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
Hybrid

Presentation Times are in Swiss Local Time
The Transformative Power of Artificial Intelligence: Revolutionizing Health Professions Education – a one day AI Symposium

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
SUNDAY 25 AUGUST

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

1800–1930 Plenary (Live Stream)

Welcome to AMEE 2024
Subha Ramani (AMEE President), Anne Lloyd (CEO), Local Representatives

1A – Plenary – the Ronald Harden Plenary: Jim Campbell, WHO

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
MONDAY 26 AUGUST

0100–0200 – Short Communications

0115–0245 – Workshop

0300–0400 – Short Communications

0315–0445 – Workshop

0500–0600 – Short Communications

0515–0645 – Workshop

0700–0800 – Short Communications

0715–0845 – Workshops

0900–1030 – Session 2: Simultaneous Sessions (Live Stream)

Symposia 2A
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

Symposia 2B
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

Research Papers 2D

0915–1015 – Short Communications

0930–1100 – Workshop

1100–1230 – Session 3: Plenary (Live Stream)

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**

**1400-1530 – Session 4: Simultaneous Sessions (Live Stream)**

**Symposia 4A**
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

Symposia 4B
Clinical reasoning and its teaching: What is the role of artificial intelligence?
Silvia Mamede, Andrzej Kononowicz, Wolf Hautz, Geoff Norman, Henk G. Schmidt

Research Papers 4D
1415–1515 – Short Communications
1430–1600 – Workshop

1600–1730 – Session 5: Simultaneous Sessions (Live Stream)

Symposia 5A
Innovative Horizons: Shaping Health Professions Education through Emerging Technologies
Daniel Salcedo, Raquel Correia, Ken Masters, Stefano Sandrone, Eric Gantwerker, James Thomas

Symposia 5B
“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

Symposia 5D
Training, Advancement and Support for Surgeon Teachers and Surgeon Educators
Ajit Sachdeva

1615–1715 – Short Communications
1630–1800 – Workshop
1900–2000 – Short Communications
1915–2045 – Workshop
**TUESDAY 27 AUGUST**

0100–0200 – Short Communications

0115–0245 – Workshop

0300–0400 – Short Communications

0315–0445 – Workshop

0500–0600 – Short Communications

0515–0645 – Workshop

0700–0800 – Short Communications

0715–0845 – Workshops

0900–1030 – Session 6: Simultaneous Sessions (Live Stream)

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

**Symposia 6B**
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

**Research Papers 6D**

0930–1030 – Short Communications

0945–1115 – Workshops

1100–1230 – Session 7: Simultaneous Sessions (Live Stream)

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

**AMEE Fringe 7B**
Research Papers 7D

1200-1300 – Short Communications

1215-1345 – Workshops

1400-1530 – Session 8: Simultaneous Sessions (Live Stream)

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

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

Research Papers 8D

1430-1530 – Short Communications

1445-1615 – Workshops

1600-1730 – Session 9: Simultaneous Sessions (Live Stream)

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

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

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

1645-1745 – Short Communications

1700-1830 – Workshops
**WEDNESDAY 28 AUGUST**

0100–0200 – Short Communications

0115–0245 – Workshop

0300–0400 – Short Communications

0315–0445 – Workshop

0500–0600 – Short Communications

0515–0645 – Workshop

0700–0800 – Short Communications

0715–0845 – Workshops

0900–1030 – Session 10: Simultaneous Sessions (Live Stream)

Symposia 10A  
**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

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

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

0915–1015 – Short Communications

0930–1100 – Workshops

1100–1230 – Session 11: Plenary (Live Stream)

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 ICIenet Blog, Clinical Medicine and Research and Commissioning 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

<table>
<thead>
<tr>
<th>Category</th>
<th>In-Person fee in Euros</th>
<th>Online fee in Euros</th>
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<td>From 1 June</td>
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<td>PCW – Half Day</td>
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<tr>
<td>Masterclass – Full Day</td>
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<td>AI Symposium</td>
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<td>Accompanying Person Reception</td>
<td>€53</td>
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<td>Conference Dinner</td>
<td>TBC</td>
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1. 8.1% VAT will be charged on all in-person registrations fees
2. Applies 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 status required.
3. See list of less well resourced countries.
4. Applies 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.
5. May only be purchased with an in-person/online conference registration
6. AMEE 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.