WORKPLACE-BASED LEARNING, TEACHING AND ASSESSMENT

15-17 MARCH 2017

HEINRICH HEINE UNIVERSITY DÜSSELDORF
Venue and date
Heinrich Heine University Düsseldorf
Building 23.01
Universitätstraße 1
40225 Düsseldorf/GER
15–17 March 2017

Conference website
www.rime2017.de

Host
Medical Faculty of Heinrich Heine University Düsseldorf

Supported by
The 5th International Conference for Research in Medical Education 2017 is supported by a grant of the “Deutsche Forschungsgemeinschaft” (DFG, German Research Foundation).

Conference organisation
Conventus Congressmanagement & Marketing GmbH
Jutta Vach/Marit Herrnberger
Carl-Pulfrich-Straße 1, 07745 Jena/GER
Phone +49 3641 31 16-365, Fax +49 3641 31 16-243
rime2017@conventus.de, www.conventus.de

Design/Layout
Layout: Benjamin Brinkmann
Circulation: 180
Print: 22 February 2017
Editorial Deadline: 10 February 2017

Conference chair
Dr. Thomas Rotthoff, MME
Deanery of Study, Medical Faculty
Heinrich Heine University Düsseldorf and
Department for Endocrinology and Diabetes
University Hospital Düsseldorf
Moorenstraße 5, 40225 Düsseldorf/GER

Scientific committee
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Prof. Dr. Jan Jünger, MME, Heidelberg, Mainz/GER
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Prof. Dr. Jürgen in der Schmitten
Dr. Simone Weyers, MME

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How does Workplace based Learning, Teaching and Assessment Work?  
Maaike Endedijk (Enschede/NL) |
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Focusing on Previous Keynote  
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Karen Evans (London/GB) |
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| 16:30–17:00  | Lecture Room 3C| Closing Ceremony: Poster Prizes & Best Research Protocol                             |

**Notes:**
- Lecture Room 3C is the main venue for the event.
- Keynote lectures provide insights into the impact of workplace learning, teaching, and assessment.
- Short communications and poster exhibitions offer in-depth discussions on specific themes.
- The RIME Award ceremony recognizes outstanding research protocols.
- The Bar Camp encourages networking and themes discussion.
- The closing ceremony celebrates the event with poster prizes and award announcements.
WELCOME TO RIME 201
Dear Colleagues,

We are happy to host the 5th International Conference for Research in Medical Education from 15-17 March 2017 at Heinrich Heine University and to welcome you to Düsseldorf, one of the most vibrant cities in the Rhine-Ruhr metropolitan area.

Learning in a clinical environment with real patients involves knowledge, skills and attitudes within a complex area. It therefore needs educational supervision with appropriate teaching and assessment formats. Especially the assessment of clinical performance on what doctors actually do in real practice is becoming increasingly important in under- and postgraduate medical education, and in the continuing medical education (CME) and continuing professional development (CPD) as well.

We address a broad target group from different professions in health care, including members of medical education societies, medical faculties, medical organisations and private hospital operators as well.

Our conference format is based on active contribution of the participants, not only beforehand but also during the conference. Fortunately, the quantity and quality of submitted abstracts was very satisfying and we are excited about their presentation in the short communications on site, but also about the results of our World Café and Bar Camp sessions.

Be part of our conference, join our conference dinner at Rheinterrassen and seize the chance to discover Düsseldorf as well as the Rhine-Ruhr area and their various sights.

Welcome and enjoy your stay with us!

Thomas Rotthoff
On behalf of the Scientific and Organising Committee
Registration
Registration for the conference is required. Please register online at www.rime2017.de. Registration can also be made via fax or mail as well as on-site.

Registration fees
Regular: 260 EUR
MME-D - students and graduates*: 225 EUR
GMA members*: 225 EUR
Students*: 70 EUR

Workshops
free of charge, number of participants is limited
• provided by EACH: Workplace based communication skills teaching
• provided by EACH: Workplace based communication skills assessment
• provided by EACH: Introduction to the research workplace based learning of communication skills
• Sylvia Heenemann & Willem de Grave (Maastricht, NL): Faculty development programmes for mentors
• A. Timm (Southampton/GB): Effective Feedback in workplace learning: why and how
• provided by RIME: Optimize your research!

Social Event
Rheinterrassen Düsseldorf
16 March, 20:00
60 EUR

Payment and confirmation
An invoice or confirmation of registration will be sent to you via postal or electronic mail within 14 days. This invoice is a valid invoice which may be submitted to the local tax and revenue office. All fees are due upon receipt of invoice. Payment transfers must include participant’s name and invoice number. Payment is also accepted by credit card (Master-/Eurocard, American Express, VISA). Should you transfer your invoice amount within 10 days of the start of the event, please present your transfer voucher on-site.

Registration fees include
• Admission to all scientific sessions
• Workshops (registration is necessary)
• Conference materials (final programme, online abstract publication, name badge, ...)
• Refreshments during coffee breaks as indicated in the programme

General terms and conditions
Please find our general terms and conditions at www.rime2017.de/gtc

Opening hours
Check-in desk
Wednesday 09:00–18:30
Thursday 08:15–18:30
Friday 08:15–17:30

Poster exhibition
Thursday 08:15–18:30
Friday 08:30–17:30

Name badge
Please wear your name badge during all conference events and have it ready at the entrance for social event. Admission to scientific sessions is restricted to participants wearing their badge. Participants will receive their name badge when collecting their conference documents at the check-in desk.

Internet/WIFI
WIFI is available for free throughout the whole conference area. Please ask at the check-in desk for the login data.

Cloakroom
The coat and luggage room at the conference is free of charge.

Accommodation
Information on accommodation is provided at www.rime2017.de/travel-hotels/hotels

* Please send a confirmation of your status either by e-mail to registration@conventus.de, by fax +49 3641 31 16-244 or by mail to: Conventus GmbH, Keyword: RIME2017, Carl-Pulfrich-Strasse 1, 07745 Jena, Germany
Certificate of attendance
Certificates of attendance will be available on the last day of the conference at the check-in desk.

Continuing Medical Education
For participants from Germany, the conference will be certified by the “Landesärztekammer Nordrhein”. Detailed information concerning the credit points will be published at www.rime2017.de. For certification you must provide proof of attendance. Therefore, please sign in with your bar code on the list at the check-in desk on-site every day at the conference.

Publication of abstracts
All abstracts of oral and poster presentations may be downloaded at the conference website www.rime2017.de

Open Formats
RIME 2017 offers a broad variety of innovative and interactive formats:

The World Café is a structured conversational process intended to facilitate open and intimate discussion, and link ideas within a larger group to access the „collective intelligence“ or Collective wisdom in the room. Participants move between a series of tables where they continue the discussion in response to a set of questions, which are predetermined and focused on the specific goals of each World Café. An informal ambience is created in order to facilitate conversation and represent a third place.

Bar Camp is an international network of user-generated conferences primarily focused around technology and the web. It is is an open, participatory workshop-event, the content of which is provided by participants.

Unlike traditional conference formats, Bar Camps have a self-organizing character, relying on the passion and the responsibility of the participants. Attendees schedule sessions by writing on a whiteboard or putting a Post-It note on a „grid“ of sessions.

Although the format is loosely structured, there are rules at Bar Camp. All attendees are encouraged to present or facilitate a session or otherwise contribute to the event.

General hints for authors and presenters

Submission of a presentation/Technical information
The presentation should be prepared as PDF, MS Office PowerPoint for Windows or key for Macintosh DVD in format 4:3.

A presentation notebook with a PDF reader and MS Office PowerPoint 2016 will be provided. The use of personal notebooks is possible upon agreement. However, it may interrupt the flow of the programme in the lecture hall. Please provide an adapter for VGA if necessary. To guarantee a smooth running programme please hand in your presentation in due time in the lecture room – at least 15 minutes before before your presentation is due to start. Should you wish to use non-digital equipment, please contact us at rime2017@conventus.de.

Presentation upload
You may upload your presentation in the lecture room. For submission, please use a USB flash drive, CD or DVD disc that is not protected by any software. Professional staff and equipment will be available for you to arrange and preview your presentation.

Time allocation
Please prepare your presentation for the allotted amount of time. Chairs and moderators may interrupt should you overrun your time limit.

Poster session
Your poster must be in English, DIN A0 (84,1 cm x 118,9 cm) and of vertical format. Pins will be provided on your poster board. Please do not use any other type of pins than those provided. All poster boards will be labelled with a poster number. You can find your poster number in the programme book.

Please note that all posters should be hung by Thursday, 16 March, 13:00 and be removed by Friday, 17 March, 16:30. Posters will not be redirected.
We kindly invite you to join our social event at the “Rhine Terraces” in Düsseldorf. Enjoy food, drinks and the fantastic view on the river Rhine while meeting colleagues in an informal and relaxed atmosphere.

16 March 2017, 20:00
Rheinterrassen Düsseldorf
Joseph-Beuys-Ufer 33, 40479 Düsseldorf
Fee: 60 EUR
Leadschlag Teamevents uses the power of music and rhythm to unlock hidden potential and catalyze teambuilding dynamics in a business related context.

With his innovative musical trainings, Tobias leads his participants into a process of creation and interaction that goes far beyond words. This nonverbal and safe space has the power to set emotional baggage free and to create a lasting and bonding group experience – the birthplace of innovation and change.

Get connected – let’s start to make a difference.
www.leadschlag-teamevents.de
Dear friends and colleagues,

we are very pleased to extend warm greetings to everyone attending our 11\textsuperscript{th} Conference of the “Umbrella Consortium for Assessment Networks (UCAN)” under the theme of "Facing Assessments in 2020" in Düsseldorf.

The education of health professions is constantly changing with the objective to improve the quality of patient care and the population health outcomes while reducing costs. Good assessments can help to achieve these objectives but they need to follow national and international standards, implement sensible quality assurance, give adequate and frequent feedback for students and finally all workflows should be supported by powerful and effective tools.

In order to face these challenges in assessment over 60 institutions from 8 countries work closely together in our non-for profit academic consortium, the “Umbrella Consortium for Assessment Networks (UCAN)”. In recent years we created and shared 325,000 items, successfully conducted more than 20,000 exams and assessed over 7 million students with our UCAN tools. In addition, we researched scientific topics on medical assessment and achieved important conceptual advances.

For the first time the international UCAN Conference will take place in cooperation with the „RIME: 5\textsuperscript{th} International Conference for Research in Medical Education“. With you and our partners we would like to share the new developments in assessments and discuss how we can support each other even more in the future.

We wish you a stimulating and enjoyable Conference in the beautiful city of Düsseldorf!

With kind regards,

Prof. Dr. med. Jana Jünger
Chair of the UCAN Scientific Advisory Board

Dipl.-Inform. Med. Konstantin Brass
Managing Director of the Institute of Communication and Assessment Research
09:00 Registration and welcome coffee
09:30 – 18:00 Lecture Room 3C Welcome
Jana Jünger
Institute of Medical & Pharmaceutical Proficiency Assessment, Mainz/GER
Thomas Rotthoff on behalf of the RIME
University Hospital of Düsseldorf/GER
Martin Fischer on behalf of the GMA
Ludwig-Maximilians-University of Munich/GER
09:50 Lecture Room 3C Facing assessments in the past, present and future
Konstantin Brass (Heidelberg/GER)
Institute of Communication and Assessment Research
10:30 Coffee break
11:00 Lecture Room 3C Current opportunities and challenges in assessments
John Norcini (Philadelphia/USA)
Foundation for Advancement of International Medical Education and Research
11:30 Lecture Room 3C The Oral EDIC Exam – A Multicentre International Objective Structured Clinical Examination
Marco Maggiorini (Zurich/CH)
European Society of Intensive Care Medicine
13:00 Lecture Room 3C Does the medium change the message?
Sten Ardal (Toronto/Canada)
Touchstone Institute
13:30 Lecture Room 3C Overview of Polish medical education – mixture of public and private, non-profit and commercial medical programs
Michal Nowakowski (Krakow/PL)
Jagiellonian University
14:00 Coffee break
14:30  **Workshops**

Room 23.02.U1.24  Tablet based exams with tEXAM and tOSCE (beginners)
Jörn Heid

Room 23.02.U1.21  Student innovation group
Ursula Pohl, Tobias-Marius Michenfelder, Stefan Wagener

Room 23.02.U1.22  Quality assurance – report, test equating and test statistics
Andreas Möltner, Andreas Fleig

Room 23.02.U1.61  Interprofessional assessment of communication skills
Silke Biller, Nicole Deis, Maryna Gornostayeva, Anna Mutschler

Room 23.02.U1.23  Leverage your scientific outcomes with the SP-DB
Andrea Ardicoglu, Lars Feistner

Room 23.02.02.22  How to create an exam blueprint?
Ara Tekian

14:30  **Short presentations of the UCAN partners**
Lecture Room 3C

Bilingual assessments at the University of Fribourg
Patrizia Wannier and Sabine Morand (Fribourg/CH)
Université de Fribourg

Computer-based examination mode at the Medical University Graz
Daniel Ithaler (Graz/AT), Medical University Graz

Portfolio as a tool to stimulate physiotherapy students to reflective their learning process – a systematic review
Beatrice Buss (Bern/CH), Bern University of Applied Sciences

Facts, needs and opportunities for the German national licensing exams
Volker Schillings (Mainz/GER)
Institute of Medical and Pharmaceutical Proficiency Assessment

Introducing tablet-based assessment within OSCE ratings
Alex Tran (Toronto/CA), Touchstone Institute

16:00  **Coffee break**

16:15  **Plans for the national licensing exams in 2020 in Germany**
Lecture Room 3C
Jana Jünger (Mainz/GER)
Institute of Medical and Pharmaceutical Proficiency Assessment

16:45  **UCAN marketplace**
Lecture Room 3C
Different current projects will be presented and discussed in the marketplace. This format encourages an open exchange among each other.

16:45  **Technical & Scientific Advisory Board Meeting (closed session)**
Room 23.02.U1.24

18:00  **Come together**
Thursday, 16 March

09:15  Registration

09:30  **Workshops**

Room 23.02.03.22  Tablet based exams with tEXAM and tOSCE (advanced users)
Jörn Heid

Room 23.03.U1.25  Improving items – going from Taxonomy level I to III
Ara Tekian

Room 23.03.U1.61  Create and evaluate Examinator statistics
Marcus Lindner, Winfried Kurtz

Room 23.03.U1.65  aPortfolio – wishes and requirements
Konstantin Brass, Lars Feistner

Room 23.11.03.22  Language examination for foreign physicians
Nicole Deis, Patrick Boldt

Room 23.11.03.23  Feedback in the context of summative assessment
John Norcini

09:30  **Short presentations of the UCAN partners**

Lecture Room 3C

Using IMS for progress testing in midwifery education in the Netherlands
Luc Budé (Maastricht/NL)
Academie Verloskunde Maastricht

Student competence-based progress test
Stefan Wagener (Heidelberg/GER)
Medical Faculty of Heidelberg

Assessments with tEXAM at the University of Mainz
Harald Affeldt (Mainz/GER)
Medical Faculty of Mainz

Longkomm-Toolbox – Exchange of Best Practice Examples
Anna Mutschler (Heidelberg/GER)
Institute of Communication and Assessment Research

11:00  Coffee break

11:30  **National assessment and the UK perspective; the long road to national examinations and licensure**

Lecture Room 3C
Steve Capey (Swansea/UK)
Swansea University Prifysgol Abertawe

12:00–12:30  **The Process of Blueprinting National Examinations**

Ara Tekian (Chicago/USA)
University of Illinois College of Medicine in Chicago

12:30–13:00  **Final discussion/approval**
Pre-Conference
German National Catalogue for Competency based Learning Objectives in Medicine

Thursday, 16 March

09.00–12.30
Lecture Room 3B

German National Catalogue for Competency based Learning Objectives in Medicine for appointees from all Medical Faculties in Germany (closed session)
09.00–12.30  Pre-Conference Workshops

Room 23.02.U1.24  provided by EACH

**Workplace based communication skills teaching**
Evelyn van Weel-Baumgarten (Nijmegen/NL)

Evelyn van Weel-Baumgarten, the current president of EACH: International Association for Communication in Healthcare has been a general practitioner for over 30 years and has combined clinical work with teaching and research at the Department of Primary and Community Care at the Radboud university medical center in Nijmegen, the Netherlands.

She has been involved in many aspects of communication skills teaching since 1987 and defended a thesis on the long term followup of depression in primary care, acquiring a PhD in 2000. She has written many peer reviewed papers, book chapters, training manuals and programs for various health care professionals on depression, problem solving treatment, and a variety of communication skills related topics. She is an active member of the teaching committee tEACH and belongs to subgroup ‘Courses and support for trainers’.

Room 2302.U1.21  provided by EACH

**Workplace based communication skills assessment**
Geurt Essers (Nijmegen/NL)

Geurt Essers has a Master in Psychology and has worked many years in primary care (as a psychologist, team coach, consultant and trainer). He has worked for over twenty years in postgraduate medical education. Currently, he is the curriculum coordinator of the General practitioner Specialty training in Leiden University Medical Centre. In 2015, he finished his PhD on context factors in doctor-patient communication.

Room 2302.U1.22  provided by EACH

**Introduction to the research workplace based learning of communication skills**
Noelle Junod Perron (Geneva/CH)

Noelle Junod Perron trained as a general internist in Switzerland and obtained a PhD in medical education (Maastricht, NL). She works partly at the Geneva University Hospitals and Faculty of Medicine on education programs and partly in private practice. She co-directs the communication curriculum at the Geneva Faculty of Medicine and has been actively involved in teaching communication skills to students, residents and trained doctors and in teaching Faculty to teach communication skills in the workplace. She conducts research in clinician-patient communication, faculty development and primary care.
Room 23.02.U1.61  
Faculty development programmes for mentors  
Sylvia Heenemann, Willem de Grave (Maastricht, NL)

Sylvia Heeneman, PhD, is Professor of Medical Education at the School of Health Profession Education. She is the programme-director of the Master of Medicine programme Physician-Clinical Investigator that has an intensive portfolio and mentoring system.

Willem de Grave, PhD, is a Senior Lecturer and Educational Psychologist in the Department of Educational Development and Research. He has been working as a researcher and trainer in various Faculty development programmes. Together they have developed Faculty development programmes for mentors and have put these in practice in various programmes.

Room 23.21.02.26  
Effective Feedback in workplace learning – why and how  
Clare Polack (Southampton/GB), Julia Schendzielorz (Kassel/GER)  
Sandy Miles (Southampton/GB)

Clare Polack is a GP and Programme Lead for the BM(EU), a collaborative medical programme between the University of Southampton and Gesundheit NordHessen. She is based at Southampton and has been involved in medical education for 15 years.

Julia Schendzielorz is the Education Manager at the Kassel School of Medicine she is responsible for the implementation of the Southampton human medicine study programme in Kassel and coordinates the Research Project module of the 3rd study year. She has a wealth of experience in curriculum development and implementation as well as scientific research due to her previous academic career.

Sandy Miles is a GP and Deputy Programme lead for the BM(EU) and based at Southampton. She is a German speaker and has worked in postgraduate and undergraduate medical education for 10 years.

Room 23.21.01.41  
Optimize your research!  
provided by RIME

Meet experts and discuss your research question, concept or ongoing research project.

Participants can present any kind of medical educational research and method. During the workshop, you will have the opportunity to work on your project. Please prepare a short (10 min. max) presentation and bring along your own note book. (max. 15 participants)

Please note: If you register, please indicate your role
a) Speaker/Presenter
b) Audience
c) Expert
Thursday, 16 March

13:30 – 14:00  Opening Ceremony

Thomas Rotthoff (Düsseldorf/GER)
Conference Chair

Stefanie Ritz-Timme (Düsseldorf/GER)
Dean of Studies, Medical Faculty, Heinrich Heine University

Frank Wissing (Berlin/GER)
General Secretary, German Association of the Medical Faculties

14:00 – 14:45  »How does Workplace based Learning, Teaching and Assessment Work?«
Maaike Endedijk (Enschede/NL)

Keynote Lecture
Chair: Evelyn van Weel-Baumgarten (Nijmegen/NL)

15:00 – 16:30  World Café

23.02.U1.21 Chair: Daniel Al-Kabbani (Paderborn/GER)
23.02.U1.22 Moderation: Members of the local organizing committee
23.02.U1.23 Interactive Conference format focusing on Previous Keynote
23.02.U1.24 Extensive discussion in small groups on different aspects with regard to
23.02.U1.61 the Keynote – Exchange and pooling of the expertise of all participants

17:00 – 18:00  Short Communications

Lecture Room 3C  Theories behind, Empirical Evidence & Observations
Chair: Anja Timm (Southampton/GB)

17:00 – 17:15  Case representation scaffolds improve diagnostic efficiency in 4th-5th
O1 year medical students: a randomized controlled laboratory study.
Leah T. Braun (Munich/GER)

17:15 – 17:30  Scientific Reasoning in Medical Education: A Novel Approach for the
O2 Analysis of Epistemic Activities in Clinical Case Discussions.
Benedikt Lenzer (Munich/GER)

17:30 – 17:45  The Role of Epistemic Beliefs in Clinical Reasoning: Preliminary Results
O3 of a Systematic Literature Review. Diana Ouellette (Munich/GER)

17:45 – 18:00  Bedside Teaching on palliative care ward – a qualitative study on stu-
O4 dents, patients and teams perspectives. Ursula Kriesen (Rostock/GER)
Room 23.02.U1.24  
**Frameworks, Prerequisites, Ressources & Barriers**  
Chair: Simone Weyers (Düsseldorf/GER)

17:00 – 17:15  
O5  
Socio-cultural influences on residents learning with Mini-CEX and DOPS: a grounded theory study. Andrea Lörwald (Bern/CH)

17:15 – 17:30  
O6  
Integrating Clinical training into the distance learning Masters program „Erweiterte Pflegepraxis“. Julia Gockel (Oldenburg/GER)

17:30 – 17:45  
O7  
Effective curriculum mapping – precondition for workplace based learning, teaching and assessment. Olaf Ahlers (Berlin/GER)

17:45 – 18:00  
O8  
Entrustable Professional Activities (EPA) – an alternative to the logbook in the practical year? Falk Ochsendorf (Frankfurt a. M./GER)

Room 23.02.U1.21  
**Other Topics, pt. 1**  
Chair: Bernhard Steinweg (Bonn/GER)

17:00 – 17:15  
O9  
Fresh Approaches to Clinical Teaching (FACT) – Developing and delivering an innovative staff development course at Kassel School of Medicine. Julia Schendzielorz. (Kassel/GER)

17:15 – 17:30  
O10  
Efficacy of an activating teaching method on training and examination success in a statistical software course in medical biometry. Benjamin Mayer (Ulm/GER)

17:30 – 17:45  
O11  
Effects of problem-solving procedures in error-based learning in the context of medical education. Martin Klein (Saarbrücken/GER)

17:45 – 18:00  
O12  
How to assess Daily Routine Clinical Skills remote from Patient Encounter? Development and testing of an OSCE based assessment format, using videos. Silke Biller (Basel/CH)

20:00  
**Social Event**  
Rheinterrassen Düsseldorf
09:15 – 10:00
Lecture Room 3C
»What is the impact of Workplace based Learning, Teaching and Assessment?«
Karen Evans (London/GB)
Keynote Lecture
Chair: Ara Tekian (Chicago/USA)

10:15 – 11:45
Room 23.02.U1.21
Impact of Workplace based learning teaching and assessment
Chair: Sigrid Harendza (Hamburg/GER)

10:15 – 10:35
O13
Students’ perception of the educational environment in the operating theatre – development and psychometric evaluation of a questionnaire.
Chantal Rabe (Würzburg/GER)

10:35 – 10:55
O14
TeamCheck – Transferring Cockpit Practices to Healthcare Teams.
Leonie Rusin (München/GER)

10:55 – 11:15
O15
Markus Berndt (München/GER)

11:15 – 11:35
O16
Workplace based learning implemented by active student participation in clinical education wards is much appreciated by patients.
Christian Scheffer (Witten/GER)

11:35 – 11:45
Discussion
10:15 – 11:45  
Foyer  

**Poster Exhibition**

**Session 1**  
Chair: Hans Martin Bosse (Düsseldorf/GER)

**P1**  
Surgeons and anatomists acting as role models in the gross anatomy environment – Perception and specialty preferences of medical students.  
Johannes Huebner (Ulm/GER)

**P2**  
Developing EPAs for an Undergraduate Course – A Three-Step Approach.  
Janna-Lina Kerth (Aachen/GER)

**P3**  
Diagnostic errors in medical students.  
Leah T. Braun (Munich/GER)

**P4**  
Assessing communication skills at the GP training? First experiences with the Berlin Global Rating. Simone Weyers (Düsseldorf/GER)

**P5**  
Use of simulation to teach procedural sedation in the emergency department. Sergio Sawh (London/GB)

**P6**  
Use of logbooks during the dermatological rotation in the practical year.  
Falk Ochsendorf (Frankfurt a. M./GER)

**Session 2**  
Chair: André Karger (Düsseldorf/GER)

**P7**  
Teachers’ influence in two different educational workplaces – problem-based learning and interactive learning seminars.  
Leonie Malburg (Bochum/GER)

**P8**  
Development of an integrated supportive science course program in the reformed medical curriculum iMED. Sophie Eisenbarth (Hamburg/GER)

**P9**  
Using a Teaching guide Checklist to improve student and teacher satisfaction in clinical teaching sessions. Stephanie Herbstreit (Essen/GER)

**P10**  
Workplace-Based Assessment of Tutors in PBL-Groups by Analyzing Learning Objectives. Thorsten Schäfer (Bochum/GER)

**P11**  
Web-based curriculum mapping – a pilot project of Swiss Federal Institute of Technology Zurich (ETH) and Charité – Universitätmedizin Berlin. Olaf Ahlers (Berlin/GER)

**P12**  
Introduction of a case-based flipped classroom model in undergraduate orthopedic education – does it work? Stephanie Herbstreit (Essen/GER)
Session 3  
Chair: Jan Breckwold (Zurich/CH)

P13  
Increase creativity and awareness in medical education.  
Serefnur Ozturk (Konya/TR)

P14  
Which Ethical Challenges did Medical Students at Witten/Herdecke University Encounter During their Studies?  
Katharina Weber (Witten/GER)

P15  
Influence of the personality factors rigidity and uncertainty tolerance on peer-feedback. Bianca Raski (Düsseldorf/GER)

P16  
Transfer of Statistical, Psychological and Neurobiological Expertise to Physician-patient Communication – An Evaluation of a Medical Curriculum. Nicole Deis (Heidelberg/GER)

P17  
Development, diversity and impact of Mentor-Mentee relationships of the A² Mentoring Program in the context of the educational culture of the Medical Faculty of Düsseldorf. Franziska Lautwein (Düsseldorf/GER)

P18  
Personality factors and Peer Feedback.  
Alexander Eissner (Düsseldorf/GER)

12:00 – 13:00  
Lecture Room 3C  
Going for the RIME Award 2017  
Best Research Protocol

on behalf of the Society of Medical Education in Germany – GMA  
Chair: Martin Fischer (Munich/GER)

Presentation of 3 preselected research study protocols on Workplace based learning teaching and assessment. Prize-giving is based proportionally on the assessment of the international scientific committee (80%) and conference participants by voting after presentation (20%).

12:00 – 12:20  
Teamwork-related debriefings in undergraduate emergency-medicine simulations – Evaluation of the „TeamTAG“ using a prospective-randomized pilot-study design. Fabian Stroben (Berlin/GER)

12:20 – 12:40  
Socio-cultural influences on residents learning with Mini-CEX and DOPS – a grounded theory study. Andrea Lörwald (Bern/CH)

12:40 – 13:00  
Does group decision making in the workplace result in higher diagnostic accuracy and better learning? The group-DX-study.  
Juliane Kämmer (Berlin/GER)
13.45 – 14.30  Lecture Room 3C  
"Assessment and Workplace Learning: Compliance or Commitment?"  
Marjan Govaerts (Maastricht/NL)

Keynote Lecture  
Chair: Thorsten Schäfer (Bochum/GER)

14:45 – 16:15  Short Communications  
Lecture Room 3C  
Feedback, Evaluation, Reflection of experiences, Technical facilities & social media  
Chair: Falk Ochsendorf (Frankfurt/GER)

14:45 – 15:02  O17  
Scaffolding workplace based learning through a smartphone reflection app and coaching group sessions. Karen Könings (Maastricht/NL)

15:02 – 15:19  O18  
Healthy & humane – interprofessional learning of medical and nursing students at the University Medical Center Hamburg-Eppendorf. Sonja Mohr (Hamburg/GER)

15:19 – 15:38  O19  
Responso – Development and implementation of a generic electronic platform for workplace-based assessment. Matthias Hepprich (Basel/CH)

15:38 – 15:55  O20  
ENT-OSCE – Oral Feedback is important. Christian Offergeld (Freiburg/GER)

15:55 – 16:12  O21  
„You’re like on an island if you’re the only medical student on the whole ward“ – Legitimate peripheral participation, medical students’ attendance and sense-making of learning opportunities on their initial clinical placements. Anja Timm (Southampton/GB)

Room 23.02.U1.21  
Preparation, Resources, Support & Faculty development  
Chair: Silke Biller (Basel/CH)

14:45 – 15:02  O22  
Expanding a mentoring program from students to junior physicians. Ines Heinen (Hamburg/GER)

15:02 – 15:19  O23  
Who takes care of final year students? Comparison of university hospitals and teaching hospitals. Katrin Schüttpelz-Brauns (Mannheim/GER)

15:19 – 15:38  O24  
What does CRM Training in Medicine mean? A systematic review. Benedict Gross (München/GER)

15:38 – 15:55  O25  
Distribution and impact of a manual for clinical mentors in the final year. Elisabeth Narciß (Mannheim/GER)

15:55 – 16:12  O26  
Colleague consulting as an instrument to improve teachers’ health in nursing schools. Carina Abel (Düsseldorf/GER)
Other Topics, pt. 2
Chair: Jürgen in der Schmitten (Düsseldorf/GER)

14:45 – 15:03
O27
iMED Textbook – a unique web based, innovative eLearning platform tailored for the integrated medical curriculum Hamburg (Modellstudien-gang iMED). Christine Ebel-Vierk (Hamburg/GER)

15:03 – 15:21
O28
Development and implementation of a progress test in undergraduate dental education – A prospective Austrian pilot project. Barbara Kirnbauer (Graz/AT)

15:21 – 15:39
O29
Rasch analysis of OSCE data – an illustrative example as proof of concept. Joy Backhaus (Würzburg/GER)

15:39 – 15:57
O30
Sequencing of learning content for resuscitation training: Comparing „Basic Life Support“ (BLS) followed by „Advanced Life Support“ (ALS) to the opposite sequence (ALS followed by BLS). Jan Breckwoldt (Zurich/CH)

15:57 – 16:15
O31
Open Access, Open Data and Open Educational Resources: What are the implications for research, learning and teaching? Jasmin Schmitz (Cologne/GER)

14:45 – 16:15
Bar-Camp
Chair: Daniel Al-Kabbani (Paderborn/GER)

based on themes of the conference provided by participants of the conference. Joining together for discussions on individual themes and questions, networking, conception of new research groups etc.

16:30 – 17:00
Closing / Award Ceremony
Chairs: Martin Fischer (Munich/GER)
Jana Jünger (Mainz/GER)
Thomas Rotthoff (Düsseldorf/GER)

RIME Award „Best Research Protocol“ 2017 donated by the Society of Medical Education (GMA)

The Top 3 Poster Awards donated by the Society of Medical Education (GMA)
Prof. Dr. Maaike Endedijk
Department of Educational Science
University of Twente, Enschede, The Netherlands

Maaike Endedijk is Associate Professor in Professional Learning at the Department of Educational Sciences at the University of Twente, the Netherlands. Her main research line is focused on self-directed professional learning at the workplace, both on the individual and team-level. In her current research projects, she is using innovative measurement techniques (e.g., sensor technology and a mobile app) and corresponding analysis techniques to get more insights in the black box of workplace learning processes. Most of her research is located in the health and the technology sector, including both current employees as students during the transition from (higher) education to the labour market. She is also the coordinator of the Special Interest Group “Learning and Professional Development” of the European Association of Research on Learning and Instruction.

Prof. Dr. Karen Evans
Department of Education, Practice and Society
Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES)
University College London, United Kingdom

Karen Evans is Professor and Chair in Education (Lifelong Learning) at the Institute of Education, University of London and Researcher Theme Leader in the UK Economic and Social Research Council LLAKES Centre for Learning and Life Chances in Knowledge Economies and Societies. Karen Evans’ main fields of research are learning in life and work transitions, and learning in and through the workplace. She has directed major studies of learning and working life in Britain and internationally. Books include Improving Literacy at Work (2011); Learning, Work and Social Responsibility (2009); Improving Workplace Learning (2006); Reconnection: Countering Social Exclusion through Situated Learning (2004); Working to Learn (2002); Learning and Work in the Risk Society (2000). She has recently co-edited the Sage Handbook of Workplace Learning (2011) and the Second International Handbook of Lifelong Learning (2012) and was previously editor of the journal of international and comparative education COMPARE. She is an Academician of the Academy of Social Sciences (AcSS).

Prof. Dr. Marjan Govaerts
Department of Educational Development and Research
Faculty of Medicine, Maastricht University, The Netherlands

Marjan Govaerts (MD PhD) is an assistant professor in the Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences (FHML) at Maastricht University. She is the chair of the taskforce on student assessment, which is the group responsible for various aspects of quality control and improvement of assessment at FHML. Her interests are in competency-based education and assessment, and expertise development in professional education. She is involved in design and implementation of e-portfolios and work-based assessment programmes in (undergraduate and postgraduate) medical training. Her research focuses on various aspects of competency-based education and assessment, and more specifically on assessor cognition, work-based assessment and programmatic assessment in education for the (health) professions.