

FINAL PROGRAMME



25th to 29th August 2018

CONGRESS CENTRE, BASEL, SWITZERLAND



AMEE2018

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Scottish Charity No SC031618

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AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

ANNUAL CONFERENCE



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MedEdWorld Forums:

MedEdWorld (www.mededworld.org) was launched by AMEE in a response to the identified need to create a more formal mechanism for AMEE members and others to keep in touch between AMEE conferences. MedEdWorld Forums are discussion threads on topics featured at AMEE 2018. To access a Forum, go to www.mededworld.org and log in with your AMEE username and password. Click on Forums in the left menu and choose the most appropriate one for your post. You can add your comments, join in the discussions, upload presentations and even arrange to meet other participants to follow up on the discussions face-to-face.



AMEE Live:

Sessions held in the Event Hall including the opening ceremony will be live streamed as well as interviews with speakers and participants through www.ameelive.org. Those unable to participate in person will be able to subscribe to the live stream and can take part in the discussions and ask questions of the speakers as an individual or with a group of colleagues. As a Conference participant you will also have free access to the recordings after the Conference, and can catch up with a session you missed when you're back home, except for Plenary 1 and 2, which will not be recorded. To access the stream either live or afterwards, simply go to www.ameelive.org and enter the username **amee** and password **basel2018**.



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).



Videos and Photographs:

Please be aware that plenary and symposia sessions in the Event Hall will be live streamed and recorded for future use. Photographers will also be capturing the event. Images taken by our photographer will be posted on Facebook and Flickr. Also follow us on Instagram – 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 Timetable | Monday 27th August 2018

SESSION 2 0830-0945		Event Hall Plenary 2																		
COFFEE BREAK Hall 4.U & 4.1, CCB 0945-1015																				
SESSION 3 1015-1200	Event Hall	Montreal 2nd Floor CCB	Sydney 2nd Floor CCB	Singapore 2nd Floor CCB	Delhi Gd Floor CCB	Helvetia 1 1st Floor Swissotel	Helvetia 2 1st Floor Swissotel	Kairo 1 Gd Floor CCB	Rio 2nd Floor CCB	Shanghai 1 Gd Floor CCB	Shanghai 2 Gd Floor CCB	Shanghai 3 Gd Floor CCB	Boston 1 Gd Floor CCB	Boston 2 Gd Floor CCB	Boston 3 Gd Floor CCB	Darwin Gd Floor CCB	Lima Gd Floor CCB	Hong Kong 2nd Floor CCB	Wellstein 2nd Floor Swissotel	
	Symposium	Short Comm	Research Paper	Patil	Pecha Kucha	Short Communication													Round Table	Workshop
3A	3B	3C	3D	3E	3F	3G	3H	3I	3J	3K	3L	3M	3N	3O	3P	3Q	3R	3S		
	Not Your Mother's CPD	The Rise of Virtual (VR) & Augmented Reality (AR) in Medical Education	Equity in the Global Health Sciences Education Community	Student Stress & Burnout	Approaches to Assessment	Teamwork	Patil Teaching Innovation Awards 1	PechaKucha(TM) 1	Assessment: General/Written	Assessment: EPAs	Professional Identity	Curriculum: Development	Gender	Selection	Student Engagement	Faculty Development 1	Postgraduate Education 1	Assessment of Trainees	The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies	
LUNCH BREAK Hall 4.U & 4.1, CCB 1200-1400																				
SESSION 4 1400-1530	1230-1330	Fac Dev Comm SIG			Post grad SIG														Adaptive Curriculum: Meet the Authors	PCW 1 (registered participants only)
	Symposium	Research Paper	Patil	Pecha Kucha	Short Communication													Meeting	Workshop	
4A	4B	4C	4D	4E	4F	4G	4H	4I	4J	4K	4L	4M	4N	4O	4P	4Q	4R	4S		
Acquisition, Maintenance & Verification of Surgical Skills	Interactions, Intersections & Divergences	Open Space Technology Applied to Wicked Issues in Medical Education and Health Care Practices	The Role of the BioMedical Sciences in Teaching and Learning Medicine in The 21st Century	Success & Failure	Teaching	Patil Teaching Innovation Awards 2	PechaKucha(TM) 2	Curriculum: Community Based/Rural Teaching	Assessment: Progress Test	Curriculum: Empathy	Social Accountability	International 1	Clinical Reasoning 1	Clinical Teaching 1	Portfolios	Postgraduate: Jr. Dr as Teacher	AMEE MedEdPublish Reviewers (Invite Only)	Applying Threshold Concepts to Health Professional Education		
COFFEE BREAK Hall 4.U & 4.1, CCB 1530-1600																				
SESSION 5 1600-1730	Symposium	Fringe	Research Paper	Doctoral Reports	Short Communication													Round Table	Workshop	
	5A	5B	5C	5D	5E	5F	5G	5H	5I	5J	5K	5L	5M	5N	5O	5P	5Q	5R	5S	
Educating Health Professionals for the e-Patient	How to Implement Interprofessional Education (IPE) in Medical Curricula	Simulation Education in and Across the Health Professions	AMEE Fringe 1	Learning in Experimental and Clinical Contexts	Doctoral Reports 1	Surgical Education	Teaching and Learning	Learning Experiences	BEME	Curriculum: Ethics	Curriculum: Education Environment	International 2	Clinical Reasoning 2	Clinical Teaching 2	Student Wellbeing	Postgraduate: Wellbeing & the Dr in Difficulty	Professionalism	Leveraging technology to optimise CME		
1745-1945	Meeting Mexico, 2nd Floor, CCB AMEE CPD Committee (Invite Only)																			
	Meeting Basilisk, Gd Floor, Swissotel AMEE Fellowship Committee (Invite Only)																			
	Meeting MCH Lounge, Event Hall AMEE Research Committee (Invite Only)																			
	Meeting Hong Kong, 2nd Floor, CCB AMEE Simulation Committee (Invite Only)																			
	Meeting Osaka, 3rd Floor, CCB National Associations (Invite Only)																			

- MASTERCLASS
- SYMPOSIUM
- POSTERS
- AMEE FRINGE
- ePOSTERS

- PechaKucha
- WORKSHOPS
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- SHORT COMMUNICATIONS

- MEETING
- ROUND TABLE
- RESEARCH PAPER
- PATIL AWARDS
- POINT OF VIEW

- ORIENTATION
- COURSES
- MEET THE EXPERT

	SESSION 2 0830-0945	COFFEE BREAK Hall 4.U & 4.1, CCB 0945-1015																																							
SESSION 3 1015-1200	Helvetia 3 1st Floor Swissotel	Helvetia 4 1st Floor Swissotel	Helvetia 5 1st Floor Swissotel	Helvetia 7 1st Floor Swissotel	Osaka 3rd Floor CCB	Samarikand 3rd Floor CCB	Guangzhou 2nd Floor CCB	Nairobi 2nd Floor CCB	Mexico 2nd Floor CCB	Kairo 2 Gd Floor CCB	Hall 4.1 CCB	Hall 4.U CCB	Baslik Gd Floor Swissotel	MCH Lounge Event Hall																											
	3T	3U	3V	3W	3X	3Y	3Z	3AA	3BB	3CC	3DD	3EE	3FF	3GG	3HH	3II	3JJ	3KK	Meeting																						
	Cracking the Code: How to prove the return on investment from medical education interventions		Planning and orchestrating change: From change management to change stewardship		Preparing Faculty to Conduct GT-RR Reflection Rounds		Golden Standards for Medical Specialist Training in Europe		Simulation, Entrustable Professional Activities and the Medical School Clinical Clerkship		Are you ready for smart patients? Are your digital capabilities up to speed in a digitised and democratised world?		Creating your Personal Learning Network		Experiences with Entrustment Decision Making in EPA-based medical training		Assessing Cultural Competence in OSCEs		Technology Enhanced Learning & Flipped Classrooms		Surgical Education		OSCE and Work Based Assessment		Simulation including SPs		Postgraduate Specialist Training		IPE - Postgraduate		Transitions in Education/Professionalism		Clinical Teaching 1		Communication		BEME Review Committee (Invite Only)		ESME Advisory Board (Invite Only)		
	LUNCH Hall 4.U & 4.1, CCB 1200-1400																																								
	SESSION 4 1400-1530	1230-1330														RESME Course (Course participants only)	ESME Course (Course participants only)	ESMELead Course (Course participants only)																							
		4T	4U	4V	4W	4X	4Y	4Z	4AA	4BB	4CC	4DD	4EE	4FF	4GG	4HH	4II	4JJ	4KK	4LL	4MM	Meet the Experts	Meeting																		
		The (Forgotten) Art of Receiving Feedback		Adopting Learning Analytics in Medical Education		Causes and Prevention of Cognitive Errors (Diagnostic Error)		Developing Continuing Education & Professional Development Programs to Optimize Practice		Learning from Failure? How should we prepare newly qualified clinicians & clinical environments to enhance patient safety?		Making workplaces-based assessment work		How to Break Barriers? International Faculty Development Collaboration		Use the Map: a practical workshop on curricular mapping		Online Assessment with the Students' Own Devices		Engaging with Learning - game-based, problem-based & practice-based		Adaptive Curriculum		Written Assessment and Final Exam		Anatomy/Ultrasound		Selection and Widening Access		Interprofessional Education - Undergraduate		Flipped Classroom		The Teacher and Challenges/ Research in Medical Education		Student in Difficulty/ Student Engagement		Assessment Clinic		BEME Open Session	
		COFFEE BREAK Hall 4.U & 4.1, CCB 1530-1600																																							
		SESSION 5 1600-1730														5T	5U	5V	5W	5X	5Y	5Z	5AA	5BB	5CC	5DD	5EE	5FF	5GG	5HH	5II	5JJ	5KK	Meeting							
			Professionalism in Practice: The Resident Supervisor's Role in Training, Feedback, and Assessment		Politeness + Hedging = Errors in Performance Calibration		Young Medical Educators' Workshop		Making Student Engagement More Meaningful		Assessment for Learning in Interprofessional Education and Collaboration		Virtual Reality and Augmented Reality in Simulation-Based Medical Education		How Faculty Developers Can Create a Path to Education Scholarship		How to Create a Competence-based Medical Education (CBME) Event to Foster Active Learning in Continuous Medical Education (CME)		International perspectives on social determinants of health in core curricula		Assessment & Evaluation		Faculty Development		Formative Assessment and Feedback		Curriculum Content including Palliative Care		Professional Identity		Trainee Wellbeing and the Doctor in Difficulty		Social Media/Games		Junior Doctor as Teacher/Teacher as Mentor and Role Model		The Student/The Student as Teacher		Medical Teacher Board (Invite Only)		

Conference Timetable | Tuesday 28th August 2018

0700-0815	Meeting MCH Lounge, Event Hall Ottawa 2020 Planning Meeting (Invite Only)																			
SESSION 6 0830-0945	Event Hall 1 Plenary 3																			
COFFEE BREAK Hall 4.U & 4.1, CCB 0945-1015																				
SESSION 7 1015-1200	Event Hall	Montreal 2nd Floor CCB	Sydney 2nd Floor CCB	Singapore 2nd Floor CCB	Delhi Gd Floor CCB	Helvetia 1 1st Floor Swissotel	Helvetia 2 1st Floor Swissotel	Kairo 1 Gd Floor CCB	Rio 2nd Floor CCB	Shanghai 1 Gd Floor CCB	Shanghai 2 Gd Floor CCB	Shanghai 3 Gd Floor CCB	Boston 1 Gd Floor CCB	Boston 2 Gd Floor CCB	Boston 3 Gd Floor CCB	Darwin Gd Floor CCB	Lima Gd Floor CCB	Hong Kong 2nd Floor CCB	Wellstein 2nd Floor Swissotel	
	Symposium				Research Paper		Short Comm	Point of View	Short Communication										Round Table	Workshop
	7A	7B	7C	7D	7E	7F	7G	7H	7I	7J	7K	7L	7M	7N	7O	7P	7Q	7R	7S	
Mind-body Interventions in Health Professions Education	Faculty Development for Organizational Change	Lessons Learned: Progressing Knowledge by Inadvertently Considering Failures	Diagnostic Error: From Clinical Reasoning to Patient Outcome	Workplace-Based Assessment & Diagnosis	Shame, Bravery, Confidence & Trust	Adaptive Curriculum 1	Point of View 1	Curriculum: Evaluation	Assessment: Feedback	Curriculum: CBME	Curriculum: Themes	CPD	Diversity	eLearning 1	Student Learning Styles & Characteristics	The Teacher	Multiple Mini Interview	The Steps of Curriculum Integration		
LUNCH BREAK Hall 4.U & 4.1, CCB 1200-1400																				
1230-1330			AMEE AGM (AMEE Members Only)	CPD SIG																
SESSION 8 1400-1530	Symposium				Research Paper	Doctoral Report	Short Comm	Point of View	Short Communication										Round Table	Workshop
	8A	8B	8C	8D	8E	8F	8G	8H	8I	8J	8K	8L	8M	8N	8O	8P	8Q	8R	8S	
	Playing Devil's Advocate	Developing Consensus-based Guidelines & Education for Emergency Medical Teams	Stimulating Medical Education & Medical Education Research	What is the value of accreditation	Career Trajectories & Mentorship	Doctoral Reports 2	Surgical Simulation	Point of View 2	Assessment: Clinical	Assessment: Programmatic	Curriculum: Anatomy	Career	Communication Skills 1	Interprofessional Education 1	Leadership	Teaching & Learning: PBL & TBL	Postgraduate: Specialists' Training	Self Directed Learning	Developing & Integrating a Neuroanatomy Virtual Reality Tool for Medical Education	
COFFEE BREAK Hall 4.U & 4.1, CCB 1530-1600																				
SESSION 9 1600-1730	Symposium			Fringe	Research Paper	Short Comm	Short Communication										Round Table	Workshop		
	9A	9B	9C	9D	9E	9F	9G	9H	9I	9J	9K	9L	9M	9N	9O	9P	9Q	9R	9S	
	Managing the Tension - From Innovation to Application	Learn from Educators - Realizing Potential, Sharing Best Practices	Are Medical Schools Selecting Students with the Appropriate Values for 21st Century Medicine?	AMEE Fringe 2	Identify, Interactions & Embodiment	Patient as Educator	Surgery Track Round-up	Accreditation	Assessment: National Licensing Exam	Work Based Assessment	Curriculum Mapping	Simulated Patients	Communication Skills 2	Interprofessional Education 2	Management	Flipped Classroom & the Lecture	The Teacher as Mentor	Student Engagement	Assessing Assessment	
1745-1945	Meeting Evening Event Basilisk, Gd Floor, Swissotel AMEE Faculty Development Committee (Invite Only) Pizza and Beer - Extra charge - book on registration website																			
1745-1845	Reception Foyer, Level 3, CCB Medical Teacher 40th Anniversary Reception (Invite Only)																			

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		SESSION 9 1600-1730	SESSION 8 1400-1530	SESSION 7 1015-1200	SESSION 6 0830-0945	
COFFEE BREAK Hall 4.U & 4.1, CCB 0945-1015						
		Workshop	Workshop	Workshop	Workshop	
		Course		Workshop	Workshop	
		e Posters	e Posters	e Posters	e Posters	
		Posters				
					Meeting	
1745-1945	1600-1730	1600-1730	1400-1530	1015-1200	0830-0945	
		9T Theoretical & Practical Considerations for Serious Games Development & Implementation in MedEd Part II	8T Student Refugees in Europe: Barriers & Solutions to University Enrollment and Retention	7T Interprofessional Communication in Clinical Settings	Helvetia 3 1st Floor Swissotel	
		9U What DON'T we find? Exploring absences in medical education research	8U Transitioning to Competency-Based Medical Education - Supporting direct observation in a non-procedural based specialty	7U The Role of the Educator in Improving the Quality of Postgraduate Medical Recruitment & Selection Processes	Helvetia 4 1st Floor Swissotel	
		9V Longitudinal datasets in medical education: delivering evidence-based policy through tracking the educational continuum	8V Faculty development for Interprofessional Continuing Education	7V Medical Humanities Today	Helvetia 5 1st Floor Swissotel	
		9W RESME Course (RESME Course Participants Only)	8W Simulation Journal Club	7W Where do I start? Planning a health education systematic review	Helvetia 7 1st Floor Swissotel	
		9X ESMEA Course (ESMEA Course Participants Only)	8X How to use self-regulated (SR) enhanced feedback in medical education	7X Continuing Health Profession Education	Osaka 3rd Floor CCB	
		9Y Supporting a community of young educators through the AMEE Fellowship	8Y "Falling Through the Cracks": A Film and Curriculum for Teaching Teamwork Skills	7Y The Science of Teams: Developing and Transforming Effective Teams	Samaritana 3rd Floor CCB	
		9Z Systematic Capturing of Professionalism Lapses	8Z Diagnosing and "Treating" Learners Who Struggle with Clinical Performance & Reasoning	7Z I Teach, Therefore I Am: Examining Pedagogical Identity for Online & Face-to-Face Learning	Guangzhou 2nd Floor CCB	
		9AA Hot Topics in Medical Education	8AA Knowledge Translation in Health Professions Education	7AA How to shoot, edit and distribute educational videos through Social Media (SoMe)	Nairobi 2nd Floor CCB	
		9BB Emotions Under the Microscope	8BB The Standards of Best Practices by the Association for Standardized Patient Educators	7BB Context Matters: Exploring the role of place in health professions education	Mexico 2nd Floor CCB	
		9CC Transitions - new roles, workplace learning & professionalism	8CC Simulation	7CC Multiple perspectives - diversity, well-being & communication	Kairo 2 Gd Floor CCB	
		9DD Career	8DD Community Oriented Medical Education	7DD Surgical Simulation		
		9EE Diversity	8EE International	7EE Use of Technology and Specialist Training	Hall 4.1 CCB	
		9FF Research and EBM	8FF Curriculum Content including Humanities & Prescribing	7FF Empathy and Ethics		
		9GG Patient Safety/Patients as Educators	8GG Competency Based Education & Entrustable Professional Activities	7GG Integration and Curriculum Planning		
		9HH Continuing Professional Development 2	8HH Continuing Professional Development 1	7HH Approaches to Curriculum Evaluation and Education Environment		
		9II Teacher Evaluation	8II eLearning/Virtual Reality	7II PBL/Team Based Learning	Hall 4.U CCB	
		9JJ Student Stress and Burnout	8JJ Clinical Teaching 3	7JJ Clinical Teaching 2		
		9KK Curriculum Evaluation: Case Studies	8KK Flipped Classroom/Games/Management	7KK Leadership and Management		
		BEME Board Cont... (Invite Only)	BEME Board (Invite Only)	MedEdPublish Board (Invite Only)	MCH Lounge Event Hall	
COFFEE BREAK Hall 4.U & 4.1, CCB 1530-1600						
LUNCH Hall 4.U & 4.1, CCB 1200-1400						
COFFEE BREAK Hall 4.U & 4.1, CCB 0945-1015						

Conference Timetable | Wednesday 29th August 2018

0700-0815	Meeting Hong Kong, 2nd Floor, CCB AMEE TEL Committee (Invite Only)																				
SESSION 10 0830-1015	Event Hall	Montreal 2nd Floor CCB	Sydney 2nd Floor CCB	Singapore 2nd Floor CCB	Delhi Gd Floor CCB	Heilvetia 1 1st Floor Swissotel	Heilvetia 2 1st Floor Swissotel	Kairo 1 Gd Floor CCB	Rio 2nd Floor CCB	Shanghai 1 Gd Floor CCB	Shanghai 2 Gd Floor CCB	Shanghai 3 Gd Floor CCB	Boston 1 Gd Floor CCB	Boston 2 Gd Floor CCB	Boston 3 Gd Floor CCB	Darwin Gd Floor CCB	Limra Gd Floor CCB	Hong Kong 2nd Floor CCB	Wellstein 2nd Floor Swissotel		
	Symposium				Research Paper	Doctoral Report	Short Communication												Round Table	Workshop	
	10A	10B	10C	10D	10E	10F	10G	10H	10I	10J	10K	10L	10M	10N	10O	10P	10Q	10R	10S		
	Assessing Social and Behavioural Sciences in Medical Education: Square Peg in a Round Hole	Undergraduate National Medical Licensing Exams (NLE)	Globalisation of Medical Education and the Teacher's Role	Social Realities Impacting Medical Education	Discourse & Theory	Doctoral Reports 3	Adaptive Curriculum 2	CPD: Revalidation & Asst of Drs in Practice	Professionalism	Assessment: OSCE	Transition	Simulation	The Clinical Teacher	Selection inc. SJT	eLearning 2	Faculty Development 2	Postgraduate Education 2	Student Stress & Burnout	Use of Generalizability Theory in Designing and Analyzing OSCEs and Performance-based Tests		
	COFFEE BREAK Hall 4.U & 4.1, CCB 1015-1045																				
	SESSION 11 0830-0945	Event Hall	Plenary 4; PechaKucha™ Presentations; Awards and Closing																		
	1300-1700	Meeting MCH Lounge, Event Hall AMEE Executive Committee (Invite Only)																			

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SESSION 10 0830-1015		Helvetia 3 1st Floor Swissotel	Helvetia 4 1st Floor Swissotel	Helvetia 5 1st Floor Swissotel	Helvetia 7 1st Floor Swissotel	Osaka 3rd Floor CCB	Samarqand 3rd Floor CCB	Guangzhou 2nd Floor CCB	Nairobi 2nd Floor CCB	Mexico 2nd Floor CCB	Kairo 2 Gd Floor CCB	Hall 4.1 CCB	Hall 4.U CCB	MCH Lounge Event Hall	Basisk Gd Floor Swissotel			
		Workshop										e Posters	Posters				Work- shop	Meeting
10T	10U	10V	10W	10X	10Y	10Z	10AA	10BB	10CC	10DD	10EE	10FF	10GG	10HH	10II	10JJ	10LL	
Meeting the Challenges for Faculty in Global Surgical Education	"Of Course I can Teach..." - Using Entrustable Professional Activities to develop and assess surgical educators	Global mobility and preparedness for clinical transitions	Managing & Supporting the Educator in Trouble	How to Run a Successful Clinical School	Resources, Research, and Reality	Medical Student Mistreatment - A Multi-Specialty Perspective	Determining a "Fit" Between Your Education Work and Publication Venues	Striving for Excellence: How to stretch and challenge the more able Student/Trainee	Curriculum & Faculty Development - identifying & meeting educational needs	Postgraduate Training: Early years	Teaching and Learning Approaches	Simulation 2	Clinical Reasoning and Reflection	Student Characteristics	Collaborative/Self Directed Learning/Portfolio	Threshold Concepts/Clinical Teaching/Simulation	Reviewing for AMEE MeadEdPublish - enhancing scholarship	AskAMEE? (Invite Only)
COFFEE BREAK Hall 4.U & 4.1, CCB 1015-1045																		
SESSION 11 0830-0945					1300-1400 ESME Course (Course participants only)	1300-1600 ESMELead Course (Course participants only)											1300-1700 AMEE Executive Committee (Invite Only)	



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Welcome to amee 2018



AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

Learn something new

Participate in the plenaries, symposia, research papers, doctoral reports, short communications, PechaKuchaTM, points of view, round tables, posters, eposters, workshops and courses

Do something different

Join the AMEE Fringe or attend a session you wouldn't normally go to

Contribute to sessions

Present your own paper, ask questions, join in the discussions

Network with over 3,500 participants

Find out what others are doing in over 90 countries, across all phases of education and in many different professions

Engage with students

Find out what is important to our future healthcare professionals

Set up collaborations

Many joint projects start at AMEE conferences

Explore the exhibition

See the wealth of products and services on show from our commercial and academic exhibitors

Personalise your Conference programme

Explore the conference programme and app and make up your personal schedule

Take home some good ideas

Share your conference experiences with others in your institution

Leave time to reflect and have fun

Make time for yourself, make new friends, enjoy your surroundings and cherish the time for reflection and regeneration

See www.amee.org/conferences/amee-2018 for full details



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Collaborating Organisations

Université de Genève
 Universität Basel
 Das Schweizerische Institut für ärztliche Weiter- und Fortbildung
 Universität Zürich
 Università della Svizzera italiana
 UNIL - Université de Lausanne
 AO Foundation
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Valerie Wass
Vanda Abi Raad
Varadarajan Kalidasan
Victor Riklifs
Vimmi Passi
Wee Shiong Lim
Willie Miller
Wojciech Pawlina
Wolf Hautz
Zeev Goldik

About the Conference

Conference venue

Congress Center Basel, MCH Messe Schweiz (Basel) AG,
4005 Basel, Switzerland

<https://www.congress.ch/en-US.aspx>

Some workshops are located in Swissotel, which is linked to Congress Center Basel (CCB)

Travel

Every guest who stays in a hotel in Basel receives a free Mobility Ticket when they check-in. The Mobility Ticket enables guests to use public transport in the city of Basel and its surroundings (including EuroAirport) free of charge for the duration of their stay. Some hotels issue a reservation confirmation which includes a "Mobility-Ticket" confirmation, enabling free-of-charge transfers between the airport and the hotel, so please don't forget to print your hotel confirmation and take it with you on the tram or bus!

The Congress Center Basel (Tram stop Exhibition Square) is easily accessible from all railway stations:

- From the SBB/SNCF railway station, take tram no. 1 or no. 2 directly to the Exhibition Square (Messeplatz)
- From the Badischer Bahnhof, take tram no. 1, no. 2 or no. 6
- From Basel downtown take trams No. 6 or 14

Registration desk opening hours

Please come to the registration desk in Foyer South to collect your pack. Name badges should be worn at all times.

- Saturday 25th August 0745-1730
- Sunday 26th August 0745-2100
- Monday 27th August 0715-1745
- Tuesday 28th August 0745-1745
- Wednesday 29th 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/Swiss Francs only - please note we cannot accept €200/€500 notes).

Internet access

Café: PCs for internet access are available in Foyer 2 on floor 2, CCB, from Monday 27th to Wednesday 29th August.

Wifi: Free wireless access is available throughout Congress Centre Basel and Swissotel Conference Rooms

Certification

CME: Application has been made to The Royal College of Physicians of London for CME points for attendance at the main AMEE 2018 Conference (1730 hrs Sun 26th August to 1230 hrs Wed 29th August 2018).

A register of attendance will be available at the registration desk at morning coffee break on Wednesday 29th 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 complete a certificate requirement form, available from the Registration Desk on Wednesday 29th August, or email your request to amee@dundee.ac.uk. Please allow a minimum of 6 weeks for processing. Certificates will be issued electronically in PDF format.

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. All sessions may be individually rated through the App.

Workshops and ePosters: Pre-conference workshops, conference workshops and ePosters sessions will be evaluated individually. Evaluation forms will be provided at the end of each session which will be collected by the student helper.

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 Switzerland.

Smoking: All conference locations being used for the Conference including the terrace are strictly no smoking. Smoking is forbidden in Switzerland in enclosed areas when they are open to the public or serve as a workplace for more than one person including restaurants, public buildings, offices and public transport.

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 Congress Center Basel. Student Taskforce members are unable to supervise children during the conference.

Prayer Room: A room has been designated at Congress Center Basel. Please ask at the Registration Desk for directions.

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

Cloakroom: The Cloakroom is located at the entrance to CCB. No items may be left overnight.

Places to eat on site

Places to eat near Congress Centre Basel:
Please follow the link to see a list of nearby restaurants:
<https://www.basel-restaurants.ch/en/poi/liste/?piID=1&switchlang&PreserveZoomNPan>



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-2018) and through the Conference App.

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, with the exception of the Sunday and Monday plenaries which will only be live streamed and not available for viewing afterwards. The opening plenary will take place on Sunday 26th 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 the Event Hall 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 chairperson. Some sessions will have a discussion at the end of the session, in which case an opening discussant has been appointed.

Patil Teaching Innovation Award Presentations: Each presenter is allocated 10 minutes for presentation followed by 5 minutes for questions. All sessions will have a chairperson. Members of the Patil Award Committee will attend the sessions and may make one or more awards.

Research in Medical Education Papers: Papers have been selected by the AMEE Research Committee and our reviewers as good examples of research in medical and healthcare professions education. These sessions, grouped on a particular research theme, have an emphasis on methodology. Presenters have 15 minutes to present, followed by 5 minutes for questions. At the end of the session there will be a general discussion, if time permits. The chairperson 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/healthcare professions education theme of the session.

Doctoral Reports: Doctoral reports in healthcare professions education completed within the last three years have been selected from submitted abstracts. These will be presented in three sessions, one on each day. Each presenter has 15 minutes for presentation followed by 5 minutes for questions. All sessions will have a chairperson. 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.

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.

Point of View: Point of View sessions give presenters the chance to express an opinion on something they feel passionately about, a topic that they feel needs to be discussed 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 chairperson 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 chairperson 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-2018 and in the conference App. There is no additional charge for conference workshops. There is no advance sign-up and attendance will be limited to the number of chairs in the room. If your chosen workshop is full, we kindly ask you to select another session to attend. Workshop rooms are not connected to Speaker Preview and presentations should be uploaded in the workshop room.

Mounted Poster with Presentation: Posters are presented in themed sessions, each with a chairperson 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.

New! *If you would like your poster to be considered for the Medical Teacher Poster Prize please go to www.postersamee.org and follow the 'Poster Prize' link. The Poster Prize Committee will review your abstract in advance and then view your mounted poster during the Conference. Please see the following website for instructions and hints on preparing mounted posters: <https://amee.org/conferences/amee-2018/abstracts#presentation-with-poster>*



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

ePosters: In response to the positive feedback from AMEE 2017, we are again including ePosters in the programme and using Learning Toolbox as our ePoster platform. Presenters can use Learning Toolbox to produce multimedia and interactive ePosters (including links to videos, online tools and apps). You will be able to 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 chairperson 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 there will also be an ePoster support desk to provide support both to ePoster authors/presenters and ePoster viewers.

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 and will then invite questions and discussion. A chairperson will coordinate the session. No audio-visuals will be available, and no powerpoint is necessary. Presenters are invited to prepare 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.

Please see the website <https://amee.org/Conferences/AMEE-2018/Abstracts> for some hints on presenting in various formats at the AMEE conference.



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 located at the entrance to CCB, for preloading to the computer in the presentation room. If possible this should be done the day before the presentation, or a minimum of 2 hours before the start of the session. Please name the file as follows: Session code and your family name, for example - 2C6 Smith.

Speaker Preview is open at the following times:
Sunday 26th August 1430-1800
Monday 27th August 0715-1745
Tuesday 28th August 0745-1745
Wednesday 29th 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.

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:

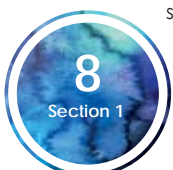
Workshop facilitators may use their own computers if they wish, but are asked to advise Worldspan (amee@worldspan.co.uk) in advance.

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 Conference from 25th-29th August.





Meet the experts: assessment clinic

Richard Fuller, Jennifer Hallam, Matt Homer, Leeds Assessment Research Group: @LeedsARG

Date : Monday 27th August

Time : 1400-1530 (Session 4LL)

Location : Merian, 2nd Floor, Swissotel

In this session we want to help you make your assessments even better, and develop your assessment research ideas. We are offering a drop-in session with the first half (1400-1445) focusing on policy and practice (e.g. methods of standard setting, assessment quality, WBA development), and the second half (1445-1530) on assessment related research. Our main areas of expertise relate to the OSCE (including quality improvement); standard-setting; the theory, design and delivery of successful sequential testing; the use of item response theory in relation to written testing; and workplace assessment, including application of assessment for learning theory. No appointment necessary - however you can tweet us in advance to book a slot, or if you can't make it, please tweet us your assessment related questions and we will get back to you.



Meet the Authors: Medical Teacher Special Issue: The Adaptive Curriculum

Date : Monday 27th August

Time : 1230-1330

Location : Lima, Ground Floor, Congress Center Basel

This session will include a brief overview by authors and provide ample opportunity for discussion focusing on the Adaptive Curriculum. Topics drawn from the Special Issue will include the future direction of medical education, an expanded view of the curriculum, the aim of adaptive expertise, and the roles of learners and educators. Specific teaching and assessment strategies will be offered for discussion. Space will be limited so please join early. The following authors will be present at the session: Mark Quirk, Hill Jason, Jane Westberg, Scott Wright, Martin Pusic, Heidi Chumley, Mark Raymond, Aaron Brown, Emeka Ajufu and Sean Tackett.



Highlighted Themes

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



Adaptive Curriculum

- PCW 20: Adaptive Education: Designing and offering education that is individualized, responsive, and optimized for learners and contexts: Sunday 26th August, 0930-1230
- Meet the Authors: Medical Teacher Special Issue: The Adaptive Curriculum: Monday 27th August, 1230-1330
- 4DD: Posters – Monday 27th August, 1400-1530
- 5G: Short Communications – Monday 27th August, 1600-1730
- 10G: Short Communications – Wednesday 29th August, 0800-1015



Continuing Professional Development (CPD)

- Course: Essential Skills in Continuing Education and Professional Development (ESCEPD): Saturday 25th and Sunday 26th August
- Masterclass: Essential Skills in Continuing Education and Professional Development (ESCEPD): Saturday 25th August
- PCW 14: Competency-based curriculum development for CPD in surgery worldwide: Sunday 26th August, 0930-1230
- PCW 26: A Conceptual Framework for Planning Effective Learning Activities in CPD: Sunday 26th August, 1330-1630
- 3A: Symposium: Not Your Mother's CPD! The Real World as we Know it! Monday 27th August, 1015-1300
- 4W: Workshop: Developing Continuing Education & Professional Development Programs to Optimize Practice: Monday 27th August, 1400-1530
- 5S: Workshop: Leveraging Technology to Optimise CME: Monday 27th August, 1600-1730
- 7M: Short Communication: Continuing Professional Development: Tuesday 28th August, 1015-1200
- 8V: Workshop: Faculty Development for Interprofessional Continuing Education: Tuesday 28th August, 1400-1530
- 8HH: Poster: Continuing Professional Development 1: Tuesday 28th August, 1400-1530
- 9HH: Poster: Continuing Professional Development 2: Tuesday 28th August, 1600-1730
- 10H: Short Communication: CPD: Revalidation & Assessment of Drs in Practice: Wednesday 29th August, 0830-1015



Postgraduate Education

- PCW 11: Post Graduate Trainee Workshop: From Project to Career - A Primer on Building a Career in Medical Education: Saturday 25th August, 1330-1630
- 3Q: Short Communication: Postgraduate Education 1: Monday 27th August, 1015-1200
- 3GG: Poster: Postgraduate Specialist Training: Monday 27th August, 1015-1200
- 3HH: Poster: IPE - Postgraduate: Monday 27th August, 1015-1200
- 4Q: Short Communication: Postgraduate: Jr Dr as Teacher: Monday 27th August, 1400-1530
- 5Q: Short Communication: Postgraduate: Wellbeing & the Dr in Difficulty Monday 27th August, 1400-1530
- 7U: Workshop: The Role of the Educator in Improving the Quality of Postgraduate Medical Recruitment & Selection Processes: Tuesday 28th August, 1015-1200
- 8Q: Short Communication: Postgraduate: Specialist Training: Tuesday 28th August, 1400-1530
- 9B: Symposium: Learners as Educators - Realizing potential, sharing best practices: Tuesday 28th August, 1600-1730
- 9V: Workshop: Global Mobility & Preparedness of Medical Graduates and Students for Clinical Transitions: Tuesday 28th August, 1600-1730
- 10Q: Short Communication: Postgraduate Education 2: Wednesday 29th August, 0830-1015
- 10DD: Poster: Postgraduate Training: Early years: Wednesday 29th August, 0830-1015
- 11B1: PechaKucha™: Postgraduate supervision as an emerging pedagogy: implications for health professions education: Wednesday 29th August, 1130-1225
- 11B6: PechaKucha™: Service vs education - who wins in postgraduate training? Wednesday 29th August, 1130-1225



Surgery Education and Simulation in Surgery Education



An exciting innovation at AMEE 2018 is a Surgery Track which brings together all activities related to surgical education and simulation in surgical education. The Surgery Track addresses best practices and the latest research findings in curriculum development and design, educational strategies, teaching and learning methods, assessment, and faculty development in the education of surgery-related competencies. It will have a focus on undergraduate education, postgraduate (residency) education and continuing professional development across all surgical subspecialties. The track will also address best practices and the latest research findings in the development, design, application and assessment of simulation in the field of surgical skills education and training as well as the development of simulation teachers/trainers.

Sunday 26th August

- 0930-1230 - PCW14: Competency-based Curriculum Development for CPD in Surgery Worldwide (Mike Cunningham, Urs Ruetschi, Jane Thorley-Wiedler, Sandipan Chatterjee, Kokeb Abebe, AO Foundation - AO Education Institute, Switzerland)
- 1330-1630 - PCW23: Proficiency-based Progression in Surgical Education: What it is and how to do it (Chitra Subramanian (AO Education Institute USA & Switzerland); Anthony Gallagher (ASSERT, University College Cork, Ireland); Patrick Henn (School of Medicine, University College Cork, Ireland); Patrick Kiely (Flux Learning Ltd. and Office of VP for Teaching and Learning, University College Cork, Ireland))

Monday 27th August

- 1015-1200 - 3DD: Posters: Surgery Education
- 1400-1530 - 4A: Symposium: Acquisition, maintenance, and verification of surgical skills (Ajit K. Sachdeva (American College of Surgeons; Society for Academic CME; Feinberg School of Medicine, Northwestern University, Chicago, USA), Teodor Grantcharov (University of Toronto, Canada), Stephen Tobin (Royal Australasian College of Surgeons, Melbourne, Australia), Wa'el S Taha (King Abdulaziz Medical City, Al-Madinah, Saudi Arabia; Chairperson of AO Trauma Education Commission), Craig McIlhenny (Royal College of Surgeons of Edinburgh, UK)
- 1600-1730 - 5G: Short Communications: Surgery Education

Tuesday 28th August

- 1015-1200 - 7DD: Posters: Simulation in Surgery Education
- 1230-1330 - The Future of Surgery Education (invite only)
- 1400-1530 - 8G: Short Communications: Simulation in Surgery Education
- 1600-1730 - 9G: Round-up: Take home messages from Surgery Track sessions

Wednesday 29th August

- 0830-1015 - 10T - Workshop: Meeting the Challenges for Faculty in Global Surgical Education (Wa'el S Taha, King Abdulaziz Medical City, Al-Madinah, Saudi Arabia; Miriam Uhlmann, AO Foundation - AO Education Institute, Switzerland)
- 0830-1015 - 10U - Workshop: "Of Course I can Teach ..." – using Entrustable Professional Activities to develop and assess surgical educators (Craig McIlhenny, Faculty of Surgical Trainers, Royal College of Surgeons of Edinburgh, UK), (Jennifer Cleland, University of Aberdeen, UK)

Awards

To mark its 60th anniversary in 2018 and considering its roots in Switzerland and Basel, the AO Foundation is pleased to sponsor four awards each of £1,000 for the best presentation in the following categories:

- Best Short Communication on Surgery Education (session 5G)
- Best Short Communication on Simulation in Surgery Education (session 8G)
- Best Poster on Surgery Education (session 3DD)
- Best Poster on Simulation in Surgery Education (session 7DD)

The winners will be selected by an international panel composed of surgeons and educationalists and will be announced at the end of the Surgery Track Round-up on Tuesday (session 9G).

Surgery Track Committee

Ajit Sachdeva (American College of Surgeons)
Mike Cunningham (AO Foundation)
John Dent (AMEE)
Ronald Harden (AMEE)
Pat Lilley (AMEE)
Craig McIlhenny (Royal College of Surgeons of Edinburgh)
Niv Patil (University of Hong Kong)
Urs Ruetschi (AO Foundation)

Abstract Reviewers

Craig McIlhenny, David Hak, Ian McVicar, Lars Konge, Mike Cunningham, Urs Ruetschi, Wa'el S Taha

Awards and Prizes



AMEE 'Teaching Innovation' Award sponsored by the Patil family

These awards have been made possible through a donation from Professor Nivritti Patil, University of Hong Kong, in memory of his father. Over 90 abstract submitters indicated that they wished to be considered for this award. Abstracts were recommended by reviewers for inclusion in two Patil Award sessions, 3G and 4G on Monday 27th August. Members of the Patil Award Committee and the AMEE Executive Committee will attend the sessions and may make one or more awards. The criteria against which the presentations will be judged are: novelty; feasibility; transferability; logical articulation, and fit for purpose. The winners will be announced in the closing plenary and will receive an AMEE Teaching Innovation Award Certificate and free registration to AMEE 2019 in Vienna.



Doctoral Report Award

Presenters of Doctoral Reports in Sessions 5, 8 and 10 were invited to submit their full thesis for review by a panel chaired by Susan van Schalkwyk. The award winner will be announced in the final plenary on Wednesday 29th August.



Medical Teacher Poster Prize -New application process

The aim of the prize is to select examples of good practice in preparing posters. During the afternoon of Tuesday 28th August, a rosette will be attached to the board of the top 3 posters selected by the Committee from which the winner will be announced at the closing session on Wednesday 29th August. The Committee will consist of conference participants including teachers and students. AMEE is grateful to the publishers of Medical Teacher, Taylor and Francis, for once more providing the poster prize of £350. Alternatively, the winner may choose free registration for AMEE 2019 in Vienna. To be considered for the prize, presenters of mounted posters should go to www.postersamee.org and follow the 'Poster Prize' link



Research Paper Awards

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. One paper in each session will be selected to receive the award, which will be announced in the final plenary session on Wednesday 29th August.



AMEE 2018 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 us for 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. We 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 2018. 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

Lars Konge and Debra Nestel, co-chairs of the AMEE Simulation Committee along with members of the Committee.

Date/Time : Tuesday 28th August – 1400-1530

Location : Helvetia 7, 1st Floor, Swissotel



Surgery Education and Simulation in Surgery Education Awards

Please see page 14 for details of these awards, sponsored by AO Foundation.



AMEE MedEdPublish Paper Prize

AMEE is pleased to present a prize to the most outstanding paper published in MedEdPublish between August 2017 and June 2018, as selected by the Editorial Board. The winner of the prize of free registration to AMEE 2019 in Vienna will be announced at the end of the plenary on Tuesday.

EVENT	Date	Time	Location	Availability
AMEE Executive Committee	Saturday 25th August	0830-1730	MCH Lounge	Invite Only
ASPIRE Assessment Panel	Sunday 26th August	0800-0900	Boston, Ground Floor, CCB	Invite Only
ASPIRE Curriculum Panel	Sunday 26th August	0800-0900	Kairo 2, Ground Floor, CCB	Invite Only
ASPIRE Faculty Development Panel	Sunday 26th August	0800-0900	Samarkand, 3rd Floor, CCB	Invite Only
ASPIRE Simulation Panel	Sunday 26th August	0800-0900	Shangai 3, Ground Floor, CCB	Invite Only
ASPIRE Social Acct Panel	Sunday 26th August	0800-0900	Kairo 1, Ground Floor, CCB	Invite Only
ASPIRE Student Engagement Panel	Sunday 26th August	0800-0900	MCH Lounge	Invite Only
AMEE 2018 Local Organising Committee	Sunday 26th August	0900-0945	Hong Kong, 2nd Floor, CCB	Invite Only
ASPIRE Board	Sunday 26th August	0930-1230	MCH Lounge	Invite Only
Ottawa Consensus Group	Sunday 26th August	1300-1600	Hong Kong, 2nd Floor, CCB	Invite Only
ASPIRE Academy	Sunday 26th August	1400-1600	MCH Lounge	Invite Only
BEME - Review Committee	Monday 27th August	1015-1200	Basilisk, Ground Floor, Swissotel	Invite Only
ESME Advisory Board	Monday 27th August	1015-1200	MCH Lounge	Invite Only
Adaptive Curriculum - Meet the Authors	Monday 27th August	1230-1330	Lima, Ground Floor, CCB	Open
AMEE Faculty Development SIG	Monday 27th August	1230-1330	Sydney, 2nd Floor, CCB	Open
AMEE Postgraduate Committee SIG	Monday 27th August	1230-1330	Singapore, 2nd Floor, CCB	Open
Poster Chairs	Monday 27th August	1230-1330	Kairo 1, Ground Floor, CCB	Poster Chairs
BEME - Open Session	Monday 27th August	1400-1530	MCH Lounge	Open
Medical Teacher Editorial Board	Monday 27th August	1600-1730	MCH Lounge	Invite Only
AMEE CPD Committee	Monday 27th August	1745-1945	Mexico, 2nd Floor, CCB	Invite Only
AMEE Fellowship Committee	Monday 27th August	1745-1945	Basilisk, Ground Floor, Swissotel	Invite Only
National Associations	Monday 27th August	1745-1945	Osaka, 3rd Floor, CCB	Invite Only
AMEE Research Committee	Monday 27th August	1745-1945	MCH Lounge	Invite Only
AMEE Simulation Committee	Monday 27th August	1745-1945	Hong Kong, 2nd Floor, CCB	Invite Only
Ottawa 2020	Tuesday 28th August	0700-0815	MCH Lounge	Invite Only
AMEE MedEdPublish Board	Tuesday 28th August	1015-1200	MCH Lounge	Invite Only
AMEE CPD Committee SIG	Tuesday 28th August	1230-1330	Singapore, 2nd Floor, CCB	Open
AMEE AGM	Tuesday 28th August	1230-1330	Sydney, 2nd Floor, CCB	AMEE Members
BEME Board	Tuesday 28th August	1400-1730	MCH Lounge	Invite Only
Medical Teacher Reception	Tuesday 28th August	1745-1845	Foyer, Level 3	Invite Only
AMEE Faculty Development Committee	Tuesday 28th August	1745-1945	Basilisk, Ground Floor, Swissotel	Invite Only
AMEE TEL Committee	Wednesday 29th August	0700-0815	Hong Kong, 2nd Floor, CCB	Invite Only
askAMEE	Wednesday 29th August	0830-1015	Basilisk, Ground Floor, Swissotel	Invite Only
AMEE Executive Committee	Wednesday 29th August	1300-1700	MCH Lounge	Invite Only



amee

committees

www.amee.org/amee-committees



AMEE Committees

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

- CPD
- Faculty Development
- Postgraduate Education
- Research
- Simulation
- 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 (Hall 4.u) to talk with members of the Committees or to pick up some literature on their initiatives.

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

- CPD - Tuesday, Singapore CCB
- Faculty Development - Monday, Sydney, 2nd Floor, CCB
- Postgraduate - Monday, Singapore, 2nd Floor, CCB



amee
MedEdPublish

www.mededpublish.org



AMEE MedEdPublish

AMEE 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 the workshop, or come to see us on the AMEE Exhibition Stand in Hall 4.u.

4R - MedEdPublish Review Panel Meeting (invite only)

An opportunity for Panel members to discuss their experiences in reviewing papers for MedEdPublish and to look at how the review process could be further developed.

10LL - Workshop - Reviewing for MedEdPublish - enhancing scholarship

Post-publication peer review offers the opportunity for authors and readers to receive and give feedback. If you are interested in reviewing for the journal, come along to the workshop to find out what is involved.

Facilitators : Richard Hays (Editor), Trevor Gibbs (Associate Editor), Subha Ramani (Associate Editor), Ken Masters (Associate Editor), Kerrie McKay (MEP Administrator), Elizabeth Beattie (Technology Administrator)

Date/Time : Wednesday 29th August, 0830-1015
Location : MCH Lounge (Opposite Registration)



ASPIRE
INTERNATIONAL
RECOGNITION OF EXCELLENCE
IN MEDICAL EDUCATION

www.aspire-to-excellence.org



ASPIRE-to-Excellence

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

PCW 6 - ASPIRE Academy: How to enhance student engagement at your school

Facilitators : Marko Zdravkovic, Shelley Parr, Harm Peters, Danai Wangsaturaka, Kulsoom Ghias, Reiana Mahan and Debra Klamen

Date/Time : Saturday 25th August, 0930-1230

Cost : Euros 90 (includes coffee)

Location : Rio, 2nd Floor, CCB

Presentations to the winners of the 2018 ASPIRE-to-Excellence Awards

Date/Time : Monday 27th August, 0915-0945

Location : Event Hall

9S - Workshop: Assessing Assessment

Date/Time : Tuesday 28th August, 1600-1730

Location : Wettstein, 2nd Floor, Swissotel



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Medical and Health Professional Education

www.bemecollaboration.org



Best Evidence Medical Education (BEME)

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.

Sessions include:

4LL - BEME Open Session

Date/Time : Monday 27th August, 1400-1530

Location : MCH Lounge (Opposite Registration)

5J - BEME Short Communications

Date/Time : Monday 27th August, 1600-1730

Location : Shanghai 1, Grd Floor, CCB

7W - Workshop: Where do I start? Planning a health education systematic review

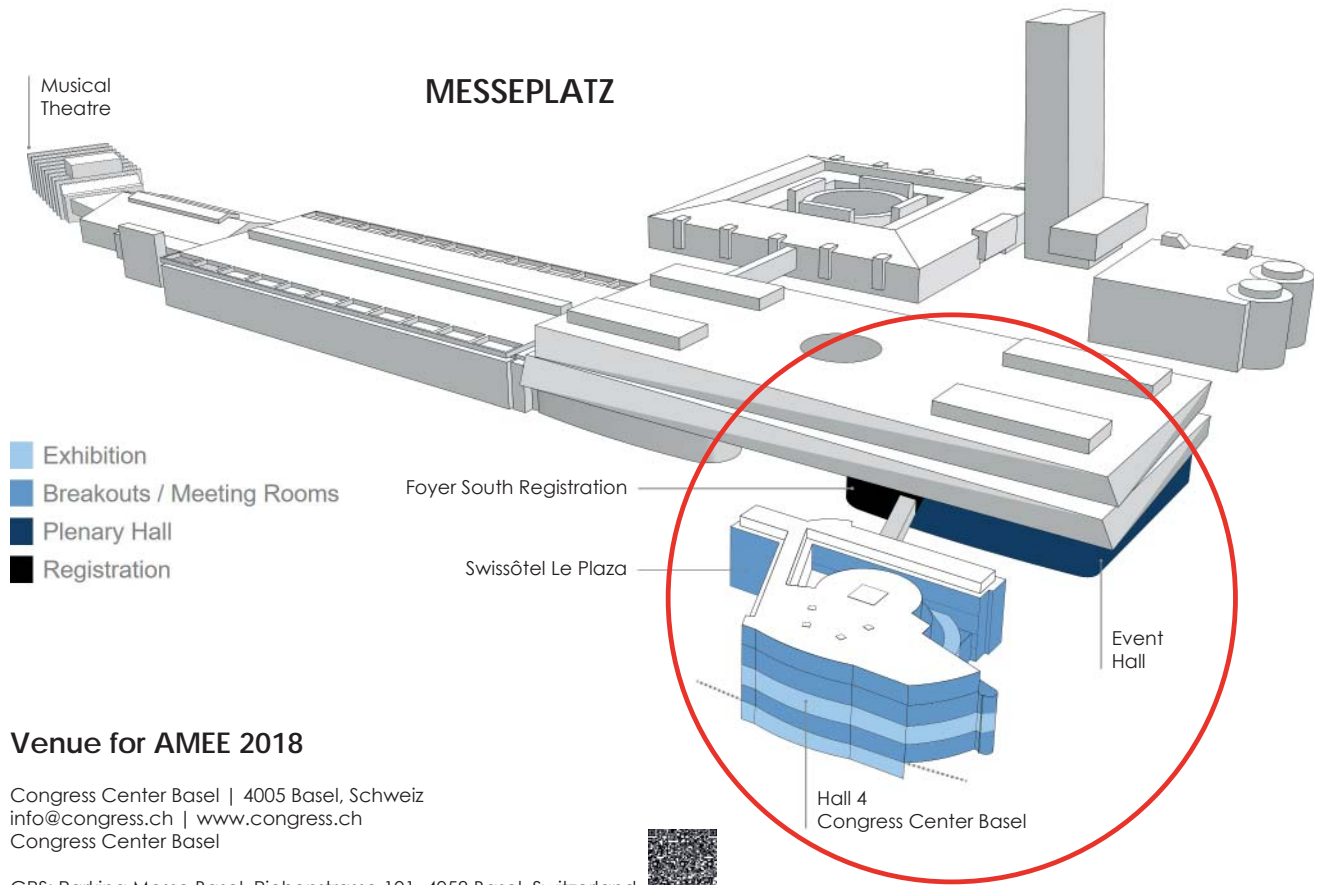
Date/Time : Tuesday 28th August, 1015-1200

Location : Helvetia 7, 1st Floor, Swissotel

Hall Plans

www.amee.org

See www.amee.org/conferences/amee-2018 for full details



Venue for AMEE 2018

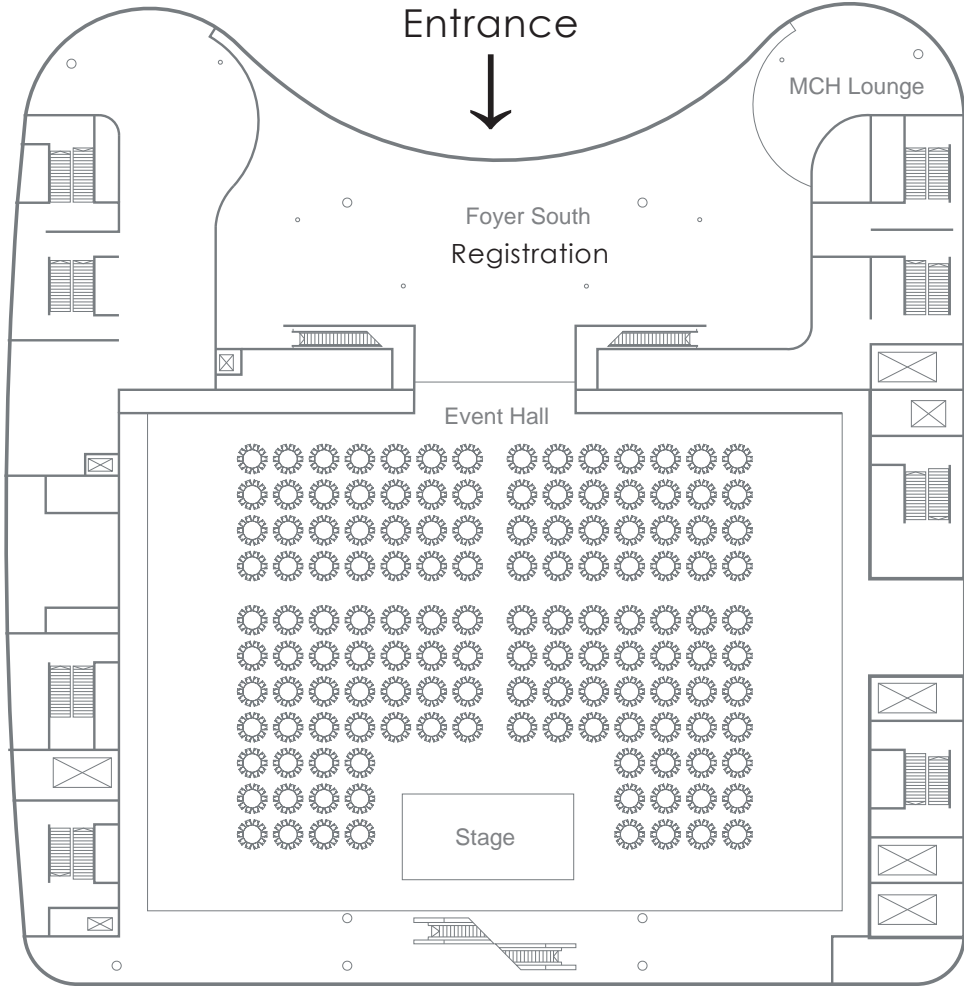
Congress Center Basel | 4005 Basel, Schweiz
info@congress.ch | www.congress.ch
Congress Center Basel

GPS: Parking Messe Basel, Riehenstrasse 101, 4058 Basel, Switzerland

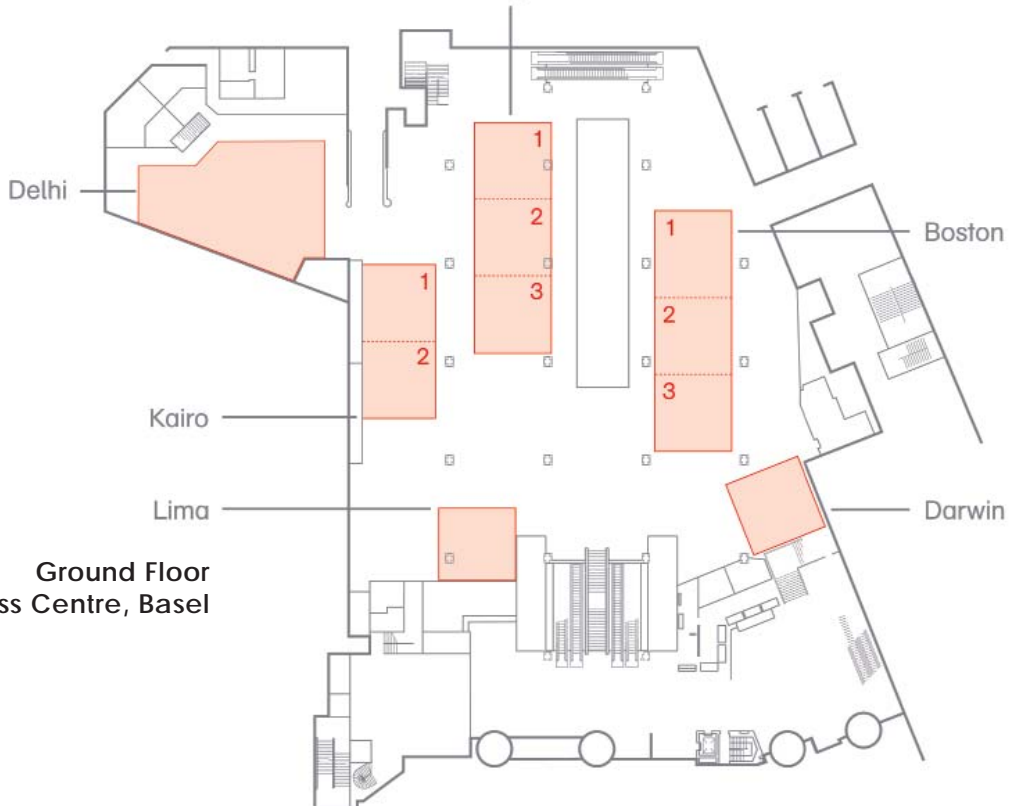


Congress Centre Basel (CCB)

Entrance

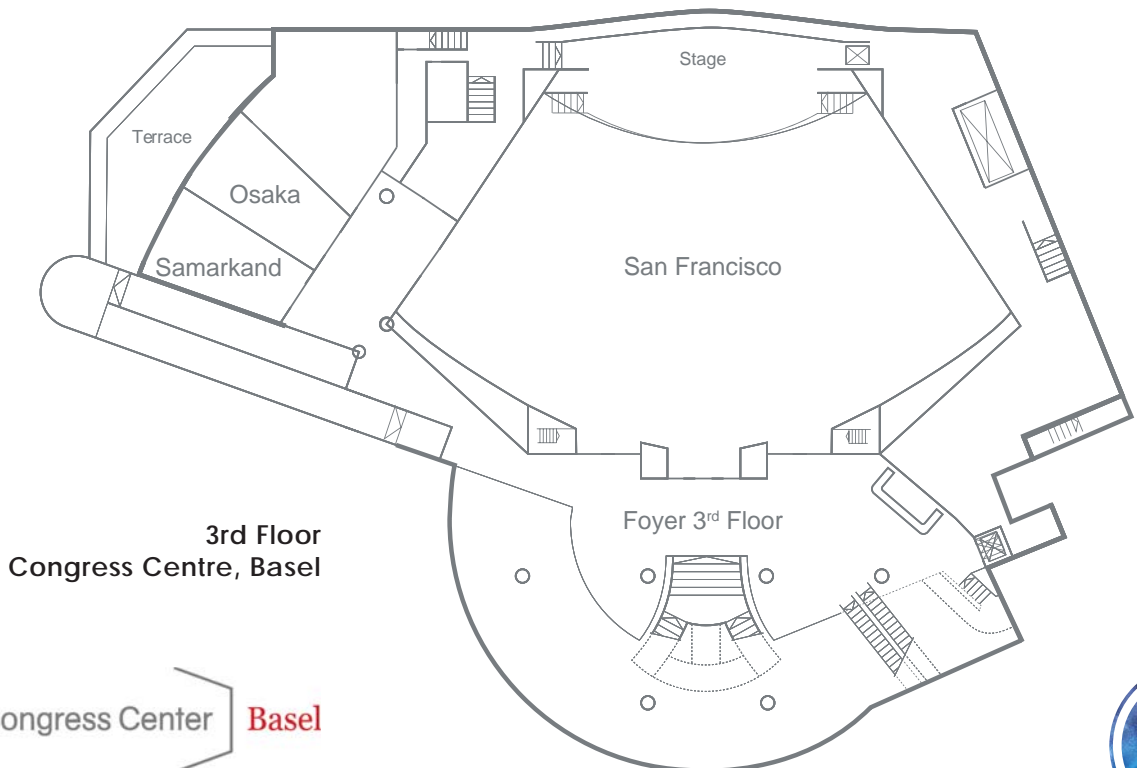
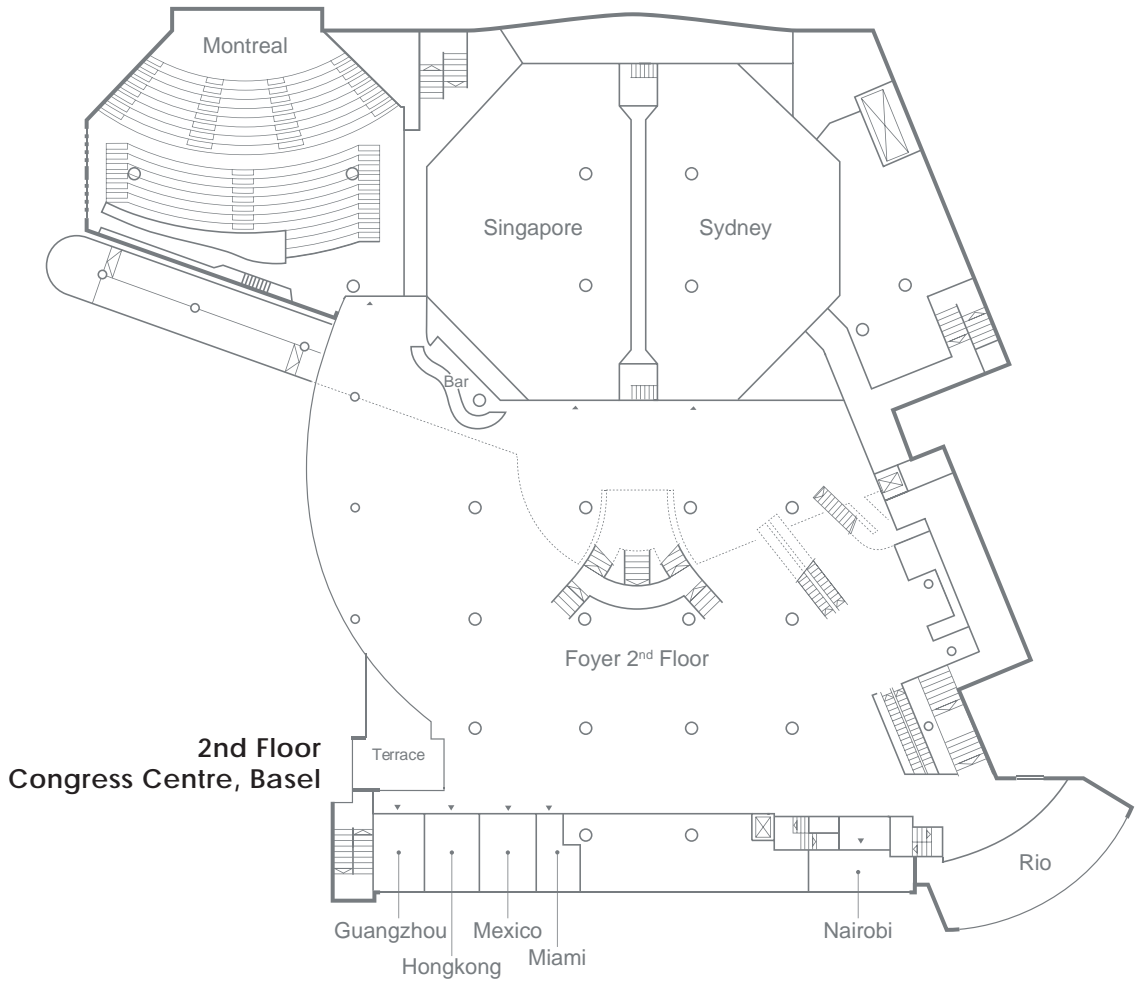


Shanghai

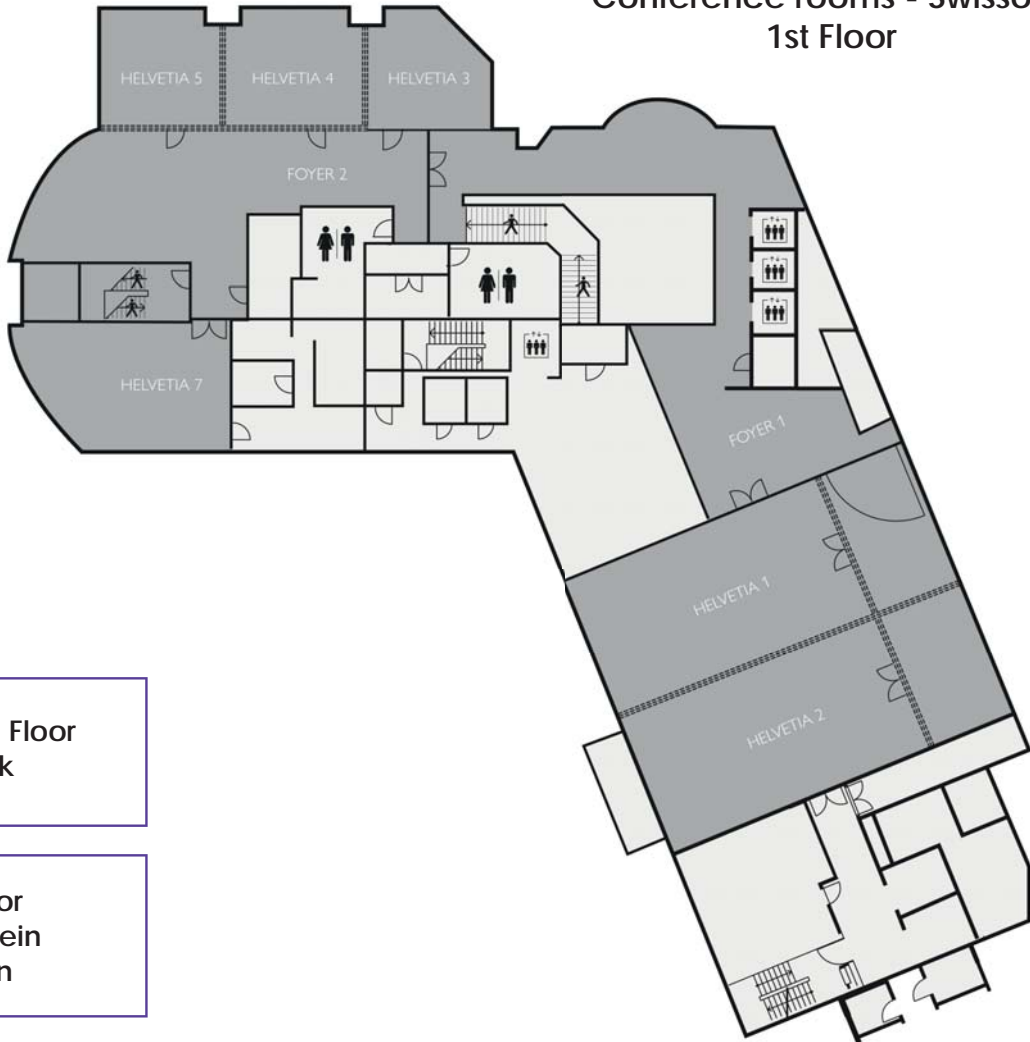


Ground Floor
Congress Centre, Basel

Congress Centre Basel (CCB)



Conference rooms - Swissôtel 1st Floor



Ground Floor
- Basilisk

2nd Floor
- Wettstein
- Merian

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Association of
American Medical Colleges



Exhibition Opening Hours

Sunday 26th August	- 1845-2115
Monday 27th August	- 0930-1600
Tuesday 28th August	- 0930-1600
Wednesday 29th August	- 0930-1100

Soapbox Slots

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.

Soapbox schedule

DAY	TIME	EXHIBITOR	BREAK
Monday 27 August	09:45 - 09:55	International Medical University	Morning Break
	10:00 - 10:10	National Resident Matching Program International	
	12:15 - 12:25	NEJM Knowledge+	Lunch
	12:30 - 12:40	Institute for Communication and Assessment Research	
	12:45 - 12:55	3B Scientific GmbH	
	13:00 - 13:10	Elentra Consortium	
	13:15 - 13:25	Academy of Medical Educators	
	13:30 - 13:40	Altus Assessments Inc.	
	13:45 - 13:55	AAMC	
	15:30 - 15:40	Lee Kong Chian School of Medicine	Afternoon Break
15:45 - 15:55	Myknowledgemap		
Tuesday 28 August	09:45 - 09:55	Anatmage Italy srl	Morning Break
	10:00 - 10:10	Dem Dx	
	12:00 - 12:10	Monash Institute For Health And Clinical Education	Lunch
	12:15 - 12:25	VisualDx	
	12:30 - 12:40	Qatar Council For Healthcare Practitioners	
	12:45 - 12:55	ExamSoft	
	13:00 - 13:10	Journal Of Graduate Medical Education (JGME)	
	13:15 - 13:25	Kyoto Kagaku Co., Ltd.	
	13:30 - 13:40	Lecturio GmbH	
	13:45 - 13:55	ProgressIQ	
	15:30 - 15:40	Qpercom	Afternoon Break
Wednesday 29 August	10:15 - 10:25	BMJ	Morning Break
	10:30 - 10:40	Oxford Medical Simulation	

Exhibitors at AMEE 2018

www.amee.org

See www.amee.org/conferences/amee-2018 for full details

Floor

Premium Commercial Exhibitors

- 4.u C3 Elsevier (also exhibiting at C4)
- 4.u C9 Kyoto Kagaku Co., Ltd.
- 4.1 C16 Laerdal Medical As
- 4.1 C17 Altus Assessments Inc (CASPer)
- 4.1 C20 Anatomage (also exhibiting at C21)
- 4.1 C22 ProgressIQ
- 4.1 C24 BMJ
- 4.1 C25 VisualDx
- 4.1 C28 Speedwell Software
- 4.1 C32 Maxinity
- 4.1 C34 SYNBONE AG

Standard Commercial Exhibitors

- 4.u C1 Wolters Kluwer
- 4.u C2 iSimulate
- 4.u C5 Myprogress from MyKnowledgeMap
- 4.u C6 McGraw-Hill Education
- 4.u C7 Eler-Zimmer GmbH&Co.KG
- 4.u C8 Body Interact
- 4.u C10 Royal College of Physicians and Surgeons of Canada/CanMEDS
- 4.u C11 Wisepress Ltd
- 4.1 C12 3B Scientific GmbH
- 4.1 C13 Amboss GmbH
- 4.1 C15 Fry IT
- 4.1 C18 Sectra
- 4.1 C19 Primal Pictures Ltd
- 4.1 C23 Oxford Medical Simulation
- 4.1 C26 Surgical Science
- 4.1 C27 Qpercom
- 4.1 C29 Lecturio
- 4.1 C30 www.vonHagens-Plastination.com
- 4.1 C31 VRmagic GmbH
- 4.1 C33 Limbs & Things Ltd
- 4.1 C35 ExamSoft

AMEE Committees

- 4.u AL1 Research Committee
- 4.u AL2 Simulation Committee
- 4.u AL3 Technology Enhanced Learning Committee
- 4.u AL4 CPD Committee
- 4.u AL5 AMEE International Offices
- 4.u AL6 Postgraduate Committee
- 4.u AL7 Faculty Development Committee

Floor

Premium Not-for-Profit Exhibitors

- 4.u NP2 Gesellschaft für Medizinische Ausbildung
- 4.u NP6 IDEAL Consortium
- 4.u NP8 Umbrella Consortium for Assessment Networks
- 4.u NP11 Cambridge Assessment Admissions Testing
- 4.u NP12 Cardiff University
- 4.u NP13 NEJM Knowledge+
- 4.1 NP19 School of Health Professions Education
- 4.1 NP20 American Board of Medical Specialties
- 4.1 NP21 Elenra
- 4.1 NP22 FAIMER
- 4.1 NP23 National Resident Matching Program International
- 4.1 NP26 Qatar Council for Healthcare Practitioners, Accreditation Department, Ministry of Public Health
- 4.1 NP28 National Board of Medical Examiners (NBME)
- 4.1 NP29 Nanyang Technological University Lee Kong Chian School of Medicine
- 4.1 NP30 Association of American Medical Colleges (AAMC)
- 4.1 NP31 St George's, University of London

Standard Not-for-Profit Exhibitors

- 4.u NP1 ASME (also exhibiting at NP4)
- 4.u NP3 IMPP
- 4.u NP9 Academy of Medical Educators
- 4.u NP10 IAMSE
- 4.u NP14 The College of Family Physicians of Canada
- 4.u NP15 NACT UK
- 4.u NP16 University of Toronto Centre for Interprofessional Education
- 4.u NP17 The Michener Institute of Education at UHN
- 4.u NP18 Taylor & Francis
- 4.1 NP24 Journal Of Graduate Medical Education (JGME)
- 4.1 NP25 www.demdx.com

Academic Stands

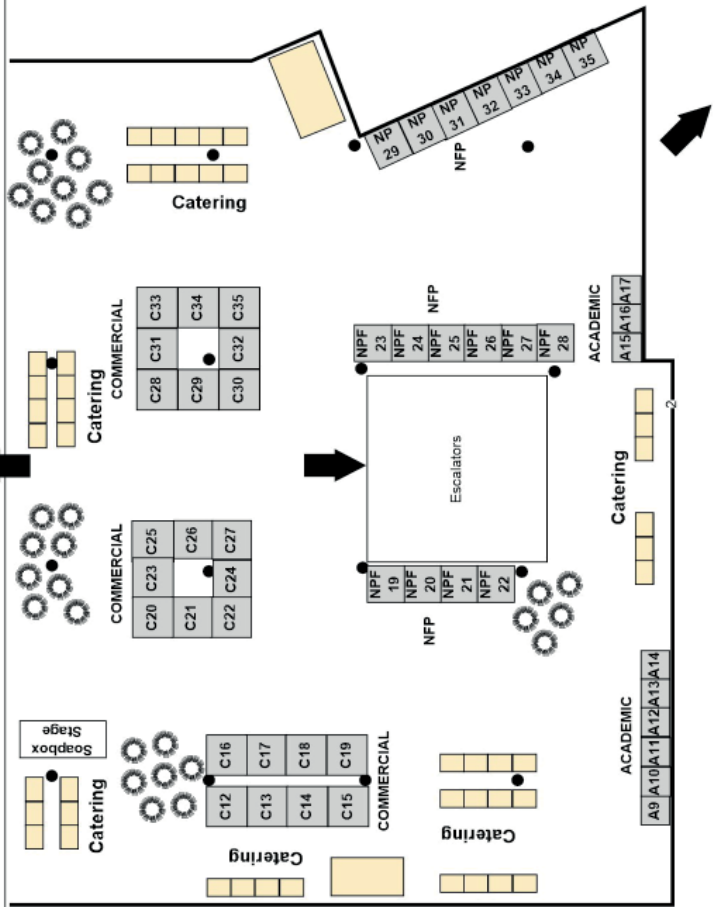
- 4.u A1 Faculty Of Medicine, University Of Basel
- 4.u A2 Global Alliance for Medical Education (GAME)
- 4.u A3 University of Edinburgh
- 4.u A4 Aliz Educational Institutions
- 4.1 A6 International Medical University
- 4.1 A8 University Of Dundee
- 4.1 A12 Harvard Medical School Master's in Medical Education Program
- 4.1 A13 Monash Institute for Health and Clinical Education
- 4.1 A14 St. George's University of London
- 4.1 A16 Advance-Higher Education
- 4.1 A17 European Board of Medical Assessors
- 4.1 L1 UDREM: Unit Of Development And Research In Medical Education
- 4.1 L2 Center For Interprofessional Simulation / CMU
- 4.1 L3 IML: Institute Of Medical Education, Bern

Exhibition Areas

4.1 (Upper Floor)

Poster Sessions:

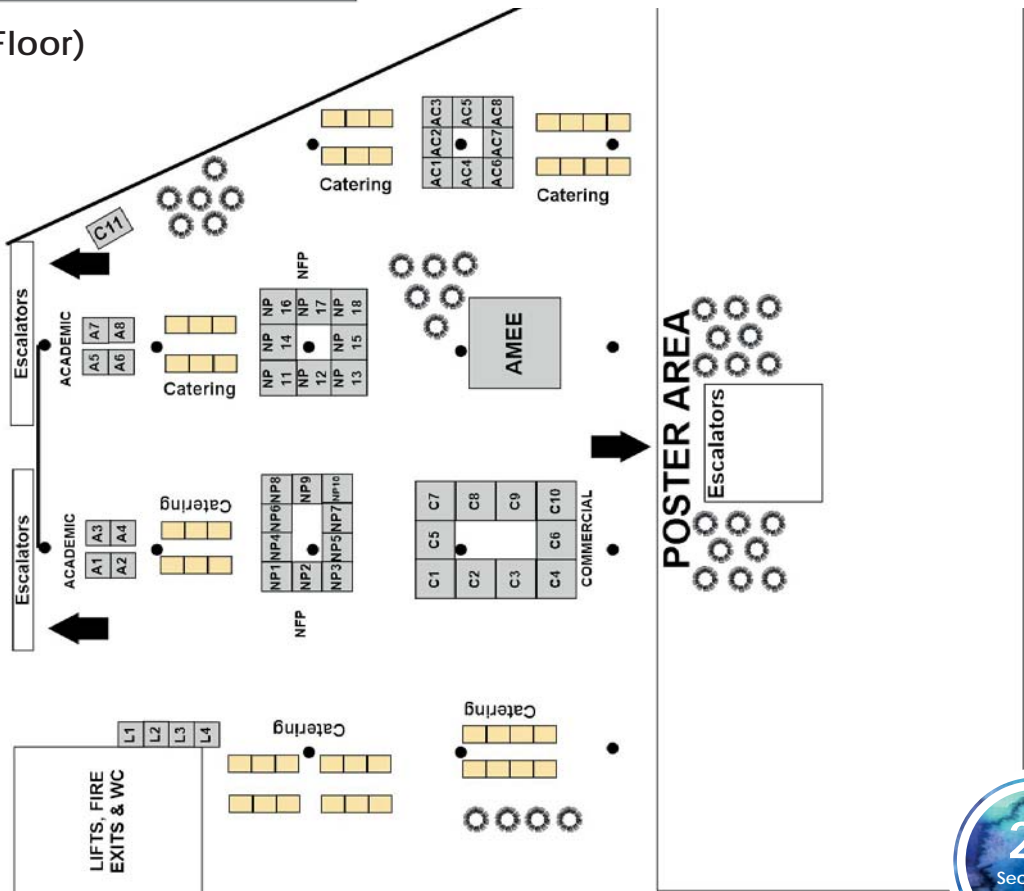
- 3DD - 3GG
- 4DD - 4GG
- 5DD - 5GG
- 7DD - 7GG
- 8DD - 8FF
- 9DD - 9FF
- 10DD - 10FF



4.u (Lower Floor)

Poster Sessions:

- 3HH - 3KK
- 4HH - 4KK
- 5HH - 5KK
- 7HH - 7KK
- 8GG - 8KK
- 9GG - 9KK
- 10GG - 10KK



Premium Commercial Exhibitors

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Website : www.elsevier.com/

Telephone : +44 20 7424 4200
Booth : C3 / C4

ELSEVIER

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Kyoto Kagaku Co., Ltd.

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Website : http://www.kyotokagaku.com/

Telephone : +81-75-605-2510
Booth : C9



This year, KYOTO KAGAKU celebrates its 70th anniversary. As its latest development to add range of trainers with true-to-life touch to skin, the company presents new PALPATION trainers to hone the fundamental skills in physical assessment and examination. Put your HANDS-ON the new trainers to feel the quality. Reality in touch and feeling and possibility of use of real clinical devices are one of constant key features that the company pursues. Kyoto Kagaku will keep striving further add stimulating experience in training environment, integrating its wide range of history from ultrasound and radiology to computer based technologies.

Laerdal Medical As

Email : post@laerdal.com
Website : www.laerdal.com

Telephone : +47 5151 1700
Booth : C16



Laerdal

helping save lives

Laerdal Medical is dedicated to our mission of Helping Save Lives. For more than 50 years, Laerdal has remained a world leader for training, educational and therapy solutions. In collaboration with renowned researchers and prominent partners, Laerdal develops products, programs, and services designed to increase survival, improve patient outcomes, and reduce medical errors. Trusted to build competence by healthcare providers, educators, and lay rescuers, our evidence-based solutions address the changing needs of healthcare organizations. By implementing what has been shown to work within resuscitation research, patient safety, and our global health initiatives, we believe we can help save 500.000 lives, every year.

Altus Assessments Inc (CASPer)

Email : dkraemer@altusassessments.com
Website : https://altusassessments.com

Telephone : +1-519-574-1274
Booth : C17



Altus Assessments provides admissions screening for people skills with our online CASPer test. We unburden admissions/selection committees with our reliable indicator of future performance that's been shown to have good predictive validity. Data from our partner schools has shown that inclusion of CASPer into their process widened access and increased the diversity of their interview pool. Over 50% of US MD Medical School applicants took CASPer in 2017 and over 125,000 applicants have taken the test since 2010 in Canada, USA and Australia. CASPer is reliable, has predictive validity, and is acceptable to test takers.

Anatomage

Email : table.europe@anatomage.com
Website : www.anatomage.com

Telephone : +39 02 87 25 92 28
Booth : C20 / C21

Anatomage

For the past ten years, Anatomage has been a leading medical device company driving innovation in the healthcare industry. Anatomage products are used in tens of thousands of clinics and hospitals internationally. These include image-guided surgical devices, surgical instruments, radiology software, and display equipment. Located in Silicon Valley, Anatomage has thrived in a place where innovation is a part of the culture. We are proud that our products are copied by other companies; we take it as proof that our ideas are pushing the industry. Anatomage continues to lead with innovations that will set the new standard of the future.

ProgressIQ

Email : ContactUs@ProgressIQ.com
Website : www.ProgressIQ.com

Telephone : 1 (800) 951-0768
Booth : C22

PROGRESS IQ

ProgressIQ is software as a service that combines all meaningful student performance data into a secure and intuitive web and mobile interface. ProgressIQ gathers information from your existing systems to aggregate preadmission, preclinical, national licensing exam, rotation, learning outcome, and residency selection data. Advisors, deans, and administrators can leave and review notes and uploaded documents regarding student performance. FERPA compliant, roles-based permissions provide appropriate access to every user. Empower advisors and deans through alerts and integrated information Streamline accreditation and institutional analysis to drive optimal decisions with aggregated, vetted, and trustworthy data. Effective, reliable, and affordable: ProgressIQ puts everything together.

22

Section 1

BMJ

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Website : bmj.com/company

Telephone : '+44 (0) 20 7111 1105
Booth : C24



BMJ has an established and growing portfolio of education and training services support them in their daily practice. Our commitment to evidence, peer review, and independence makes us a trusted partner. Along with our world renowned flagship title, The BMJ, we also offer over 60 journals, specialist online learning courses with BMJ Learning and BMJ Best Practice, for clinical decision support. Underpinning all our services is the belief that learning should be driven by the needs of learners, their patients and communities and it should have as its explicit purpose - high quality and safer healthcare.

VisualDx

Email : sales@visualdx.com
Website : www.visualdx.com

Telephone : +1-800-357-7611
Booth : C25



VisualDx is an award-winning web-based diagnostic clinical decision support tool used at over 2,300 hospitals, large clinics, and medical schools worldwide. Clinicians at any level, from medical students to practicing physicians, can build a differential diagnosis in seconds or use the powerful search function to access patient-specific clinical information and images. VisualDx is the tool of choice for academic institutions that want to enhance diagnostic accuracy, aid therapeutic decisions, and improve patient safety.

Speedwell Software

Email : info@speedwellsoftware.com
Website : www.speedwellsoftware.com

Telephone : +44 1223 851703
Booth : C28



Speedwell is a world leading exam software provider – over 2 million exams each year are powered by our products. The eSystem allows you to run world-class MCQ and OSCE exams online. Tasks and processes are managed in one easy-to-use integrated tool, flexible enough to be customised to individual requirements. Creating, administering, analysing and reporting within one system brings both organisational efficiencies and meaningful insights. With Speedwell you also have the additional flexibility of running exams both electronically and on paper.

Maxinity Software Ltd

Email : info@maxinity.co.uk
Website : www.maxinity.co.uk

Telephone : +44 (0)117 428 0550
Booth : C32



Maxinity's software solutions revolutionise the way healthcare education providers administer their courses and assessments, helping provide excellence in education.

SYNBONE AG

Email : sales@synbone.com
Website : www.synbone.com

Telephone : '+41 81 300 02 80
Booth : C34



For over 30 years, SYNBONE continues to be a global market leader providing the latest in anatomical models to train and educate healthcare professionals. Our models reflect the latest requirements to obtain the best education outcome. Furthermore SYNBONE offers skill stations and customised solutions for surgical education. SYNBONE's skilled engineers are designing innovative products by using comprehensive 3D engineering tools. We use the newest 3D-Technologies and offer high quality products that meet our customers need. We design custom-made models for orthopaedic, skills training, surgical simulation and biomechanical testing. Please let us know your challenges and requirements by visiting our booth.



Standard Commercial Exhibitors

Wolters Kluwer

Email : europe@ovid.com
Website : www.ovid.com

Telephone : +44 20 3197 6723
Booth : C1



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iSimulate

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Website : www.isimulate.com

Telephone : +61 2 6129 8200
Booth : C2



iSimulate provides smart simulation solutions that are used by organisations across the world.

Myprogress from MyKnowledgeMap

Email : info@myknowledgemap.com
Website : www.myknowledgemap.com

Telephone : +44 1904 659465
Booth : C5



Myprogress from MyKnowledgeMap is the leading mobile assessment product for assessing capability and competence in challenging clinical environments where it may be difficult to get online. It allows students, observers and other stakeholders to provide electronic evidence of skills, ratings, and rich feedback, while progress reporting and framework mapping tools let you track competencies. MyKnowledgeMap is a leading assessment software and solution specialist with a focus on medical education, mobile observational assessment and showcasing personal competence.

McGraw-Hill Education

Email : afsana.akhtar@mheducation.com
Website : www.mheducation.co.uk

Telephone : +44 203 429 3411
Booth : C6



At McGraw-Hill Education we believe that learning changes everything. Our teams of learning engineers, content developers and pedagogical experts team with partners across the globe to create solutions that are proven to boost pass rates, increase grades and build engagement for each and every learner while improving outcomes for all. We believe our contribution to creating a brighter future lies with our deep understanding of how learning happens and how the mind develops. Based on this, we develop methods to make the learning process more effective, and we apply all of this to creating digital and print solutions that empower educators and propel learners on a path toward success.

Erlor-Zimmer GmbH&Co.KG

Email : info@erler-zimmer.de
Website : x www.erler-zimmer.de

Telephone : +49 7841 60030
Booth : C7



Founded in 1950, Erlor-Zimmer is a manufacturer and supplier of medical teaching materials such as anatomical models, charts, training models and manikins

Body Interact

Email : info@bodyinteract.com
Website : http://bodyinteract.com/

Telephone : + 351 239 090 850
Booth : C8



Body Interact™ is a clinical education simulator, based on virtual patients, where each patient mimics reality. It comprises a set of advanced algorithms that reacts to all your actions, allowing you to test and improve your critical decision capabilities by experiencing many clinical challenges. Moving from passive to experiential learning.

Royal College of Physicians and Surgeons of Canada/CanMEDS

Email : canmeds@royalcollege.ca
Website : www.royalcollege.ca

Telephone : +1-613-730-8177
Booth : C10



The Royal College of Physicians and Surgeons of Canada's CanMEDS physician competency framework defines the core knowledge, skills and abilities of specialist physicians. Visit Booth C10 to learn more about CanMEDS and Canada's innovative competency based medical education system known as Competence by Design (CBD)

Wisepress Ltd

Email : bookshop@wisepress.com
Website : www.wisepress.com

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3B Scientific GmbH

Email : info@3bscientific.com
Website : 3bscientific.com

Telephone : +49 40 73966-0
Booth : C12



3B Scientific provides high quality products made of durable material at fair prices. As a trusted leader in the global anatomical market, the company is now focusing on the development of medical simulators for basic, intermediate and advanced skill training. For more information please visit 3bscientific.com.

Amboss GmbH

Email : hello@amboss.com
Website : www.amboss.com/us

Telephone : +49-30-5770221-50
Booth : C13



AMBOSS is an all-in-one learning education platform for medical students to study and prepare for exams. It combines a library with series of 800+ Learning Cards to test future physicians' medical knowledge on an array of clinical topics, along with a Questions Bank that covers 15,000+ clinical knowledge areas.

Fry IT

Email : info@fry-it.com
Website : www.fry-it.com

Telephone : +44 20 7096 8800
Booth : C15



Fry-IT is a dynamic, flourishing software company that specialises in software for e-assessment. We work with top Universities and Royal Colleges in the UK and across the world in close partnership that has allowed us to create powerful software solutions whilst building an expertise in assessment theory and exam delivery.

Sectra

Email : info.medical@sectra.com
Website : sectra.com/medical/solutionarea/medical-education/

Telephone : +46 13 23 52 00
Booth : C18



The Sectra Education Portal is a cloud-based library of real-life clinical data that ties in normal anatomy, pathology, orthopaedics, oncology, surgery, and other specialties. Teachers and students can access it from different devices like the Sectra Table, Sectra Board, laptops, tablets or cellphones to intuitively interact with anonymized clinical content.

Primal Pictures Ltd

Email : info.medical@sectra.com
Website : https://primalpictures.com/

Telephone : +1 888 670 8900
Booth : C19



Since 1991, Primal Pictures has led the way in creating the world's most medically accurate and detailed 3D digital human anatomy solutions. Millions across the globe rely on our engaging, web-based resources to master the learning and teaching of anatomy, support clinical decisions and patient communication, and enhance business strategies.

Oxford Medical Simulation

Email : jack@oxfordmedicalsimulation.com
Website : www.oxfordmedicalsimulation.com

Telephone : +44 7515 281397
Booth : C23



Oxford Medical Simulation deliver virtual reality medical simulation. In VR, learners can practice in true-to-life clinical scenarios before receiving debrief, personalised feedback and performance metrics. Our system runs without the need for faculty, allowing institutions to free up time, space and optimise delivery of clinical training at scale.



Surgical Science

Email : info@surgicalscience.com
Website : http://www.surgicalscience.com

Telephone : +46 317416560
Booth : C26

surgicalscience

Surgical Science is the leading supplier of virtual reality simulators for medical training. Our training systems for laparoscopy and endoscopy are used by medical training centers and institutes worldwide for practice, validation and certification of students, surgeons, and medical doctors.

Qpercom

Email : info@qpercom.com
Website : www.qpercom.com

Telephone : +353 91 395416
Booth : C27



Qpercom is a global leader in advanced assessment solutions, serving universities and organisations worldwide since 2008. Our portfolio of software and analysis features include Recruit for MMIs, Observe for OSCEs, Entrust for EPAs and Choice for MCQs. Qpercom's systems increase quality standards and facilitate analysis during and post assessment.

Lecturio

Email : thiemo.weiser@lecturio.com
Website : www.lecturio.com

Telephone : +49 34135569980
Booth : C29



Lecturio is the Next-Generation Medical Teaching Support that empowers your faculty to improve student performance by elevating their teaching to the next level. Help your students perform better today so they can become better doctors tomorrow. www.lecturio.com

www.vonHagens-Plastination.com

Email : contact@guben.plastination.com
Website : www.vonHagens-Plastination.com

Telephone : +49 3561 5474 306
Booth : C30



As the leader in Plastination our mission is to advance the education of medical and health sciences.

VRmagic GmbH

Email : info@vrmagic.com
Website : www.vrmagic.com

Telephone : +49 400 416 0
Booth : C31



VRmagic is a leading provider of high-end virtual reality simulators for training of medical students and doctors in ophthalmology. Simulators for medical education are Eyesi® Direct Ophthalmoscope for training of retinal examinations and Earsi® Otoloscope for examinations of the ear. All VRmagic simulators offer a standardized curriculum and evidence-based assessment.

Limbs & Things Ltd

Email : sales@limbsandthings.com
Website : www.limbsandthings.com

Telephone : +44 1173 110500
Booth : C33



With over 25 years of research and experience in healthcare simulation, Limbs & Things is a leader in the medical education field. Our trainers provide a realistic hands-on learning experience for academic and clinical professionals.

ExamSoft

Email : mtadman@examsoft.com
Website : www.examsoft.com

Telephone : +19 544 298889
Booth : C35



As a leading computer-based testing and analytics platform, ExamSoft's embedded-assessment solution provides educators with in-depth data that gives insight into student learning. Its software enables clients to efficiently administer assessments and analyse data to improve curricular and test design, help accreditation compliance, and encourage student self-directed learning.

Gesellschaft für Medizinische Ausbildung

Email : kontakt@gma-dach.org
Website : www.gma-dach.org

Telephone : +49 9131 977986555
Booth : NP2



The Gesellschaft fuer Medizinische Ausbildung (GMA) is the German(-speaking) Association for Medical Education, including Austria and Switzerland. We are a scientific membership organisation with the objective of promoting medical education, continuing education and advanced training in research, teaching and practice. The GMA publishes the GMS Journal for Medical Education.

IDEAL Consortium

Email : ideal.consortium.contact@gmail.com **Telephone** : +852 6449 4135
Website : www.idealmed.org **Booth** : NP6



IDEAL is a non-profit international partnership consortium between medical schools sharing and administering assessment items (MCQ, EMQ, SAQ, OSCE). The new secure cloud-base portal allows efficient online access to the shared question bank. mailto:info@idealmed.org

Umbrella Consortium for Assessment Networks

Email : info@ucan-assess.org **Telephone** : +49 6221 1867497
Website : www.ucan-assess.org **Booth** : NP8



As a leading non-for-profit organization we connect almost 70 institutions worldwide in the field of educational examinations. Our activities are the development of software tools, research in assessment as well as consultancy and networking in order to promote cooperation between institutions.

Cambridge Assessment Admissions Testing

Email : qureshi.y@cambridgeenglish.org **Telephone** : +44 7714 775548
Website : http://www.admissionstesting.org/ **Booth** : NP11



Cambridge Assessment Admissions Testing is a not-for-profit department of the University of Cambridge. We offer a range of tests to support selection and recruitment for higher education, professional organisations and governments. Underpinned by robust and rigorous research, our assessments include admissions tests for medicine and healthcare and behavioural styles assessment.

Cardiff University

Email : medicaleducation@cardiff.ac.uk **Telephone** : +44 2920687451
Website : www.cardiff.ac.uk/medicaleducation **Booth** : NP12



Medical Education @ Cardiff promotes excellence in learning and teaching, educational scholarship and research. Our teaching portfolio includes Masters, Diploma and Certificate in Medical Education and a wide range of continuing professional development activities designed to develop excellence in clinical teaching.

NEJM Knowledge+

Email : knowledgeplussupport@nejm.org **Telephone** : +1-781-434-7130
Website : https://knowledgeplus.nejm.org/ **Booth** : NP13



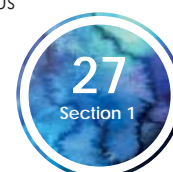
NEJM Knowledge+, from NEJM Group, is designed to build your trainees' knowledge and improve their patient care while promoting active, essential learning. Developed for busy clinicians and other healthcare professionals, this product employs adaptive learning technology to ensure an engaging, efficient, and effective learning experience. For more information visit knowledgeplus.nejm.org.

School of Health Professions Education

Email : She@maastrichtuniversity.nl **Telephone** : +31-43-3885714
Website : www.maastrichtuniversity.nl/she **Booth** : NP19



SHE is a highly accredited and awarded Research School in Health Professions Education with an international focus on innovative learning. SHE offers a broad range of off-and online courses, and a Master and PhD degree programme for professionals with the ambition to build a career in health professions education.



American Board of Medical Specialties

Email : info@abms-i.org
Website : <https://www.abms-i.org/>

Telephone : +1-312-436-2600
Booth : NP20



The American Board of Medical Specialties (ABMS) is the leading organization overseeing physician certification in the United States. ABMS establishes the standards used to evaluate, assess, and certify physician specialists. ABMS International leverages this expertise globally to assist others in enhancing their physician certification programs. Contact info@abms-i.org.

Elentra

Email : simpson@queensu.ca
Website : <https://elentra.org>

Telephone : +1-613-484-7254
Booth : NP21



Elentra is an Integrated Teaching and Learning Platform that provides learners, instructors, and curriculum administration with a simple way of accessing, interacting, and managing information within a unified online environment. The Elentra Platform is purpose-built for medical education, with full support for curriculum management, clinical scheduling, assessment, and evaluation.

FAIMER

Email : inquiry@faimer.org
Website : www.faimer.org

Telephone : +215-823-2105
Booth : NP22



FAIMER is committed to improving world health through education. FAIMER concentrates its efforts in low-income regions in Asia, Africa, and Latin America, and focuses on three specific strategies: faculty development, targeted research that informs health workforce policy and practice, and development of data that advances educational quality improvement decisions.

National Resident Matching Program International

Email : nrmpinternational@nrmp.org
Website : www.nrmpintern+J42ational.org

Telephone : +1-866-653-6767
Booth : NP23



National Resident Matching Program International (NRMPI), a physician matching service, uses an internationally-recognized, proprietary, mathematical algorithm to place applicants into training programs based on ranked preferences of each party. NRMPI uses web-based software to produce accurate, reliable, and unbiased results tailored to the needs of each host country.

Qatar Council for Healthcare Practitioners Accreditation Department, Ministry of Public Health

Email : saboulsoud@moph.gov.qa
Website : www.qchp.org.qa/en/Pages/Accreditation.aspx

Telephone : +97444070331
Booth : NP26



The Qatar Council for Healthcare Practitioners (QCHP) is a non-profit government body that regulates the healthcare practice and medical education in State of Qatar. The Accreditation Department is one of 3 pillar departments of the QCHP.

National Board of Medical Examiners (NBME)

Email : ecooper@nbme.org
Website : www.nbme.org

Telephone : +1-215-590-9500
Booth : NP28



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

Nanyang Technological University Lee Kong Chian School of Medicine

Email : mersu@ntu.edu.sg
Website : www.lkcmedicine.ntu.edu.sg

Booth : NP29



The Lee Kong Chian School of Medicine, a partnership between Nanyang Technological University, Singapore and Imperial College London, is training a generation of doctors who will put patients at the centre of their exemplary medical care.

Association of American Medical Colleges (AAMC)

Email : webmaster@aamc.org
Website : www.aamc.org

Telephone : +1-202-828-0400
Booth : NP30



The Association of American Medical Colleges supports the academic medicine community to help improve health care. Members include 151 U.S. and 17 Canadian medical schools and nearly 400 teaching hospitals / health systems.

- Academic Medicine: academicmedicine.org
- Learn Serve Lead: The AAMC Annual Meeting: aamc.org/learnservelead
- MedEdPORTAL : mededportal.com
- The VSLO Program: aamc.org/vslo.

St George's, University of London

Email : pec@sgul.ac.uk
Website : <https://sgul.ac.uk/study/professional>

Telephone : +44 208 266 6816
Booth : NP31



St Georges, University of London is a well-established institution with a strong 250 year history. It is the UK's only university dedicated to medical and health sciences education, training and research. Our new Professional Education portfolio aims to develop people who meet today's healthcare needs and tomorrow's healthcare challenges.

Standard Not-for-Profit Exhibitors

ASME

Email : info@asme.org.uk
Website : <https://www.asme.org.uk>

Telephone : +44 131 2259111
Booth : NP1 / NP4



ASME'S aim is to meet the needs of educators, learners, and policymakers by supporting scholarship, inquiry and research-informed best practice within medical education

IMPP

Email : info@impp.de
Website : <http://www.impp.de>

Telephone : +49613128130
Booth : NP3



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

Academy of Medical Educators

Email : info@medicaleducators.org
Website : medicaleducators.org

Telephone : +44 2920 687066
Booth : NP9



AOME provides leadership and standards for all those involved in the education and training of students and practitioners in medicine, dentistry and veterinary science.

IAMSE

Email : support@iamse.org
Website : www.iamse.org

Telephone : + 1 (304) 522 1270
Booth : NP10



IAMSE is a nonprofit professional development society organized and directed by health professions educators whose goals include promoting excellence and innovation in teaching, student assessment, program evaluation, instructional technology, human simulation, and learner-centered education.

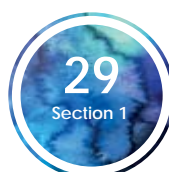
The College of Family Physicians of Canada

Email : info@cfpc.ca
Website : www.cfpc.ca

Telephone : +19056290900
Booth : NP14



The College of Family Physicians of Canada is the professional organization responsible for establishing standards for the training, certification and lifelong education of family physicians.



NACT UK

Email : office@nact.org.uk
Website : www.nact.org.uk

Telephone : +44 1908 272898
Booth : NP15

NACT UK is a member organisation supporting and representing local leaders who deliver medical and dental education in the four countries of the UK.



University of Toronto Centre for Interprofessional Education

Email : belinda.vilhena@uhn.ca
Website : www.ipe.utoronto.ca

Telephone : +14166035800
Booth : NP16



We build IPE/IPC capacity for collaboration among healthcare learners, educators, practitioners, scholars & leaders. We offer certificate programs (EHPI, CCL), customized workshops, onsite consultations.

The Michener Institute of Education at UHN

Email : info@michener.ca
Website : https:michener.ca

Telephone : +1 416 596 3101
Booth : NP17



The only institution in Canada devoted exclusively to applied health sciences education, The Michener Institute is a leading academic partner for the healthcare system in Ontario and beyond

Taylor & Francis

Email : enquiries@taylorandfrancis.com
Website : http://taylorandfrancis.com/

Telephone : +44 20 7017 6000
Booth : NP18



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Taylor & Francis Group are a world-leading publisher of journals and books in medicine; including Dove Medical Press, who are a specialist open access publisher.

Journal Of Graduate Medical Education (JGME)

Email : jgme@acgme.org
Website : www.jgme.org

Telephone : +13127555016
Booth : NP24



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

www.demdx.com

Email : info@demdx.com
Website : http://demdx.com/

Telephone : +44 7769671520
Booth : NP25



Creating engaged, clinically confident student doctors. Dem Dx takes trainee doctors from Presentations through to Differentials and Diagnoses, matching how patients present in clinical practice.

Academic Stands

Faculty Of Medicine, University Of Basel

Telephone : +41 61 207 1922
Email : cornelia.greub@unibas.ch
Booth : A1

Monash Institute for Health and Clinical Education

Telephone : +61 3 99055112
Email : MIHCE-Inquiries@monash.edu
Booth : A13

Global Alliance for Medical Education (GAME)

Telephone : +1 609-903-4087
Email : info@game-cme.org
Booth : A2

St. George's University of London

Booth : A14

University of Edinburgh

Telephone : +44 131 242 6536
Email : clinicaleducation@ed.ac.uk
Booth : A3

Aliz Educational Institutions

Telephone : +923454048791
Email : syedzapharabbas@yahoo.com
Booth : A4

International Medical University

Telephone : +60386567228
Email : vishnadevi_nadarajah@imu.edu.my
Booth : A6

University Of Dundee

Telephone : +44 1382 383460
Email : v.k.edwards@dundee.ac.uk
Booth : A8

Harvard Medical School Master's in Medical Education Program

Telephone : +617-432-6074
Email : MMSc_Med_Ed@hms.harvard.edu
Booth : A12

Advance-Higher Education

Telephone : +44 1904 717640
Email : becky.smith@advance-he.ac.uk
Booth : A16

European Board of Medical Assessors

Telephone : +31 43 388 5733
Email : info@ebma.eu
Booth : A17

UDREM: Unit Of Development And Research In Medical Education

Telephone : +41 22 379 51 20
Booth : L1

Center For Interprofessional Simulation / CMU

Telephone : +41 22 379 51 50
Booth : L2

IML: Institute Of Medical Education

Telephone : + 41 31 631 62 03
Email : elisabeth.pacher@iml.unibe.ch
Booth : L3



Essential Skills in Medical Education

Opportunities to join an upcoming ESME Course

The Essential Skills in Medical Education (ESME) courses are designed for teachers and trainers working in undergraduate, postgraduate, and continuing education in the health care professions. They are appropriate both for those new to teaching and for teachers with years of experience who want an update on current practice and a greater understanding of basic principles. Most are available in a choice of online or face-to-face formats. The ESME course has been adapted to meet student needs.

Face-To-Face

ESME
5-9 October 2018, Russia

ESME and RESME (Research)
1-5 November 2018, China

ESME Leadership
1-6 December 2018, China

ESMEA (Assessment)
9-13 Jan 2019, APMEC Singapore

ESME
10-13 Jan 2019, APMEC Singapore

ESME
7-11 June 2019, IAMSE Roanoke USA

ESME and RESME
*24-28 Aug 2019, Vienna, Austria

*additional courses will be available

Online

ESME II Skills in Action
25 Sep-20 Nov 2018

ESME
1 Oct-21 Dec 2018

ESMEA
24 Sep—14 Dec 2018

ESME Student
21 Jan-13 Apr 2019

ESMEA
14 Jan—29 April 2019

ESME II Skills in Action
2 Apr-28 May 2019

ESME
8 Apr-28 June 2019

RESME
15 Apr-5 July 2019

Please see the new ESME brochure or visit us at the AMEE stand to find out more.



Pizza and Beer Evening

We hope you will join us on the evening of Tuesday 28 August for a relaxed networking evening consisting of pizza, dessert, entertainment and drinks (two drinks are included and there will be a cash bar available).

Time 1800-2000

**Tickets are €38.00
plus Swiss VAT per person.**

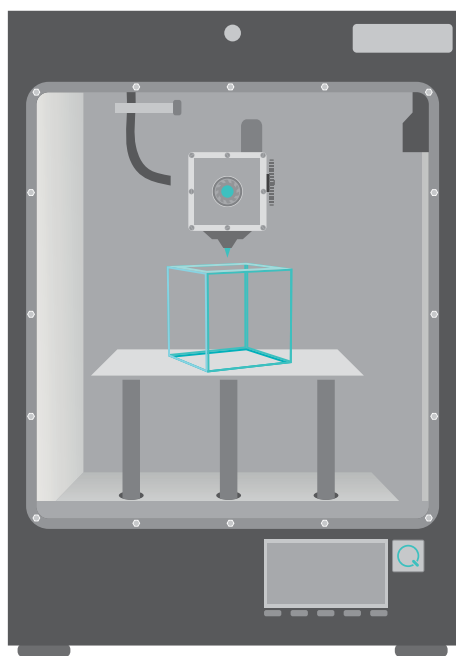
For further information contact
amee@worldspan.co.uk



Visit to the 3D Print Lab at the University Hospital Basel



Wednesday 29 August 2018 (13:30-14:30)



The 3D Print Lab at the University Hospital Basel was founded in 2016 as a joint venture of the departments of cranio-maxillofacial surgery and radiology. Here, experts from various clinical areas meet to carry out surgical planning based on medical imaging, and to fabricate anatomical models, produce cutting templates, or provide training and educational models for students and young doctors. The 3D Print Lab is a service provider and research platform for any kind of additive manufacturing for internal and external partners.

During the visit to the 3D Print Lab, the essentials of the production of anatomical 3D models on the basis of CT data sets are presented. Some of the more than 20 printers will be demonstrated and visitors will have the opportunity to take a closer look at some of the hundreds of 3D-printed anatomical models. Website: www.usb.ch/3dprintlab

AMEE and the Surgery Track committee thank Dr. Florian Thieringer, Dr. Philipp Brantner, and their colleagues and the university for hosting this event.

Attendance is limited to 20 participants and a sign-up sheet will be available at the Registration Desk in Basel.

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ISSN 2312-7996



AMEE Fellowship



9Y : Workshop: Supporting a community of young educators through the AMEE Fellowship

Location : Samarkand, 3rd Floor, CCB

Date : Tuesday 28th August

Time : 1400-1530 hrs

The AMEE Fellowship recognises members of AMEE who have demonstrated a consistent commitment to medical/health professions education through their scholarly contributions to the field. This may be at the level of Associate Fellow (AFAMEE) or Fellow (FAMEE). The aim of the Fellowship is to assist medical/health professions educators around the world to gain recognition, and to emphasise their concomitant responsibility to contribute to the development of colleagues. The AMEE Fellowship welcomes applications from teachers in the healthcare professions who can demonstrate scholarship and commitment to teaching.

Come to meet the AMEE Associate Fellows in a workshop to share some of their examples of supportive networks for novice teachers and some ideas that could be created through the Fellowship scheme. If you can't come to the workshop, why not call at the AMEE Exhibition stand to talk to some of the Fellows and Associate Fellows about the benefits for you of becoming an AMEE Associate Fellow?



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 in the following ways:

ASPIRE-to Excellence Awards:

To be announced on Monday 27 August

Miriam Friedman Ben-David Award:

To be announced on Tuesday 28 August

AMEE Fellowship:

- Chris Skinner, Australia
- Judy McKimm, UK
- Zalim Balkizov, Russia
- Michelle McLean, Australia
- Ian Wilson, Australia
- Eeva Pyörälä, Finland

AMEE Associate Fellowship:

- Catherine Regan, Australia
- Minna Kaila, Finland
- Paulina Sobierańska, Poland
- Tripti Srivastava, UK
- David Carr, USA
- Helena Filipe, Portugal
- Nasir Afsar, Saudi Arabia
- Ewa Pawlowicz, Poland
- Zhimin Jia, China
- Sateesh Babu Arja, UK
- Anita Laidlaw, UK

ESME Certificate in Medical Education:

AMEE ESME Specialist Certificate in Medical Education

- Dimitri Parra

Essential Skills in Medical Education (ESME)

- Adam Poliwczak
- Adrian De Gifis
- Aedheen Regan
- Agata Bechtold
- Agnieszka Pacyk
- Aisha Wali
- Aishah Mohd Zain
- Aiveen Banna
- Ajmal Khan
- Alisa Doak
- Alison Pitts
- Almoutaz Alkhier Ahmed
- Amal Surrati
- Ana-Teresa Maia
- Andrea Rosselot
- Andrew Moon
- Angalie Abraham
- Angela HENDERSON
- Anila Jamshed
- Anit Manudhane
- Anna Blenda
- Anna Creelman
- Anna Krzyminska
- Anna Windsor
- Anna Zalewska-Janowska
- Anne Weisman
- Antonia Cecilia Valenzuela Villasanté
- Antonio Ramirez Rodríguez Aliro
- Astrid Caicha
- Atiya Rohilla
- Aurelie Du-Thanh
- Ayesha Anwar
- Barend Dreyer
- Bashar Zeidan
- Bashayer Zein
- Bernadita Severin
- Bhavana Annabattula
- Binu Shrestha
- Brian Ratliff
- Bruno Pastene
- Bryony Allen
- Butchi Raju Akondi
- Camila Ortiz
- Carlos Cotrim
- Caroline Guirgis
- Cesar De Sousa
- Chandrashekhara Apte
- Chao Wu
- Charles-André Philip
- Christine Guirgis
- Christophe Montessuit
- Christopher Fong
- Claudia Meza
- Claudia Orellana
- Colleen Prati
- Colleen Green
- Constanza Pacheco
- Cortny Williams
- Craig Ferguson
- Cynthia Rojas
- Damien Roux
- Daniel Briones
- Daniel Fletcher
- Daniela Abreu Nunes
- Daniela Paz Zapata Galaz
- Debora Silva
- Deven Prasad Sharma
- Djamilia Bennabi
- Dmitry Napalkov
- Donna Curnow
- Eleanor Livings
- Emma Hendry
- Enas Mohammed Khalil Shareef
- Enrique Gonzalez
- Faiz Motiwala
- Federico Aronsohn
- Firas Alobidi
- Fivzia Herekar
- FJ Dhahir
- Florencia Margarita Barba Salas
- Frédéric Haesebaert
- Freya Ashman
- Frieda-Elisje Dreyer
- Gabriela Alliaume
- Ghina Shamsi
- Giovanni Piumatti
- Guillaume Beesch
- Hassan Alshehri
- Helen Palfrey
- Horacio Yulitta
- Hortense Cotrim
- HU Wen-jie
- Ian MacPhee
- Imran Mirza
- Isabel Palmeirim
- Ivane Abiatari
- Ivy Ang Wei Ling
- Jacqueline Heagney
- Jamal Omer
- James Strange
- Jared Ivan Linco Olave
- Jasheen Mangat
- Javiera Cortes Navarro
- Jean-Baptiste Fassier
- Jennifer Conlan
- Jennifer Hotzman
- Jenny Wares
- Jessica Duong
- Joanna Włodarczyk-Bulska
- John Nixon
- Jonathan Clarke
- Jose Braganca
- Joseph Amoah Adu
- Joyce Gao
- Juan Pablo Espejo Leiva
- Jyoti Paul
- Kaja Kierlik
- Kamal Haron
- Karolina Supet
- Kate O'Callaghan
- Kathryn Saba
- Kathy Pittman
- Kattie Fullerton
- Kelly Reed
- Kerrie Stewart
- Khalid Aljohani
- Khlood Alnaeem
- Kirsty McColl
- Lee Weixian
- Leng Un
- Lijun Yang
- Lingling Xu
- Lisa Madison
- Logan Bale
- Loreto Romero
- Mai Ibrahim Taha Omer
- Maizatullifah Miskan
- Majed Alshahrani
- Malgorzata Greber
- Manish Mishra
- Marc Lilot
- Marcos Egana Acevedo
- Maria Colon-Gonzalez
- Maria Ernestina Reig
- Maria Francisca Wiegand Plagmann
- Maria Szubert
- Marie-Laure Charkaluk
- Mariluz Henshaw
- Marina Ly
- Marion Cortet
- Mark Toppin
- Martina Schembri
- Mary Gibby
- Maryam Fourtassi
- Masatoshi Hirayama
- Mathilde Lescat
- Maxamiliano Espinosa
- Maya Gopalakrishnan
- Melanie Korndorffer
- Melanie Nicole Craig
- Mercela Tamashiro
- Michael Cossoy
- Michiko Nakazato
- Militzen Tapia
- Moawia Elbadri
- Mohammed Alhassan
- Mon Mon
- Monika Lukomska-Szymanska
- Mourao Carvalho
- Muhammad Rafique Sial

- Nada Elnugomi
- Nadia Amyai
- Nancy contreras
- Nancy Sadka
- Naomi Earl
- Nayadet Lucero G.
- Neelam Kumari Bhaskar
- Neetu Kumar
- Neville Greening
- Nicholas Ng Beng Hui
- Nicole Fuentes
- Niki Newman
- Nilantha Dharmasena
- Niral Shah
- Omir Aldowah
- Pablo Ignacio Canales Moya
- Pamela Gillick
- Paolo Araneda
- Paramintra Chitmanee
- Patricia Wetherill
- Patrick friis
- Patrick Tai
- Patrick Truffert
- Patrick William Frank
- Paul Frappe
- Paula Medina
- Paulina Bustos Korts
- Paz Fernandez-Nino
- Pedro Castelo Branco
- Peter Vajer
- Petra Meche
- Philemon Huang
- Philippa Shaw
- Piera Ramelli
- Piseth Dalin Chea
- Prasanna Beyrathna
- Praveen Kottah Veetil
- Priyaben Mehta
- Rachel Morrow
- Rajeev Ramachandran
- Raksmei Ea
- Ramkumar Swaminathane
- Raquel Andrade
- Rebecca Farley
- Rebecca Grainger
- Rebecca Liong
- Rebecca Thompson
- Renee Chosed
- Rhonda Kaufman
- Rivera Gala Chavez
- Roberto Luigi Cazzato
- Robin Clayton
- Rodrigo Aguilera Tapia
- Rory Thompson
- Rosario Anon
- Rubaba Azim Syeda
- Ruben Daniel Arellano
- Ruth Lawless
- Ryan Cavanaugh
- Saba Shahid
- Safa Gurashi Abdalla
- Sairaj Puvinathan
- Sajid Khan
- Sandeep Kapur
- Sandra Pais
- Sandra Silva
- Sarah Cavanaugh
- Savva Pronin
- Sean Dulloo
- Selen Olgun
- Senthil Krishnamoorthy
- Serey Seng
- Shabbir Ahmad
- Shamini Ramoo
- Sheeraz Siddiqui
- Shoukat Memon
- Sinead McNally
- Skye Boughen
- Sophie Withers
- Sowkath Ali
- Sreypeou Krin
- Steven Vilhem
- Stuti Joshi
- Su Lei
- Syed Eltayeb Elguzouli
Mohamed Khair
- Syed Farjad Sultan
- Syed Ghazanfar Saleem
- Syed Kamran Ahmed
- Tan Chi Hsien
- Tariq Shah
- Thomas Mayers
- Thomas Rogers
- Timothy Dennis
- Tobias Hovekamp
- Tom Price
- Uma Selvanathan
- Valentina Juanet Lecaros
- Valentina Parga
- Veronica Andrea Campos Varas
- Victor Hugo
- Victor Soto Adan
- Vidyadhar Mali
- Vijna Hiteshna Boodhoo
- Wael Osman
- Wen Yihui
- Xiangxue ZHOU
- Yasmin Idu Jion
- Yeoh Ting Ting
- Yihui Wen
- Youzhen Qin
- Zafar Zaidi
- Zhu Chuen Oong

ESME Student

- Ainsley Backman
- Alex Noakes
- Alyss Robinson
- Arun Ahluwalia
- Ben Hoatson
- Bora Sovady
- Carl Sartori
- Chelsea Reedman-Hawes
- Chloe Bromley
- Chuon Sophanith
- Evdoxia Mavronicola
- Frazer Snowden
- Gechhuoy LIM
- George Tendwa Ongas
- Georgia Powell
- Ghita Hjiej
- Harry Philips
- Hen Sokmonich
- Idil Kina
- Jamie Patel
- Katrina Mikhail
- Kirolos Nan
- Lauren Middleton
- Linh Ma
- Louis Bonnet
- Makara Sopheak
- Margareth Grupp
- Mazin Mukhtar
- Miguel Angel Castilla Moreno
- Millie Xue
- Molly Bradbury
- Monika Stepien
- Monireak Dul
- Naimi Abshir Ali
- Ngoc Tran
- Phoebe Cross
- Priya Shah
- Sashika Samaranyaaka
- Savin Sovat
- Serena Giga
- Sree Chellappan
- Stewart Hazelton
- Sun Sihanithnovy
- Tep Chanthearoth
- Vaishak Suresh
- Yi Bunsopheavotey
- Zuzanna Nowicka

ESME Lead Complex Change

- Ainsley Backman
- Alex Noakes
- Alyss Robinson
- Arun Ahluwalia
- Ben Hoatson
- Bora Sovady
- Carl Sartori
- Chelsea Reedman-Hawes
- Chloe Bromley
- Chuon Sophanith
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- Stewart Hazelton
- Sun Sihanithnovy
- Tep Chanthearoth
- Vaishak Suresh
- Yi Bunsopheavotey
- Zuzanna Nowicka

Essential Skills in Medical Education Assessment (ESMEA)

- Alexandra Gawlowska-Marciniak
- Ana Gabriela Palis
- Andrzej Zytkowski
- Anna Erkiert-Polguj
- Anna Lipert
- Anna Maria Luisa Botto
- Anna Rutkowska
- Anna Samborska-Sablík
- Barbara Lapinska
- Baseem Abdulhadi
- Beata Brosowska
- Cezary Kulak
- Chen Liuhua
- Chen Wei
- Chuan Wang
- Chunhua Sun
- Daniel Young
- Dexi Wu
- Dominik Dabrowski
- Fan Lian
- Feng Pinning
- Fenhua Chen
- Grzegorz Wysiadeci
- Hala S. Arif Al Haj Afandi
- Hao Li
- He Ke
- Henry Ghanem
- HU Wen-jie
- Hui Zhou
- Izabela Szczerba
- Jaime Patricio Ubilla Macias
- Janusz Sikora
- Jianghui Liu
- Jianping Chu
- Jianping Xiang
- Jianyong Zou
- Jing Lai
- Joanna Gracka-Mankowska
- Joanne Lipinski
- John Egbuji MD
- Jolenta Zurawska-Olszewska
- Juan-ying Guo
- Junqiang Yin
- Junxun Li
- Khin Thida Win
- Krystyna Frydrysiak
- Lai Yinyan
- Leanne Sykes
- Lei Chen
- Liang Yu
- Liezl Koen
- Liu Juan

Essential Skills in Medical Education Assessment (ESMEA) Cont'd

- Malgorzata Pawelczyk
- Manxia Lin
- Marek Kasielski
- Margaret Giovanna Caro Villegas
- Marie-Louise Dick
- Mariusz Hartman
- Maung Maung Htwe
- Michal Dworzynski
- Mikio Hayashi
- Ming Wei
- Ming-Li Kong
- Minhao Wu
- Mmoloki Molwantwa
- Mon Mon
- Monika Lukoska-Szymanska
- Muhammed Elhady Muhamed Elgasim
- Muxue Yu
- Nan Jiang
- Peiqiang Su
- Qing-Tang Zhu
- Rafal Pawliczak
- Rafal Wlazel
- Ralf Brummerhoff
- Rosanne Skalicky
- Saeeda Paruk
- Sarah Walpole
- Shu Man
- Sireesha Bala Arja
- Tomasz Rechcinski
- Ugasvaree Subramaney
- Ulla Botha
- Wangkai Liu
- Wen Yihui
- Xinhua Zhang
- Xinyan Huang
- Xuelan Wang
- Xun Hou
- Yang Da-Ya
- Yang Dongjie
- Yanxin Wu
- Yijuan Li
- Yili Chen
- Yingyuan Li
- Yingzi Huang
- Yong Huang
- Yuan Yuan
- Yue Dianchao
- Yujin Ye
- YuKun Kuang
- Zhang Huanxiao
- Zhang Kunsong
- Zhaohui Zhang
- Zilun Li
- Xiaoyu Li

Research Essential Skills in Medical Education (RESME)

- R Baboolal

Research Grant:

- Anouk Wouters, VUmc School of Medical Sciences, Amsterdam, Netherlands – 'Unravelling stakeholders' discourses of selection for medical study and the emotions involved'
- Susan Humphrey-Murto, University of Ottawa, Canada – 'Learner Handover: How does it influence assessment?'

Medical Education in Resource Constrained Settings (MERCs) Grant:

- Mon Mon, University of Medicine 1, Yangon, Myanmar; Project: Faculty development in outcome – based education best practices for junior faculty in University of Medicine 1, Yangon, Myanmar

Student Initiative Grant:

- The Association of Medical Students Ireland; Project: Empowering Education Advocates
- UAEM Europe e.V.; Project: The Global Health Education Report Card Project

Medical Education Study Fellowship Award:

- Alberto Guerra García, Peru
- Lynelle Govender, South Africa
- Daniel Fernandes Mello de Oliveira, Brazil

Sino-Russian New Educator of the Year Award:

- Yingzi Huang, China

Zulfiqar Ali Khan Postgraduate Fellowships:

- Abdullatif Aydın, UK
- Claus Hedebo Bisgaard, Aarhus, Denmark
- Eleonora Leopardi, Australia
- Gwendolyn Tattao, Philippines
- Maud Kramer, Netherlands
- Monica Bernardo, Brazil
- Raunak Singh, Leicester, UK
- Rebecca Dube, Canada
- Remi Wolf, Stanford, USA
- Rikke Kaae, Denmark

Registration

0745-1730 Registration Desk Open Foyer South, Event Hall

Tours – all tours depart and return to Congress Center Basel

0830-1300 Colmar and Wine Tasting at Wolberger Winery
 1000-1200 Walking Tour of the City, including the Cathedral
 1330-1530 City Vintage Tram Tour
 1330-1600 River Cruise
 1400-1630 Beyeler Foundation Museum

AMEE Group Meeting

0830-1730 AMEE Executive Committee Meeting (closed meeting) MCH Lounge, Event Hall

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

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



0830-1630 **ESCEL – Essential Skills in Computer Enhanced Learning**
 Location: Boston 3, Ground Floor, CCB

0830-1730 **ESME – Essential Skills in Medical Education**
 Location: Delhi, Ground Floor, CCB

0845-1630 **RESME - Research Essential Skills in Medical Education**
 Location: Shanghai 2, Ground Floor, CCB

0900-1600 **ESCEPD - Essential Skills in Continuing Education and Professional Development**
 Location: Boston 1, Ground Floor, CCB

0900-1630 **ESMEOSTE – Essential Skills in Objective Structured Teaching Encounter**
 Location: Boston 2, Ground Floor, CCB

0900-1630 **ESMELead – Essential Skills in Educational Leadership and Management**
 Location: Shanghai 3, Ground Floor, CCB

0900-1700 **ESMEA - Essential Skills in Medical Education Assessment**
 Location: Shanghai 1, Ground Floor, CCB

Pre-Conference Workshops

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

0930-1630 **#PCW 1 Design thinking in healthcare professional education: the importance of creativity and innovation (lunch included)**
 John Sandars (Postgraduate Medical Institute, Edge Hill University, UK), Natalie Lafferty (Centre for Technology & Innovation in Learning, University of Dundee, UK), Rakesh Patel (University of Nottingham, UK)
 Location: Samarkand, 3rd Floor, CCB
 Note: Continues over lunch on Monday 1230-1330 in Wettstein, Floor 2, Swissotel

0930-1230



#PCW 2 Ensuring high quality standardized/simulated patient (SP) role portrayal

Beate Brem (Institute of Medical Education, University of Bern, Switzerland), Cathy Smith (Baycrest Health Sciences, Toronto, Canada), Claudia Schlegel (College of Higher Education of Nursing, Bern, Switzerland)
 Location: Kairo 2, Ground Floor, CCB

0930-1230

#PCW 3 Promoting interprofessional culture in health education

Joanne Wiesner Conti (adjoite scientifique, Interprofessional Simulation Center (CIS), Geneva, Switzerland), Amaury Goverts (Geneva University Hospital, Switzerland)
 Location: Darwin, Ground Floor, CCB

0930-1230

#PCW 4 Snakes and ladders: finding your way through the qualitative labyrinth

EXQUISITE, the European Center of Excellence in Qualitative Study and Inquiry in Teaching and Education (for health): Aileen Barrett (Royal College of Surgeons, Dublin, Ireland), Deirdre Bennett (University College Cork, Ireland), Anne de la Croix (Vrije Universiteit Amsterdam, Netherlands), Jenny Johnston (Queen's University Belfast, UK), Esther Helmich (University of Groningen, Netherlands), Anu Kajamaa (University of Helsinki, Finland), Karen Mattick (University of Exeter, UK), Terese Stenfors (Karolinska Institutet, Stockholm, Sweden)
 Location: Lima, Ground Floor, CCB

0930-1230

#PCW 5 Practical step by step approach to curriculum reform and development

Davinder Sandhu (Royal College of Surgeons in Ireland, Medical University of Bahrain, Bahrain), Salmaan Sana (Academy of Medical Specialists Better Future, Netherlands), Colin Greengrass (Royal College of Surgeons in Ireland, Medical University of Bahrain)
 Location: Kairo 1, Ground Floor, CCB

0930-1230



#PCW 6 ASPIRE ACADEMY: How to enhance student engagement at your school?

Marko Zdravkovic (University Medical Centre Maribor, Slovenia), Shelley Parr (Southampton University, UK), Harm Peters (Charité - Universitätsmedizin Berlin, Germany), Danai Wangsaturaka (Faculty of Medicine, Chulalongkorn University, Thailand), Kulsoom Ghias (Aga Khan University, Pakistan), Reiana Mahan and Debra Klamen (Southern Illinois University, USA)
 Location: Rio, 2nd Floor, CCB

1330-1630

#PCW 7 Engaging simulated participants (SPs) as educational allies: Optimizing their value in clinical teaching & learning

Debra Nestel (Melbourne Medical School, Australia), Kerry Knickle, Michener Institute, Canada), Gerard Gormley (Centre for Medical Education, Queen's University, N Ireland)
 Location: Lima, Ground Floor, CCB

- 1330-1630 **#PCW 8 Clinical reasoning difficulties during supervision and targeted support and remediation strategies**
Marie-Claude Audétat, Mathieu Nendaz, Thomas Fassier (University of Geneva, Switzerland)
Location: Kairo 1, Ground Floor, CCB
- 1330-1630 **#PCW 9 Mastering the skills and benefits of storytelling in Health Care – a half-full day primer for Interprofessional learning**
John Tegzes (Western University of Health Sciences, USA), Bryn Baxendale (Nottingham University Hospitals NHS Trust, UK), Susan Kennedy (Health Education England, UK), Amber Fitzsimmons (University of California San Francisco, USA)
Location: Kairo 2, Ground Floor, CCB
- 1330-1630 **#PCW 10 Greater than the sum of their parts. Exploring affordances & challenges of evidence syntheses of medical education research**
Tanya Horsley (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada), Alike Thomas (School of Physical and Occupational Therapy and Centre for Medical Education, McGill University, Canada), Ryan Brydges (Allan Waters Family Simulation Centre, St. Michael's Hospital & Department of Medicine, University of Toronto, Canada)
Location: Rio, 2nd Floor, CCB
- 1330-1630 **#PCW 11 Post Graduate Trainee Workshop: From Project to Career - A Primer on Building a Career in Medical Education**
Rille Pihlak (University of Manchester, UK), Matthew J. Stull (Case Western Reserve University, USA), Robbert Duvivier (Maastricht University, Netherlands), Margot Weggemans (University Medical Center Utrecht, Netherlands), Kevin Garrity (University of Glasgow, UK), Susannah Brockbank (University of Liverpool, UK)
Location: Darwin, Ground Floor, CCB

Coffee Break Times

For delegates who have registered to attend a pre-conference workshop, coffee will be available in Hall 4.0 at the following times:

Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530

Registration Desk / Exhibition

0745-2100	Registration Desk Open	Foyer South, Event Hall
1300-1630	Exhibitor Set Up	Hall 4.1/4.u
1400-1900	Poster Mounting	Hall 4.1/4.u
1845-2115	Exhibition Open	Hall 4.1/4.u

Tours – all tours depart and return to Congress Center Basel

1000-1200	Museum Tinguely
1030-1330	Walking Tour of the City, including the Cathedral and Kunstmuseum
1230-1700	Colmar and Wine Tasting at Wolberger Winery
1330-1600	River Cruise

Group Meetings

0800-0900	ASPIRE Assessment Panel (closed meeting)	Boston 2, Ground Floor, CCB
0800-0900	ASPIRE Curriculum Panel (closed meeting)	Kairo 2, Ground Floor, CCB
0800-0900	ASPIRE Faculty Development Panel (closed meeting)	Samarkand, 3 rd Floor, CCB
0800-0900	ASPIRE Simulation Panel (closed meeting)	Shanghai 3, Ground Floor, CCB
0800-0900	ASPIRE Social Accountability Panel (closed meeting)	Kairo 1, Ground Floor, CCB
0800-0900	ASPIRE Student Engagement Panel (closed meeting)	MCH Lounge, Event Hall
0900-0945	AMEE 2018 Local Organising Committee (closed meeting)	Hong Kong, 2 nd Floor, CCB
0930-1230	ASPIRE Board (closed meeting)	MCH Lounge, Event Hall
1300-1600	Ottawa Consensus (Closed Meeting)	Hong Kong, 2 nd Floor, CCB
1400-1600	ASPIRE Academy (closed meeting)	MCH Lounge, Event Hall

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



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

0800-1630	ESME – Essential Skills in Medical Education Location: Delhi, Ground Floor, CCB
0830-1630	RASME - Research Advanced Skills in Medical Education: Experimental Studies in Medical Education: from theory to practice Location: Shanghai 2, Ground Floor, CCB
0830-1700	ESMESim - Essential Skills in Simulation-based Healthcare Instruction Location: Boston 3, Ground Floor, CCB

0900-1300 **ESMEA - Essential Skills in Medical Education Assessment**
Location: Shanghai 1, Ground Floor, CCB

0900-1600 **ESCEPD - Essential Skills in Continuing Education and Professional Development**
Location: Boston 1, Ground Floor, CCB

Pre-Conference Workshops

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

0930-1630 **#PCW 12 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: Samarkand, 3rd Floor, CCB

0930-1630 **#PCW 13 3 C's of TEL (Veterinary Education Worldwide) (lunch included)**
Chris Trace (School of Veterinary Medicine, University of Surrey, UK), Jan Ehlers (Witten/Herdecke University, Germany), Jodi Korich, College of Veterinary Medicine, Cornell University, USA)
Location: Shanghai 3, Ground Floor, CCB

0930-1230 **#PCW 14 Competency-based Curriculum Development for CPD in Surgery Worldwide**
Mike Cunningham, Urs Ruetschi, Jane Thorley-Wiedler, Sandipan Chatterjee, Kokeb Abebe (AO Foundation - AO Education Institute, Switzerland)
Location: Lima, Ground Floor, CCB

0930-1230 **#PCW 15 Widening Access to Virtual Educational Scenarios – Authoring and implementing**
Sheetal Kavia, Terry Poulton (St George's, University of London, UK), Andrzej Kononowicz, Natalia Stathakarou (Karolinska Institutet, Sweden), Chara Balasubramaniam (Bayer, Germany), Martin Adler (Instruct, Germany)
Location: Kairo 2, Ground Floor, CCB

0930-1230 **#PCW 16 Moving From Being Reactive to Being Proactive: Addressing Professionalism Challenges Across the Continuum**
Betsy White Williams (University of Kansas School of Medicine, Clinical Program Professional Renewal Center, USA), Frederic Hafferty (PhD Program in Professionalism and Values Mayo Clinic, USA), Mary Turco (Center for Learning and Professional Development, Dartmouth-Hitchcock and Geisel School of Medicine, Lebanon, NH, USA), Ian Wilson (Learning and Teaching School of Medicine, Faculty of Science, Medicine and Health University of Wollongong, Australia), David Davis (Medical Education, Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates)
Location: Helvetia 2, 1st Floor, Swissotel



- 0930-1230 **#PCW 17 Preparing Supervisors for Entrustment Decisions about Learner Performance: Effective approaches for training and support of clinical faculty**
Maryellen E. Gusic, Elizabeth B. Bradley (University of Virginia School of Medicine, USA), Huiju 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: Boston 2, Ground Floor, CCB
- 0930-1230 **#PCW 18 How to develop high quality OSCE stations with a special focus on communication competencies**
Sissel Guttormsen, Cadja Bachmann (Institute of Medical Education, Medical Faculty, University of Bern, Switzerland), Jan Breckwoldt, Roger Kropf (Office of the Dean of Studies, Faculty of Medicine, University of Zurich, Switzerland), Matteo Monti (Faculty of Biology and Medicine, University of Lausanne, Switzerland), Noelle Junod (Unit of Development and Research in Medical Education, Medical Faculty, University of Geneva, Switzerland)
Location: Darwin, Ground Floor, CCB
- 0930-1230 **#PCW 19 Resuscitating your Public Speaking Skills: Key Tips and Strategies for Medical Educators**
Jason (Jay) Homme (Mayo Clinic, USA), Kevin Dufendach (Cincinnati Children's Hospital, USA)
Location: Rio, 2nd Floor, CCB
- 0930-1230 **#PCW 20 Adaptive Education: Designing and offering education that is individualized, responsive, and optimized for learners and contexts**
Michael Seropian (Oregon Health & Science University, USA and iMedTrust, London UK), Hilliard Jason (iMedTrust, London, UK and University of Colorado, USA), Ian Curran (Duke-NUS, Singapore), Davinder Sandhu (Royal College of Surgeons in Ireland; Medical University of Bahrain), Jane Westberg (iMedTrust, London, UK, and University of Colorado, USA), Andrew Douglas (iMedTrust, London, UK)
Location: Kairo 1, Ground Floor, CCB
- 0930-1230 **#PCW 21 What to do with ward rounds? Optimising teaching and learning in a complex clinical environment**
Amy Gray, Helen Enright (The University of Melbourne, Australia), Gordon Caldwell (Worthing Hospital, UK), Rakesh Patel (University of Nottingham, UK)
Location: Helvetia 7, 1st Floor, Swissotel
- 0930-1230 **#PCW 22 A toolbox for embedding the humanities in health professions education**
Janusz Janczukowicz (Medical University of Lodz, Poland), Flora Smyth Zahra (The Dental Institute King's College London UK), Arabella Simpkin (Massachusetts General Hospital, Harvard Medical School USA), Veronica Selleger (VU University Medical Center, Amsterdam, the Netherlands)
Location: Wettstein, 2nd Floor, CCB
- 1330-1630 **#PCW 23 Proficiency-based progression in Surgical Education: what it is and how to do it**
Chitra Subramanian (AO Education Institute USA & Switzerland), Anthony Gallagher (ASSERT, University College Cork, Ireland), Patrick Henn (School of Medicine, University College Cork, Ireland), Patrick Kiely (Flux Learning Ltd and Office of VP for Teaching and Learning, University College Cork, Ireland)
Location: Shanghai 1, Ground Floor, CCB
- 1330-1630 **#PCW 24 The Good Doctor: Professionalism Remediation Approaches**
Anna Byszewski, Heather Lochnan (University of Ottawa, Canada), Lynn Monrouxe (Chang Gung Memorial Hospital, Taiwan)
Location: Rio, 2nd Floor, CCB
- 1330-1630 **#PCW 25 Technology Enhanced Learning in Medical Education...for Dummies!**
Claire Smith, Tim Vincent, CJ Taylor
Location: Helvetia 7, 1st Floor, Swissotel
- 1330-1630 **#PCW 26 A Conceptual Framework for Planning Effective Learning Activities in CPD**
Don Moore (Vanderbilt University Medical Center, USA)
Location: Boston 2, Ground Floor, CCB
- 1330-1630 **#PCW 27 Can we personalise large-scale assessments? Implementing and measuring the impact of Sequential Testing**
Richard Fuller, Matthew Homer, Jennifer Hallam (Leeds Institute of Medical Education, UK)
Location: Darwin, Ground Floor, CCB
- 1330-1630 **#PCW 28 Assessing Values alongside Non-Academic Attributes using Multiple Mini Interviews**
Fiona Patterson (Work Psychology Group, UK)
Location: Lima, Ground Floor, CCB
- 1330-1630 **#PCW 29 Designing a Quality Assurance System for the Medical Education Program**
Ducksun Ahn (World Federation for Medical Education, South Korea), Barbara Barzansky (Liaison Committee on Medical Education, USA), Dan Hunt (Association of American Medical Colleges, USA)
Location: Kairo 2, Ground Floor, CCB
- 1330-1630 **#PCW 30 Combatting the Bystander Effect through Professionalism OSCE Stations**
Elizabeth Krajic Kachur, Bianca Schuh, Chaoyan Dong, Jenny/Lee Yuan Wong, Thanakorn J Jirasevijinda, Lisa Altshuler
Location: Helvetia 2, 1st Floor, CCB
- 1330-1630 **#PCW 31 Creating an Engaging Learning environment using Team-Based Learning**
Sandy Cook, (Duke-National University of Singapore)
Location: Kairo 1, Ground Floor, CCB

1330-1630 **#PCW 32 How Do You Identify and Manage Irreconcilable Differences in Medical Education: The Secret of Resilience**
Glenda Eoyang (Human Systems Dynamics Institute, USA), Helena Luginbuehl (Bern University of Applied Sciences, Department of Health Professions, Division of Physiotherapy, Switzerland), M. Brownell Anderson (National Board of Medical Examiners, USA)
Location: Wettstein, 2nd Floor, CCB

Coffee Break Times

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Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530

AMEE 2018 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.
Trudie Roberts (AMEE President), Ronald M Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director)
Location: San Francisco, 3rd Floor, CCB
Time: 1600-1700

MAIN PROGRAMME

Session 1: Plenary

1730-1915



#1 Plenary

Chairs: Ronald Harden, UK/Lawrence Sherman, USA
Location: Event Hall

Note: Registered guests are welcome to accompany participants to the first plenary session.

1730-1745

Welcome to AMEE 2018

Trudie Roberts (AMEE President), Mathieu Nendaz (Chair AMEE 2018 Local Organising Committee), R Tandjung (Federal Office for Health), F Zimmermann (University of Basel Faculty of Medicine)

1745-1805

Introduction to AMEE 2018 Programme

Ronald Harden (AMEE General Secretary/Treasurer, UK)

1805-1855

#1 Plenary: Science fiction in medical education

Bertalan Meskó (Medical Futurist Institute)

1855-1915

A musical welcome to Basel!

1915-2100

Networking Reception

Food, drink, conversation, entertainment and an opportunity to visit the exhibits.
Location: Hall 4.1/Hall 4.u
Fee: included in the registration fee for registered participants and first registered guest. Additional guests cost €35.00 plus Swiss VAT per guest.

Registration Desk / Exhibition

0715-1745 Registration Desk Open Foyer South, Event Hall
0930-1630 Exhibition Open Hall 4.u/4.1, CCB

Tours – all tours depart and return to Congress Centre Basel

1000-1200 City Vintage Tram Tour
1330-1600 City Vintage Tram Tour and Chocolate Experience
1400-1600 Walking Tour of the City, including the Cathedral

Session 2: Plenary

0830-0945 **#2 Plenary**
Chair: Mathieu Nendaz, Switzerland
Location: Event Hall

0830-0915 **#2 Plenary: How to achieve the impossible**
Bertrand Piccard, Switzerland

0915-0945 **ASPIRE-to-Excellence Award Presentations**

0945-1015 **Coffee Break**
Viewing of posters and exhibits Hall 4.u/4.1, CCB



Soapbox Stage – Hall 4.1, CCB

0945-0955 International Medical University
1000-1010 National Resident Matching Program International



Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book

Session 3: Simultaneous Sessions

1015-1200 **#3A Symposium: Not Your Mother's CPD! The Real World as we know it!**



Organised by the AMEE CPD Committee: Lawrence Sherman (Academy for Global Interprofessional Learning and Education, Geneva, Switzerland)
Location: Event Hall

1015-1200 **#3B Symposium: The rise of virtual and augmented reality in medical education: are we breaking the final frontier in teaching?**

Organised by the AMEE Technology Enhanced Learning Committee
Peter GM de Jong; Marlies EJ Reinders (Leiden University Medical Center, Netherlands); Jennifer M McBride (Cleveland Clinic Lerner College of Medicine, USA); Beerend P Hierck (Leiden University Medical Center, Netherlands); Goh Poh-Sun (National University of Singapore); James D Pickering (University of Leeds, UK); Jos van der Hage (Leiden University Medical Center, Netherlands)
Location: Montreal, 2nd Floor, CCB

1015-1200 **#3C Symposium: Equity in the global health sciences education community: levelling the playing fields?**

Manuel João Costa (School of Medicine, University of Minho, Portugal); Susan Van Schalkwyk (Stellenbosch University, Centre for Health Professions Education (CHPE), Stellenbosch, Western Cape, South Africa); Ming Jung-Ho (National Taiwan University, Graduate Institute of Medical Education & Bioethics, Taipei, Taiwan); Marco Antonio Carvalho-Filho (School of Medical Sciences, University of Campinas, Brazil); Lambert Schuwirth, Flinders Medical Centre, Flinders University, Australia
Location: Sydney, 2nd Floor, CCB

1015-1200 **#3D Short Communications: Student Stress & Burnout**

Chairperson: Stefanie Hautz, Switzerland
Discussant: Minna Kaila, Finland
Location: Singapore, 2nd Floor, CCB

1015-1030 **#3D1 The effect of effort-reward imbalance and overcommitment on academic engagement and burnout among medical students**

Jung Eun Hwang, College of Medicine, The Catholic University of Korea, Seoul, South Korea

1030-1045 **#3D2 The association between burnout and depression in medical students**

Orla Fitzpatrick, Royal College of Surgeons in Ireland, Dublin, Ireland

1045-1100 **#3D3 Stress and Management among Medical Students in Chiang Rai Hospital, Thailand**

Narisarat Triamvisit, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand

1100-1115 **#3D4 Mindfulness-Based Cognitive Therapy (MBCT) as a Well-Being Programme for Medical Students: Evaluation of a Pilot Programme**

Samuel Y.S. Wong, The Chinese University of Hong Kong, Hong Kong

1115-1130	#3D5 Educational justice and its relation to Academic Burnout in Medical Students <i>Zahra Abbasi Shaye, Clinical Research & Development Unit, Akbar Hospital, Mashhad University of Medical Sciences, Mashhad, Iran</i>	1135-1155	#3F5 A new wave? A proposal for the future of education for collaboration <i>Elise Paradis, Leslie Dan Faculty of Pharmacy, University of Toronto, Canada</i>
1130-1145	#3D6 A nationwide questionnaire examining the impact of a time limiting structural reform on the mental health of medical students in Denmark <i>Andrea Maier, The Danish Association of Medical Students (FADL), Copenhagen, Denmark</i>	1155-1200	Discussion
1145-1200	Discussion	1015-1200	#3G Patil Teaching Innovation Awards 1 Chairperson: Location: Helvetia 2, 1 st Floor, Swissotel
1015-1200	#3E Research Papers: Approaches to Assessment Chairperson/Assessor: Martin Tolsgaard, Canada Location: Delhi, Ground Floor, CCB	1015-1030	#3G1 The Global Health Classroom: Experiences and learning outcomes of collaborative global health learning between New Zealand and Samoan medical students in a virtual classroom <i>Roshit Bothara, University of Otago, Christchurch, New Zealand</i>
1015-1035	#3E1 Blink: Using rapid visual diagnosis to assess competence <i>Sandra Monteiro, McMaster University, Hamilton, Canada</i>	1030-1045	#3G2 The Purple List - a gay dementia venture. Diversity and Professionalism <i>Janine Henderson, Hull York Medical School, York, UK</i>
1035-1055	#3E2 Reaching consensus on unprofessional behaviour profiles of medical students: expert confirmation using Nominal Group Technique <i>Marianne Mak-van der Vossen, VUmc School of Medical Sciences, Amsterdam, Netherlands</i>	1045-1100	#3G3 Battling the tedium: an engaging, value-driven orientation for undergraduate students at AKU <i>Saad Zubair, AKU, Karachi, Pakistan</i>
1055-1115	#3E3 Examining practice effects with an Online Situational Judgement Test (CASPer) <i>Kelly Dore, McMaster University, Hamilton, Canada</i>	1100-1115	#3G4 An experiencing method for guiding students into the psychiatric patients' world - the application of social drama <i>Gin-Hong Lee, Fu Jen Catholic University, New Taipei City, Taiwan</i>
1115-1135	#3E4 A cost-description study of the OSCE in medical education <i>Jonathan Foo, Monash University, Melbourne, Australia</i>	1115-1130	#3G5 Escape Game as a Theatre-Based Simulation for Teamwork Skills Training in Undergraduate Medical Education <i>Anthony Seto, University of Calgary, Canada</i>
1135-1155	#3E5 Does Emotional Intelligence at Medical School Admission Predict Licensing Examination Performance <i>Timothy Wood, University of Ottawa, Canada</i>	1130-1145	#3G6 Examination Man: Using QR Codes to Connect Medical Students to Education Materials <i>Gurdeep Seyan, Walsall Healthcare NHS Trust, Birmingham, UK</i>
1155-1200	Discussion	1145-1200	#3G7 TiMEtoTeach – Innovative Outreach and Support for Medical Educators <i>Caitriona Dennis, University of Leeds, UK</i> No Discussion
1015-1200	#3F Research Papers: Teamwork Chairperson: Assessor: Dian Eley, Australia Location: Helvetia 1, 1 st Floor, Swissotel	1015-1200	#3H PechaKucha™ 1 Chairperson: Location: Kairo 1, Ground Floor, CCB
1015-1035	#3F1 The interdependence of clinical performance: Advancing assessment in the age of entrustment <i>Sayra Cristancho, Centre for Education, Research, and Innovation, Western University, London ON, Canada</i>	1015-1025	#3H1 Walking the Footsteps and Feeling the Pain: Patientization <i>Jamie Lim, Tan Tock Seng Hospital, Singapore</i>
1035-1055	#3F2 Do social ties between staff members affect patient-perceived satisfaction of undergoing emergency Caesarean sections? <i>Betina Ristorp Andersen, Northzealand Hospital and Copenhagen Academy of Medical Education and Simulation, University of Copenhagen, Denmark</i>	1025-1035	#3H2 Change and process management for future doctors: Leading positive change with a teaming mindset <i>Sigrid Vest Arler, Central Region Denmark, Corporate HR, Aarhus, Denmark</i>
1055-1115	#3F3 'It's not just about getting along': Discourses of Collaboration and Team Learning <i>Maria Athina (Tina) Martimianakis, Department of Paediatrics and Wilson Centre, University of Toronto, Canada</i>	1035-1045	#3H3 Virtual Reality Fully Immersive Interactive Videos as a new teaching tool <i>Thomas Judd, Musgrove Park Hospital, Taunton, UK</i>
1115-1135	#3F4 Knowledge Construction in Interprofessional Trainee Teams <i>Leslie Carstensen Floren, University of California, San Francisco School of Pharmacy, San Francisco, USA</i>	1045-1055	#3H4 Surgery Clerkship Assessment Tools in Transition to Undergraduate Competency Based Medical Education (CBME) <i>Mila Kolar, Queen's University School of Medicine, Kingston, Canada</i>
		1055-1105	#3H5 Future Doctors collaborating for change for vulnerable communities <i>Shilpa Suresh, St George's University of London, UK</i>
		1105-1115	#3H6 Build it, and they will come? A need to move beyond Knowles theory of andragogy for busy residents <i>Daniel Nicklas, University of Colorado, Aurora, USA</i>

1115-1125	#3H7 Stress Management in Faculty: A life change experience Carmina Flores, Nutrimmune Health, Huixquilucan, Mexico	1100-1115	#3J4 Practical Aspects of Making Summative Entrustment Decisions Abbas Hyderi, University of Illinois College of Medicine, Chicago, USA
1125-1135	#3H8 Learning medical practices: moving beyond a cognitive perspective Anneke van der Niet, Maastricht University, Maastricht, Netherlands	1115-1130	#3J5 Trainee's learning and patient safety during final year clerkships - improvements by using EPAs Anja Czeskleba, Charité - Universitätsmedizin Berlin, Germany
1135-1200	Discussion	1130-1145	#3J6 When to trust our learners? Clinical teachers' perceptions of decision variables in the entrustment process Chantal Duijn, Utrecht University, Netherlands
1015-1200	#3I Short Communications: Assessment: General/Written Chairperson: Robert Carroll, USA Location: Rio, 2 nd Floor, CCB	1145-1200	Discussion
1015-1030	#3I1 Contents and conceptions - evaluation for change Katrine Wennevold, University of Tromso, Norway	1015-1200	#3K Short Communications: Professional Identity Chairperson: Claire Touchie, Canada Location: Shanghai 2, Ground Floor, CCB
1030-1045	#3I2 A Scoping Review of the Use of Certainty Ratings in Educational Assessments Anna Ryan, University of Melbourne, Australia	1015-1030	#3K1 A Longitudinal Assessment of Professional Identity, Wellness, Imposter Phenomenon and Calling to Medicine among Medical Students Brenda Roman, Wright State University Boonshoft School of Medicine, Dayton, USA
1045-1100	#3I3 UCAN: 13 years of experience in cooperative medical assessment Konstantin Brass, Insitute for Communication and Assessment Research, Heidelberg, Germany	1030-1045	#3K2 Professional identity formation through the lens of the Social Identity Approach – self-categorization as a 'doctor' in the transition from student to medical graduate Sjoukje van den Broek, University Medical Center Utrecht, Netherlands
1100-1115	#3I4 Can we use multiple choice questions to assess public health, sociology, psychology and research methods? Data from the UK Medical Schools Council Assessment Alliance question bank Ellie Hothersall, University of Dundee, UK	1045-1100	#3K3 Fostering and evaluating Medical Professionalism through an innovative Training Program for young doctors Graziela Moreto, UNINOVE - Universidade Nove de Julho, São Paulo, Brazil
1115-1130	#3I5 In between the Lines: Language Use in Medical Education Alexandra Núñez, Institute for Communication and Assessment Research, Heidelberg, Germany	1100-1115	#3K4 'Not a doctor': the professional identity formation of physician associate (PA) students Clare Morris, Queen Mary University London, UK
1130-1145	#3I6 Effect of frequency of functioning distractor on internal reliability of a multiple choice question based test Muhammad Ikram, Alfaisal University, Riyadh, Saudi Arabia	1115-1130	#3K5 Problem based learning plays a key role in facilitating the process of professional identity development in medical students. Assumption or truth? Nicolaj Johansson, Aalborg University, Denmark
1145-1200	#3I7 Assessing Competency of Subspecialty Residents in Critical Care Clinical Reasoning: Validity Evidence In Support of the Script Concordance Test Dominique Piquette, Sunnybrook Health Sciences Centre, Toronto, Canada No Discussion	1130-1145	#3K6 The Relationship Between Role and Identity in Professional Identity Formation During Residency: A Qualitative Study Adam Sawatsky, Mayo Clinic, Rochester, MN, USA
1015-1200	#3J Short Communications: Assessment: EPAs Chairperson: Sigrid Harendza, Germany Discussant: Olle ten Cate, Netherlands Location: Shanghai 1, Ground Floor, CCB	1145-1200	#3K7 Professional Identity Formation: A Comparison of First-Year and Third-Year Pharmacy Students Nicole J. Borges, University of Mississippi Medical Center, Jackson, Mississippi, USA No Discussion
1015-1030	#3J1 What's all the Hype? A scoping review of Entrustable Professional Activities in Undergraduate Medical Education Eric Meyer, USUHS, Bethesda, USA	1015-1200	#3L Short Communications: Curriculum: Development Chairperson: Samar Aboulsoud, Qatar Location: Shanghai 3, Ground Floor, CCB
1030-1045	#3J2 Transformative but complex: exploring the educational effects of entrustment on final year medical students through the experience-based learning model Rui Coelho, FMUP - Faculty of Medicine - University of Porto, Portugal	1015-1030	#3L1 A New School of Thought: Six Year Review of The Integrated Practice of Medicine course: Part of an Innovative Fully Clinically Integrated New Medical School Curriculum Thomas Pace, University of South Carolina School of Medicine Greenville, Greenville, SC, USA
1045-1100	#3J3 Creating a Tool to Enable "Just in Time" Entrustment-Based Assessment and Feedback for Learning Maryellen Gusic, University of Virginia School of Medicine, Charlottesville, USA		

1030-1045	#3L2 Re-examining basic science knowledge to improve preparation for clerkships: Early experiences with CRUX tests <i>Eugène Custers, University Medical Centre at Utrecht, Netherlands</i>	1015-1200	#3N Short Communications: Selection Chairperson: Sharon Peters, Canada Discussant: Location: Boston 2, Ground Floor, CCB
1045-1100	#3L3 Toward critical reflection for competent social practice <i>Stella Ng, University of Toronto, Canada</i>	1015-1030	#3N1 Comparing apples, oranges and dragon fruit: Integrating the BioMedical Admissions Test (BMAT) into selection at Leeds Medical School <i>Patrick Harkin, School of Medicine, University of Leeds, UK</i>
1100-1115	#3L4 Master theses at the University of Zurich: academic achievement of five year's cohorts as expressed by publication metrics <i>Jan Breckwoldt, University of Zurich, Faculty of Medicine, Zurich, Switzerland</i>	1030-1045	#3N2 Is selection paying off? A cost-benefit analysis of a multi-tool selection procedure into medical school contrasted with a lottery procedure <i>Sanne Schreurs, Department of Educational Development and Research, Maastricht University, Maastricht, Netherlands</i>
1115-1130	#3L5 How to succeed in curriculum reform? – Influence of stakeholder interests and strategies in context of Bourdieu's framework <i>Anne Franz, Charité - Universitätsmedizin Berlin, Germany</i>	1045-1100	#3N3 Selecting the attributes that matter: Personal attributes at MMI interview predict clinical competence in specified domains of senior medical student OSCEs <i>Lyndal Parker-Newlyn, University of Wollongong, Australia</i>
1130-1145	#3L6 Reinventing Japanese medical education, a year later <i>Haruko Akatsu, IUHW, Narita, Japan</i>	1100-1115	#3N4 Associations between MMI scores and scores on the BioMedical Admissions Test (BMAT): Implication for selection practices <i>Molly Fyfe, Cambridge Assessment Admissions Testing, Cambridge University, Cambridge, UK</i>
1145-1200	#3L7 Implementation of spiral curriculum in Medical Education: Four Loops <i>David Kereselidze, New Vision University, Tbilisi, Georgia</i> No Discussion	1115-1130	#3N5 Investigating the predictive validity of a selection instrument over time – A case study of the BioMedical Admissions Test (BMAT) at a UK university <i>Kevin YF Cheung, Cambridge Assessment Admissions Testing, University of Cambridge, UK</i>
1015-1200	#3M Short Communications: Gender Chairperson: Location: Boston 1, Ground Floor, CCB	1130-1145	#3N6 Does changing medical admissions practices impact on who is admitted? <i>Sandra Nicholson, QMUL, London, UK</i>
1015-1030	#3M1 Integration of Gender Medicine in Medical Education at Austrian Universities – the Status Quo <i>Ulrike Nachtschatt, Innsbruck Medical University, Innsbruck, Austria</i>	1145-1200	Discussion
1030-1045	#3M2 The relevance of the 'irrelevant': sexual and gender diversity topics in a medical curriculum <i>Maaïke Muntinga, VUmc School of Medical Sciences, Amsterdam, Netherlands</i>	1015-1200	#3O Short Communications: Student Engagement Chairperson: Gersten Jonker, Netherlands Location: Boston 3, Ground Floor, CCB
1045-1100	#3M3 Women leaders in Global Health - the importance of gender equality in global health and the integration of global health issues into medical education <i>Sabine Ludwig, Charité-Universitätsmedizin Berlin, Germany</i>	1015-1030	#3O1 One day to change 3 years of learning: the gamble of few students <i>Camille Bac, Lyon Est Faculty of Medicine, Lyon, France</i>
1100-1115	#3M4 Medical students' ability to care for LGBT population in the Middle East <i>Roland Tomb, Saint-Joseph University Medical School (USJ), Beirut, Lebanon</i>	1030-1045	#3O2 Student self-assessment driven by the AMEE ASPIRE programme at the Faculty of Medicine of the University of Lisbon <i>Madalena Patricio, Department of Medical Education (DEM), Faculty of Medicine, University of Lisbon (FMUL), Lisboa, Portugal</i>
1115-1130	#3M5 Implementation Strategies of Gender Medicine in European Medical Universities <i>Sarah Hiltner, Radboud University Medical Center, Nijmegen, Netherlands</i>	1045-1100	#3O3 Working in partnership with health professional students to understand their perceptions of digital identity management and to embed digital skills into the curriculum <i>Aileen Linn, University of Glasgow, UK</i>
1130-1145	#3M6 "Can I have your number?" – exploring undergraduate medical student boundary setting <i>Benjamin Taylor-Davies, King's College London, UK</i>	1100-1115	#3O4 Developing Effective Student-Staff Interactions to Improve the Learning Environment <i>Katrina West, School of Clinical Medicine, University of Cambridge, UK</i>
1145-1200	#3M7 Mainstreaming gender and diversity in a medical curriculum. Reflections from VUmc School of Medical Sciences in Amsterdam <i>Petra Verdonk, VU University Medical Center School of Medical Sciences, Amsterdam, Netherlands</i> No Discussion	1115-1130	#3O5 Students have great influence on decisions at University of Copenhagen – regarded as equals of the Board of Leaders <i>Mathilde Horn Andersen, University of Copenhagen, Denmark</i>

1130-1145	#3O6 Impact of undergraduate student-as-teacher qualification on postgraduate careers: a survey analysis on why medical students should learn how to teach <i>Daisy Rotzoll, University of Leipzig, Medical Faculty, LernKlinik Leipzig, Germany</i>	1045-1100	#3Q3 How to promote the culture of sharing error: Resident physicians' process of coping and learning through self-disclosure after medical error <i>Mari Asakawa, Sakai Medical Center/Gifu University, Osaka, Japan</i>
1145-1200	#3O7 Training Medical Students to become Great Teachers: A Longitudinal MS4 Medical Student as Teacher Elective (MST) <i>Elisabeth Schlegel, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, Hempstead, USA</i> No Discussion	1100-1115	#3Q4 How peers, supervisors and patients support reflection of residents, but also hinder it <i>Serge Mordang, Maastricht University, Maastricht, Netherlands</i>
1015-1200	#3P Short Communications: Faculty Development 1 Chairperson: Nobutaro Ban, Japan Discussant: Carol Capello, USA Location: Darwin, Ground Floor, CCB	1115-1130	#3Q5 Multi-methods evaluation of an experiential approach to improving residents' competence and confidence in obesity management consultation <i>Denise Campbell-Scherer and Sonja Wicklum, University of Calgary, Alberta, Canada</i>
1015-1030	#3P1 Tailored faculty development to support undergraduate medical curriculum renewal: An aligned approach <i>Jana Lazor, University of Toronto, Ontario, Canada</i>	1130-1145	#3Q6 E-learning presented as "just in time training" <i>Rikke Kaae, Aarhus University, Aarhus, Denmark</i>
1030-1045	#3P2 Creating a Collaborative, International, Post-Doctoral Fellowship in Health Professions Education <i>Sandy Cook, Duke University School of Medicine, Durham, USA</i>	1145-1200	#3Q7 Use of Virtual Reality in the learning of patient safety in the Emergency Department: Perceptions of doctors <i>Shu Woan Lee, Changi General Hospital, Singapore</i> No Discussion
1045-1100	#3P3 Effects of institutional context on lecturer agency in faculty development <i>Shirra Moch, University of the Witwatersrand, Johannesburg, South Africa</i>	1015-1200	#3R Round Table: Assessment of Trainees Chairperson: Location: Hong Kong, 2 nd Floor, CCB
1100-1115	#3P4 From faculty development program to educational change in the clinical workplace: exploring the transfer of educational innovations through activity theory <i>Agnes Elmerger, Department of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm, Sweden</i>		#3R1 Video-based asynchronous DOPS - assessing skill acquisition by Orthopaedic residents <i>Benjamin Liang, Khoo Teck Puat Hospital, Singapore</i>
1115-1130	#3P5 Promoting Approaches to Teaching in the Basic Sciences that Facilitate Students' Engaging in Deep Learning: The Impact of a Certificate Program in University Teaching <i>Diane Salter, St. George's University, St. George's, Grenada, West Indies</i>		#3R2 Supervisor's summative assessments of trainees: a study of the internal structure validity evidence for the interpretation and use of the results <i>Darryl McGill, The Canberra Hospital, Canberra, Australia</i>
1130-1145	#3P6 Developing clinical education based on medical education research - findings from a faculty development program <i>Klara Bolander Laksov, Stockholm University, Stockholm, Sweden</i>		#3R3 Beyond the tick-box: A self-regulated learning lens on trainee perceptions of the mini-CEX <i>Eva Kipen, University of Melbourne, Australia</i>
1145-1200	Discussion		#3R4 Factors influencing General Practitioners in their attribution of a Global Assessment in medical training <i>Marisa Magiros</i>
1015-1200	#3Q Short Communications: Postgraduate Education 1 Chairperson: Lionel Green-Thomson, South Africa Location: Lima, Ground Floor, CCB		#3R5 Programmatic Assessment Practice-focused Guidelines: A knowledge translation tool to support competency-based assessment at Queen's University <i>Laura McEwen, Queen's University, Kingston, Canada</i>
1015-1030	#3Q1 Optimising a resident's day on the ward <i>Vanessa Kraege, Internal Medicine, Lausanne University Hospital, Lausanne, Switzerland</i>		#3R6 Engaging departmental stakeholders in shaping their program of assessment <i>Nancy Dalgarno, Queen's University, Kingston, Canada</i>
1030-1045	#3Q2 Training as an investment: Does early procedural training generate more productive residents? <i>Claus Hedebo Bisgaard, Centre for Health Sciences Education, CESU, Faculty of Health, Aarhus University, Aarhus, Denmark</i>		#3R7 Exploring how the new entrustable professional activity assessment tools affect the quality of feedback given to Medical Oncology residents <i>Nazik Hammad, Queen's University, Kingston, Canada</i>

- 1015-1200 **#3S Conference Workshop: The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes, and criteria**
David Gordon (WFME, Ferney-Voltaire, France), John Norcini, Marta van Zanten, (FAIMER, Philadelphia, USA)
Location: Wettstein, 2nd Floor, Swissotel
- 1015-1200 **#3T Conference Workshop: Cracking the Code: How to prove the return on investment from medical education interventions**
Jeffrey Barsuk, Doug Beighle, William McGaghie
Location: Helvetia 3, 1st Floor, Swissotel
- 1015-1200 **#3U Conference Workshop: Planning and orchestrating change: From change management to change stewardship**
Glen Bandiera (University of Toronto, Canada), Rhonda St. Croix (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada), Ming-Ka Chan (University of Manitoba, Winnipeg Manitoba, Canada), Anne Matlow (University of Toronto, Canada)
Location: Helvetia 4, 1st Floor, Swissotel
- 1015-1200 **#3V Conference Workshop: Preparing Faculty to Conduct GT-RR Reflection Rounds: A Space for Students to Explore the Meaning of their Interactions with Patients**
Christina Puchalski, Benjamin (Jim) Blatt (George Washington University, Washington, DC USA), Malgorzata Kranik (Nicolaus Copernicus University, Bydgoszcz, Poland), Phillip Larkin (Our Lady's Hospice, Harold's Cross, Dublin, Ireland)
Location: Helvetia 5, 1st Floor, Swissotel
- 1015-1200 **#3W Conference Workshop: Golden standards for medical specialist training in Europe**
Hannu Halila (Finnish Medical Association, Helsinki, Finland), Hans Hjelmqvist (University of Örebro, Sweden), Bernard Maillet (UEMS, European Union of Medical Specialists, Brussels, Belgium)
Location: Helvetia 7, 1st Floor, Swissotel
- 1015-1200 **#3X Conference Workshop: Simulation, Entrustable Professional Activities and the medical school clinical clerkship**
Lisa Buckley, Dave Pederson, Reid Adams, Sean Gnecco (Ross University School of Medicine), USA; Joseph Crutcher (St. John's Providence Southfield, USA)
Location: Osaka, 3rd Floor, CCB
- 1015-1200 **#3Y Conference Workshop: Are you ready for smart patients? Are your digital capabilities up to speed in a digitised and democratised world?**
Susan Kennedy, Richard Price (Health Education England, London, UK), Phil Southworth (Imperial College Healthcare NHS Trust, UK)
Location: Samarkand, 3rd Floor, CCB
- 1015-1200 **#3Z Conference Workshop: Creating your personal learning network: 10 tips from a systems lens**
Felix Ankel (HealthPartners Institute, Bloomington MN, USA), Sally Santen, Robin Hemphill (Virginia Commonwealth University, Richmond VA, USA)
Location: Guangzhou, 2nd Floor, CCB
- 1015-1200 **#3AA Conference Workshop: Experiences with Entrustment Decision Making in EPA-based medical training. Practical insights from the Netherlands and Germany**
Jacqueline de Graaf (Department of General Internal Medicine at Radboudumc Nijmegen, Netherlands), Harm Peters (Dieter Scheffner Centre for Medical Education and Educational Research, Charité – Universitätsmedizin Berlin, Germany), Marieke Bolk, Auk Dijkstra, Marieke van der Horst (Dutch Association of Medical Specialists, Utrecht, Netherlands), Ylva Holzhausen (Dieter Scheffner Centre for Medical Education and Educational Research, Charité – Universitätsmedizin Berlin, Germany)
Location: Nairobi, 2nd Floor, CCB
- 1015-1200 **#3BB Conference Workshop: Assessing Cultural Competence in OSCEs**
Costas Constantinou, Alexia Papageorgiou, Peter McCrorie
Location: Mexico, 2nd Floor, CCB
- 1015-1200 **#3CC ePosters: Technology Enhanced Learning & Flipped Classrooms**
Chairperson: Isobel Braidman, UK
Location: Kairo 2, Ground Floor, CCB
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- #3CC1 Accessible 3D Scanning Technology for 3D Printing in Your Classroom**
David Nahabedian, St. George's University, St. George's, Grenada
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- #3CC2 Review on Effectiveness of Flipped Learning and Team-based Learning Using Meta-analysis - Focusing on Effective Medical Education Application**
Moonsang Ahn, Chungnam National University Hospital, Daejeon, South Korea
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- #3CC3 Redesign the professionalism teaching and learning: flipped the classrooms for better understanding, another role of medical teacher**
Kalyanee Asanasak, MEC Songkhla Hospital, Songkhla, Thailand
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- #3CC4 The Effects of the Flipped Classroom in Teaching Evidence Based Nursing : Using Team Based Learning and Mobile Application**
Hui-Ling Lin, Linkou Chang Gung Memorial Hospital, Taoyuan, Taiwan
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- #3CC5 Learning Outcomes of Prenatal Counseling by Simulation-based Flipped Classrooms Compared to Conventional Lectures**
Ching-Ju Shen, Kaohsiung Medical University, Kaohsiung, Taiwan

	<p>3CC6 'Pass the Papers': Designing an exam preparation module that meets the diverse needs of Core Psychiatry trainees Naomi Hampton, Southern Health NHS Foundation Trust, Southampton, UK</p>	<p>#3DD3 Exploring the training experiences of residents in the new direct-entry vascular surgery program format Arshia Javidan, University of Toronto, Canada</p>
	<p>#3CC7 Using OSCE to assess learning outcome of the flipped respiratory therapy course Yun-Ting Tseng, National Taiwan University Hospital, New Taipei City, Taiwan</p>	<p>#3DD4 AO Surgery Reference usage data for assessing educational needs Lars Veum, AO Foundation, AO Education Institute, Duebendorf, Switzerland</p>
	<p>#3CC8 How the learning coach changes the ways we did in evidence based practice education for post graduates? Delmar Lin, Taipei City Hospital, Taipei, Taiwan</p>	<p>#3DD5 Learning Needs Analysis: A tool to motivate surgical faculty and stimulate reflection and self-directed learning See Yin Liew, National Healthcare Group, Singapore</p>
	<p>#3CC9 MOOC (Massive Open Online Course) to improve clinical assessment skills and interdisciplinary collaboration in primary care Lene Lunde, Department of Nursing Science, Institute of Health and Society, University of Oslo, Norway</p>	<p>#3DD6 A Study of Medical Students' Satisfaction with Clinical Education in Surgery Section comparing with Medicine Section: Why do they prefer Medicine Section? Titima Nasomtrug, Udon Thani Hospital, Udon Thani, Thailand</p>
	<p>#3CC10 Use and Content Selection Among Medical Students Utilizing an Online Educational Blog During an Obstetrics and Gynecology Rotation Alan Rosenbaum, The Ohio State University, Columbus, USA</p>	<p>#3DD7 Enhancing nurses' willingness to participate in robotic surgery by simulation and real situation training program Tzu-Sang Chen, Tungs' Taichung MetroHarbor Hospital, Taichung, Taiwan</p>
	<p>#3CC11 Case Based Blended Learning (CBBL) – a strategy to foster the transfer of declarative to procedural knowledge or more? Sebastian Ertl, Medical University Vienna, Austria</p>	<p>#3DD8 Establishing validity of a novel competency based orthopaedic objective skills and clinical examination (OSCE) using convergent and divergent comparators Alexandra Bishop, Dalhousie University, Halifax, NS, Canada</p>
	<p>#3CC12 Developing Our Baby: SingHealth Obstetrics and Gynaecology (OBGYN) Junior Doctors' Handbook App Zhun Wei Mok, Division of Obstetrics and Gynaecology, KK Women's and Children's Hospital, Singapore</p>	<p>#3DD9 From nobody to somebody by a surgical safety checklist ward round Smith Soimadee, VachiraPhuket Hospital, Phuket, Thailand</p>
	<p>3CC13 Technological pedagogical content knowledge (TPCK) in medical education: Taiwan medical teachers' perceptions of and preparedness to use technology-enhanced learning in curriculum design Li-Chun Chang, Chang Gung University of Science Technology, Tao-yuan, Taiwan</p>	<p>#3DD10 High definition Video Recording With a GoPro Hero 5 Black in the operating room: A novel technique to improve learning in general surgery Thawatchai Tullavardhana, Department of Surgery, Faculty of Medicine, Srinakharinwirot University, Ongkharak, Nakhon Nayok, Thailand</p>
	<p>3CC14 iExaminer system: An effective teaching method to improve fundoscopic examination skills Kiyoshi Shikino, Chiba University Hospital, Chiba-city, Japan</p>	<p>#3DD11 Cross-institutional collaboration through social media in helping and auditing pediatric surgical training in Taiwan Yun Chen, Far Eastern Memorial Hospital, New Taipei City, Taiwan</p>
	<p>3CC15 Evaluation of an eLearning program for GPs in health and developmental surveillance in children. Lessons learnt Natalie Ong, Child Development Unit, Children's Hospital Westmead, Sydney, Australia</p>	<p>#3DD12 Application of FACETS Program for OSCE Pass score in Surgical Clerkship Kyung Sik Kim, Dept. of Surgery, Yonsei University College of Medicine, Seoul, South Korea</p>
	<p>3CC16 Audiovisual resources in virtual campus to refresh radiological anatomy Mario Pages, Universitat de Barcelona, Spain</p>	<p>#3DD13 The Five-Step Teaching Method in Laparoscopic Camera Manipulation on Medical Students: A Randomized Controlled Trial in a Philippine Medical School Curriculum Gwendolyn Tattao, De La Salle Health Sciences Institute, Dasmariñas, Philippines</p>
1015-1200	<p>#3DD Posters: Surgical Education Chairperson: Location: Hall 4.1, CCB</p>	<p>#3DD14 The Development and Validation of an Assessment Tool for Training in Percutaneous Nephrolithotomy Kate Quirke, MRC for Transplantation, King's College London, UK</p>
	<p>#3DD1 Evaluation of Hospital-based Clinical Training Modules for Operating Room Personnel Isabel Van Rie Richards, AO Foundation, Davos, Switzerland</p>	<p>#3DD15 Are there still barriers for residents in putting externally acquired surgical skills into practice? Roger Simmermacher, Dept. of Surgery, University Medical Center Utrecht, Netherlands</p>
	<p>#3DD2 Differences in shared decision making behaviour between residents in training and orthopaedic surgeons: survey study explaining shared decision making behaviour in the care of hip- and knee osteoarthritis Jeroen Bossen, School of Health Education, Maastricht, Netherlands</p>	<p>#3DD16 The Neural Implementation of Surgical Expertise within the Mirror-Neuron System: An fMRI Study Ide Heyligers, School of Health Professions Education, Maastricht University, Maastricht, Netherlands</p>

1015-1200	<p>#3EE Posters: OSCE and Work Based Assessment Chairperson: Ian Curran, UK Location: Hall 4.1, CCB</p> <p>#3EE1 Audio-feedback in the summative OSCE - technical realization and process implementation. First results of a pilot project at the University of Basel, Switzerland Jördis Tielsch, Deanery of Student Affairs, Faculty of Medicine, University of Basel, Switzerland</p> <p>#3EE2 A Qualitative Study Exploring Student Perceptions of Corraling before Objective Structured Clinical Examinations Louise Cox Thomsen, University of Dundee, UK</p> <p>#3EE3 Comparison of OSCE Checklist Items, Global Rating and Entrustable Scale during OSCE Assessments of the Pharmaceutical Profession Chih-Ming Hsu, Chiayi Chang Gung Memorial Hospital, Taiwan</p> <p>#3EE4 Co-designing a smoking cessation station within a clinical examination with adolescent smokers Ioannis Peppas, Whittington Health, London, UK</p> <p>#3EE5 Utilize group OSCE to instruct and evaluate clinical skills and medical record writing in the fourth year medical students Ching-Chung Lin, Mackay Memorial Hospital, Taipei, Taiwan</p> <p>#3EE6 A Method to Assess the Scoring Quality of The OSCE Examiners Chuhsien Wang, Changhua Christian Hospital, Changhua, Taiwan</p> <p>#3EE7 Concurrences and Differences between Faculty Staff and Standardized Patients in the Assessment of Medical Students in the Post-Clinical Clerkship Objective Structured Clinical Examination Ayako Makuuchi, Osaka City University Graduate School of Medicine, Osaka, Japan</p> <p>#3EE8 Models as assessors at OSCE? Matic Mihevc, Medical Faculty University of Maribor, Slovenia</p> <p>#3EE9 Objective Structured Assessment of Technical Skills (OSATS) in Pathology for Medical Students: Design and Pilot Testing Eduardo Alcaraz-Mateos, Department of Pathology, Morales Meseguer University Hospital, Murcia, Spain</p> <p>#3EE10 Simulation Based Testing in Taiwan Board Examination in Anesthesiology Pin-Tarn Chen, Department of Anesthesiology, Taipei Veterans General Hospital and National Yang-Ming University, Taipei, Taiwan</p> <p>#3EE11 Usability and feedback quality of Responso - a generic electronic platform for workplace-based assessments Sabine Berger, Medical Faculty - University of Basel, Switzerland</p> <p>#3EE12 Placement Supervision Group Tool: add granularity to your trainer reports Clare van Hamel, UKFPO, Bristol, UK</p> <p>#3EE13 Medical students' and teachers' perceptions of the Mini-CEX in a paediatric rotation Tipaporn Thongmak, Hatyai Hospital, Songkhla, Thailand</p> <p>#3EE14 Impact of setting up check-items of mini-CEX to increase the specificity of assessment Yi-Chen Chen, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung City, Taiwan</p>
	<p>#3EE15 Assessment of patient-centeredness highlighted within the frame of MiniCEX Charlotte Leanderson, Karolinska Institutet, Stockholm, Sweden</p> <p>#3EE16 Using "Independence Ratios" to develop clinical competence under supervision Karl-Heinz Merbold, University of Pretoria, South Africa</p>
1015-1200	<p>#3FF Posters: Simulation 1, including Standardised Patients Chairperson: Dimitri Parra, Canada Location: Hall 4.1, CCB</p> <p>#3FF1 Improving high fidelity simulation experience and performance by using low cost augmented reality technology Edgar Israel Herrera Bastida, Facultad de Ciencias de la Salud - Universidad Anáhuac México, Mexico</p> <p>#3FF2 The Effectiveness of Simulation-Based Training in Management of Acute Asthmatic Attack for Internal Medicine Residents: 1-Year Follow-Up Tirachat Sewatanon, Maharat Nakhonratchasima Hospital, Nakhonratchasima, Thailand</p> <p>#3FF3 Foundation Year 1 Simulation Programme at Northwick Park: A 4 year review Jasleen Arora, London North West Healthcare (LNWH) Trust, London, UK</p> <p>#3FF4 Can paper-based simulation substitute resource intensive high-fidelity teaching? Kathryn Biddle, Countess of Chester Hospital, Chester, UK</p> <p>#3FF5 Simulation-based education for undergraduates: The effect of task complexity on learning Marie-Laurence Tremblay, Laval University, Quebec City, Canada</p> <p>#3FF6 The use of simulation techniques in public health care procurement procedures Panagiotis Bamidis, School of Medicine, Aristotle University of Thessaloniki, Greece</p> <p>#3FF7 Exploring how to provide feedback for learning in virtual reality simulation for clinical decision-making Jenny Zhou, University College London, Institute of Education, London, UK</p> <p>#3FF8 Level of Acceptance of De La Salle Health Sciences Institute- College of Medicine Faculty in Simulation as a Teaching Learning Strategy Alex Bello, De La Salle Health Sciences Institute, Dasmariñas Cavite, Philippines</p> <p>#3FF9 Can Simulation Do It All? A Critical Care Simulation Model For Senior Medical Students to Instruct Pathophysiology, Clinical Management and Teamwork/Communication Skills Matthew Stull, University of Michigan Health System, Ann Arbor, USA</p> <p>#3FF10 A Microsurgical Simulation Course for Nurses Mala Satku, Tan Tock Seng Hospital, Singapore</p> <p>#3FF11 Simulated ward rounds: A useful tool in building medical students' confidence Timothy Lloyd, Princess Alexandra Hospital, Harlow, UK</p> <p>#3FF12 Use of Video and Simulation to Enhance Students' Confidence to Participate in Resuscitation Room Phei Wei Goh, Tan Tock Seng Hospital, Singapore</p>

	<p>#3FF13 Pre-briefing in Simulation - How much is enough? Grace McKay, Medical Education and Simulation Hub, Pinderfields General Hospital, Mid Yorkshire Hospitals Trust, Leeds, UK</p>	<p>#3GG4 Important lessons learnt from a qualitative study exploring the F3 generation Chantelle Rizan, Brighton and Sussex University Hospitals NHS Trust, Brighton, UK</p>
	<p>#3FF14 Graphic feedback summaries after large simulation events – a possibility to deepen the learning experience? Julia Freytag, Charité Universitätsmedizin Berlin, Germany</p>	<p>#3GG5 Which are changes of medical professionalism after one year in internal medicine residency training? Kittisak Sawanyawisuth, Khon Kaen University, Khon Kaen, Thailand</p>
	<p>#3FF15 Using high-fidelity simulation to teach the ward cover role Shivam Bhandari, Heart of England NHS Foundation Trust, Birmingham, UK</p>	<p>#3GG6 Eyes cannot see what the mind doesn't know: Tracking perceptive errors among the radiology trainees Dinesh Chinchure, Khoo Teck Puat Hospital, Singapore</p>
	<p>#3FF16 Defining curricular content for simulation-based training in gynecology and obstetrics: A national general needs assessment Leizl Joy Nayahangan, Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark</p>	<p>#3GG7 A 2-day point-of-care post-graduate ultrasound course (PoCUS-Braga) achieves knowledge and self-confidence gains on participating physicians José Diogo Martins, School of Medicine, University of Minho, Braga, Portugal</p>
	<p>#3FF17 Simulated hospital round for history-taking and problem-solving Ayad Al-Moslih, Qatar University, Doha, Qatar</p>	<p>#3GG8 Experience of a blended learning paradigm in teaching benign paroxysmal positional vertigo (BPPV) - a randomized controlled trial Khalid Bashir, Hamad Medical Corporation, Doha, Qatar</p>
	<p>#3FF18 To explore the competency requirements for standardized patient training in the National Objective Structured Clinical Examination (OSCE) Min-Shu Wang, Mackay Memorial Hospital, New Taipei City, Taiwan</p>	<p>#3GG9 Sustainable Improvements in ABIM Pass Rates for Struggling Residency Programs Sonia Lin, Keck School of Medicine, University of Southern California, Los Angeles, USA</p>
	<p>#3FF19 Simulated patients (SP) training other SP – a successful “Train the trainer” approach at Charité Berlin Susanne Lück, Charité Universitätsmedizin Berlin / Prodekanat für Lehre / Team Spezielle Lehrformate / Simulationspatientenprogramm, Berlin, Germany</p>	<p>#3GG10 Learning evidence-based medicine skills in postgraduate medical education: effects of deliberate practice Eelco Draaisma, Beatrix Children's Hospital and Lifelong Learning, Education & Assessment Research Network (LEARN), University Medical Centre Groningen, Netherlands</p>
	<p>#3FF20 What are the perceptions of medical students regarding the usefulness of GTA (Gynaecology Teaching Associate) sessions? Manju Netto, Homerton University Hospital, London, UK</p>	<p>#3GG11 Effect of a structured basic course on learning colposcopy – an international prospective interventional study Sabrina Forsell, Department of Obstetrics and Gynaecology, Helsinki University Hospital and Helsinki University, Helsinki, Finland</p>
	<p>#3FF21 Development of an Educational Intervention to Teach and Assess Interprofessional Conflict Management Using Standardized Professionals Stephen Charles, East Carolina University - Brody School of Medicine, Greenville, USA</p>	<p>#3GG12 Reasons for prolonged residency in Switzerland Céline Favrod, CHUV, Lausanne, Switzerland</p>
	<p>#3FF22 Perceptions of participants in simulation training in psychiatry Tanja Svirskis, University of Helsinki, Department of Psychiatry, Helsinki, Finland</p>	<p>#3GG13 Respiratory therapy technology: The continuous teaching and training courses based on Miller's pyramid Tsai-Chen Yu, Taipei Medical University Shuang-Ho Hospital Division of Chest Medicine, New Taipei City, Taiwan</p>
1015-1200	<p>3GG Posters: Postgraduate Specialist Training Chairperson: Linda Snell, Canada Location: Hall 4.1, CCB</p>	<p>#3GG14 Evaluation of Student Self-perceived Progress and Competence after the Self-directed Medical Simulation Based Trauma Life Support Course Rita Gudaityte, Department of Surgery, Lithuanian University of Health Sciences, Kaunas, Lithuania</p>
	<p>#3GG1 Development of a national near-peer Core Surgical Training interview course with emphasis on group feedback to improve confidence in the interview process Zobia Gundkalli and Hasna Anda, The Princess Alexandra Hospital NHS Trust, Harlow, UK</p>	<p>#3GG15 Group Reflective Learning Sessions improve Anaesthesiology Residents' engagement and confidence in conducting a Personal Reflective Practice Caroline Ong, Tan Tock Seng Hospital, Singapore</p>
	<p>#3GG2 A Sustainable Ophthalmology Training Program in the Pacific: Methodology and Key Factors for Success Catherine Green, Royal Australian and New Zealand College of Ophthalmologists, Sydney, Australia</p>	<p>#3GG16 Transition to Practice: Evaluating the need for formal training in supervision and assessment among senior emergency medicine residents and new-to-practice emergency physicians Sarah Kilbertus, University of Toronto, Canada</p>
	<p>#3GG3 Assessment for Medical Radiation Technologist Core Competency Training in Taiwan Hsin-Yi Chiu, JCT, New Taipei City, Taiwan</p>	

	<p>#3GG17 Partnering with Industry to develop a multidisciplinary Professional Development Programme for a Paediatric quaternary centre Justin Poisson, Great Ormond Street Hospital for Children, London, UK</p>		<p>#3HH10 KAS thinking template improves hospital interprofessional practice and education Feng-Cheng Liu, Tri-Service General Hospital, Taipei, Taiwan</p>
	<p>#3GG18 Educational needs of neonatologists on end of life care in a tertiary hospital Komal Tewani, KK Women and Children's Hospital, Singapore</p>		<p>#3HH11 Conscious Competence in IPL in Healthcare Education Annwyne Houldsworth, HECL, Plymouth, UK</p>
	<p>#3GG19 Assessing the Quality of Educational Supervisor Reports and Supervised Learning Events Mumtaz Patel, Health Education England North West, Manchester, UK</p>		<p>#3HH12 Learning Effect Analysis of Implementing Inter-Professional Education (IPE) Teaching Template Wei-Fang Wang, National Cheng-Kung University Hospital, Tainan, Taiwan</p>
	<p>#3GG20 Report: Development Trial of an Abdominal Emergency Medical Training Course Hiroshi Mihara, University of Toyama, Japan</p>		<p>#3HH13 Development of a toolbox for multisource evaluation of Interprofessional Education and Interprofessional Collaboration in Switzerland Florian Neubauer, Institute of Medical Education, Bern, Switzerland</p>
1015-1200	<p>#3HH Posters: Interprofessional Education - Postgraduate Chairperson: Simon Gregory, UK Location: Hall 4.u, CCB</p>		<p>#3HH14 Verifying the reliability and validity of the Japanese version of Interdisciplinary Education Perception Scale (IEPS) Hyuga Suzuki, Nagoya University School of Medicine, Nagoya, Japan</p>
	<p>#3HH1 Understanding context in collaborative decision making at interprofessional team meetings (IPTM) using the Cynefin framework Keng Teng Tan, Tan Tock Seng Hospital, Singapore</p>		<p>#3HH15 Interprofessional high-fidelity simulation: a pilot project Ricardo Tjeng, University of Beira Interior, Faculty of Health Science, Covilha, Portugal</p>
	<p>#3HH2 Enhancing Interdisciplinary Patient Care via Patient-Centered Interprofessional Collaboration Computerized Platform Yen-Ling Ko, Chimei Medical Center, Tainan, Taiwan</p>		<p>#3HH16 Interprofessional Training, is not just Education, but Collaboration Joseph House, University of Michigan Medical School, Ann Arbor, USA</p>
	<p>#3HH3 Knowledge and Attitude towards Interprofessional Collaboration among Postgraduate Medical Students of Bangladesh S M Tajdit Rahman, National Institute of Diseases of the Chest & Hospital, Dhaka, Bangladesh</p>		<p>#3HH17 An Outcome Measure of Inter-Professional Education Experiences: One Method to Consider David Carr, Missouri State University, Springfield, MO, USA</p>
	<p>#3HH4 Unmet needs in communication between residents and nurses in internal medicine wards: at a university teaching hospital in Korea Kyong Hwa Park, Korea University Anam Hospital, Seoul, Korea</p>		<p>#3HH18 How the presence of social work students influences multi-disciplinary decision making in IPE Kumiko Yamaguchi, Tokyo Medical and Dental University (TMDU), Tokyo, Japan</p>
	<p>#3HH5 Analysis of Learning Behavior and Learning Performance in Blended Learning of IPP/IPE to Clinical Nurse Li-Chen Lin, Tri-service General Hospital, Taipei city, Taiwan</p>		<p>#3HH19 The Impact of Interprofessional Education in the Community Enoch Ng, School of Pharmacy, The Chinese University of Hong Kong, Hong Kong</p>
	<p>#3HH6 Physicians and nurses in simulation: Perceptions of interprofessional Collaboration in Trauma-team Simulations Leila Niemi-Muroola, Helsinki University, Espoo, Finland</p>		<p>#3HH20 Clinical Reasoning for Inter-Professional Pregnancy Care – Everyone on the Same Page! Michelle Schlipalius, Monash Health, Melbourne, Australia</p>
	<p>#3HH7 Interprofessional collaboration education initiatives: what works for whom, how and under what circumstances Isabelle Gaboury, Université de Sherbrooke, Longueuil, Canada</p>	1015-1200	<p>#3II Posters: Transitions in Education / Professionalism Chairperson: Ewa Pawlowicz, Poland Location: Hall 4.u, CCB</p>
	<p>#3HH8 The interprofessional collaborative care in primary healthcare setting in Indonesia: a mixed method study Ardi Findyartini, Department of Medical Education & Medical Education Center Indonesia Medical Education and Research Institute Faculty of Medicine Universitas Indonesia, Jakarta, Indonesia</p>		<p>#3II1 Student Assistantship Programme in Family Medicine Wern Ee Tang, Lee Kong Chian School of Medicine, Singapore</p>
	<p>#3HH9 Targeting Interprofessional Education to Address Chronic Pain and Mental Health Co-Morbidity Margaret Chisolm, Johns Hopkins University Department of Psychiatry and Behavioral Sciences, Baltimore, USA</p>		<p>#3II2 Easing the transition into clinical years: the role of student-led introductory sessions Hesham Khalid, St George's, University of London, UK</p>
			<p>#3II3 Adaptation to Early Clinical Rotation: Roles of Transition Period Rulliana Agustin, Faculty of Medicine, University of Indonesia, Jakarta, Indonesia</p>
			<p>#3II4 New Beginnings: A Resident Orientation Program Ozlem Cakmakkaya, University of Istanbul, Cerrahpasa Medical School, Istanbul, Turkey</p>

	<p>#3115 A foundation year one led teaching programme for medical students: a review of student feedback Thurkaa Shanmugalingam, The Royal London Hospital, Whitechapel, UK</p>	
	<p>#3116 The impact of a peer-led revision programme on the self-perceived preparedness of final year medical students for examinations and work as an FY1 doctor Laura Spurgeon, University of Birmingham, UK</p>	
	<p>#3117 Ready... Steady... Learn! Utilizing Student and Faculty Feedback to Enhance Transitioning to Clinical Clerkship and Residency Simon Field, Dalhousie University, Halifax, NS, Canada</p>	
	<p>#3118 'Life, death and taxes, what I wish I had known' – A Near-Peer Led Transition Course for New Doctors Focusing on Non-Technical Skills Yun Mei Lau, Royal Free London NHS Foundation Trust, London, UK</p>	
	<p>#3119 The Dutch transition to graduate medical training: How clinical experience between graduation and residency affects career choice Sophie Querido, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands</p>	
	<p>#3110 Training students to be doctors: the use of ward round simulations Sindhu Naidu, Imperial College London, UK</p>	
	<p>#3111 Can assessment drive behaviour change? The use of the conscientiousness index in an internal medicine residency programme Faith Chia, National Healthcare Group, Singapore</p>	
	<p>#3112 Understanding of medical professionalism among Polish medical teachers Anna Kocurek, Jagiellonian University, Kraków, Poland</p>	
	<p>#3113 Mistreatment, abuse, unprofessionalism and unproductive behaviour: A comparative qualitative analysis of how medical learners and educators define negative behaviour in the clinical workplace Meredith Vanstone, McMaster University, Hamilton, Canada</p>	
	<p>#3114 Rating the severity of medical student professionalism issues and the quality of insight demonstrated in students' response to professionalism remediation Lawrence Grierson, McMaster University, Hamilton, Canada</p>	
	<p>#3115 The Development, Over 12 Years, of our "White Coat Ceremony" for Cultivating Professionalism in Medical Students in Japan Michito Hirakata, Keio University School of Medicine, Tokyo, Japan</p>	
	<p>#3116 A qualitative analysis of students' perceptions on professionalism in hidden curriculum: a pilot study in internal medicine rotation Saranya Prathaithep, Sunpasitthiprasong Hospital, Ubon Ratchathani, Thailand</p>	
	<p>#3117 Self-development activities and Reflection, to promote Medical Professionalism Thawanrat Chayaanantapat, Vachira Phuket Hospital, Phuket, Thailand</p>	
	<p>#3118 Professionalism and Cinemeducation Martina Balaam, Edinburgh University Medical School, Edinburgh, UK</p>	
	<p>#3119 Investigating professionalism experts' opinion: toward developing an undergraduate medical professionalism curriculum Nikoo Yamani, Isfahan University of Medical Sciences, Isfahan, Iran</p>	
	<p>#3120 Vulnerability and disillusionment as a threat to residents' professional identity development Naïke Bochatay, University of Geneva, Switzerland</p>	
1015-1200	<p>#3JJ Posters: Clinical Teaching 1 Chairperson: Giuseppe Familiari, Italy Location: Hall 4.u, CCB</p>	
	<p>#3JJ1 Implementing FAST-sonography for German 4th year medical students Philip Bintaro, Hannover Medical School, Hannover, Germany</p>	
	<p>#3JJ2 Problem oriented and simulation for teaching mechanical ventilators in medical students Yada Siriphannon, Buriram Medical Education Center, Buriram, Thailand</p>	
	<p>#3JJ3 Assessing the effectiveness and perceptions of Fundoscopy teaching in core medical trainees Ruth Chen, Nottingham University Hospitals NHS Trust, Nottingham, UK</p>	
	<p>#3JJ4 Video modeling and video feedback interventions improve time to intravenous cannulation, and reduce incidence of complications in novice medical students Julie Yu, University of Saskatchewan, Saskatoon, Canada</p>	
	<p>#3JJ5 Basic Obstetrics and Gynecology procedures of 6th year Medical Students in Roi-et Hospital, Thailand Sirikanya Somsri, Roi-et Hospital Medical Education Center, Roi-et, Thailand</p>	
	<p>#3JJ6 Comparison of Teaching Basic Orthopedic Procedural Skills by Peer Assisted Learning (PAL) Tutoring and by A Teacher's Teaching in Undergraduate Medical Students Meena Permthai, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand</p>	
	<p>#3JJ7 Improving the Retention of Suturing Skills in Medical Students: A Feasibility Study Sarah Prattle, Salisbury District Hospital, UK</p>	
	<p>#3JJ8 Analysis of central venous cauterization workshop: an experience of Taiwan medical center Kuan-Chih Chung, Department of Anesthesiology, Kaohsiung Chang Gung Memorial Hospital, Kaohsiung, Taiwan</p>	
	<p>#3JJ9 Physical examination contests effectively improve learning outcomes Fen-Yu Tseng, National Taiwan University College of Medicine, Taipei, Taiwan</p>	
	<p>#3JJ10 Improving physicians' ward round communication through simulation-based training Marc Grünwald, Chair of Medical Education, TUM Medical Education Center, Munich, Germany</p>	
	<p>#3JJ11 An Educational Approach to Support Family Witnessed Resuscitation – Enhancing Continued Professional Development Through Animation Natalie Smee, NHS Education for Scotland, Glasgow, UK</p>	

	<p>#3JJ12 Improvised encounters – theatre-based methods in medical education Kari Hevossaari, University of Helsinki, Medical Faculty, Helsinki, Finland</p>		<p>#3KK5 Small-Group Interactive Role-Play Communication Workshop: Building up confidence Chayanis Trakulthong, Kalasin Hospital Medical Education Center, Kalasin, Thailand</p>
	<p>#3JJ13 The Intention-Behaviour Gap: Students' views as predictors of exploring the patient's perspective Annie Cushing, Barts and The London School of Medicine and Dentistry, Queen Mary University of London, UK</p>		<p>#3KK6 Implementing longitudinal curricula of communication: Experiences from four German faculties of medicine Barbara Hinding, IMPP - Institut für medizinische und pharmazeutische Prüfungsfragen, Mainz, Germany</p>
	<p>#3JJ14 The use of metaphors in General Practice. A Phenomenological Interpretative Analysis in an Italian setting Lucia Zannini, Department of Biomedical Sciences for Health, University of Milan, Italy</p>		<p>#3KK7 Communication at the End of Life. Experience Report from a Brazilian University Willian Megumi Momoeda, UNIVASF, Petrolina, Brazil</p>
	<p>3JJ15 3D Sensor for Health Professions' Education - Interaction Analysis in Medical Interview by Kinect Sensor Yoichiro Iwashita, Kagoshima University, Kagoshima, Japan</p>		<p>#3KK8 The role of psychological characteristics in gaining attitude towards communication skills – nationwide sample of nurses participating in postgraduate training courses Mariusz Panczyk, Medical University of Warsaw, Poland</p>
	<p>3JJ16 Curriculum in Medicine might have had a gap for occupational histories taking in daily practice Naesinee Chaiear, Div of Occupational Medicine, Dept of Community Medicine, Faculty of Medicine, Khon Kaen University, Khon Kaen, Thailand</p>		<p>#3KK9 Using camera glasses to improve the communication skills assessment of medical students Chin-Chou Huang, Taipei Veterans General Hospital, Taipei, Taiwan</p>
	<p>3JJ17 Bad News or Life Altering Diagnoses? A Randomized National Needs Assessment of Canadian Neurology Trainees' and Neurologists' Perceptions towards Disclosing Diagnoses Carol Hodgson, University of Alberta, Edmonton, Canada</p>		<p>#3KK10 Validity and reliability of Persian version of Listening Styles Profile-Revised (LSP- R) in Iranian students Mahziar Abarashi, Iran University of Medical Sciences, Tehran, Iran</p>
	<p>#3JJ18 Implicit and Explicit Weight Bias in Physician Assistant Students Gail Curtis, Wake Forest School of Medicine, Winston-Salem, USA</p>		<p>#3KK11 Patient-focused communication skills in medical education through public advocacy Wing Chuen Lai, The Chinese University of Hong Kong, Hong Kong</p>
	<p>3JJ19 A common clerkship course to reinforce students' self-reflection and faculty feedback on clinical performance Young-Mee Lee, Korea University College of Medicine, Seoul, South Korea</p>		<p>#3KK12 Preliminary outcomes: Translating postgraduate communication skills training for psychiatry (ComPsych) into clinical practice Carmel Loughland, Hunter New England Local Health District and University of Newcastle, Australia</p>
	<p>3JJ20 The Comparison of Teamwork Between Senior Medical Teams and Junior Medical Teams Chien-Ming Lo, Joint Commission of Taiwan, New Taipei City, Taiwan</p>		<p>#3KK13 The impact of the medical communication course on shaping the attitudes of medical students Agata Stalmach-Przygoda, Department of Medical Education, Jagiellonian University Medical College, Cracow, Poland</p>
1015-1200	<p>#3KK Posters: Communication Chairperson: Elizabeth Kachur, USA Location: Hall 4.u, CCB</p>		<p>#3KK14 Priorities of medical students regarding patient communication in their clinical electives: A Q-method study Kristina Schick, Technical University Munich, Germany</p>
	<p>#3KK1 Is learning how to ride a bike from a text book possible? Undergraduate medical student perception on communication skills training Mariana Searle, Universidad Andrés Bello, Viña del Mar, Chile</p>		<p>#3KK15 Evaluation of a mixed-methods skill training in patient-physician communication for Swiss first-year medical students Stefan Markun, Institute of Primary Care University of Zürich, Switzerland</p>
	<p>#3KK2 Developing Medical Students' Competency to Communicate Bad News to Patients with Dementia Vanessa Peixoto, UFRN, Natal, Brazil</p>		<p>#3KK16 How do first-year medical students communicate with elderly people? Changes in their interaction patterns across time Rintaro Imafuku, Gifu University, Gifu, Japan</p>
	<p>#3KK3 Under acute emergency situation, apply SHARE model to deliver bad news: Communications skill workshop result and teaching corrections Chih Hung Chen, Internal Medicine, Kaohsiung Chang Gung Memorial Hospital, Kaohsiung Hsien, Taiwan</p>		<p>#3KK17 Developing numerical risk communication skills for medical undergraduates: An evaluation of multidisciplinary teaching Katherine Joekes, St George's, University of London, UK</p>
	<p>#3KK4 Teaching communication skills in order to make inevitable death discussable Dorine van Woerden, Academic Medical Centre, Department of Medical Psychology, Amsterdam, Netherlands</p>		

#3KK18 Simulation as a Tool for the Development of Communication Skills for Internship Medical Students

Ana Roncati, Universidade Anhembi Morumbi - Laureate International Universities, Sao Paulo, Brazil

#3KK19 Clinical Communication Skills: It's Never Too Late to Remediate

Pedro Morgado, School of Medicine - University of Minho, Braga, Portugal

AMEE Group Meetings

1015-1200	BEME Review Committee (closed meeting)	Basilisk, Ground Floor, Swissotel
1015-1200	ESME Advisory Board (closed meeting)	MCH Lounge, Event Hall
1200-1400	Lunch Break Viewing of posters and exhibits	Hall 4.1/4.u

Soapbox Stage – Hall 4.1, CCB

1215-1225	NEJM Knowledge+	
1230-1240	Institute for Communication and Assessment Research	
1245-1255	3B Scientific GmbH	
1300-1310	Elenta Consortium	
1315-1325	Academy of Medical Educators	
1330-1340	Altus Assessments Inc.	
1345-1355	AAMC	

Meet the Authors

1230-1330	Ronald M Harden and Pat Lilley	Elsevier Exhibit, Hall 4.u
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Courses/Workshop

1230-1330	ESME Course	Osaka, 3 rd Floor, CCB
1230-1330	ESMELead Course	Samarkand, 3 rd Floor, CCB
1230-1330	RESME Course	Helvetia 7, 1 st Floor, Swissotel
1230-1330	PCW 1 follow up session	Wettstein, 2 nd Floor, Swissotel

Open Sessions

1230-1330	AMEE Faculty Development Special Interest Group	Sydney, 2 nd Floor, CCB
1230-1330	AMEE Postgraduate Committee Special Interest Group	Singapore, 2 nd Floor, CCB
1230-1330	AMEE Poster Chairs	Kairo 1, Ground Floor, CCB
1230-1330	Adaptive Curriculum Meet the Authors	Lima, Ground Floor, CCB

Session 4: Simultaneous Sessions

1400-1530



#4A Symposium: Acquisition, Maintenance, and Verification of Surgical Skills

Ajit K. Sachdeva (Division of Education, American College of Surgeons; Society for Academic CME; Feinberg School of Medicine, Northwestern University, Chicago, USA), Teodor Grantcharov (University of Toronto, Canada), Stephen Tobin (Royal Australasian College of Surgeons, Melbourne, Australia), Wa'el S Taha (King Abdulaziz Medical City, Al-Madinah, Saudi Arabia; AOTrauma Education Commission)
Location: Event Hall

1400-1530

#4B Symposium: Intersections, Introspections and Divergences: Sustaining the Growth of Medical Education Research and Training

Mathieu Albert, Nicole Woods, Tina Martimianakis (Wilson Centre, University of Toronto, Canada), Klara Bolander Laksov (Department of Education, University of Stockholm, Sweden), Albert Scherpbier (Faculty of Health, Medicine and Life Sciences, Maastricht University, Netherlands)
Location: Montreal, 2nd Floor, CCB

1400-1530

#4C Symposium: Open Space Technology Applied to Wicked Issues in Medical Education and Health Care Practices

Glenda Eoyang, Stewart Mennin (Human Systems Dynamics, USA)
Location: Sydney, 2nd Floor, CCB

1400-1530



#4D Symposium: The role of the Biomedical Sciences in Teaching and Learning Medicine in the 21st Century

Aviad Haramati, Peter GM de Jong, Neil Osheroff, Kelly M Quesnelle, Dujeeva D Samarasekera, Richard C Vari
Location: Singapore, 2nd Floor, CCB

1400-1530

#4E Research Papers: Success & Failure

Chairperson: Tim Wilkinson, New Zealand
Assessor: Samuel Edelbring, Sweden
Location: Delhi, Ground Floor, CCB

1400-1420

#4E1 Early predictors in medical school: Supporting students early on through the use of data

Cassandra Barber, Western University, London, Canada

1420-1440

#4E2 Identifying medical students at risk for academic interruption using a growth-curve paradigm

Juan Cendan, University of Central Florida, College of Medicine, Orlando, USA

1440-1500

#4E3 Remediation interventions for postgraduate medical learners with academic difficulties: Results from a BEME systematic review

Miriam Lacasse, Université Laval, Quebec City, Canada

1500-1520	4E4 Problem-based learning with virtual patients promotes effective self-directed constructive learning, but at what cost to student wellbeing and cognitive engagement? Viktor Riklifs, Karaganda State Medical University, Karaganda, Kazakhstan	1515-1530	#4G6 Using visual- and e-learning methods to enhance medical student engagement in clinical genetics Adam Jones, Cardiff University, Cardiff, UK No Discussion
1520-1530	Discussion	1400-1530	#4H: PechaKucha™ 2 Chairperson: Marko Zdravkovic, Slovenia Location: Kairo 1, Ground Floor, CCB
1400-1530	#4F Research Papers: Teaching Chairperson: Assessor: Manuel Costa, Portugal Location: Helvetia 1, 1 st Floor, Swissotel	1400-1410	#4H1 The Sim360 Trial – Innovating simulation training with the use of a ‘flipped’ 360-degree virtual reality video Jordan Tsigarides, Norwich Medical School, Norwich, UK
1400-1420	#4F1 Evidence-based quality improvement in clinical teaching: An initiative to enhance teaching in critical thinking, high value care, and health care equity Amy Sullivan, Harvard Medical School and Beth Israel Deaconess Medical Center, Boston, USA	1410-1420	#4H2 Technology-Enhanced Learning: Audio Tours in Anatomical Pathology Lynelle Govender, University of Cape Town, South Africa
1420-1440	#4F2 Video versus bedside teaching of paediatric clinical examination skills: A mixed methods study Ann George, University of the Witwatersrand, Johannesburg, South Africa	1420-1430	#4H3 Short supplemental videos produced by students, for students Simon Albrechtsen, University of Copenhagen, Denmark
1440-1500	#4F3 Faculty Perceptions of Challenges and Opportunities to Facilitate Implicit Bias Instruction: Implications for Curriculum Development Cristina Gonzalez, Albert Einstein College of Medicine/Montefiore Medical Center, Bronx, NY, USA	1430-1440	#4H4 Clinic instead of lecture room – to start the medical curriculum! Jörg Goldhahn, ETH, Zurich, Switzerland
1500-1520	#4F4 An international study validating teacher profiles based on their conceptions of learning and teaching Johanna Jacobs, VUmc School of Medical Sciences and LEARN! VU University, Amsterdam, Netherlands	1440-1450	#4H5 Let's Share a SIX Pack...for Faculty Development Heather Billings, Mayo Clinic, Rochester, USA
1520-1530	Discussion	1450-1500	#4H6 Interprofessional collaboration education: The experience of students at the end of their professionalizing journey Brigitte Vachon, Université de Montréal, Canada
1400-1530	#4G Patil Teaching Innovation Awards 2 Chairperson: Location: Helvetia 2, 1 st Floor, Swissotel	1500-1510	#4H7 Jindaola: The process of embedding Indigenous knowledge into mainstream medical and health science curricula at the University of Wollongong, NSW, Australia Teresa Treweek, School of Medicine, University of Wollongong, Australia
1400-1415	#4G1 Introducing a Clinical Teaching Unit to increase autonomy, competence and relatedness in medical training using Self Determination Theory principles Esther Hamoen, Leiden University Medical Center (LUMC), Leiden, Netherlands	1510-1520	#4H8 'You Murderer!' - challenges faced by recent veterinary graduates when performing euthanasia Claire Vinten, Royal Veterinary College, London, UK
1415-1430	#4G2 Iran International Public Health Summer School (IPHS): A Report of an On-site Educational Game on Global Health for Healthcare Professions Students Helia Ashourizadeh, AVEGEN Co., Tehran, Iran	1520-1530	Discussion
1430-1445	#4G3 Changing the healthcare education through teacher assistants Marcos Rojas, University of Chile, Santiago, Chile	1400-1530	#4I Short Communications: Curriculum: Community Based/Rural Teaching Chairperson: Nada Cikes, Croatia Discussant: Suzanne Pitama, New Zealand Location: Rio, 2 nd Floor, CCB
1445-1500	#4G4 Déjà vu all over again: An innovative 3-year spiral curriculum in antimicrobial stewardship and infectious diseases Peter Chin-Hong, UCSF, San Francisco, USA	1400-1415	#4I1 Comparative efficacy of postgraduate MD longitudinal integrated clerkships in rural communities translating to regional internships Scott Kitchener, Griffith University School of Medicine, Toowoomba, Australia
1500-1515	#4G5 A 'Sign Safari' - Bringing medical students back to the bedside with a high-yield teaching programme focused on eliciting and interpreting clinical signs Dominic Merriott, William Harvey Hospital, Ashford, UK	1415-1430	#4I2 Personal learning perceived by students and teachers from primary care experiences in vulnerable population of Northern Argentina Clara Facioni, Instituto Universitario Hospital Italiano, Buenos Aires, Argentina
		1430-1445	#4I3 An Interdisciplinary primary care approach to multimorbidity: a pilot study of medical and nursing students' home visits in developing patient care plans Carmen Wong, The Chinese University of Hong Kong, Hong Kong

1445-1500	#4I4 Mapping the Thinkable: ways of characterising and researching general practice placements <i>Sophie Park, UCL Medical School, London, UK</i>	1400-1530	#4L Short Communications: Social Accountability Chairperson: Discussant: Jim Rourke, Canada Location: Shanghai 3, Ground Floor, CCB
1500-1515	#4I5 The Role of Student-Led Community Health Projects in a Singapore based Graduate Medical School - Critical Reflection and Learning Experience <i>Rui Xin Ng, Duke-NUS Medical School, Singapore</i>	1400-1415	#4L1 Results from a Global Social Accountability Survey - What do medical students really think? <i>Aikaterini Dima, International Federation of Medical Students' Associations (IFMSA), Thessaloniki, Greece</i>
1515-1530	Discussion	1415-1430	#4L2 A tool for Social Accountability: presenting the iSAT <i>Ruy Souza, Federal University of Roraima-Brazil, Boa Vista, Brazil</i>
1400-1530	#4J Short Communications: Assessment: Progress Test Chairperson: Discussant: Carlos Collares, Netherlands Location: Shanghai 1, Ground Floor, CCB	1430-1445	#4L3 "Change A World" Program with the TOOTH FAIRY: Promoting oral health among at-risk Youth <i>Ruth Margalit, Tel Aviv University School of Medicine, Tel Aviv, Israel</i>
1400-1415	#4J1 Physical Findings Progress Test at a Medical School – Longitudinal Data Analysis <i>Heeyoung Han, Southern Illinois University School of Medicine, Springfield, Illinois, USA</i>	1445-1500	#4L4 Winning the ASPIRE-to-Excellence Award in Social Accountability: what's next? <i>Emmanuelle Careau, Faculte de medecine, Universite Laval, Quebec, Canada</i>
1415-1430	#4J2 Progress testing and self-evaluation in undergraduate medical students <i>Janina Ulbl, Faculty of Medicine, University of Maribor, Slovenia</i>	1500-1515	#4L5 The Needs of the Many: NOSM Students' Experience of Generalism and Rural Practice <i>Roger Strasser, Northern Ontario School of Medicine. Lakehead and Laurentian Universities, Sudbury, Ontario, Canada</i>
1430-1445	#4J3 Progress test analysis: Is the students' knowledge improved? <i>Rahmaningsih Sabirin, Universitas Gajah Mada, Yogyakarta, Indonesia</i>	1515-1530	Discussion
1445-1500	#4J4 Fourteen years of formative progress testing in radiology residency training: experiences from Netherlands <i>Dirk Rutgers, University Medical Center, Utrecht, Netherlands</i>	1400-1530	#4M: Short Communications: International 1 Chairperson: Bill Brudick, USA Location: Boston 1, Ground Floor, CCB
1500-1515	#4J5 Progress test as a powerful tool to improve students' performance and curriculum efficiency <i>Marcos Freire, Anhembi Morumbi University - Laureate International Universities, Sao Paulo, Brazil</i>	1400-1415	#4M1 An Overview of the Medicine and Humanities International Program, an International Educational Initiative <i>Ali Chour, Faculté Lyon Est - Université Claude Bernard Lyon 1, Lyon, France</i>
1515-1530	Discussion	1415-1430	#4M2 Do you embrace or decline? A study into the influence of physicians' views of the organizational culture on their incorporation of global standards in clinical teaching <i>Takuya Saiki, Gifu University Medical Education Development Center, Gifu, Japan</i>
1400-1530	#4K Short Communications: Curriculum: Empathy Chairperson: Margaret Gerbase, Switzerland Discussant: Chris Skinner, Australia Location: Shanghai 2, Ground Floor, CCB	1430-1445	#4M3 JPEMS – Joint Program for European Medical Studies – From idea to success <i>Tudor Calinici, "Iuliu Hatieganu" University of Medicine and Pharmacy, Cluj-Napoca, Romania</i>
1400-1415	#4K1 Promoting Empathy among medical students: a two-site randomized controlled study <i>Céline Buffel du Vaure, Université Paris Descartes, Sorbonne Paris Cité, Faculté de Médecine, Département de Médecine Générale, Paris, France</i>	1445-1500	#4M4 Explaining the causes of differential attainment for International Medical Graduates in selection tests and licensing exams <i>Fiona Patterson, Work Psychology Group, Derby, UK</i>
1415-1430	#4K2 Evolution of Empathy in French medical students during their first academic year <i>Olivier Coste, Ecole de santé des armées, Bron, France</i>	1500-1515	#4M5 Sharing stories about medical and health professional education in difficult circumstances: Conceptualising issues, strategies and solutions <i>Michelle McLean, Bond University, Australia</i>
1430-1445	#4K3 Humanism in medicine - instilling empathy <i>Anna Byszewski, University of Ottawa, Canada</i>	1515-1530	#4M6 Difference in Communication styles of Western Teachers and Nepalese Learners in an Intercultural Faculty Development Program for Mountain Rescuers in Nepal <i>Monika Brodmann Maeder, Institute of Mountain Emergency Medicine, EURAC Research, Bolzano, Italy and Department of Emergency Medicine, Inselspital, Bern, Switzerland</i>
1445-1500	#4K4 Empathy in training: Applied Drama and Communicating Bereavement in the Maternity Services <i>Aisling Smith, Royal College of Physicians of Ireland, Dublin, Ireland</i>		No Discussion
1500-1515	#4K5 Building civic responsibility among medical students through service learning - A visit to a Disability Centre <i>Sajida Naseem, Shifa College of Medicine, STMU, Islamabad, Pakistan</i>		
1515-1530	Discussion		

1400-1530	#4N Short Communications: Clinical Reasoning 1 Chairperson: Marie-Claude Audetat, Switzerland Location: Boston 2, Ground Floor, CCB	1400-1530	#4P Short Communications: Portfolios Chairperson: Shuh Shing Lee, Singapore Location: Darwin, Ground Floor, CCB
1400-1415	#4N1 Students' approaches to learning clinical reasoning: Evidence as a threshold skill Ralph Pinnock, Dunedin School of Medicine, Dunedin, New Zealand	1400-1415	#4P1 EPAs-based e-Portfolio facilitated the application of Entrusted Professional Activities (EPAs) among emergency medicine residency training in a regional hospital in Taiwan Chen-Wei Lee, Dalin Tzu Chi Hospital Buddhist Tzu Chi Medical Foundation, ChiaYi, Taiwan
1415-1430	#4N2 The effects of reflection on clinical problems on medical students' engagement in a learning activity and learning outcomes Ligia Ribeiro, UNIFENAS, Belo Horizonte, Brazil	1415-1430	#4P2 Concepts and expectations of Taiwanese first-year post-graduates' feedback in e-portfolio: A realist evaluation Ren-Huei Fu, Chang Gung Medical Education Research Centre (CGMERC), Chang Gung Memorial Hospital, Taoyuan City, Taiwan
1430-1445	#4N3 Clinical reasoning in physiotherapy and critical decision method Etienne Dayer, HEdS HES-SO Valais & Université de Genève, Sion, Switzerland	1430-1445	#4P3 Perceived Needs and Challenges with electronic portfolio implementation in the discipline of Anesthesiology Christina Tremblay, Northern Ontario School of Medicine, Sudbury, Canada
1445-1500	#4N4 Instructional approaches for the development of clinical reasoning: the effects of modeled-reflection, cued-reflection and free-reflection on students' diagnostic performance Silvia Mamede, Institute of Medical Education Research Rotterdam, Erasmus Medical Center, Rotterdam, Netherlands	1445-1500	#4P4 Portfolio-based assessments: Does the portfolio reflect students' competence development? Andrea Oudkerk Pool, Maastricht University, School of Health Professions Education, Maastricht, Netherlands
1500-1515	#4N5 The Glasgow Clinical Review Form: An undergraduate clinical reasoning tool to foster skills in ongoing clinical assessment in the secondary care setting Kevin Garrity, University of Glasgow, UK	1500-1515	#4P5 Can Reflection be Taught? Julia Humphreys, University of Manchester, Faculty of Biology, Medicine and Health, Manchester, UK
1515-1530	#4N6 Using knowledge translation to facilitate the implementation of a novel teaching activity for clinical reasoning Martine Chamberland, Université de Sherbrooke, Canada	1515-1530	#4P6 A study of pharmacy students' self-assessment of the competencies reached during their studies Nina Katajavuori, University of Helsinki, Finland
	No Discussion		No Discussion
1400-1530	#4O: Short Communications: Clinical Teaching 1 Chairperson: Suleyman Yldiz, Turkey Location: Boston 3, Ground Floor, CCB	1400-1530	#4Q Short Communications: Postgraduate: Junior Doctor as Teacher Chairperson: Discussant: Matthew Stull, USA Location: Lima, Ground Floor, CCB
1400-1415	#4O1 Are we missing something? What are medical students missing out on, and why, when they are excluded from doctor patient encounters in general practice? Jane Smith, Bond University, Gold Coast, Australia	1400-1415	#4Q1 A three-year longitudinal milestone-based "Residents as Teachers" Program: Experience from the first two years Jen-Feng Liang, Taipei Veterans General Hospital, Taipei, Taiwan
1415-1430	#4O2 The Clinical Skills Passport (CSP): An innovative approach for the assessment of clinical skills competence Laura Smith, University of Leeds, UK	1415-1430	#4Q2 EPA of residents-as-teachers Tadayuki Hashimoto, Hashimoto Municipal Hospital, Wakayama, Japan
1430-1445	#4O3 The Medical Exhibition Seminar: Implementation and evaluation of a new teaching method for clinical reasoning and consultation Henk Schreuder, University Medical Center Utrecht, Netherlands	1430-1445	#4Q3 Making use of students' enthusiasm in technology to improve feedback to clinical teachers Dilshani Hunukumbure, Imperial College London, UK
1445-1500	#4O4 Second Year Medical Student Emergency Medicine Rotation: "It's Not Like on TV" Colleen Bush, Michigan State University College of Human Medicine, Grand Rapids, USA	1445-1500	#4Q4 Faculty development for junior health professionals: interprofessional and flipped learning Christie van Diggele, The University of Sydney, Australia
1500-1515	#4O5 Mastering or Inventing? The Impact of Instructional Design on Preparation for Future Learning of a Procedural Skill Ryan Brydges, University of Toronto, Canada	1500-1515	#4Q5 Resident Preceptor Training - a primer course in educational methodology for postgraduate residents in health professions Manoj Goyal, N.C. Medical College and Hospital, Israna, Panipat, Haryana, India
1515-1530	#4O6 More than another pair of hands? The impact of medical student placements on the healthcare service Elizabeth Molloy, University of Melbourne, Australia	1515-1530	Discussion
	No Discussion		

- 1400-1530 **#4R AMEE MedEdPublish Review Panel Meeting (invite only)**
Richard Hays, Trevor Gibbs, Ken Masters, Subha Ramani, Kerrie McKay
Location: Hong Kong, 2nd Floor, CCB
- 1400-1530 **#4S Conference Workshop: Applying Threshold Concepts to Health Professional Education—Helping the Struggling Learner**
Janice Hanson (University of Colorado, School of Medicine, Aurora, Colorado, USA), Virginia Randall (Uniformed Services University of the Health Sciences, Bethesda, Maryland, USA), Lindsey Lane, Meghan Treitz, Daniel Nicklas (University of Colorado, School of Medicine, Aurora, Colorado, USA)
Location: Wettstein, 2nd Floor, Swissotel
- 1400-1530 **#4T Conference Workshop: The (Forgotten) Art of Receiving Feedback**
Jane Moller (Aarhus University, Aarhus, Denmark), Noelle Junod Perron (Geneva University, Geneva, Switzerland), Claudia Kiessling (Brandenburg Medical School Theodor Fontane, Neuruppin), Kristian Korgh (Centre for Health Sciences Education, Aarhus, Denmark), Bente Malling (Aarhus University, Aarhus, Denmark)
Location: Helvetia 3, 1st Floor, Swissotel
- 1400-1530 **#4U Conference Workshop: Adopting Learning Analytics in Medical Education**
Vania Dimitrova, Tamsin Treasure-Jones (Leeds Institute of Medical Education, University of Leeds, UK), Rachel Ellaway, David Topps (University of Calgary, Canada), Martin V. Pusic (NYU Langone Health, USA)
Location: Helvetia 4, 1st Floor, Swissotel
- 1400-1530 **#4V Conference Workshop: 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 (USA), Michelle Daniel (University of Michigan Medical School, Ann Arbor, MI, USA), Robin Hemphill (Virginia Commonwealth University, Richmond VA, USA), Sandra Montiero, Geoff Norman (McMaster University, Hamilton, Ontario, Canada)
Location: Helvetia 5, 1st Floor, Swissotel
- 1400-1530 **#4W Conference Workshop: Developing Continuing Education and Professional Development Programs to Optimize Practice**
David Wiljer, Sanjeev Sockalingam (University Health Network, Toronto, Canada), Sophie Soklaridis (Centre for Addiction and Mental Health, Toronto, Canada), Maria Mylopoulos (The Wilson Centre, Toronto, Canada), Ivan Silver (Centre for Addiction and Mental Health, Toronto, Canada)
Location: Helvetia 7, 1st Floor, Swissotel
- 1400-1530 **#4X Conference Workshop: Learning from Failure? How should we prepare newly qualified clinicians and clinical environments to enhance patient safety?**
Kevin Weiss (Accreditation Council for Graduate Medical Education (ACGME), Chicago, USA), Jane O'Hara, Trudie Roberts (Leeds Institute of Medical Education, University of Leeds, UK), Robin Wagner, Robin Newton (Accreditation Council for Graduate Medical Education (ACGME), Chicago, USA)
Location: Osaka, 3rd Floor, CCB
- 1400-1530 **#4Y Conference Workshop: Making workplace-based assessment work: leveraging tensions in assessment for learning**
Pim Teunissen (VU University Medical Centre and Maastricht University, Amsterdam & Maastricht, Netherlands), Erik Driessen, Marjan Govaerts, Suzanne Schut, Miriam Wijbenga, Carolin Sehlbach (Maastricht University, Maastricht, Netherlands)
Location: Samarkand, 3rd Floor, CCB
- 1400-1530 **#4Z Conference Workshop: How to break barriers? International faculty development collaboration**
Che-Wei Lin (Taipei Medical University Wan-Fang Hospital, Taipei, Taiwan), Barry Issenberg (University of Miami Miller School of Medicine, Miami, USA), Benjamin Berg (University of Hawaii, Manoa, USA), Gen Ouchi (University of The Ryukyus, Okinawa, Japan), Chien-Chih Wu, Wen-Cheng Huang (Taipei Medical University, Taipei, Taiwan)
Location: Guangzhou, 2nd Floor, CCB
- 1400-1530 **#4AA Conference Workshop: Use the map: a practical workshop for curricular mapping for faculty development and CPD programming**
Robert Parson, Heather Lochnan, Paul Hendry
Location: Nairobi, 2nd Floor, CCB
- 1400-1530 **#4BB Conference Workshop: Online assessment with the students' own devices: An evidence based and practical approach to eAssessment**
Eeva Pyörälä (University of Helsinki, Centre for University Teaching and Learning, Helsinki, Finland), Sanna Siirilä (University of Helsinki, Services for Learning and Teaching Technology, Helsinki, Finland), Daniel Folger, Teemu Masalin, Jussi Merenmies (University of Helsinki, Faculty of Medicine, Helsinki, Finland), Colin Lumsden (University of Manchester, Manchester Medical School, Manchester, UK)
Location: Mexico, 2nd Floor, CCB

1400-1530	<p>#4CC ePosters: Engaging with Learning - game-based, problem-based & practice-based Chairperson: Location: Kairo 2, Ground Floor, CCB</p> <hr/> <p>#4CC1 Pedagogical Approach of the Family Health Specialization Course of the Federal University of Pelotas, Brazil <i>Ana Claudia Fassa, Federal University of Pelotas, Brazil</i></p> <hr/> <p>#4CC2 Using the "Flash Teaching" Model for Prevention of Facial Pressure Injuries during Nursing Training and Education <i>Ching-Uen Huang, Taipei Medical University Shuang-Ho Hospital, New Taipei City, Taiwan</i></p> <hr/> <p>#4CC3 Photo Challenge: An Educational Innovation to Stimulate Effective Learning in Ophthalmology <i>Sakchai Vongkittirux, Department of Ophthalmology, Faculty of Medicine, Thammasat University, Pathum Thani, Thailand</i></p> <hr/> <p>#4CC4 Pedagogochi 2.0 – a playful learning concept to train clinical decision making <i>Lorenz Grigull, Medical University, Hannover, Germany</i></p> <hr/> <p>#4CC5 The Pitch for 'QUITCH': Harnessing Mobile Technology to Improve Patient Safety <i>Shereen Ng, Department of General Medicine Tan Tock Seng Hospital, Singapore</i></p> <hr/> <p>#4CC6 The Application of Gamification in Clinical Teaching - Courses of Quality Management <i>Ching-Shiang Chi, Tungs' Taichung MetroHarbor Hospital, Taichung, Taiwan</i></p> <hr/> <p>#4CC7 Use illness script theory to teach clinical reasoning skills to nurse practitioners- a pilot study <i>Hung Yao Chen, China Medical University Hospital, Taichung, Taiwan</i></p> <hr/> <p>#4CC8 Educational or professional competences. The perception of professors of the Clinical department of the Faculty of Medical Sciences of the National University of Littoral <i>Miguel Hernán Vicco, Faculty of Medical Sciences, National University of Littoral, Santa Fe, Argentina</i></p> <hr/> <p>#4CC9 Analysis of Verbal Interactions in Case Mapping Phase of Problem-Based Learning <i>Sanghee Yeo, Kyungpook National University School of Medicine, Daegu, South Korea</i></p> <hr/> <p>#4CC10 The correlation between demographic variables and virtual patient integration in the medical curriculum <i>Eleni Dafli, School of Medicine, Aristotle University of Thessaloniki, Greece</i></p> <hr/> <p>#4CC11 Virtual patients in training against medical error: does group dynamics influence outcome? <i>Gulmira Abakassova, Karaganda State Medical University, Karaganda, Kazakhstan</i></p> <hr/> <p>#4CC12 Problem-based Learning with Virtual Patients: Outcome Evaluations <i>Chin-Ru Ker, Department of Gynecology and Obstetrics, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan</i></p> <hr/> <p>#4CC13 Strategy of medical education in home care using immersive Virtual Reality <i>Alessandra Dahmer, UNA-SUS/UFCSPA, Porto Alegre, Brazil</i></p>	<p>1400-1530</p> <p>#4DD Posters: Adaptive Curriculum Chairperson: Mark Quirk, USA Location: Hall 4.1, CCB</p> <hr/> <p>#4DD1 Evaluating the prescribing scheme for fifth years at Keele University medical school: a mixed methods study <i>Niamh McCarville, Keele University School of Medicine, Keele, UK</i></p> <hr/> <p>#4DD2 The effectiveness of "Flipped classroom" in teaching cardiac auscultation to medical students: a pilot teaching program <i>Chun-Wei Lee Chun-Wei Lee, MacKay Memorial Hospital, Taipei, Taiwan</i></p> <hr/> <p>#4DD3 ABCDE... easy as 1,2,3? <i>Marije Hogeveen, Radboudumc, Nijmegen, Netherlands</i></p> <hr/> <p>#4DD4 A novel approach to collecting undergraduate medical student feedback using "TopHat" to increase student engagement <i>Shelina Sachedina, University Hospitals of Leicester NHS Trust, Leicester, UK</i></p> <hr/> <p>#4DD5 Development of a Program to Inform Entrustment Decisions in Fourth Year Medical Students <i>Diana Callender, Geisinger Commonwealth School of Medicine, Scranton, Pennsylvania, USA</i></p> <hr/> <p>#4DD6 Adaptive E-Learning Environments for Health Professionals and Students: Results from a Systematic Review <i>Guillaume Fontaine, Montreal Heart Institute Research Center, Montréal, Canada</i></p>
1400-1530	<p>#4EE Posters: Written Assessment and Final Exam Chairperson: Sandra Kemp, Australia Location: Hall 4.1, CCB</p> <hr/> <p>#4EE1 Early predictors of performance in medical school finals: a retrospective analysis of 4 cohorts at a UK medical school <i>John King, University College London Medical School, London, UK</i></p> <hr/> <p>#4EE2 Mandatory Licensing Examinations For Graduating Doctors In The UK – How Do Medical Students Perceive This Initiative? <i>Rafael Bica, UCL Institute of Education, London, UK</i></p> <hr/> <p>#4EE3 Coordination of the national licensing and the faculties' exams in medicine <i>Volker Schillings, IMPP, Mainz, Germany</i></p> <hr/> <p>#4EE4 An eye-tracking study: Does the domain of clinical reasoning MCQs predict learners' generation or cueing of answers? <i>Jia Rui Kwan, Lee Kong Chian School of Medicine, Singapore</i></p> <hr/> <p>#4EE5 Using Automatic Item Generation based in cognitive models for medical education assessment <i>Paulo Marques, University of Minho, Braga, Portugal</i></p> <hr/> <p>#4EE6 Medical students' performance in early written assessments as a predictor of global academic achievement <i>Núria Mascarenhas, Life and Health Sciences Research Institute (ICVS), School of Medicine, University of Minho, Braga, Portugal</i></p> <hr/> <p>#4EE7 Assessment of Prescribing Skills using SBA and VSA questions <i>Chee Yeen Fung, Imperial College London, UK</i></p>	

	<p>#4EE8 Writing Multiple Choice Questions based on Bloom's Taxonomy: the Answer is in the student approach Sally Santen, Virginia Commonwealth School of Medicine, Richmond, VA, USA</p>		<p>#4FF5 Increased Student Engagement with 3D E-Learning Resource Improves Spatial Knowledge in Neuroanatomy among Low Spatial Ability Learners Sandrine de Ribaupierre, Anatomy aell Biology, Biomedical Engineering and Clinical Neurological Sciences, Western University, London, Canada</p>
	<p>#4EE9 Analysis of Question-Text Complexity for Equality Monitoring Daniel Zahra, Plymouth University Peninsula Schools of Medicine and Dentistry, Plymouth, UK</p>		<p>#4FF6 Exploring medical students' attitudes towards anatomy teaching Daniel Sims, Brighton & Sussex Medical School, Brighton, UK</p>
	<p>#4EE10 Relating item analyses of multiple-choice questions (MCQ) to the test score and pass/fail determination Simon C.L. Au, School of Biomedical Sciences, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong</p>		<p>#4FF7 Anatomy Education In Nigeria: The Viewpoints of Medical Students Auwal Ahmed Musa, Usmanu Danfodiyo University, Sokoto, Nigeria</p>
	<p>#4EE11 Multiple choice question writing as a remediation strategy Scott Compton, Duke-NUS Medical School, Singapore</p>		<p>#4FF8 Usage and perceptions of anatomy case-based learning: comparison of small group teaching and online eLearning resources Jane Holland, RCSI, Dublin, Ireland</p>
	<p>#4EE12 Open book examination and its effectiveness compared with traditional-style closed book examination in stroke rehabilitation medicine course for medical students: randomized controlled trials Anon Sathapornsathid, Medical Education Center Ratchaburi Hospital, Ratchaburi, Thailand</p>		<p>#4FF9 Stripping for anatomy: Student attitudes on the use of ultrasound in pre-clinical medical education Claire Smith, University of Sussex, Brighton, UK</p>
	<p>#4EE13 Heart Rate Variability During an Examination in Pharmacology Joachim Neumann, Univerisity Hospital Halle, Halle, Germany</p>		<p>#4FF10 Interinstitutional Point-Of-Care Ultrasound Workshop for Enhancing Performance Capacity: Learners' perspective Jirapa Chansangrat, Suranaree University of Technology, Nakhonratchasima, Thailand</p>
	<p>#4EE14 Comparing the use of Modified Angoff and Cohen Methods in Standard Setting of High-Stakes Graduating Examinations Michael SH Wan, School of Medicine, University of Notre Dame, Sydney, Australia</p>		<p>#4FF11 Developing an objective assessment of medical students' ultrasonography skills early in the Curriculum Aftab Azad, Hamad Medical Corporation (HMC), Doha, Qatar</p>
	<p>#4EE15 Statistical modeling allows analysis of factors impacting student performance on the USMLE Step 1 examination Robert Carroll, Brody School of Medicine at East Carolina Univeristy, Greenville NC, USA</p>		<p>#4FF12 A case-based abdominal ultrasound class for German fifth-year medical students Sabine Schneidewind, Hannover Medical School, Hannover, Germany</p>
	<p>#4EE16 The Journey to STEP 1: A Preparation Mindset Sonya Ford, American University of Antigua College of Medicine, Coolidge, Antigua</p>		<p>#4FF13 Point-of-care ultrasound for Medical Education: UBI's initial experience Miguel Castelo-Branco, University of Beira Interior, Covilha, Portugal</p>
1400-1530	<p>#4FF Posters: Anatomy/Ultrasound Chairperson: Ewa Szumacher, Canada Location: Hall 4.1, CCB</p>		<p>#4FF14 Virtual or physical? 2D or 3D? The impact of resource design on learning outcomes in veterinary anatomy and diagnostic imaging teaching Sarah Channon, The Royal Veterinary College, London, UK</p>
	<p>#4FF1 Students' perceptions of drawing as a tool to learn anatomy and histology Maarit Hölttä-Vuori, University of Helsinki, Medical Faculty, Dept. of Anatomy, Helsinki, Finland</p>	1400-1530	<p>#4GG Posters: Selection and Widening Access Chairperson: Ian Wilson, Canada Location: Hall 4.1, CCB</p>
	<p>#4FF2 Implementation of transition course to dissecting room: a step towards introducing "Principles of professional behaviors and respect to cadavers" to fresh medical students Ali Ganjizadeh, Tehran University of Medical Sciences, Tehran, Iran</p>		<p>#4GG1 Medical school pre-admission criteria: Can we predict the future? Mahwish Arooj, University of Lahore, Pakistan</p>
	<p>#4FF3 Three-dimensional Printed and Virtual Airway Models Enhance Knowledge Acquisition and Learning Experience: A Randomised Controlled Study Brian Ho Han Khai, Lee Kong Chian School of Medicine, Singapore</p>		<p>#4GG2 Why are predictive validities of admission tests so low? Stefan Zimmermann, University Medical Center Hamburg-Eppendorf, Hamburg, Germany</p>
	<p>#4FF4 Augmented Reality Anatomy: exploring the use of Augmented Reality in the teaching of anatomy in medical schools Shi Min, Sophia Wong, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore</p>		<p>#4GG3 Association of Different Medical Student Selections and Mid-term Testing in Year One of Medical School Anant Khositseth, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand</p>
			<p>#4GG4 How is first impression related to MMI-results and to OSCE- examinations two years later? Dietrich Klusmann, University Medical Center Hamburg-Eppendorf, Hamburg, Germany</p>

	<p>#4GG5 Comparing the ratings of Academic, Non-academic and Lay Person at Multiple Mini-Interview Chew Fei Sow, International Medical University, Kuala Lumpur, Malaysia</p>	<p>#4HH2 Development of a national interprofessional communication skills and teamwork curriculum for undergraduate medical education Maryna Gornostayeva, The German National Institute for state examinations in Medicine, Pharmacy and Psychotherapy, Mainz, Germany</p>
	<p>#4GG6 Comparison between the Multiple Mini Interviews and the conventional interview in selection of students of the Joint medical programme (between Srinakharinwirot University and University of Nottingham) Ramida Watanapokasin, Srinakharinwirot University, Bangkok, Thailand</p>	<p>#4HH3 An Interprofessional Approach To Medical And Nursing Undergraduate Learning In The Clinical Setting Rumbidzai Chandauka, Chelsea and Westminster NHS Foundation Trust, London, UK</p>
	<p>#4GG7 Comparison of marks in a national examination of high school students with their academic achievement at the end of a medical course in a PBL curriculum Reinaldo Bestetti, University of Ribeirão Preto, Brazil</p>	<p>#4HH4 Exploring the experiences with student participation in the development of interprofessional health education courses Ronja Behrend, Charité - Universitätsmedizin Berlin, Germany</p>
	<p>#4GG8 Percentile equating of school leaving grades obtained at different school systems to enhance prediction of study success at medical school Wolfgang Hampe, University Medical Center Hamburg-Eppendorf, Hamburg, Germany</p>	<p>#4HH5 Interprofessional student simulation training in ABCDE of Sepsis - a collaborative pilot study Johanna Hästbacka, University of Helsinki, Finland</p>
	<p>#4GG9 The relationship between socio-demographic factors and selection into UK postgraduate medical training programmes: a national cohort study Kim Walker, CHERI, University of Aberdeen and NHS Education for Scotland, Aberdeen, UK</p>	<p>#4HH6 Application of 'Design Thinking' to foster collaborative and innovative mindsets in medical students through interprofessional education Quankamon Dejatiwongse Na Ayudhya, Siriraj Hospital, Mahidol University, Bangkok, Thailand</p>
	<p>#4GG10 Differences in Academic Performance of Students Entering Faculty of Medicine, Universidad de Chile, Through Special and Regular Admission Jose Peralta Camposano, Universidad de Chile, Santiago, Chile</p>	<p>#4HH7 A novel approach to true interprofessional medical education in undergraduate medicine Rahim Kachra, University of Calgary, Canada</p>
	<p>#4GG11 Thriving in Medical School: Is it Really in the Genes? Eiad Habib, Alfaisal University, Riyadh, Saudi Arabia</p>	<p>#4HH8 Using high-fidelity interprofessional simulation to prepare future doctors and nurses in the management of the acutely ill patient Michelle Madigan, Heart of England NHS Foundation Trust, Birmingham, UK</p>
	<p>#4GG12 Medical demography in Spain: numerus clausus in Medical Schools and positions of Postgraduate Training Joaquin García-Estañ, Universidad de Murcia, Spain</p>	<p>#4HH9 Optimized interprofessional education and evaluation for undergraduate medical students: a case study of interprofessional collaborative practice conference in a medical center in Taiwan Po-Kai Chan, School of Medicine, National Defense Medical Center, Taipei, Taiwan</p>
	<p>#4GG13 The use of an e-assessment as an additional postgraduate selection tool for pediatrics Jos Draaisma, Radboudumc Amalia Children's Hospital, Nijmegen, Netherlands</p>	<p>#4HH10 The interprofessional training ward Zurich - a feasibility study Gert Ulrich, Careum foundation, Department of Education Development, Zurich, Switzerland</p>
	<p>#4GG14 The Importance of Clinical Shadowing: Perspectives of Admissions Committee Members Carol Elam, University of Kentucky College of Medicine, Lexington, USA</p>	<p>#4HH11 Interprofessional education using One-Stop Simulation for nursing, nutrition and pharmacy to strengthen clinical reality and enhance peer learning Shiao-Tzu Ma, Department of Emergency/Nuring of WanFang Hospital, Center for Education in Medical Simulation Taipei Medical University, Taipei, Taiwan</p>
	<p>#4GG15 Medical Students as Primary School Teachers: A Widening Participation Initiative Sarah Burge, University of Bristol, UK</p>	<p>#4HH12 Inter-Professional Learning between Medical and Physician Associate students Wyn Harris, Swansea University, Swansea, UK</p>
1400-1530	<p>#4HH Posters: Interprofessional Education - Undergraduate Chairperson: Paulina Sobieranska, Poland Location: Hall 4.u, CCB</p>	<p>#4HH13 Using Case Study Methodology to Understand Contextual Challenges to Interprofessional Practice Learning Veronica O'Carroll, University of St Andrews, UK</p>
	<p>#4HH1 Performing a Nurse-Shadowing Program for Medical Students to Learn Inter-professional Collaborations Shu-Liu Guo, Taipei Medical University Hospital, Taipei, Taiwan</p>	<p>#4HH14 Comparison of Medical Students' Interprofessional Attitudes Before and After Second Year Jennifer Montemayor, Rocky Vista University College of Osteopathic Medicine, Denver, USA</p>
		<p>#4HH15 Assessing Interprofessional Communication of Health Students Wiwik Kusumawati, Universitas Muhammadiyah Yogyakarta, Indonesia</p>

1400-1530	#4I1 Posters: Flipped Classroom Chairperson: Levente Kiss, Hungary Location: Hall 4.u, CCB
	#4I11 The Effectiveness of Inter-professional Training by Flipped Teaching Pei-Rong Li, Tungs' Taichung MetroHarbor Hospital, Taichung, Taiwan
	#4I12 Teaching to Learn: Using the 'Flipped Classroom' in Postgraduate Medical Education Katherine Finucane, Department of Postgraduate Medical Education, North Bristol NHS Trust, Bristol, UK
	#4I13 Application of flipped classroom strategy in Pediatric dermatology learning: medical student attitudes Arucha Treesirichod, Faculty of Medicine, Srinakharinwirot University, Nakhonnayok, Thailand
	#4I14 Using online immediate response system to promote in-class activities of flipped classroom in medical students Yaw-Don Hsu, NDMCTSGH, Taipei, Taiwan
	#4I15 Utilizing flipped classroom model for teaching evidence-based medicine to medical technologists Chi-Cheng Liang, Taiwan
	#4I16 The effectiveness of flipped classroom on short knowledge retention at King Saud Bin Abdulaziz University for Health Sciences: A Mixed Method Study Mesedah Alnahdi, King Saud Bin Abdulaziz University for Health Sciences, Jeddah, Saudi Arabia
	#4I17 Effectiveness of flipped class and active class learning on undergraduate nursing student academic performance Hawazen Rawas, King Saud bin Abdulaziz University for Health Sciences, Jeddah, Saudi Arabia
	#4I18 The Innovative Flipped Clinical eLearning Platform Facilitates the Objective Structural Clinical Examination Preparation Florence Mei Kuen Tang, The Chinese University of Hong Kong, Hong Kong
	#4I19 Peer Evaluation of Flipped Classroom Model Compared to Traditional Learning Method in Undergraduate Digestive System Education Manuel Hernandez-Guerra, Departamento de Medicina Interna, Dermatología y Psiquiatría, Facultad de Medicina, Universidad de La Laguna, Tenerife, Spain
	#4I110 Conceptions of flipped learning and its relationship toward students' motivation and learning strategies Fremen Chihchen Chou, China Medical University Hospital, Taichung City, Taiwan
	#4I111 Flipped Learning Based on Peer Instruction Process Favorably Impacts Undergraduate Digestive System Education Enrique Quintero, Departamento de Medicina Interna, Dermatología y Psiquiatría, Facultad de Medicina, Universidad de La Laguna, Tenerife, Spain

1400-1530	4JJ Posters: The Teacher and Challenges/Research in Medical Education Chairperson: Location: Hall 4.u, CCB
	#4JJ1 The experience of teacher learning community in physical therapy for ever-changing clinical educational system Tsung-Yu Tsai, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan
	#4JJ2 Teachers' teaching effect in evidence-based medicine after interactive eBook usage Mao-Meng Tiao, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Kaohsiung, Taiwan
	#4JJ3 Transformation of educational philosophies and community of practice: A teacher's profile in EMI curriculum innovations Miao Yang, Shantou University Medical College, Shantou, People's Republic of China
	#4JJ4 Identification with teaching, motivations to teach, and faculty development needs of part-time teachers vs tenured faculty at a health sciences school Abigail Snook, University of Iceland, Reykjavik, Iceland
	#4JJ5 Are you still happy and want to be a medical teacher? Pinyok Srisansanee, Surin Medical Education Center, Surin, Thailand
	#4JJ6 Addressing the Gap About the Care of Resilience Amongst Healthcare Professionals in Turkey Büşra Nizam, Yeditepe University, Istanbul, Turkey
	#4JJ7 "You're almost frightened of the tidal wave, you know you couldn't cope if it was": The stress of balancing teaching with service in general practice Lindsey Pope, University of Glasgow, UK
	#4JJ8 Prevalence and factors influencing burnout syndrome among medical teachers in tertiary care non-faculty hospital: a pilot survey Thanatchanan Thodthasri, Buriram Medical Education Center, Buriram, Thailand
	#4JJ9 Retention behind Resilience: How to cope with a hectic schedule in the medical workplace Pei-Chun Lin, Far Eastern Memorial Hospital (FEMH), New Taipei City, Taiwan
	#4JJ10 Stress Maintained by Medical Staff, Externs and Interns Affects Medical Students' Learning Abilities at Vachira Phuket Medical Center Pornpirun Leeyangyuen, Walailak University, Phuket, Thailand
	#4JJ11 Faculty Motivations and Barriers to Teaching in a Clinical Academic Department Malgorzata Rajda, Dalhousie University, Department of Psychiatry, Halifax, Canada
	#4JJ12 Can A Picture Paint a Thousand Words? Catherine Gordon, University of Liverpool, UK
	#4JJ13 Evaluation of the bibliographic information of interventional medical education articles Atena Rahmati Najarkolai, Research Senter, Akhrae Hospital, Shahid Beheshti University of Medical Science, Tehran, Iran
	#4JJ14 "Why won't my students answer the evaluation survey?" -Predicting response rates in evaluation surveys in higher education Louise Bergman, Karolinska Institutet, Stockholm, Sweden

	<p>#4JJ15 Productivity in medical education research: a challenge and opportunity in Thailand <i>Pairoj Boonluksiri, Hatyai Hospital, Songkhla, Thailand</i></p>		
1400-1530	<p>#4KK Posters: Student in Difficulty/Student Engagement Chairperson: Susan Jamieson, UK Location: Hall 4.u, CCB</p>		
	<p>#4KK1 What factors determine academic achievement in medical education? Perspectives of Thai internists and dropout students <i>Navakorn Ingkapairoj, Buriram Hospital, Buriram, Thailand</i></p>	1400-1530	<p>#4LL Meet the Experts: Assessment Clinic <i>Richard Fuller, Jennifer Hallam, Matthew Homer (Leeds Assessment Research Group) @LeedsARG</i> Location: Merian, 2nd Floor, Swissotel</p>
	<p>#4KK2 Academic Risk Predictive Model in First Year Medical Students at Universidad Andrés Bello Viña del Mar Chile <i>Peter McColl, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile</i></p>	1400-1530	<p>#4MM BEME Open Session Location: MCH Lounge, Event Hall</p>
	<p>#4KK3 What happened to my mind? <i>Kanoknan Intabtim, Buddhachinaraj Medical Center, Phitsanulok, Thailand</i></p>	1530-1600	<p>Coffee Break Viewing of posters and exhibits</p>
	<p>#4KK4 Stress in relation to CanMEDS roles during clinical courses: a prospective study on medical students <i>Sari Ponzer, Karolinska Institutet, Stockholm, Sweden</i></p>		<p>Hall 4.u/4.1, CCB</p>
	<p>#4KK5 Motivational Profiles of Thai Medical Students: Association with Exhaustion, Academic Year, and Performance <i>Wanna Ardonk, Buddhachinnaraj Medical Center, Phitsanulok, Thailand</i></p>		<p>Soapbox Stage – Hall 4.1, CCB 1530-1540 Lee Kong Chian School of Medicine 1545-1555 Myknowledgemap</p>
	<p>#4KK6 Medical Student Suicides in Thailand: The Analysis by Using Reported Cases in Thai Newspapers <i>Rungnapha Siriphonphaibool, Somdejphrajaotaksinmaharaj Hospital Medical Education Center, Tak, Thailand</i></p>		
	<p>#4KK7 Development and content validation of a structured scale for measuring interpersonal violence and bullying among students from health professions undergraduate programs <i>Matheus Alpes, Ribeirão Preto Medical School - University of São Paulo, Ribeirão Preto, Brazil</i></p>		
	<p>#4KK8 Depression Factors During Internship In Medical Students <i>Chonnikarn Weng, Medical Education Center Phuket Hospital, Phuket, Thailand</i></p>		
	<p>#4KK9 An active strategy of clinical skills learning - engaging students as partners in learning activities <i>Fazna Aishath Saleem, International Medical School, Management And Science University, Kuala Lumpur, Malaysia</i></p>		
	<p>#4KK10 The role of medical students in implementing a curriculum in a new branch campus <i>Christopher Dinh, Mayo Clinic School of Medicine, Rochester, USA</i></p>		
	<p>#4KK11 The Utrecht Work Engagement Scale (UWES-S-9) has good psychometric indicators in the Portuguese medical student population <i>Rita Neves, School of Medicine, University of Minho, Braga, Portugal</i></p>		
	<p>#4KK12 Time and Communication: lessons learned from Year 1 student engagement team in an ASPIRE medical school <i>Mathurin Suwanwalaikorn, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand</i></p>		

Session 5: Simultaneous Sessions

1600-1730 **#5A Symposium: Educating health professionals for the e-patient**
Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA), Ken Masters (Sultan Qaboos University, Oman), Anne Herrmann-Werner (University of Tübingen, Germany), Elizabeth Rankin (Canada), Dave de Bronkart (ePatient Dave, Society for Participatory Medicine, USA)
Location: Event Hall



1600-1730 **#5B Symposium: How to implement IPE in medical curricula?**
Elisabeth Van Gessel (University of Geneva, Switzerland), Petra Mèche (School of Health Sciences of Geneva, HES-SO, Switzerland), David Gachoud (University of Lausanne, Switzerland), Giatgen Spinaz (Swiss Institute for Medical Postgraduate and Continuous Education, Switzerland), Jörg Goldhahn (Swiss Institute of Technology, Zürich, Switzerland), Christian Schirlo (University of Zürich, Faculty of Medicine, Switzerland)
Location: Montreal, 2nd Floor, CCB

1600-1730 **#5C Simulation Education In and Across the Health Professions: It's More than Just Doctors and Nurses!**
Gabriel Reedy, Nancy McNaughton, Walter Eppich, Barry Quinn (King's College London, UK), Sean Cross (South London and the Maudsley NHS Foundation Trust, UK), Maria Tassone (The Michener Institute of Education at UHN, Canada), John Tegzes (Western University of Health Sciences, USA)
Location: Sydney, 2nd Floor, CCB

1600-1730 **#5D AMEE Fringe 1**
Chairperson: Rachel Ellaway, Canada
Location: Singapore, 2nd Floor, CCB

1600-1615 **#5D1 Are you tough enough?**
Kulsoom Ghias, Aga Khan University, Karachi, Pakistan

1615-1630 **#5D2 "Curriculum" - personified in a musical monologue**
Ugo Caramori, UNICAMP (University of Campinas), Brazil

1630-1645 **#5D3 Little Poo: The Magic of Dressing as Poo in Education**
Nicole Phoebe Tanner, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong

1645-1700 **#5D4 Creativity & Surprise. Bombs & Gambling. Teaching medicine like I would like to be taught myself**
Olga Rostkowska, Medical University of Warsaw and MEDtube.net, Warsaw, Poland

1700-1715 **#5D5 What IMPACT contributes to Integrative Medicine**
Robert Hage, St. George's University, St. Georges, Grenada

1715-1730 Discussion

1600-1730 **#5E Research Papers: Learning in Experimental and Clinical Contexts**
Chairperson:
Assessor: Aliko Thomas, Canada
Location: Delhi, Ground Floor, CCB

1600-1620 **#5E1 Fostering diagnostic competence with whole cases vs. serial cue cases: Effects of whole case vs. serial cue on learning process and outcomes**
Jan Kiesewetter, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der LMU München, Munich, Germany

1620-1640 **#5E2 Meaningful is more than memorable: Exploring what makes educational experiences "stick" to learners' memory**
Kinga L. Eliaz, New York University School of Medicine, New York, USA

1640-1700 **#5E3 Beyond hands-on and hands-off: A model of supervisory approaches on the inpatient ward**
Andrea Gingerich, Northern Medical Program, University of Northern British Columbia, Prince George, Canada

1700-1720 **#5E4 Informing Training in Integrated Care Through an Ethnographic Study of Complex Care Settings**
Steve Durant, The Wilson Centre & University of Toronto, Canada

1720-1730 Discussion

1600-1730 **#5F Doctoral Reports 1**
Chairperson:
Location: Helvetia 1, 1st Floor, Swissotel

1600-1620 **#5F1 Feedback in the context of high-stakes assessment: can summative be formative?**
Christopher Harrison, Learning from Assessment, Manchester, UK

1620-1640 **#5F2 The impact of two different feedback models on the immediate and future learning strategies of medical undergraduates**
Billy Bryan, The University of Sheffield, UK

1640-1700 **#5F3 Copy But Not Paste: An exploration of crossborder medical curriculum partnerships**
Dominique Waterval, Maastricht University, Maastricht, Netherlands

1700-1720 **#5F4 Understanding the impact of the NLE in Indonesia: The importance of context in assessment**
Rachmadya Nur Hidayah, Leeds Institute of Medical Education, Leeds, UK

1720-1730 Discussion

1600-1730 **#5G Short Communications: Surgical Education**
Chairperson:
Location: Helvetia 2, 1st Floor, Swissotel

1600-1615 **#5G1 Pioneering a near-peer surgical teaching programme in the UK**
Xueying Zheng, Hinchingsbrooke Hospital, UK

1615-1630 **#5G2 Respect Matters - RACS Building Respect Improving Patient Safety Action Plan**
Stephen Tobin, Royal Australasian College of Surgeons, Melbourne, Australia

1630-1645 **#5G3 Enhancing surgical training by audio-visual simulation with hazard cognitive training and reflection tools: a design-based study in laparoscopic cholecystectomy**
Siddek Isreb, Durham University, Newcastle Upon Tyne, UK

1645-1700	#5G4 Synthesizing Quantitative Ratings and Qualitative Assessment Data from a Longitudinal Cohort of General Surgery Residents: Measuring Developmental Progress and Competencies <i>Ara Tekian, University of Illinois at Chicago, USA</i>
1700-1715	#5G5 Using task-level feedback with achievable objectives to improve clinical competence <i>Thomas Corne Postma, University of Pretoria, South Africa</i>
1715-1730	#5G6 The value of Crew Resource Management training in surgical departments <i>Wilhelmina van Grevenstein, UMCU, Utrecht, Netherlands</i> No Discussion
1600-1730	#5H Short Communications: Teaching and Learning Chairperson: Paul Brand, Netherlands Location: Kairo 1, Ground Floor, CCB
1600-1615	#5H1 Assessment of Meaningful-learning Behavioral and Emotional Abilities (AMBEA): Validation Study <i>Lucia Cadorin, CRO National Cancer Institute, Aviano, Pordenone, Italy</i>
1615-1630	#5H2 The contextual curriculum: Learning in and from the matrix <i>Christopher Watling, Western University, London, Canada</i>
1630-1645	#5H3 Realist evaluation of medical students' experiences of active learning in Taiwan <i>Chien-Da Huang, Chang Gung Medical Education Research Center, Department of Thoracic Medicine, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taipei, Taiwan</i>
1645-1700	#5H4 Nurturing a Community of Practice for Curriculum Enhancement <i>Kenneth Hargreaves, University of Leeds, UK</i>
1700-1715	#5H5 Narrative Shifts Prompt the Development of Adaptive Expertise <i>Anne Kawamura, Holland Bloorview Kids Rehabilitation Hospital, Toronto, Canada</i>
1715-1730	#5H6 Customising of medical education to allied health education: teaching and learning of basic sciences calibration <i>Gopalakrishnakone Pon, NUS & SIT, Singapore</i> No Discussion
1600-1730	#5I: Short Communications: Learning Experiences Chairperson: Philip Chan, UK Location: Rio, 2 nd Floor, CCB
1600-1615	#5I1 Electronic poster presentation: Future of Learning <i>Syeda Hanaa Fatima, Shifa College of Medicine, STMU, Islamabad, Pakistan</i>
1615-1630	#5I2 Meet (Medical Education Empowered By Theater): Boal's Forum Theater as an Active Methodology in Medical Education <i>Marco Antonio Carvalho-Filho, School of Medical Sciences - University of Campinas / CEDAR - University of Groningen, Netherlands</i>
1630-1645	#5I3 Serious Games in Medical Education: Current Knowledge of, Use and Perceived implementation barriers among clinical educators <i>Kimberly Pei Rui Chan, Lee Kong Chian School of Medicine, Singapore</i>

1645-1700	#5I4 Unexpected results of mandatory knowledge re-examinations in the pre-clinical curriculum <i>Inge van den Berg, University Medical Center Utrecht, Netherlands</i>
1700-1715	#5I5 Pathways to Persuasion: Cognitive and Experiential Responses to Hospice Care Education Multimedia Films <i>Lin-Yang Chi, Taipei City Hospital and Faculty of Dentistry, National Yang-Ming University, Taipei, Taiwan</i>
1715-1730	#5I6 Healthcare Hackathons: A Systematic Review <i>Mataroria Lyndon, Centre for Medical and Health Sciences Education, Faculty of Medical and Health Sciences, The University of Auckland, New Zealand</i> No Discussion
1600-1730	#5J Short Communications: BEME Chairperson: Location: Shanghai 1, Ground Floor, CCB
1600-1615	#5J1 A Best Evidence in Medical Education Systematic Review to determine the most effective teaching methods that develop reflection in medical students <i>Jane Uygur, RCSI, Dublin, Ireland</i>
1615-1630	#5J2 Patient / Service User Involvement in Medical Education: A BEME Systematic Review <i>Simon Gupta, Blackpool Teaching Hospitals NHS Foundation Trust, Blackpool, UK</i>
1630-1645	#5J3 Mobile devices supporting clinical placements for health professions students (transitions and transgressions): A Best Evidence Medical Education (BEME) systematic review <i>Gillian Maudsley, The University of Liverpool, UK</i>
1645-1700	#5J4 Cognitive load theory for training health professionals in the workplace: A BEME review of studies among diverse professions <i>Justin L. Sewell, Department of Medicine, Division of Gastroenterology, University of California San Francisco, CA, USA</i>
1700-1715	#5J5 'Why all BEME reviews are systematic, but not systematic reviews: A viewpoint' <i>Morris Gordon, University of Central Lancashire, UK</i>
1715-1730	#5J6 Non-technical skills assessment in medical education: A BEME focussed systematic review <i>Michelle Daniel, University of Michigan, USA</i> No Discussion
1600-1730	#5K Short Communications: Curriculum: Ethics Chairperson: Mary Mathew, India Discussant: Location: Shanghai 2, Ground Floor, CCB
1600-1615	#5K1 Determining Best Practices and Barriers to Teaching Ethics in Medicine: A Scoping Review <i>Carrie Bernard, Department of Family and Community Medicine, University of Toronto, Canada</i>
1615-1630	#5K2 Creating a bioethics Scholars Program for Graduate Medical Trainees <i>Angira Patel, Ann & Robert H. Lurie Children's Hospital of Chicago, Northwestern University Feinberg School of Medicine, Chicago, IL, USA</i>

1630-1645	#5K3 Designing bioethics curriculum for mobile learning Azra Naseem, Aga Khan University, Karachi, Pakistan	1700-1715	#5M5 Orienting medical students to clinical medicine in a different country Stephen Ash, American University of the Caribbean, Miami, USA
1645-1700	#5K4 Ethics Education with Hong Kong Flavour: Cultivating Lasting Bioethical Awareness in Medical Students by Using Local Cases & Debates Sara Bergstresser, The Chinese University of Hong Kong, Hong Kong	1715-1730	#5M6 Healthcare students' participation in practice during international clinical placements Miriam Wijbenga, Amsterdam University of Applied Sciences, European School of Physiotherapy, Amsterdam, Netherlands
1700-1730	Discussion		No Discussion
1600-1730	#5L Short Communications: Curriculum: Education Environment Chairperson: Discussant: Ruy Souza, Brazil Location: Shanghai 3, Ground Floor, CCB	1600-1730	#5N Short Communications: Clinical Reasoning 2 Chairperson: Discussant: Ralph Pinnock, New Zealand Location: Boston 2, Ground Floor, CCB
1600-1615	#5L1 Learning strategies don't form in a vacuum: a comparative ethnographic study Eleonora Leopardi, University of Newcastle, Australia	1600-1615	#5N1 The effects of symptoms-and-signs-based clinical reasoning course: A pilot study Ping-Han Hsieh, Department of Medicine, Taipei Veterans General Hospital, Taipei, Taiwan
1615-1630	#5L2 Perceptions of first year MBBS students regarding their institutional learning environment in integrated vs. traditional medical curriculum by using the Dundee Ready Educational Environment Measure (DREEM) Tatheer Zahra, Shifa College of Medicine (SCM), Shifa Tameer-E-Millat University (STMU), Islamabad, Pakistan	1615-1630	#5N2 Validity of structured oral exam for evaluating clinical reasoning within a preclinical unit assessment programme Isabelle Boulais, Université de Sherbrooke, Canada
1630-1645	#5L3 Identifying Areas of Concern in Patient Safety through Assessment of the Clinical Learning Environment Robin Hemphill, Virginia Commonwealth University Health System, Richmond, USA	1630-1645	#5N3 Script concordance test: Perception of staff and residents towards script concordance test as a clinical reasoning assessment tool at orthopedic department, Alexandria Faculty of Medicine, Egypt Ayat Eltayar, Alexandria Faculty of Medicine, Alexandria, Egypt
1645-1700	#5L4 Not just resilience: Enabling undergraduates to become life long learners Alison Ledger, Leeds Institute of Medical Education, University of Leeds, UK	1645-1700	#5N4 Effects of using a serious game on clinical reasoning in medical students in different years of undergraduate education Insa Frisch, Georg August Universität Göttingen, Germany
1700-1715	#5L5 Student-Centered Learning in Health Professions Education: Review of Student Outcome and Learning Process Variables David Lemay, Centre for Medical Education, Montreal, Canada	1700-1715	#5N5 Influence of the Case Narrative Design on the Clinical Reasoning Process in Virtual Patients - a randomized controlled trial Inga Hege, Medical School, University of Augsburg & Institute for Medical Education, University Hospital of LMU Munich, Augsburg, Germany
1715-1730	Discussion	1715-1730	Discussion
1600-1730	#5M Short Communications: International 2 Chairperson: Ricardo Leon Borquez, Mexico Location: Boston 1, Ground Floor, CCB	1600-1730	#5O Short Communications: Clinical Teaching 2 Chairperson: Richard Marz, Austria Discussant: Ryan Brydges, Canada Location: Boston 3, Ground Floor, CCB
1600-1615	#5M1 Perceived and observed learning needs of International Medical Graduates (IMGs) preparing for practice in a Canadian Setting: A mixed methods needs assessment Lara Cooke, University of Calgary, Canada	1600-1615	#5O1 Understanding factors that contribute to inequitable teaching & supervision experiences of undergraduate medical students across clinical clerkship sites Naghma Naeem, College of Medicine & Health Sciences, United Arab Emirates University, Al Ain, United Arab Emirates
1615-1630	#5M2 How can we increase performance, retention and wellbeing of international medical graduates? Developing and refining theory using realist approaches Amelia Kehoe, Newcastle University, Newcastle, UK	1615-1630	#5O2 Quality of informed consent obtained for surgical interventions from patients in a tertiary care hospital in Sri Lanka Hasini Gunathunga, Faculty of Medicine, University of Kelaniya, Ragama, Sri Lanka
1630-1645	#5M3 Post-graduation migration intentions of students of Romanian medical schools: a survey study Anca Dana Buzoianu, University of Medicine and Pharmacy "Iuliu Hatieganu", Cluj-Napoca, Romania	1630-1645	#5O3 Are medical students' invasive procedural skills safe for patients? HyeRin Roh, Inje University College of Medicine, Busan, South Korea
1645-1700	#5M4 Implementing a Standardized Global Health Training for the Largest Medical Exchange Program in the World Tommaso Ivan Pomerani, International Federation of Medical Students' Associations, Florence, Italy		

1645-1700	#5O4 “The things you’ve seen that you didn’t sign up for” – How final year Physiotherapy students deal with challenging situations in clinical education. <i>Michael Storr, Monash University, Frankston, Australia</i>
1700-1715	#5O5 Innovating Physical Therapy Clinical Education <i>Maria Elizabeth Grageda, Philippine Physical Therapy Association, Manila, Philippines</i>
1715-1730	Discussion
1600-1730	#5P: Short Communications: Student Wellbeing Chairperson: Silke Biller, Switzerland Discussant: Location: Darwin, Ground Floor, CCB
1600-1615	#5P1 The relationship between study curriculum and study conditions on subjective wellbeing among Norwegian medical students (the STUMED project) <i>Christian Sletta, Faculty of Medicine and health sciences, Norwegian University of Science and Technology, Trondheim, Norway</i>
1615-1630	#5P2 Personality Traits, Work Engagement and Well-being in Veterinarians and Veterinary Students in Germany <i>Sabine Ramspott, Veterinary Department of the Ludwig-Maximilians-Universität München, Germany</i>
1630-1645	#5P3 A Longitudinal Resilience Curriculum for Improving Medical Student Resilience <i>Shayna Kulman-Lipsey, University of Toronto, Canada</i>
1645-1700	#5P4 The Role of the Medical Students’ Association at Alfaisal University in the Mental Well-being of its Members <i>Mohammad Sharique Ahmad, Alfaisal University, Riyadh, Saudi Arabia</i>
1700-1715	#5P5 Connecting future health worker professional knowledge and identity to desired campus values and behaviour: an evaluation of bespoke sexual consent and bystander action workshops for new healthcare students <i>Judith Ibison, St George’s University of London, UK</i>
1715-1730	Discussion
1600-1730	#5Q Short Communications: Postgraduate: Wellbeing & the Doctor in Difficulty Chairperson: Hamed Khan, UK Location: Lima, Ground Floor, CCB
1600-1615	5Q1 “You’ll probably go home and cry” – the effect of bullying on radiology specialty training <i>Michelle Moscova, University of New South Wales, Sydney, Australia</i>
1615-1630	#5Q2 Creating a Wellness Program for Postgraduate Medical Education in a newly accredited Medical center <i>John Delzell, Northeast Georgia Medical Center, Gainesville Georgia, USA</i>
1630-1645	#5Q3 Residents’ Wellness Program: Faculty Development for Mentors <i>Mary Ana Cordero Diaz, Tecnológico de Monterrey School of Medicine and Health Sciences, Monterrey, Mexico</i>

1645-1700	#5Q4 Wellness Matters - a new health and wellbeing course for Postgraduate Trainees - what did we find? <i>Alexandra St John, Royal College of Physicians of Ireland, Dublin, Ireland</i>
1700-1715	#5Q5 Predictors of Burnout and Career Regret among US Residents <i>Liselotte Dyrbye, Mayo Clinic, Rochester, USA</i>
1715-1730	#5Q6 Correlation between educational environment and job burnout among gynecology residents in Iran <i>Seyedeh Niloufar Rafiei Alavi, Iran University of Medical Sciences, Tehran, Iran</i> No Discussion
1600-1730	#5R Round Table: Professionalism Chairperson: Brownie Anderson, USA Location: Hong Kong, 2 nd Floor, CCB
	#5R1 Qualitative outcome validation of a teaching intervention and assessment of medical professionalism in undergraduate medical education <i>Thomas Shiozawa, Institute of Clinical Anatomy and Cell Analysis, Eberhard Karls University Tuebingen, Germany</i>
	#5R2 What Medical Students Learn About Professionalism from Early Involvement in Clinical Practice of South China <i>Shaoting Feng, The First Affiliated Hospital of Sun Yat-sen University, Guangzhou, People's Republic of China</i>
	#5R3 Raising Concerns - the potential impact on medical student professionalism <i>Erica Sullivan, University of Manchester, UK</i>
	#5R4 Does empathy lead to burnout or is it protective of doctors in training as they progress? <i>Katrina Anderson, Australian National University Medical School, Canberra, Australia</i>
1600-1730	#5S Workshop: Leveraging Technology to Optimize CME, Clinical Care & Patient Engagement <i>Lisa Sullivan, Sherlyn Celone-Arnold, Alvaro Margolis, Dale Kummerle</i> Location: Wettstein, 2 nd Floor, Swissotel
1600-1730	#5T Workshop: Professionalism in Practice: The Resident Supervisor’s Role in Training, Feedback, and Assessment <i>Nadia Bajwa (Geneva University Hospitals, University of Geneva Faculty of Medicine, Geneva, Switzerland), Naïke Bochatay (University of Geneva Faculty of Medicine, Geneva, Switzerland), Noëlle Junod-Perron (Geneva University Hospitals, University of Geneva Faculty of Medicine, Geneva, Switzerland), Marie-Claude Audétat, Anne Baroffio-Barbier, Mathieu Nendaz (University of Geneva Faculty of Medicine, Geneva, Switzerland)</i> Location: Helvetia 3, 1 st Floor, Swissotel

- 1600-1730 **#5U Workshop: Politeness + Hedging = errors in performance calibration: A workshop to promote clarity in performance assessment and feedback language for Health Professions Educators**
Subha Ramani (Internal Medicine Residency Program, Brigham and Women's Hospital; Harvard Macy Institute; Harvard Medical School, USA), Karen D Könings (Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University, Netherlands), Shipra Ginsburg (Department of Medicine (Respirology); Wilson Centre for Research in Education, University of Toronto, Canada)
Location: Helvetia 4, 1st Floor, Swissotel
- 1600-1730 **#5V Workshop: Young medical educators' workshop: Habits of Highly Successful Academicians**
William B. Cutrer (Vanderbilt University School of Medicine, Nashville, USA), Sören Huwendiek (University of Bern, Switzerland), Stewart Mennin (Human Systems Dynamics Institute, Minneapolis, USA), Charlotte Ringsted (University of Aarhus, Denmark), J.M. Monica van de Ridder (Michigan State University, Grand Rapids, USA)
Location: Helvetia 5, 1st Floor, Swissotel
- 1600-1730 **#5W Workshop: Making student engagement more meaningful**
Lara Teheux (Radboud University Medical Center, Nijmegen, Netherlands), Katerina Dima (Aristotle University of Thessaloniki, Greece), Evangelos Papageorgiou (University of Patras, Greece), Evita Peiou (National and Kapodistrian University of Athens, Greece), Marian Sedlak (Pavol Jozef Šafárik University, Košice, Slovakia)
Location: Helvetia 7, 1st Floor, Swissotel
- 1600-1730 **#5X Workshop: Show Us How: Assessment for Learning in Interprofessional Education and Collaboration**
Susan J. Wagner (Department of Speech-Language Pathology, Faculty of Medicine, University of Toronto, Canada), Brian S. Simmons (Division of Newborn and Developmental Pediatrics, Department of Pediatrics, Sunnybrook Health Sciences Centre and Department of Pediatrics, Faculty of Medicine, University of Toronto, Canada)
Location: Osaka, 3rd Floor, CCB
- 1600-1730 **#5Y Workshop: Virtual Reality and Augmented Reality in Simulation-Based Medical Education**
Jack Pottle (Oxford Medical Simulation, London, UK), Jenny Zhou (University College London Knowledge Lab, London, UK), Rebecca Robertson (Leeds University Medical School, Leeds, UK)
Location: Samarkand, 3rd Floor, CCB
- 1600-1730 **#5Z Workshop: How faculty developers can create a path to education scholarship**
Patricia O'Sullivan (University California San Francisco, USA), Francois Cilliers (University of Cape Town, South Africa), Sandy Cook (Duke-National University of Singapore), Ardi Findyartini (Universitas Indonesia, Jakarta, Indonesia), Richard Hays (University of Tasmania, Hobart, Australia), Wendy Hu (Western Sydney University, Sydney, Australia)
Location: Guangzhou, 2nd Floor, CCB
- 1600-1730 **#5AA Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)**
Kristiina Patja (Pro Medico, Association for CPD in Finland, Helsinki Finland), Leila Niemi-Murola (Department of Anaesthesiology and Intensive Care Medicine, University of Helsinki, Finland), Juha Pekka Turunen (Finnish Medical Society Duodecim, Helsinki Finland), Lena Sjöberg (University of Helsinki, Department of General Practice and Primary Health Care, Helsinki Finland), Anna-Kaija (Kirkkonummi Healthcenter, Kirkkonummi, Finland), Eeva Pyörälä (University of Helsinki, Finland)
Location: Nairobi, 2nd Floor, CCB
- 1600-1730 **#5BB Workshop: International perspectives on incorporating concepts of social determinants of health into core curricula: challenges and opportunities**
Yuko Takeda (Juntendo University, Tokyo, Japan), Ann Wylie (King's College London, London, UK), Hossam Hamdy (Gulf Medical University, Ajman, UAE), Linda Snell (McGill University, Montreal, UK)
Location: Mexico, 2nd Floor, CCB
- 1600-1730 **#5CC ePosters: Assessment & Evaluation**
Chairperson: Tim Wood, Canada
Location: Kairo 2, Ground Floor, CCB
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- #5CC1 Implicit criteria of the medical student entry selection process at Witten/Herdecke University**
Jan P. Ehlers, Didactics and Educational Research in Health Science, Faculty of Health, University Witten/Herdecke, Witten, Germany
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- #5CC2 Validity and psychometric properties of a novel competence-based assessment tool for 1st and 2nd year medical students**
Ana Mafalda Fonseca, Faculty of Health Sciences, University of Beira Interior (FCS-UBI), Covilhã, Portugal
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- #5CC3 Validity evidence for programmatic assessment in competency-based education**
Harold Bok, Faculty of Veterinary Medicine, Utrecht University, Utrecht, Netherlands
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- #5CC4 Faculty Perceptions of Grading Practices and Innovations in Medical Education**
Scott Snyder, University of Alabama at Birmingham, AL, USA
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	<p>#5CC5 A Lesson Learn from Formative Assessments Benjamas Wongsatayanon, Department of Microbiology, Srinakharinwirot university, Bangkok, Thailand</p>	<p>#5DD5 Use of instant messaging software to promote faculty development courses - a regional hospital experience Kai-Hsi Lu, Department of Medical Research and Education, Cheng-Hsin General Hospital, Taipei, Taiwan</p>
	<p>#5CC6 Using Modified Oxford Non-Technical Skills scale to evaluate simulation and clinical performance of emergency residents Chih-Chun Huang, Mackay Memorial Hospital, Taipei, Taiwan</p>	<p>#5DD6 A Reflective and Longitudinal Faculty Development Program (FDP): Yeditepe University, School of Medicine FDP Serdar Özdemir, Yeditepe University, Faculty of Medicine, Department of Medical Education, Istanbul, Turkey</p>
	<p>#5CC7 Digital vs. Analog Assessment: Analyzing Students' Preferences Thomas Brendel, Institut für Didaktik und Ausbildungsforschung in der Medizin, Klinikum der LMU, Munich, Germany</p>	<p>#5DD7 Investigating faculty intentions to adopt active learning methods in instructing difficult nephrology topics to immediate postgraduate medicine learners Claude Renaud, National Healthcare Group ACGME-I, Singapore</p>
	<p>#5CC8 Students' perceptions of online assessment with their own devices Sanna Siirilä, University of Helsinki, Finland</p>	<p>#5DD8 Early Experience with an Interactive Faculty Development Program with an OSTE Lori Schuh, Spectrum Health, Grand Rapids, USA</p>
	<p>#5CC9 The Global Performance Assessment Form as a formative Workplace-Based Assessment tool in the Singapore Radiology Residency Programme –Has it been effectively utilized? Nur Ayudia Kassim, National Healthcare Group, Singapore</p>	<p>#5DD9 Bedside teaching as an Entrustable Professional Teaching Activity? Marjel van Dam, University Medical Center Utrecht, Netherlands</p>
	<p>#5CC10 The Application of Milestone and Entrustable Professional Activity in Clinical Skills Training-the First Year Result Chia-Chang Huang, Taipei Veterans General Hospital, Taipei City, Taiwan</p>	<p>#5DD10 Capacity development indicators for faculty development programs: a narrative review Roghayeh Gandomkar, Tehran University of Medical Sciences, Tehran, Iran</p>
	<p>#5CC11 Satisfied students are not necessarily well educated students Erik Hulegårdh, Institute of Medicine, Sahlgrenska Academy, University of Gothenburg, Sweden</p>	<p>#5DD11 Old dogs can learn new tricks! Chee-Kiat Tan, Singapore General Hospital, Singapore</p>
	<p>#5CC12 The effectiveness of OSCE mentorship for Passing on OSCE UKMPPD : an Experience from School of Universitas Muhammadiyah Yogyakarta (UMY) in Indonesia Nur Shani Meida, UMY, Yogyakarta, Indonesia</p>	<p>#5DD12 Integrated faculty development program on holistic care and leadership may reduce workplace burnout Ching-Hua Chen, Office of Occupational Safety and Health office, Taichung Veterans General Hospital, Taichung, Taiwan</p>
	<p>#5CC13 Team Work Competency Assessment (TWCA) during the first year medical school LifeStages course Anuradha Lele Mookerjee, Cooper Medical School of Rowan University, New Jersey, USA</p>	<p>#5DD13 ABEM's Faculty Development Programme Marcia Sakai, ABEM-UEL, Brasilia, Brazil</p>
1600-1730	<p>#5DD Posters: Faculty Development Chairperson: Alice Fornari, USA Location: Hall 4.1, CCB</p>	<p>#5DD14 Establishing a community of practice for a new medical curriculum Ursula Brack, ETH Zurich Department of Health Sciences and Technology, Zurich, Switzerland</p>
	<p>#5DD1 A place to grow - evaluating how a faculty development program enables improved teaching practices Yvonne Carlsson, Sahlgrenska Academy, Gothenburg, Sweden</p>	<p>#5DD15 From individuals to teams: A proposal to understand faculty development impact in the workplace Kevin Tan, Department of Neurology (TTSH Campus), National Neuroscience Institute, Singapore</p>
	<p>#5DD2 Developing a group based objective structured teaching evaluation program to improve clinical teaching skills for senior resident faculty and compared with an objective structured teaching evaluation program – a pilot study Yi-Hsuan Hsiao, Changhua Christian Hospital, Taiwan</p>	<p>#5DD16 When clinicians become teachers: a long-term outcomes of faculty development Kanokwan Sriruksa, Khon Kaen Medical Education Center, Khon Kaen Hospital, Khon Kaen, Thailand</p>
	<p>#5DD3 Diffusing the Fear and Restoring the Faith in Upward Feedback via Project Princess Jacquelyn Lee, Tan Tock Seng Hospital, Singapore</p>	<p>#5DD17 Impact of a 'Leaders in Higher Education' workshop at AMEE 2017 Anita Laidlaw, School of Medicine, University of St Andrews, UK</p>
	<p>#5DD4 Team Appraisal for Faculty Teams: From Effective Structures to Excellence Anton Saayman, Wales Deanery, Cardiff, UK</p>	

1600-1730 **#5EE Posters: Formative Assessment and Feedback**

Chairperson: Olwyn Westwood, UK
Location: Hall 4.1, CCB

#5EE1 Students' and examiners' feedback of Objectively Structured Clinical Examination: a Caribbean experience

Anwarul Azim Majumder, Faculty of Medical Sciences, The University of the West Indies, Cave Hill Campus, Bridgetown, Barbados

#5EE2 Assessing validity of multisource feedback in a international medical education programme in a southern Taiwan hospital

I-Ting Liu, Department of Family Medicine, Department of Medical Education E-Da Hospital/ I-Shou University, Kaohsiung, Taiwan

#5EE3 Postgraduate students' perceptions of assessment feedback: A case study of a Clinical Dermatology Masters course

Michal Tombs

#5EE4 ARLO - Asynchronous Repetitive Learning Opportunities in a medical trainee environment

Jerry Maniate, University of Toronto, Canada

#5EE5 Diversity of narrative feedback (NF) of formative comprehensive examination (FCE) in medical students in tertiary care hospital

Narin Chindavech, Buriram Medication Education Center, Buriram, Thailand

#5EE6 Effect of Direct Feedback on Success Rate of Pediatric Intubation in Final Year Medical Students

Woranart Ratanakorn, Chonburi Hospital, Chonburi, Thailand

#5EE7 Peer Feedback: A Mixed Methods Analysis of Quantity, Quality and Content Over Time

Nathalie Zgheib, American University of Beirut Faculty of Medicine, Beirut, Lebanon

#5EE8 Utilising a wasted resource at conferences: The Online Audience Feedback Platform

Maisie Shruballs, Severn Foundation, Bristol, UK

#5EE9 Online formative evaluation: a tool to improve learning outcome

Pakwimon Subhaluksuksakorn, Institute of Medicine, Suranaree University of Technology, Nakhon Ratchasima, Thailand

#5EE10 Using mock written exams to deliver Obstetrics & Gynaecology teaching to year 4 medical students

Siew-Veena Sahi, Princess Alexandra Hospital, Harlow, UK

#5EE11 The role of peer assessment as a learning tool in history taking and history presenting skills

Alba Bajrami, Mid Cheshire Hospitals, Crewe, UK

#5EE12 Peer-Assessment predicting learning achievement in undergraduates

Ratana Jirakalvisan, Hatyai Hospital, Songkhla, Thailand

#5EE13 Self-prediction of exam result on a high stake MCQs examination. Can you believe your gut feeling?

Panwara Paritakul, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand

#5EE14 Self- and assessor ratings on entrustability scales in simulated advanced life support

Antje Degel, Charité Universitätsmedizin Berlin, Dept. of Cardiology and Office of Study Affairs - Central Organization of Emergency Curriculum, Berlin, Germany

#5EE15 The Validity of Medical Students' Self-Assessment of Proficiency in Clinical Examination

Nazimah Idris, International Medical University, Seremban, Malaysia

#5EE16 The Relationship between Performance on the IFOM Clinical Science Self-assessment and the IFOM Clinical Science Examination

Carol Morrison, National Board of Medical Examiners, Philadelphia, USA

1600-1730 **#5FF Posters: Curriculum Content including Palliative Care**

Chairperson:

Location: Hall 4.1, CCB

#5FF1 The medical students will become expert nutritional advisors if they learn to cook

Pornpimon Kasemsook, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Phitsanulok, Thailand

#5FF2 Human Trafficking: A Curriculum Module for Medical Education

Laurie Dunn-Ryznyk, Southern Illinois University School of Medicine, Carbondale, USA

#5FF3 Are doctors good enough in Sexual Medicine? - Improving Sexual Medicine

Curriculum in Asian Medical Schools Based on Competency Levels of Practicing Doctors
Yi Heng Seow, Lee Kong Chian School of Medicine, Nanyang Technological University-Imperial College London, Singapore

#5FF4 Undergraduate dermatology course to improve confidence in assessment of skin conditions

Nihethana Jegatheeswaran, The Princess Alexandra Hospital, Harlow, UK

#5FF5 Does the undergraduate Public Health curriculum meet the recommendations of the Association of Schools & Programmes of Public Health?

Dana Vackova, The University of Hong Kong, LKS Faculty of Medicine, School of Public Health, Hong Kong

#5FF6 Changes in medical student attitudes towards public health following an innovative model of integrated inter-professional teaching

Samantha Chepkin, University of Buckingham Medical School, Buckingham, UK

#5FF7 Changes in medical students' attitudes towards HIV/AIDS over the past decade

Greta Tam, CUHK, Hong Kong

#5FF8 Development of a Model to Educate and Train the Future Adolescent Health Workforce

Patricia Kokotailo, University of Wisconsin School of Medicine and Public Health, Department of Pediatrics, Madison, Wisconsin, USA

#5FF9 Does medical school prepare you for difficult conversations? Assessing the impact of a palliative care study day on the confidence of final year medical students

Alice Copley, Princess Alexandra Hospital, Harlow, UK

#5FF10 The comparative study of an effectiveness in Palliative care teaching methods between bedside teaching versus paper based class case study exercises in medical students

Sukhanit Promrub, Roi et Hospital Medical Education Center, Roi et, Thailand

	<p>#5FF11 Learners as Educators: Education through community research Dhara R Patel, American University of the Caribbean School of Medicine</p>	
	<p>#5FF12 Using the integrated palliative care outcome scale (Traditional Chinese version) as teaching materials for simulation education in palliative care to junior medical students in Taiwan Li-Lin Kuo, Taipei City Hospital, Taipei, Taiwan</p>	
	<p>#5FF13 Euthanasia attitude assessment in thanatology - quantitative and qualitative analysis Shiu-Jau Chen, Mackay Medical College, Taipei, Taiwan</p>	
	<p>#5FF14 'Everywhere and Nowhere': A scoping review of grief support training in medical school and residency curricula Sophie Soklaridis, Centre for Addiction and Mental Health, Toronto, Canada</p>	
	<p>#5FF15 Thanatology in Medical Education: Reflections on Death and Dying Naomi Borghi, Federal University of Lavras (UFLA), Lavras, Brazil</p>	
1600-1730	<p>#5GG Posters: Professional Identity Chairperson: Gerry Gormley, UK Location: Hall 4.1, CCB</p>	
	<p>#5GG1 "I found myself a despicable being": Medical Students' emotional reactions to moral dilemmas and their influences on professional identity formation Diego Ribeiro, Universidade Estadual de Campinas, Brazil</p>	
	<p>#5GG2 Development of scales to evaluate medical trainees' professional identity formation Masami Tagawa, Kagoshima University, Kagoshima, Japan</p>	
	<p>#5GG3 Sense and sensibility: comparative analysis of students' codes of conduct Zuzanna Nowicka, Medical University of Lodz, Poland</p>	
	<p>#5GG4 Learning effects of interview with senior nurses on professional identity among first-year nursing students Shu-Ching Chang, Chang Gung University, Tao-Yuan, Taiwan</p>	
	<p>#5GG5 Inter-professional clinical simulation education developing professional identity and professionalism in the Japanese medical and nursing students Takuzo Hano, Wakayama Medical University, Japan</p>	
	<p>#5GG6 Exploring professional identification with family medicine among medical students in the Kyrgyz Republic Olivia Heller, Geneva University Hospitals, Geneva, Switzerland</p>	
	<p>#5GG7 Cross-cultural perspective on role models for medical professional identity development Juliana Sa, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal</p>	
	<p>#5GG8 Professionalism Narratives of Kuwait's Future Physicians: Impact of the Hidden Curriculum Jasmine Eliwa, Faculty of Medicine, Kuwait University, Kuwait City, Kuwait</p>	
	<p>#5GG9 Demystifying the Roles of Advanced Practice Nurse (APN) through pre-Master-nursing-Mentorship (MnM) Program Jasmine Kang, Tan Tock Seng Hospital, Singapore</p>	
	<p>#5GG10 Being and becoming: Emergency physicians' conceptualisations of their roles and professional identities Yu-Che Chang, Chang Gung Medical Education Research Center; Chang Gung Memorial Hospital, Linkou; Chang Gung University College of Medicine, Taoyuan City, Taiwan</p>	
	<p>#5GG11 Teaching Pre-Clinical Medical Students How to Think Like Doctors: A Novel Model For Early Learners to Understand Cognitive-Based Clinical Reasoning Sandro Cinti, University of Michigan Medical School, Ann Arbor, USA</p>	
	<p>#5GG12 Coinvestigating e-professionalism and online identity with medical students via the Social Media Mentor Club Catherine Hennessy, Brighton Sussex Medical School, Brighton, UK</p>	
1600-1730	<p>#5HH Posters: Trainee Wellbeing and the Doctor in Difficulty Chairperson: Val Wass, UK Location: Hall 4.u, CCB</p>	
	<p>#5HH1 Burnout during residency: A comparison of burnout prevalence among Anaesthesiology residents and attendings in a tertiary hospital, and factors associated with burnout Wee Jiayan, Tan Tock Seng Hospital, Singapore</p>	
	<p>#5HH2 Black clouds for young doctors in emergency department: Myth or reality? Süleyman Yıldız, Dicle University, Diyarbakir, Turkey</p>	
	<p>#5HH3 Burnout in Residents and Program Directors: A Study on Prevalence, Factors and Interventions in a Tertiary Hospital in Singapore Sabrina Lau, Tan Tock Seng Hospital, Singapore</p>	
	<p>#5HH4 Variation in themes affecting junior doctor morale: survey results from a large UK teaching hospital Raunak Singh, University Hospitals of Leicester NHS Trust, Leicester, UK</p>	
	<p>#5HH5 Mistreatment of medical trainees: A self-reported cross-sectional observational survey Nicole Naccache, Saint-Joseph University, Beirut, Lebanon</p>	
	<p>#5HH6 Allowing 'anticipated failure' in clinical training. Results from a critical narrative review Jennifer Klases, Kantonsspital Frauenfeld, Switzerland</p>	
	<p>#5HH7 Trainers' perceptions of trainees in difficulty: a survey Minna Kaila, University of Helsinki Faculty of Medicine & AMEF (Association for Medical Education in Finland), Helsinki, Finland</p>	
	<p>#5HH8 Physician wellness in the Department of Medicine, University of Ottawa: a cross-sectional study of burnout, empathy and resilience in full-time physician faculty Edward Spilg, Department of Medicine, University of Ottawa, ON, Canada</p>	
	<p>#5HH9 Supporting Mental Wellbeing of Foundation Year One Doctors - Perspectives of Stakeholders Lorraine Close, University of Edinburgh Medical School, Edinburgh, UK</p>	
	<p>#5HH10 Perception of occupational stress by postgraduate year one doctors and the implication of resilience training Jiun-Yi Li, MacKay Memorial Hospital, Taipei, Taiwan</p>	

	<p>#5HH11 The Dynamics of Burnout during Internal Medicine Residency Training Caroline Milne, University of Utah, Salt Lake City, USA</p>
	<p>#5HH12 Reflections on running resilience training for junior doctors Rebecca Unsworth, Chelsea and Westminster Hospital, London, UK</p>
	<p>#5HH13 Junior Doctors Running Outpatient Clinics After a 24-Hour Shift: Effects on Patient Satisfaction and Prescription Errors Siqi Tan, DUKE-NUS School of Medicine, Singapore</p>
	<p>#5HH14 The Effects of the Work Environment: Shining a Light on Internal Medicine Residents' Wellness Deanne Kashiwagi, Mayo Clinic, Rochester, USA</p>
	<p>#5HH15 Where Does Resiliency Fit into the Residency Training Experience? Liora Berger, Department of Psychiatry, Queen's University, Kingston, Canada</p>
1600-1730	<p>#5II Posters: Social Media/Games Chairperson: Tudor Calinici, Romania Location: Hall 4.u, CCB</p>
	<p>#5II1 The Reflective Blogger Helen Pugsley, Cardiff University, Cardiff, UK</p>
	<p>#5II2 Social Media Platform Facilitate Networking and Collaboration Between Domestic and International Emergency Medicine Residents Wei-Chen Chen, Chang Gung Memorial Hospital, Keelung, Taiwan</p>
	<p>#5II3 Impact of social media on academic performance of undergraduate medical students Shazia Irum, Shifa College of Medicine, Islamabad, Pakistan</p>
	<p>#5II4 A Multi-Institutional Study of Facebook as a Teaching Tool in the Undergraduate Medical Curriculum Kelly Quesnelle, Western Michigan University Homer Stryker M.D. School of Medicine, Kalamazoo, USA</p>
	<p>#5II5 Integrating social media interaction with case-based learning in Pediatrics clerkship training: A Way Forward for Medical Education Yin-Chih Fu, College of Medicine, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan</p>
	<p>#5II6 Educational quizzing with the QuizUp trivia game app Gavin Dawe, Department of Pharmacology, Yong Loo Lin School of Medicine, National University of Singapore, Singapore</p>
	<p>#5II7 Learn + Fun: How Social Media and Gamification can foster students' participation in an online emergency course Tiago de Araujo Guerra Grangeia, University of Campinas (UNICAMP), Campinas, Brazil</p>
	<p>#5II8 Voluntary engagement in curriculum-related game play: A veterinary education pilot study Gregory Gilbert, Adtalem Global Education/Ross University School of Medicine, Downers Grove, USA</p>
	<p>#5II9 SavingLives!: A game-based mobile application to promote Cardiopulmonary Resuscitation training and competency Eric Bauman, Adtalem Global Education, Madison, WI, USA</p>

	<p>#5II10 The hurdles for adopting mobile learning devices in the clinical setting Daniel Folger, University of Helsinki, Faculty of Medicine, Helsinki, Finland</p>
	<p>#5II11 Developing interactive multimedia e-books for undergraduate medical students in core clinical competencies Chih-Cheng Hsiao, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Chang Gung Medical Education Research Centre, Kaohsiung, Taiwan</p>
	<p>#5II12 Taxonomies: Our superpower? Richard Price, Health Education England, London, UK</p>
	<p>#5II13 Development of Information Literacy Skills Evaluation in Preclinical Medical Students based on the American Library Association 2015 Framework: A Pilot Study Werapat Pathanasri, Department of Anatomy, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand</p>
	<p>#5II14 Utilization of internet resources and standard textbooks in emergency medicine questions: A comparison study in correction among medical students Chirakit Hengrasmee, Department of Emergency Medicine Vajira Hospital Navamindradhiraj University, Bangkok, Thailand</p>
	<p>#5II15 Cooperative Learning for Health Promotion within Hackathon Kung-Pei Tang, Department of Education and Humanities in Medicine, School of Medicine, College of Medicine, Taipei Medical University, Taipei, Taiwan</p>
1600-1730	<p>#5JJ Posters: Junior Doctor as Teacher/Teacher as Mentor and Role Model Chairperson: Julie Ash, Australia Location: Hall 4.u, CCB</p>
	<p>#5JJ1 Exploring the Relational Processes that occur within Mentorship in Academic Medicine Charles Ho, Schulich School of Medicine & Dentistry - Western University, London, Canada</p>
	<p>#5JJ2 Mentoring Relationships of Female Doctors in Three Different Countries: Are they Perceived as Friendships? Heba Mohtady, Fakeeh College for Medical Sciences, Saudi Arabia; Zagazig University, Egypt, Cairo, Egypt</p>
	<p>#5JJ3 Mentoring medical students – a systematic review of the literature from 2008 to 2018 Elise P. Skjjevik, UiT the Arctic University of Norway, Tromsø, Norway</p>
	<p>#5JJ4 The Roles of a Teacher: What does coaching add? Brad Barth, University of Kansas Medical Center, Kansas City, USA</p>
	<p>#5JJ5 Teaching Mentoring for Junior Doctors Maria Bashyam, London North West University Healthcare NHS Trust, London, UK</p>
	<p>#5JJ6 Understanding the e-mentoring relationship within Medicine: a thematic analysis Lalit KR Krishna, Division of Supportive and Palliative Care, National Cancer Centre Singapore, Singapore</p>
	<p>#5JJ7 Assessing mentoring - a systematic review of mentoring assessment tools between 2000-2015 Yong Xiang Ng, National University of Singapore, Singapore</p>

	<p>#5JJ8 Designing a Framework to Match Mentees and Mentors Through Thematic Analysis of Mentoring Programs Between 2000 and 2015 <i>Jia Min Hee, Yong Loo Lin School of Medicine, Singapore</i></p>
	<p>#5JJ9 Mentoring relationships as complex adaptive systems - a study based on the Palliative Medicine Initiative mentoring program <i>Yap Hong Wei, Nanyang Technological University Lee Kong Chian School of Medicine, Singapore</i></p>
	<p>#5JJ10 The design of a novel mentoring assessment tool <i>Zachary Koh, National University of Singapore</i></p>
	<p>#5JJ11 Medical Student Perceptions About Negative Attributes of Potential Role Models <i>Luiz Troncon, Ribeirao Preto Medical School, University of Sao Paulo, Ribeirao Preto, Brazil</i></p>
	<p>#5JJ12 Perception of final year medical students on role model and anti-role model characteristics <i>Arunee Tipwong, Suratthani Hospital, Suratthani, Thailand</i></p>
	<p>#5JJ13 Evaluating a Resident-as-Teachers workshop – the added value of student perspectives <i>Johanna Büchel, Women's University Hospital, Basel, Switzerland</i></p>
	<p>#5JJ14 Peer teaching within the North West Foundation school, introducing PiPs - the Peer Teachers in Practice network <i>Miriam Leach, Health Education North West, Manchester, UK</i></p>
	<p>#5JJ15 The 'Diabetes Acute Care Hour' near peer teaching improves junior doctors' confidence, prescribing skills and inpatient diabetes care <i>Helen A Casey, Department of Diabetes, Endocrine and Clinical Pharmacology, Glasgow Royal Infirmary, Glasgow, UK</i></p>
	<p>#5JJ16 From Teaching to Designing – Making Residents as Teachers powerful – Clinical ultrasound education through boot camps developed by emergency residents in Taiwan <i>Chin-Wang Hsu, Emergency, school of Medicine, College of Medicine, Taipei Medical University, Department of Emergency and Critical Medicine of WanFang Hospital, Taipei, Taiwan</i></p>

1600-1730

#5KK Posters: The Student/The Student as Teacher

Chairperson: Helen Goodyear, UK
Location: Hall 4.u, CCB

	<p>#5KK1 Medical student perception in different types of formative evaluation score feedback <i>Chadakan Yan, Medical Education Center Chiangrai Prachanukroh Hospital, Chiangrai, Thailand</i></p>
	<p>#5KK2 Attitude of health care staff to medical students <i>Savanya Nganvivattavorn, Vachira Phuket Hospital, Phuket Town, Thailand</i></p>
	<p>#5KK3 Alcohol and Social Integration in Medical School <i>Rafa Abushaala, University of Glasgow, UK</i></p>
	<p>#5KK4 Exploring UK medical students exposure to, and opinions about, the pharmaceutical industry with the PharmAwareness Student Survey (PASS) <i>Nathan Cantley, NHS Highland, Inverness, UK</i></p>

	<p>#5KK5 Can Ginkgo Prevent Alzheimer's Disease? - Preparing Students for Caring Patients using Alternative Medicine in the Early Stage of Medical Education: A Study of Course Design <i>Wen-yuan Hsieh, College of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan</i></p>
	<p>#5KK6 The Role of Information Processing and Test Taking Strategies on Medical Student Academic Achievement <i>Sara Ahmed, Alfaisal University, Riyadh, Saudi Arabia</i></p>
	<p>#5KK7 The effect of breakfast eating habit on academic performance among medical students of Maharat Nakhonratchasima Hospital, Thailand <i>Sirirat Techorueangwiwat, Maharat Nakhonratchasima Hospital, Thailand</i></p>
	<p>#5KK8 Measurement of Grit and Correlation to Student Academic Performance in Japanese Medical School <i>Katsumi Nishiya, Kansai Medical University, Osaka, Japan</i></p>
	<p>#5KK9 The Role of Peer-reflection in Improving Students' Achievement in UKMPPD (National Examination of Medical Students) <i>Mughtar Hanafi, Universitas Sebelas Maret, Surakarta, Indonesia</i></p>
	<p>#5KK10 Multiple strategy peer-taught evidence-based medicine course in a poor resource setting <i>Tarek Turk, International Federation for Medical Students' Associations, Damascus, Syria</i></p>
	<p>#5KK11 Medical Students for Haiti: Evolving Practices in Near-Peer Education <i>Alison Cejello, Icahn School of Medicine at Mount Sinai, New York, USA</i></p>
	<p>#5KK12 The Impact of Medical Students as Teachers on Underclass Students <i>Holly Berkley and Morgan Harvey, Uniformed Services University, Bethesda, USA</i></p>
	<p>#5KK13 Impact on students of a PASREV course initially designed for professionals. Implications for medical education <i>Manuel Lucas, Department of Medical Education of Faculty of Medicine of the University of Lisbon, Portugal</i></p>
	<p>#5KK14 Our student-centered Basic Life Support (BLS) education is improved by referring to computer-based parameters <i>Kagemasa Kajiwara, Division of Basic Molecular Science & Molecular Medicine, School of Medicine, Tokai University, Isehara, Kanagawa, Japan</i></p>

AMEE Group Meetings

1600-1730	Medical Teacher Board Meeting (closed meeting)	MCH Lounge, Event Hall
1745-1945	AMEE CPD Committee (closed meeting)	Mexico, 2 nd Floor, CCB
1745-1945	AMEE Fellowship Committee (closed meeting)	Basilisk, Ground Floor, Swissotel
1745-1930	AMEE Research Committee (closed meeting)	MCH Lounge, Event Hall
1745-1945	AMEE Simulation Committee (closed meeting)	Hong Kong, 2 nd Floor, CCB
1745-1945	National Associations Meeting (closed meeting)	Osaka, 3 rd Floor, CCB

Registration Desk / Exhibition

0745-1745 Registration Desk Open Foyer South, Event Hall
0930-1630 Exhibition Open Hall 4.u/4.1, CCB


Tours – all tours depart and return to Congress Centre Basel

0900-1200 City Vintage Tram Tour and Chocolate Experience
1330-1630 Walking Tour of the City, including the Cathedral and Kunstmuseum
1400-1630 Museum Tinguely

AMEE Group Meeting

0700-0815 Ottawa 2020 (closed meeting) MCH Lounge, Event Hall

Session 6: Plenary

0830-0945 **#3 Plenary** 
Chair: Aviad Haramati, USA
Location: Event Hall

0830-0915 **#6 Plenary: Got Resilience? Promoting resilience wellbeing, and vitality in healthcare professions education and organizations: An integrative approach**
Hedy Wald, Brown University; Boston Children's Hospital-Harvard Medical School, USA

0915-0935 **Award Presentations**
Miriam Friedman Ben-David New Educator Award
AMEE Fellows and Associate Fellows
AMEE-ESME Certificate in Medical Education Awards
AMEE MedEdPublish Paper Prize

0935-0945 **Announcement of Karolinska Institutet Prize for Research in Medical Education**

0945-1015 **Coffee Break** Hall 4.u/4.1, CCB
Viewing of posters and exhibits

Soapbox Stage – Hall 4.1, CCB

0945-0955 Anatomage Italy srl
1000-1010 Dem Dx



Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book

Session 7: Simultaneous Sessions

1015-1200 **#7A Symposium: Mind-body interventions in Health Professions Education: Challenges, Strategies for Implementations and Lessons Learned**

Aviad Haramati (Georgetown University, USA), Raphael Bonvin (University of Fribourg, Switzerland), Craig Hassed (Monash University, Australia), Diethard Tauschel (Witten/Herdecke University, Germany), Tania Guillaume (University of Fribourg, Switzerland), Hedy Wald (Brown University; Boston Children's Hospital-Harvard Medical School, USA)
Location: Event Hall

1015-1200 **#7B Symposium: Faculty Development for Organizational Change**
AMEE Faculty Development Committee - Yvonne Steinert, Miriam Boillat (Centre for Medical Education, Faculty of Medicine, McGill University, Canada)
Location: Montreal, 2nd Floor, CCB

1015-1200 **#7C Symposium: Lessons Learned: progressing knowledge by intelligently considering failures**
AMEE Research Committee - Jennifer Cleland (University of Aberdeen, UK), Lara Varpio (Uniformed Services University of the Health Sciences, USA), Erik Driessen (Maastricht University, Netherlands), Tim Wilkinson (University of Otago, New Zealand)
Location: Sydney, 2nd Floor, CCB

1015-1200 **#7D Symposium: Diagnostic error: from clinical reasoning to patient outcome**
Mark Graber (Society to Improve Diagnosis in Medicine, USA), Marie-Claude Audetat (Medical Education Research Group, University of Geneva, Switzerland), Hardeep Sing (Center for Innovations in Quality, Effectiveness and Safety, VA Medical Center and Department of Medicine, Section of Health Services Research, Baylor College of Medicine, USA), Laura Zwaan (Institute for Medical Education Research, Erasmus Medical Center Rotterdam, Netherlands), Wolf Hautz (Department of Emergency Medicine, Inselspital University Hospital, Berne, Switzerland)
Location: Singapore, 2nd Floor, CCB

1015-1200 **#7E Research Papers: Workplace-Based Assessment & Diagnosis**
Chairperson: Martin Fischer, Germany
Assessor: Simon Kitto, Canada
Location: Delhi, Ground Floor, CCB

1015-1035 **#7E1 Does Incorporating a Measure of Clinical Workload Improve Workplace-Based Assessment Scores? Insights for Measurement Precision and Longitudinal Score Growth**
Yoon Soo Park, University of Illinois at Chicago, USA

1035-1055	#7E2 Development and validation of an EPA framework for palliative care competencies within medical undergraduate curricula Jolien Pieters, Maastricht University, Maastricht, Netherlands	1045-1100	#7G3 Novel Learning Strategies for Students in the Basic Sciences Aaron Brown, American University of the Caribbean, San Antonio, Texas, USA
1055-1115	#7E3 Statistical Approaches to Improving the Quality of Observational Assessment Instrument Data Melissa Margolis, National Board of Medical Examiners, Philadelphia, USA	1100-1115	#7G4 Preparing Medical Students for Future Learning using 'New' Basic Sciences Integrated Instruction Maria Mylopoulos, Wilson Centre/University of Toronto, Canada
1115-1135	#7E4 Emergency department to inpatient handoff: does language affect medical students' sense of uncertainty? Arabella Simpkin, Massachusetts General Hospital, Boston, USA	1115-1130	#7G5 Relational learning and a novel learning engagement system leads to better outcomes Lance Miller, Inquizica, Philadelphia, USA
1135-1155	#7E5 Categorization of GP trainee's patient mix in an educationally relevant manner: a prototype approach Sarah de Bever, Department of General Practice/ GP Specialty Training Program, Academic Medical Center, University of Amsterdam, Netherlands	1130-1145	#7G6 Healthcare Communication: Developing Educators for Change Fernanda Patrícia Soares Souto Novaes, FAIMER, IMIP, UNIVASF, INSS, Petrolina, Brazil
1155-1200	Discussion	1145-1200	Discussion
1015-1200	#7F Research Papers: Shame, Bravery, Confidence & Trust Chairperson: Ayelet Kuper, Canada Assessor: Nicole Borges, USA Location: Helvetia 1, 1 st Floor, Swissotel	1015-1200	#7H Point of View 1 Chairperson: Matthew Homer, UK Location: Kairo 1, Ground Floor, CCB
1015-1035	#7F1 A qualitative exploration of the factors shaping medical residents' experiences of shame William Bynum, Duke University School of Medicine, Durham, NC, USA	1015-1025	#7H1 Hybrid clinical simulation: Inclusion of immersive technology to develop skills on undergraduate medical students Mildred Vanessa López Cabrera, Tecnológico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico
1035-1055	#7F2 A quest for bravery: An ethnographic account of patient safety culture in postgraduate medical training Guusje Bressers, Maastricht University, Maastricht, Netherlands	1025-1035	#7H2 Achieving mastery in simulation before transitioning to real-life practice: are there drawbacks? Bettina Willi, Hospital for Sick Children, Toronto, Canada
1055-1115	#7F3 Exploring the concept of confidence during surgical residency training Mackenzie Lees, University of Alberta, Edmonton, Canada	1035-1045	#7H3 A problem with problem-based learning Martin Veysey, Hull York Medical School, Hull, UK
1115-1135	#7F4 Mutual trust in workplace-based medical training programs Linda Bonnie, Academic Medical Center - University of Amsterdam, Netherlands	1045-1055	#7H4 What condition do you think medicine's curiosity muscle is in? Jennifer Yates, Department of Paediatrics, School of Medicine, University College Dublin, Ireland
1135-1155	#7F5 Not just trust: Factors influencing learners' technical skill attempts on real patients Susan Bannister, Cumming School of Medicine, University of Calgary, Canada	1055-1105	#7H5 Can computerized adaptive testing maximize the utility of progress tests? Carlos Collares, Maastricht University and European Board of Medical Assessors, Maastricht, Netherlands
1155-1200	Discussion	1105-1115	#7H6 How the academic curriculum is killing the creativity of medical students Divij Sharma, Sikkim Manipal Institute of Medical Sciences, Gangtok, India
1015-1200	#7G Short Communications: Adaptive Curriculum 1 Chairperson: Margaretha Forsberg Larm, Sweden Discussant: Philip Pearson, Netherlands Antilles Location: Helvetia 2, 1 st Floor, Swissotel	1115-1125	#7H7 Medical Schools Should Organise Regular Short Sabbaticals on the Clinical 'Front Line' for Non-Clinical Educators Hamed Khan, St Georges, University of London, UK
1015-1030	#7G1 Vanderbilt Immersion Phase: An adaptive post-clerkship curriculum that uses clinical context to build upon prior learning William Cutrer, Vanderbilt University School of Medicine, Nashville, USA	1125-1135	#7H8 Debating the Potential of Competency-Based Medical Education: The Need for Constructive Criticism Stanley Hamstra, ACGME, Chicago, USA
1030-1045	#7G2 The Training of Medical Students' Spatial Abilities – Use of Anatomy Computer-Assisted Learning Platform Bruno Guimarães, Faculty of Medicine, University of Porto, Portugal	1135-1145	#7H9 Student involvement in the admission process at the University of Copenhagen, Denmark Annarita Ghosh Andersen, University of Copenhagen, Denmark
		1145-1155	#7H10 We're doing it all wrong! Selection methods must be institution specific! Aimee Gardner, Baylor College of Medicine, SurgWise Consulting, Houston, USA
		1155-1200	Discussion

1015-1200	#7I Short Communications: Curriculum: Evaluation Chairperson: Dianne Manning, South Africa Discussant: Patricia Kokotailo, USA Location: Rio, 2 nd Floor, CCB	1015-1200	#7K Short Communications: Curriculum: Competency Based Medical Education Chairperson: Azim Mirzazadeh, Iran Discussant: Ming Ka Chan, Canada Location: Shanghai 2, Ground Floor, CCB
1015-1030	#7I1 Lessons learned from implementing the integrated curriculum for nine years at a medical college in Korea: focused on the perspectives of graduates and faculty members Wha Sun Kang, Department of Medical Education, College of Medicine, The Catholic University of Korea, Seoul, South Korea	1015-1030	#7K1 Changes in perceived supervision quality after introduction of competency-based orthopedic residency training: a national 6-year follow-up study Paul Brand, Isala Hospital, Zwolle, Netherlands
1030-1045	#7I2 Shifting program evaluation from capturing to understanding: Trying to address the lack of evidence on Curricular reform David Rojas, University of Toronto, Canada	1030-1045	#7K2 Conceptualization of Competency-Based Medical Education, Competency, and Competence within the CPD/CME and Residency Family Medicine Educational Literature: Preliminary Findings Heather Lochnan, University of Ottawa, Canada
1045-1100	#7I3 Evaluating the effectiveness of educational interventions for patient benefit: The development of reporting guidelines Hannah Hesselgreaves, Newcastle University, Newcastle upon Tyne, UK	1045-1100	#7K3 Using Reflection to be an Effective Communicator Umberin Najeeb, University of Toronto, Canada
1100-1115	#7I4 Evaluation of the Effectiveness of Interventions to Improve Quality of Midwifery Education in Ethiopia: a Quasi-Experimental Study Design without a Control Group Tegbar Sendekie, Jhpiego, Addis Ababa, Ethiopia	1100-1115	#7K4 Clinical Supervision within Competency Frameworks in Postgraduate Medical Education Tabassum Zehra, Aga Khan University, Department for Educational Development, Karachi, Pakistan
1115-1130	#7I5 Are we doing it right? Evaluating the Behavioural Science programme at a new medical college in Qatar - two years in Tanya Kane, College of Medicine, Doha, Qatar	1115-1130	#7K5 What Do Competence, Communication, Collaboration and Scholarship Mean for French Undergraduate Medical Students and Their Teachers? Juliette Macabrey, CUMG, Faculty of Medicine Lyon Est, Lyon, France
1130-1200	Discussion	1130-1200	Discussion
1015-1200	#7J Short Communications: Assessment: Feedback Chairperson: Anne Baroffio, Switzerland Location: Shanghai 1, Ground Floor, CCB	1015-1200	#7L Short Communications: Curriculum: Themes Chairperson: Eugene Custers, Netherlands Discussant: Location: Shanghai 3, Ground Floor, CCB
1015-1030	#7J1 How closely does educator behaviour during feedback in contemporary clinical practice align with published recommendations: an observational study of 36 authentic formal feedback episodes across the health professions Christina Johnson, University of Melbourne and Monash Health, Melbourne, Australia	1015-1030	#7L1 Social Medicine: But, should it be a course in medical curriculum? Teresa Van Deven, Schulich School of Medicine & Dentistry, London, Ontario, Canada
1030-1045	#7J2 Broadening the Scope of Feedback to Promote Its Relevance to Workplace Learning Renée van der Leeuw, Gerion, Amsterdam, Netherlands	1030-1045	#7L2 Filling the Gap – Implementation of Global Health Studies within the Education of Future Health Professionals Judith Mletzko, University of Witten/Herdecke, Witten, Germany
1045-1100	#7J3 Developing feedback literacy of learners in the workplace: a tried and tested model Christy Noble, Gold Coast Health, Southport, Australia	1045-1100	#7L3 Implementing a Quality Improvement Module as core curriculum for Year 4 medical students: reviewing the first year of implementation Ann Wylie, Guy's King's and St Thomas' School of Medical Education, London, UK
1100-1115	#7J4 Mastering feedback for learning Jill Benson, ModMed, Adelaide, Australia	1100-1115	#7L4 The Importance of the Approach of Palliative Care in Medical School and its Impact on Academic Practice Carolina Rodrigues Laranjeira Vilar, Little Prince University, Curitiba, Brazil
1115-1130	#7J5 Effectiveness of chart audits with formative feedback to improve the quality of clinical records by ophthalmology residents Ana Palis, Hospital Italiano de Buenos Aires, Argentina	1115-1130	#7L5 Canadian and US veterinary students' perceptions of companion-animal nutrition information and veterinary nutrition education: a mixed-methods study May Kamleh, University of Guelph, Canada
1130-1145	#7J6 Listening for Success? Using audio to supplement written feedback in a taught masters programme Leah Marks, University of Glasgow, UK	1130-1145	#7L6 Developing a toolkit on inclusion of public health in the medical curriculum for medical students Izza Bazigh, IFMSA
1145-1200	#7J7 Balancing Between Saving Lives and Providing Feedback: A Multi-center Survey of Emergency Residents and Attending Physicians Chung-Hsien Chaou, Chang-Gung Medical Education Research Center (CGMERC), Taoyuan, Taiwan No Discussion	1145-1200	Discussion

1015-1200	#7M Short Communications: Continuing Professional Development Chairperson: Herve Maisonneuve, France Discussant: Helena Filipe, Portugal Location: Boston 1, Ground Floor, CCB	1145-1200	#7N7 “We are all so different that it is just ... normal.” Normalization practices in an academic hospital in Netherlands Hannah Leyerzapf, VU University Medical Center, Amsterdam, Netherlands
1015-1030	#7M1 An argument-based approach to validity concerning the assessment of physicians’ professional performance: A systematic review of questionnaire-based assessment tools Mirja van der Meulen, Maastricht University, Maastricht, Netherlands		No Discussion
1030-1045	#7M2 Office emergencies: a novel simulation-based CPD activity Richard Waldolf, Montfort Hospital, Ottawa, Canada	1015-1200	#7O Short Communications: eLearning 1 Chairperson: Discussant: Location: Boston 3, Ground Floor, CCB
1045-1100	#7M3 Coping through learning from medical errors: Experiences of adverse events in CPD Asta Toivonen, University of Helsinki, Department of Public Health, Helsinki, Finland	1015-1030	#7O1 Teaching modes and social-epistemological dimensions in Medical Massive Open Online Courses Marlies Reinders, Leiden University Medical Center, Leiden, Netherlands
1100-1115	#7M4 Regularly Scheduled Series as Authentic Learning Spaces for Effective Interprofessional CPD Mila Kostic, University of Pennsylvania, Philadelphia, USA	1030-1045	#7O2 Creating a 4-year Learning Management System for a Geographically Dispersed International Medical School Joy Checa, American University of the Caribbean School of Medicine, Sint Maarten, Netherlands Antilles
1115-1130	#7M5 “STEP” and “CUS” Keyword-mnemonics-based simulation training enhance “patient-centered communication” skill of nurses in respiratory intensive care units Ying-Ying Yang, Taipei Veterans General Hospital, Taipei, Taiwan	1045-1100	#7O3 Embedded e-learning in the presentation of professional communication skills – system-driven feedback improves students’ identification of professional communication skills Christof Daetwyler, Drexel Medical School, Philadelphia, USA
1130-1145	#7M6 Early Outcomes of Virtual Environment-Based Provider- and Patient-Facing Education for Disease Management Roselyn Scott, Brandon Associates, Marina del Rey, CA, USA	1100-1115	#7O4 Joint Action Between University and Governmental Organisation as Opportunity to Develop Digital Competencies for Health Professionals Juris Barzdins, Centre for Health Management and Informatics, Faculty of Medicine, University of Latvia, Riga, Latvia
1145-1200	Discussion	1115-1130	#7O5 The patient, the doctor and the computer: Understanding and incorporating computer-related communication skills in medical education Kirsten G Engel, Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark
1015-1200	#7N Short Communications: Diversity Chairperson: Carmen Fuentealba, USA Location: Boston 2, Ground Floor, CCB	1130-1145	#7O6 Strengthening medical education with offline, self-directed e-learning in a low-resource setting in Zambia, Africa Sandra Barteit, Heidelberg University, Institute of Public Health, Heidelberg, Germany
1015-1030	#7N1 Evaluation of a Cultural competence and clinical skills joint session Suzanne Pitama, University of Otago, Christchurch, New Zealand	1145-1200	Discussion
1030-1045	#7N2 Does a Broadly Sampled Assessment Lead to Smaller Ethnicity-Related Differences in Clinical Grades? Chantal van Andel, Erasmus MC, Rotterdam, Netherlands	1015-1200	#7P Short Communications: Student Learning Styles & Characteristics Chairperson: Nicholas Glasgow, Australia Location: Darwin, Ground Floor, CCB
1045-1100	#7N3 Emphasising Diversity Amongst Second Year Medical Students as part of their Personal and Professional Development Maria Regan, University of Manchester Medical School, Manchester, UK	1015-1030	#7P1 Students’ motivation in the clinical setting Eliane Ayoub, Saint-Joseph University medical school (USJ), Beirut, Lebanon
1100-1115	#7N4 The role of study strategy in motivation and academic performance of ethnic minority and majority students: a structural equation model Ulviye Isik, VUmc School of Medical Sciences, Amsterdam, Netherlands	1030-1045	#7P2 The Learning and Study Strategies Inventory (LASSI): Skill, Will, and Self-Regulation Among Medical Students at Alfaisal University in Riyadh, Saudi Arabia Maram Alrefai, Alfaisal University, Riyadh, Saudi Arabia
1115-1130	#7N5 Impact of multi-culturalism on medical education: The Lebanese experience Elie Nemer, Saint-Joseph University Medical School (USJ), Beirut, Lebanon	1045-1100	#7P3 The concept of emotional intelligence at King Saud bin Abdulaziz University for Health Sciences at Saudi Arabia Afnan Khoja, King Saud bin Abdulaziz University for Health Sciences, Jeddah, Saudi Arabia
1130-1145	#7N6 Assessment strategies based on mainstream education – a systematic review of their impacts in nursing programs Frederic Douville, Université Laval, Quebec City, Canada		

1100-1115	#7P4 Can Self-Efficacy Predict First Year Medical Students' Academic Success? Jennifer Volberding, Oklahoma State University Center for Health Sciences, Tulsa, USA
1115-1130	#7P5 Emotional Quotient in Iranian Nursing Students: a descriptive cross-sectional study Marzieh Hasanpour, School of Nursing and Midwifery, Tehran University of Medical Sciences, Tehran, Iran
1130-1145	#7P6 Evolution of medical students' learning strategies in a competency-based undergraduate curriculum. Results from a cross sectional study Asja Maaz, Charité-Universitaetsmedizin Berlin, Germany
1145-1200	#7P7 Evaluation of formative assessment practice in medical education Youn Seon Lim, Zucker School of Medicine at Hofstra/Northwell, Hempstead, USA No Discussion
1015-1200	#7Q Short Communications: The Teacher Chairperson: Louise Young, Australia Discussant: Patricia O'Sullivan, USA Location: Lima, Ground Floor, CCB
1015-1030	#7Q1 Academic workload measurement and its role in the process of continuous academic improvement Diego Vidal, Facultad de Medicina, Universidad de Chile, Santiago, Chile
1030-1045	#7Q2 How can role model attributes be developed in a health professions teacher? Ruchith Priyananda, National Institute of Health Sciences, Kalutara, Sri Lanka
1045-1100	#7Q3 What it means to be a medical educator: A bi-national comparison between Canada and Mexico Silvia Lizett Olivares Olivares, Tecnológico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico
1100-1115	#7Q4 Reading Between The Lines: What do Psychiatry Learners Tell us About Educator Effectiveness? Sheila Harms, McMaster University, Hamilton, Canada
1115-1130	#7Q5 Exploring the impact of gender on medical educators' professional identity development Jo Horsburgh, Imperial College, London, UK
1130-1200	Discussion
1015-1200	#7R Round Table: Multiple Mini Interview Chairperson: Harold Reiter, Canada Location: Hong Kong, 2 nd Floor, CCB
	#7R1 Relationship between student performances in non-cognitive skills in Multiple Mini Interview & Integrated Practical Examination Ayesha Rauf, National University of Medical Sciences (NUMS), Rawalpindi, Pakistan
	#7R2 The use of a standardisation method to control MMI assessors' bias Christian Bourdy, Université de Montréal, Canada
	#7R3 Do sociodemographic factors of medical students play a role in MMI ratings and their subsequent prediction of OSCE performance? Mirjana Knorr, University Medical Center Hamburg-Eppendorf, Hamburg, Germany

	#7R4 The Development and Implementation of an MMI Approach in Postgraduate Selection in Anesthesiology: A case study using a validity framework Natalie Buu, McGill University, Montreal, Canada
1015-1200	#7S Workshop: The Steps of Curriculum Integration - practical and playful understanding Ugo Caramori (UNICAMP (University of Campinas), Brazil), Maria Helena Senger (Pontifical Catholic University of São Paulo, Sorocaba, Brazil), Lara Teheux (Radboud University, Nijmegen, Netherlands), Katerina Dima (Aristotle University of Thessaloniki, Greece) Location: Wettstein, 2 nd Floor, Swissotel
1015-1200	#7T Workshop: Interprofessional communication in clinical settings: from training professionals to changing culture Katherine Blondon (University Hospitals of Geneva, Switzerland), Alexandre Farin (Riviera Chablais Hospital, Vevey, Switzerland), Patricia Picchiottino (Interprofessional Simulation Center, Geneva, Switzerland) Location: Helvetia 3, 1 st Floor, Swissotel
1015-1200	#7U Workshop: The Role of the Educator in Improving the Quality of Postgraduate Medical Recruitment and Selection processes Sheona MacLeod (Health Education England, Leicester, UK), Moya Kelly (NHS Education Scotland, Glasgow, UK), Claire Kennedy, Jonathan Howes (Health Education England, Birmingham, UK) Location: Helvetia 4, 1 st Floor, Swissotel
1015-1200	#7V Workshop: Medical Humanities today: how to teach it Jonathan McFarland (Sechenov University, Moscow, Russia), Margaret Chisolm (Johns Hopkins University, Baltimore, USA), Joaquim Gea (University of Pompeu Fabra, Barcelona, Spain), Irina Markovina (Sechenov University, Moscow, Russia) Location: Helvetia 5, 1 st Floor, Swissotel
1015-1200	#7W Workshop: Where do I start? Planning a health education systematic review. A BEME workshop Morris Gordon (University of Central Lancashire, Preston, UK), Madalena Patricia (University of Lisbon, Portugal), Michelle Daniel (University of Michigan Medical School, Michigan, USA) Location: Helvetia 7, 1 st Floor, Swissotel
1015-1200	#7X Workshop: Continuing Health Profession Education: Innovative approaches to putting theory into practice for curriculum development

	<p>David C Thomas (Icahn School of Medicine at Mount Sinai, NY, USA), TJ Jirasevijinda (Weill Cornell Medical College, NY, USA), Reena Karani (Icahn School of Medicine at Mount Sinai, NY, USA), Monica Lyson (University of Michigan Medical School, Ann Arbor, USA), Carolin Sehlbach (School of Health Professions Education, Maastricht University, Maastricht, Netherlands) Location: Osaka, 3rd Floor, CCB</p>	1015-1200	<p>#7CC ePosters: Multiple perspectives - diversity, well-being & communication Chairperson: Teri Turner, USA Location: Cairo 2, Ground Floor, CCB</p>
1015-1200	<p>#7Y Workshop: The Science of Teams: Developing and Transforming Effective Teams Darshana Shah (Marshall University Joan C. Edwards School of Medicine, Huntington, WV, USA), Elizabeth (Betsy) Dawkins (VCU, Richmond, Virginia, USA) Location: Samarkand, 3rd Floor, CCB</p>		<p>#7CC1 Communication in Pediatrics - Tailoring an Intensive Training Course for the International Context Simona Muresan, University of Medicine and Pharmacy Tîrgu Mures, Romania</p>
1015-1200	<p>#7Z Workshop: I Teach, Therefore I Am: Examining Pedagogical Identity for Online and Face-to-Face Learning Holly Meyer, Eric Meyer, Lauren Maggio (Uniformed Services University of the Health Sciences, Bethesda, USA), Steven Kanter (University of Missouri Kansas City, Kansas City, USA) Location: Guangzhou, 2nd Floor, CCB</p>		<p>#7CC2 Evaluation of the medical student perception related to delivering bad news compared to experts doctors Carlos Miranda, Ribeirão Preto School of Medicine, São Paulo University, Ribeirão Preto-SP, Brazil</p>
1015-1200	<p>#7AA Workshop: How to shoot, edit and distribute educational videos through Social Media (SoMe) Tobias Todsén (Department of Otorhinolaryngology, Head and Neck Surgery & Audiology, Rigshospitalet AND Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark), Mads R Dahl (Center for Health Sciences Education Aarhus University, Aarhus, Denmark) Location: Nairobi, 2nd Floor, CCB</p>		<p>#7CC3 Calling for Help: Teaching Medical Students about SBAR Claire Gibbons, University Hospital of Coventry and Warwickshire, Coventry, UK</p>
1015-1200	<p>#7BB Workshop: Context matters: Exploring the role of place in health professions education Julia Blitz (Faculty of Medicine and Health Sciences, Stellenbosch University, Cape Town, South Africa), Ian Couper (Ukwanda Centre for Rural Health, Stellenbosch University, Cape Town, South Africa), Rachel Ellaway (Office of Health and Medical Education Scholarship, University of Calgary, Alberta, Canada), Roger Strasser (Northern Ontario School of Medicine, Ontario, Canada), Susan Van Schalkwyk, Centre for Health Professions Education (Stellenbosch University, Cape Town, South Africa), Paul Worley (Prideaux Centre for Health Professions Education Research, Flinders University, Adelaide, Australia) Location: Mexico, 2nd Floor, CCB</p>		<p>#7CC4 Applying Multi-Disciplinary Simulations to Demonstrate SPIRES Protocol for Teaching Medical Ethics and Communication Skills. Pei-Wei Wang, Taipei City Hospital, Taipei, Taiwan</p>
			<p>#7CC5 Guiding eprofessionalism-developing social media workshops for health students Jennifer May, University of Newcastle, Tamworth, Australia</p>
			<p>#7CC6 What is necessary to support female physicians in Japan? Rieko Goto, Kumamoto University Hospital, Kumamoto, Japan</p>
			<p>#7CC7 Feminisation of postgraduate medical training influences burnout in medical residents Maud Kramer, School of Health Professions Education (SHE), Faculty of Health, Medicine and Life Sciences, Maastricht University, Maastricht and Zuyderland Medical Centre, Heerlen, Netherlands</p>
			<p>#7CC8 Assessing the impacts of Inter Professional Education Initiatives at a newly established tertiary hospital in Singapore Wai Ching Deanna Lee, Sengkang General Hospital, Singapore</p>
			<p>#7CC9 Narratives of care: the use of digital storytelling to understand lived experiences of care. Assad Malik, Barts and The London School of Medicine and Dentistry, London, UK</p>
			<p>#7CC10 Differences in Academic Burnout and Achievement Goal Orientation by Perfectionism of Medical Students Su Jin Chae, Office of Medical Education, Ajou University School of Medicine, Suwon, South Korea</p>
			<p>#7CC11 International Use and Correlates of Dundee Ready Educational Environment Measure (DREEM) in Assessing Learning Environments Within Undergraduate Medical Education: A Narrative Review Kang Sim, Institute of Mental Health, Singapore</p>
			<p>#7CC12 Stressors encountered during overnight duties by Anaesthesiology Senior Residents impedes their role as teachers & learners John Song En Lee, KK Womens' and Children's Hospital, Singapore</p>
			<p>#7CC13 Effectiveness of a self-selected "SMILESS" Intervention to reduce and/or prevent depression and general well-being of preclinical medical student. Thanita Thongtan, Mahidol University, Bangkok, Thailand</p>

1015-1200 **#7DD Posters: Surgical Simulation**
Chairperson:
Location: Hall 4.1, CCB

#7DD1 Integrating Skills Lab stations into a course on the principles of fracture fixation
Emanuel Gautier, HFR Kantonsspital Fribourg, Switzerland

#7DD2 Novice Development of Cerebral Aneurysm Coiling Skills in Virtual Reality
Roy Eagleson, Western University, London, Canada

#7DD3 First experiences in hospital-based simulation training in spinal decompression and fusion
Staffan Källbäck, AOSpine, Dübendorf, Switzerland

#7DD4 Exploration of learning curves for simulation-based training in hip-fracture surgery
Amandus Gustafsson, Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark

#7DD5 Development and validation of a canine castration model and rubric
Julie Williamson, Lincoln Memorial University College of Veterinary Medicine, Harrogate, TN, USA

#7DD6 Improving basic surgical skill with suture practice assignment at home for medical students
Nicko Rachmanio, Universitas Muhammadiyah Yogyakarta, Indonesia

#7DD7 Cricothyroidectomy 3D Simulation Model
Feifan Wang, National University Hospital, Singapore

#7DD8 Interprofessional team-based in situ simulation in the intensive care unit
Hsu-Kai Huang, NDMC, TSGH, Taipei, Taiwan

#7DD9 Using a 360° video based Virtual Reality environment of a kidney transplantation and donation procedure in different phases of the medical curriculum
Arianne Pieterse, Leiden University Medical Center, Leiden, Netherlands

#7DD10 "Masterchef" – a Simulation Component in Surgical Residency Selection
Saleem Ahmed, Tan Tock Seng Hospital, Singapore

#7DD11 Early simulated surgical practice improves learning effectiveness and attitude in clerkship
Guan Jin Ho, Tzu Chi General Hospital, Hualien, Taiwan

#7DD12 Laparoscopic Surgery: Based in Illumination Training System (Bits) Face, Content and Construct Validity
Omaira Rodriguez, Universidad Central de Venezuela, Caracas, Venezuela

#7DD13 High fidelity simulation training for medical students in emergency medicine clerkship: Learning beyond expectation!
Yu-fai CHOI, Pamela Youde Nethersole Eastern Hospital, Hong Kong

#7DD14 Using the Immersive and Engaging Properties of 360° Virtual Reality to deliver cost-effective, accessible surgical training
Dean Malik, Imperial College NHS Healthcare Trust, London, UK

#7DD15 A randomised pilot study comparing structured vs unstructured delivery of teaching and its impact on surgical skill knowledge acquisition
Prasanna Raj Supramaniam, Oxford University Hospitals NHS Foundation Trust, Oxford, UK

1015-1200 **#7EE Posters: Use of Technology and Specialist Training**
Chairperson: John Sanders, UK
Location: Hall 4.1, CCB

#7EE1 Medical Residency in Psychiatry from the students' and teachers' point of view: assessing the Medical Residency in Psychiatry of the University of the State of Rio de Janeiro/Brazil
Silvana Ferreira, UERJ, Rio de Janeiro, Brazil

#7EE2 Action Research to Facilitate the Learning of Case Formulation in a Psychiatry Residency Program
David Choon Liang Teo, Changi General Hospital, Singapore

#7EE3 Usefulness and Extent of Utilization of Balint Groups in Postgraduate Psychiatry Training in India
Jonas Sundarakumar, Spandana Institute of Psychiatry, Bangalore, India

#7EE4 Psychiatry Boot Camp: A successful application of 4 weeks' intensive training for doctors new to mental health in Europe
David Rigby, North East London NHS Foundation Trust, London, UK

#7EE5 How psychiatry residents perceive the clinical teaching effectiveness under direct observation versus without direct observation
Lay Ling Tan, Changi General Hospital, Singapore

#7EE6 Applying Artificial Intelligence to enhance healthcare decision making reliability in a postgraduate course at a Brazilian Health Sciences University
Melissa Santos Fortes, Universidade Federal de Ciências da Saúde de Porto Alegre, Brazil

#7EE7 Effect of Simulation-based Training in Diagnostic Abdominal Ultrasound: A Randomized Trial
Mia Louise Østergaard, Copenhagen Academy for Medical Education and Simulation/Department of Radiology, Copenhagen University Hospital, Copenhagen, Denmark

#7EE8 SMART Learning for the Millennial Physician
Amulya Nageswara Rao, Mayo Clinic, Rochester, USA

#7EE9 Use of three-dimensional (3D) printed models to enhance hands-on experience among residents attending basic and advanced colposcopy course
Muhammad Fairuz Abdul Rahman, KK Women's and Children's Hospital (KKH), Singapore

#7EE10 Workshop for difficult patient management containing of Significant Event Analysis and video-based discussion
Shoichi Ito, Chiba University, Chiba, Japan

#7EE11 The Clinical Situation Teaching Program to Promote Nurses Effectiveness for Coping with Workplace Violence
Jin-Lain Ming, Taipei Veterans General Hospital, Taipei, Taiwan

#7EE12 Improving the communication skills and ability of searching medical literature of postgraduate doctors by a standardized patient and a simulation scenario
Chiu-Ping Kuo, MacKay Memorial Hospital, Taipei, Taiwan

#7EE13 Long-term learning of junior doctors following high-fidelity simulation
Thomas O'Dell, Imperial School of Anaesthesia, London, UK

	<p>#7EE14 'Tech Savvy Teachers': Leading Engagement in Post Graduate Medical Education with a technology enhanced approach <i>Craig Knott, UK</i></p>
	<p>#7EE15 If you build it they will come and stay: Implementing a new Family Medicine Residency Program (FMRP) in an under-served community <i>Stuart Murdoch, University of Toronto, Canada</i></p>
	<p>#7EE16 Resident practice-sharing in an academic Family Medicine Teaching Unit: Exploring effects on patient care and the resident educational experience <i>Rachel Peters, Department of Family and Community Medicine, University of Toronto, Canada</i></p>
	<p>#7EE17 Examining how professional boundaries are shaped, perceived and maintained among family medicine residents and physicians <i>Darrell Kyte, Dalhousie University, Halifax, Canada</i></p>
	<p>#7EE18 How does general practice compare to hospital rotations? Comparison of the educational experience by junior doctors <i>Emily Haesler, ANU Medical School Academic Unit of General Practice, Canberra, Australia</i></p>
	<p>#7EE19 The tutorial is dead: long live the tutorial <i>Rachel Elliott</i></p>
	<p>#7EE20 Can short term rural practice-based learning program promote clinical and non-clinical skills in CIPRD junior doctors? <i>Noppawan Pongsopa, Suratthani Hospital, Suratthani, Thailand</i></p>
1015-1200	<p>#7FF Posters: Empathy and Ethics Chairperson: Location: Hall 4.1, CCB</p>
	<p>#7FF1 Does change of empathy over academic years have a geographical pattern of variation? <i>Gominda G. Ponnampereuma, Centre for Medical Education, Yong Loo Lin School of Medicine, National University of Singapore, Singapore</i></p>
	<p>#7FF2 Service-learning enhanced humanistic caring ability and empathy of medical students: A study from Shantou university medical college <i>Zhanqin Huang, Shantou university medical college, Shantou, People's Republic of China</i></p>
	<p>#7FF3 Can Empathy be Taught? Lessons from Teaching Communication Skills to Medical Students <i>Jacqueline Yuen, The Chinese University of Hong Kong, Hong Kong</i></p>
	<p>#7FF4 Residents' and Medical Students' self-assessed empathy levels do not correlate with patients assessments <i>Monica Bernardo, UNICAMP, Campinas, Brazil</i></p>
	<p>#7FF5 Longitudinal relationships between motivation and empathy among medical students during clinical years <i>Giovanni Piumatti, University of Geneva, Switzerland</i></p>
	<p>#7FF6 Longitudinal assessment of empathy by two different instruments and evolution of gender relationships in medical students <i>Margaret Gerbase, University of Geneva, Faculty of Medicine, Geneva, Switzerland</i></p>
	<p>#7FF7 Evaluating Outcomes in Empathy and Multicultural Competency Training: A Simulation-Based Approach <i>Daniel Salcedo, Chiba University Hospital, Chiba, Japan</i></p>

	<p>#7FF8 Empathy – a core competence for clinicians? A question of attitude, personality or competence development in Medical Education and Postgraduate (Psychiatric) Training <i>Henriette Löffler-Stastka, Medical University Vienna, Postgraduate Unit /Teaching Center, Vienna, Austria</i></p>
	<p>#7FF9 Empathy Among Undergraduate Medical Students <i>Mayar Helaly, Alfaisal University, Riyadh, Saudi Arabia</i></p>
	<p>#7FF10 Empathy, fake empathy and how to make an empathetic statement - the views of SPs <i>William Laughy, Hull York Medical School, York, UK</i></p>
	<p>#7FF11 The skeleton in my closet: exploring empathy in health sciences students in relation to the hidden curriculum and burnout <i>Komal Atta, The University of Faisalabad, Pakistan</i></p>
	<p>#7FF12 Relationship Between Level of Empathy During Residency Training and Perception of Professionalism Climate <i>Aliya Begum, Aga Khan University Hospital, Karachi, Pakistan</i></p>
	<p>#7FF13 Empathy training for nursing students through sociodrama <i>Miao-Ju Chwo, Fu Jen Catholic University, New Taipei City, Taiwan</i></p>
	<p>#7FF14 Online gaming on empathy - A friend? Or foe? <i>Yih-Jer Wu, Department of Medicine, Mackay Medical College, and Department of Medical Education, Mackay Memorial Hospital, New Taipei, Taiwan</i></p>
	<p>#7FF15 Comparison of empathy scores among students from two distinct medical curriculums (the Joint Medical Programme and the Regular Thai programme) across different stages in medical education <i>Wasin Boonnitchasin, Srinakharinwirot University, Bangkok, Thailand</i></p>
	<p>#7FF16 Teaching Ethics through Art Using the Visual Thinking Strategy <i>Mary Mathew, Manipal Academy of Higher Education, Kasturba Medical College, Manipal, Manipal, Karnataka, India</i></p>
	<p>#7FF17 Case-Based Ethics Grand-Rounds have a positive impact on Ethical-Decision-making and Professional Behaviors in Interns <i>Shekhar Kumta, The Chinese University of Hong Kong, Hong Kong</i></p>
	<p>#7FF18 Exploring the Gap between Ethics Education in Medical School and Clinical Application <i>Jung Hsieh, Chang Gung University College of Medicine; Chang Gung Memorial Hospital, Linkou, Taoyuan City, Taiwan</i></p>
	<p>#7FF19 Key Success of Teaching Medical Ethics in Clinical Years: WHO and HOW? <i>Patcharada Amatyakul, Department of Obstetrics and Gynecology, Faculty of Medicine, Naresuan University, Phitsanulok, Thailand</i></p>
1015-1200	<p>#7GG Posters: Integration and Curriculum Planning Chairperson: Olaf Ahlers, Germany Location: Hall 4.1, CCB</p>
	<p>#7GG1 Integrated Health and Social Care Teaching <i>Sabia Dayala, University of Manchester, UK</i></p>

	<p>#7GG2 Enhancing Medical Education Reform and Medical Student Professional Development Through Longitudinal, Co-Curricular Distinction Tracks Luan Lawson, Brody School of Medicine at East Carolina University, Greenville, USA</p>	
	<p>#7GG3 Exploring basic science discussion during internal medicine rounds with clerkship medical students Jonathan Pai, University of California San Francisco, USA</p>	
	<p>#7GG4 Will Early Clinical Training improve the professional skills? – Experience from a New Medical Education in Sweden Stefan Särnblad, School of Medicine, Faculty of Medical Sciences, Örebro University, Örebro, Sweden</p>	
	<p>#7GG5 Change from a classical to an integrated curriculum has an impact on the assessment? Milton Severo, Department of Public Health, Forensic Sciences and Medical Education, University of Porto Medical School, Porto, Portugal</p>	
	<p>#7GG6 Preparing students to apply science in the clinical setting: the University of Michigan Transition to Clerkship course Seetha Monrad, University of Michigan Medical School, Ann Arbor, USA</p>	
	<p>#7GG7 Clinical Application of Medical Sciences (CAMS) to Phase 1 Medical Students Dinesh Kumar Srinivasan, National University of Singapore, Singapore</p>	
	<p>#7GG8 The structured frameworks of organ system-based integrated curriculum, curriculum integrated examination, and impediment monitoring system in undergraduate medical education Bor-Ching Sheu, Center of Faculty Development, Curriculum Integration & Department of Obstetrics and Gynecology, National Taiwan University College of Medicine, Taipei, Taiwan</p>	
	<p>#7GG9 Paediatric education in the Curriculum of the School of Medicine in the University of Örebro in Sweden Myrsini Lemonaki, University Hospital of Orebro, Sweden</p>	
	<p>#7GG10 Does changing from teacher-centered to learner-centered contexts develop self-regulated learning? A qualitative study in a medical university in Japan Yasushi Matsuyama, Jichi Medical University, Shimotsuke, Japan</p>	
	<p>#7GG11 How to become a doctor? A preliminary report of pre-clerkship summer camp Ching-Chih Chang, National Yang-Ming University School of Medicine, Taipei, Taiwan</p>	
	<p>#7GG12 Where and when is clinical hidden curriculum (CHC) more observable for assessment? Fatemeh Zoubin, Isfahan University of Medical Sciences, Isfahan, Iran</p>	
	<p>#7GG13 Introductory course in Gynecology and Obstetrics based on medical practice settings: an experience of six years Francisco Jose Candido dos Reis, Ribeirao Preto Medical School - University of Sao Paulo, Ribeirao Preto, Brazil</p>	
	<p>#7GG14 Reforming Undergraduate Medical Education at Five Universities in Vietnam David Duong, Harvard Medical School - The Partnership for Health Advancement in Vietnam, Boston, USA</p>	
		<p>#7GG15 Improving Mental Health Literacy in the Community Through Implementation of a Student-Delivered Mental Health Curriculum Jared Papa, Idaho State University PA Program, Meridian, USA</p>
		<p>#7GG16 Medical Curriculum Development for the Pre-clinic Medical Students in Naresuan University, Phitsanulok Saisiri Mirasena, Naresuan University, Phitsanulok, Thailand</p>
		<p>#7GG17 Challenges, Success Factors and Pitfalls in the Implementation of Distributed Medical Education: A Multi-stakeholder Perspective from a Canadian Province Anurag Saxena, University of Saskatchewan, Saskatoon, Canada</p>
		<p>#7GG18 Undergraduate Medical Education for the Future Sam Lingam, London International Medical School, London, UK</p>
1015-1200		<p>#7HH Posters: Approaches to Curriculum Evaluation and Education Environment Chairperson: Jan Ehlers, Germany Location: Hall 4.u, CCB</p>
		<p>#7HH1 Relationship of teacher and course evaluation with student academic performance Hina Tariq, Shifa Tameer-e-Millat University, Islamabad, Pakistan</p>
		<p>#7HH2 Competency testing of knowledge in management of emergency nephrology conditions in externs and interns indicates the need for change in the teaching process Krisana Roysri, Clinical Medical Education Center, Surin Hospital, Surin, Thailand</p>
		<p>#7HH3 Infrastructure, resources and the curriculum: An opinion at Facultad de Medicina, National Autonomous University of Mexico (UNAM) Irene Durante, Facultad de Medicina of National Autonomous University of Mexico, Mexico City, Mexico</p>
		<p>#7HH4 The emergency paramedics' viewpoints on the compliance of their curriculum with job requirements Seyed Masoud Hosseini, Mashhad University of Medical Sciences, Mashhad, Iran</p>
		<p>#7HH5 Exit interviews are a useful complement to traditional course evaluations Birgitta Björck, Institution for Medicine Huddinge, Karolinska Institutet, Stockholm, Sweden</p>
		<p>#7HH6 Applying the After Action Review (AAR) method to undergraduate medical curriculum development Barbara Jennings, Norwich Medical School, Norwich, UK</p>
		<p>#7HH7 What's the CATCH? Evaluation of a Curriculum Designed for Physicians to Capture and Translate the Learning from the Review of Adverse Events and 'Near Misses' in Hospital Settings Suzette Cooke, University of Calgary, Canada</p>
		<p>#7HH8 The more difficult subjects on biggest Med School in Mexico Maria de los Angeles Fernandez-Altuna, UNAM School of Medicine, Mexico City, Mexico</p>

<p>#7HH9 Course alignment in a distributive model: student and preceptor expectations of clinical pharmacology knowledge and skills in a veterinary medical curriculum Margaret C Barr, Western University of Health Sciences, Pomona, USA</p>	
<p>#7HH10 Medical Students Perception of the Quality of their Medical Education. A change is necessary? Omaira Rodriguez, Universidad Central de Venezuela, Caracas, Venezuela</p>	<p>1015-1200 #7II Posters: Problem Based Learning/Team Based Learning Chairperson: Dean Parmelee, USA Location: Hall 4.u, CCB</p>
<p>#7HH11 A survey to assess high school students' and medical students' perspectives on a research-focused medical curriculum and a seven-year integrated Bachelor of Science/Doctor of Medicine Degree (iBSc/MD) Program in Thailand Watanya Chaivong, Chulabhorn Royal Academy (CRA), Bangkok, Thailand</p>	<p>#7II1 Student experiences in multilingual problem-based hybrid curriculum Nina Peitsaro, University of Helsinki, Finland</p>
<p>#7HH12 Factors influencing students' satisfaction: results of 10 years follow up Adrienn Vivien Juhász, University of Pécs Medical School, Pécs, Hungary</p>	<p>#7II2 Implementation and evaluation of PBL tutorial introducing simulated patients in Japanese medical school Naoki Hiroi, Center for Medical Education, Toho University, Tokyo, Japan</p>
<p>#7HH13 Dynamic patterns in student assessment outcomes in Algarve Medical School: Cohort Study Ana Marreiros, Department of Biomedical Sciences and Medicine, University of Algarve, Faro, Portugal</p>	<p>#7II3 Dispelling some common misconceptions of PBL facilitation at a Graduate Entry Medical School Diane O Doherty, Graduate Entry Medical School, University of Limerick, Ireland</p>
<p>#7HH14 How good was our curriculum? Sixth year students' self-assessment of their theoretical knowledge and practical experience when starting their internship Isabel Brito, Department of Medical Education (DEM), Faculty of Medicine, University of Lisbon (FMUL), Lisbon, Portugal</p>	<p>#7II4 5-step PBL tutor training program - a practical faculty development experience to share Ling-Yu Yang, Department of Pediatrics, School of Medicine, National Yang-Ming University, Taipei Veterans General Hospital, Taipei, Taiwan</p>
<p>#7HH15 Student evaluation of medical semiology practical teaching at Faculdade de Medicina da Universidade de Lisboa (FMUL): Implications for future teaching Nuno Manso, Departamento de Educação Médica - Faculdade de Medicina, Universidade de Lisboa, Lisbon, Portugal</p>	<p>#7II5 Problem based learning (PBL) tutors' perceptions of factors affecting student engagement with PBL Helena McKeague, University of Limerick, Ireland</p>
<p>#7HH16 Measuring the educational environment across the curriculum in Physiotherapy: A Mixed Methodology approach Brenda Fuenzalida, Physiotherapy Service, Health Network UC-Christus, Santiago, Chile</p>	<p>#7II6 Course observation to facilitate skill development for inter-professional problem-based learning (PBL) tutors Mong-Wei Lin, National Taiwan University College of Medicine, Taipei, Taiwan</p>
<p>#7HH17 Evaluation of the educational environment of a Singaporean Internal Medicine Residency program Andrew Ming-Liang Ong, Singhealth, Singapore</p>	<p>#7II7 PBL in primary care: Is it feasible? Gustavo Romao, UNAERP (University of Ribeirao Preto), Ribeirao Peto, Brazil</p>
<p>#7HH18 Journeys in Change Management: Two Differing Medical Educational Experiences Chris Skinner, Medical School, Notre Dame University, Fremantle, Austria</p>	<p>#7II8 The impact of problem-based learning on internship doctors' performance: a cross sectional study Tonang Dwi Ardyanto, Faculty of Medicine Universitas Sebelas Maret, Surakarta, Indonesia</p>
<p>#7HH19 Unidimensionality, goodness-of-fit, and differential item function test of Korean version of Dundee Ready Education Environment Measure (DREEM) questionnaire A Ra Cho, College of Medicine, The Catholic University of Korea, Seoul, Korea</p>	<p>#7II9 Evaluating 2nd year graduate students' expectations and feedback in a problem based learning setting to improve student experience Alexandrina Roman, Bath Academy - University of Bristol, UK</p>
<p>#7HH20 Why we need mixed methods to explore the construct validity of scores from learning environment (LE) assessment tools: the UCEEM as a case-example Pia Strand, Lund University, MedCUL, Lund, Sweden</p>	<p>#7II10 Do Prior Experiences of Teamwork Influence Students' Case Based Learning Experience? Sarah Aruwajoye, University of Bristol, UK</p>
<p>#7HH21 No such thing as a silly question: Overcoming the perception of humiliation in the learning environment for medical students. Does providing a safe environment for medical students to ask questions improve the learning environment?</p>	<p>#7II11 What Makes a Fantastic Case Based Learning Group? Anna Beak, University of Bristol, UK</p> <p>#7II12 Uncover it, students would learn leadership from Team-Based Learning (TBL): The effect of guided reflection and feedback Dean Parmelee, Bonshoft School of Medicine, USA</p>
	<p>#7II13 Express Team-Based Learning (eTBL): Educational Effects of a Modified TBL Approach Susanne Skjervold Smeby, Norwegian University of Science and Technology (NTNU), Trondheim, Norway</p> <p>#7II14 Surveying learning outcomes of students with different learning style by combining flipped classroom and team based learning Jyh-Gang Hsieh, Buddhist Tzu Chi General Hospital, Hualien, Taiwan</p>

	<p>#7115 Is Team-based learning an effective method of acquiring paediatric clinical skills in an undergraduate medical program? Maha Desouki, College of Medicine, Qatar University, Doha, Qatar</p>	<p>#7JJ7 Employing role-play and peer review to improve the attitudes toward patients and the communication skills of clerkship students during student-oriented hospital ward rounds Hajime Kasai, Health Professional Development Center, Chiba University Hospital, Chiba, Japan</p>
	<p>#7116 Validation of a Peer Assessment Method for Team-based Learning in a Medical School Histology Course Lukas Richards, Mayo Clinic, Rochester, Minnesota, USA</p>	<p>#7JJ8 A Critical Review of Bedside Teaching in Medical Education Abhilash Balakrishnan, Singapore General Hospital, Singapore</p>
	<p>#7117 Integration of basic-clinical sciences: an experience of Team-Based Learning (TBL) vs. traditional method among undergraduate dental students Afsaneh Pakdaman, Tehran University of Medical Sciences, Tehran, Iran</p>	<p>#7JJ9 Medical students' perception of discharge planning Chiung-Hsi Tien, NDMC (National Defense Medical Center), TSGH (Tri-service General Hospital), Taipei, Taiwan</p>
	<p>#7118 Team-Based Learning in physical examination skills: a pilot study Jiska Patiwael, VU Medical Centre, School of Medical Sciences, Amsterdam, Netherlands</p>	<p>#7JJ10 What did students learn during bedside teaching? Chao-Huei Chen, Taichung Veterans General Hospital, Taichung, Taiwan</p>
	<p>#7119 Team-based learning strategy in Biochemistry: perceptions and attitudes of faculty and first-year medical students Namrata Chhabra, SSR Medical College, Belle Rive, Mauritius, Curepipe, Mauritius</p>	<p>#7JJ11 Witnessing death does not necessarily relieve death discomfort: analysis of the relationship between religiosity and thanatophobia in medical undergraduate students Patricia Cury, FACERES Medical School, São José do Rio Preto, Brazil</p>
	<p>#7120 Does team-based learning improve learning of pre-medical students in Korea's educational environment? Sung Soo Jung, Chungnam National University College of Medicine, Daejeon, Korea</p>	<p>#7JJ12 Evaluation of Training Scenario Validity: Analysis of Debriefing from the Viewpoint of Competence Yoshitaka Maeda, Jichi Medical University, Tochigi, Japan</p>
1015-1200	<p>#7JJ Posters: Clinical Teaching 2 Chairperson: Annie Cushing, UK Location: Hall 4.u, CCB</p>	<p>#7JJ13 A New Ward Survival Guide for Undergraduate Medical Students: Implementing Core Symptom-Based Curriculum in Clerkship Yu-Hsuan Hsiao, Taipei Medical University, Taipei, Taiwan</p>
	<p>#7JJ1 Peer observation: a quality improvement tool for clinical teaching Pick Fong Chee, Tan Tock Seng Hospital, Singapore</p>	<p>#7JJ14 Teaching Medical Students the Elements of an Effective Patient Handover during the Clinical Years Meenakshy Aiyer, University of Illinois College of Medicine, Peoria, USA</p>
	<p>#7JJ2 Experiential Learning through Clinical Observerships in Premedical Education: Benefits and Challenges Rachid Bendriss, Weill Cornell Medicine, Doha, Qatar</p>	<p>#7JJ15 Relationships Matter: Enhancing Trust and Trainee Development with a (Simple) Clerkship Curriculum Reform J. Kevin Dorsey, Southern Illinois University School of Medicine, Springfield, USA</p>
	<p>#7JJ3 Can Emergency Response Team (ERT) training by paramedic students improve basic life support quality in undergraduate students and university staff in Mahidol university? Jaruvan Pruktayanunt, Ramathibodi Hospital, Bangkok, Thailand</p>	<p>#7JJ16 The Clinical Teaching Practicum: An Important Learning Methodology for Instructional Development Daniel Panisko, Department of Medicine, University of Toronto, Canada</p>
	<p>#7JJ4 Team Based Practice (TBP) - the new team based learning system of clinical clerkship at the surgical department - suitable for shy Japanese students Soichi Murakami, Soichi Murakami, Center for Medical Education, Dept. of Gastroenterological Surgery, Hokkaido University, Sapporo, Japan</p>	<p>#7JJ17 Development and validity evaluation of learning self-efficacy scale toward clinical skills Chien-Chih Wu, Taipei Medical University Hospital, Taipei, Taiwan</p>
	<p>#7JJ5 Assessing shared decision-making skills of 3rd year medical students Lucille Ong, Academic Medical Centre, department of Medical Psychology, Amsterdam, Netherlands</p>	<p>#7JJ18 Workplace socialisation of medical students in clinical training: an examination from the perspectives of goal-oriented motivation, situated learning, and social information processing Blossom Yen-Ju Lin, Chang Gung University, Taoyuan, Taiwan</p>
	<p>#7JJ6 Interviewing clinicians as a group assignment is an effective method to facilitate transformative learning in teaching Health Economics in Thailand Win Techakehakij, Lampang Hospital, Lampang, Thailand</p>	<p>#7JJ19 A new approach to help ensure final year medical students know how to diagnose and manage medical emergencies Phil Jevon, Walsall Healthcare NHS Trust, Walsall, UK</p>

1015-1200	#7KK Posters: Leadership and Management Chairperson: Location: Hall 4.u, CCB
	#7KK1 Senior Leadership Needs Assessment <i>Mia Lang, University of Alberta, Edmonton, Canada</i>
	#7KK2 A driver for individual and organizational change - The AO Foundation (AO) Leader Education Program (LEP) <i>Tatjana Topalovic, AO Foundation, Basel, Switzerland</i>
	#7KK3 Exploring Outcomes of the Dartmouth-Hitchcock Leadership Preventive Medicine Program <i>Tina Foster, Dartmouth-Hitchcock Medical Center/Geisel School of Medicine, Lebanon, NH, USA</i>
	#7KK4 Summative Assessment of Team Leader Performance: a Randomized Controlled Trial after Advanced Life Support Courses <i>Sabine Nabecker, Department of Anaesthesiology and Pain Therapy, University Hospital of Bern, University of Bern, Switzerland</i>
	#7KK5 Students as change leaders in medical education: current condition and perspectives for further development of medical education in Poland <i>Lukasz Adamus, Medical University of Lodz, Poland</i>
	#7KK6 Leaders In Medicine Program: How Well Do Students Perform And Where Do They Go After Graduating? <i>Wayne Woloschuk, Cumming School of Medicine, University of Calgary, Canada</i>
	#7KK7 Developing a resident programme "Leader in clinical education" <i>Hanna Lernbrink, Bramaregarden Health Center, Primary Health Care, Gothenburg, Sweden</i>
	#7KK8 Is perfectionism important in gaining nurses leadership skills in postgraduate training courses? <i>Mariusz Jaworski, Division of Teaching and Outcomes of Education, Faculty of Health Sciences, Medical University of Warsaw, Poland</i>
	#7KK9 Training undergraduate medical students in leadership <i>Maaïke Matulewicz, VU University Medical Center, Amsterdam, Netherlands</i>
	#7KK10 Challenge of a Third Medical School in an Institution: Tutors' Perspective <i>Jill Cheng Sim Lee, KK Women's and Children's Hospital, Singapore</i>
	#7KK11 Challenge of a Third Medical School in an Institution: Medical Students' Perspective <i>Mingyue Li, KK Women's and Children's Hospital, Singapore</i>
	#7KK12 Analysis of formal and informal physical learning spaces in a university hospital: A case study <i>Andrea Flores, National Autonomous University of Mexico (UNAM), Mexico City, Mexico</i>
	#7KK13 History of the feminization of the medical profession in Switzerland: what are the lessons ? <i>Lucie Begert, Institute of Humanities in Medicine-CHUV, Lausanne, Switzerland</i>
	#7KK14 Implementing Medical Teaching Policy in University Hospitals <i>Rik Engbers, Radboud University Medical Center, Nijmegen, Netherlands</i>
	#7KK15 Service Motivation and Motivation to Lead <i>R. Stephen Manuel, University of Mississippi Medical Center, Jackson, MS, USA</i>

#7KK16 Does workload affect quality of delivery of undergraduate medical education in primary care?
Tal Wasty, University of Manchester, UK

AMEE Group Meeting

1015-1200 AMEE MedEdPublish Board (closed meeting) MCH Lounge, Event Hall

1200-1400 **Lunch Break** Hall 4.1/4.u
Viewing of posters and exhibits

Soapbox Stage – Hall 4.1, CCB

1200-1210 Monash Institute for Health and Clinical Education
1215-1225 Visualdx
1230-1240 Qatar Council for Healthcare Practitioners
1245-1255 ExamSoft
1300-1310 Journal of Graduate Medical Education (JGME)
1315-1325 Kyoto Kagaku., Ltd.
1330-1340 Lecturio GmbH
1345-1355 Progressiq

Courses

1230-1330 ESME Course Osaka, 3rd Floor, CCB
1230-1330 ESMELead Course Samarkand, 3rd Floor, CCB
1230-1330 RESME Course Helvetia 7, 1st Floor, Swissotel

Open Sessions

1230-1330 AMEE CPD Special Interest Group Singapore, 2nd Floor, CCB

AMEE Group Meeting

1230-1330 AMEE AGM (AMEE Members Only) Sydney, 2nd Floor, CCB

Session 8: Simultaneous Sessions

1400-1530

#8A Symposium: Playing Devil's Advocate: Research that challenges how we think about Clinical Supervision

Chris Watling, Mark Goldszmidt (Western University, Canada), James Brown (Eastern Victoria GP Training & Monash University, Australia), Sayra Cristancho, Tavis Apramian (Western University, Canada), Olle ten Cate, Utrecht University, Netherlands

Location: Event Hall



1400-1530

#8B Symposium: Developing consensus-based guidelines and education for Emergency Medical Teams for limb injuries in disasters and conflicts

Ian Norton (WHO), Elhanan Bar-On (Sheba Medical Center), Jane Wiedler (AOE), Stefanie Hautz (AOE), Harald Veen (WHO)

Location: Montreal, 2nd Floor, CCB

1400-1530

#8C Symposium: Stimulating medical education and medical education research: the dean's perspective

Norman Beauchamp (Michigan State University, East-Lansing (MI), USA), Richard Hays (University of Tasmania, Australia), Vishna Devi Nadarajah (International Medical University, Kuala Lumpur, Malaysia), Albert Scherpbier (Maastricht University, Maastricht, Netherlands), Monica van de Ridder (Michigan State University, Grand Rapids (MI), USA)

Location: Sydney, 2nd Floor, CCB

1400-1530

#8D Symposium: What is the Value of Accreditation?

William Pinsky (Educational Commission for Foreign Medical Graduates (ECFMG)), Lorna Parkins (Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM)), Geneviève Moineau (Association of Faculties of Medicine of Canada), John (Jack) R. Boulet (Foundation for Advancement of International Medical Education and Research (FAIMER))

Location: Singapore, 2nd Floor, CCB

1400-1530

#8E Research Papers: Career Trajectories & Mentorship

Chairperson: Margaret Hay, Australia
Assessor: Victor Riklefs, Kazakhstan

Location: Delhi, Ground Floor, CCB

1400-1420

#8E1 Are efforts to attract graduate applicants to UK medical schools effective in increasing the participation of under-represented socioeconomic groups? A national cohort study

Ben Kumwenda, University of Aberdeen, UK

1420-1440

#8E2 Differences in Learning Experiences and Outcomes of International Health Elective Program Participants Who Visited Low-Middle Income or High-Income Countries: A Cross-Sectional Survey of Japanese Medical Graduates

Yuko Takeda, Juntendo University Japan, Tokyo, Japan

1440-1500

#8E3 Perceived Organizational Support and Career Intentions: The Stories Shared by Early Career Doctors

Gillian Scanlan, The University of Aberdeen, UK

1500-1520

#8E4 Mentor, coach and assessor: how faculty perceive their role in a multiple role mentoring system in undergraduate medical education

Stephanie Meeuwissen, Maastricht University, Maastricht, Netherlands

1520-1530

Discussion

1400-1530

#8F Doctoral Reports 2

Chairperson:

Location: Helvetia 1, 1st Floor, Swissotel

1400-1420

#8F1 Clinical Supervision in Postgraduate Medical Education – Theory and Practice

Anel Wiese, University College Cork, Ireland

1420-1440

#8F2 Predictive Validity of the Selection Procedure for Admission in Medicine and the Role of a Bonus System in Relation to Performance During Graduation and Selection for Medical Residency

Glauca Moreira, Unicamp and Unifal-MG, Campinas, Brazil

1440-1500

#8F3 Is the grass always greener on the other side? A qualitative study on the expectations of migrating physicians compared to reality

Marwa Schumann, Alexandria Faculty of Medicine, Alexandria University, Egypt and Dieter Scheffner Center for Medical Education and Educational Research, Charité - Universitätsmedizin Berlin, Free and Humboldt University Berlin, Germany

1500-1530

Discussion

1400-1530

#8G Short Communications: Surgical Simulation

Chairperson:

Location: Helvetia 2, 1st Floor, Swissotel

1400-1415

#8G1 Establishing valid procedural competency in virtual reality robotic simulation

Lisette Hvid Hovgaard, Copenhagen Academy for Medical Education and Simulation (CAMES), Copenhagen, Denmark

1415-1430

#8G2 Validation and Transferability of the SIMULATE Ureterorenoscopy Training Curriculum: A Multicenter International Study

Abdullatif Aydin, MRC Centre for Transplantation, Guy's Hospital, King's College London, UK

1430-1445

#8G3 Diving In Hands First – A New Approach to Training in Undergraduate Medical Education

Rajiv Shah, University of Toronto, Canada

1445-1500

#8G4 Breaking professional barriers - simulation based teamwork training for professional OR teams

Cecilia Escher, Center for Advanced Medical Simulation and Training, Karolinska University Hospital, Stockholm, Sweden

1500-1515

#8G5 Sustainable Open inguinal hernia repair simulation model: from residency training to global surgery – a 10 year learning curve

Parvathi Balachandran, Mayo Clinic, Rochester, USA

1515-1530

#8G6 Teaching in the robotic environment: Use of alternative approaches to guide operative instruction

Courtney Green, University of California San Francisco, USA

No Discussion

1400-1530	#8H Point of View 2 Chairperson: Michelle McLean, Australia Location: Kairo 1, Ground Floor, CCB	1500-1515	#8I5 Setting conjunctive standards in performance assessments: exploring the why and the how Matt Homer, University of Leeds, UK
1400-1410	#8H1 The burnout epidemic: Who is accountable for creating safe physician work-environments and cultures that reduce burnout and promote resiliency? Charlene Dewey, Vanderbilt University Medical Center, Vanderbilt University School of Medicine, Nashville, USA	1515-1530	#8I6 A Study on Standard-Setting for the Application of Criterion-referenced Evaluation in Core Clinical Clerkship Summative Evaluation Na Jin Kim, The Catholic University of Korea, College of Medicine, Seoul, South Korea No Discussion
1410-1420	#8H2 Second Victim..What does it Mean and How I Help My Learners Not Become One? Geeta Singhal, Baylor College of Medicine, Houston, USA	1400-1530	#8J Short Communications: Assessment: Programmatic Chairperson: Adrian Freeman, UK Location: Shanghai 1, Ground Floor, CCB
1420-1430	#8H3 Care, learning and assessment by the patient. Can they go together in a longitudinal relationship with a junior doctor? Duncan MacKinnon, Australian National University Medical School, Canberra, Australia	1400-1415	#8J1 Defensible decision making in programmatic assessment for learning Lisa Schmidt, Flinders University, Adelaide, Australia
1430-1440	#8H4 Using prescription stimulants to combat fatigue: How did we end up here? Taryn Taylor, Centre for Education Research & Innovation, London, Canada	1415-1430	#8J2 Implementing integrated assessment programs in an unstructured environment – from theory to practice... Stephanie Clota, ModMed Ltd, Adelaide, Australia
1440-1450	#8H5 Let me tell you about yesterday's catastrophe: the power of concrete stories of failure Rachel Lewin, University of California, Los Angeles, USA	1430-1445	#8J3 The Highs and Lows of Setting Cut Points in Programmatic Assessment: A Validity Perspective Kulamakan Kulasegaram, MD Program, University of Toronto, Canada
1450-1500	#8H6 Successful Failure: Building Growth Mindset, Grit, and Resilience Teri Turner, Baylor College of Medicine, Houston, USA	1445-1500	#8J4 'It's hard to feel the fear of failing' – Teacher-Learner Relationships within Programmatic Assessment Suzanne Schut, Maastricht University, Maastricht, Netherlands
1500-1510	#8H7 The dilemma of residents-in-crisis: The tension between residents' psychological welfare, institutional alignments and service provision Wen Phei Lim, Tan Tock Seng Hospital, Singapore	1500-1515	#8J5 Programmatic Assessment for Learning is a Threshold Concept Anna Vnuk, Flinders University, Adelaide, Australia
1510-1520	#8H8 The Good, the Bad and the Ugly in CPD Programs Helena Filipe, International Council of Ophthalmology, Hospital das Forças Armadas/PL-EMGFA, Hospital dos SAMS, Lisboa, Portugal	1515-1530	#8J6 Defining a Program of Assessment to Inform Summative Entrustment Decisions in Undergraduate Medical Education Utilizing Entrustable Professional Activities Holly Caretta-Weyer, Oregon Health & Science University, Portland, USA No Discussion
1520-1530	Discussion		
1400-1530	#8I Short Communications: Assessment: Clinical Chairperson: Cornelia Fluit, Netherlands Location: Rio, 2 nd Floor, CCB	1400-1530	#8K Short Communications: Curriculum: Anatomy Chairperson: Wojciech Pawlina, USA Location: Shanghai 2, Ground Floor, CCB
1400-1415	#8I1 Introducing KAAANBAL for clinical competence assessment: A digital mobile tool Cesar Alberto Lucio Ramirez, Tecnológico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico	1400-1415	#8K1 An interactive mixed reality application for anatomical and surgical education: 3D learning in relation to spatial ability Katerina Bogomolova, Leiden University Medical Center, Leiden, Netherlands
1415-1430	#8I2 Does a clinical skills assessment practice session improve low achieving students' performance on the USA Medical Examination® (USMLE) Step 2 Clinical Skills (CS) Examination? Kimberly Kirkland, American University of the Caribbean School of Medicine, Sint Maarten, Netherlands Antilles	1415-1430	#8K2 An Exploration: Applying Cognitive Theory of Multimedia Learning to Anatomy Teaching Keikantse Matlhagela, Faculty of Medicine, University of Botswana, Gaborone, Botswana
1430-1445	#8I3 GOSCE - A method for training and evaluating clinical competence Mahdi Ghassabi chorsi, Iran University of Medical Sciences, Tehran, Iran	1430-1445	#8K3 Anatomy for Pharmacists: Creation of an anatomy syllabus to support the changing role of the pharmacist Gabrielle Finn, Hull York Medical School, York, UK
1445-1500	#8I4 Complex Intrinsic Skill Competencies: A Fit-for-Purpose Multiple Component Assessment Tool Debra Sibbald, Touchstone Institute, Toronto, Canada	1445-1500	#8K4 Learning from an interactive online platform: Anatomy in the inter-professional operation room (OR) Johannes Grosser, Institut fuer Wissensmedien, Tuebingen, Germany

1500-1515	#8K5 Integrating the Anatomage Table into an Anatomy Curriculum: a qualitative analysis of student perception <i>Siobhan Moyes, Plymouth University Peninsula School of Medicine and Dentistry, Plymouth, UK</i>	1515-1530	#8M6 Minho Oral Scientific Communication Scale (MOSCS): A checklist to evaluate oral presentations in medical students <i>Ana Mónica Pereira, ICVS/3B's Life and Health Sciences Research Institute, School of Medicine-University of Minho, Braga, Portugal</i>
1515-1530	#8K6 DynamicAnatomy, an interactive augmented reality application for higher education <i>Beerend Hierck, Leiden University Medical Center, Leiden University Centre for Innovation, Leiden University Teachers Academy, Leiden, Netherlands</i>		No Discussion
1400-1530	#8L Short Communications: Career Chairperson: Luiz Troncon, Brazil Discussant: Location: Shanghai 3, Ground Floor, CCB	1400-1530	#8N Short Communications: Interprofessional Education 1 Chairperson: Susan Wagner, Canada Discussant: Rashmi Kusrkar, Netherlands Location: Boston 2, Ground Floor, CCB
1400-1415	#8L1 Ebb and flow of career intentions through medical school and pre-vocational training <i>Joy Rudland, University of Otago, Wellington, New Zealand</i>	1400-1415	#8N1 Integrating an Interprofessional Collaborative Practice Experience into Physician Assistant Education <i>Kristin Lindaman, Wake Forest School of Medicine, Winston-Salem, USA</i>
1415-1430	#8L2 Perceptions of community care and placement preferences in first-year nursing students: A multicentre, cross-sectional study <i>Margriet Van Iersel, ACHIEVE Centre of Expertise, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, Netherlands</i>	1415-1430	#8N2 How to change students' culture regarding Inter Professional Education (IPE)? Extracurricular research education steps toward changing IPE culture <i>Mandana Shirazi, Tehran University of Medical Sciences, Tehran, Iran</i>
1430-1445	#8L3 Do primary care placements influence career choice: What is the evidence? <i>Maslah Amin, Health Education England, London, UK</i>	1430-1445	#8N3 InBetween: Interprofessional Education in multiple sectors increases learning relevance of workplaces <i>Marika S. Poulsen, Aarhus University Hospital, Aarhus, Denmark</i>
1445-1500	#8L4 Is finding a job stressful? How medical students, residents, and program directors perceive stress regarding medical trainees' future job prospects <i>Maureen Topps, University of Calgary, Canada</i>	1445-1500	#8N4 Nurse-shadowing in medical education: A systematic review <i>Shu-Ching Yeh, Taipei Medical University Hospital, Taipei, Taiwan</i>
1500-1530	Discussion	1500-1515	#8N5 Not just a "guide by the side": Facilitation of IPE in the clinical environment to enable significant change <i>Kathryn Parker, Holland Bloorview Kids Rehabilitation Hospital, Toronto, Canada</i>
1400-1530	#8M Short Communications: Communication Skills 1 Chairperson: Paul de Roos, Sweden Location: Boston 1, Ground Floor, CCB	1515-1530	Discussion
1400-1415	#8M1 Communication Skills & Learning Disability - An Interprofessional Collaboration <i>Elizabeth Metcalf, Cardiff University, Cardiff, UK</i>	1400-1530	#8O Short Communications: Leadership Chairperson: Lukasz Adamus, Poland Discussant: Glenda Eoyang, USA Location: Boston 3, Ground Floor, CCB
1415-1430	#8M2 'Sharp Scratch!' Exploring medical student perspectives on communicating with patients when doing practical procedures <i>Devina Raval, Barts & The London, School of Medicine and Dentistry, London, UK</i>	1400-1415	#8O1 Gender and Academic Health Leadership <i>Anne Wong, McMaster University, Hamilton, Canada</i>
1430-1445	#8M3 Evaluation of physicians' skills in breaking bad news to cancer patients <i>Zahra Mostafavian, Mashhad Branch, Islamic Azad University, Mashhad, Iran</i>	1415-1430	#8O2 Medical Leaders Identify Personal Characteristics and Experiences that Contribute to Leadership Success in Medicine <i>Paul G. Cuddy, University of Missouri-Kansas City School of Medicine, Kansas City, Missouri, USA</i>
1445-1500	#8M4 Integration of communication research into clinical practice: Time for a paradigm shift <i>Veronika Schoeb, School of Health Sciences (HESAV), University of Applied Sciences and Arts Western Switzerland HES-SO, Lausanne, Switzerland</i>	1430-1445	#8O3 Growing Your Own Leaders: Preliminary Outcomes of an Institution Based Leadership Development Program for Women Faculty <i>Sonia Crandall, Wake Forest School of Medicine, Winston-Salem, USA</i>
1500-1515	#8M5 Improving the quality of communication assessment: continuous training of raters and interrater reliability <i>Fred Tromp, University Medical Centre St. Radboud, Nijmegen, Netherlands</i>	1445-1500	#8O4 Does Academic Leadership Development Make a Difference? The Evaluative Case of a Contemporary Program <i>Susan Lieff, Centre for Faculty Development at St Michael's, Faculty of Medicine, University of Toronto, Canada</i>
		1500-1515	#8O5 Could Executive Coaching improve the leadership potential of trainee family doctors? <i>Kieran McGlade, Department of General Practice, Queen's University, Belfast, UK</i>
		1515-1530	Discussion

1400-1530	#8P Short Communications: Teaching and Learning: Problem Based Learning/Team Based Learning Chairperson: Sandy Cook, Singapore Location: Darwin, Ground Floor, CCB	1400-1530	#8R Round Table: Self Directed Learning Chairperson: Gerald Stapleton, USA Location: Hong Kong, 2 nd Floor, CCB
1400-1415	#8P1 How hybrid PBL can support students to manage cognitive load: findings from an audio-diary study Kerry Gilbert, PUPSMD, Plymouth, UK		#8R1 Improving student midwives' workplace learning by moving from self- to co-regulated learning Mieke Embo, Artevelde University College Ghent and University Ghent, Belgium
1415-1430	#8P2 Experiences and emotions – examining first year medical students' transition into a PBL curriculum Diana Stentoft, Aalborg University, Aalborg, Denmark		#8R2 A qualitative exploration of self-regulated learning in newly graduated physiotherapists Hwee Kuan Ong, Physiotherapy Department, Singapore General Hospital, Singapore
1430-1445	#8P3 Team-Based Teaching (TBT) for Active Learning: Our experiences teaching Medical Professionalism Mieko Ogino, International University of Health and Welfare, School of Medicine, Office of Medical Education, Narita, Japan		#8R3 Game on: Gamification of Medical Education Viral Thakerar, Imperial College, London, UK
1445-1500	#8P4 Validation of the Knowledge Re-Consolidation Inventory: A New Rating Scale to Measure Learning During Team-Based Learning Ying Yun Juliana Koh, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore		#8R4 Develop This! A Pilot Self-Directed Learning Activity for First Year Medical Students Marika Wrzosek, Medical College of Wisconsin, Milwaukee, WI, USA
1500-1515	#8P5 Team-based learning (TBL) in the medical curriculum: better than PBL? Annette Burgess, The University of Sydney, Australia	1400-1530	#8S Workshop: Developing and Integrating a Neuroanatomy Virtual Reality Tool for Medical Education James Pickering (University of Leeds, UK), Panos Bamidis (Aristotle University of Thessaloniki, Greece), Panagiotis Antoniou (Aristotle University of Thessaloniki, Greece) Location: Wettstein, 2 nd Floor, Swissotel
1515-1530	#8P6 What is Nystagmus? Analysis of a Learning Issue Construction in a PBL Tutorial Group Anna Cianciolo, Southern Illinois University, Springfield, USA No Discussion	1400-1530	#8T Workshop: Student Refugees in Europe: Barriers & Solutions to University Enrollment and Retention Evangelos Papageorgiou, Lara Teheux, (EMSA), Aikaterini Dima, Marian Sedlak (IFMSA), Janusz Janczukowicz (AMEE) Location: Helvetia 3, 1 st Floor, Swissotel
1400-1530	#8Q Short Communications: Postgraduate: Specialist Training Chairperson: Natalie Koch, Switzerland Location: Lima, Ground Floor, CCB		#8U Workshop: Transitioning to Competency Based Medical Education – Supporting direct observation in a non-procedural based specialty Tina Hsu, University of Ottawa, Canada; Sohaib Al-Asaaed, Memorial University of Newfoundland, St. John's, Canada; Sanraj Basi, University of Alberta, Edmonton, Canada; Nazik Hammad, Queen's University, Kingston, Canada; Som D. Mukherjee, McMaster University, Hamilton, Canada Location: Helvetia 4, 1 st Floor, Swissotel
1400-1415	#8Q1 Using quality-of-care clinical data as an indicator for comparing outcomes from different Family Medicine Residency training programs in Canada: a pilot study Keith Wycliffe-Jones, University of Calgary, Canada	1400-1530	#8V Workshop: Faculty Development for Interprofessional Continuing Education: Employing an Innovative, Interactive Approach Kathy Chappell (American Nurses Credentialing Center, USA), Graham McMahon (Accreditation Council on Continuing Medical Education, USA), Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA) Location: Helvetia 5, 1 st Floor, Swissotel
1415-1430	#8Q2 Introducing practical leadership skills into general practice placements for first year GP trainees in Scotland Meiling Denney, RCGP, London, UK		
1430-1445	#8Q3 Clinical decision making at fingertips for junior doctors in Emergency Medicine Sriaswini Manjunathan, East Kent Hospitals University Foundation Trust, Kent, UK		
1445-1500	#8Q4 Postgraduate education in anaesthesiology in Johannesburg, South Africa: qualitative reflections from registrars Lionel Green-Thompson, University of the Witwatersrand, Johannesburg, South Africa		
1500-1515	#8Q5 Cross-Specialty Differences in Gender Effect on Residents' Milestones Trajectories Kenji Yamazaki, Accreditation Council for Graduate Medical Education, Chicago, USA		
1515-1530	#8Q6 "You are virtually on your own" - after-hours support of radiology trainees – are we putting registrars and patients at risk? Irina Dedova, University of New South Wales (Sydney), Sydney, Australia No Discussion		

1400-1530	#8W Simulation Journal Club <i>Lars Konge and Debra Nestel, co-chairs of the AMEE Simulation Committee along with members of the Committee</i> Location: Helvetia 7, 1 st Floor, Swissotel	#8CC3 Assessing the needs for Basic Cardiac Life Support training in one hemodialysis center using Simulation <i>Julien Aron, AURA, Paris, France</i>
1400-1530	#8X Workshop: How to use self-regulated (SRL) enhanced feedback in medical education <i>John Sandars (UK)</i> Location: Osaka, 3 rd Floor, CCB	#8CC4 Enhancing the meaning of the feedback in learning patient care in simulations – Education for Simulated Patients <i>Riikka Teuri, Turku University of Applied Sciences, Turku, Finland</i>
1400-1530	#8Y Workshop: “Falling Through the Cracks”: A Film and Curriculum for Teaching Teamwork Skills <i>Kristin Fraser, Irina Charania, Marlene Donahue, Ian Wishart, Sandra Goldsworthy, Ward Flemons (University of Calgary, Canada), Teri Price, David Price (Greg's Wings, Calgary, Canada)</i> Location: Samarkand, 3 rd Floor, CCB	#8CC5 Does the team leader role affect medical students' confidence levels, in simulated shock resuscitation? <i>Veerapong Vattanavanit, Faculty of Medicine, Prince of Songkla University, Hat Yai, Thailand</i>
1400-1530	#8Z Workshop: 'Diagnosing' and 'Treating' learners who struggle with clinical performance and reasoning <i>Debra Klamen, Southern Illinois University School of Medicine, Springfield, USA</i> Location: Guangzhou, 2nd Floor, CCB	#8CC6 Enhancing emergency performance competency for violence response by using mnemonic phrase and simulation training among emergency workers <i>Yi-Chun Chen, Department of Emergency Medicine, Taipei Medical University Hospital, Taipei, Taiwan</i>
1400-1530	#8AA Workshop: Knowledge Translation in Health Professions Education: The Start of a Conversation <i>Aliki Thomas, Tanya Horsley, Yvonne Steinert, Canada</i> Location: Nairobi, 2 nd Floor, CCB	#8CC7 Changes in the interprofessional attitudes of midwife students after hybrid-simulation <i>Joana Berger-Estilita, Department of Anaesthesia University Hospital Bern and University of Bern, Switzerland</i>
1400-1530	#8BB Workshop: The Standards of Best Practice by the Association for Standardized Patient Educators (ASPE SOBP) <i>Henrike Hölzer (Medizinische Hochschule Brandenburg, Neuruppin, Germany), Cathy Smith (Baycrest Health Sciences, Toronto, Canada), Carine Layat-Burn (Psyché-Psychiatric Centre, Neuchatel, Switzerland)</i> Location: Mexico, 2 nd Floor, CCB	#8CC8 Residents As Teacher by Inter-Operator Observation in High-Fidelity Simulation <i>Yen-Yu Liu, MacKay Memorial Hospital, Taipei, Taiwan</i>
1400-1530	#8CC ePosters: Simulation Chairperson: Location: Kairo 2, Ground Floor, CCB	#8CC9 Towards lower threshold simulation <i>Teemu Masalin, Faculty of Medicine, University of Helsinki, Finland</i>
	#8CC1 Improving Patient Safety and Teamwork Through Simulation Training in Cardiopulmonary Resuscitation <i>Wan-Ting Wu, Taipei Hospital, Ministry of Health and Welfare, New Taipei City, Taiwan</i>	#8CC10 Simulation Based Learning (SBL) for Pediatrics Clerkship Medical Students: A Preparation Program for Clinical Practice <i>Dilek Kitapcioglu, Acibadem University, Istanbul, Turkey</i>
	#8CC2 Assessing the effectiveness of integrating simulation with art-based teaching strategies on attitude and performance of Fellows' oncology regarding communicating bad news <i>Afsaneh Yakhforoshha, Qazvin University of Medical Sciences, Qazvin, Iran</i>	#8CC11 SimPharma UAE: Using clinical simulation to support 2nd year medical students' understanding of pharmacology in the United Arab Emirates <i>Helen Henderson, Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates</i>
		#8CC12 Knowledge retention after team-based learning for cardiopulmonary resuscitation training in 6th year medical students <i>Ratchayakorn Limapichat, Khonkaen Hospital, Khonkaen, Thailand</i>
		#8CC13 Effects of Video Debriefing on Advanced Life Support Simulation Course <i>Youngjoon Kang, Jeju National University Medical School, Jeju, South Korea</i>
		#8CC14 Lessons in Medical Simulation Centre – Polish student's expectations and experience <i>Marcin Kaczor, Medical Simulation Center of Warsaw Medical University, Warsaw, Poland</i>
		1400-1530 #8DD Posters: Community Oriented Medical Education Chairperson: Location: Hall 4.1, CCB
		#8DD1 Student selective components: the way to improve community engagement in a community-based curriculum <i>Wasana Hongkan, Chonburi Medical Education Center, Chonburi, Thailand</i>

	<p>#8DD2 Construction and Practice of Education System of Early Community-based Clinic Contact Qiaoling Cai, School of Clinical Medicine, Shanghai University of Medicine & Health Sciences, Shanghai, People's Republic of China</p>		<p>#8DD15 How can internship doctors apply patient-centered medicine in the community hospitals? Thanita Somton, Suratthani Medical Center, Suratthani, Thailand</p>
	<p>#8DD3 Introduction of early clinical and community-based experiences to undergraduate medical education in Vietnam to meet evolving epidemiological and population demands Phuc Vu, University of Medicine and Pharmacy at Ho Chi Minh City, Ho Chi Minh City, Vietnam</p>	1400-1530	<p>#8EE Posters: International Chairperson: Location: Hall 4.1, CCB</p>
	<p>#8DD4 Prevention of Sexually Transmitted Diseases and Pregnancy in Secondary School by Community-based Approach of Sixth Year Medical Students Kanokrot Kovjiriyapan, Medical Education Center Phayao Hospital, Phayao, Thailand</p>		<p>#8EE1 To go or not to go: expectation, decision-making and outcomes of international exchange program participation in Chinese medical students Shi Chang, Xiangya School of Medicine, Central South University, Changsha, People's Republic of China</p>
	<p>#8DD5 How well do students identify community health needs through rapid appraisal Community Diagnosis? Iain Grom, University of Glasgow, UK</p>		<p>#8EE2 Medical education tourism: intention of European medical students who participate in clinical elective programmes in Sri Lanka Mahinda Kommalage, University of Ruhuna, Sri Lanka</p>
	<p>#8DD6 Community and Medical Student Perspectives on Community Engaged Medical Education: Impact of CEME on Learning Pimpet Sukumalpaiboon, Department of Otolaryngology, Sawanpracharak Medical Education Center, Nakhon Sawan, Thailand</p>		<p>#8EE3 Medical Development in Europe – ten years' experience of multinational teacher-initiated course Hans Gyllenhammar, Institution for Medicine Huddinge, Karolinska Institutet, Stockholm, Sweden</p>
	<p>#8DD7 Empowering the roles of preceptors to promote praxis in community engagement medical education program Suthee Rattanamongkolgul, Department of Preventive and Social Medicine, Faculty of Medicine, Srinakharinwirot University, Nakhon Nayok, Thailand</p>		<p>#8EE4 Academic achievement and stakeholder satisfaction on expected learning outcomes of the graduates from the Srinakharinwirot University–University of Nottingham Joint Medical Programme Tawima Sirirassamee, Srinakharinwirot University, Bangkok, Thailand</p>
	<p>#8DD8 Mobile Clinic: Connecting medical students and the community Ioannis Balanos, University of Nicosia Medical School, Nicosia, Cyprus</p>		<p>#8EE5 An Innovative Programme to Support Refugee International Medical Graduates Jouher Kallingal and Nicola Pugh, Salford Royal NHS Foundation Trust, Salford, UK</p>
	<p>#8DD9 Study of learning and teaching styles in Community and Family Medicine: A course in Medical Education Center at MNST Hospital, Thailand Sompong Karuna, Medical Education Center at MNST Hospital, Nakhon Si Thammarat, Thailand</p>		<p>#8EE6 Internationally Educated Healthcare Professionals: Supporting transitions to new healthcare environments Sanjiv Sharma, Great Ormond Street Hospital NHS Trust, London, UK</p>
	<p>#8DD10 A study of the correlation between INHOMESSS acknowledgement and application of holistic home healthcare in Family Medicine Kullawan Chaichareonpong, Prapokklao Hospital, Chantaburi, Thailand</p>		<p>#8EE7 Making global health relevant Lucy Hubber, University of Buckingham Medical School, Buckingham, UK</p>
	<p>#8DD11 Using Clerkship Education Days to Standardize Learning in a Community-Based Longitudinal Integrated Clerkship/Block Hybrid Margrit Shoemaker, Geisinger Commonwealth School of Medicine, Scranton, USA</p>		<p>#8EE8 Medical Education in a Global Context Michèle P. Wera, NVAO, The Hague, Netherlands</p>
	<p>#8DD12 From single home visit to continuous family and community study: the better learning process for rural attachment Supat Hasuwannakit, Chana Hospital, Hatyai Medical Education Center, Ministry of Public Health, Hatyai, Thailand</p>		<p>#8EE9 Palestinian Anesthesia Teaching Mission (PATM): an ongoing academic partnership in area of conflict with deprived resources Mohammad Obeidallah, International Medical Education Trust 2000- Palestine (IMET2000-Pal), Ramallah, Palestine</p>
	<p>#8DD13 Attitudes of last-year medical students recruited from special recruitment tracks toward working in rural hospitals Dumratsiri Paiopree, Emergency Department, Buriram, Thailand</p>		<p>#8EE10 Using a High-Fidelity Simulation Transition Course to Prepare International Doctors with Technical and Non-Technical Skills when dealing with Common Medical, Ethical and Legal Challenges in the National Health Service Rebecca Darge, University Hospital Coventry and Warwickshire, Coventry, UK</p>
	<p>#8DD14 Vertical training - leveraging the "gain, train and retain theory" Miriam Grotowski, University of Newcastle, Department of Rural Health, Tamworth, Australia</p>		<p>#8EE11 Unique collaboration to involve trainees in educational policy making: EFPT and UEMS Section of Psychiatry Howard Ryland, University of Oxford, Department of Psychiatry, Oxford, UK</p>

	<p>#8EE12 Exploring risks of international handover and training needs of healthcare professionals in a European border region <i>Daniëlle Versteegen, Maastricht University, School of Health Professions Education, Maastricht, Netherlands</i></p>
	<p>#8EE13 IMPECD - Improvement of Education and Competences in Dietetics <i>Alexandra Kolm, University of Applied Sciences St. Pölten GmbH, St. Pölten, Austria</i></p>
	<p>#8EE14 Developing a Strategy to improve the integration of International Medical Graduates into the Great Ormond Street Hospital for Children <i>Konstantinos Dimitriades, UK</i></p>
	<p>#8EE15 Development of an Advanced Pediatric Life Support (APLS) Simulation Training Program in Bhutan <i>Kajal Khanna, Stanford University, Stanford, USA</i></p>
1400-1530	<p>#8FF: Posters: Curriculum Content including Humanities and Prescribing Chairperson: Jonathan McFarland, Russia Location: Hall 4.1, CCB</p>
	<p>#8FF1 "Booster shots" of humanism at bedside teaching <i>Chi-Wan Lai, Koo Foundation Sun Yat-Sen Cancer Center, Taipei, Taiwan</i></p>
	<p>#8FF2 Need? Need not? – Medical humanities integration in problem-based learning (PBL) education <i>Ling-Lang Huang, Mackay Medical College, Taipei, Taiwan</i></p>
	<p>#8FF3 Simulated Patient Perspectives in the Assessment of Humanism <i>Era Buck, University of Texas Medical Branch, Galveston, USA</i></p>
	<p>#8FF4 "The Art of Medicine" Discussions: Integrating Medical Humanities into Clinical Medical Education <i>Yan-Di Chang, National Defense Medical Center, Taipei, Taiwan</i></p>
	<p>#8FF5 The Asklepios Lounge Project: Creating a Room for Reflection about Medicine and Medical Education through Art <i>Jane Ege Møller, Aarhus University, Aarhus, Denmark</i></p>
	<p>#8FF6 What did Behavior Sciences bring to first year students in Okayama Medical School, Japan? <i>Tomoko Miyoshi, Okayama University, Okayama, Japan</i></p>
	<p>#8FF7 We are a champion for Rational Drug Use <i>Lucksamee Haura, Hatyai Medical Education Center, Songkla, Thailand</i></p>
	<p>#8FF8 Healthcare student competence and confidence with prescribing: a mixed methods study <i>Cassandra Woit, University of Alberta, Edmonton, Canada</i></p>
	<p>#8FF9 Timing of rotation does matter: the effect on prescribing skills in short-stay ward among final-year medical students <i>Rungsima Tinmanee, Division of Ambulatory Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand</i></p>
	<p>#8FF10 Teaching Medical Students How to Safely Prescribe Opioids: Preliminary Results <i>Huai Cheng, University of Virginia, Charlottesville, USA</i></p>

	<p>#8FF11 Exercise Physiology as a Preclinical Elective Course in Medical Education <i>Phunphen Napradit, Department of Physiology, Phramongkutklao College of Medicine, Bangkok, Thailand</i></p>
	<p>#8FF12 Medical Students' Attitudes toward Active Learning in Radiology <i>Chalakot Dejarkom, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand</i></p>
	<p>#8FF13 Improving radiology teaching for undergraduate medical students at Exeter University <i>Nazanin Nosrati, Royal Devon and Exeter Hospital, Exeter, UK</i></p>
	<p>#8FF14 Teaching Geriatrics in medical schools in Georgia <i>Irina Andronikashvili, Tbilisi State Medical University, Tbilisi, Georgia</i></p>
1400-1530	<p>#8GG: Posters: Competency Based Education and Entrustable Professional Activities Chairperson: Location: Hall 4.u, CCB</p>
	<p>#8GG1 Development of national competence-based framework for primary medical graduates in Georgia <i>Gaiane Simonia, Tbilisi State Medical University, Tbilisi, Georgia</i></p>
	<p>#8GG2 Clinical competencies assessment in undergraduate physical therapy students <i>Mario Herrera-Romero, University of Chile, Faculty of Medicine, Department of Physical Therapy, Santiago, Chile</i></p>
	<p>#8GG3 Developing a Questionnaire to Explore Factors Influencing Clinical Teachers' Intention to Apply Emergency Medicine Milestones for Residency Training <i>Cheng-Ting Hsiao, Chang Gung Memorial Hospital Chiayi Branch, Chiayi, Taiwan</i></p>
	<p>#8GG4 Development of Medical Education PhD graduates competency framework at Tehran University of Medical Sciences <i>Azim Mirzazadeh, Department of Medical Education, School of Medicine, Tehran University of Medical Sciences, Tehran, Iran</i></p>
	<p>#8GG5 Validation of a Medical Competency Framework in Venezuela <i>Joanne Salas, Universidad Central de Venezuela, Caracas, Venezuela</i></p>
	<p>#8GG6 Charting the flow of ideas in medical education: A Social Network Analysis of Entrustable Professional Activities <i>Lauren Maggio, Uniformed Services University, Bethesda, USA</i></p>
	<p>#8GG7 Feasibility of EPA entrustment decisions as assessment in undergraduate medical education: one year experience in an integrated clerkship <i>Sibyl Geelen, University Medical Center, Utrecht, Netherlands</i></p>
	<p>#8GG8 Updated Entrustable Professional Activities for a Family Medicine Residency Training Program <i>Jose Francois, University of Manitoba, Winnipeg, Manitoba, Canada</i></p>

	<p>#8GG9 Validation of a novel assessment tool to evaluate how well medical residents are prepared to lead Serious Illness Conversations with oncology patients based on the competency-based medical education (CBME) model – a qualitative analysis <i>Jenny Ko, BC Cancer, Abbotsford, Canada</i></p> <p>#8GG10 Inter-program variance in ACGME Reportable Pediatrics Milestones. Can Residents' ACGME PM levels be compared among programs? <i>Kimberly Hu, University of Illinois at Chicago, USA</i></p> <p>#8GG11 Residents in Taiwan rate themselves lower than attending assessments on ACGME milestones <i>Chien-Yu Chen, Taipei Medical University Hospital, Taipei, Taiwan</i></p> <p>#8GG12 Stay Alert! "Generation Z" and the Teaching of Gynecology and Obstetrics in Undergraduate Medical Education Through Active Methodologies, Entrustable Professional Activities (EPAs) and Digital Medias <i>Andrea Mora De Marco Novellino, Faculdades Pequeno Príncipe, Curitiba, Brazil</i></p> <p>#8GG13 Clinical practical assessment of Entrustable Professional Activities in undergraduate veterinary students at Vetmeduni Vienna: A pilot study <i>Sibylle Kneissl, Vetmeduni Vienna, Austria</i></p> <p>#8GG14 Evaluating Fam Med CPD as an Expression of CBME, Using Curriculum Mapping <i>Robert Parson, University of Ottawa, Office of CPD, Ottawa, Canada</i></p> <p>#8GG15 Using Eye Tracking to evaluate students' needs and usability of a visualised curriculum <i>Min Kuan Chua, Nanyang Technological University, Singapore</i></p>		
1400-1530	<p>#8HH Posters: Continuing Professional Development 1 Chairperson: Location: Hall 4.u, CCB</p> <p>#8HH1 Continuous medical and pharmaceutical education accreditation of specialists in the Republic of Sakha (Yakutia) <i>Anna Protopopova, Yakutsk State University named after M.K.Ammosov, Yakutsk, Russia</i></p> <p>#8HH2 Quality improvement events as accessible, adaptable and diverse learning platforms <i>Rebecca Dyar, Peninsula School of Anaesthesia, Torquay, UK</i></p> <p>#8HH3 Effects of a Training Program on End-of-Life Caring for ICU Nurses on their Attitudes and Care Behaviors Toward DNR Patients and Families <i>Jen-Juan Liaw, National Defense Medical Center, Taipei, Taiwan</i></p> <p>#8HH4 Scoping review on how to support "seasoned but difficult learners in medicine" to get re-trained <i>Harumi Gomi, Mito Kyodo General Hospital, University of Tsukuba, Mito, Japan</i></p> <p>#8HH5 'Learning Set' for the 'Upskilled' Multi-professional Workforce in Primary Care <i>Shu Li Tan, Wessex School of General Practice, Wessex, UK</i></p>		
			<p>#8HH6 Outcomes and contents of a CPD programme to address the surgical skills needs of rural general practitioners <i>Anthonio Adefuye, University of the Free State, Bloemfontein, South Africa</i></p> <p>#8HH7 EUROPE Sim (EUropean Readiness fOR Pediatric Excellence using SIMulation) in Latvia <i>Madara Blumberga, Yale University School of Medicine, New Haven, USA</i></p> <p>#8HH8 The relationship between age and knowledge of core medical competencies and multi-day CPD activities <i>Betsy Williams, Professional Renewal Center, Lawrence, USA</i></p> <p>#8HH9 Factors influencing medical specialists' situational motivation for practice <i>Stéphanie van der Burgt, VUmc School of Medical Sciences, Amsterdam, Netherlands</i></p> <p>#8HH10 Science in the clinic: Positioning MD-PhDs in the everyday clinical settings <i>Mette K. Christensen, Centre for Health Sciences Education, Aarhus University, Aarhus, Denmark</i></p> <p>#8HH11 Using online simulation to improve physicians' competencies in HPV-related problems <i>Patricia Wade, Fédération des médecins spécialistes du Québec, Montreal, Canada</i></p> <p>#8HH12 Palliative Narrative Medicine Training <i>Iris Shoshani Helvitz, Clalit Health Service, Azmon Segev, Israel</i></p> <p>#8HH13 Developing an online case study repository for continuing medical education <i>Hwee Sing Khoo, National Healthcare Group, Singapore</i></p> <p>#8HH14 Project T – boundary-spanning, innovative problem solving capabilities in medical professionals <i>Winnie Teo, National Healthcare Group, Singapore</i></p> <p>#8HH15 Transforming Postgraduate Medical and Dental Education: The Creation of Overarching Governance Arrangements to Improve and Monitor the Delivery of CPD in Wales <i>Ian Collings, Wales Deanery, Cardiff, UK</i></p>
		1400-1530	<p>#8II Posters: eLearning/Virtual Reality Chairperson: Monika Sobocan, Slovenia Location: Hall 4.u, CCB</p> <p>#8II1 Guideline for distance learning studies for graduate medical students <i>Márcia Rosa da Costa, UNA-SUS/UFCSPA, Porto Alegre, Brazil</i></p> <p>#8II2 Optimising online tutors' support and development within a distance learning programme <i>Kritchaya Rittruechai, Centre for Medical Education, School of Medicine, University of Dundee, UK</i></p> <p>#8II3 Exploring medical students' use of internet search engines in radiology <i>Thipsumon Tangsiwong, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand</i></p> <p>#8II4 Application of an integration framework for using a Massive Open Online Course in undergraduate classroom teaching <i>Peter de Jong, Leiden University Medical Center, Leiden, Netherlands</i></p> <p>#8II5 Internet addiction among medical students in clinical year at Nakornping Medical Education Center <i>Hataitip Tangngam, Nakornping Medical Education Center, Chingmai, Thailand</i></p>

	<p>#8I16 The use of Moodle in medical education: Literature review Yoshikazu Asada, Jichi Medical University, Tochigi, Japan</p>		<p>#8JJ6 On-site Clicks to make situational learning easy and accessible Wan-Chu Yu, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan</p>
	<p>#8I17 A unique e-learning education platform for health practitioners Bob Fonseca, St. George Hospital, Sydney, Australia</p>		<p>#8JJ7 Taking games seriously - training visual diagnostic skills in a virtual radiology department Anouk van der Gijp, UMCU, Utrecht, Netherlands</p>
	<p>#8I18 Developing the Virtual Pathology Lab experience Irma Elisa Eraña Rojas, Tecnológico de Monterrey School of Medicine and Health Sciences, Monterrey, Mexico</p>		<p>#8JJ8 An Evaluation of Early Undergraduate Medical Clinical Placements in Primary Care in a New Medical School in the Middle East - What are the students' perceptions? Alison Carr, College of Medicine, Qatar University, Doha, Qatar</p>
	<p>#8I19 Future use of E-Learning in medical education in Iran Salime Goharinezhad, Iran University of Medical Sciences, Tehran, Iran</p>		<p>#8JJ9 The improvement of abdominal X-ray describing and interpreting skills by discussing the case through an interactive feedback chat board Surasak Aumkaew, Medical Education Center, Buriram Hospital, Buriram, Thailand</p>
	<p>#8I110 Student-developed virtual patient application to foster students' learning and assess their clinical reasoning Tomi Ylä-Soinimäki, University of Helsinki, Finland</p>		<p>#8JJ10 Training the "clinical eye": from visual artworks to medical diagnosis at Sapienza University of Rome Giuseppe Familiari, Sapienza University of Rome, Italy</p>
	<p>#8I111 Medical students' perceptions of virtual patients, using natural language processing, as a tool for developing history-taking skills James Thomas, Keio University School of Medicine, Tokyo, Japan</p>		<p>#8JJ11 Cultivating effective utilization in medical students provides cost awareness and beyond Inchaya Sansak, Udonthani Medical Education Center, Udon Thani, Thailand</p>
	<p>#8I112 The association between different learning styles and students' satisfaction with the use of virtual patients Neja Turk, Faculty of Medicine, University of Maribor, Slovenia</p>		<p>#8JJ12 Assessing undergraduate medical students' satisfaction regarding the clerkships in emergency departments Ramy Azzouz, APEASEM, Lille, France</p>
	<p>#8I113 The influence of process versus outcome oriented feedback on students' behaviour while solving virtual patient scenarios Andrzej Kononowicz, Jagiellonian University Medical College, Krakow, Poland</p>		<p>#8JJ13 "Role models from popular culture" - Learning the skills of medical decision making with Sherlock Holmes and Dr. House. Description of a teaching concept and qualitative evaluation Jonathan Hiss, Charité - Universitätsmedizin Berlin, Germany</p>
	<p>#8I114 Virtual reality Fully Immersive Interactive Technology. A new way to deliver a lecture? Thomas Judd, Musgrove Park Hospital, UK</p>		<p>#8JJ14 The 40-Hour-3-Learning-Module Curriculum Helps First-Year Medical Students Increase the Self-Confidence of Caring for Terminally-III Patients and Their Family Jason J. Lee, Taipei City Hospital, Taipei City, Taiwan</p>
	<p>#8I115 Augmented Reality in Medical Education: A Systematic Review Kevin S Tang and Derrick L Cheng, Warren Alpert Medical School of Brown University, USA</p>		<p>#8JJ15 Holistic Learning in Early Clinical Exposure: A Qualitative Analysis of Reflective Writings Melvin Lim, Lee Kong Chian School of Medicine, Singapore</p>
1400-1530	<p>#8JJ Posters: Clinical Teaching 3 Chairperson: Location: Hall 4.u, CCB</p>		
	<p>#8JJ1 Are medical students going to sea at all? The current state of clinical teaching at a university hospital Kevin Gervin, University of Glasgow/ NHS Greater Glasgow & Clyde, Glasgow, UK</p>		
	<p>#8JJ2 Quality Assurance Visit to Whittington Health Trust: A Model of Medical Student and Faculty Co-creation to Identify Current Reality and Desired Future Caroline Fertleman, Whittington Health Trust, London, UK</p>		
	<p>#8JJ3 Quality and Safety of clinical medical internships in low- and middle income countries Tessa Noijons, IFMSA-NL, Utrecht, Netherlands</p>		
	<p>#8JJ4 The use of mock on-call bleep simulation sessions to provide experience and improve confidence in Year 3 Medical Students in the UK Nur Ayne and Fatima Yusuf Zaharoff, Princess Alexandra Hospital, Harlow, UK</p>		
	<p>#8JJ5 Exploring Perceptions of Clinical Beginners in Teaching Clinic by Activity Systems Analysis Pin-Yang Shih, Chang Gung University and Memorial Hospital, Linkou, China Medical University, Taoyuan, Taichun, Taiwan</p>		
		1400-1530	<p>#8KK Posters: Flipped Classroom/Games/Management Chairperson: Neil Osheroff, USA Location: Hall 4.u, CCB</p>
			<p>#8KK1 A comparison of case-based learning and traditional lecture in endocrine session Krairat Komdee, Medical Education Center Phayao Hospital, Phayao, Thailand</p>
			<p>#8KK2 Medical Students' Response to Integrating Kahoot Application Into Lecture Lessons: a Pilot Study Suneel Neesanun, Sawanpracharak Hospital, Nakhonsawan, Thailand</p>
			<p>#8KK3 Tagging improves the usage of lecture podcast by medical students: results of a randomized trial Harm Peters, Dieter Scheffner Center for Medical Education, Charité - Universitätsmedizin Berlin, Germany</p>

#8KK4 Controversy over the Effectiveness of the Flipped Classroom: In-class Video Blended Learning versus Out-of-class Video Flipped Classroom
Monton Wongwandee, Faculty of Medicine, Srinakharinwirot University, Thailand

#8KK5 Using medical record review in flipped classroom to improved OB & GYN learning achievement
Benjawan Songsrisakul, Medical Education Center Phayao Hospital, Phayao, Thailand

#8KK6 Improving the turnout: Factors affecting student attendance
Anna Stout, NHS Grampian, Aberdeen, UK

#8KK7 Online classes, the way to increase the attendance of 21st Century students in lecture-based classes
Sepideh Mokhtari, Tehran University of Medical Sciences, Tehran, Iran

#8KK8 Classroom attendance is not a marker of examination performance in pre-clinical medical students
Christine Kauffman, University of Central Florida College of Medicine, Orlando, USA

#8KK9 Attendance in Medical School: Should it be Mandatory?
Amany Elshaer, Alfaisal University, Riyadh, Saudi Arabia

#8KK10 Experience first then engage learning in classroom – An Innovative learning model combined with simulation for medical students
Kai-Chun Hu, Department of Emergency of WanFang Hospital, Taipei Medical University, Taipei, Taiwan

#8KK11 The King and the Immune Warriors: Digital Storytelling for Fostering Students' Learning
Eugenie Phyu Aye Thwin, School of Health Sciences, Nanyang Polytechnic, Singapore

#8KK12 Gamification in psychiatry: The innovation in medical education as a funny and exciting learning
Leili Mosalanejad, Jahrom University of Medical Science, Jahrom, Iran

#8KK13 'Go with the Flow' – is adopting a 'gamification' approach beneficial to the understanding of cannula choice and flow rates?
Sean Mackin, Weston Area Health Trsut, UK

#8KK14 BMBOC-Gamification as an Innovative Tool of Medical Education in Phramongkutklao College of Medicine
Thanakrit Vichasilp, Department of Biochemistry, Phramongkutklao College of Medicine, Bangkok, Thailand

#8KK15 Mixing Things Up: Adding Gaming into the Flipped Classroom
Douglas Bovell, Weill Cornell Medicine Qatar, Doha, Qatar

#8KK16 Game-Based Learning for Final-Year Medical Students in Preparation of Medical Licensing Examination
Chung-Yi Cheng, Department of Internal Medicine, Division of Nephrology, College of Medicine, Medical University/Wan Fang Hospital, Taipei Medical University, Taipei, Taiwan

#8KK17 Pedagogical Game in Teaching-Learning Process of Biochemistry
Tamires Fortuna, Faceres, São José do Rio Preto, Brazil

AMEE Group Meeting

1400-1730 BEME Board (closed meeting) MCH Lounge, Event Hall

1530-1600 **Coffee Break** Viewing of posters and exhibits Hall 4.u/4.1, CCB

Soapbox Stage – Hall 4.1, CCB

1530-1540 Qpercom

Session 9: Simultaneous Sessions

1600-1730 **#9A Symposium: Managing the Tension -- From Innovation to Application**

Ara Tekian (University of Illinois at Chicago College of Medicine, Chicago, Illinois, USA), Ronald Harden (Dundee, UK), David Cook (Mayo Clinic, Rochester, USA), John Norcini (FAIMER, Philadelphia, USA), Dan Hunt (LCME/AAMC, USA), Yvonne Steinert (McGill University, Montreal, Canada)
Location: Event Hall

1600-1730 **#9B Symposium: Learners as Educators - Realizing Potential, Sharing Best Practices**

Rille Pihlak (European Junior Doctors, University of Manchester, UK), Matthew J. Stull (Case Western Reserve University School of Medicine, USA), Simon Gregory (Health Education England, UK)
Location: Montreal, 2nd Floor, CCB

1600-1730 **#9C Symposium: Are medical schools selecting students with the appropriate values for 21st century medicine?**

Katrina Dima (IFMSA), Harm Peters (Germany), Sharon Peters (Canada), Trudie Roberts (UK), Val Wass (UK), Peter Dieter (Germany)
Location: Sydney, 2nd Floor, CCB

1600-1730 **#9D AMEE Fringe 2**

Chairperson: Rachel Ellaway, Canada
Location: Singapore, 2nd Floor, CCB

1600-1615 **#9D1 A plea for pessimistic doctors**
Menno de Bree, University Medical Center Groningen, Netherlands

1615-1630 **#9D2 Once Upon a Time: Storytelling in Medical Education**
Meghan Treitz, University of Colorado / Children's Hospital Colorado, Aurora, USA

1630-1645 **#9D3 Is it time to get Serious about Play? How does Medical Improvisation Influence the Development of CanMEDS-FM Competencies in Family Medicine Residents?**
Jeremy Rezmovitz, University of Toronto, Canada

1645-1700 **#9D4 Neuroscience Ghost Stories: Applying supernatural and scientific perspectives to metaphysical experience**
Derek Soon, National University of Singapore

1700-1715 **#9D5 Medical students at St Elsewhere's**
Sandra Petty, University of Melbourne, Australia

1715-1730 **#9D6 PIF: The Musical**
Wendy Stewart, Dalhousie University, Quispamsis, Canada
No Discussion

1600-1730 **9E Research Papers: Identity, Interactions & Embodiment**

Chairperson: Janusz Janczukowicz, Poland
Assessor:
Location: Delhi, Ground Floor, CCB

1600-1620 **#9E1 What Trainees Grapple With: A Study of Threshold Concepts on the Medicine Ward**
Mark Goldszmidt, Schulich School of Medicine & Dentistry, University of Western Ontario, London, Ontario, Canada

1620-1640 **#9E2 Tension between Individual Identity and Collective Identity in Medical Trainees: An 8-year, Longitudinal Qualitative Case Study**
Dorene Balmer, University of Pennsylvania, Philadelphia, USA

1640-1700 **#9E3 Scenes, symbols and social roles: raising the curtain on OSCE performances**
Gerard Gormley, Queen's University Belfast, Northern Ireland

1700-1720 **#9E4 Normal and abnormal: a phenomenological study of family physicians' experiences of physical examination**
Martina Kelly, University of Calgary, Canada

1720-1730 Discussion

1600-1730 **#9F Short Communications: Patient as Educator**

Chairperson: Hannu Halila, Finland

Discussant:

Location: Helvetia 1, 1st Floor, Swissotel

1600-1615 **#9F1 Patient involvement in medical students' communication skills training**
Anne Marie Rieffestahl, CAMES - Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark

1615-1630 **#9F2 Engaging Patients in Health Professions Education Admissions: A Scoping Review of Best Practices, Policies and Research**
Mark D. Hanson, Hospital for Sick Children, University of Toronto, Canada

1630-1645 **#9F3 'I will never ever go back': Patients' narratives of healthcare communication interactions**
Charlotte Denniston, The University of Melbourne, Australia

1645-1700 **#9F4 The impact of patient involvement in the teaching and assessment of intimate examination skills: a randomised control trial**
Rebecca Baines, Peninsula Schools of Medicine and Dentistry, Plymouth University, Plymouth, UK

1700-1730 Discussion

1600-1730 **#9G Surgery Track Round Up**

Chairperson:

Location: Helvetia 2, 1st Floor, Swissotel

1600-1730 **#9H Short Communications: Accreditation**

Chairperson: Barbara Barzansky, USA

Location: Kairo 1, Ground Floor, CCB

1600-1615 **#9H1 Building a Culture of Accreditation Awareness**
Tanis Adey, Memorial University, St. John's, Canada

1615-1630 **#9H2 Presence of medical students in the visiting team of accreditation - we approved**
Milton Martins, Faculty of Medicine of University of Sao Paulo, Brazil

1630-1645 **#9H3 Rethinking Accreditation: New National Standards for Canadian Residency Education in a CBME Era**
Jason Frank, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada

1645-1700 **#9H4 The Regulator and the Medical School – a collegiate approach to approval processes**
Hannah Wisdom, Plymouth University Peninsula Schools of Medicine and Dentistry, Plymouth, UK

1700-1715	#9H5 Costs of undergraduate medical education: how is the money spent in hospitals? <i>Philip Chan, University of Sheffield, Sheffield Teaching Hospitals, Sheffield, UK</i>	1700-1715	#9J5 Design and implementation of a workplace-based assessment method in Anatomical Pathology: Mini Pathological Examination Exercise (Mini-PEX) <i>Teo Feuerhake, Pontificia Universidad Católica de Chile (PUC), Santiago, Chile</i>
1715-1730	#9H6 Trophy or Barrier to Entry? Decoding the Culture of Accreditation of Basic Medical Education in China <i>You You, Peking University, Beijing, People's Republic of China</i> No Discussion	1715-1730	Discussion
1600-1730	#9I Short Communications: Assessment: National Licencing Exam Chairperson: Deborah O'Mara, Australia Location: Rio, 2 nd Floor, CCB	1600-1730	#9K Short Communications: Curriculum Mapping Chairperson: Colin Greengrass, Bahrain Location: Shanghai 2, Ground Floor, CCB
1600-1615	#9I1 Implementation of OSCE as national exam <i>Zalim Balkizov, ASMOK, Moscow, Russia</i>	1600-1615	#9K1 From theory to practice: Operationalizing curriculum mapping in competency-based medical education <i>Joan Binnendyk, Western University, London, Canada</i>
1615-1630	#9I2 The nationwide German licensing examinations as a benchmark for cross-institutional comparisons: How to make apples to apples comparisons possible? <i>Hossein Shahla, IMPP, Mainz, Germany</i>	1615-1630	#9K2 Standardization of curriculum mapping <i>Olaf Ahlers, Charité - Universitätsmedizin Berlin, Germany</i>
1630-1645	#9I3 Two Years' Experiences of a new Swedish National Proficiency Test for Doctors of Medicine <i>Magnus Hultin, Umeå University, Umeå, Sweden</i>	1630-1645	#9K3 Educating curriculum mapping – a medical didactic appraisal <i>Eva Schoenefeld, IfAS Institute of Medical Education & Students' Affairs, Muenster, Germany</i>
1645-1700	#9I4 Written Exam Performance in the Second Part of the Medical Exam: the impact of elective and outcome in oral clinical examinations on results in the written part of the second national medical licensing exam <i>Birgitta Kütting, IMPP, Mainz, Germany</i>	1645-1700	#9K4 Two worlds collide: finding ways in which constructive alignment and PBL can both work <i>Frank Bate, University of Notre Dame Australia, Fremantle, Australia</i>
1700-1715	#9I5 The Licensing Examination for Doctors – Use of Multilingual Format in Hong Kong <i>So Ching Sarah Chan, The University of Hong Kong, Hong Kong</i>	1700-1715	#9K5 Curriculum mapping to map competencies within an undergraduate dental curriculum <i>Ronel Maart, University of the Western Cape, Cape Town, South Africa</i>
1715-1730	#9I6 Sweat in Peace, Bleed not in War: Regular Cumulative Exams to Better Prepare Students for the Rigors of the National Medical Licensing Exam <i>Gerald Thrush, Western University of Health Sciences, Pomona, USA</i> No Discussion	1715-1730	#9K6 Online knowledge maps with automated feedback in education and assessment <i>Veronica Costin, UNSW, Sydney, Australia</i> No Discussion
1600-1730	#9J Short Communications: Work Based Assessment Chairperson: MaryEllen Gusic, USA Discussant: Dave Swanson, USA Location: Shanghai 1, Ground Floor, CCB	1600-1730	#9L Short Communications: Simulated Patients Chairperson: Stephen Charles, USA Location: Shanghai 3, Ground Floor, CCB
1600-1615	#9J1 Putting learners in control of assessment: An innovative co-design approach for work place based assessments (WBA) <i>Jennifer Hallam, University of Leeds, UK</i>	1600-1615	#9L1 The influence of simulated patients on learning success in communication based examinations <i>Yannic Koch, Department of Surgery, University Hospital Frankfurt, Germany</i>
1615-1630	#9J2 An evaluation analysis of 12 months of EPA assessments in Australian general practice trainees <i>Nyoli Valentine, ModMed, Adelaide, Australia</i>	1615-1630	#9L2 Training method affects preclinical medical students' communication skills scores in OSCE <i>Silas Taylor, UNSW Medicine, Sydney, Australia</i>
1630-1645	#9J3 A systematic review and meta-analysis on the educational impact of Mini-CEX and DOPS and its association with implementation <i>Andrea Lörwald, Universität Bern, Institut für Medizinische Lehre, Bern, Switzerland</i>	1630-1645	#9L3 Standardized/Simulated Patients (SPs) 'of the first hour': A study exploring considerations and strategies for working with aging SPs <i>Claudia Schlegel and Cathy Smith</i>
1645-1700	#9J4 Clinical Encounter Assessment: A daily competency-based workplace-based assessment tool for anesthesiology trainees <i>Rebecca Dube, SickKids Hospital, Toronto, Canada</i>	1645-1700	#9L4 The Use of Video Annotation in the Review of Simulated Patients' Feedback Giving <i>Vivienne Jia Zhong, University of Applied Sciences & Arts Northwestern Switzerland, Basel, Switzerland</i>
		1700-1715	#9L5 Application of Standardized Patients on Interdisciplinary Palliative Care Education by Using Multimedia Teaching Materials <i>Shao-Yu Hsu, Taipei City Hospital, Taipei, Taiwan</i>
		1715-1730	#9L6 The Rush Hour' - When faculty steps into the shoes of standardized patient <i>Meghana Sudhir, Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates</i> No Discussion

1600-1730	#9M Short Communications: Communication Skills 2 Chairperson: Anita Laidlaw, UK Location: Boston 1, Ground Floor, CCB	1600-1730	#9O Short Communications: Management Chairperson: Location: Boston 3, Ground Floor, CCB
1600-1615	#9M1 Attitudes towards learning clinical communication skills: Differences in study year, gender, medical curriculum among Norwegian medical students (the STUDMED project) Lise Løvseth, St Olav Trondheim University Hospital, Trondheim, Norway	1600-1615	#9O1 Bridging fields of expertise: challenges in supporting Higher Degree Research students in health professions education Joanna Tai, Deakin University, Geelong, Australia
1615-1630	#9M2 Difficult Conversations - why we find them tricky and how to talk about what matters most Heather Grusauskas, Eastern Victoria General Practice Training (EVGPT), Melbourne, Australia	1615-1630	#9O2 Shattering the Silos of Student and Faculty Affairs: An Office of Academic Learning Environment Nutan Vaidya, Chicago Medical school at Rosalind Franklin University, North Chicago, USA
1630-1645	#9M3 Competency-based medical education in communication skills: From undergraduate curriculum to specialty training programmes Nada Cikes, University of Zagreb School of Medicine, Zagreb, Croatia	1630-1645	#9O3 Making Macau Medical Education Christopher Cottrell, University of Saint Joseph, Macau
1645-1700	#9M4 Learning Real Life Relationships: A pilot project aimed at growing medical students' ability to relate with each other and others effectively and respectfully Sue Walthert, Dunedin School of Medicine, University of Otago, Dunedin, New Zealand	1645-1700	#9O4 Developing a university-wide Centre for Academic Teaching: what to bring and what to gain for medical education Manon Kluijtmans, University Medical Center Utrecht, Netherlands
1700-1715	#9M5 Learning scientific vlogs and enhancing presentation skills by independent small group work Katariina Hollanti, University of Helsinki, Finland	1700-1715	#9O5 What counts as evidence? Insights from a qualitative study of Clinical Competence Committees Sayra Cristancho, Western University, London, Canada
1715-1730	#9M6 Can coping-related weblog writing encourage medical students' communication skills in stressful situations? Felix Schmitz, University of Bern, Switzerland No Discussion	1715-1730	#9O6 Resident evaluation and promotion: major improvement in our tracking tools Mélanie Laventure, Université de Sherbrooke, Canada No Discussion
1600-1730	#9N Short Communications: Interprofessional Education 2 Chairperson: David Carr, USA Location: Boston 2, Ground Floor, CCB	1600-1730	#9P Short Communications: Flipped Classroom and The Lecture Chairperson: Paulina Sobieranska, Poland Discussant: Eeva Pyorala, Finland Location: Darwin, Ground Floor, CCB
1600-1615	#9N1 Interprofessional day for first year students on Human Rights (HR) & the Right to Health (RtH) Elisabet Lönnemark, Sahlgrenska Academy, University of Gothenburg, Sweden	1600-1615	#9P1 Flipped Classrooms - Pilot study on the impact of digital technologies in the knowledge acquisition in medical students Sérgio Teles, Faculdade de Medicina da Universidade de Lisboa, Portugal
1615-1630	#9N2 An Inter-Professional Education course on End of Life: Dilemmas and challenges Adi Finkelstein, The Hebrew University-Hadassah School of Medicine, Jerusalem, Israel	1615-1630	#9P2 The flipped classroom is effective for medical students to learn medical interview and cognitive function test of elderly people Eiji Kaneko, Tokyo Medical and Dental University, Tokyo, Japan
1630-1645	#9N3 How do students learn to collaborate interprofessionally? John de Best, Centre of Applied Research, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, Netherlands	1630-1645	#9P3 Students' motivation, learning strategy and learning outcome in the flipped learning context Yi-Da Sie, China Medical University Hospital, Taichung City, Taiwan
1645-1700	#9N4 Implementing an interprofessional objective structured clinical examination as an educational activity in newly graduated physicians and pharmacists Tuan-Ya Tsai, Department of Pharmacy, Taipei Medical University-Shuang Ho Hospital, Taiwan	1645-1700	#9P4 Introduction of case-based flipped classroom model in undergraduate orthopedic surgery: expectations, evaluation and assessment of course objectives Stephanie Herbstreit, Medizinische Fakultät Universität Duisburg-Essen, Germany
1700-1715	#9N5 Implement "Stroke Round" to improve health science students' Interprofessional education Bandit Sirilert, Medical Education Center Phayao Hospital, Phayao, Thailand	1700-1715	#9P5 Maintaining a Standard in Medical Students by Improving the Level of Understanding Yogesh Acharya, Avalon University School of Medicine (AUSOM), Willemstad, Netherlands Antilles
1715-1730	#9N6 The Lausanne Model of Interprofessional Education and Collaborative Practice David Gachoud, Medical Education Unit, School of Medicine, University of Lausanne, Switzerland No Discussion	1715-1730	Discussion

- 1600-1730 **#9Q Short Communications: The Teacher as Mentor**
Chairperson: Jim Blatt, USA
Discussant:
Location: Lima, Ground Floor, CCB
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- 1600-1615 **#9Q1 Applying Objective Structured Mentoring Encounters with Multisource Feedback (OSME-360) for Training Mentors**
Chang-Chyi Jenq, Chang Gung Memorial Hospital, Chang Gung Medical Education Research Centre, Linkou, Taiwan
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- 1615-1630 **#9Q2 Mentors for medical students in Canada and Norway need training and pedagogical support**
Christian Brinch, University of Bergen, Norway
-
- 1630-1645 **#9Q3 New Insights into the Clinical Mentoring Process**
Janina Iwaszko, University of Worcester, UK
-
- 1645-1700 **#9Q4 The Role of Mentoring to Improve the Number of Graduate of OSCE UKMPPD Examination at Faculty of Medicine Universitas Muhammadiyah Yogyakarta Indonesia**
Ahmad Ikliluddin, Faculty of Medicine UMY, Yogyakarta, Indonesia
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- 1700-1715 **#9Q5 Facilitating the transition into a UK Medical School: a longitudinal study into the major challenges experienced, actions taken and gaps in support provision**
Kathryn Young, School of Medicine, University of Liverpool, UK
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- 1715-1730 Discussion
-
- 1600-1730 **#9R Round Table: Student Engagement**
Chairperson: Stephen Manuel, USA
Location: Hong Kong, 2nd Floor, CCB
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- #9R1 "Junior Teachers in Physical and Rehabilitation Medicine": your students can't sleep in class... if they are the teachers!**
Alexandre Mader, Faculty of Medicine Lyon-Est, Lyon, France
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- #9R2 Peer assessment correlation with self and tutor assessment**
Rania Zaini, Umm AlQuar University, Makkah, Saudi Arabia
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- #9R3 Combined peer and self-assessment improves medical students' performance in Human Biology course**
Anna Torres, Medical University of Lublin, Poland
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- #9R4 Learning medical ethics through ethics drama and film production by medical students**
Daniel Fu-Chang Tsai, Graduate Institute of Medical Education and Bioethics, National Taiwan University College of Medicine, Taiwan, Taipei City, Taiwan
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- 1600-1730 **#9S Workshop: Assessing Assessment. ASPIRE assessment award winners discuss best practice approaches**
Debra Klamen, Anna Cianciolo, Heeyoung Han (SIUSOM, Springfield, USA)
Location: Wettstein, 2nd Floor, Swissotel
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- 1600-1730 **#9T Workshop: Theoretical and Practical Considerations for Serious Games Development & Implementation in Medical Education Part II**
Todd P Chang (Children's Hospital Los Angeles, USA), Martin V Pusic (New York University, New York, USA), Chaoyan Dong (SengKang Health, Singapore), Gerald Stapleton (University of Illinois at Chicago, USA), Elizabeth Kachur (Medical Education Development, New York, USA)
Location: Helvetia 3, 1st Floor, Swissotel
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- 1600-1730 **#9U Workshop: What DON'T we find? Exploring absences in medical education research**
Cynthia R Whitehead, Elise Paradis, Zac Feilchenfeld, Ayelet Kuper
Location: Helvetia 4, 1st Floor, Swissotel
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- 1600-1730 **#9V Workshop: Longitudinal datasets in medical education: delivering evidence-based policy through tracking the educational continuum**
Katie Petty-Saphon (Medical Schools Council, London, UK), Daniel Smith (General Medical Council, London, UK), Margaret Hay (Monash University, Melbourne, Australia), Tim Wilkinson (Otago University, Dunedin, New Zealand), Jennifer Cleland (Aberdeen University, Aberdeen, UK), Jon Dowell (Dundee University, Dundee, UK)
Location: Helvetia 5, 1st Floor, Swissotel
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- 1600-1800 **#9W Course: RESME Course (RESME Course participants only)**
Location: Helvetia 7, 1st Floor, Swissotel
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- 1600-1730 **#9X: Course: ESMEA Course (ESMEA Course participants only)**
Location: Osaka, 3rd Floor, CCB
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- 1600-1730 **#9Y Workshop: Supporting a community of young educators through the AMEE Fellowship**
Leila Niemi-Murola (University of Helsinki, Finland), Subha Ramani (Brigham and Women's Hospital, Boston, USA), Rashmi Kusurkar (VUmc School of Medical Sciences, Amsterdam, Netherlands), Trevor Gibbs (AMEE, UK), Olanrewaju Sorinola (University of Warwick, UK), Carmen Fuentealba (Long Island University, Long Island, USA), Jonathan Rial (Health Education England (Wessex), UK)
Location: Samarkand, 3rd Floor, CCB
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- 1600-1730 **#9Z Workshop: Systematic capturing of professionalism lapses: the possible, the practical, and the preventable**
Viktoria Joynes, Susannah Brockbank (University of Liverpool, UK)
Location: Guangzhou, 2nd Floor, CCB



1600-1730 **#9AA Workshop: Hot Topics in Medical Education: Cool Papers from 2018**
Gail Sullivan (*Journal of Graduate Medical Education, Farmington, CT, USA*), David Sklar (*Academic Medicine, Albuquerque, NM, USA*), Geoff Norman (*Advances in Health Science Education, Hamilton, Ontario, Canada*), Lynn Monrouxe (*Medical Education, Taoyuan City, Taiwan*), Richard Hays (*Medical Teacher and AMEE MedEdPublish, Cook University and the University of Tasmania, Australia*), Ingrid Philibert (*Journal of Graduate Medical Education, Chicago, IL, USA*)
Location: Nairobi, 2nd Floor, CCB

1600-1730 **#9BB Workshop: Emotions Under the Microscope: Capturing Emotions in Health Professions Education**
Vicki LeBlanc, Meghan McConnell (*University of Ottawa, Canada*), Esther Helmich (*University of Groningen, Netherlands*)
Location: Mexico, 2nd Floor, CCB

1600-1730 **#9CC ePosters: Transitions - new roles, workplace learning & professionalism**
Chairperson: Samy Azer, Australia
Location: Kairo 2, Ground Floor, CCB

#9CC1 The demographics and roles of Chief Medical Residents in Japan: Pilot study
Shunsuke Kosugi, Aso Iizuka Hospital, Fukuoka, Japan

#9CC2 Evaluation of a novel leadership role for Junior Doctors within the Avon & Wiltshire NHS Partnership Trust (AWP)
Lise Paklet, Avon and Wiltshire Mental Health Partnership NHS Trust, Bristol, UK

#9CC3 Introducing Medical Students to Undergraduate Courses as Teachers
Lukas Karachon, Universidad de Chile, Santiago, Chile

#9CC4 Attitude towards classroom discipline of medical students
Pathama Leewanich, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand

#9CC5 Demystifying the Specialty Training Application Process: an initiative to help junior doctors move forward
Prakash Vadukul, University Hospitals Birmingham, UK

#9CC6 To what extent has situated learning improved in the PGY1 doctors in KKH after the educational interventions?
Oh Moh Chay, KK Women's and Children's Hospital, Singapore

#9CC7 Taking to the skies -Transition to becoming an FY1 doctor. An innovative study day for post-finals assistantship (PFA) medical students exploring the transition toward becoming a qualified doctor
Fiona Coia, Directorate of Medical Education, The Mid Yorkshire Hospitals NHS Trust, Wakefield, UK

#9CC8 Behavioral competency for hospital pharmacists - a novel approach to non-technical skill acquisition in mixed-methods training course
Shu Fen Huang, Chi Mei Medical Center, Tainan, Taiwan

#9CC9 The Exploration of the Patient's Agenda by Medical Students in the Emergency Department (TEAM-ED)
Jiun Yi Derek Heng, National University Hospital, Singapore

#9CC10 Challenges in Obstetric Anaesthesia procedural training, and their impact on learning and instruction
Raymond Goy, KK Women's and Children's Hospital, SingHealth, Singapore

#9CC11 Residents' perceptions on the impact of order sets on their learning
Vanessa Bohn, Children's Hospital of Eastern Ontario, Ottawa, Canada

#9CC12 Service obligations, clinical exposure and clinical department influence Post Graduate Year 1s (PGY1) perspective of training quality
Swee Han Lim, Singapore Health Services, Singapore

#9CC13 How students want to see and use their workplace learning data – initial results from a co-design study
Tamsin Treasure-Jones, Leeds Institute of Medical Education, University of Leeds, UK

1600-1730 **#9DD Posters: Career**
Chairperson:
Location: Hall 4.1, CCB

#9DD1 The career preferences and level of certainty in those preferences of Portuguese medical students at start of undergraduate medical studies
Manuel João Costa, School of Medicine, ICVS/3B's, PT Government Associate Laboratory, Braga, Portugal

#9DD2 Positive correlations between the subspecialties during clinical clerkship and those as a career: results of questionnaires from graduates of Tohoku University over the past 35 years
Junichi Kameoka, Center for Medical Education, Tohoku Medical and Pharmaceutical University, Sendai, Japan

#9DD3 Increasing the number of pre-registration nurse placements in primary care to develop the community-based workforce
Amber Truscott, Health Education England Wessex, Hampshire, UK

#9DD4 Medical Students' Attitudes towards Choosing Psychiatry as a Future Career
Abdullatif Barkoumi, Alfaisal University, Riyadh, Saudi Arabia

#9DD5 Students' Preferences for Primary Care Careers Evolve Over Time: The Situation in Two Medical Schools in Switzerland and Portugal
Eva Pfarrwaller, Primary Care Unit, Faculty of Medicine, University of Geneva, Switzerland

#9DD6 Conceptualizing clerkship experiences toward future specialty aspiration: A Framework
Sheila Shu-Ling Huang, Kaohsiung Medical University, Kaohsiung, Taiwan

#9DD7 Ban the Bash: hosting a World Cafe with Sheffield PsychSoc to challenge stigmatisation of different medical specialties
Jonathan Cunliffe, The University of Sheffield, UK

#9DD8 Motivational factors influencing medical students' intentions to practice in underserved areas: results of a multi-site cross-sectional study
Milena Abbiati, UDREM, Geneva, Switzerland

	<p>#9DD9 To what extent can medical students predict what they'll specialize in? Åsa Langen Westlie, UiT the Arctic University of Norway, Tromsø, Norway</p>	<p>#9EE7 Every pregnant mother is a cultural story: The effect of narrative teaching method on Culturally Sensitive Care of midwifery students Hoda Ahmari Tehran, Medical Education, Tehran University of Medical Sciences, Tehran, Iran</p>
	<p>#9DD10 Undergraduate anaesthetics exposure and anaesthesia as a career - perspectives of medical students and specialists Colin Hall, NHS Greater Glasgow and Clyde/University of Glasgow, UK</p>	<p>#9EE8 Enhancing cultural competence in healthcare professions: A case study of a multicultural college in Israel Lipaz Shamoia-Nir, Zefat Academic College, Safed, Israel</p>
	<p>#9DD11 The point of departure: career goals of final year medical students in Sudan Eltahir Abdelrahim, University of Khartoum, Sudan</p>	<p>#9EE9 A survey of cases in emergency rooms to create educational scenarios for cultural competency training Ruri Ashida, The Jikei University School of Medicine, Tokyo, Japan</p>
	<p>#9DD12 Foundation Doctors' career afternoon to promote the range of different specialties and what is required to apply for them Judith Butcher, Princess Alexandra Hospital NHS Trust, Harlow, UK</p>	<p>#9EE10 The development of intercultural competence in international university environment Gargó Csaba, University of Pécs Medical School, Pécs, Hungary</p>
	<p>#9DD13 Home or Away? A survey of career intentions among Foundation Year 1 (FY1) doctors in the UK Tim Thorne, UK</p>	<p>#9EE11 Is there a space for students to develop cross-cultural care competence in a crowded pre-clinical curriculum? A pilot problem-based learning course Jer-chia Tsai, College of Medicine, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan</p>
	<p>#9DD14 An Exploration of the Learning Environment and Career Intentions. A Mixed Methods Study of Paediatric Interns in South Africa (SA) Kimesh Naidoo, Nelson R Mandela School of Medicine, Durban, South Africa</p>	<p>#9EE12 What medical students' perceptions of Early Clinical Exposure experiences tell us about the cross-culture care and diversity issues in medical education - a mixed method study Peih-ying Lu, Kaohsiung Medical University, College of Medicine, Kaohsiung, Taiwan</p>
	<p>#9DD15 The Impact of Medical Careers Fairs on the Career Aspirations of Medical Students Hassaan Waqar, Heart of England NHS Foundation Trust, Birmingham UK</p>	<p>#9EE13 An institutional ethnography into how clinicians learn transgender health advocacy and systems-based practice Kinnon R. MacKinnon, University of Toronto, Canada</p>
1600-1730	<p>#9EE: Posters: Diversity Chairperson: Petra Verdonk, Netherlands Location: Hall 4.1, CCB</p>	<p>#9EE14 LGBTQ medical curriculum in Central Asia: experience of Nazarbayev University School of Medicine in Kazakhstan Alessandra Clementi, Nazarbayev University, Astana, Kazakhstan</p>
	<p>#9EE1 Are there common aspects in the perceptions of diversity and educational inclusion in medical students? Olga Matus-Betancourt, University of Concepcion, Chile</p>	<p>#9EE15 I'm a LGBT medical student, get me out of here: The role of sexuality in medical education and how it contributes to Northern Ireland's brain drain Natalie Atalla, Queens University Belfast, UK</p>
	<p>#9EE2 A qualitative study on embedding gender awareness into General Education Courses for medical students Kuan-yeh Wu, College of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan</p>	<p>#9EE16 Increasing diversity in medical school admissions: Results from an Innovative MCAT Support Program Ike Okafor, University of Toronto Faculty of Medicine, Toronto, Canada</p>
	<p>#9EE3 Current trends, future scenarios and implications for women's participation in post graduate medical education in Iran Shima Tabatabai, Shahid Beheshti University of Medical Science, Tehran, Iran</p>	
	<p>#9EE4 Women medical residents' perception of Quality of Life during training in Internal Medicine: a qualitative and quantitative analysis Renata Kobayasi, School of Medicine of University of Sao Paulo, Brazil</p>	
	<p>#9EE5 Human rights issues and undergraduate health courses curricula Maria Paula Panúncio-Pinto, Ribeirão Preto Medical School - University of São Paulo, Ribeirão Preto, Brazil</p>	
	<p>#9EE6 Enhancing the cross-cultural adaptation in medical education: preliminary validity evidence of the Brazilian-Portuguese version of two instruments to assess communication skills Sheyla Rocha, Department of Medicine of Federal University of São Carlos - UFSCar, São Carlos, Brazil</p>	
1600-1730	<p>#9FF Posters: Research and Evidence Based Medicine Chairperson: Location: Hall 4.1, CCB</p>	<p>#9FF1 Preparing students for research projects: Exploring the gap between expectations and experienced learning during research projects Riitta Möller, Karolinska Institutet, Stockholm, Sweden</p>
		<p>#9FF2 Facilitators and barriers of extra-curriculum research among medical students in Thailand: the student perspective Phunlerd Piyaraj, Phramongkutklao College of Medicine, Bangkok, Thailand</p>

#9FF3 Revising an evaluation system for better impact assessment <i>Katherine Wang, IFMSA SCORE, Oslo, Norway</i>	1600-1730	#9GG Posters: Patient Safety / Patients as Educators Chairperson: Wolf Hautz, Switzerland Location: Hall 4.u, CCB
#9FF4 An international peer-led research camp for medical students <i>Meritxell Mallafré Larrosa, IFMSA SCORE, Barcelona, Spain</i>		#9GG1 Improving final year medical students' knowledge in, and confidence of, patient safety incidents <i>Rebecca Crook, Chelsea and Westminster NHS Foundation Trust, London, UK</i>
#9FF5 "SciMo": a program to train medical students' competences to compete at scientific conferences <i>Michael Wilde, University of Basel, Faculty of Medicine, Basel, Switzerland</i>		#9GG2 Active learning instructional strategies for patient safety education <i>Wanna Angkasuvan, Hatyai Medical Center Hospital, Songkla, Thailand</i>
#9FF6 The Attitude of Medical and Pharmacy Students towards Research Activities: A Multi center Approach <i>Yonas Getaye Tefera, University of Gondar, Ethiopia</i>		#9GG3 Patient safety learning: A gap-analysis project to create solutions/innovations in the corporate Obstetrics and Anesthesiology module <i>Wipada Laosooksathit, Srinakharinwirot University, Nakhon-Nayok, Thailand</i>
#9FF7 Developing Interdisciplinary Student-led Initiatives against Antimicrobial Resistance in Primary Care: Protocol from the UK Primary Care Research Collaborative (UKPCRC) <i>Jon Mok, UK Primary Care Research Collaborative, London, UK</i>		#9GG4 E-learning for patient safety based on Medical Near-Miss/Adverse Event Information <i>Machiko Saeiki Yagi, Jichi Medical University, Shimotsuke, Japan</i>
#9FF8 Evaluation of medical students' attitudes to research opportunities <i>Kaifeng Liang, Barts and The London School of Medicine and Dentistry, London, UK</i>		#9GG5 Self-assessment of safety practices in students attending the Inter-Professional Education (IPE) for Patient Safety Course <i>Thitima Suntharasaj, Department of Obstetrics and Gynecology, Prince of Songkla University, Faculty of Medicine, Songkhla, Thailand</i>
#9FF9 A journey to improve students' awareness and competences in medical research <i>Carolina Freitas, Department of Medical Education (DEM), Faculty of Medicine, University of Lisbon (FMUL), Lisbon, Portugal</i>		#9GG6 Introducing a Structured Medication Reconciliation Practicum in Final Year Medical Education <i>Hwa Lin Law, Tan Tock Seng Hospital, Singapore</i>
#9FF10 Developing an implementable Health Informatics curriculum for Otago Medical School – a new and innovative approach <i>Amy O'Neill, University of Otago, Wellington, New Zealand</i>		#9GG7 Can trainee doctors refuse to work in unsafe conditions? <i>Mohammad Razai, St Georges University, London, UK</i>
#9FF11 Implementing health informatics in undergraduate medical curricula in leading medical schools in the Americas - not an easy task <i>Jessica Ortiz Huerta, Technische Hochschule Deggendorf, European Campus Rottal-Inn, Pfarrkirchen, Germany</i>		#9GG8 Coroners Case Compendium <i>Ben Burrows, Gloucester Hospitals NHS Foundation Trust, Gloucester, UK</i>
#9FF12 Talking to physicians may help to motivate medical students to study Evidence Based Medicine <i>Lucia Pellanda, UFCSPA, Porto Alegre, Brazil</i>		#9GG9 Instant web and apps-based access to practical and procedural information improves patient safety and reduces adverse incidents by interns <i>Yan Jin, The Chinese University of Hong Kong, Hong Kong</i>
#9FF13 Can clinically integrated teaching help in assessing students' skills in applying evidence based medicine in clinical decisions? <i>Peter Thomas, UK</i>		#9GG10 Speak Up, For Patient's Sake! Empowering Students and Staff with Interprofessional Communication and Teamwork Tools to Improve Patient Safety <i>Nicole Puccinelli-Ortega, Wake Forest School of Medicine, Winston-Salem, USA</i>
#9FF14 Educating Healthcare Professionals in Clinical Photography. A perspective from medical education: Systematic Review <i>Ariadna Roca-Fernández, Universitat Rovira i Virgili, Facultat de Medicina, Reus (Catalonia), Spain</i>		#9GG11 Learner-centered scenario design enhances psychological safety of workplace for novices in critical care unit <i>Jia-Ling Change, Nursing Department of WanFang Hospital, Taipei Medical University, Taipei, Taiwan</i>
#9FF15 Evidence-Based Practice Curriculum Development for Undergraduate Nursing Students <i>Ying-Ju Chang, Department of Nursing, National Cheng Kung University Hospital, Institute of Allied Health Science; Department of Nursing, College of Medicine, National Cheng Kung University, Tainan, Taiwan</i>		#9GG12 The Interdisciplinary Patient Partner Program: Building Better Health Care Professionals through Mentorship with Patients <i>Krista Baerg, University of Saskatchewan, Saskatoon, Canada</i>
		#9GG13 How "Patient Centered Medicine" helps medical students get clinical competencies in Medical Education Center, Vachira Phuket Hospital <i>Withita Jangiam, Vachira Phuket Hospital, Phuket, Thailand</i>

	<p>#9GG14 Can narrative help bridge Patients', Caregivers' and Physicians' experiences of illness and care? Results from a scoping review Tracy Moniz, Mount Saint Vincent University, Halifax, Canada</p>		<p>#9HH8 Associations between Continuing Medical Education (CME) Teaching Methods and Participant Reflection on Content Adjusted for Learning Style Charles Collins, Mayo Clinic, Rochester, MN, USA</p>
	<p>#9GG15 Medical students' roles and functions within the longitudinal relationship with patients – from the perspectives of patients Yaw-Wen Chang, Tri-Service General Hospital, National Defense Medical Center, Taipei, Taiwan</p>		<p>#9HH9 Evaluating the impact of a coaching pilot on the resilience and retention of UK General Practitioners Judy McKimm, Faculty of Medical Leadership and Management, London, UK</p>
	<p>#9GG16 Evaluation and Impact of Patients' Feedback on Allied Health Students Naomi Wong, National University Hospital, Singapore</p>		<p>#9HH10 Towards National Needs Assessment – Perceived CPD Needs of Qatar Healthcare Practitioners Samar Aboulsoud, Qatar Council for Healthcare Practitioners, Ministry of Public Health, Doha, Qatar</p>
	<p>#9GG17 Evaluation of an Online Education Resource on Radiation Therapy Created for Post-Prostatectomy Prostate Cancer Patients and their Caregivers Ewa Szumacher, University of Toronto, Canada</p>		<p>#9HH11 Moving beyond traditional medical education: Building capacity among healthcare professionals in nutrition Sohaila Cheema, Weill Cornell Medicine-Qatar, Doha, Qatar</p>
	<p>#9GG18 Clinical teachers' perceptions of informed consent inquiry in patient care involving medical students Eeva-Maija Nieminen, University of Helsinki, Faculty of Medicine, Clinicum, Department of Medicine, Helsinki, Finland</p>		<p>#9HH12 Assessing Educational Need: A Multiprofessional Approach Gayle Appleby, Evelina London Children's Hospital, London, UK</p>
	<p>#9GG19 3D3P: Digital Do's and Don'ts, Potency and Pitfalls of the Patient portal Charlotte Eijkelboom, Department of Paediatrics, University Medical Center Utrecht, Netherlands</p>		<p>#9HH13 Understanding the brokering role of clinician-scientists: a realist review Margot Barry, HAN University of Applied Sciences, Nijmegen, Netherlands</p>
1600-1730	<p>#9HH Posters: Continuing Professional Development 2 Chairperson: TJ Jirasevijinda, USA Location: Hall 4.u, CCB</p>		<p>#9HH14 Let Participants Be the Master of the Class: Using Corporate Training Skills in Continuing Professional Development Wei-MinChu, Department of Family Medicine, Taichung Veterans General Hospital, Chia-yi Branch, Chia-yi, Taiwan</p>
	<p>#9HH1 Using case studies to test a model of education for health and social care staff that leads to patient benefit Sally Corbett, Newcastle University, Newcastle upon Tyne, UK</p>		<p>#9HH15 The Pacemaker Agenda: Promoting a culture of wellness, scientific update, and happiness for teaching Professionalism and Ethics in daily practice Pablo G Blasco, SOBRAMFA - Medical Education and Humanism, São Paulo, Brazil</p>
	<p>#9HH2 Permanent education as a training strategy for health professionals in the context of quality management with a view to certification in humanization Rogerio Vaz, Faculdade Pequeno Principe, Curitiba-PR, Brazil</p>	1600-1730	<p>#9II Posters: Teacher Evaluation Chairperson: Lynne Allery, UK Location: Hall 4.u, CCB</p>
	<p>#9HH3 The relationship among age, self-efficacy, and personality in CPD activities to remediate dyscompetence Michael Williams, Wales Behavioral Assessment, Lawrence, USA</p>		<p>#9II1 Teaching skills in medical school Mario Secchi, Instituto Universitario Italiano de Rosario, Argentina</p>
	<p>#9HH4 One step backwards, but one giant step forward: The challenges of introducing backwards planning in CME design David Hak, AO North America, Denver, USA</p>		<p>#9II2 Leadership matters? The evaluation system of educational program directors in Taiwan Chi-Wei Lin, I-Shou University / E-Da Hospital, Kaohsiung, Taiwan</p>
	<p>#9HH5 A Novel, Interactive Narrative Medicine Conference: Impact on Personal Resilience Rebecca Harrison, Oregon Health & Sciences University, Portland, USA</p>		<p>#9II3 Objective Structured Teaching Examination – as a feedback tool Mohammad Nazir, Leighton Hospital, Crewe, UK</p>
	<p>#9HH6 The Effects of Team-Based Learning Techniques on Nurses' Perception of Continuing Professional Education Ying-Tzu Lai, Tungs' Taichung MetroHarbor Hospital, Taichung City, Taiwan</p>		<p>#9II4 Dilemma and changes: exploration of the factors of students' feedback provision to teachers Liang-Shiou Ou, Chang Gung Memorial Hospital, Chang Gung University, Taoyuan, Taiwan</p>
	<p>#9HH7 Reflection revisited: how physicians conceptualize and experience reflection in professional practice – a qualitative study Elisa Bindels, Maastricht University, Maastricht, Netherlands / Academic Medical Center, Amsterdam, Netherlands</p>		<p>#9II5 Does the tutor matter? The relationship between students' satisfaction from their tutor and their overall satisfaction from the clinical rotation Nomy Dickman, Bar-Ilan University, the Azrieli Faculty of Medicine, Haifa, Israel</p>
			<p>#9II6 Exemplary allied health educators: Perspectives and insights Charmaine Krishnasamy, National Healthcare Group, Singapore</p>

	<p>#9I17 What makes a good medical teacher? Perspective of Polish medical students Dawid Bugara, Student's Scientific Group of Teaching and Examining Methodology Jagiellonian University Medical College, Cracow, Poland</p>		<p>#9JJ3 Burnout in clinical years medical students and its relation to the body and brain Napattamon Manorat, Roi Et Hospital Medical Center, Roi Et, Thailand</p>
	<p>#9I18 Do Postgraduate Trainees Learn from Peer Feedback on Video Consultations and can they Facilitate Sessions for Themselves? Rachel Phillips, GP Unit, NHS Education Scotland (NES), Edinburgh, UK</p>		<p>#9JJ4 Well-being and educational environment in initial clinical training in medicine. Perception of students from 11 Chilean medical schools Denisse Zuniga, Pontificia Universidad Católica de Chile, Santiago, Chile</p>
	<p>#9I19 Teachers' Academy: Five years of teachers' reward system - lessons learned? Liisa M Peltonen, University of Helsinki, Faculty of Medicine, Medicum, Helsinki, Finland</p>		<p>#9JJ5 Dispositional Mindfulness - a protective factor for burnout in undergraduate medical students? Marcela Bitran, Escuela de Medicina, Pontificia Universidad Católica de Chile, Santiago, Chile</p>
	<p>#9I10 Perceptions of Characteristics of Effective Clinical Teachers among Medical Students and Residents in an Asian Healthcare Setting Shirley Ooi, National University Health System, Singapore</p>		<p>#9JJ6 Stress management for medical students: Scientific knowledge converts into practical tools through interaction and reflection Saara Repo, University of Helsinki, Center for University Teaching and Learning, Helsinki, Finland</p>
	<p>#9I11 A stepwise evaluation strategy to improve teaching skills for young faculties in a teaching hospital Cheng-Yi Chao, Pharmacist, Taipei, Taiwan</p>		<p>#9JJ7 Applicability and Validation of the Reaction to Test Scale (RTT) in a sample of Portuguese medical students José Miguel Pêgo, ICVS/3B's, School of Medicine, University of Minho, Braga, Portugal</p>
	<p>#9I12 Design and Validation of an Instrument to Evaluate Clinical Training in Health Careers Nancy Navarro, Universidad de la Frontera, Temuco, Chile</p>		<p>#9JJ8 The relationship between anxiety and clinical performance among Chinese medical students: a cross-sectional study Bo Qu, Institute for International Health Professions Education and Research, China Medical University, Shenyang, People's Republic of China</p>
	<p>#9I13 Effect of Matching Communication Styles on Educators' Effectiveness and Overall Training Experience Wee Kee Hew, National University Hospital, Singapore</p>		<p>#9JJ9 The voice of medical students to establish the meditation course at Maharaj medical education centre Naphatsaphon Chumwong, Maharaj Medical Education Centre(MEC), Nakhon Si Thammarat, Thailand</p>
	<p>#9I14 Harmonising Recognition: A Medical Trainer Agreement for Wales Caroline Groves, Wales Deanery, Cardiff University, Cardiff, UK</p>		<p>#9JJ10 Does a gap year work against stress? A cross-sectional study of Finnish medical faculties in 2016 Piitu Parmanne, Finnish Medical Association, Helsinki, Finland</p>
	<p>#9I15 Using OSTE and OSCE to Evaluate Respiratory therapists as Clinical Teachers: Differences in Clinical Teaching Skills and Professional Technologies ability Su-Ling Chen, Mackay Memorial Hospital, New Taipei City, Taiwan</p>		<p>#9JJ11 Disillusionment in medical education: An exploratory study Victor Loh, National University of Singapore (NUSMed), Singapore</p>
	<p>#9I16 Prevalence of observed characteristics of positive doctor role models in general internal medicine: a cross-sectional study with resident physicians Simone Krähenmann-Müller, Department of Internal Medicine, Kantonsspital St. Gallen, Switzerland</p>		<p>#9JJ12 Perceived Stress, Severity and Sources of Stress among Female Medical Students in a Private Medical College in Pakistan Saba Tariq, University Medical and Dental College, The University of Faisalabad, Faisalabad, Pakistan</p>
	<p>#9I17 Prototyping: Rapid PDSA Cycles for Accreditation System Reform Sarah Taber, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada</p>		<p>#9JJ13 Long-term peripheral placements, social isolation, and mental health. What does this mean for medical students? Ansab Fazili, Kings College London, London, UK</p>
1600-1730	<p>#9JJ Posters: Student Stress and Burnout Chairperson: John Cookson, UK Location: Hall 4.u, CCB</p>		<p>#9JJ14 The Mediation of Medical Student Trait-Affect and Resilience with Trait-Emotional Intelligence Robert Treat, Medical College of Wisconsin, Milwaukee, USA</p>
	<p>#9JJ1 A Factorial Validation and Psychometric Properties of the Thai Version of the Maslach Burnout Inventory - Student Survey among Thai medical students Sutida Sumrithe, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand</p>		<p>#9JJ15 The comparison of stress level among students in engagement of surgery and non surgery clinical rotation Meiky Fredianto, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia</p>
	<p>#9JJ2 The Prevalence and Associated Factors of Burnout in Thai Medical Students Somporn Wangruangsathit, Buddhachinnaraj Medical Center, Phitsanulok, Thailand</p>		

1600-1730	<p>#9KK Posters: Curriculum Evaluation: Case Studies Chairperson: Peter McCrorie, UK Location: Hall 4.u, CCB</p> <p>#9KK1 Developing a Continuous UGME Curriculum Quality Review Process Roona Sinha, University of Saskatchewan, Saskatoon, Canada</p> <p>#9KK2 Inadequacies of musculoskeletal medicine curriculum for undergraduate medical students: an institutional and regional study Germano Emilio Conceicao Souza, Anhembi Morumbi University-Laureate International Universities, Sao Paulo, Brazil</p> <p>#9KK3 Pre-orientation program at the University of Arkansas for Medical Sciences (UAMS) in three consecutive years: What do students perceive important in their adjustment to medical school? Jasna Vuk, University of Arkansas for Medical Sciences, Little Rock, USA</p> <p>#9KK4 Adapting Approaches to Value-based Care into Education: What, Why, and How Sara Lamb, University of Utah School of Medicine, Salt Lake City, USA</p> <p>#9KK5 The clinical skills confidence: reflection from the first year of practice Rossukon Khotcharrat, Faculty of Medicine, Naresuan University, Phitsanulok, Thailand</p> <p>#9KK6 The confidence of medical interns to perform basic medical procedures based on criteria of The Medical Council of Thailand Jantira Hongrapipat, Surin Hospital, Surin, Thailand</p> <p>#9KK7 Undergraduate medical curriculum in the University of Tartu: strengths and weaknesses of the curriculum and factors affecting changing the curriculum according to university teachers Marge Vaikjärv, University of Tartu, Estonia</p> <p>#9KK8 The National Policy on RDU Curriculum: Is it possible to implement it in the Medical Education Centers under The Ministry of Public Health (MOPH), Thailand? Roungtiva Muenpa, The Collaborative Project to Increase Production of Rural Doctor, Bangkok, Thailand</p> <p>#9KK9 The teacher's role in classroom teaching – A qualitative research on the opinion of Taiwanese medical students Chia-Yih Liu, Department of Psychiatry, Chang Gung Medical Center and Chang Gung University School of Medicine, Tao-Yuan, Taiwan</p> <p>#9KK10 Medical Education in Georgia: Crossroads of East and West Natalia Tsereteli, New Vision University, Tbilisi, Georgia</p> <p>#9KK11 Curriculum evaluation: Case study of Anesthesia Internship, Faculty of Medicine, Universidad de los Andes, Bogotá, Colombia Elena Trujillo, Universidad de los Andes, Bogotá, Colombia</p> <p>#9KK12 Strengths and Challenges of Implementing an EMI Medical Program in China: Developing Remedial Strategies for an “Alien” Curriculum Changmin Lin, Shantou University Medical College, Shantou City, People's Republic of China</p> <p>#9KK13 Perceptions of Emergency Medicine: from getting in the way to getting on the way Alexander Grant, Weston Area Health Trust, Weston-super-mare, UK</p>
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<p>#9KK14 How to efficiently close the gap between expected and actual performance during assembly of mechanical chest compression device (LUCAS)? Jiann Ruey Ong, Taipei Medical University Shuang Ho Hospital, New Taipei City, Taiwan</p> <p>#9KK15 Assessment of Knowledge Regarding Sexually Transmitted Diseases Among Students in a University in Riyadh, Saudi Arabia Maya Soufan, Alfaisal University Medical College, Riyadh, Saudi Arabia</p> <p>#9KK16 The relationship of clinical performance and program satisfaction - is it independent or interactive? Experience from the clerkship program of international medical students Ru-Yi Huang, E-Da Hospital, Kaohsiung, Taiwan</p> <p>#9KK17 Comparison of the results of the graduation surveys of Yeditepe University Faculty of Medicine between the years 2013-2017: What has changed regarding the self-perceived competency level of medical graduates on program outcomes? Güldal Izbirak, Yeditepe University, Faculty of Medicine, İstanbul, Turkey</p>
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AMEE Group Meetings

1400-1730	BEME Board Meeting (closed meeting)	MCH Lounge, Event Hall
1745-1945	AMEE Faculty Development Committee (closed meeting)	Basilisk, Ground Floor, Swissotel
1745-1845	Medical Teacher 40 th Anniversary Reception (invite only)	3 rd Floor Foyer, CCB

Optional Evening Event (1800-2000 hrs)

Enjoy a relaxed networking evening consisting of pizza, dessert, entertainment and drinks (two drinks are included and there will be a cash bar available)
Fee: Euros 38 plus Swiss VAT per person

2nd Floor Foyer, CCB

Registration Desk / Exhibition

0800-1300	Registration Desk Open	Foyer South, Event Hall
0930-1100	Exhibition Open	Hall 4.u/4.1, CCB
1100-1600	Exhibition Tear Down	

Tours – all tours depart and return to Congress Centre Basel

0900-1100	Walking Tour of the City, including the Cathedral
0930-1200	Beyeler Foundation Museum
0930-1200	City Vintage Tram Tour

AMEE Group Meeting

0700-0815	AMEE TEL Committee (closed meeting)	Hong Kong, 2 nd Floor, CCB
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Session 10: Simultaneous Sessions

0830-1015



#10A Symposium: Assessing Social and Behavioural Sciences in Medical Education: Square Peg in a Round Hole

Jeni Harden (UK), Tracey Collett (Plymouth University, UK), Dan Hunt (AAMC, USA), Ellie Hothershall (University of Dundee, UK), Kathy Kendall (University of Southampton, UK), Hiroshi Nishigori (Kyoto University, Japan), Madalena Patricio (University of Lisbon, Portugal)
Location: Event Hall

0830-1015

#10B Symposium: Undergraduate National Medical Licensing Exams from an international perspective: lessons learned and future directions

Sören Huwendiek (Institute of Medical Education, Bern, Switzerland), Raphael Bonvin (Medical Education Unit, Fribourg, Switzerland), Brian Clauser (National Board of Medical Examiners, Philadelphia, USA), Ingrid de Vries (Medical Council of Canada, Ottawa, Canada), Mi Kyoung Yim (Korea Health Personnel Licensing Examination Institute, Seoul, Korea), Marc Braun (conseil scientifique du CNCI, Nancy, France), Chrisoph Berendonk (Institute of Medical Education, Bern, Switzerland)
Location: Montreal, 2nd Floor, CCB

0830-1015

#10C Symposium: Globalisation of Medical Education and the Teacher's Role

Dujeepa Samarasekera (National University of Singapore), Lambert Schuwirth (Flinders University, Australia), Lee Shuh Shing, Matthew Gwee Choon Eng (National University of Singapore), Yvonne Steinert (McGill University, Canada)
Location: Sydney, 2nd Floor, CCB

0830-1015

#10D Symposium: Social Realities Impacting Medical Education - XVI Iberoamerican Session

Alberto Dougnac (ASOFAMECH, Chile), Milagros Garcia Barbero (SEDEM, Spain), Julio Cesar Gomez (AMFEM, Mexico), Geneviève Moineau (AFMC, Canada), Debora Silva (AAMC, Puerto Rico), Pablo Pulido (PAFAMS - IAI, Venezuela), Ricardo Leon Borquez (PAFAMS, México)
Location: Singapore, 2nd Floor, CCB

0830-1015

#10E Research Papers: Discourse and Theory

Chairperson: Cynthia Whitehead, Canada
Assessor:
Location: Delhi, Ground Floor, CCB

0830-0850

#10E1 A critical discourse analysis of accreditation standards in pharmacy and nursing education programs

Leigh Chapman, The Wilson Centre, Toronto, Canada

0850-0910

#10E2 Recognising, valuing and enhancing the role of clinicians who teach: an exploration of medical school practices

Claire MacRae, University of Edinburgh Medical School, Edinburgh, UK



Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book

0910-0930	#10E3 The Stethoscope of the 21st Century: Discourses Advancing the Inevitability of Point-of-Care Ultrasound in Medical Education Zac Feilchenfeld, Sunnybrook Health Sciences Centre, Division of General Internal Medicine, Department of Medicine, University of Toronto, Canada
0930-0950	#10E4 When learning isn't just learning: Alignments and tensions between university based and workplace initiated continuous professional development programs Paula Rowland, University of Toronto, Canada
0950-1010	#10E5 A systematic review of theory in general practice vocational training research. What theory, in what way and to what purpose? James Brown, Monash University Clayton, Australia
1010-1015	Discussion
0830-1015	#10F Doctoral Reports 3 Chairperson: Location: Helvetia 1, 1 st Floor, Swissotel
0830-0850	#10F1 Co-productive learning health care practices Karin Thörne, Medical Faculty Linköping University, Linköping, Sweden
0850-0910	#10F2 Influence of Different Scoring Algorithms for Multiple True-False Items on the Measurement Precision of Multiple Choice Exams Felicitas-Maria Lahner, University of Bern, Institute of Medical Education, Bern, Switzerland
0910-0930	#10F3 Quantifying Two Dimensional (2D) and Three Dimensional (3D) Anatomical Learning Using a Neuroeducational Approach Sarah Anderson, University of Calgary, Canada
0930-0950	#10F4 Saying Sorry: Junior doctors' experiences of open disclosure following medication error. A phenomenological study using medical simulation Andrew Lane, Sydney Medical School, Sydney, Australia
0950-1010	#10F5 The Influence of Peers on Medical Students' Learning of Psychomotor Skills Necessary for Physical Examination Bernard Martineau, University of Sherbrooke, Canada
1010-1015	Discussion
0830-1015	#10G Short Communications: Adaptive Curriculum 2 Chairperson: Michelle Arora, UK Discussant: Location: Helvetia 2, 1 st Floor, Swissotel
0830-0845	#10G1 The deliberate attainment of basic airway management skills via simulation and clinical exposure, demonstrates the value of focussed observation for medical students Sarah Whereat, University of Sydney, Australia
0845-0900	#10G2 First Steps in Developing an Adaptive Curriculum Mark Quirk, American University of the Caribbean, Pembroke Pines, FL, USA
0900-0915	#10G3 Medical students' achievement emotions and preferences for testing among supplemental study resources Sean Tackett, Johns Hopkins Bayview Medical Center and Osmosis, Baltimore, USA

0915-0930	#10G4 The Role of Student Moderators in an Adaptive Curriculum: Lecture Capture Review Phillip Pearson, American University of the Caribbean, St Maarten, Netherlands Antilles
0930-0945	#10G5 Crowd-sourcing for assessment items to support adaptive learning Mark Raymond
0945-1000	#10G6 Best practices in student-led instruction Jeff Seegmiller, University of Idaho WWAMI Medical Education, Moscow, ID, USA
1000-1015	Discussion
0830-1015	#10H Short Communications: Continuing Professional Development: Revalidation and Assessment of Doctors in Practice Chairperson: Hamed Khan, UK Location: Kairo 1, Ground Floor, CCB
0830-0845	#10H1 UK Fitness to Practise inquiries: Which types of doctors are under investigation and why? Paul Crampton, UCL, London, UK
0845-0900	#10H2 Unprofessional behaviour in doctors - is it a problem? Pippa Watson, Manchester Medical School, UK
0900-0915	#10H3 Box ticking and Olympic High Jumping - How do Physicians accept their national Physician Validation System? Carolyn Sehlbach, Maastricht University, Maastricht, Netherlands
0915-0930	#10H4 CPD Accreditation Surveyor Training: The Qatar Experience Ayesha Hussain, Qatar Council for Healthcare Practitioners, Ministry of Public Health, Doha, Qatar
0930-0945	#10H5 Care Under Pressure: a realist review of interventions to tackle doctors' mental ill-health Karen Mattick, University of Exeter, UK
0945-1000	#10H6 Do I know how my CPD might change practice? Development of a tool to code the behaviour change techniques in training courses Jo Hart, University of Manchester, UK
1000-1015	#10H7 How does the education of health and social care staff lead to patient benefit: a realist synthesis? Jan Illing, Newcastle University, Newcastle upon Tyne, UK
	No Discussion
0830-1015	#10I Short Communications: Professionalism Chairperson: Elisabeth Van Gessel, Switzerland Location: Rio, 2 nd Floor, CCB
0830-0845	#10I1 What Can We Learn from the Analysis of Top-cited Articles in Medical Professionalism? Samy Azer, King Saud University, College of Medicine, Riyadh, Saudi Arabia
0845-0900	#10I2 Talking about professionalism, do we have the words? A qualitative study to explore internal medicine residents' and attending physicians' understanding of professionalism Marco Mancinetti, University and Hospital of Fribourg, Switzerland
0900-0915	#10I3 Sri Lankan and Taiwanese Students' Professionalism Dilemmas: Understanding Gender and Power Imbalances through Narratives Malissa Shaw, Chang Gung Memorial Hospital, Linkou, Taiwan

0915-0930	#10I4 The struggle for professionalization – students’ experiences of emotionally challenging situations during medical school Annalena Lönn, CLINTEC, Karolinska Institutet, Stockholm, Sweden	0845-0900	#10K2 Support strategies during the transition to undergraduate clinical training: a scoping review Anique Atherley, Maastricht University, Maastricht, Netherlands/Western Sydney University, Sydney, Australia
0930-0945	#10I5 Remediation of unprofessional behaviour in the UK: the ‘unknown unknown’ Susannah Brockbank, University of Liverpool, UK	0900-0915	#10K3 Transitions in Medical Education: Final Year Medical Student to First Year Family Medicine Resident - A Qualitative Study Britta Laslo, Western University, London, Canada
0945-1000	#10I6 Nursing Professionalism: a dynamic concept Jamileh Ramazani, School of Nursing and Midwifery, Bojnourd Branch, Islamic Azad University, Bojnourd, Iran	0915-0930	#10K4 Supporting doctors when it counts: presenting a framework of doctors’ transitions into practice Lisi Gordon, School of Management, University of St Andrews, UK
1000-1015	#10I7 Professionalism and reflection: a multidisciplinary experience Angel Centeno, Facultad de Ciencias Biomedicas, Universidad Austral, Buenos Aires, Argentina No Discussion	0930-0945	#10K5 Case study: How prepared are medical graduates in Saudi Arabia to begin their postgraduate training? Ali Alasmari, University of Glasgow, UK
0830-1015	#10J Short Communications: Assessment: OSCE Chairperson: Discussant: Sissel Guttormsen, Switzerland Location: Shanghai 1, Ground Floor, CCB	0945-1000	#10K6 Preparedness for postgraduate practice: the point of view of junior residents and senior physicians of western Switzerland Matteo Monti, Faculty of biology and medicine - University of Lausanne, Switzerland
0830-0845	#10J1 Managing your OSCE: Should candidates be quarantined? Gillian Lever, University of Leeds, UK	1000-1015	#10K7 Perceived strain of undergraduate medical students during a simulated first day of residency Sophie Fürstenberg, University Medical Center Hamburg-Eppendorf, Hamburg, Germany No Discussion
0845-0900	#10J2 ReCIPE for Success: The development and assessment of neonatal Resuscitation Competencies in InterProfessional education. Brian Simmons, Department of Newborn and Developmental Pediatrics, Sunnybrook Health Sciences Centre and Department of Pediatrics, Faculty of Medicine, University of Toronto, Canada	0830-1015	#10L Short Communications: Simulation Chairperson: Location: Shanghai 3, Ground Floor, CCB
0900-0915	#10J3 Introducing Entrustment Scales in Objective Structured Clinical Examinations Ylva Holzhausen, Charité-Universitaetsmedizin Berlin, Germany	0830-0845	#10L1 Ward round simulation in final year medical students: Does it promote students’ learning? Claudia Behrens, Universidad Catolica del Norte, Coquimbo, Chile
0915-0930	#10J4 Pre-Clinical Clerkship Objective Structured Clinical Examination Scores Predict Placement in Japan Residency Matching Program (JRMP) Shoko Horita, The Office for Clinical Practice and Medical Education, The Graduate School of Medicine, The University of Tokyo, Japan	0845-0900	#10L2 Teaching procedural skills in simulation environment as a route to improve patients’ safety Katarzyna Naylor, Department of Didactics and Medical Simulation, Medical University of Lublin, Poland
0930-0945	#10J5 Objective Structured Examination (OSCE) in Physiotherapy: What is the difference between communication competence and therapeutic climate? Beatrice Buss, University of Applied science, Bern, Switzerland	0900-0915	#10L3 The power of simulation: a narrative analysis of learners’ experiences Margaret Bearman, Deakin University, Melbourne, Australia
0945-1000	#10J6 Sharing reliable and valid OSCE stations so as to improve cross-institutional assessment strategies: Are we equipped for it? Thomas Kropmans, Qpercom Advanced Assessment Solutions, Galway, Ireland	0915-0930	#10L4 A Randomised Control Trial of simulation-based education for mechanical cardiopulmonary resuscitation training Andrew Coggins, NSW Health, Sydney, Australia
1000-1015	Discussion	0930-0945	#10L5 A Randomised Control Trial of simulation-based education for mechanical cardiopulmonary resuscitation training Tsuen-Chiuan Tsai, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung City, Taiwan
0830-1015	#10K Short Communications: Transition Chairperson: Regina Petroni-Mennin, Brazil Location: Shanghai 2, Ground Floor, CCB	0945-1000	#10L6 Hardened tendencies: Persistence of initial appraisals following simulation-based stress training Vicki R LeBlanc, DIME - University of Ottawa, Canada
0830-0845	#10K1 Supporting nurses’ transition using WhatsApp Felicity Daniels, University of the Western Cape, Capetown, South Africa	1000-1015	#10L7 Simulation-based mastery learning improves totally implantable venous-access port care skills of interns Young-Min Kim, The Catholic University of Korea Seoul St. Mary’s Hospital and START Center for Medical Simulation, Seoul, South Korea No Discussion

0830-1015	#10M Short Communications: The Clinical Teacher Chairperson: Maria Rosa Fenoll-Brunet, Spain Discussant: Jennene Greenhill, Australia Location: Boston 1, Ground Floor, CCB	0830-1015	#10O Short Communications: eLearning 2 Chairperson: Christoph Daetwyler, USA Location: Boston 3, Ground Floor, CCB
0830-0845	#10M1 Exploring Clinicians' Motivation to Teach: The Subjective-task Value Perspective Nicolas Fernandez, Université de Montréal, Canada	0830-0845	#10O1 A quantitative analysis of use of mobile devices for learning by students at St George's from 2010 till present Sheeta Kavia, St George's, University of London, UK
0845-0900	#10M2 Valuing Clinical Teachers: Understanding Perspectives of Clinical Faculty at the University of Toronto Alison Freeland, University of Toronto, Canada	0845-0900	#10O2 Use of Group Learning, Scenarios and Reflective Writing to Enhance Undergraduate Medical Students' Understanding of the Professional Implications of Social Media Isobel Braidman, University of Manchester Medical School, Manchester, UK
0900-0915	#10M3 Risk and vulnerability in clinical teaching: a qualitative study Arvin Damodaran, Prince of Wales Clinical School, Medicine, UNSW, Sydney, Australia	0900-0915	#10O3 Lessons learned from a decade on YouTube David Topps, University of Calgary, Canada
0915-0930	#10M4 Are retired physicians suitable for the coaching of clerks? Marjo Wijnen-Meijer, University Medical Center Utrecht, Netherlands	0915-0930	#10O4 Serious digital games using Twine open-source software, virtual patients, and digital chalk-talk videos: enhancing undergraduate and postgraduate medical education in diabetic acute care Nathaniel Quail, University of Glasgow, UK
0930-0945	#10M5 Developing a program for promotion of role modeling in clinical educators Elahe Mohammadi, Tehran University of Medical Sciences, Tehran, Iran	0930-0945	#10O5 Evaluation of virtual case simulations considering the extraneous cognitive load and emotions of medical students Valentina Jung, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der Ludwig-Maximilians-Universität München, Germany
0945-1000	#10M6 Identifying professional development needs for clinical teachers Jayne Lysk, University of Melbourne, Melbourne, Australia	0945-1000	#10O6 Current status and future directions of e-Learning in medical education: 10 years of experience from South Korea Kyong-Jee Kim, Dongguk University School of Medicine, Goyang, South Korea
1000-1015	Discussion	1000-1015	#10O7 TeachMePaediatrics: A New Socially Constructed Education Resource Adam Bonfield, University of Leicester, UK No Discussion
0830-1015	#10N Short Communications: Selection, including SJTs Chairperson: Sandra Nicholson, UK Location: Boston 2, Ground Floor, CCB	0830-1015	#10P Short Communications: Faculty Development 2 Chairperson: Discussant: Location: Darwin, Ground Floor, CCB
0830-0845	#10N1 Medical school selection as a learning experience Marieke de Visser, Radboud University Medical Center, Nijmegen, Netherlands	0830-0845	#10P1 Developing health professional education faculty in the Pacific Louise Young, College of Medicine and Dentistry, James Cook University, Townsville, Australia
0845-0900	#10N2 Is selecting medical students based on face-to-face interviews more likely to identify those who will have better clinical performance? Yen-Yuan Chen, Graduate Institute of Medical Education & Bioethics, National Taiwan University College of Medicine, Taiwan	0845-0900	#10P2 The teaching the teachers course "Art of Medical Education": Project work - a new assessment method Mladenka Vrcic Kegljevic, Croatian Association for Medical Education, Zagreb, Croatia
0900-0915	#10N3 Assessing how cultural values impact responding on a Situational Judgment Test Charlotte Flaxman, Work Psychology Group, Derby, UK	0900-0915	#10P3 Designing and Performing Personal Development Plan (PDP): A Practical Guide for Faculty Members' Educational Activities Ideh Dadgaran, Medical Education Research Center, Education Development Center, Guilan University of Medical Sciences, Rasht, Iran
0915-0930	#10N4 Situational judgment test helps medical staff reach consensus Juliana Tze-Wah Kao, School of Medicine, Fu Jen Catholic University, New Taipei City, Taiwan	0915-0930	#10P4 Evaluation of a train-the-trainer (TtT) program to improve patient centred communication (PCC) in treating patients with adherence problems in a rural hospital in Tanzania Regina Ndaki, Ifakara Health Institute (IHI), Ifakara, Tanzania
0930-0945	#10N5 The ups and downs of using situational judgment tests for admission to medical school Anja Schwibbe, University Medical Center Hamburg-Eppendorf, Hamburg, Germany		
0945-1000	#10N6 Influence of Language & Culture on International Medical Graduates' performance on Situational Judgment Tests Harold Reiter, McMaster University, Hamilton, Canada		
1000-1015	#10N7 Graduate-Entry Medicine: Good for Widening Participation? Emily Róisín Reid, University of Warwick, Coventry, UK No Discussion		

0930-0945	#10P5 Evaluation of the Train-The-Trainer Program for Basic Communication Skills in Context of a University Hospital <i>Ozlem Surel Karabilgin Ozturkcuk, Ege University Faculty of Medicine, Department of Medical Education, Izmir, Turkey</i>
0945-1015	Discussion
0830-1015	#10Q Short Communications: Postgraduate Education 2 Chairperson: Discussant: Juliana Sa, Portugal Location: Lima, Ground Floor, CCB
0830-0845	#10Q1 Theories of teaching and learning and teaching methods used in postgraduate education in the health sciences: a scoping review <i>Patricia McInerney, University of the Witwatersrand, Johannesburg, South Africa</i>
0845-0900	#10Q2 Organization of Postgraduate Medical Education (PGME) in different countries of Europe and America. The PGME-AMEE Study 2017 <i>Jesús Morán-Barrios, Spanish Society for Postgraduate Medical Education, Bilbao, Spain</i>
0900-0915	#10Q3 Residency Admission Process in Argentina: Psychometric Analysis of written test of three main public districts and a private Hospital <i>Marcelo García Dieguez, Buenos Aires Province Health Ministry, La Plata, Argentina</i>
0915-0930	#10Q4 Time-Variable Medical Education, More Time Efficient, Higher Costs <i>Fedde Scheele, Maastricht University, Maastricht, Netherlands</i>
0930-0945	#10Q5 Assessing non-technical skills in Emergency Medicine training: A reliable tool launched nationally <i>Will Townsend, Emergency Department, Hull, UK</i>
0945-1000	#10Q6 The bigger picture of direct observation in residency: general practice supervisors' views <i>Chris Rietmeijer, VU university medical center, Amsterdam, Netherlands</i>
1000-1015	Discussion
0830-1015	#10R Round Table: Student Stress and Burnout Chairperson: Location: Hong Kong, 2nd Floor, CCB
	#10R1 Higher prevalence of psychiatric ill-health amongst medical students in Sweden: A survey-based study <i>Luwam Zewenghiel, Swedish Medical Association for Students, Stockholm, Sweden</i>
	#10R2 Academic self-perception perceived as more important factor than academic performance for symptoms of mental health disorders <i>Haydeé Parra Acosta, Mexico</i>
	#10R3 Anxiety and the different coping methods of medical students <i>Ayla Barakat, Alfaisal University, Riyadh, Saudi Arabia</i>
	#10R4 Psychological effects of internet addiction among undergraduates in a state university of Sri Lanka <i>Nimna Senanayaka, Faculty of medicine, University of Kelaniya, Ragama, Sri Lanka</i>

	#10R5 Depression and suicide in medical schools: What can we learn from the black dog? <i>Daniel De Oliveira, Federal University of Rio Grande do Norte, Natal, Brazil</i>
	#10R6 A Week for Well-being <i>Zoe Boulot, Faculté de Médecine Lyon-Est, Lyon, France</i>
0830-1015	#10S Workshop: Use of Generalizability Theory in Designing and Analyzing OSCEs and Performance-based Tests <i>David B Swanson (American Board of Medical Specialties, Chicago, USA and University of Melbourne Medical School, Melbourne, Australia)</i> Location: Wettstein, 2 nd Floor, Swissotel
0830-1015	#10T Workshop: Meeting the Challenges for Faculty in Global Surgical Education <i>Wa'el S Taha (King Abdulaziz Medical City, Al-Madinah, Saudi Arabia), Miriam Uhlman (AO Foundation - AO Education Institute, Switzerland)</i> Location: Helvetia 3, 1 st Floor, Swissotel
0830-1015	#10U Workshop: "Of Course I can Teach..." - Using Entrustable Professional Activities to develop and assess surgical educators <i>Craig McIlhenny (Faculty of Surgical Trainers, Royal College of Surgeons of Edinburgh, UK), Jennifer Cleland (Aberdeen University, Aberdeen, UK)</i> Location: Helvetia 4, 1 st Floor, Swissotel
0830-1015	#10V Workshop: Global Mobility and Preparedness of Medical Graduates and Students for Clinical Transitions: the case for an international medical curriculum <i>Vishna Devi V Nadarajah (IMU, Kuala Lumpur, Malaysia), Richard Fuller (University of Leeds, UK), Wendy Hu (University of Western Sydney, Australia), Emmaline Brouwer (University of Maastricht, Netherlands), Sowmith Rangu (Memorial University, Newfoundland, Canada), Trudie Roberts (University of Leeds, UK)</i> Location: Helvetia 5, 1 st Floor, Swissotel
0830-1015	#10W Workshop: Managing & Supporting the Educator in Trouble <i>Linda Hacking (NACT, UK)</i> Location: Helvetia 7, 1 st Floor, Swissotel
0830-1015	#10X Workshop: How to run a successful clinical school <i>Martin Veysey, Vijay Jayagopal, David Hepburn, Jo Brown (Hull York Medical School, UK), Amanda Dawson (University of Newcastle, Gosford, Australia)</i> Location: Osaka, 3 rd Floor, CCB

0830-1015 **#10Y Workshop: Resources, Research, and Reality: Developing and applying Behavioural and Scenario based questions in your Interview process from MMI to Standardized interviews**

Kelly L Dore (McMaster University, Hamilton ON, Canada), Lyndal Parker-Newlyn (University of Wollongong, NSW, Australia)
Location: Samarkand, 3rd Floor, CCB

0830-1015 **#10Z Workshop: Medical Student Mistreatment - A Multi-Specialty Perspective**

Kevin O'Brien (University of South Florida Morsani College of Medicine, Tampa, Florida, USA), Alex Mechaber (University of Miami Miller School of Medicine, Miami, Florida, USA), Cynthia Ledford (The Ohio State University College of Medicine, Columbus, Ohio, USA)
Location: Guangzhou, 2nd Floor, CCB

0830-1015 **#10AA Workshop: Determining a "fit" between your education work and publication venues - A Society of Directors of Research in Medical Education (SDRME) Workshop**

Jorie Colbert-Getz (University of Utah School of Medicine, Salt Lake City, USA), Maria Blanco (Tufts University School of Medicine, Boston, USA), Carol Capello (Weill Cornell Medical College, New York City, USA), Anne McKee (King's College, London, UK), Kathryn Huggett (University of Vermont College of Medicine, Burlington, USA)
Location: Nairobi, 2nd Floor, CCB

0830-1015 **#10BB Workshop: Striving for Excellence: How to stretch and challenge the more able Student/Trainee**

Helen Goodyear (Health Education England (West Midlands), Birmingham, UK), Taruna Bindal (Worcestershire Acute Hospitals NHS Trust, Worcester, UK)
Location: Mexico, 2nd Floor, CCB

0830-1015 **#10CC ePosters: Curriculum and Faculty Development - identifying & meeting educational needs**

Chairperson: Harumi Gomi, Japan
Location: Kairo 2, Ground Floor, CCB

#10CC1 Creating a model curriculum for the medicine of the 21st century at Witten/Herdecke University (WHU)

Marzellus Hofmann, Witten/Herdecke University, Faculty of Health, Witten, Germany

#10CC2 Internationalization of Curriculum – Important Step for Medical Schools Development

Leonard Azamfirei, University of Medicine and Pharmacy Tirgu Mures, Tirgu Mures, Romania

#10CC3 Panorama of medical education in Latin America

Germán Fajard-Dolci, ALAFEM-UNAM, México

#10CC4 An Integrated Clinical Apprenticeship: Identifying Central Tenets Needed in our Education Systems

Arabella Simpkin, Massachusetts General Hospital, Boston, USA

#10CC5 Implementing competency-based medical education in internal medicine residency training program

Sun Jung Myung, Seoul National University College of Medicine, Seoul, South Korea

#10CC6 An overview of the first year Undergraduate Medical Students' Feedback on the Point of Care Ultrasound Curriculum

Vian Mohialdin, McMaster University, Canada

#10CC7 Development of a National Neonatal-Perinatal Medicine Physiology Curriculum Pilot Based Upon a Flipped Classroom

Susan Izatt, Duke University Medical Center, Durham NC, USA

#10CC8 Developing Communication Skills in Pediatrics

Oana Marginean, University of Medicine and Pharmacy Tirgu Mures, Tirgu Mures, Romania

#10CC9 Evaluation of Perceptions of Hand-off Communication Among Internal Medicine Residents

Rhea Chatterjea, National University Hospital, Singapore

#10CC10 Communication during family centered ward rounds: an educational needs assessment

Joost Frenkel, Division of Pediatrics, University Medical Center Utrecht, Utrecht, Netherlands

#10CC11 Continuing Professional Development as an institution for Public Health protection: indicating unmet needs

Eleni Politi, Harokopio University of Athens, Greece

#10CC12 Patient safety in nursing pre-registration education: cross-national survey in 27 European countries. Let's look for good practices

Joanna Gotlib, Department of Teaching and Education Outcomes, Faculty of Health Sciences with the Nursing Division, the Public Health Division and the Dietetics Division, Medical University of Warsaw, Poland

#10CC13 Missing in action: teaching triage of outpatient referrals

Bonnie Islam, University of Alberta, Canada

#10CC14 360° Feedback: Developing an assessment and faculty development culture in Venezuela

Tatiana Giusti, Universidad Central de Venezuela, Caracas, Venezuela

#10CC15 Validation of the Questionnaire MEDUC-PG-14 to Evaluate Teaching Performance in Medical Residency Programs

Ana Olascoaga, Universidad Peruana Cayetano Heredia, Lima, Peru

#10CC16 Medical students' attitudes toward a Good Death in North Eastern part of Thailand

Panita Limpawattana, Khon Kaen University, Khon Kaen, Thailand

0830-1015 **#10DD Posters: Postgraduate Training: Early years**

Chairperson:

Location: Hall 4.1, CCB

#10DD1 Excellence through Engagement: a Foundation experience

Jennifer Simpson, Medical Education Directorate, NHS Lothian, Edinburgh, UK

#10DD2 How should we be preparing students for out of hours work as junior doctors?
Cathryn Mainwaring, Guy's and St Thomas' NHS Trust, London, UK

#10DD3 Senior House Officer (SHO) Satisfaction with the Taranaki Base Hospital (TBH) Emergency Medicine education program from 2011-2017
Susie Flink, Taranaki District Health Board, New Plymouth, New Zealand

#10DD4 Perception of histopathology amongst junior doctors
Lorelle Brownlee, The Maidstone Hospital, Maidstone, UK

#10DD5 Belief Vs. Reality: A discourse analysis of "Junior Doctors: your life in their hands"
Tania Rajendran, Barts and the London University, Whitechapel, UK

#10DD6 Perceptions of a night float system for post-graduate year one junior doctors (interns) in an Internal Medicine program – an Asian perspective
Zi Yun Chang, Internal Medicine Residency Program, National University Health System, Singapore

#10DD7 A Survey-Based Investigation on the Research Activity and Incentives for Increasing Research Activity Among Junior Physicians at the Sahlgrenska University Hospital
Li Jin Yang, Sahlgrenska University Hospital, Gothenburg, Sweden

#10DD8 An Annual Urology Tutorial for Junior Doctors: Results of UK Based Multi-Centre Study
Lina Yow, UK

#10DD9 Do foundation year doctors perceive large group teaching as an effective method of learning for their stage in training?
Rebecca Stout, UCL, London, UK

#10DD10 Diversity of Education in Foundation Year 2 Teaching
Matthew Aldridge, North Bristol NBT, Bristol, UK

#10DD11 How the youngest doctors perceive a national formal advisory program: A SWOT-analysis
Anita Sørensen, Centre for Health Sciences Education, University of Aarhus, Denmark

#10DD12 The Model for Improvement is a useful tool for junior doctors when implementing sustainably educational initiatives in the clinical setting
Trine Silkjaer, Aarhus University Hospital, Aarhus, Denmark

#10DD13 Factors that affect junior doctor attendances during teaching sessions
Maulik Patel, Barts and The London, London, UK

#10DD14 Engineering the Educational Experience (E3): Creating a Genuine Clinical Experience for Trainee Learning and Assessment
Elizabeth Wooster, OISE/University of Toronto, Canada

#10DD15 Participation in question-writing revision sessions for medical students supports continued professional development for postgraduate medical trainees
Alex Riding, Cambridge University School of Clinical Medicine, Cambridge, UK

#10DD16 Understanding role modelling in Palliative Medicine: A Thematic Review of Role Modelling in Postgraduate Internal Medicine between 2000-2015
Yaazhini Renganathan, Yong Loo Lin School of Medicine, Singapore

#10DD17 Evaluate the teamwork in Taiwanese junior healthcare practitioners - a pilot study
Wei-Chun Cheng, Hualien Tzu-Chi Medical Center/ Tzu-Chi University, Hualien, Taiwan

#10DD18 Implementation of KPI to stimulate the quality of practical training at the level of internship and residency
Vitaliy Koikov, Republican Center for Health Development, Astana, Kazakhstan

0830-1015 **#10EE Posters: Teaching and Learning Approaches**
Chairperson: Rick Vari, USA
Location: Hall 4.1, CCB

#10EE1 Committee for Students and Course Evaluation (CAEC) – Report of the experience of the first four years of a medical school in implementation
Elisangela Mattos e Silva, Faculdades Pequeno Príncipe, Curitiba, Brazil

#10EE2 Study guide encouraging medical students to achieve learning objectives
Sudarat Wijitsetthakul, Medical Education Center, Ratchaburi Hospital, Ratchaburi, Thailand

#10EE3 The effects of retrieval practice and feedback on the kinds of diagnostic errors made by medical students
Leah Braun, Medical Education Unit, University of Munich Hospital, Munich, Germany

#10EE4 Intolerance to uncertainty after an educational intervention: A pre-post study in medical students
Melchor Sánchez-Mendiola, UNAM Faculty of Medicine, Mexico City, Mexico

#10EE5 Understanding Coaching in Palliative Medicine through a thematic review of coaching in Internal Medicine between 2000 and 2015
Ann Hui Ching, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

#10EE6 Which learning method can prolong the retention of knowledge in medical students?
Piyarat Rojsanga, Udonthani Medical Education Center, Udonthani, Thailand

#10EE7 An Application of Three Educational Models to Develop a Focused Cardiac Ultrasound Educational Program
M. Hossein Tcharmtchi, Baylor College of Medicine, Houston, USA

#10EE8 Core Mechanics for Learning are not Enough: Designing with Engagement in Mind
Remi Wolf, AIM Laboratory, Stanford University School of Medicine, Stanford, USA

#10EE9 Comparing three modes of learning-teaching in the acute coronary syndrome (ACS) topic for the fourth-year medical students at Lampang Hospital, Thailand
Yotsawee Chotechuang, Lampang Hospital, Lampang, Thailand

#10EE10 How are medical students actually thinking of questioning in teaching class? Medical teachers must know
Narongwit Nakwan, Hatyai Medical Education Center, Songkhla, Thailand

#10EE11 Differentiating the Learning Needs and Style in High-school Direct Entry versus Non-direct Entry Medical Students: Use of VARK and Quantitative Survey
Wai Yin Leung, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong

	<p>#10EE12 Dynamics of students' learning approaches throughout medical training: relationships with students' personal characteristics Anne Baroffio, University of Geneva Faculty of Medicine, Geneva, Switzerland</p>	<p>#10FF4 CHEAP and CHEERFUL: Using locally invented simulators to teach physical examination of a neonatal scalp hematoma to medical students Kultida Pongdetudom, Lampang Hospital, Lampang, Thailand</p>
	<p>#10EE13 Learner Traits and Voluntary Attendance in Pre-Clinical Medical Courses Megan Derazin, University of Central Florida College of Medicine, Orlando, USA</p>	<p>#10FF5 The experience of creating a simulator for carrying out spinal puncture Elena Tapytygina, Krasnoyarsk State Medical University named after Prof. V.F. Voino-Yasenetsky, Krasnoyarsk, Russia</p>
	<p>#10EE14 Medical Students' familiarity with learning processes and their effect on academic performance Abeer Alalwan, Alfaisal University, Riyadh, Saudi Arabia</p>	<p>#10FF6 Evaluation learning curve of endotracheal intubation in high-fidelity manikin Tanawadee Teeratchanan, Navamindradhiraj University, Bangkok, Thailand</p>
	<p>#10EE15 The effect of productive failure on learning of a novel concept in health professions education Naomi Steenhof, The Wilson Centre, University of Toronto & University Health Network, Toronto, Canada</p>	<p>#10FF7 Development and Validation of Multi-material Three-dimensional Printed Airway Training Models for Bronchoscopy Simulation Sreenivasulu Reddy Mogali, Lee Kong Chian School of Medicine, Singapore</p>
	<p>#10EE16 Enhancing Teacher Education to Promote Academic Activities through the Adoption of Active Methodologies and the Use of English as an Additional Language Ana Luiza Freitas, Federal University of Health Sciences of Porto Alegre, Brazil</p>	<p>#10FF8 Application of Situated Simulation Teaching in Preventing Facial Pressure Injuries in Nursing Education Shu-Fen Chen, Taipei Medical University-Shuang Ho Hospital, New Taipei City, Taiwan</p>
	<p>#10EE17 Challenges in Conducting a Community Psychiatry Class in English for Medical Students in a Non-English-Speaking Country Wachiraporn Arunothong, Lampang Regional Hospital, Lampang, Thailand</p>	<p>#10FF9 Haematology/Oncology simulation training: combining clinical skills, prioritisation and human factors to improve confidence Emily Millen, University Hospitals of Leicester NHS Trust, Leicester, UK</p>
	<p>#10EE18 Reliability of English medical article translation among fourth and fifth year medical students Suchera Amornmahaphun, Roi et Hospital Medical Education Center, Roi-et, Thailand</p>	<p>#10FF10 The effect of training with ear examination model on medical students' clinical skill Panchanok Kaewkul, Maharajkarnsithammarat Hospital, Nakhonsithammarat Province, Thailand</p>
	<p>#10EE19 Additional activities in medical hidden curriculum - Polish multi-centre study Sebastian Janiec, Student's Scientific Group of Teaching and Examining Methodology JUMC, Cracow, Poland</p>	<p>#10FF11 Randomized and prospective study of simulated training vs opportunistic learning in paracentesis: standardization of learning curve and transfer to real patients in undergraduate medical students Arnoldo Riquelme, Pontificia Universidad Católica de Chile, Santiago, Chile</p>
	<p>#10EE20 "Nice to have a reason to read books" - On literature and films in medical studies Lena Sjöberg, University of Helsinki, Department of General Practice and Primary Health Care, Helsinki, Finland</p>	<p>#10FF12 Effectiveness of surrogate eye models for training of corneal foreign body removal Crystal Harn Wei Soh, National University Health System, Singapore</p>
0830-1015	<p>#10FF Posters: Simulation 2 Chairperson: Flora Smyth Zahra, UK Location: Hall 4.1, CCB</p>	<p>#10FF13 Challenges of Self-Directed Learning: Experiences Using the Eyesi Direct Fundoscopy Simulator by Core Medical and General Practitioner Trainees Samantha Hunt, Gloucestershire NHS Foundation Trust, Cheltenham, UK</p>
	<p>#10FF1 Mandatory basic laparoscopic skills course: a 4-year follow-up Nynne Dose, Department of Obstetrics and Gynecology, Holbæk Hospital, Denmark, Holbæk, Denmark</p>	<p>#10FF14 Operating Room General Minimally Invasive Surgery-related Situation Simulative Teaching Program to Improve the Retention Rates of New Nursing Staff in a Hospital Chun Mah, Department of Nursing, Taipei medical University - Shuang Ho Hospital, Taipei, Taiwan</p>
	<p>#10FF2 The Invention of Low Cost Obstetric Ultrasound Training Model for Medical Students from Simple Materials Sapachai Saingtong, Medical Education Center Vachira Phuket Hospital, Walailak University, Phuket, Thailand</p>	<p>#10FF15 Impact of clinical context on accuracy of simulator-based blood pressure assessment performed by medical students after first simulator-based learning Yuka Yamazaki, Tokyo Medical University, Shinjuku-ku, Japan</p>
	<p>#10FF3 Simulation-based assessments of ultrasound skills: A comparison of validity evidence from three different procedures Liv Dyre, Copenhagen Academy for Medical Education and Simulation, Rigshospitalet, Copenhagen, Denmark</p>	<p>#10FF16 High Fidelity Simulation in Medical Physiology: Slovak Experience Silvia Hnilicova, Comenius University in Bratislava, Faculty of Medicine, Bratislava, Slovakia</p>
		<p>#10FF17 Changes in performance during repeated in situ simulation with three different cases Helen Berg, NTNU, Ålesund, Norway</p>

	<p>#10FF18 High-fidelity patient simulator-assisted teaching is more beneficial for active students with higher motivation and prior knowledge Yu-Chun Chiu, Department of Medical Education, National Taiwan University Hospital Department of Pediatrics, National Taiwan University Hospital, Taipei City, Taiwan</p>
	<p>#10FF19 Which Simulators do Residents Really Use? Plan a Resource-efficient Self-directed Procedural Simulation Alexandre Lafleur, Université Laval, Québec, Canada</p>
	<p>10FF20 Comparing the effects of "lecture" and "simulated patient" teaching methods on promoting the knowledge and performance of healthcare providers Fariba Haghani, Isfahan University of Medical Sciences, Isfahan, Iran</p>
0830-1015	<p>#10GG Posters: Clinical Reasoning and Reflection Chairperson: Mathieu Nendaz, Switzerland Location: Hall 4.u, CCB</p>
	<p>#10GG1 The impact of interactive coaching sessions on the clinical reasoning skills of medical students Waleed Alghamdi, King Abdulaziz University, Rabigh Faculty of Medicine, Jeddah, Saudi Arabia</p>
	<p>#10GG2 Can Machine Learning Assess Students' Clinical Reasoning?...Using Natural Language Processing To Grade Medical Students' Written Assessment and Plan Michael Cole, University of Michigan Medical School, Ann Arbor, Michigan, USA</p>
	<p>#10GG3 "5x5 Approach": New framework for clinical reasoning Hisashi Shimozone, Tokyo Medical and Dental University, Tokyo, Japan</p>
	<p>#10GG4 Effects of teaching critical thinking on medical students' skills: results from a three-year longitudinal study Mahboobeh Khabaz Mafinejad, Tehran University of Medical Sciences, Tehran, Iran</p>
	<p>#10GG5 Developing Interviewing and Clinical Reasoning Skills with a Novel Low-Cost Virtual Patient Simulator Malgorzata Kaminska, Northern Medical Program, University of Northern British Columbia, Prince George, British Columbia, Canada</p>
	<p>#10GG6 A debate forum curriculum for teaching critical thinking skills to medical students Chin-Sheng Lin, National Defense Medical Center, Taipei, Taiwan</p>
	<p>#10GG7 Physiology in everyday life and what happen when something goes wrong Nancy E. Fernandez-Garza, Universidad Autonoma de Nuevo Leon, Monterrey, Nuevo Leon, Mexico</p>
	<p>#10GG8 A scoping review of clinical reasoning research conducted on Asian health professions students and practitioners Ching-Yi Lee, Chang Gung Medical Education Research Center, Taoyuan, Taiwan</p>
	<p>#10GG9 Using Effective Teaching to improve clinical reasoning in pre-clerkship curriculum Peiyang Pai, China Medical University Hospital, Taichung, Taiwan</p>
	<p>#10GG10 Reflecting on reflection: medical students' perspectives Nipaporn Hanpitakpong, Buddhachinaraj Medical Education Center, Phitsanuloke, Thailand</p>

	<p>#10GG11 Educational impact and benefit of clinical apprenticeships in West Africa on UK graduate entry medical students Jon Morris, Swansea University Medical School, Swansea, UK</p>
	<p>#10GG12 Fostering reflexivity in family medicine: a rapid review Marie-Claude Tremblay, Université Laval, Québec, Canada</p>
	<p>#10GG13 Perks and Woes: Integrating Reflective Practice into Family Medicine Residency Program in Qatar Noora Al-Mutawa, Primary Health Care Corporation, Doha, Qatar</p>
	<p>#10GG14 Can a linguistics software program be used to evaluate emotional content of reflective writing? Diluxshy Elangaratnam, Imperial College, London, UK</p>
	<p>#10GG15 Effect of structured reflection on accuracy, confidence and diagnostic calibration of medical students Galileu Costa Filho, Universidade Jose do Rosario Vellano, Belo Horizonte, Brazil</p>
0830-1015	<p>#10HH Posters: Student Characteristics Chairperson: Mike Tweed, New Zealand Location: Hall 4.u, CCB</p>
	<p>#10HH1 The Effect of Attitude, Motivation, and Anxiety on the Academic Performance of Medical Students Walaal Elsekaily, Alfaisal University, Riyadh, Saudi Arabia</p>
	<p>#10HH2 Motivational Advising: Utilizing the theory of Motivational Interviewing to facilitate and engage intrinsic motivation within our learner in order to change behavior Amy Fleming, Vanderbilt University School of Medicine, Nashville, USA</p>
	<p>#10HH3 Factors affecting motivation toward learning in clinical years Nattaphorn Sriwicha, Sawanpracharak Hospital, Nakhon Sawan, Thailand</p>
	<p>#10HH4 Relationship between lifestyle and the motivation of academic achievement from the viewpoint of Iranian students in paramedicine faculty Batool Pouraboli, Pediatric and Neonatal Department, Nursing and Midwifery School, Tehran University of Medical Sciences, Tehran, Iran</p>
	<p>#10HH5 Adaptation and validation of the Academic Self-Regulation Scale (SRQ-A) for measuring motivation in Portuguese medical students Rafael Vasconcelos, School of Medicine, University of Minho, Braga, Portugal</p>
	<p>#10HH6 Curiosity drives learning, a simply inspirational way for medical students' research engagement through extra-curriculum activity Preecha Wanichsetakul, Faculty of Medicine, Thammasat University, Pathumthani, Thailand</p>
	<p>#10HH7 Student Motivation at a School of Health Sciences Asta B Schram, University of Iceland, School of Health Sciences, Reykjavík, Iceland</p>
	<p>10HH8 Medicine in Portugal – perceptions and motivations of medical students Idalina Beirão, Portugal</p>

	<p>#10HH9 Incorporation of resilience into medical school curriculum Chaya Prasad, Western University of Health Sciences, Pomona, USA</p>	<p>#10I12 Peer-teaching for hifi simulation aimed at clinical reasoning training Jean Paul Fournier, Faculte de Medecine de Nice Sophia Antipolis, Nice, France</p>
	<p>#10HH10 Enhancing Healthcare Undergraduates' Emotional Intelligence through a Psycho-educational intervention Mandakini Mohan, International Medical University, Kuala Lumpur, Malaysia</p>	<p>#10I13 Perception of Paired Learning in Speech Therapy Fresh Graduates See San Chok, Tan Tock Seng Hospital, Singapore</p>
	<p>#10HH11 Happiness and relative factors among medical students at Kalasin Hospital in the 2017 academic year Phithaya Piyapattanakorn, Kalasin Hospital Thailand, Kalasin, Thailand</p>	<p>#10I14 Same grade peer-to-peer tutoring experiences for clinical skills among the 2nd year undergraduate medical students Sang Hui Moon, Seoul National University, Seoul, South Korea</p>
	<p>#10HH12 They Like Me, They Like Me Not? How Medical Students Can Gain Trust from Residents and their Teams during Clinical Education Vijay Rajput, Ross University School of Medicine, Miramar, Florida, USA</p>	<p>#10I15 Collaborative Learning for Histopathology Education James Fishback, University of Kansas, School of Medicine, Kansas City, USA</p>
	<p>#10HH13 Relating Emotional Intelligence to Social Competence and Academic Achievement in Undergraduate Students Sundus Tariq, University Medical and Dental College, The University of Faisalabad, Pakistan</p>	<p>#10I16 Measuring social interdependence in collaborative learning: Instrument development and validation Ikuo Shimizu, Shinshu University, Matsumoto, Japan</p>
	<p>#10HH14 The role of medical student mind-set in the achievement of early academic success Susan Smith, Medical Education Research Unit, School of Medicine, Imperial College, London, UK</p>	<p>#10I17 Measuring Social Interdependence in Collaborative Project-Based Learning Tsan-Hon Liou, Shuang Ho Hospital; School of Medicine, College of Medicine, Taipei Medical University, Taipei, Taiwan</p>
	<p>#10HH15 Self-Regulation Skills and its Role in Academic Success in Medical Students Lamya Alrayes, Alfaisal University, Riyadh, Saudi Arabia</p>	<p>#10I18 What are the teaching strategies that promote self-regulated learning among the pre-clinical medical students? Shuh Shing Lee, National University of Singapore, Singapore</p>
	<p>#10HH16 Academic integrity: attitudes and perceptions of teachers and medical students Isabel Neto, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal</p>	<p>#10I19 Educating for self-directed learning: a longitudinal study of learning strategy development Tamara van Woezik, Radboudumc, Nijmegen, Netherlands</p>
	<p>#10HH17 Students' expectations – are they obvious? Alla Bronshtein, Tel Aviv University, Tel Aviv, Israel</p>	<p>#10I20 Self-directed learning Readiness Among Pakistani MBBS students of University College of Medicine & Dentistry (UCM&D) Tayyaba Azhar, University College of Medicine & Dentistry, The University of Lahore, Pakistan</p>
	<p>#10HH18 Learning styles in an international classroom Tiina Immonen, University of Helsinki, Finland</p>	<p>#10I21 Longitudinal monitoring of self-directed learning skills: do novice and returning students score comparably? Vanja Zamuda, Faculty of Medicine, University of Maribor, Slovenia</p>
	<p>#10HH19 Comparisons of the learning styles among medical students of different application methods Hsiang-Chin Hsu, National Cheng Kung University Hospital, Tainan, Taiwan</p>	<p>#10I22 The attitude toward teaching technique in medical students at Chaiyaphum Medical Education Center Paweena Kaladee, Chaiyaphum Medical Education Center, Chaiyaphum, Thailand</p>
	<p>#10HH20 Motivational Profile and Learning Strategies of Students from 1st to 4th Year of Medical School at Universidad Andres Bello Viña del Mar, Chile Veronica Silva, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile</p>	<p>#10I23 Utilizing of Logbook - Medical Students' Viewpoint Chonakarn Niyomthong, Surin Medical Education Center, Surin, Thailand</p>
	<p>#10HH21 "Su-Ji-Pu-Li" appreciating learning styles in clinical years of medical students Rungnapa Pengprakhon, Buriram Medical Education Center, Buriram, Thailand</p>	<p>#10I24 Design and development of mobile-based portfolio for medical sciences students: A portable tool for objective assessment in the modern world Saeed Abdollahifard, Shiraz University of Medical Science, Shiraz, Iran</p>
0830-1015	<p>#10II Posters: Collaborative/Self Directed Learning/Portfolios Chairperson: Location: Hall 4.u, CCB</p>	<p>#10I25 The Relationship Between Electronic Portfolio Participation and Residency Upgrading Examination Outcome in Family Medicine Residency Program Shun-Chin Chang, The Department of Family Medicine, Dalin Tzu Chi Hospital, Dalin, Taiwan</p>
	<p>#10I1 The Hidden Curriculum in Peer-Assisted Learning: a study of final year students in a Thai medical school Amnuayporn Apiraksakorn, Khon Kaen Medical Education Centre, Khon Kaen Hospital, Khon Kaen, Thailand</p>	

	<p>#10I16 Reflections of postgraduate medical students during their clinical years - a qualitative study of logbook entries Laurel Weaver, Deakin University, Geelong, Australia</p>		<p>#10JJ8 Development of large-scale simulation-based education programs to accomplish early exposure to clinical medicine for year one medical students Kazunobu Ishikawa, International University of Health and Welfare (IUHW), Narita, Japan</p>
	<p>#10I17 Using clinical case E-portfolios to support case-based learning and assessment in orthodontic postgraduate education Richard Cure, University of Warwick, Coventry, UK</p>		<p>#10JJ9 Enhancing Clinical Competence of Novice Nursing Practitioners: Use of Interactive Situated and Simulated Teaching Program Sue-Hsien Chen, Chang Gung Memorial Hospital, Taoyuan County, Taiwan</p>
	<p>#10I18 Use of portfolio of residents in the training of the Medical Institute of NEFU Aitalina Maksimova, NEFU, Yakutia, Russia</p>		<p>#10JJ10 The Input-Output model: a simple tool to structure causes of clinical problems Arnout Jan de Beaufort, LUMC, Leiden, Netherlands</p>
	<p>#10I19 Using videos from human medicine to reinforce application of diagnostic error concepts in veterinary students Regina Schoenfeld-Tacher, North Carolina State University, College of Veterinary Medicine, Raleigh, NC, USA</p>		<p>#10JJ11 Creating and validating veterinary teaching models of the future Jason Johnson, Lincoln Memorial University-College of Veterinary Medicine, Harrogate, USA</p>
	<p>#10I20 The effects of on-line video supported self-directed learning for three common clinical skills: a comparative study Chun-Chao Chang, Taipei Medical University Hospital, Taipei, Taiwan</p>		<p>#10JJ12 Examining the characteristics of the diagnostic justification among residents and medical students and the effect of scheme-inductive learning Kuo-Inn Tsou, Fu Jen Catholic University, School of Medicine; Catholic Tien Hospital, Department of Pediatrics, New Taipei City, Taiwan</p>
	<p>#10I21 Teaching Mental State Examination (MSE) - a new contemporary approach Jessica Roberts Hansen, Psychiatry West Region Zealand, Slagelse, Denmark</p>		<p>#10JJ13 Less Is More: Interactive Learning Is Better – The Experiences of A Regional Teaching Hospital in Taiwan Ting-Fang Chiu, Taipei City Hospital, Taipei, Taiwan</p>
0830-1015	<p>#10JJ Posters: Threshold Concepts / Clinical Teaching / Simulation Chairperson: Location: Hall 4.u, CCB</p>		<p>#10JJ14 How can approaches of different medical systems be made visible, brought into dialogue, and reflected? - Real Patient Study Days Integrative Medicine Diethard Tauschel, Integrated Curriculum for Anthroposophic Medicine & Institute for Integrative Medicine, Faculty of Health, Department of Medicine, Witten/Herdecke University, Witten, Germany</p>
	<p>#10JJ1 Threshold Concepts in Medical Education: Similarities between the USA and UK Virginia Randall, Uniformed Services University of the Health Sciences, Bethesda, USA</p>		<p>#10JJ15 Final year medical students' perceptions of hospital ward rounds and the implications for teaching and learning Ibrahim Ali, University of Manchester, UK</p>
	<p>#10JJ2 Definition of educational objectives of medical students in a history of medicine class Jorge E. Valdez-García, Tecnológico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico</p>		<p>#10JJ16 How might medical teachers enhance the transfer of basic physiological knowledge into clinical applications? A Case Analysis of SWU Medical Students' Fluid Therapy in Paediatric Patients Achara Wuttiprasittipol, Panyananthaphikkhu Chonprathan Medical Centre (PCMC), Srinakharinwirot University (SWU), Nonthaburi, Thailand</p>
	<p>#10JJ3 The effectiveness of blended learning on performance of medical students in back school program Radchada Sahavorakulsak, Chaophyaabhaibhubejhr Hospital, Prachinburi, Thailand</p>		<p>#10JJ17 Centennials arrived! The challenges of teaching anamnesis to the digital native student through active methodologies Bruna Leite Moreira Alves, Faculdades Pequeno Príncipe, Curitiba, Brazil</p>
	<p>#10JJ4 Improve PALS learning of final-year medical students with simulation scenarios Natthachai Muangyod, Cardiovascular Unit, Pediatrics Division, Lampang Medical Student Center, Lampang Hospital, Lampang, Thailand</p>		<p>#10JJ18 Comparing Digital Education vs Case Based Learning in First Year Medical Physiology Course Elina Nektalova, Sackler School of Medicine, Tel-Aviv University, Tel Aviv, Israel</p>
	<p>#10JJ5 The Application of 3-dimensional Printing Tools Added in IPE/IPP Teaching Courses in a Resources-limited Hospital in Taiwan Cheng-Hsi Liao, Department of Surgery, Taichung Armed Forces General Hospital, Taichung City, Taiwan</p>		<p>#10JJ19 Digital Pedagogy Using Digital Classroom Response System (DCRS) with Poll Everywhere is an Effective Method in Teaching Oncology Module for Undergraduate Medical Students: Experience from Singapore Hon Lyn Tan, Department of Hematology-Oncology, National University Cancer Institute, Singapore</p>
	<p>#10JJ6 3D Printing Technology Applications in Clinical Teaching Wen-Lung Liang, Kaohsiung Medical University Chung-Ho Memorial Hospital, Kaohsiung, Taiwan</p>		
	<p>#10JJ7 Experience in debriefing by teachers in healthcare Ana Quilici, Universidade Anhembi Morumbi - Laureate International Universities, Sao Paulo, Brazil</p>		

#10JJ20 Framing effects on medical student diagnostic testing and therapeutic decision-making judgements
Michelle Daniel, University of Michigan, Ann Arbor, USA

1225-1245 **Announcement of AMEE Conference Prizes**
A look ahead to AMEE 2019
Concluding remarks

0830-1015 **#10LL Workshop: Reviewing for AMEE MedEdPublish – enhancing scholarship**
Richard Hays (Editor), Trevor Gibbs, Subha Ramani, Ken Masters (Associate Editors), Kerrie McKay (Administrator)
Location: MCH Lounge, Event Hall

1245 **Close of Conference**

Courses
1300-1400 ESME Course Osaka, 3rd Floor, CCB
1300-1600 ESMELead Course Samarkand, 3rd Floor, CCB

AMEE Group Meeting
0815-1015 AskAMEE Meeting (closed meeting) Basilisk, Ground Floor, Swissotel

AMEE Group Meeting
1300-1700 AMEE Executive Committee (closed meeting) MCH Lounge, Event Hall

1015-1045 **Coffee Break**
Viewing of posters and exhibits Hall 4.u/4.1, CCB

Visit to 3D Printing Laboratory
Sign up at Registration Desk
Fee: Free of charge (limited spaces available)

Soapbox Stage – Hall/4.1, CCB
1015-1025 BMJ
1030-1040 Oxford Medical Simulation

Diagnostic Error in Medicine 2018, Bern
Registration: www.improvediagnosis.org
A lunch bag will be provided. Participants will be notified of departure time.

Session 11: Plenary

1045-1245 **#4 Plenary**
Chair: Trudie Roberts, UK
Location: Event Hall



1045-1130 **#11A Plenary: Broadening the Curriculum Beyond Bioscience**
Ayelet Kuper, Wilson Center, University of Toronto, Canada

1130-1225 **#11B PechaKucha™ Presentations**
#11B1 Postgraduate supervision as an emerging pedagogy: implications for health professions education
Susan van Schalkwyk, Stellenbosch University, South Africa

#11B2 Lost before translation: Reflections on ethnocentricity in medical education research and publishing
Lynn Monrouxe, Chang Gung Medical Education Research Centre (CG-MERC), Taiwan

#11B3 Medical Students vs Medical Schools: The Human Resources for Health Challenge
Marian Sedlak, IFMSA

#11B4 See one, do one, teach one: When the student becomes the teacher
Evita Peiou, European Medical Students' Association (EMSA)

#11B5 There and Back Again: A tale of a hurricane and heroes
Heidi Chumley, American University of the Caribbean, Netherlands Antilles

#11B6 Service vs education- who wins in postgraduate training
Rille Pihlak, European Junior Doctors, University of Manchester, UK

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