



PLANNING THURSDAY 8

| | 8:30 | 8:45 | 9:00 | 9:15 | 9:30 | 9:45 | 10:00 | 10:15 | 10:30 | 10:45 | 11:00 | 11:15 | 11:30 | 11:45 | 12:00 | 12:15 | 12:30 | 12:45 | 13:00 | 13:15 | |
|---------------------|---------------|------|------|------|----------|------|--------|-------|------------|-------|-------|-------|------------|-------|-------|-------|---------------------|-------|-------|-------|-------------|
| Auditorium | Plenary V 118 | | | | | | | | | | | | | | | | | | | | |
| Auditorium Diagonal | | | | | Com. 119 | | Coffee | | ORAL P 122 | | | | ORAL P 122 | | | | Special Subject 146 | | | | Wrap-up 147 |
| Room H1 | | | | | Com. 120 | | Coffee | | ORAL P 123 | | | | ORAL P 123 | | | | | | | | |
| Room D1 | | | | | Com. 121 | | Coffee | | PS 17 124 | | | | PS 18 125 | | | | | | | | |
| Room D2 | | | | | | | Coffee | | ORAL P 126 | | | | ORAL P 126 | | | | | | | | |
| Room D3 | | | | | | | Coffee | | ORAL P 127 | | | | ORAL P 127 | | | | | | | | |
| Room D4 | | | | | | | Coffee | | WS25 128 | | | | WS25 128 | | | | | | | | |
| Room D5 | | | | | | | Coffee | | WS26 129 | | | | WS26 129 | | | | | | | | |
| Room D6 | | | | | | | Coffee | | ORAL P 130 | | | | ORAL P 130 | | | | | | | | |
| Room E1 | | | | | | | Coffee | | ORAL P 131 | | | | ORAL P 131 | | | | | | | | |
| Room E2 | | | | | | | Coffee | | ORAL P 132 | | | | ORAL P 132 | | | | | | | | |
| Room E3 | | | | | | | Coffee | | ORAL P 133 | | | | ORAL P 133 | | | | | | | | |
| Room E4 | | | | | | | Coffee | | IP 134 | | | | IP 134 | | | | | | | | |
| Room E5 | | | | | | | Coffee | | IP 135 | | | | IP 135 | | | | | | | | |
| Room E6 | | | | | | | Coffee | | WS27 136 | | | | WS27 136 | | | | | | | | |
| Room C1 | | | | | | | Coffee | | WS28 137 | | | | WS28 137 | | | | | | | | |
| Room C2 | | | | | | | Coffee | | ORAL P 138 | | | | ORAL P 138 | | | | | | | | |
| Room C3 | | | | | | | Coffee | | ORAL P 139 | | | | ORAL P 139 | | | | | | | | |
| Room C4 | | | | | | | Coffee | | WS29 140 | | | | WS29 140 | | | | | | | | |
| Room C5 | | | | | | | Coffee | | | | | | | | | | | | | | |
| Room C6 | | | | | | | Coffee | | IP 141 | | | | IP 141 | | | | | | | | |
| Room B1 | | | | | | | Coffee | | IP 142 | | | | IP 142 | | | | | | | | |
| Room B2 | | | | | | | | | IP 143 | | | | IP 143 | | | | | | | | |
| Room B3 | | | | | | | | | IP 144 | | | | IP 144 | | | | | | | | |
| | | | | | | | | | IP 145 | | | | IP 145 | | | | | | | | |

Com.: Complementary 3 | OP: Oral Presentation | PS: Parallel Session | WS: Workshop | IP: Interactive Poster



THURSDAY 8, AM

SESSION 118

AUDITORIUM

8:30 - 9:30 h

PLENARY V

SOCIAL ACCOUNTABILITY OF HEALTH PROFESSIONAL SCHOOLS.

Chairperson: Dominique Fellman

Presenter: Charles Boelen

Discussant: Paul Grand'Maison

SESSION 119

AUDITORIUM

9:30 - 10:00 h

COMPLEMENTARY PRESENTATION

- **Social Accountability in Accreditation Standards.**

Robert Woollard

SESSION 120

AUDITORIUM DIAGONAL

9:30 - 10:00 h

COMPLEMENTARY PRESENTATION

- **Combining Individual and Population Health in Medical Education: An Approach to Improve Social Accountability of Medical Education.**

Jeff Griffiths

SESSION 121

ROOM H1

9:30 - 10:00 h

COMPLEMENTARY PRESENTATION

- **Partnerships Between Communities and Health Sciences Schools.**

Laura Feuerwerker

COFFEE BREAK

10:00 - 10:30 h

SESSION 122

AUDITORIUM

10:30 - 12:30 h

SOCIETAL NEEDS AND SOCIAL ACCOUNTABILITY

ORAL PRESENTATIONS

122.1

- **Adherence to TB treatment, an evaluative focus on.**

Isaacs, W.; Saunders, S.; Hussey, G.; Eley, B.

Child Health Unit

122.2

- **Analysis of current medical practice from society's viewpoint and the point of view of physicians.**

Dalmases, M., Gual, A., DeNadal, J.

Institut Universitari Parc Taulí



THURSDAY 8, AM

- 122.3 ■ **Communicating institutional mission and values to internal and external constituencies: the do's and don't for medical educators.**
Professor Todd W. Ellwein, Julio Cesar Gomez Fernández M.D., Pilar Talayero y Tenorio M.D.
Universidad Westhill
- 122.4 ■ **Neurolinguistics, Handedness and EFL.**
Afghari, A.
Isfahan University Akbar afghari
- 122.5 ■ **Widening access of female students to medical education at the University of the Free State: a case study.**
M. Jama
University of the Free State
- 122.6 ■ **Medical students and their preference for a medical career in general practice in the Netherlands.**
Soethout, M.B.M. (1), Stalman, W. (2), Ten Cate, Th.J. (3), Van der Wal, G. (1)
VU University Medical Center
- 122.7 ■ **The effect of cultural diversity teaching on clinical practice.**
Dogra, N.
University of Leicester
- 122.8 ■ **Analysing a training plan for the health care of the immigrants in Catalunya.**
Guayta R, Balaña LI, Alonso E, Muñoz D, Martínez Carretero JM
Institut d'Estudis de la Salut

SESSION 123

AUDITORIUM DIAGONAL

10:30 - 12:30 h

SOCIETAL NEEDS AND SOCIAL ACCOUNTABILITY ORAL PRESENTATIONS

- 123.1 ■ **When the Going gets Tough the Tough get a Coach:**
Thomas M., Atkins E.
NHS Fife
- 123.2 ■ **Exploring stakeholders' views about what constitutes emotional intelligence in medical practitioners.**
Lewis N., Rees CE, Hudson JN
Peninsula Medical School
- 123.3 ■ **Initial and recurrent licensing process in Georgia.**
G. Lobjanidze, K. Pruidze, N. Gaprindasvhili, A. Surmava
Georgian Medical Association
- 123.4 ■ **The RRSS: A New Admissions Evaluation Instrument to Assess Rural and Remote Suitability for Education and Practice.**
J.Bates; D. Voaklander; G Deagle; D Rutledge; V Frinton; H Thommasen
University of British Columbia
- 123.5 ■ **Community health training in Catalunya.**
Viñeta M, Montaner I, Foz G, Miller R, Peña O.
Institut d'Estudi de la Salut
- 123.6 ■ **Social accountability of health professional schools (Plenary V)**
Charles Boelen
International consultant in health systems and personnel
- 123.7 ■ **PUPUK: an innovation in University-Family Partnership in Malaysia.**
Osman Ali
Universiti Malaysia Sabah
- 123.8 ■ **Gap a new tool for assessing school of medicine's guidelines.**
Gutiérrez-Ibarluzea, I., Arana-Arri, E, Fonseca, M., Ruiz de Gauna, P., Feroso, J., Pineda, J. and the Guidelines Appraisal Program group
Osteba Basque Office for Health technology Assessment



THURSDAY 8, AM

SESSION 124

ROOM H1

10:30 - 11:30 h

PARALLEL SESSION

EDUCATING TEACHERS FOR LEADERSHIP.

Person in charge: David Cook

Collaborators: Anju Relan, Karen Mann

SESSION 125

ROOM H1

11:30 - 12:30 h

PARALLEL SESSION

LEARNING AND TEACHING IN AN EXPANDING INFORMATION TECHNOLOGY WORLD.

Person in charge: Ronald Harden

SESSION 126

ROOM D1

10:30 - 12:30 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 126.1 ■ **Professionalising Work Based Learning.**
Lynch M., Gallen D., Plint S.
Oxford PGMDE
- 126.2 ■ **A comparative analysis of problem based learning and lecturing methods of teaching among students.**
Mehrnoosh Pazarqadi
Shahid behesgti University of Medicine & Health services(S.B.M.U)
- 126.3 ■ **Learning Portfolio for junior medical students.**
Hays, R.
School of Medicine
- 126.4 ■ **Curbside consultations: Well-formulated clinical questions enhance specialty physicians' willingness to support the patient-based learning of primary care physicians.**
Bergus, GR; Emerson, M; Reed, DA; Attaluri, PA
University of Iowa
- 126.5 ■ **Professional Development of GP-trainers in Flanders (Belgium):evaluation of a Personal Learning Plan Supervision project.**
Goedhuys J., Stubbe C., Schol S.
Catholic University Leuven
- 126.6 ■ **Changing patterns of CPD activity: Evaluation of CPD workshops.**
Julia O'Sullivan
Chartered Society of Physiotherapy
- 126.7 ■ **The Patient's Story: Assessing Student Essays on Personal Experiences in Authentic Environments.**
Robert J. Bulik, Ph.D., Donna B. Weaver, M.D., Joan Hanor, Ph.D., Debra Newell, Ph.D., Sherry Wulff
University of Texas Medical Branch
- 126.8 ■ **Practice Based Assessment an Evaluation.**
Atkinson K., Salamone A.
Royal Australian College of General Practitioners



THURSDAY 8, AM

SESSION 127

ROOM D2

10:30 - 12:30 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 127.1 ■ **Will a new Consultant contract, appraisal and a new reward scheme improve teaching in the NHS?**
Robinson C, Pitt G, Ward M, Belfield, P.
Leeds Teaching Hospitals
- 127.2 ■ **Guideline for the Elaboration of the Continuing Education Plan for 2004.**
Duro Martínez JC, Carrasco Gonzalez I, Rodriguez Vallejo JM, Agrait Garcia P, Ruiz de Adana Perez R, Millan Nuñez Cortes J
Agencia Lain Entralgo
- 127.3 ■ **Is the communicative behaviour of GPs during the consultation related to the diagnosis?**
Deveugele Myriam, Derese Anselm, De Bacquer Dirk, Van den Brink-Muinen Atie, Bensing Jozien, de Maesseneer Jan
Ghent University
- 127.4 ■ **Ethics committees as a self-learning community. The CEA-CAT study.**
Roman B, PhD and Ribas S, BA MSc
Universitat de Barcelona
- 127.5 ■ **Effectiveness Factors in the Development of Improvement Programs: The case of the "Improvement Plan Quality & Health" (QiS).**
Corbella Jané A., Roma Vergés J.***, Benavent Guardia J.***
**Institut d'Estudis de la Salut (IES), **Innova (Associació per a la Innovació Organitzativa i Social)*
- 127.6 ■ **Exploration of a process of guided reflection for small-group, practice-based reflective learning.**
Armson H., Elmslie T., Wakefield J.
University of Calgary
- 127.7 ■ **The Dialogic Index: A tool to help train physicians to discuss treatments and and medications during clinical encounters.**
Richard C., Lussier M.T., Monette C., Laprise R.
Université de Montréal
- 127.8 ■ **Scheme-inductive reasoning is associated with increase odds of diagnostic success in both experts and novices whereas non-analytical strategies are associated with reduced odds of success in novices.**
McLaughlin K, Sylvain Coderre, Garth Mortis, Henry Mandin
University of Calgary

SESSION 128

ROOM D3

10:30 - 12:00 h

WORKSHOP

ACTIVE LEARNING ON THE WEB: HOW TO DEVELOP AN EFFECTIVE INSTRUCTIONAL WEBSITE.

D.A. Cook & D.M. Dupras

SESSION 129

ROOM D4

10:30 - 12:00 h

WORKSHOP

DEVELOPING A MENTORING PARTNERSHIP.

Ramanan R & Ramanan SV



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SESSION 130

ROOM D5

10:30 - 12:30 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 130.1 ■ **Do Scores on the Self-Directed Learning Readiness Scale Impact on Examination Performance?**
Mairead Booahan
Queen's University Belfast
- 130.2 ■ **Professional competencies acquisition in postgraduate training in Family and Community Medicine.**
Dra. E. Ros
Escola Universitària d'Infermeria i Fisioteràpia Blanquerna
- 130.3 ■ **Is multi-profession education possible: the Dutch Paediatric Advanced Life Support (PALS) course experience.**
Draaisma Jos m th, Turner N McB
UMC St Radboud
- 130.4 ■ **Uni-professional response to inter-professional learning – Medical students in the Common Learning Project.**
Dr. Nick Lewis-Barned, Dr. Claire Dickinson, Dr. Alison Steven, Dr. Pauline Pearson
Northumbria Healthcare NHS Trust
- 130.5 ■ **Does inter professional education offer added value? A comparison of training workshops for mixed and single professional groups.**
Kilminster S., Morris P., Roberts T.E.
University of Leeds
- 130.6 ■ **Developing tomorrow's leaders in health and social care education.**
Judy McKimm
Leicester Medical School
- 130.7 ■ **On -line interprofessional P/EBL.**
Celia Goreham, Jon Fuller
City University London
- 130.8 ■ **Facilitating Inter-professional Learning in the Practice Arena through an Empowerment Model.**
Samantha Shann, Marion Grieves
Northumbria University

SESSION 131

ROOM D6

10:30 - 12:30 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 131.1 ■ **Interprofessional Learning in West London, Joint Universities Multiprofessional Programme (JUMP2).**
Fanny Mitchell
NW London Workforce Development Confederation
- 131.2 ■ **Interprofessional Learning in Child Disability: a controlled study.**
*Ellis M. *, Street K. *, Emond A. *, Eaton N. **, Clarke B. **, Young P. ***
**Bristol University, **University of West of England*
- 131.3 ■ **Student led multi disciplinary team meetings –a medium for delivering inter - professional learning and 'joined up' care within a work place setting?**
Bluteau P.A.S, Jackson, J.A.
Warwick Medical School, Leicester Warwick Medical Schools



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- 131.4 ■ **Students' views of interprofessional learning in a simulated clinical environment.**
Lesley J Mole, Stewart C., Bervie S., Ker J., Gray E., Ambrose L.
University of Dundee, Faculty of Medicine, Dentistry and Nursing
- 131.5 ■ **Reflecting inter-professionalism in a seminar of medical ethics.**
Neitzke, G.
Hannover Medical School
- 131.6 ■ **Interprofessional Education FOR Collaborative PATIENT-CENTERED PRACTICE: A Conceptual Model for Change.**
Ivy Oandasan, Danielle D'Amour
Department of Family and Community Medicine, University of Toronto
- 131.7 ■ **Putting it together: Students' Understanding of the Curriculum.**
Dodds A., Mosepele M., Evans G., Elliott S and Lawrence J.A.
University of Melbourne
- 131.8 ■ **A multi/cross-disciplinary workshop for professional students in the**
Faculty of Health Sciences and the Faculty of Law.
Andre Tan, MD, FRCSC; Megan Gerber, MD, MPH; Elizabeth Kauffmann, RN, MEd; Wendy Pentland, PhD;*
Nicholas Bala, LLB, LLM.
Queen's University

SESSION 132

ROOM E1

10:30 - 12:30 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 132.1 ■ **A qualitative study of the impact on learning of the mini-clinical evaluation exercise in postgraduate training.**
Alves de Lima, A., Henquin, R., Thierer, J., Paulin, J., Lamari, S., Belcastro, F., Van der Vleuten, C.
Instituto Cardiovascular de Buenos Aires
- 132.2 ■ **Medical School and Residency Performance as a Function of Discrepancies in MCAT Scores and Undergraduate GPAs.**
Albanese, MA.;Farrell, PM; Dottl, SL
U. of Wisconsin Medical School
- 132.3 ■ **PHAST (Pre-Registration House Officer Appraisal and Assessment in Scotland): A useful tool for evaluation the performance of doctors in their 1st postgraduate year.**
Kim Walker, Anne Hesketh, Fiona Anderson, Chris Driver, David Marshall, Geoff Orr, Gellisse Bagnall and David Johnston
NHS Education for Scotland
- 132.4 ■ **Triangulation of assessment tools explains variance between pbl groups regarding their perception of group work.**
Herzig S., Athakama K., Matthes J., Tekian A.
University of Cologne
- 132.5 ■ **The effects of part-whole practice schedule on the acquisition of a complex bone plating surgical procedure.**
Dubrowski A., Backstein D., Abughaduma R., Leidl D., Carnahan H.
University of Toronto
- 132.6 ■ **A comparison of mature and non-mature medical students' transitions into the clinical environment.**
Shacklady J., Mason G., Davies I., Smithson S., Dornan T.
University of Manchester
- 132.7 ■ **Beginning to understand family physicians' reactions to MSF assessment: Perceptions of credibility and usefulness.**
Sargeant J., Mann K., Ferrier S.
Dalhousie University



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- 132.8 ■ **The changing landscape of U.S. osteopathic undergraduate medical education.**
Shen L., Meoli, F.G.
National Board of Osteopathic Medical Examiners

SESSION 133

ROOM E2

10:30 - 12:30 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 133.1 ■ **The Relationship Between Performance in Residency and Scores on the Medical Council of Canada Part 1 Examination.**
Woloschuk W., Lemay J.F., Jones A.
University of Calgary
- 133.2 ■ **Progressive Formative Testing: Which Tests Best Predict Scores on the Medical Council of Canada Licensing Exam?**
Woloschuk W., Jones A.
University of Calgary
- 133.3 ■ **Convergent and Divergent Validity of Scores for Kolb's Learning Style Inventory, Felder's Index of Learning Styles, and Riding's Cognitive Styles Analysis Using the Multitrait Multimethod Matrix.**
Cook, D.A., Smith, A.J.
Mayo Clinic College of Medicine
- 133.4 ■ **Sharing resources for UK undergraduate written assessments – One year of UMAP.**
Byrne GJ, Owen A, Newble D, Barton R, Garden A, Roberts T, O'Neill PA on behalf of the UMAP partners
University of Manchester
- 133.5 ■ **Seven years experience of progress testing in Manchester UK.**
Mahadev GK, O'Neill PA, Owen AC, McCardle P, Benbow E, Byrne GJ
University of Manchester
- 133.6 ■ **Changes in standard of candidates taking the**
Chris McManus, Jennifer Mollon, Oliver Duke, Allister Vale
University College London
- 133.7 ■ **Dual Entry pathways in an Undergraduate Medical Course.**
Elliott, Susan, L.; Dodds, Agnes, E.
University of Melbourne
- 133.8 ■ **An exploration of the relationship between peer assessment and self-regulated learning.**
Peter Davy
University of Sydney

SESSION 134

ROOM E3

10:30 - 12:00 h

ASSESSMENT AND EVALUATION

INTERACTIVE POSTERS

- 134.1 ■ **From the classroom to the clinical environment. Are third year students prepared for this transition?**
Kiegaldie, D. and Lindley, J.
Monash University
- 134.2 ■ **The assessment of junior house doctors' clinical competencies: what are the opportunities for ward-based assessment?**
Richard Higgins
LNR Postgraduate Deanery



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- 134.3 ■ **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
- 134.4 ■ **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
- 134.5 ■ **Israeli Primary care Physicians competence Assessment- The PAMP project.**
Reis, S.
Technion

SESSION 135

ROOM E4

10:30 - 12:00 h

ASSESSMENT AND EVALUATION INTERACTIVE POSTERS

- 135.1 ■ **Measuring the Impact of Junior Doctor Education on Quality of Care.**
Copland G., McCormack M.
Gold Coast Hospital
- 135.2 ■ **Physicians and care of quality for minority communities.**
Paul Grand'Maison
Univ. of Sherbrooke
- 135.3 ■ **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
- 135.4 ■ **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
- 135.5 ■ **Testing a Theoretical Model of Multi Source Feedback Physician Performance.**
Violato, C., Lockyer, J., Fidler, H. & Toews, J.
University of Calgary
- 135.6 ■ **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

SESSION 136

ROOM E5

10:30 - 12:00 h

WORKSHOP

A MODEL FOR DEVELOPMENT AND IMPLEMENTATION OF A SUCCESSFUL PROFESSIONAL COMPETENCIES WORKSHOP.

Hamilton P & Kurtz D



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SESSION 137

ROOM E6

10:30 - 12:00 h

WORKSHOP

PERSON CENTERED CLINICAL METHOD OF TEACHING.

Brera GR

SESSION 138

ROOM C1

10:30 - 12:00 h

CURRICULAR REFORM

ORAL PRESENTATIONS

- 138.1 ■ **A multifaceted approach to teaching quality improvement to residents.**
Holmboe E., Prince L., Green M.
Yale University
- 138.2 ■ **Devising a national curriculum for the education and training of general practitioners in the UK.**
Fraser A., Deighan M., Field S., Kelly S., Thomas H.
Royal College of General Practitioners
- 138.3 ■ **View of Medical and Health Care Faculty Towards the Inclusion of Complementary and Alternative Medicine in Medical Education.**
Usha Sachdeva, Akbar Mohsin Mohammad and Solomon Senok
College of Medicine and Medical Sciences, Arabian Gulf University
- 138.4 ■ **Achieving competence today: a model to implement acgme competencies.**
Peters AS, Ladden MD, Kimura J, Moore GT.
Harvard Medical School
- 138.5 ■ **A comparative study of the 27 pregraduated Spanish medical curricula.**
Jiménez N., Ocaña L., Iribar M.C, Cañizares J., Peinado J.M.
Faculty of Medicine. University of Granada
- 138.6 ■ **Incorporating Journal Club into Problem-based Learning in Medical School's Basic Science Curriculum.**
Krasne S., Wilkerson L., Drake T.A.
University of California, Los Angeles

SESSION 139

ROOM C2

10:30 - 12:00 h

E- LEARNING, INFORMATICS AND SIMULATIONS

ORAL PRESENTATIONS

- 139.1 ■ **Watching students learn on a clinical skills web site: The approach to the problem, not the web site, is the key.**
Brisbourne M, Aaron S, Varnhagen S
University of Alberta
- 139.2 ■ **WebTeach: the design of a teaching tool for small group facilitators.**
Dr. Chris Hughes
UNSW
- 139.3 ■ **Student Feedback Regarding the Relative Utility of Five Distinct Instructional Elements in a Computer-based Tool Designed to Support the Development of Diagnostic Competencies.**
F. Papa
UNTHSC



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139.4 ■ 'RAMP' to the future: A launch pad to the future.

Adele Atkinson, Jim Blair
St. George's Hospital Medical School

SESSION 140

ROOM C3

10:30 - 12:00 h

WORKSHOP

TEACHING AND ASSESSING COMMUNICATION SKILLS USING STANDARDIZED PATIENTS.

Anderson D., Pfeiffer C. Cantrell M. & Robb A.

SESSION 141

ROOM C5

10:30 - 12:00 h

ASSESSMENT AND EVALUATION

INTERACTIVE POSTERS

141.1 ■ Assessment of academic staff evaluation program.

Rahimi B., Zarghami N.
Oromiyeh University of Medical Science

141.2 ■ 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

141.3 ■ 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

141.4 ■ Assessment of educational program quality in tehran university of medical sciences and health services, according to the referendum from the graduates.

Farzianpour Fereshteh
School of public health Tehran university of medical sciences and Educational development center

141.5 ■ The relationship between group productivity, tutor performance and effectiveness of PBL.

Dolmans, D., Riksen, D. & Wolfhagen, I.
University of Maastricht

141.6 ■ 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

141.7 ■ 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

141.8 ■ Recognizing Contributions To Medical Education.

D. Wolpaw M.D.; T. Wolpaw M.D.
Case School of Medicine

141.9 ■ Influence of the APLS and PALS courses on self-efficacy in paediatric resuscitation.

Turner N.M., Dierselhuis M.P., Draaisma J.Th.M., ten Cate Th.J.
Wilhelmina Children's Hospital and Faculty of Medicine, University Medical Centre, Utrecht, and St Radboud Medical Centre, Nijmegen, The Netherlands



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- 141.10 ■ **Students' perceptions of learner-centered, small group seminars on medical interview.**
Saiki T., Mukohara K., Abe K., Ban N.
Nagoya University Hospital
- 141.11 ■ **Learner-centered method, medical interview, undergraduate education, video-tape review.**
Saiki, T. Mukohara, K. Abe, K. Ban, N.
Nagoya University Hospital

SESSION 142

ROOM C6

10:30 - 12:00 h

ASSESSMENT AND EVALUATION
 INTERACTIVE POSTERS

- 142.1 ■ **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
- 142.2 ■ **Which factors are associated with the evaluation of a post-graduate course in public health?**
Reuelta Muñoz E., Farreny Blasi M., Godoy Garcia P.
Institut Català de la Salut
- 142.3 ■ **Managing change in postgraduate medical education: what the consultant saw.**
Agius S.J., Willis S., Mcardle P., O'Neill P.A.
University of Manchester
- 142.4 ■ **Does portfolio contribute to the development of reflective skills?**
Driessen, E.
Maastricht University
- 142.5 ■ **Standardized patients in a Catalan medical school: a way to learn competencies.**
Ramon Descarrega-Queralt, Francesc Vidal, Antoni Castro, Rosa Solà, Marta Olivares, Xavier Oliva, Sandra Ubía, Susana Nogués, Rosa Escoda, Juan González-Ramírez
Facultat de Medicina. Universitat Rovira i Virgili
- 142.6 ■ **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
- 142.7 ■ **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
- 142.8 ■ **The survey of general physicians' views about quality of compiled and continuing education programs.**
Marashi T., Shakoorniya A. – Heidari Soorshjani S.
Faculty of Health, Ahvaz Medical Sciences University
- 142.9 ■ **The effectiveness comparison of two educational methods on academic advisors' Knowledge, Attitude, and Practice.**
Hazavehei, S.
Isfahan University of Medical Sciences
- 142.10 ■ **Assessment of the intra-service rotations in anaesthesiology and reanimation: change in methodology.**
Rincon R.
Hospital Germans Trias i Pujol



THURSDAY 8, AM

SESSION 143

ROOM B1

10:30 - 12:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

INTERACTIVE POSTERS

- 143.1 ■ **The Academic Support Programme: an educational intervention to help medical students who are failing academically.**
Jo Brown, Dason Evans
Barts & the London School of Medicine
- 143.2 ■ **Identifying difficulties and supporting students with academic difficulties.**
Cleland J., Chesser A., Arnold R.
University of Aberdeen
- 143.3 ■ **Faculty members' attitude on lesson planning in The Semnan University of Medical Sciences.**
Saberian, M.
Semnan University of Medical Sciences
- 143.4 ■ **Study of the Internet Condition among the faculty members in Semnan University of Medical Sciences.**
Saberian, M.
Semnan Medical University
- 143.5 ■ **Education for clinician scientists: the Cambridge MBPhD programme.**
Wood D.F., Cox T.M., Peters D.K.
University of Cambridge
- 143.6 ■ **Integrating Communication and Clinical Skills into a Progressive Curriculum: Pearls and Pitfalls.**
G. Desai
The University of Health Sciences
- 143.7 ■ **Challenges in osteopathic medical education: technical standards meet accommodations.**
Joseph F. Smoley
NBOME
- 143.8 ■ **Turning Teachers into Scholars.**
Morrison C., Mereu L., Kurtz D., and Marrie T.
University of Alberta
- 143.9 ■ **Teaching the teacher: a course for residents and medical specialists on teaching during clerkships.**
Fluit, L.
UMC St Radboud Nijmegen
- 143.10 ■ **Reform at the out-patient training fields of Hormozgan University of Medical Sciences.**
Safa O., Noorian A., Asghari N.
Hormozgan University of Medical Sciences

SESSION 144

ROOM B2

10:30 - 12:00 h

INTRODUCING PROFESSIONALISM INTO OUR PROFESSIONS

INTERACTIVE POSTERS

- 144.1 ■ **The USA Professionalism in Medicine Initiative Ten Years Later.**
P. Preston Reynolds, MD, PhD
National Library of Medicine - NIH
- 144.2 ■ **Professionalism: Instruction, Assessment and Evaluation - Lessons from an Undergraduate Medical Radiation Therapy Program.**
Elen Moyo
The Michener Institute for Applied Health Sciences



THURSDAY 8, AM

- 144.3 ■ **Assessing the readiness of students in professional healthcare education for e-learning.**
Lawson M, Bearman M, Jolly B, Kiegaldie D, Roberts C
Monash University
- 144.4 ■ **Standardized Patients: Effective Evaluators of Professionalism during an OSCE.**
Gammon, W.
University of Massachusetts Medical School
- 144.5 ■ **Current Situation of Medical Professionalism in the Curriculum of Korean Medical Schools.**
Chung C.W., Kim S.
Pochon CHA University, Bundang Cha Hospital
- 144.6 ■ **The Teaching and Learning of Empathy in a Rural Primary Care Clerkship.**
Kristen E Wessel
Oregon Health and Science University
- 144.7 ■ **Medical education beyond patient-physician relationship: an experience from the Esteve Foundation.**
Fèlix Bosch, Josep-E. Baños, Sergio Erill
Esteve Foundation
- 144.8 ■ **Teaching Professionalism: A New Curriculum.**
Gladys Gonzalez, Esther A. Torres MD, FACP and Debora Silva MD, FAAP
University of Puerto Rico School of Medicine
- 144.9 ■ **A study on the educational needs of pharmacists in Kashan, Iran.**
Mesdaghinia A., Arbabi M., Akbari H., Parvaresh L.
Kashan University of Medical Sciences
- 144.10 ■ **Becoming a doctor: apprenticeship models for learning a professional role.**
Willis, S.
University of Manchester

SESSION 145

ROOM B3

10:30 - 12:00 h

E- LEARNING, INFORMATICS AND SIMULATIONS **INTERACTIVE POSTERS**

- 145.1 ■ **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
- 145.2 ■ **Learning human anatomy.**
Sempere T, Palao J, Jové M, Torrente M, Arredondo Z, Cobos P, Piera, V.
Facultat Medicina. Universitat Rovira i Virgili
- 145.3 ■ **Virtual dermatology resident ship.**
P.M. Bloemendaal, S. Eggermont, W. Bergman
Leiden University Medical Center
- 145.4 ■ **Developing IT in Primary Care.**
Tony Rennison
LPMDE
- 145.5 ■ **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
- 145.6 ■ **A unique computer based model to determine educational needs.**
Tomalty L., Payne P.
Queen's University



THURSDAY 8, AM

- 145.7 ■ **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
- 145.8 ■ **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
- 145.9 ■ **Digital photography as a docent tool for family residents.**
Riba D., *Soler-González J.*, *Rodríguez-Rosich A.*, *Ruiz M.C.*
ABS Balafia-Secà-Pardinyes
- 145.10 ■ **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

SESSION 146

AUDITORIUM

12:30 - 13:00 h

SPECIAL SUBJECT

OTTAWA CONFERENCE 10 YEARS FROM NOW. TOTALLY VIRTUAL?

Chairman: Ronald Harden

Presenters: Geoff Norman, Brian Jolly, David Prideaux, John Bligh

SESSION 147

AUDITORIUM

13:00 - 13:30 h

WRAP-UP

Dale Dauphinee