



PLANNING WEDNESDAY 7

	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		Plenary III 60		Com. 61	Coffee	ORAL P 64			P EXHIBIT 100	Lunch		ORAL P 90				OP 90	P EXHIBIT 100		Plenary IV 117	
Auditorium Diagonal				Com. 62	Coffee	ORAL P 65			P EXHIBIT 100	Lunch		ORAL P 91				OP 91	P EXHIBIT 100			
Room H1				Com. 63	Coffee	PS 9 66	PS 10 67			Lunch		PS 13 92				PS 14 93				
Room D1					Coffee	ORAL P 68			P EXHIBIT 100	Lunch		ORAL P 94				OP 94	P EXHIBIT 100			
Room D2					Coffee	ORAL P 69			P EXHIBIT 100	Lunch		ORAL P 95				OP 95	P EXHIBIT 100			
Room D3					Coffee	ORAL P 70			P EXHIBIT 100	Lunch		ORAL P 96				OP 96	P EXHIBIT 100			
Room D4					Coffee	WS13 71			P EXHIBIT 100	Lunch		WS19 97				WS19 97	P EXHIBIT 100			
Room D5					Coffee	WS14 72			P EXHIBIT 100	Lunch		WS20 98				WS20 98	P EXHIBIT 100			
Room D6					Coffee	ORAL P 73			P EXHIBIT 100	Lunch		ORAL P 99				OP 99	P EXHIBIT 100			
Room E1					Coffee	ORAL P 74			P EXHIBIT 100	Lunch		ORAL P 101				OP 101	P EXHIBIT 100			
Room E2					Coffee	ORAL P 75			P EXHIBIT 100	Lunch		ORAL P 102				OP 102	P EXHIBIT 100			
Room E3					Coffee	PS 11 76	PS 12 77			Lunch		PS 15 103				PS 16 104				
Room E4					Coffee	ORAL P 78			P EXHIBIT 100	Lunch		ORAL P 105				OP 105	P EXHIBIT 100			
Room E5					Coffee	WS15 79			P EXHIBIT 100	Lunch		WS21 106				WS21 106	P EXHIBIT 100			
Room E6					Coffee	WS16 80			P EXHIBIT 100	Lunch		WS22 107				WS22 107	P EXHIBIT 100			
Room C1					Coffee	ORAL P 81			P EXHIBIT 100	Lunch		IP 108				IP 108	P EXHIBIT 100			
Room C2					Coffee	ORAL P 82			P EXHIBIT 100	Lunch		IP 109				IP 109	P EXHIBIT 100			
Room C3					Coffee	WS17 83			P EXHIBIT 100	Lunch		WS23 110				WS23 110	P EXHIBIT 100			
Room C4					Coffee	WS18 84			P EXHIBIT 100	Lunch		WS24 111				WS24 111	P EXHIBIT 100			
Room C5					Coffee	ORAL P 85			P EXHIBIT 100	Lunch		IP 112				IP 112	P EXHIBIT 100			
Room C6					Coffee	IP 86			P EXHIBIT 100	Lunch		IP 113				IP 113	P EXHIBIT 100			
Room B1						ORAL P 87			P EXHIBIT 100	Lunch		ORAL P 114				OP 114	P EXHIBIT 100			
Room B2						IP 88			P EXHIBIT 100	Lunch		ORAL P 115				OP 115	P EXHIBIT 100			
Room B3						IP 89			P EXHIBIT 100	Lunch		ORAL P 116				OP 116	P EXHIBIT 100			

Com.: Complementary 2 | OP: Oral Presentation | PS: Parallel Session | WS: Workshop | IP: Interactive Poster | P EXHIBIT: Posters Exhibition



WEDNESDAY 7, AM

SESSION 60

AUDITORIUM

8:30 - 9:30 h

PLENARY III

PROFESSIONALISM: WHAT DOES IT MEAN FOR US?

Chairperson: Albert Oriol

Presenter: Jordan Cohen

Discussant: Helios Pardell

SESSION 61

AUDITORIUM

9:30 - 10:00 h

COMPLEMENTARY PRESENTATION

■ **Embedding Professionalism in Medical Education.**

Ronald Epstein

SESSION 62

AUDITORIUM DIAGONAL

9:30 - 10:00 h

COMPLEMENTARY PRESENTATION

■ **Professionalism: Role Modeling for Clinical Teachers.**

David Stern

SESSION 63

ROOM H1

9:30 - 10:00 h

COMPLEMENTARY PRESENTATION

■ **The Role of Patients to Foster the Development of Professionalism in our physicians.**

Albert Jovell

COFFEE BREAK

10:00 - 10:30 h

SESSION 64

AUDITORIUM

10:30 - 12:00 h

CURRICULAR REFORM

ORAL PRESENTATIONS

64.1

■ **Educational reforms in Kosovo.**

Simpson, D.

HLSP

64.2

■ **Systems Design in Medical Education.**

Ian Johnson, M.D., P. Niall Byrne, Ph.D., Katherine MacRury, Ph.D.

University of Toronto



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- 64.3 ■ **The Optimal Medical Selection Interview?**
Miller, SR., Gruppen, LD.
University of Michigan
- 64.4 ■ **Tutors' perceptions of the relevance of behavioural and social sciences towards medical students' education.**
Pilkington, A.
University of Manchester
- 64.5 ■ **Life Drawing in Undergraduate Clinical Attachments.**
Gull, S.
University of Cambridge School of Clinical Medicine
- 64.6 ■ **Strategic Plan for a Continuous Teaching and Research Work of Basic Science in The School of Medicine.**
Moreno Barral, J.
Facultad de Ciencias Médicas Universidad Nacional de Córdoba - Argentina

SESSION 65

AUDITORIUM DIAGONAL

10:30 - 12:00 h

**CURRICULAR REFORM
ORAL PRESENTATIONS**

- 65.1 ■ **Comparison of three instructional methods.**
Al-Faris, E.
King Saud University, College of Medicine
- 65.2 ■ **Working with the AAMC Curriculum Management and Information Tool (CurrMIT).**
Reynolds, R. Salas, A.
Association of American Medical Colleges (AAMC)
- 65.3 ■ **Knowledge of medical law before graduation – do they know enough?**
Lambert, J., Parsons, J., Bark, M. & Murdoch-Eaton, D. Leeds School of Medicine
- 65.4 ■ **Uses of a curriculum map in the new Medical curriculum at UNSW.**
Watson, EGS., Toohey, SM., Hughes, C., McNeil, HP., Mobbs, SL., & Leeper, J.
UNSW
- 65.5 ■ **Curriculum delivery through case discussion.**
Martin, A.
Sturt Fleurieu General Practice Education and Training
- 65.6 ■ **Innovation in the Teaching and Evaluation of Medical Skills.**
Crutcher, R., Harasym, P., Hollaar, G., Mitchell, I., Cox, I.
University of Calgary

SESSION 66

ROOM H1

10:30 - 11:30 h

**PARALLEL SESSION
EDUCATION TO MEET COMMUNITY NEEDS.**

Person in charge: Arthur Kaufman
Collaborators: Laura Feuerwerker, Andreu Segura



WEDNESDAY 7, AM

SESSION 67

ROOM H1

11:30 - 12:30 h

PARALLEL SESSION

RESEARCH IN MEDICAL EDUCATION: THREE PERSPECTIVES.

Person in charge: Geoff Norman

Collaborators: Dave Swanson, Nicki Britten

SESSION 68

ROOM D1

10:30 - 12:00 h

E- LEARNING, INFORMATICS AND SIMULATIONS

ORAL PRESENTATIONS

- 68.1 ■ **Assessment of the quality of interactions in distance learning courses utilizing the Internet (WebCT) or interactive television (ITV) (Part 1).**
Prof B Mash, Ms I van Deventer, Ms M Steyn, Ms D Marais, Ms S Van Der Walt, Prof D Labadarios Stellenbosch University
- 68.2 ■ **A problem-oriented teaching model with a IT-assisted learning environment in teaching Public Health.**
Jansen, H.
Vrije Universiteit Brussel
- 68.3 ■ **Reusable learning objects and 'Just-for-you' learning.**
Harden, R.
International Virtual Medical School (IVIMEDS)
- 68.4 ■ **Implementation and evaluation of an electronic portfolio to support undergraduate medicine.**
Simon Cotterill, Tony McDonald, Geoff Hammond, Philip Bradley
University of Newcastle
- 68.5 ■ **The Evolution of a Managed Learning Environment for Medicine: The Newcastle Experience.**
Skelly, G.; McDonald, A.M.; Cotterill, S. and Bradley, P.M.
Newcastle University
- 68.6 ■ **Meaningful research in Web-based learning: The research we still are not doing.**
Cook, D.A.
Mayo Clinic College of Medicine

SESSION 69

ROOM D2

10:30 - 12:00 h

E- LEARNING, INFORMATICS AND SIMULATIONS

ORAL PRESENTATIONS

- 69.1 ■ **Problem based learning on the Web - an outreach to Norwegian medical students abroad.**
Geir Jacobsen, Toralf Hasvold**, Roar Johnsen*, Karin Skarsaune**, Zoltat Tot****
Norwegian University of Science and Technology (NTNU)
- 69.2 ■ **On-line Patient Encounter Simulation.**
Fleischer, D., Marrin, M., Wallace, G., Pusic, M., Posel, N., Hanbuch, B.
McGill University
- 69.3 ■ **Experiences from supplementing of a PBL-setting with Live-transmission of paediatric patients.**
Sostmann, K., Schnabel, K., Barthel, St., Gaedicke, G.
Charité, University Medicine Berlin



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- 69.4 ■ **Strategy of learning of procedural knowledge in medicine.**
Martin, M.
Centre hospitalier universitaire de Sherbrooke Marcel
- 69.5 ■ **Documenting Competence Using an Anesthesia Simulator.**
Willemsen-Dunlap, A., Kreiter, C., Thompson, E.
University of Iowa

SESSION 70

ROOM D3

10:30 - 12:00 h

INTRODUCING PROFESSIONALISM INTO OUR PROFESSIONS ORAL PRESENTATIONS

- 70.1 ■ **Teaching competence of GP-trainers before and after a short program 'Personal Learning Plans for teaching competence' (PLP).**
Schol, S., Goedhuys, J.
Free University of Brussels
- 70.2 ■ **What Else Besides Anatomy Are We Teaching in the Medical Gross Anatomy Course?**
Wojciech Pawlina, Alan J. Smith, Thomas R. Viggiano and Stephen W. Carmichael
Mayo Clinic College of Medicine
- 70.3 ■ **The present situation and prospect of development trend of medical education in China**
Chen, X.
Tongji Medical College, Huazhong Univ. of Science and Technology
- 70.4 ■ **Balancing consequences - factors than influence whether to call for senior intervention.**
Stewart, J.
Newcastle University
- 70.5 ■ **Medical Students and Patient Confidentiality: how effective is confidentiality training?**
Graham, H., Clayden G., Greenough A.
King's College London
- 70.6 ■ **A survey of multiprofessional education in a UK NHS Trust.**
Lewis S., Corbett S., James P. & Welfare M.
Northumbria Healthcare NHS Trust, University of Newcastle upon Tyne

SESSION 71

ROOM D4

10:30 - 12:00 h

WORKSHOP

ACCEPT, REVISE, REJECT: REVIEWING EDUCATIONAL RESEARCH MANUSCRIPTS.

Pangaro L, Gilliland W, Crandal S & Steinecke A, Mann K

SESSION 72

ROOM D5

10:30 - 12:00 h

WORKSHOP

PEER REVIEW FROM A TO Z.

Spencer J & Brice J



WEDNESDAY 7, AM

SESSION 73

ROOM D6

10:30 - 12:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 73.1 ■ **Enhancing the Professional Status of Standardized Patients: SPs as Adjunct Faculty.**
Gammon, W., Fox, Holly, Hinrichs, Margaret
University of Massachusetts Medical School
- 73.2 ■ **Refugee and asylum seeker health issues... An innovative program to address unmet needs and put these issues on the education agenda.**
Turner, M., Kent, H., Thomas, J., MacKay, A.
St George's Hospital Medical School
- 73.3 ■ **Widening cultural competence.**
Allue X, Mascarella L, Comelles JM. Depts. of Pediatrics (Medicine), Anthropology (Humanities), Tarragona University "Rovira i Virgili", Tarragona, Spain.*
- 73.4 ■ **To strike the hand that heals you -- patient assaults against medical trainees in teaching hospitals.**
Waddell, A.E., Katz, M.R., Lofchy, J., Bradley, J., Hodges, B.
University of Toronto
- 73.5 ■ **Exploration of a New Paradigm for Instruction and Assessment of Diagnostic Capabilities: A Pilot Study.**
Papa, F.
UNTHSC
- 73.6 ■ **Influence of small group facilitator on test results in a problem-based medical curriculum in South Africa.**
Sommerville, T. van Wyk, J.
Nelson R Mandela Medical School Sommerville

SESSION 74

ROOM E1

10:30 - 12:00 h

CURRICULAR REFORM

ORAL PRESENTATIONS

- 74.1 ■ **The relationship between mental health and academic achievements of students studying at the Faculty of Nursing and Midwifery.**
Dr. Rsharif, F., Rafatee, F., Dr. Ahmadi, J., Dr. Zeyghami, B.
Shiraz University of Medical Sciences
- 74.2 ■ **Towards a five-year Problem Based Learning curriculum in the University of Transkei, South Africa.**
MEEL, B.
University of Transkei
- 74.3 ■ **An evaluation of a pilot curriculum for basic surgical education 'General Professional Practice in Surgery' (UK).**
Brigley, S.
University of Wales College of Medicine
- 74.4 ■ **Guinea pigs or trail-blazers > The first cohort of students in a new PBL curriculum.**
McLean, M.
University of KwaZulu-Natal
- 74.5 ■ **The need for undergraduate medical curriculum reform.**
Tavakol, M.
Nottingham University



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- 74.6 ■ **A Model for Innovation and Change in Medical Education: Four Case Studies.**
Prideaux, D.
Flinders University

SESSION 75

ROOM E2

10:30 - 12:00 h

CURRICULAR REFORM ORAL PRESENTATIONS

- 75.1 ■ **A survey of student opinion of the usefulness of video and DVD recordings in support of communication skills learning.**
Bradley, P., Rees, C.
Peninsula Medical School
- 75.2 ■ **A Capability-Based Integrated Medical Education Program Built On Adult Education Principles.**
McNeil H.P., Hughes C., Toohey SM, Dowton SB
UNSW
- 75.3 ■ **Effective bedside teaching (BST): students' perspectives.**
Al Weshahi Y., Skakun E.N., Cook D.
Sultan Qaboos University
- 75.4 ■ **Procedural skills training in the internal medicine residency in Iran. A national survey of recent graduates of residency programs.**
Azim Mirzazadeh MD, Ali Afshari MD
Iranian Council for Graduate Medical Education
- 75.5 ■ **Effect of team learning implementation styles on student ratings and goals.**
George Nowacek, Ph.D., Barbara Gorney, Ph.D., Kenneth O'Rourke, M.D., K. Patrick Ober, M.D., Ann Lambros, Ph.D.
Wake Forest University School of Medicine
- 75.6 ■ **A Model for Evaluating Culturally Competent Medical Education.**
Tirado, M.
California State University, Monterey Bay

SESSION 76

ROOM E3

10:30 - 11:30 h

PARALLEL SESSION STANDARD SETTING.

Person in charge: John Norcini
Collaborators: David Blackmore, David Swanson, Neil Spike

SESSION 77

ROOM E3

11:30 - 12:30 h

PARALLEL SESSION ISSUES AND STRATEGIES FOR REFORM IN MEDICAL EDUCATION - LESSONS FROM EUROPEANS FACULTIES.

Person in charge: Nu Viet Vu
Collaborators: Frank Christ, Joel Lechevallier, Paul O' Neill



WEDNESDAY 7, AM

SESSION 78

ROOM E4

10:30 - 12:00 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 78.1 ■ **Determination of the Effect of a Teaching Skills Workshop on Interns' Evaluations of their Residents-as-Teachers.**
Ajami, A. (M.D.), Soltani Arabshahi, S.K. (M.D.), Siabani, S. (M.D.)
Deputy of Education
- 78.2 ■ **Teacher assessment from student's viewpoint in Educational Development center (EDC) of Tehran University of Medical Sciences and Health services, from 1999-2003.**
Dr.Fereshteh Farzianpour, Dr.Mohammad Ali Sadighi Gilani, Dr.Ali Akbar Zeinaloo
School of public health Tehran university of medical sciences and Educational development center
- 78.3 ■ **Working and training as an intern: a national survey of Irish interns.**
Finucane, P.
Medical Council
- 78.4 ■ **Assessing Interpersonal Communication Skills of Medical Students Using the Global Patient Assessment.**
Errichetti, A., Boulet, J., Gimpel, J.
Philadelphia College of Osteopathic Medicine
- 78.5 ■ **Effect of a rotating modular curriculum on examination results.**
Tweed, M.
Wellington School of Medicine
- 78.6 ■ **Preparedness of final year medical undergraduates for internship: experience from the University of Transkei, South Africa.**
Kwizera, E.
University of Transkei

SESSION 79

ROOM E5

10:30 - 12:00 h

WORKSHOP

DESIGNING AND IMPLEMENTING A REMEDIATION PLAN USING THE ACGME COMPETENCIES AND/OR PROGRAM GOALS.

Wessel K & Wiggins C

SESSION 80

ROOM E6

10:30 - 12:00 h

WORKSHOP

DIRECT OBSERVATION AND THE EVALUATION OF CLINICAL SKILLS.

Holmboe E, Huot SJ & Hawkins RE



WEDNESDAY 7, AM

SESSION 81

ROOM C1

10:30 - 12:00 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 81.1 ■ **High inference characteristics and related low inference behaviours of clinical teachers, preferred by clinical teachers, trainees, students and patients.**
Chitsabesan P(1,2), Corbett S(1,2), Walker LA (1), Spencer JA (2), and Barton JR (1,2)
1Northumbria Healthcare NHS Trust, 2University of Newcastle upon Tyne Northumbria Healthcare and University of Newcastle
- 81.2 ■ **The awareness and analysis of a significant event by general medical practitioners: educational implications 1.**
Bowie, P. McKay, J. Norrie, J. Lough, M.
University of Glasgow
- 81.3 ■ **The educational peer assessment of significant event analyses in general medical practice.**
McKay, J. Bowie, P. Dalgetty, E. Lough, M
University of Glasgow
- 81.4 ■ **The development of a peer evaluation process at the Sackler School of Medicine, Tel Aviv University.**
Tur-Kaspa, R. Abramovitz, R. Notzer, N.
Tel Aviv University
- 81.5 ■ **Development and validation of an instrument to evaluate the quality of clinical teaching.**
Marcela Bitran, Paola Viviani, Beltrán Mena and Rodrigo Moreno
Pontificia Universidad Católica de Chile
- 81.6 ■ **Evaluation of the basic cycle years of the Medical Course at the Faculty of Medicine of the University of Porto (FMUP).**
Tavares, M.A.F., Bastos, A., Guimarães, L., Loureiro, E., Silva, M.C.
Faculty of Medicine University of Porto

SESSION 82

ROOM C2

10:30 - 12:00 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 82.1 ■ **Facilitator evaluation in PBL: What can we learn?**
van Wyk, J., Nelson R Mandela
School Of Medicine, Faculty of Health Science
- 82.2 ■ **Opinions of faculties about the efficiency of student ratings on teacher performance in Iran University of Medical Sciences during 1999-2000.**
Sarchami, R., Salmanzadeh, H.
Qazvin University of Medical Sciences
- 82.3 ■ **Key elements for successful clinical training.**
Kauppinen, R., Sjöblom, F., Vitikka, A."
University of Helsinki
- 82.4 ■ **Faculty Performance Evaluation.**
Hoy Mary P., Ph.D.
The University of Health Sciences
- 82.5 ■ **Evaluation of basic sciences knowledge at the end of the medical course: a comparison between traditional and new curricula.**
Karunaweera, Nadir D., Gamage, P., Mendis, Lalitha.
Faculty of Medicine, University of Colombo



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- 82.6 ■ **The Impact of Differential Time Limits on Scores from a Computer-delivered.**
Margolis, M.J., Clauser, B.E., Harik, P.
 National Board of Medical Examiners

SESSION 83

ROOM C3

10:30 - 12:00 h

WORKSHOP

THE DEVELOPMENT AND CONDUCT OF A STRUCTURED ORAL EXAMINATION.

Cole G & Mikhael NZ

SESSION 84

ROOM C4

10:30 - 12:00 h

WORKSHOP

HELPING FACULTY FACILITATE TEAM-BASED LEARNING.

White CB, Dey E, Kumagai AK & Lash RW

SESSION 85

ROOM C5

10:30 - 12:00 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 85.1 ■ **Holding Educational Rounds Electronically: Seven Medical Schools Engaged in a Continuing Dialogue.**
P. Niall Byrne, Ph.D.(1), M. Cusimano, MD (1), S. Ginsburg, MD (1), M. Marks, MD (2), B. Sadovy (3)
 1 University of Toronto, 2 University of Ottawa, 3 University Health Network
- 85.2 ■ **Formative Assessment and Feedback Used as an Aid to Learning in the Renewed Curriculum at the Aga Khan University.**
Rukhsana W Zuberi, MD, FCPS, MHPE, The Aga Khan University, Pakistan, Rashida Ahmed, MD, FCPS, MHPE, The Aga Khan University, Pakistan
 The Aga Khan University
- 85.3 ■ **Applications of the polytomous IRT model for the Objective Structured Clinical Examination.**
Kim, Mee Young, Huh, Sun
 Hangang Sacred Heart Hospital
- 85.4 ■ **Effects of Case-Based Learning on the Self Directed Learning Skills of Nursing Students in College of Health Sciences.**
Eman Tawash and Usha Nayar
 College of Medicine, Arabian Gulf University
- 85.5 ■ **The assessment doctor: pilot study of an instrument for the evaluation of theoretical examination papers in a medical programme.**
Wasserman, E. and Burch, V.
 University of Stellenbosch, Republic of South Africa



WEDNESDAY 7, AM

SESSION 86

ROOM C6

10:30 - 12:00 h

CURRICULAR REFORM INTERACTIVE POSTERS

- 86.1 ■ **Medical assistants and students knowledge and practice rate regarding documentation of provided care to patient from medical discipline aspect.**
kafooei, M.
Semnan Medical Sciences University
- 86.2 ■ **Dissatisfaction with student attendance as a catalyst for programme evaluation.**
Pickworth, G.
University of Pretoria
- 86.3 ■ **Effect of nursing practice in student performance.**
Asemanrafat, N.
University
- 86.4 ■ **Learning anatomy in an integrated problem-based course: do we need dissection?**
Samy Azer, Norm Eizenberg, Tammy Teoh Han Qi, Tan Hong Jin
Faculty of Medicine, Dentistry and Health Sciences
- 86.5 ■ **Learning styles in nursing students and their trainers in mums in 2003.**
Hassan Gholami, A.Derakhshan, S.Bajouri, J.Mdabber azizi, M.Dashti rahmatabad, S.M.hossaini.
Mashad University of Medical Sciences
- 86.6 ■ **Investigation of students learning styles at fasa medical school.**
Najafipour, Sohrab., Khoshnami, Maryam., Najafipour, Sedigheh
Fasa Medical School
- 86.7 ■ **An Emergency Medicine Elective Course Offered To Pre-Clinical Medical Students Is An Effective Adjunct Teaching Method Improving Competence In The Ability To Understand And Integrate Basic Science In.**
Stearns, D., Binder, W., Thomas, S.h., Farrell, S.e.
Massachusetts General Hospital Harvard Medical School
- 86.8 ■ **Which medical students like problem-based learning?**
Ewan Bigsby, Chris McManus, P. Sedgwick, P. McCrorie
University College London
- 86.9 ■ **Have tutors and residents got similar communication skills?**
Herranz S., Luchetti G., Casanovas A., Nogueras A.
Institut Universitari Parc Taulí
- 86.10 ■ **Modernising Medical Careers in the UK: The Northern Deanery Learning Portfolio.**
Hrisos, S; Illing, JC; van Zwanenberg TD; Livingston, M; Bregazzi, R; McAvoy, P;
University of Newcastle upon Tyne

SESSION 87

ROOM B1

10:30 - 12:00 h

CURRICULAR REFORM ORAL PRESENTATIONS

- 87.1 ■ **A new curriculum for the development of a career in clinical academic medicine.**
Dr. D Gallen, Prof. B Williams
Leicester. Northants & Rutland Deanery
- 87.2 ■ **Modernizing Dutch Postgraduate Medical Training.**
Olle Th.J. ten Cate, Otto P. Bleker, Chris M.T. Plasmans, Jan C.A. Hoorntje, Reinout van Schilfgaarde, Willem J. Schudel, Fleur Sprangers, Robert-Jan Stolker.
UMC Utrecht



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- 87.3 ■ **Creating a Skillslab for Kenya Medical Training College.**
Boruett, N., Paul Ketele, Surgeon, Marianne Darwinkel, Medical Doctor, Derese Anselm, visiting Professor and consultant to the project, Waswa Reuben lecturer skillslab, Margaret Chege lecturer skillslab, Andendo Rosemary lecturer skillslab.
 Kenya Medical Training College
- 87.4 ■ **Using the wonca european definition to develop the UK curriculum for general practitioners.**
Fraser, A., Allen, J., Deighan, M., Field, S., Kelly, S., Thomas, H.
 Royal College of General Practitioners
- 87.5 ■ **Re-modelling the training of general practitioners in the UK.**
Fraser, A., Deighan, M., Field, S., Kelly, S., Thomas, H.
 Royal College of General Practitioners
- 87.6 ■ **Problem-based learning and the European Convergence Process within the area of higher education.**
Bernabeu, M.Dolors
 Escola Universitària d'Infermeria Vall d'Hebron

SESSION 88

ROOM B2

10:30 - 12:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS INTERACTIVE POSTERS

- 88.1 ■ **Pastoral care: Are things how they should be?**
Taylor, David and Jump, Liz
 The University of Liverpool
- 88.2 ■ **Juggling concepts in teaching the patient centred consultation.**
Couper, J & Hugo, JFM
 University of the Witwatersrand
- 88.3 ■ **Increasing Medical Students' Pediatric Clinical Skills in a simulated Environment.**
Skelley, R.
 Dalhousie University
- 88.4 ■ **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
- 88.5 ■ **Mentoring and Role Modelling; why not teach about both?**
MacLellan, A., Perrault Jean
 McGill University
- 88.6 ■ **Student Reactions to Peer Physical Examination in an Early Clinical Skills Program.**
Pierce, D., Conn, J., McNair, R. and Dodds, A.
 University of Melbourne
- 88.7 ■ **Programme for information management in nursing studies using problem-based methodology (PBL) at the Escuela Universitaria de Enfermeria "Vall d'Hebron" Barcelona.**
Carulla, M.
 Escola Universitaria d'Infermeria Vall d'Hebron
- 88.8 ■ **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.; Goizu
 Etchegoyen, F
- 88.9 ■ **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



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- 88.10 ■ **Teaching explicit clinical reasoning.**
de Vries Robbé, P., Stuyt, P.
University Medical Centre Nijmegen

SESSION 89

ROOM B3

10:30 - 12:00 h

CURRICULAR REFORM
INTERACTIVE POSTERS

- 89.1 ■ **From a Traditional to a Systems Based and Integrated Undergraduate Curriculum in Kosovo.**
Hedley, R.
University of Pristina, Kosovo
- 89.2 ■ **A new approach to change the biochemistry and molecular biology curricula.**
Martínez E, Milán R, Sánchez V, Espinosa MT, Álvarez G, Cea A, Meraz N and Flores O.
Universidad Nacional Autonoma de Mexico
- 89.3 ■ **Mapping Transferable Skills in the Undergraduate Medical Curriculum.**
Will Robley
University of Leeds
- 89.4 ■ **Case-based Curriculum in Pediatric Nephrology.**
Katherine Wesseling
University of California at Los Angeles
- 89.5 ■ **A New Course for New Students in Obstetrics and Gynaecology at a London Medical School.**
Hayes K, Penna L, Williams B, Arulkumaran S, McCrorie P.
St George's Hospital Medical School
- 89.6 ■ **What do our students really do? Use of diaries to quantify time spent in curricular activities.**
Wilkinson T, Bushnell J., Wells E.
Christchurch School of Medicine & Health Sciences
- 89.7 ■ **The Use of Bloom's Taxonomic Hierarchy of Educational Objectives as the Basis for Designing and Refining Pre-clinical Coursework.**
Papa, F.
UNTHSC
- 89.8 ■ **Comparative study: Medical graduates, competencies from clerkship courses in medical schools of Iran and selected countries of the world.**
Biabangardi, Z.(ph.D), Nikravesh.J.M.(ph.D), Ammini.A.(M.D), soltani,K.(M.D), Tabibi.S.J.(ph.D)
Iran Medical University
- 89.9 ■ **The quality of pharmacology teaching is an strategic objective in medical education.**
Ramirez-Gonzalez, M.D.
Universidad Nacional Autonoma de Mexico



WEDNESDAY 7, PM

SESSION 90

AUDITORIUM

14:15 - 16:00 h

CURRICULAR REFORM

ORAL PRESENTATIONS

- 90.1 ■ **Reforming general practice training in the UK: directions for change.**
Fraser, A., Bedward, J., Burke, S., Deighan, M., Field, S., Kelly, S., Thomas, H.
Royal College of General Practitioners
- 90.2 ■ **Vertical integration requires vertical structures.**
Bushnell, J., Wilkinson T.
University of Otago
- 90.3 ■ **Training programme mouth care for nurses.**
Julián Castro, G., Simó Sánchez, B., Guirao Gené, M., Collell Doménech, N.
Corporacio Sanitaria Parc Tauli
- 90.4 ■ **It's time to trust the students – An innovative approach to ward-based attachments.**
Sandra Bailey, Emma Baker, Kevin Hayes, Andy Kent, Derek Macallan, Peter Mccrorie, Penny Neild, Jonathan Round
St. George's Hospital Medical School
- 90.5 ■ **Understanding and implementing a cognitive sciences derived paradigm for instruction in, and assessment of, diagnostic competencies.**
Papa, F.
Unthsc
- 90.6 ■ **Motivation or integration? Student perspectives on Patient Centred Learning sessions in the early years of an undergraduate medicine course.**
Lindley, J., Bagot, K.
Monash University

SESSION 91

AUDITORIUM DIAGONAL

14:15 - 16:00 h

CURRICULAR REFORM

ORAL PRESENTATIONS

- 91.1 ■ **Communication clinical skills and personal and professional development (ccsppd) at the university of barcelona medical school.**
Frederic Manresa, Ramon Pujol, Francesc Gudiol, Lluís Vilar, Jose Manuel Gomez, Albert Fernandez de Sevilla, Jordi Carratalà, Xavier Sabaté, Felip Pi, Francisco Rubio, Felip Cardenal, Javier Ariza and Joan Miquel Nolla.
Associació Catalana d'Educació Mèdica
- 91.2 ■ **Establishing a clinical clerkship at the Kathmandu University Medical School, Nepal.**
Weinreb, B.
Faculty of Health Sciences, Ben Gurion Univ., Israel
- 91.3 ■ **Workshop of Biotechnology, A model for improving the curriculum of medical course: A beginning for training physician-scientists.**
Ghasemi, M., Vaezi Atefeh_sadat
Medical Education Development Center
- 91.4 ■ **Two different methods for teaching “Clínica Odontològica Integrada Infantil, theory: a comparison.**
Pascual i Sancho, M., Brau Maire, I., Ustrell i Torrent, JM.
Universitat de Barcelona
- 91.5 ■ **Communication skills: a challenge in the medical curriculum.**
Deveugele Myriam, Derese Anselm, De Maesschalck Stéphanie
Ghent University



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- 91.6 ■ **The Investigation of Doctor-Patient Communication Skills: How do Interns Learn to Communicate?**
Soltani Arabshahi, S.K.(M.D.), Ajami, A. (M.D.), Siabany, S. (M.D.)
 Deputy of Education

SESSION 92

ROOM H1

14:15 - 15:15 h

PARALLEL SESSION

CERTIFICATION AND RECERTIFICATION.

Person in charge: Paul Rainsberry

Collaborators: Daniel Klass, Carlos Brailovsky

SESSION 93

ROOM H1

15:30 - 16:30 h

PARALLEL SESSION

CHALLENGES OF THE E-LEARNING EDUCATION FOR HEALTH PROFESSIONALS: THE UOC EXPERIENCE.

Person in charge: Maria Teresa Arbués

Collaborators: Josep M^a Via, Xavier Bosch, Manuel Vázquez, Wolfgang Munnar

SESSION 94

ROOM D1

14:15 - 16:00 h

E- LEARNING, INFORMATICS AND SIMULATIONS

ORAL PRESENTATIONS

- 94.1 ■ **Standardized Patients at the Improvement: When You Don't Have The Real Thing.**
Gammon, W., Fox Holly, Hinrichs Margaret
 University of Massachusetts Medical School
- 94.2 ■ **The clinical interview to the adolescent.**
Cornellà, J., Llusent, A.
 Institut Català de la Salut
- 94.3 ■ **Clinical reasoning integrated in Computer Based Training.**
S. Eggermont, P.M. Bloemendaal, P.F. de Vries Robbé, J.D. Donnison, J.M. van Baalen, E.M. Schoonderwaldt
 Leiden University Medical Center
- 94.4 ■ **Preparing junior doctors for emergencies in rural practice using high fidelity clinical simulation.**
Mugford, B.
 Flinders University
- 94.5 ■ **Training inter-physician communication using the Dynamic Patient Simulator®.**
Sijstermans R., Schoonderwaldt E.M., Bloemendaal P.M.
 Academic Medical Center
- 94.6 ■ **Assessing the Validity and Reliability of Scores from a Simulation-Based Assessment of Resident Performance.**
Murray, D, Boulet j, Kras J, Woodhouse J, Cox T.
 Washington University School of Medicine



WEDNESDAY 7, PM

SESSION 95

ROOM D2

14:15 - 16:00 h

E- LEARNING, INFORMATICS AND SIMULATIONS

ORAL PRESENTATIONS

- 95.1 ■ **Simulator-based learning in an authentic clinical setting.**
Kneebone RL, Kidd J, Nestel D**, Barnet A, Lo B, King R, Yang GZ, Brown R*
Imperial College London
- 95.2 ■ **Assessment of a quality-controlled health gateway to facilitate access to teaching resources on the Internet: a technological trial.**
Stéfan J. Darmoni A, B, Magaly Douyère A, Louis Sibert A, B, Agnès Hamon A, Klervi Leuraud A, Jacques Benichou A, B, Jacques Weber A, B Rouen University Hospital
Rouen Medical School
- 95.3 ■ **Validation study on simulated patients.**
R. Aragonés, D. Aguilar, A. González. M. Santos, A. Martín
lavante
- 95.4 ■ **Making the Case for Inter-professional E-learning.**
Davidson, A.
Coventry University
- 95.5 ■ **Web-Based Course Evaluation: A Study of Its Impact on Student Feedback and Course Improvement.**
Greenberg, R.
University of Louisville School of Medicine

SESSION 96

ROOM D3

14:15 - 16:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 96.1 ■ **Hierarchical Scales of Learning: A review of the literature.**
Grant, A.
University of Wales College of Medicine
- 96.2 ■ **Contributing to the education portfolio and promoting faculty retention through letters containing students' positive narrative comments of their preceptors.**
Dyrbye, L.
Mayo Clinic
- 96.3 ■ **Ambulatory Teaching: Do approaches to learning and perception of workplace climate predict site and preceptor characteristics valued by clerks and residents?**
Delva, M.D., Schultz K., Kirby J.R., Godwin M.
Queen's University
- 96.4 ■ **A framework for effective supervision.**
Kilminster S., Cottrell D., Grant J., and Jolly B.
University of Leeds
- 96.5 ■ **Intimate examinations: a challenge in Antwerp!**
Hendrickx, K.
University Of Antwerp
- 96.6 ■ **Comparison of the students' Grade 12 symbols with their results in first year medicine.**
Dr. MAMMEN, M.; Prof. GARI, M.
University of Transkei



WEDNESDAY 7, PM

SESSION 97

ROOM D4

14:15 - 16:00 h

WORKSHOP

PRINCIPLES OF ELECTRONIC PORTFOLIOS.

Cotterill, S. McDonald T

SESSION 98

ROOM D5

14:15 - 16:00 h

WORKSHOP

EVALUATING TRAINEES 'SYNTHETICALLY'.

Pangaro L

SESSION 99

ROOM D6

14:15 - 16:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 99.1 ■ **Challenges and excitements of facilitators - our story.**
Faris, G., Olckers, L. Mayers, P., Acknowledgement: Gibbs, T
University of Cape Town
- 99.2 ■ **A model for Faculty Development - experiences from a pilot study.**
Kayser, L., Sander, B., Kristensen, B.T., Netterstrøm, I.
University of Copenhagen
- 99.3 ■ **Open format PBL is like a box of chocolates - You never know what you'll get – really?**
Pelz, J.
Charité Universitaetsmedizin Berlin
- 99.4 ■ **Effectiveness of a Course Management System in Delivering an Integrated Medical School Curriculum.**
Anju Relan, PhD; Sally Krasne, PhD; Cha Chi Fung, PhD; Thomas Drake, MD and LuAnn Wilkerson, EdD
David Geffen School of Medicine at UCLA
- 99.5 ■ **BMJ - new educational initiatives.**
Easton, G.
BMJ (British Medical Journal)
- 99.6 ■ **Can Our Students Think and Do They Care?**
Hvidsten, L, Hulbert, J, Moe, W, Berg, M
Northwestern Health Sciences University

SESSION 101

ROOM E1

14:15 - 16:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS

ORAL PRESENTATIONS

- 101.1 ■ **Inquiry-Based Learning in Action: Using the Tutorial Process to Enhance Students' Learning.**
Cleverly, Dankay (Mrs)
Anglia Polytechnic University



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- 101.2 ■ **Student-Led Tutorials in Problem-based Learning.**
Kassab, S., Hamdy H, Abu-Hijleh M, Al-Shboul Q.
 Arabian Gulf University
- 101.3 ■ **Tomorrow's Doctors?: the use of Problem-Based Learning in a UK graduate-entry medical course.**
Goode, J.
 University of Nottingham
- 101.4 ■ **Reflective Learning Techniques: Effects on Medical Students' Learning.**
Grant, A.
 University of Wales College of Medicine
- 101.5 ■ **Midwifery Postgraduates views about effect of midwifery subjects on their efficiency and skills.**
Abedi, P(Ms). & Najjar-sh(Ms) & Khanfary(Bs)
 Ahvaz Medical University

SESSION 102

ROOM E2

14:15 - 16:00 h

CURRICULAR REFORM

ORAL PRESENTATIONS

- 102.1 ■ **Curricula Reform in Family Medicine.**
Spike, N. and Wellard, R.
 Monash University
- 102.2 ■ **A quantitative survey of intern's knowledge of communication skills: relevance for curriculum development.**
Tavakol, M.
 Nottingham University
- 102.3 ■ **Changing Spanish medical studies: Our experience.**
Alfonso-Roca, M.T. Saez Mendez, L. Serrano Casarrubio P.
 Facultad de Medicina Universidad Castilla La Mancha
- 102.4 ■ **A framework for the evaluation of networked learning and the implications of evaluative research for the process of redesign.**
David Brigden, Andrew Sackville, Romesh Gupta, Iqbal Memon
 University of Liverpool / NHSE (Mersey Deanery)
- 102.5 ■ **Does Hospital Practice Meet The Needs Of Trainee General Practitioners In The UK?**
Fraser, A., Deighan, M., Field, S., Kelly, S., Thomas, H. "Royal College of General Practitioners
- 102.6 ■ **Developing The Foundation Year For Postgraduate Medical Training In The UK.**
Bullock, A., Field, S., Fraser, A., Palmer, R., Spurgeon, P., Thomas, H., Whitehouse, A.
 Royal College of General Practitioners

SESSION 103

ROOM E3

14:15 - 15:15 h

PARALLEL SESSION

EDUCATION OF ETHICS AND ETHICS OF EDUCATION.

Person in charge: Madalena Patrício

Collaborators: Antonio Vaz Carneiro, Laura Hawryluck



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SESSION 104

ROOM E3

15:30 - 16:30 h

PARALLEL SESSION BOLONIA AGREEMENT.

Person in charge: Alvar Net, Teresa Estrach
Collaborators: Gemma Rauret, M. Dolors Bernabeu

SESSION 105

ROOM E4

14:15 - 16:00 h

ASSESSMENT AND EVALUATION ORAL PRESENTATIONS

- 105.1 ■ **The survey of nurses' viewpoint on Continuous Nursing Education Kermanshah Iran, 2003.**
Jalali, R.
Faculty Of Nursing
- 105.2 ■ **Assessment of common errors in clinical evaluation in view points of students of.**
Khadiivzadeh, T.
School of Nursing and Midwifery
- 105.3 ■ **The Utility of Student Ratings of Instruction for Students, Alumni, and Medical Instructors: A Consequential Validity Study.**
Beran, T. and Violato, C.
University of Calgary
- 105.4 ■ **Work environment of residency programs in developing country set-up.**
Raza, S.
The Aga Khan University
- 105.5 ■ **Validation of the SETOC Instrument.**
Rukhsana W Zuberi, MD, FCPS, MHPE, The Aga Khan University, Pakistan, Georges Bordage, MD, PhD, University of Illinois at Chicago, USA, Geoffrey R Norman, PhD, McMaster University, Canada
The Aga Khan University
- 105.6 ■ **Combining problem-based learning and information technology: an experiment with third-year medical students.**
Anita Burgun, Stéfan J. Darmoni, Franck Le Duff, Jacques Weber
Université Rennes I

SESSION 106

ROOM E5

14:15 - 16:00 h

WORKSHOP JUDGMENT AS A CRITICAL MEDICAL SKILL.

Armson H & Crutcher R

SESSION 107

ROOM E6

14:15 - 16:00 h

WORKSHOP AN INNOVATIVE EVALUATION AND PROMOTION SYSTEM FOR POST-MD TRAINEES.

MacLellan A, MacDonald W & Lenis S



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SESSION 108

ROOM C1

14:15 - 16:00 h

ONGOING AND NEW CHALLENGES FOR TEACHERS AND LEARNERS INTERACTIVE PRESENTATIONS

- 108.1 ■ **Dentist opinions about continuous medical education programmes in Ahvaz, IRAN.**
Shakurnia, A.
Ahvaz University Of Medical Sciences
- 108.2 ■ **Effect of clinical supervision program application on nursing students skill from their viewpoint in Isfahan University of Medical Sciences in 2001.**
Khalifezadeh, A.
Isfahan Medical Sciences University
- 108.3 ■ **Targeting Autonomous Learning: New Approach, New Hopes.**
Agarwal A.K., Dadhich A.P.
Christian Medical College and Hospital
- 108.4 ■ **Educating doctors within Primary Care.**
John Pitts, Robin While, Frank Smith.
Wessex Deanery, NHS, UK
- 108.5 ■ **How can medical students learn self-directedly in the clinical environment?**
Dornan, T., Hadfield, J., Brown, M., Boshuizen, H., Scherpbier, A.
Hope Hospital
- 108.6 ■ **Medical Student Self-Assessment: The Silent Competency.**
Weiss, P.M., Koller, C.A., Hess, L.W., Wasser, T.
Lehigh Valley Hospital and Health Network
- 108.7 ■ **Continuing Medical Education to Continuing Professional Development, the Kosovo Experience.**
Hedley, R.
University of Pristina, Kosovo
- 108.8 ■ **“Student Selected Components” (SSCs): threatened opportunities?**
Black, A.
University of Bristol
- 108.9 ■ **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
- 108.10 ■ **Changes in Self-Efficacy During Medical Education: Results of a 4-Year Study**
Perrot, L.
University of Arkansas for Medical Sciences

SESSION 109

ROOM C2

14:15 - 16:00 h

SOCIETAL NEEDS AND SOCIAL ACCOUNTABILITY INTERACTIVE PRESENTATIONS

- 109.1 ■ **Overseas doctors' expectations and experiences of training and practice in the UK.**
Grant, J., Helen Jones, Sue Kilminster, Morag Macdonald, Mairead Maxted, Brenda Nathanson, Heather Owen
Open University
- 109.2 ■ **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



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- 109.3 ■ **Teaching musculo-skeletal medicine to doctors in training for primary care.**
Dunbar, A.
Leeds University School of Medicine
- 109.4 ■ **Improving palliative decision making of internists.**
David Chivite, Francesc Formiga, Ramon Pujol.
Associació Catalana d'Educació Mèdica
- 109.5 ■ **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
- 109.6 ■ **Cultural expertise” or “cultural sensibility”? A comparison of two ideal type models to teach “cultural diversity” to medical students.**
Dogra, N.
University of Leicester
- 109.7 ■ **The effect of teaching on the Anxiety Level Among Patients Undergoing Cardiac Catheterization in The Catheterization Center.**
Rahnama, S.
College of Nursing Midwifery
- 109.8 ■ **Wastage in Medical, Dentistry and Pharmaceutics’ students in Mashad University of Medical Sciences.**
Dr. Akbar Drakhshan, Talat Khadivzadeh
Mashad University of Medical Sciennces
- 109.9 ■ **A novel ambulatory medicine course, integrating specialty clinic and family practice.**
Muehlstaedt, M.; Genzel-Boroviczény, O.; Christ, F.
LMU

SESSION 110

ROOM C3

14:15 - 16:00 h

WORKSHOP

EDUCATION DEVELOPMENT PROGRAMS FOR FACULTY - HOW DO YOU MEASURE SUCCESS?

Silver I & Lieff S

SESSION 111

ROOM C4

14:15 - 16:00 h

WORKSHOP

DESIGN AND IMPLEMENTATION OF COMMUNICATION SKILLS PROGRAMS: RESOLVING ISSUES AND PROBLEMS.

Kurtz SM, Adams CL & Cooke L



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SESSION 112

ROOM C5

14:15 - 16:00 h

ASSESSMENT AND EVALUATION INTERACTIVE PRESENTATIONS

- 112.1 ■ **Web-based Clinical Performance Assessment Model Development.**
Kwon, Hyungkyu, Lee, Giljae, Lee, Eunjung
Kyungsoong University (Kwon, Lee Giljae), KAIST (Lee, Eunjung)
- 112.2 ■ **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
- 112.3 ■ **The Use of Video to Evaluate Clinical Skills in Paediatrics.**
Round, J.
St. George's Hospital Medical School
- 112.4 ■ **Facilitating PPd using a learning portfolio:experience in a new UK medical school.**
Roberts, JH.
University of Durham
- 112.5 ■ **Improving Clinical Competence in Health Issues in a Third Year Pediatric Clerkship.**
Bonet, N., Márquez, M.
University of Puerto Rico, School of Medicine
- 112.6 ■ **High States Undergraduate OSCE?s: What Do You Do For Students Who Require Supplementary Examinations?**
Worley, P. And Prideaux, D.
Flinders University
- 112.7 ■ **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
- 112.8 ■ **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
- 112.9 ■ **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
- 112.10 ■ **Using real patients in clinical examinations: A questionnaire study.**
Williams, S., Lissauer, T.
Royal College of Paediatrics and Child Health

SESSION 113

ROOM C6

14:15 - 16:00 h

ASSESSMENT AND EVALUATION INTERACTIVE PRESENTATIONS

- 113.1 ■ **Tools to assess communication skills.**
Clèries X, Kronfly E., Barneda N., Ros E., Martínez-Carretero J.M.
Institute of Health Studies
- 113.2 ■ **Delivering GP appraisal in the UK-views of appraisers.**
Illing J., Jelley D.
University of Newcastle



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- 113.3 ■ **Surgical-pathological correlation in acute appendicitis: experience matters.**
Lim J., Shum L.
Changi General Hospital, Singapore
- 113.4 ■ **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
- 113.5 ■ **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
- 113.6 ■ **Validation of a Global Rating designed to assess communication skills.**
Scheffer, S.
Charité Universitaetsmedizin Berlin
- 113.7 ■ **Assessing the Generic Skills of SpRs.**
McMillan, J.
The Yorkshire Deanery
- 113.8 ■ **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
- 113.9 ■ **The Effect Of Testing Progress Within A Traditional Clinical Course.**
Badcock L., Dennick R.
Derbyshire Royal Infirmary, UK
- 113.10 ■ **Relationship between student self-evaluations and evaluations by examiners in OSCE.**
Ueno T.
Kurume University

SESSION 114

ROOM B1

14:15 - 16:00 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 114.1 ■ **The use of student feedback to fine-tune a portfolio assessment process.**
Ponnamperuma, G.G., M.H. Davis
University of Dundee, Scotland
- 114.2 ■ **The Structure of Student Achievement, Performance and Clinical Reasoning in Medical School and Licensing Exams: A Factor Analytic Study.**
Terri Collin and Claudio Violato
University of Calgary
- 114.3 ■ **The Reliability of the Operative Competence Assessment for Surgical Trainees Using Video and Direct Observation.**
Burt CG, Ricketts C, Grant JR, Wilkins DC.
Peninsula Medical School
- 114.4 ■ **Detecting cheating in medical examinations.**
McManus, Chris
University College London
- 114.5 ■ **Usefulness of a course on communication skills for first year residents.**
Nogueras A., Casanovas A., Bernaus M., Claries X, de Nadal J.*
Institut Universitari Parc Taulí
- 114.6 ■ **Feedback on bedside teaching skills using a portable digital recording device.**
Hamouda, A., Kneebone, R
Imperial College



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SESSION 115

ROOM B2

14:15 - 16:00 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 115.1 ■ **Implementation of a new curriculum and assessment system and its consequential validity.**
Verheggen, M., Romme, L., Schuwirth L.
University Maastricht
- 115.2 ■ **The borderline group method for making pass/fail decisions in OSCE: Exploring the stability in the Medical Council of Canada Part II examination.**
Birtwhistle, R., Wood, T., Smee S. M., Blackmore D.E.
Queen's University
- 115.3 ■ **Psychometric Characteristics and Response Times of One-Best-Answer Items in Relation to Number and Source of Options.**
Kathleen Z. Holtzman, David B. Swanson, Brian E. Clauser, Amy J. Sawhill, and Douglas R. Ripkey
National Board of Medical Examiners
- 115.4 ■ **Developing and Implementing an Educational Assessment program: the approach in one Mexican Medical School.**
Professor Todd W. Ellwein; Julio Cesar Gomez Fernández M.D., Pilar Talayero y Tenorio M.D.
Universidad Westhill
- 115.5 ■ **Assessing Short Course Outcomes from a Three Module Educational Program on Alzheimer's and Other Dementias.**
Lockyer, JM, Fidler H, Hogan DB, Pereles L, Lebeuf C, Wright B, Gerritsen C
University of Calgary
- 115.6 ■ **Doing the station or writing the check list – comparison of two OSCE methods.**
Weinreb, B.
Faculty of Health Sciences, Ben Gurion Univ., Israel

SESSION 116

ROOM B3

14:15 - 16:00 h

ASSESSMENT AND EVALUATION

ORAL PRESENTATIONS

- 116.1 ■ **Incognito simulated patients for formative and summative assessment.**
Thistlethwaite, J. Ridgway G.
James Cook University
- 116.2 ■ **Integrated Application of Patient Simulations Across Undergraduate Education, Entry-to-practice Assessment, and Continuing Professional Development: the Experience of Pharmacy in Ontario (Canada).**
Austin, Z., Tabak, D., McNaughton, N., Robb, A., Marini, A., Croteau, D., MacLeod-Glover, N., Munoz, L., O'Byrne, C., and Pugsley, J.
University of Toronto
- 116.3 ■ **Are Delusions of Competence and Incompetence More Than Regression Effects?**
Albanese, M; Dottl, S; Mejicano, G; Zakowski, L; Seibert, C; Van Eyck, S; Prucha, C." *U. of Wisconsin Medical School*
- 116.4 ■ **Procedural Skills Levels of First Year Postgraduate Doctors.**
Dr Andrew Old, Dr Stephen Child, Gill Naden
Auckland District Health Board
- 116.5 ■ **Does changing clinical module assessments affect outcome in year assessments?**
Tweed, M.
Wellington School of Medicine



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116.6

- **Student perceptions on the content balance and relevance of curriculum.**

Tweed, M., Jackson, J.A.

Wellington School of Medicine

SESSION 100

POSTERS AREA

16:00 - 17:00 h

POSTERS EXHIBITION

For more information, please see page 91.

SESSION 117

AUDITORIUM

17:00 - 18:00 h

PLENARY IV

NEW EDUCATIONAL AND ASSESSMENT TECHNOLOGIES: INFORMATICS, SIMULATIONS

Chairperson: Ronald Harden

Presenter Informatics: to be confirmed

Presenters Simulations: Amitai Ziv