



Develop Your Educational Career  
**CONNECT, GROW AND INSPIRE**

**24<sup>th</sup> – 28<sup>th</sup> 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, grown 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.

## ESME MASTERCLASSES

### ESME Essential Teaching Skills

Stewart Mennin

Successful change, resilience, and sustainability in medical education

This course explores the essential nature of change as a process in medical education using real examples and experiences. Resilience, the ability to withstand perturbation and disturbance and maintain current form, is necessary for continuity of courses, programs, and curriculum. Sustainability is the capacity to continuously adapt over time to changing circumstances while the environment keeps moving. Each of these, change, resilience and sustainability, are fundamental in today's complex and rapidly evolving world of medical education.

At the end of this course, you will be able to:

- Identify and work with the essential processes responsible for change in medical education.
- Recognize how and why courses and programs maintain stability and form when disturbed and perturbed.
- Know how to achieve sustainability over time through adaptive action.

Join me in a deep dive into these foundational aspects of the workplace of medical education.

Mode of delivery: The course will be delivered as a half-day masterclass for face-to-face delegates. The course language is English, but the pace will be suitable for participants whose first language is not English. Participants will have access to a bank of online resources, and those who wish to will be able to complete additional ESME modules and/or Masterclasses and submit an assessment, leading to the award of the AMEE-ESME Certificate.

**Date:** Saturday 24<sup>th</sup> August 2024

**Time:** 0900-1230

**Fee:** €125

### ESME Continuing Professional Development

Lawrence Sherman

What's New in CPD? Opportunities to Make CPD Bigger, Bolder, and Better!

This masterclass will be run in an interactive workshop format and will feature large and small group sessions that will address the specific needs of the participants in attendance. The faculty will address current trends in CPD including:

- The role of AI in CPD

- Interprofessional Continuing Education – CPD for the team, by the team
- Frameworks for designing and evaluating CPD activities
- Achieving higher level educational outcomes by design
- Global trends in CPD

Are CPD educators different from undergraduate and postgraduate faculty?

What's missing from YOUR CPD activities?

By the end of the interactive Masterclass, participants will be better able to:

- Incorporate best practices in global CPD design, delivery, and assessment in their own practice settings.
- Describe new and innovative approaches to enhance their CPD programs, practices, and activities.
- Select, prepare, and utilize the appropriate health professions educators in designing and delivering CPD activities.
- Identify opportunities to refine or improve their own CPD practices.

**Date:** Saturday 24<sup>th</sup> August 2024

**Time:** 1330-1700

**Fee:** €125

### ESME Clinical Teaching

Subha Ramani, James Kwan, Jean Kilg, Minal Singh

Essential Skills in Clinical Teaching (ESMECT): A Masterclass

Background: Teaching in the clinical environment is defined as teaching and learning focused on, and usually directly involving, patients and their problems. Clinical teaching is a demanding and complex task, a task many health professions educators assume without adequate preparation or orientation. The various settings (ward, ambulatory, urban or community) have their own distinct challenges. In these settings, essential patient care skills such as history taking, physical examination, patient communication and professionalism are inculcated, bench knowledge applied to the bedside, motivation and self-directed learning take on a new meaning. Clinical teachers have a dual role in healthcare, to provide patient care and to teach. In acknowledgment of the complexity of clinical teaching, the educational strategies will employ a non-prescriptive behavioral approach to enhancing teaching skills. Participants will learn to select effective teaching strategies while taking into account many variables such as the content, the learners, and the context. Teachers at all levels of experience and expertise can benefit from an organized review of their teaching.

Who should participate in this course: This course will focus on core topics in clinical teaching and is intended for clinicians who teach pre-registration students (medical / nursing etc) and post-registration trainees (physician, nursing etc) in ward, outpatient as well as simulation and conference settings. In addition, educators who organise staff development for clinical teachers will benefit from participation.

Mode of delivery: The course will be delivered as a half-day masterclass for face-to face delegates. The course language is English, but the pace will be suitable for participants whose first language is not English. Participants will have access to a bank of online resources, and those who wish to will be able to complete additional ESME modules and/or Masterclasses and submit an assessment, leading to the award of the AMEE-ESME Certificate.

By the end of this course, participants will be able to:

1. Select the right strategy for different clinical teaching situations (inpatient or ambulatory settings, levels of learners, content to be taught such as history taking, physical examination, clinical reasoning etc)
2. Gain comfort and confidence in teaching learners when patients are present (bedside teaching)
3. Apply core principles of time-efficient teaching in busy clinical work environments
4. Understand and apply direct observation to assess learners' knowledge, skills and attitudes directly related to patient care
5. Reflect on and practice skills for effective feedback

**Date:** Sunday 25<sup>th</sup> August 2024

**Time:** 0900-1230

**Fee:** €125

## Research ESME

Amudha Poobalan, Di Eley, Terese Stenfors, Tanya Horsley, Paula Feder-Bubis

Introduction to Health Professions Education Research – a mini-Masterclass of essentials for research active educators

This half-day workshop is modelled on the previous RESME (Research Essential Skills in Medical Education) course. This mini-Masterclass is equally comprehensive and covers all methodologies that are most relevant to medical education research. This Research Masterclass serves as both an introduction and a refresher to anyone involved in medical education.

Who Should Participate? Early- to mid-career clinical and academic faculty, and students of all levels will find the most value in the workshop's content.

This Masterclass will start with providing a basic introduction to the major research traditions including the research paradigms/theories/world views and considerations around how to choose an appropriate research design, and the ethical implications of medical education research. This will be followed by interactive presentations on the basics of the research process and how research questions are answered through appropriate theoretical approaches and designs.

These discussions will include specific presentations on Quantitative study design; Qualitative study design; Systematic/Scoping Review and critical appraisal of literature to

assess evidence; and Mixed methods study design. Interspersed between each discussion will be small group / hands-on activities to illustrate each methodology and/or design. Speakers will use real-world examples and discuss how to operationalise a research question into a research plan.

The workshop will conclude with a final activity and/or reflection by all participants who may choose focus on a specific methodology of interest. This may be through small group ideas or reflections on how to approach a specific research problem. Whole group discussion will be encouraged.

This Medical Education Research Master Class aims to provide participants with a comprehensive overview and understanding of the:

1. Major research traditions and approaches
2. Basic understanding of different research designs and data collection approaches
3. How to start operationalising a research question into a research plan (proposal)

**Date:** Sunday 25th August 2024

**Time:** 1330-1700

**Fee:** €125

# The Transformative Power of Artificial Intelligence: Revolutionizing Health Professions Education – a one day AI Symposium

**Date:** Sunday 25<sup>th</sup> August

**Time:** 0830–1630hrs

## INVITATION TO ATTEND

Dear Colleagues and Innovators in Health Professions Education,

I am thrilled to extend a personal invitation to you to participate in our upcoming AI Symposium, "The Transformative Power of Artificial Intelligence: Revolutionizing Health Professions Education," scheduled for AMEE 2024 in Basel. As the Chair of the Technology Enhanced Learning Committee, I am excited to showcase how AI is shaping the future of healthcare education and to offer a platform for like-minded professionals to explore and exchange groundbreaking ideas.

This year's symposium is packed with innovative sessions, including exploring the fundamentals of AI in education, the integration of AI into personalized learning, and the ethical dimensions of AI technologies. Each session is designed to be highly interactive and will provide valuable insights into the practical application of AI across different facets of health professions education.

Whether you are an educator, a researcher, or an administrator, this symposium will offer you a unique opportunity to engage with leading experts and to enhance your understanding and application of AI in your work. We will delve into cutting-edge topics such as AI-driven simulations, data-driven curriculum enhancements, and the future trends that will shape our practices and professions.

Join us for this transformative experience to not only gain in-depth knowledge but also to network with peers and thought leaders from around the globe. Together, we will explore the vast potential of AI to enhance educational outcomes and advance our field.

Please mark your calendars and stay tuned for more details on registration and session schedules. I look forward to welcoming you to Basel and to an inspiring exchange of ideas that will set new benchmarks in health professions education.

Daniel Salcedo, MD, MHPE  
Chair, Technology Enhanced Learning Committee  
AMEE 2024 AI Symposium



## PROGRAMME

### Welcome and Introduction

#### **Session 1: Fundamentals of AI in Health Professions Education**

Discover the Building Blocks of AI: Dive into the world of AI with a session designed to unfold the mysteries of machine learning, natural language processing, and their revolutionary applications in education. Begin your journey at the core of AI technologies and explore how they are reshaping the landscape of health professions education. Whether you're a novice or looking to refine your knowledge, this session will lay down the essential foundations of AI that everyone in education should know.

#### **Session 2: AI-Powered Personalized Learning**

Customize the Learning Experience with AI: Imagine an educational environment where every lesson is tailored to the unique needs of each learner. This session explores the dynamic capabilities of AI-powered personalized learning systems. Through engaging discussions and real-world examples, learn how these technologies are making it possible to adapt educational content in real time, ensuring optimal learning outcomes for every student.

#### **Session 3: AI in Simulation and Virtual Reality in Healthcare Education**

Enhancing Realism in Training with AI: Step into the future of simulation where AI meets virtual reality. Discover how these technologies are being combined to provide students with highly realistic and interactive environments for clinical training. This session will showcase how AI-enhanced simulations are transforming educational practices by allowing safe, scalable, and effective training methods that adapt to individual learning curves.

#### **Session 4: AI in Assessment and Feedback**

Revolutionize Evaluation with AI Insights: Transform how educational achievements and competencies are measured with AI-driven assessment tools. This session will reveal how AI can automate assessments, provide immediate feedback, and analyze results with unprecedented accuracy. Learn about the innovative ways AI is being used to enhance the feedback loop, making the assessment process more efficient and effective.

#### **Session 5: Data-Driven Insights for Curriculum Enhancement**

Leverage AI for Smarter Educational Strategies: Unlock the potential of data in curriculum development with AI's analytical power. This session focuses on how AI can interpret extensive data sets to reveal insights that drive curriculum improvements. Participants will gain an understanding of how data-driven decisions can enhance the educational content and delivery for better learning outcomes.

#### **Session 6: Ethical Considerations and Bias in AI Education**

Navigating the Ethical Landscape of AI in Education: As AI becomes integral to education, it brings with it ethical challenges and biases that need addressing. Join us for a vital conversation on the ethical considerations of AI use in education, including data privacy,

security, and the imperative to mitigate biases within AI algorithms. This session aims to equip participants with the knowledge to ethically integrate AI technologies in educational settings.

### **Session 7: Implementing AI Tools in your Institution**

**Strategies for AI Integration Success:** Learn the keys to successfully implementing AI tools in your educational institution. This practical session will guide you through the challenges and solutions of adopting AI, from technology selection to overcoming institutional barriers. Discover how to navigate the complexities of introducing AI into your educational practices, ensuring a smooth and beneficial integration.

### **Session 8: Impact of AI in Health Professions Scholarship/Research**

**AI's Influence on Academic Research and Scholarship:** Explore how AI is revolutionizing health professions scholarship and research. This session investigates AI's capabilities to enhance research methods, collaboration, publishing, and ethical practices. Discover the transformative potential of AI in pushing the boundaries of academic research and shaping the future of health education scholarship.

### **Session 9: Student Approaches to Using AI for Learning and Assessment**

**From the Students' Lens: AI in Learning:** Gain insight into how students are leveraging AI to enhance their educational experiences. This session explores the innovative ways students are using AI tools for learning and assessment, highlighting student-led initiatives and the impact of AI on self-directed learning.

### **Session 10: Future Trends and Preparing for Change**

**Stay Ahead: AI's Next Frontier in Education:** What does the future hold for AI in education? This session will explore emerging trends and predict how innovations in AI will continue to transform the educational landscape. Prepare to engage with future scenarios that will challenge current practices and offer new opportunities for growth and adaptation.

### **Closing Remarks**

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

### **Registration Fee:**

AMEE 2024 and AI Symposium In Person: €175

AMEE 2024 and AI Symposium Online: €150

AI Symposium Only In Person: €200

AI Symposium Only Online: €125 (*€75 for delegates from less well resourced countries*)

[Register Online](#)

[AI Symposium Only registration](#)

# AMEE 2024 PRE-CONFERENCE PROGRAMME

## SATURDAY 24 AUGUST

**0800-1730 Registration Open**

**0900-1230 ESME Essential Teaching Skills Masterclass**

**MC2: Successful change, resilience, and sustainability in medical education**

Stewart Mennin

**0930-1630 Masterclass Session**

**MCI: Ssystematic Reviews and Meta-Analyses: A Practical Approach**

David Cook<sup>1</sup>

<sup>1</sup>Mayo Clinic College of Medicine and Science, Rochester, USA

**0930-1230 Pre-conference workshops**

**PCW 1: Dissecting workplace culture to improve the Postgraduate Training educational environment**

Juliana Sá<sup>1</sup>, Stella Yiu<sup>2</sup>, Marianne Yeung<sup>3</sup>, Elif Dilek Cakal<sup>4</sup>, James Kwan<sup>5</sup>, Janice Hanson<sup>6</sup>

<sup>1</sup>University of Beira Interior, Covilhã, Portugal. <sup>2</sup>Department of Emergency Medicine, The Ottawa Hospital and the University of Ottawa, Canada. <sup>3</sup>Department of Emergency Medicine, University of Ottawa, Canada. <sup>4</sup>University Hospitals of Leicester NHS Trust, Leicester, UK. <sup>5</sup>Department of Emergency Medicine, TanTock Seng Hospital, Singapore. <sup>6</sup>Department 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 Filho<sup>1</sup>, Yvonne Steinert<sup>2</sup>, Marco Verluis<sup>1</sup>

<sup>1</sup>University Medical Center Groningen, the Netherlands. <sup>2</sup>McGill 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 Kaminski<sup>1</sup>, Sílvia Mamede<sup>2</sup>, Harm Peters<sup>1</sup>

<sup>1</sup>Dieter Scheffner Center for Medical Education and Educational Research, Charité – Universitätsmedizin Berlin, Germany. <sup>2</sup>Erasmus 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 Lam<sup>1</sup>, Catarina Rodrigues<sup>2</sup>, Mustafa Alshareefi<sup>1</sup>, Konstantina Papageorgiou<sup>3</sup>

<sup>1</sup>International Federation of Medical Students' Associations (IFMSA), Copenhagen, Denmark. <sup>2</sup>Medical Student Alliance for Global Education (MeSAGE), Louisville, USA.

<sup>3</sup>University 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 Klig<sup>1</sup>, Calvin Chou<sup>2</sup>, Adina Kalet<sup>3</sup>, James Kwan<sup>4</sup>, Minal Singh<sup>5</sup>

<sup>1</sup>Harvard Medical School, Boston, USA. <sup>2</sup>University of California San Francisco, USA. <sup>3</sup>Medical College of Wisconsin, Milwaukee, USA. <sup>4</sup>National University of Singapore, Singapore. <sup>5</sup>Edge Hill Medical School, Ormskirk, UK

### **PCW 7: Mastering curriculum reform: become INSPIRED through sharing experiences and perspectives from ASPIRE Academy members**

Harm Peters<sup>1</sup>, Anne-Marie Reid<sup>2</sup>, Ajsa Maaz<sup>1</sup>, Martina Crehan<sup>3</sup>, Ronja Mothes<sup>1</sup>, John Jenkins<sup>4</sup>

<sup>1</sup>Charité – Universitätsmedizin Berlin, Germany. <sup>2</sup>University of Leeds, UK. <sup>3</sup>Dublin City University, Dublin, Ireland. <sup>4</sup>RCSI 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 Suppawattaya, 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 Chisolm<sup>1</sup>, Kamna Balhara<sup>1</sup>, Mary Blazek<sup>2</sup>, Elizabeth Gaufer<sup>3</sup>, Tzu-Hung Liu<sup>4</sup>, Mariah Robertson<sup>1</sup>, Min N Yoon<sup>5</sup>

<sup>1</sup>Johns Hopkins University, Baltimore, USA. <sup>2</sup>University of Michigan, Ann Arbor, USA. <sup>3</sup>Harvard University, Boston, USA. <sup>4</sup>Tzu Chi University, Hualien, <sup>5</sup>Taiwan University of Alberton, Edmonton, Canada

### **PCW 10: Strategies for implementing CBME in postgraduate medical education at a national level**

Monika Brodmann Maeder<sup>1</sup>, Eva Henne<sup>1</sup>, Fabienne Schwitz<sup>2</sup>

<sup>1</sup>Swiss Institute for Medical Education SIWF, Bern, Switzerland. <sup>2</sup>University Hospital of Bern, Switzerland

## **1330–1700 ESME Continuing Professional Development Masterclass**

### **MC3: What's New in CPD? Opportunities to Make CPD Bigger, Bolder, and Better!**

Lawrence Sherman

## SUNDAY 25 AUGUST

**0800–2130 Registration Open**

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

**0900–1230 ESME Clinical Teaching Masterclass**

### **MC4: Teaching and Learning in the Clinical Environment**

Subha Ramani, James Kwan, Jean Kilg, Minal Singh

**0930–1230 Pre-conference workshops**

### **PCW 11: The Nuts and Bolts: Designing and Implementing Programmatic Assessment for CBME**

Holly Caretta-Weyer<sup>1</sup>, Sören Huwendiek<sup>2</sup>, John Q Young<sup>3</sup>, Denyse Richardson<sup>4</sup>, Claire Touchie<sup>5</sup>, Michael Barone<sup>6</sup>

<sup>1</sup>Stanford University, Palo Alto, CA, USA. <sup>2</sup>University of Bern, Switzerland. <sup>3</sup>Zucker School of Medicine at Hofstra/Northwell and Northwell Health, New York, USA. <sup>4</sup>Queens University, Ontario, Canada. <sup>5</sup>University of Ottawa, Ontario, Canada. <sup>6</sup>National 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 Gusic<sup>1</sup>, Eva Aagaard<sup>2</sup>, Bill Cutrer<sup>3</sup>, Nicole Deiorio<sup>4</sup>, Karen Hauer<sup>5</sup>, Andrew Parsons<sup>6</sup>, Nichole Zehnder<sup>2</sup>, Kendra Parekh<sup>3</sup>, Karen Warburton<sup>6</sup>, Martha Elster<sup>5</sup>

<sup>1</sup>Lewis Katz School of Medicine at Temple University, Philadelphia, USA. <sup>2</sup>Washington University in St Louis School of Medicine, St Louis, USA. <sup>3</sup>Vanderbilt University School of Medicine, Nashville, USA. <sup>4</sup>Virginia Commonwealth University School of Medicine, Richmond, USA. <sup>5</sup>University of California San Francisco School of Medicine, San Francisco, USA. <sup>6</sup>University of Virginia School of Medicine, Charlottesville, USA

### **PCW 13: Sharing solutions to the unintended and undesired consequences when moving towards programmatic assessment**

Anna Ryan<sup>1</sup>, Suzanne Schut<sup>2</sup>, Glendon Tait<sup>3</sup>, Mike Tweed<sup>4</sup>

<sup>1</sup>University of Melbourne, Australia. <sup>2</sup>Delft University of Technology, Delft, the Netherlands. <sup>3</sup>University of Toronto, Canada. <sup>4</sup>University of Queensland, Brisbane, Australia

### **PCW 14: Cultivating psychological safety in health professions education**

Chaoyan Dong<sup>1</sup>, Nobutaro Ban<sup>2</sup>, Jenny Lee Yuen Wong<sup>3</sup>, Lisa Altshuler<sup>4</sup>, Fatima Elbasri Abuelgasim Mohammed<sup>5</sup>, Elizabeth Kachur<sup>6</sup>

<sup>1</sup>Sengkang General Hospital, Singapore. <sup>2</sup>Aichi Medical University, Aichi, Japan. <sup>3</sup>Khoo Teck Puat Hospital, Singapore. <sup>4</sup>New York University Grossman School of Medicine, New York

City, USA. <sup>5</sup>Faculty of Medicine, Khartoum University, Khartoum Bahri, Sudan. <sup>6</sup>Medical 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'Brien<sup>1</sup>, Renee Stalmeijer<sup>2</sup>, Megan Brown<sup>3</sup>

<sup>1</sup>University of California, San Francisco, USA. <sup>2</sup>Maastricht University, Maastricht, the Netherlands. <sup>3</sup>Newcastle University, Newcastle, UK

## **1330–1630 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 Frank<sup>1</sup>, Alison Whelan<sup>2</sup>, Adrian Marty<sup>3</sup>, Leila Niemi-Murola<sup>4</sup>, Fremen Chou<sup>5</sup>

<sup>1</sup>Centre for Innovation in Medical Education, University of Ottawa, Canada. <sup>2</sup>Association of American Medical Colleges, Washington, USA. <sup>3</sup>University Hospital Balgrist, Zurich, Switzerland. <sup>4</sup>University of Helsinki, Finland. <sup>5</sup>China Medical University Hospital, Taichung City, Taiwan

### **PCW 18: In-Situ Simulation Facilitator Training**

Jabeen Fayyaz<sup>1</sup>, Muhammed Elhady Muhammed Elgasim<sup>2</sup>

<sup>1</sup>The Hospital for Sick Children, Toronto, Canada. <sup>2</sup>University Hospital Waterford, Ireland

### **PCW 19: 'The Value Lab': Evaluating and Demonstrating Impact of Communities of Practice through the Value Creation Framework**

Diane Nguyen<sup>1</sup>, Rogers Ssebunya<sup>2</sup>, Peih-ying Lu<sup>3</sup>, Tessy Thomas<sup>4</sup>, Robert Cooney<sup>5</sup>, Satid Thammasitboon<sup>1</sup>

<sup>1</sup>Baylor College of Medicine, Houston, USA. <sup>2</sup>Baylor College of Medicine Children's Foundation-Uganda, Kampala, Uganda. <sup>3</sup>Kaohsiung Medical University, College of Medical Humanities and Social Sciences, Kaohsiung, Taiwan. <sup>4</sup>Geisinger Commonwealth School of Medicine, Danville, USA. <sup>5</sup>Geisinger 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 Williams<sup>1</sup>, Chiazotam Ekekezie<sup>2</sup>, Magali Fassiotto<sup>3</sup>, Rebecca Blankenburg<sup>4</sup>, Al'ai Alvarez<sup>5</sup>, Elizabeth Bailey<sup>6</sup>

<sup>1</sup>Department of Emergency Medicine, Stanford University School of Medicine, Stanford, USA. <sup>2</sup>Department of Medicine, Stanford School of Medicine, Stanford, USA. <sup>3</sup>Office of Faculty Development & Diversity, Stanford School of Medicine, Stanford, USA. <sup>4</sup>Department of Pediatrics, Stanford School of Medicine, Stanford, USA. <sup>5</sup>Department of Emergency

Medicine, Stanford School of Medicine, Stanford, USA. <sup>6</sup>Department of Dermatology, Stanford School of Medicine, Stanford, USA

## **1330–1700    Research ESME Masterclass**

### **MC5: Introduction to Health Professions Education Research – a mini-Masterclass of essentials for research active educators**

Amudha Poobalan

## **1630–1715    Orientation Session for first time attendees**

## **1800–1930    Session 1\***

### **Welcome to AMEE 2024**

Subha Ramani (AMEE President), Anne Lloyd (CEO), Jennifer Cleland (AMEE 2024 Programme Chair), 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

**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

#### **4B – Symposia\***

##### **Clinical reasoning and its teaching: What is the role of artificial intelligence?**

Silvia Mamede, Andrzej Kononowicz, Wolf Hautz, Geoff Norman, Henk G. Schmidt

#### **4C – Symposia**

##### **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

#### **Research Papers\*, Short Communications, ePosters, Workshops, Point of View, Patil Teaching Innovation Awards**

### **1530–1600 – Coffee and Opportunity to Visit the Exhibition**

### **1600–1730 – Session 5: Simultaneous Sessions**

#### **5A – Symposia\***

##### **Innovative Horizons: Shaping Health Professions Education through Emerging Technologies**

Daniel Salcedo, Raquel Correia, Ken Masters, Stefano Sandrone, Eric Gantwerker, James Thomas

#### **5B – Symposia\***

##### **“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

#### **5C – Symposia**

##### **How can we kick start patient safety teaching? Practical tools generated from successful experiences.**

Dimitri Parra, Douglas Paull, Htet Htet, Kate Owen, Robin Newton

#### **5D – Symposia\***

##### **Training, Advancement and Support for Surgeon Teachers and Surgeon Educators**

Ajit K. Sachdeva, Julian A. Smith, Fiona Myint, Camilla M. Carroll, Alexander Phillips

#### **Research Papers, Doctoral Reports, Short Communications, ePosters, Workshops, AMEE Fringe\*, Point of View**

### **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-Murolo, 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**

Vishna 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, Francisco 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, Carol 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 'sanokundu' (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 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

Category	In-Person fee in Euros <sup>1</sup>		Online fee in Euros <sup>1</sup>	
	To 31 May	From 1 June	To 31 May	From 1 June
<b>Member Categories</b>				
Full Member <sup>6</sup>	€673	€747	€380	€421
Concession <sup>2</sup>	€438	€486	€247	€274
Resource Constrained <sup>3</sup>	€405	€450	€229	€254
Student <sup>4</sup>	€341	€378	€192	€213
<b>Non-Member Categories</b>				
Full Rate	€729	€899	€457	€507
Concession <sup>2</sup>	€482	€594	€302	€335
Resource Constrained <sup>3</sup>	€438	€540	€275	€305
Students <sup>4</sup>	€373	€459	€229	€254
<b>Additions to Registration</b>				
PCW – Half Day <sup>5</sup>	€99	€99	-	-
Masterclass – Full Day <sup>5</sup>	€250	€250	-	-
ESME Masterclass <sup>5</sup>	€125	€125	-	-
AI Symposium <sup>5</sup>	€175	€175	€150	€150
Accompanying Person Reception Ticket <sup>5</sup>	€53	€53	-	-
MEP Gateway	€50	€50	€50	€50

<sup>1</sup>8.1% VAT will be charged on all in-person registrations fees

<sup>2</sup>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 is required.

<sup>3</sup>See list of [less well resourced countries](#).

<sup>4</sup>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.

<sup>5</sup>May only be purchased with an in-person/online (where available) conference registration

<sup>6</sup>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](#).**

