From well-managed forests 100%
Facebook: Keep up to date with all AMEE news by ‘liking’ our Facebook page: www.facebook.com/AMEEInternationalAssociationforMedicalEducation.

Twitter: Follow @AMEE_Online using hashtag #amee2019 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. #3D1. If you are presenting at the conference you may wish to add your twitter name to your slides or poster. Look out for the screens throughout the exhibition area for the live twitter feeds.

Instagram: Follow us on Instagram - AMEE_Online 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.

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 take advantage of the ‘Connect’ feature to connect with other delegates. The App can be accessed on laptops, tablets and smartphones. Go to www.guidebook.com to download the Guidebook App and search for AMEE 2019.

YouTube: For a selection of videos and information related to AMEE Conferences, take a look at our YouTube Channel: AMEE_Online.

LinkedIn: Keep up-to-date: www.linkedin.com/company/amee-online.

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.

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 (AMEEOnline).

MedEdWorld (MEW) Forums: MedEdWorld 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. MEW Forums are discussion threads on topics featured at AMEE 2019. 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 most appropriate one for your post. 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.

videos and photographs: Please be aware that plenary and symposia sessions in Hall A 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 AMEE Social Media Channels.

AMEE Live: Sessions held in Hall A 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 vienna2019.
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<td>1330-1630</td>
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<td>Weaving Technology into Medical Education</td>
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- **Room 2.95, Level 2**
- **Suite E, Level 0**
- **Room L4, Level 1**
- **Vienna University of Veterinary Medicine**
- **Medical University of Vienna**
### Monday 26th August 2019

#### Session 1
0700-0800 | Meeting | Hall A/C, Level 2
- Room L5, Level 2 | AMEE TEL Committee (closed meeting)
- Suite E, Level 0 | Editors Meeting (closed meeting)
- Room L4, Level 1 | BEME Review Editorial Committee (closed meeting)

#### Session 2
0830-0945 | 0700-0800 | Meeting | Room L4, Level 1 | BEME Faculty Development Committee (closed meeting)
17.45-19.15 | Meeting | Suite E, Level 0 | AMEE Fellowship Committee (closed meeting)
17.45-19.15 | Meeting | Room 2.61, Level 2 | Programmatic Assessment Ottawa Consensus Group (closed meeting)
17.45-19.15 | Meeting | Room 2.44, Level 2 | Performance Assessment Ottawa Consensus Group (closed meeting)
17.45-19.15 | Meeting | Room 0.49-50, Level 0 | AMEE CPD Committee (closed meeting)
18.15-19.15 | Meeting | Suite E, Level 0 | AMEE Fellowship Committee (closed meeting)
17.45-19.15 | Meeting | Room L4, Level 1 | AMEE Faculty Development Committee (closed meeting)
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<td>14:00-15:30</td>
<td>Workshop and ePosters</td>
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See www.amee.org/conferences/amee-2019 for full details.
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<td>7V</td>
<td>Round</td>
<td>To Self-Detect not to Self-Detect: How to Manage Curriculum Downwards</td>
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<tr>
<td>7W</td>
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<td>From Young Teacher to Young Educator</td>
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<tr>
<td>7X</td>
<td>Round</td>
<td>Medical Education: The Costs vs. the Profits</td>
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<td>7Y</td>
<td>Round</td>
<td>The Cultivation of Cognitive Complexity</td>
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<tr>
<td>7Z</td>
<td>Round</td>
<td>The Burden of European Junior Doctors</td>
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<td>7AA</td>
<td>Round</td>
<td>Coaching for Professional Remediation</td>
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<tr>
<td>7BB</td>
<td>Round</td>
<td>An International Perspective on Testing Accommodations</td>
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<tr>
<td>7CC</td>
<td>Round</td>
<td>Quality Through Innovation in Medical Education</td>
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<tr>
<td>7DD</td>
<td>Round</td>
<td>Simulation / Virtual Patients</td>
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<td>7FF</td>
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<td>Faculty Development</td>
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<td>7GG</td>
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<td>Junior Doctor as Teacher</td>
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<td>7HH</td>
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<td>Next Generation Curriculum: Community &amp; Practice</td>
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<td>Curriculum: Community &amp; Practice</td>
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<td>7MM</td>
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<td>7NN</td>
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See www.amee.org/conferences/amee-2019 for full details
### Wednesday 28th August 2019

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<td><strong>Case Based Blended Learning (CBBL)</strong></td>
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<td><strong>Teaching &amp; Learning Self Directed Learning</strong></td>
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<td>1015-1230</td>
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<td><strong>Patient as Educator 3</strong></td>
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<td><strong>Assessment: Licensing Exams / Standard Setting</strong></td>
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**Plenary 4**

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**COFFEE BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 0945-1015**
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See www.amee.org/conferences/amee-2019 for full details
Welcome to AMEE 2019

We’re delighted to be welcoming 3,900 participants from 100 countries to AMEE 2019 in Vienna, and very much value your participation. We recognise that not everyone is funded to attend the Conference, and many participants have to pay at least in part from their own funds in order to attend. We know also that many of you have to arrange cover for clinical work and for teaching commitments. We have done our very best to make you feel coming to AMEE 2019 is worth all the effort and expense.

We have put together a varied and exciting programme that will have something for everyone, no matter what your interests and involvement in health professions education. Topics new to the AMEE conference programme have been included, such as threshold concepts, activity theory, and the value of patients in the education of health professionals. There is also a greater emphasis on continuing professional development. Responding to feedback in previous years about the complexity of the programme, we have tried where possible to theme sessions to help you to follow your particular interests throughout the conference.

Also based on feedback, we have implemented an advanced booking system for conference workshops, so that those getting tickets are guaranteed a place in a workshop. A few places are available on the day by going to the workshop room 15 minutes before the session starts.

As always, we are grateful to the many people who help us to put on such a complex event, including the Local Organising Committee, the wonderful Student Task Force, the wider AMEE Team and Worldspan.

We hope you find the conference stimulating, that you make new friends and collaborators, and most importantly, that you return home full of enthusiasm and with new ideas to implement in your own teaching.

AMEE Executive Committee and Secretariat

Mindful of the need to protect the environment and to offset the carbon emissions generated from all the air miles of our conference participants, we are doing what we can to help AMEE 2019 to become more environmentally friendly:

- **The venue:** The Austria Center Vienna has its own ecolabel and, as a venue, contributes 27 points which are needed to achieve certification;
- **The city:** Vienna’s efficient, low-carbon emitting public transport network provides an environmentally-friendly way to travel from the airport and around the city;
- **Conference materials:**
  - No flyers are in the conference bags and there will be no plenary seat drops;
  - We have tried to reduce the programme size and the number of copies printed – copies will only be available for those who have requested one during registration (although we do have a few spares) and full details including abstracts are in the App;
  - The programme and any other promotional material provided by AMEE will be printed on ‘FSC approved’ paper from sustainable forests;
  - Refillable and reusable water bottles are being provided;
  - Folding multi-purpose tote bags can be used after the event;
  - Lanyards are made from recycled material.
- **Catering:** The certified caterer “MOTTO” is fully compliant with green meeting and green event standards, and biodegradable tableware will be used;
- **Waste Management:** Recycling bins are provided throughout the venue. Also please hand in your lanyards and badges, which will be recycled.
AMEE Executive Committee
Trudie Roberts (President)
Ronald M Harden (General Secretary/Treasurer)
Zalim Balkizov
Jennifer Cleland
Gerard Flaherty
Janusz Janczukowicz
Subha Ramani
Gary Rogers
David Gordon (ex officio)
Peter Dieter (ex officio)
Madalena Patrício (Past President)
Katerina Dimi (Student Representative, IFMSA)
Evangelos Papageorgiou (Student Representative, EMSA)
Agostinho Sousa (Junior Doctors Representative)

AMEE Secretariat
Pat Lilley (Operations Director)
Scott Johnstone (Chief Operating Officer)
Tracey Thomson (Administration Executive)
Farzand Ali (International Business Development Manager)
John Dent (International Liaison Officer)
Trevor Gibbs (Development Officer)
Lawrence Sherman (International Development)
Elizabeth Beattie (Business Systems Administrator)
Karen Burnett (Administrator/Financial Support)
Diana Davidson (Engagement Administrator)
Joanne Greer (ESME Administrator)
Jake McLaughlin (Administration Assistant)
Coleen McLaren (Marketing and Multimedia Developer)
Kerrie McKay (MedEdPublish Administrator)
Claire MacRae (Education Officer)
Susan Millar (Medical Teacher Journal Coordinator/AMEE Publications Manager)
Louise Russell (Education Projects Administrator)

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Hilary Murphy (Registration)
Mel Underwood (AV)
Rose Young (Exhibition)
Abigail Bennett (Tours)
Nicola Lloyd Williams (Hotels)

AMEE 2019 Support Staff
AMEE Live:
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Ken Masters
Olga Rostkowska
Lawrence Sherman
Monika Sobocan
Richard Jolly and Team

ePoster Support Team:
Tamsin Treasure-Jones
Raymond Elferink
Gilbert Pfeiffer
Carlos Martinez Gaitero
Joseph Treasure-Jones

AMEE 2019 Organising Committee
Richard Marz, Medizinische Universität Wien, ÖGHD (Chair)
Elisabeth Legenstein, Med Uni Vienna
Anita Rieder, Med Uni Vienna
Gerhard Zlabinger, Med Uni Vienna
Angelika Hofhansl, Med Uni Vienna
Bianca Schuh, Med Uni Vienna
Henriette Löffler-Stastka, Med Uni Vienna
Karl Kremser, Med Uni Vienna, ÖGHD
Matthaeus Grasl, Med Uni Vienna, ÖGHD
Ingrid Preusche, VetMed Uni Vienna
Michaela Rauschmeier, Vienna Hospital Association (KAV)
Angelika Eder, University of Applied Sciences, Department of Health Studies

Surgery Track Committee
Ajit Sachdeva (Chair)
Michael Cunningham
Ronald Harden
Paul Lai
Pat Lilley
Helen MacRae
Julian Smith
Jane Thorley Wiedler

Student Taskforce
Local: Dino Melich, Nina Rosy Gludovatz, Sema Alzubaidi, Alia Ghazzawi, Anna Herzeg, Narmin Mahammadi, Stefanie Hagn, Lisa Theresa Schulte, Ines Horvat Menih, Martin Thomas Peter Kapper, Anna-Sofie Hofer, Lilly Ronja Rager, Mirjam Kohl, Anna Christamentl, Johannes Franke, Elisabeth Moor, Stellia Goeschl, Patrick Craig Fegerl, Sabina Cencig, Thomas Glöckler, Lisa Keim, Daniela Giacomuzzi

Reviewers
We are indebted to our large team of reviewers, whose names are listed in the App.
Conference venue
Austria Center Vienna
Bruno-Kreisky-Platz 1, 1220 Wien, Austria
https://www.acv.at/index.en.html

The Austria Center Vienna is located 7 minutes from Vienna’s historic city centre by underground. There is also a direct link to Vienna International Airport via the Airport Bus (travel time 30 minutes).

Travel
Vienna has a fully integrated public transport network consisting of 5 underground lines, 28 tram routes and more than 100 bus routes. Discounted travel passes are available to purchase via the AMEE 2019 Registration Site.

Registration desk opening hours
Please come to the Entrance Hall of Austria Center Vienna to collect your pack. Name badges should be worn at all times.
- Saturday 24th August 0745-1730
- Sunday 25th August 0745-2100
- Monday 26th August 0715-1745
- Tuesday 27th August 0745-1745
- Wednesday 28th August 0800-1300

Onsite payments
If you have made arrangements to pay your registration fees onsite, please come to the registration desk and pay by credit card (Visa/Mastercard only) or cash (Euros) - please note we cannot accept €200/€500 notes.

Internet access
Café: PCs for internet access are available in the Business Lounge, Level 0
Wifi: Free wireless access is available throughout the venue:
1. Connect your device to the network “ACV”.
2. When connection is established open a browser and surf to your desired URL. You will get a landing page to access the WiFi.
3. Click on “Connect to WiFi” where you will be redirected to your home page and where you will have access to the internet.

Please note that if the internet is not used for 15 minutes, you will need to reconnect.

Certification
CME: Points have been requested from The Royal College of Physicians of London, for attendance at the main AMEE 2019 Conference (1730 hrs Sun 25th August to 1230 hrs Wed 28th August 2019). A register of attendance will be available at the registration desk at morning coffee break on Wednesday 28th August for those who wish to claim their CME points.

Conference Attendance: Certificates of attendance including RCP Point Credits will be emailed to participants by Worldspan after the Conference.

Pre-Conference Workshop Attendance: Certificates of attendance will be emailed to participants by Worldspan after the Conference.

Presentation: If you require a presentation certificate, please email your request to amee@dundee.ac.uk. Please allow a minimum of 6 weeks for processing. Certificates will be issued electronically in PDF format via the AMEE Abstract Portal.
Evaluation Conference: A link to the online evaluation form will be sent immediately after the Conference and your assistance in completing this will be much appreciated. Individual sessions may be rated by following the link in the App at the end of each session.

General information

Insurance: It is strongly recommended that you take out insurance to cover any potential loss of registration fees, travel and accommodation costs that might result from any medical condition or accident that may preclude your attendance at the conference, or cause you to seek medical advice during your stay in Austria.

Smoking: All locations being used for the Conference are strictly no smoking.

Children: Registered participants may take children into all conference sessions except workshops if it is not possible to make alternative arrangements for their care. Children must be accompanied at all times, and participants are kindly asked to take them out of sessions if they become disruptive. Children should not be left unaccompanied at any time at the Austria Center Vienna. Student Task Force members are unable to supervise children during the conference.

Prayer Room: The Prayer Room is located in Suite E, Level 0.

Participants with disabilities: Please contact amee@dundee.ac.uk before the conference if you have any questions or special requirements.

Cloakroom: The Cloakroom is located in Foyer D – Level 2. No items may be left overnight.

Places to eat on site

Motto Café:
The Motto Café is open throughout the Conference from 0800 to 1900 hrs.

Mentorship Programme

Led by Dr Subha Ramani, the AMEE Mentorship Programme provides valuable support for educators who wish to develop their skills, being mentored by one of our experienced AMEE Fellows, Associate Fellows and AMEE members. The pilot scheme introduced at AMEE 2018 has been further developed and one-on-one mentoring is available on an ongoing basis. Thanks to all our mentors for their valuable contribution to the programme.

Subha and her colleagues are offering a Speed Mentoring workshop 8U on Tuesday from 1400-1530 hrs in Room L8, Level 1. The workshop will allow novice and aspiring health professions educators to network with internationally renowned experts and leaders in the field in a dynamic and fun setting. Mentors will help mentees identify their strengths as well as gaps in their skillset important for career advancement, allow mentees to reflect on their perceived hurdles to professional growth and help them generate solutions. For more information see abstract 8U. Advance sign-up is available for this workshop, and any remaining seats are available at the workshop room 15 minutes in advance of the session.
CONFERENCE SESSIONS, THEMES and MEET THE EXPERTS

https://amee.org/Conferences/AMEE-2019/Abstracts

Programme: A print copy of the programme will be available for collection with your conference materials from the Registration Desk if you requested one at the time of registering. 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.

Abstracts: The abstracts are available on the AMEE website (www.amee.org/conference/amee-2019) and through the Conference App linked to each session.

Language: All sessions will be conducted in English.

Plenaries: All plenary sessions will be streamed live and will also be available for viewing by participants after the conference. The opening plenary will take place on Sunday 25th August at 17:30 hrs with subsequent plenary sessions on Monday, Tuesday and Wednesday mornings.

Symposia: 25 symposia on a wide range of topics are included in the programme. All symposia in Hall A will be live streamed.

Short Communications: 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 Moderator. Where time permits, a 15 minute discussion session will take place at the end of the session.

Patil Teaching Innovation Award Presentations: These take place in sessions 3H and 4H on Monday 26 August. Each presenter is allocated 10 minutes for presentation followed by 5 minutes for questions. All sessions will have a Moderator and members of the Patil Awards Committee will judge the presentations against the following criteria: novelty, feasibility, transferability, logical articulation, and fit for purpose. The winner will be announced in the closing plenary and will receive an AMEE Teaching Innovation Award Certificate and free registration to AMEE 2020.

Research in Medical Education Papers: The Research Paper sessions were introduced to acknowledge the high standard of research and scholarship ongoing in healthcare education research. Papers are selected via a stringent review process led by the AMEE Research Paper Taskforce, on behalf of the AMEE Research Committee. These sessions, grouped on a particular research theme, have an emphasis on methodology. Presenters have 15 minutes to present, followed by 5 minutes for questions. At the end of the session there will be a general discussion, if time permits. The Moderator of each session has been asked to direct the questions and discussion to issues relating to choice of methodology; the implementation of the study including resource implications; and the analysis and reporting of the data, rather than to the medical/health professions education theme of the session. An Assessor has also been appointed and one paper in each session will be selected to receive the award, which will be announced in the closing plenary.

Doctoral Reports: Presenters of Doctoral Reports in Sessions 5, 9 and 10 were invited to submit their research for review by a panel chaired by Susan van Schalkwyk. Each presenter has 15 minutes for presentation followed by 5 minutes for questions. All sessions will have a Moderator. 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. One presentation will be selected for the Doctoral Report Award, which will be announced in the closing plenary.

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. Each presenter is allocated 15 minutes and the sessions will be introduced by Rachel Ellaway. Rachel has decided to step down from her role after Vienna. We are very grateful to her and to all the Fringe presenters for 16 years of fun and frolics, laughter and pathos, all with an underlying education message. But the Fringe will continue – under new management!

Point of View: Point of View sessions give presenters the chance to express an opinion on something they feel passionately about, or something that particularly frustrates them relating to health professions education. Presenters have 6 minutes to express their point of view on the topic followed by 4 minutes for discussion. A Moderator will coordinate the session.

PechaKucha™: PechaKucha 20x20 (tm) is a simple presentation format where 20 slides are shown, each for 20 seconds. The slides advance automatically after 20 seconds. This challenging format requires considerable rehearsal in order that the presenter covers what she/he wishes to say within the 20 second limit. The technician in the Speaker Preview room can help to set the slides to advance automatically. Each presenter will have 6 minutes and 40 seconds for presentation, with 2 minutes 20 seconds for discussion. A Moderator will coordinate the session.
Conference Workshops: There are 60 conference workshops from which to choose. Workshops may be at introductory, intermediate or advanced level. An indication of the level and whether previous knowledge/experience of the topic is advised is indicated in the abstract on the website www.amee.org/conference/amee-2019 and in the conference App. Workshop rooms are not connected to Speaker Preview and presentations should be uploaded in the workshop room.

An advanced sign-up process is in place this year as a trial. Participants have been given the opportunity to select workshops they wish to attend and will be guaranteed a place where this is available. A few places will be available on the day. We kindly ask you not to book workshops unless you are sure you will attend.

Mounted Poster with Presentation: Posters are presented in themed sessions, each with a Moderator to lead the group around the posters, to introduce each speaker and to keep the session to time. Each presenter has 2-3 minutes to introduce the key messages of the poster, followed by a further 2 minutes for questions and discussion. Any time remaining at the end of the session may be used for general discussion or individual poster viewing. Poster presenters are encouraged to be by their posters during a lunch or coffee break and it is helpful if a note is attached to the poster board indicating when the presenter will be available for discussion.

Medical Teacher Poster Prize: We are grateful to Taylor & Francis for once more supporting the Medical Teacher Poster Prize, which free registration to AMEE 2020 or £350. If you would like your mounted poster to be considered for the Medical Teacher Poster Prize please go to www.postersamee.org and follow the ‘Poster Prize’ link. The Poster Prize Committee will review your abstract in advance and then view your mounted poster during the Conference. To be considered for the prize, posters must be mounted by 0800 hrs on Monday. Please see the website for instructions and hints on preparing mounted posters: https://amee.org/conferences/amee-2019/abstracts#presentation-with-poster

Poster Mentoring: If you have a mounted poster and would like to receive feedback on your work, there will be the opportunity to meet a member of the AMEE Research Committee to discuss your poster. This will take place in Session 7 on Tuesday from 1015-1200 hrs. Places are limited and are available on a first come, first served basis. If you are interested in arranging a poster mentoring appointment please visit www.postersamee.org and follow the ‘Poster Mentoring’ link.

ePosters: Using Learning Toolbox as our ePoster platform presenters can produce multimedia and interactive ePosters, including links to videos, online tools and apps. You can view and interact with these ePosters on your mobile phone, tablet or computer by visiting the mini-poster wall and scanning the ePoster QR code and/or by browsing the ePoster Showcase online https://my.ltb.io/#/showcase/amee You can even add questions or comments directly onto the ePoster. Presenters can respond to comments and questions virtually and the discussion will be attached to the ePoster. The ePosters will also be presented in sessions throughout the programme in a presentation room, with a Moderator to coordinate. Each presenter has 3 minutes to communicate the key messages of the poster, followed by 2 minutes for questions and clarification. ePoster authors and presenters are being provided with online support and guidance before the conference and the onsite ePoster support desk, located in the Entrance Hall, will provide support both to ePoster authors/presenters and ePoster viewers.

AMEE ePoster Prize: Presenters of ePosters will be considered for the AMEE ePoster Prize consisting of free registration to AMEE 2020 or £350. Presenters wishing to have their posters judged by the Technology Enhanced Learning Committee must have their ePosters built and must make them available for public viewing by 1 August. For instructions please see the website https://amee.org/conferences/amee-2019/awards-prizes#amee-eposter-prize-2019

Round Table: This presentation format offers the opportunity for a small group of participants to have in-depth discussions on a specific theme, selected from submitted abstracts. Sessions will take place in boardroom format, with all participants seated around one table to promote interaction and discussion. Each presenter in turn will be asked to give the key messages of her/his presentation in about 5 minutes. A Moderator will coordinate the session and the group may decide how it wishes to proceed, either by taking questions and discussion after each short presentation, or in a general discussion after all the presentations. No audio-visuals will be available, and no powerpoint is necessary. Presenters may bring handouts if they wish, and the abstracts will be available for all to refer to. One seat is reserved for each presenter. Numbers in the session are strictly limited and you are encouraged to arrive early if you wish to join the session. Should the group wish to continue communication after the session, a Special Interest Group will be set up on request.
Speaker Preview
Presenters of short communications, research papers, doctoral reports, Fringe, points of view and PechaKucha™ should take their presentations on a USB device to the technicians in the Speaker Preview Room, and this will be networked 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. Please name the file as follows: Session code and your family name, for example – 2C6 Smith.

Speaker Preview, located in the Business Lounge, Level 0 is open at the following times:
Sunday 25th August 1430-1800
Monday 26th August 0715-1745
Tuesday 27th August 0745-1745
Wednesday 28th August 0745-1200

Preconference and conference workshop organisers should load their presentation in the workshop room and not in Speaker Preview. Assistance will be provided. Plenary and symposium speakers may load their presentations in the presentation room.

Audio Visual Arrangements
Please note that only wifi internet connection is available in presentation rooms. Plenary, symposia and workshop presenters reliant on the internet for their presentation should advise Worldspan (amee@worldspan.co.uk) before the Conference to see if alternative arrangements can be made.

Short communications, research papers, doctoral reports, points of view, PechaKucha™ and Fringe sessions: A computer with speakers and a data projector will be provided in all presentation rooms. Presenters are required to use the computer provided.

Plenaries and symposia: Presenters may use their own computer if they wish, but are asked to advise Worldspan (amee@worldspan.co.uk) in advance.

Pre-conference and conference workshops: Workshop facilitators may use their own computers if they wish, but are asked to advise Worldspan (amee@worldspan.co.uk) in advance.

Mounted posters: No additional audio visual aids are provided for mounted poster presentations.

ePosters: Presenters have been sent links to videos providing guidance on how to create an ePoster and invited to a webinar on how to create and present ePosters. Online support is available to all ePoster authors and presenters in the run up to the conference and there will be an ePoster support desk at the AMEE Conference from 24th-28th August located in the Entrance Hall, Level 0.
Meet the Expert Sessions

(see details in the abstract book under the relevant session number)

#3NN Assessment Clinic
Date of Clinic: Monday, 26 August 2019
Time of Clinic: 1015-1200
Location of Clinic: Suite E, Level 0
Assessment Clinic Team:
Richard Fuller & John Cookson (ASPIRE Assessment Panel), UK
Matthew Homer & Jennifer Hallam (University of Leeds), UK

#4NN Meet & Ask the ASPIRE winners
Date of Session: Monday, 26 August 2019
Time of Session: 1400-1530
Location of Session: Suite E, Level 0
ASPIRE Team:
Marko Zdravkovic, outgoing ASPIRE Academy Chair
Harm Peters, incoming ASPIRE Academy Chair
Representatives of ASPIRE Award Winning Schools in Assessment, Curriculum Development, Faculty Development, Simulation, Social Accountability, Student Engagement, and Inspirational Approaches.

#7NN MedEdPublish Clinic
Date of Session Tuesday, 27 August 2019
Time of Session: 1015-1200
Location of Session: Suite E, Level 0
Editorial Team:
Richard Hays, MedEdPublish Editor
Trevor Gibbs, MedEdPublish Associate Editor
Ken Masters, MedEdPublish Associate Editor
Kerrie McKay, MedEdPublish Administrator
Claire Macrae, AMEE Education Officer
Joanne Greer, MedEdPublish Technical Support

#9NN Patients as Educators
Date of Session Tuesday, 27 August 2019
Time of Session: 1600-1730
Location of Session: Suite E, Level 0
Susan E. Sheridan, Society to Improve Diagnosis in Medicine, USA
Suzanne Schrandt, Arthritis Foundation, USA

AMEE Congratulates……

AMEE would like congratulate and thank those whose contributions to medical and health professions education and scholarship over the past year have been recognised.

Please see the App for the list of those recognised for initiatives including Fellowship and Associate Fellowship, Grants, Specialist Certificates, ESME Certificates in Medical Education, Miriam Friedman Ben-David Award, the Sino-Russian New Educator of the Year Award, the Zulfiqar Ali Khan Postgraduate Fellowships and the ASPIRE-to-Excellence Awards (to be announced on Monday 26 August).
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<td>AMEE Postgraduate Committee</td>
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<td>AMEE TEL SIG</td>
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<td>ASPIRE Academy</td>
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<td>ASPIRE Social Accountability Panel</td>
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<td>1730-1915</td>
<td>Room L5, Level 0</td>
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<td>BEME – BICCs</td>
<td>Tuesday 27th August</td>
<td>0700-0815</td>
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<td>Tuesday 27th August</td>
<td>1400-1530</td>
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<td>BEME Networking Session</td>
<td>Tuesday 27th August</td>
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<td>Directors of Masters in Medical Education Course</td>
<td>Monday 26th August</td>
<td>1230-1330</td>
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<td>Diversity Group</td>
<td>Tuesday 27th August</td>
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<td>IAMSE Lunch</td>
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<td>International Editors</td>
<td>Monday 26th August</td>
<td>0700-0815</td>
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<td>Young Educator Couch Session</td>
<td>Monday 26th August</td>
<td>1230-1330</td>
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<td>Medical Teacher Editorial Board</td>
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<td>Ottawa 2020 Committee</td>
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<td>Performance Assessment Ottawa Consensus Group</td>
<td>Monday 26th August</td>
<td>1745-1900</td>
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<td>Programmatic Assessment Ottawa Consensus Group</td>
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<td>AMEE Poster Session Chairs</td>
<td>Monday 26th August</td>
<td>1230-1330</td>
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<td>Student Orientation Session</td>
<td>Monday 26th August</td>
<td>1745-1900</td>
<td>Hall N, Level 1</td>
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<td>VIEW AGM</td>
<td>Monday 26th August</td>
<td>1230-1330</td>
<td>Suite E, Level 0</td>
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Over the past few years several Committees have been formed to progress AMEE’s activities in the following areas:

- CPD
- Research
- Faculty Development
- Simulation
- Postgraduate Education
- Technology Enhanced Learning

If you have a particular interest in any of these areas and would like to hear more about the Committees’ work and how you can become involved, please visit the Committee stands in the Exhibition (Level 0) to talk with members of the Committees or to pick up some literature on their initiatives.

The following Committees will also be hosting an open sessions at lunchtime (1230-1330 hrs) for those participants who wish to go along:

- CPD (Tuesday)
- Faculty Development (Monday and Tuesday)
- Postgraduate (Tuesday)
- TEL (Monday)

The ASPIRE-to-Excellence programme aims to promote teaching alongside research as a measure of excellence in a medical, dental or veterinary school.

Conference sessions include:

#PCW4 - ASPIRE Academy: How to enhance student engagement at your school
Date/Time : Saturday 24th August, 0930-1230
Cost : Euros 90
Presentations to the winners of the 2019 ASPIRE-to-Excellence Awards
Date/Time : Monday 26th August, 0915-0945
Location : Hall A, Level 2

#3NN Meet the Experts - Assessment Clinic
Date/Time : Monday 26th August, 1015-1200
Location : Suite E, Level 0

#4NN Meet and ask the ASPIRE Winners
Date/Time : Monday 26th August, 1400-1530
Location : Suite E, Level 0

#9CC Assessing Assessment. Best practice approaches in assessment from ASPIRE assessment award winners
Date/Time : Tuesday 27th August, 1600-1730
Location : Room 2.95, Level 2
Level 0

Surgery

Surgery Track

#PCW27 - Competency-Based CPD in Surgery
Date/Time: Sunday 25th August, 0930-1230
Cost: Euros 90

#3P - Short Communications: Surgery 1
Date/Time: Monday 26th August, 1015-1200
Location: Room L1, Level 1

#4FF - ePosters: Surgery Education
Date/Time: Monday 26th August, 1400-1530
Location: Crystal Lounge, Level 1

#5A - Transition from Surgical Training to Surgical Practice: Challenges, opportunities and innovation
Date/Time: Monday 26th August, 1600-1730
Location: Hall A, Level 2

#7P - Short Communications: Surgery 2
Date/Time: Tuesday 27th August, 1015-1200
Location: Room L1, Level 1

#8FF - ePosters: Surgery Education
Date/Time: Monday 26th August, 1400-1530
Location: Crystal Lounge, Level 1

#9D - Symposium: Pearls from the Surgery Track
Date/Time: Tuesday 27th August, 1600-1730
Location: Hall L3, Level 1

#10U - Implementation of Competence Based Medical Education in Surgery (CBME): Challenges from an international perspective
Date/Time: Wednesday, 28 August, 0830-1015
Location: Room L8, Level 1

Student Orientation Session

Date/Time: Monday 26th August, 1745-1900
Location: Hall N, Level 1

Over the last few years, students have gained a much more prominent place in AMEE Conferences. After all, students are in the centre of education and AMEE has recognized the importance of empowering them to advocate for higher quality education and transform themselves into the educators and changemakers of tomorrow. AMEE Student Task Force, AMEE Student Grants, ESME Courses and ASPIRE Awards are only some of the activities that AMEE has to offer to students worldwide. But what else is there?

The AMEE Executive Committee Student Members, represented by EMSA - European Medical Students’ Association and IFMSA - International Federation of Medical Students’ Associations, would like to invite all students attending the AMEE Conference 2019 to this unique session, held for the first time ever. During this time, all students will have the chance to get to know each other, explore more about AMEE and how they can be more engaged with its activities.

Young Educators Couch Session: How to find your way in medical education

An informal session about careers in medical education - why/ how to get them, how to balance them and how to find your topic of interest. This informal space will bring together experts and peers from a variety of backgrounds in medical education and showcase why they chose this career, how they got started and how many different things one can actually do in MedEd.

Date/Time: Monday 26th August – 1230-1330hrs
Location: Room 0.31-32, Level 0

Aim of the session:
To provide an opportunity for students, junior doctors, young educators discuss ways into a career in Medical Education by:
- sharing tips & tricks on how individuals at a range of career stages got involved in medical education;
- providing an open forum for asking questions about medical education careers from peers and experts;
- finding some inspiration to continue on the medical education path;
- identifying collaborators.
Crash CPR Course and Competition

Provided by Laerdal, we’re pleased to be able to offer the opportunity to try out your CPR skills. With the help of the local Resuscitation Council you can receive some training on a manikin and then take part in a competition if you wish.

Several heats will take place, the winner of each being entered into a draw for a prize at the end of the Conference.

Go to the CPR booth in the Galerie on Level 1 during the exhibition opening hours.
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<td>medicineimperial.ac.uk</td>
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IDEAL Consortium

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Academic Stands

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www.sesam-web.org

The Canadian Conference on Medical Education

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www.medecconference.ca

The German National Institute for state examinations in Medicine, Pharmacy and Psychotherapy (IMPP)

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+49 (0)1631 2813 - 0
www.impp.de/start.html

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FH Campus Wien

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MHPE at Gulf Medical University

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+971 5079 3022
www.gmu.ac.ae/college-medicine/joint-masters-in-health-professions-education/

Society for Academic Continuing Medical Education (SACME)

info@sacme.org
+1 (312) 222-2522
www.sacme.org

University of Illinois - College of Medicine at Chicago

yspark2@uic.edu
+13123555406
www.go.uic.edu/dme

See www.amee.org/conferences/amee-2019 for full details
Exhibitors have been invited once again to ‘get on their soapbox’. These sessions will take place on the central stage in Hall 4.1 within the Exhibition Areas during coffee and lunch breaks. Come to support our Exhibitors and hear how their products and services can enhance the learning experience for your students and trainees.

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<tr>
<th>DAY</th>
<th>TIME</th>
<th>EXHIBITOR</th>
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<tr>
<td>Monday 26 August</td>
<td>12.10 - 12.30</td>
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<td>Tuesday 27 August</td>
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Register before September 3

5th International Conference on Faculty Development in the Health Professions
Exploring Faculty Development through Different Lenses
September 23 – 25
Ottawa, Canada
2019

www.amee.org
Registration
0745-1730 Registration Desk Open Entrance Hall

Tours – all tours depart and return to Austria Center Vienna
0830-1130 Gourmet Walking Tour
1300-1600 City Walking Tour
1330-1630 Follow Sisi’s Footsteps
1500-1800 City Bus Tour
1430-1730 City Walking Tour – Jewish Vienna

AMEE Group Meeting
0800-1730 AMEE Executive Committee Meeting L4, Level 1

AMEE-Essential Skills in Medical Education (ESME) Courses and Masterclasses

Pre-registration is essential. Coffee & Lunch will be provided.

0830-1630 ESMECPD - Essential Skills in Continuing Education and Professional Development
Location: Room 0.49-50, Level 0

0830-1630 ESME-EtT – Essential Skills in Evaluating the Teacher
Location: Room L7, Level 1

0830-1730 ESME – Essential Skills in Medical Education
Location: Hall M, Level 1

0845-1630 ESMEA - Essential Skills in Medical Education Assessment
Location: Room L8, Level 1

0845-1630 RESME - Research Essential Skills in Medical Education
Location: Room 1.61-62, Level 1

0900-1630 ESMELead – Essential Skills in Educational Leadership and Management
Location: Room 0.11-12, Level 0

0930-1630 PASREV – Practical Skills for Reviewing Evidence in Health Professions Education – a BEME Course
Location: Suite E, Level 0
Pre-registration is essential. Coffee and lunch will be provided.

0930-1830 Technology and the Transformation of Medical Education Symposium
Location: Hall F, Level 0
Pre-registration is essential. Coffee and lunch will be provided.

Pre-Conference Workshops
Pre-registration is essential. Coffee will be provided. Lunch is not provided unless otherwise indicated

0930-1630 #PCW 1 Basic statistics for the medical educator – a problem-based learning approach (lunch included)
John R. Boulet (Foundation for Advancement of International Medical Education and Research, USA), Mark Raymond (National Board of Medical Examiners, USA)
Location: Room 0.31-32, Level 0

0930-1230 #PCW 2 Facilitating organisational learning in healthcare settings through an Activity Theory approach
Nina Marie Reid (University of Leeds, UK), Clare Morris (QMUL, UK), Alison Ledger (University of Leeds, UK)
Location: Room 0.96-97, Level 0

0930-1230 #PCW 3 Clinical reasoning for clinical teachers: from theory to evidence to practice
Nicola Cooper (University Hospitals of Derby & Burton, UK), Rakesh Patel (School of Medicine, Nottingham, UK & Nottingham University Hospitals NHS Trust, UK), James Boyle (Glasgow University, UK)
Location: Room 2.15, Level 2

0930-1230 #PCW 4 ASPIRE Academy: How to enhance student engagement at your school?
Marko Zdražekovic (University Medical Centre Maribor, Slovenia), Susan Smith (Imperial College London, UK), Harm Peters (Charité - Universitätsmedizin Berlin, Germany), Danai Wangsaturaka (Faculty of Medicine, Chulalongkorn University, Thailand), Kulsoom Chias (Aga Khan University, Pakistan), Jordon Mittelfelt and Debra Klaman (Southern Illinois University, USA)
Location: Room 2.17, Level 2

0930-1230 #PCW 5 Recruiting your own: building a pipeline program to improve admission of underrepresented or disadvantaged students to medical school
Anneke M. Metz and Wendi Wills El-Amin (Southern Illinois University School of Medicine, USA)
Location Room 2.31, Level 2
0930-1230  PCW 6  How can Faculty and Simulated Patient (SP) Educators collaborate most optimally to create great Simulation Projects?
Henri Hölzer (Brandenburg Medical School, Brandenburg, Germany), Keiko Abe (College of Nursing, Aichi Medical University, Aichi, Japan), Jim Blatt (CLASS Clinical Skills Center, George Washington University, Washington, USA), Elizabeth Kachur (Medical Education Development, Global Consulting, New York, USA), Louise Schweickerdt (Seita Makgatho Health Sciences University (SMU), South Africa), Cathy Smith (Baycrest Health Sciences, Toronto, Canada).
Location: Room 2.44, Level 2

0930-1230  PCW 7  Threshold Concepts and Being a Good Doctor
Katherine Hall, Ralph Pinnock, Tim Wilkinson (Christchurch School of Medicine, University of Otago, New Zealand), Julie Timmermans, Higher Education Development Centre, University of Otago, New Zealand.
Location: Room 2.61, Level 2

0930-1230  PCW 8  Exploring strategies for effective curriculum development – through a hands-on, team-based approach
Davinder Sandhu, Colin Greengrass (Royal College of Surgeons in Ireland/Medical University of Bahrain), John Jenkins, Martina Crehan (Royal College of Surgeons in Ireland).
Location: Room 2.83, Level 2

0930-1230  PCW 9  How to evaluate and improve Higher Education: Defining, screening and enhancing students’ competences
Ingrid Preusche, Evelyn Bergmann (University of Veterinary Medicine, Vienna, Austria).
Location: Room 2.95, Level 2

1330-1630  PCW 10  Creating an Engaging Learning Environment using Team-based Learning (TBL)
Sandy Cook, Duke-NUS Medical School, Singapore.
Location: Room 0.96-97, Level 0

1330-1630  PCW 11  Preparing Faculty to Conduct GT-RR Reflection Rounds: A Space for Students to Explore the Meaning of their Interactions with Patients
Christina Puchalski, Benjamin Blatt, Malgorzata Krajnik, Phillip Larkin, Anne Vanderhoek.
Location: Room 2.15, Level 2

1330-1630  PCW 12  Innovative methods to support and develop medical educators using mentoring networks
Caitriona Dennis, Jools E Symons (Leeds Institute of Medical Education, University of Leeds, UK), Patricia K. Kokottailo (University of Wisconsin School of Medicine and Public Health, USA).
Location: Room 2.17, Level 2

1330-1630  PCW 13  Assessing Values alongside Non-Academic Attributes using Multiple Mini Interviews
Maire Kerrin, Emma-Louise Rowe (Work Psychology Group, UK).
Location: Room 2.31, Level 2

1330-1630  PCW 14  Creating Simulated Patient Cases that Support Interprofessional Education
Mary Knob, Susan E Farrell (Center for Interprofessional Studies and Innovation, MGH Institute of Health Professions).
Location: Room 2.44, Level 2

1330-1630  PCW 15  Teaching ‘On the Run’: How to deliver high-quality teaching in a busy clinical environment
Kevin Gervin, James Boyle, Kevin Garrity (University of Glasgow, UK), Matthew J. Stull (Case Western Reserve University, USA), Luke McLean (University of Glasgow, UK).
Location: Room 2.61, Level 2

1330-1630  PCW 16  How to create an attractive and effective CME event to foster active learning
Kristina Patja, Leila Niemi-Murola, Juha Pekka Turunen, Eeva Pyörälä (Finland).
Location: Room 2.95, Level 2

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

Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530
Registration Desk / Exhibition
0745-2100 Registration Desk Open
1300-1630 Exhibitor Set Up
1400-1900 Poster Mounting
1845-2115 Exhibition Open

Entrance Hall
Entrance Hall, Hall E, Gallery
Entrance Hall, Hall E, Gallery
Entrance Hall, Hall E, Gallery

Tours – all tours depart and return to Austria Center Vienna
0900-1200 Graffiti Explorer
0930-1330 Art Nouveau Tour
1300-1530 City Walking Tour with Cake and Coffee
1330-1630 City Bus Tour
1500-1800 City Walking and Tram Tour

Group Meetings
0800-0900 ASPIRE Assessment Panel (closed meeting) Room 2.17, Level 2
0800-0900 ASPIRE Curriculum Panel (closed meeting) Room 2.83, Level 2
0800-0900 ASPIRE Faculty Development Panel (closed meeting) Room 2.61, Level 2
0800-0900 ASPIRE Inspirational Approaches Panel (closed meeting) Room 2.95, Level 2
0800-0900 ASPIRE Social Accountability Panel (closed meeting) Room 2.31, Level 2
0800-0900 ASPIRE Student Engagement Panel (closed meeting) Room L4, Level 1
0930-1230 ASPIRE Board (closed meeting) Room L4, Level 1
1400-1600 ASPIRE Academy (closed meeting) Room L4, Level 1

AMEE-Essential Skills in Medical Education (ESME)
Courses and Masterclasses
Pre-registration is essential. Coffee & Lunch will be provided for those attending a full day Course/Masterclass.
0800-1630 ESME – Essential Skills in Medical Education
Location: Hall M, Level 1

0830-1630 ESMECPD - Essential Skills in Continuing Education and Professional Development
Location: Room 0.49-50, Level 0

0830-1630 RASME - Research Advanced Skills in Medical Education
Location: Room 1.61-62, Level 1

0830-1700 ESMESim - Essential Skills in Simulation-based Healthcare Instruction
Location: Room 0.31-32, Level 0

0845-1215 ESMEA - Essential Skills in Medical Education Assessment
Location: Room L8, Level 1

0845-1630 ESME-CT – Essential Skills in Clinical Teaching
Location: Room L7, Level 1

0930-1630 PASREV – Practical Skills for Reviewing Evidence in Health Professions Education – a BEME Course
Location: Suite E, Level 0
Pre-registration is essential. Coffee and lunch will be provided.

Pre-Conference Workshops
Pre-registration is essential. Coffee will be provided. Lunch is not provided unless otherwise indicated
0930-1530 #PCW 17 The Turnaround: How to manage curricular change successfully (lunch included)
Bianca Schuh, Angelika Hofhansl, Henwig Czech, Andjela Bäwert, Monika Himmelbauer, Anita Holzinger, Werner Horn, Franz Kainberger, Desiree Kolier, Richard Marz, Andrea Praschinger, Gerhard Zlabinger, Anita Rieder (Medical University of Vienna, Austria)
Location: Medical University Vienna. (Transport from ACV at 0830hrs)

0930-1630 #PCW 18 Resilience: the art of balancing on a tightrope (Veterinary Education Worldwide) (lunch included)
Nicole Mastenbroek, Niels Bakkeren (Utrecht University, the Netherlands), Jenny Moffet (RC SI, Ireland), Martin Cake (Murdoch University, Australia), Claire Vinten (Royal Veterinary College, UK)
Location: Room 2.15, Level 2

Sunday 25th August
Austria Centre Vienna
0930-1230  #PCW 19 The Only Way Is Ethics: Teaching and Learning Medical Ethical Reasoning
Al Dowie, Suzanne Dowie (University of Glasgow, UK)
Location: Room 2.17, Level 2

0930-1230  #PCW 20 The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes, and criteria
David Gordon (World Federation for Medical Education (WFME), France), John J. Norcini, Marta van Zanten (Foundation for Advancement of International Medical Education and Research (FAIMER), USA)
Location: Room 2.31, Level 2

0930-1230  #PCW 21 Leveraging Learning Analytics in Medical Education
Vanina Dimitrova (Leeds Institute of Medical Education & School of Computing, University of Leeds, UK), David Topp, Rachel Ellaway (University of Calgary, Canada), Tamsin Treasure-Jones (Leeds Institute of Medical Education, University of Leeds, UK), Martin V. Pasic (NYU Langone Health, USA), Olivier Palomba (University of Grenoble Alpes, France)
Location: Room 2.44, Level 2

0930-1230  #PCW 22 Design thinking: Designing your community engagement or Guiding your classes
Susan Crichton (UBC, Canada), Hanlie Moss, Chrissa Botha-Ravyse (NWU, South Africa)
Location: Room 2.61, Level 2

0930-1230  #PCW 23 Advanced Presentation and Communications Skills for Medical Educators: Killing it From the Podium
Lawrence Sherman (AMEE International Development, USA), Kathy Chappell (American Nurses Credentialing Center, USA)
Location: Room 2.83, Level 2

0930-1230  #PCW 24 Healing Structures: Weaving Technology into Medical Education
Ruben Puente Dura (Hippasus, USA)
Location: Room 2.95, Level 2

0930-1230  #PCW 25 Managing tensions in competency-based assessment: embracing complexity
Marjan Govaerts, Cees van der Vleuten, (Maastricht university, Netherlands), Eric Holmboe, (ACGME, USA)
Location: Room 0.94-95, Level 0

0930-1230  #PCW 26 Leading change in medical education: utilizing best practices from organizational change management
Sookyung Suh, Roger H. Kim, C. Leslie Smith (Southern Illinois University School of Medicine, USA)
Location: Room 0.14, Level 0

1330-1630  #PCW 29 Solutions to common assessment problems
Ara Tekian (University of Illinois, Chicago, USA), John Norcini (FAIMER, Philadelphia, USA)
Location: Room LB, Level 1

1330-1630  #PCW 30 Making entrustment decisions explicit: Preparing “front-line” teachers for performance assessment based on a learner’s need for supervision
Maryellen E. Gusic (University of Virginia School of Medicine, USA), H. Carrie Chen (Georgetown University School of Medicine, USA), Yiva Holzhausen, Harm Peters (Charité - Universitätsmedizin Berlin, Germany), Olle ten Cate (University Medical Center Utrecht, Netherlands)
Location: Room 2.31, Level 2
#PCW 31 Global perspectives and approaches to teaching humanities in clinical curricula
Alan Bleakley (Faculty of Medicine and Dentistry, University of Plymouth, UK), Quentin Eichbaum (Vanderbilt University School of Medicine, USA), Flora Smyth Zahra (Faculty of Dentistry, Oral and Craniofacial Sciences, King’s College London, UK), Ming-Jung Ho (Department of Medical Education & Bioethics, National Taiwan University College of Medicine, Taipei, Taiwan), Rajendra Badve (Tata Memorial Centre, Mumbai, India)
Location: Room 2.17, Level 2

#PCW 32 Supporting learners’ successful transitions throughout the health professions education continuum with the meaningful use of technology
Richard Fuller (Liverpool University, UK), Viktoria Joyes (University of Liverpool, UK), Vishna Nadarajah (International Medical University, Malaysia)
Location: Room 2.44, Level 2

#PCW 33 Patient Safety for Medical Educators: Essential Concepts and Implementation
Trudie Roberts (Leeds Institute of Medical Education, UK), Robin Newton, Kevin Weiss, Robin Wagner (ACGME, USA), M. Sofia Macedo (Saudi Patient Safety Center, Saudi Arabia)
Location: Room 2.61, Level 2

#PCW 34 Programmatic Assessment in Action: Designing competency-based assessment using Canadian family medicine as an example
Shelley Ross (University of Alberta, Canada), Luce Pelissier-Simard (Universite Sherbrooke, Canada), Theresa van der Goes (University of British Columbia, Canada), Kathy Lawrence (University of Saskatchewan, Canada), Cheri Bethune (Memorial University, Canada), Kiranpal Dhillon (University of Alberta, Canada)
Location: Room 2.83, Level 2

#PCW 35 Patients as teachers in undergraduate medical education: A practical approach
Anne Marie Riefstahl, Judit Vibe Madsen, Anne Mette Morcke (Copenhagen Academy for Medical Education and Simulation, Denmark)
Location: Room 2.95, Level 2

#PCW 36 Gaps and chasms: Defining and theorizing absences in health professions education research
Zac Felichenfeld (Department of Medicine, University of Toronto, Canada; Division of General Internal Medicine, Sunnybrook Health Sciences Centre, Toronto, Canada), Cynthia R Whitehead (The Wilson Centre; Department of Family & Community Medicine, University of Toronto; Women’s College Hospital; Toronto, Canada), Elise Paradis (The Wilson Centre, Canada Collaborative Healthcare Practice, Faculty of Pharmacy; University of Toronto, Canada), Ayelet Kuper (The Wilson Centre; Department of Medicine, University of Toronto; Division of General Internal Medicine, Sunnybrook Health Sciences Centre; Toronto, Canada)
Location: Room 0.94-95, Level 0

#PCW 37 Connecting the Dots: An essential core skill - Linking vision and strategy to relevant design and delivery approaches, processes, people and purpose
Chitra Subramaniam (AO North America, USA), Lisa Anderson (PriceWaterhouseCoopers, USA), Miriam Uhlmann (AO Education Institute, Switzerland)
Location: Room 0.14, Level 0

#PCW 38 Feedback literacy not feedback rituals: time to focus on effects
Rola Ajjawi, Margaret Bearman (Deakin University, Australia), Liz Molloy (Melbourne University, Australia), Christy Noble (Gold Coast Health, Australia), Jo Tai (Deakin University, Australia)
Location: Room 0.15, Level 0

#PCW 39 Setting Learners Up for Success: Using the science of mindset to maximise learner growth
Teri L. Turner (Baylor College of Medicine, USA), Charlene Dewey (Vanderbilt University School of Medicine, USA), Melissa Carbajal, Linessa Zuniga, Brian Rissmiller (Baylor College of Medicine, USA), Subha Ramani (Harvard Medical School and Harvard Macy Institute, USA)
Location: Room 0.16, Level 0

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

Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530
AMEE 2019 Orientation Session
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.
Ronald M Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director), Scott Johnstone (AMEE Chief Operating Officer)
Location: Hall N, Level 1
Time: 1600-1700

MAIN PROGRAMME

Session 1: Plenary
1730-1915
#1 Plenary
Moderator: Ronald Harden, UK
Location: Hall A/C, Level 2
Note: Registered guests are welcome to accompany participants to the first plenary session.

1730-1745
Welcome to AMEE 2019
Trudie Roberts (AMEE President), Richard März (Chair AMEE 2019 Local Organising Committee), Anita Rieder (Vice Rector for Education at the Medical University of Vienna)

1745-1805
Introduction to AMEE 2019 Programme
Ronald Harden (AMEE General Secretary/Treasurer, UK)

1805-1855
#1 Plenary: Threshold Concepts and Troublesome Knowledge: a transformational approach to learning
Ray Land (Emeritus Professor of Higher Education, Durham University, UK)

1855-1915
A musical welcome to Vienna!

1915-2100
Networking Reception
Food, drink, conversation, entertainment and an opportunity to visit the exhibits.
Location: Entrance Hall/Hall E (Level 0), Gallery (Level 1)
Fee: included in the registration fee for registered participants. Additional guests cost €35.00 per guest
Registration / Exhibition
0715-1745  Registration Desk Open
0930-1630  Exhibition Open

Entrance Hall
Hall E, Gallery

Tours – all tours depart and return to Austria Center Vienna
0900-1300  Vienna Woods
1300-1600  City Walking Tour
1330-1630  City Walking Tour – Jewish Vienna
1430-1730  City Bus Tour
1500-1800  City Walking and Tram Tour

AMEE Group Meetings
0700-0815  AMEE TEL Committee (closed meeting)
0700-0815  International Editors (closed meeting)
0700-0815  BEME BRC Meeting (closed meeting)

Room L5, Level 1
Suite E, Level 0
Room L4, Level 1

Session 2: Plenary
0830-0945  #2 Plenary
Moderator: Tim Dornan, UK
Location: Hall A/C, Level 2

0830-0915  #2  Plenary: Medical Work and Learning in Transition: Toward Collaborative and Transformative Expertise
Yrjö Engeström (Center for Research on Activity, Development and Learning (CRADLE), University of Helsinki and University of California, San Diego)

0915-0945  ASPIRE-to-Excellence Award Presentations

0945-1015  Coffee Break
Viewing of posters and exhibits
Entrance Hall, Hall E, Gallery, Foyer M and N

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the Abstract Book or follow the link to the abstracts from each session in the App

Session 3: Simultaneous Sessions
1015-1200  #3A  Symposium: Activity Theory and Medical Education: Foundations, findings and future perspectives
Yrjö Engeström (The Center for Research on Activity, Development and Learning, University of Helsinki, Finland), Alan Bleakley (Faculty of Medicine and Dentistry, University of Plymouth, UK), Tim Dornan (The Queen’s University, Belfast, UK), Loes Meijer (Julius Center for Health Sciences and Primary Care, University Medical Centre Utrecht, the Netherlands), Eeva Pyörälä (Center for University Teaching and Learning, University of Helsinki, Finland)
Location: Hall A, Level 2

1015-1200  #3B  Symposium: Causes and prevention of cognitive errors (diagnostic error). How will they inform our methods of teaching this to our learners? Is this possible?
Dan Mayer (Retired from Albany Medical College, USA), Michelle Daniel, Robin Hempill (University of Michigan Medical School, USA), Sorabh Khandewal (Ohio State University Medical College, USA), Sandra Montiero, Geoff Norman (McMaster University, Canada)
Location: Hall C, Level 2

1015-1200  #3C  Symposium: Diversity across the globe: Sharing experiences and challenges with equity and inclusion in medical education
Anna Vnuk (School of Medicine, College of Medicine and Public Health, Flinders University, Adelaide, Australia), Sabine Ludwig (Charité - Universitätsmedizin Berlin, Institute of Medical Sociology and Rehabilitation Science, Germany), Maaike Huntinga, Stephanie Okafor (School of Medicine, Amsterdam UMC-location VUmc, the Netherlands), Ariane Teherani (Center for Faculty Educators, University of California, San Francisco School of Medicine, USA), Braham Marjadi (School of Medicine, Western Sydney University, Australia), Margot Turner (St George’s University of London, UK)
Location: Hall N, Level 1

1015-1200  #3D  Symposium: Adapting to the changing times in health sciences education
IAMSE Symposium: Peter de Jong, Sandy Cook, Neil Osheroff, Cathy Pettepher, Rick C Vari (International Association of Medical Science Educators)
Location: Room L3, Level 1
1015-1200 #3E Research Papers: Learning Spaces and Environment
Moderator/Assessor: Martin Tolsgaard, Denmark
Location: Hall M, Level 1

1015-1035 3E1 "I feel like I sleep here": How space and place influence medical student experiences
Lorraine Hawick, Centre for Healthcare Education Research and Innovation, University of Aberdeen, UK

1035-1055 3E2 Using Activity Theory to interpret students’ experiences of learning clinical reasoning
Meghan Anakin, University of Otago, Dunedin, New Zealand

1055-1115 3E3 The pedagogical encounters and learning environment on a student unit in Sweden: an observational study
Anna Dyrar, Department of Clinical Sciences Danderyd Hospital, Karolinska Institutet, Stockholm, Sweden

1115-1135 3E4 International partnerships for medical education: An evaluation of the International Institute for Medical Education Leadership (IIMEL)
Fabiola Aparicio, Institute for Medical Education Leadership (IIMEL)

1135-1155 3E5 International short-term placements in health professions education – A meta-narrative review
Birgit Fruthstorfer, Warwick Medical School, Coventry, UK

1155-1200 Discussion

1015-1200 #3F Research Papers: Health Care Implementation
Moderator/Assessor: Diann Eley, Australia
Location: Room L6, Level 1

1015-1035 3F1 Depth of Field©: enhancing nursing students’ preparedness to care for older adults
Michelle Kelly, Curtin University, Perth, Australia

1035-1055 3F2 A new instrument to measure attitudes regarding high value, cost-conscious care of healthcare stakeholders: development of the MHQA
Serge Mordang, Maastricht University, Maastricht, the Netherlands

1055-1115 3F3 How residents deal with HV3C-dilemmas; an ethnographic study
Lorette Stammen, Maastricht University, Maastricht, the Netherlands

1115-1135 3F4 A Randomised Controlled Trial of SAFMEDS to Promote Fluency In Interpretation of Electrocardiograms
Louise Rabbitt, School of Medicine, National University of Ireland, Galway, Ireland

1135-1155 3F5 Fulfilling A New Obligation: Teaching and Learning About Sustainable Healthcare in the UK Medical School Curriculum
SamYuMay Tun, Centre for Environmental Policy, Imperial College London, UK

1155-1200 Discussion

1015-1200 #3G Point of View 1
Moderator: Kichu Nair, Australia
Location: Room 1.B5-86, Level 1

1015-1025 3G1 Emotions matter in selection for medical school: Let's value more than students’ IQ
Kirsty Forrest, Bond University, Australia

1025-1035 3G2 Sharing Accountability for a Cultural Shift in Lifelong Learning in Healthcare
Sophie Péloquin, AXDEV Group, Canada

1035-1045 3G3 Gender perspective in medical education: Where?
Laura Lalucat García-Valdés, IFMSA - International Federation of Medical Students’ Association

1045-1055 3G4 What do you mean you’ve never failed before? The dangers of reframing failure
Rachel Lewin, University of California, Los Angeles, USA

1055-1105 3G5 The gut feelings perspective: Clinical intuition beyond guidelines. A challenging teaching topic
Graziela Moreto, SOBRAMFA

1105-1115 3G6 Teaching written communication to medical students
Michael Unwin, University of Manchester, UK

1115-1125 3G7 Stress Related Absence in Medical Trainees
Leila Dilamy, NHS/Health Education England North West, UK

1125-1135 3G8 Surgical Education is an Import-Export Business
Douglas Wooster, University of Toronto, Canada

1135-1145 3G9 Should alternative medicine be taught in our faculties?
Frederic Lagarce, Faculty of Health Sciences - University of Angers, France

1145-1155 3G10 What I hope they would’ve taught me in Med School
Kirsty Forrest, Bond University, Australia

1155-1200 Discussion

1015-1200 #3H Patil Teaching Innovation Awards
Moderator/Assessor: Tim Wilkinson, New Zealand
Assessors: Rille Pihak, UK; Gary Rogers, Australia
Location: Room 1.61-62, Level 1

1015-1030 3H1 Transforming a Curriculum with Patient Illness Stories
Carrie Elbie, Eastern Virginia Medical School, USA

1030-1045 3H2 Medical Escape Rooms: A Novel Methodology in Undergraduate Medical Education?
Paren Chohan, Royal Wolverhampton NHS Trust, UK

1045-1100 3H3 "BEEP-BEEP SIM" Pilot: Gamified On-Call Simulation Curriculum for Undergraduate Medical Education
Anthony Seto, University of Calgary, Canada

1100-1115 3H4 All marking and no teaching makes a teacher a dull academic
Alexandra Webb, Medical School, Australian National University, Australia

1115-1130 3H5 Using medical students for innovation of education: a win-win!
Richard Supehrta, Radboud University Medical Center Nijmegen, The Netherlands
1100-1115 3J4 Fairy Tales and Psychiatry: a Psychiatry Residency’s Experience
Zehra Qayyum, Harvard Medical School / Boston Children’s Hospital, USA

1115-1130 3J5 Narrative perspective and reflective writing: A Longitudinal Elective in Health Humanities
Alice Fornari, Donald and Barbara Zucker SOM at Hofstra/Northwell, USA

1130-1200 Discussion

1015-1200 #3I Short Communications: Assessment, Peer Assessment & Portfolios
Moderator: Betsy Williams, Australia
Location: Room 0.31, Level 0

1015-1030 3I1 Medical students’ capacity for self-assessment in first and fifth year at the Lisbon Medical School
Madalena Patricio, Lisbon School of Medicine, Portugal

1030-1045 3I2 The efficacy of peer assessment in Objective Structured Clinical Examinations for formative feedback
Kyong-Jee Kim, Dongguk University School of Medicine, South Korea

1045-1100 3I3 Development of Medical Students' Self-Assessed Competency Levels as Part of a Longitudinal, Portfolio-Based Mentoring Programme
Maria Lammerding-Köppel, Competence Centre for University Teaching in Medicine - Baden-Wuerttemberg, University of Tuebingen, Germany

1100-1115 3I4 Development of an e-portfolio to enhance feedback on medical students’ learning progress
Yadira Roa-Romero, Charité-Universitätsmedizin Berlin, Germany

1115-1130 3I5 Reflective practice promotion through electronic portfolio implementation in extramural dental internship
Lorena Isbej, Pontificia Universidad Católica de Chile, Chile

1130-1145 3I6 Creating, launching and maintaining a new e-portfolio for foundation doctors in England
Kata Várnai, Health Education England, UK

1145-1200 Discussion

1015-1200 #3J Short Communications: Humanities
Moderator: Jonathan McFarland, Russia
Location: Room 0.31-32, Level 0

1015-1030 3J1 Can a collaborative art-anatomy educational environment encourage creative thinking and learning skills?
Krisztina Valter, Australian National University, Australia

1030-1045 3J2 ‘But I’m not artistic!’: How students’ attitudes towards medical humanities change over time
Lucinda Richards, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

1045-1100 3J3 Life education of hospital staff through humanistic works presentation
Kang-Ju Chou, Kaohsiung Veterans General Hospital, Taiwan

1100-1115 3J4 Fairy Tales and Psychiatry: a Psychiatry Residency’s Experience
Zehra Qayyum, Harvard Medical School / Boston Children's Hospital, USA

1115-1130 3J5 Narrative perspective and reflective writing: A Longitudinal Elective in Health Humanities
Alice Fornari, Donald and Barbara Zucker SOM at Hofstra/Northwell, USA

1130-1200 Discussion

1015-1200 #3K Short Communications: Continuing Professional Development
Moderator: William Cutrer, USA
Location: Room 0.14, Level 0

1015-1030 3K1 Twelve tips to design a competency-based curriculum for continuing professional development
Heather Lochman, The University of Ottawa, Canada

1030-1045 3K2 Development and Implementation of a Simulation-Based Short Course for Airway Management and Resuscitation during the First 5 Minutes of Cardiac Arrest in the Resource-Limited Primary Care Hospitals
Sung A Lee, The Catholic University Of Korea College of Medicine, South Korea

1045-1100 3K3 Advancing Wellness and Improving Joy at Work Through Professional Development
Janine Shapiro, University of Rochester School of Medicine and Dentistry, USA

1100-1115 3K4 Authentic or demonstrated reflection? The reflection process of healthcare professionals during reflective conversations in a leadership development curriculum
Anne van Tuijl, Radboud University Medical Center, the Netherlands

1115-1130 3K5 Framing Professionalism: A Comparison of Measurement Instruments versus Policy Statements: Implications for CPD
Betsy Williams, Professional Renewal Center, USA

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<td>3L4 Dignity during work-integrated learning: what does it mean for supervisors and students?</td>
<td>Paul Crampton, Hull York Medical School &amp; Monash Centre for Scholarship in Health Education, UK</td>
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<td>3L5 Facilitating Affective Elements in Learning - in a Palliative Care Context</td>
<td>Janet Mattsson, Red Cross Red Cresent University College, Sweden</td>
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<td>#3N Short Communications: Student Engagement</td>
<td>Moderator: Denise Dupras, USA Location: Room 2.15, Level 2</td>
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<td>3M1 Teachers' perspectives on student-staff partnership: Limited space for students or co-creation?</td>
<td>Samantha Martens, Maastricht University, the Netherlands</td>
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<td>3M2 AMEE Students: an example of where student engagement is really meaningful!</td>
<td>Basil Ahmad, Jordan University of Science and Technology, Jordan</td>
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<td>3M3 Teaching and learning interdisciplinarity: a student-driven project</td>
<td>Shams Ribault, Faculté de Médecine Lyon Est, France</td>
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<td>3M4 The effect of admission year and effort-reward imbalance model on medical students’ engagement</td>
<td>Jung Eun Hwang, The Catholic University of Korea, College of Medicine, South Korea</td>
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<td>3M5 Medical students as promoters of academic training in the undergraduate level: A view of medical students’ scientific societies from Peru</td>
<td>Anderson Soriano-Moreno, Sociedad Científica de Estudiantes de Medicina de la Universidad Peruana Unión, Peru</td>
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<td>3M6 ASPIRE Student Engagement Criteria as a tool for promoting educational leadership with Brazilian Medical Students</td>
<td>Ugo Caramori, UNICAMP, Brazil</td>
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<td>3N1 Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation</td>
<td>Bryce Bogie, McMaster University, Canada</td>
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<td>3N2 Coordinating a nation-wide introduction of a new competency framework for the Swiss undergraduate medical curricula: development of a common implementation guide</td>
<td>Marc Sohrmann, University of Lausanne, Switzerland</td>
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<td>3N3 Development and Implementation of a Workplace-Based Assessment System to Inform Competency Decisions and Encourage Self-Regulated and Mastery Learning Behaviors in Post-Graduate Medical Education</td>
<td>Daniel West, University of California, San Francisco, USA</td>
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<td>3N4 The development of a roadmap for the implementation of competency-based postgraduate medical education: A qualitative study</td>
<td>Tim Dubé, McGill University, Canada</td>
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<td>3N5 Development of interprofessional education in paediatric cancer: a Nordic Delphi study to establish consensus on content and learning objectives</td>
<td>Martha Krogh Topperzer, Department of Paediatrics and Adolescent Medicine, Rigshospitalet University of Copenhagen, Denmark</td>
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<td>3N6 First Impressions - An evaluation 6 months in to the Outcome Based Education pilot in Basic Specialist Training for Paediatrics</td>
<td>Aisling Smith, Royal College of Physicians of Ireland</td>
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<td>3N7 A qualitative study of complex intervention for CBME across specialties in an Asian country</td>
<td>Hsiao-chuan Lin, China Medical University Hospital, Taiwan</td>
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<td>3O1 Setting high standards from the start: An experiential faculty orientation to introduce institutional expectations around communication and patient safety</td>
<td>Kinga Elasz, New York University School of Medicine, USA</td>
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<td>3O2 Medical error in power different situation - how would medical students respond and could we train them to face it?</td>
<td>Jen-Chieh Wu, Taipei Medical University Hospital, Taiwan</td>
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<td>3O3 A Longitudinal Simulation to Teach Safety Tools and Behaviors in a US-based Postgraduate Training Program</td>
<td>John Delzell, Northeast Georgia Health System, USA</td>
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<td>3O4 Influence of observing errors and receiving feedback on performance</td>
<td>Portia Kalun, McMaster University, Canada</td>
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<td>3O5 The Prescribing Safety Assessment (PSA) - Improving confidence in prescribing. An Assessment ‘pill’ which is worth swallowing</td>
<td>Matthew Gittus, Health Education England, UK</td>
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<td>3O6 Japanese medical students’ knowledge of diagnostic errors and beneficial learning effects from workshop-style education</td>
<td>Yu Yamamoto, Aichi Medical University School of Medicine, Japan</td>
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<td>#3P Short Communications: Surgery 1</td>
<td>Exploring female surgeon identity constructions: A qualitative study with female surgeons, their colleagues and patients</td>
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<td>3Q3 Making the Subjective, Objective?:</td>
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<td>3Q4 What aspects need to be improved in</td>
<td>simulated patient training for a formative OSCE? Giselle Myer,</td>
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<td>3Q5 &quot;The most important thing is the safe and encouraging environment where you feel you can screw up&quot; - Students’ views on simulations and debriefings</td>
<td>Asta Toivonen, University of Helsinki, Department of Public Health, Finland</td>
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<td>3Q6 Using Standardized Clinical Skills</td>
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<td>3Q7 Balancing between realism and feedback:</td>
<td>How students value the role of simulated patients in their learning process</td>
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Monday 26th August
Austria Centre Vienna

1015-1200 #3W Conference Workshop: Institutional Ethnography: demystifying its use for Health Professions Education Research
Grainne Kearney, Queen’s University Belfast, UK; Fiona Webster, Western University, Canada; Gerry Gormley, Queen’s University, UK; Nancy McNaughton, Michener Institute of Education at University Health Network, Canada; Robert Paul, The Wilson Centre, University of Toronto, Canada; Eleni P Kariki, Queen’s University, UK
Location: Room 0.49-50, Level 0

1015-1200 #3X Conference Workshop: Effective Use of Technology to Capture and Report About Entrustable Professional Activities
Michelle Linsenmeyer, West Virginia School of Osteopathic Medicine, USA; Olle ten Cate, University Medical Center, Utrecht, The Netherlands; Carrie Chen, Georgetown University School of Medicine, USA; Claire Touchie, Medical Council of Canada and University of Ottawa, Canada
Location: Room 0.96-97, Level 0

1015-1200 #3Y Conference Workshop: How we used threshold theory to address challenges in under and postgraduate training
Ralph Pinnock, Otago University, New Zealand; Anne O’Callaghan, Hospital Palliative Care Service, Auckland District Health Board, New Zealand; Katherine Hall, Department of General Practice, Otago Medical School, New Zealand; Louise Young, College of Medicine and Dentistry, James Cook University, Australia
Location: Room 2.17, Level 2

1015-1200 #3Z Conference Workshop: Context is Critical: exploring pedagogies of place in health professions education
Roger Strauss, Northern Ontario School of Medicine, Canada; Ian Couper, Ukwanda Centre for Rural Health, Faculty of Medicine and Health Sciences, Stellenbosch University, South Africa; Rachel Ellaway, Office of Health and Medical Education Scholarship, University of Calgary, Canada; Paul Worley, Prideaux Centre for Health Professions Education Research, Flinders University, Australia; Susan Van Schalkwyk, Centre for Health Professions Education, Faculty of Medicine and Health Sciences, Stellenbosch, South Africa; Clare Morris, Institute of Health Sciences Education, Queen Mary University of London, UK
Location: Room 2.44, Level 2
1015-1200  #3AA Conference Workshop: Serious Games Development & Implementation in Health Professions Education
Todd Chang, Children’s Hospital Los Angeles & Keck School of Medicine, University of Southern California, USA; Elizabeth Kochur, Medical Education Development Global Consulting, USA; Gerald Stapleton, University of Illinois at Chicago, USA; Chaoyan Dong, Sengkang General Hospital, Singapore; Martin Pusic, New York University Langone Health, USA
Location: Room 2.61, Level 2

1015-1200  #3BB Conference Workshop: Development of Situational Judgement Test Approaches for Selection, Development & Assessment
Emma-Louise Rowe, Maire Kerrin, Victoria Roe, Fiona Patterson, Work Psychology Group, Derby, UK
Location: Room 2.83, Level 2

1015-1200  #3CC Conference Workshop: Virtual/Augmented/Mixed reality and the new hologram based reality... What are the prospects in MedEd?
Panagiotis Bamidis, Aristotle University of Thessaloniki, Greece; & Leeds Institute of Medical Education, University of Leeds, UK; James Pickering, University of Leeds, UK; Evdokimos Konstantinidis, Panagiotis Antoniou, Aristotle University of Thessaloniki, Greece
Location: Room 2.95, Level 2

1015-1200  #3DD ePosters: Communication
Moderator:
Location: Foyer B, Level 2

3DD01  “We just want realism don’t we?” A focus group exploration into student perception of the use of simulated patients in clinical communication skills training
Diane Owen, Swansea University Medical School, UK

3DD02  Evaluation of the attitude of students from medical faculties of the Medical University of Warsaw and University of Basel towards the development of communication competence
Mariusz Panczyk, Medical University of Warsaw, Poland

3DD03  Intern Satisfaction with Breaking Bad News Training
Mariana Searle, Universidad Andrés Bello, Chile

3DD04  The teaching and assessment of triadic communication - a collaboration from 2 UK Medical Schools
Rachel Williams, University of Cambridge, UK

3DD05  Does audio recording of a referral/consult in addition to a personalized feedback improve communication skills (A pilot study)?
Khalid Bashir, Hamad Medical Corporation, Qatar

1015-1200  #3EE ePosters: Workplace Based Learning
Moderator: Renee Stalmeijer, the Netherlands
Location: Foyer C, Level 2

3EE01  Are there differences between student performance after rotations at tertiary and community Emergency Medicine teaching sites?
Carolyn Rotenberg, Dalhousie Medical School, Canada

3EE02  Assessment of the Clinical Pharmacology Domain of Veterinary Students in a Clinical Workplace: A Grounded Theory Approach for Development of a Cognitive Framework
Paul Gordon-Ross, Western University of Health Science, USA

3EE03  Service, clinical exposure and clinical department influence on House Officers (HO) / Post Graduate Year 1s (PGY1) training satisfaction
Swee Han Lim, SingHealth, Singapore
3EE05 An evaluation of an introductory integrated clerkship in a new medical college in the Middle East: What are the perceived barriers to clinical learning? 
Alison Carr, Qatar University College of Medicine, Qatar

3EE06 A Study on the Value of Clinical Attachments in Enhancing the Competency of Medics
Daphne Alk Gi Tan, Singapore Armed Forces Medical Training Institute, Singapore

3EE07 Challenges of designing and implementing teaching rounds in the emergency department: A survey of Chinese Emergency Medicine attending physicians
Di Shi, Peking Union Medical College Hospital, China

3EE08 Evaluation of bedside teaching programmes in surgical clerkship
Sananchit Samukprakhon, Sunpasitthiprasong Hospital, Thailand

3EE09 Ward Round: Education Time or Punishment?
Amy Woods, St George's University Hospitals NHS Foundation Trust, UK

3EE10 Expecting the unexpected - post graduate teaching on a general medicine ward round
Nihar Pandit, Tan Tock Seng Hospital, Singapore

3EE11 How Students Learn in Field Experience (Medical Elective Program) in College of Medicine - King Saud bin Abdulaziz University for Health Science
Reem Alkahtani, King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia

3FF01 Empathy Self-Assessment is Not Enough: Physicians and Students Can Benefit from Patients' Perspectives to Grow
Monica Bernardo, School of Medical Sciences, University of Campinas, Campinas, São Paulo, Brazil

3FF02 Cancer Survivors as Educators in the Middle East: A Medical Student-Authored Narrative Medicine Educational Book
Alan Weber, Weill Cornell Medicine Qatar

3FF03 Integrated family-centeredness questions into acute inpatient care report writing during pediatric rotation: Can this enhance holistic mind in medical students?
Noppawan Pongsopa, Pediatric Department, Thailand

3FF04 Patients as educators: What we can learn from the patient—An amazing story from a multiple sclerosis patient
Min-Huei Hsu, Taipei Medical University, Taiwan

3FF05 Patient opinion towards clerkship student involvement in patient care and building a long-term relationship with students: a preliminary result in a hospital in Korea
Cheol Woong Jung, Korea University College of Medicine, Korea

3FF06 An effective patient as educator initiative to reduce stigmatizing attitudes towards mental illness among medical students
Beatriz Atienza Carbonell, University of Valencia Medical School, Spain

3FF07 Pooled Patients' Clinical Data as a Transformative Agent
Thammasorn Jeerauponwat, Medical Education Center, Khon Kaen Hospital, Thailand

3FF08 Fostering patient-centeredness by following patients outside the clinical setting: an interview study
Charlotte Eijkelboom, UMC Utrecht, The Netherlands

3FF09 Set and Setting in Ketamine Therapy: A Patient's Tips for Providers and Students
Ronan Hallowell, Keck School of Medicine of the University of Southern California, USA

3FF10 Let's ask the patient - development of a questionnaire for patient's feedback in medical education
Karín Björklund, Department of Neurobiology, Care Sciences and Society, NVS, Karolinska Institutet, Stockholm, Sweden

3FF11 A patient involvement programme toward interprofessional approach in fourth year medical students before clinical training
Mina Suematsu, Nagoya Graduate School of Medicine, Japan

3FF12 Clinical Education in Outpatient Settings: The Patient as a Teacher
Jose Knapholz, PUC-PR, Brazil

3GG01 Personal values as predictors of medical students' empathy
Maria Grazia Strepparava, University of Milano-Bicocca, Italy

3GG02 Does postgraduate clinical training enhance empathy and empathic communication among trainee dentists?
Toshiko Yoshida, Okayama University, Japan

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Ling-Lang Huang, Mackay Medical College, Taiwan
3GG04 Influences on medical students’ empathy in Walailak University
Pathira Sangthong, Vachira Phuket Hospital Medical Education Center, Thailand

3GG05 Empathy Assessment in Thai Medical Students: The Acceptability of Thai Translation of Jefferson Scale of Physician Empathy-Student Version
Bhumin Chotiwatanadilok, Faculty of Medicine, Srinakharinwirot University, Thailand

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Tanyamon Poomontichai, Faculty of Medicine, Srinakharinwirot University, Thailand

3GG07 A phenomenological exploration of medical students’ understanding, development and expression of clinical empathy
Tan Ying Peh, National Cancer Centre Singapore

3GG08 Emotion regulation: A useful predictor of empathy in medical students
Giulia Rampoldi, University of Milano - Bicocca, Italy

3GG09 Barriers to Expressing Empathy in Healthcare - A Literature Review
Shien Ru Tan, NUS Yong Loo Lin School of Medicine, Singapore

3GG10 A Literature Review of Empathy Theories
Tan Guan Hao, NUS Yong Loo Lin School of Medicine, Singapore

3GG11 Impact of serious illness communication skills training on medical students’ empathic attitudes and self-efficacy in empathic communication
Jacqueline Yuen, The University of Hong Kong

3GG12 Creation and evaluation of a Massive Open Online Course (MOOC) on ‘Developing Clinical Empathy’
Elaine Mealey, St George’s, University of London, UK

3GG13 The effects of curriculum for improving empathy and reducing burnout in medical school
Hyoun Seok Shin, Korea University Department of Medical Education, South Korea

3GG14 Enneagram for medical students to nourish empathy
Harutaya Kasyyan, Buddhachinaraj Hospital Medical Education Center, Thailand

3GG15 In what ways do tutors intervene in simulated consultations to encourage empathetic communication in medical students?
Luke Riceman, Barts and The London School of Medicine and Dentistry, UK

3GG16 Item Response Theory Analysis of the Jefferson Scale of Empathy (Student Version)
Giovanni Piumatti, University of Geneva, Switzerland

3GG17 Using sociodrama techniques to enhance nursing students' emotional skills of ethical sensitivity
Miao-Ju Chhwo, Fu Jen Catholic University, Taiwan

3GG18 Scenario based, group discussions in teaching Ethics and Professionalism
Li Nien Michelle Tan, National University Hospital, Singapore

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Jen-Juan Liaw, School of Nursing, National Defense Medical Center, Taiwan

3GG20 Analysis of the attitude towards concordance in the future students’ work environment
Agata Stalmach-Przygoda, Department of Medical Education Jagiellonian University Medical College, Poland

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3HH01 Assessment of clinical performance of internal medicine residents utilizing a structured evaluation form that focuses on the six domains of ACGME core competencies: Experience at a medical center
Cheng-Han Wu, National Taiwan University Hospital, Taiwan

3HH02 Flipped Evaluation Form - A Simple Solution For Better Evaluation Results?
Wee Khoon Ng, National Healthcare Group, Singapore

3HH03 Embedding authentic and diverse assessments into postgraduate medical curriculum - Getting students to perform real life tasks in the classroom setting
Latha Ramakrishnan, McMaster University, Canada

3HH04 Influence of context on novice versus expert rater judgments of competence
Anita Acai, McMaster University, Canada

3HH05 The implantation of an electronic assessment system improves the quality of clinical competency committee (CCC)
Chih-Cheng Chien, Cathay General Hospital, Taipei, Taiwan & School of Medicine, Fu-Jen Catholic Univ, Taiwan

3HH06 Group assessment of junior doctor’s skills in internal medicine fosters learning for all the attending doctors in the department
Hanne Storm, Diagnostic Centre Silkeborg, and Centre for Health Science Education, Aarhus University, Denmark

3HH07 Trios-OSCE-based simulation course enhances the sub-competency of “Emergency-Stabilization” for postgraduate year-1 resident
Ying Ying Yang, Taipei Veteran General Hospital, Taiwan

3HH08 Perceptions of assessment and feedback: hawks, doves and impact on learning
Kaif Pardhan, Sunnybrook Health Sciences Centre & McMaster Children's Hospital, Canada

3HH09 Residents’ View of Performance Feedback during Training in a Nigerian Teaching Hospital
Fadekemi Oginni, Dept of Medical Education, University of Illinois, Chicago, USA
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**Monday 26th August**  
**Austria Centre Vienna**
3KK03 Self-directed Learning Readiness Scale in 4th - 6th Year Medical Student at Chonburi Hospital - a Community Hospital
Yuthana Khongthip, Chonburi Hospital, Thailand

3KK04 Structured Self-directed Learning Model Preparing the Trainee for Subspecialty Board Certification Exams and Clinical Practice
Amulya Nageswara Rao, Mayo Clinic, USA

3KK05 Self-regulated learning in clinical practice: looking behind the curtain for understanding Katrien Cuypers, University of Antwerp, Belgium

3KK06 Better Choice for Your Career - Pre-doctor experience camps create opportunities to realize the future for senior high school students Wen-Cheng Huang, Center for Education in Medical Simulation, Taipei Medical University, Taiwan

3KK07 Becoming a doctor: Students' perspectives in Germany Peter Jan Chabiera, German Medical Students' Association, Germany

3KK08 Mapping specialty interests among Iranian medical students: results of a multi-center study Reza Hosseini Dolama, Tehran University of Medical Sciences, Iran

3KK09 Supporting Preparation for Practice in Radiotherapy Programmes Beverley Ball, University of Liverpool, UK

3KK10 Occupation choices and career success of medical technology undergraduates Yu-Chih Liang, Taipei Medical University, Taiwan

3KK11 Career-Related Experiential Learning: Developing Success in the Academic Foundation Programme (AFP) at the University of Warwick Catrin Wigley, University of Warwick, UK

3KK12 The Research Involvement, Determinants, Experiences, and Personality Traits of Health-care workers (Research IN-DEPTH) survey: Pilot results from New Zealand medical students Yassar Alamri, Canterbury District Health Board, New Zealand

3KK13 What is the role of near-peer mentoring for medical students in better informing them about a career in general practice? Anjali Gondhalekar, University College London, UK

3KK14 Engaging in the world of psychiatry Rosni Khatri, Brighton & Sussex Medical School, UK

3KK15 When do medical students aim to be a doctor in Japan? Tomoko Miyoshi, Okayama University Hospital, Japan

3KK16 Mediating effects of learning culture on the relationship between positive psychological capital and career adaptability of Korean medical students Moonsang Ahn, Chongnam National University, School of Medicine, Republic of Korea

3KK17 The new Bologna Medicine Degrees have slightly improved the election of Family Medicine as a specialty in Spain Joaquín García-Estafán, Universidad De Murcia, Spain

3KK18 Can the supportive culture for career development affect turnover intention among nurses in Japan? Miho Satoh, Yokohama City University, Japan

1015-1200 #3LL Posters: Assessment: OSCE
Moderator: Dimitri Parra, Canada
Location: Hall F/Foyer F, Level 0

3LL01 Development of Interprofessional Teaching OSCE: Experience From an Single Tertiary Teaching Hospital in Central Taiwan Tsu-Yi Hsieh, Taichung Veterans General Hospital, Taiwan

3LL02 Implementation of an OSCE at Medical Faculty of the Akaki Tsereteli State University Tamara Vulisilvili, Akaki Tsereteli State University, Georgia

3LL03 Utilizing Dynamic Assessment to Adjust OSCE Training Program for enhancing Individual Learning Chin-Wei Chang, Center for Education in Medical Simulation, Taipei Medical University, Taiwan

3LL04 Developing and understanding the use of video in objective structured clinical examinations Alice Moult, Keele University, UK

3LL05 Designing OSCE-stations on organ donation to test challenging ethical and medical communication skills - A student initiative of the IMPPuls-Group Jeremy Schmidt, German Medical Students' Association (bvmd e.V.), Germany

3LL06 Mobile Scoring Systems with Extended Online Feedback Augmented Teaching and Learning in Formative OSCE Te-Chuan Chen, Division of Nephrology, Department of Internal Medicine, Kaohsiung Chang Gung Memorial Hospital, Taiwan

3LL07 Music therapy may not help Thai medical students to reduce their stress before the formative-OSCE test Wannaphorn Rotchanapanya, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

3LL08 Electronic Marking Application for OSCE Examination Shekhar Kumta, The Chinese University of Hong Kong

3LL09 Factors affecting the OSCE effectiveness in training new nurses on cardiopulmonary resuscitation (CPR) Yi-Hung Lai, Department of Nurse, Taichung Veterans General Hospital, Taipei, Taiwan

3LL10 Using the objective structured clinical examination as an assessment strategy for Novice Nursing Practitioners Sue-Hsien Chen, Chang Gung Medical Foundation Administration Center, Taiwan

3LL11 Development and Testing of the Objective Structured Clinical Examination Grief Counseling Training Program for Nursing Staff Hsueh-Hsing Pan, National Defense Medical Center, Taiwan

3LL12 OSCE as final evaluation of performances in residents of Orthopedics and Traumatology Natasha Kunakov, Universidad de Chile, Facultad de Medicina, Chile
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<tr>
<td>3MM01</td>
<td>Bringing Oncology to the FOAM Party</td>
<td>Charles Dearman, Royal Marsden Hospital, UK</td>
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<tr>
<td>3MM02</td>
<td>Exploring the risks of disruption of specialist physician training</td>
<td>Leila Nemi-Murola, University of Helsinki, Finland</td>
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<td>3MM03</td>
<td>What makes the difference in patient satisfaction? The perspective of speciality characteristics in residency</td>
<td>I-Ting Liu, E-DA Hospital, Taiwan</td>
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<tr>
<td>3MM04</td>
<td>Application of Blended Learning to Increase Percentage of Proper Operational Skills of Post-graduate Year (PGY) Nursing Staff when Administering Home Parenteral Nutrition (HPN)</td>
<td>Pei-Hsin Hsieh, Kaohsiung Medical University Chung-Ho Memorial Hospital, Taiwan</td>
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<td>3MM05</td>
<td>Academic coherence of the systems of evaluation of residence programs of anesthesiology in Colombia</td>
<td>Sandra Jaramillo Rincón, Universidad de los Andes, Colombia</td>
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<td>3MM06</td>
<td>Improving Fiberoptic Skills in Anaesthetic Training</td>
<td>Christine Daniels, Charing Cross Hospital, UK</td>
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<td>3MM07</td>
<td>Will scenario simulation by anesthesia residents improve knowledge retention in simulation-based Anesthesiologists Non-Technical Skill?</td>
<td>Maliwan Oofuvong, Prince of Songkla University, Thailand</td>
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<td>3MM08</td>
<td>Family Medicine Supervisors’ perceptions of the development of a blended learning programme for registrar training</td>
<td>Ann George, University of The Witwatersrand, South Africa</td>
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<td>3MM09</td>
<td>Explaining the Challenges of the Master of Public Health (MPH) program from the perspective of family physicians graduated from this course: a qualitative study</td>
<td>Ideh Dadgaran, Medical Education Research Center, Education Development Center, Guilan University of Medical Sciences, Iran</td>
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<td>3MM10</td>
<td>UK General Practitioner trainers’ views and concerns on supervising disabled GP trainees - a structured interview study to elicit these and identify relevant learning needs</td>
<td>Susan Buck, NHS Education for Scotland, UK</td>
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<td>3MM11</td>
<td>Developing an enquiry-based learning programme: constructing a spiral curriculum</td>
<td>Rachel Owens, Southampton GP Education Unit, UK</td>
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<td>3MM12</td>
<td>Inspiring quality improvement (QI) in cancer care through tutors and learners</td>
<td>Sabia Davala, University of Manchester, UK</td>
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<td>3MM13</td>
<td>Learning Needs Analysis Among Residents and Medical Officers from various postings in the Children Emergency department (ED)</td>
<td>Su Ann Khoo, KK Women’s and Children’s Hospital, Singapore</td>
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<td>3MM14</td>
<td>PED talks: Paediatricians Educating and Developing together</td>
<td>Kate Lydekker, St George’s University Hospital NHS Foundation Trust, London, UK</td>
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<td>3MM15</td>
<td>Not so hard! Redefining Performance Standards for Pediatric Hip Dysplasia Examination Skills</td>
<td>Deborah Rooney, Dept. of Learning Health Sciences, USA</td>
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<td>3MM16</td>
<td>Balint groups enable paediatric trainees to learn from challenging doctor patient interactions in the workplace</td>
<td>Nicholas Schindler, Great Ormond Street Hospital, UK</td>
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<td>3MM17</td>
<td>Pediatric Resident Preparedness for Neonatal Intensive Care Unit (NICU) Disasters: A Mixed Methods Design</td>
<td>Lamia Soghier, Children’s National Medical Center, USA</td>
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**Session 4: Simultaneous Sessions**

### #4A Symposium: Every way of seeing is a way of not seeing: Critical insights into the blind spots of entrustment language
- Daniel Schumacher (Cincinnati Children’s Hospital Medical Center, USA), Lorelei Lingard (Western University, Canada), Anneke van Enk (University of British Columbia, Canada), Karen Hauer (University of California, San Francisco, USA), Carol Carraccio (American Board of Pediatrics, USA), Olle ten Cate (Utrecht University, The Netherlands)
- Location: Hall A, Level 2

### #4B Symposium: How to train your dragon: Transforming faculty development in social and behavioural sciences
- Betsy White Williams (University of Kansas School of Medicine, Clinical Program Professional Renewal Center, USA), Jeni Harden (University of Edinburgh, UK), Fred Hafferty (College of Medicine, Division of General Internal Medicine, Program on Professionalism and Values), Hiroshi Nishigori (Kyoto University, Japan), Tracey Collett (Plymouth University, UK), Kathy Kendall (University of Southampton, UK)
- Location: Hall C, Level 2

### #4C Symposium: From simulation to workplace: translating lessons for clinical event debriefings
- Walter Epich (Northwestern University Feinberg School of Medicine, Chicago, USA), Cristina Díaz-Navarro (University Hospital of Wales, Cardiff, UK), Ross Scalese (University of Miami School of Medicine, Miami, USA), Andrew Coggins (The University of Sydney, Western Clinical School, Sydney, Australia), Rebecca Szabo (The University of Melbourne, Australia)
- Location: Hall N, Level 1

### #4D Short Communications: Teaching and Learning - Team-Based Learning
- Moderator: Luke Mortensen, USA
  - Location: Room L3, Level 1

#### 1400-1415
- 4D1 Team-based learning (TBL) replaces Problem based learning (PBL) in Years 1 and 2 of a large medical school
  - Annette Burgess, The University of Sydney, Australia

#### 1415-1430
- 4D2 Effectiveness of Team Based Learning versus Lectures in Delivering Surgical Case Management Conferences among 4th year Medical students: A Randomized Controlled Trial
  - Cherrie Ann Angon, De La Salle Health and Medical Sciences Institute, Philippines
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| 1430-1445 | **4D3** Team-based learning (TBL) to facilitate the shift towards ‘health care as a team sport’
Yolande Reitsma, North-West University, South Africa                             |
| 1445-1500 | **4D4** Online Team-Based Learning Best Practice Development
Brian O’Dwyer, CognaLearn and Embry-Riddle Aeronautical University, USA            |
| 1500-1515 | **4D5** The use of team-based learning pedagogy to educate radiographers in axial skeletal image interpretation
Celine Tan, Singapore General Hospital, Singapore                                   |
| 1515-1530 | Discussion                                                                 |
| 1400-1530 | **#4E** Research Papers: Selection in Health Professions Education
Moderator/Assessor: Jen Cleland, UK
Assessor: Aliki Thomas, Canada
Location: Hall M, Level 1                                                  |
| 1400-1420 | **4E1** Is Reliance on the USMLE for Residency Screening at Odds with Efforts to Enhance Diversity among the Surgical Workforce?
Aimee Gardner, SurgiWise Consulting, Baylor College of Medicine, Houston, Texas, USA |
| 1420-1440 | **4E2** Undergraduate medical course applicants’ perspectives on selection cost and value
Jonathan Foo, Monash University, Melbourne, Australia                          |
| 1440-1500 | **4E3** Bridging the cultural divide? Exploring UK school pupils’ perceptions of medicine
Kirsty Alexander, University of Aberdeen, UK                                    |
| 1500-1520 | **4E4** How do entrants to courses designed for underrepresented students perform compared to peers on standard medical degree courses?
Sally Curtis, University of Southampton, Southampton, UK                        |
| 1520-1530 | Discussion                                                                 |
| 1400-1530 | **#4F** Research Papers: Feedback in Health Professions Education
Moderator/Assessor: Erik Driessen, Netherlands
Assessor: Paula Rowland, Canada
Location: Room L6, Level 1                                                   |
| 1400-1420 | **4F1** Strategies Used by Master Adaptive Learners when ‘Planning’ for Learning: A Qualitative Study in Graduate Medical Education
Linda Regan, Johns Hopkins University School of Medicine, Baltimore,            |
| 1420-1440 | **4F2** Student feedback literacy: the development of a framework for practice
Elizabeth Molloy, The University of Melbourne, Australia                        |
| 1440-1500 | **4F3** Direct observation patterns in longitudinal training relationships: general practice residents’ experiences
Chris Rietmeijer, Dept of General Practice and Elderly Care Medicine; Amsterdam University Medical Centers, location VUmc, Amsterdam, The Netherlands |
| 1500-1520 | **4F4** Beyond self-regulated learning: How students develop self-regulation through co-regulated learning during clinical clerkships
Derk Bransen, Maastricht University, Maastricht, The Netherlands                |
| 1520-1530 | Discussion                                                                 |
| 1400-1530 | **4G1** Palliative care in undergraduate medical curricula
Jolien Pieters, Maastricht University, The Netherlands                          |
| 1409-1418 | **4G2** Teaching menstrual health - a journey towards better patient engagement as future doctors
Rong Hui Teo, NTU Lee Kong Chian School of Medicine, Singapore                 |
| 1418-1427 | **4G3** What’s on your Medical Education Story Playlist? Writing and Sharing Stories as a Medical Educator
Meghan Tretz, University of Colorado, USA                                      |
| 1427-1436 | **4G4** The evolving use of virtual patients in medical education
James Thomas, Keio University School of Medicine, Japan                         |
| 1436-1445 | **4G5** Shared mental models to support interprofessional team training: Getting everyone on the same page
Wes Shiong Lim, Tan Tock Seng Hospital, Singapore                              |
| 1445-1454 | **4G6** PBL 360 - A story of innovation using 360-degree video to promote clinical reasoning in problem-based learning
Jordan Tsigarides, Norwich Medical School, UK                                  |
| 1454-1503 | **4G7** From critical thinking to critical making: craft and everyday design in medical education
Anna Harris, Maastricht University, the Netherlands                            |
| 1503-1512 | **4G8** Empathy in the Age of Technology?
Margaret Brommelsiek, University of Missouri-Kansas City School of Medicine and School of Nursing and Health Studies, USA |
| 1512-1530 | Discussion                                                                 |
| 1400-1530 | **4H1** The "$10 Challenge": Teaching Scalability in Medicine
Shomit Chose, UC Berkeley, USA                                                 |
| 1400-1415 | **4H2** Innovating Virtual Reality Training: Decentralized Surgical Simulation Training
Martin Fredbe, University of Copenhagen, Denmark                               |
| 1415-1430 | **4H3** Design and implementation of a chatbot as a learning tool for medical students: a feasibility study
Anand R, Christian Medical College, Vellore, India                             |
1445-1500  4H4  Designing a 3-Dimensional Medical Curriculum Map
Redante Delizo Mendoza, Ateneo School of Medicine and Public Health, Philippines

1500-1515  4H5  Virtual Reality training for open surgical procedures - a new paradigm for simulation
Kartik Logishetty, Imperial College London, UK

1515-1530  4H6  Recent Medical Graduates Working as Standardized Patients: Their Role as Educators to Student Doctors
Toshiya Watson, Ross University School of Medicine Miramar Campus, USA

No Discussion

1400-1530  #4I  Short Communications: Assessment: OSCE 1
Moderator: Predrag Bjelogrlic, UK
Location: Room L2, Level 1

1400-1415  4I1  The Sequential Objective Structured Clinical Examination (OSCE) - A Review of Effectiveness and Feasibility
Michelle Schlipalius, Monash University and Monash Health, Australia

1415-1430  4I2  Personalized OSCE Stations to Teach about Patient-based Bias and Racism
Elizabeth Kachur, Medical Education Development, Global Consulting, USA

1430-1445  4I3  SIMUportfolio: a platform for OSCE support
Martin Kornenda, Masaryk University, Faculty of Medicine, Czech Republic

1445-1500  4I4  Designing and implementing Objective Structured Clinical Examinations: a qualitative cross-national practice theory study
Margaret Bearman, Deakin University, Australia

1500-1515  4I5  Postgraduate Dental OSCE: An Enhanced and Improved Approach to Clinical Assessment of Small Cohorts of Postgraduate Paediatric Dental Clinicians
Paula Lancaster, School of Dentistry, University of Leeds, UK

1515-1530  4I6  OSCE global and domain scoring - is there really a difference?
Deborah O’Mara, University of Sydney Medical School, Australia

No Discussion

1400-1530  #4J  Short Communications: Ethics
Moderator: Al Dowie, UK
Location: Room 0.31, Level 0

1400-1415  4J1  The role of the clinical environment in shaping medical students’ moral development
Iman Hegazi, Western Sydney University, Australia

1415-1430  4J2  “I found myself a despicable being!”: medical students’ emotional responses to moral dilemmas
Diego Ribeiro, Campinas State University, Brazil

1430-1445  4J3  Just-in-time learning (JITL) of bioethics: Experiences and lessons learnt
Kulsoom Ghias, Aga Khan University, Pakistan

1445-1500  4J4  Do pharmacy and medical students share the same views on telling the truth?
Lorraine Corfield, Keele University, UK

1500-1515  4J5  Changing Paradigms of Medical Education in Pakistan
Sarosh Saleem, Shalamar Medical & Dental College, Pakistan

1515-1530  Discussion

1400-1530  #4K  Short Communications: Curriculum – Social Accountability
Moderator: Anca Dana Buzoianu, Romania
Location: Room 0.14, Level 0

1400-1415  4K1  A review of social accountability policy: Implications for health care training
Cassandra Barber, Maastricht University, Canada

1415-1430  4K2  Building a student-driven community-based educational program dedicated to social responsibility
Edouard Leaune, Lyon-Est School of Medicine, Claude Bernard Lyon 1 University, France

1430-1445  4K3  Professionalism to connect the student with the curriculum and healthcare society
Annettes van Ede, Radboud University Medical Center, the Netherlands

1445-1500  4K4  Social responsibility: Development of a blended learning community-based approach to health and social issues in the Hong Kong Community
Carmen Wong, The Chinese University of Hong Kong

1500-1515  4K5  Stepwise development of a new blueprint focused on the population’s needs for good medical care
Birgitta Kütting, The German National Institute for State examinations in Medicine, Pharmacy and Psychotherapy (IMPP), Germany

1515-1530  4K6  The development of social responsibility of medical postgraduate students
Liudmila Kovalenko, Surgut State University, Russia

No Discussion

1400-1530  #4L  Short Communications: Career Choice
Moderator: Hans Hjelmqvist, Sweden
Location: Room L7, Level 1

1400-1415  4L1  Career orientations of medical students: a Q-methodology study
Matthijs de Hoog, Erasmus MC, the Netherlands

1415-1430  4L2  An early exposure to general practice for second year medical students: how does it change their perception on primary care?
Juliette Macabrey, Faculty of Medicine Lyon Est, CUMG, France

1430-1445  4L3  Medical students’ expectations of the future
Marjo Wijnen, Technical University of Munich, Germany
1445-1500  4L4 Physician-Scientist or Physician Science? Research-Active Clinicians’ Narratives of Research Success
Anna Ciancello, Southern Illinois University School of Medicine, USA

1500-1515  4L5 Identifying the factors that influence foundation programme doctors’ choice of career specialties, and where does paediatrics fit?
Sarah Scales, Newcastle University, UK

1515-1530  Discussion

1400-1530  #4M Short Communications: Student in Difficulty
Moderator: Colin Michie, Netherlands Antilles
Location: Room 0.94, Level 0

1400-1415  4M1 Profile characterization of unsuccessful students
Ana Marreiros, Department of Biomedical Sciences and Medicine, University of Algarve, Portugal

1415-1430  4M2 The Cross-cultural Experience of Academic Difficulty and Remediation
Simone Watkins, The University of Auckland, New Zealand

1430-1445  4M3 Struggling with Strugglers: Using medical admission tests for improving educational practices
Boaz Shulruf, UNSW, Sydney, Australia

1445-1500  4M4 Understanding Differential Attainment at Warwick Medical School (WMS), UK
Olamrewaju Sorinola, University of Warwick, Warwick Medical School,

1500-1515  4M5 Near-Peer academic coaching in Undergraduate Medical Education
Monica Garcia, Ross University School of Medicine, USA

1515-1530  4M6 Identifying developmental trajectories of communication and interpersonal skills among medical students: Evidence from two longitudinal cohorts across four years
Sunju Im, Pusan National University, South Korea

1400-1530  #4N Short Communications: Curriculum – Learning Environment
Moderator: Danielle Blouin, Canada
Location: Room 2.15, Level 2

1400-1415  4N1 From good to excellent: improving learning climates in residency training
Milou Silikens, Amsterdam UMC, the Netherlands

1415-1430  4N2 Equal opportunities for clinical learning: is there any dust under the rug?
Juliana Sá, Faculty of Health Sciences, University of Beira Interior, Portugal

1430-1445  4N3 Learning Environment, Stress and Coping in Psychiatry Residents: A Longitudinal Study
Kang Sim, Institute of Mental Health, Singapore

1445-1500  4N4 Assessment of Educational Environment in an Obstetrics and Gynaecology residency program in the UAE Using Postgraduate Hospital Educational Environment Measure (PHEEM)
Neha Gami, Healthplus Clinic, United Arab Emirates

1500-1515  4N5 Elements of an Optimal Interprofessional Clinical Learning Environment
Morgan Passiment, Accreditation Council for Graduate Medical Education, USA

1515-1530  4N6 Application of problem-based learning for operating room crisis management training
Nobuyasu Komusawa, Osaka Medical College, Japan

1400-1530  #4O Short Communications: eLearning
Moderator: Jan Ehlers, Germany
Location: Room 2.31, Level 2

1400-1415  4O1 Does a targeted, online, interactive teaching module improve medical imaging knowledge acquisition and clinical application?
Sue Garner, Deakin University, Australia

1415-1430  4O2 Challenges and pitfalls of E-Learning System in Preclinical Medicine in Romania: Victor Babes University of Medicine and Pharmacy Experience
Ana Maria Cimpan, Victor Babes University of Medicine and Pharmacy Timisoara Romania

1430-1445  4O3 Lessons Learned - Virtual Graduation for Online Distance Students
Jenny Crow, University of Glasgow, UK

1445-1500  4O4 Patterns of online formative assessment usage and summative assessment performance in a clinical rotation
Karen Scott, The University of Sydney, Australia

1500-1515  4O5 E-learning readiness of medical students from the University of the Witwatersrand
Argentina Maria Ingrratta, University of the Witwatersrand, South Africa

1515-1530  4O6 Measuring the Learning Outcomes of Healthcare Hackathons
Mataroria Lyndon, Centre for Medical and Health Sciences Education, The University of Auckland, New Zealand

1400-1530  #4P Short Communications: Diversity and Gender
Moderator: Marwa Schumann, Egypt
Location: Room L1, Level 1

1400-1415  4P1 Integrating diversity into Problem-based Learning for pre-clinical students to develop cross-cultural care competence: students’ and teachers’ perceptions
Peih-ying Lu, College of Medicine, Kaohsiung Medical University, Taiwan

1415-1430  4P2 The Relationship between Racial Bias and Burnout Among Resident Physicians
Lotte Dyrbye, Mayo Clinic, USA
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| 1430-1445 | #3 Preaching to the choir? Medical students' evaluation of a module on care ethics and diversity  
Petra Verdonk, Amsterdam UMC, the Netherlands |
| 1445-1500 | #4 Gender bias in medical education: a level playing field  
Gabrielle Finn, Hull York Medical School, UK |
| 1500-1515 | #5 The Inaugural Women in Medicine Summit: A student initiative addressing gender biases in medicine  
Lily Wang, University of Toronto, Canada |
| 1515-1530 | Discussion |
| 1400-1415 | #3A Development of Self Regulated Learning as a Threshold Concept: from the Learning Coaches' perspective  
Anna Vnuk, Prideaux Centre, Flinders University, Australia |
| 1415-1430 | #3B Broaching the Unbroachable: an evolutionary, inter-professional education simulation to safeguard children  
Rachel Carter, University of Plymouth, UK |
| 1430-1445 | #3C An Escape Game as a Residency Orientation Experience  
Darius Beh, National University Health System, Singapore |
| 1445-1500 | #3D Residents juggling identity, emotions, and power in performing the collaborator role  
Charlotte Søjnæs, CAMES, Denmark |
| 1500-1515 | #3E Another layer of complexity: dealing with complexity in out-of-hospital residency training  \nNelke Noeverman-Poel, Amsterdam UMC, Vrije Universiteit Amsterdam, the Netherlands |
| 1445-1500 | #4 Preparing for increased preparation time for residents before ward rounds: The MED2DAY Study  
David Gachoud, Lausanne University Hospital, Switzerland |
| 1500-1515 | #5 Thinking beyond trainee feedback alone: High-stakes postgraduate medical training review using Activity Theory  
Jon Cooper, Medical Education Leeds, Leeds Teaching Hospitals NHS Trust, UK |
| 1515-1530 | Discussion |
| 1400-1415 | #4A What does innovation mean and look like? A perspective from the Medical Education Innovation Network (MEIN)  
Susie Rebello Hopkins, Faculty of Medicine, University of Southampton, UK |
| 1415-1430 | #4B Change management: promoting communication and stakeholder involvement  
Sabina Cerimagic, The University of Sydney, Australia |
| 1430-1445 | #4C Are the support needs of healthcare innovators? An analysis of critical success factors and limiting factors  
Kathleen Leedham-Hockaday, Teesside University, UK |
| 1445-1500 | #4D A situated learning approach to delivering collective leadership in healthcare  
Yvonne Ng, National Healthcare Group, Singapore |
| 1500-1515 | #5A Models of Educational Leadership operationalised in an NHS Hospital: How effective are they?  
Suzanne Gawne, East Lancashire Hospitals NHS Trust, UK |
| 1515-1530 | #5B Key Performance Indicators for Evaluating the Educational Effectiveness of Medical Schools  
Claudio Violato, University of Minnesota Medical School, USA |

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| 1400-1415 | #4E Accessibility of Patient Education  
Giordio Solari, IFMSA |
| 1415-1430 | #4F Learning from young patients: two stories  
Susan Kennedy, East Kent Hospitals University NHS Foundation Trust, UK |
| 1430-1445 | #4G The Senior Citizen Partnership Program (SCPPP): a win-win for both medical students and the elderly generation  
Ute Hauck, Curtin University, Australia |
| 1445-1500 | #5C The University of Sydney, Australia |
| 1500-1515 | #5D The University of Sydney, Australia |
| 1515-1530 | Discussion |
| 1400-1530 | #4T Round Table: Patient Engagement  
Moderator: Suzanne Schrandt, USA |
| 1400-1530 | #4U Round Table: Patient Engagement  
Moderator: Suzanne Schrandt, USA |
| 1415-1430 | #4V Accessibility of Patient Education  
Giordio Solari, IFMSA |
| 1430-1445 | #4W Learning from young patients: two stories  
Susan Kennedy, East Kent Hospitals University NHS Foundation Trust, UK |
| 1445-1500 | #4X The Senior Citizen Partnership Program (SCPPP): a win-win for both medical students and the elderly generation  
Ute Hauck, Curtin University, Australia |
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<td>1400-1530</td>
<td>Reviewing for MedEdPublish - enhancing scholarship</td>
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<td>Richard Hays, Trevor Gibbs, Ken Masters, Kerrie McKay, Claire MacRae, Joanne Greer, MedEdPublish Editorial Team</td>
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<tr>
<td>1400-1530</td>
<td>LILAC: Longitudinal Integrated Leadership Advanced Curriculum</td>
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<td>Paul Crampton, Hull York Medical School &amp; Monash Centre for Scholarship in Health Education, UK; Jennene Greenhill, Flinders University, Australia; Ian Cooper, Stellenbosch University, South Africa; Roger Strasser, Northern Ontario School of Medicine, Canada</td>
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<td>Sharing is Caring: Designing and Developing Shared Curricular Ecosystems</td>
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<td>Tao Le, ScholarRx, USA; Charles Prober, Stanford University, USA; Robbert Duviel, University of Maastricht, Netherlands; Katerina Dimas, IFMSA, Greece</td>
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<td>Using Conceptual Frameworks to Shape and Situate your Scholarly Work</td>
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<td>Maryellen Gusic, University of Virginia School of Medicine, USA; Sandy Cook, Duke-NUS, Singapore; Melissa Klein, Cincinnati Children’s, USA; Patricia O’Sullivan, University of California, San Francisco, USA; Matthew Zuckoff, Cincinnati Children’s, USA</td>
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<tr>
<th>Time</th>
<th>Conference Workshop:</th>
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<tr>
<td>1400-1530</td>
<td>Managing &amp; Supporting the Educator in Trouble</td>
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<tr>
<td></td>
<td>Alistair Thomson, NACT, UK</td>
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<th>Time</th>
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<tr>
<td>1400-1530</td>
<td>Digital Health: Bridging the Gap in Medical Education</td>
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<td>Lina Mosch, European Medical Students’ Association; Paulius Pavilonis, Lithuanian University of Health Sciences, Lithuania; Justinas Balcianas, Lithuanian University of Health Sciences, Lithuania; Beatriz Atienza Carbonell, University of Valencia Medical School, Spain; Evangelos Papageorgiou, European Medical Students Association, Greece</td>
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<th>Time</th>
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<tr>
<td>1400-1530</td>
<td>Workplace-Based Assessment and Entrustment in the AAMC Core EPA Pilot</td>
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<td>William Cutrer, Vanderbilt University School of Medicine, USA; Sandra Yingling, University of Illinois College of Medicine, USA; Dorothy Andriole, Association of American Medical Colleges, USA; Jonathan Amiel, Columbia University Vagelos College of Physicians &amp; Surgeons, USA</td>
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<th>Time</th>
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<tr>
<td>1400-1530</td>
<td>Writing MCQs to Assess Professionalism and Communication Skills across the Continuum</td>
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<td>Kathleen Holtzman, Krista Albee, American Board of Medical Specialties, USA</td>
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<tr>
<td>1400-1530</td>
<td>Online assessment with the students’ own devices: An evidence based and practical approach to eAssessment</td>
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<td>Eeva Pyörälä, University of Helsinki, Sanna Sirilä, Otto Helve, Teemu Masala, University of Helsinki, Finland; Debra Silbald, University of Toronto, Leslie Dan Faculty of Pharmacy, Canada; Colin Lumsden, University of Manchester, Manchester Medical School, UK</td>
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<th>Time</th>
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<tr>
<td>1400-1530</td>
<td>Factors associated with Life Long Learning in Graduates</td>
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<td>Koonlawadee Netsakkasem, Phichit Education Medical Center, Thailand</td>
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<th>Time</th>
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<tr>
<td>1400-1530</td>
<td>Improving Conference Social Media Engagement: The AMEE Twitter Story</td>
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<td>Eric B Bauman, Clinical Playground, LLC, USA</td>
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<th>Time</th>
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<tr>
<td>1400-1530</td>
<td>A pilot study on feasibility and acceptance of a learner-centered e-journal as a continuing education program for medical technologists in Taiwan</td>
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<td>Chiao-Ni Wen, Department of Laboratory Medicine, Linkou Chung Gung Memorial Hospital, Taoyuan, Taiwan</td>
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<tr>
<td>1400-1530</td>
<td>Participation in Clinical Nursing Education and Continuing Education Needs of Clinical Nurses</td>
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<td>Eunhee Hwang, Wonkwang University, Republic of Korea</td>
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<tr>
<td>4DD05</td>
<td>Opportunities and Challenges of attending Continuing Professional Development in Myanmar</td>
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<td>4DD06</td>
<td>Non-compliance to Continuing Professional Development requirements: Perspective of the Emergency Medical Care Practitioners in a resource poor setting</td>
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<td>4DD07</td>
<td>Applying the ECHO model in the continuous medical education of specialists of AIDS centers in Kazakhstan</td>
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<td>4DD08</td>
<td>Introducing Boot Camp for PGME Interns and Residents in Pakistan</td>
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<tr>
<td>4DD09</td>
<td>The changing landscape in Canada of CPD/CME targeting physicians: A scoping review</td>
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<td>4EE01</td>
<td>What are the differential diagnoses that Japanese final-year medical students need to consider for 37 common clinical features defined in the national model core curriculum? A modified Delphi study</td>
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<td>4EE02</td>
<td>Faculty Reflections about Participating in International Curriculum Development</td>
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<td>4EE03</td>
<td>Evaluation of the Joint Program for European Medical Studies 2018</td>
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<td>4EE04</td>
<td>International Accreditation of Resuscitation Courses by American Heart Association (AHA) at Sultan Qaboos University Hospital (SQUH), Oman</td>
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<td>4EE05</td>
<td>A DARE-ing binational medical education program: the Danish-American Research Exchange (DARE)</td>
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<tr>
<td>4EE06</td>
<td>Scaling expertise to reach local &amp; worldwide learners to positively impact the determinants of health using a massively open online course</td>
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<tr>
<td>4EE07</td>
<td>Developing a Course of Medical Ethics and Law by Using Situation Learning Theory</td>
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<td>4EE08</td>
<td>The ‘Learning Cycle’ in the Basic Life Support (BLS) Curriculum Develops Students’ and Teachers’ Outcomes: Successful Multidisciplinary Cooperation for BLS Lessons at Our Medical University</td>
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<tr>
<td>4EE09</td>
<td>A year-long medical simulation curriculum for pre-med students: Do you know what you are getting into?</td>
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<tr>
<td>4EE10</td>
<td>Developing a Global Health Curriculum in Singapore: Learning Experientially about Social Justice through Engagement with Low-Wage Migrant Workers</td>
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<td>4EE11</td>
<td>How to Market Your Course? Integrating Course Experience with Promotion in Social Media Engages Students in your Classroom</td>
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<td>4EE12</td>
<td>Creating a Global Health Curriculum in Saudi Arabia</td>
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<td>4EE13</td>
<td>Drawing as a Methodology: An Innovative Transitions of Care Curriculum for Postgraduate Year 1 Residents</td>
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<tr>
<td>4EE14</td>
<td>To Inform and Delight: Developing Medical Humanities Course for Medical Students in the Middle East</td>
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<td>4EE15</td>
<td>Medical Education in Mongolia</td>
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1400-1530

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<tr>
<th>#4EE ePosters: Curriculum Development</th>
<th>Moderator: Neil Osheroff, USA</th>
<th>Location: Foyer C, Level 2</th>
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<tbody>
<tr>
<td>4EE01</td>
<td>What are the differential diagnoses that Japanese final-year medical students need to consider for 37 common clinical features defined in the national model core curriculum? A modified Delphi study</td>
<td>Yuka Miyachi, Kyoto University Hospital, Japan</td>
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<td>4EE02</td>
<td>Faculty Reflections about Participating in International Curriculum Development</td>
<td>Margaret McDonald, University of Pittsburgh School of Medicine, USA</td>
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<tr>
<td>4EE03</td>
<td>Evaluation of the Joint Program for European Medical Studies 2018</td>
<td>Tudor Calinici, UMF Cluj-Napoca, Romania</td>
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<td>4EE04</td>
<td>International Accreditation of Resuscitation Courses by American Heart Association (AHA) at Sultan Qaboos University Hospital (SQUH), Oman</td>
<td>Asma Said AlBalushi, Sultan Qaboos University Hospital, Oman</td>
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<tr>
<td>4EE05</td>
<td>A DARE-ing binational medical education program: the Danish-American Research Exchange (DARE)</td>
<td>Kula Mehta, University of California, San Francisco, USA</td>
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<tr>
<td>4EE06</td>
<td>Scaling expertise to reach local &amp; worldwide learners to positively impact the determinants of health using a massively open online course</td>
<td>Daniel Nicklas, University of Colorado School of Medicine, USA</td>
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1400-1530

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<tr>
<th>#4FF ePosters: Surgery Education</th>
<th>Moderator: Helen MacRae, Canada</th>
<th>Location: Crystal Lounge, Level 1</th>
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<tbody>
<tr>
<td>4FF01</td>
<td>Will eye tracking video feedback enhance simulator performance?</td>
<td>Ninos Oussi, Division of Surgery, Department of Clinical Science, Intervention and Technology (CLINTEC), Sweden</td>
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<tr>
<td>4FF02</td>
<td>E-learning influence on physical examination test performance of Junior Clerkship students</td>
<td>Jinting Yan, The University of Hong Kong</td>
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**4FF03** The Efficacy of Virtual Reality Learning in the Acquisition of Arthroscopic skill: a Systematic Review and Meta-analysis
Liang-Tseng Kuo, Chang Gung Memorial Hospital, Chiai, Taiwan

**4FF04** Evaluation of Operating Room Learning Environment for UAE Obstetrics-Gynecology Residents using STEEM
Ebtelah Ala rms, Cornich Hospital, SEHA, UAE

**4FF05** Is Problem-Based Learning (PBL) The Proper Method to Prepare Students for Surgical Practice? Final-Year Medical Students’ and Interns’ Perspective
Mohammed S. Al-Rowais, Department of Surgery, King Saud University, Saudi Arabia

**4FF06** The effect of training on laparoscopic hysterectomy-module in virtual reality simulator on residents’ first laparoscopic hysterectomy: a randomized controlled trial
Ewa Jokinen, Helsinki University Hospital and University of Helsinki, Finland

**4FF07** Introduction to Surgery and Anaesthesia (ISA): the impact of a student led surgical course at one year
Irena Norman, Guy’s, King’s and St Thomas’ School of Medical Education, UK

**4FF08** Basic Suturing Skills Training using the Four-component Instructional Design (4C/ID): Perceptions of Educators and Learners
Zaw Lwin, Department of Emergency Medicine, KK Women’s and Children’s Hospital, Singapore

**4FF09** The role of peer observation in the acquisition of surgical skills in virtual reality tasks in medical students
Hsin-Yi Chiu, Taipai Medical University Hospital, Taiwan

**4FF10** Rethinking Stress and Surgeon Performance: Identification of Stress States in Surgery
Sydney McQueen, University of Toronto, Canada

**4FF11** Simulated Laparoscopic Skills Training Program by Surgical Residents
Raquel Peixoto, Federal University of Ceara, Brazil

**4FF12** Developing and gathering validity evidence for a simulation-based tool to assess technical expertise in open aortic aneurysm repair
Leisl Joy Nayahangan, Copenhagen Academy for Medical Education and Simulation, Denmark

**4FF13** Scan, plan, print, practice, perform: Development and use of a patient-specific 3-dimensional printed model in Video-Assisted Thoracoscopic Surgery (VATS) lobectomy
Hsu-Kai Huang, Tri-service General Hospital, Taiwan

**4FF14** Using a Virtual Reality Ophthalmic Surgery Simulator to Improve Surgical Observation Experiences for Medical Students
Daniel Hutter, University of Miami Miller School of Medicine, USA

**4FF15** Educational experience: Surgical skills workshop for ENT residents
Gabriela Perez Raffo, Instituto Universitario Hospital Italiano, Argentina

**4FF16** Comparison of Faculty versus structured Peer feedback: implications of technical skills training
Guy Sheahan, Queen’s University, Canada

**1400-1530** **#4GG Posters: Mentoring / CPD**
Moderator: Kathy Chappell, USA
Location: Hall F/Foyer F, Level 0

**4GG01** Characteristic of medical students mentoring in Walailak University, Thailand
Waritsara Leepaopan, Yachira Phuket Hospital Medical Education Center, Thailand

**4GG02** Factors affecting medical students burnout and motivation in the new mentoring program
Thunyaporn Pruangmethangkul, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand

**4GG03** What do undergraduate medical students say about supervision activities shown by their clinical mentors during their final clinical year?
Angelika Hoffnani, Medical University of Vienna, Teaching Center, Austria

**4GG04** Comparison of desired mentor characteristics in regular and strengthening tract medical students
Nonglak Butdee, Phichit Medical Education Center, Thailand

**4GG05** Mentoring program in a resource-limited setting: what do students want?
Suchadavee Wongchaipawatt, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

**4GG06** Mentor in Mobile
Katja Pura, University of Oulu, Finland

**4GG07** Coaching intervention improves physician well-being
Lara Solms, Erasmus Medical Center & University of Amsterdam, the Netherlands

**4GG08** A Systematic Scoping Review of Ethical Issues in Mentoring in Internal Medicine, Family Medicine & Academic Medicine
Clarissa Pura, Universiteit van Amsterdam, the Netherlands

**4GG09** Understanding mentoring structures through a systematic scoping review of mentoring programmes in medicine and surgery between 2000 and 2017
Wen Jie Chua, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

**4GG10** Examining requirements for doctor mentors in Taiwan: A mixed methods study
Liang Shihou Ou, Chang Gung Medical Research Center, Chang Gung Memorial Hospital, Taiwan

**4GG11** “Sisonke, Rekaofela, Together”: Experiences of mentors in a peer mentoring program
Carol Hartmann, University of the Witwatersrand, South Africa
**4GG12** Development of the Young Teacher through Research Scholarship: An Early Experience from the International Health Informatics Study (I HIS) Network
Gary Tse, Chinese University of Hong Kong

**4GG13** Addressing Social Determinants of Health: Developing and Delivering Timely, Actionable Audit Feedback Reports to Healthcare Providers
Harriet Fisher, New York University, USA

**4GG14** Continuing professional development for interprofessional collaboration: Fun and games
Theresa Schindel, University of Alberta, Canada

**4GG15** Use of Health Team Resource Management Model to Improve Nurses’ Teamwork
Ching-Wen Hu, Tungs’ Taichung MetroHarbor Hospital, Taiwan

**4GG16** Effects of Integrating Social Media LINE with High Fidelity Simulation in Emergent and Critical Management Training on Trainee’s and instructor’s Learning Outcomes
Yung-Chi Hsu, Tri-Service General Hospital, National Defense Medical Center, Taiwan

**4GG17** Physician leadership development through research action: a new approach to continuing professional development
Colleen Grady, Centre for Studies in Primary Care, Canada

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**1400-1530 #4HH Posters: Professionalism**
Moderator: Susannah Brockbank, UK
Location: Hall F/Foyer F, Level 0

**4HH01** A Systems Approach to Professionalism
Julia Humphreys, University of Manchester, UK

**4HH02** Topic analysis of research on medical professionalism from 1979 to 2018
Hyoseon Choi, Chosun University College of Medicine, South Korea

**4HH03** Professionalism in the pre-registration pharmacist placement: an exploratory stakeholder study
Helen Ireland, University of Leeds, UK

**4HH04** Awareness of Medical Professionalism and Knowledge-behavior Discrepancy among Chinese Medical Students: a Cross-sectional Survey Study
Xin Zhang, Ministry of Health Holdings (MOHH), China

**4HH05** Leaving the Laboratory: Using Bedside Teaching to Enhance the Professionalism of Medical Technologists
Chih-Hung Chen, Department of Internal medicine, Kaohsiung Chang Gung Memorial Hospital, Taiwan

**4HH06** Teaching professionalism in the acute medical setting: assessment and feedback from medical student simulation
Dominic Brown, Medical Education Department, Princess Alexandra Hospital Trust, UK

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**4HH07** The Development, over 5 Years, of a Consecutive Curriculum for Cultivating Professionalism in Medical Students in Japan
Michito Hirakata, Keio University School of Medicine, Japan

**4HH08** Interventions for Medical Student Unprofessional Behavior: Factors Influencing Success
Michael Ainsworth, Univ of Texas Medical Branch - Galveston, USA

**4HH09** Impact of a Professionalism Curriculum: Exploration of Undergraduate Students’ Attitude
Wen-Lin Lo, Department of Medical Education, Hualien Tzu Chi Hospital, Taiwan

**4HH10** How pre-clinical medical students report their perceived medical professionalism
Chiuang-Hsuan Chiu, Taipei Medical University, Taiwan

**4HH11** What Medical Students Learned about Professionalism in a Hidden Curriculum: Medical Teacher and Resident Perspectives
Saranya Prathaithep, Sunpasitthiprasong Hospital, Thailand

**4HH12** Professional Ethical Competences Questionnaire (PECQ) as a Tool for Evaluating Medical Students’ Professional Ethical Competences
Gordana Pavlekovic, University of Zagreb, School of Medicine, Croatia

**4HH13** Professionalism development through two different clinical clerkship programs: an autobiographical narrative approach
Hsin-Mei Pan, National Defense Medical Center, Taiwan

**4HH14** Ethics and Professionalism Training in Pakistani Medical Education: STMU/Shifa Experience
Muhammad Saeed, Shifa Tameer e Millat University, Pakistan

**4HH15** What do Medical Students Learn about Professionalism from Observation Learning in Patient and Family Advisory Councils in China? Shooting Feng, The First Affiliated Hospital, Sun Yat-sen University, China

**4HH16** The essential attributes of professionalism in Family Medicine: opinions from program directors in Taiwan
Chi-Wei Lin, E-Da Hospital/ I-Shou University, Taiwan

**4HH17** Medical professionalism: Development of an evaluation instrument for the resident physician
Ruth Dias, Universidade José do Rosário Velano - Hospital Universitário Aziza Velano - Unifenas, Brazil

**4HH18** A Study of Medical Professionalism in 6th Year Medical Students and Intern Doctors in Vachiraphuket Hospital
Patipan Juntamongkol, Medical Education Center Vachiraphuket Hospital, Thailand
**Posters: Curriculum Subjects**

**Moderator:** Olyn Westwood, UK

**Location:** Hall F/Foyer F, Level 0

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**1400-1530 #4I1 Poster 1**

**Title:** Attitudes and awareness of healthcare professionalism in social media

**Authors:** Surasak Aimkaew, Buriram Medical Education Center, Thailand

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**1400-1530 #4I2 Poster 2**

**Title:** Three-step kidney ultrasound course for medical students: a pilot study

**Authors:** Chih-Chin Kao, Taipei Medical University Hospital, Taiwan

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**1400-1530 #4I3 Poster 3**

**Title:** Application of point-of-care ultrasound (POCUS) in clinical care for medical students and post-graduate year residents

**Authors:** Wang-Huei Sheng, National Taiwan University Hospital, Taiwan

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**1400-1530 #4JJ Poster 4**

**Title:** What Are You Looking At? Ensuring That Admissions Tests and Desired Constructs Align

**Authors:** Darryl Kraemer, Altus Assessments, Canada

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**1400-1530 #4J02 Poster 5**

**Title:** Building Regional Campuses: Considerations Regarding Development of Admissions and Recruiting Practices

**Authors:** Carol Elam, University of Kentucky College of Medicine, USA

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**1400-1530 #4J03 Poster 6**

**Title:** Approximation to vulnerable students' academic trajectories: between background effects and personal merits potential

**Authors:** Natalia Harden Diaz, Universidad de Chile, Chile

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**1400-1530 #4J04 Poster 7**

**Title:** Socio-demographic variables in Brazilian new-entrant medical students

**Authors:** Renata Kobayashi, School of Medicine of University of Sao Paulo, Brazil

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**1400-1530 #4J05 Poster 8**

**Title:** The Relationship Between Undergraduate Teaching Settings, Graduate Outcomes, and Foundation Programme Allocation - A Single Centre Study

**Authors:** Hassan Baig, University of Aberdeen, UK

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**1400-1530 #4J06 Poster 9**

**Title:** The Impact of Prior Qualifications on Academic and Clinical Performance

**Authors:** Zaniel Zahra, University of Plymouth, UK

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**1400-1530 #4J07 Poster 10**

**Title:** Do graduate entry medical students with non-science backgrounds have a greater tolerance of ambiguity during the transition to clinical placements compared to those with a science degree?

**Authors:** Jack Mowatt, Warwick Medical School, UK

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**1400-1530 #4J08 Poster 11**

**Title:** Association between entrance marks, academic performance and the National Medical Exam

**Authors:** Ricardo Afonso, Department of Biomedical Sciences and Medicine, University of Algarve, Portugal

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**1400-1530 #4J09 Poster 12**

**Title:** The Influence of "Wanna Be a Doctor Camp" on Thai High School Students' Decision to Study Medicine

**Authors:** Anawin Amonasiri, Chiang Mai University, Thailand

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**1400-1530 #4J10 Poster 13**

**Title:** Multiple Mini-Interviews in Medical Student Selection

**Authors:** Amant Khositsuth, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand

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**1400-1530 #4J11 Poster 14**

**Title:** Does multiple mini-interview pick medical students different from those admitted by written examination?

**Authors:** Chyi-He Lin, Department of Pediatrics, E-Da Hospital, I-Shou University, Taiwan

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**Posters: Selection**

**Moderator:** Ian Wilson, Australia

**Location:** Hall F/Foyer F, Level 0

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**1400-1530 #4JJ Poster 15**

**Title:** Does multiple mini-interview pick medical students different from those admitted by written examination?

**Authors:** Chyi-He Lin, Department of Pediatrics, E-Da Hospital, I-Shou University, Taiwan

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**Posters: Selection**

**Moderator:** Ian Wilson, Australia

**Location:** Hall F/Foyer F, Level 0

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**1400-1530 #4JJ Poster 16**

**Title:** Does multiple mini-interview pick medical students different from those admitted by written examination?

**Authors:** Chyi-He Lin, Department of Pediatrics, E-Da Hospital, I-Shou University, Taiwan
4JJ1 Modified Multiple Mini Interview for Suranaree University of Technology Talented Scholar Selection Piya-on Numpaisal, Institute of Medicine, Suranaree University of Technology, Thailand

4JJ1 Screening for situational judgement: utilising an online video-based SJT for medical student selection in Australia Lyndal Parker-Newlyn, University of Wollongong, Australia

4JJ4 A qualitative analysis of the Portuguese National Sertiation Exams for access to residency programs Rui Jorge Silva, Life and Health Sciences Research Institute (ICVS), School of Medicine, University of Minho, Portugal

4JJ5 Innovative Selection Criteria of Residents for a Specialty Postgraduate Program: Using Multiple Mini Interviews Scenarios to Assess Insight, Reflexivity, and Reception of Feedback Natalie Buu, McGill University, Department of Anesthesia, Canada

4JJ6 A near-peer mock interview programme to prepare junior doctors for specialty interviews James Kent Bruner, Chelsea and Westminster Hospital, UK

1400-1530

#4KK Posters: Communication Skills
Moderator: Harm Peters, Germany
Location: Hall F/Foyer F, Level 0

4KK01 Madness or a method? E-learning as one of the methods of teaching communication skills Antonina Doroszewska, Medical University of Warsaw, Poland

4KK02 Doctors as Storytellers: Promoting medical student confidence and storytelling skills through performance training for oral case presentation Katherine Stevenson, Severn Postgraduate Medical Education Foundation School, UK

4KK03 The attendance to SHARE model communication course by physicians increases the signing of do-not-resuscitate orders for critical patients in the emergency room Chi-Cheng Liang, Department of Trauma, Kaohsiung Chang Gung Memorial Hospital, Taiwan

4KK04 Influences of Provider Gender on Underlying Communication Skills and Patient Centeredness in Pain Management Clinical Scenarios Jeffrey Wilhite, New York University, USA

4KK05 Breaking Bad News: Assessing Medical Student Skills Pirirnat Jiaraksuwan, Surin Hospital Medical Education Center, Thailand

4KK06 Educating health professionals in audiovisual communication. A Medical Education Perspective: Systematic review Maria Rosa Pernoll-Brunet, Universitat Rovira i Virgili, Spain

4KK07 Communication in everyday clinical practice from the point of view of different professions - A study on the perception of communication processes and requirements at a urological clinic Barbara Hinding, The German National Institute for state examinations in Medicine, Pharmacy and Psychotherapy (IMPP), Germany

4KK08 3D Sensor for Health Professions’ Education - Interaction Analysis in Medical Interview by Kinect Sensor Yoichiro Iwashita, Kagoshima University, Japan

4KK09 Communication in Emergency Department: How red is red? Krittaya Kanjanarat, Udonthani Hospital, Thailand

4KK10 Standardized and deliberate learning as an effective method to deliver phone drug information consultation skills to pharmacy students Cheng-Yi Chao, Tri-Service General Hospital, Taiwan

4KK11 Physician Assistant Training in the Effective Use of Interpreters Chris Gillette, Wake Forest School of Medicine, USA

4KK12 The shortcomings of medical record writing in different levels of trainees Chiu-Ping Kuo, Mackay Memorial Hospital, Taiwan

4KK13 If you didn’t write it, it didn’t happen - can documentation skills be taught in simulation? Andrea Pereira, Great Western Hospital, UK

4KK14 Exploration and Practice of Medical Narrative Writing as a Way of Cultivating Medical Humanistic Spirit Wei Lin, School of Clinical Medicine, Shanghai University of Medicine & Health Sciences (SUMHS), China

4KK15 Awareness of professional and academic literacy among Swedish dental students Nikolas Christidis, Karolinska Institutet, Sweden

4KK16 Franco Doc: Developing French-speaking health human resources in Francophone minority settings Genevieve Moineau, Association of Faculties of Medicine of Canada, Canada

4KK17 Assessing the Hidden Curriculum for the Care of Patients with Limited English Proficiency: An Instrument Development Claudia Rosu, MGH Institute for Health Professions, USA

1400-1530

#4LL Posters: Student: Emotional Intelligence/Learning Styles
Moderator: Janice Hanson, USA
Location: Hall F/Foyer F, Level 0

4LL01 Does emotional competency at the time of admission affect the subsequent levels of academic achievement? Koji Tsunekawa, Department of Institutional Research for Medical Education, Japan
4LM0 Teaching Practices Reflecting Emotional Intelligence among University Teachers in Higher Learning
Norul Hidayah Binti Mamat, International Medical University, Malaysia

4LM1 Emotional Intelligence: diagnosis and evaluation in medical students
Rosalba Esther Gutierrez Olvera, Anahuac University, Mexico

4LM2 Emotional Intelligence: A predictor of undergraduate student’s academic achievement in altered social conditions
Sundus Tarqii, University Medical and Dental College, The University of Faisalabad, Pakistan

4LM3 Personality characteristics of incoming medical students: a Big-Five model perspective for educational strategies design
Renata Rocha Gasca, University of Fortaleza, Brazil

4LM4 Effects of breakfast consumption on the learning ability in medical students
Natnicha Pongbangli, Medical Education Center Chiangrai Prachanukroh Hospital, Chiangrai, Thailand

4LM5 Self-esteem is Associated with Happiness but not Academic Performance in Thai Medical Students
Phakdee Kaewpingchans, Nakornping Medical Education Center, Thailand

4LM6 The effect of positive thinking training on resilience and social adjustment of students
Ghadir Pourbairamian, Department of Medical Education, School of Medicine, Iran University of Medical Sciences, Iran

4LM7 Conceptual analysis of Resourcefulness
Mai Fei Hsieh, Chi Mei Medical Hospital, Taiwan

4LM8 Exploring self-efficacy in computational medicine students
Caroline Morton, Imperial College London, UK

4LM9 Student Personality Types and Learning Outcome of Medical Students in Udonthani Medical School
Inchaya Sansak, Udonthani Medical Education Center, Thailand

4LM10 Foundation Rounds - a Balint-style group for final year medical students aiming to increase preparedness for work as a doctor
Laura Archer, Royal Wolverhampton NHS Trust, UK

4LM11 “Trait”-ing Students Uniquely: A Study on Personality Distribution and Preferred Learning Approaches
Constance Scarlett Yim, The Chinese University of Hong Kong, Hong Kong

4LM12 How Thai Medical Students spent their time
Suparat Kanjanavant, Nakornping Hospital Medical Center, Thailand

4LM13 Diary for improvement of time management skill in medical student
Kitiya Vutibenjarasamee, Obstetrics and Gynecology Department Khon Kaen Hospital, Thailand, Thailand

#4MM Posters: Postgraduate: Junior Doctors
Moderator: Jamiu Busari, the Netherlands
Location: Hall F/Foyer F, Level 0

4MM01 Quality Criteria for Core Medical Training - Impact on educational experience
Warren Lynch, Joint Royal Colleges of Physicians Training Board, UK

4MM02 The Reform of Post Graduate Medical Education in Italy Through Curriculum Design
Antonella Lotti, University of Genoa, Italy

4MM03 Usefulness of Learning Methods in Post-Graduate Training
Rishita Shah, East and North Hertfordshire NHS Trust, UK

4MM04 Making a Difference - experience of using an internal survey for junior doctors in a UK teaching hospital
Joanne Kirtley, University Hospitals of Leicester, UK

4MM05 Junior Doctors’ Experiences of their Medical Internship: Compelling evidence for a rigorous introductory service
Yvonne Carlsson, Sahlgrenska Academy, Sahlgrenska University Hospital, Sweden

4MM06 A study of the first-year interns’ satisfaction in training experience at Udon Thani Hospital
Titti Nasomtrug, Udon Thani Hospital, Thailand

4MM07 What do doctors value from generic teaching in the UK Foundation Programme? A qualitative analysis of feedback
Eleanor Boddy, Health Education East of England, UK

4MM08 Implementation of a simulation-based local practical skills course for foundation trainee doctors
Kathrine Redington, Maidstone & Tunbridge Wells NHS Trust, UK

4MM09 A Survey of Imposter Phenomena in UK Foundation Year 1 Doctors
Sara Warraich, PGME, Great Ormond Street Hospital, UK

4MM10 Influence of Role Models on First-Year Medical Students’ Perceptions of Professionalism
Jariya Jiranukool, Faculty of Medicine, Mahasarakham University, Thailand

4MM11 Medical Students’ Perceptions of Physicians as the Role Model: Insights From an Intensive Shadowing Experience
Chung-Yi Cheng, Division of Nephrology, Department of Internal Medicine, Taipei Medical University, Wanfang Hospital, Taiwan

4MM12 A comparison of knowledge, skills and attitudes in post graduate psychiatric training for 1st Internship physicians in Tak province
Chalorwat Inpa, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand
Session 5: Simultaneous Sessions

#5A Symposium: Transition from Surgical Training to Surgical Practice: Challenges, opportunities and innovation
Gareth Griffiths (NHS Tayside, UK), Paul Lai (College of Surgeons of Hong Kong, Hong Kong), Helen MacRae (University of Toronto, Canada), Julian Smith (Monash University, Australia), Ajit Sachdeva (American College of Surgeons, USA)
Location: Hall A, Level 2

#5B Symposium: Crossing the MedEd Threshold: Gateways to medical education from young educators to young educators
Rille Pihlak (University of Manchester, UK), Matthew J. Stull (Case Western Reserve University, USA), Robbert Duviplier (Maastricht University, The Netherlands), Margot Weggemans (University Medical Center Utrecht, The Netherlands), Kevin Garrity (University of Glasgow, UK), Susannah Brockbank (University of Liverpool, UK), Kevin Gervin (University of Glasgow, UK)
Location: Hall C, Level 2

#5C Symposium: Controversies and challenges in publishing health professions education research: a discussion with journal editors
Anna Cianciolo (Teaching and Learning in Medicine), David Cook, (Medical Education), Erik Dreissen (Perspectives on Medical Education), Peter de Jong (Medical Science Educator), Val Wiss (Education for Primary Care), Richard Hays (AMEE MedEdPublish)
Location: Hall N, Level 1

#5D Symposium: The political realities of designing and implementing a selection system: Implications for policy and practice
Fiona Patterson (Work Psychology Group, UK), Deborah O'Mara (University of Sydney Medical School, Australia), Wolfgang Hampe (University of Hamburg, Germany), Julia Blitz (Stellenbosch University, South Africa)
Location: Room L3, Level 1

#4N Meet & Ask the ASPIRE Winners
Marko Zdraljek, Harm Peters (ASPIRE Academy)
Location: Suite E, Level 0

Coffee Break
Viewing of posters and exhibits
Entrance Hall, Hall E, Gallery, Foyer M and N

1600-1730

#5F Research Papers: Learner Wellbeing
Moderator/Assessor: Samuel Edelbring, Sweden
Assessor: Mark Goldszmidt, Canada
Location: Room L6, Level 1

1600-1730

#5E AMEE Fringe 1
Moderator: Rachel Ellaway, Canada
Location: Hall M, Level 1

1600-1615

#E1 Postcards from the Fringe
David Taps, University of Calgary, Canada

1615-1630

#E2 View my View - Using Point Of View (POV) with smart glasses
Takaaki Sato, Aintree University Hospital, UK

1630-1645

#E3 The beetle-in-a-box: a call to stop measuring the unmeasurable
Anne de la Croix, Vrije Universiteit Amsterdam, The Netherlands

1645-1700

#E4 The Voice
Peter Musaeus, Cesu Aarhus University, Denmark

1700-1715

#E5 Hacking Med Ed - A comparison of innovating medical education to running a startup
Cynthia Sin Nga Lam, Li Ka Shing Faculty of Medicine, The University of Hong Kong, Hong Kong

1715-1730

#E6 Swinging Heart: music opens the door for understanding electrocardiography
Marcelo Rivas, Rio de Janeiro State University (UERJ) - Campinas State University (UNICAMP), Brazil

No Discussion
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</table>
| 1620-1640  | **5F2** Gender-specific effects of raising first-year standards on performance and stress levels of medical students  
             Karen Steegers-Lager, Erasmus MC University Medical Center Rotterdam, The Netherlands |
| 1640-1700  | **5F3** Heart on your Sleeve: Exploring the validity evidence for mobile measurements as indicators of psychological stress  
             Vicki LeBlanc, Department of Innovation in Medical Education - University of Ottawa, Canada |
| 1700-1720  | **5F4** Resisting resilience? An activity systems analysis of well-being training for UK General Practice postgraduate trainees  
             Marie Bryce, University of Plymouth, UK |
| 1720-1730  | Discussion                                                              |
| 1600-1730  | **#5G** Doctoral Reports 1  
             Moderator: Susan van Schalkwyk, South Africa  
             Location: Room 1.85-86, Level 1 |
| 1600-1620  | **5G1** Understanding the Relationships Between Curriculum Reform, Space and Place in Medical Education  
             Lorraine Hawick, Institute of Education for Medical and Dental Education, School of Medicine, Medical Sciences and Nutrition, University of Aberdeen, UK |
| 1620-1640  | **5G2** Learning from lapses: How to identify, classify and respond to unprofessional behaviour in medical students  
             Marianne Mak-van der Vossen, Amsterdam UMC, Vrije Universiteit Amsterdam, Department of Research in Education, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, the Netherlands |
| 1640-1700  | **5G3** Rethinking clinical reasoning in undergraduate medical education: facilitating collective learning in the activity of decision-making by health care students  
             Sarah Berger, Medical Faculty Heidelberg, University of Heidelberg, Germany |
| 1700-1720  | **5G4** Cognitive Load Theory and the Teaching and Learning of Procedural Skills: The Case of Gastrointestinal Endoscopy  
             Justin Sewell, University of California San Francisco, USA |
| 1720-1730  | Discussion                                                              |
| 1600-1730  | **#5I** Short Communications: Assessment  
             Location: Room 1.85-86, Level 1 |
| 1600-1620  | **5I1** Understanding the Relationships Between Curriculum Reform, Space and Place in Medical Education  
             Lorraine Hawick, Institute of Education for Medical and Dental Education, School of Medicine, Medical Sciences and Nutrition, University of Aberdeen, UK |
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             Justin Sewell, University of California San Francisco, USA |
| 1720-1730  | Discussion                                                              |
| 1600-1730  | **#5H** Short Communications: Curriculum Development  
             Location: Room 1.85-86, Level 1 |
| 1600-1615  | **5H1** Unveiling the Hidden Curriculum of Undergraduate Medical Education in Some Sudanese Medical Schools  
             Alsarah Diab, Sudan Medical Specializations Board, Sudan |
| 1615-1630  | **5H2** Curriculum Redesign of a Graduate Entry Medical Program using Systems Thinking Approach  
             Priya Pathak, University of Sydney, Australia |
| 1630-1645  | **5H3** People are the Corner Pieces of the Reformation Puzzle: Contributing to Egyptian Medical Education Reform Through Professional Development Training  
             Samantha Miles, Knowledge E, United Arab Emirates |
| 1645-1700  | **5H4** Accelerating Change in Medical Education: Outcomes from a Community of Innovation  
             Kimberly Lomis, American Medical Association, USA |
| 1700-1715  | **5H5** Mapping and Reviewing the Medical Curriculum using Artificial Intelligence  
             Paul Gagnon, UKCMedicine, Nanyang Technological University, Singapore |
| 1715-1730  | **5H6** Focussing intrinsic roles integration - a strategic multi-site mapping approach in German medical undergraduate curricula  
             Jan Griewatz, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, Germany |
| 1600-1730  | **#5J** Short Communications: Assessment  
             Location: Room 1.61, Level 1 |
| 1600-1615  | **5J1** The discriminatory power of examiners’ OSCE global ratings with other areas of a paediatric assessment program  
             Hasantha Gunasekera, University of Sydney, Discipline of Child and Adolescent Health, Australia |
| 1615-1630  | **5J2** Linear OSCE progression in a Physician Associate Programmes  
             Sharon Hartwell, Swansea University, UK |
| 1630-1645  | **5J3** Impact of external quality assurance on quality improvement to Objective Structured Clinical Exams (OSCEs) at Australian medical schools  
             Shannon Saad, The University of Notre Dame, Australia |
| 1645-1700  | **5J4** Does Confidence about Competence Decisions Increase as Assessment Data Accumulate? It depends on the OSCE Domain  
             Jorie Colbert-Getz, University of Utah School of Medicine, USA |
| 1700-1715  | **5J5** Video-based examiner score comparison and adjustment (VESCA): measuring the influence of different examiner-cohorts in fully-nested OSCEs  
             Peter Yeates, Keele University, UK |
| 1715-1730  | **5J6** Inter-rater agreement between direct examiners and examiners viewing video recordings in veterinary medicine OSCEs  
             Jean-Yin Tan, University of Calgary Faculty of Veterinary Medicine, Canada |

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**Discussion**

Melvyn Jones, UCL, UK
*(GPSTs) as Teachers and career path finders*

Fawzia Huq, Univ
*Humour and game the fundamentals of clinical instruction using*

Taiwan Kuo
*Phenomenographic study*

Tadayuki Hashimoto, Hashimoto Municipal
*Satisfaction for residents teachers based on teaching EPAs had a high*

**No Discussion**

Phillip Pearson, American University of the
*Retention increases student response rates and knowledge*

Aaron Brown, American University of the
*Engaged*

Eiji Kaneko, Tokyo Medical and Dental University,
*For medical students to learn medical interview with live stream lectures*

**No Discussion**

**Short Communications: Student: Peer Assisted Learning**

Moderator: Peter Barton, Australia
*Location: Room L7, Level 1*

**Short Communications: Student: Peer-led mock Objective Structured Clinical Examination (OSCE): an efficacious tool in supporting students through a transition curriculum**

Wesley Channell, School of Medicine, University of Leicester, UK
*Location: Room L3, Level 1*

**Discussion**

**Short Communications: Junior Doctor as Teacher**

Moderator: Marko Zdravkovic, Slovenia
*Location: Room 0.14, Level 0*

**Development of a Medical Education Scholarship Track Within A Residency Career Enrichment Program**

Holly Caretta-Weyer, Stanford University School of Medicine, USA
*Room 0.94, Level 0*

**Longitudinal workshops of residents-as-teachers based on teaching EPAs had a high satisfaction for residents**

Tadayuki Hashimoto, Hashimoto Municipal Hospital, Japan
*Room 0.31, Level 0*

**Senior residents as role models: A phenomenographic study**

Kuo-Chen Liao, Chang Gung Memorial Hospital, Taiwan
*Room 0.14, Level 0*

**From amateur to Osler: Teaching residents the fundamentals of clinical instruction using humour and game-based learning**

Fawzia Hua, University of Sydney, Australia
*Room 0.95, Level 0*

**Near peer teachers GP Specialty Trainees (GPSTs) as Teachers and career path finders**

Melvyn Jones, UCL, UK
*Room L7, Level 1*
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<td>1600-1700</td>
<td>#5N Short Communications: Curriculum: Accreditation and Curriculum Evaluation</td>
<td>Moderator: Marta van Zanten, USA Location: Room L1, Level 1</td>
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<tr>
<td>1600-1615</td>
<td>#5N Accreditation as Quality Assurance: Measures of Effectiveness</td>
<td>Danielle Blouin, Queen’s University, Canada</td>
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<tr>
<td>1615-1630</td>
<td>#5N2 Medical Students’ Perceived Readiness for Clerkship - 5 years of Survey data</td>
<td>Simon Field, Dalhousie University, Canada</td>
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<tr>
<td>1630-1645</td>
<td>#5N3 A comprehensive approach to ensure educational comparability across geographically distributed clinical sites at an international medical school</td>
<td>Robert Hecht, American University of the Caribbean School of Medicine, USA</td>
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<td>1645-1700</td>
<td>#5N4 Students Making a Change (SMAC) - Using an innovative education platform to collect medical undergraduate feedback for real-time improvement</td>
<td>Shabina Yasmin Rahman, University Hospitals of Leicester NHS Trust, UK</td>
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<tr>
<td>1700-1715</td>
<td>#5N5 Evaluating the Neonatal Intensive Care Nursing MSc Program Based on CIPP Model in Isfahan University of Medical Sciences</td>
<td>Mahshid AbdShahshahani, Isfahan University of Medical Sciences, Iran</td>
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**Monday 26th August**

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<tr>
<td>1645-1700</td>
<td>#5O The Learning Outcome of Interactive E-Teaching System Using E-curricula and Instant Messaging in Post-Graduate Training in Laboratory Medicine</td>
<td>Pin-Fei Wei, National Taiwan University Hospital, Taiwan</td>
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<tr>
<td>1700-1715</td>
<td>#5P5 Integration of extended Learning Analytics into the virtual patient system CASUS</td>
<td>Martin Adler, Instruct, Germany</td>
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<td>1715-1730</td>
<td>#5O6 Building a Medical Education Outcomes Center</td>
<td>Mark Rosenberg, University of Minnesota, USA</td>
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**No Discussion**

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<tr>
<td>1600-1700</td>
<td>#5P Short Communications: Teaching and Learning: Anatomy</td>
<td>Moderator: Gabrielle Finn, UK Location: Room L1, Level 1</td>
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<td>1600-1615</td>
<td>#5P1 Anatomy dissection improves the initially lower levels of spatial ability of medical undergraduates</td>
<td>Katerina Bogomolova, Leiden University Medical Center, The Netherlands</td>
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<td>1615-1630</td>
<td>#5P2 From cut-and-see to preoperative planning - a new concept for dissection course</td>
<td>Jörg Goldhahn, ETH Zurich, Switzerland</td>
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<td>1630-1645</td>
<td>#5P3 Student-Led Tutoring and Gross Anatomy Sessions: Meeting a Medical Student Curriculum Redesign with a Near-Peer Tutoring Framework</td>
<td>Christopher Barnes, Rush Medical College, USA</td>
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<td>1645-1700</td>
<td>#5P4 The Modernization of Anatomy Teaching: The Integration of Web-based Augmented reality (WebAR) and Three-Dimensional (3D) Printing Technology</td>
<td>Mel Kuen Florence Tang, The Chinese University of Hong Kong, Hong Kong</td>
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<td>1700-1715</td>
<td>#5P5 Exploring the application of ultrasound in teaching anatomy: a mixed method study</td>
<td>Te Fa Chiu, Department of Education, China Medical University Hospital, Taiwan</td>
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<tr>
<td>1600-1700</td>
<td>#5Q Short Communications: eLearning 2</td>
<td>Moderator: Caroline Morton, UK Location: Room 2.15, Level 2</td>
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<td>1600-1615</td>
<td>#5Q1 How can we build active learning communities for healthcare professionals online? A narrative synthesis of what works and when</td>
<td>Amy Manley, University of Bristol, UK</td>
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<td>1615-1630</td>
<td>#5Q2 Designing MOOCs for medicine and healthcare curricula</td>
<td>Luke Woodham, St George’s, University of London, UK</td>
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<tr>
<td>1630-1645</td>
<td>#5Q3 Identifying Instructional Design Principles in MOOCs to Inform Integration</td>
<td>Marlies Reinders, Department of Internal Medicine (Nephrology), Leiden University Medical Center, the Netherlands</td>
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**Discussion**
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<tr>
<td>1630-1645</td>
<td>5Q3  Health Professional education and practice in preventing and controlling infections amidst escalating global antimicrobial resistance</td>
<td>Otago, New Zealand</td>
<td>Linda Guliver, Otago Medical School, University of Otago, New Zealand</td>
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<td>1645-1700</td>
<td>5Q4  Climate Change in Medical Curriculum 2020</td>
<td>Oman</td>
<td>Alaa Dafallah, University of Khartoum, Sudan</td>
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<tr>
<td>1700-1715</td>
<td>5Q5  Global health: Can essays demonstrate transformative learning?</td>
<td>Oman</td>
<td>Ann Wylie, King’s College London, UK</td>
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<td>1715-1730</td>
<td>5Q6  Universal professionals or global physicians? A multi-centre study of international medical programme design</td>
<td>Oman</td>
<td>Emmaline Brouwer, Maastricht University, the Netherlands</td>
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<tr>
<td>1600-1730</td>
<td>5R1  Priorities and Insights: A Professionalism Curriculum for Postgraduate Psychiatry Learners</td>
<td>Netherlands</td>
<td>Tanis Adley, Memorial University of Newfoundland, Canada</td>
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<td>1615-1630</td>
<td>5R2  What do Pre-clinical Students Learn about Professionalism from Observation Learning in Patient and Family Advisory Councils in China?</td>
<td>Canada</td>
<td>Shaoting Feng, The First Affiliated Hospital, Sun Yat-sen University, China</td>
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<td>1630-1645</td>
<td>5R3  Professionalism Breakfast</td>
<td>USA</td>
<td>Ellen M. Friedman, Baylor College of Medicine, USA</td>
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<td>5R4  Professionalism across the professions</td>
<td>Ireland</td>
<td>Erica Smyth, RCSI, Ireland</td>
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<td>1700-1715</td>
<td>5R5  Pill Counter, business person or health care provider? A discourse analysis of professional identity in pharmacy education</td>
<td>Canada</td>
<td>Jamie Kellar, Leslie Dan Faculty of Pharmacy, University of Toronto, Canada</td>
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<td>1715-1730</td>
<td>5R6  Faculty’s reflective narratives and the residents’ professional identity formation: A thematic analysis</td>
<td>Singapore</td>
<td>See Meng Khoo, Alexandra Hospital, Singapore</td>
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<td>1600-1730</td>
<td>5S1  The effectiveness, implementation and evaluation of quality improvement training programmes in surgery: a BEME systematic review</td>
<td>The Netherlands</td>
<td>Elena Pallari, King’s College London, UK</td>
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<td>1615-1630</td>
<td>5S2  BEME Review - How does medical education affect empathy and compassion in medical students? A meta-ethnography</td>
<td>Singapore</td>
<td>May Eng Loo, Health Outcomes &amp; Medical Education Research (HOMER), NHG Education, National Healthcare Group, Singapore</td>
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<td>1630-1645</td>
<td>5S3  Learning from patients about patient-centredness: A realist review</td>
<td>Utrecht</td>
<td>Esther de Groot, University Medical Center Utrecht, the Netherlands</td>
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<td>1645-1700</td>
<td>5S4  Multi-level learning in general practice</td>
<td>Australia</td>
<td>Marie-Louise Dick, The University of Queensland, Australia</td>
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<td>1700-1715</td>
<td>5S5  Developing collaborative healthcare education programmes for staff in low and middle income countries</td>
<td>UK</td>
<td>Elaine Hill, University of Central Lancashire (UCLan), UK</td>
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<td>1715-1730</td>
<td>5S6  A BEME Review on the Utility of Mini-CEX in Undergraduate and Postgraduate Medical Education</td>
<td>Iran</td>
<td>Sara Mortaz Hejri, Tehran University of Medical Sciences, Iran</td>
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<td>1600-1730</td>
<td>5V1  Conference Workshop: Refugees’ and Migrants’ Health in Medical Curricula</td>
<td>The Netherlands</td>
<td>Evangelos Papageorgiou, EMSA - European Medical Students’ Association, Greece; Alkaterini Dimas, IFMSA - International Federation of Medical Students’ Associations, Greece; Janusz Janczukowicz, AMEE, Poland; Petra Verdonk, Verónica Selieger, Amsterdam UMC, VUmc, The Netherlands; Hiba Chaudhury, IFMSA - International Federation of Medical Students’ Associations</td>
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<td>1600-1730</td>
<td>5V2  Conference Workshop: Location: Revealing the hidden curriculum and professional culture in the clinical workplace: a practical tool for trainees and faculty</td>
<td>The Netherlands</td>
<td>Hanneke Mulder, Jacqueline van Wijngaarden, University Medical Center Utrecht, The Netherlands; H. Carie Chen, Georgetown University School of Medicine, USA; Olle ten Cate, University Medical Center Utrecht, The Netherlands</td>
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<tr>
<td>1600-1730</td>
<td>5V3  Conference Workshop: Problem Students or Problem Teaching? Exploring approaches to engaging students in their learning</td>
<td>The Netherlands</td>
<td>Ian Hall, Kathy Wright, Advance HE, UK</td>
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1600-1730 #SW Conference Workshop: What is Your Shape: Understanding the Roles of Types of Expertise in Health Professional Education
Elizabeth Wooster, OISE/University of Toronto, Canada; Douglas Wooster, University of Toronto, Canada
Location: Room 0.49-0.50, Level 0

1600-1730 #SX Conference Workshop: Bringing the lay voice into medical education: the use of ‘patient and public’ representatives in Specialty Recruitment and Medical Education in the UK
Jonathan Howes, Sheona MacLeod, Clare Wright, Health Education England, UK
Location: Room 2.17, Level 2

1600-1730 #SY Conference Workshop: Vibrate to Communicate
Linda McCrorie, Peter McCrorie, University of Nicosia Medical School, Cyprus
Location: Room 2.44, Level 2

1600-1730 #SZ Conference Workshop: Integrating the Arts and Humanities into Medical Education: Lessons From Across the Globe
Alison Whelan, AAMC, USA; Elizabeth Gaufberg, Harvard Medical School, USA; Quentin Eichbaum, Vanderbilt University, USA; Pablo González Blasco, SOBRAMFA, Brazil
Location: Room 2.61, Level 2

1600-1730 #AA Conference Workshop: Clinical Reasoning Assessment in the Workplace: What Tools are in your Toolbox?
Michelle Daniel, University of Michigan Medical School, USA; Steven Durning, Uniformed Services University of the Health Sciences, USA; Temple Ratcliffe, University of Texas Health San Antonio, USA; Larry Gruppen, University of Michigan, USA; Eric Holmboe, Accreditation Council for Graduate Medical Education, USA; Stuart Lubarsky, McGill University Faculty of Medicine, Canada
Location: Room 2.61, Level 2

1600-1730 #BB Conference Workshop: Followership - The Forgotten Key to Leadership
Benjamin Berg, Simtiki Simulation Center, John A Burns School of Medicine, USA; Yoko Akamine, Osaka City General Hospital, Japan; Nobuyasu Komazawa, Osaka Medical College, Japan; Gen Ouchi, University of Ryukyu, ChuraSim Simulation Center, Japan
Location: Room 2.83, Level 2

1600-1730 #CC Conference Workshop: Using activity theory to maximise the effectiveness of reflective ePortfolios
Uzma Tufail-Hanif, University of Edinburgh, UK; Morkos Iskander, University of Lancaster, UK
Location: Room 2.95, Level 2

1600-1730 #DD ePosters: Diversity
Moderator: Samuel Wong, Hong Kong
Location: Foyer B, Level 2

- 5DD01 Demographics and career interest of students in a novel high school STEM academy designed to increase diversity in the health professions
Reamer Bushardt, George Washington University School of Medicine & Health Sciences, USA

- 5DD02 The preliminary result of motivational drive chart to Japanese female medical doctors
Fukuko Moriya, Kurume University School of Medicine, Department of Pathology, Japan

- 5DD03 How to use entrustable professional activities (EPAs) to teach cultural competence and diversity issues to undergraduate medical students
Jeanine Suurmond, Amsterdam UMC, The Netherlands

- 5DD04 Trend of proportionally increased female physicians and dermatologists among the top medical graduates in Taiwan: a retrospective 30-year analysis
Yung-Wel Chang, Department of Dermatology, Kaohsiung Chang Gung Memorial Hospital, Kaohsiung, Taiwan

- 5DD05 Lack of representation in clinical skills manikins: Is this contributing to differential attainment in undergraduate medical education?
Peter Tarnory, St George’s, University of London, UK

- 5DD06 Evaluation of the present situation of bilingual teaching in eight-year M.D. program in China and a vista for possible reformative schemes
Hongyu Jin, West China Hospital, Sichuan University, China

- 5DD07 Public health education for medical students: interaction with multicultural students to learn diversity in health promotion
Chi-Feng Hsieh, I-Shou University, Taiwan

- 5DD08 Graduates’ ratings on acquired gender perspectives and gender medicine-related knowledge and competences: A comparison between the traditional and new modular curriculum of medicine at Charité Berlin
Sabine Ludwig, Charité - Universitätsmedizin Berlin, Germany
1600-1730 #EE ePosters: Assessment
Moderator: Richard Wakeford, UK
Location: Foyer C, Level 2

5EE01 The Application of Milestones and Entrustable Professional Activity in Standardized Patient Training - the Results of Pilot Study
Chia-chang Huang, Taipei Veterans General Hospital, Taiwan

5EE02 Written Assessment and The Cognition Levels Addressed: A Review of Published Studies in Health Sciences
Mei Yee Ng, Trinity College Dublin, Ireland

5EE03 Developing an Online Structured Professional Reasoning Exercise (e-OSPRES) to test case assessment, diagnosis and Treatment Planning in orthodontics
Richard Cure, University of Warwick, UK

5EE04 More than Just Numbers - Mean ABEM-ITE Percentile Score Helps Predict Resident Success in Final Exam in a Singapore Emergency Medicine Program
Dong Haur Phua, Tan Tock Seng Hospital, Singapore

5EE05 Balint Group as Facilitator Instrument of Medical Internship Students Training
Edmea Oliva-Costa, Universidade Federal de Sergipe, Brazil

5EE06 The role of question banks and the implications for medical schools: a systematic review
Afra Jiwa, King's College London, UK

5EE07 A tool to identify and support medical students who are high achievers in basic science written assessments but lower performers in OSCEs
Alexia Papageorgiou, University of Nicosia Medical School, Cyprus

5EE08 Medical students’ peer to peer assessment reliability in clinical case simulations training
Laura Malakauskiené, Lithuanian University of Health Sciences, Lithuania

5EE09 Exploring and Analyzing Clinical Examination and Lateral Thinking (EXCEL) Program applies script theory as the pedagogue in enhancing learning for early year clinical students
Zong Jie Koh, National University Hospital Singapore, Singapore

5EE10 Evaluating Student Competence in the Shared Discovery Curriculum
Robert Munilowski, Michigan State University College of Human Medicine, USA

5EE11 Baseline knowledge assessments are an effective tool for retrieval practice in student pharmacists
Sarah Anderson, University of North Carolina at Chapel Hill Eshelman School of Pharmacy, USA

5EE12 Fifteen Seconds Matters - Evaluate Under Graduated Year Medical Students’ Ability in Echocardiography
Yen-Yu Liu, MacKay Memorial Hospital, Taiwan

1600-1730 #FF ePosters: Teamwork / Interprofessional Education
Moderator: John Tegzes, USA
Location: Crystal Lounge, Level 1

5FF01 Using simulation to practise inter- and intraprofessional communication skills in undergraduate medical education
Marielle Jambroes, UMC Utrecht, the Netherlands

5FF02 Effective Interprofessional Education as a Strategy for Quality Improvement
Yan Qin, Singhealth, Singapore

5FF03 Using simulation to train interprofessional collaboration for healthcare students in primary care
Lene Lunde, University of Oslo, Norway

5FF04 Investigation of changes of empathy levels in clinical psychology and medical students of Japanese Medical School before and after interprofessional education
Hiroki Okada, Department of Medical Education, Faculty of Medicine, Kagawa University, Japan

5FF05 Introduction of Clinical Exchange Training for Medical and Dental Students
Mina Nakagawa, Institute of Education, Tokyo Medical and Dental University, Japan

5FF06 Evaluation of Team-Based Learning in Respiratory System II Course in Two Academic Years
Napat Chatteeraphat, Faculty of Medicine, Chulalongkorn University, Thailand

5FF07 Does Multi-Disciplinary Debriefing Improve Clinical Knowledge, Human Factors and Confidence in Interprofessional Simulation?
Ryan Phillips, Royal Cornwall Hospitals Trust, UK

5FF08 Improving patient safety by integrating team resource management program into staff training: 9-year experience in a tertiary hospital
Hsiang-Chun Tsai, Dalin Tzu Chi Hospital, Buddhist Tzu Chi Medical Foundation, Taiwan

5FF09 “Two is a crowd” - a qualitative analysis of dyad training in clinical clerkships
Lærke Marijke Noerholt, CAMES Rigshospitalet, Denmark
1600-1730

**5GG01** Norwegian health care students’ experiences from interprofessional education on complex patients in nursing homes

Birgitte Kalleberg, Faculty of Medicine, University of Oslo, Norway

**5GG04** Designing a Hybrid Faculty Development Program for Competency-Based Medical Education Implementation

Jason Jiunshiou, Department of Education Implementation, Occupational Health and Medicine, Finland

1600-1730

**5GG06** An A-S-K competency model for medical graduates in China

Gang Xin, Shantou University Medical College, China

**5GG07** Exploring the “Essential” Competencies Acquired by Japanese Midwives Graduating from a One-Year Post-Nursing Program

Akiko Uehara, Seisen Jogakuin College, Faculty of Nursing-Science, Japan

1600-1730

**5GG02** Could milestone evaluation be an effective instructional scaffolding for residency training?

Chien-yu Chen, Taipei Medical University Hospital, Taiwan

**5GG05** The Development of the Brazilian Competencies Framework in Gynecology and Obstetrics: An innovative experience

Gustavo Salata Romao, University of Ribeirao Preto, Brazil

**5GG08** Digital Badges in Medical Education: A Systematic Review

Julie Noyes, Washington State University, USA

1600-1730

**5GG03** Critical competencies in specialist physician training in occupational medicine (OM) and ways to assess these - trainers’ perspective

Marianne Rytkönen, University of Eastern Finland, Occupational Health and Medicine, Finland

**5GG09** Effects of Team-Based Inter-Professional Simulated (TIPS) Training Course on Improving the ACGME Core Competencies of Medical and Nursing Students: A Quasi-Experimental Study

Chao-Yen Huang, Chung Shan Medical University Hospital, Taiwan

1600-1730

**5GG07** Interprofessional Large-Group Simulation of Sudden Infant Death Syndrome - Experiences of Students and Professionals

Kirsimarja Metsavainio, Kuopio University Hospital, Finland

**5GG10** Medical students’ attitudes towards expected competencies in the outcome-based curriculum

Mahboobeh Maflnejad, Tehran University of Medical Sciences, Iran

**5GG12** Development of a Blockchain Based Digital Credential Framework for Competency Based Learning in the Veterinary Industry

Jason Johnson, Lincoln Memorial University-College of Veterinary Medicine, USA

1600-1730

**5GG14** Construction and Analysis of a First Aid Competence Index for Nurses in the Two-Year Nursing Postgraduate Training Program

Shih-Yen Yen, Mackay Memorial Hospital, Taiwan

**5GG15** Interprofessional Education in the Real World: Creating a Foundation for Success in a Patient’s Medical Home

Amanda Condon, University of Manitoba, Canada

**5GG13** Maintaining the Momentum for the Transition to CBD: CBME Strategic Planning

Moyez Ladhani, McMaster University, Canada

1600-1730

**5GG11** Simulation Based Education: Demonstrating effective multidisciplinary teamwork to undergraduate nursing and medical students

Harriet Welch, Walsall Healthcare Trust, UK

**5GG16** Evaluation of Simulated Training Scenarios and Debriefing Quality Using a Competence-Based Behavioral Checklist

Yoshtaka Maeda, Jichi Medical University, Japan

**5GG17** Peer Led Teaching Session in Induction of Year Students

Denisse Zuniga, Pontificia Universidad Catolica de Chile, Chile

**5GH01** Multiple Transitions of Undergraduate First-Year Students in the MChB Programme: Expectations, Experiences and Emotions

Nokuthula Tulajloe, University of the Free State, South Africa

**5GH02** Medical students’ learning strategies during transition to clinical training are strongly associated with their levels of burnout and wellbeing

Denisse Zuniga, Pontificia Universidad Catolica de Chile, Chile

**5GH03** Facilitating a successful transition from academic to clinical education for medical students

Brooke Short, University of Newcastle, Australia

**5GH04** Easing the Transition of Medical Student to Professional Practitioner: The Implementation of a Near-Peer Led Teaching Session in Induction Week across East of England Region

Katie Wood, Mid Essex Hospital NHS Trust, UK

**5GH05** A Scoping Review of Interventions to Support the Transition from Medical Student to Doctor

Niamh Coakley, University College Cork, Ireland

**5GH06** Bridging the Gap: Transition from Medical Student to Junior Doctor

Ujjwal Prakash Khurl, Institute of Medicine, Tribhuvan University, Nepal
5H07 Preparing Final Year Medical Students for the Wards through an Interactive Prescribing Workshop
Claire Capper, Mid Yorkshire NHS Trust, UK

5H08 Final Year Examinations Versus Job Preparation: Introducing a Series of Sessions to Bridge the Gap
Ariella Midgen, Watford General Hospital, UK

5H09 The effectiveness of orientation training for new nursing staff by flipped classroom teaching mode
Jen-Yu Chi, National Cheng Kung University Hospital, Taiwan

5H10 A multi-support approach: The role of newly graduated nurses during the first three months of preceptorship in Taiwan
Hui-Ying Chang, Chi Mei Medical Center/Southern Taiwan University of Technology, College of Humanities and Social Sciences, Taiwan

5H11 A study on the Learning Attitudes, Learning Difficulties and Coping Strategies of New Nurses
Su-Chen Kuo, Chi Mei Medical Center, Liouying, Taiwan

5H12 Developing a tailored induction programme for International Medical Graduates
Justin Poisson, Great Ormond Street Hospital for Children, UK

5H13 Transition to Foundation Year 2 - how can we better support trainees?
Kirsty Brownlie, NHS (Severn Deanery), UK

1600-1730 #5I Posters: Game-based Learning
Moderator: Todd Chang, USA
Location: Hall F/Foyer F, Level 0

5I01 Impacts of contextual game-based learning on Nurse Practitioners learning performances in health assessment courses
Chin-Sheng Lin, School of Medicine, National Defense Medical Center, Taiwan

5I02 Neurophysiology Games in the Process of Education and Learning in Psychology: Perception of Students in the Living of Construction
Carla Waldek Santos, Faculdades Pequeno Príncipe, Brazil

5I03 Spreading Happiness for Medical Students with TV Game Shows Teaching Style: Facilitating Learning-by-Learner
Sahattaya Niyomsoot, Suranaree University of Technology, Thailand

5I04 Team-Game-Tournament in new nurses’ medication training program
Pei-Hsuan Li, Chi Mei Medical Center, Liouying, Taiwan

5I05 Mixing Innovations: Incorporating educational technology into game-based learning
Douglas Bovell, Weill Cornell Medicine in Qatar, Qatar

5I06 StudydBuddy: a novel game to facilitate Dermatology revision for final year Medical students
David Cripps, South Warwickshire NHS Foundation Trust/The University of Warwick, UK

5I07 Combination of Game-based learning and Team-based learning for Improving Medical Knowledge and Self-Confidence in Patient Management
Noosara Klumsombut, Ratchaburi Hospital Medical Education Center, Thailand

5I08 The Building Blocks of Haematology: an observation-based research project exploring the use of LEGO® SERIOUS PLAY® within undergraduate medical education
Isaac Chung, Weston Area Health Trust, UK

5I09 Using game based learning as a formative assessment tool in microbiology class
Anirut Limtrakul, Faculty of Medicine, Srinakharinwirot University, Thailand

5I10 The Efficiency of BMB gamification for the 2nd Year Medical students of Phramongkutklao College of Medicine (PCM)
Montalee Theraapsalakrun, Phramongkutklao College of Medicine, Thailand

5I11 Fostering faculty engagement in a community of practice by means of collaborative gamification
Cristina Kroeff Schmitz Gibbk, Universidade do Vale do Rio dos Sinos/UNISINOS, Brazil

5I12 A comparison of learning outcome and student satisfactions in game based learning and lecture based learning.
Piyarat Rojsang, Udonthani Medical Education Center, Udonthani Hospital, Thailand

5I13 Balung Game Card (BGC) - A trigger to exchange ideas and display their own brand of creativity
Phenny Pariury, Unika Soegijapranata, Indonesia

5I14 Improving the learning outcomes and teaching satisfaction of nutrition interns through Game-Based Learning
Ying-Ru Chen, Department of Nutrition, Chung Shan Medical University Hospital, Taiwan

1600-1730 #5J Posters: Curriculum: Strategies / Medical Education Research
Moderator: John Cokson, UK
Location: Hall F/Foyer F, Level 0

5J01 Comparison of Performance among Graduating Doctors Trained in Traditional & Integrated Curriculum
Seyyedha Abbas, Foundation University Medical College, Islamabad, Pakistan

5J02 Implications for the design of an integrated pharmacy curriculum from a scoping review of integrated health professions curricula
Aisling Kerr, RCSI Dublin, Ireland
5JJ03 Microanalysis framework on learning effectiveness and satisfaction of organ system-based integrated curriculum in undergraduate medical education
Bar-Ching Sheu, Center of Faculty Development, College of Medicine, National Taiwan University, Taiwan

5JJ04 Identification of challenges faced during the implementation of an integrated curriculum
Kinza Aslam, University of Lahore, Pakistan

5JJ05 Integrating Engineering into the Medical Curriculum
Judith Rowen, Carle Illinois College of Medicine, USA

5JJ06 A Review of International Nursing-related Vocational and Educational Training on the Issue of Integrated Teaching
Maria Christidis, The Swedish Red Cross University College, Sweden

5JJ07 Reimagining electives in the clerkship year - a focus on career exploration and integration
Patricia Cornett, University of California, San Francisco, USA

5JJ08 Factors affecting fifth year medical students' selection of elective subject in medical school
Chonticha Chawachart, MEC Phayao University, Thailand

5JJ09 Why did medical students choose Family Medicine elective?
Srirluk Pongchitsirik, Buddhathorn Hospital Medical Education Center, Thailand

5JJ10 Moderation of assessment in a Student Selected Component context
Camille Huser, University of Glasgow, UK

5JJ11 Elective: Enhancing practice in the University of Algarve medical curriculum
Sofia Nunes, University of Algarve, Portugal

5JJ12 Integrating Undergraduate Medical Electives into the Medical College Curriculum at King Saud University
Elizabeth Feeley, King Saud University, College of Medicine, Saudi Arabia

5JJ13 An Elective Course in The 1000 First Days Of Life
Dian Puspa Wiljaya, Faculty of Medicine Islamic University of Indonesia, Indonesia

5JJ14 Impact of Overseas Clinical Elective on clinical practice: Perception of the Clinicians and Students
Thomas Y.B. Lau, Department of Medicine and Therapeutics, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong

5JJ15 A Reflection on My Development as a Junior Doctor Entering the World of Qualitative Medical Education Research
Laura Bennett, Medical Education Department, Avon and Wiltshire Mental Health Partnership, NHS, UK

5JJ16 Cultural Adaptation of Maslach Burnout Inventory in Russian and Kazakh languages
Alessandra Clementi, Nazarbayev University School of Medicine, Kazakhstan

5KK01 Workplace cultures and medical student burnout in clerkships
Yung Kal Lin, Chiayi Branch, Taichung Veterans General Hospital, Taiwan

5KK02 10 minutes mindfulness - does it work for Thai medical students?
Benjawan Yosamran, Hatyai Medical Education Center, Thailand

5KK03 Well being of Medicine students: an update of the Italian longitudinal study
Giuseppe Familiari, Sapienza University of Rome, Italy

5KK04 Navigating medical student wellbeing: an exploratory study of students and staff
Victoria Simpson, University of Liverpool, UK

5KK05 A novel study: how Hong Kong medical students' professionalism behaviours are affected by educational experiences before medical school
Sophie Yau, The Chinese University of Hong Kong

5KK06 Experiences of Medical Students who Participated in a 6-Week Self-Compassion Program: A Qualitative Investigation
Camila Veneros, McGill University, Canada

5KK07 Prediction of factors contributing toward highest and lowest Global Quality of Life levels among medical students using machine learning models
Alice Q. C. Miguel, Faculdade de Medicina da Universidade de Sao Paulo, Brazil

5KK08 Enhanced health awareness for non-medical students through digital learning at Prince of Songkla University
Kanyanatt Kanokwiroon, Prince of Songkla University, Thailand

5KK09 Improving wellbeing in medical students - A work in progress
Jan McKenzie, University of Otago (Christchurch), New Zealand

5KK10 Healthy Lifestyle as Prophylaxis of Endocrine Pathology among Medical Students
Liza Mirkovskaya, UNMU, Ukraine

5KK11 Students' self-perception about their Quality of Life is overestimated: is this the base of their mental troubles?
Patricia Maluf Cury, FACERES, Brazil

5KK12 Special supplementary courses (Soft sciences) experience for reducing stress in medical students. Time for renovation
Vich Thanpanya, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

5KK13 Muay Thai boxing fights reduce stress and improve exercise attitudes in medical students
Narin Chindavech, Burnam Medical Education Center, Thailand

5KK14 Mental Health and Wellbeing Amongst Medical Students: How are we doing?
Zayna Syed, University of Glasgow, UK
5KK15 Non-medical use of prescription stimulants by undergraduate medical students at a South African University
Lori Bocchio, Unit for Undergraduate Medical Education, Health Sciences Faculty, University of the Witwatersrand, South Africa

5KK16 Resiliency of First Year Clinical Rotations in Thai Medical Students Managed With Burnout
Piyaporn Sirianchune, Medical Education Center, Chiangrai Prachanukroh Hospital, Thailand

5KK17 Strengthening mindfulness to enhance learning outcomes by taking a brief meditation prior to a class: a research in fifth-year medical students
Naphatsaphon Chumwong, Maharaj Medical Education Centre (MMEC), Maharaj Nakorn Si Thammarat Hospital, Thailand

1600-1730

$5LL$ Posters: Clinical Reasoning & Decision Making
Moderator: Marie-Claude Audétat, Switzerland
Location: Hall F/Foyer F, Level 0

5LL01 Piloting Practicum Script, a clinical reasoning simulator, in a multi-centre European study
Amir Sam, Imperial College London, UK

5LL02 Time to investigate the path of clinical reasoning in chronic and multimorbidity conditions
Julia Sader, UNICEF (JDREM), Switzerland

5LL03 Think Like a Doctor when you Read the News
Nancy Fernandez-Garza, Universidad Autonoma de Nuevo Leon, Mexico

5LL04 Correlates of medical error and clinical reasoning
Ching-Yi Lee, Chang Gung Memorial Hospital and Medical Education Research Center, Taiwan

5LL05 Clinical reasoning training program for Japanese nurses using advanced patient simulator
Takuzo Hano, Wakayama Medical University, Satellite Clinic for Integrative and Anti-Aging Medicine, Japan

5LL06 Evaluating the use of case based discussion in improving clinical reasoning: A pilot study with medical students
Rodger Laurent, Royal North Shore/Sydney Medical School, Australia

5LL07 ClinicalCasesPod: Do medical students tune in to a case-based podcast series to help learn clinical reasoning?
Keisha Marchon, Brighton and Sussex University Hospitals NHS Trust, UK

5LL08 From Presentation to Pathology: A workshop on forming a Differential Diagnosis
Charlotte Pallett, University College London Medical School, UK

5LL09 Effect of a peer role playing simulation on the competency of medical students in performing musculoskeletal physical examination and clinical reasoning
Kazuyo Yamauchi, Tokyo Women’s Medical University, Japan

5LL10 “What do all those numbers and images mean for my patient?”: A junior doctor led near-peer teaching programme to develop medical students’ clinical reasoning
Viktoryia Boncheva, NHS Greater Glasgow and Clyde, UK

5LL11 Using a case-based framework to improve teaching and learning clinical reasoning for preclerkship students in Taiwan
Yaw Don Hsu, Tri-Service General Hospital & National Defense Medical Center, Taiwan

5LL12 Synergic combination to improve medical thought: We must teach clinical reasoning coupled with debriefing
Daniel Contreras Reyes, Universidad de Chile, Chile

5LL13 Development of clinical reasoning competency using virtual clinical training among baccalaureate nursing students
Shu-Yu Kuo, School of Nursing, College of Nursing, Taipei Medical University, Taiwan

5LL14 Assessing shared decision-making skills of 3rd year medical students
Lucille Ong, Academic Medical Centre, the Netherlands

5LL15 Clinical Decision-Making in Geriatric Emergency Medicine: A Systematic Review
Maria Louise Gamborg, Center for Health Sciences Education, Faculty of Health, Aarhus University, Denmark

5LL16 Healthy Volunteers Role-play Helped Training of Patient Decision Aids (PDAs) Implementation in the Simulation of Shared Decision Making (SDM)
Chung-hai Tien, National Defense Medical Center, Taiwan

5LL17 Anchoring and Outcome Biases in Medical Trainees and Providers
Aron Liaw, University of California, San Francisco, USA

5LL18 Teaching Critical Thinking with Osler Techniques
Pongsakorn Srichan, Surin Medical Education Center, Thailand

5LL19 The development of clinical thinking in junior doctors
Rachel Locke, University of Winchester, UK

5LL20 Engaging medical students in reflective practice - can we do it better?
Mariam Koronfel, King’s College London, UK
1600-1730  

**#5MM Posters: Postgraduate: Education General**  
Moderator: Michelle Arora, UK  
Location: Hall F/Foyer F, Level 0

- 5MM01 The establishment of research mentoring program for residents  
  Miyuki Takahashi, Aichi Medical University, Japan
- 5MM02 Colleague Supervision of Research Degree Studies as Professional Development  
  Linda Crane, Bond University, Australia
- 5MM03 Fostering residency research skills through a multi-mentoring system  
  Jirawat Moolasart, Sanpathitphraosong Hospital, Thailand
- 5MM04 U.S. MD-PhD program graduates' engagement in research: Results of a national study  
  Dorothy Andriole, Association of American Medical Colleges, USA
- 5MM05 Gender helps regulate internship GPA grades and 360-degree assessment in PGY-1 training: A preliminary study at an Army medical center  
  Ying-Chen Chen, Department of Pediatrics, Tri-Service General Hospital, National Defense Medical Center, Taiwan
- 5MM06 Gender variation in Medical Specialties at biggest Med School in Mexico: 20 years  
  Maria de los Angeles Fernandez-Altuna, UNAM School of Medicine, Mexico
- 5MM07 Challenge or opportunity: The importance of women in orthopedics  
  Tatjana Topalovic, AO Foundation, USA
- 5MM08 From scaffolding to moulding in postgraduate medical training: A conceptual model for trainee-centered teaching  
  Hadeel Morsli, Oxford University Hospitals, UK
- 5MM09 "We spend most of the day at work with colleagues, but still don't get a chance to connect": Perceptions of a unique professional development program for physician trainees  
  Elke Hendrich, Western Health, Australia
- 5MM10 Resistance, criticism, and solutions to the education online seminar  
  Olivia Espinosa-Vazquez, Facultad de Medicina, Universidad Nacional Autonoma de Mexico, Mexico
- 5MM11 Influence of Artificial Intelligence on Medical Postgraduates: A Multi-center Survey Study  
  Patrantit Nuntasilapachai, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand
- 5MM12 Medical trainees’ professional identity formation and experiences in the community of practice  
  Masami Tagawa, Kagoshima University, Center for Innovation in Medical and Dental Education, Japan

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1600-1730  

**#5NN Conference Workshop: askAMEE:**  
Using technology to support evidence-informed teaching practice  
Claire MacRae, Louise Russell, AMEE, UK  
Location: Suite E, Level 0

**Academic Group Meetings**

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<th>Time</th>
<th>Meeting</th>
<th>Room</th>
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<td>1600-1730</td>
<td>Medical Teacher Board Meeting (closed meeting)</td>
<td>Room L4, Level 1</td>
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<td>1745-1915</td>
<td>AMEE CPD Committee (closed meeting)</td>
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<td>1745-1915</td>
<td>AMEE Faculty Development Committee (closed meeting)</td>
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<td>1815-1915</td>
<td>AMEE Fellowship Committee (closed meeting)</td>
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<tr>
<td>1730-1915</td>
<td>BEME Open Session</td>
<td>Room 0.51, Level 0</td>
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<td>1745-1915</td>
<td>Ottawa Consensus Group: Performance Assessment (closed meeting)</td>
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<tr>
<td>1745-1915</td>
<td>Ottawa Consensus Group: Technology Enhanced Assessment (closed meeting)</td>
<td>Room 2.44, Level 2</td>
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<tr>
<td>1745-1915</td>
<td>Ottawa Consensus Group: Programmatic Assessment (closed meeting)</td>
<td>Room 2.61, Level 2</td>
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<tr>
<td>1745-1900</td>
<td>Student Orientation Open to all students</td>
<td>Hall N, Level 1</td>
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</tbody>
</table>
Registration / Exhibition

- Registration Desk Open (0745-1745)
- Entrance Hall
- Exhibition Open (0930-1630)
- Entrance Hall, Hall E, Gallery

Tours – all tours depart and return to Austria Center Vienna

- Gourmet Walking Tour (0830-1130)
- Art Nouveau Tour (0930-1230)
- City Walking Tour with Cake and Coffee (1330-1630)
- Vienna Woods (1330-1730)
- City Walking and Tram Tour (1400-1630)

AMEE Group Meetings

- Ottawa 2020 (closed meeting) (0700-0815)
- Room L5, Level 1
- BEME BICCs (closed meeting) (0700-0815)
- Room L4, Level 1

Session 6: Plenary

- 0830-0945
  - #3 Plenary: Moderator: Gerard Flaherty, Ireland
  - Location: Hall A/C, Level 2
- 0830-0915
  - #6 Plenary: A Call to Action: Patients as Partners in Healthcare Professions Education and Practice
  - Susan E. Sheridan (Society to Improve Diagnosis in Medicine (SIDM), USA) and Suzanne Schrandt (Arthritis Foundation, USA)
- 0915-0945
  - Award Presentations
  - Miriam Friedman Ben-David New Educator Award
  - AMEE Fellows and Associate Fellows
  - Sino-Russian Educator Award
  - AMEE-ESME Certificate in Medical Education Awards
  - AMEE Specialist Certificate Awards
- 0935-0940
  - Invitation to Ottawa 2020, Kuala Lumpur, Malaysia
- 0940-0945
  - Karolinska Institute Prize for Research in Medical Education: Call for nominations

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the Abstract Book or follow the link to the abstracts from each session in the App

Session 7: Simultaneous Sessions

- 1015-1200
  - #7A Symposium: Expanding the Role of Patients as Partners in Education
  - Gerard Flaherty (National University of Ireland Galway, Ireland), Robina Shah (University of Manchester, UK), Subha Ramani (Harvard Medical School, USA), Neil Johnson (National Institute for Preventive Cardiology, Ireland), Jools Symons (University of Leeds, UK)
  - Location: Hall A, Level 2
- 1015-1200
  - #7B Symposium: Understanding student behaviour: The role of digital data
  - Jennifer Hallam (Leeds Institute of Medical Education, University of Leeds, UK), Martin V Pusic (NYU Langone Health, USA), Stephanie Clota (ModMed, Australia), Marie-Christine Rousset (Université de Grenoble-Alpes, France), Fabrice Jouanot (Université de Grenoble-Alpes, France), Tamsin Treasure-Jones (Leeds Institute of Medical Education, University of Leeds, UK)
  - Location: Hall C, Level 2
- 1015-1200
  - #7C Symposium: Transformative Learning: a pedagogy for the health professions
  - David Davies (Warwick Medical School, UK), Jennene Greenhill (Flinders University College of Medicine and Public Health, Australia), Ayelet Kuper, Tina Martimianakis (Wilson Centre, University of Toronto, Canada), Susan van Schalkwyk (Centre for Health Professions Education, Stellenbosch University, South Africa)
  - Location: Hall N, Level 1
- 1015-1200
  - #7D Short Communications: Interprofessional Education 1
  - Moderator: Sharon Buckley, UK
  - Location: Room L3, Level 1
- 1015-1030
  - 7D1 The Tacit Knowledge Base Underlying Interprofessional Collaboration Competence
  - Nicolas Fernandez, Université de Montréal, Canada
- 1030-1045
  - 7D2 How simulation can prepare interprofessional care teams for mass casualty response
  - Karlen Bader, Uniformed Services University, USA

0945-1015
- Coffee Break
- Entrance Hall, Hall E, Gallery, Foyer M and N

0945-1015
- Viewing of posters and exhibits
- Entrance Hall, Hall E, Gallery, Foyer M and N

0945-1015
- Coffee Break
- Viewing of posters and exhibits
- Entrance Hall, Hall E, Gallery, Foyer M and N
**Tuesday 27th August**

**Austria Centre Vienna**

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| 1045-1100     | 7D3 Caring for underserved patients through neighbourhood health screening: readiness for interprofessional learning after participation in a longitudinal interprofessional home visit program in Singapore  
Liang En Ian Wee, Singapore General Hospital, Singapore |
| 1100-1115     | 7D4 Social identification and interprofessional learning of final-year nursing and medical students  
Claudia Tielemans, Utrecht University, the Netherlands |
| 1115-1130     | 7D5 Introduction of an undergraduate interprofessional simulation based skills training program in obstetrics and gynaecology in India  
Arunz Kumar, Monash University, Australia |
| 1130-1145     | 7D6 Implementation of Importance-Performance Analysis to Evaluate the Interprofessional Collaborative Practice Conference in a Tertiary Hospital in Taiwan  
Je-Ming Hu, Division of Colorectal Surgery, Department of Surgery, Tri-Service General Hospital in Taipei, Taiwan |
| 1145-1200     | 7D7 Does Interprofessional Education for teachers enhance the Interprofessional Collaboration in airway management for new staffed nurses, respiratory therapists and physicians?  
Mok Sam I, Taipei Medical University Shuang Ho Hospital, New Taipei City, Taiwan |
| 1115-1135     | 7E4 Experiences and motivation of ethnic minority students in medical education: a qualitative study  
Uyiye Isik, VUmc School of Medical Sciences, Amsterdam, the Netherlands |
| 1135-1155     | 7E5 Exploring the influence of undergraduate health professions students at distributed health service facilities  
Ian Couper, Ukwanda Centre for Rural Health, Faculty of Medicine and Health Sciences, Stellenbosch University, Cape Town, South Africa |
| 1155-1200     | Discussion |
| 1015-1200     | 7F Research Papers: Professionalism and Communication Skills  
Moderator/Assessor: Julio Blitz, South Africa  
Assessor: Viktork Riklefs, South Africa |
| 1015-1035     | 7F1 Brazilian-Portuguese Translation, Cultural Adaptation and Validity Evidence of Two Scales to Assess Communication Skills in Medical Education  
Sheyla Rocha, São Carlos Federal University, São Carlos, Brazil |
| 1035-1055     | 7F2 A roadmap for attending to medical students’ professionalism lapses  
Marianne Mak-van der Vossen, Amsterdam University Medical Centers, VUmc School of Medical Sciences, Amsterdam, The Netherlands |
| 1055-1115     | 7F3 Speaking up amongst Clinical Teachers in a formal meeting of Post Graduate Medical Education (PGME)  
Irene Slootweg, Leiden University Medical Center, Leiden, The Netherlands |
| 1115-1135     | 7F4 Students’ experiences of workplace dignity during work-integrated learning: A qualitative study exploring student and workplace supervisors’ perspectives  
Charlotte Rees, Monash Centre for Scholarship in Health Education (MCSHE) - Monash University, Melbourne, Australia |
| 1135-1155     | 7F5 Using empirical ethics to guide clinical communication education: moving beyond abstract and generic communication skills training  
Clare Delany, The University of Melbourne, Melbourne, Australia |
| 1155-1200     | Discussion |
| 1015-1200     | 7G Point of View 2  
Moderator: Hiroshi Nishigori, Japan |
| 1015-1025     | 7G1 Promoting Professionalism through Remediation in Residency Education: support, support, support  
Mary Ana Cordera Díaz, Tecnologico de Monterrey, Escuela de Medicina y Ciencias de la Salud, Mexico |
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Teri Turner, Baylor College of Medicine, USA |
| 1035-1045| **7G3** First do no harm - overdiagnosis and transitioning to the ‘expert generalist’  
Olive Morris, Southampton GP Education Unit, UK |
| 1045-1055| **7G4** Connecting the champions: The importance of having the network of like-minded people in developing IPE in Asia Pacific region  
Daniel Richard Kambe, Indonesian Young Health Professionals’ Society, Indonesia |
| 1055-1105| **7G5** A nationwide collaboration for student councils - the next big thing in student representation  
Erica Aldenbäck, OMSIS (Nationwide network for all student councils at the medical programmes in Sweden), Sweden |
| 1105-1115| **7G6** Let’s learn from mistakes - also in education!  
Pekka Louhiala, University of Helsinki, Finland |
| 1115-1125| **7G7** Student feedback should not influence medical school rankings - the current system is consumerising medical education, to the detriment of both educators and students  
Hamed Khan, St George’s, University of London, UK |
| 1125-1135| **7G8** Quality in Education - what does it really mean?  
Jo Brown, Barts and The London School of Medicine and Dentistry, UK |
| 1135-1145| **7G9** Restriction of working hours - Do the residents appreciate?  
Ling-Yu Yang, Department of Medical Education, Taipei Veterans General Hospital, Taiwan |
| 1145-1200| Discussion |

**1105-1200**  
**7H1** Short Communications: Curriculum: Entrustable Professional Activities (EPAs)  
Moderator: Maryellen Gusic, USA  
Location: Room 1.61-62, Level 1 |
| 1105-1200| **7H1** Short Communications: Curriculum: Entrustable Professional Activities (EPAs)  
Moderator: Maryellen Gusic, USA  
Location: Room 1.61-62, Level 1 |
| 1015-1030| **7H2** Development of EPAs for Teaching in Undergraduate Medical Education  
Harm Peters, Scheffner Center for Medical Education, Charité - Universitätsmedizin Berlin, Germany |
| 1030-1045| **7H3** Evaluation of the AAMC’s 13 Core EPAs  
Eric Meyer, USUHS, USA |
| 1045-1100| **7H4** First-year EPAs for Anaesthesia training - do trainees and supervisors agree?  
Jan Brecskwold, University Hospital Zurich, Switzerland |
| 1100-1115| **7H5** Sequencing Entrustable Professional Activities through a whole-task model for instructional design: An early experience in a Latin-American medical school  
Alvaro Enrique Romero Tapia, School of Medicine Universidad de La Sabana, Colombia |
| 1115-1130| **7H5** Using Entrustable Professional Activities (EPAs) as curriculum organizers in a major medical undergraduate curriculum renewal  
Marcelo Garcia Dieguez, Instituto Universitario Hospital Italiano, Argentina |
| 1130-1145| **7H6** Arrested Development? Measuring Progression of Student Performance by Entrustable Professional Activity (EPA)  
Caroline Milne, University of Utah School of Medicine, USA |
| 1145-1200| **7H7** Design and assessment of an EPA based national residents training programs: From theory to practice  
Reinoud Gemke, Amsterdam University Medical Center, the Netherlands |

**1105-1200**  
**7I1** Written and Examiners' responses in script concordance tests: A response process validity investigation  
Matthew Lineberry, University of Kansas Medical Center and Health System, USA  
Location: Room L2, Level 1 |
| 1105-1200| **7I2** Experts’ responses in script concordance tests: A response process validity investigation  
Matthew Lineberry, University of Kansas Medical Center and Health System, USA  
Location: Room L2, Level 1 |
| 1015-1030| **7I3** Comparing psychometric characteristics of short-answer and multiple-choice questions in the NBME internal medicine subject examination  
Amy Morales, National Board of Medical Examiners (NBME), USA |
| 1030-1045| **7I4** Does subjectivity play a role on the correlation of written exams with continuous assessment? A third year pilot study at the Lisbon School of Medicine  
Nuno Lupi Munso, Lisbon School of Medicine, Universidade de Lisboa, Portugal |
| 1045-1100| **7I5** Designing learning components of a whole-task model for instructional design: An early experience in a Latin-American medical school  
Alvaro Enrique Romero Tapia, School of Medicine Universidad de La Sabana, Colombia |
| 1100-1115| **7I6** Comparing psychometric characteristics of short-answer and multiple-choice questions in the NBME internal medicine subject examination  
Amy Morales, National Board of Medical Examiners (NBME), USA |
| 1110-1115| **7I7** Development of EPAs for Anaesthesia training - do trainees and supervisors agree?  
Jan Brecskwold, University Hospital Zurich, Switzerland |
| 1115-1130| **7I8** Using Entrustable Professional Activities (EPAs) as curriculum organizers in a major medical undergraduate curriculum renewal  
Marcelo Garcia Dieguez, Instituto Universitario Hospital Italiano, Argentina |
| 1130-1145| **7I9** Arrested Development? Measuring Progression of Student Performance by Entrustable Professional Activity (EPA)  
Caroline Milne, University of Utah School of Medicine, USA |
| 1145-1200| **7I10** Design and assessment of an EPA based national residents training programs: From theory to practice  
Reinoud Gemke, Amsterdam University Medical Center, the Netherlands |

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**7I11** Using Entrustable Professional Activities (EPAs) as curriculum organizers in a major medical undergraduate curriculum renewal  
Marcelo Garcia Dieguez, Instituto Universitario Hospital Italiano, Argentina  
Location: Room L2, Level 1 |
| 1105-1200| **7I12** Written and Examiners’ responses in script concordance tests: A response process validity investigation  
Matthew Lineberry, University of Kansas Medical Center and Health System, USA  
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| 1015-1030| **7I13** Comparing psychometric characteristics of short-answer and multiple-choice questions in the NBME internal medicine subject examination  
Amy Morales, National Board of Medical Examiners (NBME), USA |
| 1030-1045| **7I14** Does subjectivity play a role on the correlation of written exams with continuous assessment? A third year pilot study at the Lisbon School of Medicine  
Nuno Lupi Munso, Lisbon School of Medicine, Universidade de Lisboa, Portugal |
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Alvaro Enrique Romero Tapia, School of Medicine Universidad de La Sabana, Colombia |
| 1100-1115| **7I16** Comparing psychometric characteristics of short-answer and multiple-choice questions in the NBME internal medicine subject examination  
Amy Morales, National Board of Medical Examiners (NBME), USA |
| 1110-1115| **7I17** Development of EPAs for Anaesthesia training - do trainees and supervisors agree?  
Jan Brecskwold, University Hospital Zurich, Switzerland |
| 1115-1130| **7I18** Using Entrustable Professional Activities (EPAs) as curriculum organizers in a major medical undergraduate curriculum renewal  
Marcelo Garcia Dieguez, Instituto Universitario Hospital Italiano, Argentina |
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Caroline Milne, University of Utah School of Medicine, USA |
| 1145-1200| **7I20** Design and assessment of an EPA based national residents training programs: From theory to practice  
Reinoud Gemke, Amsterdam University Medical Center, the Netherlands |

**1105-1200**  
**7I21** Using Entrustable Professional Activities (EPAs) as curriculum organizers in a major medical undergraduate curriculum renewal  
Marcelo Garcia Dieguez, Instituto Universitario Hospital Italiano, Argentina  
Location: Room L2, Level 1 |
| 1105-1200| **7I22** Written and Examiners’ responses in script concordance tests: A response process validity investigation  
Matthew Lineberry, University of Kansas Medical Center and Health System, USA  
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| 1015-1030| **7I23** Comparing psychometric characteristics of short-answer and multiple-choice questions in the NBME internal medicine subject examination  
Amy Morales, National Board of Medical Examiners (NBME), USA |
| 1030-1045| **7I24** Does subjectivity play a role on the correlation of written exams with continuous assessment? A third year pilot study at the Lisbon School of Medicine  
Nuno Lupi Munso, Lisbon School of Medicine, Universidade de Lisboa, Portugal |
| 1045-1100| **7I25** Designing learning components of a whole-task model for instructional design: An early experience in a Latin-American medical school  
Alvaro Enrique Romero Tapia, School of Medicine Universidad de La Sabana, Colombia |
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Amy Morales, National Board of Medical Examiners (NBME), USA |
| 1110-1115| **7I27** Development of EPAs for Anaesthesia training - do trainees and supervisors agree?  
Jan Brecskwold, University Hospital Zurich, Switzerland |
| 1115-1130| **7I28** Using Entrustable Professional Activities (EPAs) as curriculum organizers in a major medical undergraduate curriculum renewal  
Marcelo Garcia Dieguez, Instituto Universitario Hospital Italiano, Argentina |
| 1130-1145| **7I29** Arrested Development? Measuring Progression of Student Performance by Entrustable Professional Activity (EPA)  
Caroline Milne, University of Utah School of Medicine, USA |
| 1145-1200| **7I30** Design and assessment of an EPA based national residents training programs: From theory to practice  
Reinoud Gemke, Amsterdam University Medical Center, the Netherlands |
1015-1200  #7J Short Communications: Humanities 2
Moderator: Quentin Eichbaum, USA
Location: Room 0.31-32, Level 0

1015-1030  7J1 The Role of Narrative Medicine as a Didactic Resource in Humanistic Education of Medical Students
Pablo Blasco, SOBRAMIFA - Medical Education And Humanism, Brazil

1030-1045  7J2 Humanities in Medicine and the Art of Healing: Shared experience of Integrating Humanities in Medical Residency Training
Abd Moain Abu Dabrh, Mayo Clinic Florida, USA

1045-1100  7J3 Person-centred Art Experiential -The Medical Student's Journey Within
Ying Pin Toh, National University Hospital Singapore, Singapore

1100-1115  7J4 The “Vertical Domains” at the University of Minho Medical Course: a longitudinal experience of student immersion in humanities applied to clinical practice
Nadine Santos, University of Minho, School of Medicine, Portugal

1115-1130  7J5 Evaluation of Medical Humanities Course in College of Medicine Using the Context, Input, Process, and Product (CIPP) Evaluation Model
So-young Lee, Seoul National University College of Medicine, Republic of Korea

1130-1145  7J6 Evaluation of a novel workshop to improve students’ confidence in dealing with challenging workplace culture: a pilot study
Louise Nash, University of Sydney, Australia

1145-1200  Discussion

1015-1200  #7K Short Communications: Continuing Professional Development 2
Moderator: Lisa Sullivan, Australia
Location: Room 0.14, Level 0

1015-1030  7K1 The impact of a Work-life Balance (WLB) assessment on doctors’ continuing professional development and performance
Jeremy Ferguson, Blackmore Vale Practice, UK

1030-1045  7K2 Fostering organizational compassion in the ICU through the Three Wishes Project
Meredith Vanstone, McMaster University, Canada

1045-1100  7K3 Developing and piloting a well-being program for hospital-based physicians
Maarten Debets, Amsterdam UMC, AMC, the Netherlands

1100-1115  7K4 Where have all the doctors gone? The UK Foundation Programme careers destination survey 2011-2018
Clare Van Hamel, UK Foundation Programme, UK

1115-1130  7K5 Applied Drama Techniques in Obstetrics: Development of a Novel Educational Workshop to Improve Obstetrician Awareness of Compassion, Communication and Self-Care around the time of Stillbirth
Karen McNamara, Cork University Maternity Hospital, Ireland

1130-1145  7K6 Permanent health education workshops: a learning process with the use of active methodologies
Luiza Forte, Faculdades Pequeno Príncipe, Brazil

1145-1200  7K7 Stackable learning modules for flexibility and responsiveness in Continuing Professional Development (CPD)
Catherine Regan, University of Newcastle, Australia

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1015-1200  #7L Short Communications: Longitudinal Integrated Clerkships
Moderator: Catherine Regan, University of Newcastle, Australia
Location: Room L7, Level 1

1015-1030  7L1 Fake it till you make it? How does an innovative Longitudinal Integrated Clerkship affect student perceptions of the ‘educational authenticity’ of their experience?
Andy McKeown, Imperial College London, UK

1030-1045  7L2 Can Longitudinal Integrated Clerkships help protect against a decline in professional attributes in medical students? Evidence from a longitudinal cohort study
Ravi Parekh, Imperial College London, UK

1045-1100  7L3 The Dundee Longitudinal Integrated Clerkship - a phenomenological exploration of the experiences of patients
Zoe McElichneuy, University of Dundee, UK

1100-1115  7L4 Comparing the personalities of medical students in rural and urban education programs highlights differences in perfectionism: Implications for nurturing competence and confidence in medical students
Di Eley, The University of Queensland, Australia

1115-1130  7L5 Participation, interpersonal relationship and interaction among medical students in longitudinal integrated clerkship and rotation-based clerkship
Yow-Wen Chang, Tri-Service General Hospital, National Defense Medical Center, Taiwan

1130-1145  7L6 The Undergraduate Clinical Skills Progress Test: First Outcomes of Longitudinal Student Skill Assessment
Klara Fluher, Faculty of Medicine, University of Maribor, Slovenia

1145-1200  7L7 What do medical students learn in Shadowing Modeled Inter-Professional Education (SMIPE)? A preliminary report of SMIPE Project
Shu-Liu Guo, Taipei Medical University Hospital, Taiwan

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<td><strong>7M1 Experiences from developing a Student-led Medical Education Journal Club</strong></td>
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<td>Keerthi Senthil, University of Cambridge, UK</td>
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<td><strong>7M2 Empowering patients, empowering students: a mixed-methods study on the impact of training medical students in health coaching</strong></td>
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<td>Arti Manni, Imperial College London, UK</td>
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<td>Silvia Matilda Aștefanei, International Federation of Medical Students' Associations</td>
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<td><strong>7M4 An educational innovation to promote students' skills as teachers and leaders</strong></td>
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<td>Serena Cottrell, Education, Faculty of Medicine, University of Southampton, UK</td>
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<td><strong>7M5 Doctor as Teacher - Peer markers for teaching, learning and feasibility of essay assessment</strong></td>
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<td><strong>7M6 Sexual education by medical students</strong></td>
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<td>Clémence Musy, France</td>
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<td><strong>#7N Short Communications: Curriculum: Subjects in the Curriculum</strong></td>
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<td><strong>7N1 Involvement of students in academic medicine: using poster presentations as an educational strategy</strong></td>
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<td>Irma Elisa Eraña Rojas, Tecnológico de Monterrey, School of Medicine and Health Sciences, Mexico</td>
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<td><strong>7N2 Digital medicine is here - let's talk about it</strong></td>
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<td>Jan P. Ehlers, Didactics and Educational Research in Healthcare - Witten/Herdecke University, Germany</td>
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<td><strong>7N3 Real Life, Real Drama: Learning behavioural sciences in the clinical environment</strong></td>
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<td>Tanya Kan, College of Medicine, Qatar University, Qatar</td>
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<td><strong>7N4 The use of educational interventions in preparing medical students for interactions with the pharmaceutical industry: a systematic review</strong></td>
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<td>Eugene Ace McDermott, King's College London, UK</td>
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<td><strong>7N5 Defining learning outcomes for infectious disease control in the medical curriculum in the Netherlands: a modified Delphi study</strong></td>
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<td><strong>7N6 Japanese Public Health Courses in Medical Education</strong></td>
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<td>Yuka Yamazaki, Tokyo Medical University, Japan</td>
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<td><strong>7O1 Development of an 8-step, instructional approach for bedside teaching courses to facilitate clinical reasoning in medical students</strong></td>
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<td>Antje Degel, Charité Universitätsmedizin Berlin, Germany</td>
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<td><strong>7O2 Teaching clinical reasoning: what elements of the institutional context should be included?</strong></td>
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<td>Annie Carrier, Université de Sherbrooke, Canada</td>
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<td><strong>7O3 Journey from novice to experts: Comparing clinical reasoning skills of third year and final year medical students</strong></td>
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<td>Tanzeela Khalid, The University of Faisalabad, Pakistan</td>
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<td><strong>7O4 A randomized controlled trial of students' individual and collaborative clinical reasoning: Effects on diagnostic accuracy, time-on-task and knowledge</strong></td>
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<td>Helene Werl, Institute for Medical Education, LMU University Hospital, LMU Munich, Germany</td>
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<td><strong>7O5 Effect of a knowledge-oriented intervention on physicians' diagnostic accuracy and susceptibility to bias: A randomized controlled experiment</strong></td>
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<td>Silvia Mamede, Institute of Medical Education Research, Erasmus University Rotterdam, the Netherlands</td>
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<td><strong>7O6 Assessing clinical reasoning in a serious game: Comparison of two different scoring approaches</strong></td>
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<td>Angéлина Middelke, University Medical Centre Goettingen, Germany</td>
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<td><strong>7O7 Students' clinical reasoning focused on client behaviour change assessed with the web-based Reasoning 4 Change instrument</strong></td>
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<td>Maria Elvén, Mälardalen University, School of Health, Care and Social Welfare, Sweden</td>
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<td>1015-1030</td>
<td><strong>7P1 Educational online videos for students from different disciplines: The impact on learning and attitude toward inter-professional cooperation</strong></td>
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<td>Johannes Groser, Leibnitz Institut für Wissensmedien (IWiM), Germany</td>
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<td><strong>7P2 How should we teach Human Factors and Non-Technical Skills in Post-Graduate Surgical Training? A Qualitative Interview Study</strong></td>
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<td>Gillian Hardman, University of Manchester, UK</td>
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Using on-line spaced education to improve learning in the health sciences: A systematic review
David Hak, AO North America, USA

Do Dental Medical Students Develop Visual Diagnostic Expertise Already During their Studies?
Katharina Schelter, Leibniz-Institut für Wissensmedien, Germany

Active learning in medical education: Case study of a medical faculty in Papua New Guinea
Jerzy Kuzma, Faculty of Medicine and Health Sciences, Divine Word University, Papua New Guinea

Cultural Preparedness for Active Learning
Haruko Akatsu, International University of Health and Welfare School of Medicine, Japan

Discussion

Round Table: Learner in Difficulty
Moderator: Ian Curran, Singapore

"But they seem nice" - Is failure to fail medical students failing them?
George Greenlees, Royal Wolverhampton NHS Trust, UK

Remediation of Technical Skills for Surgical Trainees
Oleg Safir, University of Toronto, Canada

If At First You Don't Succeed: Transforming the Culture of Failure
Clasina Leslie Smith, SIU School of Medicine, USA

Simulation Journal Club
Location: Room L8, Level 1

To self-direct or not to self-direct, that is the question: Shining a light on curriculum dilemmas
James McMillan, Linda Jones, Shihab Khogali, University of Dundee, UK
Location: Room 0.11-12, Level 0

Conference Workshop: Medical Education: The costs vs the profits
Aikaterini Dima, International Federation of Medical Students' Associations (IFMSA), Greece; Adonis Wazir, International Federation of Medical Students Associations (IFMSA), Lebanon; David Gordon, World Federation for Medical Education, France; John Boulet, Foundation for Advancement of International Medical Education and Research (FAIMER), USA
Location: Room 0.96-97, Level 0

Conference Workshop: The Cultivation of Cognitive Curiosity: Key for Learning, Clinical Competence, Engagement, and Well-Being in the Healthcare Profession
Vijay Rajput, Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine, USA; Anuradha Mookerjee, Cooper Medical School of Rowan University, USA; Marcus Henning, Faculty of Medical and Health Sciences University of Auckland, New Zealand
Location: Room 2.17, Level 2

Conference Workshop: Burnout amongst European Junior Doctors: recurrent themes, contributing factors and possible solutions
Ellen McCourt, Vicky Soomers, Josephine Elliott, Brigita Jazbar, Agostinho Moreira de Sousa, Kitty Mohan, European Junior Doctors Association
Location: Room 2.44, Level 2

Conference Workshop: Coaching for Professionalism Remediation: Tools for establishing trust, diagnosing learners and creating remediation plans
Felise Milan, Albert Einstein College of Medicine, USA; Adina Kalet, New York University School of Medicine, USA; Michael Allen, Albert Einstein College of Medicine, USA
Location: Room 2.61, Level 2

Conference Workshop: An international perspective on testing accommodations
Ioanna Maraki, General Medical Council, UK; Ilona Bartman, Medical Council of Canada, Canada; Carl Matheson, Australian Medical Council, Australia
Location: Room 2.83, Level 2
1015-1200 #7CC Conference Workshop: Quality through innovation in medical education: Planning for the future
David Taylor, Hossam Hamdy, Gulf Medical University, United Arab Emirates
Location: Room 2.95, Level 2

1015-1200 #7DD ePosters: Professionalism / Ethics / Career Choice
Moderator: Olaf Ahlers, Germany
Location: Foyer B, Level 2

7DD01 Protecting and Respecting Individual Dignity at End-of-Life (PresIDE) - A Resuscitation Status Discussions Audit, and Barriers to their Occurrence
Norshima Nashi, National University Hospital, Singapore

7DD02 Bottom of the social safety net!, 'gatekeepers', 'bridge of communication': Using metaphors to make sense of physicians' profession
Yu-Che Chang, Chang Gung Memorial Hospital, Taiwan

7DD03 Post-Graduate Year Doctors' Life Education: Rare Disease Clinic Holistic Health Care Training
Chiang Chia-Wei, Tungs' Taichung MetroHarbor Hospital, Taiwan

7DD04 Desirable characteristics of medical doctors from the perspectives of medical students and academic staff in rural generalist medical training program
Krongkaew Thongruangsookkai, Trang Medical Education Center, Thailand

7DD05 Cadaver as a First Teacher: Implementation of a Module for Learning Values & Ethics with Anatomy in a Medical School
Anne D Souza, Kasturba Medical College, Manipal, India

7DD06 Impact of research profile of faculty on their evaluation provided by medical students
Abida Shaheen, Shifa College of Medicine, Shifa Tameer-e-Millat University, Pakistan

7DD07 Knowledge, Attitude and Behavior Regarding Antibiotics Misuse and Use Among Medical Students of Public Sector Medical College of Faisalabad
Mehr Muhammad Adiel Riaz, International Federation of Medical Students' Associations Pakistan - Faisalabad Medical University, Pakistan

7DD08 Impact of a career simulation program using gamification with virtual turning point for medical students in Japan
Shuzo Teruya, Okinawa Yayama Hospital, Japan

7DD09 An Informed Consent: How Informing Is It? Reflective Experience from the Middle East
Sharifa Redha, Kuwait University, Faculty of Medicine, Kuwait

1015-1200 #7EE ePosters: Simulation / Virtual Patients
Moderator: Tudor Calinici, Romania
Location: Foyer C, Level 2

7EE01 Evaluating the effect of training final-year medical students in telephone communication and prioritisation skills in the simulated environment
Sophie Ragbourne, King's College London, UK

7EE02 Relationships between simulation stress and performance in nursing and medical students: a pilot study
Johannes Driessen, Royal Cornwall Hospitals Trust, UK

7EE03 How does a virtual patient format influence medical students' approaches towards psychiatric patients? A liminal perspective
Kamilla Pedersen, Centre for Health Sciences Education, Aarhus University, Denmark

7EE04 E-patients as educators in Iran's medical education system: challenges and recommendations
Shima Tabatabai, Shahid Beheshti University of Medical Sciences, Iran

7EE05 What is the best virtual patient model? A focus group study
Andrzej Kononowicz, Jagiellonian University Medical College, Poland

7EE06 Virtual Patients for training the trainers: Experiences from the medical teachers of tomorrow
Eleni Dafli, Aristotle University of Thessaloniki, Greece

7EE07 A pilot study of the obstacles and highlights performance of different training year physicians in difficult airway intubation training program - in a novel simulator
Shu-Chen Liao, Chang Gung Memorial Hospital, Keelung, Taiwan

7EE08 In situ Mock Codes or Sim Center Team-Based Training: Best bang for the buck? Lessons learned at our Center: Content
Mena Khan, Central Michigan University College of Medicine, USA
7EE09 A new innovation: flashlight visual field simulator: easier to understand the complex optic pathway, low cost and more fun
Napat Thanakitjanont, Vachira Phuket Hospital
Medical Education Center, Thailand

7EE10 Simulation Technologies in Cardiopulmonary Resuscitation: From Basic Approach to Team Training
Anton Vorobiev, Surgut State University, Russia

7EE11 Teaching How to Save Lives: CPR Teaching Through Simulation and Multimedia Resources
Maíra Loesch, Pontificia Universidade Católica do Paraná, Brazil

7EE12 Implementing a standardized UHC Simulation for medical students
Tatiana Zebrova, International Federation of Medical Students’ Associations

7EE13 The AURA Study: Assessing Usefulness of Virtual Reality Mobile Application in Flexible Videoscope Airway Training
Ying Wei Yau, National University Hospital, Singapore

1015-1200 #7FF ePosters: Technology Enhanced Learning 1
Moderator: Tobias Raupach, Germany
Location: Crystal Lounge, Level 1

7FF01 Nationwide implementation of the Non Invasive Prenatal Test for aneuploidy screening: Pre-post implementation evaluation of a blended learning for counselors
Linda Martin, Amsterdam UMC, VUmc, AVAG, The Netherlands

7FF02 Application of Face-to-Face Education and Online Courses on Palliative Care Education by Using Multimedia Teaching Materials
Shao-Yu Hsu, Taipei City Hospital, Taiwan

7FF03 Using blended teaching methods to improve nursing staff cognition, affection, and skill of HSCF care in hematology unit
Yen-Ni Sung, Taipei Veterans General Hospital, Taiwan

7FF04 The Effectiveness of using Interactive E-book on nurses’ learning motivation and knowledge of electrocardiogram interpretation
Chien-Lin Kuo, National Taipei University of Nursing and Health Sciences, Taiwan

7FF05 An evaluation of a case-based e-learning module on non-accidental injury for medical students
Niamh Ryan, University of Dundee, UK

7FF06 Stronger together - Virtual University of Occupational Health Care supports specialist physician training
Lena Selänne, University of Helsinki, Finland

7FF07 All in the Mix: The Use of Blended Learning for Trainee Anaesthetists
David Marriott, University Hospitals of Leicester, UK

7FF08 On-line learning improves contouring skills in radiotherapy. An ESTRO-FALCON-IAEA study
Jon Cacicedo, Cruces University Hospital, Spain

7FF09 Undergraduate and residency integration mediated by telemedicine: An experience of the surgery and psychiatry units
José Diniz Junior, Universidade federal do Rio Grande do Norte EBSERH, Brasil

7FF10 Blended learning: Students’ Perception and Impact of Formative Assessment on Blackboard on the Final Marks in Endocrine Module
Mukhtiar Baig, Faculty of Medicine, Jeddah, Saudi Arabia

7FF11 Virtual On-call Teaching Programme: A Practical Implementation
Byron Lu Morrell, East Kent Hospital University NHS Foundation Trust, UK

7FF12 Predictors of student retention in postgraduate online learning environment
Nazmul Karim, Monash University, Australia

7FF13 How to Jump from Conventional to Modern e-Learning System Without Having “Wounds”. A Student Point of View
Andrei Dragos Cumpanas, Victor Babes University of Medicine and Pharmacy, Timisoara, Romania

7FF14 E-learning attitudes and perspectives of medical students at Chulalongkorn University Chatuthanai Savigamin, Faculty of Medicine, Chulalongkorn University, Thailand

1015-1200 #7GG Posters: Faculty Development
Moderator: Alice Fornari, USA
Location: Hall/Foyer F, Level 0

7GG01 A Model Workshop for Writing Systematic Review Protocols at Teaching Hospitals: The Final Report
Yuki Kataoka, Hyogo Prefectural Amagasaki General Medical Center, Japan

7GG02 Social Factors in Clinical Teachers’ Learning Into Practice Following Faculty Development Programs
Szu-Han Wang, Chang Gung Memorial Hospital, Linkou Branch, Taiwan

7GG03 Impact of a teacher training program for health careers in the context of the implementation of the simulation hospital in San Sebastian University
Roxana Buscaglione, Universidad San Sebastián, Chile

7GG04 Faculty Development Activities for Biomedical Educators at Avalon University School of Medicine (AUSOM)
Sateesh Babu Arja, Avalon University School of Medicine, Netherlands Antilles

7GG05 Evaluating a top-class in medical teaching
Marjel van Dam, UMC Utrecht, The Netherlands
7GG06 Academic Training for Teachers - A Model of Medical Education Strategy Implemented in the University of Medicine, Pharmacy, Science and Technology, Târgu Mureș, Romania
Simona Muresan, University of Medicine, Pharmacy, Sciences and Technology, Târgu Mureș, Romania

7GG07 Transforming Clinicians into Leading Medical Educators: Outcomes from an Innovative Programme
Kate Seddon, Avon and Wiltshire Mental Health Partnership NHS Trust (AWP), UK

7GG08 School of Junior Academics: The Case of Riga Stradiņš University
Nora Jansone-Ratnīka, Riga Stradiņš University, Latvia

7GG09 Perspectives of Academic Staff on the Roles of the Newly Appointed Teacher in Health Sciences
Chantel van Wyk, University of the Free State, South Africa

7GG10 A heuristic workshop improves emergency medicine physicians' ability to design and conduct effective bedside teaching rounds
JiHai Liu, Department of Emergency Medicine, Peking Union Medical College Hospital, China

7GG11 Effectiveness of Examiner Training in Preparing Medical Students as Mock OSCE Examiners
Jian Hui Koo, Lee Kong Chian School of Medicine, Singapore

7GG12 How we implemented a train-the-trainer workshop for medical student engagement to develop a teaching ward program
Ching Chung Lin, MacKay Memorial Hospital, Taiwan

7GG13 Teacher's Wellness - a workshop combined with MBSR and mentoring skills for clinical teachers - what did we find?
Pei-Chun Lin, Far Eastern Memorial Hospital, Taiwan

7GG14 Clinical Teachers’ Translating Learning into Practice following Faculty Development Programs: A questionnaire study
Ming-Ju Hsieh, Chang Gung Memorial Hospital, Chang Gung University, Taiwan

7GG15 A qualitative study of outpatient clinical teachers’ pedagogical skills in the French part of Switzerland: a call for targeted training
Marie-Claude Audet, UDREM at UGIP, Faculty of Medicine, University of Geneva, Switzerland

7GG16 Survey among students and residents at the Reims Faculty of Medicine leading to the “Clinical supervision in 300 seconds” program, a doctor’s toolbox for the supervision of students
Evain Gouy, Reims Faculty of Medicine, France

7GG17 Clinical supervision training project at the Faculty of Medicine in Reims: inventory of the situation before implementation
Mathias Brugel, Reims Faculty of Medicine, France

7HH01 Exploring the performance and desired capabilities of model clinical teachers - Aligning with The Academy of Medical Educators’ Professional Standards
Jer-Chia Tsai, Kaohsiung Medical University Hospital, College of Medicine, Kaohsiung Medical University, Taiwan

7HH02 Analysis of teaching doctor statue required by junior residents
Yasuhiro Itsui, Department of Medical Education Research and Development, Tokyo Medical and Dental University, Japan

7HH03 Teaching practices in health undergraduate programs: Two sides of the coin
Cristhian Perez, Universidad de Concepcion, Chile

7HH04 Interpretation of the professional identity of the medical educator as a member of an educational project
Mildred Vanessa Lopez Cabrera, Tecnologico de Monterrey, School of Medicine and Health Sciences, Mexico

7HH05 Our experience with the development of a Teaching Quality Index, a tool to credit teachers for their educational achievements
Levente Kiss, Semmelweis University, Teaching Center, Department of Physiology, Hungary

7HH06 Effective Evaluation of Faculty Work: Using Clinical teaching Walkthroughs
Ming-Chen Hsieh, Department of Medical Education, Buddhist Tzu Chi General Hospital, Hualien, Taiwan, Taiwan

7HH07 Relationship between teaching performance and resident's academic achievement
Liz Hamui, Facultad de Medicina, Universidad Nacional Autonoma de Mexico, Mexico

7HH08 Effect of Peer Observation on Evidence-Based Medicine Curriculum
Cheng-Tau Chen, Department of Pharmacy Practice, Tri Services General Hospital, Taiwan

7HH09 Recharge activities preventing burnout in medical teachers
Prawit Wannaro, Hatyal Hospital, Thailand

7HH10 Feasibility, Impact and Moderators of Mindfulness-based Stress Reduction Intervention on Medical Staff in Taiwan
Kuo Su Chen, Chang Gung Memorial Hospital, Taiwan

7HH11 The factors related to the burnout of the medical staff in tertiary care medical center
Siriwut Kittiphothinant, Vachaith hospital, Thailand

7HH12 Near-peers with benefits: a foundation doctor led revision course for medical students preparing for finals examinations
William Dace, North Bristol NHS Trust, UK
A Junior doctor-led revision programme for finals: what are the benefits?
Katherine Francis, Great Western Hospital, Swindon, UK

Teaching of Undergraduate Medical Students by Paediatric Trainees
Emily Botcher, University Hospitals Coventry and Warwickshire, NHS Trust, UK

Can't Teach, Won't Teach: improving doctors' teaching performance and development
Dhanya Pillai, University Hospitals Coventry and Warwickshire, UK

The Near Peer Mentor: Perspectives of Mentors and Mentees in Postgraduate Medical Education
Matthew Aldridge, North Bristol NHS Trust, UK

Effectiveness of Resident-as-Teacher programmes in family medicine: A systematic review
Hervé Maisonneuve, France

The effectiveness of “educational teams” for developing the teaching skills of senior residents
Shunsuke Kosugi, Aso Iizuka Hospital, Japan

Enhancing the professional development of junior doctors during clinical teaching fellowships
Jonathan Fox, Imperial College London, UK

A structured and integrated paediatric near-peer learning programme (PaedsPALS) led by foundation year doctors for undergraduate students
Natasha G, Addenbrooke's Hospital, Cambridge, UK

Health Literacy - achieving better practices for patient-centered communication
Tzu-I Tsai, National Yang-Ming University, Taiwan

Physical activity knowledge, attitudes and behaviours of pre-clinical medical students in Australia
Rhys Kelly, Deakin University - School of Medicine, Australia

Public Health Exchanges for Students
Anna Herzeg, International Federation of Medical Students Associations

Gender Differences in Consciousness of Gender Stereotypes among medical students in Taiwan
Sui-Lung Su, School of Public Health, National Defense Medical Center, R.O.C

Interactive methods to teach and learn about violence against women
Vander Guimarães Silva, Faculdade de Medicina de Petrópolis, Brasil

Small group learning to aid broaching of lifestyle choices and advise with patients in the Physician Associate Programme
Sajeeb Din, Medical Education BSc, Barts and the London, Queen Mary, University of London, UK

Structure and agency: education for behavior change
Richard Ayres, Plymouth Peninsula Schools of Medicine and Dentistry, UK

Digital Health - a gap in medical education
Lina Mosch, European Medical Students' Association

Human Factors Training for Undergraduate Medical Students
Aliyah Choudhary, NHS, UK

Doctors & Crows: Exploring the Didactic Value of Literature and Metaphor in Forming a Better Understanding of the Grieving Process
Oliver Hodge, University of Bristol, UK

Validation and Application of an instrument to assess attitudes and difficulties of forensic science students confronting death during forensic practice
Ileana Petra, National Autonomous University of Mexico, Mexico

The impact of clinical shadowing in end-of-life care on undergraduate premedical students
Yen-Ko Lin, Kaohsiung Medical University, Taiwan

The medical student's attitude toward the pioneer curriculum on palliative care
Weerajit Thipprasert, Roiet Hospital Medical Education Center, Thailand

Review of a three-in-one palliative-care curriculum for junior medical students: First time in Taiwan
Kuei-Yu Liu, National Taiwan University School of Medicine, Taiwan

“I felt, at that moment, that I was betraying my ideals”: Emotional Responses of Residents when Taking Care of Patients at the End-of-Life
Heloisá Takaus Peres, State University of Campinas, Brazil

Validation of a skill-based team learning curriculum in workplace violence prevention for nursing students
Fu-Li Chen, Fu Jen Catholic University, Taiwan

Medical Education and Preventive Medicine: A System Dynamics Approach
Tiffany Mclure, David Geffen School of Medicine at UCLA, USA

Improving Nutrition Education in Medical Schools: the ESPEN-NEMS project
Stephane Schneider, Gastroenterology and Nutrition, Centre Hospitalier Universitarien de Nice, France

Investigation on the Requirement and Recognition of Medical Ethics Education for Hospital Staff
Pei-Wei Wang, Taipei City Hospital, Taiwan
#7JJ Posters: Curriculum: Community and Rural Based Education

Moderator: Lionel Green-Thompson, South Africa
Location: Hall/Foyer F, Level 0

7JJ01 Applying community-based learning (CBL) activity for Otorhinolaryngology curriculum
Chonthicha Chit-ueaphat, Chaiyaphum Medical Education Center, Thailand

7JJ02 Building academic partnerships with community agencies in medical education: community agencies perspectives
Nayereh Kaviani, School of Medicine, Griffith University, Australia

7JJ03 A study of correlation between grades and learning outcome achievement in Home Health Care (HHC), Family Medicine, Prapokklao Hospital, Thailand
Kullawanan Chaicharoenpong, Faculty of Family Medicine, Prapokklao Hospital, Thailand

7JJ04 Do the medical skill and performance outcomes of medical students differ by type of training?
Anchulee Buangoen, Songkhla hospital, Thailand

7JJ05 Benefits of Homestay in Community Engaged Medical Education for Undergraduate Medical Students in Thailand
Ananya Chutimarat, MNST Medical Education Center, Thailand

7JJ06 Improving Teaching and Learning with Student Participation Scheme at the Maharaj Hospital Medical Education Center, Nakhon Si Thammarat, Thailand
Patcharaporn Khajornwantrakul, Maharaj Nakhon Si Thammarat Hospital, Thailand

7JJ07 Community Research of Undergraduate Medical Students: Sharing Experiences from Mae Fah Luang University (MFU), Chiangrai Province, Thailand
Chitradasa Utaipiboon, School of Medicine, Mae Fah Luang University, Thailand

7JJ08 Task-based assignment in community curriculum as an educational tool for achieving real life professional doctor
Narat Wongnakorn, Savanpracharuk Hospital, Thailand

7JJ09 Home Visits as Interprofessional Learning Activity for Students in Primary Care
Christina Olsson, Academic Primary Healthcare Centre, Sweden

7JJ10 Breaking community and healthcare team engagement in eastern culture
Amandha Boy Timor Randita, Faculty of Medicine, Universitas Sebelas Maret, Indonesia

7JJ11 Community based medical camp as one of the best methodologies of community based educational learning to approach patient as educator
Tuangprot Porapaktham, Savanpracharuk Medical Educational Center, Thailand

7JJ12 Early Exposition to General Practice for Second-Year Medical Students: An Opportunity to Discover Clinical Examination, Professionalism and the Roles of General Practitioners?
Sophie Pelloux, Collège Universitaire de Médecine Générale, Université de Lyon, France

7JJ13 What do medical students learn from Pediatrics family home visit? Mixed method
Nawarat Aronyadech, Sunprasitthiphongsong Hospital, Thailand

7JJ14 Medical student’s perspective on home visiting program
Bor-Yuan Tseng, School of Medicine, Buddhist Tzu Chi University, Taiwan

7JJ15 Learning by Doing in Cataract Lesson - The CBME study
Anant Bhormmatra, Chumphon Khet Udomsakdi Hospital Medical Education Center, Thailand

7JJ16 Influencing nursing students’ perceptions of community care with curriculum redesign
Margriet van Lersel, Amsterdam University of Applied Sciences, Netherlands

7JJ17 Visiting rural hospital as an inspiration tool during selection for rural doctors
Araya Kholmok, Hatyai Hospital, Thailand

7JJ18 Students’ rural background and training in well-equipped rural teaching hospitals enhance intention to return to work in rural hometown
Wisana Hongkan, Collaborative Project to Increase Production of Rural Doctors, Thailand

7JJ19 Opinions of Community Hospital Directors in the Northern Thailand (2nd Regional Health) toward the Medical Curriculum, Faculty of Medicine, Naresuan University
Pantita Singkheaw, Faculty of Medicine, Naresuan University, Thailand

7JJ20 Rural community site visit: the essential step of student selection for rural medical program
Supat Hasuvannakit, Hatyai Medical Education Center, Ministry of Public Health, Thailand

7JJ21 How to improve medical students’ interest in rural area: Lessons from TAK
Chaiyakrit Udan, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

7JJ22 Factors related to drop out rate of clinical medical students in a CIPRD, Collaborative Project to Increase Production of Rural Doctors, Suratthani Hospital, Rural Medical School
Kuittiluk Wongvorachart, Suratthani Hospital, Thailand
1015-1200  #7KK Posters: Interprofessional Education

1015-1200  #7LL Posters: Assessment: Written and Standard Setting

1015-1200  #7KK Posters: Interprofessional Education

Moderator: Paul Crampton, UK
Location: Hall/Foyer F, Level 0

7KK01 Qualitative analysis shows that healthcare students value early inter-professional collaboration during an overseas medical trip to Nepal
Jia Shun Reuben Ho, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

7KK02 The role of clinical pharmacist in assistant teaching of local anesthetic agents topic in medical students
Isariya Piromrat, Buriram Hospital, Thailand

7KK03 The effectiveness of Inter-Professional Education (IPE) Template: Evaluated by Kirkpatrick model
Wei Fang Wang, National Cheng Kung University Hospital, College of Medicine, National Cheng Kung University, Taiwan

7KK04 How other disciplines influence team members during multi-disciplinary decision making
Kumiko Yamaguchi, Tokyo Medical and Dental University, TMU, Japan

7KK05 What Happens When Words Become Action? Undergraduate and Graduate Students' Experiences in an Interprofessional Education Program at the Northern Ontario School of Medicine
Gayle Adams-Carpin, Northern Ontario School of Medicine, Canada

7KK06 A qualitative study on the impact of IPE in clinical clerkships on clinical educators
Mayumi Asahina, Chiba University School of Medicine, Japan

7KK07 Experiential Learning “Healthy Aging” program for Interprofessional education (IPE): Challenges and Rewards
Jyotsna Pandey, Central Michigan University College of Medicine, USA

7KK08 Patients' Role in Interprofessional Education in the Community
E Nok Enoch Ng, Faculty of Medicine, The Chinese University of Hong Kong

7KK09 Promoting student contribution at Interprofessional Education workshops - differences among eight health professions
Chiharu Kawakami, St. Luke's International University, and Tokyo Medical and Dental University, Japan

7KK10 Assessment of Functional Ability and Rehabilitation Course - Interprofessional Pilot
Katri Salokangas, University of Eastern Finland, Finland

7KK11 Student reflections on Inter-professional education: what students have learned?
Chitikasaem Suwanrath, Prince of Songkla University, Thailand

7KK12 What barriers to medical-dental collaboration did health professions students find during their clinical education? A pilot study
Rintaro Imafuku, Gifu University, Japan

7KK13 Differences in effects of interprofessional education workshops by students’ discipline and gender among medical and dental students
Nobutoshi Nawa, Tokyo Medical and Dental University, Japan

7KK14 Developing an interprofessional student learning collaboration using simulation to teach technical and human factors
Ato Ocansey, Education Academy, St Bartholomew’s Hospital, UK

7KK15 How other disciplines influence team members during multi-disciplinary decision making
Kumiko Yamaguchi, Tokyo Medical and Dental University, TMU, Japan

7KK16 Same Role. Different Profession: A quasi-experimental study of an inter-professional prescribing masterclass featuring undergraduate medical students and nongraduate prescribing students
Alexandra Rolfe, University of Edinburgh, UK

7KK17 Simulation-Based ICU Bed-Side Rounding Required IPE Course for American Medical School Students
Valery Kozmenko, USD SSM, USA

7KK18 Modeling the effect of social interdependence in interprofessional collaborative learning
Ikuo Shimizu, Shinshu University, Japan

7KK19 Retentive learning of closed-loop communication - a post simulation focus group interview study
Sabine Nabecker, Department of Anaesthesiology and Pain Medicine, Bern University Hospital, University of Bern, Switzerland

1015-1200  #7LL Posters: Assessment: Written and Standard Setting

Moderator: Mike Tweed, New Zealand
Location: Hall/Foyer F, Level 0

7LL01 Using the “Think-aloud” approach in Script Concordance Test to better assess Clinical Reasoning in medical students
Michael SH Wan, University of Notre Dame, Australia

7LL02 What's in it for me? Students' Perspective on Relevance of Items in the National Medical Licensing Examinations in Germany
Lucas Thieme, German Medical Students Association (bvmd e.V.), Germany

7LL03 An Investigation of Distractor Functionality on the International Foundations of Medicine Clinical Science Examination based on Low-stakes and High-Stakes Testing Contexts
Carol Morrison, National Board of Medical Examiners, USA
A Collaborative Platform to Manage High Quality Assessment Items on a Large Scale
Yan Jin, The Chinese University of Hong Kong, Hong Kong

Objective Structured Knowledge Assessment (OSKA) - a novel formative assessment tool
Adam T Misky, Imperial College School of Medicine, UK

Psychometric-evaluation-guided improvement in assessment quiz of a specialty department in undergraduate medical education at King Khalid University, Saudi Arabia
Ahmed Maqbul ALHadithi, College of Medicine, King Khalid University, Saudi Arabia

Know when to hold 'em: Answer changing behaviors in second year medical students
Terrence Miller, Touro University Nevada College of Osteopathic Medicine, USA

Direct comparison of very short answer versus single best answer questions for medical students in a pharmacology course
Joachim Neumann, Pharmacology, Martin Luther University, Halle-Wittenberg, Germany

Problematic Multiple Choice Questions: the students' view
Isabel Neto, Faculty of Health Sciences, University of Beira Interior, Portugal

Improving learning experiences guided by Progress Test
Daniela Chiesa, Universidade de Fortaleza, Brasil

Make a quiz, gain knowledge
Watcharaphol Poonual, Uttaradit Hospital, Thailand

Inter-examiner variation between different professional groups
Lauren Glen, University of Sheffield, UK

Determining the best Modified Angoff variant to standard set a rating scale-based clinical examination
Fan Gee Edward Chen, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Student understanding and anxieties surrounding standard setting in summative assessment
Sharon Sneddon, University of Glasgow, UK

Standard setting workshop with frame of reference training using simulated clinical encounters for a General Surgery Residency Faculty
Saleem Ahmed Abdul Kareem, Tan Tock Seng Hospital, Singapore

Modified Angoff vs Hofstee: a comparison of two standard setting methods
Carol Ditchfield, University of Glasgow, UK

Comparison of Standards Set for Written Exams by a Panel of Standard Setters Within a Medical School
Natalie Cope, Keele University, UK

Proposing an Internal Quality Control Method using Control Charts for an Examination Department of a Higher Educational Institute
Suriyaarachchige Nishan Silva, Post Graduate Institute of Medicine, University of Colombo, Sri Lanka

Examining the characteristics of smartpad-based testing on the basis of 3 years’ experience in Korea
Oh Young Kwon, Kyung Hee University School of Medicine, South Korea

The Relationship between an Academic Index and IFOM Scores in Panama
Raja Subhiyah, National Board of Medical Examiners, USA

Translating collective portfolios into an exhibition: Assessment of first year undergraduate health professions students
Susanna Hanekom, North-West University South Africa, South Africa

Proactive AKT exam revision course
Suzanne Bates, GP Education Unit Southampton, New Forest and Jersey, UK

Examining the Influence of Simulation Context on Learners’ Post-Simulation Reflections: A Comparison Study using Think Alouds
Abigail Konopasky, Uniformed Services University, USA

Using in-situ simulation (ISS) to identify latent safety threats (LST) on the Labour ward
Ayesha Lodhia, St Mary’s Hospital, UK

Simulation based teaching helps to break the Rookie Wall of junior interventional radiologist
Fan Lian, the first affiliated hospital of Sun Yat-sen University, China

Simulation in Healthcare: Manifestations of Anxiety and Motivation in a Medical Student Group
Maria Jacqueline Silva Ribeiro, Ceuma University, Brazil

RapidSIM: Retaining educational value in compressed simulation
Andrew McGucken, NHS GG&C, UK

Learning effects of tactile knowledge through palpation of diseased livers using a newly developed abdominal simulator
Kyoko Arai, School of Nursing, University of Shizuoka, Japan
Assess the trainees’ ability after ACLS simulation training compared with the non-sim era
Kalyanee Asanasak, MEC Songkhla Hospital, Thailand

Implementing high-fidelity simulation in interprofessional education leads to a better outcome: A case study in a tertiary hospital in northern Taiwan
Feng-Cheng Liu, Division of Rheumatology, Tri-Service General Hospital, Taiwan

In situ simulation and its effects on patient outcomes: A systematic review
Vsevolod S. Perelman, Faculty of Medicine, University of Toronto, Schwartz Reisman Emergency Centre, SimSinai Centre, Canada

Simulation-based learning to improve skills and confidence in Pediatric Advanced Life Support (PALS) of final year medical students
Pisprapa Noiming, Si Sa Ket Medical Education Center, Thailand

Stories of Success: Demonstrating Improved Performance in Junior Doctors after Simulation: A 12 Month Follow-up Study
Nathan Oliver, NHS Lothian, UK

Scenario Simulation Improves Students’ Autonomous Learning Abilities and Clinical Competence in Pathophysiology Course
Hongmei Tan, Zhongshan School of Medicine, Sun Yat-sen University, China

Mental Health Simulation for Paediatric Junior Doctors
Olatokunbo Sanwo, East Kent Hospitals NHS Trust, UK

Freedom from toxic impact from cytotoxic drugs by using VR simulation during chemotherapeutic drug preparation
Mei-Fang Chou, Tri-Service General Hospital, Taiwan

Using a High Fidelity Simulator to improve diagnosis and management of spontaneous tension pneumothorax by 6th-year medical students of a University Affiliated Medical School, Thailand
Woraphat Lueangchiranothai, Lampang Hospital, Thailand

Experience of Simulated Patient Program in International Medical University: Lecturers’, Students’ and Patients’ View
Goh Lay Khim, International Medical University (IMU), Malaysia

Residents delivering bad news in Anaesthesiology - Exploring the experience, efficacy and cost-effectiveness of the use Standardised Patients and Peer Role Play
Ambika Paramasivan, National University Hospital, Singapore

Needs assessment for Training Nursing students to be Standardized Patients: Perspectives of Standardized Patients
Su-Fen Cheng, National Taipei University of Nursing and Health Sciences, Taiwan

Can simulated patients evaluate the students’ performance in procedural skills in OSCE?
Predrag Bjelogrlic, University of St Andrews, School of Medicine, UK

Applying standardized patients in hybrid simulation in team training: 11 years of experience
Min Shu Wang, Mackay Memorial Hospital, Taiwan

Establishing the Principles of De-roling in Simulated Patient practice: a focus group study
Gabriel Tan, Lee Kong Chian School of Medicine, Singapore

MedEdPublish Clinic
Richard Hays, Trevor Gibbs, Ken Masters, Kerrie McKay, Claire MacRae, Joanne Greer, MedEdPublish, UK
Location: Suite E, Level 0

AMEE Group Meeting
1015-1200  BEME Executive (closed meeting) Room L4, Level 1
1200-1400  Lunch Break Hall E/Entrance Hall (Level 0), Gallery (Level 1)

Soapbox Stage – Hall E, Level 0
1210-1330  BMJ
1230-1330  Primal Pictures
1310-1330  Logical Images Inc. dba VisualDx
1330-1350  Altus Assessments Inc. (CASPer)

Courses/Meetings
1215-1340  AMEE AGM (AMEE Members only) Room 1.61-62, Level 1
1230-1330  AMEE Members only Room L8, Level 1
1230-1330  ESMLead Course Room 0.11-12, Level 0
1230-1330  ESM-CT Course Room 0.96-97, Level 0
1230-1330  ESMESim Course Room 2.17, Level 2
1230-1330  RESME Course Room 0.49-50, Level 0
1230-1330  Diversity Group (closed meeting) Room L5, Level 1
1230-1330  IAMSE (closed meeting) Room 0.51, Level 0
Session 8: Simultaneous Sessions

1400-1530  
**#8A** Symposium: Universal Health Education Coverage - Health and Education for the Global Community  
Nick Bass (East London NHS Foundation Trust, London, UK); Jibril Handuleh (Amoud University, Somaliland); Ming-Jung Ho (Georgetown University, Washington DC, USA); Ruti Stashefsky-Margalit (Technion, Haifa, Israel); Manuel Mendes Costa (University of Minho, Braga, Portugal)  
Location: Hall A, Level 2

1400-1530  
**#8B** Symposium: Cost and value in medical education  
Martin G. Tolgaard (University of Copenhagen, Denmark); David A. Cook (Mayo Clinic, USA); Steven Maloney (Monash University, Australia); Jennifer Cleland (University of Aberdeen, UK)  
Location: Hall C, Level 2

1400-1530  
**#8C** Symposium: The Scope of Faculty Development: How Conceptual Frameworks Can Inform Educational Practices and Program Evaluation  
Organised by the AMEE Faculty Development Committee:  
Ivan Silver (University of Toronto, Canada); Clare Morris (Queen Mary University, London, UK); Karen Leslie (University of Toronto, Canada); Olarewaju Sorinola (University of Warwick, UK); Diana Dolmans (Maastricht University, The Netherlands)  
Location: Hall N, Level 1

1400-1530  
**#8D** Short Communications: Teaching and learning - Games  
Moderator: Eeva Pyörälä, Finland  
Location: Room L3, Level 1

1400-1415  
**8D1** The X-games. Improving students’ motivation and learning in radiology education by serious gaming  
Marieke van der Schaaf, University Medical Center Utrecht, The Netherlands

1415-1430  
**8D2** OB-GYN-4 model: an intra-curricular activity contributes to 7 essential life skills development  
Pornnaba Suriyachai, Medical Education Center Phayao Hospital, Thailand

1430-1445  
**8D3** When is the best time to use a serious game in undergraduate medical education? Findings from a prospective study  
Nikolaï Schuelper, University Medical Centre Göttingen, Germany

1445-1500  
**8D4** Gamification of Medical Education: A Systematic Review  
Anne van Gaalen, Universitair Medisch Centrum Groningen, the Netherlands

1500-1515  
**8D5** Long-term effectiveness of using a serious game to train clinical reasoning: a prospective study with 1.5-year follow-up  
Tobias Raupach, University Medical Centre Göttingen, Germany

1515-1530  
**8D6** Escape games as educational content to teach communication and knowledge sharing skills to first-year medical students  
Yoshikazu Asada, Jichi Medical University, Japan  
No Discussion

1400-1530  
**#8E** Research Papers: Learning Teamwork and Methods  
Moderator/Assessor: Simon Kitto, Canada  
Assessor: Janneke Frambach, the Netherlands  
Location: Hall M, Level 1

1400-1530  
**8E1** A case study of experiential learning in quality improvement: delving deeper into assumptions of project-based learning  
Joanne Goldman, University of Toronto, Canada

1420-1440  
**8E2** Making a lecture stick: The effects of spaced instruction on knowledge retention in medical education  
Marjolein Versteeg, LUMC, Leiden, the Netherlands

1440-1500  
**8E3** Exploring the undergraduate dental students’ views of collaborative learning in the clinical learning environment  
Anna Dargue, University Hospitals Bristol NHS Foundation Trust, Bristol, UK

1500-1520  
**8E4** On the same page? The relationship between teamwork within clinical teaching teams and the experienced learning climate of their residents  
Iris Jansen, Amsterdam UMC, Amsterdam, The Netherlands  
Discussion

1400-1530  
**#8F** Research Papers: Reviews of Literature  
Moderator/Assessor: Dario Torre, USA  
Assessor: Bridget O’Brien, USA  
Location: Room L6, Level 1

1415-1430  
**8F1** A Scoping Review on The influence of prior performance information on ratings of present performance: Implications for learner handover  
Susan Humphrey-Murto, University of Ottawa, Canada
1420-1440  **8F2** Patient involvement in health professionals’ education: A meta-narrative review  
Paula Rowland, University of Toronto, Canada

1440-1500  **8F3** Educational implications of clinical service divisions: a Bakhtinian analysis  
Clare Whitehead, University of Manitoba, Winnipeg, Canada

1500-1520  **8F4** Factors influencing autonomy supportive consultation: a realist review  
Joyce Kors, Amsterdam UMC, Vrije Universiteit Amsterdam, Research in Education, VUmc School of Medical Sciences, Amsterdam, Netherlands

1520-1530  Discussion

1400-1530  **#8G** PechaKucha™ 2  
Moderator: Sandra Carr, Australia  
Location: Room 1.85-86, Level 1

1400-1409  **8G1** An innovative concept model for on-call simulation training: ‘Bleep test: Doc On Call’  
Swati Parida, University Hospitals Leicester Trust, UK

1409-1418  **8G2** Beyond Statistics: an innovative staff student project challenging black stereotypes  
Bukolal Alo, St. George’s University of London, UK

1418-1427  **8G3** Different Ways of Knowing: Teaching Visual Wisdom With Art  
Christine Todd, Southern Illinois University School of Medicine, USA

1427-1436  **8G4** Benefits of Student-Driven Wellness Choices Versus Mandated Wellness Programs in a Medical School Setting  
Robert Hage, St. George’s University, Grenada

1436-1445  **8G5** A Dose of Reality: The Cure for the Profession of Pharmacy?  
Amanda Chichester, University of Rhode Island, USA

1445-1454  **8G6** 360 degree Theatre Induction  
Junaid Fukuta, University of Bristol, UK

1454-1503  **8G7** Co-production: would it work for workplace-based assessment redesign?  
Raghdah Al-Budy, Oman Medical Specialty Board, Oman

1503-1512  **8G8** Predicting identity as a medical educator and openness to improve in sessional and tenured faculty  
Abigail Snook, University of Iceland, Iceland

1512-1530  Discussion

1400-1530  **#8I** Short Communications: Assessment: Work-Based Assessment  
Moderator: James Kwan, Singapore  
Location: Room L2, Level 1

1400-1415  **8I1** Do Direct Observation Tools Generate High Quality Narrative Feedback? Lessons from the Psychopharmacotherapy-Structured Observation Tool  
John Young, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, USA

1415-1430  **8I2** An Innovative and Comprehensive Workplace Based Assessment Framework for Australian General Practice  
Jill Benson, GPEX, Australia

1430-1445  **8I3** How students and specialists appreciate the Mini-Clinical Evaluation Exercise (Mini-CEX) in Indonesian clerkships  
Yoyo Suhoyo, Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Indonesia

1445-1500  **8I4** How do postgraduate surgeons-in-training learn through the use of workplace-based assessment?  
Arpan Tahim, UCL, UK

1500-1515  **8I5** Practical Strategies for Evaluating and Improving the Content of a Workplace-based Observational Assessment  
Melissa Margolis, National Board of Medical Examiners, USA

1515-1530  **8I6** Who’s Watching? Bedside Observation and Feedback Practices in Internal Medicine  
Michael Wang, McMaster University, Canada

1415-1430  **8H2** Empowering adolescent patients in undergraduate medical education  
Jonathan Darling, Leeds Institute of Medical Education (UME), School of Medicine, University of Leeds, UK

1430-1445  **8H3** Seeing is believing: role of dermatology patient educators in undergraduate medical education  
Maulina Sharma, University of Nottingham, UK

1445-1500  **8H4** Making a difference: practical insights from co-production with diverse patients and communities  
Sam Regan de Bere, Peninsula Medical School, UK

1500-1515  **8H5** Patient educators lead and model social change - Youth facilitators teach students in the health professions about transition to adulthood for youth with childhood onset disabilities  
Darlene Hubley, Holland Bloorview Kids Rehabilitation Hospital, Canada

1515-1530  **8H6** Patient feedback in patient-centered communication skills training for medical students  
Anne Marie Riefjestahl, CAMES - Copenhagen Academy for Medical Education and Simulation, Denmark

1520-1530  Discussion

1400-1530  **#8J** Short Communications: Patient as Educator 1  
Moderator: Julie Symons, UK  
Location: Room 1.61, Level 1

1400-1415  **8J1** A teaching course ‘Experience of a diabetic patient’ based on the partnership of a teaching patient and medical doctor  
Lucile Wahl, Faculty of Medicine, Université de Lyon, France

1500-1515  **8J2** An Innovative Concept Model for On Call Simulation Training: ‘Bleep Test: Doc On Call’  
Swati Parida, University Hospitals Leicester Trust, UK

1515-1530  **8J3** Predicting identity as a medical educator and openness to improve in sessional and tenured faculty  
Abigail Snook, University of Iceland, Iceland

1520-1530  Discussion

1400-1530  **#8K** Short Communications: Patient as Educator 2  
Moderator: Carla Goldsmith, United Kingdom  
Location: Room 1.61, Level 1

1400-1415  **8K1** Patient involvement in health professionals’ education: A meta-narrative review  
Paula Rowland, University of Toronto, Canada

1415-1430  **8K2** An innovative concept model for on-call simulation training: ‘Bleep test: Doc On Call’  
Swati Parida, University Hospitals Leicester Trust, UK

1430-1445  **8K3** Predicting identity as a medical educator and openness to improve in sessional and tenured faculty  
Abigail Snook, University of Iceland, Iceland

1445-1500  **8K4** A teaching course ‘Experience of a diabetic patient’ based on the partnership of a teaching patient and medical doctor  
Lucile Wahl, Faculty of Medicine, Université de Lyon, France

1500-1515  **8K5** Empowering adolescent patients in undergraduate medical education  
Jonathan Darling, Leeds Institute of Medical Education (UME), School of Medicine, University of Leeds, UK

1515-1530  **8K6** Seeing is believing: role of dermatology patient educators in undergraduate medical education  
Maulina Sharma, University of Nottingham, UK

1520-1530  Discussion

1400-1530  **#8L** Short Communications: Patient as Educator 3  
Moderator: Julie Symons, UK  
Location: Room 1.61, Level 1

1400-1415  **8L1** A teaching course ‘Experience of a diabetic patient’ based on the partnership of a teaching patient and medical doctor  
Lucile Wahl, Faculty of Medicine, Université de Lyon, France

1415-1430  **8L2** An innovative concept model for on-call simulation training: ‘Bleep test: Doc On Call’  
Swati Parida, University Hospitals Leicester Trust, UK

1430-1445  **8L3** Predicting identity as a medical educator and openness to improve in sessional and tenured faculty  
Abigail Snook, University of Iceland, Iceland

1445-1500  **8L4** A teaching course ‘Experience of a diabetic patient’ based on the partnership of a teaching patient and medical doctor  
Lucile Wahl, Faculty of Medicine, Université de Lyon, France

1500-1515  **8L5** Empowering adolescent patients in undergraduate medical education  
Jonathan Darling, Leeds Institute of Medical Education (UME), School of Medicine, University of Leeds, UK

1515-1530  **8L6** Seeing is believing: role of dermatology patient educators in undergraduate medical education  
Maulina Sharma, University of Nottingham, UK

1520-1530  Discussion
1400-1530
#8J Short Communications: Faculty Development 1
Moderator: Kristiina Patja, Finland
Location: Room 0.14, Level 0

1400-1415
8J1 Supervisor Training in a Global Arena: Increasing international access to high quality faculty development
Veena Rodrigues, Norwich Medical School, UK

1415-1430
8J2 Tips and tricks of opening an AMEE International Networking Centre: Lessons to be learned
Sofia Belogubova, St. Petersburg Medical University, Russia

1430-1445
8J3 Perception of a blended course as a tool for continuous improvement: Experience of Private University San Juan Bautista from Peru
Alberto Casas, Universidad Privada San Juan Bautista, Peru

1445-1500
8J4 Pathways to Professional Development through a Digital Learning Hub
Karen Hills, PAEA, USA

1500-1515
8J5 New Faculty Development Curriculum for Junior Faculty
Manjula Gowrishankar, Department of Pediatrics, Faculty of Medicine and Dentistry, University of Alberta, Canada

1515-1530
8J6 Teaching the teachers: A series of interactive teaching-themed workshops for healthcare experts
Danielle Dobbe, LRCB (Dutch Expert Centre for Screening), the Netherlands

No Discussion

1400-1530
#8K Short Communications: Continuing Professional Development 3: Recognising a Doctor’s Competence
Moderator: Kristina Patja, Finland
Location: Room 0.14, Level 0

1400-1415
8K1 The GMC revalidation knowledge test - summary of data
Alison Sturrock, UCL Medical School, UK

1415-1430
8K2 Doctors’ experiences, attitudes, and beliefs about the regulation of professional competence: a scoping review
Anel Wiese, Medical Education Unit, University College Cork, Ireland

1430-1445
8K3 Doctors’ attitudes to, beliefs about, experiences of, and suggested improvements for regulation of professional competence
Emer Galvin, University College Cork, Ireland

1445-1500
8K4 Attitudes, benefits and barriers to participating in mandatory continuing professional development scheme in doctors in Ireland
Holly Hanlon, Royal College of Physicians of Ireland, Ireland

1500-1515
8K5 Examining associations between data utilization for practice improvement and lifelong learning
Sanjeev Sockalingam, Centre for Addiction and Mental Health; University Health Network; University of Toronto, Canada

1515-1530
Discussion

1400-1530
#8L Short Communications: Virtual Patients
Moderator: Luke Woodham, UK
Location: Room L7, Level 1

1400-1415
8L1 Flexible interprofessional learning using virtual patients
Samuel Edelbring, Örebro universitet, Sweden

1415-1430
8L2 The role of epistemic activities on diagnostic outcomes in medical students’ learning with two different virtual patient case formats
Pablo Schäffner, Institut für Didaktik und Ausbildungsforschung in der Medizin an Klinikum der LMU München, Germany

1430-1445
8L3 Students’ interaction and learning when working with an interprofessional virtual patient model in primary healthcare
Carrie Tran, Karolinska Institutet, Sweden

1445-1500
8L4 Feasibility and utility of an immersive 360-video simulation of stressful clinical events to enhance self-efficacy
Steve Gallagher, Dunedin School of Medicine, University of Otago, New Zealand

1500-1515
8L5 New insights into analysing virtual patient data
Tomi Ylä-Soinimäki, University of Helsinki, Finland

1515-1530
8L6 Role of Faculty Revisited in the Era of AI driven Teaching and Learning
Smitri Pathak, Imperial College London, UK

No Discussion

1400-1530
#8M Short Communications: Student Wellbeing
Moderator: Young-Mee Lee, Korea
Location: Room 0.94-95, Level 0

1400-1415
8M1: Re-envisioning Exams: NBME’s Effort on Wellness (RENEW) project
Miguel Panigagua, National Board of Medical Examiners (NBME), USA

1415-1430
8M2 Academic Environment and Mindfulness Interventions predict Wellness among Medical Students
Hector Eduardo Velasco, Touro University California, USA

1430-1445
8M3 Comparison of face-to-face and online mindfulness interventions among healthcare professional students in Finland: A randomized controlled trial
Saara Repo, University of Helsinki, Faculty of Medicine, Finland
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<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
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<tr>
<td>1445-1500</td>
<td>8M4 Support cell for medical students</td>
<td>Myriam Dergham, Faculté de Médecine Jacques Lisfranc - Saint Priest en Jarez, France</td>
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<td>1500-1515</td>
<td>8M5 Perception of self-medication among medical students in Saint-Etienne: quantitative study by self-questionnaire</td>
<td>Sébastien Bruel, Department of General Practice, Jean Monnet University, St Etienne, France</td>
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<td>1515-1530</td>
<td>8M6 An innovative model for mental health care and educational support in Brazilian medical education context: Personal Development Planning (PDP) Framework</td>
<td>Fernanda Mayer, Pontificia Universidade Católica do Paraná, Brazil</td>
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| 1445-1500 | #8N Short Communications: Subjects in the Curriculum                    | Moderator: Jim Blatt, USA  
Location: Room 2.15, Level 2 |
| 1400-1415 | 8N1 Humanism in Asian Medical Education - A Scoping Review               | Shi Qi Zhu, National University Health System - Department of Family Medicine, Singapore |
| 1415-1430 | 8N2 Integrating health economics teaching in Family Medicine: a case study from Thailand | Win Techakehakij, Lampang Hospital, Thailand |
| 1430-1445 | 8N3 Role of lifestyle Medicine in Medical School Curriculum              | Chaya Prasad, Western University of Health Sciences, USA |
| 1445-1500 | 8N4 Implementation and Evaluation of Emergency Ultrasound Training in a Swiss Medical School | Andrea Meienberg, University Hospital Basel, Switzerland |
| 1500-1515 | 8N5 Development of Statistical Literacy and Scientific Reasoning & Argumentation Skills in Medical Doctors | Markus Berndt, University Hospital of LMU Munich, Institute for Medical Education, Munich, Germany |
| 1515-1530 | 8N6 An Evaluation Study of the Bioethics Curriculum of an Undergraduate Medical Program | Anita Aliana, The Aga Khan University, Pakistan |
| 1400-1530 | #8P Short Communications: Interprofessional Education 2                 | Moderator: Ricardo Leon, Mexico  
Location: Room L1, Level 1 |
| 1400-1415 | 8P1 Interdisciplinary and Collaborative Learning in Healthcare - an e-Learning Tool | Janina Iwaszko, University of Worcester, UK |
| 1415-1430 | 8P2 Medical Students’ Perception About Embedding Interprofessional Education Curriculum: An Observational Analytic Study | Sasha Geganaresi Liardi, Sebelas Maret University, Indonesia |
| 1430-1445 | 8P3 How Identity Matters: A Qualitative Study of Perceptions of Interprofessional Feedback in Diabetology Training | Katrin Feller, University Hospital of Bern, Switzerland |
| 1445-1500 | 8P4 UK trainee clinical scientists’ perceptions and experience of Interprofessional Education | Jaimini Patel, University of Birmingham, UK |
| 1500-1515 | 8P5 The interprofessional training ward Zurich - Conceptualisation and Roll out | Gert Ulrich, "Interprofessional Training Ward Zurich" Network, Switzerland |
| 1515-1530 | 8P6 Construction and validation of geriatric cases for Interprofessional Education | Carolyn Teuwen, Noordwest Ziekenhuisgroep, the Netherlands |
1400-1530 #8Q Short Communications: Selection: Widening Access
Moderator: Lyndal Parker-Newlyn, Australia
Location: Room 0.15, Level 0

1400-1415 8Q1 Well begun is half done: The importance of an inclusive programme at the start of (bio)medical education
Gönlü Dilaver, UMC Utrecht, the Netherlands

1415-1430 8Q2 Social justice in medical education: inclusion is only the first step
Marco Antonio de Carvalho Filho, UNICAMP - University of Campinas, Brazil

1430-1445 8Q3 High school grade discounting to widen access to medicine: should we do it? If so, how low should we go?
Lewis Paton, University of York, UK

1445-1500 8Q4 Widening Access to Medical Education: Comparing a Situational Judgement Test to other selection measures
Kelly Dore, McMaster University, Canada

1500-1515 8Q5 Medical school choice among applicants from different social backgrounds: A national qualitative interview study in the United Kingdom
Elliot Rees, UCL Medical School, UK

1515-1530 Discussion

1400-1530 #8R Short Communications: Postgraduate Education
Moderator: Juliana Sa, Portugal
Location: Room 0.16, Level 0

1400-1415 8R1 Resilience and Burnout: comparison between postgraduate year 1 (PGY1) doctors and faculty members in a Paediatric Department within a tertiary hospital in Singapore
Mae Yue Tan, Khoo Teck Puat-National University Children’s Medical Institute, National University Health System, Singapore

1415-1430 8R2 Holding Hands: An Initiative to Improve Junior Doctor Wellbeing
Magali Dubus, East Kent Hospitals University Foundation Trust, UK

1430-1445 8R3 The conceptualization of educational supervision amongst supervisors and residents in a postgraduate psychiatry residency training program
Lay Ling Tan, Changi General Hospital, Singapore

1445-1500 8R4 Competency-based medical education training and evaluation in the field of clinical microbiology laboratory
Wen-Shyang Hsieh, Department of Medical Laboratory, Taipei Medical University-Shuang Ho Hospital, Taiwan

1500-1515 8R5 A dramaturgical analysis of a paediatric team handover
Stephen Bradley, Lakes District Health Board, New Zealand

1515-1530 Discussion

1400-1530 #8S Short Communications: Gender
Moderator: Laura Hirshfield, USA
Location: Room 0.51, Level 0

1400-1415 8S1 The potential impact of a pending labor law on young doctors in Japan: an analysis of national microdata from biennial government surveys (1996-2016)
Kayo Fukami, National Institute of Technology, Toba College, Japan

1415-1430 8S2 The ‘5x5 Approach’ for clinical reasoning has larger effect on male than female residents
Hisashi Shimozono, Tokyo Medical and Dental University, Japan

1430-1445 8S3 Can published information from research impact on unwanted differential performance by candidate sex? A six-year review of attempts to reduce male/female differential performance in a national family
Mel Ling Denney, RCGP, UK

1445-1500 8S4 Implementing intersectionality in the general practice curriculum of the model study program at the Hannover Medical School
Kambiz Afshar, Hannover Medical School, Germany

1500-1515 8S5 “I have no choice but to challenge myself“: Masculinities and professionalism behind movement among male physicians in Japan
Noriki Kamihiro, Medical Education Center, Kyoto University, Japan

1515-1530 8S6 Transgender people teaching medical students about transgender health: a mixed methods evaluation
Anne Swift, University of Cambridge, UK

1400-1530 #8T Round Table: Threshold Concepts
Moderator: Olle ten Cate, the Netherlands
Location: L5, Level 1

1400-1415 8T1 Threshold Concept-Based Transition Pedagogy in Pathway Programs Supporting Students’ Transition into Allied Health Degrees
Shaimaa Atwa, Western Sydney University, Australia

1415-1430 8T2 Getting Practical: What Can We Do with Threshold Concepts in Medical Education?
Janice Hanson, Washington University in St. Louis School of Medicine, USA

1430-1445 8T3 Coaching Learners Towards Formulating Professional Identity Using Threshold Concepts in Professionalism
Parag Jain, Baylor College of Medicine and Texas Children’s Hospital, USA
#8U Conference Workshop: A Speed Mentoring Workshop: A venue for health professions educators to network and seek advice from experts
Subha Ramani, Harvard Medical School, Boston, USA; Helena Filipe, University of Lisbon, Portugal; Alice Fornari, Northwell Health, Hofstra University, New York, USA; Richard Hays, James Cook University, Tasmania, Australia; David Irby, University of California San Francisco, USA; Rashmi Kusurkar, Amsterdam UMC, Vrije Universiteit Amsterdam, the Netherlands; Judy McKimm, Swansea University School of Medicine, UK; Gary Rogers, Griffith University, Queensland, Australia; Teri Turner, Baylor College of Medicine, USA; Margaret Chisolm, Johns Hopkins University, USA; Elizabeth Kachur, Global Consulting, New York, USA; Patricia O’Sullivan, University of California, San Francisco, USA; Daniel Schumacher, University of Cincinnati, USA; Harish Thampy, University of Manchester, UK; Keith Wilson, Dalhousie University, Canada
Location: Room L8, Level 1

#8V Conference Workshop: How Can Students Improve Your Medical School Curriculum?
Catarina Pais Rodrigues, Katerina Dima, Silvia Matilda Astefanei, International Federation of Medical Students Associations; Tao Le, Scholar Rx, USA
Location: Room 0.11-12, Level 0

#8W Conference Workshop: The A-Z of Curriculum Mapping: Pedagogy to Implementation
Colin Lumsden, Lucie Byrne-Davis, Hilary Dexter, Timothy Cappelli, University of Manchester, UK
Location: Room 0.49-50, Level 0

#8X Conference Workshop: Development of Institutional Assessment Framework: Practical Approaches for Postgraduate Education
Hui Meng Er, Vishna Devi Nadarajah, Noraidah Yusoff, International Medical University, Malaysia
Location: Room 0.36-37, Level 0

#8Y Conference Workshop: Young Medical Educators’ Workshop: Taming Wicked Issues with Adaptive Action
Sören Huwendiek, Institute for Medical Education, Department for Assessment and Evaluation; Stewart Mennin, Human Systems Dynamics Institute, USA; Monica van de Ridder, College of Human Medicine Michigan State University / Spectrum Health, USA; Charlotte Ringsted, Centre for Health Sciences Education, Denmark
Location: Room 2.17, Level 2

#8Z Conference Workshop: How to use Technology to Demonstrate Scholarship in Medical Education
AMEE TEL Committee: Poh Sun Goh, Yong Loo Lin School of Medicine, National University of Singapore, Singapore; John Sandars, Edge Hill University, UK; Alexandra Webb, ANU College of Health and Medicine, Australia; Michael Botelho, The University of Hong Kong, Hong Kong; Peter de Jong, Leiden University Medical Center, The Netherlands; Martin Pusic, NYU Langone Health, USA
Location: Room 2.44, Level 2

#8AA Conference Workshop: A Whole New Medical Educator for 2025 and Beyond
Sheila Crow, University of Miami Miller School of Medicine, USA; Brownie Anderson, National Board of Medical Examiners, USA
Location: Room 2.61, Level 2

#8BB Conference Workshop: The Long and the Short of It - Using Very Short Answer items for Summative Assessment
Rachel Westacott, University of Leicester, UK; Amir Sam, Imperial College London, UK; Celia Brown, University of Warwick, UK
Location: Room 2.83, Level 2

#8CC Conference Workshop: Next Generation OSCE Checklists: Crowdsourcing as a tool for developing, modifying and localizing OSCE checklists
Daniel Salcedo, Center for Education in Medical Simulation, Taiwan; Chen-Chen Huang, Vianjung Hospital, Taipei Medical University, Taiwan; Barry Issenberg, University of Miami Gordon Center for Simulation and Innovation in Medical Education, USA; Jen-Chieh Wu, Taipei Medical University Hospital, Taiwan; Jiann Ruey Ong, Shuang Ho Hospital Taipei Medical University, Taiwan
Location: Room 2.95, Level 2
### 1400-1530  
**#8DD ePosters: Transitions / Interprofessional Practice**

**Moderator:** Jyotsna Pandey, USA  
**Location:** Foyer B, Level 2

1. **8DD01** From doctor in charge to doctor as coach  
   Masako Natukawa, Amsterdam University Medical Centers, The Netherlands

2. **8DD02** “Finding My People”: A Longitudinal Study of Physicians in a Master’s in Medical Education Program  
   Samuel Rosenblatt, Children’s Hospital of Philadelphia, USA

3. **8DD03** Lessons learnt in the conduct of a pilot interprofessional education program and ward rounds in Singapore  
   Oh Moh Chay, KK Women’s and Children’s Hospital, Singapore

4. **8DD04** Accelerated Readiness of Trainees in Oncology to Clinical Practise: Combining e-learning and Facilitated Group-based Discussion Led by Peers  
   Malene Ulhøi, Department of Oncology, Aarhus University Hospital, Denmark

5. **8DD05** How the implementation of team-based learning into introductory session regarding transition into Clinical year influences medical students' confidence in adapting to Clinical Year  
   Sunee Neesanun, Department of Internal Medicine, Sawanpracharuk Hospital, Thailand

6. **8DD06** An exploratory study of an individualized coaching exercise for professional development and support of Infectious Diseases physicians  
   Sharavan Sadasiv Mucheli, NHG - Tan Tock Seng Hospital, Singapore

7. **8DD07** Important skills and job satisfaction during medical internship  
   Sun Jung Myung, Seoul National University College of Medicine, South Korea

8. **8DD08** Enhancing knowledge of nursing staff with bedside teaching and cross-team discussion in the nephrology ward  
   Chia Jung Chau, Taipei Medical University Hospital, Taiwan

9. **8DD09** What does it mean to be a medical intern? A phenomenographic study  
   Matilda Liljedahl, Sahlgrenska University Hospital, Sweden

10. **8DD10** The role of a one week Transition Course in preparing students for Foundation Year 1: Views of medical students and Foundation doctors  
    Rebekah Judge, Imperial College London, UK

11. **8DD11** Investigate the Undergraduate Medical Students’ Perceptions of Early Clinical Exposure Environment in Hospital Settings  
    Cut Rizka Rahmi, Taipei Medical University, Taiwan

12. **8DD12** Postgraduate Education Fellows: Bridging the gap between trainees and trainers  
    Luciana Sowole, West Middlesex University Hospital, Chelsea and Westminster NHS Foundation Trust, UK

### 1400-1530  
**#8EE ePosters: Teaching – Design, Delivery, Evaluation 1**

**Moderator:** Mary Dankbaar, Netherlands  
**Location:** Foyer C, Level 2

1. **8EE01** Advanced physical examination training course improves medical students’ confidence in physical examination  
   Fen-Yu Tseng, National Taiwan University Hospital, Taiwan

2. **8EE02** Effectiveness of an evidence-based practice educational intervention with school nurses  
   Pei-Lin Hsieh, Chang Gung University of Science and Technology, Taiwan

3. **8EE03** The Situational Judgement Test - Can it really be taught? A near-peer teaching programme to help improve preparation for the SJT  
   Bryony Peiris, Royal Berkshire Hospital, UK

4. **8EE04** Educating and Empowering Ethiopian Medical Trainees on Quality Improvement and Patient Safety within the field of Infectious Diseases  
   William Stokes, University of Calgary, Canada

5. **8EE05** Effectiveness of integrating EBM into PBL sessions in Pharmacist PGY Training Program  
   Hui Chen Su, Chi Mei Medical Center, Taiwan

6. **8EE06** Educational Programs and their Influence on Pharmacist Satisfaction and the Quality of Pharmaceutical Services: Serial Analysis in a University Hospital  
   Er-Ying Wang, Taipei Medical University Hospital, Taiwan

7. **8EE07** Formal Procedural Skills Training for Internal Medicine Junior Doctors with Task Trainers - A Singapore Experience  
   Lee Deanna, Sengkang General Hospital, Singapore

8. **8EE08** From experience to action! A new Strategy for breastfeeding education  
   Su-Chiu Wang, Taichung Veterans General Hospital, ROC

9. **8EE09** Are 3rd Year Medical Students more likely to attend Medical Bedside Teaching or Case Based Tutorials? A study from a University of Liverpool teaching hospital  
   Gershan Davis, University of Central Lancashire, UK

10. **8EE10** Case Based Learning versus conventional lecture in Clinical Pharmacology education and its relation to learning styles  
     Fatih Ozdener, Department of Pharmacology, Bahcesehir University School of Medicine, Turkey

11. **8EE11** A test-driven learning in acute cardiac care conference effectively improves electrocardiogram (ECG) reading skills of medical students and residents  
     Chungyu Lin, Department of Internal Medicine, National Taiwan University College of Medicine, Taipei, Taiwan
8EE12 How to gain Radiology Knowledge? Comparison between the group lecture and integration learning of 4th year medical students in Lampang Hospital MEC Sarawadee Chutchavan, Lampang Hospital Medical Education Center, Thailand

8EE13 Flipped classroom Versus Classic Lectures in Medical Education: What do Moroccan Students Prefer? Ghita Hjiej, Université Mohamed Premier, Morocco

1400-1530 #8FF ePosters: Cross-Cultural Programmes / International Students
Moderator: Ann Wylie, UK
Location: Crystal Lounge, Level 1

8FF01 Cross-cultural adaptation of the Four Habits Coding Scheme (4HCS) for teaching and assessing patient-centered communication skills in Brazil Helena Paro, Federal University of Uberlândia, Brazil

8FF02 A revolution in Medical English teaching in a non-native English speaking country Sarinya Thangsittichok, Phichit Hospital, Naresuan University, Thailand

8FF03 Preparatory course for medical students undertaking humanitarian services during Enrichment Year: Global Health competencies and course evaluation Dana Vackova, The University of Hong Kong, Hong Kong

8FF04 Benefits of giving international students a voice in a safe arena to improve communication skills Tim Newson, East Kent Hospitals NHS Foundation Trust & Kings College London Medical School, UK

8FF05 Medical education beyond borders - Training of International Health Professionals in Taiwan Ju-Chuan Yen, Department of Ophthalmology, Department of Teaching and Research, Ren-Ai Branch Taipei City Hospital, Taiwan

8FF06 Student support system for foreign medical students Hana Svobodova, 3rd Medical Faculty, Charles University, Czech Republic

8FF07 International clinical exchange programs for medical students: perspectives and influencing factors Thanaphon Harpoonvittaya, Faculty of Medicine, Srinakharinwirot University, Thailand

8FF08 The Learning Experiences of International Post-Baccalaureate Medical Students in Taiwan: a qualitative study Pei-Ling Wu, E-Da Hospital, Taiwan

8FF09 Clinical, social and educational analyses of a University Extension project at a Riparian Community Ricardo Costa, Barretos School of Health Sciences Dr. Paulo Prata - FACISB, Barretos, São Paulo, Brazil

8FF10 Achieving Cultural Competency through a Blended Teaching Program - Creating a culturally safe environment Pei-Ling Wu, E-Da Hospital, Taiwan

1400-1530 #8GG Posters: Surgery Education
Moderator: Paul Lai, Hong Kong
Location: Hall/Foyer F, Level 0

8GG01 Does Technology Cause a Placebo Effect in Medical Education? Carl Gustaf S Axelsson, Department of Surgery, Massachusetts General Hospital, Harvard Medical School, USA

8GG02 Vaginal Delivery Manikin Test Effect National License Score in Undergraduate Medical Learning Phornsawan Wasinghon, Buddhachinaraj Hospital, Thailand

8GG03 Accreditation on Routine Practice to Improve Patient Safety - from Clinical Pathway to Medical education Chih-Chien Cheng, Taipei City Hospital, Taiwan

8GG04 Assessment of knowledge and work-placed based education of transfusion medicine in tertiary care, non-university hospital, a pilot study Yada Siriphannon, Buriram Medical Education Center, Thailand

8GG05 Chunk training versus holistic training for trauma boot camps Osaree Akaraborworn, Prince of Songkla university, Thailand

8GG06 Do medical students understand the educational benefits in attending the operating theatre? Shahid Bukhari, University College London Medical School, UK

8GG07 Learning FAST skill for small group using OSCE checklists Smith Salmadee, VachiraPhuket Hospital, Thailand

8GG08 Silence of the Lambs? Feedback seeking behavior of residents in the operating room Abhilash Balakrishnan, Singapore Health Services, Singapore

8GG09 Effect of Using Counseling Checklist in Colonoscopy Counseling Course for Colorectal Cancer Screening Patients in Fourth Year Medical Students, Vachira Phuket Hospital Nutchaya Sukon, Vachira Phuket Hospital, Thailand
**8GG10** The impact of extracurricular surgical experience on veterinary students' performance of canine ovariohysterectomy and orchidectomy in a clinical skills curriculum
Julie Williamson, Lincoln Memorial University College of Veterinary Medicine, USA

**8GG11** How to work smarter not harder - a structured morning handover meeting saves time and improves learning outcomes
Per Helligso, South Jutland Hospital, Aabenraa, Denmark

**8GG12** McSTU: Multi-disciplinary Course in Theatre Skills Training of Undergraduates
Fatima Nawrozadeh, London North West University Hospital NHS Trust, UK

**8GG13** Effectiveness of inter-professional education through a nursing attachment for medical students in Singapore
Qin Yi Lee, Tan Tock Seng Hospital, Singapore

**8GG14** Does the surgeon’s assistant role affect medical students' confidence levels in surgical airway management?
Sorracha Sophanate, Ratchaburi Medical Education Center, Ratchaburi Hospital, Thailand

**8GG15** The Practical Application of 3-dimensional Printing Tools in Surgical Training Courses in the Metropolitan Hospital in mid-Taiwan
Cheng-Hsi Liao, Taichung Armed Forces General Hospital/National Defense Medical Center, Taipei, Taiwan

**8GG16** Development of an app-based learning tool for medical students to access local clinical skills resources
Niki Newman, University of Otago, Christchurch, New Zealand

**8HH01** “Kahoot!” and online group chat boards facilitated the interpretation skills of chest radiograph in medical students
Rungnapa Pengprakhon, Buriram Medical Education Center, Thailand

**8HH02** Role of social media groups in Foundation Doctors
Yen-Jei Chen, Manchester University NHS Foundation Trust (MFT), UK

**8HH03** Optimizing the potential of social media in undergraduate curriculum: student perspective in Thailand
Phunlerd Piyaraj, Phramongkutklao College of Medicine, Thailand

**8HH04** Social Media Addiction in Medical Students at Khonkaen University, Thailand
Intira Anantpinijwatna, Mahasarakham Hospital, Thailand

**8HH05** Feasibility and efficacy of using mobile communication application to enhance clinical skill training
Li-Ying Huang, Fu Jen Catholic University Hospital, Taiwan

**8HH06** Development of an app-based learning tool for medical students to access local clinical skills resources
Niki Newman, University of Otago, Christchurch, New Zealand

**8HH07** Using smartphones during inpatient visits, is it unprofessional? The patients’ and their relatives perceptions
Chirabat Techato, MEC Songkhla Hospital, Thailand

**8HH08** How smartphone overuse is affecting our clinical year medical students
Napattamon Manorat, Roi Et Hospital Medical Centre, Thailand

**8HH09** Preparing for Distance Learning: Designing an Online Orientation for Nurses
Machiko Saki Yagi, Jichi Medical University, Japan

**8HH10** Developing Peer-to-Peer Public Health Online Courses
Katja Čič, International Federation of Medical Students Associations

**8HH11** The Effectiveness of Technology-Enhanced Learning on Electrocardiography Teaching to Undergraduate Medical Students
Chin Lin, National Defense Medical Center, Taiwan

**8HH12** An analytical model to assess the feasibility of integrating augmented reality applications into medical education curricula: a pilot study
Derrick Cheng, The Warren Alpert Medical School of Brown University, USA

**8HH13** Development of an Educational Video Assessment Scale
Lina Shehadeh, University of Miami, Miller School of Medicine, USA

**8HH14** Innovative Strategies for Clinical Microscopy Instruction: Virtual versus Light Microscopy
M. Jane McDaniel, Yale School of Medicine Physician Assistant Online Program, USA

**8HH15** Evaluating the Effects of Distance Learning on the Physician Assistant National Certifying Examination Pass Rate
Jennifer Forbes, Idaho State University, USA

**8HH16** Emotional goals in e-learning: possible or impossible
Nikoo Yami, Isfahan University of Medical Sciences, Iran

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**#8II Posters: Curriculum: Entrustable Professional Activities (EPAs)**
Moderator: Sigrid Harendza, Germany
Location: Hall/Foyer F, Level 0

**8II01** Informing Entrustment Decisions: Designing Assessment Reports For Competence Committees Using Messick’s Validity Framework
Ryan Luther, University of Toronto, Canada
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<tr>
<td>8JJ01</td>
<td>Professional development among medical students in Longitudinal Integrated Clerkship in Taiwan: A Qualitative Study</td>
<td>Hall/Foyer F, Level 0</td>
<td>Shih-Chung Huang, Kaohsiung Armed Forces General Hospital, Taiwan</td>
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<tr>
<td>8JJ02</td>
<td>Facilitators and Barriers to Medical Student Learning In the Outpatient Setting</td>
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<td>Philippa Horner, The Hillingdon Hospitals NHS Foundation Trust, UK</td>
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<td>8JJ03</td>
<td>Optimising medical students' learning during clinical placements</td>
<td></td>
<td>Vardah Alam, GKT School of Medical Education, King's College London, UK</td>
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<td>8JJ04</td>
<td>Improving self-confidence of Medical Students after online Procedural Video Demonstration (SimMEds)</td>
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<td>Rossukon Khotcharrat, Naresuan University, Thailand</td>
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<td>8JJ05</td>
<td>A corpus-based linguistic approach to the pedagogy of the writing of the story of patient's illness</td>
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<td>Pi Hua Tsai, Mackay Medical College, Taiwan</td>
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<tr>
<td>8JJ06</td>
<td>We learned more in a smaller hospital: The medical students' experiences and feedback on morning reports</td>
<td></td>
<td>Yu-Hein Chen, Tri-Service General Hospital, National Defense Medical Center, Taiwan</td>
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<td>8JJ07</td>
<td>Level of Confidence in Non-technical skills of Clinical Year Medical Students and the Contributory Parts of the Medical Curriculum</td>
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<td>Phippum Lartongkum, Srinakarinwirot University, Thailand</td>
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<td>8JJ08</td>
<td>“Not all of us can do great things. We can do only small things with great love”</td>
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<td>Chalermpong Sukontapol, Vachira Phuket Hospital, Thailand</td>
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<td>8JJ09</td>
<td>Outcomes of the short session structured Chest X-ray evaluation training for 4th-year medical students</td>
<td></td>
<td>Thotsaporn Morasert, Surathani Hospital, Thailand</td>
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<td>8JJ10</td>
<td>The Learning Reflection of Medical Students on the Sky Doctor Class</td>
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<td>Kanjanee Wachirarungsiman, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand</td>
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<td>8JJ11</td>
<td>Sky Doctor Project for Medical Students with Role-Play Learning Management</td>
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<td>Sivanath Peeraschorn, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand</td>
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<tr>
<td>8JJ12</td>
<td>The positive effect of student-oriented hospital ward rounds employing role-play and peer review on the clinical performance and professionalism of clerkship students</td>
<td></td>
<td>Hajime Kasaki, Health Professional Development Center, Chiba University Hospital, Japan</td>
</tr>
</tbody>
</table>
8KK1 What affects students’ appraisal of clinical teaching?
Li-Ting Wang, School of Medicine, Mackay Medical College, Taiwan

8KK2 Exploring the learning environment: invisible forces influence the students’ learning strategies
Eleonora Leopardi, University of Newcastle, Australia

8KK3 Assessment of the educational environment in Medical Schools in Morocco: The Students’ perspective
Maryam Fourtassi, Université Mohamed Premier, Morocco

1400-1530 #8KK Posters: Curriculum Evaluation / Learning Environment

8KK01 No evidence for differences in outcome between digital and paper-based course evaluations
Andrea Fast, UMC Utrecht, The Netherlands

8KK02 Professional Behavior and Medical Competencies from Graduates’ Perspective: A Curriculum Evaluation
Mia Kusmiati, Medical School Bandung Islamic University, Malaysia

8KK03 Application of a cognitive diagnostic assessment to evaluate the revamped basic science curriculum of medical students
Jeremy Laukka, University of Toledo College of Medicine and Life Sciences, USA

8KK04 Implementation of Onsite-multisource Feedback of Medical Graduates in the Community Hospitals
Annusapoorni Aripraksakorn, Khon Kaen Medical Education Centre, Thailand

8KK07 Designing a Peer-Driven, Multi-Pronged, Curriculum-Based Preparatory Module for Medical School Examinations - Lessons from the 60 hour Agenda
Oluwasegun Afolaranmi, College of Medicine, University of Ibadan, Nigeria

8KK08 Curriculum Evaluation for Master of Public Health (MPH) Assessed by Alumni of Guilan University of Medical Sciences
Farzad Mohseni, Medical Education Research Center, Education Development Center, Guilan University of Medical Sciences, Iran

8KK09 Evaluation and learning: a professional combination for students and university
Esther Tanck, Radboudumc, the Netherlands

8KK10 Internet-based Measurement of Visual Assessment Skill of Trainee Radiologists: Developing a Sensitive Tool
Nadiya Fernandes, Chelsea and Westminster Hospital, UK

1400-1530 #8LL Posters: Motivation / Student in Difficulty

8LL01 Gender differences in medical students’ motivation to attend medical school
Isabel Fonseca, Institute for the Biomedical Sciences Abel Salazar and Centro Hospitalar University of Porto, Portugal

8LL04 Motivational profile and learning among first- to third-year students at Finnish universities: How do medical and dental students differ from other students?
Lena Sjöberg, University of Helsinki, Faculty of Medicine, Finland

8LL06 Curricular and extracurricular strategies in medical students: a two year follow up.
Universidad Andres Bello, Viña del Mar, Chile

8LL07 "Strength of motivation" impact on medical students’ learning approaches: Results of a multisite cross-sectional study
Milena Abbati, UDREM - Faculty of Medicine, Geneva, Switzerland

8LL08 Reflections of First Year Medical Students
Bulan Hermasari, Medical Education Unit Faculty of Medicine Universitas Sebelas Maret, Indonesia
8LL07 What Changes with Failure? A Narrative Analysis
Geerthana Sundaram, Barts and the London, UK

8LL08 Focused Clinical Undergraduate Support (FOCUS) programme: Facilitating medical students through exam failure
Charlotte Brathwaite Shirley, Lewisham and Greenwich NHS Trust, UK

8LL09 The help-seeking intention among medical and health sciences students
Yu Sui Chen, International Medical University, Malaysia

8LL10 Increasing the Determination Coefficient of an Academic Risk Predictive Model for First Year Medical Students, Universidad Andrés Bello, Viña del Mar, Chile
Peter McColl, Universidad Andres Bello, Viña del Mar, Chile

8LL11 What’s stopping the current? Early failure increases risk for problems in later years of medical education
Adele Kastensson, Karolinska Institutet, Sweden

8LL12 Reaching the Troubled Learner: Faculty Development to Expand the Skill Set of Small Group Advisors
Martha Ward, Emory University School of Medicine, USA

8LL13 A systematic Review of Remediation Strategies for Learners Struggling with Communication Skills
Deema Al-Sheikhly, Weill Cornell Medicine-Qatar, Qatar

8LL14 Which behaviors of medical students are considered as incivility from clinical teachers’ point of view
Hossein Karimi Moonaghi, Mashhad University of Medical Sciences, Iran

8LL15 Factor affecting CPIRD and ODDOD medical students’ efficiency in passing the national license examination
Piyabut Taotip, Roiet Hospital Medical Education Center, Thailand

8LL16 Trajectories of undergraduate medical students’ performances and their relationship with learning approaches
Anne Baroffio, University of Geneva Faculty of Medicine, Switzerland

8LL17 A Strategy for the Learning Enhancement of Medical Students in Achieving and Maintaining Success
Lennon Bhagwandin, American University of the Caribbean, USA (Presenter)

8MM01 Using the Objective Structured Clinical Examination to evaluate the newly graduated nurse in chest tube drainage care
Chi-Yun Chang, Taichung Veterans General Hospital, Taiwan

8MM02 The effects of a 5 core teaching/evaluating skill workshop on teaching anxiety and effectiveness of Junior Residents
Chih-Hsiung Hsu, Teaching Office, Tri-Service General Hospital, Taiwan

8MM03 A holistic evaluation system for post-graduate year students: experience sharing from a Taiwan teaching hospital
Jim-Shuen Chen, Tri-Service General Hospital, National Defense Medical Center, Taiwan

8MM04 Measuring Metacognitive Skills: Pilot Results From A Study Involving Internal Medicine Residents
Michael Healy, Department of Surgery, Massachusetts General Hospital, Harvard Medical School and NEJM Group, USA

8MM05 Designing and evaluating a departmental teaching programme
Chiara Petrosellini, Whittington Health NHS Trust, UK

8MM06 The more the merrier? Does time spent on appraisal meetings in postgraduate medical education make a difference?
Anita Sørensen, Randers Regional Hospital, Denmark

8MM07 Video-assisted reflection of bedside teaching skills provides effective and objective feedback to young residents
Wen-Hui Fang, School of Medicine, Tri-Service General Hospital, National Defense Medical Center, Taiwan

8MM08 Core competency evaluation complements general academic performance in prediction of clinical performance in internship
Yih-Jer Wu, Mackay Medical College / Mackay Memorial Hospital, Taiwan

8MM09 Quantitating the effect of increased supervision using electronic records in an emergency department
Sune Laugesen, Emergency Department, Odense University Hospital, Denmark

8MM10 Improving Quality of Educational Supervisor Reports and Supervised Learning Events
Mumtaz Patel, Health Education England, UK

8MM11 The establishment and evaluation of ultrasound assessment modules in emergency junior residents
Wan-Ching Lien, National Taiwan University Hospital, Taiwan
Session 9: Simultaneous Sessions

1600-1730  
**#9A Symposia: Embracing CPD diversity. Bridging gaps!**
Lawrence Sherman (The Academy for Global Interprofessional Learning and Education (AGILE), USA); Dave Davis (Center for Outcomes and Research in Education (CORE), Mohammed Bin Rashid University of Medicine and Health Sciences (MBR-University), Canada); Helena Filipe (Faculty of Medicine, University of Lisbon, Portugal)
Location: Hall A, Level 2

1600-1730  
**#9B Symposia: Teaching and Engaging the Millennials: What has changed?**
Matthew Choon Eng Gwee, Shuh Shing Lee, Erle Chuen Hian Lim (National University of Singapore, Singapore); Gary D. Rogers (Griffith University, Queensland, Australia); Anthonio Adefuye (University of Free State, South Africa)
Location: Hall C, Level 2

1600-1730  
**#9C Symposia: Local responses to the complexities of European Medical Education: Dealing with globalization, migration and increased mobility**
Richard Marx (Medical University Vienna, Austria); Janusz Janczukowicz (Medical University of Lodz, Poland); Marius Raica (Medical University of Timisoara, Romania); Anca Dana Buzoianu (Medical University of Cluj-Napoca, Romania); Ferenc Bari (University of Szeged, Hungary); Cosmin Sinescu (Medical University of Timisoara, Romania); Thikiri Yee (Medical University of Lodz, Poland); Michael Ramirez (medical student from the USA studying in Szeged, Hungary)
Location: Hall M, Level 1

1600-1730  
**#9D Symposia: Pearls from the Surgery Track Sessions**
Paul Lai (College of Surgeons of Hong Kong, Hong Kong); Helen MacRae (University of Toronto, Canada); Julian Smith (Monash University, Australia); Ait Sachdeva (American College of Surgeons, USA); Bonnie Miller (Vanderbilt University Medical Center, USA)
Location: Room L3, Level 1

1600-1730  
**#9E AMEE Fringe 2**
Moderator: Rachel Ellaway, Canada
Location: Hall M, Level 1

1600-1615  
**#9E1 Pineapple Tarts: A multi-sensory neuroscience exploration of an Asian gustatory experience**
Derek Soon, National University Health System, Singapore

1615-1630  
**#9E2 Aussiewood Downunder! Using musical comedy to educate doctors**
Katrina Anderson, Australian National University Medical School, Australia

1630-1645  
**#9E3 I will NOT see you in court: What we can learn from the legal history of medical negligence**
Katie Macdonald, University of Bristol, UK

1645-1700  
**#9E4 Can dance teach doctors?**
Deva Priya Appan, National Healthcare Group, Singapore

1700-1715  
**#9E5 Laughing to learn, our new experience in morbid anatomy**
Cristian Stefan, New York University College of Dentistry, USA
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<tr>
<td>1715-1730</td>
<td>9E6 Health professions education: The Musical!</td>
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<td>Shelley Ross, University of Alberta, Canada</td>
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<td>No Discussion</td>
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<td>1600-1730</td>
<td>9F Doctoral Reports 2</td>
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<td>Moderator: Debbie Jaarsma, The Netherlands</td>
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<td>1730-1730</td>
<td>Discussion</td>
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<td>1600-1720</td>
<td>9F6 Research Papers: Assessment in Health Professions Education</td>
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<td>Moderator/Assessor: Cees van der Vleuten, the Netherlands</td>
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<td>Assessor: Sebastian Uijtdehaage, USA</td>
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<td>1600-1620</td>
<td>9F1 Learner Handover: How does it influence assessment?</td>
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<td>Tammy Shaw, University of Ottawa, Canada</td>
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<td>1620-1640</td>
<td>9F2 Does the Opportunity to Reflect and Revisit during a Clinical Skills Exam Improve Students’ Clinical Reasoning? Multicenter studies conducted at George Washington (GW), Jefferson, and University of Illinois, Chicago Schools of Medicine</td>
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<td>Benjamin Jim Blatt, The George Washington</td>
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<td>University School of Medicine and Health Sciences, Washington, DC, USA</td>
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<td>1640-1700</td>
<td>9F3 How teacher-learner relationships influence the learning potential of low-stake assessments - An international study within programmatic assessment</td>
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<td>Suzanne Schut, Maastricht University, Maastricht, The Netherlands</td>
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<td>1700-1720</td>
<td>9F4 QI education outside of the clinical setting: A sequential explanatory mixed-methods study of QI training that uses the medical school as the context for improvement</td>
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<td>Lawrence Grierson, McMaster University, Hamilton, Canada</td>
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<td>Shelley Ross, University of Alberta, Canada</td>
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<tr>
<td>1600-1620</td>
<td>9G1 Clinical teaching on an expanding training platform: designing a fit-for-purpose faculty development framework for emerging clinical teachers in a resource-constrained environment</td>
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<td>Julia Blitz, Stellenbosch University, Cape Town, South Africa</td>
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<td>1620-1640</td>
<td>9G2 Bias in the Mirror: Exploring Implicit Bias in Health Professions Education</td>
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<td>Javed Sukhara, Western University, London, Canada</td>
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<td>1640-1700</td>
<td>9G3 Learning through Tails: The Role of Discourse in Medical Education</td>
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<td>Walter Eppich, Northwestern University, USA</td>
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<td>1700-1720</td>
<td>9G4 Learning to care for “difficult patients”: motivation, identity and reflection in medical students and residents</td>
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<td>Jody Steinauer, UCSF, San Francisco, USA</td>
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<td>1720-1730</td>
<td>Discussion</td>
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**Tuesday 27th August**

Austria Centre Vienna

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<td>1600-1730</td>
<td>9H Short Communications: Patient as Educator 2</td>
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<td>Moderator: Ronan Hallowell, USA</td>
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<td>Location: Room 1.61-62, Level 1</td>
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<tr>
<td>1600-1615</td>
<td>9H1 Patients in partnership with educators: use of design thinking to improve patient involvement in undergraduate medical education</td>
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<tr>
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<td>Lindsay Muscroft, Warwick Medical School, UK</td>
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<tr>
<td>1615-1630</td>
<td>9H2 The patient, student and professional as equal educators and learners in the concept of Welearn in Human Embryology</td>
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<td>Jos Draaisma, Radboudumc Amalia Children’s Hospital, the Netherlands</td>
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<td>1630-1645</td>
<td>9H3 The patient’s voice in a pre-clinical curriculum</td>
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<td>Laura Schwerling, Radboud Universiteit, the Netherlands</td>
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<tr>
<td>1645-1700</td>
<td>9H4 Aboriginal patients as educators: ‘clinical yarning’ in healthcare settings</td>
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<td></td>
<td>Emma Webster, University of Sydney School of Rural Health, Australia</td>
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<tr>
<td>1700-1715</td>
<td>9H5 Patient safety on the agenda, a co-creation</td>
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<td>Petra Van Gurp, Radboudumc, the Netherlands</td>
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<td>1715-1730</td>
<td>9H6 Patient voices in physician validation - a qualitative study</td>
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<td>Carolin Sehlbach, Maastricht University, the Netherlands</td>
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<td>No Discussion</td>
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<tr>
<td>1600-1730</td>
<td>9I Short Communications: Assessment: General</td>
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<tr>
<td></td>
<td>Moderator: Claire Canning, Singapore</td>
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<td>Location: Room L2, Level 1</td>
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<tr>
<td>1600-1615</td>
<td>9I1 Examining Myths in Assessment: An Opportunity to Advance Trustworthiness in Assessment</td>
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<tr>
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<td>Carlos Gomez-Garibello, McGill University, Canada</td>
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<tr>
<td>1615-1630</td>
<td>9I2 Student use of resources to prepare for USMLE Step 1 and COMLEX Level 1 Licensing Exams</td>
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<td>Sean Tackett, Johns Hopkins Bayview Medical Center, USA</td>
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<td>1630-1645</td>
<td>9I3 Promoting core medical science subject competency and feedback in an integrated assessment system - the case for longitudinal subject tracking</td>
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<td>Scarpa Schoeman, Wits University, South Africa</td>
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<td>1645-1700</td>
<td>9I4 Valuing Mentoring in Programmatic Assessment: Experiences and Evaluation</td>
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<td>Chris Skinner, Notre Dame University Fremantle, Australia</td>
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<td>1700-1715</td>
<td>9I5 Identifying the narrative used by educators in trainee evaluations to assist in articulating judgment of performance</td>
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<td>Nyoli Valentine, ModMed, Australia</td>
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Tuesday 27th August
Austria Centre Vienna

1615-1700 9K4 Developing a rubric for measuring English history-taking skills of non-native English-speaking medical students
Takayuki Oshimi, International University of Health and Welfare School of Medicine, Japan

1700-1715 9K5 Defining competency criteria for written clinical communication: The case of the Occupational English Test (OET) and its implications for medical education
Tim McNamara, The University of Melbourne, Australia

1715-1730 9K6 Health Education England’s Global Learners Programme
Elin Sandberg, Health Education England, UK

1600-1730 #9J Short Communication: Faculty Development 2
Moderator: Karen Leslie, Canada
Location: Room 0.31-32, Level 0

1600-1615 9J1 Supervision training interventions in healthcare: a realist synthesis
Sarah Lee, Monash University, Australia

1615-1630 9J2 Innovative, Comprehensive Faculty Development for Large Group Teaching in a Medical School affiliated with a Large Healthcare System
Elisabeth Schiegel, Zucker School of Medicine At Hofstra/Northwell, USA

1630-1645 9J3 Education in health professions: building a community of practice in Midwest Brazil
Edaline Faria de Moura Villela, Jataí Medical School, Federal University of Goiás, Brazil

1645-1700 9J4 A Learning Community to Support Staff Scholarship and Progression
Genevieve Stapleton, University of Glasgow Medical School, UK

1700-1715 9J5 MacAdemia: Meeting the Faculty Development Needs of Community Physician Teachers in Distributive Medical Education
X. Catherine Tong, Waterloo Regional Campus, McMaster University, Canada

1715-1730 Discussion

1600-1730 #9K Short Communications: International Medical Graduates
Moderator:
Location: Room 0.14, Level 0

1600-1615 9K1 Design of a program for complementary education of International Medical Graduates in Sweden - to include Swedish or not
Magnus Hultin, Umeå University, Sweden

1615-1630 9K2 “My name is not Schneider”: a qualitative study on the social integration of immigrating, Middle-East physicians in Germany
Marwa Schumann, Alexandria Faculty of Medicine, Egypt

1630-1645 9K3 Going the extra mile: international patient handover in a European border region
Daniëlle Verstegen, School of Health Professions Education, FHML, Maastricht University, the Netherlands

1645-1700 9K4 Developing a rubric for measuring English history-taking skills of non-native English-speaking medical students
Takayuki Oshimi, International University of Health and Welfare School of Medicine, Japan

1700-1715 9K5 Defining competency criteria for written clinical communication: The case of the Occupational English Test (OET) and its implications for medical education
Tim McNamara, The University of Melbourne, Australia

1715-1730 9K6 Health Education England’s Global Learners Programme
Elin Sandberg, Health Education England, UK

1600-1730 #9L Short Communications: Medical Education Research
Moderator: William McGaghie, USA
Location: Room L7, Level 1

1600-1615 9L1 Setting priorities for health education research: A Faculty-wide mixed methods study
Charlotte Rees, Monash University, Australia

1615-1630 9L2 Publications Outcomes of Abstracts Presented at the Association for Medical Education in Europe (AMEE) in 2013 and 2014
Samy Azer, King Saud University College of Medicine, Saudi Arabia

1630-1645 9L3 Setting Agenda for Medical Education Research in Pakistan
Ahsan Sethi, Khyber Medical University, Pakistan

1645-1700 9L4 The PERFUME study: Peer-Ethnographic Research on Feedback in Undergraduate Medical Education
Christopher See, Li Ka Shing Faculty of Medicine, The University of Hong Kong, Hong Kong

1700-1715 9L5 An individualized approach to support academic publishing
Darshana Shah, Marshall University Joan C. Edwards School of Medicine, USA

1715-1730 9L6 The Implicit Association Test in Health Professions Education: A Critical Narrative Review
Maham Rehman, Western University, Canada

1600-1730 #9M Short Communications: Student Characteristics
Moderator:
Location: Room 0.94-95, Level 0

1600-1615 9M1 Beyond academic excellence: Does ability-based emotional intelligence and personality predict early clinical performance?
Jo Bishop, Bond University, Australia
Debra Sibbald, University of Toronto, Canada

The impact of online assessment using their own devices

Large size classrooms: students’ perceptions of the impact of online assessment using their own devices

Debra Sibbald, University of Toronto, Canada
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<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Moderator</th>
<th>Speaker</th>
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</table>
| 1600-1730  | **Short Communications:**                    | Room 0.16, Level 0| Marian Aw, Singapore                          | Manon Kluijtmans, University Medical Center Utrecht, the Netherlands  

**9Q3 Material Concepts: Integrating theory and practice during simulation-based training to support procedural skills retention and transfer**  
Jeffrey Cheung, The Wilson Centre, Canada

**9Q4 Teaching old dogs new tricks: Is simulation-based medical education only for novices?**  
Lisa Arendsen, Copenhagen Academy for Medical Education and Simulation, Denmark

**9Q5 Does one-on-one medication administration simulation improves nursing students' competencies in the clinical setting?**  
Eini Kimhi, Ben-Gurion University of the Negev, Israel

**9Q6 Improving awareness of medication errors and prevention in nursing students**  
Chao Jung Chen, Taipei Medical University Hospital, Taiwan

**No Discussion**

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<th>Speaker</th>
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</table>
| 1600-1730  | **Short Communications:**                    | Room 0.16, Level 0| Marian Aw, Singapore                          | Manon Kluijtmans, University Medical Center Utrecht, the Netherlands  

**9R3 GP Trainees’ experience of learning opportunities and support mechanisms on the GP vocational training programme: A qualitative interview study**  
Nadia Fisher-Plum, University of Southampton, UK

**9R4 A novel approach to fostering the development of scholarly competence: Capacity building in a distributed family medicine residency training program**  
Joel Andersen, Northern Ontario School of Medicine, Canada

**9R5 Revealing tacit knowledge about facilitating reflection for teacher professionalization**  
Mario Veen, Erasmus Medical Centre, Rotterdam, the Netherlands

**9R6 The hidden pervasiveness of therapeutics in the assessment of family medicine trainees’ applied knowledge: an analysis of a year’s SBA test statistics with lessons for training programmes**  
Chris Elfes, Royal College of General Practitioners, England, UK

**No Discussion**

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| 1600-1730  | **Round Table: Accreditation and Dimensions of Medical Education** | Room L5, Level 1 | Barbara Barzansky, USA                        | Sarah Taber, Royal College of Physicians and Surgeons of Canada, Canada  

**9T3 Using Accreditation as an Opportunity to Advance Education and Evaluation in Health Professions Education**  
Maryam Wagner, McGill University, Canada

**9T4 Globalization in Medical Education: Promoting Reflexivity in Educational Practice**  
Omar Selim, University of Toronto, Department of Surgery, Canada

**No Discussion**
**9U Conference Workshop: Where do I start? Devising questions, aims and objectives when writing systematic reviews in medical education. A BEME workshop**  
Teresa Pavlikowska, Royal College of Surgeons, Ireland; Sophie Park, University College London/Institute of Education, UK; Elaine Alais Susannna Hill, University of Central Lancashire / Blackpool Victoria Hospital, UK; Erica Smyth, Royal College of Surgeons, Ireland  
Location: Room L8, Level 1

**9V Course: ESMEA Course (ESMEA Course participants only)**  
Location: Room 0.11-12, Level 0

**9W Course: RESME Course (RESME Course participants only)**  
Location: Room 0.49-50, Level 0

**9X Conference Workshop: Integrating planetary health concepts into the educational curriculum**  
Brett Duane, Trinity College Dublin, Ireland; San YuMay Tun, Imperial College, London, UK; Richard Ayres, Peninsula Medical School, UK  
Location: Room 0.96-97, Level 0

**9Y Conference Workshop: Putting threshold concepts into practice in health professions education: changing the way we teach, research and design curricula**  
Hilary Neve, University of Plymouth Peninsula Medical School, UK; Sarah Meek, University of Glasgow, School of Medicine, UK; Virginia Randall, Uniformed Services University of the Health Sciences, USA; Ellie Hothersall, School of Medicine, University of Dundee, UK; Andy Wearn, University of Auckland, Faculty of Medical and Health Sciences, New Zealand  
Location: Room 2.17, Level 2

**9Z Conference Workshop: How to create a Quality Culture - not a Quality Straightjacket**  
Renee Stalmeijer, Jill Whittingham, Guy Bendermacher, Maastricht Univ - School of Health Professions Education, Netherlands; Pia Strand, Faculty of Medicine, Centre for Teaching & Learning, Sweden; Diana Dolmans, Maastricht Univ - School of Health Professions Education, Netherlands  
Location: Room 2.44, Level 2

**9AA Conference Workshop: Case Based Blended Learning (CBBL) - a strategy to foster the transfer of declarative to procedural knowledge or more?**  
Sebastian Ertl, Medical University Vienna, Austria; Tamara Seitz, Dept. for Internal Medicine, General Hospital Vienna, Austria; Monika Himmelbauer, Henriette Laffier-Stastka, Medical University Vienna, Austria  
Location: Room 2.61, Level 2

**9BB Conference Workshop: Experience based learning: helping patients co-participate actively with students and clinicians in workplace education**  
Tim Dornan, Grainne Kearney, Hannah Gillespie, Helen Monaghan, Richard Conn, Queens University Belfast, UK; Deirdre Bennett, University College Cork, Ireland  
Location: Room 2.83, Level 2

**9CC Conference Workshop: Assessing Assessment. Best practice approaches in assessment from ASPIRE assessment award winners**  
Debra Klamen, Anna Cianciolo, Heeyoung Han, Southern Illinois University School of Medicine, USA  
Location: Room 2.95, Level 2

**9DD ePosters: Wellbeing**  
Moderator: William Bynum, USA  
Location: Foyer B, Level 2

- **9DD01 Perceptions and Attitudes of Medical Students and Faculty Towards Internet and Facebook Addiction**  
  Devanuj Duara, SSR Medical College, Mauritius

- **9DD02 Training: an effective intervention to enhance physicians’ confidence in dealing with their workplace violence after violence aggression**  
  Jeng-Cheng Wu, Taipei Medical University Hospital, Taiwan

- **9DD03 What does Emergency Physicians’ construction of their professional identities tell us about burnout and resilience?**  
  Nothando Nkambule, Chang Gung University, Chang Gung Medical Education Research Centre (CG-MERC), Taiwan

- **9DD04 Cyberbullying among medical students: A study of medical students’ experiences about this phenomenon**  
  Tipsuda Tangsrirong, Buddhachinaraj Hospital, Thailand

- **9DD05 Workplace incivility, self-efficacy, and medical student burnout: A JD-R perspective**  
  Thripura Hariharan, Macquarie University, Australia
9DD06 How students prepare for OSCE and how their stress points compare
Mika Laitinen, University of Helsinki, Finland

9DD07 Factors influencing Resilience Growth in Preclinical and Clinical Medical Students
Krittanan Wattanaevakul, Siriraj Medical Faculty, Thammasat University, Thailand

9DD08 A longitudinal view of the Impacts of Hurricane Irma and displacement on the academic performance of medical students
Colin Michie, American University of the Caribbean School, Saint Maarten, Netherlands Antilles

9DD09 Difference of nurse educator teaching efficacy in clinical education and educational role stress
Su Jin Shin, Ewha Womans University, Korea

9DD10 We should hearten our students to aim at the current WHO recommendations through the whole spectrum of physical activity
David Hupin, University Hospital of Saint-Etienne, France

1600-1730 #9EE ePosters: Teaching - Design, Delivery, Evaluation 2
Moderator: Paul Jones, UK
Location: Foyer C, Level 2

9EE01 Creating awareness of patient counselling in the clinical setting among medical students in Oman: a five-year study
Buthaina Baqir, Sultan Qaboos University, Oman

9EE02 The Perspectives of Evidence-Based Health Care Teaching on Undergraduate Medical Education in Taiwan
Yu-Fang Huang, National Cheng Kung University Hospital, College of Medicine, National Cheng Kung University, Taiwan

9EE03 Teaching Cardiac Auscultation using AusCue
Jieying Lee, National University of Singapore, Singapore

9EE04 How to teach future doctors? Continuing development of teachers’ pedagogic skills in relation to the learning outcomes
Zsuszanne Varga, University of Pecs Medical School, Department of Behavioural Sciences, Baranya, Hungary

9EE05 Skill to Habit. There is a gap in clinical resuscitation training
Yuh-Feng Lin, Taipei Medical University Shuang Ho Hospital, Taiwan

9EE06 Establishment of a Rural Pathology Teaching Museum
Linda Farrington, University of New South Wales, Australia

9EE07 The Clinical Care Improvement Training Program: Linking Healthcare Providers’ Education to Patient Outcomes
Shireen Suliman, Hamad Medical Corporation, Qatar

9EE08 Teaching medical students about substance use disorder in Saudi Arabia
Basma Alharthy, KAU, Saudi Arabia (Presenter)

9EE09 Piloting ‘ABC of the critically ill patient’: experiences from Kigali, Rwanda
Larissa Latif, NHS Greater Glasgow & Clyde, UK

9EE10 Pediatric Emergency Medicine Certification short course for mid-level provider working in a pediatric emergency room of a public sector hospital of a developing country
Huba Atiq, Childlife Foundation, Pakistan

9EE11 Evaluating the use of 360-degrees videos in Medical Education: A Situational Awareness Case Study
Alknaath Jain, University of Leeds, UK

9EE12 Multimedia-Assisted Learning in Orthopaedic Clinical Skills
Jirachat Sakuljiumjai, University of Phayao, Thailand

9EE13 Video-assisted standardization teaching method as an effective strategy for young faculties to deliver nutrition consultation skills to PGY dietitians
Hsu Chen Lin, Tri-Service General Hospital, Taipei, Taiwan

1600-1730 #9FF ePosters: Student Involvement in Pedagogy and Research
Moderator: Richard Cure, UK
Location: Crystal Lounge, Level 1

9FF01 Medical students’ preferences for working with people with dementia: a systematic review
Molly Hebditch, Brighton and Sussex Medical School, UK

9FF02 Self-assessment of Working Life Skills of Medical Students in Finland
Jarmo Jääskeläinen, University of Eastern Finland, School of Medicine, Finland

9FF03 Impact of participation in research projects by medical students on their academic performance
Fahad Azam, Shifa College of Medicine, Shifa Tameer-e-Millat University, Pakistan

9FF04 Study on the influence of undergraduate tutorial system on early scientific research ability cultivation of eight-year M.D. program students in China
Chi Yuan, West China Hospital, Sichuan University, China

9FF05 Student-led development of a checklist to measure usefulness of educational apps for just-in-time learning
Grace Tylee, University of Otago, New Zealand

9FF06 Listening to the learner - self-perceived learning needs-based hepatology symposium for primary healthcare physicians
Chee-Kiat Tan, Dept of Gastroenterology & Hepatology, Singapore General Hospital, Singapore
1600-1730

#9GG Posters: Flipped Classroom / Learning Resources
Moderator: Gavin Dawe, Singapore
Location: Hall/Foyer F, Level 0

9FF07 Medical students develop online audiovisual patient education in cooperation with patients and communication students
Melanie Kalee, University Medical Center Utrecht, The Netherlands

9FF08 Medical Students’ understanding of placebo and nocebo effects (PNEs). Implications for future practice
Mark Arnold, University of Sydney School of Rural Health (Dubbo/Orange), Australia

9FF09 Implementing Global Health Education in the Medical Curriculum. Challenges and opportunities of a student led initiative
Behrouz Nezafat Maldonado, University of Liverpool, UK

9FF10 Encouraging Medical Student Involvement in Clinical Research: Using a Novel Online Platform to Pair Students with Clinicians
Munahid Din, King’s College London Medical School, UK

9FF11 Training activities created by students: the experience of the Brazilian Association of Academic Leagues of Family and Community Medicine (ALASF)
Daniel Medrano da Silva, Universidade Federal do Recôncavo da Bahia, Brazil

1600-1730

#9GG Posters: Flipped Classroom / Learning Resources
Moderator: Gavin Dawe, Singapore
Location: Hall/Foyer F, Level 0

9GG01 Flipped classroom versus traditional lecture to achieve and improve knowledge retention in generation Y medical students
Maleechat Sripipattanakul, Obstetrics and Gynecology Department, Khon Kaen Hospital, Thailand

9GG02 Flipped classroom increased engagement amongst medical students but did not increase performance
Paul-Alexandre Nordlund, Norwegian University of Science and Technology (NTNU), Norway

9GG03 Students’ perspectives on the design of flipped classroom in pre-clinical setting: a qualitative study
Jo Yu Tsai, China Medical University, Taiwan

9GG04 The flipped classroom is effective for medical students to improve funduscopic examination skills: A mixed methods study
Kiyoshi Shikino, Chiba University Hospital, Japan

9GG05 Application of Flip Learning Approach on The Respiratory Therapy
Su-Yu, Tungs’ Taichung MetroHarbor Hospital, Taichung, Taiwan

9GG06 New module on teaching “Septic Shock” for medical students
Chutima Chersankhorn, Hatyai Medical Education Centre, Thailand

9GG07 Learning by Doing in a Supporting Environment: Curricular Effectiveness of a Medical Literature Reading Course in Early College Years
Pai-Chuan Huang, College of Medicine, National Cheng Kung University, Taiwan

9GG08 A case-based interactive lecture on pathological sonographic findings
Sabine Schneiderwien, Hannover Medical School, Germany

9GG09 The effect of two learning methods of classroom lecture-video cast and handout on learning achievement and satisfaction of nursing students
Mahmood Shamshiri, Ardabil University of Medical Sciences, Iran

9GG10 The efficacy of teaching methods for direct ophthalmoscopy comparing between video-based and traditional lecture-based learning in 4th year medical students: A prospective randomized controlled study
Nathaya Panyowatkul, Lampang Hospital, Thailand

9GG11 Learning paediatrics respiratory disease through clinically-based and customized micro-modules: an emphasis of both sound and vision
Isabel Hwang, Faculty of Medicine, The Chinese University of Hong Kong, China

9GG12 New technologies in teaching “Cell biology” for medical students enrolled in the program of basic education
Galina Kukharchik, Almazov National Medical Research Centre, Russia

9GG13 Comparative Study of Learning Outcomes Between In-Class Didactic and Self-Directed Learning in Sixth Year Medical Students During Pediatric Rotation at Phramongkutklao Hospital and College of Medicine
Chanchai Traivaree, Phramongkutklao Hospital and College of Medicine, Thailand

9GG14 Impact of audio files on students’ academic performance and scientific awareness
Nikhil Kumar, European University, Georgia

1600-1730

#9HH Posters: Problem-based learning/Team Based Learning
Moderator: Rick Vari, USA
Location: Hall/Foyer F, Level 0

9HH01 The Impacts of Integrating Standardized Patients in Problem-based Learning Tutorial in Taiwan
Chung-Chih Chung, National Yang-Ming University School of Medicine, Taiwan

9HH02 Patient-centeredness of problem-based learning cases
Scott Kinkade, University of Missouri, USA

9HH03 Students’ Perspective on Critical Incidents in the Base Group in Problem-based Learning
Viktor Sharan, Orebro University, Sweden

9HH04 The effect of two learning methods of classroom lecture-video cast and handout on learning achievement and satisfaction of nursing students
Mahmood Shamshiri, Ardabil University of Medical Sciences, Iran

9HH05 Application of Flip Learning Approach on The Respiratory Therapy
Su-Yu, Tungs’ Taichung MetroHarbor Hospital, Taichung, Taiwan

9HH06 New module on teaching “Septic Shock” for medical students
Chutima Chersankhorn, Hatyai Medical Education Centre, Thailand
9HH04  Medical Students’ Attitudes toward Implementation of Problem-based Learning: Do Attitudes Differ Depending on Students’ Age, Sex and Grade Point Average?
Roko Žaja, University of Zagreb, School of Medicine, Croatia

9HH05  Feedback in problem-based learning in Saudi Arabia: student perceptions
Abdulmohsen Alomair, The University of Sheffield, UK

9HH06  Problem-Based Learning In Pelvic mass Scenario
Ladaporn Wongkunha, Buddhachinmaraj Hospital, Thailand

9HH07  The challenges of introducing standardized patients in Problem-based learning curriculum
Tsung En Wang, Mackay Memorial Hospital, Taiwan

9HH08  Picture Archiving and Communication Systems incorporated PBL curriculum to improve understanding for musculoskeletal diseases teaching in China
Keng Chen, The Eighth Affiliated Hospital, Sun-Yat-Sen University, China

9HH09  Rabbit Holes and Case Based Learning: Dive in or Avoid?
Simon Atkinson, University of Bristol, UK
Zarabeth Newton, University of Cardiff, UK

9HH10  Learning outcome in Radiology after integrated TBL and interactive lectures for fourth year medical students
Siriporn Jeamwongsa, Ratchaburi Hospital, Thailand

9HH11  Team-based learning in Inter-Professional Education (IPE) for Patient Safety Course
Thitima Suntharasaj, Department of Obstetrics and Gynecology, Faculty of Medicine, Prince of Songkla University, Thailand

9HH12  Team-based Learning in physical examination skills, student perception and preference: a follow-up study
Jiska Putiwael, Amsterdam UMC, VUmc School of Medical Sciences, The Netherlands

1600-1730  #9II  Posters: Teaching and Learning 1
Moderator: Paulina Sobieranska, Poland
Location: Hall/Foyer F, Level 0

9II01  “Kampo-sommelier practice”: A trial for an active learning program in Kampo (Japanese traditional) medicine
Makoto Arai, Department of Kampo Medicine, Tokai University School of Medicine, Japan

9II02  Checking For Understanding: Exploring a teaching methods gap between K-12 and medical education
Holly Meyer, USUHS, USA

9II03  The Core Educator Initiative: Numbers and Implementation in Four Frames
Sara Lamb, University of Utah School of Medicine, USA

9II04  The teaching skills that enhance a happy-classroom from students’ perspective versus reality
Dirk Ekhaoworm Wong, Surathani Medical Education Center, Thailand

9II05  Educating Medical Students: Are We Doing It Right?
Jill Cheng Siim Lee, KK Women’s and Children’s Hospital, Singapore

9II06  Students organizing a large-scale teaching week to close the academic year - dealing with freedom and responsibility
Gert Othuis, Radboud University Medical Center, The Netherlands

9II07  Exploring beneficial factors associated with non-technical skills for students studying Western and traditional Chinese medicine: A longitudinal mixed methods study — report on baseline assessment
Ching-Yen Chen, Department of Psychiatry, Chang Gung Hospital, Keelung, Taiwan

9II08  Medical Sciences Undergraduate Students’ Perception on the Use of Problematization as an Active Methodology for the Medical Internship in Public Health
Rogerio Vaz, Faculdades Pequeno Principe, Brazil

9II09  Involvement Helps Medical Students Feel Communication Skills, Attitudes, and Ethics: Multivariable Analyses at Chiba University, Japan
Yohei Matsumoto, Chiba University, Japan

9II10  Medical students’ perceptions of learning and the relation between Metacognitive Awareness and Motivation to Learn: a qualitative and quantitative analysis
Marina Alves Siqueira, University of Sao Paulo Medical School (FMUSP), Brazil

9II11  Exploring practical tips to teach structural competency - A lesson from experience to develop an introductory session for family physicians and residents in Japan
Junichiro Miyachi, Hokkaido Centre for Family Medicine, Japan

9II12  Improving graduate attributes by implementing an experiential learning teaching approach: a case study in recreation education
Cornelia Schreck, North-West University, PhASRec, South Africa

9II13  Using educational analytics to produce a dashboard for success
Andrew Vaughan, University of Manchester, UK

9II14  Knowledge management: out of semantic swamp
Sno Bayazidi, School of Medical Sciences, Shahid Beheshti University of Medical Sciences, Tehran, Iran

9II15  Articulation of the Counterfactual - Unravelling the homogeneous student group to make the invisible visible
Catherine Hardie, University of Toronto, Canada
9JJ01 The comparison of mechanical ventilation learning outcomes between bedside interactive learning and conventional lecture learning in fifth year medical students, Phrae Medical Education Center
Parichat Niyomthong, Phrae Medical Education Center, Naresuan University, Thailand

9JJ02 Combine fluorescent dye and ultraviolet light detection device, aseptic technique operation key points in learning process investigation and teaching response improvement
Nelson (Chih-Hung) Chen, Department of Gastroenterology Medicine, Kaohsiung Chang Gung Memorial Hospital, Taiwan

9JJ03 The willingness to perform bystander cardiopulmonary resuscitation in out-of-hospital cardiac arrest victims of Thai clinical-year medical students
Wachiraporn Phooripoom, Surin Medical Education Center, Suranaree University of Technology, Thailand

9JJ04 Understanding Continuum of Care for Stroke Patients: Teaching Medical Students using Intermediate Care Model
Taweesak Sutpasanon, Department of Rehabilitation Medicine, Sawanpracharak Medical Education Center, Thailand

9JJ05 The effectiveness of video-assisted self-assessment after flipped classroom in teaching cardiovascular examination to medical students: a pilot teaching program
Chun-Wei Lee, MaKay Memorial Hospital, Taiwan

9JJ06 The reflections on the health equity of migrant workers in Taiwan by medical students participating in service learning
Hsin-Tien Lee, National Defense Medical Center, Taiwan

9JJ07 Transforming Postgraduate and Undergraduate Clinical Medical Education: Optimising the Delivery of the Teaching on the Run Module with Social Media Implementation
Chih Cheng Hsiao, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Taiwan

9JJ08 Factors influencing the nursing core competencies of students at clinical practice
Shiah Lian Chen, National Taichung University of Science and Technology, Taiwan

9JJ09 Exposure and perception of 6th year Portuguese medical students to core clinical skills
Carolina Caminata, ANEM- Associação Nacional de Estudantes de Medicina, Portugal

9JJ10 Comparing the Clinical Skills of Medical Students between Different Training Programs in China
Shih-Chieh Liao, China Medical University, China

9JJ11 Effectiveness of Blended Learning Approach on Risk Management for Nursing Students
Zarina Begum Abdul Rahman, Tan Tock Seng Hospital, Singapore

9JJ12 Learning obstacles in handling Psychiatric patients
Chonakarn Niyomthong, Surin Medical Education Center, Suranaree University of Technology, Thailand

9JJ13 The Effect of Using Standardization Lesson Plans with Multiple Teaching Strategies for Post Cardiac Surgery Nursing Care
Chien-Huei Shih, Buddhist Tzu Chi General Hospital, Taiwan

9JJ14 Effectiveness of Using Multiple Teaching Strategies to Decreasing the Clotting Rate of Artificial Kidney
Yu-Hui Liu, Department of Nursing, En Chu Kong Hospital, Taiwan

9JJ15 Implementation of bilingual large-scale basic life support training for medical, nursing and healthcare students in partnership with regional fire department
Gen Kobayashi, School of Medicine, International University of Health and Welfare, Japan

9JJ16 The Iceberg Model of Blood and Body Fluid Exposure Reporting Among the Medical Students
Pornpimon Kasemsook, Buddhachinaraj Hospital Medical Education Center, Thailand

9JJ17 Social accountability of medical students at Vachira Phuket Medical Center after participation in social activities
Pornpirun Leeyangyuen, Vachira Phuket Medical Education Center, Walsallak University, Thailand
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<th>Title</th>
<th>Location/Presenter/Details</th>
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<tr>
<td>9KK01</td>
<td>Correlation between medical knowledge and belief in alternative medicine</td>
<td>Erich Eder, Sigmund Freud University, Medical School, Austria</td>
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<tr>
<td>9KK02</td>
<td>A Novel Medic to Physician Assistant Pathway</td>
<td>Gail Curtis, Wake Forest School of Medicine, Department of PA Studies, USA</td>
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<td>Marouane Amzil, International Federation of Medical Students Associations, Morocco</td>
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<td>Lisa Graves, Western Michigan University Homer Stryker M.D. School of Medicine, USA</td>
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<td>Undergraduate health students' academic workload and the factors that influence their perception</td>
<td>Sandra Flores Alvarado, Universidad De Chile, Chile</td>
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<td>Angelika Taetz-Harrer, Universität Witten/Herdecke, Germany</td>
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<td>Moral Distress Among Medical Students: A Systematic Review of Its Causes, Impact and Response</td>
<td>Susan Glick, Rush University, USA</td>
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<td>Anxiety analysis during the first clinical encounters: simulation in undergraduate medicine</td>
<td>Nancy Segura-Azuara, Tec de Monterrey, Mexico</td>
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<td>The Estimation of the prevalence and causes of anxiety and depression among students in a Caribbean medical school and its correlation with academic performance</td>
<td>Yulya Modna, Trinity School of Medicine, Saint Vincent and the Grenadines</td>
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<td>Stress, anxiety, and depression among third year medical students at Chulalongkorn University</td>
<td>Nitchapat Boivornsean, Faculty of Medicine, Chulalongkorn University, Thailand</td>
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<td>Stress and Stressors among female medical undergraduate students: A Cross-sectional study in a private medical college in Pakistan</td>
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<td>Coping with stress, fatigue, and sleepiness during medical studies: Experience of the French military medical school</td>
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<td>Does previous experience of performing affect anxiety levels and attainment in medical students during their first face to face assessment?</td>
<td>Laura MacKenzie, University of Sheffield, UK</td>
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<td>Anxiety Among Health Professions Undergraduate Students: Experience Report from a Center for Psychological and Educational Support</td>
<td>Rodrigo Flauzino, Ribeirao Preto Medical School, University of Sao Paulo, Brazil</td>
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9LL1 What soft science activities do medical students prefer to reduce stress?
Pornsuda Krittigamas, Nakornping Medical Education Center, Nakornping Hospital, Thailand

9LL2 What is the effective mental support system for medical students in Thammasat University?
Phiangbun Naithamkul, Medical Education Center Suratthani Hospital, Thailand

9LL3 Stress and burnout in chiropractic students of European chiropractic colleges: a cross-sectional study
Pablo Perez de la Ossa, Barcelona College of Chiropractic, Spain

9LL4 Medical Students’ Life Cycle: stresses and motivations
Wintra Kaewpila, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand

1600-1730 #9MM Posters: Postgraduate: Stress and Wellbeing
Moderator: Sabine Nabecker, Switzerland
Location: Hall/Foyer F, Level 0

9MM01 Literature review to identify the attitudes and beliefs and prevalence of sexual harassment relevant to delivering healthcare, for nurses and medical trainees in a Singapore academic hospital
Kaushal Sanghvi, Tan Tock Seng Hospital, Singapore

9MM02 The Political Stress of Postgraduate Medical Students
Pattana Poopattanakul, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

9MM03 The fatigue paradox: A grounded theory study exploring nurses’, physicians’ and residents’ perceptions of physician fatigue
Taryn Taylor, Schulich School of Medicine & Dentistry, Canada

9MM04 A randomized controlled trial of Balint groups to reduce burnout among residents in China
Lei Huang, Tongji Hospital of Tongji University, USA

9MM05 Smartphones and social networks as determining factors of burnout in resident physicians
Jessica Pallares Chavira, Universidad Autonoma de Chihuahua, Mexico

9MM06 Academic self-perception: predictive factor of burnout in resident physicians
Antonio Guzman, Universidad autonoma de chihuahua, Mexico

9MM07 Comparison of burnout, emotional intelligence and resilience between faculty clinicians and emergency medicine residents
Zulkarnain Ab Hamid, National University Hospital, Singapore

9MM08 The impact of Bullying in the Irish Postgraduate Medical context
Janet O’Farrell, Medical Council of Ireland, Ireland

9MM09 How much do doctors drink? Remembering the wellbeing of our workforce
Emily Savage, Chelsea and Westminster NHS Foundation Trust, UK

9MM10 Resilience traits of Senior Paediatricians in a Tertiary Hospital in Singapore
Jia Ming Low, National University Hospital of Singapore, Singapore

9MM11 Stress and Depression as a medical Intern, Police General Hospital
Savanya Ngamvivattavorn, Police General Hospital and Vachira Phuket Hospital, Thailand

9MM12 Targeted remediation for Postgraduate Year 1s (PGY1) in difficulty: Our Experience
Yong-Kwang Tay, Changi General Hospital, Singapore

9MM13 Leading help-seeking practice in the hospital-based post-registration training environment
Nicole Jones de Rooy, Australian National University, Australia

9MM14 Evaluating Differences in Emotional Weaknesses between Intern Doctors and 6th Year Clerks in Taiwan through Emotional Competence Training Curriculum
Chun-Lin Chu, National Taiwan University Hospital Yun Lin Branch, Taiwan

1600-1730 #9NN Meet the Experts – Patient as Educator
Susan E. Sheridan, Society to Improve Diagnosis in Medicine (SIDM), USA
Suzanne Schrandt, Arthritis Foundation, USA
Location: Suite E, Level 0

Academic Group Meetings
1600-1730 MedEdPublish Editorial Board (closed meeting) Room L4, Level 1
1745-1915 ADEE (closed meeting) Room 0.96-97, Level 0
1745-1915 AMEE Postgraduate Committee (closed meeting) Room L5, Level 1
1745-1915 AMEE Simulation Committee (closed meeting) Suite E, Level 0
1745-1945 AMEE Research Committee (closed meeting) Room L4, Level 1
Wednesday 28th August
Austria Centre Vienna

Session 10: Simultaneous Sessions

0830-1015 #10A Symposium: Achieving Practice Change through Outcomes Based CPD
Betsy White Williams (University of Kansas School of Medicine, Professional Renewal Center®, USA); Mary Turco (Department of Medicine, Dartmouth-Hitchcock and Geisel School of Medicine, Lebanon, USA); David Davis (Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates); David Wiljer (Education Technology Innovation, University Health Network; Department of Psychiatry, University of Toronto, Canada); Helena Filipe (Faculty of Medicine, University of Lisbon, Portugal); Mila Kostic (Penn Medicine, USA); Sanjeev Sockalingam (Department of Psychiatry, University of Toronto, Canada)
Location: Hall A, Level 2

0830-1015 #10B Symposium: The 21st century medical undergraduate curriculum: What's in and what's out?
Val Wass (Keele University UK); Peter Dieter (AMSE, Germany); Neil Johnson (The West of Ireland Cardiac & Stroke Foundation, Ireland); Evangelos Papageorgiou (EMSA, Greece), Harm Peters, AMSE, Germany); Trudie Roberts (AMEE, UK), Catarina Pais Rodrigues (IFMSA, Portugal); Fedde Scheele (Health Systems Innovation and Education, Netherlands)
Location: Hall C, Level 2

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the Abstract Book or follow the link to the abstracts in each session in the App

0830-1015 #10C Symposium: Case Based Blended Learning (CBBL) – a strategy to foster the transfer of declarative to procedural knowledge or more?
Sebastian Ertl (Medical University Vienna, Austria); Bela R. Turk (Medical University Vienna, Austria and Johns Hopkins University, Baltimore, USA); Tamara Seltz (Dept. for Internal Medicine, General Hospital Vienna, Austria); Monika Himmelbauer (Medical University Vienna, Austria); Isabella Klaus (Dept. for Psychiatry, General Hospital Vienna, Austria); Henriette Löffler-Stastka (Medical University Vienna, Austria)
Location: Hall N, Level 1

0830-1015 #10D XVII Ibero-American session - Highlighting differences in the way Primary Care is delivered on the American Continent: Impact of the Cartagena Declaration
Geneviève Moineau (Canada); Liliana Arías (Colombia); Alison Whelan (USA); Ricardo León (México); Luis Felipe Abreu (México); Pablo Pulido (Venezuela)
Location: Room L3, Level 1

0830-0845 10E1 Guided self-study in higher education - a literature review
Slavko Rogan, Bern University of Applied Sciences, Department of Health, Switzerland

0845-0900 10E2 Are task specific self-regulatory processes consistent across task and time? A study of physiotherapy students
Raquel Irina Medina-Ramirez, Universidad De Las Palmas De Gran Canaria, Spain

0900-0915 10E3 Using path analysis to develop a conceptual model that shows the interaction between conceptions of learning, self-regulated learning (SRL) and quality of e-learning experience in online e-learning
Enji Abouzeid, Faculty of Medicine- Suez Canal University, Egypt

0915-0930 10E4 Developing Effective Learning Strategies in Medical Education - A Mixed-Method Study
Felicitas Biwer, Maastricht University, the Netherlands

0930-0945 10E5 The evaluation of a personalised electronic clinical skills passport (CSP): The medical student perspective
Laura Smith, University of Leeds, UK

0945-1000 10E6 Understanding Medical Students’ Self-Directed Learning in Clinical Training: A Cross-Cultural Qualitative Study in the U.S. and Taiwan
Tzu-Hung Liu, Harvard Medical School, USA

1000-1015 Discussion
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<td>Mieke Embo, Artevelde University College Ghent, Belgium, Belgium</td>
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<td>Amy Gray, The University of Melbourne/Royal Children's Hospital, Australia</td>
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<td>Mieko Ogino, International University of Health and Welfare, Japan</td>
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<td>Jo Horsburgh, Imperial College, London, UK</td>
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<td>Nikolas Psathakis, German Medical Students' Association (bvmd e.V.), Germany</td>
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<td>Zalim Balkizov, ASMOK, Russia</td>
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Mike Tweed, Otago Medical School, New Zealand

0915 - Setting defensible standards in small cohorts: understanding when borderline regression works
Matt Homer, Leeds Institute of Medical Education, UK

1000-1015 Discussion

0830-1015 #10J Short Communications: Empathy
Moderator: Carmen Fuentesalba, USA
Location: Room 0.31-32, Level 0

0830-0845 #10J1 Instilling empathy - is the devil still in third year?
Anna Bysszeveski, Regional Geriatric Program of Eastern Ontario, Canada

0845-0900 #10J2 Students’ stress coping strategies impact empathy trajectories during medical training: a 5-year longitudinal study
Margaret Gerbase, University of Geneva, Faculty of Medicine, Switzerland

0900-0915 #10J3 Embodied empathy, a phenomenological study of physician touch
Martina Kelly, University of Calgary, Canada

0915-0930 #10J4 Empathy microskills training program for undergraduate medical students in Chile
Juan Arellano, Universidad de Concepción, Chile

0930-0945 #10J5 Fostering social empathy in medical students
Caroline Wellbery, Georgetown University Medical Center, USA

0945-1000 #10J6 Measuring the level of clinical empathy in Moscow medical students and residents by the Jefferson Scale of Empathy - the first pilot study in Russia
Sergey Gatsura, A.I. Yevdokimov Moscow State University of Medicine and Dentistry, Russian Federation

1000-1015 Discussion

0830-1015 #10K Short Communications: Communication Skills
Moderator: Ingrid Preu, Austria
Location: Room 0.14, Level 0

0830-0845 #10K1 ‘The Silence Pact’ - a qualitative exploration of cultural differences in breaking bad news
Sophie Holmes, Newcastle University, UK

0845-0900 #10K2 Learning communication skills and how to deliver bad news in a multicenter fellowship for medical students. Results from a five year experience program
Laura Bogea Muller, SOBRAMFA, Brazil

0900-0915 #10K3 Analyzing expert criteria for authentic resident communication skills
Hyesoyun Han, Southern Illinois University School of Medicine, USA

0915-0930 #10K4 Culture and Human: What does it mean for medical students?
Ozlem Surel Karabilgin Ozturkcu, Ege University Faculty of Medicine, Turkey

0930-0945 #10K5 Doctor-patient communication in an Iranian and Norwegian context
Jorgen Urnes, Dep. of Public Health and Nursing Faculty of Medicine, Norway

0945-1000 #10K6 Clinical communication for the 21st century: A faculty approach for curriculum renewal and improved graduate outcomes
Robyn Woodward-Kron, University of Melbourne, Australia

1000-1015 #10K7 Medical Communication Training for Family Physicians With Self-Assessment And Patient Feedback
Dan Williams, American Osteopathic Association, USA

0830-1015 #10L Short Communications: The Teacher
Moderator: Lynne Allery, UK
Location: Room L7, Level 1

0830-0845 #10L1 Impact of an innovative endowed chair program on medical educator recipients
Peter ChinHong, UCSF, USA

0845-0900 #10L2 Oh my goodness, what have I done? - Exploring the experiences of non-medically qualified clinical teachers of undergraduate medical students
Sonia Bussey, Newcastle University, UK

0900-0915 #10L3 The Characters of A Good Teacher - An Exploratory Study
Lieh-Yu Yi, School of Medicine, Tzu Chi University, Taiwan

0915-0930 #10L4 Tensions in perceptions of the role of ‘nurse as teacher’ for medical trainees
Asif Doja, CHEO, University of Ottawa, Canada

0930-0945 #10L5 Building a better mousetrap: A utility-focused clinical teaching evaluation instrument
Joan Binnendyk, Western University, Canada

0945-1000 #10L6 Development & Validation of Clinical Clerkship Teaching and Supervision Questionnaire (CCTSQ)
Naghmeh Naeem, United Arab Emirates University-College of Medicine & Health Sciences, United Arab Emirates

1000-1015 #10L7 Can analyzing student feedback help simulation center faculty improve their teaching and professionalism?
Matthew Emery, Michigan State University College of Human Medicine, USA

No Discussion
### #10M Short Communications: Student Burnout and Resilience

**Moderator:** Bert Arets, the Netherlands

**Location:** Room 0.94-95, Level 0

- **10M1** Burnout in medical students during initial career years: mental health implications
  Carolina Pérez, Universidad Andrés Bello, Chile

- **10M2** Implementing a Burnout Prevention and Education Program in a Physician Assistant Program
  Heidi Brown, Idaho State University, USA

- **10M3** Burnout syndrome in medical students and association with poor sleep quality, sedentary lifestyle and use of psychotropic drugs
  Arnaldo Aires Peixoto Junior, Centro Universitário Christus (UNICHRISTUS), Brazil

- **10M4** Learning strategies of Chilean medical students change along clinical training and predict their levels of burnout and wellbeing at graduation
  Guadalupe Echeverria, Pontificia Universidad Católica de Chile, Chile

- **10M5** Clinical training stress and professional quality of life among medical students: the buffering effect of resilience and its determinants
  Blossom Yin-Ju Lin, Chang Gung University, Taiwan

- **10M6** The longitudinal effect of grit on academic achievement among Japanese medical students
  Yusuke Karouji, Kansai Medical University, Japan

**Discussion**

### #10O Short Communications: Feedback

**Moderator:** Roger Strasser, Canada

**Location:** Room 2.15, Level 2

- **10O1** Understanding the factors affecting student performance in rural and metropolitan campuses
  Jessica Macer-Wright, University of New South Wales Rural Clinical School, Australia

- **10O2** Experiences from the implementation and pilot of a Rural Elective in a Brazilian University: feedback from students
  Ana Julia Araujo de Carvalho, Universidade Federal de Uberlandia, Brazil

- **10O3** Experiences from the implementation and pilot of a Rural Elective in a Brazilian University: feedback from students
  No Discussion

- **10O4** Using Deliberate Practice Framework to Assess the Quality of Feedback in Undergraduate Clinical Skills Training
  Reina Abraham, Nelson R Mandela School of Medicine, South Africa

- **10O5** Understanding the enablers, inhibitors and processes around earlier development of feedback-seeking behaviour
  Michelle Arora, School of Clinical Medicine, University of Cambridge, UK

- **10O6** Influencing factors and outcomes of Multisource-Feedback in Postgraduate Medical Training - A Focus Group Study
  Eva K. Hen nel, University of Bern, Institute for Medical Education, Switzerland

- **10O7** Resident perspectives on impression management and receiving feedback in residency: a qualitative study
  Brandon Huffman, Mayo Clinic, USA

**Discussion**

### #10P Short Communications: Mentoring

**Moderator:** Patricia Kokotailo, USA

**Location:** Room L1, Level 1

- **10P1** Understanding Mentoring Culture through Thematic Analysis of Learning Culture in Medicine: a Systematic Scoping Review
  Kuang Teck Tay, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

- **10P2** Experiences from the implementation and pilot of a Rural Elective in a Brazilian University: feedback from students
  No Discussion

- **10P3** Experiences from the implementation and pilot of a Rural Elective in a Brazilian University: feedback from students
  No Discussion

- **10P4** Experiences from the implementation and pilot of a Rural Elective in a Brazilian University: feedback from students
  No Discussion

- **10P5** Experiences from the implementation and pilot of a Rural Elective in a Brazilian University: feedback from students
  No Discussion
0845-0900  
**10P2** Study Phase Specificity of Success Factors of a Longitudinal, Portfolio-Based Mentoring Programme to Foster Medical Students’ Professional Development  
Maria Farquharson, Competence Centre for University Teaching in Medicine - Baden-Wuerttemberg, University of Tuebingen, Germany

0900-0915  
**10P3** Development and initial validation of a dual-purpose questionnaire capturing mentors’ and mentees’ perceptions and expectations of the mentoring process  
Sylvia Heenenman, Maastricht University/ Dept of Pathology, the Netherlands

0915-0930  
**10P4** What makes mentors of medical students thrive and succeed in group-mentoring programs? A multi-centre mixed methods study  
Eirik Hugas Ofstad, UiT The Arctic University, Norway

0930-0945  
**10P5** An Insight into undergraduate mentoring program  
Mahwish Arooj, University of Lahore, Pakistan

0945-1000  
**10P6** Mentoring: In the Eyes of the Beholder  
Iman M. Elss, Kasr Al Aini School of Medicine, Cairo University, Egypt

1000-1015  
**10P7** Coaching models - enabling your trainee to kick goals  
Heather Grusauskas, Eastern Victoria General Practice Training, Australia

No Discussion

0830-1015  
**#10Q** Short Communications: Simulation 2  
Moderator: Hamed Khan, UK  
Location: Room 0.15, Level 0

0830-0845  
**10R1** Predicting Board Certification Examination Scores using Milestone Ratings in a Longitudinal Dataset  
Kenji Yamazaki, Accreditation Council for Graduate Medical Education, USA

0845-0900  
**10R2** Trainee mistrust of the E-portfolio & Workplace Based Assessment Process  
Andrew Tomkins, Edge Hill University, UK

0900-0915  
**10R3** Competency assessment of postgraduate year 1: a preliminary report for implementing national-level graduate competency assessment  
Kanokwan Siriraksa, Khon Kaen Medical Education Center, Thailand

0915-0930  
**10R4** Enforcing a completion of basic checklists for different level learners: exploring the unplanned outcomes  
Luciana Rodriguez Guerineau, The Hospital for Sick Children, Canada

0930-0945  
**10R5** Using electronic health record data to assess trainees’ independent and interdependent performance: A prototype trainee report card in Emergency Medicine  
Lorelei Lingard, Western University, Canada

0945-1000  
**10R6** Inter-professional assessment of junior doctors  
Charlotte Green, Aarhus University Hospital, Denmark

1000-1015  
**#10S** Short Communications: Simulation 3  
Moderator: Rashmi Kusurkar, the Netherlands  
Location: Room 0.51, Level 0

0830-0845  
**10S1** Impact of Drama-based Educational Programme, Diabetes Theatre, on Healthcare Professionals’ Attitudes toward Patient Centred Care  
Kentaro Okazaki, Nagoya University Graduate School of Medicine, Dept of Education for Community-Oriented Medicine, Japan

0845-0900  
**10S2** Comparing reflection-in-learning level of first and last clinical year medical students in a private sector medical college of Pakistan  
Musarrat ul Hasnain Shah, Rashid Latif Medical College, Lahore, Pakistan

0845-0900  
**10Q6** Simulation Design Matters: Improving Obstetrics Training Outcomes  
Brena Melo, FPS - Faculdade Pernambucana de Saúde; IMIP - Instituto de Medicina Integral Prof. Fernando Figueira, Brazil
The continuum of reflection on professional development: the Amsterdam VUmc reflection-line
Veronica Selleger, Amsterdam UMC, Location: VUmc, the Netherlands

Is it about getting interested? Exploring how deliberate reflection might help medical students learn from clinical cases
Ligia Ribeiro, UNIFENAS, Brazil

‘Doctor Jazz’: lessons that medical professionals can learn from jazz musicians
Allard van Ark, University Medical Center Utrecht, the Netherlands

Using design thinking to re-invent the delivery of undergraduate medical education
Rahim Kachra, University of Calgary, Canada

"Naturally, we will become more ‘immune’ to such visions": Accepting and internalizing inappropriate behaviors as part of medical students’ professional socialization process
Galit Neufeld Kroszynski, Sackler School of Medicine, Tel Aviv University, Israel

Round Table: Research
Moderator: Stewart Mennin, Brazil
Location: Room L5, Level 1

Longitudinal Qualitative Research in Health Professions Education: Heeding the Call
Dorene Balmer, University of Pennsylvania, USA

Dethroning experimental research methods in developing education innovations
Satid Thammasitboon, Baylor College of Medicine, USA

Review methodologies: Meta-narrative synthesis for secondary research in medical education
Eleanor Braven-Jones, King’s College London, UK

Show Me The Money: How to speak to donors about funding health professions education research
Robert Paul, University of Toronto, Canada

Conference Workshop: Constructive Alignment: What makes teaching-learning interactions stick?
Chitra Subramaniam, AO Foundation, USA; Miriam Uhlmann, AO Education Institute, Switzerland
Location: Room 0.11-12, Level 0

Conference Workshop: Deconstructing Competency-Based Assessment in Interprofessional Education and Collaboration: A Three-Stage Continuum
Susan J. Wagner, Dept. of Speech-Language Pathology, Faculty of Medicine, University of Toronto, Canada; Brian S. Simmons, Dept. of Pediatrics, Sunnybrook Health Sciences Centre & Faculty of Medicine, University of Toronto, Canada
Location: Room 0.49-50, Level 0

Conference Workshop: Adaptive Education: Designing and offering education that is optimized for individual learners and contexts
Michael Seropian, iMedTrust, USA; Ian Curran, Duke-NUS Medical School, Singapore; Davinder Sandhu, RCSi-Bahrain; Hill Jason, Jane Westberg, iMedTrust, USA; Kamila Hawthorne, RCGP-UK
Location: Room 0.96-97, Level 0

Conference Workshop: Towards a shared understanding of threshold concepts in global health in health professions education
David Davies, University of Warwick, UK; Ann Wylie, King’s College London, UK; Susan van Schalkwyk, Stellenbosch University, South Africa
Location: Room 2.17, Level 2

Conference Workshop: Medical Humanities: Education and Practice
Jonathan McFarland, Irina Markovina, Sechenov University, Russian Federation; Ourania Varsou, Glasgow University, UK; Emma Black, University of St Andrews, UK
Location: Room 2.44, Level 2
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<tr>
<th>Session</th>
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<tbody>
<tr>
<td>0830-1015</td>
<td>#10AA Conference Workshop: Achieving patient-oriented care with an interprofessional team. Implications for the educational process</td>
<td>Angelika Eder, FH Campus Wien University of Applied Sciences, Department Health Sciences, Austria; Richard Marx, Matthias Ch. Grasl, Medical University Vienna, Austria; Karl F Kremsner, Medical University, Austria. Location: Room 2.61, Level 2.</td>
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<tr>
<td>0830-1015</td>
<td>#10BB Conference Workshop: How to introduce high quality Team-based learning (TBL) into the curriculum</td>
<td>Annette Burgess, Jane Bleasel, Chris Roberts, Roger Garsia, Antonia Clarke, Inam Haq, The University of Sydney, Australia. Location: Room 2.83, Level 2.</td>
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<tr>
<td>0830-1015</td>
<td>#10CC Conference Workshop: Artificial Intelligence in Medical Education: A Practical Guide</td>
<td>Nabil Zary, Mohammed Bin Rashid University of Medicine and Health Sciences, United Arab Emirates; Smriti Pathak, Imperial College London, UK; Paul Gagnon, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore; Malolan Chetlur, IBM Research, India. Location: Room 2.95, Level 2.</td>
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<tr>
<td>0830-1015</td>
<td>#10DD Self-Assessed Confidence Level as an Evaluation Tool in Perineal Rupture Repair Training in Indonesia</td>
<td>Graciella Wahjoepramono, Indonesian Clinical Training and Education Centre, Indonesia. Location: Room 2.61, Level 2.</td>
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<td>0830-1015</td>
<td>#10DD How can photography reflect student self-awareness?</td>
<td>Marisa Jitnupong Bunphan, Suratthani Hospital, Thailand.</td>
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<tr>
<td>10DD03</td>
<td>Research in action - how to teach research skills in undergraduate biomedical students</td>
<td>Femnie de Vegt, Radboud university medical center, the Netherlands.</td>
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<tr>
<td>10DD04</td>
<td>How do residents develop self-efficacy through clinical training? A qualitative study</td>
<td>Kazuki Tokumasu, Department of General Medicine, Okayama University Hospital, Japan.</td>
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<tr>
<td>10DD05</td>
<td>Stimulating reflective learning and practice in anaesthesiology residents with the obstetric anaesthesia diary</td>
<td>John Lee, Department of Women’s Anaesthesia, KK Women’s and Children’s Hospital, Singapore.</td>
</tr>
<tr>
<td>10DD06</td>
<td>Developing students’ academic questioning skills: reliability and validity of an evaluation sheet</td>
<td>Junichi Kamesa, Tohoku Medical &amp; Pharmaceutical University, Japan.</td>
</tr>
<tr>
<td>10DD07</td>
<td>Critique - Crisis Resource management improvement through Intellectual Questioning of authority - a pilot</td>
<td>Gene Chan, National University Hospital Singapore, Singapore.</td>
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<tr>
<td>10DD08</td>
<td>“It unsticks your mind”: Using a Narrated Musician’s Masterclass as an Introduction to Competency-based Medical Education and Coaching</td>
<td>Michael Sanatani, Western University, Canada.</td>
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<tr>
<td>10DD09</td>
<td>Medical student perceptions of their knowledge and skills in pharmacology in their first and final clinical years</td>
<td>Shane Bullock, Monash University, School of Rural Health, Australia.</td>
</tr>
<tr>
<td>10DD10</td>
<td>Evaluation of Scholarly Concentration Programs at Inha University College of Medicine</td>
<td>Jiho Choi, Inha University College of Medicine, Republic of Korea.</td>
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<tr>
<td>10DD12</td>
<td>Medical Students’ Performance of Group Discussion in Problem Based Learning: Can It Influence A Cognitive Performance?</td>
<td>Yeny Dyah Cahyaningrum, Medical Education Department, Faculty of Medicine, Universitas Islam, Indonesia.</td>
</tr>
<tr>
<td>10DD13</td>
<td>What Do You Want to Learn? Goal Setting in a Second Year Student Emergency Medicine Rotation</td>
<td>Colleen Bush, Michigan State University College of Human Medicine, USA.</td>
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<tr>
<td>10DD14</td>
<td>The role of the preceptor and reflection stands out in nursing students’ clinical skills training in practice</td>
<td>Karin Blomberg, Örebro University, Sweden.</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10EE ePosters: Simulation</td>
<td>Moderator: Shane Bullock, Monash University, School of Rural Health, Australia. Location: Foyer C, Level 2.</td>
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<tr>
<td>10EE01</td>
<td>Does Simulation Improve Medical Student Confidence and Preparedness to Care for the Dying?</td>
<td>Geoffrey Wells, Brighton and Sussex Medical School, UK.</td>
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<td>10EE02</td>
<td>Simulation in a district general hospital: a six-month evaluation shows the juice is worth the squeeze</td>
<td>Lucy Baxter, South Tyneside District Hospital, UK.</td>
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</table>
0830-1015 10EE04 Among doctors, simulation training concerning obstetric emergencies is considered beneficial regardless of professional experience
Marja Kaijomaa, Helsinki University Hospital
Women's Clinic, Finland

10EE05 Enhancing student learning by Simulation
Ngamjit Pattaravat, Prince of Songkla University, Thailand

10EE06 The study of agreement between emergency physician staff and paramedic students to evaluate simulation training
Chaiyaporn Yuksen, Ramathibodi Hospital, Thailand

10EE07 Exploring Perceptions of Preparedness and Exposure to Simulation Training in Foundation Trainees
Oluseyi Adesalu, Newcastle University, UK

10EE08 Evidence of surgical skill acquisition for dental students taught on haptic simulator
Parnyan Ashkari, King's College London Faculty of Dentistry, Oral and Craniofacial Sciences, UK

10EE09 Simulation in undergraduate medical education improves self-perceived confidence in managing emergency scenarios
Euan Fisher, NHS Ayrshire and Arran, UK

10EE10 Simulation-based training is beneficial to undergraduate students whether taking part or observing
Kevin Hart, NHS Ayrshire & Arran, UK

10EE11 Virtual reality simulating Dentistry Education: User experience and development of a VR Dental Training
Alessandra Dahmer, Universidade Federal de Ciências da Saúde de Porto Alegre, Brasil

10EE12 High fidelity 3G simulation and virtual reality: an evaluation of medical students' experiences
Katie Bird, Hull York Medical School, UK

0830-1015 10FF05 Facebook page as a learning platform for video-based airway management education
Ying Lin Tan, Shin Kong Wu Ho-Su Memorial Hospital, Taiwan

10FF06 Comparison between medical students' and medical postgraduates' perspectives on Artificial Intelligence (AI) in medical fields: a multi-center survey study
Pimpnipa Chaingmkgonrojna, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

10FF07 Mobile touch screen Eye Simulator to help students learn examination of External Ocular Muscles
Tim Wood, Western University of Health Sciences, USA

10FF08 Digital scholarship: A pilot project for knowledge production in medical education in the digital age
Pierre Drolet, Université de Montréal, Canada

10FF09 Application of computer vision and artificial intelligence in clinical skill training
Ching-Ju Shen, Kaohsiung Medical University Hospital, Taiwan

10FF10 Ultrastructural images as interactive tools to increment cell biology learning
Paula Ludovico, School of Medicine, University of Minho, Portugal

10FF11 YouTube Videos as a Tool for Faculty Development in Medical Education: A Learning Analytic Overview
Mohammed Hassanien, fakeeh college for Medical Sciences, Saudi Arabia

10FF12 Ultrasound: the future of anatomy teaching?
Rosie Conroy, School of Medicine, University of Central Lancashire, UK

Chung Pei Fu, Fu Jen Catholic University, Taiwan

10FF14 Eyes cannot see what the mind doesn't know: Tracking perceptive errors among the radiology trainees
Dinesh Chinchure, Khoo Teck Puat Hospital, Singapore

0830-1015 10GG01 Patients as educators: Endocrine senior residents (SRs) in the management of Type 1 Diabetes Mellitus (T1DM)
Chereng Jye Seow, Tan Tock Seng Hospital, Singapore

10GG02 Patient Inputs Beneficial in Evaluating a Resident's Communication Skill During the Residency Training
Jiratha Budkaew, Khon Kaen Medical Education Center, Khon Kaen Hospital, Thailand

10GG04 Can Pharmacy Students Use Wikipedia as a Learning Resource? Assessment of 100 Entries on Chemotherapeutic Agents
Aya Alsharafi, King Saud University, Kingdom of Saudi Arabia
10GG03  “My patients are not educational menus”: The effect of using student reflective narratives to observe dignity and respect for patients’ rights in clinical education
Hoda Ahmari Tehran, Qom University of Medical Sciences, Iran

10GG04  Students’ Learning Outcomes of Patient-Centered Home Care facilitated by Village Health Volunteer as Educator
Chanat Kancht, Medical Education Center, Ratchaburi Hospital, Thailand

10GG05  National Advance Care Planning Educational Workshop for Healthcare Professionals in Taiwan: Using Learning Science with 3 Levels of Course Design
Wei-Min Chu, Department of Emergency Medicine, Taichung Veterans General Hospital, Taiwan

10GG06  Entrustable procedural skill teaching to improve patient safety
Adisak Tantworawit, Chiang Mai University, Thailand

10GG07  Continuous Improvement of Patient Safety and Teamwork Through In Situ Simulation Training in Cardiopulmonary Resuscitation
Wan Ting Wu, Taipei Hospital, Taiwan

10GG08  Quality and Patient Safety Linked to Healthcare across Middle-Eastern and Asian Countries: A Systematic Review
Maha Hameed, Alfaisal University, Saudi Arabia

10GG09  Learning-needs focused hands-on workshops on Chest Drain insertion and post-insertion Chest Drain management: How we improved the identified patient safety issues in our hospital
Catherine Russell, University Hospital Ayr, NHS Ayrshire and Arran, UK

10GG10  Simulation based education on chemotherapy medication safety of new graduated nurses
Shu-Fen Chen, Taipei Medical University-Shuang Ho Hospital, Taiwan

10GG11  Physician-Pharmacist Cooperation Workshop for Reducing Medication Errors
Suphee Chayangsu, Surin Medical Education Center, Suranaree University of Technology, Thailand

10GG12  Evaluation of a patient safety course for intensive medicine residents using the Kirkpatrick’s model
Carolina Rúa, Pontificia Universidad Católica de Chile, Chile

10GG13  Foundation doctors’ perceptions towards feedback on electronic prescribing errors: a mixed-methods, single-centre study
Ann Chu, Imperial College London, UK

10GG14  How to increase proper and suitable competency in medical practice
Boonyarat Wararith, Ministry of Public Health, Thailand

10GG15  What could be the potential barrier for medical students to speak up when they encounter medical error?
Chao-Chun Huang, Taipei Medical University Hospital, Taiwan

10GG16  Improving patient safety attitude of medical students using medical error simulation scenario training
Yiting Hsu, Taipei Medical University Hospital, Taiwan

10GG17  An interactive medication error and patient safety workshop for intern and medical students
Kanokrot Kovijiriyapan, Medical Education Center Phayao Hospital, Thailand

10GG18  Human Factors Training: evaluating its impact on clinical practice
Aaron Braddy, National Heart and Lung Institute, Imperial College London, UK

10GG19  Moving beyond written reflection: An assessment of postgraduate trainee reflective accounts
Melanie D’Costa, University of Liverpool, UK

0830-1015
#10HH  Posters: Humanities
Moderator: Pablo Blasco, Brazil
Location: Hall/Foyer F, Level 0

10HH01  Healing architecture: a cross-national elective with on-site visits and discussions with architects about good examples of contemporary hospital architecture
Michael Wilde, University of Basel, Medical Faculty, Switzerland

10HH02  Medical Humanities Curriculum For Younger Medical Students, Home-Based Palliative Care Program Helps!
Tracy Moniz, Mount Saint Vincent University, Canada

10HH03  In sickness and in health: teaching medical ethics through art
Sabyha Khan, London North West University Healthcare Trust, UK

10HH04  A qualitative analysis of residents’ reflection on palliative care movie: a pilot study in pediatric residency training
Tippapa Thongnak, Hatyai Medical Education Centre, Thailand

10HH05  Agency or Complicity: An analysis of physicians’ reflective narratives about flaws with the “system”
Tracy Moniz, Mount Saint Vincent University, Canada

10HH06  Narrative medicine’s influence on medical students’ readiness for holistic care practice: A realist synthesis
Chien-Da Huang, Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital, Chang Gung University, Taiwan

10HH07  Choral music and health professional education: students’ perceived benefits
Lucia Pellanda, UFCSPA, Brazil

10HH08  The effect of using student reflective narratives to observe dignity and respect for patients’ rights in clinical education
Hoda Ahmari Tehran, Qom University of Medical Sciences, Iran

10HH09  Students’ Learning Outcomes of Patient-Centered Home Care facilitated by Village Health Volunteer as Educator
Chanat Kancht, Medical Education Center, Ratchaburi Hospital, Thailand

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10HH20  Improving patient safety attitude of medical students using medical error simulation scenario training
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10HH21  An interactive medication error and patient safety workshop for intern and medical students
Kanokrot Kovijiriyapan, Medical Education Center Phayao Hospital, Thailand

10HH22  Human Factors Training: evaluating its impact on clinical practice
Aaron Braddy, National Heart and Lung Institute, Imperial College London, UK

10HH23  Moving beyond written reflection: An assessment of postgraduate trainee reflective accounts
Melanie D’Costa, University of Liverpool, UK

10HH24  Healing architecture: a cross-national elective with on-site visits and discussions with architects about good examples of contemporary hospital architecture
Michael Wilde, University of Basel, Medical Faculty, Switzerland

10HH25  Medical Humanities Curriculum For Younger Medical Students, Home-Based Palliative Care Program Helps!
Tracy Moniz, Mount Saint Vincent University, Canada

10HH26  In sickness and in health: teaching medical ethics through art
Sabyha Khan, London North West University Healthcare Trust, UK

10HH27  A qualitative analysis of residents’ reflection on palliative care movie: a pilot study in pediatric residency training
Tippapa Thongnak, Hatyai Medical Education Centre, Thailand

10HH28  Agency or Complicity: An analysis of physicians’ reflective narratives about flaws with the “system”
Tracy Moniz, Mount Saint Vincent University, Canada

10HH29  Narrative medicine’s influence on medical students’ readiness for holistic care practice: A realist synthesis
Chien-Da Huang, Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital, Chang Gung University, Taiwan

10HH30  Choral music and health professional education: students’ perceived benefits
Lucia Pellanda, UFCSPA, Brazil
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<th>Session</th>
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<td>10I17</td>
<td>Evaluating students' experience in a revised basic science course with an emphasis on clinical relevance</td>
<td>Irene Lee, Duke-NUS Medical School, Singapore</td>
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<td>10I03</td>
<td>Does longitudinal teaching in professional competencies better prepare students for clinical practice?</td>
<td>Elise Pauline Skjærvik, UiT The Arctic University of Norway, Norway</td>
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<td>10I04</td>
<td>Institutional pedagogical project (IPP): participative process in the education of health professionals</td>
<td>Márcia Rosa da Costa, Universidade Federal de Ciências da Saúde de Porto Alegre, Brasil</td>
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<tr>
<td>10I05</td>
<td>The learning of symptomatology in the first-year medical students is effective for better understanding preclinical medicine</td>
<td>Eriko Okada, Tokyo Medical and Dental University, Japan</td>
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<td>10I06</td>
<td>Development of a hematology curriculum based on the cognitive load theory</td>
<td>Samuel S Medina, University of Campinas, Brazil</td>
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<td>10I07</td>
<td>Work-integrated learning opportunities and first-year university students' perceptions of employability</td>
<td>Brooke Harris-Reeves, Griffith University, Australia</td>
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<td>10I08</td>
<td>Do medical students receive sufficient information in order to make an informed decision about intercalating?</td>
<td>Hamisha Salih, University of Liverpool, UK</td>
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<td>10I09</td>
<td>Alfaisl Student and Faculty Perspectives toward the Role and Value of the Hidden Curriculum in Undergraduate Medical Education</td>
<td>Sana Om Albuchar Almairi, Alfaisl University, Saudi Arabia</td>
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<td>10I10</td>
<td>Themes in Curriculum Reforms in Dental Education: A Focused Review</td>
<td>Emilie Leth Rasmussen, Aarhus University, Center for Health Sciences Education, Denmark</td>
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<td>10I11</td>
<td>The Value of Geographic Information Systems in Primary Healthcare as a Tool of the Enriched Medical Curriculum with Health Information Technologies</td>
<td>Jessica Ortiz Huerta, Technische Hochschule Deggendorf, European Campus Rottal-Inn, Brazil</td>
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<td>10I12</td>
<td>Spaced learning in medical education: Is it time for an instructional revolution?</td>
<td>Mariix Timmer, Center for Innovation in Medical Education, Leiden University Medical Center, the Netherlands</td>
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<td>10I13</td>
<td>Socially Responsible Behaviour in Medical Students: An Inductive approach</td>
<td>Nancy Bastias, Universidad de Concepcion, Chile</td>
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<td>10I14</td>
<td>Public Health Community Projects for Medical Students</td>
<td>Selma Omer, University of Southampton, UK</td>
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<td>10I15</td>
<td>In what ways may a concept of social accountability affect curriculum development in medical school - comparing two schools: one in East London and one in Western Australia</td>
<td>Lucas Jullian, Barts &amp; The London School of Medicine and Dentistry, UK</td>
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0830-1015  #10JJ Posters: Teaching and Learning 2
Moderator: Holly Meyer, USA
Location: Hall/Foyer F, Level 0

10JJ01 Let us Pecha Kucha together: “New for all” group-work intervention to achieve integration
Albertina Menezes Velho, University of Warwick Medical School, UK

10JJ02 Bringing Clinical Consultation to Developing Teaching Workshops in Psychiatry
Allys Guerandel, University College Dublin, Ireland

10JJ03 How a UK children’s hospital summer school influences attitudes to careers in paediatrics amongst medical student and foundation doctors
Craig Knott, Great Ormond Street Hospital, UK

10JJ04 Effects of integrations of stroke patients, family and multidisciplinary team's perspectives compared with traditional-style lecture on student learning outcomes in stroke rehabilitation course
Anon Sathapornsathid, Medical Education Center Ratchaburi Hospital, Thailand

10JJ05 Participatory Action Research for Developing Learning Autonomy for Senior Nursing Students: A Case Study of Community Cross-discipline of Disaster Health Care Alliances Shiu-Yun Fu, Department of Nursing, Fu Jen Catholic University, Taiwan

10JJ06 Integration of Professionalism, Health Economics and Evidence-Based Medicine: A New Learning Method in Radiology Chalakot Dejarkom, Buddhachinaraj Medical Education Center, Thailand

10JJ07 Health service and sexual education - pilot implementation in 2nd-year medical students in Reims
Marie Laurent, Reims Faculty of Medicine / CEMR, France

10JJ08 Developing a Geriatric Palliative Workshop: Responding and meeting the Health Professionals’ Needs Allyn Hum, Tan Tock Seng Hospital, National Healthcare Group, Singapore

10JJ09 Designing a teaching programme for nursing staff on a frail and functional psychiatry ward using single best answer assessments and small group teaching sessions
Zara Sheikh, NHS, UK

10JJ10 Changing the way of hospital library service in facilitating medical humanity and holistic care education in the transforming era Yun Chen, Far Eastern Memorial Hospital, Taiwan

10JJ11 What is correlated to Hackathon Participants’ Readiness to Cooperative Problem-solving?
Kung-Pei Tang, Taipei Medical University, Taiwan

10JJ12 Importance of Small-Group Tutoring for Improved Step 1 Performance
Marcel Brus-Ramer, Tel Aviv University, Israel

10JJ13 Re-imagining Small Group Learning and the Development of Soft Skills
Gary Hamlin, Bond University, Australia

10JJ14 Study guide: A friendly tool to get familiar with Pediatric Oncology
Pitchayanan Kuwatanakul, Udonthani Medical School, Thailand

10JJ15 Role-play as a way to learn about host microbe interactions Elisabeth Hultgren Hornquist, Örebro University, Sweden

10JJ16 Constructive alignment with peer role play to improve learning on Aged Care for students and residents
En Ye Ong, Eastern Health, Australia

10JJ17 Student Role Play: A Triad of Learning Thomas Baker, University Hospital Coventry and Warwickshire, UK

10JJ18 Human Library: An opportunity to facilitate cultural competence development for occupational therapy students
Kirsty Pope, Monash University, Australia

0830-1015  #10KK Posters: Interprofessional Education 2
Moderator: Alexandra Rolfe, UK
Location: Hall/Foyer F, Level 0

10KK01 Opportunities of Interprofessional Training in Undergraduate Health Courses: the students’ point of view
Ana Carolina Bonetti Alves, Ribeirão Preto Medical School, Brasil

10KK02 An Interprofessional Education Intervention for First-Year Medical and Nursing Students: Changes in attitudes toward interprofessional learning
Sang Hui Chu, Yonsei University College of Nursing, South Korea

10KK03 Integrated Interprofessional Collaborative Healthcare to Postgraduate Learning: Experience from Medical Intensive Care Setting
Pornanam Domthong, Khon Kaen Hospital, Khon Kaen, Thailand

10KK04 Tumor Board Shadowing: A Unique Opportunity for Medical Students to Learn Effective Collaboration Through Multidisciplinary Cancer Care
Milani Sivapragasam, Mcgill University Health Centre, Canada

10KK05 Community Emergency Medicine (CEM): Multiprofessional education to encourage learning experience, four years of implementation
Sirote Srimaladhath, Medical Education Center, Ratchaburi Hospital, Thailand

10KK06 Call the On Call: Authentic team training and communication at the Inter-Professional Training Ward
Lana Zelic, Karolinska Institutet, Sweden
10KK07 In Situ Simulation Training as a Tool for Interprofessional Education in Pediatric Emergency
Wanna Ardonk, Buddhachinaraj Medical Center, Thailand

10KK08 Development of interprofessional learning objectives for the National Licensing Examination in Medicine, Pharmacy and Psychotherapy in Germany
Maryna Gornostayeva, The German National Institute for State Examination in Medicine, Pharmacy and Psychotherapy, Germany

10KK09 Applying World Café to initiate the reform of inter-professional practice(IPP) and holistic care(HC) curricula among all professions
Pi-Yu Wu, National Defense Medical Center Tri-Service General Hospital, NDMC-TSGH, Taiwan

10KK10 Interprofessional Education
Albena Gayef, Trakya University Faculty of Medicine, Department of Medical Education, Edirne, Turkey

10KK11 Presage, Process and Product: Analysis of an Interprofessional Education Intervention
Marcio Gomes, University of Ottawa/Royal College of Physicians and Surgeons of Canada, Canada

10KK12 Effectiveness of a Small Group Class Teaching of Interprofessional Education on Nurses’ Attitudes toward Interprofessional Practice
Li-Chen Lin, Tri-Service General Hospital, Taiwan

10KK13 An interprofessional approach to enhance safety and teamwork in the operating room: the STOR course
Malcolm Han Wen Mak, Tan Tock Seng Hospital, Singapore

10KK14 Communication skills development: an interprofessional approach to patient management and handover
Heidi Penrose, Mid-Wessex GP Education, UK

10KK15 Hidden Key to Safer Patient Care: Role of Interprofessional Learning in a Hospital Setting
Mazuin Abu Talib, University Hospital of North Tees, UK

10KK16 What are the elements of an effective interprofessional education during simulation in an Asian context?
Gayathri Na, Singhealth, Singapore

10KK17 Supervisors’ pedagogies for supporting interns to learn intra- and interprofessional collaboration: a qualitative and quantitative ego network analysis
Mirte van den Broek, University Medical Center Utrecht, The Netherlands

0830-1015 #10LL Posters: Assessment: Clinical, Peer and Self Assessment
Moderator: Elizabeth Kachur, USA
Location: Hall/Foyer F, Level 0

10LL01 An analysis of sign-based teaching for clinical final examinations
Jasper Vink, Gay’s and St Thomas’ NHS Foundation Trust, UK

10LL02 The quality of written feedback in mini-Clinical Evaluation Exercise (mini-CEX) in foundation doctor’s e-Portfolios
David Fauldy, Royal Liverpool Hospital, UK

10LL03 Enhancing Workplace-Based Assessments and Learning: LEAPing into the Future with Smartphone Applications
Sabrina Lau, Tan Tock Seng Hospital, Singapore

10LL04 Supervisors’ Perception of the Use of the Generic version of the Mini-CEX in Occupational Therapy Fieldwork Education in Taiwan
Yi-chiu Liu, National Cheng Kung University Hospital, Taiwan

10LL05 The long case: an educational impact study
Corinne Tey, The University of Melbourne, Australia

10LL06 Effective Auto-Evaluation of Clinical Competence in Undergraduate Oversized Groups Using Low-Cost Technology
Edgar Israel Herrera Bastida, Anahuac University - Health Sciences Faculty, Mexico

10LL07 Theoretically and empirically-informed narrative descriptions of competency development
Jacqueline Raymond, University of Sydney, Australia

10LL08 TOSCE in Obstetric Emergency: Good for improved IPE
Prakarn Ongtarboun, Phare Hospital, Thailand

10LL09 Evaluating Competences for Teamwork Among Medical Students
Claudia Araya Becerra, Universidad San Sebastian, Chile

10LL10 Do CREOG exam scores reflect performance in local assessments and Arab board exams in an AGCME-I residency program?
Hessa Al Suwaidi, SEHA, UAE

10LL11 Validity Evidence Supporting Computer-Based Test and OSCE Scores at 4th-Year Predicting National Board Examination Performance Following 5-Year Undergraduate Medical School in Japan
Shoko Horita, The University of Tokyo, Japan

10LL12 Lecturers’ conceptions of assessment and other factors influencing how they practice assessment
Danica Sims, University of Cape Town, South Africa

10LL13 Comparison of the reliability of three methods used for peer assessment
Pongpol Jameekornkul, Chulalongkorn University, Thailand
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<td>The acceptability of peer assessment of group work participation among medical students</td>
<td>Apisit Rungruengsirichok, Faculty of Medicine, Chulalongkorn University, Thailand</td>
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<td>10LL15</td>
<td>Usefulness of PBL peer evaluation as a predictor of performance after graduation</td>
<td>Ye Ji Kang, Sungkyunkwan University, South Korea</td>
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<td>10LL16</td>
<td>Ratings of Performance in Multisource Feedback: Comparing Performance Theories of Residents and Nurses</td>
<td>Muhammad Tariq, Aga Khan University, Pakistan</td>
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<td>Evaluating the impact of the implementation of self-assessment in PBL tutorials: Does it improve students’ learning?</td>
<td>Umatul Khoiriyah, Faculty of Medicine Universitas Islam Indonesia, Indonesia</td>
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<td>Verify a performance assessment rating scale for evidence-based healthcare evaluation</td>
<td>Chien-Chih Wu, Taipei Medical University Hospital, Taiwan</td>
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**0830-1015 #10MM Posters: Student: Engagement / Peer Assisted Learning / Student as Teacher**

**10MM01** Student Taskforce for the nationwide implementation of Interprofessional Training Wards in Germany
Lisa Schmitz, German Medical Students’ Association (bvmd), Germany

**10MM02** Correlation in the student-generated asking question and Level of Bloom’s Taxonomy in the medical students
Narongwit Nakwan, Division of Pulmonology, Department of Medicine, Hatyai Medical Education Center, Songkhla, Thailand

**10MM03** Should student-led teaching be incorporated into the medical school curriculum?
Edward Fenby, King’s College London, UK

**10MM04** Keep calm and plan properly! What medical students on a research project course recommend their peers in order to succeed
Riitta Moller, Karolinska Institutet, Sweden

**10MM05** Can National Licensing Board and medical students’ associations work together? IMPPULS-Group - a nationwide students’ task force at the German National Institute for state examinations in Medicine
Aurica Ritter, German Medical Students Association (bvmd), Germany

**10MM06** Student Engagement in Curriculum Development: A first for The University of The West Indies Faculty of Medical Sciences, Jamaica
Nikolai Nunes, UWI Mona Campus, Jamaica

**10MM07** Factors affecting Medical Student Engagement in Institute of Medicine
Areearat Siripongpan, Suranaree University of Technology, Thailand

**10MM08** Peer-to-peer small group tutoring improves knowledge and confidence for undergraduate clinical exams in both tutors and tutees
Urvi Karamchandani, Imperial College London, UK

**10MM09** Peer learning - Medical students learn from and with each other in placement training at the primary health center
Carl Göranzon, Brickebackens Primary Health Center, Sweden

**10MM10** Impact of near-peer tutoring weekly sessions on academic performance of first year medical students
Mohammed Khalli, University of South Carolina School of Medicine Greenville, USA

**10MM11** Developing a Near-Peer Led Medical Innovation Programme for Preclinical Medical Students
George Cho, UCL Medical School, UK

**10MM12** Goal-Directed Near-Peer Led Clinical Skills Programme for Third Year Medical Students
Umair Khan, Nobles Hospital, Isle of Man, UK

**10MM13** A peer-led introductory session for the first cohort of students at a new UK medical school
Ronak Shah, University of Cambridge School of Clinical Medicine, UK

**10MM14** Committing to change - what do students want to improve after a peer teaching course with cases from general practice?
Julia Freytag, Charité Universitätsmedizin Berlin, Germany

**10MM15** To what extent are medical students’ motivations to seek teaching experience impacted by their recognition that their future role as a doctor will involve teaching?
Henry Mitchell, Queen Mary University of London, UK

**10MM16** Starting Early: Can a peer teacher training program (PTT) help to develop medical students’ teaching and feedback skills?
Chiraag Thakrar Karia, University Hospitals of Leicester NHS Trust, UK

**10MM17** A case study of higher education student volunteer mentors within the charity SHINE Mentoring
Sonia Akrini, Brighton and Sussex Medical School, UK

**AMEE Group Meeting**

**0830-1015 AskAMEE (closed meeting)**

**1015-1045 Coffee Break**

Viewing of posters and exhibits

Entrance Hall, Hall E, Gallery, Foyer M and N
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|         | **#11A1 The crossroads of residency: The present tough decisions of a young doctor**  
|         | Agostinho Sousa, European Junior Doctors                               |
|         | **#11A2 The values we teach**                                          |
|         | Teodor Bliidar, IFMSA and Carol Davila University of Medicine and Pharmacy, Bucharest |
|         | **#11A3 Health literacy and medical students**                        |
|         | Beatriz Atienza Carbonell, European Medical Students Association, Spain |
|         | **#11A4 Creating the Future Workforce**                               |
|         | Jennene Greenhill, Flinders Rural Health South Australia, Flinders University College of Medicine and Public Health, Australia |
|         | **#11A5 The Crisis of PGME: The World Needs More Direct Observation**   |
|         | Jason Frank, Royal College of Physicians and Surgeons of Canada        |
| 1140-1225 | **#11B Plenary: ICAP: How to Promote Deeper Learning by Engaging Students Constructively and Co-constructively**    |
|         | Micheline Chi (Arizona State University, USA)                          |
| 1225-1245 | Announcement of AMEE Conference Prizes Concluding remarks             |
| 1245    | Close of Conference                                                   |

### Courses

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