Background: Founded more than 25 years ago, the Anamnesegruppen at the Medical University of Vienna have conducted more than 5000 patient interviews. Each year more than 200 students apply for admission. In May 2008 the Anamnesegruppen received the universities’ “Teacher of the Month” award.

Objectives: The high transdisciplinarity of the groups evolves from the participating students of the humanities, drama and literature studies. These participants enable the group to focus on exam strategies based on creativity, individual authorship and the group as an expert audience with free flow of information. Archiving in social media as well as on the Anamnesegruppen-website were provided. In this study, we raised the question of which creative media the students use to address the margin which is evoked by the absence of patients during the exams. We hypothesized that the creative media exams offer the student to playfully express and reflect unconscious conflicts related to the students’ encounters with their patients.

Methods: For analysis we chose from all the exam works (n=105) of the summer/winter term 2012/13 the works which used creative genres. The genre was determined as well as its relation to the students sex and discipline. We selected certain showcase works to describe the students’ conflict in encountering the patient and how the students dealt with this conflict by creative media.

Results: 20 (19%) of the 105 students works examined used creative media. In detail, students drew on: Drama (n=3), Performance (n=4) Video (n=4) Literacy (n=8) Text Visual (n=9) No correlation between sex and background discipline of students and media were found. Main topics of the works (n=5) used for further descriptive analysis were authenticity and empathy, soulless and mechanised anamnesis, proximity/distance- conflicts and sadistic impulses towards the patient.

Discussion and Conclusion: The creative media used by the students of the Anamnesegruppen indicate that students prefer some genres to reflect on their problems when encountering the patient for the first time. Participation of students of the humanities, drama and literature, might be an appropriate method to support medical students to engage with creative media to reflect on conflicts in a playful manner. Although also an exam, creative media can also be considered as a group based exam method which provides an additional flow of communication between ll the students involved.