiCo

1730-1740 Welcome to AMEE 2014
Trudie Roberts (AMEE President) and Fabrizio Consorti (Chair of Local Organising Committee)

1740-1800 Introduction to AMEE 2014
Ronald M Harden (AMEE General Secretary/Treasurer)
Introduction to Social Media and Online Networking at AMEE 2014
Salmaan Sana, AMEE Social Media Consultant

1800-1830 1A Meanings of medicine: the convergence and crises of civilisations
Richard Horton, Editor-in-Chief, The Lancet, United Kingdom

1830-1840 Questions and Discussion

1840-1910 1B Disruption, Distraction, Diversion or Delight: The Love/Hate Tug of War Between Technology and Medical Education
Lawrence Sherman, FACEHP, CCMEP, Senior Vice President, Educational Strategy at Prova Education, United States

1910-1920 Questions and Discussion

1920-1925 Presentation of Miriam Friedman Ben-David New Educator Award

1925-1930 Presentation of Karolinska Prize for Research in Medical Education

1930-2130 Opening Entertainment and Reception
Entertainment, food and wine, and the chance to renew acquaintances, as well as the chance to look around the Exhibition
Location: Gold Plenary, Level +2, MiCo (entertainment) and South Hall, Level 0, MiCo (reception)
Cost: Free of charge to registered participants. Guest tickets can be purchased from the registration desk for GBP £30.
MONDAY 1 SEPTEMBER

Registration Desk / Exhibition

0715-1745 Registration Desk Open
Location: South Wing, Level +1, MiCo

0800-1730 Exhibition Open
Location: South Hall, Level 0, MiCo

0715-0815 Private Meeting: Journal Editors (invite only)
Location: Meeting Room 1, Level +2, MiCo

0830-1700 Tours
Location: Office 9, Level +1, MiCo

Lake Como Tour
Departs and returns to MiCo Congressi

SESSION 2: Simultaneous Sessions

0830-1015 2A SYMPOSIUM: Competencies and Milestones: Will those who ignore the past be condemned to repeat it?
Debra Klamer* (Southern Illinois University School of Medicine, United States), Reed Williams* (Indiana University School of Medicine, United States), Nicole Roberts* (Southern Illinois University School of Medicine, United States), Anna Cianciolo* (Southern Illinois University School of Medicine, United States)
Location: Gold Plenary, Level +2, MiCo

0830-1015 2B SYMPOSIUM: Creating effective learning with new technology in the 21st Century: The importance of educational theories. An AMEE eLearning Committee Symposium
John Sandars* (Leeds Institute of Medical Education, University of Leeds, United Kingdom), Goh Poh Sun* (Yong Loo Lin School of Medicine, Singapore), Natalie Lafferty* (University of Dundee, United Kingdom), Patricia Kokotailo* (University of Wisconsin, United States), Rakesh Patel* (University of Leicester, United Kingdom)
Location: Auditorium, Level +3, MiCo

0830-1015 2C SYMPOSIUM: From Patient to Instructor: Honoring patient engagement in medical education
Nancy McNaughton* (University of Toronto, Canada), Julie Thorne* (CHIME, University of Toronto, Canada), Ann-Helen Henriksen* (University of Copenhagen, Denmark), Jools Symmons* (University of Leeds, United Kingdom), Angela Towle* (University of British Columbia, Canada), Charlotte Ringsted* (University of Toronto, Canada)
Location: Brown 3, Level +2, MiCo

0830-1015 2D RESEARCH PAPERS: Exploring Cognition
Chairperson: Anthony Artino (United States)
Location: Brown 2, Level +2, MiCo

0830-0845 2D1 Assessment of written questions formulated by students reveals their misconceptions, which are indicative of their examination results: an exploratory intervention study
M. Olde Bekkink*, Radboud University Medical Centre, Department of Anatomy, Department of Internal Medicine, Nijmegen, Netherlands; R. Donders, Radboud University Medical Centre, Department for Health Evidence, Nijmegen, Netherlands; E. Steenbergen, Radboud University Medical Centre, Department of Pathology, Nijmegen, Netherlands; R. de Waal, Radboud University Medical Centre, Department of Pathology, Nijmegen, Netherlands; D. Ruiter, Radboud University Medical Centre, Department of Anatomy; Department of Pathology, Nijmegen, Netherlands

0845-0900 2D2 Through the eyes of the experts: What do ‘rich pictures’ add to the understanding of surgical judgment?
Sayra Cristancho*, Western University, Surgery and Centre for Education Research & Innovation, London, Canada; Susan Bidinosti, Western University, Centre for Education Research & Innovation, London, Canada; Lorelei Lingard, Western University, Medicine and Centre for Education Research & Innovation, London, Canada; Michael Ott, Western University, Surgery, London, Canada; Tom Forbes, Western University, Surgery, London, Canada
2D3 The Role of Demonstrating in Surgical Training
Bhavna Gami*, The London Postgraduate School of Surgery, London, United Kingdom; Nigel Standfield, London School of Surgery, Anatomy, London, United Kingdom; Claire Smith, Brighton and Sussex Medical School, Anatomy, Surgery and Cancer, Brighton, United Kingdom; Ceri Davies, Imperial College School of Medicine, Surgery, London, United Kingdom

2D4 Effects of free, cued, and modelled-reflection on medical students’ diagnostic competence
Cassio Ibiapina*, CAPES Foundation, Ministry of Education of Brazil, Brasilia/DF, Pediatrics, Belo Horizonte, Brazil; Silvia Mamede, Institute of Medical Education Research, Erasmus MC and Department of Psychology, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands; Alexandre Moura, UNIFENAS Medical School, Educacao Medica, Belo Horizonte, Brazil; Silvana Santos, Universidade Federal de Minas Gerais, Propedeutica Complementar, Belo Horizonte, Brazil; Tamara Van Gog, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands

2D5 Time matters, Realism in resuscitation training
Kristian Krogh*, Aarhus University, Centre for Medical Education, Aarhus N, Denmark; Christian B Hoyer, Aarhus University, Centre for Medical Education, Aarhus N, Denmark; Boris Østergaard, Herlev Hospital and Copenhagen University, Danish Institute for Medical Simulation, Herlev, Denmark; Berit Elka, Aarhus University, Centre for Medical Education, Aarhus N, Denmark

2D6 Improvements in the diagnostic performance of medical students related to the construction and retention of System 2 decision rules in long term memory
Frank Papa*, UNTHSC, Medical Education, Fort Worth, United States; Richard Baldwin, UNTHSC, Medical Education, Fort Worth, United States

2E SHORT COMMUNICATIONS: Curriculum Evaluation
Chairperson: Barbara Barzansky (United States)
Location: Brown 1, Level +2, MiCo

2E1 Factors influencing students’ skills in giving effective feedback: A qualitative study
Shabnam Ahmed*, Faculty of Medicine-King Fahad Medical City, King Saud Bin Abdul Aziz University of Health Sciences, Medical Education, Riyadh, Saudi Arabia; Fadi Munshi, Faculty of Medicine-King Fahad Medical City, King Saud Bin Abdul Aziz University of Health Sciences, Medical Education, Riyadh, Saudi Arabia

2E2 Curriculum Review Process aimed to improve integration in a traditional Doctor of Veterinary Medicine program
Carmen Fuentesalba*, Ross University School of Veterinary Medicine, Center for Research and Innovation in Veterinary and Medical Education, Basseterre, Saint Kitts and Nevis; Janet Beeler-Marfisis, Ross University School of Veterinary Medicine, North Brunswick; John Dascandio; Jennifer Moffet; Eric Pope; Ashutosh Verma

2E3 The question of students’ satisfaction and motivation – a working motivational system model
Balázs Ernyey*, University of Pécs- Medical School, Department of Behavioral Sciences, Pécs, Hungary; Ádám Tibor Schlégl, University of Pécs- Medical School, Department of Orthopaedics, Pécs, Hungary; Zsuzsanna Füzesi, University of Pécs- Medical School, Department of Behavioral Sciences, Pécs, Hungary; Ádám Feldmann, University of Pécs- Medical School, Department of Behavioral Sciences, Pécs, Hungary

2E4 Postgraduate perspective on the undergraduate medical curriculum: Former students’ and their post-graduate tutors’ view
Maria Magalhães, Faculty of Health Science, University of Beira Interior (Covilhã-Portugal), Santa Maria da Feira, Portugal Luís Patrício*, Faculty of Health Science, University of Beira Interior, Covilhã, Portugal; Ricardo Tjeng; Miguel Castelo-Branco Patrao

2E5 An analysis of the quality of undergraduate medical education at Aksum University’s new Medical School, Ethiopia
Tim Crocker-Buque*, Queen Mary University of London, Centre for Primary Care and Public Health, London, United Kingdom

2E6 Effective student feedback to drive change
Keith Wyld*, The University of Edinburgh, ACT Office Centre for Medical Education, Edinburgh, United Kingdom; Neil Turner, The University of Edinburgh, The Medical School, Edinburgh, United Kingdom; Helen Cameron, The University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

2E7 Longitudinal outcome analysis: USMLE Step 1 to Residency
Hiroko Yoshida*, American University of the Caribbean School of Medicine, Administration, St. Maarten, Netherlands Antilles; Joe Miller, American University of the Caribbean School of Medicine, Pharmacology, St. Maarten, Netherlands Antilles

No discussion
SHORT COMMUNICATIONS: Patil Teaching Innovation Awards 1: shortlisted presentations (see page 12)
Chairperson / Opening Discussant: Gary Rogers (Australia)
Location: Theatre Room 11, Level 0, MiCo

Disease & Illness: Teaching the humanistic dimensions of care through the Longitudinal Educational Experience to Advance Patient Partnerships (LEAP) Program
TJ Jirasevijinda*, Weill Cornell Medical College, Pediatrics, New York, United States; Keith LaScalea, Weill Cornell Medical College, Internal Medicine, New York, United States; Verónica LoFaso, Weill Cornell Medical College, Internal Medicine, New York, United States; Michael Lockshin, Hospital for Special Surgery, Rheumatology, New York, United States; Ernie Esquivel, Weill Cornell Medical College, Internal Medicine, New York, United States; Carol Capello, Weill Cornell Medical College, Academic Affairs, New York, United States

A ‘scattergun’ approach to educator skills for clinical teachers
Louise Young*, James Cook University, School of Medicine, Townsville, Australia

Eight years’ experience with a Medical Education Journal Club in Mexico: The challenges of sustainability and learning
Melchor Sánchez-Mendiola*, UNAM Faculty of Medicine, Medical Education, Mexico City, Mexico; Daniel Morales-Castillo, UNAM Faculty of Medicine, Medical Education, Mexico City, Mexico; Uri Torruco-García, UNAM Faculty of Medicine, Medical Education, Mexico City, Mexico; Margarita Varela-Ruiz, UNAM Faculty of Medicine, Medical Education, Mexico City, Mexico

A peer-led international programme to equip medical students with leadership skills to affect change in healthcare
F A E Knights, King’s College London, Medical School, London, United Kingdom; D P H Knights*, University of Cambridge, School of Clinical Medicine, Cambridge, United Kingdom; A P N Gopfert, Newcastle University, Medical School, Newcastle-upon-Tyne, United Kingdom

The role of tactical decision games (TDGs) as a novel method of teaching non-technical skills (NTS) to final year medical students
Iain Drummond*, The University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Janet Skinner, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Morwenna Wood, NHS Fife, Medical Education, Kirkcaldy, United Kingdom

Bringing the world to the bedside: The role of distance-learning partnerships in overcoming geopolitical barriers to medical education
Rose S. Penfold*, University of Oxford, Medical Sciences Division, Oxford, United Kingdom; Mohammad A. Ali, University of Oxford, Medical Sciences Division, Oxford, United Kingdom; Adam M. Ali, Oxford University Clinical Academic Graduate School, Oxford, United Kingdom; Ishta Patel, Oxford University Hospitals, Medical Sciences Division, Oxford, United Kingdom

SHORT COMMUNICATIONS: OSCE 1 – Scoring an OSCE
Chairperson:

OSCE checklist scores: to standardize or not to standardize?
Godfrey Pell*, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom; Jennifer Hallam, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom; Matt Homer, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom; Richard Fuller, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom

Checklist item weighting: Theoretical, psychometric and empirical perspectives
Matt Homer*, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom, Godfrey Pell, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom, Richard Fuller, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom

Reliability Analysis of an Objective Structured Clinical Examination with Generalizability Theory
Andrés Trejo-Mejía*, Universidad Nacional Autónoma de México, Facultad de Medicina, México D.F., Mexico; Adrián Martínez-González, Universidad Nacional Autónoma de México, Facultad de Medicina, México D.F., Mexico; Ignacio Méndez-Ramírez, Universidad Nacional Autónoma de México, Instituto de Matemáticas Aplicadas y Sistemas, México D.F., Mexico; Melchor Sánchez-Mendiola, Universidad Nacional Autónoma de México, Facultad de Medicina, México D.F., Mexico

Correlation of Self Assessment and Peer Assessment to the Passing Grade of the OSCE in Level 2 and Level 4 Students, Faculty of Medicine UNISBA
Santun Bhekt Rahimah, Faculty of Medicine Unisba, Pharmacology, Bandung, Indonesia; Mia Kusmiati*, Faculty of Medicine Unisba, Biochemistry, Bandung, Indonesia; Ermina Widyastuti, Faculty of Medicine Unisba, Pathology Anatomi, Bandung, Indonesia

Using Hierarchical Linear Modeling (HLM) to Investigate Examiner and Site as Sources of Variation in the National Assessment Collaboration (NAC) Objective Structured Clinical Examination (OSCE)
Marguerite Roy*, Medical Council of Canada, Ottawa, Canada; Stefanie Sebok, Queen’s University, Ottawa, Canada; Don Klinger, Queen’s University, Canada; André De Champlain, Medical Council of Canada, Canada

Discussion
The elephant in the room: benchmarking the assessment of clinical competence

David Garne*, University of Wollongong, Graduate School of Medicine, Wollongong, Australia; Clare Heal, James Cook University, School of Medicine and Dentistry, Mackay, Australia; Karen D’Souza, Deakin University, School of Medicine, Waurn Ponds, Australia; Peta-Ann Teague, James Cook University, School of Medicine and Dentistry, Townsville, Australia; Ian Kerr, Griffith University, School of Medicine, Gold Coast, Australia; Nicky (JN) Hudson, University of Newcastle, Department of Rural Health, Tamworth, Australia

Can an OSCE be used as a progress test?

Debra Pugh, University of Ottawa, Medicine, Ottawa, Canada; Claire Touchie*, University of Ottawa, Medicine, Ottawa, Canada; Susan Humphrey-Murto, University of Ottawa, Medicine, Ottawa, Canada; Timothy J Wood, University of Ottawa, Medicine, Ottawa, Canada

No discussion

SHORT COMMUNICATIONS: Education Environment

Chairperson: Duck-Sun Ahn (Korea)
Opening Discussant: Janneke Frambach (Netherlands)
Location: Amber 1, Level +2, MiCo

Educational environment and quality of life of medical students – A multi-centre study

Sylvia Classen Enns*, Universidade de São Paulo, São Paulo, Brazil; Bruna de Oliveira, Universidade de São Paulo, São Paulo, Brazil; Munique Almeida; Fernanda Brenneisen Mayer; Milton de Arruda Martins; Patrícia Tempski

Assessment of the Quality of Educational Environment during Undergraduate Clinical Teaching Years in the King Abdul Aziz University, College of Medicine in Saudi Arabia

Raja Alhiihni*, King Abdul Aziz University, Medical Education, Jeddah, Kingdom of Saudi Arabia

The AMEET inventory, an instrument for measuring faculty perceptions of educational environment in the undergraduate medical curriculum

S. I. Shemna*, Gulf Medical University, Pharmacology, Ajman, United Arab Emirates; Gamini Premadasa, Gulf Medical University, Medical Education Unit, Ajman, United Arab Emirates; Mohamed Arifulla, Gulf Medical University, Pharmacology, Ajman, United Arab Emirates; Jayadevan Sreedharan, Gulf Medical University, Statistical Support Facility, Ajman, United Arab Emirates; K. G Gomathi, Gulf Medical University, Biochemistry, Ajman, United Arab Emirates; R. B. Shaikh, Gulf Medical University, Community Medicine, Ajman, United Arab Emirates

Role modelling professionalism for residents: The Learning Environment for Professionalism Survey (LEP)

Anna Byszewski*, University of Ottawa, Medicine, Ottawa, Canada; Heather A. Lochman, University of Ottawa, Medicine, Ottawa, Canada; Timothy Woods, Academy of Innovation in Medical Education, Medicine, Ottawa, Canada; Donna Johnston, University of Ottawa, Division of Pediatric Oncology, Ottawa, Canada

Medical Students’ Perceptions of their Learning Environment, Well-being, and Academic Self-Concept

Topi Litmanen*, University of Helsinki, Department of Teacher Education, Helsinki, Finland; Sofie M. M Loyens, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands; Kirsí Sjöblom, University of Helsinki, Department of Teacher Education, Helsinki, Finland; Kirsti Lonka, University of Helsinki, Department of Teacher Education, Helsinki, Finland

SHORT COMMUNICATIONS: Instructional Design

Chairperson:
Location: Amber 2, Level +2, MiCo

4C/ID in medical education: Designing a course based on whole-task learning

Mieke Vandewaetere*, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Dominique Manhaeve, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Sanne Peters, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Bert Aertgeerts, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Geraldine Clarebout, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Ann Roex, KU Leuven, Academic Center for General Practice, Leuven, Belgium

If a picture is worth a thousand words, is a video worth a thousand pictures? Novices experience similar cognitive load when using dynamic or static multimedia to learn surgical skills

Aaron Knox*, University of British Columbia; University of Toronto, Plastic and Reconstructive Surgery; The Wilson Centre, Vancouver, Canada; Kinga Elasz, University of Toronto; McMaster University, The Wilson Centre, Kinesiology, Toronto, Canada; Matthew Lineberry, University of Illinois at Chicago, Medical Education, Chicago, United States; Ara Tekian, University of Illinois at Chicago, Medical Education, Chicago, United States; Dimitri Anastakis, University of Toronto, Plastic and Reconstructive Surgery, Toronto, Canada; Ryan Brydges, University of Toronto, The Wilson Centre, Toronto, United States
**Discussion**

1000-1015

**No discussion**

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**SHORT COMMUNICATIONS**

0830-1015 2J

**Measuring cognitive load to optimize instructiveness of your courses: A case in health professions education**

Jimmie Lerpin*, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Arno M. M. Muijtjens, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Renee E. Stalmeijer, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Fred J. J. Stevens, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Diana H. J. M. Dolmans, Maastricht University, Educational Development and Research, Maastricht, Netherlands

0915-0930 2J4

**Repetition of knowledge: Passive or active learning methods?**

E. Bergman*, Radboud UMC, Department of Anatomy, Nijmegen, Netherlands; M. Vorstenbosch, Radboud UMC, Department of Anatomy, Nijmegen, Netherlands; A. Scheeps-Franke, Radboud UMC, Department of Anatomy, Nijmegen, Netherlands; M Scheffers, Radboud UMC, Department of Anatomy, Nijmegen, Netherlands; J. Kooloo, Radboud UMC, Department of Anatomy, Nijmegen, Netherlands

0930-0945 2J5

**Learning impact of anchored and structured concept maps**

Peter Harris*, UNSW, Medicine Education and Student Office, Sydney, Australia; Gary Velan, UNSW, School of Medical Sciences, Sydney, Australia; Richard Vickery, UNSW, School of Medical Sciences, Sydney, Australia

0945-1000 2J6

**The Impact of Mood Induction on Learners’ Application of Basic Science Principles to Novel Problems**

Meghan McConnell*, McMaster University, Clinical Epidemiology & Biostatistics, Hamilton, Canada; Kulamakan Kulasegaram, University of Toronto, Family & Community Medicine, Toronto, Canada; Sandra Monteiro, McMaster University, Clinical Epidemiology & Biostatistics, Hamilton, Canada; Molly Pottruff, McMaster University, Psychology, Neuroscience & Behaviour, Hamilton, Canada; Kevin Eva, University of British Columbia, Medicine, Vancouver, Canada

1000-1015 2J7

**Influence of Music in the Teaching, Learning Processes in Medical Students**

Luis Gabriel Pineros*, Fundacion Universitaria Juan N. Corpas, Bogota, Colombia

No discussion
0830-1015 2K
SHORT COMMUNICATIONS: Accreditation of Medical Schools
Chairperson: Emmanuel Cassimatis (United States)
Location: Amber 4, Level +2, MiCo

0830-0845 2K1
The World Federation for Medical Education (WFME) recognition of accreditation agencies: Overview and updates
Marta van Zanten*, Foundation for Advancement of International Medical Education and Research, Philadelphia, United States; Stefan Lindgren, World Federation for Medical Education; David Gordon, World Federation for Medical Education

0845-0900 2K2
The impact of the revision of the WFME standards for basic medical education
Richard B Hays*, Bond University, Gold Coast, Australia

0900-0915 2K3
First Trial of Accreditation for Medical Education Using WFME Global Standard 2012 in Japan
Toshiya Suzuki*, Niigata University, Comprehensive Medical Education Center, Niigata, Japan; Kyoshi Kitamura, University of Tokyo, Comprehensive Medical Education Center, Tokyo, Japan; Masahiro Tanabe, Chiba University, Chiba, Japan; Toshimasa Yoshioka, Tokyo Women's Medical University, Tokyo, Japan; Osamu Fukushima, Jikei University, Tokyo, Japan; Nobuo Narita, Tokyo Medical and Dental University, Tokyo, Japan

0915-0930 2K4
Student roles in accreditation process: Ideas for improvement
Ahmet Murt*, Cerrahpaşa Medical Faculty, Internal Medicine, Istanbul, Turkey; Cagri Orkun Klic, Marmara University, Faculty of Medicine, Istanbul, Turkey; Busra Oner, Sakarya University, Faculty of Medicine, Sakarya, Turkey; Alper Yarimbas, Sakarya University, Faculty of Medicine, Sakarya, Turkey; Ilayda Ekin Cethnikaya, Kocaeli University, Faculty of Medicine, Kocaeli, Turkey; Eda Dayan, Istanbul University, Istanbul Faculty of Medicine, Istanbul, Turkey

0930-0945 2K5
An Analysis of the Role of Indonesian Medical Council in Assuring the Quality of Medical Education
Titi Savitri Prihatiningsih*, Faculty of Medicine Universitas Gadjah Mada, Medical Education, Yogyakarta, Indonesia

0945-1000 2K6
Italian Health Profession students' achievement towards Europa 2020 benchmarks. Universities and schools working together to bridge the gap
Anna Siri*, University of Genoa, Genoa, Italy

1000-1015 2K7
‘Sustainable Accreditation’: A theoretical model derived from an empirical study of the impact of accreditation on medical schools in Saudi Arabia
Saleh Alrebeihi*, College of Medicine, Qassim University, Medical Education Department, Buraidah, Saudi Arabia; Brian Jolly, University of Newcastle, School of Medicine & Public Health, Faculty of Health, Newcastle, Australia; EK Molloy, Monash University, HealthPEER (Health Professions Education and Educational Research), Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia

No discussion

0830-1015 2L
SHORT COMMUNICATIONS: Interprofessional Education 1
Chairperson:
Location: Amber 5, Level +2, MiCo

0830-0845 2L1
Case Competitions: a New Frontier in Inter-Professional Health Education?
Ranit Mishof*, Georgetown University School of Medicine, Family Medicine, Washington, United States; Anne Rosenwald, Georgetown University, Biology, Washington, United States; Bridget Kelly, Institute of Medicine, Family Medicine, Washington, United States; Alisse Hannaford, Georgetown University, Family Medicine, Washington, United States; Erika Vlijh, Institute of Medicine, Washington, United States; Leigh Carroll, Institute of Medicine, Washington, United States

0845-0900 2L2
Activation issues in the rapid response system: An analysis of professional and interprofessional socio-cultural factors
Simon Kitto*, University of Toronto, Continuing Professional Development, Faculty of Medicine; Department of Surgery, Toronto, Canada; Stuart Marshall, Monash University, Academic Board of Peri-operative Medicine, Prahran, Melbourne, Australia; Sarah McMillan, University of Toronto, Continuing Professional Development, Faculty of Medicine, Toronto, Canada; Stuart Wilson, Monash Medical Centre, Academic Board of Peri-operative Medicine, Clayton, Melbourne, Australia; William Shearer, Monash University, Continuing Professional Development, Faculty of Medicine; Department of Surgery, Prahran, Melbourne, Australia

0900-0915 2L3
How lack of role clarity and insecurity hamper students’ readiness for Interprofessional Education in the Asian Context: A mixed methods study
Endang Lestari*, MEU Medical Faculty Sultan Agung Islamic University, Medical Education, Semarang, Indonesia; Renee Stalmeier, Maastricht University, Health Profession Education, Maastricht, Netherlands; Doni Widyandana, Faculty of Medicine Gajah Mada University, Medical Education, Yogyakarta, Indonesia; Albert Scherprier, Maastricht University, Health Profession Education, Maastricht, Netherlands

0915-0930 2L4
Enactments of Team Learning
Tina Martimianakis*, University of Toronto, Paediatrics, Toronto, Canada; Scott Reeves, University of California, San Francisco, Psychiatry, San Francisco, United States; Ivan Silver, University of Toronto, Anesthesiology, Toronto, Canada; Patricia Houston, University of Toronto, Paediatrics, Toronto, Canada, Maria Mylopoulos, University of Toronto, Canada
0930-0945 2L5 A structured framework of an interprofessional learning programme for the Health Sciences
Yu Sui Chen*, International Medical University, Human Biology, Kuala Lumpur, Malaysia; Winnie Chee, International Medical University, Nutrition and Dietetics, Kuala Lumpur, Malaysia; Pei Se Wong, International Medical University, Pharmacy Practice, Kuala Lumpur, Malaysia; Suan Phaik Khoo, International Medical University, Oral Diagnosis Science, Kuala Lumpur, Malaysia; Swee Geoik Lim, International Medical University, Nursing, Kuala Lumpur, Malaysia

0945-1000 2L6 Towards true pedagogical competence in health care – systems thinking for the future
Ewa Ehrenborg, Centre for Clinical Education, Karolinska Institutet, Medicin/Meds K2, Stockholm, Sweden; Margaretha Forsberg Larm, Centre for Clinical Education, Karolinska Institutet, Clinical Science and Education, Södersjukhuset, Stockholm, Sweden; Håkan Hult, Centre for Clinical Education, Karolinska Institutet & Linköping University, Health Sciences, Stockholm, Sweden; Michel Silvestri, Centre for Clinical Education, Karolinska Institutet, Laboratory Medicine, Stockholm, Sweden; Tanja Tomson*, Centre for Clinical Education, Karolinska Institutet, Learning, Informatics, Management and Ethics, (UME), Stockholm, Sweden; Anna-Olivia Wernerson, Centre for Clinical Education, Karolinska Institutet, Clinical Pathology/Cytology, Stockholm, Sweden

1000-1015 2L7 Using Interdisciplinary Simulation to Teach Effective Management of Perioperative Emergencies: Development of Multi-station Linked Simulations to Decode Clinical Reasoning
SK Yeong*, University of British Columbia, Anesthesiology, Vancouver, Canada; TL Bosma, University of British Columbia, Anesthesiology, Vancouver, Canada; M Hamed, University of British Columbia, Trauma Surgery, General Surgery and Critical Care, Vancouver, Canada; C Prabhakar, University of British Columbia, Anesthesiology, Vancouver, Canada; M Klas, University of British Columbia, Anesthesiology, Vancouver, Canada; S Jarvis-Selinger, University of British Columbia, Medical Education, Vancouver, Canada

No discussion

0830-1015 2M SHORT COMMUNICATIONS: Clinical 1
Chairperson: Suzanne Pitama (New Zealand)
Location: Amber 6, Level +2, MiCo

0830-0845 2M1 Simultaneous interpreting of cross-discipline conference – Maximize education efficiency for medical students in urological rotation
William Huang*, National Yang-Ming University, Urology, Taipei, Taiwan; Alex Lin, Taipei Veterans General Hospital, Urology, Taipei, Taiwan; Allen Chiu, National Yang-Ming University, Urology, Taipei, Taiwan; Kuang-Kuo Chen, Taipei Veterans General Hospital, Urology, Taipei, Taiwan; Shu-Huei Shen, Taipei Veterans General Hospital, Radiology, Taipei, Taiwan; Ling-Yu Yang, National Yang-Ming University, Pediatrics, Taipei, Taiwan

0845-0900 2M2 “The Learner Knows Best”: A needs assessment to inform and validate a clinical training program
Lisa S Di Prospero*, Odette Cancer Centre at Sunnybrook Health Sciences Centre, Radiation Therapy, Toronto, Canada; Krista Dawdy, Odette Cancer Centre at Sunnybrook Health Sciences Centre, Radiation Therapy, Toronto, Canada; Kari Osmar, Odette Cancer Centre at Sunnybrook Health Sciences Centre, Radiation Therapy, Toronto, Canada; Francois Gallant, Odette Cancer Centre at Sunnybrook Health Sciences Centre, Radiation Therapy, Toronto, Canada

0900-0915 2M3 Aligning clinic with classroom, doing the flip, to teach less so they learn more
Jane Smith*, Bond University, General Practice, Gold Coast, Australia; Natasha Yates, Bond University, General Practice, Gold Coast, Australia

0915-0930 2M4 How do medical students learn during the initial clinical years? Perceptions of students and clinical tutors
Denisse Zuniga*, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile; Marcela Bitran, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile; Isabel Leiva, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile; Maribel Calderon, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile; Alejma Tomicic, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile; Arnoldo Riquelme, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile

0930-0945 2M5 Promoting authentic clinical participation and student contributions to practice improvement
Donald Bramwell*, International Musculoskeletal Research Institute, Research and Education, Adelaide, Australia; Katharina Denk, Flinders University, Orthopaedic Surgery, Adelaide, Australia

0945-1000 2M6 Pilot to explore the effect of service user “speed dating” upon reflective learning for diagnostic radiography students
Catherine Williams*, University of Liverpool, Directorate of Medical Imaging & Radiotherapy, Liverpool, United Kingdom

1000-1015 2M7 Using of cell phone photos for rectal prolapse diagnosis as an educational method
Seyed Mohamad Ali Raissoladat*, Department of Surgery, College of Medicine, Mashhad Branch, Islamic Azad University, Mashhad, Iran; Fariba Tabrizian, Department of Pediatric, College of Medicine, Mashhad Branch, Islamic Azad University, Mashhad, Iran; Azezou Faragou, Shahid Beheshti University of Medical Sciences, Mashhad, Iran; Naser Sanjari Musavi, Department of Surgery, College of Medicine, Mashhad Branch, Islamic Azad University, Mashhad, Iran; Shervin Ayobi Sanea, Universita Assiutente Sociale Di Zurich, Zurich, Switzerland

No discussion
0830-1015  2N  SHORT COMMUNICATIONS: Student Support  
Chairperson: Carol Elam (United States)  
Opening Discussant: John Cookson (United Kingdom)  
Location: Amber 7, Level +2, MiCo

0830-0845  2N1  Personal and professional mindsets of medical students participating as mentees in an institutional mentoring program  
Angelika Hofhansl*, Medical University of Vienna, Department of Medical Education, Vienna, Austria; Günther F. Körmöcz, Medical University of Vienna, Department of Blood Group Serology and Transfusion Medicine, Vienna, Austria; Beate Schrank, Medical University of Vienna, Department of Psychiatry and Psychotherapy, Vienna, Austria

0845-0900  2N2  Using a peer supervision and mentoring model in the supervision of final year medical student placements in the Solomon Islands  
Janie Smith*, Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia; Peter Jones, Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia; James Fink, Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia

0900-0915  2N3  Challenges faced by rural origin health science students across three South African Medical Schools: A focus on support  
Veena S Singaram*, University of Kwa-Zulu Natal, School of Clinical Medicine, Durban, South Africa; P Flack, University of Kwa-Zulu Natal, School of Health Sciences, Durban, South Africa

0915-0930  2N4  Using Learning Styles to Advance Interprofessional/Collaborative Learning in Healthcare Education  
David A. Wayne*, University of New England, Biddeford, United States

0930-0945  2N5  Relationships between learning strategies, stress and study success among first-year veterinary students during an educational transition phase  
Juha Laakkonen*, University of Helsinki, Department of Veterinary Biosciences, Helsinki, Finland; Anne Nevgi, University of Helsinki, Centre for Research and Development of Higher Education, Helsinki, Finland

0945-1000  2N6  Meeting Challenges in Providing Academic Support to Medical Students and Residents: The Cognitive Skills Program at Rutgers Robert Wood Johnson Medical School  
Norma Saks*, Rutgers Robert Wood Johnson Medical School, Psychiatry, Piscataway, United States

1000-1015  Discussion

0830-1015  2O  SHORT COMMUNICATIONS: Trainee in Difficulty  
Chairperson:  
Location: Amber 8, Level +2, MiCo

0830-0845  2O1  To what extent can cognition explain why some trainees experience difficulty in training?  
Jo Jones, TSS, East Midlands LETB, Nottingham, United Kingdom; Caroline McCarthy, TSS, East Midlands LETB, Nottingham, United Kingdom; Fiona Patterson*, Work Psychology Group, Derby, United Kingdom; Helena Murray, Work Psychology Group, Derby, United Kingdom; Anna Rosselli, Work Psychology Group, Derby, United Kingdom; Sheona MacLeod, East Midlands LETB, Nottingham, United Kingdom

0845-0900  2O2  Trainees in difficulty: A qualitative interview study about personal narratives and work place atmosphere related to difficulties in postgraduate medical education  
Rune D Jensen*, Aarhus University, Center of Medical Education, Aarhus N, Denmark; Karen Nordberg, Central Denmark Region, Faculty of Health, Aarhus University, Viborg, Denmark; Signe Gjedde, Center of Medical Education, Center of Medical Education, Aarhus N, Denmark; Lotte O’Neill, Aarhus University, Medical Department, Aarhus N, Denmark; Lene S. Mortensen, Randers Hospital, Center of Medical Education, Randers, Denmark; Mette K. Christensen, Aarhus University, Faculty of Health, Aarhus University, Aarhus N, Denmark

0900-0915  2O3  Struggling doctors in specialist training: A case-control study  
L. D. O’Neill*, Aarhus University, Center for Medical Education, Aarhus, Denmark

0915-0930  2O4  Can personal attributes explain why some trainees experience difficulty in training?  
Helena Murray*, Work Psychology Group, Derby, United Kingdom; Fiona Patterson, University of Cambridge and Work Psychology Group, Derby, United Kingdom; Anna Rosselli, Work Psychology Group, Derby, United Kingdom; Sathya Naidoo, East Midlands LETB, Nottingham, United Kingdom; Sheona MacLeod, East Midlands LETB, Nottingham, United Kingdom

0930-0945  2O5  Trainee in difficulty: A narrative inquiry about mismatching expectations and the lack of collegial network  
Signe Gjedde Brondt*, MEDU, Aarhus University, Aarhus, Denmark; Rune Dall Jensen, MEDU, Aarhus University, Aarhus, Denmark; Soren Prins, MEDU, Aarhus University, Aarhus, Denmark; Mette Krogh Christensen, MEDU, Aarhus University, Aarhus, Denmark

0945-1000  2O6  Identifying and addressing special needs of trainees who fail their vocational training OSCE (FRACGP exam)  
Geetha Kunjithapatham*, GP Synergy, Medical Education, Sydney, Australia; Anne Eastwood, GP Synergy, Medical Education, Sydney, Australia
2P1 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
Lucy Ambrose, Keele University, School of Medicine, Keele, United Kingdom; Elizabeth Anderson, University of Leicester, Department of Medical and Social Care Education, Leicester, United Kingdom; Jonathan Stewart, Heart of England Foundation Trust, Medical Education Unit, Birmingham, United Kingdom; David Morley, University of Birmingham, College of Medical and Dental Sciences, Birmingham, United Kingdom; Jamie J Coleman, University of Birmingham, School of Sport, Exercise and Rehabilitation Sciences, Birmingham, United Kingdom; Marianne Hensman, University of Birmingham, College of Medical and Dental Sciences, Birmingham, United Kingdom; Presenter: Sharon Buckley*, University of Birmingham, Birmingham, United Kingdom

2P2 STructured apprOach to the Reporting In health Education of evidence Synthesis: The STORIES Statement
Morris Gordon*, Better Prescribing, School of Medicine, Manchester, United Kingdom; Trevor Gibbs*, AMEE, Dundee, United Kingdom

2P3 What are the features of interventions that affect diversity in health professions trainees? A BEME systematic review
Kristen Simone, University of Alberta, Edmonton, Canada; Rabia A. Ahmed, Department of Medicine, University of Alberta, Canada; Jill Konkin, Department of Family Medicine and Associate Dean, Community Engagement, University of Alberta, Canada; Sandra Campbell, Public Services Librarian and Library Liaison to Medicine, University of Alberta, Canada; Lisa Hartling, Department of Pediatrics, University of Alberta, Canada; Anna E. Oswald*, Department of Medicine, University of Alberta, Canada

2P4 A BEME systematic review of undergraduate medical education in the UK general practice setting
Sophie Park*

2P5 Communities and medical education: rummaging around in Pandora’s box
Rachel Ellaway*, Northern Ontario School of Medicine, Canada; Laurel D’Gorman, CRaNHR, Laurentian University, Canada; Roger Strasser, Northern Ontario School of Medicine, Canada; Lisa Graves University of Toronto, St. Michael’s Hospital Toronto; David Marsh, Northern Ontario School of Medicine, Canada; Catherine Cervin, Northern Ontario School of Medicine, Canada

2P6 Year 2 of a systematic review of the effectiveness of methods used to develop research skills in UG medical students: what have we learnt?
Jon Isberrner*, Anita Lidlaw, Rachel Dawes, Alun Hughes, Mairi McKinley, Calum McHale, Vicki Cormie, Simon Guild, School of Medicine, University of St Andrews, United Kingdom

Discussion

2Q CONFERENCE WORKSHOP: Trainee Workshop: Transitioning from Learner to Teacher
Rille Piiljak*, European Junior Doctors, Department of Emergency Medicine, Tartu, Estonia; Robbert J Duivivier*, Foundation for Advancement of International Medical Education & Research (FAIMER), Department of Emergency Medicine, Philadelphia, United States; Matthew J Stull*, University of Cincinnati College of Medicine, Cincinnati, United States
Location: Workshop Room 1, Level 0, MiCo

2R CONFERENCE WORKSHOP: Debriefing after simulation based training of teams – How to stimulate reflection on individual and team skill
Doris Østergaard*, Capital Region of Denmark, Danish Institute for Medical Simulation, Herlev, Denmark; Debra Nestel, Monash University, Melbourne, Australia; Peter Dieckmann, Capital Region of Denmark, Danish Institute for Medical Simulation, Denmark; Barry Issenberg, Michael Gordon Centre, Miami, United States; Daisy Rotzoll, University of Leipzig, Germany; Hyon Soo, Yonsei University, Republic of South Korea
Location: Workshop Room 2, Level 0, MiCo
0830-1015 2S CONFERENCE WORKSHOP: Empowering the 21st Century Scholar: Fostering Global Collaboration and Innovation
Janette Saman*, Association of American Medical Colleges (AAMC), Global Health Learning Opportunities, Washington, D.C., United States; Chris Candler*, Association of American Medical Colleges (AAMC), Medical Education, Washington, D.C., United States; Mary Beth DeVibbiss**, Association of American Medical Colleges (AAMC), Academic Medicine, Washington, DC, United States; Robby Reynolds**, Association of American Medical Colleges (AAMC), Medical Education Online Programs, Washington DC, United States; Anne Farmakidis, Association of American Medical Colleges (AAMC), Academic Medicine, Washington DC, United States; Pablo Gonzalez Blasco*, SOBRAMA – Medical Education & Humanism, Scientific Affairs, Sao Paulo, Brazil
Location: Workshop Room 3, Level 0, MiCo

0830-1015 2T CONFERENCE WORKSHOP: Clerkships: Assessing if they are effective learning experiences
Danette W. McKinley*, FAIMER, Research and Data Resources, Philadelphia, United States; Jon Dowell*, University of Dundee School of Medicine, Research and Data Resources, Dundee, United Kingdom; Georgette Dent*, University of North Carolina School of Medicine, Chapel Hill, United States; Alice McGarvey*, Royal College of Surgeons in Ireland, Dublin, Ireland; Agostinho Sousa*, IFMSA, Portugal
Location: Suite 9, Level Mezzanine, MiCo

0830-1015 2U CONFERENCE WORKSHOP: The role of coaching in CPD
Jane Tipping*, University of Toronto, CPD Faculty of Medicine, Toronto, Canada; Paul Hendry, University of Ottawa, CPD Faculty of Medicine, Ottawa, Canada
Location: Suite 8, Level Mezzanine, MiCo

0830-1015 2V CONFERENCE WORKSHOP: Simple, practical, value-added flipped classroom design and implementation
Anne Minenko*, University of Minnesota, Minneapolis, United States
Location: Suite 7, Level Mezzanine, MiCo

0830-1015 2W CONFERENCE WORKSHOP: The Use of Virtual Patients to Promote Inter-Professional Learning
Luke McGowan*, Peninsula College of Medicine and Dentistry & Plymouth University Peninsula Schools of Medicine and Dentistry, Technology Enhanced Learning for Medicine and Dentistry, Plymouth, United Kingdom; Matthew Jerreat*, Peninsula College of Medicine and Dentistry & Plymouth University Peninsula Schools of Medicine and Dentistry, Clinical Education for Dentistry, Plymouth, United Kingdom; Hisham Khalil*, Peninsula College of Medicine and Dentistry & Plymouth University Peninsula Schools of Medicine and Dentistry, Division of Medical Education, Plymouth, United Kingdom; Arunangsu Chatterjee*, Plymouth University Peninsula Schools of Medicine and Dentistry, Technology Enhanced Learning / Collaboration for the Advancement of Medical Education Research & Assessment (CAMERA), Plymouth, United Kingdom; Richard Thorley, Plymouth College of Medicine and Dentistry, Plymouth, United Kingdom; Craig Walsh, Plymouth College of Medicine and Dentistry, Plymouth, United Kingdom
Location: Suite 6, Level Mezzanine, MiCo

0830-1015 2X CONFERENCE WORKSHOP: Making the most of existing assessments: Using learning analytics
Jane Souza* St.John Fisher College, Wegmans School of Pharmacy, Rochester, United States
Location: Suite 4, Level +2, MiCo

0830-1015 2Y CONFERENCE WORKSHOP: Social Accountability: Medical education and the global environment
Sarah Walpole*, Hull York Medical School / York Hospital, Centre for Education Development / Acute Medical Unit, York, United Kingdom; Deborah Murdoch-Eaton*, Sheffield Medical School, Sheffield, United Kingdom; Steli Barna*, Norwich Medical School, Public Health, Norwich, United Kingdom; Trevor Thompson, Bristol University, Medical School, Primary Care, Bristol, United Kingdom
Location: Suite 3, Level +2, MiCo

0830-1015 2Z CONFERENCE WORKSHOP: What makes a good case for use in students’ case discussions?
Jakob Donnér*, Lund University, Department of Clinical Sciences, Lund, Sweden; Gudrun Edgren*, Lund University, Faculty of Medicine Centre for Teaching and Learning, Lund, Sweden; Christina Gummesson, Lund University, Faculty of Medicine Centre for Teaching and Learning, Lund, Sweden
Location: Suite 2, Level +2, MiCo

0830-1015 2AA CONFERENCE WORKSHOP: “Redrawing the Line on Professionalism:” International views on professionalism
Carol Hodgson*, University of Alberta, Pediatrics, Edmonton, Canada; Penelope Smyth*, University of Alberta, Medicine, Edmonton, Canada; Clair Birkman*, University of Alberta, Office of Medical Education, Edmonton, Canada
Location: Suite 1, Level +2, MiCo

0830-1015 2BB CONFERENCE WORKSHOP: ASPIRE – Recognising excellence in medical education
David Wilkinson*, Macquarie University, Australia; Trudie Roberts*, University of Leeds, UK
Location: Suite 5, Level Mezzanine, MiCo
2CC1 ADEM Plus: Performance assessment of medical students in Brazil
Ricardo S. Komatsu*, Famema, Marília Medical School and Iep, Hospital Sirio-Libanes, Geriatrics, Health Professions Education, Marília, SP, Brazil; Roberto Q, Padilha, Instituto De Ensino E Pesquisa, Hospital Sirio-Libanes, Public Health and Health Professions Education, Sao Paulo, Sp, Brazil; M. Brownell Anderson, NBME, International Programs, Philadelphia, PA, United States; Raj A. Subhiya, NBME, Scoring and International Programs, Philadelphia, PA, United States; Paulo Chaichap, Hospital Sirio-Libanes, Surgery and Corporate Strategy, Sao Paulo, Sp, Brazil

2CC2 Preparing for surgical examinations: What can educational theory contribute to the development of e-Learning support materials?
Sarah Itam*, Imperial College London, Department of Surgery and Cancer, London, United Kingdom

2CC3 Student perceptions of assessment in higher education
Brooke Harris-Reeves*, Griffith University, School of Allied Health Sciences, Gold Coast, Australia; Andrea Bialocerkowski, Griffith University, School of Allied Health Sciences, Gold Coast, Australia

2CC4 How do medical students know when they are prepared for an exam? A qualitative study
Zahra Hussain*, University of Glasgow, School of Medicine, Glasgow, United Kingdom; JG Boyle, University of Glasgow, Glasgow Royal Infirmary, Glasgow, United Kingdom

2CC5 The survey of clinical medical students’ attitude toward fairness of assessment
Rachawan Sukathien*, Medical Education Centre, Maharaj Nakhon Chonburi Hospital, Department of Rehabilitation Medicine, Nakhon Chonburi, Thailand

2CC6 Implementation of large scale e-assessment at the University Medical Center Utrecht, the Netherlands
W.I. de Haan, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; M. Manrique-van Hoedenbergh*, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; J.E. Verhulst, University Medical Center Utrecht, Directorate of Information Technology, Utrecht, Netherlands

2CC7 Tablet-based assessment in clinical biochemistry using LMS MOODLE
Daniel Rajd*, Charles University in Prague, Medical Faculty in Pilsen, Institute of Clinical Biochemistry and Hematology, Pilsen, Czech Republic; Jaroslav Racek, Charles University in Prague, Medical Faculty in Pilsen, Department of Science Information, Prague, Czech Republic; Ilika Fierrezová, Charles University in Prague, 2nd Medical Faculty, Department of Science Information, Prague, Czech Republic; Alexandru Polášková, Charles University in Prague, 2nd Medical Faculty, Department of Public Health and Preventive Medicine, Pilsen, Czech Republic; Dana Müllerová, Charles University in Prague, Medical Faculty in Pilsen, Department of Histology and Embryology, Pilsen, Czech Republic; Jiří Polivka, Charles University in Prague, Medical Faculty in Pilsen, Institute of Clinical Biochemistry and Hematology, Pilsen, Czech Republic

2CC8 Development and validation of a new instrument to assess communication skills
Mónica Gonçalves*, Standardized Patients Program, School of Health Sciences, University of Minho, Braga, Portugal; Ana-Luisa Sousa, Standardized Patients Program, School of Health Sciences, University of Minho, Braga, Portugal; Pedro Morgado, Standardized Patients Program, School of Health Sciences, University of Minho, Braga, Portugal; Patricio Costa, Standardized Patients Program, School of Health Sciences, University of Minho, Braga, Portugal; Joao Jose Cerqueira, Standardized Patients Program, School of Health Sciences, University of Minho, Braga, Portugal

2CC9 The Effect of English Language in the Multiple Choice Question Scores of Thai Medical Students
Pochamana Phisalprapa*, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Jintana Assanasen, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Torpong Thongnagarm, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Theera Ruchatrakool, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Surapon Kobwanthanakun, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Wanchai Dejomnitrutai, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand

2CC10 An Analysis of Prince of Songkla University (PSU) Medical Students’ Preparation for the Thai National Medical Licensing Examination (TNMLE) Step I, II and III
Sasiaka Nimmannast*, Department of Anesthesiology, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand; Chatthai Prechawat, Department of Anesthesiology, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand; Chitkasaem Suwanrath, Department of Obstetrics and Gynecology, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand; Sudarat Shoosong, Medical Education Unit, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand; Suksana Sirisawat, Medical Education Unit, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand; Siriporn Klinthong, Medical Education Unit, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand

2CC11 Performance Assessment Traineeship: Self-assessment for learning
Craig Campbell, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada; Suzan Schnewesis*, University of Toronto, Continuing Professional Development, Royal College CPD Educator, Toronto, Canada; Jennifer Gordon, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada; Ines Martin, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada
0830-1015

2DD POSTERS: Teaching & Learning: General
Chairperson: Trevor Killeen (United Kingdom)
Location: South Hall, Level 0, MiCo

2DD1 The evaluation of a new Balint group scheme for Bristol medical students
Robert Dixon, Avon and Wiltshire Mental Health Partnership, Bristol, United Kingdom; Ami Kothari*, Avon and Wiltshire Mental Health Partnership, Bristol, United Kingdom; Josie Lee, North Bristol NHS Trust, Bristol, United Kingdom; Alison Lerant, Avon and Wiltshire Mental Health Partnership, Bristol, United Kingdom; Amy Manley, Great Nother NHS Foundation Trust, Bristol, United Kingdom; Rebecca Spooner, Avon and Wiltshire Mental Health Partnership, Devizes, United Kingdom

2DD2 Applying DeBono’s six hat strategy to facilitate student learning in small groups
Ali Tayyab*, Shifa College of Medicine, Health Professions Education, Islamabad, Pakistan; Ayisha Mohiyuddin, Shifa College of Medicine, Health Professions Education, Islamabad, Pakistan; Arshad Javed, Shifa College of Medicine, Health Professions Education, Islamabad, Pakistan

2DD4 The tactic for plagiarism teaching: Team-based learning
Sarinya Thangsithchok*, Phichit Hospital, Pediatrics, Phichit, Thailand

2DD5 Quiet please! Draw-along mind maps to focus students in a large classroom setting
Sanet H Kotzé*, Stellenbosch University, Biomedical Sciences, Tygerberg, South Africa

2DD6 Available debriefing models and their success after in-hospital cardiopulmonary resuscitation: A literature review
Anne Mette Kristiansen*, Aarhus University Hospital, Department of Cardiology, Aarhus N, Denmark; Jette R. Svanholm, Aarhus University Hospital, Department of Cardiology, Aarhus N, Denmark; Klas Karigren, Karolinska Institutet, Department of Learning, Informatics, Management and Ethics (LIME), Stockholm, Sweden

2DD7 Adaptive questioning in workplace learning: A scoping review to develop a conceptual framework
Harumi Gomi*, Jichi Medical University, Center for Clinical Infectious Diseases, Shimotsuke, Tochigi, Japan; Daniëlle Versteegen, Maastricht University School of Health Professions Education, Department of Educational Development and Research, Maastricht, Netherlands; Tim Dornan, Maastricht University School of Health Professions Education, Department of Educational Development and Research, Maastricht, Netherlands

2DD9 Dynamic strategies for teaching and learning: Looking for greater student participation in the construction of own knowledge
Taciuna Figueiredo-Soares*, Federal University of Minas Gerais, Propedêutica Complementar, Belo Horizonte, Brazil; Silvana Elói-Santos, Federal University of Minas Gerais, Propedêutica Complementar, Belo Horizonte, Brazil; Edilberto N. Mendes, Federal University of Minas Gerais, Propedêutica Complementar, Belo Horizonte, Brazil; Luís Tolfoi, UNICAMP, Department of Medical Psychology and Psychiatry, Campinas, Brazil; Edna R. S. Pereira, Federal University of Goiás, Pediatrics, Goiânia, Brazil

2DD10 Clinical teachers’ perceptions of their role in case-based teaching
Dalia Khalifa*, Faculty of Medicine, Zagazig University, Medical Education, Radiology, Zagazig, Egypt; Gillian Artken, University of Edinburgh, Medical Education, Edinburgh, United Kingdom

2DD11 Haemangiendothelioblastoma with pseudopseudohypoparathyroidism: Unravelling the challenge of medical spelling
Niels Leadholm*, University of Bristol, Bristol, United Kingdom; Richard Purcell, University of Bristol, Bristol, United Kingdom

2DD12 Effectiveness of an education program for reducing blood culture contamination
Sun Jung Myung*, Seoul National University College of Medicine, Seoul, Republic of South Korea; Kyung Duk Park, Seoul National University College of Medicine, Seoul, Republic of South Korea; Ye Rim Chang, Seoul National University College of Medicine, Seoul, Republic of South Korea; Ji Young Chang, Seoul National University College of Medicine, Seoul, Republic of South Korea; Bora Kim, Seoul National University College of Medicine, Seoul, Republic of South Korea; Bora Kim, Seoul National University College of Medicine, Seoul, Republic of South Korea; Mee Joo Kang, Seoul National University College of Medicine, Seoul, Republic of South Korea
0830-1015

2DD13 Students’ Perspectives on compliance with Standard Infection Control Precautions
Janette Jamieson*, University of Edinburgh, ECCARS, Edinburgh, United Kingdom; Lisa Macthness, University of Edinburgh, ECCARS, Edinburgh, United Kingdom; Lorraine Close, University of Edinburgh, ECCARS, Edinburgh, United Kingdom; Val McDowall, University of Edinburgh, ECCARS, Edinburgh, United Kingdom; Kate Leech, University of Edinburgh, ECCARS, Edinburgh, United Kingdom; Janet Skinner, University of Edinburgh, ECCARS, Edinburgh, United Kingdom

2DD14 Can microbiology classes improve students’ awareness about handwashing for surgical practice?
Manelio Caussazano Junior, Barretos School of Health Sciences, Dr. Paulo Prata, FACSIB, Medical Education Unit, Barretos, Brazil; Céline Marques Pinheiro, Barretos School of Health Sciences, Dr. Paulo Prata, FACSIB, Medicine, Barretos, Brazil; Eduardo Anselmo Garcia, Barretos School of Health Sciences, Dr. Paulo Prata, FACSIB, Medical Education Unit, Barretos, Brazil; José Alves de Freitas*, Barretos School of Health Sciences, Dr. Paulo Prata, FACSIB, Barretos, Brazil; Vanessa Soares de Oliveira e Almeida, Barretos School of Health Sciences, Dr. Paulo Prata, FACSIB, Barretos, Brazil; Fábio Antonio Perecin Volpe, Barretos School of Health Sciences, Dr. Paulo Prata, FACSIB, Barretos, Brazil

2DD15 Extracurricular activities and the seven learning outcomes
Weerawat Wateetip*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Saran Kirdsuwan, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Weth Wateetip, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand

0830-1015

2EE POSTERS: Research and Evidence Based Medicine
Chairperson: Janusz Janczurowicz (Poland)
Location: South Hall, Level 0, MiCo

2EE1 The Miniproject: A novel approach to engaging first-year medical students in scientific research
Amelie Plymuth*, Karolinska Institutet, Medical Epidemiology and Biostatistics, Stockholm, Sweden; Riitta Möller, Karolinska Institutet, Medical Epidemiology and Biostatistics, Stockholm, Sweden; Jennifer Protudjer, Karolinska Institutet, Medical Epidemiology and Biostatistics, Stockholm, Sweden

2EE2 How much do medical students know about clinical research? Delivering improvements through a one-day course
Mohammed Syed*, UCL Medical School, London, United Kingdom; Fahad Mahmood, UCL Medical School, London, United Kingdom; Paulina Przybycien, Imperial College London, United Kingdom; Usama Ahmed, Royal London Hospital, Whitechapel, United Kingdom

2EE3 Innovative Approach to Research Teaching with “R2R” Concept
Pairoj Boonlukski*, Hatyai Medical Education Center, Pediatric Department, Songkhla, Thailand

2EE4 Evaluating an academic research program: An additional component
Watcharapol Poonual*, Utrartad Medical Education Center, Otolaryngology Department Utrartad Hospital, Utrartad, Thailand

2EE5 Intensive clinical experience for graduate research students: PhD-ICE
Denise Bee*, University of Sheffield, Medical Education, Sheffield, United Kingdom

2EE6 Developing research competency in basic medical sciences
Farida Minrubayeva, Karaganda State Medical University, Physiology, Karaganda, Kazakhstan; Viktor Riklfev, Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan; Anna Kheyveich, Karaganda State Medical University, Physiology, Karaganda, Kazakhstan; Alma Muratova*, Karaganda State Medical University, Center for Management and Strategic Development, Karaganda, Kazakhstan

2EE7 The AcaMedics Symposium: A Novel Approach to Engaging Medical Students in Clinical Research
Buket Gundogar*, University College London Medical School, London, United Kingdom; Mohammed Syed, University College London Medical School, London, United Kingdom; Linda Mao, University College London Medical School, London, United Kingdom; Usama Ahmed, The Royal London Hospital, Whitechapel, London, United Kingdom

2EE8 How we Know and What we Teach: Intersections of Intelligent Research Design and Curriculum Design
Navindra Naidoo*, Cape Peninsula University of Technology, Emergency Medical Sciences, Cape Town, South Africa; Lloyd Christopher, Cape Peninsula University of Technology, Emergency Medical Sciences, Cape Town, South Africa; Justice Bosman, Cape Peninsula University of Technology, Emergency Medical Sciences, Cape Town, South Africa; Mark Marais, Cape Peninsula University of Technology, Emergency Medical Sciences, Cape Town, South Africa

2EE9 A peer delivered research methods course as a stimulus to increase trainee participation in research
Khimara Naidoo, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom; Thiloka Ratnaie, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom; Ruth Corrigan, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom; Andrew Hotchen, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom; Sophie Goldstein, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom; Peter Thomas*, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom
2EE10  Core competencies in Medical Education: What Portuguese Medical Students think about scientific skills  
Laura Ribeiro*, Faculty of Medicine of the University of Porto, Center for Medical Education, Porto, Portugal; Milton Severo, Faculty of Medicine of the University of Porto, Center for Medical Education, Porto, Portugal; Maria Amélia Ferreira, Faculty of Medicine of the University of Porto, Center for Medical Education, Porto, Portugal  

2EE11  The relationship of certainty and performance in medical students’ evidence-based argumentation in their own domain of medicine and the foreign domain of education  
Joana Melle, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforshung in der Medizin, München, Germany; Julia Kiveswedee, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforshung in der Medizin, München, Germany; Andreas Hetmanek, Ludwig-Maximilian-Universität München, Lehrstuhl für empirische Pädagogik und pädagogische Psychologie, München, Germany; Eva Morwald*, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforshung in der Medizin, München, Germany; Frank Fischer, Ludwig-Maximilian-Universität München, Lehrstuhl für empirische Pädagogik und pädagogische Psychologie, München, Germany; Martin R. Fischer, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforshung in der Medizin, München, Germany  

2EE12  Research-based learning, as an effective model for the health professionals training  
Vitaly Koikov*, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Gulmina Derbissalina, Astana Medical University, General Practice, Astana, Kazakhstan; Margarita Graf, Group supporting the implementation of the World Bank Project, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Gauhar Korabayeva, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Dinara Otagailieva, Republican Centre for Health Development, Obstetrics and Gynecology, Astana, Kazakhstan; Zarema Gabdilashimova, Astana Medical University, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan  

2EE13  Building capacity on students’ research: Using a grant to disseminate advisory skills  
Valeria Camargo de Lacerda Carvalho*, Marília Medical School, NTI, Marília, Brazil; Luis Carlos de Paula Silva, Marília Medical School, Clinical Director, Marília, Brazil; Francelle Casagrande Costa Silva, Marília Medical School, Psychology, Marília, Brazil; Elizabeth Pillon Scapim, Marília Medical School, Emergency Unit, Marília, Brazil; Juliana Gomes Barbosa, Marília Health Secretary, Health Informatics Unit, Marília, Brazil; Paulo Marcondes Carvalho Junior, Marília Medical School, NTI, Marília, Brazil  

2EE14  Descriptive statistical analysis of student research delegates: Contact via medical schools and social media is most effective  
Andrew R McKeen*, University of Glasgow, Wolfson Medical School Building, Glasgow, United Kingdom; Helen Hare, University of Glasgow, Glasgow, United Kingdom; Patrick Collins, University of Glasgow, Glasgow, United Kingdom; Aishah Coyte, University of Glasgow, Glasgow, United Kingdom; Jacob Brolly, University of Glasgow, Glasgow, United Kingdom  

2EE15  Does a doctor need biostatistics? Critical appraisal of research articles by medical students  
Benik Koichubekov*, Karaganda State Medical University, Medical Biophysics and Informatics, Karaganda, Kazakhstan; Viktor Rikiefs, Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan; Rosaliya Begaidarova, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan  

2EE16  Teaching biostatistics in Gulf Medical University Ajman (UAE) – Our experiences and challenges  
Tatiana Ille*, Gulf Medical University, Centre for Advanced Biomedical Research and Innovation, Ajman, United Arab Emirates; Jayadevan Sreedharan, Gulf Medical University, Statistical Support Facility, CABRI, Ajman, United Arab Emirates  

2EE17  Have the future Spanish Health Professionals the required statistical knowledge before starting University?  
Juan Jose Silva Torres*, Universidad Complutense de Madrid, Bioestadística, Madrid, Spain; Inmaculada Herranz Tejedor, Universidad Complutense de Madrid, Bioestadística, Madrid, Spain; Daniel Velez Serrano, Universidad Complutense de Madrid, Estadística e Investigación Operativa, Madrid, Spain; Luis Prieto Valiente, Universidad Complutense de Madrid, Bioestadística, Madrid, Spain  

2EE18  Curricular Integration of Research Training to Teach Skills for Evidence-Based Medicine  
Mandar Jadhav, Ross University School of Medicine, Microbiology, Roseau, Dominica; Erika Correa, Ross University School of Medicine, Roseau, Dominica; Molly Bruggeman, Ross University School of Medicine, Roseau, Dominica; Yip Kirsten, Ross University School of Medicine, Roseau, Dominica; Lisa Sandy, Ross University School of Medicine, Roseau, Dominica; Elisabeth Schlegel*, Ross University School of Medicine, Roseau, Dominica  

2EE19  Implementing evidence-based medicine journal clubs in hospital seminar: A model for translation of knowledge into clinical practice  
Ka-Wai Tam*, Taipei Medical University, Shuang Ho Hospital, Center for Evidence-Based Health Care, New Taipei City, Taiwan; Shy-Yi Lin, Taipei Medical University, Center for Evidence-Based Health Care, Taipei, Taiwan; Ming-Teh Huang, Taipei Medical University, Shuang Ho Hospital, New Taipei City, Taiwan; Chih-Hsiung Wu, Taipei Medical University, Shuang Ho Hospital, New Taipei City, Taiwan; Yuh-Feng Lin, Taipei Medical University, Shuang Ho Hospital, New Taipei City, Taiwan  

2EE20  Barriers to student learning of evidence-based dentistry in a Japanese dental school  
Naoki Kakudate*, Kyushu Dental University, Educational Cooperation Center, Kitakyushu, Japan; Tomoya Hanatani, Kyushu Dental University, Kitakyushu, Japan; Junichi Karaki, Kyushu Dental University, Kitakyushu, Japan; Takaki Fukuzumi, Kyushu Dental University, Kitakyushu, Japan; Tetsuro Konoo, Kyushu Dental University, Kitakyushu, Japan; Tatsuji Nishihara, Kyushu Dental University, Kitakyushu, Japan  

2EE21  Evidence based medicine teaching in Indonesian medical schools  
Indah Widyaningsih*, Faculty of Medicine Universitas Indonesia, Community Medicine, Jakarta, Indonesia; Eka D Safri, Faculty of Medicine Universitas Indonesia, Center for Clinical Epidemiology and Evidence Based Medicine, Jakarta, Indonesia; Respati W Ranakusuma, Faculty of Medicine Universitas Indonesia, Center for Clinical Epidemiology and Evidence Based Medicine, Jakarta, Indonesia
Examining medical students’ extra-curricular research activity through the lens of transformative learning theory
Margaret Elbourne*, United Arab Emirates University, College of Medicine, Medical Education, Abu Dhabi, United Arab Emirates; Christopher Howarth, United Arab Emirates University, College of Medicine, Physiology, Abu Dhabi, United Arab Emirates

2FF1 “Welfa-demic Week”: A student-run combined welfare and academic initiative to reduce stress and increase preparedness of clinical medical students
T Morris, The University of Sheffield, The Medical School, Sheffield, United Kingdom; SM Churchill*, The University of Sheffield, The Medical School, Sheffield, United Kingdom; S Tili, The University of Sheffield, The Medical School, Sheffield, United Kingdom; M Marshall, The University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom

2FF2 Compassion satisfaction and burnout during medical student clerkships: Internal locus of control, emotional stability, and self-esteem as mediators of academic performance
Cheng-Chun Lee*, China Medical University, School of Medicine, Taichung, Taiwan; Blossom Yen-Ju Lin, China Medical University, Department of Health Services Administration, Taichung, Taiwan; Cheng-Chieh Lin, China Medical University; China Medical University Hospital, School of Medicine, Department of Family Medicine, Department of Health Services Administration, Taichung, Taiwan; Chia-Der Lin, China Medical University Hospital, Department of Education, Department of Otolaryngology, Taichung, Taiwan; Meng Hung Tsai, China Medical University, Anatomy, School of Medicine, Taichung, Taiwan; Wen-Tsoung Hsieh, China Medical University, Pharmacology, School of Medicine, Taichung, Taiwan

2FF3 Medical students’ burnout during clerkship: Impact of individual and organizational factors
Louis Van Meele*, Catholic University of Louvain (UCL), Brussels, Belgium; Brice Leplièce, Catholic University of Louvain (UCL), Brussels, Belgium

2FF4 Effect of stress management sessions on objective and subjective markers of stress and on clinical skills during simulated consultations in year 3 medical students
Pierre Pottier*, Faculty of Medicine, Biochemistry, Nantes, France; Jean-Marie Castillo, Faculty of Medicine, Medicine Interne, Nantes, France; Jean-Benoit Haroudin, Faculty of Pharmacy, Nantes, France; Anne-Gaelle Le Loupp, Chu De Nantes, Nantes, France; Vicky LeBlanc, University of Toronto, Toronto, Canada

2FF5 Stress Levels and Stress Coping Methods in Pre-Clinical and Clinical Medical Students of Phramongkutklao College of Medicine
Natthawan Suangtho, Phramongkutklao College of Medicine, Bangkok, Thailand; Presenter: Soraya Chatchawalanon*, Phramongkutklao College of Medicine, Bangkok, Thailand

2FF6 Stress Treatment for Medical Students: Essential or dispensable? A 2014 basic survey of psychosomatic symptoms in medical students at the University of Freiburg
Niklas Gildorf*, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany; Hannes Reinhardt, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany; Zoltán Hölling, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany; Jiaxi Lin, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany; Michael Wirsching, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany; Andrea Kuhnert, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany

2FF7 Resilience to Depression and Burnout among Medical Students: The Role of Coping Style and Social Support
Gwen Thompson*, Mayo Clinic, Division of General Internal Medicine, Rochester, MN, United States; Rosanne McBride, University of North Dakota School of Medicine and Health Sciences, Division of Family Medicine, Grand Forks, ND, United States; Colin West, Mayo Clinic, General Internal Medicine, Rochester, MN, United States; Gwen Halaas, University of North Dakota School of Medicine and Health Sciences, Academic Affairs, Grand Forks, ND, United States

2FF8 Quality of life and depression among medical students and health care workers
Ronaphob Uaphanthasath*, Faculty of Medicine, Chiangmai University, Department of Family Medicine, Chiang Mai, Thailand; Wichuda Wachcharoen, Faculty of Medicine, Chiangmai University, Thailand; Chasiri Angkurawaranon, Faculty of Medicine, Chiangmai University, Department of Family Medicine, Chiang Mai, Thailand; Juntima Euathrongchit, Faculty of Medicine, Chiangmai University, Department of Radiology, Chiang Mai, Thailand

2FF9 What are the causes of stress in medical students? An investigation into medical students’ support networks, and their role in resilience
Julien Elango*, Barts and the London, School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; Karthika Arunachalam, Barts and the London, School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; Martin Carrier, Barts and the London, School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; Dev Gadhvi, Barts and the London, School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; Louise Younie, Barts and the London, School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom

2FF10 A Study on the Development and Validation of the Stress Scale for Medical Students in Korea
Kwihwa Park*, Gachon University School of Medicine, Medical Education, Incheon, Republic of South Korea; Mirneung Kim, Gachon University School of Medicine, Medical Education, Incheon, Republic of South Korea; le-Byung Park, Gachon University School of Medicine, Internal Medicine, Incheon, Republic of South Korea; Hyouyun Yoo, Chonbuk University Medical School, Medical Education, Jeon-Ju, Republic of South Korea
The influence of physical activity on the quality of life of Brazilian medical students

Silmar Gannam*, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Munique Peleias, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Fernanda B Mayer, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Helena Paro, Federal University of Uberlândia, Department of Gynecology and Obstetrics, Uberlândia, Brazil; Milton A Martins, 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, Medical Informatics and Department of Pathology, São Paulo, Brazil

Self care for medical students, restoring love back to medicine

Eunice Miniford*, Northern Trust, Surgery, Antrim, United Kingdom

Quality of life differences between medical and speech therapist students

Bruno Perotta*, Evangelical Medical School of Parana, Department of Medicine, Curitiba, Brazil; Paulo SP Silveira, School of Medicine of the University of São Paulo, Medical Informatics and Department of Pathology, São Paulo, Brazil; Brunna Oliveira, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Vera Lucia Garcia, São Paulo State University, Department of Speech Therapy, Botucatu, Brazil; Milton Martins, School of Medicine of the University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Patricia Tempski, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil

Academic Wellbeing Profiles in Medical Students of Chile

Carolina Márquez*, Universidad de Concepción, Medical Education Department, Concepción, Chile; Liliana Ortiz, Universidad de Concepción, Medical Education Department, Concepción, Chile; Cristian Pérez, Universidad de Concepción, Medical Education Department, Concepción, Chile; Peter McColl, Universidad Andrés Bello, Medicine Faculty, Viña del Mar, Chile; Graciela Torres, Universidad San Sebastián, Medicine Faculty, Concepción, Chile; Andrea Meyer, Universidad Católica de la Santísima Concepción, Medicine Faculty, Concepción, Chile

Evaluation of Mindfulness-Based Curriculum Strategies within a Veterinary Medicine Program

Desia Grace, Ross University School of Veterinary Medicine, Counseling Center, Basseterre, Saint Kitts and Nevis; Elpida Artemiou*, Ross University School of Veterinary Medicine, Clinical Sciences, Basseterre, Saint Kitts and Nevis; Janet Camp, Ross University School of Veterinary Medicine, Counseling Center, Basseterre, Saint Kitts and Nevis

A study to explore the effect of comprehensive lifestyle education program

Yeong Ji Lee*, School of Medicine, Inha University, Family Medicine, Incheon, Republic of South Korea; Ji-ho Choi, School of Medicine, Inha University, Family Medicine, Incheon, Republic of South Korea; In Soo Park, School of Medicine, Inha University, Pathology, Incheon, Republic of South Korea; Hyeon Gyu Yi, School of Medicine, Inha University, Internal Medicine, Incheon, Republic of South Korea; Min Jung Kim, School of Medicine, Inha University, Medical Education, Incheon, Republic of South Korea; Mi Jin Lee, School of Medicine, Inha University, Medical Education, Incheon, Republic of South Korea

The influence of physical activity on the quality of life of Brazilian medical students

Munique D A Peleias*, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Silmar Gannam, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Bruno Perotta, Evangelical Medical School of Parana, Department of Medicine, Curitiba, Brazil; Milton A Martins, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Patricia Tempski, 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, Center for Development of Medical Education, São Paulo, Brazil

Effects of 10 minutes meditation on an immediate memory and memory span in the 1st year medical students

Atcha Pongpitakdamrong*, Medicine, Pediatrics, Nakhonratchasima, Thailand

Sleep patterns and sleep quality in medical students and graduated doctors in Buriram medical education center, Thailand

Surisa Sirriwong*, Buriram Medication Education Center, Anesthesiology, Muang Buriram, Thailand; Narin Chindavech, Buriram Medication Education Center, Pulmonary and Critical Care Medicine, Muang Buriram, Thailand; Vithoon Ruangkaksorn, Buriram Medication Education Center, Ophthalmology, Muang Buriram, Thailand; Surasak Aumkaew, Buriram Medication Education Center, Medicine, Muang Buriram, Thailand; Yupin Prawai, Buriram Medication Education Center, Obstetric and Gynecology, Muang Buriram, Thailand; Walaiporn Ploytart, Buriram Medication Education Center, Otolaryngology, Muang Buriram, Thailand

Trending in the wrong direction: Changes in sleep behaviors, attitudes and knowledge over time

Teri Turner*, Baylor College of Medicine, Center for Research, Innovation and Scholarship in Medical Education, Department of Pediatrics, Houston, TX, United States; John Turner, Private Practice, Center for Research, Innovation and Scholarship in Medical Education, Department of Pediatrics, Houston, TX, United States; Linh Xu, Baylor College of Medicine, Department of Pediatrics, Houston, TX, United States; Mark Ward, Baylor College of Medicine, Center for Research, Innovation and Scholarship in Medical Education, Department of Pediatrics, Houston, TX, United States

Effect of Simple Happiness class to quality of life of medical students

Rungrat Jitarapong*, Thammasat University, Biochemistry, Preclinical Science, Faculty of Medicine, Pathum thani, Thailand; Supara Chaopricha, Thammasat University, Psychiatry, Pathum thani, Thailand; Panadda Rojijubstitt, Thammasat University, Preclinical Science, Faculty of Medicine, Pathum thani, Thailand; Wintra Nualla Song, Thammasat University, Psychiatry, Pathum thani, Thailand
2GG POSTERS: Residency Training
Chairperson: Peter Johnston (United Kingdom)
Location: South Hall, Level 0, MiCo

2GG1 Quality of life and The Burnout Syndrome Among Medical Residents In Brazil
Heloisa Malfatti*, UNICAMP- University of Campinas, Emergency, Campinas, Brazil; Marcelo Schweller, UNICAMP- University of Campinas, Emergency, Campinas, Brazil; Bruno de Jorge, UNICAMP- University of Campinas, Abilities Lab, Campinas, Brazil; Diego Lima Ribeiro, UNICAMP- University of Campinas, Emergency, Campinas, Brazil; Fernando Henrique Bergo de Souza e Silva, UNICAMP- University of Campinas, Emergency, Campinas, Brazil; Marco Antonio Carvalho Filho, UNICAMP- University of Campinas, Emergency, Campinas, Brazil

2GG2 Educating internal medicine interns on medical documentation: Does consultant co-signing the ward round note makes a difference?
Chinthaka Samaranayake, Auckland City Hospital, Auckland, New Zealand; Benjamin Ling, Auckland City Hospital, Auckland, New Zealand; Samantha Mathieson, Auckland City Hospital, Auckland, New Zealand; Tina Baili, Auckland City Hospital, Auckland, New Zealand; Nicholas Szecket*, Auckland City Hospital, Auckland, New Zealand

2GG3 E-handover and the multifactorial benefits in an NHS Foundation Trust
Michael Critchley*, Rotherham District General Hospital Foundation Trust, Rotherham, United Kingdom

2GG4 Time is of the essence: What do Internal Medicine Residents do while on duty?
Cameron W Leafloor, The Ottawa Hospital, Clinical Epidemiology, Ottawa, Canada; Ern (Yiran) Liu, The Ottawa Hospital, Performance Measurement and Innovation, Ottawa, Canada; Allen R Huang*, The Ottawa Hospital, Geriatric Medicine, Clinical Epidemiology, Ottawa, Canada; Heather Lochnan, The Ottawa Hospital, Division of Endocrinology, Ottawa, Canada; Catherine Code, The Ottawa Hospital, General Internal Medicine, Ottawa, Canada; Alan J Forster, The Ottawa Hospital, General Internal Medicine, Clinical Epidemiology, Performance Measurement and Innovation, Ottawa, Canada

2GG5 The feedback based on an oral case presentation checklist can improve presentation skills of medical residents
Takuyo Oda*, Iizuka Hospital, General Internal Medicine, lizuka-shi, Fukuoka, Japan; Hiroyuki Oda, Iizuka Hospital, General Internal Medicine, lizuka-shi, Fukuoka, Japan; Syunpei Yoshino, Iizuka Hospital, General Internal Medicine, lizuka-shi, Fukuoka, Japan; Ken Emoto, Iizuka Hospital, General Internal Medicine, lizuka-shi, Fukuoka, Japan; Hiroshi Imura, Iizuka Hospital, General Internal Medicine, lizuka-shi, Fukuoka, Japan

2GG6 Management of uncertainty by resident physicians in critical incidents
Alicia Hamui-Sutton*, Universidad Nacional Autonoma de Mexico, Division of Estudios de Posgrado, Ciudad de Mexico, Mexico; Samuel Gutierrez-Barreto, Universidad Nacional Autonoma de Mexico, Division de Estudios de Posgrado, Ciudad de Mexico, Mexico; Jose Halabé-Cherem, Centro Médico ABC, Jefatura de Enseñanza e Investigación, Ciudad de Mexico, Mexico; Melchor Sanchez-Mendiola, Universidad Nacional Autonoma de Mexico, Secretaria de Educacion Medica, Ciudad de Mexico, Mexico; Tania Vives-Varela, Universidad Nacional Autonoma de Mexico, Informatica Biomedica, Ciudad de Mexico, Mexico; Irwin Leenen, Universidad Nacional Autonoma de Mexico, Secretaria de Educacion Medica, Ciudad de Mexico, Mexico

2GG7 A novel mentor selection process: Results from six years in an Internal Medicine Residency
Michele Lewis*, Mayo Clinic, Internal Medicine, Jacksonville, FL, United States

2GG8 Implementation of Ultrasound Curriculum in Internal Medicine Residency Training
Diana Kelm*, Mayo Clinic, Internal Medicine, Rochester, United States; John Ratelle, Mayo Clinic, Internal Medicine, Rochester, United States; Nabeel Azeem, Mayo Clinic, Internal Medicine, Rochester, United States; Sara Reppert, Mayo Clinic, Internal Medicine, Rochester, United States; Andrew Halvorsen, Internal Medicine Residency Office of Educational Innovations, Department of Internal Medicine, Mayo Clinic, Rochester, MN, USA, Amy Qwentonko, Mayo Clinic, Internal Medicine, Division of Gastroenterology, Rochester, United States; Anjali Bhagra, Mayo Clinic, Internal Medicine, Division of General Internal Medicine, Rochester, United States

2GG9 Training environment and resident performance
Yingyong Chinthammith*, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Nittapana Chierakul, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand

2GG10 Theory Versus Practice: The Use of Evolutionary Medicine in Everyday Clinical Practice in the UK
Parveen Herar*, Durham University, Anthropology, Durham, United Kingdom

2GG11 Translating Research in the Digital Age
A. B. Janssen*, The University of Sydney, Workforce Education and Development Group, Faculty of Medicine, Sydney, Australia; T Robinson, The University of Sydney, Workforce Education and Development Group, Faculty of Medicine, Sydney, Australia; P Provan, Sydney West Translational Cancer Research Centre, Workforce Education and Development Group, Faculty of Medicine, Sydney, Australia; T Shaw, The University of Sydney, Workforce Education and Development Group, Sydney Medical School, Sydney, Australia

2GG12 Characteristics and results of the scientific production of a master’s degree course for managers and workers of the public health service
Fabiana I Vazquez*, Faculty of Dentistry of Piracicaba, Public health, Piracicaba, Brazil; João Manuel Costa, University of Minho, School of Health Sciences, Public Health, Braga, Portugal; Antonio Carlos Pereira, Faculty of Dentistry of Piracicaba, Public Health, Piracicaba, Brazil

2GG13 The application of School business plans (BP) to the management of General Medical Council (GMC) approved programmes in Health Education Kent, Surrey and Sussex (HE KSS)
Angela Fletcher, HE KSS, London, United Kingdom; Kevin Kelleher*, HE KSS, London, United Kingdom
2GG14 Personal and professional development effects of involving interns as responsible for improvement processes
Kristoffer Björkman, Institute of Clinical Sciences, Department of Pediatrics, Gothenburg, Sweden; Ellinor Almqvist*, Institute of Medicine, Department of Internal Medicine, Gothenburg, Sweden; Ulla Strandman, Institute of Medicine, Department of Internal Medicine; Paulin Andrèl; Caterina Finizia

2GG15 Exploratory study of the association between resident working hours, burnout, and patient safety
Chia Hui Cheng*, Taipei Medical University, School of Health Care Administration, Taipei, Taiwan; Chung Hsuan Chiu, Taipei Medical University, School of Health Care Administration, Taipei, Taiwan; Chung Liang Shih, National Taiwan University, College of Public Health, Taipei, Taiwan

2GG16 An application of cognition, skill, support, and ethical apprenticeships on clinical teaching to the well-being of interns in the workplace
Blossom Yen-Ju Lin*, China Medical University, Department of Health Services Administration, Taichung, Taiwan; Der-Yuan Chen, Taichung Veterans General Hospital; National Yang-Ming University; National Chung-Hsing University; Chung-Shan Medical University, Department of Medical Education and Research; Faculty of Medicine; Institute of Biomedical Science; Institute of Microbiology and Immunology, Taichung, Taiwan; Yung Kai Lin, Taichung Veterans General Hospital; National Chung Hsing University, Division of Cardiovascular Surgery; Department of Business Administration, Taichung, Taiwan; Cheng-Chieh Lin, China Medical University; China Medical University Hospital, School of Medicine, Department of Family Medicine, Department of Health Services Administration, Taichung, Taiwan

2GG17 Social networks and communication issues with residents
Guy Labrecque*, Laval University, Quebec, Canada; Julien Poitras, Laval University, Quebec, Canada

2GG18 How to involve clerks and residents in a System of Educational Quality Management (SEQM)
Tadek Hendriks, Albert Schweitzer Hospital, Department of Radiology, Dordrecht, Netherlands; Robert Oostenbroek, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; RAV Bestuur, Albert Schweitzer Hospital, Dordrecht, Netherlands; Francois Verheijen, Albert Schweitzer Hospital, Department of Clinical Chemistry, Dordrecht, Netherlands; Monica Van De Ridder, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; Presenter: Jeanette van Vrooren*

0830-1015

2HH POSTERS: Clinical Methods and Procedures
Chairperson: Sids Arnfred (Denmark)
Location: South Hall, Level 0, MiCo

2HH1 Comparison of the impact of traditional and multimedia independent teaching methods on operation room students’ practical skills
Saghi Mosavi*, Guilian Medical University, Rasht, Iran; Saghar Fatemi, Guilian Medical University, Rasht, Iran; Ahmad Taheri, Rasht, Iran

2HH2 How to train your students in procedural skill
Komol Praphasit*, Prapokklao Hospital (Medical Education Centre), Otolaryngology, Chanthaburi Province, Thailand

2HH3 Clinical Skills Methodologies: From, to and beyond
Liris Benjamin*, Ross University School of Medicine, Department of Clinical Medicine, Picard, Portsmouth, Dominica; Griffin Benjamin, Ministry of Health, Dominica, Ross University School of Medicine, Psychiatry, Roseau, Dominica

2HH4 Enhancing surgical education with active participation of medical students in operative camps in remotes areas of Brazil
Nathália Macerio Oortolan*, University of São Paulo Medical School, São Paulo, Brazil; Luiz Fernando Ferraz da Silva, University of São Paulo Medical School, São Paulo, Brazil; Mauricio Simões Abrão; Joaquim Edson Vieira; Rebecca Rossener; Giovanni Favero

2HH5 Evaluation of a course of minor surgery for medical students
Veronica Silva*, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile; Peter McColl, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile; Marcelo Vera, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile; Alberto Caro, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile; Ignacio Cortes, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile

2HH6 Perception of medical students at Universidad de Chile about Peer Physical Examination as a teaching methodology for competence acquisition in physical examination. Qualitative study
Nadia Escobar Salinas, Universidad de Chile, Santiago, Chile; Pilar Brining Gonzalez, Universidad de Chile, Santiago, Chile; Katherine Lee Angulo*, Universidad de Chile, Santiago, Chile; Diego Garcia Prado, Universidad de Chile, Santiago, Chile; Marcela Silva Roman, Universidad de Chile, Santiago, Chile; Daniella Gatica Morales, Universidad de Chile, Santiago, Chile

2HH7 Introduction of a Standardized Approach to Teaching of Clinical Skills: Vital Signs Day
Dilini Vethanayagam*, University of Alberta, Medicine, Edmonton, Canada; Laurie Mereu, University of Alberta, Medicine, Edmonton, Canada

2HH8 Analysis of factors that influence nurses’ intention of CPR initiation: Differences among reference groups in a hospital with an application of the extended theory of planned behaviour
Hoon Lim*, Soonchunhyang University Bucheon Hospital, Emergency Medicine, Bucheon-si, Republic of South Korea; Jaehyong Choi, Soonchunhyang University Bucheon Hospital, Emergency Medicine, Bucheon-si, Republic of South Korea; Jisung Lee, Soonchunhyang University Medical Center, Statistics, Seoul, Republic of South Korea; Hyunsook Cho, Soonchunhyang University Bucheon Hospital, Nursing Administration, Bucheon-si, Republic of South Korea; Yeonsuk Lee, Soonchunhyang University Bucheon Hospital, Nursing Administration, Bucheon-si, Republic of South Korea
2HH9 Introduction of A Standardized Teaching Tool: The Clinical Skills Passport
Laurie Mereu*, University of Alberta, Medicine, Edmonton, Canada; Allan H. Ho, University of Alberta, Surgery, Edmonton, Canada; Dilini Vethanayagam, University of Alberta, Medicine, Edmonton, Canada.

2HH10 Hierarchical clinical skills matrix in medical school
Lucia Azevedo*, Universidade Federal do Rio de Janeiro, Faculdade de Medicina, Rio de Janeiro, Brazil; Ana Cristina Franzoi, Universidade Federal do Rio de Janeiro, Faculdade de Medicina, Rio de Janeiro, Brazil; Victoria Brant, Universidade Federal do Rio de Janeiro, Faculdade de Medicina, Rio de Janeiro, Brazil.

2HH11 Checklists: The benefits of applying them in the teaching of clinical skills in surgery
Mynna Leticia Montemayor Flores*, Facultad de Medicina Universidad Autónoma de Nuevo León, Surgery, Monterrey NL, Mexico; Santos Guzmán López, Facultad de Medicina Universidad Autónoma de Nuevo León, Anatomy, Monterrey NL, Mexico; Gerardo Enrique Muñoz Maldonado, Facultad de Medicina Universidad Autónoma de Nuevo León, Surgery, Monterrey NL, Mexico; Martin Jesús Álvarez Ovalle, Facultad de Medicina Universidad autónoma de Nuevo León, Surgery, Monterrey NL, Mexico.

2HH12 “Mind the Dip”: Ranking of Diagnostic Procedures, an Online Survey Among 266 First Year Medical Students at Two German Universities
Philipp Bintaro*, Hannover Medical School, Department of Internal Medicine, Division of Nephrology & Hypertension, Hannover, Germany; Volkhard Fischer, Hannover Medical School, Dean's Office, Hannover, Germany; Heike Kieltstein, Martin-Luther-University of Halle, Institute of Anatomy & Cell biology, Halle, Germany; Jan T. Kieltstein, Hannover Medical School, Department of Internal Medicine, Division of Nephrology & Hypertension, Hannover, Germany.

2HH13 Monkey See, Monkey Don’t, The impacts of observing errors during clinical skill acquisition
Lawrence Grierson*, McMaster University, Family Medicine, Hamilton, Canada; Kurt Domuracki, McMaster University, Anesthesia, Hamilton, Canada.

2HH14 Experience and confidence to perform medical procedural skills of medical students and graduate junior doctors, Buriram medical education center, Thailand
Narin Chindavech*, Buriram Medication Education Center, Pulmonary and Critical Care Medicine, Muang Buriram, Thailand; Sirisa Siriwong, Buriram Medication Education Center, Anesthesiology, Muang Buriram, Thailand; Vithoon Ruangsurskriwong, Buriram Medication Education Center, Ophthalmology, Muang Buriram, Thailand; Yupin Prawir, Buriram Medication Education Center, Obstetrics and Gynecology, Muang Buriram, Thailand; Thanapatpong Thienwuttwong, Buriram Medication Education Center, Physical Medicine and Rehabilitation, Muang Buriram, Thailand; Surasak Aumkaew, Buriram Medication Education Center, Medicine, Muang Buriram, Thailand.

2HH15 Development and validation of veterinary clinical skills teaching models
Julie Williamson*, Ross University School of Veterinary Medicine, Basseterre, Saint Kitts and Nevis; Brady Little, Ross University School of Veterinary Medicine, Basseterre, Saint Kitts and Nevis; Robin Fio Rito, Ross University School of Veterinary Medicine, Basseterre, Saint Kitts and Nevis.

2HH16 Electromyographic examination as a useful tool for laparoscopy training evaluation: A way worth considering?
Mateusz Rubinkiewicz*, Jagiellonian University, 2nd Department of General Surgery, Cracow, Poland; Paulina Trybek, University of Silesia, Institute of Physics, Katowice, Poland; Łukasz Machura, University of Silesia, Institute of Physics, Katowice, Poland; Tomasz Cegielski, Jagiellonian University, Department of Medical Education, Cracow, Poland; Michał Nowakowski, Jagiellonian University, Department of Medical Education, Cracow, Poland.

2HH17 Basic life support retention skills after two years in students 3rd and 6th degrees of medicine
Pablo Felipe Mahana Tumani*, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Rodrigo Avila Domínguez, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Carlos Rivera Prat, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Peter McColl Calvo, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile.

2HH18 Implementation of a focused training scheme improves trainee confidence in performing diagnostic lumbar puncture and documentation of consent
Anna Hutton, Queen Elizabeth Hospital King’s Lynn NHS Foundation Trust, Department of Anaesthesia & Critical Care, King’s Lynn, United Kingdom; Archana Sawant*, Queen Elizabeth Hospital King’s Lynn NHS Foundation Trust, Department of Anaesthesia & Critical Care, King’s Lynn, United Kingdom; Harith Altermenis, Queen Elizabeth Hospital King’s Lynn NHS Foundation Trust, Department of Acute Medicine, King’s Lynn, United Kingdom; Beverley Watson, Queen Elizabeth Hospital King’s Lynn NHS Foundation Trust, Department of Anaesthesia & Critical Care, King’s Lynn, United Kingdom.

2HH19 Using Augmented Reality to expand medical teaching
Shekhar Kumta*, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Joseph YC Leung, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Alex LK Yung, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Yan Jin, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong.

0830-1015 2II ELECTRONIC POSTERS (ePOSTERS): Evaluation of Teaching / Educational Research
Chairperson: Gominda Ponnamperuma (Sri Lanka)
Location: Theatre Room 15, Level 0, MiCo

2II1 Impact of peer feedback on lecture quality
Miriam Rueseler*, Goethe University, Department of Surgery, Frankfurt, Germany; Faidra Kalozoumi-Palzi, Goethe University, Department of Surgery, Frankfurt, Germany; Anna Schill, Goethe University, Department of Surgery, Frankfurt, Germany; Jasmina Sterz-lingo Marzi, Felix Walcher
2II2 Medical Teacher Competences and Academic Performance of Medical Student
Haydee Parra*, Universidad Autónoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Jair Carrazo, Universidad Autónoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Salvador González, Universidad Autónoma de Chihuahua School of Medicine, Academic Affairs, Chihuahua, Mexico; Giseh Sánchez, Universidad Autónoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Jesús Benavides, Universidad Autónoma de Chihuahua School of Medicine, Educational Management, Chihuahua, Mexico; Julio López, Universidad Autónoma de Chihuahua School of Medicine, Research and Graduate, Chihuahua, Mexico

2II3 Student to PBL Tutor Feedback; the Impact of Mobile Technology
Jeremy Chu*, University of Sheffield, Medical School, Sheffield, United Kingdom; Philip Chan, University of Sheffield, Sheffield, United Kingdom

2II4 Competences Assessment for Academic Performance Enhance Physician in Training
Carolina Guevara*, Universidad Autónoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Karina Delgado, Universidad Autónoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Haydee Parra, Universidad Autónoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Lorena Landeros, Universidad Autónoma de Chihuahua School of Medicine, Social Service Affairs, Chihuahua, Mexico; Julio Cesar González, Universidad Autónoma de Chihuahua School of Medicine, Research and Graduate, Chihuahua, Mexico; Alma Delia Vázquez, Universidad Autónoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico

2II5 SETQ-co-Smart: An instrument for the evaluation of clinical teachers during clerkships
Ines Rupp*, Academic Medical Center, University of Amsterdam, Public Health, Academic Medical Center, Amsterdam, Netherlands; Tobias Boerboom, Academic Medical Center, University of Amsterdam, Center of Evidence-Based Education, Academic Medical Center, Amsterdam, Netherlands; Tijlke van Engelen, Academic Medical Center, University of Amsterdam, Professional Performance Research Group, Center of Evidence-Based Education, Academic Medical Center, Amsterdam, Netherlands; Kiki Lombarts, Academic Medical Center, University of Amsterdam, Professional Performance Research Group, Center of Evidence-Based Education, Academic Medical Center, Amsterdam, Netherlands

2II6 Teachers’ self evaluation on their lecture was different from those done by the students
Mitsuyoshi Komiy*, Keio University School of Medicine, Department of Musculoskeletal Reconstruction and Regeneration, Nerimaku, Japan; Noriko Okuyama, Keio University School of Medicine, Medical Education Center, Nerimaku, Japan; Toshikazu Monkawa, Keio University School of Medicine, Japan

2II7 Research quality of the various abstract categories at AMEE: Is there a difference?
C Krishnasamy*, National Healthcare Group, Health Outcomes & Medical Education Research (HOMER), Singapore, Singapore; YH Ong, National Healthcare Group, Health Outcomes & Medical Education Research (HOMER), Singapore; WC Wong, Tan Tock Seng Hospital, Department of Geriatric Medicine, Singapore; HY Neo, Tan Tock Seng Hospital, Department of Palliative Medicine, Singapore; WS Lim, Tan Tock Seng Hospital, Department of Geriatric Medicine, Singapore

2II8 Data analytic practices in published articles: A methodological review of health professions education journals
Yong Hao Lim*, National Healthcare Group, Health Outcomes and Medical Education Research, Singapore; Nasloon Ali, National Healthcare Group, Health Outcomes and Medical Education Research, Singapore

2II9 Challenges in an educational RCT
Charlotte G Carlse*, Aarhus University, Centre of Medical Education, Aarhus, Denmark; Karen Lindorff-Larsen, Aalborg University Hospital, NordSjæl, Aalborg, Denmark; Peter Funch-Jensen, Aarhus University, Clinical Institute, Aarhus, Denmark; Lars Lund, Odense University Hospital, Department of Urology, Odense, Denmark; Lars Konge, Copenhagen University, CERU, Copenhagen, Denmark; Peder Charles, Aarhus University, Centre of Medical Education, Aarhus, Denmark

2II10 Eye-tracking, retrospective think-aloud (RTA) and learning process of 1st year medical students on ECG material: A novel protocol for medical learning research
Jetro J. Tuulari*, University of Turku, Medical Education Research and Development Centre, Turku, Finland; Erkki Anto, University of Turku, Faculty of Educational Sciences, Turku, Finland; Mirjamaja Mikkilä-Erdman, University of Turku, Faculty of Educational Sciences, Turku, Finland; Pekka Kläpä, University of Turku, Medical Education Research and Development Centre, Turku, Finland

2II11 Towards a translational paradigm for outcomes-based medical education research
C Krishnasamy, National Healthcare Group, HOMER, Singapore; I Lim, National Healthcare Group, HOMER, Singapore; WS Lim*, Tan Tock Seng Hospital, Geriatric Medicine, Singapore

2II12 The development and evolution of a consultation service for educators and educational researchers: Needs, challenges, and opportunities
Lance Evans*, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, United States; Lara Stepleman, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, United States; Christie Palladino, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, United States
0830-1015

2JJ ELECTRONIC POSTERS (ePOSTERS): Communication

Chairperson: Anita Laidlaw (United Kingdom)
Location: Theatre Room 16, Level 0, MiCo

2JJ1 Improving Communication Skills (CS) – a medical education experience during a Palliative Care (PC) rotation in an oncological centre in Brazil
Maria Perez Soares D’Alessandro*, Instituto do Cancer do Estado de São Paulo (ICESP), Palliative Care, São Paulo, Brazil; Gustavo Cassefo, Instituto do Cancer do Estado de São Paulo, Palliative Care, São Paulo, Brazil; Leonardo Consolin, Núcleo Avançado de Cuidados Especiais do IESCP; Hospice, Cotia, Brazil; Milena dos Reis Bezerra de Souza, Instituto do Cancer do Estado de São Paulo, Palliative Care, São Paulo, Brazil; Tania Vannucci Vas Guimarães, Instituto do Cancer do Estado de São Paulo, Palliative Care, São Paulo, Brazil

2JJ2 Gender difference among medical students during introductory communication skills training
Akiko Sugawara*, Fukushima Medical University, Center for Medical Education and Career Development / Department of Hygiene and Preventive Medicine, Fukushima, Japan; Ryo Motoya, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Gen Kobayashi, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Yoko Moroi, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Tetsuhiro Fukushima, Fukushima Medical University, Center for Medical Education and Career Development / Department of Hygiene and Preventive Medicine, Fukushima, Japan; Kazunobu Ishikawa, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan

2JJ3 Dental student-patient communication
Ronel Maart*, University of the Western Cape, Cape Town, South Africa, Karlien Mostert, University of Pretoria, Pretoria, South Africa

2JJ4 Development of communication skills in medical students of Srinakharinwirot University, Thailand
Laddawal Phivthong-ngam*, Srinakharinwirot University, Pharmacology, Bangkok, Thailand; Panunat Muangnoi, Srinakharinwirot University, Medicine, Bangkok, Thailand

2JJ5 Personality differences in communication skills and attitudes in a sample of Italian medical students
Lorenzo Tagliabue, Milano-Bicocca University & San Gerardo Hospital, Health Sciences Department, School of Medicine, Milan, Italy; Deborah Corrias, Milano-Bicocca University, Health Sciences Department, School of Medicine, Milano, Italy; Giorgio Franco Augusto Rezonzico, Milano-Bicocca University, Health Sciences Department, School of Medicine, Milan, Italy; Maria Grazia Stropparav*, Milano-Bicocca University, Health Sciences Department, School of Medicine, Milan, Italy

2JJ6 Communication-related anxiety in UK undergraduate medical students
Anita Laidlaw*, University of St Andrews, Medical School, St Andrews, United Kingdom; Jennifer Hunter, University of St Andrews, Medical School, St Andrews, United Kingdom; Gozde Ozakinci, University of St Andrews, Medical School, St Andrews, United Kingdom

2JJ7 Analysing Clinical Talk Project
Shuangyu Li*, King’s College London, Division of Medical Education, School of Medicine, London, United Kingdom; Fatma Said, King’s College London, Division of Medical Education, School of Medicine, London, United Kingdom; Bernadette O’Neil, King’s College London, Division of Medical Education, School of Medicine, London

2JJ8 Tailored education in communication skills after early assessment Experiences of the Pharmacy bachelor program at Utrecht University
Majanne Wolters*, Utrecht University, Faculty of Science Utrecht Institute for Pharmaceutical Sciences, Utrecht, Netherlands; Anita van Geyn, Utrecht University, Faculty of Science Utrecht Institute for Pharmaceutical Sciences, Utrecht, Netherlands; Lyda Blom, Utrecht University, Faculty of Science Utrecht Institute for Pharmaceutical Sciences, Utrecht, Netherlands

2JJ9 The Medical Intheatreview Workshop (MIW) as a teaching-learning methodology for communication skills in undergraduate medical students at Campus Occidente, Universidad de Chile
Daniella Gatica*, Universidad de Chile, Facultad de Medicina, Santiago, Chile; Marcela Paz Silva, Universidad de Chile, Facultad de Medicina, Santiago, Chile; Katherine Lee, Universidad de Chile, Facultad de Medicina, Santiago, Chile; Pillar Brüning, Universidad de Chile, Facultad de Medicina, Santiago, Chile; Juan Villagra, Universidad de Chile, Facultad de Medicina, Santiago, Chile

2JJ10 Enhancing undergraduate students’ communications skills
Merete Jorgensen*, Copenhagen University, Family Medicine, Copenhagen, Denmark; Klaus Witt, Research Unit, Family Medicine, Copenhagen, Denmark; Peter Kindt Fridoff-Jens, Copenhagen University, IT-Unit, Copenhagen, Denmark

2JJ11 Precise Feedback, acceptance of a new teaching course in communication skills
Alexander Wruens*, Klinikum rechts der Isar, Technical University Munich, Psychosomatic Medicine and Psychotherapy & TUM MediCAL, Munich, Germany; Cosima Engerer, Klinikum rechts der Isar, Technical University Munich, TUM MediCAL, Munich, Germany; Andreas Dinkel, Klinikum rechts der Isar, Technical University Munich, Psychosomatic Medicine and Psychotherapy, Munich, Germany; Pascal Berberat, Klinikum rechts der Isar, Technical University Munich, TUM MediCAL, Munich, Germany

2JJ12 Integrating communication skills training in the clinical setting, A qualitative study of four hospital wards
Jane Ege Møller*, Aarhus University, Center for Medical Education, Aarhus, Denmark; Dorte Lange Høst, Aarhus University, Center for Medical Education, Aarhus, Denmark

— 64 —
SESSION 3: Simultaneous Sessions

1045-1230 3A SYMPOSIUM: Where is the line between sloppy and scientifically irresponsible? A discussion to promote excellence in medical education research
Erik Driessen*, Maastricht University, the Netherlands; David A. Cook*, Mayo Clinic College of Medicine, Rochester, United States; Lorelei Lingard*, Western University, Canada; Cees Van der Vleuten*, Maastricht University, the Netherlands; Nynke Van Dijk*, University of Amsterdam, the Netherlands
Location: Gold Plenary, Level +2, MiCo

1045-1230 3B SYMPOSIUM: Validity Issues in Medical Education Assessment
Katharine Bouriscost*, Lee Kong Chian School of Medicine, Singapore; Christy Boscardin*, UCSF, United States; Richard Fuller*, University of Leeds, United Kingdom; Marjan Goovaerts*, Maastricht University, the Netherlands; Saskia Wools*, CITO, the Netherlands; Trudie Roberts*, University of Leeds, United Kingdom
Location: Auditorium, Level +3, MiCo

1045-1230 3C SYMPOSIUM: Diversity drives innovation: Bringing together healthcare simulation and clinical educators to develop scholarship through collaboration
Ryan Brydges*; Walter Epich*; Elizabeth Molloy*; Doris Ostergaard*; Simon Edgar*; Debra Nestel*
Location: Brown 3, Level +2, MiCo

1045-1230 3D RESEARCH PAPERS: Outcomes
Chairperson: Jennifer Cleland (United Kingdom)
Location: Brown 2, Level +2, MiCo

1045-1100 3D1 From exploratory research to the CanMeds framework: Reconciling the Medical Teaching Unit physician preceptor role
C. Maria Bacchus*, University of Calgary, Medicine, Calgary, Canada; David Ward, University of Calgary, Medicine, Calgary, Canada; Jill de Groot, W21C Research and Innovation Center, University of Calgary, Medicine, Calgary, Canada; Jane B. Lemaire, University of Calgary, Medicine, Calgary, Canada

1100-1115 3D2 Five teacher profiles in student centred medical education
Johanna CG Jacobs*, VU University Medical Centre & VU University, Department of Educational Research, School of Medical Sciences & LEARN! Research Institute for Learning and Education, Amsterdam, Netherlands; Scheltus J Van Luijk, Maastricht University Medical Centre +, Department of Resident Training, Maastricht, Netherlands, Francisca Gallardo-Garre, VU University Medical Centre, Department of Biostatistics, Amsterdam, Netherlands; Cees PM Van der Vleuten, Maastricht University, Department of Educational Research and Development, Faculty of Health and Life Sciences and Medicine, Maastricht, Netherlands; Gerda Croiset, VU University Medical Centre & VU University. Department of Educational Research, School of Medical Sciences & LEARN! Research Institute for Learning and Education, Amsterdam, Netherlands; Fedde Scheele, VU University Medical Centre & St Lucas Andreas Hospital, Department of Educational Research, School of Medical Sciences & Dept. of Gynecology and Obstetrics, Amsterdam, Netherlands

1115-1130 3D3 The AMA Learning Environment Study: A Longitudinal Investigation of Context and Professional Development in 27 Schools of Medicine
Mark Quirk*, American Medical Association, Medical Education, Chicago, United States; Susan Skochelak, American Medical Association, Medical Education, Chicago, United States; R. Brent Stansfield, University of Michigan Medical School, Ann Arbor, United States; Charles Christianson, University of North Dakota, Ann Arbor, United States; Larry D. Gruppen, University of Michigan, Los Angeles, United States; Win May, Keck School of Medicine, Chicago, United States

1130-1145 3D4 Cretans in research: Do recalcitrant respondents disturb outcomes of perception studies?
Johanna Schönrock-Adema*, University of Groningen and University Medical Center Groningen, Institute for Medical Education, Center for Research and Innovation in Medical Education, Groningen, Netherlands; Anouk Wouters, VU University Amsterdam and VUMc School of Medical Sciences Amsterdam, Institute for Medical Education, Center for Research and Innovation in Medical Education, Amsterdam, Netherlands; J Cohen-Schotanus, University of Groningen and University Medical Center Groningen, Institute for Medical Education, Center for Research and Innovation in Medical Education, Groningen, Netherlands
1145-1200 3D5  
Quality improvement and continuing professional development: an exploration of their integration in mental health?
Sanjeev Sokaligam*, University Health Network, University of Toronto, Department of Psychiatry, Toronto, Canada; Hedieh Tehrani, York University, Department of Psychology, Toronto, Canada; Elizabeth Lin, Centre for Addiction and Mental Health, University of Toronto, Department of Psychiatry, Toronto, Canada; Susan Liff, University of Toronto, Department of Psychiatry, Toronto, Canada; Sophie Sokaligam, Centre for Addiction and Mental Health, University of Toronto, Department of Psychiatry, Toronto, Canada

1200-1215 3D6  
Understanding success and failure in multimorbidity: A realist literature synthesis of workplace based learning in primary care
Sarah Yardley*, Keele University, Primary Care and Health Sciences, Keele, United Kingdom; Elizabeth Cottrell, Keele University, Primary Care and Health Sciences, Keele, United Kingdom; Joanne Protheroe, Keele University, Primary Care and Health Sciences, Keele, United Kingdom

1215-1230 Discussion

1045-1230 3E  
SHORT COMMUNICATIONS: The Teacher  
Chairperson: Catherine Hardie (Canada)  
Location: Brown 1, Level +2, MiCo

1045-1100 3E1  
Developing as a Medical Educator from the Outside In (Miriam Friedman Ben-David 2014 Award Winner)
Anna T Giancoli*, Southern Illinois University, School of Medicine, United States

1100-1115 3E2  
Evaluating clinical teachers in postgraduate medical education: Does it improve the quality of teaching? Results of a longitudinal study
CRMG Fluit*, Radboud University Medical Center Nijmegen, Evaluation, Quality and Innovation, Nijmegen, Netherlands; L Sander, Radboud University Medical Center Nijmegen, Evaluation, Quality and Innovation, Nijmegen, Netherlands

1115-1130 3E3  
Faculty Assessment in Healthcare
Randy D. Danielsen*, A. T. Still University, Mesa, United States; David A. Wayne, University of New England, Biddeford, United States

1130-1145 3E4  
The influence of the work environment on teaching performance: Work engagement as a perspective
Joost van den Berg*, Academic Medical Center University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Christel Verberg, Academic Medical Center University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Joris Berkhout, Academic Medical Center University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Kiki Lombarts, Academic Medical Center University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Albert Scherpber, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Debbie Jaarsma, Academic Medical Center University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands

1145-1200 3E5  
New Medical Teachers Climbing the Hill Of Academia
Suhaila Sanio*, Leeds Institute of Medical Education, University of Leeds, Leeds, United Kingdom

1200-1215 3E6  
Factors which facilitate or impede clinicians from teaching undergraduate medical students
David C M Taylor*, University of Liverpool, School of Medicine, Liverpool, United Kingdom

1215-1230 3E7  
Teacher Effectiveness in Clinical Teaching: Structural Equation Model
Alia Zawawi*, King Saud Bin Abdulaziz University for Health Sciences, Medical Education, Riyadh, Saudi Arabia; Lubna Baig, King Saud Bin Abdulaziz University for Health Sciences, Medical Education, Riyadh, Saudi Arabia

No discussion

1045-1230 3F  
SHORT COMMUNICATIONS: Professionalism in the Curriculum  
Chairperson: Chay-Hoon Tan (Singapore)  
Location: Theatre Room 11, Level 0, MiCo

1045-1100 3F1  
Immersed in patients’ tales: Teaching professionalism to first-year medical students
Edvin Schel*, University of Bergen, Department of Global Public Health and Primary Care, Bergen, Norway; Trond-Viggo Torgersen, University of Bergen, Faculty of Medicine, Bergen, Norway; Ingrid Neteland, University of Bergen, Faculty of Medicine, Bergen, Norway; Karl Erik Muller, University of Bergen, Faculty of Medicine, Bergen, Norway; Else Fjøsne, University of Bergen, Faculty of Medicine, Bergen, Norway; Anne Sofie Paus, University of Bergen, Department of Global Public Health and Primary Care, Bergen, Norway

1100-1115 3F2  
Professionalism and Reflective Practice Development Across the Curriculum
Chris Skinner*, Notre Dame University, Medical School, Fremantle, Australia

1115-1130 3F3  
Role models of professionalism: Who they are, what they think and how they influence medical students
Julie Y Chen*, The University of Hong Kong, Department of Family Medicine and Primary Care and Institute of Medical and Health Sciences Education, Hong Kong; Joyce PY Tsang, The University of Hong Kong, Department of Family Medicine and Primary Care, Hong Kong
1130-1145  3F4  Can professional behavior curriculum and assessment build professionalism? A review of professional behavior education at Faculty of Medicine Universitas Gadjah Mada (FM UGM) Yogyakarta Indonesia
Yaji Prabandari*, Faculty of Medicine Universitas Gadjah Mada, Public Health, Yogyakarta, Indonesia; Trijoko Hadianto, Faculty of Medicine Universitas Gadjah Mada, Parasitology, Yogyakarta, Indonesia

1145-1200  3F5  Medical students’ understandings of academic and medical professionalism: Visual analysis of mind maps
Janusz Janczkowicz*, Medical University of Lodz, Centre for Medical Education, Lodz, Poland; Charlotte Rees, University of Dundee, Centre for Medical Education, Dundee, United Kingdom

1200-1215  3F6  Institutional professionalism culture of patient-centredness in Sri Lankan Medical Schools
Rasnayaka Mudiyanse, Faculty of Medicine, University of Peradeniya, Peradeniya, Sri Lanka; Madawa Chandratilake*, Faculty of Medicine, University of Kelaniya, Kelaniya, Sri Lanka; Shamila de Silva, Faculty of Medicine, University of Kelaniya, Kelaniya, Sri Lanka

1215-1230  3F7  On why ‘professionalism’ is NOT a competency
Menno Rasnayaka, University Teaching, Yogyakarta Indonesia
Juan Genoa, Lucia Cadorin* for UCAN, Konstantin Assment Networks (UCAN) Switzerland; Soren Hwendiek*, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Daniel Jung, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Sissel Mudiyanse, University of Bern, Institute of Medical Education, Bern, Switzerland; Christoph Berendonk, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland

1045-1230  3G  SHORT COMMUNICATIONS: Assessment 1
Chairperson: Robert McKinley (United Kingdom)
Opening Discussant: Lars Feistner, UCAN, Umbrella Consortium for Assessment Networks (UCAN)
Location: Theatre Room 12, Level 0, MiCo

1045-1100  3G1  Perceived strengths, impacts and needs for the further development of the revised Swiss Federal Licensing Examination after its implementation: A focus group study among experts and stakeholders
Soren Huwendiek*, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Daniel Jung, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Sissel Mudiyanse, University of Bern, Institute of Medical Education, Bern, Switzerland; Christoph Berendonk, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland

1100-1115  3G2  Facing the challenges of assessment through cooperation: The Umbrella Consortium for Assessment Networks (UCAN)
Konstantin Brass*, UCAN, Umbrella Consortium for Assessment Networks, Heidelberg, Germany; Andreas Möltner, UCAN, Umbrella Consortium for Assessment Networks, Heidelberg, Germany; Lars Feistner, UCAN, Umbrella Consortium for Assessment Networks, Heidelberg, Germany; Winfried Kurtz, UCAN, Umbrella Consortium for Assessment Networks, Heidelberg, Germany; Jana Jünger, UCAN, Umbrella Consortium for Assessment Networks, Heidelberg, Germany

1115-1130  3G3  Learning Assessment in Healthcare Professionals: MeSiDe Model
Lucia Cadorin*, University of Genoa, Health Sciences Department, Genoa, Italy; Annamaria Bagnasco, University of Genoa, Health Sciences Department, Genoa, Italy; Gennaro Rocco, Centre of Excellence for Nursing Scholarship, Health Sciences Department, Rome, Italy; Loredana Sassu, University of Genoa, Health Sciences Department, Genoa, Italy

1130-1145  3G4  Epistemologies Underlying Human Anatomy Teachers’ Experiences of the Evaluation Process
Juan Brunstein*, University of Chile, Morphology, Santiago, Chile; Mario Quintanilla, Catholic University of Chile, Science Teaching, Santiago, Chile; Raúl de la Fuente, University of Chile, Morphology, Santiago, Chile; Carol Joglar, Catholic University of Chile, Science Teaching, Santiago, Chile; Ximena Rojas, University of Chile, Morphology, Santiago, Chile

1145-1200  3G5  Is self-assessment associated with changes in learner activity?
Alex Haig*, NHS Education for Scotland, NHS ePortfolio, Edinburgh, United Kingdom; Karen Beggs, NHS Education for Scotland, NHS ePortfolio, Edinburgh, United Kingdom

1200-1215  3G6  Self-evaluation and peer-feedback of medical students’ communication skills using a web-based video annotation system. Exploring content and specificity
RL Hulsman*, Academic Medical Centre, Medical Psychology, Amsterdam, Netherlands; J van der Vlootd, Academic Medical Centre, Medical Psychology, Amsterdam, Netherlands

1215-1230  Discussion
1045-1230 3H  SHORT COMMUNICATIONS: Resident Training
Chairperson: Mads Skipper (Denmark)
Opening Discussant: Gary Viner (Canada)
Location: Amber 1, Level +2, MiCo

1045-1100 3H1  How residents learn to become collaborators: Exploring interprofessional perspectives in the workplace
Renée E. Stalmeyer*, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands; Willem S. de Grave, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands; Wim G. Peters, Catharina Hospital Eindhoven, Department of Internal Medicine, Eindhoven, Netherlands; Hetty A.M. Snellen-Balendonk, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands; Diana H.J.M. Dolmans, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands

1100-1115 3H2  Introducing “optimal challenges” in resident training
Anette Bagger Sørensen*, Aarhus University Hospital, Centre for Medical Education, Aarhus, Denmark; Mette Krogh Christensen, Aarhus University, Center for Medical Education, Aarhus, Denmark

1115-1130 3H3  Understanding Supervision of Trainee Physicians in Internal Medicine: A Model of Four Supervisory Styles
Mark Goldsmidt*, Schulich School of Medicine & Dentistry, University of Western Ontario, Centre for Education Research & Innovation, London, Canada; Tim Dornan, School of Health Professions Education, Maastricht University, Department of Educational Research and Development, Maastricht, Netherlands; Jeroen van Merriënboer, School of Health Professions Education, Maastricht University, Department of Educational Research and Development, Maastricht, Netherlands; Georges Bordage, College of Medicine, University of Illinois at Chicago, Department of Medical Education, Chicago, United States; Lisa Faden, Schulich School of Medicine & Dentistry, University of Western Ontario, Centre for Education Research & Innovation, London, Canada; Lorelei Lingard, Schulich School of Medicine & Dentistry, University of Western Ontario, Centre for Education Research & Innovation, London, Canada

1130-1145 3H4  Empowering people with diabetes: Residents’ opinion of their role
Nagwa Said*, Zagazig University, Internal Medicine, Medical Education, Zagazig, Egypt; Gillian Atikken, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

1145-1200 3H5  Potential value of community hospitals in anatomic pathology resident training
Farah Mod*, St. Joseph Health Centre, Department of Laboratory Medicine, Toronto, Canada; Jerry Maniate, St. Joseph Health Centre, Department of Medical Education and Scholarship, Toronto, Canada

1200-1215 3H6  Evaluation of trainees’ performance in surgical training workshops (Competence and confidence in different operative steps)
Mostafa Seleem*, Faculty of Medicine, Cairo University, Gynecology-Medical Education, Cairo, Egypt

1215-1230 Discussion

1045-1230 3I  SHORT COMMUNICATIONS: Clinical Reasoning
Chairperson: Harumi Gomi (Japan)
Opening Discussant: Ralph Pinnock (Australia)
Location: Amber 2, Level +2, MiCo

1045-1100 3I1  Combining worked-example and completion strategies in a digital learning environment to foster intervention knowledge
Joseph-Omer Dyer*, University of Montreal, Centre for Applied Pedagogy in Health Sciences [Centre de Pedagogie Appliquee aux Sciences de la Sante [CPASS]], Montreal, Canada; Anne Hudon, University of Montreal, School of Rehabilitation, Montreal, Canada; Katherine Montpetit-Tourangeau, University of Montreal, School of Rehabilitation, Montreal, Canada; Bernard Charlin, University of Montreal, Centre for Applied Pedagogy in Health Sciences [Centre de Pedagogie Appliquee aux Sciences de la Sante [CPASS]], Montreal, Canada; Silvia Mamede, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands; Tamara van Gog, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands

1100-1115 3I2  Does medical education improve the reasoning and decision-making skills of students?
Frank Kee, Queen’s University Belfast, Centre for Public Health, Belfast, United Kingdom; Kinga Morsany, Queen’s University Belfast, School of Psychology, Belfast, United Kingdom; Mairead Boohan*, Queen’s University Belfast, Centre for Medical Education, Belfast, United Kingdom

1115-1130 3I3  Teaching Clinical Reasoning by Making Expert Thinking Visible and Accessible for Students: An Action Research Project with Clinical Educators
Clare Delany*, The University of Melbourne, Health Sciences, Melbourne, Australia; Barbara Kameniar, The University of Melbourne, Education, Melbourne, Australia; Jayne Lysh, The University of Melbourne, Medicine, Melbourne, Australia

1130-1145 3I4  Why do we not need a dual systems assumption to explain and teach clinical reasoning
Eugene J. F. M. Custers*, UMC Utrecht, Center for Research and Development of Education, Utrecht, Netherlands

1145-1200 3I5  A Multi-step Examination of Analytic Ability in an Internal Medicine Clerkship
Louis Pangaro*, Uniformed Services University of the Health Sciences, Medicine, Bethesda, United States; Steven Durning, Uniformed Services University of the Health Sciences, Medicine, Bethesda, United States; Paul Hemmer, Uniformed Services University of the Health Sciences, Medicine, Bethesda, United States
Combining bimodal presentation schemes and buzz groups improves clinical reasoning and learning at morning report. A randomized, controlled study
Thomas Baklov*, Viborg Regional Hospital, Department of Paediatrics, Viborg, Denmark; Astrid Bruun Rasmussen, Viborg Regional Hospital, Department of Paediatrics, Viborg, Denmark; Toruj Skaja, Viborg Regional Hospital, Department of Paediatrics, Viborg, Denmark; Arno Muijlijens, Maastricht University, Department of Educational Development and Research, Maastricht, Denmark; Willem de Grave, Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands; Jeroen van Merriënboer, Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands

Discussion

SHORT COMMUNICATIONS: Tools for Selection for Medical School
Chairperson: Ian Wilson (Australia)
Location: Amber 3, Level +2, MiCo

Entry into medical school in Singapore: Evidence from a Situational Judgement Test to assess non-academic attributes
Fiona Patterson, Work Psychology Group & University of Cambridge, Derby, United Kingdom; Karen Fung, Work Psychology Group, Singapore; Shing Chuan Hoo*, National University of Singapore, Singapore; Marion Aw, National University of Singapore, Singapore; Paul Anantharajah Tambyah, National University of Singapore, Singapore; Dujeepa Samarasekera, National University of Singapore, Singapore

Which is the best? Situational Judgment Tests: One method, three approaches
A. Bath*, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; M.B. Knorr, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; J.C. Hisbach, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; S. Sehner, University Medical Center Hamburg-Eppendorf, Department of Medical Biometry and Epidemiology, Hamburg, Germany; W. Hampe, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany

Looking beyond the core subject knowledge in medical school admission process
Syed Shoai Shaf*, Shifa College of Medicine/Shifa Tameer-E-Millat University, Medical Education, Islamabad, Pakistan; Ali Tayyab, Shifa College of Medicine/Shifa Tameer-E-Millat University, Medical Education, Islamabad, Pakistan; Ayesha Rafi, Shifa College of Medicine/Shifa Tameer-E-Millat University, Medical Education, Islamabad, Pakistan

Effects of the introduction of a cognitive admission test on learning style diversity
HG Kraft*, Medical University of Innsbruck, Innsbruck, Austria

What does the UKCAT-12 study tell us about contextual adjustment in admissions?
Chris McManus, UCL, Psychology, London, United Kingdom; Chris Dewberry, University of London, Birkbeck College, London, United Kingdom; Sandra Nicholson, Queen Mary London, Institute of Health Science Education, London, United Kingdom; Jon Dowell*, Dundee University, Medical Education Institute, Dundee, United Kingdom

Development of the International Medical Admissions Test (IMAT) for admission to Italian Undergraduate Medicine and Surgery courses taught in English
Mark Shannon*, Cambridge English Language Assessment, Admissions Testing Service, Cambridge, United Kingdom

How to select our doctors to be: Is a selection tool for candidate pilots feasible for medical students?
Marion H.B. Heras*, The Rotterdam Eye Hospital, Management, Rotterdam, Netherlands; Lara M.A Vankan, The Rotterdam Eye Hospital, ICT, Rotterdam, Netherlands; Dirk F de Korne, Singapore National Eye Centre and Duke-National University Singapore, Innovation, Singapore; Jasper Kesteloo, Pilot Talent, Huisen, Netherlands; Dick Verburg, EPST, Utrecht, Netherlands; Frans U.F. Hiddema, The Rotterdam Eye Hospital, Rotterdam, Netherlands

SHORT COMMUNICATIONS: Education Management 1
Chairperson: Geoffrey McColl (Australia)
Location: Amber 4, Level +2, MiCo

The role of learning analytics tools in medical education – blended course on histology (case study)
Milos Bacic*, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia; Jelena Kostic, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia; Marko Trtica, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia; Ivan Zaletel, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia; Milica Labudovic-Borovic, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia; Nela Puskas, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia

The development and initial implementation of an Educational Quality Dashboard in a large NHS teaching hospital
Joanne Kirtley*, University Hospitals of Leicester, Clinical Education, Leicester, United Kingdom; Robert Powell, University Hospitals of Leicester, Clinical Education, Leicester, United Kingdom; Stephen Williams, University Hospitals of Leicester, Clinical Education, Leicester, United Kingdom; Sue Carr, University Hospitals of Leicester, Clinical Education, Leicester, United Kingdom
1115-1130  3K3  UK Medical Education Database, an evolving ‘run through’ national educational database
Jon Dowell, University of Dundee, Dundee, United Kingdom; Soobhan Fitzpatrick, Medical Schools Council, London, United Kingdom; Kirsty White*, GMC, London, United Kingdom; Daniel Smith, GMC, London, United Kingdom; Katie Petty-Saph*, Medical Schools Council, London, United Kingdom

1130-1145  3K4  Scripted Collaborative Expertise in the medical professions
Jan Kieseewetter*, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany; Frank Fischer, Ludwig-Maximilian-Universität München, Lehrstuhl für empirische Pädagogik und pädagogische Psychologie, Munich; Germany, Martin R. Fischer, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany

1145-1200  3K5  A comprehensive approach to quality assurance and improvement of postgraduate medical education
Julia Martens*, University Medical Center Utrecht, Utrecht, Netherlands; Claudia Schröder, UMC Utrecht, Utrecht, Netherlands; Hanneke Mulder; Edith ter Braak

1200-1215  3K6  Where do our foundation programme trainees go?
Kim Walker*, NHS Education for Scotland, Scotland Foundation School, Aberdeen, United Kingdom

1215-1230  3K7  The Physician Assistant movement – A comparison of the Netherlands experience with that of the United States
Anneke van Vught*, HAN University of Applied Science, Nijmegen, Netherlands; Geert van den Brink, HAN University of Applied Science, Nijmegen, Netherlands; Anita Duhl Glicken, University of Colorado School of Medicine, Colorado, United States; Ruth Ballweg, University of Washington School of Medicine, Washington, United States; David Talford, Idaho State University, Idaho, United States

No discussion

1045-1230  3L  SHORT COMMUNICATIONS: Community-based Education
Chairperson: Cristina Biehl (Chile)
Opening Discussant: Folkert Fehr (Germany)
Location: Amber 5, Level +2, MiCo

1045-1100  3L1  Learning in the community: Contact with users from institutions supporting vulnerable people is the key factor to sensitize students for the human aspects of medicine
Madalena Patricio*, Faculty of Medicine, University of Lisbon, Institute of Introduction to Medicine, Lisbon, Portugal; António Pais-de-Lacerda, Faculty of Medicine, University of Lisbon, Institute of Introduction to Medicine, Lisbon, Portugal; Miguel Barbosa, Faculty of Medicine, University of Lisbon, Institute of Introduction to Medicine, Lisbon, Portugal; António Barbosa, Faculty of Medicine, University of Lisbon, Institute of Introduction to Medicine, Lisbon, Portugal

1100-1115  3L2  Evaluation of a student led clinic providing free health checks to an indigenous community as a method of learning indigenous cultural competency skills
Cameron Lacey*, University of Otago, Christchurch, MIHI, Christchurch, New Zealand; Tania Huria, University of Otago, Christchurch, MIHI, Christchurch, New Zealand; Susanne Pitama, University of Otago, Christchurch, MIHI, Christchurch, New Zealand

1115-1130  3L3  School based service learning for medical students: Design, implementation and reflections
Suzanne McKenzie*, James Cook University, School of Medicine and Dentistry, Townsville, Australia; Sophia Couzos, James Cook University, School of Medicine and Dentistry, Townsville, Australia; Karen Loto, The Smith Family, Communities for Children – Townsville West, Townsville, Australia; Christie Schmid, Vincent State School, General Practice, Townsville, Australia; Nicole Mohajer, Townsville Health Professionals, School of Medicine and Dentistry, Townsville, Australia

1130-1145  3L4  Early Community and Hospital Contact of Undergraduate Medical Students: Innovating The MBBS Curriculum Through DCH (Doctor, Community And Hospital) Module
Masood Anwar*, Islamic International College, Riphah International University, Medical Education, Rawalpindi, Pakistan; Rehan Khan, Islamic International Medical College, Surgery, Rawalpindi, Pakistan

1145-1200  3L5  Reaching to the margins: The role of non-clinical community placements in shaping medical students’ perceptions of ‘hard-to-reach’ groups
Stuart McBain*, Keele University, School of Medicine, Keele, United Kingdom; Lauren Brooks, Keele University, School of Medicine, Keele, United Kingdom; Sarah Yardley, Keele University, School of Medicine, Keele, United Kingdom

1200-1215  3L6  Student Paramedics Building Rapport through Community Engagement
Linda Ross*, Monash University, Department of Community Emergency Health & Paramedic Practice, Melbourne, Australia; Brett Williams, Monash University, Department of Community Emergency Health & Paramedic Practice, Melbourne, Australia

1215-1230 Discussion
SHORT COMMUNICATIONS: Clinical 2

1045-1230

Chairperson: Jon Fuller (United Kingdom)
Location: Amber 6, Level +2, MiCo

1045-1100

Teaching fundamental clinical skills in paediatrics: Engaging the community to better prepare students for hospital attachments
Christopher Elliot, University of New South Wales, School of Women’s and Children’s Health, Sydney, Australia; Bronwyn Chan*, University of New South Wales, School of Women’s and Children’s Health, Sydney, Australia

1100-1115

Emotionally challenging learning situations – students’ perceptions
Maria Weurlander*, Karolinska Institutet, Department of Clinical Science, Intervention and Technology (CLINTEC), Division of Renal Medicine, Stockholm, Sweden; Annalena Lönn, Ersta Hospital, Department of Clinical Science, Intervention and Technology (CLINTEC), Division of Renal Medicine, Stockholm, Sweden; Astrid Seeberger, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden; Eva Broberger, Karolinska Institutet, Department of Clinical Science, Intervention and Technology (CLINTEC), Division of Renal Medicine, Stockholm, Sweden; Annika Werner, Karolinska Institutet, Department of Clinical Science, Intervention and Technology (CLINTEC), Division of Renal Medicine, Stockholm, Sweden

Bedside clinical teaching: Teachers’ perceptions on barriers and opportunities
Carla Benaglio*, Facultad de Medicina, Universidad del Desarrollo, Medical Education Office, Santiago, Chile; Claudia Pérez, Facultad de Medicina, Universidad del Desarrollo, School of Nursing, Santiago, Chile; Loreto Leiva, Facultad de Medicina, Universidad del Desarrollo, School of Nursing, Santiago, Chile; Andrés Maturana, Clínica Alemana, Universidad del Desarrollo, Neonatology, Santiago, Chile

Lack of team work and patient reassessment in fifth year medical students
Busara Srivirasansadha*, Faculty of Medicine Siriraj Hospital Mahidol University, Department of Anesthesiology, Bangkok, Thailand; Pichaya Waiyawinyu, Faculty of Medicine Siriraj Hospital, Department of Anesthesiology, Bangkok, Thailand; Saowapark Lammahapaisan, Bangkok, Thailand; Kasana Raksamai, Thailand; Pranee Rushitamukayanunt, Thailand; Patparn Toomtong, Thailand

Barriers to and facilitators of learning in clinical placements
Bryan Burford*, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Gill Vance, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Mark Sudlow, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Jon Scott, Northern Foundation School, School of Medical Education, Newcastle upon Tyne, United Kingdom

Transforming health professionals’ attitudes toward patients and clients by Café-style health communication
Daisuke Son*, The University of Tokyo, Graduate School of Medicine, International Research Center for Medical Education, Tokyo, Japan; Kazuhiro Nakayama, St. Luke’s College of Nursing, Department of Nursing Informatics, Tokyo, Japan

Formative Feedback on Post Take Ward Rounds
Gordon Caldwell*, Worthing Hospital, Worthing Health Education Centre, Worthing, United Kingdom

No discussion

SHORT COMMUNICATIONS: The Student

1045-1230

Chairperson:
Opening Discussant:
Location: Amber 7, Level +2, MiCo

1045-1100

Does gender violence against women medical students come from men only?
Luz Maria Angela Moreno-Tetaculio*, Facultad de Medicina, Universidad Nacional Autónoma de México, Public Health, Mexico D.F., Mexico; Antonio Rafael Villa Romero, Facultad de Medicina, Universidad Nacional Autónoma de México, Public Health, Mexico D.F., Mexico; Nora Ibarna Araujo, Facultad de Medicina, Universidad Nacional Autónoma de México, Public Health, Mexico D.F., Mexico; Nelly Yadet Alvarado, Facultad de Medicina, Universidad Nacional Autónoma de México, Public Health, Mexico D.F., Mexico; Laura Veronica Nájera Nava, Mexico D.F., Mexico

Student Safety: Exploring the medical student secret
Hathaiporn Krakruan, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand; Praeada Wongsimiteekul*, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand; Volaluck Supajattra, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand

Reflections of Medical Students Taking a Break From University – Good or Bad Step?
Olga Rostkowska*, European Medical Students’ Association (EMSA), Medical University of Warsaw (WUM), Warsaw, Poland; Kristina Filipova, European Medical Students’ Association (EMSA), Varna, Bulgaria; Jorune Suipyte, European Medical Students’ Association (EMSA), Kaunas, Lithuania; Suleyman Yildiz, European Medical Students’ Association (EMSA), Istanbul, Turkey

The Experience of Hospital Life among First Year Medical Students
Antonella Delle Fave*, Università degli Studi di Milano, Pathophysiology and Transplantation, Milano, Italy; Raffaella D.G. Sartori, Università degli Studi di Milano, Pathophysiology and Transplantation, Milano, Italy; Roberta Calzolari, Università degli Studi di Milano, Biomedical and Clinical Sciences Luigi Sacco, Milano, Italy; Piemiglio Duca, Università degli Studi di Milano, Biomedical and Clinical Sciences Luigi Sacco, Milano, Italy
1145-1200 3N5 Diversity of the sub-continent and its influence on medical education: Students’ perspective
Aditya Lyer*, Sree Balaji Medical College and Hospital, Biochemistry, Chennai, India; Shanthi Balasubramanian, Sree Balaji Medical College and Hospital, Chennai, India; Bharun Kumar, Sree Balaji Medical College and Hospital, Chennai, India

1200-1215 3N6 Do Kolb learning style predictions correlate with the performance of medical students in the preclinical years?
Amina Sadrî*, Touro University Nevada, Basic Sciences, Henderson, United States; Csaba Fulop, Touro University Nevada, Basic Sciences, Henderson, United States; Vladimir Bondarenko, Touro University Nevada, Basic Sciences, Henderson, United States

Discussion

1045-1230 3O SHORT COMMUNICATIONS: Mobile Learning and Social Networking
Chairperson: Moria Maley (Australia)
Opening Discussant: Natalie Lafferty (United Kingdom)
Location: Amber 8, Level +2, MiCo

1045-1100 3O1 Using Facebook by medical students at Kerbala University: Phenomenological perspective
Ali Tareq AbdULHasan*, Kerbala University, College of Medicine, Kerbala, Iraq

1100-1115 3O2 The Study of Online Clinical Case Discussions with the Means of Social Network Analysis and Data Mining Techniques
Hani Al-Shobely, Qassim University, College of Medicine, Melida, Saudi Arabia; Abdullah ALGhasham, Qassim University, College of Medicine, Melida, Saudi Arabia; Habiba Kamal, Qassim University, College of Medicine, Saudi Arabia; Presenter: Mohammed Saq*, Qassim University, College of Medicine, Saudi Arabia

1115-1130 3O3 Auscultation Master: Lung Sounds Edition – A state of the art iPad app for teaching lung auscultation
Miguel Silva*, Centro Hospitalar Alto Ave, Guimarães, Portugal; Carla Carneiro, Centro Hospitalar Alto Ave, Guimarães, Portugal; Olga Azevedo, Centro Hospitalar Alto Ave, Porto, Portugal; Danião Cunha, School of Health Sciences, University of Minho, Braga, Portugal

1130-1145 3O4 MBHcB Mobile – A novel technology enhanced M-Learning programme
B L Green*, Leeds Teaching Hospitals NHS Trust, School of Medicine, Leeds, United Kingdom; H Hassanzadeh, Maidstone and Tunbridge Wells NHS Trust, Kent, United Kingdom; J Darling, University of Leeds, Leeds, United Kingdom

1145-1200 3O5 The influence of the “hidden curriculum” on student use of mobile devices in the clinical setting
Amanda Harrison*, The University of Sydney, Westmead Clinical School, Westmead Hospital, Sydney, Australia; Arany Nerminathan, The University of Sydney, The Children’s Hospital at Westmead, Sydney, Australia; Mag Phelps, The University of Sydney, The Children’s Hospital at Westmead, Sydney, Australia; Shirley Alexander, The University of Sydney, The Children’s Hospital at Westmead, Sydney, Australia; Karen M Scott, The University of Sydney, The Children’s Hospital at Westmead, Sydney, Australia

1200-1215 3O6 The impact of handheld electronic devices on the millennial medical student
Monica Hoy*, University of Calgary, Otolaryngology, Head and Neck Surgery, Calgary, Canada; Nathan Hoy, University of Alberta, Urology, Edmonton, Canada; Sarah Forgie, University of Alberta, Pediatrics, Edmonton, Canada

Discussion

1045-1230 3P SHORT COMMUNICATIONS: Career Choice
Chairperson: Nomar Alviar (Philippines)
Opening Discussant: Marc Soethout (Netherlands)
Location: Theatre Room 13, Level 0, MiCo

1045-1100 3P1 Psychiatry in the modern medical undergraduate curriculum: Still not real medicine?
Janine Henderson*, Hull York Medical School, York, United Kingdom

1100-1115 3P2 Factors associated with preference for primary care specialties in undergraduate medical students in Portugal
Diana Guimarães*, University of Minho, School of Health Sciences, Braga, Portugal; Manuel João Costa, University of Minho, School of Health Sciences, Braga, Portugal; Patricio Costa, University of Minho, School of Health Sciences, Braga, Portugal

1115-1130 3P3 Factors influencing medical graduates in their career preferences in Taiwan
Tsuen-Chiuan Tsai*, E-Da Hospital, J-Shou University, Department of Pediatrics, and Chinese Medicine, Kaohsiung City, Taiwan; Der-Fang Chen, E-Da Hospital, Department of Surgery, Kaohsiung City, Taiwan; Chi-Wei Lin, E-Da Hospital, Department of Family Medicine, Kaohsiung City, Taiwan; Jung-Sen Liu, Cathay General Hospital, Department of Surgery, Taipei City, Taiwan

1130-1145 3P4 Factors influencing medical students’ pursuit of a surgical career
Jameel Mushitaq*, St George’s University of London, Medical School, London, United Kingdom; Muaz Tahir, Kings College London, Medical School, London, United Kingdom
1145-1200  3P5  Specialization training in Malawi: A qualitative study on the perspectives of medical students graduating from the University of Malawi College of Medicine
Adam Sawatsky*, Mayo Clinic, General Internal Medicine, Rochester, MN, United States; Natasha Parekh, University of Pittsburgh, Community Health, Pittsburgh, PA, United States; Adamson Muula, University of Malawi College of Medicine, General Internal Medicine, Blantyre, Malawi; Thuy Bui, University of Pittsburgh, General Internal Medicine, Pittsburgh, PA, United States

1200-1215  3P6  The Manchester Medical Careers Fair, a student-led event allowing medical students to explore their career options
Zainab Jawad, The University of Manchester, School of Medicine, Manchester, United Kingdom; Clarissa Gurbani, The University of Manchester, School of Medicine, Manchester, United Kingdom; Amile Inusa*, The University of Manchester, School of Medicine, Manchester, United Kingdom; Haider Ali, The University of Manchester, School of Medicine, Manchester, United Kingdom

1215-1230  Discussion

1045-1230  3Q  CONFERENCE WORKSHOP: Designing a future-focused medical school: What is most needed and possible?
Hilliard Jason*, University of Colorado Denver School of Medicine AND INSoMed, Family Medicine and Medical Education, Boulder, Colorado AND London, England, United States; Andrew Douglas*, INSoMed (International New School of Medicine), Administration and Finance, London, United Kingdom; Jane Westberg*, University of Colorado Denver School of Medicine AND INSoMed, Family Medicine and Medical Education, Boulder, CO, United States
Location: Workshop Room 1, Level 0, MiCo

1045-1230  3R  CONFERENCE WORKSHOP: Tips on preparing ASPIRE award applications in student engagement
Marko Zdravkovic*, University Medical Centre Maribor, Department of Anaesthesiology, Maribor, Slovenia; Eva Niko Cvikl*, Faculty of Medicine, University of Maribor, Department of Anaesthesiology, Maribor, Slovenia; Debra Klaman*, Southern Illinois University School of Medicine, Springfield, United States; Kew Sang Tong, International Medical University, Malaysia; Rukhsana Zubert*, Aga Khan University, Pakistan; Antonio Celenza, Faculty of Medicine, Dentistry and Health Sciences, University of Western Australia, Australia; Kulsoom Ghias, Aga Khan University, Pakistan
Location: Workshop Room 2, Level 0, MiCo

1045-1230  3S  CONFERENCE WORKSHOP: Patient and community involvement in health professional education
Angela Towl*, University of British Columbia, Division of Health Care Communication, College of Health Disciplines, Vancouver, Canada; William Godolphin*, University of British Columbia, Division of Health Care Communication, College of Health Disciplines, Vancouver, Canada; Cheryl Hewitt, PeerNetBC, Community Mental Health & Addiction Services, Vancouver, Canada; R Paul Kerston, Positive Living BC, Division of Health Care Communication, College of Health Disciplines, Vancouver, Canada; Sue Macdonald, Vancouver Coastal Health Authority, Division of Health Care Communication, College of Health Disciplines, Vancouver, Canada
Location: Workshop Room 3, Level 0, MiCo

1045-1230  3T  CONFERENCE WORKSHOP: Career paths in Medical Education – A Workshop for Junior Doctors
Linda Snell*, McGill University & RCPC, Centre for Medical Education, Montreal, Canada; Jason Frank*, University of Ottawa & RCPC, Ottawa, Canada; Paul de Roos*, Akademiska, Uppsala, Sweden
Location: Suite 9, Level Mezzanine, MiCo

1045-1230  3U  CONFERENCE WORKSHOP: Getting stuck in: what are the practical implications of social engagement for medical education?
Richard Ayres*, Plymouth Peninsula Schools of Medicine and Dentistry, Population Health, Plymouth, United Kingdom; Sam Regan de Bere*, Plymouth Peninsula Schools of Medicine and Dentistry, Medical Humanities, Plymouth, United Kingdom
Location: Suite 8, Level Mezzanine, MiCo

1045-1230  3V  CONFERENCE WORKSHOP: OSCE question writing
Kamran Khan*, Mafraq Hospital, Anaesthesia, Abu Dhabi, United Arab Emirates; Alison Quinn*, Newcastle University, Anaesthesia, London, United Kingdom; Sankaranarayan Ramachandran*, United Kingdom
Location: Suite 7, Level Mezzanine, MiCo

1045-1230  3W  CONFERENCE WORKSHOP: Create OSCEs to engage your learners, regardless of topic
Elizabeth Kachur*, Medical Education Development, National and International Consulting, New York, NY, United States; Choayan Dong*, National University of Singapore, Medical Education, Singapore; Angelika Hofhansl*, University of Vienna Medical School, Medical Education, Vienna, Austria; Alice Fornari*, Hofstra Northshore LI School of Medicine, Faculty Development, Great Neck, NY, United States
Location: Suite 6, Level Mezzanine, MiCo
A literature review – Evidence-based peer-teaching: An effective intervention to prepare students for complex ethical education as a strategy to improve patient privacy and satisfaction in the crowded emergency department.

The Implementation of an Inspirational Project to Build up First Year Medical Students’ Consciousness of Being a Giver in Fundamental Ethics Course at Thammasat University

Identifying the intergenerational ethical gap between medical teachers and pre-clinical students

A study of the challenges of teaching Medical Ethics to the undergraduate medical students – A literature review

The Implementation of an Inspirational Project to Build up First Year Medical Students’ Consciousness of Being a Giver in Fundamental Ethics Course at Thammasat University

Bioethics education as a strategy to improve patient privacy and satisfaction in the crowded emergency department

Evidence-based peer-teaching: An effective intervention to prepare students for complex ethical issues?
Can competency of empathy be taught in undergraduate medical education?
Jing-Jane Tsai*, Institute of Education, College of Social Sciences, National Cheng Kung University, Department of Neurology, National Cheng Kung University Hospital, Tainan, Taiwan; Hsuann Hung, Institute of Education, College of Social Sciences, National Cheng Kung University, Tainan, Taiwan; Thy-Sheng Lin, Institute of Education, College of Social Sciences, National Cheng Kung University, Tainan, Taiwan

Empathy scores of doctor of physical therapy students in the United States
Donald Gabard*, Chapman University, Physical Therapy, Orange, United States; Susan Deusinger, Washington University, Physical Therapy, St. Louis, United States; Deborah Lowe, Mount St. Mary’s, Physical Therapy, Los Angeles, United States; Denise Stelzner, University of Colorado, Physical Therapy, Denver, United States; Jean Chen, Wake Forest University, Family and Community Medicine, Winston-Salem, United States; Sonia Crandall, Chapman University, Physical Therapy, Orange, United States

Empathy changes in medical students, more complex than previously reported? A uniquely Singaporean perspective
Joshua Tung*, National University of Singapore, Yong Loo Lin School of Medicine, Medical Education Unit, Singapore; Gerald Sng, National University of Singapore, Yong Loo Lin School of Medicine, Dean’s Office, Singapore; Su Ping Yeo, National University of Singapore, Yong Loo Lin School of Medicine, Medical Education Unit, Singapore; Shing Chuan Hooi, National University of Singapore, Yong Loo Lin School of Medicine, Singapore; Dujeepa D. Samarasekera, National University of Singapore, Yong Loo Lin School of Medicine, Singapore

Variation of empathy in a medical student cohort: Two years of follow up
Peter Mc Coll*, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile; Hernan Borja, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile; Alberto Caro, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile; Gabriel Perat, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile; Camila Pérez de Arce, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile

Barriers and facilitators in empathic development: The medical student’s perception
Renata Giixa*, Autonomous University of Lisbon / University of Fortaleza, Department of Psychology / Faculty of Medicine, Fortaleza, Brazil; Helena Paro, Federal University of Uberlandia, Health Sciences / Obstetrics and Gynecology, Uberlândia, Brazil; Francisco S C Junior, Federal University of Ceará, Physical Education Institute, Fortaleza, Brazil

Descriptive analysis of Empathy levels of students in the Medicine Program of the Universidad Nacional del Sur
Alejandro Cragno*, Universidad Nacional del Sur, Health Sciences, Bahia Blanca, Argentina; Manuela Falconi, Universidad Nacional del Sur, Health Sciences, Bahia Blanca, Argentina; Maximiliano Garces, Universidad Nacional del Sur, Health Sciences, Bahia Blanca, Argentina; Pablo Micucci, Universidad Nacional del Sur, Health Sciences, Bahia Blanca, Argentina; Mariela Taboada, Universidad Nacional del Sur, Health Sciences, Bahia Blanca, Argentina; Marcelo Gracia Dieguez, Universidad Nacional del Sur, Health Sciences, Bahía Blanca, Argentina

Empathy assessment in pre-clinical students of a Brazilian University
Hennan Salzedas Teixeira*, Universidade Nove de Julho, São Paulo, Brazil, Carolina Barbosa de Carvalho, Universidade Nove de Julho, São Paulo, Brazil, Silvana Figueiredo Barreto, Universidade Nove de Julho, São Paulo, Brazil, Gustavo Simoneto Peres Moterani, Universidade Nove de Julho, São Paulo, Brazil; Thiago de Oliveira Monaco, Universidade Nove de Julho, São Paulo, Brazil; Renata Mahfuz Daud Gallotti, Universidade Nove de Julho, São Paulo, Brazil

What scale to use – JSPE or IRI? A case study with Portuguese medical students
Patrício Costa*, University of Minho, School of Health Sciences, Braga, Portugal; Mónica Gonçalves, University of Minho, School of Health Sciences, Braga, Portugal; João Cerqueira, University of Minho, School of Health Sciences, Braga, Portugal; Manuel João Costa, University of Minho, School of Health Sciences, Braga, Portugal

Assessing the empathy in ward rounds undergraduate medical students with the Jefferson scale in a Medical University
Laura Maria Silva de Siqueira*, Universidade Nove de Julho, São Paulo, Brazil; Helbert Minuncio Pereira Gomes, Universidade Nove de Julho, São Paulo, Brazil; Leonardo Carvalho Serigolli, Universidade Nove de Julho, São Paulo, Brazil; Laís da Souza Lima Olivotto, Universidade Nove de Julho, São Paulo, Brazil; Thiago de Oliveira Monaco, Universidade Nove de Julho, São Paulo, Brazil; Renata Mahfuz Daud Gallotti, Universidade Nove de Julho, São Paulo, Brazil

Teaching Empathy in Medical Students: Development of an Experiential, Person-Centered 60-hour Detailed Training Program
Vasileios Kiosses, University of Ioannina, Department of Hygiene and Epidemiology, Medical School, Kastoria, Greece; Athina Tatsion, University of Ioannina, Department of Internal Medicine, Medical School, Ioannina, Greece; Thomas Hyphantis, University of Ioannina, Department of Psychiatry, Medical School, Ioannina, Greece; Evangelia Ntzani, Ioannis Dimoliatis*, University of Ioannina, Department of Hygiene and Epidemiology, Medical School, Ioannina, Greece

To be or not to be empathic? Students’ reflections on emotions concerning breaking bad news
Asta Toivonen*, University of Helsinki, Hjelt Insitute, Helsinki, Finland; Eeva Pyorälä, University of Helsinki, Hjelt Institute, Helsinki, Finland

POSTERS: Games / Technology / Theory
Chairperson: South Hall, Level 0, MiCo

How to Increase Cooperated Learning in Medical Students with Poker Card
Noppol Thadakul*, Vachiraphuket Hospital Medical School, Pediatric, Phuket, Thailand; Tanitnun Paprad, Vachiraphuket Hospital Medical School, Pediatric, Phuket, Thailand
Crossword puzzles as an educational tool in a large class medical teaching at Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Thailand

Usefulness of ‘game-like’ qualities in an educational board game

Beyond leisure: Can serious games be used in medical education?

Medical teachers and students playing (serious) cardiology games

Introduction of role-play to enhance the clinical performance

Use of comics as an innovative reflection method

The impact of comics on learning and motivation in vocational education (CofoVE, Comics for Vocational Education)

Evaluating ethical sensitivity: Using videos as an instrument

Studies of the effectiveness of video clips from real patients in the pediatric electrocardiography

Comparing hands-on and video training for post-partum hemorrhage management

Medical training supported by Information and Communication Technologies (ICTs)

The comparison of epistemological beliefs and self-regulated learning between nursing and humanities students

Where medical education and learning design intersect: Technology as opportunity
3DD16 Does multimedia learning theory apply to medical students?
Kawee Voratarapong*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Watchara Verapornpongkul, Faculty of Medicine, Chulalongkorn University, Prapokklao Medical Education Centre, Chanthaburi, Thailand; Maythinee Potongcamphan, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tanat Lertussavavit, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Win Kulvicht, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tatchanapong Chongcharoenyoon, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand

3DD17 Visual Thinking Strategies in Medical Education — Benefits for Teachers
Brigid Maher,* University College Cork, School of Medicine, Medical Education Unit, Cork, Ireland; Deirdre Bennett, University College Cork, School of Medicine, Medical Education Unit, Cork, Ireland; Nora McCarthy, University College Cork, School of Medicine, Medical Education Unit, Cork, Ireland; Anthony Ryan, University College Cork, Department of Paediatrics and Neonatology, Cork, Ireland; Eileen Duggan, University College Cork, School of Medicine, Medical Education Unit, Cork, Ireland; Siun O’Flynn, University College Cork, School of Medicine, Medical Education Unit, Cork, Ireland

3DD18 Exploring guideline compliance of BLS performance from situativity perspectives
Chien-Yu Liu*, China Medical University Hospital, Department of Emergency Medicine, Taichung, Taiwan; Fremen Chiuchen Chou, China Medical University, School of Medicine, Taichung, Taiwan

3DD19 Health promotion on diabetes: educational game as strategy to engage
Sally Cristina Moutrinho Monteiro, Federal University of Maranhão (UFMA), Faculty Pharmacy, São Luis, Brazil; Luciana Branco Motta, State University of Rio de Janeiro, Brazil; Roberta Camila Bezerra Lima, Federal University of Maranhão (UFMA), Faculty Pharmacy, São Luis, Brazil; Ilika Kassandra Pereira Belfort, Federal University of Maranhão (UFMA), UNASUS, São Luis, Brazil; Tomasso Bini Silva Sousa, Federal University of Maranhão (UFMA), Faculty Pharmacy, São Luis, Brazil; Paulo Marcondes Carvalho Junior*, Marília Medical School, Marília, Brazil

1045-1230
3EE POSTERS: Curriculum Environment / Humanities
Chairperson:
Location: South Hall, Level 0, MiCo

3EE1 Assessment of the educational environment at a medical college in Yemen
Abdulabdu Abdu Almikhlafi*, Faculty of Medicine, University of Science & Technology, Community Medicine, Sana’a, Yemen; Maha Abdulaziz Mohammad, Faculty of Medicine, University of Science & Technology, Obstetrics and Gynaecology, Sana’a, Yemen; Hameed Mohammed Aklan, Faculty of Medicine, University of Science & Technology, Diagnostic Radiology, Sana’a, Yemen; Muneeva Abdulwahab Yahya, Faculty of Medicine, University of Science & Technology, Anatomy & Embryology, Sana’a, Yemen

3EE2 Outline of an innovative learning environment of surgery: A comparison of students’ perceptions with a traditional learning environment based in a DREAM analysis
LC Dominguez*, Universidad de la Sabana, Surgery, Chia, Colombia; EL Espita, Universidad de la Sabana, Surgery, Chia, Colombia; NV Vega, Universidad de la Sabana, Surgery, Chia, Colombia; AE Sanabria, Universidad de la Sabana, Surgery, Chia, Colombia; C Osorio, Universidad de la Sabana, Surgery, Chia, Colombia; N Tarazona, Universidad de la Sabana, Surgery, Chia, Colombia

3EE3 Medical students’ perception of the teaching environment in a Brazilian University
Lais de Souza Lima Olivatto, Universidade Nove de Julho, São Paulo, Brazil; Thiago de Oliveira Monacon*, Universidade Nove de Julho, São Paulo, Brazil; Helbert Minuncio Pereira Gomes, Universidade Nove de Julho, São Paulo, Brazil; Luciana Bernardon Ribeiro, Universidade Nove de Julho, São Paulo, Brazil; Carolina Marques Lopes, Universidade Nove de Julho, São Paulo, Brazil; Renata Mahfuz Daud Gallotti, Universidade Nove de Julho, São Paulo, Brazil

3EE4 Pre-Clerkship Medical Students’ Perceptions of the Learning Environment at Arabian Gulf University/ Bahrain
Basem Al Ubaidi*, Ministry of Health, Primary Care, Manama, Bahrain

3EE5 Education environment of undergraduate students in Prapokklao Hospital
Suchat Tantinirmal*, Prapokklao Hospital, Physical Medicine and Rehabilitation, Chanthaburi, Thailand

3EE6 Assessment of factors influencing a clinical learning environment in a Mexican clinic
Leonor Campos Aragon*, IMSS, Education, Mexico City, Mexico

3EE7 How do UCEEM scores correlate with other variables related to workplace learning climate?
Further exploration of validity and usability of the Undergraduate Clinical Education Environment Measure
Christina Gummesson*, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden; Renée Stalmeijer, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Karl Lunsjo, Lund University / Helsingborg General Hospital, Dept of Clinical Science/ Dept of Orthopedics, Helsingborg, Sweden; Anne Jung, Lund University / Helsingborg General Hospital, Dept of Pediatrics, Helsingborg, Sweden; Gudrun Edgren, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden; Pia Strand, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden
3EE8 Do scores make a difference? Consequences of using the Undergraduate Clinical Education Environment Measure (UCEEM) and the Maastricht Clinical Teaching Questionnaire (MCTQ)
Pia Strand*, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden; Karl Lunsjo, Lund University/Helsingborg General Hospital, Department of Clinical Sciences/Department of Orthopedics, Lund/Helsingborg, Sweden; Mats Leijman, Helsingborg General Hospital, Department of Pediatrics, Helsingborg, Sweden; Gudrun Edgren, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden; Renée Stalmeijer, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Research and Development, Maastricht, Netherlands; Christina Gummesson, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden

3EE9 Improving the learning environment at the University of Vermont College of Medicine
William Jefferies*, University of Vermont College of Medicine, Office of Medical Student Education, Burlington, Vermont, United States; Judy Lewis, University of Vermont College of Medicine, Psychiatry, Burlington, Vermont, United States; Ann Rich, University of Vermont College of Medicine, Psychiatry, Burlington, Vermont, United States; Nathalie Feldman, University of Vermont College of Medicine, Obstetrics and Gynecology, Burlington, Vermont, United States; David Adams, University of Vermont College of Medicine, Anesthesiology, Burlington, Vermont, United States; Lee Rosen, University of Vermont College of Medicine, Psychiatry, Burlington, Vermont, United States

3EE10 Sex, gender and perceptions of educational environment in first year medical students
Olga Matus*, University of Concepcion, Medical Education Department, Concepcion, Chile; Liliana Ortiz, University of Concepcion, Medical Education Department, Concepcion, Chile; Cristian Perez, University of Concepcion, Medical Education Department, Concepcion, Chile; Eduardo Fasce, University of Concepcion, Medical Education Department, Concepcion, Chile; Paula Parra, University of Concepcion, Medical Education Department, Concepcion, Chile; Carolina Marquez, University of Concepcion, Medical Education Department, Concepcion, Chile

3EE11 Welfare of medical students and climate at the University of Botswana School of Medicine
Keikantse Mathlathela*, University of Botswana, School of Medicine, Gaborone, Botswana; Ludo Badiangana, University of Botswana, School of Medicine, Gaborone, Botswana

3EE12 Clinical educational environment at the end of the Internship of Medicine in the School of Medicine, University of Chile: PHEEM survey results
José Peralta*, University of Chile, Medicine School, Santiago, Chile

3EE13 Life Narratives, our memories and lessons – Humanization in teaching and assistance
Fernanda Brenneisen Mayer*, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Patricia Tempski, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Roberto de Queiroz Padilha, Sírio-Libanês Hospital, Teaching Research Institute, São Paulo, Brazil; Marta Orofino, Conceição Hospitalar Grupe, Health and Mental Health, Rio Grande do Sul, Brazil

3EE14 Visiting tour of medical humanities museum to explore the humanistic issues of medical practice – a pilot study
Kun-Long Hung*, Cathay General Hospital / Fu-Jen Catholic University, Department of Medical Education & Pediatrics, Taipei, Taiwan; Sin-Torrng Wu, Cathay General Hospital, Department of Medical Education & Internal Medicine, Taipei, Taiwan; Chih-Hui Chin, Cathay General Hospital, Department of Medical Education & Internal Medicine, Taipei, Taiwan; Shu-Chen Chen, Cathay General Hospital, Department of Medical Education, Taipei, Taiwan

3EE15 Teaching reflection, like dark clouds on summer day, can Haiku assist? How poetry affects the quality of undergraduate reflective writing
Nina Salojo*, Imperial College, Faculty of Medicine, London, United Kingdom; Neil Patel, Imperial College, Faculty of Medicine, London, United Kingdom

3EE16 A study to explore the nature of self-reflective essays from a course on Narrative Medicine
Pamela Saunders*, Georgetown University School of Medicine, Neurology Department, Washington, United States

3EE17 Teaching professionalism through the language course for medical students: A study on using Humanities to teach values and develop medical students' professional skills
Scott YH Tseng*, Kaohsiung Medical University, School of Medicine, Kaohsiung, Taiwan; Peih-ying Lu, Kaohsiung Medical University, School of Medicine, Kaohsiung, Taiwan

3EE18 Learning the humanization of medicine in the real world of biopsychosocial vulnerability
Miguel Barbosa, Faculty of Medicine, University of Lisbon, Lisbon, Portugal; António Lacerda, Faculty of Medicine, University of Lisbon, Lisbon, Portugal; Madalena Patricio, Faculty of Medicine, University of Lisbon, Lisbon, Portugal; António Barbosa*, Faculty of Medicine, University of Lisbon, Lisbon, Portugal

3EE19 Students’ perception on observational skills training in medical education: the role of fine art paintings
Eduardo Anselmo Garcia, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medical Education Unit, Barretos, Brazil; José Miguel Gomes Moreira Pêgo, Life and Health Sciences Research Institute (ICVS), ICVS/38’S, PT Government Associate Laboratory, School of Health Sciences, University of Minho, Campus de Gualtar, Medical Education Unit, Braga, Portugal; Ricardo Filipe Alves da Costa, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medical Education Unit, Barretos, Brazil; Manuel João Costa, Life and Health Sciences Research Institute (ICVS), ICVS/38’S, PT Government Associate Laboratory, School of Health Sciences, University of Minho, Campus de Gualtar, Medical Education Unit, Braga, Portugal; Fabio Antonio Perecim Volpe*, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Barretos, Brazil

3EE20 Persistence of attitude of graduated doctor after humanity in medicine teaching: A follow-up study
Satang Supapon*, Khon Kaen Medical Education Center, Khon Kaen, Thailand
**3EE21** Perceptions of fifth-year medical students on narrative medicine in clerkship of internal medicine
Chien-Da Huang*, Chang Gung Memorial Hospital, Department of Medical Education and Thoracic Medicine, Taipei, Taiwan; Han-Pin Kuo, Chang Gung Memorial Hospital, Department of Internal Medicine and Thoracic Medicine, Taipei, Taiwan; Ji-Tseng Fang, Chang Gung Memorial Hospital, Department of Nephrology, Taipei, Taiwan; San-Jou Yeh, Chang Gung Memorial Hospital, Department of Cardiology, Taipei, Taiwan; Shih-Tseng Lee, Chang Gung Memorial Hospital, Department of Neurosurgery, Taipei, Taiwan

**3FF** POSTERS: Student Engagement / Portfolios

**3FF1** Study engagement as an important factor on medical students’ outcome
Carmina Flores*, Universidad Anahuac Mexico Norte, Health Sciences Education Academy, Mexico City, Mexico; Fernando Azcolita, Universidad Anahuac Mexico Norte, Health Sciences Education Academy, Mexico City, Mexico; Ernesto Rodriguez, Universidad Anahuac Mexico Norte, Health Sciences Faculty, Mexico City, Mexico; Jorge Ravelo, Universidad Anahuac Mexico Norte, Health Sciences Faculty, Mexico City, Mexico; Mariana Alvarez, Universidad Anahuac Mexico Norte, Health Sciences Faculty, Mexico City, Mexico

**3FF2** Tips for developing student engagement – lessons from curriculum renewal
Gary Hamlin*, Bond University, Medicine, Gold Coast, Australia; Linda Crane, Bond University, Medicine, Gold Coast, Australia; Michelle McLean, Bond University, Medicine, Gold Coast, Australia

**3FF3** Intermediate lobbyists, involving students in curriculum design and planning committees
Markus Langenstrass, Charité – Universitätsmedizin Berlin, Dieter Schefnner Centre for Medical Education, Berlin, Germany; Tanja Hitzblech, Charité – Universitätsmedizin Berlin, Dieter Schefnner Centre for Medical Education, Berlin, Germany; Asia Maaz, Charité – Universitätsmedizin Berlin, Dieter Schefnner Centre for Medical Education, Berlin, Germany; Harm Peters, Charité – Universitätsmedizin Berlin, Dieter Schefnner Centre for Medical Education, Berlin; Presenter: Peter Arends*, Charité – Universitätsmedizin Berlin, Dieter Schefnner Centre for Medical Education, Berlin, Germany

**3FF4** Development of the web-based formative test: the assessment of students, by students, for students
Win Kulvichit*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Kittisak Chottikakamthorn, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Kawee Voratarapong, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tatchanapong Chongcharoenyanon, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tanat Lertussavawat, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand

**3FF5** Specialist nurse students’ expectations when starting the programme in psychiatric care
Ulrika Södergren*, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Huddinge, Stockholm, Sweden; Lena Nilsson Wikmar, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Physiotherapy, Huddinge, Stockholm, Sweden

**3FF6** We all want to learn: PRIME GP, making large scale staff development work
Rebecca Farrington, University of Manchester, Community Based Medical Education, Manchester, United Kingdom; Rachel Lindley*, University of Manchester, Community Based Medical Education, Manchester, United Kingdom

**3FF7** Creation of an iBook for Cardiovascular Examination
William Melton*, University of Manchester, Manchester Medical School, Manchester, United Kingdom

**3FF8** Mixed student teams supporting older people after hospital discharge
Fiona Kent*, Monash University, Faculty of Medicine, Nursing and Health Sciences, Clayton, Australia; Jennifer Keating, Monash University, Faculty of Medicine, Nursing and Health Sciences, Frankston, Australia

**3FF9** Perspectives on the common challenges faced by medical students in leading educational projects
– A University of Toronto experience
Meah Ming Yang Gao*, University of Toronto, Faculty of Medicine, Toronto, Canada; Felicia Janulewicz, University of Toronto, Faculty of Medicine, Toronto, Canada; Robyn Thom, University of Toronto, Faculty of Medicine, Toronto, Canada; Carla Rosario, University of Toronto, Faculty of Medicine, Toronto, Canada; James England, University of Toronto, Faculty of Medicine, Toronto, Canada; Lisa Richardson, University Health Network, Department of Medicine, Toronto, Canada

**3FF10** Deep learning through a greater “sense of purpose”
Ian Kerr, Griffith University, Medicine, Gold Coast, Australia; Ali Salajegheh, Griffith University, Medicine, Gold Coast, Australia; Alice Ayres, Griffith University, Medicine, Gold Coast, Australia; Thomas Brennan*, Griffith University, Medicine, Gold Coast, Australia; Claire Harrison, Griffith University, Medicine, Gold Coast, Australia; Ken Donald, Griffith University, Medicine, Gold Coast, Australia

**3FF11** Learning portfolio and mentoring to promote students’ professional development and reflective skills
Marie Lidskog*, Örebro University, School of Medicine, Örebro, Sweden; Helen Setterud, Örebro University, School of Medicine, Örebro, Sweden
Reflection of teaching practice: Learning from experience
Vera Andrade, Faculdade Educacional da Lapa, Docente e Pesquisador PENSACNPQ@googlegroups.com, Curitiba, Brazil; Edilcea Ravazzani, Faculdades Unibrasil, Docente em Nutrição e Pesquisador PENSACNPQ@googlegroups.com, Curitiba, Brazil; Ester Pacornik*, INESCO Instituto de Saúde Coletiva, Docente e Pesquisadora, Curitiba, Brazil; Izabel Coelho Meister, Faculdades Pequeno Príncipe, Professora e Coordenadora PENSACNPQ@googlegroups.com, Curitiba, Brazil; Rosiane Zibetti Mello, Faculdades Pequeno Príncipe, Professora e Diretora Pesquisa e Extensão, Curitiba, Brazil; Marlene Zimermann, Universidades Estadual de Ponta Grossa, Enfermagem e Saúde Pública, Curitiba, Brazil

The importance of external training and training team size in clinical practice
Takayuki Oto*, Hiroshima University, Graduate School of Biomedical and Health Sciences, Hiroshima-shi, Japan; Taiji Oyayashi, Hiroshima University, Graduate School of Biomedical and Health Sciences, Hiroshima-shi, Japan; Yukiko Nogatani, Hiroshima University, Graduate School of Biomedical and Health Sciences, Hiroshima-shi, Japan; Hiromi Nishi, Hiroshima University Hospital, Department of Advanced General Dentistry, Hiroshima-shi, Japan; Masaru Ohara, Hiroshima University Hospital, Department of Advanced General Dentistry, Hiroshima-shi, Japan; Tetsuji Ogawa, Hiroshima University, Graduate School of Biomedical and Health Sciences, Hiroshima-shi, Japan

Evidence for Transformation, Looking in Student Portfolios
Abbas Ghavam-Rassoul*, University of Toronto, Department of Family and Community Medicine, Toronto, Canada; Susanna Talarico, University of Toronto, Department of Pediatrics, Toronto, Canada; Shirley Lee, University of Toronto, Department of Family and Community Medicine, Toronto, Canada; Curtis Handford, University of Toronto, Department of Family and Community Medicine, Toronto, Canada; Helen Batt, University of Toronto, Department of Family and Community Medicine, Toronto, Canada

Integration of log book, a tool that enables nursing students to achieve the clinical learning objectives through reflection and communication
Eline Wu*, Karolinska University Hospital, Department of Cardiology, Stockholm, Sweden; Sofia Stening Edholm, Karolinska University Hospital, Department of Cardiology, Stockholm, Sweden; Lisa Lindberg, Karolinska University Hospital, Department of Cardiology, Stockholm, Sweden

Stimulating students’ interest in a subject matter
Wei-Chin Wong*, Tan Tock Seng Hospital, Geriatric Medicine, Singapore; Joanne Kua, Tan Tock Seng Hospital, Geriatric Medicine, Singapore; Wee-Shiong Lim, Tan Tock Seng Hospital, Geriatric Medicine, Singapore

POSTERS: Postgraduate Education: Early Years
Chairperson: Davinder Sandhu (United Kingdom)
Location: South Hall, Level 0, MiCo

The efficiency of “Give Me Five” and “Regular” Morning report models to train the “patient care” skills of young physicians
Ying-Ying Yang*, Division of General Medicine, Department of Internal Medicine, Taipei, Taiwan

A learner-focused approach to preliminary medicine education
Mary Hedges*, Mayo Clinic Florida, Internal Medicine, Jacksonville, Florida, United States; Michele Lewis, Mayo Clinic Florida, Gastroenterology, Jacksonville, Florida, United States

An evaluation of development and improvement projects as part of the internship at the Sahlgrenska University Hospital
Anna Björk*, Sahlgrenska University Hospital, Gothenburg, Sweden; Henrik Sönnergren, Sahlgrenska University Hospital, Gothenburg, Sweden; Catarina Finzúa, Sahlgrenska University Hospital, Gothenburg, Sweden

‘Speaking Up’ – An analysis of FY1 doctors’ preparedness for making inter-specialty referrals
Roderick William McDermid*, University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom; Lorna Ryan, University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom

How valuable is bedside teaching to newly qualified doctors?
Alexandra Marley*, Queen Elizabeth Hospital, Birmingham, United Kingdom; Michael Clapham, Queen Elizabeth Hospital, Birmingham, United Kingdom

One-and-a-half hour rest after night shift evaluation follow-up: Three years’ experience of Taiwan southern medical center
Chih Hung Chen*, Kaohsiung Chang Gung Memorial Hospital, Internal Medicine, Kaohsiung, Taiwan; Chia Te Kung, Kaohsiung Chang Gung Memorial Hospital, Emergency, Kaohsiung, Taiwan; Junniye Sheu, Kaohsiung Chang Gung Memorial Hospital, Division of Cardiovascular Surgery, Dept of Surgery, Kaohsiung, Taiwan

Regional Junior Doctor Teaching Program – a novel approach
R. M. Nolan, Severn Deanery (Health Education England-Southwest), Bristol, United Kingdom; J. Hutton, Severn Deanery, Bristol, United Kingdom; C. van Hamel*, Severn Deanery, Bristol, United Kingdom; S. Harris, Severn Deanery, Bristol, United Kingdom

What are the major sources of improving the practical proficiency for new doctors?
Mee Young Kim*, Hallym University Dongtan Sacred Heart Hospital, Family Medicine, Hwaseong-si, Gyeonggi-do, Republic of South Korea
3GG9 The Effectiveness of a short High Dependency Unit Placement for Foundation Year 1 doctors in a District General Hospital: A Teaching Evaluation Project (2012-2013)
Chandni R Rajani*, Chelsea and Westminster Hospital, NHS Trust, Anaesthetics, ITU, London, United Kingdom; Nadeem Sabir, Northwick Park Hospital, London, United Kingdom

3GG10 A novel approach to case based discussions
Luke Hanna*, University of Birmingham, School of Education, Birmingham, United Kingdom; Sarah McCormick, West Midlands School of Anaesthetics, School of Education, West Midlands, United Kingdom

3GG11 The challenge of establishing a junior doctor teaching programme in the modern clinical environment
Bethan Loveless, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom; Charlotte Forbes, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom; Olivia Jagger, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom; Emma O’Hare*, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom; Ash Kotecha, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom; Matthew Lovell, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom

3GG12 Postgraduate education in Kampo (traditional Japanese) medicine: A current survey of clinical training hospitals
Makoto Arai*, Tokai University School of Medicine, Department of Oriental Medicine, Isehara, Japan; Ayako Arai, Tokyo Medical and Dental University, Department of Hematology, Tokyo, Japan; Shun-ichiro Izumi, Tokai University School of Medicine, Department of Academic and Student Services, Isehara, Japan

3GG13 “If you could change one thing…” Greek residents’ opinions about their educational environment
Vassilios T. Karathanos*, University of Ioannina, Medical Education Unit, Department of Hygiene and Epidemiology, Medical School, Ioannina, Greece; Vassilios N. Kiouses, University of Ioannina, Medical Education Unit, Department of Hygiene and Epidemiology, Medical School, Ioannina, Greece; Stefanos Bellos, University of Ioannina, Medical Education Unit, Department of Hygiene and Epidemiology, Medical School, Ioannina, Greece; Persa Koutsogiannou, University of Patras, Department of Public Health, Medical School, Patras, Greece; Eleni Jelastopoulou, University of Patras, Department of Public Health, Medical School, Patras, Greece; Ioannis DK Dimoliotis, University of Ioannina, Medical Education Unit, Department of Hygiene and Epidemiology, Ioannina, Greece

3GG14 Establishing New Postgraduate Medical Education Programs, Identifying the Essential Elements
Margaret Kennedy*, Royal College of Physicians & Surgeons of Canada, International Outreach, Ottawa, Canada; Paul Gamble, Royal College of Physicians & Surgeons of Canada, Royal College International, Ottawa, Canada

3GG15 Medical education and critical decision making guidance through smartphone/tablet applications
O R Prescott*, NHS Lothian, Edinburgh, United Kingdom; E R A Millar, NHS Lothian, Edinburgh, United Kingdom; M Buchner, Tactuum, Glasgow, United Kingdom; E Edgar, NHS Lothian, Edinburgh, United Kingdom

3GG16 Educational audits for quality improvement and assurance in postgraduate medical education
Claudia Schröder*, University Medical Center Utrecht, PGME, Utrecht, Netherlands; Julia Martens, University Medical Center Utrecht, PGME, Utrecht, Netherlands; Hannke Mulder, University Medical Center Utrecht, Expertise Center for Education and Training, Utrecht, Netherlands; Edith ter Braak*, University Medical Center Utrecht, PGME, Division of Internal Medicine, Utrecht, Netherlands

3HH POSTERS: Clinical Teaching 1
Chairperson: Rola Ajaw (United Kingdom)
Location: South Hall, Level 0, MCo

3HH1 Clinical Practice in Medical Students’ Curriculums: Lithuanian Case
Eglė Važgelienė*, Lithuanian University of Health Sciences (LSMU), Kaunas, Lithuania; Kęstutis Petrikonis, Lithuanian University of Health Sciences (LSMU), Kaunas, Lithuania; Žilvinas Padaiga, Lithuanian University of Health Sciences (LSMU), Kaunas, Lithuania

3HH2 Autoevaluation of medical students’ nightshifts
Ramy Azzouz*, Centre hospitalier de Dunkerque, Urgences et SMUR, Dunkerque, France; Queruau-Lamerie Xavier, Centre hospitalier de Dunkerque, Urgences et SMUR, Dunkerque, France; Benoît Raecckelboom, Centre hospitalier de Dunkerque, Urgences et SMUR, Dunkerque, France

3HH3 Increased cognitive load due to knobology impairs learners’ utility of ultrasound
R Somayaj*, University of Calgary, Department of Medicine, Calgary, Canada; K Novak, University of Calgary, Department of Medicine, Calgary, Canada; A Chee, University of Calgary, Department of Medicine, Calgary, Canada; K Zarnke, University of Calgary, Department of Medicine, Calgary, Canada; K McLaughlin, University of Calgary, Department of Medicine, Calgary, Canada; I Ma, University of Calgary, Department of Medicine, Calgary, Canada

3HH4 Continuous building of a holistic mind throughout the medical curriculum
Pornpit Treebupachatamsak*, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Internal Medicine, Phitsanulok, Thailand; Harutaya Kasyanam, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Internal Medicine, Phitsanulok, Thailand; Poichai Peumpanupat, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Internal Medicine, Phitsanulok, Thailand

3HH5 Heart-Head-Hand Interpersonal Skills Learning
Pornpit Treebupachatamsak*, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Internal Medicine, Phitsanulok, Thailand; Harutaya Kasyanam, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Internal Medicine, Phitsanulok, Thailand; Poichai Peumpanupat, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Internal Medicine, Phitsanulok, Thailand
3HH6 Clinical based learning (CBL) in studying process in the Children Infectious Diseases Department
Rosallia Begaidarova*, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan; Berik Koichubekov, Karaganda State Medical University, Medical Biophysics and Informatics, Karaganda, Kazakhstan; Yuryi Starikov, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan; Gulsharbat Alishbekova, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan; Hatuna Devdariani, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan; Ainash Dyusembaeva, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan

3HH7 Using ISBAR model in a prehospital telephone consultations. A pilot study
Juha Hallikainen*, Helsinki University Hospital, Anesthesiology and Intensive Care Medicine/Peijas area EMS, Helsinki, Finland; Olli Väisänen, Helsinki University Hospital, Anesthesiology and Intensive Care Medicine, Helsinki, Finland; Sami Saarelä, Hospital District of Helsinki and Uusimaa, Porvoo area EMS, Porvoo, Finland; Leila Niemi-Murola, Helsinki University Hospital, Anesthesiology and Intensive Care Medicine, Helsinki, Finland

3HH8 Learning relationship, patient-student encounters at a clinical education ward
Katri Manninen*, Karolinska Institutet, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden; Elisabet Wehn Henriksson, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Stockholm, Sweden; Max Scheja, Stockholm University, Department of Education, Stockholm, Sweden; Charlotte Silen, Karolinska Institutet, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden

3HH9 Dilemmas and challenges that medical students experience when learning to conduct complete consultations
Leen Aper*, Ghent University, Centre for Educational Development, Ghent, Belgium; Wenke Veldhuijzen, Maastricht University, Maastricht, Netherlands; Tim Dornan, Maastricht University, Maastricht, Netherlands; Anselme Derese, Ghent University, Ghent, Belgium; Jan Reniers, Ghent University, Ghent, Belgium

3HH10 Self-assessment of clinical competencies: Pre-post comparison after active student participation in patient care at a Clinical Education Ward for Integrative Medicine (CEWIM)
Maria Valk-Draad*, ICURAM, Institute for Integrative Medicine, Witten/Herdecke University, Witten, Germany; Diethard Tauschel, ICURAM, Institute for Integrative Medicine, Witten/Herdecke University, Witten, Germany; Friedrich Edelhaeuser, ICURAM, Gemeinschaftskrankenhaus Herdeke, Herdecke, Germany; Gabriele Lutz, ICURAM, Institute for Integrative Medicine, Witten/Herdecke University, Witten, Germany; Christian Schefter, ICURAM, Institute for Integrative Medicine, Witten/Herdecke University, Witten, Germany

3HH11 The physician as teacher: An evolution of roles as experienced in a novel HIV counseling and testing scenario
Julie Thorne*, University of Toronto, Department of Infectious Diseases, Toronto, Canada; Malika Sharma, University of Toronto, Standardized Patient Program, Toronto, Canada; Rick Lees, Nine Circles Community Health Centre, Faculty of Medicine, Winnipeg, Canada; Nancy McNaughton, University of Toronto, Toronto, Canada; Tutsiirai Makuwaza, Toronto People With AIDS Foundation, Toronto, Canada; Anita Rachlis, on behalf of CHIME, University of Toronto, Toronto, Canada

3HH12 Improving confidence in clinical data interpretation skills among clinical medical students: A peer-led, multiple session approach
Alexander Fleming-Nouri*, University College London (UCL), London, United Kingdom; Dominic Crocombe, University College London, London, United Kingdom; Isobel Cane, University College London (UCL), London, United Kingdom; Minna Aransious, University College London (UCL), London, United Kingdom; Parais Seyed-Saff, University College London (UCL), London, United Kingdom; James Davis, King’s College Hospital, London, United Kingdom

3HH13 Simulating a PACS experience for undergraduate medical students studying radiology: A low cost solution
Debra Patten*, Newcastle University, Anatomy and Clincial Skills, Newcastle-upon-Tyne, United Kingdom; Richard Moon, Newcastle University, Learning Technologies in Medical Sciences (LTMS), Newcastle, United Kingdom

3HH14 Lunch and learn: Involving patients with neurological conditions in informal learning experiences
Marguerite Hill, Swansea University, College of Medicine, Swansea, United Kingdom; Presenter: Judy McKimm*, Swansea University, College of Medicine, Swansea, United Kingdom

3HH15 Using a Delphi study to develop a questionnaire to identify medical students’ approaches to the clinical learning
Marcela Bitran*, Pontificia Universidad Católica de Chile, Centro de Educación Médica, Escuela de Medicina, Santiago, Chile; Denisse Zuñiga, Pontificia Universidad Católica de Chile, Centro de Educación Médica, Escuela de Medicina, Santiago, Chile; Marcel Calderón, Pontificia Universidad Católica de Chile, Escuela de Psicología, Santiago, Chile; Isabel Leiva, Pontificia Universidad Católica de Chile, Departamento de Enfermedades Respiratorias, Santiago, Chile; Oslando Padilla, Pontificia Universidad Católica de Chile, Departamento de Salud Pública, Escuela de Medicina, Santiago, Chile; Arnoldo Riquelme, Pontificia Universidad Católica de Chile, Centro de Educación Médica, Escuela de Medicina, Santiago, Chile

3HH16 Can the training time and experience of standardized patients have an effect on the result of Clinical Performance Examination?
Ja Kyung Kim, Kangwon National University School of Medicine, Pediatrics, Chuncheon, Korea, Republic of (South Korea); Seok Hoon Yang*, Kangwon National University School of Medicine, Family Medicine, Chuncheon, Korea, Republic of (South Korea); JeongHye Yang*, Kangwon National University School of Medicine, Family Medicine, Chuncheon, Korea, Republic of (South Korea)

3HH17 Teaching communication skills in order to make inevitable death discussable
Dorine van Woerden*, Academic Medical Centre, Department of Medical Psychology, Amsterdam, Netherlands

3HH18 Assessing shared decision-making skills of 3rd year medical students
Lucille M.L. Ong*, Academic Medical Centre, Department of Medical Psychology, Amsterdam, Netherlands
3II ELECTRONIC POSTERS (ePOSTERS): International
Chairperson:
Location: Theatre Room 15, Level 0, MiCo
3II1 Medical study abroad: Motivation and outcome of Erasmus outgoing students at Medical faculty Maribor
Monika Sobocan*, Medical Faculty, University in Maribor, Maribor, Slovenia; Breda Pečovnik Balon, Medical Faculty, University in Maribor, Maribor, Slovenia
3II2 Global Health teaching and learning in the community
Seema Biswas, Medical School of International Health, Ben Gurion University, Global Health, Beer Sheva, Israel; Keren Mazuz, Medical School of International Health, Ben Gurion University, Global Health, Beer Sheva, Israel; Tzvi Dwoleszky, Medical School of International Health, Ben Gurion University, Global Health, Beer Sheva, Israel; Mark Clarfield*, Medical School of International Health, Ben Gurion University, Global Health, Beer Sheva, Israel
3II3 Including international students in a UK undergraduate medical programme
Zainab Hussain*, University of Liverpool, Directorate of Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Jayne Garner, University of Liverpool, Health Services Research, Liverpool, United Kingdom; Rob Skalaie, University of Liverpool, School of Medicine, Liverpool, United Kingdom
3II4 Remembering old partnerships: Networking as new medical schools within BoLeSwa countries
Ludo N Badlangana*, University of Botswana, Biomedical Sciences, School of Medicine, Gaborone, Botswana; Keikantse Mathagela, University of Botswana, Biomedical Sciences, School of Medicine, Gaborone, Botswana; Nonkosi Tiale, Lesotho Medical School, Lesotho Medical School, Maseru, Lesotho
3II5 Enhancing global health and education between Zambia and Japan
Kazuchiro Horii*, Mie University Graduate School of Medicine, Center for Medical Education, Tsu, Japan; Hiroki Horii, Mie University, International Affairs, Tsu, Japan; James Munthali, University of Zambia, Department of Surgery, Lusaka, Zambia
3II6 Ensuring equal learning opportunities for international students studying medicine and STEM subjects in two higher education institutions
Aneta Hayes*, RCSI Bahrain, Busaiteen, Bahrain; Eloise Tan, DCU, Dublin, Ireland
3II7 “LabMond”, Laboratorio di Mondialità: An Informal Education project on Global Health issues.
What is the impact in the core curricula of Italian Medical Students?
Samantha Pegoraro, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Roma, Italy; Eliana Giambelluca, SISMI, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Perugia, Italy; Mario Staccioli*, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Genova, Italy; Benedetta Goletti, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Roma, Italy; Giulia Nizzoli, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Firenze, Italy; Alice Perfetti, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Genova, Italy
3II8 The Swansea, Gambia Link: Embedding mutually beneficial international exchanges into the medical curriculum
Samara Dean, Swansea College of Medicine, Medicine, Swansea, United Kingdom; Paul Jones*, Swansea College of Medicine, Medicine, Swansea, United Kingdom; Steve Allen, Swansea College of Medicine, Medicine, Swansea, United Kingdom; Judy McKimm, Swansea College of Medicine, Medicine, Swansea, United Kingdom
3II9 Comparison of the achievement in the Medical National License Examination Step 1 between the Joint Medical Programme SWU-UoN and the Thai Programme
Chote Werawong*, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Anongnard Kasorn, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Ammarin Narkwichean, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Watchareewan Thongsaard, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand
3II10 Evaluating the effectiveness of an extended basic science curriculum in international medical students
Guinevere Bell*, Trinity School of Medicine, Pharmacology, Ratho Mill, Saint Vincent and the Grenadines; Paula Wilson, Trinity School of Medicine, Admissions, Alpharetta, United States
3II11 Stress, coping and psychological adaptation in the Romanian and international first year medical students
Corduta Alina Popescu*, University of Medicine and Pharmacy “Iuliu Hatieganu”, Social Sciences, Cluj-Napoca, Romania; Mihai Horatiu Bob, University of Medicine and Pharmacy “Iuliu Hatieganu”, Anatomy, Cluj-Napoca, Romania; Anca Dana Buzoianu, University of Medicine and Pharmacy “Iuliu Hatieganu”, Pharmacology, Cluj-Napoca, Romania; Veronica Junjan, University of Twente, Institute of Innovation and Governance Studies, Twente, Netherlands
3II12 Number of papers published in English from the nursing departments of 42 national universities in Japan for the past ten years
J Kameoka*, Tohoku University Graduate School of Medicine, Office of Medical Education, Sendai, Japan; F Takahashi, Tohoku University Graduate School of Medicine, Office of Medical Education, Sendai, Japan; F Sato, Tohoku University Graduate School of Medicine, Department of Health Sciences, Sendai, Japan; K Sato, Tohoku University Graduate School of Medicine, Department of Health Sciences, Sendai, Japan; Y Nakamura, Tohoku University Graduate School of Medicine, Department of Health Sciences, Sendai, Japan; S Ishii, Tohoku University Graduate School of Medicine, Office of Medical Education, Sendai, Japan
The success in Human Biology subject of first year medical students in the Joint Medical Programme SWJ-NU is independent of the IELTS scores
Anongnrd Kasorn, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Nattaya Mahing, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Watchareewan Thongsan*, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Chote Weerawong, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand

The experience of re-education of North Korea refugee doctors preparing for the qualifying exam for doctors in South Korea
Seok Hoon Kang*, Kangwon National University School of Medicine, Medical Education, Family Medicine, Chuncheon, Republic of South Korea; JeongHee Yang, Kangwon National University School of Medicine, Family Medicine, Chuncheon, Republic of South Korea; Ja Kyung Kim, Kangwon National University School of Medicine, Pediatrics, Chuncheon, Republic of South Korea

Culture difference in faculty development workshop of health providers between Australia and Taiwan
Ming-ju Hsieh*, Chang Gong Memorial Hospital, Chest Surgery, Taoyuan, Taiwan; Shih-Tsong Lee, Chang Gong Memorial Hospital, Neurosurgery, Taoyuan, Taiwan; Meng-Chih Lin, Chang Gong Memorial Hospital, Pulmonary and Critical Care Medicine, Kaohsiung, Taiwan; Jen-Hui Fu, Chang Gong Memorial Hospital, Pediatric, Taoyuan, Taiwan; San-Jou Yeh, Chang Gong Memorial Hospital, Cardiology, Taoyuan, Taiwan; Wen-Neng Ueng, Chang Gong Memorial Hospital, Orthopedic Surgery, Taoyuan, Taiwan

ELECTRONIC POSTERS (ePOSTERS): Staff Development
Chairperson: Angel Centeno (Argentina)
Location: Theatre Room 16, Level 0, MiCo

Evaluation of a faculty development program for collaboration of developing countries in Asia: Seoul Intensive Course for Medical Educators (SICME)
Do-Hwan Kim*, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Hyun Bae Yoon, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Eun Jeong Kim, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Juhee Jeong, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Seung Hee Lee, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Jwa-Seop Shin, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea

Faculty development strategy for undergraduate medical teachers to enhance clinical teaching skills and to change clinical practice: A case study of a new approach to mechanical back pain
Jean Hudson*, University of Toronto, Faculty of Medicine, Toronto, Canada; Jana Bajcar, University of Toronto, Faculty of Medicine, Toronto, Canada, Hamilton Hall, University of Toronto, Faculty of Medicine, Toronto, Canada

ClinSSAC: The effect of a multimodal program on clinical supervisors’ education skills
Joanna Tai, Monash University, HealthPEER, Melbourne, Australia; Vicki Edouard, Monash University, HealthPEER, Melbourne, Australia; Fiona Kent, Monash University, HealthPEER, Melbourne, Australia; Debra Nestel, Monash University, HealthPEER, Melbourne, Australia; Margaret Bearman, Monash University, HealthPEER, Melbourne, Australia; Elizabeth Molloy, Monash University, HealthPEER, Melbourne; Presenter: Charlotte Denniston*, Monash University, HealthPEER, Clayton, Australia

Evaluation of a program for developing clinical teaching skills of lecturers at Benha faculty of medicine
Hossam Maaty*, Benha Faculty of Medicine, Neurosurgery, Cairo, Egypt

‘Transforming Medical Teachers’ – the impact of faculty development
Lisa MacInnes*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Michael Beg, University of Edinburgh, Learning and Technology Section, Edinburgh, United Kingdom; Debbie Atiken, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

A faculty development program for health professionals of Sub-Saharan aRican countries: the case of the University "Onze de Novembro", Cabinda, Angola
Maria Dores Sungo*, University Onze de Novembro, Faculty Medicine, Cabinda, Angola; Anabela Sinandinse, University Onze de Novembro, Instituto Politécnico, Cabinda, Angola; João Filipe Camanda, University Onze de Novembro, Faculty Medicine, Cabinda, Angola; Maria Amélia Ferreira, Faculty Medicine University Porto, Department Medical Education and Simulation, Porto, Portugal

Faculty development: Challenges towards a successful programme
Maria Jose S. Salles*, State University of Londrina, Department of Biology, Londrina, Brazil; Marcia Hriom Sakai, State University of Londrina, Public Health Department, Londrina, Brazil; Ruy Guilherme S. Souza, Federal University of Roraima, Center for Biological and Health Sciences, Boa Vista, Brazil; Sigisfredo Luis Brenelli, State University of Campinas, Department of Clinical Medicine, Campinas, Brazil; Suzana Melo Franco, UNA-SUS/Fiocruz, Executive Secretariat, Brasilia, Brazil; Katia Kyomi S. Santos, Foundation to Support the Development of Technological, University Hospital of Northern, Londrina, Brazil

Creating a new pedagogy for Faculty Development in Medical Education
Jana Bajcar*, University of Toronto, Faculty of Medicine, Toronto, Canada; Cleo Boyd, University of Toronto, Faculty of Arts and Science, Mississauga, Canada
Teacher Training in a Network of Veterinary Universities
Jan R. Ehlers*, University of Veterinary Medicine Hannover, Foundation, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Hannover, Germany; Christiane Siegling-Villakis, Department of Veterinary Medicine at the Freie Universität Berlin, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Berlin, Germany; Stephan Birk, Department of Veterinary Medicine at the Freie Universität Berlin, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Berlin, Germany; Cyril Matenaers, Faculty of Veterinary Medicine at the LMU Munich, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Munich, Germany; Peter Stucki, VetSuisse Faculty University of Bern, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Bern, Switzerland; Christian Gruber, VetMedUni Vienna, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Vienna, Austria

Development of a Basic Teaching Licence Course for Health Professional (HP) Educators: To Inspire Teaching
Chee Fen Chia*, International Medical University, IMU Centre for Education (ICE), Kuala Lumpur, Malaysia; Catherine Arakiasamy, International Medical University, IMU Centre for Education (ICE), Kuala Lumpur, Malaysia; Amutha Navamooney, International Medical University, IMU Centre for Education (ICE), Kuala Lumpur, Malaysia; Victor Lim, International Medical University, School of Medicine, Kuala Lumpur, Malaysia; Vishna Nadarajah, International Medical University, School of Medicine, Kuala Lumpur, Malaysia

Croatian training model for medical teachers: Strengths and weaknesses
Gordana Pavlekovic*, School of Medicine, University of Zagreb, Zagreb, Croatia; Mladenka Vrcic Keglevic, Croatian Association for Medical Education, Zagreb, Croatia

First experience in a Master Program: Course/workshop e-learning Moodle platform for professors of undergraduate clinical area: “Assessment of Clinical Competence”. Faculty of Medicine, UNAM
Alberto Lifshitz-Guimber*, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; Lydia Zerón-Gutierrez, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; Pedro Martin Hernández-Quiróz, University School of Medicine Westhill, Evaluation coordination, México City, Mexico; Arturo Espinosa-Velasco, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; Patricia Vidal-Licona, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; M. Mamaladeze, Tbilisi State Medical University, Tbilisi, Georgia

Faculty development program at Tbilisi State Medical University
G.V. Simonia*, Tbilisi State Medical University, Department of Medical Education, Research and Strategic Development, Tbilisi, Georgia; Z. Vadachkoria, Tbilisi State Medical University, Department of Medical Education, Research and Strategic Development, Tbilisi, Georgia; R. Beriaishwilli, Tbilisi State Medical University, Tbilisi, Georgia; M. Mamaladeze, Tbilisi State Medical University, Tbilisi, Georgia

Faculty Development for Letters of Reference: Supporting New Teachers and Students through this essential process for Residency Application
L. Nickell*, University of Toronto, UGME, Faculty of Medicine, Toronto, Canada; G. Bandiera, University of Toronto, PGME, Faculty of Medicine, Toronto, Canada; J. Bajcar, University of Toronto, Faculty of Medicine, Toronto, Canada; P. Coates, University of Toronto, Faculty of Medicine, Toronto, Canada

Preparing IPE-ready Faculty Teams: An Innovative Masters in Health Professions Education Degree
Deborah Navedo*, MGH Institute of Health Professions, Health Professions Education Program, Boston, United States; Alan Leichtner, MGH Institute of Health Professions, Health Professions Education Program, Boston, United States; Mary Knab, MGH Institute of Health Professions, Health Professions Education Program, Boston, United States

1230-1400
LUNCH (viewing of Exhibits and Posters)
Location: South Hall, Level 0, MiCo

1245-1345
COURSES
AMEE-ESME Course: Suite 5, Level Mezzanine, MiCo
AMEE-RESME Course: Suite 6, Level Mezzanine, MiCo
ASME-FLAME/CALM Course: Theatre Room 13, Level 0, MiCo

1245-1345
PRIVATE MEETINGS
International Representatives (invite only): Workshop Room 2, Level 0, MiCo
Professors of Medical Education Lunch (invite only): Workshop Room 3, Level 0, MiCo
Directors of Masters in Medical Education Courses Lunch (invite only): Suite 3, Level +2, MiCo

1245-1345
OPEN MEETINGS
AMEE Postgraduate Committee: Suite 9, Level Mezzanine, MiCo
AMEE eLearning Committee / Tweet Up: Suite 8, Level Mezzanine, MiCo
AMEE Research Committee: Suite 7, Level Mezzanine, MiCo
AMEE Simulation Committee: Suite 4, Level +2, MiCo
SESSION 4: Simultaneous Sessions

1400-1530 4A SYMPOSIUM: Simulation-based Mastery Learning in Medical Education
William McGaghie*, Loyola University Chicago Stritch School of Medicine, Chicago, United States; S. Barry Issenberg*, University of Miami Miller School of Medicine, United States; Diane B. Wayne*, Northwestern University Feinberg School of Medicine, United States; Doris Ostergaard*, Herlev Hospital and University of Copenhagen, Denmark
Location: Gold Plenary, Level +2, MiCo

1400-1530 4B SYMPOSIUM: New Perspectives on Curriculum and Course Design: The End of PBL?
Jeroen Van Merrienboer*, Maastricht University, the Netherlands; Diana Dolmans*, Maastricht University, The Netherlands; Geoff Norman*, McMaster University, Canada; Ann Roex*, University of Leuven, Belgium; Feilke van Stiphout*, University Medical Center Utrecht, the Netherlands
Location: Auditorium, Level +3, MiCo

1400-1530 4C SYMPOSIUM: PhD Programs in Health Professions Education: Who, What, Where, Why and How?
Panel: Ara Tekian*, University of Illinois at Chicago College of Medicine, USA; Olle ten Cate*, University Medical Centre Utrecht, The Netherlands; Charlotte Ringsted*, The Wilson Centre, University of Toronto and University Health Network, Toronto, Canada; Lambert Schwirth*, School of Medicine, Flinders University, Adelaide, South Australia
Location: Brown 3, Level +2, MiCo

1400-1530 4D RESEARCH PAPERS: Technology and Assessment for Learning
Note: This session will be conducted in ‘Flipped Classroom’ format. Presenters will have 2 minutes to introduce their presentation, and the remaining 13 minutes will be used for discussion. Please read the materials relating to each presentation, which have been uploaded to the website http://www.amee.org/conferences/amee-2014/programme/research-papers-flipped-classroom in preparation for the session and come prepared to participate!
Chairperson: Trevor Gibbs (AMEE)
Opening Discussants: Charlotte Silén (Sweden); Dario Torre (United States)
Location: Brown 2, Level +2, MiCo

1400-1415 4D1 The impact of resident- and self-evaluations on faculty’s subsequent teaching performance
Benjamin Boerebach*, Academic Medical Center, University of Amsterdam, Professional Performance Research Group, Center for Evidence-Based Education, Amsterdam, Netherlands; Onyebuchi Arah, University of California, Los Angeles (UCLA), Department of Epidemiology, School of Public Health, Los Angeles, United States; Maas Jan Heineman, Academic Medical Center, University of Amsterdam, Board of Directors, Amsterdam, Netherlands; Olivier Busch, Academic Medical Center, University of Amsterdam, Department of Surgery, Amsterdam, Netherlands; Kiki Lombarts, Academic Medical Center, University of Amsterdam, Professional Performance Research Group, Center for Evidence-Based Education, Amsterdam, Netherlands

1415-1430 4D2 A study of the real time use of iPads in clinical learning
Emmanuel Gladipo, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Lucie Byrne-Davies*, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Louise Connell, Lancaster University, Department of Psychology, Lancaster, United Kingdom; Jasmin Farikullah, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Jane Mooney, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Colin Lumsden, University of Manchester, Manchester Medical School, Manchester, United Kingdom

1430-1445 4D3 Clarifying variability in clinical performance judgment by examining social impressions
Andrea Gingerich*, University of Northern British Columbia (UBC Medicine), Northern Medical Program, Prince George, Canada; Cees van der Vleuten, Maastricht University, School of Health Professions Education, Maastricht, Netherlands; Kevin Eva, University of British Columbia, Centre for Health Education Scholarship, Vancouver, Canada; Glenn Regehr, University of British Columbia, Centre for Health Education Scholarship, Vancouver, Canada

1445-1500 4D4 Teaching using Twitter: not quite the new black?
Eleanor J. Hothersall*, University of Dundee, Medical School, Dundee, United Kingdom; Annalisa Manca, University of Dundee, Medical School, Dundee, United Kingdom; Eviридки Fioratou, University of Dundee, Medical School, Dundee, United Kingdom; Natalie Lafferty, University of Dundee, Medical School, Dundee, United Kingdom
1500-1515 4D5 Are longitudinal integrated clerkships a good choice for all medical students?  
Jill Konkin*, University of Alberta, Division of Community Engagement, Edmonton, Canada; Carol Suddards, University of Alberta, Division of Community Engagement, Edmonton, Canada

1515-1530 Discussion

1400-1530 4E  
**SHORT COMMUNICATIONS: Transition to Clinical Practice**

Chairperson: Agnes Dodds (Australia)  
Opening Discussant: Location: Brown 1, Level +2, MiCo

1400-1415 4E1 “It’s a whole different ball game”: A longitudinal audio diary study of junior doctors’ preparedness  
Chris Jefferies*, Cardiff University, School of Medicine, Cardiff, United Kingdom; Judith Cole, Queen’s University Belfast, School of Medicine, Belfast, United Kingdom; Narnie Kelly, University of Exeter, School of Medicine, Exeter, United Kingdom; Grit Schellfloder, University of Dundee, School of Medicine, Dundee, United Kingdom; Kathrin Kauflh, Cardiff University, School of Medicine, Cardiff, United Kingdom; Lynn Monrouxe, Cardiff University, School of Medicine, Cardiff, United Kingdom

1415-1430 4E2 A simulated ward exercise improves insight into the hidden curriculum of the junior doctor  
Susan A Smith*, Northumbria Healthcare NHS Foundation Trust, Education Centre, Newcastle, United Kingdom; Fiona Rayner, Northumbria Healthcare NHS Foundation Trust, Education Centre, Newcastle, United Kingdom; Holly Mabillard, Northumbria Healthcare NHS Foundation Trust, Education Centre, Newcastle, United Kingdom; Mark Sudlow, Northumbria Healthcare NHS Foundation Trust, Education Centre, Newcastle, United Kingdom

1430-1445 4E3 Preparedness for practice following the introduction of enhanced practice placements  
Gillian Vance*, Newcastle University, School of Medical Sciences Education Development, Newcastle Upon Tyne, United Kingdom; Bryan Burford, Newcastle University, School of Medical Sciences Education Development, Newcastle Upon Tyne, United Kingdom; Jon Scott, Northern Foundation School, School of Medical Sciences Education Development, Newcastle Upon Tyne, United Kingdom

1445-1500 4E4 Perceived preparedness and learning needs of medical trainees undertaking outpatient clinics  
Ibrahim Ali*, Royal London Hospital, Medicine, London, United Kingdom

1500-1515 4E5 Improving perceived preparedness of students entering clinical education in a single session: A novel near-peer approach  
Dominic Crocombe*, University College London, Medical School, London, United Kingdom; Isobel Cane, University College London, Medical School, London, United Kingdom; Alexander Fleming-Nouri, University College London, Medical School, London, United Kingdom; Mina N Arsalious, University College London, Medical School, London, United Kingdom; Ricky Sharma, University College London, Medical School, London, United Kingdom; Parisah Seyed-Safi, University College London, Medical School, London, United Kingdom

1515-1530 Discussion

1400-1530 4F  
**SHORT COMMUNICATIONS: Patil Teaching Innovation Awards 2 – shortlisted presentations (see page 12)**

Chairperson / Opening Discussant: Deborah Murdoch-Eaton (United Kingdom)  
Location: Theatre Room 11, Level 0, MiCo

1400-1415 4F1 A low cost/open-source system for delivering feedback in OSCEs and clinical attachments  
David Hope*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Avril Dewar, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Kyle Gibson, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Neil Turner, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Michelle Arora, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Helen Cameron, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

1415-1430 4F2 Students at risk of failing assessment can be identified within eight weeks of starting medical school  
David Hope*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Avril Dewar, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Helen Cameron, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

1430-1445 4F3 Translating the concept of evidence-based assessment into everyday educational practice: Building a DREAM  
Christie Palladino, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, GA, United States; John Nash, Association of American Medical Colleges, MedEdPORTAL, Washington, DC, United States; Lindsay Blake, Medical College of Georgia at Georgia Regents University, Greenblatt Library, Augusta, GA, United States; Kathy Davies, Medical College of Georgia at Georgia Regents University, Greenblatt Library, Augusta, GA, United States; Christopher Candler, Association of American Medical Colleges, University of Oklahoma, MedEdPORTAL, Washington, DC, United States; Lisa Stepleman, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, GA, United States; Presenter: Robin Reynolds*, AAMC, Medical Education Online Programs, Washington, DC, United States
1445-1500 4F4 Validating an Integrity-focused Situational Judgement Test for Pre-Interview Selection into Medical School
Adrian Husbands*, University of Dundee, School of Medicine, Dundee, United Kingdom; Jonathan Dowell, University of Dundee, School of Medicine, Dundee, United Kingdom; Fiona Patterson, Work Psychology Group, School of Medicine, Derby, United Kingdom; Mark Rodgerston, University of Dundee, School of Medicine, Dundee, United Kingdom

1500-1515 4F5 Error disclosure training for junior health professionals: A study of experiences, perceptions and confidence
Debra Kiegelde*, Monash Health, Monash Doctors Education / Monash Simulation, Melbourne, Australia; Alana Gilbee, Monash Health, Monash Doctors Education, Melbourne, Australia; Elizabeth Pryor, Monash Health, Monash Doctors Education, Melbourne, Australia; Simon Craig, Monash Health, Emergency Department, Melbourne, Australia; Dean Everard, Monash Health, Geriatric Medicine, Melbourne, Australia

1400-1530 Discussion

1400-1530 4G SHORT COMMUNICATIONS: OSCE 2: Implementation in Practice
Chairperson: Elizabeth Kachur (United States)
Opening Discussant: Location: Theatre Room 12, Level 0, MiCo

1400-1415 4G1 Is the communication OSCE a valid measure of medical students’ responsiveness to patient emotion?
P Leadbetter*, Edge Hill University & University of Liverpool, Health & Social Care, Ormskirk, United Kingdom; I Fletcher, University of Lancaster, Clinical Psychology, Lancaster, United Kingdom; H O’Sullivan, University of Liverpool, Medical Education, Liverpool, United Kingdom

1415-1430 4G2 Standardised clinical examination videos in orthopaedics – An effective pre-assessment revision tool for undergraduate medical students
Naresh Satyanarayan Kumar*, National University Hospital, University Orthopaedics, Hand & Reconstructive Microsurgery Cluster, Singapore; Fucai Han, National University Hospital, University Orthopaedics, Hand & Reconstructive Microsurgery Cluster, Singapore; Sharon Yin Zi Chong, National University of Singapore, Orthopaedic Surgery, Singapore; Shamal Das De, National University of Singapore, Orthopaedic Surgery, Singapore; Sudeep Das De, National University Hospital, General Surgery, Singapore; HEE Kit WONG, National University of Singapore, Orthopaedic Surgery, Singapore

1430-1445 4G3 Novel approaches to OSCE in basic and clinical sciences
Gulmira Muldaiyova, Karaganda State Medical University, General Medical Practice #1, Karaganda, Kazakhstan; Viktor Riklefs*, Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan; Vilen Molotov-Luchansky, Karaganda State Medical University, Karaganda, Kazakhstan

1445-1500 4G4 An audit of OSCE feedback across UK medical schools
Avril Dewar*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; David Hope, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Helen Cameron, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

1500-1515 4G5 The use of video-recorded ward rounds in OSCEs to assess medical record keeping
Paul D McGovern*, UCL Medical School, London, United Kingdom; Zaheer MangERA, UCL Medical School, London, United Kingdom; Bethan Walker, UCL Medical School, London, United Kingdom; Catherine Phillips, UCL Medical School, London, United Kingdom; Alison Sturrock, UCL Medical School, London, United Kingdom

1515-1530 Discussion

1400-1530 4H SHORT COMMUNICATIONS: Postgraduate Education: Time is of the Essence
Chairperson: John Spicer (United Kingdom)
Location: Amber 1, Level +2, MiCo

1400-1415 4H1 Time is of the essence: What do Internal Medicine Residents do while on duty?
Cameron W Leefoot*, The Ottawa Hospital, Clinical Epidemiology, Ottawa, Canada, Erin (Yiran) Liu, The Ottawa Hospital, Performance Measurement and Innovation, Ottawa, Canada; Allen R Huang, The Ottawa Hospital, Geriatric Medicine, Clinical Epidemiology, Ottawa, Canada; Heather A Lochnan, The Ottawa Hospital, Division of Endocrinology, Ottawa, Canada; Catherine Code, The Ottawa Hospital, General Internal Medicine, Ottawa, Canada; Alan J Forster, The Ottawa Hospital, General Internal Medicine, Clinical Epidemiology, Performance Measurement and Innovation, Ottawa, Canada

E Anwen Williams*, Morriston Hospital, Plastic Surgery, Swansea, United Kingdom; Alan Woodward, Morriston Hospital, Cardiff, United Kingdom; Iain Whitaker; Max Murison

1430-1445 4H3 Beyond work-hour restrictions: A qualitative study of residents’ “subjective” workload through the perspective of Bushido
Hiroshi Nishigori*, Kyoto University, Center for Medical Education, Kyoto, Japan, Gautam Deshpande, St. Luke’s International Hospital, Center for Medical Education, Tokyo, Japan; Haruo Obara, Okinawa Chubu Hospital, Okinawa, Japan; Osamu Takahashi, St. Luke’s International Hospital, Tokyo, Japan; Jamiu Busari, Maastricht University, Maastricht, Netherlands; Tim Dorman, Maastricht University, Maastricht, Netherlands
1445-1500  4H4  Prevalence and impact of Moonlighting among Canadian Postgraduate Trainees  
Sarah Taber*, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Jason R. Frank, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Ashley Ronson, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Lisa Gorman, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Kiri Campbell, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Kevin Imrie, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada

1500-1515  4H5  “Sustainable doctoring”: Pilot of an intervention to improve work-life balance during residency  
Inge Meyer*, University Medical Centre Utrecht, Postgraduate Medical Education, Utrecht, Netherlands; Edith ter Braak, University Medical Centre Utrecht, Postgraduate Medical Education, Utrecht, Netherlands; Manon Sakkers, University Medical Centre Utrecht, Postgraduate Medical Education, Utrecht, Netherlands

1515-1530  4H6  Perceived Effects of Training-Related Sleep Deprivation: Results from a National Survey of Canadian Trainees  
Kevin Imrie, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Sarah Taber, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Ashley Ronson, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Lisa Gorman*, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Kiri Campbell, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Jason R. Frank, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada

No discussion

1400-1530  4I  SHORT COMMUNICATIONS: Social Accountability
Chairperson:
Opening Discussant:  
Location:  

1400-1415  4I1  Transforming Medical Education through Social Accountability: An international action research project in 15 francophone countries  
Joel Ladner*, Rouen School of Medicine, Rouen, France; Dominique Pestiaux, University of Louvain, Brussels, Belgium; Paul grand maison, Sherbrooke University, Tunis, Canada; Ahmed Mahzur, Tunis university, Tunisia; Charles Boeien, Rouen School of Medicine University of Rouen, France

1415-1430  4I2  Social Accountability: An indigenous health curriculum case study  
Suzanne Pitama*, University of Otago, Maori/Indigenous Health Institute (MHII), Christchurch, New Zealand; Tim Wilkinson, University of Otago, Department of Medicine, Christchurch, New Zealand; Catherine Savage, Te Tapuao o Rehua, Maori/Indigenous Health Institute (MHII), Christchurch, New Zealand

1430-1445  4I3  A validated questionnaire to determine medical students’ perceptions of the essential attributes of a socially accountable doctor  
Claudia Naidu, University of Cape Town, Primary Health Care Directorate, Cape Town, South Africa; Steve Reid, University of Cape Town, Primary Health Care Directorate, Cape Town, South Africa; Vanessa Burch*, University of Cape Town, Medicine, Cape Town, South Africa

1445-1500  4I4  The pedagogical projects of medical courses stimulate actions to implement accountability in medical courses in Brazil  
Vera Andrade, Faculdade Educacional da Lapa, Docente e Pesquisador PENSa-cnpq@googlegroups.com, Curitiba, Brazil; Editecia Ravazzani, Faculdades Unibrasil, Docente e Pesquisador PENSa-cnpq@googlegroups.com, Curitiba, Brazil; Isabel Coelho Meister*, Faculdades Pequeno Príncipe, Docente Coordenadora PENSa-cnpq@googlegroups.com, Curitiba, Brazil; Ester Fogel Paciornik, INESCO- Instituto de Saúde Coletiva, Docente e Pesquisadora, Curitiba, Brazil; Alexia Lara Marchiorato, Faculdades Pequeno Príncipe, Docente e Pesquisadora PENSa-cnpq@googlegroups.com, Curitiba, Brazil; Rosiane Guether Mello Zibetti, Faculdades Pequeno Príncipe, Docente Diretora Pesquisa e Extensão, Curitiba, Brazil

1500-1530  Discussion

1400-1530  4J  SHORT COMMUNICATIONS: Multi Mini Interview (MMI)
Chairperson:  
Opening Discussant: Giuseppe Familiari (Italy)  
Location:  

1400-1415  4J1  Does Multiple Mini Interview (MMI) measure non-cognitive attributes in student selection?  
A Pau, IMU, Dentistry, Kuala Lumpur, Malaysia; YS Chen, IMU, Physiology, Kuala Lumpur, Malaysia; CF Sow, IMU, Clinical Science, Kuala Lumpur, Malaysia; R De Alwis, IMU, Community Medicine, Kuala Lumpur, Malaysia; AA Fall, IMU, Psychology, Kuala Lumpur, Malaysia; V Lee*, IMU, Family Medicine, Kuala Lumpur, Malaysia

1415-1430  4J2  A MUS MMI (Multiple University Site MMI): Does performance improve with the multiple occurrence?  
Christian Bourdy*, Université de Montréal, Montréal, Canada; Jean-François Montreuil, Université Laval, Québec, Canada; Martine Bourget, Université Laval, Québec, Canada; Robert Gagnon, Université de Montréal, Montréal, Canada; Jean-Sébastien Renaud, Université Laval, Québec, Canada
Reliability of a six-station multiple mini-interview for student selection in Faculty of Medicine Universitas Indonesia
Sophie Yolanda*, Faculty of Medicine Universitas Indonesia, Physiology, Jakarta Pusat, Indonesia; Diantha Soemantri, Faculty of Medicine Universitas Indonesia, Medical Education, Jakarta Pusat, Indonesia

Pilot testing multiple mini-interview station in two pilot medical schools
Alma Syzdykova, Ministry of Health of the Republic of Kazakhstan, Department of Research and Health Resources, Astana, Kazakhstan; Maral Kaliyeva, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Zaure Baigozhina*, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Nazgul Kabdrakhmanova, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Vitaliy Koikov, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan

Entry to medical school in Singapore: Evidence from a Multiple Mini Interview to assess non-academic attributes
Fiona Patterson, University of Cambridge, Department of Psychology, Cambridge, United Kingdom; Maire Kerrin, Work Psychology Group, Derby, United Kingdom; Karen Fung*, Work Psychology Group, Derby, United Kingdom; Hooi Shing Chua, National University of Singapore, Singapore; Marion Aw, National University of Singapore, Singapore; Paul Anantharajah Tambahy, National University of Singapore, Singapore

SHORT COMMUNICATIONS: Education Management 2
Chairperson: David Wiegman (United States)
Location: Amber 4, Level +2, MiCo

Innovation in medical education: The importance of students’ perceptions
Sanne Peters*, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Mieke Vandervaere, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Dominique Manhaeve, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Bert Aertgeerts, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Geraldine Clarebout, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Ann Roex, KU Leuven, Academic Center for General Practice, Leuven, Belgium

Activating Innovation In Medical Education
Maja Woods, University of Minnesota, Office of Medical Education, Minneapolis, United States; Leslie Anderson, University of Minnesota, Office of Medical Education, Minneapolis, United States; Mark Rosenberg*, University of Minnesota, Office of Medical Education, Minneapolis, United States

Small institutional grants: A means to enable young institutional leaders to shape the curriculum of future health professionals
Sunhea Choi, University of Southampton, Faculty of Medicine, Southampton, United Kingdom; Trevor Pickup*, University of Southampton, Faculty of Medicine, Southampton, United Kingdom

Patient and Public Involvement in Medical Education
Samantha Regan de Bere*, Plymouth University Peninsula Medical Schools of Medicine and Dentistry, Collaboration for the Advancement of Medical Education & Assesment (CAMERA), Plymouth, United Kingdom; Suzanne Nunn, Plymouth University Peninsula Schools of Medicine and Dentistry, Collaboration for the Advancement of Medical Education & Assesment (CAMERA), Plymouth, United Kingdom; Julian Archer*, Plymouth University Peninsula Schools of Medicine and Dentistry, Collaboration for the Advancement of Medical Education & Assesment (CAMERA), Plymouth, United Kingdom; Sally Hawks*

Pay it Forward
Frank Bate*, University of Notre Dame Australia, School of Medicine, Fremantle, Australia

Free range teaching, an open, networked, digital learning environment
Moira A.L. Maley*, University of Western Australia, The Rural Clinical School of Western Australia, Albany, Australia; Kirsten A. Auret, University of Western Australia, The Rural Clinical School of Western Australia, Albany, Australia; Sarah J. Moore, University of Western Australia, The Rural Clinical School of Western Australia, Busselton, Australia; Malcolm Evans, University of Western Australia, The Rural Clinical School of Western Australia, Perth, Australia

SHORT COMMUNICATIONS: International Education 1
Chairperson: Carmi Margolis (Israel)
Location: Amber 5, Level +2, MiCo

Delivering an undergraduate medical curriculum across Europe: Aiming towards excellence in clinical placements through education research and staff development
Anja Timm*, University of Southampton, Faculty of Medicine / Medical Education Academic Unit, Southampton, United Kingdom; Clare Polack, University of Southampton, Faculty of Medicine / Medical Education Academic Unit, Southampton, United Kingdom; Annika Quinn, University of Southampton, Faculty of Medicine / Medical Education Academic Unit, Southampton, United Kingdom
Reliability and validity for assessing the competence and practice readiness of international medical graduates
Claudio Violato*, Wake Forest University, School of Medicine, Winston-Salem, United States; Penny Davis, University of Saskatchewan, School of Medicine, Saskatoon, Canada; Nancy Allan, University of Saskatchewan, Saskatoon, Canada

The Relationship between Performance on the International Foundations of Medicine® (IFOM®) Clinical Science Examination and the United States Medical Licensing Examination® (USMLE®) Step 2 CK
Carol Morrison*, National Board of Medical Examiners, Scoring Services, Philadelphia, PA, United States; John Phebus, National Board of Medical Examiners, International Programs, Philadelphia, PA, United States; Brownie Anderson, National Board of Medical Examiners, Scoring Services, Philadelphia, PA, United States; Stephanie Woodward, National Board of Medical Examiners, Scoring Services, Philadelphia, PA, United States

Med-MOTION Project: implementing mobility by 5 pilot projects
C Le Jeunne, Université Paris Descartes, Paris, France; K Van Liempt and J Derdelinckx, Antwerp University and EMSA-Antwerp, Antwerp, Belgium; U Arnold, Charité Universitätsmedizin, Berlin, Germany; RN Langer, Szemétei Weiss Institut, Budapest, Hungary; F Kristmundsdottir, University of Edinburgh, Edinburgh, United Kingdom; G Nilsson, Karolinska Institutet, Stockholm, Sweden; Presenter: FI Wolf*, Università Cattolica del Sacro Cuore, Rome, Italy

A pilot study to explore the challenges of European health professionals working outside their country: The example of Italian doctors in the UK
Nora Di Tommaso*, St Georges Hospital, General Intensive Care Unit, London, United Kingdom; Giovanni Serena, St Georges Hospital, General Intensive Care Unit, London, United Kingdom; Valeria Alcino, St Georges Hospital, General Intensive Care Unit, London, United Kingdom; Antonino Poma, St Georges Hospital, General Intensive Care Unit, London, United Kingdom; Michela Vitale, St Georges Hospital, General Intensive Care Unit, London, United Kingdom; Calogero Di Liberto, St Georges Hospital, General Intensive Care Unit, London, United Kingdom

International faculty development programs with focus on developing countries: How to successfully support medical faculties in rapidly growing economies
Fabian Jacobs*, CHW- Center for International Health, Institute for Medical Education, Munich, Germany; Martin Fischer, Ludwig Maximilians Universität, Surgery, Munich, Germany; Matthias Siebeck, CH, Ludwig Maximillians Universität, Munich, Germany

No discussion

SHORT COMMUNICATIONS: Curriculum Subjects 1
Chairperson: T J Jirasevijinda (United States)
Location: Amber 6, Level +2, MiCo

A Hybrid Course for Neuroscience
Stanley Jacobson*, Tufts University School of Medicine, Integrative Physiology and Pathobiology, Boston, United States; Susan Allbright, Tufts University School of Medicine, Department of Technology for Learning in the Health Sciences and TUSK- Enterprise Educational System, Boston, United States; Mark Bailey, Tufts University School of Medicine, Department of Technology for Learning in the Health Sciences and TUSK- Enterprise Educational System, Boston, United States

Developing Forensic Medicine Internship Programme and Logbook
Orhan Odabasi*, Hacettepe University, Medical Education and Informatics, Ankara, Turkey; Sevgi Turan, Hacettepe University, Medical Education and Informatics, Ankara, Turkey; Ayşen Baiseven Odabasi, Hacettepe University, Forensic Medicine, Ankara, Turkey; Ramazan Alkan, Hacettepe University, Forensic Medicine, Ankara, Turkey; Ali Riza Tuner, Hacettepe University, Forensic Medicine, Ankara, Turkey; Melih Elin, Hacettepe University, Medical Education and Informatics, Ankara, Turkey

Psychiatric education in the context of problem-based medical education
Michael Andresen*, School of Medicine, Örebro University, Örebro, Sweden

Psychology in Saudi Arabia’s Medical schools: In which department does it belong?
Ahmed Alkhelf*, Faculty of Medicine, AlBaha University, Department of Family and Community Medicine, AlBaha, Saudi Arabia; Emad A Koshak, Faculty of Medicine, AlBaha University, Medicine Department, AlBaha, Saudi Arabia

Education in personalised medicine, new topics, new links, new methods
Marie Karlikova*, Faculty Hospital in Pilsen and Charles University of Prague, Faculty of Medicine in Pilsen, Laboratory of Immunoanalysis, Pilsen, Czech Republic; Ondrej Topolcan, Faculty Hospital in Pilsen and Charles University of Prague, Faculty of Medicine in Pilsen, Laboratory of Immunoanalysis, Pilsen, Czech Republic; Jiri Polivka JR, Faculty Hospital in Pilsen and Charles University of Prague, Faculty of Medicine in Pilsen, Department of Neurology, Pilsen, Czech Republic; Jiri Polivka, Faculty Hospital in Pilsen and Charles University of Prague, Faculty of Medicine in Pilsen, Laboratory of Immunology, Pilsen, Czech Republic; Judita Kinkorova, Technology Centre AS CR, Prague, Czech Republic

Initiating End-of-Life Discussion With Medical Students: Perspective and Awareness of Dealing with the “Elephant in the Room”
Fernando Henrique Bergo de Souza e Silva*, UNICAMP, Emergency Department, Campinas, Brazil; Marco Antônio de Carvalho Filho, UNICAMP, Emergency Department, Campinas, Brazil; Marcelo Schweller, UNICAMP, Emergency Department, Campinas, Brazil; Diego Lima Ribeiro, UNICAMP, Emergency Department, Campinas, Brazil; Bruno de Jorge, UNICAMP, Abilities Lab, Campinas, Brazil

No discussion
1400-1530 4N SHORT COMMUNICATIONS: CPD 1
Chairperson: Herve Maisonneuve (France)
Opening Discussant: Tanya Horsley (Canada)
Location: Amber 7, Level +2, MiCo

1400-1415 4N1 Coaching Surgeons: Culture Eats Strategy for Breakfast
Dorotea Mutabdzic*, University of Toronto, Wilson Centre, Toronto, Canada; Priyanka Patel, University of Toronto, Wilson Centre, Toronto, Canada; Nathan Zilbert, University of Toronto, Wilson Centre, Toronto, Canada; Natasha Seemann, University of Toronto, Wilson Centre, Toronto, Canada; Lucas Munagahan, Hospital for Sick Children, Surgery, Toronto, Canada; Carol-anne Moulton, University of Toronto, Wilson Centre, Toronto, Canada

1415-1430 4N2 Continuous professional development: The main drivers and the major obstacles
Abdulkader Al-Juhani*, Royal Commission Medical Center, Training and Development, Yanbu, Saudi Arabia

1430-1445 4N3 Developing an instrument for measuring general practitioners’ intention to use e-Learning in continuing medical education
Taheer Changiz, Isfahan University of Medical Sciences, Department of Medical Education, Isfahan, Iran; Italo Massiello, Karolinska Institute, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden; Zahra Dehghani, Isfahan University of Medical Sciences, Medical Education Research Centre, Isfahan, Iran; Nahidasadat Mirshahzadeh, Isfahan University of Medical Sciences, Medical Education Research Centre, Isfahan, Iran; Nabil Zary, Karolinska Institute, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden; Presenter: Arash Hadadgar*, Karolinska Institute, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden

1445-1500 4N4 A Physician Reviewer’s Perspective on Accrediting Continuing Medical Education (CME) Programs: Best Practices & Lessons Learned
Pamela Snow*, Memorial University, Discipline of Family Medicine, St. John’s, Canada

1500-1515 4N5 The GMC’s Tests of Competence: Unfair to long standing doctors?
L. Mehdizadeh, University College London, London, United Kingdom; A. Sturrock*, University College London, London, United Kingdom; J. Dacre, University College London, London, United Kingdom

1515-1530 Discussion

1400-1530 4O SHORT COMMUNICATIONS: Student in Difficulty
Chairperson: Angelika Hoffhans (Australia)
Location: Amber 8, Level +2, MiCo

1400-1415 4O1 Diagnosing Failure
L. James Nixon*, University of Minnesota Medical School, Internal Medicine, Minneapolis, United States; Sophie Gladding, University of Minnesota Medical School, Internal Medicine, Minneapolis, United States; Briar Duffy, University of Minnesota Medical School, Internal Medicine, Minneapolis, United States

1415-1430 4O2 Young physicians’ response to medical students’ unprofessional behavior in clinical rotations---The prospects from Eastern culture
Ling-Yu Yang*, National Yang-Ming University, Pediatrics, Taipei, Taiwan; Chen-Huan Chen, National Yang-Ming University, Medicine, Taipei, Taiwan; Jing-Feng Lirng, National Yang-Ming University, Radiology, Taipei, Taiwan; William Huang, National Yang-Ming University, Urology, Taipei, Taiwan

1430-1445 4O3 Negative emotions triggered in students by medical school routine situations
Telma Kremer*, Erasmus University Rotterdam, Institute of Medical Education Research at Erasmus Medical Center, Rotterdam, Netherlands; Silvia Mamede, Erasmus University Rotterdam, Institute of Medical Education Research at Erasmus Medical Center, Rotterdam, Netherlands; Jarbas Roniz-Filho, Ceara Federal University, Clinical Medicine Department, Fortaleza, Brazil; Alvaro Madeiro Leite, Ceara Federal University, Department of Pediatrics, Fortaleza, Brazil; Henk Schmidt, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands

1445-1500 4O4 “It’s not what you say, its what they see and hear”: The value of video feedback for medical students undergoing remediation
Colette Orton, University Hospitals of Leicester, Clinical Skills Unit, Department of Clinical Education, Leicester, United Kingdom; Robyn Goodier*, University of Leicester, Department of Medical and Social Care Education, Leicester, United Kingdom; Robert Jay, University of Leicester, Department of Clinical Education, Leicester, United Kingdom; Jannet Yates, University of Leicester, Department of Medical and Social Care Education, Leicester, United Kingdom; Mark Fores, University Hospitals of Leicester NHS Trust, Department of Clinical Education, Leicester, United Kingdom; Rakesh Patel, University of Leicester, Department of Medical and Social Care Education, Leicester, United Kingdom

1500-1515 4O5 Can students’ learning objectives for professional behaviour predict success of remediation?
Marianne Mak-van der Vossen*, VUmc School of Medical Sciences, Institute for Education and Training, Research in Education, Amsterdam, Netherlands; Saskia Peerdeman, VU University Medical Center, Department of Neurosurgery, Amsterdam, Netherlands; Franciska Galindo Garré, VUmc School of Medical Sciences, Institute for Education and Training, Research in Education, Amsterdam, Netherlands; Gerda Croset, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Rashmi Kusurkar, VUmc School of Medical Sciences, Institute for Education and Training, Research in Education, Amsterdam, Netherlands
1400-1430

4P

SHORT COMMUNICATIONS: Teaching and Learning – The Lecture
Chairperson: Susan Jamieson (United Kingdom)
Opening Discussant: Chaoyan Dong (Singapore)
Location: Theatre Room 13, Level 0, MiCo

1430-1445

4P3

Can mobile technology replace lectures before student simulation?
Matthew Wix*, University of Manchester, Faculty of Medical and Health Sciences, Preston, United Kingdom; Sarah Wood, University of Manchester, Department of Paediatric Surgery, Manchester, United Kingdom; Jackie Hanson, Royal Preston Hospital, Undergraduate Education, Preston, United Kingdom; Lucie Byrne-Davies, University of Manchester, Faculty of Medical and Health Sciences, Preston, United Kingdom; Mark Pimbrett, Royal Preston Hospital, Undergraduate Education, Preston, United Kingdom; Mike Davis, Freelance Consultant in Continuing Medical Education, Faculty of Medical Health Sciences, Blackpool, United Kingdom

1445-1500

4P4

Situation analysis of large group teaching sessions in the medical colleges of Dhaka city
Shegufta Mohammad*, Update Dental College and Hospital, Medical Education, Dhaka, Bangladesh

1500-1515

4P5

Lecture video capture: Student friend or staff foe?
Julie Struthers*, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Ian Gordon, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Jim Alton, University of St Andrews, School of Medicine, St Andrews, United Kingdom

1515-1530

Discussion

1400-1530

4Q

CONFERENCE WORKSHOP: “A Gentle Introduction to Psychometrics for the Medical Educator: Key Concepts and How to Apply them to your Assessment”
Andre De Champlain*, Medical Council of Canada, Research & Development, Ottawa, Canada
Location: Workshop Room 1, Level 0, MiCo

1400-1530

4R

CONFERENCE WORKSHOP: Best Practices for Orienting New Medical School Faculty
Elza Mylona*, Eastern Virginia Medical School, Faculty Affairs and Professional Development, Norfolk, VA, United States; William A. Anderson*, College of Human Medicine-Michigan State University, Office of Medical Education and Faculty Affairs, Michigan, United States
Location: Workshop Room 2, Level 0, MiCo

1400-1530

4S

CONFERENCE WORKSHOP: Creating Competency Frameworks: 12 Steps to Elegant Results
Jason R. Frank*, Royal College of Physicians & Surgeons of Canada, Specialty Education, Ottawa, Canada
Location: Workshop Room 3, Level 0, MiCo

1400-1530

4T

CONFERENCE WORKSHOP: Exploring clinical reasoning: Making thinking visible
Clare Delany*, University of Melbourne, Medical School, Melbourne, Australia; Jayne Lysh*, University of Melbourne, School of Health Sciences, Melbourne, Australia; Clinton Golding, University of Otago, Higher Education Development Centre, Dunedin, New Zealand; Barbara Kameniar*, University of Melbourne, Melbourne Institute for Indigenous Development, Melbourne, Australia
Location: Suite 9, Level Mezzanine, MiCo

1400-1530

4U

CONFERENCE WORKSHOP: Milestones and EPAs – Frameworks for CBME and Assessment
Eric Holmboe*, ACGME, On Behalf of the ICBME Collaborators, Chicago, United States; Jamia Busari*, Maastricht University, Netherlands; Steve Lieberman*, UMTB, United States; Shelley Ross*, University of Alberta, Canada; Peter Harris*, UNSW, Australia
Location: Suite 8, Level Mezzanine, MiCo
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<tr>
<th>Time</th>
<th>Code</th>
<th>Title</th>
<th>Authors</th>
<th>Location</th>
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<tr>
<td>1400-1530</td>
<td>4V</td>
<td>CONFERENCE WORKSHOP: Best Practices in Residency Applications and Selection: File Review</td>
<td>Susan Glover Takahashi, University of Toronto, PGME, Toronto, Canada; Linda Proby, University of Toronto, PGME, Toronto, Canada; Caroline Abrahams, University of Toronto, PGME, Toronto, Canada; Mariela Ruetoal, University of Toronto, PGME, Toronto, Canada; Glen Bandiera*, University of Toronto, PGME, Toronto, Canada</td>
<td>Suite 7, Level Mezzanine, MiCo</td>
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<td>1400-1530</td>
<td>4W</td>
<td>CONFERENCE WORKSHOP: Fostering Collaboration Among Young Medical Educators to Improve Innovation and Research</td>
<td>Matthew Stull*, University of Cincinnati College of Medicine, Department of Emergency Medicine, Cincinnati, United States; Emily Bate*, University of Aberdeen, Department of Emergency Medicine, Aberdeen, United Kingdom; Robbert Duvivier*, FAIMER, Philadelphia, United States</td>
<td>Suite 6, Level Mezzanine, MiCo</td>
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<td>1400-1530</td>
<td>4X</td>
<td>CONFERENCE WORKSHOP: Making pass-fail decisions fairly</td>
<td>Dwight Harley*, University of Alberta, Department of Dentistry, Edmonton, Canada; Margaret Dennett*, Vancouver Community College, Certified Dental Assisting, Vancouver, Canada; Ron Damant*, University of Alberta, Medicine, Edmonton, Canada</td>
<td>Suite 4, Level +2, MiCo</td>
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<td>1400-1530</td>
<td>4Y</td>
<td>CONFERENCE WORKSHOP: Developing the educational culture of a healthcare organisation</td>
<td>Peter W Johnston*, NHS Education for Scotland, The Scottish Deanery, Aberdeen, United Kingdom; Jennifer Cleland*, University of Aberdeen, Division of Medical and Dental Education, Aberdeen, United Kingdom</td>
<td>Suite 3, Level +2, MiCo</td>
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<td>1400-1530</td>
<td>4Z</td>
<td>CONFERENCE WORKSHOP: Teaching and assessing reflective writing in the medical sciences</td>
<td>Elizabeth Armitage-Chan*, Royal Veterinary College, LlVE Centre, Hatfield, United Kingdom; Ayoma Silva-Fletcher*, Royal Veterinary College, LlVE Centre, Hatfield, United Kingdom; Carrie Roder*, Royal Veterinary College, LlVE Centre, Hatfield, United Kingdom</td>
<td>Suite 2, Level +2, MiCo</td>
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<td>1400-1530</td>
<td>4AA</td>
<td>CONFERENCE WORKSHOP: A beginner’s guide to peer reviewing health education systematic review: A Best Evidence Medical Education (BEME) Collaboration workshop</td>
<td>Antonio Vaz Carneiro*, University of Lisbon, School of Medicine, Lisbon, Portugal; Madalena Patricio*, University of Lisbon, Faculty of Medicine, Lisbon, Portugal; Morris Gordon*, University of Central Lancashire, School of Medicine and Dentistry, Preston, United Kingdom</td>
<td>Suite 1, Level +2, MiCo</td>
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<td>1400-1530</td>
<td>4BB</td>
<td>MEET THE EXPERT: Lawrence Sherman</td>
<td>Following his plenary “Disruption, Distraction, Diversion or Delight: The Love/Hate Tug of War Between Technology and Medical Education”, Lawrence Sherman will be available to meet participants to discuss aspects of his presentation.</td>
<td>Suite 5, Level +2, MiCo</td>
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<td>1400-1530</td>
<td>4CC</td>
<td>POSTERS: Assessment 2: Feedback</td>
<td>Chairperson: Hatim Abdelrahman(Qatar)</td>
<td>South Hall, Level 0, MiCo</td>
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<td>1400-1530</td>
<td>4CC1</td>
<td>Does the feedback provided by tutors to medical students during formative assessment sessions differ according to their clinical profile?</td>
<td>N Junod Perron*, University of Geneva Faculty of Medicine and Geneva University Hospitals, Geneva, Switzerland; M Louis-Simonet; E Pfarrwall; B Cerutti; J. Nendaz</td>
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<td>1400-1530</td>
<td>4CC2</td>
<td>Feedback in Medical Education: Students’ Perspective vs Faculty Perspective</td>
<td>Cag˘i Orkin Kliç*, Marmara University Faculty of Medicine, Istanbul, Turkey; Mert Can Rador, Istanbul University Cerrahpasa Faculty of Medicine, Istanbul, Turkey; Alper Yarimbas, Sakarya University Faculty of Medicine, Sakarya, Turkey; Busra Onur, Sakarya University Faculty of Medicine, Sakarya, Turkey; Ilayda Ekin Cetinkaya, Kocaeli University Faculty of Medicine, Kocaeli, Turkey; Eda Dayan, Istanbul University Istanbul Faculty of Medicine, Istanbul, Turkey</td>
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<td>1400-1530</td>
<td>4CC3</td>
<td>Differences in given feedback in different clinical settings</td>
<td>Eveline Brune**, Vrije Universiteit Brussel, Study Guidance Center, Brussels, Belgium; Nicole Pouliart, Vrije Universiteit Brussel, Clinical Clerkships, Brussels, Belgium</td>
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<td>1400-1530</td>
<td>4CC4</td>
<td>Learning outcome-based feedback on multiple choice examinations helps students identify areas of weakness</td>
<td>David Kennedy*, Newcastle University, School of Medical Science Education Development, Newcastle upon Tyne, United Kingdom</td>
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4CC5 Development of a new end-of-year appraisal format for medical students
Clarence Guidling*, Newcastle University, Newcastle Upon Tyne, United Kingdom; David Kennedy, Newcastle University, Newcastle Upon Tyne, United Kingdom; Richard Price, Newcastle University, Newcastle Upon Tyne, United Kingdom

4CC6 Subject-based review test followed by feedback: its impact on summative performance of medical students under an integrated medical curriculum
Sarmishta Ghosh*, MAHSA University, Physiology, Kuala Lumpur, Malaysia; Aung Ko Ko Min, MAHSA University, Community Medicine, Kuala Lumpur, Malaysia

4CC7 Systematic feedback exchange between teachers and students: A tool to enhance undergraduate medical students’ clinical education
Mats Leijman*, Helsingborg Hospital, Department of Paediatrics, Helsingborg, Sweden; Anne Jung, Helsingborg Hospital, Department of Paediatrics, Helsingborg, Sweden; Claes Ignell, Helsingborg Hospital, Department Obstetrics and Gynaecology, Helsingborg, Sweden

4CC8 Medical students in the feedback process again
Renata Pecora*, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Department of Pathophysiology, Martin, Slovakia; Oto Osina, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Clinic of Occupational Medicine and Toxicology, Martin, Slovakia; Michaela Simkova, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Department of Quality Management, Martin, Slovakia; Peter Cirgel, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Department of Information Technologies, Martin, Slovakia; Ivan Majling, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Clinic of Gynecology and Obstetrics, Martin, Slovakia; Jan Danko, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Department of Pathophysiology, Martin, Slovakia

4CC9 iCAN!-theyCAN!-Oncology: Development and pilot application of a double-edged tool for formative two-source feedback
Ioannis Zerdas, University of Ioannina Medical School, Medical Education Unit, Department of Hygiene and Epidemiology, Ioannina, Greece; Athanasia Zampeta*, University of Ioannina Medical School, Medical Education Unit, Department of Hygiene and Epidemiology, Ioannina, Greece; Zoi Tzortziot, University of Ioannina Medical School, Medical Education Unit, Department of Hygiene and Epidemiology, Ioannina, Greece; Ioannis Souglakos, University Hospital of Heraklion, Crete, Department of Medical Oncology, Heraklion, Greece; Evangelos Biasoulis, University of Ioannina Medical School, Department of Haematology, Ioannina, Greece; Ioannis D K Dimoliatis, University of Ioannina Medical School, Medical Education Unit, Department of Hygiene and Epidemiology, Ioannina, Greece

4CC10 Exploring experienced feedback facilitators’ approach to the MSF dialogue
Gitte Eriksen*, Center of Medical Education, Aarhus University, Department of Human Resources, Aarhus University Hospital, Aarhus, Denmark; Gitte Bjerg, PeoplePartner, Department of Human Resources, Aarhus University Hospital, Egå, Denmark; Hans Ehliert, Ehliert, Business Psychology, Department of Human Resources, Aarhus University Hospital, Købeio, Denmark; Bente Malling, Center of Medical Education, Aarhus University, Aarhus, Denmark

4CC11 Is there a relationship between surgeons’ self-efficacy, listening skills and self-reported feedback skills?
Maarten Molenkamp, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; Bas Lamme*, Albert Schweitzer Hospital, Department of Surgery, Dordrecht, Netherlands; Peter Blaisier, Albert Schweitzer Hospital, Department of Surgery, Dordrecht, Netherlands; Robert Oostenbroek, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; Monica Van Der Ridder, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands

4CC12 Evaluating the impact of structured verbal feedback on residents’ performance
Muhammad Tarit*, Aga Khan University, Medicine, Karachi, Pakistan; John Boulet, Foundation for Advancement of International Medical Education and Research (FAIMER), Internal Medicine, Dallas, United States; Afaq Motiwala, University of Texas, Medicine, United States; Nizar Bhulani, Aga Khan University, Medicine, Karachi, Pakistan

4CC13 Content and Conceptual Frameworks of Junior and Senior Preceptors Revisited
Luc Cote*, Laval University, Family Medicine, Quebec, Canada; Georges Bordage, University of Illinois at Chicago, Medical Education, Chicago, United States

4CC14 Clinical Skills Confidence enhanced by OSCEs with real-time clinician feedback
Banjong Preungprasob*, Ratchaburi Hospital Medical Education Center, Ratchaburi, Thailand

1400-1530

4DD POSTERS: Teaching and Learning Anatomy
Chairperson: Michael Battistone (United States)
Location: South Hall, Level 0, MiCo

4DD1 If you want them to learn, ask them how
Alexandra Webb*, Australian National University, Medical School, Canberra, Australia; Kristzina Valter, Australian National University, Medical School, Canberra, Australia

4DD2 Medical imaging and ultrasound in integrated clinical anatomy curriculum
Michelle Moscova*, University of Wollongong, School of Medicine, Wollongong, Australia; Deborah Bryce, University of Sydney, Anatomy and Histology, Sydney, Australia; Noel Young, Westmead Hospital, Department of Radiology, Westmead, Australia; Doungkamol Sinthusak, University of Western Sydney, Faculty of Medicine, Sydney, Australia
4DD3 VU student anatomy project (VUsap): A student initiative
Thomas Koedam, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands; Christianne van Lieshout*, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands; Koen Dudink, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands; Nick Zondervan, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands; Michael van Emden, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands; Henk Groenewegen, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands

4DD4 Extracurricular anatomy: A multidisciplinary approach
Petra Hanson*, University Hospital of Coventry and Warwickshire, Coventry, United Kingdom; James Masters, University Hospital of Coventry and Warwickshire, Warwick, United Kingdom; Brian Burnett, University Hospital of Coventry and Warwickshire, United Kingdom; Richard Tunstall, Warwick Medical School, United Kingdom; Joy Radtchenko*, University Hospital of Coventry and Warwickshire, Coventry, United Kingdom

4DD5 A Delphi consensus study to identify currently clinically most valuable orthopaedic anatomy components for teaching medical students
Meenakshi Swamy*, Durham University, School of Medicine, Pharmacy and Health, Stockton on Tees, United Kingdom; Santosh Venkatachalum, Northumbria Healthcare, Orthopaedics, North Tyneside, United Kingdom; John McLachlan, Durham University, School of Medicine, Pharmacy and Health, Stockton on Tees, United Kingdom

4DD6 Differential impact of learning from static versus dynamic microscopic images when studying medical histology
Sylvia Mione*, Ghent University, Basic Medical Sciences, Histology, Gent, Belgium; Martin Valcke, Ghent University, Educational Sciences, Gent, Belgium; Maria Corneliussen, Ghent University, Basic Medical Sciences, Histology, Gent, Belgium

4DD7 Developing education for teaching assistants in anatomy
Ellen Johansson*, University of Gothenburg, Institute of Biomedicine, Department of Medical Biochemistry and Cell Biology, Gothenburg, Sweden; Magnus Braide, University of Gothenburg, Institute of Biomedicine, Department of Medical Biochemistry and Cell Biology, Gothenburg, Sweden

4DD8 “Detached concern” of medical students in the cadaver dissection course: A phenomenological study
Wei-Ting Tseng*, Chang Gung University, School of Medicine, Taoyuan, Taiwan; Ya-Ping Lin, Chang Gung University, Department of Medical Humanities and Social Sciences, Taoyuan, Taiwan

4DD9 Integrated Multitouch Screen System as a New Strategy for Teaching Anatomy in Veterinary Medicine
Rodolfo Paredes*; Rodrigo Loyaolo, Universidad Andres Bello, Dirección General de Tecnologías de la Información, Santiago, Chile; Cintya Borroni, Universidad Andres Bello, Escuela de Medicina Veterinaria, Facultad de Ecología y Recursos Naturales, Santiago, Chile; Eduardo Landerer, Universidad Andres Bello, Escuela de Medicina, Facultad de Medicina, Chile; Carlos Gonzalez, Universidad Andres Bello, Escuela de Medicina Veterinaria, Facultad de Ecología y Recursos Naturales, Santiago, Chile; Diana Bermejo, Universidad Andres Bello, Escuela de Medicina Veterinaria, Facultad de Ecología y Recursos Naturales, Santiago, Chile

4DD10 A new approach to neuroanatomical education using computer-based interactive e-learning resources
Lauren Allen, University of Western Ontario, Anatomy and Cell Biology, London, Canada; Roy Eagleson, University of Western Ontario, Electrical and Software Engineering, London, Canada; Presenter: Sandrine de Ribaupierre*, University of Western Ontario, Clinical Neurological Sciences, London, Canada

4DD11 Can the formative exams be the tool for preclinical students improving their scores in neuroanatomy?
Nantawan Soonklang*, Thammasat University, Anatomy, Pathamthani, Thailand; Praphaporn Stewart, University of Sunshine Coast, Faculty of Science Education and Engineering, Sunshine Coast, Australia

4DD12 Radiology: An underutilized resource for the teaching of anatomy in Angolan medical schools
N’Donga Tomás*, Faculty Medicine University Agostinho Neto, Anatomy, Luanda, Angola; Esmael Tomás, Faculty Medicine University Agostinho Neto, Anatomy, Luanda, Angola; Brent Burbridge, University of Saskatchewan, Medical Imaging, College of Medicine, Saskatoon, Canada; Maria Amélia Ferreira, Faculty Medicine University Porto, Department Medical Education and Simulation, Porto, Portugal

4DD13 Acquisition of clinical anatomical knowledge by foundation doctors during four-month anatomy demonstrator rotations
Joanna Matthan*, University of Newcastle, Faculty of Medicine, School of Medical Sciences Education Development, Anatomy and Clinical Skills Department, Newcastle, United Kingdom; Iain Keenan, University of Newcastle, Faculty of Medicine, School of Medical Sciences Education Development, Anatomy and Clinical Skills Department, Newcastle, United Kingdom

4DD14 How do students best learn anatomy? Exploring student responses to the resources available
M Bajalan*, Barts & the London School of Medicine and Dentistry, Medical Education, London, United Kingdom; Jon Fuller, Barts & the London School of Medicine and Dentistry, Medical Education, London, United Kingdom

4DD15 Near-Peer Generated Anatomy Prosection Videos Created Using an iPad
Colten Bracker*, Mayo Clinic, School of Medicine, Rochester, MN, United States; Nirusha Lachman, Mayo Clinic, Department of Anatomy, Rochester, MN, United States; Wojciech Pawlina, Mayo Clinic, Department of Anatomy, Rochester, MN, United States
Small Group Teaching of Clinical Skills and the Use of Tablets in the Preclinical Curricular Course “Anatomy and Imaging”
Anna Schober*, University of Muenster, Institute of Anatomy and Molecular Neurobiology, Muenster, Germany; Rebecca Schmidt, University Hospital Muenster, Department of Clinical Radiology, Muenster, Germany; Jan Carl Becker, University of Muenster, Medical Faculty, Department of Medical Education, Muenster, Germany; Werner Wittkowski, University of Muenster, Institute of Anatomy and Molecular Neurobiology, Muenster, Germany

POSTERS: Outcome-based Education
Chairperson: Philip Chan (United Kingdom)
Location: South Hall, Level 0, MiCo

Competency-based Education for Medical Educators: Implications and Implementation
Larry D. Gruppen*, University of Michigan, Medical Education, Ann Arbor, United States; J. Thomas Fitzgerald, University of Michigan, Medical Education, Ann Arbor, United States; Patricia B. Mullan, University of Michigan, Medical Education, Ann Arbor, United States; Sally Santen, University of Michigan, Emergency Medicine and Medical Education, Ann Arbor, United States; Caren Stalburg, University of Michigan, Obstetrics-Gynecology & Medical Education, Ann Arbor, United States; John Burkhardt, University of Michigan, Emergency Medicine & Medical Education, Ann Arbor, United States

The impact of generalized implementation of Healthcare Matrix in developing residency six core competencies
Pei-Chun Lin*, Far Eastern Memorial Hospital, Department of Medical Education, New Taipei City, Taiwan; Yun Chen, Far Eastern Memorial Hospital, Department of Medical Education, New Taipei City, Taiwan; Shu-Huan Chu, Far Eastern Memorial Hospital, Superintendent Office, New Taipei City, Taiwan

Is there any hierarchical representation of competencies?
RS Franco*, Pontifícia Universidade Católica do Paraná, Escola de Medicina, Curitiba, Brazil; CAGS Franco, Pontifícia Universidade Católica do Paraná, Escola de Medicina, Curitiba, Brazil; EML Portioli, Pontifícia Universidade Católica do Paraná, Programa de Pós Graduação em Educação, Curitiba, Brazil; MR Cubas, Pontifícia Universidade Católica do Paraná, Programa de Pós Graduação em Tecnologias em Saúde, Curitiba, Brazil

Opportunities for Learning (OFLs): A new educational tool to help implement competency-based medical education (CBME) at Université de Montréal (UdeM)
Louis-Georges Ste-Marie*, Université de Montréal, Vice-décanat au développement continu des compétences professionnelles, Montréal, Canada; Nathalie Caire Fon, Université de Montréal, Vice-décanat au développement continu des compétences professionnelles, Montréal, Canada; Nicolas Fernandez, Université de Montréal, Vice-décanat au développement continu des compétences professionnelles, Montréal, Canada; Carole Lambert, Université de Montréal, Vice-décanat aux études médicales postdoctorales, Montréal, Canada; Mélanie Vincent, Université de Montréal, Vice-décanat aux études médicales de 1er cycle, Montréal, Canada; Andrée Boucher, Université de Montréal, Vice-décanat au développement continu des compétences professionnelles, Montréal, Canada

Master Medical Education by Competency in Mexico
Miriam Larios*, Universidad Westhill, Faculty of Medicine, Postgraduate Department, México, Mexico; Alberto Lifshitz, Universidad Westhill, Faculty of Medicine, Postgraduate Department, México, Mexico; Lydia Zerón, Universidad Westhill, Faculty of Medicine, Postgraduate Department, México, Mexico; Manuel Ramiro, Universidad Westhill, Faculty of Medicine, Postgraduate Department, México, Mexico; Enrique Gómez, Universidad Westhill, Faculty of Medicine, Postgraduate Department, México, Mexico

Outcome based education after pediatric inpatient clerkship: Physicians and medical student opinions
Samar Mohmed*, Hamd Medical Corporation, General Pediatrics, Doha, Qatar; Ahmed Al-Hammad, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Ahmed Hendaus, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Shabina Khan, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Yasser Al-Sammam, Weill Cornell Medical College, Qatar, General Pediatrics, Doha, Qatar; Tushar Khanna, Weill Cornell Medical College, Qatar, Doha, Qatar

What do Paediatricians and General Practitioners think should be included in the undergraduate paediatric curriculum?
Daisy Wylam*, Barts and The London School of Medicine & Dentistry, Queen Mary University of London, London, United Kingdom; Della Freeth, Barts and The London School of Medicine & Dentistry, Queen Mary University of London, London, United Kingdom; Steven Kempley, United Kingdom

SWOT Analysis in the implementation of competencies in the first year of medical school at the National Autonomous University of Mexico UNAM
Patricia M. Herrera*, Universidad Nacional Autonoma de Mexico, Anatomia, Mexico, Mexico; Alicia Cea, Universidad Nacional Autonoma de Mexico, Bioquimica, Mexico D.F., Mexico; Maria Teresa Cortes, Universidad Nacional Autonoma de Mexico, Public Health, Mexico D.F., Mexico; Aurora Farfán, Universidad Nacional Autonoma de Mexico, Public Health, Mexico D.F., Mexico; Monica Aburto, Universidad Nacional Autonoma de Mexico, Embryology, Mexico D.F., Mexico; Ileana Petra, Universidad Nacional Autonoma de Mexico, Psychiatry and Mental Health, Mexico D.F., Mexico
4EE10 Evaluation of basic medical education courses in terms of clinical presentation and competency-based learning outcomes
KW Choi, The Catholic University of Korea, College of Medicine, Master Center for Medical Education Support, Seoul, Republic of South Korea; I Park, The Catholic University of Korea, College of Medicine, Master Center for Medical Education Support, Seoul, Republic of South Korea; SA Baek, The Catholic University of Korea, College of Medicine, Master Center for Medical Education Support, Seoul, Republic of South Korea; EJ Kim, The Catholic University of Korea, College of Medicine, Master Center for Medical Education Support, Seoul, Republic of South Korea; NJ Kim*, The Catholic University of Korea, College of Medicine, Master Center for Medical Education Support, Seoul, Republic of South Korea; SY Kim, The Catholic University of Korea, College of Medicine, Pathology, Seoul, Republic of South Korea

4EE11 Medical students' views about the roles of physicians: Implications for setting outcomes and curricula for undergraduate medical education
Katsumi Nishiyi*, Kagawa University, Faculty of Medicine, Department of Medical Education, Kagawa, Japan; Kazunori Sumitani, Kagawa University, Faculty of Medicine, Department of Medical Education, Kagawa, Japan; Hiroki Okada, Kagawa University, Faculty of Medicine, Department of Medical Education, Kagawa, Japan

4EE12 Using essays for analyzing first year medical students’ opinions of a good doctor
Liisa Kuikka*, University of Helsinki, General Practice, Helsinki, Finland; Martina Torppa, University of Helsinki, General Practice, Helsinki, Finland; Laura Karpma, University of Helsinki, General Practice, Helsinki, Finland; Helena Karppinen, University of Helsinki, General Practice, Helsinki, Finland; Kaisu Pitkala, University of Helsinki, General Practice, Helsinki, Finland

4EE13 Developing guidelines for designing competency assessment programmes: The initial move from focus on methods to programmatic approach
Roghayeh Gandomkar*, Tehran University of Medical Sciences, Medical Education, Tehran, Iran; Mohammad Jalili, Tehran University of Medical Sciences, Medical Education, Tehran, Iran; Azim Mirazzadeh, Tehran University of Medical Sciences, Tehran, Iran

4EE14 Modernisation of Postgraduate Medical Training through a new assessment system. The model of Cruces University Hospital (Basque Country, Spain)
J Morán-Barrios*, Hospital Universitario Cruces, Postgraduate Medical Education Unit, Barakaldo, Spain; R del Orbe-Barreto, Hospital Universitario Cruces, Hematology, Barakaldo, Spain; M Calabozo, Hospital Universitario Cruces, Hematología, Barakaldo, Spain; E Amuto, Hospital Universitario Cruces, Hematología, Barakaldo, Spain; D Bracho-Tudores, Hospital Universitario Cruces, BioCruces Health Research Institute, Barakaldo, Spain; E Pérez-Morán, Hospital Universitario Cruces, Postgraduate Medical Education, Barakaldo, Spain

4EE15 iCAN!-Normal Child: Development and initial use of one self-accomplished, formative self-assessment tool for medical students
Mikaela Arstad Karipidou, University of Ioannina Medical School, Department of Hygiene and Epidemiology, Medical Education Unit, Child Health Department, Ioannina, Greece; Christina Kalivioti, University of Ioannina Medical School, Department of Hygiene and Epidemiology, Medical Education Unit, Child Health Department, Ioannina, Greece; Zoi Mitzogiou*, University of Ioannina Medical School, Department of Hygiene and Epidemiology, Medical Education Unit, Child Health Department, Ioannina, Greece; Alexandros Makis, University of Ioannina Medical School, Child Health Department, Ioannina, Greece; Ioannis DK Dimoulatis, University of Ioannina Medical School, Department of Hygiene and Epidemiology, Medical Education Unit, Ioannina, Greece; Ekaterini Siomou, University of Ioannina Medical School, Child Health Department, Ioannina, Greece

4EE16 Development of the assessment system for outcome-based undergraduate medical curriculum
Danai Wangsaturaka*, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand; Ruangsak Lerkthachonsuk, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Pongsak Wannakairot, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

4FF POSTERS: Junior Doctor as Teacher
Chairperson:
Location: South Hall, Level 0, MiCo

4FF1 How effective is 6-module resident-as-teacher curriculum in preparing emergency medicine residents for their teaching role?
Houman Hosein-Nejad*, Tehran University of Medical Science, Emergency, Tehran, Iran; Helen Dargahi, Tehran University of Medical Science, Medical Education, Tehran, Iran

4FF2 Students’ perception on their learning through resident-student peer teaching in a university-affiliated hospital in Northeast Thailand
Sumonmaln Khamchuen*, Sunpasitthiprasong Hospital, Department of Pediatrics, Ubon Ratchathani, Thailand; Nawarat Arongyadech, Sunpasitthiprasong Hospital, Department of Pediatrics, Ubon Ratchathani, Thailand

4FF3 Geriatric Medicine Residents-as-Teachers
Karen A. D’Silva*, University of Toronto, Medicine, Toronto, Canada; Don Gandell, University of Toronto, Medicine, Toronto, Canada

4FF4 The impact of introducing an online tutorial booking website ‘TuteMate’ to facilitate near-peer teaching between junior doctors and medical students
Olivia Jagger*, The Royal Devon and Exeter NHS Foundation Trust, Academic Education, Exeter, United Kingdom; Alistair Brown, The Royal Devon and Exeter NHS Foundation Trust, Exeter, United Kingdom; Emma O’Hare, The Royal Devon and Exeter NHS Foundation Trust, Exeter, United Kingdom; Alexander Harding, Exeter Medical School, Exeter, United Kingdom
A study to investigate student perceptions of near-peer teaching and its advantages when compared to more traditional senior-led teaching
Oliver C Cohen*, University College London Hospital, London, United Kingdom; Christian D Gunasekera, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom; Jonathan M King, Whittington Hospital, London, United Kingdom; Alison Sturrock, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom

Near-peer teaching by junior doctors enhances medical student confidence in clinical skills: Implications for undergraduate medical education
Ben Coombs*, Queen Elizabeth Hospital, Birmingham, United Kingdom; Victoria Smith, Queen Elizabeth Hospital, Birmingham, United Kingdom; James Winchester, Queen Elizabeth Hospital, Birmingham, United Kingdom; Daniel Wilkins, Queen Elizabeth Hospital, Birmingham, United Kingdom

Residents’ experiences, perceptions, and competencies of Resident-as-Learner and Teacher (RaLT) in postgraduate medical education
Youngchang Kim, Soonchunhyang University Cheonan Hospital, Pediatrics, Cheonan, Republic of South Korea; Sun Woo Lee*, Chungnam National University Hospital, Neuropsychiatry, Daejeon, Republic of South Korea; In-Seok Jang, Gyeongsang National University Hospital, Thoracic-Surgery, Jin-Ju, Republic of South Korea; Unjong Choi, Wonkwang University, General Surgery, Iksan, Republic of South Korea; Hye Won Jang, Sungkyunkwan University School of Medicine, Social and Preventive Medicine, Republic of South Korea

Single Centre Experiences of Establishing a Junior-Doctor Led Near-Peer Revision Programme for Final Year Medical Students
Christopher M Jones, University of Birmingham, Birmingham, United Kingdom; Lucy Neil*, Queen Elizabeth Hospital Birmingham, Birmingham, United Kingdom; Daniel Wilkins, Queen Elizabeth Hospital Birmingham, Birmingham, United Kingdom

Foundation doctors as teachers: A questionnaire based study of the impact of an interactive workshop
Rosalind A Jones, Health Education Kent, Surrey & Sussex, Brighton, United Kingdom; Tom Paterson*, Health Education Kent, Surrey & Sussex, Brighton, United Kingdom; Elizabeth Cross, Health Education Kent, Surrey & Sussex, Brighton, United Kingdom; Anna Cave, Health Education Kent, Surrey & Sussex, Brighton, United Kingdom

Teaching human rights with focus on the right to health
Linn Persson*, Sahlgrenska University Hospital, Gothenburg, Sweden; Jonna Bernmalm, Sahlgrenska University Hospital, Gothenburg, Sweden; Ulla Strandman, Sahlgrenska University Hospital, Gothenburg, Sweden; Paulin Andréll, Sahlgrenska University Hospital, Gothenburg, Sweden; Caterina Finizia, Sahlgrenska University Hospital, Gothenburg, Sweden

Perceptions of a Novel Junior Doctor-led Near-Peer Teaching Programme for Clinical Medical Students
Christopher M Jones*, University of Birmingham, Birmingham, United Kingdom; Samer Al-Ali, Queen Elizabeth Hospital Birmingham, Birmingham, United Kingdom; Lorna Ward, Queen Elizabeth Hospital Birmingham, Birmingham, United Kingdom

A 2 Year Near-Peer Teaching Programme in Kent, UK: The Impact on Final-year Medical Students Preparing for Practical Examinations, and Comparison Between Academic Years
Adam Dennis*, King’s College Hospital, London, United Kingdom; Dilip Abraham, William Harvey Hospital, Ashford, United Kingdom; Oliver Adebayo, Queen Elizabeth the Queen Mother Hospital, Margate, United Kingdom; Sohel Samad, Queen Elizabeth the Queen Mother Hospital, Margate, United Kingdom
4GG4 Nursing Evaluations of Residents in the Emergency Department
Dana Liu, University of Michigan Medical School, Department of Emergency Medicine, Ann Arbor, United States; Kara Baker, University of Michigan Medical School, Department of Emergency Medicine, Ann Arbor, United States; Ashley Pavlic, University of Michigan Medical School, Department of Emergency Medicine, Ann Arbor, MI, United States; Tina Martinek, University of Michigan, Department of Emergency Medicine, United States; Joseph House, University of Michigan, Department of Emergency Medicine, United States; Sally Santen*, University of Michigan Medical School, United States

4GG5 The Reflective Learning of Gender Concerns in Postgraduate Year-One Emergency Medicine Training
Yu-Che Chang*, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan; Chien-Kuang Chen, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan; Chung-Hsien Chau, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan; Jh-Chang Chen, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan; San-Jouh Ye, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Second Section of Cardiology, Department of Internal Medicine, Taoyuan, Taiwan

4GG6 The urgent care pathway: How might Integrated Training in Emergency and Acute Medicine (ITEAM) improve the education of Foundation doctors?
Geeta Menon*, Frimley Park Hospital NHS Foundation Trust, Ophthalmology, Frimley, United Kingdom; Joanne Zamani, Frimley Park Hospital NHS Foundation Trust, Frimley, United Kingdom

4GG7 What comments do anaesthetic consultants make in an online trainee assessment tool?
Mortimer Kelleher*, Cork University Hospital, Dept of Anaesthesia & Intensive Care Medicine, Cork, Ireland; Jamie Smart, Alfred Hospital, Dept of Anaesthesia & Perioperative Medicine, Melbourne, Australia

4GG8 Use of web 2.0 technology to facilitate networked postgraduate learning in anaesthesia & critical care
David Howson*, Guy's and St Thomas' NHS Foundation Trust, Department of Anaesthesia, London, United Kingdom; James Wight, Guy's and St Thomas' NHS Foundation Trust, Department of Anaesthesia, London, United Kingdom; Alexa Curtis, Brighton and Sussex University Hospitals NHS Trust, Department of Anaesthesia, Brighton, United Kingdom; Nikhail Balani, Guy's and St Thomas' NHS Foundation Trust, Department of Anaesthesia, London, United Kingdom

4GG9 Development of a Novel Education Program to Enhance Rural Emergency Medicine Care, SEME
Shirley Lee*, University of Toronto, Family and Community Medicine, Toronto, Canada; Howard Overs, University of Toronto, Family and Community Medicine, Toronto, Canada; Bijug Borgundvaag, University of Toronto, Family and Community Medicine, Toronto, Canada; Eric Letovsky, University of Toronto, Family and Community Medicine, Toronto, Canada; John Foote, University of Toronto, Family and Community Medicine, Toronto, Canada

4GG10 Chirurgia minor
Josef Zarhoud*, University of Gothenburg, Gothenburg, Sweden; Taymaz Fazli, University of Gothenburg, Gothenburg, Sweden

4GG11 Surgical Prep Camp: A Novel Educational Program for First-year Residents
Lisa Satterthwaite*, University of Toronto Surgical Skills Centre, Toronto, Canada; Susan Glover Takahashi, University of Toronto, Toronto, Canada; Curtis Foong, University of Toronto Surgical Skills Centre, Toronto, Canada; Ranil Sonnadara, McMaster University, Hamilton, Canada; Ronald Levine, University of Toronto, Toronto, Canada; Oleg Safir, University of Toronto, Toronto, Canada

4GG12 Comparison of morning report methods in surgery ward of Emam Khomeini and Shariati hospital
Morteza Noaparast, General Surgery of Imam Khomeini Hospital, Tehran University of Medical Science, Iran; Mehdi Karimpour*, Tehran University of Medical Science, General Surgery, Imam Khomeini Hospital, Tehran, Iran; Sheida Manoochehr, Tehran University of Medical Science, General Surgery, Imam Khomeini Hospital, Tehran, Iran; Narges Sistany, Tehran University of Medical Science, Tehran, Iran

4GG13 The Trainee's Operative Experiences for General Surgery in Thailand
Potchavat Aphinives*, Faculty of Medicine, Khon Kaen University, Department of Surgery, Khon Kaen Province, Thailand

4GG14 Contemporary UK Higher Surgical Training and 2013 JCST Curriculum targets: Double deanery doubt
Charlotte Thomas*, University Hospital of Wales, Cardiff, United Kingdom; Elizabeth Elsey, Nottingham City Hospital, Nottingham, United Kingdom; Tamsin Boyce, University Hospital of Wales, Cardiff, United Kingdom; James Catton; Wyn Lewis

4GG15 Developing and testing of a basic Train the Trainer (TTT) concept for operative medicine
Susanne Kotsch*, HTWK Leipzig, University of Applied Sciences, ISTT, Leipzig, Germany; Anke Hoffmeyer, HTWK Leipzig, University of Applied Sciences, ISTT, Leipzig, Germany; Luisa F. Sánchez Peralta, JUMISC, Centro de Cirugía de Mínima Invasión, ISTT, Cáceres, Spain; José Blas Pagador Carrasco, JUMISC, Centro de Cirugía de Mínima Invasión, ISTT, Cáceres, Spain; Francisco Miguel Sánchez Margallo, JUMISC, Centro de Cirugía de Mínima Invasión, Cáceres, Spain; Norman Geißler, HTWK Leipzig, University of Applied Sciences, Leipzig, Germany

4GG16 Delivery of an e-Learning course aligned to the curriculum for vascular surgery training in the UK
U Tufail-Hanif*, University of Edinburgh, Clinical Surgery, Edinburgh, United Kingdom; D Lewis, University of Edinburgh, Clinical Surgery, Edinburgh, United Kingdom; A Tambryaja, United Kingdom; DJ Garden, United Kingdom
4HH POSTERS: Clinical Teaching 2
Chairperson: Thomas Balslev (Denmark)
Location: South Hall, Level 0, M4C0

4HH1 Reflective Professional Development: What Do Undergraduates Experience?
G.M. Rommers*, University Medical Center Groningen, Rehabilitation Medicine, Groningen, Netherlands; M.F. Reinders, University Medical Center Groningen, Rehabilitation Medicine, Groningen, Netherlands

4HH2 Evaluation of clinical supervision of medical students in early professional contact at Sahlgrenska University hospital
Christoffer Rosén*, University of Gothenburg, Gothenburg, Sweden; Thérèse Ymersson, University of Gothenburg, Gothenburg, Sweden; Kristina Eklöf, University of Gothenburg, Sweden; Ulla Strandman, University of Gothenburg, Sweden; Paulin Andrèll, University of Gothenburg, Sweden; Caterina Finizia, University of Gothenburg, Sweden

4HH3 Monitors help teaching in pediatrics: Does it work?
R. Sukennik*, UFCSPA, Pediatrics, Porto Alegre, Brazil; R.Q. Rezende, UFCSPA, Pediatrics, Porto Alegre, Brazil; B.H. Lovato, UFCSPA, Pediatrics, Porto Alegre, Brazil; C. Belletini, UFCSPA, Pediatrics, Porto Alegre, Brazil; A.C. Milanesi, UFCSPA, Pediatrics, Porto Alegre, Brazil

4HH4 Cognitive apprenticeship at rotation at mental health care centers
Cecile Fog-Petersen*, Mental Health Services at the Capital Region of Denmark, Ballerup, Denmark

4HH5 Can we improve self-perceived ability in pre-hospital care?
R J Brogan*, NHS Lanarkshire, Medical Education, Hairmyers Hospital, East Kilbide, United Kingdom; C Paton, NHS Lanarkshire, Medical Education, Kilkins Hospital, Bothwell, United Kingdom

4HH6 Comparing the best learning methods of neonatal chest x-ray interpretation within a limited time by 5th year medical students
Ukhkrit Jirapiro*, Medical Education Center Chiangrai Prachanukroh Hospital, Chiang Rai, Thailand

4HH7 Which images do medical students draw to discuss their early clinical experience, in reflection meetings?
Pier Maria Battazzutti, University of Milan, Department of Health Sciences, Milan, Italy; Cristina Squarcia, University of Milan, Department of Health Sciences, Milan, Italy; Lucia Gandini, University of Milan, Department of Health Sciences, Milan, Italy; Lucia Zannini*, University of Milan, Department of Biomedical Sciences, Milan, Italy

4HH8 Outcome-based, self-directed learning in clerkship improved students’ self-competencies on the clinical performance
Sung Soo Jung*, Chungnam National University School of Medicine, Medical Education, Internal Medicine, Daejeon, Republic of South Korea; Yoba Lee, Chungnam National University School of Medicine, Medical Education, Daejeon, Republic of South Korea

4HH9 A study to explore the correlation between the number of students per health care team and students’ confidence when performing practical clinical skills
Emma Furberg*, Swedish Medical Students Association, Stockholm, Sweden

4HH10 Difference in teaching methods and their satisfaction/dissatisfaction levels during 2-week Anesthesia rotation in 5th year medical students
Pichaya Watayawanu*, Faculty of Medicine, Siriraj Hospital, Mahidol University, Anesthesiology, Bangkok, Thailand; Patparn Toontong, Faculty of Medicine, Siriraj Hospital, Mahidol University, Anesthesiology, Bangkok, Thailand; Busara Sirivanasandha, Faculty of Medicine, Siriraj Hospital, Mahidol University, Anesthesiology, Bangkok, Thailand; Saowapark Lapmahapaiban, Faculty of Medicine, Siriraj Hospital, Mahidol University, Anesthesiology, Bangkok, Thailand

4HH11 Factors Related to Satisfaction with the Clinical Training among Dental Hygiene Students
Hisako Sashihara*, Hiroshima University, Integrated Health Sciences, Institute of Biomedical & Health Sciences, Hiroshima, Japan; Hiroki Nikawa, Hiroshima University, Integrated Health Sciences, Institute of Biomedical & Health Sciences, Hiroshima, Japan

4HH12 A New Forum Curriculum for Fourth Grade Medical Students - A Preliminary Experience at National Defense Medical Center in Taiwan
Cheng Yi Cheng*, National Defense Medical Center, Department of Medicine, Taipei, Taiwan; Kuo Hsing Ma, National Defense Medical Center, Department of Biology and Anatomy, Taipei, Taiwan; Meng Chien Lin, National Defense Medical Center, Department of Medicine, Taipei, Taiwan; Chih Hsiung Hsu, National Defense Medical Center, Department of Medicine, Taipei, Taiwan; Guo Shu Huang, National Defense Medical Center, Department of Medicine, Taipei, Taiwan; Chien Sung Tsai, National Defense Medical Center, Department of Medicine, Taipei, Taiwan

4HH13 Experience in clinical rotations abroad of students from the Faculty of Medicine UNAM, in the 5th grade (internship), registered in the General Hospital “Dr. Manuel Gea González” of the Ministry
Octavio Sierra Martinez*, Hospital General Dr. Manuel Gea González, Dirección De Enseñanza E Investigacion, Distrito Federal, Mexico; Maria Teresa Ramirez Gruyuk, Universidad Nacional Autonoma De Mexico, Secretaria De Enseñanza Clinica E Internado Medico, Distrito Federal, Mexico

4HH14 Utility of Group Case Discussions (GCD) in a Neurology Clerkship
Timothy Fries*, University of Vermont College of Medicine, Neurological Sciences, Burlington, Vermont, United States; William Jeffries, University of Vermont College of Medicine, Pharmacology, Burlington, Vermont, United States
**4HH15** Analysis on the knowledge of conflict of interest among medical students
Matteo Giaretti*, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Genova, Italy; Erika Meleddù, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Roma, Italy; Giulia Occhini, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Firenze, Italy; Susanna Bolchini, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Novara, Italy; Nicola Pecora, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Roma, Italy

**4HH16** Longitudinal Integrated Cleriodship in a Medical School in Taiwan
Yaw-Wen Chang, Tri-Service General Hospital, Department of Family Medicine & Community Health, Taipei, Taiwan; Chien-Sung Tsai*, National Defense Medical Center, School of Medicine, Taipei, Taiwan; Jyh-Cheng Yu, Tri-Service General Hospital, Superintendent, Taipei, Taiwan; Huey-Kang Sytwu, National Defense Medical Center, President, Taipei, Taiwan

**4HH17** Point-of-care ultrasound course for undergraduate medical students: A pilot study
Paula Nocera*, Universidade Estadual de Campinas, UNICAMP, Campinas, Brazil; Thiago Martins Santos, Universidade Estadual de Campinas, UNICAMP, Campinas, Brazil; Carolina Matilde Gontijo Coutinho, Universidade Estadual de Campinas, UNICAMP, Campinas, Brazil; Marcelo Schwelller, Universidade Estadual de Campinas, UNICAMP, Campinas, Brazil; Marco Antonio de Carvalho Filho, Universidade Estadual de Campinas, UNICAMP, Campinas, Brazil

**4HH18** Does the result of medical students’ hand washing technique 18 months after teaching inform efficacy of the teaching method?
Apinya Fakhongyoo*, Uttarat, Thailand; Boonruang Saisesub, Uttarat, Thailand

**4HH19** Use of Knowles’ adult learning principles promotes deliberate practice in clinical notekeeping and is valued by undergraduate medical students
Drew MacLean*, Royal Gwent Hospital, Aneurin Bevan University Health Board, Department of General Surgery, Newport, United Kingdom; Rhys Thomas, Royal Gwent Hospital, Aneurin Bevan University Health Board, Department of General Surgery, Newport, United Kingdom; Charlotte Thomas, Cardiff University School of Medicine/Aneurin Bevan University Health Board, Institute of Medical Education/Department of General Surgery, Cardiff, United Kingdom; Michael Steckman, Cardiff University School of Medicine, Institute of Medical Education, Cardiff, United Kingdom; Tamsin Boyce, Cardiff University School of Medicine/Aneurin Bevan Health Board, Institute of Medical Education/Department of General Surgery, Cardiff, United Kingdom

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**1400-1530**

**4II** ELECTRONIC POSTERS (ePOSTERS): eLearning 1
Chairperson: Luke Woodham (United Kingdom)
Location: Theatre Room 15, Level 0, MiCo

**4II1** Baby steps: Third year medical students’ knowledge of child development
Peter MacPherson, Memorial University, Pediatrics, St. John’s, Canada; C. Rebecca North, University of Alberta, Pediatrics, St. John’s, Canada; Michelle Bischoff, Alberta Health Services, Decision Support Reserach Team, Edmonton, Canada; Shirley Leew, University of Calgary, Pediatrics/Community Health, Calgary, Canada; Suzanne Tough, University of Alberta, Pediatrics, Calgary, Canada; Debra Andrews*, University of Alberta, Pediatrics, Edmonton, Canada

**4II2** Risk Management Program in Undergraduate Pharmacy Student Training at Chiangrai Prachanukroh Hospital
Sukanda Denjanta*, Chiangrai Prachanukroh Hospital, Pharmacy Department, Chiangrai, Thailand; Watcharaporn Chairat, Chiangrai Prachanukroh Hospital, Pharmacy Department, Chiangrai, Thailand; Warangkana Ngarndee, Chiangrai Prachanukroh Hospital, Pharmacy Department, Chiangrai, Thailand; Yongyuth Lusuphakarn, Chiangrai Prachanukroh Hospital, Pharmacy Department, Chiangrai, Thailand

**4II3** A study of the impact of clinical decision support, e-mail and links to support pharmacogenomics education
Claon G. Schultz, Mayo Clinic, Center for Individualized Medicine, Rochester, United States; Wayne T. Nicholson, Mayo Clinic, Anesthesiology, Rochester, United States; Padma S. Rao, Mayo Clinic, Information Technology, Rochester, United States; Joseph A. Sutton, Mayo Clinic, Information Technology, Rochester, United States; Kelly K. Wix, Mayo Clinic, Pharmacy, Rochester, United States; Pedro J. Caraballo, Mayo Clinic, Internal Medicine, Rochester, United States; Presenter: Carolyn R. Rohrer Vitek*, Mayo Clinic, Center for Individualized Medicine, Rochester, MN, United States

**4II4** J-Learning: The Plastic Surgery Portal
Francesco Maria Egro, Emory University, Division of Plastic and Reconstructive Surgery, Atlanta, United States; Charles Albert Desbax*, Clifton College, Bristol, United Kingdom

**4II5** Guided E- Self Study for learning musculo skeletal examination (GUEST-5): A pre intervention analysis
Shaji Vadasser*, Tan Tock Seng Hospital, Rehabilitation Medicine, Singapore; Serena Cheong, Tan Tock Seng Hospital, Dept of E-learning, Information and Technology, Singapore; Wen Li Lui, Tan Tock Seng Hospital, General Medicine, Singapore; Benedict Chia, Tan Tock Seng Hospital, Dept of E-learning, Information and Technology, Singapore; Soon Yin Tjan, Tan Tock Seng Hospital, Rehabilitation Medicine, Singapore

**4II6** The Effectiveness of the Developed Innovative Multimedia CAI on Lipid and its Chemical Components Analysis by Spot Test Kit (STK-PCM) for Thai Army Nursing Students Year 2
Alisa Saramontre*, Pramongkutklao College of Medicine, Department of Biochemistry, Bangkok, Thailand; Unchalee Visawapoka, Pramongkutklao College of Medicine, Department of Biochemistry, Bangkok, Thailand; Nattaprapa Suriyamontol, Pramongkutklao College of Medicine, Department of Biochemistry, Bangkok, Thailand; Preyanant Tobunluepop, Pramongkutklao College of Medicine, Support Division, Bangkok, Thailand; Koragot Sangkate, Pramongkutklao College of Medicine, Support Division, Bangkok, Thailand
4II7 Pilot study of Weight4KIDS, developing an interactive eLearning program on paediatric obesity management for health professionals
Shirley Alexander*, The Children's Hospital at Westmead, Weight Management Services, Sydney, Australia; Joanne Henderson, The Children’s Hospital at Westmead, Weight Management Services, Sydney, Australia; Vanessa Shrewsbury, University of Sydney, Discipline of Paediatrics and Child Health, Sydney, Australia; Louise Baur, University of Sydney, Discipline of Paediatrics and Child Health, Sydney, Australia

4II8 Vivid: an Interactive Open Psychiatry Educational Portal Enabling Integrated Mental and Physical Health Care Training through a Partnership between Educational, Health and Social Care Sectors
S Choi, University of Southampton, Medical Education, Southampton, United Kingdom; N Martin*, University of Southampton, Psychiatry, Southampton, United Kingdom; S Harwood, Southern Health NHS Foundation Trust, Psychiatry, Southampton, United Kingdom; J Rowden, Southern Health NHS Foundation Trust, Psychiatry, Southampton, United Kingdom; P Hopper, Southern Health NHS Foundation Trust, Psychiatry, Southampton, United Kingdom

4II9 Medical Histology 2.0: How new technology changes student habits in the learning of old-fashioned science
Lucas Tadeu Bidnotto, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB / Molecular Oncology Research Center, Barretos Cancer Hospital, Medical Education Unit, Barretos, Brazil; Ricardo Filipe Alves da Costa, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medical Education Unit, Barretos, Brazil; Adhemar Longatto Filho, Life and Health Sciences Research Institute (ICVS); ICVS/38'S, PT Government Associate Laboratory. School of Health Sciences. University of Minho, Medical Education Unit, Braga, Portugal; Fabio Antonio Perecim Volpe, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medical Education Unit, Barretos, Brazil; Francisco Raio de Moraes, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Barretos, Brazil; Eduardo Anselmo Garcia*, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB / Molecular Oncology Research Center, Barretos Cancer Hospital, Barretos, Brazil

4III0 Does an online case-based experience help develop decision making skills for surgical residents?
Kokeb Abebe*, AO Foundation, AO Education Institute, Duebendorf, Switzerland; Kathrin Luski, AO Foundation, AO Education Institute, Duebendorf, Switzerland; Koji Kojima, University of Sao Paulo, Sao Paulo, Brazil; Waël Taha, King Abdulaziz Medical City, Riyadh, Saudi Arabia

4III1 Teaching ECG-interpretation skills using e-learning: How much and how often?
Signe Rolskov Bojsen*, Centre for Clinical Education, Copenhagen, Denmark; Sune B. Räder, Hillerød Hospital, Hillerød, Denmark; Anders G. Holst, Rigshospitalet, Copenhagen University Hospital, Copenhagen, Denmark; Lars Kayser, University of Copenhagen, Copenhagen, Denmark; Jesper Hasstrup Svendsen, Rigshospitalet, Copenhagen University Hospital, Copenhagen, Denmark; Lars Konge, Centre for Clinical Education, Copenhagen, Denmark

4III2 Predicting exam performance using social network analysis
David Pier*, University of Edinburgh, Edinburgh, United Kingdom

4III3 iDiabetes: Designing objective-based online diabetes website for medical students
Kevin Emery Boczar*, University of Ottawa, Medicine, Ottawa, Canada; Michael Froeschl, University of Ottawa Heart Institute, Medicine (Cardiology), Ottawa, Canada

4III4 Massive Open Online Courses (MOOCs) are relevant for postgraduate training of physicians
Philip M Nilsson*, Centre for Clinical Education, Copenhagen, Denmark; Yousif Subhi, Centre for Clinical Education, Copenhagen, Denmark; Kristoffer Andersen, Centre for Clinical Education, Copenhagen, Denmark; Signe Bojsen, Centre for Clinical Education, Copenhagen, Denmark; Lars Konge, Centre for Clinical Education, Copenhagen, Denmark

4III5 Implementation of Elearning materials in nursing skills education
Peter GM de Jong*, Leiden University Medical Center, Center for Innovation in Medical Education, Leiden, Netherlands; Allen W Riedstra, Leiden University Medical Center, Center for Innovation in Medical Education, Leiden, Netherlands; Brigit Zwartendijk, Leiden University Medical Center, Educatie Zorgsector, Leiden, Netherlands

1400-1530 4JJ ELECTRONIC POSTERS (ePOSTERS): Interprofessional Education 1
Chairperson: Lesley Bainbridge (Canada)
Location: Theatre Room 16, Level 0, MiCo

4JJ1 Changes in Perception and Attitude on the Nurse’s Role by the Shadowing Experience: “A Nurse Day”
Jiun-Lu Lin*, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan; Yung-Wei Hsu, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan; Shu-Chuan Lin, Mackay Memorial Hospital, Department of Nursing, Taipei City, Taiwan; Chun-Chih Peng, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan; Hsi-Hsien Hsu, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan; Shou-Chuan Shih, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan

4JJ2 Nursing faculty teaching nursing skills to medical students: A Lebanese experience
Bahia Abdallah El-Moufti, University of Balamand, Nursing Program, Faculty of Health Sciences, Beirut, Lebanon; Jihad Iosif*, University of Balamand, Faculty of Medicine and Medical Sciences, Beirut, Lebanon; Vicky Gebran, University of Balamand, Nursing Program, Faculty of Health Sciences, Beirut, Lebanon; Ursula Rizk, University of Balamand, Nursing Program, Faculty of Health Sciences, Beirut, Lebanon

4JJ3 ESOP: Evaluating Scopes of Practice
Kristin DeGirolamo*, University of British Columbia, General Surgery, Vancouver, Canada; Lindsay McRae, University of Ottawa, Pediatrics, Ottawa, Canada; Charmaine Ma, University of British Columbia, Medicine, Vancouver, Canada
SESSION 5: Simultaneous Sessions

1600-1730

**5A** SYMPOSIUM: Building Continuous Quality Improvement into an Accreditation System: Benefits and Challenges

Barbara Barzansky, Liaison Committee on Medical Education/American Medical Association; Geneviève Moineau, Association of Faculties of Medicine of Canada/Committee on Accreditation of Canadian Medical Schools, Canada; Dan Hunt, Association of American Medical Colleges, USA; Duksoo Ahn, Korean Institute of Medical Education and Evaluation; Chi-Wan Lai, Taiwan Medical Accreditation Council

Location: Gold Plenary, Level +2, MiCo

**5B** SYMPOSIUM: Recent Developments in Research on Clinical Reasoning and Implications for Medical Education

Geoff Norman, McMaster University, Canada; Henk Schmidt, Department of Psychology, Erasmus University Rotterdam, The Netherlands; Silvia Mamede, Institute of Medical Education Research Rotterdam, Erasmus MC, The Netherlands; Martine Chamberland, University of Sherbrooke, Québec, Canada

Location: Auditorium, Level +3, MiCo

**5C** SYMPOSIUM: Personalised Medicine – Implications for Medical Education

Judita Kinkorová, Technology Centre of the Academy of Sciences of the Czech Republic; Olga Goloubitschaja, Friedrich-Wilhelms-University of Bonn, Germany; Vincenzo Costigliola, European Medical Association; Italy; Josep Grifoll Sauri, AQU/ENQA/INGAAHE, Barcelona, Spain; Maria Rosa Felli Brunet, Universidad Rovira i Virgili, Barcelona, Spain; Madalena Folque Patricio, University of Lisbon, Portugal

Location: Brown 3, Level +2, MiCo
1600-1730 5D  RESEARCH PAPERS: Curriculum and Learning
Chairperson:  
Location:  Brown 2, Level +2, MiCo

1600-1615 5D1  Exploring the dimensions of the Medical Teaching Unit physician preceptor role
Jane B. Lemarie*, University of Calgary, Medicine, Calgary, Canada; Jean E. Wallace, University of Calgary, Sociology, Calgary, Canada; William A. Ghali, University of Calgary, Medicine, Calgary, Canada; Peter Sargiouis, University of Calgary, Medicine, Calgary, Canada; Kelly Zarrke, University of Calgary, Medicine, Calgary, Canada; C. Maria Bacchus, University of Calgary, Medicine, Calgary, Canada

1615-1630 5D2  Explaining the quality of teaching in seminars
Annemarie Spruijt*, Utrecht University, Faculty of Veterinary Medicine, Utrecht, Netherlands; Jimmie Leppink, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Ineke Wolfhagen, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Albert Scherpber, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Peter van Beukelen, Utrecht University, Faculty of Veterinary Medicine, Utrecht, Netherlands; Debbie Jaarsma, University of Amsterdam, Academic Medical Centre, Amsterdam, Netherlands

1630-1645 5D3  Profiling medical school learning environments across cultures using one new scale
Sean Tackett*, Johns Hopkins Bayview Medical Center, Baltimore, United States; Hamidah Abu Bakar, Cyberjaya University College of Medical Sciences, Cyberjaya, Malaysia; Nicole Shilkofski, Perdana University Graduate School of Medicine, Serdang, Malaysia; Niamh Coady, Perdana University Royal College of Surgeons in Ireland School of Medicine, Serdang, Malaysia; Krishna Rampal, Perdana University Graduate School of Medicine, Serdang, Malaysia; Scott Wright, Johns Hopkins Bayview Medical Center, Baltimore, Malaysia

1645-1700 5D4  What do tomorrow’s doctors need to learn about ecological sustainability? A systematic review
Sarah Walpole*, Hull York Medical School/ York Hospital, Centre for Education Development/ Acute Medical Unit, York, United Kingdom; David Pearson, Hull York Medical School, Centre for Education Development, York, United Kingdom; Jonathan Coad, Hull York Medical School, Centre for Education Development, York, United Kingdom; Ian Roberts, London School of Hygiene and Tropical Medicine, Epidemiology, London, United Kingdom; Anthony McMichael, Australian National University College of Medicine, Biology and Environment, Canberra, Australia; Stefi Barna, University of East Anglia, Medicine, Norwich, United Kingdom

1700-1715 5D5  Multi-vocal narrative and the struggle for an integrated professional identity
Sally Warmingston*, The University of Melbourne, School of Population and Global Health, Faculty of Medicine, Dentistry and Health Sciences, Melbourne, Australia

1715-1730 Discussion

1600-1730 5E  AMEE FRINGE 1
Chairperson:  Rachel Ellaway (Canada)
Location:  Brown 1, Level +2, MiCo

1600-1620 5E1  ‘Intellectual streaking’: Educators exposing their minds and hearts
Elizabeth Molloy*, Monash University, HealthPEER, Melbourne, Australia; Margaret Bearman, Monash University, HealthPEER, Melbourne, Australia

1620-1640 5E2  Do as you should do and forget what you saw or heard
Robbie Hage*, St. George’s University, Anatomical Sciences, St. Georges, Grenada

1640-1700 5E3  A rheumatologist makes sense of integration: The cartilage model
Anne Minenko*, University of Minnesota, Minneapolis, United States

1700-1720 5E4  Temporal Logics in Healthcare Work and their Implications on Interprofessional Collaborative Practice
Issac Lim*, National Healthcare Group, Health Outcomes & Medical Education Research (HOMER), Singapore

1720-1730 Discussion

1600-1730 5F  PHD REPORTS 1
Chairperson:  
Location:  Theatre Room 11, Level 0, MiCo

1600-1618 5F1  The training environment in General Practice and Preparedness for practice
Sharin Wiener-Ogilvie*, NfS Education Scotland SE Deanery/ University of Edinburgh, School of Education, Edinburgh, United Kingdom

1618-1636 5F2  Development and validation of a structured curriculum in basic laparoscopy, A four-step model
Jeanett Strandbygaard*, Righospitalaet, University Hospital of Copenhagen, OBGYN, Copenhagen, Denmark; Jette Led Sorensen, Righospitalaet, University Hospital of Copenhagen, OBGYN, Copenhagen, Denmark; Bent Ottesen, Righospitalaet, University Hospital of Copenhagen, OBGYN, Copenhagen, Denmark; Christian Rolfveng Larsen, Hillerød Hospital, Surgery, Hillerød, Denmark; Teodor Grantcharov, St. Michael’s Hospital, University Hospital of Toronto, OBGYN, Toronto, Canada
The Effect of Conceptual and Contextual Teaching Strategies on the Transfer of Basic Science
Kulamakan Kulasegaram*, University of Toronto, Family Medicine, Toronto, Canada; Kelly Dore, University of Toronto, Toronto, Canada; Nicole Woods; Geoffrey Norman

The nature of anatomical competence in medicine and medical education
Marc Vorstenbosch*, Radboud UMC, Anatomy, Nijmegen, Netherlands

Discussion

5G

SHORT COMMUNICATIONS: Assessment 2
Chairperson: Helen Cameron (United Kingdom)
Location: Theatre Room 12, Level 0, MiCo

Guidelines for designing programmes of assessment
Joost Dijkstra*, Maastricht University, Educational Development & Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands

Enhancing health professional educators’ assessment practice
Margaret Bearman*, Monash University, HealthPEER, Melbourne, Australia; Elizabeth Molloy, Monash University, HealthPEER, Melbourne, Australia; Phillip Dawson, Monash University, DPVCLT, Melbourne, Australia; Sue Bennett, University of Wollongong, HealthPEER, Wollongong, Australia; Gordon Joughin, University of Queensland, Brisbane, Australia; David Boud, University of Technology Sydney, Sydney, Australia

Designing A Final Cumulative Assessment for Pharmacy in Qatar: Reflections from a pilot project
Samar Abouloud*, Supreme Council of Health, Accreditation Department, Qatar Council for Healthcare Practitioners, Doha, Qatar; Banan Mukhalalati, Qatar University, College of Pharmacy, Doha, Qatar; Kyle Wilby, Qatar University, College of Pharmacy, Doha, Qatar; Emily Black, Qatar University, College of Pharmacy, Doha, Qatar; Sherief Khalifa, Qatar University, College of Pharmacy, Doha, Qatar

Global benchmarking of Australian medical student learning outcomes
David Wilkinson*, Macquarie University, Sydney, Australia

A common vision of the minimally competent borderline candidate? Do Educators and Clinicians agree?
Margaret Bennett*, Vancouver Community College, Dental School of Health, Vancouver, Canada; Dwight Harley, University of Alberta, Medicine and Dentistry, Edmonton, Canada

Closing a loop in assessment: Predicted and actual probability of a borderline student answering an item correctly
CL Bashford, Keele University, School of Medicine, Keele, United Kingdom; SC McBain, Keele University, School of Medicine, Keele, United Kingdom; RK McKinley*, Keele University, School of Medicine, Keele, United Kingdom

No discussion

5H

SHORT COMMUNICATIONS: Postgraduate Training: Early years
Chairperson: Judi Walker (Australia)
Location: Amber 1, Level +2, MiCo

Learning the ropes: Effort-reward imbalance as a source of stress in postgraduate medical education
Ids Dijkstra*, University Medical Centre Groningen, Groningen, Netherlands; Jan Pols, University Medical Centre Groningen, Groningen, Netherlands

‘Being in from the beginning and having an input’: Early thoughts from the Broad Based Training pilot group
Lesley Pugsley*, Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom; Alison Bullock, Cardiff University, CUREMEDE, Cardiff, United Kingdom; Lynne Allery, Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom; Janet MacDonald, Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom

Better training, Better care: Medical Procedures Training Initiative
Rachelle Shafet*, NHS, London, United Kingdom

Predicting the unpredictable: A pilot study demonstrating the use of simulation techniques in preparing medical students for the on-call shift
E Tuckwell, South Thames Foundation School, London, United Kingdom; G Goodyear*, South Thames Foundation School, London, United Kingdom

Learning perspective. How to facilitate responsibility for own learning among junior doctors
Nynne Lykke Christensen*, Junior Doctors in Denmark, Education & Career, Copenhagen, Denmark; Bo Rahbek, Junior Doctors in Denmark, Education & Career, Copenhagen
1715-1730 5H6  My home is where my heart is: Motives of residents and medical students for the choice of their residency program location
Pine Remmelts*, University Medical Center Groningen, Wenckebach Institute, Groningen, Netherlands; Jan Pols, University Medical Center Groningen, Wenckebach Institute, Groningen, Netherlands; Hanke Dekker, University of Groningen/University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands; Ids Dijkstra, University Medical Center Groningen, Wenckebach Institute, Groningen, Netherlands

No discussion

1600-1730 5I  SHORT COMMUNICATIONS: Portfolios in Teaching & Assessment
Chairperson: Hans Hjelmqvist (Sweden)
Opening Discussant: Rochelle Trachtenberg (United States)
Location: Amber 2, Level +2, MiCo

1600-1615 5I1  Assessing student competencies in community and primary care with an integrated portfolio approach
Narelle Shadbolt*, University of Sydney, Northern Clinical School, Hornsby, Sydney, Australia; Christopher Roberts, University of Sydney, Northern Clinical School, Hornsby, Sydney, Australia

1615-1630 5I2  The use of portfolio as an assessment and integration resource between theory and practice in a family health course
MR Costa*, Federal University of Health Science of Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil; AC Souza, Federal University of Health Science of Porto Alegre, Department of Public Health, Porto Alegre, Brazil; MEB Pinto, Federal University of Health Science of Porto Alegre, Department of Public Health, Porto Alegre, Brazil; A Dahmer, Federal University of Health Sciences Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil

1630-1645 5I3  What kinds of support and feedback are needed to increase the effects of a reflective portfolio for first-year students in Medicine?
MLammerding-Kippel*, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, University of Tuebingen, Tuebingen, Germany; J Grewatz, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, University of Tuebingen, Tuebingen, Germany; S Zipfel, Dean’s Office, Faculty of Medicine, University of Tuebingen, Tuebingen, Germany

1645-1700 5I4  How does a program of assessment influence students’ learning?
Sylvia Heeneman*, Maastricht University, Pathology, Maastricht, Netherlands; Andrea Oudkerk Pool, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Cees van der Vleuten, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Erik Driessen, Maastricht University, Educational Development and Research, Maastricht, Netherlands

1700-1715 5I5  Reliability testing of a portfolio assessment tool for postgraduate family medicine training in South Africa
Louis Jenkins*, University of Stellenbosch, Family Medicine, George, South Africa; Bob Mash, University of Stellenbosch, Family Medicine, Tygerberg, South Africa; Anselme Derese, Ghent University, Family Medicine, Ghent, Belgium

1715-1730 Discussion

1600-1730 5J  SHORT COMMUNICATIONS: Selection for Postgraduate Training
Chairperson: Ahmet Murt (Turkey)
Opening Discussant: Hannu Halla (Finland)
Location: Amber 3, Level +2, MiCo

1600-1615 5J1  Validation of a new situational judgement test as part of national selection in Ireland
Amy Aitkenhead*, Work Psychology Group, Derby, United Kingdom; Anne Marie Regan, University of Galway, Derby, Ireland; Fiona Patterson, Work Psychology Group, United Kingdom; Gerard Mansfield, Irish College of General Practitioners, Ireland

1615-1630 5J2  GP selection in Australia: Predictive validity of the AGPT selection system
Emma Rowett*, Work Psychology Group, Derby, United Kingdom; Stuart Martin, Work Psychology Group, Derby, United Kingdom; Máire Kerrin, Work Psychology Group, Derby, United Kingdom; Fiona Patterson, Work Psychology Group, Derby, United Kingdom; Marcia Grant, Work Psychology Group, Derby, United Kingdom; Rebecca Milne, Work Psychology Group, Derby, United Kingdom

1630-1645 5J3  The utility of Multiple-Mini-Interviews within a National Assessment Centre for selection into General Practice
Chris Roberts*, University of Sydney, Northern Clinical School, Hornsby, Sydney, Australia; Tyler Clark, University of Sydney, Office of Medical Education, Sydney, Australia; Annette Burgess, University of Sydney, Central Clinical School, Sydney, Australia; Marcia Grant, General Practice Education and Training, Selection, Canberra, Australia; Karyn Mossman, University of Sydney, Northern Clinical School, Hornsby, Sydney, Australia
1700-1715 5L5

Residency selection interview format – Are multiple round-robin panels better?
Kok Hian Tan*, SingHealth Duke-NUS Academic Clinical Program, Singapore; Jill Lee, SingHealth Duke-NUS Academic Clinical Program, Singapore; Weng Yan Ho, Singapore; Phuong Hao Ly, Singapore; Megan Wong, Singapore; Bernard Chern, Singapore

1715-1730 Discussion

1600-1730 5K

SHORT COMMUNICATIONS: Approaches to Teaching & Learning
Chairperson: Shmuel Reis (Israel)
Opening Discussant: Linda Crane (Australia)
Location: Amber 4, Level +2, MiCo Milano Congressi

1600-1615 5K1

A study to explore the use of Cooperative Teaching and Learning Method (CTL) to enhance the academic achievement of nursing students at Oman Nursing Institute
Salem Al Touby*, Ministry of Health, Oman, Oman Nursing Institute, Muscat, Oman; Lakshmi Ranganathan, Ministry of Health, Oman, Oman Nursing Institute, Muscat, Oman

1615-1630 5K2

Creative Play in Learning and Teaching: More than a method of learning
Regina Petroni Mennin*, UNIFESP, Preventive Medicine, Sao Paulo, Brazil; Mariangela Oliveira Prado, UNIFESP, Preventive Medicine, Sao Paulo, Brazil

1630-1645 5K3

Supporting patient self-management in paediatric diabetes: Conditions, constraints and practices in the emergence of professional knowledge
S Doyle*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

1645-1700 5K4

Cheering and the ultimate aim of Education
Chanodom Panksuol*, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand

1700-1715 5K5

Peer produced multimedia training tools: Improving undergraduate confidence in OSCEs
Mina Araniou*, University College London (UCL), UCL, United Kingdom; Parisah Seyed-Safti, University College London, London, United Kingdom; Louise China, University College London (UCL), London, United Kingdom; Ricky Sharma, University College London (UCL), London, United Kingdom; Isobel Cane, University College London (UCL), London, United Kingdom; Alexander Fleming-Nouri, University College London (UCL), London, United Kingdom

1715-1730 Discussion
1600-1730  5M

**SHORT COMMUNICATIONS: Roles of the Teacher**

Chairperson: Matthew Stull (United States)
Opening Discussant: Karen Mann (Canada)
Location: Amber 6, Level +2, MiCo

1600-1615  5M1

**Exploring students’ perceptions about the teacher’s role during early clinical teaching**

Isabel M. Leiva*, Pontificia Universidad Católica de Chile, Facultad de Medicina, Departamento de Enfermedades Respiratorias, Santiago, Chile; Denise Zuliga, Pontificia Universidad Católica de Chile, Facultad de Medicina, Centro de Educación Médica, Santiago, Chile; Maribel Calderón, Pontificia Universidad Católica de Chile, Facultad de Psicología, Santiago, Chile; Alejandra Tomicic, Pontificia Universidad Católica de Chile, Facultad de Medicina, Centro de Educación Médica, Santiago, Chile; Arnoldo Riquelme, Pontificia Universidad Católica de Chile, Facultad de Medicina, Centro de Educación Médica, Santiago, Chile; Marcela Bitran, Pontificia Universidad Católica de Chile, Facultad de Medicina, Departamento de Enfermedades Respiratorias, Santiago, Chile

1615-1630  5M2

**What makes a good clinical teacher in surgery in undergraduate medical education?**

Rehan Ahmed Khan*, Islamic International Medical College, Surgery, Rawalpindi, Pakistan

1630-1645  5M3

**The didactic trained teacher is more than a lecturer! Changes in role-commitment with didactic training**

Miriam Zehnter*, Medical University of Vienna, Department of Faculty Development, Vienna, Austria; Katharina Mallich-Putz, Medical University of Vienna, Department of Faculty Development, Vienna, Austria

1645-1700  5M4

**Attitude of graduating Thai medical students on role of teachers: Reality vs. expectations**

Amnuayporn Apiraksakorn*, Khon Kaen Medical Education Centre, Khon Kaen, Thailand

1700-1715  5M5

**Exploring effective e-teaching in clinical education**

Alyson Quinn*, University of Warwick, Warwick Medical School, Coventry, United Kingdom; David Davies, University of Warwick, Warwick Medical School, Coventry, United Kingdom; Emma King, University of Warwick, Learning and Development Centre, Coventry, United Kingdom

1715-1730  Discussion

1600-1730  5N

**SHORT COMMUNICATIONS: CPD 2**

Chairperson: Lawrence Sherman (United States)
Location: Amber 7, Level +2, MiCo

1600-1615  5N1

**Continuous Professional Development (CPD): not a question of obligatory or voluntary, rather a bit of both!**

Mads Skipper, Aalborg University Hospital and Danish Medical Association, Aalborg, Denmark; Lene Rybner*, Danish Medical Association, Copenhagen, Denmark

1615-1630  5N2

**Mobile Application to support Primary Health Care dentists in medicine prescription**

FAC Medella Junior*, Federal University of Health Science of Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil; RA Tubelho, Federal University of Health Science of Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil; RS Braga, Federal University of Health Science of Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil; O D’wila, Federal University of Health Science Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil; MEB Pinto, Federal University of Health Science of Porto Alegre, Department of Public Health, Porto Alegre, Brazil; A Dahmer, Federal University of Health Science of Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil

1630-1645  5N3

**Affirmation of Continued Competence of Physicians in Practice: A Scoping Review**

Tanya Horsley*, Royal College of Physicians and Surgeons of Canada, Research Unit, Ottawa, Canada; Jocelyn Lockyer, University of Calgary, Community Health Sciences, Calgary, Canada; Bursey Ford, Memorial University of Newfoundland, Medicine, St.Johns, Canada; Elise Cogo, London School of Hygiene and Tropical Medicine, Epidemiology, London, United Kingdom; Jeanie Zeiter, Royal College of Physicians and Surgeons of Canada, Research, Ottawa, Canada; Craig Campbell, Royal College of Physicians and Surgeons of Canada, Continuing Professional Development, Ottawa, Canada

1645-1700  5N4

**Didactic and technical considerations when developing e-learning for CME**

Ellen te Pas*, Academic Medical Center, Department of General Practice/Family Medicine, Amsterdam, Netherlands; Margreet Wieringa-de Waard, Academic Medical Center, Department of General Practice/Family Medicine, Amsterdam, Netherlands; Bernadette Snijders Blok, Academic Medical Center, Department of General Practice/Family Medicine, Amsterdam, Netherlands; Henny Pouw, Health Center “Op maat”, Department of General Practice/Family Medicine, Almere, Netherlands; Nynke van Dijk, Academic Medical Center, Department of General Practice/Family Medicine, Amsterdam, Netherlands

No discussion
SHORT COMMUNICATIONS: Simulation 1

Chairperson: Samuel Edelbring (Sweden)
Location: Theatre Room 13, Level 0, MiCo

Experience of simulated general practice clinics: A qualitative study
E L Rees*, School of Medicine, Keele University, North Staffordshire, United Kingdom; M H Bartlett, School of Medicine, Keele University, North Staffordshire, United Kingdom; R K McKinley, School of Medicine, Keele University, North Staffordshire, United Kingdom

Integration of Simulation in Pharmacology Learning
Michan Malca*, Universidad Peruana de Ciencias Aplicadas, Lima, Peru; Segundo Alliga, Universidad Peruana de Ciencias Aplicadas, Lima, Peru

‘In situ simulation’ versus ‘off site simulation’ in obstetric emergencies and effect on knowledge, safety attitudes, team performance, stress, and motivation: A randomized controlled trial
Jette Led Sorensen*, Rigshospitalet, University of Copenhagen, Juliane Marie Centre for Children, Women and Reproduction, Copenhagen, Denmark; Cees Van der Vleuten, Faculty of Health, Medicine and Life Sciences, Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands; Doris Eesterlaag, Capital Region of Denmark and Copenhagen University, Denmark, Danish Institute for Medical Simulation, Copenhagen, Denmark; Vicki LeBlanc, The Wilson Centre, University of Toronto, Toronto, Canada; Marianne Johansen, Rigshospitalet, University of Copenhagen, Obstetric Department, Juliane Marie Centre for Children, Women and Reproduction, Copenhagen, Denmark; Bent Ottesen, Rigshospitalet, University of Copenhagen, Juliane Marie Centre for Children, Women and Reproduction, Copenhagen, Denmark

Linking learning to practice: Using simulation to test knowledge retention and clinical application
Majka Woods, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States; Jeffrey Chimpan*, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States; Suzanne van den Hoogenhof, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States

Relive game: Serious game for CPR training
Federico Seneraro*, Maggiori Hospital, Anaesthesia and Intensive Care, Bologna, Italy; Antonio Frisoli, Scuola Superiore Sant’Anna, PERCRO Laboratory, Pisa, Italy; Claudio Loconsole, Scuola Superiore Sant’Anna, PERCRO Laboratory, Pisa, Italy; Andrea Scapigliati, Catholic University of the Sacred Heart, Institute of Anesthesia and Intensive Care, Department of Cardiovascular Sciences, Rome, Italy; Giuseppe Ristagno, Istituto di ricerche farmacologiche “Mario Negri, Department of Cardiovascular Sciences, Milan, Italy; Eger Cerchiaro, Maggiore Hospital, Anaesthesia and Intensive Care, Bologna, Italy

SimObserver, A mixed method study on self directed learning from patient simulation observations
Rainer C. Gaupp*, EduSim, Emergency Department, Therwil, Switzerland; Andrea B. Eissler, PeerConsulting GmbH, Gm"ltingen, Switzerland; Christian Eissler, Regionalpsychiatral Emmental, Langnau, Switzerland

CONFEREE WORKSHOP: The use of Twitter in medical education
Natalie Lafferty*, University of Dundee College of Medicine, Nursing, and Dentistry, Dundee, United Kingdom; Anne-Marie Cunningham*, Cardiff University School of Medicine, Cardiff, United Kingdom; Margaret Chisom*, Johns Hopkins University School of Medicine, Baltimore, United States
Location: Workshop Room 3, Level 0, MiCo
1600-1730  5R  CONFERENCE WORKSHOP: Introducing the Core Entrustable Professional Activities for Entering Residency
Robert Englander*, Association of American Medical Colleges, Medical Education, Washington DC, United States; Steven A. Lieberman*, UTMB School of Medicine, John P. McGovern, Galveston, United States; Jay Rosenfield*, University of Toronto, Undergraduate Medical Professions Education, Toronto, Ontario, Canada; Monica Lysson*, University of Michigan Medical School, Ann Arbor, Michigan, United States; Joe Thomas*, Mayo Clinic, Emergency Medicine, Rochester, Minnesota, United States
Location:  Workshop Room 2, Level 0, MiCo

1600-1730  5S  CONFERENCE WORKSHOP: Simulation: Integrating Clinical Science and Basic Sciences in Pre-clinical Years
David Pederson*, Ross University, Clinical Medicine, Miramar, United States; Robert Sasso*, Ross University School of Medicine, Clinical Medicine, Portsmouth, Dominica; Nancy Selfridge*, Ross University School of Medicine, Clinical Medicine, Portsmouth, Dominica
Location:  Workshop Room 3, Level 0, MiCo

1600-1730  5T  CONFERENCE WORKSHOP: iEthics: An integrated curriculum for teaching ethical practice
Lesley Bainbridge*, University of British Columbia, College of Health Disciplines, Vancouver, Canada; Lynda Eccott, University of British Columbia, Pharmacy, Vancouver, Canada; Paddy Rodney, University of British Columbia, Nursing, Vancouver, Canada; Bethan Everett, University of British Columbia, Physical Therapy, Vancouver, Canada; Anne Townsend, University of British Columbia, Occupational Therapy, Vancouver, Canada; Michael Burgess, University of British Columbia, Medicine, Kelowna, Canada
Location:  Suite 9, Level Mezzanine, MiCo

1600-1730  5U  CONFERENCE WORKSHOP: How our students develop
Ian Wilson*, University of Wollongong, Graduate School of Medicine, Wollongong, Australia; Iman Hegazi*, University of Western Sydney, School of Medicine, Campbelltown, Australia
Location:  Suite 8, Level Mezzanine, MiCo

1600-1730  5V  CONFERENCE WORKSHOP: The ACGME Next Accreditation System: An introduction to three key elements of this new competency- and outcomes-based accreditation approach
Ingrid Philibert*, Accreditation Council for Graduate Medical Education, Field Activities, Chicago, United States; Eric Holmboe*, Accreditation Council for Graduate Medical Education, Milestones Development and Evaluation, Chicago, United States; Kevin Weiss*, Accreditation Council for Graduate Medical Education, Institutional Accreditation, Chicago, United States
Location:  Suite 7, Level Mezzanine, MiCo

1600-1730  5W  CONFERENCE WORKSHOP: Taking the Mystery Out of the Interprofessional Objective Structured Clinical Examination (iOSCE): A Tale of Two Models
Susan J. Wagner*, University of Toronto, Speech-Language Pathology, Faculty of Medicine, Toronto, Ontario, Canada; John Tegzes*, Western University of Health Sciences, Interprofessional Education, Pomona, California, United States; Sheree Aston*, Western University of Health Sciences, Office of Academic Affairs, Pomona, California, United States; Brian Simmons, University of Toronto, Standardized Patient Program and Pediatrics, Faculty of Medicine, Toronto, Ontario, Canada; David Dickter, Western University of Health Sciences, Office of Academic Affairs, Pomona, California, United States; Scott Reeves, University of California, San Francisco, Social and Behavioural Sciences, School of Nursing, San Francisco, California, United States
Location:  Suite 6, Level Mezzanine, MiCo

1600-1730  5X  CONFERENCE WORKSHOP: Moving your Residents as Teachers program forward: Strategies to assess teaching skills and evaluate Residents as Teachers programs
Arna Oswald*, University of Alberta, Edmonton, Canada; Farhan Bhanji*, McGill University, Montreal, Canada; Ming-Ka Chan*, University of Manitoba, Winnipeg, Canada; Linda Snell*, McGill University, Montreal, Canada
Location:  Suite 4, Level +2, MiCo

1600-1730  5Y  CONFERENCE WORKSHOP: Why Doctors Go Bad
Michael O’Connor*, Health Education South West, Severn Postgraduate Medical Education, Bristol, United Kingdom; Davinder Sandhu*, University of Bristol, Medical School, Bristol, United Kingdom; Alan Cook*, Health Education South West, Severn Postgraduate Medical Education, Bristol, United Kingdom
Location:  Suite 3, Level +2, MiCo

1600-1730  5Z  CONFERENCE WORKSHOP: Mindfulness Based Stress Reduction (MBSR) in residencies: A tool for making more compassionate doctors
April J. Kam*, McMaster University, Pediatrics, Division of Pediatric Emergency Medicine, Hamilton, Canada; Anne Niec*, McMaster University, Pediatrics, Hamilton, Canada
Location:  Suite 2, Level +2, MiCo
1600-1730

5AA

MEET THE EXPERT: Salmaan Sana @ mee Online
Tips on how to get involved in social media: Drop in for a few minutes to talk with Salmaan Sana.
Location: Suite 1, Level +2, MiCo

1600-1730

5BB

MEET THE EXPERTS: Assessment, Measurement and 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: Suite 5, Level Mezzanine, MiCo

1600-1730

5CC

POSTERS: Assessment 3: Work based / Self-Assessment
Chairperson: Eiad Alfares (Saudi Arabia)
Location: South Hall, Level 0, MiCo

5CC1

Technology and Workplace-based Assessment of Medical Learners: A Literature Review
Tarek Kazem*, Western University, Family Medicine, London, Canada; Eric Wong, Western University, London, Canada

5CC2

Factors associated with effective feedback by mini-clinical evaluation exercise
Ye-Jhy Chang*, Chang Gung Memorial Hospital, Linkou; College of Medicine, Chang Gung University, Department of Medical Education, Department of Neurology, Taoyuan, Taiwan; Chin-Song Lu, Chang Gung Memorial Hospital, Linkou; College of Medicine, Chang Gung University, Department of Neurology, Taoyuan, Taiwan

5CC3

Aiming for excellence in medical education: The Pediatrics Mini-CEX project at Kuwait University (A survey of students’ experience and perceptions of the Mini-CEX)
Dalia Al-Abdulrazzaq, Kuwait University, Pediatrics, Kuwait; Amani Al-Fadhi*, Kuwait University, Pediatrics, Kuwait; Entesar Husain, Kuwait University, Pediatrics, Kuwait; Mayra Al-Saeed, Kuwait University, Pediatrics, Kuwait

5CC4

Use of DOPS as an educational tool to change medical students’ compliance with hand hygiene
Maria Moraisgent, Aristotle University of Thessaloniki Medical School, Laboratory of Hygiene, Clinical Skills Center, Thessaloniki, Greece; Emmanouil Smyrnakis*, Aristotle University of Thessaloniki, Laboratory of Hygiene, Clinical Skills Center, Thessaloniki, Greece; Konstantinos Toufas, Aristotle University of Thessaloniki, Clinical Skills Center, Ahega General University Hospital of Thessaloniki, Thessaloniki, Greece; Eli Tsirandou, Aristotle University of Thessaloniki, Laboratory of Hygiene, Clinical Skills Center, Thessaloniki, Greece; Maria Ntoumpara, Aristotle University of Thessaloniki, Clinical Skills Center, Thessaloniki, Greece; Alexis Benos, Aristotle University of Thessaloniki, Laboratory of Hygiene, Clinical Skills Center, Thessaloniki, Greece

5CC5

Are higher workplace-based assessment scorers also more lenient towards competitors?
LS Ou*, Chang Gung Memorial Hospital, Department of Pediatrics, Kwei-Shan, Taiwan; TW Wu, Chang Gung Memorial Hospital, Department of Pediatrics, Kwei-Shan, Taiwan; CC Jeng, Chang Gung Memorial Hospital, Department of Nephrology, Kwei-Shan, Taiwan; JL Huang, Chang Gung Memorial Hospital, Department of Pediatrics, Kwei-Shan, Taiwan; HS Tseng, Chang Gung Memorial Hospital, Biostatistical Center for Clinical Research, Kwei-Shan, Taiwan; SJ Yeh, Chang Gung Memorial Hospital, Department of Cardiology, Kwei-Shan, Taiwan

5CC6

Workplace-based assessment in Irish postgraduate medical training; Who is using what and how?
Aileen Barrett*, Royal College of Physicians of Ireland, Education and Professional Development, Dublin, Ireland; Rose Galvin, Royal College of Surgeons in Ireland, Department of General Practice and HRB Centre for Primary Care Research, Dublin, Ireland; Ann O’Shaughnessy, Royal College of Physicians of Ireland, Education and Professional Development, Dublin, Ireland; Albert Scherpber, University of Maastricht, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Yvonne Steinert, McGill University, Centre for Medical Education, Montreal, Canada; Mary Horgan, University College Cork, School of Medicine, Cork, Ireland

5CC7

Video-assisted self-assessment of basic life support performance for Thai medical students
Toonchai Intrambaya*, Faculty of Medicine, Chulalongkorn University, Anesthesiology, Bangkok, Thailand; Anantachote Vinjutkanadana, Faculty of Medicine, Chulalongkorn University, Anesthesiology, Bangkok, Thailand; Atthikun Thonngth, King Chulalongkorn Memorial Hospital, Anesthesiology, Bangkok, Thailand; Surunchana Lerdsirisopon, King Chulalongkorn Memorial Hospital, Anesthesiology, Bangkok, Thailand; Suwanna Rodanant, Faculty of Medicine, Chulalongkorn University, Anesthesiology, Bangkok, Thailand; Danai Sangpalasawat, Faculty of Medicine, Chulalongkorn University, Pharmacology, Bangkok, Thailand

5CC8

Discordance of students’ self-perceived level of knowledge and academic performance score in Pediatrics Surgery
Chira Trairongchittmong*, Department of Surgery, Sanpatitphrasong Hospital, Ubon Ratchathani, Thailand

5CC9

Development and initial use of the self-accomplished, self-assessment tools iCAN/theyCAN/-Treating Pain specially designed for medical students studying the selected component «Treating Pain»
Maria Nazolouk*, University Hospital of Ioannina, Department of Anesthesiology and Postoperative Intensive Care, Ioannina, Greece; Ioannis Dimiatis, School of Medicine, University of Ioannina, Department of Hygiene and Epidemiology, Ioannina, Greece; Anastasios Petrou, University Hospital of Ioannina, Department of Anesthesiology and Postoperative Intensive Care, Ioannina, Greece; Petros Tzimas, University Hospital of Ioannina, Department of Anesthesiology and Postoperative Intensive Care, Ioannina, Greece; Sofia Kontou, University Hospital of Ioannina, Department of Anesthesiology and Postoperative Intensive Care, Ioannina, Greece; Eleni Arnaoutoglou, University Hospital of Ioannina, Department of Anesthesiology and Postoperative Intensive Care, Ioannina, Greece
5CC10  Development of 21st Century Skills Self-Assessment Tool for Siriraj Medical Students
Lokachet Tanasugarn*, Siriraj Hospital Mahidol University, Bangkok, Thailand; Supasaek Viriyanapa, Siriraj Hospital Mahidol University, Bangkok, Thailand; Nuttagarn Jantanapornchai, Siriraj Hospital Mahidol University, Bangkok, Thailand; Panom Keturnarn, Siriraj Hospital Mahidol University, Department of Psychiatry, Bangkok, Thailand; Supawadee Likitmaskul, Siriraj Hospital, Department of Pediatrics, Bangkok, Thailand; Supinya In-w, Siriraj Hospital Mahidol University, Department of Pediatrics, Bangkok, Thailand

5CC11  Self-perception and real performance in a simulated scenario for emergency orotracheal intubation among medical students
Cristóbal Cuadra*, Universidad de Chile, School of Medicine, Santiago, Chile; Jose Peralta, Universidad de Chile, School of Medicine, Santiago, Chile; Ignacio Solar, Universidad de Chile, School of Medicine, Santiago, Chile

5DD  POSTERS: The Lecture
Chairperson: Frazier Stevenson (United States)
Location: South Hall, Level 0, MiCo

5DD1  The utility of clickers: A randomised controlled trial
Stuart Fergusson, University of Edinburgh, Biomedical Teaching Organisation, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom; Justine Aka, University of Edinburgh, Biomedical Teaching Organisation, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom; Catherine Hennessy, University of Southampton, Centre for Learning Anatomical Sciences, Southampton, United Kingdom; Andrew Wilson, University of Edinburgh, Medical School, Edinburgh, United Kingdom; Thomas Gillingwater, University of Edinburgh, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom; Gabrielle Finn*, Hull York Medical School, Centre for Education Development, York, United Kingdom

5DD2  Use of Humour in Classroom Teaching: Students’ Perspectives
Reem Abraham*, Melaka Manipal Medical College, Manipal Campus, Manipal University, Physiology, Manipal, India; Varsha Hande, Melaka Manipal Medical College, Manipal Campus, Manipal University, Manipal, India; Maria Elena Jude Sharma, Melaka Manipal Medical College, Manipal Campus, Manipal University, Manipal, India; Sonia Kaur Wohlrath, Melaka Manipal Medical College, Manipal Campus, Manipal University, Manipal, India; Chee Chen Keet, Melaka Manipal Medical College, Manipal Campus, Manipal University, Manipal, India; Siyamala Ravi, Melaka Manipal Medical College, Manipal Campus, Manipal University, Manipal, India

5DD3  What factors Ensure the Flipped classroom does not Flop? And will patient care improve by such learner engagements?
Ranjana Acharya, National Healthcare Group, General Internal Medicine, Singapore; Noi Keng Koh, National Institute of Education, Humanities and Social Studies Education, Singapore; Pei Xuan Koh, National Healthcare Group, General Internal Medicine, Singapore; Presenter: Jennifer Ting*, National Healthcare Group, Singapore

5DD4  Promoting interactivity in large group interdisciplinary case-discussions through the use of an audience response system
Bianca Schub*, Medical University of Vienna, Department of Medical Education, Vienna, Austria; Philip Anner, Medical University of Vienna, Department of Medical Education, Vienna, Austria; Andrea Prachinger, Medical University of Vienna, Department of Medical Education, Vienna, Austria; Philipp Pavelka, Medical University of Vienna, Department of Medical Education, Vienna, Austria; Franz Kainberger, Medical University of Vienna, Department of Biomedical Imaging and Image-Guided Therapy, Vienna, Austria

5DD5  The powerpoint presentation versus student-owned technique for studying Clinical Pathology
Ittisak Subrungsung*, Faculty of Medicine Vajira Hospital, Clinical Pathology, Bangkok, Thailand

5DD6  Preventing lectralgia by using mixed learning strategies when teaching undergraduate medical students
J.A. Coetser*, University of the Free State, Internal Medicine, Bloemfontein, South Africa

5DD7  The Importance of visual presentations: The “Say-it-better” Project
Douglas T. Wooster, University of Toronto, Surgery, Toronto, Canada; Elizabeth M Wooster*, OISE/University of Toronto, Higher Education, Toronto, Canada

5DD8  Teaching acute medicine using flipped classroom model
Satya Gollamudi*, National University Hospital, Medicine, Singapore; Reshma Merchant, National University Hospital, Medicine, Singapore

5DD9  Do research findings on schema-based instruction translate to the classroom?
Sarah Blissett*, Western University, Division of Cardiology, London, Canada; Mark Goldsmith, Western University, Department of Medicine, London, Canada; Bryan Dias, Western University, Division of Cardiology, London, Canada; Matthew Sibbald, University of Toronto, Department of Medicine, Division of Cardiology, Toronto, Canada

5DD10  The use of mock trial in teaching health policies
Olivan Queiroz*, Federal University of Ceará, Sobral, Brazil; Valdes Bolliela, University of São Paulo, Ribeirão Preto, Brazil; Valéria Pinheiro, Federal University of Ceará, Fortaleza, Brazil

5DD11  Interaction analysis of a practical course in “meat hygiene” to increase the activity of students
Nadine Sudhaus*, University of Veterinary Medicine Hannover, Institute for Food Quality and Food Safety, Hannover, Germany; Günter Klein, University of Veterinary Medicine Hannover, Institute for Food Quality and Food Safety, Hannover, Germany; Jan P Ehlers, University of Veterinary Medicine Hannover, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany
5DD12 Video concept maps in medical education
Elena Kulakova*, Voronezh N.N.Burdenko State Medical Academy, Pediatrics, Voronezh, Russia; Vladimir Bolotskih, Voronezh N.N.Burdenko State Medical Academy, Physiotherapy, Voronezh, Russia; Tatjana Nastausheva, Voronezh N.N.Burdenko State Medical Academy, Pediatrics, Voronezh, Russia; Inna Kondratjeva, Voronezh N.N.Burdenko State Medical Academy, Pediatrics, Voronezh, Russia

5DD13 On Your Phone in Class? Piloting the use of Smart Devices to Encourage Active Learning
Aranghan Lingham*, Kings College London, London, United Kingdom; Nadia Mahmood, Kings College London, London, United Kingdom; Abrar Elniel, Kings College London, London, United Kingdom; Helen Graham, Kings College London, London, United Kingdom

1600-1730

5EE POSTERS: Curriculum Evaluation 1
Chairperson: Varonart Kondratoje*, Voronezh State Medical Academy
Location: South Hall, Level 0, MiCo

5EE1 The effectiveness of faculty development courses: Evaluated by Kirkpatrick model
Wei-Fang Wang*, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan; Wan-Ching Chen, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan; Ya-Chih Wang, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan; Hui-Chi She, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan; Wei-Jen Yao, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan; Tsuen-Ren Hsieue, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan

5EE2 Using CIPP evaluation model to guide evaluation of an undergraduate medical program: Tehran University of Medical Sciences experience
Azim Mirrazazadeh*, Tehran University of Medical Sciences, Educational Development Office, School of Medicine, Tehran, Iran; Roghayeh Gandomkar, Tehran University of Medical Sciences, Educational Development Office, School of Medicine, Tehran, Iran; Mohammad Jalili, Tehran University of Medical Sciences, Educational Development Office, School of Medicine, Tehran, Iran; Sara Mortaz Hejri, Tehran University of Medical Sciences, Educational Development Office, School of Medicine, Tehran, Iran; Gholamreza Hassanzadeh, Tehran University of Medical Sciences, Anatomy, Tehran, Iran

5EE3 CIPP Model for Evaluation of Pediatric Training Program: Residency Perspective
Woranart Ratankorn*, Chonburi Medical Education Center, Pediatric Department, Chonburi Hospital, Chonburi, Thailand

5EE4 SWOT analysis as a tool for curriculum evaluation
Christian Gruber*, Vetmeduni Vienna, Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Vienna, Austria; Stephan Birr, FU Berlin, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Berlin, Germany; Cyrill Matenaes, LMU München, Centre for Competence e-Learning, Didactics and Educational Research in Veterinary Medicine, München, Germany; Carsten Staszyk, JLU Gießen, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Gießen, Germany; Jan P. Ehlers, Tizo Hannover, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany

5EE5 Transcultural validation in Spanish of the Maastricht Clinical Teaching Questionnaire (MCTQ) as a Valid and Reliable Instrument for the Evaluation of Clinical Teachers
Sergio Giannasi, Instituto Universitario del Hospital Italiano de Buenos Aires, Faculty of Health, Medicine, and Life Sciences, Department of Educational Development and Research, Buenos Aires, Argentina; Eduardo Durante*, Instituto Universitario del Hospital Italiano de Buenos Aires, Buenos Aires, Argentina; Claudia Keckes, Instituto Universitario del Hospital Italiano de Buenos Aires, Buenos Aires, Argentina; Fernando Vázquez, Instituto Universitario del Hospital Italiano de Buenos Aires, Buenos Aires, Argentina; Renée Stalmeijer, Maastricht University, Maastricht, Netherlands; Carlos Brailovsky, College of Family Physicians of Canada, Toronto, Canada

5EE6 Enhancements in the HIT-tool ("How I Teach") as advanced instrument for curricular development in the Aachen medicine curriculum
Stephan Erdmann*, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Johann Arias, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Sonja Finsterer, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Melanie Simon, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany

5EE7 The UK validation process and how it works for entirely clinical new programmes
Gail Anderson*, University of Surrey, School of Veterinary Medicine, Guildford, United Kingdom

5EE8 Consequences of revising the comments section of a teacher evaluation form
Steve Shorlin*, Memorial University of Newfoundland, Medical Education Scholarship Centre, St. John’s, Canada; Sharon Peters, Memorial University of Newfoundland, Medicine, St.John’s, Canada; Aoksa Samarasena, Memorial University of Newfoundland, Anesthesia, St. John’s, Canada

5EE9 The analysis of the ASPIRE student engagement criteria by students and medical graduates
Surachi Leesuwanwunk, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; James Tsayakorn*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Juraporn Somboonwong, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand

5EE10 Does the quality of the final assessment of a course correspond to the evaluation of this course?
Volkhard Fischer*, Hannover Medical School, Hannover, Germany; Holger Müller, Hannover Medical School, Hannover, Germany; Ingo Just, Hannover Medical School, Toxicology, Hannover, Germany
2 MONDAY 1 SEPTEMBER 2014

1600-1730 5FF

POSTERS: The Student

5FF1 The relationship between extrinsic motivation and metacognitive skills of medical students
Wei-Han Hong, University of Malaya, Medical Education & Research Development Unit, Department of the Dean's Office, Faculty of Medicine, Kuala Lumpur, Malaysia; Jamunarani Vadivelu*, University of Malaya, Department of Medical Microbiology, Kuala Lumpur, Malaysia; Esther Gnanamalar Sarojini Daniel, University of Malaya, Department of Mathematics of Science Education, Faculty of Education, Kuala Lumpur, Malaysia; Joong-Hong Sim, University of Malaya, Medical Education & Research Development Unit, Department of the Dean’s Office, Faculty of Medicine, Kuala Lumpur, Malaysia

5FF2 Motivating students to study every day
Nancy Fernandez-Garza*, Universidad Autonoma de Nuevo Leon, Physiology, Monterrey, Nuevo Leon, Mexico; Diana Montemayor-Flores, Universidad Autonoma de Nuevo Leon, Physiology, Monterrey, Nuevo Leon, Mexico; Santos Guzman-Lopez, Universidad Autonoma de Nuevo Leon, Anatomy, Monterrey, Nuevo Leon, Mexico

5FF3 The Correlation Between Achievement Goals, Learning Strategies, and Motivation in Medical Students
Sun Kim*, The Catholic University of Korea, College of Medicine, Medical Education, Seoul, Republic of South Korea; Yera Hur, Konyang University, College of Medicine, Faculty Development & Mentoring Center, Daejeon, Republic of South Korea; A-ra Cho, The Catholic University of Korea, College of Medicine, Medical Education, Seoul, Republic of South Korea; Jo Hyun Park, Asan Medical Center, University of Ulsan, College of Medicine, Medical Education, Seoul, Republic of South Korea
Does Emotional Intelligence imply better academic performance?
Eduardo Landerer*, Universidad Andrés Bello, Urology, Santiago, Chile; Ignacio Bolvaran, Universidad Andrés Bello, Educational Research, Santiago, Chile; Patricio Meza, Universidad Andrés Bello, Educational Research, Santiago, Chile; Pedro Morales, Universidad Andrés Bello, Educational Research, Santiago, Chile; Sebastián Pavez, Universidad Andrés Bello, Educational Research, Santiago, Chile; Matthias Winter, Universidad Andrés Bello, Educational Research, Santiago, Chile

Communication Skills and Emotional Intelligence
Olzem Coskun*, Gazi University Medical School, Medical Education, Ankara, Turkey; Isil Irem Budakoglu, Gazi University Medical School, Medical Education, Ankara, Turkey

Emotional intelligence and academic performance in the first year of undergraduate degree programmes
JP McNulty*, University College Dublin, School of Medicine and Medical Science, Dublin, Ireland; S Lewis, University of Sydney, School of Medicine and Medical Science, Sydney, Australia; S Lane, University of Liverpool, Liverpool, United Kingdom; SI Mackay, University of Liverpool, Liverpool, United Kingdom; P White, The Hong Kong Polytechnic University, Hong Kong

Achievement goals of medical students: Is there any difference between first year students and graduates?
Sandra Sudmann*, RWTH Aachen University, Medical Faculty, Aachen, Germany; Dajana Rath, University Hospital of the RWTH Aachen, Institute of Medical Psychology and Medical Sociology, Aachen, Germany; Anne Scherer, University Hospital of the RWTH Aachen, Institute of Medical Psychology and Medical Sociology, Aachen, Germany; Thomas Forkmann, University Hospital of the RWTH Aachen, Institute of Medical Psychology and Medical Sociology, Aachen, Germany; Siegfried Gauggel, University Hospital of the RWTH Aachen, Institute of Medical Psychology and Medical Sociology, Aachen, Germany

Learning Style Preferences among Undergraduate Students of a Medical College in South India
Unnikrishnan Bhaskaran*, Kasturba Medical College (Manipal University), Dept of Community Medicine, Mangalore, India

Learning style and Grade point averages
Wichuda Jairpornchareon*, Faculty of Medicine Chiangmai University, Family Medicine, Chiangmai, Thailand; Chaisiri Angkurawaranon, Faculty of Medicine Chiangmai University, Family Medicine, Chiangmai, Thailand; Ronnaphob Ughanthasath, Faculty of Medicine Chiangmai University, Family Medicine, Chiangmai, Thailand; Juntima Euathrongchit, Faculty of Medicine Chiangmai University, Radiology, Chiangmai, Thailand

The correlation of learning strategies and secondary factors associated with academic performance in medical school: Systematic review of the literature
Kevin Duncan*, University of Glasgow, Medical School, Glasgow, United Kingdom; Juen Zhik Chan, University of Glasgow, Medical School, Glasgow, United Kingdom; Phillip Evans, University of Glasgow, Medical School, Glasgow, United Kingdom; James G Boyle, Glasgow Royal Infirmary, University of Glasgow, Glasgow, United Kingdom

Changes in Self-Directed Learning During the First Two Years of Training Process in a Chilean Medical School
L Ortiz*, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile; E Fasce, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile; C Perez, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile; O Matus, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile; C Bustamante, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile; N y Bastas, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile

Students’ Satisfaction with Lecture vs PBL at Medical School with Traditional Curriculum
Sang Hee Yeo*, Kyungpook National University School of Medicine, Department of Medical Education, Daegu, Republic of South Korea; Bong Hyung Chang, Kyungpook National University School of Medicine, Department of Medical Education, Daegu, Republic of South Korea; Jong Myung Lee, Kyungpook National University School of Medicine, Office of Medical Education, Daegu, Republic of South Korea; Jang Soo Suh, Kyungpook National University School of Medicine, Department of Laboratory, Daegu, Republic of South Korea; Chang Ho Youn, Kyungpook National University School of Medicine, Department of Medical Education, Daegu, Republic of South Korea

Supporting Students using a Q&A Forum
AFR Drury*, University of Manchester, Manchester Medical School, Manchester, United Kingdom; T Cappelli, University of Manchester, Manchester Medical School, Manchester, United Kingdom; J Humphreys, University of Manchester, Manchester Medical School, Manchester, United Kingdom

in-Training, the online magazine for medical students: An innovative approach to medical student community building
Aleena Paul*, Albany Medical College, Albany, United States; Ajay Major, Albany Medical College, Albany, United States

Correlation between academic record of high school students and achievement of the First year Pre-medical students
Worapon Wilaem*, Faculty of Medicine Thammasat University, Pathumthani, Thailand
In search of effective discharge summaries to inform medical education

Chairperson: Bojana Babic (Canada)
Location: South Hall, Level 0, MiCo

Projects for improvement of the clinical psychiatric education at Sahlgrenska university hospital. Means to influence and improve the education of interns

Angela Falk*, Sahlgrenska University Hospital, Gothenburg, Sweden; Linnea Gustafsson, Sahlgrenska University Hospital, Gothenburg, Sweden

The doctor as psychotherapist: The impact of psychotherapy in psychiatry residency

Wen Phei Lim*, National Healthcare Group, Residency (Psychiatry), Singapore; Yong Hao Lim, National Healthcare Group, Health Outcomes and Medical Education Research, Singapore

Development and Evaluation of an Innovative Reflective Peer Supervision Group for Child and Adolescent Psychiatry Trainees On-call

Sarah McGivern*, Southern Health and Social Care Trust, Child and Adolescent Psychiatry, Portadown, United Kingdom; Claire Kelly, Belfast Trust, Child and Adolescent Psychiatry, Belfast, United Kingdom; Hilary Boyd, Belfast Trust, Child and Adolescent Psychiatry, Belfast, United Kingdom; Claire Elliott, Belfast Trust, Child and Adolescent Psychiatry, Belfast, United Kingdom; Mugdha Kamat, Belfast Trust, Child and Adolescent Psychiatry, Belfast, United Kingdom; James Nelson, Belfast Trust, Child and Adolescent Psychiatry, Belfast, United Kingdom

Psychiatric trainee perceptions of the effectiveness of communication skills training

Amy Manley*, North Western Deanery, Manchester, United Kingdom

Development of Student in Family Health Strategy Clerkship

Francisco José Passos Soares*, Universidade Federal de Alagoas, Maceió, Brazil; João Klinio Cavalcante, Universidade Federal de Alagoas, Maceió, Brazil

Evaluating Field Notes in a Family Residency Program

Gary S. Viner*, University of Ottawa, Family Medicine, Ottawa, Canada; Douglas Archibald, University of Ottawa, Family Medicine, Ottawa, Canada; Eric Woolforton, University of Ottawa, Family Medicine, Ottawa, Canada; Alison Eyre, University of Ottawa, Family Medicine, Ottawa, Canada

A new family medicine residency program at a remote regional site inspires local medical community

Fred Janie*, University of Alberta, Division of Community Engagement and Department of Family Medicine, Edmonton, Canada; Eddie Deng, University of Alberta, Department of Family Medicine, Fort McMurray, Canada; Jill Konkin, University of Alberta, Division of Community Engagement and Department of Family Medicine, Edmonton, Canada

Reflections on a year-long rural clinical exposure: What do junior doctors have to say?

Norma Kok*, Stellenbosch University, Faculty of Medicine and Health Science, Cape Town, South Africa; Susan van Schalkwyk, Stellenbosch University, Faculty of Medicine and Health Science, Cape Town, South Africa; Hoffie Conradie, Stellenbosch University, Cape Town, South Africa; Marietjie De Villiers, Stellenbosch University, Cape Town, South Africa

Pilot GP training posts in a UK prison: A positive learning experience?

Jane Coomber, University of Nottingham, Division of Primary Care, Nottingham, United Kingdom; Rodger Charlton, University of Nottingham, Division of Primary Care, Nottingham, United Kingdom; Presenter: Martin Wilkinson*, Health Education West Midlands, General Practice Postgraduate Education, Birmingham, United Kingdom

Course for trainers in specialty training programme for family medicine in Croatia

Venija Cerovecki*, University of Zagreb, School of Medicine, Department of Family Medicine, Zagreb, Croatia; Milica Katic, University of Zagreb, School of Medicine, Department of Family Medicine, Zagreb, Croatia; Bisera Bergman-Markovic, Association of Teachers in General Practice/Family Medicine, Department of Family Medicine, Zagreb, Croatia; Zlata Ovcacic Azdic, University of Zagreb, School of Medicine, Department of Family Medicine, Zagreb, Croatia; Goranka Petricek, University of Zagreb, School of Medicine, Department of Family Medicine, Zagreb, Croatia

Panel Management: Practice-Based Learning and Improvement in Action

Pete Spanos*, Louis Stokes Cleveland VA Medical Center, Center of Excellence in Primary Care Education, Cleveland, United States; Mamta Singh, Louis Stokes Cleveland VA Medical Center, Center of Excellence in Primary Care Education, Cleveland, United States; Mary Dolansky, Case Western Reserve University, Francis Payne Bolton School of Nursing, Cleveland, United States; Brook Watts, Louis Stokes Cleveland VA Medical Center, Center of Excellence in Primary Care Education, Cleveland, United States; Sarah Augustine, Louis Stokes Cleveland VA Medical Center, Center of Excellence in Primary Care Education, Cleveland, United States; Gloria Taylor, Louis Stokes Cleveland VA Medical Center, Center of Excellence in Primary Care Education, Cleveland, United States; Renee Lawrence, Louis Stokes Cleveland VA Medical Centre, Centre of Excellence in Primary Care Education, Cleveland, USA

In search of effective discharge summaries to inform medical education

Eleanor Flynn*, University of Melbourne, Medical Education Unit, Melbourne, Australia; Alisón Dwyer, Austin Health, Quality, Safety and Risk Management, Melbourne, Australia; Robyn Woodward-Kron, University of Melbourne, Medical Education Unit, Melbourne, Australia

Evaluation of Pediatric Residents’ Knowledge of Patient Education Resources

Gregory Harvey, McMaster University, Pediatrics, Hamilton, Canada; Moyez Ladhani, McMaster University, Pediatrics, Hamilton, Canada; Andrea Hunter, McMaster University, Pediatrics, Hamilton, Canada; Bojana Babic*, McMaster University, Pediatrics, Hamilton, Canada,
5GG14 Perceptions, Experience and Attitude of the Mentor in Pediatrics Residency Program in Qatar
Ahmed Alhammadi, Hamad Medical Corporation, Pediatrics, Doha, Qatar; Hatem Abdurahman*, Hamad Medical Corporation, Pediatrics, Doha, Qatar; Mohamed Khalifa, Hamad Medical Corporation, Pediatrics, Doha, Qatar

5GG15 Pediatric resident medical records: Points to improve
Piyaowat Kreetapriom*, Prince of Songkla University, Department of Pediatrics, Faculty of Medicine, Hat Yai, Thailand; Somchit Jaruratnasirikul, Prince of Songkla University, Department of Pediatrics, Faculty of Medicine, Hat Yai, Thailand; Wassana Khotsaching, Prince of Songkla University, Department of Pediatrics, Faculty of Medicine, Hat Yai, Thailand; Namnapart Pruepetchkaew, Prince of Songkla University, Epidemiology Unit, Faculty of Medicine, Hat Yai, Thailand

5GG16 Three-hour meetings – junior doctors creating educational and organisational changes in a paediatric department in Denmark
Mads Skipper*, Aalborg University Hospital, Department for Postgraduate Medical Education, Aalborg, Denmark; Susanne B. Nørh, Aalborg University Hospital, Department for Postgraduate Medical Education, Aalborg, Denmark

1600-1730

5HH POSTERS: Context for Clinical Training
Chairperson: Diana Tabak (Canada)
Location: South Hall, Level 0, MiCo

5HH1 Improving Clinical Encounters in Undergraduate Medical Education
Charlotte Hellmich*, North Bristol NHS Trust, Bristol, United Kingdom; James Bailey, North Bristol NHS Trust, Bristol, United Kingdom; Frances Butcher; Kate Kendrick; Jenny Worral; Laura Talbot

5HH2 The impact of a national cardiotocography teaching program; Interpretation skills and the correlation to profession, subspecialty, years of obstetric experience and size of maternity ward
Line Thellesen*, The Juliane Marie Centre, Rigshospitalet, Department of Obstetrics, Copenhagen, Denmark; Jette Led Sorensen, The Juliane Marie Centre, Rigshospitalet, Department of Obstetrics, Copenhagen, Denmark; Nina Palmgren Colov, The Juliane Marie Centre, Rigshospitalet, Department of Obstetrics, Copenhagen, Denmark; Thomas Bergholt, Nordsjælland Hospital, University of Copenhagen, Department of Gynaecology and Obstetrics, Hillerød, Denmark; Morten Hedegaard, The Juliane Marie Centre, Rigshospitalet, Department of Obstetrics, Copenhagen, Denmark

5HH3 The effect of an active intervention by clinical teaching fellows on increasing the number of patients students clerk
I Sim, Epsom and St. Helier Hospitals University NHS Trust, Undergraduate Department, London, United Kingdom; S Upile, Epsom and St. Helier Hospitals University NHS Trust, Undergraduate Department, London, United Kingdom; G Scott*, Epsom and St. Helier Hospitals University NHS Trust, Undergraduate Department, London, United Kingdom

5HH4 Unravelling the mystery of the ward round: Student perception of factors affecting the quality of teaching and learning on ward rounds
Joseph Batson-Moore*, Barts and The London School of Medicine and Dentistry, Queen Mary University of London, Centre for Medical Education, Institute of Health Sciences Education, London, United Kingdom; Dason Evans, Barts and The London School of Medicine and Dentistry, Queen Mary University of London, Centre for Medical Education, Institute of Health Sciences Education, London, United Kingdom

5HH5 “Either you do not swim at all or you are drowned”: Exploring workplace-based learning opportunities for undergraduate and postgraduate medical students
Ardi Findyarini*, Faculty of Medicine Universitas Indonesia, Department of Medical Education, Central Jakarta, Indonesia; Rita Mustika, Faculty of Medicine Universitas Indonesia, Department of Medical Education, Central Jakarta, Indonesia; Estviana Felaza, Faculty of Medicine Universitas Indonesia, Department of Medical Education, Central Jakarta, Indonesia; Pradana Soewondo, Faculty of Medicine Universitas Indonesia, Department of Medical Education, Central Jakarta, Indonesia; Ratna Sitompul, Faculty of Medicine Universitas Indonesia, Department of Medical Education, Central Jakarta, Indonesia

5HH6 Medical students’ perception towards shifting to work place teaching in Obstetrics & Gynaecology – University of Kassala 2011-2013
Awadia Khojali, University of Kassala, Obstetrics & Gynaecology, Kassala, Sudan; Abdalla Mohammed*, University of Kassala, Obstetrics & Gynaecology, Kassala, Sudan

5HH7 The Examining Fellow Student [EFS] questionnaire predicts perceived utility of Peer Physical Examination (PPE) in medical students
Piersante Sestini*, University of Siena, School of Medicine, Department of Medicine, Surgery and Neurosciences, Siena, Italy; Rossella Angotti, University of Siena, School of Medicine, Department of Medicine, Surgery and Neurosciences, Siena, Italy; Claudia Commissio, University of Siena, School of Medicine, Department of Medicine, Surgery and Neurosciences, Siena, Italy; Mario Messina, University of Siena, School of Medicine, Department of Medicine, Surgery and Neurosciences, Siena, Italy

5HH8 Medical students’ emotions at graduation about becoming medical doctors are related to their clinical experiences
Masami Tagawa*, Kagoshima University Graduate School of Medical and Dental Sciences, Center for Innovation in Medical and Dental Education, Kagoshima, Japan; Saori Kijima, Kagoshima University Graduate School of Medical and Dental Sciences, Center for Innovation in Medical and Dental Education, Kagoshima, Japan; Kazunori Ganjihsuda, Kagoshima University Graduate School of Medical and Dental Sciences, Center for Innovation in Medical and Dental Education, Kagoshima, Japan
5HH
How a structured debrief helps medical students make the most of opportunistic clinical learning
Suzanne Edwards*, Swansea University, College of Medicine, Swansea, United Kingdom; Ann John, Swansea University, College of Medicine, Swansea, United Kingdom; Judy McKimm, Swansea University, College of Medicine, Swansea, United Kingdom

5HH10
Patient Satisfaction In Bedside teaching
Channinya Patanasapinyo*, Sawanpracharak Hospital, Patology, Nakornnawan, Thailand

5HH11
Patient-centred attitudes of undergraduate medical students: Using the Patient Practitioner Orientation Scale in a South African context
E Archer*, University of Stellenbosch, Centre for Health Professions Education, Cape Town, South Africa; J Bezuidenhout, University of Stellenbosch, Nihil, Cape Town, South Africa; M Kidd, University of Stellenbosch, Centre for Statistical Service, Parow, South Africa; BB van heerden, University of Stellenbosch, Centre for Health Professions Education, Parow, South Africa

5HH12
“...so with that he broke the nose of [the junior doctor]”: Carer’s narratives and requirements for Tomorrow’s doctors
Camille Kostov*, Cardiff University, Cardiff, United Kingdom; Kathrin Kaufhold, Cardiff University, Institute of Medical Education, Cardiff, United Kingdom; Narcie Kelly, University of Exeter, University of Exeter Medical School, Exeter, United Kingdom; Grit Schefller, University of Dundee, Centre for Medical Education, Dundee, United Kingdom; Chris Jefferies, Cardiff University, Medical Student, Cardiff, United Kingdom; Lynn Monrouxe, Cardiff University, Institute of Medical Education, Cardiff, United Kingdom

5HH13
Complex stroke care – educational programme in Stroke Centre Faculty Hospital Plzen
Jiri Polivka*, Faculty Hospital Plzen and Faculty of Medicine in Plzen, Charles University in Prague, Department of Neurology, Plzen, Czech Republic; Alena Lukesova, Faculty Hospital Plzen, Department of Neurology, Plzen, Czech Republic; Peter Sevcik, Faculty Hospital Plzen and Faculty of Medicine in Plzen, Charles University in Prague, Department of Neurology, Plzen, Czech Republic; Vladimir Rohan, Faculty Hospital Plzen and Faculty of Medicine in Plzen, Charles University in Prague, Department of Neurology, Plzen, Czech Republic; Jiri Polivka Jr., Faculty Hospital Plzen and Faculty of Medicine in Plzen, Charles University in Prague, Biomedical Centre and Department of Neurology, Plzen, Czech Republic

5HH14
Investigating healthcare student clinical placements in psychiatry: What is actually happening and how can we improve student experience?
Susannah Whitwell*, King’s College London, London, United Kingdom; S Mukhopadhyay, King’s College London, London, United Kingdom; L Hanna, King’s College London, London, United Kingdom; L Bryan, King’s College London, London, United Kingdom

5HH15
Changing attitudes: The impact of teaching recovery principles to medical students during a psychiatric attachment
Sarah E Gordon, University of Otago, Wellington, Psychological Medicine, Wellington, New Zealand; Peter Gallagher, University of Otago, Wellington, Medical Education Unit, Wellington, New Zealand; Pete M Ellis*, University of Otago, Wellington, Psychological Medicine and Medical Education Unit, Wellington, New Zealand

5HH16
Standardized patients VS trained medical students in history taking training
Nikom Mailitong*, Ratchaburi Hospital Medical Education Center, Orthopaedic, Ratchaburi, Thailand

1600-1730

5HI
ELECTRONIC POSTERS (ePOSTERS): eLearning 2

5HI1
Undergraduate medical education: The transition to e-learning platform delivery
James Price*, Imperial College London, Faculty of Medicine, London, United Kingdom; Nicholas Andreou, Imperial College London, Faculty of Medicine, London, United Kingdom; Timothy Heymann, Imperial College London, Business School, London, United Kingdom

5HI2
Students’ Perception of an Interactive Multimedia Application as a Support for Teaching of Breast Semiology
Hello Carrara*, Ribeirão Preto Medical School, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil; Geraldo Henrique Neto, Ribeirão Preto Medical School, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil; Antonio Alberto Nogueira, Ribeirão Preto Medical School, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil; Francisco José Candido dos Reis, Ribeirão Preto Medical School, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil; Juan Yaze Rocha, Ribeirão Preto Medical School, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil

5HI3
UQU experience in E-Surgery for medical students
Jamal Hamdi*, Umm AlQura University, Surgery, Makkah, Saudi Arabia

5HI4
Conduct and assessments of medical ethics education using the World Café and Moodle as a blended learning
Yoshikazu Asada,*, Chichi Medical University, Medical Simulation Center, Tochigi, Japan; Yoshihiko Suzuki, Chichi Medical University, Medical Simulation Center, Tochigi, Japan; Tsuoshi Hasegawa, Chichi Medical University, Division of Safety Promotion, Tochigi, Japan; Kazuya Atsumi, Chichi Medical University, Department of Sociology, School of Medicine, Tochigi, Japan
5II5 Implementation of an online learning module about Lower Urinary Tract Symptoms (LUTS) at KULeuven: Impact on the learning outcome and the perception of medical students
Katrien Bosselaers*, KULeuven, Faculty of Medicine, Leuven, Belgium; Lisa De Jonghe, KULeuven, Faculty of Medicine, Leuven, Belgium; Dirk De Ridder, KULeuven, Faculty of Medicine, Leuven, Belgium

5II6 GAMEL® alert system to improve students’ understanding in health system module on medical curricula
Laksno Trisnantoro, Faculty of Medicine, Universitas Gadjah Mada, Center for Health Policy and Management, Yogyakarta, Indonesia; Mushofta Kamal*, Faculty of Medicine, Universitas Gadjah Mada, Center of Health Policy and Management, Yogyakarta, Indonesia

5II7 Integrating multimedia eBooks into medical education to support flexible learning
James Pickering*, University of Leeds, School of Medicine, Leeds, United Kingdom

5II8 Online review and modification of undergraduate medical curricula in a web-based “Learning Opportunities, Objectives and Outcome Platform” (LOOOP)
Axel Schunk, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Martin Dittmar, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Andreas Bietenbeck, Klinikum rechts der Isar der Technischen Universität München, Institute of Clinical Chemistry and Pathobiocchemistry, Munich, Germany; David Paul Weber, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Olaf Ahlers*, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany

5II9 Structuring thinking in medicine: Assessing whether an online visual learning tool can meet student requirements for an effective learning package
Najam Pervaiz*, University of Southampton, Southampton, United Kingdom; Lukas Kalinke, Kent, Surrey & Sussex Deanery, Eastbourne, United Kingdom; Kevin Wrigley, University of Southampton, Southampton, United Kingdom; Scott Border, University of Southampton, Southampton, United Kingdom; Norman Carr, University of Southampton, Southampton, United Kingdom

5II10 Introducing Hospital Network access to Cloud Based File Sharing: Uptake in education, training and research
John Chadwick*, North West Deanery, Manchester, United Kingdom; David Palmer, North West Deanery, Manchester, United Kingdom; Michael Coen, University Hospitals South Manchester, Manchester, United Kingdom; Colin Owen, University Hospitals South Manchester, Manchester, United Kingdom

5II11 Medical education wiki
Cestmir Stuka*, First Faculty of Medicine, Charles University in Prague, Prague, Czech Republic; Martin Vejrazka, First Faculty of Medicine, Charles University in Prague, Prague, Czech Republic; Stanislav Stipesk, First Faculty of Medicine, Charles University in Prague, Prague, Czech Republic; Petr Kajzar, First Faculty of Medicine, Charles University in Prague, Prague, Czech Republic; Jonas Dyba, Third Faculty of Medicine, Charles University in Prague, Prague, Czech Republic

5II12 No longer the ugly sibling: Why Wikipedia must be accepted as a core medical education resource
David Ferguson*, University of Leicester, Advocacy, Leicester, United Kingdom; Martin Ferguson, Mental Disability Advocacy Center, General Surgery, Budapest, Hungary; Nader Hanna, Alexandra Hospital, Redditch, United Kingdom; Kirsty Knight, University of Leicester, Leicester, United Kingdom; Abdul Hassan, University of Leicester, Leicester, United Kingdom

5II13 Computer skills in first-year students at UNAM Faculty of Medicine in Mexico
Israel Martinez-Franco*, UNAM, Biomedical Informatics, Mexico; Ewin Leenen, UNAM, Secretariat of Medical Education, Mexico; Fabian Fernandez-Saldívar, UNAM, Biomedical Informatics, Mexico; Adrian Martinez-Gonzalez, UNAM, Secretariat of Medical Education, Mexico; Melchor Sanchez-Mendiola, UNAM, Secretariat of Medical Education, Mexico

5II14 How to drive innovation in (bio)medical curricula
C.F.P.L. Cappetti, University Medical Center Utrecht, Directorate of Information Technology, Utrecht, Netherlands; E. Herold, University Medical Center Utrecht, Directorate of Information Technology, Utrecht, Netherlands; H.V.M. van Rijen, University Medical Center Utrecht, Medical Physiology, Utrecht, Netherlands; W.P.M. Holts-Elders*, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands

5II15 Exploring the healthcare teachers’ self-efficacy about web-enhanced teaching in terms of web pedagogical content knowledge
Fremen Chihchen Chou*, China Medical University Hospital, Department of Education, Taichung, Taiwan

1600-1730 5JJ ELECTRONIC POSTERS (ePOSTERS): IPE 2
Chairperson: Location: Theatre Room 16, Level 0, MiCo Milano Congressi

5JJ1 Constructing a Focused, One-Week Multidisciplinary Learning Experience for Medical Students
Christopher Bailey*, Mayo Medical School, Department of Hospital Internal Medicine, Rochester, United States; Kei Yoshimatsu, Mayo Medical School, Rochester, United States; James S. Newman, Mayo Clinic College of Medicine, Rochester
“Pathological Mechanisms of Disease”, an interprofessional module for students from any programme
N J Carr, Faculty of Medicine, University of Southampton, Medical Education Academic Unit, Southampton, United Kingdom; W T Lawrence, Faculty of Medicine, University of Southampton, MRC Lifecourse Epidemiology and Medical Education Academic Units, Southampton, United Kingdom; A N Hunt*, Faculty of Medicine, University of Southampton, Clinical & Experimental Sciences and Medical Education Academic Units, Southampton, United Kingdom; M D Blunt, Faculty of Medicine, University of Southampton, Cancer Sciences and Medical Education Academic Units, Southampton, United Kingdom; N Shepherd, Faculty of Medicine, University of Southampton, Medical Education Academic Unit, Southampton, United Kingdom

One or two days of learning integrated care?
Aslak Steinsbekk*, Norwegian University of Science and Technology, Trondheim, Norway

Flattening the Hierarchy: An innovative approach to introducing basic human factors training in undergraduate medicine
Eoghan R A Millar*, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; James Tiernan, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Fiona Crichton, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Karima Medjoub, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Edward Mellanby, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Simon Edgar, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom

Assessment of team performance in simulation-based team training for undergraduate nursing and medical students
Frida Josefsen*, University of Uppsala, Uppsala, Sweden; Martin Wohlin, Inst. of Medical Science at University of Uppsala, Uppsala, Sweden

The Interprofessional Visit in Cardiology as a strategy to teach teamwork and interprofessional learning
Carla Suelli Souza Paula, UFRN, HUOL, Natal, Brazil; Maria Fernanda de Oliveira Carvalho, UFRN, Psychology, Natal, Brazil; Valdejane Saldanha, UFRN, HUOL, Natal, Brazil; Maria Nazaré Batista, UFRN, HUOL, Natal, Brazil; Erica Vidal Costa Rego, UFRN, HUOL, Natal, Brazil; Rosiane Viana Zuzo Diniz*, UFRN, Clinical Medicine, Natal, Brazil

Interprofessional education (IPE) program could be one of the most important strategies for global standards in medical education
Mina Suematsu*, Nagoya University Graduate School of Medicine, Education for Community-Oriented Medicine, Nagoya, Japan; Keiko Abe, Nagoya University Graduate School of Medicine, Education for Community-Oriented Medicine, Nagoya, Japan; Hiroki Yasui, Nagoya University Graduate School of Medicine, Education for Community-Oriented Medicine, Nagoya, Japan; Kazuma Uemura, Nagoya University Graduate School of Medicine, Center for Medical Education, Nagoya, Japan

A seminar of Minimal Invasive Surgery for third year students of MD degree presented as a tool to teach interdisciplinarity
M. Victoria Duque*, Faculty of Medicine, Miguel Servet University Hospital, University of Zaragoza, General Surgery, Zaragoza, Spain; Felix Lamata, Faculty of Medicine, Lozanno Blesa University Hospital, University of Zaragoza, General Surgery, Zaragoza, Spain; Rosa Magallón, Faculty of Medicine, University of Zaragoza, Teaching Unit of FM, Zaragoza, Spain; Cruz Bartolomé, Faculty of Medicine, University of Zaragoza, Teaching Unit of FM, Zaragoza, Spain; Jose M. Miguélena, Faculty of Medicine, Miguel Servet University Hospital, University of Zaragoza, General Surgery, Zaragoza, Spain

Development of interprofessional communication skills in nursing students: A qualitative research
Lorenza Garrino*, University, Department of Public Health and Paediatric Sciences, Turin, Italy; Andrea De Franceschi, University of Turin, Department of Public Health and Paediatric Sciences, Turin, Italy; Patrizia Massariello, Italy; Valerio Dimonte, Italy

Advanced Cardiac Life Support (ACLS) provider training course in CPR center, Sirinarind Hospital, Khon Kaen University
Anupol Panichote*, Khon Kaen University, Department of Medicine, Khon Kaen, Thailand; Siraphop Suwannaroj, Khon Kaen University, Department of Medicine, Khon Kaen, Thailand; Nittaya Pitayawattanachai, Khon Kaen University, Division of Nursing, Khon Kaen, Thailand; Sawitree Maneepong, Khon Kaen University, Division of Nursing, Khon Kaen, Thailand; Polpun Boonmak, Khon Kaen University, Department of Anesthesiology, Khon Kaen, Thailand

Interdisciplinary and Interprofessional Training in Musculoskeletal Care Improves Learning, Trainees’ Satisfaction, and Clinical Care Delivery
Grant W Cannon*, Salt Lake City VA Medical Center, Rheumatology, University of Utah, Salt Lake City, Utah, United States; Andrea M Barker, Salt Lake City VA Medical Center, Primary Care, Salt Lake City VA Medical Center, Salt Lake City, Utah, United States; J Peter Beck, Salt Lake City VA Medical Center, Orthopaedic Surgery, University of Utah, Salt Lake City, Utah, United States; Marissia P Grotzke, Salt Lake City VA Medical Center, Endocrinology, University of Utah, Salt Lake City, Utah, United States; Michael J Battistone, Salt Lake City VA Medical Center, Rheumatology, University of Utah, Salt Lake City, Utah, United States

Exploring attitudes and barriers towards inter-professional education in healthcare: An educational evaluation of an inter-professional course on human factors
Rachel Smith*, Queen Elizabeth Hospital Birmingham, Postgraduate Medical Education Department, Birmingham, United Kingdom; Jenni Hibbert, Great Ormond Street Hospital for Children, Postgraduate Medical Education Department, London, United Kingdom; Francina Cunningham, Great Ormond Street Hospital for Children, Postgraduate Medical Education Department, London, United Kingdom
5J13 The effect of Interprofessional Education (IPE) activity on the opinions held by Health Care students on IPE
Asher Bashiri*, Faculty of Health Sciences, Ben Gurion University of the Negev, Maternity C Soroka University Medical Center, Beer Sheva, Israel; Shahar Geva, Faculty of Health Sciences, Ben Gurion University of the Negev, Maternity C Soroka University Medical Center, Beer Sheva, Israel; Jakob Urkin, Faculty of Health Sciences, Ben Gurion University of the Negev, Beer Sheva, Israel; Keren Levitin, Faculty of Health Sciences, Ben Gurion University of the Negev, Beer Sheva, Israel; Galti Grinberg, Faculty of Health Sciences, Ben Gurion University of the Negev, Beer Sheva, Israel; Gabriel Schreiber, Faculty of Health Sciences, Ben Gurion University of the Negev, Beer Sheva, Israel

1730-1830 ESME RECEPTION (closed reception, for past and present AMEE-ESME Course Participants and Facilitators)
Location: Amber 8, Level +2, MiCo

1745-2000 EVENING MEETINGS
InResh Meeting (closed meeting)
Harvard Macy Reception (invite only)
AMEE Research Committee (closed meeting)
Non-Technical Skills in Medical Education SIG (invite only)
AMEE Ambassadors (closed meeting)
IMEX Board Meeting (closed meeting)
University of Dundee, Centre for Medical Education Reception (invite only)
AMEE eLearning Committee (closed Meeting)
BEME UK Group (closed meeting)
Location: Workshop Room 1, Level 0, MiCo
Location: Workshop Room 2, Level 0, MiCo
Location: Suite 7, Level Mezzanine, MiCo
Location: Suite 2, Level +2, MiCo
Location: Suite 1, Level +2, MiCo
Location: Suite 9, Level Mezzanine, MiCo
Location: Suite 6, Level Mezzanine, MiCo
Location: Suite 8, Level Mezzanine, MiCo
Location: Workshop Room 3, Level 0, MiCo

1745-2100 National Associations Meeting
Location: Meeting Room 2, Level +2, MiCo
Registration Desk / Exhibition

- 0715-1745 Registration Desk Open
  Location: South Wing, Level +1, MiCo
- 0800-1730 Exhibition Open
- 0830-1730 Hands-on CPR Training (open to all)
  Location: Office 9, Level +1, MiCo

Tours

- 0900-1300 Culinary Tour
  Departs and returns to MiCo Congressi
- 0900-1400 Shopping Tour
  Departs and returns to MiCo Congressi

SESSION 6: Plenary

- 0830-1015 PLENARY 2
  Chairperson: Trudie Roberts (United Kingdom)
  Location: Gold Plenary, Level +2, MiCo

  - 0830-0945 Directions for change in design of learning spaces for health professions: global insights
    Jonas Nordquist* (Karolinska Institutet, Stockholm, Sweden); Andrew Laing* (AECOM, New York, USA)

  - 0945-1015 AMEE ASPIRE to Excellence Award Presentations

- 1015-1045 COFFEE BREAK (viewing of exhibits and posters)
  Location: South Hall, Level 0, MiCo

SESSION 7: Simultaneous Sessions

- 1045-1230 SYMPOSIUM: Advancing Clinical Education through Longitudinal Integrated Clerkships
  Chris Roberts, University of Sydney, Australia; David Hirsh, Harvard Medical School / Cambridge Health Alliance, USA; Jill Thistlethwaite, The University of Queensland School of Medicine, Australia; Diana Dolmans, School of Health Professions Education (SHE), Maastricht University, the Netherlands
  Location: Gold Plenary, Level +2, MiCo

- 1045-1230 SYMPOSIUM: Variations on the theme of professionalism: Students’ experiences of professionalism dilemmas across culture
  Ming-Jung Ho, National Taiwan University, Taipei, Taiwan; Lynn Monrouxe, Cardiff University, UK; Charlotte Rees, University of Dundee, UK; Madawa Chandratilake, University of Kelaniya, Sri Lanka; Fabrizio Consorti, Sapienza University of Rome, Italy; Shiphra Ginsburg, University of Toronto, Canada
  Location: Auditorium, Level +3, MiCo
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<td>1045-1230</td>
<td>7C</td>
<td>SHORT COMMUNICATIONS: Curriculum: Educational Strategies</td>
<td>Chairperson: Brown 3, Level +2, MiCo</td>
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<tr>
<td>1045-1100</td>
<td>7C1</td>
<td>Linking Early Clinical Experience and Basic Science using Images of Disease</td>
<td>John Cookson*, Hull York Medical School, Centre for Education Development, York, United Kingdom; Anna Hammond, Hull York Medical School, Centre for Education Development, York, United Kingdom; Wong Ken, Hull York Medical School, Centre for Education Development, Hull, United Kingdom; Samantha Owen, Hull York Medical School, Centre for Education Development, Hull, United Kingdom</td>
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<td>1100-1115</td>
<td>7C2</td>
<td>FIFE S.T.A.R.S: Integrating an Approach to Clinical Presentations Within a System-Based Medical Curriculum</td>
<td>Emeka Nzekwu*, University of Alberta, Medicine, Edmonton, Canada; Laurie Mereu, University of Alberta, Medicine, Edmonton, Canada</td>
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<td>1115-1130</td>
<td>7C3</td>
<td>Integrated Teaching – Is it the treatment for Curriculopathy?</td>
<td>Siddharth Dubhashi*, Padmashree Dr. D.Y.Patil Medical College, Hospital &amp; Research Centre, Dr. D.Y.Patil Vidyapeeth, Pune, India; K. B. Powar, Dr. D.Y.Patil Vidyapeeth, Pune, India</td>
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<td>1130-1145</td>
<td>7C4</td>
<td>Recommendations for successful curricular development – a focus groups analysis</td>
<td>Annegret Schaal*, Charité, Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Anja Schweicker, Charité, Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Asja Maaz, Charité, Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Tanja Hitzblech, Charité, Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Harm Peters, Charité, Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany</td>
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<td>1145-1200</td>
<td>7C5</td>
<td>How do we develop socially accountable electives? Evidence from a thematic synthesis of the literature</td>
<td>Janagan Alagarajah*, King’s College London, London, United Kingdom</td>
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<td>1200-1215</td>
<td>7C6</td>
<td>Elective choices related to career preferences of Dutch medical students</td>
<td>Sjoaasje van den Broek*, University Medical Center Utrecht, Medical School, Utrecht, Netherlands; Olle ten Cate, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; Marijke van Dijk, University Medical Center Utrecht, Medical School, Utrecht, Netherlands</td>
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<td>1215-1230</td>
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<td>Discussion</td>
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<td>1045-1230</td>
<td>7D</td>
<td>RESEARCH PAPERS: Assessment</td>
<td>Chairperson: Lambert Schwirh (Australia)</td>
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<td>1045-1100</td>
<td>7D1</td>
<td>Using self-regulated learning as a perspective to view clinical activities in the clerkships</td>
<td>Joris Berkhout*, Academic Medical Center, University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Esther Helmich, Academic Medical Center, University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Pim Teunissen, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands; Joo St van der Berg, Academic Medical Center, University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Cees van der Vleuten, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands; Debbie Jaarsma, Academic Medical Center, University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands</td>
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<td>1100-1115</td>
<td>7D2</td>
<td>Contrast effects in assessor cognition: Words as well as numbers</td>
<td>J Cardell, The University of Manchester, Manchester Academic Health Science Centre, Manchester, United Kingdom; P Yeates*, NIHR South Manchester Respiratory &amp; Allergy Clinical Research Facility &amp; The Academy At UHSM, University Hospital of South Manchester NHS Foundation Trust, Manchester, United Kingdom; G Byrne, Health Education North West, Health Education England, &amp; The University Hospital of South Manchester NHS Foundation Trust, Manchester, United Kingdom; K Eva, Centre for Health Education Scholarship, Faculty of Medicine, University of British Columbia, British Columbia, Canada</td>
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<td>1115-1130</td>
<td>7D3</td>
<td>Action research to improve Foundation Doctors’ experience of Radiology practice</td>
<td>Ima Moorothy*, Brighton and Sussex University Hospitals NHS Trust, Radiology, Brighton, United Kingdom</td>
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<td>1130-1145</td>
<td>7D4</td>
<td>A qualitative study of medical students’ experiences of international health electives to developing countries</td>
<td>Patrick O’Donnell*, University of Limerick, Graduate Entry Medical School, Limerick, Ireland; Eilish McAuliffe, Trinity College, University of Dublin, Centre for Global Health, Dublin, Ireland; Diarmuid O’Donovon, National University of Ireland Galway, Social &amp; Preventive Medicine, Galway, Ireland</td>
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<td>1145-1200</td>
<td>7D5</td>
<td>Is not sleeping okay? A grounded theory study of residents’ decision-making regarding how to spend their off duty time</td>
<td>Taryn Taylor*, Schulich School of Medicine &amp; Dentistry, Western University, Obstetrics &amp; Gynecology, London, Canada; Lorelei Lingard, Schulich School of Medicine &amp; Dentistry, Western University, Obstetrics &amp; Gynecology, London, Canada</td>
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<td>1200-1230</td>
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<td>Discussion</td>
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**TUESDAY 2 SEPTEMBER 2014**

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**1045-1230 7E**

**SHORT COMMUNICATIONS: Outcomes / Competency-based Education 1**

Chairperson: Nicholas Glasgow (Australia)
Opening Discussant: Linda Snell (Canada)
Location: Brown 1, Level +2, MiCo

**1045-1100 7E1**

**A Consortium approach to competency-based undergraduate medical education in Uganda: Process, opportunities and challenges**

Sarah Kiguli, Makerere University College of Health Sciences, Paediatrics, Kampala, Uganda; Aloysius G Mubuuke*, Makerere University College of Health Sciences, Radiology, Kampala, Uganda; Rhona Baingana, Makerere University College of Health Sciences, Biochemistry, Kampala, Uganda; Nelson K Sewankambo, Makerere University College of Health Sciences, Radiology, Kampala, Uganda

**1100-1115 7E2**

**The importance of faculty development for the global implementation of a new competency-based curriculum targeted at orthopedic residents**

Kathrin Luessi, AO Foundation, AO Education Institute, Duebendorf, Switzerland; Miriam Uhlmann*, AO Foundation, AO Education Institute, Duebendorf, Switzerland

**1115-1130 7E3**

**Continuous Reflective Assessment for Training, the Canadian family medicine resident assessment process**

Theresa van der Goes*, University of British Columbia, Department of Family Practice, Vancouver, Canada; Karen Schultz, Queen’s University, Department of Family Medicine, Kingston, Canada; Michel Donoff, University of Alberta, Department of Family Medicine, Edmonton, Canada; Katharine Lawrence, University of Saskatchewan, Department of Family Medicine, Saskatchewan, Canada; Cherie Bethune, Memorial University of Newfoundland, Discipline of Family Medicine, St. John’s, Canada; Tom Laughlin, Dalhousie University, Department of Family Medicine, Moncton, Canada

**1130-1145 7E4**

**Teaching generic competences in the continuum of medical education**

Nada Cikes*, University of Zagreb School of Medicine, Zagreb, Croatia; Gordana Pavlelovc, University of Zagreb School of Medicine, Zagreb, Croatia; Mirjana Kujundzic Tiljak, University of Zagreb School of Medicine, Zagreb, Croatia; Marijana Bras, University of Zagreb School of Medicine, Zagreb, Croatia; Ratko Matijevic, University of Zagreb School of Medicine, Zagreb, Croatia

**1145-1200 7E5**

**System of medical students’ practical training**

Yury Dumansky, Donetsk National Medical University, Donetsk, Ukraine; Boris Ivnrey, Donetsk National Medical University, Donetsk, Ukraine; Marina Pervak*, Donetsk National Medical University, Donetsk, Ukraine

**1200-1230 Discussion**

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**1045-1230 7F**

**SHORT COMMUNICATIONS: Clinical Assessment**

Chairperson: 
Opening Discussant: 
Location: Theatre Room 11, Level 0, MiCo

**1045-1100 7F1**

**The Utility of a new clinical assessment of final year medical students – the patient perspective**

Sonia Bussey*, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Stephen Jones, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Roger Barton, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Brian Lunn, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Joann Luke, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Andrea Myers, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom

**1100-1115 7F2**

**Student ability to assess their peers in long the case clinical examination**

Annette Burgess*, The University of Sydney, Sydney Medical School, Central, Sydney, Australia; Chris Roberts, The University of Sydney, Sydney Medical School, Central, Sydney, Australia; Kirsten Black, The University of Sydney, Sydney Medical School, Central, Sydney, Australia; Craig Mellis, The University of Sydney, Sydney Medical School, Central, Sydney, Australia

**1115-1130 7F3**

**A two-step simulation-based model for an integrated final examination of professional nursing competence – students’ perceptions**

Eva Broberger*, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden; Carina Georg, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden; Carina Söderman, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden; Ulrika Södergren, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden; Elisabet Henriksson, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden

**1130-1145 7F4**

**Charting inspiration: Development and evaluation of a tool to measure health professional student learning in the affective domain**

Gary D. Rogers*, Griffith University, School of Medicine and Griffith Health Institute for the Development of Education and Scholarship (Health IDEAS), Gold Coast, Australia; Pit C. Chan, Griffith University, Griffith Health Institute for the Development of Education and Scholarship (Health IDEAS), Gold Coast, Australia; Fiona Elen, Griffith University, School of Pharmacy, Gold Coast, Australia; Marise Lombard, Griffith University, School of Medicine, Gold Coast, Australia
1145-1200  7F5  Assessment of professionalism: Development of a bad behaviour checklist
MJ Cullen, University of Minnesota, Graduate Medical Education, Minneapolis, United States; EC Borman-Shoap, University of Minnesota, Pediatrics, Minneapolis, United States; JP Braman, University of Minnesota, Orthopaedic Surgery, Minneapolis, United States; E Tinayki, University of Minnesota, Neurology, Minneapolis, United States; MR Konia, University of Minnesota, Anesthesiology, Minneapolis, United States; JS Andrews, University of Minnesota, Graduate Medical Education, Minneapolis, United States

1200-1215  7F6  Development and Validation of the Medical Professionalism Behavior Assessment Tool
P. Preston Reynolds*, University of Virginia, Medicine, Charlottesville, United States; James Martindale, University of Virginia, Medical Education, Charlottesville, United States

1215-1230  Discussion

1045-1230  7G  SHORT COMMUNICATIONS: Work-based Assessment
Chairperson: Wayne Hazel (Australia)
Opening Discussant: Gordon Caldwell (United Kingdom)
Location: Theatre Room 12, Level 0, MiCo

1045-1100  7G1  Alignment between learning needs and learning goals of Mini-CEX in clerkships
Stephanie Montagne*, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Anja Rogauschi, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Armin Gemperli, Swiss Paraplegic Research Nottwil and University of Lucerne, Department of Health Sciences and Health Policy, Lucerne, Switzerland; Patrick Jucker-Kupper, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Christoph Berendonk, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Christine Beyeler, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland

1100-1115  7G2  Aiming for excellence in medical education: The pediatrics Mini-CEX project at Kuwait University (Phase One, The development and initial implementation of the Mini-CEX)
Dalia Al-Abdulrazzaq*, Kuwait University, Pediatrics, Kuwait; Yousef Marwan, Ministry of Health, Orthopedics, Kuwait; Entesar Husain, Kuwait University, Pediatrics, Kuwait; Mayra Al-Saeid, Kuwait University, Pediatrics, Kuwait

1115-1130  7G3  Implementing electronic workplace-based assessments: Strategies and challenges
Luke Woodham*, St George’s, University of London, e-Learning Unit, London, United Kingdom; Terry Poulton, St George’s, University of London, e-Learning Unit, London, United Kingdom; Jonathan Round, St George’s, University of London, School of Radiography, London, United Kingdom; Megan Wilkins, Kingston University and St George’s, University of London, e-Learning Unit, London, United Kingdom; Fiona Howat, St George’s, University of London, e-Learning Unit, London, United Kingdom; Trupti Jivram, St George’s, University of London, e-Learning Unit, London, United Kingdom

1130-1145  7G4  Time to supervise WBPAs
Helen Taylor*, NHS Lanarkshire, Medical Education, Glasgow, United Kingdom; Cherry Alexander, NHS Lanarkshire, Medicine, Glasgow, United Kingdom

1145-1230  Discussion

1045-1230  7H  SHORT COMMUNICATIONS: Postgraduate Approaches to Training
Chairperson: Louise Young (Australia)
Opening Discussant: Melissa Nothnagle (United States)
Location: Amber 1, Level +2, MiCo

1045-1100  7H1  Involving residents in the development of an interactive, web-based learning and self-assessment hub
Kathrin Luesi*, AO Foundation, AO Education Institute, Duebendorf, Switzerland; Kokeb Abebe, AO Foundation, AO Education Institute, Duebendorf, Switzerland; Doris Straub Piccirillo, CK-CARE AG, Continuing Professional Development, Davos, Switzerland; Koki Kojima, University of Sao Paulo, Orthopedic Trauma Unit, Sao Paulo, Brazil; Wa’el Taha, King Abdulaziz Medical City, Orthopedic Trauma Unit, Riyadh, Saudi Arabia

1100-1115  7H2  Simulated complex clinical procedural skills in situ – Bridging the gap between the lab and clinical practice
James Tiernan*, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Lanty O’Connor, Northwestern University, Center for Education in Medicine, Chicago, United States; Ian Stewart, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Vanessa Humphrey, Royal Infirmary of Edinburgh, Department of Anaesthesia, Edinburgh, United Kingdom; Simon Edgar, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom

1115-1130  7H3  The Currency of Social Power in Clinical Learning Environments: The Relationship Between Residents as Teachers and Clerks’ Sense of Empowerment
Keyna Bracken*, McMaster University, Family Medicine, Hamilton, Canada; Judy Baird, McMaster University, Family Medicine, Hamilton, Canada; Lawrence Grierson, McMaster University, Family Medicine, Hamilton, Canada
1130-1145 7H4 Developing a new course for Paediatric Educational supervisors
Helen Goodyear*, Health Education West Midlands, Course Development, Birmingham, United Kingdom; Layla Brokenbrow, Royal College of Paediatrics and Child Health, Paediatrics, London, United Kingdom; Alyson Skinner, Royal Wolverhampton NHS Foundation Trust, Paediatric Oncology, Wolverhampton, United Kingdom; Christopher Barton, Alder Hay Children’s Hospital NHS Foundation Trust, Education and Training, Liverpool, United Kingdom; Alistair Thomson, Royal College of Paediatrics and Child Health, Education and Training, London, United Kingdom; Andrew Long, Royal College of Paediatrics and Child Health, Medical Education, London, United Kingdom

1145-1200 7H5 A “Science Shop” for research and innovations in postgraduate medical education
Jan Pols*, University Medical Center Groningen, Weneckbach Institute / Student desk UMCG, Groningen, Netherlands; Annelies Muurman, University Medical Center Groningen, Weneckbach Institute / Student desk UMCG, Groningen, Netherlands; Petrie F. Roedbol, University Medical Center Groningen, Weneckbach Institute, Groningen, Netherlands; Jan Boonstra, University Medical Center Groningen, Weneckbach Institute / Student desk UMCG, Groningen, Netherlands

1200-1215 7H6 Community paediatrics in crisis; why are UK trainees not choosing this as a subspecialty?
Taruna Bindal*, Health Education West Midlands, School of Paediatrics, Birmingham, United Kingdom; David Wall, University of Dundee, Department of Medical Education, Dundee, United Kingdom; Helen Goodyear, Health Education West Midlands, Department of Medical Education, Birmingham, United Kingdom

1215-1230 Discussion

1045-1230 7I SHORT COMMUNICATIONS: Student Engagement
Chairperson: Marko Ždralovic (Slovenia)
Location: Amber 2, Level +2, MiCo

1045-1100 7I1 Students’ role in endocrinology curricular development
Cristina Biehl*, Universidad del Desarrollo, Santiago, Chile; Janet Bloomfield, Universidad del Desarrollo, Medical Education Office, Santiago, Chile; Carla Benaglio, Universidad del Desarrollo, Medical Education Office, Santiago, Chile

1100-1115 7I2 How can students act as ‘change agents’ in curricular reform in post-soviet contexts?
Anne-Marie Reid*, University of Leeds, School of Medicine, Leeds, United Kingdom; Daniel Kandola, University of Leeds, School of Medicine, Leeds, United Kingdom

1115-1130 7I3 The student voice in evaluation: Different stage – different timbre
Anders Sonesson*, Lund University, Centre for Teaching and Learning, Faculty of Medicine, Lund, Sweden; Bibbi Thomé, Lund University, Integrative Health Research, Lund, Sweden; Sten Erici, Lund University, Centre for Teaching and Learning, Faculty of Medicine, Lund, Sweden; Gudrun Edgren, Lund University, Centre for Teaching and Learning, Faculty of Medicine, Lund, Sweden

1130-1145 7I4 Can students engage collaboratively in effectively generating and refining multiple choice questions?
Debra Sibbald*, University of Toronto, Leslie Dan Faculty of Pharmacy, Pharmacy Practice, Toronto, Canada

1145-1200 7I5 “Do it yourself” questionnaire – giving medical students the opportunity to design their own study curriculum
Tillemáchos Zaimis*, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece; Anthoula Elstathiadou, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece; Despina Evira Karakitsou, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece; Ioannis Dimioliatis, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece

1200-1215 7I6 Students’ contribution to a major curricular revision of a integrated, outcome-based medical undergraduate education program
Asja Maat*, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Tanja Hitzblech, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Peter Arends, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Ronja Mothes, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Lennart Milles, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Harm Peters, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany

1215-1230 7I7 A video communication on ASPIRE, an AMEE initiative to promote student engagement in the curriculum and in the medical school, presented by medical students
Ramon Bulto*, Universitat Rovira i Virgili, Facultat de Medicina, AECs, Reus, Spain; Antonio Dominguez, Universitat Rovira i Virgili, Facultat de Medicina, AECs, Reus, Spain; Isabel Dolz, Universitat Rovira i Virgili, Facultat de Medicina, Reus, Spain; Carmen Beltran, Universitat Rovira i Virgili, Facultat de Medicina, Reus, Spain; Paula Romero, Universitat Rovira i Virgili, Facultat de Medicina, Reus, Spain; Maria Rosa Fenoll-Brunet, Universitat Rovira i Virgili, Facultat de Medicina, Dtt. Ciències Mèdiques Bàsiques (Histologia), Reus, Spain

No discussion
SHORT COMMUNICATIONS: Evaluating PBL
Chairperson: Hla Yee Yee (Malaysia)
Opening Discusssant: Location: Amber 3, Level +2, MiCo

The good, the bad and the ugly – what’s not to like about problem based learning (PBL)?
Frederic Pender*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

Still here... 16 years later! Tutors’ reflections on sustaining the integrity of a whole-programme educational philosophy for medical students’ active learning
Gillian Maudsley*, The University of Liverpool, Public Health & Policy, Liverpool, United Kingdom

Prevent crack in PBL phase 2: Reflection as Tutor at Arabian Gulf University (AGU) College of Medicine
Amjad Imam*, Arabian Gulf University, Paediatric, Manama, Bahrain

Does the environment matter? Students’ psycho-social situation and its relation to academic achievement in a problem based learning and a traditional curriculum
Stefan K. Schaubner*, Charité, Universitätsmedizin Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, Berlin, Germany; Martin Hecht, HU Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, Berlin, Germany; Zineb M. Nouns, Charité, Universitätsmedizin Berlin, Institute of Medical Sociology and Rehabilitation Sciences, Berlin, Germany; Susanne Dettmer, Charité, Universitätsmedizin Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, Berlin, Germany

Affectionately yours: Understanding emotions in PBL
Brian Bailey*, Napier University, School of Community Health (retired), Penicuik, United Kingdom

When and how does collaborative learning evoke students’ emotional responses?
Takuya Saki*, Gifu University, Medical Education Development Centre, Gifu, Japan; Rintaro Imafuku, Gifu University, Medical Education Development Centre, Gifu, Japan; Masayuki Niwa, Gifu University, Medical Education Development Centre, Gifu, Japan; Kazuhiiko Fujisaki, Gifu University, Medical Education Development Centre, Gifu, Japan; Yasuyuki Suzuki, Gifu University, Medical Education Development Centre, Gifu, Japan

Patient Safety in Family Medicine: A Thematic Analysis of Accreditation Standards and the Triple C Curriculum
Aliya Kassam*, University of Calgary, Community Health Sciences, Calgary, Canada; Nishan Sharma, University of Calgary, Ward of the 21st Century (W21C), Calgary, Canada; Margot Harvie, Health Quality Council of Alberta, Patient Safety Education, Calgary, Canada; Maeve O’Beirne, University of Calgary, Family Medicine, Calgary, Canada

Is patient safety an accurate indicator of the quality of education and training?
K Nathavitharana*, Health Education West Midlands, Education and Quality, Birmingham, United Kingdom

CSI-Seattle: The Resident Plays Detective In A Safety Initiative
Gabrielle Kane*, University of Washington, Radiation Oncology, Seattle, United States; Aaron Kusano, University of Washington, Radiation Oncology, Seattle, United States

“Going through the motions”, identifying patient safety issues and incorporation into learning through assessment
Jolene Moore*, University of Aberdeen, Medical and Dental Education, Aberdeen, United Kingdom; Frances Wilkinson, University of Aberdeen, Medical and Dental Education, Aberdeen, United Kingdom

Structured pharmacy team shadowing to improve junior doctor medication safety
Holly Mabillard*, Northumbria Healthcare NHS Foundation Trust, Medical Education, Newcastle Upon Tyne, United Kingdom; Cath Huntley, Northumbria Healthcare NHS Foundation Trust, Medical Education, Newcastle Upon Tyne, United Kingdom

The development of a peer initiated Quality Improvement teaching programme to demonstrate the role of medical leadership in improving patient safety as a part of the postgraduate medical curriculum
Hannah Baird*, Central Manchester Foundation Trust, Postgraduate Education, Manchester, United Kingdom; Samah Allimam, Central Manchester Foundation Trust, Haematology, Manchester, United Kingdom
1045-1230  7L  SHORT COMMUNICATIONS: IPE 2
Chairperson: Martin Wohlin (Sweden)
Location: Amber 5, Level -2, MiCo

1045-1100  7L1  Educators’ Experiences with the Establishment of Successful Interprofessional Education Centers
Senay Sarmasoglu*, Hacettepe University, Faculty of Nursing, Ankara, Turkey; Leyla Dinc, Hacettepe University, Faculty of Nursing, Ankara, Turkey; Melih Elin, Hacettepe University, Faculty of Medicine, Ankara, Turkey; Italo Masiello, Karolinska Institutet, Faculty of Nursing, Stockholm, Sweden

1100-1115  7L2  A novel health care professional-shadowing initiative for senior medical students
Daniel M. Shafran*, University of Toronto, Medicine, Toronto, Canada; Lisa Richardson, University of Toronto, Medicine, Toronto, Canada; Mark Bonta, University of Toronto, Medicine, Toronto, Canada

1115-1130  7L3  Improved attitudes and cross-professional insight in interprofessional undergraduate teams using simulation training
Craig S. Webster*, University of Auckland, Centre for Medical and Health Sciences Education, Auckland, New Zealand; Mark Barrow, University of Auckland, Faculty of Medical and Health Sciences, Auckland, New Zealand; Jane Torrie, University of Auckland, Simulation Centre for Patient Safety, Auckland, New Zealand; Antonia Verstappen, University of Auckland, Centre for Medical and Health Sciences Education, Auckland, New Zealand; Jennifer M. Weller, University of Auckland, Centre for Medical and Health Sciences Education, Auckland, New Zealand

1130-1145  7L4  Classroom discourse in interprofessional education: the negotiation and co-construction of meanings among students from different health professionals
Rintaro Inafuku*, Gifu University, Medical Education Development Center, Gifu, Japan; Chihiro Kawakami, Gifu University, Medical Education Development Center, Gifu, Japan; Takuya Saih, Gifu University, Medical Education Development Center, Gifu, Japan; Kazuhiko Fujisaki, Gifu University, Medical Education Development Center, Gifu, Japan; Masayuki Niwa, Gifu University, Medical Education Development Center, Gifu, Japan; Yasuyuki Suzuki, Gifu University, Medical Education Development Center, Gifu, Japan

1145-1200  7L5  New joint geriatric block curriculum for third year medical and dental students to promote interprofessional education
Eiji Kaneko*, Tokyo Medical and Dental University, Center for Education Research in Medicine and Dentistry, Tokyo, Japan; Yasuko Abe, Tokyo Medical and Dental University, Department of Geriatrics and Vascular Biology, Tokyo, Japan; Kenji Toyoshima, Tokyo Medical and Dental University, Department of Geriatrics and Vascular Biology, Tokyo, Japan; Kentaro Shimokado, Tokyo Medical and Dental University, Department of Geriatrics and Vascular Biology, Tokyo, Japan; Nobuo Nara, Tokyo Medical and Dental University, Center for Education Research in Medicine and Dentistry, Tokyo, Japan

1200-1215  7L6  The historical emergence of Interprofessional education: A critical discourse analysis
Cynthia Whitehead*†, University of Toronto, Women's College Hospital, Family and Community Medicine, Toronto, Canada; Sarah Whyte, University of Toronto, Family and Community Medicine, Toronto, Canada; Carrie Cartmill, University of Toronto, Family and Community Medicine, Toronto, Canada; Ayelet Kuper, University of Toronto, Department of Medicine, Toronto, Canada; Corinne Hart, Ryerson, Nursing, Toronto, Canada; Heather Boon, University of Toronto, Pharmacy, Toronto, Canada

1215-1230  7L7  A mixed methods approach to nursing and medicine students’ attitudes towards collaboration
Anne Friman*, Karolinska Institute, LIME, Stockholm, Sweden; Desiree Wiegble Edström, Karolinska Institutet, Dermatology, Stockholm, Sweden; Samuel Edelbring, Karolinska Institutet, LIME, Stockholm, Sweden

No discussion

1045-1230  7M  SHORT COMMUNICATIONS: Junior Doctor as Teacher
Chairperson: Sofia Ribeiro (Portugal)
Location: Amber 6, Level +2, MiCo

1045-1100  7M1  Role models and role modeling: Perspectives from postgraduate trainees
Robert Sternszus*, McGill University, Pediatrics, Montreal, Canada; Mary Ellen Macdonald, McGill University, Dentistry, Montreal, Canada; Yvonne Steinert, McGill University, Centre for Medical Education, Montreal, Canada

1100-1115  7M2  A guide for direct observation of postgraduate learners teaching junior learners
Sudha Koppula*, University of Alberta, Family Medicine, Edmonton, Canada; G. Richard Spooner, University of Alberta, Family Medicine, Edmonton, Canada

1115-1130  7M3  Assessing trainees’ current satisfaction level with their roles as clinical teachers using Direct Questioning of Objectives (DQO) utility
Olufunso Adeideji*, University Hospital Birmingham, Colorectal Surgery, Birmingham, United Kingdom; Habiba Saedon, University Hospital Birmingham, Ophthalmology, Birmingham, United Kingdom

1130-1145  7M4  The Associate Clinical Teaching Fellow (ACTF) programme – formal structure to pedagogy during clinical training
Henrietta Poon*, West Midlands Deanery, General Surgery, Birmingham, United Kingdom; Mehtab Ahmad, University Hospital Birmingham, Vascular Surgery, Birmingham, United Kingdom; Danielle Lowry, University Hospital Birmingham, Vascular Surgery, Birmingham, United Kingdom; Habiba Saedon, University Hospital Birmingham, Ophthalmology, Birmingham, United Kingdom; Olufunso Adeideji, University Hospital Birmingham, Colorectal Surgery, Birmingham, United Kingdom
1145-1200 7M5  Pedagogical training for preceptors in Internship: Questioning of practice
Victoria Maria Brant Ribeiro*, Universidade Federal do Rio de Janeiro, Coordenção do Programa de Tuberculose, Hospital Universitário Clementino Fraga Filho, Rio de Janeiro, Brazil

1200-1215 7M6  Confidence in Uncertainty: Developing a Program of Support for Novice Teachers in Veterinary and Physician-Based Medicine
Simon Lygo-Baker*, University of Surrey, Department of Higher Education, Guildford, United Kingdom; Patricia Kokotailo, University of Wisconsin School of Medicine and Public Health, Paediatrics, Madison, WI, United States; Karen Young, University of Wisconsin School of Veterinary Medicine, Pathobiological Sciences, Madison, WI, United States

1215-1230 7M7  Lectures Delivered by Junior Doctors Enhance Medical Students’ Confidence Managing Common Conditions: Results of a Prospective Analysis
D Wilkins*, Queen Elizabeth Hospital, Birmingham, United Kingdom; K Netleton, Queen Elizabeth Hospital, Birmingham, United Kingdom; C M Jones, Queen Elizabeth Hospital, Birmingham, United Kingdom

No discussion

1045-1230 7N  SHORT COMMUNICATIONS: Student Wellbeing
Chairperson: Michelle Marshall (United Kingdom)
Opening Discussant: Avad Haramati (United States)
Location: Amber 7, Level +2, MiCo

1045-1100 7N1  Well-being, attitudes toward counseling, and willingness to seek counseling in first year medical students
Gina Zanardelli, Chatham University, Psychology, Pittsburgh, PA, United States; Wonjin Sim, Chatham University, Psychology, Pittsburgh, PA, United States; Nicole J. Borges*, Wright State University Boonshoft School of Medicine, Academic Affairs and Community Health, Dayton, OH, United States; Brenda B.J. Roman, Wright State University Boonshoft School of Medicine, Psychiatry, Dayton, OH, United States

1100-1115 7N2  What about stress and quality of life for medical students?
Donata Marra*, Faculté de médecine Pierre et Marie Curie, UPMC/Paris-6, Bureau-Interface-Professeurs-Étudiants et CHU Pitité-Salpêtrière, Paris, France; Bertrand Diquet, Faculté de médecine d'Angers, Service de Pharmaco-toxicologie, CHU d'Angers, Angers, France; Véronique Leblond, Faculté de Médecine Pierre et Marie Curie, UPMC/Paris-6, Bureau-Interface-Professeurs-Étudiants et Service d'hématologie, GHU Pitité-Salpêtrière, Paris, France; Emmanuel Fournier, Faculté de médecine Pierre et Marie Curie, UPMC/Paris-6, Bureau-Interface-Professeurs-Étudiants et service de neurophysiologie clinique, GHU Pitité-Salpêtrière, Paris, France; Emilie Bouquet, CHU d'Angers, Service de pharmaco-toxicologie, Angers, France; Jean-Jacques Rouby, Faculté de Médecine Pierre et Marie Curie, UPMC/Paris-6, Bureau-Interface-Professeurs-Étudiants et Réanimation Polyvalente, GHU Pitité-Salpêtrière, Paris, France

1115-1130 7N3  Does Mood Matter? The Impact of a Mental Health Awareness Programme in University Medical Students
Aidan Bannon*, Queen’s University Belfast, Centre for Medical Education, Belfast, United Kingdom; Vivienne Crawford, Queen’s University Belfast, Centre for Medical Education, Belfast, United Kingdom

1130-1145 7N4  If They’re Stressed, They’re Not Burnt-out: Chronic Stress, Burnout and Coping Styles in Medical Students
Vicki R LeBlanc*, University of Toronto, Wilson Centre, Toronto, Canada; Leslie Nickell, University of Toronto, Office of Undergraduate Medical Education, Toronto, Canada

1145-1200 7N5  The prevalence of smoking and its relationship to depressive symptoms among health science students of a medical university
Riaz Qureshi*, College of Medicine, King Saud University, Family & Community Medicine Department, Riyadh, Saudi Arabia; Eiad Al-Faris, College of Medicine, King Saud University, Family & Community Medicine Department, Riyadh, Saudi Arabia; Farhana Masood, College of Medicine, King Saud University, Family & Community Medicine Department, Riyadh, Saudi Arabia

1200-1215 7N6  The prevalence and correlates of depressive symptoms from an Arabian setting: A wake up call
Eiad Al Faris*, KSU, Family and Community Medicine, Riyadh, Saudi Arabia

1215-1230 Discussion

1045-1230 7O  SHORT COMMUNICATIONS: eLearning in Action
Chairperson: Jo Hart (United Kingdom)
Opening Discussant: Amber 8, Level +2, MiCo

1045-1100 7O1  Employing web-based technologies to improve online participation in a blended learning MSc programme
Mari Cruz Garcia*, Medical School of the University of Dundee, Dundee, United Kingdom; Tracey McConnell-Wood, Medical School of the University of Dundee, Dundee, United Kingdom; Susannah Silver, Medical School of the University of Dundee, Dundee, United Kingdom; Maini Scott, Medical School of the University of Dundee, Dundee, United Kingdom
1100-1115 7O2 Technology-enhanced lecturing: How students perceive the move from the traditional approach to a blended learning format
Luuk Lochner*, Claudiana, College of Health-Care Professions, Teaching Support Office, Bolzano/Bozen, Italy; Heike Wieser, Claudiana, College of Health-Care Professions, Research Unit, Bolzano/Bozen, Italy; Simone Waldboth, Claudiana, College of Health-Care Professions, Library Services, Bolzano/Bozen, Italy; Maria Mischo-Kelling, Claudiana, College of Health-Care Professions, Research Unit, Bolzano/Bozen, Italy

1115-1130 7O3 Implementation of e-learning modules in teaching palliative care
Beatris J.A. de Leede, Leiden University Medical Center, Center for Innovation in Medical Education, Leiden, Netherlands; Yvette M. van der Linden, Leiden University Medical Center, Leiden, Netherlands; Ellen J.M. de Nijs, Leiden University Medical Center, Leiden, Netherlands; Presenter: Alien W. Riedstra*, Leiden University Medical Center, Leiden, Netherlands

1130-1145 7O4 It’s all in the game: Effectiveness of a serious game for residents’ emergency skills training
Maatje Bakhuysroozeboom, TNO, Sector Work, Health & Care, Hoofddorp, Netherlands; Jan van Saase, Erasmus University Medical Center, Internal Medicine, Rotterdam, Netherlands; Jeroen van Merrienboer; Maastricht University, Institute for Education FHMM, Maastricht, Netherlands; Stephanie Schuit, Erasmus University Medical Center, Internal medicine, Rotterdam, Netherlands; Presenter: Mary Dankbaar*, Erasmus University Medical Center, Desiderius School, Rotterdam, Netherlands

1145-1200 7O5 Using e-learning to deliver core concepts in an integrated undergraduate pathology curriculum
Norman J Carr*, University of Southampton, Faculty of Medicine, Southampton, United Kingdom; Sunhea Choi, University of Southampton, Faculty of Medicine, Southampton, United Kingdom; Marcus P Parry, University of Southampton, Faculty of Medicine, Southampton, United Kingdom

1200-1215 7O6 Development and Implementation of Virtual Patient Cases to Enhance Medical Student Understanding of the Social Determinants of Health
Anita Parhar, University of British Columbia, Faculty of Medicine, Vancouver, Canada; Joseph Anthony, University of British Columbia, Faculty of Medicine, Vancouver, Canada; Leah Walker, University of British Columbia, Faculty of Medicine, Vancouver, Canada; Susan Murphy, University of British Columbia, Faculty of Medicine, Vancouver, Canada; Michael Lee, University of British Columbia, Faculty of Medicine, Vancouver, Canada; Gurdeep Parhar*, University of British Columbia, Faculty of Medicine, Vancouver, Canada

1215-1230 Discussion

1045-1230 7P SHORT COMMUNICATIONS: Humanities in the Curriculum
Chairperson: Arnoldo Riquelme (Chile)
Opening Discussant: Theatre Room 13, Level 0, MiCo

1045-1100 7P1 The benefits of the medical humanities in helping students to tolerate ambiguity and manage uncertainty in complex clinical scenarios: A multi-media presentation
Sarah Winter, De Beer, University of Plymouth, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom; Richard Ayres*, University of Plymouth, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom; Sally Hanks*, University of Plymouth, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom; Suzanne Nunn, University of Plymouth, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom; Teresa Compton*

1100-1115 7P2 Evaluation of the Development of Medical Humanities Curriculum in Taiwan
Shih-Chieh Liao*, China Medical University, Medical School, Taichung, Taiwan; Yu-Hwa Chu, Taiwan Medical Accreditation Council; Taiwan Medical Accreditation Council, Taipei, Taiwan; Walter Chien, China Medical University, Medical School, Taichung, Taiwan; Hsin-Yuan Fang, China Medical University, Thoracic Surgery, Taichung, Taiwan

1115-1130 7P3 Ed’s Story: Verbatim theatre as a teaching tool for medical students incorporated into undergraduate medical curriculum – live performance vs DVD
Paul D’Alessandro*, University of British Columbia, General Surgery, Vancouver, Canada; Gerri Frazer, Dalhousie University, Paediatric Palliative Care, Halifax, Canada

1130-1145 7P4 Medical Ethics Class can be Enjoyable: Using a Stage Play Project as a Tool
Wisree Wayurakul*, Thammasat University, Family Medicine, Bangkok, Thailand

1145-1200 7P5 A method of teaching primary care using arts and humanities
Francesco Carelli, Family Medicine, Milan, Italy; Presenter: John Spicer*, London School of GP, London, United Kingdom

1200-1215 7P6 How could the arts and humanities enhance undergraduate medical curricula?
Emma Ridings, University of St Andrews, Fife, United Kingdom

1215-1230 Discussion

1045-1230 7Q CONFERENCE WORKSHOP: Training a Realistic Role Portrayal in less than 30 minutes
Gayle Glava-McConvey*, Lorraine Lyman*, Alba Woolard*, Temple West*, Amelia Wallace*, Eastern Virginia Medical School, Sentara Center for Simulation & Immersive Learning, Norfolk, United States
Location: Workshop Room 1, Level 0, MiCo
<table>
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<tr>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
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<tr>
<td>1045-1230 7R</td>
<td><strong>CONFERENCE WORKSHOP: Four ways to enhance learning on international electives: A student-faculty run workshop</strong>&lt;br&gt;Paula Barracliff*, King’s College London, Centre for Global Health, London, United Kingdom; Molly Fyfe*, King’s College London, Department of Education, London, United Kingdom; Janagan Alagarajah*, King’s College London, Centre for Global Health, London, United Kingdom; Felicity Knights*, King’s College London, School of Medicine, London, United Kingdom; Anika Rahim*, King’s College London, School of Medicine, London, United Kingdom</td>
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<td>1045-1230 7S</td>
<td><strong>CONFERENCE WORKSHOP: Reasonable Adjustments in Assessment – When and How They Should be Used?</strong>&lt;br&gt;Drew Gilliland, Queen’s University Belfast, Centre for Medical Education, Belfast, United Kingdom; Gerry Gormley, Queen’s University Belfast, Centre for Medical Education, Belfast, United Kingdom; Maires Boohan*, Queen’s University Belfast, Centre for Medical Education, Belfast, United Kingdom</td>
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<td>1045-1230 7T</td>
<td><strong>CONFERENCE WORKSHOP: Advanced qualitative approaches: Using Institutional Ethnography in medical education research</strong>&lt;br&gt;Fiona Webster*, University of Toronto, Department of Family and Community Medicine, Toronto, Canada; Nancy McNaughton*, University of Toronto, Standardized Patient Program, Toronto, Canada; Tina Martimianakis*, University of Toronto, Sick Children’s Hospital, Toronto, Canada; Robert Paul*, University of Toronto, Institute of Health Policy Management and Evaluation, Toronto, Canada; Stella Ng, University of Toronto, Centre for Faculty Development, Faculty of Medicine, Toronto, Canada; Ayelot Kupet, University of Toronto, Wilson Centre for Research in Education, Toronto, Canada</td>
<td>Suite 9, Level Mezzanine, MiCo</td>
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<td>1045-1230 7U</td>
<td><strong>CONFERENCE WORKSHOP: Accreditation: across the continuum, across the world</strong>&lt;br&gt;Jennifer Gordon*, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada; Sarah Taber**, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada; Jason Frank*, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada; Marta van Zanten*, Foundation for Advancement of International Medical Education and Research (FAIMER), Office of Specialty Education, Philadelphia, United States</td>
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<td>1045-1230 7V</td>
<td><strong>CONFERENCE WORKSHOP: The BMJ or Instructional Science: How to get your papers published in different types of journals</strong>&lt;br&gt;Erik Driessen*, Maastricht University, Department of Educational Development &amp; Research, Maastricht, Netherlands; Janneke Frambach*, Maastricht University, Department of Educational Development &amp; Research, Maastricht, Netherlands</td>
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<td>1045-1230 7W</td>
<td><strong>CONFERENCE WORKSHOP: Measuring Outcomes in Continuing Medical Education and Professional Development</strong>&lt;br&gt;Jocelyn Lockyer*, University of Calgary, Community Health Sciences, Calgary, Canada; Karen Mann*, Dalhousie University, Medical Education, Halifax, Canada</td>
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<td>1045-1230 7X</td>
<td><strong>CONFERENCE WORKSHOP: Slow Medical Education: Promoting Empathy and Reflection</strong>&lt;br&gt;Joseph Zaroni*, Summa Health System, Medical Education, Akron, Ohio, United States; Delese Wear*, Northeast Ohio Medical University, Family and Community Medicine, Rootstown, Ohio, United States; Arno Kumagai*, University of Michigan, Internal Medicine, Ann Arbor, Michigan, United States; Kathy Cole-Kelly, Case Western Reserve University School of Medicine, Family Medicine, Cleveland, Ohio, United States</td>
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<td>1045-1230 7Y</td>
<td><strong>CONFERENCE WORKSHOP: Adding Structure to the Medical School Interview: Developing Situational Questions to Assess Personal Competencies</strong>&lt;br&gt;Cari L. Elam*, University of Kentucky College of Medicine, Office of Medical Education, Lexington, KY, United States; David J. Jones*, University of Texas School of Medicine at San Antonio, Medical School Admissions, Office of the Dean, San Antonio, TX, United States; Steven T. Case*, University of Mississippi School of Medicine, Office of Admissions, Jackson, MS, United States</td>
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<td>1045-1230 7Z</td>
<td><strong>CONFERENCE WORKSHOP: Where do I start? An author’s guide to devising questions, aims and objectives for systematic reviews in medical education. A Best Evidence Medical Education (BEME) Collaboration workshop</strong>&lt;br&gt;Antonio Vaz Carneiro*, University of Lisbon, School of Medicine, Lisbon, Portugal; Madalena Patricio*, University of Lisbon, Faculty of Medicine, Lisbon, Portugal; Morris Gordon*, University of Central Lancashire, School of Medicine and Dentistry, Preston, United States</td>
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7AA 1045-1230
CONFERENCE WORKSHOP: See One, Do One, Teach One – Part 1, continues in session 8AA
Giovanni Ricevuti*, University of Pavia, Pavia, Italy; Rolando Del Maestro*, McGill University, Montreal, Canada; Alessandro Perrin Perrin*, Besta, Milan, Italy; John Kinner*, HEEoE, United Kingdom; Patrick Goergehan*, HEEoE, United Kingdom; Stefano Perlini*, University of Pavia, Pavia, Italy; Antonio Voza*, Humanitas Foundation Hospital, Rozzano, Italy
Location: Suite 1, Level +2, MiCo

7BB 1045-1230
MEET THE EXPERTS: Jonas Nordquist and Andrew Laing
Following their plenary “Directions for change in design of learning spaces for health professions: Global insights”, Jonas Nordquist and Andrew Laing will be available to meet participants to discuss aspects of their presentation.
Location: Suite 5, Level Mezzanine, MiCo

7CC 1045-1230
POSTERS: Assessment 4: OSCE
Chairperson: Kamran Khan (United Arab Emirates)
Location: South Hall, Level 0, MiCo

7CC1 A Near-Peer Led Mock-OSCE Objectively Improves Summative OSCE Performance in Medical Students
A Fletcher*, University of Dundee, Dundee, United Kingdom; R Day, University of Dundee, Dundee, United Kingdom

7CC2 The study of correlation between score of radiology in the fourth-year and Objective Structured Clinical Examination (OSCE) in the sixth-year of medical studies
Kanyarat Kanyarat*, Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Radiology, Bangkok, Thailand; Phensri Sirikunakorn, Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Radiology, Bangkok, Thailand; Chiru Soorapanth, Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Orthopaedics, Bangkok, Thailand

7CC3 Split rest periods (SRP) during OSCE can reduce stress and improve performance of medical students
Surasak Aumkaew*, Medical Education Center Buriram Hospital, Department of Medicine, Mueng Buriram, Thailand; Sursiri Siriworong, Medical Education Center Buriram Hospital, Department of Medicine, Mueng Buriram, Thailand; Vithoon Ruangsukriwong, Medical Education Center Buriram Hospital, Mueng Buriram, Thailand; Narin Chindavech, Medical Education Center Buriram Hospital, Mueng Buriram, Thailand; Yupin Prawi, Medical Education Center Buriram Hospital, Mueng Buriram, Thailand; Walaiporn Ployt, Medical Education Center Buriram Hospital, Mueng Buriram, Thailand

7CC4 Evaluating medical students’ skills in Emergency area
Mª Lourdes Sáez*, Castilla la Mancha University, Medical Education Unit, Albacete, Spain; Mª José Sáez, Castilla la Mancha University, Medical Education Unit, Albacete, Spain; Mª Jose Donate, Castilla la Mancha University, Medical Education Unit, Albacete, Spain

7CC5 Final year summative clinical skills assessment as preparation for clerkship and national licensure
Rachmadja Nur Hidayah*, Faculty of Medicine, Universitas Gadjah Mada, Department of Medical Education, Yogyakarta, DIY, Indonesia; Mohammad Adrian Hasdia, Faculty of Medicine, Universitas Gadjah Mada, Department of Medical Education, Yogyakarta, DIY, Indonesia; Ashadi Prasetyo, Faculty of Medicine, Universitas Gadjah Mada, Department of Otolaryngology, Head and Neck Surgery, Yogyakarta, DIY, Indonesia

7CC6 The Objective Structured Clinical Examination in integrated regimen
Dana Zh. Taychanao, Karaganda State Medical University, Internal Diseases, Karaganda, Kazakhstan; Aliya S. Toleuova, Karaganda State Medical University, Internal Diseases, Karaganda, Kazakhstan; Aliyeva Sholpan*, Karaganda State Medical University, Evidence Based Medicine and Clinical Pharmacology, Karaganda, Kazakhstan

7CC7 Can Early Years OSCEs Predict Final OSCE Results?
Predrag Bjelogrlic*, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Elizabeth Sinclair, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Anita Laidlaw, University of St Andrews, School of Medicine, St Andrews, United Kingdom

7CC8 OSCE Lived Experience: The Story of Medical Students
Sedigheh Najafipour*, Jahrom University Medical Sciences, Department of Medical Education, Jahrom, Iran; Shoaleh Bigdeli, University of Medical Sciences, Department of Medical Education, Tehran, Iran; Maryam Alizadeh, Tehran University of Medical Sciences, Department of Medical Education, Tehran, Iran; Ali Labaf, Tehran University of Medical Sciences, Department of Emergency Medicine, Tehran, Iran

7CC9 Does the number of skill practice and previous background experiences of medical students affect counseling communication OSCE score or not?
Walaiporn Ployt*, Medical Education Center Buriram Hospital, Buriram, Thailand; Surasak Aumkaew, Medical Education Center Buriram Hospital, Buriram, Thailand; Thanatpong Thienwuttwong, Medical Education Center Buriram Hospital, Buriram, Thailand; Narin Chindavech, Medical Education Center Buriram Hospital, Buriram, Thailand; Sursiri Siriworong, Medical Education Center Buriram Hospital, Buriram, Thailand; Vithoon Ruangsukriwong, Medical Education Center Buriram Hospital, Buriram, Thailand

7CC10 What Happened in Traditional Chinese Medicine After the OSCE Practice?
Ko-Hung Lee*, Chang Gung Memorial Hospital, Department of Traditional Chinese Medicine, Taoyuan, Taiwan; Hsiao-Yu Chen, Chang Gung Memorial Hospital, Department of Traditional Chinese Medicine, Taoyuan, Taiwan; Hsin-Yi Ho, Chang Gung Memorial Hospital, Department of Traditional Chinese Medicine, Taoyuan, Taiwan; Jun-Liang Chen, Chang Gung Memorial Hospital, Department of Traditional Chinese Medicine, Taoyuan, Taiwan; Hong-Sheng Shue, Chang Gung College of Medicine, Chang Gung University, Taoyuan, Taiwan; Sien-Hung Yang, Chang Gung College of Medicine, Chang Gung University, Taoyuan, Taiwan
Educational impact of Objective Structured Clinical Examination (OSCE) as a formative assessment on undergraduate medical students
Jittima Tiyavon*, Rajawithi Hospital, Rangsit University, Obstetrics and Gynaecology, Bangkok, Thailand; Papon Jaruyawongs, Rajawithi Hospital, Rangsit University, Obstetrics and Gynaecology, Bangkok, Thailand

A new twist to an innovative OSCE: In-situ OSCE
Che-Wei Lin*, Taipei Medical University, Medical College, Department of General Medicine, Taipei, Taiwan; Shry-Yi Lin, Taipei Medical University, Medical College, Department of General Medicine, Taipei, Taiwan; Wen-Cheng Huang, Taipei Medical University, Wan-Fang Hospital, Department of Research and Education, Taipei, Taiwan

OSCE Curriculum Design and Implementation: A Faculty Development Program
Deema Al-Shikli*, Weill Cornell Medical College in Qatar, Graduate Medical Education, Doha, Qatar; Dora Stadler, Weill Cornell Medical College in Qatar, Graduate Medical Education, Doha, Qatar; Thurayya Arayssi, Weill Cornell Medical College in Qatar, Graduate Medical Education, Doha, Qatar; Stella Major, Weill Cornell Medical College in Qatar, Graduate Medical Education, Doha, Qatar; Lan Sawan, Weill Cornell Medical College in Qatar, Doha, Qatar; Mohamud Verjee, Weill Cornell Medical College in Qatar, Doha, Qatar

Scoring Objective Structured Clinical Examinations by Direct Observation or Using Video Monitors
Chin-Chou Huang*, Taipei Veterans General Hospital, Taipei, Taiwan; Chi-Chang Huang, Taipei Veterans General Hospital, Taipei, Taiwan; Ying-Ying Yang, Taipei Veterans General Hospital, Taipei, Taiwan; Ling-Yu Yang, Taipei Veterans General Hospital, Taipei, Taiwan; Shing-Jong Lin, Taipei Veterans General Hospital, Taipei, Taiwan; Jaw-Wen Chen, Taipei Veterans General Hospital, Taipei, Taiwan

POSTERS: Management
Chairperson: Leona Walsh (United Kingdom)
Location: South Hall, Level 0, MiCo

Unbundle medical education, broaden access?
Nicholas Andreou*, Imperial College London, School of Medicine, London, United Kingdom; James Price, Imperial College London, School of Medicine, London, United Kingdom; Timothy Heymann, Imperial College London, Business School, London, United Kingdom

Appointing a change agent facilitates the integration of diversity, especially gender aspects, into a new undergraduate medical curriculum
Sabine Ludwig*, Charité-Universitätsmedizin Berlin, Dieter Scheffner Centre, Berlin, Germany; Sabine Oertelt-Prigione, Charité-Universitätsmedizin Berlin, Institute of Gender in Medicine, Berlin, Germany; Christine Krumeyer, Charité-Universitätsmedizin Berlin, Equal Opportunities Officer, Berlin, Germany; Manfred Gross, Charité-Universitätsmedizin Berlin, Department of Audiology and Phoniatrics, Berlin, Germany; Annette Grüters-Kieslich, Charité-Universitätsmedizin Berlin, Berlin, Germany; Harm Peters, Charité-Universitätsmedizin Berlin, Dieter Scheffner Centre, Berlin, Germany

Work in progress: A process of curricular reform
Sergio Zaidhaft*, Faculdade de Medicina. Universidade Federal do Rio de Janeiro, Psychiatry, Rio de Janeiro, Brazil

How to maximize consensus among faculty for curricular reform? The Muenster experience
Jan Carl Becker, Medical Faculty, University of Muenster, Institute for Medical Education, Muenster, Germany; Désirée Burghaus*, Medical Faculty, University of Muenster, Institute for Medical Education, Muenster, Germany; Bernhard Marschall, Medical Faculty, University of Muenster, Institute for Medical Education, Muenster, Germany; Ara Tekian, University of Illinois at Chicago, College of Medicine, Chicago, United States

Professional practice outcome of curriculum change, lessons from implementing a new paediatric module for dental students in Singapore
DD Rajgor, Yong Loo Lin School of Medicine, National University of Singapore, Department of Paediatrics, Singapore; YYB Mok, National University of Singapore, Faculty of Dentistry, Singapore; DD Samarasekera, Yong Loo Lin School of Medicine, National University of Singapore, Medical Education Unit, Singapore; Presenter: Chee Wen Terence Lim*, Yong Loo Lin School of Medicine, National University of Singapore, Department of Paediatrics, Singapore

Effects of Affirmative Action on Motivation for Medical Teaching
Rik Engbers*, Radboud University Medical Center, Department for Evaluation, Quality and Development of Medical Education, Nijmegen, Netherlands; Lia Fluitt, Radboud University Medical Center, Department for Evaluation, Quality and Development of Medical Education, Nijmegen, Netherlands; Sanneke Bolhuis, Radboud University Medical Center, Department for Evaluation, Quality and Development of Medical Education, Nijmegen, Netherlands; Roderick Sluiter, Radboud University, Department of Political Science, Nijmegen, Netherlands; Paul Suyt, Radboud University Medical Center, Department for Evaluation, Quality and Development of Medical Education, Nijmegen, Netherlands; Roland Laan, Radboud University Medical Center, Department for Evaluation, Quality and Development of Medical Education, Nijmegen, Netherlands

Impact of Accreditation on Institutional Development
Oyunsetseg Sandag*, School of Nursing, National University of Medical Sciences, Ulaanbaatar, Mongolia; Odongu Nemekhee, National University of Medical Sciences, Ulaanbaatar, Mongolia; Solongo Bandi, National University of Medical Sciences, Department of Pulmonology, Ulaanbaatar, Mongolia; Oyungoo Badamjargal, National University of Medical Sciences, Ulaanbaatar, Mongolia; Gankhuyag Gochoosuren, School of Nursing, National University of Medical Sciences, Ulaanbaatar, Mongolia; Tserendagva Dalikh, National University of Medical Sciences, Ulaanbaatar, Mongolia
7DD8 The experience of 15 years of measuring workload of university students and teachers. From paper to web and back
Jos Van der Veken*, Ghent University, Department of Education, Educational Quality Assurance, Ghent, Belgium

7DD9 Labour Market of Physicians in Chile: How to solve the lack of physicians, considering the quality of training?
Andrea Morales*, Escuela de Medicina, Universidad Diego Portales, Santiago, Chile; Soledad Armijo, Escuela de Medicina, Universidad Diego Portales, Santiago, Chile

7DD10 Impact of Thailand’s political crisis on learning and teaching processes among medical students and doctors
Prasert Srisarakham*, Mahasararakham Hospital, Mahasararakam, Thailand; Itthipon Wongrom, Mahasararakham Hospital, Mahasararakam, Thailand; Tanin Titipungul, Mahasararakham Hospital, Mahasararakam, Thailand

7DD11 Improvement of the nursing professional training in the Republic of Kazakhstan
Alma Sydykova, Ministry of Health of the Republic of Kazakhstan, Department of Research and Health Resources, Astana, Kazakhstan; Vitaliy Koikov, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Maral Kaliyeva*, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Zaure Baigozhina, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan

7DD12 Pattern of Medical Graduates Joining the Internship Program in Bahrain
Badriya AlHermi*, Salamiya Medical Complex, Pediatric Department, Manama, Bahrain; Fouad Ali, Salamiya Medical Complex, Pediatric Department, Manama, Bahrain; Zakiya Almosawi, Salamiya Medical Complex, Pediatric Department, Manama, Bahrain

7DD13 Supporting Clinical Supervision seriously
Rags Subramaniam*, East Kent Hospitals University NHS Foundation Trust, Medical Education, Kent, United Kingdom; Margaret Batchelor, East Kent Hospitals University NHS Foundation Trust, Medical Education, Kent, United Kingdom; Prathibha Bandipaliam, East Kent Hospitals University NHS Foundation Trust, Medical Education, Kent, United Kingdom

7EE POSTERS: Subjects in the Curriculum
Chairperson: Ana da Silva (United Kingdom)
Location: South Hall, Level 0, MiCo

7EE1 The efficacy of physical medicine and rehabilitation teaching in medical students at Roi-Et medical education center
Niramon Ungrakul*, Roi-Et Medical Education Center, Roi-Et Hospital, Physical Medicine and Rehabilitation, Muang Roi-Et, Thailand

7EE2 Improving teaching and learning medical microbiology through system-based infections and trigger words
Chalinee Ronrpinin*, Faculty of Medicine, Thammasat University (Rangsit Campus), Preclinical Science, Pathumthani, Thailand

7EE3 Does patient safety module integration in the medical curriculum improve knowledge, attitude and practice of the students toward patient safety?
Abeer Arab, King Abdulaziz University, Jeddah, Saudi Arabia; Hussain Abubakr, King Abdulaziz University, Jeddah, Saudi Arabia; Rawan Benkuddah*, Saudi Arabia

7EE4 The use of individual feedback and education on prescribing errors to improve the quality and safety of prescribing in Paediatric medicine
Claire Holden, Worthing Hospital, Paediatric Department, Worthing, United Kingdom; Hannah Linford, Worthing Hospital, Paediatric Department, Worthing, United Kingdom; Christian Chadwick*, Worthing Hospital, Paediatric Department, Worthing, United Kingdom; Anna Mathew, Worthing Hospital, Paediatric Department, Worthing, United Kingdom; VJ Kannian, Worthing Hospital, Paediatric Department, Worthing, United Kingdom

7EE5 Can medical students use statistics describing risk to make rational prescribing decisions?
Katy Harries*, University of KwaZulu-Natal, Division of Pharmacology, College of Health Sciences, Durban, South Africa; Julia Botha, University of KwaZulu-Natal, Division of Pharmacology, College of Health Sciences, Durban, South Africa

7EE6 The evaluation of a professional development program on proper prescribing of controlled prescription drugs
Charlene M. Dewey*, Vanderbilt University School of Medicine, Medical Education and Administration / Department of Internal Medicine, Nashville, TN, United States; Marine Ghulyan, Vanderbilt University School of Medicine, Internal Medicine, Nashville, TN, United States; Anjali Shah, Vanderbilt University School of Medicine, Internal Medicine, Nashville, TN, United States; William H. Swiggart, Vanderbilt University School of Medicine, Nashville, TN, United States

7EE7 Neurophobia, localising the deficit
Magdalena Niestrata-Ortiz*, Chelsea and Westminster Hospital, London, United Kingdom; Emma Horton, Chelsea and Westminster Hospital, London, United Kingdom; Nia Williams, Chelsea and Westminster Hospital, London, United Kingdom; Pooja Gulati, Chelsea and Westminster Hospital, London, United Kingdom; Suveer Singh, Chelsea and Westminster Hospital, London, United Kingdom
7EE8 Knowledge level, perceptions and information that students of Faculty of Medicine of Universidad Mayor have on violence against women in Chile
M.Elisa Giacomi, Universidad Mayor, Oficina de Educación en Ciencias de la Salud, Facultad de Medicina, Santiago, Chile; M.Elisa Bazán-Orijik*, Universidad Mayor, Oficina de Educación en Ciencias de la Salud, Facultad de Medicina, Santiago, Chile; Amelia Hurtado, Universidad Mayor, Oficina de Educación en Ciencias de la Salud, Facultad de Medicina, Santiago, Chile; Fernanda Herrera, Universidad Santa María, Bioetica, Valparaíso, Chile; M.Francisca García, Universidad Mayor, Escuela de Kinesiología, Santiago, Chile; Hans Saege, Universidad Mayor, Escuela de Kinesiología, Santiago, Chile

7EE9 Sexual health competencies in health professions education: Educating the whole person
Lara Stepleman*, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, United States; Lindsey West, Georgia Regents University, Psychology, Augusta, United States; Christina Wilson, Emory University School of Medicine, Psychiatry, Atlanta, United States

7EE10 Geriatric Clerkship: A Multidisciplinary Approach
Isil Irem Budakoglu*, Gazi University School of Medicine, Medical Education, Ankara, Turkey; Ozlem Coskun, Gazi University School of Medicine, Medical Education, Ankara, Turkey; Ilhan Yetkin, Gazi University School of Medicine, Internal Medicine, Ankara, Turkey; Seminur Haznedaroglu, Gazi University School of Medicine, Internal Medicine, Ankara, Turkey; Nihal Tas, Gazi University School of Medicine, Physical Medicine and Rehabilitation, Ankara, Turkey; Selcuk Bolukbasi, Gazi University School of Medicine, Orthopedics, Ankara, Turkey

7EE11 Personality traits and attitudes toward caring for the dying among undergraduate medical students: Which are the links?
Paolo Leombruni*, University of Turin, Neurosciences, Turin, Italy; Marco Miniotti, University of Turin, Neurosciences, Turin, Italy; Francesca Zizzì, University of Turin, Neurosciences, Turin, Italy; Rossana Peraglie, University of Turin, Neurosciences, Turin, Italy; Andrea Bovero, University of Turin, Neurosciences, Turin, Italy; Riccardo Torta, University of Turin, Neurosciences, Turin, Italy

7EE12 Dying with dignity: Meetings of clinical ethics help young physicians with end-of-life decisions
Diego Lima Ribeiro, FCM-Unicamp, Emergency Medicine, Campinas, Brazil; Daniel Franci, FCM-Unicamp, Emergency Medicine, Campinas, Brazil; Thiago Martins Santos, FCM-Unicamp, Emergency Medicine, Campinas, Brazil; Flávio Cesar de Sa, FCM-Unicamp, Ethics, Campinas, Brazil; Marcelo Schweller, FCM-Unicamp, Emergency Medicine, Campinas, Brazil; Marco Antonio Carvalho-Filho*, FCM-Unicamp, Emergency Medicine, Campinas, Brazil

7EE13 Medical students’ gap in confidence in palliative care competency
Sakon Singhha*, Prince of Songkla University, Palliative Care Unit, Hat-Yai, Thailand

7EE14 Integrating public health in the medical curriculum, Suranaree University of Technology
Soraya Kaeuipitorn*, Institute of Medicine, Suranaree University of Technology, Family Medicine and Community Medicine, Nakhonratchasima, Thailand; Waraporn Easakoon, Vongchavalitkul University, Faculty Academic Development, Suranaree University of Technology, Nakhonratchasima, Thailand; Natthawut Kaeuipitorn, Institute of Medicine, Suranaree University of Technology, Public Health, Nakhonratchasima, Thailand; Yanich Vanaprak, Institute of Medicine, Suranaree University of Technology, Pediatrics, Nakhonratchasima, Thailand; Niwatchai Namvichaikul, Institute of Medicine, Suranaree University of Technology, Family Medicine and Community Medicine, Nakhonratchasima, Thailand; Fangfua Benjaoran, Institute of Medicine, Suranaree University of Technology, Family Medicine and Community Medicine, Nakhonratchasima, Thailand

7EE15 Popular Education in Health Care
Marcela Sarti Souza*, UNICID, Marcella, São Paulo, Brazil; Isabela Sgarbi, UNICID, São Paulo, Brazil; Tamiris Lima, UNICID, São Paulo, Brazil; Bianca Pedroso, UNICID, São Paulo, Brazil; Amanda Morandim, UNICID, São Paulo, Brazil; Elaine Queiddas, UNICID, São Paulo, Brazil

7EE16 Enhancing Medical Student Competency in Health Administration: Understanding Gaps in the Medical School Curriculum and Studying the Impact of a New Health Administration Selective
Prakriti Gaba*, Mayo Medical School, Internal Medicine, Rochester, United States; James Newman, Mayo Clinic, Rochester, United States

7EE17 Putting Stewardship on the Medical Education Agenda: A review of the literature
L.A. Stammem*, Maastricht University, Department of Educational Research and Development, Maastricht, Netherlands; R.E. Stalmeijer, Maastricht University, Department of Educational Research and Development, Maastricht, Netherlands; E.W. Driessen, Maastricht University, Department of Educational Research and Development, Maastricht, Netherlands; F. Scheele, VU University Medical Center Amsterdam, Athena Institute VU, Amsterdam, Netherlands; L.P.S. Stassen, Maastricht University Medical Center, Department of Surgery, Maastricht, Netherlands

7EE18 Impact of problem solving learning strategies in Epidemiology on students’ performance
Gustavo S Romão*, University of Ribeirão Preto, Medical Course, Ribeirão Preto, Brazil; Lucelio B Couto, University of Ribeirão Preto, Medical Course, Ribeirão Preto, Brazil; Carolina BA Restini, University of Ribeirão Preto, Medical Course, Ribeirão Preto, Brazil; Milton Faria Jr, University of Ribeirão Preto, Medical Course, Ribeirão Preto, Brazil; Reinaldo B Bestetti, University of Ribeirão Preto, Medical Course, Ribeirão Preto, Brazil

7EE19 To investigate the current attitudes of Medical Students towards participation and interest in Women’s Health Track at Baylor College of Medicine (BCM)
Sobia Khan*, Baylor College of Medicine, Internal Medicine, Houston, United States; Elizabeth Nelson, Baylor College of Medicine, Internal Medicine, Houston, United States; Meagan Sebring, Baylor College of Medicine, Internal Medicine, Houston, United States

7EE20 Integrating gender in holistic patient care in the 4th year medical students
Nithikorn Sorncha*, Medical Education Center, Khon Kaen Hospital, Khon Kaen, Thailand
POSTERS: Career Choice

Chairperson: South Hall, Level 0, MiCo

7FF1 The attraction of Medicine and Medical specialties: Perception of Medical Students in Georgia
Nino Chkheidze*, Tbilisi State University, Faculty of Medicine, Tbilisi, Georgia; Alexander Tsiskaridze, Tbilisi State University, Faculty of Medicine, Tbilisi, Georgia; Nato Pitskhelauri, Tbilisi State University, Faculty of Medicine, Tbilisi, Georgia

7FF2 Inspiration to be a medical physician
Champen Buranachokpaisan*, Buddhachinnaraj Hospital, Radiology Department, Phitsanulok, Thailand; Namtip Intab, Buddhachinnaraj Hospital, Pediatric Department, Phitsanulok, Thailand; Sireeluck Klanarong, Buddhachinnaraj Hospital, Phitsanulok, Thailand

7FF3 “Supertutors” inspire medical undergraduates into primary health care
Laura Karpin*, University of Helsinki, Helsinki, Finland; Helena Karpininen, University of Helsinki, Helsinki, Finland; Liisa Kulkka; Lena Sjöberg-Tuominen; Johan Eriksson; Kaisu Pitkälä

7FF4 20 years of The Collaborative Project to Increase Production of Rural Doctors: Producing doctors for sustainable rural health service
Araya Khaimook*, Ministry of Public Health, Bangkok, Thailand; Rajin Arora, MOPH, Bangkok, Thailand; Achara Nithiapinyasakul; Boonyarat Warachit; Suwat Lertsukprasert

7FF5 Draw your dream: An artistic tool for reflection on students’ career choices
Veronica Selleger*, VU University Medical Center, Medical Psychology, Amsterdam, Netherlands; Albert Wenisch, VU University Medical Center, Medical Psychology, Amsterdam, Netherlands; José van de Kreeke, VU University Medical Center, Medical Psychology, Amsterdam, Netherlands

7FF6 Growth trends in urology education in Iran
Shima Tabataba*†, Shahid Beheshti University of Medical Sciences, School of Medical Education, Tehran, Iran; Nasser Simforoosh, Shahid Beheshti University of Medical Sciences, Urology Department, Tehran, Iran; Seyed Amir Mohsen (S.A.M) Zaeem, Shahid Beheshti University of Medical Sciences, Urology Department, Tehran, Iran

7FF7 Empathy and Residency Selection
Larrie Greenberg*, The George Washington University School of Medicine and Health Sciences (GWU), CLASS Center, Washington, United States; Joseph Park, GWU, CLASS Center, Washington, United States; Benjamin Blatt, GWU, CLASS Center, Washington, United States

7FF8 Health Education Kent, Surrey and Sussex School of Surgery: Where are our core trainees now?
J Younis, St. Peter's NHS Trust, UK, General Surgery, Surrey, United Kingdom; A Khan, St. Peter’s NHS Trust, UK, General Surgery, Surrey, United Kingdom; HJ Scott, Head of Kent, Surrey and Sussex School of Surgery, London, United Kingdom; Presenter: Constance Wou*

7FF9 Inspiration for Specialty Training from the Recently Established Vachiraphuket Medical School
Acharaporn Mantanawongsin*, Vachiraphuket Hospital Medical School, Pediatric, Phuket, Thailand; Noppol Thadakul, Vachiraphuket Hospital Medical School, Pediatric, Phuket, Thailand

7FF10 To be or not to be a therapeutic radiographer? A study to identify the reasons for exiting or continuing on a radiotherapy programme
Catherine Gordon*, University of Liverpool, Directorate of Medical Imaging and Radiotherapy, Liverpool, United Kingdom

7FF11 Changing Trends in the Influence of Gender on Medical Specialty Choice
Maria de Lourdes Veronese Rodrigues*, Medical School of Ribeirao Preto, Ophthalmology, Otorhinolaringology and Head and Neck Surgery, Ribeirao Preto, Brazil; Rui Celso Mamede, Medical School of Ribeirao Preto, Ophthalmology, Otorhinolaringology and Head and Neck Surgery, Ribeirao Preto, Brazil; Fabiana Valera, Ribeirao Preto Medical School, Ophthalmology, Otorhinolaringology and Head and Neck Surgery, Ribeirao Preto, Brazil; Denny Marcos Garcia, Ribeirao Preto Medical School, Ophthalmology, Otorhinolaringology and Head and Neck Surgery, Ribeirao Preto, Brazil; Carlos Eli Piccinato, Ribeirao Preto Medical School, Surgery and Anatomy, Ribeirao Preto, Brazil; Luiz Ernesto Troncon, Ribeirao Preto Medical School, Internal Medicine (Gastroenterology), Ribeirao Preto, Brazil

7FF12 Characteristics of Role Models Who Influenced Medical Residents to Choose Surgery as a Specialty
Carlos Eli Piccinato*, Ribeirao Preto Medical School, Surgery and Anatomy, Ribeirao Preto, Brazil; Maria de Lourdes Veronese Rodrigues, Ribeirao Preto Medical School, Ophthalmology, Otorhinolaringology and Head and Neck Surgery, Ribeirao Preto, Brazil; Laura Rocha, Ribeirao Preto Medical School, Surgery and Anatomy, Ribeirao Preto, Brazil; Luiz Ernesto Troncon, Ribeirao Preto Medical School, Internal Medicine (Gastroenterology), Ribeirao Preto, Brazil
7GG1 The “mini-residency” for musculoskeletal care: An effective model of continuing education and professional development
Michael Battestone*, Salt Lake City Department of Veterans Affairs Medical Center, Rheumatology, University of Utah, Salt Lake City, UT, United States; Andrea Barker, Salt Lake City Department of Veterans Affairs Medical Center, Primary Care, Salt Lake City, UT, United States; Peter Beck, Salt Lake City Department of Veterans Affairs Medical Center, Orthopaedics, University of Utah; Salt Lake City, UT, United States; Marissa Grotzke, Salt Lake City Department of Veterans Affairs Medical Center, Endocrinology, University of Utah, Salt Lake City, UT, United States; Grant Cannon, Salt Lake City Department of Veterans Affairs Medical Center, Rheumatology, University of Utah, Salt Lake City, UT, United States

7GG2 Estimation of a Social Cognitive-Based Model of Lifelong Learning Commitment Using a Structural Equation Estimation
Betsy Williams*, Professional Renewal Center/ Rush University Medical Center, Behavioral Sciences, Lawrence, KS, United States; Patrick Rankin, Community Physician Network, Administration, Indianapolis, United States; Michael Williams, Wales Behavioral Assessment, Quality, Lawrence, KS, United States

7GG3 Evaluation of a novel comprehensive online CME curriculum in geriatric psychiatry
Marcus Law*, University of Toronto, Department of Family & Community Medicine, Toronto, Canada; Mark Rapoport, University of Toronto, Department of Psychiatry, Toronto, Canada; Rob Madan, University of Toronto, Department of Psychiatry, Toronto, Canada; Dallas Seitz, Queen’s University, Department of Psychiatry, Toronto, Canada; Marla Davidson, University of Saskatchewan, Department of Psychiatry, Saskatoon, Canada; Andrew Wiens, University of Ottawa, Department of Psychiatry, Ottawa, Canada

7GG4 How to translate a CPD activity into improved practice management of allergy patients, using “commitment to change”
Doris Straub Piccirillo*, CK-CARE, Continuing Professional Development, Davos, Switzerland

7GG5 Awareness of opportunities and its effect on the engagement of Specialty and Associate Specialist doctors in their Continuous Professional Development
U K Dashora, Conquest Hospital, Diabetes and Endocrinology, St Leonards on Sea, United Kingdom; S Mukherjee*, HE KSS, London, United Kingdom

7GG6 Quality improvement through academic detailing among Ontario specialists
Kamini Vasudev, Western University, Psychiatry, London, Canada; Varinder Dua, Western University, Psychiatry, London, Canada; David Dixon, Western University, Continuing Professional Development, London, Canada; Jason Eade, Western University, Continuing Professional Development, London, Canada; Larissa Husarwych**, Western University, Continuing Professional Development, London, Canada; Jatinder Takhar, Western University, Continuing Professional Development, London, Canada

7GG7 The effect of continuing professional development training program in Lao PDR
Hyun Bae Yoon*, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Iwa-Soep Shin, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Seunghee Lee, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Do-Hwan Kim, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Eun Jeong Kim, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Jinyoung Hwang, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea

7GG8 To refer or not to refer?
Hannah Gaynor*, Wessex School of General Practice, Wessex Deanery, Southampton, United Kingdom; Johnny Lyon-Maris, Wessex School of General Practice, Wessex Deanery, Southampton, United Kingdom; Jonathan Rial, Wessex School of General Practice, Wessex Deanery, Southampton, United Kingdom; Samantha Scallen, Wessex School of General Practice, Wessex Deanery, Southampton, United Kingdom; Lawrence Maule, Southampton General Practice, Headley Down, United Kingdom

7GG9 Supporting Dental Practitioners in the UK: Coach-mentor programme
Janine Brooks*, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom; Helen Falcon, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom; Laura Assassa, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom

7GG10 Effective integration of webinars in a competency-based curriculum for spine surgeons worldwide
Katharine de Boer*, AO Foundation, AOSpine, Duebendorf, Switzerland; Tatjana Topalovic, AO Foundation, AOSpine, Duebendorf, Switzerland; Rudolf Elmer, AO Foundation, AO Education Institute, Duebendorf, Switzerland

7GG11 Intended use of an educational app on medical aspects of orthogeriatrics by surgeons
Katrin Singler, University of Erlangen-Nürnberg, Institute for Biomedicine of Aging, Nürnberg, Germany; Markus Gosch, Hospital Hochzoll, Dept. of Geriatrics and Internal Medicine, Zirl, Austria; Tobias Roth, Medical University of Innsbruck, Dept. of Trauma Surgery, Innsbruck, Austria; Presenter: Michael Cunningham*, AO Foundation, AO Education Institute, Zurich, Switzerland

7GG12 Professional interventions for general practitioners to improve the management of osteoporosis
Victoria Tsorziou Brown*, Barts and The London School of Medicine and Dentistry, University of London, Sports and Exercise Medicine, London, United Kingdom; Dylan Morrissey, Barts and The London School of Medicine and Dentistry, University of London, Sports and Exercise Medicine, London, United Kingdom; Olwyn Westwood, Barts and The London School of Medicine and Dentistry, University of London, London, United Kingdom; Martin Underwood, Warwick University, Warwick, United Kingdom
7GG13  Patient engagement in the continuing professional development of family physicians
Stephanie Armstrong, University of Manitoba, Medical Education, Winnipeg, Canada; Jeffrey Sisler*, University of Manitoba, Division of Continuing Professional Development, Winnipeg, Canada

7GG14  Utilizing an evidence-based, multi-informant approach to developing a child and youth mental health curriculum for primary care physicians
Stacey Espinet*, University of Western Ontario, London, Canada; Margaret Steele, University of Western Ontario, London, Canada; Lorelei Lingard, University of Western Ontario, London, Canada

1045-1230

7HH1  POSTERS: Clinical Reasoning / Critical Thinking
Chairperson:
Location:  South Hall, Level 0, MiCo

7HH2  Interprofessional teamwork and its impact on clinical reasoning: Preliminary results of a qualitative study
Katherine Blononder*, University Hospitals of Geneva, Department of Internal Medicine, Rehabilitation and Geriatrics, Geneva, Switzerland; V Muller-Juge, University of Geneva, Geneva, Switzerland; F Maitre, University Hospitals of Geneva, Geneva, Switzerland; NV Vu, University of Geneva, Geneva, Switzerland; GL Savoldelli, University Hospitals of Geneva, Geneva, Switzerland; MR Nendaz, University Hospitals of Geneva, Geneva, Switzerland

7HH3  Comparison of clinical reasoning skills of pediatric tropical diseases between pre-clinical and clinical year students
Pujaati Abas*, Medical Faculty Sultan Agung Islamic University, Pediatric, Semarang, Indonesia; Endang Lestari, Medical Faculty Sultan Agung Islamic University, Medical Education, Semarang, Indonesia

7HH4  Constructing Critical Thinking: A Qualitative Examination of Health Science Educators’ Understandings
Renate M Kahlke*, University of Alberta, Department of Educational Policy Studies, Edmonton, Canada

7HH5  Teaching how to successfully prepare students for taking selection and/or certification tests from the very first day of class
Diana Patricia Montemayor-Flores*, Universidad Autonoma de Nuevo Leon, Physiology, Monterrey, Nuevo Leon, Mexico; Nancy Fernandez-Garza, Universidad Autonoma de Nuevo Leon, Physiology, Monterrey, Nuevo Leon, Mexico; Santos Guzman-Lopez, Universidad Autonoma de Nuevo Leon, Anatomy, Monterrey, Nuevo Leon, Mexico

7HH6  Using Cochrane Reviews to Improve Critical Appraisal Skills and Clinical Decision Making in Problem-based Learning
Li-Chin Sung*, Taipei Medical University – Shuang Ho Hospital, Department of Primary Care Medicine, New Taipei City, Taiwan; Mei-Yi Wu, Taipei Medical University – Shuang Ho Hospital, Department of Primary Care Medicine, New Taipei City, Taiwan; Ka-Wai Tam, Taipei Medical University Hospital, Division of General Surgery, Department of Surgery, Taipei, Taiwan; Tian-Jong Chang, Taipei Medical University – Shuang Ho Hospital, Department of Medical Education and Research, New Taipei City, Taiwan; Tsu-Yi Chao, Taipei Medical University – Shuang Ho Hospital, Department of Primary Care Medicine, New Taipei City, Taiwan; Yuh-Feng Lin, Taipei Medical University – Shuang Ho Hospital, Department of Primary Care Medicine, New Taipei City, Taiwan

7HH7  Using Problem Based Learning (PBL) in teaching critical appraisal: Experiences from Thailand
Win Techakehakij*, Surathani Hospital, Social Medicine, Suratthani, Thailand

7HH8  Using SNAPPs model to facilitate diagnostic reasoning skills
Tipaporn Thongmak*, Hatyai Medical Education Center, Pediatrics, Songkhla, Thailand; Lucksamee Haura, Hatyai Medical Education Center, Pediatrics, Songkhla, Thailand

7HH9  Genetic-Psychospiritual-Social-Biological (GPSB) SOAP Body mind map approach for clinical reasoning and medical record: A pilot study for medical clerkship in general internal medicine
Cheng-Yuan Wang*, Kaohsiung Medical University Hospital, Internal Medicine, Kaohsiung, Taiwan; Yu-Chih Lin, Kaohsiung Medical University Hospital, Internal Medicine, Kaohsiung, Taiwan; Yung-Yun Chang, Kaohsiung Medical University Hospital, Internal Medicine, Kaohsiung, Taiwan; Jeer-Chia Tsai, Kaohsiung Medical University Hospital, Internal Medicine, Kaohsiung, Taiwan; Chee-Siong Lee, Kaohsiung Medical University Hospital, Internal Medicine, Kaohsiung, Taiwan

7HH10  The development of clinical reasoning in the medical student: A qualitative research
Alexandre Roberto*, Universidade Federal de Goiás, Internal Medicine, Goiânia, Brazil; Maria do Rosário Ferraz Roberti, Universidade Federal de Goiás, Internal Medicine, Goiânia, Brazil; Nilce Maria Campos da Silva Costa, Universidade Federal de Goiás, College of Nutrition, Goiânia, Brazil

7HH11  Game Based Learning in Medical Education – Promoting clinical reasoning skills?
Christina Gummosson, Lund University, Center for Teaching and Learning, Faculty of Medicine, Lund, Sweden; Jeannette Unge*, Lund University, Lund, Sweden; Eva Horneij, Lund University, Lund, Sweden; Eva Holmström, Lund University, Lund, Sweden; Guðrun Edgren, Lund University, Lund, Sweden
7HH12  Assessment of IMGs for clinical reasoning skills using script concordance and situational judgment testing
Jean M. Rawling*, University of Calgary, Alberta International Medical Graduates Program, Calgary, Canada; David A. Ttops, University of Calgary, Family Medicine, Calgary, Canada; Shannon Murphy, University of Calgary, Alberta International Medical Graduates Program, Calgary, Canada; Paul Duggan, University of Adelaide, Obstetrics and Gynecology, Adelaide, Australia; Robert Gagnon, Universite de Montreal, Alberta International Medical Graduates Program, Montreal, Canada

7HH13  Evaluating teaching on reflection to undergraduate medical students: Revealing tacit assumptions in our teaching
Neil Patel*, Imperial College School of Medicine, Faculty of Medical Education, London, United Kingdom; Nina Salooja, Imperial College School of Medicine, Faculty of Medical Education, London, United Kingdom

7HH14  Reasoning of an Occupational Therapist on the Initial Assessment of a Patient: A Study in a Simulated Environment
Chihiro Sasaki*, Tokyo College of Welfare, Occupational Therapy, Tokyo, Japan; K Inoue, Tokyo Metropolitan University, Occupational Therapy, Tokyo, Japan; A Kawai, Medical Corporation Fukujukai Rehabilitation Support Center, Occupational Therapy, Tokyo, Japan; T Ikeda, Medical Corporation Fukujukai Rehabilitation Support Center, Occupational Therapy, Tokyo, Japan

7HH15  Characteristics of performance in clinical reasoning and clinical decision making domains on an Internal Medicine clerkship structured clinical oral examination
Dimitri Eletoren*, Toronto Children’s Hospital, Department of Medicine, Toronto, Canada; Luke Devine, University of Toronto, Department of Medicine, Toronto, Canada; Lynya Stroud, University of Toronto, Department of Medicine, Toronto, Canada; Sumitra Robertson, University of Toronto, Department of Medicine, Toronto, Canada; Edmund Lorenz, University of Toronto, Department of Medicine, Toronto, Canada

1045-1230  ELECTRONIC POSTERS (ePOSTERS): Simulation 1

7II  Chairperson: Location: Theatre Room 15, Level 0, MiCo

7II1  Development of an open-source based video-feedback-system
Christoph Castan*, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Moritz Mahling, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Alexander Münch, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Andre Manger, University of Tübingen, Department of Anesthesiology and Intensive Care Medicine, Tübingen, Germany; Jörg Reuter, University of Tübingen, Department of Anesthesiology and Intensive Care Medicine, Tübingen, Germany; Stephan Zipfel, University of Tübingen, Department of Internal Medicine 4, Tübingen, Germany

7II2  Simulation training in medical emergencies for conscious dental sedation
A Hadfield*, University Hospital of Wales, Anaesthesia, Cardiff, United Kingdom; S Thompson, Cardiff University, School of Dentistry, Cardiff, United Kingdom; S Khot, Cardiff University, Anaesthesia, Intensive Care and Pain Medicine, Cardiff, United Kingdom; C Diaz-Navarro, Cardiff University, Anaesthesia, Intensive Care and Pain Medicine, Cardiff, United Kingdom

7II3  Development of A Simulation Based ECMO Training Program
Afrothite Kotsakis, SickKids, Critical Care Medicine, Toronto, Canada; Jason Macartney, SickKids, Critical Care Medicine, Toronto, Canada; Leanne Davidson, SickKids, Critical Care Medicine, Toronto, Canada; Anamaria Stanisic, SickKids, Perfusion, Toronto, Canada; Briseida Mena*, SickKids, Critical Care Medicine, Toronto, Canada

7II4  “Upping the ante”: Introduction of innovative educational tools to undergraduate medical students 2nd simulation session
Anita Sarlah*, Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada; Susan DeSouza, Sunnybrook Health Sciences Centre, Canadian Simulation Centre, Toronto, Canada; Mabel Choi, Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada; Fahad Alam, Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada; Isabella Devito, Mount Sinai, Anaesthesia, Toronto, Canada; Agnes Ryzynski, Sunnybrook Health Sciences Centre, Canadian Simulation Centre, Toronto, Canada

7II5  Novel uses of simulation for students learning the assessment and management of the Acutely Ill Patient
Edward Hardy, Clinical Teaching Academy, University of Birmingham Medical School, Alexandra Hospital, Worcestershire Acute NHS Trust, Redditch, United Kingdom; Janina Iwasko*, Clinical Teaching Academy, University of Birmingham Medical School, Alexandra Hospital, Worcestershire Acute Hospital NHS Trust, Redditch, United Kingdom; Kamal Nathawatharan, Clinical Teaching Academy, University of Birmingham Medical, Alexandra Hospital, Worcestershire Acute Hospital NHS Trust, Redditch, United Kingdom

7II6  Designing and Establishing an Ultrasound Guided Vascular Access Workshop for Non-Radiologist: A Practical Manual from A to Z
Dimitri Parra*, The Hospital for Sick Children, University of Toronto, Diagnostic Imaging, Centre for Image Guided Care, Toronto, Canada; Simal Goman, The Hospital for Sick Children, Diagnostic Imaging, Toronto, Canada; Rajat Chand, The Hospital for Sick Children, Centre for Image Guided Care, Toronto, Canada

7II7  Engaging health professionals in learning about education: A flexible e-book solution
Frank Bate*, University of Notre Dame Australia, Fremantle, Australia; Carole Steketee, University of Notre Dame Australia, Fremantle, Australia
7II8 Simulated prenatal care program in Obstetrics clerkship
Chyi-her Lin*, NCKU Hospital, Pediatrics, Tainan, Taiwan; Pei-Ying Tsai, NCKU Hospital, Obstetrics Gynecology, Tainan, Taiwan; Jieh-Neng Wang, NCKU Hospital, Pediatrics, Tainan, Taiwan; Yu-Ting Wu, NCKU Hospital, Pediatrics, Tainan, Taiwan; Shan-Shan Liu, NCKU Hospital, Pediatrics, Tainan, Taiwan

7II9 Simulated medical consultations with an extended debriefing: Students’ perception of learning outcomes
Marcelo Schweller*, FCM-unicamp, Emergency Medicine, Campinas, Brazil; Silvia Passeri, FCM-unicamp, Medical Course, Campinas, Brazil; Marco Antonio Carvalho-Filho, FCM-unicamp, Emergency Medicine, Campinas, Brazil

7II10 Is it better to use teachers or patient support group volunteers as surrogate patients to train students in clinical problem solving?
Weng Yee Chin*, The University of Hong Kong, Department of Family Medicine & Primary Care, Hong Kong; Julie Chen, The University of Hong Kong, Department of Family Medicine & Primary Care, Hong Kong; Amber Yip, The University of Hong Kong, Institute of Medical and Health Sciences Education, Hong Kong; Vivian Chau, The University of Hong Kong, Department of Family Medicine & Primary Care, Hong Kong

7II11 Factors influencing simulated patient training for a delirium role – is real patient exposure useful?
Morag Patterson*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

1045-1230 7JJ ELECTRONIC POSTERS (ePOSTERS): The Teacher
Chairperson:
Location: Theatre Room 16, Level 0, MiCo

7JJ1 Are medical teachers who are European Resuscitation Council Instructors or Providers more successful than other medical teachers in training medical students in cardiopulmonary resuscitation?
Silvia Hunyadi-Anticevic*, Croatian Resuscitation Council and University of Zagreb School of Medicine, Zagreb, Croatia; Gordana Pavlekovic, Croatian Association for Medical Education and University of Zagreb School of Medicine, Zagreb, Croatia; Davor Milicic, University of Zagreb School of Medicine, Zagreb, Croatia

7JJ2 What makes a good surgical trainer: Trainees’ perspective
Amira Hassan Waly*, Faculty of Medicine, Zagazig University, Pediatric Surgery Unit, General Surgery Department, Zagazig, Egypt; Gill Aitken, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

7JJ3 Supporting paediatric educators: Ideas from around the UK
Hannah Jacob*, Institute of Child Health, University College London, London, United Kingdom; Caroline Fertleman, Institute of Child Health, University College London, London, United Kingdom

7JJ4 General practitioners as clinical teachers in third year of medicine. Cross-sectional study of their performance according to questionnaire “MEDUC30”
Diego Garcia*, Universidad de Chile, Campus Occidente, Santiago, Chile; Nadia Escobar, Universidad de Chile, Campus Occidente, Santiago, Chile; Juan Villagra, Universidad de Chile, Campus Occidente, Santiago, Chile; Daniela Gonzalez, Universidad de Chile, Campus Occidente, Santiago, Chile; Tamara Ahumada, Universidad de Chile, Campus Occidente, Santiago, Chile; Ivan Silva, Universidad de Chile, Campus Occidente, Santiago, Chile

7JJ5 Clinicians as teachers: Pediatric inpatient clerkship in Qatar
Shabina Khan*, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Mohamed Hendaus, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Hamed Al-Hammadi, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Semaar Mohamed, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Yasser Al-Samman, Weill Cornell Medical College, Qatar, General Pediatrics, Doha, Qatar; Tushar Khanna, Weill Cornell Medical College, Qatar, Doha, Qatar

7JJ6 The Study of Nurse Preceptors’ Professional Development Process
Ying-Hui Lin*, Kaohsiung Medical University Hospital, Nursing Department, Kaohsiung, Taiwan; Cheng-Yen Wang, National Kaohsiung Normal University, Graduate Institute of Adult Education, Kaohsiung, Taiwan

7JJ7 Does making orientation mandatory really result in the desired level of attendance?
C Robertson*, University of Ottawa, Office of Faculty Development, Ottawa, Canada; R Nair, University of Ottawa, Ottawa, Canada; C Cool, University of Ottawa, Ottawa, Canada; K HEBERT, University of Ottawa, Ottawa, Canada

7JJ8 Being at Peace: Beyond the Teaching Competency
Hormatsadat Emamzadeh Ghasemi*, School of Nursing and Midwifery of Tehran University of Medical Sciences, Nursing Management, Tehran, Iran; Mansoureh A. Farahani, School of Nursing and Midwifery of Tehran University of Medical Sciences, Nursing Management, Tehran, Iran; Forough Rafii, School of Nursing and Midwifery of Tehran University of Medical Sciences, Medical Surgical Nursing, Tehran, Iran

7JJ9 Current issues in the scholarship of clinical teaching, A pedagogy of the unexpressed
Kate Hardie*, University of Toronto, Lawrence S. Bloomberg Faculty of Nursing, Toronto, Canada

7JJ10 Students and faculties: Matching points on the practical assessment
Ieda Maria Barbosa Alencastro*, Escola Bahiana de Medicina e Saude Publica, Medicine, Salvador, Brazil; Lila Rmos Castelo Branco, Escola Bahiana de Medicina e Saude Publica, Medicine, Salvador, Brazil; Caroline da Silva Seidler, Escola Bahiana de Medicina e Saude Publica, Medicine, Salvador, Brazil; Mario Rocha, Escola Bahiana de Medicina e Saude Publica, Medicine, Salvador, Brazil
MEETING: Medical Teacher Editorial Board Meeting (closed meeting)
Location: Meeting Room 2, Level +2, MiCo

LUNCH (viewing of Exhibits and Posters)
Location: South Hall, Level 0, MiCo

AMEE AGM (open to all AMEE Members)
Location: Brown 2, Level +2, MiCo

COURSES
AMEE-ESME Course
Location: Suite 5, Level Mezzanine, MiCo
AMEE-RESME Course
Location: Suite 6, Level Mezzanine, MiCo
AMEE-ESCEL Course
Location: Suite 7, Level Mezzanine, MiCo
ASME-FLAME/CALM Course
Location: Theatre Room 13, Level 0, MiCo

PRIVATE MEETING: IAMSE Lunch (invite only)
Location: Suite 1, Level +2, MiCo

OPEN MEETING: Elsevier Education Seminar – Engaging and supporting students to improve outcomes
Location: Workshop Room 1, Level 0, MiCo

TOUR: Cultural Tour including Leonardo Da Vinci’s Last Supper
Departs and returns to MiCo Congressi

SESSION 8: Simultaneous Sessions

8A SYMPOSIUM: Make your teaching count: Initiatives to elevate the status of the Medical Educator IAMSE SESSION
Katherine Hyland, UCSF School of Medicine, USA; Manuel João Costa, University of Minho School of Health Sciences, Portugal; Aviad Haramat, Georgetown University School of Medicine, USA; Amy Wilson-DelRosso, Case Western Reserve University School of Medicine, USA
Location: Gold Plenary, Level +2, MiCo

8B SYMPOSIUM: Embracing Uncertainty in Research Findings: Exploring how research assumptions influence outcomes in qualitative and quantitative paradigms
Benjamin Boerebach, Academic Medical Center, University of Amsterdam, The Netherlands; Esther Helmich, Academic Medical Center, University of Amsterdam, The Netherlands; Onyebuchi Arah, University of California, Los Angeles, USA; Lorelei Lingard, Western University, Ontario Canada
Location: Auditorium, Level +3, MiCo

8C SYMPOSIUM: Progress Testing In Italian Medical Schools: An 8 Year National Experience
Alfred Tenore, Ministry of Education, University and Research (MIUR), Italy; L. Schuwirth, University of Maastricht, Netherlands; Z.M. Nours, Charité Universitätsmedizin, Berlin, Germany; PL Castagnetti, National Agency for the Evaluation of University and Research – ANVUR
Location: Brown 3, Level +2, MiCo

8D RESEARCH PAPERS: Medical School Selection
Chairperson:
Location: Brown 2, Level +2, MiCo

8D1 The UK Clinical Aptitude Test: Factors predictive of success
Paul Lambe*, Plymouth University, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom; Rachel Greattrix, Nottingham University, Education, Nottingham, United Kingdom; Jon Dowell, University of Dundee, Medical School, Dundee, United Kingdom; Keith Milburn, University of Dundee, Health Informatics Centre, Dundee, United Kingdom; David Bristow, Plymouth University, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom

8D2 Correlation between Multiple Mini Interview and Medical Career Development Inventory
R. Stephen Manuel*, University of Cincinnati College of Medicine, Student Affairs and Admissions, Cincinnati, OH, United States; Nikki Zaidi, University of Michigan, Office of Medical Student Education, Ann Arbor, Michigan, United States; Nicole J. Borges, Wright State University Boonshoft School of Medicine, Academic Affairs, Dayton, OH, United States; Ryan D. Duffy, University of Florida, Psychology, Gainesville, FL, United States
1400-1530 8D3 A Multi-Perspective Critical Discourse Analysis of an Admissions Process to Medical School: Qualitative Knowledge Translation for Greater Inclusion in an Inherently Exclusive Process
Saleem Razack*, McGill University, Centre for Medical Education and Department of Pediatrics, Montreal, Canada; Brian Hodges, University of Toronto, Wilson Centre and Department of Psychiatry, Toronto, Ontario; Yvonne Steinert, McGill University, Centre for Medical Education, Montreal, Canada; Mary Maguire, McGill University, Faculty of Education, Montreal, Canada

1445-1500 8D4 Different medical school admissions procedures: different personalities?
NR Schripsermans*, University of Groningen, Center for Innovation and Research of Medical Education, Groningen, Netherlands; JCC Borleffs, University of Groningen, Center for Innovation and Research of Medical Education, Groningen, Netherlands; J Cohen-Schotanus, University of Groningen, Center for Innovation and Research of Medical Education, Groningen, Netherlands

1515-1530 Discussion

1400-1530 8E SHORT COMMUNICATIONS: Outcomes / Competency-based Education 2
Chairperson: Juan Perez-Gonzalez (Venezuela)
Opening Discussant: Mark Rosenberg (United States)
Location: Brown 1, Level +2, MiCo

1400-1415 8E1 Competency-based Medical Education: State of the Art and Priorities for Development from an International Expert Delphi Process
Jason R. Frank*, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Linda Snell, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Jonathan Sherbino, McMaster University, Emergency Medicine, Ottawa, Canada; Cynthia Abbott, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Olle ten Cate, University Medical Centre Utrecht, Center for Research and Development of Education, Utrecht, Netherlands

1415-1430 8E2 Devising a consensus definition and competency framework for non-technical skills in healthcare: A modified Delphi study
Morris Gordon, University of Central Lancashire, School of Medicine and Dentistry, Preston, United Kingdom; Paul Baker, North Western Foundation School, School of Medicine and Dentistry, Manchester, United Kingdom; Ken Catchpole, Cedars Sinai Hospital, Los Angeles, United States; Daniel Darbyshire, University of Central Lancashire, Preston, United Kingdom; Dawn Schockem*, Tampa, United States

1430-1445 8E3 Medical students’ changing perceptions of the desirable personal attributes of a doctor
Steven Hurwitz*, University of Newcastle, Newcastle, Australia, Brian Kelly, University of Newcastle, Newcastle, Australia

1445-1500 8E4 A Study to develop, by consultation, agreed learning outcomes for the teaching of handover to medical students using Group Concept Mapping
Patrick Henn*, University College Cork, School of Medicine, Cork, Ireland; Helen Hynes, University College Cork, School of Medicine, Cork, Ireland; Hendrik Drachsler, Open Universiteit Nederland, Faculty of Psychology and Educational Sciences, Heerlen, Netherlands; Bridget Maher, University College Cork, School of Medicine, Cork, Ireland; Carola Orrego, Avedis Donabedian Institute, Avedis Donabedian Institute, Barcelona, Spain; Sasa Sopka, RWTH Aachen University, University Hospital UKA, Anaesthesiology, Aachen, Germany

1500-1515 8E5 The Swedish Doctor? A pilot study to create a framework of national learning outcomes for medical education in Sweden
Maria Ehlin Kolb*, Umeå University, Umeå, Sweden

1515-1530 Discussion

1400-1530 8F PHD REPORTS: PhD Reports 2
Chairperson:
Location: Theatre Room 11, Level 0, MiCo

1400-1418 8F1 The Gastrointestinal Endoscopy Competency Assessment Tool for pediatric colonoscopy (GIECAT-KIDS): Development and multicenter validation
Catharine M Walsh*, The Hospital for Sick Children and the Wilson Centre, Toronto, Canada; Simon C Ling, The Hospital for Sick Children, Toronto, Canada; Petar Mamula, The Children’s Hospital of Philadelphia, Philadelphia, United States; Jennifer R Lightdale, UMass Memorial Children’s Medical Center, Worcester, United States; Jeffrey J Yu, The Wilson Centre, Toronto, Canada; Heather Carnahan, School of Human Kinetics, Memorial University, St. John’s, Canada

1418-1436 8F2 The narrative construction of identity and the medical student-patient encounter
Sally Warmington*, The University of Melbourne, School of Population and Global Health, Faculty of Medicine, Dentistry and Health Sciences, Melbourne, Australia
1436-1454 8F3  The hidden curriculum of veterinary education  
Carrie Roder*, Royal Veterinary College, LIVE, London, United Kingdom

1454-1512 8F4  What is the nature and impact of synchronous online clinical education in fragile states?  
Molly Fyfe*, King’s College London, Education, London, United Kingdom

1512-1530  Discussion

1400-1530 8G  SHORT COMMUNICATIONS: Progress Test
Chairperson:
Location:  Theatre Room 12, Level 0, MiCo

1400-1415 8G1  Development of a formative competency-based progress test with MC-items constructed by students – pilot test and further development
Stefan Wagener*, University of Heidelberg, Medical Faculty of Heidelberg, Heidelberg, Germany; Maryna Gornostayeva, University of Heidelberg, Center of Excellence for Assessment in Medicine, Baden-Wuerttemberg, Heidelberg, Germany; Andreas Möltner, University of Heidelberg, Center of Excellence for Assessment in Medicine, Baden-Wuerttemberg, Heidelberg, Germany; Jobst-Hendrik Schultz, University of Heidelberg, Medical Faculty of Heidelberg, Heidelberg, Germany; Peter Brüztle, Albert-Ludwigs-University Freiburg, Freiburg Competence Center for Evaluation of Teaching in Medicine, Baden-Wuerttemberg, Freiburg, Germany; Jana Jünger, University of Heidelberg, Center of Excellence for Assessment in Medicine, Baden-Wuerttemberg, Heidelberg, Germany

1415-1430 8G2  Simultaneous progress testing in five German-speaking vet schools
Peter Stuck†, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), VetMedUni Vienna, Vienna, Austria; Verena Diener, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Department of Veterinary Medicine at the Freie Universität Berlin, Berlin, Germany; Jan P. Ehlers, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), University of Veterinary Medicine Hannover, Foundation, Hannover, Germany; Cyril Matenaers, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Faculty of Veterinary Medicine at the LMU Munich, Munich, Germany; Christian Gruber, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), VetMedUni Vienna, Vienna, Austria; Christiane Sieglings-Vilatik, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Department of Veterinary Medicine at the Freie Universität Berlin, Berlin, Germany

1430-1445 8G3  Learning and collaborative action: Progress testing construction process across an Interinstitutional Consortium in Northeast of Brazil
Daniela Chiesa*, Universidade de Fortaleza, Medical School Education Advisory, Fortaleza, Brazil; Valeria Goes Alberto Farias Filho, Universidade Federal do Ceará, Fortaleza, Brazil; Marcos Kubrusly, UniChristus, Fortaleza, Brazil; Antonio Miguel Leitão, UniChristus, Fortaleza, Brazil; Taciana Duque, Faculdade Pernambucana de Saúde, Recife, Brazil; Alexandre Cesar Sales, Faculdade Pernambucana de Saúde, Recife, Brazil

1445-1500 8G4  Use of Progress Test for Monitoring the Effectiveness of the Medical Curriculum in Qassim College of Medicine
Mohammed Nour El-Din, Qassim University, College of Medicine, Dermatology, Melida, Saudi Arabia; Issam Barima, Qassim University, College of Medicine, Melida, Saudi Arabia; Presenter: Hani Al-Shobaili*, Qassim University, College of Medicine, Saudi Arabia

1500-1515 8G5  Are scenario-based items associated with more omitted answers in progress testing?
C.F. Collares*, Maastricht University, Faculty of Medicine, Health and Life Sciences, Educational Development and Research, Maastricht, Netherlands; A.M. Muijtjens, Maastricht University, Faculty of Medicine, Health and Life Sciences, Educational Development and Research, Maastricht, Netherlands; M.M. Verheggen, Maastricht University, Faculty of Medicine, Health and Life Sciences, Educational Development and Research, Maastricht, Netherlands; D. Cecilio-Fernandes, Institute for Medical Education, University Medical Centre Groningen, Centre for Innovation and Research of Medical Education, Groningen, Netherlands; J.P.M. van der Vleuten, Maastricht University, Faculty of Medicine, Health and Life Sciences, Educational Development and Research, Maastricht, Netherlands

1515-1530 8G6  Computerized adaptive progress testing in the medical domain: A study of students’ experiences
A. M. M. Muijtjens*, Maastricht University, FHML, Dept. Educational Development & Research, Maastricht, Netherlands; J. Leppink, Maastricht University, FHML, Dept. Educational Development & Research, Maastricht, Netherlands; J.P.M. Van Berlo, Maastricht University, FHML, Dept. Educational Development & Research, Maastricht, Netherlands; A.A. Melboom, VU University Medical Center, Department of General Practice & Elderly Care Medicine, Amsterdam, Netherlands; R.A. Tio, University Medical Center Groningen, Centre for Innovation and Research of Medical Education, Groningen, Netherlands; T.J.H.M. Egggen, Cito National Institute for Test Development, FHML, Dept. Educational Development & Research, Arnhem, Netherlands

No discussion
1400-1530 8H  SHORT COMMUNICATIONS: Feedback 1  
Chairperson: Jørgen Nystrup (Denmark)  
Opening Discussant: Lisa Fluit (Netherlands)  
Location: Amber 1, Level +2, MiCo

1400-1415 8H1  Effectiveness of patient feedback as educational intervention to improve medical student consultation (PTA Feedback Study): A randomised controlled trial  
Michelle Lai, Monash University and Deakin University, Department of Medicine, Nursing and Health Science, Melbourne, Australia; Noel Roberts, Monash University and Deakin University, Department of Medicine, Nursing and Health Science, Melbourne, Australia; Jenipher Martin*, Monash University and Deakin University, Department of Medicine, Nursing and Health Science, Melbourne, Australia

1415-1430 8H2  Building student ownership into formative feedback results in improved learning behaviour amongst first year undergraduate medical students  
F Rashid-Doubell*, Royal College of Surgeons in Ireland, Bahrain, School of Medicine, Manama, Bahrain; R O'Sullivan, Royal College of Surgeons in Ireland, Bahrain, School of Medicine, Manama, Bahrain; TP Doubell, Royal College of Surgeons in Ireland, Bahrain, School of Medicine, Manama, Bahrain; K Elmusharaf, Royal College of Surgeons in Ireland, Bahrain, School of Medicine, Manama, Bahrain

1430-1445 8H3  Curriculum Emphasizing Feedback Improves Medical Students’ Comfort and Perception Surrounding Feedback  
Jennifer Stojan, University of Michigan, Internal Medicine and Pediatrics, Ann Arbor, United States; Jocelyn Schiller, University of Michigan, Pediatrics, Ann Arbor, United States; Monica Lysson, University of Michigan, Internal Medicine, Ann Arbor, United States; James T. Fitzgerald, University of Michigan, Medical Education, Ann Arbor, United States; Patricia Mullan*, University of Michigan, Medical Education, Ann Arbor, United States

1445-1500 8H4  Learners’ verbal and non-verbal behaviour varies in feedback conditions  
J.M. Monica van de Rijder*, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; Britt van Hoek, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands

1500-1515 8H5  Role of structured behavioral feedback in communication skills training for medical students, a randomized controlled trial (RCT)  
Cosima Engerer*, Faculty of Medicine, Technische Universität München, TUM MeDiCal Center of Medical Education, Munich, Germany; Alexander Wuensch, Faculty of Medicine, Technische Universität München, Psychosomatic Medicine and Psychotherapy & TUM MeDiCal Center of Medical Education, Munich, Germany; Andreas Dinkel, Faculty of Medicine, Technische Universität München, Psychosomatic Medicine and Psychotherapy, Munich, Germany; Pascal Berberat, Faculty of Medicine, Technische Universität München, TUM MeDiCal Center of Medical Education, Munich, Germany

1515-1530 Discussion

1400-1530 8I  SHORT COMMUNICATIONS: Staff / Faculty Development 1  
Chairperson: Andrew Grant (United Kingdom)  
Opening Discussant: Norma Sals (United States)  
Location: Amber 2, Level +2, MiCo

1400-1415 8I1  “Walking into a den of lions”?: A teacher’s journey into medical education  
Teresa Van Deven*, Schulich School of Medicine and Dentistry, Undergraduate Medical Education, London, Ontario, Canada

1415-1430 8I2  Educating the clinical trainer: Professional gain for the trainee?  
H.G.A. Jochensen-van der Leeuw*, Academic Medical Center Amsterdam, Department of General Practice/Family Medicine, Amsterdam, Netherlands; N. Buwalda, Academic Medical Center Amsterdam, Department of General Practice/Family Medicine, Amsterdam, Netherlands; W. de Jong, Radboud Medical Center-University of Nijmegen, Department of General Practice/Family Medicine, Nijmegen, Netherlands; M. Wieringa-de Waard, Academic Medical Center Amsterdam, Department of General Practice/Family Medicine, Amsterdam, Netherlands; N. van Dijk, Academic Medical Center Amsterdam, Department of General Practice/Family Medicine, Amsterdam, Netherlands

1430-1445 8I3  Implementing progression of professional development: A long-term case study  
Mats Wahlin*, Sahlgrenska Academy, University of Gothenburg, Dept of Primary Health Care, Institute of Medicine, Gothenburg, Sweden; Lisa Carlzon, Sahlgrenska Academy, University of Gothenburg and Sahlgrenska University Hospital, Institute of Medicine, Gothenburg, Sweden; Anders Ågård, Sahlgrenska Academy, University of Gothenburg and Angerled Local Hospital, Institute of Medicine, Gothenburg, Sweden; Katarina Jood, Sahlgrenska Academy, University of Gothenburg, Dept Clinical Neurosciences and Rehabilitation, Institute of Neuroscience and Physiology, Gothenburg, Sweden; Elisabet Lönnmark, Sahlgrenska Academy, University of Gothenburg, Department of Infectious Diseases, Institute of Biomedicine, Gothenburg, Sweden; Karin Rönnerman, Faculty of Education, University of Gothenburg, Dept of Education and Special Education, Gothenburg, Sweden

1445-1500 8I4  Defining competence for faculty developers  
Karen Leslie, University of Toronto, Toronto, Canada; Danny Panisko*, University of Toronto, Toronto, Canada; Allyn Walsh, McMaster University, Hamilton, Canada; Anne Wong, McMaster University, Hamilton, Canada; Barbara Stubbs, University of Toronto, Toronto, Canada; Maria Mylopoulos, University of Toronto, Toronto, Canada
1400-1530  **SHORT COMMUNICATIONS: Ethics**
Chairperson: Lisa Rucker (United States)
Location: Amber 4, Level +2, MiCo

1400-1415  **8K1**
**Integrating Medical Ethics and Professionalism in the Medical School Curriculum**
Liliana Stevecova*, California Northstate College of Medicine, Department of Medical Education, Elk Grove, California, United States; Raitisa Akins, California Northstate College of Medicine, Department of Medical Education, Elk Grove, California, United States; Joseph Silva, California Northstate College of Medicine, Department of Medical Education, Elk Grove, California, United States; Alfred Tenore, California Northstate College of Medicine, Elk Grove, California, United States; Robert Suskind, California Northstate College of Medicine, Elk Grove, California, United States

1430-1445  **8K2**
**Ethical Reasoning Learning Process in Clinical Years of the Students in the Faculty of Medicine University of Indonesia**
Oktavinda Safitry Daud*, Faculty of Medicine University of Indonesia, Department of Forensic Medicine and Medico-Legal Studies, Jakarta, Indonesia; Anwar Jusuf, Faculty of Medicine University of Indonesia, Department of Medical Education, Jakarta, Indonesia; Retro Asti Werdhiani, Faculty of Medicine University of Indonesia, Department of Medical Education, Jakarta, Indonesia

1445-1500  **8K3**
**Ethical Erosion: To what extent does it occur during UK foundation training?**
Emily C Stratta*, Royal Bolton NHS Foundation Trust, Farnworth, Lancashire, United Kingdom; Paul Baker, North Western Deanery, Health Education North West, Manchester, United Kingdom

1445-1500  **8K4**
**Clinical Clerks’ Ethical Dilemmas and Decision-Making**
Mary-Ara Cordero-Díaz*, Tecnológico de Monterrey School of Medicine and Health Sciences, Department of Ethics, Professionalism and Citizenship, Monterrey, Mexico; Pilar Gonzalez-Amarante, Tecnológico de Monterrey School of Medicine and Health Sciences, Department of Ethics, Professionalism and Citizenship, Monterrey, Mexico; Graciela Medina-Aguilar, Tecnológico de Monterrey School of Medicine and Health Sciences, Department of Ethics, Professionalism and Citizenship, Monterrey, Mexico; Cesar Gracia-Francisco, Tecnológico de Monterrey School of Medicine and Health Sciences, Department of Ethics, Professionalism and Citizenship, Monterrey, Mexico

1400-1415  **8J1**
**Effectiveness of a graduate entry programme in encouraging students to become physician-scientists**
Inge van Wijk*, VU University Medical Center, Department of Paediatrics, Amsterdam, Netherlands; Marleen Westerhof-Sinkes, VUMc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Ton van Lambalgen, VU University Medical Center, Department of Physiology, Amsterdam, Netherlands; Joke Jansen, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Gerda Croset, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Rashmi Kusurkar, VUMc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands

1415-1430  **8J2**
**Tango with teams: Assessment of the learning environment during medical students’ research project course**
Riitta Möller*, Karolinska Institutet, Medical Epidemiology and Biostatistics, Stockholm, Sweden; Sari Ponzer, Karolinska Institutet, Södersjukhuset, Stockholm, Sweden

1430-1445  **8J3**
**Individual characteristics and students’ engagement in scientific research**
A Salgueira*, School of Health Sciences, University of Minho, Braga, Portugal; P Costa, School of Health Sciences, University of Minho, Braga, Portugal; M Gonçalves, School of Health Sciences, University of Minho, Braga, Portugal; E Magalhães, Lisbon University Institute (ISCTE-IUL), CS-IUL, Lisbon, Portugal; MJ Costa, School of Health Sciences, University of Minho, Braga, Portugal

1445-1500  **8J4**
**An increased shift of interest towards research in Undergraduate (UG) medical students of Pakistan; Can this change help improve students’ critical thinking skills?**
Zainab Zahra*, Shaikh Khalifa Bin Zayed Al-Nahyan Medical and Dental College, Community Medicine, Lahore, Pakistan; Gul-e-Noor Rao, Shaikh Khalifa Bin Zayed Al-Nahyan Medical and Dental College, Internal Medicine, Lahore, Pakistan; Haider Ali Khan, Shaikh Khalifa Bin Zayed Al-Nahyan Medical and Dental College, Lahore, Pakistan; Muhammad Iqbal Javid, Prince Salman Armed Forces Hospital, Tabuk, Saudi Arabia

1500-1515  **8J5**
**One-year methodological research course to increase clinical and health services research in family medicine and primary care: A critical evaluation**
Helena Lira*, University of Tampere, School of Medicine, Tampere, Finland; Tuomas Koskela, University of Tampere, School of Medicine, Tampere, Finland; Kaisu Pakkala, University of Helsinki, Department of General Practice and Primary Care, Finland

1515-1530  Discussion
Teaching the Ethics of the Ordinary
Deborah Swinglehurst, Queen Mary College, GP and Primary care, London, United Kingdom; John Spicer, London School of General Practice, Dept of Education and Professional Studies, London, United Kingdom; Presenter: Andrew Papamitsakas*, Kings College London, United Kingdom

Change of moral level perspective when medical students switch role to patients
Rawiwan Hansudewewakul*, Chiangrai Prachanukroh Hospital, Chiangrai Medical Education Center, Pediatrics, Chiangrai, Thailand

No discussion

SHORT COMMUNICATIONS: Preparedness for Clinical Clerkship
Chairperson: Kim Walker (United Kingdom)
Opening Discussant: Jill Konkin (Canada)
Location: Amber S, Level +2, MiCo

The psychological impact of a transition into an undergraduate final-year Medicine clerkship
Anique E Anique*, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Ian Hambleton, University of the West Indies, Cave Hill Campus, Chronic Disease Research Centre, St. Michael, Barbados; Nigel Unwin, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Colette George, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Paula M. Lashley, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Charles G. Taylor Jr, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados

Designing and implementing of clinical shadowing program in undergraduate medical curriculum
Azim Mirrazaadeh, Tehran University of Medical Sciences, Medical Education, Tehran, Iran; Mahboobeh Khabaz Mafnejad*, Tehran University of Medical Sciences, Medical Education, Tehran, Iran; Saeed Pour Hassan, Tehran University of Medical Sciences, Medical Education, Tehran, Iran

Clinical clerkships: A factor of stress for medical students
Jordane Chaix, ANEMF, Association nationale des étudiants en médecine de France, Service des urgences et SMUR, Paris, France; Pierre Catoir, ANEMF, Association nationale des étudiants en médecine de France, Service des urgences et SMUR, Paris, France; Mathieu Levaillant, ANEMF, Association nationale des étudiants en médecine de France, Paris, France; Amélie Sabaté, ANEMF, Association nationale des étudiants en médecine de France, Paris, France; Solenn Vasse, ANEMF, Association nationale des étudiants en médecine de France, Paris, France; Benoît Raecelboom*, Centre hospitalier de Dunkerque, Dunkerque, France

How do medical students cope with the transition to the clinical years? A qualitative study in a Chilean medical school
Maribel Calderon*, Pontificia Universidad Católica de Chile, Escuela de Psicología, Santiago, Chile; Denisse Zuñiga, Pontificia Universidad Católica de Chile, Facultad de Medicina, Centro de Educación Médica, Santiago, Chile; Isabel Leiva, Pontificia Universidad Católica de Chile, Facultad de Medicina, Departamento de Enfermedades Respiratorias, Santiago, Chile; Oslando Padilla, Pontificia Universidad Católica de Chile, Facultad de Medicina, Santiago, Chile; Arnoldo Riquelme, Pontificia Universidad Católica de Chile, Facultad de Medicina, Santiago, Chile; Marcela Bitran, Pontificia Universidad Católica de Chile, Facultad de Medicina, Centro de Educación Médica, Santiago, Chile

Discussion

SHORT COMMUNICATIONS: Teaching and Learning: Team-based Learning / Flipped Classroom
Chairperson: Matthew Gwee (Singapore)
Location: Amber 6, Level +2, MiCo

Flipped classroom – does it work? A case study among Finnish pharmacy students in a pharmacokinetics course
Nina Katajavuori*, Faculty of Pharmacy, University of Helsinki, Division of Pharmaceutical Biosciences, Helsinki, Finland; Unni Tengvall, Faculty of Pharmacy, University of Helsinki, Division of Pharmacology and Pharmacotherapy, Helsinki, Finland; Petteri Pieponen, Faculty of Pharmacy, University of Helsinki, Division of Pharmaceutical Biosciences, Helsinki, Finland; Marjo Yliperttu, Faculty of Pharmacy, University of Helsinki, Division of Pharmaceutical Biosciences, Helsinki, Finland; Hannu Kortejärvi, Faculty of Pharmacy, University of Helsinki, Helsinki, Finland

Using team-based consolidation exercises within a problem-based medical curriculum
S. Bull, University of Exeter Medical School, Exeter, United Kingdom; H. R. Watson, University of Exeter Medical School, Exeter, United Kingdom; J. McGarrick, University of Exeter Medical School, Exeter, United Kingdom; F. Bostock, University of Exeter Medical School, Exeter, United Kingdom; N. H. Hopcroft*, University of Exeter Medical School, Exeter, United Kingdom

Designing a system for course evaluation feedback from students in a Team-based Learning and technology-enhanced environment
Sandra Kemp*, Lee Kong Chian School of Medicine, Singapore; Naomi Low-Beer, Lee Kong Chian School of Medicine, Singapore
1400-1530 8M4  **Flipped classroom (FC) learning experiences among healthcare students: A pilot study of FC instrument**
Amutha D. M. Navamoney*, International Medical University, IMU Center for Education (ICE), Kuala Lumpur, Malaysia; Yusup Hashim, Asia e-University, Faculty of Education, Kuala Lumpur, Malaysia

1500-1515 8M5  **An exploration of the University of Bradford UK MPharm students’ perceptions of Team-Based Learning**
N Hina, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; T Arif, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; S Hill, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; Y Habeek, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; M Tahir, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; Presenter: Beverley Lucas*, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom

1515-1530 8M6  **Flipped classroom facilitates learning of practical skills**
Leila Niemi-Murola*, University of Helsinki, Department of Anaesthesiology and Intensive Care Medicine, Helsinki, Finland; Klaas T Oikkola, University of Helsinki, Department of Anaesthesiology and Intensive Care Medicine, Helsinki, Finland

No discussion

1400-1530 8N  **SHORT COMMUNICATIONS: Student as Teacher 1**
Chairperson: Jetro Tuulari (Finland)
Opening Discussant: Paul de Roos (Sweden)
Location: Amber 7, Level +2, MiCo

1400-1415 8N1  **A case control educational intervention showing how peer-assisted learning (PAL) can improve medical students’ exam results and provide an environment conducive for learning**
Jonathan A M King*, UCL, London, United Kingdom; Chrishan Gunasekera, UCL, London, United Kingdom; Oliver Cohen, UCL, London, United Kingdom; Tanjila Hakim, UCL, London, United Kingdom; Deirdre Wallace, UCL, London, United Kingdom; Alison Sturrock, UCL, London, United Kingdom

1415-1430 8N2  **An investigation into student perceptions of peer learning as a learning method during a medical undergraduate course**
Ahmed Ezzat*, University of Aberdeen, Pathology, Aberdeen, United Kingdom; Shiran Gunasekera, University of Aberdeen, Anatomy, Aberdeen, United Kingdom; Peter Johnston, University of Aberdeen, Aberdeen, United Kingdom; Simon Parson, University of Aberdeen, Aberdeen, United Kingdom

1430-1445 8N3  **Training Peer Tutors to Facilitate Online Team-Based Learning in Academic Study Skills**
Sharon Boyd*, University of Edinburgh, The Royal (Dick) School of Veterinary Studies, Edinburgh, United Kingdom; Jessie Paterson, University of Edinburgh, Edinburgh, United Kingdom

1445-1500 8N4  **Peer teaching may promote personal development**

1500-1515 8N5  **A program on Peer Tutoring during junior years in medical and nursing school**
Maria José Frontera Vaca*, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina; Maria Victoria Brunielli, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina; Soledad Alvarez Campos, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina; Maria del Carmen Tejeiro, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina; Malena Sayal, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina; Angel Centeno, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina

1515-1530 Discussion

1400-1530 8O  **SHORT COMMUNICATIONS: Student Self-Assessment / Self Efficacy**
Chairperson:
Opening Discussant:
Location: Amber 8, Level +2, MiCo

1400-1415 8O1  **Students’ performance data in the HIP (“How I Perform”) feedback tool enable students’ self-validation and study prediction**
Johann Arias*, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Stephan Erdtmann, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Sonja Finsterer, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Melanie Simon, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tr>
<td>1415-1430</td>
<td>8O2</td>
<td>Diagnosing learning needs, conflict between participants and near-peers in a learning session for final year medical undergraduates</td>
<td>Drew Maclean, Cardiff University School of Medicine/Aneurin Bevan University Health Board, General Surgery/Medical Education, Cardiff, United Kingdom; Rhys Thomas, Cardiff University School of Medicine/Aneurin Bevan University Health Board, General Surgery/Medical Education, Cardiff, United Kingdom; Charlotte Thomas, Cardiff University School of Medicine/Aneurin Bevan University Health Board, General Surgery, Cardiff, United Kingdom; Michael Stechman, Cardiff University School of Medicine, Institute of Medical Education, Cardiff, United Kingdom; Tamsin Boyce*, Cardiff University School of Medicine/Aneurin Bevan Health Board, Institute of Medical Education, Cardiff, United Kingdom</td>
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<td>1430-1445</td>
<td>8O3</td>
<td>What do we (not) know? Assessing the ability of chief residents to predict their examination performance</td>
<td>Janelle Rekman, University of Ottawa, Ottawa, Canada; Yvonne Ying*, University of Ottawa, Ottawa, Canada</td>
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<tr>
<td>1445-1500</td>
<td>8O4</td>
<td>Medical Students’ Achievement, Self-Efficacy and the Relationship with Achievement</td>
<td>Sevgi Turan*, Hacettepe University Faculty of Medicine, Department of Medical Education and Informatics, Ankara, Turkey; Anselme Derese, Ghent University Faculty of Medicine, Department of General Practice and Primary Health Care, Ghent, Belgium; Martin Valcke, Ghent University Faculty of Psychology and Educational Sciences, Department of Educational Studies, Ghent, Belgium</td>
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<tr>
<td>1500-1530</td>
<td>Discussion</td>
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<td>1400-1530</td>
<td>8P</td>
<td>SHORT COMMUNICATIONS: Simulation 2</td>
<td>Chairperson: Ronald Gottesman (Canada)</td>
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<td>Opening Discussant:</td>
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<td>Location: Theatre Room 13, Level 0, MiCo</td>
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<tr>
<td>1400-1415</td>
<td>8P1</td>
<td>Learning through teaching: Lessons learned from simulation</td>
<td>Thomas Maniatis*, McGill University, Medicine, Montreal, Canada; Ning Sun, McGill University, Medicine, Montreal, Canada; Yvonne Steinert, McGill University, Centre for Medical Education, Montreal, Canada</td>
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<td>1415-1430</td>
<td>8P2</td>
<td>Thinking outside the box: Using online learning for simulation preparation in health professions education</td>
<td>David Rojas*, Wilson Centre, University of Toronto, Toronto, Canada; Bill Kapralos, University of Ontario Institute of Technology, Oshawa, Canada; Adam Dubrowski, Memorial University of Newfoundland, Newfoundland, Canada</td>
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<td>1430-1445</td>
<td>8P3</td>
<td>Competence Assessment of Transfer of Simulation Training to the Patient</td>
<td>Triona Flavin*, Trinity College Dublin, Clinical Skills, Dublin, Ireland; Aileen Patterson, Trinity College Dublin, Clinical Medicine, Dublin, Ireland; Hennessy Martina, Trinity College Dublin, Clinical Medicine, Ireland</td>
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<td>1445-1500</td>
<td>8P4</td>
<td>National Health Education and Training in Simulation (NHET-Sim): A national community of educators</td>
<td>Debra Nestel*, Monash University, HealthPEER, Melbourne, Australia; Tracy Morrison, Victoria University, HealthPEER, Melbourne, Australia; Clare Byrne, Monash University, HealthPEER, Melbourne, Australia; Margaret Bearman, Monash University, HealthPEER, Melbourne, Australia</td>
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<td>1500-1515</td>
<td>8P5</td>
<td>How to implement Simulation Based Medical Education in a new medical School</td>
<td>Vanda Abi Raad*, Lebanese American University, Anesthesiology, Byblos, Lebanon</td>
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<td>1515-1530</td>
<td>Discussion</td>
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<td>1400-1530</td>
<td>8Q</td>
<td>CONFERENCE WORKSHOP: Training the Trainers to Support Doctors in Difficulty</td>
<td>Liz Spencer*, NACT, Milton Keynes, United Kingdom; Alistair Thomson*, NACT, Milton Keynes, United Kingdom</td>
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<td>1400-1530</td>
<td>8R</td>
<td>CONFERENCE WORKSHOP: Using mobile devices and technology to help develop competent, reflective professionals</td>
<td>Luke Dawson*, The University of Liverpool, School of Dentistry, Liverpool, United Kingdom; Ben Mason*, The University of Liverpool, School of Dentistry, Liverpool, United Kingdom; Keith Kennedy*, The University of Liverpool, School of Dentistry, Liverpool, United Kingdom; Colin Lumsden*, The University of Manchester, Manchester Medical School, Greater Manchester, United Kingdom</td>
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<td>1400-1530</td>
<td>8S</td>
<td>CONFERENCE WORKSHOP: Curriculum mapping – Where to begin?</td>
<td>Carole Skeete*, The University of Notre Dame Australia, Medicine, Fremantle, Australia</td>
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1400-1530 8T CONFERENCE WORKSHOP: Evidence-based facilitated feedback: Using the R2C2 model to enhance feedback acceptance and use
Karen Mann*, Dalhousie University, Division of Medical Education, Faculty of Medicine, Halifax, Canada; Jocelyn Lockyer*, University of Calgary, Continuing Medical Education and Professional Development, Faculty of Medicine, Calgary, Canada; Erik Driessen*, Maastricht University, Department of Educational Research and Development, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Eric Holmboe*, Accreditation Council for the Graduate Medical Education, Milestone Development and Evaluation, Chicago, United States; Ivan Silver, University of Toronto, Department of Psychiatry, Faculty of Medicine, Toronto, Canada; Joan Sargeant, Dalhousie University, Continuing Professional Development, Faculty of Medicine, Halifax, Canada
Location: Suite 9, Level Mezzanine, MCo

1400-1530 8U CONFERENCE WORKSHOP: Determining the OSCE examination length; Application of G theory
Camran Khan*, Mafraq Hospital, Anaesthesia, Abu Dhabi, United Arab Emirates; Sankaranarayan Ramachandran, Northwest Deanery, Anaesthesia, London, United Kingdom; Alison Quinn*, Mafrig Hospital, Anaesthesia, Manchester, United Kingdom
Location: Suite 8, Level Mezzanine, MCo

1400-1530 8v CONFERENCE WORKSHOP: Dealing with the challenge of meeting assessment needs of competent and underperforming students. Introducing a practical guide to sequential testing
Richard Fuller*, Leeds Institute of Medical Education, University of Leeds, Leeds, United Kingdom; Godfrey Pell*, Leeds Institute of Medical Education, University of Leeds, Leeds, United Kingdom; Matthew Homer*, Leeds Institute of Medical Education, University of Leeds, Leeds, United Kingdom
Location: Suite 7, Level Mezzanine, MCo

1400-1530 8w CONFERENCE WORKSHOP: Generalism in medical education research: Diffusion of effort or a matter of scale?
Rachel Ellaway*, Northern Ontario School of Medicine, Family Medicine, Sudbury, Canada; Lisa Graves*, St Michaels Hospital, University of Toronto, Department of Family and Community Medicine, Toronto, Canada; Cynthia Whitehead*, University of Toronto, Family Medicine, Toronto, Canada
Location: Suite 6, Level Mezzanine, MCo

1400-1530 8x CONFERENCE WORKSHOP: An introduction to graphic editing
Ken Masters*, Sultan Qaboos University, Muscat, Oman
Location: Suite 4, Level +2, MCo (Note: To participate, participants will need to bring a Windows-enabled laptop. They will download and install free, open-source software on their machines)

1400-1530 8y CONFERENCE WORKSHOP: Creating a Supportive Teaching Culture in Medical Schools
Debbie Jaarsma, AMC / Academic Medical Center, Amsterdam, Netherlands; Gerda Croiset*, VUMC / Free University, Amsterdam, Netherlands; Joost van den Berg*, AMC / Academic Medical Center, Amsterdam, Netherlands; Thea van Lankveld*, VUMC / Free University, Amsterdam, Netherlands; David Irby* UC San Francisco, San Francisco, United States
Location: Suite 3, Level +2, MCo

1400-1530 8z CONFERENCE WORKSHOP: Entrustable Professional Activities in undergraduate medical education
Harm Peters*, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Jan Breckwoldt*, University of Zurich, Deanery of Medicine, Zurich, Switzerland; H. Carrie Chen*, University of California, Department of Pediatrics, San Francisco, United States; Asja Masa, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Ylva Holhausien, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Olle ten Cate*, University Medical Centre Utrecht, Medical Education, Utrecht, Netherlands
Location: Suite 2, Level +2, MCo

1400-1530 8AA CONFERENCE WORKSHOP: See One, Do One, Teach One Part 2 – continues from 7AA
Giovanni Ricevuti*, University of Pavia, Pavia, Italy; Rolando Del Maestro*, McGill University, Montreal, Canada; Alessandro Perrin Perri*, Besta, Milan, Italy; John Kinner*, HEEoE, United Kingdom; Patrick Geoghegan*, HEEoE, United Kingdom; Stefano Perlini*, University of Pavia, Pavia, Italy; Antonio Voza*, Humanitas Foundation Hospital, Rozzano, Italy
Location: Suite 1, Level +2, MCo

1400-1530 8BB CONFERENCE WORKSHOP: Action Research: a qualitative research tool for improving practice in health care education
David William Wall, University of Dundee, Centre for Medical Education, Tayport, United Kingdom; Linda Kragelund*, University of Aarhus, Department for Education, Aarhus, Denmark; Helen Goodyear*, Health Education West Midlands, Postgraduate School of Paediatrics, Birmingham, United Kingdom; Taruna Bindal*, Alexandra Hospital, Department of Paediatrics, Redditch, United Kingdom
Location: Suite 5, Level Mezzanine, MCo
Adding those dreadful assessments into mentoring: The usefulness of two tools
Fong-Ling Loy*, Tan Tock Seng Hospital, Physiotherapy, Singapore; Soak-Yee Lee, Tan Tock Seng Hospital, Physiotherapy, Singapore; Rachel TS Soh, Tan Tock Seng Hospital, Physiotherapy, Singapore

Competence assessments successfully evaluate diverse Internationally Educated Nurses (IENs) for Canadian licensure examination eligibility
Debra Sibbald, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada; Arthur Rothman, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada; Tammie McParland, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada; Heather Scott, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada; Sten Ardal*, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada; Murray Urowitz, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada

Short note of patient admission improves pediatrics examination scores
Natthachai Muangyod*, Lampang Hospital Medical Center, Pediatrics, Lampang, Thailand

Is it necessary for occupational therapy students to use COPM for OSCE?
Takaji Suzuki*, International University of Health and Welfare, School of Nursing and Rehabilitation Sciences at Odawara, Odawara, Japan; Chicago Inoue, Aichi Medical University, Graduate School of Medicine, Nagakute, Japan; Kanto Ikekuchi, International University of Health and Welfare, School of Nursing and Rehabilitation Sciences at Odawara, Odawara, Japan; Daisuke Hirano, International University of Health and Welfare, School of Nursing and Rehabilitation Sciences at Odawara, Odawara, Japan; Sayaka Iwakami, International University of Health and Welfare, School of Nursing and Rehabilitation Sciences at Odawara, Odawara, Japan; Natsuo Mimori, International University of Health and Welfare, School of Nursing and Rehabilitation Sciences at Odawara, Odawara, Japan

Multi-dimensionality assessment of humanized empathic response in breaking bad news counseling during objective structured clinical examination (OSCE)
Yupin Prawal*, Buriram Medication Education Center, Muang Buriram, Thailand; Surasak Aumkaew, Buriram Medication Education Center, Muang Buriram, Thailand; Narin Chindavech, Buriram Medication Education Center, Muang Buriram, Thailand; Vithoon Ruangsuksriwong, Buriram Medication Education Center, Muang Buriram, Thailand; Apichart Esikkkatch, Buriram Medication Education Center, Muang Buriram, Thailand; Walaporn Ploydot, Buriram Medication Education Center, Muang Buriram, Thailand

In-vivo Clinical Skills Assessments, The Merits of Live vs. Video Benchmarking Materials for Assessor Alignment
Iana Gaia Martini*, Peninsula College of Medicine and Dentistry, Plymouth, United Kingdom; Andrew Kelly, Peninsula College of Medicine and Dentistry, Plymouth, United Kingdom; Anthony Davies, Peninsula College of Medicine and Dentistry, Plymouth, United Kingdom

The Global Evaluation Form as a broad assessment tool of trainee performance
Khung Keong Yeo*, National Heart Centre Singapore, Cardiology, Singapore; Kurugulasigamoney Gunasegaran, National Heart Centre Singapore, Cardiology, Singapore

Development and validation of instruments for evaluation of the person centered clinical care
Rosa Malena Delbone de Faria, Universidade José do Rosário Vellano (UNIFENAS); Universidade Federal de Minas Gerais (UFMG); Belo Horizonte, Brazil; Bruna Carvalho Costa*, Universidade José do Rosário Vellano (UNIFENAS); Propedêutica, Belo Horizonte, Brazil; Taciana de Figueiredo Soares, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil

Evaluation of a novel device for learning and assessing fundoscopy
Christopher Schulz*, Brighton and Sussex Medical School, Brighton, United Kingdom

Sociolinguistic factors affecting performance in a simulated consulting skills assessment in UK Primary Care
Kamila Hawthorne*, Cardiff University, Institute of Medical Education, Cardiff, United Kingdom; Sarah Atkins, Nottingham University, Institute of Medical Education, Nottingham, United Kingdom; Celia Roberts, Kings College London, London, United Kingdom

Validity of Clinical Part in Thai Internal Medicine Board Certifying Examination
Yingyong Chinthamiti, Faculty of Medicine Siriraj Hospital, Mahidol University, Medicine, Bangkok, Thailand; Nittpatana Chierakul*, Faculty of Medicine Siriraj Hospital, Mahidol University, Medicine, Bangkok, Thailand

Long case examination performance of the 6th year Khon Kaen University (KKU) medical students: Opportunity to improve students’ outcome
Sirapop Suwannaraj*, Khon Kaen University, Department of Medicine, Khon Kaen, Thailand; Anupol Panitchote, Khon Kaen University, Department of Medicine, Khon Kaen, Thailand; Ratchanetha Chansung, Khon Kaen University, Department of Medicine, Khon Kaen, Thailand
8DD POSTERS: Curriculum General
Chairperson: South Hall, Level 0, MiCo

8DD1 Developing a national core curriculum for diversity teaching and guidance on its delivery
Nisha Dogra*, University of Leicester, Leicester, United Kingdom; Margot Turner, St George’s Medical School, London, United Kingdom; Moira Kelly, Queen Mary University of London, London, United Kingdom; Angela Rowlands, Queen Mary University of London, London, United Kingdom

8DD2 Students’ perception on several cultural factors within their interaction in tutorial: Are they connected?
Hikma Nurokhmant*, FM UGM, Medical Education Department, Yogyakarta, Indonesia

8DD3 Applicability of western discourses of cross-cultural competences to the Asian medical education context: A study on a General Education course in a Taiwanese medical curriculum
Peih-ying Lu*, Kaohsiung Medical University, School of Medicine, Kaohsiung, Taiwan

8DD4 Adapting Curriculum Governance to Accommodate Transformational Change Across Regional Campuses
Oscar G Casio*, University of British Columbia, Island Medical Program, Victoria, Canada; Geoffrey Payne, University of Northern British Columbia, Northern Medical Program, Prince George, Canada; Rebecca Raworth, University of Victoria, Island Medical Program, Victoria, Canada

8DD5 The different contribution of intra-curricular and extracurricular activities to the curriculum outcomes: Evidence from students’ portfolios
Weerawat Wateetip, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Weth Wateetip, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Saran Kirdsuwan*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand

8DD6 From extracurricular activity to curriculum in 21st century education: “S0 fo SCI” project
Juntima Euathrongchit*, Faculty of Medicine, Chiangmai University, Faculty Medicine, Chiangmai, Thailand; Narong Maneeton, Faculty of Medicine, Chiangmai University, Psychiatry, Chiangmai, Thailand; Nitya Chaiwong, Faculty of Medicine, Chiangmai University, Thailand; Udom Chaithong, Faculty of Medicine, Chiangmai University, Parasitology, Chiangmai, Thailand

8DD7 The hidden curriculum in clinical teacher development programs: A pilot study in Kaohsiung Medical University Hospital
Yu-Chih Lin*, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Center for Faculty Development and Division of General Internal Medicine, Kaohsiung, Taiwan; Cheng Yuan Wang, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Division of General Internal Medicine, Kaohsiung, Taiwan; Yung Yun Chang, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Division of General Internal Medicine, Kaohsiung, Taiwan

8DD8 Characterizing a Portuguese Medical School’s 4th academic year’s Hidden Curriculum
Tiago Queirós, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal; Leonor Leão, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal; Isabel Neto, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal; Presenter: Miguel Castelo-Branco*, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal

8DD9 Hidden curriculum in action: Medical students’ attitudes toward the use of containment measures prior to and after attending a five-week clinical course in psychiatry
Tajia Svirskis*, University of Helsinki, Department of Psychiatry, Helsinki, Finland; Grigor Joffe, Helsinki University Central Hospital, Medical Education Department, Helsinki, Finland; Andrew Brittlebank, Northumberland Tyne and Wear NHS Foundation Trust, Department of Forensic Psychiatry, Newcastle, United Kingdom; Nina Lindberg, Kellokoski Hospital, Department of Psychiatry, Kellokoski, Finland

8DD10 Curriculum theory and medical student clinical placements in Residential Aged Care Facilities
Jan Radford*, University of Tasmania, School of Medicine, Legana, Australia

8DD11 Medical Students from 2 Universities, Clinical Studying Together at the Same Institution; a Comparison Study of the Outcome
Busakorn Taesiri*, Sappasithiprasong Hospital, Pediatrics, Ubon Ratchathani, Thailand

8DD12 Sustaining Service User Participation in Radiotherapy Education
Bev Ball*, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Cath Gordon, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom

8DD13 Reflective practice on the selection and organization of contents in Health Sciences
Javiera Ortega*, University of Concepcion, Medical Education Department, Concepcion, Chile

8DD14 The rearrangement of timetable by topic difficulty in teaching Pediatrics
Kachaporn Nimdet*, Surathani Hospital, Pediatric, Suratthani, Thailand; Suwicha Saringkarnpoonperm, Suratthani Hospital, Pediatric, Suratthani, Thailand; Wuthichai Amornmyangkoon, Suratthani Hospital, Pediatric, Suratthani, Thailand
8EE1  Clinical case studies in the classroom: How to improve and adjust 3rd year students to the hospital
Leonor Carneiro Leão*, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal; Maria Assunção Vaz-Patto, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal

8EE2  Acting on information given – the use of SBAR during a phonecall on a simulated ward round
Fiona Crichton*, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; James Tienman, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Karima Medjoub, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Eoghan Millar, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Ian Stewart, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Simon Edgar, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom

8EE3  Preparation for job applications: How prepared are fourth year MBChB students?
Abdul Hassan*, University of Leicester, School of Medicine, Leicester, United Kingdom; Nader Hanna, Alexandria Hospital, General Surgery, Redditch, United Kingdom; Martin Ferguson, Mental Disability Advocacy Center, Advocacy, Budapest, Hungary; David Ferguson, University of Leicester, School of Medicine, Leicester, United Kingdom

8EE4  Preparing for practice: A pilot study for new doctors

8EE5  ‘What I wish I’d known’, An online video induction tool for junior doctors by junior doctors
Louise Hartley*, NHS Lothian, Medical Education Directorate, Edinburgh, United Kingdom; Eoghan Millar, NHS Lothian, Medical Education Directorate, Edinburgh, United Kingdom; Simon Edgar, NHS Lothian, Medical Education Directorate, Edinburgh, United Kingdom; Sonia Joseph, NHS Lothian, Medical Education Directorate, Edinburgh, United Kingdom

8EE6  CMT SIM: A pilot study using simulation training to prepare core medical trainees (CMT) to take on the role of "the Medical Registrar"; trainee’s perspectives
Odin Eneje*, Harefield Hospital, Royal Brompton and Harefield NHS Trust, Transplant Medicine, London, United Kingdom; Zubair Sarang, Harefield Hospital, Royal Brompton and Harefield NHS Trust, Transplant Medicine, London, United Kingdom; Charles Butcher, Harefield Hospital, Royal Brompton and Harefield NHS Trust, Cardiology, London, United Kingdom; Geraldine McVeigh, Harefield Hospital, Royal Brompton and Harefield NHS Trust, Medical Education, London, United Kingdom; Martin Carby, Harefield Hospital, Royal Brompton and Harefield NHS Trust, Transplant Medicine, London, United Kingdom

8EE7  CanMEDS in context: Engaging residents in a transition to residency program
Joan Binnendyk*, Western University, Postgraduate Medical Education, London, Canada; Don Farquhar, Western University, Learner Equity and Wellness, London, Canada; Chris Watling, Western University, Postgraduate Medical Education, London, Canada

8EE8  I-SPY book for new Foundation Year 1 Doctor’s Induction
Lowri Morgan*, Milton Keynes Hospital NHS Foundation Trust, Accident and Emergency, Milton Keynes, United Kingdom; Peter Thomas, Milton Keynes Hospital NHS Foundation Trust, Accident and Emergency, Milton Keynes, United Kingdom

8EE9  Medical Emergencies – What do we expect from our junior doctors?
Val McDowall*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Janet Skinner, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Debbie Akten, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

8EE10  High quality educational experiences for clerkship rotations and medical student preparedness for residency
Lauren Bolster*, University of Alberta, Medicine, Edmonton, Canada; Carol Hodgson, University of Alberta, Medicine, Edmonton, Canada

8EE11  Comprehensive local prescribing induction can identify unsafe newly qualified doctors to allow appropriate allocation of teaching resources
Aamir Saifuddin*, Charing Cross Hospital, Oncology, London, United Kingdom; Kavitha Vmalesvaran, St. Thomas’ Hospital, Oncology, London, United Kingdom

8EE12  A junior doctors handbook: A useful learning tool....?
Rachel Beer*, Ashford and St Peter’s Hospital NHS Trust, Intensive Care Medicine, Chertsey, United Kingdom; Jayadeep Sandhu, Ashford and St Peter’s Hospital NHS Trust, Intensive Care Medicine, Chertsey, United Kingdom; Barry Sellick, Ashford and St Peter’s Hospital NHS Trust, Intensive Care Medicine, Chertsey, United Kingdom
8EE13  Teaching and Learning in Supervised Internship: Internship in Integrated Health
Maria Viviane Lisboa de Vasconcelos*, Universidade Federal de Alagoas, Faculdade de Medicina, Maceió, Brazil; Emanuelle Cavalcante Pimentel, Centro Universitário-CESMAC, Instituto de Ciencias Biologicas e da Saude, Maceió, Brazil; Renato Santos Rodarte, Universidade Federal de Alagoas, Faculdade de Medicina, Maceió, Brazil; Célia Maria Silva Pedrosa, Universidade Federal de Alagoas, Faculdade de Medicina, Maceió, Brazil

1400-1530

8FF  POSTERS: The Student 2
Chairperson: Mette Krogh Christensen (Denmark)
Location: South Hall, Level 0, MiCo

8FF1  The Millennial Medical Students: A new generation, an old vocation
Ana Letícia Darcie*, Faculty of Medicine, University of Sao Paulo (FMUSP), Center for the Development of Medical Education (CEDEM), Sao Paulo, Brazil; Patricia Belldi, Faculty of Medicine, University of Sao Paulo (FMUSP), Center for the Development of Medical Education (CEDEM), Sao Paulo, Brazil

8FF2  How Recognition of Prior Learning copes with academic success of medical students
Maria Amélia Ferreira*, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal; Cristina Alves, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal; Isabel Lourinho, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal; Milton Severo, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal

8FF3  The formation of self-identity of medical students: The use of qualitative method
Chung-Issun Chiu*, Taipei Medical University, Health Care Administration, Taipei, Taiwan; Chung-jen Wei, Fu Jen Catholic University, School of Public Health, New Taipei City, Taiwan

8FF4  Medical students’ metaphorical talk about their professional identities: Superman, robots and baggage
Gabrielle M Finn*, Hull York Medical School, Centre for Education Development, York, United Kingdom; Rola Ajayi, Dundee, Centre for Medical Education, Dundee, United Kingdom; Fred Hafferty, The Mayo Clinic, Professionalism and Ethics, Rochester, United States; Wojciech Pawlina, The Mayo Clinic, Anatomy, Rochester, United States

8FF5  Constructing and affirming professional identities: Exploring ‘controversial’ online posting by doctors and other health professionals
A. L. Da Silva*, Swansea University, College of Medicine, Swansea, United Kingdom; J. McKimm, Swansea University, College of Medicine, Swansea, United Kingdom

8FF6  An evaluation of mentoring program for female medical students
Jinyoung Hwang*, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Seung-Hee Lee, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Eun-Jeong Kim, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Ju-Hee Jeong, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Iwa-Seop Shin, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Seong Ho Yoo, Seoul National University College of Medicine, Department of Forensic Medicine, Seoul, Republic of South Korea

8FF7  What makes informal mentoring effective in the medical field?
Heba Mochtady*, Zagazig University-Egypt & Maastricht University, The Netherlands; Medical Education and Microbiology Departments, Zagazig, Egypt; Karen Könings, Maastricht University, Medical Education & Microbiology Departments, Maastricht, Netherlands; Jeroen van Merriënboer, Maastricht University, Maastricht, Netherlands

8FF8  The Munich-Evaluation-of-Mentoring-Quality (MEMeQ)-questionnaire – A novel instrument for the differentiated evaluation of quality in mentoring relationships in medical education
Matthias Schafer, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany; Tanja Pander, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany; Severin Pinilla, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany; Martin B. Fischer, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany; Philip von der Borch, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany; Konstantinos Dimitriadis*, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany; Udo Rosenmüller, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany

8FF9  A pilot study of the use of video-conferencing technology in medical student welfare meetings
Allison Booth, Undergraduate Medical Education, Central Manchester Foundation Trust, Manchester, United Kingdom; Jonathan Bedford*, University of Manchester, Manchester, United Kingdom; Alex Bonner, University of Manchester, Manchester, United Kingdom

8FF10  Standing out from the rest: How do wellness, engagement, and management of cognitive demands contribute to the success of our best students?
Nilsa Tapale*, St. George’s University, Educational Services, St. Georges, Grenada

8FF11  HRV study in Phuket 4th year medical students
Jessada Chungpaibulpatana*, Vachira Phuket Hospital, Phuket, Thailand; Tappana Sumpatatanarax, Vachira Phuket Hospital, Psychiatric, Phuket, Thailand; Maytnee Konkaew, Vachira Phuket Hospital, Psychiatric, Phuket, Thailand
8FF12 Which learning methods in the pathology pre-Clinical years provide the most perceived benefit for students moving up to the Clinical year? 
Tanin Tittipungul*, Mahasarakham Hospital, Pathology, Mahasarakham, Thailand

8FF13 Transformative Learning: Eclectic Approach and Life competencies of fourth-year medical students
Panchat Promruak*, Medical Education Center, Chiangrai Prachanukroh Hospital, Psychiatry, Chiangrai, Thailand

8FF14 Predicting Academic achievement of medical students based on socio-demographic and psychological variables in different levels of medical education
Ladan Fata*, Iran University of Medical Sciences, Education Development Center, Tehran, Iran; Fereshteh Mootabi, Shahid Beheshti University, Family Research Center, Tehran, Iran

8FF15 Important non-cognitive traits of applicants in the selection process at Witten/Herdecke University: Results from the Multiple Mini Interview course
Marzells Hofmann*, Witten/Herdecke University, Faculty of Health, School of Medicine, Witten, Germany; Jörg Reilenweber; Witten/Herdecke University, Faculty of Health, School of Medicine, Witten, Germany; Patrick Schmielewski, Witten/Herdecke University, Faculty of Health, School of Medicine, Witten, Germany; Michaela Zupanic, Witten/Herdecke University, Faculty of Health, School of Medicine, Witten, Germany

1400-1530 8GG POSTERS: Leadership
Chairperson: Kent Stobart (Canada)
Location: South Hall, Level 0, MiCo

8GG1 Widening Black and Minority Ethnic (BME) Participation in Healthcare Leadership and Management
Faheem Ahmed, King’s College London, School of Medicine, London, United Kingdom; Ibrahim Sheriff, King’s College London, School of Medicine, London, United Kingdom; Zainab Khan*, King’s College London, School of Medicine, London, United Kingdom; Na’eem Ahmed, St George’s Hospital, School of Medicine, London, United Kingdom

8GG2 The Relative Importance of Competency Skills to Physician’s Assessments of Leaders
Michael Williams*, Wales Behavioral Assessment, Quality, Lawrence, KS, United States; Phil Byrne, Children’s Mercy Hospital, Faculty Development, Kansas City MO, United States; Betsy Williams, Professional Renewal Center/Rush University Medical Center, Behavioral Sciences, Lawrence, KS, United States

8GG3 Trainee Perspectives On Teaching Clinical Commissioning
J Arnott**, Canterbury Christchurch University, East Kent GP Deanery, Canterbury, United Kingdom; A Patel, Kent, Surrey and Sussex Deanery, General Practice Vocational Training Scheme, Canterbury, United Kingdom; A Rahim, Kent, Surrey and Sussex Deanery, General Practice Vocational Training Scheme, Canterbury, United Kingdom; E Ruff, Surrey, Kent and Sussex Deanery, General Practice Vocational Training Scheme, Canterbury, United Kingdom; R Xavier, Kent, Surrey and Sussex Deanery, General Practice Vocational Training Scheme, Canterbury, United Kingdom; S Pun, Kent, Surrey and Sussex Deanery, General Practice Vocational Training Scheme, Canterbury, United Kingdom

8GG4 “Do You See What I See?”: Using a Teamwork Evaluation Tool to Determine Differences in Perceptions of Team Performance in an Integrated Resuscitation Drill Exercise
Francis Albert Lo*, Tan Tock Seng Hospital, General Medicine, Singapore; Ranjana Acharya, Tan Tock Seng Hospital, General Medicine, Singapore

8GG5 Follow the Leader: A qualitative study of leadership via the chief resident
Anne Drover*, Memorial University of Newfoundland, Pediatrics, St. John’s, Canada

8GG6 Fully eQuipped: A questionnaire based study of trainee knowledge of and attitudes towards quality improvement

8GG7 Taking forward leadership development for dentists
Helen Falcon*, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom; Janine Brooks, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom; Laura Assassa, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom

1400-1530 8HH POSTERS: Mobile Learning / Simulators / Virtual Patients
Chairperson: 
Location: South Hall, Level 0, MiCo

8HH1 English version evidence-based-medicine interactive eBook learning effect in Taiwan
Mao-Meng Tiao*, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Pediatrics, Kaohsiung, Taiwan; Chih-Cheng Hsiao, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Pediatrics, Kaohsiung, Taiwan
A study to consider student opinion regarding the use of iBooks in undergraduate medical education
Melanie Dowling*, Central Manchester Foundation Trust/ The University of Manchester, Surgery, Manchester, United Kingdom; Nick Smith, Central Manchester Foundation Trust/ The University of Manchester, Undergraduate Education, Manchester, United Kingdom; Elena Woods, North Manchester General Hospital, Postgraduate Department, Manchester, United Kingdom; Katrine Thorup, North Manchester General Hospital, Postgraduate Department, Manchester, United Kingdom; Mohammed Absar, Pennine Acute Trust, Breast Surgery, Manchester, United Kingdom

Interactive multimedia ebook is more effective than a traditional PowerPoint for learning blood cell morphology
Chih-Cheng Hisiao*, Kaohsiung Chang Gung Memorial Hospital, Pediatric Hematology and Oncology, Kaohsiung, Taiwan; Grace Wu, Hamastar Technology Co., LTD., Pediatric Hematology and Oncology, Kaohsiung, Taiwan

Smartphone usage among Thai medical students in community-based medical education center
Urawit Piyapromdee*, Maharat Nakhon Ratchasima Hospital, Nakhon Ratchasima, Thailand

Are cardiovascular topics on Wikipedia a reliable learning resource for medical students?
Semy Azer, King Saud University, Medical Education Department, Riyadh, Saudi Arabia; Nourah Al-Swaidan*, King Saud University, Medical Education, Riyadh, Saudi Arabia; Lama Al-Shwairikh, King Saud University, Medical Education, Riyadh, Saudi Arabia; Jamana Al-Shammari, King Saud University, Medical Education, Riyadh, Saudi Arabia

Assessing the need for integration of mHealth technologies into the medical curriculum in the University of Helsinki
Michaela Willman*, University of Helsinki, Faculty of Medicine, Helsinki, Finland; Natalia Bogdán, University of Helsinki, Faculty of Medicine, Helsinki, Finland; Mikko Lehtovirta, University of Helsinki, Faculty of Medicine, Helsinki, Finland; Anne Pitkäranta, University of Helsinki, Faculty of Medicine, Helsinki, Finland

Experiences from the use of iPads in anatomy teaching
Suvi Viranta-Kovanen*, University of Helsinki, Department of Biomedicine, Anatomy, Helsinki, Finland; Juha Laakonen, University of Helsinki, Department of Veterinary Biosciences, Helsinki, Finland; Heikki Hervonen, University of Helsinki, Department of Biomedicine, Anatomy, Helsinki, Finland; Teemu Masalin, University of Helsinki, IT-services, Helsinki, Finland

A virtual patient platform for summative assessment of IMGs
Jean Rawling, Alberta International Medical Graduate Program, University of Calgary, Calgary, Canada; David Topps, University of Calgary, Calgary, Canada; Presenter: Shannon Murphy*, Alberta International Medical Graduate Program, University of Calgary, Calgary, Canada

Utilization, acceptance and experiences of virtual patients/problems in veterinary basic sciences
Christin Kleinsorgen*, University of Veterinary Medicine Hannover, Foundation, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany; Marta Kankafo, University of Life Sciences in Lublin, Department of Animal Biochemistry and Physiology, Faculty of Veterinary Medicine, Lublin, Poland; Tibor Bartha, Szent Istvan University of Veterinary Science in Budapest, Department of Physiology and Biochemistry, Budapest, Hungary; Maren von Kockritz-Blickwede, University of Veterinary Medicine Hannover, Foundation, Department of Physiological Chemistry, Hannover, Germany; Martin Adler, Instruct AG, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Munich, Germany; Jan P. Ehlers, University of Veterinary Medicine Hannover, Foundation, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany

Introduction of a virtual patient in a portfolio for undergraduate medical students
Catalina Figueroa*, Pontificia Universidad Catolica de Chile, Santiago, Chile; Arnoldo Riquelme, Pontificia Universidad Catolica de Chile, Santiago, Chile; I Calvo, Pontificia Universidad Catolica de Chile, Santiago, Chile; C Gonzalez, Chile; D Sandoval, Chile

Use of simulation in Canadian Internal Medicine Residency Programs
Tasha Kula*, Dalhousie University, Department of Medicine, Halifax, Canada; Alison Che, Dalhousie University, Department of Medicine, Halifax, Canada; Babar Haroon, Dalhousie University, Department of Medicine, Halifax, Canada

Perceived value of simulation training amongst junior doctors and medical students
Selina Jayant Chavda*, University College London Hospitals NHS Foundation Trust, Acute Medicine, London, United Kingdom; Rahul Kumar Mukherjee, Guy’s and St Thomas’ Hospital NHS Foundation Trust, Cardiology, London, United Kingdom

Simulation: The need for more! A qualitative study into foundation year trainees’ perspective of simulation training in the UK
Zainab Sherazi*, Central Manchester NHS Foundation Trust, Postgraduate Education, Manchester, United Kingdom; Aine Keating, Central Manchester University Hospitals, NHS Foundation Trust, Postgraduate Education, Manchester, United Kingdom; Alan Grayson, Central Manchester University Hospitals, NHS Foundation Trust, Accident and Emergency, Manchester, United Kingdom

Improving simulation teaching with technology
Pia Lottonen*, University of Helsinki, Faculty of Medicine, Helsinki, Finland; Teemu Masalin, University of Helsinki, Faculty of Medicine, Helsinki, Finland
**ELECTRONIC POSTERS (ePOSTERS): eLearning 3**

**Chairperson:** John Sandars (United Kingdom)

**Location:** Theatre Room 15, Level 0, MiCo

**8II1**

Correlation between smartphone overuse and quality of sleep on university students and medical graduate students

Young Joon Ahn*, Chosun University, School of Medicine, Medical Education, Gwangju, Republic of South Korea

**8II2**

Blended learning with the use of mobile devices for medical students

Mary Hylt, Karolinska Institutet, Dept. of Medicine, Infectious Diseases, Stockholm, Sweden; Robert Schwarz*, Karolinska Institutet, Dept. of Medicine, Infectious Diseases, Stockholm, Sweden

**8II3**

Supporting teachers integrating mobile technologies in medical education

Marja Silent*, University of Helsinki, Faculty of Medicine, Helsinki, Finland; Teemu Masalin, University of Helsinki, Faculty of Medicine, Helsinki, Finland

**8II4**

Measuring the influence of mobile-learning in Shiraz University of Medical Sciences (S.U.M.S)

Mohammad Amiri, Kazeron University of Medical Sciences, Shiraz, Iran; Zahra Amiri, Kazeron University of Medical Sciences, Shiraz, Iran; Zahra Abdi, High School of Medical Sciences, Shiraz, Iran; Presenter: Roghayeh Alipour*, Tehran University of Medical Sciences, Tehran, Iran

**8II5**

The effectiveness of an online simulation curriculum for improving the capabilities of health literacy assessment among health professionals in Taiwan

Li-Chun Chang*, Chang Gung University of Science and Technology, Nursing, Taoyuan, Taiwan

**8II6**

Mobile access to skills lab learning content: Developing an app for medical students and physicians

M Samyn*, Ghent University, Faculty of Medicine and Health Sciences, Ghent, Belgium; A Derese, Ghent University, Faculty of Medicine and Health Sciences, Ghent, Belgium; J Reniers, Ghent University, Faculty of Medicine and Health Sciences, Ghent, Belgium

**8II7**

The impact of iPads on the pre-clinical students' lifestyle

Tanat Lertussawivat*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tatchanapong Chongcharoenyenyon, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Kawee Voraratpong, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Win Kulvichit, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Ruangsak Lertkhachonsuk, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsuntarakul, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand

**8II8**

Researching mtechnology in medical education: Findings from the UK's biggest iPad implementation

Lucie Byrne-Davis, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Hilary Dexter, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Jo Hart*, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Jane Mooney, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Tim Cappelli, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Colin Lumsden, University of Manchester, Manchester Medical School, Manchester, United Kingdom

**8II9**

Tablet use in medical education

Jan C. Becker*, Medical Faculty, University of Muenster, Institute of Medical Education, Muenster, Germany; Dennis Görlch, Medical Faculty, University of Muenster, Institute of Biostatistics and Clinical Research, Muenster, Germany; Oliver Obst, Medical Faculty, University of Muenster, Medical Branch Library, University & Regional Library, Muenster, Germany

**8II10**

Student expectations of using mobile devices in medical education

Alexander Bonner*, Manchester Medical School, Manchester, United Kingdom; Lucie Byrne-Davis, Manchester Medical School, Manchester, United Kingdom

**8II11**

Facilitating workplace-based assessments at the bedside using mobile technologies

Jane Mooney*, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Tim Cappelli, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Lucie Byrne-Davis, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Colin Lumsden, University of Manchester, Manchester Medical School, Manchester, United Kingdom

**8II12**

Looking Through the Google Glasses – Step One of the Looking Glass Project

Carolyn S. Glabensklee*, A.T. Still University School of Osteopathic Medicine, Physiology, Mesa, Arizona, United States; Jay Crutchfield, A.T. Still University School of Osteopathic Medicine, Anatomy, Mesa, AZ, United States

**8II13**

“Scientific image and audiovisual communication in Medicine”: An awarded innovative course designed to develop competences in medical photography, ICT skills and video production

Maria Rosa Fenoll-Brunet*, Universitat Rovira i Virgili, Ciències Mèdiques Bàsiques. Unitat Histologia, Reus, Spain; Ramon Butló, Universitat Rovira i Virgili, Reus, Spain; Antonio Dominguez, Universitat Rovira i Virgili, Reus, Spain; Isabel Dols, Universitat Rovira i Virgili, Reus, Spain; Carmen Beltrán, Universitat Rovira i Virgili, Reus, Spain; Paula Romero, Universitat Rovira i Virgili, Reus, Spain

**8II14**

Students' experiences of online learning

Berit Rostad*, Faculty of Medicine, Public Health and General Practice, Trondheim, Norway
ELECTRONIC POSTERS (ePOSTERS): Patient Safety

Chairperson: 
Location: Theatre Room 16, Level 0, MiCo

8JJ1 How did we teach Patient safety? 
Somkiet Lertsinudom, Medical Education Center of Khon Kaen Hospital, Orthopedics, Khon Kaen, Thailand; Wanjak Pongsamakthai*, Medical Education Center of Khonkaen Hospital, Orthopedics, Khonkaen, Thailand

8JJ2 Implementation of the Francis Report recommendation 158 – asking University of Bristol Medical Undergraduates in psychiatry about quality of care and patient safety 
Nicola Taylor, Avon & Wiltshire Mental Health Partnership NHS Trust, Department of Medical Education, Bristol, United Kingdom; Karl Scheeres*, Avon & Wiltshire Mental Health Partnership NHS Trust, Department of Medical Education, Bristol, United Kingdom; Dheeraj Rai, University of Bristol, Academic Unit of Psychiatry, Bristol, United Kingdom; Geoff Van der Linden, Avon & Wiltshire Mental Health Partnership NHS Trust, Department of Medical Education, Bristol, United Kingdom

8JJ3 Senior medical students’ perception on the patient safety culture 
Luciana Bernardon Ribeiro*, Universidade Nove de Julho, Sao Paulo, Brazil; Stefania Roman, Universidade Nove de Julho, Sao Paulo, Brazil; Carolina Marques Lopes, Universidade Nove de Julho, Sao Paulo, Brazil; Guilherme Costa e Silva, Universidade Nove de Julho, Sao Paulo, Brazil; Thiago de Oliveira Monoaco, Universidade Nove de Julho, Sao Paulo, Brazil; Renata Mahluz Daud Gallott, Universidade Nove de Julho, Sao Paulo, Brazil

8JJ4 Medical Student Engagement to promote Standard Precaution 
Harutaya Kasyarana*, Buddhasabikaraj Medical Education Center, Medicine, Srinthamratipikok Phitsanulok, Thailand; Narichaya Phattana, Buddhasabikaraj Medical Education Center, Srinthamratipikok Phitsanulok, Thailand; Orawan Chaiyamahapruk, Buddhasabikaraj Medical Education Center, Medicine, Srinthamratipikok Phitsanulok, Thailand

8JJ5 Increasing patient safety by using simulation to teach non-technical skills to medical students 
Simon Wydall*, Croydon University Hospital, London, United Kingdom; Clare Donovan, Croydon University Hospital, London, United Kingdom; Alexandra Cobb, Croydon University Hospital, London, United Kingdom; Jonathan Abrams, Croydon University Hospital, London, United Kingdom; Catherine Zhang, Croydon University Hospital, London, United Kingdom; Alysha Shetye, Croydon University Hospital, London, United Kingdom

8JJ6 The study of work-related diseases and hazards of the central sterile services department (CSSD) in a community hospital by 4th year medical students 
Narongchai Muangsantuck*, The Medical Education Center of Maharat Nakornratchasima Hospital, Nakornratchasima, Thailand; Sawittwee Visanuyothin, The Medical Education Center of Maharat Nakornratchasima Hospital, Social Medicine Department, Nakornratchasima, Thailand; Napak Duangjumpl, The Medical Education Center of Maharat Nakornratchasima Hospital, Occupational Medicine Department, Nakornratchasima, Thailand

8JJ7 Teaching based upon Knowles’ adult learning principles is effective at improving clinical note-keeping in medical undergraduates 
Drew Maclean, Royal Gwent Hospital, Aneurin Bevan University Health Board, Dept of Surgery, Newport, United Kingdom; Rhy Thomas, Royal Gwent Hospital, Aneurin Bevan University Health Board, Dept of Surgery, Newport, United Kingdom; Tamsin Boyce, Cardiff University School of Medicine, Institute of Medical Education, Cardiff University, Cardiff, United Kingdom; Michael Stechman*, Cardiff University School of Medicine, Institute of Medical Education, Cardiff University, Cardiff, United Kingdom

8JJ8 Innovating medical handover training 
Susanne Druener, University Hospital, Training Center AIXTRA, Aachen, Germany; Lina Stieger, University Hospital, Training Center AIXTRA, Aachen, Germany; Carola Orrego, Avedis Donabedian Institute, Center for Learning Sciences and Technologies, Barcelona, Spain; Hendrik Drachslcr, Open University of The Netherlands, School of Medicine, Heerlen, Netherlands; Helen Hynes, University College, Department of Surgical Intensive Care Medicine, Cork, Ireland; SaSa Sopka, University Hospital, Anaesthesiology, Aachen, Germany; Presenter: Hanna Schroder*, Uniklinik RWTH Aachen, Aachen, Germany

8JJ9 Utilising Trainee Doctors in Improving Clinical Safety 
A B Patel, East Kent Hospitals University Foundation Trust, Medicine, Ashford, United Kingdom; D Abraham, East Kent Hospitals University Foundation Trust, Medicine, Ashford, United Kingdom; S Mahgoub*, East Kent Hospitals University Foundation Trust, Medicine, Ashford, United Kingdom; L Ryan, East Kent Hospitals University Foundation Trust, Obstetrics and Gynaecology, Margate, United Kingdom; S Kassam, East Kent Hospitals University Foundation Trust, Child Health, Margate, United Kingdom; P Newens, East Kent Hospitals University Foundation Trust, Medicine, Margate, United Kingdom

8JJ10 Meningitis in children: Are junior doctors prepared? 
Sheena Seth*, Royal Free Hospital NHS Trust, Paediatrics, London, United Kingdom; Rahul Chodhari, Royal Free Hospital NHS Trust, Paediatrics, London, United Kingdom

8JJ11 Experiences of medical errors – a comparative study on younger and experienced doctors working in primary health care 
M.K. Nevalainen*, University of Helsinki, Department of General Practice Primary Health Care, Helsinki, Finland; L. Kuikka, University of Helsinki, Department of General Practice Primary Health Care, Helsinki, Finland; K.H. Pitkälä, University of Helsinki, Department of General Practice Primary Health Care, Helsinki, Finland

8JJ12 Anaesthetist attitudes towards introduction of checklists for emergency procedures 
S N Phillips*, St George's Hospital, Anaesthesia, London, United Kingdom; V Ferrier, St George's Hospital, Anaesthesia, London, United Kingdom; M Kigozi, St George's Hospital, Anaesthesia, London, United Kingdom

– 158 –
Study of Interns’ and residents’ attitudes toward medical errors, Kerman, Iran, 2013
Habibeh Ahmadpour *, Kerman University of Medical Sciences, Community Medicine, Kerman, Iran; Nahid Mortazavi, Kerman University of Medical Sciences, Kerman, Iran

How do professionals learn about Medical Error?
D Ella*, St George’s, University of London, Paediatrics, London, United Kingdom; S Vaughan, St George’s, University of London, Paediatrics, London, United Kingdom; H Baynes, Hillingdon NHS Trust, London, Paediatrics, London, United Kingdom; T Bate, Hillingdon NHS Trust, London, Paediatrics, London, United Kingdom; J Round, St George’s, University of London, Paediatrics, London, United Kingdom

BEME Board Meeting (closed meeting)
Location: Meeting Room 2, Level +2, MiCo

COFFEE BREAK (viewing of exhibits and posters)
Location: South Hall, Level 0, MiCo

SESSION 9: Simultaneous Sessions

1600-1730 9A SYMPOSIUM: The Value, Place and Effectiveness of Research in the Undergraduate/Postgraduate Curriculum
Davinder Sandhu, Dario Torre, Anthony Artino, Jonathan Sandy, Eric Holmboe, representing AMEE Postgraduate Committee and AMEE Research Committee
Location: Gold Plenary, Level +2, MiCo

1600-1730 9B SYMPOSIUM: The Science of Learning and Change in Continuing Professional Development
Jann Balmer, GAME-Global Alliance for CME/University of Virginia School of Medicine, USA; Jonas Nordquist, Karolinska Institutet, Stockholm, Sweden; Don Moore (Vanderbilt School of Medicine, Nashville, USA; Robert Gallbraith, Past President, Global Alliance for Medical Education, USA; Maureen Doyle-Scharff, Pfizer Inc, New York, USA
Location: Auditorium, Level +3, MiCo

1600-1730 9C SYMPOSIUM: XII Iberoamerican Session – “Priorities, Decision Making and Commitments in Medical Education” A Leadership Discussion
Moderators: Pablo Pulido, PAFAMS; Emmanuel Cassimatis ECFMG (FAIMER), United States; John Prescott, AAMC, United States
Panel: Jadete Barbosa Lampert, Brazil; Ricardo León, Mexico; Arcadi Gual, Spain; John Nocimi, FAIMER/Global, United States
Location: Brown 3, Level +2, MiCo

1600-1730 9D RESEARCH PAPERS: Validity
Chairperson: Andre de Champlain (Canada)
Location: Brown 2, Level +2, MiCo

1600-1615 9D1 Post-Graduate Adolescent Interviewing Skills: A Reflection of the Sustainability of Structured Formal Undergraduate Training
Genna Bourget*, University College Dublin, Dublin, Ireland; Nadim Joukhadar, Dalhousie University, Halifax, Canada; Sarah Manos, Dalhousie University, Halifax, Canada; Karen Mann, Dalhousie University, Halifax, Canada; Kim Blake, Dalhousie University, Halifax, Canada

1615-1630 9D2 Checking the checklist: A comparison of case-specific checklists developed by different expert panels
Agatha M. Hettinga*, Radboud University Medical Center, Nijmegen, Netherlands; Cornelis T. Postma, Radboud University Medical Center, Nijmegen, Netherlands

1630-1645 9D3 Validation of an Instrument for Measuring the Quality of Teamwork in Teaching Teams (Team Q)
Irene A. Slootweg*, University of Maastricht/Academic Medical Centre, Department of Educational Development and Research/Professional Performance Research Group, Maastricht/Amsterdam, Netherlands; Kiki Lombarts, Academic Medical Center, Professional Performance Research Group, Amsterdam, Netherlands; Benjamin Boerebach, Academic Medical Centre, Professional Performance Research Center, Amsterdam, Netherlands; Albert Scherpber, University of Maastricht, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Cees Vleuten, van der, University of Maastricht, Department of Educational Development and Research, Maastricht, Netherlands

1645-1700 9D4 Validity: One word with a plurality of meanings
Christina St-Onge*, Université de Sherbrooke, University of British Columbia, Sherbrooke, Canada; Meredith Young, McGill University, Montreal, Canada; Kevin Eva, University of Toronto, Vancouver, Canada; Brian Hodges, Université de Sherbrooke, Toronto, Canada
**1700-1715 9D5** Junior doctor intercultural clinical communication: Lessons for transition to practice medical education
Robyn Woodward-Kron*, University of Melbourne, Melbourne Medical School, Melbourne, Australia; Hashnul Nizam, Goulburn Valley Health, Melbourne Medical School, Shepparton, Australia; Jonathon Au, Goulburn Valley Health, Shepparton, Australia

**1715-1730** Discussion

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**1600-1730 9E** AMEE FRINGE 2
Chairperson: Rachel Ellaway (Canada)
Location: Brown 1, Level +2, MiCo

**1600-1620 9E1** Snapshot of Learner and Simulated Patient (SP) Perceptions, Rewards, and Benefits in Interprofessional Telemedicine Simulation Training
Temple West, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk, United States; Alba Woolard*, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk, United States; Amela Wallace, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk, United States; Presenter: Mary Loraine Lyman*, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk, United States

**1620-1640 9E2** “Yes, and” Your Way to Collaboration: A Technique for Enhancing Feedback
Alba Woolard*, Eastern Virginia Medical School, Sentara Center for Simulation and Immersive Learning, Norfolk, Virginia, United States; Amela Wallace, Eastern Virginia Medical School, Sentara Center for Simulation and Immersive Learning, Norfolk, Virginia, United States

**1640-1700 9E3** It takes a village – cultivating collaboration between faculty observers and standardized/simulated patients in feedback
Mary Rubino*, Eastern Virginia Medical School, Department of Family and Community Medicine, Norfolk, VA, United States; Amela Wallace, Eastern Virginia Medical School, Sentara Center for Simulation and Immersive Learning, Norfolk, VA, United States

**1700-1720 9E4** Inside information, a different look into the larynx
A Hadfield, University Hospital of Wales, Department of Anaesthesia, Intensive Care and Pain Medicine, Cardiff, United Kingdom; J Hall, Cardiff University, School of Art and Design, Cardiff, United Kingdom; T Wilkinson, Cardiff University, Department of Anaesthesia, Intensive Care and Pain Medicine, Cardiff, United Kingdom; C Glynn, Cardiff Metropolitan University, Department of Anaesthesia, Intensive Care and Pain Medicine, Cardiff, United Kingdom; C Diaz-Navarro*, University Hospital of Wales, Cardiff, United Kingdom

**1720-1730** Discussion

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**1600-1730 9F** SHORT COMMUNICATIONS: The CANMEDS Competencies
Chairperson: Susan Glover Takahashi (Canada)
Location: Theatre Room 11, Level 0, MiCo

**1600-1615 9F1** CanMEDS 2015 Project: An Overview of New and Emerging Concepts
Elaine Van Melle*, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada

**1615-1630 9F2** Longitudinal monitoring in residency programs
Isabelle Savard*, Université Laval, Vice décanat à la pédagogie et au développement professionnel continu, Québec, Canada

**1630-1645 9F3** Self-assessment, regulator of the development of the Scholarship competency of medical students
Jean-François Montreuil*, Université Laval, Vice-Décanat aux études de premier cycle, Québec, Canada; Lucie Rochefort, Université Laval, Direction de programme du doctorat en médecine, Québec, Canada; Jean-Sébastien Renaud, Université Laval, Évaluation, Québec, Canada

**1645-1700 9F4** IMCE: Using virtual patients for integrated teaching of CanMEDS competencies
Jenny Yujing Wang*, University of Toronto, Internal Medicine, Toronto, Canada; Samira Jeimy, University of Toronto, Internal Medicine, Toronto, Canada; Marko Balan, University of Toronto, Family Medicine, Toronto, Canada; Jeff Wachsmuth, University of Toronto, Internal Medicine, Toronto, Canada; Michael Li, University of Toronto, Internal Medicine, Toronto, Canada; Lisa Richardson, University of Toronto, Toronto, Canada

**1700-1715 9F5** Implementing a successful competency-based medical education (CBME) reform at the Université de Montréal (UdeM)
Andree Boucher*, Faculty of Medicine, Université de Montréal, Centre de Pedagogie Applique aux Sciences de la Sante (CPASS), Montreal, Canada; Nathalie Caire Fon, Faculty of Medicine, Université de Montréal, Centre de Pedagogie Applique aux Sciences de la Sante (CPASS), Montreal, Canada; Carole Lambert, Faculty of Medicine, Université de Montréal, Centre de Pedagogie Applique aux Sciences de la Sante (CPASS), Montreal, Canada; Eric Drouin, Faculty of Medicine, Université de Montréal, Centre de Pedagogie Applique aux Sciences de la Sante (CPASS), Montreal, Canada; Serge Dube, Faculty of Medicine, Université de Montréal, Centre de Pedagogie Applique aux Sciences de la Sante (CPASS), Montreal, Canada; Louis-Georges Ste-Marie, Faculty of Medicine, Université de Montréal, - Montreal, Canada
1715-1730  9F6  Common practice situations can become triggers for teaching in the CanMEDS Intrinsic Roles  Deepak Dath*; McMaster University, Surgery, Hamilton, Canada; Nicholas Aflagh, McMaster University, Surgery, Hamilton, Canada; Stephen Kelly, McMaster University, Surgery, Hamilton, Canada; Michael Marcaccio, McMaster University, Surgery, Hamilton, Canada; Brad Petrisor, McMaster University, Surgery, Hamilton, Canada

No discussion

1600-1730  9G  SHORT COMMUNICATIONS: Written Assessment
Chairperson:  
Location:  Theatre Room 12, Level 0, MiCo

1600-1615  9G1  Changing assessment practice: Making quality visible as an impetus to change  Francois Cilliers*; University of Cape Town, Education Development Unit, Cape Town, South Africa

1615-1630  9G2  Determining required test time  Herman E. Popelejus*; Maastricht University, Educational Development & Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Joost Dijkstra, Maastricht University, Educational Development & Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands

1630-1645  9G3  Review of items with low difficulty index in the Swiss federal licencing examination (FLE) of human medicine: Why tough items are tough  Bernard Cerutti*; Faculty of Medicine, UDREM, Geneva, Switzerland; Elizabeth Van Gessel, Faculty of Medicine, Interprofessional Simulation Centre, Geneva, Switzerland; Nu Vu, Faculty of Medicine, UDREM, Geneva, Switzerland

1645-1700  9G4  How to use item analysis to improve teaching, learning and assessment in medical school  Siew Kim Kwa*, International Medical University Malaysia, Family Medicine, Kuala Lumpur, Malaysia; Chiu Hoong Wong, International Medical University Malaysia, Family Medicine, Kuala Lumpur, Malaysia; Sharmin Gangadaran, International Medical University Malaysia, Academic Services, Kuala Lumpur, Malaysia; Siang Tong Kew, International Medical University Malaysia, Dean Medical School, Kuala Lumpur, Malaysia

1700-1715  9G5  The case for retiring the open-ended format in written summative assessment in clinical medicine  Richard J Hift*; University of KwaZulu-Natal, School of Clinical Medicine, Durban, South Africa

1715-1730  9G6  National Electronic Assessment is possible, affordable and valid  Michael Begg*; University of Edinburgh, Learning Technology Section, Edinburgh, United Kingdom; Matt Hammond, University of Edinburgh, Learning Technology Section, Edinburgh, United Kingdom; Simon Maxwell, University of Edinburgh, Clinical Pharmacology, Edinburgh, United Kingdom

No discussion

1600-1730  9H  SHORT COMMUNICATIONS: Feedback 2
Chairperson:  Ming-Ka Chan (Canada)
Location:  Amber 1, Level +2, MiCo

1600-1615  9H1  The effect of reflection and assessor feedback on the confidence of medical students to perform an endotracheal intubation  Ina Treadwell*; University of Limpopo (Medunsa Campus), Skills Centre, Pretoria, South Africa

1615-1630  9H2  The value of adding students’ self-assessment to online faculty feedback on their perception of the usefulness of this feedback  Ann Deletelaere, Catholic University of Leuven, Unit Teaching and Learning Support, Faculty of Medicine, Leuven, Belgium; Annick Dermaine, Catholic University of Leuven, Unit Teaching and Learning Support, Faculty of Medicine, Leuven, Belgium; Katrien Bosselaers, Catholic University of Leuven, Unit Teaching and Learning Support, Faculty of Medicine, Leuven, Belgium; Bernard Himpens, Catholic University of Leuven, Faculty of Medicine, Leuven, Belgium; Isabel Sgehsten*, Catholic University of Leuven, Unit Teaching and Learning Support, Faculty of Medicine, Leuven, Belgium

1630-1645  9H3  Practice does not always make perfect: Negative thoughts degrade performance in novice medical trainees learning suturing techniques  Kinga L. Eliazi*, McMaster University; University of Toronto; The Hospital for Sick Children, Kinesiology; The Wilson Centre; The Learning Institute, Toronto, Canada; Adam Dubrowski, Memorial University of Newfoundland, Disciplines of Emergency Medicine and Pediatrics, St. John’s, Canada; David Rojas, University of Toronto; The Hospital for Sick Children, The Wilson Centre; The Learning Institute, Toronto, Canada; Faizal A. Haji, University of Western Ontario; University of Toronto; The Hospital for Sick Children, Division of Neurosurgery; The Wilson Centre; The Learning Institute, Toronto, Canada; James Lyons, McMaster University, Kinesiology, Hamilton, Canada

1645-1700  9H4  Thematic analysis of clinical teachers’ experiences of feedback: What factors make it easier, or more difficult, to give feedback?  Janet Riddle*; University of Illinois Chicago College of Medicine, Medical Education, Chicago, United States; Angela Blood, Rush University Medical College, Medical Education, Chicago, United States
1700-1715  9H5  Development of a verbal feedback quality assessment instrument for health professionals in the workplace
Christina E. Johnson*, Monash University, HealthPEER, Faculty of Medicine Nursing and Health Science, Melbourne, Australia; Jennifer L. Keating, Monash University, Allied Health, Faculty of Medicine Nursing and Health Science, Melbourne, Australia; Elizabeth K. Molloy, Monash University, HealthPEER, Faculty of Medicine Nursing and Health Science, Melbourne, Australia

1715-1730  9H6  Researching feedback dialogue using interactional analysis
Rola Ajaiwi*, University of Dundee, Centre for Medical Education, Dundee, United Kingdom; Karen Barton, University of Dundee, Centre for Medical Education, Dundee, United Kingdom; David Boud, University of Technology Sydney, Centre for Medical Education, Sydney, Australia

No discussion

1600-1730  9I  SHORT COMMUNICATIONS: Staff / Faculty Development 2
Chairperson: Volkhard Fischer (Germany)
Opening Discussant: Lisa MacInnes (United Kingdom)
Location: Amber 2, Level +2, MiCo

1600-1615  9I1  A masters’ programme in medical education as a strategy for implementing scholarship of teaching and learning

1615-1630  9I2  The Centre of Medical Education at the University of Genoa, Italy: Activities and impact
Antonella Lotti*, University of Genova, Genova, Italy

1630-1645  9I3  A Teaching Logbook for the Development of Doctors as Medical Educators
Xinyu Du*, North East Thames Foundation School, London, United Kingdom; Muhammad Kebreya, North East Thames Foundation School, London, United Kingdom; Sreekanth Sakhthibalan, North East Thames Foundation School, London, United Kingdom; Frances Hiscock, North East Thames Foundation School, London, United Kingdom

1645-1700  9I4  Factors which augment or hamper medical teachers’ ‘Transfer of Learning’ of teaching skill at workplace
Rahila Yaseen*, Riphah International University, Riphah Academy of Research and Education, Islamabad, Pakistan; Albert Scherpier, Maastricht University, School of Health Professions Education, Maastricht, Netherlands; Willem De Grave, Maastricht University, School of Health Professions Education, Maastricht, Netherlands; Reids A Bates, Louisiana State University, School of Human Resource Education & Workforce Development, Louisiana, United States

1700-1715  9I5  The motivational factors for participation in the course “Art of medical education”: A qualitative study
Mladenka Vrcic Keglevic*, Croatian Association for Medical Education, Zagreb, Croatia; Martina Lovric-Bencic, Croatian Association for Medical Education, Zagreb, Croatia; Tomo Luetic, Croatian Association for Medical Education, Zagreb, Croatia; Darko Anticevic, Croatian Association for Medical Education, Zagreb, Croatia

1715-1730  Discussion

1600-1730  9J  SHORT COMMUNICATIONS: Communication Skills
Chairperson: Benjamin Blatt (United States)
Opening Discussant: Subha Ramani (United States)
Location: Amber 3, Level +2, MiCo

1600-1615  9J1  Learning authentic Clinical Communication: An educational initiative based in the clinical workplace
Jo Brown*, St George’s, University of London, Centre for Medical and Healthcare Education, London, United Kingdom; Jo Dearnaley, St George’s, University of London, Centre for Medical and Healthcare Education, London, United Kingdom; Karen Lobb-Rosini, St George’s, University of London, Centre for Medical and Healthcare Education, London, United Kingdom

1615-1630  9J2  Empathy, Self-Disclosure, and Boundary Turbulence with Advanced Cancer Patients
Susan H McDaniel*, University of Rochester, Psychiatry & Family Medicine, Rochester; New York, United States; Shmuel Reis, Bar Ilan University Faculty of Medicine in the Galilee, Faculty Development, Safed, Israel; Diane S Morse, University of Rochester, Psychiatry and Medicine, Rochester, New York, United States; Elizabeth A. Edwarsden, University of Rochester, Emergency Medicine, Rochester, New York, United States; Cleveland G. Shields, Purdue University, Marriage & Family Therapy, West Lafayette, Indiana, United States; Jennifer J. Griggs, University of Michigan, Internal Medicine, Hematology & Oncology, Ann Arbor, Michigan, United States
TUESDAY 2 SEPTEMBER 2014

1630-1645  9J3  A Matter of Attitude – analysis of reported changes in student attitude towards clinical communication pre and post curriculum intervention. A novel report from a new curriculum in Pharmacy
Jonathan Ward*, The University of Birmingham, Primary Care Clinical Sciences, Birmingham, United Kingdom; Anthony Cox, The University of Birmingham, Pharmacy, Pharmacology and Therapeutics Section, Birmingham, United Kingdom; Christine Hirsch, The University of Birmingham, Pharmacy, Pharmacology and Therapeutics Section, Birmingham, United Kingdom

1645-1700  9J4  Challenges in the communication between doctor and patient with different ethnic backgrounds: A realist review
Emma Paternotte*, Sint Lucas Andreas Hospital, Amsterdam, Netherlands; Sandra van Dulmen, Sint Lucas Andreas Hospital, Amsterdam, Netherlands; Nadine van der Lee, Netherlands; Albert Scheppler, Netherlands; Fedde Scheele, Netherlands

1700-1730  Discussion

1600-1700  9K  SHORT COMMUNICATIONS: Empathy
Chairperson: Peter McColl (Chile)
Opening Discussant: Chris Skinner (Australia)
Location: Amber 4, Level +2, MiCo

1600-1615  9K1  How students learn empathy: The adventure and exploration in empathy-promoting activities
Gin-Hong Lee*, Fu-Jen Catholic University, Department of Clinical Psychology, New Taipei City, Taiwan; Ping-Keung Yip, Fu-Jen Catholic University, College of Medicine, New Taipei City, Taiwan; Ming-Teh Lin, Fu-Jen Catholic University, Department of Clinical Psychology, New Taipei City, Taiwan

1615-1630  9K2  A multi-institutional study on empathy and personality
Patricio Costa, University of Minho, School of Health Sciences, Braga, Portugal; Raquel Alves, University of Minho, School of Economics and Management, Braga, Portugal; Isabel Neto, University of Beira Interior, Faculty of Health Sciences, Covilhã, Portugal; Pedro Marvão, University of Algarve, Department of Biomedical Sciences and Medicine, Faro, Portugal; Miguel Portela, University of Minho, School of Economics and Management, Braga, Portugal; Manuel João Costa*, University of Minho, School of Health Sciences, Braga, Portugal

1630-1645  9K3  Self assessed empathy and stress in medical students. A pilot study at University of Witten / Herdecke
Gudrun Roling*, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany; Myriam Valk Draad, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany; Gabriela Lutz, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany; Diethard Tauschel, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany; Christian Scheffer, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany

1645-1700  9K4  Don’t tell me, show me: Promoting empathy and facilitating consistent learning in psychiatry
S Choi*, University of Southampton, Medical Education, Southampton, United Kingdom; N Martin, University of Southampton, Psychiatry, Southampton, United Kingdom; S Harwood, Southern Health NHS FT, Psychiatry, Southampton, United Kingdom; J Rowden, Southern Health NHS FT, Psychiatry, Southampton, United Kingdom; P Hopper, Southern Health NHS FT, Psychiatry, Southampton, United Kingdom

1700-1730  Discussion

1600-1700  9L  SHORT COMMUNICATIONS: Leadership
Chairperson: Susan Lieff (Canada)
Location: Amber 5, Level +2, MiCo

1600-1615  9L1  Development and Delivery of a Physician Management & Leadership Program (PMLP) in Newfoundland and Labrador (NL), Canada
Sharon Peters*, Memorial University, Faculty of Medicine, St. John’s, Canada; Victor Maddalena, Memorial University, Faculty of Medicine, St. John’s, Canada; Lisa Fleet, Memorial University, Faculty of Medicine, St. John’s, Canada; Fran Kirby, Memorial University, Faculty of Medicine, St. John’s, Canada

1615-1630  9L2  Do residents receive feedback on leadership competencies? A framework analysis
MA van der Wal*, University Medical Center Groningen (UMCG), Center for Innovation and Research in Medical Education (CIOMO), Groningen, Netherlands; N Renting, University Medical Center Groningen (UMCG), Groningen, Netherlands; ICC Borleffs, University Medical Center Groningen (UMCG), Groningen, Netherlands; F Scheele, Sint Lucas Andreas Hospital, Amsterdam, Netherlands; J Cohen-Schotanus, University Medical Center Groningen (UMCG), Groningen, Netherlands

1630-1645  9L3  Developing the role of leader in residents: Wonder & Improve
Elizabeth van Rensen, UMC Utrecht, Quality and Patient Safety, Utrecht, Netherlands; Judith Vught, UMC Utrecht, Internal Medicine and Dermatology, Utrecht, Netherlands; Olle ten Cate, UMC Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; Mirko Noordegraaf, Utrecht School of Governance, Public Management, Utrecht, Netherlands; Margriet Schneider*, UMC Utrecht, Internal Medicine and Dermatology, Utrecht, Netherlands
1645-1700 9L4 Developing a National Leadership Programme for Directors of Nursing and Midwifery in Ireland, a co-design approach
Tina Joyce*, Royal College of Surgeons in Ireland, Institute of Leadership, Dublin, Ireland; Theresa Keane, Royal College of Surgeons in Ireland, Institute of Leadership, Dublin, Ireland; Mary MacMahon, Health Services Executive, Office of the Nursing and Midwifery Services Director, National Leadership & Innovation Centre, Dublin, Ireland; Steve Pitman, Royal College of Surgeons in Ireland, Institute of Leadership, Dublin, Ireland; Geraldine Shaw, Health Services Executive, Office of the Nursing and Midwifery Services Director, National Leadership & Innovation Centre, Dublin, Ireland; Michael Shannon, Health Services Executive, Office of the Nursing and Midwifery Services Director, National Leadership & Innovation Centre, Dublin, Ireland

1700-1715 9L5 More text box than tick box: An analysis of a narrative leadership feedback tool
Susan Kennedy*, East Kent Hospitals University NHS Foundation Trust, Medical Education Directorate, Margate, United Kingdom; Rags Subramaniam, East Kent Hospitals University NHS Foundation Trust, Medical Education Directorate, Margate, United Kingdom

1715-1730 9L6 Leadership in crisis situations: Merging the interdisciplinary silos
Hugo Paquin*, McGill University, Department of Pediatrics, Montreal, Canada; Ilana Bank, McGill University, Department of Pediatric Emergency Medicine, Montreal, Canada; Lily Nguyen, McGill University, Department of Otolaryngology, Montreal, Canada; Rachel Fisher, McGill University, Department of Anesthesiology, Montreal, Canada; Meredith Young, McGill University, Department of Family Medicine, Centre for Medical Education, Montreal, Canada; Peter Nugus, McGill University, Department of Family Medicine, Centre for Medical Education, Montreal, Canada

1600-1730 SHORT COMMUNICATIONS: Curriculum Subjects 2
Chairperson: Eugene Custers [Netherlands]
Location: Amber 6, Level +2, MiCo

1600-1615 9M1 Dealing with the challenges to medical student learning of evidence-based medicine: A qualitative study
Lauren Maggio*, Stanford University, Stanford, United States; Th. J. ten Cate, Stanford University, Stanford, United States; H. Carrie Chen; Nancy Tannery; David Irby; Bridget O'Brien

1615-1630 9M2 Problem-based learning and evidence-based medicine
Meng-Chih Lee*, Taichung Hospital/Chung Shan Medical University, Department of Family Medicine/Institute of Medicine, Taichung, Taiwan

1630-1645 9M3 Evaluating an innovative quality improvement initiative undertaken by final year medical students
Bridget Kool*, University of Auckland, Epidemiology and Biostatistics, Auckland, New Zealand; Michelle Wise, University of Auckland, Department of Obstetrics and Gynaecology, Auckland, New Zealand; Sue Wells, University of Auckland, Epidemiology and Biostatistics, Auckland, New Zealand; Lynn Sadler, University of Auckland, Epidemiology and Biostatistics, Auckland, New Zealand; Faith Mahony, University of Auckland, Health Systems, Auckland, New Zealand; Gillian Robb, University of Auckland, Epidemiology and Biostatistics, Auckland, New Zealand

1645-1700 9M4 Why is Gender Medicine a Must in Medical Training?
Margarete Hochleitner*, Innsbruck Medical University, Women's Health Centre, Innsbruck, Austria

1700-1715 9M5 Perceived effects of a mind-body training program on physicians: Exploratory study
Jose Lachance*, Université de Sherbrooke, Faculty of Education, Sherbrooke, Canada; Pierre Paillé, Université de Sherbrooke, Faculty of Education, Sherbrooke, Canada; Jean-Francois Desbiens, Université de Sherbrooke, Faculty of Education, Sherbrooke, Canada; Marianne Xhignesse, Université de Sherbrooke, Faculty of Medicine and Health Sciences, Sherbrooke, Canada

1715-1730 9M6 Health promotion / prevention program: Outlining a competency-based teaching programme
Edison Tizzoti*, Universidade Federal do Paraná, Obstetrics and Gynaecology, Curitiba, Brazil; Maria Helena Senger, Faculdade de Ciências Médicas e da Saúde de Sorocaba, Clinics, Sorocaba, Brazil

1600-1730 SHORT COMMUNICATIONS: Student Characteristics
Chairperson: Maria de Jesus Ortiz Gonzalez [Mexico]
Location: Amber 7, Level +2, MiCo

1600-1615 9N1 Are academic achievement, age, gender and year of study related to Emotional Intelligence in undergraduate medical students?
Naglima Naeem*, Batterjee Medical College, Department of Medical Education, Jeddah, Saudi Arabia

1615-1630 9N2 Emotional intelligence development in 1st year allied health professional students
Stuart Mackay*, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; JP McNulty, University College Dublin, Radiography, Dublin, Ireland; S Lewis, University of Sydney, Radiography, Sydney, Australia; S Lane, University of Liverpool, Statistics, Liverpool, United Kingdom; P White, Hong Kong Polytechnic University, Radiography, Hong Kong
1630-1645 9N3 The influence of motivation on learning and academic performance of medical students: A review of the literature
R A Kusurkar*, VUmc School of Medical Sciences Amsterdam, Institute for Education and Training, Research in Education, Amsterdam, Netherlands; A Wouters, VUmc School of Medical Sciences Amsterdam, Institute for Education and Training, Research in Education, Amsterdam, Netherlands; G Croiset, VUmc School of Medical Sciences Amsterdam, Institute for Education and Training, Research in Education, Amsterdam, Netherlands

1645-1700 9N4 Exploring fortigenesis in medical students
Shaista Satt*, University of Kwa-Zulu Natal, School of Clinical Medicine, Durban, South Africa; Veena S Singaram, University of Kwa-Zulu Natal, School of Clinical Medicine, Durban, South Africa

1700-1715 9N5 I am resilient and have a good quality of life! Resilience and quality of life in Medical School
Patricia Tempski*, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Itamar Santos, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Silmar Gannan, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Sylvia Enns, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Paulo Silveira, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Milton Martins, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil

1715-1730 9N6 Do personalities of medical students differ across institutions?
Isabel Neto*, University of Beira Interior, Faculty of Health Sciences, Covilhã, Portugal; Pedro Marvão, University of Algarve, Department of Biomedical Sciences and Medicine, Faro, Portugal; Miguel Castelo Branco, University of Beira Interior, Faculty of Health Sciences, Covilhã, Portugal; José Ponte, University of Algarve, Department of Biomedical Sciences and Medicine, Faro, Portugal; Patricio Costa, University of Minho, School of Health Sciences, Braga, Portugal; Manuel João Costa, University of Minho, School of Health Sciences, Braga, Portugal

1600-1730 PHD REPORTS: PhD Reports 3
Chairperson:
Location: Amber 8, Level +2, MiCo

1600-1618 9O1 Clinical Supervision in Acute Care Environments: Closer Can Be Better (For Both Patients and Trainees)
Dominique Piquette*, Sunnybrook Health Sciences Centre, Critical Care, Toronto, Canada; Vicki LeBlanc, University of Toronto, Wilson Centre, Toronto, Canada

1618-1636 9O2 Developing a socio-constructivist, community of inquiry-based conceptualisation of critical thinking and applying this to investigate critical thinking in problem-based learning tutorials
Susan Jamieson*, University of Glasgow, School of Medicine, Glasgow, United Kingdom

1636-1654 9O3 Factors influencing development of professionalism in doctors: Insights from established practitioner narratives
Kirsty Foster*, University of Sydney, Sydney Medical School Northern, Sydney, Australia

1654-1712 9O4 The cultural complexity of problem-based learning across the world
Janneke Frambach*, Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands

1712-1730 9O5 Assessment of virtual patient design in undergraduate medical education: A qualitative and quantitative study of participation, interaction, and learning
James Bateman*, Warwick Medical School, Education Development and Research Team, Coventry, United Kingdom; Maggie Allen, University Hospital Coventry and Warwickshire NHS Trust, Department of Medical Education, Coventry, United Kingdom; David Davies, Warwick Medical School, Education Development and Research Team, Coventry, United Kingdom

1600-1700 SHORT COMMUNICATIONS: Simulation 3
Chairperson: Kevin Stirling (United Kingdom)
Opening Discussant: Peter Dieckmann (Denmark)
Location: Theatre Room 13, Level 0, MiCo

1600-1615 9P The Simulated Patient Methodology as a Research Tool – a reflection on the RECEPTS (Receptionist rECognition and rEferral of Patients with Stroke) study
Ruth Mellor, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; Elizabeth Bates, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; Janet Jones, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; James Sheppard, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; Satinder Singh, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; George Bouliotis, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; Presenter: Connie Wiskin*, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom
9P2  Identifying and Correcting Communication Failures using Artificial Neural Networks: Designing a Computerized Tool for an Advanced Simulation Centre
Annamaria Bagnasco*, University of Genoa, Department of Health Sciences, Genoa, Italy; Anna Siri, University of Genoa, School of Medical and Pharmaceutical Sciences, Genoa, Italy; Loredana Sasso, University of Genoa, Department of Health Sciences, Genoa, Italy

9P3  Cognitive load in virtual reality simulation compared to traditional dissection skills training of mastoidectomy
Steven A. W. Andersen*, Rigshospitalet, Dept. of Otorhinolaryngology, Copenhagen, Denmark; Peter Trier Mikkelsen, The Alexandria Institute, Dept. of Otorhinolaryngology, Aarhus, Denmark; Per Cåve-Thomasen, Rigshospitalet, Dept. of Otorhinolaryngology, Copenhagen, Denmark; Lars Konge, Centre for Clinical Education, Centre for HR, The Capital Region of Denmark, Dept. of Otorhinolaryngology, Copenhagen, Denmark; Mads Sølvsten Sørensen, Rigshospitalet, Copenhagen, Denmark

9P4  Developing innovative local manikin for undergraduate clinical skills training: Intravenous insertion manikin attached to simulated patients
Doni Widyandana*, Faculty of Medicine Gadjah Mada University, Skills Laboratory, Yogyakarta, Indonesia; Bambang Djarwoto, Faculty of Medicine Gadjah Mada University, Skills Laboratory, Yogyakarta, Indonesia

9P5  Practice What You Preach: Motivating Change
Amelia Wallace, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk Virginia, United States; Mary Rubino, Eastern Virginia Medical School, Family and Community Medicine, Norfolk Virginia, United States; Presenter: Temple West*, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk Virginia, United States

9Q  CONFERENCE WORKSHOP: How to introduce Team Based Learning into a lecture-based course
Georgina Morris*, Imperial College London, London Office of the Lee Kong Chian School of Medicine, London, United Kingdom; Naomi Low-Beer, Lee Kong Chian School of Medicine, London Office of the Lee Kong Chian School of Medicine, Singapore; James Stratford-Martin*, Imperial College London, London Office of the Lee Kong Chian School of Medicine, London, United Kingdom
Location:  Workshop Room 1, Level 0, MiCo

9R  CONFERENCE WORKSHOP: Entrustment decision-making
Olle ten Cate*, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; Ankel Felix*, University of Minnesota, Center for Research and Development of Teaching, United States; Eric Holmboe*, Accreditation Council for Graduate Medical Education, United States; Linda Snell*, McGill University / Royal College of Physicians and Surgeons of Canada, Canada; Claire Touchie*, University of Ottawa, Canada
Location:  Workshop Room 2, Level 0, MiCo

9S  CONFERENCE WORKSHOP: Young medical educators’ workshop: Fostering your career in medical education
Monica van de Rijder*, Albert Schweitzer hospital, Department of Education, Dordrecht, Netherlands; Soren Huwendiek*, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Stewart Mennin*, Mennin Consulting & Associates, Department of Education, Albuquerque, Brazil
Location:  Workshop Room 3, Level 0, MiCo

9U  CONFERENCE WORKSHOP: Curriculum transformation in the ePBLnet project: Is modernisation by ‘repurposing’ from another curriculum, worth the effort? What is the best way to do it?
Terry Poulton*, St George's University of London, Institute of Education, London, United Kingdom; Panos Bamidis*, Aristotle University of Thessaloniki, Lab of Medical Informatics, Thessaloniki, Greece; Sergio Tabagari*, David Tulvian University Medical, AIETI Medical School, Tbilisi, Georgia; Andrey Loboda*, Sumy State University, The Faculty of Medicine, Sumy, Ukraine; Gulmira Derbissalina*, Astana State University, Astana, Kazakhstan; Nana Shavlakadze*, Kutaisi State University, Kutaisi, Georgia
Location:  Suite 8, Level Mezzanine, MiCo

9V  CONFERENCE WORKSHOP: A practical, friendly but powerful way to promote collaboration through movies and role-playing
Juan-Jose Beunza*, Universidad Europea (Laureate International Universities), Clinical Sciences, Madrid, Spain; Hugh Barr, CAPE (Centre for the Advancement of Interprofessional Education), School of Biomedical Sciences, London, United Kingdom; Elena Gazapo, Universidad Europea (Laureate International Universities), Clinical Sciences, Madrid, Spain
Location:  Suite 7, Level Mezzanine, MiCo

9W  AMEE-ESME COURSE: Research Essential Skills in Medical Education (RESME) Course
Location:  Suite 6, Level Mezzanine, MiCo
**CONFERENCE WORKSHOP: Teaching Problem Oriented Approach (POA) in the era of an Electronic Medical Record (EMR)**
Jacob Urrin*, Faculty of Health Sciences, Ben-Gurion University, Center for Medical Education, Beer-Sheva, Israel; Carmi Margolis, Faculty of Health Sciences, Ben-Gurion University, Center for Medical Education, Beer-Sheva, Israel; Emanuel Sikuler, Faculty of Health Sciences, Ben-Gurion University, Center for Medical Education, Beer-Sheva, Israel; Shlomi Codish, Clalit Health Services, Medical Informatics, Tel-Aviv, Israel
Location: Suite 4, Level 1+2, MiCo

**CONFERENCE WORKSHOP: What to do about learning climate?**
Marcelo Garcia Dieguez*, Universidad Nacional del Sur, Health Science, Bahia Blanca, Argentina; Larry Gruppen*, University of Michigan, Medical Education, Ann Arbor, United States; Eduardo Durante*, Instituto Universitario del Hospital Italiano, Family Medicine, Buenos Aires, Argentina; Win May*, University of Southern California, Clinical Skills Education and Evaluation Center, Los Angeles, United States; Alejandro Cragno*, Universidad Nacional del Sur, Health Science, Bahia Blanca, Argentina
Location: Suite 3, Level 1+2, MiCo

**CONFERENCE WORKSHOP: Sensible Care: A creative workshop on stress and self-care for health sciences educators and students**
Alida G Herbst*, North-West University, Potchefstroom campus, School of Psycho-social Behavioural Sciences, Potchefstroom, South Africa; Cornelia M Drent*, Hospice Palliative Care Association of South Africa, Research, Pretoria, South Africa
Location: Suite 2, Level 1+2, MiCo

**CONFERENCE WORKSHOP: MedEdWorld 2: How you can keep up-to-date in the rapidly advancing field of medical education: MedEdWorld as a valuable tool**
Ricky Shet*, Catherine Kennedy*, AMEE, Dundee, United Kingdom; Ken Masters*, Medical Education & Informatics Unit, College of Medicine & Health Sciences, Sultan Qaboos University, Sultanate of Oman
Location: Suite 1, Level 1+2, MiCo

**AMEE-ESME COURSE: Essential Skills in Medical Education Assessment (ESMEA) Course**
Location: Suite 5, Level Mezzanine, MiCo

**POSTERS: Professionalism**
Chairperson: Amnmeyporn Apiraksakorn (United Kingdom)
Location: South Hall, Level 0, MiCo

**It takes more than knowledge: Professionalism and communication skills**
Majka Woods, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States; Kathleen Watson*, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States

**A Unique "White Coat Ceremony" for Cultivating Professionalism in Medical Students, Prior to Commencing Clinical Training in Japan**
Michito Hirakata*, Keio University School of Medicine, Medical Education Center, Tokyo, Japan; Toshiaki Monkawa, Keio University School of Medicine, Medical Education Center, Tokyo, Japan; Rika Nakajima, Keio University School of Medicine, Medical Education Center, Tokyo, Japan; Noriko Okuyama, Keio University School of Medicine, Department of Orthopedics, Tokyo, Japan; James Thomas, Keio University School of Medicine, Medical Education Center, Tokyo, Japan; Kesisuke Koyama, Keio University School of Medicine, Clinical Research Center, Tokyo, Japan

**Code of Conduct: How students describe it during clinic practice**
Laura Cominetti*, Nursing Degree Course, Turin University, Turin, Italy; Luigi Cirio, Nursing Degree Course, Turin University, Turin, Italy; Barbara Chiappusso, The Nursing Association of Turin, Turin, Italy; Ines Monino, Nursing Degree Course, Turin University, Turin, Italy; Maria Valentina Mussa, Nursing Degree Course, Turin University, Turin, Italy; Valerio Bimonte, Nursing Degree Course, Turin University, Turin, Italy

**Medical trainees’ views on educational climate of medical professionalism: A comparison between clerkship and internship**
Jer Chia Tsai*, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Internal Medicine, College of Medicine, Kaohsiung, Taiwan; Jo-Chu Yen, Kaohsiung Medical University Hospital, Department of Clinical Education and Training, Kaohsiung, Taiwan; Yung-Yun Chang, Kaohsiung Medical University Hospital, Department of Internal Medicine, Department of Clinical Education and Training, Kaohsiung, Taiwan; Yen-Ko Lin, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Medical Humanity and Education, College of Medicine, Kaohsiung, Taiwan; Shang-Jyh Huang, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Internal Medicine, College of Medicine, Kaohsiung, Taiwan; Jing-Hsien Yen, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Internal Medicine, College of Medicine, Kaohsiung, Taiwan

**Walking the path towards professionalism education**
Juliana Sa*, Faculty of Health Sciences University of Beira Interior, Covilhã, Portugal; Isabel Neto, Faculty of Health Sciences University of Beira Interior, Covilhã, Portugal

**The Respectful Minds: The Important Core of Medical Professionalism**
Songkiet Udompornwattana*, Buddhachinara Medical Education Center, Pediatrics, Phitsanulok, Thailand; Kosa Sudhorm, Buddhachinara Medical Education Center, Pediatrics, Phitsanulok, Thailand; Sireeluck Klanarong, Buddhachinara Medical Education Center, Anesthesiology, Phitsanulok, Thailand
9CC7 Exploration of case based discussion as a tool for learning professionalism
Dellah Hassanally*, Medway Hospital, Surgery, Kent, United Kingdom

9CC8 Factors associated with attitudes towards medical ethics and professionalism in medical teachers in Thailand
Saranya Prathaithep*, Sanpasitthirschrong Hospital, Medicine, Ubon Ratchathani, Thailand; Parinya Chamnan, Sanpasitthirschrong Hospital, Social Medicine, Ubon Ratchathani, Thailand

9CC9 Markers of highly professional behavior correspond to exam performance
Brian Palmer, Mayo Clinic, Psychiatry and Psychology, Rochester, MN, United States; Petra Casey*, Mayo Clinic, Obstetrics and Gynecology, Rochester, MN, United States; Darcy Reed, Mayo Clinic, Internal Medicine, Rochester, MN, United States

9CC10 Measuring professionalism as a major criteria of medical education in medical students of Shiraz University Of Medical Sciences (S.U.M.S)
Roghaye Alipour, Tehran University of Medical Sciences, Shiraz, Iran; Farzaneh Alipour, Jahrom University of Medical Sciences, Shiraz, Iran; Zahra Abd*, Shiraz High School of Medical Sciences, Shiraz, Iran

9CC11 A Measurable Approach to the Assessment of Professionalism
Iriana Hammel*, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States; Sean Gnecco, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States; Noel Irias, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States; Rita Hudac, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States; Shalini Kulkarni, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States; Jeffrey Isacon, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States

9CC12 The Concept of Compassionate Engagement
FMMA van der Heijden*, Vincent van Gogh Institute for Psychiatry, Psychiatry, Venray, Netherlands; S Sana, Compassion for Care, Psychiatry, Utrecht, Netherlands; JT Prins, Medical Centre Leeuwarden, Leeuwarden, Netherlands

1600-1730 9DD POSTERS: Curriculum Strategies: Electives and Integration
Chairperson:
Location: South Hall, Level 0, MiCo

9DD1 Flexible selective time during the pre-clinical research years significantly increases academic productivity during medical school
Justin Peacock, Mayo Clinic, Mayo Medical School, Rochester, United States; Presenter: Joseph Grande*, Mayo Clinic, Laboratory Medicine and Pathology, Rochester, United States

9DD2 Peer-learning and peer-support to improve Student Selected Components
Elsbeth Webb*, Cardiff University, Child Health, Cardiff, United Kingdom; Rachel Brooks, Cardiff University, Child Health, Cardiff, United Kingdom; Chiakos Okada, Cardiff University, Child Health, Cardiff, United Kingdom

9DD3 Using an Innovative Online Collaborative Platform to Recruit Students for International Medical Volunteering
Faheem Ahmed, King’s College London, School of Medicine, London, United Kingdom; Na’eeem Ahmed, St George’s Hospital, London, London United Kingdom; Mafihu Ahmed*, King’s College London, London, United Kingdom; Raihaanah Al-Hoque, Selfless, London, United Kingdom; Musilma Chowdhury, Selfless, London, United Kingdom

9DD4 How medical schools encourage students to take the first step as citizens of the world? The value of self-directed international medical elective preparation in Japanese medical students
Kazum Sakashtia*, Gifu University, Medical Education Development Center, Gifu, Japan; Yasuyuki Suzuki, Gifu University, Medical Education Development Center, Gifu, Japan; Takuya Saiki, Gifu University, Medical Education Development Center, Gifu, Japan; Rintaro Imafuku, Gifu University, Medical Education Development Center, Gifu, Japan

9DD5 Interventions to prepare medical and nursing students for the ethical issues encountered on their electives: A systematic review
Anika Rahim*, King’s College London, School of Medicine, London, United Kingdom; Paula Baraitser, King’s College London, Centre for Global Health, London, United Kingdom; Felicity Knights, King’s College London, School of Medicine, London, United Kingdom; Molly Fyle, King’s College London, Department of Education, London, United Kingdom; Janagan Alagarajah, King’s College London, Centre for Global Health, London, United Kingdom

9DD6 Student-Selected Components: Approaches to Increasing the Consistency of Assessment
Joanne Burke*, University of Glasgow, Medical School, Glasgow, United Kingdom; Vivienne Crawford, Queen’s University Belfast, Medical School, Belfast, United Kingdom; Michelle Marshall, University of Sheffield, Medical School, Sheffield, United Kingdom

9DD7 Teaching dyads: The power of linking basic scientists and clinicians
Majka Woods*, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States; Jeffrey Chipman, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States

9DD8 A teaching scheme re-establishing basic science during clinical years helps to bridge the divide between pre-clinical and clinical training and boosts clinical confidence
Fritz-Patrick Jahns*, King’s College Hospital, London, United Kingdom; Zoe Rutter-Locher, King’s College Hospital, London, United Kingdom; Adam Pennycook, King’s College Hospital, London, United Kingdom; Benjamin Gaastra, King’s College Hospital, London, United Kingdom; Catherine Howard, King’s College Hospital, London, United Kingdom; Zanna Voysey, King’s College Hospital, London, United Kingdom
9DD9  Role Model and Work Place Experiences in the First Year Medical Students at Faculty of Medicine, Srinakharinwirot University
Woraphon Arramrusamekuli*, Faculty of Medicine, Srinakharinwirot University, Physical Medicine and Rehabilitation, Nakhon Nayok, Thailand; Nantana Choomchuay, Faculty of Medicine, Srinakharinwirot University, Pathology, Nakhon Nayok, Thailand; Warapatorn Sithicharoon, Faculty of Medicine, Srinakharinwirot University, Forensic medicine, Nakhon Nayok, Thailand; Watchareewan Thongsaaard, Faculty of Medicine, Srinakharinwirot University, Physiology, Bangkok, Thailand; Chote Werawong, Faculty of Medicine, Srinakharinwirot University, Physiology, Bangkok, Thailand

9DD10  An exploration of student views and expectations about a new integrated pharmacy programme for Ireland
Judith Strawbridge*, Royal College of Surgeons in Ireland, School of Pharmacy, Dublin, Ireland; Mark Philbin, Dublin City University, School of Nursing and Human Studies, Dublin, Ireland; Paul Gallagher, Royal College of Surgeons in Ireland, School of Pharmacy, Dublin, Ireland

9DD11  Innovation for the integration of knowledge in medicine students of the UNAM, Mexico
Jose Luis Jimenez Corona*, Universidad Nacional Autónoma de México, School of Medicine, Surgery Department, Mexico; Jesus Tapia Jurado, Universidad Nacional Autónoma de México, School of Medicine, Surgery, Mexico; Fernando Villegas Alvarez, Universidad Nacional Autónoma de México, School of Medicine, Surgery, Mexico; Gregoria Rodríguez Varela, Universidad Nacional Autónoma de México, School of Medicine, Surgery, Mexico; Isabel Maria Fernandez Vindel, Universidad de Castilla La Mancha, School of Humanities and Education, Pedagogy, Cuenca, Spain; Gabriela Millan Rosas, Universidad Nacional Autónoma de México, School of Medicine, Sleep Clinic, Mexico

9DD12  Curriculum design: From longitudinal clerks to block clerks and back to longitudinal integrated curriculum
Valentin Muntean*, Faculty of Medicine, UMF “Iuliu Hatieganu” Cluj-Napoca, Surgery, Cluj-Napoca, Romania; Soimita Suciu, Faculty of Medicine, UMF “Iuliu Hatieganu” Cluj-Napoca, Functional Sciences, Cluj-Napoca, Romania; Carmen Mihu, Faculty of Medicine, UMF “Iuliu Hatieganu” Cluj-Napoca, Morphological Sciences, Cluj-Napoca, Romania; Sorin Man, Faculty of Medicine, UMF “Iuliu Hatieganu” Cluj-Napoca, Mother and Child, Cluj-Napoca, Romania; Daniel Muresan, Faculty of Medicine, UMF “Iuliu Hatieganu” Cluj-Napoca, Mother and Child, Cluj-Napoca, Romania; Ana Dana Buzoianu, Faculty of Medicine, UMF “Iuliu Hatieganu” Cluj-Napoca, Functional Sciences, Cluj-Napoca, Romania

9DD13  Button-mediated medical education: Distributed learning in a digital age
Anna MacLeod*, Dalhousie University, Division of Medical Education, Halifax, Canada; Olga Kits, Dalhousie University, Division of Medical Education, Halifax, Canada; Cathy Fournier, Dalhousie University, Division of Medical Education, Halifax, Canada

9DD14  Curricular Integration in Medical Science based in Clinical Cases for Primary Health Care
Helena Alves Soares Chini*, Unifenas, Physiology, Alfenas, Brazil; Eliana Martorano Amaral, Unicamp, Gynecology and Obstetrics, Campinas, Brazil

9DD15  New competency requirements meet an old integrated curriculum
Jan Frich*, University of Oslo, Faculty of Medicine, Oslo, Norway; Ingrid M. Middelthon, University of Oslo, Faculty of Medicine, Oslo, Norway; Knut E. A. Lundin, University of Oslo, Faculty of Medicine, Oslo, Norway; Ingrid Os, University of Oslo, Faculty of Medicine, Oslo, Norway

1600-1730

9EE  POSTERS: Curriculum General

9EE1  The impact of curriculum alignment on the improvement of Embryology: A constructivist perspective
Oralia Barboza-Quintana, Facultad de Medicina, UANL, Surgical Pathology Department, Monterrey, Mexico; Raquel Garza-Guijardo, Facultad de Medicina, UANL, Surgical Pathology Department, Monterrey, Mexico; Mario Hernandez-Ordonez, Facultad de Medicina, UANL, Legal Medicine Department, Monterrey, Mexico; Norberto Lopez-Serna*, Facultad de Medicina UANL, Embryology Department, Monterrey, Mexico; Gerardo Enrique Munoz-Maldonado, Facultad de Medicina, UANL, General Surgery Department, Monterrey, Mexico; Martha Susana Hernandez-Garza, Facultad de Medicina, UANL, Pedagogical Support, Monterrey, Mexico

9EE2  The “Oral Case Presentation Training Programme” for Medical Students -- Experience of the Largest Medical Center of Taiwan
Chang-Chyi Jen*, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Nephrology, Department of Medical Education, Taoyuan, Taiwan; Jau-Min Lien, Chang Gung Memorial Hospital, Department of Gastroenterology & Hepatology, Taoyuan, Taiwan; Chun-Yen Lin, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Gastroenterology & Hepatology, Department of Medical Education, Taoyuan, Taiwan; Ji-Tseng Fang, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Nephrology, Department of Medical Education, Taoyuan, Taiwan; San-Jou Yeh, Chang Gung Memorial Hospital, Department of Cardiology, Department of Medical Education, Taoyuan, Taiwan; Wan-Neng Ueng, Chang Gung Memorial Hospital, Department of Orthopedic Surgery, Taoyuan, Taiwan

9EE3  Training programs in hospitals affiliated to Semnan University of Medical Sciences
Seyed Habibollah Kavar*, University of Social Welfare & Rehabilitation Sciences (USWR), Rehabilitation Management, Tehran, Iran; Kian Norozi, University of Social Welfare & Rehabilitation, Sciences (USWR), Nursing, Fatemeh Kabriani Rad, Semnan University of Medical Sciences, Rezaee Hospitals, Damghan, Iran; Fathiyeh Mortezaei, Shahid Beheshti University of Medical Sciences, Medical Education, Tehran, Iran
9EE4 Analysis of significant prerequisites for effective modernization of MD programs considering European understanding of “Harmonization”
Nino Bregvadze-Tabagari*, David Tvidiani Medical University, Quality Assurance: Internal Medicine, Tbilisi, Georgia; Sergo Tabagari, David Tvidiani Medical University, Tbilisi, Georgia; Paata Tsagareishvili, David Tvidiani Medical University, Tbilisi, Georgia; Nana Shav lakadze, Akaki Tsereteli State University, Faculty of Medicine, Kutaisi, Georgia; Nato Alavidze, Akaki Tsereteli State University (ATSU), Quality Assurance Office of ATSU, Kutaisi, Georgia; Gulnara Shelia, Akaki Tsereteli State University, Quality Assurance Department, Faculty of Medicine, Kutaisi, Georgia

9EE5 A longitudinal framework for professional identity formation
Mark Holden*, University of Texas Medical Branch, General Internal Medicine, Galveston, United States

9EE6 Learning in the 21st century: Identifying the gap between the expectation and the reality
Tatchanapong Chongcharoenyanon*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Win Kulvichit, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tanat Lertussavivat, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Kwaeew Voratarapong, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsasturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand

9EE7 10 Approaches to Academic Development (AD) for the Basic Medical Sciences: achieving quality with large classes
Andre Havenga, St. George’s University, Educational Services, St. George’s, Grenada; Richard Blunt*, St. George’s University, Educational Services, St. George’s, Grenada

9EE8 Implementation of an Obligatory Mobility Window in a Bachelor Program Molecular Medicine
Konstanze Muschko*, Eberhard Karls University of Tübingen, Faculty of Medicine, Tuebingen, Germany; Elena Leberher, Eberhard Karls University of Tübingen, Faculty of Medicine, Tuebingen, Germany; Thomas Iftner, Eberhard Karls University of Tübingen, Faculty of Medicine, Tuebingen, Germany

9EE9 Studying with SPIRIT: Student Orientation with an individualized curriculum based on student needs in Tübingen
Christine Krejcic*, Eberhard Karls University of Tübingen, Faculty of Medicine, Tübingen, Germany; Elena Leberher, Eberhard Karls University of Tübingen, Faculty of Medicine, Tübingen, Germany; Stephan Zipfel, Eberhard Karls University of Tübingen, Faculty of Medicine, Tübingen, Germany; Friederike Holderried, Eberhard Karls University of Tübingen, Faculty of Medicine, Tübingen, Germany

9EE10 Evaluating the student-centeredness of a programme: A new mixed-methods approach
Ana Raquel Lemos*, University of Minho, School of Health Sciences, Braga, Portugal; John Sanders, Leeds Institute of Medical Education, Institute of Education, Leeds, United Kingdom; Palmira Alves, University of Minho, School of Health Sciences, Braga, Portugal; Manuel João Costa, University of Minho, Braga, Portugal

9EE11 Gender based analysis of user behaviour in a web-based “Learning Opportunities, Objectives and Outcome Platform” (LOOOP)
Eva Kornemann*, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Martin Dittrich, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Fatma Yuerek, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Lars Lehmann, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Felix Balzer, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Olaf Ahlers, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Berlin, Germany

9EE12 Competence-oriented curriculum mapping – a web-based database as a powerful tool for curriculum development
Olaf Fritz*, University of Tuebingen, Competence Centre for University Teaching in Medicine, Baden-Wuerttemberg, Tuebingen, Germany; Martin Boeker, Albert-Ludwigs-University Freiburg, Freiburg Competence Center for Evaluation of Teaching in Medicine, Baden-Wuerttemberg, Freiburg, Germany; Maryna Garnostayeva, Heidelberg University, Center of Excellence for Assessment in Medicine, Baden-Wuerttemberg, Heidelberg, Germany; Elisabeth Narzli, Heidelberg University, Competence Centre of Final Year, Medical Faculty Mannheim, Mannheim, Germany; Annette Wosnik, University of Tuebingen, Dean’s Office, Faculty of Medicine, Tuebingen, Germany; Maria Lammertding-Köppel, University of Tuebingen, Competence Centre for University Teaching in Medicine, Baden-Wuerttemberg, Tuebingen, Germany

9EE13 Valuing identity: Critical discourse analysis of online participants ‘identity text’
Zareen Zaidi*, University of Florida College of Medicine, Internal Medicine, Gainesville, United States; Danielle Verstegen, Maastricht University, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Page Morahan, Drexel University College of Medicine, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Philadelphia, PA, United States; Timothy Dornan, Maastricht University, Internal Medicine, Maastricht, Netherlands

9EE14 Modernization of MD Curriculum Based on Current Challenges and Needs of the Medical Education Reform In Georgia
Nato Alavidze*, Akaki Tsereteli State University, Faculty of Health Care, Kutaisi, Georgia; Nana Shavlakadze, Akaki Tsereteli State University, Faculty of Health Care, Kutaisi, Georgia; Gulnara Shelia, Akaki Tsereteli State University, Faculty of Health Care, Kutaisi, Georgia; Irine Pkhakadze, Akaki Tsereteli State University, Faculty of Health Care, Kutaisi, Georgia

— 170 —
9EE15 Webbased, interactive, simultaneous, aligned scheduling in different undergraduate medical curricula
Philipp Moskopp, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Berlin, Germany; David Weigelt*, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Claudia Kanitz, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Axel Schunk, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Dorothea Eisenmann, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Olaf Ahlers, Charité, Universitätmedizin Berlin, Department for Curriculum Management, Berlin, Germany

9EE16 The MERC at CORD Scholars’ Program in Education Research at 5 Years
Jeffrey Love*, Georgetown University School of Medicine, Emergency Medicine, Washington, DC, United States; Sally Santen, The University of Michigan Medical School, Emergency Medicine, Ann Arbor, Michigan, United States; Susan Farrell, Brigham and Women’s Hospital, Harvard Medical School, Partners Healthcare, Office of Graduate Medical Education, Department of Emergency Medicine, Boston, Massachusetts, United States

1600-1730

9FF POSTERS: Student as Teacher
Chairperson: Juwera Siddiqui (United Kingdom)
Location: South Hall, Level 0, MiCo

9FF1 Students’ perspectives of a novel near-peer teaching programme for first year clinical students in the UK
David Annan*, Barts and The London School of Medicine, London, United Kingdom; Dekan Albash, Barts and The London School of Medicine, London, United Kingdom; Sithish Jayakumar, Barts and The London School of Medicine, London, United Kingdom

9FF2 Peer-instructed seminar attendance is positively associated with exam scores
Rianne A.M. Bouwmeester*, University Medical Center Utrecht, Medical Physiology, Utrecht, Netherlands; Renske A.M. de Kleijn, Utrecht University, Centre for teaching and learning, Utrecht, Netherlands; Olle Th.J. ten Cate, University Medical Center Utrecht, Centre for Research and Development of Education, Utrecht, Netherlands; Harold V.M. van Rijen, University Medical Center Utrecht, Medical Physiology, Utrecht, Netherlands

9FF3 Peer Assisted Learning on Medical Clinical Placements: An observational study
Joanna Tall*, Monash University, HealthPEER, Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia; Ben Canny, Monash University, Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia; Terrence Haines, Monash Health, Allied Health Research Unit, Melbourne, Australia; Elizabeth Molloy, Monash University, HealthPEER, Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia

9FF4 Developing teaching skills during the early years: A medical student-led organ donation awareness workshop in secondary schools
Zaheer Mangera*, UCL Medical School, Medical School, London, United Kingdom; Chrisihan Gunasekera, UCL Medical School, Medical School, London, United Kingdom; John Kinley, UCL Medical School, Medical School, London, United Kingdom; Paul McGovern, UCL Medical School, Medical School, London, United Kingdom; Katherine Woolf, UCL Medical School, Medical School, London, United Kingdom

9FF5 Which professional competencies can be enhanced among medical student tutors due to their peer teaching activities?
J Griezelt*, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, University of Tuebingen, Department of Psychosomatic Medicine and Psychotherapy, Tuebingen, Germany; I Manske, University Hospital, Tuebingen, Germany; A Wosnik, Dean’s Office, Faculty of Medicine, University of Tuebingen, Tuebingen, Germany; S Zipfel, Dean’s Office, Faculty of Medicine, University of Tuebingen, Tuebingen, Germany; M Lammersdorfer-Küpfe, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, University of Tuebingen, Tuebingen, Germany

9FF6 Objective measurement of the value of peer assisted learning in an undergraduate medical school setting
Mark S. Johnstone*, University of Glasgow, Glasgow, United Kingdom; Róna C. Anderson, University of Glasgow, Glasgow, United Kingdom; Nigel J. Chan, University of Glasgow, Glasgow, United Kingdom

9FF7 Focus group evaluation of a student-produced open educational resource on obesity
Shannon E. Boardman, University of Nottingham, Nottingham, United Kingdom; Shade A. Agboola, University of Nottingham, Nottingham, United Kingdom; Bruce C. McKenzie*, University of Nottingham, Nottingham, United Kingdom

9FF8 Nationwide Train the Trainer program for undergraduate in the field of Disaster Medicine
Elenoraa Leopard*, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Università del Piemonte Orientale “A. Avogadro”, Novara, Italy; Luca Ragazzi, CRIMEDIM Research Center in Emergency and Disaster Medicine, Università del Piemonte Orientale “A. Avogadro”, Novara, Italy; Simone Lo Baido, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Università del Piemonte Orientale “A. Avogadro”, Novara, Italy; F Maccapani, CRIMEDIM Research Center in Emergency and Disaster Medicine, University of Piemonte Orientale “A. Avogadro”, Novara, Italy; PL Ingrassia, CRIMEDIM Research Center in Emergency and Disaster Medicine, Novara, Italy; F Della Corte, CRIMEDIM Research Center in Emergency and Disaster Medicine, Novara, Italy

9FF9 ‘I SIP’: Using a framework to teach presenting skills to medical students
Anish Jagdish Lalji Radia*, Luton and Dunstable University Hospital, Undergraduate Medical Education, Luton, United Kingdom; Parthiban Pillai, Luton and Dunstable University Hospital, Undergraduate Medical Education, Luton, United Kingdom; Subramanian Dhimalakara, Luton and Dunstable University Hospital, Undergraduate Medical Education, Luton, United Kingdom
9FF10 Learning by teaching: benefits to students of OER production and evaluation
Shannon Boardman*, University of Nottingham, Nottingham, United Kingdom; Shade Agboola, University of Nottingham, Nottingham, United Kingdom; Bruce McKenzie, University of Nottingham, United Kingdom

9FF11 “Learning for Teaching”: Preparing health professionals to be lifelong learners and facilitators of learning
Nomar Alvair*, University of the Philippines, Manila, National Teacher Training Center for the Health Professions, Manila, Philippines

9FF12 Peer Assisted Learning as a mandatory part of an undergraduate medical curriculum
Fatma Yuerek, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Raimund Senf, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Nephrology and Intensive Care Medicine, Berlin, Germany; Eva Kornemann, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Dorothea Eisenmann*, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Olaf Ahlers, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany

9FF13 Wiki-based peer-assessment of learning journals
Mikael Niku*, University of Helsinki, Department of Veterinary Biosciences, Helsinki, Finland

9FF14 Auditing Undergraduate Peer Teaching: Prevalence of teaching and teachers, and perceived usefulness, quality and value
Adam Mayers*, Kings’ College London, School of Medicine, London, United Kingdom

9FF15 Student-led optional abdominal ultrasound course at Philipps-University (Marburg, Germany)
Johanna Miller*, Philipps-Universität, Marburg, Germany; Florian Schösser, Philipps-Universität, Marburg, Germany; Julian Henze, Philipps-Universität, Marburg, Germany; Tina Stibane, Philipps-Universität, Marburg, Germany; Christian Görg, Philipps-Universität, Marburg, Germany

9FF16 Students’ Perceptions toward Peer Assisted Learning Seminars
Liang Lin Seow*, International Medical University, School of Dentistry, Kuala Lumpur, Malaysia; Hanan El Sayed Omar, International Medical University, School of Dentistry, Kuala Lumpur, Malaysia; Frederick Smales, International Medical University, School of Dentistry, Kuala Lumpur, Malaysia

9FF17 Student acceptance of clinical skills teaching by senior students compared with faculty led teaching
Ganendra Mallik*, Ross University School of Medicine, Clinical Medicine, Roseau, Dominica; Philip Cooles, Ross University School of Medicine, Cardiology, Roseau, Dominica

9FF18 Role of providing core objectives and monitoring in Peer Assisted Learning Initiatives in Medical Education: a 2 year study
Aya Musbah*, Glasgow Royal, General Surgery, Glasgow, United Kingdom; Mohammed Abdelhalim, Gartnavel Hospital, General Surgery, Glasgow, United Kingdom; Nazim Ghouri, University of Glasgow, Glasgow, United Kingdom

9FF19 NICE Student Champions: A Paradigm for Peer to Peer Teaching in Evidence Based Medicine
Guled Jama, University of Cambridge, School of Clinical Medicine, Cambridge, United Kingdom; Aisha Tahira*, University of Cambridge, School of Clinical Medicine, Cambridge, United Kingdom

1600-1730 9GG POSTERS: PBL
Chairperson: Edvaldo Souza (Brazil)
Location: South Hall, Level 0, MiCo

9GG1 Evaluation of a revised interdisciplinary PBL tutor training
Konstanze Vogt*, Charité University Medicine, Deanery of Student Affairs, Berlin, Germany; Jörg Pelz, Charité University Medicine, Dieter Scheffner Fachzentrum for Educational Research, Berlin, Germany

9GG2 Where do you want to carry your students? Driving learning with summative assessment in Problem Based Learning (PBL) tutorial
Umutul Khoiriyah*, University of Sydney, Australia & Islamic University of Indonesia, Medical Education, Yogyakarta, Indonesia; Chris Roberts, Sydney Medical School - Northern, University of Sydney, Academic GP Unit, New South Wales, Australia

9GG3 The role of the tutor in Problem Based Learning (PBL)
Tamara Valishvili*, Akaki Tsereteli State University, Department of Clinical Medicine, Kutaisi, Georgia; Tamar Pertaia, Akaki Tsereteli State University, Department of Clinical Medicine, Kutaisi, Georgia; Lela Arakhamia, Akaki Tsereteli State University, Department of Clinical Medicine, Kutaisi, Georgia; Lali Chkhiladze, Akaki Tsereteli State University, Department of Clinical Medicine, Kutaisi, Georgia; Cicino Qarseladze, Akaki Tsereteli State University, Department of Clinical Medicine, Kutaisi, Georgia

9GG4 Development of a revalidation programme for facilitators to improve the student experience of problem-based learning (PBL)
Carol Ditchfield*, University of Glasgow, Medical School, Glasgow, United Kingdom; Joanne Burke, University of Glasgow, Medical School, Glasgow, United Kingdom; Anne O’Dowd, University of Glasgow, Medical School, Glasgow, United Kingdom; Margaret-Ann Flynn, University of Glasgow, Medical School, Glasgow, United Kingdom
9GG5 A qualitative assessment of the use of social media as an adjunct to Problem-Based Learning for medical students at a District General Hospital
Rumana Lasker*, Princess Alexandra Hospital, Surgical, Harlow, United Kingdom; Nirosa Vincneswararajah, Princess Alexandra Hospital, EAU/ITU, Harlow, United Kingdom; Adenike Odelye, Princess Alexandra Hospital, General Medicine, Harlow, United Kingdom; Elena Chantry, Princess Alexandra Hospital, Medicine, Harlow, United Kingdom; Muhammad Kebreya, Princess Alexandra Hospital, Medicine, Harlow, United Kingdom; Peter Bishop, Princess Alexandra Hospital, Intensive Care Unit, Harlow, United Kingdom

9GG6 Better Cognitive Outcomes in Problem-Based Learning: A Twenty-Years Experience of a Medical School in Japan
Masayuki Niwa*, Gifu University, Medical Education Development Centre, Gifu, Japan; Takuya Saiki, Gifu University, Medical Education Development Centre, Gifu, Japan; Kazuhiko Fujisaki, Gifu University, Medical Education Development Centre, Gifu, Japan; Phillip Evans, University of Glasgow, School of Medicine, Veterinary and Life Sciences, Glasgow, United Kingdom; Yasuyuki Suzuki, Gifu University, Medical Education Development Centre, Gifu, Japan

9GG7 Auditing Demographics in Problem Based Learning and Consultation Skills Cases in the Undergraduate Medical Curriculum in a UK Medical School
Trevor Killeen*, University of East Anglia, Norwich Medical School, Norwich, United Kingdom; Richard Holland, University of East Anglia, Norwich Medical School, Norwich, United Kingdom; Anna Croxford, Camden and Islington Mental Health Trust, Islington Drug and Alcohol Specialist Service, London, United Kingdom

9GG8 The relation of students’ self-rated proficiency and long-term gains in academic achievement: A comparison between a problem-based learning and a traditional curriculum
Susanne Werner*, Charité, Universitätsmedizin Berlin, Dieter-Scheffner Center for Educational Research, Berlin, Germany; Stefan Schauer, Charité, Universitätsmedizin Berlin, Dieter-Scheffner Center for Educational Research, Berlin, Germany; Ziné Nouns, Charité, Universitätsmedizin Berlin, Dieter-Scheffner Center for Educational Research, Berlin, Germany; Susanne Dettmer, Charité, Universitätsmedizin Berlin, Dieter-Scheffner Center for Educational Research, Berlin, Germany

9GG9 Assessment in Problem-Based tutorials: Difficulties and possible solutions
Patricia Cury*, FACERES, São José do Rio Preto, Brazil; Patricia Pereira, FACERES, São José do Rio Preto, Brazil; Lucia Cursino, FACERES, São José do Rio Preto, Brazil; Flavio Naoum, FACERES, São José do Rio Preto, Brazil; Toufic Anbar Neto, FACERES, São José do Rio Preto, Brazil

9GG10 A longitudinal evaluation of changes in attitudes and perceptions of an evolving RUSM hybrid PBL program in a cohort of former RUSM students now acting as program facilitators
Robert Sasso*, Ross University School of Medicine, Department of Clinical Medicine, Portsmouth, Dominica

9GG11 Did iPads ruin our PBL?
Teemu Masalin*, University of Helsinki, IT-Services, Helsinki, Finland; Heikki Hervonen, University of Helsinki, Department of Biomedicine, Anatomy, Helsinki, Finland; Suvi Viranta-Kovanen, University of Helsinki, Department of Biomedicine, Anatomy, Helsinki, Finland

9GG12 Challenges for teachers when constructing teaching cases
Gudrun Edgren*, Lund University, Faculty of Medicine, Centre for Teaching and Learning, Lund, Sweden; Jakob Donnér, Lund University, Faculty of Medicine, Centre for Teaching and Learning, Lund, Sweden; Christina Gummesson, Lund University, Faculty of Medicine, Centre for Teaching and Learning, Lund, Sweden

1600-1730
9HH POSTERS: Simulation
Chairperson: 
Location: South Hall, Level 0, MiCo

9HH1 Effectiveness of Simulation for Cerebral Angiography Training
Ngan Nguyen, Western University, Electrical and Computer Engineering, London, Canada; Roy Eagleson*, Western University, Electrical and Computer Engineering, London, Canada; Mel Boulton, Western University, Clinical Neurological Sciences, London, Canada; Sandrine de Ribaudierre, Western University, Clinical Neurological Sciences, London, Canada

9HH2 Identifying best practice in the teaching of large classes in a simulation laboratory
I Kotzé, North-West University, School of Pharmacy, Pharmacy Practice, Potchefstroom, South Africa; A Naude, NWU, School of Pharmacy, Pharmacy Practice, Potchefstroom, South Africa; G Reitsma*, NWU, Health Science Education, Faculty of Health Sciences, Potchefstroom, South Africa

9HH3 Fillings In The Gaps, a simulation-based training approach to emergency preparedness in primary care dental surgeries
Suman Biswas*, St George’s Healthcare NHS Trust, London, United Kingdom; Huon Snelgrove, St George’s Healthcare NHS Trust, London, United Kingdom; Nick Gosling, St George’s Healthcare NHS Trust, London, United Kingdom; Greg McNulty, St George’s Healthcare NHS Trust, London, United Kingdom

9HH4 Simulation based team training of endoscopy staff may improve patients’ perception of colonoscopy
Emil Riis Abrahamsen, Aalborg University, Surgery, Aalborg, Denmark; Edel Ribergaard, Vendsyssel Hospital, NordSim, Centre for Skills Training and Simulation, Hjørring, Denmark; Trine Christensen, Aalborg University Hospital, Surgery, Aalborg, Denmark; Christen Højlund, Vendsyssel Hospital, Statistics, Hjørring, Denmark; Helle Hojmark Eriksen, Aalborg University Hospital, NordSim, Center for Skills Training and Simulation, Aalborg, Denmark; Karen Lindorff-Larsen*, Aalborg University Hospital, NordSim, Center for Skills Training and Simulation, Aalborg, Denmark
Clinic al pharmacist simulation training in Japan

Augmented Reality: A tool for teaching Health Science students

SimDonkey: Manikin Based Innovation For Veterinary Education

Faculty development. Advanced Simulator Instructor Course

SimDonkey: Manikin Based Innovation For Veterinary Education

Validation of a canine fundoscopic eye model from the perspective of veterinary educators and students

Experience of high-fidelity whole ward simulation

Clinical pharmacist simulation training in Japan

Transdisciplinary small group simulation exercises for disaster management and post-disaster Infectious control

Palpation of the neck, Assessment of a novel high fidelity simulator
VP-CbDs: The blend of virtual and real patients for conducting case-based discussions and giving feedback to medical students
Ewa Prusak*, University of Leicester, Medical and Social Care Education, Leicester, United Kingdom; Tatinder Minhas, University of Leicester, Leicester, United Kingdom; Qi Huang; Jonny Acheson; Sue Carr; Rakesh Patel

Students as producers of virtual patients: Exposing the expert knowledge through a virtual patient blueprint
Charlotte Leanderson*, Karolinska Institutet, Centre for Family Medicine, Stockholm, Sweden; Karin Björklund, Karolinska Institutet, Centre for Family Medicine, Stockholm, Sweden; Nabil Zary, Karolinska Institutet, Dept of Learning, Informatics, Management and Ethics, Stockholm, Sweden

The “activity” component as an educational principle: Implementation of virtual patients
Eva Schoenefeld*, University Clinic of Münster, Clinic of Vascular and Endovascular Surgery, Münster, Germany; Jan Becker, University of Münster, IFAS Institute of Medical Education, Münster, Germany; Giovanni Torsello, University of Münster, Clinic of vascular and Endovascular Surgery, Münster, Germany

Virtual Patients, how close to reality are they?
Inga Hege*, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany; Marcel Urresti, Klinikum der LMU Muenchen, Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany; Daniel Tolk; Claudia Kiessling

Virtual Cases in Internal Medicine Education
Ilja Tacheči*, University Hospital, 2nd Dpt of Internal Medicine, Gastroenterology, Hradec Králové, Czech Republic; Aleš Rýška, University Hospital, The Fingerland Dpt of Pathology, Hradec Králové, Czech Republic

Augmented Reality E-Learning for Medical Education
Siddharth Agarwal, King’s College London, Division of Imaging Sciences and Biomedical Engineering, School of Medicine, London, United Kingdom; Michael V N Truong, King’s College London, Division of Imaging Sciences and Biomedical Engineering, School of Medicine, London, United Kingdom; Marina K Ferraz, King’s College London, Division of Imaging Sciences and Biomedical Engineering, School of Medicine, London, United Kingdom; Stylianos Hatzipanagos, King’s College London, Centre for Technology Enhanced Learning, London, United Kingdom; William Edwards, King’s College London, Gordon Museum of Pathology, School of Medicine, London, United Kingdom; Kawal S Rhode*, King’s College London, Division of Imaging Sciences and Biomedical Engineering, School of Medicine, London, United Kingdom

Medical teachers’ attitude towards group chat program for modern medical education
Jithayut Sua hệuj†, Maharat Nakhon Ratchasima Hospital, Orthopaedic, Nakhon Ratchasima, Thailand

Using social networks to augment current teaching in medical education
Kirt Singh*, Barts and the London School of Medicine and Dentistry, Medical Education, London, United Kingdom; Eleanor Wood, Homerton University Hospital NHS Foundation Trust, Gastroenterology, London, United Kingdom; Dane Goodman, Barts and the London School of Medicine and Dentistry, Medical Education, London, United Kingdom

Snippets: Paediatric Blogging as an educational tool
Eleanor Glenday*, Worthing Hospital, West Sussex Hospitals NHS Trust, Paediatrics, Worthing, United Kingdom

“Facebook” makes students “Face each other” – A new concepts of creating effective learning -social groups
Wen-Cheng Huang*, Wan-Fang Hospital, Taipei Medical University, Emergency department, Taipei, Taiwan; Che-Wei Lin, Taipei Medical University, Center for Education in Medical Simulation, Taipei, Taiwan

The use of Facebook and YouTube as a resource for teaching human anatomy
Michela Relucenti*, Sapienza University of Rome, Anatomical, Histological, Forensic Medicine and Orthopedic Sciences, Rome, Italy; Eugenio Gaudio, Sapienza University of Rome, Anatomical, Histological, Forensic Medicine and Orthopedic Sciences, Rome, Italy; Giuseppe Familiari, Sapienza University of Rome, Anatomical, Histological, Forensic Medicine and Orthopedic Sciences, Rome, Italy

Academic Blogging: two goals, two results?
Carwyn Hooper*, St George’s, University of London, London, United Kingdom

Social Networks Used (Facebook and Line) for Improving Learning Environment and Communication between Medical Students and Department Staff in the Department of Military and Community Medicine
Tanongsorn Tenthavorn**, Phramongkutklao College of Medicine, Military and Community Medicine, Bangkok, Thailand; Ram Rangsin, Phramongkutklao College of Medicine, Military and Community Medicine, Bangkok, Thailand; Kanlaya Chongcherdchuttrakul, Phramongkutklao College of Medicine, Military and Community Medicine, Bangkok, Thailand; Trassanee Chartmethakul, Phramongkutklao College of Medicine, Military and Community Medicine, Bangkok, Thailand; Piyanun Sanguanwong, Phramongkutklao College of Medicine, Military and Community Medicine, Bangkok, Thailand

“Phil Muchbetter”: A Facebook character to increase medical students’ participation on a Moodle based “e-mergency” medicine course
Tiago A G Grangeia*, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil; Marcelo Schweller, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil; Daniel Franci, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil; Diego Lima Ribeiro, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil; Thiago Martins Santos, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil; Marco Antonio de Carvalho Filho, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil

@MedFinalsRev, Using Twitter to Study for Exams
Zainab Jawad, The University of Manchester, School of Medicine, Manchester, United Kingdom; Clarissa Gurbani*, The University of Manchester, School of Medicine, Manchester, United Kingdom

1600-1730

9JJ ELECTRONIC POSTERS (ePOSTERS): Selection 1

Chairperson: Theatre Room 16, Level 0, MiCo

9JJ1 Widening Participation in Medicine: Has students' perception changed?
Anna Anthonypillla*, Barts and The London School of Medicine and Dentistry, Medical Education, London, United Kingdom; Dané Goodsmann, Barts and The London School of Medicine and Dentistry, Medical Education, London, United Kingdom

9JJ2 Comparison of academic achievement between graduate-entry and non-graduate entry medical students in Seoul National University College of Medicine, Korea
Seung-Hee Lee, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Jwa-Seop Gomi, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Jinyoung Kim*, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Ju-Hee Jeong, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Hyun Bae Yoon, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Eun-Jeong Kim*, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea

9JJ3 A comparison of stated reasons for widening participation in UK medical schools
John Strain*, Barts and The London SMD, London, United Kingdom

9JJ4 Growing Future Medical Students: A Strategy for Providing Work Experience to Non-Traditional Applicants
Kevin G Murphy, Imperial College, Department of Medicine, London, United Kingdom; Annalisa Alexander, Imperial College, Outreach Office, London, United Kingdom; Presenter: Susan F Smith*, Imperial College, National Heart and Lung Institute, London, United Kingdom

9JJ5 What were students’ overall experiences of the Widening Participation in Medicine (Newham Doc Route) Scheme from 2008 – 2013?
Benedicta Sarfo-Adju*, Barts and The London School of Medicine and Dentistry Queen Mary University, Centre for Medical Education, London, United Kingdom; Della Freeth, Barts and The London School of Medicine and Dentistry Queen Mary University, Centre for Medical Education, London, United Kingdom

9JJ6 Perceptional changes on graduate entry medical education in Japan: A case study on a series of symposiums towards national consensus
Masako Suhara*, Keio University School of Medicine, Department of Neuropsychiatry, Tokyo, Japan; Harumi Gomi, Jichi Medical University, Center for Clinical Infectious Diseases, Tochigi-ken, Japan

9JJ7 Preliminary success of the Preston Widening Access Programme (PWAP)
Danielle Nimmons*, University of Manchester, Medicine, Manchester, United Kingdom; Jacqueline Higham, Lancashire Teaching Hospitals Trust, Workforce and Education Directorate, Preston, United Kingdom; Mark Pugh, Lancashire Teaching Hospitals Trust, Undergraduate Medical Education, Preston, United Kingdom; Karen Swindley, Lancashire Teaching Hospitals Trust, Undergraduate Medical Education, Preston, United Kingdom; Patterson Adam, Cardinal Newman College, Medicine, Preston, United Kingdom; Tony Freemont, University of Manchester, Manchester, United Kingdom

9JJ8 The gap between first impression and multiple mini-interview performance ratings: A comparison between different rater groups
M.B. Knorr*, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Student Admission Research Group, Hamburg, Germany; J.C. Hissbach, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; A. Bath, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; W. Hampe, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; S. Sehner, University Medical Center Hamburg-Eppendorf, Department of Medical Biometry and Epidemiology, Hamburg, Germany

9JJ9 MMI is a better way to select students
Kalyanee Asanasak*, Songkhla Hospital Medical Education Center, Pediatric, Songkhla, Thailand
9JJ10  A Randomized Sequence Study of a Traditional Interview versus Multiple-Mini Interview (MMI) Approach to Assess Candidates for Suitability for Acceptance into Medical School at Memorial University
Wanda Parsons*, Memorial University of Newfoundland, Admissions Office, Faculty of Medicine, St. John’s, Canada; Janet McHugh, Memorial University of Newfoundland, Admissions Office, Faculty of Medicine, St. John’s, Canada; James Rourke, Memorial University of Newfoundland, St. John’s, Canada; Marshall Godwin, Memorial University of Newfoundland, Primary Healthcare Research Unit, Faculty of Medicine, St. John’s, Canada

9JJ11  Bilingual Multiple Mini-Interviews: Equivalent performance of English vs. French and urban vs. non-urban candidates
Andrea Kessous*, McGill University, Faculty of Medicine, Montreal, Canada; Saleem Razack, McGill University, Faculty of Medicine, Montreal, Canada

9JJ12  Development of national recruitment to dental foundation training in England, Wales and N Ireland
Karen Elley*, Health Education West Midlands, Postgraduate Dental Department, Birmingham, United Kingdom; Connie Wiskin, University of Birmingham, Interactive Studies Unit, Birmingham, United Kingdom; John Duffy, University of Birmingham, Birmingham, United Kingdom

1745-1845  AMEE President’s Reception (invite only)
Location: Panorama Lounge, Level +3, MiCo

1745-2000  EVENING MEETINGS
AMEE Postgraduate Committee (closed meeting)
Location: Suite 9, Level Mezzanine, MiCo
Elsevier Reception (invite only)
Location: Workshop Room 1, Level 0, MiCo
Medical Education and Clinical Teacher Editors Meeting (closed meeting)
Location: Suite 7, Level Mezzanine, MiCo
Cardiff Alumni Reception (invite only)
Location: Auditorium Bar, Level +2, MiCo
AAMC Reception (invite only)
Location: Suite 5, Level Mezzanine, MiCo
WEDNESDAY 3 SEPTEMBER

Registration Desk / Exhibition
0800-1300 Registration Desk Open
Location: South Wing, Level +1, MiCo

0800-1230 Exhibition Open

0830-1230 Hands-on CPR Training (open to all)
Location: Office 9, Level +1, MiCo

SESSION 10: Simultaneous Sessions

0830-1015 10A SYMPOSIUM: From Professionalism to Professional Identity Formation: A Journey, Not a Destination
Yvonne Steinert, Centre for Medical Education, McGill University, Canada; Richard Cruess, Sylvia Cruess, Donald Boudreau, Linda Snell, McGill University, Canada; Frederic Hafferty, Mayo Clinic, USA
Location: Gold Plenary, Level +2, MiCo

0830-1015 10B SYMPOSIUM: The Educational Culture in Medical Schools
Stijntje Dijk, IFMSA Standing Committee Director on Medical Education; Agostinho Moreira de Sousa, IFMSA Liaison Officer for Medical Education issues; David Gordon, WFME President Elect; Otmar Klober, World Medical Association (WMA) Secretary General and Partners in organizations related to medical education and health
Location: Auditorium, Level +3, MiCo

0830-1015 10C SHORT COMMUNICATIONS: Rural / Distributed Learning
Chairperson: Jennene Greenhill (Australia)
Opening Discussant:
Location: Brown 3, Level +2, MiCo

0830-0845 10C1 The best of both worlds: Validating the power of combining distributed medical environments with tertiary training for general pediatrics
Maureen Topps*, University of Calgary, Calgary, Canada; Tara Baron, Northern Ontario School of Medicine, Sudbury, Canada; Alison Peak, Northern Ontario School of Medicine, Sudbury, Canada; Rachel Ellaway, Northern Ontario School of Medicine, Sudbury, Canada

0845-0900 10C2 Medical Education in a Digital Age: Connectivity and Comparability between Two Sites
Cathy Fournier*, Dalhousie University, Division of Medical Education, Halifax, Canada; Anna MacLeod, Dalhousie University, Division of Medical Education, Halifax, Canada; Olga Kits, Capital Health Research Centre for Clinical Research, Research Methods Unit, Halifax, Canada

0900-0915 10C3 How well can a rural longitudinal integrated clerkship prepare a medical student for internship?
Jane Barker*, University Centre for Rural Health, General Practice, Lismore, NSW, Australia; Hudson Birden, University Centre for Rural Health, Medical Education Research, Lismore, NSW, Australia

0915-0930 10C4 Addressing the Australian rural and regional workforce shortage through sustainable postgraduate training programs
Judi Walker*, Monash University, School of Rural Health, Melbourne, Australia; Brendan Crotty, Deakin University, Faculty of Health, Geelong, Australia

0930-0945 10C5 Curriculum for generalist medicine: More than the sum of the (body) parts?
Richard Murray*, Australian College of Rural and Remote Medicine / James Cook University, Townsville, Australia; David Campbell, Australian College of Rural and Remote Medicine, Lakes Entrance, Australia; Lynn Saul, Australian College of Rural and Remote Medicine, Brisbane, Australia

0945-1015 Discussion
0830-1015 10D  RESEARCH PAPERS : Feedback
Chairperson: Jocelyn Lockyer (Canada)
Location: Brown 2, Level +2, MiCo

0830-0845 10D1  Exploring and comparing conceptualisations of mentoring across education and medical education
Jennifer Cleland*, University of Aberdeen, Division of Medical and Dental Education, Aberdeen, United Kingdom; Mandy Moffat, University of Aberdeen, Division of Medical and Dental Education, Aberdeen, United Kingdom; Nivata Massand, University of Aberdeen, Division of Medical and Dental Education, Aberdeen, United Kingdom; Lynne Shiah, University of Aberdeen, School of Education, Aberdeen, United Kingdom; Do Coyle, University of Aberdeen, School of Education, Aberdeen, United Kingdom

0845-0900 10D2  Ad hoc supervisory encounters between GP-supervisors and GP-registrars: Enhancing quality and effectiveness
Tim Clement*, Southern GP Training, Warrnambool, Australia; Jane Morrison, Southern GP Training, Warrnambool, Australia; James Brown, Southern GP Training, Churchill, Australia; Debra Nestel, Monash University, Churchill, Australia

0900-0915 10D3  “Playing the Game” – How do surgical trainees seek feedback in the context of Workplace Based Assessments (WPBA)?
A Gaunt*, Warwick Medical School, Coventry, United Kingdom; V Riusi, West Midlands Research Collaborative, Coventry, United Kingdom; S Mylvaganam, West Midlands Research Collaborative, United Kingdom; A Patel, West Midlands Research Collaborative, United Kingdom; D.H Markham, Warwick Medical School, United Kingdom; T Pawlikowska, Royal College of Surgeons of Ireland, Ireland

0915-0930 10D4  Pre-specifying CanMEDS roles to authentic situations: Stimulating supervisors to give feedback outside the role of Medical Expert
Nienke Renting*, University Medical Center Groningen, CIOMO, Groningen, Netherlands; Rijk O.B. Gans, University Medical Center Groningen, Internal Medicine, Groningen, Netherlands; Jan C.C. Borleffs, University Medical Center Groningen, CIOMO, Groningen, Netherlands; Martha A. van der Wal, University Medical Center Groningen, CIOMO, Groningen, Netherlands; Janke Cohen-Schotanus, University Medical Center Groningen, CIOMO, Groningen, Netherlands

0930-0945 10D5  Student perceptions of feedback in formative MCQ assessment
Anna Ryan*, The University of Melbourne, Medical Education Unit, Melbourne, Australia; Geoffrey McColl, The University of Melbourne, Medical Education Unit, Melbourne, Australia; Neville Chiavaroli, The University of Melbourne, Medical Education Unit, Melbourne, Australia; Richard O’Brien, The University of Melbourne, Austin Hospital Clinical School, Heidelberg, Australia

0945-1000 10D6  From cheerleader to coach: The developmental progression of bedside teachers in giving feedback to early learners
Marjorie D Wenrich*, University of Washington School of Medicine, Seattle WA, United States; Molly B Jackson, University of Washington School of Medicine, Medicine, Seattle WA, United States; Ramoncita R Maetas, University of Washington School of Medicine, Family Medicine, Seattle WA, United States; Ineke HAP Wolhagen, Maastricht University, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Albert JIA Scherpier, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands

1000-1015 Discussion

0830-1015 10E  SHORT COMMUNICATIONS: Curriculum Planning
Chairperson: Titi Savitri (Indonesia)
Location: Brown 1, Level +2, MiCo

0830-0845 10E1  Transformation in Medical Education (TIME): A new model for US pre-doctoral medical education
SA Lieberman*, University of Texas Medical Branch, Office of the Dean of Medicine, Galveston, United States; SL Franzen, University of Texas System, Business Affairs, Austin, TX, United States; GC Rosenfeld, University of Texas Medical School at Houston, Integrative Biology and Pharmacology, Houston, TX, on behalf of the TIME Steering Committee, United States

0845-0900 10E2  The hidden curriculum of medical education and how it affects teacher identity
Thea van Lankvelt*, VUmc School of Medical Sciences, Research in Education, Amsterdam, Netherlands; Gerda Croiset, VUmc School of Medical Sciences, Research and Theory in Education, Amsterdam, Netherlands; Jos Beishuizen, VU University Amsterdam, Research and Theory in Education, Amsterdam, Netherlands; Judith Schoonenboom, VU University Amsterdam, Research Institute of Child Development and Education, Amsterdam, Netherlands; Monique Volman, University of Amsterdam, Research in Education, Amsterdam, Netherlands

0900-0915 10E3  Clinical Honours: A collaborative approach to enhance graduate health professionals clinical competence and professional development
Toniele Shearer*, University of Tasmania, School of Health Sciences, Faculty of Health, Launceston, Australia

0915-0930 10E4  Possibilities of transformation of MD program into two-cycle qualification system: Georgian experience in frames of TEMPUS ePBLnet project
Aleskandra Nadiradze*, David Tvlidiani Medical University, Pathological Basis of Disease; Quality Assurance, Tbilisi, Georgia; Nino Tabagari, David Tvlidiani Medical University, Internal Medicine; Quality Assurance, Tbilisi, Georgia; Tamari Talakvadze, David Tvlidiani Medical University, Internal Medicine; Quality Assurance, Tbilisi, Georgia; Levan Tvlidiani, David Tvlidiani Medical University, Internal Medicine, Tbilisi, Georgia; Sergo Tabagari, David Tvlidiani Medical University, Tbilisi, Georgia
0930-0945 10E5 A Qualitative Assessment of a Patient-Centered Curriculum about Persons with Disabilities
Sonya Miller*, University of Michigan Medical School, Physical Medicine & Rehabilitation and Medical Education, Ann Arbor, United States

0945-1000 10E6 How we used honeycomb technique for curriculum mapping
Mohamed Al-Eraky*, Zagazig University, Medical Education, Zagazig, Egypt; Gohar Wajid, Dammam University, Medical Education, Dammam, Saudi Arabia

1000-1015 10E7 Stem to Stern 2.0: CBlue has set sail
Stephen Pennell*, Memorial University, Faculty of Medicine, St. John’s, Canada; David Stokes, Memorial University, Faculty of Medicine, St. John’s, Canada; Sharon Peters, Memorial University, Faculty of Medicine, St. John’s, Canada

No discussion

0830-1015 10F SHORT COMMUNICATIONS: Entrustable Professional Activities
Chairperson: Leley Southgate (United Kingdom)
Location: Theatre Room 11, Level 0, MiCo

0830-0845 10F1 The practical application of EPAs to assess competency in a post-graduate residency program
Karen Schultz*, Queen’s University, Family Medicine, Kingston, Canada; Jane Griffiths, Queen’s University, Family Medicine, Kingston, Canada

0845-0900 10F2 Narrative Anchors for Progress through EPAs in Neonatalogy
M. Douglas Jones, Jr.*, University of Colorado School of Medicine, Pediatrics, Aurora, Colorado, United States; Thomas Parker, University of Colorado School of Medicine, Pediatrics, Aurora, Colorado, United States

0900-0915 10F3 Using Nominal Group Technique to Develop Entrustable Professional Activities for Family Medicine
Eric Wong*, Western University, Family Medicine, London, Canada

0915-0930 10F4 To trust or not to trust: Development of Entrustable Professional Activities (EPAs) in Emergency Medicine for Australian medical graduates at the transition to professional practice
James Kwan*, University of Western Sydney, Medical Education Unit, Sydney, Australia; Roslyn Crampton, Western Sydney Local Health District, Research and Education Network, Sydney, Australia; Roslyn Weaver, University of Western Sydney, Medical Education Unit, Sydney, Australia; Lise Mogensen, University of Western Sydney, Medical Education Unit, Sydney, Australia; Wendy Hu, University of Western Sydney, Medical Education Unit, Sydney, Australia

0930-0945 10F5 Heuristic maps can mediate assessment of entrustable professional activities
Christine Ann Fessey*, St. George's University Medical School, IMBE, London, United Kingdom; Louise Ellen Colborne, Tameside NHS Trust, Manchester, United Kingdom

0945-1000 10F6 Entrustable professional activities for the assessment of early medical students
H. Carrie Chen*, University of California San Francisco, Pediatrics, San Francisco, United States; Margaret McNamara, University of California San Francisco, Pediatrics, San Francisco, United States; Arianne Teherani, University of California San Francisco, Medicine, San Francisco, United States; Patricia O’Sullivan, University of California San Francisco, Medicine, San Francisco, United States; Olle ten Cate, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands

1000-1015 10F7 Identifying EPAs for undergraduate medical education
Viva Holzhausen*, Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany; Asja Maaz, Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany; Antje Dögel, Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany; Harm Peters, Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany

No discussion

0830-1015 10G SHORT COMMUNICATIONS: Clinical Assessment & Standard Setting
Chairperson:
Opening Discussant:
Location: Theatre Room 12, Level 0, MiCo

0830-0845 10G1 Simulation-based certification for cataract surgery
Ann Sofía Skou Thomsen*, Glostrup Hospital, Capital Region of Denmark, Department of Ophthalmology, Copenhagen, Denmark; Hadi Kjaerbo, Glostrup Hospital, Capital Region of Denmark, Department of Ophthalmology, Copenhagen, Denmark; Morten Dornonville de la Cour, Glostrup Hospital, Capital Region of Denmark, Department of Ophthalmology, Copenhagen, Denmark; Lars Kongs, Centre for Clinical Education, Centre for HR, Capital Region of Denmark, Department of Ophthalmology, Copenhagen, Denmark

0845-0900 10G2 Is there a need to distinguish between “hawks” and “doves” crucial in the learning journey of developing Physiotherapists?
Teer Shiang Rachel Soh*, Tan Tock Seng Hospital, Physiotherapy, Singapore; Fong Ling Loy, Tan Tock Seng Hospital, Physiotherapy, Singapore; Seow Yee Teo, Tan Tock Seng Hospital, Physiotherapy, Singapore; Mira Li Shen, Tan Tock Seng Hospital, Clinical Research Unit, Singapore
0900-0915 10G3  Smoothing resistant-lines to improve OSCE pass-scores results  
Dwight Harley*, University of Alberta, Dentistry, Edmonton, Canada; Margaret Dennett, Vancouver Community College, Certified Dental Assisting, Vancouver, Canada

0915-0930 10G4  Utilizing the Borderline Regression Method to Enhance Clinical Skills Feedback to First Year Medical Students  
Sarah R Wright*, University of Toronto, Undergraduate Medical Education, Toronto, Canada; Richard Pittini, University of Toronto, Undergraduate Medical Education, Toronto, Canada; Jean Hudson, University of Toronto, Undergraduate Medical Education, Toronto, Canada

0930-0945 10G5  A validity study of standard setting methods for pass/fail decisions on high stakes objective structured clinical examinations  
Naveed Youssuf*, Agha Khan University, Department for Educational Development, Faculty of Health Sciences, Karachi, Pakistan; Claudio Violato, University Ambrosiana, Department of Medical Education, Faculty of Medicine, Milan, Italy; Rukhsana Zuberi, Agha Khan University, Department for Educational Development, Faculty of Health Sciences, Karachi, Pakistan

0945-1000 10G6  Evaluating the comparability of the Hofstee and Borderline methods of standard-setting in the MRCPsych CASC  
Adrian Husbands, Royal College of Psychiatrists, Examinations, London, United Kingdom; Debbie Wright, Royal College of Psychiatrists, Examinations, London, United Kingdom; Peter Bowie, Royal College of Psychiatrists, Professional Standards, London, United Kingdom; Fauzan Palekar, Royal College of Psychiatrists, Examinations, London, United Kingdom; Kiran Grewal*, Royal College of Psychiatrists, Examinations, London, United Kingdom

1000-1015 Discussion

0830-1015 10H  SHORT COMMUNICATIONS: Postgraduate: Family Medicine  
Chairperson: Kim Walker (United Kingdom)  
Opening Discussant:  
Location: Amber 1, Level +2, MiCo

0830-0845 10H1  Pilot of a matrix module to engage GP registrars in managing multimorbidity in practice  
Catherine Regan*, General Practice Training, Valley to Coast, School of DCIT, Newcastle, Australia; Christopher Starling, General Practice Training, Valley to Coast, School of DCIT, Newcastle, Australia; Brian Regan, University of Newcastle, Newcastle, Australia; Tony Salts, General Practice Training, Valley to Coast, Newcastle, Australia; Sumanjeet Kaur, General Practice Training, Valley to Coast, Newcastle, Australia; Peter Summons, University of Newcastle, Newcastle, Australia

0845-0900 10H2  Empathy and Communication Skills through Family Medicine Residence  
Vanessa Garrido Pais, Faculty of Medicine, Oporto University, Clinical Neurosciences and Mental Health, Oporto, Portugal; Margarida Figueiredo-Braga*, Faculty of Medicine, Oporto University, Clinical Neurosciences and Mental Health, Oporto, Portugal; Rui Mota-Cardoso, Faculty of Medicine, Oporto University, Clinical Neurosciences and Mental Health, Oporto, Portugal

0900-0915 10H3  Increasing family medicine residents' preparedness for procedural skills using an ipad application  
Jeremy Rezmovitz*, Sunnybrook Health Sciences Centre, University of Toronto, Family and Community Medicine, Toronto, Canada; Ian MacPhee, Sunnybrook Health Sciences Centre, University of Toronto, Family and Community Medicine, Toronto, Canada; Zahra Jaffer, Women's College Hospital, University of Toronto, Family and Community Medicine, Toronto, Canada; Naila Karim, Women's College Hospital, University of Toronto, Family and Community Medicine, Toronto, Canada

0915-0930 10H4  Assessment of Teaching Performance in a Family Medicine Residency Program at UNAM in Mexico  
Adrian Martinez-Gonzalez*, UNAM Faculty of Medicine, Medical Education Secretariat, Mexico; Francisco Gómez-Cavellina, UNAM Faculty of Medicine, Family Medicine, Mexico; Isaías Hernández-Torres, UNAM Faculty of Medicine, Family Medicine, Mexico; Fernando Flores-Hernández, UNAM Faculty of Medicine, Medical Education Secretariat, Mexico; Melchor Sánchez-Mendiola, UNAM Faculty of Medicine, Medical Education Secretariat, Mexico

0930-0945 10H5  Teaching population health in primary care  
Debi De Silva, The Evidence Centre, University of London, London, United Kingdom; Sanjiv Ahluwalia, London School of General Practice, London, United Kingdom; John Spicer, London School of General Practice, United Kingdom  
Presenter: Tara Gray*, London School of General Practice, University of London, United Kingdom

0945-1015 Discussion

0830-1015 10I  SHORT COMMUNICATIONS: Anatomy  
Chairperson: Maria Rosa Fenoll-Bruton (Spain)  
Opening Discussant:  
Location: Amber 2, Level +2, MiCo

0830-0845 10I1  Learning applied anatomy in a novel way: Are we on the right path?  
Ramya Bhaskaran*, Sri Ramachandra Medical College and Research Institute, General Surgery, Medical Education Unit, Chennai, India; Vijayaraghavan PV, Subramaniam, Sri Ramachandra Medical College and Research Institute, Orthopaedics, Medical Education, Chennai, India; Ramesh Kumar Muthukumarasamy, Sri Ramachandra Medical College and Research Institute, Anatomy, Medical Education, Chennai, India; Ramakrishnan T. V Bhaskaran, Sri Ramachandra Medical College and Research Institute, Accident and Emergency Medicine, Chennai, India; Surendran P, Sri Ramachandra Medical College and Research Institute, General Surgery, Medical Education, Chennai, India; Haripriya, Sri Ramachandra Medical College and Research Institute, Anatomy, Chennai, India
0845-0900  10I2  The use of kinaesthetic learning tools in the teaching of anatomy to first year radiotherapy students at The University of Liverpool
Gareth Hill*, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Flora Al-Sammarraie, University of Liverpool, Medical Imaging and Radiography, Liverpool, United Kingdom; Bev Ball, University of Liverpool, Medical Imaging and Radiography, Liverpool, United Kingdom; Cath Gordon, University of Liverpool, Medical Imaging and Radiography, Liverpool, United Kingdom; Stuart Mackay, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Bridget Porritt, University of Liverpool, Medical Imaging and Radiography, Liverpool, United Kingdom

0900-0915  10I3  Evaluating the effectiveness of a fully online undergraduate systemic human anatomy course with virtual prosecution laboratory
Stefanie M. Attard*, Western University, Anatomy and Cell Biology, London, Canada; Suwhan Choi, Western University, Anatomy and Cell Biology, London, Canada; John Barnett, Western University, Faculty of Education, London, Canada; Kem A. Rogers, Western University, Anatomy and Cell Biology, London, Canada

0915-0930  10I4  Tailored dissection videos alongside dissection improves learning
Claudia Leitner*, Institute of Health, Sciences & Education, School of Medicine & Dentistry, London, United Kingdom; Catherine Molyneux, Institute of Health, Sciences & Education, School of Medicine & Dentistry, London, United Kingdom

0930-0945  10I5  ORDER (observe-reflect-draw-edit-repeat): Student partner approaches for strategic design and evaluation of a novel evidence-based cyclical artistic learning process
Mark Backhouse, Newcastle University, The Medical School, Newcastle upon Tyne, United Kingdom; Michael Fitzpatrick, Newcastle University, The Medical School, Newcastle upon Tyne, United Kingdom; Ayat Bashir, Newcastle University, The Medical School, Newcastle upon Tyne, United Kingdom; Rachael Allen, Professional Artist. School of Medical Sciences Education Development, Gateshead, United Kingdom; lain Keenan*, Newcastle University, School of Medical Sciences Education Development, Newcastle upon Tyne, United Kingdom

0945-1000  10I6  Actual drawing of histological images improves knowledge retention
Jan GM Kooloos*, Radboud University Nijmegen Medical Centre, Anatomy, Nijmegen, Netherlands; Monique CM Balemans, Radboud University Nijmegen Medical Centre, Cellbiology, Nijmegen, Netherlands; Catharina EEM van der Zee, Radboud University Nijmegen Medical Centre, Cellbiology, Nijmegen, Netherlands

1000-1015  Discussion

0830-1015  10J  SHORT COMMUNICATIONS: PBL in Practice
Chairperson: John Tegzes (United States)
Location: Amber 3, Level +2, MiCo

0830-0845  10J1  Can the knowledge structure and the diagnostic strategy of PBL students be advanced by adopting scheme-inductive learning in clinical years?
Kuo-Hsiun Tsou*, Fu Jen Catholic University, Catholic Tien Hospital, School of Medicine, Department of Pediatrics, New Taipei City, Taiwan; Ping-Keung Yip, Fu Jen Catholic University, Catholic Tien Hospital, School of Medicine, Department of Neurology, New Taipei City, Taiwan; Jian-Hong Yeh, Fu Jen Catholic University, Shin Kong Wu Ho-Su Memorial Hospital, School of Medicine, Department of Neurology, Taoyuan City, Taiwan; Pai Dee, Fu Jen Catholic University, Catholic Tien Hospital, School of Medicine, Department of Internal Medicine, New Taipei City, Taiwan; Peter Harasyim, Fu Jen Catholic University, Catholic Tien Hospital, School of Medicine, Department of Pediatrics, Calgary, Canada

0845-0900  10J2  The Multi-Systems PBL as a tool for integrating knowledge
Hla Yee Yee*, The International Medical University, Human Biology, Kuala Lumpur, Malaysia

0900-0915  10J3  Group interaction among first-year medical students of Gadjah Mada University-Indonesia during tutorial: Cultural based evaluation
Nindy Aryanur*, Faculty of Medicine and Health Sciences, Jambi University, Medical Education, Jambi, Indonesia; Gandes Retno Rahayu, Faculty of Medicine, Gadjah Mada University, Medical Education, Yogyakarta, Indonesia; Efryajim Suryadi, Faculty of Medicine, Gadjah Mada University, Medical Education, Yogyakarta, Indonesia

0915-0930  10J4  Problem-Based Learning in “Medicine and Humanity” : A New Course Leading by Medical Doctors and Teaching Assistants from College of Liberal Arts
Fen-Yu Tseng*, National Taiwan University Hospital, Internal Medicine, Taipei, Taiwan; Yen-Yuan Chen, National Taiwan University Hospital, Medical Education, Taipei, Taiwan; Jeng-Yi Sheh, National Taiwan University Hospital, Physical Medicine and Rehabilitation, Taipei, Taiwan; Tze-Wah Kao, National Taiwan University Hospital, Internal Medicine, Taipei, Taiwan

0930-0945  10J5  Nobel Laureates in PBL: An approach to foster integration and deep learning
Samy Azer*, King Saud University, Medical Education Department, Riyadh, Saudi Arabia

0945-1000  10J6  Emergence of a novel visual cognitive tool: Encouraging depth and systematic knowledge capture in cancer-focussed problem based learning (PBL)
Samuel Pattle*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Fred Pender, University of Edinburgh, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom

1000-1015  10J7  Combining Simulation with Problem Based Learning (PBL): ‘SIM-PL’
Sandra Wani Abeyriri*, Newham University Hospital, Undergraduate Medical Education and General Surgery, London, United Kingdom; Susan Gelding, Newham University Hospital, Undergraduate Medical Education and Endocrinology, London, United Kingdom

No discussion
10K SHORT COMMUNICATIONS: Medical English
Chairperson: 
Location: Amber 4, Level +2, MiCo

10K1 Present situation and future outlook of undergraduate English for Medical Purposes (EMP) education in Germany: Introducing a conceptual framework for future EMP curriculum management
Daisy Rotzoll*, LernKlinik Leipzig, Leipzig University, Faculty of Medicine, Leipzig, Germany; Romy Wienhold, LernKlinik Leipzig, Leipzig University, Faculty of Medicine, Leipzig, Germany; Anni Weigel, LernKlinik Leipzig, Leipzig University, Faculty of Medicine, Leipzig, Germany; Robert Wolf, LernKlinik Leipzig, Leipzig University, Faculty of Medicine, Leipzig, Germany

10K2 The educational impact and relevance of OET for the medical workplace
Lesley Hay*, Cambridge English Language Assessment, Admissions Testing Service, Cambridge, United Kingdom

10K3 The Development of English in Medicine Curriculum: What works, what doesn’t?
Siew Kit Choon, University of Malaya, Medical Education Research and Development, Kuala Lumpur, Malaysia; Shuh Shing Lee*, University of Malaya, Medical Education Research and Development, Kuala Lumpur, Malaysia; Jamuna Vadivelu, University of Malaya, Medical Microbiology, Kuala Lumpur, Malaysia; Chin Choon Foong, University of Malaya, Medical Education Research and Development, Kuala Lumpur, Malaysia

10K4 Experience of History Taking learning methods in international medical students
Licia Montagna, Istituto Clinico Humanitas, Office of Medical Education, Rozzano, Italy; Silvia Oldani*, Istituto Clinico Humanitas, Office of Medical Education, Rozzano, Italy; Isabella Barajon, Istituto Clinico Humanitas, Office of Medical Education, Rozzano, Italy

10K5 Acquisition of Medical English through the first student English magazine in Jahrom university of medical sciences
Farzaneh Alipour, Jahrom University of Medical Sciences, Student Research Committee, Jahrom, Iran; Sedigheh NajafiPourn, Jahrom University of Medical Sciences, Student Research Committee, Jahrom, Iran; Zahra Koohmal, Jahrom University of Medical Sciences, Jahrom, Iran; Masoomeh Hosseinpour, Jahrom University of Medical Sciences, Jahrom, Iran; Ataefeh Karamzadeh, Jahrom University of Medical Sciences, Jahrom, Iran; Marjan Jalalat, Jahrom, Iran; Presenter: Mahsa Arsan*, Shiraz, Iran; Maryamosadat Miri

10K6 Encounters with Difference: Language Labs for Second Year Medical Students
Rob Lane*, School of Medicine, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom; Andrea McGovern, School of Medicine, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom; Barry Ewart, School of Medicine, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom

10K7 Teaching Medical English in Large Classes
Renzo Mocini*, Sapienza University, Surgical Sciences, Rome, Italy

No discussion

10L SHORT COMMUNICATIONS: IPE 3
Chairperson: 
Opening Discussant: 
Location: Amber 5, Level +2, MiCo

10L1 Interprofessional Experience Emersion: Addressing the Milestones
Anne J Gunderson*, Georgetown University Medical Center-MedStar Health, Georgetown, United States; Jessica Colyer, University of Cincinnati, Cincinnati, United States

10L2 Readiness, facilitators and barriers for Interprofessional Education for medical and nursing students: A literature review
Cora Visser*, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Gerda Croiset, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Rashmi Kusurkar, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands

10L3 An interprofessional learning pathway - what structure and activities underpin student learning in a work integrated setting? Staff views and student expectations
Beverly Raasch*, James Cook University, School of Medicine and Dentistry, Townsville, Australia; Cindy Seale, James Cook University, School of Medicine and Dentistry, Townsville, Australia

10L4 The students’ perceptions of prerequisites for interprofessional education in primary care
Karin Björklund*, NVS, Centre for Family Medicine, Stockholm, Sweden; Päivi Kale, NVS, Karolinska Institutet, Stockholm, Sweden; Helena Salmisen, NVS, Centre for Family Medicine, Stockholm, Sweden

10L5 “Pre-IPE” program in professional groups may relieve students’ worries in IPE
Sho Inoue*, Nagoya University School of Medicine, Department of Education for Community-Oriented Medicine, Nagoya, Japan; Keiko Abe, Nagoya University Graduate School of Medicine, Department of Education for Community-Oriented Medicine, Nagoya, Japan; Muneoishi Aomatsu, Nagoya University Graduate School of Medicine, Department of Education for Community-Oriented Medicine, Nagoya, Japan; Hiroki Yisu, Nagoya University Graduate School of Medicine, Center for Medical Education, Nagoya, Japan; Kazumasa Uemura, Nagoya University School of Medicine, Nagoya, Japan
Impact of Peer Pressure on Accuracy of Reporting Vital Signs: Evidence of Errors Made by Medical and Nursing Students during a Simulated Clinical Performance Exercise
Alyshah Kaba*, University of Calgary, Medical Education and Research, Calgary, Canada; Tanya Beran, University of Calgary, Medical Education and Research, Calgary, Canada

Discussion

0845-0900

0830-0915

10M

SHORT COMMUNICATIONS: Clinical 3
Chairperson:
Opening Discussant:
Location:

The Lesser-Spotted Medical Student: Understanding and Facilitating Student Presence on Wards
Ian Henderson*, The University of Nottingham Medical School, Nottingham, United Kingdom; Jessika Voll, Nottingham University Hospitals, Nottingham, United Kingdom; Damian Bragg, Nottingham University Hospitals, Nottingham, United Kingdom

Evaluation of a Palliative Care educational programme
Marcus A Henning*, University of Auckland, School of Medicine, Auckland, New Zealand; Julie Hu, University of Auckland, School of Medicine, Auckland, New Zealand; Webster Craig, University of Auckland, School of Medicine, Auckland, New Zealand; Hadley Brown, Hospice New Zealand, Mercy Hospice, Auckland, New Zealand; Jo Murphy, Hospice New Zealand, Mercy Hospice, Auckland, New Zealand

On the Relationship Between Reflection and Clinical Performance: A cross-sectional and retrospective-longitudinal correlational cohort study in midwifery
M. Embo*, University College Arteveldehogeschool Ghent, Midwifery Department, Ghent, Belgium; E. Driessen, Maastricht University, Educational Development and Research, Maastricht, Netherlands; M. Valcke, Ghent University, Educational Sciences, Ghent, Belgium; C.F.M. van der Vleuten, Maastricht University, Educational Development and Research, Maastricht, Netherlands

Difficult patient encounters: Setting a limit while preserving a good relationship
Naomi Ehrlich*, VU University Medical Center, Medical Psychology, Amsterdam, Netherlands; José van de Kreeke, VU University Medical Center, Medical Psychology, Amsterdam, Netherlands

Ability of veterinary medicine students to perform laparoscopic ovariectomy on live dogs
Ohad Levi*, Western University of Health Science, College of Veterinary Medicine, Pomona, California, United States; Philip Kass, University of California Davis, Department of Population Health and Reproduction, School of Veterinary Medicine, Davis, California, United States; Lyon Lee, Western University of Health Science, College of Veterinary Medicine, Pomona, California, United States; Valerie Cantrell, Western University of Health Science, College of Veterinary Medicine, Pomona, California, United States; David Clark, Western University of Health Science, College of Veterinary Medicine, Pomona, California, United States; Dominique Griffon, Western University of Health Science, College of Veterinary Medicine, Pomona, California, United States

Confounding factors affecting utilization of clinical skills laboratories among Japanese medical schools
Kazunobu Ishikawa*, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Akiko Sugawara, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Gen Kobayashi, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Yoko Moroi, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Nobuo Nara, Tokyo Medical and Dental University, Center for Education Research in Medicine and Dentistry, Tokyo, Japan

Discussion

0830-0845

10N

SHORT COMMUNICATIONS: Student as Teacher 2
Chairperson: Robbert Duvivier (Netherlands)
Opening Discussant: Juliana Sa (Portugal)
Location: Amber 7, Level +2, MiCo

A study to explore the effect of near-peer teaching in clinical examinations on summative assessments
Chirashan D. Gunasekera*, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom; Oliver Cohen, UCL Hospital, London, United Kingdom; Jonathan King, Whittington Hospital, London, United Kingdom; Alison Sturrock, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom; Deirdre Wallace, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom

Peer-Led OSCES: High Quality Teaching at High Volume
Faheem Ahmed, King’s College London, School of Medicine, London, United Kingdom; Aia Mehdí, King’s College London, School of Medicine, London, United Kingdom; Sadaf Kader, King’s College London, School of Medicine, London, United Kingdom; Sabina Jiwani, King’s College London, School of Medicine, London, United Kingdom; Zainab Najim, King’s College London, School of Medicine, London, United Kingdom; Karen Pinto*, King’s College London, School of Medicine, London, United Kingdom
### 0900-0915 10N3 Peer influence on students’ trajectory of becoming a doctor
A.N. (Janet) Raat*, University of Groningen and University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands; Tim Dornan, Maastricht University, Department of Educational Development, Maastricht, Netherlands; Jan B.M. Kux, University of Groningen and University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands; Janike Cohen-Schotanus, University of Groningen and University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands

### 0915-0930 10N4 Peer and Online Learning: The Beginning of a Sustainable Approach
Iona JM Campbell*, University of Dundee, School of Medicine, Dundee, United Kingdom; Susan Law, University of Dundee, School of Medicine, Dundee, United Kingdom; Eleanor J Hothersall, University of Dundee, School of Medicine, Dundee, United Kingdom; Natalie Lafferty, University of Dundee, College of Medicine, Dentistry and Nursing, Dundee, United Kingdom

### 0930-0945 10N5 Peer tutoring promotes development key competences of future physicians: Social, performing and pedagogical skills
Linus Törmäväri*, University of Turku, Medical Education Research and Development Centre, Turku, Finland; Riina Almgren, University of Turku, Faculty of Educational Sciences, Turku, Finland; Minna Wuerela, University of Turku, Medical Education Research and Development Centre, Turku, Finland; Outi Kortekangas-Savolainen, University of Turku, Medical Education Research and Development Centre, Turku, Finland; Jetro I. Tuulanä, University of Turku, Medical Education Research and Development Centre, Turku, Finland

### 0945-1000 10N6 Quality improvement: Training of peer tutors in surgery
Jasmina Sterz*, Goethe University, Department of Surgery, Frankfurt, Germany; Sebastian Hoefer, Goethe University, Department of Surgery, Frankfurt, Germany; Roxane Weber; Ingo Marzi; Miriam Ruesseler

### 0830-1015 Discussion

### 0830-1015 10O SHORT COMMUNICATIONS: Approaches to eLearning
Chairperson:
Opening Discussant:
Location:  

<table>
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<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
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<tr>
<td>0830-0845</td>
<td>10O1</td>
<td>Appraisal of authoring softwares at healthcare courses development</td>
<td>RS Braga*, Federal University of Health Science of Porto Alegre, Brazil; RA Tubelo, Federal University of Health Science of Porto Alegre, Brazil; Department of Education and Health’s Information, Porto Alegre, Brazil; E Zanatta, Federal University of Health Science of Porto Alegre, Brazil; FAC Medella Junior, Federal University of Health Science of Porto Alegre, Brazil; MEB Pinto, Federal University of Health Science of Porto Alegre, Brazil; Department of Public Health, Porto Alegre, Brazil; SW Samuel, Federal University of Health Science of Porto Alegre, Brazil; FM Colares, Federal University of Porto Alegre, Brazil</td>
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<td>0845-0900</td>
<td>10O2</td>
<td>A methodology for a distance learning update course in prosthesis for Primary Health Care</td>
<td>RA Tubelo, Federal University of Rio Grande do Sul, Dental Materials Laboratory, Porto Alegre, Brazil; A Dahmer*, Federal University of Health Sciences Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil; VCB Leitune, Federal University of Rio Grande do Sul, Dental Materials Laboratory, Porto Alegre, Brazil; MEB Pinto, Federal University of Health Sciences Porto Alegre, Department of Public Health, Porto Alegre, Brazil; FM Colaress, Federal University of Porto Alegre, Brazil</td>
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<td>0900-0915</td>
<td>10O3</td>
<td>Student perspectives on the use of digital resources in biomedical education</td>
<td>Simoetina Ausoni*, University of Padua, Biomedical Sciences, Padova, Italy; Alessio Surian, University of Padua, FSSPPA-Philosophy, Sociology, Education, Applied Psychology, Padova, Italy</td>
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<td>0915-0930</td>
<td>10O4</td>
<td>How do medical students assess the credibility of online or downloadable medical reference resources?</td>
<td>Colin Lumsden*, University of Manchester, Medical School, Manchester, United Kingdom; Meera Nanda Kumar, University of Manchester, Medical School, Manchester, United Kingdom; Jane Mooney, University of Manchester, United Kingdom; Joanne Hart, University of Manchester, United Kingdom; Lucie Byrne-Davis, University of Manchester, United Kingdom</td>
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<td>0930-0945</td>
<td>10O5</td>
<td>Virtually there: A journey to the HKU Medicine Island for teaching and learning</td>
<td>Joanna WY Ho*, The University of Hong Kong, Department of Biochemistry, Faculty of Medicine, Hong Kong SAR; Brant Knutze, The University of Hong Kong, Faculty of Education, Hong Kong SAR; Nai Sum Wong, The University of Hong Kong, Department of Biochemistry, Faculty of Medicine, Hong Kong SAR; Lap Ki Chan, The University of Hong Kong, Institute of Medical and Health Sciences Education, Faculty of Medicine, Hong Kong SAR; Mai Har Sham, The University of Hong Kong, Department of Biochemistry, Faculty of Medicine, Hong Kong SAR</td>
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<td>0945-1000</td>
<td>10O6</td>
<td>Health problems regionalization through the use of virtual cities in a distance education course for primary health care professionals</td>
<td>LB Pinheiro*, Federal University of Health Science of Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil; MEB Pinto, Federal University of Health Science of Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil; RA Tubelo, Federal University of Health Science of Porto Alegre, Department of Public Health, Porto Alegre, Brazil; VEG Braganca, Federal University of Health Science of Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil; F Costa, Federal University of Health Science of Porto Alegre, Department of Education and Health’s Information, Porto Alegre, Brazil</td>
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### 1000-1015 Discussion
0830-1015 10P SHORT COMMUNICATIONS: Simulated Patients
Chairperson: Karen Lewis (United States)
Opening Discussant: 
Location: Theatre Room 13, Level 0, MiCo

0830-0845 10P1 Standardised patient assessment and VP in an OSCE exam
Helen Roberts*, University of Auckland, Obstetrics and Gynaecology, Auckland, New Zealand; Vernon Mogol, University of Auckland, Medical Programme Directorate, Auckland, New Zealand; Anthony Chung, University of Auckland, Centre for Learning and Research in Higher Education, Auckland, New Zealand; Michelle Carvalho, University of Auckland, Obstetrics and Gynaecology, Auckland, New Zealand

0845-0900 10P2 A prospective study to compare teaching by clinical teaching associates with traditional methods
Alan Radford*, Great Western Hospital, Academy, Swindon, United Kingdom; Anne McCabe, Great Western Hospital, Academy, Swindon, United Kingdom; Helen Dee, Great Western Hospital, Academy, Swindon, United Kingdom; James Goodliffe, Great Western Hospital, Academy, Swindon, United Kingdom; Kevin Jones, Great Western Hospital, Academy, Swindon, United Kingdom

0900-0915 10P3 My child has autism? Teaching residents using a novel family facilitator-standardized patient model
Anne Kawamura*, University of Toronto, Holland Bloorview Kids Rehabilitation Hospital, Pediatrics, Toronto, Canada; Maria Mylopoulos, University of Toronto, Hospital for Sick Children, Pediatrics, Toronto, Canada; Elizabeth Jimenez, University of Toronto, Pediatrics, Toronto, Canada; Angela Orsino, University of Toronto, Pediatrics, Toronto, Canada; Nancy McNaughton, University of Toronto, Standardized Patient Program, Pediatrics, Toronto, Canada

0915-0930 10P4 Clinical and communication skills assessment by Standardised Patients (SP) played by professional actors: A new tool in medical education
Jean-Marie Castilho*, Nantes Faculty of Medicine, Family Medicine Department, Nantes, France; Bernard Planchnon, Nantes Faculty of Medicine, Internal Medicine Department, Nantes, France; Jean-Benoît Hardouin, Nantes University, EA4275, Biostatistics, Pharmacoepidemiology and Human Sciences Research, Nantes, France; Vicki LeBlanc, University of Toronto, Wilson Center, Toronto, Canada; Pierre Pottier, Nantes Faculty of Medicine, Internal Medicine Department, Nantes, France

0930-0945 10P5 How useful are standardised patients in teaching mental state examinations in psychiatry?
R Mahendra*, National University of Singapore/NUHS, Psychological Medicine, Singapore; EH Kua, National University of Singapore/NUHS, Psychological Medicine, Singapore

0945-1000 10P6 Standardised patients or patient volunteers: Is there a difference in cost-effectiveness for interviewing practice?
Sue Murphy*, University of British Columbia, Physical Therapy, Vancouver, Canada; Donna L MacIntyre, University of British Columbia, Physical Therapy, Vancouver, Canada

1000-1015 Discussion

0830-1015 10Q CONFERENCE WORKSHOP: Bringing Crisis Resource Management (CRM) to Life with Comics and Cartoons
Peter Dieckmann*, Danish Institute for Medical Simulation (DIMS), Center for Human Relations, Capital Region of Denmark, Herlev, Denmark; Jean Ker, University of Dundee, Dundee, United Kingdom; Walter Epiph, University of Chicago, Chicago, United States; Kamran Khan, Mafraq Hospital, Abu Dhabi, United Arab Emirates; Bryn Baxendale, University of Nottingham, Nottingham, United Kingdom; Doris Østergaard, Danish Institute for Medical Simulation (DIMS), Herlev, Denmark
Location: Workshop Room 1, Level 0, MiCo

0830-1015 10R CONFERENCE WORKSHOP: Using theory in medical education research – as hard as it gets?
Klara Bolander Laksov*, Karolinska Institutet, LIME, Stockholm, Sweden
Location: Workshop Room 2, Level 0, MiCo

0830-1015 10S CONFERENCE WORKSHOP: Research in Health Education: Opportunities in the Iberoamerican context
Jordi Palés*, Medical School of University of Barcelona, Department of Ophthalmology, Otolaryngology and Head and Neck Surgery, Barcelona, Spain; Maria L Veronese Rodrigues*, Ribeirão Preto Medical School, USP, School of Medical Sciences, Ribeirão Preto, SP, Brazil; Eliana Amaro*, State University of Campinas, School of Health Sciences, Campinas, Brazil; Nuno Sousa*, University of Minho, School of Health Sciences, Braga, Portugal; Manuel João Costa*, University of Minho, Department of Ophthalmology, Otolaryngology and Head and Neck Surgery, Braga, Portugal
Location: Workshop Room 3, Level 0, MiCo

0830-1015 10T CONFERENCE WORKSHOP: Professionalism and Beyond: Instruction and Assessment in the Affective Domain
Michelle Linsenmeyer*, Oklahoma State University College of Osteopathic Medicine, Office of Educational Development, Tulsa, United States; India Broyles*, University of New England College of Osteopathic Medicine, Master’s in Medical Education Leadership, Biddeford, United States
Location: Suite 9, Level Mezzanine, MiCo
0830-1015 10U  CONFERENCE WORKSHOP: From A to Z, essential tools for building a successful Gynecologic Teaching Associate program
Lisa Pompeo*, New Jersey Medical School, Rutgers, Department of Ob/Gyn and Women’s Health, Newark, United States; Ilde Polonko*, New Jersey Medical School, Rutgers, Department of Ob/Gyn and Women’s Health, Newark, United States; Gerson Weiss*, New Jersey Medical School, Rutgers, Department of Ob/Gyn and Women’s Health, Newark, United States
Location: Suite 8, Level Mezzanine, MiCo

0830-1015 10V  CONFERENCE WORKSHOP: Teaching in the Clinical Setting: Strategies to Assist the Teacher in Difficulty
Leslie Flynn*, Royal College of Physicians and Surgeons of Canada, Kingston, Ontario, Canada; Linda Snell, Royal College of Physicians and Surgeons of Canada, Montreal, Quebec, Canada; Denys Richardson, Royal College of Physicians and Surgeons of Canada, Toronto, Ontario, Canada; Anna Oswald, Royal College of Physicians and Surgeons of Canada, Edmonton, Alberta, Canada
Location: Suite 7, Level Mezzanine, MiCo

0830-1015 10W  CONFERENCE WORKSHOP: The Small Group Experience: Strategies to Improve Your Performance as Facilitator
Carol F. Capello*, Weill Cornell Medical College, Academic Affairs, New York, United States; Thanakorn Jirasevijinda*, Weill Cornell Medical College, Pediatrics, New York, United States; Joseph F. Murray*, Weill Cornell Medical College, Academic Affairs, New York, United States; Elza Mylona*, Eastern Virginia Medical School, Faculty Affairs and Professional Development, Norfolk, United States; Norma S. Saks*, Rutgers Robert Wood Johnson Medical School, Education, New Brunswick, United States
Location: Suite 6, Level Mezzanine, MiCo

0830-1015 10X  CONFERENCE WORKSHOP: How NOT to deliver a lecture
Howard Tandeter*, Ben Gurion University, School of Continuing Medical Education, Beer Sheva, Israel; Jacob Urkin*, Ben Gurion University, Prywes Center for Medical Education, Beer Sheva, Israel
Location: Suite 4, Level +2, MiCo

1600-1730 10Y  CONFERENCE WORKSHOP: Implementing a medical student quality improvement project
M R Wise*, University of Auckland, Obstetrics and Gynaecology, Auckland, New Zealand; B Kool*, University of Auckland, School of Population Health, Auckland, New Zealand; L Sadler, Auckland District Health Board, Obstetrics and Gynaecology, Auckland, New Zealand; F Mahoney, University of Auckland, School of Population Health, Auckland, New Zealand; G Robb, University of Auckland, School of Population Health, Auckland, New Zealand; S Wells, University of Auckland, School of Population Health, Auckland, New Zealand
Location: Suite 3, Level +2, MiCo

0830-1015 10Z  CONFERENCE WORKSHOP: Networking, LifeLongLearning and LifeLongMobility in designing an ICT supported curriculum
Giovanni Ricciuti*, University of Pavia, Pavia, Italy
Location: Suite 2, Level +2, MiCo

0830-1015 10AA  CONFERENCE WORKSHOP: MedEdWorld 3: How can MedEdWorld be utilised to the advantage of your institution? The benefits for organisations
Ricky Shok*, Catherine Kennedy*, AMEE, Dundee, United Kingdom; Ken Masters*, Medical Education & Informatics Unit, College of Medicine & Health Sciences, Sultan Qaboos University, Sultanate of Oman
Location: Suite 1, Level +2, MiCo

0830-1015 10BB  BEME CONGRESS: Open Session
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 about decisions they make in their daily practice. Evidence informed practice is the theme of various BEME-related sessions during the Conference (see page 14). You will find more details about BEME in the leaflet in your Conference pack. Further information is available at the AMEE exhibition stand.
Location: Suite 5, Level Mezzanine, MiCo

0830-1015 10CC  POSTERS: Assessment 6: Written
Chairperson: Imran Siddiqui (Saudi Arabia)
Location: South Hall, Level 0, MiCo

10CC1 The correlation of a comprehensive MEQ score with the GPA of the last year medical students in Faculty of Medicine, Thammasat University, Thailand
Nonglak Kantiapsa*, Faculty of Medicine, Thammasat University, Prathum Thani, Thailand; Pisit Wattanaruangkowit, Faculty of Medicine, Thammasat University, Prathum Thani, Thailand
10CC2  Development of a Script Concordance Test to Assess Ethical Reasoning Ability (SCT-ERA): A Preliminary Study
Saraswathy Thangarajoo*, International Medical University, Nursing, Kuala Lumpur, Malaysia; Lai Chun Wong, International Medical University, Pharmacy, Kuala Lumpur, Malaysia; Vijaya Paul Samuel, International Medical University, Human Biology, Kuala Lumpur, Malaysia; Sivalingam Nalliah, International Medical University, Obstetric and Gynaecology, Kuala Lumpur, Malaysia; Vishna Devi Nadarajah, International Medical University, Teaching & Learning, Kuala Lumpur, Malaysia; Allan Kah Heng Pau, International Medical University, Dentistry, Kuala Lumpur, Malaysia

10CC3  Dynia: Combining webinars, virtual patients and SCT for improved knowledge translation
David Tops*, University of Calgary, Family Medicine, Calgary, Canada; Heather Armon, University of Calgary, Family Medicine, Calgary, Canada; Paul Taenzer, University of Calgary, Psychiatry, Hamilton, Canada; Eloise Carr, University of Calgary, Faculty of Nursing, Calgary, Canada; Ashi Mehta, University of Calgary, Physician Learning Program, Calgary, Canada; Cathlin Mutch, University of Calgary, Family Medicine, Calgary, Canada

10CC4  A comparison between four- and five-option multiple-choice questions for assessment of postgraduate medical training: A randomized study
Pairaya Rujrjojindakul*, Prince of Songkla University, Pathology, Songkhla, Thailand

10CC5  Short and long term effectiveness of a course on writing better MCQs
Hilal Hatice Guludere*, Akdeniz University Faculty of Medicine, Department of Medical Education, Antalya, Turkey; Mustafa Kemal Almoglu, Akdeniz University Faculty of Medicine, Department of Medical Education, Antalya, Turkey

10CC6  What the MCQ tests tell us about the knowledge and skills of medical students on pathophysiology
Jan Hanacek*, Comenius University, Jessenius Faculty of Medicine, Dept of Pathological Physiology, Martin, Slovakia; Miroslav Vrabec, Comenius University, Jessenius Faculty of Medicine, Dept of Pathological Physiology, Martin, Slovakia

10CC7  Cognitive complexity training to support cross-discipline multiple choice exam item evaluation
Rochelle Tractenberg*, Georgetown University, Washington DC, United States; Peggy Weisssinger, Georgetown University, Washington DC, United States

10CC8  Eliminating Flawed Items in High-Stake Examination: The Chinese University of Hong Kong Experience
Yan Jin*, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Shekhar Kumta, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Joseph YC Leung, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Alex LK Yung, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong

10CC9  Developing and gathering validity evidence for a MCQ test
Mona Savaran*, University of Copenhagen, Centre for Clinical Education, Copenhagen, Denmark; Paul Clementsen, Gentofte Hospital, Department of Pulmonology, Hellerup, Denmark; Jouke Annema, Academic Medical Centre, Department of Pulmonology, Amsterdam, Netherlands; Valentina Minddal, Gentofte Hospital, Department of Pulmonology, Hellerup, Denmark; Yoon Soo Park, University of Illinois Chicago, Department of Medical Education, Chicago, United States; Lars Konge, University of Copenhagen, Centre for Clinical Education, Copenhagen, Denmark

10CC10  Progress Test Attendance, Progress Test Score, and GPA as National Competency Examination (UKN) Performance Prediction for Faculty of Medicine University of Indonesia (FMUI) Students
Retro Asti Werdhani*, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia; Mardiastuti Wahid, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia; Nani Cahyani Sudarsono, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia; Bambang Tridjaja, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia; Nimir Sukartini, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia; Riawanti Estlasari, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia

10CC11  Measuring Medical Students’ Motivation after Progress Test
Mohammed Almansour*, College of Medicine, Majmaah University, Department of Public Health & Community Medicine, Almajmaah, Saudi Arabia; Waqas Sami, College of Medicine, Majmaah University, Department of Public Health & Community Medicine, Almajmaah, Saudi Arabia

0830-1015  POSTERS: Competency Based Medical Education
Chairperson: South Hall, Level 0, MiCo

10DD1  Developing ruraly focussed online modules using the interactive e-Medici platform to enhance medical students’ learning and immediate feedback
Michael SH Wan*, University of Notre Dame Australia, School of Medicine, Sydney, Australia; Peter Devitt, University of Adelaide, School of Medicine, Adelaide, Australia; Joe McGirr, University of Notre Dame Australia, School of Medicine, Sydney, Australia

10DD2  Assessment performance of students completing a year-long rural clinical clerkship at the Ukwundu Rural Clinical School of Stellenbosch University, South Africa
Ben van Heerden*, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa; Susan van Schalkwyk, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa; Holfie Conradie, Stellenbosch University, Family Medicine, Worcester, South Africa; Norma Kok, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa; Marietjie de Villiers, Stellenbosch University, Family Medicine, Tygerberg, South Africa
10DD3 How can we achieve the country's goal in production of rural doctors?
Achara Nitisipinyasukul, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand; Suwat Lertsukprasert, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand; Boonyarat Warachit*, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand; Rajin Arora, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand; Pimjai Bunyoung, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand; Ratthy Rittrong, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand

10DD4 Changes in veterinary students' attitudes towards the rural environment and rural veterinary practice: A longitudinal cohort study
Cary Hashizume*, University of Calgary, Community Health Sciences, Calgary, Canada; Kent Hecker, University of Calgary, Community Health Sciences, Calgary, Canada; Wayne Woloschuk, University of Calgary, Undergraduate Medical Education, Calgary, Canada

10DD5 The Outcomes of the Doctor of Medicine Program of Maharat Nakhon Ratchasima, School of Medicine, Thailand
Sawitree Visanuyothon*, Maharat Nakhon Ratchasima, School of Medicine, Social Medicine, Nakhon Ratchasima, Thailand; Kunruedi Wongbencharat, Maharat Nakhon Ratchasima, School of Medicine, Pediatrics, Nakhon Ratchasima, Thailand; Panlapat Kocharat, Maharat Nakhon Ratchasima, School of Medicine, Medical Education Center, Nakhon Ratchasima, Thailand; Ratsadakorn Ymsabai, Maharat Nakhon Ratchasima, School of Medicine, Medical Education Center, Nakhon Ratchasima, Thailand

10DD6 Medical students' perceptions of community-based medical education and traditional structured teaching
Francis Lai*, Monash University, Melbourne, Australia; Patrick Fiddes, Monash University, Box Hill, Australia; Miodrag Dedic, Monash University, Box Hill, Australia

10DD7 An innovative GP, community placement in difficult and deprived UK areas
P.E.S. Crampton*, Durham University, Centre for Medical Education Research, Durham, United Kingdom; J.C. McLachlan, Durham University, Centre for Medical Education Research, Durham, United Kingdom; J.C. Illing, Durham University, Centre for Medical Education Research, Durham, United Kingdom

10DD8 100 Medical students in primary care clinical placement 2011-13
Lou Sanderson*, Kardinia Health, Belmont, Australia

10DD9 We go to school but hand
Elena Melus-Palazon Melus-Palazon, CS Actur Oeste, Zaragoza, Spain; Cruz Bartomoe-Moreno, CS Parque Goya, Zaragoza, Spain; Belen Benede Azagra, CS Actur Sur, Zaragoza, Spain; Enrique Concha-Mayayo, CS Actur, Zaragoza, Spain; Sonia Bonet C Alafell, CS Arrabal, Zaragoza, Spain; Rosa Magallon-Botaya*, CS Arrabal, Zaragoza, Spain

10DD10 Non doctor community placements: Making it work
Erica Sullivan*, University of Manchester, Community Based Medical Education, Manchester, United Kingdom; Rachel Lindley, University of Manchester, Community Based Medical Education, Manchester, United Kingdom

10DD11 Increase in students' social and civic awareness following exposure to minorities in community
Novirina Kurniawati*, Faculty of Medicine, Universitas Gadjah Mada, Medical Education, Yogyakarta, Indonesia; Ide Pustaka Setiawan, Faculty of Medicine, Universitas Gadjah Mada, Medical Education, Yogyakarta, Indonesia

10DD12 A survey of attitudes toward and knowledge of community-based medicine for medical students at Kyushu University, Japan
Mosaburo Kainuma*, Kyushu University, Community Medicine Education Unit, Fukuoka, Japan; Masaharu Nagata, Kyushu University, Community Medicine Education Unit, Fukuoka, Japan; Makoto Kikukawa, Kyushu University, Medical Education, Fukuoka, Japan; Motofumi Yoshida, Kyushu University, Medical Education, Fukuoka, Japan

10DD13 Community-Based Learning in Community Medicine curriculum: The experience of the Medical Education Center, Chiang Rai Prachanukroh Hospital, Chiang Rai, Thailand
Daranee Intralawan*, Medical Education Center Chiang Rai Prachanukroh Hospital, Family Medicine and Community Medicine, Chiang Rai, Thailand; Supalert Neduswan, Medical Education Center Chiang Rai Prachanukroh Hospital, Family Medicine and Community Medicine, Chiang Rai, Thailand

10DD14 The Effectiveness of Community-Oriented Course of Maharat Nakhon Ratchasima Medical Education Center (MNRHMEC)
Maesar Srisukyanay*, Maharat Nakhon Ratchasima Medical Education Center, Psychiatry, Nakhon Ratchasima, Thailand; Sawitree Visanuyothon, Maharat Nakhon Ratchasima Medical Education Center, Social Medicine, Nakhon Ratchasima, Thailand; Sorarat Lermanuworat, Maharat Nakhon Ratchasima Medical Education Center, Orthopedic, Nakhon Ratchasima, Thailand; Piyawan Pinyosub, Maharat Nakhon Ratchasima Medical Education Center, Medical Education Center, Nakhon Ratchasima, Thailand

10DD15 Education Criteria for Performance Excellence in Medical Education Center
Kunruedi Wongbencharat*, Maharat Nakhon Ratchasima, School of Medicine, Pediatrics, Nakhon Ratchasima, Thailand; Sawitree Visanuyothon, Maharat Nakhon Ratchasima, School of Medicine, Social Medicine, Nakhon Ratchasima, Thailand; Yoithi Tongyenai, Maharat Nakhon Ratchasima, School of Medicine, Pediatrics, Nakhon Ratchasima, Thailand; Panlapat Kocharat, Maharat Nakhon Ratchasima, School of Medicine, Medical Education Center, Nakhon Ratchasima, Thailand
0830-1015

10EE POSTERS: Curriculum Evaluation 2 / Social Responsibility
Chairperson: Tarun Sen Gupta (Australia)
Location: South Hall, Level 0, MiCo

10EE1 Medical students’ evaluation of clinical departments can help low score departments to improve their effort
Betina Ristorp Andersen*, Capital Region of Denmark, Center of Human Resources, Center of Clinical Education, Copenhagen, Denmark; Ulrik Brandt, Aarhus university, Institute of Education, Copenhagen, Denmark; Torben Schroeder, Capital region of Denmark, Center of Human Resources, Center of Clinical Education, Copenhagen, Denmark

10EE2 Assessment of medical students’ perception of the quality of educational service at Medical School Gadafi University- Gadafi State- Sudan 2013-2014
Elmuntasir Taha*, The National Ribat University, Pediatrics and Child Health, Khartoum, Sudan

10EE3 Issues influencing student participation in feedback about teaching
Linda Crane*, Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia; Gary Hamlin, Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia

10EE4 A comparison between routine questionnaire (which includes open questions method) and In-depth interview in Post-undergraduate evaluation
Thawanrat Srichan*, Lampang Medical Education Center, Lampang, Thailand

10EE5 Standards of medical training during the final year in Germany – a survey
Elisabeth Narciss*, Medical Faculty Mannheim, Heidelberg University, Competence Centre of the Final Year, Mannheim, Germany; Nicole Deis, Medical Faculty Mannheim, Heidelberg University, Dean's Office, Mannheim, Germany; Annette Wosnik, Medical Faculty, Tübingen University, Dean's Office, Tübingen, Germany; Anne-kathrin Steger, Medical Faculty, Freiburg University, Dean's Office, Freiburg, Germany; Jan Stepek, Medical Faculty Heidelberg, Heidelberg University, Competence Centre of the Final Year, Heidelberg, Germany; Katrin Schüttelz-Brauns, Medical Faculty Mannheim, Heidelberg University, Mannheim, Germany

10EE6 Study diaries as a sensitive instrument to detect the gap between a planned and experienced new medical curriculum
Tanja Hitzblech*, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Asja Maaz, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Anja Schwecker, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Josenf Bosch, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Sabine Wiegmann, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Harm Peters, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany

10EE7 Medical education in undergraduate students, students’ point of view at the Faculty of Medicine, National Autonomous University of Mexico (UNAM)
Patricia Vidal-Licona*, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; Roberto Sánchez-Ahedo, Faculty of Medicine, National Autonomous University of Mexico, Department of Family Medicine, México City, Mexico; Arturo Espinosa-Velasco, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México; Karem Mendoza-Salas, Faculty of Medicine, National Autonomous University of Mexico; Clinical Education and Medical Internship Department, México City, Mexico; Javier Aragón-Robles, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; María de los Ángeles Martínez-Torres, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico

10EE8 Improving feedback yield in large-group teaching sessions using Audience Response Technology (ART)
Usama Ahmed*, Royal London Hospital, Whitechapel, London, United Kingdom; Mohammed Syed, University College London Medical School, London, United Kingdom

10EE9 Sociodemographic profile of the newly graduated medical students of UNESA / Rio de Janeiro – Brazil (2012)
Silvana Ferreira*, UNESA / RJ-Brasil and UERJ / Brasil, Psychiatry and Medical Psychology, Rio de Janeiro, Brazil; Sarah de Oliveira, UNESA/RJ, Brasil, Medical Psychology, Rio de Janeiro, Brazil

Teppo J Helikijä*, Kuopio University Hospital, Unit of Primary Health Care, Kuopio, Finland; Irma Virjo, University of Tampere, Department of General Practice, Tampere, Finland; Harri Hyppölä, Kuopio University Hospital, Emergency Department, Kuopio, Finland; Hannu Halla, Finnish Medical Association, Centre of General Practice, Helsinki, Finland; Jukka Vanska, Finnish Medical Association, Unit of Primary Health Care, Helsinki, Finland; Kari Mattila, Pirkanmaa Hospital District, Tampere, Finland

10EE11 Do our graduated students meet educational outcomes? Multisource feedback
Metha Songthamwat*, Udonthani Medical Education Centre, Udonthani, Thailand; Sirudsa Songthamwat, Udonthani Medical Education Centre, Udonthani, Thailand

10EE12 Integrating Social Accountability into the Medical Curriculum at Qassim Medical College
Abdullah Alghasham*, College of Medicine, Medical Education, Buraidah, Saudi Arabia

10EE13 Students’ experience of 119 emergency call center during clinical clerkship
Yoba Lee*, Chungnam National University School of Medicine, Medical Education, Daejoen, Republic of South Korea; Sung-soo Jung, Chungnam National University School of Medicine, Medical Education, Daejoen, Republic of South Korea
10EE14 Teaching sexuality in the medical curriculum: Views of first year medical students towards diversity education
Edwin Evelyn-Rah*, Barts and The London School of Medicine and Dentistry, Medical Education, West Wickham, United Kingdom

10EE15 Families Reunited: Medical Student Research Project On Refugee Family Reunion
Rebecca Farrington*, University of Manchester, Community Based Medical Education, Manchester, United Kingdom; Victoria Wijeratne, Manchester Medical School, Undergraduate, Manchester, United Kingdom

10EE16 “I don’t think it should be made compulsory”: First year medical students’ perceptions of cultural competency teaching
Hannah Bradbury*, Barts and The London School of Medicine and Dentistry, Medical Education, London, United Kingdom

10EE17 Disability and diversity – is it as simple as you think? Perceptions of First Year Medical Students on Disability and Diversity Teaching
Takashi Dojama*, Barts and The London School of Medicine and Dentistry, London, United Kingdom

10EE18 The Graduate Programme Evaluation Through the PhD Students’ Eyes
Janka Sivakova, Jessenius Faculty of Medicine in Martin, Comenius University, Dept. of Gynecology and Obstetrics, Martin, Slovakia; Juraj Sokol*, Jessenius Faculty of Medicine in Martin, Comenius University, Dept. of Hematology and Transfusiology, Martin, Slovakia; Peter Galajda, Jessenius Faculty of Medicine in Martin, Comenius University, Dept. of Internal Medicine, Martin, Slovakia; Jan Danko, Jessenius Faculty of Medicine in Martin, Comenius University, Dept. of Gynecology and Obstetrics, Martin, Slovakia

0830-1015 10FF POSTERS: Student Characteristics / Student in Difficulty
Chairperson: Location: South Hall, Level 0, MCo

10FF1 Do students perceive medical curriculum differently depending on their ethnocultural and lingual background?
Viktor Riklefs, Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan; Raushan Dosmaganbetova*, Karaganda State Medical University, Karaganda, Kazakhstan; Irina Riklefs, Karaganda State Medical University, Educational Resources Center, Karaganda, Kazakhstan; Aliya Bukeyeva, Karaganda State Medical University, Educational Resources Center, Karaganda, Kazakhstan; Alma Muratova, Karaganda State Medical University, Center of Strategic Development and Management, Karaganda, Kazakhstan; Aida Kassatova, Karaganda State Medical University, Educational Resources Center, Karaganda, Kazakhstan

10FF2 Personality measures in medical education: Is NEO-FFI a reliable and stable instrument?
Milena Abbati*, UDREM, Medicine, Geneva, Switzerland; Anne Baroffio, UDREM, Medicine, Geneva, Switzerland; Margaret Gerbase, UDREM, Medicine, Geneva, Switzerland

10FF3 Accuracy of resilience scale and general health questionnaire for the detection of academic performance in medical students
Sirina Satthapinant*, Khon Kaen Medical Education Center, Psychiatry, Khon Kaen, Thailand

10FF4 Analysis of primary mental abilities in 1st year medical students after an educative intervention
Maria de Jesus Ortiz-Gonzalez*, School of Medicine “Dr. Ignacio Chávez”, Universidad Michoacana, Cellular Biology, Morelia, Mexico; Sayda M Aroyo-Lopez, School of Medicine “Dr. Ignacio Chávez”, Universidad Michoacana, Cellular Biology, Morelia, Mexico; Cindy Y Perez-Lopez, School of Medicine “Dr. Ignacio Chávez”, Universidad Michoacana, Mental Health, Morelia, Mexico; Jeanette Godinez-Alejandre, School of Medicine “Dr. Ignacio Chávez”, Universidad Michoacana, Cellular Biology, Morelia, Mexico; Daniel Lopez-Quintana, School of Medicine “Dr. Ignacio Chávez”, Universidad Michoacana, Cellular Biology, Morelia, Mexico

10FF5 Evolution of the Professional Support Unit in Wales
Leona Walsh*, Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom

10FF6 Failing medical students find one-to-one peer tutoring highly beneficial
Dekon Albasha, Barts and The London School of Medicine and Dentistry, Barts and The London School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; David Annan, Barts and The London School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; Nithish Jayakumar, Barts and The London School of Medicine and Dentistry, London, United Kingdom; Jon Fuller*, Centre for Medical Education, London, United Kingdom

10FF7 One-to-one peer tutoring for at-risk medical students
Nithish Jayakumar*, Barts and The London School of Medicine and Dentistry, London, United Kingdom; David Annan, Barts and The London School of Medicine and Dentistry, London, United Kingdom; Dekon Albasha, Barts and The London School of Medicine and Dentistry, London, United Kingdom

10FF8 What are the potential challenges for senior medical students with specific learning difficulties for future prescribing in a clinical setting?
Sinthuja Neminathan*, Barts and The London, Queen Mary, University of London, Centre for Medical Education, London, United Kingdom; Owlyn Westwood, Barts and The London, Queen Mary, University of London, Centre for Medical Education, London, United Kingdom
10FF9 Developing effective feedback for underperforming medical students: Understanding their specific needs through semi-structured interviews
Kyle R Gibson, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; David Hope, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Helen S Cameron*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

10FF10 Development of professional competency: The voice of the failing or marginal speech pathology student
Rachel Davenport*, The University of Newcastle, Speech Pathology, Newcastle, Australia; Alison Ferguson, The University of Newcastle, Speech Pathology, Newcastle, Australia; Sally Hewat, The University of Newcastle, Speech Pathology, Newcastle, Australia; Sue McAllister, Flinders University, Speech Pathology, Adelaide, Australia; Michelle Lincoln, The University of Sydney, Speech Pathology, Sydney, Australia

10FF11 Examining the relationships between attendance, online engagement and summative examination performance
Jane C Holland*, Royal College of Surgeons in Ireland, Anatomy, Dublin, Ireland; Eric Clarke, Royal College of Surgeons in Ireland, HPEC, Dublin, Ireland; Morag Munro, Dublin City University, Learning Innovation Unit, Dublin, Ireland; Evelyn Kelleher, Dublin City University, School of Nursing, Dublin, Ireland; Mark Glynn, Dublin City University, Learning Innovation Unit, Dublin, Ireland

10FF12 Unknown aspects of medical students’ unprofessional and problematic behavior toward the staff in the educational affairs section
Chihiro Kawakami*, Gifu University, MEDC, Gifu, Japan; Takuya Saiki, Gifu University, MEDC, Gifu, Japan; Rintaro Imafuku, Gifu University, MEDC, Gifu, Japan; Masayuki Niwa, Gifu University, MEDC, Gifu, Japan; Kazuhiko Fujisaki, Gifu University, MEDC, Gifu, Japan; Yasuyuki Suzuki, Gifu University, MEDC, Gifu, Japan

10FF13 Virtual Residents – enhancing preceptor skills in addressing the learner in difficulty
M. Cowan*, University of Calgary, Postgraduate Medical Education, Calgary, Canada; A. Popovic, University of Calgary, Postgraduate Medical Education, Calgary, Canada; D. Myhre, University of Calgary, Family Medicine, Calgary, Canada; M. Topps, University of Calgary, Family Medicine, Calgary, Canada; D. Topps, University of Calgary, Family Medicine, Calgary, Canada

10FF14 Depression in Medical Students: Insights from a longitudinal study
Pedro Morgado*, School of Health Sciences, University of Minho, Braga, Portugal; Ana Vanessa Silva,School of Health Sciences, University of Minho, Braga, Portugal; Patricio Costa, School of Health Sciences, University of Minho, Braga, Portugal; Manuel Joao Costa, School of Health Sciences, University of Minho, Braga, Portugal; Nuno Sousa, School of Health Sciences, University of Minho, Braga, Portugal; Joao Jose Cerqueira, School of Health Sciences, University of Minho, Braga, Portugal

10FF15 Common Mental Disorders and associated factors among medical students: Six years follow-up investigations for repeated survey
Edmea Oliva Costa*, Universidade Federal de Sergipe, Medicine, Aracaju, Brazil; Carlos Mauricio Mendes, Universidade Federal da Bahia, Medicine, Salvador, Brazil; Tarcisio Andrade, Universidade Federal da Bahia, Medicine, Salvador, Brazil

10FF16 Long-term follow up of sexual harassment and gender education at Uppsala University School of Medicine
Sara Svensson*, Institutton of Medical Sciences Uppsala University, Uppsala, Sweden; Anna Rask-Andersen, Institutton of Medical Sciences Uppsala University, Uppsala, Sweden; Erik Lampa, Institutton of Medical Sciences Uppsala University, Uppsala, Sweden; Karin Stolare, Institutton of Neurosciences Uppsala University, Uppsala, Sweden; Nina Johnston, Institutton of Medical Sciences Uppsala University, Uppsala, Sweden; Martin Wohlin, Institutton of Medical Sciences Uppsala University, Uppsala, Sweden

10FF17 Perception of physical and mental exhaustion in medical students during the fifth year internship of a Brazilian University
Gustavo Simoneto Peres Moterani*, Universidade Nove de Julho, São Paulo, Brazil; Leonardo Carvalho Sergiolle, Universidade Nove de Julho, São Paulo, Brazil; Carolina Barbosa de Carvalho, Universidade Nove de Julho, São Paulo, Brazil; Laura Maria Silva de Siqueira, Universidade Nove de Julho, São Paulo, Brazil; Thiago de Oliveira Monaco, Universidade Nove de Julho, São Paulo, Brazil; Renata Mahfuz Daud Gallotti, Universidade Nove de Julho, São Paulo, Brazil

10FF18 Redesigning clinical mentorship program for improved outcomes in the clinical training of clerks
Chia-Der Lin*, China Medical University Hospital, Department of Education, Department of Otolaryngology, Taichung, Taiwan; Blossom Yen-Ju Lin, China Medical University, Department of Health Services Administration, Taichung, Taiwan; Cheng-Chieh Lin, China Medical University Hospital, School of Medicine, Department of Family Medicine, Department of Health Services Administration, Taichung, Taiwan; Cheng-Chun Lee, China Medical University, School of Medicine, Taichung, Taiwan; Fremen Chih-Chen Chou, China Medical University Hospital, Department of Education, Taichung, Taiwan; Po-Chang Wu, China Medical University Hospital, Department of Education, Taichung, Taiwan

10FF19 Stress, Depression and Psychological Factors among Medical Students: A Cross Sectional Study at Buriram Medical Education Center (BRMEC),Institute of medicine,Suranaree University of Technology (SUT)
Chaturphon Phuwongs*, Buriram Medical Education Center, Family Medicine, Buriram, Thailand; Nisachon Kraisook, Buriram Medical Education Center, Family Medicine, Buriram, Thailand; Chakkrit Ketkratok, Buriram Medical Education Center, Family Medicine, Buriram, Thailand; Pawut Wattanapongsiri, Buriram Medical Education Center, Family Medicine, Buriram, Thailand; Namon Santiworawong, Buriram Medical Education Center, Family Medicine, Buriram, Thailand; Apichart Ekakkatakitch, Buriram Medical Education Center, Family Medicine, Buriram, Thailand
10FF20 Impact of various final-year clerkships on student anxiety: A call for tailored curricula change?
Aurie E. Atherley, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Ian Hambleton, University of the West Indies, Cave Hill Campus, Chronic Disease Research Centre, St. Michael, Barbados; Nigel Unwin, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Colette George, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Paula M. Lashley, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Charles G. Taylor Jr.*, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados

10GG POSTERS: PBL / TBL

10GG1 Introducing Problem Based Learning in the curriculum of Faculty of Medicine Cluj Napoca
Tudor Calinici, Iuliu Hatageanu University of Medicine and Pharmacy, Department of Medical Informatics and Biostatistics, Cluj Napoca, Romania; Anca Dana Buzoianu, Iuliu Hatageanu University of Medicine and Pharmacy, Department of Pharmacology, Cluj Napoca, Romania; Valentin Muntean, Iuliu Hatageanu University of Medicine and Pharmacy, Department of Surgery, Cluj Napoca, Romania

10GG2 Different perceptions of Problem Based Learning among Polish and foreign students. Is PBL the same for everyone?
Agnieszka Skrzypek, Jagiellonian University Medical College, Department of Medical Education Faculty of Medicine, Krakow, Poland; Tomasz Cegiełny, Jagiellonian University Medical College, Department of Medical Education Faculty of Medicine, Krakow, Poland; Jolanta Swierszcz, Jagiellonian University Medical College, Department of Medical Education Faculty of Medicine, Krakow, Poland; Konrad Jabłonski, Jagiellonian University Medical College, Department of Medical Education Faculty of Medicine, Krakow, Poland; Michał Nowakowski, Jagiellonian University Medical College, Department of Medical Education Faculty of Medicine, Krakow, Poland

10GG3 Problem Based Learning and Virtual Patient in Anaesthesia Undergraduate Education
Petří šoura, Masaryk University, Medical Faculty, Department of Anaesthesiology and Intensive Care Medicine, Brno, Czech Republic; Daniel Schwarz, Masaryk University, Institute of Biostatistics and Analyses, Brno, Czech Republic; Hana Harazim, Masaryk University, Medical Faculty, Department of Anaesthesiology and Intensive Care Medicine, Brno, Czech Republic; Olga Směkalová, Masaryk University, Medical Faculty, Department of Anaesthesiology and Intensive Care Medicine, Brno, Czech Republic; Martina Kosinová, Masaryk University, Medical Faculty, Department of Anaesthesiology and Intensive Care Medicine, Brno, Czech Republic

10GG4 Creating Multimedia Vignettes for use alongside Problem Based Learning Cased in Undergraduate Medical Curriculum Teaching Using Students from Across Faculties – A Case Study
Laura Bowater, University of East Anglia, Norwich Medical School, Norwich, United Kingdom; Trevor Killeen, University of East Anglia, Norwich Medical School, Norwich, United Kingdom

10GG5 Effective learning: Application of eLearning technology in PBL medical course
Marcia Sakai, State University of Londrina, Public Health, Londrina, Paraná, Brazil; Salvador Alves Melo Junior, Open University for the National Health System of Brazil, Educational Technology, Brasilia, DF, Brazil; Maria Jose S. Salles, State University of Londrina, Biology, Londrina, Paraná, Brazil; Paulo Putnatti, State University of Londrina, Pediatrics and Pediatric Surgery, Londrina, Paraná, Brazil; Lucia Vargas, State University of Londrina, Biochemistry, Londrina, Paraná, Brazil; Jose Luiz V. M. Mioni, State University of Londrina, Computer Science, Londrina, Paraná, Brazil

10GG6 Students views on near-peer compared to senior tutors for problem based learning.
Ed Gladman, University of Sheffield, Medical School, Sheffield, United Kingdom; Tim Jackson, University of Sheffield, Medical School, Sheffield, United Kingdom; Raveen Jayasuriya, University of Sheffield, Medical School, Sheffield, United Kingdom; Anna Watts, University of Sheffield, Medical School, Sheffield, United Kingdom; R. K. Littleproud, University of Sheffield, Medical School, Sheffield, United Kingdom; Philip Chan, University of Sheffield, Medical School, Sheffield, United Kingdom

10GG7 Problems perceived by nursing students in PBL
Shu-Hsing Lee, Chung Shan Medical University, School of Nursing, Taichung, Taiwan; Meng-Chih Lee, Taichung Hospital, Ministry of Health and Welfare/Chung Shan Medical University, Department of Family Medicine/Institute of Medicine, Taichung, Taiwan

10GG8 The “Triple Jump” Method As The Right Assessment Method For The Moodle Platform
Sara Morales, UNAM, Integración de Ciencias Médicas, México; Tania Garibay, UNAM, Integración de Ciencias Médicas, México; Irene Durante*, UNAM, Integración de Ciencias Médicas, México, Mexico, Rocío García, UNAM, Integración de Ciencias Médicas, México; Eduardo Acosta, UNAM, Integración de Ciencias Médicas, México

10GG9 Attitude of medical students towards Problem-Based Learning in clinical years
Arucha Treesirichot*, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Somboon Chansakulpon, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Laddawal Phitthong-ngam, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Chaiyaprak Kusumaphanyo, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Aroonchai Sangpanich, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand

10GG10 The influence of group leaders’ maturity and language confidence on the learning outcome of English PBL
Ya-Min Chi*, Kaohsiung Medical University, Medicine, Kaohsiung, Taiwan; Peih-Ying Lu, Kaohsiung Medical University, Medicine, Kaohsiung, Taiwan
10GG11 Team Based Learning: How first year medical students feel about it
Maria Do Rosário Roberts*, Universidade Federal De Goiás, Internal Medicine, Goiânia, Brazil; Nathaly Ducarmo Jordão, Universidade Federal De Goiás, Goiânia, Brazil; Kelly Cristina Miranda Estrela, Universidade Federal De Goiás, Student, Goiânia, Brazil; Bruna Baioni Sandre, Universidade Federal De Goiás, Student, Goiânia, Brazil; Denise Millori Ferreira, Universidade Federal De Goiás, Internal Medicine, Goiânia, Brazil

10GG12 Applying the Team-Based Learning teaching strategy in an undergraduate nursing course
FSV vonmho*, UFRN, Nursing, Natal, Brazil; PKF Gurgel, UFRN, Nursing, Natal, Brazil; CDFD Pereira, UFRN, Nursing, Natal, Brazil; SB Medeiros, UFRN, Nursing, Natal, Brazil; RVZ Diniz, UFRN, Clinical Medicine, Natal, Brazil

10GG13 Development of the Dual Training Model for Clinician-Educators at Teaching Hospitals in Japan
Ryuichi Sada*, Kameda Medical Center, Department of General Internal Medicine, Kamogawa, Japan; Yu Yamamoto, Jichi Medical University, Department of General Medicine, Shimotsuke, Japan; Yuki Kataoka, Kyoto University School of Public Health at Graduate School of Medicine, Department of Healthcare Epidemiology, Kyoto, Japan

10GG14 Large-scale team-based learning for Interprofessional education in medical and health sciences
Masatsugu Ohtsuki*, Fujita Health University School of Medicine, Clinical General Medicine, Toyoake, Japan; Yoichiro Miki, Faculty of Dental Science, Kyushu University, Oral Biological Sciences, Fukuoka, Japan; Sayuri Nakamura, Fujita Health University School of Health Sciences, Adult Nursing, Toyoake, Japan; Tomohiro Noda, Kochi University School of Medicine, Medical Education Unit, Kochi, Japan; Shigetaka Suzuki, Fujita Health University School of Medicine, Computer Science, Toyoake, Japan; Tosikazu Matsui, Fujita Health University School of Medicine, Introduction to Clinical Medicine, Toyoake, Japan

10GG15 Preliminary Results of a Pilot Project for Team-Based Learning Application in Clinical Clerkships: In-class learner engagement and student satisfaction
M. Kemal Alimoglu*, Akdeniz University, Department of Medical Education, Antalya, Turkey; M. Levent Ozgonul, Akdeniz University, Department of Medical Ethics, Antalya, Turkey; Ayse Akman Karakas, Akdeniz University, Department of Dermatology, Antalya, Turkey; Derya Alparslan, Akdeniz University, Antalya, Turkey; Baldan Sarac, Akdeniz University, Antalya, Turkey; Hattie Hilal Gulludere, Akdeniz University, Department of Medical Education, Antalya, Turkey

10H0 Posters: E-learning
Chairperson: Ellen Te Pas (Netherlands)
Location: South Hall, Level 0, MiCo

10HH1 Online Teaching, Unique technique for assessment and feedback
Ranjana Gupta, Coast City Country GP Training, Education, Wagga Wagga, Australia; Sandy Reid, Coast City Country GP Training, Education, Wagga Wagga, Australia; Presenter: Nibha Hedge*, NHS England, West Midlands Deanery, Birmingham, United Kingdom

10HH2 Using an e-portfolio in a Health Professions Undergraduate clinical practicum: Is there a point?
Krista Dawdy*, Odette Cancer Centre, Sunnybrook Hospital, Radiation Therapy, Toronto, Canada; Renate Bradley, Michener Institute of Applied Sciences, Medical Radiation Sciences, Toronto, Canada

10HH3 Facilitating students’ autonomous e-learning in order to establish the clinical relevance of basic science concepts through exemplary internet searches
Victor Turcana*, King’s College London, Division of Asthma, Allergy & Lung Biology, London, United Kingdom

10HH4 10 years of Virtual University for Occupational Health Care in Finland
Lena Selänne*, University of Helsinki, Hjelt Institute, Helsinki, Finland; Asta Toivonen, University of Helsinki, Hjelt Institute, Helsinki, Finland; Timo Leino, University of Helsinki, Hjelt Institute, Helsinki, Finland

10HH5 How reliable is students’ estimate of the time elapsed in e-learning?
Kalle Romanov*, Helsinki University, Department of Public Health, Hjelt Institute, Helsinki, Finland

10HH6 Internet use for academic and non-academic purposes in 4th-6th medical students
Siwiwan Changtham*, Buddha Chinaraj Hospital, Radiology Department, Phitsanulok, Thailand; Kosa Sudhorn, Buddha Chinaraj Hospital, Pediatric Department, Phitsanulok, Thailand; Sireeluak Klaranon, Buddha Chinaraj Hospital, Medical Education Center, Phitsanulok, Thailand

10HH7 Understanding the needs of students undertaking a distance learning research methods module
Qusom Fazl*, University of Birmingham, College of Medical and Dental Sciences, Birmingham, United Kingdom

10HH8 Should I do it online? Medical student perceptions of online social network policy and inappropriate online behaviors
Pimpeet Sukumalpaiboon*, Sawanpracharak Medical Education Center, Otolaryngology, Nakhon Sawan, Thailand; Chawaphon Ittipanitczhang, Sawanpracharak Medical Education Center, Otolaryngology, Nakhon Sawan, Thailand

10HH9 The use of Facebook as peer mentoring platform in undergraduate medical education
Severin Pinilla*, LMU Munich, Department of Neurology, Munich University Hospital, Ludwig-Maximilians-University (LMU), Munich, Germany; Leo Nicolai, Institute for Didactics and Educational Research in Medicine, Ludwig-Maximilians-University (LMU), Munich, Germany; Leo Nicolai, Institute for Didactics and Educational Research in Medicine, Ludwig-Maximilians-University (LMU), Munich, Germany; Thomas Pander, Institute for Didactics and Educational Research in Medicine, Ludwig-Maximilians-University (LMU), Munich, Germany; Philip von der Borch, Institute for Didactics and Educational Research in Medicine, Ludwig-Maximilians-University (LMU), Munich, Germany; Konstantinos Dimitriadis, Institute for Didactics and Educational Research in Medicine, Ludwig-Maximilians-University (LMU), Munich, Germany
10HH10  The use of Facebook: Prevalence and effects of Facebook addiction disorder to medical students in PSU
Pitchayanont Ngamchaliew*, Prince of Songkla University, Department of Community Medicine, Hatyai, Songkhla, Thailand

10HH11  E-learning in traumatology: From students for students
Monika M Brodmann Maedter*, University Hospital Inselspital Bern, Department of Emergency Medicine, Bern, Switzerland; Dario Haebeler, Bern University, Medical Faculty, Bern, Switzerland; Ulrich Woermann, Bern University, Institute for Medical Teaching, Education and Media Unit, Bern, Switzerland

10HH12  Reducing reporting error by means of a structured online e-learning module in treadmill stress testing
Chee Yang Chin*, National Heart Centre Singapore, Cardiology, Singapore; Fang Yee Chee, National Heart Centre Singapore, Cardiology, Singapore; Chiu Yong Ang, National Heart Centre Singapore, Cardiology, Singapore; Fei Gao, National Heart Centre Singapore, Biostatistics, Singapore; Terrance Siang Jin Chua, National Heart Centre Singapore, Cardiology, Singapore

10HH13  MOOC as an Educational Tool for Medical Education Departments
Marta Ferrer, University of Navarra, Medical Education Department, Pamplona, Spain; Manolo Alegre, University of Navarra, Medical Education Department, Pamplona, Spain; Nieves Diez; Cristina Rodriguez; Pepa Sánchez de Miguel; Presenter: Manuel Alegre Esteban*

0830-1015

10II  ELECTRONIC POSTERS (ePOSTERS): Simulation 2
Chairperson: 
Location:  Theatre Room 15, Level 0, MiCo

10II1  Minimum frequency of simulation sessions to acquire cross skills in medical students
Rodrigo Avila Dominguez*, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Pablo Mahana Tumani, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Carlos Rivera Prat, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Peter McColl Calvo, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile

10II2  Does peer-to-peer comparison improve skills acquisition in surgical simulator training?
Gabrielle Deehan*, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Roland W Partridge, Royal Hospital for Sick Children, Department of Paediatric Surgery, Edinburgh, United Kingdom; lain AM Hennessy, Alder Hey Children’s Hospital, Department of Paediatric Surgery, Liverpool, United Kingdom; Julie Struthers, University of St Andrews, School of Medicine, St Andrews, United Kingdom

10II3  Hypothesis-driven physical examination using a high-fidelity patient simulator in undergraduate medical education in Japan
Yu Yamamoto*, Jichi Medical University, Department of General Medicine, Tochigi, Japan; Yoshikazu Asada, Jichi Medical University, Medical Simulation Center, Tochigi, Japan; Yuki Ueda, Jichi Medical University, Department of General Medicine, Tochigi, Japan; Yuichiro Tanaka, Jichi Medical University, Department of General Medicine, Tochigi, Japan; Masami Matsumura, Jichi Medical University, Department of General Medicine, Tochigi, Japan

10II4  Managing a national training program: Facilitators and barriers
Debra Nestel, Monash University, HealthPEER, Melbourne, Australia; Margaret Bearman, Monash University, HealthPEER/ NHET-Sim, Melbourne, Australia; Presenter: Clare Byrne*, Monash University, Clayton, Australia

10II5  Comparing different types of feedback in scenario based simulation education
Sayaka Oikawa*, Tokyo Ikekai University of Medicine, Emergency Medicine, Tokyo, Japan; Benjamin W Berg, University of Hawaii John A. Burns School of Medicine, SimTiki Simulation Center, Honolulu, United States; Yasuhiro Mandai, Okayama University, Respiratory, Breast and Endocrine Surgery, Okayama, Japan; Takamori Hiroe, Kyoto University School of Public Health, Department of Biostatistics, Kyoto, Japan

10II6  Satisfactory professional benefit from simulation-based training in acute medical conditions
Jesper Roed Sørensen*, Hospital of Southern Jutland, Center for Medical Learning, Haderslev, Denmark; Kamilla Roost, Hospital of Southern Jutland, Center for Medical Learning, Haderslev, Denmark; Gunhild Kjærgaard-Andersen, Hospital of Southern Jutland, Center for Medical Learning, Haderslev, Denmark

10II7  SIMON goes Tübingen: A student-built ambulance simulator
Moritz Mahling*, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Alexander Münch, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Christoph Castan, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Verena Conrad, University of Tübingen, Faculty of Medicine, Tübingen, Germany; Jörg Reutershan, University of Tübingen, Department of Anesthesiology and Intensive Care Medicine, Tübingen, Germany; Stephan Zipfel, University of Tübingen, Department of Internal Medicine 4, Psychosomatic Medicine, Tübingen, Germany

10II8  Hybrid simulation in emergency gynaecological teaching for undergraduate medical students, preparedness for work through synthesis of knowledge and skills
Sarah Coleidge*, University of Bristol / University Hospitals Bristol NHS Foundation Trust, Obstetrics and Gynaecology, Bristol, United Kingdom; Lisa Kirk, University of Bristol / University Hospitals Bristol NHS Foundation Trust, Obstetrics and Gynaecology, Bristol, United Kingdom
10I9 Developing a practical skills curriculum for medical students using a simulator-based medical education center
Anca Dana Buzulianu*, University of Medicine and Pharmacy "Iuliu Hatieganu" Cluj-Napoca, Faculty of Medicine, Cluj-Napoca, Romania; Otilia Mosteanu, University of Medicine and Pharmacy "Iuliu Hatieganu" Cluj-Napoca, Faculty of Medicine, Cluj-Napoca, Romania; Teodora Atena Pop, University of Medicine and Pharmacy "Iuliu Hatieganu" Cluj-Napoca, Faculty of Medicine, Cluj-Napoca, Romania; Valentin Muntean, University of Medicine and Pharmacy "Iuliu Hatieganu" Cluj-Napoca, Faculty of Medicine, Cluj-Napoca, Romania; Soimita Suciu, University of Medicine and Pharmacy "Iuliu Hatieganu" Cluj-Napoca, Faculty of Medicine, Cluj-Napoca, Romania

10I10 Reliability, Validity Evidence, and Pass/Fail Scores of the Training and Assessment of Basic Laparoscopic Techniques Technical Test
Ebbe Thinggaard*, The Capital Region of Denmark, Centre for Clinical Education, Copenhagen, Denmark; Flemming Bjerrum, Juliane Marie Centre, Rigshospitalet, Gynecology and Obstetrics, Copenhagen, Denmark; Jeanett Strandbygaard, Juliane Marie Centre, Righospitalet, Gynecology and Obstetrics, Copenhagen, Denmark; Ismail Gögenur, Koeg Hospital, Gastrointestinal Surgery, Koeg, Denmark; Lars Konge, The Capital Region of Denmark, Centre for Clinical Education, Copenhagen, Denmark

10I11 A systematic review of cognitive load measures in simulation-based training
Laura Naismith*, University Health Network, The Wilson Centre, Toronto, Ontario, Canada; Stephan Hambaz, University Health Network, Department of Medicine, Toronto, Ontario, Canada; Charlotte Ringsted, University Tokyo and University Health Network, Toronto, Ontario, Canada; Rodrigo B. Cavalcanti, University of Toronto, Toronto, Ontario, Canada

0830-1015 10JJ ELECTRONIC POSTERS (ePOSTERS): Selection 2
Chairperson: Carol Elam (United States)
Location: Theatre Room 16, Level 0, MiCo

10J1 The association between medical students’ admission scores and their clinical performance
Hye Won Jang, Sungkyunkwan University School of Medicine, Medical Education, Suwon, Republic of South Korea; Presenter: Kyong-Jee Kim*, Dongguk University School of Medicine, Gyeonggi-do, Republic of South Korea

10J2 Effectiveness of admission selection criteria and academic performance in an undergraduate medical program: A case study in Taiwan
Jui-Yu Wu*, Taipei Medical University, Biochemistry, Taipei, Taiwan; Shy-Yi Lin, Taipei Medical University, Internal Medicine, Taipei, Taiwan; Chao-Ching Huang, Taipei Medical University, Pediatrics, Taipei, Taiwan

10J3 Assessing Non-Cognitive Attributes In Medical School Applicants Using Situational Judgement Vignettes
Donna Russo*, Drexel University College of Medicine, Office of Educational Affairs, Philadelphia, United States; Kelli Kennedy, Drexel University College of Medicine, Office of Educational Affairs, Philadelphia, United States; Barbara Schindler, Drexel University College of Medicine, Philadelphia, United States

10J4 The Cost of MCAT Preparation: Findings from a Medical Student Survey
Jesse Kancir*, University of Toronto, Faculty of Medicine, Undergraduate Medical Education, Toronto, Canada; Sarah Wright, Faculty of Medicine, University of Toronto, Faculty of Medicine, Undergraduate Medical Education, Toronto, Canada; Mahan Kulasegaram, University of Toronto, Faculty of Medicine, Undergraduate Medical Education, Toronto, Canada; Mark Hanson, University of Toronto, Faculty of Medicine, Undergraduate Medical Education, Toronto, Canada

10J5 Differences in final examination performances referring to admission criteria at Hannover Medical School
Agnieszka Dudzinska*, Hannover Medical School, Dean of Studies Office, Hannover, Germany; Ingo Just, Hannover Medical School, Dean of Studies Office / Department of Toxicology, Hannover, Germany; Volkhard Fischer, Hannover Medical School, Dean of Studies Office, Hannover, Germany

10J6 A study about correlation between psychometrics test as a tool for student selection and first year academic performances in medical school
Siska Nia Irasanti**, UNISBA, Faculty of Medicine, Bandung, Indonesia; Ike Rahmawaty, UNISBA, Faculty of Medicine, Bandung, Indonesia; levaa Baniashi Ardiwisstra, UNISBA, Faculty of Medicine, Bandung, Indonesia

10J7 The relationship between selection scores and course outcomes for undergraduate medical students
Annette Mercer*, The University of Western Australia, Perth, Australia; Margaret Hay, Monash University, Melbourne, Australia; Katrina Simpson, Monash University, Melbourne, Australia

10J8 Selection of Medical Students and non-cognitive skills: A national, longitudinal written-test validation study
Claudio Barbaranelli, Sapienza University of Rome, Department of Psychology, Rome, Italy; Gabriele Cavagioni, Sapienza University of Rome, Department of Neurology and Psychiatry, Rome, Italy; Maria Grazia Strepaparava, Milano-Bicocca University, Department of Health Sciences, Milan, Italy; Andrea Lenzi, Sapienza University of Rome, Department of Experimental Medicine, Rome, Italy; Giuseppe Familiar*, Sapienza University of Rome, Department on Anatomical, Histological, Forensic and Orthopaedic Sciences, Rome, Italy
Is the effect of personality traits in a traditional selection interview mediated by overall impression of interviewers?

Isabel Lourinho*, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal; Milton Severo, Faculty of Medicine of the University of Porto, Department of Predictive Medicine and Public Health, Porto, Portugal; André Moreira, Faculty of Medicine of the University of Porto, Immunology Department, Porto, Portugal; Maria Amélia Ferreira, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal

10JJ10 Character assessment as a tool for medical school selection

SM Churchill, The University of Sheffield, The Medical School, Sheffield, United Kingdom; BJ Holden, The University of Sheffield, The Medical School, Sheffield, United Kingdom; SM Meadows*, The University of Sheffield, The Medical School, Sheffield, United Kingdom; K Graves, The University of Sheffield, The Medical School, Sheffield, United Kingdom; I Pierry, The University of Sheffield, The Medical School, Sheffield, United Kingdom; P Chan, The University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom

SESSION 11: Plenary

PLENARY 3: Pursuit of Excellence in Evaluation in the Health Sciences

Chairperson: Lewis First (United States)
Location: Gold Plenary, Level +2, MiCo

The National Board of Medical Examiners (NBME) established the John P Hubbard Award in 1983 in special tribute to the late John P Hubbard, MD who served as the chief executive of NBME for 25 years. This award recognizes individuals throughout the world who have made a significant and sustained contribution to the assessment of professional competency and educational program development at any level along the continuum of medical education and delivery of healthcare. This session will feature the work of three recipients of the Hubbard Award and consider the impact of their work on assessment worldwide.

11A Ronald Harden, AMEE, Dundee, United Kingdom

11B David Newble, School of Medicine, Flinders University, South Australia

11C Richard Reznick, Faculty of Health Sciences, Queen’s University, Canada

1200-1215 Discussion with panel members and audience
1215 Announcement of AMEE Conference Prizes
1220 A look ahead to AMEE 2015, Glasgow, UK
1225 Concluding Remarks
1230 Close of Conference

Please complete the online evaluation form. A link will be sent to you by email after the conference.
TOURS
1300-1700  Cultural Tour including Leonardo Da Vinci’s Last Supper  Departs and returns to Mico Congressi

POST-CONFERENCE SESSIONS
Lunch will be provided in rooms allocated.

1300-1430  ESME – Essential Skills in Medical Education Course (closed session)
            Location:  Suite 5, Level Mezzanine, MiCo

1300-1430  ESCEPD – Essential Skills in Continuing Education and Professional Development (closed session)
            Location:  Suite 8, Level Mezzanine, MiCo

1300-1630  MEETING – AMEE Executive Committee Meeting (closed meeting)
            Location:  Meeting Room 2, Level +2, MiCo
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<td>Kennedy M</td>
<td>3GG14</td>
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<td>Kent F</td>
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<td>Khabaz-Malinezhad M</td>
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</tr>
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<td>Khaimook A</td>
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<td>Khalifa D</td>
<td>2DD10</td>
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<td>Khalil H</td>
<td>2W</td>
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<td>Khan K</td>
<td>3V, 7CC, 8U</td>
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<td>Khan R</td>
<td>5M2</td>
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<td>Khan Shabina</td>
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</tr>
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<td>Khan Z</td>
<td>8GG1</td>
</tr>
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<td>Khoriyiah U</td>
<td>9GG6</td>
</tr>
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<td>Kiatchaiphat S</td>
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</tr>
<tr>
<td>Kiegeledie D</td>
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<td>Kiesewetter J</td>
<td>3K4</td>
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<td>Kilic C</td>
<td>4CC2</td>
</tr>
<tr>
<td>Killeen T</td>
<td>2DD, 9GG7</td>
</tr>
<tr>
<td>Kim D-H</td>
<td>3JJ1</td>
</tr>
<tr>
<td>Kim E-J</td>
<td>9U2</td>
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<td>Kim K-I</td>
<td>10U11</td>
</tr>
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</tr>
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</tr>
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<td>8N1</td>
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<td>5CC1</td>
</tr>
<tr>
<td>Kinner J</td>
<td>7AA, 8AA</td>
</tr>
<tr>
<td>Kirdsuwan S</td>
<td>8DB5</td>
</tr>
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<td>Kirtley J</td>
<td>3K2</td>
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<td>Kirtley L-G</td>
<td>9HH14</td>
</tr>
<tr>
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<td>2L2</td>
</tr>
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<td>Klamchuen S</td>
<td>4FF2</td>
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<td>Klaman D</td>
<td>PCW21, 2A, 3R</td>
</tr>
<tr>
<td>Kleinsorgen C</td>
<td>8H9H</td>
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<tr>
<td>Kloiber O</td>
<td>10A</td>
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<tr>
<td>PRESENTERS INDEX</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td></td>
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<tr>
<td>Phu Wongsa C</td>
<td>10FF19</td>
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<tr>
<td>Piansukool C</td>
<td>5K4</td>
</tr>
<tr>
<td>Piccinario C</td>
<td>7FF12</td>
</tr>
<tr>
<td>Pickerin J</td>
<td>5I7</td>
</tr>
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<td>Pickup T</td>
<td>4K3</td>
</tr>
<tr>
<td>Pier D</td>
<td>4I12</td>
</tr>
<tr>
<td>Piabnik R</td>
<td>PCW22, 2Q</td>
</tr>
<tr>
<td>Pineros L</td>
<td>27</td>
</tr>
<tr>
<td>Pinilla S</td>
<td>10HH9</td>
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<td>Pinnock R</td>
<td>PCW6, 3J</td>
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<tr>
<td>Pinto K</td>
<td>10N2</td>
</tr>
<tr>
<td>Piquette D</td>
<td>901</td>
</tr>
<tr>
<td>Pitama S</td>
<td>2M, 4I2</td>
</tr>
<tr>
<td>Piapromdee U</td>
<td>8HH4</td>
</tr>
<tr>
<td>Ployted W</td>
<td>7CC9</td>
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<td>Plymouth A</td>
<td>2EE1</td>
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<td>Pohl Sun G</td>
<td>2B</td>
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<td>Pohl H</td>
<td>PCW20</td>
</tr>
<tr>
<td>Polivka J</td>
<td>5HH13</td>
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<td>Poloniok I</td>
<td>10U</td>
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<td>Pols J</td>
<td>7H5</td>
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<td>Pompeo L</td>
<td>10U</td>
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<td>Pongtakadamrong A</td>
<td>2FF18</td>
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<tr>
<td>Pongsakamthai W</td>
<td>8J1</td>
</tr>
<tr>
<td>Ponnampuruma G</td>
<td>2I11</td>
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<td>Poor J</td>
<td>7M4</td>
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<td>Poonwai W</td>
<td>2EE4</td>
</tr>
<tr>
<td>Popeijus H</td>
<td>9G2</td>
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<td>Popescu C</td>
<td>3I11</td>
</tr>
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<td>2FF4</td>
</tr>
<tr>
<td>Poultot T</td>
<td>3Z, 9U</td>
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<tr>
<td>Prabandari Y</td>
<td>3F4</td>
</tr>
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<td>Praphatkit</td>
<td>2HH2</td>
</tr>
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<td>Pratharithev S</td>
<td>9CC8</td>
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<tr>
<td>Prawai Y</td>
<td>8CC5</td>
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<td>Prescott J</td>
<td>9C</td>
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<td>3GG15</td>
</tr>
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<td>Preungprasob B</td>
<td>4CC14</td>
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<td>Price J</td>
<td>5II1</td>
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<tr>
<td>Promurpak R</td>
<td>8FF13</td>
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<td>Prusak E</td>
<td>9I11</td>
</tr>
<tr>
<td>Pugley L</td>
<td>5H2</td>
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<td>Pulido P</td>
<td>9C</td>
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<td>Queirio O</td>
<td>5DD10</td>
</tr>
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<td>5M5, 3V, 8U</td>
</tr>
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<td>3D3</td>
</tr>
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<td>Qureshi R</td>
<td>7N5</td>
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<tr>
<td>R</td>
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<tr>
<td>Raasch B</td>
<td>10L3</td>
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<td>Raat J</td>
<td>10N3</td>
</tr>
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<td>Radford A</td>
<td>10P2</td>
</tr>
<tr>
<td>Radford J</td>
<td>8DD10</td>
</tr>
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<td>Radia A</td>
<td>9FF9</td>
</tr>
<tr>
<td>Raekelboom B</td>
<td>813</td>
</tr>
<tr>
<td>Rahim A</td>
<td>7R, 9DD5</td>
</tr>
<tr>
<td>Raisiadan S</td>
<td>2M7</td>
</tr>
<tr>
<td>Rajani C</td>
<td>3GG9</td>
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<tr>
<td>Rajdi D</td>
<td>2CC7</td>
</tr>
<tr>
<td>Ramachandran S</td>
<td>3V, 8U</td>
</tr>
<tr>
<td>Ramani S</td>
<td>9J</td>
</tr>
<tr>
<td>Rashid-Doubell F</td>
<td>8H2</td>
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<td>Ratanaokorn W</td>
<td>5EE3</td>
</tr>
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<td>Rawling J</td>
<td>7HH12</td>
</tr>
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<td>Razack S</td>
<td>8D3</td>
</tr>
<tr>
<td>Rees C</td>
<td>7B</td>
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<tr>
<td>Rees E</td>
<td>5P1</td>
</tr>
<tr>
<td>Regan C</td>
<td>10H1</td>
</tr>
<tr>
<td>Regan de Bere S</td>
<td>3U, 4K4, 7P1</td>
</tr>
<tr>
<td>Reid A-M</td>
<td>7I2</td>
</tr>
<tr>
<td>Reis S</td>
<td>5K</td>
</tr>
<tr>
<td>Reitsma G</td>
<td>9HH2</td>
</tr>
<tr>
<td>Relan A</td>
<td>4P1</td>
</tr>
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<td>Relucenti M</td>
<td>9I11</td>
</tr>
<tr>
<td>Remmelt P</td>
<td>5H6</td>
</tr>
<tr>
<td>Renting N</td>
<td>10D4</td>
</tr>
<tr>
<td>Reynolds P/P</td>
<td>7P6</td>
</tr>
<tr>
<td>Reynolds R</td>
<td>25, 4F3</td>
</tr>
<tr>
<td>Revazovitz J</td>
<td>10H2</td>
</tr>
<tr>
<td>Rennick R</td>
<td>11C</td>
</tr>
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<td>Rhode K</td>
<td>9I11</td>
</tr>
<tr>
<td>Ribeiro L</td>
<td>2EE10</td>
</tr>
<tr>
<td>Ribeiro S</td>
<td>PCW5, 7M</td>
</tr>
<tr>
<td>Ricevuti G</td>
<td>7AA, 8AA, 10Z</td>
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<tr>
<td>Riddle J</td>
<td>9H4</td>
</tr>
<tr>
<td>Ridings E</td>
<td>7P6</td>
</tr>
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<td>Riedstra A</td>
<td>70S</td>
</tr>
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<td>Rikfes V</td>
<td>4G3</td>
</tr>
<tr>
<td>Ringsted C</td>
<td>RESME, PCW29, 2C, 4C, 9W</td>
</tr>
<tr>
<td>Riquelme A</td>
<td>503, 7P</td>
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<td>Robeloe R</td>
<td>8UJ3</td>
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<td>Roberti A</td>
<td>7HH10</td>
</tr>
<tr>
<td>Roberts C</td>
<td>5I3, 7A</td>
</tr>
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<td>Roberts H</td>
<td>10P1</td>
</tr>
<tr>
<td>Roberts N</td>
<td>2A</td>
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<td>Robertts T</td>
<td>ESMEA, Orientation, 1, 2BB, 3B, 6, 9BB</td>
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<td>7JJ</td>
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<td>ESCPED</td>
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<td>Roder C</td>
<td>42, 8F3</td>
</tr>
<tr>
<td>Roex A</td>
<td>4B</td>
</tr>
<tr>
<td>Rogers G</td>
<td>25, 7F4</td>
</tr>
<tr>
<td>Rohrer Vitek C</td>
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</tr>
<tr>
<td>Rojas D</td>
<td>8P2</td>
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<td>Roling G</td>
<td>9K3</td>
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<td>10HHS</td>
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<td>Romao G</td>
<td>7EE18</td>
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<td>Rommers G</td>
<td>4HH1</td>
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<td>7EE2</td>
</tr>
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<td>Rosario Roberti M</td>
<td>10GG11</td>
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<td>Rosenberg M</td>
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<td>Ross S</td>
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<td>Rostowska O</td>
<td>PCW5, 3N3</td>
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<td>Rotzoll D</td>
<td>10K1</td>
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<td>Round J</td>
<td>PCW19</td>
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<td>Rowett E</td>
<td>5I2</td>
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<td>Roy M</td>
<td>26S</td>
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<td>Rubinkiewicz M</td>
<td>2HH16</td>
</tr>
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<td>Rubino M</td>
<td>9E3</td>
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<td>Rucker L</td>
<td>8K</td>
</tr>
<tr>
<td>Ruesseler M</td>
<td>2II1</td>
</tr>
<tr>
<td>Ruijjoindakul P</td>
<td>10CC4</td>
</tr>
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<td>Rupa I</td>
<td>2II5</td>
</tr>
<tr>
<td>Russo D</td>
<td>10U3</td>
</tr>
<tr>
<td>Ryan A</td>
<td>10D5</td>
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<tr>
<td>Rybner L</td>
<td>5N1</td>
</tr>
<tr>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Sa J</td>
<td>9CC5, 10N</td>
</tr>
<tr>
<td>Sadetzka R</td>
<td>10GG13</td>
</tr>
<tr>
<td>Sadik A</td>
<td>3N6, 502</td>
</tr>
<tr>
<td>Saez Mendez M</td>
<td>7CC4</td>
</tr>
<tr>
<td>Saib S</td>
<td>9N4</td>
</tr>
<tr>
<td>Said N</td>
<td>3H4</td>
</tr>
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<td>Sailuddin A</td>
<td>8EE11</td>
</tr>
<tr>
<td>Saki T</td>
<td>7I6</td>
</tr>
<tr>
<td>Saka M</td>
<td>ESCPED, 10G65</td>
</tr>
<tr>
<td>Sakashita K</td>
<td>9D04</td>
</tr>
<tr>
<td>Sakonwatananyoo P</td>
<td>3D03</td>
</tr>
<tr>
<td>Saks N</td>
<td>2N6, 8I, 10W</td>
</tr>
<tr>
<td>Sales B</td>
<td>2I14</td>
</tr>
<tr>
<td>Salgueira A</td>
<td>8I3</td>
</tr>
<tr>
<td>Salles M</td>
<td>3I17</td>
</tr>
<tr>
<td>Saloja N</td>
<td>3EE15</td>
</tr>
<tr>
<td>Salzedas Texeira H</td>
<td>3CC12</td>
</tr>
<tr>
<td>Samaan J</td>
<td>2S</td>
</tr>
<tr>
<td>Samarasekera D</td>
<td>PCW12</td>
</tr>
<tr>
<td>Samyn M</td>
<td>8I6</td>
</tr>
<tr>
<td>Sana S</td>
<td>PCW37, 1, 5A</td>
</tr>
<tr>
<td>Sanamontare A</td>
<td>4I6</td>
</tr>
<tr>
<td>Sanchez Mendiola M</td>
<td>2F3</td>
</tr>
<tr>
<td>Sandag O</td>
<td>7DD7</td>
</tr>
<tr>
<td>Sanders J</td>
<td>ESCEL, MCI, PCW16, PCW37, 2B</td>
</tr>
<tr>
<td>Sanderson L</td>
<td>10DD8</td>
</tr>
<tr>
<td>Sandhu D</td>
<td>PCW18, 3GG, 5Y, 9A</td>
</tr>
<tr>
<td>Sandy J</td>
<td>9A</td>
</tr>
<tr>
<td>Sanip S</td>
<td>3E5</td>
</tr>
<tr>
<td>Santen S</td>
<td>4GG4</td>
</tr>
<tr>
<td>Sarg M</td>
<td>302</td>
</tr>
<tr>
<td>Sarfo-Adu B</td>
<td>9I5</td>
</tr>
<tr>
<td>Sargeant J</td>
<td>PCW20, 8T</td>
</tr>
<tr>
<td>Sarmah M</td>
<td>7I4</td>
</tr>
<tr>
<td>Sarmassoglu S</td>
<td>7I1</td>
</tr>
<tr>
<td>Sasahara H</td>
<td>4HH11</td>
</tr>
<tr>
<td>Sasaki C</td>
<td>55, 9GG10</td>
</tr>
<tr>
<td>Sasso R</td>
<td>4GG11</td>
</tr>
<tr>
<td>Satterthwaite L</td>
<td>10FF3</td>
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<td>Satyayunaryan Kumar N</td>
<td>4G2</td>
</tr>
<tr>
<td>Saunders P</td>
<td>3EE16, 9EE</td>
</tr>
<tr>
<td>Savad I</td>
<td>9F2</td>
</tr>
<tr>
<td>Savithi Damardjati T</td>
<td>2K5, 10E</td>
</tr>
<tr>
<td>Savran M</td>
<td>10CC9</td>
</tr>
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<td>Sawant A</td>
<td>2HH18</td>
</tr>
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<td>Sawatsky A</td>
<td>3P5</td>
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<td>Scalese R</td>
<td>MC2</td>
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<tr>
<td>Schaal A</td>
<td>7C4</td>
</tr>
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<td>Schauber S</td>
<td>7I4</td>
</tr>
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<td>PCW35</td>
</tr>
<tr>
<td>Scheeres K</td>
<td>8UJ</td>
</tr>
<tr>
<td>Schei E</td>
<td>3F1</td>
</tr>
<tr>
<td>Scherpbier A</td>
<td>RESME, 9W</td>
</tr>
<tr>
<td>Schlegel E</td>
<td>2EE18</td>
</tr>
<tr>
<td>Schmidt H</td>
<td>5B</td>
</tr>
<tr>
<td>Schmidt L</td>
<td>PCW3</td>
</tr>
<tr>
<td>Schneeweiss S</td>
<td>ESCPED, 2C11</td>
</tr>
<tr>
<td>Schneider M</td>
<td>9L3</td>
</tr>
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<td>Schober A</td>
<td>4DD16</td>
</tr>
<tr>
<td>Schocken D</td>
<td>8E2</td>
</tr>
<tr>
<td>Schoenefeld E</td>
<td>9I3</td>
</tr>
<tr>
<td>Shonronock-Adema J</td>
<td>3D4</td>
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<tr>
<td>Schripsema N</td>
<td>804</td>
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<td>Schroder C</td>
<td>3GG16</td>
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<td>Schroder H</td>
<td>8U8</td>
</tr>
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<td>5DD4</td>
</tr>
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<td>10F1</td>
</tr>
<tr>
<td>Schulz C</td>
<td>8CC9</td>
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<tr>
<td>Schwirrth L</td>
<td>PCW3, 4C, 7D, 8C</td>
</tr>
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<td>Schwarr R</td>
<td>8II2</td>
</tr>
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<td>Schweller M</td>
<td>7I8</td>
</tr>
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<td>5H3</td>
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<td>PCW8</td>
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<td>Selanee L</td>
<td>10HH4</td>
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<td>5S</td>
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<tr>
<td>Selim M</td>
<td>3H6</td>
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GLASGOW
SCOTLAND, UK
5-9 September 2015
includes eLearning Symposium (4-6 September 2015)

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