



Helsinki 27.3.2014

**2nd Scientific Meeting of the
Association for Medical Education in Finland
PROGRAM**



2nd Scientific Meeting of the Association for Medical Education in Finland (AMEF)

Date: 27.3.2014

Venue: University of Helsinki, Faculty of Medicine, Meilahti Campus, Haartman Institute, Lecture hall 1, Haartmaninkatu 3.

Organizers: Association for Medical Education in Finland, Faculty of Medicine Helsinki, Members of the Teachers' Academy in the Faculty of Medicine

Program

9.00 - 10.00	Registration and morning coffee/tea
10.00 - 10.10	Opening of the meeting: Minna Kaila
10.10 - 11.00	Keynote speaker Diana Dolmans , PhD, Professor of Innovative Learning Arrangements, Maastricht University, School of Health Professions Education (SHE), The Netherlands: <i>Building bridges between medical education research and practice</i> , chair Minna Kaila
11.15 - 12.15	Short communication session 1: Chairperson Terhi Karaharju-Suvanto (8 minutes for presentation and 2 minutes for discussion)
1SC/1	Eye-tracking and retrospective think-aloud (RTA) for studying learning processes of 1st year medical students on ECG material <i>Tuulari JJ, Anto E, Mikkilä-Erdman MM, Käpä P</i>
1SC/2	Riding on technology towards paperless curriculum <i>Hervonen H, Masalin T, Viranta-Kovanen S, Selänne L, Englund J</i>
1SC/3	Medical students' conceptions of critical thinking after preclinical PBL <i>Aarnio M, Lindblom-Yläne S, Nieminen J, Pyörälä E</i>
1SC/4	Medical students improve clinical skills before patient contact <i>Halttunen-Nieminen M, Unkila-Kallio L, Paavonen J</i>
1SC/5	Wet prep examination training for medical students <i>Halttunen-Nieminen M, Nieminen P, Paavonen J</i>
12.15 - 13.15	Lunch break

13.15 - 14.15

Short communications session 2: Chairperson Heikki Hervonen

(8 minutes for presentation and 2 minutes for discussion)

2SC/1

“Supertutors” inspire medical undergraduate into primary health care

Karppinen H, Kuikka L, Kärppä L, Nevalainen M, Salokekkilä P, Sjöberg-Tuominen L, Eriksson J, Pitkälä KH

2SC/2

Pediatric cardiology core curriculum for medical students - how well does it reflect problems encountered in the primary care setting?

Sarkola T

2SC/3

Clinical supervision of psychiatric trainees in hospital district of Helsinki and Uusimaa –a focus group study

Svirskis T, Huttunen E, Pyörälä E, Joffe G, Brittlebank A

2SC/4

Special competence in medical education in Finland – What do the portfolios tell?

Niemi-Murola L, Kaila M, Vainiomäki P

2SC/5

Rewarding excellence in university teaching – the Teachers’ Academy at the University of Helsinki

Pyörälä E, Hervonen H, Pitkälä K, Karaharju-Suvanto T

14.15 – 14.30

Afternoon coffee and tea

14.30 - 15.30

Two parallel poster sessions

Poster session 1: Chairperson Minna Kaila

(4 minutes for poster presentation and 3 minutes for discussion)

1P/1

The development of communication skills during medical studies

Sundström M, Silvennoinen H, Kääpä P, Österholm-Matikainen E

1P/2

Challenging patients don’t take a young doctor seriously – Medical students’ self-assessed communication skills at the end of their studies

Toivonen A, Pyörälä E

1P/3

Encounters in the health care – The voice of the patient

Salokekkilä P

1P/4

Characteristics of a good physician – change of medical students perceptions during the medical education

Harila K, Hurtig T, Parkkila V, Levy A, Kääpä P, Taanila A, Vainio O

1P/5

What happens to critical thinking in PBL?

Peltonen LM

1P/6	How to stimulate students to learn preventive medicine? Try virtual patients <i>Korhonen T, Helaskoski E, Lagerstedt R, Romanov K, Pyörälä E</i>
1P/7	Training the trainees in occupational health in Finland <i>Jungewelter S</i>
	Poster session 2: Chairperson Jussi Merenmies (4 minutes for poster presentation and 3 minutes for discussion)
2P/1	Tablet computer use in self-study by medical students in the University of Helsinki <i>Bodgan N, Wilkman M, Kurkisuo L, Tarkkila H, Romanov K, Pitkäranta A</i>
2P/2	iPads in teaching and the attitudes of the medical teachers at the Faculty of Medicine at the University of Helsinki <i>Masalin T, Sundvik M, Hervonen H</i>
2P/3	Students' perceptions of their learning in the anatomical dissection at the University of Helsinki <i>Viranta-Kovanen S, Hervonen H, Masalin T</i>
2P/4	Does the type of clerkship have an impact on professional skills? <i>Mars N, Halttunen-Nieminen M, Kalske J, Pitkäranta A</i>
2P/5	How the pain related education should have been implemented during basic medical education: views of primary and secondary care doctors <i>Kauppila T, Huvinen S, Karhula T, Elonheimo O, Pöyhä R</i>
2P/6	Using ISBAR model in a prehospital telephone consultations – a pilot study <i>Hallikainen J, Väisänen O, Saarela S, Niemi-Murola L</i>
15.20 - 15.30	Break
15.30 - 15.50	AMEF Award Presentation Heli Vinkka-Puhakka: <i>Designing innovative dental curriculum - inspirations and challenges</i>
15.50 – 16.05	Comment by Diana Dolmans
16.05 – 16.15	Discussion, chair Eeva Pyörälä
16.15 - 16.20	Close of the day
16.40 ->	Get-together at the Restaurant Messenius (Messeniuksenkatu 7)

2nd Scientific Meeting of the Association for Medical Education in Finland (AMEF)

Organizing committee

Minna Kaila, Helsinki, President, chair

Jaana Franck, Turku, Secretary General

Juhani Jääskeläinen, Tampere

Outi Kortekangas-Savolainen, Turku

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Local Organizing Committee

Eeva Pyörälä, chair

Anne Vierros, secretary

Heikki Hervonen

Minna Kaila

Terhi Karaharju-Suvanto

Leila Niemi-Murola

Kaisu Pitkälä

Keynote speaker: DHJM (Diana) Dolmans, PhD



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Diana Dolmans (1966) is a professor in the field of innovative learning arrangements at Maastricht University, the Netherlands.

Diana Dolmans' line of research is strongly related to student and teacher learning in innovative curricula in higher education. Her research contributes to bridge-building between educational theory and practice and yields guidelines for designing innovative learning environments in general and problem-based learning in specific. Her studies focus on the role of meaningful problems, the role of the teacher and the role of students within innovative curricula. Her studies on the role of the use of real patient problems demonstrate that these problems stimulate students towards active learning and clinical and biomedical reasoning. Results of studies on the role of the teacher show that teachers in innovative curricula should know how to deal with subject matter expertise and how to facilitate the learning process. Studies on the role of the teacher within workplace settings demonstrate that effectively tailoring supervision to the learner's level of learning is the key to successful learning. Studies on the role of the students demonstrate that active participation in a group discussion facilitates deep learning and leads to better knowledge retention on the long term.

Since 2012 she is the educational director of the Interuniversity Centre for Educational Research (ICO), a Dutch national research school recognized by the Royal Netherlands Academy of Arts and Sciences (KNAW), in which 13 Dutch and Flemish universities with PhDs within the education sciences collaborate in offering a training programme for their PhD candidates.

Diana Dolmans is a member of the management team of the research programme Research in Education within the School of Health Professions Education and the coordinator of an advanced course on writing a PhD research proposal within this school. Furthermore, she is a member of the management team of the Master of Health Professions Education programme and a supervisor of several PhD candidates. She is associate editor of *Advances in Health Sciences Education*, editorial board member of several international journals and has published in many refereed international journals.