



Develop Your Educational Career
CONNECT, GROW AND INSPIRE

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, 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 Leadership

Stewart Mennin

Successful change, resilience, and sustainability in health professions education

This course explores the essential nature of change as a process in health professions 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 health professions education.

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

- Identify and work with the essential processes responsible for change in health professions 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 health professions 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 24th 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 24th 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 25th 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 25th August

Time: 0830–1630hrs

PROGRAMME

08.30–08:45 Opening Address

Dr. Raquel Correia, Co-chair, TEL Committee

Dr. Rakesh Patel, TEL Committee

08.45–09.30 Precision Education, Learning Analytics, Big Data, AI: Beyond the Terms

Martin Pusic, Associate Professor, Harvard Medical School

09.30–10.15 Master AI before it masters you

Ruben Hassid, Founder, LinkedIn TopVoice on AI

10.15 – 10.45 Break

10.45–11.45 AI in Learning and Teaching Enhancement (World Café)

- The Fundamentals of AI in Health Professions
- AI-Powered Personalized Learning
- AI in Assessment and Feedback

11.50–12.00 Morning summary

12.00–13.00 Lunch Break

13.00–13.45 AI in medical education: The research that we should do and the papers we should stop writing

Martin Tolsgaard, Professor, Copenhagen University Hospital Rigshospitalet

13.45–14.30 From Trends to Training: Using Data to Shape Medical Education

Steph Smith, Creator of Internet Pipes

14.30–14.40 International Advisory Committee on AI (IACAI)

Alexis Rossi

14.40–15.00 Break

15.00–16.00 AI in HPE Scholarship and Ethical Challenges (World Café)

- Implementing AI tools in your institution
- Ethical Considerations and Bias in AI Education
- Impact of AI in Health Professions Scholarship/Research

16.00–16.10 Afternoon summary

16.15–16.30 Next steps

16.30 End of Symposium

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 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 Masterclass

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

Stewart Mennin

0930-1630 Masterclass Session

MCI: Systematic Reviews and Meta-Analyses: A Practical Approach

David Cook¹

¹Mayo 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 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, Sílvia 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 Alshareefi¹, 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, Pivat 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, Min 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 Hennen¹, Fabienne Schwitz²

¹Swiss Institute for Medical Education SIWF, Bern, Switzerland. ²University Hospital of Bern, Switzerland

1330–1700 ESME Masterclass

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

Lawrence Sherman

SUNDAY 25 AUGUST

0800–2130 Registration Open

0830–1630 The Transformative Power of Artificial Intelligence: Revolutionizing Health Professions Education Symposium

0900–1230 ESME 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-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 Parekh³, Karen Warburton⁶, 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

¹University of California, San Francisco, USA. ²Maastricht University, Maastricht, the Netherlands. ³Newcastle 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 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

1330–1700 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: Health education, employment and equity: are markets and strategies aligned? – 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 – The climate crisis is a health crisis: implications for health professions education – 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 is an Assistant Principal (Global Health) of the University of Edinburgh, Professor of Global Health and Development and Director of the University's Global Health Academy. She co-directs two Masters programmes: an MSc in Planetary Health examining the interconnections of the triple planetary crises of climate change, biodiversity loss, and pollution on health and strategies to engage with communities to interpret local knowledge as solutions; and a MSc in Family Medicine with a remit to support family medicine training in lower resourced regions. Her research spans global and planetary health and healthcare particularly in contexts of poverty and conflict, and she leads work on compassion and the value base of the Sustainable Development Goals. Liz also leads a research group - the Palliative Care in a Changing Climate Unit.

She is a Fellow of the Royal Society of Edinburgh (RSE), and a Fellow of the Royal Society of Arts. She is Deputy Dean International for the Royal College of Physicians in Edinburgh (RCPE) and she sits on the Scottish Government NHS Global Citizenship Board, and on the Steering Group for Health Information for All.

Previously Liz was the Senior Health Advisor to the Scottish Government's International Development Team. She has worked for the UK's National Health Service (NHS) in the Public Health Directorate in Lothian. She is an advisor to a number of global health charities, and serves as a trustee for CBM Scotland and a member of the One Health FIELD work for Syrian refugees.

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, Clara Enhrenzeller

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

Symposia 5U

The Design of a Training Programme For Postdoctoral Fellows to Develop their Educational Career

Dujeepa Samarasekera, Shuh Shing Lee, Shing Chuan Hooi, Zhi Xiong Chen, Jillian Yeo, Neil Osheroff

Research Papers, Doctoral Reports, Short Communications, ePosters, Workshops, 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, AMEE Fringe*

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 – Aristotle, medicine, and the search for an accurate definition of social justice in health professions education: An explorative inquiry – 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 'sanokondou' (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 ¹		Online fee in Euros ¹	
	To 31 May	From 1 June	To 31 May	From 1 June
Member Categories				
Full Member ⁶	€673	€747	€380	€421
Concession ²	€438	€486	€247	€274
Resource Constrained ³	€405	€450	€229	€254
Student ⁴	€341	€378	€192	€213
Non-Member Categories				
Full Rate	€729	€899	€457	€507
Concession ²	€482	€594	€302	€335
Resource Constrained ³	€438	€540	€275	€305
Students ⁴	€373	€459	€229	€254
Additions to Registration				
PCW – Half Day ⁵	€99	€99	-	-
Masterclass – Full Day ⁵	€250	€250	-	-
ESME Masterclass ⁵	€125	€125	-	-
AI Symposium ⁵	€175	€175	€150	€150
Accompanying Person Reception Ticket ⁵	€53	€53	-	-
MEP Gateway	€50	€50	€50	€50

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 status is 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 (where available) conference registration

⁶AMEE Members must be current paid AMEE members at the time of registering to claim AMEE members' rate

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