

Table 2: Responses of the audience to each item of the questionnaire.

| (Likert scale) | | 1 | 2 | 3 | 4 | 5 | |
|----------------------------|---|---------------------------|----------|----------|----------|----------|---------------------------------|
| BEFORE THE SEMINAR: | | % of total answers | | | | | Mean \pm SD |
| Q2 | Beneficial role of theatre on medical education | 0.0 | 0.8 | 4.1 | 47.3 | 46.5 | 4.42 \pm 0.60 |
| Q3 | Inadequacy to provide information with acting | 8.3 | 46.9 | 36.1 | 5.4 | 2.1 | 2.45 \pm 0.79 |
| Q4 | Competency to recognize medical emergencies | 7.1 | 21.2 | 43.6 | 22.4 | 4.6 | 2.96 \pm 0.94 |
| Q5 | Long-term impact of theatrical tutoring | 3.7 | 21.2 | 40.2 | 29.5 | 4.1 | 3.09 \pm 0.89 |
| AFTER THE SEMINAR: | | | | | | | |
| Q6 | Focus on emergencies was satisfactory | 0.0 | 1.7 | 8.7 | 56 | 32.4 | 4.21 \pm 0.65 |
| Q7 | Acting was successful | 0.0 | 2.1 | 12.9 | 57.9 | 25.8 | 4.09 \pm 0.67 |
| Q8 | Theoretical part too long | 7.1 | 50.8 | 29.6 | 9.6 | 1.7 | 2.47 \pm 0.81 |
| Q9 | I was left with unanswered queries | 11.3 | 43.1 | 26.4 | 17.2 | 0.8 | 2.52 \pm 0.92 |
| Q10 | Time left for questions | 0.0 | 4.6 | 11.2 | 46.9 | 36.1 | 4.17 \pm 0.79 |
| Q11 | Value of differential diagnosis | 0.0 | 1.7 | 14.6 | 71.3 | 11.3 | 3.94 \pm 0.55 |
| Q12 | Duration of case presentation | 0.0 | 1.3 | 10 | 67.1 | 20.4 | 4.09 \pm 0.58 |
| Q13 | “Real-world” simulation | 3.0 | 26.6 | 45.5 | 18 | 5.6 | 2.96 \pm 0.88 |
| Q14 | Information could be retrieved classically | 2.9 | 31.7 | 32.5 | 24.6 | 7.1 | 3.01 \pm 0.98 |
| Q15 | Value of attending such event | 2.5 | 9.2 | 21.7 | 41.3 | 24.2 | 3.77 \pm 0.99 |
| Q16 | I feel competent to recognize medical emergencies | 0.8 | 8.8 | 44.4 | 37.2 | 7.5 | 3.43 \pm 0.77 |
| Q17 | Participation of medical professionals essential | 0.0 | 1.3 | 4.6 | 38.8 | 54.2 | 4.49 \pm 0.63 |
| Q18 | Theatre improves performance in exams | 2.1 | 5.4 | 20.4 | 57.9 | 12.9 | 3.76 \pm 0.81 |
| Q19 | Long-term impact of theatrical tutoring | 2.5 | 7.9 | 28.3 | 48.8 | 11.3 | 3.60 \pm 0.87 |
| Q20 | Seminar was entertaining | 0.8 | 1.7 | 6.3 | 60.8 | 29.2 | 4.18 \pm 0.66 |
| Q21 | Presentation more theatrics than education | 5.8 | 54.6 | 26.7 | 8.8 | 2.9 | 2.47 \pm 0.83 |
| Q22 | Impact of theatre on medical education | 0.8 | 1.7 | 8.8 | 59.6 | 27.9 | 4.14 \pm 0.68 |
| Q23 | Inadequacy of acting to provide information | 12.1 | 53.8 | 19.2 | 10.4 | 3.3 | 2.38 \pm 0.93 |
| Q24 | Theatrical presentation was waste of time | 58.3 | 32.5 | 3.3 | 2.1 | 2.5 | 1.55 \pm 0.84 |
| Q25 | Seminar overall duration too long | 7.5 | 52.1 | 22.9 | 11.3 | 5.0 | 2.53 \pm 0.95 |

The questions reported in this Table are abbreviations of the fully developed questionnaire presented in Table 1. Values represent percentages of Likert scale for each item and on the right column means \pm standard deviation for each item. SD: standard deviation, Likert scale:

1: Fully disagree, 2: Disagree, 3: Not sure, 4: Agree, 5: Fully agree.