

tries were statistically more likely to have a documented name, while medical entries were more likely to have a documented time ( $p=0.05$ ). Moreover, it was noted that out of 500 beds included in the audit, 8.6% ( $n=43$ ) had no entry as the patient was not seen by a doctor.

**Conclusion:** The results highlight inconsistencies in documentation by doctors at MDH, which can deduct from patient safety and accountability. This highlights the need for a local guideline outlining documentation standards expected from doctors at MDH.

### P15.19

#### Patients' willingness to cross-border healthcare: the Maltese perspective

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**Introduction:** The purpose of this study is to identify and analyze factors influencing willingness to access cross-border healthcare by evaluating patients' behaviours, attitudes, experiences and expectations.

**Methods:** This study employed a quantitative cross-sectional approach surveying outpatients of a general hospital. Quota sampling was used to recruit patients who have never experienced treatment abroad and patients who did experience treatment abroad. Univariate analysis was used to analyse the data.

**Results:** The respondents were found to be willing to access cross-border healthcare. Age ( $p$ -value=0.006), education ( $p$ -value=0.008), language literacy ( $p$ -value=0.000), literacy on cross-border healthcare ( $p$ -value=0.000) and financial resources ( $p$ -value=0.000) were found to have a significant association with willingness to access cross-border healthcare. Gender, employment status, and occupation were not found to be significantly associated with willingness to access cross-border healthcare. The respondents would base their decision to seek treatment abroad on the GPs/specialists referral and they are willing to seek treatment abroad for specialised care.

**Conclusion:** The respondents are more likely to access treatment abroad for specialised care rather than to by-pass long waiting times in Malta. The study is context specific. Education of the public on the differences between specialised care programme and patients' rights under EU directive should be implemented with GPs/specialists playing a major role. The EU policy on cross-border healthcare should consider focus on country specific factors when EU citizens access cross-border healthcare.

### P15.20

#### How do medical students study anatomy?

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**Introduction:** The purpose of the study was to examine how Year 1 and 2 students study gross anatomy and its relationship to their socio-demographic features.

**Methods:** All Year 1 and 2 students were asked to respond to a short anonymous online questionnaire.

**Results:** 177 students responded (59.9% of Year 1 and 40.1% of Year 2), of whom 25.4% had a previous degree. Almost 80% of those with a previous degree found lectures to be useful as a learning method compared with 68% of those without ( $p<0.05$ ). Almost two thirds of those without a degree learned best by working on their own time in the dissection hall compared to just under half of those without a degree. Critical thinking sessions and writing and answering quizzes were found to be more useful by students without a degree than those with (72%

vs 62%; 82% vs 72% respectively). Significantly more Year 1 students found video dissections useful as a learning tool (88% Year 1 vs 67% Year 2). Overall, significantly more year 1 students feel more time should be dedicated to lectures (35% vs 24%) and working alone in the dissection room (73% vs 51%) compared to Year 2 students. There were no significant differences between male and female students in either year.

**Conclusion:** Degree students appear to be more independent in their approach to learning anatomy, while those without a degree (ie. most local students) preferred critical thinking and other more active learning approaches.

### P15.21

#### Usefulness of online self-learning tutorials and quizzes for medical students at the University of Malta

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**Introduction:** Self-directed learning, e-learning, and formative assessment in the form of online quizzes, have been shown to be associated with enhanced learning and improved test scores among medical students. This study aimed to assess the perceived usefulness of online self-learning tutorials and formative assessment (online quizzes) for medical students.

**Methods:** A questionnaire and online tutorial on thoracic imaging were distributed to medical students who had prior exposure to studying thoracic anatomy.

**Results:** All respondents had previously utilised an online learning tutorial and all of them had found it helpful (47% moderately helpful; 53% very helpful). The majority found the supplementary thoracic imaging tutorial to be moderately to very helpful in: understanding thoracic anatomical relations (81%); learning thoracic anatomy (78%); revising thoracic anatomy (86%); and, application of clinical relevance (81%). Nearly all students (97%) reported the desire to utilise similar online tutorials to study other topics. In addition to taking advantage of online tutorials, 92% of respondents had utilised online quizzes with 79% finding them moderately to very helpful and only 21% finding them slightly helpful.

**Conclusion:** Most medical students at the University of Malta believe there is benefit to utilising online self-learning tutorials and quizzes to enhance learning. Greater efforts should be made to increase the availability and quality of these self-learning tools in order to meet the increasing demands of our crowded curricula.

### P15.22

#### Unskilled and unaware: self-assessment of first and second year medical students in anatomy spotting examinations

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**Introduction:** Accurate self-assessment and insight into limitations are an important part of medical training. The aim of the study is to investigate the ability of low and high performing students in judging their performance in their practical anatomy exams.

**Methods:** At the end of the practical exams in 2014/15 Year 1 and 2 students were asked to estimate the mark they felt they had obtained. The difference between actual and perceived marks was further analysed based on gender, nationality and year of study.

**Results:** A statistical significant difference of 9.9 and 12.4 marks was found between actual and perceived results for first and second years respectively. High performing students estimated an average of 18.4 marks below their actual mark, compared to 2.5 marks for low performing students. A statistically significant difference of 13.1 marks was found for female students compared to 5.6 marks for male students. There