



POSTERS EXHIBITION



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SESSION 100

E- LEARNING, INFORMATICS AND SIMULATIONS

- 100.1.1 ■ **Clinical IT environment as resources in a medical curriculum.**
Guy Bisson M.D., M.Sc., FRCP, ABNM; René Hivon PhD.ED.; Martine Chamberland M.D., M. Ed., FRCP
Faculté de Médecine, Université de Sherbrooke
- 100.1.2 ■ **Learning human anatomy.**
Sempere T, Palao J, Jové M, Torrente M, Arredondo Z, Cobos P, Piera, V.
Facultat Medicina. Universitat Rovira i Virgili
- 100.1.3 ■ **Virtual dermatology resident ship.**
P.M. Bloemendaal, S. Eggermont, W. Bergman
Leiden University Medical Center
- 100.1.4 ■ **Developing IT in Primary Care.**
Tony Rennison
LPMDE
- 100.1.5 ■ **Curriculum Information System Knowledge Modeler: The University Of Calgary Approach To Interpretation And Diagnosis (UC-AID) Project.**
Donnon T., DesCôteaux J-G., Lewkonja P., Ayyobi A., Khalil H., Jones A.
University of Calgary
- 100.1.6 ■ **A unique computer based model to determine educational needs.**
Tomalty L., Payne P.
Queen's University
- 100.1.7 ■ **The development of an educational web-based resource for the undergraduate radiation therapy curriculum. Phase I: the development of the textbook.**
Di Prospero L., Spence-Ariemma M.*, Chai M.*, Moyo E.*, Barker R.*, Kane G.+, Bayley A.+, Potvin M.**
The Michener Institute for Applied Health Sciences and the University of Toronto
- 100.1.8 ■ **Fotomedica.com: The WWW that combines medical teaching with the new technologies.**
Soler-González J., Ruiz M.C., Soler-Balagueró J.M., Riba D, Santafé P, Rodríguez-Rosich A.
ABS Balafia-Secà-Pardinyes
- 100.1.9 ■ **Digital photography as a docent tool for family residents.**
Riba D., Soler-González J., Rodríguez-Rosich A, Ruiz M.C.
ABS Balafia-Secà-Pardinyes
- 100.1.10 ■ **Webs-Guide: a virtual tool support for teaching-learning biological, ethic and social aspect of human embryology undergraduate campus course.**
Avila Rodolfo; Samar Maria Elena; Andrómaco Marta
National University of Cordoba, School of Medicine
- 100.1.11 ■ **Intranet support to self-directed learning of the locomotor system anatomy practical activities in the medicine curriculum of the Autonomous University of Barcelona.**
Rodríguez-Baeza, A. and Reina-De la Torre, F.
Autonomous University of Barcelona
- 100.1.12 ■ **Web-based teaching materials: A challenge to traditional views of academic ownership?**
Chara Balasubramaniam, Stephen Harvey & Terry Poulton
St Georges Hospital Medical School
- 100.1.13 ■ **Stimulating self-learning of medicine students through interactive computer programs elaborated by their own partner.**
Hering S. Verónica¹, Barrera B. Claudia¹, Bravo L. Carolina², Rebolledo S. Sandra²
Facultad de Medicina (1Pediatric Teacher, 2Medicine Student)
- 100.1.14 ■ **Determining the effectiveness of web based formative assessments versus classic formative assessments (quizzes) on knowledge and attitude of medical students.**
F. Farshidfar, N. Koleini
Isfahan University of Medical Sciences
- 100.1.15 ■ **Student's opinion of Internet teaching in cardiology.**
Gomez-Arbones X, Ferreira A, Pique M, Roca J, Tomas J, Tomas J, Frutos JL, Vinyas J, Gomez-Arbones X, Ferreira A, Pique M, Roca J, Tomas J, Frutos JL, Vinyas J,
Faculty of Medicine. University of Lleida. Lleida. Spain



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- 100.1.16 ■ **A project of distance learning for nurses.**
Solà Pola M., Molins A., Pulpón AM, Pedreny R., Martínez-Carretero JM
Institute of Health Studies
- 100.1.17 ■ **Implementation of e-learning in Institute for Postgraduate Medical Education in Prague (IPME).**
Vendula Motycková
Institute for Postgraduate Medical Education
- 100.1.18 ■ **Bimodal Education Program in development of clinical practice guidelines in geriatric care.**
S. Blancafort, A.J. Jovell
Fundació Biblioteca Josep Laporte
- 100.1.19 ■ **The Faculty Of Medicine's CIS Project: A Functional Design For An E-Learning Virtual Information System At The University Of Calgary's Undergraduate Medical Education Program.**
T. Donnon, J-G DesCôteaux, H. Khalil, A. Jones
University of Calgary
- 100.1.20 ■ **CAAPS: A case-based course for family physicians. 10 years of experience (1994-2004).**
X. Julià, J. Arranz, J.M. Martinez-Carretero
Institute of Health Studies
- 100.1.21 ■ **Continuing Professional Development in Dermatology, a web-based solution.**
Hugo AP; Van Der Westhuizen, LL; Bam, E; Sinclair, W
University of the Free State
- 100.1.22 ■ **Nursing and Midwifery faculty's opinion on Distance Learning in Medical sciences.**
P. Afshari
Dezful Azad University
- 100.1.23 ■ **Distance learning System Defects.**
P. Assadullahi
Ahwaz Medical Sciences University, Iran
- 100.1.24 ■ **Distance learning, learning styles and medical education: bridging the gaps.**
Smith, C.D. and Whiteley, H.E.
University of Central Lancashire
- 100.1.25 ■ **On-line QC System for blood film morphology evaluation.**
Castella, M. and Vives-Corróns, J.L.
Hospital Clinic i Provincial
- 100.1.26 ■ **Online Learning; what do we know about the learner and the need?**
Lynne Haslett, Pat Payne, Lewis Tomalty
AstraZeneca Canada Inc
- 100.1.27 ■ **Use of a virtual learning environment as a complementary tool for teaching cell biology to a large group.**
A. García de Galdeano, M. Landabaso
Universidad del País Vasco
- 100.1.28 ■ **Virtual Hospital to Improve Management Skills in Nursing.**
Benita S., Levine I., Tevet H., Behar Z., Gun Ushishkin M, Berkenstadt H., Toren O., Ziv A.
Israel Center for Medical Simulation
- 100.1.29 ■ **Advanced Scoring Technology in a Clinical Skills Center for Standardized Patients with Limited Computer Skills.**
Fulper M. and Cantrell M.
University of Arkansas for Medical Sciences Mary Cantrell
- 100.1.30 ■ **The educational effects of the lung sounds auscultation trainer (LSAT).**
Yoshii C., Yamauchi H., Ishimori K., Kaneko H., Kawanami Y., Kido M
University of Occupational and Environmental Health Japan
- 100.1.31 ■ **Development of a Self-Teaching System (STS) for cardiovascular physical diagnosis.**
William E. Thornton, Steven A. Lieberman
The University of Texas Medical Branch
- 100.1.32 ■ **Surgical Interactive Multimedia Modules (SIMMs).**
Mary Ann Hopkins, MD
NYU School of Medicine



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- 100.1.33 ■ **Virtual Lessons Learned: Web-based Patient Simulation in a Distributed Curriculum.**
Justin M. Bonzo
 University of British Columbia
- 100.1.34 ■ **Web-based case studies for instruction of Pediatric Residents.**
Katherine Wesseling, MD
 University of California at Los Angeles
- 100.1.35 ■ **Standardized versus actual in-patients to teach history taking and physical examination skills.**
Gilliland, W. (USUHS), G. Bordage (University of Illinois- Chicago), S. Downing (University of Illinois- Chicago), L Pangaro (USUHS)
 Uniformed Services University of the Health Sciences
- 100.1.36 ■ **Stimulation of the self-learning of medicine students through interactive computer programs elaborated for their own partner.**
C. Barrera Berrocal
 Facultad de Medicina
- 100.1.37 ■ **Integrating handheld computers in clinical education: Development and Evaluation of a PDA centered curriculum in an Internal Medicine Clerkship.**
Soma Wali, MD; Anju Relan, PhD; LuAnn Wilkerson, EdD
 David Geffen School of Medicine at UCLA
- 100.1.38 ■ **Developing IT in Primary Care.**
Tony Rennison
 LPMDE
- 100.1.39 ■ **An integrated unit about bone tissue and osteoporosis: Use of a CD-ROM Atlas and Web Sites as tools support on campus activity during undergraduate 2003 Histology Course.**
Avila, Rodolfo; Andrómaco Marta; Samar, María Elena
 National University of Cordoba, School of Medicine. II Histology, III Diagnostic for Imaging and Radiant Therapy I and II
- 100.1.40 ■ **Using electronic checklists for performance assessment, feedback and course evaluation.**
(1) Schmidts M., (2) Treadwell L.
(1) Institute for medical education, Medical University of Vienna; (2) Skills Laboratory, Faculty of Health Sciences, University of Pretoria
- 100.1.41 ■ **The Association of Standardized Patient Educators (ASPE): Meeting the Needs of a Growing Profession.**
Cantrell M., Anderson D.
 University of Arkansas for Medical Sciences

SESSION 100

INTRODUCING PROFESSIONALISM INTO OUR PROFESSIONS

- 100.2.1 ■ **Upraising standards in effective education approach by training workshop for improving nations medical training system.**
Bozorgzad, A.
 Islamic Azad University
- 100.2.2 ■ **Standardized Patients: Effective Evaluators of Professionalism during an OSCE.**
Gammon, W.
 University of Massachusetts Medical School
- 100.2.3 ■ **Barriers in applying the results of research in nursing & midwifery school.**
Abedi P, Najar SH
 Ahvaz Medical University
- 100.2.4 ■ **The USA Professionalism in Medicine Initiative Ten Years Later.**
Reynolds, MD, PhD, P.
 National Library of Medicine - NIH



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- 100.2.5 ■ **Current Situation of Medical Professionalism in the Curriculum of Korean Medical Schools.**
Chung, C.W., Kim, S.
Pochon CHA University, Bundang Cha Hospital
- 100.2.6 ■ **The Teaching and Learning of Empathy in a Rural Primary Care Clerkship.**
Kristen E Wessel
Oregon Health and Science University
- 100.2.7 ■ **Becoming a doctor: apprenticeship models for learning a professional role.**
Willis, S.
University of Manchester
- 100.2.8 ■ **Medical education beyond patient-physician relationship: an experience from the Esteve Foundation.**
Fèlix Bosch(1,2), Josep-E. Baños(2), Sergio Erill(1)
Esteve Foundation
- 100.2.9 ■ **Enhancing the pre-graduation contact with the real world: the experience of professional tracks in human biology students at Universitat Pompeu Fabra of Barcelona.**
Josep-E. Baños, Aramburu J, Bosch F, Pérez J, Sentí M.
Faculty of Health and Life Sciences. Universitat Pompeu Fabra
- 100.2.10 ■ **Opinions of the people liable to CME program in medical society of Ahvaz,Iran.**
Shakurnia A., Elhampoor H.
Ahvaz University of Medical Sciences
- 100.2.11 ■ **Effectiveness of CME programs in opinions of liable participants in AUMS.**
Afshari, P.
Dezful Azad University
- 100.2.12 ■ **Immunology in Continunce medical education (CME).**
Haghirizadeh, M.
Gondishapoor Medical Sciences University
- 100.2.13 ■ **Professionalism: Instruction, Assessment and Evaluation - Lessons from an Undergraduate Medical Radiation Therapy Program.**
Moyo, E.
The Michener Institute for Applied Health Sciences
- 100.2.14 ■ **Assessing the readiness of students in professional healthcare education for e-learning.**
Lawson M, Bearman M, Jolly B, Kiegaldie D, Roberts C
Monash University
- 100.2.15 ■ **A survey on the process and scale of CME in Ahwaz Medical Sciences University.**
Malayeri, A.
Goondishapoor Medical Sciences University-Ahwaz-Iran
- 100.2.16 ■ **A study on the educational needs of pharmacists in Kashan, Iran.**
Mesdaghinia A., Arbabi M., Akbari H., Parvaresh L.
Kashan University of Medical Sciences
- 100.2.17 ■ **Creating Competencies -- Lessons From Two Professions.**
Professor Charles B. Wiggins, JD, LL.M. Kris Wessel, Ph.D.
University of San Diego
- 100.2.18 ■ **Teaching Professionalism: A New Curriculum.**
Gladys Gonzalez, Esther A. Torres MD, FACP and Debora Silva MD, FAAP
University of Puerto Rico School of Medicine

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ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

- 100.3.1 ■ **Dentist opinions about continous medical education programes in Ahvaz, IRAN.**
Shakurnia, A.
Ahvaz University of Medical Sciences



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- 100.3.2 ■ **Study of the effective clinical teacher characteristics from the perspectives of the students and the teachers in Isfahan Medical Sciences - Nursing and Midwifery School.**
S. Salehi
 Isfahan Medical Sciences University
- 100.3.3 ■ **Effect of clinical supervision program application on nursing students skill from their viewpoint in Isfahan University of medical sciences in 2001.**
A. Khalifezadeh, S. Salehi
 Isfahan Medical Sciences University
- 100.3.4 ■ **Review of the published instruments measuring uncertainty in medical students and physicians.**
Ghosh AK, Beckman TJ, Owan TE, Erwin PJ
 Mayo Clinic College of Medicine
- 100.3.5 ■ **The Academic Support Programme: an educational intervention to help medical students who are failing academically.**
Brown J., Evans D.E.
 Barts & the London School of Medicine
- 100.3.6 ■ **Investigation of Reliability, Validity and Normality Persian version of The California Critical Thinking Skills Test; Form B (CCTST).**
Khalili, H.
 Semnan University of Medical Science
- 100.3.7 ■ **The effect of two educational methods, Classic and Critical Thinking Strategies (CTS), on the stable learning of nursing.**
Khalili H., Babamohammadi H., Hadji Aghadjani S. (MSC)
 Semnan University of Medical Science
- 100.3.8 ■ **Educating doctors within Primary Care.**
John Pitts, MSc(Med Ed) PhD MRCP FRCGP, is Associate Director in Educational Research, NHS (Wessex Deanery) and Honorary Research Fellow, King Alfred's College, Winchester, Robin While, MBBS FRCGP, is Associate Director in Post Graduate General Practice Education, Post Graduate Medical Centre, Royal United Hospital, Combe Park, Bath and Frank Smith, MSc(Med Ed) MRCP FRCGP, is Director in Postgraduate General Practice Education, NHS (Wessex Deanery).
- 100.3.9 ■ **Epidemiology Teaching: student and tutor perceptions.**
Mandy Moffat, Hazel K Sinclair, Jennifer A Cleland, W Cairns S Smith, Ross J Taylor
 University of Aberdeen
- 100.3.10 ■ **Identifying difficulties and supporting students with academic difficulties.**
Cleland J., Chesser A., Arnold R.
 University of Aberdeen
- 100.3.11 ■ **The midwifery students satisfaction from the clinical education guidelines in clinical courses, in Mashad University of Medical sciences 2002-2003.**
Khadivzadeh T., Salari P.
 School of Nursing and Midwifery
- 100.3.12 ■ **Comparison of critical thinking skills level between BSN students in first and second university degree, in Semnan University of Medical Science, Iran-Semnan.**
Babamohammadi H., Khalili H. *(MSC)*
 Semnan University of Medical Science
- 100.3.13 ■ **Case problem based discussion compared with traditional lecturing improves Anesthesiology Residents Year1 comprehensive learning in preoperative assessment.**
Carrero-Cardenal E., Gomar C., Penzo W., Rull M.
 Hospital Clinic. Barcelona University
- 100.3.14 ■ **Faculty members' attitude on lesson planning in The Semnan University of Medical Sciences.**
Saberian, M.
 Semnan University of Medical Sciences
- 100.3.15 ■ **Study of the Internet Condition among the faculty members in Semnan University of Medical Sciences.**
Saberian, M.
 Semnan Medical University



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- 100.3.16 ■ **Student' viewpoint on professor's performance, Method of selection, description of duties and the extent of responsibilities.**
Saberian, M.
 Semnan University of Medical Sciences
- 100.3.17 ■ **Developing inter-professional teaching for doctors in general practice.**
Buckle G., Gregory S.
 LNR Postgraduate Deanery
- 100.3.18 ■ **Assessing Clinical Teaching with Standardized Students: A Feasibility and Validity Project.**
Wilkerson W., Grupperv L.
 University of Michigan
- 100.3.19 ■ **Results of a needs assessment for education in rectal contouring in planning of three-dimensional conformal radiotherapy (3D-CRT) for prostate cancer.**
E. Szumacher, C. Hayter, C. Danjoux, V. Benk
 Toronto Sunnybrook Cancer Center
- 100.3.20 ■ **Using one-way mirror for teaching clinical interview: an experience.**
Arman S.
 Isfahan University of Medical Sciences
- 100.3.21 ■ **The Influence of Teaching Clinical Skills on Instructors' Psychological, Social and Professional Aspects.**
Yamani N.
 Isfahan University of Medical Sciences
- 100.3.22 ■ **Initiation to patient-centered clinical reasoning: an innovation at Laval University Faculty of medicine.**
Côté L., Glenn J., Frenette J., Gingras N.
 Laval University
- 100.3.23 ■ **How can medical students learn self-directedly in the clinical environment?**
Dornan T., Hadfield J., Brown M., Boshuizen H., Scherpbier A.
 Hope Hospital
- 100.3.24 ■ **Medical Student Self-Assessment: The Silent Competency.**
Weiss P.M., Koller C.A., Hess L.W., Wasser T.
 Lehigh Valley Hospital and Health Network
- 100.3.25 ■ **Standardized Patients Trained as Surgeons Receiving Oral Presentations.**
Gammon, W.
 University of Massachusetts Medical School
- 100.3.26 ■ **Promoting work based learning in primary care in the UK.**
Burton J. Dr, Jackson N. Professor
 London Deanery
- 100.3.27 ■ **Pioneer studnets in problem-based learning: informarl support networks during the first few years of their medical studies.**
Michelle McLean
 University of KwaZulu-Natal
- 100.3.28 ■ **Continuing Medical Education to Continuing Professional Development, the Kosovo Experience.**
R. Hedley
 University of Pristina, Kosovo
- 100.3.29 ■ **Communication skills for medical/dental students at the University of Pretoria: A two-year study of the effectivity of a forum theatre method.**
Kruger C., Blitz-Lindeque J., Pickworth G.
 University of Pretoria
- 100.3.30 ■ **"Student Selected Components" (SSCs): threatened opportunities?**
Black, A.
 University of Bristol
- 100.3.31 ■ **Assessment of their learning styles in a group of cardiology medical residents.**
Alves de Lima A., Betatti M., Baratta S., Falconi M., Sokn F., Galli A., Barrero C., Cagide A., Iglesias R.
 Instituto Cardiovascular de Buenos Aires



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- 100.3.32 ■ **Education for clinician scientists: the Cambridge MBPhD programme.**
Wood D.F., Cox T.M., Peters D.K.
 University of Cambridge
- 100.3.33 ■ **Changes in Self-Efficacy During Medical Education: Results of a 4-Year Study.**
Perrot, L.
 University of Arkansas for Medical Sciences
- 100.3.34 ■ **More than the core learning- what fourth year students gained from a community oriented module involving a woman at the end of her pregnancy and through to the child's first three months of life.**
Ann Wylie
 Guy's, King's & St Thomas' School of Medicine
- 100.3.35 ■ **Choosing Pathology: A Qualitative Study of the Influence of Undergraduate Education in Career Choice.**
*Raphael S.J. *, Lingard L.*
 University of Toronto
- 100.3.36 ■ **Continuing Medical Education "Iranian Profile".**
Mahmood Mohammadi, Pante'a Pedram, Ali Akbar Zeinaloo, Mandana Shirazi
 Tehran University of Medical Sciences
- 100.3.37 ■ **The Canadian O.R.E.E.M. (Operating Room Educational Environment Measure) – gathering S.T.E.E.M. (Surgical Theatre Educational Environment Measure) from the Scottish experience.**
Kanashiro J., McAleer J., Roff S.
 University of Dundee
- 100.3.38 ■ **Do family practice resident trainees ask better formulated clinical questions as they advance in their training?**
Bergus GR; Emerson M; Reed DA; Attaluri PA
 University of Iowa
- 100.3.39 ■ **Faculty Development and Clinical Teaching in Medicine.: Developmental process and orientations of a large-scale program aimed at all clinical faculty members.**
Chamberland M., Hivon R.
 Université de Sherbrooke
- 100.3.40 ■ **How to decrease the emotional impact of cadaver.**
Fatemeh Javadnia
 Ahvaz University of Medical Science
- 100.3.41 ■ **Short workshop on teaching improves student ratings of instructors.**
Cook D., Harley D., Pandachuk K.
 University of Alberta
- 100.3.42 ■ **Integrating Communication and Clinical Skills into a Progressive Curriculum: Pearls and Pitfalls.**
G. Desai
 The University of Health Sciences.
- 100.3.43 ■ **Does a Pre-registration nursing IBL curriculum work?**
Hilary Bebb
 APU
- 100.3.44 ■ **The teachers' roles in anatomical dissection.**
Brenner, E.
 Medical University of Innsbruck
- 100.3.45 ■ **Learning Patterns in Medical Students- A study in progress.**
U. Choudhuri, H. McKenzie, N. Reid
 University of Aberdeen
- 100.3.46 ■ **Challenges in osteopathic medical education: technical standards meet accommodations.**
Joseph F Smoley, phd
 NBOME
- 100.3.47 ■ **Human dissection – Student reactions and the meanings attached to it.**
Lamdin R., Kerse N.
 University of Auckland



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- 100.3.48 ■ **Professor and Associate Chair for Pediatric Education.**
Bozynski, M.
University of Michigan Health Systems
- 100.3.49 ■ **The Yorkshire School of Surgery - a pilot for Modernising Medical Careers?**
Ward M.M., Lansdown M.R., Gough M.J.
Leeds Teaching Hospitals Trust
- 100.3.50 ■ **Problem based learning sessions for high school students: are they ready for medical school?**
Centeno Angel, Primogerio Cecilia, Irañeta Dolores
Facultad de Ciencias Biomédicas, Universidad Austral
- 100.3.51 ■ **Turning Teachers into Scholars.**
Morrison C., Mereu L., Kurtz D., Marrie T.
University of Alberta
- 100.3.52 ■ **Medical students' entry to the clinical environment as an experience of transition.**
Mason G., Shacklady J., Davies I., Smithson S., Dornan T.
Hope Hospital
- 100.3.53 ■ **Learning form our Medical colleagues.**
G.C. Skerritt, D.N. Brigden, R.C. Gupta., M.I.Memon
University of Liverpool / NHSE (Mersey Deanery)
- 100.3.54 ■ **Working in Partnership - Training the Trainers.**
David Brigden, Andrew Sackville, Romesh Gupta, Iqbal Memon
University of Liverpool / NHSE (Mersey Deanery)
- 100.3.55 ■ **Bringing Distance Learning Closer - a multi institutional approach to providing CPD for health professionals via an on line supported learning environment.**
David Brigden, Andrew Sackville, Romesh Gupta, Iqbal Memon
University of Liverpool / NHSE (Mersey Deanery)
- 100.3.56 ■ **Student learns from student: an active learning model.**
Salvat I, Monterde S, Montull S
Universitat Rovira i Virgili
- 100.3.57 ■ **Tutor clinical practice nursery. A consensus agreement between teachers and clinical practice nurses professionals.**
Anton M.V., Millan J., Villanueva J.L., Hidalgo C., Otiñano P.
Agencia Lain Entralgo
- 100.3.58 ■ **Multi professional development of a generic consultation skills assessment tool.**
Treadwell I, Van Rooyen M, Eksteen C, White G, Cameron D, Blitz-Lindeque J, Binedell T.
University of Pretoria
- 100.3.59 ■ **Using standardized patients to teach rational drug prescribing.**
Servin Hernandez, D.
Escuela de Medicina. Universidad Panamericana
- 100.3.60 ■ **Journal article writing exercise for medical students using a brief survey during family medicine clerkship.**
Lee S., Jeong HJ., Choi SH., Kim YJ., Baik SW.
Pusan National University, College of Medicine
- 100.3.61 ■ **Teaching the teacher: a course for residents and medical specialists on teaching during clerkships.**
Fluit, L.
UMC St Radboud Nijmegen
- 100.3.62 ■ **Team development for working together in health & social care - a model for newly qualified community based professionals.**
Anderson, E.
Leicester University
- 100.3.63 ■ **Appraising undergraduate medical students - what sort of advice do they need?**
Murdoch-Eaton D, Pell G, Roberts T
University of Leeds



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- 100.3.64 ■ **An Undergraduate Research Program in Health Sciences (BHSc): Reliability, Validity and Student Perceptions of it as a Pre-medical Program.**
Kent Hecker, Claudio Violato
 University of Calgary
- 100.3.65 ■ **Psychological types and learning styles of students entering medicine.**
Bitran, Marcela; Zúñiga, Denisse; Lafuente, Montserrat; Mena, Beltran
 Pontificia Universidad Católica de Chile
- 100.3.66 ■ **Are psychological types and learning styles of medical students relevant to their academic performance? A retrospective study.**
Marcela Bitran, Denisse Zúñiga, Montserrat Lafuente and Beltrán Mena
 Pontificia Universidad Católica de Chile
- 100.3.67 ■ **Psychological types: medical and engineering students are similar, and differ from architecture, psychology and journalism students.**
Marcela Bitran, Denisse Zúñiga, Montserrat Lafuente and Beltrán Mena
 Pontificia Universidad Católica de Chile
- 100.3.68 ■ **The relationship between self-efficacy and academic achievement in medical students.**
Lee YM, Lee MK, Kim BH, Ahn DS, Ham BJ
 College of Medicine, Korea University
- 100.3.69 ■ **What are the best teaching methods in CME programs?**
Mandana Shirazi, Ali Akbar Zeinaloo, Mahmood Mohammadi, Rolf Walhstrom
 Tehran University of Medical Sciences
- 100.3.70 ■ **A comparative study on the opinions of GP's and specialists regarding CME programs in Ahvaz, Iran.**
Motlagh M., Shakurnia A.
 Ahvaz University of Medical Sciences
- 100.3.71 ■ **Learning to Solve Problems in Clinical Practice.**
M. Quintanilla Martínez, Enriqueta Bernaus, Anna Guillamet, Araceli Fernández
 EUI Vall d'Hebron
- 100.3.72 ■ **Effectiveness of sanitary education based on experience workshops and psychopedagogical training.**
J. Hernandez Anguera, X. Ansa Echeverria, J. Basora Gallisa, J.L. Piñol Moreso
 Institut Català de la Salut
- 100.3.73 ■ **Problem based learning in undergraduate teaching of anaesthesiology.**
García-Guasch R, Lucas M, Moret E, Canet J, Llubà C, Meleró A, Llasera R, Massó E, Franco T, Cubells C, Roca G, Hinojosa M, Escudero A
 Hospital Universitari Germans Trias i Pujol
- 100.3.74 ■ **Reform at the out-patient training fields of Hormozgan University of Medical Sciences.**
Safa O., Noorian A., Asghari N.
 Hormozgan University of Medical Sciences
- 100.3.75 ■ **A survey on learning styles of medical students (based on Kolb theory) in Jahrom Medical University.**
Sedighe Najafipour -Mitera Amini - Fatemahe Najafipour - Mohamad Mehdi Edalati
 Medical University
- 100.3.76 ■ **The Impact of the 2003 Severe Acute Respiratory Syndrome (SARS) Outbreak on Medical Students at the University of Toronto (UofT).**
Mark S. Landis, M.Sc. and John W. Bradley, M.D.
 Faculty of Medicine, University of Toronto
- 100.3.77 ■ **Complexity and Educating the Health Professional.**
Dr Jim Price
 Senior Lecturer in Primary Care. University of Brighton
- 100.3.78 ■ **Evaluation of a free election grade about methodology of preparation and presentation of scientific works in Medicine.**
José-Manuel Gómez, Ángel González
 Hospital Universitario de Bellvitge



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- 100.3.79 ■ **Multi-professional Input - health care outcomes on educational needs.**
*Professor M Memon**, David Brigden, Prof R Gupta, Mr M A Memon
 *Preston PCT-NHS, Bolton Institute, University of Central Lancashire, UK. Bolton Institute & Preston PCT & Univ Central Lancs
- 100.3.80 ■ **Propoussal of a new methodology of skills acquisition for pregraduate students in weekly seminars.**
Isabel Fernandez, MD; Federico Ferrando, MD and Enrique Macri MSC (Eng.)
 Facultad de Medicina
- 100.3.81 ■ **Scholars Collaboration in Teaching and Learning.**
*Wolpaw, T., Wolpaw, D., Gelula, M.**
 Case Western Reserve School of Medicine
- 100.3.82 ■ **Learning style as a predictor of academic success.**
Penzo, W.
 Facultad Medicina. UB
- 100.3.83 ■ **Measurement of the capacity for analogical transfer in students of the Faculty of Health Sciences, Trinity College Dublin. Exploration of correlations between capacity to transfer, curricular strategi.**
Kelly M., Shanley D.B, Patterson A., Coffey, S.
 Trinity College Dublin
- 100.3.84 ■ **'It's like shifting sand' – setting up inter professional learning within a secondary care setting.**
Jackson, J.A., Bluteau P.A.S.
 Warwick Medical School, Leicester Warwick Medical Schools
- 100.3.85 ■ **From Spain to England: is cross cultural recruitment a solution to GP shortages?**
Rich Bregazzi, Jamie Harrison
 Postgraduate Institute for Medicine and Dentistry
- 100.3.86 ■ **Jail house doc!: general practitioner registrars training in Frankland.**
Illing, J. van Zwanenberg, T.
 University of Newcastle
- 100.3.87 ■ **Pastoral care: Are things how they should be?**
Taylor, David and Jump, Liz
 The University of Liverpool
- 100.3.88 ■ **Methodological training proposal for biographical-narrative interviews in teaching.**
Sánchez Sánchez F., Sánchez Marín F.J., Molina Durán F., Martínez Ros M.T.
 Gerencia Atención Primaria Murcia. SMS
- 100.3.89 ■ **Juggling concepts in teaching the patient centred consultation.**
Couper, I & Hugo, JFM
 University of the Witwatersrand
- 100.3.90 ■ **Educating professionals: synergy in developing an online unit about assessment and evaluation for legal and health professional educators.**
Lawson M, Kiegaldie D, Webster L, Jolly B, Thomas I
 Monash University
- 100.3.91 ■ **Assessing the learning needs of postgraduate –training tutors in Madrid.**
Álvarez Solanes I, Vicent García D, Carrasco González I, Millán Núñez-Cortés J.
 Agencia Laín Entralgo. Consejería de Sanidad y Consumo. Comunidad de Madrid
- 100.3.92 ■ **The tutor in problem-based learning (PBL). An On-The-**
Zapico Yáñez, F.
 Escuela Universitaria de Enfermería Vall d'Hebron
- 100.3.93 ■ **Increasing Medical Students' Pediatric Clinical Skills in a simulated Environment.**
Skelley, R.
 Dalhousie University
- 100.3.94 ■ **Enhancers and barriers to interprofessional learning and collaboration: reflections of some facilitators.**
Elzubeir M, Feather A, Mitchell J, Forte A, Azeem S, Tatum S, Farrell M.
 City University



POSTERS EXHIBITION

- 100.3.95 ■ **Multi-professional education: the case of the Clinical Pharmacy and Pharmacotherapy Unit of the Faculty of Pharmacy at the University of Barcelona.**
Modamio, P.; Braza, A.J.; Oliva, M.; Sebarroja, J.; Tobaruela, G.; Lastra, C.F.; Mariño, E.L.
Faculty of Pharmacy. University of Barcelona Mariño, E.L.
- 100.3.96 ■ **Learning from reflection: 'Significant Incidents' during the Pre-registration House Officer (PRHO) Year.**
Cavendish, S.
LNR Postgraduate Deanery
- 100.3.97 ■ **Education for Culturally Appropriate Care.**
Danoff, D., Cleveland, E., and South-Paul, J
Association of American Medical Colleges
- 100.3.98 ■ **Effectiveness of a continuing education project for primary health care. Health related quality of life in chronic musculoskeletal diseases.**
Núñez E, Núñez M, Muñoz MD. Gil MC, Muñoz J
Institut d'Estudis de la Salut
- 100.3.99 ■ **Preparing fit for purpose medical consultants - Professional and management development programmes for SpR's.**
Gupta R., Campbell R., Brigden D., Memon I.
Lancashire Teaching Hospitals NHS Trust
- 100.3.100 ■ **Understanding of risk and improvement of diagnostic inferences by students and physicians is possible – how to raise the haze of Bayes?**
Tautenhahn, U., Kube, P., Pelz, J.
Charité Universitaetsmedizin Berlin
- 100.3.101 ■ **The creation of video materials in education for health. A series titled "A healthy ageing".**
Torres Sancho A, Casas Baroy JC*, Vidal M*, Roma JM**, Castro R*, Bonafont A*, Rusiñol J*, Parra R***
Universitat de Vic
- 100.3.102 ■ **Needs assessment of physicians' communication skills about medications: nature of the discussions during clinical encounters and implications for CME.**
Richard, C., Lussier, M.T., Monette, C., Laprise R.
Université de Montréal
- 100.3.103 ■ **Enhancing adult learning, critical appraisal skills and decision making in trainees.**
Prados, D., Leiva, F. Carrion, MT.
Servicio Andaluz de Salud
- 100.3.104 ■ **The integration of basic sciences in the competence-based curriculum of the Faculty of Health Sciences.**
Neto, I., Feroso Garcia, J.
Universidade da Beira Interior
- 100.3.105 ■ **Bridging the gap between basic and clinical sciences: the strategy of the "Organic and Functional Systems" in the Medical Course of the University of Minho.**
Pinto-Machado, J., Tavares, M.A.F.
University of Minho
- 100.3.106 ■ **Physician Assistant and Medical Student Attitudes Toward the Patient-Provider Relationship.**
Marion GS, Rigsby W, Crandall SJ
Wake Forest University School of Medicine
- 100.3.107 ■ **Mentoring and Role Modelling; why not teach about both?**
MacLellan A., Perrault Jean
McGill University
- 100.3.108 ■ **Work hour reforms: Who is doing what and where.**
Woodrow S., Armbruster J., Segouin C.
University of Toronto
- 100.3.109 ■ **Attitudes that favour the self-learning and autonomy in the Problem based learning.**
Etchegoyen, F.; Barrios, M.; Troyano, L. Roman, N.
Universidad Maimonides
- 100.3.110 ■ **"Post-residency program of training in ambulatory care: an educational option".**
Cragno A., Arribas A., Boero S., García Dieguez M.
Hospital de la Asociación Médica de Bahía Blanca



POSTERS EXHIBITION

- 100.3.111 ■ **Lessons Learned in Cross-cultural Medical Skills Training.**
Hollaar, G., Hurley, J., Harasym, P., Crutcher, R.
University of Calgary
- 100.3.112 ■ **Appraisal as a life long learning tool for healthcare professionals.**
*Prof M Memon**, Mr B Gormley, Prof R Gupta, Mr M A Memon
Bolton Institute & Preston PCT& Univ Central Lancs
- 100.3.113 ■ **Impact Of A Multi Faceted Teaching Strategy To Introduce Evidence Based Medicine In A Chilean Medical School.**
Moore, P. Letelier, L
P. Universidad Catolica de Chile
- 100.3.114 ■ **Student Reactions to Peer Physical Examination in an Early Clinical Skills Program.**
Pierce, D., Conn, J., McNair, R. and Dodds, A.
University of Melbourne
- 100.3.115 ■ **Faculty development program on assessment. Experience at The Catholic University of Chile.**
Wright A., Trivino MD X., Valdivieso MD V., Sirhan MD M.
Pontificia Universidad Católica de Chile WRIGHT, A.
- 100.3.116 ■ **Internal medicine residents' views on increasing residency training to four years.**
Thorsteinsdottir B., Chenworth E.C., Tom C.W., Cook D.A., Kennedy C.
Mayo Clinic
- 100.3.117 ■ **Self-esteem, academic requirements and stress in the faculty of medicine careers.**
*Loaiza, R.*1, Altamirano, P.2, Huaquin, V.3*
Universidad Austral de Chile
- 100.3.118 ■ **Motor Skill Learning and Surgical Skill Education.**
Hauge, Linnea S.
Rush University Medical Center
- 100.3.119 ■ **The teaching of integrated pharmacology as an essential foundation of medical pharmacotherapeutics.**
Ramirez-Gonzalez, M.D., Prado-Vega R., Martinez-Viniegra N.
Universidad Nacional Autonoma de Mexico
- 100.3.120 ■ **Analysis of the relation between student learning and student perception of teacher's empowerment and empathy in the classroom.**
Maillard-Ferrer M.E., Ramírez-Arrieta M., Sandoval-Aguilar P., Ramírez-Gonzalez, M.D.
Universidad Nacional Autonoma de Mexico
- 100.3.121 ■ **Programme for information management in nursing studies using problem-based methodology (PBL) at the Escuela Universitaria de Enfermería "Vall d'Hebron" Barcelona.**
M. Teresa Carulla
Escola Universitaria d'Infermeria Vall d'Hebron
- 100.3.122 ■ **The pedagogical training education of nursing tutors.**
Gil M., Maturana S., Muñoz D., Martínez J.M.
Institut d'Estudis de la Salut
- 100.3.123 ■ **A national initiative to improve the quality of the learning and teaching process in undergraduate medical education in the UK.**
Nigel Purcell
Newcastle University
- 100.3.124 ■ **Shifting faculty from a traditional curriculum to Problem-based Learning, the Maimonides experience: the Program for Continuous Improvement.**
Castaño H., Roman N.F., Barrios M., Etchegoyen F., Goizueta M.
Universidad Maimonides
- 100.3.125 ■ **Towards excellence in education in the UK – can government funded initiatives make a real difference?**
Nigel Purcell
Newcastle University
- 100.3.126 ■ **'Blended learning' to facilitate a modern National Health Service.**
Terry Poulton
SGHMS



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- 100.3.127 ■ **Critical Events in Residency Education Programs:**
Russell R., Granich A.
McGill University
- 100.3.128 ■ **Building A Continuum-Of-Education Model In General Practice.**
Raasch B., Darr J
James Cook University
- 100.3.129 ■ **Working with critical incidents: a proposal for a learning diary as a tool for the mentoring of family medicine residents.**
Torán P 3, Montero JJ 3, Arnau J 1, Forés D 2, Cots JM 2, Fornells JM 1, Martínez-Carretero JM 1.
Institut d'Estudis de la Salut
- 100.3.130 ■ **Evaluation of tutor competency by second-year students from the Escuela de Enfermería Vall d'Hebron (EUE).**
Fernández A, Juanola MD, Guillamet A, Bernaus E (Teaching staff of the EUI Vall d'Hebron, Barcelona, Spain)
EUI Vall d'Hebron
- 100.3.131 ■ **Teaching explicit clinical reasoning.**
de Vries Robbé P., Stuyt P.
University Medical Centre Nijmegen
- 100.3.132 ■ **Framework of university methodology: Initiative and cooperation. An approach to participative autonomy in learning.**
Cardona X., Godall M., Costa L., Garcia L., Boixareu R., Pallarés À., Consola F., Vendrell E., Pérez I., Àrias E., Ponsa M., Sebastià M.J.
EUIF Blanquerna-URL
- 100.3.133 ■ **Basis of Radiotherapy and Radiodiagnosis: From Theory to Practice.**
Sabés M., Cladera J., Barnadas R.
F. Medicina, Universitat Autònoma Barcelona
- 100.3.134 ■ **The role of the resident's tutor in the Spanish hospitals: current situation and the future.**
Moran J.M.(1), Pijoan J.I.(1), Martínez A.(1), Urkaregi A.(2)
Hospital de Cruces
- 100.3.135 ■ **PBL vs LBL;an experience teaching molecular biology to first yaer medical students.**
Koleini N., Farshidfar F.
Isfahan University of Medical Sciences
- 100.3.136 ■ **Catalan teaching network in postgraduate medical education. Main issues 1995-2004.**
Fornells J., Berlanga E., Permanent Comission of Catalan Teaching Network
Xarxa de Comissions de Docencia i Assessores de Catalunya
- 100.3.137 ■ **Faculty Development and Clinical Teaching in Medicine.: Framework, implementation process and preliminary results of a large-scale program aimed at all clinical faculty members.**
Chamberland M., Hivon R., Boulé R., Clavet D.
Université de Sherbrooke
- 100.3.138 ■ **Targeting Autonomous Learning: New Approach, New Hopes.**
Agarwal A.K., Dadhich A.P.
Christian Medical College and Hospital

SESSION 100

SOCIETAL NEEDS AND SOCIAL ACCOUNTABILITY

- 100.4.1 ■ **Enablizing the community in health action research: Bridging cultural health action research: Bridging cultural gaps**
Asefzadeh, S.
Qazvin University of Medical Sciences
- 100.4.2 ■ **A survey of junior medical student's attitude toward medicine and its future**
Amini, M., Rezaiee, R., Saber, M
Jahrom medical university Jahrom,Iran



POSTERS EXHIBITION

- 100.4.3 ■ **Measurement of knowledge of medical school graduates about polio eradication in Shiraz and Jahrom medical schools**
Amini, M.
 Jahrom medical university Jahrom,Iran
- 100.4.4 ■ **The attitudes of the receivers of health care services in Fars Province as to the physicians, educational, therapeutic and consultative role.**
Bazrafkan, L., Saberfirozi, M, Dehbozorgian, M, Saber, M
 Shiraz University of Medical Science
- 100.4.5 ■ **Sex and the Surgery: Students attitudes and potential behaviour as they pass through a modern medical curriculum**
Goldie, J., Schwartz L, Morrison J.
 Glasgow University
- 100.4.6 ■ **Need assessment on family planing counseling skills in personel of health centers Mashad, 2003**
Khadivzadeh, T., Navaiian, A
 School of Nursing and Midwifery
- 100.4.7 ■ **Todosvacunados.com**
Álvarez Pasquín, MJ., Mayer Pujadas MA, Morató i Agustí ML, Gómez Marco JJ
 ATICSS
- 100.4.8 ■ **The comparative study on the planning and management of community – oriented medical education in medical schools of Iran and the world.**
Yadavar Nikravesh M., PhD;Jassbi A,PhD;Tabibi S J,PhD; Shams B,MD; Amini A,MD;Akbari M E,MD;Mahmodi M,PhD7;Biabangardi Z,PhD Nikravesh, M.
 Iran University of Medical Scinces
- 100.4.9 ■ **The teaching of cultural diversity in medical schools in the UK and Eire**
Dogra N., Conning S, Gill P, Spencer J and Turner M
 University of Leicester
- 100.4.10 ■ **Cultural expertise” or “cultural sensibility”? A comparison of two ideal type models to teach “cultural diversity” to medical students**
Dogra, N.
 University of Leicester
- 100.4.11 ■ **Medical Education to insert physicians into the labour market (1994-2002)**
Ramos, A.,Dolado R.,Barroso T.,Aliaga J.,Martínez M.,Padrós J.,Bruguera M.
 College of Physicians of Barcelona
- 100.4.12 ■ **Developing empathy in medical students**
Jotkowitz, A., Kohen R, Fadlon J.
 Ben-Gurion University of the Negev
- 100.4.13 ■ **The effect of teaching on the Anxiety Level Among Patients Undergoing Cardiac Catheterization in The Catheterization Center**
Rahnama, S.
 College of Nursing Midwifery
- 100.4.14 ■ **Patient Reference Group – did it make a difference?**
Caron Walker, Rachel Adams, Di Jelley, Jan Illing, Tim van Zwanenberg
 North Tyneside Primary Care Trust
- 100.4.15 ■ **Overseas doctors’ expectations and experiences of training and practice in the UK**
Grant Janet, Helen Jones, Sue Kilminster, Morag Macdonald, Mairead Maxted, Brenda Nathanson, Heather Owen
 Open University
- 100.4.16 ■ **Child massage experience and its repercussion in the family context**
De la Hoz Caballero, M.; Rivera Ferruz, Maribel
 Servei Català de la Salut
- 100.4.17 ■ **Relaxation and Physical Exercise Workshop: A Healthier Way of Life**
De la Hoz Caballero, M.; Rivera Ferruz, Maribel
 Servei Català de la Salut



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- 100.4.18 ■ **The New Consultant Entry Scheme - converting SpRs to Consultants in the UK**
Duff, H., French-Wollen, L., Grout, C. and Shelly, M.
 University of Manchester
- 100.4.19 ■ **Internet and patient's information needs**
Blancafort, S and Jovell, A. J.
 Fundació Biblioteca Josep Laporte
- 100.4.20 ■ **The Deaf Community and Sign Language. A course for understanding different socio-cultural groups.**
Torres, B. (1) Vallès, A. (2)
 Universidad de Barcelona
- 100.4.21 ■ **Focus Group on Strategies for Introducing Community Medicine (CM) in Undergraduate Medical Education in Catalunya.**
Miller R, Viñeta M, Martín C, Basora J.
 Institut d'Estudi de la Salut
- 100.4.22 ■ **¿Does Primary Health Care training received by students influence on choosing Family Medicine as speciality?**
Alberny M, Cots JM, Sanclimens J. Unitat Docent de Medicina de Família i Comunitària de Barcelona. ICS.
 Institut Catala Salut
- 100.4.23 ■ **The training process: a crucial point towards the professionals' health care skills in future.**
Brugulat, P and Anía, O
 Departament de Sanitat i Seguretat Social
- 100.4.24 ■ **Socio-economic status of the patient and doctor-patient communication: does it make a difference?**
De Maesschalck S., Willems S., Deveugele M., Derese A., De Maeseneer J.
 University Of Ghent
- 100.4.25 ■ **Wastage in Medical, Dentistry and Pharmaceutics' students in Mashad University of Medical Sciences**
Dr. Akbar Drakhshan, Talat Khadivzadeh
 Mashad University of Medical Sciences
- 100.4.26 ■ **Assessing the needs and educational methods for general surgeons from participants viewpoints**
Mandana Shirazi, Ali Akbar Zeinaloo, Mahmood Mohammadi and Rolf Wahlstrom
 Tehran University of Medical Sciences
- 100.4.27 ■ **Recommendations of the Canadian Taskforce on IMG Licensure**
*Crutcher, R. *1, Dauphinee, D. *2*
 University of Calgary
- 100.4.28 ■ **Teaching musculo-skeletal medicine to doctors in training for primary care**
Dunbar, A.
 Leeds University School of Medicine
- 100.4.29 ■ **Post Shipman - the role of public in health professionals' education**
Prof M Memon, David Brigden, Prof R Gupta, Mr M A Memon *Preston PCT-NHS*
 Bolton Institute & Preston PCT & University of Central Lancashire. UK
- 100.4.30 ■ **Pre-Course Attitudes Towards a Marginalized Population**
Bonzo, J.
 University of British Columbia
- 100.4.31 ■ **Improving palliative decision making of internists**
David Chivite, Francesc Formiga, Ramon Pujol.
 Associació Catalana d'Educació Mèdica
- 100.4.32 ■ **"A healthy ageing" workshops. An educational intervention proposal directed towards the elderly.**
Casas Baroy JC, Terricabras M, Bonafont Castillo A, Datzira M, Rusiñol Rodríguez J, Vidal M.
 Universitat de Vic Casas
- 100.4.33 ■ **A critical model for social accountability in medical education**
Cawston, PG., Mann, SJ., Morrison JM.
 University of Glasgow



POSTERS EXHIBITION

- 100.4.34 ■ **A novel ambulatory medicine course, integrating specialty clinic and family practice**
Muehlstaedt, M.; Genzel-Boroviczény, O.; Christ, F.
LMU
- 100.4.35 ■ **Developing a partnership to improve the health of the community**
Gupta, R., Brigden, D, Memon, I, Gupta, A
Lancashire Teaching Hospitals NHS Trust
- 100.4.36 ■ **Evaluation of the educational workshops “A healthy ageing”. The users perspective**
Isern Farrés O, Casas Baroy JC, Terricabras M, Montoriol J
Universitat de Vic
- 100.4.37 ■ **Public health medical doctor: academic perceptions vs daily practice**
Fonte, R. and Prudêncio, C.
Escola Superior de Tecnologia da Saúde do Porto
- 100.4.38 ■ **Medical Students Attitude Towards Culture and it's Teaching: A Canadian Perspective**
Clarke, M.
Queen's University
- 100.4.39 ■ **Medical Students' Attitudes about Research as a Career**
Hodgson, CS and Wiener-Kronish, J
Univ. of Calif., San Francisco
- 100.4.40 ■ **Health Care System and Economical Challenges - A One Week Module at the Reformed Curriculum Track at the Charité, Berlin**
Kiessling, Claudia, Rolle, Dagmar, Selim, Dagmar, Upmeier, Hendrike
Reformstudieng Medizin
- 100.4.41 ■ **An Introduction to Medical Studies and First Aid: Strengthening first year medical students' vocation.**
Altamirano Valencia, P, Santander, Gema, Salem, Cristián Podestá, Loreto, Yilorm, Yasna.
Universidad Austral De Chile
- 100.4.42 ■ **Service learning through community based research**
Couper, I.
University of the Witwatersrand
- 100.4.43 ■ **Preparing to Care for the School Aged Child in their Community: School Based Health Clinics.**
Kalet A, Fierman A*, Fisher M*, Ferdman D*, Kachur E ^ , More F ^ , Arbolino S', Tewksbury L*, Hoover W*, Anderson M**
New York University School of Medicine
- 100.4.44 ■ **Educating for patient safety: building on reflection on practice, introducing interdisciplinary education.**
Hinrichs M., Harper G.
Harvard Medical School

SESSION 100

BEME

- 100.5.1 ■ **Internal medicine residents' viewpoint and understanding of evidence based medicine in Shiraz Medical School.**
Mohsen Moghadami, Mitra Amini
Shiraz Medical University
- 100.5.2 ■ **Effect of Physician Communication on Health in Oncology.**
V. Terri Collin
University of Calgary
- 100.5.3 ■ **Impact of Nurse Assistance on the Management of High-risk CV Patients in Primary Care Setting.**
(1) Maja Bujas-Bobanovic, MD, MSc; (2) Robert L. Thivierge, MD; (1) Réjean Laprise, PhD
(1) Aventis Canada, (2) Université de Montréal



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SESSION 100

ASSESSMENT AND EVALUATION

- 100.6.1 ■ **The situation Of Teachers evaluation at Kermanshah University Of Medical Sciences**
Sh Iranfar, B Izadi, M Iranfar.
Kermanshah University of Medical Sciences
- 100.6.2 ■ **The teachers,communication skills and its relationship with teachers,evaluation**
SH Iranfar, F Azizi, N Valaee
Kermanshah University of Medical Sciences
- 100.6.3 ■ **Evaluation of communication skills in physicians, Shiraz, Iran,1999.**
Rezaee,r. Hosseini,j. Valaee,n.
University Of Medical Scienses
- 100.6.4 ■ **Measurement of correlation between educational performance and verbal and nonverbal communication skills in Jahrom medical teachers**
Amini, M., Najafipoor, Sedigheh
Jahrom medical university Jahrom,Iran
- 100.6.5 ■ **Establishment of new evaluation and accreditation system for Graduate Medical Education (postgraduate medical training) in Iran**
Masood Naseripour MD, Azim Mirzazadeh MD, Kamran Yazdani MD, MPH, Behirokh Raisi MD, MPH, Masoumeh Haghighi MD,
Iranian Council for Graduate Medical Education
- 100.6.6 ■ **Assessment of clinical education of medical interns in internal medicine wards of Shiraz medical university**
Moghadami, Mohsen, Amini, Mitra
Shiraz Medical University
- 100.6.7 ■ **The quality survey of medical students and assistants practice in history taking and physical examination of patients.**
Kahooei, M. Hasani Shariat Panahi Shoherh.
Semnan Medical Sceinces University
- 100.6.8 ■ **Priority of medical education objectives in basic sciences from the students, point of view**
Bazrafkan, L., Nikseresht, A., Bazargany, A.
Shiraz University of Medical Science
- 100.6.9 ■ **Determine stressor in the first clinical experience.**
Asemanrafat, N.
University
- 100.6.10 ■ **Comparing motivation of the nursing – midwifery students with the other fields related to medical sciences students for the continuing of education in the master**
Aminalsadat, A.
University
- 100.6.11 ■ **Investigating the midwifery students least availability to learning needs**
Ehsanpour, S.
Medical Sciences University
- 100.6.12 ■ **How do we assess clinical teaching? A thematic review of reliable and validated instruments**
Beckman, T., Ghosh, A., Cook, D., Erwin, P.
Mayo Clinic
- 100.6.13 ■ **Evaluation of senior medical studentsopinions about surgical education in Medical University of Esfahan.**
Hosseinpour M.(MD), Behdad A.(MD)
Kashani Hospital
- 100.6.14 ■ **Web-based Clinical Performance Assessment Model Development.**
Kwon, Hyungkyu, Lee, Giljae, Lee, Eunjung
Kyungsung University



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- 100.6.15 ■ **Developing and Validating an Objective Structured Clinical Examination Station to Assess Evidence-Based Medicine Skills**
Gruppen, LD, Frohna, JG, Mangrulkar, RS, Fliegel, JE
University of Michigan
- 100.6.16 ■ **Comparison of intern,s attitude related to social Medicin**
Jalili, Z.
Assitant Proffesor
- 100.6.17 ■ **Tools to assess communication skills**
Clèries, X., Kronfly, E., Barneda, N., Ros, E., Martínez-Carretero, J.M.
Institute of Health Studies
- 100.6.18 ■ **Lengthy permanence of students in the Medicine Course of studies.**
Breglia R.,, Catarivas V Álvarez, S., Cabalier M.E.D de. Corigliani, S., Dionisio, M.
Facultad de Medicina
- 100.6.19 ■ **Designing and Implementing an Institutional Assessment Plan**
Hvidsten, L., Threinen, N.
Northwestern Health Sciences University
- 100.6.20 ■ **Delivering GP appraisal in the UK-views of appraisers**
Jelley, D., Illing J
University of Newcastle
- 100.6.21 ■ **Surgical-pathological correlation in acute appendicitis: experience matters**
Lim, J., Shum, L.
Changi General Hospital
- 100.6.22 ■ **A comparative study about results of clinical skills assessment**
Molins Mesalles, A., Solà, M., Pulpón, A., Juncosa, S., Marinez Carretero, JM
Institute of Health Studies
- 100.6.23 ■ **Faculty Evaluation:true or false**
Abdolreza Jahanmardi, Morteza Haghirzadeh Roodan, Hayat Mombeini, Roya Jahanmardi
Ahwaz Medical Sciences University
- 100.6.24 ■ **Can Clerkship Learning Be Horizontally Integrated?**
SL Hider, J Hadfield, D. Powley, S.Brown and T. Dornan
University of Manchester
- 100.6.25 ■ **Evaluation of a new program in International Health and Medicne**
Jotkowitz, A., Gaaserud, A., Heath, M., Bonawitz A., Gidron, Y., Margolis, C., Henkin, Y.
Ben-Gurion University of the Negev
- 100.6.26 ■ **Primary mental health care and measuring physician ability to identify pediatric mental health issues.**
Cawthorpe, D.
University of Calgary
- 100.6.27 ■ **Core Skills in Women's Health- Outcome Evaluation**
Carr, S.
University of Western Australia
- 100.6.28 ■ **Assessment of academic staff evaluation program**
Rahimi, B., Zarghami N
Oromiyeh University Of Medical Science
- 100.6.29 ■ **Explicit transferable skills teaching: does this affect student attitudes or performance in the first year at Medical School?**
Whittle, S. R. & Murdoch-Eaton, D.G
University of Leeds
- 100.6.30 ■ **Are Case Reports useful in Assessment?**
Round, J.
St. George's Hospital Medical School
- 100.6.31 ■ **The Use of Video to Evaluate Clinical Skills in Paediatrics**
Round, J.
St. George's Hospital Medical School



POSTERS EXHIBITION

- 100.6.32 ■ **Modification of U.B. Dentistry clinical cycle student's beliefs in Pharmacology**
Sanchez, S.
Universitat de Barcelona
- 100.6.33 ■ **QFD and continuing medical education**
Ruiz de Adana Perez R., Agrait Garcia P., Carrasco Gonzalez I., Duro Martinez JC., Rodriguez Vallejo J M., Millan Nuñez Cortes J
Agencia Lain Entralgo
- 100.6.34 ■ **Outcome of quality assessment of a cardiology residency as a result of joint brainwork of graduates and their present medical chiefs**
Alves de Lima, A., Terecelan, A., Nau, G., Botto, F., Trivi, M., Thierer, J., Belardi J
Instituto Cardiovascular de Buenos Aires
- 100.6.35 ■ **Peer Participant Observation of Teaching (PPOT)**
Dowie, A., Duffy, R., Dowell, J.
University of Dundee
- 100.6.36 ■ **Survey on educational programmes for resident physicians**
Tutosaus, J.; Martínez-Brocca MA, de la Higuera JM, Díaz-O J, Morales-Méndez S, Barroeta J.
Hospitales UU. V. Rocío
- 100.6.37 ■ **Five Years of Accredited Continuing Medical Education at the Academy of Medical Sciences of Catalonia and the Balearics**
Reig, J.
Academia de Ciències Mèdiques de Catalunya i de Balears
- 100.6.38 ■ **Assessing the Generic Skills of SpRs**
McMillan, J.
The Yorkshire Deanery
- 100.6.39 ■ **Peer-Assessment and Tutor-Assessment in PBL Tutorials: Is there a relationship?**
Mona Al-Shamlan, Raja Bandaranayake, Usha Nayar*
College of Medicine, Arabian Gulf University
- 100.6.40 ■ **Facilitating PPd using a learning portfolio: experience in a new UK medical school**
Roberts, JH.
University of Durham
- 100.6.41 ■ **The evaluation of a medical curriculum: using the methods of programme evaluation to align the planned with the practised curriculum.**
Wasserman, E.
University of Stellenbosch, Republic of South Africa
- 100.6.42 ■ **A pilot study on world federation for medical education(wfme) standards on basic medical education in Iran**
Malakan Rad, E.
Educational Development Center of Kashan University of Medical Sciences
- 100.6.43 ■ **The Effect Of Testing Progress Within A Traditional Clinical Course**
Badcock, L., Dennick, R.
Derbyshire Royal Infirmary
- 100.6.44 ■ **Assessment of educational program quality in tehran university of medical sciences and health services, according to the referendum from the graduates**
Farzianpour, F.
School Of Public Health Tehran University Of Medical Sciences And Educational Development Center
- 100.6.45 ■ **Relationship between student self-evaluations and evaluations by examiners in OSCE**
Ueno, T.
Kurume University
- 100.6.46 ■ **OSCE: Challenging Korea's Medical Evaluation System**
Lee Y., Ahn Ds, Kim Mk
College of Medicine, Korea University
- 100.6.47 ■ **Assessing clinical analysts' competence**
Blay, C.; Ros, E.; Julià, X.; Juncosa, S.; Martinez-Carretero, J.M.
Institute Of Health Studies



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- 100.6.48 ■ **Criterion Audit – Dilemmas in teaching and assessment**
Murphy, D., Lough, M.
 NHS Education for Scotland
- 100.6.49 ■ **The relationship between group productivity, tutor performance and effectiveness of PBL**
Dolmans, D., Riksen, D. & Wolfhagen, I.
 University of Maastricht
- 100.6.50 ■ **Improving Clinical Competence in Health Issues in a Third Year Pediatric Clerkship**
Bonet, N., Márquez, M.
 University of Puerto Rico, School of Medicine
- 100.6.51 ■ **What is being assessed?-A case study from Sri Lanka**
Karunathilake, I., McAleer, S., Davis, M.H.
 University of Dundee
- 100.6.52 ■ **Do curriculum changes to a Paediatric Post-Graduate Program (PPGP) provide appropriate learning experiences?**
H.Amin, R.B.Scott, P.Veale, J-F. Lemay. Department of Paediatrics
 University of Calgary
- 100.6.53 ■ **How do standardized patients assess students communication skills using a Global Rating?**
A. Froehmel, I. Muehlinghaus, S. Scheffer, H. Ortwein, W. Georg, W. Burger
 Reformstudiengang Medizin, Charité Medical School Berlin
- 100.6.54 ■ **The Effect of Educational Stressors on the General Health of the Medical Residents**
Khajehmougahi, N.
 Ahwaz University Medical Sciences
- 100.6.55 ■ **Formative Assessment— Uses by Students at the University of New Mexico School of Medicine**
Kalishman, Summers, Timm, Craig, McCarty, Teresita, Mines, Jan, Serna, Lisa
 University of New Mexico School of Medicine
- 100.6.56 ■ **The Freshstart Simulated Surgery and the EU Doctors Induction Scheme**
Burrows PJ, Khan AA, Trafford P, Jackson N
 Royal College of General Practitioners
- 100.6.57 ■ **Temperament, character, and academic achievement in medical students**
Lee, Ym, Ham, Bj, Lee, Ka, Ahn, Ds, Kim, Mk, Choi, Ik, Lee, Ms
 College Of Medicine, Korea University
- 100.6.58 ■ **Senior Lecturer in General Practice**
Williamson, M.
 Otago Medical School
- 100.6.59 ■ **High states undergraduate OSCE?s: what do you do for students who require supplementary examinations?**
Worley, P. and Prideaux, D.
 Flinders University
- 100.6.60 ■ **Use of student feedback by clinical teachers: evaluating evaluation?**
Boggis, C., Sarah Smithson
 Manchester University
- 100.6.61 ■ **Using portfolios to develop and assess student autonomy and reflective practice**
Toohy, SM, Hughes CS, Kumar RK, O'Sullivan AJ, McNeil HP
 University of New South Wales
- 100.6.62 ■ **Learning medicine in primary care: what do final year students think?**
Pearson, David, Lucas, Beverley
 Bradford City Teaching PCT
- 100.6.63 ■ **Facilitating the integrated small group Tutorial: The University of Transkei (UNITRA) experience.**
Iputo, J.
 University of Transkei
- 100.6.64 ■ **Involving students in standard setting procedures for OSCE's?**
Georg, W.; Scheffer, S.
 Charité - Universitätsmedizin Berlin



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- 100.6.65 ■ **Clinical Skills Assessment at Medical Schools in Catalonia (Spain) in the year 2003**
Viñeta M, Kronfly E, Gràcia L, Majó J, Prat J, Castro A, Bosch JA, Urrutia A, Gimeno JL, Blay C, Pujol R, Martínez JM.
Institut d'Estudi de la Salut
- 100.6.66 ■ **Advanced OSCE Osaka Trial –Statistical Analysis of assessment**
Yoshida, L., Inutsuka, H., Abe, Y., Otaki, J., Ohno, R., Kuramoto, S., Saito, N., Tanabe, M., Tsuda, T., Deguchi, H., Nakajima, H., Ban, N., Fukushima, O., Fujisaki, K., Yoshida M. and Hatao, M. Kurume
Univ School of Medicine
- 100.6.67 ■ **Is it possible to conduct high-stake oral examinations in a reliable and valid way for small numbers of candidates with limited resources?**
Westkämper R1, Hofer R1, Weber M2, Aeschlimann A3, Beyeler C4
University of Bern
- 100.6.68 ■ **Using real patients in clinical examinations: A questionnaire study**
Williams, S., Lissauer, T.
Royal College of Paediatrics and Child Health
- 100.6.69 ■ **Educational assessment of consultation competence**
McKinley, R., Turner J.H.
University of Leicester
- 100.6.70 ■ **Who teaches in teaching hospitals and why?**
Turner C, Shonibare T, Jones R, Wipliez M and Belfield P
Leeds Teaching Hospitals
- 100.6.71 ■ **Comprehensive Assessment of Specialist Competence: An Integrated Model of Evaluation**
Gary Cole, MA, Ph.D.
Royal College of Physicians and Surgeons of Canada
- 100.6.72 ■ **Assessment of Medical Students' Competence in Clinical Breast Examination**
Margaret C. Duerson, Ph.D., Jacqueline K. Woodard, ARNP, Rachel Boulmay, M.D., Lou Ann M. Cooper, M.A.E. and Rebecca R. Pauly, M.D.
University of Florida
- 100.6.73 ■ **Student Attitudes About Clerkship Quality: What Makes a Difference?**
Baillie, S., Relan, A
David Geffen School of Medicine at UCLA
- 100.6.74 ■ **Curricular Reform: Student Attitudes Towards Expansion of Problem Based Learning Tutorials**
Baillie, S.
David Geffen School of Medicine at UCLA
- 100.6.75 ■ **A Meta-Analysis of the Published Research on the Predictive Validity of the MCAT on Medical Students Cognitive and Non-Cognitive Outcome Measures**
Donnon, T., Violato, C., Oddone Paolucci, E.
University of Calgary
- 100.6.76 ■ **Variation on a theme: the use of standardized health professionals (shp) in an objective structured clinical examination (OSCE) in neonatal-perinatal medicine**
Brian Simmons, Ann Jefferies, Deborah Clark, Jodi McIlroy, Diana Tabak and Program Directors of the Neonatal-Perinatal Medicine Programs of Canada (2002-03)
University of Toronto
- 100.6.77 ■ **The Achievement of Safe and Effective Clinical Outcomes: A Measure of Student Performance.**
Williamson, M., Otago Medical School, Dr Martyn Williamson, Senior Lecturer in General Practise, Dunedin School of Medicine
- 100.6.78 ■ **Looking Back: Retrospective Self-evaluation of Feedback Skills**
Harrison, A., D'eon, M., Nation, J., Sadownik, L., Harasym, P.
University of Calgary
- 100.6.79 ■ **Clinical skills assessment in medical last year students: analysis of a six years experience**
Descarrega-Queralt, R., Blay-Pueyo, C., Solà-Alberich, R., Castro-Salomó, A., Vidal-Marçal, F., Masana-Marín, L.
Facultat de Medicina. Universitat Rovira i Virgili



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- 100.6.80 ■ **In what competence component of an OSCE test Family and Community Medicine residents obtain better results?**
*Ruiz E**, *Cots JM**, *Sellares J**, *Florensa E**, *Saenz JI**, *Gámez X***, *Rodríguez MA***, *Sanchez Chamorro, Emilia***
Institut Catala Salut
- 100.6.81 ■ **Assessment of the construct validity of an OSCE test when finishing residency training through the results of a survey**
*Florensa E**, *Cots JM**, *Sellares J**, *Ruiz E**, *Saenz JI**, *Gámez X***, *Rodríguez MA***, *Sanchez Chamorro, Emilia***
Institut Catala Salut
- 100.6.82 ■ **Use of an intranet for the development of cases to be used in a objective structured clinical examination test**
*Cots JM**, *Sellares J**, *Florensa E**, *Ruiz E**, *Gámez X***, *Rodríguez MA***, *Sanchez Chamorro, Emilia***, *Saenz JI*
Institut Catala Salut
- 100.6.83 ■ **Assessment at the end of the residency training: pilot study through an OSCE test**
*Cots JM**, *Sellares J**, *Florensa E**, *Ruiz E**, *Saenz JI**, *Gámez X***, *Rodríguez MA***, *Sanchez Chamorro, Emilia***
Institut Catala Salut
- 100.6.84 ■ **Effect of the OSCE test on the final score in Family and Community Medicine in multiple consecutive locations**
*Florensa E**, *Cots JM**, *Sellares J**, *Ruiz E**, *Saenz JI**, *Gámez X***, *Rodríguez MA***, *Sanchez Chamorro, Emilia***
Institut Catala Salut
- 100.6.85 ■ **Relationship of length of post-graduate training to candidate performance on a high stakes clinical examination**
Wood, TJ, *Smee, SM*, *Blackmore*
Medical Council of Canada
- 100.6.86 ■ **General physician view about communication skills & patient education in Shiraz –Iran**
Najafipour, F.
Valfajr Health Center
- 100.6.87 ■ **The Impact of the Eighty Hour Work Week on The House Staff at a Large University Affiliated Community Based Teaching Hospital**
Best, K., *Weiss, P.*, *Koller, C.*, *Hess, L.W.*
Lehigh Valley Hospital
- 100.6.88 ■ **Opinion of the students about a graduate clinical exam with real patient**
Dra. Ma. Eugenia Ponce de León, *Dra. Ileana Petra Micu*, *Dr. Armando Ortiz Montalvo*
Universidad Nacional de México, Medical School
- 100.6.89 ■ **Evaluation of an intervention to improve teaching skills in case analysis of randomly selected cases.**
Evans, A., *Ormston, B.*, *Dunbar, A.*, *Taylor, G*
University of Leeds
- 100.6.90 ■ **Evaluation instrument for clinical nursing training**
Guitard Sein-Echaluce, Luisa, *Subira Garrido, Alba*, *Grau Armengol, Teresa*, *Pedrol Aige, Teresa*, *Ribe Gracia, Anna*, *Taules Bravo, Yolanda*
Universitat de Lleida
- 100.6.91 ■ **A survey of Educational quality in the view of Medical student in Medical science University of Shiraz**
Najafipour, Se.
Medical University
- 100.6.92 ■ **Developing Continuing Professional Development through Student Education**
Shann, S. Lowe, J.
Northumbria University



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- 100.6.93 ■ **International medical graduates in Australia: Assessment for hospital practice (2: A practical test of safety and competence)**
Elliot S3, Conn J3, Robertson K3, Dodds A3, McGrath B2, Kanaris A2, Nestel D1, Jolly B1, Graecen J4, Tiller J5, Dancer A5, Findlay D6, Flanagan B7, Harrison J7, Paltridge D8
 Monash University
- 100.6.94 ■ **Developing of a Competency Based Student Assessment Tool to Facilitate the Acquisition of Life long learning skills**
Lowe, J. Shann S.
 Northumbria University
- 100.6.95 ■ **International medical graduates in Australia: Assessment for hospital practice (4: The structured behavioural interview)**
Kanaris A2, Flynn E3, Sutton B2, McGrath B2, Jolly B1, Jordon C2, Nestel D1, Elliot S3, Graecen J4, Tiller J5, Dancer A5, Findlay D6.
 Monash University
- 100.6.96 ■ **International medical graduates in Australia: Assessment for hospital practice (3: A written test of safety and competence)**
Jolly B1, McGrath B2, Jordon C2, Kanaris A2, Nestel D1, Elliot S3, Flynn E3, Graecen J4, Findlay D5.
 Monash University
- 100.6.97 ■ **The pharmacognosy post graduate core curriculum revision project in Iran**
Asghari, G.
 School of Pharmacy
- 100.6.98 ■ **Determining the effective factors one the educational achievement of the students of Jahrom medical university**
Sedighe Najafipour -Noriachtar Danesh - Fatemahe Najafipour- Azam Najafipour
 Medical University
- 100.6.99 ■ **Creating a Core Curriculum in Pain Management**
Ortwein, Michael Schenk, Andreas Kopf
 Charité Medical School Heiderose
- 100.6.100 ■ **Sir James Paget: Founding father of research in medical education**
McManus, Chris.
 University College London
- 100.6.101 ■ **Model for outcome-based evaluation of instructional effectiveness with different cohorts**
Pachev, G., Shah, A., Lara-Guerra, H., Koval, V., & Quayumi, K.
 University of British Columbia
- 100.6.102 ■ **Orientation to assessments: A transition OSCE for first year medical students**
Halley E, Nestel D
 Monash University
- 100.6.103 ■ **Successful use of senior medical students as examiners in an objective structured clinical examination**
Amaral, F.
 UNAERP-USP
- 100.6.104 ■ **Maintenance of clinical skills by medical students. A cohort study**
Amaral, F.
 UNAERP-USP
- 100.6.105 ■ **The Use of On-Line Formative Assessments to Enrich Learning in an Integrated Medical School Curriculum**
Krasne, S., Relan, A., Fung, C-C., and Drake, T.A.
 University of California, Los Angeles
- 100.6.106 ■ **Recognizing Contributions To Medical Education.**
D. Wolpaw M.D.; T. Wolpaw M.D.
 Case School of Medicine
- 100.6.107 ■ **Starting Work - Ready or not? Views of commencing medical interns on the skills developed during their undergraduate program**
Lindley, J., Liddell, M.
 Monash University



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- 100.6.108 ■ **Influence of the APLS and PALS courses on self-efficacy in paediatric resuscitation**
*Turner, N.M., Paediatric Anaesthesiologist, Dierselhuis, M.P., Final year Medical Student, Draaisma, J.Th.M., Paediatricanten Cate, Th.J., Professor in Medical Education
 Wilhelmina Children's Hospital*
- 100.6.109 ■ **Learning Portfolios in Undergraduate Medicine**
*Jan Islei, Claire Lane and David Brigden
 University of Liverpool / NHSE (Mersey Deanery)*
- 100.6.110 ■ **Towards the promotion of quality in Medical Education at the Faculty of Medicine of the University of Porto (FMUP): Connecting the Evaluation Process with the Proposal of an Innovative Curriculum of t**
*Tavares, M.A.F., Bastos, A., Sousa-Pinto, A.
 Faculty of Medicine University of Porto*
- 100.6.111 ■ **Students' perceptions of learner-centered, small group seminars on medical interview.**
*Saiki, T., Mukohara, K. Abe, K. Ban, N.
 Nagoya University Hospital*
- 100.6.112 ■ **Formal education in the early years of postgraduate training: has the pendulum swung too far?**
*Agius, S J., Willis, S, Mcardle, P, O'Neill, P
 University of Manchester*
- 100.6.113 ■ **Geriatrics OSCE: 4 first editions in Catalonia**
Arnau J, Gràcia L*, Altimir S**, Miralles R**, Vázquez O**, Cervera AM**, Blay C*, Martínez-Carretero JM*
 Institut d'Estudis de la Salut*
- 100.6.114 ■ **Tracking the Professional Socialisation of Beginning Undergraduate Midwifery Students**
*Lawson, M., McKenna, L., McIntyre, M.
 Monash University*
- 100.6.115 ■ **Self Audit as an Educational Tool: Tutors First**
*Ezquerro M, Avellana E, Calvet S, Morera C, Tamayo C, Vila M^a A.
 Consorci Sanitari de Terrassa*
- 100.6.116 ■ **Educational Progress of Daily And Evening Students in Medical Records**
*Arabzadeh, A., Khudayar, F.
 Ahwaz Medical University*
- 100.6.117 ■ **A Formal Remediation Programme for Medical Students Failing the Clinical Assessment at Their Graduating Examination**
*Feather A, Hayes K.
 St George's Hospital Medical School*
- 100.6.118 ■ **Which factors are associated with the evaluation of a post-graduate course in public health?**
*Revuelta Muñoz, E., Farreny Blasi, M, Godoy Garcia, P.
 Institut Català de la Salut*
- 100.6.119 ■ **Structured Communication Adolescent Guide (SCAG): Extension of Reliability and Validity to Residents and Physicians**
*Dr. Kim Blake, Mr. Matthew Kutcher
 IWK Health Centre*
- 100.6.120 ■ **Catalan OSCE in Paediatrics, 2002**
*Descarrega-Queralt, R., Ros, E., Rivera, P., Monzón, MC., Van Esso, D., Molina, V., Rodrigo, C., Pintos, G., Moraga, F., Edo, A., Luaces, C., Verdaguer, J. Julià, X.
 Facultat de Medicina. Universitat Rovira i Virgili*
- 100.6.121 ■ **Selecting Interviewers for OB/GYN Residency Applicants: Getting the Most Bang for the Lost Buck**
*Pablo C. Argeles, MD, MPH, Patrice M Weiss, MD, Craig A. Koller, BS, Kerry Meagher, Thomas Wasser, PhD, L. Wayne Hess, MD Argeles, p."
 Lehigh Valle Hospital*
- 100.6.122 ■ **The Austrian GP Licensing Examination -- An Analysis of Metadata and a Discussion of Possible Consequences**
*Thomas Link, Michael Schmidts, Martin Lischka
 Med Univ of Vienna*



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- 100.6.123 ■ **Development of a Multiple Choice Instrument to Assess Characteristics of Candidates for Admission to an Undergraduate Pharmacy Degree Program**
Lesley Lavack and Richard Braha
University of Toronto
- 100.6.124 ■ **Performance Of 4 Consecutive Cohorts Of Year 5 Medical Undergraduates In A 10 Station OSCE**
Niels Illum, Anne Lindebo Holm, Henrik Thybo Christesen and Steffen Husby
University of Southern Denmark
- 100.6.125 ■ **Managing change in postgraduate medical education: what the consultant saw**
Agius, S.J., Willis, S., Mcardle, P., O'Neill, P.A.
University of Manchester
- 100.6.126 ■ **Evaluation of the educational workshops “A healthy ageing”. A health professional’s perspective.**
Casas JC, Isern O, Vall Mayans M, Torres A, Terricabres M, Datzira M, Rusiñol J, Vidal M, Martínez R, Puigbí M, Picas R, Danés J, Jaumira E, Rovira A, Rovira E, Castro Rb, Montoriol J
Universitat de Vic
- 100.6.127 ■ **Looking for improving Continual Medical Education (CME)**
Álvarez Molina Esperanza, Jiménez Ojeda Belén, Prados Castillejo José Antonio, Valverde Gambero Eloísa, Villanueva Guerrero Laura
Agencia de Calidad Sanitaria de Andalucía
- 100.6.128 ■ **A Three Factor Model Underlying the Practice of Optometry: A Confirmatory Factor Analysis**
Claudio Violato and Anthony Marini
University of Calgary
- 100.6.129 ■ **Knowledge assessment at the FCS: from goal setting to student feedback**
Neto L, Costa R., Campos M., Feroso J.
Universidade da Beira Interior
- 100.6.130 ■ **Teacher role profile at the Faculty of Medicine of the University of Porto: teacher’s and student’s perceptions as a way to collect data for self-evaluation**
Ferreira, A., Soares, I., Tavares, M.A.
Faculty of Medicine University of Porto
- 100.6.131 ■ **ConSortÓ is a reliable, valid and sensitive measure of knowledge structure**
McLaughlin K, Sylvain Coderre, Garth Mortis, Henry Mandin.
University of Calgary
- 100.6.132 ■ **Determinants of ‘Exceeding Expectations’ on the ITER for the Internal Medicine Clerkship**
George Vitale, Sylvain Coderre, Marcy Mintz, Allan Jones, Kevin McLaughlin
University of Calgary
- 100.6.133 ■ **Peer-assessment in problem-based education**
Van Achter, S.
VUB
- 100.6.134 ■ **Medical-Dental Student Exam Behaviours and Performance on Written Examinations**
Toro-Posada, S. and Pachev, G.
University of British Columbia
- 100.6.135 ■ **Does portfolio contribute to the development of reflective skills?**
Driessen, E.
Maastricht University
- 100.6.136 ■ **Medical Student Mobility Among Spanish Universities**
Ocaña, L., Jiménez, L., Iribar, MC, 1Cañizares, J. and Peinado, JM.
Faculty of Medicine. University of Granada
- 100.6.137 ■ **Assessing clinical reasoning using subjective standardized discussion stations**
R Umansky, B Weinreb, MA Matar
Faculty of Health Sciences, Ben Gurion Univ., Israel
- 100.6.138 ■ **Self-audit Of Trainees’ Practical Activity In Anaesthesiology.**
E.Moret, A.Escudero, E. Massó, M.Hinojosa, R.Rincón, R.Garcia-Guasch, J.Canet.
Hospital Universitari Germans Trias i Pujol



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- 100.6.139 ■ **Multidimensional Standard Setting: Inter- And Intra-rater Reliability Of The Judgmental Policy Capturing Method**
Herold McIlroy, J.
 University of Toronto
- 100.6.140 ■ **Design and validation of an Instrument for epidemiology training program evaluation in Argentina**
García Dieguez, M.; Esandi, M. E.; Branda, L.A.; Ortiz, Z.
 Asociación Médica de Bahía Blanca
- 100.6.141 ■ **Metamorfosis Of An OSCE For Final Year Medical Students**
Moore, P., Moraga, L.
 P. Universidad Católica de Chile
- 100.6.142 ■ **Students' Performance on Somatic and Psychosomatic History Taking Skills**
Schubert Sebastian, Kiessling Claudia, Worthmann Dörte
 Reformstudieng Medizin
- 100.6.143 ■ **Prediction Model between a variable of secondary school and her capacity to predict the university student's performance**
Goizueta M.; Troyano L.; Román N.F.; Barrios M; Etchegoyen, F.
 Universidad Maimonides
- 100.6.144 ■ **Standardized Patients In A Catalan Medical School: A Way To Learn Competencies**
Descarrega-Queralt Ramon, Vidal Francesc, Castro Antoni, Solà Rosa, Olivares Marta, Oliva Xavier, Ubí Sandra, Nogués Susana, Escoda Rosa, González-Ramírez Juan
 Facultat de Medicina. Universitat Rovira i Virgili
- 100.6.145 ■ **Doing a test and learning**
de la Garza González, Carlos E., Morales Pérez M.E. and López Serna N.
 Universidad Autónoma de Nuevo León, Faculty of Medicine
- 100.6.146 ■ **Development of a Medical History teaching module - 'Perspectives in Medicine'**
Laura Adam and John McEwen
 University of Dundee
- 100.6.147 ■ **A survey of cheating on tests among Catholic University of Chile medical students.**
Wright, A., Trivino MD, X, Sirhan MD, X, Moreno MD, R
 Pontificia Universidad Católica de Chile
- 100.6.148 ■ **Medical student self-assessment survey on clinical skills. School of Medicine, Catholic University of Chile**
WRIGHT, A., Trivino MD, X, Sirhan MD, M, Moreno MD., R
 Pontificia Universidad Católica de Chile
- 100.6.149 ■ **Practising Doctors Can Accept Review**
Kaigas, T.
 Cambridge Hospital
- 100.6.150 ■ **Agreement of item difficulty between item writers and examinee responses**
Samkaew Wanvarie, Arthit Unkanont and Boonmee Sathapatayavongs
 Ramathibodi Hospital
- 100.6.151 ■ **The Feasibility, Reliability, And Construct Validity Of A Program Director's (Supervisor's) Evaluation Form For Medical School Graduates**
Steven J. Durning, Louis N Pangaro, Linda Lawrence, John McManigle and Donna Waechter
 Uniformed Services University
- 100.6.152 ■ **Leep Loss And Surgical Residents' Performance On A High-stakes Exam**
Hauge, Linnea S. Rush
 University Medical Center
- 100.6.153 ■ **The survey of general physicians' views about quality of compiled and continuing education programs**
Marashi, T., Shakoorniya, A – Heidari soorshjani, S
 Faculty of Health
- 100.6.154 ■ **Communication Skills: Examiner Stringency/leniency Effect In A Family Medicine Clerkship OSCE**
Peter H. Harasym, Les Cunning and Wayne Woloschuk
 University of Calgary



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- 100.6.155 ■ **The effectiveness comparison of two educational methods on academic advisors' Knowledge, Attitude, and Practice.**
Hazavehei, S., Hazavehei, Seyyed M. Mehdi, Ph.D.
University of Medical Sciences, Isfhan, Iran
- 100.6.156 ■ **Observation of Performance does not Improve Third Year Medical Students' Self-Assessment of Interpersonal Skills during a Third Year Clinical Skills Exam.**
Armstrong M and Natt N.
Mayo Clinic
- 100.6.157 ■ **Medical-Dental Student Exam Behaviours and Performance on Written Examinations**
Toro Posada, S. and Pachev, G
University of British Columbia
- 100.6.158 ■ **Assessment Of The Intra-service Rotations In Anaesthesiology And Reanimation: Change In Methodology.**
Rincon, R.
Hospital Germans Trias I Pujol
- 100.6.159 ■ **Rheumatology Review Course on Personal Learning Projects as a Method of Continuing Professional Development**
Bell, M., Sibbald, G.
Sunnybrook and Women's College Health Sciences Centre
- 100.6.160 ■ **Patient Satisfaction In An Ambulatory Rheumatology Clinic**
Bell, M., Bedard, P.
Sunnybrook and Women's College Health Sciences Centre
- 100.6.161 ■ **An Evaluation Model Of Posgraduate Medical Education**
Infante, C., Garcia, T
Univertsidad Nacional Autonoma de México
- 100.6.162 ■ **Teaching and assessing multiple medical competencies using an integrative strategy of basic sciences courses.**
Garcia M., Chinapen S., Hernández C., Pérez A.
Escuela de Medicina San Juan Bautista
- 100.6.163 ■ **Preparing Medical Students for Clinical Skills Exam: Where do we begin?**
Cantrell M., Anderson D., Krugler J.
University of Arkansas for Medical Scien
- 100.6.164 ■ **Validation of a Global Rating designed to assess communication skills.**
Scheffer, S.
Charité Universitaetsmedizin Berlin
- 100.6.165 ■ **From the classroom to the clinical environment. Are third year students prepared for this transition?**
Kiegaldie, D. and Lindley, J.
Monash University
- 100.6.166 ■ **The assessment of junior house doctors' clinical competencies: what are the opportunities for ward-based assessment?**
Richard Higgins
LNR Postgraduate Deanery
- 100.6.167 ■ **Method for resident performance assessment and evaluation.**
Ferrer M, Fernandez M, Garcia-Velloso MJ, García N., Pueyo J, Rodriguez Paz JM, Carretero C, Palazuelos J, Amillo S
Clinica Universitaria, Universidad de Navarra
- 100.6.168 ■ **Do attending physicians, nurses, and residents rate medical students differently? An inter-rater reliability study from the IIME Project in China.**
Moyer, C.A., Ni, C., Stern, D.T., Sippola, E., Wojtczak, A., Schwarz, M.R.
University of Michigan Medical School
- 100.6.169 ■ **Isralei Primary care Physicians competence Assessment- The PAMP project.**
Reis, S.
Technion



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- 100.6.170 ■ **Measuring the Impact of Junior Doctor Education on Quality of Care.**
Copland G., McCormack M.
Gold Coast Hospital
- 100.6.171 ■ **Physicians and care of quality for minority communities.**
Paul Grand'Maison
Univ. of Sherbrooke
- 100.6.172 ■ **Improving standard setting for Key Feature Problems in the certification examination for Australian general practice.**
Farmer EA., Hinchy J.
Royal Australian College of General Practitioners
- 100.6.173 ■ **Roles of age and examination experience in Key Feature Problem performance in the certification examination for Australian general practice.**
J. Hinchy, Elizabeth A. Farmer
Royal Australian College of General Practitioners
- 100.6.174 ■ **Testing a Theoretical Model of Multi Source Feedback Physician Performance.**
Violato, C., Lockyer, J., Fidler, H. & Toews, J.
University of Calgary
- 100.6.175 ■ **Improving the psychometric characteristics of tutorial-based assessments.**
Kevin W. Eva, Patty Solomon, Alan J. Neville, Michael Ladouceur, Karyn Kaufman, Allyn Walsh, Geoffrey R. Norman
McMaster University
- 100.6.176 ■ **Learner-centered method, medical interview, undergraduate education, video-tape review.**
Saiki, T. Mukohara, K. Abe, K. Ban, N.
Nagoya University Hospital

SESSION 100

CURRICULAR REFORM

- 100.7.1 ■ **Faculties, points of view about the educational situation**
D. Shackebaie, sh. Iranfar, N montazeri, M Razie Kermanshah
University of Medical sciences
- 100.7.2 ■ **Reform in Graduate Medical Education: Second step**
Mirzazadeh, A.
Iranian Council for Graduate Medical Education
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Azim Mirzazadeh MD, Masood Naseripour MD, MD, Saman Tavakkoli MD, Kamran Yazdani MD, MPH, Behirokh Raisi. MD, MPH, Mahshid Taj MD,
Iranian Council for Graduate Medical Education
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University of Pristina, Kosovo
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Martínez F, Milán R, Sánchez V, Espinosa MT, Álvarez G, Cea A, Meraz N and Flores O.
Universidad Nacional Autónoma De México
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Martineau, Bernard, Waddell Guy, Hivon René
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Wesseling, K.
University of California at Los Angeles
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Dr Samy Azer (1), Norm Eizenberg (2), Tammy Teoh Han Qi (3), Tan Hong Jin (3)
Faculty of Medicine, Dentistry and Health Sciences
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St George's Hospital Medical School
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Aminolroayaei Yamini, M., Yarmohammadian M. H., Yousefi A.
Faculty Of Nursing, Education Office



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 Mashad University of Medical Sciennces
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 College of nursing&Midwifery
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Najafipour, Sohrab., Khoshnami,maryam., Najafipour, Sedigheh"
 Fasa Medical School
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Nogueras A., Casanovas A., Gil M., Jordana R., Monteagudo M., Oristrell J., De Nadal J.
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 Ahwaz Medical Sciences University,Iran
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 Qazvin university of medical sciences
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Gillies R., Graham D., Lamont G., Hart D., Ryland I., O'Brien M., Brown J. Mersey Deanery
 Mr. Rob Gillies
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Hrisos, S; Illing, JC; van Zwanenberg TD; Livingston, M; Bregazzi, R; McAvoy, P; University of
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Llompарт, P., Fornos, J., Muñoz, D., Bono, C., Vers, O., Falder, I.
 EUI Vall d'Hebron
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Ludwig Maximilians University
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Escola Superior de Tecnologia da Saúde do Porto
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Facultat de Medicina. Universitat de Barcelona
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Ramirez-Gonzalez, M.D.
Universidad Nacional Autónoma de México
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Ramirez-Gonzalez M.D.; Valdéz-Hernández G.; Jayme-ascencio V.; And Rubio-poo C.
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