



# AMEE 2025 BARCELONA

HOW ARE EDUCATORS RELEVANT TO HEALTH?

## AMEE 2025 PRE-CONFERENCE PROGRAMME

### SATURDAY 23 AUGUST

**PCW 1:** Systematic Reviews and Meta-Analyses: A Practical Approach

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

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

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

**PCW 5:** Bridging The Gap: Connecting Across Generations in Health Professions Education

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

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

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

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

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

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

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

### SUNDAY 24 AUGUST

**PCW 12:** Teaching Under Pressure

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

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

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

- PCW 16:** Change Masterclass: leading and sustaining successful change
- PCW 17:** Integrating Emotional Intelligence in Medical Curriculum: A Catalyst for Professional Identity Formation
- PCW 18:** Core Competencies of Effective Coaching: A Key Skill Set for Medical Educators
- PCW 19:** Real patient engagement in simulation: Ensuring relevance in health professions education
- PCW 20:** Empowering Future Physicians by Integrating Social Accountability into Medical Education
- PCW 21:** From Classroom to Clinic: Starting Research in Clinical Education
- PCW 22:** Probability or Possibility? Defining best practices for sharing predictive data analytics with learners
- PCW 23:** The Value Lab: Assessing and Demonstrating Impact of Communities of Practice through the Value Creation Framework

## **PCW I: Systematic Reviews and Meta-Analyses: A Practical Approach**

**Date:** 23 August 2025

**Time:** 9:30 AM – 4:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

David Cook<sup>1</sup>

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

### **Background**

Are you working on or thinking about doing a systematic review? Do you want to learn how meta-analysis works and when it might be appropriate? Have you wondered how to do a research synthesis without meta-analysis? If you answered Yes to any of these, then this Masterclass is for you! During this interactive workshop, Dr. David Cook (speaking from experience of publishing >55 systematic reviews) will present practical steps for planning and conducting a systematic review, explain when and how to perform a meta-analysis, and discuss how to appraise and synthesize research with and without meta-analysis. Participants will engage in a "hands-on" approach, critiquing and revising an actual systematic review protocol.

Participants are encouraged to bring a draft manuscript or protocol for a systematic review they would like to do, for use in hands-on activities. (We will provide a protocol for those who do not bring their own.)

### **Who Should Participate**

Educators and education researchers who want to conduct or astutely read a systematic review. No previous experience doing a systematic review is needed.

### **Structure of Workshop**

\* Types of reviews, and why do a systematic review? – Group discussion and didactic (60 minutes). \* The process of a systematic review – Brief didactic, then hands-on activity and debrief (90 minutes). \* Plan your own review – Hands on activity (60 minutes). \* Introduction to meta-analysis – Didactic with interactive discussion (60 minutes). \* Non-meta-analytic approaches to research synthesis – Didactic with interactive discussion (15 minutes). \* Research synthesis – Hands-on activity and debrief (45 minutes). \* Dealing with heterogeneity and publication bias – Didactic with interactive discussion (15 minutes). \* Reporting a systematic review – Brief didactic, then hands-on activity and debrief (15 minutes).

### **Intended Outcomes**

Participants will be able to: 1) Distinguish a systematic review from other types of review articles, and explain when a systematic review would be useful; 2) Implement a 6-step practical approach to plan and execute a systematic review; 3) Justify situations in which a meta-analysis might help in synthesizing results; 4) Synthesize original research findings without meta-analysis; 5) Describe how to estimate heterogeneity, appraise study quality, and evaluate for publication bias; 6) Describe key elements for reporting a systematic review.

**Theme or Track**

The Scholarship of Teaching and Learning

**Phase of Education**

Generic

**Level of Workshop**

Intermediate

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

**Date:** 23 August 2025

**Time:** 9:30:00 AM – 12:30:00 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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

### **Background**

The integration of Artificial Intelligence (AI) into health professions education marks a transformative advancement, redefining how educators approach teaching, learning, and assessment. AI offers significant potential for personalized learning, real-time feedback, and enhanced decision-making capabilities. However, the implementation of AI is not without its challenges; ethical dilemmas and concerns over the impact of AI on the educator-student dynamic require thoughtful consideration. Despite a growing body of literature addressing these concerns, there is still a gap in providing educators with practical, actionable strategies to navigate and mitigate these challenges effectively. This workshop aims to fill that gap, offering a comprehensive, evidence-based framework for integrating AI into medical education in an ethical and impactful manner.

### **Who Should Participate**

This workshop is designed for educators at an intermediate level, curriculum developers, and academic leaders in health professions education who are seeking to enhance their understanding and application of AI in educational contexts.

### **Structure of Workshop**

The workshop is structured into a series of interactive sessions designed to promote engagement and hands-on learning.

- Foundations of Artificial Intelligence and Ethical Principles (40 minutes): An interactive presentation outlining core ethical considerations essential for AI integration into medical education.
- 12 Tips for AI Implementation (30 minutes): Participants engage in a presentation and group discussion exploring practical strategies for integrating AI in education.
- Networking break (15 minutes)
- Case-Based Ethical Analysis (40 minutes): Small group activity analyzing real-world cases of AI use in education and health, encouraging collaborative problem-solving.
- Roles and Responsibilities Discussion (40 minutes): Case-Based Small Group discussion identifying the roles of various stakeholders in AI implementation.
- Summary and Takeaways (15 minutes): A wrap-up session synthesizing key points and outlining actionable steps.

**Intended Outcomes**

Participants will be able to: 1. Identify and articulate ethical dilemmas associated with AI in health professions education. 2. Apply 12 practical strategies for effective and ethical AI integration into curricula. 3. Analyze real-world scenarios using a structured framework for resolving AI-related ethical challenges. 4. Define the roles and responsibilities of stakeholders in ensuring ethical AI use. 5. Develop a clear, actionable plan for implementing AI tools while upholding educational integrity and student-centered learning principles.

**Theme or Track**

AI/Technology Enhanced Learning

**Phase of Education**

Generic

**Level of Workshop**

Intermediate

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

**Date:** 23 August 2025

**Time:** 9:30 AM - 12:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

Justin Triemstra<sup>1</sup>, Rachel Poeppelman<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

### **Background**

Health professions programs have increasingly emphasized meaningful participation in clinical learning environments earlier and more often throughout training, resulting in a growing need for preceptors and educators. Community-based sites, or satellite sites, with less of a direct connection to university resources are seeing an influx of learners. The creation of programming to support the development and success of these preceptors and educators is paramount to learner success, preceptor satisfaction, and rich learning experiences. Professional identity formation (PIF) has been shown to be important in the development, sustainment, and satisfaction of a career in health professions education, yet most faculty development programs have been developed in traditional university-based settings. Utilizing established conceptual frameworks for PIF can assist health profession educators (HPE) in designing developmental programs for faculty and/or clinicians who are new to teaching. In this highly interactive, learner-centered workshop, participants will hear methodological/didactic insights from international presenters from three diverse institutions who train clinically-based faculty, will leave with the tools to build on their institutions strengths, and develop an individualized program for their institution.

### **Who Should Participate**

Community-based clinicians and HPEs engaged in faculty development

### **Structure of Workshop**

Introductions (0-5 minutes) Didactic (5-30 minutes): Introduction and review of the literature on PIF in HPE and the importance of developing clinically-based faculty as educators for the future of health. Breakout Session (30-65 minutes): Facilitated small groups to reflect and share participant's educator journey utilizing a published developmental framework (stepping stones). Large Group Discussion (65-85 minutes): A volunteer, or a presenter, from each group shares their educator journey with large group. Break (85-95 minutes) Didactic (95-115 minutes): Presenters offer a concise review of what they are doing at their institutions to develop clinically-based faculty. Breakout Session (115-145 minutes): In facilitated small

groups, participants create a new educator development plan for their institution. Large Group Discussion (145-165 minutes): A few participants present their development plan to receive feedback from the presenters and other participants. Q&A (165-180 minutes)

**Intended Outcomes**

To understand how different components of PIF can affect educator identity development. To create a development plan for educators who are new to teaching utilizing the PIF framework.

**Theme or Track**

Faculty Development

**Phase of Education**

CPD

**Level of Workshop**

Intermediate



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

**Date:** 23 August 2025

**Time:** 9:30 AM - 12:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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, Zurich, Switzerland

### **Background**

Programmatic assessment is often used as a system of learning and assessment, especially in graduate medical education. When implementing programmatic assessment however, educators need to consider many design factors, involve stakeholders, and manage assessment literacy and perceptions on assessment. While emphasis has so far been placed on structural aspects of assessment (such as mobile apps), less focus has been on the relationship between trainee and supervisor, its power dynamics and the effects on the feedback dialogue and feedback uptake. We argue that this interaction between trainee and supervisor is vital for meaningful learning and assessment outcomes of programmatic assessment. To outline this relationship, Telio e.al. have proposed the concept of the Educational Alliance (EA) that builds on the three elements of 'clarity on goals, tasks, roles & relationship'. With this workshop, we want to embed the EA as an essential component of meaningful programmatic assessment.

### **Who Should Participate**

Frontline Faculty, Trainees, Faculty Developers

### **Structure of Workshop**

interactive small and large group sessions, inspired by Design-Thinking techniques (including prototyping). - Introduction - Interactive input lecture: Establishing the topic for the workshop - Group work 1 - Break - Group work 2 - Discussion and wrap-up

### **Intended Outcomes**

- Come to an understanding of the EA concept within programmatic assessment. // Discuss, how to provide educational safety, manage power dynamics and support autonomy of trainees. // Discuss, how to shift the focus of frontline faculty towards the EA within programmatic assessment and finding the tip-off points for motivating faculty and trainees. // Design a prototype element for integrating EA and the goals, tasks, roles and relationships within PA into a faculty development program in one's own home institution.

**Theme or Track**

Assessment

**Phase of Education**

Postgraduate

**Level of Workshop**

Intermediate

## **PCW 5: Bridging The Gap: Connecting Across Generations in Health Professions Education**

**Date:** 23 August 2025

**Time:** 9:30 AM – 12:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

Chaoyan Dong<sup>1</sup>, Nobutaro Ban<sup>2</sup>, Jenny Lee Yuen Wong<sup>3</sup>, Thanakorn Jirasevijinda<sup>4</sup>, Elizabeth Kachur<sup>5</sup>

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

### **Background**

Today's healthcare workforce includes baby boomers, Generation X, millennials and Generation Z. This calls for action to accommodate a wide array of values, expectations, and skills. Emphasizing diversity and inclusiveness is crucial for creating a healthcare workforce that reflects and responds to the diverse populations it serves. Navigating the generational differences in healthcare requires a nuanced approach by educators to foster a more effective and supportive training environment.

Incorporating the principles of psychological safety allows all stakeholders from all generational cohorts to feel valued and secure in expressing doubts, asking questions, and acknowledging mistakes without fear of repercussion. Such an environment boosts learning outcomes and nurtures a competent, collaborative, and resilient healthcare workforce.

### **Who Should Participate**

Educators and administrators interested in addressing diversity to improve health professions education and program administration.

### **Structure of Workshop**

The workshop will be designed to engage participants actively through a series of interactive elements, including:

- Introduction: A brief overview of the workshop will be provided.
- Participants will join an introductory poll to identify which generation they belong to, setting the context for discussions.
- Think-Pair-Share Activity: Participants will be asked to share real-life scenarios where generational factors have influenced Health Professions Education (HPE). They will discuss challenges they have encountered and strategies used.
- Polls: Participants will engage in poll questions, addressing generational differences and factors in HPE, fostering reflection and discussion on diverse experiences.
- Interactive Presentation: It will cover key concepts, challenges, and strategies related to generational factors in HPE, drawing from a literature review and the facilitators' professional experiences.
- Case Scenario 1: A case

will explore the mismatch in expectations between faculty and trainees, highlighting generational influences on communication and learning approaches. •Case Scenario 2: Participants will analyze a case involving social media use in HPE, focusing on generational perspectives and their impact on professional boundaries and educational practices. •Interactive Presentation (Part 2): This section will delve into generational differences at the individual, interpersonal, and system levels within HPE, incorporating insights from research and the facilitators' experiences.

### **Intended Outcomes**

To equip educators with strategies to effectively manage generational diversity, promote psychological safety, and ensure equity and inclusiveness in health professions education.

### **Theme or Track**

Equality, Diversity and Inclusivity

### **Phase of Education**

Generic

### **Level of Workshop**

Introductory

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

**Date:** 23 August 2025

**Time:** 9:30 AM – 12:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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

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

### **Background**

Situational Judgement Tests (SJTs) are a measurement methodology designed to assess non-academic attributes. There is a wealth of research supporting the reliability and validity of using well designed SJTs which are mapped appropriately to a target role. SJTs are now frequently used in high stakes selection, assessment and development settings, across medicine and other healthcare professions (dentistry, pharmacy, etc.) internationally. SJTs can be contextualised to the specific role for which they are being used. Using scenarios set in the target role enhances face validity, and in a selection context, an SJT can offer applicants a preview of the role for which they are applying, allowing them to consider person-role fit and potentially select out; which has benefits for both the applicant, and training provider or employer. Approaches to designing and contextualising SJT scenarios will be discussed, with the opportunity for participants to take part in practical exercises. Further, within the literature and in practice, fairness is a key concern; considerations for SJT and broader selection design and evaluation, to reduce subgroup differences, will be explored as a group.

### **Who Should Participate**

This interactive workshop is designed for all those interested in the selection, assessment, and development of non-academic attributes within medicine and other healthcare professions.

### **Structure of Workshop**

The workshop will provide the key principles in best practice SJT design, to develop valid SJT content which is suitable for the context within which it is intended to be used. This will be informed by the latest insights and evidence-base to ensure content is fair for all test-takers. The workshop will include the following stages: • An introduction to the latest SJT research. • Demonstration of best practice SJT item writing and contextualisation principles, including case study examples demonstrating the use of SJTs across different contexts and settings (selection, development, assessment). • The opportunity for attendees to contextualise SJT items and receive expert feedback. • Considerations for designing, implementing and evaluating a fair SJT.

**Intended Outcomes**

Participants will demonstrate knowledge in the latest SJT research and best practice SJT development, and understand the principles of SJT item writing and contextualisation for their context, including practical considerations for implementing a fair SJT.

**Theme or Track**

Admission and Selection

**Phase of Education**

Pre Admission

**Level of Workshop**

Introductory

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

**Date:** 23 August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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, 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

### **Background**

While clinical reasoning (CR) education has been dominated by diagnostic reasoning (DR), recognition of the importance of management reasoning (MR) – defined as “the process of making decisions about patient management, including choices about treatment, follow-up visits, further testing, and allocation of limited resources” – is growing. Much of the clinician’s role is subsumed by MR, including engaging patients in shared decision-making and working to counteract inequities that pervade healthcare. Educators must optimize MR education across the learner continuum, but few published strategies exist to guide such efforts. In this workshop, participants will learn how to optimize educational settings for MR learning, deploy effective MR teaching strategies, and design MR assessments and remediation by learner level.

### **Who Should Participate**

Educators across learner levels hoping to expand CR curricula and assessments to include MR, as well as optimize learning environments for MR skill development.

### **Structure of Workshop**

To target their workshop experience, participants will sort into small groups by primary learner level and educational setting (5 minutes). Didactic (8 minutes): Facilitators will review MR – including components and processes – and a research-based framework for MR learning encompassing developmental trajectories, learning formats, and supportive factors. Small group work (30 minutes): Participants will brainstorm ways to optimize MR skill development in their educational context before a guided large group discussion placing their ideas within the aforementioned MR learning framework. Application (30 minutes): After learning about MR teaching tools (management script template, management pause, equity reflection), small groups will apply these strategies to educational vignettes. Break (15 minutes) Design (40 minutes): Following a brief MR assessment didactic, small groups will

design an MR assessment based on their educational context and share with the larger group. Application (40 minutes): After learning MR remediation strategies, small groups will analyze educational vignettes to practice diagnosing learners and developing targeted remediation plans. Finally, participants will engage in a discussion of current gaps and future directions in MR education across the learner continuum (12 minutes). Participants will receive frameworks and lists of brainstormed ideas.

### **Intended Outcomes**

Across learner levels and educational settings, participants will be able to: –Optimize MR skill development; –Deploy MR teaching strategies; –Design MR assessments and remediations

### **Theme or Track**

Designing and Planning Learning (including Curriculum)

### **Phase of Education**

Undergraduate & Graduate

### **Level of Workshop**

Intermediate



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

**Date:** 23 August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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

### **Background**

Both aviation and healthcare operate in environments where the stakes are extraordinarily high, requiring precision and sound decision-making under intense pressure. In both fields, even the smallest errors can lead to severe, potentially catastrophic consequences. The aviation industry, through years of rigorous refinement, has developed exceptionally detailed and robust protocols in safety, standardized communication systems, and sophisticated crisis management frameworks that have significantly reduced the occurrence of errors and improved operational outcomes. These measures have been integral to creating an environment where safety is paramount, and effective, clear communication is essential, especially in critical situations.

This workshop seeks to explore how these well-established aviation principles can be carefully adapted and integrated into the healthcare sector. By focusing on enhancing safety protocols, improving communication within medical teams, and refining crisis management strategies in healthcare education, the workshop will provide valuable insights for healthcare professionals. The ultimate goal is to foster a more structured and disciplined approach in medical settings, leading to better patient outcomes, reduced errors, and improved efficiency in crisis situations. By learning from aviation's best practices, healthcare can benefit from adopting systematic approaches that are proven to work in high-stakes, high-pressure environments, ensuring greater reliability and enhanced patient safety.

### **Who Should Participate**

Students and teachers who want to understand how aviation principles can be applied for health education

### **Structure of Workshop**

1. Introduction and Background Presentation (30 minutes): 2. Interactive Case Studies (30 minutes) 3. Simulation Breakout Session (45 minutes) 4. Interactive Role Play (30 minutes) 5.

Posture Toward Errors and Real-Time Feedback (30 minutes) 6. Q&A and Closing Discussion (15 minutes)

**Intended Outcomes**

This workshop, is also led by a pilot training program coordinator, and will explore how healthcare educators can apply aviation principles to improve teaching. Outcomes include: implementing checklists in medical training, enhancing team communication, developing crisis management strategies, integrating simulation-based learning, and fostering a culture of safety.

**Theme or Track**

Patient Safety

**Phase of Education**

Undergraduate & Graduate

**Level of Workshop**

Intermediate

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

**Date:** 23 August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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, Toronto, Canada. <sup>4</sup>University of Melbourne, Melbourne, Australia

### **Background**

A programmatic system of assessment is focused on longitudinal delivery of authentic assessment events accumulated against a meaningful framework. Designed to address some of the problems associated with traditional assessment systems, programmatic assessment aims to provide rich quantitative and qualitative feedback to support learner growth and development, while also allowing robust progress decisions.

A shift to programmatic assessment involves significant change. While such change should have expected and intended consequences, it can also lead to various unintended and undesired consequences.

While early programmatic assessment implementations involved small cohorts or new medical courses, larger and more established health professional courses are increasingly attempting this transition. This workshop is designed to collectively find solutions to address some unintended and undesired consequences resulting from such significant change. Drawing on our own experiences, alongside the existing evidence base, we will support participants to share and learn from varied experiences and to develop a plan to mitigate unintended and undesired consequences in their own context.

### **Who Should Participate**

Those considering, or currently transitioning from a traditional to a more programmatic system of assessment.

### **Structure of Workshop**

Following introductions, the presenters contrast the ideas of intended versus unintended and undesired consequences of changes to more programmatic systems of assessment. In small groups, participants will identify and briefly discuss those unintended and undesired consequence experienced, actual and theoretical. They will share their deliberations with the larger group to build on an existing list of unintended and undesired consequences,

categorised into themes for discussion. Most time will be spent exploring the mitigations that have been tried or could be tried. Small groups will discuss a theme considering the participants' contexts. A cycle of intermittent larger group reporting will be used to share and to consolidate and generate mitigation plans, followed by participant reallocating to different groups for continued discussion of various themes, building on prior discussions.

### **Intended Outcomes**

During the session participants will discuss and share: unintended and undesired consequences of a move to more programmatic systems of assessment; tried and potential strategies to mitigate these consequences; and will develop solutions and an initial plan for their own context.

### **Theme or Track**

Assessment

### **Phase of Education**

Generic

### **Level of Workshop**

Intermediate

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

**Date:** 23 August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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

### **Background**

In an increasingly diverse health professions education (HPE) research landscape, international research teams and study participants often come from different language backgrounds, making the role of translation in cross-language research crucial. Whether in a qualitative or quantitative context, translation affects how data are collected, analysed and shared. However, international research teams often face challenges in making translation decisions, which are often overlooked in research design and reporting, leading to potential biases and methodological dilemmas.

As a diverse team from different professional, linguistic and national backgrounds, and at different career stages, we have addressed translation challenges in HPE research in a symposium at AMEE 2024 and in published commentaries. In this workshop, we will share both our own experiences and insights from the literature discussing the role of translation in cross-language HPE research in supporting language inclusivity, analyzing the challenges and potential pitfalls, and applying frameworks to address potential challenges that emerge in cross-language research.

### **Who Should Participate**

Health professions educators, researchers and postgraduate students involved in cross-language research projects.

### **Structure of Workshop**

This workshop will provide hands-on strategies for effective translation in HPE research at all stages – before, during and after – as well as best practices in qualitative and quantitative studies. Workshop content will include a briefing on language inclusivity and the role of translation in cross-language HPE research. Through interactive case studies (for quantitative

and qualitative research), participants will explore decisions about why, when, what, who, how and by what means to translate including the role of AI. Through these case studies we will review the methodological, ethical, technical and administrative challenges of translation. The workshop will conclude with a summary of practical tips and relevant frameworks for working with cross-language HPE research.

### **Intended Outcomes**

This workshop aims to equip participants with knowledge, skills and attitudes for navigating the complexities of translation in cross-language HPE research. By the end of the workshop, participants should be able to make informed translation decisions at every stage of cross-language HPE research, effectively manage linguistic diversity in research design, ensure accurate and culturally sensitive data collection and analysis, and promote inclusive dissemination of findings to support global knowledge sharing.

### **Theme or Track**

Equality, Diversity and Inclusivity

### **Phase of Education**

Generic

### **Level of Workshop**

Introductory

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

**Date:** 23 August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### Presenters:

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, 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

### Background

Why do two training programs with identical curricula produce different educational outcomes? Why, despite the best intentions, protocols, and tools, do some programs still fall short of achieving the best possible results? The answer often lies in the learning environment and the workplace culture within it—key factors that play pivotal yet frequently overlooked roles in shaping trainees' experiences.

Workplace culture is an unseen force that shapes how trainees learn and grow. It is built upon shared values, beliefs, and everyday practices, influencing how trainers and trainees connect, the dynamics between them, and their willingness to take on new challenges. Yet, its impact is often underestimated, quietly guiding behaviours and shaping experiences in ways that may go unaddressed. Unspoken expectations and norms can create subtle barriers to trainees feeling supported and ready for independent practice.

In this workshop, participants will explore how workplace culture affects the everyday realities of learning environments. Through reflection on their own settings, they will generate strategies to navigate cultural challenges and cultivate an environment where meaningful, positive change can take root.

### Who Should Participate

This workshop is designed for:

- Clinical educators involved in undergraduate and postgraduate training
- Program directors and supervisors overseeing educational programs
- Trainees who wish to better understand how culture influences their learning experience
- Educational and healthcare managers involved in shaping workplace culture
- Researchers interested in exploring cultural aspects of medical education

## **Structure of Workshop**

The workshop will use various educational strategies, including:

- Mini-Didactics: Brief presentations to introduce key concepts and set the stage for discussions
- Small Group Brainstorming Exercises: Facilitated group activities to identify cultural challenges and share insights from diverse educational settings
- Facilitated Small Group Case Discussions: Analysis of real-world cases to explore cultural dynamics within the learning environment
- Action Plan and Strategy Development: Guided sessions where participants develop actionable plans to apply insights to their own educational environments

## **Intended Outcomes**

At the end of this workshop, participants will be able to:

- Analyse the impact of workplace culture on educational experiences
- Evaluate key elements of workplace culture that shape the learning environment
- Develop actionable strategies to enhance workplace culture in their learning environments

## **Theme or Track**

Supporting Learners

## **Phase of Education**

Undergraduate & Graduate

## **Level of Workshop**

Intermediate



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

**Date:** 23 August 2025

**Time:** 10:00 AM – 13:00 PM

**Venue:** Moco Museum Barcelona

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

### **Background**

Sharing powerful experiences in an art museum can not only support a variety of learning objectives in health professions education, it can also bolster the health and well-being of educators and learners alike. Compared to other curricular interventions, museum-based activities are unique as they provide reproducible and predictably powerful experiences that reliably spark personal insights and connect individuals, as well as support overall wellbeing. Although powerful experiences sometimes occur in healthcare settings, they often go unnoticed and/or may not be accompanied by the introspection and helping relationships required for personal growth. This highly interactive workshop, expanded from the popular 2024 Fringe session, will be held in an easily accessible Barcelona art museum. Participants will experience firsthand 4 museum-based learning activities (Personal Responses Tour, Visual Thinking Strategies, Group Poem, and Reflective Writing) as well as debriefs in which they reflect on how the activities inspire, build community, and support the health and well-being of health professions educators and learners. This immersive session will include individual, pair/share, small group, and large group learning formats. The unique format and setting lend themselves not only to a novel learning and networking experience, but also represent a highly-engaging means for AMEE attendees to immerse themselves in the cultural offerings of the conference's host city. All of these activities will be led by experienced and, as applicable, certified facilitators. We will also provide a framework to encourage all participants to notice how they are applying the lessons learned in the museum during this Fringe session to other AMEE sessions.

### **Who Should Participate**

Educators and learners who are interested in experiencing the power of museum-based learning activities

### **Structure of Workshop**

Off-site (in nearby museum TBD) Introductory Personal Responses Tour and small group debrief (40 minutes) Small group VTS discussion and debrief (40 minutes) Small group poem activity and debrief (40 minutes) Individual written reflection and pair/share debrief (30 minutes) Large group debrief (30 minutes)

**Intended Outcomes**

1) Experience 4 museum-based learning activities 2) Identify 3 skills/attitudes developed by museum-based learning activities 3) Describe how a facilitator supports participants' development 4) Understand how museum-based learning activities are relevant to health and HPE

**Theme or Track**

Humanities

**Phase of Education**

Generic

**Level of Workshop**

Introductory

## PCW 12: Teaching Under Pressure

**Date:** 24 August 2025

**Time:** 9:30 AM – 12:30 PM

**Venue:** CCIB, Barcelona

### Presenters:

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

### Background

The landscape of medical education hinges on the commitment of busy clinicians who play a pivotal role in shaping the next generation of healthcare professionals. This often hierarchical “trickle-down” model positions junior doctors as educators, even as they navigate their own path to clinical competence. Unfortunately, the lack of structured opportunities for these clinicians to develop effective teaching skills perpetuates outdated pedagogical practices. Many replicate traditional classroom methods in the fast-paced clinical environment, resulting in a disconnect between educational goals and teaching modalities. Consequently, learners often find themselves feeling lost and overwhelmed in the chaotic setting of clinical wards.

Amidst increasing pressures from time constraints and high patient acuity—exacerbated by global healthcare staffing shortages—clinician educators remain steadfast in their dedication to their trainees. This interactive workshop is designed to give participants a deeper understanding of the theoretical foundations of the impact of stress on learning and equip them with innovative strategies to enhance trainees’ educational experiences in real clinical settings.

This workshop will delve into the transformative potential of teaching and learning under pressure, exploring changes needed in educational methods. Participants will also discover successful, evidence-based solutions that have been tested worldwide to address these issues.

### Who Should Participate

This workshop is aimed at all healthcare professionals who teach in busy clinical environments and are interested in improving their teaching skills.

### Structure of Workshop

The workshop will have a balance between theory and practice, where participants will gain valuable insights and practical strategies for effective teaching in high-pressure

environments, focusing on actionable advice for teaching on the go. The facilitators will share their experiences as emerging educators in busy clinical environments across various countries, and participants will have the chance to discuss their own potential solutions in their context.

### **Intended Outcomes**

Participants will leave with practical tools and insights that they can immediately apply in their clinical contexts and share with their peers. Specifically, participants will: \* Acquire targeted teaching techniques tailored for high-pressure clinical environments. \* Develop effective strategies for balancing the demands of clinical training with the delivery of high-quality education. \* Discover methods to leverage teaching opportunities for their own growth as both clinicians and educators.

### **Theme or Track**

Teaching and Facilitating learning

### **Phase of Education**

Postgraduate

### **Level of Workshop**

Introductory

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

**Date:** 24 August 2025

**Time:** 9:30 AM – 12:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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, Toronto, Canada. <sup>2</sup>Maastricht University, Maastricht, Netherlands.

<sup>3</sup>Dartmouth Health University, Hanover, USA. <sup>4</sup>University of Glasgow, Glasgow, UK

### **Background**

In the rapidly advancing field of health professions education, the use of artificial intelligence (AI) and virtual patients has emerged as a transformative force, reshaping how we train and assess learners. While traditional simulations offer valuable hands-on learning opportunities, they often lack the adaptability to provide personalized, real-time feedback and dynamic learning experiences.

AI addresses these limitations by introducing intelligent systems that adapt to individual learner performance, deliver immediate feedback, guide clinical decision-making, and promote continuous improvement. Virtual patients powered by AI create realistic clinical scenarios, offering learners the chance to engage in complex decision-making and case management without risk to real patients. These innovations represent a paradigm shift in simulation-based learning, fostering self-directed learning, competency acquisition, and reflective practice.

### **Who Should Participate**

Health professions educators, simulation specialists, curriculum developers, and instructional designers.

### **Structure of Workshop**

Introduction (15 minutes) – Welcome – Objectives Overview – Introduction to AI & Virtual Patients  
Activity 1: World Café on AI and Simulation (40 minutes) – International Knowledge sharing on AI and virtual patients  
Activity 2: AI in Feedback and Reflection (30 minutes) – Exploring AI's role in feedback and learner reflection  
Break (10 minutes)  
Activity 3: Designing AI-Enhanced Simulations (60 minutes) – Hands-on scenario development using AI and virtual patients  
Activity 4: AI for Self-Regulated Learning (30 minutes) – Discussing AI's role in fostering independent learning  
Conclusion and Next Steps (20 minutes) – Recap – Final thoughts – Q&A

### **Intended Outcomes**

1. Understand the potential of AI and virtual patient technologies in simulation-based education for health professions; 2. Explore the application of AI for personalized feedback, adaptive learning, and learner self-regulation; 3. Identify key instructional elements needed to integrate AI into simulation-based learning; 4. Examine case studies and prototypes of AI-driven virtual patient simulations in health professions education.

**Theme or Track**

AI/Technology Enhanced Learning

**Phase of Education**

Generic

**Level of Workshop**

Introductory

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

**Date:** 24th August 2025

**Time:** 9:30 AM - 12:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

Subha Ramani<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, 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

### **Background**

Emotional intelligence (EI) refers to recognition and effective management of one's own emotions as well as others. The domains in the Boyatzis 4-competency model of EI include: self-awareness, self-regulation, social awareness, and relationship management. These competencies have been shown to greatly impact effectiveness and success of leaders and potentially constitute the difference between good and great leaders. While cultural intelligence (CQ) is similar to EI in many respects, it may represent a more advanced set of skills than EI which are integral to educational and leadership skills in a multicultural world. Both EI and CQ are essential competencies for health professions educators as they frequently practice in diverse settings. For example, educators often design curricula and teach learners from multiple learning or societal cultures, clinicians provide healthcare for patients from many socioeconomic and cultural backgrounds and leaders interact with team members representing a variety of professional and sociocultural perspectives. We will use the 4-capabilities framework from the Cultural Intelligence Center to discuss core attributes of CQ, for participants' self-reflection, and case discussions and debriefing during small group discussions. Other educational strategies will include large group brainstorming, video clip review and debriefing and mini-didactic presentations. Participating educators and educational leaders will present common challenges experienced in their own context and share potential solutions. Finally, we will discuss how emotionally and culturally intelligent leadership is integral to transforming the cultural intelligence of the entire organization.

### **Who Should Participate**

Health professions educators & leaders at all levels and disciplines

### **Structure of Workshop**

Introductions & objectives- 10 min Participant goals - 15 min EI competencies overview- 15 min Self-calibrating EI competencies using Boyatzis' framework - 15 min Small group cases & reports- 40 min CQ-video, definitions & capabilities- 15 min Self-calibration using CQ grid-

gaps & action plans - 10 min CQ & HPE- 10 min Small group cases & reports- 35 min Q&A, take home points- 10 min

### **Intended Outcomes**

Following the completion of this pre-conference workshop, participants are expected to: (1) Gain knowledge regarding the core attributes of EI and CQ (2) Analyze the intersection of emotional and cultural intelligence (3) Apply EI competencies to enhance own educational practice (4) Formulate strategies to advance as culturally intelligent educators & leaders

### **Theme or Track**

Faculty Development

### **Phase of Education**

Generic

### **Level of Workshop**

Intermediate



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

**Date:** 24th August 2025

**Time:** 09:30 AM - 12:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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

### **Background**

Assessment is essential to professional development. Assessment provides the information needed to give feedback, support coaching and the creation of individualized learning plans, inform progress decisions, determine appropriate supervision levels, and, most importantly, help ensure patients and families receive high-quality, safe care in the training environment.

Yet, one of the most significant challenges in assessment is the persistent and pernicious effects of bias. Learners from diverse backgrounds, including those from racial/ethnic groups typically underrepresented in medicine (URiM) as well as those from other groups often marginalized by bias in assessment (e.g., women, people who identify as sexual and gender minorities, people living with disabilities, international medical graduates, and more), face additional and unwarranted obstacles in their professional development. Studies from around the globe have documented significant assessment biases in health professions education (HPE), from selection for training programs to assessment of clinical competence. This body of research highlights the urgent need for the HPE community to develop methods and tools training programs should use to identify, address, and reduce bias in their own assessment programs. This workshop, provided in four sections, will provide practical methods and techniques programs can use today to reduce assessment bias.

### **Who Should Participate**

Any HPE leader involved in assessment across the continuum.

### **Structure of Workshop**

1. Theory burst of key issues in work-based assessment (WBA) – Small group exercise – participants perform initial evaluation of one of their WBA tools  
2. Theory burst covering key types and sources of bias in assessment and the impacts of bias on professional development. – Large group conversation  
3. Theory burst on methods and tools to identify various forms of assessment bias in HPE training programs. – Small group activity and discussion (with worksheet provided) of participant's current challenges with assessment bias in their own program. – Small group report outs and reflections.  
4. Theory burst on recommended approaches to reduce assessment bias by faculty and programs. – Small

group discussion on how and where participants can apply the approaches in their own program. Each participant will create personal action plan. - Large group Q&A

**Intended Outcomes**

Practical approaches, methods, and tools to address and reduce assessment bias

**Theme or Track**

Assessment

**Phase of Education**

Undergraduate & Graduate

**Level of Workshop**

Intermediate

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

**Date:** 24th August 2025

**Time:** 9:30 AM – 12:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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>novation, Lent, Netherlands. <sup>2</sup>ACTA, Amsterdam, Netherlands. <sup>3</sup>LUMC, Leiden, Netherlands.

<sup>4</sup>Royal College Canada, Ottawa, Canada

### **Background**

In today's complex and diverse health care system the pressures for change are relentless. This session recognizes that all physicians and other healthcare professionals in the 21<sup>st</sup> century are required to some extent to be change leaders to improve our organizations and meet needs of many diverse players in the ecosystem. The session is designed for education leaders, program directors, site education leads, faculty developers and resident leaders with challenging responsibility for change. There will be opportunities to introduce and discuss the real challenges facing your role and organization and time will be included to practice and apply techniques in a variety of interactive activities guided by an international faculty. Upon completion of this session participants will be able to develop strategies to influence, build readiness, implement and sustain change; build the confidence and know-how to align people and organizations to create a common purpose, commitment and readiness to lead and implement successful change; operationalize change principles and theories to address challenges and opportunities; and transform resistance into engagement and readiness for change.

### **Who Should Participate**

beginner (program directors, clinical teachers, resident and others who are interested in change management)

### **Structure of Workshop**

This highly interactive workshop consists of small group work (max 6x5 people) in which you create your most ideal change management strategy. In the board game that you will play, you have to choose out of different options. In the plenary part of the workshop we shall discuss why choices were made and how they relate to current practice. We will focus on culture and what kind of strategy to use in involving people in your change.

### **Intended Outcomes**

- You will be able to use the most important change management items
- You will understand the importance of making a strategy for each distinct change process
- You will be in the possession of a checklist for your next change process
- You will have a game and

know how to play it with your colleagues at home • You will understand that facilitating change may be rewarding and a source of inspiration

**Theme or Track**

Education and Management

**Phase of Education**

Postgraduate

**Level of Workshop**

Introductory

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

**Date:** 24th August 2025

**Time:** 9:30 AM - 12:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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

### **Background**

Over the last decade, there has been an increasing recognition of how important emotional intelligence is in shaping physicians. Emotional intelligence, the ability to perceive, understand, control, and use an individual's emotions effectively, immediately influences the quality of patient care and relationships between professionals and working groups. Its integration into the medical curriculum enhances students' well-being and fosters the development of their professional identity. This is achieved by nurturing in educators self-awareness, empathy, and emotional regulation, to prepare students to become well-grounded professionals ready to cope with healthcare challenges.

### **Who Should Participate**

• Medical Educators and Faculty • Curriculum designers • Educational psychologist

### **Structure of Workshop**

This interactive workshop will provide a deep dive into the intersection of emotional intelligence and professional identity formation. The session will be structured as follows: 1. Welcome & Objectives (20 minutes) • Introduction of facilitators and participants. • Overview of workshop objectives. 2. Icebreaker (20 minutes) • Quick sharing of experiences with emotional intelligence and professional identity formation concepts 3. Introduction and Theoretical Background (20 min) • Brief presentation on the core components of EI and their relevance in medical practice. • Introduction to the concept of PIF and how it evolves throughout medical education. • Discuss the critical role EI plays in shaping PIF 4. Interactive Case-Based Discussions (40 min) • Small Group Activity: Participants will be divided into small groups and presented with real-life medical scenarios involving emotional and interpersonal challenges • Facilitated Debrief : Emphasis will be placed on how these experiences contribute to professional identity formation. 5. Practical Strategies and Integration into Curriculum (40 min) • Hands-on strategies to effectively integrate EI development into the medical curriculum • Assessment of EI: Present possible methods of assessing EI within medical education, 6. Group Reflection and Action Planning (30 min) • Participants will reflect on their own teaching practices and design actionable steps to

implement EI-focused activities in their own educational contexts. 7. Q &A and Wrap-Up (20 minutes) • Encouraging questions, sharing insights, and addressing participant concerns • Providing additional resources for further learning and implementation

**Intended Outcomes**

1. Explore the critical role of emotional intelligence in the professional identity formation of medical students. 2. Identify educational Interventions for Enhancing Emotional Intelligence

**Theme or Track**

Humanities

**Phase of Education**

Undergraduate & Graduate

**Level of Workshop**

Intermediate

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

**Date:** 24th August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

Aileen Adriano, Pedro Tanaka, Rania Sanford<sup>1</sup>  
Stanford University, Palo Alto, USA

### **Background**

In the medical field, coaching is emerging as an influential tool. In this workshop, you'll discover powerful coaching techniques that can transform your interactions with learners. Facilitated by Stanford University anesthesiologists who are also executive coaches, you'll explore the core competencies of effective coaching, equipping you to provide:

**Meaningful Guidance:** Move beyond simple instruction and empower learners to find their own solutions.

**Effective Support:** Create a supportive environment where learners feel comfortable taking risks and exploring their full potential

**Personalized Learning:** Tailor your approach to each learner's unique needs and aspirations.

### **Who Should Participate**

**Workshop Overview:** This workshop is designed for educators looking to enhance their coaching skills or individuals looking to enhance their communication and leadership skills through effective coaching conversations. Each segment of the workshop will explore core coaching competencies, combining theory with practical exercises to foster a deeper understanding of the coaching process and its dynamics.

### **Structure of Workshop**

Through laser-focused instruction, small group and paired learning, participants will spend 3 segments exploring the anatomy of the coaching conversation, practicing core coaching competencies with simple frameworks, and finally, conducting a full coaching conversation. 1. Anatomy of the Coaching Conversation • Presentation : 3 phases of a coaching conversation • Small group exercise: Beginning/end of coaching conversation • Report back 2. Harnessing the Success Pyramid of Coaching Competencies • Presentation : Understand coaching presence, relating, questioning, listening; Introduction to ORID/STAR frameworks • Experiential Exercise: Practice these competencies in a role play exercise using simple frameworks •

Report back 3. Putting it all together • Prepare for coaching conversation • Conduct coaching conversation • Debrief

### **Intended Outcomes**

Key takeaways include the enhanced ability of participants to: • Spark Curiosity in their learners by refining the art of asking powerful questions to encourage critical thinking by using frameworks which work in any scenario such as ORID (Objective, Reflective, Interpretative, Decisional) • Encourage Growth in their learners by enhancing their ability to provide constructive feedback that fosters development using the STAR method. • Cultivate Trust in their learners by building rapport to create a safe environment for learning and exploration by applying the success pyramid of questioning, listening, and relating as it relates to coaching presence

### **Theme or Track**

Teaching and Facilitating learning

### **Phase of Education**

Generic

### **Level of Workshop**

Introductory



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

**Date:** 24th August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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

### **Background**

Engaging real patients in simulation-based education (SBE) has gained traction. This practice of involvement enhances the relevance and authenticity of health professions education (HPE). Real patients' experiences directly inform our educational design for simulations. Rather than mediated through the lenses of clinicians, simulation designs represent true patient-centredness. This workshop draws on faculty and published experiences of real patient engagement in SBE. While we focus on how real patients inform simulated patient (SP) methodology, the principles also have relevance for other simulation modalities.

There are always ethical considerations in working directly with real patients. Using scenarios, we surface these considerations and ways to address them. We pay particular attention to the psychological safety of all those involved. We outline strategies for involving real patients through the entire educational design process. This includes establishing learning goals, training SPs for role portrayal and training SPs for learning conversations. Sound pedagogy, trauma informed approach and cultural sensitivity are central to our approach. We also explore alternatives that include real patient engagement for quality improvement of already established scenarios or other curriculum elements.

### **Who Should Participate**

This workshop is designed for health professions educators, simulation facilitators, and program developers interested in advancing their simulation practice through engagement of real patients in all facets of the educational design.

### **Structure of Workshop**

Introduction and aims (15 minutes) (Didactic and experiential) Exploring the context (45 minutes) (Didactic with discussion including small groupwork) Scenario-based activities (120 minutes including a break) (Discussion-based scenarios, think-pair share, role-play in which

faculty work with small groups, collaborative work boards, intermittent large group assemblage to share experiences) Planning next steps and closing (30 minutes) (Paired work, written reflections and larger group discussion that fosters future connections)

### **Intended Outcomes**

Outline the role of real patient engagement in SBE and the relevance to contemporary HPE. Identify ethical considerations including psychological safety for working with real patients in all phases of SBE design. Discuss approaches to supporting real and simulated patients in working together to develop meaningful learning opportunities. Develop a strategy for real patient engagement in your simulation practice.

### **Theme or Track**

Designing and Planning Learning (including Curriculum)

### **Phase of Education**

Generic

### **Level of Workshop**

Introductory

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

**Date:** 24th August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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

### **Background**

Social accountability in medical education refers to the obligation of medical schools to align their teaching, research, and service activities with the priority health needs of the communities they serve. This workshop aims to empower medical educators and institutional leaders with the essential knowledge, skills, and strategies to incorporate social accountability into their medical education curricula. The workshop will provide a step-by-step framework for designing actionable plans to incorporate social accountability principles into the curricula through interactive discussions and hands-on activities.

### **Who Should Participate**

Faculty members, curriculum developers, policymakers, and healthcare professionals involved in medical education

### **Structure of Workshop**

1. Introduction of Facilitators and Participants (10 minutes) 2. Understanding Social Accountability in Medical Education (30 minutes) Presentation: Overview of global standards and frameworks; WHO guidelines, Global Consensus for Social Accountability in Medical Schools 3. Activity: "Looking Back, Looking Forward" (Paired Reflection) (20 minutes) 4. Presentation: Embedding Social Accountability in Medical Curricula (20 minutes) Different models of integrating social accountability in medical education 5. Activity: Curriculum Design Brainstorm (30 minutes) Participants will analyze curriculum components in a medical education program and propose ways to integrate social accountability. 6. Identifying Challenges and Solutions (30 minutes) 7. Activity: Creating Action Plans (30 minutes) Participants will draft an action plan /roadmap outlining steps to integrate social accountability into the curriculum 8. Wrap-up & Closing Remarks (10 minutes)

### **Intended Outcomes**

By the end of this workshop, participants will be able to: 1. Describe the principles and global standards of social accountability in medical education. 2. Identify the responsibilities of medical schools in addressing the health needs of their communities. 3. Design actionable plans for integrating social accountability into medical curricula. 4. Discuss common challenges to incorporating social accountability and strategies to navigate these obstacles.

**Theme or Track**

Sustainability and Global Health

**Phase of Education**

Generic

**Level of Workshop**

Intermediate

## PCW 2I: From Classroom to Clinic: Starting Research in Clinical Education

**Date:** 24th August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### Presenters:

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, London, UK. <sup>2</sup>University of Queensland, Brisbane, Australia. <sup>3</sup>University of Aberdeen, Aberdeen, UK

### Background

Rigorous clinical education research is critical to ensuring that future health professionals are recruited, trained, and assessed to be able to deliver safe and effective patient care. Robust research establishes the evidence base required for high-quality health professions education. High quality educational research not only advances practice and theory but has a direct impact on health services by producing health professionals who are better prepared to meet the complex demands of healthcare. While historically being underfunded and perceived as lacking in theoretical grounding, clinical education research has evolved into a professionalised discipline to solve practical problems and ultimately improve healthcare.

This workshop will empower educators to contribute to the evidence base, by developing their skills in education research. Grounded in the framework of our recently published textbook *Starting Research in Clinical Education*, it will guide participants in developing rigorous educational research projects that benefit learners and, ultimately, patient outcomes.

### Who Should Participate

Educators from all healthcare disciplines seeking to start or advance their scholarship in clinical education, but especially for those embarking on their first research projects.

### Structure of Workshop

This highly interactive workshop will provide participants with practical tools to progress their clinical education scholarship. We will explore how to identify meaningful educational problems and translate them into focused, researchable questions. Through small group activities, participants will draft research questions and examine different methodological approaches to address these. Participants will also be encouraged to consider how stakeholders can be involved to maximise the chances of policy and practice impact. We aim to identify participants with similar interests to develop a peer community. Practical guidance on common pitfalls, ethical considerations, and maximising the impact will be shared throughout. Engagement methods will include audience response systems, small

group discussions, guidance worksheets, and personalised feedback from facilitators and peers. Participants will leave with an action plan for advancing their research agenda and professional networks.

### **Intended Outcomes**

Describe various forms of educational scholarship. Articulate important, feasible, and ethical research questions Select methodological approaches that align with research questions Consider how stakeholders could be involved in your research Develop a plan for building or advancing your own educational research project.

### **Theme or Track**

The Scholarship of Teaching and Learning

### **Phase of Education**

Generic

### **Level of Workshop**

Intermediate

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

**Date:** 24th August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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

### **Background**

Emerging technologies strengthen opportunities to collect, synthesize, and analyze learner data and implement precision education. Some educational programs have created dashboards to visualize performance data and predictive analytics to “forecast” future outcomes, foster insights in learners, and customize learning and support. However, modeling is not deterministic, and concerns about mis-labeling learners or promoting biases arise. Best practices to synthesize performance data and share predictive modeling with learners are needed. Participants will partner with presenters to explore potential benefits and consequences of sharing predictive analytic data; how to incorporate predictive analytics and other tools to help learners; and how to apply a coaching approach to prepare learners to use personalized performance information for learning and growth.

### **Who Should Participate**

Learners, educators who focus in curricular affairs, assessment, student support, coaching; information technology staff.

### **Structure of Workshop**

- Initial level-setting: Interactive polling to examine participants’ experience with predictive analytics, who has access to data; and what, when, where information is shared with learners will be followed by a brief didactic to summarize HPE literature on predictive analytics and relevant foundational terminology. To prime the next segment, participants will discuss in small groups and report out an initial list of the pros, cons, and cautions of sharing predictive analytics with learners.
- Facilitated small group discussion: Using a World Café approach, participants will engage in three sequential conversations that carry ideas forward and expand thinking about sharing analytics with learners through discussion with new sets of colleagues. In each, audience members will consider a distinct set of questions adapted from the Ottawa Conference Summit on Learning Analytics in Medical Education. Key points will be

harvested to create a list of strategies to use predictive analytics to maximize learning. • Skills practice: After a brief didactic outlining key principles of a coaching approach, participants will practice a coaching conversation to promote learner's awareness, reflection, and use of predictive data. • Take away: The session will close with large group brainstorming to identify "do's" and "don'ts" for sharing predictive analytics with learners.

**Intended Outcomes**

Participants will have access to content created and will be able to apply collective insights about using predictive analytics at their home institutions.

**Theme or Track**

Education and Management

**Phase of Education**

Undergraduate & Graduate

**Level of Workshop**

Intermediate



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

**Date:** 24th August 2025

**Time:** 13:30 PM – 16:30 PM

**Venue:** CCIB, Barcelona

### **Presenters:**

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>

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### **Background**

The cultivation of Communities of Practice (CoPs) is pivotal for fostering continuous learning and improvement in Health Professions Education. The Value Creation Framework (VCF), developed by Etienne Wenger et.al., enables evaluation and articulation of the multifaceted value that CoPs contribute to individual growth, organizational development, and the broader field. Despite its comprehensive approach, applying the VCF can be challenging, often due to a lack of practical guidance on effectively capturing and demonstrating the nuanced impacts of CoPs.

'The Value Lab', designed by a team of multinational faculty with experience in CoP formation, aims to bridge this gap. We will elucidate VCF principles and offer a structured methodology for its application. Through a 2024 ASPIRE to Excellence in International Collaboration Award-winning case study, we will guide participants in translating the theoretical underpinnings of the VCF into actionable insights.

### **Who Should Participate**

health profession educators, faculty developers, scholars and program leaders

### **Structure of Workshop**

Grounded in Process-Oriented Guided-Inquiry Learning, this workshop will enable participants to explore concepts, formulate strategies and plan application to individual contexts. • Mini-didactic: Discuss rationales, principles, and cycles of VCF • Exploration: Participants explore the five cycles of VCF analyzing a case study of a CoP, identifying examples of immediate, potential, applied, realized, and reframing values. • Mini-didactic: Analyze VCF components: 'Performance Indicators' determining 'effects' and 'Personal and Collective Stories' determining 'contributions' • Formulation: Participants work in teams to formulate strategies for applying the VCF to outline potential outcomes and measures of success of a CoP in the case study. • Mini-didactic: Discuss the use of Participatory Research

to evaluate our Global Health Scholarship CoP using VCF, including practical tips and resources • Application: Participants create an action plan, including methods for capturing and documenting value across the five cycles, and how they would communicate this value to stakeholders through a Value-Creation Matrix.

### **Intended Outcomes**

Participants will leave the workshop empowered and equipped with actionable strategies, a comprehensive toolkit for VCF application, and the confidence to effectively evaluate and communicate the impact of their CoP.

### **Theme or Track**

Interprofessional and Team Learning

### **Phase of Education**

CPD

### **Level of Workshop**

Intermediate