24th – 28th August 2024
Provisional Programme
In Person
About Basel

1. Basel, Switzerland, is a place of exciting contrasts.
2. A city with historical buildings next to modern architecture.
3. Where a young and dynamic art scene exists alongside world-renowned museums.
4. Cosmopolitan ambience here, lively traditions there.

Basel, Switzerland, serves as a nexus of connection, growth, and inspiration. Its international character, economic vitality, cultural richness, and commitment to education collectively contribute to a dynamic environment that fosters personal, professional, and creative development.

Connect: Basel serves as a major international crossroads due to its strategic location at the meeting point of Switzerland, France, and Germany. This geographical position fosters cultural exchange, business interactions, and a diverse community.

The city’s multilingualism, with residents commonly speaking German, French, and Swiss German, facilitates connections between people of different backgrounds and nationalities.

Grow: The University of Basel, with its long history and commitment to education and research, plays a crucial role in the intellectual growth of the city. Students and scholars contribute to the city’s dynamic and vibrant atmosphere.

Inspire: Basel’s rich cultural scene, including its numerous museums and art institutions, provides inspiration for both residents and visitors.

The historic Old Town, with its medieval architecture and landmarks like the Basel Minster, serves as a source of inspiration, connecting the present to the city’s rich past.

Basel’s commitment to sustainability and environmental initiatives inspires residents and businesses to contribute to a greener and more sustainable future.

Conference Theme

The theme of AMEE 2024 is ‘Develop your educational career: connect, grow and inspire with AMEE 2024’.

AMEE 2024 will focus on how best to: engage with existing knowledge to guide practice, develop new knowledge, and consider how what we do is useful for learners, patients, and society.

AMEE 2024 will promote and inspire excellence, collaboration, and scholarship across the continuum of health professions education.
Educational Tracks
Admission and Selection
AI
Assessment
Competency Based Education in the Health Professions (CBE-HP)
Designing and Planning Learning (including curriculum)
Education and Management
Equality, Diversity, and Inclusivity
Faculty Development
Humanities
Interprofessional and Team Learning
Patient Safety
Supporting Learners
Surgery Education
Sustainability and Global Health
Teaching and Facilitating Learning
Technology Enhanced Learning
The Scholarship of Teaching and Learning

Phase of Education
CPD
Generic
Postgraduate
Pre-Admission
Undergraduate and Graduate

Conference Location
All conference sessions will take place at the Messe and Congress Center Basel, unless otherwise specified.
The Transformative Power of Artificial Intelligence:
Revolutionizing Health Professions Education

This session will consist of 9 highly interactive sessions designed to highlight the most relevant topics related to health professions education.

**Date:** Sunday 25th August  
**Time:** 0830-1600hrs

**PROGRAMME**

Welcome and Introduction  
Session 1: Fundamentals of AI in Health Professions Education  
Session 2: AI-Powered Personalized Learning  
Session 3: AI in Simulation and Virtual Reality in Healthcare Education  
Session 4: AI in Assessment and Feedback  
Session 5: Data-Driven Insights for Curriculum Enhancement  
Session 6: Ethical Considerations and Bias in AI Education  
Session 7: Implementing AI Tools in your Institution  
Session 8: Future Trends and Preparing for Change  
Session 9: Student Approaches to Using AI for Learning and Assessment  
Closing Remarks. The sessions offer a mix of interactive lectures and group work sessions

Attendees will participate in discussions and hands-on activities to understand how AI can advance their educational practice and how the challenges they expect to face in their institutions can be addressed.

**Location:** Hybrid – In Person and Online

**Registration Fee:**  
In Person: TBC  
Online: Included in the online registration fee.

**Register Online:** Registration will open in January 2024
AMEE 2024 PRE-CONFERENCE PROGRAMME

SATURDAY 24 AUGUST

0800–1730  Registration Open

0930–1630  Masterclass Session

0930–1230  Pre-conference workshops

PCW 1: Dissecting workplace culture to improve the Postgraduate Training educational environment
Juliana Sá¹, Stella Yiu², Marianne Yeung³, Elif Dilek Cakal⁴, James Kwan⁵, Janice Hanson⁶
¹University of Beira Interior, Covilhã, Portugal. ²Department of Emergency Medicine, The Ottawa Hospital and the University of Ottawa, Canada. ³Department of Emergency Medicine, University of Ottawa, Canada. ⁴University Hospitals of Leicester NHS Trust, Leicester, UK. ⁵Department of Emergency Medicine, TanTock Seng Hospital, Singapore. ⁶Department of Medicine and Office of Education, Washington University in St. Louis, USA

PCW 2: Rich Pictures – a new methodology to support and study teachers’ and educators’ identity development
Marco Antonio de Carvalho Filho¹, Yvonne Steinert², Marco Verluis¹
¹University Medical Center Groningen, the Netherlands. ²McGill University, Montreal, Canada

PCW 3: How do you implement virtual patient scenarios to train clinical reasoning in your undergraduate curriculum? A hands-on workshop.
Julius Josef Kaminski¹, Silvia Mamede², Harm Peters¹
¹Dieter Scheffner Center for Medical Education and Educational Research, Charité – Universitätsmedizin Berlin, Germany. ²Erasmus Medical Center, Erasmus University Rotterdam, the Netherlands

PCW 4: A Hands-On Workshop to Harness ChatGPT for Enhanced Scholarly Writing
Lorelei Lingard
Western University, London, Canada

PCW 5: Open Learning Design in Medical Education – Reimagining the role of learners
Michelle Lam¹, Catarina Rodrigues², Mustafa Alshareefi³, Konstantina Papageorgiou³
¹International Federation of Medical Students’ Associations (IFMSA), Copenhagen, Denmark. ²Medical Student Alliance for Global Education (MeSAGE), Louisville, USA. ³University of Thessaly, Faculty of Medicine, Larissa, Greece

1330–1630  Pre-conference workshops
PCW 6: What’s the plan for a learner who struggles? Strategies to Assess for Remediation
Jean Klig1, Calvin Chou2, Adina Kalet3, James Kwan4, Minal Singh5
1Harvard Medical School, Boston, USA. 2University of California San Francisco, USA. 3Medical College of Wisconsin, Milwaukee, USA. 4National University of Singapore, Singapore. 5Edge Hill Medical School, Ormskirk, UK

PCW 7: Mastering curriculum reform: become INSPIRED through sharing experiences and perspectives from ASPIRE Academy members
Harm Peters1, Anne-Marie Reid2, Ajsa Maaz1, Martina Crehan3, Ronja Mothes1, John Jenkins4
1Charité – Universitätsmedizin Berlin, Germany. 2University of Leeds, UK. 3Dublin City University, Dublin, Ireland. 4RCSI University of Medicine and Health Sciences, Dublin, Ireland

PCW 8: Systems Archetypes: Exploring Patterns of Wicked Challenges in Health Professions Education Systems and Learning How to Fix it?
Peerasit Sitthirat, Phanuwich Kaewkamjornchai, Piwat Suppawittaya, Seksan Yoadsanit,Pasit Komonsuwan
Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand

PCW 9: Visual Thinking Strategies: A Masterclass in an Arts-based Teaching Method that Builds Connections, Fosters Personal Growth, and Inspires Inquiry
Margaret Chisolm1, Kamna Balhara1, Mary Blazek2, Elizabeth Gaufberg3, Tzu-Hung Liu4, Mariah Robertson1 Minn N Yoon5
1Johns Hopkins University, Baltimore, USA. 2University of Michigan, Ann Arbor, USA. 3Harvard University, Boston, USA. 4Tzu Chi University, Hualien, 5Taiwan University of Alberton, Edmonton, Canada

PCW 10: Strategies for implementing CBME in postgraduate medical education at a national level
Monika Brodmann Maeder1, Eva Hennel1, Fabienne Schwitz2
1Swiss Institute for Medical Education SIWF, Bern, Switzerland. 2University Hospital of Bern, Switzerland
SUNDAY 25 AUGUST

0800–2130  Registration Open

0830–1600  The Transformative Power of Artificial Intelligence: Revolutionizing Health Professions Education Symposium

0930–1230  Pre-conference workshops

PCW 11: The Nuts and Bolts: Designing and Implementing Programmatic Assessment for CBME
Holly Caretta-Weyer1, Sören Huwendiek2, John Q Young3, Denyse Richardson4, Claire Touchie5, Michael Barone6
1Stanford University, Palo Alto, CA, USA. 2University of Bern, Switzerland. 3Zucker School of Medicine at Hofstra/Northwell and Northwell Health, New York, USA. 4Queens University, Ontario, Canada. 5University of Ottawa, Ontario, Canada. 6National Board of Medical Examiners, Philadelphia PA, USA

PCW 12: Extending support: Tips, tools and tactics to train front-line faculty to apply a coaching approach in their work with learners
Maryellen Gusic1, Eva Aagaard2, Bill Cutrer3, Nicole Deiorio4, Karen Hauer5, Andrew Parsons6, Nichole Zehnder2, Kendra Parekh2, Karen Warburton5, Martha Elster5
1Lewis Katz School of Medicine at Temple University, Philadelphia, USA. 2Washington University in St Louis School of Medicine, St Louis, USA. 3Vanderbilt University School of Medicine, Nashville, USA. 4Virginia Commonwealth University School of Medicine, Richmond, USA. 5University of California San Francisco School of Medicine, San Francisco, USA. 6University of Virginia School of Medicine, Charlottesville, USA

PCW 13: Sharing solutions to the unintended and undesired consequences when moving towards programmatic assessment
Anna Ryan1, Suzanne Schut2, Glendon Tait3, Mike Tweed4
1University of Melbourne, Australia. 2Delft University of Technology, Delft, the Netherlands. 3University of Toronto, Canada. 4University of Queensland, Brisbane, Australia

PCW 14: Cultivating psychological safety in health professions education
Chaoyan Dong1, Nobutaro Ban2, Jenny Lee Yuen Wong3, Lisa Altshuler4, Fatima Elbasri Abuelgasim Mohammed5, Elizabeth Kachur6
1Sengkang General Hospital, Singapore. 2Aichi Medical University, Aichi, Japan. 3Khoo Teck Puat Hospital, Singapore. 4New York University Grossman School of Medicine, New York City, USA. 5Faculty of Medicine, Khartoum University, Khartoum Bahri, Sudan. 6Medical Education Development, Global Consulting, New York City, USA

PCW 15: Transferability in Three Dimensions (3D): A workshop presenting strategies to discuss the transferability of your qualitative research
Bridget O’Brien1, Renee Stalmeijer2, Megan Brown3
Pre-conference workshops

PCW 16: Designing and Evaluating Situational Judgement Tests, while Minimising Adverse Impact, for Use in Selection, Development and Assessment
Fiona Patterson, Máire Kerrin, Jordan Buxton
Work Psychology Group, Derby, UK

PCW 17: Designing Competency-based Education in the Health Professions: A Masterclass for Those Getting Started
Jason Frank¹, Alison Whelan², Adrian Marty³, Leila Niemi-Murola⁴, Fremen Chou⁵
¹Centre for Innovation in Medical Education, University of Ottawa, Canada. ²Association of American Medical Colleges, Washington, USA. ³University Hospital Balgrist, Zurich, Switzerland. ⁴University of Helsinki, Finland. ⁵China Medical University Hospital, Taichung City, Taiwan

PCW 18: In-Situ Simulation Facilitator Training
Jabeen Fayyaz¹, Muhammed Elhady Muhammed Elgasim²
¹The Hospital for Sick Children, Toronto, Canada. ²University Hospital Waterford, Ireland

PCW 19: ‘The Value Lab’: Evaluating and Demonstrating Impact of Communities of Practice through the Value Creation Framework
Diane Nguyen¹, Rogers Ssebunya², Peih-ying Lu³, Tessy Thomas⁴, Robert Cooney⁵, Satid Thammasitboon¹
¹Baylor College of Medicine, Houston, USA. ²Baylor College of Medicine Children’s Foundation-Uganda, Kampala, Uganda. ³Kaohsiung Medical University, College of Medical Humanities and Social Sciences, Kaohsiung, Taiwan. ⁴Geisinger Commonwealth School of Medicine, Danville, USA. ⁵Geisinger College of the Health Professions, Danville, USA

PCW 20: Coaching for Belongingness: Using Coaching Skills to Empower Brave Conversations and Strengthen Relationships Across Differences
Sarah Williams¹, Chiazotam Ekekezie², Magali Fassiotto³, Rebecca Blankenburg⁴, Al’ai Alvarez⁵, Elizabeth Bailey⁶
¹Department of Emergency Medicine, Stanford University School of Medicine, Stanford, USA. ²Department of Medicine, Stanford School of Medicine, Stanford, USA. ³Office of Faculty Development & Diversity, Stanford School of Medicine, Stanford, USA. ⁴Department of Pediatrics, Stanford School of Medicine, Stanford, USA. ⁵Department of Emergency Medicine, Stanford School of Medicine, Stanford, USA. ⁶Department of Dermatology, Stanford School of Medicine, Stanford, USA

Orientation Session for first time attendees

Session 1*
WHO recommends a focus on self-sufficiency for the health workforce, which requires a scale up of production of health workers of 8-12% per year in most countries to meet the Sustainable Development Goals. This requires a focus on both the quality and quantity of health worker education, with consideration of their skills mix, geographical distribution, labour market dynamics and decent employment conditions. In this keynote, Jim Campbell will explore the global trends and best practices with a view to identifying the key strategic priorities and opportunities to strengthen education and respond to employment and population health needs.

Jim Campbell is the Director of the Health Workforce Department at the World Health Organization in Geneva. He oversees the development and implementation of global public goods, evidence and tools to inform investment in the education, employment and retention of the health and care workforce in pursuit of global health security, universal health coverage and the Sustainable Development Goals. His portfolio includes measuring the impact of the COVID-19 pandemic on the health and care workforce, implementation of WHO’s Global Strategy on Human Resources for Health: Workforce 2030, and support to countries within the Working for Health action plan to implement the recommendations of the UN High-Level Commission on Health Employment and Economic Growth. He coordinates the Global Health Workforce Network engaging member states and all relevant partners in WHO’s work, with special focus on the contributions, rights and roles of women and youth in the health and care sector. He has published extensively, is a member of the Editorial Board of the Human Resources for Health Journal and provides advisory inputs to multi-sectoral programmes on COVID-19 recovery, social spending, education and employment.

Entertainment

1930–2115 Opening Reception
MONDAY 26 AUGUST

0730-1730 – Registration Open

0900–1030 – Session 2: Simultaneous Sessions

2A – Symposia*
Designing Health Education Curricula to Prepare Students for a Generative Artificial Intelligence Future
Neil Mehta, Jennifer Benjamin, Heather McNeil, Anoop Agrawal, Ken Masters, Seysha Mehta

2B – Symposia*
Inclusion in Action: Cultivating global Communities of Practice (CoPs) to nurture the growth of health professions education scholars
Eeva Pyörälä, Subha Ramani, Rashmi Kusurkar, Enjy Abouzeid, Evangelos Papageorgiou, Yvonne Steinert

2C – Symposia
Supporting learners who are underperforming: The role of simulation and coaching
Rune Dall Jensen, Kathryn McLeod, Becky Blankenburg, Debra Nestel

Research Papers*, Short Communications, ePosters, Workshops, PechaKucha, Point of View

1030–1100 – Coffee and Opportunity to Visit the Exhibition

1100–1230 – Session 3*

3A – Plenary – Liz Grant, University of Edinburgh, UK

COP28 held in December 2023 hosted the first fully dedicated health day providing irrefutable evidence to the global community of climate scientists, policy makers and politicians that the climate crisis is a health crisis. The health day humanised the climate conversations, making explicit what had been hidden beneath global stocktake analysis and Nationally Determined Contributions planning. Beneath all the figures and graphs are people who are suffering because of the way that we have been living. Over 140 nations signed the COP28 Declaration on Climate and Health. While it is non-binding sitting outside the formal UNFCCC decision making as a non-negotiated call to action it does mean that now our health ministries will be inside the ‘climate tent’ negotiating, rather than outside separated from the discussions and decisions which are changing the very nature of health and the infrastructure of health systems. Behind the Declaration on Climate and Health is a movement. Over 40 million health professionals have added their signature to the WHO call for leaders to be far more ambitious for a future that is healthier,
fairer, and greener. No other community has such solidarity in the climate space, with solidarity comes strength, but also responsibility.

**Liz Grant** holds a chair in Global Health and Development. She is responsible for developing and supporting global health partnerships with colleagues in low- and middle-income country (LMIC) communities, and for local and global advocacy translating global health research into action.

Liz is a co-director of the University of Edinburgh’s Global Compassion Initiative developing work on the value base of the Sustainable Development Goals, the science of compassion, and the contribution that faith communities make to the SDGs.

Liz has led the development of a suite of global health MSc programmes, MOOCs and coordinates the Global Health PhD programme all specifically designed for students from resource constrained countries. She currently is the Co-Director of the Masters of Family Medicine and the MSc in Global Health Challenges.

Her own research interests span planetary health and palliative care in contexts of poverty and conflict – new beginnings and better endings.

She sits on the Scottish Government NHS Global Citizenship Board.

Liz was on the Board of Directors for the Consortium of Universities for Global Health, (CUGH), an association of over 170 Academic institutions training in Global Health, and currently chairs the CUGH Research Committee. Previously Liz was the Senior Health Advisor to the Scottish Government’s International Development Team working primarily in Malawi. She has worked for NHS Lothian’s Public Health Directorate leading an NHS HIV partnership between the NHS and Zambia. She has been an advisor to a number of global health charities and serves as a trustee for CBM Scotland.

**ASPIRE-to-Excellence Awards**

**1230–1400 – Lunch and Opportunity to Visit the Exhibition**

**1400–1530 – Session 4: Simultaneous Sessions**

**4A – Symposia**

An international overview of adapting and adopting a Planetary Health and Sustainable Healthcare curriculum
SanYuMay Tun, Nicolas Senn, Wentao Zhou, Eva-Maria Schwienhorst-Stich, James Irlam, Felicity Connolly
Clinical reasoning and its teaching: What is the role of artificial intelligence?
Silvia Mamede, Andrzej Kononowicz, Wolf Hautz, Geoff Norman, Henk G. Schmidt

Medical education for the next generation – Why you should listen to the students’ voices
Lara Serban, Jana Buehler, Valeria Schweiwiller, Claudia Schlegel, Monika Brodmann Maeder, Anne Lloyd

Innovative Horizons: Shaping Health Professions Education through Emerging Technologies
Daniel Salcedo, Raquel Correia, Ken Masters, Stefano Sandrone, Eric Gantwerker, James Thomas

“Found in Translation”: Fostering Inclusivity in Global Health Profession Education by Bridging North-South Divides
Marco Antonio de Carvalho Filho, Lionel Green-Thompson, Amudha Poobalan

How can we kick start patient safety teaching? Practical tools generated from successful experiences.
Dimitri Parra, Douglas Paull, Htet Htet, Kate Owen, Robin Newton

Training, Advancement and Support for Surgeon Teachers and Surgeon Educators
Ajit Sachdeva

1530–1600 – Coffee and Opportunity to Visit the Exhibition

1600–1730 – Session 5: Simultaneous Sessions

1745–1945 – Private Meetings and Receptions
TUESDAY 27 AUGUST

0730–1730 – Registration Open

0900–1030 – Session 6: Simultaneous Sessions

6A – Symposia*
Guiding Lights: Illuminating Student Leadership and Engagement in Healthcare Professions Education
Aidan Kennedy, Alexandra-Aurora Dumitra, Konstantina Papageorgiou, Kosha Gala, Mehrdad Heravi, Stella Goeschl

6B – Symposia*
Every Voice Matters: Embracing Language Diversity and Inclusivity in Health Professions Education Research
Marwa Schumann, Ashley Dennis, Jean-Michel Leduc, Ahsan Sethi, Ugo Caramori, Harm Peters

6C – Symposia
Pathways into medical education: The role of faculty development communities and mentoring programs in building a career as healthcare educator
Kathryn N Huggett, Darshana Shah, Aviad Haramati, Peter GM de Jong, Ardi Findyartini

Research Papers*, Short Communications, ePosters, Workshops, PechaKucha, Point of View

1030–1100 – Coffee and Opportunity to Visit the Exhibition

1100–1230 – Session 7*

7A – Symposia*
Quality of Postgraduate Education: Standards, tools, and implications
Leila Niemi-Murola, Monika Brodman-Maeder, Gustavo Salata Romão, Marjo Wijnen-Meyer, Rille Pihlak

7C – Symposia
Fostering Social Justice in Healthcare Education through Competency-Based Education (CBE)
Claire Touchie, Linda Snell, Arvin Damodaran, Ming Ka Chan, H. Carrie Chen, Jamiu Busari

Research Papers*, Short Communications, ePosters, Workshops, Patil Teaching Innovation Awards, Point of View
1230–1400 – Lunch and Opportunity to Visit the Exhibition

1400–1530 – Session 8: Simultaneous Sessions

**8A – Symposia**
**Reality not Rhetoric: Advancing Research on Health Professions Education Graduate Programs**
Antoinette Ungaretti, Daniëlle Verstegen, Natasha Khursigara Slattery, Ara Tekian, Yvonne Steinert, Steven Durning

**8B – Symposia**
**Global Perspectives: Embeddedness of Healthcare Professions Education Research Centres and Networks**
Yu–Che Chang, Lynn Monrouxe, Jennifer Cleland, Nurhanis Syazni Roslan, Ian Scott

**8C – Symposia**
**Developing the science of accreditation – ensuring that accreditation’s global expansion is backed by evidence**
Sean Tackett, Marta van Zanten, Ming–Jung Ho, Roghayeh Gandomkar, David Rojas, Mohammed Ahmed Rashid

Research Papers*, Short Communications, ePosters, Workshops, Point of View

1530–1600 – Coffee and Opportunity to Visit the Exhibition

1600–1730 – Session 9: Simultaneous Sessions

**9A – Symposia**
**Transnational Health Professions Education: Paradigm Shifts for Sustainable Transformations**
Visha Devi V Nadarajah, Emmaline Brouwer, Arunthathi Mahendran, Jennifer Cleland, Jan Illing

**9B – Symposia**
**Beyond Borders: Navigating the Language Divide in Health Professions Education Publishing**
Erik Driessen, Ardi Findyartini, Lorelei Lingard, Fracisco Olmos, Melchor Sanchez, Lauren Maggio

**9C – Symposia**
**Advancing Quality Improvement in PGME: the case for creating a Community of Practice on PGME oversight, accreditation and regulation**
Ricardo León–Bórquez, Geneviève Moineau, Barbora Hrabalová, Jana Cohlová

**9D – Symposia**
**Cultivating social networks for faculty development**
Olanrewaju Sorinola, Karen Leslie, Eliana Amaral, Ruth Chen, Mark Lavercombe, Heather Buckley

Research Papers, Doctoral Reports, Short Communications, ePosters, Workshops, Point of View

1745–1945 – Private Meetings and Receptions
WEDNESDAY 28 AUGUST

0730–1300 – Registration Open

0900–1030 – Session 10: Simultaneous Sessions

10A – Symposia*
Promises and Tensions of Learner Education Handover in Competency Based Education
Susan Humphrey-Murto, Helen Kang Morgan, Holly Caretta-Weyer, Tammy Shaw, Jennifer Williams, Olle ten Cate

10B – Symposia*
Workplace-Based Learning in Healthcare: Nurturing Adaptive Expertise for Complex Realities
Naomi Steenhof, Maria Louise Gamborg, Nicole N Woods, Maria Mylopoulos

10C – Symposia
Primary Care and Health 4.0 integration in Medical Education. A Pan-American Vision
Marcos Nunez, Juan V. Lara, Miguel F. Farfán, Alison J. Whelan, Angel Pellegrino, Constance LeBlanc

10D – Symposia*
Continuing Professional Development and Career Development: Two Peas in a Pod?
Esther de Groot, Alvaro Margolis, Harum Gomi, Juha Pekka Turunen, Carolin Sehlbach, Carolin Pizzuti

Short Communications, ePosters, Workshops, Point of View

1030–1100 – Brunch and Last Opportunity to Visit Exhibition

1100–1230 – Session 11*

11A – Plenary – Jamiu Busari, Horacio Oduber Hospital, Aruba / Maastricht University, the Netherlands

Aristotle, medicine, and the search for an accurate definition of social justice in health professions education: An explorative inquiry

Who is Aristotle, and what do his teachings have to do with social justice and the (un)hidden prejudices in health profession education (HPE)? In medical training programs, there is the assumption that the curricula offer all students equal opportunities during training. However, marginalized learners, i.e., those who lack the stereotypical qualities (or physical features) defined by the profession, often experience exclusion, implicit prejudices, or unfair treatment during their (clinical) training. In this plenary
lecture, we shall use the philosophical teachings of Aristotle to explore (un)hidden prejudices and discrimination in healthcare and HPE. We shall reflect on how (un)acquired privileges influence professional behaviour and the need for more social justice in our HPE programs.

Jamiu Busari is an associate professor of medical education at Maastricht University (NL) and an adjunct professor and scientist at the Institute for Disability and Rehabilitation Research, Faculty of Health Sciences, Ontario Tech University (Canada). He is also a consultant pediatrician at the Horacio Oduber Hospital (Aruba). Jamiu is a Certified Canadian Physician Executive, Harvard Macy Scholar, and an HBS executive education graduate in Managing Health Care Delivery. He is a former executive member of the Netherlands Association for Medical Education (NVMO) and a founding member of ‘sanokondu’ (an international community of practice dedicated to fostering health professional leadership education worldwide). Jamiu is a public speaker, writer, and clinician educator. As a healthcare leader, he is a fervent advocate for DEI and social justice. He is a member of the University of Maastricht’s advisory council on Diversity and Inclusion and associate editor for ICEnet Blog, Clinical Medicine and Research and Commisioning editor for BMJLeader. Jamiu’s activities as a clinician and educator have been recognized through various awards, which include the Educational Leadership Award 2015 (World Education Congress), Clinician of the Year Award 2015 (Maastricht University), the International Residency Educator Award 2016 (Royal College of Physicians and Surgeons of Canada). In 2017, he received the Critics’ Choice Award (Association for the Study of Medical Education) and the Jan Heijlman Prize for Best Teaching Specialist in 2022 (Vrije Universiteit, Amsterdam). In 2023, Jamiu was awarded an honorary fellowship by the Royal College of Physicians and Surgeons of Canada.

Jamiu is happily married and has two children, aged 15 and 12.

Conference Prizes

Close of AMEE 2024 and Introduction to AMEE 2025
## AMEE 2024 Registration Fees

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¹8.1% VAT will be charged on all in-person registrations fees
²Applies up to 5 years post-graduation as a doctor or other health professional. Those undertaking a full-time Masters or full-time PhD or other Doctoral programme and who do not receive a salary but who may receive grant funding. Also available for those that have retired from their health profession career. Proof of is status required.
³See list of [less well resourced countries](#).
⁴Applies to health professions students at undergraduate level or on graduate entry to medicine courses and continues until qualification as a doctor or other health professional. It does not apply to those undertaking Masters or PhDs or other Doctoral programmes. Proof of status required.
⁵May only be purchased with an in-person/online conference registration
⁶AMEE Members must be current paid AMEE members at the time of registering to claim AMEE members’ rate

To view the full list of terms and conditions and details on how to register visit the AMEE 2024 registration Site.