Medical education in 2020 - have our predictions at AMEE 2000 been realised?

A paradigm shift in medical education - where are we going?

What can we learn from failure?

Introducing sustainable health care into health professions curricula

Continuing Professional Development

Empathy

Postgraduate Education

Surgery Education
GLASGOW OFFERS ...

- **Access:** Just 15 minutes’ drive from Glasgow Airport
- **Accommodation:** over 7,000 hotel bedrooms within a 2 mile radius of the SEC
- **Affordable:** ranked as one of Europe’s most cost effective cities
- **Culture:** houses one of the finest civic art collections in Europe
- **Compact:** the city is compact and walkable
- **Friendship:** in 2014, Glasgow was voted ‘World’s Friendliest City’ in a Rough Guide poll
- **Scenery:** only 30 minutes from Loch Lomond National Park and some of Scotland’s most spectacular scenery
- **Vibrancy:** Scotland’s largest city and economic heart, at the forefront of low-carbon developments as it seeks to be one of the most sustainable cities in Europe.

SEC Glasgow
(formerly SECC, and the location of previous AMEE conferences)
Why you should attend ...

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

Conference themes ...

All aspects of health professions education are relevant at AMEE 2020, across the continuum of undergraduate, postgraduate and continuing education. The following themes are highlighted:

• A paradigm shift in medical education - where are we going?
• Continuing Professional Development (CPD)
• Diversity
• Empathy
• Introducing sustainable health care into health professions curricula
• Medical education in 2020 - have our predictions at AMEE 2000 been realised?
• Postgraduate education
• Serious Games including Escape Rooms
• Surgery education
• What can we learn from failure?

Exhibition

The Exhibition is a much valued part of the Conference. AMEE offers a range of exhibition and sponsorship opportunities to commercial, not-for-profit and academic exhibitors. This year we have introduced new sponsorship opportunities including

• Sustainable conference materials (travel mugs, water bottles, tote bags and lanyards)
• Virtual conference bag
• App sponsorship
• Social media advertising
• Photo booth promotion
• Video interviews

For further details, please contact exhibitions@worldspan.co.uk

Accommodation

A full range of accommodation is available to book via the AMEE 2020 registration website. Where possible, Worldspan has negotiated special rates for AMEE delegates. Please contact accommodation@worldspan.co.uk if you require assistance.

Tours and Social Programme

For a full list of what’s available, booking terms and conditions and to book please visit the AMEE 2020 registration website. All enquiries should be directed to tours@worldspan.co.uk

NEW FOR AMEE 2020

AMEE 2020 Medical Mystery Room - Inspired by the popular 'Escape Room' concept

The AMEE 2020 Medical Mystery Room is a physical adventure game in which you have to solve a series of puzzles and riddles using clues, hints and strategy to complete the objectives at hand. Players are given a time limit to unveil the secret plot which is hidden within the rooms. What to expect? The door slams behind you and your team... Confused and perhaps a bit scared you look around the darkened room, watching a scene that indicates something is terribly wrong... Suddenly, a new flash announcs a virus release that turns everyone into zombies, and describes how the cure is locked inside the room. It is now your job to get this cure out using all your skills as a schooled health professional. Will you make it in time?! Details of how to book your slot will be in the final programme.

Poster Forum

Participants wishing to have a mounted poster but not to present it in one of the simultaneous sessions now have the opportunity to place it in the Poster Forum. Posters submitted to the Poster Forum will be mounted throughout the Conference and available for all to view, as for other posters. However they will not be included in one of the simultaneous presentation sessions. Authors are encouraged to be by their poster at a lunch or coffee break to answer questions from participants who may want to find out more details about the work. Posters in the Poster Forum will still be included in the conference programme, abstract book and App. All other instructions relating to poster preparation apply. There will also be an opportunity to request mentoring from one of the AMEE poster mentors.

Miriam Friedman Ben-David New Educator Award

In memory of the late Miriam Friedman Ben-David, AMEE created a new Educator’s Award. AMEE Invites Nominations for this award on an annual basis.

See the website www.amee.org for details of how to nominate or be nominated for this award. Closing date for nominations is 31 January 2020, and the winner will be announced at AMEE2020

The Miriam Friedman Ben-David New Educator Award will go to a person who has made an extraordinary effort and contribution within the field of medical education in terms of design/implementation of innovative methods or approaches to teaching, curriculum, courses, assessment, evaluation of education or faculty development. This may be in undergraduate or postgraduate medical education, or in continuing professional development, and may take place at a local, regional, national or international level.

The Award is free registration to an AMEE Conference, plus £1,000 (no facilities and administration fee). The winner will also be invited to give a short communication at an AMEE Conference. The Award is presented at an AMEE Annual Conference.

This award is open to AMEE Members only.
# Programme Overview

https://amee.org/conferences/amee-2020/programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Friday 4th September</th>
<th>Saturday 5th September</th>
<th>Sunday 6th September</th>
<th>Monday 7th September</th>
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<td>3rd ICBME</td>
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<td>Escape Room</td>
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Optional social event
Held as a pre-conference activity to AMEE 2020, the Summit will provide an opportunity for health professionals working at all levels of CBME implementation to share information and innovations from around the world. Participants will explore new developments in the area and share various points of view on challenges, controversies and solutions in implementing CBME. The Summit will offer networking opportunities, four plenary sessions, and eight sessions with multiple learning tracks including poster presentations.

CBME 2020 Learning Tracks

- CBME 101: An introduction to competency-based education concepts
- CBME Outcomes/ Program Evaluations
- CBME & the Continuum of Health Professions Education
- Designing CBME
- Implementing CBME
- Faculty development
- Competency-based assessment
- Learning Analytics
- Teaching and learning in CBME
- Simulation and innovative technology for CBME
- Pushing the edges of CBME
- CBME in Clinical Practice
- CBME and deep systems change
- CBME across health professions

Planning Committee

- Jason Frank (Chair)
- Linda Snell
- Farhan Bhanji
- Teresa Chan
- Bob Englander
- Wade Gofton
- Larry Gruppen
- Andrew Hall
- Jennie Hodgson
- Laura Molgaard
- Markku Nousiainen
- Anthony Palatta
- Denyse Richardson
- Dan Schumacher
- Claire Touchie
- Keith Wycliffe-Jones

Abstract Submission Categories

- Innovations and Lessons Learned in CBME
- CBME Research
- Points of View: Ideas, Challenges, Controversies, and Solutions in Implementing CBME
- Skill-building Workshops

Abstracts should be submitted online via CBME Abstract submission site (Please note that abstracts cannot be submitted via the AMEE website)

Programme

<table>
<thead>
<tr>
<th></th>
<th>Friday 4th September</th>
<th>Saturday 5th September</th>
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<tbody>
<tr>
<td><strong>Morning</strong></td>
<td>Welcome Remarks and Opening Plenary Multiple Tracks</td>
<td>Plenary Multiple Tracks</td>
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<td><strong>Lunch</strong></td>
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<td><strong>Afternoon</strong></td>
<td>Multiple Tracks</td>
<td>Multiple Tracks Closing Plenary and Remarks</td>
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<td><strong>Evening</strong></td>
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Registration

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<td>One day attendance (Friday or Saturday)</td>
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Registration includes: two-day Summit Friday 4th and Saturday 5th September (or one day option if selected), including coffee and lunch on each day; one evening reception (if Friday one day option selected).
Abstract Submission Categories
Information not available at time of going to press

Planning Committee
Information not available at time of going to press

Programme

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<th>Day</th>
<th>Friday 4th September</th>
<th>Saturday 5th September</th>
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<td>Evening</td>
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Registration
Information not available at time of going to press

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<td>Pre-Conference Workshop (Friday)</td>
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Registration includes: two-day conference Saturday 5th and Sunday 6th September (or one day option if selected), including coffee and lunch on each day; one evening reception (if Saturday one day option selected)

6 September 2020
0830 - 1700
Cost: GBP £595

Practical Skills for Reviewing Evidence in Health Professions Education (PASREV) – a BEME course

The Course is designed for all healthcare professionals interested in planning, implementing and reporting a systematic review as well as those interested in reviewing/managing a systematic review. Whilst the Course draws on experience gained with the Best Evidence Medical Education (BEME) Collaboration, it is appropriate for a wider audience and will consider other forms of evidence review and synthesis within education that can be performed within a systematic framework.

Post-course assignment
Participants may choose to submit, within six months of completion of the course, a protocol for their own review, or appraisal of a published review. If completed to a successful standard, the PASREV Certificate will be awarded.

Certificate
Certificate of participation following completion of the Course; Optional submission and assessment of a post-course report, details of which will be given during the Course; Award of PASREV Certificate if the post-course report is assessed as meeting the standards.

Course Faculty
Morris Gordon, School of Medicine, University of Central Lancashire, UK, Chair of BEME Executive Committee and Editor for Cochrane IBD group; Madalena Patricio, Faculty of Medicine University of Lisbon, Portugal, Chair of BEME Board and Past President of AMEE; Michelle Daniel, Michigan Medical School, Michigan, USA and Chair of BEME Editorial Board.
AMEE-ESME Courses, offered and accredited by AMEE, are aimed at practising teachers in medicine and the healthcare professions, both basic scientists and clinicians. They are designed for those new to teaching and also for teachers with some experience who would like a greater understanding of the basic principles and an update on current best practices.

Post-course Report: Participants may choose to submit, within six months of completion of the course, a post course report leading to award of the AMEE-ESME Certificate in Medical Education. Those completing a course and post-course report will be awarded 1 credit towards the AMEE Specialist Certificate in Medical Education.

Course participants must also register for AMEE 2020 and pay the conference registration fee. The course fee includes lunch and coffee.

<table>
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<tr>
<th>Course</th>
<th>Description</th>
<th>Facilitators</th>
<th>Sessions</th>
<th>Course Fee</th>
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<tbody>
<tr>
<td>Essential Skills in Medical Education (ESME)</td>
<td>Teaching skills course for those new to teaching, or those with some experience who wish to gain a teaching qualification</td>
<td>Stewart Mennin (Mennin Consulting, Albuquerque, New Mexico, USA), Ruy Souza (Federal University of Roraima, Brazil), Regina Petroni Mennin (Federal University of Sao Paulo, Brazil)</td>
<td>Saturday 5 Sept - 0830-1730 Sunday 6 Sept - 0800-1630 Monday 7 Sept - 1230-1330 Tuesday 8 Sept - 1230-1330 Wednesday 9 Sept - 1230-1330</td>
<td>GBP £675</td>
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<td>Essential Skills in Medical Education Assessment (ESMEA)</td>
<td>Aimed at those who would like an introduction to a wide variety of assessment methods</td>
<td>Kathy Boursicot (Duke-NUS, Singapore), Richard Fuller (Liverpool University, UK), Sandra Kemp (Curtin University, Australia), Brownie Anderson (NBME, USA) and Kathy Holtzman (ABMS, USA)</td>
<td>Saturday 5 Sept - 0845-1630 Sunday 6 Sept - 0845-1215 Tuesday 8 Sept - 1600-1730</td>
<td>GBP £595</td>
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<td>Essential Skills in Continuing Education and Professional Development (ESMECPD)</td>
<td>For those who are currently involved in the planning, organization and/or implementation of medical (health) education at the continuing professional development level</td>
<td>Jane Tipping and Suzan Schneeweiss (University of Toronto, Canada), Helena Filipe (University of Lisbon, Portugal), Amy Wolfe (Crossroads Education Institute, Johannesburg South Africa)</td>
<td>Saturday 5 Sept - 0830-1630 Sunday 6 Sept - 0830-1630</td>
<td>GBP £595</td>
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<tr>
<td>Essential Skills in Clinical Teaching (ESME-CT)</td>
<td>For clinicians who teach medical students and junior doctors in inpatient and outpatient clinical settings, focussing on core topics in clinical teaching</td>
<td>Subha Ramani (Harvard Medical School, Brigham and Women’s Hospital, USA), Harish Thampy and Minal Singh (University of Manchester School of Medical Sciences, UK), Beverly Woo (Harvard Medical School, Brigham and Women’s Hospital)</td>
<td>Sunday 6 Sept - 0845-1630 Monday 7 Sept - 1230-1330 Tuesday 8 Sept - 1230-1330</td>
<td>GBP £595</td>
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<td>Essential Skills in Educational Leadership &amp; Management (ESMELead)</td>
<td>An introduction to key aspects of leadership and management for healthcare educators who want a deeper understanding of leadership and management theory and gain an evidence base to help them become more effective leaders</td>
<td>Judy McKimm, Paul Jones and Claire Vogan (Swansea University, Swansea, UK); Greg Radu (St Clare’s Hospital, St John’s, Newfoundland, Canada)</td>
<td>Saturday 5 Sept - 0900-1630 Monday 7 Sept - 1230-1330 Tuesday 8 Sept - 1230-1330 Wednesday 9 Sept - 1300-1600</td>
<td>GBP £595</td>
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<tr>
<td>Research Essential Skills in Medical Education (RESME)</td>
<td>Designed to meet the demand for an introduction to carrying out research in medical education</td>
<td>Charlotte Ringsted (Aarhus University, Denmark), Tina Martimianakis (University of Toronto, Canada), Martin Tolsgaard (University of Copenhagen, Denmark)</td>
<td>Saturday 5 Sept - 0845-1630 Monday 7 Sept - 1230-1330 Tuesday 8 Sept - 1230-1330 and 1600-1730</td>
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AMEE-Essential Skills in Medical Education (ESME) Masterclasses

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

Post-course Report: Participants may choose to submit, within six months of completion of the Masterclass, a short report. Those completing a masterclass and a short report will be awarded 0.5 credit towards the AMEE Specialist Certificate in Medical Education.

Masterclass participants must also register for AMEE 2020 and pay the conference registration fee. The masterclass fee includes lunch and coffee.

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<td>Research Advanced Skills in Medical Education (RASME)</td>
<td>A chance to look at an area of research in medical education at intermediate or advanced levels</td>
<td>Martin G. Tolsgaard (Copenhagen Academy for Medical Education and Simulation, Denmark), Ryan Brydges (Wilson Centre and University of Toronto, Canada), Vicki LeBlanc (Department of Innovation in Medical Education, University of Ottawa, Canada)</td>
<td>Sunday 6 Sept – 0830-1630</td>
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<td>Essential Skills in Continuing Education and Professional Development (ESMECPD) Part 1*</td>
<td>For those who are currently involved in the planning, organization and/or implementation of medical (health) education at the continuing professional development level</td>
<td>Jane Tipping and Suzan Schneeweiss (University of Toronto, Canada), Helena Filipe (University of Lisbon, Portugal), Amy Wolfe (Crossroads Education Institute, Johannesburg South Africa)</td>
<td>Saturday 5 Sept – 0830-1630</td>
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(*Note: Part 1 and Part 2 cannot be taken together. A 2-day course is available, see page 7)

Have you taken part in an ESME course, or would you like to find out how an ESME course could enhance your career development?

Since 2005, several thousand educators have taken part in one of the ESME courses either at a conference or online. If you are one of these teachers we invite you to join us for an ESME Alumni session at AMEE 2020 on Monday 7 September from 1600-1730 hrs. Through a series of short, informal presentations, we would like to hear how you believe ESME has helped you develop your career as a health professions educator, so that you can share your experiences with others. If you would like to make a short presentation please contact esmeonline@dundee.ac.uk

We also invite those who may be considering participating in an ESME course to join us for the session, which will continue with a networking reception from 1730-1830 hrs.
Preconference Workshops

Preconference workshops are practical, hands-on sessions designed for maximum interaction, run by facilitators with expertise in their areas. Many include useful materials to assist the implementation in your own workplace. For full details please see www.amee.org/conferences/amee-2020/pre-conference-workshops or follow the QR code.

Fees

Half-day workshop: GBP £75 (includes coffee); PCW7 and PCW15 GBP £90 (includes coach transport)
Full-day workshop: GBP £175 (includes coffee and lunch); PCW8 GBP £190 (includes coach to Dundee)
Pre-conference workshop participants must register for AMEE 2020 and pay the conference registration fee (except for PCW21 (VIEW Workshop) which may be selected without registration).

Preconference workshop choices on Saturday 5 September

<table>
<thead>
<tr>
<th>Number</th>
<th>Time</th>
<th>Facilitators</th>
<th>Title/Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCW 1</td>
<td>0930-1230</td>
<td>Richard Fuller, Viktoria Joynes, Vishna Nadarajah</td>
<td>Living dangerously: Discovering possibilities and pitfalls of using technology to determine assessment and progression decisions</td>
</tr>
<tr>
<td>PCW 2</td>
<td>0930-1230</td>
<td>Tabassum Zehra, Rukhsana Zuberi</td>
<td>Competency-based Clinical Supervision</td>
</tr>
<tr>
<td>PCW 3</td>
<td>0930-1230</td>
<td>Aliki Thomas, Tanya Horsley, Ryan Brydges</td>
<td>Selecting and Executing Knowledge Syntheses in Medical Education</td>
</tr>
<tr>
<td>PCW 4</td>
<td>0930-1230</td>
<td>Joseph Murray, Lisa Meeks, Neera Jain</td>
<td>Working with Students with Mental Health Issues</td>
</tr>
<tr>
<td>PCW 5</td>
<td>0930-1230</td>
<td>Sarah Glutschitz, Charles Wesley Price, David Nahabedian, Katie Yost</td>
<td>The face of your lecture - How to give your PowerPoint Presentations a facelift by integrating the core principles of design</td>
</tr>
<tr>
<td>PCW 6</td>
<td>0930-1230</td>
<td>Manuel João Costa, Flávia Freitas, Susan Smith, Danai Wangsaturaka, Marjo Wijnen-Meijer, Harm Peters</td>
<td>ASPIRE ACADEMY: How can you enhance student engagement at your school?</td>
</tr>
<tr>
<td>PCW 7</td>
<td>0900-1300</td>
<td>Kristian Krogh, Debra Nestel, Andrew Coggins</td>
<td>Creating simulated learning environments (presented by the AMEE Simulation Committee)</td>
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<td>*Return transport from SEC to T&amp;L Centre, Queen Elizabeth University Hospital will be provided</td>
</tr>
<tr>
<td>PCW 8</td>
<td>0830-1730</td>
<td>Mairi Scott, Stella Howden, Susie Schofield, Fiona Muir, Vanessa Kay, Neil Harrison, Susan Somerville, Kevin McConville, David Russell, Bonnie Lynch</td>
<td>Visit to Dundee Medical School Surgical Skills Centre and Clinical Skills Centre, including an opportunity to try out the GP/Family Medicine escape room</td>
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<td></td>
<td>*Return transport from SEC to Ninewells Hospital Dundee will be provided</td>
</tr>
<tr>
<td>PCW 9</td>
<td>1330-1630</td>
<td>Dean Parmelee, Brenda Roman, Sandy Cook, Maryam Alizade</td>
<td>How to Build a Lecture-Free Curriculum</td>
</tr>
<tr>
<td>PCW 10</td>
<td>1330-1630</td>
<td>Douglas Sutherland</td>
<td>Communities of practice in clinical education – presented on behalf of the Royal College of Physicians &amp; Surgeons of Glasgow</td>
</tr>
<tr>
<td>PCW 11</td>
<td>1330-1630</td>
<td>Susannah Brockbank, Viktoria Joynes, Mumtaz Patel</td>
<td>Blending structured and individualised approaches to management of unprofessional behaviour</td>
</tr>
<tr>
<td>PCW 12</td>
<td>1330-1630</td>
<td>Yvonne Steinert, Ivan Silver</td>
<td>Creating a Faculty Development Program – Building on Opportunities and Overcoming Challenges (presented by the AMEE Faculty Development Committee)</td>
</tr>
<tr>
<td>PCW 13</td>
<td>1330-1630</td>
<td>Simon Gregory, Rille Pihlak</td>
<td>Residents and postgraduate trainees as teachers (presented by the AMEE Postgraduate Committee)</td>
</tr>
<tr>
<td>PCW 14</td>
<td>1330-1630</td>
<td>Monica Ghidinelli, Urs Rüetschi, Michael Cunningham, Jane Wiedler</td>
<td>Creating and implementing an Evaluation and Assessment System for CPD in Your Organization</td>
</tr>
<tr>
<td>PCW 15</td>
<td>1300-1700</td>
<td>Paul Rea and colleagues</td>
<td>Leading Edge Anatomy Education in Glasgow (presented by the AMEE Postgraduate Committee)</td>
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<tr>
<td></td>
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<td></td>
<td>*Return transport from SEC to the Anatomy facility at University of Glasgow will be provided</td>
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</tbody>
</table>
### Pre-conference workshop choices on Sunday 6 September

<table>
<thead>
<tr>
<th>Number</th>
<th>Time</th>
<th>Facilitators</th>
<th>Title/Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCW 16</td>
<td>0930-1230</td>
<td>Lukas Kandler, Daniel Salcedo, Robin Lundén, Michael Botelho</td>
<td>Production and implementation of educational videos in healthcare</td>
</tr>
<tr>
<td>PCW 17</td>
<td>0930-1230</td>
<td>Stefi Barna, Frances Mortimer</td>
<td>Carbon-neutral healthcare?</td>
</tr>
<tr>
<td>PCW 18</td>
<td>0930-1230</td>
<td>Silas Taylor, Colin Lumsden, Jennifer Hallam, Eeva Pyörälä, Karen Scott, Richard Cooke</td>
<td>Designing and implementing online assessment in the clinical workplace</td>
</tr>
<tr>
<td>PCW 19</td>
<td>0930-1230</td>
<td>Ralph Pincock, Louise Young, Paul Welch</td>
<td>Explicit teaching of clinical reasoning in clinical contexts</td>
</tr>
<tr>
<td>PCW 20</td>
<td>0930-1230</td>
<td>Marco Antonio de Carvalho Filho, Frederick Hafferty, Debbie Jaarsma, Marcia Strazzacappa</td>
<td>MEET (Medical Education Empowered by Theater)</td>
</tr>
<tr>
<td>PCW 21</td>
<td>0930-1230</td>
<td>Claire Vinten, John Tegzes, Tierney Kinnison, Claire Vinten, Catriona Bell</td>
<td>Interprofessional Education Across the Health Professions (ViEW)</td>
</tr>
<tr>
<td>PCW 22</td>
<td>0930-1230</td>
<td>M Brownell Anderson, John Norcini, Miguel Paniagua, Valdes Bollela</td>
<td>Applying a Framework for Systems of Assessment</td>
</tr>
<tr>
<td>PCW 23</td>
<td>0930-1230</td>
<td>Rob Woods, Lynsey Martin, Justin Koh, Rob Carey</td>
<td>Resident Self-Assessment: A how-to guide for fostering a developmental mindset in CBME</td>
</tr>
<tr>
<td>PCW 24</td>
<td>0930-1230</td>
<td>Veronica Sellege, Zamzam Ali, Aviad Haramati, Maaike Matulewicz, Monica van de Ridder</td>
<td>Breaking the taboo: discussing spirituality and beliefs with your patients and your students</td>
</tr>
<tr>
<td>PCW 25</td>
<td>1330-1630</td>
<td>Helen Wozniak, Susan McKenney, Diana Dolmans, Wendy Hu, Elizabeth Devonshire</td>
<td>Research to close the theory-practice divide</td>
</tr>
<tr>
<td>PCW 26</td>
<td>1330-1630</td>
<td>Ross Scalese, Sev Perelman</td>
<td>Applying Lessons Learned from Healthcare Simulation to Real-World Clinical Debriefing</td>
</tr>
<tr>
<td>PCW 27</td>
<td>1330-1630</td>
<td>Elizabeth Kachur, Lisa Altshuler, Anthony Errichetti, Chaoyan Dong, Sheng-Po Kao, Lee Yuen Jenny Wong</td>
<td>OSCEs and Psychological Safety</td>
</tr>
<tr>
<td>PCW 28</td>
<td>1330-1630</td>
<td>David Swanson, Richard Hawkins</td>
<td>Helping doctors stay current through longitudinal assessment</td>
</tr>
<tr>
<td>PCW 29</td>
<td>1330-1630</td>
<td>Maryellen Gusic, Carrie Chen, Harm Peters, Marrije Hennus, Olle ten Cate</td>
<td>Entrustment-Based Discussions</td>
</tr>
<tr>
<td>PCW 30</td>
<td>1330-1630</td>
<td>Robin Newton, Trudie Roberts, Doug Paull, Robin Wagner, Abdulelah Alhawawi, Kevin Weiss</td>
<td>Patient Safety: Event analysis and Learning Assessment</td>
</tr>
<tr>
<td>PCW 31</td>
<td>1330-1630</td>
<td>Fiona Patterson, Charlotte Flaxman, Emma Morley, Victoria Roe</td>
<td>New Insights in the Development of Situational Judgement Test Approaches for Selection, Development &amp; Assessment</td>
</tr>
<tr>
<td>PCW 32</td>
<td>1330-1630</td>
<td>Betsy Williams, Frederic Hafferty, Kathy Zoppi, Ian Wilson</td>
<td>Trauma sensitive professionalism remediation</td>
</tr>
<tr>
<td>PCW 33</td>
<td>1330-1630</td>
<td>Erik Driessen, Lorelei Lingard</td>
<td>Finding “air &amp; light &amp; time &amp; space”</td>
</tr>
</tbody>
</table>

### Supporting Medical Education with Virtual and Augmented Reality

The MSc in Medical Visualisation & Human Anatomy jointly run by The Glasgow School of Art & the University of Glasgow has a strong focus on the use of innovative visualisation methods for healthcare and for medical and anatomical education. They have kindly agreed to provide the opportunity for participants to engage with a range of Virtual Reality (VR) and Augmented Reality (AR) applications that have been created to drive engagement with, and support for, medical and anatomical education and to learn about the potentials and pitfalls facing developers.

You can drop in to their stand in the exhibition hall at various times throughout AMEE 2020.
### Site visits to Glasgow and Dundee during AMEE 2020

See the conference registration site for details of how to reserve your place.

<table>
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<tr>
<th>Code</th>
<th>Date/Time</th>
<th>Details</th>
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</table>
| PCW8  | Saturday 5 September 0830-1730 (coach transport provided) | Visit to the Medical School, University of Dundee  
Choose from a programme of activities including:  
- Medical education in Dundee – yesterday, today and tomorrow  
- The story of 2 I's: Intercalation & Integration  
- Surgical Simulation Training: evidence of effectiveness from high to low fidelity courses  
- Innovations in simulation based education  
- The GP/Family Medicine escape room  
- OSCEs now and in the future  
- Expanding the space for online learning |
| PCW7  | Saturday 5 September 0900-1300 (coach transport provided) | Visit to Teaching and Learning Centre, Queen Elizabeth University Hospital  
See the processes associated with setting up simulated learning environments in state-of-the-art simulation facilities that are focused on in-situ simulation. |
| PCW15 | Saturday 5 September 1300-1700 (coach transport provided) | Leading Edge Anatomy Education in Glasgow  
See how traditional and innovative techniques can be combined to educate future generations of healthcare practitioners and the scientific community in the Clinical Anatomy Skills Centre, which leads the way in pioneering cadaver based surgical training to the highest level. |
|       | Tuesday 8 September 1900-2130 Royal College of Physicians and Surgeons of Glasgow, 232-242 St Vincent St, Glasgow G2 5RJ | Behind the scenes at the Royal College of Physicians and Surgeons of Glasgow: explore the hidden histories of medicine and surgery in the city  
Join us and some special guests from the past on a journey around the College’s beautiful 19th century building, revealing the people and the purpose of this historic and vibrant institution. Within book-lined walls, up winding stairwells, under vaulted ceilings – the College’s history helps us understand how medicine and surgery have evolved over centuries. We will uncover some rarely-seen collections, telling the stories that contribute to our College’s unique identity.  
A light buffet supper and refreshments will be served as part of this event. |

### MAIN CONFERENCE

#### SUNDAY 6 SEPTEMBER

1600-1700 **Orientation Session for first-time attendees**

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

1730-1745 **Opening of AMEE 2020**

1745-1815 **Technical developments in medical education including a holographic demonstration**  
David Lefevre, Director of the Edtech Lab at the Imperial College Business School, UK

1815-1900 **Plenary 1: Teams, culture and the ‘cool kids’ - Is our vision for improving quality in healthcare really 20/20?**  
Victoria Brazil, Professor of Emergency Medicine and Director of Simulation at the Gold Coast Health Service, and at Bond University medical program, Australia  
Healthcare in 2020 is complex, with teams and teamwork an important focus for health professional education. But are we really doing our work better, together?  
Perhaps real improvement needs teams to learn together? Maybe we can make quality improvement something the ‘cool kids’ do in our health services? And perhaps our educational approaches influence this culture more than we think? Maybe technology, simulation and social media can help? Or not.....

1900-2120 **A musical welcome to Scotland by the ‘Red Hot Chilli Pipers’**

1915-2100 **Networking Reception**
MONDAY 7 SEPTEMBER

0830-0945 SESSION 2: Plenary
Moderator: Aviad Haramati

0830-0915 Plenary 2: The Tyranny of Metrics: On the Use and Misuse of Metrics in Medicine and Education
Jerry Z. Muller, Professor of History at the Catholic University of America in Washington, D.C, USA

Organizations are increasingly dominated by “metric fixation”: the belief that standardized measurement can replace judgment based upon experience; that organizations become “accountable” by making those measurements public; and that organizational goals are best reached by attaching rewards and penalties to the metrics. Ratings and rankings based upon standardized metrics have become a driving force in education and health care. The reliance on measurement to incentivize behaviors often results in demoralization, and a corruption of the measures themselves. This talk explores the characteristic dysfunctions of metric fixation, how they can best be avoided, and metrics put to positive uses.

0915-0945 ASPIRE-to-Excellence Awards

0945-1015 COFFEE BREAK AND VIEWING OF EXHIBITION AND POSTERS

1015-1200 SESSION 3: Simultaneous Sessions

Symposia, short communications, research papers, mounted poster and ePoster presentations, PechaKucha™, workshops

Symposium 3a: Peer review. Keeping horses in the stable or encouraging them to bolt into a progressive future?
Tim Dornan (UK), Richard Hays (MedEdPublish, Australia), Martin Delahunty (Inspiring STEM Consulting, UK), F1000 Representative

Pre-publication peer review is currently the ‘gold standard’ of academic rigour. It results, though, in good articles being rejected or altered beyond recognition. Peer review has been authoritatively described as so unreliable that, if it were a drug, it would not be allowed on the market. This symposium will consider whether peer review is the best means of advancing the field or conserves the status quo. It will present post-publication peer review as an alternative, ask whether this could be a more democratic route to scholarly excellence, and whether wastage of good work and disillusionment of authors could become a thing of the past.

Symposium 3b: Can EPA Assessment Data Collected in Medical School Facilitate Transition to Residency?
Jonathan Amiel (Columbia University Vagelos College of Physicians & Surgeons, USA), Dorothy Andriole (Association of American Medical Colleges, USA), Sebastian Uijtdehaage (Uniformed Sciences University of Health Sciences, USA), Laura Hopson (University of Michigan, USA), Daniel West (Children’s Hospital of Philadelphia, USA)

The symposium will reflect on the utility, benefits, and risks of using EPA assessment data to facilitate the transition to residency. The presenters will examine the current literature and its gaps in the use of EPAs to guide learners and educators through an individualized transition.

Symposium 3c: Involving Patients and Family in Achieving Meaningful Outcomes through Continuing Professional Development (AMEE CPD Committee Symposium)
David Wiljer (University Health Network, Canada), Samar Aboulsoud (Cairo University, Egypt), Paul Rowland (Wilson Centre, University Health Network and University of Toronto, Canada), Carolin Sehlbach (Maastricht University, the Netherlands), Alvaro Margolis (Global Alliance for Medical Education, Uruguay), Lisa Sullivan (Global Alliance for Medical Education, USA)

This symposium will explore the involvement of patients, families, clients and service users in re-imagining the delivery of continuing education for healthcare professionals in diverse contexts to achieve better outcomes for a healthier world.

Symposium 3d: Interprofessional Simulation in Healthcare: Materiality, Embodiment, Interaction (AMEE Simulation Committee Symposium)
Nancy McNaughton (University of Toronto, Wilson Centre for Research in Education, Canada), Madeleine Abrandt-Dahlgren (Linköping University, Sweden), Nick Hopwood (University of Technology Sydney, Australia), Michelle Kelly (Curtin University, Australia), Peter Dieckmann (Copenhagen Academy for Medical Education and Simulation, Denmark)

Healthcare simulation has been proposed as a possible approach to improve IPC and teamwork, although our field requires specific guidance on how to design and structure such educational events.
1200-1400 LUNCH BREAK AND VIEWING OF EXHIBITION AND POSTERS

1400-1530 SESSION 4: Simultaneous Sessions
Symposia, short communications, research papers, mounted poster and ePoster presentations, PechaKucha™, workshops

Symposium 4a: Transition from Medical School to Surgery Residency Training
Moderator: Ajit Sachdeva (American College of Surgeons, USA)
Speakers from across the globe will share experiences from various countries and highlight the advances that have been made to address the challenges during the transition from medical school to surgery residency training.

Symposium 4b: Digital assessment in the clinical workplace: design, implementation - opportunities, challenges
Silas Taylor (UNSW Medicine, Australia), Colin Lumsden (Manchester University, UK), Eeva Pyörälä (University of Helsinki, Finland), Richard Cooke (University of the Witwatersrand, South Africa), Jennifer Hallam (University of Leeds, UK), Karen Scott (University of Sydney, Australia)
The clinical workplace is a highly dynamic, complex learning environment. Developing clinical, procedural, communication and professional skills in an authentic clinical context is critical for modern healthcare providers.

Symposium 4c: New directions in Health Sciences Education
Moderator: Peter de Jong (IAMSE, the Netherlands)
This symposium will highlight current developments in health sciences education and will discuss their implications with the audience.

Symposium 4d: Essential Curriculum Transformation - the Why and How
John Jenkins, Martina Crehan (Royal College of Surgeons in Ireland), Pat Garcia (Northwestern Feinberg School of Medicine, USA), Peter McCorrie (University of Nicosia Medical School and St Georges University of London, Cyprus), Harm Peters (Charité – Universitätmedizin, Germany), Davinder Sandhu (Formerly RCSI Medical University of Bahrain)
The symposium will focus on identifying high level principles which can be used to address desired curricular development in a wide variety of national and local settings. It will also provide opportunities for sharing of international experience, with focus on learning from each other.

1530-1600 COFFEE BREAK AND VIEWING OF EXHIBITION AND POSTERS

1600-1730 SESSION 5: Simultaneous Sessions
Symposia, short communications, research papers, mounted poster and ePoster presentations, PechaKucha™, workshops

Symposium 5a: Exploring sustainable health care education: An international endeavour. Moving from the what to the how
AMEE Sustainable Healthcare Working Group
This symposium will address what we mean by sustainable health care education and planetary health, and will explore examples of good practice.

Symposium 5b: The Doing, Knowing, Being, and Becoming of a Healthcare Professional
Hedy Wald (Warren Alpert Medical School of Brown University, USA), Diethard Tauschel (Witten/Herdecke University, Germany), Settimio Monteverde (Bern University of Applied Sciences, Switzerland), Richard Horton (The Lancet, UK)
Interprofessional speakers who have implemented curricula supporting development of moral resilience and Professional Identity Formation will share strategies, perspectives on challenges faced, outcomes obtained, and lessons learned.

Symposium 5c: Digital Professionalism and Culture - Impact on Medical Students’ Mental Health and Wellbeing
Hiroshi Nishigori (Nagoya University, Japan), Ania Korszun (Queen Mary University of London, UK), Young-Mee Lee (Korea University College of Medicine, Korea), Ali Ajaz (Queen Mary University of London, UK), Mariko Morishita (Kyoto University, Japan)
This symposium will discuss the underlying neuroscience of behavioural addiction and how it can disrupt learning and cognition and affect wellbeing; address the negative impact on mental health through factors such as cyber bullying and dysfunctional social comparison and the importance of teaching digital professionalism to students and trainees.
Symposium 5d: AMEE Europe - the voice of stakeholders of European medical education
Janusz Janczukowicz (AMEE, Poland), Gabrielle Jacob (WHO RC Europe, Denmark),
Representatives of European Medical Education Organisations
All European conference participants are invited to join this symposium to initiate active
cooperation aimed at ensuring that medical education in Europe meets future health care
needs, taking into account the UNESCO Sustainable Development Goals and the concept of
One Health.

TUESDAY 8 SEPTEMBER
0830-0945 SESSION 6: Plenary
Moderator: Rille Pihlak
0830-0845 Plenary 6a: Reflections on predictions of the Medical Student in
the year 2020 and beyond
Sarah Rennie, University of Otago, New Zealand
AMEE in 2000 focused on change and the future. I predicted medical students in 2020 would
be predominantly white, mature females with a previous degree. I idealistically predicted a
movement to flexible medical degrees, away from time-based requirements. Medical students
would have a good grasp of computers and the internet and patients would be more
informed about their health with their first contact conducted over the Internet with
programmes to sift out those people who need to see a doctor face-to-face from those who
need advice (Babylon Health!). What will the medical student look like in 2040?
0845-0900 Plenary 6b: Hindsight is 2020 in 2020
M. Brownell Anderson, National Board of Medical Examiners, USA
At the AMEE conference in 2000, I was asked to predict the state of medical education in
2020. With the benefit of hindsight, this talk will address what I got right, what I got wrong,
and what surprised me most. Specifically, it will consider the major changes that have
occurred over the past two decades, what factors have influenced the content, structure,
delivery, assessment, and outcomes of medical education globally, and what we did right
regardless of my expectations. Predictions for the next two decades will be offered, safe in
the knowledge that hindsight will still be 2020 in 2040.
0900-0910 Key changes in medical education over the past two decades
Claire MacRae, AMEE
0910-0925 Discussion
0925-0940 AMEE Awards and Prizes
Miriam Friedman Ben-David New Educator Award; Sino Russian Educator Award, AMEE Honorary
Fellowship Award, AMEE Specialist Certificate Award, MedEdPublish Best Article Award
0940-0945 Karolinska Prize Announcement
0945-1015 COFFEE BREAK AND VIEWING OF EXHIBITION AND POSTERS
1015-1200 SESSION 7: Simultaneous Sessions
Symposia, short communications, research papers, mounted poster and ePoster
presentations, PechaKucha™, workshops
Symposium 7a: Is the role of the teacher mirrored in the role of the learner?
Joy Rudland, Tim Wilkinson (University of Otago, New Zealand), Evangelos Papageorgiou
(European Medical Students’ Association (EMSA), Greece), Agostinho Sousa (European
Junior Doctors, Belgium)
This symposium will explore the potential change in learners’ roles over the last 20 years
through the perspective of an undergraduate learner, a postgraduate trainee in clinical
training and a senior consultant. It will make proposals regarding how we envision the future
roles of the learner and teacher and the relationship or partnership that should exist.
Symposium 7b: Faculty Development Beyond 2020 - Agility, Connection, Impact,
Sustainability (An AMEE Faculty Development Committee Symposium)
Yvonne Steinert (McGill University, Canada), Teresa Chan (McMaster University, Canada), Page
Morahan (FAIMER, USA), Ugo Caramori (University of Campinas, Brazil), Patricia O’Sullivan
(University of California San Francisco (UCSF), USA)
This symposium will briefly look back at what has been accomplished in FD since the start
of the new millennium and highlight four areas of FD that we should pursue over the next
decade to enhance agility, connection, impact and sustainability.
Symposium 7c: Planning, implementing and evaluating surgical educational innovation and change
Jennifer Cleland (University of Aberdeen, UK), Gareth Griffiths (NHS Tayside, UK), Kenneth Walker (NHS Education for Scotland, UK), Paul Lai (Chinese University of Hong Kong, China), Satheesh Yalamarthi (NHS Fife, UK), Adarsh Shah, Centre for Healthcare Education Research and Innovation (CHERI), University of Aberdeen, UK
The symposium will examine some of the opportunities and challenges of planning, implementing and evaluating change in surgical education. The role of context and culture, qualitative and quantitative approaches, and theory in the evaluation of surgical education change and innovation will be considered and presenters will provide their suggestions for how to improve future study in this area.

Symposium 7d: Scholarship is not just research: Nurturing scholarship in health professions education (An AMEE Fellowship Committee Symposium)
Eeva Pyörälä (University of Helsinki, Finland), Subha Ramani (Harvard Medical School, USA), Rashmi Kusurkar (Amsterdam University Medical Centre, the Netherlands), Gary D. Rogers (Griffith University, Australia)
This symposium aims to explore criteria for educational scholarship, use brainstorming to discuss practical application of these criteria and describe concrete strategies for advancing from teaching to scholarly teaching and finally scholarship in health professions education.

1200-1400 LUNCH BREAK AND VIEWING OF EXHIBITION AND POSTERS

1400-1530 SESSION 8: Simultaneous Sessions
Symposia, short communications, research papers, mounted poster and ePoster presentations, PechaKucha™, workshops

Symposium 8a: Best Success begins with Failure – Our True Stories
Shuh Shing Lee (Yong Loo Lin School of Medicine, NUS, Singapore), Ardi Findyartini (Universitas Indonesia, Indonesia), Ikuo Shimizu (Shinshu University, Japan)
In this symposium, different speakers with different roles around the Asia regions will share their thoughts on the initiatives that they have implemented, the struggles that they faced, how they overcame these challenges and the lessons learned.

Symposium 8b: Embracing PG training diversity: lessons from Obstetrics and Gynaecology (AMEE Postgraduate Committee Symposium)
Simon Gregory (Health Education England, UK), Rille Pihlak (The Christie, UK), Juliana Sá (University of Beira Interior, Portugal), Gustavo Salata Romão (Febrasgo / University of Ribeirão Preto, Brazil), Sheyla Ribeiro Rocha (Federal University of São Carlos, Brazil)
Recent decades have seen major changes in postgraduate training that are usually more due to pressures of the healthcare systems rather than based on medical education evidence. The session will introduce attendees to the diversity of PGT around the globe and will outline initiatives and results from medical education research that aim to improve PGT in different settings.

Symposium 8c: Primum non nocere: assuring patient safety and professional competence in a world of medical professional migration
Valerie Wass (UK), Peter Dieter (AMSE, Germany), Trevor Gibbs, Trudie Roberts (AMEE, UK), Harm Peters (AMSE, Germany)
The symposium will highlight migration issues and explore how health care workers can be trained for global movement and supported to assimilate into new cultures, followed by examination of how transformational learning and new technologies such as virtual reality might support this enculturation and ensure high levels of professional competency.

Symposium 8d: Moving from eminence-based to evidence-based accreditation: defining the field of accreditation research and charting its course
Sean Tackett (Johns Hopkins Bayview Medical Center, USA), David Rojas (University of Toronto, Canada), Ming-Jung Ho (Georgetown University Medical Center, USA), Marta van Zanten (FAIMER, USA), Cynthia Whitehead (University of Toronto, Canada)
This purpose of this symposium is to define the field of undergraduate medical education accreditation research and discuss how accreditation can become more evidence-based.

1530-1600 COFFEE BREAK AND VIEWING OF EXHIBITION AND POSTERS
SESSION 9: Simultaneous Sessions
Symposia, short communications, research papers, mounted poster and ePoster presentations, PechaKucha™, workshops

Symposium 9a: Sharing of learning resources: The teacher as a curator
Panel: Representation from developers of learning resources: AMBOSS, Aquifer, Lecturio, Osmosis and ScholarRx
Moderator: Dujeepa Samarasekera, National University of Singapore
The role of the teacher is rapidly changing from that of a provider of information to one of a curator, taking account of the wealth of resources now available digitally. A panel of resource developers will discuss current developments, followed by a discussion with the audience on the implications for training of both teachers and learners in the selection and use of such resources in the curriculum.

Symposium 9b: Serious games: Do they offer serious and engaged learning? (AMEE TEL Committee Symposium)
Mary Dankbaar (Erasmus Medical Center Rotterdam, the Netherlands), Pamela Kato (Designer, Social Entrepreneur Silicon Valley, Digital Health Scientist, USA), Shoaleh Bigdeli (Center for Educational Research in Medical Sciences (CERMS), Iran), Todd Chang (University of Southern California, USA), Tjitske Faber (Erasmus University Medical Center, the Netherlands), Joy Lee, Jeroen van Merrienboer (Maastricht University, the Netherlands)
Serious games are increasingly being used in undergraduate and graduate medical education, as well as for patient care, for knowledge and skills acquisition or behavior change. We will discuss examples of successful developments, characteristics, implementation challenges, research and design principles and invite members of the audience to contribute their experiences in developing and using serious games.

Symposium 9c: Medical Humanities and Ethics in the Curriculum - Standards and Best Practices
Russell D'Souza (University of Haifa, Australia), Mary Mathew (Manipal University, India), Derek D'Souza (Maharashtra Institute of Medical Education & Research, India), Madalena Patricio (University of Lisbon, Portugal, Joseph Thornton (University of Florida, USA)
This symposium will cover the evidence-based, vertically integrated bioethics curriculum from the UNESCO Core Curriculum of the Universal Declaration on Bioethics and Human Rights that was adopted by Governments of 96 member countries of the UN in 2005, the reformed evidence-based bioethics and medical humanities teaching methodology, technology for imparting competencies in decision making in ethical dilemmas and the assessment technology of bioethics teaching-learning.

Symposium 9d: Maintaining Adaptive Expertise in the time of the Algorithm: Lessons from Aviation
Martin Pusic (Harvard University, USA), Maria Mylopoulos (University of Toronto, Canada), John Andrews (American Medical Association, USA), Warren Feschuk (DAC Aviation, Canada)
This symposium will present an interdisciplinary perspective on the development and maintenance of adaptive expertise for low frequency, high impact situations in both aviation and the health professions.

WEDNESDAY 9 SEPTEMBER

SESSION 10: Simultaneous Sessions
Symposia, short communications, mounted poster and ePoster presentations, doctoral reports, workshops

Symposium 10a: Empathy for Patient Care: Critical Ingredient or Optional Seasoning
Chris Skinner (Notre Dame University, Australia), Gemma Cherry (University of Liverpool, UK), Gerard Flaherty (University of Galway, Ireland)
This symposium will look at how we can develop students’ empathy for optimum patient care. It will examine this from a patient perspective and in addition provide a critical review and a theoretical underpinning and controversial concepts surrounding empathy.

Session 10e: Evidence-Based Teaching is on today’s agenda
Madalena Patricio (Lisbon School of Medicine, Universidade de Lisboa, Portugal), Morris Gordon (UCLan, UK), Michelle Daniel (University of Michigan Medical School, USA), Erik Driessen (Maastricht University, the Netherlands)
This symposium will explore how we can move from education based on opinion to education based on evidence, including the different forms of evidence that can be used to support teachers’ decisions and how these can be accessed and adopted by teachers in their day-to-day practice.
1015-1045  COFFEE BREAK AND VIEWING OF EXHIBITION AND POSTERS

1045-1230  SESSION 11: Plenary
Moderator: Trevor Gibbs, UK

1045-1130  Plenary 11a: Healing the Planet: Living into the Future of Health Professions Education
Moderator: Stewart Mennin, Brazil
Uncertainty is the only certainty. How best to prepare health professionals for increasing uncertainty, mass migration, increased civil disruptions, wildfires, drought, famine, and diminishing resources for equity of access to health and health care. This plenary brings forth innovative, relevant and sustainable adaptive actions for medical educators everywhere. We focus on three questions:
1. What impact of climate change do you see in the coming decade and how will it affect the way we prepare health professionals?
2. We are living in a time of increasing uncertainty and inequity of access to resources essential for healthy people. How can we best prepare health professionals for this?
3. What do you see as the realistic and sustainable impact of technology on the preparation of future health professionals and current practitioners?

1130-1200  Plenary 11b: Take-home Messages
Yvonne Steinert, Canada
Vishna Devi Nadarajah, Malaysia
Philippa Lantwin, EMSA Representative
Shruti Sharma, European Junior Doctor Association Representative
Diana Dolmans, the Netherlands

1200-1230  Announcement of AMEE Conference Prizes, a look ahead to AMEE 2021, and concluding remarks

1230  Close of AMEE 2020

Brief summaries of the plenaries and symposia are included here. For full details please visit www.amee.org/conferences/amee-2020/programme

AMEE 2020 Live!

Of course we want to see you in Glasgow, but we realise that sometimes it’s difficult to get away due to work or family commitments, or maybe funds are not available to attend in person.

The next best thing is to participate in AMEE Live! With two live streams throughout, you can participate in the conference opening, all four plenary sessions and a selection of symposia live as they happen, and ask questions of the presenters by text, email or through social media. You can also watch the recordings later at a time that suits you.

Present through AMEE Live! An exciting addition to AMEE Live this year is the option to submit a short communication abstract for live presentation from wherever you are in the world! Abstracts selected may be presented by Zoom in one of the conference sessions, with time for questions from the audience immediately following your presentation.

Short communication abstracts of maximum 350 words (structured as Background; Summary of work; Summary of results; Conclusions; Take-home messages) should be submitted by 6 February to amee@dundee.ac.uk and not through the AMEE abstract portal. Abstract decisions will be emailed before end April. Submitters of abstracts selected will be expected to pay the appropriate fees below. Full details will be supplied when the abstract is accepted.

AMEE Live fee: £125 for access from one device (may be used by an individual or a group)
£50 for Special Rate Countries (see list on AMEE website)

Abstract presentation: £75 in addition to the appropriate AMEE Live fee above

For further information please contact amee@dundee.ac.uk
Abstracts

NEW for 2020!!!!

**Poster Forum** for participants wishing to have a mounted poster but not to present it in one of the simultaneous sessions.

**Short Communications at a distance** for participants who are unable to attend the conference (limited opportunities are available and fee will apply). See website for details.

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

**Schedule:** If selected, delegates must be available to present from 1015hrs on Monday 7 to 1015hrs on Wednesday 9 September.

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

<table>
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<th>Format</th>
<th>Word Count</th>
<th>Structure</th>
<th>Deadline*</th>
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<td>Background, Summary of Work; Summary of Results; Discussion &amp; Conclusions; Take-home Message Up to 6 Authors 1 Presenter</td>
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*Research and Doctoral Report submissions have now closed.*

For full details please visit amee.org/conferences/amee-2020/abstracts

Terms and Conditions of Registration:

1. The registration fees may only be paid in GBP £ irrespective of your country of origin.
2. AMEE 2020 registration fee includes: attendance at main conference sessions (Sunday 6 to Wednesday 9 September) including conference workshops (according to availability); lunch (Monday 7 and Tuesday 8 September) and coffee breaks (Monday 7 to Wednesday 9 September); Opening Reception (Sunday 6 September); Conference materials.
3. EBMA 2020 registration fee includes: attendance at the EBMA conference sessions (Saturday 5 and Sunday 6 September); lunch (Saturday 5 and Sunday 6 September); Reception (Saturday 5 September); Conference materials.
4. 3rd International Summit on CBME registration fee includes: attendance at the 3rd International Summit on CBME conference sessions (Friday 4 and Saturday 5 September); lunch (Friday 4 and Saturday 5 September); Reception (Friday 4 September); Conference materials.
5. Travel to Glasgow and accommodation is NOT included in the registration fee.
6. Payment may be made by credit/debit card (VISA, Mastercard) or bank transfer in GBP £ 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.
7. Cancellation policy for AMEE 2020, EBMA 2020 and 3rd International Summit on CBME: a refund of previously paid registration fees will be made as follows: Notification in writing by 31 May 2020: full refund less GBP £75 administration fee; Notification in writing by 30 June 2020: 75% refund; Notification in writing by 31 July 2020: 50% refund; Notification after 1 August 2020: no refund.
8. Cancellation policy for EBMA 2020 preconference workshops and AMEE 2020 preconference workshops and courses: AMEE will make every effort to resell places on preconference workshops and courses but cannot guarantee a refund will be possible.
9. Please note in the event of cancellation, bank or credit card charges incurred by AMEE will not be refunded.
10. This contract is governed by the laws of Scotland. Completion of the registration information signifies acceptance of the terms and conditions.
Registration

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

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

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

Registration Category

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1. Student rate relates to medical and healthcare professions students at undergraduate level or those doing a graduate entry to medicine programme and continues until qualification as a doctor or other healthcare professional. It does not cover those doing Masters or PhDs.
2. Junior doctor/trainee/Other healthcare professional rate relates to those who are up to 5 years post graduation as a doctor or any other healthcare professional. It also applies to those who are doing a full-time PhD or full-time Masters’ course and who do not receive a salary.
3. For Special Rate Country please see the list on the AMEE website.
4. Participants must register for AMEE 2020 and pay the registration fee in order to attend a preconference workshop. The only exception is the VIEW preconference workshop PCW 21 which may be purchased separately.
5. Participants may choose to attend either EBMA or 3rd International Summit on CBME without registering for and attending AMEE 2020.
DEADLINE DATES

31 January 2020: Close of nominations for Miriam Friedman Ben-David New Educator Award

06 February 2020: Last date to submit Short Communications, Mounted Posters, ePosters, Poster Forum, PechaKucha™, Point of View, Conference Workshops and Fringe abstracts

Last day to apply for free registration award for AMEE 2020

30 April 2020: Abstract decisions announced; Free registration awards announced

Acknowledgment of free registration awards;
Notification to Miriam Friedman Ben-David New Educator Award winner

25 May 2020: Close of early registration

01 June 2020: Deadline for registration by presenters to ensure abstract included in the programme

30 June 2020: Last date to book exhibition space

WHO TO CONTACT

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

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amee@dundee.ac.uk
www.amee.org/conferences/amee-2020

www.amee.org
Check our social media platforms for regular updates

#AMEE2020