



**A conference all about
networking and great content**

**Exploring the depth and
breadth of education ideas**

Embracing a global vision



NTNU
Norwegian University of
Science and Technology

Provisional Programme

Trondheim, Norway
25-29 August 2007



Association for Medical Education in Europe (AMEE)
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with the endorsement of:



Dear colleagues

In 2007, the AMEE Conference moves north to Trondheim, a small city on the west coast of Norway. Together with our local hosts, the Norwegian University of Science and Technology (NTNU), we've put together a wide-ranging programme which we hope will have plenty to interest you all, whether your main area of interest lies in undergraduate, postgraduate or continuing medical education. Participants from healthcare professions outside medicine are also well catered for. The programme contains 26 pre-conference workshops, a two-day pre-conference symposium for students and teachers, three exciting and very different plenary sessions, 18 symposia, three AMEE courses and the usual wide selection of short communications, poster sessions, workshops, spotlights and the AMEE Fringe.

Each year the AMEE conference gets larger, and includes participation from more countries. Last year's conference in Genoa attracted more than 1850 participants from 75 countries, 51% of whom were AMEE conference 'first-timers' – a statistic that amazed us! By popular demand, we're introducing for the first time in Trondheim an AMEE conference orientation session on Sunday 26th August to help participants, both new and not-so-new, to get the most from the Conference.

In spite of our growing size, we've tried hard to maintain the family atmosphere for which AMEE conferences are renowned. In particular, we would like AMEE 2007 to be known as the student-friendly conference. A large group of local students has been very much involved in the organisation of the Conference, both on the academic and social sides, and several student organised sessions are included in the programme.

Enjoy reading this Provisional Programme, and we hope you will find it irresistible! The Executive Committee, Secretariat, Local Organising Committee and the Norwegian students look forward to welcoming you to Trondheim in August 2007.

Executive Committee and Secretariat:

Madalena Patrício (President)
Ronald Harden (General Secretary)
Jadwiga Mirecka (Poland)
R Peter Nippert (Germany)
Charlotte Ringsted (Denmark)
Trudie Roberts (UK)
Cees van der Vleuten (Netherlands)
Jan Hilgers (Student representative)
Hans Karle (ex officio)
Margarita Barón-Maldonado (ex officio)
Pat Lilley (Administrator)
Tracey Martin (Administrative Assistant)

Local Organising Committee:

Geir Jacobsen (Chair)
Tone Merete Follum
Are Holen
Tore Romundstad
Judith Rødsten
Morten Thoresen
Eivor A. Laugsand (Student representative)

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

Salutations from the Student Committee in Trondheim

The annual AMEE conferences have become an event where students, teachers and administrative staff meet to enhance and improve medical education, and take part in the planning of the future.

This year's conference will be a student-friendly one, with active student participation throughout the academic programme. We want to highlight students as a resource in improving teaching and learning in schools and faculties around the world, and hope that many students will attend to take part in our pursuit for progress in medical education. For students we offer low cost accommodation and activities every day! More information will be found on the student website which will be available from <http://org.ntnu.no/amee/> in January 2007.

The local student committee hopes to facilitate more interactions between students and staff by arranging various activities for all conference delegates. In particular, we hope that all participants will attend this year's special event, "Magical Monday"!

We wish you all welcome and look forward to seeing you in Trondheim in August!

Eivor A. Laugsand
Local student coordinator
eivorale@stud.ntnu.no

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What is AMEE?

AMEE is an association for all with an interest in medical and other healthcare professions education. Its members are teachers, students, researchers and administrators across a range of medical disciplines and other professions, based in over 90 countries throughout the world. AMEE's interests span the continuum of education from undergraduate/basic training, through postgraduate/specialist training, to continuing professional development/continuing medical education.

Conferences: Since 1973 AMEE has been organising an annual conference, which is always held in a European city. The conference now regularly attracts over 1800 participants from around the world.

Courses: AMEE now offers three courses which are run at AMEE and some other major medical education conferences: Essential Skills in Medical Education (ESME); Fundamentals of Assessment in Medical Education (FAME) and Research Essential Skills in Medical Education (RESME).

Medical Teacher: AMEE produces a journal, *Medical Teacher*, published ten times a year, included in the membership fee for individual and student members.

Education Guides: AMEE also produces a series of education guides on a range of topics, including Best Evidence Medical Education Guides reporting results of BEME Systematic Reviews in medical education.

AMEE projects: AMEE coordinates the *Best Evidence Medical Education* initiative, a group committed to the use of evidence to inform decisions about teaching; *MedEdCentral*, an online database of information about medical education.

To join AMEE, and receive a discount on registration for this conference, please look at the website (<http://www.amee.org>) or apply to join on the conference registration form.

AMEE reserves the right to make changes to this provisional programme as deemed necessary.

Why come to AMEE 2007?

The AMEE conference – now the largest annual international event focusing entirely on medical and healthcare professions education – provides an ideal opportunity for all involved in the disciplines to hear about current topics and trends in the area, delivered in a range of formats. The stimulating environment encourages the sharing of ideas and networking.

The continuum of education is covered, from undergraduate or basic training, through postgraduate or specialist training to continuing professional development/continuing medical education. Increasingly the other professions are represented at AMEE conferences, in particular veterinary practitioners, dentists, nurses, pharmacists, physiotherapists, etc. Multiprofessional education is also a theme at AMEE conferences.

The conference is relevant to new and experienced teachers, researchers and specialist educationalists, deans, administrators and policy-makers. Students are playing an increasingly important role in the conference and their contributions are welcomed. Anyone with an interest in medical or healthcare professions education will find the conference highly relevant.

“The spotlights offered a good synthesis and gave some useful take home messages”

“One of the best conferences I have ever attended”

“Good to see such a wide range of topics covered”

“I don't just go to AMEE for the formal sessions – I go because I know the people I want to meet will also be there”

Here's what participants said about AMEE 2006:

“Interesting, relevant and thought provoking subjects for the plenary sessions”

“Great to see medical students participating”

“I particularly appreciated the global perspectives”

“As the posters are up for the whole conference it's easy to view them between sessions and at lunch”

“The workshops I attended were of excellent quality, with a high level of interactivity”

“I really enjoyed hearing new ideas, and meeting people working on the same issues”

“The exhibition was very useful – it's good to see what is out there and to chat to the people on the stands”

Information about Norway

For general information on Norway and Trondheim, the following websites may be of interest and will help you to get the most from your visit to this beautiful country:

<http://www.norway.com/> <http://www.trondheim.com/engelsk/> <http://www.visit-trondheim.com>

- **Currency** The currency is the Norwegian Kroner (NOK). In November 2006 the exchange rate is: €1=8.2 NOK; \$1=6.4 NOK; £1=12NOK. Credit cards are accepted almost everywhere.
- **Weather** Due mainly to the Gulfstream, the summer in Norway is generally mild. Average daytime temperatures in August are high 64°F and low 51°F. The rainfall is higher than average. Located at 63° latitude, the summer days are long.
- **Obtaining Visas** The website <http://www.norway.info/> has much relevant information relating to travel to Norway, including how to obtain visas. Participants requiring letters of invitation to assist with visa applications are asked to comply with the following procedures:
 - Please contact the Norwegian Embassy in your country to find out exactly what information you need to supply;
 - Please request your letter of invitation from the AMEE Office as early as possible and before end May at the latest as the application process could take several months;
 - If you need a letter to be sent to an Embassy, please ensure you give us a working fax number. You must have submitted your conference registration form prior to requesting a letter of invitation.



Conference location

City of Trondheim

Trondheim is a small city on the west coast of Norway with 160,000 inhabitants, approximately 25,000 of whom are students. For further information on the city, see the tourism website: <http://www.trondheim.com/engelsk/> or <http://www.visit-trondheim.com>

Regular flights also connecting with a range of intercontinental destinations operate from Oslo, Amsterdam, Copenhagen, Stockholm, London, Prague and Bergen to Trondheim's Vaernes Airport, about 30 km from the city centre. A regular, inexpensive shuttle bus service leaves from outside the terminal to the city centre with various stops near to the major hotels. For more information see [http://www.avinor.no/English/Airports/Trondheim Airport, Varnes/](http://www.avinor.no/English/Airports/Trondheim_Airport,_Varnes/).

The Star Alliance is the official AMEE 2007 Conference airline – see page 36 for information

Trondheim airport is also connected to the national rail network – for times and pricing information see the Norwegian State Railways website: <http://www.nsb.no/internet/en/index.jhtml>

A unique way to get to Trondheim is on the Hurtigruten – the coastal steamer from Bergen up the coast of Norway. For more information see page 33.



The Conference venue

Trondheim Spektrum Conference Centre (<http://www.trondheimspektrum.no/new/messe.php?messe=1&p=44>) is situated about 15 minutes' walk from the city centre and from most conference hotels. All the morning sessions will take place at Trondheim Spektrum including the plenaries, symposia, exhibition, posters and lunches. In the afternoon, some of the short communications and workshops will take place at Spektrum and others at NTNU. Transportation is available between the venues. Public transportation is also available between Spektrum and the city centre and the airport.

The Faculty of Medicine (<http://www.medisin.ntnu.no/eng/>) is situated on Øya in close connection with the University Hospital, St.Olavs Hospital. This is only a 10 minute walk from Trondheim Spektrum and 15 minutes from the city centre. Both the pre-conference programme on Saturday and Sunday and some short communications and workshops on Monday and Tuesday will take place at the faculty. Transportation is available between the two venues.



Norwegian University of Science and Technology (NTNU)

NTNU <http://www.ntnu.no/indexe.php>, our local host, specialises in technology and the natural sciences, with half of its 20,000 students studying these subjects. A wide selection of bachelor's, master's and doctoral programmes in the humanities, social sciences, economics and public and business administration, and aesthetic disciplines are also offered. In addition there are professional degree programmes in medicine, psychology, architecture, the fine arts, music, and teacher education. About 650 students are from other countries. NTNU has many international student exchange programmes and has bilateral agreements with many universities around the world. About 1,850 R&D projects are ongoing at NTNU.

The Faculty of Medicine provides a Degree program in medicine and several Master of science and PhD programmes. In total about 700 students attend the Degree program and about 1000 on other courses. NTNU is one of four universities in Norway offering education in medicine. The faculty has Medical Imaging, Health Surveys and Biobanking and Translating research as its main focus areas. The faculty has about 750 employees.



General information

Programme content

The programme consists of the following formats:

- **Plenary presentations** with internationally-renowned speakers from both within and outside medical and healthcare professions education on the following topics:
 1. Learning by doing
 2. The basic sciences and medical education
 3. Meeting student needs
- **Symposia** led by a panel to stimulate debate and wide participation from the audience. Topics include:
 - Educational games and structured experiences
 - Deliberate practice
 - Best Evidence Medical Education
 - Sustainable and responsible medicine
 - Portfolio assessment
 - So what can qualitative approaches do for me (or my research)?
 - The Bologna Process
 - Medical education updates
 - The basic sciences and medical education
 - e-Learning
 - Implementation of competency-based postgraduate curricula
 - New technologies in basic sciences
 - Globalisation of CME/CPD
 - Patient focused simulation
 - Joined up thinking – a continuum of teaching and training for rural settings?
 - Curriculum planning in a new medical school
 - Quality care
 - Comprehensive teaching, implementation and practice of Evidence-Based Medicine
- **Fringe sessions** are included again by popular demand, giving presenters and participants alike the chance to experience something completely different! The AMEE Fringe started at AMEE 2004 in Edinburgh and was intended to follow the spirit of the world famous Edinburgh Fringe Festival (www.edfringe.com) by giving delegates the chance to push the boundaries of what conference presentations could be. In previous years the AMEE Fringe has been host to hospital clowning, wine tasting, watercolour painting, rap music, science fiction, street theatre, glove puppets, camel racing and game shows. Presentations could relate to a new and interesting way of teaching or learning, involving music, acting, drawing – in fact anything will be considered as long as it is legal and does not cause offence! Once again, Rachel Ellaway will be coordinating the Fringe sessions. Presentations are selected from submitted abstracts;
- **Workshops** and master class sessions on a range of practical topics in medical and healthcare professions education, some specifically for those new to the area and others aimed at the more experienced.
- **An extensive pre-conference programme** on Saturday 25 and Sunday 26 August at NTNU includes 26 full-day and half-day workshops on a wide range of topics, as well as a two-day symposium “The student as a (valuable) resource” organised by students for both students and teachers (see pages 12-19);
- **Short communications** in themed sessions, selected from submitted abstracts. Topics covered in the short communication and poster presentation sessions will include:
 1. Curriculum planning
 2. Curriculum evaluation
 3. Core curriculum
 4. Outcome-based education
 5. Problem-based learning
 6. Community-based education
 7. Multiprofessional education
 8. Professionalism, attitudes and ethics
 9. Critical thinking and research training
 10. Multiculturalism and gender issues
 11. Health promotion
 12. Teaching and learning
 13. Student support
 14. Peer-to-peer learning
 15. e-Learning
 16. Simulation
 17. Clinical training
 18. Teaching and assessing communication skills
 19. Assessment of the medical student
 20. Clinical assessment and the OSCE
 21. Written assessment
 22. Portfolio assessment
 23. Postgraduate assessment
 24. International medical education
 25. Access to education/selection
 26. Staff/faculty development
 27. Management and administration
 28. Rewarding teaching
 29. Research in medical education
 30. Special subjects
 31. Undergraduate medical education
 32. Postgraduate training
 33. Training for General Practice/Family Medicine
 34. Assessment of the practising doctor
 35. Continuing Professional Development

- **AMEE Awards – with the support of the Patil family:** We are pleased to announce five new awards to presenters of short communications judged to have made a novel contribution to the Conference in the areas of (1) curriculum planning/evaluation; (2) assessment; (3) teaching and learning; (4) student issues; (5) research in medical education. These awards have been made possible through a donation from Professor Nivritti Patil, University of Hong Kong, in memory of his father. Recipients will receive one year's free membership of AMEE including subscription to Medical Teacher with hard copy and online access.
- **Posters** for presentation and discussion in themed sessions, selected from submitted abstracts (see list on page 6 for themes). The Medical Teacher Poster Prize will be awarded for the best poster, as selected by the Poster Prize Committee. Further information on criteria for the Poster Prize will be on the AMEE website soon.
- **AMEE Spotlights**, an increasingly popular part of the final plenary, give a quick overview of some of the key points raised at the conference on specific topics. Themes selected for AMEE 2007 are:
 - Simulation
 - Assessment
 - Research in medical education
 - Students
 - International dimensions of medical education
 - New paradigms for undergraduate education
 - Postgraduate education and Continuing Professional Development
- **AMEE courses:** Following the success of the ESME Course, AMEE is offering two new courses, FAME and RESME, for the first time at AMEE 2007. The number of participants enrolled will be limited in order that they can receive personal attention from the facilitators.
 - **Essential Skills in Medical Education (ESME):** another opportunity to take part in the AMEE accredited teaching skills course aimed at those new to teaching or those assuming additional teaching responsibilities who wish to gain a teaching qualification, from 25-29 August (see page 9);
 - **Fundamentals of Assessment in Medical Education (FAME):** a new course offered in collaboration with FAIMER and NBME covering the basic principles of assessment, from 25-29 August (see page 10);
 - **Research Essential Skills in Medical Education (RESME):** another new AMEE course to meet the demand for basic skills in carrying out research in medical education, from 25-29 August (see page 11).
- **Commercial exhibition:** see and hear about new products and services designed to assist teachers and others involved in medical and healthcare professions education from leading companies in areas such as simulation, publishing, online learning, etc. A separate brochure 'Information for Exhibitors' is available on the AMEE website or from the AMEE office.
- **Academic exhibition:** visit exhibits from other academics and institutions. Contact the AMEE Office if you would like to organise an exhibit.
- **Special Interest Group sessions:** several Special Interest Groups now meet during AMEE Conferences. All participants are welcome to sessions to hear about their activities including the Ibero-American Group; Young Educators' Group; Veterinary Education Worldwide (ViEW); Association of Standardized Patient Educators (ASPE).
- **An AMEE Conference welcome/orientation session** on Sunday 26 August from 1700-1800 hrs to introduce participants to AMEE and help them get the most from the Conference.

Other information

Language. All conference sessions will be conducted in English.

CME accreditation. Credits will be requested from the UK Royal Colleges. A register of attendance will be available to sign, and certificates of participation provided at the end of the conference.

Children. Please note that children are not permitted to attend any of the academic sessions and should not be left unaccompanied at any time in any of the conference areas.

Please check the AMEE website (<http://www.amee.org>) from time to time for conference updates.

Conference overview

Sessions take place either at:

Trondheim Spektrum Conference Center (TS)
or **Norwegian University of Science and Technology (NTNU)**

Saturday 25 August

ESME course day 1 (full-day) (NTNU)
FAME course day 1 (full-day) (NTNU)
RESME course day 1 (full-day) (NTNU)
'Students as a (valuable) resource' pre-conference symposium day 1 (full-day) (NTNU)
Pre-conference workshops (full-day and half-day) (NTNU)
Tours (full-day and evening)

Sunday 26 August

ESME course day 2 (morning only) (NTNU)
FAME course day 2 (morning only) (NTNU)
'Students as a (valuable) resource' pre-conference symposium day 2 (full-day) (NTNU)
Pre-conference workshops (full-day and half-day) (NTNU)
AMEE 2007 Conference Orientation Session (afternoon) (NTNU)
City tour (afternoon)
Opening ceremony, recital and reception (evening) (Cathedral)

Monday 27 August

Conference day 1 – (morning: TS only; afternoon: TS and NTNU)
ESME course day 3 – lunch session with facilitators (TS)
FAME course day 3 – lunch session with facilitators (TS)
RESME course day 2 – lunch session with facilitators (TS)
'Magical Monday' – evening event
Tours (full-day and half-day)

Tuesday 28 August

Conference day 2 – (morning: TS only; afternoon: TS and NTNU)
ESME course day 4 – lunch session with facilitators (TS)
FAME course day 4 – lunch session with facilitators (TS)
RESME course day 3 – lunch session with facilitators (TS)
Tour (half-day)
Choice of evening events

Wednesday 29 August

Conference day 3 – ends 1300 hrs (TS only)
ESME course day 5 – half-day workshop (afternoon) (TS)
FAME course day 5 – half-day workshop (afternoon) (TS)
RESME course day 4 – half-day workshop (afternoon) (TS)
Tour (morning)
Post-conference tour (29-30 August)

All health professions educators require up-to-date skills in teaching, assessing/evaluating and educational planning. The ESME Programme has been designed specifically to meet these needs. The programme provides a foundation for entry level teaching qualification and will be of particular interest to teachers who are early in their development as medical educators, or who have been given some new responsibilities or assignments relating to teaching, assessment and educational planning. The ESME Programme is accredited by AMEE and approved by an international Advisory Board. The Course is designed around a set of basic competencies that all practising teachers should apply: Effective teaching; Skilled Educational Planning; and Informed Assessment and Evaluation.



Stewart Mennin



Lambert Schuwirth

The ESME Programme has now been run successfully in a number of locations, attached to large medical education conferences, and is offered again at AMEE 2007. The Course faculty are Stewart Mennin (Director), Professor Emeritus, University of New Mexico School of Medicine, USA and Lambert Schuwirth, Department of Educational Development & Research, School of Health Professions Education, University of Maastricht.

Participants completing the 5 day course will be awarded a Certificate of Attendance. Participants may choose to submit, within six months of completion of the course, a short portfolio report describing the application of the ESME competencies in their own teaching practice. An ESME Certificate in Medical Education will be awarded to participants submitting a report that meets the required standards.

Included in cost of ESME course:

| | |
|---------------------------------------|---|
| 25 August | Full day pre-conference session (0900-1700) |
| 26 August | Half day pre-conference session (0900-1300) |
| 27, 28 and 29 August | Participation in conference sessions as selected One-hour daily feedback sessions with ESME faculty over lunch |
| 29 August | Half day post-conference session (1330-1700) |
| Cost of ESME Course: | £350 Please note that registration fee for the AMEE Conference must be paid in addition to the above fee. |
| Cost of ESME Portfolio Report: | £150 (may be paid at time of registration or subsequently) |

Comments from participants at previous ESME courses at AMEE 2005 and AMEE 2006

“ I learned a lot from this workshop ”

“ An excellent approach to allow participants to go to sessions/plan the conference with focus on interests, needs and questions ”

“ Thank you for a great Course. It provided me with an overview on which to base my subsequent teaching (and my own learning) and demystified a lot ”

“ Very nice to be able to ask questions as we went along ”

“ Excellent exchange among participants ”

A new five-day course, *Fundamentals of Assessment in Medical Education (FAME)*, will be introduced at the 2007 AMEE Conference. FAME is directed at those with responsibility for assessing undergraduate medical students, graduate trainees, and practicing doctors. In addition, the scope of the course will include selected aspects of program evaluation. Instruction will concentrate on application of assessment principles to participants' specific assessment problems.

FAME is a joint project of the Foundation for Advancement of Medical Education and Research (FAIMER) and the National Board of Medical Examiners (NBME) in collaboration with AMEE. Course faculty will be internationally-recognized experts drawn from the sponsoring organizations and from around the world.

The five-day FAME course will feature one full day and one half day pre-conference workshop, one-hour lunch sessions with faculty on each conference day, concluding with a post-conference half-day session.

Course design

FAME is designed around two complementary dimensions, namely, five assessment **themes** and four assessment **frames**:

Themes

- Test Design – purpose
- Test Design – format
- Test Material Development
- Standard Setting
- Scoring, Analysis and Reporting

Frames

- Assessment of Knowledge and Reasoning
- Assessment of Skills
- Assessment of Workplace Performance
- Assessment of Programs

Course schedule

The pre-conference days will consist of plenary and small group sessions. Small group work will be organised around the four frames listed above. Participants will be asked to rank the four frames in the order they feel will be most relevant to them for their future assessment work. The workshop day will end with participants and faculty facilitators preparing an individual itinerary for AMEE conference sessions. On the Conference days, Faculty and participants will meet daily over lunch to review sessions attended. At the conclusion of the AMEE conference, faculty will sum up the course experience, address remaining questions from participants, and discuss possible future study. A Certificate of Attendance will be awarded to those participants who complete the Conference course.

Post-course project

Course participants will be encouraged to prepare a short report of up to 10 pages that describes the implementation of their learning from the course in their home institution. Participants submitting an approved project will receive a FAME Certificate of Completion. There is no additional charge for submitting the voluntary project.

Further information is available on the AMEE website or from the AMEE office.

Included in cost of FAME course:

| | |
|-----------------------------|--|
| 25 August | Full day pre-conference session (0900-1700) |
| 26 August | Half day pre-conference session (0900-1230) Choice of pre-conference workshops PCW18, PCW19, PCW22 or PCW24 (1345-1645) See pages 17-19 for details) |
| 27, 28 and 29 August | Participation in conference sessions as selected One-hour daily feedback sessions with faculty over lunch Priority attendance at assessment related conference workshops |
| 29 August | Half day post-conference session (1330-1700) Optional submission of a post-course project report |
| Cost of FAME Course: | £350 Please note that registration fee for the AMEE Conference must be paid in addition to the above fee. |

Purpose

The purpose of this four-day course is to introduce participants to some essential principles and methods of research in medical education. The course aims at giving participants a basic understanding of some fundamentals concerning research in medical education such as phrasing a research question, methodology of research and research designs. It is the intention of this course to encourage participants to engage in doing their own research and help them to outline a research proposal for an empirical study. At the end of the full course participants will be able to:

- formulate a research question
- select an appropriate global methodology
- operationalize the research question into a research plan
- write a research proposal

The course is aimed at participants who have little or no experience with conducting research in medical education.

Curriculum

The curriculum is organised around the annual AMEE conference and consists of one full day pre-conference workshop, attendance at the AMEE conference and daily lunch-session discussions with a tutor, participation in at least three in-conference workshops of the participant's own choice, and finally one half-day post-conference workshop.

After the conference participants are invited to write a research proposal for an empirical study on a topic of their interest. Each participant will be assigned to an experienced research mentor. Peers and mentors will be involved in helping the participants to write the proposal. The participants will share research proposals. Approval of the proposal by the mentor within 6 months after the AMEE conference completes this course.

A Certificate of Attendance will be awarded to those participants who complete the four day course connected to the AMEE conference. A RESME certificate will be awarded to those who complete a research proposal within six months after the AMEE conference.

Course faculty are Charlotte Ringsted (University of Copenhagen, Denmark), Albert Scherpbier (Maastricht University, Netherlands), Brian Hodges (University of Toronto) and Alan Bleakley (Universities of Exeter and Plymouth).

Pre-conference full-day workshop: Introduction; Defining research in medical education; From idea to problem formulation and specifying research questions; Quantitative research approach; Qualitative research approach; Introduction to in-conference assignments; Preparation of personal learning plan for the AMEE conference.

Further information is available on the AMEE website or from the AMEE office.

Included in cost of RESME course:

| | |
|-------------------------|--|
| 25 August | Full day pre-conference session (0900-1700) |
| 27, 28 and 29 August | Participation in conference sessions as selected One-hour daily feedback sessions with faculty over lunch Priority attendance at up to three research related conference workshops |
| 29 August | Half day post-conference session (1330-1700) |
| Cost of RESME Course: | £350 Please note that registration fee for the AMEE Conference must be paid in addition to the above fee. |
| Cost of RESME proposal: | £150 |

Coordinators

Hans Jacob Westbye and Jan Hilgers.

Summary

The Symposium will focus on the medical student and the relationship between students, teachers and the faculty. Through lectures, group work and workshops the participants will get a better understanding for why students are important at all levels of decision making and how to improve the impact and input from students. The conference is aimed both at teachers working with students and students working with teachers.

Background

The conference will give students and teachers involved in medical education new approaches to using medical students as a resource in the planning and realisation of changes. Through lectures, small groups and workshops the participants will improve their skills and knowledge so they can improve the impact and input from medical students.

The symposium is planned and organized by newly qualified doctors and medical students who all have been active in medical education nationally and internationally over a number of years. Most of the workshops will be given by students or young doctors who have been trained in organising workshops on specific topics. Combined with their personal experience this makes them first class trainers. In many faculties there are students who have been trained in facilitation of meetings and the planning of projects and conferences. These students can make a valuable input to the ongoing processes at their medical schools.

Methodology

- In **lectures** the participants will hear about other teachers' and students' experiences with medical students as partners in the planning and realisation of change. The focus will be on important take home messages from educators and students who have considerable experience.
- The **small groups** will aim to promote discussion and exchange of experiences between the participants. The groups will work on specific topics and the whole process will be dynamic using a method called 'the idea café' that facilitates a session where everyone gets to discuss all the topics. The outcome of the group work will be presented in a plenary session, and edited for later dissemination.
- The **workshops** will give participants a chance to improve their skills in specific topics that are important to everyone involved in medical education. We will have expert facilitators from the IFMSA who have long experience in arranging workshops and who are at a very high level within their field of interest. In addition we will have teachers who are experts in teaching students how to teach, to share their knowledge and train participants.

Pedagogy

Many approaches to learning will be used during the Symposium, from passive learning in lectures to active discussions and P2P learning in workshops and small group discussions. Self reflection over the topics discussed will be encouraged through keeping a day-to-day diary of learning goals and outcomes.

| | | |
|------------------|--------------------------------------|------|
| Cost: | Students (undergraduate): | £ 50 |
| | Non-students: | £175 |
| Includes: | Two-day symposium | |
| | Coffee and lunch on both days | |
| | Social programme on Saturday evening | |

Pre-Conference Symposium

Students as a (valuable) resource

| SATURDAY 25 AUGUST | | |
|--------------------|--|---------|
| 0830-0900 | Registration and coffee | |
| 0900-0930 | Opening and information <i>(Dr Hans Jacob Westbye & Mr Jan Hilgers)</i> | Plenary |
| 0930-1030 | Why are medical students important when taking decisions? <i>(speaker to be announced)</i> | Plenary |
| 1030-1045 | Coffee | |
| 1045-1200 | Student centred learning | Groups |
| 1200-1300 | Lunch | |
| 1300-1400 | Group presentations | Plenary |
| 1400-1800 | <p>Simultaneous workshops:</p> <p>Get your message through <i>(Dr. Özgür Onur)</i> We all need to find effective ways to get our message through. Whether it is at a conference giving a speech or when asking a question in a classroom, good message delivering techniques come in handy. The workshop will answer all your questions regarding maximising the impact of the message you want to deliver. You will also get a chance to receive feedback on your presentation skills to give you an opportunity to improve.</p> <p>Learning to teach <i>(Dr Michael Ross & Dr Terese Stenfors-Hayes)</i> The aim of this workshop is to introduce participants to some of the different aspects of medical teaching. The workshop will be structured around a framework of teaching and learning activities. Some of these activities will be reflected upon and discussed, based on the participants' own experiences and with reference to current teaching and learning methods, theories and approaches (including reflective practice and scholarship of teaching). The workshop will be of particular interest to medical students and teachers who have had little formal training.</p> <p>Realising good ideas <i>(Dr Hans Jacob Westbye)</i> Some ideas are just so good that we need to realise them. But how do we go from an idea to a realised project? The workshop will take you through all the steps of a planning and realisation phase. In the end you will be able to go home and realise that idea that you have been thinking about for a long time.</p> <p>The hidden message <i>(Mr Salmaan Sana)</i> This workshop focuses on verbal and non verbal communication and the way you present yourself. Whether you have to present in an auditorium filled with thousands of people, or whether it is a one-on-one discussion, there are many factors that we don't realise, that can influence how our message comes across. Participants will learn how to tap into their "way of being" and use this in their roles as leaders, in negotiation, decision making, giving feedback, presentation and many other forms of communication.</p> <p>Working as a team <i>(Mr Jan Hilgers)</i> Challenges face us all when we try to work on a project together. Different personalities, cultures and prerequisites will make teamwork problematic. The workshop will take you through all these aspects and what you can do to get your team to work together more effectively despite the challenges you are facing.</p> <p>Taking better decisions <i>(Facilitator to be announced)</i> This workshop will focus on how to improve the information gathering, processing and consultation with stakeholders when taking decisions. The participants will get practical tricks and hints on how to get to the good decision that everyone involved feels comfortable with.</p> | Groups |
| 1900 | Social programme | |

| SUNDAY 26 AUGUST | | |
|------------------|---|---------|
| 0830-1000 | Taking Medical Education Forward <i>(speaker to be announced)</i> | |
| 1000-1015 | Coffee | Plenary |
| 1015-1200 | Maximising student input when making changes | Groups |
| 1200-1300 | Lunch | |
| 1300-1545 | Group presentations and discussion | Plenary |
| 1545-1645 | Evaluation and close | Plenary |

All pre-conference workshops take place at Norwegian University of Science & Technology (NTNU).

Saturday 25 August Full-day workshop (0915-1645)

Cost: £120 (includes coffee and lunch)

PCW1 Patient focused simulation

Presenters: Roger Kneebone and Debra Nestel (Department of Biosurgery and Surgical Technology, Imperial College London, UK)

Patient focused simulation (PFS) places a human simulated patient (actor) at the heart of a simulated scenario. Integrated Procedural Performance Instrument (IPPI) presents a series of realistic scenarios. Each combines an SP with a benchtop model or item of medical equipment. Learners perform 8 scenarios in two hours. Each scenario is assessed from perspectives of patient, learner and clinical assessor. Learner-focused feedback is provided by an electronic assessment system soon after each IPPI session. This interactive workshop provides hands-on experience of IPPI. The presenters will first outline the theoretical basis for the concept and its context in the UK healthcare strategy. Participants will then experience and take part in key elements of the IPPI process including developing a clinical scenario; training a simulated patient; setting up an IPPI scenario; conducting an IPPI session; presenting multiperspective feedback and discussing the concept of patient focused simulation.

Please note that workshop participants should have some experience of teaching clinical procedures.

Saturday 25 August Half-day morning workshops (0915-1215)

Cost: £60 (includes coffee – lunch is provided for participants attending two Saturday half-day workshops)

PCW2 Faculty professionalism: addressing the hidden curriculum

Presenter: Anita Glicken (University of Colorado Health Sciences Center, USA)

Over the past five years, numerous articles and reports have identified attributes and themes of medical professionalism. These papers primarily focus on historical attempts to measure and teach professionalism to new medical providers. This workshop will introduce related concepts of educator/faculty professionalism, an important but often overlooked component of the hidden curriculum. The workshop provides participants with an opportunity to collectively explore concepts of educator professionalism through a personal and cultural lens. It will: (1) Challenge some of the traditional ways we think about faculty professionalism in medicine; (2) Identify elements of faculty professionalism that impact teaching and learning; (3) Explore the impact of institutions, administrators, faculty and students on the culture of faculty professionalism. Working primarily through guided activities and case discussions, participants will explore major categories of faculty conduct and generate strategies for impacting institutional culture. The workshop will be interactive, encouraging networking and collaboration. It is designed for faculty, administrators and any person involved in the teaching process, experienced or not.

PCW3 Telemedicine and e-Health

Presenters: Arthuro Serrano and Gunnar Ellingsen (Dept of Telemedicine, University of Tromsø, Norway) and colleagues

Telemedicine and eHealth is a master's programme to provide health and faculty staff, and technologists with education that concerns medical practice over distance using modern communications technology. The master's programme at the University of Tromsø is based on activities of the National Telemedicine Centre. The centre aims to supply the healthcare industry with viable and sustainable technologies that will promote global health, wellness and disease management by facilitating technological advances in the collection, processing and sharing of medical information. These will generate new product and services within telemedicine and eHealth. In the workshop, we aim at presenting a new experience - a net-based master's degree in Telemedicine and eHealth, established on active collaboration from several European partner institutions. Experiences from studies of the use of telemedicine will be shared, one with focus on follow-up on patients with cancer and general practice.

PCW4 How to handle students who are found unfit to become doctors

Presenters: Kjell Haug (University of Bergen, Norway) and national/international contributors

Being a doctor working with patients requires certain personal qualifications. Most complaints against doctors are due to insufficient communication skills or problematic attitudes in the doctor-patient-relationship. Every year our faculty receives messages from teachers who are concerned about students who may have problems. They may be due to language difficulties, personal problems or an unacceptable attitude to the role of health worker in general. In some few cases the faculty receives indications of criminal activity. However, such indications most often come to the surface in the final part of the study. It may be quite problematic if a student has to leave the faculty after several years as a medical student. The workshop will focus on ways to identify, as early as possible, students who need help before they continue their career as a medical student. A significant consideration is at what stage we should advise a student to give up being a medical doctor.

Pre-Conference Workshops

Saturday 25 August Half-day afternoon workshops (1345-1645)

Cost: £60 (includes coffee – lunch is provided for participants attending two Saturday half-day workshops)

PCW5 'I just can't work with you anymore!' Collegial dispute resolution continues: facilitating effective solutions for dyadic and team conflict

Presenters: Kerry Knickle and Nancy McNaughton (University of Toronto, Canada)

Inter-personal and professional conflict within health care takes its toll not only on relationships across disciplines, but also on patient safety. Collegial conflict is a significant source of distress that consumes considerable time and may lead to lasting difficulties for the patient-care team. Healthcare practitioners need sophisticated communication and conflict resolution skills to effectively fulfil and integrate their roles as managers, collaborators and health care advocates. Building on techniques and strategies effective for dyadic conflict resolution, we will focus on developing facilitation skills for the health care professional working with teams in conflict. This half day workshop is an invitation to those interested in conflict resolution and team facilitation to enhance their skills and learn more about approaching, addressing and resolving conflict through shared ideas, experience and problem-solving. (A repeat of a highly evaluated conference workshop at AMEE 2006).

PCW6 The Case Method – getting started

Presenters: Martin Stjernquist and Elizabeth Crang Svalenius (Faculty of Medicine, Lund University, Sweden)

The Case Method is a student active form of learning useful at various levels and in programs within health profession education. It hones problem solving and can be used in leadership training and examination. The workshop is aimed at teachers from all areas of medical education, planning to incorporate the Case Method in their curriculum. No previous experience is necessary. Topics to be covered are Introduction to the Case Method; How to write a Case; How to lead a Case; How to examine with Case; When and where to use Case; Dealing with problems. Two different types of Case-sessions will be conducted using the participants as students. This will be interspersed with short lectures and discussions. The aim is a high degree of participant activity. After the course the participants should be able to start writing cases and use the Case Method in their own programs.

PCW7 Medical Professionalism: an exploration of international similarities and differences in teaching and learning about professionalism

Presenters: Dr Iain Robbé (School of Medicine, Cardiff University, UK), Dr Hiroshi Nishigori (Centre for Medical Education, University of Dundee, UK), Dr Hirotaka Onishi (Tokyo University, Japan) and Dr Makoto Kikukawa (Komenoyama Hospital, Fukuoka, Japan)

The medical education literature and the experiences of educators have identified cultural and other sources of similarities and differences in teaching and learning about medical professionalism in different countries. This workshop is aimed at an international audience of educators who are willing to share their experiences and to develop proposals for strategies to improve their teaching and learning of professionalism at both undergraduate and postgraduate levels. By the end of the workshop, in the contexts of the international teaching and learning of professionalism, the desired outcomes will be (a) to produce a declaration of consensus statements on a global core of similarities (b) to take away strategies for improvements recognising similarities and differences. The facilitators will work with the participants in small groups and plenaries drawing on the participants' experiences from the teaching of, and research into, professionalism. These interactive discussions will include consensus building techniques to achieve the outcomes.

PCW8 Intercalated research track

Presenters: Karin Tømmerås, Jannicke Eriksen and Tora Bonnevie (The Medical Student Research Programme, Faculty of Medicine, Trondheim, Norwegian University of Science and Technology (NTNU) and colleagues from other Institutions)

The Faculties of Medicine in Norway established in 2002 a Medical Student Research Programme in an attempt to enhance recruitment for medical research, educate future physician-scientists and increase the quality of medical research. The programme is optional for medical students who wish to do research intercalated in their ordinary curriculum. Committed students are recruited after the 4th semester and invited to participate in research projects of their own choice. Whereas the Medical Student Research Programme comprises the equivalent of 2 years' full time study, the extension of their curriculum is limited to one calendar year. The extra year consists of full time participation in PhD level courses. This workshop is aimed at an international audience of educators, administrators, and students with interest in and experience from integrated research tracks, for instance combined MD-PhD tracks, to discuss advantages and limitations of the Medical Student Research Programme.

PCW9 Training Standardized and Simulated Patients in giving feedback

Presenters: Team of several European and North American Standardized/Simulated experts of the Association of Standardized Patient Educators (ASPE) led by Jan-Joost Rethans, Skillslab, University of Maastricht, the Netherlands.

There are several arguments why standardized/simulated patients (SPs) in medical education are preferred above real patients. One argument is SPs' ability to give feedback. The content of and the way how SPs will give feedback depends on the setting SPs are working in, for example is it for formative teaching sessions or high stakes-examinations? The ability to train SPs to give feedback definitely belongs to the tasks/domain of SP educators. This workshop will provide participants with a variety of training techniques how to teach SPs to give good feedback. Differences in training for educational programs versus High Stakes Assessments programs will be addressed. The facilitators will cover such topics as: appropriate recruitment of SPs, content of feedback (medical domain or not), multiple training techniques and basic feedback training for SPs. Techniques will be demonstrated, in small groups and working in pairs for practice, also handouts and resource guides. No previous experience is necessary to attend the workshop.



Pre-Conference Workshops

Sunday 26 August Full-day workshop (0915-1645)

Cost: £120 (includes coffee and lunch)

PCW10 Managing change in the veterinary curriculum

Presenters: S Baillie, P van Beukelen, W G G M van der Maazen and G McConnell (VIEW - Veterinary Education Worldwide)



There are many reasons why change is essential within veterinary curricula e.g. developments in the veterinary profession and society; increased content as a result of scientific advances; new educational knowledge and perceptions; the need for comparability between degrees world-wide (Bologna) and increasing diversity in the student population. Curriculum change is, therefore, a constant challenge, whether it is incremental or a major change of direction: handled well it can invigorate and inspire, increasing faculty's involvement in educational development. The interactive workshop aims to: (1) identify successful strategies for introducing and implementing needs-driven change both at the institutional and individual level; (2) identify what long-term support is needed to establish curriculum change as a normal and necessary process.

Colleagues from other professions are warmly welcomed to attend this workshop, which has an emphasis on veterinary education.

Sunday 26 August Half-day morning workshops (0915-1215)

Cost: £60 (includes coffee – lunch is provided for participants attending two Sunday half-day workshops)

PCW11 Preparing medical education manuscripts for journal publication

Presenters: William C McGaghie and Diane B Wayne (Northwestern University Feinberg School of Medicine, Chicago, USA)

Professional opportunities and advancements stem from publications. Writing reflects the outcomes of one's scholarship. Good writing benefits scholars' scientific fields, scholars' specific audiences, and scholars themselves. Yet most scholars struggle with writing, even those with many publications. Scholarly writing is very hard work. The acquisition and maintenance of writing skill is a result of sustained, deliberate practice, not chance. This pre-conference workshop will address ways to improve scholarly writing. Participants will: (1) Recognize that professional writing involves fitting one's message to an audience and an outlet; (2) Practice and critique manuscript planning and organization; (3) Practice professional writing deliberately; (4) Engage in peer review of writing samples; and (5) Review Instructions to Authors from several medical education journals. Following introductions, we will probe the problems that workshop participants encounter when writing. Then we will present a general overview of the writing process: strategy, planning, outlining, writing, and review/revision. We will focus on the practical skills needed for each phase. Participants will have opportunities to practice professional writing deliberately and to engage in peer evaluation of writing samples. The workshop will conclude by reviewing the expectations and requirements of several medical education journals by studying their Instructions to Authors. This workshop is intended for individuals who are interested in learning about and improving their skills at writing manuscripts for publication in medical education journals.

Participants registering for the workshop will receive a copy of the advance reading: Parsell G, Bligh J. AMEE Guide No. 17: Writing for journal publication. *Medical Teacher* 1999; 21(5): 457-468.

PCW12 Developing and implementing a patient-partnership scheme for clinical teaching and assessment

Presenters: Linda Park, Jean Ker and Helen Cameron (Universities of Edinburgh and Dundee, UK)

A patient-partnership scheme can support clinical education to improve the deliberate practice offered to students and aid the efficient running of standardised assessment. This workshop will explore the issues and offer practical guidance around setting up and implementing such a scheme. Participants will work in large and small groups to: (1) identify the benefits and difficulties around setting up a scheme e.g. costs, personnel, legal and ethical aspects; (2) develop procedures and supporting materials e.g. for recruiting patients and maintaining relevant patient files; (3) discuss potential contributions patient partner sessions can make to clinical education. Facilitators will share their materials, documentation and processes, present evaluation and encourage discussion on outstanding difficulties and possible future developments. Following the workshop it is intended that participants will: (1) have greater understanding of the issues, benefits and difficulties before embarking on a patient partnership; (2) develop their own workbook on setting up a patient partnership scheme and obtain samples of supporting materials.

The workshop is intended for educators who are considering developing teaching and assessment with the help of a patient partnership scheme.

PCW13 Maintaining well-being and quality of life in training and in practice

Presenters: Lotte Dyrbye, Matthew Thomas, Tait Shanafelt and Colin West (Mayo Clinic, USA)

There is a high prevalence of depression, anxiety, poor quality of life and burnout among physicians in training and in practice within the US and abroad. A variety of factors such as personal life events, curriculum and medical errors influence well-being and well-being influences learning, teaching, empathy and patient care. It is critical for undergraduate and graduate medical educators to understand the prevalence and causes of distress among physicians in training and in practice, recognize potential adverse personal and professional consequences and identify institutional factors that can positively and negatively influence well-being. After completing this highly interactive workshop, participants will be able to: (1) discuss the literature on well-being across the continuum of training and into practice; (2) summarize the personal and professional consequences of physician distress; (3) describe existing validated tools for assessing personal and professional distress; and (4) give examples of personal and institutional strategies to maintain and promote well-being. The workshop is intended for educators of medical students and residents and for physicians.

Pre-Conference Workshops

Sunday 26 August Half-day morning workshops (continued)

PCW14 Using humour to tap multiple intelligences in medical education

Presenter: Ronald A Berk (Professor, Biostatistics & Measurement and Former Assistant Dean for Teaching, The Johns Hopkins University School of Nursing, Baltimore, USA)

How do Harden's 5 intelligences, Gardner's 8 intelligences, and Goleman's emotional intelligences intersect? Physicians, nurses and other healthcare personnel need 4-6 intelligences to perform effectively. Humour used as a systematic teaching tool can not only bring students and dead, boring course content to life, but can tap multiple intelligences. This workshop presents 10 evidence-based uses of humour that can be integrated into your syllabi, handouts, examples, problems, case studies, and parking tickets. Demonstrations with music and props will be performed to illustrate how they can draw on 6 intelligences. A bonus topic on how to incorporate humour into course tests will also be included. You don't want to miss these applications of "intelligent humour."

PCW15 Evaluating curricular outcomes: How will you know if you have made a difference?

Presenters: Sharon K Krackov (Albany Medical College, and Columbia University College of Physicians and Surgeons, New York), Henry Pohl (Albany Medical College) and John H Shatzer (Vanderbilt University School of Medicine, Nashville, USA)

Summative (outcome) evaluation provides data to support conclusions. The data are collected using multiple methods and measures to gain a variety of perspectives. This information informs decisions about whether an educational program has achieved its objectives. The outcomes occur at several conceptual levels: learner, faculty, institution, patient care, and also sub-levels within each category. At the conclusion of this workshop, participants will be able to determine the success of an educational program in meeting its objectives by: (1) Defining learner, faculty, institutional and practice characteristics of interest; (2) Identifying outcomes that will provide evidence of success in each category; (3) Considering issues involved in linking patient issues to curricular outcomes; (4) Developing a system to evaluate and report the outcomes. This session is designed for faculty at all levels who are involved in teaching and assessment of medical students, residents and practicing physicians and/or curriculum development and evaluation.

Further information on the workshop and a reference list is available on request to the AMEE Office.

PCW16 Delivering constructive feedback in challenging situations – moving beyond a formula

Presenters: Catherine M Smith, Diana Tabak, Stan Rogal and Anja K Robb (Department of Family & Community Medicine, University of Toronto, Canada)

Feedback is part of a rich learning process involving a dialogue. Complex situations in health care teaching necessitate the development of effective feedback skills. Topics to be covered include: Challenges in delivering feedback; A common vocabulary for the delivery of effective verbal feedback; Guidelines for delivering effective feedback; Creating a supportive learning environment; Delivering feedback in challenging situations; Self-assessment skill enhancement in both learner and facilitator. Proposed activities: Interactive and experiential activities in large groups, triads and pairs to include: Reflective exercises to promote exchange of ideas; Explore challenging situations through simulations; Interactive problem-solving exercises. The workshop is appropriate for any healthcare professionals and teachers who deliver immediate constructive feedback.

PCW17 Portfolio learning in the clinical setting

Erik Driessen, Edith ter Braak, Hanke Dekker, Fedde Scheele & Cees van der Vleuten (Netherlands Association for Medical Education, Working group Portfolio)

Portfolios are widely used in medical education, both in the pre-clinical stage as in the clinical stage of medical training. In this workshop the participants will experience the possibilities of portfolios for the coaching of learners in the clinical workplace (undergraduate and postgraduate). After a short introduction, participants will practice the use of a portfolio to discuss the competence development of the learner. Thereafter evidence for successful portfolio use will be reviewed. The workshop is intended for all interested in the possibilities of portfolio learning in the clinical setting and no prior experience is required.

Sunday 26 August Half-day afternoon workshops (1345-1645)

Cost: £60 (includes coffee – lunch is provided for participants attending two Sunday half-day workshops)

PCW18 An introduction to Item Response Theory: Overview of common models and applications to medical education assessment issues

Presenters: Dr André F de Champlain and Dr Ronald J Nungester (National Board of Medical Examiners, Philadelphia, USA)

The widespread use of item response theory (IRT) models over the past four decades attests to their importance in the development and analysis of tests and items in medical education. IRT models are currently used for a host of purposes including item analysis, test form assembly, score equating, and to determine whether a test is well-targeted, in terms of its overall difficulty level, to the proficiency level of candidates. The purpose of this workshop is to provide participants with an overview of common IRT models, including the Rasch model, as well as two- and three-parameter logistic models, and to discuss practical applications of IRT in various aspects of medical education and assessment. A practical exercise will be conducted aimed at integrating aspects covered in the first part of the workshop by going through actual examination results, with emphasis on discussion of findings and interactive participation among attendees. The workshop is aimed at medical educators who are responsible for assessments within their own schools, as well as any other professional involved in testing activities. Participants will find it advantageous, although not essential, to have some knowledge of basic statistics and classical test theory.

Pre-Conference Workshops

Sunday 26 August Half-day afternoon workshops (continued)

PCW19 Designing oral examinations: challenges and opportunities

Presenters: Ara Tekian and Rachel Yudkowsky (Department of Medical Education, University of Illinois at Chicago, USA)

Oral examinations (viva voce) are used to assess the critical reasoning, problem solving, judgment process and/or communication skills of candidates. Controversy over the advantages and limitations of oral examinations has dominated the discussion of this assessment technique for decades. Despite serious reservations about reliability, validity, practicality, and usefulness, orals are frequently used in undergraduate and graduate medical education worldwide and by 15 out of 24 U.S. American Board of Medical Specialties (ABMS) Boards. This program will prepare participants to plan and implement effective oral examinations. The workshop instructors will provide a brief synthesis of the literature published during the past four decades and discuss issues related to reliability/reproducibility and validity. Participants will have the opportunity to design a blueprint and a scoring instrument for a standardized oral examination, critique a videotape of an examiner in action, and reflect about how to use oral examinations in their own settings.

PCW20 Learning how to review medical education articles

Presenters: Sonia Crandall (Wake-Forest University, Winston-Salem, NC), Paul Hemmer and Steven Durning (Uniformed Services University of the Health Sciences, Bethesda, MD, USA)

This interactive workshop is designed for individuals interested in learning the skills of reviewing manuscripts in medical education research and development. It is helpful, but not required, if participants have a familiarity with the processes of learning and teaching in medicine and the general types of research in this field - novices and experienced reviewers are encouraged to attend. There will be a brief, initial presentation of the "Criteria for Reviewing Educational Research" to include: (1) Problem statement, conceptual framework, and research question; relevance. (2) Research design; instrumentation, population and sample. (3) Data analysis, statistics: reporting of statistical analyses and results. (4) Discussion, conclusion, interpretation; presentation and documentation. In small groups, workshop participants will then work through examples of submitted manuscripts to identify strengths and weaknesses, for the purposes of (1) providing feedback to the authors, and (2) informing decisions on acceptance for a research conference (such as RIME) and to journals. There will be large group discussion and final voting on the "fate" of the submission. The workshop will conclude with a discussion of the actual reviews of the manuscripts and how the authors addressed the reviewers' comments. We will review one manuscript that is mainly focused on quantitative data/information, and a second manuscript that deals with qualitative analysis. Participants will develop and be confident in their skills in reviewing medical education research abstracts and manuscripts.

PCW21 Analysis of small group learning

Presenters: Antoinette S Peters (Harvard University) and Janet P Hafler (Tufts University School of Medicine), USA

The purpose of this workshop is to practice using two different methods to study how learning occurs in small groups such as problem-based learning (PBL) tutorials. The facilitators will train participants to collect objective observational data (an ethnographic method) and to code behaviors using a priori categories (a sociological method). Participants will observe a videotape of an American PBL tutorial, recording as accurately as possible the group members' behavior, identifying their own reactions and interpretations, differentiating between objective data (quotes and observable acts) and subjective responses, and comparing observations among workshop participants. Then, participants will analyze a transcript of a segment of the PBL tutorial discussion, identifying appropriate units of analyses, coding behavior using Bales's Interaction Process Analysis schema, and reconciling differences in coding among participants. Last, the group will generate hypotheses and designs for applying these two methods to research on small group learning. This is an intermediate level workshop - some experience with small group teaching might be informative; no research experience is needed. An ability to comprehend English will be needed to observe the videotaped interaction.

PCW22 Standardized assessment of reasoning in the context of uncertainty: the script concordance test (SCT)

Presenters: B Charlin and B Carrière (University of Montreal, Canada)

The capacity to reason in contexts of uncertainty is a characteristic of expertise in the professions. Assessment in this context is difficult to achieve in a standardized manner. The Script Concordance Test is a reliable and valid tool for assessment in the context of uncertainty. In this workshop participants will discover SCT, an innovative test based on written simulations (on paper or computer screen), will discuss research findings on the validity and reliability of SCT and will build cases and items and experiment with the scoring process. The material will include examples taken from an assessment of reasoning skills in emergency paediatrics. The format will be interactive, with emphasis on free discussion and exchange of ideas. The workshop is intended for all involved in undergraduate, post-graduate and continuing education in the health professions; the tool has been used mainly in medicine but it can be applied in all health professions. The workshop is at intermediate/advanced level and some experience with the topic is advisable.

PCW23 Teaching and learning in the community

Presenters: Madalena Folque Patrício (Faculty of Medicine, University of Lisbon, Portugal); Peter McCrorie (St George's, University of London, UK); Shehla Baig (St George's, University of London, UK) and Margot Turner (St George's, University of London, UK)

This workshop will explore opportunities for community-based education in the undergraduate medical programme. Learning venues include general practice, community-based healthcare organisations, establishments such as prisons and schools, patients' homes, old people's homes, self-help groups and many others. Aspects of learning include clinical and communication skills, healthcare in the community, interprofessional education, psychosocial behaviour, patient education, health prevention. Other important educational outcomes include helping students become aware of the

Pre-Conference Workshops

Sunday 26 August Half-day afternoon workshops (continued)

vulnerability of patients and their families, the importance of social accountability, the diversity of people living and working in the community and the ethical dilemmas they face. The need for encouraging student reflection and sharing of experiences will be stressed. The format includes some short presentations (including examples of students' work), followed by groupwork exploring ideas for community based education in participants' own institutions, the assessment of students undertaking community placements, programme evaluation and funding. The workshop is intended for healthcare professionals involved in curriculum planning; those with a keen interest in community-based education; those with an interest in social psychology, reflective practice, humanitarianism and the involvement of patients in healthcare education.

PCW24 A critical review of 14 strategies to measure teaching/clinical effectiveness

Presenter: Ronald A Berk (Professor, Biostatistics & Measurement and Former Assistant Dean for Teaching, The Johns Hopkins University School of Nursing, Baltimore, USA)

This session is the sequel to last year's plenary in Genoa on the 360° approach to faculty evaluation. Student ratings are a necessary, but not sufficient, source to measure teaching effectiveness. How many other sources can you name? How many are being used in your department? That's what I thought. Well, this is your lucky day. A virtual smorgasbord of data sources awaits you. This state-of-the-art workshop will be a fun-filled romp through 14 potential sources of evidence that are described in the faculty evaluation literature: (1) student ratings, (2) peer ratings, (3) external expert ratings, (4) self-ratings, (5) videos, (6) student interviews, (7) alumni ratings, (8) employer ratings, (9) mentor's advice, (10) administrator ratings, (11) teaching scholarship, (12) teaching awards, (13) learning outcome measures, (14) teaching portfolio, and (15) extraterrestrial ratings. OOPS! These sources will be presented in the context of the 360° multisource assessment model used in management and industry for 40 years (a.k.a. "whirling dervish" approach to faculty evaluation) and most recently in medicine and healthcare. The triangulation of multiple sources can provide a more accurate and reliable base for formative (teaching improvement) and summative (annual contract renewal, merit pay, promotion, and tenure) decisions than any single source. As faculty, your future depends on the fairness of these decisions. You can't afford to miss this workshop.

PCW25 Management and Leadership; medicine and education: Exploring the overlapping zone

Presenter: Henrique M G Martins (Assistant Professor, Faculty of Health Sciences, Universidade Beira Interior; Internal Medicine Registrar, Serviço de Medicina I, Hospital Fernando Fonseca, Lisbon, Portugal)

This workshop aims to explore how insights from management and leadership can help develop medical education and its organizations and, inversely, how education about management and leadership can be linked to medicine. Depending on the level of participants' knowledge, the workshop will briefly touch the basics of some management and leadership concepts like strategy, organization behaviour, budgeting, negotiation and marketing, as well as styles and contexts of leadership and change management techniques. Guided participants' pair-work will focus on using concepts covered to identify one problem/development area in medical education organizations, how it could be better managed, the necessary change and what could be learned. Some time will be left aside to discuss ongoing models of management and leadership education in both undergraduate and post-graduate medical education. Targeted audience are participants somehow involved in either management functions in their student associations, healthcare organizations, working at deanery level or somehow responsible for medical education in different organizations.

PCW26 Evaluating the evidence

Presenters: Alex Haig (NHS Education for Scotland, UK) and Marilyn Hammick (Education and Research Consultant, UK)

Critical appraisal of research studies is an accepted part of clinical practice. This workshop looks at how this is done for non-experimental research, especially in the field of educational evaluation. It will draw upon the latest work of the BEME Collaboration and other key organisations that are interpreting and synthesising research in health care sciences education to inform best practice and assist with policy decisions. Sessions will include an overview of approaches to critical appraisal, its role in evidence informed practice and policy making and identifying the challenges educators face judging evaluation designs from a variety of research paradigms, using both quantitative and qualitative data collection methods. Participants will work in small groups with the most recently developed instruments and techniques to analyse significant papers. The session is relevant to faculty at all levels: those wishing to embark upon a systematic review, the teacher or practitioner wishing to evaluate a single paper to inform their own practice and senior managers planning to base future changes in educational policy on evidence.

AMEE 2007 Conference Orientation Session (1700-1800)

Cost: Free of charge, but please register your intention to attend on the conference registration form

Presenters: Andrzej Wojtczak (AMEE Past President), Madalena Patrício (AMEE President) and Pat Lilley (AMEE Administrator)

This session is designed principally for those new to AMEE conferences, but anyone who would like an introduction to AMEE and the AMEE conference is very welcome to attend. The presenters will provide some background information about AMEE and the sessions at this year's Conference. They will suggest how you can gain maximum benefit from your participation.

Sunday 26 August

2000-2200 Opening ceremony including choir and organ concert and reception
Nidaros Cathedral and Arch Bishop's Palace (see page 30)

Monday 27 August

0830-1030 **Session 1 – Plenary: Learning by doing**

Chairperson: Ronald Harden (UK)

0830-0900 **An introduction to AMEE 2007**

Ronald Berk (Johns Hopkins University School of Nursing, US) and Ronald Harden (AMEE)

0900-0940 **1A Don't bother me, I'm learning!**

Marc Prensky (Games2train.com)

Video and computer game playing is beneficial to today's "digital native" students who are using them to prepare themselves for life in the 21st Century. They are learning about important "future" things from collaboration to prudent risk-taking, to strategy formulation and execution and to complex moral and ethical decisions. Many adults are sadly misinformed about the potential and value of game-playing. There are also however "digital native" teachers who understand how gaming can, among other things, teach advanced problem-solving, language and cognitive skills, multi-tasking and parallel processing.

Marc Prensky is an internationally acclaimed speaker, writer, educator, consultant, and game designer in the critical areas of education and learning. He is the author of *Digital Game-Based Learning* (McGraw-Hill, 2001), and *Don't Bother Me Mom – I'm Learning* (Paragon House, 2006). Marc is the founder and CEO of Games2train, whose clients include IBM, Bank of America, Pfizer, the U.S. Department of Defense and the LA and Florida Virtual Schools. He is the creator of the sites www.gamesparentsteachers.com and www.socialimpactgames.com. Marc has created over 50 software games for learning, including the world's first fast-action videogame-based training tools. He holds a Master's in Teaching from Yale and an MBA from Harvard. He has taught at all levels, been featured in *The NY Times*, *The Wall Street Journal*, and *The Economist*, appeared on CNN, MSNBC, PBS, and the BBC. He was named as one of training's top 10 "visionaries" by *Training* magazine and cited as a "guiding star of the new parenting movement" by *Parental Intelligence Newsletter*. For Marc's writings, see www.marcprensky.com/writing. For Marc's games, see www.games2train.com



0940-0945 Questions

0945-1025 **1B Enhancing the Development of Professional Performance: Some insights from expert performance and deliberate practice**

K Anders Ericsson (Department of Psychology, Florida State University, Tallahassee, Florida, USA)

The theoretical framework of expert performance is extended to the measurement of professional performance and its development. The key issue is how one can modify professional activities so their quality can be regularly evaluated to provide detailed and reliable feedback to practitioners along with recommendations for suggested deliberate practice in designed practice environments. Insights into the causal learning mechanisms that mediate improvements of measurable performance are now better understood. It may soon be possible to estimate the amount of time of deliberate practice needed to attain certain levels of performance and thus quantify the cost of attaining and maintaining specific levels of performance. Implications of efforts to measure professional performance and its development and maintenance are discussed.

K. Anders Ericsson, PhD, is presently Conradi Eminent Scholar and Professor of Psychology at Florida State University. After his PhD in Psychology from University of Stockholm, Sweden, he collaborated with Herbert Simon at Carnegie-Mellon University on verbal reports of thinking and this work is summarized in "Protocol Analysis: Verbal Reports as Data" (1984/1993). Currently he studies the cognitive structure of expert performance in domains such as music, chess and sports, and how expert performers attain their superior performance by acquiring complex cognitive mechanisms and physiological adaptations through extended deliberate practice. He has edited several books on expert performance, most recently "Cambridge Handbook of Expertise and Expert Performance" (2006).



1025-1030 Questions

Conference Programme

1030-1045 Discussion

1045-1115 Coffee

1115-1230 **Session 2**

2A Symposium: 'Playing the Game': Structured educational experiences

Chairperson: Lynne Allery (Cardiff University, UK)

Educational theories support the use of variety and interaction in order to stimulate learners and support learning. Educational gaming can be a valuable and useful addition to the medical educator's repertoire and yet it remains a relatively underutilised resource in this setting. Gaming and simulation provide structured learning experiences. Rather than affording students exposure to a passive, didactic, teacher led session, they provide participants with opportunities to become engaged with the process of active learning, in a range of different ways and in a variety of different learning environments. From the learners' perspective, educational gaming can assist skills development; provide insight into behaviour and aid self awareness, in a relatively risk free environment. For the medical educator, gaming adds to the versatility of their teaching, providing strategies for attention grabbing, changing the pace of a session and concluding with a memorable summary of the learning that has occurred. However, if any educational benefit is to be derived from the session, it is essential that games are well structured, with well defined rules and clear learning outcomes. So what educational value, if any is there in gaming and how can this be evaluated? Crucially how can they be utilised in a health care context? How do trainers ensure that gaming becomes elevated from mere items of curiosity, with a strong novelty value, but little else to commend them? Crucially how can facilitators ensure that the learning can be transferred to the clinical context and how can they prepare to address unplanned and uncontrolled outcomes that are inherent in the gaming experience? It's all about 'playing the game'; this symposium will consider these and other aspects of the structured gaming experience.

2B Symposium: Deliberate practice in medical education

Chairperson: William C McGaghie (Northwestern University Feinberg School of Medicine, USA)

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

Discussant: K. Anders Ericsson (Conradi Eminent Scholar and Professor of Psychology, Florida State University)

A selection of short communications, posters and workshops

1230-1430 Lunch and viewing of posters and exhibits

1430-1600 **Session 3**

3A Symposium: Best Evidence Medical Education (BEME)

Chairpersons: Ronald Harden and Marilyn Hammick (UK)

Five reviews have been published to date and several others are in progress. Whilst each review has made its own contribution to the subject area of the review, are there any more general messages for medical education? This Symposium will examine how BEME reviews generally have enlightened practice in medical and healthcare professions education in several areas, including authentic learning, the use of feedback, and the need for education 'champions'.

3B Symposium: Patient focused simulation

Chairpersons: Roger Kneebone and Debra Nestel (Imperial College London, UK)

Patient focused simulation (PFS) is the innovative combination of a real human being (simulated patient, actor) with a physical or virtual reality simulator. The aim is to provide a safe yet authentic context for learning and assessment of procedural skills, combining the benefits of simulation with the cues of real life clinical encounters. The presence of a real person taps into the clinician's own practice, while offering feedback about subtle interpersonal interaction as well as technical skill. PFS resonates with contemporary thinking around simulation, workplace based assessment and the contextualisation of healthcare learning. It offers a conceptual framework which moves beyond the simple repetition of technical tasks and addresses issues of real-world challenge. It draws on a range of learning theories and applies to many domains within healthcare education. This symposium will provide a forum for discussion of educational and other issues relevant to PFS.

Conference Programme

3C Symposium: Why and when portfolios (do not) work in medical education

Chairperson: Erik Driessen (University of Maastricht, Netherlands)

Portfolios are widely used in medical education as tools for authentic assessment, to stimulate reflection, and/or to monitor and support professional development. The structure and content of portfolios that are used differ considerably. Because of these differences in purpose, structure and content, it is difficult to interpret the often contradicting research findings reported in literature on the effectiveness of portfolios. The aim of this symposium is to explore the challenges and opportunities offered by portfolios by discussing the question "Why and when portfolios (do not) work in medical education". The panellists will provide their perspectives on this question and engage the audience in a dialogue on the different challenges and opportunities.

A selection of short communications, posters and workshops

1600-1630 Coffee

1630-1800 Session 4

4A Symposium: So, what can qualitative approaches do for me (or my research)?

Panel: Ayelet Kuper, Nancy McNaughton (Chairperson), Tina Martimianakis, Mathieu Albert, Brian Hodges (Wilson Centre for Research in Education, University of Toronto, Canada)

There has been a call for broadening our understanding of how qualitative methods can be used effectively in medical education research. This symposium will explore the diverse theoretical and methodological qualitative traditions from which medical education researchers can draw to complement their research programs. We will introduce participants to various approaches from the social sciences and the humanities and discuss possible applications within the domain of health professional education. Presentations will provide an overview of the theoretical assumptions of these approaches using actual research examples and explore the range of research questions to which each approach can be applied.

4B Symposium: State of implementation of the Bologna two-cycle format in European medical education

Chairpersons: Madalena Patrício (University of Lisbon Faculty of Medicine, Portugal) and Olle ten Cate (University Medical Center Utrecht, The Netherlands)

Following sessions held at AMEE 2006, the aim is to present the state of implementation of the two-cycle system in medical education in all 45 countries that signed the Bologna agreement. We aim to present the results of a brief survey in these countries. Invited speakers from countries which already adopted the system will report on major challenges, strengths and weaknesses, and lessons for the future. There will be plenty of opportunity for discussion.

4C Symposium: Update session

Chairpersons: Athol Kent (University of Cape Town, South Africa) and Larry Gruppen (University of Michigan, USA)

This Update Session will cover 3 of the fast-growing special interest topics for those who want take-home information. The session is aimed at those who are not experts in the field, but who want perspective on the topic; those who want to know they are up to speed; and those new to the field to get the background and where we are now. The session will have a developing/developed nations theme with speakers appropriately chosen. The chairmen reflect this concept being from Africa – Athol Kent, Cape Town and the United States – Larry Gruppen from Michigan. The topics will be announced nearer the time and electronic summaries will be available.

A selection of short communications, posters and workshops, together with the AMEE Fringe

1930-2330 **Magical Monday!** (see page 31 for details)

Tuesday 28 August

0815-1035 Session 5 – Plenary: The basic sciences and medical education

Chairperson: Trudie Roberts (UK)

0815-0835 5A Transformed gross anatomy in a revised medical curriculum

Wojciech Pawlina (Mayo Clinic, USA)

Medical curricula are changing in response to the ongoing transformation of the US health care system. Medical students are now acquiring new skills and competencies in addition to basic science and clinical knowledge. Traditional basic science courses provide opportunities to teach principles

Conference Programme

of management, information technology, leadership, and team-building skills. Gross anatomy is the first course that can address issues related to professionalism such as respect, responsibility, confidentiality, self-policing, and interpersonal skills. In a revised medical curriculum, the gross anatomy course should be viewed not only as a basic science course but also as an early opportunity to teach new skills and competencies for tomorrow's physicians.

Wojciech Pawlina, M.D. is a Professor and Chair of the Department of Anatomy at the Mayo Clinic College of Medicine in Rochester, Minnesota, USA. He serves as the Assistant Dean for Curriculum Development and Innovation. Dr. Pawlina teaches gross anatomy, embryology, and histology to medical students, residents, fellows, and other health care professionals. His research interest in medical education is directed towards strategies to implement professionalism, leadership, and teamwork curricula in early medical education.



0835-0840 Questions

0840-0900 **5B The implications of the rapid advances in medical sciences including genetics for undergraduate and postgraduate medical education**

Domenico Coviello (Chair of Education Committee of European Society of Human Genetics and Head of Laboratory of Medical Genetics, Ospedale Maggiore Policlinico, Mangiagalli e Regina Elena, University Hospital of Milan, Italy)

The latest progress in the field of human genetics is changing the needs and the delivery of health care in our era. The ability to tailor therapies and predict both positive and negative outcomes through the analysis of genotype will lead to an increased role for genetics in the delivery of health care. It is therefore essential that medical doctors are appropriately prepared to deliver patient care. The establishment of core competences is currently being used as a basis for health professional education in many other fields and settings (Walton & Elliott, 2006; Wold et al, 2006; Smith, 2005). We describe a set of core competences that could apply to health professionals in Europe, whatever their national setting and could provide an appropriate framework for establishing minimum standards of preparation for health care professionals in genetics across national boundaries.

Domenico Coviello MD, PhD is a medical geneticist, currently Head of the Laboratory of Medical Genetics, Ospedale Maggiore Policlinico, Mangiagalli e Regina Elena, University Hospital of Milan, Italy. His research activity has been dedicated mainly to laboratory activity (cytogenetics and molecular genetics) and to genetic counselling with particularly interest in the education of professionals.



0900-0905 Questions

0905-0925 **5C Basic sciences and professional development**

Ingeborg Netterstrøm (Center for Educational Development in Health Sciences, University of Copenhagen, Denmark)

The presentation will illuminate the process of medical students learning the basic sciences and their development of a professional identity, based on results from a research project, a longitudinal study. Entering medical school, students have high expectations of their future role as a doctor. In the preclinical phase they learn that medical knowledge is unambiguous and authoritative beyond discussion and reflection. The question is: what impact does it have in relation to the student's formation of an identity as a physician? And how are the students prepared to face uncertainty and complexity in the clinic?

Ingeborg Netterstrøm is a PhD and MA. The subject for her thesis is learning processes in informal education. Since 1999 she has worked at the Center for Educational Development in Health Sciences, University of Copenhagen, Denmark. In 2004 she was appointed as associate professor. Her area for research is socialization and professional development. She has worked as a counsellor in relation to the development of both the curriculum of medicine and dental practice.



0925-0930 Questions

0930-0950 **5D The integration of Human Patient Simulators with traditional physiology teaching**

Judy Harris (School of Medical Sciences, Bristol, UK)

We are currently using high fidelity, computer-controlled Human Patient Simulators to enhance our physiology teaching for first and second year medical, dental, veterinary and medical science undergraduates. The simulators are used mainly in small group (n=20), interactive sessions to illustrate physiological principles that cannot be demonstrated in human (i.e. student!) subjects. We are currently developing scenarios that illustrate aspects of cardiovascular and respiratory physiology – by demonstrating how the manikin responds, for example, to simulated haemorrhage and to 'breathing' different mixtures of inspired air. Staff and student feedback for this new approach to teaching physiology has been very positive.

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Judy Harris has taught physiology to medical, dental and medical science undergraduates for nearly 30 years and is currently the Director of Teaching and Deputy Head of Department, Physiology at Bristol University, UK. Since April 2005, she has also been one of the co-directors of a HEFCE-funded 'Centre for Excellence in Teaching and Learning' based in the medical science departments at Bristol. Within the CETL a number of exciting educational initiatives are being developed. Judy's main responsibilities are the development of Human Patient Simulators for physiology and pharmacology teaching and a virtual microscope for histology and histopathology teaching.



0950-0955 Questions

0955-1015 **5E Body Painting as a teaching tool in the teaching of anatomy to medical students and life drawing artists**

Paul G McMenamin (Faculty of Medicine, Dentistry and Health Sciences, University of Western Australia)

With a move to more integrated systems-based approach in the preclinical disciplines at our medical school the author has been developing and trialling a variety of novel teaching methods in the medical course alongside conventional surface anatomy, radiology and cadaver prosections. One of these methods, body painting, has proven very successful. The author has also been running classes for life drawing artists on the anatomical basis of the human form. Participants get to personally participate in painting muscles onto live nude models. The result is not only an astounding teaching and learning tool but also represents a living 3D artform.

Paul McMenamin is Professor in the School of Anatomy and Human Biology and Associate Dean (Teaching & Learning) in the Faculty of Medicine, Dentistry and Health Sciences, the University of Western Australia. He has extensive experience in teaching clinical and surgical anatomy to undergraduate medical students and a range of postgraduate medical specialists especially in the areas of gynaecology and ophthalmology. He has been the recipient of several teaching awards which are likely a reflection of the use of humour in teaching and using a range of alternative approaches in teaching of anatomy including model building and body painting.



1015-1020 Questions

1020-1035 Discussion

1035-1100 Coffee

1100-1230 **Session 6**

6A Symposium: The basic medical sciences. Role of Basic Science in the revised medical curriculum

Chairperson: Wojciech Pawlina (Mayo Clinic College of Medicine, Rochester, MN, USA)

Panel: Domenico Coviello (European Society of Human Genetics/Mangiagalli Clinic, University Hospital of Milan, Italy), Richard L Drake (Cleveland Clinic Lerner College of Medicine, USA), Harumi Gomi (Jichi Medical University, Tochigi, Japan), Judy Harris (University of Bristol, UK), Paul McMenamin (University of Western Australia), Ingeborg Netterstrøm (University of Copenhagen, Denmark), Netta Notzer (Sackler Faculty of Medicine Tel-Aviv University, Israel)

The preceding plenary session provided a few examples of how basic science courses are being integrated into revised medical curricula. The symposium will explore challenges and opportunities related to the teaching of basic science in the medical school environment. Following a brief introduction, the participants will provide their perspective on the following basic science issues:

- placement and timing of basic science courses in the medical curriculum;
- integration of basic science content in clinical courses;
- introduction of new disciplines (genomics, proteomics, bioinformatics);
- responsibility of basic science educators in fostering translational research;
- role of basic science in professional students' development;
- evaluation of basic science knowledge and competencies.

This interactive symposium will survey and engage the audience in a dialog to discuss present and future directions in basic science education.

6B Symposium: e-Learning vs e-Teaching: autonomy or control?

Chairperson: Rachel Ellaway (University of Edinburgh, UK)

The development of the Internet has posed fundamental questions regarding freedom, access and control. These are echoed in the online mediation of healthcare education; while some practitioners and tools focus on the opportunities for free expression, exchange and participation, others are about security, tracking and direction. This symposium will present a debate between leading thinkers in technology-use contemporary healthcare education on whether the dominant role of technology-

Conference Programme

mediated education is about creating greater user autonomy or greater institutional control. Participants are invited to contribute to the debate to help us better understand the directions we are taking.

6C **Symposium: Implementation of competency-based postgraduate curricula**

Chairperson: Olle ten Cate (Netherlands)

Panel: Jason Frank and Linda Snell (Canada); William McGaghie and Diane Wayne (USA); Charlotte Ringsted and Lisbet Ravn (Denmark); Fedde Scheele and Olle ten Cate (Netherlands)

Several countries have adopted frameworks for competency-based postgraduate training. The CanMEDS model (Canada) and the ACGME Outcome framework (USA) are well known. Other countries have introduced similar frameworks. Adopting a competency-framework is one thing, but translating it into day-to-day practice of training and assessment is something quite different. Tools have been developed, websites launched, taskforces and advisors installed, and progress is being made. This symposium aims at: (1) defining competency-based PG training; (2) an overview of what PG innovations in four countries (Canada, USA, Denmark and Netherlands) show; (3) presenting obstacles experienced in PG innovation; (4) giving examples and suggesting possible solutions. Where do clinicians and educationalists find common ground?

A selection of short communications, posters and workshops

1230-1430 Lunch and AMEE AGM; Viewing of posters and exhibits

1430-1600 **Session 7**

7A **Symposium: Use of new technology to enhance learning of the foundational sciences in medical education**

Cristian Stefan (Moderator) (University of Massachusetts Medical School), John Cotter (University of Buffalo), Anca Stefan (University of Massachusetts Medical School) and James Fishback (Kansas University Medical Center) USA. Session organised by: International Association of Medical Science Educators (IAMSE)



Effective teaching/learning relies not only on course content and access to information but also on identifying the best ways to engage the audience. The rapidly expanding availability of computer-based technological tools allow for a variety of methods to be employed in the educational experience for our students. Several of these will be described by the panelists as examples of how these tools can be utilized to promote learning and understanding of the foundational sciences in medical education.

7B **Symposium: Globalisation of CME/CPD**

Chairperson: Hervé Maisonneuve, Global Alliance for Medical Education



Most of the European countries have set their CME system; doctors want to add credits they received abroad to their local portfolios. Mutual recognition of curriculum, credits and systems between countries has to be set up. Standards for commercial support will also be discussed by the panelists. The European Union of Medical Specialists has made many efforts to help recognition of CME credits for specialists, and to assist Eastern countries to set up their system. Mutual recognition of European credits with other continents (America, Asia, Oceania) will be the next challenge.

A selection of short communications, posters and workshops

1600-1630 Coffee

1630-1800 **Session 8**

8A **Symposium: Joined up thinking – a continuum of teaching and training for rural settings?**

Chairpersons: Gillian Needham (NES North of Scotland Deanery) and John Dent (University of Dundee), UK

Does the university medical school provide medical graduates who meet the needs of rural communities? Are postgraduate training programmes growing the generalists and specialists needed for rural practice? Can a continuum of undergraduate and postgraduate clinical teaching and training be effectively delivered for a rural setting and in a rural setting? The symposium will discuss these questions in the light of presentations from an international panel of experts in these fields with the aim of encouraging the development of education and training opportunities in rural settings and for rural settings. A variety of structured undergraduate and postgraduate programmes will be presented, with some emerging policy. The benefits of these approaches and the resources required to run them will be discussed, together with their implications for staff development and student support. There will be ample opportunity for delegates to contribute their own experience and to question the panel.

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8B Symposium: Sustainable and responsible medicine – challenges in medical education

Chairperson: Linn Getz (Department of Public Health and General Practice, Norwegian University of Science and Technology, Trondheim). Presenters: Linn Getz (Norway/Iceland), Iona Heath (UK) and Magne Nylenna (Norway)

Healthcare is among the most expansive activities worldwide. Yet, beyond a certain point, more medicine does not necessarily mean better medicine. It is therefore essential to foster the development of a prudent and self-critical mindset among medical students and junior doctors. Healthcare may otherwise soon become so super-specialized and dominated by technology that its therapeutic potency and cost-effectiveness may start to decline. We also have to learn from the fact that doctors have recently acted as assertive proponents of various medical regimens that have ultimately been proven to do more harm than good, e.g. Hormone Replacement Therapy (HRT) and Cox-2 inhibitors (VIOXX). The medical profession and teaching institutions have a collective responsibility to train students and future doctors to anticipate and systematically prevent 'down-sides' and harm from medical expansion and innovation. This symposium will address the many aspects of that fundamental educational challenge.

A selection of short communications, posters and workshops, together with the AMEE Fringe

Evening A choice of entertainment

Wednesday 29 August

0800-1000 **Session 9**

9A Symposium: Curriculum development and implementation in new medical schools

Chairperson: Afsana Zaman (UK)

The established medical schools continually change and evolve their curricula, but new medical schools have no baseline or established system to evolve from. Thus as new medical schools have been established and there has been a need to develop new curricula and implement them, this in turn has allowed for the expansion and design of innovative curriculum and implementation methods. The symposium will cover issues of cost, teacher selection, assessments, quality assurance and teacher training. As part of the symposium representatives of new medical schools around the world will describe the curriculum design and implementation and include their own personal experiences, in order to allow discussion and audience participation.

9B Symposium: From medical individualist to team worker – Planting the seed of Quality Care in basic medical education

Chairpersons: Per A Brodal (University of Oslo, Norway) and Aase Brinchmann-Hansen (Norwegian Medical Association)

From politicians, the general public and the professions there has been an increased focus on quality of care and patient safety issues. What should medical students learn about quality of care issues and what kind of educational experiences would allow students to achieve those learning objectives? At the University of Oslo, in collaboration with The Norwegian Medical Association, a new syllabus aimed at integrating Quality Care into the current medical school curriculum is now being implemented. Using the Oslo experience the challenges of setting the learning objectives and implementing the educational strategies will be highlighted by practical demonstrations, brief theoretical introductions and discussion among those present. The aim of the symposium is to help participants integrate quality improvement and patient safety, evidence based clinical practice and multiprofessional collaboration, teamwork and leadership into their medical school curricula, exemplified by using simulation, debriefing and feedback as learning tools.

9C Symposium: Comprehensive teaching, implementation and practice of Evidence-Based Medicine

Chairperson: D Th Ubbink (Academic Medical Center, Amsterdam, The Netherlands)

The demand for high-quality health care by patients, government, insurance companies and health care professionals is increasing. For this reason, EBM is gradually becoming part of the medical and nursing curricula in The Netherlands and is being taught to specialists and trainees in the clinic, while various EBM-courses are given to a growing (para-)medical audience. Simultaneously, research is ongoing regarding the knowledge, attitude, barriers and use of EBM in the daily clinical practice of various medical specialties and among various institutions in Europe. This symposium will present and discuss the present-day activities and challenges regarding the teaching and implementation of EBM in the clinical medical and nursing realms.

A selection of short communications, posters and workshops

1000-1030 Coffee

Conference Programme

1030-1215 **Session 10 – Plenary 3: Meeting student needs**

Chairperson: Madalena Patrício (Portugal)

1030-1110 **10A The Miriam Friedman Ben-David Lecture How can we prepare students for the information flood?**

Professor Paul Glasziou (Centre for Evidence-Based Medicine, Department of Primary Health Care, University of Oxford, UK)

We live in an information and research revolution, and are suffering overload. Approximately 400,000 references - including around 20,000 randomised trials - are added to MEDLINE each year. And there are no signs of the growth slowing. So how can we train future clinicians to keep up to date with new developments or to fill knowledge gaps they identify during day-to-day practices? Evidence suggests that most of the billions of dollars invested yearly in traditional continuing medical education does not help. There are no simple solutions to this problem. However, there are several barriers that may be part of a multifaceted "solution". First we need to collectively recognise the problem in our own daily clinical or teaching work. Second, all those involved in health and health care require basic skills in finding, appraising and applying evidence. Third, we need better summaries, syntheses, and access to evidence wherever and whenever it is needed. Fourth, we need to create the time for this change by reducing current ineffective means of knowledge transfer.

Professor Paul Glasziou PhD, FRACGP is the Director of the Centre for Evidence-Based Medicine, Professor of Evidence-Based Medicine in the Department of Primary Health Care at the University of Oxford, and a part-time general practitioner. He has worked for many years in developing evidence-based practice, including teaching evidence-based practice to medical and postgraduate students, running regular workshops for other health care workers, editing the BMJ's Journal of Evidence-Based Medicine, and chairing of the Cochrane Collaboration's Methods group on Applicability & Recommendations. He has published over 100 scientific papers and four books: "Decision Making in Health Care: Integrating Evidence and Values", "Systematic Reviews in Health Care", "Evidence-Based Medicine: How to Practice & Teach EBM", and the "Evidence-Based Medicine Workbook".



1110-1115 Questions

1115-1145 **10B The student as a (valuable) resource**

Dr. Hans Jacob Westbye (University of Bergen, Norway) and Mr. Jan Hilgers (University of Cologne, Germany)

How can you involve medical students in the educational process, utilizing the potential hidden in the blurry student group and at the same time maximize the learning process? A newly-qualified doctor and a medical student will try to answer the question all educators have asked themselves: "What can students do, except absorb knowledge?" In a pre-conference Symposium a group of educators and students will meet to learn more about using students as a resource in medical education. The outcomes of this Symposium will be presented as well as recent results from research on this topic. Students' experiences from trying to influence learning outcomes, and learning and assessment methods will be presented as examples of good and bad practice around Europe.

Hans Jacob Westbye is Liaison Officer for Medical Education Issues of the International Federation of Medical Students Associations, was formerly the student representative on the AMEE Executive Committee and is a core group member of the Transparency Task Force of the MEDINE Thematic Network. He has been actively involved in international medical education issues for a number of years. Hans Jacob is in the process of completing his studies at the Faculty of Medicine, University of Bergen, Norway.



Jan Hilgers is a final year medical student from the University of Cologne, Germany. He has been involved in medical education at local, national and international level during his course of studies. Currently he is Liaison Officer for Medical Education Issues of the International Federation of Medical Students' Associations (IFMSA) and represents medical students' opinion in the AMEE and the WFME executive boards. His main interests in medical education are assessment, evaluation and the implementation of the Bologna Process in medicine.



1145-1150 Questions

1150-1205 Discussion

1205-1240 **Spotlights:** Seven short reviews of key points or take-home messages in the following areas: New paradigms for undergraduate medical education; Postgraduate education/Continuing Professional Development; The role and use of simulation in medical education; Assessment; Research in medical education; Student learning; International medical education

1240-1300 **Prizes and Closing Remarks**

1300 **Close of Conference followed by light lunch**

Conference registration

How to register

Either register online at www.amee.org or complete the Registration Form enclosed with the provisional programme or for download from the AMEE website, and return it to the AMEE Office. For registrations via the website, email confirmation of receipt will be sent immediately. Confirmation of registration will be mailed as soon as possible. Register by 31 May to qualify for the early registration fee.

Registration fees

Whilst it has been necessary to increase the registration fees, a lower cost option is available in all categories for participants registering and paying online. We have also decided to accept payment in pounds sterling only. These measures result in lower administration costs and lower bank charges. We apologise for any inconvenience this may cause.

| | Online registration with simultaneous credit card payment | | All other registrations | |
|-------------------------|---|-------------|-------------------------|-------------|
| | by 31 May | from 1 June | by 31 May | from 1 June |
| AMEE member | £375 | £395 | £405 | £425 |
| AMEE non-member | £405 | £425 | £445 | £465 |
| AMEE student member | £195 | £205 | £215 | £225 |
| AMEE student non-member | £205 | £215 | £225 | £235 |
| Special rate | £345 | £365 | £365 | £375 |

The registration fee includes: Attendance at all conference sessions (2.5 days) including conference workshops (pre-conference workshops at extra cost); Lunch and coffee, 27-29 August; Opening ceremony, recital and reception, 26 August; Conference materials; welcome/orientation session, 26 August.

Accompanying persons may attend the opening ceremony, recital and reception at a cost of £20. Accompanying persons are not permitted to attend any of the academic sessions.

Payment: Payment may be made by credit/debit card (Visa, MasterCard, American Express, Maestro), cheque or bank transfer, in Pounds Sterling only. Payment method must be indicated on the registration form. If you request an invoice to be sent to your Institution, please make sure we have the contact name, department and full address to which to send the invoice. Payment should be received by the AMEE Office prior to commencement of the conference. Only by prior agreement can payment be made at the registration desk.

Cancellation policy for registration

A refund of registration fees will be made as follows:

| | |
|------------------------------------|---|
| Notification in writing by 1 June: | full refund less £25 administration fee |
| Notification in writing by 1 July: | 50% refund |
| After 1 July: | no refund can be given. |

Countries qualifying for reduced registration fee

A lower registration rate of £345 (for online registration by 31 May) will apply for participants from the following countries:

| | | | | |
|------------|------------|---------------------------|--------------------|--------------|
| Albania | Bulgaria | Krygyzstan | Romania | Turkey |
| Armenia | Croatia | Central and South America | Russia | Turkmanistan |
| Azerbaijan | Georgia | Moldova | Serbia | Ukraine |
| Bangladesh | India | Montenegro | Sri Lanka | Uzbekistan |
| Belarus | Iraq | Nepal | Sub-Saharan Africa | |
| Bosnia | Kazakhstan | Pakistan | Tajikistan | |

Free registrations

A limited number of free registrations are available to participants from the above countries who submit and have accepted an abstract for short communication or poster presentation. Both practising teachers and registered students from medical and healthcare professions institutions may apply.

Please email your request to the AMEE Office (amee@dundee.ac.uk) by 30 March, after submission of your abstract, which can be done online or by email. Participants being offered free registration will be notified by 28 April.

Submission of abstracts

Abstracts on any topic relating to medical and healthcare professions education are invited for consideration for presentation as a:

- short communication
- poster;
- Fringe presentation, or
- conference workshop.

You may submit an abstract for consideration as one or more of the presentation types above. Presentations may cover any topic in medical and healthcare professions education and may relate to undergraduate/basic training, postgraduate/specialist training or continuing professional development. The list of topic areas for short communications and posters is given on page 6. When submitting your abstract please tick the number of the category that you feel most relates to the topic of your abstract.

- **Short communications:** 10 minute presentation followed by 5 minutes for questions after each presentation. Short communications are presented in themed groups of 5 presentations. Fifteen minutes is usually provided for a group discussion at the end of the session. Abstracts should be written so as to inform readers whether they are likely to benefit from attending the presentation and should be structured as follows: background; summary of work; conclusions; take-home messages.
- **Posters:** Posters will be on display throughout the Conference, grouped into themes. Presenters are asked to attend the themed poster sessions scheduled in the final programme and to make a short presentation of their poster, followed by a group discussion. Abstracts should be written so as to inform readers whether they are likely to benefit from attending the presentation and should be structured as follows: background; summary of work; conclusions; take-home messages.
- **Fringe:** Usually between 20-30 minutes is allocated for each presentation. See page 6 for a full description of what qualifies for the Fringe. Abstracts may be written in any format.
- **Conference workshop:** These are usually 90 minutes' duration and should be highly interactive. Abstracts should be structured as follows: background; intended outcomes; structure; who should attend; level of workshop (beginner/intermediate/advanced).

How to submit your abstract(s):

Deadline for receipt of all abstracts is 30 March 2007

Abstracts may be submitted in the following ways:

- **Electronically via the new AMEE website: www.amee.org**. Please follow the on-screen instructions. All online submissions will receive automatic confirmation of successful transmission.
- **By email to amee@dundee.ac.uk** either as an attached Word document, or pasted into the message. Please ensure the following information is included:
 - Name, address, phone, fax and email address; The category/categories for which the abstract should be considered (short communication, poster presentation, Fringe or conference workshop); Topic area (see page 6); Title of the presentation; Authors, with presenting author indicated; Text: strictly limited to 200 words.

Receipt of abstracts submitted by email will be confirmed as soon as possible. If you do not receive confirmation within 7 days of submission, please contact the AMEE Office.

All submitters will be notified by 28 April 2007 whether their abstract has been accepted, and if so, for which category.

Please note:

Due to the high numbers of abstracts anticipated, it is unlikely we will be able to offer more than one presentation per participant;

Acceptance of an abstract is conditional upon the presenter registering for the Conference and arranging payment by 31 May. If no registration form is received we reserve the right to remove the abstract from the programme.

All communication will be with the submitter of the abstract. If the submitter is not the presenter, it is the submitter's responsibility to ensure that the presenter registers for the Conference by 31 May.

Audio-visual provision

- **Short communications:** All presentation rooms are equipped with computer and data projector/beamer. It is not possible to use your own computer for short communications and an internet connection is not available.
- **Posters:** No audio-visuals are available except your poster and the abstract.
- **Fringe and conference workshops:** We will contact you about your requirements after acceptance of the abstract.

Social programme and tours

Saturday 25 August

0900-1700

The Golden Route

"The Golden Route" in the heart of Trøndelag (the area surrounding Trondheim) is an interesting stretch defined by 20 small businesses and sights about 100 km north of Trondheim, along the fjord. The scenic route and dynamic environment of the tour gives you golden opportunities. Here you will find an art gallery, a small sculpture park, ceramic studios, crafts, farm products based on local recipes, and a wide range of activities. The first stop is at Gulburet Farmshop, with refreshments served in what was once the farm's smithy. We will then take a short walk along Straumen, one of Norway's strongest tidal currents with a rich bird life, visit the Nils Aas Museum and small sculpture park and a glass art gallery and workshop. The last visit is to Gjørsv Farm, which dates back to 1700/1800 as it stands today. Gjørsv farms deer on a large scale and there will be a tour of the farm. An excellent lunch of different sorts of deer specialities from their own production will be served before the coach returns to Trondheim.

Tour departs from and returns to: Britannia Hotel, city centre

Price: NOK 800 per person

Includes: Morning refreshments; Lunch (vegetarian option available by prior request); English-speaking guide; coach transport.

1800-2200

Boat/Fishing Trip on the Fjord

The Trondheimsfjord is the third longest in Norway. Enjoy an evening on board a boat on the fjord with opportunities for fishing or just for enjoying the view and the company. You will experience the city and the landscape from the fjord. A sea food meal will be served on board. Depending on the weather you should bring a sweater and raincoat.

Tour departs from and returns to: Ravnkloa Fish Market, city centre

Price: NOK 700 per person

Includes: Sea food meal (vegetarian option available by prior request).

Sunday 26 August

1300-1600

Sightseeing in Trondheim

A guided tour through the city centre and residential areas, passing Nidaros Cathedral, the Archbishop's Palace, the Royal Residence, the old wharves and the old town bridge, the Folk Museum with its fine collection of old wooden buildings, and some of the old social institutions in Trondheim, the oldest one dating back to 1271. A light lunch will be served at Kristiansten Fort built in 1681, where you can enjoy a spectacular view of Trondheim and its surroundings.

Tour departs from and returns to: Britannia Hotel, city centre

Price: NOK 340 per person

Includes: Light lunch (vegetarian option available by prior request); English-speaking guide; coach transport.

2000-2200

The Opening Ceremony of AMEE 2007. Concert in Nidaros Cathedral followed by a Reception in the Arch Bishop's Palace

The evening starts with a choir and organ concert in Nidaros Cathedral, Norway's national sanctuary. Construction started in 1070, but the oldest parts still in existence are from the middle of the 12th century. Afterwards, the Mayor of Trondheim invites you to a reception in the Arch Bishop's Palace, Scandinavia's oldest secular building. The Palace dates from the twelfth century, and was the Arch Bishop's residence until the Reformation. Today it is used by local and central governments for receptions.

Free of charge for registered participants and registered accompanying persons. Light buffet and drinks (please note this is not intended as a full meal).

Meet at Nidaros Cathedral, within walking distance of most hotels. Please note transport is not provided.

Social programme and tours

Monday 27 August

1930-late **'Magical Monday'**

Instead of the usual formal Gala Dinner held at previous AMEE conferences, this year we are featuring 'Magical Monday' - a major social event with something for everyone! The venue is Trondheim's newly opened 4-floor event house "Rick's café" right in the middle of the city centre. A generous buffet will be served from 1930-2100 hrs followed by a series of musical appearances and stunts! They include jazz, vocal and other contributions which are offered by teachers and past and present students from the Department of Music, NTNU. Additional drinks may be purchased from one of a number of bars, and, for the more energetic, a discotheque floor that can hold 800 people will be open. However there is plenty of other entertainment if disco dancing isn't for you! This is THE EVENT where students and teachers literally may bump into each other!

Meet at: Rick's Café, Trondheim city centre

Price: NOK 475; Special price of NOK 350 for students

Includes: Plenty of food (vegetarians catered for), a glass of wine or one beer, and entertainment.

Tuesday 28 August

1800-2200 **Hiking in Bymarka**

A natural wilderness within the city limits, Bymarka is a paradise for joggers, hikers and skiers. Bymarka offers deep forests, open meadows, cloudberry marshes and sparkling tarns and brooks – all this a stone's throw from Trondheim itself. You and your fellow "hikers", accompanied by two guides, one of them the forest manager of Trondheim, follow an easy trail to an old farm. On the way there will be a short stop for a cup of coffee. At the farm Lavollen, a two-course dinner with wine will be served. The walk takes about 40 minutes each way. Bus transport both ways between the city center and the hiking area will be provided. Training shoes or similar are sufficient for this tour.

Tour departs from and returns to: Britannia Hotel

Price: NOK 550 per person

Includes: Dinner with wine (vegetarian option available by prior request); English-speaking guides; Transport between city centre and hiking area.

1800-2200 **Boat trip to Munkholmen with dinner**

A short boat trip out to the historic island of Munkholmen, just outside Trondheim. Once a monastery, the island became a prison and fort after the Reformation. Nowadays it is a popular bathing spot. After a guided tour of the old fort, dinner will be served in the cosy restaurant on the island. Eat as much as you want of shrimps, fresh salads and baguettes. Wine, dessert and coffee are also included.

Tour departs from and returns to: Ravnkloa Fish Market in the city centre

Price: NOK 550 per person

Includes: Seafood dinner (vegetarian option available by prior request); Guided tour of the fort; English-speaking guide.

ACCOMPANYING PERSONS PROGRAMME

Monday 27 August

1000-1400 **Sightseeing in Trondheim**

A guided tour of Trondheim and its outskirts with a brief stop at the viewpoints for snapshots. We pass the Cathedral, the Archbishop's Palace, the Royal Residence, the old wharves, the old town bridge and some of the old social institutions in Trondheim, the oldest one dating back to 1271. The tour continues to the Folk Museum at Sverresborg with a guided tour of the museum. The museum has open-air areas with a fine collection of old wooden buildings and old stave church as well as indoor exhibitions. Lunch will be served in the museum's Café Bagle before return to the city centre.

Tour departs from and returns to: Britannia Hotel, city centre

Price: NOK 380 per person

Includes: Lunch (vegetarian option available by prior request); English-speaking guide; entrance to the Folk Museum; coach transport.

Social programme and tours

1000-1530 **Løkken Verk**

The local society Løkken Verk developed during about 300 years of mining. The ore was discovered in 1652, and the mines put into operation in 1654. However, it was only in the beginning of the 20th century that industrial scale mining fully commenced. The mines were closed in 1987. Departure from Trondheim by coach for a 45 minutes drive to Fannrem Railway Station. Here the Thamshavn Railway is waiting, the world's oldest alternating-current-driven railway, and we travel in carriages delivered at the 1908 opening of the railway up to Løkken Verk. At Løkken there will be a guided tour of the "Cathedral of Work and Toil", i.e. the Old Mine, where the miner fought his daily battle against rocks. Lunch will be served in the great hall of the mine (reindeer casserole) and there will also be some musical entertainment. Return to Trondheim by coach.

Tour departs from and returns to: Britannia Hotel, city centre

Price: NOK 830 per person

Includes: Lunch (vegetarian option available by prior request); coach and rail transport; English-speaking guide.

Tuesday 28 August

1000-1400 **City Walk through 1000 years of history**

Accompanied by an official city guide, we take a walk through Trondheim's 1000 years of history. Its church history is represented by Nidaros Cathedral and the Archbishop's Palace, its commercial history by the Old Town Bridge, the wharves and the Royal Residence. We pass interesting areas from the Middle Ages and the social institutions at Kalvskinn, including Trondheim Hospital, the oldest social institution in Scandinavia (founded in 1277). A light lunch will be served in Café Magasinet in the Museum of Natural History and Archaeology which is a part of NTNU.

Tour departs from and returns to: Britannia Hotel, city centre

Price: NOK 340 per person

Includes: Light lunch (vegetarian option available by prior request); English-speaking guide. Please note this tour is conducted entirely on foot, all within the small city centre of Trondheim.

Wednesday 29 August

0930-1330 **Cathedral/Museum Tour**

Accompanied by a Trondheim guide you will visit the following places:

- Guided tour of Nidaros Cathedral. Nidaros Cathedral is the national sanctuary of Norway, built over the grave of St. Olav. Work began in 1070, but the oldest parts still in existence date from the middle of the twelfth century.
- The Archbishop's Palace museum which shows original sculptures from Nidaros Cathedral and archaeological finds from its dramatic history.
- The Norwegian crown jewels and the coronation regalia in the Archbishop's Palace.

The tour includes a short walk between the different museums. Lunch will be served in Grenaderen Restaurant. Grenaderen is the nearest neighbour to the Palace, and was an 18th century blacksmith's shop.

Tour departs from and returns to: Britannia Hotel, city centre

Price: NOK 380 per person

Includes: Lunch (vegetarian option available by prior request); English-speaking guide; entrance to the museums as stated. Please note this tour is conducted entirely on foot.

Cancellation terms for tours and social events

Registrations are binding. Up to and including 31 May you can make changes in your registration online). From 1 June all cancellations must be received in writing by NTNU VIDERE, to email: amee2007@adm.ntnu.no

No cancellation fee applies for cancellations before 1 June 2007

No refund for cancellations received from 1 June onward can be given, unless we are able to sell your place to another participant

Refunds will be processed immediately after the conference.

Social programme and tours

POST-CONFERENCE TOUR

Wednesday 29 – Thursday 30 August

• **Kongsvold Mountain Lodge and Musk Safari**

Kongsvold Mountain Lodge is situated on the edge of the Dovrefjell National Park, 900 meters above sea level. The mountain lodge has provided shelter for travellers since 1670. For centuries pilgrims crossed Dovre on their way to Nidaros Cathedral in Trondheim. The Dovre mountains are renowned for their magnificent scenery, unique flora and fauna, and rich cultural history. In the mountains northwest of Kongsvold live the legendary musk oxen. These rare, placid plant eaters were reintroduced in the Dovre mountains in the 1930s. Since then the herd has grown slowly but steadily, and now numbers around 200.

Coach departure from Trondheim to Kongsvold Wednesday afternoon, approx. 3 hours' drive. After check-in at the lodge a guide will give you the history of the mountain lodge together with an aperitif, followed by the five-course Kongsvold dinner and musical entertainment. After breakfast the next morning experienced guides will take you on a musk safari. The tour will take approx. 5 hours with stops. It is about 10-15 km to walk in easy mountain terrain, depending a little on where the musk are on the day. You will bring with you a lunch packet from the lodge for the tour. On return to the lodge lunch will be served before the coach returns to Trondheim.

This is in the mountains, and you should bring a warm sweater, windbreaker/raincoat and good walking shoes/boots for this exciting adventure.

Departure from Trondheim approx. 1500 on 29 August; return to Trondheim approx. 1900 on 30 August.

Tour departs from and returns to: Britannia Hotel, City Centre

Price: NOK 3000/3300; 1 double/single room per person

Includes: Transport both ways; overnight stay in single or double room; sightseeing; five course Kongsvold dinner with wine and musical entertainment; breakfast; musk safari; tour lunch packet; lunch (vegetarian option available by prior request); English-speaking guide.

• **The Coastal Express (Hurtigruten)**

May we suggest an exciting alternative route to Trondheim? From Oslo take the train across the Hardanger mountain plateau to Bergen and embark on the coastal express. You can also arrive directly in Bergen from abroad. The ship sails along the rugged Norwegian coast all the way from Bergen to Kirkenes, by the Russian border, with 36 stops on the way, one of which is Trondheim. The journey from Bergen to Trondheim takes 32 hours, and you will experience the first part of what is called "the world's most beautiful voyage". You could also do the journey in reverse after AMEE 2007, or take the Hurtigruten from Trondheim northwards for a memorable end to your visit.

Please note: this option cannot be booked through NTNU VIDERE. For further information and booking please visit the Hurtigruten website, or contact your travel agent: <http://www.hurtigruten.com/en/default.aspx>

Booking conditions

All bookings and requests relating to social events and tours should be directed to NTNU VIDERE and NOT to the AMEE Office.

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

- All registrations are to be made on the online registration form. You will receive an email confirmation with a summary a few minutes after a successful registration. This confirmation will include your access key in case you later wish to make amendments to your registration.
- Confirmation letters will be sent by e-mail approximately three months before the start of the conference, and thereafter upon receipt of registrations. Updated confirmation letters will be sent to everyone two weeks before the conference.
- All prices and payments are in Norwegian kroner – NOK. One Euro is equivalent to approximately 8.20 NOK; one US dollar approximately 6.40 NOK and one pound sterling approximately 12 NOK (as at November 2006).
- Payments for tours and social events may be made by credit card or bank transfer only.
- Registrations are on a first come - first served basis. The number of available places for each event/tour varies.
- All tours will be conducted in English, and start and end at Britannia Hotel in the city centre unless other information is given.
- The organizers reserve the right to make changes in the programme or cancel tours/events if necessary. All tours and events are based on a minimum number of participants. If a tour/event has to be cancelled due to a low number of participants, the fees will be refunded in full.
- The organizers are not liable for any losses, accidents or damage to persons or objects, regardless of the cause. Participants attend all tours and events at their own risk and responsibility.
- A non-refundable booking fee of NOK 195 (NOK 240 after 31 May) per booking will be charged by NTNU VIDERE (one fee covers tours, social events and accommodation).

Hotels

Please book your hotel as early as possible – unused rooms must be released by 1 June and after that date accommodation may be limited

| € 1 = 8.2 NOK; \$ 1 = 6.4 NOK; £ 1 = 12 NOK (November 2006 rates) | Price in NOK per night | |
|--|------------------------|--------|
| | Single | Double |
| Britannia Hotel Britannia Hotel opened in 1897 and is Trondheim's oldest and most distinguished hotel and restaurant building. The hotel was totally restored in 1997-2000 and is today a modern full service hotel in classic and traditional surroundings. http://www.britannia.no/english/index.asp | 945 | 1045 |
| Clarion Hotel Grand Olav Located in the same building as the Concert Hall, and is a modern full service hotel. A small shopping centre is also located in the building. http://www.choicehotels.no/html/en-gb301037.jsp | 1090 | 1260 |
| Radisson SAS Royal Garden Hotel A full service hotel located on the banks of the river Nidelven with a view of Solsiden and Nedre Elvehavn, the new and modern area of Trondheim, with flats, shopping centre and several restaurants. Recreation centre with swimming pool, sauna, solarium, whirlpool and gym. http://www.radissonsas.com/rsas_link/no/trdzh/rsasHotelDescription/1053434516162.html | 1160 | 1360 |
| Rica Nidelven Hotel One of Trondheim's most modern and well-equipped business hotels and extends 17 meters out into the river Nidelven. A full service hotel with fitness centre and sauna. A footbridge over Nidelven acts as the gate to Solsiden and Nedre Elvehavn, Trondheim's pulsating new shopping and outdoor arena. http://www.rica-hotels.com/index.cfm?oa=hotel.display&con=685 | 975 | 1150 |
| Comfort Hotel Bakeriet A neighbouring building of the Concert Hall. The hotel has fitness room and sauna. http://www.choicehotels.no/html/en-gb240785.jsp | 1270 | 1470 |
| Quality Hotel Augustin Built in 1915 and totally refurbished in 2000-2005. Located right in the heart of Trondheim, near the Market Square. http://www.hotel-augustin.no/english/index.html | 885 | 1050 |
| Thon Hotel Gildevangen An old, but nicely renovated hotel in downtown Trondheim. Well equipped rooms. Lobbybar. http://www.thonhotels.com/gildevangen | 850 | 1050 |
| Scandic Solsiden Located at Nedre Elvehavn, Trondheim's pulsating new shopping and outdoor arena. Coffee shop with light meals. http://www.scandic-hotels.no/solsiden | 900 | 1100 |
| Scandic Prinsen Hotel A full service hotel located right in the centre of Trondheim, close to the Market Square, with easy access to public transportation. Informal and welcoming atmosphere. http://www.prinsen-hotell.no/ | 850 | 1050 |
| Scandic Residence Hotel A modern business hotel with personality. All rooms equipped with wireless network (free of charge). Located close to the Market Square with shops and tourist attractions all within walking distance of the hotel. http://www.scandic-hotels.no/residence | 800 | 1000 |
| Thon Trondheim Hotell A bed and breakfast hotel located close to the Market Square. The airport shuttle bus and most of the public transportation has stops in the immediate surroundings. Theatre, restaurants, shopping and sights in the neighbourhood. http://www.thonhotels.com/trondheim | 615 | 815 |
| Best Western Chesterfield Hotel "A small piece of England" in downtown Trondheim. With its cosy atmosphere the Chesterfield Hotel makes the guests feel at home. http://www.cht.no/ | 795 | 995 |

Hotels

| € 1 = 8.2 NOK; \$ 1 = 6.4 NOK; £ 1 = 12 NOK (November 2006 rates) | Price in NOK per night | |
|---|------------------------|--------|
| | Single | Double |
| Comfort Hotel Park A bed and breakfast hotel located in the city centre. On the top-floor the Relax-department is at your free disposal with an excellent view of Trondheim. http://www.hotel-park.no/eng/index.html | 815 | 980 |
| Elgeseter Hotell A small bed and breakfast hotel located approx. 2 kilometres south of the city centre. Airport shuttle stops outside the hotel. http://www.elgeseter-hotell.no/ | 760 | 890 |
| Lilletorget Hotell Situated in the city centre's newly opened Nova Entertainment Centre. Here you will find many exciting activities: Nova Cinema, Nova Course and Conference Centre, Avant Garden Theatre and Olav's Pub and Restaurant. http://www.nova-hotell.no/index_e.htm | 750 | 1050 |
| P-hotels Everything you need at low rates. Breakfast delivered to your door. Payment by credit cards only. http://www.p-hotels.no/english/ | 595 | 695 |
| Trondheim Youth Hostel The youth hostel is located in nice surroundings approx. 2 kilometres from the city centre. Rooms with 4 beds. Shower facilities down the corridor. http://www.trondheim-vandrerhjem.no/index.asp?L=ENG | 240 per bed | |

All hotels are situated in the small city centre of Trondheim. Walking distance to Trondheim Spektrum from all hotels is 15-30 minutes. A map of the city centre will be available on the NTNU VIDERE website. The Trondheim Youth Hostel is 2 km from the city centre. All room prices include breakfast.

Booking Conditions – Hotel Accommodation

All bookings and requests for information relating to hotels should be directed to NTNU VIDERE and **not** to the AMEE Office.

NTNU VIDERE
 Pavilion A, Dragvoll
 NO-7491 Trondheim
 Norway

Phone: +47 7359 5254
 Fax: +47 7359 5150
 Email: amee2007@adm.ntnu.no
 www: <http://www.ntnu.no/videre/konferanse/amee/>

Please note that you will need a credit card to complete your online booking

- Hotel reservations are made by using the online registration form. You select the hotel of your choice, based on availability at the time of registration. You will receive an email confirmation with a summary a few minutes after a successful registration. This confirmation will include your access key in case you later wish to make amendments to your registration.
- By using your access key you can make amendments to your hotel registration online up to the beginning of August 2007. After this date all changes must be reported directly to the hotel. Further information will be given on the website and in your confirmation letter.
- Confirmation letters will be sent by email approximately three months before the start of the conference, and thereafter upon receipt of registrations. Updated confirmation letters will be sent to everyone two weeks before the conference.
- A credit card guarantee is necessary. This will only be used in case of no-show, when only one night will be charged.
- The hotel costs are to be paid directly to the hotel upon departure. If you wish to pre-pay, please contact the hotel directly.
- If you plan to arrive at the hotel later than 1800, please give this information on the registration form. Otherwise the room may be taken around that time if the hotel is fully booked.
- The hotel rooms are normally available from 1500 on the day of arrival, and until 1100/1200 on the day of departure.
- We advise you to book as soon as possible. Bookings are on a first come – first served basis. After 1 June 2007 we cannot guarantee available rooms, but will do our best to help.
- A non-refundable booking fee of NOK 195 (NOK 240 after 31 May) per booking will be charged by NTNU VIDERE (one fee covers tours, social events and accommodation).

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 SAS Scandinavian Airlines

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Official Airline Network

The Star Alliance™ Members are pleased to be appointed as the Official Airline Network for AMEE2007.

The Discount: Star Alliance Member airlines* are offering discounts of between 10 and 20 percent to all registered participants, plus one accompanying person traveling to the event. Discounts are offered on published business and economy class fares, excluding website/internet fares, senior and youth fares, group fares and Round the World fares.

Please note: For travel from Japan and New Zealand special fares or discounts are offered by the participating airlines on their own network.

To obtain the Star Alliance™ Conventions Plus discount, please contact your local Star Alliance Member and quote the following Event Code **SK208S7**

Booking office information can be found at:
<http://www.staralliance.com/conventionsplus>

*Participating airlines for this event: Please check AMEE website for updated information.

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Checklist of dates

| | |
|---------------------|--|
| End December | Registration and abstract submission starts |
| 30 March | Deadline for receipt of abstracts by AMEE Office Deadline for free registration requests (qualifying countries) |
| 28 April | Notification of acceptance of abstracts Notification of free registration awards |
| 31 May | End of early registration Deadline for confirmation of registration by presenters, to ensure inclusion in programme |
| 1 June | Recommended final date for receipt of hotel bookings |
| 1 July | Recommended final date for receipt of tours/social event bookings |

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<http://www.amee.org>