

amee  2017

Scottish Charity No SCO31618

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

FINLAND
Helsinki

26th - 30th August 2017

Messukeskus Helsinki
Expo and Convention Centre

The power to surprise!



UNIVERSITY OF HELSINKI



UNIVERSITY
OF TAMPERE

THE FINNISH MEDICAL SOCIETY
DUODECIM



FINNISH MEDICAL
ASSOCIATION



UNIVERSITY OF OULU



Turun yliopisto
University of Turku



UNIVERSITY OF
EASTERN FINLAND

Programme includes:

- 4th International Conference on Faculty Development in the Health Professions (page 4)
- PASREV Course (page 5)
- AMEE-Essential Skills in Medical Education Courses (pages 6-7)
- ASME-FLAME Course (page 8)
- Masterclass Sessions (page 7)
- Pre-conference workshops (pages 8-11)
- AMEE Hackathon (page 5)
- Plenaries including PechaKucha™ (pages 12-14)
- Symposia (pages 16)
- Interprofessional Skills Training Symposium (page 16-17)
- Abstract submission (page 17)
- Exhibition (page 16)
- Accommodation options (page 19)
- Registration (page 18-19)

www.amee.org

Inspire ... and be inspired





Why you should attend AMEE 2017

We're delighted that the AMEE Conference has become the premier education networking event for medical and healthcare professionals from around the world. Come to AMEE 2017 to:

- Hear from the experts the state of the art in education in medicine and the health professions in plenaries, symposia and workshops
- Take part in the many preconference activities including the 4th International Conference on Faculty Development in the Health Professions, courses for teachers or preconference workshops on a wide range of topics
- Present your own work in one of the many exciting presentation formats and receive feedback from others
- Share experiences and network with colleagues from 100 countries around the world
- See at first hand the exciting new products and services available in the field by visiting the extensive commercial and academic exhibition
- Have fun with AMEE friends, enjoy the varied social activities in the beautiful city of Helsinki and return refreshed and invigorated!

We hope we have succeeded in presenting a balanced programme with plenty of choice for everyone. Whether you work in undergraduate, postgraduate or continuing education, and whether you are a student, teacher, dean, administrator or researcher there should be plenty of interest and to challenge you.

This provisional programme provides an overview of the wealth of sessions on offer at AMEE 2017. Please refer to the website <http://www.amee.org/conferences/amee-2017> for more detailed information and register at <https://www.eiseverywhere.com//ehome/201158>

Committees

Local Organising Committee:

- Minna Kaila (University of Helsinki/Association for Medical Education in Finland) (Chair)
- Kati Hakkarainen (University of Tampere)
- Anne Pitkäranta (University of Helsinki)
- Leila Niemi-Murola (University of Helsinki)
- Eeva Pyörälä (University of Helsinki)
- Essi Varkki (University of Oulu/Association for Medical Education in Finland)
- Teemu Kariainen (Finnish Medical Students' Association)
- Hannu Halila (Finnish Medical Association)
- Juha Pekka Turunen (Finnish Medical Society Duodecim)
- Laura Seppälä (Junior Doctors' Association)
- Miira Karvonen (Finnish Medical Society Duodecim) (Secretary)
- Anne Teeriaho (Finnish Medical Society Duodecim)
- Outi Kortekangas-Savolainen (University of Turku) (Chair - 4th ICFDHP Planning Committee)

Executive Committee:

- President: Trudie Roberts, UK
- General Secretary/Treasurer: Ronald Harden, UK
- Committee Members:**
- Martin Fischer, Germany
- Janusz Janczukowicz, Poland
- Deborah Murdoch Eaton, UK
- Subha Ramani, USA
- Gary Rogers, Australia
- Olle ten Cate, The Netherlands
- AMEE Past-President: Madalena Patrício, Portugal
- Junior Doctor Representative: Rille Pihlak, Estonia
- Student Representatives:**
- Alexander Lachapelle (IFMSA)
- Lara Teheux (EMSA)

We are pleased to have the involvement of Medical Student and Junior Doctor organisations in AMEE 2017



Nuorten Lääkärien Yhdistys
Junior Doctors' Association in Finland

General Information

About Helsinki:

Helsinki is one of the most attractive congress destinations in Europe. It is known as a safe, secure and clean city. Compact in size, most hotels, restaurants, shops and sights are within walking distance. If you don't want to walk, Helsinki's efficient public transport system is a welcome alternative. This relaxed and friendly city offers a range of experiences including a vibrant food culture, architecture, museums and culture, great shopping opportunities and a lively nightlife.

Weather:

Helsinki has a humid, continental climate with warm summers and long days in August. At the time of AMEE 2017 the expected temperature is around 18°C (65°F). There is a chance of light rain.

Travelling to Helsinki:

Around 60 airlines serve Helsinki, with more than 180 international arrivals each day. Finnair, the national airline, is part of the OneWorld Alliance which offers flights to more than 1,000 destinations throughout the world.

Conference venue:

Messukeskus Expo and Convention Centre, Helsinki, provides an excellent venue for AMEE 2017. It is situated a few minutes outside the centre of the city and a free local travel pass will be provided for use on the frequent and reliable trams and fast trains out to the conference venue. Most hotels are located in the city centre.

CME Accreditation

Credits are being applied for from the UK Royal Colleges and from The European Accreditation Council for CME (EACCME®) for attendance at the main conference (28-30 August).

Visas:

Please check with the Finnish Embassy or Consulate in your country to find out whether you need a visa, and if so, the documentation that must be supplied. If you would like AMEE to supply a letter of invitation to support your application please contact amee@worldspan.co.uk a minimum of 2 weeks before submitting your application. Before a letter can be issued you should formally register for the conference. Please start visa applications as soon as possible.

Currency:

The currency is the Euro (€). Credit cards are widely accepted and Automated Teller Machines (ATMs) or cash machines can be found throughout the city. For current exchange rates visit: www.xe.com

Insurance:

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

Children:

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

Language:

All conference sessions will be conducted in English.

Outline programme

	Friday 25th	Saturday 26th	Sunday 27th	Monday 28th	Tuesday 29th	Wednesday 30th
Morning	Hackathon	4th Fac Dev Conference ESME Course ESMEA Course ESCEPD Masterclass RESME Course FLAME Course Pre-Conference Workshops Hackathon AMEE Executive Committee	4th Fac Dev Conference ESME Course ESMEA Course ESMESim Masterclass PASREV Course RASME Course Pre-Conference Workshops Hackathon	Plenary 2 Symposia Short Communications Research Papers Posters PechaKucha Workshops Exhibition Meet the Expert	Plenary 3 Symposia Short Communications Research Papers Posters PechaKucha Workshops Exhibition Meet the Expert	Symposia Short Communications Research Papers Posters Workshops Doctoral Reports Plenary 4 Exhibition Close of Conference 1245 hrs
Lunch				ESME Course RESME Course FLAME Course Exhibition	AMEE AGM ESME Course RESME Course FLAME Course Exhibition	ESME Course FLAME Course
Afternoon	Hackathon	4th Fac Dev Conference ESME Course ESMEA Course ESCEPD Masterclass RESME Course FLAME Course Pre-Conference Workshops Hackathon AMEE Executive Committee	ESME Course ESMESim Masterclass PASREV Course RASME Course Pre-Conference Workshops Hackathon AMEE Orientation	Symposia Short Communications Research Papers Posters Workshops AMEE Fringe Doctoral Reports PechaKucha Exhibition	Symposia Short Communications Research Papers Posters Workshops AMEE Fringe Doctoral Reports ESMEA Course RESME Course Exhibition	FLAME Course AMEE Executive Committee
Evening	4th Fac Dev Conference Registration and Networking Reception (1730) Hackathon		Opening Ceremony Plenary 1 Networking Reception Exhibition	Private Meetings	Private Meetings	

4th International Conference on Faculty Development in the Health Professions

Faculty Development: Affirming Global Connections and Advancing Diversity

Friday 25-Sunday 27 August 2017
Messukeskus Expo and Convention Centre, Helsinki, Finland

Programme Planning Committee:

Klara Bolander-Laksov (Sweden)
David Irby (US)
Outi Kortekangas-Savolainen (Finland)
Gary Rogers (Australia)
Dujeepa D. Samarasekera (Singapore)
Ivan Silver (Canada)
Yvonne Steinert (Canada)

Conference goals

- To bring together international faculty development leaders/educators in the academic health sciences
- To share best practices and current research in faculty development
- To foster a global community of leaders and educators in the field

Conference Highlights

- 1 Opening Panel on Affirming Global Connections - *Eliana Amaral (UNICAMP, Brazil/FAIMER, Brazil), Kirsti Lonka (University of Helsinki, Finland), and Dujeepa Samarasekera (National University of Singapore), Ivan Silver (University of Toronto, Canada) (Moderator)*
- 2 Conference Plenary on Health Professions Faculty in the 21st Century: Challenges and Opportunities *Catherine Lucey (UCSF, USA)*
- 3 Closing Plenary on Affirming Global Connections and Diversity in Faculty Development: The Way Forward *Yvonne Steinert (McGill University, London)*

Who should attend

Individuals from around the world interested in

- Faculty/staff development
- Teacher training
- Career development
- Cultural awareness
- Faculty affairs
- Leadership development
- Global health
- Research and scholarship in faculty development

Programme

Friday 25 August

1730-1930 Registration

1730-1930 Networking reception: renew acquaintances and meet new colleagues before the start of the Conference (refreshments provided)

Saturday 26 August

0800 Coffee on arrival

0830 Opening Panel Discussion on Affirming Global Connections:
Eliana Amaral, Kirsti Lonka, Dujeepa Samarasekera, Ivan Silver (Moderator)

1000 Coffee

1030 Oral presentations, posters and workshops

1215 Facilitated lunch - "Meet the Experts"

1415 Plenary: Health Professions Faculty in the 21st Century: Challenges and Opportunities:
Catherine Lucey (Vice Dean for Education, UCSF School of Medicine, USA)

1515 Coffee

1545 Oral presentations, posters and workshops

1730 Poster presentations

Sunday 27 August

0830 Coffee and "Next steps"

0930 Oral presentations, posters and workshops

1115 Closing Plenary: Affirming Global Connections and Diversity in Faculty Development: The Way Forward:
Yvonne Steinert (Director of the Centre for Medical Education, McGill University, Montreal, Canada)
Close of Conference 12.30





Abstract submission

Abstract submissions for oral presentations (10 minutes + 5 for discussion), poster presentations (5 minutes) and workshops (1.75 hours) are invited for submission before the deadline of midnight 5 January 2017. More details of abstract submission are available on <http://www.amee.org/conferences/4th-faculty-development-conference#abstracts>

Registration fees	To 19 May	From 20 May
4th International Conference on Faculty Development Only	€360	€420
4th International Conference on Faculty Development also attending AMEE 2017	€320	€380

4th International Conference on Faculty Development registration fee includes:

Attendance at the main conference sessions (Saturday 26 and Sunday 27 August) (workshops according to availability); lunch (Saturday 27 August) and coffee breaks (Saturday 27 and Sunday 28 August); Networking reception (Friday 25 August); Conference materials. For Terms and Conditions please see page 19

PASREV Course Practical Skills for Reviewing Evidence in Health Professions Education

Background: The course has been designed to present and develop a set of core skills that are key in using and undertaking systematic reviews in the healthcare professions including developing relevant topics for review; considering and selecting appropriate methods for review and synthesis of evidence; searching and appraising research; synthesising studies; writing up a review in a manner that can impact practice and using and peer reviewing of education reviews.

Audience: 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.

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, award of the PASREV Certificate will be made.

Course Faculty:

- Morris Gordon (School of Medicine, University of Central Lancashire, UK, and Director of the BEME Education and Training Committee)
- Madalena Patricio (Faculty of Medicine University of Lisbon, Portugal, Chair of BEME Board and Past President of AMEE)
- Antonio Vaz Carneiro (Head, Center for EBM and Director of the Department of Medical Education at the Faculty of Medicine University of Lisbon, Head of Cochrane Portugal)

Sessions:

Sunday 27 August (0830-1630) (includes coffee and lunch)
Monday 28 August (1230-1350)
Tuesday 29 August (1230-1350)
One-to-one web-based coaching meeting following the Conference

Cost: Euros 695

Please note: Course participants must also register for AMEE 2017 and pay the conference registration fee.

AMEE Hackathon

#AMEEHacks17

Sponsored by

ELSEVIER

What are the “wicked problems” that face us as medical educators, and how can we solve them?

AMEE is excited to be organising another Hackathon, in collaboration with Elsevier as sponsors. With a clear focus on medical education innovation, international teams of educators, technologists, designers and students will come together to brainstorm, disrupt, share, learn, innovate and hopefully create solutions to these wicked problems!

Over the course of 48 hours in Helsinki, with support from the AMEE Technology Enhanced Learning Committee, the groups will develop, pitch, receive feedback, modify their ideas, and finally present their projects to the audience. Mentors will work with the groups and judges will select the solutions that best align with the challenges undertaken. Prizes will be awarded for the best innovations.

In the symposium on Monday 28 August the winners will present their projects and receive their prizes. The hackathon as an educational concept will be discussed, and its implications for medical education.

Watch the website over the coming months to find out how you can participate.





AMEE-Essential Skills in Medical Education Courses

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

PLEASE NOTE: Course participants must also register for AMEE 2017 and pay the conference registration fee. Lunch and coffee included.

ESME - Essential Skills in Medical Education

The ESME Course provides a strong foundation in the basic competencies 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.



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 26 August (0830-1700 hrs)
Sunday 27 August (0830-1630 hrs)
Monday 28 August (1245-1345 hrs)
Tuesday 29 August (1245-1345 hrs)
Wednesday 30 August (1300-1400 hrs)

Cost: Euros 764

ESMEA - Essential Skills in Medical Education Assessment

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



Facilitators:

Katharine Boursicot (Singapore), Brownie Anderson (NBME, USA), Richard Fuller (Leeds, UK), Kathy Holtzman (ABMS, USA), John Norcini (FAIMER, USA), Trudie Roberts (Leeds, UK), Dave Swanson (NBME, USA), Sydney Smee (Medical Council of Canada)

Sessions:

Saturday 26 August (0845-1630 hrs)
Sunday 27 August (0845-1215 hrs)
Tuesday 29 August (1600-1730 hrs)

Cost: Euros 695

RESME - Research Essential Skills in Medical Education

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



Facilitators:

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

Sessions:

Saturday 26 August (0845-1630 hrs)
Monday 28 August (1245-1345)
Tuesday 29 August (1245-1345 and 1600-1800)

Cost: Euros 695

Post-course report: Participants of the AMEE-ESME Courses 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.

AMEE-Essential Skills in Medical Education Masterclasses

Lunch and coffee included.

ESMESim - Essential Skills in Simulation-based Healthcare Instruction

This highly interactive, full-day faculty development course will provide an introduction to fundamental skills for delivering simulation-based health professions education through a variety of techniques. This year's masterclass will place increased emphasis on debriefing strategies and practice, which is a skill that simulation educators, especially novice instructors, often find particularly challenging. Other topics to be highlighted include: available simulation technologies and environments; evidence-based features and practices that promote effective learning through simulation; construction of simulation scenarios; and assessment using simulations. Large-group discussions will be interspersed among small-group breakout activities that include not only design and development of simulation scenarios, but also actual implementation with hands-on use of various simulators. Participants will experience simulations – including debriefing after each scenario - from both the instructor and learner perspectives, and will receive feedback from experts with many years of experience using simulation for health professions education.



Facilitators:

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

Sessions:

Sunday 27 August (0830-1700)

Cost: Euros 275

ESCEPD - Essential Skills in Continuing Education and Professional Development

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



Course Faculty includes a variety of speakers representing a broad international scope.

Planning Committee:

Jane Tipping, Lee Manchul, Suzan Schneeweiss, (Postgraduate Medical Education & Continuing Professional Development Faculty of Medicine, University of Toronto), Amy Wolfe (Crossroads Education, South Africa)

Sessions:

Saturday 26 August (0900-1600 hrs)

Cost: Euros 275

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

This one-day course offers the chance to look at the topic in depth. Whilst some participants may find it beneficial to complete the RESME three-day course first, this is not a requirement and the RASME one-day course may be taken separately from RESME.

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



Facilitators:

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

Sessions:

Sunday 27 August: (0830-1630)

Cost: Euros 275

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



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

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.

Facilitators:

Judy McKimm, Paul Jones, Claire Vogan (Association for the Study of Medical Education (ASME), UK)

For more information contact info@asme.org.uk

Sessions:

Saturday (0845-1630 hrs)
Monday (1245-1345 hrs)
Tuesday (1245-1345 hrs)
Wednesday (1300-1530 hrs)

Cost: Euros 695

Pre-Conference Workshops

Expanded summaries of all the preconference workshops can be found on <http://www.amee.org/conferences/amee-2017>

Fee: Half-day workshops: €97 (includes coffee only); Full-day workshop (PCW14): €222 (includes coffee and lunch). Several outlets to purchase lunch are available in the conference centre.

PLEASE NOTE: Pre-conference workshop participants must also register for AMEE 2017 and pay the appropriate registration fee (except for PCW 14, VIEW which is available as a stand-alone session).

Saturday 26 August

0915-1215 hrs MORNING SESSIONS

PCW 1

OSTEs in Undergraduate and Early Postgraduate Medical Education
David Taylor and colleagues (The University of Liverpool School of Medicine, UK)

The objective structured teaching encounter (OSTE) is a way of assessing, and giving structured feedback on a teaching encounter. Like in an OCSE there are three roles within the assessment: the person being assessed, the observer and the actor with the presenting problem. We will explore use of the OSTE in use in two common teaching situations: Giving feedback on a case presentation and supporting a junior through a difficult experience.

Level: Intermediate

PCW 2

Mentoring to Achieve Maximum Potential: How do we achieve this?
Helen Goodyear and Jane Davies-Slowik (Health Education England (West Midlands), UK); Taruna Bindal (Worcestershire Acute Hospitals NHS Trust, UK)

Mentoring is an ongoing, transformational process and aims to enhance career, educational, interpersonal and psychological development and enable a person to develop to their full potential. There are many considerations to think about when setting up a mentoring scheme. This highly interactive workshop including case discussion, role play and helpful models draws upon the facilitators experience with students, doctors and dentists.

Level: Introductory/Intermediate

PCW 3

Curriculum Mapping: Face the challenge - it will be worth the effort
Olaf Ahlers (Charité - Universitätsmedizin Berlin, Germany); Ina Treadwell (Sefako Magatho Health Sciences University, South Africa); Sola Aoun Bahous (LAU School of Medicine, Beirut, Lebanon); Firman Sugiharto (Charité - Universitätsmedizin Berlin, Germany); Jan Carl Becker (University of Muenster, Germany); Ara Tekian (University of Illinois at Chicago, USA)

Curriculum mapping ensures the alignment of learning objectives with the intended outcomes, assessment and teaching modalities throughout the school and structures the vast amount of available information in a transparent way. The organizers will present a short overview of the international LOOP project in which about 35 curricula in Europe, Africa and Asia are currently mapped. Afterwards, participants will define their own needs for curriculum mapping.

Level: Intermediate

PCW 4

The scoop on scoping reviews: Best practice approach to scoping reviews in health professions education
Alik Thomas, Meredith Young, Stuart Lubarsky (McGill University, Canada); Tanya Horsley (Royal College of Physicians and Surgeons of Canada); Lara Varpio (Uniformed Services University, USA)

The field of health professions education (HPE) has experienced unprecedented growth in research activity and resultant publications. This proliferation has been a catalyst for researchers, educators and health professionals to reconcile and summarize the evidence. The facilitators will show how scoping reviews can be a useful approach particularly for HPE for synthesizing evidence, answering important questions and for identifying important gaps in

this emerging and diverse area of scholarship.
Level: Introductory to intermediate

PCW 5

ASPE Workshop - Creating a Simulated Patient (SP) Case - Strategy to reality
Benjamin Blatt (The George Washington University School of Medicine, USA); Henrike Holzer (Medizinische Hochschule Brandenburg Fontane, Neuruppin, Germany); Cathy Smith (Simulation Consultant, Toronto, Canada); Lynn Kosowics (University of Connecticut School of Medicine, USA); Melih Elcin (Turkey)

Creating realistic, educationally effective scenarios (cases) for SPs to portray is a difficult task. This workshop will provide you with hands-on experience in creating an SP case using the template developed by a major international human simulation training organization - the Association of Standardized Patient Educators (ASPE). Workshop leaders will demonstrate how to put the template into action using a Giving Bad News scenario as a model.

Level: Intermediate

PCW 6

Assessing competence of physicians trained outside the EU/EES
Magnus Hultin and Anders Sjölander (Umeå University, Sweden); Merja Toivonen and Elise Kosunen (University of Tampere, Finland); Minna Kaila (University of Helsinki, Finland)

The workshop will discuss current practices in Nordic countries for assessing foreign physicians' knowledge, skills and attitudes to obtain a national license and practice of remediation. It offers the opportunity to share experiences and to identify possible areas for future collaboration.

Level: Intermediate

PCW 7

How to Enhance Student Engagement at Your School: Best practice approaches from ASPIRE student engagement award winners

Marko Zdravkovic (University Medical Centre Maribor, Slovenia); Liz Mossop (School of Veterinary Medicine & Science, Nottingham University, UK); Harm Peters (Charité - Universitätsmedizin Berlin, Germany); Danai Wangsaturaka (Faculty of Medicine, Chulalongkorn University, Thailand); Kulsoom Ghias (Aga Khan University, Pakistan); Margot Weggemans and Joni Remmits (University Medical Center Utrecht, Netherlands)

Higher levels of student engagement have been reportedly linked to improved academic performance and institutional growth. We will engage participants in an informative and reflective workshop considering multiple paths to achieve SE in medical and veterinary schools. The exploration of our own culturally diverse contexts will provide a unique opportunity to understand the key ingredients to enhance SEI.

Level: All

1330-1630 hrs AFTERNOON SESSIONS

PCW 8

Developing Simulation: Setting up a simulation learning environment - A simulator in a room to a full simulation centre

Jean Ker (University of Dundee, UK); Bryn Baxendale (Nottingham University Hospitals NHS Trust, UK); Lars Konge (Copenhagen University, Denmark); Patrik Nyström (Arcada, Finland); Kirsimarja Metsävainio (Kuopio University Hospital, Finland); Peter Dieckmann (Copenhagen University, Denmark); Kristian Krogh (Aarhus University and Aarhus University Hospital, Denmark)

This workshop will give participants a broad overview of the process of setting up a simulated learning environment. Pitfalls, challenges and successes that we have encountered from simulation centers across the world will be highlighted in an attempt to ease the implementation of a new, reestablished or extended simulated learning environment. Examples will range from small and fairly inexpensive setups to large multimillion dollar facilities.

Level: Introductory/Intermediate

PCW 9

The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes, and criteria
David Gordon (World Federation for Medical Education); John J. Norcini and Marta van Zanten (Foundation for Advancement of International Medical Education and Research, USA)

While the purposes of accreditation of basic medical education are to evaluate and ensure the quality of medical education programmes and encourage improvement, accreditation practices vary considerably worldwide. Consequently, the World Federation for Medical Education (WFME) has developed and implemented a global programme aimed at recognising agencies that accredit medical schools at an international standard. This workshop will provide an overview of the WFME recognition

programme and an in-depth understanding of its purpose, processes, and criteria.

Level: Introductory/Intermediate

PCW 10

Teaching and Assessing Professionalism via OSCE Stations

Elizabeth Kachur (Medical Education Development, USA); Lisa Altshuler (New York University School of Medicine, USA); Chaoyan Dong (Sengkang Health, SingHealth, Singapore); Lucy Bruell (L.A. Bruell, Inc, USA)

Professionalism is a challenging competence to teach and assess because it is dependent on so many factors. Some of them (e.g., culture, legal understanding, communication skills) cannot be captured so easily. Nonetheless it is one of the competencies learners need to master if they do not want to get into trouble with their patients, their profession or with the law. This workshop will explore how to create professionalism stations for use in general OSCEs or how to put together an OSCE focusing on Professionalism.

Level: Intermediate/Advanced

PCW 11

Introduction to Progress Testing

Adrian Freeman (University of Exeter, UK); Carlos Collares (University of Maastricht, Netherlands); Lee Coombes and Steve Riley (University of Cardiff, UK)

Increasingly schools are adopting progress testing, either formatively or summatively, to take advantage of many attractive features of this mode of assessment. It aligns with modern methods such as programmatic assessment, and can provide rich feedback for students, educators and faculties alike. It can demonstrate high levels of test validity, while providing reliable outcomes that are educationally defensible with a strong statistical basis. The workshop will discuss general principles that are common across all tests, examine best practice, and look at the challenges of introducing a progress test into a medical school programme

Level: Introductory

PCW 12

Peering Inside the Black Box of Peer Review: An interactive look at the review process for a scholarly submission

David Sklar, (University of New Mexico, USA); Steven Durning, (Uniformed Services University of the Health Sciences, USA); Anne Farmakidis and Mary Beth DeVilbiss, (Association of American Medical Colleges, USA)

This workshop by the editors of Academic Medicine presents the opportunity to discuss publishing in a peer-review journal. Participants will gain skills to review different types of medical education research, become familiar with the steps in the scholarly, peer-review decision-making process and glean insider tips that will benefit them as an author, reviewer, and reader.

Level: Intermediate

PCW 13

Assessing Assessment: Best practice approaches in assessment from ASPIRE assessment award winners

Heeyoung Han and Anna Cianciolo (Southern Illinois University School of Medicine, USA); Rob Lane (Leeds University, UK)

Successful ASPIRE winning Schools SIU and Leeds will discuss what is meant by assessment excellence and will present its key ingredients. Participants will discuss challenges and innovations in effective practical assessment. Tips for writing an ASPIRE application in the area of assessment will be presented, with a focus on the quality of evidence successful applicants must achieve.

Level: All

Sunday 0915-1215

ADEE/AMEE Round Table Discussion

Some key topics of particular importance to both Dental and Medical education. Topics to be covered are (a) Social Accountability and (b) Simulation. The session is by invitation only, and will be video recorded for future dissemination.
Closed session



Sunday 27 August

0915-1630 hrs - FULL DAY

PCW 14

VIEW Workshop - The Hidden

Curriculum of Health Sciences Education
Stephen May, Carrie Roder and Elizabeth Chan
(Royal Veterinary College, University of London, UK); Clare Allen (University of Cambridge, UK)

In students' development as future professionals, a pervasive influence with a high impact is the hidden curriculum. This involves the structure of the organisations in which students learn, and the culture as it emerges in the behaviours of all whom they encounter as a part of their learning journey. Any understanding of the process of enculturation of novices in health care systems and the development of their professional identities must take account of the nature and effect of the hidden curriculum.

Level: Introductory

0915-1215 hrs
MORNING SESSIONS

PCW 15

Teaching for Diversity and Equity across the Medical Education Continuum

Ayelet Kuper (The Wilson Centre & Department of Medicine, University of Toronto; Department of Medicine, Sunnybrook Health Sciences Centre; Toronto, Canada); Lisa Richardson (The Wilson Centre, Office of Indigenous Health Education, & Department of Medicine, University of Toronto; Department of Medicine, University Health Network;

Toronto, Canada); Cynthia Whitehead (The Wilson Centre & Department of Family & Community Medicine, University of Toronto; VP-Education, Women's College Hospital, Toronto, Canada)

Participants will review an evidence-based framework of key concepts related to equity and diversity education. They will experience and practice several successful small-group techniques for teaching these key concepts across the medical education continuum, from medical school to faculty development. They will then reflect on how to incorporate diversity education within their own curricula and learn how to overcome challenges they may face.

Level: All

PCW 16

Trainee Workshop: From Project to Career - A primer on building a career in medical education

Matthew J. Stull (University of Michigan, USA); Rille Pihlak (University of Manchester, UK); Robbert Duvivier (University of Newcastle, Australia); Margot Weggemans (University of Utrecht, The Netherlands); Kevin Garrity NHS-Lanarkshire, UK); Emily Bate (NHS-Grampian, UK)

Medical education is a growing field and yet there is no one unified pathway to build a career, especially for clinical trainees. This lack of clarity can lead trainees to inefficiently move from project to project without a clear sense of how to effectively develop a meaningful career in medical education. This highly interactive workshop will support early career medical educators, including students and junior doctors, in developing a clear vision of their future development.

Level: Introductory

PCW 17

Continuing Health Profession Education: Innovative approaches to putting theory into practice for curriculum development

TJ Jirasevijinda (Weill Cornell Medical College, USA); Reena Karani (Icahn School of Medicine at Mount Sinai, USA); Monica Lypson (University of Michigan Medical School, USA); David C. Thomas (Icahn School of Medicine at Mount Sinai, USA)

In this contemporary environment of limited resources and high accountability, it is imperative that educators gain the knowledge and skills to design educational experiences that impact patient care and interprofessional practice. This interactive precourse is designed for an international audience of educators interested in mastering the skills necessary to design innovative continuing professional development programs that meet the needs of multiple health professionals.

Level: Intermediate

PCW 18

Developing as an open medical educational practitioner: How to share, reuse and remix learning resources

Natalie Lafferty (University of Dundee, UK); Annalisa Manca (Queen's University Belfast, UK)

Many medical educators lack time and resource to develop their own digital learning resources, and copyright legislation restricts the remixing

and reuse of digital content. The ability to reuse content is however improving with the open education movement fostering a sharing culture that is making reusability easier as teachers badge their teaching as open educational resources (OERs) or free open access medical education (FOAMed). In this workshop we will explore how medical educators can develop as open educational practitioners who can create, share and reuse OERs and FOAMed.

Level: Introductory

PCW 19

Integration of Empathy and EI into a medical curriculum: Opportunities and development

Chris Skinner, Tim Leahy and Raoul Oehmen (Medical School, Notre Dame University, Fremantle, Western Australia)

Empathy and Emotional Intelligence are related and critical aspects of the Doctor-Patient relationship. The workshop aims to provide an understanding of the key aspects and the application to the modern medical curriculum. Developmental progression and application of these areas including current research evidence, applied instrument use and actual exercises will help inform participants as to how integration can take place effectively. The workshop reinforces the importance of valuing empathy and emotional intelligence at the individual, interpersonal and organisational level.

Level: Intermediate

1330-1630 hrs
AFTERNOON SESSIONS

PCW 20

Developing Continuing Education and Professional Development Programs to Optimize Practice

David Wiljer and Sanjeev Sockalingam (UHN, Canada); Ivan Silver (CAMH, Canada); Sophie Soklaridis CAMH, Canada); Maria Mylopoulos (UHN, Canada)

Current trends in CPD have been toward developing master adaptive learners and the development of expertise in new basic sciences, namely quality improvement (QI) and patient safety. The workshop will focus on advances in the areas of CPD self-assessment, adaptive expertise, motivation to learn and engagement of patients and families in effectively bridging the gap between QI and CPD to achieve mastery.

Level: Intermediate

PCW 21

CAME Workshop

Finding the right tool for the job: Making sense of workplace-based assessment in a competency-based medical education world

Shirley Schipper and Shelley Ross (University of Alberta, Canada)

As competency-based medical education (CBME) takes hold around the world, programs are actively searching for ways to incorporate CBME assessment into their training contexts. The most challenging piece of CBME assessment is workplace-based assessment. In this workshop, we discuss key concepts: rater cognition, direct observation, concepts of validity and reliability, programmatic assessment, and the influence of language on rater judgements. Assessment challenges and trends in the literature will be discussed.

Level: Intermediate



PCW 22

Adaptive Education: How to offer education that is optimized for differences among your learners and contexts

Hilliard Jason (iMedTrust, London, UK, and University of Colorado, USA); Michael Seropian (Oregon Health & Science University, USA); Ian Curran (Cass Business School, London, UK); Davinder Sandhu (Royal College of Surgeons in Ireland; Medical University of Bahrain); Jane Westberg (iMedTrust, London, UK, and University of Colorado, USA); Andrew Douglas (iMedTrust, London, UK)

This highly participatory workshop will take participants through some of the tools and techniques of educational events that are designed to respect and respond to individual differences. We will offer exercises and discussions built on direct engagement with simulations, multimedia, assessments, and interpreting data for planning and decision-making. We will jointly engage in tasks that are relevant to the participants' daily work as educational planners and implementers.

Level: All

PCW 23

Advanced Presentation Skills for Medical Educators: Going from good to great

Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA); Kathy Chappell (American Nurses Credentialing Center, USA)

All medical educators have to give live presentations, whether it is in front of a classroom or in front of thousands of learners at an international conference – it's in the job description. We all develop our own styles and approaches, but many of us never receive formal training or evaluation of these skills! The workshop will be geared towards identifying the best practices in each participant, and encouraging group discussion.

Level: Advanced

PCW 24

Top Tips: Teaching social and behavioural sciences in medical education

Jeni Harden (University of Edinburgh, UK); Tracey Collett (Plymouth University, UK); Kathleen Kendall (University of Southampton, UK)

Calls are being made to reform medical education in order to equip graduates with the skills required to identify societal and behavioural factors that contribute to illness or influence treatment. This requires medical schools to ensure that social and behavioural sciences (SBS) are integrated into the curriculum. We will look at 'what' core SBS content to include on the 'where and when' challenges of integration and 'how' to teach these subjects.

Level: All

PCW 25

Complex Competencies: Practical tools to assess patterns of performance

Glenda H. Eoyang (Human Systems Dynamics Institute, Minneapolis, USA)

Some competencies are "Finite Games." The goal is clear; instruction is unambiguous; highly reliable repetition is the goal; and performance is easy to observe and measure. Others, complex competencies, are "Infinite Games." These include higher-level thinking skills,

emotional intelligence, adaptive capacity, and contextualized judgement. This session introduces three Adaptive Evaluation methods designed to capture evidence of pattern-based performance in Infinite Games. Participants will learn underlying theory, receive practical tools, and practice capturing and assessing pattern-based performance of complex competencies.

Level: All

PCW 26

Fabulous Facilitation Skills

Ruth Levine (University of Texas Medical Branch, USA); Brenda Roman and Dean Parmelee (Wright State University Boonshoft School of Medicine, USA)

This workshop run in a "flipped classroom" fashion will compare and contrast the mechanics of running small groups in a variety of different settings including those in problem based learning, case based learning and team-based learning. Participants will identify ways to evaluate the effectiveness of facilitation through use of observation scales and/or student feedback and will have the opportunity to reflect on the facilitation behaviour of the instructors of the class.

Level: Introductory

PCW 27

Empowering Students to be a Voice Contributing to Excellence in Medical Education: A pre-conference workshop by the AMEE Student Task Force

Lara Teheux (Radboud University Medical Center, Nijmegen, The Netherlands); Alexander Lachapelle (McGill University, Montreal, Canada); Teemu Karjalainen (University of Eastern Finland, Kuopio, Finland); Madalena Patricio (University of Lisbon, Portugal)

This workshop will address the topic of student engagement in the curriculum and in the school to achieve excellence in teaching according to the AMEE ASPIRE indicators (www.aspire-to-excellence.org). For those who wish to boost student engagement in their faculty and empower students to be change leaders in medical education, this is the ideal workshop.

Level: Introductory

PCW 28

How effective are Selection Methods in the Healthcare Professions? Current research and implications for practice

Fiona Patterson (Work Psychology Group, UK & University of Cambridge, UK); Emma Rowett and Victoria Roe (Work Psychology Group, UK)

Selection and admissions processes continue to attract strong public interest, and often criticism regarding their accuracy, fairness and impact on widening participation. Whilst academic achievement is a consistent predictor of subsequent performance, it cannot be assumed that those with high academic ability alone can be trained to become competent clinicians. The workshop will examine the quality of evidence for various selection methods, and implications for policy and practice.

Level: Introductory

PCW 29

Assessment with Entrustable Professional Activities in Undergraduate Medical Education: Opportunities, pitfalls, and lessons learned

Harm Peters (Charité - Universitätsmedizin Berlin, Germany); Olle ten Cate (University Medical Center Utrecht, the Netherlands); Ylva Holzhausen (Charité - Universitätsmedizin Berlin, Germany); Arianne Teherani (University of California San Francisco, USA); Indra Posthumus (University Medical Center Utrecht, the Netherlands); H. Carrie Chen (University of California San Francisco, USA)

The workshop will explore and discuss the opportunities and challenges of, and the emerging validity evidence for, the use of EPAs in assessment, feedback, progress documentation and promotion of learner developmental progression in undergraduate medical education (UME). Facilitators will share their diverse experiences and key lessons learned with the implementation of EPAs in UME.

Level: Intermediate

PCW 30

Social Media In and As Medical Education Research

Margaret Chisolm (Johns Hopkins Medicine, USA); Natalie Lafferty (University of Dundee, UK); Annalisa Manca (Queen's University Belfast, UK)

This workshop is aimed at highlighting how social media are currently being used in research and how they fit into the research lifecycle. We will discuss emerging evidence and trends in the adoption of social media in research, which can be used and applied by medical (education) research practitioners as a framework to inform the development of a personalized research network and social media strategy in research.

Level: Introductory

PCW 31

Contextualizing Assessment In The Biomedical Sciences: A practical approach

Dujeepa Samarasekera, Matthew Gwee, Ashokka Balakrishnan and Lee Shuh Shing (National University of Singapore, Singapore)

Medical students need to learn the biomedical sciences (BMS) in the context of the scientific basis or foundation of clinical medicine. Intended learning outcomes in the BMS must therefore be crafted in the same context, and serve as the template for designing closely matched and contextualized assessment strategies. The workshop will look at how to critically review assessment strategies and how to design contextualised assessments in the BMS.

Level: Introductory/Intermediate

AMEE Orientation Session Sunday (1600-1700)

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

MAIN CONFERENCE

Sunday 27 August

1730-1900

SESSION 1 – Plenary

Chair: Ronald Harden
(AMEE General Secretary/Treasurer)

1730-1800

Opening of AMEE 2017

Introduction to Programme
Taster session - a selection of some exciting posters to be presented at the Conference

1800-1850

Plenary

The Magic State of Mind

Peter Wardell

The greatest magicians in the world are fantastic storytellers. They possess incredible technical skills that must remain invisible in order to create the illusion of the impossible. Magic is not about manipulation and misdirection - it is more about



guiding an audience towards a meaningful experience. In this talk Peter shows why tricks and secrets are only a small part of the experience of magic. He discusses and demonstrates how thinking like a great magician

can elevate our day-to-day interactions and allow us to have more meaningful and engaging interactions.

Peter Wardell is an award winning magician and speaker. He developed his performance skills working in London's Covent Garden. Since focusing his talents towards a more commercial marketplace his unique performing style has earned him bookings from many major corporate and private clients. He is a Gold Star Member of the Inner Magic Circle. In 2010 he became the first magician in the society's history to win both Stage Magician and Close-up Magician of the Year. Peter has performed at the Magic Castle in Hollywood, has made several television appearances and was a speaker at TEDx London.

1850-1915

A musical welcome to Helsinki

1915-2100

Networking Reception in Exhibition Hall

Good food, drink, conversation and entertainment, and an opportunity to visit the exhibition stands.

Fee: included in the registration fee for registered participants.

Monday 28 August

0830-0945

SESSION 2 – Plenary

Chair: Minna Kaila (Chair of Local Organising Committee)

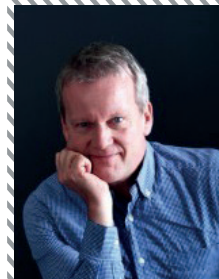
0830-0915

Plenary

Pasi Sahlberg

What can medical education learn from the Finnish experience of educational change?

Pasi Sahlberg is Finnish educator, author and scholar. He has worked as schoolteacher, teacher



educator, researcher and policy advisor in Finland and has examined education systems around the world. His expertise includes school improvement, international education issues, classroom teaching and learning, and school leadership. He is the author of

best-seller book "Finnish Lessons 2.0: What can the world learn from educational change in Finland" and numerous professional articles and book chapters. He is former Director General of CIMO (Centre for International Mobility and Cooperation) at the Finland's Ministry of Education and Culture in Helsinki.

0915-0935

ASPIRE-to-Excellence Awards

Chair: Dan Hunt, Chair of ASPIRE Board



0935-0945

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

0945-1015

Coffee in Exhibition Hall

1015-1200

SESSION 3 – Simultaneous sessions

Concurrent symposia, short communications, research papers, posters, eposters, PechaKucha, workshops, points of view, exhibition, including a guided tour of the exhibits

3A – Symposium

Simulation in Healthcare:

Sharing stakeholder perspectives

Organised by AMEE Simulation Committee

Peter Dieckmann (Copenhagen Academy for Medical Education and Simulation (CAMES), Denmark), Kirsimarja Metsavainio and team (Kuopio University Hospital, Finland), Debra Nestel (University of Melbourne, Australia), Jan-Joost Rethans, (Skillslab) (University of Maastricht, The Netherlands). Anne Lippert (Copenhagen Academy for Medical Education and Simulation (CAMES), Denmark)

There are many barriers to including simulation into basic education and advanced training in healthcare including cost, a certain reputation of it being complicated and neglected training of simulation faculty. Thus simulation is not implemented as much as its (proven) promise for improving care, quality and education might suggest. This symposium will showcase typical conduct of modern patient simulation.

3B – Symposium

Features of an Adaptive Learning Curriculum for Medical Education

Mark E Quirk, (American University of the Caribbean, USA), William Cutrer, (Vanderbilt University School of Medicine, USA), Martin Pusic, (New York University Medical School, USA), Shiv Gaglani, (Osmosis, USA)

Although medical educators now recognize the value of adaptive learning and its underlying thought processes we are only beginning to understand how to create educational pathways to foster such learning. We will examine the features of a medical school curriculum and social learning network that foster metacognition and adaptive learning.

3C – Symposium

"Cut the Eduspeak" says the Clinical Educator to the Researcher: How can we facilitate their collaboration?

Perspectives of AMEE Associate Fellows: Rashmi Kusurkar, Marjo Wijnen-Meijer, Leila Niemi-Murola, Olanrewaju Sorinola, Jonathan Rial, Sara Mortaz Hejri, Daniel Richard Kambej, Kazunobu Ishikawa, Ian Wilson, Sue Murphy, Nancy Posel, Ricardo Tjeng, Luis Patrao

Educators perceive researchers' talk as "Eduspeak". There is a huge divide between researchers and practitioners, but their collaboration is crucial for implementation of educational innovations and translating educational research into practice. We bring together insights from all over the world into how we can propagate this and also illustrate the role of AMEE's new AFAMEEs (Associate Fellows).

3D – Leadership and Management in Education

A collection of short communications from submitted abstracts

Co-organised by Association of Medical Schools in Europe (AMSE) and AMEE

Chair: Peter Dieter, (President of AMSE)

1200-1400

Lunch in Exhibition Hall

1400-1530

SESSION 4 – Simultaneous sessions

Concurrent symposia, short communications, research papers, posters, eposters, PechaKucha, workshops, points of view, exhibition, including a guided tour of the exhibits

4A – Symposium

What is the role of the patient in the education of the healthcare work force?

Rob Lane, Jools Symons and Andrea McGovern, (Leeds Medical School, UK), Nancy McNaughton, (INESRA, Toronto, Canada), Jane Moore/Rosamund Snow, (Oxford Medical School, UK), Angela Towle/William Godolphin, (University of British Columbia, Canada), Katri Manninen, (Karolinska Institute, Sweden)

We will examine different models of how patients and carers are currently engaged in medical education and what roles they may want in the future. The models discussed will include examples covering a range of



engagement from patients as simple storytellers to patients as partners where they contribute directly to curriculum development and assessment writing and marking. Finally recognizing that healthcare is a service industry, we will consider how much influence patients should have in the future in setting the education and training agenda.

4B - Symposium

The Ideology of no Ideology: Recognizing hidden values in medical education research

Cynthia Whitehead, (The Wilson Centre & Department of Family & Community Medicine, University of Toronto; VP-Education, Women's College Hospital; Toronto, Canada), Ayelet Kuper, (The Wilson Centre & Department of Medicine, University of Toronto; Department of Medicine, Sunnybrook Health Sciences Centre, Toronto, Canada), Rachel Ellaway, (Community Health Sciences & Office of Health and Medical Education Scholarship, University of Calgary, Calgary, Canada), Geoff Norman, (McMaster University, Canada), Miranda Schreiber, (University of King's College, Halifax, Canada), Brian Hodges, (The Wilson Centre & Department of Psychiatry, University of Toronto; EVP Education University Health Network, Toronto Canada)

In medical education research there is an unstated but common assumption that our goals are clear. We accept that to answer important medical education questions we need to use theory, and that a diverse set of theoretical approaches and methodologies are required to advance the field. However, the value systems that might drive specific researchers to pursue particular questions are rarely explicitly discussed. We will examine the "ideology of no ideology" that dominates medical education research and suggest that the assumption that values aren't relevant to research is problematic for our field.

4C - Symposium

Health care delivery is changing rapidly - How can medical schools respond to ensure graduates are fit for the future?

co-organised by Association of Medical Schools in Europe (AMSE) and AMEE
Valerie Wass, AMSE (Co-chair), Trudie Roberts, AMEE (Co-chair), With contributions from an international panel of speakers

The changing face of health care delivery and how medical schools address the skills future doctors will need to face this complex environment are of key importance. This symposium will present the issues and suggest potential solutions but above all focus on interactive discussion with the audience to debate and identify ways forward.

4D - Symposium

Feedback from the AMEE 2017 Hackathon

Organised by the AMEE Technology Enhanced Learning Committee

Over 48 hours in Helsinki, international teams of educators, technologists, designers and students came together to brainstorm, disrupt, share, learn, innovate and create solutions to the wicked problems faced by medical educators! See how they got on and come to challenge them when they present their projects. The panel will also discuss the hackathon as an educational concept, and its potential for medical education.

1530-1600

Coffee in Exhibition Hall

1600-1730

SESSION 5 -

Simultaneous sessions

Concurrent symposia, short communications, research papers, doctoral reports, posters, eposters, PechaKucha, workshops, points of view, Fringe, exhibition

5A - Symposium

Validity Revisited:

applying the Kane validity model to health professional assessment

David Cook, (Mayo Clinic, USA), Sandra Kemp, (Curtin University, Australia), Katharine Boursicot, (Health Professional Assessment Consultancy, Singapore), Richard Fuller, (Leeds University, UK), David Swanson, (ABMS, USA) (Opening Discussant), Trudie Roberts, (Leeds University) (Chair)

Kane's model of validity is becoming more prevalent in the health professions education world as a holistic and robust way of evaluating assessments. In this symposium, we will revisit the practical application of the Kane validity framework, and present different and innovative ways of applying it in various contexts: planning a programme of assessment, evaluating a system of assessment and the sometimes messy world of workplace based assessments.

5B - Symposium

Postgraduate Medical Education Across Borders: Innovations, tensions and curiosities

Organised by AMEE Postgraduate Committee
Rille Pihlak, (European Junior Doctors, University of Manchester, UK), Arnoldo Riquelme, (Universidad Catolica de Chile, Chile), Jason Frank, (Royal College of Physicians & Surgeons of Canada), Fedde Scheele, (VU University Amsterdam, The Netherlands), Jessica van der Aa, (VU University Amsterdam, The Netherlands)

Postgraduate training differs greatly between countries, from the length or milestones, prerequisites, to the subjects, assessments and standards. In this symposium we will once and for all try to tackle these differences using a modified Delphi method, with contributions from international experts and junior doctors. We aim to compare and learn from the differences by letting both the experts and the audience actively contribute to the discussion to give their perspective.

5C - Symposium

What keeps you awake at night?

J.M. Monica van de Ridder, (Michigan State University, Grand Rapids, USA), John Cookson, (Emeritus Professor of York Hull Medical School, Hull, UK)

Sharing stories is important - people tend to remember stories. This session will encourage both novices and experts in medical education to share stories about professional difficulties that can keep them awake at night. Sharing the issues and controversies that influence daily practice will give insight into what problems we encounter in medical education, and it will help us to further understand the complexity of the medical education environment. Further it will

raise the awareness that the problems we are facing in general are not unique.

5D - Symposium

Do we really need cadavers any more to learn anatomy in undergraduate medicine?

Paul McMenamin, (Monash University, Melbourne, Australia) (Chair). With contributions from an international panel of speakers

1745-2000

Private meetings by arrangement

Tuesday 29 August

0815-1000

SESSION 6 - Plenary

Chair: Lawrence Sherman (USA)

0815-0900

6A - Plenary

Addressing Health Disparities: Can Equity Pedagogy Help?

Catherine R Lucey, (UCSF School of Medicine, USA)

Despite years of attention, progress towards achieving health care that is equitable and patient centered has been slow. To improve health outcomes for minority patients, educational environments for learners, and research environments for scientists, health professions education programs have used new approaches to recruit more diverse learners to our environments. Realizing the benefits of diversity requires educators to eschew a colorblind philosophy and instead embrace the principles of equity pedagogy.



ELSEVIER



Designing curriculum, assessment strategies, and learning environments for optimal inclusivity and equity of opportunity

will lead to improved student outcomes and ultimately to better health care.

Dr Lucey is Vice Dean for Education and Professor



of Medicine at the UCSF School of Medicine. Previously, she was the interim Dean and Vice Dean for Education at the Ohio State University College of Medicine. A past Chair of the Board of Directors of the ABIM, she currently serves on the Board of Directors

of the AAMC and the ABMS. Dr Lucey has won numerous teaching awards and has given hundreds of invited presentations at academic institutions across the country. She is an author of the 2014 book: *Understanding Medical Professionalism*. Dr Lucey earned her MD degree from Northwestern University and completed her Internal Medicine residency at UCSF before serving as chief resident at the San Francisco General Hospital.

0900-0945

6B- Plenary

The future shape of medical education using the allegory of the symphony orchestra and the role of the conductor

Robert Sells, (University of Liverpool, UK)

While the objectives of the orchestra and medical practice may seem very different, there are important lessons to be learned using the allegory of the symphony orchestra and the role of the conductor. Issues addressed will include the development of communication skills, the

perfection of technique, the need for flexibility, the concept of professionalism, motivation and audit of performance. The presentation will be illustrated using examples from orchestral performances. Robert Sells brings a particular insight into medical practice from his unique background as an orchestral conductor and a practising renal transplant surgeon.



Robert A Sells FRCS, FRCSEd. is Honorary Professor of Transplant Surgery at the University of Liverpool, UK. Formerly Consultant General Surgeon and Director of the Sir Peter Medawar Transplant Unit, he has been at the forefront of surgical training for many years. Robert's other passion is music, and he has been Chief Conductor (now Conductor Laureate) of Crosby Symphony Orchestra and a non-executive Director of the Royal Liverpool Philharmonic Society. He is Founder and current Director of Vale of Clwyd Singers, a semi-professional a capella group specialising in Renaissance and Baroque choral music. He also has a busy practice as an expert witness to the UK Civil Courts in General Surgery.

0945-1015

Coffee in Exhibition Hall

1015-1200

SESSION 7 - Simultaneous sessions

Concurrent symposia, short communications, research papers, doctoral reports, posters, eposters, PechaKucha, workshops, points of view, exhibition, including a guided tour of the exhibits

7A - Symposium

"Imagine if the impossible isn't ..."
Educating new kinds of physicians

to better meet the needs of the community.
Ronald Harden (Professor of Medical Education (Emeritus) Dundee, UK), Terence Stephenson (Chair, General Medical Council, UK), Darrell Kirch (President, Association of American Medical Colleges, USA), Kathy Chappell (Vice President, Accreditation Program and Institute for Credentialing Research, American Nurses Credentialing Center, USA) Matthias Weinold (International Alliance of Patients Organisation) Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA) (Chair)

Imagine if you could start again and radically change the education programme, should we train different sorts of doctors? Do all doctors on qualification need the same set of skills or could training focus on basic core competencies alongside mastery of a set of competencies and training in a specialist area? Panellists will examine from different perspectives the advantages and disadvantages of the current system of medical training and will explore possible changes including a fundamentally different approach to the sort of doctors trained.

7B - Symposium

Unravelling the complexities of major curriculum changes

Jennifer Cleland (University of Aberdeen, UK), Paul Worley (Flinders University, Adelaide, Australia), Debbie Jaarsma (University of Groningen, The Netherlands), Tiuri van Rossum (Maastricht University, The Netherlands), Floor Velthuis (University of Groningen, The Netherlands)

Nearly every healthcare educator is involved in curriculum change, or reform (CR), at least once, if not more often, during their careers. However, despite much activity directed at CR, making substantial changes to the form and delivery of medical education is challenging. We propose that reframing CR as a process-driven, complex entity, rather than an outcome-driven linear one, may enhance the possibility of change.

7C - Symposium

Faculty Development to Achieve Excellence: Affirming global connections and advancing diversity

Yvonne Steinert (McGill University, Canada), Dujeeva Samarasekera (National University of Singapore), Patricia O'Sullivan (University of California San Francisco, USA), Outi Kortekangas-Savolainen (University of Turku, Finland), David Irby (University of California San Francisco, USA)

The 4th International Faculty Development Conference in the Health Professions, a forum for educational leaders and faculty developers to exchange ideas, innovations and research findings, will take place just prior to the AMEE 2017 annual meeting. The theme of this special conference will be Affirming Global Connections and Advancing Diversity, and the goal of this symposium is to share reflections and lessons learned during the conference. One of the goals of the Conference is to foster a global community of leaders and educators in the field; this Symposium will build on this growing community of practice and help to achieve this objective.

7D - Symposium

Leveraging the UME and GME learning into practice: The role

of CPD in the continuum Organised

by Global Alliance for Medical Education
Todd Dorman (Johns Hopkins University School of Nursing, USA), Nabil Zary (Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore). Other speakers to be confirmed.



The symposium focuses on the strategies and approaches that transition learners from academia into practice. The demands of healthcare systems now require continuing competence in the delivery of quality care to patients and populations. These expectations require that all physicians, healthcare professionals and teams actively engage in continuing professional development throughout their careers. Discussions will focus on opportunities for strengthening this continuum to foster quality care in all healthcare settings.

1200-1400

Lunch in Exhibition Hall

1215-1345

AMEE Annual General Meeting

(all members encouraged to attend - lunch provided)

1400-1530

SESSION 8 - Simultaneous sessions

Concurrent symposia, short communications, research papers, posters, eposters, PechaKucha, workshops, points of view, exhibition

8A - Symposium

Entrustment Decisions: Implications for Curriculum Development and Assessment

Ara Tekian (University of Illinois at Chicago College of Medicine, USA). Olle ten Cate (University Medical Centre Utrecht, Utrecht, The Netherlands). John Norcini (FAIMER, Philadelphia, USA). Eric Holmboe (ACGME, Chicago, USA). Trudie Roberts (Leeds Institute of Medical Education, UK)

The symposium will explore critical components of entrustment, measurement issues, its importance and application, and the challenges it presents in both undergraduate and postgraduate settings. It will provide opportunities for participants to reflect on challenges in integrating entrustment in the curricula at their own institutions.

8B - Symposium

Interprofessional Education: Identifying Best Practices for Schools and Countries

Ducksun Ahn (WFME, South Korea), Barbara Barzansky (LCME/AMA, USA). Dan Hunt (LCME/AAMC, USA). Nobuo Nara (JACME, Japan)

The symposium will examine similarities and differences in IPE in three countries, including: What types of required or optional IPE are included in the curriculum? What are the challenges to implementing effective IPE? What best practices within schools and countries would support effective IPE? Does the national context make a difference? Are there strategies that would apply across countries?

8C - Symposium

CPD is more than CME

Organised by AMEE Local Organising Committee and European Union of Medical Specialists Hannu Halila (Finnish Medical Association, Finland) (Chair), Bernard Maillet (UEMS, Belgium), Kristiina Patja/Mervi Väisänen-Tommiska (Pro Medico, Finland)

The European Union and other modern societies are putting more pressure on Member States to make CPD mandatory and for physicians to show their fitness to practice. The symposium will provide an update on the current CME/CPD situation in Europe and information on new tools to prove physician participation in CME/CPD.

8D - Symposium

Advances in Evidence-Based Health Sciences Education
Organised by IAMSE

Peter GM de Jong (the Netherlands) (Organizer)

Health Sciences Education is an area that is continually evolving. New teaching strategies, team-focused activities and emerging educational technologies provide an array of tools for today's science educator. This symposium will address some of the new developments in medical science education and will highlight evidence for their efficacy.

1530-1600

Coffee in Exhibition Hall

1600-1730

SESSION 9 - Simultaneous sessions

Concurrent symposia, short communications, research papers, posters, eposters, PechaKucha, workshops, Fringe, exhibition, ESMEA, RESME

9A - Symposium

The future of MOOCs in the medical education continuum: hype or panacea?

Peter GM de Jong (Leiden University Medical Center, The Netherlands) (moderator). Ken Masters (Sultan Qaboos University, Sultanate of Oman) James D Pickering (University of Leeds, UK). Marlies EJ Reinders (Leiden University Medical Center, The Netherlands). Terry Poulton (St George University London, UK). Beerend P Hierck (Leiden University Medical Center, The Netherlands) (opening discussion)

The symposium will include original thoughts and visions of the educational concept of Massive Open Online Courses (MOOCs). Alternate ways of offering MOOCs as an effective learning resource will be discussed based on examples from university level MOOCs within medical education. It will conclude with a sneak preview into the future and how the medical education community envisions the use of MOOCs in the next 10 years.

9B - An open space

Wicked Issues in Contemporary Medical Education

Glenda H. Eoyang (Human Systems Dynamics Institute, Minneapolis, Minnesota, USA). Stewart Mennin (Uniformed Services University of the Health Sciences, Bethesda, USA and Consulting Associate, Human Systems Dynamics Institute, Minneapolis, Minnesota, USA)

The session brings an innovative community of medical educators together to address their most complex and perplexing issues as individuals, teams and institutions prepare the future workforce to serve the health of their communities. Using Open Space Technology (<http://openspaceworld.org/wp2/>) participants will engage in collaborative adaptive action as they ask: What? So What? Now What? Questions, conversations and emerging options for action will be compiled into an article in Medical Teacher.

9C - Symposium

Push your performance toward excellence: Let the ASPIRE ACADEMY help!

Debra Klamen (Southern Illinois University School of Medicine, USA), Pedro Greer (Florida International University, USA), Pat O'Sullivan (University of California San Francisco, USA), Dana Wangsaturaka (Chulalongkorn University, Thailand), Kim Whittlestone (Royal Veterinary College London, UK), Marko Zdravkovic (University Medical Centre Maribor, Slovenia) The ASPIRE Academy was set up by representatives of ASPIRE award-winning schools with the goal of helping other schools reach their potential by using the well-defined ASPIRE criteria for excellence as a rubric. Experienced facilitators from six culturally diverse schools will lead the discussion.

1745-2000

Private meetings by arrangement

1930-2200

Nite at the Museum!

(Optional extra)

AMEE 2017 offers a relaxed and friendly social event with food and drink at the Helsinki City Museum in the historical center of Helsinki. Wander in the museum, enjoy an overall experience of the history of Helsinki, listen to good music, savor the magic of an August evening, and most importantly have fun meeting old AMEE buddies and getting acquainted with new ones. Go native with Finnish cuisine, taste local delicacies and seasonal products in good company of the AMEE family!"

Wednesday 30 August

0830-1015

SESSION 10 - Simultaneous sessions

Concurrent symposia, short communications, research papers, doctoral reports, posters, eposters, PechaKucha, workshops, points of view, exhibition

10A - Symposium

Is the traditional lecture still relevant? Is the traditional physical examination still relevant?

Steven L. Kanter (University of Missouri-Kansas City School of Medicine, USA). Leila Niemi-Murolo (University of Helsinki, Finland). Jussi Merenmies (University of Helsinki, Finland). Gary Sutkin (University of Missouri-Kansas City School of Medicine, USA). Paula Nichols (University of Missouri-Kansas City School of Medicine, USA)

The presenters will form pro and con teams to argue each question according to the method of "structured controversy". Similar to a debate, the goal is to learn rather than to win. The presenters and the audience will firstly explore the value and limitations of the traditional lecture, and how technology and other educational approaches are changing practice. Secondly they will address the traditional value of the physical examination and how technology is changing priorities.

10B - Symposium

"Certified... now what?"

On the challenges of lifelong learning

Carolin Sehlbach (University of Maastricht, the Netherlands). Ebbe Thinggaard (University of Copenhagen, Denmark). Frank Smeenk (University of Maastricht, The Netherlands). Helena Prior Filipe (Hospital of SAMS, Lisbon/College of Ophthalmology Board of the Portuguese Council of Medicine, Portugal). Jonathan Bennett (University Hospital Leicester, UK). Martin Balzan (Medical Association of Malta, Malta) Fedde Scheele (VUmc, Amsterdam, the Netherlands)

To ensure lifelong learning, different approaches and procedures have been applied which help in assessing professional competence, certification and re-certification. However the procedures can be very complex, and procedures differ widely across countries and disciplines. Presenters will share experiences and facilitate a debate on how best to overcome the challenges faced by lifelong learners.



10C - Symposium

Professionalism Remediation: The challenge to ensure successful and long-term impact – an international perspective

Anna Byszewski (University of Ottawa, Canada), Heather Lochnan (University of Ottawa, Canada), Ian Wilson (University of Wollongong, Australia), David Irby (UCSF School of Medicine, USA), Lynn Monrouxe (Chang Gung Memorial Hospital, Taiwan)

Professionalism lapses occur for many reasons, including pressure from the hidden curriculum, burnout, mental health issues and systems issues. Remediation practices vary but can include reflective writing, workshops and coaching. However, in some cases remediation is not possible. The symposium will discuss the challenges as well as how evidence can support best practices for prevention and remediation from an international perspective.

1015-1045

Coffee in Exhibition Hall

1045-1230

SESSION 11 – Plenary

Chair: Trudie Roberts (AMEE President)

1045-1130

11A - PLENARY

Helping doctors and patients make sense of health statistics

Wolfgang Gaissmaier (University of Konstanz, Germany)



"Statistics are curious things. They afford one of the few examples in which the use (or abuse) of mathematical methods tends to induce a strong emotional reaction in non-mathematical minds", wrote the Lancet in 1937. It was not until the late 20th century that medical schools began teaching statistics, and there are still medical organizations, physicians, and students who tend to see statistics as inherently mathematical and clinically irrelevant for the individual patient. In the talk, I will illustrate how fundamental misperceptions of randomness fuel many (medical and other) superstitions, and how social processes shape misperceptions of risk and can amplify them. I will also show how many of these obstacles can be overcome by teaching statistical thinking and using transparent representations of risk.

Wolfgang Gaissmaier PhD, is a Full Professor of Social Psychology and Decision Sciences at the University of Konstanz, Germany. His research investigates how people make decisions under uncertainty and how risks can be communicated more successfully. Wolfgang Gaissmaier's work has been published in leading psychological and medical journals, including *Annals of Internal Medicine*, *Annual Review of Psychology*, *Cognition*, *Health Psychology*, *JAMA*, *PNAS*, and *Psychological Science*. His awards include the *Otto Hahn Medal for outstanding scientific achievements by the Max Planck Society*.



1130-1225

11B - PechaKucha Presentations

Learning analytics and big data:

Rachel Ellaway (University of Calgary, Canada)

Anatomy teaching:

Paul McMenamin (Monash University, Australia)

Gender issues in medical education:

Katarina Hamberg (Umeå University, Sweden)

Interprofessional education:

Gary Rogers (Griffith University, Australia)

Mind the gap - junior doctor or young educator?

Rille Pihlak (University of Tartu, Estonia)

Tensions between global trends and local challenges in medical education:

Manuel Costa (University of Minho, Portugal)

The dangerous pursuit of independence:

Glenn Regehr (University of British Columbia, Canada)

1225-1245

Announcement of AMEE Conference Prizes

A look ahead to AMEE 2018

Concluding remarks

1245

Close of Conference



UNIVERSITY OF TAMPERE

Tampere Skills Centre,
University of Tampere, Finland

Wednesday 30 August-
Friday 1 September 2017

Tampere Faculty of Medicine and Life Sciences, in collaboration with Tampere University of Applied Sciences and Tampere University Hospital, is pleased to offer to AMEE Conference participants the opportunity to take part in an Interprofessional Skills Training Symposium to take place in the state-of-the-art Skills Centre recently opened in Tampere University. The 1000 square meter space contains dedicated rooms for the acquisition of a wide range of skills including surgical, pediatric and gynaecological, and simulation facilities with attached rooms for group work. The simulation facilities consist of emergency, operation, intensive care, hospital ward, delivery and pediatric care. The Skills Centre also incorporates lecture halls for large group sessions. Participants can follow actual skills training sessions and simulations operated real-time either on site or from the lecture hall.

The symposium aims to address the issues on planning, executing and assessing interprofessional skills training in a practically oriented setting. It will explore the learning methods that would be optimally applicable for varying interprofessional settings. All sessions will be conducted in English.

EXHIBITION

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 online learning 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 offers 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.

For further details, please visit www.amee.org/conferences/amee-2017/exhibition or contact exhibitions@worldspan.co.uk



Interprofessional Skills Training

Symposium Programme

Wednesday 30 August

Afternoon	Travel to Tampere
Evening	Welcome get-together with buffet dinner and drinks
Overnight	Accommodation at Norlandia Hotel (on campus of University of Tampere)

Thursday 31 August

0900-1600	Symposium
Overnight	Accommodation at Norlandia Hotel

Friday 1 September

0900-1400	Symposium, ending with lunch
Late afternoon	Return to Helsinki

How to book

Book through the website <https://www.eiseverywhere.com/ehome/201158>

It is not necessary to register for AMEE 2017 to attend the Symposium. AMEE 2017 participants may select an all-in package with coach transfer from Messukeskus, Helsinki, two nights' accommodation and transfer back to Helsinki following the Symposium. Alternatively, a 'symposium only' option is available for local participants.

Price:

Symposium Package ¹	Euros 395
Symposium only ²	Euros 225
¹ Symposium Package	Return transport Helsinki/Tampere/Helsinki; Bed/breakfast accommodation at Norlandia Hotel for 30 and 31 August; Welcome get-together; Symposium sessions 1.5 days; 2 lunches and 3 coffee breaks
² Symposium only	Welcome get-together; Symposium sessions 1.5 days; 2 lunches and 3 coffee breaks

For terms and conditions see page 19.

Abstracts for AMEE 2017

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

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

Research paper (submission closed)	ePoster presentation	PechaKucha™ 20x20
Doctoral report (submission closed)	Either Short communication or Poster (organisers to select format)	Point of view
Short communication		Conference workshop
Presentation with (mounted) poster	AMEE Fringe	Patil Teaching Innovation Award

Full details for each submission type and terms and conditions are given on the website <http://www.amee.org/conferences/amee-2017/abstracts>
Please submit abstracts online through the following link by 6 February 2017 <https://www.eiseverywhere.com/eSites/214483/Homepage>

Poster Mentoring

Participants who have had a 'Presentation with Poster' accepted will have the opportunity to sign up to get feedback on their poster through the poster mentoring scheme. Further details will be sent to submitters of accepted posters.

Abstracts for 4th International Conference on Faculty Development in the Health Professions

Topics: Abstracts may be submitted on any topic relevant to faculty/staff development, which might include Faculty affairs, Teacher training, Leadership development, Career development, Global health, Cultural awareness, Research and scholarship in faculty development.

Formats: Abstracts are invited for presentation as Oral, Mounted Poster, Either oral or mounted poster, conference workshop.

Full details and terms and conditions are given on the website www.amee.org/conferences/amee-2017/abstracts

Please submit online through

<https://www.eiseverywhere.com/eSites/facultydevelopment2017abstracts/Homepage> by 5 January 2017

REGISTRATION

Register online at <https://www.eiseverywhere.com//ehome/201158>

All enquiries related to registration should be directed to Worldspan.

Tel: +44 (0)1745 828400

Email: amee@worldspan.co.uk

Register by 19 May to qualify for the early registration rate.

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, or that may necessitate treatment while in Finland.

Countries qualifying for 'Special Rate' Registration Fee:

Afghanistan, Armenia, Bangladesh, Benin, Bhutan, Bolivia, Burkina Faso, Burundi, Cabo Verde, Cambodia, Cameroon, Central African Republic, Chad, Comoros, Congo, Cote d'Ivoire, Djibouti, Egypt, El Salvador, Eritrea, Ethiopia, Gambia, Ghana, Guatemala, Guinea, Haiti, Honduras, India, Indonesia, Iraq, Kenya, Kiribati, Kosovo, Kyrgyz Republic, Lao, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Micronesia, Moldova, Mongolia, Morocco, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Papua New Guinea, Philippines, Rwanda, Samoa, Sao Tomé and Príncipe, Senegal, Sierra Leone, Solomon, Is., Somalia, Sri Lanka, Sudan, Swaziland, Syrian Arab Republic, Tajikistan, Tanzania, Timor-Leste, Togo, Tonga, Tunisia, Uganda, Ukraine, Uzbekistan, Vanuatu, Vietnam, West Bank and Gaza, Yemen, Zambia, Zimbabwe

- (1) Student registration is available to medical /healthcare professions students on undergraduate and graduate courses and extends up to 2 years after qualification to practise as a doctor/healthcare professional. It does not apply to those practising for more than 2 years on Masters in Medical Education/Health Sciences or similar courses.
- (2) Applies to junior doctors/trainees/other practising healthcare professionals between 2-5 years after qualification as a doctor/healthcare professional.
- (3) See list for qualifying countries.
- (4) See description on pages 6-8 for what is included
- (5) Includes coffee and lunch.
- (6) Includes coffee only.
- (7) Discount applies if attending both AMEE 2017 and 4th International Conference on Faculty Development.
- (8) Register online at www.amee.org/conferences/amee-live and not on the main conference registration website. Includes live streaming of plenary sessions (Sunday 27 to Wednesday 30 August); a selection of symposia sessions (Monday 28 to Wednesday 30 August); Interviews with speakers and conference participants and ability to ask speakers questions; Streaming may be accessed for a minimum of one year after the event. One registration entitles one access as individual or a group watching on one computer.

Registration Category	By 19 May*	From 20 May*
Member of AMEE	€ 611	€ 695
Non-Member of AMEE	€ 695	€ 820
Student - Member of AMEE (1)	€ 350	€ 380
Student - Non-Member of AMEE (1)	€ 380	€ 410
Junior Doctor/Trainee - Member of AMEE (2)	€ 535	€ 563
Junior Doctor/Trainee - Non-Member of AMEE (2)	€ 563	€ 591
Special Rate Country - Member of AMEE (3)	€ 535	€ 563
Special Rate Country - Non-Member of AMEE (3)	€ 563	€ 591
Additions to registration		
ESME Course (4)	€ 764	€ 764
ESMEA, RESME or PASREV Course (4)	€ 695	€ 695
FLAME Course (4)	€ 695	€ 695
ESCEPD, ESMESim or RASME Masterclass (5)	€ 275	€ 275
Pre-conference workshop full day (5)	€ 222	€ 222
Pre-conference workshop half day (6)	€ 97	€ 97
Student pre-conference workshop PCW27	€ 30	€ 30
Junior doctor/Trainee pre-conference workshop PCW16	€ 30	€ 30
4th International Conference on Faculty Development Only (7)	€ 360	€ 420
4th International Conference on Faculty Development also attending AMEE 2017 (7)	€ 320	€ 380
Interprofessional Skills Training Symposium (30 Aug-1 Sept) including transport and accommodation in Tampere	€ 395	€ 395
Interprofessional Skills Training Symposium (30 Aug-1 Sept) - Symposium only	€ 225	€ 225
Guest ticket for opening plenary/reception	€ 50	€ 50
AMEE Live - register on www.amee.org		
AMEE 2017 Live! (8)	€ 99	€ 99

Registration cont'd ... Terms and Conditions

1. The registration fees may only be paid in Euros irrespective of your country of origin.
2. 4th International Faculty Development Conference attendance includes: Evening reception (Friday 25 August), attendance at sessions (Saturday 26 and Sunday 27 August), coffee, lunch (Saturday 26 August), coffee (Sunday 27 August).
3. AMEE 2017 Registration fee includes: attendance at main conference sessions (Sunday 27 to Wednesday 30 August) including conference workshops (according to availability); lunch (Monday 28 and Tuesday 29 August) and coffee breaks (Monday 28 to Wednesday 30 August); Opening Reception (Sunday 27 August); Conference materials; Public transport ticket.
4. Travel to Helsinki and accommodation is NOT included in the registration fee.
5. Payment may be made by credit/debit card (VISA, Mastercard) or bank transfer in Euros only. All payments must be made prior to the start of the Conference unless prior arrangements have been made to make payment at the registration desk.
6. Cancellation policy for AMEE 2017, 4th International Conference on Faculty Development and Interprofessional Skills Training Symposium: a refund of previously paid registration fees will be made as follows: Notification in writing by 15 May 2017: full refund less Euros 75 administration fee; Notification in writing by 1 July 2017: 50% refund; Notification after 1 July 2017: no refund.
7. Cancellation policy for Preconference workshops and Courses: AMEE will make every effort to resell places on pre-conference workshops/courses but cannot guarantee a refund will be possible.
8. Please note in the event of cancellation, bank or credit card charges incurred by AMEE will not be refunded.
9. This contract is governed by the laws of Scotland.

Completion of the registration information signifies acceptance of the terms and conditions set out below.

ACCOMMODATION

For more details on hotels and tours see www.amee.org and book online at <https://www.eiseverywhere.com//ehome/201158>

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 2017 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. Whilst some hotels are a significant distance from Messukeskus, they are on good transport links. A transport ticket is provided.

- All rates are inclusive of breakfast
- Distances are approximate
- Prices include Tax
- Rates are subject to change

Hotel	Star Rating	Single Rate	Double Rate	Distance to Messukeskus
Holiday Inn Exhibition and Convention Centre	3*	€ 183.00	€ 198.00	50m
Crowne Plaza Helsinki	4*	€ 175.00	€ 190.00	3.7km
Scandic Park	4*	€ 147.00	€ 167.00	3.6km
Scandic Grand Marina	4*	€ 139.00	€ 159.00	6.4km
Scandic Simonkentta	4*	€ 164.00	€ 184.00	5.6km
Scandic Marski	4*	€ 154.00	€ 174.00	7km
Scandic Paasi	4*	€ 145.00	€ 165.00	3.8km
Holiday Inn Helsinki City Centre	3*	€ 170.00	€ 185.00	4.4km
Hotel Indigo Helsinki - Boulevard	4*	€ 180.00	€ 195.00	5.4km
Cumulus Hakaniemi Helsinki	4*	€ 149.00	€ 164.00	5.1km
Cumulus Kallio	4*	€ 125.00	€ 140.00	2.2km
Cumulus Meilahti	4*	€ 155.00	€ 170.00	2.8km
Cumulus Kaisaniemi	4*	€ 155.00	€ 170.00	5.1km
Holiday Inn West	3*	€ 149.00	€ 164.00	5.8km
Hotel Seurahuone Helsinki	3*	€ 165.00	€ 180.00	5.3km
Holiday Inn Helsinki Vantaa Airport	3*	€ 105.00	€ 120.00	13.7km
Cumulus Airport	4*	€ 100.00	€ 115.00	14.5km
Rantasipi Airport	3*	€ 100.00	€ 115.00	14.5km
Radisson Blu Aleksanteri	4*	€	€	5.6km
Radisson Blu Plaza Hotel	4*	€	€	4km
Radisson Blu Royal Hotel	4*	€	€	5km
Radisson Blu Seaside Hotel	4*	€	€	5km
Sokos Hotel Albert	4*	€	€	5.6km
Sokos Hotel Helsinki	4*	€	€	6.3km
Sokos Helsinki Pasila	4*	€	€	1.1km

Note: Prices for Radisson and Sokos awaited

TOURS

For a full list of what's available, booking terms and conditions and to book please visit the AMEE 2017 registration site: <https://www.eiseverywhere.com//ehome/201158>

All tour enquiries should be directed to Worldspan

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

STUDENTS

AMEE is pleased to again be working with the IFMSA and EMSA Student Groups, as well as local Finnish students, and looks forward to welcoming students and junior doctors from around the world. A call for applications for international students to join the AMEE 2017 Student Task Force will be issued by IFMSA and EMSA in early 2017.

AMEE 2017 Live!

If you are unable to attend AMEE 2017 in person, the next best thing is to join online. With live streaming throughout the Conference you can watch the opening session, all four plenary sessions and a selection of symposia as they happen, or watch the recording later at a time that suits you.

Sessions: Details of the sessions that will be streamed will be available on our website and are indicated on pages 12-16 - just look for the AMEE Live logo.

Participate: You will have the option to email or tweet your questions to the speakers and you can hear live and recorded interviews with speakers and other conference participants. You have the option of watching alone or as part of a group, live or at a later date. Recordings are available for a minimum of one year after the event.

Fee: €99. Fees include access from one device which may be for an individual or a group, as well as access to the Conference App.

How to: Register for AMEE Live Online at www.amee.org/conferences/amee-live and not on the main Conference registration website.

AMEE
Live
Session

DEADLINE DATES

- 5 December:** Submission of Research Paper abstracts for AMEE 2017
- 14 December:** Submission of Doctoral Report abstracts for AMEE 2017
- 5 January:** Submission of papers for 4th International Faculty Development Conference
- 31 January:** Close of nominations for Miriam Friedman Ben-David New Educator Award
- 6 February:** Submission of Short communications, Patil Teaching Innovation presentations, Conference workshops, Poster, ePoster, Point of view, PechaKucha™ and AMEE Fringe abstracts for AMEE 2017
- 6 February:** Last date to apply for free registration for AMEE 2017
- 7 March:** 4th International Conference on Faculty Development abstract decisions announced
- Mid April:** AMEE 2017 abstract decisions announced
- 30 April:** Free registration for AMEE 2017 awards announced
- 30 April:** Notification to Miriam Friedman Ben-David New Educator Award winner
- 19 May:** End of early registration
- 31 May:** Last date to book accommodation in order to guarantee availability
- 01 June:** Deadline for registration by presenters to ensure abstract included in the programme
- 31 July:** Last date to book exhibition space
- 31 July:** Last date to book tours/social events



AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

Join AMEE to

- become part of an international network of educators committed to the advancement of medical and health professions education
- apply for Associate Fellow or Fellow status to demonstrate scholarship (see <http://www.amee.org/fellowship>)
- take advantage of the special conference registration rate for members
- receive the many other benefits of membership (see www.amee.org/membership)

Join online or contact amee@dundee.ac.uk for more information.

ASPIRE-to-Excellence

An ASPIRE award allows dental, medical and veterinary schools to be recognised internationally for their excellence in education.

ASPIRE awards are made in the following areas:

- * Assessment of students
- * Student engagement in the curriculum
- * Social accountability of the school
- * Faculty development
- * Simulation

The 2017 ASPIRE Award winners will be presented on Monday 28 August at AMEE 2017.

AMEE applauds previous ASPIRE Award winners for their commitment to excellence in education:



For information on how your School can apply for an ASPIRE award please see www.aspire-to-excellence.org or contact aspire@dundee.ac.uk

WHO TO CONTACT

ACADEMIC PROGRAMME INCLUDING ABSTRACTS

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Email : amee@dundee.ac.uk
Online : www.amee.org/conferences/amee-2017

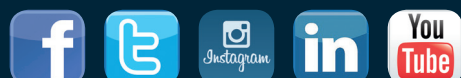
REGISTRATION, ACCOMMODATION, EXHIBITION, TOURS AND SOCIAL PROGRAMME

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

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