



**AMEE 2025**  
**BARCELONA**  
HOW ARE EDUCATORS RELEVANT TO HEALTH?

**23<sup>rd</sup> – 27<sup>th</sup> August 2025**

# **Provisional Programme**

**In Person**

**Centre de Convencions  
Internacional de Barcelona (CCIB)  
Barcelona, Spain**



## About Barcelona

Barcelona, Spain, is a city of boundless energy and contrasts, where history meets innovation and tradition coexists with a vibrant, contemporary pulse. A hub of culture, education and creativity, Barcelona embodies the principles of Connect, Grow and Inspire, making it a global destination for those seeking opportunities to engage, learn and innovate at AMEE 2025.

### Connect

Barcelona thrives as a global crossroads, seamlessly blending its rich Catalan heritage with a cosmopolitan outlook. Its strategic position as a Mediterranean port city connects Europe with the rest of the world, fostering an atmosphere of cultural exchange and international collaboration.

The city's multilingual population and its status as a major hub for global conferences and events provide endless opportunities for networking and building meaningful connections. Barcelona's bustling neighbourhoods, from the Gothic Quarter to modernist Eixample, offer vibrant spaces where ideas and cultures come together.

### Grow

Home to world-class institutions like the University of Barcelona and various research hubs, the city is a beacon for academic and professional growth. Its thriving startup ecosystem, coupled with an emphasis on innovation and entrepreneurship, positions Barcelona as a leader in technology, design and sustainable urban development.

The city's commitment to lifelong learning, supported by a wealth of workshops, forums, and educational initiatives, empowers individuals to grow personally and professionally in a dynamic environment.

### Inspire

Barcelona's breathtaking architecture, from Antoni Gaudí's iconic Sagrada Família to the colourful Park Güell, serves as a testament to its creative spirit. The city's vibrant art scene, culinary excellence, and world-famous festivals like La Mercè provide endless sources of inspiration.

Barcelona's dedication to sustainability and progressive urban planning, exemplified by its green spaces and smart city initiatives, motivates residents and visitors alike to envision a better future.

Barcelona's unique blend of history, innovation, and cultural vitality makes it an unparalleled city for connecting, growing and inspiring individuals and communities.

### Conference Location

All conference sessions will take place at the Centre de Convencions Internacional de Barcelona (CCIB), Barcelona, Spain, unless otherwise specified.

# CONFERENCE THEMES AND TRACKS

## Conference Theme

The theme of AMEE 2025 is 'How are educators relevant to health?'

## Educational Themes

- Admission and Selection
- AI/Technology Enhanced Learning
- Assessment
- Designing and Planning Learning
- Education and Management
- Equality, Diversity and Inclusivity
- Faculty Development
- Humanities
- Interprofessional and Team Learning
- Patient Safety
- Supporting Learners
- Sustainability and Global Health
- Teaching and Facilitating Learning
- The Scholarship of Teaching and Learning

## Specialist Educational Tracks

- CPD
- Expanding Horizons: All Health Professions
- Surgery Education

## Phases of Education

- CPD
- Generic
- Postgraduate
- Pre-Admission
- Undergraduate and Graduate

# AMEE 2025 PRE-CONFERENCE PROGRAMME

## SATURDAY 23 AUGUST

**0800-1730 Registration Open**

**0930-1630 Pre-conference workshops**

### **PCW 1: Systematic 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 2: Artificial Intelligence Unveiled: Navigating its Ethical Integration in Health Professions Education**

*Russell D'Souza<sup>1</sup>, Ronald Harden<sup>2</sup>, Ricardo León-Bórquez<sup>3</sup>, Krishna Mohan Surapaneni<sup>4</sup>*

*<sup>1</sup>Chair, Department of Education, UNESCO Chair in Bioethics, Melbourne, Australia. <sup>2</sup>University of Dundee, UK.*

*<sup>3</sup>World Federation of Medical Education, London, UK. <sup>4</sup>Panimalar Medical College Hospital & Research Institute, Chennai, India*

### **PCW 3: How to Foster Educator Identity in Clinically-Based Faculty who are New to Teaching: An International Perspective**

*Justin Triemstra<sup>1</sup>, Rachel Poepelman<sup>2</sup>, Kristina Schick<sup>3</sup>, Marjo Wijnen-Meijer<sup>3</sup>*

*<sup>1</sup>Michigan State University, Grand Rapids, USA. <sup>2</sup>University of Minnesota, Minneapolis, USA. <sup>3</sup>Institute of Medical Education, Medical Faculty and University Hospital Carl Gustav Carus, Dresden University of Technology, Dresden, Germany*

### **PCW 4: The Educational Alliance (EA) as an essential component to integrate learning and assessment in programmatic assessment**

*Adrian Marty<sup>1</sup>, Sylvia Heeneman<sup>2</sup>, Pedro Tanaka<sup>3</sup>, Jan Breckwoldt<sup>4</sup>*

*<sup>1</sup>University Hospital Balgrist, Zurich, Switzerland. <sup>2</sup>Maastricht University, Maastricht, Netherlands. <sup>3</sup>Stanford University School of Medicine, Stanford, California, USA. <sup>4</sup>University Hospital Zurich, Switzerland*

### **PCW 5: Bridging The Gap: Connecting Across Generations 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>, Thanakorn Jirasevijinda<sup>5</sup>, Elizabeth Kachur<sup>6</sup>*

*<sup>1</sup>Sengkang General Hospital, Singapore. <sup>2</sup>Aichi Medical University, Nagakute, Aichi, Japan. <sup>3</sup>Khoo Teck Puat Hospital, Singapore. <sup>4</sup>New York University Grossman School of Medicine, New York, USA. <sup>5</sup>Weill Cornell College of Medicine, New York, USA. <sup>6</sup>Medical Education Development, Global Consulting, New York, USA*

### **PCW 6: Contextualising and Evaluating Situational Judgement Tests for Use in Selection, Assessment and Development**

*Emma Morley, Jordan Buxton, Harriet Grace<sup>1</sup>*

*<sup>1</sup>Work Psychology Group, Derby, UK*

## 1330-1630 Pre-conference workshops

### **PCW 7: Next Era of Clinical Reasoning Education: Teaching, Assessing, and Remediating Management Reasoning**

*Emily Abdoler<sup>1</sup>, Andrew Parsons<sup>2</sup>, James Boyle<sup>3</sup>, Laura Zwaan<sup>4</sup>, Thilan Wijesekera<sup>5</sup>, Steven Durning<sup>6</sup>*

<sup>1</sup>University of Michigan Medical School, Ann Arbor, USA. <sup>2</sup>University of Virginia School of Medicine, Charlottesville, USA. <sup>3</sup>University of Glasgow, UK. <sup>4</sup>Erasmus MC, Rotterdam, Netherlands. <sup>5</sup>Yale School of Medicine, New Haven, USA.

<sup>6</sup>Uniformed Services University of the Health Sciences, Bethesda, USA

### **PCW 8: What Can We Learn from Aviation Teaching? Applying Safety, Communication, and Crisis Management to Medical Education**

*Jose Knopfholz<sup>1</sup>, Patricia Zen Tempski<sup>2</sup>, Milton Arruda Martins<sup>2</sup>, Lucas Fogaça<sup>3</sup>, Leandro Zen Karan<sup>1</sup>*

<sup>1</sup>Pontifical Catholic University of Parana, Curitiba, Brazil. <sup>2</sup>Universidade de Sao Paulo, São Paulo, Brazil. <sup>3</sup>Pontifical Catholic University of Rio Grande do Sul, Porto Alegre, Brazil

### **PCW 9: Sharing solutions to the unintended and undesired consequences when moving towards programmatic assessment**

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

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

### **PCW 10: A hands-on workshop on navigating translation decisions in cross-language health professions education research**

*Marwa Schumann<sup>1</sup>, Ashley Dennis<sup>2</sup>, Jean-Michel Leduc<sup>3</sup>, Ahsan Sethi<sup>4</sup>, Ugo Caramori<sup>5</sup>, Harm Peters<sup>1</sup>*

<sup>1</sup>Dieter Scheffner Center for Medical Education, Charité – Universitätsmedizin Berlin, Berlin, Germany. <sup>2</sup>Office of Medical Education, Billings Clinic, Billings, Montana, USA. <sup>3</sup>Department of Microbiology, Infectious Diseases and Immunology, Faculty of Medicine, Université de Montréal, Montreal, Canada. <sup>4</sup>QU Health, Qatar University, Doha, Qatar. <sup>5</sup>University of Campinas, UNICAMP, Campinas, São Paulo, Brazil

### **PCW 11: Beneath The Surface: Exploring Workplace Culture in Health Professions Education**

*Elif Dilek Cakal<sup>1</sup>, Marianne Yeung<sup>2</sup>, James Kwan<sup>3</sup>, Janice Hanson<sup>4</sup>, Juliana Sá<sup>5</sup>, Arif Alper Cevik<sup>6</sup>*

<sup>1</sup>Independent Scholar, Izmir, Turkey. <sup>2</sup>Department of Emergency Medicine, University of Ottawa, Canada.

<sup>3</sup>Department of Emergency Medicine, Tan Tock Seng Hospital, Singapore, Singapore. <sup>4</sup>Washington University in St. Louis School of Medicine, St. Louis, USA. <sup>5</sup>University of Aveiro and University of Beira Interior, Aveiro, Portugal. <sup>6</sup>United Arab Emirates University, College of Medicine and Health Sciences, Al Ain, UAE

### **PCW OSI: Activating the Art Museum for Health and Health Professions Education (Offsite)**

*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>*

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



## SUNDAY 24 AUGUST

### 0800–2130 Registration Open

### 0930–1230 Pre-conference workshops

#### PCW 12: Teaching Under Pressure

Rille Pihlak<sup>1</sup>, Susannah Brockbank<sup>2</sup>, Robbert Duvivier<sup>3</sup>, Matthew Stull<sup>4</sup>

<sup>1</sup>University Hospitals Sussex NHS Foundation Trust, Brighton, UK. <sup>2</sup>Lancaster University, Lancaster, UK. <sup>3</sup>Parnassia Psychiatric Institute, The Hague, Netherlands. <sup>4</sup>University of South Carolina School of Medicine, Greenville, USA

#### PCW 13: AI-Driven Simulation and Virtual Patients: Creating Independent Critical Learners in Health Professions Education

Jabeen Fayyaz<sup>1</sup>, Maryam Asoodar<sup>2</sup>, Matthew Charnetski<sup>3</sup>, Aidan Kennedy<sup>4</sup>

<sup>1</sup>University of Toronto, Canada. <sup>2</sup>Maastricht University, Maastricht, Netherlands. <sup>3</sup>Dartmouth Health University, Hanover, USA. <sup>4</sup>University of Glasgow, UK

#### PCW 14: Emotional Intelligence and Cultural Intelligence: Critical competencies for Health Professions Educators in a Multicultural World

Subha Raman<sup>1</sup>, Poh-Sun Goh<sup>2</sup>, Ardi Findyartini<sup>3</sup>, Vishna Devi Nadarajah<sup>4</sup>, Mildred Vanessa Lopez Cabrera<sup>5</sup>

<sup>1</sup>Harvard Medical School, Boston, USA. <sup>2</sup>National University of Singapore, Singapore. <sup>3</sup>Faculty of Medicine Universitas Indonesia, Jakarta, Indonesia. <sup>4</sup>Newcastle University Medicine, Johor Bahru, Malaysia. <sup>5</sup>Instituto Mexicano del Seguro Social, Monterey, Mexico

#### PCW 15: Addressing and Reducing Bias in Assessment for Health Professions Education

Eric Holmboe<sup>1</sup>, Jung Kim<sup>2</sup>, Lyuba Konopasek<sup>1</sup>

<sup>1</sup>Intealth, Philadelphia, USA. <sup>2</sup>New York University, New York, USA

#### PCW 16: Change Masterclass: leading and sustaining successful change

Corry den Rooijen<sup>1</sup>, Fedde Scheele<sup>2</sup>, Beatrijs de Leede<sup>3</sup>, Rhonda St Croix<sup>4</sup>

<sup>1</sup>Movation, Lent, Netherlands. <sup>2</sup>ACTA, Amsterdam, Netherlands. <sup>3</sup>LUMC, Leiden, Netherlands. <sup>4</sup>Royal College Canada, Ottawa, Canada

#### PCW 17: Integrating Emotional Intelligence in Medical Curriculum: A Catalyst for Professional Identity Formation

Shereen El Tarhouny<sup>1</sup>, Tayseer Mansour<sup>2</sup>

<sup>1</sup>Faculty of Medicine, Zagazig University, Zagazig University, Egypt. <sup>2</sup>Faculty of Medicine, Suez Canal university, Ismailia, Egypt

### 1330–1630 Pre-conference workshops

#### PCW 18: Core Competencies of Effective Coaching: A Key Skill Set for Medical Educators

Aileen Adriano, Pedro Tanaka, Rania Sanford<sup>1</sup>

Stanford University, Palo Alto, USA

## **PCW 19: Real patient engagement in simulation: Ensuring relevance in health professions education**

*Debra Nestel<sup>1</sup>, Cathy Smith<sup>2</sup>, Linda Ni Chianain<sup>3</sup>, Walter Eppich<sup>4</sup>, Andrea Doyle<sup>5</sup>, Gerard Gormley<sup>3</sup>*

*<sup>1</sup>Monash University, Clayton, Australia. <sup>2</sup>Baycrest Academy for Research & Education, Toronto, Canada. <sup>3</sup>Queens University, Belfast, UK. <sup>4</sup>University of Melbourne, Parkville, Australia. <sup>5</sup>Royal College of Surgeons Ireland, Dublin, Ireland*

## **PCW 20: Empowering Future Physicians by Integrating Social Accountability into Medical Education**

*Abida Shaheen<sup>1</sup>, Fahad Azam<sup>1</sup>, Mohammad Khan<sup>2</sup>, Riffat Shafi<sup>1</sup>, Roghayeh Gandomkar<sup>3</sup>, Juan Bosch<sup>4</sup>*

*<sup>1</sup>Shifa College of Medicine, STMU, Islamabad, Pakistan. <sup>2</sup>Shifa Tameer-e-Millat University, Islamabad, Pakistan. <sup>3</sup>Tehran University of Medical Sciences, Tehran, Iran, Islamic Republic of. <sup>4</sup>Universidad Austral, Buenos Aires, Argentina*

## **PCW 21: From Classroom to Clinic: Starting Research in Clinical Education**

*Eliot Rees<sup>1</sup>, Alison Ledger<sup>2</sup>, Kim Walker<sup>3</sup>*

*<sup>1</sup>City St George's University of London, UK. <sup>2</sup>University of Queensland, Brisbane, Australia. <sup>3</sup>University of Aberdeen, UK*

## **PCW 22: Probability or Possibility? Defining best practices for sharing predictive data analytics with learners**

*Maryellen Gusic<sup>1</sup>, Karen Hauer<sup>2</sup>, Andrew Parsons<sup>3</sup>, Martin Pusic<sup>4</sup>, Mabelle Linsenmeyer<sup>5</sup>, Christy Boscardin<sup>2</sup>*

*<sup>1</sup>Medical University of South Carolina College of Medicine, Charleston, USA. <sup>2</sup>UCSF School of Medicine, San Francisco, USA. <sup>3</sup>University of Virginia School of Medicine, Charlottesville, USA. <sup>4</sup>Harvard Medical School, Boston, USA. <sup>5</sup>West Virginia School of Osteopathic Medicine, Lewisburg, USA*

## **PCW 23: The Value Lab: Assessing and Demonstrating Impact of Communities of Practice through the Value Creation Framework**

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

*<sup>1</sup>Baylor College of Medicine, Houston, USA. <sup>2</sup>Independent Consultant, Kampala, Uganda. <sup>3</sup>Geisinger Commonwealth School of Medicine, Danville, USA. <sup>4</sup>Kaohsiung Medical University, Kaohsiung City, Taiwan*

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



# AMEE 2025 MAIN PROGRAMME

## SUNDAY 24 AUGUST

**1800–1945 Session 1\***

### **Welcome to AMEE 2024**

Ayelet Kuper (AMEE President), Anne Lloyd (CEO), Local Representatives

**1A – Plenary 1**

**Entertainment**

**1945–2115 Opening Reception**



## MONDAY 25 AUGUST

**0730–1730 – Registration Open**

**0900–1030 – Session 2: Simultaneous Sessions**

**2A – Symposia\***

**2B – Symposia\***

**2C – Symposia**

**Research Papers\*, Short Communications, ePosters, Workshops, PechaKucha**

**1030–1100 – Coffee and Opportunity to Visit the Exhibition**

**1100–1230 – Session 3: Plenary and ASPIRE-to-Excellence Awards\***

**3A – Plenary 2**

**ASPIRE-to-Excellence Awards**

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

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

**4A – Symposia\***

**4B – Symposia\***

**4C – Symposia**

**Research Papers\*, Short Communications, ePosters, Workshops, Patil Teaching Innovation Awards**

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

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

**5A – Symposia\***

**5B – Symposia\***

**5C – Symposia**

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

## **1745–1945 – Private Meetings and Receptions**

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## **TUESDAY 26 AUGUST**

## **0730–1730 – Registration Open**

## **0900–1030 – Session 6: Simultaneous Sessions**

**6A – Symposia\***

**6B – Symposia\***

**6C – Symposia**

**Research Papers\*, Short Communications, ePosters, Workshops, PechaKucha**

## **1030–1100 – Coffee and Opportunity to Visit the Exhibition**

## **1100-1230 – Session 7: Simultaneous Sessions**

**7A – Symposia\***

**7B – Symposia\***

**7C – Symposia**

**Research Papers\*, Short Communications, ePosters, Workshops, Patil Teaching Innovation Awards**

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

## **1400-1530 – Session 8: Simultaneous Sessions**

**8A – Symposia\***

**8B – Symposia\***

**8C – Symposia**

**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\***

**9B – Symposia\***

**9C – Symposia**

**9E – Symposia\***

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

## **1745-1945 – Private Meetings and Receptions**

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## **WEDNESDAY 27 AUGUST**

**0730–1300 – Registration Open**

**0900–1030 – Session 10: Simultaneous Sessions**

**10A – Symposia\***

**10B – Symposia\***

**10C – Symposia**

**10D – Symposia**

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

**1030–1100 – Coffee Break and Last Opportunity to Visit Exhibition**

**1100–1230 – Session 11\***

**11A – Plenary 3**

**Conference Prizes**

**Close of AMEE 2025 and Introduction to AMEE 2026**

## AMEE 2025 Registration Fees

Category	In-Person Fee in Euros <sup>1</sup>	
	To 31 May	From 1 June
<b>Member Categories</b>		
Full Member	€728	€768
Concession <sup>2</sup>	€450	€500
Resource Constrained <sup>3</sup>	€417	€462
Student <sup>4</sup>	€351	€390
<b>Non-Member Categories</b>		
Full Rate	€875	€971
Concession <sup>2</sup>	€550	€611
Resource Constrained <sup>3</sup>	€500	€550
Students <sup>4</sup>	€425	€472
<b>Additions to Registration</b>		
PCW – Half Day <sup>5</sup>	€104	€104
Masterclass – Full Day <sup>5</sup>	€262	€262
ESME Masterclass <sup>5</sup>	€TBA	€TBA
AI Symposium <sup>5</sup>	€TBA	€TBA
Accompanying Person Reception Ticket <sup>5</sup>	€55	€55
MEP Gateway	€60	€60
8 <sup>th</sup> ICFDHP <sup>6</sup>	€475	€525

<sup>1</sup>21% VAT will be charged on all in-person registration fees excluding Spanish Business Registrations (VAT number required for business registrations)

<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 conference registration

<sup>6</sup>May only be purchased at this rate with an in-person AMEE conference registration. Can be purchased without an AMEE registration.

**To view the full list of terms and conditions and details on how to register visit the AMEE 2025 registration Site.**