



PLANNING TUESDAY 6

	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	13:00	13:30	14:00	14:30	15:00	15:30	16:00	16:30	17:00	17:30
Auditorium	OS 1	OC 3	Plenary 2		Coffee	Com.4	ORAL P 7		ORAL P 7		Lunch		ORAL P 33			OP 33	P EXHIBIT 100		Plenary II 59	
Auditorium Diagonal					Coffee	Com.5	ORAL P 8		ORAL P 8		Lunch		ORAL P 34			OP 34	P EXHIBIT 100			
Room H1					Coffee	Com.6	PS 1 9		PS 2 10		Lunch		PS 3 35			PS 4 36				
Room D1					Coffee		ORAL P 11		ORAL P 11		Lunch		ORAL P 37			OP 37	P EXHIBIT 100			
Room D2					Coffee		ORAL P 12		ORAL P 12		Lunch		ORAL P 38			OP 38	P EXHIBIT 100			
Room D3					Coffee		ORAL P 13		ORAL P 13		Lunch		ORAL P 39			OP 39	P EXHIBIT 100			
Room D4					Coffee		WS1 14		WS1 14		Lunch		WS7 40			WS7 40	P EXHIBIT 100			
Room D5					Coffee		WS2 15		WS2 15		Lunch		WS8 41			WS8 41	P EXHIBIT 100			
Room D6					Coffee		ORAL P 16		ORAL P 16		Lunch		ORAL P 42			OP 42	P EXHIBIT 100			
Room E1					Coffee		ORAL P 17		ORAL P 17		Lunch		ORAL P 43			OP 43	P EXHIBIT 100			
Room E2					Coffee		ORAL P 18		ORAL P 18		Lunch		ORAL P 44			OP 44	P EXHIBIT 100			
Room E3					Coffee		PS 5 19		PS 6 20		Lunch		PS 7 45			PS 8 46				
Room E4					Coffee		ORAL P 21		ORAL P 21		Lunch		ORAL P 47			OP 47	P EXHIBIT 100			
Room E5					Coffee		WS3 22		WS3 22		Lunch		WS9 48			WS9 48	P EXHIBIT 100			
Room E6					Coffee		WS4 23		WS4 23		Lunch		WS10 49			WS10 49	P EXHIBIT 100			
Room C1					Coffee		ORAL P 24		ORAL P 24		Lunch		IP 50			IP 50	P EXHIBIT 100			
Room C2					Coffee		ORAL P 25		ORAL P 25		Lunch		IP 51			IP 51	P EXHIBIT 100			
Room C3					Coffee		WS5 26		WS5 26		Lunch		WS11 52			WS11 52	P EXHIBIT 100			
Room C4					Coffee		WS6 27		WS6 27		Lunch		WS12 53			WS12 53	P EXHIBIT 100			
Room C5					Coffee		ORAL P 28		ORAL P 28		Lunch		IP 54			IP 54	P EXHIBIT 100			
Room C6					Coffee		ORAL P 29		ORAL P 29		Lunch		IP 55			IP 55	P EXHIBIT 100			
Room B1							ORAL P 30		ORAL P 30		Lunch		ORAL P 56			OP 56	P EXHIBIT 100			
Room B2							ORAL P 31		ORAL P 31		Lunch		ORAL P 57			OP 57	P EXHIBIT 100			
Room B3							ORAL P 32		ORAL P 32		Lunch		ORAL P 58			OP 58	P EXHIBIT 100			

OS: Opening Session | OC: Opening Ceremony | Com.: Complementary 1 | OP: Oral Presentation | PS: Parallel Session | WS: Workshop | IP: Interactive Poster | P EXHIBIT: Posters Exhibition



TUESDAY 6, AM

SESSION 1 **AUDITORIUM** **8:00 - 8:30 h**

OPENING SESSION

THE FUTURE OF MEDICINE AND ITS IMPLICATION ON MEDICAL EDUCATION.

Presenter: Donald Melnick

SESSION 2 **AUDITORIUM** **8:30 - 9:00 h**

OPENING CEREMONY

SESSION 3 **AUDITORIUM** **9:00 - 10:00 h**

PLENARY I

NEW CHALLENGES IN ASSESSMENT OF CLINICAL COMPETENCE.

Chairperson: Dale Dauphinee

Presenter: Lambert Schuwirth

Discussant: Neil Spike

COFFEE BREAK **10:00 - 10:30 h**

SESSION 4 **AUDITORIUM** **10:30 - 11:00 h**

COMPLEMENTARY PRESENTATION

■ **Large Scale Standardized Patient Based Exam for Licensure**

Jack Boulet, André de Champlain

SESSION 5 **AUDITORIUM DIAGONAL** **10:30 - 11:00 h**

COMPLEMENTARY PRESENTATION

■ **The Role of In-training Evaluation**

Nadia Mikhael

SESSION 6 **ROOM H1** **10:30 - 11:00 h**

COMPLEMENTARY PRESENTATION

■ **Assessing Practitioners**

Dame Leslie Southgate



TUESDAY 6, AM

SESSION 7

AUDITORIUM

11:00 - 13:10 h

E- LEARNING, INFORMATICS AND SIMULATIONS

ORAL PRESENTATIONS

- 7.1 ■ **The Use of Standardized Families for Training of Professionals and Volunteers in Communicating about Organ Donation.**
Jacoby, L., Fox, H., Crosier, V., Pease, E., Delair, S., and Pohl, H.
Albany Medical College
- 7.2 ■ **A Website to validate the Script Concordance test on a large scale: A pilot study in Urology.**
Louis SIBERT, Badisse DAHAMNA, Stefan J. DARMONI, Jacques WEBER, Joël LECHEVALLIER, Yves LANSON
Department of Medical Education, Rouen University Medical School, Rouen and Department of Urology, Tours, France
- 7.3 ■ **Outcomes of Medical Education: an interactive computer database.**
Chris Roberts, Ashley Self, David Newble
University of Sheffield
- 7.4 ■ **A survey of internet using status in academic members urmia university of medical sciences.**
B. Rahimi, A. Rashidi
Oromiyeh University of Medical Science
- 7.5 ■ **Portable Digital Assistants (PDAs) and Medical Education: Strategies to Support Basic Science and Clinical Learning.**
Ruth Greenberg
University of Louisville School of Medicine
- 7.6 ■ **The impact of information technology on pedagogy.**
J. Adams, G. Young
Thames Valley University, Faculty of Health and Human Sciences
- 7.7 ■ **Development and Evaluation of a Web-based Virtual Experience in Radiation Oncology.**
C. Hayter, J. Nyhof-Young
University of Toronto
- 7.8 ■ **Centeremeter: an electronic device to calculate verbal occupation.**
F. Borrell-Carrió(), A. Mànuel Làzaro(**), J. del Río Fernández(**), J.M. Santiago Bautista(*), M.I. Colas Taugí(*), E. Trullols Farreny(***)*
() Médico de Familia, ABS Gavarra, ICS, (**) Grupo SARTI, Escuela Universitaria Politècnica de Vilanova i la Geltrú. Universidad Politècnica de Catalunya, (***) Matemàtica Aplicada, Universitat Politècnica de Catalunya, Vilanova i la Geltrú*

SESSION 8

AUDITORIUM DIAGONAL

11:00 - 13:10 h

E- LEARNING, INFORMATICS AND SIMULATIONS

ORAL PRESENTATIONS

- 8.1 ■ **Information and Communication Technologies applied to medical education: Virtual campus of gynecology-obstetrics.**
Z. El Balaá, P. Le Beux, J.M. Nguyen, S. Ploteau, H.J. Philippe
Faculté de Médecine, TICEM
- 8.2 ■ **Med Micro Fun With Facts (MMFWF): A computer game developed to master medical microbiology and infectious diseases.**
M.C. Struwing, A.P. Hugo, A.A. Beylefeld
Faculty of Health Sciences. University of the Free State. South Africa
- 8.3 ■ **A multi-tier web-based approach to enhance e-learning in histology.**
A.P. Hugo, NEL,MM, J. Buys, H.J. Geyer
Faculty of Health Sciences. University of the Free State. South Africa



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- 8.4 ■ **Planned teaching of thorax radiology through the network.**
L. Diaz-Flores
Universidad de La Laguna
- 8.5 ■ **A successful approach for student retention.**
Iona Black
Yale University
- 8.6 ■ **Guidelines for Creating a Standard Format for Shareable Multimedia.**
B. Holmes, Roberson
Dalhousie University
- 8.7 ■ **The new technologies in the medical education.**
Yu. Voronenko, O. Mintser
Kyiv Medical Academy or Post-Graduate Education named after P.L. Shupyk
- 8.8 ■ **Requiring Personal Digital Assistants (PDAs) for Clinical Education: Considerations in Development and Implementation.**
Anju Relan, PhD; Neil H. Parker, MD; LuAnn Wilkerson, EdD; Robert Trelease, PhD and Evie Kumpart
David Geffen School of Medicine at UCLA

SESSION 9

ROOM H1

11:00 - 12:00 h

PARALLEL SESSION

THE NEED FOR CURRICULUM REFORM.

Person in charge: Henry Mandin
Collaborators: Paul A. O'Neill, Kevin McLaughlin

SESSION 10

ROOM H1

12:10 - 13:10 h

PARALLEL SESSION

MULTI PROFESSIONAL EDUCATION: LEARNING TOGETHER TO WORK TOGETHER.

Person in charge: Elizabeth Kachur
Collaborators: Louise Nasmith, Ina Treadwell

SESSION 11

ROOM D1

11:00 - 13:10 h

INTRODUCING PROFESSIONALISM INTO OUR PROFESSIONS

ORAL PRESENTATIONS

- 11.1 ■ **Professionalism in medicine-individuals' views on what should be measured.**
Jha, V., Bekker, H. L., Duffy, S. R. G., Roberts, T. E.
School of Medicine Leeds
- 11.2 ■ **New clinical students perceptions of acceptable dress and appearance for students and qualified staff.**
Tweed, M.
Wellington School of Medicine
- 11.3 ■ **Learning to be a good doctor – what do students think this means?**
Howe A; Leinster S; Miles S; Michalke S
University of East Anglia



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- 11.4 ■ **Qualitative technique for the identification and assessment of key general competences (KGC) in the executives and managers of health care Madrid system.**
*Rodríguez-Vallejo, J.M**; *Moreno Sanchez-Capuchino, M.A**; *García Lombardía P.***; *Ruiz de Adana R**; *Cardona Soriano P.***; *Chinchilla N.*** y *Millán Núñez-Cortés J.**
 Agencia Laín Entralgo
- 11.5 ■ **Study of general management competences in health services: pilot study COM+.**
*Rodríguez-Vallejo, J.M**; *Moreno Sanchez-Capuchino, M.A**; *García Lombardía P.***; *Ruiz de Adana R**; *Chinchilla N***; *Cardona Soriano P.*** y *Millán Núñez-Cortés J.**
 Agencia Laín Entralgo
- 11.6 ■ **Professionalism in Practice: Learning in Clinical Contexts.**
Green, K.
 University of London
- 11.7 ■ **Stress, burnout and workplace learning in doctors.**
McManus, Chris; *Elisabeth Paice*; *Agni Keeling*
 University College London

SESSION 12

ROOM D2

11:00 - 13:10 h

INTRODUCING PROFESSIONALISM INTO OUR PROFESSIONS ORAL PRESENTATIONS

- 12.1 ■ **Using Unannounced Standardized Students to Measure Admissions Committee Performance in the Medical School Interview.**
Ballinger, S., Frankel, R., Means, L., Leapman, S.
 Indiana University. School of Medical
- 12.2 ■ **Teaching ethics to undergraduates in a multiprofessional setting – developing generic teaching material.**
Parsons J, Lambert J, Murdoch-Eaton D.
 University of Leeds
- 12.3 ■ **Medical students' perceptions of anatomy.**
Wilhelmsson, N.
 Cognition, Understanding and Learning (LIME)
- 12.4 ■ **The impact of a modern medical curriculum on students' proposed behaviour on meeting ethical dilemmas.**
Goldie, J, Scwartz L, McConnachie A, Morrison J.
 Glasgow University
- 12.5 ■ **AN Interprofessional Teaching Qualification for Health Care Professionals.**
Lazar, S.
 Eastern Deanery
- 12.6 ■ **Discovering professionalism through guided reflection on critical incidents.**
Stark, P., Roberts, C., Bax, N.D.S.
 University of Sheffield

SESSION 13

ROOM D3

11:00 - 13:10 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS ORAL PRESENTATIONS

- 13.1 ■ **Financial Incentives for Teaching- Impact after two years experience.**
Nippert, R., Graewe, U., Böckers, A.
 Medizinische Fakultät, WWU Münster



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- 13.2 ■ **Effect of clinical supervision on the faculty teaching quality at Nursing and Midwifery School in Isfahan University of Medical Sciences.**
S. Salehi
Isfahan Medical Sciences University
- 13.3 ■ **Unlearning in healthcare system.**
Clèries, X., Medina, J.L., Nolla, M.
Institute of Health Studies
- 13.4 ■ **Helping Each Other To Learn- A Process Evaluation of Peer-assisted learning in an Early Patient Contact Module.**
Dr LG Glynn, Ms P Clerkin, Dr A MacFarlane, Dr M Kelly, Dr P Cantillon
National University of Ireland, Galway
- 13.5 ■ **Integration of an Outcome-based Medical Curriculum Using Core Clinical Problems and a Purpose Designed Integrated Teaching Area.**
Khogali SEO, McEwen J, Ward MR, Part NJ
Division of Medical Education, Ninewells Hospital & Medical School; Life Sciences Teaching Unit, Faculty of Life Sciences, University of Dundee
- 13.6 ■ **Students' Understanding of Research; implications for skills development and teaching.**
Robley, W.
University of Leeds
- 13.7 ■ **What is a learning need? The nature of medical educators' learning needs as described in their reflective diaries.**
Greveson, G.
University of Newcastle upon Tyne

SESSION 14

ROOM D4

11:00 - 12:40 h

WORKSHOP

STANDARDIZED FAMILIES: BRINGING TO LIFE THE DEPTH AND COMPLEXITIES IN END OF LIFE CARE.

Knickle K. & Hawryluck L.

SESSION 15

ROOM D5

11:00 - 12:40 h

WORKSHOP

WHAT ABOUT YOUR ABILITY OF HAVING A LEARNING CONVERSATION WITH YOUR TRAINEE.

Schol S. & Goedhuys J.

SESSION 16

ROOM D6

11:00 - 13:10 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 16.1 ■ **A faculty development program for clinical teachers.**
Vicente Valdivieso and members of the Center for Medical Education, Pontificia Universidad Católica de Chile
Pontificia Universidad Católica de Chile



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- 16.2 ■ **Developing Clinical Teachers at Senior House Officer (SHO) Grade.**
Ron, O., Baker, E., Jogeessvaran, H., Ramachandran, N., Nunn, L., Knowles, J., Harland, C., McCrorie, P.
St George's Hospital Medical School
- 16.3 ■ **Effective feedback: tutor training and student expectations.**
Anne Baroffio, Arnaud Perrier and Nu Viet Vu
University of Geneva Medical Center
- 16.4 ■ **An Orientation Workshop to Faculty.**
Weinreb, B.
Faculty of Health Sciences, Ben Gurion Univ., Israel
- 16.5 ■ **Re-inventing the wheel: Introducing Teaching and Learning about Patient Centred Medicine in a medical school in Chile.**
Moore, P.
P. Univrsidad Catolica de Chile
- 16.6 ■ **What do faculty members need to enhance their.**
Abdulrahman, K.
King Saud University
- 16.7 ■ **How prepared for clinical learning are students on an accelerated curriculum?**
Tweed, M., Jackson, J.
Wellington School of Medicine

SESSION 17

ROOM E1

11:00 - 13:10 h

SOCIETAL NEEDS AND SOCIAL ACCOUNTABILITY ORAL PRESENTATIONS

- 17.1 ■ **Relationship between communication skills and clinical knowledge.**
Laidlaw, T.
Dalhousie University
- 17.2 ■ **Societal needs and social accountability: A study to identify communication training needs for health professionals working with patients from diverse linguistic and cultural backgrounds.**
Wass V, Roberts C, Jones R, Sanrangi S, Moss B
Manchester University
- 17.3 ■ **Gender Bias in Medical Care.**
Weinreb, B.
Faculty of Health Sciences, Ben Gurion Univ., Israel
- 17.4 ■ **Involving users in medical education: the benefits and costs perceived by users and students.**
Hudson JN & Rees CE
Peninsula Medical School
- 17.5 ■ **Completing the circle - an education model which changes service delivery where inequalities are greatest.**
Anderson, E. & Lennox, A
Leicester University
- 17.6 ■ **Public health literacy and social responsibility of tomorrow's doctors: How does a population perspective on health (in a problem-based curriculum) fit into medical students' career view?**
*Maudsley, Gillian; Williams, MI, Evelyn; Taylor, CM, David**
The University of Liverpool
- 17.7 ■ **Defining Competence in Family Medicine Using the Key Feature Approach.**
Allen T, Brailovsky C, Lawrence K, Crichton T, Carpentier MP, Visser S, Chung C, Rainsberry P.
Laval University, The College of Family Physicians of Canada, and the Centre d'évaluation des sciences de la santé de l'Université Laval, Québec, Canada



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- 17.8 ■ **Assessing patients' rights.**
*Clèries, X.**, *Sarrado, J.J.**, *Jovells, A.***, *Martínez-Carretero, J.M.**
Institute of Health Studies
- 17.9 ■ **Teaching in the doctor's surgery; does the presence of medical students affect the quality of general practice consultations?**
Price, R.
University of Newcastle upon Tyne

SESSION 18

ROOM E2

11:00 - 13:10 h

SOCIETAL NEEDS AND SOCIAL ACCOUNTABILITY ORAL PRESENTATIONS

- 18.1 ■ **Overseas Doctors Training in the United Kingdom - Hola or Adios!**
Sandhu, D.P.S., *Cavendish, S.*, *Gallen, D.D.*
LNR Postgraduate Deanery
- 18.2 ■ **Assistant professor, psychiatry and public health sciences.**
Meier, R.
University of Toronto
- 18.3 ■ **Integrating Cross Cultural Education in an Undergraduate Medical Curriculum.**
Kukaswadia, S. and *Clarke, M.*
Queens University
- 18.4 ■ **Community Needs Based Continuing Medical Education.**
Salmanzadeh H., *Ajami A.*
Iran University of Medical Sciences
- 18.5 ■ **Supporting increasing numbers of medical students and reducing an increasing rate of attrition.**
Popovic, C.
University of Birmingham
- 18.6 ■ **Social Accountability: moving beyond the rhetoric.**
Hawkins, D., *Woollard, R.*, *Parboosingh, J.*, and *Maskill, S.*
ACMC
- 18.7 ■ **Family Violence: Bringing the Message Home.**
Starkey C., *Windrim T.*, *Gharif R.*
St Georges Hospital Medical School

SESSION 19

ROOM E3

11:00 - 12:00 h

PARALLEL SESSION MASS MEDIA AND MEDICAL EDUCATION.

Person in charge: Vladimir de Semir
Collaborators: Concepción Boqué, Jordi Pérez, Carmen Fernández, Gemma Revuelta



TUESDAY 6, AM

SESSION 20

ROOM E3

12:10 - 13:10 h

PARALLEL SESSION

USING OSCEs FOR HIGH-STAKES ASSESSMENT DECISIONS.

Person in charge: John R. Boulet

Collaborators: John J. Norcini, Richard E. Hawkins

SESSION 21

ROOM E4

11:00 - 13:10 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 21.1 ■ **The dual roles of the global rating scale on a 30 station Objective Structured Clinical Examination for chiropractic radiologists: reward and punishment, plus standard setting.**
Lawson, D., DeVries, R.
University of Calgary
- 21.2 ■ **The contribution of standardized patients to error variance in candidate scores on a high stakes objective structured clinical examination.**
Lawson, D., Harasaym, P.
University of Calgary
- 21.3 ■ **Parent evaluations of paediatric interview skills.**
Maree OKeefe, Justine Whitham
University of Adelaide
- 21.4 ■ **Standard Setting for Clinical Competence at Graduation from Medical School: is it possible to achieve consensus?**
Boursicot, K.A.M. (1), Pell, G. (2), Roberts, T.E. (2)
Cambridge University
- 21.5 ■ **The effects of introducing two criteria for setting passing standards in a 3rd Year summative OSCE.**
Boursicot, K.A.M. (1), Evans, D.E. (2)
Cambridge University
- 21.6 ■ **Using patient video to assess clinical diagnostic skills: evidence for validity.**
Steven A. Lieberman, Ann W. Frye, Stephanie D. Litwins, Karen A. Rasmusson, John R. Boulet
The University of Texas Medical Branch
- 21.7 ■ **Five years of Progress Testing at Charité Universitätsmedizin Berlin, Germany.**
Föller, T.; Brauns, K.; Fuhrmann, S.; Hanfler, S.; Hoffmann, J.; Kölbel, S.; Mertens, A.; Müller, B.; Nouns, Z.; Wieland, D.; Osterberg, K.
AG Progress Test Medizin,
Charité Universitätsmedizin Berlin

SESSION 22

ROOM E5

11:00 - 12:40 h

WORKSHOP

TEACHING EMERGENCY CARE USING 'DETERIORATING PATIENT' SCENARIOS.

Snell L & Wiseman J.



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SESSION 23

ROOM E6

11:00 - 12:40 h

WORKSHOP

DISCOVERING, DEVELOPING AND MAINTAINING PROFESSIONALISM: LINKING ASSESSMENTS THROUGH THE CONTINUUM OF MEDICAL EDUCATION.

Southgate L, Hilton S, McCrorie P, Davies H & Stark P

SESSION 24

ROOM C1

11:00 - 13:10 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 24.1 ■ **Standard Setting for Communication and Interpersonal Skills.**
Yudkowsky, R., Downing S.
University of Illinois at Chicago COM
- 24.2 ■ **Students' perceptions of peer physical examination: results from a qualitative analysis of free-text questions.**
Collett, T.J, Bradley P., Rees C.E., McLachlan J.C.
Peninsula Medical School
- 24.3 ■ **Validity of Professional Skills Programme (PSP) examination scores for predicting medical students' performance in the clerkship phase.**
Al-Jishi, E, Hamdy, H, Prasad, K, Fathi, A, Salih
Arabian Gulf University
- 24.4 ■ **Does the time taken to complete a written examination influence the result?**
Kwizera, E.
University of Transkei
- 24.5 ■ **Assessment by observed consultation: Validation of content.**
Tweed, M.
Wellington School of Medicine
- 24.6 ■ **Multitrait-multimethod matrix validation of OSCE results.**
Tweed, M.
Wellington School of Medicine
- 24.7 ■ **The Universities Medical Assessment Partnership (UMAP): First use in a 'high stakes' examination.**
Owen A, Byrne GJ, Mahadev GK, Benbow E, O'Neill PA on behalf of the UMAP partners
University of Manchester
- 24.8 ■ **Expertise and the Accuracy of Direct Observation.**
Holmboe, E., Hawkins RE, Huot SJ
Yale University

SESSION 25

ROOM C2

11:00 - 13:10 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 25.1 ■ **Refining physiotherapist examiner training through an evidence based training curriculum and process.**
Cooper, M. Alison
Canadian Alliance of Physiotherapy Regulators



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- 25.2 ■ **A structured oral examination for neonatal - perinatal medicine.**
Jefferies, A.
Mount Sinai Hospital
- 25.3 ■ **Problem finding ability among students in problem-based learning (PBL) tutorials: an assessment by a computer system.**
Suganuma T, Tang AC, Osawa M, Taakakuwa Y, Yoshioka, T.
Tokyo Women's Medical University
- 25.4 ■ **An examinee-centered approach to setting passing scores for standardized patient assessments.**
McKinley, D., Boulet, J., Hambleton, R.
ECFMG
- 25.5 ■ **Do students learn during oral exams?**
Centeno, Angel, Primogero, Cecilia
Facultad de Ciencias Biomédicas, Universidad Austral
- 25.6 ■ **FAIMER: Evaluation of an International Leadership Fellowship in Medical Education.**
Kalishman, S., Burdick, W., Morahan, P., Mennin, S., Eklund, M.
University of New Mexico School of Medicine
- 25.7 ■ **Improving the Inter-item Correlations on a Structured Oral Certification Examination.**
Allen, T., Lang E, Chauny JM, Blouin D, Smith W, Dandavino A.
Laval University

SESSION 26

ROOM C3

11:00 - 12:40 h

WORKSHOP

TEACHING AND ASSESSING PROFESSIONALISM IN MEDICAL EDUCATION.

Krackov S

SESSION 27

ROOM C4

11:00 - 12:40 h

WORKSHOP

PREVENTING CLINICAL ERRORS: A MODEL FOR MEDICAL EDUCATION.

Borrell-Carrio F & Epstein RM

SESSION 28

ROOM C5

11:00 - 13:10 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 28.1 ■ **Difference between choosing an answer and constructing an answer.**
Fernández Garza, N.
Facultad de Medicina de la UANL
- 28.2 ■ **The Borderline Candidate – a Distinct Species?**
Sturmberg, J., Hinchy, J., Farmer, E.
RACGP
- 28.3 ■ **Benchmarking Facilitated: Comparing Student Performances Across Borders.**
Hazlett, C.; Cook, D.; Dauphinee, D
Chinese University of Hong Kong



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- 28.4 ■ **Formative assessment of family doctors on vocational training programs.**
Josep Maria Fornells, Mati Ezquerra, Magda Bundó, Dolors Forés, Amando Martín Zurro, Josep Maria Martínez-Carretero
Consorci Sanitari de Terrassa
- 28.5 ■ **Improving scoring outcomes in a national high-stakes pharmacy OSCE.**
C. O'Byrne¹, J. Pugsley¹, L.J. Quero Muñoz²
Pharmacy Examining Board of Canada
- 28.6 ■ **Competence standard setting: improved new method for high stakes OSCEs.**
O'Byrne, C.C. O'Byrne¹, J. Pugsley¹, L.J. Quero Muñoz²
Pharmacy Examining Board of Canada¹, Psychometric Consultant²
- 28.7 ■ **Evaluation of a Global Concept of Professional Competence: The OIIQ Experience.**
Louise-Marie Lessard, R.N., Ph.D. and Judith Leprohon, R.N., Ph.D., Carlos Brailovsky, MD, MA (Ed) and François Miller, M (Ed).
Ordre des infirmières et infirmiers du Québec
- 28.8 ■ **Computer based evaluation in obstetric and gynaecology.**
Chung C, Navarrete L, Salamanca A, Segura T, Diez JL y 1Peinado JM.
Facultad de Medicina. Universidad deGranada

SESSION 29

ROOM C6

11:00 - 13:10 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 29.1 ■ **Using standardized patients for assessing the impact of an educational intervention on in-office practice.**
Weinreb, B.
Faculty of Health Sciences, Ben Gurion Univ., Israel
- 29.2 ■ **Core Skills in Women's Health- Outcome Evaluation**
Sandra Carr
University of Western Australia
- 29.3 ■ **Application of a logbook for clinical training at the Granada Medical School.**
Campoy C., Jiménez-Torres N
School of Medicine. University of Granada
- 29.4 ■ **Lost in relation? – A formative evaluation strategy to improve the quality of peer-teaching and peer-assessment in an undergraduate basic clinical skills course by contrasting performance exam group R.**
Schmidts, M., Link, Th.
core unit for medical education
- 29.5 ■ **Development of a Rating Scale to Assess Medical Error Disclosure and a Comparison of its Psychometric Properties in Two Different Communication Media.**
David K. Chan, (1) Arthur I. Rothman, (1) Thomas H. Gallagher, (2) Richard Reznick, (1) and Wendy Levinson (1)
University of Toronto
- 29.6 ■ **Trainer Academy™: The first step toward standardization of a standardized patient examination.**
King, A.
National Board of Medical Examiners
- 29.7 ■ **Assessment by medical residents of training received in the different hospital services: a monitoring tool.**
Pijoan, J.I.(1), Moran, J.M.(1), Urkaregui, A.(2)
Hospital de Cruces
- 29.8 ■ **Professionalism in Medicine: Evaluation System of the Development of Professionalism Competencies in Students of Medicine.**
Hernández, C., Lic. Francisco Ayala
Instituto Tecnológico y de Estudios Superiores de Monterrey



TUESDAY 6, AM

SESSION 30

ROOM B1

11:00 - 13:10 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 30.1 ■ **Using standardized patients to assess the communication and interpersonal skills of physicians: Six years experience with a high stakes certification examination.**
van Zanten, Marta, Boulet, John R., McKinley, Danette W.
ECFMG
- 30.2 ■ **A Predictive Validity Study Of Mcat And Undergraduate Gpa Employing The Medical Council Of Canada's Licensing Examination.**
Donnon, T, Violato, C, Lemay, J-F, Jones, A
University of Calgary
- 30.3 ■ **Building a Validity Argument for a Medical Licensing Examination.**
Dillon, G., Clauser, B., Hawkins, R., and Swanson, D.
National Board of Medical Examiners
- 30.4 ■ **Pre-medical achievement as predictor for success in medical school.**
Wimmers, P., Schmidt, H. G.
Erasmus MC -- University Medical Center Rotterdam
- 30.5 ■ **The performance of International Medical Graduates on the Medical Council of Canada Part II Clinical Performance Examination.**
Birtwhistle, R., Blackmore, D., Touchie, C., Smee, S., Humphrey-Murto, S., Wood, T.
Queen's University
- 30.6 ■ **Using Standardized Patients to Assess the Clinical Performance of Entering Family Practice Residents.**
Nieman, L.Z., Moreno, C., Gladu, R., Cheng, L., Dumas, C.
University of Texas Health Sciences Center at Houston, Medical School
- 30.7 ■ **Clinical Skills assessment in Catalonia. A professional accreditation strategy. 1993-2004.**
Josep Maria Martínez-Carretero, Josep Arnau-Figueras, Carles Blay, Eduardo Kronfly, Montserrat Solà, Lluís Gràcia, Ramon Descarrega, Nieves Barragán
Institute of Health Studies
- 30.8 ■ **When examiners know candidates - does this influence OSCE scores?**
Jefferies, A.
Mount Sinai Hospital

SESSION 31

ROOM B2

11:00 - 13:10 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 31.1 ■ **On-line administration and marking of Modified Essay Question Paper.**
Davy, P., Zhou, J., Miller, N. and Clarke, R.
University of Sydney
- 31.2 ■ **On-line assessment using short answer questions.**
Devitt, P., Palmer, E. De Young, N.
University of Adelaide
- 31.3 ■ **Development of a computerised free-text Progress Test for undergraduate medical students.**
McEwen, J., Murphy, B. Pippard, M.J.
University of Dundee
- 31.4 ■ **The psychometrics of Personal Development Planning for General Practitioners.**
Roberts C, Cromarty I, Russell J
Monash University



TUESDAY 6, AM

- 31.5 ■ **Improving case presentation and outcomes in a national high-stakes pharmacy OSCE.**
C. O'Byrne¹, J. Pugsley¹, Cathy Smith², L.J. Quero Muñoz³
Pharmacy Examining Board of Canada¹, University of Toronto², Inside Testing (Psychometric Consultant)³
Pharmacy Examining Board of Canada
- 31.6 ■ **Giving and getting information... A comparison of scores awarded for different consulting tasks at an interactive high stakes general practice (GP) examination.**
Wiskin CM, Burn S and Barry K
University of Birmingham
- 31.7 ■ **Clinical training assessment in competence evaluation.**
Ferré R., Jammoul A., Castro A., Vidal F, Masana LI.*
Universitat Rovira i Virgili
- 31.8 ■ **Reviewing of clinical exposure and feedback provided to medical students during in-hospital rotations.**
Weinreb, B.
Faculty of Health Sciences, Ben Gurion Univ., Israel

SESSION 32

ROOM B3

11:00 - 13:10 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 32.1 ■ **Shift in a candidate's acceptability due to shifts in ability of the applicant pool.**
Peter H. Harasym, Rod Crutcher, and Doug M. Lawson
University of Calgary
- 32.2 ■ **Test construction to explore if pharmacological and therapeutic knowledge are applied to drug treatments.**
Marín-Campos, Y.
Faculty of Medicine, National Autonomous University of México
- 32.3 ■ **Catalan family medicine OSCE: the failing candidates.**
Blay C, Vilatimó R, Arnau J, Vilaseca JM, López Sanmartín C, Juncosa S, Martínez-Carretero JM.
Institut d'Estudis de la Salut
- 32.4 ■ **Evaluating sports residency admission procedures for the College of Chiropractic Sports Science Residency Programme.**
Lawson, D., Uchacz, G.
University of Calgary
- 32.5 ■ **A Pilot Program to Assess International Medical Graduates holding Limited Licenses in Canada.**
Lockyer, J., Blackmore, D., Crutcher, R., Ward, B., Salte, B., Shaw, K., Wolfish, N., Fidler, H.
University of Calgary
- 32.6 ■ **Reliability of MPLs set by examiners on an OSCE on two separate occasions.**
Lawson, Douglas M, Harasym, Peter H.
University of Calgary
- 32.7 ■ **Evaluating the CANMEDS Roles in an Internal Medicine Residency Program.**
Rothman, A., Imrie, K.
University of Toronto
- 32.8 ■ **Dimensionality of a Medical Licensing Examination Series.**
Shen, L.
National Board of Osteopathic Medical Examiners



TUESDAY 6, PM

SESSION 33

AUDITORIUM

14:15 - 16:00 h

E- LEARNING, INFORMATICS AND SIMULATIONS

ORAL PRESENTATIONS

- 33.1 ■ **Thumbs Up For Electronic OSCE Assessment.**
Treadwell, L., Schmidts, M.
University of Pretoria
- 33.2 ■ **Self-Learning Stimulation of Medical Students by Computerized Interactive Exercises on Solving of New Born Real Clinical Cases.**
Bravo C., Hering V., Barrera C., Rebolledo S.
Universidad Austral de Chile
- 33.3 ■ **Associate Professor.**
Kwon, Hyungkyu, Lee, Eunjung
Kyungsung University
- 33.4 ■ **Web-Based Learning in Resident Ambulatory Clinics: A Randomized, Controlled, Crossover Trial.**
D.A. Cook, D.M. Dupras, V.S. Pankratz, W.G. Thompson
Mayo Clinic College of Medicine
- 33.5 ■ **The 'then-post' evaluation strategy for a web-based situated learning environment in pediatric intensive care.**
Ronald Gottesman M.D., Farhan Bhanji M.D., Adam Finkelstein M.A., Laura Winer Ph.D.
McGill University Health Centre
- 33.6 ■ **E learning - the way forward?**
David Bridgen, Andrew Sackville, Romesh Gupta, Iqbal Memon
University of Liverpool / NHSE (Mersey Deanery)

SESSION 34

AUDITORIUM DIAGONAL

14:15 - 16:00 h

E- LEARNING, INFORMATICS AND SIMULATIONS

ORAL PRESENTATIONS

- 34.1 ■ **Integration of an e-learning platform in medicine teaching - Fifth year medicine students' opinions.**
El Bala, Z., Anex, M., Le Beux, P, Nguyen, JM., Ploteau, S., Philippe, HJ.
Faculté de Médecine
- 34.2 ■ **Assessment of the quality of interactions in distance learning courses utilizing the Internet (WebCT) or interactive television (ITV): Part 2.**
Prof B Mash, Ms D Marais, Ms S Van Der Walt, Ms I Van Deventer, Ms M Steyn, Prof D Labadarios
Stellenbosch University
- 34.3 ■ **Training International Medical Graduates for Australian General Practice.**
Jones, B.
James Cook University
- 34.4 ■ **Bringing the Bush to the City: using e-mentors to link medical students with rural health professionals.**
Sen Gupta, T., Grant M., Woolley T., Taylor L.
School of Medicine, James Cook University
- 34.5 ■ **The virtual ward: making the transition to problem-based learning.**
Kiegaldie, D., Lawson, M and Jeavons, T.
Monash University
- 34.6 ■ **Using streamed video to support teaching and learning in medical education.**
Smith, C.D. and Whiteley, H.E.
University of Central Lancashire



TUESDAY 6, PM

SESSION 35

ROOM H1

14:15 - 15:15 h

PARALLEL SESSION

OUTCOMES OF MEDICAL EDUCATION: WHAT ARE THEY? HOW TO ASSESS THEM?

*Person in charge: Miriam Friedman Ben David
Collaborators: Steve Smith, Jordi Palés*

SESSION 36

ROOM H1

15:30 - 16:30 h

PARALLEL SESSION

ROLE OF PUBLIC IN ORIENTING MEDICAL EDUCATION.

*Person in charge: Louise Nasmith
Collaborators: Ivy Oandasan & Maryann Walker*

SESSION 37

ROOM D1

14:15 - 16:00 h

**INTRODUCING PROFESSIONALISM INTO OUR PROFESSIONS
ORAL PRESENTATIONS**

- 37.1 ■ **Errors and Adverse Events: primary care physicians' perception.**
Borrell-Carrió F. (), Paez Regadera C. (*), Gil Terron N. (*), Miguel Huguet B. (**), Martí Nogués M. (*), Suñol Sala R. (**)*
Institut Català Salut
- 37.2 ■ **The medical student show: a forum for defining professional behavior.**
Hayter, C.
University of Toronto
- 37.3 ■ **Feasibility of the evaluation of professional behaviour in general practice (EPRO-GP) instrument.**
van de Camp, K., Vernooij-Dassen, M., Grol, R., Bottema, B.
University Medical Centre Nijmegen
- 37.4 ■ **The Perioperative Specialist Practitioner - piloting a new surgical role.**
Kneebone, R., Younger, J., Burgess, A., Darzi, A.
Imperial College London
- 37.5 ■ **Taking the first step in designing interprofessional education for staff working on a district general hospital medical ward in the UK: consulting the staff.**
Lewis S [1], Corbett S[1 2], James P[1] & Welfare M [1 2]
[1]Northumbria Healthcare NHS Trust, [2]Medical School, University of Newcastle upon Tyne
- 37.6 ■ **Community-based Medical Education Through Community Partnerships: A Viable Model.**
Holt, T., Browne, C.
Monash University



TUESDAY 6, PM

SESSION 38

ROOM D2

14:15 - 16:00 h

INTRODUCING PROFESSIONALISM INTO OUR PROFESSIONS

ORAL PRESENTATIONS

- 38.1 ■ **Rekindling the flame of caring in a society undergoing transformation?**
Faris G., Bryant W., Melane A.
University of Cape Town
- 38.2 ■ **Learning about professionalism through patient and peer feedback on managing ethical dilemmas.**
Perry M., Boggis C., Richardson H., Wass V.
University of Manchester
- 38.3 ■ **MD, PhD.**
Van Weel-Baumgarten E., Van Spaendonck KPM
University Medical Centre Nijmegen
- 38.4 ■ **The Professional Competencies of the Speech-Language Therapist.**
Dulcet, E. - Grandi, D.
Col.legi de Logopedes de Catalunya
- 38.5 ■ **Does 'mature' mean mature or just older?**
Hughes P., Bowman D.
St George's Hospital Medical School
- 38.6 ■ **Assessing fitness to practice – experience from a new U.K. medical school.**
Leinster S, Howe, A.
University of East Anglia

SESSION 39

ROOM D3

14:15 - 16:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 39.1 ■ **Learning sexual history taking: a multifaceted curriculum.**
Jotkowitz, A., Novak, V., Bonawitz, A., Heath M., Weinreb, B., Greenberg, S.
Ben-Gurion University of the Negev
- 39.2 ■ **Roles, Characteristics and Values: Perceptions of Clinical Teaching at a New Medical School.**
Richards L., Bligh J.
Peninsula Medical School
- 39.3 ■ **Back to Reality – Student Supervision in the Clinical Area Increases Confidence in Performance of Practical Procedures.**
Wallace D., Haq I., Moore D., Baillie G., Peacock J., Sampson P., Dacre J.
University College London
- 39.4 ■ **Clinical Confidence and Competence – how is it best achieved in a four year graduate entry course?**
Hayes K, Hall A, Baker E, McCrorie P.
St George's Hospital Medical School
- 39.5 ■ **Development of a model of Clinical Problem Based Learning and assessment of key components.**
Derek Macallan, Andy Kent, Emma Baker, Penny Neild, Kevin Hayes, Jonathan Round, Sandra Bailey, Peter McCrorie
St George's Hospital Medical School
- 39.6 ■ **Evidence-based and narrative based medicine - bedfellows in medical education? – To teach when, to teach how?**
Pelz, Joerg & Kube, Peter
Charite - Universitaetsmedizin Berlin



TUESDAY 6, PM

SESSION 40

ROOM D4

14:15 - 16:00 h

WORKSHOP

TEACHING PROFESSIONALISM ACROSS THE CONTINUUM.

Cruess R, Cruess S, Steinert Y & Snell L

SESSION 41

ROOM D5

14:15 - 16:00 h

WORKSHOP

TEACHING EVIDENCE-BASED MEDICINE IN CLINICAL SITUATIONS.

Kljakovic M & Gilbert A

SESSION 42

ROOM D6

14:15 - 16:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 42.1 ■ **Rolling Cases – Months of Follow-up in a Single Learning Experience.**
MA Matar, B Weinreb, R Umansky
Faculty of Health Sciences, Ben Gurion Univ., Israel
- 42.2 ■ **What is the Role of Poster Presentations in Promoting Scholarship Among Internal Medicine Trainees?**
Christoph Eggert, MD, Cassie Kennedy, MD, Furman McDonald, MD, Joseph Kolars, MD
Mayo Clinic Rochester
- 42.3 ■ **Does guided reflection in PBL courses foster moral judgment competence?**
Hambleton-Fuentes, A.
Tecnológico de Monterrey
- 42.4 ■ **Communication Skills Training for Specialty Residents: Implementing a resident-run program.**
Cooke, L.
University of Calgary
- 42.5 ■ **Informed consent as perceived by medical students on their first clinical clerkship.**
Rubinow, A.
Hadassah-Hebrew University School Medicine
- 42.6 ■ **Reflecting on sequential project work – difficulties with written documentation.**
Jha V., Murdoch-Eaton D.
School of Medicine Leeds

SESSION 43

ROOM E1

14:15 - 16:00 h

SOCIETAL NEEDS AND SOCIAL ACCOUNTABILITY

ORAL PRESENTATIONS

- 43.1 ■ **Conference on Strategies for Introducing Community Medicine (CM) into Primary Care (PC) in Catalonia.**
Foz G, Miller R, Montaner I, Viñeta M.
Institut d'Estudi de la Salut



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- 43.2 ■ **Dialogue among health professional& teachers for health education.**
Anton MV., Millan J., Hidalgo C., Oriñano P., Villanueva C.
University and Health Centers (Primary Health Care & Hospitals) representativas of the Comunidad de Madrid.
- 43.3 ■ **Teaching medical and nursing students to respond to a.**
Romero, C.; Guevara, Edilam Dr PH, Caskey, Juanita, MA
University of Texas Medical Branch
- 43.4 ■ **Who should train our family doctors? Recent changes to training for general practice in Australia.**
Jones, B.
The Royal Australian College of General Practitioners
- 43.5 ■ **KICS - An Innovative Model for Interdisciplinary Training from Health Professions.**
Holt, T., Borders, K., Aud, R., Hoffman, C., Bledsoe, L., Mayer, L., & Maples, D.
Monash University
- 43.6 ■ **A new approach to teaching cross cultural skills.**
Weinreb, B.
Faculty of Health Sciences, Ben Gurion Univ., Israel

SESSION 44 ROOM E2 14:15 - 16:00 h

**SOCIETAL NEEDS AND SOCIAL ACCOUNTABILITY
ORAL PRESENTATIONS**

- 44.1 ■ **The Teaching Family – A Model for Ambulatory Residency Education.**
David G. Weismiller, MD, ScM, Kristen Springer Dreyfus, MA, Jerri R. Harris, MPH, and Jennifer L. Hodgson, PhD, LMFT
The Brody School of Medicine at East Carolina University
- 44.2 ■ **Networking regional medical schools.**
Hays, R.
School of Medicine
- 44.3 ■ **Undergraduate clinical education in rural communities: success through symbiosis.**
Worley, P., Prideaux, D., Strasser, R., March, R., and Magarey, A.
Flinders University
- 44.4 ■ **Don't Stop Taking the Prozac! Expanding Undergraduate Medical Education in British Columbia within a Socially Responsible Framework.**
Bates J., Snadden D., Casiro O., Towle A.
University of British Columbia
- 44.5 ■ **Community-based clerkships in communities: Sherbrooke response for populations to be served.**
Grand'Maison, P.
Univ. of Sherbrooke

SESSION 45 ROOM E3 14:15 - 15:15 h

**PARALLEL SESSION
INSTITUTE FOR INTERNATIONAL MEDICAL SCHOOLS: GLOBAL ESSENTIAL
COMPETENCIES AND THEIR EVALUATION.**

Person in charge: Andrzej Wojtczak
Collaborators: M. Roy Schwarz, David T. Stern, Wan Xuehong, Yao Tai



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SESSION 46

ROOM E3

15:30 - 16:30 h

PARALLEL SESSION

PROFESSIONALISM AND PHYSICIAN COMPETENCY.

Person in charge: Preston Reynolds

Collaborators: Rich Hawkins, Daniel Klass

SESSION 47

ROOM E4

14:15 - 16:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 47.1 ■ **Outcome Based Procedural Skills- implementation and evaluation.**
Carr, S.
University of Western Australia
- 47.2 ■ **Family Violence: Bringing the Message Home.**
Starkey C., Windrim T., Gharif R.
St Georges Hospital Medical School, London, UK; University of Toronto, Ontario, Canada; Universiti of Brunei Darussalam, Bandar Seri Begawan, Brunei
- 47.3 ■ **Large group delivery of Problem-based learning: Is it possible to address practical delivery options whilst being true to educational underpinnings?**
Roberts C., Butler G., Lawson M.
University of Sheffield; Monash University
- 47.4 ■ **Learning to work with patients and the community.**
Morris P., Armitage A., Dalton E., Ewart B., Kilminster S., O'Neill F., Reed J., Roberts T.
University of Leeds
- 47.5 ■ **Criterion Audit – Dilemmas in teaching and assessment.**
Murphy D., Lough M.
NHS Education for Scotland
- 47.6 ■ **Teaching bases on learning tasks: An alternativa to PBL.**
Penzo, W.
Facultad Medicina. UB

SESSION 48

ROOM E5

14:15 - 16:00 h

WORKSHOP

CHALLENGES FACING PBL TUTORS: 12 TIPS FOR SUCCESSFUL GROUP FACILITATION.

Azer S

SESSION 49

ROOM E6

14:15 - 16:00 h

WORKSHOP

BRINGING SYSTEMS BASED PRACTICE AND PRACTICE BASED LEARNING TO THE BEDSIDE.

Whelan C, Mohr J, & Podrazik P



TUESDAY 6, PM

SESSION 50

ROOM C1

14:15 - 16:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

INTERACTIVE POSTERS

- 50.1 ■ **The effect of two educational methods, Classic and Critical Thinking Strategies (CTS), on the stable learning of nursing.**
Khalili H., Babamohammadi H.*and Hadji Aghadjani S.* (MSC)*
Semnan University of Medical Science
- 50.2 ■ **Epidemiology Teaching: student and tutor perceptions.**
Mandy Moffat, Hazel K Sinclair, Jennifer A Cleland, W Cairns S Smith, Ross J Taylor
University of Aberdeen
- 50.3 ■ **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. and Khalili H.*(MSC)*
Semnan University of Medical Science
- 50.4 ■ **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
- 50.5 ■ **Assessing Clinical Teaching with Standardized Students: A Feasibility and Validity Project.**
Wilkerson W., Gruppen L.
University of Michigan
- 50.6 ■ **Using one-way mirror for teaching clinical interview: an experience.**
Arman, S.
Isfahan University of Medical Sciences
- 50.7 ■ **The Influence of Teaching Clinical Skills on Instructors' Psychological, Social and Professional Aspects.**
Yamani, N.
Isfahan University of Medical Sciences
- 50.8 ■ **Initiation to patient-centered clinical reasoning: an innovation at Laval University Faculty of medicine.**
Côté L., Glenn J., Frenette J., Gingras N.
Laval University
- 50.9 ■ **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
- 50.10 ■ **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
- 50.11 ■ **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



TUESDAY 6, PM

SESSION 51

ROOM C2

14:15 - 16:00 h

SOCIETAL NEEDS AND SOCIAL ACCOUNTABILITY

INTERACTIVE POSTERS

- 51.1 ■ **Relaxation and Physical Exercise Workshop: A Healthier Way of Life.**
De la Hoz Caballero, M.; Rivera Ferruz, Maribel
Servei Català de la Salut
- 51.2 ■ **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
- 51.3 ■ **Todosvacunados.com**
Álvarez Pasquín MJ, Mayer Pujadas MA, Morató i Agustí ML, Gómez Marco JJ
ATICSS
- 51.4 ■ **The Deaf Community and Sign Language. A course for understanding different socio-cultural groups.**
Torres, B. (1), Vallès, A. (2)
Universitat de Barcelona
- 51.5 ■ **¿Does Primary Health Care training received by students influence on choosing Family Medicine as speciality?**
Alberny M., Cots J.M., Sanclimens J.
Unitat Docent de Medicina de Família i Comunitària de Barcelona. ICS
- 51.6 ■ **Pre-Course Attitudes Towards a Marginalized Population.**
Justin M. Bonzo
University of British Columbia
- 51.7 ■ **"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
- 51.8 ■ **A critical model for social accountability in medical education.**
Cawston P.G., Mann S.J., Morrison J.M.
University of Glasgow
- 51.9 ■ **Evaluation of the educational workshops "A healthy ageing". The users perspective.**
Isern Farrés O, Casas Baroy JC*, Terricabras M, Montoriol J*
Universitat de Vic
- 51.10 ■ **Medical Students Attitude Towards Culture and it's Teaching: A Canadian Perspective.**
Maxine Clarke
Queen's University

SESSION 52

ROOM C3

14:15 - 16:00 h

WORKSHOP

CAN YOU REDUCE MEDICAL ERRORS IN THE ABSENCE OF A LEARNING CULTURE?

Pohl H



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SESSION 53

ROOM C4

14:15 - 16:00 h

WORKSHOP

INTEGRATING COMMUNICATION SKILLS TEACHING INTO THE SURGERY CLERKSHIP.

Hopkins M, Kalet A, Chase J & Riles T

SESSION 54

ROOM C5

14:15 - 16:00 h

ASSESSMENT AND EVALUATION

INTERACTIVE POSTERS

- 54.1 ■ **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
- 54.2 ■ **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
- 54.3 ■ **The Effect of Educational Stressors on the General Health of the Medical Residents.**
Khajehmougahi, N.
Ahwaz University Medical Sciences
- 54.4 ■ **Practising Doctors Can Accept Review.**
Kaigas, T.
Cambridge Hospital
- 54.5 ■ **QFD and continuing medical education.**
Ruiz de Adana Perez R., Agrait Garcia P., Carrasco Gonzalez I., Duro Martinez J.C., Rodriguez Vallejo J.M., Millan Nuñez Cortes J.
Agencia Lain Entralgo
- 54.6 ■ **General physician view about communication skills & patient education in Shiraz –Iran.**
Najafipour F.
Valfajr Health Center
- 54.7 ■ **Patient Satisfaction In An Ambulatory Rheumatology Clinic.**
Bell M., Bedard P.
Sunnybrook and Women's College Health Sciences Centre
- 54.8 ■ **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
- 54.9 ■ **Starting Work - Ready or not? Views of commencing medical interns on the skills developed during their undergraduate program.**
Lindley J., Liddell M.
Monash University
- 54.10 ■ **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



TUESDAY 6, PM

SESSION 55

ROOM C6

14:15 - 16:00 h

**CURRICULAR REFORM
INTERACTIVE POSTERS**

- 55.1 ■ **Metodology in teachig pharmacolgy in physiotherapy, oriented to the achievement of professional competences.**
Mestres, C.
Escola Blanquerna d'Infermeria, Fisioteràpia i Nutrició
- 55.2 ■ **Implementation and problematic issues regarding the model core curriculum of medical education in a Japanese private medical school.**
Shimura, T.
Nippon Medical School
- 55.3 ■ **Student Performances on COMLEX Level I Licensing Exam Following Implementation of an Integrated Clinical Presentation Curriculum.**
El-Sawi, N. and Citarelli, M.
University of Health Sciences
- 55.4 ■ **Case-Based, Facilitated Small Group Discussions to Teach End of Life Care for Patients with Advanced Chronic Respiratory Disease.**
Ronald Damant; Justin Weinkauf
University of Alberta
- 55.5 ■ **Integrating clinical skills in a Problem Based Learning curriculum.**
Martineau, Bernard, Waddell Guy, Hivon René
Université de Sherbrooke
- 55.6 ■ **Investigation of educational needs of education officers in Isfahan University of Medical Sciences.**
Aminolroayaei Yamini M., Yarmohammadian M.H., Yousefi A.
Faculty of Nursing, Education Office
- 55.7 ■ **Outcome- Based Education.**
Iran Jahanbin
College of Nursing&Midwifery
- 55.8 ■ **The convergence of technology in the medical radiation sciences: curriculum innovation to support cross-disciplinary training of medical radiation science professionals (radiation therapy, radiologica.**
Di Prospero L., Harnett N., Cherryman F., Palmer C., Catton P.
The Michener Institute for Applied Health Sciences and the University of Toronto
- 55.9 ■ **How do internal medicine residents learn to be competent?**
Nogueras A., Casanovas A., Gil M., Jordana R., Monteagudo M., Oristrell J., De Nadal J.
Institut Universitari Parc Taulí

SESSION 56

ROOM B1

14:15 - 16:00 h

**ASSESSMENT AND EVALUATION
ORAL PRESENTATIONS**

- 56.1 ■ **Comparing two standard setting methods for OSCE.**
Dr Hiroataka Onishi, Dr Cheong Lieng Teng, Dr Francis Yeng Boon Pin, Dr Ramesh Jutti.
International Medical University
- 56.2 ■ **Is generalisability theory useful to improve an OSCE?**
Dr Hiroataka Onishi
International Medical University



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- 56.3** ■ **International medical graduates in Australia: Assessment for hospital practice (1: Process and challenges for successful implementation).**
Jolly B1, McGrath B2, Kanaris A2, Nestel D1, Jordon C2, Elliot S3, Flynn E3, Graecen J4, Tiller J5, Dancer A5, Findlay D6, Flanagan B7, Paltridge D8
 (1) Centre for Medical & Health Sciences Education; (2) Postgraduate Medical Council of Victoria; (3) Faculty Education Unit, University of Melbourne; (4) Rural Workforce Agency Victoria; (5) Victorian Medical Postgraduate Foundation; (6) General Practice Education Australia; (7) Southern Health Simulation & Skills Centre; (8) St Vincent's Hospital Human Simulator Centre
- 56.4** ■ **A Comparison of Questions in Two Formats (MCQ and SAQ) on an Anatomy Exam for Medical Students: What Students Can Teach Us.**
Harris, June A., McKay, Donald W.
 Memorial University of Newfoundland
- 56.5** ■ **Evaluating physician canmeds competencies in neonatal-perinatal medicine using an objective structured clinical examination (OSCE).**
Brian Simmons, Ann Jefferies, Marc Blayney, Kyong Lee, Henry Roukema, Martin Skidmore Jodi McIlroy, Diana Tabak
 University of Toronto
- 56.6** ■ **Student's self-assessment of Adult Basic Life Support**
Vnuk, A, Owen H.
 Flinders University

SESSION 57

ROOM B2

14:15 - 16:00 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 57.1** ■ **Improving examiner consistency in an assessment of advanced life support (ALS).**
Tweed, M., Stephenson, B., Perkins, G.
 Wellington School of Medicine
- 57.2** ■ **Assessing Clinical Competence in Emergency Medicine.**
Weinreb, B.
 Faculty of Health Sciences, Ben Gurion Univ., Israel
- 57.3** ■ **First OSCE in Uruguay: assessment of clinical skills.**
Gastón Garcés, MD; Alicia Gómez, MD; Martín Harquindeguy, MD and Enrique Macri MSC(Eng.)
 Facultad de Medicina República Oriental del Uruguay
- 57.4** ■ **Deep knowledge structure is associated with increased odds of diagnostic success in novices.**
Kevin McLaughlin, Sylvain Coderre, Garth Mortis, Henry Mandin.
 University of Calgary
- 57.5** ■ **Can Standardized Patients Replace Physicians as OSCE Examiners?**
Laura Gregor, Sylvain Coderre, Allan Jones, Kevin McLaughlin
 University of Calgary
- 57.6** ■ **Neonatology OSCE: certification of an expertise.**
Arnau J, Esqué T, Zuasnabar A, Fina A, Moral A, Raspall F, Barragán N, Martínez-Carretero JM.
 Institut d'Estudis de la Salut



TUESDAY 6, PM

SESSION 58

ROOM B3

14:15 - 16:00 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 58.1 ■ **Should visual spatial perception tests affect residency choices.**
M. Martin
McGill University
- 58.2 ■ **Quality criteria for portfolio assessment of undergraduate medical students.**
Overeem K, Driessen EW, Tartwijk J van, Vleuten CPM van der
Maastricht University
- 58.3 ■ **Student technical skill compared to clinical decision-making and interpersonal skills.**
Hvidsten L, Hulbert J., Moe W., Berg, M.
Northwestern Health Sciences University
- 58.4 ■ **Gender validation of an OSCE.**
Tweed M., Thompspon-Fawcett M., Wilkinson T.
Wellington School of Medicine
- 58.5 ■ **Accumulated underperformance as a method to convert OSCE station scores into a pass/fail decision.**
Tweed, M.
Wellington School of Medicine
- 58.6 ■ **Therapeutic decision skills at undergraduate level: Script Concordance test-based or written simulation-based assessment? A French pilot study.**
Louis Sibert, Francis Roussel, Jean Doucet, Jacques Weber, Joël Lechevallier.
Rouen University Hospital

SESSION 100

POSTERS AREA

16:00 - 17:00 h

POSTERS EXHIBITION

For more information, please see page 91.

SESSION 59

AUDITORIUM

17:00 - 18:00 h

PLENARY II

TEACHERS TRAINING TO FACE NEW EDUCATIONAL CHALLENGES?

Chairperson: Janet Grant
Presenter: Yvonne Steinert
Discussant: Ángel Centeno