

# amee 2014

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

# Milan, Italy

MiCo Milano Congressi  
30 August – 3 September 2014



## Inspire...and be inspired

*In collaboration with:*



University of Milan



Council of Directors of Medical Curricula



Council of Directors of Curricula of Healthcare Allied Professions



Council of Deans and Directors of Medical Faculty



University "Sapienza" of Rome



SIPeM

SIPeM  
Società Italiana di  
Pedagogia Medica

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

[amee@dundee.ac.uk](mailto:amee@dundee.ac.uk)



## Welcome from the President of AMEE

**'Coming together is a beginning; keeping together is progress; working together is success'. Henry Ford**

Welcome to the AMEE 2014 meeting. Every AMEE meeting is special. A special time to meet with colleagues both new and old. It has been remarked to me that AMEE meetings are now too large. I'm afraid I don't subscribe to this notion. For evidence I point you to 'The Wisdom of Crowds: Why the Many are Smarter than the Few and How Collective Wisdom Shapes Business, Economies, Societies and Nations *and Medical Education*' by James Surowiecki (my italics). In this book Surowiecki presents an argument that the aggregation of information in groups results in decisions that are often better than could have been made by any single member of the group. Not all groups are wise but according to Surowiecki there are four key criteria that separate wise crowds from irrational mobs. These are:

- Diversity of opinion
- Independence of opinions
- The presence of specialised and local knowledge
- A mechanism to turn private judgements into collective decisions

I would say that these criteria accurately characterise AMEE attendees and AMEE meetings and therefore the size of the meeting will actually add to the intellectual endeavour of our discipline.

However I am aware that to some people, particularly new members and first time attendees, the meeting may seem overwhelming. Therefore I have a request to all those who regularly attend AMEE meetings – that we make a conscious effort to talk to people we have not met before. In the coffee queue, at a symposium or workshop or at lunch, a brief enquiry, a friendly word or smile costs nothing and can mean so much to a new or junior attendee and you never know what collective wisdom may ensue.

Milan is a great city and I am confident that my own three personal criteria for a good meeting will be met at AMEE 2014. These personal criteria are: to learn something new, to be taken out of my comfort zone and to have fun! I look forward to seeing you in Milan in 2014.

**TRUDIE ROBERTS**  
AMEE PRESIDENT

## AMEE 2014 CONFERENCE CONNECT

**Don't wait until you arrive in Milan to start communicating about the exciting sessions in the programme!**

### Facebook

Keep up to date with all AMEE news by 'liking' our Facebook page: <https://www.facebook.com/pages/Association-for-Medical-Education-in-Europe-AMEE/116187641769758>



### Twitter

Follow @AMEE\_Online and use hashtag #amee2014 to tweet about sessions in the programme, and to start networking with others.



### MedEdWorld forums

All registered participants can join in any of the MedEdForums to discuss topics of particular interest, and to set up collaborations before the Conference. Why not visit [www.mededworld.org](http://www.mededworld.org) to see what it can offer?



### Conference App

Accessible on all mobile devices, you will be able to see the full programme and abstracts, and build your own schedule.

### AMEE Live Online!

Not everyone can find the funds, or the time, to attend AMEE 2014 so we're offering the option of registering for AMEE Live Online! You can watch the plenaries, some of the symposia, and hear live interviews from speakers and participants (see page 23). If you're attending AMEE 2014 in person, you will also have free access to the streams, so you can take part in one of the other sessions and catch up on the symposia later.

## AMEE Executive Committee and Staff

Trudie Roberts (President); Madalena Patricio (Past President); Ronald M Harden (General Secretary/Treasurer); Peter Dieter; Steven Durning; Kati Hakkarainen; Stefan Lindgren (ex officio); Deborah Murdoch-Eaton; Gary Rogers; Davinder Sandhu (co-opted); Rille Pihlak (Junior Doctor Representative); Agostinho Sousa (IFMSA Representative); Olle ten Cate; Suleyman Yildiz (EMSA Representative); John Dent (International Liaison Officer); Trevor Gibbs (Development Officer); Pat Lilley (Operations Director); Tracey Thomson (Administration Executive)

## Local Organising Committee

Fabrizio Consorti (Chair), President of SIPeM - Italian Society for Medical Education

Gianluca Vago, Rector of the University of Milan

Antonio Carrassi, Dean of the Faculty of Medicine, University of Milan

Luigi Frati, Rector of the University of Sapienza University of Rome and President of the Italian Council of Directors of Curricula of Healthcare Allied Professions

Eugenio Gaudio, President of the Italian Council of Deans and Directors of Medical Faculty

Andrea Lenzi, President of National University Council and of the Italian Council of Directors of Medical Curricula

Student Representative

## EXHIBITION AND SPONSORSHIP

The Exhibition, consisting of commercial, not-for-profit and institutional exhibitors, 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, particularly those involved in the development of educational resources;

- 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 offer a range of opportunities including exhibition booths, table-top displays, inserts in the conference bags, adverts in the conference programme and sponsorship of conference materials.

AMEE is pleased to have once again appointed Worldspan to manage Exhibition and Sponsorship opportunities for AMEE 2014.

**For further details, please download the brochure on the website [www.amee.org](http://www.amee.org) or contact [exhibitions@worldspan.co.uk](mailto:exhibitions@worldspan.co.uk)**

## Student Group

AMEE is pleased to be working with the IFMSA and EMSA Student Groups, as well as the local Italian students, and looks forward to welcoming students and junior doctors from around the world. A call for applications to join the Student Task Force will be sent out early in 2014. Please see the website [www.amee.org](http://www.amee.org) for updates on student activities, and the blog <http://www.ameestudents.org/> Don't miss the preconference workshops PCW5 (page 10) and PCW22 (page 12) organised by students and junior doctors.





# Programme Features

## Pre-Conference Programme

- **Preconference Workshops:** Saturday 30 and Sunday 31 August: A selection of 37 half-day and full-day workshops on a range of practical topics offered by experts in the area (pages 9-15).
- **Masterclasses:** Masterclasses in (1) Simulation-based Healthcare Instruction, (2) Essential Skills in Computer-Enhanced Learning (ESCEL) and (3) Experimental Research Methods (page 8).
- **ESME Courses, accredited by AMEE:**
  - **Essential Skills in Medical Education (ESME):** An introduction to the basic competencies required of the medical and healthcare professions teacher: the Skilled Educational Planner, the Effective Teacher and the Informed Assessor/Evaluator (page 6).
  - **Essential Skills in Medical Education Assessment (ESMEA):** An introduction to the fundamental principles of assessment including designing assessments, blueprinting, writing test material and standard setting (page 6).
  - **Research Essential Skills in Medical Education (RESME):** An introduction to the essential principles and methods of conducting research in medical education including formulating research questions, choosing a research approach and selecting an appropriate global methodology, and constructing a research plan (page 7).
  - **Essential Skills in Continuing Education Professional Development (ESCEPD):** Includes designing and implementing a CEPD innovation within a department, planning an evaluation framework, or creating an intervention to increase the credibility of CEPD as an academic discipline within their organization (page 6).
  - **Essential Skills in Computer-Enhanced Learning (ESCEL):** An introduction to essential skills in developing, delivering and evaluating computer-enhanced learning activities (page 7).
- **Fundamentals of Leadership and Management in Education (FLAME) Course:** accredited by the Association for the Study of Medical Education (ASME): An introduction to key aspects of leadership and management for healthcare educators (page 7).
- **CALM Course:** accredited by the Association for the Study of Medical Education (ASME): A follow-up to FLAME providing an introduction to the key concepts of change and adaptability for healthcare educators who wish to develop a deeper understanding of leadership and management theory (page 7).

Each Course starts with a preconference workshop and continues throughout the main Conference.

## Main Conference Programme

- **Plenaries:** Three plenary sessions, with stimulating and challenging presentations. The first plenary will be held at 1730 hrs on Sunday 31 August, the second at 0830 hrs on Tuesday 2 September and the final plenary at 1030 hrs on Wednesday 3 September.
- **Symposia:** Short presentations by panellists on issues that are topical, and may be controversial, to stimulate debate and discussion with the audience.
- **Short communications:** Themed sessions selected from submitted abstracts (see page 27 for information on submitting abstracts).
- **Research papers:** Sessions devoted to medical/healthcare professions education research, with an emphasis on methodology, selected from submitted abstracts. Some research papers will be selected for presentation in a 'flipped classroom' mode (page 27).
- **PhD Reports:** Presentations by those who have completed PhDs in medical/healthcare professions education in the last three years, selected from submitted abstracts (page 27).
- **Presentation with Poster/Presentation with Electronic Poster:** Presented in themed sessions, posters are selected from submitted abstracts. Those selected to be presented as paper posters and those as electronic posters will be decided by the Selection Committee (page 27).
- **Fringe sessions:** The AMEE Fringe gives participants the chance to present and to take part in something rather different from regular conference presentations (page 27).
- **Workshops:** A range of practical, hands-on sessions, some aimed at beginner/intermediate level, and others more advanced (page 27).
- **Meet the Experts:** An opportunity to talk with one of our presenters and to ask questions on a one-to-one basis or in a small group. A list of experts and times will be included in the final programme.
- **Orientation session:** If you are new to AMEE, this session on Sunday 31 August from 1600-1700 hrs will give you a few hints as to how to make the most of your conference experience, and also offers the opportunity to meet the AMEE Executive Committee at the reception that follows.
- **Private meetings:** If your group would like to request a room to meet privately, opportunities exist on Monday or Tuesday evenings.
- **Exhibition:** Both academic institutions and commercial organisations have the opportunity to present their products and services to a worldwide audience. For more information please see the Exhibitor Prospectus on the website ([www.amee.org](http://www.amee.org)), or contact [exhibitions@worldspan.co.uk](mailto:exhibitions@worldspan.co.uk)

# Outline programme

|           | SATURDAY 30 <sup>th</sup>   | SUNDAY 31 <sup>st</sup>  | MONDAY 1 <sup>st</sup>  | TUESDAY 2 <sup>nd</sup>  | WEDNESDAY 3 <sup>rd</sup>  |
|-----------|---|--|---|--|--|
| MORNING   | ESME Course<br>ESMEA Course<br>ESCEPD Course<br>ESCEL Course<br>RESME Course<br>FLAME Course<br><br>Pre-Conference Workshops:<br>PCW1, PCW2, PCW3, PCW4,<br>PCW5, PCW6, PCW7, PCW8,<br>PCW9<br><br>Masterclass MC1<br>Masterclass MC2 | ESME Course<br>ESMEA Course<br>ESCEPD Course<br>CALM Course<br>Pre-Conference<br>Workshops: PCW16,<br>PCW17, PCW18, PCW19,<br>PCW20, PCW21, PCW22,<br>PCW23, PCW24, PCW25<br><br>Masterclass MC3                 | Symposia<br>Short Communications<br>Research Papers<br>Posters/ePosters<br>Workshops<br>Exhibition                          | Plenary 2<br>Symposia<br>Short Communications<br>Research Papers<br>Posters/ePosters<br>Workshops<br>Exhibition  | Symposia<br>Short Communications<br>Research Papers<br>Posters/ePosters<br>Workshops<br>Exhibition<br>Plenary 3<br>Close of Conference<br>1230 hrs |
| LUNCH     |   |  | ESME Course<br>RESME Course<br>FLAME/CALM Courses   | AMEE AGM<br>ESME Course<br>RESME Course<br>FLAME/CALM Courses<br>ESCEPD Course   | ESME Course  |
| AFTERNOON | ESME Course<br>ESMEA Course<br>ESCEPD Course<br>ESCEL Course<br>RESME Course<br>FLAME Course<br><br>Pre-Conference Workshops:<br>PCW1, PCW5, PCW10, PCW11,<br>PCW12, PCW13, PCW14, PCW15<br><br>Masterclass MC1<br>Masterclass MC2    | ESME Course<br>CALM Course<br>Pre-Conference Work-<br>shops: PCW22, PCW26,<br>PCW27, PCW28,<br>PCW29, PCW30,<br>PCW31, PCW32, PCW33,<br>PCW34, PCW35,<br>PCW36, PCW37<br><br>Masterclass MC3<br>AMEE Orientation | Symposia<br>Short Communications<br>Research Papers<br>Posters/ePosters<br>Workshops<br>Fringe<br>PhD Reports<br>Exhibition | Symposia<br>Short Communications<br>Research Papers<br>Posters/ePosters<br>Workshops<br>Fringe<br>PhD Reports<br>ESMEA Course<br>RESME Course<br>Exhibition Open |  |
| EVENING   |   | Plenary 1<br>Opening Reception<br>Exhibition   | Private Meetings  | Private Meetings   |  |

## A selection of Tours

For more details and to book go to  
<https://www.eiseverywhere.com/ehome/73404/delegates/>

### ■ City Walking Tour - Half Day

**Cost per person: €64.00**

This walking tour includes some of Milan's must-see attractions including Duomo Cathedral, Galleria Vittorio Emanuele II, La Scala Opera House, Sforza Castle and the Golden Quadrangle.

### ■ Cultural Tour - Half Day, including Leonardo Da Vinci's Last Supper

**Cost per person: €55.00**

This tour includes some of Milan's must-see attractions including the Monumental Cemetery, Basilica of Sant'Ambrogio and The Church of Santa Maria delle Grazie.

### ■ City and Cultural Tour - Full Day with Lunch, including Leonardo Da Vinci's Last Supper

**Cost per person: €139.00**

This tour includes some of Milan's must-see attractions including Duomo Cathedral Galleria Vittorio Emanuele II, La Scala Opera House, Sforza Castle, Golden Quadrangle, Monumental Cemetery, Basilica of Sant'Ambrogio and The Church of Santa Maria delle Grazie.

### ■ Milan of the Future - Half Day

**Cost per person: €45.00**

Get to know Milan's skyline and see the best of the city's modern architecture including Palazzo Lombardia.

### ■ Old Milan by Canal Boat - Half Day

**Cost per person: €89.00**

Cruise along Naviglio Grande from the Darsena through the countryside with its small churches, windmills, farmsteads and historic villas.

### ■ Culinary Tour - Half Day

**Cost per person: €41.50**

Tour the gourmet sites of the city in search of the best of Milanese and Italian cuisine, visiting historic food, and wine shops, where you can indulge in some wine tasting.

### ■ Dinner on the Tram – Evening

**Cost per person: €145.50**

An exclusive dinner on a tastefully restored tram transformed into a retro restaurant, passing by the most important monuments in Milan.

### ■ Shopping Tour – Half Day, or Full Day with lunch

**Cost per person: €47.00 or €57.00**

A shopping trip to McArthur Glen Designer Outlet in Serravalle, with more than 180 designer shops including Versace, Dolce&Gabbana, Calvin Klein and Prada.

### ■ Visit to Lake Como - Full Day with lunch

**Cost per person: €170.00**

Visit Lake Como, including a lake cruise, visit to the city including Sant'Abbondio Abbey and Bellagio.

### ■ Visit to Lake Maggiore - Full Day with lunch

**Cost per person: €171.50**

Explore the lakeside town of Stresa, including a cruise around the Borromean islands including Isola Madre, Isola dei Pescatori and Isola Bella with the amazing Borromean Palace and gardens.

### ■ Visit to Bergamo - Half Day with lunch

**Cost per person: €102.50**

Walk through this beautiful medieval and Renaissance city including Colleoni Chapel and Church of Santa Maria Maggiore and ride in the funicular up to Bergamo Alto.



# AMEE-ESME Courses Offered and accredited by AMEE

The 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 practice.

PLEASE NOTE: Course participants must also register for AMEE 2014 and pay the conference fee.



## ESME - Essential Skills in Medical Education

**Facilitators:** Stewart Mennin (Mennin Consulting & Associates, USA), Ruy Souza (Federal University of Roraima, Brazil), Regina Petroni Mennin (Federal University of Sao Paulo, Brazil)

**Sessions:** Saturday (0830-1700 hrs); Sunday (0830-1630 hrs); Monday (1245-1345 hrs); Tuesday (1245-1345 hrs); Wednesday (1300-1400 hrs)

**Venue:** MiCo Milano Congressi, South Wing

**Cost:** GBP £500 (includes course and optional post-course report)

The ESME Course provides a strong foundation in the basic competency required of all medical and healthcare professions teachers: the Effective Teacher, the Informed Assessor/Evaluator and the Skilled Educational Planner. This highly interactive course focuses on how people learn and the range of teaching, learning and assessment methods and opportunities available to the teacher. It also examines how teaching, learning and assessment can be organized in the curriculum.

Post-course report: Participants may choose to submit, within six months of completion of the course, a short report describing the application of the ESME competencies in their own teaching practice, leading to award of the AMEE-ESME Certificate in Medical Education.

### Comments from last year

"I have learnt more in the last two days than I have in doing three university courses on the subject of clinical education. It is a fantastic course that I would highly recommend."

"This course has been like the jigsaw pieces finally clicking into place. I have enjoyed the stimulation, the camaraderie, and the discussions."

## ESMEA – Essential Skills in Medical Education Assessment

**Facilitators:** Katharine Boursicot (Lee Kong Chian School of Medicine, Singapore), Brownie Anderson (NBME, USA), Richard Fuller (Leeds, UK), Kathy Holtzman (NBME, USA), John Norcini (FAIMER, USA), Trudie Roberts (Leeds, UK), Dave Swanson (NBME, USA), Luci Etheridge (SGUL, UK)

**Sessions:** Saturday (0845-1630 hrs); Sunday (0845-1215 hrs); Tuesday (1600-1730 hrs)

**Venue:** MiCo Milano Congressi, South Wing

**Cost:** GBP £500 (includes course and optional post-course report)

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.

Post-course report: Participants may choose to submit, within six months of completion of the course, a short report describing the application of the ESMEA competencies in their own teaching practice, leading to award of the AMEE-ESMEA Certificate in Medical Education.

## ESCEPD - Essential Skills in Continuing Education and Professional Development

**Planning Committee:** Jane Tipping, Lee Manchul, Maria Bystrin, Susan Rock, Suzan Schneeweiss (University of Toronto, Canada). Course facilitators to

be announced.

**Sessions:** Saturday (0845-1630 hrs); Sunday (0845-1215 hrs); Wednesday (1300-1415 hrs)

**Venue:** MiCo Milano Congressi, South Wing

**Cost:** GBP £500 (includes course and optional post-course report)

The ESCEPD Course will 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 appropriate for beginners and those at an intermediary point in their CEPD careers. The course is highly interactive and will employ a variety of methods including short presentations, small group work and individual reflection exercises. Participants will represent an international spectrum and thus play a significant role in developing a larger view of the issues and opportunities facing CEPD professionals in the health care field. The goal is to build a knowledge building classroom in which the group together expands its knowledge and expertise as information and learning needs evolve. Time will be spent initially in working quickly through the basics of adult learning and evidence informing best practices in order to establish a base line from which to create projects and questions for the group itself. Participants will be encouraged to apply what they learn to their current practices through developing a project of most relevance to them. Examples might include designing and implementing a CEPD innovation within a department, planning an evaluation framework, or creating an intervention to increase the credibility of CEPD as an academic discipline within their organization.

Post-course report: Participants may choose to submit, within six months of completion of the course, a short report describing the application of the ESCEPD competencies in their own CEPD practice, leading to award of the AMEE-ESCEPD Certificate in Medical Education.

## ESCEL - Essential Skills in Computer-Enhanced Learning

**Facilitators:** David Cook (Mayo Clinic, USA), Rachel Ellaway (Northern Ontario School of Medicine, Canada) and John Sandars (University of Leeds, UK)

**Sessions:** Saturday (0845-1630 hrs); Sunday (0915-1215 hrs) attend PCWI6; Sunday (1330-1630 hrs) attend PCW27; Tuesday (1245-1345 hrs)

**Cost:** GBP £500 (includes course and optional post-course report)

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. ESCEL will prepare participants to develop, deliver, and evaluate computer-enhanced learning activities using sound educational principles and a range of creative technologies. The highly-interactive course will employ a series of short presentations, problem-focused small group activities, and group discussion. Extensive computer experience is NOT required. In addition to the full-day workshop on Saturday, participants will attend two related workshops: Sunday morning: PCWI6 - How to create personalised learning opportunities in The Information Age: Essential skills for the 21st century teacher (see page 11); Sunday afternoon: PCW27 - What's up? Whatsapp? Technology in Medical Education (see page 13).

**Post-course project:** Participants may choose to complete, within six months of the course, a short, practical computer-assisted learning project and prepare a brief report describing their experience.

## RESME - Research Essential Skills in Medical Education

**Facilitators:** Charlotte Ringsted (University of Toronto, Canada), Brian Hodges (The Wilson Centre, University of Toronto, Canada) and Albert Scherpbier (Maastricht University, Netherlands)

**Sessions:** Saturday (0845-1630 hrs); Monday (1245-1345 hrs), Tuesday (1245-1345 and 1600-1800 hrs)

**Related pre-conference workshops:** It is recommended that participants in the RESME course consider attending one or more of the research-related pre-conference workshops scheduled for Sunday 31 August. The cost of these is NOT included in the RESME course fee.

**Venue:** MiCo Milano Congressi, South Wing

**Cost:** GBP £500 (includes course and optional post-course report)

**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 principle 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.

**Post-course report:** Participants may choose to submit, within six months of completion of the course, a short research proposal on a topic of their own interest describing the application of the concepts and principles covered in the RESME Course, leading to award of the AMEE-RESME Certificate in Medical Education.



## FLAME - Fundamentals of Leadership and Management in Education – Introductory workshop

Accredited by the Association for the Study of Medical Education (ASME)

**Facilitators:** Judy McKimm, Gillian Needham, Paul Jones (Association for the Study of Medical Education (ASME))

**Sessions:** Saturday (0845-1630 hrs); Monday (1245-1345 hrs), Tuesday (1245-1345 hrs)

**Venue:** MiCo Milano Congressi, South Wing

**Cost:** GBP £500 (includes course and optional post-course report) (total of £750 if FLAME and CALM taken together)

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 and its linked lunchtime sessions 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. Core topics include leadership/management theory and practice; challenges and opportunities; the impact of policy and strategy; leading teams; emotional intelligence, setting personal goals and action planning.

Participants may be interested to note that CALM (Change, Adaptability, Leadership and Management, FLAME 2) is also offered at AMEE 2014. The two have been designed to be complementary and may be taken together or separately (discount applies if both Courses taken together).

### Post-course assessment report:

Delegates who wish to submit a post course assessment report will receive an ASME certificate of completion.

For more information contact [info@asme.org.uk](mailto:info@asme.org.uk)

## CALM - Change, Adaptability, Leadership and Management Workshop

A follow up to FLAME or as standalone Course as part of the ASME FLAME (Fundamentals of Leadership and Management in Education) series

**Facilitators:** Judy McKimm, Gillian Needham, Paul Jones (Association for the Study of Medical Education (ASME))

**Sessions:** Sunday (0845-1630 hrs); Monday (1245-1345 hrs), Tuesday (1245-1345 hrs)

**Venue:** MiCo Milano Congressi, South Wing

**Cost:** GBP £500 (includes course and optional post-course report) (total of £750 if FLAME and CALM taken together)

This one day workshop provides an introduction to the key concepts of change and adaptability for healthcare educators who wish to develop a deeper understanding of leadership and management theory, how to manage change and gain an evidence base to help them become more effective leaders. The Course and its linked lunchtime sessions comprise interactive group activities, short presentations, and individual exercises aimed towards gaining insight into how change can be planned for, managed and led from personal, interpersonal and organisational perspectives. Core topics include the leader as an agent of change; psychological responses to change; models of change management; leading teams through change; change in complex organisations and contexts; setting personal goals and action planning.

# Masterclass Sessions

**PLEASE NOTE: Masterclass participants must also register for AMEE 2014 and pay the conference fee.**

## MC1: Masterclass: Essential Skills in Computer-Enhanced Learning

**Facilitators:** David Cook (Mayo Clinic, USA), Rachel Ellaway (Northern Ontario School of Medicine, Canada and John Sandars (University of Leeds, UK)

**Session:** Saturday 30 August (0845-1630 hrs)

**Venue:** MiCo Milano Congressi, South Wing

**Cost:** GBP £180 (includes coffee and lunch)

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. This Masterclass will prepare participants to develop, deliver, and evaluate computer-enhanced learning activities using sound educational principles and a range of creative technologies. The highly-interactive workshop will employ a series of short presentations, problem-focused small group activities, and group discussion. Extensive computer experience is NOT required.

**Level:** Introductory

**Note:** MC1 may be taken alone or as part of the ESCEL Course (see page 7)

## MC2: Masterclass: Simulation-based Healthcare Instruction

**Facilitators:** Ross Scalese, S Barry Issenberg (Gordon Center for Research in Medical Education, University of Miami Miller School of Medicine, USA), Luke Devine (University of Toronto, Canada)

**Session:** Saturday 30 August (0900-1630 hrs)

**Venue:** MiCo Milano Congressi, South Wing

**Cost:** GBP £180 (includes coffee and lunch)

This one-day 'Masterclass' session provides an introduction to essential skills for delivering simulation-based healthcare education through a variety of techniques and technologies. The full-day session emphasizes guided interactive learning to maximize simulation-based instruction skill acquisition. The session is open to all healthcare professionals who are interested in improving their simulation-based instructional skills. Overall learning outcomes include: 1. Review methods of simulation, simulation technologies and simulation environments; 2. Identify and incorporate evidence-based features that lead to effective simulation-based learning; 3. Review basic design and development elements for constructing a simulation scenario activity; 4. Identify the elements necessary to use simulation for assessment and debriefing.

**Level:** Introductory

## MC3: Masterclass in Experimental Research Methods

**Facilitators:** Martin G. Tolsgaard (Centre for Clinical Education, University of Copenhagen, Denmark), Ryan Brydges, Vicki LeBlanc (University of Toronto, Canada)

**Session:** Sunday 31 August (0900-1630 hrs)

**Venue:** MiCo Milano Congressi, South Wing

**Cost:** GBP £180 (includes coffee and lunch)

Experimental research in medical education involves studies that aim to verify, refute or expand on the validity of hypotheses. However, experimental studies often lack the methodological rigor that characterizes research conducted within traditional disciplines, 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. Participants will learn about relevant research methodologies and ways to incorporate theory into the design and reporting of experimental studies and will be guided to refine their own research proposals and research programs.

**Level:** Intermediate/Advanced

## Excellence in Medical Education. Should your school be recognised?

### Education alongside research as the mission of a medical school

ASPIRE aims to promote outstanding performance and excellence in medical schools in terms of the mission and the teaching and learning programme, taking into account the challenges and contexts in which a school is operating.

#### Areas to be Assessed

ASPIRE panels have developed criteria for excellence in three areas:

- Assessment of students
- Student engagement in the curriculum and in the medical school
- Social responsibility and accountability as a mission of the medical school

*Schools are invited to apply for ASPIRE recognition in one or more of these areas.  
For details of criteria and how to apply, see [www.aspire-to-excellence.org](http://www.aspire-to-excellence.org)*

#### Submission Deadline

**2014 Submission deadlines:  
31 March and 30 November.**



[www.aspire-to-excellence.org](http://www.aspire-to-excellence.org) | [www.amee.org](http://www.amee.org)





## Pre-Conference Workshops

**Cost:** Half-day workshops: GBP £65 (includes coffee); Full-day workshops (PCW 1): GBP £130 (includes coffee only, lunch may be purchased on site); Full-day workshop PCW 5 & 22 for students/junior doctors: GBP £35 (includes coffee and lunch).

**PLEASE NOTE:** Pre-conference Workshop participants must also register for AMEE 2014 and pay the conference fee.

All pre-conference workshops will be held in the MiCo Milano Congressi, South Wing

**SATURDAY 30 August**

**PCW 1: Scholarship and Innovation in Medical Education: A practical workshop to guide development of an educational project for peer review and dissemination**



**Full-day: 0915-1630**

**Level: Introductory - Intermediate**

Jocelyn Lockyer (University of Calgary, Canada), Vernon Curran (Memorial University of Newfoundland, St John's, Canada), Tyrone Donnon (University of Calgary, Canada), Carol Hodgson (University of Alberta, Edmonton, Canada), Anna MacLeod (Dalhousie University, Halifax, Canada), Karen Mann (Dalhousie University, Halifax, Canada), Elaine van Melle (Queen's University, Kingston, Canada)

Educational scholarship encompasses research, evaluation and innovation but may also include products and resources (e.g., guidelines, teaching tools, assessment tools, questionnaires, web-resources) that have been developed for educational purposes and successfully peer-reviewed, publicly disseminated and provide a platform for use by others. This workshop will benefit medical educators and teachers who are planning or implementing innovative educational work by taking participants through a six step development process that includes setting goals, preparation, effective methods, obtaining meaningful results, effective presentation and reflective critique. Participants will be provided with a worksheet prior to AMEE to conceptualize their project and a workbook during the workshop to facilitate project development and discussion.

This workshop was developed under the auspices of the Canadian Association for Medical Education.

**PCW 2: Learning to be the boss: Managing a SP program**



**Half-day: 0915-1215**

**Level: All**

Diane Ferguson (UTHSC, San Antonio, USA), Carine Layat Burn (HESAV-University of Health Sciences, Lausanne, Switzerland), Tamara Owens (Howard University, USA), Denise Souder (University of Southern California, USA), Win May (University of Southern California, USA)

The evolution of Standardized/Simulated Patient Programs (SPP) as vital curricular resources within medical and health professions education has resulted in former SP trainer/educators needing to shift into a management role. When this shift occurs, the new manager needs help to define her/his role and new responsibilities. An international cohort of experienced SPP managers offering a multinational perspective will share resources on developing an outline for personal and program growth. This highly interactive workshop will allow attendees to obtain management resources from 4 SP programs at very different institutions. Attendees will leave with a management manual outline that fits their institution and program setting.

**PCW 3: Better Judgement: Recognising and managing judgement biases in oral and workplace-based assessment**

**Half-day: 0915-1215**

**Level: Intermediate**

Lisa Schmidt, Lambert Schuwirth (Flinders University, Adelaide, Australia)

In oral and workplace-based assessment the role of human judgement is central. Yet, human judgement is often considered unreliable because of subjectivity. But, unreliability is mainly

a sampling problem. Furthermore, it is almost impossible to train examiners to become 'objective' and 'neutral' observers, due to the limitations of human cognitive architecture. Instead, it is more promising focussing staff development on teaching examiners to recognise and manage biases to prevent them from unduly influencing their decisions about the candidates' performance or competence. We will address two groups of biases with mini-lectures, video vignettes and exercises and facilitate participants in relating these to their own examination contexts. We will address useful strategies to recognise, describe and manage biases and to improve the validity of the participants' assessments.

**PCW 4: Using Appropriate Tutor Facilitation Styles to Optimise Student Engagement and Enhance Educational Outcomes: Right style at the right time for the right group of students**

**Half-day: 0915-1215**

**Level: Intermediate**

Matthew C.E. Gwee, Dujeepa Samarasekera, Chay-Hoon Tan (Yong Loo Lin School of Medicine, National University Hospital System, National University of Singapore)

It is now imperative for medical/health professional students to be actively engaged in the teaching-learning (T-L) process so as to optimise educational outcomes, including the acquisition of critical thinking and interpersonal ('soft') skills. Small group learning is a commonly used design to engage students actively in the T-L process with the teacher taking on the role of facilitator (tutor). However, the facilitation skills of the teacher as tutor is critical to the quality of student engagement and, consequently, to the acquisition of

expected educational outcomes in small group learning. This workshop will be of much benefit to teachers who need to know more about how tutor facilitation styles are best applied in small group learning.

### PCW 5: Students' workshop: Introducing the world of Medical Education

**Full-day: 0915-1630**

**Level: Introductory**

Sofia Ribeiro (Institute of Preventive Medicine, Lisbon Faculty of Medicine, Portugal), Rok Hrzic (Slovenia), Kristina Filipova (Bulgaria), Olga Rostowska (Poland) European Medical Students' Association; Madalena Patricio, António Vaz Carneiro (Portugal)

Welcome to the fascinating world of Medical Education! For students who are unfamiliar with the basics of Medical Education and want a comprehensive yet practical and interactive introduction to the topic before the conference, this is the ideal workshop. We will talk about the definition of Medical Education, the work of AMEE, introduce the different activities and platforms on which medical students can be active, and the international projects carried out by student organisations. We will introduce some of the hot topics in the field including evidence based medical education. We will aim to stimulate the curiosity of participants about several topics and brainstorm with them on what could be their next actions, both during the conference and when they go back home.

### PCW 6: Teaching and learning clinical reasoning in everyday practice

**Half-day: 0915-1215**

**Level: Introductory - Intermediate**

Ralph Pinnock (James Cook University, Townsville, Australia), Louise Young (James Cook University, Townsville, Australia), Fiona Spence (University of Auckland, Auckland, New Zealand), Marcus Henning (University of Auckland, Auckland, New Zealand), Wayne Hazell (University of Queensland and Queensland University of Technology, Australia)

Clinical reasoning continues to present a challenge to educators and clinicians. The continuum model of clinical reasoning proposes both pattern recognition and analytical hypothetico-deductive reasoning. Clinical reasoning should be learnt in the workplace. Experienced clinicians often use rapid, tacit, unconscious, cognitive reasoning processes. Unless they slow down and explain how they are thinking their students are unaware of their reasoning processes. Learning to 'think aloud' will make teachers' reasoning processes explicit. Participants will learn the current theories of clinical reasoning, use virtual patients to articulate the unconscious

steps of the experts' thinking and learn the 'think aloud' technique and will practise using simple (introductory) or complex cases (intermediate).

### PCW 7: Re-design your blended delivery programs: Transforming static content and didactic lectures into dynamic and engaging learning experiences

**Half-day: 0915-1215**

**Level: Intermediate**

Kate Jurd (Rural Clinical School, School of Medicine, University of Queensland, Australia)

The recent trend of 'Flipping the classroom' has seen a proliferation of video lectures available for students to access online. These examples of content delivery evoke a passive consumption of information ... with little thought to instructional design, learning outcomes or behavioural change.

This workshop will provide participants with practical strategies and skills to re-design their content for both online and face to face delivery. Participants will be introduced to the latest instructional design methods, including: Born digital content; Intentional design; Instructional interactivity.

Learn how to create your course from scratch through the following techniques: Motivational hooks/authentic tasks; Visual voice; Storytelling; Chunking content; Decision paths and maze like activities; Argument curation; Adaptive feedback. The workshop will include: storyboard activity, working online examples, design tips, authoring tools, plus discussion and strategies to redesign the didactic lecture.

### PCW 8: Strategies for Writing and Publishing Your Education Research Papers

**Half-day: 0915-1215**

**Level: Introductory**

Jack R. Scott (Winthrop University Hospital/Stony Brook Medical Center, Mineola, USA), Elza Mylona (Eastern Virginia Medical School, USA)

Health professionals often lack writing skills required in publishing their academic research. The quality of successfully written education research manuscripts are the workshop's focus, guided by experienced editor/reviewer facilitators. Specific methods to initiate and compose a well-crafted manuscript will be discussed with analysis/critique of sample "revise, reject or accept" manuscripts tailored to publisher guidelines. This hands-on session includes collegial assistance/feedback for a publishable manuscript, with resources to publish permanent products of educational scholarship. Common

pitfalls in poorly-written publications (e.g., grammar, syntax, scholarly writing) will be minimized using a Publication Review Checklist. Adherence to peer-reviewed guidelines will increase participants' success as productive academic writers when publishing original education research.

### PCW 9: Seeking feedback: How to change a passive listener into an active learner?

**Half-day: 0915-1215**

**Level: Introductory - Intermediate**

Monica van de Ridder (Albert Schweitzer Hospital, Dordrecht, The Netherlands), Elizabeth Krajic Kachur (Medical Education Development, New York, USA), Benjamin Blatt (George Washington University, Washington DC, USA), Carol Capello (Weill Cornell Medical College, New York, USA), Bas Verhoeven (Radboud University, Nijmegen, The Netherlands)

Feedback seeking is an important part of the feedback process. When learners seek feedback actively, it is better accepted and suggestions may be applied into practice. This interactive workshop will approach the feedback seeking process from both a recipient's and provider's perspective. It is intended for faculty to teach learners how to seek feedback and to get the most out of a feedback encounter. Theory on feedback seeking will be presented and participants will practice techniques a) to influence other faculty's motivation by stimulating feedback seeking, b) to approach empowered learners, c) foster reflection by the learner to identify barriers, their needs and to communicate them, and d) improve the feedback dialogue.

### PCW 10: Approaches to Ensure Quality Standards for Standardized/ Simulated Patient Performance in High Stakes Objective Structured Clinical Exams (OSCEs)



**Half-day: 1330-1630**

**Level: Intermediate**

Beate Brem (Institute for Medical Education, University of Bern, Switzerland) (Lead facilitator), Carine Layat Burn (HESAV-University of Health Sciences, Lausanne, Switzerland), Carol O'Byrne (Pharmacy Examining Board of Canada), Debra Nestel (Monash University, Melbourne, Australia), Cathy Smith (Pharmacy Examining Board of Canada/University of Toronto, Canada)

To meet the quality standards for high-stakes OSCEs, it is necessary to ensure high quality standardized performance of the SPs involved. One of the ways this can be assured is through the assessment of the quality of SPs' performance in training and during the assessment. There is some literature concerning validated instruments that have been used to assess SP performance in formative contexts

but very little related to high stakes contexts. During this workshop different approaches to quality control for SPs' performance, developed in medicine, pharmacy and nursing OSCEs, will be introduced. Participants will have the opportunity to use these approaches in simulated interactions. Advantages and disadvantages of these approaches will be discussed. By the end of this session, participants will be able to discuss the rationale for quality control of SPs' performance in high stakes OSCEs, outline key factors in creating strategies for quality control, identify various strategies for assuring quality control, and reflect on applications to their own practice.

### PCW 11: Reach for the Top: Leadership Development in Our Learners

**Half-day: 1330-1630**

**Level: Intermediate**

Ming-Ka Chan, Wade Watson (Royal College of Physicians and Surgeons of Canada)

By the end of this workshop, participants will be able to: 1) Use a curriculum framework to develop an educational program for student/resident leaders; 2) Develop two goals for enhancing student/resident leadership in their own institution; 3) Develop an action plan with respect to above goals and assess success in implementation. Participants will be guided through steps to develop a resident leadership curriculum that can be adapted for implementation back home. Participants will be asked to complete a needs assessment to assist with curricular content development as viewed through the lens of the CanMEDS framework. All interested in learner leadership development should attend.

### PCW 12: Facilitation in Team Based Learning

**Half-day: 1330-1630**

**Level: Introductory**

Tam Cam Ha, Janil Puthuachery, Sandy Cook (DUKE-National University of Singapore Graduate Medical School, Singapore)

Team Based Learning (TBL) is an innovative classroom learning strategy that aims to go beyond just covering content, but to applying content to solving significant problems. An essential, yet very difficult part of TBL is facilitation of the learning experience. Having a trained facilitator who is responsible for the overall conduct of the class can better ensure understanding of important principles through guided questioning and peer teaching. This workshop will review the basic principles of facilitation of learning activities, illustrate how it applies specifically in

TBL, and discuss barriers and strategies for implementing a facilitated enriched experience. It is recommended for any participant who is actively involved in TBL and who is keen on developing or enhancing their facilitation skills.

### PCW 13: Developing Readiness for Residency programs: Optimizing student preparation for medical practice during the last year of medical school

**Half-day: 1330-1630**

**Level: Intermediate**

Monica Lypton (University of Michigan Medical School, Ann Arbor, USA), William C. McGaghie, Scott Graziano (Loyola University Chicago Stritch School of Medicine, USA), Monica van de Ridder (Albert Schweitzer Hospital, Dordrecht, the Netherlands)

There are opportunities to improve the skills of medical students during the last year of training. Currently, schools have weak educational requirements, suboptimal evaluation of outcomes and students who focus on rehearsal electives at prospective post-graduate training sites. In the US it is reported that there are "long standing concerns [including] ... purpose of the year, the optimal type and organization ...focus on securing residency positions," and failure to "facilitate the transition to residency." (Walling Acad Med. 2010). The Bologna process as well has implication for changes in the last year of medical school for many in Europe. This is a missed educational opportunity to better prepare students for postgraduate education and accounts for the proliferation of compensatory "boot camp" experiences to "make care safer" for patients. This workshop will discuss how to develop learning and assessment strategies to help fulfil this gap using existing assessment and educational resources.

### PCW 14: Cinema as a learning tool to promote reflection in healthcare. How to manage the personal impact of patients' pain and suffering with a reflective attitude

**Half-day: 1330-1630**

**Level: Introductory**

Licia Montagna, Valerio Ferro Allodola, Laura Fieschi, Lorenza Garrino (Società Italiana di Pedagogia Medica -SIPeM-(Italian Society for Medical Education))

Dealing with patients' pain and suffering is a concern for all Health Care Professionals (HCP). It requires a cognitive, emotional and reflective approach and implies competence in the domains of communication, values, technical skill and clinical reasoning. The strong affective impact of pain, primarily on people who directly experience it, but also on those secondarily involved,

demands attention to the domain of emotional development. Literature suggests that the incorporation of humanities into medical and HCP curricula can be particularly effective at enhancing emotional awareness in students and health professionals. The workshop will present the basic techniques to use movies to foster reflection in pre and postgraduate education and will allow participants to have a direct experience of emotional awareness.

### PCW 15: Standards in medical education: Developing for and applying in your context

**Half-day: 1330-1630**

**Level: Intermediate**

Andrew Grant (Academy of Medical Educators, UK), John Norcini (FAIMER, Philadelphia, USA), Julie Browne, Vimmi Passi, Lesley Southgate (Academy of Medical Educators, UK)

The workshop is designed for those with an interest in development of standards for individual medical educators and their relevance for PPD. Participants will identify and develop standards for individual practitioners that are relevant to the context in which they work. Topics covered include: the role of standards in medical education; challenges to developing standards; comparison between groups; development and application of standards in context. There will be plenty of opportunity for group work and each participant will develop a personal action plan.

**SUNDAY 31 August**

### PCW 16: How to create personalised learning opportunities in The Information Age: Essential skills for the 21st century teacher

**Half-day: 0915-1215**

**Level: All**

John Sandars (Leeds Institute of Medical Education, University of Leeds, UK), Natalie Lafferty (College of Medicine, Dentistry and Nursing, University of Dundee, UK)

Personalisation of learning recognises the importance of both different styles of learning and different learning needs. Technology offers a unique opportunity to personalise learning, with a vast range of available learning resources (from blogs, web sites and podcasts) and a variety of methods to link resources (from institutional systems to mobile devices). Effective personalised learning requires a skilful mix of content, available technologies and context but the most important aspect is the development of new approaches to teaching and learning.

This workshop will enable participants to confidently develop effective personalised learning opportunities by considering best practice and hands on activities.

**Note:** PCW16 may be taken alone or as part of the ESCEL Course (see page 7)

### PCW 17: Interprofessional Communities of Practice: Breathing life into theory

**Half-day: 0915-1215**

**Level: All**

Carine Layat Burn (HESAV, Lausanne, Switzerland), Diana Tabak, Kerry Knickle, Nancy McNaughton (Standardized Patient Program, University of Toronto, Canada)

Engagement in social practice is the fundamental process by which we learn and so become who we are (Wenger 1998). Health professional training and practice are social endeavors involving learning across multiple social and cultural dimensions. We can no longer justify uni-professional training as the sole means of professional development given the proven benefits of inter professional care. Wenger's Communities of Practice (CoP) is a valuable social theoretical framework for creating effective Interprofessional Education (IPE) and interprofessional-care (IPC) environments where capacity building occurs according to a distributed intelligence. CoP's basic tenets of mutual engagement involve interactions that bind members together into a social entity. Joint enterprise and a shared repertoire of routines, sensibilities, artefacts, language and styles that members develop over time all combine to increase group efficacy. This workshop will provide participants with a framework and practical approaches for maintaining communities of practice in their work environments.

### PCW 18: Leadership skills to lead and deliver on change

**Half-day: 0915-1215**

**Level: Intermediate - Advanced**

Davinder Sandhu, Alan Cook on behalf of the AMEE Postgraduate Committee

Change is the default position. In order to implement change effectively requires an understanding of how organisations respond to change. What are the key barriers and how they can be overcome? Equally important is the need to create symbols of success, develop the skills to enable local experimentation, and develop standards and measures to assess success. The workshop will cover: A range of methods for developing enabling skills to accommodate change; Knowing how to raise awareness of the impact of organisational change in

others; Understanding how leadership is essential to engage with stakeholders and communicate the vision and develop the transition plan; Increase knowledge about change leadership competencies and theory; Ideas on how to evaluate organisation development.

### PCW 19: Medical Error: A Teaching Toolkit

**Half-day: 0915-1215**

**Level: Intermediate**

Jonathan Round, Sophie Vaughan (St George's University of London, UK)

Medical error is common and deadly. Preventing error dramatically affects mortality, morbidity, patient care and legal costs. Learning from mistakes is often confined to meetings, action plans and academic papers; a postgraduate necessity, not core curriculum. By integrating error into teaching, students learn to analyse the diagnostic process, consider cognitive biases, system errors and maladaptive team behaviours. We provide a toolkit to teach understanding, approaches and skills needed to address medical error in constructive, non-threatening and collaborative ways.

Participants are introduced to and apply a memorable error taxonomy. They will identify key points in clinical pathways where errors will occur and develop cognitive strategies, becoming aware of these points in future clinical encounters, and learn to integrate error teaching into their practice.

### PCW 20: How to use strategic formative feedback and reflection to develop expertise

**Half-day: 0915-1215**

**Level: Intermediate - Advanced**

Sharon K Krackov (Albany Medical College, USA), Antoinette S Peters (Harvard Medical School, USA), Henry Pohl (Albany Medical College, USA), Joan Sargeant (Dalhousie University, Canada)

Learning is expedited by outcome-based objectives, regular and ongoing assessment, formative feedback, and reflection. Feedback is a critical component of learning, and fundamental to the concept of "deliberate practice", which involves ongoing formative assessment accompanied by strategic feedback and reflection to encourage incremental learning. Incremental learning based on these practices fosters development of expertise over the course of the program. Yet feedback is often given sporadically and in a formulaic manner, and reflection is overlooked as a means of sensitizing learners to their ongoing learning needs. In an interactive workshop format, participants will demonstrate teaching/learning cycles

that link outcome based objectives, assessment, feedback and reflection to facilitate learning in a competency-based educational program.

### PCW 21: Paths to student engagement in medical schools: key ingredients among multiple paths

**Half-day: 0915-1215**

**Level: Introductory**

Manuel João Costa (University of Minho, Portugal), Debra Klamen, (Southern Illinois University School of Medicine, USA), Rukhsana W. Zuberi (Aga Khan University, Pakistan), Marko Zdravkovic (University of Maribor, Slovenia), Kew Siang Tong (International Medical University, Malaysia), Tony Celenza (University of Western Australia)

As the inaugural six winners of ASPIRE excellence in student engagement awards from Asia, Australia, Europe and USA, we will engage participants in a reflective workshop considering multiple paths to achieve student engagement in medical schools. The exploration of our own contexts will provide a unique opportunity to understand the key ingredients about combining local contexts with international principles to achieve student engagement. We will define student engagement in a large group followed by presentations of our institutional/national contexts (including the procedures in our institutions to achieve student engagement with examples). We will try to find solutions and identify robust evidence needed for the ASPIRE application process.

### PCW 22: Advanced Preconference Workshop for Students, Junior Doctors, Young Educators and Trainees: Finding your passion in medical education

**Full-day: 0915-1630**

**Level: Advanced**

Robbert J Duivivier (FAIMER, Philadelphia, USA and Parnassia Bavo Group, Rotterdam, the Netherlands), Matthew J Stull (University of Cincinnati College of Medicine, Cincinnati, USA), Rille Pihlak (University of Tartu, Estonia), Emily Bate (University of Aberdeen, UK)

Defining a pathway to a career in medical education can be difficult as mentorship and resources can often be limited. This workshop will help young professionals who are keen to focus their careers on medical education. The workshop will provide ways to identify and capitalize on opportunities for innovation in medical education. It will build upon one's own passion to help better define a possible niche for a career. Discussions will focus on ways to sustain, support and promote oneself throughout the early portion of a career in medical education through mentorship, collaboration, and publishing. Participants will leave this workshop with an individual professional

development plan for their short and long term career goals which will include how they can maximize their experience at the AMEE conference to attain these goals.

### PCW 23: How Physical Learning Spaces Impacts Learning: The Learning Space Design Studio

**Half-day: 0915-1215**

**Level: Introductory**

Jonas Nordquist (Karolinska Institutet, Sweden),  
Andrew Laing (AECOM, New York, USA)

Physical space is and has been neglected in its impact on the success of learning. Health professional programs around the globe are still accommodated in an old costume of didactic learning spaces: lecture theatres, traditional seminar rooms, and separate buildings for individual academic disciplines. Hospitals have limited physical spaces for student learning. Meanwhile learning styles, educational methods, assessment, technologies for accessing and sharing ideas and information, have all been transformed in multiple ways. We see many new medical schools coming out of the ground around the world, but how well suited are these new physical learning environments for current educational needs and future curriculum development? This workshop aims to introduce participants to the topic of how physical space impacts on learning and how the briefing process can result in better outcomes.

### PCW 24: Evaluating Educational Innovations: It's never too early to start!

**Half-day: 0915-1215**

**Level: Introductory - Intermediate**

Elaine Van Melle, Leslie Flynn, Anna Oswald, Ming-Ka Chan, Elizabeth Wooster (Royal College of Physicians and Surgeons of Canada)

Educational innovations can include a new teaching strategy, assessment tool, workshop or curriculum. Evaluating the effectiveness of an innovation is often left as the last step in the cycle of design and implementation. To provide meaningful results however, an evaluation needs to be threaded through all phases of design and implementation: it requires a thorough needs assessment, well-defined goals and objectives and a clearly articulated theoretical framework(s). Drawing from the literature on program evaluation, using a practical example and interactive methods, this workshop will provide participants with such an approach.

### PCW 25: Creating a comprehensive faculty development program in assessment: What do faculty need to know?

**Half-day: 0915-1215**

**Level: Introductory**

Ara Tekian (University of Illinois at Chicago, USA), John Norcini (FAIMER, Philadelphia, USA)

Medical schools often offer their faculty educational materials or hands-on experiences in assessment, which generally have a positive effect on the quality of the educational program. However, the materials and workshops that are offered tend to focus on a few specific topics that are determined by the interest and expertise of staff or the traditions of the school. In this interactive workshop, the components of a complete faculty development program in assessment will be discussed in small and large groups with practical examples. This workshop itself will serve as an example of what participants might offer at their own institutions.

### PCW 26: Improving your OSCE: Measurement, recognition and remediation of station level problems

**Half-day: 1330-1630**

**Level: Intermediate**

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

This highly interactive workshop overviews the use of borderline methods of standard setting in OSCEs, and discusses the use and interpretation of a variety of 'whole exam' and 'station level' psychometric indicators. A range of 'diagnostic' exercises will allow participants to gain confidence in interpreting station level metrics and identifying problems that range across station/checklist design issues, errors in OSCE delivery and the impact of assessor behaviour. Participants will then focus on 'treatments' – proposing solutions and carrying out subsequent monitoring that can be applied to their own OSCE assessments.

### PCW 27: What's up? Whatsapp? Technology in Medical Education

**Half-day: 1330-1630**

**Level: All**

Daniëlle M.L. Versteegen (Maastricht University, The Netherlands), Anne Marie Cunningham (School of Medicine, Cardiff University, UK), Mary E.W. Dankbaar (Erasmus University Medical Center Rotterdam, the Netherlands), Peter G.M. de Jong (Leiden University Medical Center, the Netherlands)

Twitter, ipads, apps, social bookmarking, MOOC, flipping the classroom, learning analytics, serious gaming, wearable technology.... New developments every year, but how will they change medical education? How will medical students learn 25 years from now? What should we invest our time and money in? The potential role of technology depends

on curriculum choices. Do we believe in global standards or should curricula adapted to local health care and health problems? Should all students learn the same or should they be able to explore their own interests? Is collaborative learning the norm or is individual learning more efficient? In this workshop four different scenarios of future medical education are presented and consequences are discussed with participants. Examples of e-learning tools and facilities are further elaborated.

**Note:** PCW27 may be taken alone or as part of the ESCEL Course (see page 7)

### PCW 28: Micro and Macro Systems Impact on the Science of Learning and Change



**Half-day: 1330-1630**

**Level: Intermediate**

Jann T. Balmer (GAME - Global Alliance for Medical Education), Jonas Nordquist (Karolinska Institutet, Stockholm, Sweden), Don Moore (Vanderbilt School of Medicine, Nashville, Tennessee, USA), Maureen Doyle-Scharff (Pfizer Inc, New York, USA)

This workshop focuses on the theoretical basis for the science of learning and change in continuing professional development and its implementation with an awareness of the impact of systems. Differences in micro and macro systems in healthcare can have a significant impact on the design and implementation of CPD. The global competency movement for physicians and healthcare professionals requires the integration of evidence-based theories into a CPD environment and incorporates QI data and micro/macro systems analysis into the educational design and assessment of learning and change outcomes. The workshop utilizes a "flipped classroom" approach to discuss and apply the theoretical and systems factors affecting into approaches for competency-based CPD.

Participants will be expected to engage in limited preparation for this workshop to maximize the benefits of a "flipped classroom" experience.

### PCW 29: Outcomes Research in Medical Education: How can we research the outcomes of innovations in Medical Education?

**Half-day: 1330-1630**

**Level: Intermediate - Advanced**

Charlotte Ringsted (University of Toronto, Canada), Geoff Norman (McMaster University, Canada), Kulamakaran Kulasegaram (University of Toronto, Canada)

Medical education is facing a number of innovative changes, i.e. outcomes-based education, competency-

based education, workplace-based assessment. However, little is known about the outcomes of these initiatives in terms of preparation for future practice, professional behaviour, and effect on the health of individuals and populations. This Masterclass will explore theoretical and practical components of outcomes. A number of issues will be covered including: 1) Defining and selecting the appropriate outcomes – surveys of attitudes, measures of performance, databases such as licensing examinations, practice measures (malpractice, peer review), and patient outcomes. 2) Specific strategies for designing, analysing and theoretically informing survey methods, 3) Review epidemiologic designs for outcome research (Cases-control, prospective and retrospective cohort studies and design decisions (sampling, assessment etc.). Participants are encouraged to bring their own examples of outcome research for discussion. In addition, we will explore specific examples of applications of the methodologies described above.

### PCW 30: Writing MCQs in challenging content areas

Half-day: 1330-1630

Level: Advanced (attendees should be familiar with guidelines for writing well-structured single-best-answer questions)

Kathy Holtzman, Dave Swanson (National Board of Medical Examiners, Philadelphia, USA)

Even the best item writers often find it difficult to construct MCQs focused on professionalism and ethics and systems-based practice and patient safety. Questions often turn out to ask for definitions rather than assessing whether examinees can apply their knowledge in these areas to decisions related to patient care. This workshop focuses on writing MCQs in challenging areas that require examinees to apply their knowledge in these areas. Use of multimedia as stimulus will also be discussed. At the conclusion of the workshop, participants will be able to: 1) Effectively structure scenarios that will assess application of knowledge rather than recall of facts or definitions; 2) Develop item stems and option lists that assess these hard-to-measure competencies; 3) Participate effectively in group review of MCQs.

### PCW 31: Catalyzing Change: Successful strategies for engagement

Half-day: 1330-1630

Level: All

Anita Glicken (University of Colorado, USA), M. Brownell Anderson (NBME, USA)

The complexity and scale of many health

care issues are growing – from the treatment of chronic disease to public health – educational institutions are being forced to rethink and redesign educational curriculum and delivery models, often further exacerbated by turbulent economic contexts and constrained institutional resources. At the same time, there is increasing interdependence across health systems and professions pushing for new models of interprofessional education and practice. These forces call for greater 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. Using appreciative inquiry participants will identify characteristics of successful change efforts. They will also consider how they can harness the power of organizational networking and collective impact to implement change at their home institution.

### PCW 32: Rethinking feedback for learning: the challenge of design

Half-day: 1330-1630

Level: Intermediate

Elizabeth Molloy (Monash University, Australia), David Boud (University of Technology Sydney, Australia)

We all experience the influence of feedback in our working lives, and there is strong evidence to suggest that it is an important mechanism in learning. Why is it then that learners complain more about feedback than any other element in their programs? This workshop explores the 'problem of feedback' and identifies some of the reasons as to why it is typically hard to give, hard to take, and hard to use. Analysis of feedback studies in health professions education and key conceptual frameworks from the Boud and Molloy (2013) feedback book will be presented to help distil the key properties needed for effective feedback. The design properties are considered at the curriculum/program level as well as the micro level during the verbal feedback encounter. Feedback is positioned as an activity for learners, rather than an act of 'telling' that is imposed on learners. Participants will have an opportunity to rethink what practices may best benefit learners, and will experiment with these strategies within the workshop.

### PCW 33: Exploring the Interface of Professionalism at the Individual and Organizational Levels

Half-day: 1330-1630

Level: All

Frederic W. Hafferty (Mayo Clinic, USA), Susan Lief (University of Toronto, Canada)

There is an emerging awareness that professionalism must be addressed at both the behavioral and systems level to effect meaningful change in medical training. Trainees are often exposed to conflicting messages about professionalism that are informed by the contexts in which they train as well as the people that they are exposed to. It therefore behoves medical educators to actively explore how we can best address the complexity of their training environments with regard to professionalism. In this workshop, participants will explore a six-type model of professionalism for both the individual and organizational context. The goal is to help educators identify the multiplicities of professionalisms that exist within their milieu. Discussions will focus on the tensions that can emerge when individual and organizational perspectives collide. In particular, attention will be given to how to help students process and reconcile the maelstrom of messages about professionalism that they are exposed to.

### PCW 34: Electronic curriculum maps – what are they, how can we create them and why should we have one?

Half-day: 1330-1630

Level: Introductory - Intermediate

Fred Pender, Matthew Hammond, Michael Begg, Michael Ross, Helen Cameron (University of Edinburgh, UK)

Almost as soon as the learning outcomes are in place in an integrated programme, the complex construction begins to sway. Before long there is curriculum drift, and when the architects move on, few can remember the design details, let alone notice the changes. Keen new faculty hasten the unsettling movement while the 'disciplines' bemoan the fact that no-one teaches or learns the foundations of medicine anymore and students deny ever hearing about that condition before. When the research enquiries arrive to test your memory about curriculum content you are irritated; when the auditors arrive with similar questions your heart sinks. This workshop will consider the pedagogical, technological and management solutions. A demonstration of an electronic curriculum map will illustrate its hierarchical nature, complex relationships and functionality. Participants will explore maps, draft a project plan for creating their own curriculum map and outline the pedagogical sticking points and governance issues.

### PCW 35: Death comes to us all: Practical opportunities to integrate learning about living with dying into medical education and practice

**Half-day: 1330-1630**

**Level: Intermediate**

Debbie Jaarsma, Esther Helmich (Academic Medical Centre, University of Amsterdam, the Netherlands), Sarah Yardley (Keele University, UK), Fedde Scheele (VU University Medical Centre, St Lucas, Andreas Hospital, Amsterdam, the Netherlands), Michiel Westerman (VU Medical Centre, Amsterdam, the Netherlands), Jerry Maniate (St. Joseph's Health Centre/Wilson Centre, University of Toronto, Canada), Janneke Frambach (Maastricht University Medical Centre, The Netherlands)

Death and dying remain an unavoidable part of medical practice and present great challenges for patients, learners and professionals in contemporary healthcare. Curricula need to integrate collaborative paradigms focused on excellence of care to maximise symptom control and functionality of multi-morbid and dying people. Medical Education has a responsibility to challenge prevalent assumptions that absence of cure equals failure of medical practice, and that failure of disease-modification means 'nothing can be done'. This interactive workshop is designed to facilitate development of practical learning opportunities that participants can implement. The workshop will model methods drawn from action learning sets to integrate participants' ideas with facilitators' expertise, producing outlines of workplace-based learning opportunities that participants can integrate into existing curricula and share with colleagues.

### PCW 36: Preparing Faculty to Teach Effectively: From Workshops to Communities of Practice

**Half-day: 1330-1630**

**Level: All**

Yvonne Steinert (Centre for Medical Education, McGill University, Canada)

The theme of the AMEE meeting is Excellence in Education – The 21st Century Teacher. How can we assure excellence? How can we facilitate the ongoing professional development of the 21st century teacher? The goal of this workshop is to discuss the importance of faculty development, broaden our perspective from individual to organizational development, and identify how health professionals develop expertise. Faculty development occurs in a variety of contexts and often begins with informal learning in the workplace (e.g. learning from experience, observation and reflection) that extends to more formal learning in structured settings (e.g. longitudinal programs). We will examine both formal and informal approaches to faculty development and participants will have an opportunity to design a comprehensive faculty development program that encompasses

both. We will also explore how workplace learning and communities of practice can facilitate learning and be recognized as a way to promote faculty development.

### PCW37: AMEE Hackathon: Stepping into the intersection

**Half-day: 1330-1630**

**Level: All**

Rakesh Patel, John Sandars, Natalie Lafferty on behalf of the AMEE eLearning Committee

The future of medical education lies in a closer collaboration between medical teachers, psychologists, learning technologists and educationalists (Harden, 2010). Fostering collaborations may be difficult since expertise is often geographically spread and dedicated time to develop ideas is in short supply. An AMEE 'Ideathon', more colloquially known as a 'Hackathon' or 'Hack Day' to learning technologists can overcome these problems since 'like-minded' teams come together to experiment, improvise, create, play and generally 'hack stuff together'. 'Hacking' in this context is about solving problems, exploring and creating with new data as well as sharing good practice in medical education. The AMEE Hackathon (#ameehack) is a prelude to a longer event scheduled for AMEE 2015 in Glasgow. Medical teachers, psychologists, learning technologists and educationalists will be invited to tackle challenges facing medical education today, with prizes for the most innovative design/promising idea.

### Effective Use of Space for Learning: Can you help?

Jonas Nordquist and Andrew Laing (Plenary 6A, page 19) are looking for examples of new kinds of classrooms and informal learning spaces from around the world that have been created or redesigned from existing facilities to respond to emerging trends in teaching and learning. If your institution has created spaces that respond to issues such as: virtualization of the classroom; more competency based curricula; peer-to-peer learning; student centred teaching; or team-based learning, please share your project and photos with them. Please reply to Dr Jonas Nordquist (Jonas.Nordquist@ki.se) A Special Interest Group on the topic has also been set up: See <http://www.mededworld.org/SIGs.aspx>

## Faculty Affairs: Systems and policies that will support faculty vitality, engagement, satisfaction and retention

*Changes in healthcare and medical education have placed increased and conflicting expectations on faculty in a medical school. A Special Interest Group has been created within MedEdWorld focused solely on faculty affairs with the aim of fostering dialogue and promoting and communicating emerging issues and challenges faced by faculty members in medical schools. You are invited to join the SIG, in preparation for a conference workshop at AMEE 2014 to explore the issues raised. The SIG leader is Elza Mylona: MylonaE@EVMS.edu*

## AMEE Orientation Session

Sunday 31 August (1600-1700)  
MiCo Milano Congressi, South Wing

If you are a first-time attendee, 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 afterwards (included in registration fee, but please register for the session).



# AMEE 2014 Main Conference Programme

SUNDAY 31 August

## SESSION 1

1730-1930

### Plenary I

Chair: Ronald M Harden (UK)



1730-1800

### Introduction to the Conference

1800-1830

### Plenary 1A

*Training the Doctor of the Future - from the perspective of the Editor of the Lancet*

Richard Horton, Editor-in-Chief, The Lancet



**Richard Horton** is Editor-in-Chief of *The Lancet*. He joined *The Lancet* in 1990. Richard was the first President of the World Association of Medical

Editors and he is a Past-President of the US Council of Science Editors. He is an honorary professor at the London School of Hygiene and Tropical Medicine, University College London, and the University of Oslo. He has received honorary doctorates in medicine from the University of Birmingham, UK, and the Universities of Umea and Gothenburg, Sweden. In 2011, he was appointed co-chair of the independent Expert Review Group overseeing delivery of the UN Secretary-General's Global Strategy of Women's and Children's Health. Richard received the Edinburgh medal in 2007 and the Dean's Medal from Johns Hopkins School of Public Health in 2009. He is a Council member of the University of Birmingham. He has written two reports for the Royal College of Physicians of London: *Doctors in Society* (2005) and

*Innovating for Health* (2009). He wrote *Health Wars* (2003) about contemporary issues in medicine and health. In 2011, he was elected a Foreign Associate of the US Institute of Medicine.

1830-1840

### Questions and discussion

1840-1910

### Plenary 1B

*Disruption, Distraction, Diversion or Delight: The Love/Hate Tug of War between Technology and Medical Education*

Lawrence Sherman, Senior Vice President, Educational Strategy at Prova Education

Technology and medical education are often viewed as necessary bedfellows, but not without dispute. The debate often exists about just how to incorporate the "right" technologies at the "right" time and the "right place" when considering the medical education continuum. There are advocates of keeping things status quo, while others (often deemed cowboys and zealots) who believe that technology should replace many existing (standard) platforms. All, however, are interested in preserving Excellence in Medical Education. This plenary talk will take a lighthearted and humorous approach to understanding this technology tug of war, in which there will be an opportunity to see one view about where technologies can, should and will fit in. There will also be a focus on just how technology can help the current and future healthcare providers improve communication with each other and, dare I say, with their patients as well. There are detractors who believe that technology will irreparably damage the physician/patient relationship while others see technology as the link that has been missing in

this relationship. Over the course of 30 minutes these topics will be discussed, and it is hoped that the audience will be active participants in the presentation, regardless of which view they have!



**Lawrence Sherman, FACEHP, CCMEP**, Senior Vice President, Educational Strategy at Prova Education, has been

involved in continuing medical education for the last 19 years. He has spent the majority of this time designing, developing, delivering and evaluating CME courses for physicians and other healthcare professionals around the world. He is a Fellow of the Alliance for Continuing Education in the Health Professions, a founding advisor to the NC-CME (the organization that certifies CME professionals in the US), an instructor at the Emergency Medical Institute at the Center for Learning and Innovation of the North Shore/Long Island Jewish Health System in New York, and has taught healthcare communications at the Center for Communicating Science at the State University of New York, Stony Brook. He currently hosts *Lifelong Learning*, a radio show broadcast on *ReachMD* via satellite radio in the US and via *reachmd.com* and a mobile app for smartphones worldwide.

Lastly, Lawrence frequently lectures around the world on topics including: roles of social networking in CME; regulations and guidelines in CME; international/global CME and CPD; healthcare communications; outcomes measurements in CME; the use of emerging technologies in medical education; strategic medical education. Having once been a stand-up comedian in New York, his lectures and presentations tend to combine humor, compelling content, and audience involvement.

1910-1920

**Questions and discussion**

1925-1930

**Presentation of Miriam Friedman Ben-David Award**

1930-2130

**Opening Reception and Entertainment – Exhibition open**

Entertainment, food and wine, and the chance to renew acquaintances, as well as the chance to look around the Exhibition. Takes place at MiCo Milano Congressi (included in registration fee for registered participants. Guest tickets available at £30)

**MONDAY 1 September****SESSION 2**

0830-1015

**Simultaneous Sessions****Symposium 2A**

*Competencies and Milestones: Will those who ignore the past be condemned to repeat it?*

**Panel:** Debra Klamen (Southern Illinois University School of Medicine, USA), Reed Williams (Indiana University School of Medicine, USA), Nicole Roberts (Southern Illinois University School of Medicine, USA), Anna Cianciolo (Southern Illinois University School of Medicine, USA)

Competencies and milestones are on the minds of medical educators around the world. For example, the United States Accreditation Council for Graduate Medical Education developed “outcomes-based milestones for resident performance within the six domains of clinical competence. The milestones are competency-based developmental outcome expectations that can be demonstrated progressively by residents and fellows from the beginning of their education through graduation to the unsupervised practice of their specialty.” At first glance, these new requirements will demonstrate accountability of the effectiveness of graduate medical education, but the unintended consequences may outweigh potential benefits. Looking from an assessment standpoint from inside medical education, and outside medical education in the K-12 and Department of Defense educational systems, one can see that following the competency and milestone roads perhaps is not a desirable direction. Attending this session will inform participants of what has been tried previously, and hopefully,

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warn them against repeating the same mistakes.

**Symposium 2B**

*Creating effective learning with new technology in the 21st Century: The importance of educational theories. An AMEE eLearning Committee Symposium*

**Panel:** John Sandars (Leeds Institute of Medical Education, University of Leeds, UK), Goh Poh Sun (Yong Loo Lin School of Medicine, Singapore), Natalie Lafferty (University of Dundee, UK), Patricia Kokotailo (University of Wisconsin, USA), Rakesh Patel (University of Leicester, UK)

There is an increasing variety of technology available to the 21st medical educator, from social media (such as Twitter and You Tube) facilitating free open access education (FOAMed) to large knowledge repositories and simulations to Massive Open Online Courses (MOOCs). The challenge for all medical educators is to resist the temptation of adopting the latest technology without considering how the technology can be used to facilitate effective learning. This symposium will offer participants a range of established and newer educational theories, from multimedia design and deliberate practice to ecology of learning and connectivism, and illustrate how these theories can critically inform the use of technology to create effective personal and collaborative learning. Participants will have the opportunity to consider the extent to which they currently use theory to create learning opportunities with technology and to explore how they can produce innovative learning with technology by the use of newer theories.

**Symposium 2C**

*From Patient to Instructor: Honoring patient engagement in medical education*

**Panel:** Nancy McNaughton (University of Toronto, Canada) (Moderator), Julie Thorne (CHIME, University of Toronto, Canada), Ann-Helen Henriksen (University of Copenhagen, Denmark), Jools Symmons (University of Leeds, UK), Angela Towle (University of British Columbia, Canada), Charlotte Ringsted (University of Toronto, Canada) (Co-moderator)

There is growing recognition within medical education that patients, with experience in their own medical conditions, can provide unique insights into medical student learning. Increasing engagement of patients in different types and levels of training raises important educational and ethical questions for us as educators and health care

practitioners. This symposium brings together medical educators from around the world presenting their own work with patients as educators and diverse perspectives on issues related to patient involvement in medical training. How are patients being involved in medical training? What benefits and challenges result from engaging patients in medical training? What are important considerations for patients engaged in medical training?

Participants will learn about different ways of engaging patients in medical education and be encouraged to reflect on patient involvement within their own institutions.

**Short communications, research papers, posters, eposters, workshops, exhibition**

1015-1045

**COFFEE BREAK****SESSION 3**

1045-1230

**Simultaneous Sessions****Symposium 3A**

*Where is the line between sloppy and scientifically irresponsible? A discussion to promote excellence in medical education research*

**Panel:** Erik Driessen (Maastricht University, the Netherlands), David A. Cook (Mayo Clinic College of Medicine, Rochester, USA), Lorelei Lingard (Western University, Canada), Cees Van der Vleuten (Maastricht University, the Netherlands), Nynke Van Dijk (University of Amsterdam, the Netherlands)

In 2011, a Dutch “media star” professor in social psychology appeared to have drawn on fantasy instead of flesh and blood respondents for his studies. Some of these studies were published in high impact factor journals such as *Science*. This case brought into the spotlight the very thin line between correct and incorrect scientific behavior. This symposium reflects on this thin line to stimulate a nuanced discussion of scientific sloppiness as it relates to medical education research. We will consider varying scenarios. For example, if you try a statistical test other than the originally-planned test and this gives “better” results, which should you report? Where is the line between intuitive interpretive leaps and distortion in qualitative research? What degree of contribution truly justifies co-authorship? Does incomplete reporting inadvertently (or intentionally) hide important study details? We invite all researchers, both seasoned and aspiring, to join

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this conversation on how to prevent “sloppiness” in our research.

### Symposium 3B

*Validity Issues in Medical Education Assessment*

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**Panel:** Katharine Boursicot (Lee Kong Chian School of Medicine, Singapore), Christy Boscardin (UCSF, USA), Richard Fuller (University of Leeds, UK), Marjan Govaerts (Maastricht University, the Netherlands), Saskia Wools (CITO, the Netherlands), Trudie Roberts (University of Leeds, UK) (Chair)

There are changing ideas, definitions and debates about the concept of validity in the assessment world. While the traditional psychometric discourse has been, and is still, dominant in medical education assessment, there are growing concerns that there are limitations to this view. This symposium scrutinises medical education assessment in relation to more modern argument-based approaches to validity, by bringing together different researchers to provide an international perspective of how far the modern views of validity have impacted on medical education testing.

The presentations will explore validity issues in a range of assessments used in medical education and evaluate to what extent their claims for validity match the criteria described in Standards for Educational and Psychological Testing. Participants will be able to engage in discussions about the wider outlook provided by the unitary concept of validity, with its requirement to consider a range of different factors/evidence when making interpretations of test results, especially in high-stakes situations.

### Symposium 3C

*Diversity drives innovation: Bringing together healthcare simulation and clinical educators to develop scholarship through collaboration*

**Panel:** Ryan Brydges, Walter Eppich, Elizabeth Molloy, Doris Ostergaard, Simon Edgar (Co-chair), Debra Nestel (Co-chair) On behalf of AMEE Simulation Committee

The use of simulation as an educational method in healthcare education is wide reaching. Within the simulation community, scholarly activity is undertaken with simulation educators and researchers working with colleagues from diverse disciplines. Similarly, clinical educators in the workplace support diverse educational activities. This symposium explores the critical concepts of feedback and debriefing. We start in a simulated setting identifying considerations for feedback associated with learning psychomotor skills

using task trainers and then progress to learning teamwork skills through debriefing after immersive simulations. We then shift our focus to the workplace and consider feedback in two scenarios – clinical supervision and high stakes assessments. By exploring feedback and debriefing practices from four different contexts and two important settings, we seek to advance educational scholarship by identifying areas of intersection in feedback and debriefing practices in these different settings.

**Short communications, research papers, posters, eposters, workshops, exhibition**

1230-1400  
**LUNCH BREAK**

## SESSION 4

1400-1530  
**Simultaneous Sessions**

### Symposium 4A

*Simulation-based Mastery Learning in Medical Education*

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**Panel:** William McGaghie (Loyola University Chicago Stritch School of Medicine, Chicago, USA), S. Barry Issenberg (University of Miami Miller School of Medicine, USA), Diane B. Wayne (Northwestern University Feinberg School of Medicine, USA), Doris Ostergaard (Herlev Hospital and University of Copenhagen, Denmark)

The use of simulation-based mastery learning (SBML) for acquisition of clinical skills and professionalism is growing rapidly in medical education. Mastery learning is a stringent form of competency-based education where high achievement is expected of all learners with little or no outcome variation. Clinical skills include invasive and surgical procedures and communication with patients, families, and health professionals. Research demonstrates that SBML, used under the right conditions (e.g., curriculum integration, deliberate practice, rigorous measurement, feedback, faculty preparation, organizational support), can have large and sustained effects on knowledge and skill acquisition and maintenance among medical learners. Research also shows that SBML can achieve translational outcomes measured by improved patient care practices and patient and public health outcomes. This symposium will have four presentations: (a) SBML features, (b) outcome measurement, (c) translational results, (d) implementation issues, and will include ample time for audience participation and discussion.

### Symposium 4B

*New Perspectives on Curriculum and Course Design: The End of PBL?*

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**Panel:** Jeroen Van Merriënboer (Maastricht University, the Netherlands), Diana Dolmans (Maastricht University, the Netherlands) (Presenter), Geoff Norman (McMaster University, Canada) (Discussant), Ann Roex (University of Leuven, Belgium) (Presenter), Feikje van Stiphout, University Medical Center Utrecht, the Netherlands (Presenter)

How can curriculum and course design be optimised to achieve the best possible results? PBL seemed to be the answer, but new perspectives stress the importance of gradual development of professional competencies. Four-component instructional design (4C/ID), for example, supports a gradual development by sequencing learning tasks from simple to complex, and tasks are combined with guidance/support that gradually decreases in the learning process. 4C/ID is based on solid psychological principles and emphasises the characteristics of learning tasks: They are based on real-life tasks and preferably involve knowledge, skills and attitudes. This new perspective differs not only from traditional discipline-based curricula, but also from PBL curricula where knowledge is typically taught in PBL groups, skills in a skills lab, and attitudes in simulated patient contacts. This symposium will explore differences and commonalities between competency-based and PBL curricula. Contributors will debate the question: Is this the end of PBL?

### Symposium 4C

*PhD Programs in Health Professions Education: Who, What, Where, Why and How?*

**Panel:** Ara Tekian (University of Illinois at Chicago College of Medicine, USA), Olle ten Cate (University Medical Centre Utrecht, the Netherlands), Steven Durning (Uniformed Services University of the Health Sciences, Bethesda, USA), Charlotte Ringsted (The Wilson Centre, University of Toronto and University Health Network, Toronto, Canada), Lambert Schuwirth (School of Medicine, Flinders University, Adelaide, South Australia)

During the past decade, a significant number of PhD programs have been established in health professions education (HPE) worldwide, to meet increased demand for preparing scholarly leaders. There are various routes to achieve this goal, from enrolment in structured programs with coursework and thesis, to working under the supervision of experts and publishing research papers in refereed journals. This symposium describes the current

status of these programs, debates and explores issues of disciplinary diversity and traditions, and deliberates perspectives of institutions, faculty, and students by answering the questions – who, what, where, why, and how.

**Short communications, research papers, posters, eposters, workshops, exhibition**

## 1530-1600 COFFEE BREAK

## SESSION 5

### 1600-1730 Simultaneous Sessions

#### Symposium 5A

*Building Continuous Quality Improvement into an Accreditation System: Benefits and Challenges*



**Panel:** Barbara Barzansky (Liaison Committee on Medical Education/American Medical Association), Geneviève Moineau (Association of Faculties of Medicine of Canada/ Committee on Accreditation of Canadian Medical Schools, Canada), Dan Hunt (Association of American Medical Colleges, USA), Ducksun Ahn (Korean Institute of Medical Education and Evaluation) (invited), Chi-Wan Lai (Taiwan Medical Accreditation Council) (invited)

Accreditation is a summative process where schools are judged on their compliance with defined standards at a particular point in time. However, compliance with standards is often not achievable by a school working hard just before an accreditation review. This means that there is a need to include an on-going system of continuous quality improvement (CQI) related to accreditation expectations and educational quality as part of the process. This raises some controversial questions and challenges, for example: How, if at all, should the CQI and accreditation processes be linked? Should accreditors make CQI mandatory? Should CQI be formative? Should the results be known by accreditors? These and related questions will be debated by the panellists and discussed by the audience. By the end of the session, participants should understand the range of options for a CQI process focused on achieving and maintaining compliance with accreditation standards.

#### Symposium 5B

*Recent Developments in Research on Clinical Reasoning and Implications for Medical Education*



**Panel:** Geoff Norman (McMaster University, Canada), Henk Schmidt (Department of Psychology, Erasmus University Rotterdam, The Netherlands), Silvia Mamede (Institute of Medical Education Research Rotterdam, Erasmus MC, The Netherlands), Steven Durning (USUHS, Bethesda, USA), Martine Chamberlain (University of Sherbrooke, Québec, Canada)

Geoff Norman will review dual processing theories of clinical reasoning. Henk Schmidt will share recent studies on potential sources of diagnostic errors and strategies to minimize them. Silvia Mamede will present research on the use of structured reflection as an instructional approach in clinical teaching. Within the same line of investigation, Martine Chamberlain will bring new insights about the effects on learning of self-explanation while solving clinical problems. Steven Durning will present research on instructional authenticity and its relation to learning clinical reasoning.

Through this series of presentations, the symposium will provide participants with an overview of recent research on different aspects of clinical reasoning development. Subsequent discussion with the audience will explore what we can learn from this research to improve clinical teaching.

#### Symposium 5C

*Personalised Medicine: Implications for Medical Education*

**Panel:** Olga Golubnitschaja (Friedrich-Wilhelms-University of Bonn, Germany), Vincenzo Costigliola (European Medical Association, Italy), Josep Grifoll Sauri (AQU/ENQA/INQAAHE, Barcelona, Spain), Maria Rosa Fenoll Brunet, Universidad Rovira i Virgili, Barcelona, Spain) (Chair)

The new trends in advanced healthcare aim to promote a paradigm shift from delayed intervention to predictive medicine tailored to the person, from reactive to preventive medicine and from disease to wellness. The cost-effective management of diseases and the crucial role of predictive, preventive and personalised medicine (PPPM) in the modernisation of healthcare have been acknowledged as priorities by health-related institutions and considered a cross-cutting priority for funding research programmes, like Horizon 2020 in Europe. This symposium will explore the challenges and strategies for implementing multidisciplinary programmes towards an integrative approach to PPPM in the training of future generations of health care professionals.

**Short communications, research papers, posters, eposters, workshops, fringe exhibition**

## TUESDAY 2 September

## SESSION 6

### 0830-1015 Plenary 2

*Chair: Trudie Roberts (University of Leeds, UK/AMEE)*

### 0830-0930 Plenary 6A

*Directions for change in design of learning spaces for health professions: global insights*

Jonas Nordquist (Karolinska Institutet, Stockholm, Sweden), Andrew Laing (AECOM, New York, USA)

Physical space has been neglected in its impact on the success of learning. Health programs are accommodated in traditional didactic learning spaces: lecture theatres, seminar rooms, and separate buildings for academic disciplines. Hospitals have limited provision for student learning. Yet learning patterns and educational methods have been transformed. What are the trends globally in providing high performance learning spaces that respond better to emerging needs? What are the key design features? What can we learn from the innovative work and learning spaces in the corporate and other sectors? This plenary will address the overall issue of aligning the curriculum with physical learning spaces.



**Jonas Nordquist, PhD**, is the director of the Medical Case Centre at Karolinska Institutet and he is the associate DIO, in charge of the strategic educational

development for the residency programs at the Karolinska University Hospital. He received his PhD in political science from Stockholm University in Sweden in 2001 and joined Karolinska Institutet in 2003. Dr. Nordquist is a Harvard-Macy scholar in medical education at Harvard Medical School. He has been involved in projects in more than 40 countries around the world and is the author of three books and several peer-reviewed papers. He is an affiliated scholar at the Wilson Centre, University of Toronto. He is also visiting faculty at the International Medical University in Kuala Lumpur, Malaysia; Makerere School of Medicine, Kampala, Uganda; medical educational expert to the University of Addis Ababa, Ethiopia; visiting professor and external assessor to the Guatemala Medical Academy. He has served as a WHO expert in medical education. Dr. Nordquist's research focuses on educational leadership and

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also currently on how physical space impacts on learning.



**Andrew Laing, PhD**, is the global practice leader for the Strategy + consulting practice at AECOM, (formerly DEGW). The practice specializes in

research and advice to clients on the design performance of work and learning environments. He joined DEGW in 1989 and took a lead role in developing the firm's consulting services worldwide, founding the North American practice in 1998 after working in London since 1989. He received his PhD in urban studies and planning from MIT in 1988, and studied architecture and planning at University College London. Dr. Laing is also a visiting lecturer at Princeton University, School of Architecture, a Senior Fellow at the Center for Urban Real Estate at Columbia University, Graduate School of Architecture, Planning and Preservation, and a Senior Fellow at the Global Cities Institute, University of Toronto. His interests span the changing worlds of work, learning, information technology and the design of places at multiple scales from the workplace to the city. His clients have included Accenture, Ford, Google, GlaxoSmithKline, Microsoft, Nike, Novartis, and the United Nations, among others. He co-authored the books: *The Responsible Workplace* (1994) and *New Environments for Working* (1998) and published many articles.

0930-0945

### Questions and discussion

0945-1015

### AMEE ASPIRE Award Presentations

1015-1045

### COFFEE BREAK

## SESSION 7

1045-1230

### Simultaneous Sessions

#### Symposium 7A

*Advancing Clinical Education through Longitudinal Integrated Clerkships*

**Panel:** Chris Roberts (University of Sydney, Australia), David Hirsh (Cambridge Health Alliance, USA), Jill Thistlethwaite (The University of Queensland School of Medicine, Australia), Diana Dolmans (School of Health Professions Education (SHE), Maastricht University, the Netherlands)

This symposium is aimed at those wishing to conceive, build, and study Longitudinal Integrated Clerkships (LIC) in order to advance clinical education.

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Internationally, LICs are gaining in popularity as an alternative to traditional block rotations. The presenters bring a wealth of diverse experiences of LICs from Harvard, Maastricht, and Outback Australia, and will share innovative theoretical insights. It has been suggested that the impact of LICs could be as radical for medical education as the introduction of problem-based learning. Research suggests that "educational continuity" benefits students and the communities in which they serve, particularly in under-resourced settings. LICs are effective for advancing student learning of science and clinical practice, enhancing professional identity, and supporting workforce goals such as retaining students for primary care and rural and remote practice. So far relatively few established LICs currently exist, and there are differing models. The symposium will provide ideas for all medical schools wishing to incorporate some of the general principles of LICs in their clinical education programmes.

#### Symposium 7B

*Variations on the theme of professionalism: Students' experiences of professionalism dilemmas across culture*

**Panel:** Ming-Jung Ho (National Taiwan University, Taipei, Taiwan), Lynn Monrouxe (Cardiff University, UK), Charlotte Rees (University of Dundee, UK), Madawa Chandratilake (University of Kelaniya, Sri Lanka), Fabrizio Consorti (Sapienza University of Rome, Italy), Shiphra Ginsburg (University of Toronto, Canada)

Professionalism has become a competency international medical educators strive to cultivate. Students' professional formation is influenced by their experiences of professionalism dilemmas, and new developments in research show that cultural context can impact their reactions to professional challenges. In this symposium, Lynn Monrouxe and Charlotte Rees will present their study of students' personal incident narratives (PINs) of professionalism dilemmas in England, Wales, and Australia. Madawa Chandratilake will present a study employing the same method in Sri Lanka. Ming-Jung Ho will present the PINs of Taiwanese students followed by comparative studies of Taiwanese students' reactions to standardized video clips of professionalism dilemmas versus the reactions of international students in Taiwan. Fabrizio Consorti and Shiphra Ginsburg will present studies from Italy and Canada using the same video clips. We expect active

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participation from the audience in the discussion session following the stimulating presentations.

Short communications, research papers, posters, eposters, workshops, exhibition

1230-1400

### LUNCH BREAK

1245-1345

### AMEE Annual General Meeting

## SESSION 8

1400-1530

### Simultaneous Sessions

#### Symposium 8A

*Make your teaching count: Initiatives to elevate the status of the Medical Educator*

**Panel:** Katherine Hyland (UCSF School of Medicine, USA), Manuel João Costa (University of Minho School of Health Sciences, Portugal), Aviad Haramati (Georgetown University School of Medicine, USA), Amy Wilson-Delfosse (Case Western Reserve University School of Medicine, USA) (Moderator)

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Medical educators around the globe experience competing demands on their professional time that include research, patient care and administrative responsibilities just to name a few. In this time when most professional rewards and recognition are prioritized toward research and patient care, it is critical that medical educators consider how they can most effectively promote their teaching and research in medical education locally, nationally and internationally. In this symposium, participants will learn about three initiatives aimed at promoting careers and scholarship in medical education: (1) The Impact of Teaching Academies on the Educational Mission at Academic Health Centers in the US (Katherine Hyland); (2) Catalyzing the Scholarship of Teaching through Medical Education Research Partnerships (Manuel João Costa); (3) Creating an Institutional Mandate for CENTILE (Center for Innovation and Leadership in Education) (Aviad Haramati). The presentations will be followed by a question and answer period and general discussion.

#### Symposium 8B

*Embracing Uncertainty in Research Findings: Exploring how research assumptions influence outcomes*

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Online!  
Session

in qualitative and quantitative paradigms

**Panel:** Benjamin Boerebach (Academic Medical Center, University of Amsterdam, The Netherlands), Onyebuchi Arah (University of California, Los Angeles, USA), Lorelei Lingard (Western University, Ontario Canada)

In both qualitative and quantitative studies there is a reasonable chance for researchers' assumptions to influence research outcomes. Choices or assumptions regarding underlying theories, selected methodologies, causal relations, non-responders, sampling strategies and researchers' perceptions induce uncertainty about research findings. Researchers tend to treat these factors as potential study limitations, but how they may impact research findings is rarely explicated and therefore mostly unknown. We will introduce innovative hands-on approaches to address and interpret potential influencing factors in medical education research. We will demonstrate how two different qualitative approaches of the same data influence the insights that emerge. We will explain how researchers can quantify the potential impact of specific assumptions on their research outcomes using sensitivity or bias analyses. Across specific paradigms, we aim to inspire researchers to address uncertainty in research findings more explicitly, for example by using alternative models to answer the same research question.

Short communications, research papers, posters, eposters, workshops, exhibition

1530-1600  
COFFEE BREAK

## SESSION 9

1600-1730  
Simultaneous Sessions

**Symposium 9A**  
*The Value, Place and Effectiveness of Research in the Undergraduate/ Postgraduate Curriculum*

**Panel:** Davinder Sandhu, Dario Torre, Anthony Artino, Jonathan Sandy, Eric Holmboe (representing AMEE Postgraduate Committee and AMEE Research Committee)

This symposium is intended to reposition the purpose and value of research in the second decade of the 21st century. There are several fundamental questions that will be addressed. What is meant by research? Why is Research Important? Who should do it? When is the optimum time to undertake it? There are other challenges and areas where we seek more elucidation. Is the undergraduate



and postgraduate curriculum informed by research, and what opportunities are there to engage with research and research undertaking staff? How satisfied are we that the structures are right to allow research in a timely fashion? Is a research degree increasingly a badge of honour and a marker of ability, perseverance and ambition? Are we getting the outcomes we seek? Should research be obligatory as it is in some postgraduate programmes? Equally we must remember that many institutions do not get rewarded for teaching but rely on their research income to run programmes and departments. All these statements need to be examined and debated in earnest.

**Symposium 9B**  
*The Science of Learning and Change in Continuing Professional Development*

**Panel:** Jann Balmer GAME- Global Alliance for CME/ University of Virginia School of Medicine, USA), Jonas Nordquist (Karolinska Institutet, Stockholm, Sweden), Don Moore (Vanderbilt School of Medicine, Nashville, USA), Robert Galbraith (Past President, Global Alliance for Medical Education, USA), Maureen Doyle-Scharff, Pfizer Inc, New York, USA)

This symposium focuses on the theoretical and translational foundations of continuing professional development (CPD). A panel discussion format will highlight three themes that are critical to effective continuing education (CE) and continuing professional development: 1) competence and assessment of learning and change, 2) Complex learning and application, and 3) the importance of Micro and Macro Systems learning. The theoretical foundations for learning and change, knowledge translation and integration into practice are essential to building a framework for educational growth and ongoing competence. Effective CE/CPD closely aligns quality improvement data with the demands and expectations of the workplace environment, linking profession-specific behaviors with interprofessional competencies necessary in the workplace environment. As CPD builds on theoretical and evidence-based approaches, CPD professionals need to assess the impact of micro and macro systems on the desired individual and team performance behaviors and competencies necessary for improved care outcomes.

Short communications, research papers, posters, eposters, workshops, fringe, exhibition



WEDNESDAY 3 September

## SESSION 10

0830-1015  
Simultaneous Sessions

**Symposium 10A**  
*From Professionalism to Professional Identity Formation: A Journey, Not a Destination*

**Panel:** Yvonne Steinert (Centre for Medical Education, McGill University, Canada), Richard Cruess, Sylvia Cruess, Donald Boudreau, Linda Snell (McGill University, Canada), Frederic Hafferty (Mayo Clinic, USA)



Although there is a growing consensus that professionalism is fundamental to the practice of medicine and that it must be taught, learned, and evaluated throughout the continuum of medical education, medical educators have paid much less attention to professional identity and its formation. We also know that a central function of a medical school is to provide the learner with "a professional identity so that he can come to think, act, and feel like a physician" (Merton, 1957). The goals of this symposium are to: link the notion of professionalism to professional identity formation; discuss the role of socialization in medical identity formation; and provide an example of how one educational program supports students in their journey from layperson to professional. Principles of fostering professional identity formation will also be explored as will educational strategies that can help us move from teaching professionalism to supporting professional identity formation.

**Symposium 10B**  
*The Educational Culture in Medical Schools*

**Panel:** Stijntje Dijk (IFMSA Standing Committee on Medical Education Director), Agostinho Moreira de Sousa (IFMSA Liaison Officer for Medical Education issues) and partners in organizations related to medical education and health



The goal is to open the discussion on the culture of education in medical schools. It is important to debate the actual situation and create a holistic overview by promoting an interactive discussion with the main speakers that includes the students' perspective. Topics to be addressed include: innovative teaching methods that are being practiced at present; medical students' and young doctors' health; the environment of learning, and the presence or absence of the culture of bullying and reporting

in medical schools; interprofessional education and collaboration; students' integration in the first year of medical school; students' adaptation for the job market; other sources and educational tools that students are using to enrich their education. With this debate, participants will have a global overview of what the culture of education of medical schools is nowadays, what it should be and what are the expectations and challenges for the future.

Short communications, research papers, posters, eposters, workshops, exhibition

1015-1045  
**COFFEE BREAK  
SESSION 11**

1045-1230  
**Plenary 3**

*Pursuit of Excellence in Evaluation in the Health Sciences*



The National Board of Medical Examiners (NBME) established the John P Hubbard Award in 1983 in special tribute to the late John P Hubbard, MD who served as the chief executive of NBME for 25 years. This award recognizes individuals throughout the world who have made a significant and sustained contribution to the assessment of professional competency and educational program development at any level along the continuum of medical education and delivery of healthcare. This session will feature the work of three recipients of the Hubbard Award and consider the impact of their work on assessment worldwide.



**Moderator:** Lewis First (Chair, NBME Executive Board/University of Vermont School of Medicine USA)

1045-1110  
**11A**

**Ronald Harden**

General Secretary/Treasurer, AMEE, UK  
Hubbard Award Winner: 1992



Ronald Harden MD is Professor of Medical Education (Emeritus) University of Dundee, Professor of Medical Education, Al-Imam

University, Editor of Medical Teacher and General Secretary/Treasurer of AMEE. Ideas which he has pioneered include the OSCE, the spiral curriculum and the SPICES model for curriculum planning and models for outcome-based education. He has published more than 400 papers and two best-selling books. His contributions to medical education have

attracted numerous awards including an honorary fellowship of the Royal College of Physicians, Surgeons of Canada, the Hubbard Award by the National Board of Medical Examiners in the USA, and The Karolinska Institutet Prize for Research in Medical Education. He was awarded the OBE by the Queen for his services to medical education.

1110-1135  
**11B**



**David Newble**, Professor of Medical Education, School of Medicine, Flinders University, South Australia  
Hubbard Award Winner: 1997

David Newble MD, FRACP, FRCPE graduated in Medicine from Edinburgh University (1965). He migrated to Australia and undertook clinical training as a Physician (Internist) and research training as an immunologist (MD, 1975). He spent the majority of his career as a medical academic at the University of Adelaide developing a special interest in Medical Education – curriculum development, assessment of clinical competence and student learning. In 1999 he was appointed foundation Professor of Medical Education at the University of Sheffield (UK) and now holds an honorary position as Professor of Medical Education at Flinders University in South Australia. More recently he worked as a curriculum development consultant to medical, dental and veterinary schools in Australia and New Zealand. Has published over a 100 papers and co-authored several well-known books including 'The Handbook for Medical Teachers' and the 'International Handbook of Research in Medical Education'. His work led to the John Hubbard Award in 1997.

1135-1200  
**11C**

**Richard Reznick**

Professor, Department of Surgery  
Dean, Faculty of Health Sciences, Queen's University, Canada  
Hubbard Award Winner: 2000



Richard Reznick MD received his undergraduate education and medical degree from McGill University, a Masters in medical education from Southern Illinois University and a fellowship in colorectal surgery at the University of Texas, Houston. At the University of Toronto he was inaugural Director of the Wilson Centre, Vice President of Education at

UHN and R. S. McLaughlin Professor and Chairman of the Department of Surgery. In July 2010, Dr. Reznick assumed the position of Dean, Faculty of Health Sciences at Queen's University and Chief Executive Officer of the Southeastern Ontario Academic Medical Organization (SEAMO).

1200-1215  
**Discussion with panel members and audience**

1215  
**Announcement of AMEE Conference Prizes**

**A look ahead to AMEE 2015, Glasgow, UK**

1230  
**Close of Conference**

## Calling all ESME Alumni!

Since their introduction in 2005, the popular AMEE Essential Skills in Medical Education (ESME) courses have helped hundreds of teachers in medicine and the healthcare professions to develop their teaching skills. If you have taken part in any of the ESME, ESMEA, RESME, ESTEME, ESMEsim, ESCEL or ESCEPD Courses – either Face-to-Face or Online - and are planning to come to AMEE 2014 in Milan, please join us in our 10th Anniversary Celebration! You are invited to make a short presentation on how the ESME Course has influenced your teaching in the session on Monday from 1600-1730 hrs and then join us afterwards for a short reception. If you would like to take part please contact the ESME Administrator, Dawn Mitchell: [esmeonline@dundee.ac.uk](mailto:esmeonline@dundee.ac.uk)



## General Information

**Location:** AMEE 2014 will take place at the MiCo – Milano Congressi, South Wing ([http://www.micmilano.it/Home\\_en.html](http://www.micmilano.it/Home_en.html)). The MiCo is located in downtown Milan, within walking distance of several hotels and has direct access to Milan's subway line 5.

**About Milan:** Milan is one of Europe's most accessible and welcoming cities linked with 200 destinations. It has ancient origins - it was the capital of the Western Roman Empire and boasts a unique, world-famous artistic heritage, of which the best known is Leonardo da Vinci's Last Supper. There are countless impressive buildings in the city that have tremendous character, in many different styles ranging from old Neo-classical Milanese palaces (palazzos) to ultra-modern towers and office blocks. Today the international centre of fashion and design, and a shopper's paradise, Milan is a vibrant, trendy city, brimming with things to do and with a constantly changing scenario of clubs, bars and restaurants.

**Getting to Milan:** Milan has three airports: Malpensa, Linate and Orio al Serio.

- Malpensa is the biggest airport in the

Milan area and is located approx. 50 km NW of Milan, just a few km. South of Lake Maggiore.

- Linate is smaller, a true city airport, just a few km East of the city center
- Orio al Serio is located near the town of Bergamo, some 50 km East of Milan.

**For further details visit:** [www.amee.org/conferences/amee-2014/travel,-accommodation-social](http://www.amee.org/conferences/amee-2014/travel,-accommodation-social)

### Entry to Milan and Travel Visas:

Visas are not required for those in possession of an EU passport, and those from Australia, Canada and USA can stay for up to 90 days. For all other countries we advise that you should contact your nearest Italian Embassy to check visa requirements. A list of embassies is available at the following website: <http://embassy.goabroad.com/embassies-of/Italy>.

If you need AMEE to supply a letter of invitation to support your application please contact [amee@worldspan.co.uk](mailto:amee@worldspan.co.uk) a minimum of 2 weeks before submitting your application, and **no later than 31 May**. The letter of invitation will be sent to you by email. If the Embassy needs the letter of invitation to be faxed or mailed, it is essential Worldspan is supplied

with the correct contact details. **Please Note:** Before a letter of invitation can be issued, you should formally register for the conference. Additional letter, hard copy letter and accompanying guest letter requests will incur an administration fee.

**Currency:** The currency in Milan is the Euro (€). The exchange rate in November 2013 is: £1 = €1.2; \$1 = €0.75. Credit cards are widely accepted in most hotels and major establishments.

**Weather:** The climate in Milan is typically Mediterranean, with high temperatures and sunny days in the summer. Typical temperatures in September range from 11c/52F to 24c/75F.

**Language:** All conference sessions will be conducted in English.

**CME Accreditation:** Credits are being requested from the UK Royal Colleges and the European Accreditation Council for Continuing Medical Education for full attendance at the main conference (1-3 September).

**Children:** Children are not permitted to attend any of the academic sessions and should not be left unattended at any time at the MiCo Milano Congressi.

## AMEE Live Online!

If you are unable to attend AMEE 2014 in person, the next best thing is to join AMEE Live Online! With live streaming throughout the Conference you can watch the opening session, all three plenary sessions and 18 symposia as they happen. You also have the option to text, email or tweet your questions and comments direct to the speakers, and you can hear live and recorded interviews with speakers and other conference participants in the lunch and coffee breaks. For details of sessions that will be streamed see pages 16-22 and look for the "AMEE Live Online! Session" logo.

Watch on your own or as part of a group, either live or at a later date. Sessions will be available for a minimum of one year after the event.

Fee: AMEE member: £100 (by 17 May); £120 (from 18 May)

Non-member (includes 1 year AMEE membership):  
£160 (by 17 May); £180 (from 18 May)

Fee includes access from one device, as well as access to the Conference App and the option to take part in the discussion forums set up for the event in MedEdWorld.

Register for AMEE Live Online! on the AMEE website [www.amee.org](http://www.amee.org) and not on the main Conference registration website

AMEE is pleased once again to be working with Worldspan, a Professional Conference Organiser, in the organisation of AMEE 2014. Worldspan will be managing the registration process both before the conference and onsite in Milan.

Register online at <https://www.eiseverywhere.com/ehome/73404/delegates/>

All enquiries should be directed to: Worldspan Group, Commodore House, North Wales Business Park, Abergele, Conwy LL22 8LJ, UK. Tel: +44 (0)1745 828400; Fax: +44 (0)1745 828404; Email: [amee@worldspan.co.uk](mailto:amee@worldspan.co.uk)

Confirmation of registration will be emailed as soon as possible. Register by 17 May to qualify for the early registration rate.

Registration fees: Payment may be made in **GBP £ Sterling only**

AMEE 2014 registration fees include: Attendance at the main conference sessions (31 August -3 September) including conference workshops (according to availability); lunch (1-2 September) and coffee breaks (1-3 September); Opening reception (31 August); Conference materials; 3 day public transport ticket (1-3 September).

| Registration Category  | By 17 May | From 18 May |
|--|-----------|-------------|
| AMEE member  | £430      | £470        |
| Non-member: includes 1 year AMEE membership(1)                             | £510      | £560        |
| AMEE Student member(2)   | £225      | £245        |
| Student non-member: includes 1 year AMEE membership(1,2)                   | £265      | £285        |
| Special rate country AMEE member(3)  | £325      | £375        |
| Special rate country AMEE non-member: includes 1 year AMEE membership(1,3) | £365      | £395        |

| Additions to registration                                       | By 17 May | From 18 May |
|---|-----------|-------------|
| ESME or ESMEA or ESCEPD or ESCEL or RESME course(4)             | £500      | £500        |
| FLAME or CALM Course (4)  | £500      | £500        |
| Combined FLAME and CALM Course(4)                               | £750      | £750        |
| Masterclass Sessions (4)  | £180      | £180        |
| Full day pre-conference workshops(5)                            | £130      | £130        |
| Half day pre-conference workshops(5)                            | £65       | £65         |
| Student pre-conference Workshop(4)                              | £35       | £35         |
| Opening Ceremony Guest Tickets (does not include travel ticket) | £30       | £30         |

| Registration for AMEE Live Online!                                  | By 17 May | From 18 May |
|---|-----------|-------------|
| AMEE Live Online!(6) AMEE member                                    | £100      | £120        |
| AMEE Live Online!(6) Non-member: includes 1 year AMEE membership(1) | £160      | £180        |

- AMEE membership includes 12 issues of Medical Teacher in print and online; access to MedEdWorld including webinars; discount on AMEE conferences, online courses and publications; opportunity to apply for grants and awards; voting rights in General Assembly. For full details see [www.amee.org/membership](http://www.amee.org/membership)
- Student registration is available to medical/healthcare professions students up to one year post-basic qualification only. It is not available for those on postgraduate courses, except graduate entry to medicine.
- See list on page 25 for countries qualifying for special rate.
- Includes lunch and coffee breaks.
- Includes coffee breaks only.
- Includes live streaming of plenary sessions on Sunday, Tuesday and Wednesday, two simultaneous symposia sessions on Monday, Tuesday and Wednesday, interviews with speakers and others and the ability to ask questions. Streaming may also be accessed for a minimum of 1 year after the event. One access entitles a participant to watch individually or as part of a group in one location.

Register for AMEE Live Online! on the AMEE website [www.amee.org](http://www.amee.org) See page 23 for details

**Payment:** Payment may be made by credit card or by bank transfer (accepting both sender and recipient bank charges) in GBP £ Sterling only. Please ensure that bank transfers are remitted to the Worldspan account as detailed on the invoice and not to the AMEE account. If you request an invoice to be sent to your institution, please make sure accurate details are provided. Payment should be remitted to Worldspan prior to commencement of the conference. Only by prior agreement may payment be made onsite at the registration desk.

**We strongly recommend you take out insurance to cover any potential loss of registration fees, travel and accommodation costs that might result from any medical condition or accident that may preclude your attendance at the conference.**

## Terms and conditions relating to registration for AMEE 2014

- Completion of the registration information signifies acceptance of the terms and conditions set out below.
- The registration fees may only be paid in GBP £ Sterling irrespective of your country of origin.
- AMEE 2014 Registration fee includes: attendance at main conference sessions (Sun-Wed) including conference workshops (according to availability); lunch (Mon-Tues) and coffee breaks (Mon-Wed); Opening Reception (Sun); Conference materials; Public transport ticket (3 days).
- Travel to Milan and accommodation is NOT included in the registration fee.
- Payment may be made by credit/debit card (VISA, Mastercard) or bank transfer in GBP £ Sterling 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.
- Cancellation policy for registration – a refund of previously paid registration fees will be made as follows – Notification in writing by 18 May 2014: full refund less GBP £50 administration fee; Notification in writing by 1 July 2014: 50% refund; Notification after 1 July: no refund.
- Cancellation policy for non-members joining AMEE: The cancellation charge for registration will apply as above, and a further deduction of £90 (Individual) and £39 (Student) membership fee will apply.
- 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.
- Please note in the event of cancellation, bank or credit card charges incurred by AMEE will not be refunded.
- This contract is governed by the laws of Scotland.



## Registration

### COUNTRIES QUALIFYING FOR 'SPECIAL RATE' REGISTRATION FEE

|               |            |                  |              |
|---------------|------------|------------------|--------------|
| Afghanistan   | Fiji       | Malawi           | Sierra Leone |
| Bangladesh    | Gambia     | Mali             | Solomon Is.  |
| Benin         | Georgia    | Mauritania       | Somalia      |
| Bhutan        | Guatemala  | Moldova          | Sudan        |
| Bolivia       | Guinea     | Mongolia         | Tajikistan   |
| Burkina Faso  | Guyana     | Morocco          | Tanzania     |
| Burundi       | Haiti      | Myanmar          | Togo         |
| Cambodia      | Honduras   | Nepal            | Tonga        |
| Cameroon      | Indonesia  | Nicaragua        | Uganda       |
| Cape Verde    | Iraq       | Niger            | Uzbekistan   |
| Chad          | Kenya      | Pakistan         | Vanuatu      |
| Comoros       | Kiribati   | Papua New Guinea | Viet Nam     |
| Congo         | Kyrgyzstan | Philippines      | Yemen        |
| Cote d'Ivoire | Lao        | Rwanda           | Zambia       |
| Croatia       | Lesotho    | Samoa            | Zimbabwe     |
| Eritrea       | Liberia    | Senegal          |              |
| Ethiopia      | Madagascar |                  |              |

**Note:** Italian participants may register at the 'special rate' registration fee.

### FREE REGISTRATION AWARDS

A limited number of free registrations is available to participants from the above countries who submit and have accepted an abstract for a research paper, a short communication or poster presentation. Practising teachers and registered students from medical and healthcare professions institutions may apply. Please email your request to the AMEE Office (amee@dundee.ac.uk) by 26 February, after submission of your abstract, which can be done online or by email. Participants to be offered free registration will be notified by 30 April.

## Awards and Prizes

#### AMEE Miriam Friedman Ben-David New Educator Award:

Nominations are invited for this award, which is made to an educator deemed to have made a significant contribution to teaching. There is no age limit for the award, but the recipient should usually have had no more than five years of formal teaching experience.

The award winner, selected by a Committee chaired by the AMEE Past-President Madalena Patricio, will be invited to attend AMEE 2014 and to present a short communication. The prize is free conference registration and GBP £1000 to support attendance.

The deadline for receipt of nominations is 31 January 2014. For full details, please visit [www.amee.org/awards-prizes/miriam-friedman-ben-david-new-educator-award](http://www.amee.org/awards-prizes/miriam-friedman-ben-david-new-educator-award)

**AMEE 'Teaching Innovation' Awards** are made possible through support of the Patil family. An award will be made to one or more presenters of short communications judged as having made an outstanding contribution to the programme in the area of Teaching Innovations. For further details, please visit [www.amee.org/conferences/amee-2014/awards-prizes](http://www.amee.org/conferences/amee-2014/awards-prizes).

**Medical Teacher Poster Prize**, sponsored by Informa, publishers of Medical Teacher is awarded for the best poster as selected by the Poster Prize Committee. For further details, please visit [www.amee.org/conferences/amee-2014/awards-prizes](http://www.amee.org/conferences/amee-2014/awards-prizes).

**AMEE ePoster Prize**, awarded by AMEE for the best Electronic Poster, as selected by the ePoster Prize Committee. For further details, please visit [www.amee.org/conferences/amee-2014/awards-prizes](http://www.amee.org/conferences/amee-2014/awards-prizes).

## Official Hotel and Tours Reservation Service

Please book flights and hotels early to get the best choice and value. Milan is very busy in August/September with a number of large international events

For more details on hotels and tours see [www.amee.org](http://www.amee.org) and book online at <https://www.eiseverywhere.com/ehome/73404/delegates/>

Once again, we have arranged for the AMEE Official Hotel Reservation Service to be simple and efficient, with an online direct hotel booking and one-time payment facility, via the AMEE 2014 Conference Registration Website. This means that your hotel reservation is secure – 100% confirmed and prepaid, ready for when you check in.

Where possible, we have negotiated special rates for AMEE delegates and have secured guarantees from hotels that the AMEE rates will be the lowest available on general public sale over the conference dates. In some cases hotels have also offered discounted early booking rates and offers.

The official allocations incorporate hotel grades, from 5\* through to lower priced 4\* & 3\* properties, and we have secured as many rooms as possible at hotels which are within walking distance of the MiCo (Fieramilanocity) Convention Centre (please note that there are no hotels actually on-site at MiCo). We have aimed to offer a great choice of hotel standard, style and price to suit every delegate's

need! A significant number of rooms are in well-known international branded hotels, however we have also contracted a number of high quality independent unaffiliated properties, which are approved by the MiCo Convention Centre.

We encourage early reservations as our room allocations are available to all AMEE delegates on a first come, first served basis. We must also advise that a very large Trade Fair ("the MICAM") is taking place in Milan's other Exhibition Centre, over the same dates as the AMEE Conference. As a result, accommodation in Milan, as a whole, is limited and hotel rates are, accordingly, at a premium, so our lower priced hotel allocations will certainly be popular with early bookers!

| Star Rating | Hotel                           | Rate in Euros (single/double; early/late booking) | Distance to MiCo |
|-------------|---------------------------------|---|------------------|
| 4*          | ADI Doria Grand                 | 126-170   | 3.5km            |
| 4*          | ADI Hotel Poliziano Fiera       | 125-170   | 750m             |
| 4*          | Antares Hotel Accademia         | 150-180   | 1.3km            |
| 4*          | Antares Hotel Rubens            | 150-160   | 1.5km            |
| 4*          | ATA Hotel Executive             | 170-190   | 3.5km            |
| 4*          | Best Western Cristoforo Colombo | 145-175   | 4.6km            |
| 4*          | Best Western Felice Casati      | 135-165   | 4.6km            |
| 4*          | Best Western Hotel Mozart       | 98-122  | 1km              |
| 4*          | Best Western Milton Milan       | 99-130  | 4km              |
| 4*          | Crowne Plaza Milan              | 160-180   | 4.5km            |
| 4*          | Doubletree Milan                | 170-185   | 2.5km            |
| 4*          | Hilton Milan                    | 175-195   | 4km              |
| 4*          | Holiday Inn Garibaldi Station   | 99-183  | 2.5km            |
| 4*          | Hotel Admiral                   | 160-180   | 100m             |
| 4*          | Hotel Enterprise                | 160-198   | 800m             |
| 4*          | Hotel Mirage                    | 94-139  | 1.5km            |
| 4*          | Hotel Nasco                     | 153-180   | 300m             |
| 3*          | Hotel Palazzo Delle Stelline    | 120-180   | 1.5km            |
| 4*          | Hotel Portello                  | 190-210   | 300m             |
| 4*          | Hotel Sunflower                 | 180-230   | 3km              |
| 4*          | Hotel Tiziano                   | 190-210   | 1.5km            |
| 3*          | Ibis Milan Ca'Granda            | 77-86   | 12km             |
| 3*          | Ibis Milan Central              | 120-130   | 5km              |
| 4*          | Klima Hotel Milan               | 170-180   | 8km              |
| 4*          | Marriott Milan                  | 135-155   | 2km              |

| Star Rating | Hotel                          | Rate in Euros (single/double; early/late booking) | Distance to MiCo |
|-------------|--------------------------------|---|------------------|
| 5*          | Melia Milan                    | 170-210   | 1km              |
| 4*+         | Mgallery Grand Visconti Palace | 208-228   | 25km             |
| 4*          | Milan Suite Hotel              | 149-159   | 2.7km            |
| 4*          | Nhow Milan                     | 229-249   | 5.5km            |
| 4*          | NH Concordia                   | 149-169   | 10km             |
| 4*          | NH Grand Hotel Verdi           | 239-259   | 10km             |
| 4*          | NH Milan Due Complex           | 129-149   | 11km             |
| 4*          | NH Machiavelli                 | 229-249   | 10.6km           |
| 4*          | NH President                   | 279-299   | 5.8km            |
| 4*          | NH Milano Touring              | 259-279   | 4km              |
| 4*          | NH Milanofiori                 | 129-149   | 6km              |
| 4*          | Novotel Milan Ca'Granda        | 106-116   | 8km              |
| 4*          | Radisson Blu Milan             | 200-280   | 3km              |
| 4*+         | Sheraton                       | 329-417   | 5km              |
| 4*          | The Hub                        | 175   | 4km              |
| 4*          | UNA Century                    | 140-160   | 4.3km            |
| 4*          | UNA Cusani                     | 169-219   | 3.5km            |
| 4*          | UNA Mediterraneo               | 100-150   | 6.8km            |
| 4*          | UNA Scandinavia                | 100-150   | 900m             |
| 4*          | UNA Tocq                       | 136-185   | 5km              |

For location of hotels see the registration website <https://www.eiseverywhere.com/ehome/73404/delegates/>

Rates quoted in Euros but will be charged in pounds sterling (may be subject to exchange rate fluctuations). City tax will apply.



## Abstract Submission

**Please note the earlier abstract submission date of 26 February!**

Please submit abstracts online by selecting the 'AMEE 2014 Abstracts' link from the website [www.amee.org](http://www.amee.org). An automatic email confirmation should be sent within minutes of submitting. If this is not received within 1 hour please check your junk mail folder and then contact [amee@dundee.ac.uk](mailto:amee@dundee.ac.uk) to ensure your abstract has been received.

Abstract submissions may cover any topic in medical and healthcare professions education relating to undergraduate/basic training, postgraduate/specialist training or continuing professional development/continuing medical education. Abstracts are invited for presentation in the formats listed below. All abstracts are reviewed by a minimum of two reviewers. For further information on presentation formats see the website ([www.amee.org/conferences/amee-2014/programme/abstracts](http://www.amee.org/conferences/amee-2014/programme/abstracts))

**Research papers:** Themed sessions reporting original research. Abstracts of maximum 500 words should be structured as follows: Introduction, Methods, Results, Discussion, Conclusions. Up to two references may be included. Presenters of some research papers will be invited to present in a 'flipped classroom' mode where participants will be asked to read and reflect on the abstract and any other supporting materials in advance of the session, and the presentation time will be used for clarification and discussion of the issues involved. **The deadline for submission is 12 January 2014.**

**PhD Reports:** Presentations based on the participant's PhD thesis, completed not more than 3 years ago. Abstracts of maximum 500 words should be structured as follows: Introduction, Methods, Results,

Discussion, Conclusions. Up to two references may be included. **The deadline for submission is 12 January 2014.**

### Short communications:

Simultaneous, themed sessions are included throughout the programme, with approximately six presentations per session. Abstracts of maximum 250 words should be structured as follows: Background, Summary of work, Summary of results, Discussion, Conclusions, Take-home messages. **The deadline for submission is 26 February 2014.**

Presenters may opt to be considered for AMEE Patil Teaching Innovation Award (see <http://www.amee.org/conferences/amee-2014/awards-prizes>)

### Presentation with Poster/ Presentation with ePoster:

Abstracts of maximum 250 words should be structured as follows: Background, Summary of work, Summary of results, Discussion, Conclusions, Take-home messages. Those to be presented as paper posters and those to be presented as electronic posters on interactive touch-screens will be decided by the Selection Committee and the submitter notified. **The deadline for submission is 26 February 2014.**

**AMEE Fringe:** There is no prescribed format, and presenters may use the time however they wish, with an emphasis on creativity, performance and engagement with the audience. Abstracts of maximum 250 words should be submitted by **26 February 2014.**

**Conference workshops:** Workshops are either 1.5 or 1.75 hours' duration, and should be highly interactive and participative. Abstracts of maximum 250 words should be structured as follows: Background, Who should attend, Structure of workshop, Intended outcomes, Level (introductory/intermediate/advanced). **The deadline for submission is 26 February 2014.**

## Acceptance of abstracts

- Submitters of abstracts accepted will be notified by 16 April
- Only one presenter per abstract may be indicated when submitting, with the exception of conference workshops where a max of 6 presenters may be given;
- Presenters should register by 25 May;
- Presenters should be available to present at any time between 0830 hrs on Monday 1 September and 1000 hrs on Wednesday 3 September. It is not possible to guarantee a presentation day.
- The final programme will be available in July.

## What is AMEE?

AMEE is an Association for all with an interest in medical and healthcare professions education, with members throughout the world. AMEE's interests span the continuum of education from undergraduate/basic training, through postgraduate/specialist training, to continuing professional development/continuing medical education.

**Conferences:** Since 1973 AMEE has been organising an annual conference, held in a European city. The conference now attracts over 3000 participants from more than 100 countries.

**Courses:** AMEE offers a series of courses at AMEE and other major medical education conferences relating to teaching, assessment, research, elearning and CPD in medical education.

**Online Courses:** AMEE offers the Essential Skills in Medical Education Course, and the Essential Skills in Medical Education Leadership Course online, with courses starting in April and September.

**ASPIRE:** AMEE is pleased to be associated with the ASPIRE International Recognition of Excellence in Education initiative, launched in 2013. Schools are invited to apply for recognition of excellence in three areas: Assessment; Student Engagement; and Social Accountability and Responsibility. See [www.aspire-to-excellence.org](http://www.aspire-to-excellence.org)

**MedEdWorld:** Established by AMEE to help all concerned with medical education to keep up to date with developments in the field, to promote networking and sharing of ideas and resources between members and to promote collaboration internationally. See [www.mededworld.org](http://www.mededworld.org)

**Medical Teacher:** AMEE produces a leading international journal, Medical Teacher, published 12 times a year, included in the membership fee for individual and student members.

**Education Guides:** AMEE produces a series of education guides on a range of topics, including Best Evidence Medical Education Guides reporting results of BEME Systematic Reviews in medical education.

**Best Evidence Medical Education (BEME):** AMEE is a leading player in the BEME initiative which aims to create a culture of the use of best evidence in making decisions about teaching in medical and healthcare professions education. See [www.bemecollaboration.org](http://www.bemecollaboration.org)

**Research Grants:** AMEE's Research Grant Awards programme recognises the importance of research in health professions education and will serve as a catalyst to promote excellence in research among AMEE members. See [www.amee.org/awards-prizes/research-grant-award-programme](http://www.amee.org/awards-prizes/research-grant-award-programme)

## WHO TO CONTACT

For all queries related to the academic programme including abstracts: email: [amee@dundee.ac.uk](mailto:amee@dundee.ac.uk); web: [www.amee.org](http://www.amee.org)

For all queries related to Registration, Exhibition, Accommodation, Tours and social programme: email: [amee@worldspan.co.uk](mailto:amee@worldspan.co.uk)

## DEADLINE DATES

|             |  |
|-------------|--|
| 12 January  | Submissions: Research papers and PhD report abstracts  |
| 31 January  | Close of nominations for Miriam Friedman Ben-David New Educator Award  |
| 26 February | Submissions: Short communications, conference workshops, poster, eposter and AMEE fringe abstracts; Last date to apply for free registration |
| 30 March    | Notification to Miriam Friedman Ben-David New Educator Award winner  |
| 16 April    | Acknowledgement of accepted abstracts  |
| 30 April    | Notification of free registration awards   |
| 17 May      | End of early registration  |
| 25 May      | Deadline for registration by presenters to ensure abstract included in the programme   |
| 31 May      | Last date to book accommodation in order to guarantee availability   |
| 31 July     | Last date to book exhibition space; Last date to book tours/social events  |

## AMEE MEMBERSHIP

**AMEE Individual and Student Members (£90/£39 a year)** receive the Journal, Medical Teacher (12 hard copies and online access), can take advantage of discounted conference registration fees, AMEE publications, ESMEOnline Courses and can apply for an AMEE Research Grant. AMEE members have full access to MedEdWorld features including, News, Conferences, Courses, Educational Equipment, Forums and Job Opportunities. Can join the MedEdWorld Community, create a profile and participate in Forums, SIGS and Polls, access the Glossary and publish papers on education in the MedEdWorld Publish area. In addition, AMEE members will have free access to live and archived MedEdWorld webinars presented throughout the year and will receive by email a fortnightly MedEdWorld Select Newsletter.

**AMEE Institutional Members (£250 a year)** receive full access to MedEdWorld, can take advantage of discount on conference attendance for members of the institution, AMEE Publications and exhibition space at AMEE conferences.

For more information on AMEE Membership and to sign up, please visit [www.amee.org/membership](http://www.amee.org/membership)

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

Association for Medical Education in Europe (AMEE)

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