



23rd – 27th August 2025

Provisional Programme

In Person

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

Please note: This is a provisional programme and is subject to change. The final programme will be confirmed and published at the end of July.

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 AI Symposia – Powering the development of educators to move further and faster with AI

Day 1 – New to AI!

Date: Saturday 23rd August 2025

Time: 0845–1645hrs

Session Outcomes: By the end of this day, participants will be able to recall:

- examples where AI can be applied across HPE
- the concept of prompt engineering and its application in HPE
- the application of Generative AI (GenAI) across assessment contexts in HPE
- the application of GenAI to media generation in HPE

Provisional Programme

0845–0900 Session 1: Welcome and Orientation

0900–0930 Session 2: Getting Started with AI

0930–1000 Session 3: Why AI Matters to HPE

1000–1030 COFFEE BREAK

1030–1200 Session 4: Introduction to prompt engineering in education

1200–1300 LUNCH BREAK AND VISITING EXHIBITION

1300–1430 Session 5: Re-designing Assessment in an AI-enabled World

1430–1445 COFFEE BREAK

1445–1615 Session 6: Media Generation in HPE Using GenAI

1615–1645 Session 7: Closing and Next Steps

Day 2 – Next Steps with AI

Date: Sunday 24th August 2025

Time: 0845–1630hrs

Session Outcomes: By the end of this day, participants will be able to identify:

- AI technologies, such as Custom GPTs, tutors and agents for use in their practice
- opportunities for applying AI in research and for driving innovation
- where AI can enhance simulation and immersive learning experiences
- methods for using predictive analytics, coaching platforms and outcome-driven applications for their learners
- the ethical, moral and legal issues specific to AI

Provisional Programme

0845–0900 Session 1: Welcome and Framing the Day

0900–0930 Session 2: What's Next with AI in HPE?

0930–1000 Session 3: Automation in HPE

1000–1030 COFFEE BREAK

10:30–12:00 Session 4: Research & Innovation in an AI-Enabled World

1200–1300 LUNCH BREAK AND VISITING EXHIBITION

1300–1430 Session 5: Using AI to Transform Curricula in HPE

1430–1445 COFFEE BREAK

1445–1545 Session 6: Advanced AI Tools for Simulation and Immersive Learning Experiences in HPE

- AI-driven simulation and immersive learning experiences
- Predictive analytics, AI coaching platforms and learning outcome-driven applications

1545–1615 Session 7: Addressing Ethical, Moral and Legal Questions Specific to AI in HPE

1615–1630 Session 8: Closing Session

Location: Hybrid – In Person (Barcelona) and Online

Registration Fees:

In Person and attending AMEE 2025

AMEE 2025 and AI Symposia (Sat or Sun)	€ 184
AMEE 2025 and AI Symposia (Sat and Sun)	€ 350

Online and attending AMEE 2025

AMEE 2025 and AI Symposia (Sat or Sun)	€ 158
AMEE 2025 and AI Symposia (Sat and Sun)	€ 300

AI Symposia Online Only

Online Only (Sat or Sun)	€ 131	
Online Only (2 days)	€ 250	
Online Only (Sat or Sun)	€ 74	Applies to LWR Only
Online Only (2 days)	€ 140	Applies to LWR Only

Please Note:

- VAT
 - 21% VAT will be charged on all in-person registrations fees excluding Spanish Business Registrations (VAT number required for business registrations).
 - VAT will be charged on online registration fees. The applicable VAT fee is dependant on your location and will be determined on the payment page.
- See list of [less well resourced countries](#). Proof of is status required.

Register Online

AMEE 2025 and AI Symposium:
AI Symposium Only:

AMEE 2025: ESME MASTERCLASSES

What's New in CPD? Using Best Practices to Design, Deliver, and Assess CPD Activities

Lawrence Sherman and Samar Aboulsoud

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

- Frameworks for designing and evaluating CPD activities
- Discussing higher level educational CPD outcomes by design
- Interprofessional Continuing Education – CPD for the team, by the team
- Global trends in CPD
CPD Educator Competencies (Differentiating from Undergraduate and Postgraduate Faculty)

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

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

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

Date: Saturday 23rd August 2025

Time: 1330–1700 hrs

Location: CCIB, Barcelona, Spain

Fee: €135

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

Amudha Poobalan, Tanya Horsley, Christy Noble, Di Eley, Mikio Hayashi, Paula Feder-Bubis

This half-day masterclass is comprehensive and covers all methodologies that are most relevant to medical education research. This Research Masterclass serves as both an introduction and a refresher to anyone involved in medical education.

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

These discussions will include specific presentations on Quantitative study design; Qualitative study design; Systematic/Scoping Review and critical appraisal of literature to synthesise evidence; and Mixed methods study design. Interspersed between each discussion will be small group / hands-on activities to illustrate each methodology and/or design. Speakers will use real-world examples and discuss how to operationalise a research question into a research plan.

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

Intended Outcomes: This Medical Education Research Masterclass aims to provide participants with an overview and understanding of:

1. Major research traditions and theoretical approaches
2. Different research designs and data collection approaches
3. How to operationalise a research question into a research plan (proposal)

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

Phase of Education: All educational levels will find value in this workshop.

Level of Session: Introductory

Masterclass Format: The course will be delivered as a half-day masterclass for face-to-face delegates. The course language is English, but the pace will be suitable for participants whose first language is not English.

Participants will have access to a bank of online resources, and those who wish to will be able to complete additional ESME modules and/or Masterclasses and submit an assessment, leading to award of the AMEE-ESME Certificate.

Date: Sunday 24th August 2025

Time: 0900-1230hrs

Location: CCIB, Barcelona, Spain

Fee: €135

Essential Skills in Clinical Teaching (ESMECT) – A Masterclass

Subha Ramani, James Kwan, Jean Klig, Harish Thampy

Teaching in the clinical environment is defined as teaching and learning focused on, and usually directly involving, patients and their problems.

Clinical teachers have a dual role in healthcare, to provide patient care and to teach. Clinical teaching is a demanding and complex task, a task many health professions educators assume without adequate preparation or orientation.

The various settings (ward, ambulatory, urban or community) have their own distinct challenges. In these settings, essential patient care skills such as history taking, physical examination, patient communication and professionalism are inculcated, bench knowledge applied to the bedside, motivation and self-directed learning take on a new meaning.

In acknowledgment of the complexity of clinical teaching, the educational strategies will employ a non-prescriptive behavioural approach to enhancing teaching skills.

Participants will learn to select effective teaching strategies, including effective use of technology and artificial intelligence, while taking into account many variables such as the content, the learners, and the context.

Learning outcomes: By the end of this masterclass, participants will be able to:

- Select the right strategy for different clinical teaching situations (inpatient or ambulatory settings, bedside teaching, different levels of learners, content to be taught such as history taking, physical examination, clinical reasoning etc)
- Apply core principles of time-efficient teaching in busy clinical work environments
- Understand and apply direct observation to assess learners' knowledge, skills and attitudes directly related to patient care
- Reflect on and practice skills for effective feedback
- Role-model effective use of technology and critical human skills in clinical care

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

Masterclass Format: The course will be delivered as a half-day masterclass for face-to-face delegates. The course language is English, but the pace will be suitable for participants whose first language is not English.

Participants will have access to online resources and a bibliography, and those who wish to will be able to complete additional ESME modules and/or Masterclasses and submit an assessment, leading to the award of the AMEE-ESME Certificate.

Date: Sunday 24th August 2025

Time: 1330-1700 hrs

Location: CCIB, Barcelona, Spain

Fee: €135

AMEE 2025 PRE-CONFERENCE PROGRAMME

SATURDAY 23 AUGUST

0800–1730 Registration Open

0845–1645 AI Symposia '*Powering the development of educators to move further and faster with AI*' Day 1 – New to AI

0930–1630 Pre-conference workshops

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

*David Cook*¹

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'Souza*¹, *Ronald Harden*², *Ricardo León-Bórquez*³, *Krishna Mohan Surapaneni*⁴

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 Triemstra*¹, *Rachel Poeppelman*², *Kristina Schick*³, *Marjo Wijnen-Meijer*³

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 Marty*¹, *Sylvia Heeneman*², *Pedro Tanaka*³, *Jan Breckwoldt*⁴

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 Dong*¹, *Nobutaro Ban*², *Jenny Lee Yuen Wong*³, *Lisa Altshuler*⁴, *Thanakorn Jirasevijinda*⁵, *Elizabeth Kachur*⁶

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

1330–1700 ESME Masterclass: What's New in CPD? Using Best Practices to Design, Deliver, and Assess CPD Activities

Lawrence Sherman, Samar Aboulsoud

SUNDAY 24 AUGUST

0800–2130 Registration Open

0845–1645 AI Symposia 'Powering the development of educators to move further and faster with AI' Day 2 – Next Steps with AI

0900–1230 ESME Masterclass: Introduction to Health Professions Education Research

Amudha Poobalan¹, Tanya Horsley², Christy Noble³, Di Eley³, Mikio Hayashi⁴, Paula Feder-Bubis⁵

¹University of Aberdeen, United Kingdom. ²Royal College of Physicians and Surgeons, Canada. ³University of Queensland, Australia. ⁴Kansai Medical University, Japan. ⁵Ben Gurion University of the Negev, Israel

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

Stanford 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, Machel 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, Tessy Thomas², Robert Cooney², Peih-ying Lu³, Satid Thammasitboon¹, Vida Laudarji¹

¹Baylor College of Medicine, Houston, USA. ²Geisinger Commonwealth School of Medicine, Danville, USA.

³Kaohsiung Medical University, Kaohsiung City, Taiwan

1330–1700 ESME Masterclass: Essential Skills in Clinical Teaching (ESMECT)

Subha Raman¹, James Kwan, Jean Kilg¹, Harish Thampy³

¹Harvard Medical School, Boston, USA. ²Tan Tock Seng Hospital, Singapore. ³University of Manchester, UK

1630–1715 Orientation Session for first time attendees

AMEE 2025 MAIN PROGRAMME

SUNDAY 24 AUGUST

1800–1945 Session 1*

Welcome to AMEE 2025

Ayelet Kuper (AMEE President), Anne Lloyd (CEO), Annette Mercer (AMEE 2025 Programme Chair) and Local Representatives

1A – Plenary – the Ronald Harden Plenary: Professor Evelyn Finnema, University Medical Centre Groningen/University of Groningen, the Netherlands



Professor Evelyn Finnema started 35 years ago as a bachelor nurse and health scientist. After graduating, she has worked in all fields of healthcare and in care, education, research and management in various positions.

Evelyn is a full professor of Nursing Science and Education at the University Medical Center Groningen/ University of Groningen. The research results contribute to the quality of life of frail persons and improve and support professional activities in this context.

Her research is characterised by interprofessional and cross-border thinking, connecting many partners in the field, and educational and knowledge institutions, and embedding research results in sustainable, practical solutions.

Her research themes are frailty research, person-centred care and professional development (education and training) of nurses. Currently, twenty PhD's are working on their PhD within the research program of Nursing Science and Education.

In addition to research, Evelyn pays much attention to education. She is a member of national and international committees aimed at improving healthcare and nursing education.

In addition, since May 2021, she has been the Governmental Chief Nursing Officer at the Ministry of Health, Welfare and Sport. In this role, she advises the ministers and represents the Netherlands in the WHO Euro-nursing hub.

Entertainment

1945–2115 Opening Reception

MONDAY 25 AUGUST

0730–1730 – Registration Open

0900–1030 – Session 2: Simultaneous Sessions

2A – Symposia*

When It hits the Fan: Moral, Ethical and Legal issues of AI in HPE

Raquel Correia, Ken Masters, Rakesh Patel, Eric Gantwerker, James Thomas

2B – Symposia*

Transferability in Medical Education: lens of cultural anthropology

Sayaka Oikawa, Hiroshi Nishigori, Ming-Jung Ho, Linda Snell

2C – Symposia

CPD in the workplace: how to connect formal and informal learning?

Sharon Mitchell, Helena Prior Filipe, Louise Allen, Sofia Valanci, Esther de Groot

2F – Symposia

Building and Nurturing a Global Community of Healthcare Educators: Our narratives

Patricia Tempski, Patricia O'Sullivan, Harm Peters, Kulsoom Ghias, Heeyoung Han, Jorge Valdez

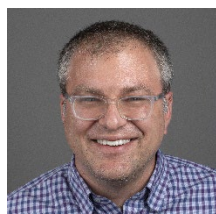
Research Papers*, Short Communications, ePosters, Workshops, PechaKucha

1030–1100 – Coffee and Opportunity to Visit the Exhibition

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

3A – Plenary: Artificial Intelligence, Cognitive Deskillling, and the Existential Opportunities for Health Professions Education

Associate Professor Adam Rodman, Beth Israel Deaconess Medical Center / Harvard Medical School, USA



Associate Professor Adam Rodman is a general internist and medical educator at Beth Israel Deaconess Medical Center and an assistant professor at Harvard Medical School.

He is the Director of AI Programs for the Carl J. Shapiro Center for Education and Research, and he leads the task force for integration of AI into the medical school curriculum. He is also an associate editor at NEJM AI.

His research focuses on medical education, clinical reasoning, integration of digital technologies, and human-computer interaction, especially with AI. His first book is entitled

"Short Cuts: Medicine," and he is the host of the American College of Physicians podcast Bedside Rounds.

Adam completed his residency in internal medicine at Oregon Health and Science University in Portland, OR, and his fellowship in global health at Beth Israel Deaconess Medical Center while practicing in Molepolole, Botswana. He lives in Boston with his wife and two young sons.

ASPIRE-to-Excellence Awards

1230-1400 – Lunch and Opportunity to Visit the Exhibition

1400-1530 – Session 4: Simultaneous Sessions

4A – Symposia*

Health for all: Inequities related to Racial and Gender Mainstreaming: How can Educators make a difference?

Mahwish Arooj, Vishna Devi V Nadarajah, Taz Goddard-Fuller, Lubna Ansari Baig, Gabrielle Finn

4B – Symposia*

Rethinking the definition of scholarly impact in health professions education

Lauren Maggio, Laura Roberts, Rachel Ellaway Erik Driessen, Mary Beth DeVilbiss, Bridget O'Brien

4C – Symposia

The Clinical Relevance of Visual Thinking Strategies in Health Professions Education

Margaret Chisolm, Tzu-Hung Liu, Hui-Ching Weng, Razan Baabdullah, Gauri Agarwal

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*

Career choices: how to ease recruitment in unloved specialties?

Milena Abbiati, Jennifer Cleland, Gerhard Grents, Lawrence Grierson, Sophie Park

5B – Symposia*

Learning interprofessional collaboration during clinical supervision in the increasingly complex clinical practice

Maarten van der Ven, Maria Louise Gamborg, Dienneke van Asselt

5C – Symposia

Leadership training for surgeons: imperatives, frameworks and strategies

Ajit Sachdeva, Julian Smith, Fiona Myint, Camilla Carroll

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*

Artificial intelligence and health professional identity formation: contemplating transformation

Kimberly Lomis, Linda Snell, Jamiu Busari, Martin Pusic

6B – Symposia*

Disentangling the concept and practice of faculty development across cultures and health professions: implications for scholarship and practice

Susan van Schalkwyk, Karen Leslie, Diana Dolmans, Yvonne Steinert, Ardi Findyartini

6C – Symposia

Leveraging Errors to Enhance Learning in Health Professions Education

Leonardo Aliaga, Jennifer Klasen, Jimmy Beck, Naomi Steenhof

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

1030–1100 – Coffee and Opportunity to Visit the Exhibition

1100–1230 – Session 7: Simultaneous Sessions

7A – Symposia*

Planning, implementing and evaluating surgical educational innovation and change for the benefit of healthcare and health

Karen Baatjes, Aimee Gardner, Kristine Hagelsteen, Shu-Che Liao, Kenneth Walker, Jennifer Cleland

7B – Symposia*

CBME Insights gained from National level initiatives across the world.

Glen Bandiera, Damon Dagnone, Lorena Cifuentes, Fedde Scheele, Lisa Howley, Chien-Yu Jonathan Chen

7C – Symposia

Modern approaches to faculty development in health professions education

Peter de Jong, David Harris, Rosalba E Gutierrez Olvera, Kelly Quesnelle, Nilesh Kumar Mitra

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*

The Educator's Role in Advancing Remediation Systems and Practices: Where are we going?

Jean Klig, Adina Kalet, James Kwan, Minal Singh, Jennifer Cleland, Calvin Chou

8B – Symposia*

Kick Starting Patient Safety Teaching: Practical tips generated from successful experiences, from curriculum integration to the challenges of assessment

Dimitri Parra, Robin Newton, Douglas Paull, Kate Owen, Ashokka Balakrishnan, Nicole Mollenkopf

8C – Symposia

Innovative Medical Education Strategies in Response to Forced Migration and Global Health Crises

Suleyman Yildiz, Paul de Roos, Sena Ece Ilgin, Emine Senkal

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*

Global approaches to continuing professional development: Quality, standards and culture for lifelong learning in health

Jim Campbell, Janusz Janczukowicz, Sharon Mitchell, Harumi Gomi, Renee Stalmeijer

9B – Symposia*

Professionalism and Ubuntu – vernacular reframing of social contract for a new generation of health professionals

Lionel Green-Thompson, Mantoa Mokhachane, Ann George, Tasha Wyatt, Ayelet Kuper

9C – Symposia

Educational Outreach for Healthcare Workforce Development

Bei Zhang, Jonathan Wisco, Pamela Gibson, Nana Sartania, Leila Amiri, Zhi Xiong Chen

9E – Symposia* – *This session will be delivered in Spanish*

Are we training clinicians for the future?

Juan Arguelles, Jesus Millan Nunez-Cortes, Marcos Nunez Cuervo, Madalena Patricio

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*

Glocalization in Action: Exploring Opportunities for Advancing Innovations for Locally Relevant Education Practices Informed by Global Insights

Yu-Che Chang, Annette Burgess, Eliot Rees, Lynn Monrouxe, Ming-Jung Ho

10B – Symposia*

The Missing Middle: Realities, Challenges and Dreams of Early Career Educators and Researchers

Ugo Caramori, Azhar Adam Nadkar, Dina-Ruth Lulua, Jessica Sommer, Maria Al Rachid, Eliana Amaral, Eleonora Leopardi

10C – Symposia

Approaches to strengthening education and employment for universal health coverage

Jim Campbell, Champion Nyoni, Janusz Janczukowicz

10E – Symposia*

Synergies between feedback, debriefing and coaching: translating expertise between simulation education and workplace-based learning

Walter Eppich, Elizabeth Molloy, Gabriell Reedy, Rune Dall Jensen, Cristina Diaz-Navarro, Marie Morris, Raj Kainth

Short Communications, ePosters, Workshops, Point of View

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

1100–1230 – Session 11*

11A – Plenary: Professor Champion N. Nyoni, WHO



Professor Champion Nyoni is a distinguished health professions education expert, currently serving at the World Health Organization's Regional Office for Africa in Brazzaville, Congo, where he leads the Health Workforce Education and Training portfolio.

With extensive experience across multiple sub-Saharan African countries, Champion has been instrumental in advancing health professions education, particularly in low-resource settings. His work focuses on faculty development, curriculum

innovation, and institutional capacity-building, championing reforms such as competency-based education to meet the region's health workforce needs.

Champion's research explores strategies to develop a competent, community-oriented health workforce that can address the pressing health challenges in underserved regions. Currently, he spearheads a transformative initiative at the WHO Regional Office for Africa aimed at re-imagining health professions education across the African region.

His contributions have earned global recognition, including accolades from Sigma and the Southern African Association of Health Educationalists, where he was honored as a Distinguished Educator.

Champion's career reflects his unwavering commitment to shaping equitable and impactful health education systems that resonate with the needs of low-resource communities.

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	€135	€135
AI Symposium ⁵ – One Day (Saturday or Sunday)	€184	€184
AI Symposium ⁵ – Both Days	€350	€350
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.