



23rd – 27th 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 Cook¹

¹Mayo 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'Souza¹, Ronald Harden², Ricardo León-Bórquez³, Krishna Mohan Surapaneni⁴

¹Chair, Department of Education, UNESCO Chair in Bioethics, Melbourne, Australia. ²University of Dundee, UK.

³World Federation of Medical Education, London, UK. ⁴Animalar 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 Triemstra¹, Rachel Poeppelman², Kristina Schick³, Marjo Wijnen-Meijer³

¹Michigan State University, Grand Rapids, USA. ²University of Minnesota, Minneapolis, USA. ³Institute 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 Marty¹, Sylvia Heeneman², Pedro Tanaka³, Jan Breckwoldt⁴

¹University Hospital Balgrist, Zurich, Switzerland. ²Maastricht University, Maastricht, Netherlands. ³Stanford University School of Medicine, Stanford, California, USA. ⁴University Hospital Zurich, Switzerland

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

Chaoyan Dong¹, Nobutaro Ban², Jenny Lee Yuen Wong³, Lisa Altshuler⁴, Thanakorn Jirasevijinda⁵, Elizabeth Kachur⁶

¹Sengkang General Hospital, Singapore. ²Aichi Medical University, Nagakute, Aichi, Japan. ³Khoo Teck Puat Hospital, Singapore. ⁴New York University Grossman School of Medicine, New York, USA. ⁵Weill Cornell College of Medicine, New York, USA. ⁶Medical 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 Grace¹

¹Work Psychology Group, Derby, UK

PCWS1: Resilient Minds, Healthy Futures: Mental Well-being in Health Science Education

Montse Esquerda Areste¹, Miriam Rodríguez Monforte²

¹Blanquerna-URL Health Sciences Faculty (Nursing, Physiotherapy, Nutrition, Pharmacy). Dean. Professor of Pediatrics and Bioethics University Ramón Llull, Barcelona, Spain. ²Blanquerna-URL Health Sciences Faculty (Nursing, Physiotherapy, Nutrition, Pharmacy). Academic Vice Dean. Professor of Nursing, University Ramón Llull, Barcelona, Spain

1330-1630 Pre-conference workshops

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

Emily Abdoler¹, Andrew Parsons², James Boyle³, Laura Zwaan⁴, Thilan Wijesekera⁵, Steven Durning⁶

¹University of Michigan Medical School, Ann Arbor, USA. ²University of Virginia School of Medicine, Charlottesville, USA. ³University of Glasgow, UK. ⁴Erasmus MC, Rotterdam, Netherlands. ⁵Yale School of Medicine, New Haven, USA. ⁶Uniformed 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 Knopfholz¹, Patricia Zen Tempiski², Milton Arruda Martins², Lucas Fogaça³, Leandro Zen Karan¹

¹Pontifical Catholic University of Parana, Curitiba, Brazil. ²Universidade de Sao Paulo, São Paulo, Brazil. ³Pontifical 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 Tweed¹, Suzanne Schut², Glendon Tait³, Anna Ryan⁴

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

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

Marwa Schumann¹, Ashley Dennis², Jean-Michel Leduc³, Ahsan Sethi⁴, Ugo Caramori⁵, Harm Peters¹

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

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

Elif Dilek Cakal¹, Marianne Yeung², James Kwan³, Janice Hanson⁴, Juliana Sá⁵, Arif Alper Cevik⁶

¹Independent Scholar, Izmir, Turkey. ²Department of Emergency Medicine, University of Ottawa, Canada. ³Department of Emergency Medicine, Tan Tock Seng Hospital, Singapore, Singapore. ⁴Washington University in St. Louis School of Medicine, St. Louis, USA. ⁵University of Aveiro and University of Beira Interior, Aveiro, Portugal. ⁶United 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 Chisolm¹, Kamna Balhara¹, Mary Blazek², Elizabeth Gaufberg³, Tzu-Hung Liu⁴,
Mariah Robertson¹*

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

SUNDAY 24 AUGUST

0800–2130 Registration Open

0930–1230 Pre-conference workshops

PCW 12: Teaching Under Pressure

Rille Pihlak¹, Susannah Brockbank², Robbert Duvivier³, Matthew Stull⁴

¹University Hospitals Sussex NHS Foundation Trust, Brighton, UK. ²Lancaster University, Lancaster, UK. ³Parnassia Psychiatric Institute, The Hague, Netherlands. ⁴University 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 Fayyaz¹, Maryam Asoodar², Matthew Charnetski³, Aidan Kennedy⁴

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

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

Subha Raman¹, Poh-Sun Goh², Ardi Findyartini³, Vishna Devi Nadarajah⁴, Mildred Vanessa Lopez Cabrera⁵

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

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

Eric Holmboe¹, Jung Kim², Lyuba Konopasek¹

¹Intealth, Philadelphia, USA. ²New York University, New York, USA

PCW 16: Change Masterclass: leading and sustaining successful change

Corry den Rooijen¹, Fedde Scheele², Beatrijs de Leede³, Rhonda St Croix⁴

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

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

Shereen El Tarhouny¹, Tayseer Mansour²

¹Faculty of Medicine, Zagazig University, Zagazig University, Egypt. ²Faculty 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 Sanford¹

¹Stanford University, Palo Alto, USA

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

Debra Nestel¹, Cathy Smith², Linda Ni Chianain³, Walter Eppich⁴, Andrea Doyle⁵, Gerard Gormley³

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

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

Abida Shaheen¹, Fahad Azam¹, Mohammad Khan², Riffat Shafi¹, Roghayeh Gandomkar³, Juan Bosch⁴

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

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

Eliot Rees¹, Alison Ledger², Kim Walker³

¹City St George's University of London, UK. ²University of Queensland, Brisbane, Australia. ³University of Aberdeen, UK

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

Maryellen Gusic¹, Karen Hauer², Andrew Parsons³, Martin Pusic⁴, Machele Linsenmeyer⁵, Christy Boscardin²

¹Medical University of South Carolina College of Medicine, Charleston, USA. ²UCSF School of Medicine, San Francisco, USA. ³University of Virginia School of Medicine, Charlottesville, USA. ⁴Harvard Medical School, Boston, USA. ⁵West 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 Nguyen¹, Rogers Ssebunya², Tessy Thomas³, Robert Cooney³, Peih-ying Lu⁴, Satid Thammasitboon¹

¹Baylor College of Medicine, Houston, USA. ²Independent Consultant, Kampala, Uganda. ³Geisinger Commonwealth School of Medicine, Danville, USA. ⁴Kaohsiung 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

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

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

¹21% VAT will be charged on all in-person registration fees excluding Spanish Business Registrations (VAT number required for business registrations)

²Applies up to 5 years post-graduation as a doctor or other health professional. Those undertaking a full-time Masters or full-time PhD or other Doctoral programme and who do not receive a salary but who may receive grant funding. Also available for those that have retired from their health profession career. Proof of status is required.

³See list of [less well resourced countries](#).

⁴Applies to health professions students at undergraduate level or on graduate entry to medicine courses and continues until qualification as a doctor or other health professional. It does not apply to those undertaking Masters or PhDs or other Doctoral programmes. Proof of status required.

⁵May only be purchased with an in-person conference registration

⁶May 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.