Trondheim, Norway
25-29 August 2007

with the endorsement of:
AMEE 2008
30 August – 3 September
Prague, Czech Republic

Pre-conference workshops
Saturday 30 and Sunday 31 August

Main Conference Sessions
Monday 1 to Wednesday 3 September

In collaboration with Charles University, Prague

Suggestions for topics, speakers and pre-conference workshops are invited by 20 September
actively engaging your participants!

The TurningPoint™ Audience Response System allows presenters and trainers to transform passive PowerPoint™ presentations into an interactive learning experience...

- Engage your audience
- Every participant has the opportunity to answer
- Anonymous or disclosed responses
- Give a voice to the silent majority
- Establish real levels of understanding
- Monitor knowledge absorption rates and changes in opinion levels
- Collect and Analyse Data
- Group results are available immediately in easy-to-interpret graphical format
- Individual results can be stored in an Excel™ spreadsheet for later analysis
- Seamlessly integrates with Microsoft PowerPoint™...we can have you up and running within 15 minutes!
### Pre-Conference Sessions
(NTNU Faculty of Medicine)

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### Sunday
**26 August**
**0915-1215 hrs**
- Managing change in veterinary curriculum (continued)
- Preparing medical education manuscripts for publication
- Delivering constructive feedback
- Evaluating curricular outcomes
- Maintaining well-being and quality of life in training and in practice
- Course (continued)

**1345-1645 hrs**
- Evaluating the evidence
- Managing change in veterinary curriculum (continued)
- Item response theory
- How to review medical education articles
- Teaching and learning in the community
- Script Concordance Test (SCT)
- Designing oral exams
- 14 strategies for teaching/clinical effectiveness
- Analysis of small group learning
- Management and leadership

**1700-1800 hrs**
- Welcome/orientation session

### Colour-coding chart
- **WORKSHOPS**
- **COURSES**
### Monday 27 August 2007

**TRONDHEIM SPEKTRUM CONFERENCE CENTRE**

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### Session 1
0830-1045 hrs
- Learning by doing

### Session 2
1115-1230 hrs
- Playing the game
- Deliberate practice
- E-learning resources
- Evidence based medicine
- Education environment
- Standard setting
- Final exam
- Generalizability theory
- Item based assessment tools
- Workplace teaching & learning
- Assessing CanMEDS competences
- Student in difficulty
- Admissions
- Communicate skills & clinical teaching
- Simulation & NLS
- The good teacher / medical education
- Innocent murmur
- Exhibition GIMES 1: the curriculum

### Session 3
1430-1600 hrs
- Patient focused simulation
- BEME
- Teach/practice of EBM
- e-PBL / Collaborative learning
- Rurally-based education
- PBL 1
- OSCE 1
- Curriculum 1
- Quality assurance
- Team comm / simulation training
- Leadership and management
- Training / evaluation of teachers
- Team-based teaching / learning
- e-Learning
- Curriculum evaluation
- Exhibition GIMES 1: the curriculum

### Session 4
1630-1800 hrs
- Updates
- Biologna process
- Qualitative research
- E-learning lectures, Pods, Wikis, VLEs
- Community based education
- PBL 2
- OSCE 2
- Curriculum 2
- Fringe 1
- Assessing written communication skills
- BEME methodology
- Building a French teaching resource (conducted in French)
- Clinical reasoning
- Reflection
- Critical thinking
- Approaches to teaching & learning
- The student & PAL
- CME / Leadership
- Exhibition GIMES 1: the curriculum

### Session 3 & 4 Continued – NTNU (PM ONLY)

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### Colour-coding chart
- PLENARY
- SYMPOSIUM
- SHORT COMMUNICATIONS
- WORKSHOPS
- PRIVATE MEETINGS
- POSTERS
- FRINGE
- EXHIBITION/GIMES
- COURSES
## Tuesday 28 August 2007

### Session 5
0815-1035 hrs

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<td>Basic medical sciences</td>
<td>Competency based postgrad curricula</td>
<td>Clinical reasoning</td>
<td>Teaching &amp; learning styles</td>
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<td>Assessment of clinical competence</td>
<td>Creating an interprofess faculty (NACT)</td>
<td>'Think aloud' protocols</td>
<td>Cross cultural exchanges</td>
<td>Integrated humanities &amp; liberal arts</td>
<td>The student and student in difficulty</td>
<td>Clinical teaching – context &amp; approach</td>
<td>Written assessment &amp; portfolios</td>
<td>Curriculum development &amp; change</td>
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<td>Portfolios in medical education</td>
<td>Global CME/CPD</td>
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<td>Curriculum evaluation 1</td>
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<td>Management &amp; leadership</td>
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<td>Is medical education a medical specialty?</td>
<td>Learning outcome frameworks in practice</td>
<td>Young medical educators</td>
<td>OSCE to assess CanMEDS competences</td>
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<td>Rurally based education</td>
<td>Sustainable &amp; responsible medicine</td>
<td>Accreditation of medical schools</td>
<td>E-learning/ Implement 2</td>
<td>Curriculum evaluation 2</td>
<td>Self assessment</td>
<td>Written assessment</td>
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<td>Standard for virtual patients</td>
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<td>Teaching &amp; learning simulation</td>
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<td>Curriculum: pharmacology &amp; prescribing</td>
<td>Teaching &amp; learning communic skills 1</td>
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<td>Bologna process</td>
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<td>International medical education Bologna process</td>
<td>Junior doctor as teacher</td>
<td>Teaching &amp; learning communic skills 2</td>
<td>Student career choice</td>
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<td>Student resistance to reflection</td>
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**Colour-coding chart**

- **PLENARY**
- **SYMPOSIUM / LARGE GROUP**
- **SHORT COMMUNICATIONS**
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- **COURSES**

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**Session 7 & 8 continued below**
### Session 9
**0800–1000 hrs**

- **Curriculum development in new med schools**
- **Quality care in basic medical education**
- **E-learning VIP**
- **Scholarship of medical education**
- **Teaching & learning approaches**
- **Admissions**
- **Assessment: feedback**
- **Iberoamerica group: Emerging needs in CPD**
- **Simulation based curriculum planning**
- **Making IPE work**
- **Educational scholarship**
- **BEME Steering Grp (invitation)**
- **OSCE & clinical assessment**
- **Postgrad education later years**
- **Professionalism**
- **International medical education**
- **Exhibition**

### Session 10
**1030-1300 hrs**

- **Meeting student needs**

### LUNCH
**1300–1800 hrs**

- **COURSE**
  - **FAME**
  - **RESME**
  - **ESME**
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WELCOME TO AMEE 2007

This year the AMEE Conference comes north to Trondheim, and we’re delighted to have over 1700 participants attending from 75 countries. The programme is packed full of a wide range of simultaneous sessions, and whilst this sometimes means there are some difficult choices to be made, we hope there is plenty to please everyone. Included in the programme are:

- 26 pre-conference workshops
- 3 x 5 day courses – ESME, RESME and FAME
- 9 plenary presentations
- 18 symposia
- 330 short communications
- 375 posters
- 7 ‘Fringe’ presentations
- 10 ‘Good Ideas in Medical Education’ demonstrations
- 54 conference workshops
- A commercial and academic exhibition

Participants tell us that in addition to the formal sessions, they come to the Conference in order to network with colleagues and to make new contacts. It is particularly pleasing to us to see abstracts submitted as a result of collaborations set up at previous conferences.

In response to suggestions made following last year’s Conference, we are for the first time holding an Orientation session for participants new to AMEE, so if this is your first time at an AMEE conference, please come along to hear more about what AMEE does, and how you can make the most of your participation in the Conference.

Whether you are a ‘first-timer’ or a regular AMEE conference attendee, we hope you enjoy the Conference. We’ve tried to make the programme and abstract book as user-friendly as possible, but if you need any help please ask at the registration desk and we’ll do what we can to help.

Finally, we’re very grateful to everyone who has worked so hard over the past year to help set up the Conference. We would particularly like to thank the Local Organising Committee for their help in planning AMEE 2007. The 60-strong ‘Student Force’ will be available to help throughout the Conference, very visible in their yellow t-shirts, and we’re delighted to have the active participation of so many students again this year. The students have also put together a fun-packed social programme and are looking forward to showing visiting students the best of what Trondheim has to offer.

Enjoy the Conference!
AMEE Executive Committee and Secretariat

AMEE Executive Committee:
Madalena Patricio (President)
Ronald M Harden (General Secretary/Treasurer)
Jan Hilgers (Student Representative)
Jadwiga Mirecka
R Peter Nippert
Charlotte Ringsted
Trudie Roberts
Cees van der Vleuten
Hans Karle (ex officio)
Margarita Barón-Maldonado (ex officio)

AMEE Secretariat:
Pat Lilley (Administrator)
Tracey Martin (Administrative Assistant)
Alison Cattanach (Secretary)
Ciara Norman (Conference Assistant)
Thanks

Many individuals and groups have made significant contributions both financially and by giving up their time in support of AMEE 2007. We are grateful to those listed below:

Local Sponsoring Organisations:
Future Operating Room, Sintef Health
Helsebiblioteket
Helsebygg Midt-Norge
Helse Midt-Norge RHF (Central Norway Regional Health Authority)
Legeforeningen
Norwegian University of Science and Technology (NTNU)
Sør-Trøndelag University College
Trondheim Municipality

We are particularly grateful to the City of Trondheim for providing the venue and reception for the Opening of AMEE 2007.

Local Organising Committee:
Geir Jacobsen (Chair)
Tone Merete Follum
Are Holen
Tore Romundstad
Judith Rødsten
Morten Thoresen
Eivor Laugsand (Student representative)

In addition, thanks go to Stig Slørdahl, Dean of Medicine at NTNU, and Anne Katarina Cartford, Faculty Director, for their support.

AMEE ‘Student Force’:
Eivor A Laugsand
Eivind Samstad
Kristen Hammervold
Amalie Sørlie Flåten
Carl Pintzka
Bjørn Mørkedal
Bjørn Lyngen
Fredrik Nilsen
Tobias Slordahl
Kristian Jensen
Nicolas Elvemo
Kjell Arne Helgebostad
Camilla Lakken
Ina Løvlihaugen
Jacob Jorem
Johanne Holm Toft
Ane-Kristine Finbråten
Kristin Sandal Berg
Eva Mari Førland Brekke
Kristine Bye Stien
Irene Rauk
Katrine Hellan
Marit Mo
Ann-Kristin Hansen
Maren Eskelande
Vu To
Line Strand
Linn Berle
Mari Ystgaard
Linda T Hennø
Christian Kjellmo
Lise Karlsen
Erik Dietrichs
Jørgen Schei
Lars Kjelsberg Pedersen
Shruti Sharma
Ema Nuhic
Helena Niemi Eide
Maria Myskja
Ahmed El-Zeki
Thomas Schlabs
Myrsini Lemonaki
Salmaan Sana
Maja Sidelmann Basnov
Jan Hilgers
and others!

Abstract Review Committee:
Margarita Barón-Maldonado (Spain)
Katherine Boursicot (UK)
David Cook (Canada)
Eugene Custers (Netherlands)
Joke Denekens (Belgium)
Erik Driessen (Netherlands)
Trevor Gibbs (UK)
Anita Glicken (US)
Matthew Gwee (Singapore)
Are Holen (Norway)
Jan Hilgers (Germany)
Athol Kent (South Africa)
Moira Maley (Australia)
Jadwiga Mirecka (Poland)
Peter Nippert (Germany)
Jordi Pales (Spain)
Trudie Roberts (UK)
Lambert Schuwrith (Netherlands)
Olle ten Cate (Netherlands)
Herman van Rossum (Netherlands)
Cees van der Vleuten (Netherlands)
David Wall (UK)
Val Wass (UK)
David Wiegman (US)
Afsana Zaman (UK)
Poster Prize Committee:

- Herman van Rossum (Netherlands) (Chairperson)
- André de Champlain (US)
- Andrzej Wojtczak (Poland)
- Anselm Derese (Belgium)
- Athol Kent (South Africa)
- Bogdan Djuricic (Serbia)
- Charlotte Ringsted (Denmark)
- Dale Dauphiné (Canada)
- David Prideaux (Australia)
- Frans Kroese (Netherlands)
- Geir Jacobsen (Norway)
- Hanneke van der Wijngaart (Netherlands)
- Janke Cohen-Schotanus (Netherlands)
- Judith Walker (Australia)
- Larry Gruppen (US)
- Linda Snell (Canada)
- Maarten Schutte (Netherlands)
- Margarita Barón-Maldonado (Spain)
- Muhammad Al-Dulaimy (Netherlands)
- Ozgur Onur (Germany)
- Paul de Roos (Netherlands)
- Peter McCrorie (UK)
- Sharon Krackov (US)
- Tim Dornan (UK)
- Trudie Roberts (UK)
- Wilhelmina Molenaar (Netherlands)

AMEE registration desk staff:

- Tracey Martin
- Ciara Norman
- Morag Allan
- Alison Cattanach
- Joan Sievwright
- Jane Litherland
- Jamie Litherland
- Sarah-Jane Francis
- Louise Russell

AMEE technical support:

- Alistair Stewart
- Molly Gunn
- Trevor Gibbs
- Lynn Bell
GENERAL INFORMATION

Travel to Trondheim:
Trondheim's Vaernes Airport is 30km from the city centre. A regular shuttle bus service – Flybussen (www.flybussen.no/trondheim/) leaves from outside the terminal every 15 minutes to the city centre with various stops near to the major hotels. Cost per ticket each way is NOK 80. Taxis are also available from around 450 Kroner (information from www.norgetaxi.no). Trondheim airport is connected to the national rail network – for times and pricing information visit the Norwegian State Railways website: www.nsb.no/internet/en/index.jhtml

The Star Alliance is the official AMEE 2007 Conference airline. Information can be found at www.staralliance.com/conventionplus

Bus transfers from Trondheim Spektrum Conference Centre to Trondheim Airport Værnes will be available on Wednesday 29 August (cost NOK 80) departing Spektrum at 1000, 1030, 1300 and 1330 hrs. There will also be a taxi rank outside the main entrance.

Accommodation and Tours:
If you still need to reserve accommodation, please contact NTNU Videre as soon as possible:

NTNU VIDERE
Pavilion A, Dragvoll
NO-7491 Trondheim
NORWAY
Phone: +47 7359 5254
Fax: +47 7359 5150
Email: amee2007@adm.ntnu.no
Web: www.ntnu.no/videre/konferanse/amee/

All the conference hotels are within a 15-30 minutes’ walk of Trondheim Spektrum.

Any remaining tickets for social events and tours may be purchased onsite from the NTNU Videre representatives.

There is no limit on tickets for ‘Magical Monday’ and we hope you will all consider joining in this fun-packed evening! For more information see page 100.

Hotel and tours representatives will be available at the following times at the information booth situated in the foyer of Trondheim Spektrum near the AMEE Registration desk.

Sunday 26 August 1430-1800
Monday 27 August 0800-1600
Tuesday 28 August 0800-1600
Wednesday 29 August 1000-1330

General information

Credit cards and currency exchange: The currency in Trondheim is the Norwegian Kroner (NOK). At the time of going to press the NOK exchange rate is:

1 UK Pound: 11.7 NOK
1 Euro: 7.9 NOK
1 US Dollar: 5.7 NOK

All Norwegian banks and major post offices exchange foreign currency. Currency exchange offices are also located at all major international airports, train stations and ship terminals. Credits cards are widely used in Norway, and they are accepted almost everywhere. Eurocard, MasterCard, Visa, American Express and Diners Club are the most common. An ATM machine is available on level 2 of Trondheim Spektrum.

Climate: Due to the warming effects of the Gulf Stream, Norway has a mild climate in summer, but the weather is changeable, so please come prepared for sun and possibly a little light rain. The average daytime temperature in August is around 14.5°C.

Health and accident insurance: Participants are reminded that they should make sure they have appropriate insurance cover for themselves and their possessions before leaving their home country.
**Electrical Supply:** 230V/50Hz. Plugs have two round pins.

**Smoking Policy:** Smoking is not permitted in any public places such as airports, banks, hospitals, shops, museums, bars and restaurants. Smoking is not permitted at any of the conference venues.

**Where to eat in Trondheim:** A list of recommended places to eat, prepared by NTNU staff and students, will be available at the Registration Desk at NTNU and Spektrum.

**Children:** Children are not permitted to attend any of the academic sessions and must not be left unaccompanied at any time in the Trondheim Spektrum and NTNU buildings.

**Disabled participants:** Participants with disabilities are asked to contact the AMEE Office (amee@dundee.ac.uk) in advance of the Conference so that we can do our best to make your conference participation as easy as possible.

**Information for Students**

We look forward to welcoming students to AMEE 2007 and have several student-led activities and social events organised. We’re also pleased to have a large Norwegian group of students and some international students helping during the conference sessions – look out for the StudentForce in their yellow t-shirts. The student coordinator is Eivor Laugsand (eivorale@stud.ntnu.no) assisted by Amalie Sørlie Flåten (amalieso@stud.ntnu.no). Activities so far arranged are:

- **Saturday 25: Pizza and Party at Samfundet**
  You are invited to a pizza & party at Samfundet. Meet in the Bodega, one of the 8 public bars in the house, you will eat Italian pizza from the famous Sesam kitchen and after mingling with other AMEE-students you can join the party with 2000 other students from Trondheim. ‘If you're real lucky, you'll get invited to one of the 17 secret bars, and party all night long...’ (Price NOK 100).

- **Sunday 26: Opening Ceremony**
  For all participants – included in registration fee.

- **Monday 27: Magical Monday**
  A ‘must-attend’ event for all participants – see page 100 for details (price NOK 350 for students; NOK 475 for others).

- **Tuesday 28: Student-dinner and party at Olav’s pub**
  The Students’ Dinner and Party will be held at the Olav’s Pub in the centre of Trondheim. It is a good way to get to know other conference participants better – at student friendly prices. A two course meal will be served, and after the meal you can enjoy a drink or hit the dance floor with the other guests. (Price from StudentForce desk).

For more information prepared by the local student group please visit the website http://org.ntnu.no/amee or visit the AMEE StudentForce desk located in the foyer of Trondheim Spektrum.
INFORMATION ABOUT THE CONFERENCE

There are two venues for the Conference sessions:

Main Venue: Trondheim Spektrum Conference Centre:

Trondheim Spektrum AS
Klostergt. 90
NO-7030 Trondheim
NORWAY
Tel: +47 73 56 86 00
Fax: +47 73 56 86 01

See map on pages 23 and 25. Trondheim Spektrum is 15 minutes’ walk from the city centre.

What is taking place at Trondheim Spektrum:
• All the morning sessions on Monday, Tuesday and Wednesday, including all the plenaries, symposia and the posters;
• The exhibition;
• Lunch;
• Morning coffee;
• Some of the afternoon short communications and workshops on Monday and Tuesday;
• The ESME, RESME and FAME lunch sessions on Monday and Tuesday and the ESME, RESME and FAME post-conference workshops on Wednesday afternoon;
• Afternoon refreshments (served at both venues).

Secondary Venue: NTNU Faculty of Medicine Buildings

NTNU Faculty of Medicine
Medisinsk teknisk forskningssenter (MTFS)
Olav Kyrres g. 9
Trondheim
Tel: +73 59 88 59

See map on pages 23 and 24. NTNU Faculty of Medicine is about 15 minutes’ walk from the city centre. The conference rooms are located in five buildings:

Building: Rooms: 
Medisinsk teknisk forskningssenter (MTFS) MTA, MT1, MT3, Seminar Room 2 (Cybercafé), Grupperom 1 (Speaker Ready Room)
Kvinne-Barn-Senteret (KBS) KBA, KBS11, KBS21, Cybercafé, Computer Room
Nevrosenteret (NS) NA, NSU1, NSU2
Laboratoriesenteret (LS) LA21, LS21, LM22, LS41, LS42
Simulation Centre

What is taking place at NTNU Faculty of Medicine:
• All the pre-conference workshops on Saturday and Sunday;
• The ESME, RESME and FAME courses on Saturday and Sunday;
• The Orientation session for new participants on Sunday;
• Some of the short communications and workshops on Monday and Tuesday afternoons;
• Afternoon refreshments (served at both venues).

Please see the Conference Overview pages at the beginning of this Programme for the location of the pre-conference and conference sessions.
How to move between Trondheim Spektrum and NTNU Faculty of Medicine

A shuttle bus service will run approximately every 15 minutes from Trondheim Spektrum main entrance to NTNU Faculty of Medicine (bus stop outside the Kvinne-Barn Senteret Building – see map on page 24) and return, on Monday and Tuesday from 1300-1800 hrs. The journey takes about 5 minutes and the schedule will be posted in both locations. Alternatively it is a pleasant 15 minute walk between venues, along a quiet road with very little traffic. Students will be available at each location to provide guidance and direction.

Registration desk opening hours at Trondheim Spektrum

Location: Main Foyer
Sunday 26 August  1430-1800 hrs
Monday 27 August  0730-1800 hrs
Tuesday 28 August  0730-1800 hrs
Wednesday 29 August  0730-1330 hrs

Please note: Registration packs will be available at Trondheim Spektrum for participants who are not registered for pre-conference workshops.

Registration desk opening hours at NTNU Faculty of Medicine

Location: Medisinsk Teknisk Forskningsenter Building (MTFS) (see map on page 24)
Saturday 25 August  0800-1730 hrs*
Sunday 26 August  0800-1730 hrs*
Monday 27 August  1300-1800 hrs (help desk only)
Tuesday 28 August  1300-1800 hrs (help desk only)

*Please Note: Only delegates who are participating in pre-conference workshops will be able to collect their registration materials from NTNU Faculty of Medicine. All other delegates should collect their materials from Trondheim Spektrum from 1430 hrs on Sunday 26th August.

On-site payments: Participants who have made an arrangement to pay their registration fee at the desk are asked to present their invoice and pay by credit card or cash (UK Pounds Sterling, Norwegian Kroner, Euros or US Dollars accepted – the exchange rate will be indicated at the registration desk).

Conference noticeboard and messages: Please check the boards near the registration desk at Trondheim Spektrum for updates and for personal messages.

Between: Wednesday 23 and Wednesday 29 August messages for the AMEE Secretariat and for conference participants may be sent to: amee@dundee.ac.uk

Cybercafé

Trondheim Spektrum: PCs for internet access are available in the Cybercafé in Hall D (Exhibition Area) from Monday 27 to Wednesday 29 August.

Wireless Local Area Network (WLAN): WLAN is installed in Trondheim Spektrum. Using WLAN from Telenor Mobil wireless access to the Internet is available at speed faster than ISDN. To connect to WLAN you need a laptop or PDA with an 802.11b WLAN PC card installed. To gain access to the network you also need a 24-hour subscription which can be bought at Trondheim Spektrum.

NTNU: Three computer rooms are available at NTNU Faculty of Medicine, one on the ground floor of MTFS building (seminar room 2) and two others on the first floor of KBS building (see plan on page 24). There is also a study room equipped with wifi opposite seminar room 2 at MTFS. The rooms will be open for internet access from 0900-1800 on Saturday and Sunday, and from 1200-1800 hrs on Monday and Tuesday.
Audio visual arrangements

A computer and a data projector/beamer are provided in all presentation rooms. OHPs are not provided.

It is not possible to use your own computer for symposia, short communications and Fringe presentations to avoid delay due to changeover. If software other than PowerPoint is required for your presentation, or if you need a sound system, please contact the AMEE Office as soon as possible.

Please note carefully where your presentation is scheduled – either at Trondheim Spektrum (session codes A-R) or NTNU Faculty of Medicine (session codes S-FF) and follow the instructions below:

- **Symposia, short communication, workshop* and Fringe presentations taking place at Trondheim Spektrum**: Take your presentation to the technician in the Speaker Ready Room at Trondheim Spektrum (Room M7, level 3) on CD or USB device if possible the day before your presentation, or a minimum of 4 hours before the start of your session. Name the file as follows: Session code and your family name, e.g. 2C/SC6 Smith.

*Workshop facilitators may use their own laptops at Spektrum if they wish.

- **Short communication and workshop* presentations taking place at NTNU Faculty of Medicine**: Take your presentation to the technician in the Speaker Ready Room at Trondheim Spektrum Room on CD or USB device if possible the day before your presentation, or at the latest before 1100 hrs on the day of your presentation. Name the file as follows: NTNU, Session code, family name, e.g. NTNU 2C/SC6 Smith.

*Workshop facilitators are asked to use the computer provided if possible.

Alternatively for presenters at NTNU, you may take your presentation to the technician in the Speaker Ready Room at NTNU MTFs Building (Grupperrom 1, level 1). Please use this method if you are unable to make the 1100 hrs deadline at Spektrum indicated above.

‘Keepad Interactive’ Audience Response System

The ‘Keepad Interactive’ Audience Response System will be available for use throughout the Conference and some of the speakers and workshop facilitators will be incorporating questions into their presentations. The keepads are easy to use and we hope participants will take advantage of the system in order to increase interactivity of the sessions.

This year we’re not putting keepads into conference wallets since so many were lost last year. Those wishing to use a keepad are asked to take the orange form in their conference wallet to the Keepad Interactive desk either at NTNU or Trondheim Spektrum. A signature for receipt of the keepad will be required. **Keepads are on loan to participants free of charge, but must be returned to the Keepad Interactive desk before leaving at the end of the Conference. Missing keepads will be charged at a rate of $50.**

Plenary, symposium and workshop presenters are encouraged to use the Audience Response System and Sally Bateman (sally.bateman@keepad.com) will be pleased to integrate questions into a presentation if presenters send a PowerPoint slide as a template, together with their questions. For further information and assistance please contact the AMEE Office.

CME Accreditation and Certificates of Attendance

The UK Royal Colleges have awarded the Conference 17 CME points. A register of attendance will be available to sign and certificates of participation will be available for collection from Wednesday morning coffee break for pre-registered participants.

Conference Evaluation

A general evaluation form is included in the conference bags and we would much appreciate your assistance in completing and returning the forms either to the AMEE Registration Desk or by fax or mail to the AMEE Office as soon as possible following the conference.

Some sessions will be evaluated separately, including workshops. Evaluations will be handed out by workshop facilitators and should be returned to the designated student helper, or handed in to the registration desk or faxed/mailed back to the AMEE Office.
ACADEMIC PROGRAMME

Language: The language of the conference is English. One workshop (4L) will be conducted in French.

Conference sessions

Plenary sessions: A plenary session will take place on each day. There will be the opportunity to pose questions to speakers immediately after each presentation, and a longer discussion time has been allocated at the end of each session. Several speakers will use the ‘Keepad Interactive’ audience response system, so please have your keepads ready (available from the Keepad desk) to make the most of this opportunity for interaction.

Symposia: Eighteen Symposia on a wide variety of topics are included in the programme. In each symposium, members of the panel will make brief introductory presentations and highlight points for discussion. At least half of the session is set aside for audience participation.

Spotlights: Seven ‘Spotlight’ topics have been selected. In the final plenary sessions the Spotlight presenters will summarise the take-home messages from the Conference on these topics – for topics, see page 96.

Short communication sessions: Each session will have a chairperson and most will have an opening discussant. We have tried very carefully to group relevant presentations together and we encourage you to stay for a whole session and take part in the discussion at the end, where this has been scheduled. Each presenter has been allocated 10 minutes followed by 5 minutes for questions.

• Information for the short communication presenter:
  – Note carefully the time and location of your session – please be aware that some sessions will take place at Trondheim Spektrum and others at NTNU Faculty of Medicine;
  – Hand in your PowerPoint presentation at the Speaker Ready Room in good time (see instructions on page 10);
  – Introduce yourself to the chairperson in your presentation room at least 15 minutes before the scheduled start of the session;
  – Keep strictly to the 10 minutes allocated for your presentation. The chairperson will ask you to stop when your time limit has expired and will then ask the opening discussant (where appointed) to lead off the discussion;
  – Please speak slowly and clearly, remembering that for many in your audience English may not be their first language;
  – Ensure your PowerPoint slides are clear, that there is not too much text to read in the limited time available and that the type is large enough to be legible for those sitting at the back of the room;
  – A single page handout, giving the key messages from your presentation, is always appreciated.

• Role of the chairpersons of short communication sessions:
  – Before the session starts, check that the presenters and opening discussant (if one has been appointed) are present; any last minute changes to the programme will be provided immediately before the sessions starts. A student will be available to assist you if required, and a technician can be called in case of technical problems;
  – Introduce each speaker according to the programme, and ask him/her to stop speaking when the allotted 10 minute presentation period is over (a timer will be provided);
  – Allow 5 minutes for questions between presentations;
  – When all presentations have been given, ask the opening discussant (where appointed) to lead off the discussion;
  – If a speaker is not present, arrange for the 15 minute period to be used for further discussion; the next presentation should not start until the scheduled time;
  – Draw the session to a close and thank participants.
• **Role of the opening discussant of short communication sessions:**
  – Following all the presentations, introduce the topic in the context of the papers presented and highlight some of the key points arising from the papers that might be addressed in the discussion that follows. The introduction should take no more than 3 minutes;
  – Facilitate the discussion as appropriate.

**Posters:** Poster presentations are an important part of the AMEE Conference in terms of communicating ideas about new approaches to education and reports of research studies and other work done in the area. Themed presentation sessions have been included in the programme. Each session will have a chairperson.

• **Poster mounting and specification:** When to erect your poster: Please bring your poster with you – there is no need to send it to us in advance. Posters should be mounted on Sunday 26th August from 1430-1800 hrs or between 0730-1000 hrs on Monday 27th August (in order to qualify for entry to the Poster Prize competition). Posters should be removed between 1030-1330 hrs on Wednesday 29th August.

• **Where to erect your poster:** Posters will be mounted in Hall A in themed groupings and are available for viewing throughout the Conference. Each board will be labelled with the identification number, poster title and name of author(s). Fixing materials will be provided.

• **Size of poster:** Posters should be a maximum of 95 cm wide and 150 cm high (portrait orientation).

• **Structure of poster sessions and role of the chairperson:** The poster session: Each themed group has been allocated a discussion session in the programme which will take place around the boards. Presenters should meet the Chairperson by the poster boards ten minutes before the scheduled start of the session. The Chairperson will lead the group around the boards, each presenter giving a 2 minute introduction of his/her poster to the group. This will be followed by a short period for questions and discussion. The Chairperson will introduce each presenter and keep the session to time. Any time at the end of the session could be used for discussion or for individual viewing.

• **Availability of poster presenters:** In addition to the formal poster presentation session, presenters are encouraged to be available by their poster at some time during lunch and/or coffee breaks. It is helpful to fix a note to your poster board indicating when you will be available if anyone wishes to discuss your poster outside of the scheduled session.

**Conference workshops:** There are over 50 conference workshops from which to choose, abstracts for which are included in the abstract book. Places in conference workshops may be reserved in advance by returning the workshop selection form which can be found on the AMEE website (www.amee.org) to the AMEE Office between 3-13 August when pre-booking will close. Forms returned after this date will not be processed. A few tickets for each conference workshop will be available at the Workshop Registration Desk during the conference on a first come, first served basis. Entry to workshops will be strictly by ticket only (included in your registration wallet, if you have pre-booked or given onsite if place remain), and we ask you please to observe this request so that workshops do not become overcrowded. Some of the afternoon conference workshops will take place at the Faculty of Medicine on Monday 27 and Tuesday 28 August.

**AMEE Fringe:** The AMEE Fringe, which started in Edinburgh and continues to be popular, provides the opportunity to see something a little different – a new and perhaps provocative or idiosyncratic approach to healthcare professions education. Fringe presentations are scheduled in Session 4 on Monday 27th and Session 8 on Tuesday 28th August. Come prepared to participate and to be challenged, amused and entertained by the presenters.

**Good Ideas in Medical Education (GIME):** A new feature to be introduced at AMEE 2007, Good Ideas in Medical Education, consists of demonstrations of innovative and practical ideas in medical and healthcare professions education. Two sessions will be held, one relating to curriculum issues on Monday 27 August, and the second relating to teaching, learning an assessment on Tuesday 28 August. Participants selected for a GIME demonstration will be given a poster board and small table in the main exhibition area (Hall D). The demonstration should be mounted before coffee break in the morning and removed by the end of the day. Materials used may consist of a poster, other printed documents, handouts or a computer demonstration (computer to be provided by participant). The participant should be available at coffee breaks and at lunchtime to demonstrate the initiative and to answer questions.
AMEE Courses

- **Essential Skills in Medical Education (ESME) Course:**
  *An introductory teaching qualification for doctors*
  Another ESME Course will take place during the Conference with Stewart Mennin and Lambert Schwirnth as Course Faculty. The highly successful course consists of a full day pre-conference workshop (Saturday 25th August), a half day pre-conference workshop (Sunday 26th August), lunchtime sessions with faculty (27-28th August) and a half day post-conference workshop (29th August). Participants have the option to complete a portfolio report following the course. The ESME Certificate in Medical Education is awarded upon successful completion of the portfolio. Pre-registration for ESME is essential. A few places remain on the course and interested participants are asked to contact the AMEE Office as soon as possible.

- **Research Essential Skills in Medical Education (RESME) Course:**
  *An introduction to some essential principles and methods of research in medical education*
  The first RESME Course will take place during the Conference with Charlotte Ringsted (University of Copenhagen, Denmark), Albert Scherpber (Maastricht University, The Netherlands), Brian Hodges (University of Toronto, Canada) and Alan Bleakley (Universities of Exeter and Plymouth, UK) as Course Faculty. The four-day course consists of a full day pre-conference workshop (Saturday 25th August), lunchtime sessions with faculty (27-28th August) and a half day post-conference workshop (29th August). Participants have the option to complete a proposal following the course. The RESME Certificate is awarded upon successful completion of the research proposal. Pre-registration for RESME is essential. A few places remain and interested participants are asked to contact the AMEE Office as soon as possible.

- **Fundamentals of Assessment in Medical Education (FAME):**
  *A course directed at those with responsibility for assessing undergraduate medical students, graduate trainees, and practicing doctors*
  This new five-day course is introduced for the first time at AMEE conferences, organised by the National Board of Medical Examiners (NBME) and Foundation for the Advancement of International Medical Education and Research (FAIMER), in collaboration with AMEE. Tony LaDuca is Course Director, and Jack Boulet, Dale Dauphinée, Helena Davies, Ann King, Marina Mrougaa, Dave Swanson and Carol Morrison are Course Faculty. The course consists of a full day pre-conference workshop (Saturday 25th August), half day pre-conference workshop (Sunday 26th August), lunchtime sessions with faculty (27-28th August), conference workshops and a half day post-conference workshop (29th August). The FAME Certificate is awarded upon successful completion of the post-course project. The FAME Course is fully booked.

Prizes

**AMEE Awards with support of the Patil family**

We are pleased to announce five new awards that have been made possible through a donation from Professor Nivritti Patil, University of Hong Kong, in memory of his father. The winners of the awards will be decided by conference participants, who are asked to select the short communication that they believe has made a novel contribution to the Conference in one of the following areas:

1. curriculum planning/evaluation;
2. assessment;
3. teaching and learning;
4. student issues;
5. research in medical education.

In each registration pack are five coloured slips, one for each of the above categories, and you may vote up to 5 times. Please enter on the appropriate slip the presentation code number and name of the presenter or first author of the short communication you think best meets the criterion. These should be put into the box on the registration desk by 1100 hrs on Wednesday.

Award winners will receive one year’s free membership of AMEE including subscription to Medical Teacher with hard copy and online access.
Medical Teacher Poster Prize

The aim of the prize is to select examples which, in the opinion of the committee, reflect good practice in preparing posters. During the afternoon of Tuesday 28 August, a rosette will be attached to the board of the 10 posters selected by the committee for the short list from which the winner will be selected and announced at the final plenary on Wednesday 29 August. Participants can therefore see the posters that, in the opinion of the Committee, best reflect the aspects of a good poster. The committee will consist of conference participants including teachers and students, led by Professor Herman van Rossum from Vrije Universiteit, Amsterdam.

AMEE is grateful to the publishers of Medical Teacher, Informa, for once more providing the poster prize, consisting of £250 plus one year’s free AMEE membership, which includes a free personal copy of Medical Teacher. Alternatively the winner may choose free registration for AMEE 2008 in Prague, Czech Republic.

Please see the AMEE website for hints on preparing posters and the criteria for judging posters (www.amee.org/documents/AMEE%202007%20Poster%20Presenters%20Information.pdf)

AMEE Poster Quiz

All participants, whether poster presenters or not, are eligible to enter the poster quiz, consisting of questions that can be answered by looking at the posters as mounted. A copy of the quiz will be included in each conference pack, and should be completed and returned to the AMEE desk by 1800 hrs on Tuesday 28 August. The winner will be announced at the end of the closing plenary on Wednesday and will receive free registration for AMEE 2008 in Prague (30 August to 3 September 2008).
The following groups will hold private meetings during AMEE 2007:

**ASPE Luncheon (invitation only)**
Date: Monday 27 August  
Time: 1300-1500 hrs  
Venue: Trondheim Spektrum Room M2

**BEME Steering Group Meeting (invitation only)**
Date: Wednesday 29 August  
Time: 0800-1000 hrs  
Venue: Trondheim Spektrum Room M2

**Cardiff University Alumni Association (Lunch Meeting – invitation only)**
Date: Monday 27 August  
Time: 1230-1430 hrs  
Venue: Trondheim Spektrum Foyer Hall B

**ESME Advisory Board Meeting (invitation only)**
Date: Tuesday 28 August  
Time: 1100-1230 hrs  
Venue: Trondheim Spektrum Room M3

**e-Virtual Patient Working Group (invitation only)**
Date: Tuesday 28 August  
Time: 1600-1800 hrs  
Venue: Trondheim Spektrum Press Room

**IAMSE Luncheon (invitation only)**
Date: Tuesday 28 August  
Time: 1245-1415 hrs  
Venue: Room A3

**IMEX Board Meeting (invitation only)**
Date: Monday 27 August  
Time: 1430-1600 hrs  
Venue: Trondheim Spektrum Room M3

**Medical Education Deputy Editors (invitation only)**
Date: Tuesday 28 August  
Time: 1700-1900 hrs  
Venue: Trondheim Spektrum Room M3

**Medical Teacher Board Meeting (invitation only)**
Date: Tuesday 28 August  
Time: 1430-1600 hrs  
Venue: Trondheim Spektrum Room M3

**Recognition of Qualifications Task Force Meeting (invitation only)**
Date: Tuesday 28 August  
Time: 1230-1430 hrs  
Venue: Trondheim Spektrum Room M3
EXHIBITION

Commercial and academic exhibits may be mounted from 1430 hrs on Sunday 26 August in Hall D, Trondheim Spektrum. The exhibits are open from 0800 hrs on Monday 27 August until Wednesday 29 August at 1300 hours.

Academic Medicine
Business: Leaders in medical schools and teaching hospitals turn to Academic Medicine to help them tackle complex management issues, better educate future physicians, and improve health care. A highly-ranked journal in its field, Academic Medicine provides a forum for the exchange of ideas and information on management, administration, health policy, and education
Exhibit Number: NfP 4
Contact Details: Academic Medicine, 2450 N St NW, Washington DC, 20037, USA. Tel: 202 828 0590. Email: alfarmakids@iama.org

Anatomical Sciences Education
Business: A new international journal published in collaboration with the American Association of Anatomists, covering developments in education in the anatomical sciences. The journal will debut in early 2008 and will publish six times per year in print and online via Wiley InterScience (www.interscience.wiley.com)
Exhibit Number: NfP 7
Contact details: Wojciech Pawlina, Mayo Clinic, Rochester, USA (Pawlina.Wojciech@mayo.edu) or Richard Drake, Cleveland Clinic Lerner College of Medicine, Cleveland, USA (draker@ccf.org) www.asejournal.com

Association for Medical Education in Europe (AMEE)
Business: The Association for Medical Education in Europe is a worldwide organisation with members in 90 countries on five continents. Members include educators, researchers, administrators, curriculum developers, assessors and students in medicine and the healthcare professions
Exhibit Number: No 31
Contact Details: AMEE, Tay Park House, 484 Perth Road, Dundee, DD2 1LR, UK. Tel: 01382 381953. Fax: 01382 381987. Email: amee@dundee.ac.uk

AMEE Projects
Business: Courses – Essential Skills in Medical Education (ESME), Research Essential Skills in Medical Education (RESME), Fundamentals of Assessment in Medical Education (FAME); Best Evidence Medical Education Collaboration (BEME)
Exhibit Number: No 32
Contact Details: AMEE Projects, Tay Park House, 484 Perth Road, Dundee, DD2 1LR, UK. Tel: 01382 381953. Fax: 01382 381987. Email: amee@dundee.ac.uk

Association for the Study of Medical Education (ASME)
Business: ASME was founded in 1957 as a forum for all those involved and interested in medical education. It has over 1,200 individual members and 90 corporate members around the globe. Its publication Medical Education is one of the leading international medical education journals.
Exhibit Number: No 21
Contact Details: Association for the Study of Medical Education (ASME), 12 Queen Street, Edinburgh, EH2 1JE, UK. Tel: 0131 225 9111. Fax: 0131 225 9444. Email: nicky@asme.org.uk

Blackwell Publishing Ltd
Business: Come and meet editorial staff from “Medical Education” and “The Clinical Teacher” and peruse our books from the medical student and junior doctor collection
Exhibit Number: No 20
Contact Details: Blackwell Publishing Ltd, 9600 Garsington Road, Oxford, OX4 2QD, UK. Tel: 01865 476 380. Fax: 01865 471380. Email: anne.weston@oxon.blackwellpublishing.com

B-Line Medical
Business: B-Line Medical’s SimCenter™ and SimCube™ solutions have been selected by dozens of top medical education institutions as the most advanced, comprehensive and easiest to use solution for managing simulation and Clinical Skills training centers. Through its sophisticated web-based architecture, SimCenter™ and SimCube™ address the complex set of challenges presented by small and large simulation facilities: automated testing, assessment and video capture, simulator data
integration, debriefing, and portfolio assembly. From the affordable and portable SimCube™ to the powerful and highly automated SimCenter™, B-Line Medical solutions maximize resources, allowing faculty and staff to focus on student and curriculum development. For more information visit www.blinemedical.com.

Exhibit Number: No 16
Contact Details: B-Line Medical, 12510 Prosperity Dr, Suite 320, Silver Spring, MD 20904, USA. Tel: 301 768 4458. Fax: 301 576 4248. Email: johanna@blinemedical.com

Canadian Association for Medical Education (CAME)
Business: CAME’s mission is to advocate for medical education and medical educators by supporting faculty and educational development and encouraging research in medical education through networking and scientific activities.

Exhibit Number: MS 7
Contact Details: Canadian Association for Medical Education (CAME), 774 Echo Drive, Ottawa, ON, K1S 5P2, Canada. Tel: (613) 730 0687. Fax: (613) 730 1196. Email: came@afmc.ca

Cardiff University
Business: The School of Postgraduate Medical and Dental Education at Cardiff University is responsible for commissioning, overseeing and monitoring the provision of education and training for some 2,500 doctors and dentists in postgraduate training posts in the NHS across Wales, UK.

Exhibit Number: MS 10
Contact Details: Cardiff University, Heath Park Campus, Room 1.1, Ty Dewi Sant, Cardiff, CF14 4XN, UK. Tel: 029 2074 3160. Fax: 029 2075 4966. Email: evanszl@cf.ac.uk

Centre for Medical Education (CME)
Business: The Centre for Medical Education, the University of Dundee, offers a unique programme of courses at Postgraduate Certificate, Diploma, Masters and PhD level to meet the needs of those involved in the education of healthcare professionals. Courses are available through distance learning or face-to-face teaching.

Exhibit Number: MS 6
Contact Details: Centre for Medical Education, University of Dundee, Tay Park House, 484 Perth Road, Dundee, DD2 1LR, UK. Tel: 44 1382 381952. Fax: 44 1382 645748. Email: c.m.e.courses@dundee.ac.uk

Department of Dermatology, Cardiff University School of Medicine
Business: The Department of Dermatology, Cardiff University School of Medicine will promote their dermatology courses and medical education projects

Exhibit Number: MS 1
Contact Details: Department of Dermatology, Cardiff University School of Medicine, Heath Park, Cardiff, CF14 4XN, UK. Tel: 029 2074 5873. Fax: 029 2074 4312. Email: salmonia@cardiff.ac.uk

DxR Development Group, Inc.
Business: DxR Development Groups specializes in medical education software. Demonstrations include DxR Clinician 9 problem-based learning software), Integrated Medical Curriculum, (web-based content tutorials) and Clinical Competency Examination.

Exhibit Number: No 30
Contact Details: DxR Development Group, Inc., 148 E Pleasant Hill Road, Carbondale, IL 629303, USA. Tel: 618 453 1140. Fax: 618 453 3309. Email: diane.tennyson@dxrgroup.com

Educational Measures, LLC
Business: Educational Measures, LLC was formed as a service for medical professionals committed to measuring and managing evaluation and outcomes data from educational programming. We offer innovative solutions along the continuum of the measurement process from concept origin to program completion. The latest and proven methods and advanced technology are used to measure and analyse program outcome directly linked to content and learning objectives.

Exhibit Number: No 22
Contact Details: Educational Measures, LLC, 1625 Downing Street, Denver, CO 80218, USA. Tel: 303 962 9970. Fax: 303 962 9971. Email: gkeefer@cmeoutcomes.com

Elsevier Ltd
Business: Elsevier is a leading international publisher of medical books, journals and electronic products. Hundreds of discounted books will be on display and free journal sample copies available.

Exhibit Number: No 15
Contact Details: Elsevier Ltd, Radarweg 29, Amsterdam, 1043 NX, THE NETHERLANDS. Tel: +31 20 485 3799. Fax: +31 20 485 3809. Email: N.Tzanikian@elsevier.nl. www.elsevierhealth.com
IDEAL Consortium
Business: IDEAL Consortium includes 23 medical schools that share their assessment banks thereby having access to a voluminous source of high quality student assessments and enabling inter-institutional benchmarking.
Exhibit Number: Inst 1 & 2
Contact Details: IDEAL Consortium, Office of Educational Services, The Chinese University of Hong Kong, 9A, Blk B, Prince of Wales Hospital, Shatin, NT, Hong Kong SAR, CHINA. Tel: 852 2637 6249. Fax: 852 2635 2521. Email: cbhazlett@cuhk.edu.hk

INMEDEA GmbH
Business: The INMEDEA-Simulator is a medical online-LCHS. Clinical decision making is trained with virtual patients in a graphical hospital environment. Main customers are Medical Schools and CME-providers.
Exhibit Number: No 10
Contact Details: INMEDEA GmbH, Schaffhausenstr 113, Tuebingen, 72072, GERMANY. Tel: 49 707 175 019-27. Fax: 49 707 175 019-20. Email: franz.gerstheimer@inmedea.com

International Association of Medical Science Educators (IAMSE)
Business: IAMSE is a nonprofit professional development society organized and directed by medical faculty.
Exhibit Number: Inst 3
Contact Details: International Association of Medical Science Educators (IAMSE), 1 Crested Butte, Huntington, WV 25705, USA. Tel: 304 733 1270. Fax: 304 733 6203. Email: julie@iamse.org

International Virtual Medical School (IVIMEDS)
Business: The International Virtual Medical School - IVIMEDS - is a worldwide partnership of leading edge medical schools and institutions, setting new standards in medical education and blending high quality e-learning and face-to-face learning in the training of health care professionals.
Exhibit Number: NfP 1
Contact Details: IVIMEDS, Tay Park House, 484 Perth Road, Dundee, DD2 1LR, UK. Tel: +44 1382 381963. Fax: +44 1382 645748. Email: n.t.lafferty@dundee.ac.uk

Keepad Interactive
Business: Keepad Interactive are the Master Distributors in Mainland Europe and the Asia Pacific region of the award winning TurningPoint(R) Audience Response Systems. Download your free trial copy of our award winning software! Web: www.keepad.com
Exhibit Number: No 12
Contact Details: Sally Bateman, Keepad Interactive Tel: +61.7.5592 2800; sally.bateman@keepad.com

Keio University School of Medicine
Business: Keio University School of Medicine has extended its lumbar puncture, simulation to include both pediatric and senior models. All three models, will be displayed and available for demonstration with their inventor, Dr. Takahiro Amano. Lessons and insights for successful use of lumbar puncture simulation in medical education will be discussed.
Exhibit Number: MS 4
Contact Details: Keio University School of Medicine, 35 Shinanomachi, Shinjuku ku, Tokyo, 160-8582, JAPAN. Tel: 81 3 5363 3950. Fax: 81 3 3351 0960. Email: amanot@sc.itc.keio.ac.jp

Koken Co., Ltd.
Business: Life simulation models for medical education - Koken life simulation models garner the highest evaluations from medical professionals worldwide and contribute to ongoing improvement of medical techniques in various treatment situations.
Exhibit Number: No 29
Contact Details: Koken Co., Ltd, 3-14-3, Mejiro, Toshima-ku, tokyo, 171-0031, JAPAN. Tel: 81 3 3950 6600. Fax: 81 3 3950 6602. Email: yshima@kokenmpc.co.jp

Kyoto Kagaku Co., Ltd
Business: Manufacturer of simulators and training models. Artery puncture simulator, updated LP simulator, Ultrasound training model and other popular models for diagnostic/examination training.
Exhibit Number: No 9
Contact Details: Kyoto Kagaku Co., Ltd, 15 Kitanekoya-cho, Fushimi-ku, Kyoto, 612-8388, JAPAN. Tel: 81 75 605 2510. Fax: 81 76 605 2519. Email: rw-kyoto@kyotokagaku.co.jp
Laerdal Medical AS
Business: Laerdal has been offering learning products responding to evolving needs in emergency medicine ever since the introduction of Resusci Anne in 1960. Today the range of life saving, cost-efficient learning products include, graphic source materials, innovative skills trainers, interactive computer simulators and advanced patient simulators.
Exhibit Number: No 5/6
Contact Details: Laerdal Medical AS, Tanke Svilandsg. 30, Stavanger, 4007, NORWAY. Tel: 47 515 11700. Fax: 47 515 23557. Email: stig.frydenlund@laerdal.no

Limbs and Things
Business: Limbs and Things design, manufacture and supply medical training products, which include medical task trainers, medical simulation models and demonstration materials for healthcare professionals.
Exhibit Number: No 24
Contact Details: Limbs and Things, Sussex Street, St Philips, Bristol, BS2 0RA, UK. Tel: 0117 311 0500. Fax: 0117 311 0501. Email: hannah.matthews@limbsandthings.com

Maastricht University
Business: The Maastrict School of Health Professions Education (SHE) offers training in health professions education ranging from short courses, a master and a PhD programme
Exhibit Number: MS 2/3
Contact Details: Maastricht University, School of Health Professions Education, PO Box 616, Maastricht, 6200, NETHERLANDS. Tel: 31 43 388 5612. Fax: 31 43 388 5613. Email: V.Ghesquiere@OIFDG.unimaas.nl

MedBiquitous Consortium
Business: MedBiquitous is a non-profit, ANSI-accredited Consortium dedicated to advancing healthcare education through technology standards that promote professional competence, collaboration, and better patient care
Exhibit Number: NfP 3
Contact Details: MedBiquitous Consortium, 401 E Pratt Street, Suite 351, The World Trade Centre, Baltimore, Maryland, 21202, USA. Tel: 410 385 2367. Fax: 410 385 6055. Email: jpoet@medbiq.org

MedEdCentral
Business: MedEdCentral is a new, online database of information relating to medical and healthcare professions education. Developed by AMEE and the Transparency Task Force of the MEDINE Thematic Network, the database operates on the wiki principle and anyone can add relevant information. Come to the booth for a hands-on demonstration, or visit the website and make your contribution at www.mededcentral.org
Exhibit Number: No 5
Contact Details: AMEE, 484 Perth Road, Dundee DD2 1LR, UK. Tel: +44 (0)1382 381953; amee@dundee.ac.uk www.mededcentral.org

Medical Education Technologies, Inc - METI
Business: METI® is the global leader in patient and surgical simulation and educational products. At AMEE, we will showcase our portable Emergency Care Simulator (ECS®).
Exhibit Number: No 13
Contact Details: Medical Education Technologies, Inc - METI, 6000 Fruitville Road, Sarasota, FL 34232, USA. Tel: 941 342 5609. Fax: 941 379 1663. Email: dnoyes@meti.com

Medical Teacher, Informa Healthcare
Business: Medical Teacher is the Journal of AMEE and is supplied free in hard copy format to individual and student members (10 issues per year) by Informa Healthcare.
Exhibit Number: No 33
Contact Details: Medical Teacher, Informa Healthcare, 5th Floor, Telephone House, 69-77 Paul Street, London, EC2A 4LQ, UK. Tel: 0207 017 6428. Email: helen.lomas@informa.com

MEDINE – a Thematic Network for Medical Education
Business: The University of Bristol coordinates MEDINE – a European Commission funded project with 120 medical schools in Europe to secure educational, institutional and quality issues in European Medical Education.
Exhibit Number: NfP 5
Contact Details: MEDINE, University of Bristol, University Union, Queen’s Road, Bristol, BS8 1LN, UK. Tel: +44 1179 545769. Fax: +44 1179 545770. Email: alison.paton@bristol.ac.uk
National Association of Clinical Tutors (NACT)

Business: The National Association of Clinical Tutors (NACT) exists to further the interests of Clinical Tutors/DMEs nationally and to help and support them in their work

Exhibit Number: Inst No 5

Contact Details: National Association of Clinical Tutors (NACT), 56 Queen Anne Street, London, W1G 8LA, UK. Tel: 02073173109. Fax: 02073173110. Email: office@nact.org.uk

National Board of Medical Examiners (NBME)

Business: The NBME provides high quality examinations for licensure and certification in the health professions and offers considerable expertise in testing methodologies and educational measurement.

Exhibit Number: NfP 2

Contact Details: National Board of Medical Examiners, 3750 Market Street, Philadelphia, PA 19104, USA. Tel: 215 590 9719. Fax: 215 590 9456. Email: mnelson@nbme.org

Ozzawa 2008

Business: The 13th International Ottawa Conference ‘Ozzawa 2008 - Assessment for Life’ will take place in Melbourne, Australia, in March 2008, hosted by Monash University and the University of Melbourne.

Exhibit Number: MS 8

Contact Details: Ozzawa 2008, Meeting Planners, GPO Box 128, Sydney, NSW 2001, AUSTRALIA. Tel: 61 2 9265 0890. Fax: 61 2 9265 0880. Email: ozzawa13@meetingplanners.com.au

Pharmabotics Limited

Business: Medical Models and Simulator Makers for Clinical Skills and Medical Education. Pharmabotics manufacture soft tissue medical simulators for use in medical education and clinical skills and practical hands-on training.

Exhibit Number: No 25

Contact Details: Pharmabotics Limited, Unit 20, The Calvert Centre, Woodmancott, Winchester, Hampshire, SO21 3BN, UK. Tel: 01256 398003. Fax: 01256 398752. Email: sales@pharmabotics.com

Slide Path

Business: Slide Path are the leading European provider of digital microscopy software for education, developed with leading universities for histology/histopathology training

Exhibit Number: No 8

Contact Details: Slide Path, Invent DCU, 9, Dublin, IRELAND. Tel: 353 1 700 7576. Fax: 353 1 700 7555. Email: dan.johnston@slidepath.com

Spanish Society for Medical Education (SEDEM)

Business: Medical Education

Exhibit Number: Inst 4

Contact Details: Spanish Society for Medical Education (SEDEM), Casanova 143, Barcelona, 08036, SPAIN. Tel: 34934024519. Fax: 34964035295. Email: jpales@ub.edu

The Wilson Centre – University of Toronto

Business: The Wilson Centre is dedicated to advancing healthcare education & practice, through research - a unique, world-renowned centre for development of health professional education research & researchers.

Exhibit Number: MS 9

Contact Details: The Wilson Centre - University of Toronto, Toronto General Hospital, 200 Elizabeth Street, 1ES-559, Toronto, Ontario, M5G 1C4, CANADA. Tel: 416 340 3646. Fax: 416 340 3792. Email: mariana.cadavid@utoronto.ca

University of Ambrosiana, International Graduate Medical Education

Business: University Ambrosiana offers graduate degrees in Medical Education designed to quip medical professionals with the core skills related to medical education practice and research (www.internationalgme.org)

Exhibit Number: MS 5

Contact Details: University of Ambrosiana, International Graduate Medical Education, C/O International GME, 2628- Cuchsone Road NW, Calgary, Alberta, T2M 4H7, CANADA. Tel: 403 2207 296. Email: violato@ucalgary.ca

University of Miami Gordon Center for Research in Medical Education

Business: For nearly 40 years, the GCRME has pioneered simulation technology and developed proven training systems that are used for multiprofessional healthcare education, including “Harvey”, the Cardiopulmonary Patient Simulator, and the “Umedic” computer programs.

Exhibit Number: No 27

Contact Details: University of Miami Gordon Center for Research in Medical Education, 1430 NW 11th Avenue, PO Box 01690 (D-41), Miami, FL, 33101, USA. Tel: 305 243 6491. Fax: 305 243 1823. Email: rscalese@med.miami.edu
LOCAL SPONSORS

**Future Operating Room, Sintef Health**
Business: Exhibition of surgical simulators for teaching new medical personnel and experts
Exhibit Number: No 31/32
Contact Details: Future Operating Room, Sintef Health, National Center for Advanced Laparoscopic Surgery, St Olavs Hospital, Trondheim, 7006, Norway. Tel: 47 738 69688. Fax: 47 73 869689. Email: kirsten.ronning@stolav.no

**Helsebiblioteket**
Business: Exhibition of surgical simulators for teaching new medical personnel and experts
Exhibit Number: No 2
Contact Details: Helsebiblioteket, Trondheim, Norway
grete.strand@helsebiblioteket.no

**Helsebygg Midt-Norge**
Business: Helsebygg Midt-Norge are planning and building the new 220,000m2 St Olav’s Hospital in Trondheim, a joint venture between the hospital (75%) and NTNU Medical Faculty (25%)
Exhibit Number: No 7
Contact Details: Helsebygg Midt-Norge, Prof. Brochs gt. 6, Trondheim, 7488, NORWAY. Tel: 47 92830700. Fax: 47 73 862001. Email: aos@helsebygg-midt.no

**Legeforeningen**
Business: Exhibition of surgical simulators for teaching new medical personnel and experts
Exhibit Number: No 3
Contact Details: Legeforeningen, Trondheim, Norway. Email: terje.vigen@legeforeningen.no

**Norwegian University of Science and Technology (NTNU)**
Business: University
Exhibit Number: No 34
Contact Details: NTNU, Trondheim, Norway. Email: nina.moxnes@ntnu.no

**Sør-Trøndelag University College**
Business: Sør-Trøndelag University College, the third largest University College in Norway with seven faculties and 7000 students aims to be an important producer of research-based knowledge for the surrounding community
Exhibit Number: No 28
Contact Details: Sør-Trøndelag University College, Laboratoriesenteret, St Olav’s Hospital, Erling Skjalgssons Gt. 1, Trondheim, N7004, Norway. Tel: 00 47 725 73025. Fax: 00 47 7257 6429. Email: kari.torbergsen@hist.no

**Trondheim Municipality**
Business: Øya Community Hospital Arena for integrated care
Exhibit Number: No 1
Contact Details: Trondheim Municipality, Trondheim, 7004, Norway. Tel: 47 911 12469. Fax: 47 725 47895. Email: birgit1.reisch@trondheim.kommune.no

Book signing opportunity
Some of the speakers will be available in the Exhibition area on Monday at lunchtime to sign copies of their books. Some of the books may be purchased from the publishers who have exhibits and others are available from AMEE.
## PERSONAL DIARY

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**MAP: TRONDHEIM CITY CENTRE**

**Social Events**

1. **Opening Ceremony**
   - Sunday 26th August
   - Nidaros Cathedral & Archbishops Palace
   - Kongsgårdsgata 1

2. **‘Magical Monday’**
   - Monday 27th August
   - Rick’s Cafe, Nordre gate 11

3. **Tours Meeting Point**
   - Britannia Hotel, Dronningens gate 5

4. **Munkholmen Trip**
   - Meeting Point, Ravnlkloa Fish Market
   - Tuesday 28 August

**Conference Hotels**

- **Trondheim Spektrum**
  - 27-29 August
  - Conference Venue - Klostergata 90

**Faculty of Medicine, NTNU**

- Conference Venue
- Pre-conference Workshops
  - 25-26 August
- Conference sessions
  - 27-28 August (PM Only)
PLAN OF NTNU FACULTY OF MEDICINE CAMPUS

ROOMS
- KBA
- KBS11
- KBS21
- Cyber Cafe
- Comp Room

ROOMS
- LM22
- LS21
- LA21
- LS41
- LS42

ROOMS
- MTS1
- MTS3
- MTA
- Cyber Cafe
- Speaker-Ready

REGISTRATION AREA
for PCWs ONLY

Shuttle Bus Stop
Lunch/Coffee -
Sat & Sun (PCW ONLY)
Coffee - Mon/Tues (PM)
Entrance
TRONDHEIM SPEKTRUM

Level 3
- Workshops/Fringe
- Speaker Preview

Level 2
- Symposia
- Hall C
- Short communications
- Workshops
- Meetings

Level 1
- Short communications
- Hall A
- Posters
- Workshop

Main Entrance from Street Level

Areas not used for conference sessions

Conference Sessions

Conference Sessions
SATURDAY 25 AUGUST

0800-1800 Registration desk open at NTNU Faculty of Medicine: Medisinsk Teknisk Forskningssenter (FOR DELEGATES ATTENDING PRE-CONFERENCE WORKSHOPS ONLY)

0900-1700 The Golden Route Tour (see page 99)

1800-2200 Boat/fishing Trip on the Fjord (see page 99)

COURSES

0900-1700 Essential Skills in Medical Education (ESME) Course (lunch provided)
Location: Nevrosenteret Building, Room NSU 1

0900-1700 Research Essential Skills in Medical Education (RESME) Course (lunch provided)
Location: Nevrosenteret Building, Room NSU 2

0900-1700 Fundamentals of Assessment in Medical Education (FAME) Course (lunch provided)
Location: Laboratoriesenteret Building, Room LS 21 (Break-out Room LM 22)

PRE-CONFERENCE WORKSHOPS
Pre-registration required. Lunch is provided for those attending a full-day or two half-day Saturday workshops. (Tickets will be in conference pack).

PCW1 Patient focused simulation
Roger Kneebone and Debra Nestel
Time: 0915-1645
Location: Kvinne-Barn-Senteret Building, Room KBS 11

PCW2 Faculty Professionalism: addressing the hidden curriculum
Anita Glicken
Time: 0915-1215
Location: Kvinne-Barn-Senteret Building, Room KBS 21

PCW3 Telemedicine and e-Health
Arthuro Serrano and Gunnar Ellingsen
Time: 0915-1215
Location: Laboratoriesenteret Building, Room LS 41

PCW4 How to handle students who are found unfit to become doctors
Kjell Haug and national/international contributors
Time: 0915-1215
Location: Medisinsk Teknisk Forskningssenter Building, Room MTS 3

1215-1345 Lunch for participants with full-day or two half-day Saturday workshops:
Medisinsk Teknisk Forskningssenter Building

PCW5 ‘I just can’t work with you anymore!’ Collegial dispute resolution continues:
Kerry Knickle and Nancy McNaughton
Time: 1345-1645
Location: Laboratoriesenteret Building, Room LS 41

PCW6 The Case Method – getting started
Martin Sjøermquist and Elizabeth Crang Svalenius
Time: 1345-1645
Location: Laboratoriesenteret Building, Room LS 42

PCW7 Medical Professionalism: an exploration of international similarities and differences in teaching and learning about professionalism
Iain Robbé, Hiroshi Nishigori, Hirotaka Onishi and Makoto Kikukawa
Time: 1345-1645
Location: Kvinne-Barn-Senteret Building, Room KBS 21
PCW 8  **Intercalated research track**
Karin Tommeras, Jarle Breivik and Maje Siebke
Time:  1345-1645
Location:  Kvinne-Barn-Senteret Building, Small Group Room (details from registration desk)

PCW 9  **Training Standardized and Simulated Patients in giving feedback**
ASPE, led by Jan-Joost Rethans
Time:  1345-1645
Location:  Medisinsk Teknisk Forskningsenter Building, Room MTS 3
SUNDAY 26 AUGUST

0800-1800  Registration desk open at NTNU Medisinsk Teknisk Forskningscenter (FOR DELEGATES ATTENDING PRE-CONFERENCE WORKSHOPS ONLY)

1300-1600  Sightseeing in Trondheim Tour (see page 100)

0900-1300  Essential Skills in Medical Education (ESME) Course
            Location: Nevrosenteret Building, Room NSU 1

0900-1230  Fundamentals of Assessment in Medical Education (FAME) Course
            Location: Laboratoriesenteret Building, Room LS 21 (Break-out Room LM 22)

PRE-CONFERENCE WORKSHOPS

Pre-registration required. Lunch is provided for those attending a full-day or two half-day Sunday workshops. (Tickets will be in conference pack).

PCW 10  Managing change in the veterinary curriculum
            S Baillie, P van Beukelen, W G G M van der Maazen and G McConnell
            Time:  0915-1645
            Location: Nevrosenteret Building, Room NA

PCW 11  Preparing medical education manuscripts for journal publication
            William C McGaghie and Diane B Wayne
            Time:  0915-1215
            Location: Laboratoriesenteret Building, Room LS 41

PCW 12  Developing and implementing a patient-partnership scheme for clinical teaching and assessment
            Linda Park, Jean Ker and Helen Cameron
            Time:  0915-1215
            Location: Kvinne-Barn-Senteret Building, Room KBS 21

PCW 13  Maintaining well-being and quality of life in training and in practice
            Lotte Dyrbye, Matthew Thomas, Tait Shanafelt and Colin West
            Time:  0915-1215
            Location: Medisinsk Teknisk Forskningscenter Building, Room MTS 3

PCW 14  Using humour to tap multiple intelligences in medical education
            Ron Berk
            Time:  0915-1215
            Location: Nevrosenteret Building, Room NSU 2

PCW 15  Evaluating curricular outcomes: How will you know if you have made a difference
            Sharon Krackov, Henry Pohl and John Shatzer
            Time:  0915-1215
            Location: Medisinsk Teknisk Forskningscenter Building, Room MTS1

PCW 16  Delivering constructive feedback in challenging situations – moving beyond a formula
            Catherine M Smith, Diana Tabak, Stan Rogal and Anja K Robb
            Time:  0915-1215
            Location: Laboratoriesenteret Building, Room LS42

PCW 17  Portfolio learning in the clinical setting
            Erik Driessen, Edith ter Braak, Hanke Dekker, Fedde Scheele and Cees van der Vleuten
            Time:  0915-1215
            Location: Kvinne-Barn-Senteret Building, Room KBS 11

1215-1345  Lunch for participants with full-day or two half-day Sunday workshops:
            Medisinsk Teknisk Forskningscenter Building
AFTERNOON SESSIONS

PCW 18  An introduction to Item Response Theory: overview of common models and applications to medical education assessment issues  
André de Champlain and Ronald Nungester  
Time:  1345-1645  
Location:  Laboratorieresenteret Building, Room LS 21

PCW 19  Designing oral examinations: challenges and opportunities  
Ara Tekian and Rachel Yudkowsky  
Time:  1345-1645  
Location:  Nevrosenteret Building, Room NSU 1

PCW 20  Learning how to review medical education articles  
Sonia Crandall, Paul Hemmer and Steven Durning  
Time:  1345-1645  
Location:  Laboratorieresenteret Building, Room LS 41

PCW 21  Analysis of small group learning  
Antoinette Peters and Are Holen  
Time:  1345-1645  
Location:  Kvinne-Barn-Senteret Building, Room KBS 11

PCW 22  Standardized assessment of reasoning in the context of uncertainty: the script concordance test (SCT)  
B Charlin and B Carrière  
Time:  1345-1645  
Location:  Medisinsk Teknisk Forskningsenteret Building, Room MTS 3

PCW 23  Teaching and learning in the community  
Madalena Patrício, Peter McCrorie and Margot Tuner  
Time:  1345-1645  
Location:  Medisinsk Teknisk Forskningsenteret Building, Room MTS 1

PCW 24  A critical review of 14 strategies to measure teaching/clinical effectiveness  
Ron Berk  
Time:  1345-1645  
Location:  Nevrosenteret Building, Room NSU 2

PCW 25  Management and Leadership: medicine and education – exploring the overlapping zone  
Henrique M G Martins  
Time:  1345-1645  
Location:  Kvinne-Barn-Senteret Building, Room KBS 21

PCW 26  Evaluating the evidence  
Alex Haig and Marilyn Hammick  
Time:  1345-1645  
Location:  Laboratorieresenteret Building, Room LM 22

Orientation Session for new participants  
Time:  1700-1800  
Location:  Laboratorieresenteret Building, Room LA21

1900-2100  Reception at Arch Bishop's Palace followed by concert at Nidaros Cathedral
MONDAY 27 AUGUST

0730-1800
Registration Desk open (Trondheim Spektrum)
Exhibition Open

0800-1800
Sightseeing in Trondheim (departs from and returns to Britannia Hotel) (page 100)

SESSION 1
0830-1045

1A PLENARY
Learning by doing
Location: Hall F (Spektrum)
Chairperson: Ronald Harden (United Kingdom)

An introduction to AMEE 2007
Ronald Berk (Johns Hopkins University School of Nursing, United States) and Ronald Harden (AMEE)

0830-0900
1A1 Don’t bother me, I’m learning!
Marc Prensky (Games2train.com)

0900-0940
1A2 Enhancing the development of professional performance: some insights from expert performance and deliberate practice
K Anders Ericsson (Department of Psychology, Florida State University, Tallahassee, Florida, United States)

0945-1025
Questions

1025-1030 Questions

1030-1045 Discussion

1045-1115
Coffee
Location: Hall D (Spektrum)

SESSION 2
1115-1230

2A SYMPOSIUM
‘Playing the game’: structured educational experiences
Chairperson: Lynne Allery (School of Postgraduate Medical & Dental Education, Cardiff University, Cardiff, United Kingdom)

Panel: Marc Prensky (Games2train.com), Michael Begg (University of Edinburgh, United Kingdom), Janet MacDonald (Cardiff University, United Kingdom)

Location: Hall F (Spektrum)

2B SYMPOSIUM
Deliberate practice in medical education
Chairperson: William C McGaghie (Northwestern University Feinberg School of Medicine, Chicago, IL United States)

Panel: Diane B Wayne (Northwestern University Feinberg School of Medicine, United States: Deliberate Practice and the Acquisition and Maintenance of ACLS Skills; Roger L Kneebone (Imperial College London Faculty of Medicine, United Kingdom): Deliberate Practice and the Acquisition of Surgical Skills; Ross J Scalese (University of Miami Miller School of Medicine, United States): Use of Simulation Technology and Deliberate Practice for Education in Cardiology

Discussant: K Anders Ericsson (Department of Psychology, Florida State University, Tallahassee, Florida, United States)

Location: Hall E2 (Spektrum)
**2C SHORT COMMUNICATIONS**

**e-Learning resources**

Chairperson: John Patterson (UK)
Discussant: Goh Poh-Sun (Singapore)
Location: Hall C (Spektrum)

**2C/SC1 MedEdPORTAL and the “Impact Factor” of educational resources**

Chris Candler (B Anderson to present) (Association of American Medical Colleges, Gravette, Arkansas, United States)

**2C/SC2 The LAVA Website: a multi-disciplinary resource for anatomy teaching, learning and research**

Sam Regan de Bere (Peninsula College of Medicine and Dentistry, University of Plymouth, Devon, United Kingdom)

**2C/SC3 Virtual Human Dissector as a learning tool for studying cross-sectional anatomy**

Leo Donnelly*, Debra Patten, Pamela White, Gabrielle Finn (University of Durham, Thornaby, United Kingdom)

**2C/SC4 Advanced 3D visualization in student-centred health care education**

Charlotte Silén, Staffan Wirëll*, Joanna Kvist, Eva Nylander, Örjan Smedby (Linköping University, Department of Medicine and Care, Faculty of Health Sciences, Linköping, Sweden)

1215-1230 Discussion

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**2D SHORT COMMUNICATIONS**

Teaching and learning evidence-based medicine

Chairperson: Dirk Ubbink (Netherlands)
Location: MR K4 (Spektrum)

**2D/SC1 Integration of evidence-based medicine into a PBL curriculum**

H Tamim*, M Magzoub (King Saud bin Abdulaziz University for Health Sciences, College of Medicine, Riyadh, Saudi Arabia)

**2D/SC2 Attitudes, practice and educational preferences towards evidence-based medicine among physicians in a large teaching hospital**

Zubair Amin, Marion Aw, Ross Soo, Shirley Ooi, Pary Sivaraman, Yeo Jin Fei, Edwin Chan, Lim Seng Gee (National University of Singapore, Clinical Research Center, Singapore)

**2D/SC3 Evidence based clinical teaching in respiratory medicine**

Helen Stone*, Rahul Mukherjee (University Hospital Birmingham, Birmingham, United Kingdom)

**2D/SC4 Long-term effects of a standardized course in Evidence Based Medicine (EBM)**

K Müller, S Biller*, A Pohl, C Müller, Y Falck-Ytter, J Forster (University Hospital Freiburg, Department of Education, Freiburg, Germany)

**2D/SC5 Evidence-based medical curriculum: impact on medical students in a resource limited setting**

C A N Okoromah*, A O Adenuga, F E A Lesi, B B Afolabi, M O Odelola, C I Esezobor, O K Serrano, A Ibegwam, C I Okwundu (College of Medicine of the University of Lagos, Department of Paediatrics, Idi-Araba, Lagos, Nigeria)

No Discussion

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**2E SHORT COMMUNICATIONS**

Curriculum: The education environment

Chairperson: Awdah Al-hazimi (Saudi Arabia)
Discussant: Hetty Balendong (Netherlands)
Location: MR K3 (Spektrum)

**2E/SC1 Validity and reliability of the instruments measuring educational environment in the health professions education: a systematic review**

Diantha Soemantri*, Arnoldo Riquelme, Manuel Espinoza, Sue Roff (Faculty of Medicine, University of Indonesia, Central Jakarta, Indonesia)

**2E/SC2 Why clinical learning climates differ: participation is vital**

Klarke Boor*, Elvira den Breejen, Fedde Scheele, Pim Teunissen, Gees van der Vleuten, Albert Scherpbier (Sint Lucas Andreas Hospital, Amsterdam, Netherlands)

**2E/SC3 Does the first cohort at a new medical school perceive the educational environment differently from later cohorts?**

Susan Miles* and Sam J Leinster (University of East Anglia, School of Medicine, Health Policy and Practice, Norwich, United Kingdom)

**2E/SC4 Educational climate during curriculum transformation at a traditional medical school**

Nils Danielsen*, Ann-Christine Havfling, Sue Roff, Sean McAleer and Gudrun Edgren (Lund University, Medical Faculty, Lund, Sweden)

1215-1230 Discussion
2F SHORT COMMUNICATIONS
Assessment: Standard setting
Chairperson: John Nicholls (Hong Kong)
Discussant: John Norcini (US)
Location: MR K2 (Spektrum)

1115-1130
2F/SC1 Implementing standards-based assessment in medical education
William Wrigley (The University of Queensland, Centre for Medical Education, School of Medicine, Herston, Queensland, Australia)

1130-1145
2F/SC2 A comparison of statistical-based approaches to setting a standard for a high stakes MCQ examination
Timothy J Wood*, Robert S Lee, Yves Lafortune (Medical Council of Canada, Ottawa, Ontario, Canada)

1145-1200
2F/SC3 Consistency of standard setting using the Ebel method within the faculty of one UK medical school
Adam Feather*, Paola Domizio, Godfrey Pell, Katharine Boursicot (Barts and the London, Queen Mary’s School of Medicine and Dentistry, University of London, Centre for Medical Education, London, United Kingdom)

1200-1230 Discussion

2G SHORT COMMUNICATIONS
Assessment: The final exam
Chairperson: Ron Berk (US)
Discussant: Patsy Stark (UK)
Location: MR A4 (Spektrum)

1115-1130
2G/SC1 Variety is the spice of life: UK medical school finals
Peter McCrorie*, Lesley Southgate (St George’s, University of London, Centre for Medical and Healthcare Education, London, United Kingdom)

1130-1145
2G/SC2 Assessing medical knowledge – some lessons from progress testing
Chris Ricketts* (Peninsula Medical School, University of Plymouth, United Kingdom)

1145-1200
2G/SC3 Developing and using a computer-based clinical case study in summative examinations
Martin Veller, Lionel Green-Thompson*, Prof Prozesky (Centre for Health Science Education, Wits Faculty of Health Sciences, Parktown, South Africa)

1200-1215
2G/SC4 Mock exams – a sure winner?
K Hurt*, A J Morris, J Hawkins, J Fisher, B Askew, W Ifield, P Lee, B V Prathibha (William Harvey Hospital, Kent, United Kingdom)

1215-1230 Discussion

2H WORKSHOP
Use of Generalizability Theory in designing and analyzing performance-based tests
David B Swanson (National Board of Medical Examiners, Philadelphia, United States)
Location: MR M1a/b (Spektrum)

2I WORKSHOP
Developing and evaluating item-based assessment tools: applying new concepts in validity to medical education
David A Cook*, Thomas J Beckman (Mayo Clinic College of Medicine, Div. of General Internal Medicine, Rochester, Minnesota, United States)
Location: MR M8 (Spektrum)

2J WORKSHOP
How can workplace teaching and learning be illuminated by contemporary sociocultural theory?
P W Teunissen, T L Doman, K V Mann (VUmc, Institute for Medical Education, Amsterdam, Netherlands)
Location: MR A3 (Spektrum)
2K WORKSHOP
A practical introduction to assessing the CanMEDS competencies
Denyse Richardson, Jason R Frank (Royal College of Physicians and Surgeons of Canada, Ottawa, Ontario, Canada)
Location: MR M1c (Spektrum)

2L WORKSHOP
The student in difficulty
John Cookson¹, Norma Saks², Subba Ramani³, Nigel Bax⁴ (¹Hull York Medical School, University of York, United Kingdom; ²Robert Wood Johnson Medical School, United States; ³Boston University School of Medicine, United States; ⁴The University of Sheffield, United Kingdom)
Location: MR M2 (Spektrum)

2M POSTERS
Admissions/Selection
Chairperson: Hannah Kedar (Israel)
Location: Hall A (Spektrum)

2M/P1 Academic and non-academic predictors for acceptance to medical studies at Witten/Herdecke University – findings of a QUEST-analysis
M Hofmann*, M A Rieger, T Ostermann (University of Witten/Herdecke, Faculty of Medicine, Germany)

2M/P2 Analysis of academic achievement of transferred medical students in Yonsei University Medical School, Korea
Seung-Hee Lee (Yonsei University, Department of Medical Education, School of Medicine, Seoul, Republic of South Korea)

2M/P3 Effect of a pre-University orientation course on applicants' ranking in the medical admission test
P Falaschi*, M L Morisani, L Brienza, M Relucenti, R Baldini, R Heyn, F Cicone, E Gaudio, V Ziparo, G Familiari (II Faculty of Medicine, University of Rome “La Sapienza” and Regional School Office of Latium (Public Education Ministry), Rome, Italy)

2M/P4 Are personality characteristics related to academic success and could they be used as part of a selection procedure?
Glynis Pickworth (University of Pretoria, South Africa)

2M/P5 Comparative study on academic achievement
Wanida Saeung*, B Warachit (Hatayi Hospital, Songkhla, Thailand)

2M/P6 Association between interviewees' background and the outcome of Multiple Mini-Interview (MMI)
Keh-Min Liu*, Yi-Hsin Yang, Min Liu, Jwu-Lai Yeh, Chung-Sheng Lai, Chun-Hsiung Huang (Kaohsiung Medical University, College of Medicine and Graduate Institute of Oral Health Sciences, Kaohsiung, Taiwan)

2M/P7 A comparison of stress levels, coping styles and psychological morbidity between graduate entry medical students and mainstream medical students in the UK
R Zvayua*, F Oyebode, L A Jones (Medical School, Education Unit and Department of Psychiatry, University of Birmingham, United Kingdom)

2M/P8 Admissions criteria and success in medical fields of study
A Syed Ali, S Gentsch, F Nuernberger, J Schulze* (Medical Faculty, Johann Wolfgang Goethe-University Frankfurt/Main, Institute of Educational Psychology, Frankfurt/Main, Germany)

2M/P9 Study progress of graduate entry medical students
Erika Österholm*, Outi Jääskeläinen, Anna-Liisa Kolviisto, Peikka Kääpä (Medical Education Research and Development Centre, University of Turku, Finland)

2M/P10 Is there a relationship between the subject of a student's previous degree and their progression on a UK graduate entry medical degree?
Jennifer Poyser*, Peter McCrorie (St George's, University of London, United Kingdom)

2N POSTERS
Communication skills and clinical teaching
Chairperson: Christine McMenamin (Australia)
Location: Hall A (Spektrum)

2N/P1 Evaluation of communication/consultation skills (2nd year medical students and 3rd-4th year nursing students) using simulations with role-players/standardised patients an interdisciplinary approach.
Nuala Walsh, Tony Ryan, Rob Gaffney, Connie Wiskin* (UCC, School of Nursing & Midwifery, Brookfield Health Sciences Complex, Cork, Ireland)
2N/P2 A model of training on physician-patient communication skills of medical students
N Mungan, R Guzel, F Gulier-Uysal, T Gulier, M Gulsen, E Kocabas, N Ogulener, Y Tasova*, D Altintas, F Doran (Cukurova University Faculty of Medicine, Cukurova University Faculty of Medicine, Balcali, Adana, Turkey)

2N/P3 Assessment of communication skills in clinical students and correlating it with cumulative grade (GPA) in King Faisal University
M H Al-Sheikh*, K O Al-Omran, A M Al-Rubaish (King Faisal University, Dammam, Saudi Arabia; Saudi Aramco Oil Company, Dhahran, Saudi Arabia)

2N/P4 Teaching and assessing the way of breaking bad news
Eeva Pyörälä (Research & Development Unit for Medical Education, University of Helsinki, Finland)

2N/P5 Foundation for communication skills in year 4 medical students at Saraburi Regional Hospital, Thailand
Panida Mukdeeprom*, Are Subsomth (Saraburi Regional Hospital, Saraburi Medical Education Center, Muang District, Saraburi, Thailand)

2N/P6 Communication skills training by video feedback method
A Zaman*, E Managheb, Z Faragazdegan, B Shams (Isfahan University of Medical Sciences, Isfahan, Iran)

2N/P7 Introducing communication skills course in the undergraduate medical education curriculum of School of Medicine of Tehran University of Medical Sciences
Azim Mirzaadeh*, Vandad Sharifi, Hamid Emadi, Farhad Shahi, Sirus Jafarian, Taranesh Dormahammdm, Mohammed Jalili, Ali Afshari, Nader Roshan (School of Medicine, Tehran University of Medical Sciences, Tehran, Iran)

2N/P8 How do osteopaths use their senses in an osteopathic clinical examination?
Jorge Esteves*, John Geake, Charles Spence (Oxford Brooks University, Westminster Institute of Education and School of Health and Social Care, Headington, Oxford, United Kingdom)

2N/P9 Skill lab in new curriculum of Shahid Beheshti Medical School
A Rajaie*, F Bitajian (Shahid Beheshti Medical School, Evin, Tehran, Iran)

2N/P10 Why clinical skills with indigenous languages in the MBChB programme at the University of Cape Town
Jason Marcus*, Rae Nash (University of Cape Town, Faculty of Health Sciences, Observatory, Cape Town, South Africa)

2N/P11 Patients teaching clinical skills: a review
Mais Al-Hity*, Vikram Jha, Naomi D Quinton, Trudie E Roberts (University of Leeds, Medical Education Unit, Leeds, United Kingdom)

2N/P12 The MDI technique of medical students in asthma management
Chakarin Wattanamongkol (Department of Internal Medicine, Prapokklao Hospital, Watmai, Muang District, Chantaburi Province, Thailand)

2O POSTERS
Simulation and new learning technologies
Chairperson: Michael Ross (UK)

Location: Hall A (Spektrum)

2O/P1 Teaching medical students to work as anaesthesiologists - presentation of a programme
L Niemi-Murola*, J Hallikainen, P H Rosenberg (Department of Anesthesiology and Intensive Care Medicine, Finland)

2O/P2 Use of an electronic stethoscope in clinical veterinary training
Karen MacEachem (University of Glasgow Veterinary School, Bearsden, Glasgow, United Kingdom)

2O/P3 Understanding and managing learner distress in simulation and debriefing
Andrea E Waddell*, Georges Savoldelli, Vicki R LeBlanc (Wilson Centre, University of Toronto, Toronto, Ontario, Canada)

2O/P4 Acquisition of practical skills in endoscopy: Does age matter?
J E F Fitzgerald**, A Simpson, C Maxwell-Armstrong (Department of Surgery, Nottingham University Hospital, Nottingham, United Kingdom)

2O/P5 Development and evaluation of acute care high fidelity simulation course for foundation trainees
Indu Sockalingam*, Guillaume Alinier (Department of Anaesthesia, Lister Hospital, Stevenage, United Kingdom)

2O/P6 The experience of laparoscopic simulation by surgical residents
Yun-Chen*, Pei-Chun Lin, Shu-Hsun Chu (Division of Medical Education, Far Eastern Memorial Hospital, Banciao, Taipei, Taiwan)

2O/P7 The impact of simulation on simulated patients
Henrike Hoelzer*, Annette Froehmel, Johanna Kretschmann (AG Reformstudiengang, Charité Universitätsmedizin, Berlin, Germany)

2O/P8 Adolescent Standardized Patients’ simulation of suicidality: is it safe?
M Hanson*, A Nioe, A Pietrantonio, S Johnson, M Young, B High, H MacMillan, K Eva* (‘Dept of Psychiatry and Behavioural Neurosciences, ‘Dept of Pediatrics, ‘Faculty of Science, ‘Dept of Psychology, Neuroscience and Behaviour, Faculty of Health Sciences, ‘Clinical Epidemiology and Biostatistics, McMaster University, Hamilton, Ontario, Canada)
2O/P9  Comparison of clinical skills centers in the United States and Russia: The East Carolina University/Kazan University experience
Heidi A Lane, Serguei Bulatov (East Carolina University, Greenville, United States)

2O/P10  Development of an e-curriculum for the “practical year”
Hubert Liebhardt*, Stephanie Brachmann, Susanne Abele, Bernhard Böhm (Kompetenzzentrum E-Learning in der Medizin Baden-Württemberg, Ulm, Germany)

2O/P11  Development of online learning tools to improve the knowledge and skills of primary care professionals in Geriatrics
Kieran Walsh (BMJ Learning, BMA House, London, United Kingdom)

2O/P12  Use of a Computer Assisted Learning package to consolidate postgraduate practical procedure training in renal biopsy
M Williams*, D King, S Carr (University Hospitals of Leicester NHS Trust, John Walls Renal Unit, Leicester General Hospital, Leicester, United Kingdom)

2O/P13  “Clinical Skills Online” – who uses it and why?
Arnold Somasunderam, Terry Poulton, David Cleverly (St. George’s University of London, e-Learning Unit, Centre for Medical and Healthcare Education, London, United Kingdom)

2O/P14  eViP: An EC-funded project to create a bank of multilingual, multicultural, virtual patients
Terry Poulton*, Emily Conradi1, Uno Fors2, Martin Fisher1, Soeren Huwendiek1, Rachel Ellaway1, Bas de Leng4, David Davies1, Valentin Muntean1, Pieter Laidler2 (1St George’s University of London, United Kingdom; 2Karolinska Institutet, Sweden; 3Ludwig-Maximilians-Universität, Munich, Germany; 4Heidelberg University, Germany; 5MEDiquitous; 6Universiteit Maastricht, Holland; 7University of Warwick/IVIMEDS, United Kingdom; 8University ‘Iuliu Hatieganu’ Cluj-Napoca, Romania; 9Uniwersytet Jagiellonski, Poland)

2O/P15  Building faculty infrastructure in an academic simulation center
Sara Kim*, Brian Ross, Tom Benedetti, Carlos Pellegrini (University of Washington, Department of Medical Education, Seattle, United States)

1115-1230

2P  POSTERS

2P/P1  Clinician-educators reflect on what has changed and what remains essential in medicine and medical education
Justin Jagosh (Simon Fraser University, School of Communication, Burnaby, British Columbia, Canada)

2P/P2  Teaching and the impact on healthcare delivery: the informal curriculum
Kandy Collings*, Ginevra Read, Paul Bradley, Angela Lait (Peninsula Medical School, Clinical Skills, The Knowledge Spa, Royal Cornwall Hospitals Trust, Truro Cornwall, United Kingdom)

2P/P3  Teaching capacity – who will teach the ‘tsunami’ of trainees?
Richard Tarala* Alistair Vickery (Royal Perth Hospital, Postgraduate Medical Education, Perth, Australia)

2P/P4  The roles of a good teacher – opinions of Brazilian medical students in “preclinical” and “clinical” periods
Jose Fernando de Castro Figueiredo*, Maria de Lourdes Veronese Rodrigues, Luiz Ernesto de Almeida Troncon, Marco Antonio de Castro Figueiredo, Carlos Eli Piccinato (Faculty of Medicine of Ribeirão Preto, University of São Paulo, Ribeirão Preto, Brazil)

2P/P5  Nursing students’ perceptions of effective clinical instructors in Jahrom Medical School in Iran
Sedigheh Najafipour*, F Bizaiy, Majid Najafipour, Fatemehe Najafipour (Jahrom Medical School, Educational Development Center, Jahrom, Iran)

2P/P6  Survey on effective factors of on the job satisfaction in faculty members of Sari Medical School 2006
Mansoor Ranjbar*, Mehdi Ahangari, Kourosh Vahidshahi, Mitra Mahmoudi (Mazandaran University of Medical Sciences (MUMS), Sari, Mazandaran, Iran)

2P/P7  What did we gain from the AMEE conference?
K Sawasdichai, C Ngampiyasakul (Prapokklao Medical Education Center, Muang District, Chanthaburi, Thailand)

2P/P8  Helping cohesion and enriching outcomes: a matricial approach in a new Health Sciences Education Center
Bernard Millette*, Monique Chaput, Raymond Lalande (Centre de pédagogie appliquée aux sciences de la santé, Faculté de médecine, Université de Montréal, Québec, Canada)

2P/P9  Questionnaires in medical education: is there a need to hunt for the last respondent?
Ted A W Splinter*, Karen M. Stegers-Jager (Erasmus MC - Institute of Medical Education and Research, Rotterdam, Netherlands)
1115-1230

2Q WORKSHOP

The Innocent Murmur: methods of effective instruction and assessment
Donald D Brown1, Joel Felner1, Ira Gessner2 ('University of Iowa; 'Emory University; 'University of Florida, United States)
Location: Hall D, Exhibit Number 27 (Spektrum)

1115-1230

2R GOOD IDEAS IN MEDICAL EDUCATION (GIME) 1

The Curriculum
Location: (Demonstrations on display throughout the day in the Exhibition Area on Monday 27 August): Hall D

2R/G1 Adding structure to problem based learning: A tutorial innovation
Eve Espey*, Tony Ogburn, Ellen Cosgrove, Summers Kalishman, Meggan Zsemlye (University of New Mexico, Albuquerque, NM, United States)

2R/G2 Management and leadership education for medical students – why not have it in your medical school?
Henrique M G Martins (Faculdade de Ciências da Saúde – UBI/Serv. Medicina I – HFF, Covilhã, Portugal)

2R/G3 Using a logic model in the evaluation of educational programs
Danielle Blouin1*, Simon Gregory2, Elza Mylona3 (1Faculty Development, Queen's University, Kingston, Ontario, Canada; 2East Midland Healthcare Workforce Deanery, UK; 3Stony Brook University, New York, USA)

2R/G4 Academic Support skills for faculty and professionals: practical applications from cognitive psychology, basic physiology, and the study of athletes' peak performance
Lawrence ‘Hy’ Doyle (David Geffen School of Medicine at UCLA, Los Angeles, United States)

1230-1300

Lunch at Spektrum
Location: Hall D
Viewing of Exhibits: (Hall D) and Posters (Hall A)

1245-1415 Private Lunch: Cardiff University (Invitation Only)
Location: Hall B Foyer (Spektrum)

1245-1415 Private Lunch: FAME Course
Location: MR M1a/b (Spektrum)

1245-1415 Private Lunch: RESME Course
Location: MR M8 (Spektrum)

1245-1415 Private Lunch: ESME Course
Location: MR M1c (Spektrum)

1300-1500 Private Meeting: ASPE (Invitation Only)
Location: MR M2 (Spektrum)

1300-1800 Shuttle Coaches to NTNU from Spektrum and return, throughout afternoon at 15 minute intervals
Coach departs from main entrance of Trondheim Spektrum and drops off at the Kvinne-Barn Senteret Building at NTNU (see map, page 24)
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<td>1430-1600</td>
<td>3A SYMPOSIUM</td>
<td>Patient focused simulation</td>
<td>Roger Kneebone, Debra Nestel (Imperial College London, United Kingdom)</td>
<td>Hall F</td>
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<tr>
<td>1430-1600</td>
<td>3B SYMPOSIUM</td>
<td>Best Evidence Medical Education (BEME)</td>
<td>Ronald Harden and Marilyn Hammick (BEME Collaboration, Dundee, United Kingdom)</td>
<td>Hall E2</td>
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<tr>
<td>1430-1600</td>
<td>3C SYMPOSIUM</td>
<td>Comprehensive teaching, implementation and practice of Evidence-Based Medicine</td>
<td>D Th Ubbink (Academic Medical Center, Amsterdam, Netherlands)</td>
<td>Hall C</td>
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<tr>
<td>1430-1600</td>
<td>3D SHORT COMMUNICATIONS</td>
<td>e-PBL and collaborative learning</td>
<td>David Cook (US)</td>
<td>MR K4</td>
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<tr>
<td>1430-1445</td>
<td>3D/SC1</td>
<td>Medical student attitudes and perceptions of a web-based Virtual Patient Case Simulation Environment (Web-SP) for Problem-Based Learning discussion groups</td>
<td>W T Gunning*, K A Crist, N Zary, U G H Fors (The University of Toledo, Toledo, Ohio, USA and The Karolinska Institutet, Department of Biochemistry and Cancer Biology, Department of Surgery, Virtual Patients Lab, Department of LIME, Stockholm, Sweden,)</td>
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<tr>
<td>1445-1500</td>
<td>3D/SC2</td>
<td>On-line problem based learning as an adjunct to clinical experience</td>
<td>David Foreman*, Simon Baker (Derby Hospitals NHS Foundation Trust, Devonshire House, Derbyshire Royal Infirmary, Derby, United Kingdom)</td>
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<tr>
<td>1500-1515</td>
<td>3D/SC3</td>
<td>How e-Learning and PBL can be blended</td>
<td>Kati Hakkarainen*, Synnöve Carlson, Artturi Mäkinen, Mika Matikainen, Sami Mustajoki (Medical School, Tampere University, Finland)</td>
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<tr>
<td>1515-1530</td>
<td>3D/SC4</td>
<td>Are you talking to me? A method of quantifying dynamic collaborative learning behaviour</td>
<td>A J Salmoni*, M L Gonzalez (Cardiff University School of Medicine, Department of Dermatology, Cardiff, United Kingdom)</td>
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<tr>
<td>1530-1545</td>
<td>3D/SC5</td>
<td>Why online networks do not work to support healthcare continuing professional development</td>
<td>John Sandars (The University of Leeds, Medical Academic Education Unit, School of Medicine, Leeds, United Kingdom)</td>
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<tr>
<td>1545-1600</td>
<td>3D/SC6</td>
<td>Discussions in virtual groups to support reflection on basic science topics during clinical work placements</td>
<td>B A de Leng*, D H J M Dolmans, Q Jöbsis, A M M Muijtjens, C P M van der Vleuten (Maastricht University, Maastricht, Netherlands)</td>
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No Discussion
3E SHORT COMMUNICATIONS
The curriculum: Rurally-based education
Chairperson: James Rourke (Canada)
Discussant: Geoff Riley (Australia)
Location: MR K3 (Spektrum)

1430-1445 3E/SC1 Designing an optimal fit for the resource/student/curriculum nexus: successful implementation
Moira A L Maley*, J Campbell Murdoch, Denese E Playford (The University of Western Australia, Rural Clinical School of Western Australia, QE2 Medical Centre, Nedlands, Australia)

1445-1500 3E/SC2 Rural Integrated Community Clerkship: students' perception of an innovation
Wayne Woloschuk*, Tyrone Donnon, Doug Myhre (University of Calgary, Faculty of Medicine, Calgary, Alberta, Canada)

1500-1515 3E/SC3 Rural Integrated Community Clerkship: collaboration of two distinct medical undergraduate programs
D Myhre, Jill Konkin (Faculty of Medicine, University of Calgary, Alberta, Canada)

1515-1530 3E/SC4 Student perceptions of core psychiatry learning experiences in a longitudinal community based program
David Prideaux* (School of Medicine, Flinders University, Adelaide, Australia)

1530-1545 3E/SC5 Communities as partners: building relationships to support rural medical education
Judi Walker* (Rural Clinical School, University of Tasmania, Burnie, Tasmania, Australia)

1545-1600 Discussion

1430-1600 3F SHORT COMMUNICATIONS
The curriculum: PBL 1
Chairperson/Discussant: Ara Tekian (US)
Location: MR K2 (Spektrum)

1430-1445 3F/SC1 Multiprofessional problem-based learning in Geriatrics: UBC Care for Elders Group

1445-1500 3F/SC2 Pathology Psychomotor Skills in the Problem Based Learning (PBL) Curriculum
Suzana Tkalic (College of Veterinary Medicine, Pomona, United States)

1500-1515 3F/SC3 Promoting higher order thinking in PBL
Melanie Alperstein*, Nadia Hartman (University of Cape Town, EDU, Faculty of Health Sciences, Observatory, Cape Town, South Africa)

1515-1530 3F/SC4 Metacognitive awareness of medical students in problem-based and conventional curriculum
S Turan, O Demirel, I Sayek (Hacettepe University Faculty of Medicine, Department of Medical Education and Informatics, Sihhiye Ankara, Turkey)

1530-1545 3F/SC5 Ways of knowing: relating medical students’ personal epistemology position to discomfort with different types of knowledge in a problem-based curriculum
G Maudsley* (The University of Liverpool, Division of Public Health, Liverpool, United Kingdom)

1545-1600 Discussion

1430-1600 3G SHORT COMMUNICATIONS
Assessment: The OSCE 1
Chairperson: Brian Simmons (Canada)
Location: MR A4 (Spektrum)

1430-1445 3G/SC1 The “key features” approach in an OSCE and its influence on the global rating
Robert F Maudsley and D Bruce Holmes* (Dalhousie University Faculty of Medicine, Learning Resource Centre, Halifax, Nova Scotia, Canada)

1445-1500 3G/SC2 Investigating OSCE error variance – within stations and between assessors
Godfrey Pell*, Richard Fuller and Matthew Horner (University of Leeds School of Medicine, Leeds, United Kingdom)

1500-1515 3G/SC3 Beyond checklist scoring – clinicians’ perceptions of inadequate clinical performance
Katharine Boursicot*, Trudie Roberts, Jenny Higham, Richard Fuller, Jane Dacre (Barts and the London, Queen Mary’s School of Medicine and Dentistry, University of London, Centre for Medical Education, St Bartholomew’s Hospital, London, United Kingdom)
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<td>1515-1530</td>
<td>3G/SC4</td>
<td>Improvement of reliability, validity, and feasibility of the Objective Structured Clinical Examination (OSCE) when assessing the problem solving skills of final year surgical clerkship</td>
<td>Mohammed Y Al-Naami*, Omar ElFarouq, Gamal Khairy, Safdar Mofti, Nawaz Anjum (King Saud University, Department of Surgery, King Khalid University Hospital, Riyadh, Saudi Arabia)</td>
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<td>1545-1600</td>
<td>3G/SC6</td>
<td>Is security an issue in an OSCE with licensing purposes?</td>
<td>A Dermine*, J Degryse (ICHO, Leuven, Belgium)</td>
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<td>1430-1600</td>
<td>3H</td>
<td>SHORT COMMUNICATIONS</td>
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<td>3H/SC1</td>
<td>Status of medical education across the medical colleges of Gulf Cooperation Council (GCC) countries</td>
<td>Khalid Bin Abdulrahman (King Saud University, College of Medicine, King Saud University, Riyadh, Saudi Arabia)</td>
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<tr>
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<td>3H/SC2</td>
<td>Using management teams from the Core Teaching Faculty to better direct and coordinate a medical curriculum</td>
<td>Jack W Strandhoy (Wake Forest University School of Medicine, Dept of Physiology and Pharmacology, Winston-Salem, North Carolina, United States)</td>
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<td>3H/SC3</td>
<td>Limits on the benefit of curriculum changes</td>
<td>C. B. Hazlett*, T F Fok, H K Ng (The Chinese University of Hong Kong, c/o Office of Educational Services, Faculty of Medicine, Prince of Wales Hospital, Shatin, Hong Kong SAR, China, People's Republic of)</td>
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<td>3H/SC5</td>
<td>Does the journey influence the destination? The effect of following different paths through the same medical school</td>
<td>Lee R Coombes*, Paul Upton (University of Plymouth, Peninsula Medical School, Plymouth, United Kingdom)</td>
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<td>3H/SC6</td>
<td>Traditional teaching of basic sciences in the medical curriculum – what is it good for?</td>
<td>Jörg Pelz*, Manfred Gross (Charité Universitätsklinikum Berlin, Germany)</td>
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<td>Discussion</td>
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<td>3I/SC1</td>
<td>What are our written assessments really assessing? A UMAP perspective on item quality assurance</td>
<td>Andrea Owen, Ged Byrne, Emry Benbow, Paul O'Neill (UMAP, University of Manchester, Education &amp; Research Centre, South Manchester University Hospitals, Manchester, United Kingdom)</td>
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<td>1430-1600</td>
<td>3J</td>
<td>WORKSHOP</td>
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<td>3J/SC1</td>
<td>Third year medical student curriculum: teaching and assessing team communication through simulation training</td>
<td>Jose Pliego, Tony Errichetti (Texas A&amp;M Health Science Center College of Medicine, Texas, USA)</td>
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<td>1430-1600</td>
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<td>WORKSHOP</td>
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<td>3K/SC1</td>
<td>The complexity of leadership and management in medical education: theory and practice</td>
<td>Jim Price (Brighton &amp; Sussex Medical School, Institute of Postgraduate Medicine, Falmer, Brighton, United Kingdom)</td>
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3M POSTERS
Training/evaluation of teachers
Chairperson: David Cook (Canada)
Location: Hall A (Spektrum)

3M/P1 Faculty development by means of a virtual community of practice

3M/P2 Evaluate, evaluating, evaluated......!
A Shenoy*, M Salih, P Coles, R Gamanya, A Mohsen, R Simpson, S Kamath, J Allery, J McDonald, S Brigley, L Pugsley (George to present) (Cardiff University, United Kingdom)

3M/P3 The creation of interactive video resources to enhance teaching: work in progress
Jane Williams, Tricia Thorpe* (Bristol University, Centre for Medical Education, Bristol, United Kingdom)

3M/P4 Teachers’ conceptual structures analysis to orient training programs towards student-centred education approach
Yolanda Marin-Campos*, Bertha Maria Najera-Tijerina, Patricia Rosalba Gomez-Ruiz, Joaquin Lopez-Barcena, Nicanandro Mendoza-Patiño (Faculty of Medicine, National Autonomous University of Mexico, Circuito Escolar de la Ciudad Universitaria, Delegación Coyocacán, Mexico)

3M/P5 The successful establishment of the faculty development program – from a regional teaching hospital to medical center
Pei-Chun Lin*, Yun Chen, Shu-Hsun Chu (Division of Medical Education, Far Eastern Memorial Hospital, Banciao, Taipei, Taiwan)

3M/P6 Faculty development in the context of learner-centered educational support for the basic sciences: a case study
Richard Blunt* (St. George’s University, Department of Educational Services (DES), Grenada, West Indies)

3M/P7 The impact of the course Art of Teaching in Medicine
N Čikeš*, M Vrcić-Keglević, T Luetić, G Pavleković, Ž Bradamante, Ž Jakšić (Institute for Histology and Embryology, School of Medicine, Croatia)

3M/P8 Diversity and distinctive features of master’s health professions education programs
Masami Tagawa*, Mark Gelula, Ilene Harris (The Office of Medical Education, Chiba University School of Medicine, Chiba, Japan)

3M/P9 A multi-disciplinary program of peer observation partnerships
M O’Keefe*, A Le Couteur, J Miller, U McGowan, M Andersson (University of Adelaide, Faculty of Health Sciences, Australia)

3M/P10 Self evaluation of teaching program and its improvement using recorded lectures
M H Meshkibaf, M Afarid, S Kademi (Fasa University of Medical Sciences, Fars, Fasa, Iran)

3M/P11 Faculty teaching skills: a correlation between self and learners’ perceptions
S M R B Passeri*, R C L Domingues, G M B Ambrosano, A M B Zifferino (Universidade Estadual de Campinas - UNICAMP, Rua Araticum, Brazil)

3M/P12 Students’ rating of clinical teacher performance
Ramin Sarchami*, M Najafi, S Asefzadeh, A Zeinaloo, P Fallah Abed (Qazvin University of Medical Sciences, Qazvin, Iran)

3M/P13 Strengths and weaknesses of the SITE (Structured Interactive Teaching Evaluation) method in quality evaluation of the teaching process
G Pavlekovic*, Ž Bradamante, A Šmalcelj, N Čikeš (Institute for Histology and Embryology, School of Medicine, Croatia)

3N POSTERS
Team-based teaching and learning
Chairperson: Anita Glicken (US)
Location: Hall A (Spektrum)

3N/P1 Assessment of facial bone by scenario exercise: a teaching technique for medical students
Anurak Amornpetchsathaporn (Sawanpracharak Hospital, Muang, Nakhonsawan, Thailand)

3N/P2 The effectivenss of team-based learning in medical students
Thumnop Funntisupawong, Kosa Sudhorm and Areeya Deesomchok (Buddhachinaraj Hospital, School of Medicine, Phitsanulok, Thailand)

3N/P3 Introducing a team-based learning in medical ethics education
Eun-Kyung Chung*, Jung-Ae Rhe, Sung-Hong Bok (School of Medicine, Department of Medical Education, Chonnam National University, Dong-gu, Gwangju, Republic of South Korea)
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<td>Team-based learning satisfaction compared to lecture-based and problem-based learning</td>
<td>Redeekorn Esutetasa, Tomon Thongsri, Yongyos Jariya, Sireeluck Klanarong (Buddhachinaraj Hospital,</td>
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<tr>
<td>3N/P5</td>
<td>Heart failure in children: a comparison between case-based and traditional lectures for 5th year medical students</td>
<td>W Hongkan*, K Thongchaiprasit (Chonburi Medical Education Center, CPIRD, Ministry of Public Health,</td>
</tr>
<tr>
<td>3N/P6</td>
<td>Training faculty in using wireless electronical voting</td>
<td>Peter G M de Jong†¹, Roel Sijstermans, Hans Wisbrun, Jan H Bolt, Mario Maas (1Leiden University Medical Center,</td>
</tr>
<tr>
<td>3N/P7</td>
<td>The effectiveness of instructor’s intervention in classroom using questioning strategy</td>
<td>Ducksun Ann†¹, Eunbae Yang‡ (1Department of Physiology, 2Department of Medical Education, Yonsei University Health System, Seodaemun-Gu, Seoul, Republic of (South Korea))</td>
</tr>
<tr>
<td>3N/P8</td>
<td>Facilitating learning in dentistry – what a challenge!!</td>
<td>Saadika Khan (Faculty of Dentistry, Univ of the Western Cape, Tygerberg. Cape Town, South Africa)</td>
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<tr>
<td>3N/P9</td>
<td>Teaching chemistry to large classes: evaluation of a tutor support project</td>
<td>Rhena Delpo*, Marietje Potgieter, Gerhard I du Plessis (University of Pretoria, Department of Family Medicine, Faculty of Health Sciences, Pretoria, South Africa)</td>
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<tr>
<td>3N/P10</td>
<td>An exciting student activity in the 4th National Medical Education Congress: debate</td>
<td>Hatice Kvarda*, Gulşah Seydaoglu, Figen Doran (Cukurova University Faculty of Medicine, Department of Family Medicine, Balcali, Adana, Turkey)</td>
</tr>
<tr>
<td>3N/P11</td>
<td>Combined triple jump and multi-station exercise as a tool for integration of medical knowledge</td>
<td>Thirdsak Pholchan*, Krongkarn Chootip (Naresuan University, Faculty of Medicine and Faculty of Medical Science,</td>
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**1430-1600**

**3O POSTERS**

**e-Learning**

**Chairperson:** David Davies (UK)

**Location:** Hall A (Spektrum)

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<tr>
<td>3O/P1</td>
<td>How do health care students use computers?</td>
<td>Z Fereidouni*, M Meshkibaf (Fasa University of Medical Sciences, Fars, Fasa, Iran)</td>
</tr>
<tr>
<td>3O/P2</td>
<td>Presenting an online computer based learning (CBL) program and using a hyperlink connection from a CBL to a LMS for registration and evaluation</td>
<td>M J A Vogel*, S Kolkman, J R J van der Beek, C A Tipker-Vos, M Maas (Academic Medical Center, Department of Radiology, Amsterdam, Netherlands)</td>
</tr>
<tr>
<td>3O/P3</td>
<td>E-journal as learning resource in medical students</td>
<td>Bootsakorn Loharjun*, Yongyos Jariya (Buddhachinaraj Medical Education Center, CPIRD, Muang, Phitsanulok, Huarow, Muang, Phitsanulok, Thailand)</td>
</tr>
<tr>
<td>3O/P4</td>
<td>Supporting the formation of online communities of practice</td>
<td>Suzanne Hardy* (Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, Newcastle University, Newcastle upon Tyne, United Kingdom)</td>
</tr>
<tr>
<td>3O/P5</td>
<td>Cooperative building of a glossary of clinical terms</td>
<td>F Consorti*, S Basili, S Lucarrini, C Nigro, M Provetti, V Raparelli, F Romanelli, A Scarno, P Gallo, A Lenzi (Faculty of Medicine University “Sapienza” of Rome, Viale del Policlinico, Italy)</td>
</tr>
<tr>
<td>3O/P6</td>
<td>Do facilitators’ attitudes affect students’ use of eLearning in PBL and self-directed learning?</td>
<td>Sally Holden*, Margaret Elzubeir (Peninsula College of Medicine &amp; Dentistry, Plymouth, United Kingdom)</td>
</tr>
<tr>
<td>3O/P7</td>
<td>REHASH (Re-purposing Existing Health Assets to Share): the evaluation</td>
<td>Trupti Bakraniya*, Emily Conradi, Terry Poulton (e-Learning Unit, Centre for Medical and Healthcare Education, St.George's University of London, United Kingdom)</td>
</tr>
<tr>
<td>3O/P8</td>
<td>An interactive web-based approach to teach third year u.s. medical students continuous quality improvement in a primary care clerkship</td>
<td>Pablo Joo*, Sharon Krakow*, Silvia Cunto Amesety, Rachel Bregman, Michelle V Hall, Edgar Figueora (Columbia University College of Physicians and Surgeons, Center for Family Medicine, New York, United States)</td>
</tr>
<tr>
<td>3O/P9</td>
<td>Situation of e-learning in medical education at Mashad Medical University, Iran, 2006</td>
<td>Hassan Gholami*, A Derakhshan, M Pordel, I Jamehbozorgi, M Dasthi Rahmatabad (Mashad University of Medical Sciences, Mashad, Iran)</td>
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<td>Code</td>
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<td>Authors</td>
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<tr>
<td>3O/P10</td>
<td>The evolution of a hybrid palliative care course for family medicine residents:</td>
<td>José Pereira J1*, Mone Palacios2, Rob Wedel2, Ron Spice2 (1Service de</td>
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<td></td>
<td>instructional design changes</td>
<td>SoinsS Palliatifs, Local 4005 Hôpital Nestlé, CHUV, Lausanne, Switzerland;</td>
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<td></td>
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<td>Division of Palliative Medicine, University of Calgary, Canada)</td>
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<tr>
<td>3O/P11</td>
<td>Can distant learning completely replace the traditional methodologies in medical education?</td>
<td>G Midiri*, V Papaspyropoulos, G Familiari, L Angelini, V Ziparo (Sapienza</td>
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<td>- Universitas’Di Roma - II School of Medicine, Roma, Italy)</td>
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<td>Faculty of Medicine, Charles University in Prague, Praha, Czech Republic</td>
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<tr>
<td>3O/P13</td>
<td>The e-learning initiative for postgraduate medical education and Continuing Professional</td>
<td>S T Lee, C T Tay (Hewlett-Packard Singapore, Singapore)</td>
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<tr>
<td></td>
<td>Development (CPD)</td>
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| 3P     | POSTERS                                                                                   |                                                                        |           |
|        | Curriculum evaluation                                                                     | Chairperson: Nigel Bax (UK)                                           |           |
|        |                                                                                            | Location: Hall A (Spektrum)                                          |           |
| 3P/P1  | An alumni evaluation of a core curriculum of liberal arts and humanities in medical        | C Schleit, H Doll*, J Dahmen, K Gardeik, C Grün, O Polacek, M Kettner, |           |
|        | education: “Training for the job” vs. “Learning for life”                                 | M Butzmann (University Witten/Herdecke, Witten, Germany)              |           |
| 3P/P2  | Appraisal of training and internship courses in the hospital on the basis of view         | F Farzianpour*, M B Larijani, H Keshavarz, A H Emami, M R Eshraghian,   |           |
|        | points of students of Tehran University                                                    | P Zarra Yekta (School of Public Health, Tehran University             |           |
|        |                                                                                            | of Medical Sciences, Iran)                                           |           |
| 3P/P3  | Evaluation of new curriculum of Shahid Beheshti Faculty of Medicine                        | M Emami*, F Sheik (Shahid Beheshti Medical School, Evin, Tehran, Iran) |           |
| 3P/P4  | Master in Health Professions Education program as a complementary tool for undergraduate   | Usha Naray*, Sath E Kassab, Reginald P Sequeira, Marwan Abu Hijleh,     |           |
|        | curriculum evaluation                                                                     | Fadheela Al Mahrour, Ursula Saeed, WHO Centre for Educational          |           |
|        |                                                                                            | Development, Bahrain)                                               |           |
| 3P/P5  | “If I were Dean of Med School” – students’ views of their curriculum                      | S Reinsch*, D Schricke, P Kraf, M V Geier (Reformstudiengang Medicin,   |           |
|        |                                                                                            | Berlin, Germany)                                                    |           |
| 3P/P6  | The results and issues of accreditation on medical schools in Korea                        | Eunb Ae Yang*, Moosang Lee (Department of Medical Education, Yonsei    |           |
|        |                                                                                            | University Health System, Seoul, Republic of Korea)                  |           |
| 3P/P7  | Quality Management System of education. First results. Re-certification after one year     | Margret Tiebel*, Oliver Tiebel, Peter Dieter (Dresden Faculty of        |           |
|        |                                                                                            | Medicine, Germany)                                                 |           |
| 3P/P8  | Perceived general competencies of final year medical students of Shiraz Medical Sciences   | Marzihe Moattar*, Mohammad H Fallahzadeh (Shiraz University of Medical |           |
|        | University 2005                                                                          | Sciences, Faculty of Nursing and Midwifery, Shiraz, Iran)             |           |
| 3P/P9  | Linking assessment to faculty development                                                  | R J Testa, H Yoshida (American University of the Caribbean School of   |           |
|        |                                                                                            | Medicine, Cupecoy, Sint Maarten, Netherlands Antilles)                 |           |
| 3P/P10 | Final year medical students evaluate their psychiatric rotation                            | R R du Pree*, A M Bergh (University of Pretoria Department of Psychiatry*|           |
|        |                                                                                            | Education Development Department, Weskoppies Hospital, Pretoria West,   |           |
|        |                                                                                            | South Africa)                                                       |           |
| 3P/P11 | Students’ assessments in teaching and learning                                            | Suchat Tantiniram*, Wiwan Wiwatkul (Prapokklao Hospital, Muang District,|           |
|        |                                                                                            | Chanthaburi Province, Thailand)                                      |           |
| 3P/P12 | Twelve good ideas in medical education: how good do they get?                             | R Arora*, D Arora (Lampang Medical Education Center, CPIRD, Muang,     |           |
|        |                                                                                            | Lampang, Thailand)                                                  |           |
| 3P/P13 | Taking account of diversity when planning an educational programme                       | Aza Abdulwahab*, S Gampoly, A Al-Khatthomi, M Salih (School of Postgraduate |           |
|        |                                                                                            | Medical & Dental Education, Wales College of Medicine, Cardiff        |           |
|        |                                                                                            | University, Cardiff, United Kingdom)                                |           |
| 3P/P14 | Medical education – a continuous challenge                                                 | Maria de Lourdes Veronese Rodrigues, José Fernando de Castro Figueiredo,|           |
|        |                                                                                            | Carlos Eli Piccinato, Margaret de Castro, Afonso Dinis Costa Passos,    |           |
|        |                                                                                            | Maria de Fatima Aveiro Colares, Cristiane Martins Peres, Luiz Ernesto   |           |
|        |                                                                                            | de Albuquerque Troncon (Faculty of Medicine of Ribeirão Preto, University |           |
|        |                                                                                            | of São Paulo, Brazil)                                                |           |
### 3R  GOOD IDEAS IN MEDICAL EDUCATION (GIME) 1:
The Curriculum

| Location: (Demonstrations on display throughout the day in the Exhibition Area on Monday 27 August): | Hall D (Spektrum) |

### 3S  SHORT COMMUNICATIONS

#### Use of portfolios in undergraduate medical education

**Chairperson:** Sam Leinster (UK)

**Location:** MTA (MTFS Building, NTNU)

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<tr>
<th>Time</th>
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<tr>
<td>1430-1445</td>
<td><strong>3S/SC1</strong> An international qualitative study to develop a competence profile for an effective portfolio mentor</td>
<td>A Prop*, J Shacklady, E Driessen, T Dornan (Maastricht University, Maastricht, Netherlands and University of Manchester School of Medicine, Manchester, United Kingdom)</td>
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<tr>
<td>1445-1500</td>
<td><strong>3S/SC2</strong> Students’ perceptions of a portfolio using the CanMEDS competency framework in the last (“transitional”) year of undergraduate training</td>
<td>C J P W Keijzers*, D P M E Obbens, J van Tartwijk, Th J ten Cate, E W M T ter Braak (University Medical Center Utrecht, Netherlands)</td>
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<tr>
<td>1430-1445</td>
<td><strong>3S/SC3</strong> Portfolio: what say the students?</td>
<td>P Tempski*, E Tomic, C Gerhart, M Pinto, R Casado, P Freitas (School of Medicine Evangélica do Paraná, Brazil)</td>
</tr>
<tr>
<td>1445-1500</td>
<td><strong>3S/SC4</strong> A systems analysis approach to workplace portfolio learning</td>
<td>Iain Campbell*, Isobel Braidman, Hilary Dexter, Jim Petch, and Tim Dornan (University of Manchester School of Medicine, Stopford Building, University of Manchester, Oxford Road, Manchester, M13 9PL, United Kingdom)</td>
</tr>
<tr>
<td>1500-1515</td>
<td><strong>3S/SC5</strong> Inter-rater reliability of a portfolio assessment</td>
<td>Gerald Neitzke* (Hannover Medical School, Hannover, Germany)</td>
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<tr>
<td>1515-1530</td>
<td><strong>3S/SC6</strong> Reliability analysis of the portfolio evaluation procedure in medical clerkships</td>
<td>N Michels*, E W Driessen, L Van Gaal, L Bossaert, B Y De Winter (University of Antwerp, Faculty of Medicine, Skills Lab, Wilrijk, Belgium, Maastricht University, Faculty of Medicine, Department of Educational Development and Research, Netherlands)</td>
</tr>
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No Discussion

### 3T  SHORT COMMUNICATIONS

#### Clinical Teaching and Learning 1

**Chairperson:** Thomas Beckman (US)

**Location:** KBA (Kvinne-barn-senteret, NTNU)

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<td>1430-1445</td>
<td><strong>3T/SC1</strong> Here are the hidden learning opportunities in the clinical learning environment?</td>
<td>Dason E Evans*, Nakul G Patel (Barts and the London, Queen Mary’s School of Medicine and Dentistry, University of London, Centre for Medical Education, United Kingdom)</td>
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<tr>
<td>1445-1500</td>
<td><strong>3T/SC2</strong> Medical students, sex and religion; barriers to peer-peer and peer-self physical examination?</td>
<td>C McMenamin, A Vickery, P McGonigle, A Britto, M Jiwa, J Emery (University of Western Australia, Claremont, Australia)</td>
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<td>1500-1515</td>
<td><strong>3T/SC3</strong> Taking a history, telling a tale: a storytelling approach to teaching history-taking skills</td>
<td>Clayton J Baker*, Stephanie Brown Clark (Division of Medical Humanities, University of Rochester School of Medicine, Rochester, United States)</td>
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<td>1515-1530</td>
<td><strong>3T/SC4</strong> Aligning teaching of clinical skills to activity theory – a practical approach</td>
<td>Pamela Bradley*, Paul Bradley (Peninsula Medical School, Plymouth, United Kingdom)</td>
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<td>1530-1545</td>
<td><strong>3T/SC5</strong> ‘It’s been a Hard Day’s Night’ – A novel method of key skill training for final year medical and nursing students</td>
<td>R Swann*, D Richardson, J Wardle, J V Metcalf (Undergraduate Department, University Hospital of North Tees, Stockton on Tees, United Kingdom)</td>
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<tr>
<td>1545-1600</td>
<td><strong>3T/SC6</strong> The operational impact of a new training course for medical students in St John Ambulance</td>
<td>C. McQueen*, K McQueen (St. John Ambulance South and West Yorkshire (UK), Leeds, United Kingdom)</td>
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### 3U SHORT COMMUNICATIONS

**Postgraduate Training – the Foundation Year**

**Chairperson:** Howard Young (UK)

**Location:** LA 21 (Laboratorie-senteret, NTNU)

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<td><strong>3U/SC1 Perceptions on the Foundation Programme: a postal survey of foundation year trainees (F1s) and their educational supervisors</strong>&lt;br&gt;J Illing*, B Burford, G Bagnall, A Hesketh, J Spencer, L Colthart, J Wakeling, G Kergon, G Morrow, T van Zwanenberg (Postgraduate Institute for Medicine and Dentistry, Newcastle University, Newcastle upon Tyne, United Kingdom)</td>
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<tr>
<td>1445-1500</td>
<td><strong>3U/SC2 Do junior doctors practice to GMC standards?</strong>&lt;br&gt;Robert Palmer*, Robert Cragg, David Wall (Institute for Clinical Leadership, West Midlands Deanery, Edgbaston, Birmingham, United Kingdom)</td>
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<td>1500-1515</td>
<td><strong>3U/SC3 What do Foundation doctors, consultants and nurses in NHS Scotland think about the new Foundation Programmes?</strong>&lt;br&gt;Fiona French*, Judy Wakeling, Catriona Rook, Gellisse Bagnall, Ken McHardy (NHS Education for Scotland, Aberdeen, United Kingdom)</td>
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<tr>
<td>1515-1530</td>
<td><strong>3U/SC4 Predictors of Foundation Training matching success</strong>&lt;br&gt;Charlotte Mahoney*, Rachel Isha, Lara Walford, Paul O’Neill, Gerard Byrne (University of Manchester, Wythenshawe Hospital, Manchester, United Kingdom)</td>
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<tr>
<td>1530-1545</td>
<td><strong>3U/SC5 Evaluating clinical settings for Foundation programme teaching - a toolkit developed from trainees’ feedback</strong>&lt;br&gt;Subir Mukherjee* (KSS Deanery, London, United Kingdom)</td>
</tr>
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<td>1545-1600</td>
<td><strong>3U/SC6 Foundation curriculum - fit for purpose?</strong>&lt;br&gt;J Maryosh*, L Smith, B Harden, P Lee, B V Prathibha (William Harvey Hospital, Kent, United Kingdom)</td>
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No Discussion

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### 3V SHORT COMMUNICATIONS

**International Medical Education: International Medical Graduates**

**Chairperson:** Gerald Whelan (US)

**Location:** NA (Nevro-senteret, NTNU)

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<td>1430-1445</td>
<td><strong>3V/SC1 Similarities and differences between International Medical Graduates(IMGs) and US Medical Graduates(USMGs) at six Residency Programs</strong>&lt;br&gt;Aysegul Gozu*, David Kern, Scott Wright (Johns Hopkins University School of Medicine, Division of General Internal Medicine, Baltimore, United States)</td>
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<td><strong>3V/SC2 Predicting Success: Does the MCCEE screen the successful internationally educated physician?</strong>&lt;br&gt;M Ian Bowmer*, Ilona Bartman, Timothy J Wood, David E Blackmore (Medical Council of Canada, Ottawa, Canada)</td>
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<td>1500-1515</td>
<td><strong>3V/SC3 The academic performance of international medical students in Australia: campus and clinical settings</strong>&lt;br&gt;Lesleyanne Hawthorne*, Sue Elliott, Graeme Hawthorne (University of Melbourne, Faculty International Unit (Faculty of Medicine, Dentistry and Health Sciences), University of Melbourne, Parkville, Victoria, Australia)</td>
</tr>
<tr>
<td>1515-1530</td>
<td><strong>3V/SC4 Early evaluation of an intensive orientation program for International Medical Graduates entering Family Medicine residency training</strong>&lt;br&gt;Jodi McIlroy*, Maureen Gottesman, Catherine Smith, David Tannenbaum (International Medical Graduates-Ontario and University of Toronto, Toronto, Canada)</td>
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<td>1530-1545</td>
<td><strong>3V/SC5 Best practices for improving recruitment and retention of International Medical Graduates (IMGs)</strong>&lt;br&gt;Fran Kirby*, Scarlett Hann* (Professional Development and Conferencing Services, Faculty of Medicine, Memorial University of Newfoundland, The Health Sciences Centre, Canada)</td>
</tr>
<tr>
<td>1545-1600</td>
<td><strong>3V/SC6 Innovative routes to certification for International Medical Graduates</strong>&lt;br&gt;Deborah Danoff*, Emily Stephenson, Craig Campbell, Andrew Padmos, Jason Frank, (Royal College of Physicians and Surgeons of Canada, Ottawa, Ontario, Canada)</td>
</tr>
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No Discussion
**3W SHORT COMMUNICATIONS**

**Outcome-based Education 1**

Chairperson/Discussant: Linda Snell (Canada)

Location: LS 21 (Laboratorie-senteret, NTNU)

1430-1445

**3W/SC1 The Tuning project: defining and gaining Europe-wide consensus on core learning outcomes for medical graduates**

Michael T Ross*, Allan Cumming; Submitted on behalf of the MEDINE Tuning Task Force (details and membership online – http://www.bris.ac.uk/medine/). (The University of Edinburgh, The Medical Teaching Organisation, Edinburgh, United Kingdom)

1445-1500

**3W/SC2 “European Core Curriculum – the students’ perspective”**

International Federation of Medical Students’ Associations (IFMSA) represented by Jan Hilgers*, IFMSA Medical Education Director 2005-2006, University of Cologne, Germany and European Medical Student (International Federation of Medical Students’ Associations, Cologne, Germany)

1500-1515

**3W/SC3 A look at the real curriculum: the students’ perspective**

Vicki Langendyk* (University of Sydney, Australia)

1515-1530

**3W/SC4 Identifying learning outcomes for the sciences underpinning medical practice**

Karen Mattick (Peninsula Medical School, Exeter, United Kingdom)

1530-1600 Discussion

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**3X SHORT COMMUNICATIONS**

**Assessment – The Examiner’s Toolkit**

Chairperson: Ahmed Fahal (Sudan)

Discussant: Donald Melnick (US)

Location: LS 41 (Laboratorie-senteret, NTNU)

1430-1445

**3X/SC1 Evaluation of an oral exam: the modified 2nd part of the German state certification examination**

W Georg*, K Brauns, Z M Nouns, S Scheffer, S Schubert, M Stieg (Charité-Universitätsmedizin Berlin, Assessment-Bereich, Berlin, Germany)

1445-1500

**3X/SC2 Does the reformed medical curriculum help students develop skills in clinical decision making? A comparison using a script concordance test in pediatrics**

Julia Hoeffe*, Kai Sostmann, Sebastian Mueller, Gerhard Gaedicke (Klinik fuer Allgemeine Paediatrie, Charité Universitaetsmedizin Berlin, Germany)

1500-1515

**3X/SC4 Defining the correctness of a diagnosis: implications for scoring performance on patient cases**

Steven L Kanter*, Teresa A Brosenitsch, James Staszewski (University of Pittsburgh School of Medicine, Pittsburgh, United States)

1515-1530

**3X/SC5 A proposed method for using routinely collected clerkship student performance measures to examine for undesirable sources of variation in evaluation**

Paul A Hemmer*, Louis Pangaro, Steven J Durning and Gerald Denton (USUHS-EDP, Bethesda, United States)

1530-1600 Discussion

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**3Y SHORT COMMUNICATIONS**

**The Medical Student**

Chairperson: Maja Basnov (Denmark)

Location: LS 42 (Laboratorie-senteret, NTNU)

1430-1445

**3Y/SC1 The White Coat Ceremony in Japan**

Keisuke Kouyama*, Gregory A Plotnikoff, Shinichiro Sekiguchi, Kenji Watanabe, Takahiro Amano (Medical Education Center, School of Medicine, Keio University, Shinjuku-ku, Tokyo, Japan)

1445-1500

**3Y/SC2 The Keio White Coat Ceremony Oath: the “Shadow Curriculum” in action**

Gregory A Plotnikoff*, Keisuke Kouyama, Shinichiro Sekiguchi, Kenji Watanabe, Takahiro Amano (Keio University Medical School, Shinjuku Ku Tokyo, Japan)

1500-1515

**3Y/SC3 Learner profiling: a multi-purpose tool**

Gominda Ponnamperuma*, Sisira Siribaddana, Dujeepta Samarasekara, Athula Sumathipala (Forum for Research and Development, Battaramulla, Sri Lanka)

1515-1530

**3Y/SC4 Relationship between students’ formative assessment interest and academic success at Ankara University Faculty of Medicine**

M F Atacanli*, M Ozen*, T Aktug*, O Palaoglu*, S Kemahli*, I H Ayhan* (Ankara University Faculty of Medicine, Medical Education and Informatics Department, Ankara, Universitesi Tip Fakultesi Dekanligi Morfoloji Verilesesi Sihhiye, Turkey)

1530-1600 Discussion
3Y/SC5  Young doctors’ experience of mistreatment as undergraduates; Sri Lankan Experience
M N Chandratilake*, H G S H Dayaratne, K Dissanayake, S Padigamage, N R de Silva (Faculty of Medicine, University of Kelaniya, Ragama, Sri Lanka)

3Y/SC6  Medical students’ views on identification and rehabilitation of unprofessional peers
M van Rooyen, M I W van Huyssteen* (University of Pretoria, Faculty of Health Sciences, Department of Family Medicine, Pretoria, South Africa)

No Discussion

1430-1600  3Z WORKSHOP
Leadership in medicine: what is it and how can it be developed?
Richard Hays (Keele University, United Kingdom)
Location: MTS 1 (MTFS Building, NTNU)

1430-1600  3AA WORKSHOP
Teaching medical students how to work with an interpreter
Hilde Grimstad (Department of Public Health and General Practice, Faculty of Medicine, NTNU, Trondheim, Norway),
Patrick Kermit (Department of Social Work and Health Science, Faculty of Social Sciences and Technology Management, NTNU, Trondheim, Norway), Odd Morten Mjøen (Department of Sign Language and Interpreter Education, Faculty of Teacher and Interpreter Education, Ser-Trøndelag University College, Trondheim, Norway), Sally Quilligan (Clinical and Communication Skills Office, School of Clinical Medicine, University of Cambridge, United Kingdom), Berit Rostad (Department of Public Health and General Practice, Faculty of Medicine, NTNU, Trondheim, Norway)
Location: MTS 3 (MTFS Building, NTNU)

1430-1600  3BB WORKSHOP
E-learning in the medical curriculum — strategies and methods
Per Brodal, Per Grottum, Jan B Guttulsrud, Ove E Hatlevik (University of Oslo, Section of Medical Informatics, Oslo, Norway)
Location: NSU 1 (Nevro-senteret, NTNU)

1430-1600  3DD WORKSHOP
Preparing students to become clinical educators
Linnea S Hauge, Larry Gruppen (University of Michigan, Department of Medical Education, Ann Arbor, United States)
Location: KBS 11 (Kvinne-barn-senteret, NTNU)

1430-1600  3EE WORKSHOP
Teaching medical communication skills with DiViDU: creating a digital video dossier for reflection and feedback
R L Hulsman1, M Fabriek1, A B Harmsen1, N P de Graaf 1,2 (1 Academic Medical Center, Department of Medical Psychology, Amsterdam; 2 Utrecht University, Netherlands)
Location: KBS 21 (Kvinne-barn-senteret, NTNU)

1430-1600  Private Meeting: IMEX Board (invitation only)
Location: MR M3 (Spektrum)

1600-1630  Coffee at Spektrum
Location: Hall D

1600-1630  Coffee at NTNU
Location: MTFS Building

1300-1800  Shuttle Coaches to NTNU from Spektrum and return, throughout afternoon at 15 minute intervals
Coach departs from main entrance of Trondheim Spektrum and drops off at the Kvinne-Barn Senteret Building at NTNU (see map, page 24)
SESSION 4

1630-1800  4A SYMPOSIUM
AMEE updates
Chairpersons: Athol Kent (University of Cape Town, South Africa), Larry Gruppen (University of Michigan, USA)
Presenters: David Cook (Mayo Clinic, United States); Lambert Schuwirth (University of Maastricht, Netherlands)
Location: Hall F (Spektrum)

1630-1800  4B SYMPOSIUM
State of implementation of the Bologna two-cycle format in European medical education
Panel: Madalena Patrício (University of Lisbon Faculty of Medicine, Portugal) (co-chair), Olle ten Cate (University Medical Center Utrecht, The Netherlands) (co-chair), Janke Cohen-Schotanus (University of Groningen, The Netherlands), Elisabeth van Gessel (University of Geneva, Switzerland)
Location: Hall E2 (Spektrum)

1630-1800  4C SYMPOSIUM
So, what can qualitative approaches do for me (or my research)?
Panel: Ayelet Kuper, Nancy McNaughton (Chairperson), Tina Martimianakis, Mathieu Albert, Brian Hodges (Wilson Centre for Research in Education, University of Toronto, Canada)
Location: Hall C (Spektrum)

1630-1800  4D SHORT COMMUNICATIONS
e-Learning – capturing lectures, podcasts, wikis and VLEs
Chairperson: John Sandars (UK)
Location: MR K4 (Spektrum)

1630-1645  4D/SC1 Lecture capture as a learning resource for students and instructors: lessons learned
Kalyani Premkumar*, Cyril Coupal (College of Medicine University of Saskatchewan, Faculty of Community Health & Epidemiology, Saskatoon Saskatchewan, Canada)

1645-1700  4D/SC2 Podcasting – A student’s perspective
Silvia Janska*, Nick Short (The Royal Veterinary College, London, United Kingdom)

1700-1715  4D/SC3 Open educational resources in health sciences co-development
Susan Albright*, Mary Y Lee, Jeffrey Griffiths, Daniel Walker, Cora Ho, Harris Berman (Tufts University School of Medicine, Boston, United States)

1715-1730  4D/SC4 Shaping your curriculum with cutting-edge technology
Michael Karr*, James L Fishback*, Robert M Klein* (The University of Kansas Medical Center, Kansas City, United States)

1730-1745  4D/SC5 The use of wikis during courses at the University Medical Center Groningen
Jetse Goris (University Medical Center Groningen, Netherlands)

1745-1800  4D/SC6 Is a ‘free’ VLE (Moodle) adequate for a medical school?
Trupti Bakrania, Narain Ramluchumum*, Arnold Somasunderam, Adele Atkinson, Terry Poulton (St George's University of London, e-Learning Unit, Centre for Medical and Healthcare Education, London, United Kingdom)

No Discussion

1630-1800  4E SHORT COMMUNICATIONS
The curriculum – community-based medical education
Chairperson: TBC
Discussant: TBC
Location: MR K3 (Spektrum)

1630-1645  4E/SC1 Why teach? An exploration of community based tutors’ attitudes to teaching and learning
P Burns*, F Bradshaw, N Harrington, R Holliday, M James, H Rawsthorne, J Smyth (University of Manchester, Rusholme Academic Unit, Robert Darbishire Practice, Manchester, United Kingdom)

1645-1700  4E/SC2 Community-based learning in medical education
Zvonko Sosic*, Luka Vonicna, Gordana Pavlekovic (University of Zagreb Medical School, Andrija Stampar School of Public Health, Zagreb, Croatia)
<table>
<thead>
<tr>
<th>Time</th>
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<th>Title</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>1630-1800</td>
<td><strong>4F</strong></td>
<td>SHORT COMMUNICATIONS</td>
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<tr>
<td>1630-1645</td>
<td><strong>4F/SC1</strong></td>
<td>Challenges for tutors in problem-based learning</td>
<td>Gudrun Edgren*, Jakob Donnér (Lund University, Faculty of Medicine, Lund, Sweden)</td>
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<tr>
<td>1645-1700</td>
<td><strong>4F/SC2</strong></td>
<td>The effects of verbalizing thoughts in PBL discussions</td>
<td>F M van Blankenstein*, D H J M Dolmans, C P M van der Vleuten, H G Schmidt (Maastricht University, Netherlands)</td>
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<tr>
<td>1700-1715</td>
<td><strong>4F/SC3</strong></td>
<td>Evaluation of PBL curriculum at Gadjah Mada University School of Medicine for the period of 2002-2007</td>
<td>Titi Savitri Prihatiningsih* (Department of Medical Education Gadjah Mada University School of Medicine, Yogyakarta, Indonesia)</td>
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<tr>
<td>1715-1730</td>
<td><strong>4F/SC4</strong></td>
<td>Institutional marginalisation of learning on cultural diversity: a qualitative study of students’ experiences in two contrasting medical school environments</td>
<td>Jane Roberts1, Tom Sanders2, Karen Mann3, Val Woss1 (1University of Sunderland, United Kingdom; 2University of Manchester, United Kingdom; 3Dalhousie University, Canada)</td>
</tr>
<tr>
<td>1730-1745</td>
<td><strong>4F/SC5</strong></td>
<td>What does effective scribing bring to PBL tutorials?</td>
<td>Samy A Azer (Universiti Teknologi Mara, Faculty of Medicine, Selangor Darul Ehsan, Shah Alam, Malaysia)</td>
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<tr>
<td>1745-1800</td>
<td><strong>4F</strong></td>
<td>Discussion</td>
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**1630-1800**

**4G** SHORT COMMUNICATIONS

Assessment: The OSCE

<table>
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<th>Time</th>
<th>Session</th>
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<th>Speakers</th>
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<tbody>
<tr>
<td>1630-1645</td>
<td><strong>4G/SC1</strong></td>
<td>Evaluating midwifery students’ competency in delivering IUD services using OSCE</td>
<td>F Erfanian*, T Khadivzadeh (Mashad University of Medical Sciences, Midwifery and Nursing School, Mashad, Iran)</td>
</tr>
<tr>
<td>1645-1700</td>
<td><strong>4G/SC2</strong></td>
<td>The Humanism in Surgery OSCE: teaching and evaluating the “soft” skills in a surgical residency</td>
<td>A M Easson*, D Barsuk, V Palter, K Knickle, L Havryluck (University of Toronto, Princess Margaret Hospital and Mount Sinai Hospital, Toronto, Ontario, Canada)</td>
</tr>
<tr>
<td>1700-1715</td>
<td><strong>4G/SC3</strong></td>
<td>Are clinical-based items in case-specific checklists for objective structured clinical examinations (OSCEs) similar to evidence-based items for history of present illness?</td>
<td>Aggie M Hettinga*, Henry J Jansen, Cornelis T Postma (University Medical Centre Nijmegen, Secretariaat Onderwijsinstituut Huispostnummer, Nijmegen, Netherlands)</td>
</tr>
<tr>
<td>1715-1730</td>
<td><strong>4G/SC4</strong></td>
<td>What's up? DOCSS: an addition to the clinical skills testing repertoire</td>
<td>P Stark*, S Cowley, M Reed, N Bax (University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom)</td>
</tr>
<tr>
<td>1730-1745</td>
<td><strong>4G/SC5</strong></td>
<td>Objective structured clinical examination in Pediatrics: Students’ self-assessment and objective performance in different domains of clinical skills</td>
<td>H M Bosse*, A Moelter*, C Nikendei, S Huwendieck, S Skieli (*Medical Faculty of the University of Heidelberg, Heidelberg, Germany, Department of General Internal and Psychosomatic Medicine, University of Heidelberg Medical Hospital, Germany)</td>
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1745-1800 Discussion
### 4H SHORT COMMUNICATIONS

**The curriculum 2**  
**Chairperson:** Iain Robbé (UK)  
**Location:** MR M1a/b (Spektrum)

#### 1630-1645

**4H/SC1** Fostering medical students’ diagnostic competence by case-based learning with worked-out examples: Effects of process-oriented learning and learning from errors  
Martin R Fischer*, Veronika Kopp, Robin Stark (Munich University Hospital, Medizinische Klinik - Innenstadt, Medical Education Unit, Munich, Germany)

#### 1645-1700

**4H/SC2** Impact of introducing task-based learning into a preclinical curriculum  
Moira S. Lewitt*, Eva Grenbäck, Anna-Lena Hulting (Karolinska Institutet, Department of Molecular Medicine and Surgery, Karolinska University Hospital Solna, Stockholm, Sweden)

#### 1700-1715

**4H/SC3** Peer-reviewing the written report of a medical research training  
I J van Wijk*, E Braakman, M Pullens, A H de Voogd, J A A M van diemen-Steenvoorde (VU medical center, Amsterdam, Netherlands)

#### 1715-1730

**4H/SC4** Student selected components: do students learn what teachers think they teach?  
Michael J Murphy*1, Sean P McAleney2, Olga J Remes1, Margery H Davis2 (University of Dundee, 1Division of Pathology & Neuroscience, Ninewells Hospital & Medical School, Dundee, 2Centre for Medical Education, University of Dundee, United Kingdom)

#### 1730-1745

**4H/SC5** Student-Selected Components: the St. George’s experience  
Philip Sedgwick*, Salochana Hassan, Peter McConie (St. George’s, University of London, Centre for Medical and Healthcare Education, London, United Kingdom)

#### 1745-1800

**4H/SC6** An analysis of global medical humanities programs  
Mehli Elcin*, Ozcan Demirel, Iskender Sayek (Hacettepe University Faculty of Medicine, Dept. of Medical Education and Informatics, Sihhiye, Turkey)

No discussion

### 4I AMEE FRINGE 1

**Chairperson:** Rachel Ellaway (Canada)  
**Location:** MR M8 (Spektrum)

#### 1630-1700

**4I/F1** The heartaches of “Curricular reFoRm”  
K H Mujtaba Quadri* (Shifa College of Medicine, Islamabad, Pakistan)

#### 1700-1730

**4I/F2** The utilisation of humanities resources in teaching ‘The Practice of Medicine’ – critical thinking and reflection in medicine  
Peter Nelson (University of St Andrews, Bute Medical School, United Kingdom)

#### 1730-1800

**4I/F3** Medical Mondegreens: maximizing medical communication in teaching  
Jacqueline L Gerhart*, Jamie S Newman* (Mayo Clinic, Rochester, United States)

### 4J WORKSHOP

Assessing the written communication skills of physicians  
Thomas Rebbecchi, John (Jack) Boulet, Gerald Whelan (Educational Commission for Foreign Medical Graduates (ECFMG), Philadelphia, USA)  
**Location:** MR A3 (Spektrum)

### 4K WORKSHOP

BEME Review Methodology – a round table discussion  
**Location:** MR M1c (Spektrum)

### 4L WORKSHOP

Un atelier francophone: La simulation - construire une communauté francophone de ressources – bilan de l’approche systématique à l’Université de Montréal;  
Simulation — building a French-speaking community of teachers who want to design learning and teaching materials. A systematic approach at the University of Montréal (workshop conducted in French)  
JV Patenaude*, P Drolet*, R Lalande, A Sansregret (Université de Montréal, Québec, Canada)  
**Location:** MR M2 (Spektrum)
1630-1800

4M POSTERS
Clinical reasoning, reflection and critical thinking
Chairperson: Bernard Charlin (Canada)
Location: Hall A (Spektrum)

4M/P1 Development of clinical thinking using simulated cases
R Cruickshank*, E M Sinclair, A Laidlaw, P Bjelogrlic (University of St Andrews, Bute Medical School, St Andrews, United Kingdom)

4M/P2 Clinical decision making course — putting the pieces together
Nicola Cooper*, Kirsty Forrest (University of Leeds, Academic Unit of Anaesthesia, The General Infirmary of Leeds, Leeds, United Kingdom)

4M/P3 Using an art appreciation model to reflect on your clinical decision making process
Alexis Hutson*, Glynis Buckle (East Midlands Healthcare Workforce Deanery, Leicester, United Kingdom)

4M/P4 A method to assess medical students’ ability to reflect on a consultation experience
Sebastiaan Koole*, Anselme Derese (Ghent University, Faculty of Medicine and Health Sciences, Centre for Education Development, Gent, Belgium)

4M/P5 Development of reflective skills during the clerkship: a pilot project of reflective portfolio
Serge Langevin, Sylvie Bourque, Nathalie Gagnon (CHUS Hôtel-Dieu (faculté de médecine et des sciences de la santé de l’Université de Sherbrooke, Sherbrooke, Québec, Canada)

4M/P6 Developing the ‘reflective’ student in an undergraduate medical programme
Fiona Muir*, Penny Lockwood (University of Dundee, Tayside Centre for General Practice, Dundee, United Kingdom)

4M/P7 Developing reflective writing skills in medical students
Julie Struthers*, Jim Aiton (University of St Andrews, Bute Medical School, United Kingdom)

4M/P8 Using narrative reflections for behavioral and social science teaching during clerkships
Margaret L Stuber (David Geffen School of Medicine, Los Angeles, United States)

4M/P9 Developing a student-centred clinical activity tool — the bee’s knees or a dog’s dinner?
Kim Whittlestone*, Jeff Bullock, Linda Jones, Adam Mugford, Peter Nunn (Royal Veterinary College, LIVE Centre for Excellence in Teaching and Learning, North Mymms, Hatfield, United Kingdom)

4M/P10 Six thinking hats: the patient’s journey
S Jamieson (University of Glasgow, Wolfson Medical School, Glasgow, United Kingdom)

4M/P11 Learning outcomes from teaching medical humanities: ‘Critical Thinking Synergy’
Owen Dempsey*, Beverley Lucas (Bradford and Airedale Teaching Primary Care Trust, Bradford, United Kingdom)

4M/P12 The effects of critical thinking disposition and approach to learning on academic performance in medical school
So Jung Yune*, Sang Yeoup Lee, Shin Young Kang, Sun Ju Im, Hae Jin Jeong (Pusan National University Medical School, Seo-Gu, Busan, Republic of (South Korea))

4M/P13 Comparison of critical thinking skills and critical thinking dispositions in undergraduate health care management students
M Gharib*, M Rabiyan, M Salsali, A Sabouri Kashani, H Khalikhali (Medical Sciences/University of Tehran, School of Allied Medical Sciences, Tehran, Iran)

1630-1800

4N POSTERS
Approaches to teaching and learning
Chairperson: Janet MacDonald (UK)
Location: Hall A (Spektrum)

4N/P1 Nursing students’ approaches to learning and study
Mehdi Safari*, Fatemeh Eskandari (Tabriz University of Medical Sciences, Faculty of Nursing and Midwifery, Tabriz, Iran)

4N/P2 Findings of the 2006 AAMC Colloquium on Educational Technology
Chris Candler* (B Anderson to present) (Association of American Medical Colleges, Arkansas, United States)

4N/P3 Correlation research on the preference of teaching style, learning approach and self-directed learning for undergraduate medical students
Shu-Ling Cho, Kuo-Inn Tsou, Chaoou-Sune Lin, (Fu Jen Catholic University, Hsin-Chuang, Taipei Hsien, Taiwan)

4N/P4 Deep Impact? A longitudinal study on learning strategies, academic success and how medical school might influence both of them
Fabry Goetz*, Giesler Marianne (Department of Medical Psychology, Albert-Ludwigs-University, Freiburg, Germany)
4N/P5 Not utilized learning potential for student nurses during their clinical placement in psychiatry
Linda Kragelund (The Danish University of Education, Denmark)

4N/P6 Cognitive and non cognitive factors in Mexican students who finish medical school
Adelina Alcorta-G*, Juan-F González-G, D Saldivar-R, Jesús Aunc-R, María-V Bermúdez, Juan Montes-V, Santos-R, Marco-V Gómez-M, A E Alcorta-G, S Tavitas, F Rodríguez, A M Salinas (Facultad de Medicina, Departamento de Psiquiatría del Hospital Universitario "Dr. José E. González" Universidad Autónoma de Nuevo León (UANL), San Pedro Garza García, Mexico)

4N/P7 Development and evaluation of study guide template for integrated modules: a study in Medical School at King Abdul Aziz University, Saudi Arabia
Awdah Al-hazimi (Medical School, King Abdul Aziz University, Physiology Department, Jeddah, Saudi Arabia)

4N/P8 Clinical study guide: a tool for promoting life long learning
S H Nazari*, S H Salehpoor (Shahid Beheshti Medical School, Evin, Tehran, Iran)

4N/P9 Importance of mentoring using a log sheet for the pediatric rotation at KAAU
Nadia Fida (King Abdulaziz University, Jeddah, Saudi Arabia)

4N/P10 Senior Mentor Programs: older adults as teachers of medical students
Thomas Stewart, M. Brownell Anderson*, Paul Eleazer, Maureen Dever-Bumba, Darryl Wieland, Cindy Alford, Camille Fitzpatrick, Mitch Hefflin, Carla Herman, Cheryl Himnes, Michael Hoosakawa, Bonnie Kantor (Div. of Geriatrics, University of South Carolina, Columbia, South Carolina, United States)

4N/P11 “Mind maps” as a tool for medical physics and telemedicine knowledge summarization
Elena Kukurová*, Michal Weis, Marie Košuličová, Dušan Sysel, Juraj Martinka, Michal Trnka (Institute MF CU; National Centre of Nursing and Other Health Care Professions, Brno, CZ, Bratislava, Slovakia)

4N/P12 Role play for assisted teaching of health promotion for sixth-year medical students
Thanachai Panaput, Wichian Thianjaruwatthana (Medical Education Center, Khon Kaen Hospital, Khon Kaen, Thailand)

4O POSTERS
The student and Peer Assisted Learning
Chairperson: Paul Hemmer (US)
Location: Hall A (Spektrum)

4O/P1 Student-driven Employment Day for the Biomedicine Programme at Karolinska Institutet

4O/P2 Are students entering primary care specialties more emotionally intelligent?
Nicole J Borges* (Wright State University Boonshoft School of Medicine, Dayton, United States)

4O/P3 Taking account of diversity in the delivery of courses and programmes of medical education
N Bhal*, T B S Lee, N Gupta, N G Jones, M Musa, J L Franks, N Kullar, S J Brigley (Cardiff University, School of Postgraduate Medical and Dental Education, UWC, Cardiff, United Kingdom)

4O/P4 Application of PQA in assessing the personal qualities and moral orientation of Taiwanese medical students — a preliminary report
Kuo-Inn Tsou*, Cho S L, David Powis, Miles Bore, Don Munro, Daniel Man-Yuen Sze, Lin C S, Hsieh M S (Fu Jen Medical College, Hsin-Chuang City, Taiwan)

4O/P5 Randomization in medical education; random seating and random teacher-learner interaction: application and evaluation by postgraduate students
Ioannis D K Dimoliatis*, Aikaterini Bibou, Alexandra Zingiridou, Evangelos Drosos (Ioannina University Medical School, Department of Hygiene & Epidemiology, Ioannina, Greece)

4O/P6 The assessment of medical students’ learning styles using the Kolb Learning Style Inventory
Hye Rin Roh, Sang Wook Lee, Sung Bae Park, Ji Yeon Lee, Sook Won Ryu*, Jeong Hee Yang, and Sang Hyun Kim (Kangwon National University College of Medicine, Republic of South Korea)

4O/P7 Teaching – the best way to learn?
A Vethayaganam*, B Askew, W Ifield, P Lee, L Smith, B V Prathibha (William Harvey Hospital, Ashford, Kent, United Kingdom)

4O/P8 Using student ratings in Objective Structured Teaching Examinations of Foundation doctors’ teaching skills
Alex Walter*, Ged Byrne, Paul O’Neill (University of Manchester, South Manchester University Hospital, Medical Education, Education and Research Centre, Wythenshawe Hospital, Manchester, United Kingdom)
4O/P9 Peer teaching in Family Medicine – From boring lectures to buzzing peer groups – was it “worth it”?
David Cameron*, Anne-Marie Bergh, Glynis Pickworth, Marietjie van Rooyen, Julia Blitz (Department of Family Medicine, Pretoria, South Africa)

4O/P10 A regional “near-peer” tutoring scheme provided by junior doctors
Jeremy Rodrigues*, Anshuman Sengupta, Alana Mitchell, Jenny Richards, Simon Maxwell, Martin Dervir, O James Garden, Simon Paterson-Brown, Mike Ford (Royal Infirmary of Edinburgh, United Kingdom)

4O/P11 To identify potential benefits and issues of clinical medical students teaching pre-clinical medical students within Southampton School of Medicine
Cara Hammond*, Sally Curtis, Carolyn Blundell, Linda Turner (University of Southampton, MEDU, School of Medicine, Southampton, United Kingdom)

4O/P12 The introduction of a peer mentoring scheme for first year medical students – a pilot project
Nadia Fisher*, Carolyn Blundell, Sally Curtis, Linda Turner (University of Southampton, School of Medicine, Southampton General Hospital, Southampton, United Kingdom)

4O/P13 Medical students as teachers: an effective way in learning adolescent contraception
W Watcharotone, W Dansawang, C Ardonk (Buddhachinaraj Hospital, Muang Distinct, Phitsanulok, Thailand)

4O/P14 Introduction and evaluation of a Student Grand Round
William Costigan*, Rachel Isba, Richard Taylor, Paul O’Neill, Gerard Byrne (University of Manchester, Undergraduate Office, Wythenshawe Hospital, Wythenshawe, Manchester, United Kingdom)

4O/P15 Peer-to-peer learning in PBL sessions
Andrea Antolic*, Dagmar Rolle, Rita Kraft (Arbeitsgruppe Reformstudiengang, Charité Universitätsmedizin Berlin, Germany)

4O/P16 Peer teaching in Family Medicine – role of student group dynamics
Julia Blitz*, David Cameron, Marietjie van Rooyen, Glynis Pickworth (Department of Family Medicine, Pretoria, South Africa)

4P POSTERS
CME/Leadership
Chairperson: Darren Kilroy (UK)
Location: Hall A (Spektrum)

4P/P1 Effectiveness of an interactive CME workshop on performance of occupational physicians: a controlled trial
(Academic Medical Centre, Coronel Institute of Occupational Health, Amsterdam, Netherlands; *Finnish Institute of Occupational Health, Knowledge Transfer Team, Kuopio, Finland)

4P/P2 An innovative, adaptable, project management technique for personal and educational development projects
Gordon W G French* (East Midlands Healthcare Workforce Deanery (South Centre), Enderby, Leicester, United Kingdom)

4P/P3 Medical specialists’ participation in CME/CPD activities in Finland
Ulla Anttila, Hannu Halla, Arja Helin-Salmivaara, Mira Kajantie, Pirjo Kannisto*, Jukka Vaniskä (Finnish Medical Association, Helsinki, Finland), Taina Autti, Amos Pastemack and Juha Pekkurunen (Finnish Medical Society Duodecim, Finland)

4P/P4 Needs assessment questionnaire for imposing a mandatory CPD course for Dentists in Greece
A E Kossioni*, J Tsoutzas, K Tsichlakis (Dental School, University of Athens, Athens, Greece)

4P/P5 Reflections on HIV: identifying needs, improving learning, optimizing patient care
Cecile Tremblay*, Peter Lin*, Marie-France Deslauriers (University of Montréal Hospital Centre, Montréal, Québec, Canada)

4P/P6 The role of context and process in the success of educational strategies in academically isolated rural hospitals
B Marais, M de Villiers*, J Kruger, H Conradie, L Jenkins, H Reuter (University of Stellenbosch, Tygerberg, South Africa)

4P/P7 Maintenance and improvement of family physicians competencies: Le Parcours du médecin de famille, an innovative program
Martin Labelle*, Carl Fournier, Daniel Paquette, Robert L Thivierge (Université de Montréal Hospital Centre, Montréal, Québec, Canada)

4P/P8 Performance concerns in psychiatrists
Denis O’Leary* (National Clinical Assessment Service (NCAS), London, United Kingdom)

4P/P9 Educational needs of session GPs – ten years on
Martin Wilkinson*, David Wall (West Midlands Workforce Deanery, Edgbaston, Birmingham, United Kingdom)
Outcomes of three different practices of physician-patient communication module
R Guzel, N Mungan, G Seydaoglu*, D Altuntas, N Evliyaoğlu, T Güler, F Guler-Uysal, M Gulsen, S Hasturk, M Kasap, N Ogulener, F T Özmenen, N Salıoğlu, S Solmaz, F Doran (Cukurova University Faculty of Medicine, Balcali, Adana, Turkey)

Developing empowerment through leadership training of residents from different fields of specialization, in a university hospital
A Johansson1, D Swolin-Eide1, I Cehlin1, M Pålsson1, E Pilhammer-Andersson1 (‘Sahlgrenska University Hospital, Neuroradiology Department, Göteborg, Sweden; 2Sahlgrenska Academy)

The gendered structures and status of female doctors in Korean health care system
Sang-Hyun Kim (Yonsei University College of Medicine, Seodaemun-gu, Seoul, Republic of South Korea)

Working skills, habits and styles in graduates of Medical Sciences Universities
T Khadivzadeh (School of Nursing and Midwifery, Mashhad University of Medical Sciences, Mashad, Iran)

GOOD IDEAS IN MEDICAL EDUCATION (GIME) 1

The Curriculum
Location: (Demonstrations on display throughout the day in the Exhibition Area on Monday 27 August): Hall D

SHORT COMMUNICATIONS
Use of portfolios in postgraduate medical education
Chairperson: Jana Krejčíkova (Czech Republic)
Discussant: Graham Buckley (UK)
Location: MTA (MTFS Building, NTNU)

e-Portfolios and the healthcare professions – can one system cater for all?
Karen Beggs*, Alex Haig, Neil McManus, Tim Brown (NHS Education for Scotland, Edinburgh, United Kingdom)

Providing electronic feedback on electronic portfolios: the perspective of the tutors
Ann Deketelaere*, Nathalie Druine, Jan Degryse (Faculty of Medicine, Katholieke Universiteit Leuven, Leuven, Belgium)

Using e-portfolios to evaluate supervisory competence – experience from a VLE for clinical psychology supervisors
Dr Gellisse Bagnall (NHS Education for Scotland, Glasgow, United Kingdom)

Portfolio as a tool to document and mark stages of development of postgraduate students’ competencies
Daphné Girardot*, Marie-Josée Dupuis (Université de Montréal, Montréal, Québec, Canada)

The Competence portfolio – a tool to facilitate competence development
Hans Hjelmqvist*, Turid Stenhaugen, Thomas Zilling, Fredrik Åberg, Jessica Svefors (Swedish Medical Association, Stockholm, Sweden)

Discussion

Clinical teaching and learning 2
Chairperson: Alistair Vickery (Australia)
Location: KBA (Kvinne-barn-senteret, NTNU)

Key factors in bedside teaching – a model of the process
Yousef Al-Weshahi*, Dwight Harley, David Cook (University of Alberta, Division of Studies in Medical Education, Edmonton, Alberta, Canada)

Proficiency based learning as a predictor of the retention of a technical surgical skill
Heather Carnahan*, Adam Dubrowski (Department of Surgery, University of Toronto, The Wilson Centre, Toronto, Ontario, Canada)

Advanced Life Support Courses; effect on short-term and long-term competence in recently graduated doctors
M L Jensen*, C Ringsted, F Lippert, R Hessefeldt, M B Rasmussen, S S Mogensen, T Frost, M K Jensen (Centre For Clinical Education, Rigshospitalet, København Ø, Denmark)

Expanding the contribution of patients in medical education: views and experiences
Naomi D Quinton*, Vikram Jha, Hilary L Bekker, Trudie E Roberts (University of Leeds, Medical Education Unit, Leeds, United Kingdom)
4T/SC5  A qualitative study of students’ feelings and experiences upon meeting their
clinical supervisors and starting their first clinical attachment
Jonathan Myers*, Elspeth Alstead (Whipps Cross University Hospital Medical Education Centre, London, United
Kingdom)

4T/SC6  Context influences residents’ learning processes
P W Teunissen*, D A Stapel, F Scheele, J J A Scherpbier, K Boor, J A M van Diemen-Steenvoorde, C P M van der
Vleuten (VUmc, Institute for Medical Education, Amsterdam, Netherlands)

No Discussion

1630-1800  4U  SHORT COMMUNICATIONS
The postgraduate trainee
Chairperson: Sandra Banner (Canada)
Location: LA 21 (Laboratorie-senteret, NTNU)

4U/SC1  Threats to well-being during residency training: prevalence of intimidation,
harassment, and discrimination
O Szafran*, R A Crutcher, W Woloschuk, P W A Humphries, D Kreptul (University of Alberta and University of Alberta,
Department of Family Medicine, Edmonton, Alberta, Canada)

4U/SC2  The Department in Difficulty – junior doctors can make a difference when
re-thinking postgraduate training
Rikke Brandt*, Carsten Hering Nielsen, Peder Charles (Centre for Postgraduate Medical Education - CEPOME, University
of Aarhus, Denmark)

4U/SC3  Trainee medical errors – results of a UK wide survey
Heather Payne*, Daniel Smith, Elisabeth Paice (Wales School of Postgraduate Medical and Dental Education, Cardiff
Medicentre, Cardiff, United Kingdom)

4U/SC4  A stakeholder analysis to explore the impact of the European Working Time
Directive on postgraduate medical education in the UK
J Clarke*, K Farrell, C Voelklein, F Patterson, M Bannon, H Davies (Sheffield University, Academic Unit of Child Health,
Sheffield, United Kingdom)

4U/SC5  Supporting poorly performing junior doctors: a multifaceted approach
Fiona Anderson (NHS Education for Scotland, Postgraduate Office, Ninewells Hospital, Dundee, United Kingdom)

4U/SC6  Improving palliative care in a graduate medical training program: initial results
of a trainee designed intervention
Bryan Jarabek*, Abdi Jama, Sue Ruegg, Tim Moynihan, Furman McDonald (Mayo Clinic Rochester, United States)

No Discussion

1630-1800  4V  SHORT COMMUNICATIONS
International Medical Education – different perspectives
Chairperson: James Hallock (US)
Discussant: Andrzej Wojtczak (Poland)
Location: NA (Nevro-senteret, NTNU)

4V/SC1  Comparison of medical students’ perceptions of their surgery training: Israelis
versus Americans
Netta Notzer*, Ruth Abramovitz (Sackler Faculty of Medicine, Tel Aviv University, Tel Aviv, Israel)

4V/SC2  Palliative care education: comparative analyses of international efforts
C Ferris, P B Mullan* (University of Michigan Medical School, Department of Medical Education, Ann Arbor, Michigan,
United States)

4V/SC3  FAIMER Education Programs: five year impact
William Burdick, Page Morahan, Summers Kalishman, Stewart Mennin, Maryann Eklund, Debbie Diserens*, John
Norcini (Foundation for Advancement of International Medical Education and Research, Philadelphia, United States)

4V/SC4  Postgraduate Medical Education (PMED) Project – a comprehensive web-based
international directory
Frank A Simon*, Gerald P Whelan, Danette McKinley, John J Norcini (Foundation for Advancement of International
Medical Education and Research (FAIMER), Philadelphia, United States)

4V/SC5  Accreditation processes throughout the world: The FAIMER directory of
organizations that recognize/accredit medical schools
Marta van Zanten*, John J Norcini, Frank Simon (FAIMER/ECFMG, Philadelphia, United States)

Discussion
### 4W SHORT COMMUNICATIONS

- **Outcome-based education 2**
  - Chairperson: Chris Roberts (Australia)
  - Discussant: TBA
  - Location: LS 21 (Laboratorie-senteret, NTNU)

#### 1630-1645

**4W/SC1 Competence at work**
- F Scheele*, J A M van Diemen, P Teunissen, E Heineman, S J van Luijk (Educational Institute, VU University Medical Center, Amsterdam, Netherlands)

**4W/SC2 Similarities and differences in opinions about the first competency based post-graduate curricula in the Netherlands**
- Iris Wallenburg, Antoinette de Bont*, Elly Stoik, Job van Exel, Fedde Scheele (Department of Health Policy and Management/ErasmusMC, Rotterdam, Netherlands)

**4W/SC3 CanMEDS 2005: An updated framework for competency-based education**
- Jason R Frank*, on behalf of the CanMEDS 2005 Working Groups (Royal College of Physicians and Surgeons of Canada, Ottawa, Ontario, Canada)

**4W/SC4 Leveraging technology standards to facilitate mapping content to competencies and outcomes**
- Rosalyn P Scott*, Valerie Smothers, Chris Candler (MedBiquitous Consortium, California, United States)

**4W/SC5 Successful approach to the development of an integrated outcome-based curriculum**
- Claude Mailhot (Faculté de Pharmacie, University of Montréal, Québec, Canada)

### 1645-1700

#### 1645-1700

**4W/SC1 “And the Oscar goes to …” – lessons learned from interviews with teaching-award winners**
- D Schricke*, P Kraft, S Reinsch (Fachschaftsinitiative Medizin der Charité, Hexenhäuschen, Berlin, Germany)

**4W/SC2 The development of a clinical teaching feedback instrument**
- Mark Oliver, Sally Corbett*, Roger Barton, John Spencer (North Tyneside General Hospital, Education Centre, North Shields, Tyne and Wear, Kingdom)

**4W/SC3 Using peer-observation to improve teaching quality in the pre-clinical years**
- Tim McMahon, Hemal Thakore* (University College Dublin, School of Medicine & Medical Science, Health Sciences Centre, UCD Belfield, Dublin, Ireland)

**4W/SC4 Development of an instrument for evaluating the clinical teacher**
- R E Stalmeijer*, D H J M Dolmans, H A P Wolfhagen, A J J A Scherpbier (Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands)

**4W/SC5 Developing a comprehensive framework of undergraduate medical teaching activities**
- Terese Stenfors-Hayes*, Michael T Ross2 (1Department of LIME, Karolinska Institutet, Stockholm, Sweden, 2Medical Teaching Organisation, The University of Edinburgh, UK)

### 1645-1800

**Discussion**

### 4X SHORT COMMUNICATIONS

**The good teacher**
- Chairperson: Maree O’Keefe (Australia)
- Discussant: Ralph Manuel (US)
- Location: LS 41 (Laboratorie-senteret, NTNU)

#### 1630-1645

**4X/SC1 “And the Oscar goes to …” – lessons learned from interviews with teaching-award winners**
- D Schricke*, P Kraft, S Reinsch (Fachschaftsinitiative Medizin der Charité, Hexenhäuschen, Berlin, Germany)

#### 1645-1700

**4X/SC2 The development of a clinical teaching feedback instrument**
- Mark Oliver, Sally Corbett*, Roger Barton, John Spencer (North Tyneside General Hospital, Education Centre, North Shields, Tyne and Wear, Kingdom)

#### 1700-1715

**4X/SC3 Using peer-observation to improve teaching quality in the pre-clinical years**
- Tim McMahon, Hemal Thakore* (University College Dublin, School of Medicine & Medical Science, Health Sciences Centre, UCD Belfield, Dublin, Ireland)

#### 1715-1730

**4X/SC4 Development of an instrument for evaluating the clinical teacher**
- R E Stalmeijer*, D H J M Dolmans, H A P Wolfhagen, A J J A Scherpbier (Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands)

#### 1730-1745

**4X/SC5 Developing a comprehensive framework of undergraduate medical teaching activities**
- Terese Stenfors-Hayes*, Michael T Ross2 (1Department of LIME, Karolinska Institutet, Stockholm, Sweden, 2Medical Teaching Organisation, The University of Edinburgh, UK)

### 1745-1800

**Discussion**

### 4Y SHORT COMMUNICATIONS

**The student in difficulty**
- Chairperson: John Cookson (UK)
- Discussant: Emily Rigby (UK)
- Location: LS 42 (Laboratorie-senteret, NTNU)

#### 1630-1645

**4Y/SC1 Risks for clinical failure – strategies to facilitate academic success**
- Ewa Szumacher*, Cate Palmer, Fiona Cherryman*, Renate Bradley*, Peter O’Brien*, Pamela Catton* (1Department of Radiation Oncology, Sunnybrook and Women’s College Health Sciences Centre, University of Toronto, Ontario, Canada; 2Department of Radiation Oncology, Princess Margaret Hospital; 3Medical Radiation Sciences Program at University of Toronto and the Michener Institute for Applied Health Sciences; 4Department of Radiation Physics, University of Toronto)

#### 1645-1700

**4Y/SC2 The effect of peer academic and social development programmes on medical students from disadvantaged backgrounds**
- S Veena Singaram (University of Kwa Zulu Natal, Nelson R Mandela School of Medicine, School of Undergraduate Medical Education, Congella, Durban, South Africa)
Personality traits and types predict medical school stress: a six-year longitudinal and nationwide study
Reidar Tyssen*, Filip C Dolatowski, Jan Ole Røvik, Ruth F Thorkildsen, Øivind Ekeberg, Erlend Hem, Tore Gude, Nina T Grønvold, Per Vaglum. (Department of Behavioural Sciences in Medicine, Institute of Basic Medical Sciences, Faculty of Medicine, University of Oslo, Blindern, Oslo, Norway)

Using interactive theatre in veterinary education to promote mental health awareness
Nick Short*, Anita Lane (The Royal Veterinary College, London, United Kingdom)

Academic support for students in a problem based medical program: enhancing the self-reflective capacity of students with academic and other difficulties
Peter Davy*, Vicki Langendykk, Pippa Craig (Faculty of Medicine, University of Sydney, Australia)

Discussion

WORKSHOP
Teaching and assessing clinical competence in non hospital settings
Bashir Hamad, Mohi Eldin Magzoub (College of Medicine, King Saud bin Abdulaziz University for Health Sciences, College of Medicine, Riyadh, Saudi Arabia)
Location: MTS1 (MTFS Building, NTNU)

WORKSHOP
How do I tell them that? Providing feedback about professionalism
Reena Karani, Karen Mann, Emily Chai, Audrey Chun, David Thomas, Nisha Rughwani, Rachel Stark, Rainier Soriano, Helen Fernandez (Mount Sinai School of Medicine, New York, United States)
Location: MTS 3 (MTFS Building, NTNU)

WORKSHOP
How to plan and conduct an institutional self-evaluation study
Mostafa Seleem (Cairo University, Kasr El Aini Medical School, Egypt)
Location: NSU 1 (Neuro-senteret, NTNU)

WORKSHOP
Actively engaging students in quality improvement
Toni M Ganzel, David L Wiegman, Ruth B Greenberg (University of Louisville School of Medicine, Louisville, KY, United States)
Location: NSU 2 (Neuro-senteret, NTNU)

WORKSHOP
Developing high-quality multiple-choice items to assess application of knowledge using patient vignettes
Kathleen Z Holtzman, David B Swanson (National Board of Medical Examiners, Philadelphia, USA)
Location: KBS 11 (Kvinne-barn-senteret, NTNU)

WORKSHOP
Assessment challenges: using Simulated Patients in the holistic testing of consulting ability in high-stakes examinations
Connie Wiskin, Anne de la Croix (University of Birmingham, Department of Primary Care, Learning Centre, Edgbaston, Birmingham, UK)
Location: KBS 21 (Kvinne-barn-senteret, NTNU)

WORKSHOP
Teaching clinical competences – skills training (“skillsdrill”) and simulation (reflection)
Kjell Å Salvesen, Stine Gundrosen, Petter Samuelsen, Torill Tanemsmo, Petter Aadahl (Faculty of Medicine, NTNU, Trondheim, Norway)
Location: Simulation Centre (NTNU)
Shuttle Coaches from NTNU to City Centre

Optional Event: ‘Magical Monday’, Rick’s Café (page 100)
Tickets still available, please contact NTNU Videre
SESSION 5

0815-1035

**PLENARY 2**

The basic sciences and medical education
Chairperson: Trudie Roberts (UK)
Location: Hall F (Spektrum)

0815-0835

5A1 Transformed gross anatomy in a revised medical curriculum
Wojciech Pawlina (Mayo Clinic College of Medicine, Rochester, United States)

0835-0840

Questions

0840-0900

5A2 The implications of the rapid advances in medical sciences including genetics for undergraduate and postgraduate medical education
Domenico Coviello (Chair of Education Committee of European Society of Human Genetics and Head of Laboratory of Medical Genetics, Ospedale Maggiore Policlinico, Mangiagalli e Regina Elena, University Hospital of Milan, Italy)

0900-0905

Questions

0905-0925

5A3 Basic sciences and professional development
Ingeborg Netterstrøm (Center for Educational Development in Health Sciences, University of Copenhagen, Denmark)

0925-0930

Questions

0930-0950

5A4 The integration of Human Patient Simulators with traditional physiology teaching
Judy Harris (School of Medical Sciences, Bristol, UK)

0950-0955

Questions

0955-1015

5A5 Body Painting as a teaching tool in the teaching anatomy to medical students and life drawing artists
Paul G McMenamin (Faculty of Medicine, Dentistry and Health Sciences, University of Western Australia).

Please note: This presentation uses semi-nude, live models

1015-1020

Questions

1020-1035

Discussion

1035-1100

Coffee
Location: Hall D (Spektrum)

SESSION 6

1100-1230

**SYMPOSIUM**

e-Learning vs e-Teaching: autonomy or control?
Chairperson: Rachel Ellaway (Northern Ontario School of Medicine, Canada)
Location: Hall F (Spektrum)

1100-1230

**SYMPOSIUM**
The basic medical sciences: role of basic science in revised medical curriculum
Chairperson: Wojciech Pawlina (Mayo Clinic College of Medicine, Rochester, USA)
Panel: Domenico Coviello (European Society of Human Genetics/Mangiagalli Clinic, University Hospital of Milan, Italy), Richard L Drake (Cleveland Clinic Lerner College of Medicine, USA), Harumi Gomi (Jichi Medical University, Tochigi, Japan), Judy Harris (University of Bristol, UK), Paul McMenamin (University of Western Australia), Ingeborg Netterstrom (University of Copenhagen, Denmark), Netta Notzer (Sackler Faculty of Medicine Tel-Aviv University, Israel)
Location: Hall E2 (Spektrum)
6C SYMPOSIUM
Implementation of competency-based postgraduate curricula
Chairperson: Olle ten Cate (Netherlands)
Panel: Jason Frank and Linda Snell (Canada); William McGaghie and Diana Wayne (United States); Charlotte Ringsted and Lisbet Ravn (Denmark); Fedde Scheele, Olle ten Cate (Netherlands)
Location: Hall C (Spektrum)

6D SHORT COMMUNICATIONS
Clinical reasoning
Chairperson: Ed Peile (UK)
Discussant: Randy Barker (US)
Location: MR K4 (Spektrum)

6D/SC1 The application of the Health Information Network Teaching Systems (HINTS) in pediatric clerkship
Chyi-H Lin*, Tsuen-C Tsai, Chao-N Cheng, Yu-T Wu, Yuan-Y Chiu, Yuh-J Lin, Lih-S Chen (Dept. of Pediatrics, College of Medicine, National Cheng Kung Univ., Tainan, Taiwan)

6D/SC2 A hypothetical model of therapeutic reasoning
S Bissessur*, E Geyteman, M Aldulaimy, P Teunissen, A Arnold, Th de Vries (VU university medical center, Klinische Farmacologie en Apotheek, Netherlands)

6D/SC3 A proposal for curriculum design based on clinical reasoning: the Universidad Autónoma de Nuevo Leon experience
Nancy E Fernandez-Garza*, Diana P Montemayor-Flores (Facultad de Medicina de la Universidad Autónoma de Nuevo Leon, Monterrey, Nuevo Leon, Mexico)

6D/SC4 Document review of a jaundice case: an ecologically valid, paper-based assessment of clinical reasoning
R Brent Stansfield*, Ken Pituch, Paul Gauger (University of Michigan, Dept. of Medical Education, Ann Arbor, MI, United States)

6D/SC5 Patient safety education at VU University Medical Center Amsterdam
M B M Soethout*, A B Bijnen*, J D Jansma*, D R M Timmermans (VU University Medical Center, Department of Public and Occupational Health, Amsterdam, Netherlands)

1100-1230 6E SHORT COMMUNICATIONS
Teaching and learning styles
Chairperson: Usha Nayar (Bahrain)
Discussant: Lynne Allery (UK)
Location: MR K3 (Spektrum)

6E/SC1 Medical students’ epistemological beliefs: the focusgroup approach
A Roex*, J Degryse (K.U.Leuven, Leuven, Belgium)

6E/SC2 Factors that promote long-term learning: students’ perceptions
Alina Marszałek and Susan B Higgins-Opitz * (School of Medical Sciences, Faculty of Health Sciences, University of KwaZulu-Natal, South Africa)

6E/SC3 Long term retention of urological knowledge and skills from small group course
U Zimmermann, K-J Klebingat (Urological Clinic University Greifswald, Greifswald, Germany)

6E/SC4 A different approach to using learning styles
Thelma Quince, Paul Siklos, Diana F Wood, John Benson (Department of Public Health and Primary Care, Institute of Public Health, Cambridge, United Kingdom)

6E/SC5 Design and validation of Teaching and Learning Style Profile (TLSP) for the pharmaceutical courses
Maryam Lelos, M S Salek and R D Sewell (Welsh School of Pharmacy, Cardiff University, Centre for Socioeconomic Research (CSER), Cardiff, United Kingdom)

1215-1230 Discussion
**6F SHORT COMMUNICATIONS**

Multiprofessional education  
Chairperson:  Ann Wylie (UK)  
Discussant:  Ewa Szumacher (Canada)  
Location:  MR K2 (Spektrum)

**6F/SC1**  
Readiness for multiprofessional learning among students with and without direct patient contact  
A Brauner*, M Lewitt, E Ehrenborg* (Karolinska Institutet, King Gustaf V Research Institute, Department of Medicine, Karolinska University Hospital, Rolf Luft Center for Diabetes Research, Department of Molecular Medicine and Surgery, Karolinska University Hospital, Department of Clinical Microbiology, MTC, Karolinska University Hospital, Stockholm, Sweden)

**6F/SC2**  
Elearning for sharing across medical and pharmacy students  
Lesley Diack*, Michael Gibson, Lorna Mchattie, Derek Stewart, Dorothy McCaig, Christine Bond, Hamish McKenzie (The School of Pharmacy, The Robert Gordon University, Schoolhill, Aberdeen, United Kingdom)

**6F/SC3**  
Using simulated ward conferences to demonstrate the importance of multidisciplinary team working  
Michael Gibson*, Lesley Diack (The Robert Gordon University, Schoolhill, Aberdeen, United Kingdom)

**6F/SC4**  
Student-led IPE: reflections of students from Sudan  
Mohammed Saleh*, Wdah Abdalla, Mahadi Mahmoud (Faculty of Medicine & Laboratory Sciences, Alzaiem Alazhari University, Omdurman, Sudan)

**6F/SC5**  
Multiprofessional education among undergraduate medical and nursing students: effectiveness and acceptability  
J M Johnston (University of Hong Kong, Department of Community Medicine, Li Ka Shing Faculty of Medicine, People’s Republic of China)

**1100-1230**  
**6G SHORT COMMUNICATIONS**

Assessment of clinical competence  
Chairperson:  Connie Wiskin (UK)  
Discussant:  Steve Durning (US)  
Location:  MR A4 (Spektrum)

**6G/SC1**  
Determining the reliability of clinical performance assessment scores in real time  
Thomas J Beckman*, Jayawant Mandrekar, Gregory Engstler, Lindsay Decker, Robert Ficalora (Mayo Clinic College of Medicine, Rochester, Minnesota, United States)

**6G/SC2**  
Validity, reliability, feasibility and satisfaction of the Mini-Clinical Evaluation Exercise (Mini-CEX) for cardiology residency training  
Alberto Alves de Lima*, Carlos Barrero, Sergio Baratta, Yanina Castillo Costa, Guillermo Bertman, Justo Carabajales, Diego Conde, Amanda Galli, Graciela Degrange, Cees Van der Vleuten (Instituto Cardiovascular de Buenos Aires, Argentina)

**6G/SC3**  
Implementation of Mini-CEX (Clinical Evaluation Exercise) in a newly established parallel surgical out-patients clinic  
Troels Kodal*, Knut Aspegren, Jorn Aaseby, Kirsten Kruse, Claus Vinther (Esbjerg General Hospital, Department of Internal Medicine, Esbjerg, Denmark)

**6G/SC4**  
Trainee and trainer perceptions of the value and validity of Objective Structured Assessment of Technical Skills (OSATS) for work-based assessment of surgical skills in Obstetrics and Gynaecology  
J F Bodle*, S J Kaufmann, D Bisson, B Nathanson (Leeds University, Academic Dept Obstetrics and Gynaecology, Leeds General Infirmary, United Kingdom)

**1200-1230**  
Discussion

**1100-1230**  
**6H WORKSHOP**

Creating an interprofessional faculty to develop communication skills  
Colin Ferguson, Peter Harrison, Bridget Lock, Pam Shaw, Alistair Thomson (National Association of Clinical Tutors, London, United Kingdom)  
Location:  MR M1a/b (Spektrum)
6I WORKSHOP
Bachelor and Masters of Medicine in Europe
Organized on behalf of MEDINE transparency taskforce
Paul de Roos1, Souad Derraz2, Emily Rigby3, Jan Hilgers4, Madalena Faleque Patricio3, Michael Ross5 (1VU Medical Center, Amsterdam, Netherlands; 2Bristol University, UK; 3University of Cologne, Germany; 4University of Lisbon, Portugal; 5University of Edinburgh, UK)
Location: MR M8 (Spektrum)

6J WORKSHOP
The study of thinking by collecting and analyzing “Think Aloud” protocols and retrospective verbal reports
K Anders Ericsson (Department of Psychology, Florida State University, Tallahassee, Florida, United States)
Location: MR A3 (Spektrum)

6K WORKSHOP
International medical education opportunities: cross cultural exchanges
John Norcini1, M Brownell Anderson2 (1FAIMER, Philadelphia; 2AAMC, Washington D.C, United States)
Location: MR M1c (Spektrum)

6L WORKSHOP
Taking off the blinkers – integrating humanities and liberal arts into the core of medical curricula
M Kettner, C Grueny, O Polacsek, J Dahmen, C Schlett, H Doll, M Butzlaff (Witten/Herdecke University, Witten, Germany)
Location: MR M2 (Spektrum)

6M POSTERS
The student and the student in difficulty
Chairperson: TBC
Location: Hall A (Spektrum)

6M/P1 Factors affecting premedical students’ academic college life
Sun Kim, Eun Kyung Lee, Joo Hyun Park (Department of Medical Education, The Catholic University of Korea College of Medicine, Seoul, Republic of South Korea)

6M/P2 The impact of medical education on students’ lives
Agnes Dodds*, Kate Scalzo, Anthony Talbot, Jeanette Lawrence (University of Melbourne, Medical Education Unit, Victoria, Australia)

6M/P3 The comparative learning strategy between successful and unsuccessful students in Semnan University of Medical Sciences
M Saberian*, M Naeemi, S Hajieghajani, R Ghorbani (Semnan University of Medical Sciences, Medical Education and Development Center, School of Natural Resources, University of Tehran, School of Medicine, Iran)

6M/P4 Stress and depression of medical students in clinical year
Sukit Mahattanan*, Walaiporn Euanontat, Sukit Purak (Maharaj Nakhon Si Thammarat Medical Education Center, CPIRD, Maharaj Nakhon Si Thammarat Hospital, Nakhon Si Thammarat Province, Thailand)

6M/P5 Why do some medical students fail to reach the point of registration?
K Skorupskaite, P Evans, T Gibbs (University of Edinburgh, United Kingdom)

6M/P6 Pre-matriculation factors predicting medical students’ academic difficulties
Samkaew Wanvarie* (Faculty of Medicine, Ramathibodi Hospital, Bangkok, Thailand)

6M/P7 Screening medical students for attention deficit disorder
Judith A Westman*, Patricia Fertel, Linda Stone, Robert A Bornstein (The Ohio State University College of Medicine, Columbus, Ohio, United States)

6M/P8 Why do veterinary medical students drop out?
J C M Haarhuis*, Renate A M Oudhuis, Serge Hubers, P van Beukelen (Faculty of Veterinary Medicine Utrecht, Netherlands)

6M/P9 Unified attendance: an early-warning system for student welfare
Nathaniel Suda*, Kathleen Fotheringham (Bute Medical School, University of St Andrews, St Andrews, Fife, United Kingdom)

6M/P10 Nature and nurture as predictors for study performance at medical school
Karen M Stegers-Jager*, Mouna Naas, Ted A W Splinter (Erasmus MC- Institute of Medical Education and Research, Rotterdam, Netherlands)
6M/P11 Stress factors among medical residents: Lebanese particularities
F Haddad, E Nemr, C El Hage, G Sleilaty, A Yazigi*, P Yazbeck (Hotel-dieu de France Hospital, Saint-Joseph University Medical School, Beirut, Lebanon)

6M/P12 Student examination success can be predicted by behaviour
C F Kellett*, B C Wilson, P Boscainos, D Backstein (NHSTayside, Department of Orthopaedic Surgery, Perth Royal Infirmary, Perth, United Kingdom)

6M/P13 Academic support: lessons from cognitive psychology, basic physiology, and the study of peak performance
Lawrence 'Hy' Doyle (David Geffen School of Medicine at UCLA, Dean's Office/ED&R, Los Angeles, California, United States)

6M/P14 Stress management, academic performance and quality of life among Korean medical students
Shin Hong-Im (Yonsei University, Seodaemun-Gu, Seoul, Republic of (South Korea))

6M/P15 Impact of peripheral attachments on medical student welfare
Amy Crees (University of Bristol, United Kingdom)

6N POSTERS
Clinical teaching – contexts and approaches
Chairperson: TBA
Location: Hall A (Spektrum)

6N/P1 Medical students' groups at internship: conflicts and proposals
P L Bellodi*, M A Martins (University of Sao Paulo Medical School - FMUSP, Brazil)

6N/P2 How to make military medical exercises more efficient
Anders Johansson*, Lars Owe Dahlgren, Lars Lundberg (Swedish Armed Forces Medical Centre, Västra Frölunda, Sweden)

6N/P3 Delivering training to students on placement
Robert Collin*, Carl McQueen (Leeds Medical School Unit, St. John Ambulance, Leeds General Infirmary, Leeds, United Kingdom)

6N/P4 Reflection on emotional experiences during clerkship: does it make you a better doctor?
Ann Deketelaere, Geert Kelchtermans, Chris Aubry, Marta Witkowska* (Faculty of Medicine, Katholieke Universiteit Leuven, Leuven, Belgium)

6N/P5 An evaluation of clerkship of medical students from the view point of patient safety
Hye Rin Roh, Sang Wook Lee, Sung Bae Park, Ji Yeon Lee, Sook Won Ryu, Jeong Hee Yang*, Yang Hee Kim (Kangwon National University College of Medicine, Republic of South Korea)

6N/P6 Development of blended learning curriculum to teach basic clinical examination
Matthias Angstwurm*, Martin Gobbel, Veronika Kopp, Inga Hege, Gudrun Karsten, Michael Illert, Kirsten Bruchner, Martin Fischer (Medizinische Klinik, Munich, Germany, Physiologisches Institut Universität, Kiel, Germany)

6N/P7 Bedside teaching in intensive care: effect on attitudes and skills of fourth year medical students
M Zijnen-Suyker, J Bakker (erasmus MC University Medical Centre Rotterdam, Department of Intensive Care, Rotterdam, Netherlands)

6N/P8 An unfolding long case or case vignettes: A comparison of 2 instructional methods in inpatient geriatrics for medical students
Nisha Rughwani*, Peter Gliatto, Reena Karani (Mount Sinai School of Medicine, New York, United States)

6N/P9 The impact of emergency medicine clerkship on medical students' clinical skills
Sun Ju Im*, Shin Young Kang, So Jung Yune, Sang Yeoup Lee, Hae Jin Jeong (Pusan National University Medical School, Seo-Gu, Busan, Republic of South Korea)

6N/P10 Nationwide survey of resuscitation education in Finland
H Jäntti*, T Silfväst, A Turpeinen, A Uusaro (Kuopio University Hospital, Department of Anaesthesia and Intensive Care, Kuopio, Finland)

6N/P11 A comparison of clinical procedures experienced by students in an integrated longitudinal clerkship vs. discipline specific clerkships
Marc Broude*, George Pachev, Joan Fraser, Gordon Page (University of British Columbia, Vancouver, Canada)

6N/P12 Holistic and continuous care with family and community involvement, 2002-2006
Teerasak Laksananan (Sawanpracharak Hospital, Paknambo District Nakhonsawan, Thailand)

6N/P13 Clinical teaching in the HPB Surgery Unit in the Royal Hallamshire Hospital
Z Toumi*, I C Cameron, M Peterson (The Sheffield Hepatobiliary Unit, The Royal Hallamshire Hospital, Sheffield, United Kingdom)
6N/P14 How can clinical thinking be taught and trained practically? The concept of Real Patient Study Days
Diethard Tauschel*, C Scheffer, S Balzereit, M Hofmann, F Edelhäuser (Universität Witten/Herdecke, Witten, Germany)

6N/P15 “Learning by doing – but what are they doing?”
Ralph Pinnock*, Alison Jones (Starship Children’s Hospital, Auckland, New Zealand)

6O POSTERS
Written assessment/Portfolios
Chairperson: Katharine Boursicot (UK)
Location: Hall A (Spektrum)

6O/P1 How many items a test must have: the compromise between the number and the quality
Isabel Neto*, Ana Gouveia (Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal)

6O/P2 Knowledge assessment using different MCQs formats: a comparative study
Ana Gouveia*, Isabel Neto (Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal)

6O/P3 MCQs to support “focused” learning
Christina Strydom (University of the Western Cape, Faculty of Dentistry, Tygerberg, South Africa)

6O/P4 Process to improve quality of multiple choice questions in ‘integrated to clinical science’ in outcome-based curriculum
Usa Siriboonrit*, Suchada Anotayanonth (Chonburi Medical Education Center, Chonburi Hospital, Meung Chonburi, Thailand)

6O/P5 Are three-option multiple choice items effective?
D D Harley *, R Damant (University of Alberta, Edmonton, Alberta, Canada)

6O/P6 Paper-versus computer-based modified essay question tests
Thorsten Schäfer*, Andreas Burger, Bert Huenges, Herbert Rusche (Ruhr-University Bochum, Medical Faculty, Bureau for Study Reforms, Germany)

6O/P7 A comparison of the assets and drawbacks of three different written assessment types
Volkhard Fischer*, Daniel Möbs, Johannes vor dem Esche, Hermann Haller (Hannover Medical School, Hannover, Germany)

6O/P8 Importance of using images in written assessments
Diana P Montemayor-Flores*, Nancy E Fernandez-Garza (Facultad de Medicina de la Universidad Autonoma de Nuevo Leon, Monterrey, Nuevo Leon, Mexico)

6O/P9 Progress test: is it a predictor of students’ academic performance?
S Monte-Alegre, E Amaral, S M R R Passeri, R Curvo-Leite, A M B Zeferino (Universidades Estadual de Campinas - UNICAMP, Rua Tussália Vieira de Camargo, Brazil)

6O/P10 Experiences with an innovative portfolio-based assessment format for Prevention & Health Promotion: students’ acceptance and correlation with written test
B Huenges, M Klock, D Osenberg, T Schäfer, H Rusche (Büro für Studienreform, Medizinische Fakultät, Ruhr-Universität Bochum, Bochum, Germany)

6O/P11 Assessment by portfolio in the physiotherapy programme at Karolinska Institutet
Cecilia Fridén*, Birgitta Nordgren (Department of Neurobiology, Care Sciences and Society, Division of Physiotherapy, Huddinge, Sweden)

6O/P12 Evaluation of group portfolio in significant learning of students of the 2nd year of medicine, during the years 2004, 2005 and 2006, in community work, Universidad de Valparaiso
Peter McColl*, Jorge Gregoire, Ernestina Esparza, Carolina Reyes, Silvia Ulloa, Katherine Cuevas (Escuela de Medicina Universidad de Valparaiso, Chile)

6O/P13 Student and staff opinions of reflective writing as a medium for portfolio learning
J Shacklady*, A Prop, E Driessen, C Austin, T Dornan (Salford Royal Hospital NHS Trust (Hope Hospital), Salford, United Kingdom)

6O/P14 GP’s specialist exam: What can be assessed by portfolio?
M Vrcic-Keglevic*, M Katic, H Tiljak, D Lazic, V Cerovecki-Nekic, G Petricek, Z Ozvacic (School of Public Health ‘Andrija Stampar’, Zagreb, Croatia)
6P POSTERS
Curriculum development and change
Chairperson: Janke Cohen-Schotanus (Netherlands)
Location: Hall A (Spektrum)

6P/P1 From fragmentation to continuity – an educational approach within patient-centred settings
Jette Steenberg Holtzmann*, Torben Sejr (Glostrup University Hospital, Capital Region of Denmark, Department of Development, Glostrup, Denmark)

6P/P2 “Who participates in planning a new curriculum – students are welcome!”
P Kraft**, S Reinsch, D Schricke (Reformstudiengang Medizin, Berlin, Germany)

6P/P3 UME curriculum reform in Shahid Beheshti Medical School and WFME Standards
A Zali*, S H Hazdani, F Hosseini, A Rajaee, Ha' eri (Shaheed Beheshti University of Medical Sciences & Health Services, Evin, Tehran, Iran)

6P/P4 Using an on-line collaborative database to update core curriculum content: evaluation of a novel approach
Peter Yeates, Caroline Boggis, Ioan Davies (University of Manchester Medical School, Education and Research Centre, Wythenshawe Hospital, Wythenshawe, Manchester, United Kingdom)

6P/P5 Impact of the transition from a traditional to a hybrid medical curriculum on students’ learning patterns: a longitudinal study
J Van der Veken (Ghent University - Direction of Educational Affairs, Department of Educational Quality Assurance, Gent, Belgium)

6P/P6 Transporting curriculum across borders: beyond geography
John Steeves*, Karen Mann, Bruce Holmes (Dalhousie University/Atlantic Health Sciences Corp., Department Medical Education, Saint John, New Brunswick, Canada)

6P/P7 Challenges of establishing a new innovative medical college in the Kingdom of Saudi Arabia
Y Al Eisaa, M Magzoub, B Hamad, F M Seefeldt (King Saud bin Abdulaziz University for Health Sciences, College of Medicine, Riyadh, Saudi Arabia)

6P/P8 Use of future workshop procedure for promoting quality of education in Medical Sciences
M Motalebi Kashani*, M Hannani (Kashan University of Medical Sciences, Kashan, Iran)

6P/P9 Using a comprehensive program evaluation system to facilitate planning and decision-making in an innovative College of Medicine
F M Seefeldt*, N Ahmed, A Arshad, Magzoub (College of Medicine, King Saud bin Abdulaziz University of Health Sciences, Riyadh, Saudi Arabia)

6P/P10 Student involvement in curriculum development at the University of Helsinki
Velina Vangelova*, Sonja Piippo, Marienka Lindqvist, Juho Parkkola, Eeva Pyörälä (Faculty of Medicine, University of Helsinki, Helsinki, Finland)

6P/P11 The experience of integrated curriculum reform in Kaohsiung Medical University in Taiwan
Chun-Sheng Lai, In-Ting Huang, Al-Li Kuan, Ke-Ming Liu (Kaohsiung Medical University, Kaohsiung City, Taiwan)

6P/P12 How do medical schools contribute to their regions? Ten questions with a case study
James Rourke (Memorial University of Newfoundland Faculty of Medicine, Health Sciences Centre, St. John’s NL, Canada)

6P/P13 Survey of the organization climate relation with the rate of personnel’s creativity in the university clinical educational sectors
S Hajjaghajani*, P Ghaffari, R Ghorbani, F Izadi, M R Ghaffari (Semnan University of Medical Sciences, Medical Educational Development Center (MEDC), Iran)

6P/P14 The problems of higher medical education in Republic of Kazakhstan
S F Berkinbaev, G N Kismanova (West Kazakhstan State Medical Academy after M. Ospanov, Aktobe City, Kazakhstan)

6R GOOD IDEAS IN MEDICAL EDUCATION (GIME) 2
Teaching, Learning and Assessment
Location: (Demonstrations on display throughout the day in the Exhibition Area on Tuesday 28 August): Hall D

6R/G1 Peer group teaching: from boring lectures to buzzing peer groups
Julia Blitz, David Cameron, Manetjie van Rooyen, Glynis Pickworth (Department of Family Medicine, Pretoria, South Africa)

6R/G2 Small groups, computers and microscopes for micromorphology learning and teaching
Maryse Fiche*, Raphael Bonvin*, Fred Bosman (Faculté de Biologie et Médecine, Université de Lausanne, Switzerland)
6R/G3 Facilitated reflection: a strategy for aiding feedback acceptance and use
Joan Sargeant*, Karen Mann, Jocelyn Lockyer (Dalhousie University, CME, Halifax, Canada)

6R/G4 Providing effective feedback in medical education
Patricia Mullan*, Linnea S Hauge* (University of Michigan, Department of Medical Education, Ann Arbor, United States)

6R/G5 Case-based assessment
Martin Rhodes, Pauline McAvoy, Denis O'Leary (National Clinical Assessment Service, Vauxhall, London, UK)

6R/G6 Critiquing outcome-based assessment plans
Rukhsana W Zuberi (The Aga Khan University, Faculty of Health Sciences, Karachi, Pakistan)

6R/G7 How to….. Successfully supervise a medical education dissertation
Lesley Pugsley, Janet MacDonald (School of Postgraduate Medical & Dental Education, Cardiff University, Cardiff, United Kingdom; medicaleducation@cardiff.ac.uk)

1100-1230
Private Meeting: ESME Board (invitation only)
Location: MR M3 (Spektrum)

1230-1430
Lunch at Spektrum
Location: Hall D
Viewing of Exhibits (Hall D) and Posters (Hall A)

1245-1415
AMEE General Assembly (members only)
Location: Hall E2 (Spektrum)
Lunch will be available in room

1245-1415
Private Lunch: IAMSE (invitation only)
Location: MR A3 (Spektrum)

1245-1415
Private Meeting: Recognition of Qualifications Task Force (invitation only)
Location: MR M3 (Spektrum)

1245-1415
Private Lunch: FAME Course
Location: MR M1a/b (Spektrum)

1245-1415
Private Lunch: RESME Course
Location: MR M8 (Spektrum)

1245-1415
Private Lunch: ESME Course
Location: MR M1c (Spektrum)

1300-1800
Shuttle Coaches to NTNU from Spektrum and return, throughout afternoon at 15 minute intervals
Coach departs from main entrance of Trondheim Spektrum and drops off at the Kuinne-Barn Senteret Building at NTNU (see map, page 24)
SESSION 7
1430-1600

7A SYMPOSIUM
Why and when portfolios (do not) work in medical education
Chairperson: Erik Driessen (University of Maastricht, Netherlands)
Panel: Cees van der Vleuten (University of Maastricht); John Pitts (Severn and Wessex Deanery, United Kingdom); Jan van Tartwijk (Leiden University Graduate School of Teaching); and Miriam McMullen
Location: Hall F (Spektrum)

7B SYMPOSIUM
Globalisation of CME/CPD
Chairpersons: Hervé Maisonneuve, (Global Alliance for Medical Education) and Margarita Barón-Maldonado (University of Alcalá, Madrid, Spain)
Panel: Bernard Maillot (UEMS, Belgium), Alejandro Aparicio (AMA), Helios Pardell (SACCME, Spain) and Honorio Silva (Pfizer, United States)
Location: Hall E2 (Spektrum)

Introduction Hervé Maisonneuve
Recognition of CME credits around Europe Bernard Maillot, secretary general, UEMS
The International CME program at AMA Alejandro Aparicio, AMA
Reciprocity of credits: the SACCME experience Helios Pardell, SACCME, Madrid, Spain
Status of CME in Asia, Africa and Latin America Honorio Silva, Pfizer, New York
Discussion Margarita Baron-Maldonado, MD, Ph.D

7C SYMPOSIUM
Use of new technology to enhance learning of the foundational sciences in medical education
Chairperson: Cristian Stefan (University of Massachusetts Medical School)
Panel: John Cotter (University of Buffalo), Anca Stefan (University of Massachusetts Medical School), James Fishback and Michael Karr (Kansas University Medical Center) (United States)
Organised by: International Association of Medical Science Educators (IAMSE)
Location: Hall C (Spektrum)

7D SHORT COMMUNICATIONS
e-Learning: implementation 1
Chairperson: Umar Ali Khan (Pakistan)
Discussant: David Byrne (UK)
Location: MR K4 (Spektrum)

1430-1445
7D/SC1 Personal student-mentor websites to support a new Scholarly Project requirement
James B McGee*, Peter Kant (University of Pittsburgh School of Medicine, Pittsburgh, United States)

1445-1500
7D/SC2 The use of information technology for medical education among medical students
A H Fahal*, M Al Sayed, Y Maher (Faculty of Medicine, University of Khartoum, Sudan)

1500-1515
7D/SC3 eLearning in Radiology – developing a program in the real world
Poh-Sun Goh* (Yong Loo Lin School of Medicine, National University of Singapore, Department of Diagnostic Radiology, National University Hospital, Singapore)

1515-1530
7D/SC4 Using a comprehensive curriculum management system for competency-based curriculum planning and assessment
Mary Y Lee*, Susan Albright, David Kahle (Tufts University, Medford, United States)

1530-1545
7D/SC5 e-Learning as an intervention to counter shortage of teachers in India
Neeraj Raj*, Hariprasad Chegu, V Balasubramanyam (Medical Education Research Centre for Educational Technologies, Hyderabad, India)

1545-1600 Discussion
7E  SHORT COMMUNICATIONS

Curriculum evaluation 1
Chairperson:  M Brownell Anderson (US)
Location:  MR K3 (Spektrum)

1430-1445  7E/SC1 Using alumni research to assess two different educational programs at a veterinary college
Debbie Jaarsma*, Albert Scherpbier, Peter van Beukelen (Faculty of Veterinary Medicine, Utrecht University, Utrecht, Netherlands)

1445-1500  7E/SC2 Graduates’ perceptions of quality of educational experiences in clinical clerkships: analysis of the Association of American Medical Colleges’ National Graduation Questionnaire (AAMC GQ) database
Alison J Whelan, Dorothy A Andriole, Heather L Hageman*, Donna B Jeffe (Washington University St. Louis, School of Medicine, St. Louis, Missouri, United States)

1500-1515  7E/SC3 Ten years on: evaluation of curriculum reforms at HKU Li Ka Shing Faculty of Medicine
N G Patil*, Mary Ip (HKU Li Ka Shing Faculty of Medicine, Hong Kong SAR, People’s Republic of China)

1515-1530  7E/SC4 Impact of medical students’ descriptive evaluations on long-term course development
M Wahlqvist*, A Skott, C Björklund, G Dahlgren, K Lonka, B Mattsson (Dept of Community Medicine and Public Health/Primary Health Care, Sahlgrenska Academy at Göteborg University, Sweden)

1530-1545  7E/SC5 What do I need to know as a doctor? Alumni students’ views on the medical programme and its ability to prepare them for the medical profession
Ola Lindberg* (Department of Education, Umeå University, Umeå, Sweden)

1545-1600  7E/SC6 Ranking medical schools
Joost Dijkstra* (Maastricht University - Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands)

No Discussion

7F  SHORT COMMUNICATIONS

e-Learning: blended learning
Chairperson:  Peter Greene (US)
Location:  MR K2 (Spektrum)

1430-1445  7F/SC1 Blended learning for educational training: an exploration among clinical staff
W M Molenaar*, F M Bos, T A van Batenburg (Inst. Medical Education, University Medical Center Groningen, Netherlands)

1445-1500  7F/SC2 Peer to peer learning of ophthalmoscopy using an internet-based feedback tool
Peter Åsman* (Lund University, Dept of Clinical Sciences, Malmö, Ophthalmology, Malmö University Hospital, Malmö, Sweden)

1500-1515  7F/SC3 The electronic stethoscope – an innovation in medical education?
N Shastry, E M Williams, B V Prathibha* (William Harvey Hospital, Ashford, Kent, United Kingdom)

1515-1530  7F/SC4 Web-based scenario training for better decision making in cardiopulmonary resuscitation (CPR)
Mikael Nilsson*, Carin Enander, Gunilla Bolinder (Dept of Medicine, Karolinska University Hospital, Stockholm, Sweden)

1530-1545  7F/SC5 A multiplanar learning management system to support competency-based education
Marilyn A Roubidoux, Larry Gruppen*, Rajesh S Mangrulkar, Ted Hanss (University of Michigan Medical School, Ann Arbor, United States)

1545-1600  7F/SC6 “doc.com”, a set of 40 on-line modules to improve the teaching and learning of medical communication skills
Christof Daetwyler*, Dennis Novack, William Clark, Ronald Saizow (Drexel University College in Medicine, Philadelphia, United States)

No Discussion
### 7G SHORT COMMUNICATIONS

**Management and leadership**

Chairperson: John Clark (UK)  
Discussant: David Wiegman (US)  
Location: MR A4 (Spektrum)

#### 7G/SC1  
**What are the perceived consequences for clinical staff in the conversion of a District General into a University Teaching Hospital?**  
Simon Edgar (Edinburgh University, College Office, College of Medicine & Vet Medicine, Edinburgh, United Kingdom)

#### 7G/SC2  
**Defining staff perceptions of the Clinical Director role and the implications for organisational development**  
Nicola Marsden, Robert Cragg*, Robert Palmer, David Wall (Institute of Clinical Leadership, Macclesfield, Cheshire, United Kingdom)

#### 7G/SC3  
**Imparting corporate skills to clinicians - a service-learning model**  
Jeremy Lim*, Darren Tan (Singapore Health Services, Singapore)

#### 7G/SC4  
**Leadership education for all doctors: no longer an optional extra**  
Peter Spurgeon (International Institute of Clinical Leadership, University of Warwick, The Medical School, United Kingdom)

#### 7G/SC5  
**360 degree appraisal of local leaders of clinical education: Bristol’s academy medical deans**  
David Mumford, Julie Mansfield, Peter Cavanagh, Jo Kyte (University of Bristol, Centre for Medical Education, Bristol, United Kingdom)

Discussion

### 7H SHORT COMMUNICATIONS

**Professionalism 1**

Chairperson: TBA  
Discussant: TBA  
Location: MR M1a/b

#### 7H/SC1  
**Teaching of medical professionalism: some important lessons from Neuroscience**  
Matthew C E Gwee* (National University of Singapore, Yong Loo Lin School of Medicine, Medical Education Unit, Clinical Research Centre, Singapore)

#### 7H/SC2  
**Influence of attitudes and beliefs on prediction of medical students’ intentions to behave professionally**  
V Jha*, H L Bekker, G Pell, M Conner, T E Roberts (Medical Education Unit, School of Medicine, University of Leeds, United Kingdom)

#### 7H/SC3  
**The ‘informed patient’-implications of patient empowerment on teaching about professionalism in medical education**  
Z Setna*, V Jha, N Quinton, F O’Neill, P Morris (Medical Education Unit, School of Medicine, University of Leeds, United Kingdom)

#### 7H/SC4  
**CINEMEDUCATION: Learning professionalism through films at Chulalongkorn Medical School**  
N Lumlertgul*, N Kijpaisalratana*, A Cheuaajak, P Chetchotisak, S Mektaveegul, V Phoophiboon, B Sakitthichok, J Sitapong, W Snipawadkal, S Uttamapinan, D Wangsaturaka, N Pitayaratstian (The Faculty of Medicine, Chulalongkorn University, Pathumwan, Bangkok, Thailand)

#### 7H/SC5  
**Truth-telling: observations by medical students at the bedside**  
Alan Rubinow* (Hadassah-Hebrew University Medical School, Ein Kerem, Jerusalem, Israel)

Discussion

### 7I WORKSHOP

**Is medical education a medical speciality?**  
David Blaney, Graham Buckley, Lesley Southgate (ASME, Edinburgh, United Kingdom)  
Location: MR M8 (Spektrum)

### 7J WORKSHOP

**Using learning-outcome frameworks in practice; experience from the “Scottish Doctor Project”**  
Gary Mires1, Hamish McKenzie2, Phillip Evans3 (1University of Dundee; 2University of Aberdeen; 3University of Edinburgh; representing the Scottish Deans Medical Curriculum Group, Scotland, United Kingdom)  
Location: MR A3 (Spektrum)
**7K WORKSHOP**
Young medical educators' workshop: Fostering your career in medical education
Stewart Mennin1, Regina Petroni Mennin2, Monica van de Ridder3, Soeren Huwendiek4 (1University of New Mexico School of Medicine, United States; 2Universidade Federal do Sao Paulo, Brazil; 3University Medical Center Utrecht, The Netherlands; 4University Children's Hospital Heidelberg, Germany)
Location: MR M1c (Spektrum)

**7L WORKSHOP**
Using the OSCE to Assess CanMEDS Competencies
A Jeffery1, B Simmons1, D Tabak2 (1Dept. of Paediatrics, University of Toronto; 2Department of Family and Community Medicine/Standardized Patient Program, University of Toronto, Canada)
Location: MR M2 (Spektrum)

**7M POSTERS**
Assessment: Feedback and Self-assessment
Chairperson: Lambert Schuwirth (Netherlands)
Location: Hall A (Spektrum)

**7M/P1**
An evaluation of feedback using formative assessment forms to 3rd and 5th year child health medical students
E Chiang*, E Bradshaw*, A Hermuzi, B Bateman (North Tyneside General Hospital, North Shields, Tyne and Wear, United Kingdom)

**7M/P2**
Improving teacher's feedback to medical students on their work and performance
Helen J Graham (King's College London School of Medicine, Sherman Education Centre, Guy's Hospital, London, United Kingdom)

**7M/P3**
Putting the student in 'student feedback': Self-Assessment Mid-Rotation Evaluation (SAM_E) tool
Kelli Harding* (Columbia University Medical Center, College of Physicians and Surgeons, New York, United States)

**7M/P4**
Effective simulations for formative assessments
Iain J Robbe*, Dinusha Arulrajan, Siwan Davies, Ben Hudson (Schools of Medicine, and Postgraduate Medical Education, Cardiff University, Cardiff, United Kingdom)

**7M/P5**
Use of scoring rubric for formative assessment: report of a validation process in Internal Medicine Program
Diem-Quyen Nguyen, Jean-Victor Patenaude* (Université de Montréal, CHUM- St Luc, Montréal, Canada)

**7M/P6**
Correlation between students’ grades in the final MD exam and their B.Sc. (Health Sciences) GPA in the College of Medicine & Health Sciences, Sultan Qaboos University
Nadia Al Wardy*, Syed Rizvi, Riad Bayoumi (Sultan Qaboos University, College of Medicine & Health Sciences, Al-Khod, Oman)

**7M/P7**
Electronic key feature examinations in a large medical faculty - implementation and first experience
J Schulze, T Biedenkapp, S Drolshagen, R Frankenbach, R Melamed, A Syed Ali, F Nuernberger* (Medical Faculty, Johann Wolfgang Goethe-University Frankfurt/Main, Germany)

**7M/P8**
The application of Generalizability theory to reliability assessment of writing proficiency
Pairoj Boonluksiri* (Hatay Medical Education Center, Hatayai Hospital, Hatayai, Songkhla, Thailand)

**7M/P9**
Progress testing in postgraduate education in dermatology
K Beyer1, W Georg2, Z M Nouns2, K Brauns2, N Garcia Bartels1, M Krause1, U Trefzer1, M Worm1 (1Charité - Universitätsmedizin Berlin, Klinik für Dermatologie, Venerologie und Allergologie, Assessment - Bereich, Berlin, Germany; 2Charité-Universitätsmedizin Berlin, Alte Zahnklinik)

**7M/P10**
Lack of agreement between self and tutor assessment of first year medical students in PBL sessions
José Lucio Martins Machado*, Waldir Grec, Joaquim Edison Vieira, Regina Helena Petroni Mennin, Valéria Menezes Peixeiro Machado (Unicid - Universidade Cidade de São Paulo, Tatuapé, São Paulo, Brazil)

**7M/P11**
Effectiveness of the surgical courses in contrast to the effect of surgical clerkship in medical students' self-assessment of their surgical knowledge and skills
W A Flaiq*, N Menzhega, R Weber, H L Lauer, I Marzi (Johann Wolfgang Goethe-University, Department of Trauma, Hand and Reconstructive Surgery, Frankfurt/Main, Germany)

**7M/P12**
Effects of examination stress on surgical skills of residents
Vicki LeBlanc*, Sarah Woodrow, Ravi Sidhu, Adam Dubrowski (Wilson Centre - University of Toronto, Ontario, Canada)
7N POSTERS
Curriculum: Community-based education/Education environment
Chairperson: Trevor Gibbs (UK)
Location: Hall A (Spektrum)

7N/P1 Foster a community-responsive attitude through community service-learning program
Kai-Kuen Leung*, Wen-Jing Liu, Wei-Dean Wang, Ching-Yu Chen, Tien-Shang Huang (National Taiwan University College of Medicine, Taipei, Taiwan)

7N/P2 A focus group study exploring early clinical attachments in primary care for graduate entry medical students
Diane Owen*, Sharon Hartwell, David J Lewis, Frances Rapport (School of Medicine University of Wales, Swansea, United Kingdom)

7N/P3 Cultural competence: The introduction of indigenous languages into the MBChB Primary Health Care lead Curriculum (PHCLC) at the University of Cape Town (UCT)
Rae Nash (J Marcus and L Aubin to present) (University of Cape Town, Cape Town, South Africa)

7N/P4 Towards integration of undergraduate medical learning in hospital and community
C Hyde*, P Burns, T Redmond, T Doman (Salford Royal Foundation Trust and University of Manchester, Hope Hospital, Salford, United Kingdom)

7N/P5 Integrating anthropological concepts into family & community medicine curriculum for third year medical students at Department of Social Medicine, Maharath Nakhon Ratchasima Hospital, Thailand
Patcharaporn Suwicaucherdchu*, Nuangla-or Wwawtorraphan, Surasit Chitpitaklert (Social Medicine Department, Maharath Nakhon Ratchasima Hospital, Nakhon Ratchasima, Thailand)

7N/P6 From ward to community – taking the teaching to where older people live
Richard Fuller*, Dawn Stephenson, Nicola Turner (University of Leeds School of Medicine, University of Leeds, United Kingdom)

7N/P7 Teaching holistic care in Primary Care Units
D Wanaporn (Medical Education Centre, Khon Kaen Hospital Road, Amphur Muang, Khon Kaen, Thailand)

7N/P8 Peer visits to undergraduate teaching practices
Cathy Jackson*, Jon Dowell, Neil Merrylees (Tayside Centre for General Practice, Division of Community Health Sciences (CHS), University of Dundee, United Kingdom)

7N/P9 Learning environment and learning outcome in affiliated hospitals
Yongyos Jariya*, Sireeluck Klanarong, Nanthiya Tanthachun (Buddhachinaraj Hospital, School of Medicine, Phitsanulok, Thailand)

7N/P10 Differences in learning environments within a medical school
Rachel Isba*, Paul O’Neill, Gerard Byrne (University of Manchester, Wythenshawe Hospital, Wythenshawe, Manchester, United Kingdom)

7N/P11 Comparing the educational climate in an English and a Scottish Dental School
John Wall, David Wall*, John Frame (West Midlands Deanery, Birmingham, United Kingdom)

7N/P12 Students’ perception of the educational atmosphere during clerkship in a Brazilian School of Medicine: a two year experience
Renata Daud-Gallotti, Milton De Arruda Martins*, Augusto Scalabrini-Neto, Irineu Tadeu Velasco, Isolda Calvo Tibério (University of São Paulo School of Medicine, Brazil)

7O POSTERS
Important topics in the curriculum 1
Chairperson: Peter McCrorie (UK)
Location: Hall A (Spektrum)

7O/P1 Enhancing patient safety behaviors: How to promote the change among medical students?
S Anotayanonth*, U Siriboonrit, S Khwanjaipanich (Chonburi Medical Education Center, Tambon Bsansur, Amphur Muang, Chonburi, Thailand)

7O/P2 Self assessment of the sixth year medical students toward patient safety goal
Wanna Angkasuwan (Hatyai Medical Center, CPIRO, Ministry of Public Health, Hatyai Hospital, Hatyai, Songkhla, Thailand)

7O/P3 Using medical malpractice cases for patient safety education
Hyew Rin Roh, Sang Wook Lee, Sung Bae Park*, Ji Yeon Lee, Sook Won Ryu, Jeong Hee Yang (Kangwon National University College of Medicine, Republic of (South Korea))

7O/P4 Patient safety training and junior doctors’ attitudes
Kirsty Forrest*, Nicola Cooper (University of Leeds, Academic Unit of Anaesthesia, The General Infirmary of Leeds, United Kingdom)
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<tr>
<th>7O/P5</th>
<th>Emergency medicine in the undergraduate medical education: curriculum and assessment</th>
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<tbody>
<tr>
<td>M Ruesseler*, M Weinhilch, M Steer, C Ziesel, F Walcher, I Marzi (Department of Trauma Surgery, Frankfurt, Germany)</td>
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<th>7O/P6</th>
<th>Holistic performance of senior medical students in neonatal resuscitation</th>
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<tr>
<td>B Taesini*, C Krongyuth, J Tonusin, N Aroonyadech (Sappasithiphra Bron Medical Center, Amphur Meung, Ubon Ratchathani, Thailand)</td>
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<th>7O/P7</th>
<th>Analysis of a national core curriculum developed by the Pediatrics Curriculum Committee in Egypt, for implementation by the Governmental Faculties of Medicine</th>
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<tr>
<td>M A Amer*, T K ElHilf, M R Bassuini, S ElHabashi (University of Alexandria, Faculty of Medicine, Alexandria, Egypt)</td>
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<th>7O/P8</th>
<th>The rationale for management training for HIV/AIDS managers</th>
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<tr>
<td>J E Wolvaardt*, E M Webb, E Castleman (School of Health Systems and Public Health and Foundation for Professional Development, Pretoria, South Africa)</td>
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<th>7O/P9</th>
<th>Using a medico-legal module to enhance skill development in report writing in students of forensic medicine</th>
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<td>Nilukshi Abeyasinghe (Department of Forensic Medicine, Faculty of Medicine, Colombo, Sri Lanka)</td>
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<th>7O/P10</th>
<th>Evaluation of learning in diabetes mellitus</th>
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<td>Waraporn Polamaung* (Department of Medicine, Prapokklaio Hospital, Chanthaburi, Thailand)</td>
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<th>7O/P11</th>
<th>New curriculum in stomatologic education in Kyrgyz State Medical Academy</th>
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<tr>
<td>P T Jolueva*, S B Sadykov, M S Musuraliev (Kyrgyz State Medical Academy, Bishkek, Kyrgyzstan)</td>
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### 7P POSTERS

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<th>7P/P1</th>
<th>New interdisciplinary Foundation Phase for Health Sciences at the University of Stellenbosch (South Africa)</th>
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<tr>
<td>A J N Louw, M M Bester, F J Cilliers, M F Gerber, C J Meyer, P S Steyn, J G Strijdom, P L vd Merwe, B Van Heerden (University of Stellenbosch, Faculty of Health Sciences, Tygerberg, South Africa)</td>
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<th>7P/P2</th>
<th>Opinions of physicians and Interns in Semnan University of Medical Sciences about practicability of medical basic sciences in clinical practicability</th>
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<tr>
<td>R Ghorbani*, S Haji-Aghajani, M Mohammadakhani, Sh Maddah, L Fattahi-Zade, M Saberian (Semnan University of Medical Sciences, Social Medicine Department, Semnan, Iran)</td>
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<th>7P/P3</th>
<th>Integrated curricula – being a doctor takes more than just science</th>
</tr>
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<tbody>
<tr>
<td>J Kricheldorff, C Schulz, N Tomas, T Langer, M W Schnell (Witten/Herdecke University, Faculty of Medicine, Integrated Curricula, Witten, Germany)</td>
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<tr>
<th>7P/P4</th>
<th>Acceptability of feedback-systems for formative and summative assessment in veterinary medicine</th>
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<tbody>
<tr>
<td>J P Ehlers*, M Kaske, A Tipold, H Bollwein (University for Veterinary Medicine, eLearning-Information-Centre, Hanover, Germany)</td>
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<tr>
<th>7P/P5</th>
<th>Developing a module in the University of Çukurova: Multidisciplinary Approach to Elderly</th>
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<tbody>
<tr>
<td>Neşe Saltoğlu, Figen Doran*, Hatice Kurdar, Derya Altimis, Müliyye Kasap, Nurdan Erliyargil, Tuncay Özgümen, Nafiz Nozdemir, Rengin Güzeld, Erten Kara, Ali Özeren, Sadi Kurdar, Cemil Göçmen, Cansun De (Çukurova University Faculty of Medicine, Department of Infectious Diseases, Balcali, Adana, Turkey)</td>
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<tr>
<th>7P/P6</th>
<th>São Camilo medical course: a new integrated and student centered curriculum</th>
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<tr>
<td>Julio Cesar Massonetto, MargaretRose Priel, Nader Wafae, Marcos Frizzarini, Luciane Lúcio Pereira (Centro Universitário São Camilo, Avenida Nazaré, Brazil)</td>
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<tr>
<th>7P/P7</th>
<th>Vertically Integrated Learning: beyond peer to peer learning</th>
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<tr>
<td>George T Somers, Tangerine Holt, Natalie Radomski (Monash University, Centre for Medical and Health Sciences Education, Monash, Australia)</td>
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<tr>
<th>7P/P8</th>
<th>Integration of social science and clinical teaching: why now, and what for?</th>
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<tbody>
<tr>
<td>M A Martimianakis*, C Dewa, A Yip, B D Hodges (Wilson Centre for Research in Education, University of Toronto, Ontario, Canada)</td>
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<tr>
<th>7P/P9</th>
<th>Development and implementation of an integrated veterinary Bachelor Master Curriculum in The Netherlands</th>
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<tbody>
<tr>
<td>Hellen van der Maazen*, Peter van Beekelen, Herman Egberink (Faculty of Veterinary Medicine, Utrecht University, Utrecht, Netherlands)</td>
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<th>7P/P10</th>
<th>A change of perspective − humanities and liberal arts in medical education − The Witten model</th>
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<tr>
<td>C Grueny*, M Kettner, O Polasek, J Dahmen, C Schlett, H Doll, M Butzlaff (Witten/Herdecke University, Witten, Germany)</td>
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</tr>
</tbody>
</table>
7P/P11 Developing curriculum integration for Preventive Medicine
Regina Mennin*, Francisco Roberto Gonçalves Santos, Rosemarie Andreazza, Francisco Antonio de Castro Lacaz, Mariangela Cainelli Prado, Elana Tiemi Hayama, Sandra Aparecida Ribeiro, Stewart Mennin (Universidade Federal de São Paulo, Departamento de Medicina Preventiva, University of New Mexico School of Medicine, Albuquerque, New Mexico, USA, Brazil)

7P/P12 Do too many cooks spoil the broth? Conceptual remarks and possible pitfalls during curriculum change towards an organ-centred, interdisciplinary approach
Roger Kroop*, Christian Schirlo, Franziska Wirth, Erich W Russi (Office of the Dean of Education, Faculty of Medicine, University of Zurich, Switzerland)

7P/P13 From essential skills to developing clinical competence
Marian A Surgenor*, Julia Dickson, Gerard John Byrne (University Hospital of South Manchester NHS Foundation Trust, Undergraduate Medical Education Department, Manchester, United Kingdom)

7P/P14 Biology, ecology and culture: a new model for teaching diversity in the medical curriculum
C-T Fong*, S Brown-Clark, A C Nofziger (University of Rochester School of Medicine & Dentistry, University of Rochester Medical Center, Rochester, United States)

1430-1600
7R GOOD IDEAS IN MEDICAL EDUCATION (GIME) 2
Teaching, Learning and Assessment
Location: (Demonstrations on display throughout the day in the Exhibition Area on Tuesday 28 August): Hall D

1430-1600
7S SHORT COMMUNICATION
Postgraduate specialist training
Chairperson: Peder Charles (Denmark)
Discussant: Alistair Thomson (UK)
Location: MTA (MTFS Building, NTNU)

1430-1445
7S/SC1 Postgraduate medical education: competing ideologies
Steven I Agius, Sarah E Willis, Patricia J McArdle, Paul A O'Neill* (University of Manchester/North Western Deanery, Medical School, Manchester, United Kingdom)

1445-1500
7S/SC2 The views of specialist registrars (SpRs) and attending-doctors (ADs) on the quality of supervision in university (UTH) and district teaching hospital (DTH) settings
Jamiu O Busari (Dept. of Paediatrics, Atrium Medical Center, Netherlands)

1500-1515
7S/SC3 What makes a good microscopist?
David Galvani* (Wirral University Hospital Trust, Wirral, United Kingdom)

1515-1530
7S/SC4 Implementing the Australian Curriculum Framework for Junior Doctors
I Graham *, A Gleason, G Keogh, D Paltridge, I Rogers, M Walton, C De Paola, J Singh, B McGrath (Confederation of Postgraduate Medical Education Councils, Fitzroy, Victoria, Australia)

1530-1545
7S/SC5 Remember your first time? Results from the Psychiatry on-call card pilot project
Rory C Sellmer*, Joann McIlwrick (University of Calgary, Department of Psychiatry, Faculty of Medicine, University of Calgary, Alberta, Canada)

1545-1600 Discussion

1430-1600
7T SHORT COMMUNICATIONS
Teaching and learning simulation
Chairperson: Richard Hays (UK)
Discussant: TBA
Location: KBA (Kvinne-barn-senteret, NTNU)

1430-1445
7T/SC1 Teaching team working on the Delivery Unit using a high fidelity medical simulator
J MacDougall, R Tandon, A Gupta (Addenbrookes' Hospital, Department of Obstetrics & Gynaecology, Cambridge, United Kingdom)

1445-1500
7T/SC2 Integrating medical Simulation with the Foundation Programme
Zoë-Jane Playdon, Rachel Robinson* (KSS Deanery, University of London, United Kingdom)

1500-1515
7T/SC3 Using a modified nominal group technique to define a final year medical undergraduate acute adult care program using intermediate fidelity simulation (IFS) at Peninsula Medical School (PMS), UK
Paul Bradley (Peninsula Medical and Dental College, Derriford, Plymouth, United Kingdom)
Traditional vs. simulation-based teaching in PAP sampling: a randomized controlled trial
E Durante*, V Discacciati, K Bakalar, C Dreyer, B Pignolino, N Giraudo (Hospital Italiano de Buenos Aires, Argentina)

7U SHORT COMMUNICATIONS
Postgraduate assessment
Chairperson: Jordi Pales (Spain)
Discussant: Brian Clauser (US)
Location: LA 21 (Laboratorie-senteret, NTNU)

Bespoke MSF for histopathologists: Multisource feedback (MSF) as part of assessment during Specialist Training for Histopathologists (ePATH-SPRAT)
Helena Davies*, Jim Crossley, Julian Archer, Lesley Southgate, Janet Grant, Hani Zakhour, Sandra Dewar (University of Sheffield, Sheffield Childrens Hospital, Sheffield, United Kingdom)

The educational impact of SPRAT (Sheffield Peer Review Assessment Tool)
Julian Archer*, Jayne Clarke, Patsy Stark (University of Sheffield, Stephenson Wing, Sheffield Children's Hospital, Sheffield, United Kingdom)

The UK Postgraduate Medical Education Regulator's first national survey of trainee doctors
Daniel Smith1*, Patricia Le Rolland1, Elisabeth Paice2 (1Postgraduate Medical Education Training Board (PMETB), London, United Kingdom; 2COPMeD, UK)

The establishment of a new PME regulator: lessons from the UK
Anita Thomas*, Patricia Le Rolland, Luke Bruce (Postgraduate Medical Education and Training Board, London, United Kingdom)

Measures taken to correct discrepancy between resident evaluations by teachers and overall resident rotation score
Michel Girard*, Guy Lalonde, Serge Normand (Université de Montréal, Faculté de Médecine, Montréal, Canada)

7V SHORT COMMUNICATIONS
Curriculum: Prescribing and Pharmacology
Chairperson: Jørgen Nystrup (Denmark)
Discussant: Jack Strandhoy (US)
Location: NA (Nevro-senteret, NTNU)

Student confidence does not correlate with increasing knowledge derived from a self-study e-learning program on Pharmacology
E A Dubois*, K L Franson (Leiden University Medical Center, Leiden, Netherlands)

An online assessment of prescribing skills of final year medical students and new graduates
Sabih Huq*, Katharine Boursicot (Barts and the London, Queen Mary's School of Medicine and Dentistry, University of London, Centre for Medical Education, Barholomew's Hospital, London, United Kingdom)

Learning safe prescribing: The benefits of a workplace tutor
B Lock, N Prasard, V Bradman (Princess Royal University Hospital Farnborough, Kent, United Kingdom)

CETL4HealthNE early clinical exposure and IPE for pharmacy and medical students: short clinical session
Carol Candlish*, Jan Wardle, Lynn Laidler, Anne Lamb, Dionne Richardson, Jane Metcalf (University of Sunderland, Sunderland, United Kingdom)

Development of a core pharmacology curriculum for postgraduate trainees in Emergency Medicine using clinical document review and a modified Delphi process
Daren Kilroy*, Jane Mooney, Peter Driscoll (College of Emergency Medicine, London, United Kingdom)

Discussion
7W SHORT COMMUNICATIONS
Teaching and learning communication skills 1
Chairperson: Douglas Wood (US)
Discussant: Rod Crutcher (Canada)
Location: LS 21 (Laboratorie-senteret, NTNU)

7W/SC1 Using fiction and student role playing to illustrate empathy in patient-physician communication
Liva Jacoby*, Iliana Semmler (Albany Medical College, Albany, New York, United States)

1445-1500
7W/SC2 Communication skills – what do we teach and what do students learn?
Tor Anvik* (Institute of Community Medicine, University of Tromsø, Norway)

1500-1515
7W/SC3 Evaluation of a communication skills course for undergraduate medical students
Y M Lee*, D S Ahn (Department of Medical Education, Korea University Medical College, Sungbuk-ku, Seoul, Republic of (South Korea)

1515-1530
7W/SC4 Reaching Common Ground: evaluation of a patient-centered communications curriculum
Sonia Crandall*, Gail Marion, Frank Celestino, David Jackson, Stephen Davis, Carol Hildebrandt (Wake Forest University Health Sciences, Department of Family and Community Medicine, Winston-Salem, North Carolina, United States)

1530-1545
7W/SC5 Get presenting! Helping medical students manage their fear of speaking in public
Katherine Woolf, Jayne Kavanagh (University College London, ACME, London, United Kingdom)

1545-1600 Discussion

7X SHORT COMMUNICATIONS
Learning to teach
Chairperson: TBA
Location: LS 41 (Laboratorie-senteret, NTNU)

1430-1445
7X/SC1 Gaming, blaming or shaming: participants’ reactions to educational gaming
Janet MacDonald, Lesley Pugsley (School of Postgraduate Medical & Dental Education, Cardiff University, Cardiff, United Kingdom)

1445-1500
7X/SC2 Context based curriculum design creating an online Doctorate of Education Program (D.H.Ed.) in Health Education
Jon Persavich (A.T. Still University of Health Sciences, School of Health Management, Kirksville, Missouri, United States)

1500-1515
7X/SC3 Effect of a 5-day Train-the-Trainer program in medical didactics – final results
Marco Roos**, Martina Radmon, Veronika Strittmatter, Jobst-Hendrik Schultz, Jelena Zwingmann, Thorsten Steiner (Medical School of University of Heidelberg, Stabstelle Medienzentrum, Heidelberg, Germany)

1515-1530
7X/SC4 Any effect of educational intervention?
Merete Ipsen*, Carsten Rytter (University of Aarhus, Centre for Postgraduate Medical Education (CEPOME), Aarhus, Denmark)

1530-1545
7X/SC5 A step-wise approach to faculty development
David Cook*, Bruce Fisher, Ramona Kearney (University of Alberta, Division of Studies in Medical Education, Edmonton, Alberta, Canada)

1545-1600
7X/SC6 Evaluation of new implementation strategies, program effectiveness, and dissemination of new pedagogical knowledge: Centre for Faculty Development’s Stepping Stones Teaching Certificate Program
Denyse Richardson**, Ivan Silver, Amy Dionne (University of Toronto, Toronto, Canada)

No Discussion

7Y SHORT COMMUNICATION
Best Evidence Medical Education
Chairperson: Dale Dauphinée (Canada)
Discussant: Tim Dornan (UK)
Location: LS 42 (Laboratorie-senteret, NTNU)

1430-1445
7Y/SC1 Is the Journal Club an effective intervention in supporting Evidence-Based Practice in health care professionals? A BEME review
K Kearley*, C Heneghan, K Kearley-Shiers, E Meats, R Perera, J Harris (Department of Primary Health Care, University Of Oxford, Oxford, United Kingdom; Bristol Medical School, University of Bristol, UK; Bergen University College, Bergen, Norway)
1445-1500  7Y/SC2  How does the use of portfolios affect student learning in undergraduate medical education: a BEME systematic review
Sharon Buckley*, Tamasine Ashcroft, Jamie Coleman, James Davis, Ian Davison, Khalid Khan, Sadia Malick, David Morley, David Pollard, Celia Popovic, Jayne Sayers, Radhika Susarla, Javier Zamora (University of Birmingham Medical School, Edgbaston, Birmingham, United Kingdom)

1500-1515  7Y/SC3  Assessing Self-Assessment: a BEME systematic review
Alex Haig*, Helen Allbutt, Gellisse Bagnall, Iain Colthart, Alison Evans, Jan Illing, Brian McKinstry (NHS Education for Scotland, The Lister, Edinburgh, United Kingdom)

1515-1530  7Y/SC4  Final year competency assessment in veterinary medical education: a Best Evidence Veterinary Medical Education (BEVME) review
S Baillie, S Rhind*, F Brown, M Dozier, M Hammick (University of Edinburgh, Veterinary Teaching Organisation, Easter Bush Veterinary Centre, Roslin, Midlothian, United Kingdom)

1530-1545  7Y/SC5  The efficacy of portfolios for assessment and education: a BEME systematic review
Claire Tochel*, Karen Beggs, Ann Cadzow, Iain Colthart, Alex Haig, Anne Hesketh, Heather Peacock (NHS Education for Scotland, Edinburgh, United Kingdom)

1545-1600 Discussion

1430-1600  7Z  WORKSHOP
Students as educational partners
Catherine Gray*, Matthew Bode, Andrew Walker, Robin van Eck, Hanneke van der Wijngaart, Andrea Miltenburg Solnes, Martina Grinups, Sofi Asmundsson (University of Sheffield Medical School, Sheffield, United Kingdom)
Location:  MTS 1 (MTFS Building, NTNU)

1430-1600  7AA  WORKSHOP
Linking outcomes of care to the core competencies: a Matrix solution
Doris Quinn, John Bingham (Vanderbilt University Medical Center, Nashville, United States)
Location:  MTS 3 (MTFS Building, NTNU)

1430-1600  7BB  WORKSHOP
What can we do to implement the Bologna Process in medical curriculum apart from the 2 cycles?
Jadwiga Mirecka (Department of Medical Education, Jagiellonian University Medical College, Krakow, Poland)
Location:  NSU 1 (Neuro-senteret, NTNU)

1430-1600  7CC  WORKSHOP
Defining essential clerkships in competence-based, undergraduate medical curricula
Jos Snoek, Janke Cohen-Schotanus (University Medical Center Groningen, Netherlands)
Location:  NSU 2 (Neuro-senteret, NTNU)

1430-1600  7DD  WORKSHOP
Constructing competency based postgraduate training: how to make it work
C R M G (Lia) Fluit, H Mulder (Radboud University Hospital, Radboud University Hospital, Nijmegen, Netherlands)
Location:  KBS 11 (Kvinne-barn-senteret, NTNU)

1430-1600  7EE  WORKSHOP
The professionalism of teaching
L R Barker (Johns Hopkins Bayview Medical Center, Baltimore, United States)
Location:  KBS21 (Kvinne-Barn-Senteret, NTNU)
SESSION 8

1630-1800

8A SYMPOSIUM

Joined up thinking – a continuum of teaching and training for rural settings?

Panel: Gillian Needham (NES North of Scotland Deanery, United Kingdom) (co-chair), John Dent (University of Dundee, United Kingdom) (co-chair), Geoffrey Riley (University of Western Australia)

Location: Hall F (Spektrum)

1630-1800

8B SYMPOSIUM

Sustainable and responsible medicine – challenges in medical education

Chairperson: Linn Getz (Department of Public Health and General Practice, Norwegian University of Science and Technology, Trondheim)

Panel: Linn Getz (Norway/Iceland), Iona Heath (UK) and Magne Nylenna (Norway)

Location: Hall E2 (Spektrum)

1630-1800

8C LARGE GROUP SESSION

Accreditation of Medical Schools’ Programmes in Europe

Chairperson: Jørgen Nystrup (World Federation for Medical Education, Copenhagen, Denmark)

Speakers: Maria Rosa Fenoll-Brunet (Spain), Hans Karle (WFME, Denmark), Jadwiga Mirecka (Poland), Leif Christensen (WFME), Cees van der Vleuten (Netherlands), Gaiane Simonia and Giorgi Menabde (Georgia); Rolf Heusser (Switzerland), Anne Keane (Ireland) and Sabri Kemahli (Turkey).

Location: Hall C (Spektrum)

1630-1800

8D SHORT COMMUNICATIONS

e-Learning implementation 2

Chairperson: Neeraj Raj (India)

Discussant: Moira Maley (Australia)

Location: MR K4 (Spektrum)

1630-1645

8D/SC1 Adapting e-learning to learner prior knowledge improves learning efficiency: a randomized controlled trial

David A Cook*, Thomas J Beckman, Kris G Thomas, Warren G Thompson (Mayo Clinic College of Medicine, Rochester, Minnesota, United States)

1645-1700

8D/SC2 Comparison between different learning methodologies used in eLearning courses for veterinary officers

Alessandrini*, L Valeri, M Graziani, E Tieri, O Pediconi, S Del Papa (Istituto Zooprofilattico Sperimentale dell’Abruzzo e del Molise “Giuseppe Caporale”, Campo Boario – Teramo, Italy)

1700-1715

8D/SC3 Students’ evaluation of different forms of e-learning activities

M Rajentic*, M Bosic, J Kostic, M Boksan, N Zlatic, J Tripkovic (Department for Histology and Embryology “A.Dj. Kostic,” School of Medicine, Belgrade University, Belgrade, Serbia)

1715-1730

8D/SC4 An interactive e-learning tool for haemodialysis staff, students, patients and caregivers

Guglielmo M Trovato*, Elio Iannetti (Università di Catania, Facoltà di Medicina e Chirurgia, Dipartimento di Medicina Interna - Ambulatorio di Emodialisi Delta, Italy)

1730-1800 Discussion
8E SHORT COMMUNICATIONS
Curriculum evaluation 2
Chairperson: Emil Petrusa (US)
Location: MR K3 (Spektrum)

1630-1645 8E/SC1 Final-year medical students’ evaluation of their practical training using two separate methods: analysis in view of curriculum review
Claire de Burbure*, Dominique Vanpee (Université catholique de Louvain UCL, Medical Faculty, Medical Electives Coordination, Brussels, Belgium)

1645-1700 8E/SC2 Survey of the opinion of students and teachers on the undergraduate curriculum reform of the Faculty of Medicine, Cluj-Napoca, Romania
V Muntean, N Miu, V Grui (University of Medicine and Pharmacy “Iuliu Hatieganu” Cluj-Napoca, Romania, 13 Emil Isac Road, Cluj-Napoca, 400023, Romania)

1700-1715 8E/SC3 Educational methods and technologies in veterinary education
Vicki H M Dale*, Martin Sullivan, Erica McAteer (University of Glasgow, Faculty of Veterinary Medicine, Glasgow, United Kingdom)

1715-1730 8E/SC4 Evaluation courses at the Medical School of the Pontificia Universidad Católica de Chile
Ana C Wright*, Luz M Collins, Beltrán Mena, Rodrigo Moreno, Ignacio Sánchez (Escuela de Medicina - Pontificia Universidad Católica de Chile, Chile)

1730-1745 8E/SC5 Connecting the dots: understanding medical student experiences
Casey B White* and Eric L Dey (University of Michigan Medical School, Taubman Medical Library, Ann Arbor, United States)

1745-1800 8E/SC6 Obstetric skills training
Jette Led Sorensen* (Obstetric department, Juliane Marie Centre, University Hospital of Rigshospitalet, Copenhagen, Denmark)

No discussion

1630-1800 8F SHORT COMMUNICATIONS
Self-assessment
Chairperson/ Discussant: Jan Illing (UK)
Location: MR K2 (Spektrum)

1630-1645 8F/SC1 Self-assessment of resident competence: is it feasible?
Masanaga Yamawaki*, Mikako Masuda, Atsushi Okawa, Yujiro Tanaka (Dept. Professional Development, Tokyo Medical & Dental Univ., Bunkyo-ku, Tokyo, Japan)

1645-1700 8F/SC2 Measuring predictive, summative and concurrent self-assessment: a study of GP trainees
Valérie Dory, Jan Degryse (Université catholique de Louvain, Centre Académique de Médecine Générale, Brussels, Belgium)

1700-1715 8F/SC3 Assessment of holistic approach in Family Medicine using video recording
Malinee Punyaratabandhu, Sairat Noknoy, Soraya Wongwilai (Chonburi Medical Education Center, Chonburi Medical Education Center, Muang District Chonburi, Thailand)

1715-1730 8F/SC4 “Metacognitive realism”: an undiscovered dimension of medical competence?
J Degryse*, A Roex, V Dory (K.U.Leuven, University of Leuven, Belgium)

1730-1745 8F/SC5 Students’ clinical performance on technical and humanistic skills: comparison between faculty and self assessment
R C L Domingues*, A M B Zeferino, S S Morais, E Amaral (Universidades Estadual de Campinas - UNICAMP, Brazil)

1745-1800 Discussion

1630-1800 8G SHORT COMMUNICATIONS
Written assessment
Chairperson: David Cameron (South Africa)
Discussant: Tom Rebbecchi (US)
Location: MR A4

1630-1645 8G/SC1 Adding irrelevant options in a matching test increases reliability and lowers mean scores
Jaap W Groothoff, Joost Frenkel, Lieve A Tytgat, Willem B Vreede, Olle Thi ten Cate* (Emma Children’s Hospital Academic Medical Centre, Amsterdam, Netherlands)
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<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
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<tr>
<td>1645-1700</td>
<td>8G/SC2</td>
<td>Reliability of assessors: influence on marking policy</td>
<td>Susan Annetts*, Monica Busse (Wales College of Medicine, Biology, Life and Health Sciences, Cardiff University, School of Healthcare Studies, United Kingdom)</td>
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<tr>
<td>1700-1715</td>
<td>8G/SC3</td>
<td>Learning by assessing: impact of actively compiling multiple-choice questions on students’ performance in an internal medicine multiple-choice test</td>
<td>Jana Jünger, Daniel Brox, Jochen Schönemann, Stefan Wagener, Jobst-Hendrik Schultz (University of Heidelberg, Department of Internal Medicine, Heidelberg, Germany)</td>
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<tr>
<td>1715-1730</td>
<td>8G/SC4</td>
<td>Setting up a multiple choice question bank</td>
<td>Athol Kent* (University of Cape Town, Rondebosch, South Africa)</td>
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<tr>
<td>1730-1745</td>
<td>8G/SC5</td>
<td>The relation between deep learning approach, intellectualism and open and closed-book test results</td>
<td>Marjolein Heijne-Penninga*, Janke Cohen-Schotanus, Adriaan Hofman, Jan Kuijs (University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands)</td>
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<tr>
<td>1745-1800</td>
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<td>Discussion</td>
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<td>1630-1800</td>
<td>8H</td>
<td>SHORT COMMUNICATIONS</td>
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<td>1630-1700</td>
<td>8H/SC1</td>
<td>Assessing professionalism: the impact of an instrument on teaching and learning professional skills</td>
<td>Chris Aubry, Nathalie Drauine (KULeuven, Leuven, Belgium)</td>
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<tr>
<td>1645-1700</td>
<td>8H/SC2</td>
<td>Assessment of professionalism in undergraduate medical students</td>
<td>Anthony J O’Sullivan*, Susan Toohey (Faculty of Medicine, University of New South Wales, St. George Hospital, Kogarah, New South Wales, Australia)</td>
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<tr>
<td>1700-1715</td>
<td>8H/SC3</td>
<td>Development of tool for cross-specialty assessment and feedback on residents’ professionalism and communication skills</td>
<td>Ian Cook, Hannah Jackson, Brenda Bursch, Susan Baillie*, Margaret Stuber (David Geffen School of Medicine at UCLA, Los Angeles, United States)</td>
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<td>1715-1730</td>
<td>8H/SC4</td>
<td>The Professional Behaviour Committee – an opportunity for remediation?</td>
<td>Ann Kupa, Lindon Wing, Tina Comely (Flinders University School of Medicine, Dept of Clinical Immunology and Allergy, Flinders Medical Centre, Australia)</td>
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<tr>
<td>1730-1800</td>
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<td>Discussion</td>
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<td>1630-1800</td>
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<td>AMEE FRINGE 2</td>
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<tr>
<td>1630-1650</td>
<td>8I/F1</td>
<td>An exploration of intellectual capital</td>
<td>Barbara Westwood*, Geoff Westwood (Echuca Regional Health, Echuca, Victoria, Australia)</td>
</tr>
<tr>
<td>1650-1710</td>
<td>8I/F2</td>
<td>First need in medical training: juggling!</td>
<td>C D de Kroon* (Leiden University Medical Center, Leiden, Netherlands)</td>
</tr>
<tr>
<td>1710-1730</td>
<td>8I/F3</td>
<td>The Newtonian educator</td>
<td>Jamie Newman* (Mayo Clinic College of Medicine, Rochester, Minnesota, United States)</td>
</tr>
<tr>
<td>1730-1750</td>
<td>8I/F4</td>
<td>The Snow White story retold for first-year medical students as part of an exam in the head and neck section of the anatomy course</td>
<td>Cristian Stefan (University of Massachusetts Medical School, Departments of Radiation Oncology and Cell Biology, Worcester, United States)</td>
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<tr>
<td>1750-1800</td>
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<td>Discussion</td>
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<tr>
<td>1630-1800</td>
<td>8J</td>
<td>WORKSHOP</td>
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<tr>
<td>1630-1800</td>
<td>8J/F2</td>
<td>Implementing an emerging standard for Virtual Patients</td>
<td>Susan Albright*, Valerie Smothers, James B McGee, Nabil Zary (Tufts University, Boston, United States)</td>
</tr>
</tbody>
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*Note: The asterisk (*) indicates the presenter's name.*
Can advanced clinical training and greater understanding of a basic science discipline co-exist in a senior medical school elective?

Richard L Drake, Wojciech Pawlina (Cleveland Clinic Lerner College of Medicine, Cleveland Clinic, Cleveland, Ohio, Mayo Clinic College of Medicine, Rochester, United States)

Location: MR M1c

“Placing the Patient at the Core of Teaching”: Developing early patient contact for medical students in their first semester

Penny Lockwood, Fiona Muir (Community Health Sciences, University of Dundee, United Kingdom)

Location: MR M2

Problem based learning

Chairperson: David Taylor (UK)

Location: Hall A (Spektrum)

Impact of problem based learning in a nutrition unit as part of a public health course

M E Ponce de Leon, A Ortiz, J R Lozano (National Autonomous University of Mexico, Medical School, Mexico)

The medical student's sources of learning in a student-centered curriculum

M Nasr, E Nemer, R Moussa, S Abou-Jaoude, A Yazigi (Hotel-Dieu de France Hospital, Department of Surgery, Beirut, Lebanon)

Thammasat medical instructors’ knowledge and attitudes toward problem-based learning

W Satayasai, W Wongwan, T Wilam (Faculty of Medicine, Thammasat University, Prathumthani, Thailand)

Learning approaches of undergraduate medical students to physiology in a Non-PBL (NPBL) and a Partially PBL (PPBL) oriented curriculum

Reem Rachel Abraham, Vinod Pallath, Ganesh Kamath, Asha Kamath, K Ramnarayan (Melaka Manipal Medical College (Manipal campus), Manipal, Karnataka, India)

Negative factors affecting self-directed learning in a problem-based curriculum

Chaou-Shune Lin, Kuo-Inn Tsao, Shu-Ling Cho (School of Medicine, Fu-Jen Catholic University, Hsinchuang, Taipei Hsien, Taiwan)

PBL-group functioning and students’ perceptions of case quality

Matti Aarnio, Juha Nieminen, Heikki Hervonen (Research & Development Unit for Medical Education/University of Helsinki, Finland)

Physiology PBL small group assessment

D Moraga, L Vergara, D Lancellotti, R Sagredo (Universidad Católica del Norte, Coquimbo, Chile)

Analysis of PBL tutor’s reasoning process for employing specific intervention skills

Gin-Hong Lee, Yu-Hua Lin, Chao-Shune Lin, Yu-Chu Huang (Department of Clinical Psychology College of Medicine FUJEN Catholic University, Hsinchuang, Taipei County, Taiwan)

Implementing problem-based learning: experiences from Africa

S Hassan (St. George’s University of London, Centre for Medical and Healthcare Education, Tooting, London, United Kingdom)

Verbal and nonverbal indices of learning during problem-based learning (PBL) among first year medical students and the threshold for tutor intervention

Isaac D Gukas, Samuel J Leinster (School of Medicine, Health Policy and Practice, University of East Anglia, Norwich, United Kingdom)

Examining the role of Problem Based Learning (PBL) tutors on learning objectives set by PBL groups

Amelia Hendry, Peter Yeates (University of Manchester Medical School, ATR4, Education and Research Centre, Wythenshawe Hospital, Wythenshawe, Manchester, United Kingdom)

Assessment of the interpretation competence in the professional training program for intensive and anaesthesia care

Angela Boonen (University Hospital of Hamburg-Eppendorf, Nursing School and Educational Center, Hamburg, Germany)
8N POSTERS
Multiprofessional Education; Outcome-based Education
Chairperson: Trudie Roberts (UK)
Location: Hall A (Spektrum)

8N/P1 Teaching pharmacy students using a multiprofessional team: a practical example
Louise Mallet (Faculty of Pharmacy, University of Montréal, Québec, Canada)

8N/P2 Health care professionals’ perceptions of team interactions during acute medical crises in an ICU setting: a qualitative study
Dominique Piquette*, Scott Reeves, Vicki LeBlanc (The Wilson Centre, Toronto, Ontario, Canada)

8N/P3 Challenges and opportunities in multi-professional education
Oana Chirita, Paul de Roos, Sobhia naz Khan, Souad Derraz (European Medical Students’ Association, Vumc, Amsterdam, Netherlands)

8N/P4 Interprofessional learning in geriatrics
K Simpson, H Cameron* (University of Edinburgh Medical School, Medical Teaching Organisation, Edinburgh, United Kingdom)

8N/P5 Asking difficult questions: an evidence based approach for effective IPE
Sue Küminster*, Shelley Fielden (University of Leeds, Medical Education Unit, School of Medicine, Leeds, United Kingdom)

8N/P6 Embedding interprofessional education in medical curricula
Richard Hays* (Keele University, Staffordshire, United Kingdom)

8N/P7 Dip into Diabetes: developing multi-professional meetings for clinicians working with diabetes: success or failure?
Sue Holmes*, John Benson, Jackie Reynolds, Mary Hall (Medical Education Research Group, School of Clinical Medicine, University of Cambridge, Addenbrooke’s Hospital, Cambridge, United Kingdom)

8N/P8 National faculty development program for competency based education: a curriculum description of a CanMEDS workshop series
Jonathan Sherbino, Denyse Richardson, Jason R Frank* (Royal College of Physicians and Surgeons of Canada, Ottawa, Ontario, Canada)

8N/P9 CanMEDS for South African pathology training
J Bezuïdenhout, V Burch, S Nayler, W Grayson, E Wassenmer, R Erasmus, E van Rensburg, J Mahlangu, J Vellema, M Altini, Meyer, Moodley, M Senekal, T Loftus (Stellenbosch University, Tygerberg, Cape Town, South Africa)

8N/P10 From EuroPEP to StudPEP: Using a GP quality improvement tool for educational purposes
A M Brænd, S F Gran, M Lindbæk (University of Oslo, Institute of General Practice and Community Medicine, Blindern, Oslo, Norway)

8N/P11 Expected and observed abilities (knowledge, skills and personal characteristics) in first-year medical students in Italy
G Familiari*, A Cittadini, G Caruso, C Panella, A Salerni, F Di Donato, M Relucanti, R Heyn, V Ziparo, P Gallo, L Frati, A Lenzi (University of Rome La Sapienza, Laboratory of Electron Microscopy “Pietro M. Motta”, Department of Human Anatomy, Italy)

8N/P12 Generic competences in undergraduate medical education
Johanna Laine*, Antti Tarponen, Pekka Kääpä (Medical Education Research and Development Centre, University of Turku, Turku, Finland)

8N/P13 Systematic approach to medical curricula – a new approach
F Hosseini*, S H Yazdani, R Homayounizand, F Mortazavi, M Hoseinzadeh, N Mohammadi (Shahid Beheshti University of Medical Sciences & Health Services-EDC, Evin, Chamran Highway, Tehran, Iran)

8O POSTERS
Important topics in the curriculum 2
Chairperson: Geir Jacobsen (Norway)
Location: Hall A (Spektrum)

8O/P1 Educational video films and computer CD effects on teaching anatomy to medical students
S Almasi-Tork, A Roozbeh, M Fararoee (Shahid Beheshti UMSHS (University of Medical Science and Health Services), School of Medicine, Anatomy Department, Tehran, Iran)

8O/P2 An investigation of group discussion through poster presentation on teaching anatomy to medical students
A Roozbeh*, A Zarifi, R Mahmoudi, H Delaviz (Yasouj University of Medical Sciences, Faculty of Medicine, Anatomy Department, Yasouj, Iran)
8O/P3 Enhancement of the teaching of Molecular Medicine (MM) in the Internal Medicine Clerkship: curricular change and faculty development
Daniel Panisko*, Anne McLeod, Donald Branch, Lawrence Aoun, Shiphra Ginsburg (Department of Medicine, University of Toronto, Toronto General Hospital, Toronto, Ontario, Canada)

8O/P4 Simulation of the life cycle of a research project from the hypothesis to the diffusion of results
H Snelgrove*, S Basili, A Catania, M Ceccanti, F Consorti, F Di Maio, E Ferranti, G Flati, S Luccarini, I Nofroni, F Romanelli, M Romeo, M Sacchetti, P Santini, A Scarno, A Vestri (1° Faculty of Medicine University “Sapienza” of Rome, Italy)

8O/P5 A lesson from an elective course “Women in Medicine”, in a male-dominated Korean medical school culture
Woohak Jeon*, Miran Kim (Yonsei Medical School, Department of Medical Education, Yonsei Medical School, Seoul, Republic of (South Korea))

8O/P6 Implementing prevention into the medical curriculum: a case-based approach for teaching primary health promotion
A Klement, K Bettschneider, M Herrmann*, T Lichte (Department of General Practice, Martin-Luther-University Halle-Wittenberg, Germany)

8O/P7 Complex educational programme for graduate and postgraduate students (tumor prevention)
Katalin Barabás, Andrea Radnai (University of Szeged General Medical Faculty Dept. of Psychiatry Division of Behavioural Sciences, Szeged, Hungary)

8O/P8 The potential dual function of health promotion teaching in the core curriculum: findings from a student survey
Ann Wylie*, Jibby Medina (King’s College London, Department of General Practice & Primary Care, London, United Kingdom)

8O/P9 Teaching the concept of Humanized Health Care for medical students
Satang Supapo*, Somkid Lerdsin-udom, Sirijitt Wassanawatana (Khon Kaen Medical Education Center (KKMEC), Khon Kaen Regional Hospital, Nai Mueang, Khon Kaen, Thailand)

8O/P10 Creating a national network to improve genetics education
Jonathan Berg*, Mary Porteous, on behalf of ScotGEN (Ninewells Hospital and Medical School, Department of Clinical Genetics, Dundee, United Kingdom)

8O/P11 From clinical practice to education: developing national genetics competences to inform health professional training
Catherine Bennett*, Sukvinder Kaur, Emma Tonkin, Jo Haydon, Angela Daly, Lynne Gough, Ann Eaton, Peter Farnon (NHS National Genetics Education and Development Centre, c/o Birmingham Women’s Hospital, Edgbaston, Birmingham, United Kingdom)

8O/P12 Good Work in Medicine conceived through the life of Oliver R Avison M.D. of Korea
Sook-hee Ryue (Department of Medical Education, Yonsei University College of Medicine, Seoul, Republic of (South Korea))

1630-1800

8P POSTERS

Postgraduate Education – the early years
Chairperson: Gellisse Bagnall (UK)
Location: Hall A (Spektrum)

8P/P1 Too many cooks? Understanding and improving the contribution of the multidisciplinary healthcare team to the assessment of foundation doctors
Ann Cadzow, Fiona French, Ken McHardy, Suzanne Nabavian, Catrione Rooke* (NHS Education for Scotland, Aberdeen, United Kingdom)

8P/P2 What influences student choice of foundation jobs?
Lara Walford*, Rachel Isba, Charlotte Mahoney, Paul O’Neill, Gerard Byrne (Wychenshawe Hospital, University of Manchester, Wrenchenshawe, Manchester, United Kingdom)

8P/P3 User opinions of multi-source feedback in the UK Foundation Programme
Bryan Burford*, Jan Illing, Tim van Zwienenberg, Moira Livingston, Charlotte Kergon, Gill Morrow (Newcastle University, Postgraduate Institute for Medicine and Dentistry, Newcastle upon Tyne, United Kingdom)

8P/P4 Challenges in delivery of Foundation programme teaching curriculum in a district general hospital – reflections of a Foundation Programme Training Director (FPTD)
Kirtida Mukherjee* (Medway Maritime Hospital, Gillingham, United Kingdom)

8P/P5 The Learner Pathway: curriculum development for the Foundation Programme
Zoë-Jane Playdon*, Pam Shaw (KSS Deanery, University of London, United Kingdom)

8P/P6 Creating Local Faculty Groups in NHS Trusts to implement Modernising Medical Careers
Zoë-Jane Playdon, Pam Shaw* (KSS Deanery, University of London, United Kingdom)
Are newly qualified medical graduates prepared for practice? A study in the Trent Deanery area of England
David Matheson*, Catherine Matheson (University of Nottingham, Medical Education Unit, Queens Medical Centre, Nottingham, United Kingdom)

Modernising Medical Careers (MMC) – are we happy?
Adrian Blundell* (Sherwood Forest Hospitals Foundation NHS Trust, King's Mill Hospital, Sutton in Ashfield, United Kingdom)

Implementation of modernised postgraduate programs: the need to meet
Hanneke Mulder*, J A A M van Diemen-Steenvoorde, Cor de Kroon (UMC Utrecht School of Medical Sciences, Utrecht, Netherlands)

Reliability of an academic ranking procedure for qualifying medical students
J A Patterson*, C M Roberts, B Hewitt (Barts and the London, Queen Mary's School of Medicine and Dentistry, London, United Kingdom)

Can junior doctors make an informed career choice?
Helen Goodyear*, Clare Kennedy, David Wall (West Midlands Deanery, Edgbaston, Birmingham, United Kingdom)

Can less be more? Reducing doctors’ working hours while enhancing education and training
Richard Higgins*, Simon Mallinson (East Midlands Healthcare Workforce Deanery, Leicester, United Kingdom)

The process of introducing a reform in postgraduate education: promoting and impeding conditions
Gunver Lillevang, Charlotte Ringsted, Lasse Bugge, Henning Beck (Center for Klinisk Uddannelse, København, Denmark)

Assessing resident physicians’ identification of and reflection on improvement opportunities in clinical practice
Christophor M Wittch*, Bryan J Kojacik, Thomas J Beckman, Monica M Drefahl, Rudy M Haddad, Furman S McDonald, Darcy A Reed, Joseph C Kolars, Kris G Thomas (Mayo Clinic College of Medicine, Rochester, United States)

The Balanced Score Card: a tool for commissioning and benchmarking postgraduate medical education
Sally J Davies*, Mandy Martin, Howard L Young, Melanie J T Jones (School of PGME Wales College of Medicine, Cardiff University, Cardiff, United Kingdom)

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Sally J Davies*, Mandy Martin, Howard L Young, Melanie J T Jones (School of PGME Wales College of Medicine, Cardiff University, Cardiff, United Kingdom)

Quality assuring Foundation training in the North Western Deanery
Jon Miles, Dan Powley*, Phil Boulton (North Western Deanery, Manchester, United Kingdom)

GOOD IDEAS IN MEDICAL EDUCATION (GIME) 2
Teaching, Learning and Assessment
Location: (Demonstrations on display throughout the day in the Exhibition Area on Tuesday 28 August): Hall D

SHORT COMMUNICATIONS
Continuing Medical Education/Continuing Professional Development
Chairperson: Laurence Sherman (US)
Location: MTA (MTFS Building, NTNU)

RCPCH audit predicts deficient internal CPD evidence for recertification
A P J Thomson, A Emerson and Royal College of Paediatrics and Child Health (RCPCH) CPD Department (c/o Royal College of Paediatrics and Child Health, London, United Kingdom)

Continuing Professional Development (CPD) for senior hospital doctors: reality of rhetoric?
Maria Toussouli*, Heather Payne (Cardiff Institute of Society, Health and Ethics, Cardiff University, Cardiff, Wales, UK, United Kingdom)

CME activities of medical journals: quality of MC-questions as evaluation tool
Lisa Kühne-Eversmann*, Claudia Nussbaum, Martin Reinke, Martin Fischer (University of Munich, Klinikum der Universität München, Medizinische Klinik Innenstadt, Munich, Germany)

AGIRPREV: A multi-faceted educational program supporting primary care teams in the implementation of cardiovascular prevention guidelines
R Laprise*, RL Thivierge, M Luneau, G Gosselin, D Paquette, F Bourdais, F Robinson, P Maltais (CPD, Faculté de médecine, Université de Montréal, Canada)

Best practices of public/private sector relationships in online CME
Fran Kirby*, Sharon Peters, Leslie Roukie* (Professional Development and Conferencing Services, Faculty of Medicine, Memorial University of Newfoundland, St. John’s, Newfoundland, Canada)

The circle of influence of adults’ learning preferences
E M Castleman*, M M Nel (Foundation for Professional Development, Lynnwood Ridge, South Africa)

No Discussion
### 1630-1800 8T SHORT COMMUNICATIONS

**Teaching and learning: standardized patients**

Chairperson:  Sarah Baillie (UK)  
Discussant:  William McGaghie (US)  
Location:  KBA (Kvinne-barn-senteret, NTNU)

**8T/SC1** What is happening in European Standardised Patient programs- a pilot survey  
Peter Cantillon*, Brian Stewart, Jean Ker, Karolien Haeck, Jim Bills, Jan-Joost Rethans (Department of General Practice, NUI, Galway, Clinical Science Institute, Ireland)

**8T/SC2** Perceptions of Simulated Patients and Simulated Patient trainers about Simulated Patients' participation in physical examination in medical students' training: findings from a national survey in Japan  
Keiko Abe,* Kazuhiko Fujisaki, Nobe Ban (Gifu University School of Medicine, Medical Education Development Center, Gifu, Japan)

**8T/SC3** Simulating the longitudinal physician-patient relationship  
Tim Linssen, Jan-Joost Rethans* (Skillslab, University of Maastricht, Netherlands)

**8T/SC4** Criteria and standards for SP involvement in assessment: validity and the patient voice  
A Armitage*, E Dalton*, N Jackson, A Khan, R Lane, D Muir, J Symons (University of Leeds, School of Medicine MEU, Leeds, United Kingdom)

**8T/SC5** The effects of simulation-based and traditional training methods on midwifery students' skill in delivering IUD services  
T Khadivzadeh*, F Erfanian, N Khadem, M Khaje Daloyoy (Mashad University of Medical Sciences, School of Nursing and Midwifery, Mashad, Iran)

1745-1800 Discussion

### 1630-1800 8U SHORT COMMUNICATIONS

**Postgraduate education: Training for General Practice**

Chairperson:  Wolfram Antepohl (Sweden)  
Discussant:  John Pitts (UK)  
Location:  LA 21 (Laboratorie-senteret, NTNU)

**8U/SC1** The learning experiences of doctors training for GP in Scotland  
David Blaney* (NHS Education for Scotland, Edinburgh, United Kingdom)

**8U/SC2** Assessment of adherence to guidelines in postgraduate training for general practice  
A Kramer*, L Plas, A Smits, B Bottema and J Braspenning (Voha, Postgraduate Training in General Practice, Nijmegen, Netherlands)

**8U/SC3** The effects of an educational intervention based on the modified Prochaska model on GPs' knowledge and attitude  
M Shiraz*, S Parikh, M Sadeghl, A A Zeinaloo, A Sabouri Kachani, M Arabi, F Afaedini, L Konka, R Nahlstrom (Karolinska Institutet, Karolinska Institutet, Sweden; Tehran University of Medical Sciences; Toronto University)

**8U/SC4** CME effectiveness in clinical practice guidelines implementation by primary care physicians: a randomized-control trial  
R L Thivierge, R Laprise, G Gosselin, M Bujas - Bobanovic, S Vandal, D Paquette, M Luneau, P Julien, S Goulet, J Desaulniers, P Maltais (Université de Montréal, Canada)

**8U/SC5** Effects of different forms of continuing education on factual knowledge of General Practitioners about heart failure – evaluation of a randomized controlled trial (RCT)  
F Peters-Klimm*, T Mueller-Tasch, J-H Schultz, C Nikendei, A Moeltner, A Barth, N Holzapfel, A Remppis, J Szeczenyi, J Juenger (Department of General Practice and Health Services Research, University of Heidelberg Hospital, Germany)

1745-1800 Discussion

### 1630-1800 8V SHORT COMMUNICATIONS

**International medical education: Bologna Process**

Chairperson:  Thomas Schlabs (Germany)  
Discussant:  Paul de Roos (Netherlands)  
Location:  NA (Nevro-senteret, NTNU)

**8V/SC1** The students’ perspective on the Bachelor and Master structure - results from the Bologna Process Meeting 2007  
Maja Sidelmann Basnov*, Salmaan Sana* (VU Medical Centre, Amsterdam, Netherlands)
1645-1700 8V/SC2 Weighing the chances and risks of Bologna
R Peter Nippert* (Medizinische Fakultät Westfälische Wilhelms-Universität Münster, Germany)

1700-1715 8V/SC3 Implementing the Bologna Process when creating syllabi for the Physiotherapy programme at Karolinska Institutet
Birgitta Nordgren*, Cecilia Fridén (Department of Neurobiology, Care sciences and Society, Division of Physiotherapy, Huddinge, Sweden)

1715-1730 8V/SC4 Erasmus exchange – measured success
Clive Roberts*, Matthew Ball (Bristol University Medical School, Centre for Medical Education, Bristol, United Kingdom)

1730-1745 8V/SC5 Standardized assessment in an EU country of doctors from outside the EU
Theo M G van Berkestijn*, Ted Splinter, Olle Th J ten Cate, Remco M Bezemer, Joost Dijkstra, Cornelius Postma (Committee Foreign Degree Holders Health Care of The Netherlands, The Hague, Netherlands)

1745-1800 Discussion

1630-1800 8W SHORT COMMUNICATIONS
Teaching and learning communication skills 2
Chairperson: Melissa Margolis (US)
Location: LS 21 (Nervro-senteret, NTNU)

1630-1645 8W/SC1 Knowledge is power – but who knows most?
Anne de la Croix (Interactive Studies Unit, Department of Primary Care and General Practice, University of Birmingham, Edgbaston, United Kingdom)

1645-1700 8W/SC2 Communication (CS) skills in medicine: perceptions of future doctors
N D W Widenanapurana*, D D Samarasekara* (Faculty of Medicine, Colombo, Sri Lanka)

1700-1715 8W/SC3 Putting it all together: Constructing an evaluation grid for communication skills and cultural competence using a multi-modal framework
T J Iraresevijinda (Bronx-Lebanon Hospital Center & Albert Einstein College of Medicine, New York, United States)

1715-1730 8W/SC4 Teaching effective communication to medical residents
Hannah Kedar*, Raphael N. Melmed (The Hebrew University, Jerusalem, Israel)

1730-1745 8W/SC5 Communication skills and job stress during medical internship
Are Holen*, T Anvik, A Bæheim, O B Fasmer, H Grimstad, P Hjortdahl, T Nordhøy (NTNU - Faculty of Medicine, MTFS, Trondheim, Norway)

1745-1800 8W/SC6 Evaluation of communication skills training and its relationship to clinical visits
S Turan*, S Üner, M Elçin, O Odabaşı, İ Sayek, N Senemoğlu (Hacettepe University Faculty of Medicine, Department of Medical Education and Informatics, Sihhiye, Turkey)

No Discussion

1630-1800 8X SHORT COMMUNICATIONS
Teaching and learning: The junior doctor as a teacher
Chairperson: Julian Archer (UK)
Location: LS 41 (Laboratorie-senteret, NTNU)

1630-1645 8X/SC1 Another voice: the role of the junior doctor in supporting final year medical students
Richard Phillips*, Diana Kelly (King’s College London School of Medicine at Guy’s, King’s College, and St Thomas’ Hospitals, Sherman Education Centre, London, United Kingdom)

1645-1700 8X/SC2 The Resident-as-Teacher educational challenge: A needs assessment at the National Autonomous University of Mexico
Melchor Sánchez-Mendiola*, Enrique Graue-Wiechers, Leobardo C Ruiz-Pérez (Universidad Nacional Autónoma de México, División de Estudios de Posgrado, Facultad de Medicina de la U.N.A.M., Circuito Interior, C.U. Col. Copilco, Mexico)

1700-1715 8X/SC3 The senior resident as a teacher: Surgery vs. Medicine
E Némr*, S Hilais, M Nasr, N Naccache, F Haddad, A Haddad (Saint-Joseph University Medical School, Achrahiieh, Beirut, Lebanon)

1715-1730 8X/SC4 Teaching and assessment of junior doctors by Specialist Registrars
M L Baroni, L Pugsley* (Leeds Vascular Institute, Leeds General Infirmary, Leeds, United Kingdom)

1730-1745 8X/SC5 A survey of the junior doctor teaching activity in an East London psychiatry training rotation
Adrian Vos*, Angharad Ruttley* (East London and The City Mental Health NHS Trust, Tower Hamlets Centre For Mental Health, London, United Kingdom)
1745-1800 8X/SC6 The importance of structured formative feedback and learning styles in the development of reflective practice by medical educators
S R Greenwood* (University of Bristol, Centre for Medical Education, Bristol, United Kingdom)

No Discussion

1630-1800 8Y SHORT COMMUNICATIONS

The Student: Career choice
Chairperson: Diana Wood (UK)
Location: LS 42 (Laboratorie-senteret, NTNU)

1630-1645 8Y/SC1 The C.A.R.E. approach to student interest in Family Medicine
Perry A Pugno (American Academy of Family Physicians, Leawood, Kansas, United States)

1645-1700 8Y/SC2 A Dutch online medical specialty choice inventory
Lars van der Plank*, Ellen Easton, Marc Soethout, Paul Oosterveld, Jany Rademakers, Olle ten Cate (UMC Utrecht, Netherlands)

1700-1715 8Y/SC3 Medicine's hidden curriculum: influences on students' career choices
Penny Hansen*, Cheri Bethune*, Diana Deacon*, Marshall Godwin*, Katrina Hurley*, Allison Kirby* (Memorial University Faculty of Medicine, St. John's, Canada; Dalhousie University School of Medicine, Canada)

1715-1730 8Y/SC4 Shortage of young clinicians – can medical education influence career aspiration?
Martina Kadmon*, Monika Porsche, Petra Ganschow (Department of Surgery, Heidelberg University Clinic, Heidelberg, Germany)

1730-1800 8Y/SC5 Gender differences in predictors of satisfaction with the decision to become a physician
Heather L Hageman*, Dorothy A Andriole, Donna B Jeff e, Alison J Whelan (Washington University School of Medicine, St Louis, Missouri, United States)

No Discussion

1630-1800 8Z WORKSHOP

Web 2.0 e-learning: providing e-learning the student way
Add your comments on John's Blog: http://web2elearning.blogspot.com/
John Sandars (The University of Leeds, Medical Academic Education Unit, School of Medicine, Leeds, United Kingdom)
Location: MTS 1 (MTFS Building, NTNU)

1630-1800 8AA WORKSHOP

The Multiple Mini Interview: a new method of assessing applicants for medical school and post graduate training
Jocelyn Lockyer, Rodney Crutcher, Jill Konkin (University of Calgary, Continuing Medical Education, Calgary, Canada)
Location: MTS 3 (MTFS Building, NTNU)

1630-1800 8BB WORKSHOP

Establishment of new medical schools; innovations, opportunities and direction: exploring organizational analysis tools
Nehad El-Sawi, Douglas Wood, O T Wendel (A.T. Still University, School of Osteopathic Medicine in Arizona, Mesa, Arizona, United States)
Location: NSU 1 (Nevro-senteret, NTNU)

1630-1800 8CC WORKSHOP

How to stay creative in medical education
E K Kachur1, R Galbraith1, L Nieman1, J Mahoney1 (Medical Education Development, New York, National Board of Medical Examiners, University of Texas, University of Pittsburgh, United States)
Location: NSU 2 (Nevro-senteret, NTNU)
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| 1630-1800 | **8DD WORKSHOP**  Students' resistance to reflection  
Veronica J Selleger¹, Benno Bonke² (¹VUmc, Department of Medical Psychology, Netherlands; ²Erasmus MC, Rotterdam, The Netherlands)  
Location:  KBS 11 (Kvinne-barn-senteret, NTNU) |
| 1630-1800 | **8EE WORKSHOP**  A primer on qualitative methods in medical education research  
Tina Martimianakis, Nancy McLaughton, Ayelet Kuper, Mathieu Albert, Brian Hodges (Wilson Centre for Research in Education, University of Toronto, Ontario, Canada)  
Location:  KBS 21 (Kvinne-barn-senteret, NTNU) |
| 1630-1800 | **8FF WORKSHOP**  Innovating faculty-student partnerships of practice in medical education: Interactive Case-based Online Network (ICON)  
James Quattrochi¹, Wendy Ham³, Susan Pasquale² (¹Harvard Medical School, Boston; ²University of Massachusetts Medical School, Worcester, United States)  
Location:  Computer Room (Kvinne-Barn-Senteret, NTNU) |
| 1630-1800 | **8GG MEET THE EXPERTS**  BEME — Best Evidence Medical Education  
Marilyn Hammick (UK) and Alex Haig (NHS Education for Scotland, Edinburgh UK)  
Location:  Office 2 (Spektrum) |
| 1630-1800 | Private Meeting: e-Virtual Patients (invitation only)  
Location:  Office 3 (Spektrum) |
| 1700-1900 | Private Meeting: Medical Education Deputy Editors (invitation only)  
Location:  MR M3 (Spektrum) |
| 1800 | Shuttle Coaches from NTNU to City Centre |
| 1800-1930 | **8HH EVENING: OPEN FORUM**  Work Hour Limits for Physicians in Training: exploring effects and best practices  
Ingrid Philibert (Senior Vice President, Field Activities, Accreditation Council for Graduate Medical Education (ACGME) and Staff, Committee on Innovation in the Learning Environment)  
Location:  MR A3 (Spektrum) |
| 1800-2200 | Hiking in Bymarka  
(depart and return to Britannia Hotel) (page 101)  
Tickets still available, please contact NTNU Videre |
| 1800-2200 | Boat trip to Munkholmen with dinner  
(depart and return to Ravnkloa Fish Market, City Centre) (page 101)  
Tickets still available, please contact NTNU Videre |
## WEDNESDAY 29 AUGUST

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>0730-1330</td>
<td>Registration Desk open (Trondheim Spektrum)</td>
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<tr>
<td>0800-1300</td>
<td>Exhibition Open</td>
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<tr>
<td>0930-1330</td>
<td>Cathedral/Museum Tour (departs from and returns to Britannia Hotel) (page 101)</td>
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### SESSION 9

#### 0800-1000

**9A SYMPOSIUM**  
Curriculum development and implementation in new medical schools  
Chairperson: Afzana Zaman (United Kingdom)  
Panel: George Dambach (Florida International University, United States), Richard Hays (University of Keele, United Kingdom), Sam Leinster (University of East Anglia, United Kingdom)  
Location: Hall F (Spektrum)

#### 0800-1000

**9B SYMPOSIUM**  
From medical individualist to team worker – Planting the seed of Quality Care in basic medical education  
Chairpersons: Per A Brodal (University of Oslo, Norway) and Aase Brinchmann-Hansen (Norwegian Medical Association)  
Location: Hall E2 (Spektrum)

#### 0800-1000

**9C SHORT COMMUNICATIONS**  
e-Learning: Virtual Patients  
Chairperson: James McGee (US)  
Location: Hall C (Spektrum)

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<td>Re-purposing Virtual Patients: translation and adaptation to local health and cultural context, leading to content enrichment</td>
<td>Mihaela Botezatu*, Nabil Zary, Uno Fors (Karolinska Institutet, LIME, Stockholm, Sweden)</td>
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<td>0815-0830</td>
<td>How can you successfully create and use a Virtual Patient?</td>
<td>Emily Conradi*, Jonathan Round, Terry Poulton, Arnold Somasunderam (St George’s University of London, CMHCE, London, United Kingdom)</td>
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<td>0830-0845</td>
<td>Exploring the critical factors enhancing learning skills and knowledge in hybrid surgery simulation</td>
<td>Olivier Courtellet*, Gunnar Lindgren, Lars Enochsson, Leif Hedman, Uno Fors (Karolinska Institutet/LIME, Stockholm, Sweden)</td>
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<td>An educational tool for interprofessional use of virtual patients</td>
<td>Patrik Jonsson1, Samuel Edelbring1, Lars-Olof Wahlund2, Annika Ohman2, Uno Fors1 ('Karolinska Institutet, LIME, 'Karolinska Institutet, Stockholm, Sweden)</td>
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<td>0900-0915</td>
<td>Pandemic Avian Influenza preparedness: a patient care and team training simulation for medical students</td>
<td>John Mahoney*, Joe Suyama, Francis Guyette, Samuel Stebbins (University of Pittsburgh School of Medicine, Pittsburgh, United States)</td>
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<td>0915-0930</td>
<td>Design-criteria for virtual patients in medical education: a focus group analysis</td>
<td>S Huwendiek*, F Reichert, H M Bosse, C Brasch, J Heid, M Haag, F J Leven, G F Hoffmann, B Tonshoff (University Children's Hospital Heidelberg, Germany)</td>
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<td>0930-0945</td>
<td>Simulation: towards new strategies for more affective experiences</td>
<td>Michael Begg*, Simon Edgar, David Dewhurst (University of Edinburgh, Learning Technology Section, Edinburgh, United Kingdom)</td>
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<td>0945-1000</td>
<td>Designing a 3D Teaching Hospital in Second Life to support clinical skills development</td>
<td>Maria Toro-Troconis, Martyn R Partridge (Imperial College London, United Kingdom)</td>
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No Discussion
### 9D SHORT COMMUNICATIONS

**Scholarship of medical education**
- **Chairperson:** Abdulmonem Al-Hayani (Saudi Arabia)
- **Discussant:** David Prideaux (Australia)
- **Location:** MR K4 (Spektrum)

#### 0800-0815

**9D/SC1 Core competencies for scholars and researchers in medical education: an MSc and PhD program**  
Claudio Violato*, David Cavthorpe (University of Calgary, Faculty of Medicine, Department of Community Health Sciences, Calgary, Canada)

#### 0815-0830

**9D/SC2 Graduate training in medical education: what capacities must graduate programs provide?**  
Richard D Cohen*, Dan Pratt, John Collins, Gordon Page (University of British Columbia, Vancouver, Canada)

#### 0830-0845

**9D/SC3 Expanding General Practitioner’s teaching role in undergraduate medical education at the University of New South Wales**  
Sylvia Jacobson (South Eastern Sydney Illawarra Area Health Service, NSW, Australia)

#### 0845-0900

**9D/SC4 The Good! The Bad! The Ugly! Perceptions of group dynamics by medical education students**  
Subrata Gangooley, Aza Abdulla (University of Wales, Department of Medical Education, Cardiff, United Kingdom)

#### 0900-0915

**9D/SC5 An approach to integrating science and scholarship into medical education**  
Niall Byrne (University of Toronto, The Wilson Centre, Toronto General Hospital, Toronto, Ontario, Canada)

#### 0915-0930

**9D/SC6 Identifying pertinent literature for evidence based medical education**  
Amr Mohsen*, Rohit Rambani (Cardiff University Wales, Department of Medical Education, Cardiff, United Kingdom)

#### 0930-0945

**9D/SC7 The origins of the field of medical education research: key players, key disciplines and socio-historical factors**  
Ayelet Kuper*, Mathieu Albert (The Wilson Centre, University of Toronto/University Health Network, Toronto, Ontario, Canada)

#### 0945-1000

Discussion

### 9E SHORT COMMUNICATIONS

**Approaches to teaching and learning**
- **Chairperson/Discussant:** Peter Nippert (Germany)
- **Location:** MR K3 (Spektrum)

#### 0800-0815

**9E/SC1 Constructing a framework for teaching team working from a literature review using grounded theory**  
Gilbert Jones III* (Cardiff University School of Medicine, School of Postgraduate Medical and Dental Education, Wales College of Biology, Life and Health Sciences, Cardiff, United Kingdom)

#### 0815-0830

**9E/SC2 Board games – fun way to learn**  
Phil Coles (Wales College of Medicine, Cardiff University, Cardiff, United Kingdom)

#### 0830-0845

**9E/SC3 Learning pathology: students’ perceptions of a new student-centred activity**  
Maria Weurlander, Italo Masiello, Magnus Söderberg, Annika Ostman Wernerson* (Dept of Laboratory Medicine and Dept of Learning, Informatics, Management and Ethics, Div of Pathology, Karolinska Univ Hosp, Huddinge, Stockholm, Sweden)

#### 0845-0900

**9E/SC4 Development of a module on sexually transmitted infections by distance learning for clinical officers in Tanzania**  
Stephen Brigley*, Ian Hosein, Imrei Myemba (School of Postgraduate Medical and Dental Education, Cardiff University, Cardiff, United Kingdom)

#### 0900-0915

**9E/SC5 The medical student as teacher: creating online material for a Pediatrics class in Chile**  
Pamela Andrea Bozzo Silva*, Flavia Garbin Aste, Francisco Gonzalez Andrade, Juanita Zamorano Riquelme (Universidad de los Andes Medical School, las Condes, Chile)

#### 0915-0930

**9E/SC6 Introduction of peer assisted learning in a veterinary curriculum**  
S Baillie*, H Shore, S May (The Royal Veterinary College, University of London, United Kingdom)

#### 0930-0945

**9E/SC7 Peer teaching in Family Medicine – experience of facilitators**  
Marietjie van Rooyen*, David Cameron, Julia Blitz, Glynis Pickworth (Department of Family Medicine, Pretoria, South Africa)

#### 0945-1000

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<td>0800-0815</td>
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<td><strong>Unrestricted admission vs. selection of applicants at the University of Tucumán Medical School</strong></td>
<td>H Deza, S Mirkin, L Faje, M Salvatierra, M D’Urso (University of Tucumán, School of Medicine, Tucumán, Argentina)</td>
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<td>9F/SC2</td>
<td><strong>Establishing the criterion validity of the Graduate Australian Medical School Admissions Test (GAMSAT)</strong></td>
<td>Hamish Coates (Australian Council for Educational Research, Camberwell, Victoria, Australia)</td>
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<td>9F/SC3</td>
<td><strong>The usefulness of the Multi-Mini Interview in selecting for graduate entry medical schools</strong></td>
<td>Chris Roberts, Merrilyn Walton, Imogene Rothnie, Jim Crossley, Koshila Kumar, Patricia Lyon, David Tiller (CIPHER, University of Sydney, Faculty of Medicine, NSW, Australia)</td>
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<td>9F/SC4</td>
<td><strong>Selecting medical students with the BioMedical Admissions Test (BMAT)</strong></td>
<td>Joanne L Emery* (Cambridge Assessment, Cambridge, United Kingdom)</td>
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<td><strong>Undesirable sources of error variance in assessment of medical school candidates with the Mini Multi Interview (MMI)</strong></td>
<td>Peter H Harasym*, Wayne Woloschuk, Jean-Francois Lemay, Jocelyn Lockyer, Keith W Brownell (University of Calgary, Faculty of Medicine, Calgary, Canada)</td>
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<td>9F/SC6</td>
<td><strong>Comparison between ranking examination success and medical education success of the students at Ankara University School of Medicine</strong></td>
<td>Mehmet Ozen*, Tanju Aktug, Sabri Kemahlı, Ozden Palaoglu, Gulriz Ersoz, Fevzi M Atacanlı, Hakki I Ayhan (Ankara University School of Medicine, Medical Education and Informatics Department, Ankara, Turkey)</td>
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<td><strong>The professional self assessment program for potential medical students</strong></td>
<td>Niyom Sathaporntheera*, Puangpen Ambua, Yothi Tongpenyai (School of Medicine, Maharat Nakhon Ratchasima Hospital, Nakhon Ratchasima, Thailand)</td>
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<td><strong>Enhancing feedback to students in order to support learning – an institutional project</strong></td>
<td>Katharine Bouriscot, Viv Cook*, Sandra Nicholson, Tal Schechter (Barts and The London School of Medicine, Queen Mary University of London, Centre for Medical Education, St Bartholomew’s Hospital, West Smithfield, London, United Kingdom)</td>
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<td><strong>Influential variables in feedback processes</strong></td>
<td>J M M van de Ridder*, W C McGaghie, K M Stokking, ThJ ten Cate (University Medical Center Utrecht, School of Medical Sciences, Utrecht, Netherlands)</td>
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<td><strong>Assessing change in clinical teaching skills: Are we up for the challenge?</strong></td>
<td>M B Marks*, T J Wood, J Nuth, C Toulouse, H O’Brien, A Dugan (University of Ottawa - Academy for Innovation in Medical Education, Ottawa, Canada)</td>
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<td><strong>Blueprinting into practice: developing an integrated system to enhance assessment for learning</strong></td>
<td>David Davies*, Ed Peile (Warwick Medical School, University of Warwick, Coventry, United Kingdom)</td>
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<td><strong>In search for evidence of instructive feedback: influence of the supervisor, observation of behaviour and student initiative</strong></td>
<td>E A van Heli*, J B M Kuks, M T van Lohuizen, A N Raat, J Cohen-Schotanus (University Medical Center Groningen, CIOMO, Netherlands)</td>
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<td><strong>A qualitative study of narrative peer feedback among second year medical students</strong></td>
<td>A C Nofziger*, N Jospe, R M Epstein (University of Rochester School of Medicine, Department of Family Medicine, Rochester, United States)</td>
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<td><strong>Providing effective feedback: a new web-based educational training for medical teachers</strong></td>
<td>Luc Cote*, Norma Belanger (Centre de developpement pedagogique, Faculty of medicine, Laval University, Québec, Canada)</td>
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9H WORKSHOP
Emerging needs and demands in Continuing Professional Development in medical education and healthcare: a non traditional vision from Iberoamerica
Margarita Barón-Maldonado, Thomas Thomson, Honorio Silva, Pablo Pulido (on behalf of FEPAFEM/PAFAMS, Caracas, Venezuela; fepafempafams@viptel.com)

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<th>Margarita Barón Maldonado, Spain</th>
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<td>Harmonization Process in CPD:</td>
<td>Hans Karle</td>
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<td>Medical Education Innovations in Chile:</td>
<td>Octavio Enriquez, ASOFAMECH, Chile</td>
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<td>Juan Victor Lara Vélez, AMFEM Mexico</td>
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Discussion and Conclusions: All

Location: MR M1a/b (Spektrum)

9I WORKSHOP
“Something for everyone”: simulation-based curriculum planning for multiple healthcare professions
Ross J Scalese1, Geoffrey T Miller1, Stig Frydenlund2 (1University of Miami Miller School of Medicine, United States; 2Laerdal Medical AS, Norway)

Location: MR M8 (Spektrum)

9J WORKSHOP
Making interprofessional education work
Lesley Diack1, Michael Gibson2 (1Robert Gordon University/Scottish Executive IPE project, The Robert Gordon University Faculty of Health and Social Care, School of Pharmacy, Aberdeen United Kingdom; 2Robert Gordon University/University of Aberdeen)

Location: MR A3 (Spektrum)

9K WORKSHOP
How can we foster educational scholarship in our clinical faculty?
Linda Snell1, Ruth-Marie E Fincher2 (1McGill University, Centre for Medical Education, Montréal, Québéc, 2Medical College of Georgia, United States)

Location: MR M1c (Spektrum)

9M POSTERS
OSCE and Clinical Assessment
Chairperson: Elizabeth Kachur (US)

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<td>9M/P3 Knowledge and skill retention of advanced cardiac life support (ACLS) among final year medical students</td>
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<td>9M/P4 Assessment of surgical competencies of the final year medical students</td>
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<td>9M/P5 Practice what you preach: relationship of checklists, global ratings of core competencies (expert and communicator) and assessor in an OSCE for neonatal-perinatal trainees</td>
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<td>9M/P6 Experiences with Objective Structured Clinical Evaluation (OSCE) at Frankfurt University Medical School: implementation within the curriculum of a large medical school in Germany.</td>
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9M/P7 A parallel study of peer assessors’ and trained assessors’ contribution to clinical skills learning during a formative OSCE
L Aubin*, G Hanslo (University of Cape Town, Clinical Skills Dept, Faculty of Health Science, Observatory, Cape Town, South Africa)

9M/P8 Is this examination fit for purpose? 5th year surgical OSCE, University of Birmingham, UK
Satvinder Kaur Palla, David Wall (Birmingham Heartlands Hospital, Education Centre, Heart of England NHS Foundation Trust, Birmingham, United Kingdom)

9M/P9 Pilot clinical skills examination at “manager-educator” level for final year students
Mary Donovan, Janice Hanson, William Sykora, Amy Flanagan, Joseph Lopreiato, Louis Pangaro* (Uniformed Services University, Educational Programs (EDP), Department of Medicine, Bethesda, United States)

9M/P10 360-degree OSCE evaluation
Daniel Bauer*, Matthias Angstwurm, Matthias Holzer, Veronika Kopp, Martin R Fischer (Munich University Hospital, Medizinische Klinik - Innere Medizin, Medical Education Unit, Munich, Germany)

9M/P11 Global rating and rating by checklists: Can global rating effectively contribute to a more concise evaluation of an Objective Structured Clinical Examination (OSCE)?
J H Reifenweber*, C Scheffer, M Hofmann, F Edelhäuser (Medical Faculty of Witten/Herdecke University, Witten, Germany)

9M/P12 The patient voice in assessment: involving the patient voice in OSCE station creation and marking
P Morris*, A Armitage, E Dalton, R Fuller, S Kilminster, R Lane, F O’Neill, J Symons (University of Leeds, School of Medicine, MEU, Leeds, United Kingdom)

9M/P13 Incremental clinical examinations can work
T A B Younghust*, J Hollands, T Vince, T Davies, J Philpott-Howard, G Clayden, J Rees (Division of Medical Education, King’s College School of Medicine, London, United Kingdom)

9M/P14 A stations-based examination of competence on a multidisciplinary curricular unit integrating anatomy, histology, physiology and biochemistry
J J Cerqueira*, M Sousa, J Almeida-Palha, M J Costa (University of Minho, Health Sciences School, Braga, Portugal)

9M/P15 Undergraduate medical students’ clinical competence through the eyes of faculty from different specialties
E Amaral*, A M B Zeferino, S S Morais, R C L Domingues (Universidade Estadual de Campinas - UNICAMP, Brazil)

9M/P16 Clinical reasoning: different perspectives on the same performance
Mathieu R Nendaz*, A Gut, M Louis-Simonet, A Perrier, Nu V Vu (University of Geneva, Faculty of Medicine, Switzerland, Department of Internal Medicine, Geneva, Switzerland)

9N/P1 CQI activity for educational improvement: a pediatric residents’ inpatient charting
Woranart Ratanakorn (Pediatric Department, Chonburi hospital, Bansuan, Chonburi, Thailand)

9N/P2 The importance of different learning situations in candidates’ self reported knowledge and skills during postgraduate training in psychiatry
John Chr Flavig*, Ola M Linaker (Department of Neuroscience, Faculty of Medicine, Norwegian University of Science and Technology, Trondheim, Norway)

9N/P3 Geriatrics curriculum development for multispecialty graduate medical education: a needs assessment
Tomas L Griebling*, Kimber P Richter, Carmela J Meyer, Daniel L Swagerty (The Landon Center on Aging - The University of Kansas, United States)

9N/P4 The Intercollegiate Surgical Curriculum Project: Innovation in evaluation
John Masih (The Royal College of Surgeons of England, Raven Department of Education, London, United Kingdom)

9N/P5 Intensive microsurgical training for residents in ophthalmology using a realistic experimental animal model. Is this effective?
Susanne Nøhr*, Jørgen Andersen, Lars Loumann Knudsen1, Lars Aalborg Hospital Science and Innovation Center (AHFSC), Denmark; 2Department of Ophthalmology, Aalborg Hospital, Aarhus University Hospital; 3University of Aarhus, Centre for Postgraduate Medical Education (CEPOME)

9N/P6 Trainee anaesthetists evaluate consultants’ teaching skills: a valuable exercise?
S O’Neill*, R Iqbal, S McDouall, J Bird (Department of Anaesthesia, Royal Berkshire Hospital, Reading, United Kingdom)

9N/P7 Education a right or a privilege? Specialist paediatric registrars’ perception of teaching and training opportunities
Taruna Bindal*, David Wall, Helen Goodyear (West Midlands Deanery, Birmingham Children’s Hospital, Birmingham, United Kingdom)

9N POSTERS
Postgraduate education – later years
Chairperson: Lesley Pugsley (UK)
Location: Hall A (Spektrum)

9N/P1 CQI activity for educational improvement: a pediatric residents’ inpatient charting
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9N/P7 Education a right or a privilege? Specialist paediatric registrars’ perception of teaching and training opportunities
Taruna Bindal*, David Wall, Helen Goodyear (West Midlands Deanery, Birmingham Children’s Hospital, Birmingham, United Kingdom)
9N/P8 Does it matter where you do your dental vocational training?
Linda Young*, Debbie Bonetti, Jim Rennie, Jan Clarkson (NHS Education for Scotland, Dundee Dental Education Centre, Dundee, United Kingdom)

9N/P9 Dual, combined emergency medicine and family medicine residency training program in Slovenia
S Gmez, P Klemen, A Zmavc*, M Kolsek, I Svb (Centre for Emergency Medicine, Medical Faculty, Maribor, Ptuj, Slovenia)

9N/P10 Where do GP-trainees want to learn medical practical skills?
B P A Thoonen*, N van Balsfoort, B Bottema (Radboud UMC, Dept of General Practice, Nijmegen, Netherlands)

9N/P11 The development of locality based training for general practice
Richard Mumford*, Glynis Buckle (East Midlands Deanery, Leicester, United Kingdom)

9N/P12 Rheumatology consultants' views on the need for training specialist registrars (SpRs) in consultation skills
R S Sandhu, B N Ong, V Cooper, A B Hassell** (Keele University, Primary Care Musculoskeletal Research Centre, Primary Care Sciences, Staffordshire, United Kingdom)

9N/P13 Specialist registrars' expectations of their future role as a consultant: interview study in the North of England
G Morrow*, N Redfern, J Illing, R Briel, C Kergon (Newcastle University, Postgraduate Institute for Medicine and Dentistry, Newcastle upon Tyne, United Kingdom)

9N/P14 What do trainees want? A review, and experience, of the RITA process
I Ryland*, M Bampforth, J Higgins, J M Brown, D Graham (Mersey Deanery/Edge Hill University, Liverpool, United Kingdom)

9N/P15 Big Brother is watching – but is he educationally sound? A critical analysis of the assessment of doctors in practice using multi source feedback
Chris Williams*, Lesley Pugsley (School of Postgraduate Medical and Dental Education, Wales College of Medicine, Biology, Life and Health Sciences, Cardiff University, Cardiff, United Kingdom)

9N/P16 Towards quality monitoring systems in postgraduate medical education
E Jippes*, H P Eising, P Remmelts, M J E Mourits (University Medical Center Groningen, Netherlands)

9O POSTERS

Professionalism
Chairperson: Val Wass (UK)
Location: Hall A (Spektrum)

9O/P1 Professionalism: perception of newly inducted AKU residents
S K Ali*, S Sadaf, N A Syed, N Naeem, R W Zuberi (The Aga Khan University, Karachi, Pakistan)

9O/P2 Development of Objective Structured Oral Examination for ethical assessment
Hye Rin Roh, Sang Wook Lee*, Sung Bae Park, Ji Yeon Lee, Sook Won Ryu, Jeong Hee Yang, Ja Kyeong Kim (Kangwon National University College of Medicine, Republic of South Korea)

9O/P3 Medical ethics and law: evaluation of two modules in paediatrics and geriatrics each including a case study, a lecture and e-learning
C Kiessling*, A Antolic, H Hölder, S Graumann C Nahlik, S Schleiermacher (Reformstudiengang Medizin Charité, Universitätsmedizin Berlin, Germany)

9O/P4 Introduction to medical ethics for students
Narong Vanichnaniramol*, Panida Mukdeepong (Saraburi Regional Hospital, Saraburi Medical Education Center, Saraburi, Thailand)

9O/P5 Self-assessment of evaluation of medical professionalism in 6th year medical students
Bussaya Sujitranooch*, Panuwong Sansomranjai, Malinee Bunyaratpanth (Chonburi Medical Education Center, Chonburi Hospital, T. Bansuan, A Muang Chonburi, Thailand)

9O/P6 Challenges in the training of physicians – ethical and human aspects
Carlos Eli Piccinato*, Maria de Lourdes Veronese Rodrigues, José Fernando Figueiredo, Cristiane Martins Peres, Maria de Fatima Aveiro Colanes, Margaret de Castro, Afonso Dinis Costa Passos, Luiz Ernes (Faculty of Medicine of Ribeirão Preto, University of São Paulo, Brazil, Av. Bandeirantes, Ribeirão Preto, SP, Brazil)

9O/P7 Effectiveness of verbal feedback on professionalism
Panuwong Sansomranjai (Chonburi Medical Education Center, T.Bansuan A.Muang, Chonburi, Thailand)

9O/P8 The contribution by Primary Care to the development of professionalism in undergraduate medical education at the University of Leeds: Views of GP tutors
Alison Lea*, David Pearson (Academic Unit of Primary Care, University of Leeds, United Kingdom)

9O/P9 Physicians and the thin white line: a needs assessment of humanism and professionalism in Continuing Medical Education
R S Manuel*, N J Borges, J Kues (University of Cincinnati, Cincinnati, Cincinnati, OH, United States)
9O/P10 A study of medical ethics: the treatment of premature babies  
Victoria Rubin (St George's, University of London, United Kingdom)

9O/P11 Exploring professionalism: a qualitative study of UK GP Registrars  
David Pearson*, Beverley Lucas (Academic Unit of Primary Care, The University of Leeds, United Kingdom)

9O/P12 Patient perception about aspects to define a graduate alumni as a good doctor  
Mary Bermúdez*, Ivan Solarte (Pontificia Universidad Javeriana - Facultad de Medicina, Bogota, Colombia)

9O/P13 What students know about ethics: common sense or legal aspects in medicine?  
E R Tomic, I M Bensenor, M A Martins, E Silva, J E Vieira (School of Medicine, University of Sào Paulo, Av. Cerqueira César, Brazil)

9O/P14 Opening the black box of physicians’ ethical reasoning: a qualitative study  
Tsuen-Chiaun Tsai1, Peter H Harasym*, Sylvain Codere1, Jer-Chia Tsai1, Der-Fang Chen1 (1Taipei Medical University Wanfang Hospital, Department of Pediatrics, Taiwan; 2Department of Community Health Science, University of Calgary, Canada; 3Department of Medicine, University of Calgary, Canada; 4Department of Internal Medicine, Kaohsiung Medical University, Taiwan; 5Department of Surgery, Cathay General Hospital, Taiwan)

9O/P15 Professionalism behaviours: integration into highstakes assessment in Canada  
Robert S Lee*, David E Blackmore (Medical Council of Canada, Ottawa, Canada)

9O/P16 Professionalism and expectations in first year medical students  
D C M Taylor*, B Royes, E A Jump (University of Liverpool, Centre for Excellence in Teaching and Learning Professionalism in Medical Students, School of Medical Education, Liverpool, United Kingdom)

9P POSTERS

International Medical Education  
Chairperson: Athol Kent (South Africa)  
Location: Hall A (Spektrum)

9P/P1 Evaluation of a new Medical School in International Health  
Alan Jotkowitz*, Shirley Rosen, Yaakov Henkin, Carmi Margolis (Medical School in International Health, Faculty of Health Sciences, B.G.U. in collaboration with Columbia University Health Sciences, The Moshe Prywes Center for Medical Education, Beer-Sheva, Israel)

9P/P2 How can trainee doctors contribute to medical training and education in international training link programmes in developing countries?  
N J Bass*, C Beale, L Mearns (East London and City Mental Heath Trust, Tower Hamlets Centre for Mental Health, London, United Kingdom)

9P/P3 Languages and cultures – possible barriers to international exchange for medical students?  
Hanna Brauner*, Helga Hansson*, Tobias Alfvén (Department of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm, Sweden)

9P/P4 Does medical education from abroad influence professional practice and career?  
Jannecke Wiens Jorslen, Olaf Gjerløw Aasland (NIFU STEP - Studies in Innovation Research and Education, Oslo, Norway)

9P/P5 Professional-, cooperation- and communication skills of internationally trained medical doctors in Norway  
Stefan Kutzsche* Godfrey Pell, Ole T Berg (Ullevaal University Hospital, Dept. of Pediatrics, Oslo, Norway)

9P/P6 The Sudanese Physician Reintegration Program  
S Shannon*, R Crutcher, J Baumber, R Parent, J Clayton, D Duop (University of Calgary, Alberta International Medical Graduate Program, Health Sciences Centre, Calgary, Alberta, Canada)

9P/P7 “A Mission Requires Completion”: an investigation of the motivations of Cuban-trained Sudanese Doctors returning to South Sudan  
R Crutcher*, J Finlay, N Drummond (University of Calgary, Alberta International Medical Graduate Program, Health Sciences Centre, Calgary, Alberta, Canada)

9P/P8 Mansoura-Manchester Programme for Medical Education:  
Saeid Abdel Hady*, Ahmed El-Zeki (Mansoura Faculty of Medicine, Mohandesen City, Mansoura, Egypt)

9P/P9 Dundee Medicine in Malawi Placements Pilot Study (Concept) - (Project in partnership with University of Malawi College of Medicine and Kamuzu Central Hospital Malawi)  
Jon Dowell, Jennifer Harrison, Neil Merrylees* (Tayside Centre for General Practice, Division of Community Health Sciences (CHS), University of Dundee, United Kingdom)

9P/P10 Report on a clinical apprenticeship scheme for refugee doctors  
A Smallbridge* Hanadi-Sari Kouzel (REACHE North West, Salford Royal University Hospital, Salford, United Kingdom)

9P/P11 Establishing a national assessment consortium for the assessment of International Medical Graduates  
David E Blackmore*, M Ian Bowmer (Medical Council of Canada, Ottawa, Canada)
9P/P12 International medical graduates look back on their adaptation training for work in the UK National Health Service
A Das*, B Wilson, J P Fisher (REACHE Northwest, Salford Royal NHS Hospitals Trust, Salford, United Kingdom)

9P/P13 Implementation of a near-peer advisory network for migrating physicians
G Whelan, M van Zanten, A Opalek (Educational Commission for Foreign Medical Graduates, Philadelphia, United States)

9P/P14 Implementation of BaMa structure: The Dutch experience
Hanneke van der Wijngaart*, Bente Jorritsma* (Landelijk Medisch Studenten Overleg (LMSO), Amsterdam, Netherlands)

9P/P15 Bologna needs study counseling in medical education. The Flanders (Belgium) Case
Ruddy Verbinnen* (Faculty of Medicine and Pharmacy - Vrije Universiteit Brussel VUB, Brussels, Belgium)

9P/P16 Redesigned curriculum Of PhD studies
Stevan Popović, Nevena Sečen, Milan Simić, Djordje Považan, Aleksandar Milić, Dubravka Klajić* (Faculty of Medicine Novi Sad, Serbia)

9P/P17 Respect, collaboration and friendship - a mental health link between the UK and Uganda
Cerdic Hall, Nick Bass*, Dave Baillie (East London and The City Mental Health Trust, United Kingdom)

9P/P18 The University of North Dakota School of Medicine and Health Sciences/Norway International Medical Student Exchange Program
Linda M Olson, Robert Beattie and Pamela Knudson (University of North Dakota School of Medicine and Health Sciences, Grand Forks, North Dakota, United States)

1000-1030
Coffee
Location: Hall D (Spektrum)

SESSION 10
1030-1300
10A PLENARY
Meeting student needs
Location: Hall F (Spektrum)
Chairperson: Madalena Patricio (AMEE/Portugal)

The Miriam Friedman Ben David Memorial Lecture

10A1 How can we prepare students for the information flood?
Paul Glasziou (Centre for Evidence-Based Medicine, Department of Primary Health Care, University of Oxford, United Kingdom)

1110-1115
Questions

1115-1145
10A2 Students as a (valuable) resource
Jan Hilgers (University of Cologne, Germany), Emily Rigby (Bristol University, United Kingdom), Paul de Roos (VU Medical Center, Amsterdam, Netherlands)

1145-1150
Questions

1150-1205
Discussion

1205-1240
Spotlights on…
New paradigms for undergraduate medical education
Postgraduate education/CPD
The role and use of simulation in medical education
Assessment
Research in medical education
Student learning
International medical education

1240-1300
Awards
Essential Skills in Medical Education Certificates in Medical Education
Medical Teacher Poster Prize
Patil Awards
Poster Quiz
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<td>Close of Conference followed by light lunch to be served in Hall D (Spektrum)</td>
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<td>1300-1800</td>
<td>Fundamentals of Assessment in Medical Education (FAME) Course</td>
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<td>Research Essential Skills in Medical Education (RESME) Course</td>
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<td>(departs from and returns to Britannia Hotel at 1900 hrs on Thursday 30 August)</td>
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SOCIAL PROGRAMME AND TOURS

All enquiries relating to hotel reservations in Trondheim should be directed to NTNU Videre

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<tr>
<th>NTNU VIDERE</th>
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<tr>
<td>Pavilion A, Dragvoll</td>
<td>Fax: +47 7359 5150</td>
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<tr>
<td>NO-7491 Trondheim</td>
<td>Email: <a href="mailto:amee2007@adm.ntnu.no">amee2007@adm.ntnu.no</a></td>
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<td>NORWAY</td>
<td>Web: <a href="http://www.ntnu.no/videre/konferanse/amee/">www.ntnu.no/videre/konferanse/amee/</a></td>
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A representative will be available at the NTNU Videre Information Desk in the Foyer of Trondheim Spektrum during the conference at the times given on page 6 of this programme.

Cancellation terms for tours and social events

All cancellations must be received in writing by NTNU VIDERE, to email: amee2007@adm.ntnu.no. No refund will be given for cancellations received after 1 June, unless your place is sold to another participant. Refunds will be processed immediately after the Conference.

Social Programme

At the time of going to press, tickets for tours and social events listed below are still available. Advance booking is highly recommended by contacting NTNU Videre. All tours depart for Britannia Hotel Dronningensgate 5, Trondheim, except Boat/Fishing Trip on the Fjord which departs from Ravnkloa Fish Market (see map on page 23).

Tickets will be available for collection from the NTNU Videre desk.

SATURDAY 25 AUGUST

0900-1700 hrs  The Golden Route

“The Golden Route” in the heart of Trøndelag (the area surrounding Trondheim) is an interesting stretch defined by 20 small businesses and sights about 100 km north of Trondheim, along the fjord. The scenic route and dynamic environment of the tour gives you golden opportunities. Here you will find an art gallery, a small sculpture park, ceramic studios, crafts, farm products based on local recipes, and a wide range of activities. The first stop is at Gulburet Farmshop, with refreshments served in what was once the farm’s smithy. We will then take a short walk along Straumen, one of Norway’s strongest tidal currents with a rich bird life, visit the Nils Aas Museum and small sculpture park and a glass art gallery and workshop. The last visit is to Gjørv Farm, which dates back to 1700/1800 as it stands today. Gjørv farms deer on a large scale and there will be a tour of the farm. An excellent lunch of different sorts of deer specialities from their own production will be served before the coach returns to Trondheim.

Tour departs from and returns to: Britannia Hotel, city centre

Price: NOK 800 per person

Includes: Morning refreshments; Lunch (vegetarian option available by prior request); English-speaking guide; coach transport.

1800-2200 hrs  Boat/Fishing Trip on the Fjord

The Trondheimsfjord is the third longest in Norway. Enjoy an evening on board a boat on the fjord with opportunities for fishing or just for enjoying the view and the company. You will experience the city and the landscape from the fjord. A sea food meal will be served on board. Depending on the weather you should bring a sweater and raincoat.

Tour departs from and returns to: Ravnkloa Fish Market, city centre

Price: NOK 700 per person

Includes: Sea food meal (vegetarian option available by prior request).
SUNDAY 26 AUGUST

1300-1600 hrs Sightseeing in Trondheim
A guided tour through the city centre and residential areas, passing Nidaros Cathedral, the Archbishop's Palace, the Royal Residence, the old wharves and the old town bridge, the Folk Museum with its fine collection of old wooden buildings, and some of the old social institutions in Trondheim, the oldest one dating back to 1271. A light lunch will be served at Kristiansten Fort built in 1681, where you can enjoy a spectacular view of Trondheim and its surroundings.
Tour departs from and returns to: Britannia Hotel, city centre
Price: NOK 340 per person
Includes: Light lunch (vegetarian option available by prior request); English-speaking guide; coach transport.

1900-2100 - The Opening Ceremony of AMEE 2007
The official opening of AMEE 2007 will take place in the outdoor courtyard of the Palace. A Light Buffet and drinks will be provided (please note this is not intended as a full meal).
The evening will being at 1900hrs with the Mayor of Trondheim inviting you to a reception in the Arch Bishop's Palace, Scandinavia's oldest secular building. The Palace dates from the twelfth century, and was the Arch Bishop's residence (http://www.nidarosdomen.no/english/) until the Reformation followed by a small historic military tattoo (http://www.grenader.no/). Afterwards, a choir and organ concert in Nidaros Cathedral (http://www.nidarosdomensguttekor.no/english.htm), Norway's national sanctuary will take place. Construction started in 1070, but the oldest parts still in existence are from the middle of the 12th century. The cathedral is the most famous building in Trondheim and is one of Norway's main tourist attractions.
Price: Free of charge for registered participants and registered accompanying persons. A ticket will be provided in your registration pack.

MONDAY 27 AUGUST

1000-1400 hrs Sightseeing in Trondheim
A guided tour of Trondheim and its outskirts with a brief stop at the viewpoints for snapshots. We pass the Cathedral, the Archbishop's Palace, the Royal Residence, the old wharves, the old town bridge and some of the old social institutions in Trondheim, the oldest one dating back to 1271. The tour continues to the Folk Museum at Sverresborg with a guided tour of the museum. The museum has open-air areas with a fine collection of old wooden buildings and old stave church as well as indoor exhibitions. Lunch will be served in the museum's Café Bagle before return to the city centre.
Tour departs from and returns to: Britannia Hotel, city centre
Price: NOK 380 per person
Includes: Lunch (vegetarian option available by prior request); English-speaking guide; entrance to the Folk Museum; coach transport.
Social programme and tours

1930-late Magical Monday'
Instead of the usual formal Gala Dinner held at previous AMEE conferences, this year we are featuring 'Magical Monday' - a major social event with something for everyone! The venue is Trondheim's newly opened 4-floor event house "Rick's café" right in the middle of the city centre. A generous buffet will be served from 1930-2100 hrs followed by a series of musical appearances and stunts! They include jazz, vocal and other contributions which are offered by teachers and past and present students from the Department of Music, NTNU. Additional drinks may be purchased from one of a number of bars, and, for the more energetic, a discotheque floor that can hold 800 people will be open. However there is plenty of other entertainment if disco dancing isn't for you! This is THE EVENT where students and teachers literally may bump into each other!
Price: NOK 475 per person; NOK 375 for registered students

TUESDAY 28 AUGUST

1000-1400 hrs City Walk through 1000 years of history
Accompanied by an official city guide, we take a walk through Trondheim’s 1000 years of history. Its church history is represented by Nidaros Cathedral and the Archbishop’s Palace, its commercial history by the Old Town Bridge, the wharves and the Royal Residence. We pass interesting areas from the Middle Ages and the social institutions at Kalvskinnet, including Trondheim Hospital, the oldest social institution in Scandinavia (founded in 1277). A light lunch will be served in Café Magasinet in the Museum of Natural History and Archaeology which is a part of NTNU.
Tour departs from and returns to: Britannia Hotel, city centre
Price: NOK 340 per person
Includes: Light lunch (vegetarian option available by prior request); English-speaking guide. Please note this tour is conducted entirely on foot, all within the small city centre of Trondheim.
1800-2200 hrs  Hiking in Bymarka

A natural wilderness within the city limits, Bymarka is a paradise for joggers, hikers and skiers. Bymarka offers deep forests, open meadows, cloudberry marshes and sparkling tarns and brooks – all this a stone's throw from Trondheim itself. You and your fellow “hikers”, accompanied by two guides, one of them the forest manager of Trondheim, follow an easy trail to an old farm. On the way there will be a short stop for a cup of coffee. At the farm Lavollen, a two-course dinner with wine will be served. The walk takes about 40 minutes each way. Bus transport both ways between the city center and the hiking area will be provided. Training shoes or similar are sufficient for this tour.

Price: NOK 550 per person

Depart from and return to Britannia Hotel

1800-2200 hrs  Boat trip to Munkholmen with dinner

A short boat trip out to the historic island of Munkholmen, just outside Trondheim. Once a monastery, the island became a prison and fort after the Reformation. Nowadays it is a popular bathing spot. After a guided tour of the old fort, dinner will be served in the cosy restaurant on the island. Eat as much as you want of shrimps, fresh salads and baguettes. Wine, dessert and coffee are also included.

Tour departs from and returns to: Ravnkloa Fish Market in the city centre

Price: NOK 550 per person

Includes: Seafood dinner (vegetarian option available by prior request); Guided tour of the fort; English speaking guide.

WEDNESDAY 29 AUGUST

0930-1330 hrs  Cathedral/Museum Tour

Accompanied by a Trondheim guide you will visit the following places:

• Guided tour of Nidaros Cathedral. Nidaros Cathedral is the national sanctuary of Norway, built over the grave of St. Olav. Work began in 1070, but the oldest parts still in existence date from the middle of the twelfth century. The Archbishop's Palace museum which shows original sculptures from Nidaros Cathedral and archaeological finds from its dramatic history.

• The Norwegian crown jewels and the coronation regalia in the Archbishop's Palace. The tour includes a short walk between the different museums. Lunch will be served in Grenaderen Restaurant. Grenaderen is the nearest neighbour to the Palace, and was an 18th century blacksmith's shop.

Tour departs from and returns to: Britannia Hotel, city centre

Price: NOK 380 per person

Includes: Lunch (vegetarian option available by prior request); English-speaking guide; entrance to the museums as stated. Please note this tour is conducted entirely on foot.

WEDNESDAY 29  −  THURSDAY 30 AUGUST

Kongsval Mountain Lodge and Musk Safari

Kongsval Mountain Lodge is situated on the edge of the Dovrefjell National Park, 900 meters above sea level. The mountain lodge has provided shelter for travellers since 1670. For centuries pilgrims crossed Dovre on their way to Nidaros Cathedral in Trondheim. The Dovre mountains are renowned for their magnificent scenery, unique flora and fauna, and rich cultural history. In the mountains northwest of Kongsval live the legendary musk oxen. These rare, placid plant eaters were reintroduced in the Dovre mountains in the 1930s. Since then the herd has grown slowly but steadily, and now numbers around 200.

Coach departure from Trondheim to Kongsval Wednesday afternoon, approx. 3 hours’ drive. After check-in at the lodge a guide will give you the history of the mountain lodge together with an aperitif, followed by the five-course Kongsval dinner and musical entertainment. After breakfast the next morning experienced guides will take you on a musk safari. The tour will take approx. 5 hours with stops. It is about 10-15 km to walk in easy mountain terrain, depending a little on where the musk are on the day. You will bring with you a lunch packet from the lodge for the tour. On return to the lodge lunch will be served before the coach returns to Trondheim. This is in the mountains, and you should bring a warm sweater, windbreaker/raincoat and good walking shoes/boots for this exciting adventure.

Departure from Trondheim approx. 1500 on 29 August; return to Trondheim approx. 1900 on 30 August. Tour departs from and returns to: Britannia Hotel, City Centre

Price: NOK 3300/3300; 1 double/single room per person

Includes: Transport both ways; overnight stay in single or double room; sightseeing; five course Kongsval dinner with wine and musical entertainment; breakfast; musk safari; tour lunch packet; lunch (vegetarian option available by prior request).
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