

amee  2019

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

## FINAL PROGRAMME

AMEE  
Annual  
Conference



AUSTRIA  
CENTER  
VIENNA



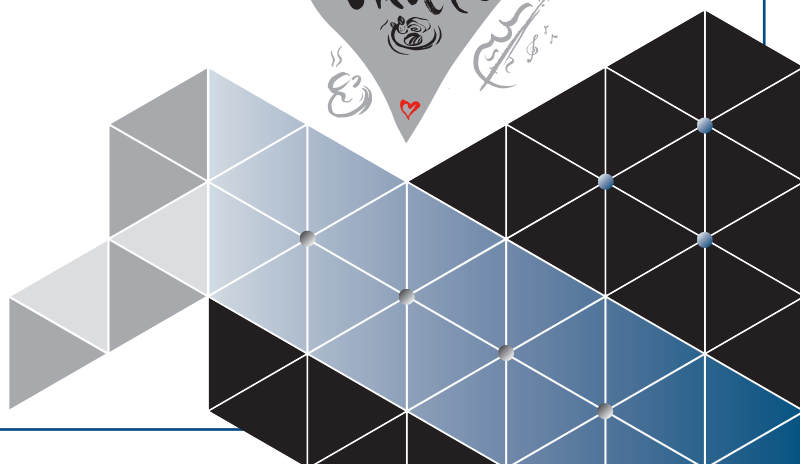
24th to 28th August 2019

Check our social media networks for regular updates throughout the conference



#amee2019 #amee\_online #comingtoamee

[www.amee.org](http://www.amee.org)



MEDICAL UNIVERSITY  
OF VIENNA



vetmeduni  
vienna



ÖGHG  
Österreichische Gesellschaft  
für Hochschuldidaktik

# Connecting at

amee 2019  
AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

www.amee.org

## Facebook:

Keep up to date with all AMEE news by 'liking' our Facebook page:  
[www.facebook.com/AMEE.InternationalAssociation-forMedicalEducation](http://www.facebook.com/AMEE.InternationalAssociation-forMedicalEducation)

## 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](http://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](http://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).

## 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](http://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](http://www.ameelive.org) and enter the username amee and password vienna2019.

## 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](http://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\_Online

#AMEE2019

#ComingToAMEE



## My Conference Agenda

Lined area for writing the conference agenda.



## My Take Home Messages

Lined area for writing take home messages.



## Saturday 24th August 2019

ROOM	Hall F, Level 0	Hall M, Level 1	Room 1.61-62, Level 1	Room 0.31-32, Level 0	Room 0.14, Level 0	Room L7, Level 1	Room 0.94-95, Level 0	Room 2.15, Level 2	Room 2.31, Level 2	Room 0.15, Level 0	Room 0.16, Level 0	Room L8, Level 1	Room 0.11-12, Level 0	Room 0.49-50, Level 0	Room 0.96-97, Level 0	Room 2.17, Level 2	Room 2.44, Level 2	Room 2.61, Level 2	Room 2.83, Level 2
	TEL	ESME	RESME	PCW1		ESME-EXT		PCW3	PCW5			ESMEA	ESMELead	ESMECPD	PCW2	PCW4	PCW6	PCW7	PCW8
TIME	0930-1830	0830-1730	0845-1630	0930-1630		0830-1630		0930-1230	0930-1230			0845-1630	0900-1630	0830-1630	0930-1230	0930-1230	0930-1230	0930-1230	0930-1230
AFTERNOON	MORNING																		
TIME																			
Technology Enhanced Learning Symposium																			
Essential Skills in Medical Education Course																			
Research Essential Skills in Medical Education Course																			
Basic Statistics for the Medical Educator																			
ESME - Evaluating the Teacher - Masterclass																			
Preparing Faculty to Conduct GT-RR Reflection Rounds																			
Assessing Values Alongside Non-academic Attributes using VMIs																			
Essential Skills in Medical Education Assessment Course																			
Essential Skills in Educational Leadership & Management Course																			
Essential Skills in Continuing Professional Development Course / Masterclass Part 1																			
Creating an Engaging Learning Environment using TBL																			
Innovative Methods to Support & Develop Med Ed using Mentoring Networks																			
Creating Simulated Patient Cases that Support IPE																			
How to Deliver High-quality Teaching in a Busy Clinical Environment																			

## Sunday 25th August 2019

AFTERNOON		TIME	MORNING									
1600-1700	Hall N, Level 1   Orientation   New Delegate Orientation Session											
1730-1915	Hall A/C, Level 2   Plenary1											
	Poster Mounting	1400-1900	Posters									
	Essential Skills in Medical Education Course											
	Research Advanced Skills in Medical Education Masterclass											
	Essential Skills in Simulation-based Healthcare Instruction Course											
Linking Vision & Strategy to Relevant Design & Delivery Approaches		1330-1630	PCW37	Leading Change in Medical Education								
	Essential Skills in Clinical Teaching Course											
Defining and Theorizing Absences in HPE Research		1330-1630	PCW36	Managing Tensions in Competency-based Assessment								
	Resilience: The Art of Balancing on a Tightrope (VIEW)											
Making Entrustment Decisions Explicit		1330-1630	PCW30	WFME Recognition Program for Accrediting Agencies	0930-1230	PCW20	ASPIRE Social Accountability Panel (Closed Meeting)					
Feedback Literacy Not Feedback Rituals		1330-1630	1330-1630	Competency-Based Curriculum & Faculty Development for CPD in Surgery								
Setting Learners Up for Success		1330-1630	1330-1630									
Solutions to Common Assessment Problems		1330-1630	1330-1630	Essential Skills in Medical Education Assessment Course								
	Essential Skills in Computer-Enhanced Learning Masterclass											
	Essential Skills in Continuing Professional Development Course / Masterclass Part 2											
Global Perspectives and Approaches to Teaching Humanities		1330-1630	PCW31	Teaching & Learning Medical Ethical Reasoning	0930-1230	PCW19	ASPIRE Assessment Panel (Closed Meeting)					
Supporting Learners' Successful Transitions Throughout HPE Continuum		1330-1630	1330-1630	Leveraging Learning Analytics in Medical Education	0930-1230	PCW21						
Patient Safety for Medical Educators		1330-1630	1330-1630	Designing your Community Engagement or Guiding your Classes	0930-1230	PCW22	ASPIRE Faculty Development Panel (Closed Meeting)					
Programmatic Assessment in Action		1330-1630	1330-1630	Advanced Presentation and Communication Skills	0930-1230	PCW23	ASPIRE Curriculum Development Panel (Closed Meeting)					



Room 2.95, Level 2	Suite E, Level 0	Room L4, Level 1	Offsite, Uni of Veterinary Medicine
PCW9	PASREV	Meeting	
0930-1230	0930-1630	0800-1730	
How to Evaluate and Improve Higher Education	How to Create an Attractive and Effective CME Event to Foster Learning	Practical Skills for Reviewing Evidence in Health Professions Education – a BEME course	AMEE Executive Committee (Closed Meeting)
PCW16			
1330-1630			
How to Create an Attractive and Effective CME Event to Foster Learning		Walking Tour Through the Campus of Veterinary Medicine (No Transport Provided)	
		1430-1600	

Room 2.95, Level 2	Suite E, Level 0	Room L4, Level 1	Vienna University Simulation Centre	Medical University of Vienna
ASPIRE	PASREV	ASPIRE	PCW28	PCW17
0800-0900	0930-1630	0800-0900	0930-1230	0930-1530
ASPIRE Inspirational Approaches Panel (Closed Meeting)	Practical Skills for Reviewing Evidence in Health Professions Education – a BEME course	ASPIRE Student Engagement Panel (Closed Meeting)	Creating Simulated Learning Environments (Transport from ACV at 0830)	How to Manage Curricular Change Successfully (Transport from ACV 0830)
PCW24		ASPIRE		
0930-1230		0930-1230		
Weaving Technology into Medical Education		ASPIRE Board Meeting (Closed Meeting)		
PCW35		ASPIRE		
1330-1630		1400-1600		
Patients as Teachers in Undergraduate Medical Education		ASPIRE Academy (Closed Meeting)		

# amee 2019

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION



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24th to 28th August 2019

## CONFERENCE TIMETABLE






















SESSION 2 0830-0945	Hall A/C, Level 2	Meeting	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)																
COFFEE BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   0945-1015																			
SESSION 3 1015-1200	Hall A, Level 2	Hall C, Level 2	Hall N, Level 1	Room L3, Level 1	Hall M, Level 1	Room L6, Level 1	Room 1.85-86, Level 1	Room 1.61-62, Level 1	Room L2, Level 1	Room 0.31-32, Level 0	Room 0.14, Level 0	Room L7, Level 1	Room 0.94-95, Level 0	Room 2.15, Level 2	Room 2.31, Level 2	Room L1, Level 1	Room 0.15, Level 0	Room 0.16, Level 0	Room 0.51, Level 0
	Symposium				Research Paper		Point of View	Patil	Short Communication										
	3A	3B	3C	3D	3E	3F	3G	3H	3I	3J	3K	3L	3M	3N	3O	3P	3Q	3R	3S
	Activity Theory & Medical Education	Causes & Prevention of Cognitive Errors	Diversity Across the Globe	Adapting to the Changing Times in Health Sciences Education	Learning Spaces & Environment	Health Care Implementation	Point of View 1	Patil Teaching Innovations 1	Assessment: Self Assessment, Peer Assessment & Portfolios	Humanities 1	CPD 1	Clinical Teaching	Student Engagement	Competency Based Education	Patient Safety	Surgery 1	Simulated Patients	Postgraduate Education 1	Teaching & Learning 1
LUNCH BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   1200-1400																			
1230-1330				AMEE Faculty Development Open Meeting		AMEE TEL Committee Open Meeting				Young Educator Couch Session							AMEE Poster/ ePoster Chair Open Meeting	Directors of Masters in Medical Education	
SESSION 4 1400-1530	Symposium			Short Comm.	Research Paper		Pecha Kucha™	Patil	Short Communication										
	4A	4B	4C	4D	4E	4F	4G	4H	4I	4J	4K	4L	4M	4N	4O	4P	4Q	4R	4S
	Critical Insights into the Blind Spots of Entrustment Language	Transforming Faculty Development in Social and Behavioural Sciences	From Simulation to Workplace	Teaching & Learning: Team-based Learning	Selection in Health Professions Education	Feedback in Health Professions Education	PechaKucha™1	Patil Teaching Innovation 2	Assessment: OSCE 1	Ethics	Curriculum: Social Accountability	Career Choice	Student in Difficulty	Curriculum: Learning Environment	eLearning 1	Diversity & Gender	Threshold Concepts	Postgraduate Education 2	Management 1
COFFEE BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   1530-1600																			
SESSION 5 1600-1730	Symposium				Fringe	Research Papers	Doctoral Reports	Short Communication											
	5A	5B	5C	5D	5E	5F	5G	5H	5I	5J	5K	5L	5M	5N	5O	5P	5Q	5R	5S
	Transition from Surgical training to Surgical Practice	Crossing the MedEd Threshold	Controversies & Challenges in Publishing HPE Research	Political Realities of Designing & Implementing a Selection System	AMEE Fringe 1	Learner Wellbeing	Doctoral Reports 1	Curriculum Development	Assessment: OSCE 2	Teaching & Learning: Lecture / Flipped Classroom	Junior Doctor as Teacher	Student: Peer Assisted Learning	Student Stress	Curriculum: Accreditation & Curriculum Evaluation	eLearning 2	Teaching & Learning: Anatomy	Global Health	Professionalism / Professional Identity	BEME
1745-1915	17:45-19:00   Meeting   Hall N, Level 1   Student Orientation Session																		
	17:30-19:15   Meeting   Room 0.51, Level 0   BEME Open Session																		
	17:45-19:15   Meeting   Room 0.49-50, Level 0   AMEE CPD Committee (closed meeting)																		
	17:45-19:15   Meeting   Room 2.44, Level 2   Technology Enhanced Assessment Ottawa Consensus Group (closed meeting)																		
	17:45-19:15   Meeting   Room 2.95, Level 2   Performance Assessment Ottawa Consensus Group (closed meeting)																		
	17:45-19:15   Meeting   Room 2.61, Level 2   Programmatic Assessment Ottawa Consensus Group (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)																			

MASTERCLASS	RESEARCH PAPER	WORKSHOPS
SYMPOSIUM	PATIL AWARDS	PLENARY
POSTERS	POINT OF VIEW	DOCTORAL REPORTS
AMEE FRINGE	ORIENTATION	SHORT COMMUNICATIONS
ePOSTERS	COURSES	MEETING
PechaKucha	MEET THE EXPERT	TEL
		ROUND TABLE

COFFEE BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   0945-1015																					
Room L5, Level 1	Room L8, Level 1	Room 0.11-12, Level 0	Room 0.49-50, Level 0	Room 0.96-97, Level 0	Room 2.17, Level 2	Room 2.44, Level 2	Room 2.61, Level 2	Room 2.83, Level 2	Room 2.95, Level 2	Foyer B, Level 2	Foyer C, Level 2	Crystal Lounge, Level 1	Hall F / Foyer F, Level 0						Suite E, Level 0	Room L4, Level 1	
Round Table	Workshop									ePosters			Posters						Meet the Expert	Meeting	
3T	3U	3V	3W	3X	3Y	3Z	3AA	3BB	3CC	3DD	3EE	3FF	3GG	3HH	3II	3JJ	3KK	3LL	3MM	3NN	
Faculty Development	Programmatic Assessment in Action	Collaboration in Lifelong Learning	Institutional Ethnography	Effective Use of Technology to Capture & Report About EPAs	Threshold Theory to Address Challenges in Under and Postgraduate Training	Context is Critical	Games Development & Implementation in HPE	Development of SJT for Selection, Development & Assessment	Virtual/Augmented/Mixed Reality & the New Hologram Based Reality	Communication	Workplace-Based Learning	Patients Perspective & Involvement	Empathy & Ethics	Postgraduate: Assessment /Feedback	Curriculum Subjects 1	Management & Leadership	Student: Self Directed Learning / Career Choice	Assessment: OSCE	Postgraduate: Specialty Training	Assessment Clinic	ESME Advisory Board (invite only)
LUNCH BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   1200-1400																					
	ESME (Regd Course Participants Only)	ESMELEAD (Regd Course Participants Only)	RESME (Regd Course Participants Only)	ESME-CT (Regd Course Participants Only)	ESMESim (Regd Course Participants Only)															VIEW AGM (VIEW Members Only)	
Round Table	Workshop									ePosters			Posters						Meet the Expert		
4T	4U	4V	4W	4X	4Y	4Z	4AA	4BB	4CC	4DD	4EE	4FF	4GG	4HH	4II	4JJ	4KK	4LL	4MM	4NN	
Patient Engagement	Reviewing for MedEdPublish	Longitudinal Integrated Leadership Advanced Curriculum	Designing and Developing Shared Curricular Ecosystems	Conceptual Frameworks to Shape & Situate your Scholarly Work	Managing & Supporting the Educator in Trouble	Digital Health: Bridging the Gap in Medical Education	Work-based Assessment & Entrustment in the AAMC Core EPA Pilot	MCOs to Assess Professionalism & Communication Skills	Online Assessment with the Students' own Devices	CPD / Life Long Learning	Curriculum Development	Surgery Education	Mentoring/CPD	Professionalism	Curriculum Subjects 2	Selection	Communication Skills	Student: Emotional Intelligence / Learning Styles	Postgraduate: Junior Doctors	Meet and ask the ASPIRE winners	
COFFEE BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   1530-1600																					
Workshop									ePosters			Posters						Workshop	Meeting		
5T	5U	5V	5W	5X	5Y	5Z	5AA	5BB	5CC	5DD	5EE	5FF	5GG	5HH	5II	5JJ	5KK	5LL	5MM	5NN	
Refugees' & Migrants' Health in Medical Curricula	Revealing the Hidden Curriculum & Professional Culture in the Clinical Workplace	Problem Students or Problem Teaching?	What is your Shape? Expertise in HPE	Bringing the Lay Voice into Medical Education	Vibrate to Communicate	Integrating Arts & Humanities into Medical Education	Clinical Reasoning Assessment in the Workplace	Followership - The Forgotten 'key to Leadership'	Activity Theory to Maximise Effectiveness of Reflective ePortfolios	Diversity	Assessment	Teamwork / Interprofessional Education	Competency Based Education	Transition	Game-Based Learning	Curriculum Strategies / Medical Education Research	Student: Health & Wellbeing	Clinical Reasoning & Decision Making	Postgraduate: Education General	askAMEE: Technology to support evidence informed teaching practice	Medical Teacher Editorial Board (closed meeting)

0700-0800		Meeting	Room L5, Level 2   Ottawa 2020 Committee (closed meeting)																
			Room L4, Level 2   BEME BICC Meeting (closed meeting)																
SESSION 6 0830-0945	Hall A/C, Level 2	Plenary 3																	
COFFEE BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   0945-1015																			
SESSION 7 1015-1200	Hall A, Level 2	Hall C, Level 2	Hall N, Level 1	Room L3, Level 1	Hall M, Level 1	Room L6, Level 1	Room 185-86, Level 1	Room 161-62, Level 1	Room L2, Level 1	Room 031-32, Level 0	Room 014, Level 0	Room L7, Level 1	Room 094-95, Level 0	Room 215, Level 2	Room 231, Level 2	Room L1, Level 1	Room 015, Level 0	Room 016, Level 0	Room 051, Level 0
	Symposium			Short Comm.	Research Paper		Point of View	Short Communication											
	7A	7B	7C	7D	7E	7F	7G	7H	7I	7J	7K	7L	7M	7N	7O	7P	7Q	7R	7S
	Expanding the Role of Patients as Partners in Education	Understanding Student Behaviour	Transformative Learning	Interprofessional Education 1	Diversity in the Curriculum	Professionalism & Communication Skills	Point of View 2	Curriculum: EPAs	Assessment: Written & Progress Test	Humanities 2	CPD 2	Longitudinal Integrated Clerkships	Student as Teacher	Curriculum: Subjects in the Curriculum	Clinical Reasoning	Surgery 2	Selection: Methods	Postgraduate Education 3	Teaching & Learning 2
LUNCH BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   1200-1400																			
1230-1330				AMEE CPD Open Meeting	AMEE Faculty Development Research Open Meeting	AMEE Postgrad SIG (open meeting)		AMEE AGM (Members Only)											IAMSE (Invite Only)
SESSION 8 1400-1530	Symposium			Short Comm.	Research Paper		Pecha Kucha™	Short Communication											
	8A	8B	8C	8D	8E	8F	8G	8H	8I	8J	8K	8L	8M	8N	8O	8P	8Q	8R	8S
	Universal Health Education Coverage	Cost & Value in Medical Education	The Scope of Faculty Development	Teaching & Learning: Games	Learning Teamwork & Methods	Reviews of the Literature	PechaKucha™ 2	Patient as Educator 1	Assessment: Work Based Assessment	Faculty Development 1	CPD 3: Recognising a Doctor's Competence	Virtual Patients	Student Wellbeing	Curriculum: Subjects in the Curriculum	Transition	Interprofessional Education 2	Selection: Widening Access	Postgraduate Education 4	Gender
COFFEE BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   1530-1600																			
SESSION 9 1600-1730	Symposium			Fringe	Research Papers	Doctoral Reports	Short Communication												
	9A	9B	9C	9D	9E	9F	9G	9H	9I	9J	9K	9L	9M	9N	9O	9P	9Q	9R	9S
	Embracing CPD Diversity	Teaching & Engaging the Millennials	Complexities of European Medical Education	Pearls from the Surgery Track	Fringe 2	Assessment in Health Professions Education	Doctoral Reports 2	Patient as Educator 2	Assessment: General	Faculty Development 2	International Medical Graduates	Medical Education Research	Student Characteristics	Curriculum: Problem Based Learning / Integration	Social Media & Mobile Learning	Interprofessional Education 3	Simulation 1	Postgraduate: Family Medicine	Management 2
1745-1915	Meeting   Room L5, Level 1   AMEE Postgraduate Committee (Closed Meeting)																		
	Meeting   Room 0.96-97, Level 0   ADEE Meeting (Closed Meeting)																		
	Meeting   Suite E, Level 0   AMEE Simulation Committee (Closed Meeting)																		
	Meeting   Room L4, Level 1   AMEE Research Committee (Closed Meeting)																		

	MASTERCLASS		RESEARCH PAPER		WORKSHOPS
	SYMPOSIUM		PATIL AWARDS		PLENARY
	POSTERS		POINT OF VIEW		DOCTORAL REPORTS
	AMEE FRINGE		ORIENTATION		SHORT COMMUNICATIONS
	ePOSTERS		COURSES		MEETING
	PechaKucha		MEET THE EXPERT		TEL
					ROUND TABLE

COFFEE BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   0945-1015																					
Room L5, Level 1	Room L8, Level 1	Room 0.11-12, Level 0	Room 0.49-50, Level 0	Room 0.96-97, Level 0	Room 2.17, Level 2	Room 2.44, Level 2	Room 2.61, Level 2	Room 2.83, Level 2	Room 2.95, Level 2	Foyer B, Level 2	Foyer C, Level 2	Crystal Lounge, Level 1	Hall F / Foyer F, Level 0					Suite E, Level 0	Room L4, Level 1		
Round Table	Workshop									ePosters			Posters					Meet the Expert	Meeting		
7T	7U	7V	7W	7X	7Y	7Z	7AA	7BB	7CC	7DD	7EE	7FF	7GG	7HH	7II	7JJ	7KK	7LL	7MM	7NN	
Learner in Difficulty	Simulation Journal Club	To Self-Direct or not to Self-Direct? Shining a Light on Curriculum Dilemmas	From Young Teacher to Young Educator	Medical Education: The Costs vs the Profits	The Cultivation of Cognitive Curiosity	Burnout Amongst European Junior Doctors	Coaching for Professional Remediation	An International Perspective on Testing Accommodations	Quality through Innovation in Medical Education	Professionalism / Ethics / Career Choice	Simulation / Virtual Patients	Technology Enhanced Learning 1	Faculty Development	Junior Doctor as Teacher	Curriculum Subjects 3	Curriculum: Community & Rural Based Education	Interprofessional Education 1	Assessment: Written & Standard Setting	Simulation & Simulated Patients	MedEdPublish Clinic	BEME Executive Committee (invite only)
LUNCH BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   1200-1400																					
Diversity Group	ESME (Regd Course Participants Only)	ESMELEAD (Regd Course Participants Only)	RESME (Regd Course Participants Only)	ESME-CT (Regd Course Participants Only)	ESMESim (Regd Course Participants Only)	BeSST Group															
Round Table	Workshop									ePosters			Posters						Meeting		
8T	8U	8V	8W	8X	8Y	8Z	8AA	8BB	8CC	8DD	8EE	8FF	8GG	8HH	8II	8JJ	8KK	8LL	8MM		
Threshold Concepts	A Speed Mentoring Workshop	How Can Students Improve your Medical School Curriculum?	The A-Z of Curriculum Mapping	Development of Institutional Assessment Framework	Taming Wicked Issues: Young Medical Educators' Workshop	How to Use Technology to Demonstrate Scholarship	A Whole New Medical Educator for 2025 & Beyond	Using Very Short Answer Items for Summative Assessment	Next Generation OSCE Checklists	Transitions / IPE Practice	Teaching - Design, Delivery, Evaluation 1	Cross-Cultural Programmes / International Students	Surgery	eLearning	Entrustable Professional Activities	Clinical Teaching 1	Curriculum Evaluation/ Learning Environment	Student: Motivation / In Difficulty	Postgraduate: Evaluation of the Trainee & the Programme		BEME Board Meeting (Closed Meeting)
COFFEE BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   1530-1600																					
Round Table	Workshop	Course	Workshop						ePosters			Posters					Meet the Expert	Meeting			
9T	9U	9V	9W	9X	9Y	9Z	9AA	9BB	9CC	9DD	9EE	9FF	9GG	9HH	9II	9JJ	9KK	9LL	9MM	9NN	
Accreditation & Dimensions of Medical Education	Devising Questions, Aims & Objectives When Writing Systematic Reviews	ESMEA Course (Regd Course Participants Only)	RESME Course (Regd Course Participants Only)	Integrating Planetary Health Concepts into Educational Curriculum	Putting Threshold Concepts into Practice in HPE	How to Create a Quality Culture	Case Based Blended Learning (CBBL)	Helping Patients Co-participate Actively with Students and Clinicians	Best Practice Approaches in Assessment from ASPIRE	Wellbeing	Teaching - Design, Delivery, Evaluation 2	Student involvement in Pedagogy & Research	Flipped Classroom / Learning Resources	PBL / TBL	Teaching & Learning 1	Clinical Teaching 2	Healthcare Systems / Diversity / International Dimensions	Student Stress	Postgraduate: Stress and Wellbeing	Patient as Educator	MedEdPublish Board Meeting (Closed Meeting)



SESSION 10 0830-1015		Hall A, Level 2
		Hall C, Level 2
Symposium		Hall N, Level 1
10A		Room L3, Level 1
10B		Hall M, Level 1
10C		Room L6, Level 1
10D		Room 185-86, Level 1
10E		Room 161-62, Level 1
10F		Room L2, Level 1
10G		Room 031-32, Level 0
10H		Room 014, Level 0
10I		Room L7, Level 1
10J		Room 094-95, Level 0
10K		Room 215, Level 2
10L		Room 231, Level 2
10M		Room L1, Level 1
10N		Room 015, Level 0
10O		Room 016, Level 0
10P		Room 051, Level 0
10Q		
10R		
10S		
Achieving Practice Change Through Outcomes Based CPD		
The 21st Century Medical Undergraduate Curriculum		
Case Based Blended Learning (CBBL)		
Ibero-American Session		
Teaching & Learning: Self Directed Learning		
International Dimensions		
Doctoral Reports 3		
Patient as Educator 3		
Assessment: Licensing Exams / Standard Setting		
Empathy		
Communication Skills		
The Teacher		
Student: Burnout & Resilience		
Community and Rural Based Education		
Feedback		
Mentoring		
Simulation 2		
Postgraduate: Assessment		
Teaching & Learning 3		
COFFEE BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   0945-1015		
SESSION 11 1045-1230	Hall A/C, Level 2	Plenary 4
PechaKucha™ Presentations & Plenary 4		





MASTERCLASS	RESEARCH PAPER	WORKSHOPS
SYMPOSIUM	PATIL AWARDS	PLENARY
POSTERS	POINT OF VIEW	DOCTORAL REPORTS
AMEE FRINGE	ORIENTATION	SHORT COMMUNICATIONS
ePOSTERS	COURSES	MEETING
PechaKucha	MEET THE EXPERT	TEL
		ROUND TABLE

Room L5, Level 1	Room L8, Level 1	Room 011-12, Level 0	Room 049-50, Level 0	Room 096-97, Level 0	Room 217, Level 2	Room 244, Level 2	Room 261, Level 2	Room 283, Level 2	Room 295, Level 2	Foyer B, Level 2	Foyer C, Level 2	Crystal Lounge, Level 1	Hall F / Foyer F, Level 0								Room L4, Level 1
Round Table	Workshop									ePosters			Posters								Meeting
10T	10U	10V	10W	10X	10Y	10Z	10AA	10BB	10CC	10DD	10EE	10FF	10GG	10HH	10II	10JJ	10KK	10LL	10MM		
Research	Competency Based Education in Surgery	Constructive Alignment: What Makes Teaching-Learning Interactions Stick	Deconstructing Competency-Based Assessment in IPE & Collaboration	Adaptive Education	Understanding of Threshold Concepts in Global Health	Medical Humanities: Education & Practice	Achieving Patients-oriented Care with an Interprofessional Team	How to Introduce High Quality Team-based Learning into the Curriculum	Artificial Intelligence in Medical Education	Self Regulation, Metacognition, Coaching	Simulation	Technology Enhanced Learning 2	Patients as Educators / Patient Safety	Humanities	Curriculum: Development	Teaching & Learning 2	Interprofessional Education 2	Assessment: Clinical, Peer & Self	Student: Engagement / Peer Assisted Learning / as Teacher		askAMEE Meeting (Closed Meeting)
COFFEE BREAK AND VIEWING OF EXHIBITS   Hall E, Foyer E - Level 0 & Gallery, Level 1   0945-1015																					
	1230-1330 Course	1300-1600 Course			1300-1600 Course																1300-1600 Meeting
	ESME Course (Regd Participants Only)	ESMELead Course (Regd Participants Only)			ESMESim Course (Regd Participants Only)																AMEE Executive Committee (Closed Meeting)





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# SECTION 1

## General Information

### 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:**
  - o No flyers are in the conference bags and there will be no plenary seat drops;
  - o 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;
  - o The programme and any other promotional material provided by AMEE will be printed on 'FSC approved' paper from sustainable forests;
  - o The conference and course evaluations will mainly be completed electronically;
  - o Refillable and reusable water bottles are being provided;
  - o Folding multi-purpose tote bags can be used after the event;
  - o 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 Dima (*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*)

## Worldspan Staff

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

## Student Taskforce

**Local:** Dino Mehic, Nina Rosy Gludovatz, Sema Alzubaidi, Alia Ghazzawi, Anna Herzeg, Narmin Mohammadi, 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, Stella Goeschl, Patrick Craig Fegerl, Sabina Cengic, Thomas Glöckler, Lisa Kelm, Daniela Giacomuzzi

**International:** Vagelis Papageorgiou, Tessa Noijons, Katerina Dima, Basil Badwan, Damilola Babatunde, Zsafia Kinga Samu, Adonis Wazir, Tatiana Zebrova, Giorgia Solda, Ivan Fabrizio Canaval Diaz, Catarina Pais Rodriguez, Nikolai Nunes, Ana Julia Araujo de Carvalho, Sebastian Janiec, Saad Uakkas, Jonathan Niyotwambaza, Adolfo Mazzeo, Vasileios Thymis, Oryan Pundak, Kevin Wilfredo Ardon Casco, Mindaugas Galvosas, Lina Katharina Mosch, Katja Cic, Aqsa Shafique, Anna Ntanika, Matilda Silvia Astefanei, Ihsan Selcuk Yurttas, Hina Nasir, Alaa Dafallah, Khalid Abbas, Amanda Abi Doumet, Ujjwal Prakash Khanal, Kapil Narain, Mokshada Sanjay Sharma, Anthony Paulo Sunjaya, Lina Mohammed Hassanein Mahmoud, Bea Albermann, Laura Lalucat Garcia-Valdes, Léanne Roncière, Ek Vattanak, Natasha Bouran, Grace Hiatt Tylee, Klaudiusz Bolt, Ayilkin Celik, Eglé Janušonytė, Alvaro Prados Carmona, Irmina Morawska

## Reviewers

We are indebted to our large team of reviewers, whose names are listed in the App.

## AMEE 2019 Support Staff

### AMEE Live:

John Dent  
 Ken Masters  
 Olga Rostkowska  
 Lawrence Sherman  
 Monika Sobocan  
 Richard Jolly and Team

### ePoster Support Team:

Tamsin Treasure-Jones  
 Raymond Elferink  
 Gilbert Pfeffer  
 Carlos Martinez Gaitero  
 Joseph Treasure-Jones

## AMEE 2019 Organising Committee

Richard Marz, Medizinische Universität Wien, ÖGH (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, ÖGH  
 Matthaeus Grasl, Med Uni Vienna, ÖGH  
 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

# About the Conference

## 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](mailto: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](mailto: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](http://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 1730 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 full thesis 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 (™) 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](http://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 is 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](http://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](http://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.

## HIGHLIGHTED THEMES

Seven themes are highlighted at the Conference, and abstracts were specifically invited on these topics. Below are some of the sessions:

Look out for the icons throughout the programme to highlight the following themes



CPD



Diversity



Humanities



Patient as Educator



Postgraduate



Surgery



Threshold Concepts





## 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



### #7U Simulation Journal Club and Award

Do you want a quick update on the most recent literature regarding the use of simulation in medical education? Please join the Simulation Journal Club where members of the AMEE Simulation Committee have identified the newest simulation literature and handpicked the most influential, innovative, provocative, and interesting papers. They will present these papers and where possible invite the authors to comment on their impact. The format of the Simulation Journal Club will be interactive - allowing time for questions and participant voting for the Premier Paper on Simulation in Medical Education 2019. This paper will win a £1000 award from the Copenhagen Academy for Medical Education and Simulation. This is an excellent opportunity to keep up to date with the increasing amount of research published on this very important topic in medical education.

*Organizers and Presenters:* Kristian Krogh and Debra Nestel, co-chairs of the AMEE Simulation Committee along with members of the Committee.

**Date/Time** : Tuesday 27th August – 1015-1200  
**Location** : Room L8, Level 1

## 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).

# ACADEMIC GROUP MEETINGS

The following meetings/receptions will take place during AMEE 2019

EVENT	Date	Time	Location	Availability
ADEE Group	Tuesday 27th August	1745-1900	Room 0.96-97, Level 0	Invite Only
AMEE AGM	Tuesday 27th August	1230-1330	Room 1.61-62, Level 1	AMEE Members
AMEE CPD Committee	Monday 26th August	1745-1900	Room 0.49-50, Level 0	Invite Only
AMEE CPD SIG	Tuesday 27th August	1230-1330	Room L3, Level 1	Open
AMEE Executive Committee	Saturday 24th August	0830-1730	Room L4, Level 1	Invite Only
AMEE Executive Committee	Wednesday 28th August	1300-1600	Room L4, Level 1	Invite Only
AMEE Faculty Development Committee	Monday 26th August	1745-1900	Room L4, Level 1	Invite Only
AMEE Faculty Development Research SIG	Tuesday 27th August	1230-1330	Hall M, Level 1	Open
AMEE Faculty Development SIG	Monday 26th August	1230-1330	Room L3, Level 1	Open
AMEE Fellowship Committee	Monday 26th August	1815-1915	Suite E, Level 0	Invite Only
AMEE MedEdPublish Board	Tuesday 27th August	1600-1730	Room L4, Level 1	Invite Only
AMEE Postgraduate Committee	Tuesday 27th August	1745-1900	Room L5, Level 1	Invite Only
AMEE Postgraduate SIG	Tuesday 27th August	1230-1330	Room L6, Level 1	Open
AMEE Research Committee	Tuesday 27th August	1745-1900	Room L4, Level 1	Invite Only
AMEE Simulation Committee	Tuesday 27th August	1745-1900	Suite E, Level 0	Invite Only
AMEE TEL Committee	Monday 26th August	0700-0815	Room L5, Level 1	Invite Only
AMEE TEL SIG	Monday 26th August	1230-1330	Room L6, Level 1	Open
askAMEE	Wednesday 28th August	0830-1015	Room L4, Level 1	Invite Only
ASPIRE Academy	Sunday 25th August	1400-1600	Room L4, Level 1	Invite Only
ASPIRE Assessment Panel	Sunday 25th August	0800-0900	Room 2.17, Level 2	Invite Only
ASPIRE Board	Sunday 25th August	0930-1230	Room L4, Level 1	Invite Only
ASPIRE Curriculum Panel	Sunday 25th August	0800-0900	Room 2.83, Level 2	Invite Only
ASPIRE Faculty Development Panel	Sunday 25th August	0800-0900	Room 2.61, Level 2	Invite Only
ASPIRE Simulation Panel	Sunday 25th August	0800-0900	Room 2.44, Level 2	Invite Only
ASPIRE Social Accountability Panel	Sunday 25th August	0800-0900	Room 2.31, Level 2	Invite Only
ASPIRE Student Engagement Panel	Sunday 25th August	0800-0900	Room L4, Level 1	Invite Only
ASPIRE Inspirational Approaches Panel	Sunday 25th August	0800-0900	Room 2.95, Level 2	Invite Only
BEME	Monday 26th August	0700-0815	Room L4, Level 1	Invite Only
BEME – Executive	Tuesday 27th August	1015-1200	Room L4, Level 1	Invite Only
BEME - Open Session	Monday 26th August	1730-1915	Room 0.51, Level 0	Open
BEME – BICCs	Tuesday 27th August	0700-0815	Room L4, Level 1	Invite Only
BEME - Board	Tuesday 27th August	1400-1530	Room L4, Level 1	Invite Only
BeSST Networking Session	Tuesday 27th August	1230-1330	Room 2.44, Level 2	Open
Directors of Masters in Medical Education Course	Monday 26th August	1230-1330	Room 0.16, Level 0	DMME Only
Diversity Group	Tuesday 27th August	1230-1330	Room L5, Level 1	Invite Only
ESME Advisory Board	Monday 26th August	1015-1200	Room L4, Level 1	Invite Only
IAMSE Lunch	Tuesday 27th August	1230-1330	Room 0.51, Level 0	Invite Only
IMEX Board	Monday 26th August	1745-1915	Room L5, Level 1	Invite Only
International Editors	Monday 26th August	0700-0815	Suite E, Level 0	Invite Only
Young Educator Couch Session	Monday 26th August	1230-1330	Room 0.31-32, Level 0	Open
Medical Teacher Editorial Board	Monday 26th August	1600-1730	Room L4, Level 1	Invite Only
Ottawa 2020 Committee	Tuesday 27th August	0700-0815	Room L5, Level 1	Invite Only
Performance Assessment Ottawa Consensus Group	Monday 26th August	1745-1900	Room 2.95, Level 2	Invite Only
Programmatic Assessment Ottawa Consensus Group	Monday 26th August	1745-1915	Room 2.61, Level 2	Invite only
Technology Enhanced Assessment Ottawa Consensus Group	Monday 26th August	1745-1900	Room 2.83, Level 2	Invite Only
AMEE Poster Session Chairs	Monday 26th August	1230-1330	Room 0.15, Level 0	Poster Chairs
Student Orientation Session	Monday 26th August	1745-1900	Hall N, Level 1	Open
VIEW AGM	Monday 26th August	1230-1330	Suite E, Level 0	VIEW Members





[www.amee.org/amee-committees](http://www.amee.org/amee-committees)

Over the past few years several Committees have been formed to progress AMEE's activities in the following areas:

- ▶ CPD
- ▶ Research
- ▶ Simulation
- ▶ Faculty Development
- ▶ 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)



## MedEdPublish

An official AMEE Journal

[www.mededpublish.org](http://www.mededpublish.org)

MedEdPublish (ISSN 2312-7996) is AMEE's open access, post-publication peer reviewed e-journal. If you would like to hear more about how you can publish your work and review the work of others, please join us at one of the sessions below, or come to see us on the AMEE Exhibition Stand in Level 0

### #4U: Workshop - MedEdPublish - an innovative medical and health professions publishing medium

**Date/Time** : Monday 26th August, 1400-1530

**Location** : Room L8, Level 1

### #7NN: MedEdPublish Clinic

**Date/Time** : Tuesday 27th August, 1015-1200

**Location** : Suite E, Level 0



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

[www.aspire-to-excellence.org](http://www.aspire-to-excellence.org)

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



Medical and Health Professional Education

[www.bemecollaboration.org](http://www.bemecollaboration.org)

The BEME Collaboration is an international group of individuals, universities and other professional organisations committed to the development of evidence-informed education in the medical and health professions. BEME celebrates its 20th Anniversary in 2019. Sessions include:

### #5S - BEME Short Communications

**Date/Time** : Monday 26th August, 1600-1730

**Location** : Room 0.51, Level 0

### BEME Open Session

**Date/Time** : Monday 26th August, 1730-1915

**Location** : Room 0.51, Level 0

### 9U - Workshop: Devising Questions, Aims & Objectives When Writing Systematic Reviews

**Date/Time** : Tuesday 27th August, 1600-1730

**Location** : Room L8, Level 1



## 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

### #8GG - Posters: Surgery Education

**Date/Time** : Tuesday 27th August, 1400-1530

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

### #9D - Symposium: Pearls from the Surgery Track

**Date/Time** : Tuesday 27th August, 1600-1730

**Location** : Room 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

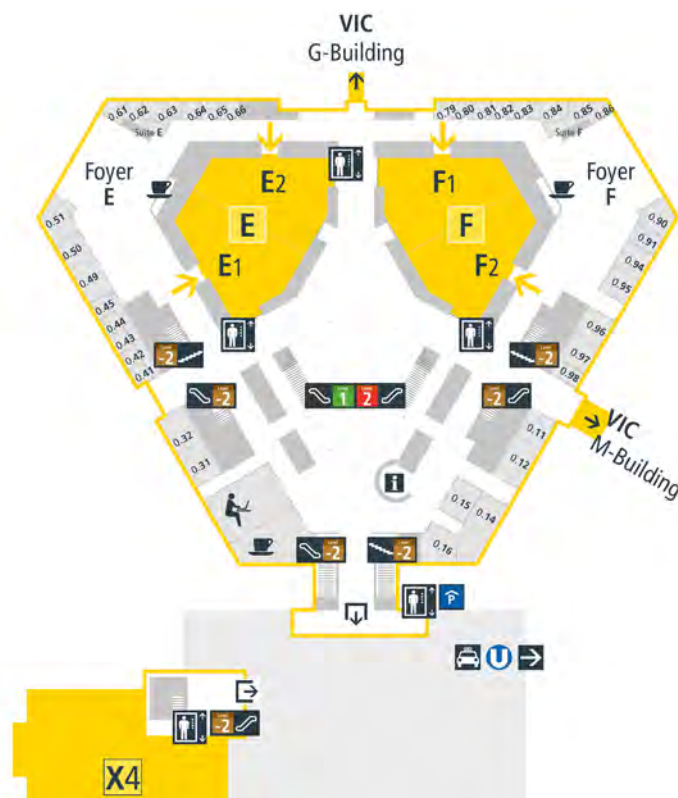
**Date/Time** : Monday 26th August, 1745-1900

**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.

## Level 0



## Postgrad

## 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

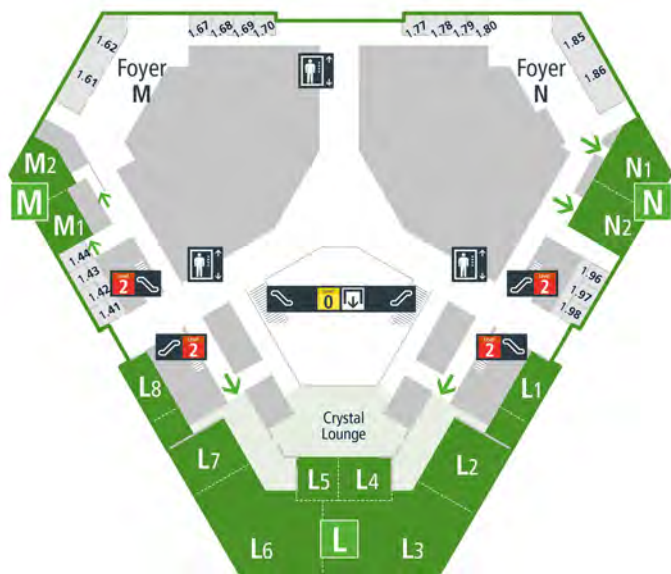
**Location** : Room 0.31-32, Level 0

### Aim of the session:

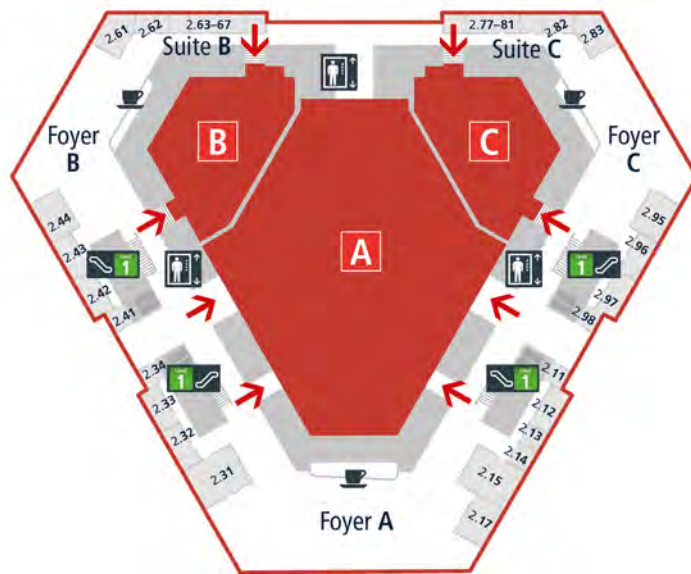
To provide an opportunity for students, junior doctors, young educators discuss ways into a career in Medical Education by:

- ▶ 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.

## Level 1



## Level 2



**Laerdal**  
helping save lives

## 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.



## Technology and the transformation of medical education

[www.amee.org](http://www.amee.org) | SC031618

**amee 2019**

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

A one-day Symposium organised by the AMEE Technology Enhanced Learning (TEL) Committee

Austria Center Vienna - Saturday 24 August 2019 - 0930-1830  
(a pre-conference event to AMEE2019) Pre-registration essential - see <https://amee.org/conferences/amee-2019/programme/tel-symposium>

The ePosters and Padlet wall discussions can be viewed by all:  
ePosters <https://my.ltb.io/#/showcase/amee>  
Padlet wall <https://padlet.com/dnrgohps/TELatAMEE2019>

**#TEL2019 #AMEE2019**



Floor

## Premium Commercial Exhibitors

L.1	C43 3D Organon
L.0	C14 Altus Assessments Inc (CASPer)
L.0	C2 BMJ
L.0	C12 Elsevier
L.0	C13 Elsevier
L.1	C39 ExamSoft
L.1	C45 InSimu
L.0	C3 Maxinity Software Limited
L.0	C5 Myprogress
L.0	C6 Primal Pictures
L.0	C38 SIMStation
L.0	C31 Speedwell Software
L.0	C32 VisualDx

## Standard Commercial Exhibitors

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L.0	C30 3D Systems Symbionix
L.0	C4 AMBOSS
L.0	C9 AAMC
L.0	C21 Anatomage
L.0	C22 Anatomage
L.0	C23 BODY INTERACT
L.0	C26 BODY INTERACT
L.0	C10 CAE Healthcare
L.1	C42 Fry eAssessment
L.0	C18 Gubener Plastinate GmbH
L.0	C28 Kaplan & i-Human Patients
L.0	C35 Kyoto Kagaku Co., Ltd
L.0	C29 Laerdal Medical
L.0	C16 Lecturio
L.0	C24 Limbs & Things Ltd
L.0	C34 McGraw-Hill
L.0	C37 MSE
L.0	C15 Occupational English Test (OET)
L.0	C19 OtoSim Inc.
L.0	C17 Oxford Medical Simulation
L.0	C36 ProgressIQ
L.0	C25 Qpercom
L.0	C7 Royal College of Physicians and Surgeons of Canada
L.0	C27 ScholarRx
L.0	C20 Scorion
L.0	C33 Surgical Science
L.0	C1 Wisepress Medical Bookshop

## AMEE Stands

L.0	A1 AMEE
L.0	A2 AMEE International Networking Centres
L.0	A5 CPD Committee
L.0	A6 Faculty Development Committee
L.0	A4 Medical Teacher (Taylor & Francis Group)

Floor

## Premium Not-for-Profit Exhibitors

L.0	N23 American Board of Medical Specialties
L.0	N28 Cambridge Assessment Admissions Testing
L.0	N3 Cardiff University School of Medicine
L.0	N4 ECFMG FAIMER
L.0	N26 Gesellschaft fuer Medizinische Ausbildung (GMA)
L.0	N11 Institute for Communication and Assessment Research
L.0	N12 Monash University, Monash Centre for Scholarship in Health Education (MCSHE), Monash University
L.0	N29 National Board of Medical Examiners
L.0	N10 National Resident Matching Program International
L.0	N1 NEJM Knowledge+
L.0	N25 School of Health Professions Education
L.0	N5 School of Medicine Imperial College London

## Standard Not-for-Profit Exhibitors

L.1	N34 Advance HE
L.1	N35 Advance HE
L.0	N7 Association for the Study of Medical Education
L.0	N8 Association for the Study of Medical Education
L.0	N2 CLOSLER
L.0	N24 European Board of Medical Assessors, EBMA
L.0	N9 Global Alliance for Medical Education
L.0	N13 IAMSE
L.0	N14 IAMSE
L.0	N32 IDEAL Consortium
L.0	A3 International Medical University (IMU)
L.1	N36 Mangold International GmbH
L.1	N37 SESAM
L.0	A4 Taylor & Francis Group
L.0	N27 The Canadian Conference on Medical Education
L.0	N31 The College of Family Physicians of Canada
L.0	N6 The German National Institute for state examinations in Medicine, Pharmacy and Psychotherapy/Institut für medizinische und pharmazeutische Prüfungsfragen (IMPP)
L.0	N30 University of Toronto Centre for Interprofessional Education

## Academic Stands

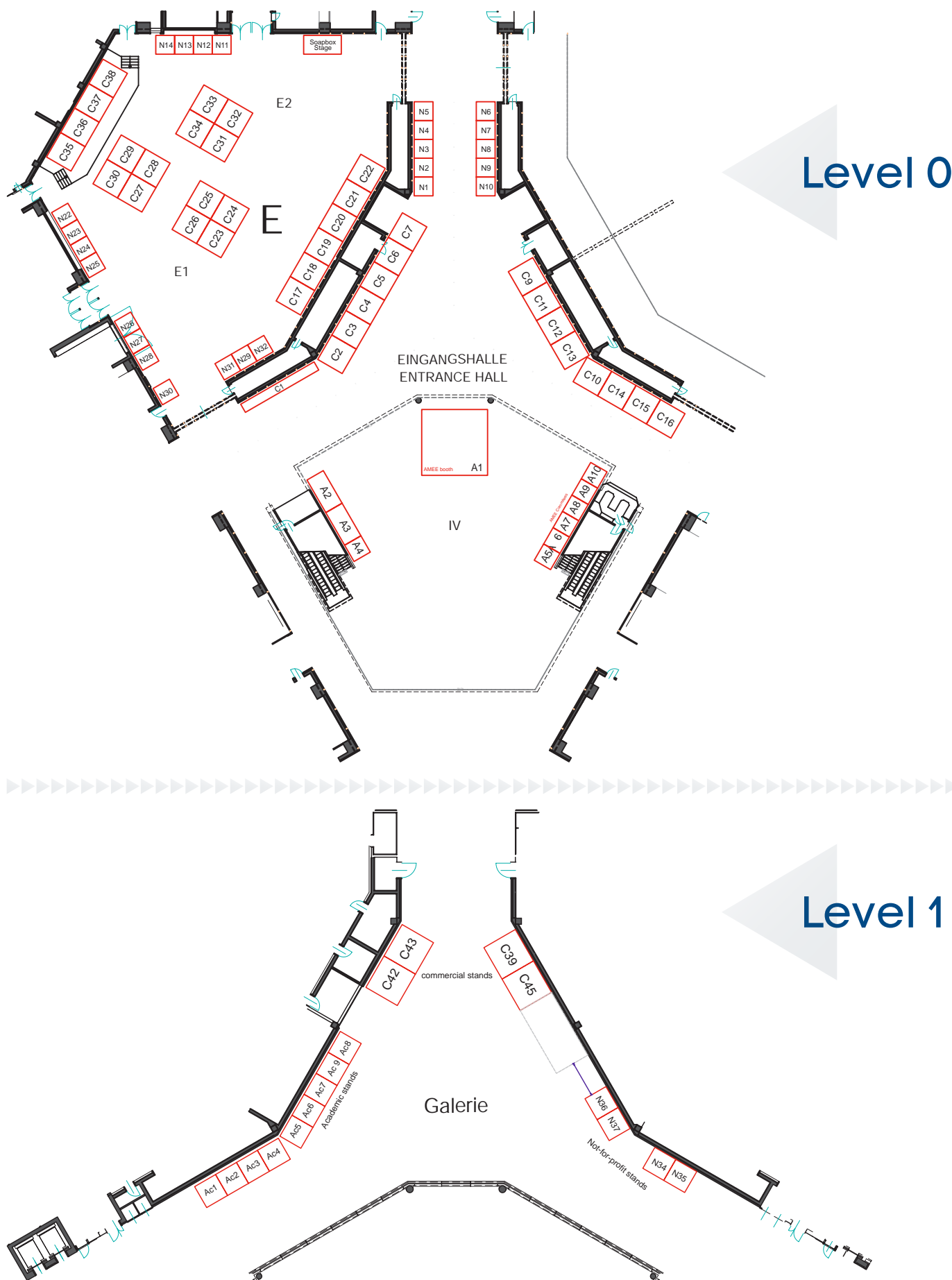
L.1	AC5 Asoc.Mexicana de Facultades y Escuelas de Medicina, AMFEM
L.0	N22 Centre for Medical Education, University of Dundee
L.1	AC6 EPA courses 2020 (Utrecht, Kuala Lumpur, Washington DC, Bogota)
L.1	AC3 FH Campus Wien
L.1	AC2 Harvard Medical School Master's in Medical Education Program
L.1	AC7 MHPE at Gulf Medical University
L.1	AC1 Monash Institute for Health & Clinical Education
L.1	AC9 Society for Academic Continuing Medical Education (SACME)
L.1	AC8 University of Edinburgh
L.1	AC4 University of Illinois – College of Medicine at Chicago

# Exhibition Opening Hours

Sunday 25th August - 1845-2115  
Monday 26th August - 0930-1600

Tuesday 27th August - 0930-1600  
Wednesday 28th August - 0930-1100

## Exhibitors Floorplan



## Premium Commercial Exhibitors

**STAND  
C43**

**3D Organon**

pr@3dorganon.com  
+61415405958  
<https://www.3dorganon.com/>



**STAND  
C14**

**Altus Assessments Inc (CASPer)**

dkraemer@altusassessments.com  
+1 519 574 1274  
<https://altusassessments.com>



**STAND  
C2**

**BMJ**

support@bmj.com  
+44 (0) 20 7111 1105  
[bmj.com/company](http://bmj.com/company)



**STAND  
C12/  
13**

**Elsevier**

els-education@elsevier.com  
+44 20 7424 4200  
[www.elsevier.com](http://www.elsevier.com)



**STAND  
C39**

**ExamSoft**

info@examsoft.com  
+1 866-429-8889  
<https://examsoft.com/>



**STAND  
C45**

**InSimu**

andrea.herdon@insimu.com  
+36706223031  
[www.insimu.com](http://www.insimu.com)



**STAND  
C3**

**Maxinity Software Limited**

info@maxinity.co.uk  
+44 (0)117 428 0550  
<https://www.maxinity.co.uk/>



**STAND  
C5**

**Myprogress**

sarah.derbyneed@myknowledgemap.com  
+44 (0) 1904659465  
<https://www.myprogressapp.com/>



myprogress

**STAND  
C6**

**Primal Pictures**

customerservice@primalpictures.com  
+44 (20) 337 73737  
<https://primalpictures.com/>



**STAND  
C38**

**SIMStation**

office@simstation.com  
+43 1 581 31 04-50  
<https://www.simstation.com/>



**STAND  
C31**

**Speedwell Software**

info@speedwellsoftware.com  
+44 (0) 1223851703  
[www.speedwellsoftware.com](http://www.speedwellsoftware.com)



**STAND  
C32**

**VisualDx**

sales@visualdx.com  
+1 8003577611  
[www.visualdx.com](http://www.visualdx.com)



## Standard Commercial Exhibitors

**STAND  
C11**

**3B Scientific**

info@3bscientific.com  
+49 (0) 40 73966 0  
[www.3bscientific.de](http://www.3bscientific.de)



**STAND  
C30**

**3D Systems Simbionix**

simbionix@3dsystems.com  
+1 3032735344  
[www.simbionix.com](http://www.simbionix.com)



**STAND  
C9**

**AAMC**

+1 202-828-0400  
[www.aamc.org](http://www.aamc.org)



**STAND  
C4**

**AMBOSS**

jh@amboss.com  
[www.amboss.com](http://www.amboss.com)



**STAND  
C21/  
22**

**Anatomage**

table.europe@anatomage.com  
+39 02 87 25 92 28  
[www.anatomage.com](http://www.anatomage.com)



**STAND  
C23/  
26**

**BODY INTERACT**

pedropinto@takethewind.com  
+35 1919698273  
[www.bodyinteract.com](http://www.bodyinteract.com)





## Standard Commercial Exhibitors ... Cont'd

**STAND  
C10**

**CAE Healthcare**

jamie.stuart@cae.com  
+49 (0) 6131-4950354  
https://caehealthcare.com



**STAND  
C42**

**Fry eAssessment**

info@fry-it.com  
+44 2070968800  
www.fry-it.com



**STAND  
C18**

**Gubener Plastinate**

contact@gubener.plastination.com  
+49 35615474306  
www.vonHagens-Plastination.com



**STAND  
C28**

**Kaplan & i-Human Patients**

inder.pahal@kaplan.com  
+1 8565715052  
www.i-human.com/



**STAND  
C35**

**Kyoto Kagaku Co., Ltd**

rw-kyoto@kyotoagaku.co.jp  
+49 69506028160  
www.kyotokagaku.com/



**STAND  
C29**

**Laerdal Medical**

post@laerdal.com  
+47 51511700  
www.laerdal.com



**STAND  
C16**

**Lecturio**

institutions@lecturio.com  
+49 34135569980  
www.lecturio.com



**STAND  
C24**

**Limbs & Things Ltd**

sales@limbsandthings.com  
+44 (0) 1173110500  
www.limbsandthings.com



**STAND  
C34**

**McGraw-Hill**

eleanor.pike@mheducation.com  
+44 (0) 7826 896603  
mhprofessional.com



**STAND  
C37**

**MSE**

ensimedical@gmail.com  
+79 104787465  
www.mse-group.eu



**STAND  
C15**

**Occupational English Test (OET)**

customer.service@oet.com.au  
+61 3 8658 3963  
www.occupationalenglishtest.org



**STAND  
C19**

**OtoSim Inc.**

internationalsales@otosim.com  
+1-647-792-7735  
www.otosim.com



**STAND  
C17**

**Oxford Medical Simulation**

jack@oxfordmedsimulation.com  
+44 (0) 7515281397  
https://oxfordmedsimulation.com/



**STAND  
C36**

**ProgressIQ**

ContactUs@ProgressIQ.com  
+1 8009510768  
www.ProgressIQ.com



**STAND  
C25**

**Qpercom**

info@qpercom.ie  
+35 391395416  
www.qpercom.com



**STAND  
C7**

**Royal College of Physicians and Surgeons of Canada**

CanMEDS@royalcollege.ca  
+1 613 730 8177  
www.royalcollege.ca/rcsite/home-e



**STAND  
C27**

**ScholarRx**

info@usmle-rx.com  
+1 8778765379  
www.usmle-rx.com



**STAND  
C20**

**Scorion**

info@parantion.nl  
+31 (0) 570 23 45 67  
www.scorion.eu



**STAND  
C33**

**Surgical Science**

info@surgicalscience.com  
+46 762325065  
www.surgicalscience.com



**STAND  
C1**

**Wisepress Medical Bookshop**

laura.roberts@wisepress.com  
+44 2087151812  
www.wisepress.com



## Premium Not-for-Profit Exhibitors

**STAND  
N23**

### American Board of Medical Specialties

info@abms-i.org  
+1-312-436-2606  
abms-i.org/



American Board  
of Medical Specialties  
Higher standards. Better care.®

**STAND  
N28**

### Cambridge Assessment Admissions Testing

admissiontesting@cambridgeassessment.org.uk  
+44 (0)1223 553311  
www.admissiontesting.org/



Cambridge Assessment  
Admissions Testing

**STAND  
N3**

### Cardiff University School of Medicine

pgtmedadmissions@cardiff.ac.uk  
+44 (0)29 2068 7214  
www.cardiff.ac.uk/medicine



**STAND  
N4**

### ECFMG|FAIMER

info@ecfm.org  
+1 (215) 386-5900  
www.ecfm.org, www.faimer.org



FAIMER

**STAND  
N26**

### Gesellschaft fuer Medizinische Ausbildung (GMA)

kontakt@gma-dach.org  
+499131977986555  
www.gesellschaft-medizinische-ausbildung.org



**STAND  
N11**

### Institute for Communication and Assessment Research

info@ucan-assess.org  
+4962211867490  
www.cares.institute

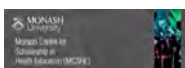


Institute for  
Communication and  
Assessment Research

**STAND  
N12**

### Monash University, Monash Centre for Scholarship in Health Education (MCSHE)

mcshe.admin@monash.edu  
+61399050090  
www.monash.edu/medicine/mcshe



**STAND  
N29**

### National Board of Medical Examiners

academicandprofessionalprograms@nbme.org  
+1 215-590-9500  
www.nbme.org



NBME

**STAND  
N10**

### National Resident Matching Program International

NRMPInternational@nrm.org  
+1-866-653-6767  
www.nrminternational.org



**STAND  
N1**

### NEJM Knowledge+

knowledgeplussupport@nejm.org  
+1-855-318-9303  
https://knowledgeplus.nejm.org/contact-us/



Knowledge+

**STAND  
N25**

### School of Health Professions Education

d.vogt@maastrichtuniversity.nl  
+31433885714  
https://she.mumc.maastrichtuniversity.nl/



**STAND  
N5**

### School of Medicine Imperial College London

meru@imperial.ac.uk  
+44 (0)20 7594 2676  
www.imperial.ac.uk/medicine/study/undergraduate/



## Standard Not-for-Profit Exhibitors

**STAND  
N34/  
35**

### Advance HE

enquiries@advance-he.ac.uk  
+44 (0)3300 416201  
www.advance-he.ac.uk



**STAND  
N7/8**

### Association for the Study of Medical Education

info@asme.org.uk  
+44 (0)131 225 9111  
www.asme.org.uk



**STAND  
N2**

### CLOSLER

closler@jhmi.edu  
+1 401-550-0524  
closler.org/



**STAND  
N24**

### European Board of Medical Assessors, EBMA

info@ebma.eu  
+31-43-3885733  
www.ebma.eu



**STAND  
N9**

### Global Alliance for Medical Education

lsullivan@invivoacademy.org  
+61414993302  
www.gamecme.org/



**STAND  
N13/  
14**

### IAMSE

support@iamse.org  
+1 304-522-1270  
iamse.org



## Standard Not-for-Profit Exhibitors ... Cont'd

**STAND  
N32**

### IDEAL Consortium

ideal.consortium.contact@gmail.com  
+852 64494135  
www.idealmed.org



**STAND  
A3**

### International Medical University (IMU)

+60386567228  
www.imu.edu.my



**STAND  
N36**

### Mangold International GmbH

sales@mangold-international.com  
+49 (0)8723 978330  
www.mangold-international.com/en/



**STAND  
N37**

### SESAM

sesam@worldspan.co.uk  
+44 1745 823400  
www.sesam-web.org



**STAND  
A4**

### Taylor & Francis Group

mandy.mccartney@tandf.co.uk  
+44 2070176567  
bit.ly/Medical\_Education



**STAND  
N27**

### The Canadian Conference on Medical Education

oayoub@afmc.ca  
+1 6137300687  
www.mededconference.ca



**STAND  
N31**

### The College of Family Physicians of Canada

education@cfpc.ca  
+1-905-629-0900  
www.cfpc.ca



**STAND  
N6**

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

Info-impp@impp.de  
+49 (0)6131 2813 - 0  
www.impp.de/start.html



**STAND  
N30**

### University of Toronto Centre for Interprofessional Education

belinda.vilhena@uhn.ca  
+1 6479804653  
www.ipe.utoronto.ca



## Academic Stands

**STAND  
AC5**

### Asoc.Mexicana de Facultades y Escuelas de Medicina, AMFEM

amfem2012@hotmail.com  
+525556829482  
www.amfem.edu.mx



**STAND  
N22**

### Centre for Medical Education, University of Dundee

cmecourses@dundee.ac.uk  
+44 (0)1382 381775  
www.dundee.ac.uk/medicine/cme



**STAND  
AC6**

### EPA courses 2020 (Utrecht, Kuala Lumpur, Washington DC, Bogota)

t.j.tencate@umtrecht.nl  
+31887557010  
www.epa-courses.nl



**STAND  
AC3**

### FH Campus Wien

eva.joechl@fh-campuswien.ac.at  
+43 (0)16066800  
www.fh-campuswien.ac.at/



**STAND  
AC2**

### Harvard Medical School Master's in Medical Education Program

ayres\_heller@hms.harvard.edu  
+16174326074  
www.hms.harvard.edu/masters\_medical\_education



**STAND  
AC7**

### MHPE at Gulf Medical University

pgadmissions@gnu.ac.ae  
+97167431333  
gnu.ac.ae/college-medicine/joint-masters-in-health-professions-education/



**STAND  
AC1**

### Monash Institute for Health and Clinical Education

margaret.hay@monash.edu  
+61399058524  
www.monash.edu/healthed-institute



**STAND  
AC9**

### Society for Academic Continuing Medical Education (SACME)

info@sacme.org  
+1 (312) 224-2522  
www.sacme.org



**STAND  
AC8**

### University of Edinburgh

clinicaleducation@ed.ac.uk  
+44 (0)1312426536  
www.ed.ac.uk/medicine-vet-medicine/postgraduate/clinical-education



**STAND  
AC4**

### University of Illinois - College of Medicine at Chicago

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





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.

DAY	TIME	EXHIBITOR
Monday 26 August	12.10 - 12.30	NEJM Group
	12.30 - 12.50	3D Organon
	12.50 - 13.10	Laerdal Medical
	13.10 - 13.30	InSimu Ltd.
Tuesday 27 August	12.10 - 12.30	BMJ
	12.30 - 12.50	Primal Pictures
	13.10 - 13.30	Logical Images Inc. dba VisualDx
	13.30 - 13.50	Altus Assessments Inc (CASPer)



# 5<sup>th</sup> International Conference on Faculty Development in the Health Professions

Register before  
September 3

Exploring Faculty Development through Different Lenses

September 23 – 25  
Ottawa, Canada

2019



## 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 (closed 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)**  
André F. De Champlain (Medical Council of Canada, Canada), 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**  
Anne-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)  
Location: Room 2.15, Level 2

0930-1230 **#PCW 4 ASPIRE Academy: How to enhance student engagement at your 10school?**  
Marko Zdravkovic (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 Ghias (Aga Khan University, Pakistan), Jordon Mitzelfelt and Debra Klamen (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?**

Henrike 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 (Sefako 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 Pincock, 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 Bergsmann (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. Kokotailo (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**

Máire 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 Knab, 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**

Kristiina Patja, Leila Niemi-Murola, Juha Pekka Turunen, Lena Sjöberg, 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	Entrance Hall
1300-1630	Exhibitor Set Up	Entrance Hall, Hall E, Gallery
1400-1900	Poster Mounting	Hall F, Hall F Foyer
1845-2115	Exhibition Open	Entrance Hall, Hall E, Gallery

### Tours – all tours depart and return to Austria Center Vienna

0900-1200	Graffiti Explorer
0930-1230	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	<b>ESME – Essential Skills in Medical Education</b> Location: Hall M, Level 1
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0830-1630



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

0830-1630

**ESCEL – Essential Skills in Computer-Enhanced Learning**  
Location: Room 0.11-12, 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, Herwig Czech, Andjela Bawert, Monika Himmelbauer, Anita Holzinger, Werner Horn, Franz Kainberger, Desiree Koller, 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 (RCSI, Ireland), Martin Cake (Murdoch University, Australia), Claire Vinten (Royal Veterinary College, UK)  
Location: Room 2.15, Level 2

- 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**  
Vania Dimitrova (Leeds Institute of Medical Education & School of Computing, University of Leeds, UK), David Topps, Rachel Ellaway (University of Calgary, Canada), Tamsin Treasure-Jones (Leeds Institute of Medical Education, University of Leeds, UK), Martin V. Pusic (NYU Langone Health, USA), Olivier Palombi (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, Chrisna Botha-Ravysse (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 Puenteadura (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

- 0930-1230 **#PCW 27 Competency-based Curriculum and Faculty Development for CPD in Surgery Worldwide**  
  
  
Mike Cunningham, Miriam Uhlmann, Jane Thorley Wiedler, Kokeb Abebe, Tatjana Topalovic (AO Foundation - AO Education Institute, Switzerland)  
Location: Room 0.15, Level 0

- 0930-1230 **#PCW 28 Creating simulated learning environments: On site, in situ and facility-based activities**  
Kristian Krogh (Aarhus University and Aarhus University Hospital, Denmark), Peter Dieckmann (Capital Region of Denmark, University of Copenhagen, Denmark and University of Stavanger, Norway, Denmark), Michaela Kolbe (University Hospital Zurich, Switzerland), Karl Schebesta, Bernhard Rössler (Medical University of Vienna, Austria), Debra Nestel (Monash University and University of Melbourne, Australia)  
Location: Vienna University Simulation Centre at the Brünner Straße 68, 1210 Vienna (Transport from ACV at 0830hrs)

- 1330-1630 **#PCW 29 Solutions to common assessment problems**  
Ara Tekian (University of Illinois, Chicago, USA), John Norcini (FAIMER, Philadelphia, USA)  
Location: Room L8, 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), Ylva Holzhausen, Harm Peters (Charité - Universitätsmedizin Berlin, Germany), Olle ten Cate (University Medical Center Utrecht, Netherlands)  
Location: Room 2.31, Level 2



1330-1630



**#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 Family Medicine, Georgetown University School of Medicine, USA), Rajendra Badwe (Tata Memorial Centre, Mumbai, India)

Location: Room 2.17, Level 2

1330-1630

**#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

1330-1630

**#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

1330-1630

**#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

1330-1630

**#PCW 35 Patients as teachers in undergraduate medical education: A practical approach**

Anne Marie Rieffestahl, Judit Vibe Madsen, Anne Mette Morcke (Copenhagen Academy for Medical Education and Simulation, Denmark)

Location: Room 2.95, Level 2

1330-1630

**#PCW 36 Gaps and chasms: Defining and theorizing absences in health professions education research**

Zac Feilchenfeld (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

1330-1630

**#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

1330-1630

**#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

1330-1630

**#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	Entrance Hall
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)	Room L5, Level 1
0700-0815	International Editors (closed meeting)	Suite E, Level 0
0700-0815	BEME BRC Meeting (closed meeting)	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 Hemphill (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), Maaïke Muntinga, Stephanie Okafor (School of Medicine, Amsterdam UMC-location VUmc, the Netherlands), Arianne Teherani (Center for Faculty Educators, University of California, San Francisco School of Medicine, USA), Brahm 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 Osherooff, Cathy Pettepther, Rick C Vari (International Association of Medical Science Educators)

Location: Room L3, Level 1



1015-1200	<b>#3E Research Papers: Learning Spaces and Environment</b> Moderator/Assessor: Martin Tolsgaard, Denmark Assessor: Dorene Balmer, USA Location: Hall M, Level 1
1015-1035	<b>3E1 "I feel like I sleep here": How space and place influence medical student experiences</b> Lorraine Hawick, Centre for Healthcare Education Research and Innovation, University of Aberdeen, UK
1035-1055	<b>3E2 Using Activity Theory to interpret students' experiences of learning clinical reasoning</b> Megan Anakin, University of Otago, Dunedin, New Zealand
1055-1115	<b>3E3 The pedagogical encounters and learning environment on a student unit in Sweden: an observational study</b> Anna Dyar, Department of Clinical Sciences Danderyd Hospital, Karolinska Institutet, Stockholm, Sweden
1115-1135	<b>3E4 International partnerships for medical education: An evaluation of the International Institute for Medical Education Leadership (IIMEL)</b> Fabiola Aparicio-Ting, Cumming School of Medicine, University of Calgary, Canada
1135-1155	<b>3E5 International short-term placements in health professions education – A meta-narrative review</b> Birgit Fruhstorfer, Warwick Medical School, Coventry, UK
1155-1200	<b>Discussion</b>
1015-1200	<b>#3F Research Papers: Health Care Implementation</b> Moderator/Assessor: Diann Eley, Australia Assessor: Ayelet Kuper, Canada Location: Room L6, Level 1
1015-1035	<b>3F1 Depth of Field® - enhancing nursing students' preparedness to care for older adults</b> Michelle Kelly, Curtin University, Perth, Australia
1035-1055	<b>3F2 A new instrument to measure attitudes regarding high value, cost-conscious care of healthcare stakeholders: development of the MHAQ</b> Serge Mordang, Maastricht University, Maastricht, the Netherlands
1055-1115	<b>3F3 How residents deal with HV3C-dilemmas; an ethnographic study</b> Lorette Stammen, Maastricht University, Maastricht, the Netherlands
1115-1135	<b>3F4 A Randomised Controlled Trial of SAFMEDS to Promote Fluency in Interpretation of Electrocardiograms</b> Louise Rabbitt, School of Medicine, National University of Ireland, Galway, Ireland
1135-1155	<b>3F5 Fulfilling A New Obligation: Teaching and Learning About Sustainable Healthcare in the UK Medical School Curriculum</b> SanYuMay Tun, Centre for Environmental Policy, Imperial College London, UK
1155-1200	<b>Discussion</b>

1015-1200	<b>#3G Point of View 1</b> Moderator: Kichu Nair, Australia Location: Room 1.85-86, Level 1
1015-1025	<b>3G1 Emotions matter in selection for medical school: Let's value more than students' IQ</b> Kirsty Forrest, Bond University, Australia
1025-1035	<b>3G2 Sharing Accountability for a Cultural Shift in Lifelong Learning in Healthcare</b> Sophie Peloquin, AXDEV Group, Canada
1035-1045	<b>3G3 Gender perspective in medical education: Where?</b> Laura Lalucat García-Valdés, IFMSA - International Federation of Medical Students' Association
1045-1055	<b>3G4 What do you mean you've never failed before? The dangers of reframing failure</b> Rachel Lewin, University of California, Los Angeles, USA
1055-1105	<b>3G5 The gut feelings perspective: Clinical intuition beyond guidelines. A challenging teaching topic</b> Graziela Moreto, SOBRAMFA - Medical Education & Humanism, Brasil
1105-1115	<b>3G6 Teaching written communication to medical students</b> Michael Unwin, University of Manchester, UK
1115-1125	<b>3G7 Stress Related Absence in Medical Trainees</b> Mumtaz Patel, Health Education England North West (HEENW), UK
1125-1135	<b>3G8 Surgical Education is an Import-Export Business</b> Douglas Wooster, University of Toronto, Canada
1135-1145	<b>3G9 Should alternative medicine be taught in our faculties?</b> Frederic Lagarce, Faculty of Health Sciences - University of Angers, France
1145-1155	<b>3G10 What I hope they would've taught me in Med School</b> Aleksi Pajunen, Helsinki University, Finland
1155-1200	<b>Discussion</b>
1015-1200	<b>#3H Patil Teaching Innovation Awards 1</b> Moderator/Assessor: Tim Wilkinson, New Zealand Assessors: Rille Pihlak, UK; Gary Rogers, Australia Location: Room 1.61-62, Level 1
1015-1030	<b>3H1 Transforming a Curriculum with Patient Illness Stories</b> Carrie Elzie, Eastern Virginia Medical School, USA
1030-1045	<b>3H2 Medical Escape Rooms: A Novel Methodology in Undergraduate Medical Education?</b> Paren Chohan, Royal Wolverhampton NHS Trust, UK
1045-1100	<b>3H3 "BEEP-BEEP SIM" Pilot: Gamified On-Call Simulation Curriculum for Undergraduate Medical Education</b> Anthony Seto, University of Calgary, Canada
1100-1115	<b>3H4 All marking and no teaching makes a teacher a dull academic</b> Alexandra Webb, Medical School, Australian National University, Australia
1115-1130	<b>3H5 Using medical students for innovation of education: a win-win!</b> Richard Supheert, Radboud University Medical Center Nijmegen, The Netherlands





1130-1145	<b>3H6 WITHDRAWN</b>
1145-1200	<b>Discussion</b>
1015-1200	 <b>#3I Short Communications: Self Assessment, Peer Assessment &amp; Portfolios</b> Moderator: Sandra Kemp, Australia Location: Room L2, Level 1
1015-1030	<b>3I1 Medical students' capacity for self-assessment in first and fifth year at the Lisbon Medical School</b> <i>Madalena Patricio, Lisbon School of Medicine, Universidade de Lisboa, Portugal</i>
1030-1045	<b>3I2 The efficacy of peer assessment in Objective Structured Clinical Examinations for formative feedback</b> <i>Kyong-Jee Kim, Dongguk University School of Medicine, South Korea</i>
1045-1100	<b>3I3 Development of Medical Students' Self-Assessed Competency Levels as Part of a Longitudinal, Portfolio-Based Mentoring Programme</b> <i>Maria Lammerding-Köppel, Competence Centre for University Teaching in Medicine - Baden-Wuerttemberg, University of Tuebingen, Germany</i>
1100-1115	<b>3I4 Development of an e-portfolio to enhance feedback on medical students' learning progress</b> <i>Yadira Roa-Romero, Charité-Universitätsmedizin Berlin, Germany</i>
1115-1130	<b>3I5 Reflective practice promotion through electronic portfolio implementation in extramural dental internship</b> <i>Lorena Isbej, Pontificia Universidad Católica de Chile, Chile</i>
1130-1145	<b>3I6 Creating, launching and maintaining a new e-portfolio for foundation doctors in England</b> <i>Kata Várnai, Health Education England, UK</i>
1145-1200	<b>Discussion</b>
1015-1200	 <b>#3J Short Communications: Humanities 1</b> Moderator: Jonathan McFarland, Russia Location: Room 0.31-32, Level 0
1015-1030	<b>3J1 Can a collaborative art-anatomy educational environment encourage creative thinking and learning skills?</b> <i>Krisztina Valter, Australian National University, Australia</i>
1030-1045	<b>3J2 'But I'm not artistic!': How students' attitudes towards medical humanities change over time</b> <i>Lucinda Richards, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore</i>
1045-1100	<b>3J3 Life education of hospital staff through humanistic works presentation</b> <i>Kang-Ju Chou, Kaohsiung Veterans General Hospital, Taiwan</i>

1100-1115	<b>3J4 Fairy Tales and Psychiatry: a Psychiatry Residency's Experience</b> <i>Zheala Qayyum, Harvard Medical School / Boston Children's Hospital, USA</i>
1115-1130	<b>3J5 Narrative perspective and reflective writing: A Longitudinal Elective in Health Humanities</b> <i>Alice Fornari, Donald and Barbara Zucker SOM at Hofstra/Northwell, USA</i>
1130-1200	<b>Discussion</b>
1015-1200	 <b>#3K Short Communications: Continuing Professional Development 1</b> Moderator: William Cutrer, USA Location: Room 0.14, Level 0
1015-1030	<b>3K1 Twelve tips to design a competency-based curriculum for continuing professional development</b> <i>Heather Lochan, The University of Ottawa, Canada</i>
1030-1045	<b>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</b> <i>Sung A Lee, The Catholic University Of Korea College of Medicine, South Korea</i>
1045-1100	<b>3K3 Advancing Wellness and Improving Joy at Work Through Professional Development</b> <i>Janine Shapiro, University of Rochester School of Medicine and Dentistry, USA</i>
1100-1115	<b>3K4 Authentic or demonstrated reflection? The reflection process of healthcare professionals during reflective conversations in a leadership development curriculum</b> <i>Anne van Tuijl, Radboud University Medical Center, the Netherlands</i>
1115-1130	<b>3K5 Framing Professionalism: A Comparison of Measurement Instruments versus Policy Statements: Implications for CPD</b> <i>Betsy Williams, Professional Renewal Center, USA</i>
1130-1200	<b>Discussion</b>
1015-1200	<b>#3L Short Communications: Clinical Teaching</b> Moderator: Eugene Custers, the Netherlands Location: Room L7, Level 1
1015-1030	<b>3L1 Learning guide on first round, clinics, and medical procedures for undergraduates</b> <i>Dalal Fadlalla Abouda Mohamed, Royal Free Hospital, UK</i>
1030-1045	<b>3L2 Development of innovative clinical care competency program for nursing students</b> <i>Shu-Fen Shen, National Yang-Ming University, School of Nursing, Taiwan</i>
1045-1100	<b>3L3 Teaching normal - teaching physical examination skills on healthy patients</b> <i>Wern Ee Tang, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore</i>

1100-1115	<b>3L4 Dignity during work-integrated learning: what does it mean for supervisors and students?</b> <i>Paul Crampton, Hull York Medical School &amp; Monash Centre for Scholarship in Health Education, UK</i>
1115-1130	<b>3L5 Facilitating Affective Elements in Learning - in a Palliative Care Context</b> <i>Janet Mattsson, Red Cross Red Crescent University College, Sweden</i>
1130-1200	<b>Discussion</b>
1015-1200	<b>#3M Short Communications: Student Engagement</b> Moderator: Lucas Thieme, Germany Location: Room 0.94-95, Level 0
1015-1030	<b>3M1 Teachers' perspectives on student-staff partnership: Limited space for students or co-creation?</b> <i>Samantha Martens, Maastricht University, the Netherlands</i>
1030-1045	<b>3M2 AMEE Students: an example of where student engagement is really meaningful!</b> <i>Basil Ahmad, Jordan University of Science and Technology, Jordan</i>
1045-1100	<b>3M3 Teaching and learning interdisciplinarity: a student-driven project</b> <i>Shams Ribault, Faculté de Médecine Lyon Est, France</i>
1100-1115	<b>3M4 The effect of admission year and effort-reward imbalance model on medical students' engagement</b> <i>Jung Eun Hwang, The Catholic University of Korea, College of Medicine, South Korea</i>
1115-1130	<b>3M5 Medical students as promoters of academic training in the undergraduate level: A view of medical students' scientific societies from Peru</b> <i>Anderson Soriano-Moreno, Sociedad Científica de Estudiantes de Medicina de la Universidad Peruana Unión, Peru</i>
1130-1145	<b>3M6 ASPIRE Student Engagement Criteria as a tool for promoting educational leadership with Brazilian Medical Students</b> <i>Ugo Caramori, UNICAMP, Brazil</i>
1145-1200	<b>Discussion</b>
1015-1200	<b>#3N Short Communications: Competency Based Education</b> Moderator: Denise Dupras, USA Location: Room 2.15, Level 2
1015-1030	<b>3N1 Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation</b> <i>Bryce Bogie, McMaster University, Canada</i>
1030-1045	<b>3N2 Coordinating a nation-wide introduction of a new competency framework for the Swiss undergraduate medical curricula: development of a common implementation guide</b> <i>Marc Sohrmann, University of Lausanne, Switzerland</i>

1045-1100	<b>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</b> <i>Daniel West, University of California, San Francisco, USA</i>
1100-1115	<b>3N4 The development of a roadmap for the implementation of competency-based postgraduate medical education: A qualitative study</b> <i>Tim Dubé, McGill University, Canada</i>
1115-1130	<b>3N5 Development of interprofessional education in paediatric cancer: a Nordic Delphi study to establish consensus on content and learning objectives</b> <i>Martha Krogh Topperzer, Department of Paediatrics and Adolescent Medicine, Rigshospitalet University of Copenhagen, Denmark</i>
1130-1145	<b>3N6 First impressions - An evaluation 6 months in to the Outcome Based Education pilot in Basic Specialist Training for Paediatrics</b> <i>Aisling Smith, Royal College of Physicians of Ireland</i>
1145-1200	<b>3N7 A qualitative study of complex intervention for CBME across specialties in an Asian country</b> <i>Hsiao-chuan Lin, China Medical University Hospital, Taiwan</i>
	<b>No Discussion</b>
1015-1200	<b>#3O Short Communications: Patient Safety</b> Moderator: Hassan Khan, Pakistan Location: Room 2.31, Level 2
1015-1030	<b>3O1 Setting high standards from the start: An experiential faculty orientation to introduce institutional expectations around communication and patient safety</b> <i>Kinga Elias, New York University School of Medicine, USA</i>
1030-1045	<b>3O2 Medical error in power different situation - how would medical students respond and could we train them to face it?</b> <i>Jen-Chieh Wu, Taipei Medical University Hospital, Taiwan</i>
1045-1100	<b>3O3 A Longitudinal Simulation to Teach Safety Tools and Behaviors in a US-based Postgraduate Training Program</b> <i>John Delzell, Northeast Georgia Health System, USA</i>
1100-1115	<b>3O4 Influence of observing errors and receiving feedback on performance</b> <i>Portia Kalun, McMaster University, Canada</i>
1115-1130	<b>3O5 The Prescribing Safety Assessment (PSA) - Improving Confidence in Prescribing. An Assessment 'Pill' which is worth swallowing</b> <i>Matthew Gittus, Health Education England, UK</i>
1130-1145	<b>3O6 Japanese medical students' knowledge of diagnostic errors and beneficial learning effects from workshop-style education</b> <i>Yu Yamamoto, Jichi Medical University School of Medicine, Japan</i>
1145-1200	<b>Discussion</b>

1015-1200	<b>#3P Short Communications: Surgery 1</b> Moderator: Location: Room L1, Level 1
1015-1030	<b>3P1 Exploring female surgeon identity constructions: A qualitative study with female surgeons, their colleagues and patients</b> <i>Gozie Offiah, RCSI, Ireland</i>
1030-1045	<b>3P2 Heart of a lion, hands of a lady: A literature review on gender-based discrimination in General Surgical specialist training</b> <i>Sunder Balasubramaniam, Tan Tock Seng Hospital, Singapore</i>
1045-1100	<b>3P3 Busy surgeons in the mirror - Does it help to reflect? Qualitative analysis of surgical trainees on reflective writing</b> <i>Qiantai Hong, National Healthcare Group, Singapore</i>
1100-1115	<b>3P4 Does the patient make the difference? Influence of simulated patients versus real patient on students' empathic behavior in undergraduate medical training in surgery</b> <i>Yannic Koch, Department of trauma-, hand- and reconstructive surgery, University hospital Frankfurt, Germany</i>
1115-1130	<b>3P5 What Makes Surgical Boot Camps Effective? Using a Mixed Methods Approach to Bridge the Gap Between Medical School and Residency</b> <i>Natalie Wagner, McMaster University, Canada</i>
1130-1145	<b>3P6 Development and validation of an instrument to evaluate competences in Pediatric Surgery Residency based on milestone project</b> <i>Izabel Meister Coelho, Faculdades Pequeno Príncipe, Brazil</i>
1145-1200	<b>Discussion</b>
1015-1200	<b>#3Q Short Communications: Simulated Patients</b> Moderator: Anne Morcke, Denmark Location: Room 0.15, Level 0
1015-1030	<b>3Q1 Can health professional students become effective simulated patients? Student reflections from an intensive for-credit training course</b> <i>Gary D. Rogers, Griffith University, Queensland, Australia</i>
1030-1045	<b>3Q2 Augmented assessment: a proof-of-concept experience on the use of auscultation simulators in the context of objective structured clinical examinations</b> <i>Maria Ferreira, Faculdade De Medicina Da Universidade Do Porto, Portugal</i>
1045-1100	<b>3Q3 Making the Subjective, Objective?: Examining standardized patients' decision-making and assessment of medical trainees' communication skills</b> <i>Laura Hirshfield, University of Illinois at Chicago, College of Medicine, USA</i>
1100-1115	<b>3Q4 What aspects need to be improved in simulated patient training for a formative OSCE?</b> <i>Giselle Myer, Universidad Católica Del Norte, Chile</i>

1115-1130	<b>3Q5 "The most important thing is the safe and encouraging environment where you feel you can screw up" - Students' views on simulations and debriefings</b> <i>Asta Toivonen, University of Helsinki, Department of Public Health, Finland</i>
1130-1145	<b>3Q6 Using Standardized Clinical Skills Assessment (CSA) Metrics to Predict Student Clinical Performance</b> <i>Michael Allen, The Albert Einstein College of Medicine, USA</i>
1145-1200	<b>3Q7 Balancing between realism and feedback: How students value the role of simulated patients in their learning process</b> <i>Annelies Lovink, University of Twente, Technical Medicine, The Netherlands</i>
	<b>No Discussion</b>
1015-1200	<b>#3R Short Communications: Postgraduate Education 1</b> Moderator: Johnny Lyon-Maris, UK Location: Room 0.16, Level 0
1015-1030	<b>3R1 Becoming a medical specialist in Europe in the 21st century: Comparative Analysis of Postgraduate Medical Education in Estonia, Latvia and Lithuania</b> <i>Rille Pihlak, University of Manchester, UK</i>
1030-1045	<b>3R2 Postgraduate training in Europe - results of a European Survey</b> <i>Francisco Ribeiro Mourão, European Junior Doctors' Association</i>
1045-1100	<b>3R3 Learning Analytics from Milestones Data: Impetus for Change at the National Specialty Level</b> <i>Stanley Hamstra, Accreditation Council for Graduate Medical Education, USA</i>
1100-1115	<b>3R4 Working Conditions of Residents-in-training - A Taiwan National Survey after Imposing Working Hours Restriction</b> <i>Mei-Yi Chou, Joint Commission of Taiwan, Taiwan</i>
1115-1130	<b>3R5 Can junior doctors work less than full time whilst undertaking their residency in Europe?</b> <i>Kitty Mohan, European Junior Doctors' Association, Belgium</i>
1130-1145	<b>3R6 How Internal Medicine Residents Experience Their Daily Work: A Qualitative Study</b> <i>Matteo Monti, Centre Hospitalier Universitaire Vaudois, Switzerland</i>
1145-1200	<b>Discussion</b>
1015-1200	<b>#3S Short Communications: Teaching and Learning 1</b> Moderator: Sharon Peters, Canada Location: Room 0.51, Level 0
1015-1030	<b>3S1 Watch and learn? Exploring the impact of using medical reality television as an adjunct to case-based learning with undergraduate medical students</b> <i>Fiona Osborne, Northumbria Healthcare NHS Trust, UK</i>



1030-1045	<b>3S2 Switched on learning using reality TV - a how to guide</b> Miles Harrison, Northumbria Healthcare Foundation Trust, UK
1045-1100	<b>3S3 Teaching neurology using movies in junior occupational therapy students</b> Ping-Keung Yip, School of Medicine, Fu-Jen Catholic University, Taiwan
1100-1115	<b>3S4 Case Based Learning; but does 'Cake Based Learning' drive better learning?</b> Zarabeth Newton, Cardiff University, UK
1115-1130	<b>3S5 Meeting of Minds: Exploring Medical Literature and Critical Analysis through a Student-Led Undergraduate Journal Club</b> Benjamin Hui, University Hospitals Birmingham, UK
1130-1200	<b>Discussion</b>
1015-1200	<b>#3T Round Table: Faculty Development</b> Moderator: David Irby, USA Location: Room L5, Level 1
	<b>3T1 How To Make Faculty Development "Pay" For Itself?</b> Candace Smith-King, Spectrum Health/Helen DeVos Children's Hospital/Michigan State University College of Human Medicine, USA
	<b>3T2 Educating Future Educators: Designing and Implementing Elective Courses in Health Professions Education</b> Monika Kvernenes, University of Bergen, Faculty of Medicine, Norway; Stuart Lubarsky, McGill Centre for Medical Education, Canada
	<b>3T3 How to break barriers? International faculty development collaboration</b> Che-Wei Thomas Lin, Wanfang Hospital Taipei Medical University, Taiwan
	<b>3T4 The role of Host Organizations in improving ethical practice in mentoring within medicine: A systematic scoping review</b> Wan Ying Elisha Chia, Yong Loo Lin School of Medicine, National University of Singapore
1015-1200	<b>#3U Conference Workshop: Programmatic Assessment in Action: Are We Taking Full Advantage? Theory and Practical Applications</b> Dario Torre, Uniformed Services University of Health Sciences, USA; Marjan Govaerts, Cees van der Vleuten, Maastricht University, The Netherlands Location: Room L8, Level 1
1015-1200	 <b>#3V Conference Workshop: Collaboration in lifelong learning: Making it work</b> Lisa Sullivan, Dale Kummerle, Celeste Kolanko, Sherlyn Celone, Global Alliance for Medical Education Location: Room 0.11-12, Level 0

**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**

Machelle 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 Strasser, 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 Kachur, 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, Máire 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: Sheila Crow, USA  
Location: Foyer B, Level 2

**3DDo1 "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

**3DDo2 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

**3DDo3 Intern Satisfaction with Breaking Bad News Training**

Mariana Searle, Universidad Andrés Bello, Chile

**3DDo4 The teaching and assessment of triadic communication - a collaboration from 2 UK Medical Schools**

Rachel Williams, University of Cambridge, UK

**3DDo5 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

**3DDo6 It's still challenging! - New concepts for training simulated patients (SP) in the art of giving feedback**

Susanne Lück, Charité Berlin, Simulated Patients Program, Germany



**3DDo7 A nationwide qualification program for peer tutors in training of communication skills**  
Louisa Hecht, German Medical Students' Association (bvmd e.V.), Germany

**3DDo8 Addressing the elephant in the room: Improving healthcare professionals' confidence and ability communicating in difficult scenarios**  
Aira Beniusyte, South Tyneside NHS Foundation Trust, UK

**3DDo9 Dying: a Human Thing: An Initiative for Training Medical Undergraduates to Deliver Bad News at Universidade Federal do Rio Grande do Norte, Brazil**  
Diorgenes Santos, Universidade Federal do Rio Grande do Norte (UFRN), Brazil

**3DD10 What is the role of the use of video recordings in medical education for the teaching of communication skills?**  
Ana Leite, Associação Hospitalar Moinhos de Vento - AHMV, Brazil

**3DD11 Does Prior Performance Information Impact Feedback; Implications for Learner Handover?**  
Timothy Wood, University of Ottawa, Canada

**3DD12 Formation and Communication in Health Care**  
Fernanda Novaes, FAIMER, Imip, Inss, Brasil

**3DD13 Virtual Reality - a Novel Approach to Teach Communication and Collaboration Competencies in Undergraduate Medical Education: An Experimental Study**  
Lama Sultan, King Abdulaziz Medical City, Saudi Arabia

1015-1200



**#3EE ePosters: Workplace Based Learning**

Moderator: Renee Stalmeijer, the Netherlands  
Location: Foyer C, Level 2

**3EEo1 Are there differences between student performance after rotations at tertiary and community Emergency Medicine teaching sites?**  
Carolyn Rotenberg, Dalhousie Medical School, Canada

**3EEo2 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

**3EEo3 Service, clinical exposure and clinical department influence on House Officers (HO) / Post Graduate Year 1s (PGY1) training satisfaction**  
Swee Han Lim, SingHealth, Singapore



**3EE04 Singapore Neuroimmunology Rounds - developing a Community of Practice for education and improved management of neuroimmune disorders**

Simon Ling, KK Women's & Children's Hospital, 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 Aik 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 programme in surgical clerkship**

Samanchit Samakprakhon, 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

1015-1200



**#3FF ePosters: Patient Perspective and Involvement**

Moderator: Maulina Sharma, UK  
Location: Crystal Lounge, Level 1

**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 Jeeraaumpornwat, 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**

Karin 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 Knopfholtz, PUC-PR, Brazil

**3FF13 Understanding patient perspectives of resident roles in academic family medicine**

Charlie Guiang, St. Michael's, University of Toronto, Canada

1015-1200

**#3GG Posters: Empathy and Ethics**

Moderator: Chris Skinner, Australia  
Location: Hall F/Foyer F, Level 0

**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

**3GG03 To See is to Believe - the compulsory course "Medical services to the remote area" substantiates empathy education in the real-world practice**

Ling-Lang Huang, Mackay Medical College, Taiwan



**3GG04 Influences on medical students' empathy in Walailak University**

Patthira 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

**3GG06 Determining Factors Influencing Empathy in Preclinical and Clinical Year Medical Students**

Tanyamon Poomontienchai, 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 Chester, 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**

Hyoung Seok Shin, Korea University Department of Medical Education, South Korea

**3GG14 Enneagram for medical students to nourish empathy**

Harutaya Kasyanan, 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 Chwo, Fu Jen Catholic University, Taiwan

**3GG18 Scenario based, group discussions in teaching Ethics and Professionalism**

Li Nien Michelle Tan, National University Hospital, Singapore

**3GG19 Dialogues in the Group for Fundamental Nursing Practicum**

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

1015-1200



**#3HH Posters: Feedback/Postgraduate Assessment**

Moderator: Jonathan Rial, UK

Location: Hall F/Foyer F, Level 0

**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, Imperial College London, UK

**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

3HH10	<b>The 360-Degree Performance Assessment Implementation on Cardiology and Internal Medicine Residency Programs</b> <i>Rosiane Diniz, UFRN, Brazil</i>
3HH11	<b>Development of a structure debriefing assessment tool for health care event: The Pearl of Wisdom tool (POW tool)</b> <i>Yi-Chun Chen, Taipei Medical University Hospital, Taiwan</i>
3HH12	<b>Improving Feedback for Students: Encouraging Student Agency and Self-advocacy</b> <i>Hannah McGinness, University of Sydney, Australia</i>
3HH13	<b>Feedback Culture in Medical School: An Observational Study of Non-verbal Cues in Simulated Communication Skills</b> <i>Kudzai Sibanda, Queen Mary University of London, UK</i>
3HH14	<b>The role of video-assisted feedback sessions in resident teaching: A pre-post intervention</b> <i>Jaclyn Vertes, Dalhousie University, Canada</i>
3HH15	<b>Design and implementation of interactive multi-source feedback system applied to postgraduate year residents of nursing</b> <i>Ching Mei Lee, Department of Clinical Education and Training, Kaohsiung Medical University Hospital, Taiwan</i>
3HH16	<b>Students Assessing and Teaching Students: A student-run formative OSCE: Process and Further Research</b> <i>Marie Thoresen, Norwegian University of Science and Technology, Norway</i>
3HH17	<b>Students' experience of 'Firecracker' as a formative assessment tool in the Cardiovascular Course of MBBS programme in the University of the West Indies</b> <i>Anwarul Azim Majumder, Faculty of Medical Sciences, The University of the West Indies, Cave Hill Campus, Barbados</i>
3HH18	<b>Feedback and Feedforward</b> <i>Linda Waggoner-Fountain, University of Virginia School of Medicine, USA</i>
3HH19	<b>A feedback initiative, changing the culture of learning</b> <i>Kristian Krogh, Aarhus University Hospital, Denmark</i>
3HH20	<b>"Is it me or is it the student?": Clinical supervisors' experience of giving feedback to physiotherapy students in clinical integrated learning</b> <i>Malin Sellberg, Karolinska Institute, Sweden</i>
3HH21	<b>How do medical students value a multi-source feedback in developing their clinical skills?</b> <i>Ayad Al-Moslih, Qatar University, Qatar</i>

1015-1200

### #3II Posters: Curriculum Subjects 1

Moderator: Samy Azer, Saudi Arabia  
Location: Hall F/Foyer F, Level 0

3II01 **Cadaveric anatomy teaching: An essential tool for reinforcing anatomical knowledge**  
*Sara Sana, Bart's and The London School of Medicine and Dentistry, UK*

### 3II02 **A Comparison on Attitude to Cadaveric Dissection between Thai and Ethiopian Medical Students**

*Natthiya Sakulsak, Faculty of Medical Science, Naresuan University, Thailand*

### 3II03 **Musculoskeletal anatomy of the upper limb: Evaluation and comparison of common teaching & learning modalities**

*Vasileios Mitrousi, University of Thessaly, Department of Anatomy, Greece*

### 3II04 **Radiology - an underutilised tool in undergraduate medical education**

*David Matthews, NHS Scotland, UK*

### 3II05 **Challenges faced by Anatomy Honors students during weekly structured journal club activities**

*Sanet Kotzé, Stellenbosch University, South Africa*

### 3II06 **Illuminating the impact of a seven-day challenge drawing the celiac trunk on medical students' anatomical knowledge retention skills**

*Piyachat Chansela, Phramongkutklao College of Medicine, Thailand*

### 3II07 **Specific Interactive Methods of Anatomy Teaching can Improve Physician Associate Student Feedback and Short-Term Learning Outcomes**

*Marianne Carpenter, Swansea Medical School, UK*

### 3II08 **A Study on the Effectiveness of Virtual Reality Models in Anatomy Education**

*Sristi Acharya, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore*

### 3II09 **Utilization of Virtual-Reality Technology for Learning Medical Anatomy**

*Seu-Hwa Chen, Department of Anatomy and Cell Biology, School of Medicine, Taipei Medical University, Taiwan*

### 3II10 **Use of Technology Enhanced Teaching and Learning of Human Anatomy to Medical and Allied Health Students**

*Gopalakrishnakone Pon, Singapore Institute of Technology, Singapore*

### 3II11 **Development of Research skills as part of MD Program At Akaki Tsereteli State University**

*Irine Pkhakadze, Akaki Tsereteli State University, Georgia*

### 3II12 **Students' self-reflection on their real experiences during early exposure to conducting clinical research in their first-year clinical clerkship**

*Wachiraporn Arunothong, Lampang Regional Hospital, Thailand*

### 3II13 **"Health System Research" teaching in 5th year medical students by multidisciplinary staff in Medical Teaching Center, Sunprasitthiprasong Hospital, Thailand: 10-year experience**

*Siritip Sanguanwongwan, Sanpasitthiprasong Hospital, Thailand*

### 3II14 **Research of medical students of Sunpasit Hospital Ubonratchathani, Thailand: A 5-year audit**

*Prapaporn Suwaratchai, Sunpasitthiprasong Hospital, Thailand*





- 3II15 Factors facilitating the success of fourth-year medical students conducting clinical research according to a new curriculum: Lessons learned**  
Roungtiva Muenpa, Lampang Medical Center, Lampang Hospital, Thailand
- 3II16 Implementation of Guideline Watch for knowledge translation in clinical students: a pilot study**  
Chun-chao Chang, Taipei Medical University Hospital, Taiwan
- 3II17 The teaching of evidence-based medicine (skills) for medical students in real life practice**  
Johannes Blom, Karolinska Institutet, Sweden
- 3II18 Medical students' access to research and research education worldwide**  
Natasha Bouran, International Federation of Medical Students' Associations

1015-1200

**#3JJ Posters: Management and Leadership**

Moderator: Minna Kaila, Finland  
Location: Hall F/Foyer F, Level 0

- 3JJ01 Developing Objectives to Improve Leadership Competence for Graduate Students in Taiwan**  
Miaofen Yen, National Cheng Kung University, Taiwan

- 3JJ02 Learning leadership for practice - student and graduate perspectives on how to prepare**  
Sophie Munday, Collaborative Partnerships Office, Imperial College London, UK

- 3JJ03 How to Deliver Moral Aspect of Authentic Leadership to Health Science Student?**  
Mariusz Jaworski, Division of Education and Research in Health Science, Medical University of Warsaw, Poland

- 3JJ04 Early Empowerment of Undergraduate Students to Become Independent Leaders in Academic Medicine**  
Rachel Wing Chuen Lai, Faculty of Medicine, The Chinese University of Hong Kong

- 3JJ05 Investigation on medical students' leadership and its influencing factors: A study from Shantou University Medical College, China**  
Zhanqin Huang, Shantou University Medical College, China



- 3JJ06 Cross-cultural understanding contributes to leadership competency development among health professionals during their global health experience**  
Mikio Hayashi, The University of Tokyo, Japan

- 3JJ07 Piloting a formative assessment tool on leadership and communication skills in Emergency Medicine residents at Pontificia Universidad Católica de Chile**  
Sofia Basauri Savelli, Pontificia Universidad Católica de Chile, UK

- 3JJ08 Collaborating for a unified curriculum in Developmental Paediatrics: Process and Outcomes**  
Katharine Gardiner, University of Notre Dame Australia, Australia

- 3JJ09 Lay representatives: what difference do they make?**

Kim Walker, University of Aberdeen, UK

- 3JJ10 Design and validation of a real and perceived academic workload measurement instrument for students of health-related undergraduate programs**

José Peralta Camposano, Universidad De Chile, Chile

- 3JJ11 OT role-emerging placements in primary care**  
Emily Chamberlain, GP Education Unit, Southampton, UK

- 3JJ12 House System Inspired by Hogwarts House from the "Harry Potter" Movie**

Hataitip Tangnam, Nakornping Medical Education Center, Thailand



- 3JJ13 How to implement Team Resource Management in the clinical settings for head nurses**

Tzu Sang Chen, Tungs' Taichung Metro Harbor Hospital, Taichung, Taiwan

- 3JJ14 Adapting to Challenges in Promoting an Inter-Institutional Research Collaboration Model in Bahrain**

Davinder Sandhu, Royal College of Surgeons in Ireland, Medical University Bahrain, Bahrain

- 3JJ15 Perception of High Value, Cost-Conscious Care Amongst Undergraduates: Attitudes, Barriers, Environment and Clinical Role Model - A Longitudinal Cohort Study**

Joo Wei Chua, National University Health System, Singapore

- 3JJ16 Funding Level and Trends of Medical Colleges and Universities in China: 1998-2013**

Wu Hongbin, Institute of Medical Education, Peking University, China



- 3JJ17 Capacity building for nurses and allied health professionals to enable research evidence-based practice - a novel, proof-of-concept programme**

Silvie Cooper, University College London, UK

- 3JJ18 Quality Improvement for the Undergraduate curriculum**

Ashish Ladva, King's College London (GKT), UK



- 3JJ19 The Perceptions of Workplace Bully in the Nursing staff - Group role-playing in a one-day workshop**

Yi-Fei Chung, Taiwan

1015-1200

**#3KK Posters: Students: Self-directed Learning / Career Choice**

Moderator: Riita Moller, Sweden  
Location: Hall F/Foyer F, Level 0

- 3KK01 A theoretical and conceptual framework for the investigation of Self-Regulated Learning by trainee clinical scientists on the UK Scientist Training Programme**

Megan Smith, University of Birmingham, UK

- 3KK02 The impact of ability to self-evaluate knowledge on readiness for self-directed learning**  
Matej Žnidarič, Faculty of Medicine University of Maribor, Slovenia





<b>3KK03 Self-directed Learning Readiness Scale in 4th - 6th Year Medical Student at Chonburi Hospital - a Community Hospital</b> <i>Yuthana Khongthip, Chonburi Hospital, Thailand</i>
<b>3KK04 Structured Self-directed Learning Model Preparing the Trainee for Subspecialty Board Certification Exams and Clinical Practice</b> <i>Amulya Nageswara Rao, Mayo Clinic, USA</i>
<b>3KK05 Self-regulated learning in clinical practice: looking behind the curtain for understanding</b> <i>Katrien Cuyvers, University of Antwerp, Belgium</i>
<b>3KK06 Better Choice for Your Career - Pre-doctor experience camps create opportunities to realize the future for senior high school students</b> <i>Wen-Cheng Huang, Center for Education in Medical Simulation, Taipei Medical University, Taiwan</i>
<b>3KK07 Becoming a doctor: Students' perspectives in Germany</b> <i>Peter Jan Chabiera, German Medical Students' Association, Germany</i>
<b>3KK08 Mapping specialty interests among Iranian medical students: results of a multi-center study</b> <i>Reza Hosseini Dolama, Tehran University of Medical Sciences, Iran</i>
<b>3KK09 Supporting Preparation for Practice in Radiotherapy Programmes</b> <i>Beverley Ball, University of Liverpool, UK</i>
<b>3KK10 Occupation choices and career success of medical technology undergraduates</b> <i>Yu-Chih Liang, Taipei Medical University, Taiwan</i>
<b>3KK11 Career-Related Experiential Learning: Developing Success in the Academic Foundation Programme (AFP) at the University of Warwick</b> <i>Catrin Wigley, University of Warwick, UK</i>
<b>3KK12 The Research Involvement, Determinants, Experiences, and Personality Traits of Health-care workers (Research IN-DEPTH) survey: Pilot results from New Zealand medical students</b> <i>Yassar Alamri, Canterbury District Health Board, New Zealand</i>
<b>3KK13 What is the role of near-peer mentoring for medical students in better informing them about a career in general practice?</b> <i>Anjali Gondhalekar, University College London, UK</i>
<b>3KK14 Engaging in the world of psychiatry</b> <i>Roshni Khatri, Brighton &amp; Sussex Medical School, UK</i>
<b>3KK15 When do medical students aim to be a doctor in Japan?</b> <i>Tomoko Miyoshi, Okayama University Hospital, Japan</i>
<b>3KK16 Mediating effects of learning culture on the relationship between positive psychological capital and career adaptability of Korean medical students</b> <i>Moonsang Ahn, Chungnam National University, School of Medicine, Republic of Korea</i>
<b>3KK17 The new Bologna Medicine Degrees have slightly improved the election of Family Medicine as a specialty in Spain</b> <i>Joaquín García-Estañ, Universidad De Murcia, Spain</i>
<b>3KK18 Can the supportive culture for career development affect turnover intention among nurses in Japan?</b> <i>Miho Satoh, Yokohama City University, Japan</i>

1015-1200

**#3LL Posters: Assessment: OSCE**

Moderator: Dimitri Parra, Canada

Location: Hall F/Foyer F, Level 0

<b>3LL01 Development of Interprofessional Teaching OSCE: Experience From an Single Tertiary Teaching Hospital in Central Taiwan</b> <i>Tsu-Yi Hsieh, Taichung Veterans General Hospital, Taiwan</i>
<b>3LL02 Implementation of an OSCE at Medical Faculty of the Akaki Tsereteli State University</b> <i>Tamara Valishvili, Akaki Tsereteli State University, Georgia</i>
<b>3LL03 Utilizing Dynamic Assessment to Adjust OSCE Training Program for enhancing Individual Learning</b> <i>Chin-Wei Chang, Center for Education in Medical Simulation, Taipei Medical University, Taiwan</i>
<b>3LL04 Developing and understanding the use of video in objective structured clinical examinations</b> <i>Alice Moul, Keele University, UK</i>
<b>3LL05 Designing OSCE-stations on organ donation to test challenging ethical and medical communication skills - A student initiative of the IMPPuls-Group</b> <i>Jeremy Schmidt, German Medical Students' Association (bvmd e.V.), Germany</i>
<b>3LL06 Mobile Scoring Systems with Extended Online Feedback Augmented Teaching and Learning in Formative OSCE</b> <i>Te-Chuan Chen, Division of Nephrology, Department of Internal Medicine, Kaohsiung Chang Gung Memorial Hospital, Taiwan</i>
<b>3LL07 Music therapy may not help Thai medical students to reduce their stress before the formative-OSCE test</b> <i>Wannaphorn Rotchanapanya, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand</i>
<b>3LL08 Electronic Marking Application for OSCE Examination</b> <i>Shekhar Kumta, The Chinese University of Hong Kong</i>
<b>3LL09 Factors affecting the OSCE effectiveness in training new nurses on cardiopulmonary resuscitation (CPR)</b> <i>Yi-Hung Lai, Department of Nurse, Taichung Veterans General Hospital, Taipei, Taiwan</i>
 <b>3LL10 Using the objective structured clinical examination as an assessment strategy for Novice Nursing Practitioners</b> <i>Sue-Hsien Chen, Chang Gung Medical Foundation Administration Center, Taiwan</i>
 <b>3LL11 Development and Testing of the Objective Structured Clinical Examination Grief Counseling Training Program for Nursing Staff</b> <i>Hsueh-Hsing Pan, National Defense Medical Center, Taiwan</i>
<b>3LL12 OSCE as final evaluation of performances in residents of Orthopedics and Traumatology</b> <i>Natasha Kunakov, Universidad de Chile, Facultad de Medicina, Chile</i>



**3LL13 On-site simulation improves the quality of high-stakes OSCE**

Marcos Borges, Ribeirao Preto Medical School, University of Sao Paulo, Brazil

**3LL14 Can the Standardized-Patient Substitute the Faculty-Physician in OSCE**

Panomkorn Lhakum, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

**3LL15 Does the non-native English accent influence the examiners' markings in an Objective Structured Clinical Examination (OSCE)?**

An Kozato, Queen Mary University of London, UK

**3LL16 Assessing Stress and Resilience of Veterinary Medical Students undergoing the Objective Structured Clinical Examination (OSCE)**

Saundra Sample, Ross University School of Veterinary Medicine, St Kitts & Nevis

**3LL17 Station-Based Blended Learning for Undergraduate Medical Students in the Obstetrics and Neonatology Modules**

Ausrele Kudreviciene, Lithuanian University of Health Sciences, Lithuania

**3LL18 Pharmacists and nurses communication: a two-way verification of the training effects of a clinical pharmacy course on PGY pharmacists through objective structured clinical examination**

Chen-Pei Ho, Department of Pharmacy, Buddhist Tzu Chi General Hospital, Hualien, Taiwan

**3LL19 Mock national licensing examination can help identify clinical competencies needed to be improved in medical students trained domestically and overseas**

Sudathip Nimkingratana, Nakornping Medical Education Center, Thailand

**3LL20 A novel OSCE case to assess medical students' responses to a request for an unnecessary test: A mixed methods analysis of communication challenges**

Felise Milan, Albert Einstein College of Medicine, USA

**3MM05 Academic coherence of the systems of evaluation of residence programs of anesthesiology in Colombia**

Sandra Jaramillo Rincón, Universidad de los Andes, Colombia

**3MM06 Improving Fiberoptic Skills in Anaesthetic Training**

Christine Daniels, Charing Cross Hospital, UK

**3MM07 Will scenario simulation by anesthesia residents improve knowledge retention in simulation-based Anesthetists Non-Technical Skill?**

Maliwan Oofuvong, Prince of Songkla University, Thailand

**3MM08 Family Medicine Supervisors' perceptions of the development of a blended learning programme for registrar training**

Ann George, University of The Witwatersrand, South Africa

**3MM09 Explaining the Challenges of the Master of Public Health (MPH) program from the perspective of family physicians graduated from this course: a qualitative study**

Ideh Dadgaran, Medical Education Research Center, Education Development Center, Guilan University of Medical Sciences, Iran

**3MM10 UK General Practitioner trainers' views and concerns on supervising disabled GP trainees - a structured interview study to elicit these and identify relevant learning needs**

Susan Buck, NHS Education for Scotland, UK

**3MM11 Developing an enquiry-based learning programme: constructing a spiral curriculum**

Rachel Owers, Southampton GP Education Unit, UK

**3MM12 Inspiring quality improvement (QI) in cancer care through tutors and learners**

Sabia Dayala, University of Manchester, UK

**3MM13 Learning Needs Analysis Among Residents and Medical Officers from various postings in the Children Emergency department (ED)**

Su Ann Khoo, KK Women's and Children's Hospital, Singapore

**3MM14 PED talks: Paediatricians Educating and Developing together**

Kate Lydekker, St George's University Hospital NHS Foundation Trust, London, UK

**3MM15 Not so hard! Redefining Performance Standards for Pediatric Hip Dysplasia Examination Skills**

Deborah Rooney, Dept. of Learning Health Sciences, USA

**3MM16 Balint groups enable paediatric trainees to learn from challenging doctor patient interactions in the workplace**

Nicholas Schindler, Great Ormond Street Hospital, UK

**3MM17 Pediatric Resident Preparedness for Neonatal Intensive Care Unit (NICU) Disasters: A Mixed Methods Design**

Lamia Soghier, Children's National Medical Center, USA

1015-1200



**#3MM Posters: Postgraduate: Specialty Training**

Moderator: Samantha Scallan, UK  
Location: Hall F/Foyer F, Level 0

**3MM01 Bringing Oncology to the FOAM Party**

Charles Dearman, Royal Marsden Hospital, UK

**3MM02 Exploring the risks of disruption of specialist physician training**

Leila Niemi-Murola, University of Helsinki, Finland

**3MM03 What makes the difference in patient satisfaction? The perspective of specialty characteristics in residency**

I-Ting Liu, E-DA Hospital, Taiwan

**3MM04 Application of Blended Learning to Increase Percentage of Proper Operational Skills of Post-graduate Year (PGY) Nursing Staff when Administering Home Parenteral Nutrition (HPN)**

Pei-Hsin Hsieh, Kaohsiung Medical University Chung-Ho Memorial Hospital, Taiwan

1015-1200 **#3NN Assessment Policy, Practice and Research Clinic**  
Richard Fuller, John Cookson (ASPIRE Assessment Panel), Matthew Homer, Jennifer Hallam (University of Leeds, UK)  
Location: Suite E, Level o

#### Academic Group Meeting

1015-1200 ESME Advisory Board (closed meeting) Room L4, Level 1

1200-1400 **Lunch Break**  
Viewing of posters and exhibits Hall E/Entrance Hall (Level o), Gallery (Level 1)

#### Soapbox Stage – Hall E, Level o

1210-1230 NEJM Group  
1230-1250 3D Organon  
1250-1310 Laerdal Medical  
1310-1330 InSimu Ltd

#### Meet the Authors

1230-1300 Ronald M Harden Elsevier Exhibit C12/C13

#### Courses/Academic Group Meetings

1230-1330 ESME Course Room L8, Level 1  
1230-1330 ESMELead Course Room o.11-12, Level o  
1230-1330 ESME-CT Course Room o.96-97, Level o  
1230-1330 ESMESim Course Room 2.17, Level 2  
1230-1330 RESME Course Room o.49-50, Level o  
1230-1330 ViEW AGM (closed meeting) Suite E, Level o  
1230-1330 Directors of Masters in Medical Education Courses (closed meeting) Room o.16, Level o

#### Open Sessions

1230-1330 AMEE Faculty Development Committee Room L3, Level 1  
1230-1330 AMEE Technology Enhanced Learning Committee SIG Room L6, Level 1  
1230-1330 Young Educators Couch Session Level o.31-32, Level o  
1230-1330 AMEE Poster Chairs Room o.15, Level o

## Session 4: Simultaneous Sessions

1400-1530



### #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

1400-1530



### #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

1400-1530



### #4C Symposium: From simulation to workplace: translating lessons for clinical event debriefings

Walter Eppich (Northwestern University Feinberg School of Medicine, Chicago, USA), Cristina Diaz-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

1400-1530

### #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







1430-1445	<b>4D3 Team-based learning (TBL) to facilitate the shift towards 'health care as a team sport'</b> <i>Yolande Reitsma, North-West University, South Africa</i>	1500-1520	<b>4F4 Beyond self-regulated learning: How students develop self-regulation through co-regulated learning during clinical clerkships</b> <i>Derk Bransen, Maastricht University, Maastricht, The Netherlands</i>
1445-1500	 <b>4D4 Online Team-Based Learning Best Practice Development</b> <i>Brian O'Dwyer, CognaLearn and Embry-Riddle Aeronautical University, USA</i>	1520-1530	<b>Discussion</b>
1500-1515	<b>4D5 The use of team-based learning pedagogy to educate radiographers in axial skeletal image interpretation</b> <i>Celine Tan, Singapore General Hospital, Singapore</i>	1400-1530	<b>#4G PechaKucha™ 1</b> Moderator: Bill Burdick, USA Location: Room 1.85-86, Level 1
1515-1530	<b>Discussion</b>	1400-1409	<b>4G1 Palliative care in undergraduate medical curricula</b> <i>Jolien Pieters, Maastricht University, The Netherlands</i>
1400-1530	<b>#4E Research Papers: Selection in Health Professions Education</b> Moderator/Assessor: Jen Cleland, UK Assessor: Alik Thomas, Canada Location: Hall M, Level 1	1409-1418	<b>4G2 Teaching menstrual health - a journey towards better patient engagement as future doctors</b> <i>Rong Hui Teo, NTU Lee Kong Chian School of Medicine, Singapore</i>
1400-1420	<b>4E1 Is Reliance on the USMLE for Residency Screening at Odds with Efforts to Enhance Diversity among the Surgical Workforce?</b> <i>Aimee Gardner, SurgWise Consulting, Baylor College of Medicine, Houston, Texas, USA</i>	1418-1427	<b>4G3 What's on your Medical Education Story Playlist? Writing and Sharing Stories as a Medical Educator</b> <i>Meghan Treitz, University of Colorado, USA</i>
1420-1440	<b>4E2 Undergraduate medical course applicants' perspectives on selection cost and value</b> <i>Jonathan Foo, Monash University, Melbourne, Australia</i>	1427-1436	<b>4G4 The evolving use of virtual patients in medical education</b> <i>James Thomas, Keio University School of Medicine, Japan</i>
1440-1500	<b>4E3 Bridging the cultural divide? Exploring UK school pupils' perceptions of medicine</b> <i>Kirsty Alexander, University of Aberdeen, UK</i>	1436-1445	<b>4G5 Shared mental models to support interprofessional team training: Getting everyone on the same page</b> <i>Wee Shiong Lim, Tan Tock Seng Hospital, Singapore</i>
1500-1520	<b>4E4 How do entrants to courses designed for underrepresented students perform compared to peers on standard medical degree courses?</b> <i>Sally Curtis, University of Southampton, Southampton, UK</i>	1445-1454	<b>4G6 PBL 360 - A story of innovation using 360-degree video to promote clinical reasoning in problem-based learning</b> <i>Jordan Tsigarides, Norwich Medical School, UK</i>
1520-1530	<b>Discussion</b>	1454-1503	<b>4G7 From critical thinking to critical making: craft and everyday design in medical education</b> <i>Anna Harris, Maastricht University, the Netherlands</i>
1400-1530	<b>#4F Research Papers: Feedback in Health Professions Education</b> Moderator/Assessor: Erik Driessen, Netherlands Assessor: Paula Rowland, Canada Location: Room L6, Level 1	1503-1512	<b>4G8 Empathy in the Age of Technology?</b> <i>Margaret Brommelsiek, University of Missouri-Kansas City School of Medicine and School of Nursing and Health Studies, USA</i>
1400-1420	<b>4F1 Strategies Used by Master Adaptive Learners when 'Planning' for Learning: A Qualitative Study in Graduate Medical Education</b> <i>Linda Regan, Johns Hopkins University School of Medicine, Baltimore,</i>	1512-1530	<b>Discussion</b>
1420-1440	<b>4F2 Student feedback literacy: the development of a framework for practice</b> <i>Elizabeth Molloy, The University of Melbourne, Australia</i>	1400-1530	<b>#4H Patil Teaching Innovation Awards 2</b> Moderator: Gary Rogers, Australia Assessors: Tim Wilkinson, New Zealand / Rille Philak, UK Location: Room 1.61-62, Level 1
1440-1500	<b>4F3 Direct observation patterns in longitudinal training relationships: general practice residents' experiences</b> <i>Chris Rietmeijer, Dept of General Practice and Elderly Care Medicine; Amsterdam University Medical Centers, location VUmc, Amsterdam, The Netherlands</i>	1400-1415	<b>4H1 The "\$10 Challenge": Teaching Scalability in Medicine</b> <i>Shomit Ghose, UC Berkeley, USA</i>
		1415-1430	<b>4H2 Innovating Virtual Reality Training: Decentralized Surgical Simulation Training</b> <i>Martin Frendø, University of Copenhagen, Denmark</i>
		1430-1445	<b>4H3 Design and implementation of a chatbot as a learning tool for medical students: a feasibility study</b> <i>Anand R, Christian Medical College, Vellore, India</i>

1445-1500	<b>4H4 Designing a 3-Dimensional Medical Curriculum Map</b> <i>Redante Delizo Mendoza, Ateneo School of Medicine and Public Health, Philippines</i>
1500-1515	<b>4H5 Virtual Reality training for open surgical procedures - a new paradigm for simulation</b> <i>Kartik Logishetty, Imperial College London, UK</i>
1515-1530	<b>4H6 Recent Medical Graduates Working as Standardized Patients: Their Role as Educators to Student Doctors</b> <i>Toshiba Watson, Ross University School of Medicine Miramar Campus, USA</i>
	<b>No Discussion</b>
1400-1530	<b>#4I Short Communications: Assessment: OSCE 1</b> Moderator: Predrag Bjelogrić, UK Location: Room L2, Level 1
1400-1415	<b>4I1 The Sequential Objective Structured Clinical Examination (OSCE) - A Review of Effectiveness and Feasibility</b> <i>Michelle Schlipalius, Monash University and Monash Health, Australia</i>
1415-1430	<b>4I2 Personalized OSCE Stations to Teach about Patient-based Bias and Racism</b> <i>Elizabeth Kachur, Medical Education Development, Global Consulting, USA</i>
1430-1445	<b>4I3 SIMUportfolio: a platform for OSCE support</b> <i>Martin Komenda, Masaryk University, Faculty of Medicine, Czech Republic</i>
1445-1500	<b>4I4 Designing and implementing Objective Structured Clinical Examinations: a qualitative cross-national practice theory study</b> <i>Margaret Bearman, Deakin University, Australia</i>
1500-1515	<b>4I5 Postgraduate Dental OSCE: An Enhanced and Improved Approach to Clinical Assessment of Small Cohorts of Postgraduate Paediatric Dental Clinicians</b> <i>Paula Lancaster, School of Dentistry, University of Leeds, UK</i>
1515-1530	<b>4I6 OSCE global and domain scoring - is there really a difference?</b> <i>Deborah O'Mara, University of Sydney Medical School, Australia</i>
	<b>No Discussion</b>
1400-1530	<b>#4J Short Communications: Ethics</b> Moderator: Al Dowie, UK Location: Room 0.31-32, Level 0
1400-1415	<b>4J1 The role of the clinical environment in shaping medical students' moral development</b> <i>Iman Hegazi, Western Sydney University, Australia</i>
1415-1430	<b>4J2 "I found myself a despicable being!": medical students' emotional responses to moral dilemmas</b> <i>Diego Ribeiro, Campinas State University, Brazil</i>
1430-1445	<b>4J3 Just-in-time learning (JiTL) of bioethics: Experiences and lessons learnt</b> <i>Kulsoom Ghias, Aga Khan University, Pakistan</i>

1445-1500	<b>4J4 Do pharmacy and medical students share the same views on telling the truth?</b> <i>Lorraine Corfield, Keele University, UK</i>
1500-1515	<b>4J5 Changing Paradigms of Medical Education in Pakistan</b> <i>Sarosh Saleem, Shalamar Medical &amp; Dental College, Pakistan</i>
1515-1530	<b>Discussion</b>
1400-1530	<b>#4K Short Communications: Curriculum – Social Accountability</b> Moderator: Anca Dana Buzoianu, Romania Location: Room 0.14, Level 0
1400-1415	<b>4K1 A review of social accountability policy: Implications for health care training</b> <i>Cassandra Barber, Maastricht University, Canada</i>
1415-1430	<b>4K2 Building a student-driven community-based educational program dedicated to social responsibility</b> <i>Edouard Leaute, Lyon-Est School of Medicine, Claude Bernard Lyon I University, France</i>
1430-1445	<b>4K3 Professionalism to connect the student with the curriculum and healthcare society</b> <i>Annelies van Ede, Radboud University Medical Center, the Netherlands</i>
1445-1500	<b>4K4 Social responsibility: Development of a blended learning community-based approach to health and social issues in the Hong Kong Community</b> <i>Carmen Wong, The Chinese University of Hong Kong</i>
1500-1515	<b>4K5 Stepwise development of a new blueprint focused on the population's needs for good medical care</b> <i>Birgitta Küttling, The German National Institute for State examinations in Medicine, Pharmacy and Psychotherapy (IMPP), Germany</i>
1515-1530	<b>4K6 The development of social responsibility of medical postgraduate students</b> <i>Liudmila Kovalenko, Surgut State University, Russia</i>
	<b>No Discussion</b>
1400-1530	<b>#4L Short Communications: Career Choice</b> Moderator: Hans Hjelmqvist, Sweden Location: Room L7, Level 1
1400-1415	<b>4L1 Career orientations of medical students: a Q-methodology study</b> <i>Matthijs de Hoog, Erasmus MC-Sophia, the Netherlands</i>
1415-1430	<b>4L2 An early exposure to general practice for second year medical students: how does it change their perception on primary care?</b> <i>Juliette Macabrey, Faculty of Medicine Lyon Est, CUMC, France</i>
1430-1445	<b>4L3 Medical students' expectations of the future</b> <i>Marjo Wijnen-Meijer, TUM Medical Education Center, TUM School of Medicine, Technical University of Munich, Germany</i>

1445-1500	 <b>4L4 Physician-Scientist or Physician Science? Research-Active Clinicians' Narratives of Research Success</b> Anna Cianciolo, Southern Illinois University School of Medicine, USA
1500-1515	<b>4L5 Identifying the factors that influence foundation programme doctors' choice of career specialties, and where does paediatrics fit?</b> Sarah Scales, Newcastle University, UK
1515-1530	Discussion
1400-1530	<b>#4M Short Communications: Student in Difficulty</b> Moderator: Colin Michie, Netherlands Antilles Location: Room 0.94-95, Level 0
1400-1415	<b>4M1 Profile characterization of unsuccessful students</b> Ana Marreiros, Department of Biomedical Sciences and Medicine, University of Algarve, Portugal
1415-1430	<b>4M2 The Cross-cultural Experience of Academic Difficulty and Remediation</b> Simone Watkins, The University of Auckland, New Zealand
1430-1445	<b>4M3 Struggling with Strugglers: Using medical admission tests for improving educational practices</b> Boaz Shulruf, UNSW, Sydney, Australia
1445-1500	<b>4M4 Understanding Differential Attainment at Warwick Medical School (WMS), UK</b> Olanrewaju Sorinola, University of Warwick, Warwick Medical School,
1500-1515	<b>4M5 Near-Peer academic coaching in Undergraduate Medical Education</b> Monica Garcia, Ross University School of Medicine, USA
1515-1530	<b>4M6 Identifying developmental trajectories of communication and interpersonal skills among medical students: Evidence from two longitudinal cohorts across four years</b> Sunju Im, Pusan National University, South Korea
	No Discussion
1400-1530	<b>#4N Short Communications: Curriculum – Learning Environment</b> Moderator: Danielle Blouin, Canada Location: Room 2.15, Level 2
1400-1415	<b>4N1 From good to excellent: improving learning climates in residency training</b> Milou Silkens, Amsterdam UMC, the Netherlands
1415-1430	<b>4N2 Equal opportunities for clinical learning: is there any dust under the rug?</b> Juliana Sá, Faculty of Health Sciences, University of Beira Interior, Portugal
1430-1445	<b>4N3 Learning Environment, Stress and Coping in Psychiatry Residents: A Longitudinal Study</b> Kang Sim, Institute of Mental Health, Singapore

1445-1500	<b>4N4 Assessment of Educational Environment in an Obstetrics and Gynaecology residency program in the UAE Using Postgraduate Hospital Educational Environment Measure (PHEEM)</b> Neha Gami, Healthplus Clinic, United Arab Emirates
1500-1515	<b>4N5 Elements of an Optimal Interprofessional Clinical Learning Environment</b> Morgan Passiment, Accreditation Council for Graduate Medical Education, USA
1515-1530	<b>4N6 Application of problem-based learning for operating room crisis management training</b> Nobuyasu Komazawa, Osaka Medical College, Japan
	No Discussion
1400-1530	<b>#4O Short Communications: eLearning 1</b> Moderator: Jan Ehlers, Germany Location: Room 2.31, Level 2
1400-1415	<b>4O1 Does a targeted, online, interactive teaching module improve medical imaging knowledge acquisition and clinical application?</b> Sue Garner, Deakin University, Australia
1415-1430	<b>4O2 Challenges and pitfalls of E-Learning System in Preclinical Medicine in Romania: Victor Babes University of Medicine and Pharmacy Experience</b> Anca Maria Cimpean, Victor Babes University of Medicine and Pharmacy Timisoara Romania
1430-1445	<b>4O3 Lessons Learned - Virtual Graduation for Online Distance Students</b> Jenny Crow, University of Glasgow, UK
1445-1500	<b>4O4 Patterns of online formative assessment usage and summative assessment performance in a clinical rotation</b> Karen Scott, The University of Sydney, Australia
1500-1515	<b>4O5 E-learning readiness of medical students from the University of the Witwatersrand</b> Argentina Maria Ingratta, University of the Witwatersrand, South Africa
1515-1530	<b>4O6 Measuring the Learning Outcomes of Healthcare Hackathons</b> Mataroria Lyndon, Centre for Medical and Health Sciences Education, The University of Auckland, New Zealand
	No Discussion
1400-1530	 <b>#4P Short Communications: Diversity and Gender</b> Moderator: Marwa Schumann, Egypt Location: Room L1, Level 1
1400-1415	<b>4P1 Integrating diversity into Problem-based Learning for pre-clinical students to develop cross-cultural care competence: students' and teachers' perceptions</b> Peih-ying Lu, College of Medicine, Kaohsiung Medical University, Taiwan
1415-1430	<b>4P2 The Relationship between Racial Bias and Burnout Among Resident Physicians</b> Lotte Dyrbye, Mayo Clinic, USA



1430-1445	<b>4P3 Preaching to the choir? Medical students' evaluation of a module on care ethics and diversity</b> <i>Petra Verdonk, Amsterdam UMC, the Netherlands</i>
1445-1500	<b>4P4 Gender bias in medical education: a level playing field?</b> <i>Gabrielle Finn, Hull York Medical School, UK</i>
1500-1515	<b>4P5 The Inaugural Women in Medicine Summit: A student initiative addressing gender biases in medicine</b> <i>Lily Wang, University of Toronto, Canada</i>
1515-1530	<b>Discussion</b>

1400-1530	<b>#4Q Short Communications: Threshold Concepts</b> Moderator: Ray Land, UK Location: Room 0.15, Level 0
1400-1415	<b>4Q1 The 'A-ha' Moment - Communication Skills and Reflective Practice as Threshold Concepts in Dental Education</b> <i>Shahid Mitha, Universiti Brunei Darussalam, Brunei</i>
1415-1430	<b>4Q2 Teaching the transition: A simulation-based approach to address threshold concepts encountered in the transition to clinical placements</b> <i>Claire Spiller, IMBE, St George's University of London, UK</i>
1430-1445	<b>4Q3 Is Self-Regulated Learning a threshold concept? An audio-diary study of PBL in two UK Medical Schools</b> <i>Hilary Neve, University of Plymouth Peninsula Medical School, UK</i>
1445-1500	<b>4Q4 Development of Self Regulated Learning as a Threshold Concept: from the Learning Coaches' perspective</b> <i>Anna Vnuk, Prideaux Centre, Flinders University, Australia</i>
1500-1515	<b>4Q5 Broaching the Unbroachable: an evolutionary, inter-professional education simulation to safeguard children</b> <i>Rachel Carter, University of Plymouth, UK</i>
1515-1530	<b>Discussion</b>

1400-1530	<b>#4R Short Communications: Postgraduate Education 2</b> Moderator: Agostinho Sousa, Portugal Location: Room 0.16, Level 0
1400-1415	<b>4R1 An Escape Game as a Residency Orientation Experience</b> <i>Darius Beh, National University Health System, Singapore</i>
1415-1430	<b>4R2 Residents juggling identity, emotions, and power in performing the collaborator role</b> <i>Charlotte Søjnæs, CAMES, Denmark</i>
1430-1445	<b>4R3 Another layer of complexity: dealing with complexity in out-of-hospital residency training</b> <i>Nelleke Noeverman-Poel, Amsterdam UMC, Vrije Universiteit Amsterdam, the Netherlands</i>

1445-1500	<b>4R4 Impact of Increased Preparation Time for Residents Before Ward Rounds: The MED2DAY Study</b> <i>David Gachoud, Lausanne University Hospital, Switzerland</i>
1500-1515	<b>4R5 Thinking beyond trainee feedback alone: High-stakes postgraduate medical training review using Activity Theory</b> <i>Jon Cooper, Medical Education Leeds, Leeds Teaching Hospitals NHS Trust, UK</i>
1515-1530	<b>Discussion</b>

1400-1530	<b>#4S Short Communications: Management 1</b> Moderator: Robert Paul, Canada Location: Room 0.51, Level 0
1400-1415	<b>4S1 What does innovation mean and look like? A perspective from the Medical Education Innovation Network (MEIN)</b> <i>Martina Johnson, Faculty of Medicine, University of Southampton, UK</i>
1415-1430	<b>4S2 Change management: promoting communication and stakeholder involvement</b> <i>Sabina Cerimagic, The University of Sydney, Australia</i>
1430-1445	<b>4S3 What are the support needs of healthcare innovators? An analysis of critical success factors and limiting factors</b> <i>Kathleen Leedham-Green, Imperial College London, UK</i>
1445-1500	<b>4S4 A situated learning approach to delivering collective leadership in healthcare</b> <i>Yvonne Ng, National Healthcare Group, Singapore</i>
1500-1515	<b>4S5 Models of Educational Leadership operationalised in an NHS Hospital: How effective are they?</b> <i>Suzanne Gawne, East Lancashire Hospitals NHS Trust, UK</i>
1515-1530	<b>4S6 Key Performance Indicators for Evaluating the Educational Effectiveness of Medical Schools</b> <i>Claudio Violato, University of Minnesota Medical School, USA</i>
	<b>No Discussion</b>

1400-1530	<b>#4T Round Table: Patient Engagement</b> Moderator: Suzanne Schrandt, USA Location: Room L5, Level 1
	<b>4T1 Accessibility of Patient Education</b> <i>Giorgia Solda, IFMSA</i>
	<b>4T2 Learning from young patients: two stories</b> <i>Susan Kennedy, East Kent Hospitals University NHS Foundation Trust, UK</i>
	<b>4T3 The Senior Citizen Partnership Program (SCPP): a win-win for both medical students and the elderly generation</b> <i>Ute Hauck, Curtin University, Australia</i>



1400-1530 **#4U Conference Workshop: Reviewing for MedEdPublish - enhancing scholarship**  
Richard Hays, Trevor Gibbs, Ken Masters, Kerrie McKay, Claire MacRae, Joanne Greer, MedEdPublish Editorial Team  
**Please bring your own device to post a review**  
Location: Room L8, Level 1

1400-1530 **#4V Conference Workshop: LILAC: Longitudinal Integrated Leadership Advanced Curriculum**  
Paul Crompton, Hull York Medical School & Monash Centre for Scholarship in Health Education, UK; Jennene Greenhill, Flinders University, Australia; Ian Couper, Stellenbosch University, South Africa; Roger Strasser, Northern Ontario School of Medicine, Canada  
Location: Room 0.11-12, Level 0

1400-1530 **#4W Conference Workshop: Sharing is Caring: Designing and Developing Shared Curricular Ecosystems**  
Tao Le, ScholarRx, USA; Charles Prober, Stanford University, USA; Robbert Duvivier, University of Maastricht, Netherlands; Katerina Dima, IFMSA, Greece  
Location: Room 0.49-50, Level 0

1400-1530 **#4X Conference Workshop: Using Conceptual Frameworks to Shape and Situate your Scholarly Work**  
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 Zackoff, Cincinnati Children's, USA  
Location: Room 0.96-97, Level 0

1400-1530 **#4Y Conference Workshop: Managing & Supporting the Educator in Trouble**  
Alistair Thomson, NACT, UK  
Location: Room 2.17, Level 2

1400-1530 **#4Z Conference Workshop: Digital Health: Bridging the Gap in Medical Education**  
Lina Mosch, European Medical Students' Association; Paulius Povilonis, Lithuanian University of Health Sciences, Lithuania; Justinas Balciunas, Lithuanian University of Health Sciences, Lithuania; Beatriz Atienza Carbonell, University of Valencia Medical School, Spain; Evangelos Papageorgiou, European Medical Students Association, Greece  
Location: Room 2.44, Level 2

1400-1530 **#4AA Conference Workshop: Workplace-Based Assessment and Entrustment in the AAMC Core EPA Pilot**  
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 & Surgeons, USA  
Location: Room 2.61, Level 2

1400-1530 **#4BB Conference Workshop: Writing MCQs to Assess Professionalism and Communication Skills across the Continuum**  
Kathleen Holtzman, Krista Allbee, American Board of Medical Specialties, USA  
Location: Room 2.83, Level 2

1400-1530 **#4CC Conference Workshop: Online assessment with the students' own devices: An evidence based and practical approach to eAssessment**  
Eeva Pyörälä, University of Helsinki, Sanna Siirilä, Otto Helve, Teemu Masalin, University of Helsinki, Finland; Debra Sibbald, University of Toronto, Leslie Dan Faculty of Pharmacy, Canada; Colin Lumsden, University of Manchester, Manchester Medical School, UK  
Location: Room 2.95, Level 2

1400-1530 **#4DD ePosters: Continuing Professional Development / Lifelong Learning**  
Moderator: Glen Bandiera, Canada  
Location: Foyer B, Level 2

**4DD01 Factors associated with Life Long Learning in Graduates**  
Koonlawadee Netsakkasem, Phichit Education Medical Center, Thailand

**4DD02 Improving Conference Social Media Engagement: The AMEE Twitter Story**  
Eric B Bauman, Clinical Playground, LLC, USA

**4DD03 A pilot study on feasibility and acceptance of a learner-centered e-journal as a continuing education program for medical technologists in Taiwan**  
Chiao-Ni Wen, Department of Laboratory Medicine, Linkou Chang Gung Memorial Hospital, Taoyuan, Taiwan

**4DD04 Participation in Clinical Nursing Education and Continuing Education Needs of Clinical Nurses**  
Eunhee Hwang, Wonkwang University, Republic of Korea



**4DD05 Opportunities and Challenges of attending Continuing Professional Development in Myanmar**

Wunna Tun, Myanmar Medical Association, Myanmar

**4DD06 Non-compliance to Continuing Professional Development requirements: Perspective of the Emergency Medical Care Practitioners in a resource poor setting**

Antonio Adefuye, Division of Health Sciences Education, Office of the Dean, Faculty of Health Sciences, University of the Free State, South Africa

**4DD07 Applying the ECHO model in the continuous medical education of specialists of AIDS centers in Kazakhstan**

Raushan Issayeva, Al-Farabi Kazakh National University, Kazakhstan

**4DD08 Introducing Boot Camp for PGME Interns and Residents in Pakistan**

Mehak Rajani, The Aga Khan University's Centre for Innovation in Medical Education, Pakistan

**4DD09 The changing landscape in Canada of CPD/CME targeting physicians: A scoping review**

Francesca Luconi, McGill University, Canada

1400-1530

**#4EE ePosters: Curriculum Development**

Moderator: Neil Osherooff, USA

Location: Foyer C, Level 2

**4EE01 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**

Yuka Miyachi, Kyoto University Hospital, Japan

**4EE02 Faculty Reflections about Participating in International Curriculum Development**

Margaret McDonald, University of Pittsburgh School of Medicine, USA

**4EE03 Evaluation of the Joint Program for European Medical Studies 2018**

Tudor Calinici, UMF Cluj-Napoca, Romania

**4EE04 International Accreditation of Resuscitation Courses by American Heart Association (AHA) at Sultan Qaboos University Hospital (SQUH), Oman**

Asma Said Al Balushi, Sultan Qaboos University Hospital, Oman

**4EE05 A DARE-ing binational medical education program: the Danish-American Research Exchange (DARE)**

Kala Mehta, University of California, San Francisco, USA

**4EE06 Scaling expertise to reach local & worldwide learners to positively impact the determinants of health using a massively open online course**

Daniel Nicklas, University of Colorado School of Medicine, USA



**4EE07 Developing a Course of Medical Ethics and Law by Using Situation Learning Theory**

Chihchia Wang, Department of Family Medicine, School of Medicine, National Defense Medical Center, Taiwan

**4EE08 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**

Ichiro Kaneko, Teikyo Simulation Education Research Center (TSER), Teikyo University School of Medicine, Japan

**4EE09 A year-long medical simulation curriculum for pre-med students: Do you know what you are getting into?**

Robert Sasso, Central Michigan University College of Medicine, USA

**4EE10 Developing a Global Health Curriculum in Singapore: Learning Experientially about Social Justice through Engagement with Low-Wage Migrant Workers**

Calvin W.L. Ho, National University of Singapore

**4EE11 How to Market Your Course? Integrating Course Experience with Promotion in Social Media Engages Students in your Classroom**

Hung-Chen Chen, Center for Education in Medical Simulation, Taipei Medical University, Taiwan

**4EE12 Creating a Global Health Curriculum in Saudi Arabia**

Sarah AlEshaiwi, Harvard Medical School, USA & King Saud University, Saudi Arabia

**4EE13 Drawing as a Methodology: An Innovative Transitions of Care Curriculum for Postgraduate Year 1 Residents**

Fang-Yih Liaw, Tri-Service General Hospital, Taiwan

**4EE14 To Inform and Delight: Developing Medical Humanities Course for Medical Students in the Middle East**

Suhad Daher-Nashif, College of Medicine-Qatar University, Qatar

**4EE15 Medical Education in Mongolia**

Angela Fan, National Yang-Ming University, Taiwan

1400-1530



**#4FF ePosters: Surgery Education**

Moderator: Helen MacRae, Canada

Location: Crystal Lounge, Level 1

**4FF01 Will eye tracking video feedback enhance simulator performance?**

Ninos Oussi, Division of Surgery, Department of Clinical Science, Intervention and Technology (CLINTEC), Sweden

**4FF02 E-learning influence on physical examination test performance of Junior Clerkship students**

Jinting Yan, The University of Hong Kong



**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, Chiayi, Taiwan

**4FF04 Evaluation of Operating Room Learning Environment for UAE Obstetrics-Gynecology Residents using STEEM**

Ebtehal Alramisi, 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, Taipei 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**

Leizl 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, Vachira 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 Hofhansl, 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 Wei Shuen Cheong, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

**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-Shiou 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 (IHIS) 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 action research: a new approach to continuing professional development**  
*Colleen Grady, Centre for Studies in Primary Care, Canada*

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*

**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**  
*Chiung-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?**  
*Shaoting 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 Alzira Velano - Unifenas, Brasil*

**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*





**4HH19 Attitudes and awareness of healthcare professionalism in social media**  
Surasak Aumkaew, Buriram Medical Education Center, Thailand

1400-1530

**#4II Posters: Curriculum Subjects 2**

Moderator: Olwyn Westwood, UK  
Location: Hall F/Foyer F, Level 0

**4II01 Virtual Interactive Patient Encounter to Teach Evidence-Based Medicine and Pharmacotherapy in Pre-Clinical Undergraduate Medical Students**

Alexander Mozeika, Rutgers New Jersey Medical School, USA

**4II02 A reflective practice case study on guiding organization of knowledge in teaching pharmacology to large groups**

Gavin Dawe, National University of Singapore, Singapore

**4II03 Student Recognition of Prescription Opioid Misuse**

Karen Szauder, University of Texas Medical Branch, USA

**4II04 "Makes me like a real doctor". A students' & instructors' evaluation of students using e-prescribing program**

Hemmaraj Sukapun, Lampang Medical Education Center, Thailand

**4II05 Evaluation of an evidence-based medicine educational intervention for Radiology Technologist Interns**

Yi Hsin Su, Taipei Medical University Shuang-Ho Hospital, Taiwan



**4II06 Long-term impact of the Primary Trauma Care course in the Kongo Central province of the Democratic Republic of Congo**

Timo Tolppa, King's Kongo Central Partnership, Democratic Republic of Congo

**4II07 Effectiveness of aviation physiology and medicine training course among medical students in Taiwan**

Chung-Yu Lai, Aviation Physiology Research Laboratory, Kaohsiung Armed Forces General Hospital Gangshan Branch, Taiwan

**4II08 Students' evaluation on Traditional Medicine course in 4th year medical students: Qualitative study**

Watharin Ratanakasetin, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

**4II09 Human Papilloma Virus in Portugal: Biomedical Sciences students' knowledge and perceptions**

Amadeu Borges-Ferreira, Escola Superior de Tecnologia da Saúde de Lisboa - Instituto Politécnico de Lisboa, Portugal

**4II10 Innovative pre-clinical infectious diseases course in English in Japan**

Harumi Gomi, International University of Health and Welfare, Japan

**4II11 Three-step kidney ultrasound course for medical students: a pilot study**

Chih-Chin Kao, Taipei Medical University Hospital, Taiwan

**4II12 Application of point-of-care ultrasound (POCUS) in clinical care for medical students and post-graduate year residents**

Wang-Huei Sheng, National Taiwan University Hospital, Taiwan

1400-1530

**#4JJ Posters: Selection**

Moderator: Ian Wilson, Australia  
Location: Hall F/Foyer F, Level 0

**4JJ01 What Are You Looking At? Ensuring That Admissions Tests and Desired Constructs Align**

Darryl Kraemer, Altus Assessments, Canada

**4JJ02 Building Regional Campuses: Considerations Regarding Development of Admissions and Recruiting Practices**

Carol Elam, University of Kentucky College of Medicine, USA

**4JJ03 Approximation to vulnerable students' academic trajectories: between background effects and personal merits potential**

Natalia Harden Diaz, Universidad de Chile, Chile

**4JJ04 Socio-demographic variables in Brazilian new-entrant medical students**

Renata Kobayashi, School of Medicine of University of Sao Paulo, Brazil

**4JJ05 The Relationship Between Undergraduate Teaching Settings, Graduate Outcomes, and Foundation Programme Allocation - A Single Centre Study**

Hassan Baig, University of Aberdeen, UK

**4JJ06 The Impact of Prior Qualifications on Academic and Clinical Performance**

Zaniel Zahra, University of Plymouth, UK

**4JJ07 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?**

Jack Mowatt, Warwick Medical School, UK

**4JJ08 Association between entrance marks, academic performance and the National Medical Exam**

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

**4JJ09 The Influence of "Wanna Be a Doctor Camp" on Thai High School Students' Decision to Study Medicine**

Anawin Anomasiri, Chiang Mai University, Thailand

**4JJ10 Multiple Mini-Interviews in Medical Student Selection**

Anant Khositseth, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand

**4JJ11 Does multiple mini-interview pick medical students different from those admitted by written examination?**

Chyi-Her Lin, Department of Pediatrics, E-Da Hospital, I-Shou University, Taiwan



**4JJ12 Modified Multiple Mini Interview for Suranaree University of Technology Talented Scholar Selection**

Piya-on Numpaisal, Institute of Medicine, Suranaree University of Technology, Thailand

**4JJ13 Screening for situational judgement: utilising an online video-based SJT for medical student selection in Australia**

Lyndal Parker-Newlyn, University of Wollongong, Australia

**4JJ14 A qualitative analysis of the Portuguese National Seriation Exams for access to residency programs**

Rui Jorge Silva, Life and Health Sciences Research Institute (ICVS), School of Medicine, University of Minho, Portugal

**4JJ15 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

**4JJ16 A near-peer mock interview programme to prepare junior doctors for specialty interviews**

James Kent Bramer, Chelsea and Westminster Hospital, UK

1400-1530

**#4KK Posters: Communication Skills**

Moderator: Claire Canning, Singapore  
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**

Pirunrat Jiaraksuwan, Surin Hospital Medical Education Center, Thailand

**4KK06 Educating health professionals in audio-visual communication. A Medical Education Perspective: Systematic review**

Maria Rosa Fenoll-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 Kanjanarut, 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**

Nikolaos Christidis, Karolinska Institutet, Sweden

**4KK16 Franco Doc: Developing French-speaking health human resources in Francophone minority settings**

Geneviève 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



**4LL02 Teaching Practices Reflecting Emotional Intelligence among University Teachers in Higher Learning**

Norul Hidayah Binti Mamat, International Medical University, Malaysia

**4LL03 Emotional Intelligence: diagnosis and evaluation in medical students**

Rosalba Esther Gutierrez Olvera, Anahuac University, Mexico

**4LL04 Emotional Intelligence: A predictor of undergraduate student's academic achievement in altered social conditions**

Sundus Tariq, University Medical and Dental College, The University of Faisalabad, Pakistan

**4LL05 Personality characteristics of incoming medical students: a Big-Five model perspective for educational strategies design**

Renata Rocha Gaxa, University of Fortaleza, Brazil

**4LL06 Effects of breakfast consumption on the learning ability in medical students**

Natnicha Pongbangli, Medical Education Center Chiangrai Prachanukroh Hospital, Chiangrai, Thailand

**4LL07 Self-esteem is Associated with Happiness but not Academic Performance in Thai Medical Students**

Phakdee Kaewpangchan, Nakornping Medical Education Center, Thailand

**4LL08 The effect of positive thinking training on resilience and social adjustment of students**

Ghader Pourbairamian, Department of Medical Education, School of Medicine, Iran University of Medical Sciences, Iran

**4LL09 Conceptual analysis of Resourcefulness**

Mei Fei Hsieh, Chi Mei Medical Hospital, Taiwan

**4LL10 Exploring self-efficacy in computational medicine students**

Caroline Morton, Imperial College London, UK

**4LL11 Student Personality Types and Learning Outcome of Medical Students in Udonthani Medical School**

Inchaya Sansak, Udonthani Medical Education Center, Thailand

**4LL12 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

**4LL13 "Trait"-ing Students Uniquely: A Study on Personality Distribution and Preferred Learning Approaches**

Constance Scarlett Yim, The Chinese University of Hong Kong, Hong Kong

**4LL14 How Thai Medical Students spent their time**

Suparat Kanjanavanit, Nakornping Hospital Medical Center, Thailand

**4LL15 Diary for improvement of time management skill in medical student**

Kitiya Vutibenjarasamee, Obstetrics and Gynecology Department Khon Kaen Hospital Thailand, Thailand

1400-1530



**#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**

Titima 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 regional 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

1400-1530	<b>#4MM13 After-work Meetings - Effect on Social Relations and Cohesion as well as Professional Learning among Junior Doctors</b> <i>Soginy Antony, Hospital of Southern Jutland, Denmark</i>
1530-1600	<b>#4MM14 The Use of an In-house Survey in a London Teaching Hospital</b> <i>Leila Taheri, Chelsea &amp; Westminster Hospital, UK</i>
1600-1730	<b>#4MM15 The Implementation of a Formalised Medical Handover Structure and its Impact as a Learning Tool for Junior Doctors</b> <i>Junaid Aamir, East Lancashire NHS Hospitals Trust, UK</i>
1730-1800	<b>#4MM16 Developing and implementing a strategy for postgraduate medical education</b> <i>Thomas Hertel, Odense University Hospital, Denmark</i>
1800-1900	<b>#4MM17 Social self-perception as a determining factor in interpersonal relationships and professional ethics in resident physicians</b> <i>Jessica Pelaez Jaquez, Universidad Autónoma de Chihuahua, Mexico</i>

**#4NN Meet & Ask the ASPIRE Winners**  
*Marko Zdrakovic, 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

## Session 5: Simultaneous Sessions

1600-1730 **#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), Ajit Sachdeva (American College of Surgeons, USA)*  
Location: Hall A, Level 2

1600-1730 **#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 Duvivier (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

1600-1730 **#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 Driessen (Perspectives on Medical Education), Peter de Jong (Medical Science Educator), Val Wass (Education for Primary Care), Richard Hays (AMEE MedEdPublish)*  
Location: Hall N, Level 1

1600-1730 **#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

1600-1730 **#5E AMEE Fringe 1**  
Moderator: Rachel Ellaway, Canada  
Location: Hall M, Level 1

1600-1615 **5E1 Postcards from the Fringe**  
*David Topps, University of Calgary, Canada*

1615-1630 **5E2 View my View - Using Point Of View (POV) with smart glasses**  
*Takaaki Sato, Aintree University Hospital, UK*

1630-1645 **5E3 The beetle-in-a-box: a call to stop measuring the unmeasurable**  
*Anne de la Croix, Vrije Universiteit Amsterdam, The Netherlands*

1645-1700 **5E4 The Voice**  
*Peter Musaeus, Cesu Aarhus University, Denmark*

1700-1715 **5E5 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 **5E6 Swinging Heart: music opens the door for understanding electrocardiography**  
*Marcelo Rivas, Rio de Janeiro State University (UERJ) - Campinas State University (UNICAMP), Brazil*

No Discussion

1600-1730 **#5F Research Papers: Learner Wellbeing**  
Moderator/Assessor: Samuel Edelbring, Sweden  
Assessor: Mark Goldszmidt, Canada  
Location: Room L6, Level 1

1600-1620 **5F1 'Let's do her a favor and let her absolutely fail': Clinical supervisors' experiences of allowing failure for workplace learning**  
*Jennifer Klasen, Kantonsspital Frauenfeld, Zurich, Switzerland*



1620-1640	<b>5F2 Gender-specific effects of raising first-year standards on performance and stress levels of medical students</b> <i>Karen Stegers-Jager, Erasmus MC University Medical Center Rotterdam, The Netherlands</i>
1640-1700	<b>5F3 Heart on your Sleeve: Exploring the validity evidence for mobile measurements as indicators of psychological stress</b> <i>Vicki LeBlanc, Department of Innovation in Medical Education - University of Ottawa, Canada</i>
1700-1720	<b>5F4 WITHDRAWN</b>
1720-1730	<b>Discussion</b>
1600-1730	<b>#5G Doctoral Reports 1</b> Moderator: Susan van Schalkwyk, South Africa Location: Room 1.85-86, Level 1
1600-1620	<b>5G1 Understanding the Relationships Between Curriculum Reform, Space and Place in Medical Education</b> <i>Lorraine Hawick, Institute of Education for Medical and Dental Education, School of Medicine, Medical Sciences and Nutrition, University of Aberdeen, UK</i>
1620-1640	<b>5G2 Learning from lapses: How to identify, classify and respond to unprofessional behaviour in medical students</b> <i>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</i>
1640-1700	<b>5G3 Rethinking clinical reasoning in undergraduate medical education: facilitating collective learning in the activity of decision-making by health care students</b> <i>Sarah Berger, Medical Faculty Heidelberg, University of Heidelberg, Germany</i>
1700-1720	<b>5G4 Cognitive Load Theory and the Teaching and Learning of Procedural Skills: The Case of Gastrointestinal Endoscopy</b> <i>Justin Sewell, University of California San Francisco, USA</i>
1720-1730	<b>Discussion</b>
1600-1730	<b>#5H Short Communications: Curriculum Development</b> Moderator: So Ching Sarah Chan, Hong Kong Location: Room 1.61-62, Level 1
1600-1615	<b>5H1 Unveiling the Hidden Curriculum of Undergraduate Medical Education in Some Sudanese Medical Schools</b> <i>Alsarah Diab, Sudan Medical Specializations Board, Sudan</i>
1615-1630	<b>5H2 Curriculum Redesign of a Graduate Entry Medical Program using Systems Thinking Approach</b> <i>Priya Pathak, University of Sydney, Australia</i>

1630-1645	<b>5H3 People are the Corner Pieces of the Reformation Puzzle: Contributing to Egyptian Medical Education Reform Through Professional Development Training</b> <i>Samantha Miles, Knowledge E, United Arab Emirates</i>
1645-1700	<b>5H4 Accelerating Change in Medical Education: Outcomes from a Community of Innovation</b> <i>Kimberly Lomis, American Medical Association, USA</i>
1700-1715	<b>5H5 Mapping and Reviewing the Medical Curriculum using Artificial Intelligence</b> <i>Paul Gagnon, LKCMedicine, Nanyang Technological University, Singapore</i>
1715-1730	<b>5H6 Focussing intrinsic roles integration - a strategic multi-site mapping approach in German medical undergraduate curricula</b> <i>Jan Griewatz, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, Germany</i>
	<b>No Discussion</b>
1600-1730	<b>#5I Short Communications: Assessment: OSCE 2</b> Moderator: Mabelle Linsenmeyer, USA Location: Room L2, Level 1
1600-1615	<b>5I1 The discriminatory power of examiners' OSCE global ratings with other areas of a paediatric assessment program</b> <i>Hasantha Gunasekera, University of Sydney, Discipline of Child and Adolescent Health, Australia</i>
1615-1630	<b>5I2 Linear OSCE progression in a Physician Associate Programme</b> <i>Sharon Hartwell, Swansea University, UK</i>
1630-1645	<b>5I3 Impact of external quality assurance on quality improvement to Objective Structured Clinical Exams (OSCEs) at Australian medical schools</b> <i>Shannon Saad, The University of Notre Dame, Australia</i>
1645-1700	<b>5I4 Does Confidence about Competence Decisions Increase as Assessment Data Accumulate? It depends on the OSCE Domain</b> <i>Jorie Colbert-Getz, University of Utah School of Medicine, USA</i>
1700-1715	<b>5I5 Video-based examiner score comparison and adjustment (VESCA): measuring the influence of different examiner-cohorts in fully-nested OSCEs</b> <i>Peter Yeates, Keele University, UK</i>
1715-1730	<b>5I6 Inter-rater agreement between direct examiners and examiners viewing video recordings in veterinary medicine OSCEs</b> <i>Jean-Yin Tan, University of Calgary Faculty of Veterinary Medicine, Canada</i>
	<b>No Discussion</b>



1600-1730	<b>#5J Short Communications: Teaching and Learning: Lecture/Flipped Classroom</b> Moderator: Maria Rosa Fenoll-Brunet, Spain Location: Room 0.31-32, Level 0
1600-1615	<b>5J1 Sharing the presentation before lecture increases students' interest</b> Süleyman Yildiz, Dicle University Faculty of Medicine, Turkey
1615-1630	<b>5J2 Creating Context To A Neonatal Placement With Flipped Online Resources</b> Hannah Massey, Norfolk and Norwich University Hospital, UK
1630-1645	<b>5J3 Flipped classroom is significantly effective for medical students to learn medical interview</b> Eiji Kaneko, Tokyo Medical and Dental University, Japan
1645-1700	<b>5J4 A Lecture a Day Keeps a Medical Student Engaged</b> Aaron Brown, American University of the Caribbean, USA
1700-1715	<b>5J5 Twitch'ing medical education - the potential of live stream lectures</b> Thomas Shiozawa, Institute of Clinical Anatomy and Cell Analysis, University of Tuebingen, Germany
1715-1730	<b>5J6 Student moderators' use in lecture capture programs in multiple first semester courses increase student response rates and knowledge retention</b> Phillip Pearson, American University of the Caribbean, Sint Maarten
	<b>No Discussion</b>

1600-1730	<b>#5K Short Communications: Junior Doctor as Teacher</b> Moderator: Marko Zdravkovic, Slovenia Location: Room 0.14, Level 0
1600-1615	<b>5K1 Development of a Medical Education Scholarship Track Within A Residency Career Enrichment Program</b> Holly Caretta-Weyer, Stanford University School of Medicine, USA
1615-1630	<b>5K2 Longitudinal workshops of residents-as-teachers based on teaching EPAs had a high satisfaction for residents</b> Tadayuki Hashimoto, Hashimoto Municipal Hospital, Japan
1630-1645	<b>5K3 Senior residents as role models: A phenomenographic study</b> Kuo-Chen Liao, Chang Gung Memorial Hospital, Taiwan
1645-1700	<b>5K4 From amateur to Osler: Teaching residents the fundamentals of clinical instruction using humour and game-based learning</b> Fawzia Huq, University of Sydney, Australia
1700-1715	<b>5K5 Near peer teachers GP Specialty Trainees (GPSTs) as Teachers and career path finders</b> Melvyn Jones, UCL, UK
1715-1730	<b>Discussion</b>

1600-1730	<b>#5L Short Communications: Student: Peer Assisted Learning</b> Moderator: Peter Barton, Australia Location: Room L7, Level 1
1600-1615	<b>5L1 Does qualification as PAL (peer-assisted learning) student tutor enhance CanMEDS role acquisition? A survey analysis on why medical students should learn how to teach</b> Daisy Rotzoll, Skills and Simulation Centre LernKlinik Leipzig, University of Leipzig, Medical Faculty, Germany
1615-1630	<b>5L2 Peer-led mock Objective Structured Clinical Examination (OSCE): an efficacious tool in supporting students through a transition curriculum</b> Wesley Channell, School of Medicine, University of Leicester, UK
1630-1645	<b>5L3 Near peer mentoring on allied health placements: a systematic review</b> Joanna Tai, Deakin University, Australia
1645-1700	<b>5L4 Peer Assisted Learning: Exploring A Vertical Approach</b> Elaine Koh, Monash University, Australia
1700-1715	<b>5L5 Being a tutor, experience and skills of second-year students of health studies. A qualitative study at the health faculty of Angers, France</b> Alexis Racine, Department of General Medicine, Health Faculty, France
1715-1730	<b>Discussion</b>

1600-1730	<b>#5M Short Communications: Student Stress</b> Moderator: Nada Cikes, Croatia Location: Room 0.94-95, Level 0
1600-1615	<b>5M1 Students in the Medical Faculty: Associations between social support, social isolation, perceived stress, functional ability and quality of life</b> Taina Hintsa, Department of Educational Sciences and Psychology, University of Eastern Finland, Finland
1615-1630	<b>5M2 Medical Student Mistreatment and Reporting: A Journey</b> Amanda Bell, Niagara Regional Campus, Michael G DeGroote School of Medicine, McMaster University, Canada
1630-1645	<b>5M3 "Hierarchies are marked"... : Medical students' mistreatment at a medical school in Mexico City</b> Luz María Angela Moreno-Tetlacuilo, Universidad Nacional Autónoma de México, Facultad de Medicina, Departamento de Salud Pública, México
1645-1700	<b>5M4 A qualitative exploration of medical students' experiences of shame</b> William Bynum, Duke University School of Medicine, USA



1700-1715	<b>5M5 Equity And Diversity: Ways to prevent violence among health professions undergraduate students</b> <i>Maria Paula Panúncio-Pinto, Ribeirão Preto Medical School, Brazil</i>
1715-1730	<b>5M6 Depression, academic stress and substance use among medical students in Romania</b> <i>Codruta Alina Popescu, "Iuliu Hatieganu" University of Medicine and Pharmacy, Romania</i>
	<b>No Discussion</b>
1600-1730	<b>#5N Short Communications: Curriculum: Accreditation and Curriculum Evaluation</b> Moderator: Marta van Zanten, USA Location: Room 2.15, Level 2
1600-1615	<b>5N1 Accreditation as Quality Assurance: Measures of Effectiveness</b> <i>Danielle Blouin, Queen's University, Canada</i>
1615-1630	<b>5N2 Medical Students' Perceived Readiness for Clerkship - 5 years of Survey data</b> <i>Simon Field, Dalhousie University, Canada</i>
1630-1645	<b>5N3 A comprehensive approach to ensure educational comparability across geographically distributed clinical sites at an international medical school</b> <i>Robert Hecht, American University of the Caribbean School of Medicine, USA</i>
1645-1700	<b>5N4 Students Making a Change (SMAC) - Using an innovative education platform to collect medical undergraduate feedback for real-time improvement</b> <i>Shabina Yasmin Rahman, University Hospitals of Leicester NHS Trust, UK</i>
1700-1715	<b>5N5 Evaluating the Neonatal Intensive Care Nursing MSc Program Based on CIPP Model in Isfahan University of Medical Sciences</b> <i>Mahshid AbdiShahshahani, Isfahan University of Medical Sciences, Iran</i>
1715-1730	<b>Discussion</b>
1600-1730	<b>#5O Short Communications: eLearning 2</b> Moderator: Caroline Morton, UK Location: Room 2.31, Level 2
1600-1615	 <b>5O1 How can we build active learning communities for healthcare professionals online? A narrative synthesis of what works and when</b> <i>Amy Manley, University of Bristol, UK</i>
1615-1630	 <b>5O2 Designing MOOCs for medicine and healthcare curricula</b> <i>Luke Woodham, St George's, University of London, UK</i>
1630-1645	<b>5O3 Identifying Instructional Design Principles in MOOCs to Inform Integration</b> <i>Marlies Reinders, Department of Internal Medicine (Nephrology), Leiden University Medical Center, the Netherlands</i>

1645-1700	<b>5O4 The Learning Outcome of Interactive E-Teaching System Using E-curricula and Instant Messaging in Post-Graduate Training in Laboratory Medicine</b> <i>Pin-Fei Wei, National Taiwan University Hospital, Taiwan</i>
1700-1715	<b>5O5 Integration of extended Learning Analytics into the virtual patient system CASUS</b> <i>Martin Adler, Instruct, Germany</i>
1715-1730	<b>5O6 Building a Medical Education Outcomes Center</b> <i>Mark Rosenberg, University of Minnesota, USA</i>
	<b>No Discussion</b>
1600-1730	<b>#5P Short Communications: Teaching and Learning: Anatomy</b> Moderator: Gabrielle Finn, UK Location: Room L1, Level 1
1600-1615	<b>5P1 Anatomy dissection improves the initially lower levels of spatial ability of medical undergraduates</b> <i>Katerina Bogomolova, Leiden University Medical Center, The Netherlands</i>
1615-1630	<b>5P2 From cut-and-see to preoperative planning - a new concept for dissection course</b> <i>Jörg Goldhahn, ETH Zurich, Switzerland</i>
1630-1645	<b>5P3 Student-Led Tutoring and Gross Anatomy Sessions: Meeting a Medical Student Curriculum Redesign with a Near-Peer Tutoring Framework</b> <i>Christopher Barnes, Rush Medical College, USA</i>
1645-1700	<b>5P4 The Modernization of Anatomy Teaching: The Integration of Web-based Augmented reality (WebAR) and Three-Dimensional (3D) Printing Technology</b> <i>Mei Kuen Florence Tang, The Chinese University of Hong Kong, Hong Kong</i>
1700-1715	<b>5P5 Exploring the application of ultrasound in teaching anatomy: a mixed method study</b> <i>Te Fa Chiu, Department of Education, China Medical University Hospital, Taiwan</i>
1715-1730	<b>Discussion</b>
1600-1730	<b>#5Q Short Communications: Global Health</b> Moderator: Nick Bass, UK Location: Room 0.15, Level 0
1600-1615	<b>5Q1 Using Global Burden of Disease measures to guide case-selection and emphasis in an international medical curriculum</b> <i>Samuel McConkey, RCSI, Ireland</i>
1615-1630	<b>5Q2 Samoan, New Zealand and Nepalese medical student perspectives and ideas regarding global health within medical curricula</b> <i>Hannah Sim, University of Otago, Christchurch, New Zealand</i>



1630-1645	<b>5Q3 Health Professional education and practice in preventing and controlling infections amidst escalating global antimicrobial resistance</b> <i>Linda Gulliver, Otago Medical School, University of Otago, New Zealand</i>
1645-1700	<b>5Q4 Climate Change in Medical Curriculum 2020</b> <i>Alaa Dafallah, University of Khartoum, Sudan</i>
1700-1715	<b>5Q5 Global health: Can essays demonstrate transformative learning?</b> <i>Ann Wylie, King's College London, UK</i>
1715-1730	<b>5Q6 Universal professionals or global physicians? A multi-centre study of international medical programme design</b> <i>Emmaline Brouwer, Maastricht University, the Netherlands</i>
<b>No Discussion</b>	

1600-1730	<b>#5R Short Communications: Professionalism/Professional Identity</b> Moderator: Viktoria Joynes, UK Location: Room 0.16, Level 0
1600-1615	<b>5R1 Priorities and Insights: A Professionalism Curriculum for Postgraduate Psychiatry Learners</b> <i>Tanis Adey, Memorial University of Newfoundland, Canada</i>
1615-1630	<b>5R2 What do Pre-clinical Students Learn about Professionalism from Observation Learning in Patient and Family Advisory Councils in China?</b> <i>Shaoting Feng, The First Affiliated Hospital, Sun Yat-sen University, China</i>
1630-1645	<b>5R3 Professionalism Breakfast</b> <i>Ellen M. Friedman, Baylor College of Medicine, USA</i>
1645-1700	<b>5R4 Professionalism across the professions</b> <i>Erica Smyth, RCSI, Ireland</i>
1700-1715	<b>5R5 Pill Counter, business person or health care provider? A discourse analysis of professional identity in pharmacy education</b> <i>Jamie Kellar, Leslie Dan Faculty of Pharmacy, University of Toronto, Canada</i>
1715-1730	<b>5R6 Faculty's reflective narratives and the residents' professional identity formation: A thematic analysis</b> <i>See Meng Khoo, Alexandra Hospital, Singapore</i>
<b>No Discussion</b>	

1600-1730	<b>#5S Short Communications: BEME</b> Moderator: Morris Gordon, UK Location: Room 0.51, Level 0
1600-1615	<b>5S1 The effectiveness, implementation and evaluation of quality improvement training programmes in surgery: a BEME systematic review</b> <i>Elena Pallari, King's College London, UK</i>
1615-1630	<b>5S2 BEME Review - How does medical education affect empathy and compassion in medical students? A meta-ethnography</b> <i>May Eng Loo, Health Outcomes &amp; Medical Education Research (HOMER), NHG Education, National Healthcare Group, Singapore</i>

1630-1645	<b>5S3 Learning from patients about patient-centredness: A realist review</b> <i>Esther de Groot, University Medical Center Utrecht, the Netherlands</i>
1645-1700	<b>5S4 Multi-level learning in general practice</b> <i>Marie-Louise Dick, The University of Queensland, Australia</i>
1700-1715	<b>5S5 Developing collaborative healthcare education programmes for staff in low and middle income countries</b> <i>Elaine Hill, University of Central Lancashire (UCLan), UK</i>
1715-1730	<b>5S6 A BEME Review on the Utility of Mini-CEX in Undergraduate and Postgraduate Medical Education</b> <i>Sara Mortaz Hejri, Tehran University of Medical Sciences, Iran</i>
<b>No Discussion: Open Meeting follows – all welcome</b>	

1600-1730	<b>#5T Conference Workshop: Refugees' and Migrants' Health in Medical Curricula</b> <i>Evangelos Papageorgiou, EMSA - European Medical Students' Association, Greece; Aikaterini Dima, IFMSA - International Federation of Medical Students' Associations, Greece; Janusz Janczukowicz, AMEE, Poland; Petra Verdonk, Veronica Sellegger, Amsterdam UMC, VUmc, The Netherlands; Hiba Ghandour, IFMSA - International Federation of Medical Students' Associations</i> Location: Room L5, Level 1
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1600-1730	<b>#5U Conference Workshop: Location: Revealing the hidden curriculum and professional culture in the clinical workplace: a practical tool for trainees and faculty</b> <i>Hanneke Mulder, Jacqueline van Wijngaarden, University Medical Center Utrecht, The Netherlands; H. Carrie Chen, Georgetown University School of Medicine, USA; Olle ten Cate, University Medical Center Utrecht, The Netherlands</i> Location: Room L8, Level 1
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1600-1730	<b>#5V Conference Workshop: Problem Students or Problem Teaching? Exploring approaches to engaging students in their learning</b> <i>Ian Hall, Kathy Wright, Advance HE, UK</i> Location: Room 0.11-12, Level 0
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1600-1730 **#5W 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 **#5X 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 0.96-0.97, Level 0

1600-1730 **#5Y Conference Workshop: Vibrate to Communicate**  
Linda McCrorie, Peter McCrorie, University of Nicosia Medical School, Cyprus  
Location: Room 2.17, Level 2

1600-1730 **#5Z 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 2.44, Level 2

1600-1730 **#5AA 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 **#5BB 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 Komasa, Osaka Medical College, Japan; Gen Ouchi, University of Ryukyus, ChuraSim Simulation Center, Japan  
Location: Room 2.83, Level 2

1600-1730 **#5CC 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 **#5DD 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-Wei 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 Tamony, 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 competencies: A comparison between the traditional and new modular curriculum of medicine at Charité Berlin**  
Sabine Ludwig, Charité - Universitätsmedizin Berlin, Germany



	<p><b>5DD09 Applied Virtual Medical Educational System with Cross-Cultural Case Scenarios in Building Better Patient Care - A Pilot Study from Taiwan International Scholarship Program</b> Ruyi Huang, E-DA Hospital &amp; I-SHOU University, Taiwan</p>
	<p><b>5DD10 Addressing Gaps in the Attitudes and Beliefs of Workplace Sexual Harassment for Nurses and Trainee doctors in a Singaporean Academic Hospital</b> Nicholette Goh, National Health Group, Singapore</p>
1600-1730	<p><b>#5EE ePosters: Assessment</b> Moderator: Richard Wakeford, UK Location: Foyer C, Level 2</p>
	<p><b>5EE01 The Application of Milestones and Entrustable Professional Activity in Standardized Patient Training - the Results of Pilot Study</b> Chia-chang Huang, Taipei Veterans General Hospital, Taiwan</p>
	<p><b>5EE02 Written Assessment and The Cognition Levels Addressed: A Review of Published Studies in Health Sciences</b> Mei Yee Ng, Trinity College Dublin, Ireland</p>
	<p><b>5EE03 Developing an Online Structured Professional Reasoning Exercise (e-OSPRES) to test case assessment, diagnosis and Treatment Planning in orthodontics</b> Richard Cure, University of Warwick, UK</p>
	<p><b>5EE04 More than Just Numbers - Mean ABEM-ITE Percentile Score Helps Predict Resident Success in Final Exam in a Singapore Emergency Medicine Program</b> Dong Haur Phua, Tan Tock Seng Hospital, Singapore</p>
	<p><b>5EE05 Balint Group as Facilitator Instrument of Medical Internship Students Training</b> Edmea Oliva-Costa, Universidade Federal de Sergipe, Brazil</p>
	<p><b>5EE06 The role of question banks and the implications for medical schools: a systematic review</b> Afra Jiwa, King's College London, UK</p>
	<p><b>5EE07 A tool to identify and support medical students who are high achievers in basic science written assessments but lower performers in OSCEs</b> Alexia Papageorgiou, University of Nicosia Medical School, Cyprus</p>
	<p><b>5EE08 Medical students' peer to peer assessment reliability in clinical case simulations training</b> Laura Malakauskiene, Lithuanian University of Health Sciences, Lithuania</p>
	<p><b>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</b> Zong Jie Koh, National University Hospital Singapore, Singapore</p>

	<p><b>5EE10 Evaluating Student Competence in the Shared Discovery Curriculum</b> Robert Malinowski, Michigan State University College of Human Medicine, USA</p>
	<p><b>5EE11 Baseline knowledge assessments are an effective tool for retrieval practice in student pharmacists</b> Sarah Anderson, University of North Carolina at Chapel Hill Eshelman School of Pharmacy, USA</p>
	<p><b>5EE12 Fifteen Seconds Matters - Evaluate Under Graduated Year Medical Students' Ability in Echocardiography</b> Yen-Yu Liu, MacKay Memorial Hospital, Taiwan</p>
1600-1730	<p><b>#5FF ePosters: Teamwork / Interprofessional Education</b> Moderator: John Tegzes, USA Location: Crystal Lounge, Level 1</p>
	<p><b>5FF01 Using simulation to practise inter- and intraprofessional communication skills in undergraduate medical education</b> Mascha Berk, UMC Utrecht, the Netherlands</p>
	<p><b>5FF02 Effective Interprofessional Education as a Strategy for Quality Improvement</b> Yan Qin, Singhealth, Singapore</p>
	<p><b>5FF03 Using simulation to train interprofessional collaboration for healthcare students in primary care</b> Lene Lunde, University of Oslo, Norway</p>
	<p><b>5FF04 Investigation of changes of empathy levels in clinical psychology and medical students of Japanese Medical School before and after interprofessional education</b> Hiroki Okada, Department of Medical Education, Faculty of Medicine, Kagawa University, Japan</p>
	<p><b>5FF05 Introduction of Clinical Exchange Training for Medical and Dental Students</b> Mina Nakagawa, Institute of Education, Tokyo Medical and Dental University, Japan</p>
	<p><b>5FF06 Evaluation of Team-Based Learning in Respiratory System II Course in Two Academic Years</b> Napat Chatteeraphat, Faculty of Medicine, Chulalongkorn University, Thailand</p>
	<p><b>5FF07 Does Multi-Disciplinary Debriefing Improve Clinical Knowledge, Human Factors and Confidence in Interprofessional Simulation?</b> Ryan Phillips, Royal Cornwall Hospitals Trust, UK</p>
	<p> <b>5FF08 Improving patient safety by integrating team resource management program into staff training: 9-year experience in a tertiary hospital</b> Hsiang-Chun Tsai, Dalin Tzu Chi Hospital, Buddhist Tzu Chi Medical Foundation, Taiwan</p>
	<p><b>5FF09 "Two is a crowd" - a qualitative analysis of dyad training in clinical clerkships</b> Laerke Marijke Noerholk, CAMES Rigshospitalet, Denmark</p>



**5FF10 Norwegian health care students' experiences from interprofessional education on complex patients in nursing homes**  
*Birgitte Kalleberg, Faculty of Medicine, University of Oslo, Norway*

**5FF11 Interprofessional Large-Group Simulation of Sudden Infant Death Syndrome - Experiences of Students and Professionals**  
*Kirsimarja Metsävainio, Kuopio University Hospital, Finland*

**5FF12 Simulation Based Education: Demonstrating effective multidisciplinary teamwork to undergraduate nursing and medical students**  
*Harriet Welch, Walsall Healthcare Trust, UK*

**5FF13 Interprofessional Education in the Real World: Creating a Foundation for Success in a Patient's Medical Home**  
*Amanda Condon, University of Manitoba, Canada*

1600-1730

**#5GG Posters: Competency Based Education**

Moderator: Danielle Verstegen, the Netherlands  
Location: Hall F/Foyer F, Level o

**5GG01 Exploring the challenges of implementing CBME across stages and specialties: a qualitative study**  
*Yi-Da Sie, China Medical University Hospital, Taiwan*

**5GG02 Could milestone evaluation be an effective instructional scaffolding for residency training?**  
*Chien-yu Chen, Taipei Medical University Hospital, Taiwan*

**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*

**5GG04 Designing a Hybrid Faculty Development Program for Competency-Based Medical Education Implementation**  
*Jason Jiunshiou Lee, Taipei City 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*

**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*

**5GG08 Digital Badges in Medical Education: A Systematic Review**  
*Julie Noyes, Washington State University, USA*

**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*

**5GG10 Medical students' attitudes towards expected competencies in the outcome-based curriculum**  
*Mahboobeh Mafinejad, Tehran University of Medical Sciences, Iran*

**5GG11 Evaluation of Simulated Training Scenarios and Debriefing Quality Using a Competence-Based Behavioral Checklist**  
*Yoshitaka Maeda, Jichi Medical University, Japan*

**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*

**5GG13 Maintaining the Momentum for the Transition to CBD: CBME Strategic Planning**  
*Moyez Ladhani, McMaster University, Canada*

**5GG14 Construction and Analysis of a First Aid Competence Index for Nurses in the Two-Year Nursing Postgraduate Training Program**  
*Shih-Ying Yen, MacKay Memorial Hospital, Taiwan*

1600-1730

**#5HH Posters: Transition**

Moderator: Philip Chan, UK  
Location: Hall F/Foyer F, Level o

**5HH01 Multiple Transitions of Undergraduate First-Year Students in the MBChB Programme: Expectations, Experiences and Emotions**  
*Nokuthula Tlalajoe, University of the Free State, South Africa*

**5HH02 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*

**5HH03 Facilitating a successful transition from academic to clinical education for medical students**  
*Brooke Short, University of Newcastle, Australia*

**5HH04 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*

**5HH05 A Scoping Review of Interventions to Support the Transition from Medical Student to Doctor**  
*Niamh Coakley, University College Cork, Ireland*

**5HH06 Bridging the Gap: Transition from Medical Student to Junior Doctor**  
*Ujjwal Prakash Khanal, Institute of Medicine, Tribhuvan University, Nepal*



	<b>5HH07 Preparing Final Year Medical Students for the Wards through an Interactive Prescribing Workshop</b> <i>Claire Capper, Mid Yorkshire NHS Trust, UK</i>
	<b>5HH08 Final Year Examinations Versus Job Preparation: Introducing a Series of Sessions to Bridge the Gap</b> <i>Ariella Midgen, Watford General Hospital, UK</i>
	<b>5HH09 The effectiveness of orientation training for new nursing staff by flipped classroom teaching mode</b> <i>Jen-Yu Chi, National Cheng Kung University Hospital, Taiwan</i>
	<b>5HH10 A multi-support approach: The role transition of newly graduated nurses during the first three months of preceptorship in Taiwan</b> <i>Hui-Ying Chiang, Chi Mei Medical Center/Southern Taiwan University of Technology, College of Humanities and Social Sciences, Taiwan</i>
	<b>5HH11 A study on the Learning Attitudes, Learning Difficulties and Coping Strategies of New Nurses</b> <i>Su-Chen Kuo, Chi Mei Medical Center, Liouying, Taiwan</i>
	<b>5HH12 Developing a tailored induction programme for International Medical Graduates</b> <i>Justin Poisson, Great Ormond Street Hospital for Children, uk</i>
	<b>5HH13 Transition to Foundation Year 2 - how can we better support trainees?</b> <i>Kirsty Brownlie, NHS (Severn Deanery), UK</i>

1600-1730

**#5II Posters: Game-based Learning**

Moderator: Todd Chang, USA  
Location: Hall F/Foyer F, Level 0

	<b>5II01 Impacts of contextual game-based learning on Nurse Practitioners learning performances in health assessment courses</b> <i>Chin-Sheng Lin, School of Medicine, National Defense Medical Center, Taiwan</i>
	<b>5II02 Neurophysiology Games in the Process of Education and Learning in Psychology: Perception of Students in the Living of Construction</b> <i>Carla Waldeck Santos, Faculdades Pequeno Príncipe, Brazil</i>
	<b>5II03 Spreading Happiness for Medical Students with TV Game Shows Teaching Style: Facilitating Learning-by-Learner</b> <i>Sahattaya Niyamosot, Suranaree University of Technology, Thailand</i>
	<b>5II04 Team-Game-Tournament in new nurses' medication training program</b> <i>Pei-Hsuan Li, Chi Mei Medical Center, Liouying, Taiwan</i>
	<b>5II05 Mixing Innovations: Incorporating educational technology into game-based learning</b> <i>Douglas Bovell, Weill Cornell Medicine in Qatar, Qatar</i>

**5II06 StudzyBuddy: a novel game to facilitate Dermatology revision for final year Medical students**

*David Cripps, South Warwickshire NHS Foundation Trust/The University of Warwick, UK*

**5II07 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*

**5II08 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*

**5II09 Using game based learning as a formative assessment tool in microbiology class**

*Anirut Limtrakul, Faculty of Medicine, Srinakharinwirot University, Thailand*

**5II10 The Efficiency of BMB gamification for the 2nd Year Medical students of Phramongkutklao College of Medicine (PCM)**

*Montalee Theeraapisakkun, Phramongkutklao College of Medicine, Thailand*

**5II11 Fostering faculty engagement in a community of practice by means of collaborative gamification**

*Cristina Kroeff Schmitz Gibk, Universidade do Vale do Rio dos Sinos/UNISINOS, Brazil*

**5II12 A comparison of learning outcome and student satisfactions in game based learning and lecture based learning.**

*Piyarat Rojsanga, Udonthani Medical Education Center, Udonthani Hospital, Thailand*

**5II13 Balung Game Card (BGC) - A trigger to exchange ideas and display their own brand of creativity**

*Phenny Pariury, Unika Soegijapranata, Indonesia*

**5II14 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

**#5JJ Posters: Curriculum: Strategies / Medical Education Research**

Moderator: John Cookson, UK  
Location: Hall F/Foyer F, Level 0

	<b>5JJ01 Comparison of Performance among Graduating Doctors Trained in Traditional &amp; Integrated Curriculum</b> <i>Seyyedha Abbas, Foundation University Medical College, Islamabad, Pakistan</i>
	<b>5JJ02 Implications for the design of an integrated pharmacy curriculum from a scoping review of integrated health professions curricula</b> <i>Aisling Kerr, RCSI Dublin, Ireland</i>





**5JJ03 Microanalysis framework on learning effectiveness and satisfaction of organ system-based integrated curriculum in undergraduate medical education**

Bor-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**

Chonthicha Chawachart, MEC Phayao University, Thailand

**5JJ09 Why did medical students choose Family Medicine elective?**

Siriluk Pongchitsiri, Buddhasothorn 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**

Diani Puspa Wijaya, 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



1600-1730

**#5KK Posters: Students: Health and Wellbeing**

Moderator: David Taylor, United Arab Emirates  
Location: Hall F/Foyer F, Level o

**5KK01 Workplace cultures and medical student burnout in clerkships**

Yung Kai Lin, Chiayi Branch, Taichung Veterans General Hospital, Taiwan

**5KK02 10 minutes mindfulness - does it work for Thai medical students?**

Benjawan Yoosamran, 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 Velez, 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 Thampanya, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

**5KK13 MuayThai boxing fights reduce stress and improve exercise attitudes in medical students**

Narin Chindavech, Buriram Medical Education Center, Thailand

**5KK14 Mental Health and Wellbeing Amongst Medical Students: How are we doing?**

Zayna Syed, University of Glasgow, UK

1600-1730

**5KK15 Non-medical use of prescription stimulants by undergraduate medical students at a South African University**

Lori Bocchino, 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 Sirijanchune, 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 Nakhon Si Thammarat Hospital, Thailand

**#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 multimorbid conditions**

Julia Sader, UNIGE (UDREM), 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**

Viktoria 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)**

Chiung-hsi 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, Sanpasitthiprasong 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**

Hadeil Morsi, 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**

Patranit 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

**5MM13 Incorporating training of nursing staff into hospice care in the nursing home: a short course**

Chih-Pang Chu, Department of Psychosomatic Medicine, Taipei City Hospital, Songde Branch, Taipei, Taiwan

**5MM14 Becoming the Medical Registrar - Addressing the Unmet Needs**

Caroline Ming, King's College Hospital/King's College London, UK

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**

1600-1730	Medical Teacher Board Meeting (closed meeting)	Room L4, Level 1
1745-1915	AMEE CPD Committee (closed meeting)	Room 0.49-0.50, Level 0
1745-1915	AMEE Faculty Development Committee (closed meeting)	Room L4, Level 1
1815-1915	AMEE Fellowship Committee (closed meeting)	Suite E, Level 0
1730-1915	BEME Open Session	Room 0.51, Level 0
1745-1915	Ottawa Consensus Group: Performance Assessment (closed meeting)	Room 2.95, Level 2
1745-1900	Student Orientation Open to all students	Hall N, Level 1

### Registration / Exhibition

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

0945-1015

### Coffee Break

Viewing of posters and  
exhibits

Entrance Hall,  
Hall E, Gallery,  
Foyer M and N

### Tours – all tours depart and return to Austria Center Vienna

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

### AMEE Group Meetings

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

0915-0935

### 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  
MedEdPublish Best Article Prize

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

Janusz Janczukowicz (Medical University of Lodz, Poland), 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





1045-1100	<b>7D3 Caring for underserved patients through neighbourhood health screening: readiness for interprofessional learning after participation in a longitudinal interprofessional home visit program in Singapore</b> <i>Liang En Ian Wee, Singapore General Hospital, Singapore</i>
1100-1115	<b>7D4 Social identification and interprofessional learning of final-year nursing and medical students</b> <i>Claudia Tielemans, Utrecht University, the Netherlands</i>
1115-1130	<b>7D5 Introduction of an undergraduate interprofessional simulation based skills training program in obstetrics and gynaecology in India</b> <i>Arunaz Kumar, Monash University, Australia</i>
1130-1145	<b>7D6 Implementation of Importance-Performance Analysis to Evaluate the Interprofessional Collaborative Practice Conference in a Tertiary Hospital in Taiwan</b> <i>Je-Ming Hu, Division of Colorectal Surgery, Department of Surgery, Tri-Service General Hospital in Taipei, Taiwan</i>
1145-1200	<b>7D7 Does Interprofessional Education for teachers enhance the Interprofessional Collaboration in airway management for new staffed nurses, respiratory therapists and physicians?</b> <i>Mok Sam I, Taipei Medical University Shuang Ho Hospital, New Taipei City, Taiwan</i>
	<b>No Discussion</b>

1015-1200



### #7E Research Papers: Diversity in the Curriculum

Moderator/Assessor: Francois Cilliers, South Africa

Assessor: Cynthia Whitehead, Canada  
Location: Hall M, Level 1

1015-1035	<b>7E1 When teachers meet in interdisciplinary teams: hangouts, distribution centers and melting pots</b> <i>Stephanie Meeuwissen, Faculty of Health, Medicine &amp; Life Sciences (FHML), Maastricht University, The Netherlands</i>
1035-1055	<b>7E2 The exotic other: A constructivist analysis of cultural diversity in medical curricula</b> <i>Albertine Zanting, Maastricht University, Maastricht, Netherlands</i>
1055-1115	<b>7E3 Medical students' negative affective responses to meeting patients with mental illness – do these represent stigma?</b> <i>Helen Caisley, University of Cambridge/Cambridgeshire and Peterborough NHS Foundation Trust/Collaboration for Leadership in Applied Health Research and Care East of England, Cambridge, UK</i>

1115-1135

### 7E4 Experiences and motivation of ethnic minority students in medical education: a qualitative study

*Ulviye 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: Julia Blitz, South Africa

Assessor: Viktor Riklifs, Kazakhstan

Location: Room L6, Level 1

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

Location: Room 1.85-86, Level 1

1015-1025

### 7G1 Promoting Professionalism through Remediation in Residency Education: support, support, support

*Mary Ana Cordero Diaz, Tecnológico de Monterrey, Escuela de Medicina y Ciencias de la Salud, Mexico*



1025-1035	<b>7G2 Set Up to Fail: Do we really believe a learner in difficulty can be successfully remediated?</b> <i>Teri Turner, Baylor College of Medicine, USA</i>
1035-1045	<b>7G3 'First do no harm' - overdiagnosis and transitioning to the 'expert generalist'</b> <i>Oliver Morris, Southampton GP Education Unit, UK</i>
1045-1055	<b>7G4 Connecting the champions: The importance of having the network of like-minded people in developing IPE in Asia Pacific region</b> <i>Daniel Richard Kambey, Indonesian Young Health Professionals' Society, Indonesia</i>
1055-1105	<b>7G5 A nationwide collaboration for student councils - the next big thing in student representation</b> <i>Erica Aldenbäck, OMSiS (Nationwide network for all student councils at the medical programmes in Sweden), Sweden</i>
1105-1115	<b>7G6 Let's learn from mistakes - also in education!</b> <i>Pekka Louhiala, University of Helsinki, Finland</i>
1115-1125	<b>7G7 Student feedback should not influence medical school rankings - the current system is consumerising medical education, to the detriment of both educators and students</b> <i>Hamed Khan, St George's, University of London, UK</i>
1125-1135	<b>7G8 Quality in Education - what does it really mean?</b> <i>Jo Brown, Barts and The London School of Medicine and Dentistry, UK</i>
1135-1145	<b>7G9 Restriction of working hours - Do the residents appreciate?</b> <i>Ling-Yu Yang, Department of Medical Education, Taipei Veterans General Hospital, Taiwan</i>
1145-1200	<b>Discussion</b>
1015-1200	<b>#7H Short Communications: Curriculum: Entrustable Professional Activities (EPAs)</b> Moderator: Maryellen Gusic, USA Location: Room 1.61-62, Level 1
1015-1030	<b>7H1 Evaluation of the AAMC's 13 Core EPAs</b> <i>Eric Meyer, USUHS, USA</i>
1030-1045	<b>7H2 Development of EPAs for Teaching in Undergraduate Medical Education</b> <i>Harm Peters, Scheffner Center for Medical Education, Charité - Universitätsmedizin Berlin, Germany</i>
1045-1100	<b>7H3 First-year EPAs for Anaesthesia training - do trainees and supervisors agree?</b> <i>Jan Breckwoldt, University Hospital Zurich, Switzerland</i>
1100-1115	<b>7H4 Sequencing Entrustable Professional Activities through a whole-task model for instructional design: An early experience in a Latin-American medical school</b> <i>Alvaro Enrique Romero Tapia, School of Medicine Universidad de La Sabana, Colombia</i>

1115-1130	<b>7H5 Using Entrustable Professional Activities (EPAs) as curriculum organizers in a major medical undergraduate curriculum renewal</b> <i>Marcelo Garcia Dieguez, Inisstituto Univeristario Hospital Italiano, Argentina</i>
1130-1145	<b>7H6 Arrested Development? Measuring Progression of Student Performance by Entrustable Professional Activity (EPA)</b> <i>Caroline Milne, University of Utah School of Medicine, USA</i>
1145-1200	<b>7H7 Design and assessment of an EPA based national residents training program: From theory to practice</b> <i>Reinoud Gemke, Amsterdam University Medical Center, the Netherlands</i>
	<b>No Discussion</b>
1015-1200	<b>#7I Short Communications: Assessment: Written and Progress Test</b> Moderator: Val Wass, UK Location: Room L2, Level 1
1015-1030	<b>7I1 Comparing psychometric characteristics of short-answer and multiple-choice questions in the NBME internal medicine subject examination</b> <i>Amy Morales, National Board of Medical Examiners (NBME), USA</i>
1030-1045	<b>7I2 Experts' responses in script concordance tests: A response process validity investigation</b> <i>Matthew Lineberry, University of Kansas Medical Center and Health System, USA</i>
1045-1100	<b>7I3 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</b> <i>Nuno Lupi Manso, Lisbon School of Medicine, Universidade de Lisboa, Portugal</i>
1100-1115	<b>7I4 The mistakes we have made in constructing written questions and how you can learn from them</b> <i>Ellinor Kenne, Karolinska Institutet, Sweden</i>
1115-1130	<b>7I5 Content Validity Assessment after Syllabus Revision</b> <i>Agneta Månsson Broberg, Karolinska Institute, Sweden</i>
1130-1145	<b>7I6 Implementation of progressive competency based assessment of clinical skills in an MD program: Evaluation of impact on student learning</b> <i>Margo Lane, Griffith University, Australia</i>
1145-1200	<b>Discussion</b>

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, SOBRAMFA - 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

Aisling Smyth, Royal College of Physicians of 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

No Discussion

1015-1200

### #7L Short Communications: Longitudinal Integrated Clerkships

Moderator: Chinthaka Balasooriya, 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 McElhinney, 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

Yaw-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

No Discussion

1015-1200	<b>#7M Short Communications: Student as Teacher</b> Moderator: Linda Crane, Australia Location: Room 0.94-95, Level 0
1015-1030	<b>7M1 Experiences from developing a Student-led Medical Education Journal Club</b> Keerthi Senthil, University of Cambridge, UK
1030-1045	<b>7M2 Empowering patients, empowering students: a mixed-methods study on the impact of training medical students in health coaching</b> Arti Maini, Imperial College London, UK
1045-1100	<b>7M3 TMET: a peer-led Medical Education workshop</b> Silvia Matilda Aștefanei, International Federation of Medical Students' Associations
1100-1115	<b>7M4 An educational innovation to promote students' skills as teachers and leaders</b> Serena Cottrell, Education, Faculty of Medicine, University of Southampton, UK
1115-1130	<b>7M5 Doctor as Teacher - Peer markers for teaching, learning and feasibility of essay assessment</b> Russell Hearn, King's College London, UK
1130-1145	<b>7M6 Sexual education by medical students</b> Clémence Musy, France
1145-1200	<b>Discussion</b>
1015-1200	<b>#7N Short Communications: Curriculum: Subjects in the Curriculum</b> Moderator: Henriette Löffler-Stastka, Austria Location: Room 2.15, Level 2
1015-1030	<b>7N1 Involvement of students in academic medicine: using poster presentations as an educational strategy</b> Irma Elisa Eraña Rojas, Tecnológico de Monterrey, School of Medicine and Health Sciences, Mexico
1030-1045	<b>7N2 Digital medicine is here - let's talk about it</b> Jan P. Ehlers, Didactics and Educational Research in Healthcare - Witten/Herdecke University, Germany
1045-1100	<b>7N3 Real Life, Real Drama: Learning behavioural sciences in the clinical environment</b> Tanya Kane, College of Medicine, Qatar University, Qatar
1100-1115	<b>7N4 The use of educational interventions in preparing medical students for interactions with the pharmaceutical industry: a systematic review</b> Eugene Ace McDermott, King's College London, UK
1115-1130	<b>7N5 Defining learning outcomes for infectious disease control in the medical curriculum in the Netherlands: a modified Delphi study</b> Nienke van den Berg, UMC Utrecht, the Netherlands
1130-1145	<b>7N6 Japanese Public Health Courses in Medical Education</b> Yuka Yamazaki, Tokyo Medical University, Japan
1145-1200	<b>Discussion</b>

1015-1200	<b>#7O Short Communications: Clinical Reasoning</b> Moderator: Geoff Norman, Canada Location: Room 2.31, Level 2
1015-1030	<b>7O1 Development of an 8-step, instructional approach for bedside teaching courses to facilitate clinical reasoning in medical students</b> Antje Degel, Charité Universitätsmedizin Berlin, Germany
1030-1045	<b>7O2 Teaching clinical reasoning: what elements of the institutional context should be included?</b> Annie Carrier, Université de Sherbrooke, Canada
1045-1100	<b>7O3 Journey from novice to expert: Comparing clinical reasoning skills of third year and final year medical students</b> Tanzeela Khalid, The University of Faisalabad, Pakistan
1100-1115	<b>7O4 A randomized controlled trial of students' individual and collaborative clinical reasoning: Effects on diagnostic accuracy, time-on-task and knowledge</b> Helene Werl, Institute for Medical Education, LMU University Hospital, LMU Munich, Germany
1115-1130	<b>7O5 Effect of a knowledge-oriented intervention on physicians' diagnostic accuracy and susceptibility to bias: A randomized controlled experiment</b> Silvia Mamede, Institute of Medical Education Research, Erasmus University Rotterdam, the Netherlands
1130-1145	<b>7O6 Assessing clinical reasoning in a serious game: Comparison of two different scoring approaches</b> Angélica Middeke, University Medical Centre Goettingen, Germany
1145-1200	<b>7O7 Students' clinical reasoning focused on client behaviour change assessed with the web-based Reasoning 4 Change instrument</b> Maria Elvén, Mälardalen University, School of Health, Care and Social Welfare, Sweden
	<b>No Discussion</b>
1015-1200	<b>#7P Short Communications: Surgery 2</b> Moderator: Jane Thorley Wiedler, Switzerland Location: Room L1, Level 1
1015-1030	<b>7P1 Educational online videos for students from different disciplines: The impact on learning and attitude toward inter-professional cooperation</b> Johannes Grosser, Leibniz Institut für Wissensmedien (IWM), Germany
1030-1045	<b>7P2 How should we teach Human Factors and Non-Technical Skills in Post-Graduate Surgical Training? A Qualitative Interview Study</b> Gillian Hardman, University of Manchester, UK







1045-1100	<b>7P3 Reliable assessment of simulation-based surgical technical skills training is highly dependent on context: an exploration of different training variables using generalizability theory</b> Steven Arild Wuyts Andersen, Copenhagen Academy for Medical Education and Simulation, Denmark
1100-1115	<b>7P4 The effect of ultra high fidelity graphics on surgical simulation training and cognitive load: a prospective interventional trial</b> Andreas Frithioff, Copenhagen Academy for Medical Education and Simulation (CAMES), Rigshospitalet, Copenhagen, Denmark
1115-1130	<b>7P5 Development and validation of a simulator-based test in transurethral resection of bladder tumors (TURBEST)</b> Sarah Bube, Urology Department, Zealand University Hospital, Roskilde, Denmark
1130-1145	<b>7P6 The Why and How of Guided-Discovery: Exploring Learning Mechanisms in an open-surgical skills course</b> Andreas Höier Aagesen, Copenhagen Academy for Medical Education and Simulation (CAMES), Denmark
1145-1200	<b>Discussion</b>
1015-1200	<b>#7Q Short Communications: Selection Methods</b> Moderator: Giuseppe Familiari, Italy Location: Room 0.15, Level 0
1015-1030	<b>7Q1 Opening the black box in selection: What are we really measuring?</b> Sanne Schreurs, Maastricht University, the Netherlands
1030-1045	<b>7Q2 Stories of selection from medical students with progression delay</b> Sandra Carr, The University of Western Australia, Australia
1045-1100	<b>7Q3 Keeping the bandwagon on track: Facilitating best practice and collaboration in MMIs as an admissions methodology across UK Medical Schools</b> Angela Kubacki, St George's, University of London, UK
1100-1115	<b>7Q4 Developing Situational Judgement Tests for Ophthalmology Specialist Training in Australia and New Zealand</b> Catherine Green, Royal Australian and New Zealand College of Ophthalmologists, New Zealand
1115-1130	<b>7Q5 Does a qualitative selection procedure including non-academic criteria result in a medical student group with higher empathy than a lottery procedure?</b> Anouk Wouters, Amsterdam UMC, Location VUmc, VUmc School of Medical Sciences, Research in Education, the Netherlands

1130-1145	<b>7Q6 Comparison of the Performance Characteristics of the AAMC Standardized Video Interview (SVI) and the Electronic Standardized Letter of Evaluation (eSLOE) in Emergency Medicine</b> Laura Hopson, University of Michigan, USA
1145-1200	<b>Discussion</b>
1015-1200	<b>#7R Short Communications: Postgraduate Education 3</b> Moderator: Rachel Owers, UK Location: Room 0.16, Level 0
1015-1030	<b>7R1 All Aboard for Social Paediatrics (SoPeds) Residency Training Programme</b> Chayakamon Niyasom, Department of Paediatrics, Faculty of Medicine, Naresuan University Hospital (NUH), Thailand
1030-1045	<b>7R2 Challenging the simulation panacea: Preparing junior doctors for the stress of acute care</b> Scott Clarke, Edinburgh Medical School: Medical Education, University of Edinburgh, UK
1045-1100	<b>7R3 Developing professionalism amongst medical interns who have taken part in open disclosure after medication error: Feedback that avoids 'Facebook reflection'</b> Andrew Lane, Sydney Medical School, Australia
1100-1115	<b>7R4 Conversations with interns - a safety net for personal and professional support</b> Cecilia Moore, Austral University, Argentina
1115-1130	<b>7R5 Developing a shared purpose for each hospital admission: An essential component of team competence</b> Mark Goldszmidt, Schulich School of Medicine & Dentistry, Canada
1130-1145	<b>7R6 Disentangling residents' engagement with communities of clinical practice in the workplace</b> Francisco M Olmos-Vega, Pontificia Universidad Javeriana, Colombia
1145-1200	<b>Discussion</b>
1015-1200	<b>#7S Short Communications: Teaching and Learning 2</b> Moderator: Harumi Gomi, Japan Location: Room 0.51, Level 0
1015-1030	<b>7S1 Promoting high-order thinking in medical students using semi-structured learning activities</b> Lance Miller, American University of The Caribbean School of Medicine, Dutch Antilles
1030-1045	<b>7S2 Using Activity Theory to Change the Cognition of Nursing Clinical Preceptors on Workplace Bullying</b> Chien Chien Tung, Tungs Taichung MetroHarbor Hospital, Taiwan





1045-1100	<b>7S3 Using on-line spaced education to improve learning in the health sciences: A systematic review</b> <i>David Hak, AO North America, USA</i>
1100-1115	<b>7S4 Do Dental Medical Students Develop Visual Diagnostic Expertise Already During their Studies?</b> <i>Katharina Scheiter, Leibniz-Institut für Wissensmedien, Germany</i>
1115-1130	<b>7S5 Active learning in medical education: Case study of a medical faculty in Papua New Guinea</b> <i>Jerzy Kuzma, Faculty of Medicine and Health Sciences, Divine Word University, Papua New Guinea</i>
1130-1145	<b>7S6 Cultural Preparedness for Active Learning</b> <i>Haruko Akatsu, International University of Health and Welfare School of Medicine, Japan</i>
1145-1200	<b>Discussion</b>
1015-1200	<b>#7T Round Table: Learner in Difficulty</b> Moderator: Ian Curran, Singapore Location: Room L5, Level 1
	<b>7T1 "But they seem nice"- Is failure to fail medical students failing them?</b> <i>George Greenlees, Royal Wolverhampton NHS Trust, UK</i>
	<b>7T2 Remediation of Technical Skills for Surgical Trainees</b> <i>Oleg Safir, University of Toronto, Canada</i>
	<b>7T3 If At First You Don't Succeed: Transforming the Culture of Failure</b> <i>Clasina Leslie Smith, SIU School of Medicine, USA</i>
1015-1200	<b>#7U Simulation Journal Club</b> Location: Room L8, Level 1
1015-1200	<b>#7V Conference Workshop: To self-direct or not to self-direct, that is the question: Shining a light on curriculum dilemmas</b> <i>James McMillan, Linda Jones, University of Dundee, UK</i> Location: Room 0.11-12, Level 0
1015-1200	<b>#7W Conference Workshop: From Young Teacher to Young Educator: Crystallising Educational Aspirations into Practical Steps</b> <i>Rille Pihlak, University of Manchester, UK; Susannah Brockbank, University of Liverpool, UK; Robbert Duvivier, Maastricht University, The Netherlands; Margot Weggemans, University Medical Center Utrecht, The Netherlands; Kevin Garrity, University of Glasgow, UK; Matthew J. Stull, Case Western Reserve University, USA</i> Location: Room 0.49-50, Level 0

1015-1200	<b>#7X Conference Workshop: Medical Education: The costs vs the profits</b> <i>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</i> Location: Room 0.96-97, Level 0
1015-1200	<b>#7Y Conference Workshop: The Cultivation of Cognitive Curiosity: Key for Learning, Clinical Competence, Engagement, and Well-Being in the Healthcare Profession</b> <i>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</i> Location: Room 2.17, Level 2
1015-1200	<b>#7Z Conference Workshop: Burnout amongst European Junior Doctors: recurrent themes, contributing factors and possible solutions</b> <i>Ellen McCourt, Vicky Soomers, Josephine Elliott, Brigita Jazbar, Agostinho Moreira de Sousa, Kitty Mohan, European Junior Doctors Association</i> Location: Room 2.44, Level 2
1015-1200	<b>#7AA Conference Workshop: Coaching for Professionalism Remediation: Tools for establishing trust, diagnosing learners and creating remediation plans</b> <i>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</i> Location: Room 2.61, Level 2
1015-1200	<b>#7BB Conference Workshop: An international perspective on testing accommodations</b> <i>Ioanna Maraki, General Medical Council, UK; Ilona Bartman, Medical Council of Canada, Canada; Carl Matheson, Australian Medical Council, Australia</i> 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 Thongruangsooksai, 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 Adeel 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 Yaeyama Hospital, Japan

**7DD09 An Informed Consent: How Informing Is It? Reflective Experience from the Middle East**

Shariya Redha, Kuwait University, Faculty of Medicine, Kuwait

**7DD10 Class attendance in the disruptive era: what undergraduate medical students and teachers think**

Vorapol Jaroonvanichkul, Faculty of Medicine, Chulalongkorn University, Thailand

**7DD11 Cadaver as a teacher: I will pay more respect to human body**

Mohammad Taherahmady, Tehran University of Medical Sciences, Iran

**7DD12 Changes on medical students' specialty preferences during their degree: the role of gender**

Ana Isabel Gouveia, Faculdade de Ciências da Saúde - Universidade da Beira Interior, Portugal

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 Ragbourn, 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, Tehran, 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

	<b>7EE09 A new innovation: flashlight visual field simulator: easier to understand the complex optic pathway, low cost and more fun</b> <i>Napat Thanakitjanont, Vachira Phuket Hospital Medical Education Center, Thailand</i>
	<b>7EE10 Simulation Technologies in Cardiopulmonary Resuscitation: From Basic Approach to Team Training</b> <i>Anton Vorobev, Surgut State University, Russia</i>
	<b>7EE11 Teaching How to Save Lives: CPR Teaching Through Simulation and Multimedia Resources</b> <i>Maira Loesch, Pontifícia Universidade Católica do Paraná, Brazil</i>
	<b>7EE12 Implementing a standardized UHC Simulation for medical students</b> <i>Tatiana Zebrova, International Federation of Medical Students' Associations</i>
	<b>7EE13 The AURA Study: Assessing Usefulness of Virtual Reality Mobile Application in Flexible Videoscope Airway Training</b> <i>Ying Wei Yau, National University Hospital, Singapore</i>
1015-1200	<b>#7FF ePosters: Technology Enhanced Learning 1</b> Moderator: Tobias Raupach, Germany Location: Crystal Lounge, Level 1
	<b>7FF01 Nationwide implementation of the Non Invasive Prenatal Test for aneuploidy screening: Pre-post implementation evaluation of a blended learning for counselors</b> <i>Linda Martin, Amsterdam UMC, VUmc, AVAG, The Netherlands</i>
	<b>7FF02 Application of Face-to-Face Education and Online Courses on Palliative Care Education by Using Multimedia Teaching Materials</b> <i>Shao-Yu Hsu, Taipei City Hospital, Taiwan</i>
	<b>7FF03 Using blended teaching methods to improve nursing staff cognition, affection, and skill of HSCT care in hematology unit</b> <i>Yen-Ni Sung, Taipei Veterans General Hospital, Taiwan</i>
	<b>7FF04 The Effectiveness of using Interactive E-book on nurses' learning motivation and knowledge of electrocardiogram interpretation</b> <i>Chien-Lin Kuo, National Taipei University of Nursing and Health Sciences, Taiwan</i>
	<b>7FF05 An evaluation of a case-based e-learning module on non-accidental injury for medical students</b> <i>Niamh Ryan, University of Dundee, UK</i>
	<b>7FF06 Stronger together - Virtual University of Occupational Health Care supports specialist physician training</b> <i>Lena Selänne, University of Helsinki, Finland</i>
	<b>7FF07 All in the Mix: The Use of Blended Learning for Trainee Anaesthetists</b> <i>David Marriott, University Hospitals of Leicester, UK</i>

	<b>7FF08 On-line learning improves contouring skills in radiotherapy. An ESTRO-FALCON-IAEA study</b> <i>Jon Cacicedo, Cruces University Hospital, Spain</i>
	<b>7FF09 Undergraduate and residency integration mediated by telemedicine: An experience of the surgery and psychiatry units</b> <i>José Diniz Junior, Universidade federal do Rio Grande do Norte EBSEERH, Brasil</i>
	<b>7FF10 Blended learning: Students' Perception and Impact of Formative Assessment on Blackboard on the Final Marks in Endocrine Module</b> <i>Mukhtiar Baig, Faculty of Medicine, Rabigh, King Abdulaziz University, Jeddah, Saudi Arabia</i>
	<b>7FF11 Virtual On-call Teaching Programme: A Practical Implementation</b> <i>Byron Lu Morrell, East Kent Hospital University NHS Foundation Trust, UK</i>
	<b>7FF12 Predictors of student retention in postgraduate online learning environment</b> <i>Nazmul Karim, Monash University, Australia</i>
	<b>7FF13 How to Jump from Conventional to Modern e-Learning System Without Having "Wounds". A Student Point of View</b> <i>Andrei Dragos Cumpanas, Victor Babes University of Medicine and Pharmacy, Timisoara, Romania</i>
	<b>7FF14 E-learning attitudes and perspectives of medical students at Chulalongkorn University</b> <i>Chatuthanai Savigamin, Faculty of Medicine, Chulalongkorn University, Thailand</i>
1015-1200	<b>#7GG Posters: Faculty Development</b> Moderator: Alice Fornari, USA Location: Hall/Foyer F, Level 0
	<b>7GG01 A Model Workshop for Writing Systematic Review Protocols at Teaching Hospitals: The Final Report</b> <i>Yuki Kataoka, Hyogo Prefectural Amagasaki General Medical Center, Japan</i>
	<b>7GG02 Social Factors in Clinical Teachers' Learning into Practice Following Faculty Development Programs</b> <i>Szu-Han Wang, Chang Gung Memorial Hospital, Linkou Branch, Taiwan</i>
	<b>7GG03 Impact of a teacher training program for health careers in the context of the implementation of the simulation hospital in San Sebastian University</b> <i>Roxana Buscaglione, Universidad San Sebastián, Chile</i>
	<b>7GG04 Faculty Development Activities for Biomedical Educators at Avalon University School of Medicine (AUSOM)</b> <i>Sateesh Babu Arja, Avalon University School of Medicine, Netherlands Antilles</i>
	<b>7GG05 Evaluating a top-class in medical teaching</b> <i>Marjel van Dam, UMC Utrecht, The Netherlands</i>





**7GG06 Academic Training for Teachers - A Model of Medical Education Strategy Implemented in the University of Medicine, Pharmacy, Science and Technology, Târgu Mureş, Romania**  
*Simona Muresan, University of Medicine, Pharmacy, Sciences and Technology, Târgu Mureş, 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-Ratinika, 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 Audétat, UDREM at UIGP, 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**  
*Evan 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*

1015-1200



**#7HH Posters: Junior Doctor as Teacher**

Moderator: Leila Niemi-Murola, Finland  
Location: Hall/Foyer F, Level 0

**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, Tecnológico 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, Hatyai 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, Vachira Phuket 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*

7HH13	<b>A Junior doctor-led revision programme for finals: what are the benefits?</b> <i>Katherine Francis, Great Western Hospital, Swindon, UK</i>
7HH14	<b>Teaching of Undergraduate Medical Students by Paediatric Trainees</b> <i>Emily Botcher, University Hospitals Coventry and Warwickshire, NHS Trust, UK</i>
7HH15	<b>Can't Teach, Won't Teach: improving doctors' teaching performance and development</b> <i>Dhanya Pillai, University Hospitals Coventry and Warwickshire, UK</i>
7HH16	<b>The Near Peer Mentor: Perspectives of Mentors and Mentees in Postgraduate Medical Education</b> <i>Matthew Aldridge, North Bristol NHS Trust, UK</i>
7HH17	<b>Effectiveness of Resident-as-Teacher programmes in family medicine: A systematic review</b> <i>Hervé Maisonneuve, France</i>
7HH18	<b>The effectiveness of "educational teams" for developing the teaching skills of senior residents</b> <i>Shunsuke Kosugi, Aso Iizuka Hospital, Japan</i>
7HH19	<b>Enhancing the professional development of junior doctors during clinical teaching fellowships</b> <i>Jonathan Fox, Imperial College London, UK</i>
7HH20	<b>A structured and integrated paediatric near-peer learning programme (PaedsPALs) led by foundation year doctors for undergraduate students</b> <i>Natasha G, Addenbrooke's Hospital, Cambridge, UK</i>

1015-1200

**#7II Posters: Curriculum Subjects 3**

Moderator:

Location: Hall/Foyer F, Level 0

7II01	<b>Health Literacy - achieving better practices for patient-centered communication</b> <i>Tzu-I Tsai, National Yang-Ming University, Taiwan</i>
7II02	<b>Physical activity knowledge, attitudes and behaviours of pre-clinical medical students in Australia</b> <i>Rhys Kelly, Deakin University - School of Medicine, Australia</i>
7II03	<b>Public Health Exchanges for Students</b> <i>Anna Herzeg, International Federation of Medical Students Associations</i>
7II04	<b>Gender Differences in Consciousness of Gender Stereotypes among medical students in Taiwan</b> <i>Sui-Lung Su, School of Public Health, National Defense Medical Center, R.O.C</i>
7II05	<b>Interactive methods to teach and learn about violence against women</b> <i>Vander Guimarães Silva, Faculdade de Medicina de Petrópolis, Brasil</i>

**7II06 Small group learning to aid broaching of lifestyle choices and advise with patients in the Physician Associate Programme**

*Sajeel Din, Medical Education iBSc, Barts and the London, Queen Mary, University of London, UK*

**7II07 Structure and agency: education for behavior change**

*Richard Ayres, Plymouth Peninsula Schools of Medicine and Dentistry, UK*

**7II08 Digital Health - a gap in medical education**

*Lina Mosch, European Medical Students' Association*

**7II09 Human Factors Training for Undergraduate Medical Students**

*Aliyah Choudhary, NHS, UK*

**7II10 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*

**7II11 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*

**7II12 The impact of clinical shadowing in end-of-life care on undergraduate premedical students**

*Yen-Ko Lin, Kaohsiung Medical University, Taiwan*

**7II13 The medical student's attitude toward the pioneer curriculum on palliative care**

*Weerajit Thipprasert, Roiet Hospital Medical Education Center, Thailand*

**7II14 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*

**7II15 "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**

*Heloísa Takasu Peres, State University of Campinas, Brazil*

**7II16 Validation of a skill-based team learning curriculum in workplace violence prevention for nursing students**

*Fu-Li Chen, Fu Jen Catholic University, Taiwan*

**7II17 Medical Education and Preventive Medicine: A System Dynamics Approach**

*Tiffany McClure, David Geffen School of Medicine at UCLA, USA*

**7II18 Improving Nutrition Education in Medical Schools: the ESPEN-NEMS project**

*Stephane Schneider, Gastroenterology and Nutrition, Centre Hospitalier Universitaire de Nice, France*

**7II19 Investigation on the Requirement and Recognition of Medical Ethics Education for Hospital Staff**

*Pei-Wei Wang, Taipei City Hospital, Taiwan*

1015-1200

**7I120 Medical Law Teaching in Thai Medical Schools**

Smith Kerdin, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

**#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-ueaopha, Chaiyaphum Medical Education Center, Thailand

**7JJ02 Building academic partnerships with community agencies in medical education: community agencies perspectives**  
Nayerreh 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**  
Kullawan Chaicharoenpong, Faculty of Family Medicine, Prapokklao Hospital, Thailand

**7JJ04 Do the medical skill and performance outcomes of medical students differ by type of training?**  
Anchalee Buangoen, Songkhla hospital, Thailand

**7JJ05 Benefits of Homestay in Community Engaged Medical Education for Undergraduate Medical Students in Thailand**  
Ananya Chutimararat, 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 Khajornwattanakul, Maharaj Nakhon Si Thammarat Hospital, Thailand

**7JJ07 Community Research of Undergraduate Medical Students: Sharing Experiences from Mae Fah Luang University (MFU), Chiangrai Province, Thailand**  
Chitrlada Utaipiboon, School of Medicine, Mae Fah Luang University, Thailand

**7JJ08 Task-based assignment in community curriculum as a educational tool for achieving real life professional doctor**  
Narut Wongsakorn, Sawanpracharak 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, Sawanpracharak 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 Aroonyadech, Sunprasitthiprasong 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 Bhornmata, 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 Khaimook, Hatyai Hospital, Thailand

**7JJ18 Students' rural background and training in well-equipped rural teaching hospitals enhance intention to return to work in rural hometown**  
Wasana 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**  
Pantitra Singkheaw, Faculty of Medicine, Naresuan University, Thailand

**7JJ20 Rural community site visit: the essential step of student selection for rural medical program**  
Supat Hasuwannakit, Hatyai Medical Education Center, Ministry of Public Health, Thailand

**7JJ21 How to improve medical students' interest in rural area: Lessons from TAK**  
Chaiyakit Udnan, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

**7JJ22 Factors related to drop out rate of clinical medical students in a CPIRD, Collaborative Project to Increase Production of Rural Doctors, Surattani Hospital, Rural Medical School**  
Kiattisak Wongvorachart, Surattani Hospital, Thailand

1015-1200

**#7KK Posters: Interprofessional Education 1**

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, TMDU, 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 A successful, enjoyable interprofessional education program for first-year healthcare students**

Ryota Asai, Nagoya University School of Medicine, Japan

**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 Student reflections on inter-professional education: what students have learned?**  
Chitkasaem Suwanrath, Prince of Songkla University, Thailand

**7KK14 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

**7KK15 Developing an interprofessional student learning collaboration using simulation to teach technical and human factors**  
Ato Ocansey, Education Academy, St Bartholomew's Hospital, UK

**7KK16 Same Role. Different Profession: A quasi-experimental study of an inter-professional prescribing masterclass featuring undergraduate medical students and nonmedical graduate prescribing students**

Alexandra Rolfe, University of Edinburgh, UK

**7KK17 Simulation-Based ICU Bed-Side Rounding Required IPE Course for American Medical School Students**

Valeriy Kozmenko, USD SSOM, 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**

Raja Subhiyah, National Board of Medical Examiners, USA





<b>7LL04 A Collaborative Platform to Manage High Quality Assessment Items on a Large Scale</b> <i>Yan Jin, The Chinese University of Hong Kong, Hong Kong</i>
<b>7LL05 Objective Structured Knowledge Assessment (OSKA) - a novel formative assessment tool</b> <i>Adam T Misky, Imperial College School of Medicine, UK</i>
<b>7LL06 Psychometric-evaluation-guided improvement in assessment quiz of a speciality department in undergraduate medical education at King Khalid University, Saudi Arabia</b> <i>Ahmed Maqbul ALHadithi, College of Medicine, King Khalid University, Saudi Arabia</i>
<b>7LL07 Know when to hold 'em: Answer changing behaviors in second year medical students</b> <i>Terrence Miller, Touro University Nevada College of Osteopathic Medicine, USA</i>
<b>7LL08 Direct comparison of very short answer versus single best answer questions for medical students in a pharmacology course</b> <i>Joachim Neumann, Pharmacology, Martin Luther University, Halle-Wittenberg, Germany</i>
<b>7LL09 Problematic Multiple Choice Questions: the students' view</b> <i>Isabel Neto, Faculty of Health Sciences, University of Beira Interior, Portugal</i>
<b>7LL10 Improving learning experiences guided by Progress Test</b> <i>Daniela Chiesa, Universidade de Fortaleza, Brasil</i>
<b>7LL11 Make a quiz, gain knowledge</b> <i>Watcharaphol Poonual, Uttaradit Hospital, Thailand</i>
<b>7LL12 Inter-examiner variation between different professional groups</b> <i>Lauren Glen, University of Sheffield, UK</i>
<b>7LL13 Determining the best Modified Angoff variant to standard set a rating scale-based clinical examination</b> <i>Fun Gee Edward Chen, Yong Loo Lin School of Medicine, National University of Singapore, Singapore</i>
<b>7LL14 Student understanding and anxieties surrounding standard setting in summative assessment</b> <i>Sharon Sneddon, University of Glasgow, UK</i>
<b>7LL15 Standard setting workshop with frame of reference training using simulated clinical encounters for a General Surgery Residency Faculty</b> <i>Saleem Ahmed Abdul Kareem, Tan Tock Seng Hospital, Singapore</i>
<b>7LL16 Modified Angoff vs Hofstee: a comparison of two standard setting methods</b> <i>Carol Ditchfield, University of Glasgow, UK</i>
<b>7LL17 Comparison of Standards Set for Written Exams by a Panel of Standard Setters Within a Medical School</b> <i>Natalie Cope, Keele University, UK</i>

<b>7LL18 Proposing an Internal Quality Control Method using Control Charts for an Examination Department of a Higher Educational Institute</b> <i>Suriyaarachchige Nishan Silva, Post Graduate Institute of Medicine, University of Colombo, Sri Lanka</i>
<b>7LL19 Examining the characteristics of smartpad-based testing on the basis of 3 years' experience in Korea</b> <i>Oh Young Kwon, Kyung Hee University School of Medicine, South Korea</i>
<b>7LL20 The Relationship between an Academic Index and IFOM Scores in Panama</b> <i>Raja Subhiyah, National Board of Medical Examiners, USA</i>
<b>7LL21 Translating collective portfolios into an exhibition: Assessment of first year undergraduate health professions students</b> <i>Susanna Hanekom, North-West University South Africa, South Africa</i>
<b>7LL22 Proactive AKT exam revision course</b> <i>Suzanne Bates, GP Education Unit Southampton, New Forest and Jersey, UK</i>
<b>1015-1200 #7MM Posters: Simulation and Simulated Patients</b> Moderator: Daniel Salcedo, Taiwan Location: Hall/Foyer F, Level 0
<b>7MM01 Examining the Influence of Simulation Context on Learners' Post-Simulation Reflections: A Comparison Study using Think Alouds</b> <i>Abigail Konopasky, Uniformed Services University, USA</i>
 <b>7MM02 Using in-situ simulation (ISS) to identify latent safety threats (LST) on the Labour ward</b> <i>Ayesha Lodhia, St Mary's Hospital, UK</i>
<b>7MM03 Simulation based teaching helps to break the Rookie Wall of junior interventional radiologist</b> <i>Fan Lian, the first affiliated hospital of Sun Yat-sen University, China</i>
<b>7MM04 Simulation in Healthcare: Manifestations of Anxiety and Motivation in a Medical Student Group</b> <i>Maria Jacqueline Silva Ribeiro, Ceuma University, Brazil</i>
<b>7MM05 RapidSIM: Retaining educational value in compressed simulation</b> <i>Andrew McGucken, NHS GG&amp;C, UK</i>
<b>7MM06 Learning effects of tactile knowledge through palpation of diseased livers using a newly developed abdominal simulator</b> <i>Kyoko Arai, School of Nursing, University of Shizuoka, Japan</i>



<b>7MM07 Assess the trainees' ability after ACLS simulation training compared with the non-sim era</b> <i>Kalyanee Asanasak, MEC Songkhla Hospital, Thailand</i>
<b>7MM08 Implementing high-fidelity simulation in interprofessional education leads to a better outcome: A case study in a tertiary hospital in northern Taiwan</b> <i>Feng-Cheng Liu, Division of Rheumatology, Tri-Service General Hospital, Taiwan</i>
<b>7MM09 In situ simulation and its effects on patient outcomes: A systematic review</b> <i>Vsevolod S. Perelman, Faculty of Medicine, University of Toronto, Schwartz Reisman Emergency Centre, SimSinai Centre, Canada</i>
<b>7MM10 Simulation-based learning to improve skills and confidence in Pediatric Advanced Life Support (PALS) of final year medical students</b> <i>Pisprapa Noiming, Si Sa Ket Medical Education Center, Thailand</i>
<b>7MM11 Stories of Success: Demonstrating Improved Performance in Junior Doctors after Simulation: A 12 Month Follow-up Study</b> <i>Nathan Oliver, NHS Lothian, UK</i>
<b>7MM12 Scenario Simulation Improves Students' Autonomous Learning Abilities and Clinical Competence in Pathophysiology Course</b> <i>Hongmei Tan, Zhongshan School of Medicine, Sun Yat-sen University, China</i>
<b>7MM13 Mental Health Simulation for Paediatric Junior Doctors</b> <i>Olatokunbo Sanwo, East Kent Hospitals NHS Trust, UK</i>
<b>7MM14 Freedom from toxic impact from cytotoxic drugs by using VR simulation during chemotherapeutic drug preparation</b> <i>Mei-Fang Chou, Tri-Service General Hospital, Taiwan</i>
<b>7MM15 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</b> <i>Woraphot Lueangchiranothai, Lampang Hospital, Thailand</i>
<b>7MM16 Experience of Simulated Patient Program in International Medical University: Lecturers', Students' and Patients' View</b> <i>Goh Lay Khim, International Medical University (IMU), Malaysia</i>
<b>7MM17 Residents delivering bad news in Anaesthesiology - Exploring the experience, efficacy and cost-effectiveness of the use Standardised Patients and Peer Role Play</b> <i>Ambika Paramasivan, National University Hospital, Singapore</i>
<b>7MM18 Needs assessment for Training Nursing students to be Standardized Patients: Perspectives of Standardized Patients</b> <i>Su-Fen Cheng, National Taipei University of Nursing and Health Sciences, Taiwan</i>

<b>7MM19 Can simulated patients evaluate the students' performance in procedural skills in OSCE?</b> <i>Predrag Bjelogrić, University of St Andrews, School of Medicine, UK</i>
<b>7MM20 Applying standardized patients in hybrid simulation in team training: 11 years of experience</b> <i>Min Shu Wang, Mackay Memorial Hospital, Taiwan</i>
<b>7MM21 Establishing the Principles of De-roling in Simulated Patient practice: a focus group study</b> <i>Gabriel Tan, Lee Kong Chian School of Medicine, Singapore</i>
<b>1015-1200 #7NN MedEdPublish Clinic</b> <i>Richard Hays, Trevor Gibbs, Ken Masters, Kerrie McKay, Claire MacRae, Joanne Greer, MedEdPublish, UK</i> Location: Suite E, Level 0

#### AMEE Group Meeting

1015-1200	BEME Executive (closed meeting)	Room L4, Level 1
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1200-1400	<b>Lunch Break</b> Viewing of posters and exhibits	Hall E/Entrance Hall (Level 0), Gallery (Level 1)
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#### Soapbox Stage – Hall E, Level 0

1210-1230	BMJ
1230-1250	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	ESME Course	Room L8, Level 1
1230-1330	ESMELead Course	Room 0.11-12, Level 0
1230-1330	ESME-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

### Open Sessions

1230-1330	AMEE CPD Committee	Room L3, Level 1
1230-1330	AMEE Faculty Development Research	Hall M, Level 1
1230-1330	AMEE Postgraduate SIG	Room L6, Level 1
1230-1330	BeSST Networking Session	Room 2.44, Level 2

## Session 8: Simultaneous Sessions

1400-1530	 	<b>#8A Symposium: Universal Health Education Coverage - Health and Education for the Global Community</b> Nick Bass (East London NHS Foundation Trust, London, UK); Jibril Handuleh (Amoud University, Borama, 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		<b>#8B Symposium: Cost and value in medical education</b> 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		<b>#8C Symposium: The Scope of Faculty Development: How Conceptual Frameworks Can Inform Educational Practices and Program Evaluation</b> 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); Olanrewaju Sorinola (University of Warwick, UK); Diana Dolmans (Maastricht University, The Netherlands) Location: Hall N, Level 1
1400-1530		<b>#8D Short Communications: Teaching and Learning - Games</b> Moderator: Eeva Pyörälä, Finland Location: Room L3, Level 1
1400-1415		<b>8D1 The X-games. Improving students' motivation and learning in radiology education by serious gaming</b> Marieke van der Schaaf, University Medical Center Utrecht, The Netherlands
1415-1430		<b>8D2 OB-GYN-4 model: an intra-curricular activity contributes to 7 essential life skills development</b> Pornnapa Suriyachai, Medical Education Center Phayao Hospital, Thailand

1430-1445		<b>8D3 When is the best time to use a serious game in undergraduate medical education? Findings from a prospective study</b> Nikolai Schuelper, University Medical Centre Göttingen, Germany
1445-1500		<b>8D4 Gamification of Medical Education: A Systematic Review</b> Anne van Gaalen, Universitair Medisch Centrum Groningen, the Netherlands
1500-1515		<b>8D5 Long-term effectiveness of using a serious game to train clinical reasoning: a prospective study with 1.5-year follow-up</b> Tobias Raupach, University Medical Centre Göttingen, Germany
1515-1530		<b>8D6 Escape games as educational content to teach communication and knowledge sharing skills to first-year medical students</b> Yoshikazu Asada, Jichi Medical University, Japan
		<b>No Discussion</b>
1400-1530		<b>#8E Research Papers: Learning Teamwork and Methods</b> Moderator/Assessor: Simon Kitto, Canada Assessor: Janneke Frambach, the Netherlands Location: Hall M, Level 1
1400-1420		<b>8E1 A case study of experiential learning in quality improvement: delving deeper into assumptions of project-based learning</b> Joanne Goldman, University of Toronto, Canada
1420-1440		<b>8E2 Making a lecture stick: The effects of spaced instruction on knowledge retention in medical education</b> Marjolein Versteeg, LUMC, Leiden, the Netherlands
1440-1500		<b>8E3 Exploring the undergraduate dental students' views of collaborative learning in the clinical learning environment</b> Anna Dargue, University Hospitals Bristol NHS Foundation Trust, Bristol, UK
1500-1520		<b>8E4 On the same page? The relationship between teamwork within clinical teaching teams and the experienced learning climate of their residents</b> Iris Jansen, Amsterdam UMC, Amsterdam, The Netherlands
1520-1530		<b>Discussion</b>
1400-1530		<b>#8F Research Papers: Reviews of Literature</b> Moderator/Assessor: Dario Torre, USA Assessor: Bridget O'Brien, USA Location: Room L6, Level 1
1400-1420		<b>8F1 A Scoping Review on The influence of prior performance information on ratings of present performance: Implications for learner handover</b> Susan Humphrey-Murto, University of Ottawa, Canada

1420-1440	<b>8F2 Patient involvement in health professionals' education: A meta-narrative review</b> Paula Rowland, University of Toronto, Canada
1440-1500	<b>8F3 Educational implications of clinical service divisions: a Bakhtinian analysis</b> Clare Whitehead, University of Manitoba, Winnipeg, Canada
1500-1520	<b>8F4 Factors influencing autonomy supportive consultation: a realist review</b> Joyce Kors, Amsterdam UMC, Vrije Universiteit Amsterdam, Research in Education, VUmc School of Medical Sciences, Amsterdam, Netherlands
1520-1530	<b>Discussion</b>
1400-1530	<b>#8G PechaKucha™ 2</b> Moderator: Sandra Carr, Australia Location: Room 1.85-86, Level 1
1400-1409	<b>8G1 An innovative concept model for on-call simulation training: 'Bleep test: Doc On Call'</b> Swati Parida, University Hospitals Leicester Trust, UK
1409-1418	<b>8G2 Beyond Statistics: an innovative staff student project challenging black stereotypes</b> Bankolu Alo, St. George's University of London, UK
1418-1427	<b>8G3 Different Ways of Knowing: Teaching Visual Wisdom With Art</b> Christine Todd, Southern Illinois University School of Medicine, USA
1427-1436	<b>8G4 Benefits of Student-Driven Wellness Choices Versus Mandated Wellness Programs in a Medical School Setting</b> Robert Hage, St. George's University, Grenada
1436-1445	<b>8G5 A Dose of Reality: The Cure for the Profession of Pharmacy?</b> Amanda Chichester, University of Rhode Island, USA
1445-1454	<b>8G6 360 degree Theatre Induction</b> Junaid Fukuta, University of Bristol, UK
1454-1503	<b>8G7 Co-production: would it work for workplace-based assessment redesign?</b> Raghdah Al-Bualy, Oman Medical Specialty Board, Oman
1503-1512	<b>8G8 Predicting identity as a medical educator and openness to improve in sessional and tenured faculty</b> Abigail Snook, University of Iceland, Iceland
1512-1530	<b>Discussion</b>
1400-1530	<b>#8H Short Communications: Patient as Educator 1</b> Moderator: Julie Symons, UK Location: Room 1.61-62, Level 1
1400-1415	<b>8H1 A teaching course 'Experience of a diabetic patient' based on the partnership of a teaching patient and medical doctor</b> Lucile Wahl, Faculty of Medicine, Université de Lyon, France

1415-1430	<b>8H2 Empowering adolescent patients in undergraduate medical education</b> Jonathan Darling, Leeds Institute of Medical Education (LIME), School of Medicine, University of Leeds, UK
1430-1445	<b>8H3 Seeing is believing: role of dermatology patient educators in undergraduate medical education</b> Maulina Sharma, University of Nottingham, UK
1445-1500	<b>8H4 Making a difference: practical insights from co-production with diverse patients and communities</b> Sam Regan de Bere, Peninsula Medical School, UK
1500-1515	<b>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</b> Darlene Hubley, Holland Bloorview Kids Rehabilitation Hospital, Canada
1515-1530	<b>8H6 Patient feedback in patient-centered communication skills training for medical students</b> Anne Marie Rieffestahl, CAMES - Copenhagen Academy for Medical Education and Simulation, Denmark
	<b>No Discussion</b>
1400-1530	<b>#8I Short Communications: Assessment: Work-Based Assessment</b> Moderator: James Kwan, Singapore Location: Room L2, Level 1
1400-1415	<b>8I1 Do Direct Observation Tools Generate High Quality Narrative Feedback? Lessons from the Psychopharmacotherapy-Structured Observation Tool</b> John Young, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, USA
1415-1430	<b>8I2 An Innovative and Comprehensive Workplace Based Assessment Framework for Australian General Practice</b> Jill Benson, GPEx, Australia
1430-1445	<b>8I3 How students and specialists appreciate the Mini-Clinical Evaluation Exercise (Mini-CEX) in Indonesian clerkships</b> Yoyo Suhoyo, Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Indonesia
1445-1500	<b>8I4 How do postgraduate surgeons-in-training learn through the use of workplace-based assessment?</b> Arpan Tahim, UCL, UK
1500-1515	<b>8I5 Practical Strategies for Evaluating and Improving the Content of a Workplace-based Observational Assessment</b> Mark Raymond, National Board of Medical Examiners, USA
1515-1530	<b>8I6 Who's Watching? Bedside Observation and Feedback Practices in Internal Medicine</b> Michael Wang, McMaster University, Canada
	<b>No Discussion</b>



1400-1530	<b>#8J Short Communications: Faculty Development 1</b> Moderator: Carol Hodgson, Canada Location: Room 0.31-32, Level 0
1400-1415	<b>8J1 Supervisor Training in a Global Arena: Increasing international access to high quality faculty development</b> Veena Rodrigues, Norwich Medical School, UK
1415-1430	<b>8J2 Tips and tricks of opening an AMEE International Networking Centre: Lessons to be learned</b> Sofia Belogubova, Sechenov University, Russia
1430-1445	<b>8J3 Perception of a blended course as a tool for continuous improvement: Experience of Private University San Juan Bautista from Peru</b> Alberto Casas, Universidad Privada San Juan Bautista, Peru
1445-1500	<b>8J4 Pathways to Professional Excellence through a Digital Learning Hub</b> Karen Hills, PAEA, USA
1500-1515	<b>8J5 New Faculty Development Curriculum for Junior Faculty</b> Manjula Gowrishankar, Department of Pediatrics, Faculty of Medicine and Dentistry, University of Alberta, Canada
1515-1530	<b>8J6 Teaching the teachers: A series of interactive teaching-themed workshops for healthcare experts</b> Danielle Dobbe, LRCB (Dutch Expert Centre for Screening), the Netherlands
	<b>No Discussion</b>
1400-1530	<b>#8K Short Communications: Continuing Professional Development 3: Recognising a Doctor's Competence</b> Moderator: Kristiina Patja, Finland Location: Room 0.14, Level 0
1400-1415	<b>8K1 The GMC revalidation knowledge test - summary of data</b> Alison Sturrock, UCL Medical School, UK
1415-1430	<b>8K2 Doctors' experiences, attitudes, and beliefs about the regulation of professional competence: a scoping review</b> Anel Wiese, Medical Education Unit, University College Cork, Ireland
1430-1445	<b>8K3 Doctors' attitudes to, beliefs about, experiences of, and suggested improvements for regulation of professional competence</b> Emer Galvin, University College Cork, Ireland
1445-1500	<b>8K4 Attitudes, benefits and barriers to participating in mandatory continuing professional development scheme in doctors in Ireland</b> Holly Hanlon, Royal College of Physicians of Ireland, Ireland

1500-1515	<b>8K5 Examining associations between data utilization for practice improvement and lifelong learning</b> Sanjeev Sockalingam, Centre for Addiction and Mental Health; University Health Network; University of Toronto, Canada
1515-1530	<b>Discussion</b>
1400-1530	<b>#8L Short Communications: Virtual Patients</b> Moderator: Luke Woodham, UK Location: Room L7, level 1
1400-1415	<b>8L1 Flexible interprofessional learning using virtual patients</b> Samuel Edelbring, Örebro universitet, Sweden
1415-1430	<b>8L2 The role of epistemic activities on diagnostic outcomes in medical students' learning with two different virtual patient case formats</b> Pablo Schäffner, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der LMU München, Germany
1430-1445	<b>8L3 Students' interaction and learning when working with an interprofessional virtual patient model in primary healthcare</b> Carrie Tran, Karolinska Institutet, Sweden
1445-1500	<b>8L4 Feasibility and utility of an immersive 360-video simulation of stressful clinical events to enhance self-efficacy</b> Steve Gallagher, Dunedin School of Medicine, University of Otago, New Zealand
1500-1515	<b>8L5 New insights into analysing virtual patient data</b> Tomi Ylä-Soinimäki, University of Helsinki, Finland
1515-1530	<b>8L6 Role of Faculty Revisited in the Era of AI driven Teaching and Learning</b> Smriti Pathak, Imperial College London, UK
	<b>No Discussion</b>
1400-1530	<b>#8M Short Communications: Student Wellbeing</b> Moderator: Young-Mee Lee, Korea Location: Room 0.94-95, Level 0
1400-1415	<b>8M1 Re-envisioning Exams: NBME's Effort on Wellness (RENEW) project</b> Miguel Paniagua, National Board of Medical Examiners (NBME), USA
1415-1430	<b>8M2 Academic Environment and Mindfulness Interventions predict Wellness among Medical Students</b> Hector Eduardo Velasco, Touro University California, USA
1430-1445	<b>8M3 Comparison of face-to-face and online mindfulness interventions among healthcare professional students in Finland: A randomized controlled trial</b> Saara Repo, University of Helsinki, Faculty of Medicine, Finland



1445-1500	<b>8M4 Support cell for medical students</b> <i>Myriam Dergham, Faculté de Médecine Jacques Lisfranc - Saint Priest en Jarez, France</i>
1500-1515	<b>8M5 Perception of self-medication among medical students in Saint-Etienne: quantitative study by self-questionnaire</b> <i>Sébastien Bruel, Department of General Practice, Jean Monnet University, St Etienne, France</i>
1515-1530	<b>8M6 An innovative model for mental health care and educational support in Brazilian medical education context: Personal Development Planning (PDP) Framework</b> <i>Fernanda Mayer, Pontifícia Universidade Católica do Paraná, Brazil</i>
	<b>No Discussion</b>
1400-1530	<b>#8N Short Communications: Subjects in the Curriculum</b> Moderator: Jim Blatt, USA Location: Room 2.15, Level 2
1400-1415	<b>8N1 Humanism in Asian Medical Education - A Scoping Review</b> <i>Shi Qi Zhu, National University Health System - Department of Family Medicine, Singapore</i>
1415-1430	<b>8N2 Integrating health economics teaching in Family Medicine: a case study from Thailand</b> <i>Win Techakehakij, Lampang Hospital, Thailand</i>
1430-1445	<b>8N3 Role of lifestyle Medicine in Medical School Curriculum</b> <i>Chaya Prasad, Western University of Health Sciences, USA</i>
1445-1500	<b>8N4 Implementation and Evaluation of Emergency Ultrasound Training in a Swiss Medical School</b> <i>Andrea Meienberg, University Hospital Basel, Switzerland</i>
1500-1515	<b>8N5 Development of Statistical Literacy and Scientific Reasoning &amp; Argumentation Skills in Medical Doctors</b> <i>Markus Berndt, University Hospital of LMU Munich, Institute for Medical Education, Munich, Germany</i>
1515-1530	<b>8N6 An Evaluation Study of the Bioethics Curriculum of an Undergraduate Medical Program</b> <i>Anita Allana, The Aga Khan University, Pakistan</i>
	<b>No Discussion</b>
1400-1530	<b>#8O Short Communications: Transition</b> Moderator: Diana Wood, UK Location: Room 2.31, Level 2
1400-1415	<b>8O1 Introduction to Patient Care - An Innovative Learning Experience for Year 4 Medical Students commencing Clinical Placements</b> <i>Kate Leech, University of Edinburgh, Medical School, UK</i>

1415-1430	<b>8O2 Mind the gap - Helping medical students bridge the gap between their theoretical courses and clinical practice. Contribution of a video-based approach</b> <i>Felicitas Beger, Medical Student, Université Catholique De Louvain, Belgium</i>
1430-1445	<b>8O3 The U&amp;Me Near to Peer Junior Medical Staff Mentoring Program</b> <i>Louisa Ng, University of Melbourne, Australia</i>
1445-1500	<b>8O4 The Learner Education Handover - Lessons Learned from the Beta-Test</b> <i>Aliya Kassam, University of Calgary, Canada</i>
1500-1515	<b>8O5 Preparedness for practice affects how medical undergraduates regard themselves as medical professionals, teamwork ability, and cognitive flexibility</b> <i>Chung-Hsien Chaou, Chang Gung Medical Education Research Center, Taiwan</i>
1515-1530	<b>8O6 First Night-on Call (FNOC): Establishing a Community of Practice and Culture of Patient Safety for Incoming Interns</b> <i>Adina Kalet, New York University School of Medicine, USA</i>
	<b>No Discussion</b>
1400-1530	<b>#8P Short Communications: Interprofessional Education 2</b> Moderator: Ricardo Leon, Mexico Location: Room L1, Level 1
1400-1415	<b>8P1 Interdisciplinary and Collaborative Learning in Healthcare - an e-Learning Tool</b> <i>Janina Iwaszko, University of Worcester, UK</i>
1415-1430	<b>8P2 Medical Students' Perception About Embedding Interprofessional Education Curriculum: An Observational Analytic Study</b> <i>Sasha Geganaresi Liardi, Sebelas Maret University, Indonesia</i>
1430-1445	<b>8P3 How Identity Matters: A Qualitative Study of Perceptions of Interprofessional Feedback in Diabetology Training</b> <i>Katrin Feller, University Hospital of Bern, Switzerland</i>
1445-1500	<b>8P4 UK trainee clinical scientists' perceptions and experience of Interprofessional Education</b> <i>Jaimini Patel, University of Birmingham, UK</i>
1500-1515	<b>8P5 The interprofessional training ward Zurich - Conceptualisation and Roll out</b> <i>Gert Ulrich, "Interprofessional Training Ward Zurich" Network, Switzerland</i>
1515-1530	<b>8P6 Construction and validation of geriatric cases for Interprofessional Education</b> <i>Carolyn Teuwen, Noordwest Ziekenhuisgroep, the Netherlands</i>
	<b>No Discussion</b>

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**

*Gönül 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**

*Eliot Rees, UCL Medical School, UK*

1515-1530

**Discussion**

1400-1530



### #8R Short Communications: Postgraduate Education 4

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**

*MeiLing 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 Ikumen-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*

**No Discussion**

1400-1530



### #8T Round Table: Threshold Concepts

Moderator: Olle ten Cate, the Netherlands  
Location: Room L5, Level 1

**8T1 Threshold Concept-Based Transition Pedagogy in Pathway Programs Supporting Students' Transition into Allied Health Degrees**  
*Shaima Atwa, Western Sydney University, Australia*

**8T2 Getting Practical: What Can We Do with Threshold Concepts in Medical Education?**  
*Janice Hanson, Washington University in St. Louis School of Medicine, USA*

**8T3 Coaching Learners Towards Formulating Professional Identity Using Threshold Concepts in Professionalism**  
*Parag Jain, Baylor College of Medicine and Texas Children's Hospital, USA*

1400-1530



**#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

1400-1530

**#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

1400-1530

**#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

1400-1530



**#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 0.96-97, Level 0

1400-1530



**#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

1400-1530



**#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 Sanders, 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

1400-1530

**#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

1400-1530

**#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

1400-1530

**#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; Che-Wei Thomas Lin, Wen-Cheng Huang, Wanfang 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	<b>#8DD ePosters: Transitions / Interprofessional Practice</b> Moderator: Jyotsna Pandey, USA Location: Foyer B, Level 2
	<b>8DD01 From doctor in charge to doctor as coach</b> Maaïke Matulewicz, Amsterdam University Medical Centers, The Netherlands
	<b>8DD02 "Finding My People": A Longitudinal Study of Physicians in a Master's in Medical Education Program</b> Samuel Rosenblatt, Children's Hospital of Philadelphia, USA
	<b>8DD03 Lessons learnt in the conduct of a pilot interprofessional education program and ward rounds in Singapore</b> Oh Moh Chay, KK Women's and Children's Hospital, Singapore
	<b>8DD04 Accelerated Readiness of Trainees in Oncology to Clinical Practise: Combining e-learning and Facilitated Group-based Discussion Led by Peers</b> Maiken Ulhøi, Department of Oncology, Aarhus University Hospital, Denmark
	<b>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</b> Sunee Neesanun, Department of Internal Medicine, Sawanpracharak Hospital, Thailand
	<b>8DD06 An exploratory study of an individualized coaching exercise for professional development and support of Infectious Diseases physicians</b> Sharavan Sadasiv Mucheli, NHG - Tan Tock Seng Hospital, Singapore
	<b>8DD07 Important skills and job satisfaction during medical internship</b> Sun Jung Myung, Seoul National University College of Medicine, South Korea
	<b>8DD08 Enhancing knowledge of nursing staff with bedside teaching and cross-team discussion in the nephrology ward</b> Chia Jung Chan, Taipei Medical University Hospital, Taiwan
	<b>8DD09 What does it mean to be a medical intern? A phenomenographic study</b> Matilda Liljedahl, Sahlgrenska University Hospital, Sweden
	<b>8DD10 The role of a one week Transition Course in preparing students for Foundation Year 1: Views of medical students and Foundation doctors</b> Rebekah Judge, Imperial College London, UK
	<b>8DD11 Investigate the Undergraduate Medical Students' Perceptions of Early Clinical Exposure Environment in Hospital Settings</b> Cut Rizka Rahmi, Taipei Medical University, Taiwan
	<b>8DD12 Postgraduate Education Fellows: Bridging the gap between trainees and trainers</b> Luciana Sowole, West Middlesex University Hospital, Chelsea and Westminster NHS Foundation Trust, UK

1400-1530	<b>#8EE ePosters: Teaching – Design, Delivery, Evaluation 1</b> Moderator: Mary Dankbaar, Netherlands Location: Foyer C, Level 2
	<b>8EE01 Advanced physical examination training course improves medical students' confidence in physical examination</b> Fen-Yu Tseng, National Taiwan University Hospital, Taiwan
	<b>8EE02 Effectiveness of an evidence-based practice educational intervention with school nurses</b> Pei-Lin Hsieh, Chang Gung University of Science and Technology, Taiwan
	<b>8EE03 The Situational Judgement Test - Can it really be taught? A near-peer teaching programme to help improve preparation for the SJT</b> Bryony Peiris, Royal Berkshire Hospital, UK
	<b>8EE04 Educating and Empowering Ethiopian Medical Trainees on Quality Improvement and Patient Safety within the field of Infectious Diseases</b> William Stokes, University of Calgary, Canada
	<b>8EE05 Effectiveness of integrating EBM into PBL sessions in Pharmacist PGY Training Program</b> Hui Chen Su, Chi Mei Medical Center, Taiwan
	<b>8EE06 Educational Programs and their Influence on Pharmacist Satisfaction and the Quality of Pharmaceutical Services: Serial Analysis in a University Hospital</b> Er-Ying Wang, Taipei Medical University Hospital, Taiwan
	<b>8EE07 Formal Procedural Skills Training for Internal Medicine Junior Doctors with Task Trainers - A Singapore Experience</b> Lee Deanna, Sengkang General Hospital, Singapore
	<b>8EE08 From experience to action! A new Strategy for breastfeeding education</b> Su-Chiu Wang, Taichung Veterans General Hospital, ROC
	<b>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</b> Gershan Davis, University of Central Lancashire, UK
	<b>8EE10 Case Based Learning versus conventional lecture in Clinical Pharmacology education and its relation to learning styles</b> Fatih Ozdener, Department of Pharmacology, Bahcesehir University School of Medicine, Turkey
	<b>8EE11 A test-driven learning in acute cardiac care conference effectively improves electrocardiogram (ECG) reading skills of medical students and residents</b> Chungyu Lin, Department of Internal Medicine, National Taiwan University College of Medicine, Taipei, Taiwan



	<p><b>8EE12 How to gain Radiology Knowledge? Comparison between the group lecture and integration learning of 4th year medical students in Lampang Hospital MEC</b> Sarawadee Chatchavan, Lampang Hospital Medical Education Center, Thailand</p>
	<p><b>8EE13 Flipped classroom Versus Classic Lectures in Medical Education: What do Moroccan Students Prefer?</b> Ghita Hjej, Université Mohamed Premier, Morocco</p>
	<p><b>8EE14 The Perspectives of Evidence-Based Health Care Teaching on Undergraduate Medical Education in Taiwan</b> Yu-Fang Huang, National Cheng Kung University Hospital, College of Medicine, National Cheng Kung University, Taiwan</p>
1400-1530	<p><b>#8FF ePosters: Cross-Cultural Programmes / International Students</b> Moderator: Ann Wylie, UK Location: Crystal Lounge, Level 1</p>
	<p><b>8FF01 Cross-cultural adaptation of the Four Habits Coding Scheme (4HCS) for teaching and assessing patient-centered communication skills in Brazil</b> Helena Paro, Federal University of Uberlandia, Brazil</p>
	<p><b>8FF02 A revolution in Medical English teaching in a non-native English speaking country</b> Sarinya Thangsittichok, Pichit Hospital, Naresuan University, Thailand</p>
	<p><b>8FF03 Preparatory course for medical students undertaking humanitarian services during Enrichment Year: Global Health competencies and course evaluation</b> Dana Vackova, The University of Hong Kong, Hong Kong</p>
	<p><b>8FF04 Benefits of giving international students a voice in a safe arena to improve communication skills</b> Tim Newson, East Kent Hospitals NHS Foundation Trust &amp; Kings College London Medical School, UK</p>
	<p><b>8FF05 WITHDRAWN</b></p>
	<p><b>8FF06 Student support system for foreign medical students</b> Hana Svobodova, 3rd Medical Faculty, Charles University, Czech Republic</p>
	<p><b>8FF07 International clinical exchange programs for medical students: perspectives and influencing factors</b> Thanaphon Harnpoonvittaya, Faculty of Medicine, Srinakharinwirot University, Thailand</p>
	<p><b>8FF08 The Learning Experiences of International Post-Baccalaureate Medical Students in Taiwan: a qualitative study</b> Pei-jung Tsai, E-Da Hospital/ I-Shou University, Taiwan</p>

<p><b>8FF09 Clinical, social and educational analyses of a University Extension project at a Riparian Community</b> Ricardo Costa, Barretos School of Health Sciences Dr. Paulo Prata - FACISB, Barretos, São Paulo, Brazil</p>
<p><b>8FF10 Achieving Cultural Competency through a Blended Teaching Program - Creating a culturally safe environment</b> Pei-Ling Wu, E-Da Hospital, Taiwan</p>

1400-1530



**#8GG Posters: Surgery Education**

Moderator: Paul Lai, Hong Kong  
Location: Hall/Foyer F, Level 0

<p><b>8GG01 Does Technology Cause a Placebo Effect in Medical Education?</b> Carl Gustaf S Axelsson, Department of Surgery, Massachusetts General Hospital, Harvard Medical School, USA</p>
<p><b>8GG02 Vaginal Delivery Manikin Test Effect National License Score in Undergraduate Medical Learning</b> Phornsawan Wasinghonn, Buddhachinnaraj Hospital, Thailand</p>
<p><b>8GG03 Accreditation on Routine Practice to Improve Patient Safety - from Clinical Pathway to Medical education</b> Chih-Chien Cheng, Taipei City Hospital, Taiwan</p>
<p><b>8GG04 Assessment of knowledge and work-placed based education of transfusion medicine in tertiary care, non-university hospital, a pilot study</b> Yada Siriphannon, Buriram Medical Education Center, Thailand</p>
<p><b>8GG05 Chunk training versus holistic training for trauma boot camps</b> Osaree Akaraborworn, Prince of Songkla university, Thailand</p>
<p><b>8GG06 Do medical students understand the educational benefits in attending the operating theatre?</b> Shahid Bukhari, University College London Medical School, UK</p>
<p><b>8GG07 Learning FAST skill for small group using OSCE checklists</b> Smith Soimadee, VachiraPhuket Hospital, Thailand</p>
<p><b>8GG08 Silence of the Lambs? Feedback seeking behavior of residents in the operating room</b> Abhilash Balakrishnan, Singapore Health Services, Singapore</p>
<p><b>8GG09 Effect of Using Counseling Checklist in Colonoscopy Counseling Course for Colorectal Cancer Screening Patients in Fourth Year Medical Students, Vachira Phuket Hospital</b> Nutchaya Sukon, Vachira Phuket Hospital, Thailand</p>



**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 Helligsø, South Jutland Hospital, Aabenraa, Denmark

**8GG12 McSTU: Multi-disciplinary Course in Theatre Skills Training of Undergraduates**

Fatima Nawrozzadeh, 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

1400-1530

**#8HH Posters: eLearning**

Moderator: Nabil Zary, United Arab Emirates  
Location: Hall/Foyer F, Level 0

**8HH01 "Kahoot!" and online group chat boards facilitated the interpretation skills of chest radiograph in medical students**

Rungrapa 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 Saeki 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 Yamani, Isfahan University of Medical Sciences, Iran

1400-1530

**#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



<b>8IIo2 Using Entrustable Professional Activities (EPA) in Emergency Medicine</b> <i>Michele Gawlinski, The University of Western Australia, Australia</i>
<b>8IIo3 Formative Assessment and Coaching for 3 Core EPAs in an Internal Medicine Sub-Internship</b> <i>Eric Hsieh, Keck School of Medicine of USC, USA</i>
<b>8IIo4 WITHDRAWN</b>
<b>8IIo5 Evidence-based Competency in OSCE: An Analysis of the Relation between Entrustable Professional Activities Scale and OSCE Assessments</b> <i>Chih-Ming Hsu, Chiayi Chang Gung Memorial Hospital, Chang Gung Medical Education Research Centre (CG-MERC), Taiwan</i>
<b>8IIo6 Formative assessment with the entrustability scale in a postgraduate resident objective structured clinical exam</b> <i>Kuei Ting Tung, Far Eastern Memorial Hospital, Taiwan</i>
<b>8IIo7 The integration of on-line workplace assessment with entrustability scale to evaluate the milestones in ENT residents</b> <i>Chia-Der Lin, China Medical University &amp; Hospital, Taiwan</i>
<b>8IIo8 Establishing consensus for entrustable professional activities (EPAs) assessment via interprofessional collaboration: a pilot faculty development program</b> <i>Jung Chieh Du, Department of Medical Education and Research, Taipei City Hospital, Taiwan</i>
<b>8IIo9 Using EPAs to assess readiness for post-graduate training</b> <i>Wayne Woloschuk, University of Calgary, Canada</i>
<b>8IIo10 A systematic review on entrustable professional activities in clerkships during undergraduate medical education - preliminary results</b> <i>Severin Pinilla, University of Bern, Department of Psychiatry, Switzerland</i>
<b>8IIo11 Planning the introduction of Entrusted Professional Activities (EPAS) in undergraduate medical education</b> <i>Nêmora Barcellos, Unisversidade do Vale do Rio dos Sinos - Unisinos, Brasil</i>
<b>8IIo12 Evaluation of the use of mobile technology in competency-based assessment in undergraduate medical education</b> <i>Norah Duggan, Memorial University of Newfoundland Faculty of Medicine, Canada</i>

1400-1530	<b>#8JJ Posters: Clinical Teaching 1</b> Moderator: Jan Breckwoldt, Switzerland Location: Hall/Foyer F, Level 0
	<b>8JJ01 Professional development among medical students in Longitudinal Integrated Clerkship in Taiwan: A Qualitative Study</b> <i>Shih-Chung Huang, Kaohsiung Armed Forces General Hospital, Taiwan</i>
	<b>8JJ02 Facilitators and Barriers to Medical Student Learning in the Outpatient Setting</b> <i>Philippa Horner, The Hillingdon Hospitals NHS Foundation Trust, UK</i>
	<b>8JJ03 Optimising medical students' learning during clinical placements</b> <i>Vardah Alam, GKT School of Medical Education, King's College London, UK</i>
	<b>8JJ04 Improvement of Self-confidence of Medical Students after online Procedural Video Demonstration (SimMEs)</b> <i>Rossukon Khotcharat, Naresuan University, Thailand</i>
	<b>8JJ05 A corpus-based linguistic approach to the pedagogy of the writing of the story of patient's illness</b> <i>Pi-Hua Tsai, Mackay Medical College, Taiwan</i>
	<b>8JJ06 We learned more in a smaller hospital: The medical students' experiences and feedback on morning reports in two hospitals</b> <i>Yu-Hsin Chen, Tri-Service General Hospital, National Defense Medical Center, Taiwan</i>
	<b>8JJ07 Level of Confidence in Non-technical skills of Clinical Year Medical Students and the Contributory Parts of the Medical Curriculum</b> <i>Pophum Lawtongkum, Srinakharinwirot University, Thailand</i>
	<b>8JJ08 "Not all of us can do great things. We can do only small things with great love"</b> <i>Chalermpong Sukontapol, Vachira Phuket Hospital, Thailand</i>
	<b>8JJ09 Outcomes of the short session structured Chest X-ray evaluation training for 4th-year medical students, Suratthani Medical Education Center, Thailand</b> <i>Thotsaporn Morasert, Suratthani Hospital, Thailand</i>
	<b>8JJ10 The Learning Reflection of Medical Students on the Sky Doctor Class</b> <i>Kanjane Wachirarangsaman, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand</i>
	<b>8JJ11 Sky Doctor Project for Medical Students with Role-Play Learning Management</b> <i>Sivanath Peeracheir, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand</i>
	<b>8JJ12 The positive effect of student-oriented hospital ward rounds employing role-play and peer review on the clinical performance and professionalism of clerkship students</b> <i>Hajime Kasai, Health Professional Development Center, Chiba University Hospital, Japan</i>





	<p><b>8JJ13 Perceptions of Negative Teaching Approaches by Clinical Tutors in Kuwait</b> Manal Bouhaimed, Faculty of Medicine, Kuwait University, Kuwait</p>	<p><b>8KK11 What affects students' appraisal of clinical teaching?</b> Li-Ting Wang, School of Medicine, Mackay Medical College, Taiwan</p>
	<p><b>8JJ14 Repeated examination and retention of plastic surgical skills in medical students after one-day session skills training</b> Nadda Kaewkumsan, Uttaradit Hospital, Thailand</p>	<p><b>8KK12 Exploring the learning environment: invisible forces influence the students' learning strategies</b> Eleonora Leopardi, University of Newcastle, Australia</p>
1400-1530	<p><b>#8KK Posters: Curriculum Evaluation / Learning Environment</b> Moderator: Peter McCrorie, Cyprus Location: Hall/Foyer F, Level 0</p>	<p><b>8KK13 Assessment of the educational environment in Medical Schools in Morocco: The Students' perspective</b> Maryam Fourtassi, Université Mohamed Premier, Morocco</p>
	<p><b>8KK01 No evidence for differences in outcome between digital and paper-based course evaluations</b> Andrea Fast, UMC Utrecht, The Netherlands</p>	<p><b>8KK14 Teacher is a Key Success Factor for Pre-Medical Learning in Newly Established Medical School, Princess of Naradhiwas University</b> Aornrutai Promsong, Faculty of Medicine, Princess of Naradhiwas University, Thailand</p>
	<p><b>8KK02 Professional Behavior and Medical Competencies from Graduates' Perspective: A Curriculum Evaluation</b> Mia Kusmiati, Medical School Bandung Islamic University, Malaysia</p>	<p><b>8KK15 Comparing students' perception on clinical learning environments between Taiwan and Indonesia</b> Yang-Sheng Lin, Department of Medical Education, Mackay Medical Hospital, Taiwan</p>
	<p><b>8KK03 Application of a Cognitive Diagnostic Assessment to Evaluate GI Physiology in a Reformed Foundational Science Curriculum</b> Jeremy Laukka, University of Toledo College of Medicine and Life Sciences, USA</p>	
	<p><b>8KK04 Implementation of Onsite-multisource Feedback of Medical Graduates in the Community Hospitals</b> Amnuayporn Apiraksakorn, Khon Kaen Medical Education Centre, Thailand</p>	1400-1530
	<p><b>8KK05 Identifying and Tackling the Challenges of Collecting Feedback from Medical Students</b> Maria Constantinescu, Imperial College London, UK</p>	<p><b>#8LL Posters: Motivation / Student in Difficulty</b> Moderator: Anna Chang, USA Location: Hall/Foyer F, Level 0</p>
	<p><b>8KK06 Exploring the undergraduate factors that influence how prepared newly qualified doctors feel when they begin work</b> Alexander Hollis, UK Foundation Programme, UK</p>	<p><b>8LL01 Gender differences in medical students' motivation to attend medical school</b> Isabel Fonseca, Institute for the Biomedical Sciences Abel Salazar and Centro Hospitalar University of Porto, Portugal</p>
	<p><b>8KK07 Designing a Peer-Driven, Multi-Pronged, Curriculum-Based Preparatory Module for Medical School Examinations - Lessons from the 60 hour Agenda</b> Oluwasegun Afolaranmi, College of Medicine, University of Ibadan, Nigeria</p>	<p><b>8LL02 Study motivation and learning among first- to third-year students at Finnish universities: How do medical and dental students differ from other students?</b> Lena Sjöberg, University of Helsinki, Faculty of Medicine, Finland</p>
	<p><b>8KK08 Curriculum Evaluation for Master of Public Health (MPH) Assessed by Alumni of Guilan University of Medical Sciences</b> Farzad Mohseni, Medical Education Research Center, Education Development Center, Guilan University of Medical Sciences, Iran</p>	<p><b>8LL03 Medical Students' Motivation and Its Associated Factors</b> Kannika Tasasungkhin, Medical Education Center at Sawanpracharuk Hospital, Nakhonsawan, Thailand</p>
	<p><b>8KK09 Evaluation and learning: a professional combination for students and university</b> Esther Tanck, Radboudumc, the Netherlands</p>	<p><b>8LL04 Motivational profile and learning strategies in medical students: a two year follow up. Universidad Andrés Bello, Viña del Mar, Chile</b> Veronica Silva, Universidad Andres Bello Viña Del Mar Chile, Chile</p>
	<p><b>8KK10 Internet-based Measurement of Visual Assessment Skill of Trainee Radiologists: Developing a Sensitive Tool</b> Nadiah Fernandes, Chelsea and Westminster Hospital, UK</p>	<p><b>8LL05 "Strength of motivation" impact on medical students' learning approaches: Results of a multisite cross-sectional study</b> Milena Abbiati, UDREM - Faculty of Medicine, Geneva, Switzerland</p>
		<p><b>8LL06 Reflections of First Year Medical Students</b> Bulan Hermasari, Medical Education Unit Faculty of Medicine Universitas Sebelas Maret, Indonesia</p>



**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 ODOOD 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)*

1400-1530



**#8MM Posters - Postgraduate: Evaluation of the trainee and the programme**

Moderator: Marcus Henning, New Zealand  
Location: Hall/Foyer F, Level 0

**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**

*Jin-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*



### 8MM12 What are the social factors with greater incidence in the training process of resident physicians which contribute to the improvement of their professional performance?

Haydee Parra-Acosta, Universidad Autónoma de Chihuahua, Mexico

### 8MM13 The Outcomes of a Post-Graduate Year Nursing Training Program at a Medical Center in Taiwan

Hsiu-Yueh Wu, The Office of Nursing Staff Training, Department of Nursing, Kaohsiung Medical University Hospital, Taiwan

### 8MM14 Cross-Site Working (CSW) in North West London (NWL) - What Do Doctors Think?

David Whittaker, Chelsea and Westminster Hospital NHS Foundation Trust, UK

### 8MM15 Evaluating the introduction of a ten-minute teaching session format in a Critical Care Unit

Jonathan Dunne, The Royal Marsden NHS Foundation Trust, UK

### 8MM16 Evaluate the impact of training for shared decision making in kidney transplantation

Mei-Yi Wu, Shuang Ho Hospital, Taipei Medical University, Taiwan

### 8MM17 Transforming Learning Outcomes for Innovative Curricula

Anna Maria Jones, Imperial College London, UK

### AMEE Group Meeting

1400-1530 BEME Board (closed meeting) Room L4, Level 1

1400-1530 **Coffee Break**  
Viewing of posters and exhibits Entrance Hall, Hall E, Gallery, Foyer M and N

## 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 Marz (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 N, 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); Ajit 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

1715-1730	<b>9E6 Health professions education: The Musical!</b> <i>Shelley Ross, University of Alberta, Canada</i> <b>No Discussion</b>
1600-1720	<b>#9F Research Papers: Assessment in Health Professions Education</b> Moderator/Assessor: Cees van der Vleuten, the Netherlands Assessor: Sebastian Uijtdehaage, USA Location: Room L6, Level 1
1600-1620	<b>9F1 Learner Handover: How does it influence assessment?</b> <i>Tammy Shaw, University of Ottawa, Canada</i>
1620-1640	<b>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</b> <i>Benjamin Jim Blatt, The George Washington University School of Medicine and Health Sciences, Washington, DC, USA</i>
1640-1700	<b>9F3 How teacher-learner relationships influence the learning potential of low-stake assessments - An international study within programmatic assessment</b> <i>Suzanne Schut, Maastricht University, Maastricht, The Netherlands</i>
1700-1720	<b>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</b> <i>Lawrence Grierson, McMaster University, Hamilton, Canada</i>
1720-1730	<b>Discussion</b>
1600-1720	<b>#9G Doctoral Reports 2</b> Moderator: Debbie Jaarsma, The Netherlands Location: Room 1.86-86, Level 1
1600-1620	<b>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</b> <i>Julia Blitz, Stellenbosch University, Cape Town, South Africa</i>
1620-1640	<b>9G2 Bias in the Mirror: Exploring Implicit Bias in Health Professions Education</b> <i>Javeed Sukhera, Western University, London, Canada</i>
1640-1700	<b>9G3 Learning through Talk: The Role of Discourse in Medical Education</b> <i>Walter Eppich, Northwestern University, USA</i>
1700-1720	<b>9G4 Learning to care for "difficult patients": motivation, identity and reflection in medical students and residents</b> <i>Jody Steinauer, UCSF, San Francisco, USA</i>
1720-1730	<b>Discussion</b>

1600-1730	<b>#9H Short Communications: Patient as Educator 2</b> Moderator: Ronan Hallowell, USA Location: Room 1.61-62, Level 1
1600-1615	<b>9H1 Patients in partnership with educators: use of design thinking to improve patient involvement in undergraduate medical education</b> <i>Lindsay Muscroft, Warwick Medical School, UK</i>
1615-1630	<b>9H2 The patient, student and professional as equal educators and learners in the concept of Welearn in Human Embryology</b> <i>Jos Draaisma, Radboudumc Amalia Children's Hospital, the Netherlands</i>
1630-1645	<b>9H3 The patient's voice in a pre-clinical curriculum</b> <i>Laura Schwering, Radboud Universiteit, the Netherlands</i>
1645-1700	<b>9H4 Aboriginal patients as educators: 'clinical yarning' in healthcare settings</b> <i>Emma Webster, University of Sydney School of Rural Health, Australia</i>
1700-1715	<b>9H5 Patient safety on the agenda, a co-creation</b> <i>Petra Van Gorp, Radboudumc, the Netherlands</i>
1715-1730	<b>9H6 Patient voices in physician validation - a qualitative study</b> <i>Carolyn Sehlbach, Maastricht University, the Netherlands</i>
	<b>No Discussion</b>
1600-1730	<b>#9I Short Communications: Assessment: General</b> Moderator: Deborah O'Mara, Australia Location: Room L2, Level 1
1600-1615	<b>9I1 WITHDRAWN</b>
1615-1630	<b>9I2 Student use of resources to prepare for USMLE Step 1 and COMLEX Level 1 Licensing Exams</b> <i>Sean Tackett, Johns Hopkins Bayview Medical Center, USA</i>
1630-1645	<b>9I3 Promoting core medical science subject competency and feedback in an integrated assessment system - the case for longitudinal subject tracking</b> <i>Scarpa Schoeman, Wits University, South Africa</i>
1645-1700	<b>9I4 Valuing Mentoring in Programmatic Assessment: Experiences and Evaluation</b> <i>Chris Skinner, Notre Dame University Fremantle, Australia</i>
1700-1715	<b>9I5 Identifying the narrative used by educators in trainee evaluations to assist in articulating judgment of performance</b> <i>Nyoli Valentine, ModMed, Australia</i>



1715-1730	<b>9I6: Over 10 years of experience in collaborative assessment: The umbrella consortium for assessment networks (UCAN)</b> Winfried Kurtz, Institut für Kommunikations- und Prüfungsforschung, Germany <b>No Discussion</b>
1600-1730	<b>#9J Short Communication: Faculty Development 2</b> Moderator: Karen Leslie, Canada Location: Room 0.31-32, Level 0
1600-1615	<b>9J1 Supervision training interventions in healthcare: a realist synthesis</b> Sarah Lee, Monash University, Australia
1615-1630	<b>9J2 Innovative, Comprehensive Faculty Development for Large Group Teaching in a Medical School affiliated with a Large Healthcare System</b> Elisabeth Schlegel, Zucker School of Medicine At Hofstra/Northwell, USA
1630-1645	<b>9J3 Education in health professions: building a community of practice in Midwest Brazil</b> Edlaine Faria de Moura Villela, Jataí Medical School, Federal University of Goiás, Brazil
1645-1700	<b>9J4 A Learning Community to Support Staff Scholarship and Progression</b> Genevieve Stapleton, University of Glasgow Medical School, UK
1700-1715	<b>9J5 MacAdemia: Meeting the Faculty Development Needs of Community Physician Teachers in Distributive Medical Education</b> X. Catherine Tong, Waterloo Regional Campus, McMaster University, Canada
1715-1730	<b>Discussion</b>
1600-1730	<b>#9K Short Communications: International Medical Graduates</b> Moderator: Samuel McConkey, Ireland Location: Room 0.14, Level 0
1600-1615	<b>9K1 Design of a program for complementary education of International Medical Graduates in Sweden - to include Swedish or not</b> Magnus Hultin, Umeå University, Sweden
1615-1630	 <b>9K2 "My name is not Schneider": a qualitative study on the social integration of immigrating, Middle-East physicians in Germany</b> Marwa Schumann, Alexandria Faculty of Medicine, Egypt
1630-1645	 <b>9K3 Going the extra mile: international patient handover in a European border region</b> Daniëlle Versteegen, School of Health Professions Education, FHML, Maastricht University, the Netherlands

1645-1700	<b>9K4 Developing a rubric for measuring English history-taking skills of non-native English-speaking medical students</b> Takayuki Oshimi, International University of Health and Welfare School of Medicine, Japan
1700-1715	<b>9K5 Defining competency criteria for written clinical communication: The case of the Occupational English Test (OET) and its implications for medical education</b> Tim McNamara, The University of Melbourne, Australia
1715-1730	<b>9K6 Health Education England's Global Learners Programme</b> Elin Sandberg, Health Education England, UK <b>No Discussion</b>
1600-1730	<b>#9L Short Communications: Medical Education Research</b> Moderator: William McGaghie, USA Location: Room L7, Level 1
1600-1615	<b>9L1 Setting priorities for health education research: A Faculty-wide mixed methods study</b> Charlotte Rees, Monash University, Australia
1615-1630	<b>9L2 Publications Outcomes of Abstracts Presented at the Association for Medical Education in Europe (AMEE) in 2013 and 2014</b> Samy Azer, King Saud University College of Medicine, Saudi Arabia
1630-1645	<b>9L3 Setting Agenda for Medical Education Research in Pakistan</b> Ahsan Sethi, Khyber Medical University, Pakistan
1645-1700	<b>9L4 The PERFUME study: Peer-Ethnographic Research on Feedback in Undergraduate Medical Education</b> Christopher See, Li Ka Shing Faculty of Medicine, The University of Hong Kong, Hong Kong
1700-1715	 <b>9L5 An individualized approach to support academic publishing</b> Darshana Shah, Marshall University Joan C. Edwards School of Medicine, USA
1715-1730	<b>9L6 The Implicit Association Test in Health Professions Education: A Critical Narrative Review</b> Maham Rehman, Western University, Canada <b>No Discussion</b>
1600-1715	<b>#9M Short Communications: Student Characteristics</b> Moderator: Claire Vogan, UK Location: Room 0.94-95, Level 0
1600-1615	<b>9M1 Beyond academic excellence: Does ability-based emotional intelligence and personality predict early clinical performance?</b> Jo Bishop, Bond University, Australia

1615-1630	<b>9M2 What determines students autonomous motivation to study? Exploring personal and environmental factors for strongest independent variables</b> <i>Łukasz Balcerzak, Dept of Medical Education, Jagiellonian University Medical College, Poland</i>
1630-1645	<b>9M3 Interventions in a Clinical Teaching Unit to Stimulate Motivation</b> <i>Esther Hamoen, Leiden University Medical Center, the Netherlands</i>
1645-1700	<b>9M4 The relationship between medical student Conscientiousness Index scores and later clinical performance: a pilot study</b> <i>Marina Sawdon, University of Sunderland, UK</i>
1700-1715	<b>9M5 Patterns of learning preferences: A Q-methodological study into medical student learning from tutorial groups</b> <i>Jan Willem Grijpma, VUmc, the Netherlands</i>
1715-1730	<b>Discussion</b>
1600-1730	<b>#9N Short Communications: Curriculum: Problem-Based Learning / Integration</b> Moderator: Michael Elnicki, USA Location: Room 2.15, Level 2
1600-1615	<b>9N1 Reinventing PBL at Maastricht University: Shared Philosophy, Diversified Practice</b> <i>Janneke Frambach, Maastricht University, the Netherlands</i>
1615-1630	<b>9N2 Qualities of PBL Leader: The Students' perspective</b> <i>Tayyaba Azhar, University College of Medicine &amp; Dentistry, Pakistan</i>
1630-1645	<b>9N3 Silence for the sake of peace. How speaking up for learning can enable interdisciplinary team processes for integrated education</b> <i>Stephanie Meeuwissen, School of Health Professions Education, Maastricht University, the Netherlands</i>
1645-1700	<b>9N4 How integrated are the Vertically Integrated Assessments (VIA) in medical education?</b> <i>Basia Diug, Monash University, Australia</i>
1700-1715	<b>9N5 Medical students learning in integrated curricula: A jigsaw puzzle</b> <i>Anne Franz, Charité-Universitätsmedizin Berlin, Germany</i>
1715-1730	<b>Discussion</b>
1600-1715	<b>#9O Short Communications: Social Media and Mobile Learning</b> Moderator: Panagiotis Bamidis, UK Location: Room 2.31, Level 2
1600-1615	<b>9O1 Conversion to a Customized Learning Platform enables active, formative learning in large size classrooms: students' perceptions of the impact of online assessment using their own devices</b> <i>Debra Sibbald, University of Toronto, Canada</i>

1615-1630	<b>9O2 Using WhatsApp to enhance students' learning experience in the clinical environment</b> <i>Jennifer Thornton, The Rosie Hospital, Cambridge University Hospitals NHS Foundation Trust, UK</i>
1630-1645	<b>9O3 The Rise of Apps in Medical Education</b> <i>Rhianna Madden-Hansle, University College London Medical School, UK</i>
1645-1700	<b>9O4 Facebook: The new teacher for Generation-Z</b> <i>Shazia Irum, Shifa College of Medicine, Pakistan</i>
1700-1730	<b>Discussion</b>
1600-1730	<b>#9P Short Communications: Interprofessional Education 3</b> Moderator: Sari Ponzer, Sweden Location: Room L1, Level 1
1600-1615	<b>9P1 Large-scale interprofessional assessment: a disciplinary focus</b> <i>Chris Roberts, The University of Sydney, Australia</i>
1615-1630	<b>9P2 Student participation in interprofessional curriculum development: a focus group study with faculty members and students</b> <i>Ronja Behrend, Charité - Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Germany</i>
1630-1645	<b>9P3 Simulation as a tool for promoting Interprofessional Education (IPE)</b> <i>Paphan Musikawat, Maharaj Medical Education Centre, Thailand</i>
1645-1700	<b>9P4 Lessons learnt from collaborative attempts across healthcare education programmes: Educator perspectives on developing meaningful interprofessional education interventions</b> <i>Joanna Matthan, Newcastle University, UK</i>
1700-1715	<b>9P5 Authentic interprofessional placements: how university staff understand and influence placement design</b> <i>Stacie Attrill, Flinders University, South Australia, Australia</i>
1715-1730	<b>9P6 An interprofessional curriculum co-constructed by healthcare students and teachers</b> <i>Sofia Perrotin, Faculté de Médecine Lyon Est, France</i>
	<b>No Discussion</b>
1600-1730	<b>#9Q Short Communications: Simulation 1</b> Moderator: Nancy McNaughton, Canada Location: Room 0.15, Level 0
1600-1615	<b>9Q1 Constructing one day simulation, providing three level benefits. Is it possible?</b> <i>Alla Bronshtein, Tel Aviv University, Israel</i>
1615-1630	<b>9Q2 Innovate, Integrate, Simulate! An innovative approach in cross-speciality simulation: results from an experimental teaching programme on psychiatric emergencies</b> <i>Harriet Greenstone, Avon and Wiltshire Mental Health Partnership Trust, UK</i>



1630-1645	<b>9Q3 Material Concepts: Integrating theory and practice during simulation-based training to support procedural skills retention and transfer</b> <i>Jeffrey Cheung, The Wilson Centre, Canada</i>
1645-1700	 <b>9Q4 Teaching old dogs new tricks: Is simulation-based medical education only for novices?</b> <i>Lisbeth Andreasen, Copenhagen Academy for Medical Education and Simulation, Denmark</i>
1700-1715	<b>9Q5 Does one-on-one medication administration simulation improves nursing students' competencies in the clinical setting?</b> <i>Einat Kimhi, Ben-Gurion University of the Negev, Israel</i>
1715-1730	<b>9Q6 Improving awareness of medication errors and prevention in nursing students</b> <i>Chia-Jung Chen, Taipei Medical University Hospital, Taiwan</i>
	<b>No Discussion</b>
1600-1730	 <b>#9R Short Communications: Postgraduate Education: Family Medicine</b> Moderator: Matthijs De Hoog, the Netherlands Location: Room 0.16, Level 0
1600-1615	<b>9R1 Using an innovative app based tool to enhance experiential learning and reflection</b> <i>Christine Cook, GPEx, Australia</i>
1615-1630	<b>9R2 Evaluating the Impact of 'Next Generation GP': A national leadership programme for GP trainees and early career GPs</b> <i>Sarah Burns, St Mary's Surgery, UK</i>
1630-1645	<b>9R3 GP Trainees' experience of learning opportunities and support mechanisms on the GP vocational training programme: A qualitative interview study</b> <i>Nadia Fisher-Plum, University of Southampton, UK</i>
1645-1700	<b>9R4 A novel approach to fostering the development of scholarly competence: Capacity building in a distributed family medicine residency training program</b> <i>Joel Andersen, Northern Ontario School of Medicine, Canada</i>
1700-1715	<b>9R5 Revealing tacit knowledge about facilitating reflection for teacher professionalization</b> <i>Mario Veen, Erasmus Medical Centre, Rotterdam, the Netherlands</i>
1715-1730	<b>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</b> <i>Chris Elfes, Royal College of General Practitioners, England, UK</i>
	<b>No Discussion</b>

1600-1730	<b>#9S Short Communications: Management 2</b> Moderator: Marian Aw, Singapore Location: Room 0.51, Level 0
1600-1615	<b>9S1 The relationship between federal state budgets and the results of the second part of medical licensing exam in Germany</b> <i>Jana Jünger, The German National Institute for state examinations in Medicine, Pharmacy and Psychotherapy (IMPP), Germany</i>
1615-1630	<b>9S2 Forging a new identity: experiences of, and perceived attitudes towards, Physicians Associates</b> <i>Megan Brown, Hull York Medical School, UK</i>
1630-1645	<b>9S3 Adopting a Quality Improvement Framework to improve Undergraduate Medical Education</b> <i>Anum Pervez, Royal Free Hospital, UK</i>
1645-1700	<b>9S4 Transition to academic autonomy of medical universities in Kazakhstan</b> <i>Viktor Riklifs, Karaganda Medical University, Kazakhstan</i>
1700-1715	 <b>9S5 Nurse-scientists as advocates for nursing: identity development over a two year leadership programme in nursing research</b> <i>Manon Kluijtmans, University Medical Center Utrecht, the Netherlands</i>
1715-1730	<b>9S6 Teaching Medicine to a General Public: How to Assess If Your Audience Is Learning</b> <i>Malgorzata Kaminska, University of Northern British Columbia, Northern Medical Program, Canada</i>
	<b>No Discussion</b>
1600-1730	<b>#9T Round Table: Accreditation and Dimensions of Medical Education</b> Moderator: Barbara Barzansky, USA Location: Room L5, Level 1
	<b>9T1 ECFMG's 2023 Accreditation Requirement - Raising Medical School Standards Worldwide</b> <i>Lisa Cover, Educational Commission for Foreign Medical Graduates (ECFMG), USA</i>
	<b>9T2 A hands-on, how-to guide to the development of a medical education accreditation system</b> <i>Sarah Taber, Royal College of Physicians and Surgeons of Canada, Canada</i>
	<b>9T3 Using Accreditation as an Opportunity to Advance Education and Evaluation in Health Professions Education</b> PRESENTATION WITHDRAWN
	<b>9T4 Globalization in Medical Education: Promoting Reflexivity in Educational Practice</b> <i>Omar Selim, University of Toronto, Department of Surgery, Canada</i>

1600-1730 **#9U Conference Workshop: Where do I start? Devising questions, aims and objectives when writing systematic reviews in medical education. A BEME workshop**  
Teresa Pawlikowska, Royal College of Surgeons, Ireland; Sophie Park, University College London/Institute of Education, UK; Elaine Alais Susanna Hill, University of Central Lancashire / Blackpool Victoria Hospital, UK; Erica Smyth, Royal College of Surgeons, Ireland  
Location: Room L8, Level 1

1600-1730 **#9V Course: ESMEA Course (ESMEA Course participants only)**  
Location: Room 0.11-12, Level 0

1600-1730 **#9W Course: RESME Course (RESME Course participants only)**  
Location: Room 0.49-50, Level 0

1600-1730 **#9X Conference Workshop: Integrating planetary health concepts into the educational curriculum**  
Brett Duane, Trinity College Dublin, Ireland; SanYuMay Tun, Imperial College, London, UK; Richard Ayres, Peninsula Medical School, UK  
Location: Room 0.96-97, Level 0

1600-1730 **#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

1600-1730 **#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

1600-1730 **#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 Löffler-Stastka, Medical University Vienna, Austria  
Location: Room 2.61, Level 2

1600-1730 **#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

1600-1730 **#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

1600-1730 **#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 Tangsriwong, Buddhachinaraj Hospital, Thailand

**9DD05 Workplace incivility, self-efficacy, and medical student burnout: A JD-R perspective**  
Thripura Hariharan, Macquarie University, Australia





- 9DDo6** How students prepare for OSCE and how their stress points compare  
*Mika Laitinen, University of Helsinki, Finland*
- 9DDo7** Factors influencing Resilience Growth in Preclinical and Clinical Medical Students  
*Krittantont Wattanavaekin, Srinakharinwirot University, Thailand*
- 9DDo8** 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 Medical School, Sint Maarten, Netherlands Antilles*
- 9DDo9** Difference of nurse educator teaching efficacy in clinical education and educational role stress  
*Sujin 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** Moved to Session 8EE14

**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  
*Zsuzsanna Varga, University of Pécs 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 Ferrington, 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-videos in Medical Education: A Situational Awareness Case Study  
*Aiknaath 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 dietitian  
*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*



	<p><b>9FF07 Medical students develop online audiovisual patient education in cooperation with patients and communication students</b> <i>Melanie Kalee, University Medical Center Utrecht, The Netherlands</i></p> <hr/> <p><b>9FF08 Medical Students' understanding of placebo and nocebo effects (PNEs). Implications for future practice</b> <i>Mark Arnold, University of Sydney School of Rural Health (Dubbo/Orange), Australia</i></p> <hr/> <p><b>9FF09 Implementing Global Health Education in the Medical Curriculum. Challenges and opportunities of a student led initiative</b> <i>Behrouz Nezafat Maldonado, University of Liverpool, UK</i></p> <hr/> <p><b>9FF10 Encouraging Medical Student Involvement in Clinical Research: Using a Novel Online Platform to Pair Students with Clinicians</b> <i>Munaib Din, King's College London Medical School, UK</i></p> <hr/> <p><b>9FF11 Training activities created by students: the experience of the Brazilian Association of Academic Leagues of Family and Community Medicine (ALASF)</b> <i>Daniel Medina da Silva, Universidade Federal do Recôncavo da Bahia, Brazil</i></p>	<p><b>9GG07 Learning by Doing in a Supporting Environment: Curricular Effectiveness of a Medical Literature Reading Course in Early College Years</b> <i>Pai-Chuan Huang, College of Medicine, National Cheng Kung University, Taiwan</i></p> <hr/> <p><b>9GG08 A case-based interactive lecture on pathological sonographic findings</b> <i>Sabine Schneidewind, Hannover Medical School, Germany</i></p> <hr/> <p><b>9GG09 The effect of two learning methods of classroom lecture-video cast and handout on learning achievement and satisfaction of nursing students</b> <i>Mahmood Shamshiri, Ardabil University of Medical Sciences, Iran</i></p> <hr/> <p><b>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</b> <i>Nathaya Panyowatkul, Lampang Hospital, Thailand</i></p> <hr/> <p><b>9GG11 Learning paediatrics respiratory disease through clinically-based and customized micro-modules: an emphasis of both sound and vision</b> <i>Isabel Hwang, Faculty of Medicine, The Chinese University of Hong Kong, China</i></p> <hr/> <p><b>9GG12 New technologies in teaching "Cell biology" for medical students enrolled in the program of basic education</b> <i>Galina Kukharchik, Almazov National Medical Research Centre, Russia</i></p> <hr/> <p><b>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</b> <i>Chanchai Traivaree, Phramongkutklao Hospital and College of Medicine, Thailand</i></p> <hr/> <p><b>9GG14 Impact of audio files on students' academic performance and scientific awareness</b> <i>Nikhil Kumar, European University, Georgia</i></p> <hr/> <p><b>9GG15 Flipping a Biochemistry Class within a Medical Curriculum: Impacts on Perception, Engagement and Attainment</b> <i>Hanaa Fatoum and Sara Kayali, Alfaisal University, Saudi Arabia</i></p>
1600-1730	<p><b>#9GG Posters: Flipped Classroom / Learning Resources</b> Moderator: Gavin Dawe, Singapore Location: Hall/Foyer F, Level 0</p> <hr/> <p><b>9GG01 Flipped classroom versus traditional lecture to achieve and improve knowledge retention in generation Y medical students</b> <i>Maleechat Sripipattanakul, Obstetrics and Gynecology Department, Khon Kaen Hospital, Thailand</i></p> <hr/> <p><b>9GG02 Flipped classroom increased engagement amongst medical students but did not increase performance</b> <i>Paul-Alexandre Nordlund, Norwegian University of Science and Technology (NTNU), Norway</i></p> <hr/> <p><b>9GG03 Students' perspectives on the design of flipped classroom in pre-clinical setting: a qualitative study</b> <i>Jo Yu Tsai, China Medical University, Taiwan</i></p> <hr/> <p><b>9GG04 The flipped classroom is effective for medical students to improve fundoscopic examination skills: A mixed methods study</b> <i>Kiyoshi Shikino, Chiba University Hospital, Japan</i></p> <hr/> <p><b>9GG05 Application of Flip Learning Approach on The Respiratory Therapy</b> <i>Szu-I Yu, Tungs' Taichung MetroHarbor Hospital, Taichung, Taiwan</i></p> <hr/> <p><b>9GG06 New module on teaching "Septic Shock" for medical students</b> <i>Chutima Cheranakhorn, Hatyai Medical Education Centre, Thailand</i></p>	<p><b>1600-1730 #9HH Posters: Problem-based learning/Team Based Learning</b> Moderator: Rick Vari, USA Location: Hall/Foyer F, Level 0</p> <hr/> <p><b>9HH01 The Impacts of Integrating Standardized Patients in Problem-based Learning Tutorial in Taiwan</b> <i>Ching-Chih Chang, National Yang-Ming University School of Medicine, Taiwan</i></p> <hr/> <p><b>9HH02 Patient-centeredness of problem-based learning cases</b> <i>Scott Kinkade, University of Missouri, USA</i></p>

9HH03	<b>Students' Perspective on Critical Incidents in the Base Group in Problem-based Learning</b> Viktor Sharan, Orebro University, Sweden
9HH04	<b>Medical Students' Attitudes toward Implementation of Problem-based Learning: Do Attitudes Differ Depending on Students' Age, Sex and Grade Point Average?</b> Roko Žaja, University of Zagreb, School of Medicine, Croatia
9HH05	<b>Feedback in problem-based learning in Saudi Arabia: student perceptions</b> Abdulmohsen Alomair, The University of Sheffield, UK
9HH06	<b>Problem-Based Learning in Pelvic mass Scenario</b> Ladaporn Wongkunha, Buddhachinnaraj Hospital, Thailand
9HH07	<b>The challenges of introducing standardized patients in Problem-based learning curriculum</b> Tsang-En Wang, Mackay Memorial Hospital, Taiwan
9HH08	<b>Picture Archiving and Communication Systems incorporated PBL curriculum to improve understanding for musculoskeletal diseases teaching in China</b> Keng Chen, The Eighth Affiliated Hospital, Sun-Yat-Sen University, China
9HH09	<b>Rabbit Holes and Case Based Learning: Dive In or Avoid?</b> Simon Atkinson, University of Bristol, UK Zarabeth Newton, University of Cardiff, UK
9HH10	<b>Learning outcome in Radiology after integrated TBL and interactive lectures for fourth year medical students</b> Siriporn Jeamwongsa, Ratchaburi Hospital, Thailand
9HH11	<b>Team-based learning in Inter-Professional Education (IPE) for Patient Safety Course</b> Thitima Suntharasaj, Department of Obstetrics and Gynecology, Faculty of Medicine, Prince of Songkla University, Thailand
9HH12	<b>Team-based Learning in physical examination skills, student perception and preference: a follow-up study</b> Jiska Patiwaal, 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	<b>"Kampo-sommelier practice": A trial for an active learning program in Kampo (Japanese traditional) medicine</b> Makoto Arai, Department of Kampo Medicine, Tokai University School of Medicine, Japan
9II02	<b>Checking For Understanding: Exploring a teaching methods gap between K-12 and medical education</b> 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**

Direk Ekbawornwong, Surattani Medical Education Center, Thailand

**9II05 Educating Medical Students: Are We Doing It Right?**

Jill Cheng Sim 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 Olthuis, 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 Problemization as an Active Methodology for the Medical Internship in Public Health**

Rogério Vaz, Faculdades Pequeno Príncipe, 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**

Snor Bayazidi, School of Medical Sciences, Shahid Beheshti University of Medical Sciences, Tehran, Iran

1600-1730

**#9JJ Posters: Clinical Teaching 2**

Moderator: Scott Wright, USA

Location: Hall/Foyer F, Level 0

**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**

Cian-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, Walailak University, Thailand



1600-1730



**#9KK Posters: Healthcare systems/Diversity/International Dimensions**

Moderator: Raymond Curry, USA  
Location: Hall/Foyer F, Level 0

**9KK01 Correlation between medical knowledge and belief in alternative medicine**  
Erich Eder, Sigmund Freud University, Medical School, Austria

**9KK02 A Novel Medic to Physician Assistant Pathway**  
Gail Curtis, Wake Forest School of Medicine, Department of PA Studies, USA

**9KK03 Medical Education Systems Worldwide: an IFMSA report**  
Marouane Amzil, International Federation of Medical Students Associations, Morocco

**9KK04 An approach to complexity at the intersection of education and health care**  
Lisa Graves, Western Michigan University Homer Stryker M.D. School of Medicine, USA



**9KK05 How effective is Helping Babies Breathe training for practitioners delivering babies in non-facility settings?**  
Grace Mupanemunda, University of Bristol, UK

**9KK06 Preferred Learning Approaches and Teaching Methodologies of Medical Students from Different Admission Channels**  
Hin Ching Chow, Faculty of Medicine, The Chinese University of Hong Kong, China

**9KK07 Students' participation in Educational Spaces: Is Diversity Really Valued?**  
Olga Matus, University of Concepcion, Chile

**9KK08 Advancing Diversity and Inclusion within the Faculty of Medical Sciences, The University of the West Indies, Jamaica**  
Tomlin Paul, University of the West Indies, Jamaica

**9KK09 Spatial distribution of 1-year international medical students as a marker of intergroup relationships management**  
Dmitry Vishniakov, International University of Kyrgyzstan, International School of Medicine, Kyrgyzstan

**9KK10 Residents and physicians hold implicit bias associating ambition with men**  
Maud Kramer, Maastricht University, Netherlands

**9KK11 A Qualitative Study on Medical Students' Development of Cross-cultural Competence and IFMSA Exchange Programs**  
Hsiang Yun Ko, Kaohsiung Medical University, Taiwan

**9KK12 Thai students' decision to study in Doctor of Medicine Program in China**  
Woralak Bunpramuk, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

**9KK13 Internationalization of Medical Education - An International Partnership of 12 Universities in 4 Continents to Promote Cultural Awareness and Early Networking**  
Anette Wu, Columbia University, USA

**9KK14 E-mentoring in Academic Medicine with an International Peer-support Model: Experience from the UK - International Research Mentorship Programme**

Emily Leung, The Chinese University of Hong Kong, Hong Kong

1600-1730

**#9LL Posters: Student: Stress**

Moderator: Brian Simmons, Canada  
Location: Hall/Foyer F, Level 0

**9LL01 Undergraduate health students' academic workload and the factors that influence their perception**  
Sandra Flores Alvarado, Universidad De Chile, Chile

**9LL02 Relationship between emotional distance and psychological stress in medical studies**  
Angelika Taetz-Harrer, Universität Witten/Herdecke, Germany

**9LL03 Moral Distress Among Medical Students: A Systematic Review of Its Causes, Impact and Response**  
Susan Glick, Rush University, USA

**9LL04 Anxiety analysis during the first clinical encounters: simulation in undergraduate medicine**  
Nancy Segura-Azuara, Tec de Monterrey, Mexico

**9LL05 The Estimation of the prevalence and causes of anxiety and depression among students in a Caribbean medical school and its correlation with academic performance**  
Yuliya Modna, Trinity School of Medicine, Saint Vincent and the Grenadines

**9LL06 Stress, anxiety, and depression among third year medical students at Chulalongkorn University**  
Nichaphat Bovornsethanant, Faculty of Medicine, Chulalongkorn University, Thailand

**9LL07 Stress and Stressors among female medical undergraduate students: A Cross-sectional study in a private medical college in Pakistan**  
Saba Tariq, University Medical and Dental College, The University of Faisalabad, Pakistan

**9LL08 Coping with stress, fatigue, and sleepiness during medical studies: Experience of the French military medical school**  
Olivier Coste, Ecole de santé des armées, France

**9LL09 Does previous experience of performing affect anxiety levels and attainment in medical students during their first face to face assessment?**  
Laura MacKenzie, University of Sheffield, UK

**9LL10 Anxiety Among Health Professions Undergraduate Students: Experience Report from a Center for Psychological and Educational Support**  
Rodrigo Flauzino, Ribeirao Preto Medical School, University of Sao Paulo, Brazil

- 9LL11 What soft science activities do medical students prefer to reduce stress?**  
Pornsuda Krittigamas, Nakornping Medical Education Center, Nakornping Hospital, Thailand
- 9LL12 What is the effective mental support system for medical students in Thammasat University?**  
Phiangbunpa Natithamkul, Medical Education Center Surattani Hospital, Thailand
- 9LL13: Stress and burnout in chiropractic students of European chiropractic colleges: a cross-sectional study**  
Pablo Perez de la Ossa, Barcelona College of Chiropractic, Spain
- 9LL14 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 Nganvivattavorn, 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

### Registration / Exhibition

0800-1300	Registration Desk Open	Entrance Hall
0930-1100	Exhibition Open	Entrance Hall, Hall E, Gallery
1100-1600	Exhibition Tear Down	

### Tours – all tours depart and return to Austria Center Vienna

0900-1230	Graffiti Explorer
1015-1315	Spanish Riding School
1300-1600	City Walking Tour
1330-1630	City Walking Tour – Jewish Vienna
1400-1700	Follow Sisi's Footsteps

## 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 Seitz (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 Arias (Colombia); Alison Whelan (USA); Ricardo León (México); Luis Felipe Abreu (México); Pablo Pulido (Venezuela)  
Location: Room L3, Level 1

0830-1015

### #10E Short Communications Teaching and Learning: Self Directed Learning

Moderator: Cristian Stefan, USA  
Location: Hall M, 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

Enjy 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



0830-1015	<b>#10F Short Communications: International Dimensions</b> Moderator: Juha Pekka Turunen, Finland Location: Room L6, Level 1
0830-0845	<b>10F1 Learning Preferences of Medical Students: International Similarities and Differences</b> Mike Elnicki, University of Pittsburgh, USA
0845-0900	<b>10F2 Exploring the validity of hegemonous competency frameworks for health professions education in the global south</b> Francois Cilliers, University of Cape Town, South Africa
0900-0915	<b>10F3 Educational globalisation: implications of similarities and differences in cultural dimensions across medical students from fifteen different countries</b> Young-Mee Lee, Korea University College of Medicine, South Korea
0915-0930	<b>10F4 Peer observation of an online learning platform for undergraduates in Somaliland</b> Rebecca Stout, University College London, UK
0930-0945	<b>10F5 International &amp; Digital Midwifery Workplace Learning Network: the first step in Rwanda</b> Mieke Embo, Artevelde University College Ghent Belgium, Belgium
0945-1000	<b>10F6 A continuous learning approach to improving the quality of care for children in Lao district hospitals</b> Amy Gray, The University of Melbourne/Royal Children's Hospital, Australia
1000-1015	<b>10F7 Cultural considerations in teaching history-taking skills: Teaching bilingually is not a simple matter of translation</b> Mieko Ogino, International University of Health and Welfare, Japan
	<b>No Discussion</b>
1015-1200	<b>#10G Doctoral Reports 3</b> Moderator: Diana Dolmans, The Netherlands Location: Room 1.85-86, Level 1
0830-0850	<b>10G1 On Discontinuity and Learning: Investigations of Physicians' Responses to Transitions of Patient Care Responsibility</b> Judith Bowen, Oregon Health & Science University, Portland, USA
0850-0910	<b>10G2 Bridges over troubled water: understanding the identity development of medical educators</b> Jo Horsburgh, Imperial College, London, UK
0910-0930	<b>10G3 Perceptions, discourses and values: Exploring how key stakeholders construct, negotiate and enact widening access to medical school</b> Kirsty Alexander, University of Aberdeen, UK
0930-0950	<b>10G4 Reflection as purposeful, social activity: using cultural-historical activity theory (CHAT) to explore recent veterinary graduates' experiences</b> Sheena Warman, University of Bristol, UK

0950-1010	<b>10G5 Swinging the Pendulum from Recipes to Relationships: Enhancing impact of feedback through transformation of institutional culture</b> Subha Ramani, Harvard Medical School, Boston, USA
1010-1015	<b>Discussion</b>
0830-1015	<b>#10H Short Communications: Patient as Educator 3</b> Moderator: Amanda Chichester, USA Location: Room 1.61-62, Level 1
0830-0845	<b>10H1 The 'Patient as Educator': What Motivates SPs?</b> Gail Furman, National Board of Medical Examiners, USA
0845-0900	<b>10H2 Patients' attitude towards the involvement of medical students in obstetrics, gynecology and infertility outpatient clinics at Cairo university teaching hospital, a cross-sectional study</b> Nadine Sherif, Faculty of Medicine- Cairo University, Egypt
0900-0915	<b>10H3 Hearing patients' views of teaching and learning</b> John Dockerty, Dunedin School of Medicine, University of Otago, New Zealand
0915-0930	<b>10H4 Can We Trust A Simulated Patient As An Evaluator?</b> Huai Cheng, University of Virginia, USA
0930-0945	<b>10H5 "I Felt Like a Privileged Vital Educational Instrument": The Perspective of Simulated Patients as Educators</b> Meghana Sudhir, Mohammed Bin Rashid University of Medicine & Health Sciences, United Arab Emirates
0945-1000	<b>10H6 Simulated Patients' Perceptions of their Role and Contribution to Health Professions Education</b> Clare Sullivan, RCSI, Ireland
1000-1015	<b>Discussion</b>
0830-1015	<b>#10I Short Communications: Assessment: Licensing Exams / Standard Setting</b> Moderator: Kim Lomis, USA Location: Room L2, Level 1
0830-0845	<b>10I1 Assessing the Impact of Increasing Exam Burden on Final Year Medical Students - an observational study</b> Heather Keenan, East and North Herts Trust, UK
0845-0900	<b>10I2 Licensing examinations - a retrospective: (Un)intended emphases in Germany's national licensing examinations?</b> Nikolas Psathakis, German Medical Students' Association (bvmd e.V.), Germany
0900-0915	<b>10I3 Development of national licensing exam</b> Zalim Balkizov, ASMOK, Russia





0915-0930	<b>10I4 The impact on Angoff standard setting of changing to open-resource assessment</b> <i>Mike Tweed, Otago Medical School, New Zealand</i>
0930-0945	<b>10I5 Setting defensible standards in small cohorts: understanding when borderline regression works</b> <i>Matt Homer, Leeds Institute of Medical Education, UK</i>
0945-1000	<b>10I6 Standard Setting Using a Modified Post-Examination Borderline Group Method for Simulation-Based Performance Assessment</b> <i>Na Jin Kim, The Catholic University of Korea, College of Medicine, Seoul, South Korea</i>
1000-1015	<b>Discussion</b>
0830-1015	<b>#10J Short Communications: Empathy</b> Moderator: Carmen Fuentealba, USA Location: Room 0.31-32, Level 0
0830-0845	<b>10J1 Instilling empathy - is the devil still in third year?</b> <i>Anna Byszewski, Regional Geriatric Program of Eastern Ontario, Canada</i>
0845-0900	<b>10J2 Students' stress coping strategies impact empathy trajectories during medical training: a 5-year longitudinal study</b> <i>Margaret Gerbase, University of Geneva, Faculty of Medicine, Switzerland</i>
0900-0915	<b>10J3 Embodied empathy, a phenomenological study of physician touch</b> <i>Martina Kelly, University of Calgary, Canada</i>
0915-0930	<b>10J4 Empathy microskills training program for undergraduate medical students in Chile</b> <i>Juan Arellano, Universidad de Concepción, Chile</i>
0930-0945	<b>10J5 Fostering social empathy in medical students</b> <i>Caroline Wellbery, Georgetown University Medical Center, USA</i>
0945-1000	<b>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</b> <i>Sergey Gatsura, A.I. Yevdokimov Moscow State University of Medicine and Dentistry, Russian Federation</i>
1000-1015	<b>Discussion</b>
0830-1015	<b>#10K Short Communications: Communication Skills</b> Moderator: Ingrid Preusche, Austria Location: Room 0.14, Level 0
0830-0845	<b>10K1 'The Silence Pact' - a qualitative exploration of cultural differences in breaking bad news</b> <i>Sophie Holmes, Newcastle University, UK</i>
0845-0900	<b>10K2 Learning communication skills and how to deliver bad news in a multicenter fellowship for medical students. Results from a five year experience program</b> <i>Laura Boge Muller, SOBRAMFA, Brazil</i>

0900-0915	<b>10K3 Analyzing expert criteria for authentic resident communication skills</b> <i>Heeyoung Han, Southern Illinois University School of Medicine, USA</i>
0915-0930	<b>10K4 Culture and Human: What does it mean for medical students?</b> <i>Ozlem Surel Karabilgin Ozturkcu, Ege University Faculty of Medicine, Turkey</i>
0930-0945	<b>10K5 Doctor-patient communication in an Iranian and Norwegian context</b> <i>Jorgen Urnes, Dep. of Public Health and Nursing Faculty of Medicine, Norway</i>
0945-1000	<b>10K6 Clinical communication for the 21st century: A faculty approach for curriculum renewal and improved graduate outcomes</b> <i>Robyn Woodward-Kron, University of Melbourne, Australia</i>
1000-1015	<b>10K7 Medical Communication Training for Family Physicians With Self-Assessment And Patient Feedback</b> <i>Dan Williams, American Osteopathic Association, USA</i>
	<b>No Discussion</b>
0830-1015	<b>#10L Short Communications: The Teacher</b> Moderator: Lynne Allery, UK Location: Room L7, Level 1
0830-0845	<b>10L1 Impact of an innovative endowed chair program on medical educator recipients</b> <i>Peter ChinHong, UCSF, USA</i>
0845-0900	<b>10L2 Oh my goodness, what have I done? - Exploring the experiences of non-medically qualified clinical teachers of undergraduate medical students</b> <i>Sonia Bussey, Newcastle University, UK</i>
0900-0915	<b>10L3 The Characters of A Good Teacher - An Exploratory Study</b> <i>Lieh-Yu Yi, School of Medicine, Tzu Chi University, Taiwan</i>
0915-0930	<b>10L4 Tensions in perceptions of the role of 'nurse as teacher' for medical trainees</b> <i>Asif Doja, CHEO, University of Ottawa, Canada</i>
0930-0945	<b>10L5 Building a better mousetrap: A utility-focused clinical teaching evaluation instrument</b> <i>Joan Binnendyk, Western University, Canada</i>
0945-1000	<b>10L6 Development &amp; Validation of Clinical Clerkship Teaching and Supervision Questionnaire (CCTSQ)</b> <i>Naghma Naem, United Arab Emirates University-College of Medicine &amp; Health Sciences, United Arab Emirates</i>
1000-1015	<b>10L7 Can analyzing student feedback help simulation center faculty improve their teaching and professionalism?</b> <i>Matthew Emery, Michigan State University College of Human Medicine, USA</i>
	<b>No Discussion</b>



0830-1015	<b>#10M Short Communications: Student: Burnout and Resilience</b> Moderator: Bert Arets, the Netherlands Location: Room 0.94-95, Level 0
0830-0845	<b>10M1 Burnout in medical students during initial career years: mental health implications</b> Carolina Pérez, Universidad Andrés Bello, Chile
0845-0900	<b>10M2 Implementing a Burnout Prevention and Education Program in a Physician Assistant Program</b> Heidi Brown, Idaho State University, USA
0900-0915	<b>10M3 Burnout syndrome in medical students and association with poor sleep quality, sedentary lifestyle and use of psychotropic drugs</b> Arnaldo Aires Peixoto Junior, Centro Universitário Christus (UNICHRISTUS), Brazil
0915-0930	<b>10M4 Learning strategies of Chilean medical students change along clinical training and predict their levels of burnout and wellbeing at graduation</b> Guadalupe Echeverría, Pontificia Universidad Católica de Chile, Chile
0930-0945	<b>10M5 Clinical training stress and professional quality of life among medical students: the buffering effect of resilience and its determinants</b> Blossom Yen-Ju Lin, Chang Gung University, Taiwan
0945-1000	<b>10M6 The longitudinal effect of grit on academic achievement among Japanese medical students</b> Yusuke Karouji, Kansai Medical University, Japan
1000-1015	<b>Discussion</b>
0830-1015	<b>#10N Short Communications: Community and Rural Based Education</b> Moderator: Roger Strasser, Canada Location: Room 2.15, Level 2
0830-0845	<b>10N1 Identifying the learning objectives of clinical clerkship in community health (CCC) in Japan: Focus Group</b> Daisuke Kato, Department of Family Medicine, Mie University Graduate School of Medicine, Japan
0845-0900	<b>10N2 Re-thinking the purposes and practices of community based medical education</b> Clare Morris, Barts & The London School of Medicine and Dentistry, Queen Mary University London, UK
0900-0915	<b>10N3 Non-clinical community clerkships: experiences from University Medical Center Utrecht</b> Conny Seeleman, UMC Utrecht, the Netherlands
0915-0930	<b>10N4 Fostering Socially Accountable Rural Health Research through Longitudinal Faculty Development</b> Shabnam Asghari, Memorial University of Newfoundland, Canada
0930-0945	<b>10N5 North and south: Rural medicine attracts students with a similar approach to learning</b> Kylie Mansfield, University of Wollongong, Australia

0945-1000	<b>10N6 Understanding the factors affecting student performance in rural and metropolitan campuses</b> Jessica Macer-Wright, University of New South Wales Rural Clinical School, Australia
1000-1015	<b>10N7 Experiences from the implementation and pilot of a Rural Elective in a Brazilian University: feedback from students</b> Ana Julia Araujo de Carvalho, Universidade Federal de Uberlândia, Brazil
	<b>No Discussion</b>
0830-1015	<b>#10O Short Communications: Feedback</b> Moderator: Jill Benson, Australia Location: Room 2.31, Level 2
0830-0845	<b>10O1 A Scoping Review of how Learners Use, Seek and Respond to Feedback</b> Muirne Spooner, Royal College of Surgeons in Ireland, Ireland
0845-0900	<b>10O2 Using Deliberate Practice Framework to Assess the Quality of Feedback in Undergraduate Clinical Skills Training</b> Reina Abraham, Nelson R Mandela School of Medicine, South Africa
0900-0915	<b>10O3 Content of Feedback for Test-Enhanced Transfer of Learning</b> Anna Ryan, University of Melbourne, Australia
0915-0930	<b>10O4 Adopting the Concept of Feedback Orientation to Health Professions Education</b> James Fraser, Griffith University, Australia
0930-0945	<b>10O5 Understanding the enablers, inhibitors and processes around earlier development of feedback-seeking behaviour</b> Michelle Arora, School of Clinical Medicine, University of Cambridge, UK
0945-1000	<b>10O6 Influencing factors and outcomes of Multisource-Feedback in Postgraduate Medical Training - A Focus Group Study</b> Eva K. Hennel, University of Bern, Institute for Medical Education, Switzerland
1000-1015	<b>10O7 Resident perspectives on impression management and receiving feedback in residency: a qualitative study</b> Brandon Huffman, Mayo Clinic, USA
	<b>No Discussion</b>
0830-1015	<b>#10P Short Communications: Mentoring</b> Moderator: Patricia Kokotailo, USA Location: Room L1, Level 1
0830-0845	<b>10P1 Understanding Mentoring Culture through Thematic Analysis of Learning Culture in Medicine: a Systematic Scoping Review</b> Kuang Teck Tay, Yong Loo Lin School of Medicine, National University of Singapore, Singapore



0845-0900	<b>10P2 Study Phase Specificity of Success Factors of a Longitudinal, Portfolio-Based Mentoring Programme to Foster Medical Students' Professional Development</b> <i>Maria Farquharson, Competence Centre for University Teaching in Medicine - Baden-Wuerttemberg, University of Tuebingen, Germany</i>
0900-0915	<b>10P3 Development and initial validation of a dual-purpose questionnaire capturing mentors' and mentees' perceptions and expectations of the mentoring process</b> <i>Sylvia Heeneman, Maastricht University/ Dept of Pathology, the Netherlands</i>
0915-0930	<b>10P4 What makes mentors of medical students thrive and succeed in group-mentoring programs? A multi-centre mixed methods study</b> <i>Eirik Hugaas Ofstad, Uit The Arctic University, Norway</i>
0930-0945	<b>10P5 An Insight into undergraduate mentoring program</b> <i>Mahwish Arooj, University of Lahore, Pakistan</i>
0945-1000	<b>10P6 Mentoring: in the Eyes of the Beholder</b> <i>Iman M. Eissa, Kasr Al Aini School of Medicine, Cairo University, Egypt</i>
1000-1015	<b>10P7 Coaching models - enabling your trainee to kick goals'</b> <i>Heather Grusauskas, Eastern Victoria General Practice Training, Australia</i>
	<b>No Discussion</b>
0830-1015	<b>#10Q Short Communications: Simulation 2</b> Moderator: Location: Room 0.15, Level 0
0830-0845	<b>10Q1 A simulation-based educational program to improve 3rd year medical student bag-valve-mask ventilation (BVM) and cardiopulmonary resuscitation (CPR) techniques for EPA #12: Preliminary Results</b> <i>Vaia Abatzis, Department of Anesthesiology, University of Virginia School of Medicine, USA</i>
0845-0900	<b>10Q2 Warm bodies and plastic patients: Thinking sociomaterially about simulation</b> <i>Anna MacLeod, Faculty of Medicine, Dalhousie University, Canada</i>
0900-0915	<b>10Q3 Using Learning Curves to Identify and Explain Growth Patterns of Learners in Bronchoscopy Simulation: A Mixed Method Study</b> <i>Briseida Mema, Hospital for Sick Children, Canada</i>
0915-0930	<b>10Q4 Acute scenarios simulation for Foundation Doctors: does it work?</b> <i>Philip Jones, South Tyneside District Hospital, UK</i>
0930-0945	<b>10Q5 Multidisciplinary simulation training: emotions before and after training</b> <i>Outi Äyräs, Helsinki University Hospital, Finland</i>
0945-1000	<b>10Q6 Simulation Design Matters: Improving Obstetrics Training Outcomes</b> <i>Brena Melo, FPS - Faculdade Pernambucana de Saúde; IMIP - Instituto de Medicina Integral Prof. Fernando Figueira, Brazil</i>
1000-1015	<b>Discussion</b>

0830-1015	<b>#10R Short Communications: Postgraduate Assessment</b> Moderator: Hamed Khan, UK Location: Room 0.16, Level 0
0830-0845	<b>10R1 Predicting Board Certification Examination Scores using Milestone Ratings in a Longitudinal Dataset</b> <i>Kenji Yamazaki, Accreditation Council for Graduate Medical Education, USA</i>
0845-0900	<b>10R2 Trainee mistrust of the E-portfolio &amp; Workplace Based Assessment Process</b> <i>Andrew Tomkins, Edge Hill University, UK</i>
0900-0915	<b>10R3 Competency assessment of postgraduate year 1: a preliminary report for implementing national-level graduate competency assessment</b> <i>Kanokwan Sriruksa, Khon Kaen Medical Education Center, Thailand</i>
0915-0930	<b>10R4 Enforcing a completion of basic checklists for different level learners: exploring the unplanned outcomes</b> <i>Luciana Rodriguez Guerineau, The Hospital for Sick Children, Canada</i>
0930-0945	<b>10R5 Using electronic health record data to assess trainees' independent and interdependent performance: A prototype trainee report card in Emergency Medicine</b> <i>Lorelei Lingard, Western University, Canada</i>
0945-1000	<b>10R6 Inter-professional assessment of junior doctors</b> <i>Charlotte Green, Aarhus University Hospital, Denmark</i>
1000-1015	<b>10R7 A comparison of formative and summative assessment methods in Qatar's FM Residency Program: A retrospective study to evaluate the impact on residents' performance, career satisfaction &amp; teaching involvement</b> <i>Youssef Nauf, Primary Health Care Corporation (PHCC), Qatar</i>
	<b>No Discussion</b>
0830-1015	<b>#10S Short Communications: Teaching and Learning 3</b> Moderator: Rashmi Kusurkar, the Netherlands Location: Room 0.51, Level 0
0830-0845	<b>10S1 Impact of Drama-based Educational Programme, Diabetes Theatre, on Healthcare Professionals' Attitudes toward Patient Centred Care</b> <i>Kentaro Okazaki, Nagoya University Graduate School of Medicine, Dept of Education for Community-Oriented Medicine, Japan</i>
0845-0900	<b>10S2 Comparing reflection-in-learning level of first and last clinical year medical students in a private sector medical college of Pakistan</b> <i>Musarrat ul Hasnain Shah, Rashid Latif Medical College, Lahore, Pakistan</i>



0900-0915 **10S3 The continuum of reflection on professional development: the Amsterdam VUmc reflection-line**  
Veronica Selleger, Amsterdam UMC, Location VUmc, the Netherlands

0915-0930 **10S4 Is it about getting interested? Exploring how deliberate reflection might help medical students learn from clinical cases**  
Ligia Ribeiro, UNIFENAS, Brazil

0930-0945 **10S5 'Doctor Jazz': lessons that medical professionals can learn from jazz musicians**  
Allard van Ark, University Medical Center Utrecht, the Netherlands

0945-1000 **10S6 Using design thinking to re-invent the delivery of undergraduate medical education**  
Rahim Kachra, University of Calgary, Canada

1000-1015 **10S7 "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

No Discussion

0830-1015 **#10T Round Table: Research**  
Moderator: Stewart Mennin, Brazil  
Location: Room L5, Level 1

**10T1 Longitudinal Qualitative Research in Health Professions Education: Heeding the Call**  
Dorene Balmer, University of Pennsylvania, USA

**10T2 Dethroning experimental research methods in developing education innovations**  
Satid Thammasitboon, Baylor College of Medicine, USA

**10T3 Review methodologies: Meta-narrative synthesis for secondary research in medical education**

Eleanor Bowen-Jones, King's College London, UK

**10T4 Show Me The Money: How to speak to donors about funding health professions education research**

Robert Paul, University of Toronto, Canada

0830-1015 **#10U Conference Workshop: Implementation of Competence Based Medical Education in Surgery (CBME): Challenges from an international perspective**  
Helen MacRae, University of Toronto, Department of Surgery, Canada; Gareth Griffiths, NHS Tayside, UK  
Location: Room L8, Level 1



0830-1015 **#10V 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

0830-1015 **#10W 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

0830-1015 **#10X 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

0830-1015 **#10Y 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

0830-1015 **#10Z 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





0830-1015 **#10AA Conference Workshop: Achieving patient-oriented care with an interprofessional team. Implications for the educational process**

Angelika Eder, FH Campus Wien University of Applied Sciences, Department Health Sciences, Austria; Richard Marz, Matthäus Ch. Grasl, Medical University Vienna, Austria; Karl F Kremser, Medical University, Austria  
Location: Room 2.61, Level 2

0830-1015 **#10BB Conference Workshop: How to introduce high quality Team-based learning (TBL) into the curriculum**

Annette Burgess, Jane Bleasel, Chris Roberts, Roger Garsia, Antonia Clarke, Inam Haq, The University of Sydney, Australia  
Location: Room 2.83, Level 2

0830-1015 **#10CC Conference Workshop: Artificial Intelligence in Medical Education: A Practical Guide**

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

0830-1015 **#10DD ePosters: Self-regulation / Metacognition / Coaching**

Moderator: Umberin Najeeb, Canada  
Location: Foyer B, Level 2

**10DD01 Self-Assessed Confidence Level as an Evaluation Tool in Perineal Rupture Repair Training in Indonesia**

Graciella Wahjoepramono, Indonesian Clinical Training and Education Centre, Indonesia

**10DD02 How can photography reflect student self-awareness?**

Marisa Jitnupong Bunphan, Suratthani Hospital, Thailand

**10DD03 Research in action - how to teach research skills in undergraduate biomedical students**

Femmie de Vegt, Radboud university medical center, the Netherlands

**10DD04 How do residents develop self-efficacy through clinical training? A qualitative study**

Kazuki Tokumasu, Department of General Medicine, Okayama University Hospital, Japan

**10DD05 Stimulating reflective learning and practice in anaesthesiology residents with the obstetric anaesthesia diary**

John Lee, Department of Women's Anaesthesia, KK Women's and Children's Hospital, Singapore

**10DD06 Developing students' academic questioning skills: reliability and validity of an evaluation sheet**

Junichi Kameoka, Tohoku Medical & Pharmaceutical University, Japan

**10DD07 Critique - Crisis Resource management improvement through Intellectual Questioning of authority - a pilot**

Gene Chan, National University Hospital Singapore, Singapore

**10DD08 "It unsticks your mind": Using a Narrated Musician's Masterclass as an Introduction to Competency-based Medical Education and Coaching**

Michael Sanatani, Western University, Canada

**10DD09 Medical student perceptions of their knowledge and skills in pharmacology in their first and final clinical years**

Shane Bullock, Monash University, School of Rural Health, Australia

**10DD10 Evaluation of Scholarly Concentration Programs at Inha University College of Medicine**

Jiho Choi, Inha University College of Medicine, Republic of Korea



**10DD11 The Development of Practice-Based Reflective Learning Tools for Electronic Consultations**

Douglas Archibald, University of Ottawa, Canada

**10DD12 Medical Students' Performance of Group Discussion in Problem Based Learning: Can it Influence A Cognitive Performance?**

Yeny Dyah Cahyaningrum, Medical Education Department, Faculty of Medicine, Universitas Islam, Indonesia

**10DD13 What Do You Want to Learn? Goal Setting in a Second Year Student Emergency Medicine Rotation**

Colleen Bush, Michigan State University College of Human Medicine, USA

**10DD14 The role of the preceptor and reflection stands out in nursing students' clinical skills training in practice**

Karin Blomberg, Örebro University, Sweden

0830-1015 **#10EE ePosters: Simulation**

Moderator: Daisy Rotzoll, Germany  
Location: Foyer C, Level 2

**10EE01 Does Simulation Improve Medical Student Confidence and Preparedness to Care for the Dying?**

Geoffrey Wells, Brighton and Sussex Medical School, UK

**10EE02 Simulation in a district general hospital: a six-month evaluation shows the juice is worth the squeeze**

Lucy Baxter, South Tyneside District Hospital, UK

**10EE03 Building a nationwide medical teachers' network engaging in simulation-based education**

Kazunobu Ishikawa, International University of Health and Welfare, Japan



**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 Pattaravit, 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 Ashtari, 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

**#10FF ePosters: Technology Enhanced Learning 2**

Moderator: Anne D' Souza, India  
Location: Crystal Lounge, level 1

**10FF01 Transition from Paper-Based to Electronic Portfolio Using On-Hand Social Medias for Undergrads: Generation Gap Perspective**  
Chalinee Monsereenunorn, Phramongkutklao Hospital and College of Medicine, Thailand

**10FF02 The Focused Cardiac Ultrasound skill of newly-graduated doctors: which acoustic window has the highest yield?**  
Praew Kotruchin, Khon Kaen University, Thailand

**10FF03 Development and Assessment of an Interactive Neurolocalisation eLearning Tool**  
Tammy Tsang, National Healthcare Group, Singapore

**10FF04 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



**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 Chaimongkonrojna, 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

**10FF13 Interdisciplinary Learning Curriculum in Making a Virtual Reality Game for Daily Lives Training in Children with Autism Spectrum Disorder**  
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



**#10GG Posters: Patients as Educators / Patient Safety**

Moderator: Karin Bjorklund, Sweden  
Location: Hall/Foyer F, Level 0

**10GG01 Patients as educators: Endocrine senior residents (SRs) in the management of Type 1 Diabetes Mellitus (T1DM)**  
Cherng 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



**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 Kanchit, 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 Tantiworawit, ChiangMai 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**

Sunee 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 Ruiz, 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 Warachit, 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 Kovjiriyapan, 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 o

**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!**

Ting-Fang Chiu, Taipei City Hospital, Taiwan

**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**

Tipaporn Thongmak, 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 Learning Outside the Classroom: The Effects of Life Experience Reinforcement Camp on Medical Student Technical and Nontechnical Skill**

Pimpet Sukumalpaiboon, Sawanpracharak Medical Education Center, Thailand

**10HH09 Medicine on a Grand Scale: Selective Colloquia Broaden the Scope of an Undergraduate Medical Curriculum**

Raymond Curry, University of Illinois College of Medicine, USA

**10HH10 The curriculum of medical humanities museum touring for non-medical students**

Kun-Long Hung, Fu-Jen Catholic University Hospital, Taiwan

**10HH11 Development of a Cross-Cultural Academic Integrity Questionnaire**

Marcus A Henning, University of Auckland, New Zealand

**10HH12 The Role of Medical Humanities Curriculum Related with Cadaver Dissection to Promote Medical Students' Medical Professionalism**

Wha Sun Kang, The Catholic University of Korea, College of Medicine, South Korea

**10HH13 What do students gain from integrating the studies of arts and humanities with medical education?**

Eleen Inayat, University of Bristol, UK

**10HH14 The impact of a longitudinal integrated humanities program in an undergraduate medical curriculum: a qualitative study**

Maria Cecília Lemos Pinto Estrela Leão, Universidade do Minho, Portugal

**10HH15 Students' bioethics attitude toward gene editing - a qualitative and quantitative analysis from a medical humanity class**

Shiu-Jau Chen, Mackay Medical College, Mackay Memorial Hospital, Taipei, Taiwan



**10HH16 Using graphic illustrations to uncover how a community of practice can influence the delivery of compassionate healthcare**

Nancy Dalgarno, Queen's University, Canada

**10HH17 Spirituality/Religiosity in Medical Education: a necessary approach**

Odenir Nadalin Júnior, Pontifical Catholic University of Paraná, Brasil

**10HH18 Photography to facilitate the education of GP trainees**

Nicola O'Shaughnessy, GPEU, UK

0830-1015

**#10II Posters: Curriculum Development**

Moderator: Alison Carr, Qatar

Location: Hall/Foyer F, Level 0

**10II01 Renewal of Undergraduate MD Curriculum based on National Standards of Medical Education in Georgia**

Gaiane Simonia, Tbilisi State Medical University, Georgia

**10II02 Evaluating students' experience in a revised basic science course with an emphasis on clinical relevance**

Irene Lee, Duke-NUS Medical School, Singapore

**10II03 Does longitudinal teaching in professional competencies better prepare students for clinical practice?**

Elise Pauline Skjevik, UiT The Arctic University of Norway, Norway

**10II04 Institutional pedagogical project (IPP): participative process in the education of health professionals**

Márcia Rosa da Costa, Universidade Federal de Ciências da Saúde de Porto Alegre, Brasil

**10II05 The learning of symptomatology in the first-year medical students is effective for better understanding preclinical medicine**

Eriko Okada, Tokyo Medical and Dental University, Japan

**10II06 Development of a hematology curriculum based on the cognitive load theory**

Samuel S Medina, University of Campinas, Brazil

**10II07 Work-integrated learning opportunities and first-year university students' perceptions of employability**

Brooke Harris-Reeves, Griffith University, Australia

**10II08 Do medical students receive sufficient information in order to make an informed decision about intercalating?**

Hamisha Salih, University of Liverpool, UK

**10II09 Alfaisal Student and Faculty Perspectives toward the Role and Value of the Hidden Curriculum in Undergraduate Medical Education**

Sana Om Albachar Almairi, Alfaisal University, Saudi Arabia

**10II10 Themes in Curriculum Reforms in Dental Education: A Focused Review**

Emilie Leth Rasmussen, Aarhus University, Center for Health Sciences Education, Denmark

**10II11 The Value of Geographic Information Systems in Primary Healthcare as a Tool of the Enriched Medical Curriculum with Health Information Technologies**

Jessica Ortiz Huerta, Technische Hochschule Deggendorf, European Campus Rottal-Inn, Brazil

**10II12 Spaced learning in medical education: Is it time for an instructional revolution?**

Marnix Timmer, Center for Innovation in Medical Education, Leiden University Medical Center, the Netherlands

**10II13 Socially Responsible Behaviour in Medical Students: An inductive approach**

Nancy Bastias, Universidad de Concepcion, Chile

**10II14 Public Health Community Projects for Medical Students**

Selma Omer, University of Southampton, UK

**10II15 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**

Lucas Jullian, Barts & The London School of Medicine and Dentistry, UK



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 Sathapornasathid, 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 Kuwatjanakul, 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, Ribeirao 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**

Pornanan 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 Srimahadthai, 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 Psychotherapie, 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, NDMCTSGH, 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 Inter professional 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 Nadarajan, 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 o

**10LL01 An analysis of sign-based teaching for clinical final examinations**

Jasper Vink, Guy'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 Faluyi, 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-chia 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 Ongartboon, Phrae 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 6-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





	<b>10LL14 The acceptability of peer assessment of group work participation among medical students</b> <i>Apisit Rungruengsirichok, Faculty of Medicine, Chulalongkorn University, Thailand</i>	<b>10MMo8 Peer-to-peer small group tutoring improves knowledge and confidence for undergraduate clinical exams in both tutors and tutees</b> <i>Urvi Karamchandani, Imperial College London, UK</i>
	<b>10LL15 Usefulness of PBL peer evaluation as a predictor of performance after graduation</b> <i>Ye Ji Kang, Sungkyunkwan University, South Korea</i>	<b>10MMo9 Peer learning - Medical students learn from and with each other in placement training at the primary health center</b> <i>Carl Göranzon, Bräckebackens Primary Health Center, Sweden</i>
	<b>10LL16 Ratings of Performance in Multisource Feedback: Comparing Performance Theories of Residents and Nurses</b> <i>Muhammad Tariq, Aga Khan University, Pakistan</i>	<b>10MM10 Impact of near-peer tutoring weekly sessions on academic performance of first year medical students</b> <i>Mohammed Khalil, University of South Carolina School of Medicine Greenville, USA</i>
	<b>10LL17 Evaluating the impact of the implementation of self-assessment in PBL tutorials: Does it improve students' learning?</b> <i>Umatul Khoiriyah, Faculty of Medicine Universitas Islam Indonesia, Indonesia</i>	<b>10MM11 Developing a Near-Peer Led Medical Innovation Programme for Preclinical Medical Students</b> <i>George Choa, UCL Medical School, UK</i>
	<b>10LL18 Verify a performance assessment rating scale for evidence-based healthcare evaluation</b> <i>Chien-Chih Wu, Taipei Medical University Hospital, Taiwan</i>	<b>10MM12 Goal-Directed Near-Peer Led Clinical Skills Programme for Third Year Medical Students</b> <i>Umair Khan, Nobles Hospital, Isle of Man, UK</i>
0830-1015	<b>#10MM Posters: Student: Engagement / Peer Assisted Learning / Student as Teacher</b> Moderator: Vishna Devi Nadarajah, Malaysia Location: Hall/Foyer F, Level 0	<b>10MM13 A peer-led introductory session for the first cohort of students at a new UK medical school</b> <i>Ronak Shah, University of Cambridge School of Clinical Medicine, UK</i>
	<b>10MMo1 Student Taskforce for the nationwide implementation of Interprofessional Training Wards in Germany</b> <i>Lisa Schmitz, German Medical Students' Association (bvmd), Germany</i>	<b>10MM14 Committing to change - what do students want to improve after a peer teaching course with cases from general practice?</b> <i>Julia Freytag, Charité Universitätsmedizin Berlin, Germany</i>
	<b>10MMo2 Correlation in the student-generated asking question and Level of Bloom's Taxonomy in the medical students</b> <i>Narongwit Nakwan, Division of Pulmonology, Department of Medicine, Hatyai Medical Education Center, Songkhla, Thailand</i>	<b>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?</b> <i>Henry Mitchell, Queen Mary University of London, UK</i>
	<b>10MMo3 Should student-led teaching be incorporated into the medical school curriculum?</b> <i>Edward Fenby, King's College London, UK</i>	<b>10MM16 Starting Early: Can a peer teacher training program (PTT) help to develop medical students' teaching and feedback skills?</b> <i>Chiraag Thakrar Karia, University Hospitals of Leicester NHS Trust, UK</i>
	<b>10MMo4 Keep calm and plan properly! What medical students on a research project course recommend their peers in order to succeed</b> <i>Riitta Moller, Karolinska Institutet, Sweden</i>	<b>10MM17 A case study of higher education student volunteer mentors within the charity SHINE Mentoring</b> <i>Sonia Akrimi, Brighton and Sussex Medical School, UK</i>
	<b>10MMo5 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</b> <i>Aurica Ritter, German Medical Students Association (bvmd), Germany</i>	
	<b>10MMo6 Student Engagement in Curriculum Development: A first for The University of The West Indies Faculty of Medical Sciences, Jamaica</b> <i>Nikolai Nunes, UWI Mona Campus, Jamaica</i>	
	<b>10MMo7 Factors affecting Medical Student Engagement in Institute of Medicine</b> <i>Areerat Siripongpan, Suranaree University of Technology, Thailand</i>	
<b>AMEE Group Meeting</b>		
0830-1015	AskAMEE (closed meeting)	Room L4, Level 1
1015-1045	<b>Coffee Break</b> Viewing of posters and exhibits	Entrance Hall, Hall E, Gallery, Foyer M and N



## Session 11: Simultaneous Sessions

1045-1245



### #11 Plenary 4

Moderator: Trevor Gibbs, UK

Location: Hall A/C, Level 2

1045-1050

### A look ahead to AMEE 2020 in Glasgow

1050-1140

### #11A PechaKucha™ Presentations

#### #11A1 The crossroads of residency: The present tough decisions of a young doctor

Agostinho Sousa, European Junior Doctors

#### #11A2 The values we teach

Teodor Blidaru, 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 These Ideas Must Die: The Zombies of MedEd

Jason Frank, Royal College of Physicians and Surgeons of Canada

#### #11A6 The Thinking Sidecar: Five Thoughts on Machine Learning, Medicine, and Future Physicians

Ruben R. Puentedura (Hippasus, USA)

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

1300-1430

ESME Course

Room L8,  
Level 1

1300-1600

ESMELead Course

Room 0.11-12,  
Level 0

1300-1600

ESMESim Course

Room 2.17,  
Level 2

#### Meeting

1300-1630

AMEE Executive Committee  
(closed meeting)

Room L4,  
Level 1



<b>A</b>					
Aagesen, A H	#7P6	Anderson, K	#9E2	Balkizov, Z	#10J3
Aamir, J	#4MM15	Anderson, L	#PCW37	Ball, B	#3KK9
Abatzis, V	#10Q1	Anderson, S	#5EE11	Balmer, D	#10T1
Abbas, S	#5JJ1	Andreasen, L	#9Q4	Bamidis, P	#3CC, #9O
Abbiati, M	#8LL5	Andriole, D	#4AA, #5MM4	Bandiera, G	#4DD
AbdiShahshahani, M	#5N5	Angon, C A	#4D2	Baqir, B	#9EE1
Abe, K	#PCW6	Anomasiri, A	#4JJ9	Barber, C	#4K1
Abebe, K	#PCW27	Antoniou, P	#3CC	Barcellos, N	#8II11
Abouzeid, E	#10E3	Antony, S	#4MM13	Bari, F	#9C
Abraham, R	#10O2	Aparicio-Ting, F	#3E4	Barnes, C	#5P3
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Abu Dabrh, A M	#7J2	Appan, D P	#9E4	Bartman, I	#7BB
Acai, A	#3HH4	Arai, K	#7MM6	Barton, P	#5L
Acharya, S	#3II8	Arai, M	#9II1	Barzansky, B	#9T
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Adefuye, A	#4DD6, #9B	Araya Becerra, C	#10LL9	Bass, N	#5Q, #8A
Adesalu, O	#10EE7	Archer, L	#4LL12	Bastias, N	#10II13
Adey, T	#5R1	Archibald, D	#10DD11	Basuri Savelli, S	#3JJ7
Adler, M	#5O5	Ardonk, W	#10KK7	Bates, S	#7LL22
Afolaranmi, O	#8KK7	Arellano, J	#10J4	Bauman, E	#4DD2
Afonso, R	#4JJ8	Arets, B	#10M	Baxter, L	#10EE2
Afshar, K	#8S4	Arias, L	#10D	Bayazidi, S	#9II14
Ahlers, O	#7DD	Arja, S B	#7GG4	Bearman, M	#PCW38, #4I4
Ahmad, B	#3M2	Arnold, M	#9FF8	Beger, F	#8O2
Ahn, M	#3KK16	Arooj, M	#10P5	Beh, D	#4R1
Ainsworth, M	#4HH8	Aroonyadech, N	#7JJ13	Behrend, R	#9P2
Ajjawi, R	#PCW38	Arora, M	#5MM, #10O5	Bell, A	#5M2
Akamine, Y	#5BB	Arunothong, W	#3II12	Belogubova, S	#8J2
Akaraborworn, O	#8GG5	Asada, Y	#8D6	Bendermacher, G	#9Z
Akatsu, H	#7S6	Asahina, M	#7KK6	Beniusyte, A	#3DD8
Akrimi, S	#10MM17	Asai, R	#7KK11	Bennett, D	#9BB
Al Balushi, A	#4EE4	Asanasak, K	#7MM7	Bennett, L	#5JJ15
Al Suwaidi, H	#10LL10	Asghari, S	#10N4	Benson, J	#8I2, #10O
Alam, V	#8JJ3	Ashtari, P	#10EE8	Berg, B	#5BB
Alamri, Y	#3KK12	Aslam, K	#5JJ4	Berger, S	#5G3
Al-Bualy, R	#8G7	Astefanei, S M	#7M3, #8V	Bergsmann, E	#PCW9
Aldenbäck, E	#7G5	Atienza Carbonell, B	#3FF6, #4Z, #11A3	Berk, M	#5FF01
Aldridge, M	#7HH16	Atiq, H	#9EE10	Bernardo, M	#3FF1
AlEshaiwi, S	#4EE12	Atkinson, S	#9HH9	Berndt, B	#8N5
Alexander, K	#4E3, #10G3	Attrill, S	#9P5	Bethune, C	#PCW34
ALHadithi, A M	#7LL6	Atwa, S	#8T1	Bhagwandin, L	#8LL17
Alharthy, B	#9EE8	Audétat, M-C	#5LL, #7GG15	Bhornmata, A	#7JJ15
Alkahtani, R	#3EE11	Aumkaew, S	#4HH19	Binnendyk, J	#10L5
Allana, A	#8N6	Aw, M	#9S	Bird, K	#10EE12
Allbee, K	#4BB	Axelsson, C G S	#8GG1	Bishop, J	#9M1
Allen, M	#3Q6, #7AA	Ayres, R	#7II7, #9X	Biwer, F	#10E4
Allery, L	#10L	Åyräs, O	#10Q5	Bjelogrić, P	#4I, #7MM19
Almairi, S O A	#10II9	Azam, F	#9FF3	Bjorklund, K	#3FF10, #10GG
Al-Moslih, A	#3HH21	Azer, S	#3II, #9L2	Black, E	#10Z
Alo, B	#8G2	Azhar, T	#9N2	Blasco, P	#7J1, #10HH
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Alramsi, E	#4FF4				#PCW 31, #3A
Al-Rowais, M S	#4FF5	<b>B</b>		Bleakley, A	#10BB
Alsharafi, A	#10FF4	Bader, K	#7D2	Bleasel, J	#11A2
Al-Sheikhly, D	#8LL13	Badwe, R	#PCW31	Blidar, T	#5D, #7F, #9G1
Amiel, J	#4AA	Baig, H	#4JJ5	Blitz, J	#3II17
Amzil, M	#9KK3	Baig, M	#7FF10	Blom, J	#10DD14
Anakin, M	#3E2	Baker, T	#10JJ17	Blomberg, K	#4N, #5N1
Anand, R	#4H3	Bakkeren, N	#PCW18	Blouin, D	#5KK15
Anantpinijwatna, I	#8HH4	Balakrishnan, A	#8GG8	Bocchino, L	#4MM7
Andersen, J	#9R4	Balasooriya, C	#7L	Boddy, E	#10K2
Andersen, S A W	#7P3	Balasubramaniam, S	#3P2	Bogea Muller, L	#3N1
Anderson, B	#ESMEA, #8AA	Balcerzak, L	#9M2	Bogíe, B	#5P1
		Balcunas, J	#4Z	Bogomolova, K	#5LL10
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Bonetti Alves, A C B	#10KK1	Cake, M	#PCW18	Chen, T-C	#3LL6
Borges, M	#3LL13	Calinici, T	#4EE3, #7EE	Chen, Y S	#8LL9
Borges-Ferro, A	#4II9	Caminata, C	#9JJ9	Chen, Y-H	#8JJ6
Botcher, E	#7HH14	Canning, C	#4KK	Chen, Yi-Chun	#3HH11
Botelho, M	#8Z	Cappelli, T	#8W	Chen, Ying-Chen	#5MM5
Botha-Ravayse, C	#PCW22	Capper, C	#5HH7	Chen, Y-J	#8HH2
Bouhaimed, M	#8JJ13	Caramori, U	#3M6	Chen, Y-R	#5II14
Boulet, J R	#PCW 1, #7X1	Carbajal, M	#PCW39	Chen, Yun	#10JJ10
Bouran, N	#3II18	Caretta-Weyer, H	#5K1	Cheng, C-C	#8GG3
Boursicot, K	#ESMEA	Carlsson, Y	#4MM5	Cheng, C-Y	#4MM11
Bovell, D	#5II5	Carpenter, M	#3II7	Cheng, D	#8HH12
Bovornsethanant, N	#9LL6	Carr, A	#3EE5, #10II	Cheng, H	#10H4
Bowen, J	#10G1	Carr, S	#7Q2, #8G	Cheng, S-F	#7MM18
Bowen-Jones, E	#10T3	Carraccio, C	#4A	Cheong, C W S	#4GG8
Boyle, J	#PCW15	Carrier, A	#7O2	Cheranakhorn, C	#9GG6
Braddy, A	#10GG18	Carter, R	#4Q5	Chester, T G H	#3GG10
Bradley, S	#8R5	Casas, A	#8J3	Chetlur, M	#10CC
Bramer, J K	#4JJ16	Celone, S	#3V	Cheung, J	#9Q3
Bransen, D	#4F4	Cerimagic, S	#4S2	Chi, J-Y	#5HH9
Brathwaite Shirley, C	#8LL8	Chabiera, P J	#3KK7	Chi, M	#11B
Breckwoldt, J	#7H3, #8JJ	Chaicharoenpong, K	#7JJ3	Chia, W	#3T4
Brockbank, S	#4HH, #5B, #7W	Chaimongkonrojna, P	#10FF6	Chiang, C-W	#7DD3
Brommelsiek, M	#4G8	Chamberlain, E	#3JJ11	Chiang, H-Y	#5HH10
Bronshtein, A	#9Q1	Chan, C J	#8DD8	Chichester, A	#8G5, #10H
Brouwer, E	#5Q6	Chan, G	#10DD7	Chien, C-C	#3HH5
Brown, A	#5J4	Chan, P	#5HH	Chiesa, D	#7LL10
Brown, C	#8BB	Chan, S C S	#5H	Chinchure, D	#10FF14
Brown, D	#4HH6	Chang, A	#8LL	Chindavech, N	#5KK13
Brown, H	#10M2	Chang, Ching-Chih	#9HH1	ChinHong, P	#10L1
Brown, J	#7G8	Chang, Chun-Chao	#3II16	Chisolm, M	#8U
Brown, M	#9S2	Chang, C-W	#3LL3	Chit-ueaophat, C	#7JJ1
Brownlie, K	#5HH13	Chang, C-Y	#8MM1	Chiu, C-H	#4HH10
Bruel, S	#8M5	Chang, T	#3AA, #5II	Chiu, H-Y	#4FF9
Brugel, M	#7GG17	Chang, Yaw-Wen	#7L5	Chiu, Te Fa	#5P5
Brus-Ramer, M	#10JJ12	Chang, Y-C	#7DD2	Chiu, Ting-Fang	#10HH2
Brydges, R	RASME	Chang, Yung-Wei	#5DD4	Choa, G	#10MM11
Buangoen, A	#7JJ4	Channell, W	#5L2	Chohan, P	#3H2
Bube, S	#7P5	Chansela, P	#3II6	Choi, H	#4HH2
Buck, S	#3MM10	Chao, C-Y	#4KK10	Choi, J	#10DD10
Buckley, S	#7D	Chaou, C-H	#8O5	Chotiwatanadilok, B	#3GG5
Budkaew, J	#10GG2	Chappell, K	#PCW23, #4GG	Chou, K-J	#3J3
Bukhari, S	#8GG6	Chatthavan, S	#8EE12	Chou, M-F	#7MM14
Bullock, S	#10DD9	Chatteeraphat, N	#5FF6	Chou, M-Y	#3R4
Bunpramuk, W	#9KK12	Chawachart, C	#5JJ8	Choudhary, A	#7II9
Burdick, B	#4G	Chay, O M	#8DD3	Chow, H C	#9KK6
Burgess, A	#4D1, #10BB	Chayangsu, S	#10GG11	Christidis, M	#5JJ6
Burns, S	#9R2	Chen, H C	#PCW30, #4EE11,	Christidis, N	#4KK15
Busari, J	#4MM		#3X, #5U	Chu, A	#10GG13
Buscaglione, R	#7GG3	Chen, C-H	#4HH5	Chu, C-L	#9MM14
Bush, C	#10DD13	Chen, Chien-Yu	#5GG2	Chu, C-P	#5MM13
Bushardt, R	#5DD1	Chen, Ching-Yen	#9II7	Chu, S W C	#10KK2
Bussey, S	#10L2	Chen, C-J	#9Q6	Chu, W-M	#10GG5
Butdee, N	#4GG4	Chen, C-T	#7HH8	Chua, J W	#3JJ15
Buu, N	#4JJ15	Chen, F G E	#7LL13	Chua, W J	#4GG9
Buzoianu, A D	#4K, #9C	Chen, F-L	#7II16	Chumwong, N	#5KK17
Bynum, W	#5M4, #9DD	Chen, J-S	#8MM3	Chung, I	#5II8
Byrne-Davis, L	#8W	Chen, K	#5HH8	Chung, Y-F	#3JJ19
Byszewski, A	#10J1	Chen, K S	#7HH10	Chutimararat, A	#7JJ5
Bäwert, A	#PCW17	Chen, N	#9JJ2	Chwo, M-J	#3GG17
		Chen, S L	#9JJ8	Cianciolo, A	#4L4, #5C, #9CC
		Chen, Seu-Hwa	#3II9	Čič, K	#8HH10
		Chen, S-F	#10GG10	Cikes, N	#5M
		Chen, S-J	#10HH15	Cilliers, F	#7E, #10F2
		Chen, Sue-Hsien	#3LL10	Cimpean, A M	#4O2
		Chen, T S	#3JJ13	Clarke, A	#10BB
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Cookson, J #3NN, #5JJ  
Cooper, J #4R5  
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Cope, N #7LL17  
Corfield, L #4J4  
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Hage, R #8G4  
Hak, D #7S3  
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Hallowell, R #3FF9, #9H  
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Hamoen, E #9M3  
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Hashimoto, T #5K2  
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Hauck, U #4T3  
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Helve, O #4CC  
Hemphill, R #3B  
Hendrich, E #5MM9  
Hennel, E #10O6  
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Hermasari, B #8LL6  
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Hjelmqvist, H #4L  
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Ho, C W L #4EE10  
Ho, C-P #3LL18  
Ho, J S R #7KK1  
Ho, M J #PCW31, #8A  
Hodge, O #7I110  
Hodgson, C #8J  
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Hollis, A #8KK6  
Holmboe, E #PCW25, #5AA  
Holmes, S #10K1  
Holtzman, K #ESMEA, #4BB  
Hölzer, H #PCW6  
Holzhausen, Y #PCW30  
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Homer, M #3NN, #10I5  
Hong, Q #3P3  
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Hooper, H #PASREV  
Hopson, L #7Q6  
Horita, S #10LL11  
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Hsiao, C C #9JJ7  
Hsieh, C-F #5DD7  
Hsieh, E #8I13  
Hsieh, M F #4LL9  
Hsieh, M-C #7HH6  
Hsieh, M-H #7GG14  
Hsieh, P-H #3MM4  
Hsieh, P-L #8EE2  
Hsieh, T-Y #3LL1  
Hsieh, W #8R4  
Hsu, C-H #8MM2  
Hsu, C-M #8I15  
Hsu, M #3FF4  
Hsu, S-Y #7FF2  
Hsu, Y #10GG16  
Hsu, Y D #5LL11  
Hsu, Y-C #4GG16  
Hu, C-W #4GG15  
Hu, J #7D6  
Huang, C-C #10GG15  
Huang, C-D #10HH6  
Huang, C-Y #5GG9  
Huang, H-K #4FF13  
Huang, L #9MM4  
Huang, L-L #3GG3  
Huang, L-Y #8HH5  
Huang, P-C #9GG7  
Huang, R #5DD9

Huang, S-C #8JJ1  
Huang, W-C #3KK6, #8CC  
Huang, Y-F #8EE14  
Huang, Z #3JJ5  
Huang, C-C #5EE1  
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Huffman, B #10O7  
Hugaas Ofstad, E #10P4  
Hui, B #3S5  
Hui, M E #8X  
Hulgren Hornquist, E #10JJ15  
Hultin, M #9K1  
Hum, A #10JJ8  
Humphrey-Murto, S #8F1  
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Hung, K-L #10HH10  
Hupin, D #9DD10  
Huq, F #5K4  
Huser, C #5JJ10  
Hutter, D #4FF14  
Huwendiek, S #8Y  
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Imafuku, R #7KK12  
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Ingratta, A M #4O5  
Inpa, C #4MM12  
Irby, D #3T, #8U  
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Isik, U #7E4  
Iskander, M #5CC  
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Itsui, Y #7HH2  
Iwashita, Y #4KK8  
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Jansone-Ratinika, N #7GG8  
Jaramillo Rincón, S #3MM5  
Jaroovanchikul, V #7DD10  
Jason, H #10X  
Jaworski, M #3JJ3  
Jazbar, B #7Z  
Jeamwongsa, S #9HH10  
Jeeraaumponwat, T #3FF7  
Jenkins, J #PCW8  
Jiaraksuwan, P #4KK5  
Jin, H #5DD6

Jin, Y #7LL4  
Jiranukool, J #4MM10  
Jitnupong Bunphan, M #10DD2  
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Jouanot, F #7B  
Joyes, V #PCW32  
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Judge, R #8DD10  
Jullian, L #10I15  
Jung, C #3FF5  
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Juntamongkol, P #4HH18  
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Kachur, E #PCW6, #3AA, #4I2, #8U, #10LL  
Kaewkumsan, N #8JJ14  
Kaewpangchan, P #4LL7  
Kaewpila, W #9LL14  
Kaijomaa, M #10EE4  
Kaila, M #3JJ  
Kainberger, F #PCW17  
Kalee, M #9FF7  
Kalet, A #7AA, #8O6  
Kalleberg, B #5FF10  
Kalun, P #3O4  
Kambey, D #7G4  
Kameoka, J #10DD6  
Kamihiro, N #8S5  
Kaminska, M #9S6  
Kanchit, C #10GG4  
Kane, T #7N3  
Kaneko, E #5J3  
Kaneko, I #4EE8  
Kang, W S #10HH12  
Kang, Y J #10LL15  
Kanjanaarut, K #4KK9  
Kanjavanit, S #4LL14  
Kanokwiroon, K #5KK8  
Kao, C-C #4I11  
Karabilgin Ozturkcü, O S #10K4  
Karamchandani, U #10MM8  
Kareem, S A A #7LL15  
Karia, C #10MM16  
Kariki, E P #3W  
Karim, N #7FF12  
Karouji, Y #10M6  
Kasai, H #8JJ12  
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Kataoka, Y	#7GG1	Koller, D	#PCW17	Lane, M	#7I6
Kato, D	#10N1	Komasawa, N	#4N6, #5BB	Larkin, P	#PCW11
Kaviani, N	#7JJ2	Komenda, M	#4I3	Latif, L	#9EE9
Kawakami, C	#7KK9	Kononowicz, A	#7EE5	Lau, S	#10LL3
Kayali, S	#9GG15	Konopasky, A	#7MM1	Lau, T Y B	#5JJ14
Kearney, G	#3W, #9BB	Konstantinidis, E	#3CC	Laugesen, S	#8MM9
Keenan, H	#10I1	Koo, J H	#7GG11	Laukka, J	#8KK3
Kellar, J	#5R5	Koronfel, M	#5LL20	Laurent, M	#10JJ7
Kelly, Martina	#10J3	Kors, J	#8F4	Laurent, R	#5LL6
Kelly, Michelle	#3F1	Kostic, M	#10A	Lawrence, K	#PCW34
Kelly, R	#7I12	Kosugi, S	#7HH18	Lawtongkum, P	#8JJ7
Kemp, S	#ESMEA, #3I	Kotruchin, P	#10FF2	Le, T	#4W, #8V
Kendall, K	#4B	Kotzé, S	#3II5	Leão, MCLPE	#10HH14
Kenne, E	#7I4	Kovalenko, L	#4K6	Leaune, E	#4K2
Kennedy, S	#4T2	Kovjiriyapan, K	#10GG17	LeBlanc, V	#RASME, #5F3
Kerdsin, S	#7II20	Kozato, A	#3LL15	Ledger, A	#PCW2
Kerr, A	#5JJ2	Kozmenko, V	#7KK17	Lee, C M	#3HH15
Kerrin, M	#PCW13, #3BB	Kraemer, D	#4JJ1	Lee, C-W	#9JJ5
Khaimook, A	#7JJ17	Krajnik, M	#PCW11	Lee, C-Y	#5LL4
Khajornwattanakul, P	#7JJ6	Kramer, M	#9KK10	Lee, H-T	#9JJ6
Khalid, T	#7O3	Kremsler, K F	#10AA	Lee, I	#10II2
Khalil, M	#10MM10	Krittigamas, P	#9LL11	Lee, J C S	#9II5
Khan, Hamed	#7G7, #10R	Krogh, K	#PCW28, #3HH19	Lee, J J	#5GG4
Khan, Hassan	#3O	Krogh Topperzer, M	#3N5	Lee, Jieying	#9EE3
Khan, M	#7EE8	Krucki, A	#7Q3	Lee, John	#10DD5
Khan, S	#10HH3	Kudreviciene, A	#3LL17	Lee, Q Y	#8GG13
Khan, U	#10MM12	Kukharchik, G	#9GG12	Lee, S	#9J1
Khanal, U P	#5HH6	Kumar, A	#7D5	Lee, S A	#3K2
Khandewal, S	#3B	Kumar, N	#9GG14	Lee, S S	#9B
Khatri, R	#3KK14	Kummerle, D	#3V	Lee, S-Y	#7J5
Khim, G L	#7MM16	Kumta, S	#3LL8	Lee, Y	#8M
Khoiriyah, U	#10LL17	Kunakov, N	#3LL12	Lee, Y-M	#10F3
Khongthip, Y	#3KK3	Kuo, C-L	#7FF4	Leech, K	#8O1
Khoo, S A	#3MM13	Kuo, C-P	#4KK12	Leedham-Green, K	#4S3
Khoo, S M	#5R6	Kuo, L-T	#4FF3	Leepaopan, W	#4GG1
Khositseth, A	#4JJ10	Kuo, S-C	#5HH11	Leeyangyuen, P	#9JJ17
Khotcharrat, R	#8JJ4	Kuo, S-Y	#5LL13	Leite, A	#3DD10
Kim, K	#3I2	Kuper, A	#PCW36, #7C	Leon, R	#8P, #10D
Kim, N J	#10I6	Kurtz, W	#9I6	Leopardi, E	#8KK12
Kim, R H	#PCW26	Kusmiati, M	#8KK2	Leslie, K	#8C, #9J
Kimhi, E	#9Q5	Kusurkar, R	#8U, #10S	Leung, E	#9KK14
Kinkade, S	#9HH2	Kütting, B	#4K5	Lewin, R	#3G4
Kirtley, J	#4MM4	Kuwatjanakul, P	#10JJ14	Lhakum, P	#3LL14
Kiss, L	#7HH5	Kuzma, H	#7S5	Li, P-H	#5II4
Kittiphotinant, S	#7HH11	Kvernenes, M	#3T2	Li, W	#4KK14
Kitto, S	#8E	Kwan, J	#ESME-CT, #8I	Lian, F	#7MM3
Klamen, D	#PCW4, #9CC	Kwon, O Y	#7LL19	Liang, C-C	#4KK3
Klasen, J	#5F1			Liang, Y-C	#3KK10
Klaus, I	#10C			Liao, C-H	#8GG15
Klein, M	#4X			Liao, K-C	#5K3
Klig, J E	#ESME-CT	<b>L</b>		Liao, Shih-Chieh	#9JJ10
Kluijtmans, M	#9S5	Ladhani, M	#5GG13	Liao, Shu-Chen	#7EE7
Klumsombut, N	#5II7	Ladva, A	#3JJ18	Liardi, S	#8P2
Knab, M	#PCW14	Lagarce, F	#3G9	Liaw, A	#5LL17
Knopfholz, J	#3FF12	Lai, C-Y	#4II7	Liaw, F-Y	#4EE13
Knott, C	#10JJ3	Lai, P	#5A, #8GG, #9D	Liaw, J-J	#3GG19
Ko, H Y	#9KK11	Lai, R W C	#3JJ4	Lien, W-C	#8MM11
Kobayashi, G	#9JJ15	Lai, Y-H	#3LL9	Liljedahl, M	#8DD9
Kobayasi, R	#4JJ4	Laitinen, M	#9DD6	Lilley, P	#Orientation
Koch, Y	#3P4	Lam, C S N	#5E5	Lim, E C H	#9B
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Koh, J	#5EE9	Lammerding-Köppel, M	#3I3	Lim, W	#4G5
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Lin, C C	#7GG12	Macer-Wright, J	#10N6	McKenzie, J	#5KK9
Lin, C-D	#8II7	MacKenzie, L	#9LL9	McKeown, A	#7L1
Lin, C-H	#4JJ11	MacLeod, A	#10Q2	McKimm, J	#ESMELEAD, #8U
Lin, Chin	#8HH11	MacLeod, S	#5X	McConkey, S	#9K
Lin, Chungyu	#8EE11	Macrae, C	#4U, #5NN, #7NN	McLean, L	#PCW15
Lin, C-S	#5II1	MacRae, H	#4FF, #5A, #9D,	McMillan, J	#7V
Lin, C-W	#4HH16		#10U	McNamara, T	#9K5
Lin, C-W T	#3HH3, #8CC	Madden-Hansle, R	#9O3	McNaughton, N	#3W, #9Q
Lin, Hsiao-Chuan	#3N7	Madsen, J V	#PCW35	McQueen, S	#4FF10
Lin, Hsu Chen	#9EE13	Maeda, Y	#5GG11	Mealey, E	#3GG12
Lin, L-C	#10KK12	Mafinejad, M	#5GG10	Medina, S S	#10II6
Lin, P-C	#7GG13	Maini, A	#7M2	Medina da Silva, D	#9FF11
Lin, Y	#9EE5	Maisonneuve, H	#7HH17	Medina-Ramirez, R I	#10E2
Lin, Yen-Ko	#7II12	Majumder, A A	#3HH17	Meek, S	#9Y
Lin, Y-S	#8KK15	Mak, M H W	#10KK13	Meeuwissen, S	#7E1, #9N3
Lin, Yung Kai	#5KK1	Mak-van der Vossen, M	#5G2, #7F2	Mehta, K	#4EE5
Lineberry, M	#7I2	Malakauskiene, L	#5EE8	Meienberg, A	#8N4
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Linsensmeyer, M	#3X, #5I	Mamat, N H B	#4LL2	Melo, B	#10Q6
Liu, F-C	#7MM8	Mamede, S	#7O5	Mema, B	#10Q3
Liu, I-T	#3MM3	Manley, A	#5O1	Mendes Costa, M	#8A
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Liu, J-F	#9II8	Mansfield, K	#10N5	Menezes Velho, A	#10JJ1
Liu, K-Y	#7II14	Manso, N L	#7I3	Mennin, S	#ESME, #8Y, #10T
Liu, T-H	#10E6	Mansson Broberg, A	#7I5	Metsävaainio, K	#5FF11
Liu, Y-C	#10LL4	Maraki, I	#7BB	Metz, A	#PCW5
Liu, Y-H	#9JJ14	Marchon, K	#5LL7	Meyer, E	#7H1
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Lochnan, H	#3K1	Marreiros, A	#4M1	Middeke, A	#7O6
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Lodhia, A	#7MM2	Martens, S	#3M1	Miguel, A Q C	#5KK7
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Löffler-Stastka, H	#7N, #9AA, #10C	Martin, L	#7FF1	Miles, S	#5H3
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Lotti, A	#4MM2	Mastenbroek, N	#PCW18	Mirkovskaya, L	#5KK10
Louhiala, P	#7G6	Masters, K	#4U, #7NN	Misky, A T	#7LL5
Lovink, A	#3Q7	Matheson, C	#7BB	Mitchell, H	#10MM15
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Lück, S	#3DD6	Mattsson, J	#3L5	Miyachi, J	#9II11
Luconi, F	#4DD9	Matulewicz, M	#8DD1	Miyachi, Y	#4EE1
Ludovico, P	#10FF10	Matus, O	#9KK7	Miyoshi, T	#3KK15
Ludwig, S	#3C, #5DD8	Mayer, D	#3B	Modna, Y	#9LL5
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Lumsden, C	#4CC, #8W	Mcclure, T	#7II17	Mohamed, D	#3L1
Lunde, L	#5FF3	McColl, P	#8LL10	Mohan, K	#3R5, #7Z
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Lwin, Z	#4FF8	McCourt, E	#7Z	Moineau, G	#4KK16, #10D
Lydekker, K	#3MM14	McCrorie, L	#5Y	Mok, S	#7D7
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		McDonald, M	#4EE2	Monaghan, H	#9BB
		McElhinney, Z	#7L3	Moniz, T	#10HH5
		McFarland, J	#3J, #10Z	Monserenusorn, C	#10FF1
		McGaghie, W	#9L	Monti, M	#3R6
		McGinness, H	#3HH12	Montiero, S	#3B
		McGucken, A	#7MM5	Mookerjee, A	#7Y
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Mordang, S #3F2  
Moreira de Sousa, A #7Z  
Moreno-Tetlacuilo, L M A #5M3  
Moreto, G #3G5  
Moriya, F #5DD2  
Morrell, B L #7FF11  
Morris, C #PCW2, #3Z, #8C, #10N2  
  
Morris, O #7G3  
Morsi, H #5MM8  
Mortaz Hejri, S #5S6  
Mortensen, L #4D  
Morton, C #4LL10, #5O  
Mosch, L #4Z, #7I18  
Moss, H #PCW22  
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Mourão, F #3R2  
Mowatt, J #4JJ7  
Mozeika, A #4I11  
Mucheli, SS #8DD6  
Muenpa, R #3I15  
Mulder, H #5U  
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Muntinga, M #3C  
Mupanemunda, G #9KK5  
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Musaesus, P #5E4  
Muscroft, L #9H1  
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Nadalin Jr, O #10HH17  
Nadarajan, G #10KK16  
Naeem, N #10L6  
Nageswara Rao, A #3KK4  
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Zelic, L #10KK6  
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Zhu, S Q #8N1  
Zlabinger, G #PCW17  
Žnidarič, M #3KK2  
Zuniga, D #5HH2  
Zuniga, L #PCW39





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# Assessment of health professionals and evaluation of programmes:

Best practice and  
future development



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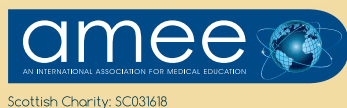
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