AMEE GLASGOW 2023

INCLUSIVE LEARNING ENVIRONMENTS TO TRANSFORM THE FUTURE

AMEE 2023

26–30 August

SEC, Glasgow, UK

"Inclusive Learning Environments to Transform the Future"

Provisional Programme

In Person

Glasgow Offers...

Access: Just 15 minutes' drive from Glasgow Airport

Accommodation: over 7,000 hotel bedrooms within a 2-mile radius of the SEC

Affordable: ranked as one of Europe's most cost-effective cities

Culture: houses one of the finest civic art collections in Europe

Compact: the city is compact and walkable

Friendship: in 2014, Glasgow was voted 'World's Friendliest City' in a Rough Guide poll

Scenery: only 30 minutes from Loch Lomond National Park and some of Scotland's most spectacular scenery

Vibrancy: Scotland's largest city and economic heart, at the forefront of low-carbon developments as it seeks to be one of the most sustainable cities in Europe.

Why you should attend ...

1. Network with peers and build future collaborations
2. Expand your knowledge, learn of tomorrow's developments and find answers to your questions
3. Present your work to others and receive feedback
4. Learn beyond your specialist field of interest
5. Have fun – take a break from your academic responsibilities and discover a vibrant city

> **INNOVATE**

> **COLLABORATE**

> **INSPIRE**

Conference Themes...

The main theme of AMEE 2023 is 'Inclusive Learning Environments to Transform the Future' but other key areas in health professions education will also be included. For 2023 we have replaced the pre-defined conference tracks with several broader educational themes.

Assessment	Scholarship of Education
Designing and Planning Learning	Simulation
Education and Management	Supporting Learners
Equality, Diversity & Inclusivity	Sustainability
Faculty Development	Teaching and Facilitating learning
Interprofessional and Team Learning	Technology Enhanced Learning
Patient Safety	

Specialist Tracks:

Surgery Education

Transforming learning environments through technology

7th International Conference on Faculty Development in the Health Professions

26-27 August 2023, SEC, Glasgow, UK

The 7th International Conference on Faculty Development in the Health Professions will take place in conjunction with AMEE 2023.

The theme of the conference is 'Shape of Faculty Development for Tomorrow – Implications for Theory, Practice & Scholarship' and the goal of the conference will be bringing together a global community of faculty developers and health profession educators. This conference is specifically focused on the field of faculty development for academic health science centres world-wide and is the foremost calendar event on this important topic.

What's on offer at ICFDHP 2023?

- 4 innovative, collaborative, and inspiring plenary sessions on:
- Scholarship of Teaching and Learning
- Co-creation of Faculty Development with students
- Virtual of in-person Faculty Development
- ASPIRED examples of Faculty Development
- Short Communications, ePosters, Workshops and Point of Views
- A networking reception and many other opportunities to connect with colleagues with a passion for faculty development!

Conference Location

In Person Only. The Conference will take place at SEC, Glasgow, UK.

Registration

Delegates can choose to register for the 7th ICFDHP Conference *only* or for 7th ICFDHP and AMEE 2023.

To find out more information and to register visit the AMEE 2023 registration Site

How technology can transform learning environments for inclusive education
A TEL themed Pre-Conference Symposium

Technology has the power to transform learning environments for inclusive education, ensuring that all learners can achieve their full potential.

There is increasing interest in two areas:

a) Technology can enable anytime, anywhere access to learning environments. Examples include the use of online networks and communities, use of social media, MOOCs, open access resources and FOAMed.

b) Technology can enable learners to maximise their learning by creating inclusive online learning environments that respond to their diversity in age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin. Examples include the use of assistive technologies, presentation of information in alternative and multiple formats to enhance engagement.

Programme: Sunday 27th August 2023

0930-1050 Technology for inclusive access

0930   Welcome and introduction – Technology for inclusive access
John Sandars, Co-chair AMEE TEL Committee and Professor of Medical Education and Director of Medical Education Innovation and Scholarship, Edge Hill University Medical School, UK

0940   Using open access MOOCs for training a global community of medical educators
Rakesh Patel, Professor of Medical Education, Queen Mary University of London, UK

0950   Shared Open Education Resources (OER) Elevating Medical Education in Low Resource Countries
Tao Le, Clinical Associate Professor of Medicine, University of Louisville, USA

1000   Student generated content for global health advocacy
Kalyani Premkumar, Professor of Community Health and Epidemiology, University of Saskatchewan, Canada

1010   The FOAMED (Free Open Access Medical Education) approach
Teresa Chan, ALiEM Associate Editor and Associate Professor, McMaster University, Canada

1020   Social Media for Social Inclusion: Enablers and Barriers for Creating Inclusive Learning Environments
Sandra Abegglen, Researcher, University of Calgary, Canada

1040   Lessons for university reform from implementing a fully online global public health capacity building programme - Peoples-uni
Richard Heller, Emeritus Professor, Universities of Manchester, UK, and Newcastle, Australia

1050   Coffee break

1120   Short Communications

1220   Plenary and panel discussion

1245   Lunch

1330-1430   Technology for inclusive education

1330   Introduction – Technology for inclusive education
Daniel Salcedo, Co-chair AMEE TEL Committee and Director of Simulation and Technology, Case Western Reserve University School of Medicine, USA

1340   Eduthons and hackathons for engaging global interprofessional education
Natalie Lafferty, Head of Centre for Technology and Innovation in Learning, University of Dundee, UK

1350   Open access student generated scalable education
Daniel Del Castillo Rix, Chairman of Student Advisory Council, ScholarRx, US

1400   Human centred design - How can we use technology to increase participation in using HCD to design professional development programs
Sol Roberts-Lieb, Senior Director of Faculty Development, Carle Illinois College of Medicine, USA

1410   Using social media for continuing professional development
Raquel Correia, Program Director, Chair of Innovation & Value in Health, Université Paris Cité, France

1420   The TEC VARIETY approach to increase motivation of online learners
        *Weichao (Vera) Chen, Assistant Director of Technology-Enhanced Surgical
        Education and Distance Education, American College of Surgeons, USA and Curtis
        J. Bonk, Professor of Instructional Systems Technology at Indiana University and
        adjunct IU Luddy School of Informatics, Computing, and Engineering, Bloomington,
        IN, USA*

1430   **Coffee break**

1500   **Short Communications**

1600   **Plenary and panel discussion**

1630   **Close of Symposium**

Symposium Location
Hybrid - In Person and Online

Registration
To register visit the [AMEE 2023 registration Site](#)

ESME Masterclass Sessions

Essential Skills in Clinical Teaching (ESMECT): A Masterclass

Date: Sunday 27 August
Time: 0930-1230 BST
Course lead: Professor Subha Ramani, Brigham and Women's Hospital, Boston, USA

Background: Teaching in the clinical environment is a demanding, complex, and often frustrating task, a task many health professions educators assume without adequate preparation or orientation. The various settings (ward, ambulatory, urban or community) have their own distinct challenges. In these settings, essential patient care skills such as history taking, physical examination, patient communication and professionalism are inculcated, bench knowledge applied to the bedside, motivation and self-directed learning take on a new meaning. Clinical teachers have a dual role in medicine; to provide patient care and to teach. Although many participants will have experience in providing patient care, fewer have experience in using a systematic framework to teach and assess their learners, reflect and analyse teaching behaviours and consciously role-model excellent clinical skills.

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

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

Essential Skills in Medical Education Leadership and Management (ESMELead): A Masterclass

Date: Sunday 27 August
Time: 0930-1230 BST
Course lead: Professor Judy McKimm

Background: The ESMELead Masterclass provides an introduction to key aspects of leadership and management for healthcare educators who wish to develop a deeper understanding of leadership and management theory and gain an evidence base to help them become more effective leaders. The half-day workshop is theory informed, practice driven, context specific, highly interactive, supportive, and fun.
Who should participate in this course: This course provides an introduction to key aspects of leadership and management for health professions' educators who wish to develop a deeper understanding of leadership and management theory and gain an evidence base to help them become more effective leaders, mangers and followers.
Mode of delivery: The course will be delivered as a half-day masterclass for both face-to face and online conference delegates. The course language is English, but the pace will be suitable for participants whose first language is not English

Essential Skills for Continuing Professional Development (ESCPD): A Masterclass

Date: Sunday 27 August
Time: 1330-1630 BST
Course lead: Jane Tipping

Background: This half day, internationally informed Masterclass is designed to support CPD practitioners to upskill themselves in the basic principles of CPD but also to provide a space where they could explore areas where they may not have a lot of knowledge. Participants will gain a global appreciation of current Best Practices in CPD, the evidence and theory informing effective CPD, and practical approaches to current issues within the field.
Who should participate in this course: This program will be of interest to those who are currently involved in the planning, organization and/or implementation of health professions education at the continuing professional development level. The program spans topics of value to those new to the field as well as those at an intermediary point in their CPD careers.

Mode of delivery: The course will be delivered as a half-day masterclass for both face-to face and online conference delegates. The course language is English, but the pace will be suitable for participants whose first language is not English.

Essential Skills in Medical Education Wellness: A Masterclass

Date: Sunday 27 August
Time: 1330-1630 BST
Course lead: Professor Judy McKimm

Background: Educators need to maintain their own wellbeing, and for those who might lead organizational change, to ensure that their academic and clinical communities can thrive. By sharing their experiences and working together to find solutions with feedback from course faculty, participants can collectively enable the much needed and innovative individual and systemic change that is essential to make wellbeing a core dimension across the entire health professions' education and healthcare continuum.

Who should participate in this course:
The course will be of interest to anyone interested in supporting learner and faculty wellbeing in health professions' education and healthcare.

Mode of delivery: The course will be delivered as a half-day masterclass for both face-to face and online conference delegates. The course language is English, but the pace will be suitable for participants whose first language is not English.

Registration
Delegates must be registered for AMEE 2023. To register visit the AMEE 2023 registration Site

AMEE 2023 PRE-CONFERENCE PROGRAMME

SATURDAY 26 AUGUST

0800-1730 – Registration Open

0830-1730 - Offsite Visit

PCW OS1
Visit to School of Medicine, the Centre for Medical Education, and the Dundee Institute for Healthcare Simulation, University of Dundee
Includes transfers to and from Dundee.

0930-1630 - Masterclass Session

MC 1
Systematic Reviews and Meta-Analyses: A Practical Approach
David Cook[1]
[1] Mayo Clinic College of Medicine and Science, Rochester, MN, USA

0930-1230 - Pre-conference workshops

PCW OS2
Offsite Visit to the Anatomy Facility, University of Glasgow

PCW 1
Assessment in Postgraduate Training - what did we learn from pandemic adaptations?
Simon Gregory[1], Juliana Sá[2], Dimitri Parra[3]
[1] Health Education England, London, UK [2] University of Beira Interior, Covilha, Portugal [3] The Hospital for Sick Children and University of Toronto, Canada

PCW 2
Adapting CPD to the contextual needs of diverse cultural learning environments

Esther de Groot[1], Mildred López-Cabrera[2], Helena P Filipe[3], Samar Aboulsoud[4], Jane Tipping[5], Dave Davis[6]

[1] UMC Utrecht, The Netherlands [2] School of Medicine and Health Sciences, Monterrey, Mexico [3] Faculty of Medicine, University of Lisbon, Portugal [4] Cairo University, Cairo, Egypt [5] University of Toronto, Canada [6] Mohammed Bin Rashid University of Medicine & Health Sciences, Dubai, The United Arab Emirates

PCW 3
Good Trouble: Activating Measurable Diversity, Equity, Inclusion, and Justice (DEIJ) Values in Our Curricula

Patrick Corr[1], Paige McDonald[1], Abigail Konopasky[2], Sheel Singh[1], Maranda Ward[1]

[1] George Washington University School of Medicine and Health Sciences, Washington, USA
[2] Dartmouth University Geisel School of Medicine, Hanover, NH, USA

PCW 4
How to design an educational escape room for use in health professions education

Lucy Bray[1], Peter Dieckmann[1], Panagiotis Antoniou[2], Álvaro Fides-Valero[3], Pia Lahtinen[4], Lotta Tiikkainen[4], Panagiotis Bamidis[2]

[1] Copenhagen Academy for Medical Education and Simulation (CAMES), Center for HR and Education, Copenhagen, Denmark [2] Medical Physics and Digital Innovation Laboratory, School of Medicine, Faculty of Health Sciences, Aristotle University of Thessaloniki, Greece [3] Instituto de Aplicaciones de las Tecnologías de la Información y de las Comunicaciones Avanzadas (ITACA), Universitat Politècnica de València, València, Spain [4] Laurea University of Applied Sciences, Vantaa, Finland

PCW 5
Introduction to Systems Thinking Concept and Tools for Health Professions Educators: From Theory to Practice

Peerasit Sitthirat[1], Phanuwich Kaewkamjornchai[1], Chawisa Teansue[1], Karen M Tam[1]
[1] ExChange Lab, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand

PCW 6
Instructional design in online microcredential course

Vishna Devi Nadarajah[1], Nilesh Kumar Mitra[1], Hasnain Zafar Baloch[1]
[1] International Medical University, Kuala Lumpur, Malaysia

1330-1630 - Pre-conference workshops

PCW 7
Assess Your Own Assessment System: A Systematic Approach to Program Assessment

Sandi Moutsios[1], John McPherson[1], Rahgdah AL-Bualy[2], Mary Grace Zetkulic[3]

[1] Vanderbilt University Medical Center, Nashville, USA [2] Oman Medical Specialty Board, Muscat, Oman [3] Hackensack University Medical Center, Hackensack, USA

PCW 8
The Patient Voice in Continuing Development of Healthcare Professionals and Teams

Alvaro Margolis[1], David Wiljer[2], Amy Farr[3], Helena P Filipe[4], Ricard Cervera[5], Jeanette Andersen[6]

[1] Evimed, Montevideo, Uruguay [2] University of Toronto, Canada [3] European Respiratory Society, Lausanne, Switzerland [4] University of Lisbon, Portugal [5] Hospital Clinic, Barcelona, Spain [6] Lupus Europe, Copenhagen, Denmark

PCW 9
MEET (Medical Education Empowered by Theater) - participatory theater to nurture professional identity formation

Marco A. de Carvalho Filho[1], Marcia Strazzacappa[2]

[1] University Medical Center Groningen, The Netherlands [2] State University of Campinas, Brazil

PCW 10
Mastering the Moments: Microaggression Mitigation in Medical Learning Environments

William Golden[1], Heather Burrows[2], Amy Fleming[3], Joseph Jackson[4], Meg Keeley[5], Sharon Kileny[2], Kenya McNeal-Trice[6], Kimberly Vinson[3], Valencia Walker[7]

[1] Johns Hopkins School of Medicine, Baltimore, USA [2] University of Michigan Medical School, Ann Arbor/Michigan, USA [3] Vanderbilt University School of Medicine, Nashville, USA [4] Duke University, Durham, USA [5] University of Virginia School of Medicine, Charlottesville, Virginia, USA [6] University of North Carolina, Raleigh, NC, USA [7] Geisinger Community Medical Center, Scranton, Pennsylvania, USA

PCW 11
Using Close Calls to Teach Patient Safety Event Analysis to Healthcare Learners: A Hands-On Experience

Robin Newton[1], Doug Paull[1], Courisse Knight[2], Rashid Al-Abri[3], Diane L Levine[4], Sophia Ang[5]

[1] Accreditation Council for Graduate Medical Education, Chicago. IL, USA [2] John Hopkins Bloomberg School of Public Health, Baltimore, USA [3] Sultan Qaboos University, Muscat, Oman [4] Wayne State University, Michigan, USA [5] National University Hospital, Singapore

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PCW 12

Harnessing the power of technology and online networks to stay current as health profession educators

Jennifer Benjamin[1], Malford Tyson Pillow[1], Anoop Agrawal[1], Heather MacNeill[2], Ken Masters[3], Neil Mehta[4]

[1] Baylor College of Medicine, Houston, USA [2] University of Toronto, Toronto, Canada [3] Sultan Qaboos University, Muscat, Oman [4] Cleveland Clinic, Lerner College of Medicine, Ohio, USA

SUNDAY 27 AUGUST

0800-2130 – Registration Open

0930-1630 – TEL Symposium - How technology can transform learning environments for inclusive education

0930-1230 - Masterclass Sessions

MC 2
Essential Skills in Clinical Teaching (ESMECT): A Masterclass
Course lead: Subha Ramani, Brigham and Women's Hospital, Boston, USA

MC 3*
Essential Skills in Medical Education Leadership and Management (ESMELead): A Masterclass
Course lead: Judy McKimm, UK

0930-1230 - Pre-conference workshops

PCW 13
Enhancing the impact and consistency of feedback in postgraduate clinical training
Douglas Sutherland[1]
[1]Royal College of Physicians and Surgeons of Glasgow, UK

PCW 14
Am I biased? Twelve recommendations to reduce bias in health professions education
Ara Tekian[1], Karen Hauer[2], Yoon Soo Park[3], Ming-Ka Chan[4], Justin Bullock[5]
[1] University of Illinois at Chicago, USA [2] UCSF, San Francisco, USA [3] University of Illinois at Chicago, USA [4] University of Manitoba, Winnipeg, Canada [5] University of Washington, Seattle, USA

PCW 15
Construct the Ultimate Coaching Program: From Blueprints to Build
Taryn Hill[1], Matthew Thomas[1], Alice Walz[2], Rebecca Blankenburg[3], Rebecca Miller-Kuhlmann[3], James Korndorffer[3], Jay Mehta[4], Sarah Williams[3], Marisela Aguilar[3], Bradley Barth[5]

[1] Johns Hopkins All Children's Hospital, Saint Petersburg, FL, USA [2] Medical University of South Carolina, Charleston, SC, USA [3] Stanford University, Palo Alto, USA [4] Children's Hospital of Philadelphia, USA [5] Kansas University School of Medicine, Kansas City, USA

PCW 16
Making Learning Safe for All - Fostering psychological safety in health professions education through cultural lens

Chaoyan Dong[1], Nobutaro Ban[2], Jenny Lee Yuen Wong[3], Lisa Altshuler[4], Fatima Elbasri Abuelgasim Mohammed[5], Elizabeth Kachur[6]

[1] Sengkang General Hospital, Singapore, Singapore [2] Aichi Medical University, Aichi, Japan [3] Khoo Teck Puat Hospital, Singapore [4] New York University Grossman School of Medicine, New York, USA [5] Faculty of Medicine, Khartoum University, Khartoum Bahri, The Sudan [6] Medical Education Development, Global Consulting, New York, USA

PCW 17
Designing a Competency-based Curriculum: A Masterclass for Those New to CBME

Jason Frank[1], Alison Whelan[2], Leila Niemi-Murola[3], Adi Marty[4]

University of Ottawa, Canada[1], Association of American Medical Colleges, Washington, USA[2], University of Helsinki, Finland[3], University Hospital Zurich, Switzerland[4]

PCW 18
Develop your teaching of procedural tasks: developing, conducting and improving your surgical teaching

Monika Sobocan[1], Jan Jezersek[1], Lucia Lo Cascio[1], Nejc Kozar[2], Jure Knez[2]

[1] University Medical Centre Maribor, Slovenia [2] Faculty of Medicine, University of Maribor, Slovenia

1330-1630 – Masterclass Sessions

MC 4*
Essential Skills for Continuing Professional Development (ESCPD): A Masterclass
Course lead: Jane Tipping, University of Toronto, Canada

MC 5*
Essential Skills in Medical Education Wellness: A Masterclass
Course lead: Judy McKimm, UK

1330-1630 - Pre-conference workshops

PCW 19
Taking the lead: how to kick-start your research career in health professions education

Lara Teheux[1], Ardi Findyartini[2], Chris Watling[3], Rashmi A Kusurkar, Subha Ramani[5]
Mildred López-Cabrera[6], Veena Singaram[7], Lara Varpio[8]

[1] Radboudumc Amalia Children's Hospital, Nijmegen, The Netherlands [2] Faculty of Medicine Universitas Indonesia, Jakarta, Indonesia [3] Centre for Education Research and Innovation, Western University, London, Canada [4] Amsterdam UMC location Vrije Universiteit, Amsterdam, The Netherlands [5] Brigham and Women's Hospital and Harvard Medical School, Boston, USA [6] School of Medicine in Tecnologico de Monterrey, Monterrey, Mexico [7] University of KwaZulu-Natal School of Clinical Medicine, Durban, South Africa [8] Children's Hospital of Philadelphia and University of Pennsylvania, Philadelphia, USA

PCW 20
Killing it from the Podium or Anywhere Else: Enhancing In-Person and Digital Presentation Skills

Lawrence Sherman[1], Kathy Chappell[2]

[1] Meducate Global, LLC, Tierra Verde, Florida, USA [2] American Nurses Credentialing Center, Silver Spring, Maryland, USA

PCW 21
Using a coach approach to support learners struggling in the clinical environment: Partnering to promote growth

Maryellen Gusic[1], Andrew Parsons[2], Eva Aagaard[3], Bill Cutrer[4], Nicole Deiorio[5], Martha Elster[6], Karen Hauer[6], Kendra Parekh[4], Karen Warburton[7], Nichole Zehnder[3]

[1] Lewis Katz School of Medicine, Philadelphia, Pennsylvania, USA [2] University of Virginia School of Medicine, Charlottesville, USA [3] Washington University School of Medicine in St Louis, USA [4] Vanderbilt University School of Medicine, Nashville, USA [5] Virginia Commonwealth University School of Medicine, Richmond, USA [6] University of California San Francisco School of Medicine, San Francisco, California, USA [7] University of Virginia School of Medicine, Charlottesville, Virginia, USA

PCW 22
Creating Hybrid OSCEs - How to Get the Best of Both Worlds

Elizabeth K Kachur[1], Lisa Altshuler[2], Dennis Novack[3], Indranil Chakrabarti[3]

[1] Medical Education Development Global Consulting, New York, USA [2] New York University Grossman School of Medicine, New York, USA [3] Drexel University College of Medicine, Philadelphia, PA, USA

PCW 23
Programmatic Assessment for CBME

Holly Caretta-Weyer[1], Sören Huwendiek[2], Carrie Chan[3], Michael Barone[4]

[1]Stanford University School of Medicine, Palo Alto, CA, USA, [2]Institute for Medical Education, Bern, Switzerland, [3]Georgetown University School of Medicine, Washington, DC, USA, [4]National Board of Medical Examiners, Philadelphia, PA, USA

PCW 24
Virtual patient scenarios to train clinical reasoning: Practical insight into what works and what does not

Julius Josef Kaminski[1], Samuel Edelbring[2], Vivien Zahn[1], Harm Peters[1], Afnan El-Gayar[3]

[1] Charité - Universitätsmedizin Berlin, Germany [2] Örebro University, Örebro, Sweden [3] Charité – Universitätsmedizin Berlin, Germany

1800–1930 – Session 1*

Welcome to AMEE 2023

1A - Plenary
Understanding Inclusive Leadership for HPE
Sophie Soklaridis, Canada

Dr. Sophie Soklaridis is a Senior Scientist at the Centre for Addiction and Mental Health (CAMH). She is an Associate Professor at the Department of Psychiatry and Department of Family & Community Medicine at the Temerty Faculty of Medicine, University of Toronto, as well as a Scientist at Wilson Centre for Research in Education. She is the Canadian lead and a core faculty member for the Master of Health Sciences Education in Ethiopia through the Toronto Addis Ababa Academic Collaboration (TAAAC). She is the Vice Chair of Mental Health Equity and Equity, Diversity, Inclusion, Indigeneity and Access for the Department of Psychiatry and the University of Toronto. Her research takes a critical sociological approach on the issues of power, identity, and relationships. Her scholarly foci include patient/clients as partners in research and mental health education and the influence of power and privilege on academic medicine. She is a widely published and well-funded scientist who has received multiple awards for her research.

A Performance by the Red Hot Chilli Pipers followed by Networking Reception

MONDAY 28 AUGUST

0730-1730 – Registration Open

0900-1030 – Session 2: Simultaneous Sessions

2A – Symposia*
Long live Communities of Practice in health professions education!
Eeva Pyörälä, Subha Ramani, Yvonne Steinert, Rashmi Kusurkar, Enjy Abouzeid, Evangelos Papageorgiou

2B – Symposia*
Advancing Anti-Oppression and Social Justice in Healthcare through CBME
Ming-Ka Chan, Carrie Chen, Arvin Damodaran, Jamiu Busari

2C - Symposia
Beyond thinking fast and slow: theories informing teaching and assessment of clinical decision making and error
Michelle Daniel, Thilan Wijesekera, Andrew Parsons, Dario Torre, Steven Durning, Andrew Olson

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

1030-1100 – Coffee and Opportunity to Visit Exhibition

1100-1215 – Session 3*

3A – Plenary
The Voices of AMEE
Kulsoom Ghias, Pakistan (moderator), Caroline Bonner, UK, Ugo Caramori, Brazil, Lionel Green-Thompson, South Africa, Marwa Schumann, Germany

Through this moderated panel discussion, we aim to provide a platform for speakers from diverse personal and professional backgrounds to share under-represented and varied points of view within health professions education in an effort to initiate important and much-needed conversations in our communities of practice.

ASPIRE-to-Excellence Awards

1215-1400 – Lunch and Opportunity to Visit Exhibition

1400-1530 – Session 4: Simultaneous Sessions

4A – Symposia*
Enriching our thinking about what it means to have an LGBTQ+ identity in health professions education
Jennifer Cleland, Duncan Shrewsbury, Saleem Razack, Jo Hartland, Thanapob Bumphenkiatikul, Suntosh Pillay

4B – Symposia*
Acquisition of New Surgical Skills During the Long Careers of Practicing Surgeons
Ajit Sachdeva, Julian Smith

4C – Symposia
Postgraduate specialty choice - how can we recruit to less popular specialties
Simon Gregory, Marcelo Garcia Dieguez, Wunna Tun, Hans Hjelmqvist, Dimitri Parra, Rille Pihlak

Research Papers*, Short Communications, ePosters, Workshops, Point of View, Patil Teaching Innovation Awards, Meet the Expert

1530-1600 – Coffee and Opportunity to Visit Exhibition

1600-1730 – Session 5: Simultaneous Sessions

5A – Symposia*
Artificial Intelligence and Health Professions Education
Rakesh Patel, Ken Masters, Daniel Salcedo, Raquel Correia, Martin Pusic

5B – Symposia*

Implementing 'Evidence-informed teaching in practice. A BEME Symposium

Ronald Harden, Madalena Patricio, Morris Gordon, Jeni Harden, Susan van Schalkwyk, Rashmi Kusurkar

5C - Symposia

Interprofessional Management Reasoning: Collaboration to Advance Education and Clinical Practice

Thilan Wijesekera, Emily Abdoler, Andrew Parsons, Gail Jensen, Conan MacDougall, Steven Durning

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

1745-1945 – Private Meetings and Receptions

TUESDAY 29 AUGUST

0730-1730 – Registration Open

0900-1030 – Session 6: Simultaneous Sessions

6A – Symposia*
Continuing Professional Development of Healthcare Professionals: past, present, and future
Alvaro Margolis, Helena P Filipe, Céline Monette, Harumi Gomi, Samar Aboulsoud

6B – Symposia*
Nothing about us without us: integrating patient voices in health professions education
Paul Murphy, Walter Eppich, Nancy McNaughton, Anne de la Croix, Debra Nestel, Sophie Soklaridis

6C - Symposia
Engaging and retaining health professions educators in LMIC: Initiatives from Brazil, Africa, India
Joana Fróes Bragança Bastos, Kerrin Begg, Annette Uwineza, Noha M Elrafie, Victoria Nyaiteera, Vinutha Shankar

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

1030-1100 – Coffee and Opportunity to Visit Exhibition

1100-1230 – Session 7: Simultaneous Sessions

7A – Symposia*
IAMSE Symposium: Preparing for the future: challenges facing health professions educators
Peter de Jong

7B – Symposia*
Postgraduate Medical Education in disrupted and conflict settings
Juliana Sá, Simon Gregory, Rille Pihlak, Wunna Tun, Anton Volosovets, Gunaida Al-Gunaid

7C - Symposia
WHO Euro Annual Symposium
Janusz Janczukowicz

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

1230-1400 – Lunch and Opportunity to Visit Exhibition

1400-1530 – Session 8: Simultaneous Sessions

8A – Symposia*
Disability Inclusion and Anti-Ableism in Healthcare Education
Stephanie Van, Liz Bowen, Dorothy Tolchin

8B – Symposia*
Exploring the roles of students in health professions education
Evangelos Papageorgiou, Catarina Pais Rodrigues, Alexandra-Aurora Dumitra, Kosha Gala, Daniel Del Castillo Rix

8C - Symposia
Psychological Safety in the Clinical Learning Environment: The Path to Learning, Belonging, and Growth for Trainees
Adelaide McClintock, Joshua Jauregui

Research Papers*, Short Communications, ePosters, Workshops, Patil Teaching Innovation Award, Meet the Expert

1530-1600 – Coffee and Opportunity to Visit Exhibition

1600-1730 – Session 9: Simultaneous Sessions

9A – Symposia*
Every Voice Matters: Inclusive Faculty Development
Yvonne Steinert, Subha Ramani, Olanrewaju Sorinola, Patricia O'Sullivan, Ardi Findyartini

9B – Symposia*

Developing Competent District Health Care Doctors in the Least Developed Countries: Continuous Glocalization of an Education Program

Heeyoung Han, Young-Mee Lee, Jae Hoon Lee, Hanitriniala Sahondranirina Parquerrette, Hyunmi Park

9C - Symposia

EPAs in Undergraduate Health Professions Education: An International Perspective

Michael Ryan, Prashant Jhala, Chih-Wei Yang, Severin Pinilla, Nguyen Vu Quoc Huy, Dorothy Andriole

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

1745-1945 – Private Meetings and Receptions

WEDNESDAY 30 AUGUST

0730-1230 – Registration Open

0900-1030 – Session 10: Simultaneous Sessions

10A – Symposia*
East Meets West: Experiences of Two AMEE ASPIRE Awardees for Excellence in Student Engagement
Celine Marmion, Muirne Spooner, Sarah Ghobrial, Anant Khonsitseth, Pongtong Puranitee Chawisa Teansue

10B – Symposia*
Medical Education Escape Rooms; Love them, but am I learning? A critical discussion on contemporary serious gaming
Panagiotis Bamidis, Peter Dieckmann, Rachel Ellaway, Subha Ramani

10C – Symposia*
Decluttering Programmatic Assessment
Chris Roberts, Priya Khanna, Lambert Schuwirth, Sylvia Heeneman, Dario Torre

10D - Symposia
Enhancing patient safety through Simulation based education
Balakrishnan Ashokka, Sophia Ang, Courisse Knight, Viktor Riklefs, Alfred Know, Sayaka Oikawa

Doctoral Reports, Short Communications, ePosters, Workshops, AMEE Fringe, Meet the Expert, Point of View

1030-1100 – Brunch and Last Opportunity to Visit Exhibition

1100-1215 – Session 11*

11A - Plenary
Enabling Assessment for Inclusion in the Health Professions
Rola Ajjawi, Australia

Rola Ajjawi is Professor of Educational Research at the Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University, Australia. Her international program of research has sought to reveal the taken for granted assumptions about and hidden complexities of educational practice. Her current research spans equity, agency, belonging, and workplace learning. Rola was awarded a Karolinska Institutet Fellowship for her Research in Medical Education in 2021. She is Deputy Editor of the journal Medical Education, DEI lead for the journal, and chair of the AMEE doctoral award group. Her latest edited collection is _Assessment for Inclusion in Higher Education: Promoting Equity and Social Justice_ (Routledge, 2023 – Open Access).

Conference Prizes

Close of AMEE 2023 and Introduction to AMEE 2024

** Session available In-Person and Online

www.amee.org

26 - 30 AUGUST 2023

REGISTRATION

	In Person		Online	
	To 31 May	From 1 June	To 31 May	From 1 June
Member categories[4]				
Individual/Institutional member[5]	£520	£578	£292	£325
Individual/Institutional member from less well-resourced country[1,5]	£312	£347	£175	£195
Individual member claiming Junior doctor/Junior health professional rate[2]	£338	£375	£191	£212
Student member[3]	£260	£289	£146	£162
Non-Member categories				
Non-member	£630	£700	£355	£395
Non-member from less well-resourced country[1]	£378	£420	£213	£237
Non-member Junior doctor/Junior health professional[2]	£410	£455	£232	£257
Non-member Student[3]	£315	£350	£177	£197
Additions to AMEE 2023 registration				
7th ICFDHP Conference[6]	£360	£400	-	-
Preconference workshop[6]	£75	£75	TBC	TBC
Preconference workshop OS1[8]	£190	£190		
Masterclass 1[6]	£175	£175	-	-
ESME Masterclass 2[6]	£100	£100	-	-
ESME Masterclass 3, 4, 5[7]	£100	£100	£80	£80
TEL Symposium[6]	£135	£135	TBC	TBC

[1]See list of less well resourced countries

[2]Applies up to 5 years post-graduation as a doctor or other health professional. Also applies to 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. Proof of status required

[3]Applies to medical and 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

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

[5]Current paid AMEE Institutional Members will be eligible to claim up to 10-member rate registrations using a discount code provided, please contact services@amee.org if you have not received your voucher. This voucher will only be valid on the early and late registration fees and not the super early fees available for in person attendance.

[5]Current paid Premium Institutional Members will be eligible to claim up to 20-member rate registrations using a discount code provided, please contact services@amee.org if you have not received your voucher. This voucher will only be valid on the early and late registration fees and not the super early fees available for in person attendance.

[6]May only be purchased with an in-person conference registration

[7]May only be purchased with an in-person or online conference registration

[8]Includes transport to and from Dundee

To view the full list of terms and conditions and details on how to register visit the AMEE 2023 registration Site

www.amee.org

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