

amee 2018

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION



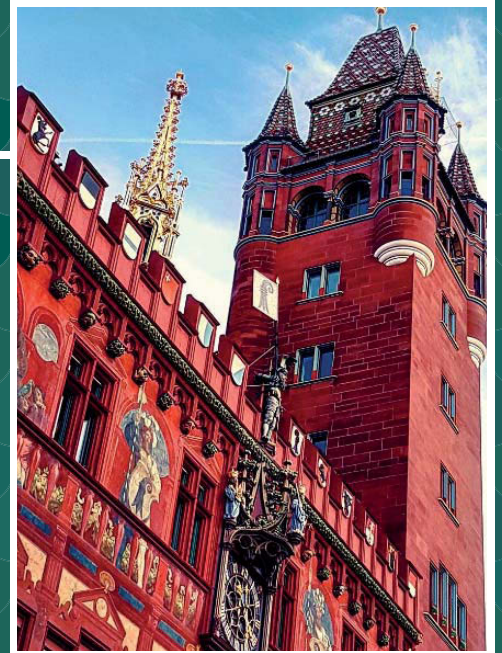
Educating the future healthcare professional and the roles of the teacher

25th to 29th August 2018
Basel, Switzerland

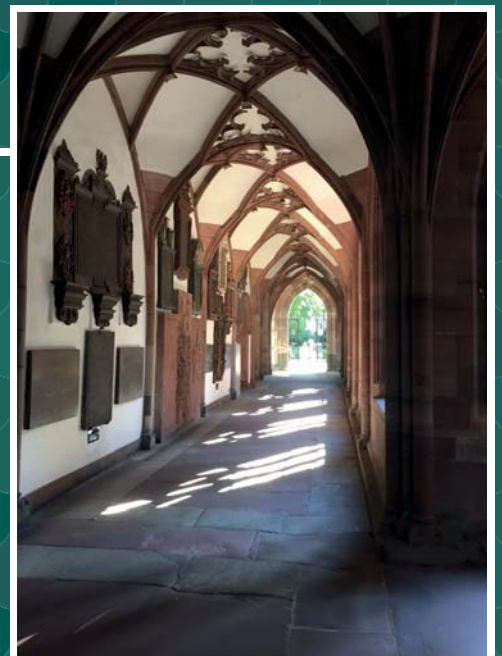
Provisional Programme



www.amee.org | amee@dundee.ac.uk



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Why you should join us at AMEE 2018 in Basel

The AMEE Conference is widely recognized as the key annual medical and healthcare professions education venue, regularly attended by colleagues from around the world.

- Participate in stimulating, thought-provoking interactive sessions - plenaries, symposia, short communications, preconference and conference workshops, posters, e-posters, research papers, doctoral reports, AMEE Fringe, PechaKucha™, point of view, round table, meet the experts, and so much more!
- Follow the conference tracks of particular relevance to you - undergraduate education, postgraduate education and training, continuing professional development, surgery education - with sessions for teachers, deans, course directors, administrators, researchers and students in all the healthcare professions;
- Come early to enjoy one of the many preconference workshops, courses and masterclass sessions;
- Participate in the 2nd World Summit on Competency-based Medical Education
- Present your own work in one of the many sessions and receive feedback from colleagues;
- Network with colleagues both in and out of the sessions;
- See state-of-the-art products and services demonstrated in the exhibition;
- Get a world-view of what is happening in medical and healthcare professions education;
- Enjoy the beautiful city of Basel, full of character and culture, and return home refreshed and invigorated, with new ideas to enhance your teaching.

What you said on the 2017 evaluation form

“ This continues to be a marvellous conference. I reconnect with colleagues I have met before, I meet new colleagues from around the globe, and I return with a wealth of ideas. ”



“ The best and most enjoyable way to get immersed for newcomers on the international field of medical education. ”

“ More postgraduate training sessions would be good. ”

(AMEE comment: We hear you, and agree. More postgraduate content will be included in 2018.)

“ I would love to hear more from younger generations (not least the students). They are after all the future. ”

(AMEE comment: We agree, and will make more opportunities for students to present and chair sessions.)



“ I will be attending AMEE again and recommending it to everyone I know in medical education. It is fantastic. ”

“ There should be more emphasis on CPD. ”

(AMEE comment: An important aspect and we agree CPD has not been well represented in previous conferences. Hopefully you will notice a difference this year.)

General Information

Basel is Switzerland's oldest University City. Historic landmarks of the city include the large market square with its richly decorated red sandstone town hall and the late Romanesque-Gothic cathedral. It is home to 40 museums, a beautiful Old Town, modern architecture, and the Rhine.

Getting to Basel:

Basel is situated in the heart of Europe, right in the tri-border region where Switzerland, Germany and France converge. Thanks to its manageable size and the excellent public transport network, it is quick and easy to get around the city.

If you are travelling by air, you can reach the city via EuroAirport or nearby Zurich Airport. It's very easy to plan your journey via the three railway stations and the major motorways. EuroAirport is located 15 minutes from the city centre. It offers 500 scheduled and charter flights every week and more than 60 destinations to guarantee you a convenient arrival. Note: Being on the Swiss border, there are two exits from Basel EuroAirport. Please ensure you leave the airport through the Swiss exit and not the French/German exit.

Children:

Registered participants may take children into all conference sessions except workshops if it is not possible to make alternative arrangements for their care. Children must be accompanied at all times, and participants are kindly asked to take them out of sessions if they become disruptive.

Visas:

Please check with the Swiss Embassy or Consulate in your country to find out whether you need a visa, and if so, the documentation that must be supplied. Please note that Switzerland is not in the European Union. If you would like AMEE to supply a letter of invitation to support your application please select this option during your registration. Please start visa applications as soon as possible to avoid disappointment.

Conference Venue:

Basel, Switzerland is at the heart of Europe. It is a congress city with conveniently situated facilities. The Congress Center Basel enjoys a downtown location, situated directly adjacent to Basel Exhibition Centre. Travel times are short, and the historic old town, the shopping areas and the many museums and parks can be reached comfortably on foot or in a few minutes by public transport. Every guest who stays in a hotel in Basel receives a free Mobility Ticket when they check-in. This ticket will enable participants to use public transport within the city of Basel and its surroundings (including EuroAirport) free of charge for the duration of their stay.

Insurance:

It is strongly recommended that you take out insurance to cover any potential loss of registration fees, travel and accommodation costs that might result from any medical condition, family emergencies or accident that may preclude your attendance at the conference, or cause you to seek medical advice during your stay in Switzerland.

CME Accreditation:

CME credits for attendance at the main conference (27-29 August) will be applied for.

Language:

All conference sessions will be conducted in English.

Weather:

The climate in Basel in August is mild and known to be rather changeable, so be prepared. The daytime temperature range is 18 to 28 °C (65° - 82° F).

Programme Overview

	Friday 24th	Saturday 25th	Sunday 26th	Monday 27th	Tuesday 28th	Wednesday 29th
Morning	2nd World Summit on CBME	2nd World Summit on CBME ESME Course ESMEA Course ESCEPD Course/Masterclass 1 ESMELead Course RESME Course ESCEL Masterclass ESMEOSTE Masterclass Pre-Conference Workshops	ESME Course ESMEA Course ESCEPD Course RASME Masterclass ESMESim Masterclass Pre-Conference Workshops	Plenary 2 Symposia Short Communications Research Papers Mounted Posters ePosters PechaKucha Workshops Round Table Exhibition	Plenary 3 Symposia Short Communications Research Papers Mounted Posters ePosters PechaKucha Workshops Round Table Exhibition	Symposia Short Communications Research Papers Doctoral Reports Mounted Posters ePosters Point of View Workshops Round Table Exhibition Plenary 4
Lunch				ESME Course RESME Course ESMELead Course PCW1 Design thinking	AMEE AGM ESME Course RESME Course ESMELead Course	ESME Course ESMELead Course
Afternoon	2nd World Summit on CBME	2nd World Summit on CBME ESME Course ESMEA Course ESCEPD Course/Masterclass 1 ESMELead Course RESME Course ESCEL Masterclass ESMEOSTE Masterclass Pre-Conference Workshops	ESME Course ESCEPD Course RASME Masterclass ESMESim Masterclass Pre-Conference Workshops AMEE Orientation	Symposia Short Communications Research Papers Doctoral Reports Mounted Posters ePosters Point of View Workshops Round Table AMEE Fringe Exhibition	Symposia Short Communications Research Papers Doctoral Reports Mounted Posters ePosters Point of View Workshops Round Table AMEE Fringe Exhibition	ESMELead Course AMEE Executive Committee
Evening	2nd World Summit on CBME Reception		Opening Plenary 1 Reception Exhibition			

Surgery Track

An exciting innovation at AMEE 2018 is a Surgery Track which brings together all activities related to surgical education and simulation in surgical education. The Surgery Track addresses best practices and the latest research findings in curriculum development and design, educational strategies, teaching and learning methods, assessment, and faculty development in the education of surgery-related competencies. It will have a focus on undergraduate education, postgraduate (residency) education and continuing professional development across all surgical subspecialties. The track will also address best practices and the latest research findings in the development, design, application and assessment of simulation in the field of surgical skills education and training as well as the development of simulation teachers/trainers.

Date	Time	Session Type	Title
Sunday 26th August	0930-1230	Preconference Workshop (PCW14)	Competency-based Curriculum Development for CPD in Surgery Worldwide <i>Mike Cunningham, Urs Ruetschi, Jane Thorley-Wiedler, Sandipan Chatterjee (AO Foundation - AO Education Institute, Switzerland)</i>
	1330-1630	Preconference Workshop (PCW23)	Proficiency-based Progression in Surgical Education: What it is and how to do it <i>Chitra Subramanian (AO Education Institute USA & Switzerland), Anthony Gallagher (ASSERT, University College Cork, Ireland), Patrick Henn (School of Medicine, University College Cork, Ireland), Patrick Kiely, (Flux Learning Ltd. and Office of VP for Teaching and Learning, University College Cork, Ireland)</i>
Monday 27th August	Session 3	Mounted Posters Meet the Experts	Surgery Education
	Session 4	Symposium (4A)	Acquisition, maintenance, and verification of surgical skills Panel: <i>Ajit K. Sachdeva (American College of Surgeons; Society for Academic CME; Feinberg School of Medicine, Northwestern University, Chicago, USA), Teodor Grantcharov (University of Toronto, Canada), Stephen Tobin (Royal Australasian College of Surgeons, Melbourne, Australia)</i>
	Session 5	Short Communications	Surgery Education
Tuesday 28th August	Session 7	Mounted Posters Meet the Experts	Surgical Simulation
	Session 8	Short Communications	Surgical Simulation
	Session 9	Round Table	Take home messages from Surgery Track sessions
Wednesday 29th August	Session 10	Workshop	Master or Apprentice? Exploring the future challenges of being a surgical educator <i>Craig McIlhenny (Faculty of Surgical Trainers, Royal College of Surgeons of Edinburgh, UK)</i>
		Workshop	Meeting the Challenges for Faculty and Trainers in Surgical Education <i>CM Figari, M Uhlmann and colleagues</i>



AO Foundation is pleased to sponsor four awards, each of £1,000, for the best presentation in each of the four categories: Surgery education short communication; Surgery education poster; Simulation in surgery education short communication; Simulation in surgery education poster. The winners will be selected by a Committee composed of surgeons and educationalists. Abstracts should be submitted for either the Surgery Education or Surgical Simulation categories (see page 16 for details of how to submit abstracts).

Surgery Track Committee:

Mike Cunningham (AO Foundation)

John Dent (AMEE)

Craig McIlhenny (Royal College of Surgeons of Edinburgh)

Niv Patil (University of Hong Kong)

Urs Ruetschi (AO Foundation)

Ajit Sachdeva (American College of Surgeons)

2nd World Summit on Competency-Based Medical Education

Following the very successful 1st World Summit on Competency-Based Medical Education in Barcelona in 2016, we're pleased to announce the 2nd World Summit will be held in Basel on 24-25 August as a pre-conference activity to AMEE 2018.



One of the most important trends in the last decade has been the move to competency-based/outcome-based education. The two-day Summit, organized by the International Competency Based Medical Education Collaborators, provides a forum for experienced individuals or those new to the theme to share information and innovations and to explore further developments in the area. It will include plenary sessions, a 'world café' style interactive large group session, and parallel tracks of orals, posters and 'points of view', for which abstracts are invited.

Longer breaks, together with the Friday evening reception, will provide plenty of opportunity for networking and collaborating, for catching up with old friends and for making new ones.

Abstracts

Presentation formats:

- Innovations in CBME (orals and posters)
- CBME Research (orals and posters)
- Points of View – challenges, controversies and solutions in implementing CBME (orals only)
- Workshops

For topic areas see www.amee.org/conferences/world-summit-on-cbme

Abstracts should be submitted by 6 February through the online submission site:
<https://www.eiseverywhere.com/esites/cbme2018/login>
Decisions will be announced at end April. Early registration deadline is 25 May.

Registration includes two-day Summit Friday 24 and Saturday 25 August (or one day option if selected), including coffee and lunch on each day; Friday evening reception. Please note the discount for attending both the Summit and AMEE 2018.

Planning Committee

- Jason Frank (chair)
- Jocelyn Lockyer
- Eric Holmboe
- Ford Bursey
- Claire Touchie
- Linda Snell
- Olle ten Cate
- Daniel Schumacher
- Markku Nousiainen
- Robert Englander
- Elaine VanMelle
- Lauren Watson
- Larry Gruppen
- Farhan Bhanji
- Keith Wycliffe Jones

Programme

Friday 24 August	Saturday 25 August
Plenary	Plenary
Parallel tracks	Parallel tracks
Lunch / Networking	Lunch / Networking
Parallel tracks	Interactive large group session (world café)
Plenary	Plenary
Evening reception	Close (1730 hrs)

Who should attend?

The Summit provides a forum for experienced individuals or those new to the theme to share information and innovations and to explore further developments in the field.

Registration category	By 25 May	From 26 May
Two day attendance (Friday and Saturday) not attending AMEE 2018	Euros 450	Euros 480
Two day attendance (Friday and Saturday) and also attending AMEE 2018	Euros 420	Euros 450
One day attendance (Friday or Saturday) not attending AMEE 2018	Euros 250	Euros 280
One day attendance (Friday or Saturday) and also attending AMEE 2018	Euros 230	Euros 250

AMEE-Essential Skills in Medical Education (ESME) Courses

AMEE-ESME Courses, offered and accredited by AMEE, are aimed at practising teachers in medicine and the healthcare professions, both basic scientists and clinicians. They are designed for those new to teaching and also for teachers with some experience who would like a greater understanding of the basic principles and an update on current best practices.

Post-course Report: Participants may choose to submit, within six months of completion of the AMEE-ESME course, a post course report leading to award of the AMEE-ESME Certificate in Medical Education.

Course participants must also register for AMEE 2018 and pay the conference registration fee. The course fee includes lunch and coffee.

ESME – Essential Skills in Medical Education

The ESME Course provides a strong practical foundation in the essential skills and concepts required of all medical and healthcare professionals: Skilled Educational Planner, the Effective Teacher and the Informed Assessor/Evaluator. Through a series of short presentations, discussions and small group work, this highly interactive course explores teaching and learning across the full range of conditions in contemporary medical education. It also examines how teaching, learning and assessment can be organized into a coherent whole curriculum.



Sessions:

Saturday 25 August (08:30-17:30)
Sunday 26 August (08:00-16:30)
Monday 27 August (12:30-13:30)
Tuesday 28 August (12:30-13:30)
Wednesday 29 August (12:30-13:30)

Facilitators:

Stewart Mennin (Human Systems Dynamics, Sao Paulo, Brazil); Ruy Souza (Federal University of Roraima, Boa Vista, Brazil); Regina Petroni Mennin (Federal University of Sao Paulo, Brazil)

Fees:
Euros 750

ESMEA – Essential Skills in Medical Education Assessment

The ESMEA Course provides an introduction to the fundamental principles of assessment. Through a series of short presentations and small group work, participants will gain experience in designing assessments, blueprinting, writing test material and standard setting. This course is aimed at people new to assessment who wish to gain a thorough foundation in assessment. After completing the course, participants will have acquired a vocabulary and a framework for understanding essential concepts in assessment and familiarity with the principles for their practical implementation.



Sessions:

Saturday 25 August (08:45-16:30)
Sunday 26 August (08:45-12:15)
Tuesday 28 August (16:00-17:30)

Facilitators:

Katharine Boursicot (HPAC, Singapore), Brownie Anderson (NBME, USA), Richard Fuller (University of Leeds, UK), Sandra Kemp (Curtin University, Perth, Australia), Charlotte Leanderson (Karolinska Institute, Sweden), Kathy Holtzman and Dave Swanson (ABMS, USA)

Fees:
Euros 675

ESMELead - Essential Skills in Educational Leadership & Management

This Course 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 Course is theory informed, practice driven, context specific, highly interactive, supportive and fun. The Course and its linked lunchtime sessions are designed around our 'Leadership in 3's' framework and comprise interactive group activities, short presentations, and individual exercises aimed towards gaining insight into the impact of leadership styles and approaches on the structure and function of educational organisations and activities.



Sessions:

Saturday 25 August (09:00-16:30)
Monday 27 August (12:30-13:30)
Tuesday 28 August (12:30-13:30)
Wednesday 29 August (13:00-16:00)

Facilitators:

Facilitators: Judy McKimm, Paul Jones and Claire Vogan (Swansea University, UK); Greg Radu (St Clare's Hospital, St John's, Newfoundland, Canada)

Fees:
Euros 675

RESME – Research Essential Skills in Medical Education

The RESME Course provides an introduction to the essential principles and methods of conducting research in medical education: formulating research questions, choosing a research approach and selecting an appropriate global methodology, and constructing a research plan. Through a series of short presentations and small group work, this highly interactive course will introduce basic concepts and principles using a variety of examples related to theory. After completing the course, participants will have acquired a framework for understanding and application of essential concepts and principles for research in medical education.



Sessions:

Saturday 25 August (08:45-16:30)
Monday 27 August (12:30-13:30)
Tuesday 28 August (12:30-13:30 and 16:00-18:00)

Facilitators:

Facilitators: Charlotte Ringsted (Aarhus University, Denmark), Albert Scherpbier (Maastricht University, the Netherlands), Tina Martimianakis (The Wilson Centre, University of Toronto, Canada)

Fees:
Euros 675

ESCEPD – Essential Skills in Continuing Education and Professional Development

The Course will provide participants with a global appreciation of current Best Practices in CE, the evidence and theory informing effective CEPD, and practical approaches for implementing CEPD within different settings. This program should be of interest to those who are currently involved in the planning, organization and/or implementation of medical (health) education at the continuing professional development level. It is an interactive session appropriate for beginners and those at an intermediary point in their CEPD careers. Emphasis will be placed on applying key concepts to participants individual practice settings.



Note: ESCEPD 1 may be taken alone as a Masterclass session (see below).

ESCEPD 1

- Best practices in CPD
- the international picture
- fundamentals of effective educational design

ESCEPD 2

- Keeping up with the changing face of CPD
- the role of self-directed learning
- systems based CPD (QI and patient safety)
- designing CPD based on competency by design

Sessions:

Saturday 25 August (09:00-16:00)

Sunday 26 August (09:00-16:00)

Facilitators:

Jane Tipping, Lee Manchul, Suzan Schneeweiss (University of Toronto, Canada); Amy Wolfe, (Crossroads Education, South Africa)

Fees:
Euros 625

Expanded summaries of all the Courses can be found on www.amee.org/conferences/amee-2018/Programme

AMEE-Essential Skills in Medical Education (ESME) Masterclasses

Masterclass participants must register for AMEE 2018 and pay the conference registration fee. Fee includes lunch and coffee.

ESCEL – Essential Skills in Computer Enhanced Learning

Whether using a desktop computer, tablet, smartphone, or other device, effective computer-assisted learning requires a skilful alignment of learner and program needs, learning context, instructional design, assessment, and technology. The ESCEL Masterclass will prepare participants to develop, deliver, and evaluate computer-enhanced learning activities using sound educational principles and a range of creative technologies. This highly-interactive course will employ a series of short presentations, problem-focused small group activities, and group discussion. Extensive computer experience is NOT required. Note that hands-on training in specific development tools is beyond the scope of this course.



Sessions:

Saturday 25 August (08:30-16:30)

Facilitators:

David A Cook (Mayo Clinic College of Medicine, Rochester, USA); Rachel H Ellaway (University of Calgary, Canada)

Fees:
Euros 265

ESCEPD 1 – Essential Skills in Continuing Education and Professional Development

- Best practices in CPD
- the international picture
- fundamentals of effective educational design



Sessions:

Saturday 25 August (09:00-16:00)

Facilitators:

Jane Tipping, Lee Manchul, Suzan Schneeweiss (University of Toronto, Canada); Amy Wolfe, (Crossroads Education, South Africa)

Fees:
Euros 265

Note: See under AMEE-Essential Skills in Medical Education (ESME) Courses section for details of how the Masterclass may be expanded to receive the AMEE-Essential Skills in Continuing Education and Professional Development Certificate.

ESMEOSTE – Essential Skills in Objective Structured Teaching Encounter

The objective structured teaching encounter (OSTE) is one of several ways of assessing, but most importantly, giving structured feedback on a teaching encounter. Like in an OCSE there are three roles within the assessment - the person being assessed, the observer and the actor with the presenting problem. An OSTE can be used in many contexts, and in this course we will explore its use in common teaching situations: Giving feedback on a case presentation and supporting a junior through a difficult experience. The approaches to be used will be outlined and we will each have the opportunity to develop, deliver and observe at least one OSTE. Some participants will be able to experience an OSTE as a candidate or standardised actor.



Sessions:

Saturday 25 August (09:00-16:30)

Facilitators:

David Taylor (Gulf Medical University, Ajman) and colleagues

Fees:
Euros 265

ESMESim – Essential Skills in Simulation-based Healthcare Instruction

This highly interactive, full-day faculty development course will provide an introduction to fundamental skills for delivering simulation-based health professions education through a variety of techniques. This year's masterclass will place increased emphasis on debriefing strategies and practice, which is a skill that simulation educators, especially novice instructors, often find particularly challenging. Other topics to be highlighted include: available simulation technologies and environments; evidence-based features and practices that promote effective learning through simulation; construction of simulation scenarios; and assessment using simulations.

Large-group discussions will be interspersed among small-group breakout activities that include not only design and development of simulation scenarios, but also actual implementation with hands-on use of various simulators. Participants will experience simulations – including debriefing after each scenario – from both the instructor and learner perspectives, and will receive feedback from experts with many years of experience using simulation for health professions education.

**Sessions:**

Sunday 26 August (0830-1700)

Facilitators:

Ross Scaless (Gordon Center for Research in Medical Education, University of Miami Miller School of Medicine, USA), Luke Devine (University of Toronto, Canada)

Fees:

Euros 265

RASME – Research Advanced Skills in Medical Education: Experimental Studies in Medical Education: from theory to practice

How do we make our experimental research count? How do we make sure we ask meaningful experimental research questions? When reporting our study findings, how do we avoid mistakes and limit the potential for rejection by medical education journals? These are some of the questions we discuss in this course on experimental research methods. Experimental research is paramount for developing and refining theory and advancing the field of medical education. However, too many experimental studies in the #meded literature lack the methodological rigor that characterizes research conducted within traditional disciplines (e.g., psychology, biomedicine), affecting the trustworthiness of the evidence produced. Furthermore, many medical education researchers struggle when using theory to construct research questions, to choose experimental designs and data analyses, and to integrate their findings with existing theoretical frameworks.

**Sessions:**

Sunday 26 August (08:30-16:30)

Facilitators:

Martin G Tolsgaard (Copenhagen Academy for Medical Education and Simulation, Denmark); Ryan Brydges (Wilson Centre and University of Toronto, Canada); Vicki LeBlanc (Department of Innovation in Medical Education, University of Ottawa, Canada)

Fees:

Euros 265

Expanded summaries of all the Masterclasses can be found on www.amee.org/conferences/amee-2018/Programme

PRE-CONFERENCE WORKSHOPS

Expanded summaries of all the preconference workshops can be found on www.amee.org/conferences/amee-2018/Programme

Saturday 25 August

FULL DAY SESSION - 0930-1630 hrs

PCW 1

ORGANISED BY TECHNOLOGY ENHANCED LEARNING COMMITTEE

Design thinking in healthcare professional education: the importance of creativity and innovation

John Sandars (Postgraduate Medical Institute, Edge Hill University, UK), Natalie Lafferty (Centre for Technology & Innovation in Learning, University of Dundee, UK), Rakesh Patel (University of Nottingham, UK)

Effective responses to complex problems in health and healthcare professional education require creative and innovative solutions. Design thinking provides a proven and systematic collaborative approach that can be practically applied across undergraduate and postgraduate education for curriculum

development and to augment a variety of teaching and learning experiences. An important aspect of design thinking is the iterative development process. Participants will have the opportunity to continue their collaborative work during and after the conference with both an online community and a Monday lunchtime meeting during the conference.

MORNING SESSIONS - 0930-1230 hrs

PCW 2

Ensuring high quality standardized/ simulated patient (SP) role

Beate Brem (Institute of Medical Education, University of Bern, Switzerland), Cathy Smith (Baycrest Health Sciences, Toronto, Canada), Claudia Schlegel (College of Higher Education of Nursing, Bern, Switzerland)

The facilitators draw on their experiences in two



countries to share approaches to preparing SPs for high quality role portrayal. Special attention will be paid to how to ensure the repeatability or accuracy and consistency of SP role portrayal. Participants will have the opportunity to use these approaches in simulated interactions and to share practices.

PCW 3

Promoting Interprofessional thinking in facilitators

Joanne Wiesner Conti (Adjointe Scientifique, Interprofessional Simulation Center (CIS), Geneva, Switzerland), Amaury Goverts (Geneva University Hospital, Switzerland)

This facilitator training session focuses on teacher/facilitator characteristics including their perceptions of what is interprofessionalism and how to improve collaborative skills for students as well as for themselves. It will look at positive

Fees

Half-day workshop: Euros 90 (includes coffee)

Full-day workshop: Euros 215 (includes coffee and lunch)

Pre-conference workshop participants must register for AMEE 2018 and pay the conference registration fee (except for PCW13 which may be selected without registration).

role modelling, describe why IPE is important, identify “teachable moments and guide deep reflection on IP functioning.

PCW 4

Snakes and ladders: finding your way through the qualitative labyrinth

EXQUISITE, the European Center of Excellence in Qualitative Study and Inquiry in Teaching and Education (for health): Aileen Barrett (Royal College of Surgeons, Dublin, Ireland), Deirdre Bennett (University College Cork, Ireland), Anne de la Croix (Vrije Universiteit Amsterdam, the Netherlands), Jenny Johnston (Queen's University Belfast, UK), Esther Helmich (University of Groningen, the Netherlands), Anu Kajamaa (University of Helsinki, Finland), Karen Mattick (University of Exeter, UK), Terese Stenfors (Karolinska Institutet, Stockholm, Sweden)

Participants will explore the affordances of a range of qualitative methodologies. They will consider the relationship between research question and chosen methodology and gain hands-on experience with doing qualitative analysis on a single piece of data from different perspectives.

PCW 5

Practical step by step approach to curriculum reform and development

Davinder Sandhu (Royal College of Surgeons in Ireland, Medical University of Bahrain), Salmaan Sana (Academy of Medical Specialists Better Future, the Netherlands)

Participants will embark on a highly interactive journey of educational vignettes to give a hands-on approach to understand the principles of curriculum development within a competency based education framework. This includes outlining goals, setting learning objectives, needs assessment, implementing the desired change, monitoring progress and evaluating the programme.

PCW 6

ASPIRE Academy: How to enhance student engagement at your school

Marko Zdravkovic (University Medical Centre Maribor, Slovenia), Shelley Parr (Southampton University, UK), Harm Peters (Charité - Universitätsmedizin Berlin, Germany), Danai Wangsaturaka (Faculty of Medicine, Chulalongkorn University, Thailand), Kulsoom Ghias (Aga Khan University, Pakistan), Reiana Mahan and Debra Klamen (Southern Illinois University, USA)

The facilitators, winners of ASPIRE excellence in student engagement (SE) awards, will engage participants in an informative and reflective workshop considering multiple paths to achieve SE in medical, dental and veterinary schools. The exploration of their own culturally diverse contexts will provide a unique opportunity to understand the key ingredients to enhance SE.

AFTERNOON SESSIONS - 1330-1630 hrs

PCW 7

Engaging simulated participants (SPs) as educational allies: Optimizing their value in

clinical teaching & learning

Debra Nestel (Melbourne Medical School, Australia), Kerry Knickle (Michener Institute, Canada), Gerard Gormley (Centre for Medical Education, Queen's University, N Ireland), Nancy McNaughton (University of Toronto, Canada)

The many skills required of a simulated participant - commonly a patient - in the health professional context are complex and demanding. Engagement in formative learning activities across a range of contexts and disciplines entails not only accurate portrayal but also the provision of constructive feedback in order to support learning. What processes support the value of SPs in their educational role?

PCW 8

Clinical reasoning difficulties during supervision and targeted support and remediation strategies

Marie-Claude Audétat, Mathieu Nendaz, Thomas Fassier (University of Geneva, Switzerland)

The facilitators will relate the current data on clinical reasoning concepts with pedagogical strategies that promote clinical reasoning in supervision. The group will then work on how to develop a pedagogical diagnosis and highlight the main clinical reasoning difficulties with their focused remediation strategies. Concrete examples of supervision will be presented and discussed.

PCW 9

Mastering the skills and benefits of storytelling in health care – a primer for Interprofessional learning

John Tegzes (Western University of Health Sciences, USA), Bryn Baxendale (Nottingham University Hospitals NHS Trust, UK), Susan Kennedy (Health Education England, UK), Amber Fitzsimmons (University of California San Francisco, USA)

The art and craft of constructing a powerful yet succinct personal narrative relating to an emotionally charged clinical encounter is a challenging skill. This is often at odds with the more ‘sterile’ construction of a patient history in clinic or on a ward round. While the traditional methods might be effective at relaying factual details about a case, it often has the less than desirable result of removing the human experience.

PCW 10

Greater than the sum of their parts. Exploring affordances & challenges of evidence syntheses of medical education research

Aliki Thomas (School of Physical and Occupational Therapy and Centre for Medical Education, McGill University, Canada), Ryan Brydges (Allan Waters Family Simulation Centre, St. Michael's Hospital; Department of Medicine, University of Toronto, Canada), Tanya Horsley (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada)

The facilitators will explore the nature, purpose, value and emerging discourses of evidence syntheses and their utility for researchers interested in answering complex questions in medical education, along with ways they may be

adapted to respond to the unique and changing complexities of the field. They will suggest tools that can be used to inform the interpretation and production of these common synthesis approaches.

PCW 11

Post Graduate Trainee Workshop: From Project to Career - A Primer on Building a Career in Medical Education

Rille Pihlak (University of Manchester, UK), Matthew J. Stull (Case Western Reserve University, USA), Robbert Duvivier (Maastricht University, the Netherlands), Margot Weggemans (University Medical Center Utrecht, the Netherlands), Kevin Garrity (University of Glasgow, UK), Susannah Brockbank (University of Liverpool, UK)

This highly interactive workshop will support early career medical educators still in training to formulate a clearer vision of their future development. Participants will be guided to reflect on their previous experiences in medical education and consider future projects that they hope to undertake. These past experiences and future aspirations will then be used to inform the development of goals and objectives to give a sense of a career path that the participants can undertake.

Sunday 26 August

FULL DAY SESSION - 0930-1630 hrs

PCW 12

Basic Statistics for the Medical Educator – a problem-based learning approach

André F. De Champlain (Medical Council of Canada, Canada), John R. Boulet (Foundation for Advancement of International Medical Education and Research, USA), Mark Raymond (National Board of Medical Examiners, USA)

The workshop will utilize a problem-based approach to go over several key areas in statistics including descriptive statistics, inferential parametric statistics (e.g.: t-test, ANOVA, etc.), categorical data analysis (odds ratios, risk, logistic regression) and survival data analysis. Concrete problems and examples will be selected as a means of illustrating an analysis, the assumptions of the latter, how to run the analysis and interpret findings confidently.

PCW 13

3 C's of TEL

Chris Trace (School of Veterinary Medicine, University of Surrey, UK), Jan Ehlers (Witten/Herdecke University, Germany), Jodi Korich (College of Veterinary Medicine, Cornell University, USA)

This workshop will cover aspects of Technology Enhanced Learning, which is the application of technology (hardware and software) to the educational process. Technology not only facilitates the development and distribution of educational resources, it is also enabling new measurements of learning impact. The workshop is designed for educators involved in health care professional education (Medics, Vets, Dentists, Nurses and others) who have an interest in the use of technology in education.



MORNING SESSIONS - 0930-1230 hrs

PCW 14

Competency-based curriculum development for CPD in surgery worldwide

Mike Cunningham, Urs Ruetschi, Jane Thorley-Wiedler, Sandipan Chatterjee (AO Foundation - AO Education Institute, Switzerland)

Backward planning is the key process for building CPD that is based on patient problems and the performance gaps of surgeons and other healthcare professionals. AO has developed such a process with many surgical subspecialties, and has implemented 20 curricula for worldwide education in orthopedic, spine, neurosurgical, CMF, and veterinary surgery. This workshop enables participants to role play as an international taskforce member and work through a series of steps and scenarios to develop international educational events based on consensus from regional needs for implementation in many countries.

PCW 15

Widening Access to Virtual Educational Scenarios – Authoring and implementing

Sheetal Kavia, Terry Poulton (St George's, University of London, UK), Andrzej Kononowicz, Natalia Stathakarou (Karolinska Institutet, Sweden), Chara Balasubramaniam (Bayer, Germany), Martin Adler (Instruct, Germany)

Virtual patients in the medical curriculum and virtual scenarios in the wider community are accepted as a valuable training resource, which allow learners to practice real life problem solving in a safe environment. There are a lot of barriers to an individual to be able to implement virtual scenarios within their own institutions. This workshop will share some exemplar implementations for participants to follow.

PCW 16

Moving from being reactive to being proactive: Addressing professionalism challenges across the continuum

Betsy White Williams (University of Kansas School of Medicine, Clinical Program Professional Renewal Center, USA), Frederic Hafferty (PhD Program in Professionalism and Values Mayo Clinic, USA), Mary Turco (Center for Learning and Professional Development, Dartmouth-Hitchcock and Geisel School of Medicine, Lebanon, USA), Ian Wilson (Faculty of Science, Medicine and Health University of Wollongong, Australia), David Davis (Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates)

Professionalism is an element of physician identity. Educators must not only provide students with the medical knowledge and clinical skills necessary to become competent practitioners, they must also foster their development as medical professionals. What as educators can we do to prevent unprofessional behavior from occurring, and in turn, how do we best address lapses in professionalism when they occur? Most importantly how can we foster the development of a good professional identity?

PCW 17

Preparing supervisors for entrustment decisions about learner performance: Effective approaches for training and support of clinical faculty

Maryellen E. Gusic, Elizabeth B. Bradley (University of Virginia School of Medicine, USA), Huiju Carrie Chen (Georgetown University School of Medicine, USA), Ylva Holzhausen, Harm Peters (Charité - Universitätsmedizin Berlin, Germany), Olle ten Cate (University Medical Center Utrecht, Netherlands)

As medical schools around the world implement Entrustable Professional Activities (EPAs) as a framework for teaching and assessment of medical student performance, supervising faculty must be prepared for their role as assessors in this new paradigm. The goal of this workshop is to share, explore and discuss strategies for preparing clinical supervisors to make workplace assessments using the EPA framework of entrustment and supervision levels.

PCW 18

How to develop high quality OSCE stations with a special focus on communication competencies

Sissel Guttormsen, Cadja Bachmann (Institute of Medical Education, Medical Faculty, University of Bern, Switzerland), Jan Breckwoldt, Roger Kropf (Faculty of Medicine, University of Zurich, Switzerland), Matteo Monti (Faculty of Biology and Medicine, University of Lausanne, Switzerland), Noelle Junod (Unit of Development and Research in Medical Education, Medical Faculty, University of Geneva, Switzerland)

Medical high stakes exams need careful preparation to meet the high assessment standards. In such exams, assessment of communication skills is a particular challenge. The aim of the workshop is to enable educators and assessors in health care education to understand the development process of high stakes communication-OSCE stations. Tips and pitfalls will be addressed, experiences shared, and the process of consensus (among content experts and educational experts) will be discussed.

PCW 19

Resuscitating your public speaking skills: Key tips and strategies for medical educators

Jason (Jay) Homme (Mayo Clinic, USA), Kevin Dufendach (Cincinnati Children's Hospital, USA)

Great public speakers aren't born...they're made! The skills critical to effective public speaking can be learned and practice results in improvement. Interpersonal and communication skills are core competencies for medical educators as all are called upon to give formal presentations, but few receive specific training to aid improvement. A well-crafted and skilfully delivered presentation can improve the retention of information and result in improved knowledge, skills, attitudes, and behaviours.

PCW 20

Adaptive Education: Designing and offering education that is individualized, responsive, and optimized for learners and contexts

Michael Seropian (Oregon Health & Science University, USA and iMedTrust, London UK),

Hilliard Jason (iMedTrust, London, UK; University of Colorado, USA), Ian Curran (Duke-NUS, Singapore), Davinder Sandhu (Royal College of Surgeons in Ireland; Medical University of Bahrain), Jane Westberg (iMedTrust, London, UK; University of Colorado, USA), Andrew Douglas (iMedTrust, London, UK)

Individualising our educational offerings isn't a luxury; it is a central obligation of all programs in the health professions. There is a need for all educational programs to provide learning experiences that reliably help learners become safe clinicians who perform at their best and continue to learn throughout their careers. This highly participatory workshop will be a realtime demonstration of adaptive education. We will offer exercises and discussions built on direct engagement with simulations, multimedia and informal assessments, together with video illustrations of examples of adaptive education in action.

PCW 21

What to do with ward rounds: Optimising teaching and learning in a complex clinical environment

Amy Gray, Helen Enright (The University of Melbourne, Australia), Gordon Caldwell (Worthing Hospital, UK), Rakesh Patel (University of Nottingham, UK)

Ward rounds are a fundamental component of hospital medicine, and teaching on ward rounds holds a longstanding place in medical tradition. Some may argue that the place for education in this complex and time-pressured environment is diminishing. But ultimately, if we believe that education still holds a place on ward rounds then we must understand how we can be both more effective and efficient in how we teach, learn and practice in this context.

PCW 22

A toolbox for embedding the humanities in health professions education

Janusz Janczukowicz, (Medical University of Lodz, Poland), Flora Smyth Zahra (the Dental Institute King's College London UK), Arabella Simpkin (Massachusetts General Hospital, Harvard Medical School, USA), Veronica Selleger (VU University Medical Center, Amsterdam, the Netherlands)

We will discuss the importance of embedding the humanities into curricula both formally and informally and explore how to encourage students to consider their clinical studies from a variety of perspectives, in order to improve their critical reasoning, enhance their clinical skills and nurture their capacity to care for both their patients and themselves. On 'opening the toolbox' participants will find a diversity of methods, from both the arts and humanities including craft, storytelling and narrative pedagogy.

AFTERNOON SESSIONS - 1330-1630 hrs

PCW 23

Proficiency-based progression in Surgical Education: What it is and how to do it

Chitra Subramanian (AO Education Institute USA &

Switzerland), Anthony Gallagher (ASSERT, University College Cork, Ireland), Patrick Henn (School of Medicine, University College Cork, Ireland), Patrick Kiely, (Flux Learning Ltd. and Office of VP for Teaching and Learning, University College Cork, Ireland)

Proficiency-based progression simulation training works because of well proven principles and practices of learning. Simulation is very powerful training tool for the delivery of a metric-based deliberate practice curriculum coupled to formative and summative metric-based feedback on performance. Deliberate practice training affords the opportunity for independent pacing of skill acquisition; a coherent curriculum with appropriately sequenced learning material and a variety of learning experiences. Although this approach to medical education and training may be conceptually and intellectually appealing it represents a paradigm shift in how doctors are educated and trained.

PCW 24

The Good Doctor: Professionalism remediation approaches

Anna Byszewski, Heather Lochnan (University of Ottawa, Canada), Lynn Monrouxe (Chang Gung Memorial Hospital, Taiwan)

Professionalism lapses may occur for many reasons. The fallout includes loss of job satisfaction, medical errors and possibly dismissal. Professionalism lapses in medical school have been associated with disciplinary actions in practice. The facilitators will introduce the topic and review the background. Think-pair-share strategy will be used to engage participants in discussing challenges, as well as small group discussions of case scenarios, that will allow application of the remediation concepts and frameworks presented.

PCW 25

Technology Enhanced Learning in Medical Education...for Dummies!

Jim Price, Claire Smith, Tim Vincent, CJ Taylor (Brighton & Sussex Medical School, Brighton, UK)

Technology Enhanced Learning (TEL) in medical education is crucially important and yet many medical educators still find this area intimidating. We know that in the spread of innovation such as this, there are "early adopters", "the mainstream pragmatists" and then those who just think there are more important things in life than Twitter, Instagram and Nearpod! If you are still trying to understand how TEL might fit in with your medical or clinical education role, come right back to basics with this workshop.

PCW 26

A Conceptual Framework for Planning Effective Learning Activities in CPD

Don Moore (Vanderbilt University Medical Center, USA) Lawrence Sherman (Academy for Global Interprofessional Learning and Education, Geneva, Switzerland)

The literature suggests that doctors and other health professionals are not consistently providing the best possible care because they are not being adequately prepared in either

academic or continuing education venues. On the other hand there have been significant findings in the learning sciences in recent years that have significant promise for addressing the gap between training and practice and the gap between practice and the provision of high quality care. The aims of this session are to report those findings and show how they can provide a framework for planning learning activities in CPD.

PCW 27

Can we personalise large-scale assessments? Implementing and measuring the impact of Sequential Testing

Richard Fuller, Matthew Homer, Jennifer Hallam, Godfrey Pell (Leeds Institute of Medical Education, UK)

Sequential Testing (SQT) methodologies are relatively new assessment formats, where all candidates take a main 'screening' test, with lower performing candidates subject to an additional (sequential) test of similar magnitude. This adaptive assessment design 'customises' assessment to learners' abilities, and 'invests' more assessment to support safe decision-making for those candidates at or around the borderline. Models for OSCE and knowledge test SQTs will illustrate techniques for SQT implementation and measurement of the impact of a move to SQT. Participants will be able to apply the lessons to their own institutional assessment processes.

PCW 28

Assessing values alongside non-academic attributes using Multiple Mini Interviews

Vicki Ashworth and colleagues (Work Psychology Group, UK)

Multiple Mini Interviews (MMIs) have become a popular method of assessing non-academic attributes (e.g. empathy, integrity) within selection processes across healthcare and are commonly used alongside methods to assess academic attainment including aptitude test and academic records. Participants will be provided with some of the key principles of MMI development based on the latest research and will also have the opportunity to develop their own MMI station measuring values, receiving expert feedback and guidance.

PCW 29

Designing a Quality Assurance system for the medical education program

Ducksun Ahn (World Federation for Medical Education, South Korea), Barbara Barzansky (Liaison Committee on Medical Education, USA), Dan Hunt (Association of American Medical Colleges, USA)

Participants will Identify the components of an institutional quality assurance (QA) system focused on educational program outcome; identify the resources needed for quality assurance system implementation; describe how institutions can use the results of QA reviews for program improvement; and consider the barriers and challenges to implementation of a QA system and how they can be overcome.

PCW 30

Combatting the Bystander Effect through professionalism OSCE stations

Elizabeth Krajc Kachur (Medical Education Development, USA), Bianca Schuh (Vienna Medical School, Austria), Chaoyan Dong (Sengkang Health, SingHealth, Singapore), Jenny/Lee Yuan Wong (Khoo Teck Puat Hospital, Alexandra Healthcare Group, Singapore), Lucy Bruell (L.A. Bruell Inc, USA), Lisa Altshuler (NYU School of Medicine, USA)

The Bystander Effect is a well-described psychosocial phenomenon that prevents eyewitnesses from intervening in a problematic situation because of the presence of others. Sadly, professionalism lapses in healthcare settings happen not infrequently and they are observed by many, yet few take appropriate actions. Formative OSCEs can be one strategy to equip learners with the necessary knowledge, skills and attitudes to resist such social forces. The facilitators will analyse the problem in the context of health professions education, and help participants develop OSCE stations that can address it.

PCW 31

Creating an engaging learning environment using Team-Based Learning

Sandy Cook (Duke-NUS Medical School, Singapore) and colleagues

The term Flipped Classroom is tossed about frequently, but few know exactly how to establish an effective flipped classroom activity. Team-Based Learning (TBL) is one type of flipped classroom that has a clear and effective set of strategies to ensure an engaging and effective learning environment. The workshop will introduce participants to the basics of TBL and inspire them to consider using TBL as a flipped classroom in their own learning environment.

PCW 32

How do you identify and manage irreconcilable differences in medical education? The secret of Resilience

Glenda Eoyang (Human Dynamics Institute, USA), Helena Luginbuehl (Bern University of Applied Health Sciences, Switzerland), M. Brownell Anderson (National Board of Medical Examiners, USA)

As medical education continues to evolve, the complexity and scale of individual and institutional challenges continue to grow as well. These forces call for greater resiliency, transparency, efficiency and distributed decision-making. This interactive workshop increases participant understanding of the change process and discusses emerging theories and strategies that address the complexity of today's challenges. Participants will have the opportunity to consider the science of complexity and to apply tools for achieving resilience and managing change for themselves and their home institutions.

AMEE Orientation Session (1600-1700hrs)

If you are a first-time attendee at an AMEE Conference, come to hear some suggestions of how to get the most from the Conference, and meet the AMEE Executive Committee and other first timers over a drink (included in the registration fee, but please register for this session).

MAIN CONFERENCE

Sunday 26 August

1730-1900

SESSION 1 – Plenary

Chair: Ronald Harden
(AMEE General Secretary)



1730-1800

Opening of AMEE 2018

Welcome messages
Introduction to the Programme

1800-1850

1 - Plenary

Chair: Lawrence Sherman
(Academy for Global Interprofessional Learning and Education, Geneva, Switzerland)

Science fiction in medical education

Bertalan Meskó
Medical Futurist
Director, Medical Futurist Institute

Disruptive technologies are changing how medicine is practiced and healthcare is delivered. All stakeholders of healthcare from patients to physicians should prepare to get the most out of the Digital Health revolution in a way that the human component remains the key. Education has great potentials in this if we all prepare.



Bertalan Meskó PhD is the Medical Futurist analysing how science fiction technologies can become reality in medicine and healthcare. As a geek physician with a PhD in genomics, he is also an Amazon Top 100 author. With 500+ presentations including courses at

Harvard, Stanford and Yale Universities, Singularity University's Futuremed course at NASA Ames Campus and organizations including the 10 biggest pharmaceutical companies, he is one of the top voices globally on healthcare technology. He publishes his analyses regularly on medicalfuturist.com

1850-1910

A musical welcome to Basel!

1915-2100

Networking Reception

Food, drink, conversation, entertainment and an

opportunity to visit the exhibits.

Fee: Included in the registration fee for registered participants and one registered accompanying person

Monday 27 August

0830-0945

SESSION 2 – Plenary

Chair: Mathieu Nendaz
(University of Geneva, Switzerland; Chair, AMEE 2018 Local Organising Committee)



0830-0915

2 - Plenary

How to achieve the impossible

Bertrand Piccard
Explorer
Chairman of the Solar Impulse Foundation

In order to achieve great things a pioneer spirit is necessary, together with a firm belief that change is required. All this is illustrated through Bertrand Piccard's own experience with the Solar Impulse project.



With his dual identity as a medical doctor and explorer, Bertrand Piccard has become an influential voice heard among the most distinguished institutions across the globe as a forward-thinking leader in progress and sustainability. It is in Bertrand's DNA to go

beyond the obvious and achieve the impossible, as he did with his two round-the-world flights, recently in a solar-powered airplane, and before that non-stop in a balloon. Bertrand is the initiator and visionary behind Solar Impulse, the very first airplane capable of flying perpetually without fuel. Taking turns at the controls with André Borschberg for the first flight around the world on solar power, his ambition is to leverage pioneering spirit for a useful contribution to the cause of renewable energies. The inspiration he received from other explorers and pioneers during his childhood gave him the desire to inspire young generations in return.

0915-0945

ASPIRE-to-Excellence Awards

Chair: Dan Hunt, Chair of ASPIRE Board



0945-1015

Coffee and viewing of exhibition

1015-1200

SESSION 3 – Simultaneous Sessions

Concurrent symposia, short communications, research papers, mounted posters, eposters, PechaKucha, workshops, round table and exhibition.

3A – Symposium

Not Your Mother's CPD! The Real World as we Know it! – An AMEE Continuing



Professional Development Committee Symposium
Panel: Lawrence Sherman (Academy for Global Interprofessional Learning and Education, Geneva, Switzerland) and Members of the AMEE CPD Committee

CPD represents the longest and arguably the hardest part of a clinician's education - hardest because it is often unstructured, and left to the learners to define their own journeys. This symposium will challenge the status quo, explore best practices, and talk about why CPD may not even be what you think it is.

3B – Symposium

The rise of virtual (VR) and augmented reality (AR) in medical education: Are we breaking the final frontier in teaching? – An AMEE Technology Enhanced Learning Committee Symposium

Panel: Marlies EJ Reinders (Leiden University Medical Center, Netherlands), Jennifer M McBride (Cleveland Clinic Lerner College of Medicine, USA), Beerend P Hierck (Leiden University Medical Center, Netherlands), Goh Poh-Sun (National University of Singapore), James D Pickering (University of Leeds, UK)

Discussant: Jos van der Hage (Leiden University Medical Center, Netherlands)

Moderator: Peter GM de Jong (Leiden University Medical Center, Netherlands)

The panellists will present state-of-the-art examples of the use of VR and AR in medical education, such as a 360 degree virtual operating theatre and a hospital setting of a ward round, and the use of holographic imagery in the anatomy curriculum, together with theoretical perspectives regarding pedagogy.

3C – Symposium

Equity in the global health sciences education community: levelling the playing fields?

Panel: Manuel João Costa (School of Medicine, University of Minho, Portugal), Susan Van Schalkwyk (Stellenbosch University, Centre for Health Professions Education (CHPE) Stellenbosch, South Africa), Ming Jung-Ho (National Taiwan University, Graduate Institute of Medical Education & Bioethics, Taipei, Taiwan), Marco Antonio Carvalho-Filho (School of Medical Sciences, University of Campinas, Brazil), Lambert Schuwirth (Flinders Medical Centre, Flinders University, Australia)

Panellists from a range of countries explore the extent to which the expanding global community is participating in the sector and how perceived barriers to participation might be overcome. They hope to start a conversation about dominant discourses and practices, and how these might be reframed.

1200-1400

Lunch and viewing of exhibition

1400-1530

SESSION 4 – Simultaneous Sessions

Concurrent symposia, short communications, research papers, doctoral reports, mounted posters, eposters, PechaKucha, workshops, round table and exhibition.

4A – Symposium

Acquisition, maintenance, and verification of surgical skills

Panel: Ajit K. Sachdeva (American College of Surgeons; Society for Academic CME; Feinberg School of Medicine, Northwestern University, Chicago, USA), Teodor Grantcharov (University of Toronto, Canada), Stephen Tobin (Royal Australasian College of Surgeons, Melbourne, Australia)

Transformational changes in health care, unprecedented advances in science and technology, and ongoing innovations in teaching, learning, and assessment require a new paradigm to address acquisition, maintenance, and verification of surgical skills. Panellists will address key advances and will focus on challenges and opportunities that need to be harnessed to achieve the best outcomes.

4B – Symposium

Intersections, introspections and divergences: Sustaining the growth of medical education research and training

Panel: Mathieu Albert, Nicole Woods, Tina Martimianakis (Wilson Centre, University of Toronto, Canada), Klara Bolander Laksov (Department of Education, University of Stockholm, Sweden), Albert Scherpbier (Faculty of Health, Medicine and Life Sciences, Maastricht University, the Netherlands) At a time when the medical education community is faced with pivotal questions concerning teaching, learning, and theory, it is timely to also be reflective and consider the best strategies in terms of research and training to answer these questions moving forward.

4C – Symposium

Open Space Technology applied to wicked issues in medical education and health care practices

Panel: Glenda Eoyang, Stewart Mennin (Human Systems Dynamics, USA)

Open Space Technology makes accessible a different way to perceive, understand and take informed, wise action to shift patterns of complex challenges. Participants will identify their own complex challenges and apply selected models and methods to shift the conditions that give rise to these challenges and will have hands on practice in small groups.

4D – Symposium

The role of the biomedical sciences in teaching and learning medicine in the 21st century

Moderator: Peter GM de Jong (Leiden University Medical Center, Netherlands)

In this high-tech, clinically-oriented healthcare arena in which information is readily available online, the role for teaching specific facts

regarding the basic sciences is often questioned. What is the value of teaching our students foundational sciences as part of their medical training? Recent findings from the literature will be presented.



1530-1600

Coffee and viewing of exhibition

1600-1730

SESSION 5 – Simultaneous Sessions

Concurrent symposia, short communications, research papers, AMEE Fringe, mounted posters, eposters, PechaKucha, workshops, round table and exhibition.

5A – Symposium

Educating health professionals for the e-patient

Panel: Ken Masters (Sultan Qaboos University, Oman), Anne Herrmann-Werner (University of Tübingen, Germany), Elizabeth Rankin (Canada), Dave de Bronkart (ePatient Dave), Society for Participatory Medicine, USA)

Moderator: Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA)

The era of the Internet has fostered a new kind of patient - the e-patient - who, through access to Google and other online resources, takes patient engagement to a new level. This symposium will present the overall issues and give some practical teaching examples of preparing medical students for the e-patient. It will also present perspectives from two e-patients, in which their paths illuminate some of the concerns and issues facing them.

5B – Symposium

How to implement Interprofessional Education (IPE) in medical curricula

Panel: Scott Reeves (Kingston and St George's University of London, UK), Elisabeth Van Gessel (University of Geneva, Switzerland), Petra Mèche (School of Health Sciences of Geneva, HES-SO, Switzerland), David Gachoud (University of Lausanne, Switzerland), Giatgen Spinaz (Swiss Institute for Medical postgraduate and Continuous Education, Switzerland), Jörg Goldhahn (Swiss Institute of Technology, Zürich, Switzerland)

Panellists will present a synthesis of the state of the research evidence about IPE implementation with some IPE case studies in the form of an example of the implementation of IPE in an existing (packed) curriculum, and in a new medical curriculum. They will then engage the audience in discussion of IPE implementation issues.

5C – Symposium

Simulation education in and across the health professions: It's more than just Doctors and Nurses! An AMEE Simulation Committee Symposium (organised by Gabriel Reedy, Nancy McNaughton, Walter Eppich)

Panel: Barry Quinn (King's College London, UK), Sean Cross (South London and The Maudsley NHS Foundation Trust, UK), Maria Tassone (The Michener Institute of Education at UHN, Canada), John Tegzes (Western University of Health Sciences, USA)

Although simulation is often associated with acute medicine and operating theatre practice, the scope of simulation-based education continues

to expand. The panellists will present perspectives not often associated with simulation-based education: mental health, allied health, dentistry, and veterinary medicine and will show how teams across professional boundaries can learn collaboratively, reflecting actual clinical practice.

Tuesday 28 August

0830-0945

SESSION 6 – Plenary

Chair: Aviad Haramati (Georgetown University Medical Center, USA)

0830-0915

6 – Plenary

Got Resilience? Promoting resilience, wellbeing, & vitality in healthcare professions education & organizations: An integrative approach

Hedy Wald
Brown University; Boston Children's Hospital-Harvard Medical School, USA

Resilience. Wellbeing. Vitality. Topic du jour. And with good reason. Healthcare practitioners, educators, and trainees in the global community are at risk for stress and burnout impacting wellbeing and optimal patient care. Hedy will discuss "integrative resilience" incorporating interventions at both individual and healthcare systems levels to foster resilience of both, ideally promoting enlightened leadership for surviving and thriving in a challenging healthcare environment.



Hedy S. Wald, PhD is Clinical Professor of Family Medicine; Warren Alpert Medical School of Brown University and Director of Resident Resilience/Wellbeing-Residency Programs in Child Neurology and Neurodevelopmental Disabilities; Boston Children's Hospital-

Harvard Medical School. Dr. Wald has been recognized with Dean's Excellence in Teaching Awards, served as a Fulbright Scholar in medical education for Ben Gurion University of Health Sciences, Israel, and is a Gold Humanism Foundation Harvard-Macy Scholar. Dr. Wald has been a Visiting Professor at over 50 healthcare professions schools world-wide, presenting on promoting resilience and wellbeing in healthcare professions education and practice as well as on reflective writing-enhanced reflection supporting healthy professional identity formation. A mother of 4 and grandmother of 4, she enjoys cycling and creative writing which she publishes in literary and medical journals. Follow her on Twitter: @hedy_wald "Mind/Body/Spirit of MedEd"



0915-0935

Miriam Friedman Ben-David New Educator Award
AMEE Fellows and Associate Fellows AMEE-ESME Certificate in Medical Education Awards

0935-0945

Announcement of Karolinska Institutet Prize for Research in Medical Education

0945-1015

Coffee and viewing of exhibition

1015-1200

SESSION 7 - Simultaneous Sessions

Concurrent symposia, short communications, research papers, mounted posters, eposters, PechaKucha, workshops, round table and exhibition.

7A – Symposium

Mind-body interventions in Health Professions Education: Challenges, Strategies for Implementations and Lessons Learned
Panel: Raphael Bonvin (Switzerland), Sian Cotton (University of Cincinnati, USA), Craig Hassed (Monash University, Australia), Miek Jong (Louis Bolk Institute, Netherlands), Mats Jong (Mid-Sweden University, Sweden), Aviad Haramati (Georgetown University, USA)
Discussant: Hedy Wald (Brown University; Boston Children's Hospital-Harvard Medical School, USA)

As a follow-up to the plenary, speakers from various countries who have implemented mind-body programs will share perspectives on the challenges they faced, the strategies they used to implement the program into the curriculum, the outcomes and lessons learned.

7B – Symposium

Faculty development for organizational change – An AMEE Faculty Development Committee Symposium
Panel: Yvonne Steinert and Miriam Boillat (McGill University, Montreal, Canada)

The panellists will review and discuss how faculty development can function as an instrument of organizational change by exploring a variety of strategies and approaches that can help to achieve this goal. Participants will be challenged to think about the contexts in which they work and how they can focus directly on their organizations as the "client" in faculty development.

7C – Symposium

Lessons Learned: progressing knowledge by intelligently considering failures – An AMEE Research Committee Symposium
Panel: Jennifer Cleland (University of Aberdeen, UK), Lara Varpio (Uniformed Services University of the Health Sciences, USA), Erik Driessen (Maastricht

University, the Netherlands), Tim Wilkinson (University of Otago, New Zealand)

The panellists will share stories of mistakes and surprises from across medical education and training contexts, to illustrate how these underpinned learning and progress, using interactive presentation software to engage with the audience, to elicit and explore common surprises, failures and experiences. They will provide some guidance on ways for individuals and teams to reposition "failure" as constructive learning.

7D – Symposium

Diagnostic error: From clinical reasoning to patient outcome
Panel: Mark Graber (Society to Improve Diagnosis in Medicine, USA), Marie-Claude Audetat (Medical Education Research Group, University of Geneva, Switzerland), Hardeep Singh (VA Medical Center and Baylor College of Medicine, USA), Laura Zwaan (Institute for Medical Education Research, Erasmus Medical Center Rotterdam, The Netherlands), Wolf Hautz (Department of Emergency Medicine, Inselspital University Hospital, Berne, Switzerland)

The symposium brings together researchers from diverse backgrounds, all with a unique perspective on the multiple facets of diagnostic error, in an attempt to broaden the debate on clinical reasoning and diagnostic error within medical education and to ultimately strengthen the quality of our and our learners' diagnoses. (See page 19 for information on Second European Conference on Diagnostic Errors in Medicine 2018 in Bern, immediately following AMEE 2018.)

1200-1400

Lunch and viewing of exhibition

1215-1345

AMEE Annual General Meeting
(all members encouraged to attend – lunch provided)

1400-1530

SESSION 8 – Simultaneous Sessions
Concurrent symposia, short communications, research papers, doctoral reports, mounted posters, eposters, PechaKucha, workshops, round table and exhibition.

8A – Symposium

Playing Devil's Advocate: Research that challenges how we think about Clinical Supervision
Panel: Lorelei Lingard, Chris Watling, Mark Goldszmidt (Western University, Canada), James Brown (Eastern Victoria GP Training & Monash University, Australia), Sayra Cristancho (Western University, Canada)
Discussant: Olle ten Cate (Utrecht University, the Netherlands)

This symposium will present highlights from research into clinical supervision in the past decade, and discuss their implications for medical

education. Speakers have been selected to represent research into clinical supervision in a range of medical contexts, supervisory situations and learner levels; their work also represents a range of theoretical perspectives. Using a TEDTalk style of presentation, each speaker will offer ONE BIG IDEA from their empirical research that elaborates or challenges our current way of thinking about clinical supervision, with a Discussant to play Devil's Advocate.

8B – Symposium

Developing consensus-based guidelines and education for Emergency Medical Teams for limb injuries in disasters and conflicts
Panel: Ian Norton (WHO, Switzerland), Andreas Wladis (International Committee of the Red Cross, Switzerland), Jane Wiedler and Stefanie Hautz (AO Education Institute, Switzerland)

The main goal of this project was to improve outcomes for patients suffering limb injuries during disasters and complex emergencies, resulting in the first open access training material platform for Emergency Medical Teams (EMT) to train EMTs for limb injuries in disaster situations. The panelists will show how consensus can be reached on a topic affecting all parts of the world, various interests and opinions, and guidelines and curricula developed.

8C – Symposium

Stimulating medical education and medical education research: The dean's perspective
Panel: Norman Beauchamp (Michigan State University, East-Lansing, USA), Richard Hays (University of Tasmania, Tasmania, Australia), Vishna Devi Nadarajah (International Medical University, Kuala Lumpur, Malaysia), Albert Scherpbier, (Maastricht University, Maastricht, the Netherlands), Monica van de Ridder, (Michigan State University, Grand Rapids, USA)

Over time, the tasks of Deans have changed and have become more complex. At the same time, many faculty in medical schools don't feel appropriately acknowledged. The panellists will explore and discuss a) the gap in perception and understanding between deans and faculty, and b) solutions and best practices how medical education and medical education research can be stimulated and made more visible. Topics for discussion will be derived from a questionnaire sent out to participants prior to the conference.

1530-1600

Coffee and viewing of exhibition

1600-1730

SESSION 9 – Simultaneous Sessions
Concurrent symposia, short communications, research papers, AMEE Fringe, mounted posters, eposters, PechaKucha, workshops, round table and exhibition.

9A – Symposium

Managing the Tension - From Innovation to Application

Panel: Ronald Harden (Professor of Medical Education (Emeritus), Dundee, UK), David Cook (Mayo Clinic, Rochester, USA), John Norcini (FAIMER, Philadelphia, USA), Dan Hunt (LCME/AAMC, USA), Yvonne Steinert (McGill University, Montreal, Canada), Ara Tekian (University of Illinois at Chicago College of Medicine, Chicago, USA)

The demand for better teaching and assessment of health care professionals has led to a number of educational innovations which provide detailed guidance on improving practice. Resources are not available to accomplish all that is recommended, nor does the research offer much insight into the absolute effectiveness of the various options facing educators. The panellists will examine some of these tensions and suggest potential strategies.

9B – Symposium

Learners as Educators - Realizing potential, sharing best practices – An AMEE Postgraduate Committee Symposium

Panel: Rille Pihlak (European Junior Doctors, University of Manchester, UK), Matthew J. Stull (Case Western Reserve University School of Medicine, USA), Simon Gregory (Health Education England, UK) and colleagues

The panellists will review the opportunities and challenges in building teacher training into postgraduate training and other ways to support young educator development around the world. The session will introduce attendees to the need for such programs and outline initiatives from a number of continents to better incorporate this important skill set into training.

9C – Symposium

Are medical schools selecting students with the appropriate values for 21st century medicine?

Panel: Trudie Roberts (University of Leeds, UK/ AMEE), Peter Dieter (AMSE), Harm Peters (Charité – Universitätsmedizin Berlin, Germany), Janusz Janczukowicz (University of Lodz, Poland), Val Wass (AMSE)

The panellists will discuss the above question from an international stakeholder perspective. The views of European medical schools will be aligned with the increasingly international participant input offered by AMEE. The audience will be asked to discuss a range of issues and how they might be addressed in order to meet future workforce needs.

Wednesday 29 August

0830-1015

SESSION 10 – Simultaneous Sessions

Concurrent symposia, short communications, research papers, doctoral reports, mounted posters, eposters, PechaKucha, workshops, round table and exhibition.

10A- Symposium

Assessing Social and



Behavioural Sciences (SBS) in medical education: Square peg in a round hole?

Panel: Jeni Harden (University of Edinburgh, UK), Tracey Collett (Plymouth University, UK), Kathy Kendall (University of Southampton, UK)

Attention has turned in recent years to the broader inclusion of social and behavioural sciences in medical curricula. However, there is as yet only limited evidence about how best to assess these subjects. The symposium will discuss key issues including: whether and how SBS is included in assessment blueprinting; what is being assessed (knowledge, skills, competencies); and whether, and on what basis, tools used for assessing SBS are considered to be 'fit for purpose'. Each speaker will identify a key challenge which will then be opened for discussion.

10B – Symposium

Undergraduate National Medical Licensing Exams (NLE) from an international perspective: Lessons learned and future directions

Panel: Sören Huwendiek (Institute of Medical Education, Bern, Switzerland), Raphael Bonvin (Medical Education Unit, Fribourg, Switzerland), Brian Clauser (National Board of Medical Examiners, Philadelphia, USA), Ingrid de Vries (Medical Council of Canada, Ottawa, Canada), Marc Braun (conseil scientifique du CNCI, Nancy, France), Christoph Berendonk (Institute of Medical Education, Bern, Switzerland)

A NLE is typically a large-scale "one shot" high-stakes exam that assesses several years of training. The licensing role of those exams require them to be highly defensible. With all these constraints, NLEs can assess certain competencies and use specific methods. This symposium will offer an insight into the assessed competencies and the assessment methods used from the perspective of four countries running such exams and discuss the lessons learned and future directions.

10C – Symposium

Glocalisation of medical education and the teacher's role

Panel: Dujeepra Samarasekera (National University of Singapore), Lambert Schuwirth (Flinders University, Australia), Lee Shuh Shing (National University of Singapore), Yvonne Steinert (McGill University, Canada)

Moderator: Matthew Gwee Choon Eng (National University of Singapore)

In recent years there has been a trend to adopt and adapt curricula conceptualised and operationalised in different settings to one's own. In many cases, educational philosophies, cultural and contextual issues have been ignored, leading to conflict and negative impact. The panellists will discuss some of the best practices in incorporating and contextualising such educational activities with different philosophies in order for medical/health professions to acquire skills required for the 21st century.

1015-1045

Coffee and viewing of exhibition

1045-1245

SESSION 11 – Plenary

Chair: Trudie Roberts (AMEE)



1045-1130

11A – Plenary

Broadening the Curriculum Beyond Bioscience

Ayelet Kuper

Wilson Center, University of Toronto, Canada

Medical curricula have traditionally been comprised of bioscientific knowledge but widely-accepted competency frameworks now require physicians to be trained in areas beyond biomedical knowledge and technical skills. The roles that physicians are now being called upon to perform depend on concepts, theories, and ways of knowing from the social sciences and humanities. Is it any wonder that medical educators continue to express uncertainty about what and how to teach in these areas?



Ayelet Kuper MD is a Scientist and Associate Director at the Wilson Centre as well as a Clinician-Scientist and Associate Professor in the Department of Medicine at the University of Toronto. She obtained her DPhil from Oxford University as a Rhodes Scholar in

1997 and her MD from the University of Toronto in 2001. She has authored over 50 peer-reviewed publications and regularly presents her research nationally and internationally. Her research program focuses on the legitimacy of different forms of medical knowledge, with a particular interest in challenging taken-for-granted assumptions and in foregrounding ways of knowing that promote equity and reflexivity.

1130-1225

11B – PechaKucha™ Presentations

Postgraduate supervision as an emerging pedagogy: implications for health professions education

Susan van Schalkwyk, Stellenbosch University, South Africa

Lost before translation: Reflections on ethnocentricity in medical education research and publishing

Lynn Monrouxe, Chang Gung Medical Education Research Centre (CG-MERC), Taiwan

Medical Students vs Medical Schools: The human resources for health challenge

Marian Sedlak, International Federation of Medical Students' Associations (IFMSA)

See one, do one, teach one: When the student becomes the teacher

Evita Peiou, European Medical Students' Association (EMSA)

There and Back Again: A tale of a hurricane and heroes
Heidi Chumley, American University of the Caribbean, Netherlands Antilles

Service vs education - who wins in postgraduate training?

Rille Pihlak, European Junior Doctors, University of Manchester, UK

1225-1245

Announcement of AMEE

Conference Prizes

A look ahead to AMEE 2019

Concluding remarks

1245

Close of Conference



ABSTRACTS

Topics: Abstracts may cover any topic in medical and healthcare professions education relating to undergraduate/basic training, postgraduate/specialist training and continuing professional development/continuing medical education.

Tracks: Submitters may indicate on the online submission form that they wish their abstract to be considered for one of the following tracks in the programme:

- Surgery: Short communications and posters on either surgical education or surgical simulation.
- Postgraduate education: Any aspect relating to the education and training of medical and other health professionals.
- CPD: Any aspect relating to continuing professional development in medicine and the health professions.
- Adaptive curriculum

Formats: Abstracts are invited for presentation in the formats listed below:

Format	Word Count	Structure	Deadline
Research Papers	525	Introduction; Methods; Results; Discussion & Conclusions Up to 2 references (not included in word count) Up to 10 Authors 1 Presenter	5 December 2017 (23:59 hrs UK GMT)
Doctoral Reports	525	Introduction; Methods; Results; Discussion & Conclusions Up to 2 references (not included in word count) Up to 10 Authors 1 Presenter	14 December 2017 (23:59 hrs UK GMT)
Short Communication Mounted Poster with Presentation ePoster with Presentation Either Short Communication or posters Patil Teaching Innovation Award	350	Background; Summary of Work; Summary of Results; Discussion & Conclusions; Take-home Message Up to 6 Authors 1 Presenter	6 February 2018 (23:59 hrs UK GMT)
AMEE Fringe PechaKucha™ Point of View	300	Free text submission Up to 6 Authors 1 Presenter	6 February 2018 (23:59 hrs UK GMT)
Workshop	350	Background; Who Should Attend; Structure of Workshop; Intended Outcomes; Level Up to 6 Authors and Presenters	6 February 2018 (23:59 hrs UK GMT)
2018 World Summit on CBME	300	Free text submission Up to 6 Authors 1 Presenter	6 February 2018 (23:59 hrs UK GMT)

Full details for each submission type, terms and conditions and how to submit are given on the AMEE website – www.amee.org/conferences/amee-2018/abstracts.

ACCOMMODATION

A full range of accommodation is available to book via the AMEE 2018 Registration website. Where possible, we have negotiated special rates for AMEE delegates.

Hotel	Star Rating	Single Rate (CHF)	Double Rate (CHF)	Includes	Distance to Venue
Adagio Basel City	3*	130.00	130.00	VAT	20m
Dorint An der Messe Basel	3*	270.00	295.00	VAT and breakfast	650m
Hotel D	4*	338.00	338.00	VAT	1.1km
Hotel Du Commerce	3*	163.50	237.00	VAT and breakfast	250m
Hotel Euler	4*	190.00	210.00	VAT and breakfast	1.8km
Hotel Krafft	3*	170.00	235.00	VAT and breakfast	650m
Hotel Steinenschanze	4*	225.00	295.00	VAT and breakfast	1.8km
Hotel The Passage	4*	338.00	338.00	VAT	1.7km
Hotel Victoria	4*	260.00	280.00	VAT and breakfast	1.9km
ibis Budget Basel Bahnhof	3*	121.00	137.00	VAT and breakfast	2.7km
ibis Styles Basel City	3*	90.00	108.00	VAT and breakfast	2.8km
Metropol	4*	250.00	290.00	VAT and breakfast	2.1km
Novotel Basel City	4*	130.00	161.00	VAT and breakfast	2.8km
Pullman Basel Europe	4*	280.00	300.00	VAT and breakfast	61m
Radisson Blu - Business Class Room	4*	319.00	339.00	VAT and breakfast	1.7km
Radisson Blu - Standard Room	4*	259.00	279.00	VAT and breakfast	1.7km
Ramada Plaza Basel Conference Centre	4*	265.00	285.00	VAT and breakfast	150m
Swissotel Le Plaza Basel	4*	265.00	295.00	VAT and breakfast	On site

Note: Rates are quoted in Swiss Franc (CHF) and include VAT and breakfast where indicated. Distances are approximate. Most are within walking distance of the conference venue, or easily accessed by public transport. Every guest who stays in a hotel in Basel receives a free Mobility Ticket when they check-in. This ticket will enable participants to use public transport within the city of Basel and its surroundings (including EuroAirport) free of charge for the duration of their stay. A city tax of CHF 3.50 per person per night is chargeable when checking into the hotel. Rates are subject to change. Current exchange rates (November 2017) for 1 Swiss Franc are: UK£0.76; US\$1.00; Euro 0.86.

EXHIBITION

The AMEE Exhibition consists of commercial, not-for-profit and academic exhibitors and is now a major feature of the AMEE Conference.

Exhibitors include:

- Publishers of medical and basic science textbooks, and books and journals relevant to teachers in medicine and the healthcare professions
- Manufacturers and suppliers of teaching aids, including simulators, computers, mobile technology and eLearning packages; institutions offering a service in medical education e.g. testing, data handling
- Pharmaceutical companies with an involvement in undergraduate and continuing medical education, allowing them the opportunity to highlight and demonstrate educational resources that they have produced or supported
- Institutions and bodies offering courses for healthcare professionals across the continuum of education
- Institutions responsible for administration or regulation in medicine and the healthcare professions
- Professional bodies and medical schools

AMEE offers a range of opportunities include exhibition booths, table-top displays, inserts in the delegate bags, advertising on the conference app and sponsorship of conference materials.

For further details, please visit: www.amee.org/conferences/amee-2018/exhibition or contact exhibitions@worldspan.co.uk.

REGISTRATION

Register online at <http://www.eiseverywhere.com/amee2018>

All enquiries related to registrations should be directed to Worldspan. Tel: +44 (0)1745 828400; Email: amee@worldspan.co.uk

Register by 25 May to qualify for the early registration rate.

It is strongly recommended that you take out insurance to cover any potential loss of registration fees, travel and accommodation costs that might result from any medical condition, family emergencies or accident that may preclude your attendance at the conference, or cause you to seek medical advice during your stay in Switzerland.

- Swiss VAT at 8% will be added to the registration fees.
- The registration fees have been reduced slightly to mitigate the application of VAT.
- By popular request the Junior Doctor/Trainee rate has been reduced significantly.
- Those doing full-time PhDs or full-time Masters courses and who are not receiving a salary may register at the Junior Doctor/Trainee rate.

Registration Category	By 25 May	From 26 May
AMEE MEMBER RATES		
AMEE Member	€585	€665
Student (1)	€335	€385
Junior Doctor/Trainee/Other healthcare professional up to 5 years post graduation; those on full-time PhD or Masters courses and receiving no salary (2)	€400	€450
Special Rate Country (3)	€450	€525
NON MEMBER RATES		
Non-Member of AMEE	€675	€755
Student (1)	€360	€410
Junior Doctor/Trainee/Other healthcare professional up to 5 years post graduation; those on full-time PhD or Masters courses and receiving no salary (2)	€425	€500
Special Rate Country (3)	€500	€575
ADDITIONS TO REGISTRATION FEE		
ESME Course	€750	€750
ESMEA, ESMELead, RESME	€675	€675
ESCEPD	€625	€625
ESCEPD 1, ESCEL, ESMESim, RASME, ESMEOSTE Masterclass	€265	€265
Pre-conference workshop full day	€215	€215
Pre-conference workshop half day	€90	€90
2nd World Summit on Competency-Based Medical Education only (attend both days) (4)	€450	€480
2nd World Summit on Competency-Based Medical Education also attending AMEE 2018 (attend both days)	€420	€450
2nd World Summit on Competency-Based Medical Education only (1 day attendance) (4)	€250	€280
2nd World Summit on Competency-Based Medical Education also attending AMEE 2018 (1 day attendance)	€230	€250
Guest ticket for opening reception – free for 1 registered guest	Free	Free
Guest ticket for opening reception – additional guests per person	€35	€35
AMEE Live – register on www.amee.org (fee charged in pounds sterling)	£75	£75

- 1 Student rate relates to medical and healthcare professions students at undergraduate level or those doing a graduate entry to medicine programme and continues until qualification as a doctor or other healthcare professional. It does not cover those doing Masters or PhDs.
- 2 Junior doctor/trainee/Other healthcare professional rate relates to those who are up to 5 years post graduation as a doctor or any other healthcare professional. It also applies to those who are doing a full-time PhD or full-time Masters' course and who do not receive a salary.
- 3 For Special Rate Country please see the list on the AMEE website.
- 4 Participants may choose to attend the 2nd World Summit on Competency-Based Medical Education without registering for AMEE 2018.

Terms and Conditions:

1. The registration fees may only be paid in Euros irrespective of your country of origin.
2. 2nd World Summit on Competency-Based Medical Education Conference attendance includes: Attendance at sessions (Friday 24 and Saturday 25), coffee, lunch (Friday 24 and Saturday 25 August), or one day attendance only as selected.
3. AMEE 2018 Registration fee includes: attendance at main conference sessions (Sunday 26 to Wednesday 29 August) including conference workshops (according to availability); lunch (Monday 27 and Tuesday 28 August) and coffee breaks (Monday 27 to Wednesday 29 August); Opening Reception (Sunday 26 August); Conference materials.
4. Travel to Basel and accommodation is NOT included in the registration fee.
5. Payment may be made by credit/debit card (VISA, Mastercard) or bank transfer in Euros only. All payments must be made prior to the start of the Conference unless prior arrangements have been made to make payment at the registration desk.
6. Cancellation policy for AMEE 2018 and the 2nd World Summit on Competency-Based Medical Education: a refund of previously paid registration fees will be made as follows: Notification in writing by 28 May 2018: full refund less Euros 75 administration fee; Notification in writing by 1 July 2018: 50% refund; Notification after 1 July 2018: no refund.
7. Cancellation policy for Preconference workshops and Courses: AMEE will make every effort to resell places on pre-conference workshops/courses but cannot guarantee a refund will be possible.
8. Please note in the event of cancellation, bank or credit card charges incurred by AMEE will not be refunded.
9. This contract is governed by the laws of Scotland. Completion of the registration information signifies acceptance of the terms and conditions set out below.

AMEE 2018 Live!

For more information on the sessions that will be streamed and how to register please visit www.amee.org/conferences/amee-live

If you are unable to attend AMEE 2018 in person, the next best thing is to join online. With live streaming throughout the Conference you can watch the opening session, all four plenary sessions and a selection of symposia as they happen, or watch the recording at a time that suits you.

Fee: £75. Includes access from one device which may be for an individual or a group, as well as access to the Conference App. Please note this fee is charged in UK pounds sterling and registration can be made through the AMEE website and not on the conference registration site.

STUDENTS

AMEE is pleased to once again be working with the IFMSA and EMSA Student Groups, as well as Swiss students, and looks forward to welcoming students from around the world.

A call for applications for international students to join the AMEE 2018 Student Task Force will be issued by IFMSA and EMSA in early 2018.

TOURS

For a full list of what's available, booking terms and conditions and to book please visit the AMEE 2018 Tours and Transfers Registration site: <http://www.eiseverywhere.com/amee2018toursandtransfers>

All tour enquiries should be directed to Worldspan.

Tel : +44(0)1745 828400.
Email : tours@worldspan.co.uk

directly after
AMEE 2018
SWITZERLAND

AUGUST 30TH – 31ST // 2018 BERN // SWITZERLAND

DIAGNOSTIC ERROR IN MEDICINE 2018

2nd European Conference

KEYNOTES

SIR LIAM DONALDSON // WHO Envoy for Patient Safety

PROF. GERD GIGERENZER // Director Max Planck Institute for Human Development

HARDEEP SINGH / MARK GRABER / PAUL EPNER // USA

GORDON CALDWELL / OLGA KOSTOPOULOU // UK

MARIE AUDETAT / MATHIEU NENDAZ // CH

WOLFGANG GAISSMAIER // GER

CALL FOR ABSTRACTS: DECEMBER 2017

> Deadline for Abstract submission: 01.04.2018

> Decision on abstracts: 15.05.2018

> End early bird registration: 30.05.2018

SUBMISSION, REGISTRATION, INFORMATION:

www.improvediagnosis.org // twitter: @DEMEurope



Conference applies for CME Credits



DEADLINE DATES

- 5 December : Submission of Research Paper abstracts
14 December : Submission of Doctoral Report abstracts
31 January : Close of nominations for Miriam Friedman Ben-David New Educator Award
6 February : Submission of Short Communications, Patil Teaching Innovation presentations, Conference Workshops, Mounted Poster with Presentation, ePoster, Point of View, Round Table, PechaKucha™ and AMEE Fringe abstracts
6 February : Last date to apply for free registration for AMEE 2018
30 April : Abstract decisions announced
30 April : Free registration for AMEE 2018 awards announced
30 April : Notification to Miriam Friedman Ben-David New Educator Award winner
25 May : End of early registration
31 May : Last date to book accommodation in order to guarantee availability
01 June : Deadline for registration by presenters to ensure abstract included in the programme
31 July : Last date to book space in the Exhibition
31 July : Last date to book tours/social events

LOCAL ORGANISING COMMITTEE

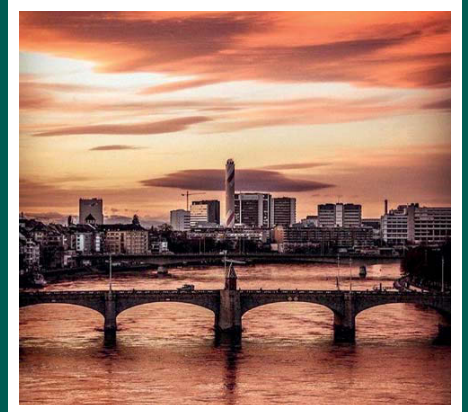
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Marie-Claude Audetat, University of Geneva
Nadia Bajwa, University of Geneva
Mario Bianchetti, Università della Svizzera italiana
Silke Biller, University of Basel
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David Gachoud, University of Lausanne
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Soeren Huwendiek, University of Bern
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ACADEMIC PROGRAMME INCLUDING ABSTRACTS

Tel : +44 (0) 1382 381953
Email : amee@dundee.ac.uk
Website : www.amee.org/conferences/amee-2018

REGISTRATION, ACCOMMODATION, EXHIBITION, TOURS AND SOCIAL PROGRAMME

Registration : amee@worldspan.co.uk
Accommodation : accommodation@worldspan.co.uk
Exhibition : exhibitions@worldspan.co.uk
Tours and social programme : tours@worldspan.co.uk
Tel : +44 (0) 1745 828400

WHO TO CONTACT

If you would like more information about AMEE and its activities, please contact the AMEE Office:

Association for Medical Education in Europe (AMEE)
12 Airlie Place, Dundee, DD1 4HJ, UK

Tel : +44 (0)1382 381953
Fax : +44 (0)1382 381987
Email : amee@dundee.ac.uk