

出國報告(出國類別：開會)

2023 年歐洲醫學教育學會年會  
健康專業教育國際會議  
AMEE (Association of Medical  
Education in Europe)  
An International Association  
for Health Professions  
Education

服務機關：國立臺灣大學醫學院附設醫院新竹臺大分院

姓名職稱：歐陽鍾美營養師兼主任

派赴國家/地區：英國格拉斯哥

出國期間：112 年 8 月 24 日至 112 年 9 月 1 日

報告時間：112 年 10 月 2 日

## 摘要

歐洲醫學教育學會年會 (Association for Medical Education in Europe ; AMEE) 一個致力於推動全球醫學和醫療專業教育的非營利組織。AMEE 為醫學教育領域的教育者、研究人員和行政人員提供一個全球性的網絡，讓他們有機會進行合作、專業發展以及傳播創新的教學和學習實踐。今年 2023 年的 AMEE 會議於 8 月 26 日至 8 月 30 日，在英國格拉斯哥(Glasgow)舉行，此次會議主題是「Inclusive Learning Environments to Transform the Future」，即是「包容性學習環境改變未來」，係鼓勵大家在做醫學教育時要包容多樣學習環境，進而擴大和提升教育量能改變未來的醫學服務與品質。研討會的主題分為 22 項，主要主題包括：評估、教職員發展、醫學教育基本能力、設計與計畫學習、教育與管理、平等、多樣化和包容、教職員的發展：訓練-回饋和支持、跨領域和團隊學習、病人安全，以及教學與促進學習和技術增強學習等。各項主題課程和內容非常豐富，且以不同形式呈現，讓與會者自由選擇和參與；展示區的設備、技術和書籍等更是讓人耳目一新，從我一位醫學教育的初學者來看，有太多新的知識與技能要學習。此次參與 AMEE 會議，除了課堂上、學術論文口頭和海報的學習外，最大收獲是能與此領域的專家學者交流和學習，瞭解大家在教育各醫療專業人員是如何進行？如何評估和評量？如何設計相關研究？及遇到困難如何解決？

感謝新竹臺大分院長官與同仁給予支持與補助，此次英國格拉斯哥 2023-AMEE 之行收獲滿滿。

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## 壹、 目的

- 一、藉由參與此次國際性會議，瞭解國際間各國在醫學教育領域之進展、推動經驗、創新與研究，進而學習和應用於本國醫學教育方法、策略和活動，提升部門醫學教育之推廣成效。
- 二、促進醫學教育最佳實踐、研究與國際合作。AMEE 會議邀請來自世界各國醫學教育專家分享他們最佳實踐與創新方法，同時在會議中可以與各國專家交流互動，促進國際合作與跨文化的知識學習與分享。
- 三、透過口頭和海報發表「台灣糖尿病衛教師跨領域整合客觀結構式臨床技能測驗之開發、實施與評量」(Development, implementation and evaluation of an integrated interdisciplinary Objective Structured Clinical Examination for Diabetes Certificated Education Specialists in Taiwan)，分享台灣在糖尿病衛教師訓練課程中，推動跨專業領域訓練模式的方法與成效、培養醫療專業人員，以及提升台灣糖尿病專業人員衛教品質之國際能見度。

## 貳、過程

本次研討會時間 112 年 8 月 26 日至 8 月 30 日，為期 5 天之國際醫學教育研討大會，出國行程表如下。

### 一、行程

日期	
8 月 24 日(四)	晚上搭機前往英國
8 月 25 日(五)	抵達英國蘇格蘭-格拉斯哥
8 月 26 日(六)	AMEE 會議報到
8 月 27~29 日	開幕典禮、專題演講、口頭與海報發表、攤位展示
8 月 30 日(三)	網絡與對話會議、閉幕式
8 月 31 日(四)	搭機經杜拜回台灣
9 月 1 日(五)	抵達台灣

### 二、內容說明

(一)、開幕典禮(opening session)和主題演講(plenary speeches)：

2023 年 AMEE 年會開幕致詞是由大會主席 Subha Ramani 開場，她提到教育者(educator)是專家，即“將事情做對”，如何讓教育者進行演練？即“做對的事”；什麼是教育者能做的事？即“找對的人做事”。接著由大會執行長 Anne Lloyd 介紹這次參加的國家共有 108 國，人數最多依序為英國、泰國、美國、台灣、加拿大和新加坡。台灣參加人數排名第四名，參與的積極度令人敬佩，據我瞭解至少有 250 人以上來自台灣各大醫學院和醫院的醫療專業人員參與此次會議。另外，當地格拉斯哥大學醫學院院長 Prof. Matthew Walters 致歡迎詞；頒獎給 Prof. Pat Lilley 終身貢獻獎等。此次會議與以往不同的地方？包括：(1) 會議之聲；(2) AMEE 傳承；(3) 學習和發展中心 (Learning & development hub)；(4) 監測會議 (Mentoring sessions)；(5) 會議總結 (Conference round up)。大會同時請來蘇格蘭傳統樂團演奏歌曲，整個開幕式充滿了蘇格蘭的氛圍。



具包容性和跨部門的願景。



## (二)、會議重點概述

8月28日至8月30日之專題演講及平行場次重點摘要

### 1. 可信賴專業活動 (Entrustable Professional Activities ; EPAs)

會議中有關可信賴專業活動的演講很多且範圍很廣，包括設計 1 個可信賴專業活動數據的表板、不同國家之核心可信賴專業活動、發展可信賴專業活動以促進跨專業訓練與以團隊為主的學習等。講者製作了一個表板，其中監督等級以蜘蛛圖顯示，每個半徑對應於按監督等級編碼的 EPA 顏色。從摘要視圖到回饋建議的豐富定性數據，具有深入的功能。鼓勵成長心態學習強調學習回饋，愛爾蘭大學實習醫師之 EPA 鼓勵採用自主學習 (heutagogical) 方法，充分的培訓和資料保護，可作為決策的輔助手段，而非萬靈藥。有關「可信賴的委員會」需要將報告資料交給指定的評估員、團隊審查一組學生並做出初步決定、每年有三次會議做出決定，並向學生和教師提出行動計劃，以及在培訓的最後階段前做出有關晉升的決定。

美國維吉尼亞大學醫師 Dr. Maryellen Gusic 報告在美國醫學院學會 (Association of American Medical College ; AAMC) 的核心可信賴專業活動下維吉尼亞大學的執行情況，他們以實施系統性教師發展來支持 EPA 的評估計劃，其中包括策略、成果和經驗學習。可信賴專業活動(EPA)作為評估框架的引入，強調製定結構化計劃的必要性，以幫助評估人員做好參與新評



估範式的準備。儘管已經描述了基於工作場所的評估的評估員培訓方法，但尚未記錄評估員準備應用與學生所需監督程度相關的標準的具體策略。訓練的重點是就評估學生表現的標準的應用建立共識。EPA 的評估是基於 AAMC 進入住院醫師資格的核心可信賴專業活動，且會在九個核心實習中完成。教師發展的系統方法，可以靈活地運用在現有基礎設施接觸潛在參與者，可以促進評估人員參與新的評估文化。培訓期間參與者之間的互動不僅可以促進學習，還有助於社區建立，負責監督教師發展的領導小組可以確保利害關係人的需求得到滿足，並持續評估文化的變化。

## 2. 跨專業教育(Inter-professional Education；IPE):

影響「跨專業教育」的因素很多，涵蓋許多不同的構面：(1)有效行為構面，如閱讀能力、參與度、享受度、動機和主動性等；(2)認知構面，如價值、有用程度等；(3)學生個性和特質，如性別、專業等；(4)學生的態度，如學生年級、團隊等級之跨專業態度等；(5)教育傳遞模式，如線上課程、面對面實體，或兩種混和課程；(6)資源，如病人資料工具、課程規劃和員工等。影響「跨專業教育成效」的因素又為何？

從教學方法來看，包括：(1) 社區服務學習方法 (community service learning methods)，如服務街友的醫療(street medicine) 幫助哪些通常無法獲得常規醫療照顧或不容易接觸醫療系統的人；還有由學生管理型運的醫療診所或健康中心 (student-run clinics)；以及醫學生、實習生或住院醫師等醫療專業人員接受臨床培訓的病房 (training wards)。(2) 技能提升學習方法 (technology-enhanced learning methods)，如使用模擬情境或場景來模仿現實生活中的情境，以幫助學生獲得實際經驗和技能，而不需要真實世界的風險和壓力。(3) 社會技能訓練 (social skills training)，如角色扮演、動機式晤談、互動式溝通等。(4) 以問題為導向之學習(problem-based learning)，如個案討論等。另外，跨專業教育之關



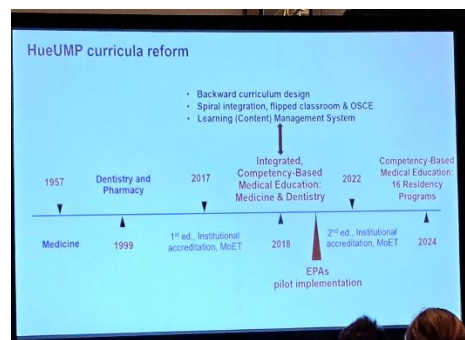
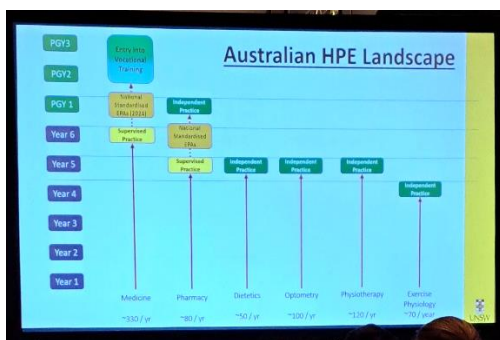
鍵因素則是經由活動或課程整合 IPE，以及病人的參與度。

來自美國耶魯大學的 Dr. Thilan Wijesekera 報告有關跨團隊教育管理推理(inter-professional management reasoning)之重要問題與解決之道，此跨專業團隊間的合作與溝通之臨床管理推理與臨床診斷推理不同，其關係較複雜且需要情境化推理技能，不同於診斷推理技能，須發展促進令人信服的臨床決策。此教育的關鍵問題是如何在臨床環境中做最佳的管理推理？以及如何有助於減少隱性偏見的管理推理問題？講者敘述幾種有用的工具來建立跨學習者程度與教育環境的管理推理教學。這些工具易於安排，且定期使用時可創造一個成功教學的良好學習環境。

### 3. 健康專業教育 (Health professional education ; HPE)

健康專業教育的範圍包括醫學生、學士後、醫事科學員等之培訓。此次會議有一特別針對不同國家代表在大學醫學教育之醫學專業教育課程的介紹與說明，其中包含 EPAs 設計、評估，以及培訓過程，如何讓學員能實踐專業技能和獨立執行特定臨床或專業活動？是否已達到足夠的能力來執行相關的專業活動等有了整體介紹，包括美國、澳洲、越南和台灣等國家。來自美國醫學院學會(AAMC)資深研究員 Dr. Dorothy Andriole 報告，美國在 10 所醫學院進行 13 項可信賴專業活動的測試計畫，評估核心 EPA 的活動是否可提高醫學生在進入住院醫師培訓早期的表現、每個核心 EPA 的表現和多模式證據的能力，以及教師在執行各項核心 EPA 的情況等。對於表現不佳的 EPA，需檢視是否存在潛在實踐或理論問題限制了醫學生表現衡量指標的效用。澳洲醫學院資深講師 Prashant Jhala 介紹澳洲健康專業教育學士後 EPAs 於 2014 澳洲皇家學院精神科開始，再加入醫學院營養系、醫學系和藥學系學生的健康專業教育，然後到學士後 PGY 訓練。在澳洲的 EPA 試驗包括執行病人評估、病人照顧之溝通、說明安全性和專業執行等；主要學習有技能之重要考量、是否有能力將知識與訊息介入於臨床照顧，以及教職員發展與文化改變。

越南 Hue 大學醫學和藥學院教授 Nguyen Vu Quoc Huy 報告了越南在大學醫學院課程改革的過程，醫學院成立於 1959 年，牙醫學系和藥學系成立於 1999 年，2017 年第一次的醫院評鑑，2018 年整合基於能力的醫學教育 (Competency-based medical education; CBME)，2022 年第二次醫院評鑑，預計 2024 年進行 16 個住院醫師課程之基於能力的醫學教育。其中的 EPAs 試驗的挑戰涵蓋新的觀念與原則、需要教員深思其發展與標準化、所有醫院之國家 EPAs 共識，以及缺少軟體與工具來監測評估結果。台灣臺大醫院楊志偉醫師分享了台灣經驗，2013 年台灣進行醫學生教育改革，將原實習醫師課程放入整合醫學生 6 年課程中，學士後訓練改為兩年。醫學生需要的臨床技能包括生理檢查、心電圖和影像判讀、檢驗值診斷技能、醫療過程技能和治療技能等。



#### 4. 平等、多元性和包容 (Equality, diversity and inclusivity)

此會議談到許多有關醫學教育之平等、多元性和包容性。有關平等 (equality)，要避免學員感受到身分威脅(identity threats)，譬如不受歡迎的學習環境、執行時之行為改變壓力、社會政治恐懼，以及缺少身分安全。學習多元化學習(diversity)，是指在醫學教育和培訓的過程中，學員有機會學習和體驗來自不同種族、文化、性別、宗教、性取向、殘疾、年齡、社經地位等多項背景的人之觀點、經驗和價值觀。醫學教育的包容性(inclusivity)的目標是培養具有專業技能醫學專業人員，能照顧不同背景和需求的患者，此教育模式助於減少不平等，提高醫學教育品質，並確保學員能參與學習和實踐自己的目標。而「包容性學習環境」是指在這環境裡，學習者發展出對臨床包

容性之專業願景，以及識別和關注語言、文化和政治構面之一系列心理疾病之策略。醫學教育包容性之核心原則為個別化支持、多樣性與文化敏感度、無歧視、多元化教學方法、特殊需求學生支持、共同參與，以及參與學校和社區活動等，支持學生的學習和發展。

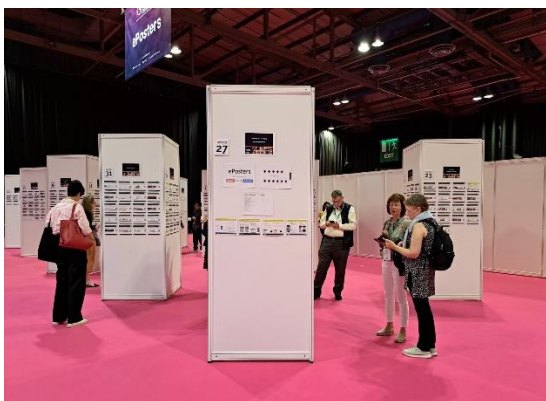
來自美國華盛頓大學神經學系 Dr. Justin L. Bullock 認為身分威脅如刻板印象威脅和為侵犯，會損害學習並侵蝕福祉，與身分威脅相比，人們對如何威脅知道甚少，學員對自己身分感到安全感，對於發展臨床學習環境中的身分安全做了較深入的分享。有 16 名學生接受訪問，瞭解其身分威脅、威脅緩解和身份安全，參與者在不受歡迎的學習環境下，感受被迫改變自己的行為。當其他人維護他們的人格並將它們視為獨特個體時，以及當他們感受到自己屬於學習環境時，身份安全就會顯現出來。身份安全會讓教育實踐維持和利用團隊成員的多元化身份，身份安全和威脅緩解可以共同應對學習環境的認同威脅。

##### 5. 教學與促進學習 (Teaching and facilitating learning)

醫學教育者在將醫學知識與臨床技能傳授給學生，和促進其學習。在此過程中，有關提升和促進其學習知識、技能、專業態度和照顧品質的方法與研究會議上談到許多，譬如如何利用翻轉教學提升醫學生之書寫能力，馬來西亞 Newcastle 大學醫學院老師 Dr. Victoria Scudamore 做了相關介入和研究，她訂下 12 項主要醫學生書寫病歷或資料之課程內容，說明好的書寫技能是要清楚、正確和具合理性，寫溝通的訊息時需要誠實報告並完成簽章，翻轉教學則是要學生在 (1) 每項敘述疾病、(2) 轉譯檢驗值、(3) 須填寫表格上都有互相討論再回答，相較於僅從教科書或教學上學習的傳統做法不同，其結果有較高的滿意度和正確性。另一個研究是有關醫學生以視訊個案討論方式探討是否支持臨床學習? Dr. Bhavani 以 16 題問卷和臨床推理能力評估，結果顯示大部分項目有助於各項表現。

## 6. ePoster 海報展示與廠商攤位展示區

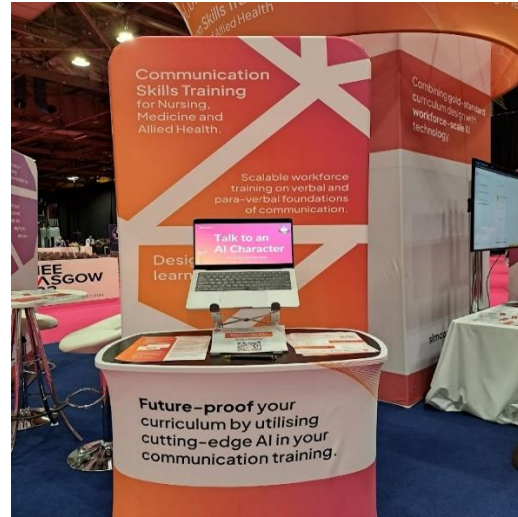
這次的海報展示區與以往我參加的學術研討會海報展示不同，是在大會開始前請參加海報的作者們依大會要求將報告內容轉為所屬自己的電子檔形式，報告時直接在大會的檔案裡以號碼叫出，就可分享報告內容，同時在自己的電子檔案裡也可印出每位講者的小海報(Mini-poster)，在會議期間大會將所有的海報(ePoster) 貼在大會展示區看板上，供與會者都可看到大家的海報內容，如下照片所示，此法可減少很多張貼大海報所需的空間，也可讓作者免去印刷和攜帶海報的辛勞，很棒的做法可作為其他要辦理國際會議機構或單位之參考。



大會攤位展示區也是大家學習的好地方，可以看到最新科技設備、模型、技術，和醫學教育相關書籍。新科技方面很多有關人工智能教育訓練，包括電腦軟體、機器人和模組等，可提供老師們多元教育方式，且在評估和評分標準也可



輸入軟體中，方便進行課程評量。書籍方面有很多不同教學分法的書，譬如「Coaching in medical education」、「Telehealth」，和「The definitive guide to the OSCE」都是非常不錯的書。最讓與會者興奮的是有一本醫學教育大師 Prof. Ronald Harden 的最新著作「A practical guide for MEDICAL TEACHERS」第 6 版在此販售，大家可以購買後請大師簽名。



## 參、心得與建議

這次能參加 2023 AMEE 會議首先要感謝介紹我認識和鼓勵我參加這會議的新竹臺大分院教學部曾芬郁教授，從她那裡得知每年台灣各大醫學院和醫院都有很多國內學者參加，果然在機場就開始感受到同班機的有很多乘客跟我的目的地一樣，要參加 AMEE 會議。此次估計來自台灣的學者約有 250 人，是大會參加國家中第四多的國家，僅次於英國、泰國和美國。各項主題內容非常豐富學習很多，除了主題演講可以聽到在醫學教育界知名和重量級學者演講外，在 short communication 會議是針對主題邀請國際相關學者發表和分享，讓參與者聽到不同國家的做法和目前最研究學習很多；還有平行會場的演講安排，內容更是充實多元，有著學不完的感覺；海報 ePoster 的演講安排，雖然講者只能報告 3 分鐘，以及接受發問和回答 3 分鐘，時間非常緊湊，每位講者都很精簡的報告自己的研究，聽者可以在最短的時間吸收講者研究精華；展示區攤位展示項目也很多，AI 項目是大家關注的焦點，另外還有最新設備、技術和書籍，在聽演講之餘就會抽空去現場

看看，整體而言就是令人耳目一新。從我一位醫學教育的初學者來看，太多新的知識與技能要學習，對於沒有聽過的資訊，只能將它記下等有空再查詢，較熟習的題目就可以更深入瞭解其他國家的學者的想法和做法。

有關此次參加會議對院方或部門的建議，因我所屬機構是分院，資源和人力部分較不足，希望在未來的學術和醫學教育資源上能顧及分院，給分院多些支持，如師資的支援和設施的分享等，目前分院並沒有 OSCE 場所和標準化病人的規劃，若在未來尚未有此空間或設備，可以考慮先借用總院空間或以其他方式取代，如人工智能(AI)設備或技術等，以期提升醫療人才培育成效，和醫療照顧品質。針對醫療教育研究計畫的書寫需要較有經驗的專業人員指導，並經常溝通互動，才能提升各研究室臨床教師的研究能力；另外，醫事職類的教師經常需要扮演多重角色，在時間分配上很困難，希望能定期進行客觀人力評估，在人力與支援足夠下進行醫療教育。

透過此次研討會及觀摩學習，看到許多從未想過、看過的臨床教育培訓技能和方法，感謝院方支持提供經費讓我有機會大開眼界，以及和國內外學者交流，收穫滿滿不虛此行。

#### ※ 參加 2023-AMEE 台灣學者於大會會場前大合照



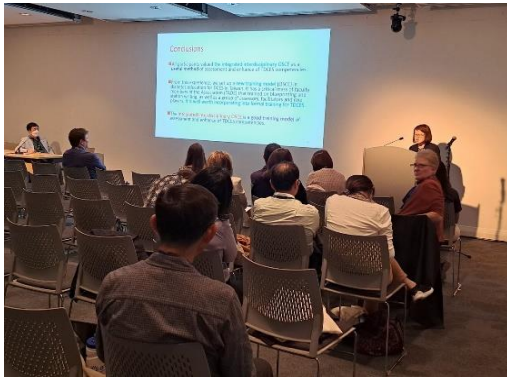
## 肆、 附錄一 (論文發表簡報)

場次: 40 - ePosters: Postgraduate: Assessment

時間: 2023 年 8 月 28 日下午 2 時至 3 時 30 分

地點: Carron 1, Loch Suite, SEC

方式: 口頭報告 3 分鐘 + 答詢 3 分鐘



發表簡報:



Development, implementation and evaluation of an integrated interdisciplinary Objective Structured Clinical Examination for Diabetes Certified Education Specialists in Taiwan

Presenter: Ouyang, Chung-Mei, Ph.D., RD.

Department of Dietetics, National Taiwan University Hospital Hsin-Chu Branch, Taiwan



### Introduction

- It is crucial for diabetic patients to be aware of diabetes-related knowledge and skills of self-management. Inter-professional collaboration is acknowledged as essential for quality patient-care.
- In Taiwan, we have more than 6,000 Diabetes Certified Education Specialists (TDCEs) and work for teaching patients with diabetes at different medical settings.
- However, little is known about receptiveness to inter/intra-professional feedback in their training from Taiwanese Association of Diabetes Educators (TADE).
- A training class by using Objective structured clinical examination (OSCE) model for different professionals (dialectologists, dietitians and nurses).

### Inter-disciplinary approaches to diabetes education



### Objective and Methods



- Objective:** to develop, implement and evaluate an interdisciplinary OSCE model for TDCEs in three different areas of Taiwan to assess the feasibility and impact from all participants
- Locations:** 3 medial centers located in northern, central and southern Taiwan
- Participants:** 164 Taiwanese Diabetes Certified Education Specialists (TDCEs) in total.



## Development of the group OSCE model

- **Contents:** diabetes-related dietary and medical education topics.
- **Inter-disciplinary:** dialectologists, dietitians and nurses
- **Topic design:** A 6-station OSCE was conducted and related to diabetes diet education topics. (1 physician, 2 nurse-educators and 3 dietitian-educators' topics)
- **Content validity:** senior health professionals (dialectologists, dietitians and nurses) who were also TDCES to design and evaluate the content validity.

## Six Topics of Diabetes and diet-Related Education

1. Diet communication and drug selection for **proteinuria** (physician)
2. **Hypoglycemia** prevention, treatment and communication (nurse)
3. **Balanced Diet** Education and Communication (nurse)
4. Nutritional counseling for **newly diagnosed diabetics** (dietitian)
5. Communication for patients with **low motivation** (dietitian)
6. Education for **Fixed amount of Carbohydrate** (dietitian)

### Getting started



Participants were reading patient's brief information

### Communication for patient with low motivation



Patient did **NOT** want to stay for dietitian's class



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## Physician-led OSCE setting - proteinuria



participant

Standardized patients (SP)



Rater



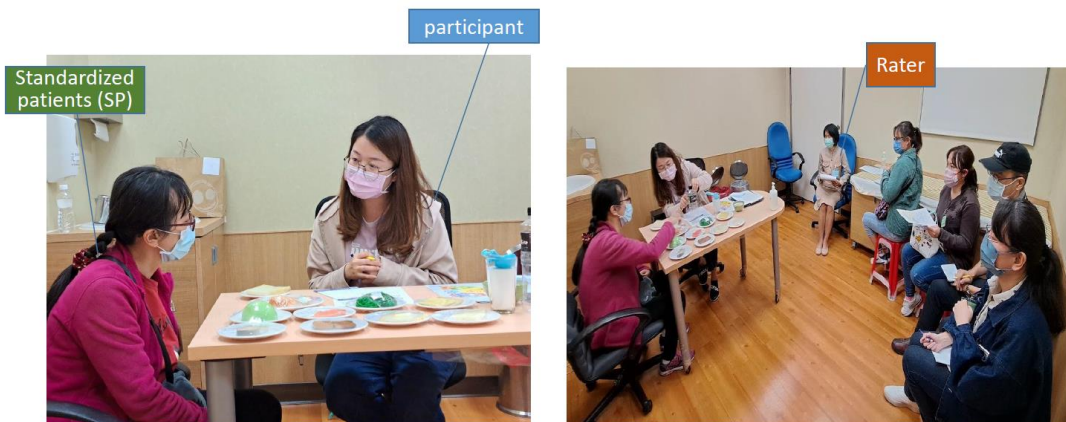
Rater

participant

Standardized patients (SP)

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## Dietitian-led OSCE setting – Balanced diet



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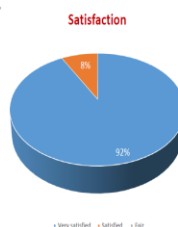
## Scenario video class and group discussion



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### Results

- A total of 164 TDCES attended the program.
- Overall satisfaction with OSCE process and outcomes were evaluated. Feedback from TDCES, assessors and SPs was **completely positive**.
- 100% of the participants were satisfied containing 92% "very satisfied" and 8% "satisfied" from TDCES.



### Conclusions

- All participants valued the **integrated interdisciplinary OSCE** as a **useful method** of assessment and enhance of TDCES competencies.
- From this experience, we set up a **new training model** (OSCE) in diabetes education for DCES in Taiwan. It has a critical mass of faculty members of the Association (TADE) that trained on blueprinting and station writing, as well as a group of assessors, facilitators and role players. **It is well worth incorporating into formal training for TDCES.**
- The **integrated interdisciplinary OSCE** is a **good training model** of assessment and enhance of TDCES competencies.

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# 附錄二 (研討會議程)

## PROGRAMME OVERVIEW

### Saturday 26 August

- 0730-1800 - Registration Open (Hall 4, sec)
- 0830-1730 - Offsite Visit\* (coach departs sec promptly at 0830hrs)
- PCW 051 Visit to School of Medicine, the Centre for Medical Education, and the Dundee Institute for Healthcare Simulation, University of Dundee

### 0830-1630 - Masterclass Session\*

- MC1 Systematic Reviews and Meta-Analyses: A Practical Approach (Ash, 1 sec)

### 0930-1230 - Pre-conference workshops\*

- PCW 052 Offsite Visit - Digital Visualisation in Anatomy Education, Anatomy Faculty, University of Glasgow (registered delegates to make own way to the Anatomy Faculty)

- PCW1 Assessment in Postgraduate Training - what did we learn from pandemic adaptations? (Ash, 2 sec)

- PCW 2 Adapting CPD to the Contextual Needs of Diverse Cultural Learning Environments (Boisadie, 1 sec)

- PCW 3 Good Trouble: Activating Measurable Diversity, Equity, Inclusion, and Justice (DEI) Values in our Curricula (Boisadie, 2 sec)

- PCW 4 How to Design an Educational Escape Room for use in Health Professions Education (Bochart, 1 sec)

- PCW 5 Introduction to Systems Thinking Concept and Tools for Health Professions Educators (Bochart, 2 sec)

- PCW 6 Instructional Design in Online Microcredential Course (M3, sec)

### 1330-1630 - Pre-conference workshops\*

- PCW 7 Assess Your Own Assessment System: A Systematic Approach to Program Assessment (Ash, 2 sec)

- PCW 8 The Patient's Voice in Continuing Development of Healthcare Professionals and Teams (Boisadie, 1 sec)

- PCW 9 MEET (Medical Education Empowered by Theater) - participatory theater to nurture professional identity formation (Boisadie, 2 sec)

- PCW 10 Microaggression Mitigation in Medical Learning Environments (Bochart, 1 sec)

- PCW 11 Using Close Calls to Teach Patient Safety (Event Analysis to Healthcare Learners) (Bochart, 2 sec)

- PCW 12 Harnessing the Power of Technology and Online Networks to Stay Current as Health Profession Educators (M4, sec)

### Sunday 27 August

- 0800-2130 - Registration Open (Hall 4, sec)

### 0900-1230 - Masterclass Sessions\*

- MC2 Essential Skills in Clinical Teaching (ESMECT) (Castle, 1 CP)

- MC3 Essential Skills in Medical Education Leadership and Management (ESMLEad) (Castle, 1 CP)

- 0830-1630 - TEL Themed Symposium - How Technology can Transform Learning Environments for Inclusive Education\* (Ash, 1 sec)

### 0930-1230 - Pre-conference workshops\*

- PCW 13 Enhancing the Impact and Consistency of Feedback in Postgraduate Clinical Training (Ash, 2 sec)

- PCW 14 Am I Biased? Twelve Recommendations to Reduce Bias in Health Professions Education (Boisadie, 1 sec)

- PCW 15 Construct the Ultimate Coaching Program (Boisadie, 2 sec)

- PCW 16 Making Learning Safe for All - Fostering Psychological Safety in HPE through Cultural Lens (Bochart, 1 sec)

- PCW 17 Designing a Competency-based Curriculum (Bochart, 2 sec)

- PCW 18 Develop Your Teaching of Procedural Tasks: Developing, Conducting and Improving Your Surgical Teaching (M4, sec)

### 1300-1630 - Masterclass Sessions\*

- MC4 Essential Skills for Continuing Professional Development (ESCPD) (Castle, 1 CP)

- MC5 Essential Skills in Medical Education Wellbeing (WESME) (Castle, 1 CP)

### 1330-1630 - Pre-conference workshops\*

- PCW 19 How to Kick-Start your Research Career in Health Professions Education (Ash, 2 sec)

- PCW 20 Enhancing In-Person and Digital Presentation Skills (Boisadie, 1 sec)

- PCW 21 Using a Coach Approach to Support Learners Struggling in the Clinical Environment (Boisadie, 2 sec)

- PCW 22 Creating Hybrid OSCEs - How to Get the Best of Both Worlds (Bochart, 1 sec)

- PCW 23 Designing and Implementing Programmatic Assessment for CBME (Bochart, 2 sec)

- PCW 24 Virtual Patient Scenarios to Train Clinical Reasoning (M4, sec)

### 1630-1715 - AMEE Orientation Session (Hall 1, sec)

### 1800-1945 - Session 1

- 1A Plenary - Understanding Inclusive Leadership for HPE, Sophie Sokaridis, Canada Entertainment - A performance by the Red Hot Chili Peppers (Hall 2), (sec)

- 1945-2115 - Networking Reception for AMEE 2023 Conference participants (Hall 4, sec)

### Monday 28 August

- 0800-1800 - Registration Open (Hall 4, sec)

- 0745-0845 - Mentoring Session (Argyll, 1 CP)

- 0745-0845 - Networking Session (Shuna, CP)

- 0900-1030 - Session 2: Simultaneous Sessions

- 2A Symp - Long Live Communities of Practice in Health Professions Education (Hall 2, sec)

- 2B Symp - Advancing Anti-Oppression and Social Justice in Healthcare through CBME (M, sec)

- 2C Symp - Theories Informing Teaching and Assessment of Clinical Decision Making and Error (Argyll, 1 CP)

- 2D RP - Assessment 1 (Hall, 1 sec)

- 2E RP - Professionalism and Professional Identity (Argyll, 1 CP)

- 2F Post Teaching Innovation Awards 1 (Argyll, 1 CP)

- 2G SC - Assessment: Assessment and the Learners (Castle, 1 CP)

- 2H SC - Designing and Planning Learning Curriculum (Castle, 1 CP)

- 2I SC - Education and Management 1 (Castle, 1 CP)

- 2J SC - Equality, Diversity, and Inclusivity 1 (Ash, 1 sec)

- 2K SC - Simulation 1 (Ash, 2 sec)

- 2L SC - Supporting Learners' Learning Experiences (Boisadie, 1 sec)

- 2M SC - Postgraduate Learning 1 (Bochart, 1 sec)

- 2N PechaKucha™ Learners and Environments (Bochart, 1 sec)

- 2O eP - Continuing Professional Development and Faculty Development (Caron, 1 sec)

- 2P eP - Interprofessional and Team Learning 1 (Ash, 1 sec)

- 2Q MTE - Assessment Advice Clinic (Hebrides, CP)

- 2R WS - Enhancing Leadership in Health/Medical Education Applying an Appreciative Inquiry Approach (Bochart, 2 sec)

- 2S WS - Peer Feedback Among Faculty: A Culture of Conversation to Foster Mastery, Build Resilience and Combat Burnout (M4, sec)

- 2T WS - Consult and be consulted - on your most pressing EPK-related questions (M4, sec)

- 2U WS - Teaching While Training: The Next Generation of Medical Educators (M4, sec)

- 2V WS - LGBTQI+ Inclusive Health Professions Education: creating meaningful change in learning environments (Staffs, CP)

- 2W WS - Practical Guide to Designing and Cultivating Communities of Practice to Propel Scholarship in Health Professions (Jura, CP)

- 2X WS - Creating Immersive 360-Degree Videos (Barra, CP)

- 2Y WS - Utilising Social Media for Professional and Scholarship Development (Shuna, CP)

- 2Z AMEE Simulation Committee Journal Club (Orinay, CP)

### 1030-1100 - Coffee, Networking and Opportunity to Visit Exhibition (Hall 4, sec)

### 1100-1230 - Session 3

- 3A Plenary - The Voices of AMEE ASPRE: to Excellence Awards, (Hall 2)/(AAO-Hub, sec)

### 1230-1400 - Lunch, Networking and Opportunity to Visit Exhibition (Hall 4, sec)

- 1245-1345 - AMEE CPD Committee Open Session (Ash, 1 sec)

- 1245-1345 - AMEE Faculty Development Committee Open Session (Ash, 2 sec)

- 1245-1345 - AMEE Postgraduate Committee Open Session (Boisadie, 1 sec)

- 1245-1345 - AMEE TEL Committee Open Session (Boisadie, 2 sec)

### 1400-1530 - Session 4: Simultaneous Sessions

- 4A Symp - Enriching Our Thinking About What It Means to Have an LGBTQ+ Identity in Health Professions Education (Hall 2, sec)

- 4B Symp - Acquisition of New Surgical Skills During the Long Careers of Practising Surgeons (M, sec)

- 4C Symp - Designing and Planning Learning Curriculum (Castle, 1 CP)

- 4D RP - Designing and Planning Learning Curriculum (Castle, 1 CP)

- 4E RP - Observation and Feedback (Argyll, 1 CP)

- 4F Post Teaching Innovation Awards 2 (Argyll, 1 CP)

- 4G SC - Assessment: Assessment Design (Castle, 1 CP)

- 4H SC - Designing and Planning Learning Curriculum Evaluation (Castle, 1 CP)

- 4I SC - Faculty Development: Leadership Mentorship (Castle, 1 CP)

- 4J SC - Interprofessional and Team Learning 1 (Ash, 1 sec)

- 4K SC - Simulation 2 (Ash, 2 sec)

- 4L SC - Supporting Learners' Residency (Boisadie, 1 sec)

- 4M SC - Postgraduate Learning 2 (Boisadie, 2 sec)

- 4N PoV - Points of View 1 (Bochart, 1 sec)

- 4O eP - Postgraduate Assessment (Caron, 1 sec)

- 4P eP - Teaching and Facilitating Learning (Caron, 2 sec)

- 4Q MTE - Best Evidence Medical Education (BEME) (Hebrides, CP)

- 4R WS - Rich Pictures - A New Methodology to Support and Study Teachers' and Educators' Identity Development (Bochart, 2 sec)

- 4S WS - Addressing Complexity in Medical Education (M4, sec)

- 4T WS - Optimising Design Implementation and Evaluation of complex curricular and assessment changes using realist systems-thinking approach (M4, sec)

- 4U WS - Using Insights from Cognitive Science for the Teaching of Clinical Skills (M4, sec)

- 4V WS - Decolonizing your Curriculum, Don't Know Where to Start? (Staffs, CP)

- 4W WS - Unleashing the Power of Emergency Voices: Driving Inclusion in HPE (Jura, CP)

- 4X WS - Bridging Institutional Borders Through Research, Scholarship and Collaboration Practices (Barra, CP)

- 4Y WS - Nurturing Professionalism: Using SJTs to Develop and Remediate Professionalism (Shuna, CP)

- 4Z WS - Making Effective Use of Technology in Teaching (Orinay, CP)

### 1530-1600 - Coffee, Networking and Opportunity to Visit Exhibition (Hall 4, sec)

### 1600-1730 - Session 5: Simultaneous Sessions

- 5A Symp - Artificial Intelligence and Health Professions Education (Hall 2, sec)

- 5B Symp - Implementing Evidence-informed teaching in practice (M, sec)

- 5C Symp - Interprofessional Management Reasoning: Collaboration to Advance Education and Clinical Practice (Argyll, 1 CP)

- 5D RP - Continuing Professional Development (Hall, 1 sec)

- 5E DR - Assessment (Argyll, 1 CP)

- 5F AMEE Fringe 1 (Argyll, 1 CP)

- 5G SC - Assessment: Evaluating Competence (Castle, 1 CP)

- 5H SC - Designing and Planning Learning: Successful Learning (Castle, 1 CP)

- 5I SC - Faculty Development: Engagement / Innovation (Castle, 1 CP)

- 5J SC - Equality, Diversity, and Inclusivity 2 (Ash, 1 sec)

- 5K SC - Simulation 3 (Ash, 2 sec)

- 5L SC - Supporting Learners' Learning Environment (Boisadie, 1 sec)

- 5M SC - Postgraduate Learning Methods (Boisadie, 2 sec)

- 5O eP - Assessment (Caron, 1 sec)

- 5P eP - Supporting Learners (Caron, 2 sec)

- 5Q MTE - The International Competency-based Medical Education (CBME) Collaborators (Hebrides, CP)

- 5R WS - Exploring Faculty Development Across Different Socio-Cultural and Linguistic Contexts (Bochart, 2 sec)

- 5S WS - Techniques for Developing a Community of Practice of HPEs at a Large, Clinically-Based Community Health System (M4, sec)

- 5T WS - Reflections on Assessment for Learning and Coaching for Change (M4, sec)

- 5U WS - Using Systems Thinking to Facilitate Change in HPE (M4, sec)

- 5V WS - Cultivating Belonging within the Learning Environment (Staffs, CP)

- 5W WS - Evidence Syntheses in HPE: From Research Question to Knowledge Translation (Jura, CP)

- 5X WS - Workplace Culture in Medical Postgraduate Training (Barra, CP)

- 5Y WS - How to Troubleshoot, Adjust, and Adapt Active Learning From Good Intentions to Great Outcomes (Shuna, CP)

- 5Z WS - Technology-Enhanced Hybrid Learning in The 'New Normal' (Orinay, CP)

### 1830-2230 - Optional Social Event - AMEE Conference Ceilidh\* (Marriott Hotel)

\*Pre-registration is essential. 'A', 'B' and 'D' sessions will be live streamed.

Key: PCW - Pre-conference Workshop PoV - Point of View Symp - Symposium SC - Short Communications WS - Workshop eP - e-Posters MTE - Meet the Expert MC - Masterclass RP - Research Papers CP - Croisne Plaza Hotel SEC - Scottish Event Campus

6R	WS - Promotion in Academic Medicine Working Towards Inclusive Metrics for "Research Excellence" in Faculties of Medicine (Dochart 2, SEC)
6S	WS - Building Adaptive Practices Through Effective Self-Regulated Learning Environments (M3, SEC)
6T	WS - Finding Success within CBME Strategies that Support Workplace-based Assessment Implementation (M2, SEC)
6U	WS - Seven Steps to Effect Strategic Program Redesign for Value-Based Outcomes (M4, SEC)
6V	WS - Strategies to Foster a Healthy and Inclusive Learning Environment in Medical School (Stafa, CP)
6W	WS - Appreciative Inquiry (AI) Enhances Leader Inclusiveness Behavior in Team Learning (Ara, CP)
6X	WS - Formalising Support for Learners on Professionally Regulated Programmes Using a Case Management Approach (Bama, CP)
6Y	WS - Moral Dilemmas, Moral Decision-Making and Moral Distress in the Clinical Environment: Educational Strategies for Postgraduate Trainees (Shuna, CP)
6Z	WS - How to Family Medical Education (Orney, CP)
1030-1100	Colfee, Networking and Opportunity to Visit Exhibition (Hall 4, SEC)
1100-1230	Session 7: Simultaneous Sessions
7A	Symp - Preparing for the Future: Challenges Facing HPEs (Hall 2, SEC)
7B	Symp - Postgraduate Medical Education in Disrupted and Conflict Settings (M1, SEC)
7C	Symp - Effective Risk Communication and Community Engagement in Health Emergencies (Argyll, CP)
7D	RP - Interprofessional and Team Learning (Hall 1, SEC)
7E	RP - Supporting Learners (Argyll, CP)
7F	SC - CPD Regulatory, Learning and Other Issues (Argyll, CP)
7G	SC - Assessment Innovations in Assessment (Castle, CP)
7H	SC - Scholarship of Education (Castle, CP)
7I	SC - Education and Management 3 (Castle, CP)
7J	SC - Equality, Diversity, and Inclusivity 4 (Aeh, SEC)
7K	SC - TEL: Best Practice for Enhancing Learning with Technology (Aeh 2, SEC)
7L	SC - Supporting Learners: Supportive Learning Environment (Boadale 1, SEC)
7M	SC - Postgraduate Supervision (Boadale 2, SEC)
7N	POV - Points of View 2 (Dochart 1, SEC)
7O	eP - Faculty Development: Developmental Skills Training: Feedback and Support (Caron 1, SEC)
7P	eP - Simulation (Caron 2, SEC)
7Q	MTE - The changing roles of students and teachers in HPE (Hebriide, CP)
7R	WS - Reputation Management for Health Professions Educators in the Digital Era (Dochart 2, SEC)
7S	WS - What Can You Learn from Student Evaluations? How Evaluations Can Contribute to Educational Improvement and Teachers' CPD (M3, SEC)

7T	WS - Mitigating for the Unintended and Undesired Consequences of Transitions to Programmatic Approaches to Assessment (M2, SEC)
7U	WS - Furthering the Agenda: Insights into Widening Access to Medicine in Scotland (M4, SEC)
7V	WS - Antiracism Through the Lens of the Health Humanities: Training the Trainers (Stafa, CP)
7W	WS - How Can You Make Your Educational Innovations Scholarly, Transforming and Disseminating your Innovation Work in HPE (Ara, CP)
7X	WS - How to Bring Near-Peer Mentoring to Your Institution (Bama, CP)
7Y	WS - Gamification for Learning: Can We Really Learn Through Play? (Shuna, CP)
7Z	WS - How can surgical education be scaled in low-and Middle-income Countries (LMICs) (Orney, CP)
1230-1400	Lunch, Networking and Opportunity to Visit Exhibition (Hall 4, SEC)
1245-1345	AMEE Annual General Meeting (AMEE Members Only) (M, SEC)
1400-1530	Session 8: Simultaneous Sessions
8A	Symp - Disability Inclusion and Anti-Ableism in Healthcare Education (Hall 2, SEC)
8B	Symp - Exploring the Roles of Students in Health Professions Education (M1, SEC)
8C	Symp - Psychological Safety in the Clinical Learning Environment: The Path to Learning Belonging and Growth for Trainees (Argyll, CP)
8D	RP - Equality, Diversity, and Inclusivity (Hall 1, SEC)
8E	RP - Topics in Undergraduate Medical Education (Argyll, CP)
8F	SC - CPD Strategies and Techniques (Argyll, CP)
8G	SC - Assessment Objective Structured Clinical Examinations (Castle, CP)
8H	SC - Designing and Planning Learning: Patients' and Learners' Perspectives (Castle, CP)
8I	SC - Faculty Development: Professional Identity (Castle, CP)
8J	SC - Interprofessional and Team Learning 2 (Aeh, SEC)
8K	SC - TEL: Innovative Technologies and Approaches (Aeh 2, SEC)
8L	SC - Teaching and Facilitating Learning: Creative Teaching Methods - From Theater to Escape Rooms! (Boadale 1, SEC)
8M	SC - Postgraduate Trainees Well-being (Boadale 2, SEC)
8N	SC - Teaching and Facilitating Learning: Supporting Learners 1 (Dochart 1, SEC)
8O	eP - Designing and Planning Learning 1 (Caron 1, SEC)
8P	eP - Surgery Education (Caron 2, SEC)
8Q	MTE - ASPRE to Excellence Programme Q&A (Hebriide, CP)
8R	WS - Exploring Business Strategies and Techniques to Secure Education Resources (Dochart 2, SEC)
8S	WS - Using Design Thinking in Medical Education (M3, SEC)
8T	WS - Assessing the Accreditors: Context Matters: Lessons learned from the WAME Recognition Programme (M2, SEC)

8U	WS - Advancing Assessment in Practice - Contributing to the Ottawa Consensus Statements (M4, SEC)
8V	WS - Framing Healthy Responses to Systemic Harm and Injustice (Stafa, CP)
8W	WS - Student Led Learning in Undergraduate Patient Safety Education (Ara, CP)
8X	WS - Postgraduate HPE Supervision and Mentorship (Bama, CP)
8Y	WS - Generational Artificial Intelligence (AI): The Impact of ChatGPT and Gen AI Applications on HPE (Shuna, CP)
8Z	MTE: The Voices of AMEE Plenary Speakers (Orney, CP)
1530-1600	Colfee, Networking and Opportunity to Visit Exhibition (Hall 4, SEC)
1600-1730	Session 9: Simultaneous Sessions
9A	Symp - Every Voice Matters: Inclusive Faculty Development (Hall 2, SEC)
9B	Symp - Developing Competent District Health Care Doctors in the Least Developed Countries (M, SEC)
9C	Symp - EPAs in Undergraduate HPE: An International Perspective (Argyll, CP)
9D	RP - Learning Experiences (Hall 1, SEC)
9E	DR - Power (Argyll, CP)
9F	AMEE Fringe 2 (Argyll, CP)
9G	SC - Competency Based Medical Education (Castle, CP)
9H	SC - Teaching and Facilitating Learning: Near Peer Teaching and Learning (Castle, CP)
9I	SC - Surgery Education (Castle, CP)
9J	SC - Equality, Diversity, and Inclusivity 5 (Aeh 1, SEC)
9K	SC - Patient Safety (Aeh 2, SEC)
9L	SC - Supporting Learners: Vulnerable Learners (Boadale 1, SEC)
9M	SC - Postgraduate Assessment (Boadale 2, SEC)
9N	SC - Teaching and Facilitating Learning: Supporting Learners 2 (Dochart 1, SEC)
9O	eP - Designing and Planning Learning 2 (Caron 1, SEC)
9P	eP - Technology Enhanced Learning (Caron 2, SEC)
9R	WS - Navigating Difficult Conversations in Academic Medicine (Dochart 2, SEC)
9S	WS - Designing Inclusive Assessments for Health Professions Programmes (M3, SEC)
9T	WS - How to Build Cost-Effective CPD With Limited Resources (M2, SEC)
9U	WS - Global Diversity, Equity, and Inclusion in Health Professional Education Publishing (M4, SEC)
9V	WS - The Road Towards a Medical Curriculum in Which Planetary Health is Integrated (Stafa, CP)
9W	WS - Design and Development on an Innovative Multiprofessional Simulation Course (Ara, CP)
9X	WS - A Framework to Support Success and Well-Being in Health Sciences Education (Bama, CP)
9Y	WS - Giving Effective Feedback: A Relationship-Centered Approach (Shuna, CP)
9Z	WS - Strategies for Developing Open Education Resources (OER) in Medical Education (Orney, CP)

1745-1945	AMEE Postgraduate Committee Open Session (Ara, CP)
<b>Wednesday 30 August</b>	
0800-1300	Registration Open (Hall 4, SEC)
0745-0845	Networking Session (Shuna, CP)
0900-1030	Session 10: Simultaneous Sessions
10A	Symp - Experiences of Two AMEE ASPRE Awardees for Excellence in Student Engagement (Hall 2, SEC)
10B	Symp - Medical Education Escape Rooms: Love them, but am I learning? (M1, SEC)
10C	Symp - Decluttering Programmatic Assessment (Argyll, CP)
10D	Symp - Enhancing Patient Safety Through Simulation Based Education (Hall 1, SEC)
10E	DR - Learning (Argyll, CP)
10F	SC - CPD Interprofessional (Argyll, CP)
10G	SC - Core Competencies of the 21st Century Physician - An Iberoamerican Vision (Castle, CP)
10H	SC - Designing and Planning Learning: Technology (Castle, CP)
10I	SC - Sustainability (Castle, CP)
10J	SC - Interprofessional and Team Learning 3 (Aeh 1, SEC)
10K	SC - Postgraduate: Diversity (Aeh 2, SEC)
10L	SC - Supporting Learners: Supporting Learning (Boadale 1, SEC)
10M	SC - Postgraduate: Curriculum (Boadale 2, SEC)
10N	POV - Points of View 3 (Dochart 1, SEC)
10O	eP - Postgraduate: Early Career (Caron 1, SEC)
10P	eP - Equality, Diversity, and Inclusivity (Caron 2, SEC)
10Q	Early Career Session (Hebriide, SEC)
10R	WS - The Power of Authentic Demonstrations When Training Health Professionals in the Conduct of Workplace Based Assessment (Dochart 2, SEC)
10S	WS - Addressing Insufficient Introspection as Part of Unprofessional Behaviour in Residents (M1, SEC)
10T	WS - Leveraging Logic Models to Unify and Align Team Planning Efforts for Inclusive Teaching and Learning (M2, SEC)
10U	WS - Global Relevance in Medical Education Scholarship (M4, SEC)
10V	WS - Engaging front-line faculty for CBME (Stafa, CP)
10W	WS - Interprofessional Student-Led Clinics Informed by EPAs (Ara, CP)
10X	WS - "Once upon a time... Using Storytelling to Capture One's Research in an Abstract or Synopsis (Bama, CP)
10Y	WS - Using Gamified VR Simulations to Teach Psychiatric Emergencies (Shuna, CP)
10Z	WS - Learn How to Use Narrative Medicine as a Teaching Method in Multiple Educational Settings (Orney, CP)
1030-1100	Brunch and last opportunity to Network and Visit the Exhibition (Hall 4, SEC)
1100-1230	Session 11
11A	Plenary - Enabling Assessment for Inclusion in the Health Professions Announcements: Conference Prizes, AMEE Honorary Fellowship Award, a look ahead to AMEE 2024 and Close of AMEE 2023 (Hall 2, SEC)

**Connecting and Networking**

We have a variety of options for you in-person, through the Swappard app and a combination of both.

- Live from AMEE 2023 - live chat in the Swappard app during all sessions
- Let's Discuss - a space within the App for open discussion with all conference delegates
- Social Wall - keep up to date with the latest buzz on social media, follow #amee2023
- Search and connect - find a colleague or search the delegate list by role or professional interest
- Conversations - join an informal, themed discussion face-to-face or online
- Chat direct - private messaging and instant video calls - chat directly with other delegates individually or in a group, and arrange to meet up face-to-face or online, if you wish

**Learn and Develop Hub**

Grab a pair of headphones and tune in to a programme of short talks on the hot topics of health professions education past, present and future. A perfect way to plug in to more valuable development. The Learn and Develop Hub is in Hall 4, SEC. When not in use, delegates can use this space to take 'time out' and enjoy some relaxation!

**Monday 28 August**

1030-1100	The Future Role of Medical Students
1245-1345	The Evolving Landscape of Medical Learning and Teaching for the Future
1330-1350	The Past, Present & Future of Supporting Medical Learners
1400-1430	Widening participation: exposing the hidden aspects of disadvantaged backgrounds
1530-1600	Embracing the future of medical education for the next two decades

**Tuesday 29 August**

0915-0945	Breaking barriers for early career med-uctors
0945-1015	Early Career Research
1030-1100	King Falset
1007-1200	First, do no harm. Second, include an ethics statement - ethical reporting in academic publications
1240-1300	Leverage AI for Large Scale Workplace Communication Skills Training
1535-1555	Decentralizing Surgical Education to Reduce the Global Burden of Disease


**Wednesday 30 August**

0900-0930	Integrated Teaching: bringing the curriculum together
0930-1000	Witches, monks and scholars - exploring the cultural basis of medical education through history
1030-1100	Discussions on AI at AMEE 2023

**Swappard**

- Search for AMEE EVENTS on the iPhone App Store or Google Play Store and download the app
- Log into Swappard using the joining instructions sent to your registered email address
- See the full range of conference sessions, both in person and online
- Catch up with the streamed sessions later
- Join any of the online short communication sessions or workshops or access the recordings later
- Visit the AMEE Resource Centre (ARC) to view our catalogue of recorded Short Communications On Demand (SCODs)
- Visit the exciting ePoster Showcase! You have access to hundreds of amazing ePosters

Details correct at the time of printing, please refer to Swappard for the most recent information.

 INCLUDE LEARNING OPPORTUNITIES TO TRANSFORM THE FUTURE

[www.amee.org](http://www.amee.org)

\*Pre-registration is essential. A, B and D sessions will be live streamed.

Key: PCW - Pre-conference Workshop; POV - Point of View; Symp - Symposium; SC - Short Communications; WS - Workshop; eP - ePosters; MTE - Meet the Expert; MC - Masterclasses; RP - Research Papers; CP - Crowne Plaza Hotel; SEC - Scottish Event Campus



## 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.

## 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 27<sup>th</sup> 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*

## **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**

###### **Voices of AMEE Panel Discussion**

Details to follow.

##### **ASPIRE-to-Excellence Awards**

### **1215–1400 – Lunch and Opportunity to Visit Exhibition**

#### **1400–1530 – Session 4**

##### **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**

##### **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**

Madalena Patricio, Ronald Harden, 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



## 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 Nyateera·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

## **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**

Muirne Spooner, Céline Marmion, Martina Crehan, Pongtong Puranitee, Titiwat Sungkaworn, Samart Pakakasama

### **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

**1030–1100 – Brunch and Last Opportunity to Visit Exhibition**

**1100–1215 – Session 11\***

### **11A – Plenary**

#### **Enabling Assessment for Inclusion in the Health Professions**

Rojla Ajjawi, Australia