

amee 2019

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

Provisional Programme

Annual Conference

Vienna, Austria

24-28 August 2019

www.amee.org

amee@dundee.ac.uk

Scottish Charity No: SC031618



MEDICAL UNIVERSITY
OF VIENNA



FH CAMPUS
WIEN
UNIVERSITY OF APPLIED SCIENCES



vetmeduni
vienna



ÖGHG
Österreichische Gesellschaft
für Hochschuldidaktik



Vienna, also described as Europe's cultural capital, is a metropolis with unique charm, vibrancy and flair. It boasts outstanding infrastructure, is clean and safe, and has all the inspiration that you could wish for in order to discover this wonderful part of Europe.

Vienna is a major hub between East and West thanks to its location in the heart of Europe. Vienna International Airport offers 628 daily direct flights to 240 cities worldwide, and is renowned for its high quality service, short transfer intervals and excellent punctuality ratings.

Vienna has a fully integrated public transport network consisting of 5 underground lines, 28 tram routes and more than 100 bus routes, making it easy to get around.

Why you should attend

- ▶ Network with likeminded colleagues and peers from around the world who are passionate about excellence in education and patient care
- ▶ Hear about innovations and developments in health professions education across the continuum which you can take back to try in your school or institution
- ▶ Present your ideas and work to others in an interactive forum and receive feedback
- ▶ Expand your horizons by attending sessions on a wide range of topics, some of which may be outside your immediate area of interest and expertise
- ▶ Continue your own personal and professional development by contributing to sessions and by reflecting on what you have seen and heard at the Conference



AUSTRIA
CENTER
VIENNA

The Austria Center Vienna is Austria's largest conference centre in the international heart of contemporary Vienna. It is located 7 minutes from Vienna's historic city centre by underground and there is also a direct link to Vienna International Airport via the Airport Bus (travel time 30 minutes)

AMEE thanks the Local Organising Committee for their contribution to AMEE 2019

- ▶ Richard Marz, MedUni Vienna, ÖGH (Chair)
- ▶ Elisabeth Legenstein, MedUni Vienna
- ▶ Anita Rieder, MedUni Vienna
- ▶ Gerhard Zlabinger, MedUni Vienna
- ▶ Angelika Hofhansl, MedUni Vienna
- ▶ Bianca Schuh, MedUni Vienna
- ▶ Henriette Löffler-Stastka, MedUni Vienna
- ▶ Karl Kremser, MedUni Vienna, ÖGH
- ▶ Matthaeus Grasl, MedUni Vienna, ÖGH
- ▶ Ingrid Preusche, Vetmeduni Vienna
- ▶ Michaela Rauschmeier, Vienna Hospital Association (KAV)
- ▶ Angelika Eder, University of Applied Sciences, Vienna

Highlighted Conference themes:

All aspects of healthcare professions education are relevant at AMEE 2019, including undergraduate, postgraduate and continuing education. The following are highlighted themes:

- ▶ The patient as educator
- ▶ Activity Theory and the facilitation of learning
- ▶ Threshold concepts
- ▶ Surgery education - a Surgery Track will run throughout the conference
- ▶ Humanities
- ▶ Global health

Full details of all the conference sessions can be found by following the QR codes in this provisional programme

Programme Overview



	Saturday 24th	Sunday 25th	Monday 26th	Tuesday 27th	Wednesday 28th
Morning	TEL Symposium ESME ESMEA ESMECPD ESMELead RESME ESME-EiT Masterclass Pre-conference workshops	ESME ESMEA ESME-CT ESMESim ESCEL Masterclass RASME Masterclass Pre-conference workshops ESMECPD	Plenary 2 Symposia Short Communications including Patil Teaching Innovation Research Papers Round Table ePosters Mounted Posters PechaKucha Workshops Round Table Exhibition	Plenary 3 Symposia Short Communications Research Papers Round Table ePosters Mounted Posters Workshops Round Table Exhibition	Symposia Short Communications Round Table ePosters Mounted Posters Workshops Doctoral Reports Round Table Exhibition Plenary 4
Lunch			ESME ESME-CT ESMELead ESMESim RESME Exhibition	AMEE AGM ESME ESME-CT ESMELead ESMESim RESME Exhibition	ESME ESMELead ESMESim
Afternoon	TEL Symposium ESME ESMEA ESMECPD ESMELead RESME ESME-EiT Masterclass Pre-conference workshops	ESME ESME-CT ESMESim ESCEL Masterclass RASME Masterclass Pre-conference workshops ESMECPD Orientation	Symposia Short Communications including Patil Teaching Innovation Research Papers Round Table ePosters Mounted Posters Workshops AMEE Fringe Doctoral Reports Point of View Round Table Exhibition	Symposia Short Communications Research Papers Round Table ePosters Mounted Posters Workshops AMEE Fringe Doctoral Reports Round Table Exhibition ESMEA RESME	ESMELead ESMESim
Evening	TEL Symposium Reception	Opening Ceremony Plenary 1 Networking Reception Exhibition		Optional social event	

Technology and the transformation of medical education

A one-day Symposium organised by the AMEE Technology Enhanced Learning (TEL) Committee

#tel2019

Saturday 24 August

The TEL Committee invites you to take part in an exciting and highly-interactive symposium designed to challenge our thinking on the use of technology to enhance health professions education across the continuum. As teachers, trainers, researchers, students and leaders, we all have a part to play in deciding how technology will shape the way we and our students learn. Hear what our two international speakers have to say, challenge them, and share your experiences with colleagues from around the world. During and after the symposium there will be opportunities to share experiences using Twitter and an interactive Padlet wall.

There is an opportunity to submit your own abstract for presentation as an ePoster (see page 15).

Cost	By 25 May	From 26 May
AMEE member	Eur 275	Eur 305
Non member	Eur 295	Eur 325
Junior doctor/Trainee	Eur 195	Eur 225
Student	Eur 125	Eur 155

May be booked separately without registering for AMEE 2019

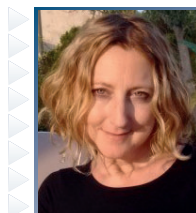
0930-0945 Setting the scene - the Horizon report

John Sandars (Edge Hill University Medical School, UK; co-Chair, TEL Committee)

0945-1045 The Near Future of Teaching

Sian Bayne (Professor of Digital Education and Assistant Principal for Digital Education, University of Edinburgh, UK)

There is a range of possible futures for digital education over the coming decades. Given the social and technological changes educators are confronting, we need to develop new ways to actively design and shape the future we want for education, basing it in the values we hold as teachers and researchers.



1045-1115 Break

1115-1230 Learning from the successes and failures of using technology to transform medical education: ePosters selected from participants' abstract submissions

1230-1330 Lunch and round table ePoster presentations and discussions

1330-1430 The Way of the Foxy Hedgehog: Reflections on medical education in an age of thinking tools

Ruben R. Puentedura (Founder & President, Hippasus, USA)

In a classical essay, Isaiah Berlin distinguished between thinkers who are foxes, drawing upon a broad range of ideas and experiences, and those who are hedgehog-like, with deep knowledge of one important thing. In an age of ubiquitous information technology, augmented by both social networks and AI, should we strive for future physicians to be one, the other - or neither? And whichever path we choose, how should the learning technology experience in medical schools be shaped to accomplish our goals?



1430-1530 Learning from the successes and failures of using technology to transform medical education: ePosters selected from participants' abstract submissions

1530-1600 Break

1600-1645 Small groups - Responding to the challenges identified

1645-1730 Summing up and next steps

John Sandars, (Edge Hill University Medical School, UK (co-Chair)), Natalie Lafferty, (University of Dundee, UK (co-Chair)), Goh Poh-Sun, (National University of Singapore), Ken Masters, (Sultan Qaboos University, Oman), (Technology Enhanced Learning Committee)

1730-1830 Drinks reception and networking

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 course, a post course report leading to award of the AMEE-ESME Certificate in Medical Education. Those successfully completing a course and post-course report will be awarded 1 credit towards the AMEE Specialist Certificate in Medical Education (a total of 4 credits required for the Specialist Certificate).

Course participants must also register for AMEE 2019 and pay the conference registration fee. The course fee includes lunch and coffee.



Course	Description	Facilitators	Sessions	Course Fee
Essential Skills in Medical Education (ESME)	Teaching skills course for those new to teaching, or those with some experience who wish to gain a teaching qualification	Stewart Mennin (Mennin Consulting, Albuquerque, New Mexico, USA), Ruy Souza (Federal University of Roraima, Brazil), Regina Petroni Mennin (Federal University of Sao Paulo, Brazil)	Sat 24 August - 0830-1730 Sun 25 August - 0800-1630 Mon 26 August - 1230-1330 Tues 27 August - 1230-1330 Wed 28 August - 1230-1330	Euros 750
Essential Skills in Medical Education Assessment (ESMEA)	Aimed at those who would like an introduction to a wide variety of assessment methods	Kathy Boursicot (Duke-NUS, Singapore), Richard Fuller (Leeds University, UK), Sandra Kemp (Curtin University, Australia), Brownie Anderson (NBME, USA) and Kathy Holtzman (ABMS, USA)	Sat 24 August - 0845-1630 Sun 25 August - 0845-1215 Tues 27 August - 1600-1730	Euros 675
Essential Skills in Continuing Education and Professional Development (ESMECPD) (Note: Also available as Masterclass sessions, see page 6)	For those who are currently involved in the planning, organization and/or implementation of medical (health) education at the continuing professional development level	Jane Tipping and Suzan Schneeweiss (University of Toronto, Canada), Helena Filipe (University of Lisbon, Portugal), Amy Wolfe (Crossroads Education Institute, Johannesburg, South Africa)	Sat 24 August - 0830-1630 Sun 25 August - 0830-1630	Euros 675
Essential Skills in Clinical Teaching (ESME-CT)	For clinicians who teach medical students and junior doctors in inpatient and outpatient clinical settings, focussing on core topics in clinical teaching	Subha Ramani (Harvard Medical School, Brigham and Women's Hospital, USA), James Kwan (Department of Emergency Medicine, Tan Tock Seng Hospital; International Federation for Emergency Medicine; Lee Kong Chian School of Medicine, Singapore), Harish Thampy and Minal Singh (University of Manchester School of Medical Sciences, UK), Beverly Woo (Harvard Medical School, Brigham and Women's Hospital)	Sun 25 August - 0845-1630 Mon 26 August - 1230-1330 Tues 27 August - 1230-1330	Euros 675
Essential Skills in Educational Leadership & Management (ESMELead)	An introduction to key aspects of leadership and management for healthcare educators who want a deeper understanding of leadership and management theory and gain an evidence base to help them become more effective leaders	Judy McKimm, Paul Jones and Claire Vogan (Swansea University, Swansea, UK); Greg Radu (St Clare's Hospital, St John's, Newfoundland, Canada)	Sat 24 August - 0900-1630 Mon 26 August - 1230-1330 Tues 27 August - 1230-1330 Wed 28 August - 1300-1600	Euros 675
Essential Skills in Simulation-based Healthcare Instruction (ESMESim)	An introduction to the essential skills for delivering simulation-based healthcare education through a variety of techniques and technologies	Ross Scalese (Gordon Center for Research in Medical Education, University of Miami Miller School of Medicine, USA), Luke Devine and Sev Perelman (University of Toronto, Canada)	Sun 25 August - 0830-1700 Mon 26 August - 1230-1330 Tues 27 August - 1230-1330 Wed 28 August - 1300-1600	Euros 675
Research Essential Skills in Medical Education (RESME)	Designed to meet the demand for an introduction to carrying out research in medical education	Charlotte Ringsted (Aarhus University, Denmark), Tina Martimianakis (University of Toronto, Canada), Martin Tolsgaard (University of Copenhagen, Denmark)	Sat 24 August - 0845-1630 Mon 26 August - 1230-1330 Tues 27 August - 1230-1330 and 1600-1730	Euros 675

AMEE-Essential Skills in Medical Education (ESME) Masterclasses

AMEE-ESME Masterclasses, offered and accredited by AMEE, are aimed at practising teachers in medicine and the healthcare professions, both basic scientists and clinicians. These one-day sessions 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 Masterclass, a short report. Those completing a Masterclass and a short report will be awarded 0.5 credit towards the AMEE Specialist Certificate in Medical Education (a total of 4 credits required for the Specialist Certificate).

Masterclass participants must also register for AMEE 2019 and pay the conference registration fee. The Masterclass fee includes lunch and coffee.



Course	Description	Facilitators	Sessions	Course Fee
Essential Skills in Computer-Enhanced Learning (ESCEL)	ESCEL will prepare participants to develop, deliver, and evaluate computer-enhanced learning activities using sound educational principles and a range of creative technologies	David A Cook (Mayo Clinic College of Medicine, Rochester, USA), Rachel H Ellaway (University of Calgary, Canada)	Sunday 25 August 0830-1630	Euros 285
ESME Evaluating the Teacher (ESME-EtT)	To develop the educator's understanding of evaluation and giving and receiving feedback; to review the models of evaluation available and consider their strengths and weaknesses	David Taylor (Gulf Medical University, Ajman, UAE)	Saturday 24 August 0830-1630	Euros 285
Research Advanced Skills in Medical Education (RASME)	A chance to look at an area of research in medical education at intermediate or advanced levels	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)	Sunday 25 August 0830-1630	Euros 285
Essential Skills in Continuing Professional Development (ESMECPD) Part 1*	For those who are currently involved in the planning, organization and/or implementation of medical	Jane Tipping and Suzan Schneeweiss (University of Toronto, Canada), Helena Filipe (University of Lisbon, Portugal), Amy Wolfe (Crossroads Education Institute, Johannesburg, South Africa)	Saturday 24 August 0830-1630	Euros 285
Essential Skills in Continuing Professional Development (ESMECPD) Part 2*	(health) education at the continuing professional development level		Sunday 25 August 0830-1630	Euros 285

(*Note: Part 1 and Part 2 cannot be combined. A 2-day course is available, see page 5)



Preconference Workshop

Preconference workshops are practical, hands-on sessions designed for maximum interaction, run by facilitators with expertise in their areas. Many include useful materials to assist the implementation in your own workplace. Brief summaries are included here. For full details please see www.amee.org/conferences/amee-2019/pre-conference-workshops or follow the QR code.

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 2019 and pay the conference registration fee (except for PCW18 which may be selected without registration).

Preconference workshop choices on Saturday 24 August:

Number	Time	Facilitators	Title/Summary/Level of workshop
PCW1	0930-1630	André de Champlain John R Boulet Mark Raymond	Basic statistics for the medical educator – a problem-based learning approach <i>Several key areas including descriptive statistics, inferential parametric statistics, categorical data analysis and survival data analysis. (Introductory)</i>
PCW2	0930-1230	Anne-Marie Reid Claire Morris Alison Ledger	Facilitating organisational learning in healthcare settings through an Activity Theory approach <i>Activity theory as the basis for an interventionist research approach to analyse and improve healthcare practice. (Intermediate/Advanced)</i>
PCW3	0930-1230	Nicola Cooper Rakesh Patel Anna Richmond	Clinical reasoning for clinical teachers: from theory to evidence to practice <i>A practical classroom and clinical workplace-based model with evidence-based approaches and teaching clinical reasoning in uncertain or complex environments. (Intermediate/Advanced)</i>
PCW4	0930-1230	Marko Zdravkovic Susan Smith Harm Peters Danai Wangsaturaka Kulsoom Ghias Jordon Mitzelfelt Debra Klamen	ASPIRE Academy: How to enhance student engagement at your school <i>Identifying good practices in student engagement, the perceived challenges and examples led by groups from ASPIRE Student Engagement winning schools. (Introductory)</i>
PCW5	0930-1230	Anneke M Metz Wendi Wills El-Amin	Recruiting your own: Building a pipeline program to improve admission of underrepresented or disadvantaged students to medical school <i>A proven structure to address the opportunity gap for promising socio-economically disadvantaged students to increase minority student representation and diversity in medical school. (Introductory)</i>
PCW6	0930-1230	Henrike Hölzer Keiko Abe Jim Blatt Elizabeth Kachur Louise Schweickardt Cathy Smith	How can faculty and Simulated Patient educators collaborate most optimally to create great simulation projects? <i>Strategies for building bridges between all professions involved in healthcare simulation to diffuse potential tensions and misunderstandings. (All levels)</i>
PCW7	0930-1230	Katherine Hall Ralph Pinnock Tim Wilkinson Julie Timmermans	Threshold Concepts and being a Good Doctor <i>Ways in which threshold concepts form a basis for designing learning outcomes and developing students' understanding of what it means to be a Good Doctor. (Intermediate/Advanced)</i>
PCW8	0930-1230	Davinder Sandhu Colin Greengrass John Jenkins Martina Crehan Salmaan Sana	Exploring strategies for effective curriculum development through a hands-on, team-based approach <i>Key concepts, issues and strategies underpinning the development and reform of medical curricula including how knowledge creation, professionalism and critical thinking can be developed. (Introductory/Intermediate)</i>
PCW9	0930-1230	Ingrid Preusche Evelyn Bergsmann	How to evaluate and improve Higher Education: Defining, screening and enhancing students' competences <i>Presentation of a Toolkit on Internal Quality Management in Competence-Based Higher Education (IQM-HE) which can be easily adapted to different fields of study and includes a wide range of hands-on materials for different stakeholder groups (Intermediate)</i>
PCW10	1330-1630	Sandy Cook	Creating an engaging learning environment using Team-based Learning <i>An introduction to the basics of TBL as a form of flipped classroom that has a clear and effective set of strategies to ensure an engaging learning environment. (Introductory)</i>



PCW11	1330-1630	Christina Puchalski Benjamin Blatt Malgorzata Krajnik Phillip Larkin Anne Vanderhoeck	Preparing faculty to conduct GT-RR Reflection Rounds: A space for students to explore the meaning of their interactions with patients <i>Training clinical teachers across professions to help students to reflect on patient suffering and death to assist their development and to promote resilience. (All levels)</i>
PCW12	1330-1630	Caitriona Dennis Jools E Symons Patricia K Kokotailo	Innovative methods to support and develop medical educators using mentoring networks <i>Approaches used to confront the common and universal challenges of mentoring including patient and carer mentors, mentors for junior doctors, mobile mentoring, mentoring pools and online mentoring. (Introductory)</i>
PCW13	1330-1630	Máire Kerrin Charlotte Flaxman	Assessing values alongside non-academic attributes using Multiple Mini Interviews <i>Key evidence-based principles on the development of MMIs for selection, including how to effectively assess values within an MMI style assessment. (Introductory)</i>
PCW14	1330-1630	Mary Knab Susan E Farrell	Creating Simulated Patient cases that support interprofessional education <i>The creation and drafting of realistic scenarios that are intentionally designed to teach interprofessional competencies to health professions learners including an interprofessional approach to debriefing. (Introductory/Intermediate)</i>
PCW15	1330-1630	Kevin Gervin James Boyle Kevin Garrity Matthew J Stull Luke McLean	Teaching 'On the Run': How to deliver high-quality teaching in a busy clinical environment <i>The challenges of current clinical environments for the delivery of medical training, and novel education opportunities offered by 21st century clinical practice while maintaining effective clinical service. (Intermediate)</i>
PCW16	1330-1630	Kristiina Patja Leila Niemi-Murola Juha Pekka Turunen Eeva Pyörälä	How to create an attractive and effective CME event to foster active learning <i>Using competency-based medical education theory to construct active CME learning goals encompassing multiple competencies in digital learning environments. (Intermediate/Advanced)</i>
Tour	1430-1600	Ingrid Preusche and colleagues at University of Veterinary Medicine	Walking tour through the Campus of Veterinary Medicine <i>Visit to clinical teaching facilities in large animal clinics (cattle, equine); Vet Skills lab; Basic and preclinical teaching of anatomy and pathology; and diagnostic imaging (All)</i> No charge, but registration essential. No transport provided. Participants to travel independently, or meet at Austria Centre at 1330 to travel as a group

Preconference workshop choices on Sunday 25 August:

Number	Time	Facilitators	Title/Summary/Level of workshop
PCW17	0930-1530	Bianca Schuh Angelika Hofhansl Herwig Czech Andjela Băwert Monika Himmelbauer Anita Holzinger Werner Horn Franz Kainberger Desiree Koller Richard Marz Andrea Praschinger Gerhard Zlabinger Anita Rieder	The Turnaround: How to manage curricular change successfully <i>Learn about the past, present and future in teaching at the Medical University of Vienna, discuss critical success factors for curricular change in a setting with a large student cohort, and visit unique medical-historical sites. (Introductory/Intermediate)</i> No transport provided. Participants to travel independently, or meet at Austria Centre at 0830 to travel as a group
PCW18	0930-1630	Nicole Mastenbroek Neils Bakkeren Jenny Moffet Martin Cake Claire Vinten	Resilience: The art of balancing on a tightrope (organised by Veterinary Education Worldwide (VIEW) but all professions welcome) <i>An introduction to the concept of resilience and how it can be utilised to improve the lives of both students and teachers. (Introductory)</i> Note: Workshop participants may be interested in joining a walking tour of the Campus of Veterinary Medicine – see above
PCW19	0930-1230	Al Dowie Suzanne Dowie	The Only Way is Ethics: Teaching and learning medical ethical reasoning <i>Systematic resources in a 'teaching for understanding' approach to medical ethics education including a framework for ethics in the medical curriculum, key concepts in moral theory and their use in clinical scenarios. (All)</i>
PCW20	0930-1230	David Gordon John J Norcini Marta van Zanten	The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes and criteria <i>Potential strategies for setting up an accreditation system and enhancing current systems to better comply with WFME criteria. (Introductory/Intermediate)</i>



PCW21	0930-1230	Vania Dimitrova David Topps Rachel Ellaway Tamsin Treasure-Jones Martin V Pusic Olivier Palombi	Leveraging Learning Analytics in Medical Education <i>The opportunities and pitfalls involved in the use of learning analytics across a range of contexts in programmes, institutions and across institutions. (Introductory)</i>
PCW22	0930-1230	Susan Crichton Hanlie Moss Chrisna Botha-Rayvse	Design thinking: Designing your community engagement or Guiding your classes <i>An approach to solving "wicked" problems which can transform curricula, classrooms, research and policy processes. (Intermediate)</i>
PCW23	0930-1230	Lawrence Sherman Kathy Chappell	Advanced Presentation and Communication Skills for Medical Educators: Killing it from the podium <i>Bring a 3-5 minute presentation, get feedback from peers, and find out how to enhance and embellish your presentations. (Advanced)</i>
PCW24	0930-1230	Ruben Puentedura	Healing Structures: Weaving technology into medical education <i>The Substitution, Augmentation, Modification, Redefinition (SAMR) model, coupled to modern frameworks for quality and safety, can guide use of technology in the training of medical students. We will also examine ways in which AI is reshaping the context of learning and practice. (Intermediate)</i>
PCW25	0930-1230	Marjan Govaerts Cees van der Vleuten Eric Holmboe	Managing tensions in competency-based assessment: Embracing complexity <i>Skills to develop strategies to embrace multiple viewpoints and values in assessment design and to manage key dilemmas in complex programmes of assessment. (Intermediate/Advanced)</i>
PCW26	0930-1230	Sookyung Suh Roger H Kim C Leslie Smith	Leading change in medical education: Utilizing best practices from organizational change management <i>Work on your own change cases to identify challenges, build communication strategies and create plans to implement back home. (Intermediate/Advanced)</i>
PCW27	0930-1230	Mike Cunningham Miriam Uhlmann Jane Thorley Wiedler Kokeb Abebe Tatjana Topalovic	Competency-based curriculum and faculty development for CPD in surgery worldwide <i>A framework for quality education based on curriculum, assessment and evaluation, faculty development and resources, which highlights regional needs, interdisciplinary aspects and intercultural issues. (Introductory/Intermediate)</i>
PCW28	0930-1230	Kristian Krogh Peter Dieckmann Michaela Kolbe Karl Schebesta Bernhard Rössler Debra Nestel	Creating simulated learning environments: On site, in situ and facility-based activities <i>Successes, pitfalls and challenges including "hands on" illustration of key elements of running a simulated learning environment across all simulation modalities, in a purpose-built simulation facility. (Introductory/Intermediate)</i> No transport provided. Participants to travel independently, or meet at Austria Centre at 0830 to travel as a group
PCW29	1330-1630	Ara Tekian John Norcini	Solutions to common assessment problems <i>Pitfalls such as misalignment of purpose and method, failure to create a blueprint, misuse of scores, lack of reliability and failure to apply a rational standard-setting process will be addressed and solutions suggested. (Introductory/Intermediate)</i>
PCW30	1330-1630	Maryellen E Gusic H Carrie Chen Ylva Holzhausen Harm Peters Olle ten Cate	Making entrustment decisions explicit: Preparing "front-line" teachers for performance assessment based on a learner's need for supervision <i>Entrustment decision-making as an assessment approach in daily clinical work to share, adopt and adapt at your home institution. (Intermediate)</i>
PCW31	1330-1630	Alan Bleakley Quentin Eichbaum Flora Smyth Zahra Ming-Jung Ho Rajendra Badwe	Global perspectives and approaches to teaching humanities within clinical curricula <i>An appreciation of the importance of 'decolonizing' the humanities in the interests of identifying and defining local contexts while sustaining shared humanistic values, and the opportunity to contribute to a draft document on the workshop outcomes. (All)</i>
PCW32	1330-1630	Richard Fuller Viktoria Joynes Vishna Nadarajah Jennifer Hallam	Supporting learners' successful transitions throughout the health professions education continuum with the meaningful use of technology <i>Conceptual frameworks of how using technology-captured data can help in the understanding of student learning behaviours including tracking learner growth and development in both academic and non-academic domains. (Intermediate)</i>
PCW33	1330-1630	Trudie Roberts Robin Newton Kevin Weiss Robin Wagner M Sofia Macedo	Patient Safety for Medical Educators: Essential concepts and implementation <i>Knowledge and tools to conceptualize, develop and implement an entry-level curriculum in patient safety in the context of the clinical learning environment (Introductory)</i>
PCW34	1330-1630	Shelley Ross Luce Pelissier-Simard Theresa van der Goes Kathy Lawrence Cheri Bethune Kiranpal Dhillon	Programmatic Assessment in Action: Designing competency-based assessment using Canadian family medicine as an example <i>Pros and cons of programmatic assessment at both systems level and program level, and the opportunity to design and develop programmatic assessment for your own program. (Intermediate)</i>

PCW35	1330-1630	Anne Marie Rieffestahl Judith Vibe Madsen Anne Mette Morcke	Patients as teachers in undergraduate medical education: A practical approach <i>The principles and practice of involving patients with chronic diseases to train patient-centered communication and shared decision-making. (Introductory)</i>
PCW36	1330-1630	Zac Feilchenfeld Cynthia R Whitehead Elise Paradis Ayelet Kuper	Gaps and chasms: Defining and theorizing absences in health professions education research <i>Identify and explore absence of evidence, absence of research, and absence of content and the implications for your own work. (All)</i>
PCW37	1330-1630	Chitra Subramaniam Lisa Anderson Miriam Uhlmann	Connecting the Dots: An essential core skill - linking vision and strategy to relevant design and delivery approaches, process, people and purpose <i>Leadership skills to assess organizational culture, strengths and weaknesses and to prioritize resources for growth and evolution. (Intermediate/Advanced)</i>
PCW38	1330-1630	Rola Ajjawi Margaret Bearman Liz Molloy Christy Noble Jo Tai	Feedback literacy not feedback rituals: Time to focus on effects <i>Foundational principles to make feedback more productive and strategies to improve learner and teacher feedback literacy. (Intermediate/Advanced)</i>
PCW39	1330-1630	Teri L Turner Charlene Dewey Melissa Carbajal Linessa Zuniga Brian Rissmiller Subha Ramani	Setting Learners up for Success: Using the science of mindset to maximise learner growth <i>A toolkit of skills and resources to share with other team members to promote the growth of trainees. (Intermediate/Advanced)</i>



For full details please visit

www.amee.org/conferences/amee-2019/pre-conference-workshops



► Sunday 25 August

MAIN CONFERENCE

1600-1700 Orientation session for first-time attendees

1730-1900 **SESSION 1: Plenary**
CHAIR: Ronald Harden (AMEE)

1730-1800 Opening of AMEE 2019

1800-1850 Plenary 1:
Threshold Concepts and Troublesome Knowledge: a transformational approach to learning
Ray Land (Emeritus Professor of Higher Education, Durham University, UK)
This presentation explores how the Threshold Concepts Framework might offer medical educators new perspectives in terms of how they design curricula, approach teaching and support learners. Threshold Concepts, akin to a portal, open up previously inaccessible ways of thinking about phenomena and lead learners into new conceptual, affective and ontological terrain.



1850-1910 A musical welcome to Vienna!

1915-2100 Networking Reception



► Monday 26 August

0830-0945 **SESSION 2: Plenary**
CHAIR: Tim Dornan

0830-0915 Plenary 2: Medical Work and Learning in Transition: Toward collaborative and transformative expertise
Yrjö Engeström (Director of the Center for Research on Activity, Development and Learning (CRADLE), University of Helsinki, Finland)
Drawing on cultural-historical activity theory, this talk recasts expertise as fluid collaboration on complex tasks requiring envisioning the future and mastering change. Expertise is increasingly taking the shape of collaboration between practitioners and patients from multiple backgrounds. Such collaborative expertise must also be transformative, able to tackle emerging new problems and changes in organizational frameworks.



0915-0945 ASPIRE-to-Excellence Awards

0945-1015 COFFEE BREAK AND VIEWING OF EXHIBITION

1015-1200 **SESSION 3: Simultaneous Sessions**

Symposia, short communications, research papers, mounted posters, eposters, PechaKucha™, workshops, round table



Symposium 3a: Activity Theory and Medical Education: Foundations, findings and future perspectives

Yrjö Engeström (The Center for Research on Activity, Development and Learning, University of Helsinki, Finland), Alan Bleakley (Faculty of Medicine and Dentistry, University of Plymouth, UK), Tim Dornan (The Queen's University, Belfast, UK), Loes Meijer (Julius Center for Health Sciences and Primary Care, University Medical Centre Utrecht, the Netherlands), Eeva Pyörälä (Center for University Teaching and Learning, University of Helsinki, Finland)

Theoretical and practical insights into applying Activity Theory to education research in complex clinical workplace environments and to the education of healthcare professionals

Symposium 3b: Causes and prevention of cognitive errors (diagnostic error). How will they inform our methods of teaching this to our learners? Is this possible?

Dan Mayer (Albany Medical College, USA), Michelle Daniel, Robin Hemphill (University of Michigan Medical School, USA), Sorabh Khandewal (Ohio State University Medical College, USA), Sandra Montiero, Geoff Norman (McMaster University, Canada)

The controversy between teaching cognitive science and causes of diagnostic errors compared to 'just in time learning' and content specific checklists, informed by current research

Symposium 3c: Diversity across the globe. Sharing experiences and challenges with equity and inclusion in medical education

Anna Vnuk (Flinders University College of Medicine and Public Health, Adelaide, Australia), Sabine Ludwig (Charité Universitätsmedizin Berlin, Germany), Maaïke Munting, Stephanie Okafor (School of Medicine, Amsterdam UMC-location VUmc, the Netherlands), Arianne Teherani (University of California, San Francisco School of Medicine, USA), Brahm Marjadi (School of Medicine, Western Sydney University, Australia), Margot Turner (St George's University of London, UK)

Initiatives, experiences and research on the far-reaching ways medical schools promote equality and equity

Symposium 3d: Adapting to changing roles in health sciences education

Peter GM de Jong (Leiden University Medical Centre, Netherlands) and colleagues from IAMSE

A discussion on the role of the educator in the face of rapid changes including curricula, new learning resources and assessment



1200-1400 **LUNCH BREAK AND VIEWING OF EXHIBITION**

1400-1530 **SESSION 4: Simultaneous Sessions**

Symposia, short communications, research papers, mounted posters, eposters, Point of View, workshops, round table



Symposium 4a: Every way of seeing is a way of not seeing: Critical insights into the blind spots of entrustment language

Daniel Schumacher (Cincinnati Children's Hospital Medical Center, USA), Lorelei Lingard (Western University, Canada), Anneke van Enk (University of British Columbia, Canada), Karen Hauer (University of California, San Francisco, USA), Carol Carraccio (American Board of Pediatrics, USA), Olle ten Cate (Utrecht University, the Netherlands)

A discussion on the inherent complexity of entrustment language as a basis for high stakes decisions and the need for a common lexicon

Symposium 4b: How to train your dragon: Transforming faculty development in social and behavioural sciences

Betsy White Williams (University of Kansas School of Medicine, Clinical Program Professional Renewal Center, USA), Jeni Harden (University of Edinburgh, UK), Fred Hafferty (College of Medicine, Division of General Internal Medicine, Program on Professionalism and Values, USA), Hiroshi Nishigori (Kyoto University, Japan), Tracey Collett (Plymouth University, UK), Kathy Kendall (University of Southampton, UK)



Opportunities and potential barriers to developing and implementing a faculty development curriculum that promotes social and behavioral sciences principles and concepts

Symposium 4c: From simulation to workplace: translating lessons for clinical event debriefings (Organised by the AMEE Simulation Committee)

Walter Eppich (Northwestern University Feinberg School of Medicine, Chicago, USA), Cristina Diaz-Navarro (University Hospital of Wales, Cardiff, UK), Ross Scalese (University of Miami School of Medicine, Miami, USA), Andrew Coggins (University of Sydney, Western Clinical School, Sydney, Australia), Rebecca Szabo (University of Melbourne, Australia)

What is debriefing and how can it support workplace learning, team performance and patient safety? Some strategies for implementation in your own clinical environment

1530-1600 COFFEE BREAK AND VIEWING OF EXHIBITION

1600-1730 SESSION 5: Simultaneous Sessions

Symposia, short communications, research papers, doctoral reports, AMEE Fringe, mounted posters, eposters, Point of View, workshops, round table

Symposium 5a: The political realities of designing and implementing a selection system: Implications for policy and practice

Fiona Patterson (Work Psychology Group, UK), Deborah O'Mara (University of Sydney Medical School, Australia), Wolfgang Hampe (University of Hamburg, Germany), Julia Blitz (Stellenbosch University, South Africa)

A wide-ranging debate on how countries and institutions can seek to mitigate the complex challenges of selection including ethnic diversity, language and widening access

Symposium 5b: Crossing the MedEd Threshold: Gateways to medical education from young educators to young educators (Organised by the AMEE Postgraduate Committee)

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), Kevin Gervin (University of Glasgow, UK)

Organised by young educators for students, junior doctors and new educators to give an insight into the key concepts, definitions and application of some threshold concepts

Symposium 5c: Controversies and challenges in publishing health professions education research: a discussion with journal editors

Anna Cianciolo (Teaching and Learning in Medicine), David Cook (Medical Education), Erik Driessen (Perspectives on Medical Education), Peter de Jong (Medical Science Educator), Val Wass (Education for Primary Care), Richard Hays (AMEE MedEdPublish)

Challenging issues for all involved in health professions education research publishing including pre-peer-review, expanding open access journals, post-publication peer review and predatory journals



Symposium 5d: Transition from Surgical Training to Surgical Practice: Challenges, opportunities and innovation

Moderator: Ajit Sachdeva (American College of Surgeons, USA)

An international perspective on transition, taking account of the needs of patients, evolving healthcare systems in which surgical care is delivered and career aspirations of individuals entering surgical practice

Tuesday 27 August

0830-0945 SESSION 6: Plenary

CHAIR: Gerard Flaherty (Ireland)

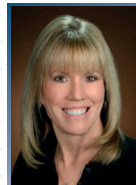
0830-0915 Plenary 3: A Call to Action: Patients as partners in healthcare professions education and practice



Susan E. Sheridan (Society to Improve Diagnosis in Medicine (SIDM), USA) and Suzanne Schrandt (Arthritis Foundation, USA) A focus on the critical role patient-partners can play in training clinicians to appropriately diagnose and co-manage medical conditions including the rationale and benefit of this approach as well as case studies of successful patient-engaged clinical training initiatives

Susan E. Sheridan

Suzanne Schrandt



0915-0940 AMEE Awards and Prizes

Miriam Friedman Ben-David New Educator Award; AMEE Fellows and Associate Fellows; Sino-Russian Educator Award; AMEE-ESME Certificate in Medical Education Awards; AMEE Specialist Certificate Award; MedEdPublish Best Paper Prize

0940-0945 Invitation to Ottawa 2020 in Kuala Lumpur, Malaysia

0945-1015 COFFEE BREAK AND VIEWING OF EXHIBITION

1015-1200 SESSION 7: Simultaneous Sessions

Symposia, short communications, research papers, doctoral reports, mounted posters, eposters, workshops, round table



Symposium 7a: Expanding the role of patients as partners in education

Gerard Flaherty (National University of Ireland Galway, Ireland), Robina Shah (University of Manchester, UK), Subha Ramani (Harvard Medical School, USA), Neil Johnson (National Institute for Preventive Cardiology, Ireland), Jools Symons (University of Leeds, UK)

How to facilitate a more active engagement of patients and their caregivers in instruction, development and assessment of professional qualities including the theoretical and research base underpinning an augmented patient-educator role

Symposium 7b: Understanding student behaviour: The role of digital data

Jennifer Hallam (Leeds Institute of Medical Education, University of Leeds, UK), Martin V Pusic (NYU Langone Health, USA), Stephanie Clota (ModMed, Australia), Marie-Christine Rousset, Fabrice Jouanot (Université de Grenoble-Alpes, France), Tamsin Treasure-Jones (Leeds Institute of Medical Education, University of Leeds, UK)

Thoughts and visions of the use of digital data in order to understand behaviour, to optimise learner outcomes, and to improve decision-making and organisational efficiencies

Symposium 7c: Transformative Learning: A pedagogy for the health professions

David Davies (Warwick Medical School, UK), Jennene Greenhill (Flinders University College of Medicine and Public Health, Australia), Ayelet Kuper (Wilson Centre, University of Toronto, Canada), Tina Martimianakis (Wilson Centre, Department of Paediatrics, University of Toronto, Canada), Susan van Schalkwyk (Centre for Health Professions Education, Stellenbosch University, South Africa)

What sort of learning is needed to ensure a cadre of healthcare professionals equipped to engage with global health challenges, and how does health professions education need to change to accommodate such learning?

1200-1400 LUNCH BREAK AND VIEWING OF EXHIBITION

1215-1345 AMEE Annual General Meeting

1400-1530 SESSION 8: Simultaneous Sessions

Symposia, short communications, research papers, mounted posters, eposters, workshops, round table



Symposium 8a: Universal Health Education Coverage - Health and education for the global community

Nick Bass (East London NHS Foundation Trust, London, UK), Jibril Handuleh (Amoud University, Borama, Somaliland), Ming-Jung Ho (Georgetown University, Washington DC, USA), Ruti Stashefsky-Margalit (Technion, Haifa, Israel), Manuel Mendes Costa (University of Minho, Braga, Portugal)

Educational activity and innovation by those in resource poor countries may be equally or more applicable as that developed in high resource countries and needs to be disseminated and shared (*Note: AMEE Live access is provided free of charge on application for those from the "Special Rate Countries" list - see website*)



Symposium 8b: Cost and value in medical education

Martin G. Tolsgaard (University of Copenhagen, Denmark), David A. Cook (Mayo Clinic, USA), Steven Maloney (Monash University, Australia), Jennifer Cleland (University of Aberdeen, UK)
Conduct and interpretation of research in the study of cost and value in medical education, including insights into the limitations and practical challenges of cost research and how the research can be used to benefit all in health professions education



Symposium 8c: The Scope of Faculty Development: How conceptual frameworks can inform educational practices and program evaluation (Organised by the AMEE Faculty Development Committee)

Ivan Silver (University of Toronto, Canada), Clare Morris (Queen Mary University, London, UK), Karen Leslie (University of Toronto, Canada), Olanrewaju Sorinola (University of Warwick, UK), Diana Dolmans (Maastricht University, the Netherlands)

New insights into diverse approaches to faculty development activities and how conceptual frameworks can inform our work and help us implement these approaches in practice

1530-1600 **COFFEE BREAK AND VIEWING OF EXHIBITION**

1600-1730 **SESSION 9: Simultaneous Sessions**

Symposia, short communications, research papers, doctoral reports, AMEE Fringe, mounted posters, eposters, workshops, round table

Symposium 9a: Lessons from Surgery Track

Moderator: Ajit Sachdeva (American College of Surgeons, USA)

Take home messages relating to current best practice in surgery education and cutting-edge trends

Symposium 9b: Teaching and Engaging the Millennials: What has changed?

Dujeepa Samarasekera, Shuh Shing Lee (National University of Singapore, Singapore), including speakers from Canada, Finland, Australia and Africa

What are the characteristics of Millennials, how do they learn, how can they be engaged in the learning process and how can faculty gain the appropriate skills needed to teach them?

Symposium 9c: Local responses to the complexities of European medical education.

Dealing with globalization, migration and increased mobility

Richard Marz (Medical University Vienna, Austria), Janusz Janczukowicz (Medical University of Lodz, Poland), Marius Raica (Medical University of Timisoara, Romania), Anca Dana Buzoianu (Medical University of Cluj-Napoca, Romania), Ferenc Bari (University of Szeged, Hungary), Cosmin Sinescu (Medical University of Timisoara, Romania), a non-European student studying in Europe

A complex intersection of local, European and overseas licensing requirements characterizes numerous medical courses for non-European students. A discussion on how medical universities in Romania, Hungary and Poland are responding to the challenges



Symposium 9d: Embracing CPD diversity. Bridging gaps! (Organised by the AMEE CPD Committee)

Lawrence Sherman (The Academy for Global Interprofessional Learning and Education (AGILE), USA), Dave Davis (Center for Outcomes and Research in Education (CORE), Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, UAE), CPD representatives from around the world, reflecting global diversity, Helena Filipe (Faculty of Medicine, University of Lisbon, Portugal) (Discussant)

What will CPD in your region look like in 10 years' time? What are the challenges ahead in terms of generational and cultural diversity, and how can educational resources be created to meet the needs of diverse populations?

Wednesday 28 August

0830-1015 **SESSION 10: Simultaneous Sessions**

Symposia, short communications, doctoral reports, mounted posters, eposters, workshops, round table



Symposium 10a: Achieving Practice Change through Outcomes Based CPD

Betsy White Williams (University of Kansas School of Medicine, Professional Renewal Center®, USA), Mary Turco (Center for Learning and Professional Development, Dartmouth-Hitchcock and Geisel School of Medicine, Lebanon USA), David Davis (Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates), David Wiljer (Education Technology Innovation, University Health Network; Department of Psychiatry, University of Toronto, Canada), Helena Filipe (Faculty of Medicine, University of Lisbon, Portugal), Mila Kostic (Penn Medicine, USA), Sanjeev Sockalingham (Centre for Addiction and Mental Health, Department of Psychiatry, University of Toronto, Canada)

Key principles and theories informing scholarly, effective CME/CPD programs that incorporate best practice in program design and outcome measurement

Symposium 10b: The 21st century medical undergraduate curriculum: What's in and what's out?

Peter Dieter, Harm Peters (AMSE, Germany), Trudie Roberts (AMEE, UK), Val Wass (Keele University, UK)

Rapid changes in population needs and healthcare delivery are placing unacceptable pressure on the clinical workforce. How can the medical curriculum evolve to incorporate important areas such as social accountability, public health, artificial intelligence, organisational management, etc?

Symposium 10c: Case Based Blended Learning (CBBL) – a strategy to foster the transfer of declarative to procedural knowledge or more?

Henriette Löffler-Stastka (Medical University Vienna, Austria), Sebastian Ertl (Medical University Vienna, Austria), Bela R. Turk (Medical University Vienna, Austria and Johns Hopkins University, Baltimore, USA), Tamara Seitz (Dept. for Internal Medicine, General Hospital Vienna, Austria), Monika Himmelbauer (Medical University Vienna, Austria), Magalie Cheron, Isabella Klaus (Dept. for Psychiatry, General Hospital Vienna, Austria).

An insight into procedural skills training, its interdependence with learning surroundings and autonomous motivation, with a focus on international, multidisciplinary teamwork and new eLearning methods

1015-1045 COFFEE BREAK AND VIEWING OF EXHIBITION

1045-1230 SESSION 11: Plenary

1045-1135 PechaKucha™ Presentations



The crossroads of residency: The present tough decisions of a young doctor

Agostinho Sousa (European Junior Doctors)

The values we teach

Frederike Booke (IFMSA Liaison Officer for Sexual and Reproductive Health including HIV/AIDS, Germany)

Health literacy and medical students

Beatriz Atienza Carbonell (Medical Education Director, European Medical Students Association, Spain)

Creating the future workforce

Jennene Greenhill (Flinders Rural Health South Australia, Flinders University College of Medicine and Public Health, Australia)

The Crisis of PGME: The World Needs More Direct Observation

Jason Frank (Royal College of Physicians and Surgeons of Canada)

The Thinking Sidecar: Five Thoughts on Machine Learning, Medicine, and Future Physicians

Ruben R. Puenteadura (Hippasus, USA)

1135-1220 Plenary 4: ICAP: How to Promote Deeper Learning by Engaging Students Constructively and Co-constructively

Micheline Chi (Arizona State University, USA)

ICAP is a theory of active learning that differentiates students' engagement based on their overt behaviors and the products they generate. ICAP postulates that Interactive engagement, demonstrated by co-constructive collaborative behaviors, is superior for learning than constructive engagement, indicated by generative behaviors. Both kinds of engagement exceed the benefits of Active or Passive engagement, marked by manipulative and attentive behaviors, respectively.

Micheline Chi



1220-1230 Announcement of AMEE Conference Prizes, a look ahead to AMEE 2020 in Glasgow, and concluding remarks

1230 Close of AMEE 2019





Registration

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 Vienna.

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, ESMECPD, ESMESim, ESME-CT Course	€675	€675
ESCEL, RASME, ESME-EtT, ESMECPD Masterclass	€285	€285
Pre-conference workshop full day	€215	€215
Pre-conference workshop half day	€90	€90
TEL Symposium / AMEE member (4)	€275	€305
TEL Symposium / non member	€295	€325
TEL Symposium Student (1)	€125	€155
TEL Symposium Junior Doctor / Trainee (2)	€195	€225
Guest ticket for opening reception – additional guests per person	€35	€35
AMEE Live – register on www.amee.org (fee charged in pounds sterling) Note: free of charge for participants from countries on the “Special Rate Country” list, but registration essential (see website)	£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 TEL Symposium without registering for AMEE 2019.
5. Participants may choose to attend the VIEW preconference workshop PCW18 without registering for AMEE 2019.

▶ Terms and Conditions:

1. The registration fees may only be paid in Euros irrespective of your country of origin.
2. AMEE 2019 Registration fee includes: attendance at main conference sessions (Sunday 25 to Wednesday 28 August) including conference workshops (according to availability); lunch (Monday 26 and Tuesday 27 August) and coffee breaks (Monday 26 to Wednesday 28 August); Opening Reception (Sunday 25 August); Conference materials.
4. Travel to Vienna 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 2019: a refund of previously paid registration fees will be made as follows: Notification in writing by 31 May 2019: full refund less Euros 75 administration fee; Notification in writing by 30 June 2019: 75% refund; Notification in writing by 31 July 2019: 50% refund; Notification after 1 August 2019: no refund.
7. Cancellation policy for TEL Symposium, Preconference workshops and Courses: AMEE will make every effort to resell places on preconference workshops/courses and the TEL Symposium 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 2019 Live!



If you are unable to attend AMEE 2019 in person, the next best thing is to join online. With live streaming throughout the Conference you can participate in the opening session, all four plenary sessions and a selection of symposia as they happen, and ask questions of the presenters by text, email or social media. Alternatively you may 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. 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. Free of charge for participants from countries on the "Special Rate Country" list (see website), but registration essential.





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 exhibition and sponsorship opportunities. For further details, please contact exhibitions@worldspan.co.uk.



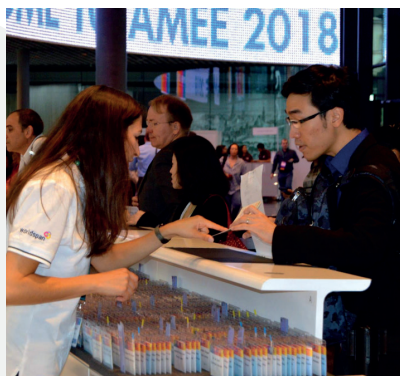
Accommodation

A full range of accommodation is available to book via the AMEE 2019 Registration website. Where possible, we have negotiated special rates for AMEE delegates. Please contact amee@worldspan.co.uk if you require assistance



Tours

For a full list of what's available, booking terms and conditions and to book please visit the AMEE 2019 Registration site. All enquiries should be directed to: tours@worldspan.co.uk



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. ePoster abstracts are invited also for presentation at the Technology Enhanced Learning Symposium on Saturday 24th August.

Tracks: If appropriate, 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:

- The patient as educator
- Threshold concepts
- Surgery education
- Diversity
- Humanities
- Postgraduate education
- Continuing Professional Development
- Global health
- Technology Enhanced Learning Symposium - 24 August

Schedule: If selected, participants must be available to present from 1030 on Monday 26 to 1030 on Wednesday 28 August, with the exception of the TEL Symposium, for which participants must be available to present at any time on Saturday 24 August.

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

Format	Word Count	Recommended Structure	Deadline
Research Papers	525	Introduction; Methods; Results; Discussion & Conclusions Up to 2 references (<i>not included in word count</i>) Up to 10 Authors 1 Presenter	5 December 2018 (23:59 hrs UK GMT)
Doctoral Reports	525	Introduction; Methods; Results; Discussion & Conclusions Up to 2 references (<i>not included in word count</i>) Up to 10 Authors 1 Presenter	14 December 2018 (23:59 hrs UK GMT)
Short Communication Mounted Poster with Presentation ePoster with Presentation Either Short Communication or mounted poster/ePoster 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 2019 (23:59 hrs UK GMT)
AMEE Fringe PechaKucha™ Point of View Round Table	350	Free text submission Up to 6 Authors 1 Presenter	6 February 2019 (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 2019 (23:59 hrs UK GMT)
TEL Symposium (Saturday 24 August only): ePoster	350	Free text submission Up to 6 Authors 1 Presenter	6 February 2019 (23:59 hrs UK GMT)





5 Dec	Submission of Research Paper abstracts
14 Dec	Submission of Doctoral Report abstracts
31 Jan	Close of nominations for Miriam Friedman Ben-David New Educator Award
6 Feb	Submission of Short Communications, Patil Teaching Innovation presentations, Conference Workshops, Mounted Poster with Presentation, ePoster, Point of View, Round Table, PechaKucha™ AMEE Fringe abstracts, TEL ePosters
6 Feb	Last date to apply for free registration for AMEE 2019
30 Apr	Abstract decisions announced
30 Apr	Free registration for AMEE 2019 awards announced
30 Apr	Winner of Miriam Friedman Ben-David New Educator Award notified
25 May	End of early registration
31 May	Last date to book accommodation in order to guarantee availability
1 Jun	Deadline for registration by presenters to ensure abstract included in the programme
30 Jun	Last date to book space in the Exhibition

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

ACADEMIC PROGRAMME INCLUDING ABSTRACTS

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amee@dundee.ac.uk

www.amee.org/conferences/amee-2019



Check our social media platforms for regular updates



REGISTRATION, ACCOMMODATION, EXHIBITION, TOURS AND SOCIAL PROGRAMME

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Accommodation	: accommodation@worldspan.co.uk
Exhibition	: exhibitions@worldspan.co.uk
Tours & social programme	: tours@worldspan.co.uk
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