

amee 2013

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

THE LEADING
INTERNATIONAL
MEDICAL EDUCATION
CONFERENCE

“Colouring outside the lines”

PRAGUE CZECH REPUBLIC

Prague Congress Centre
24-28 August 2013

www.amee.org



	page
Ten reasons to attend AMEE	3
2nd International Faculty Development Conference	7
AMEE-ESME Courses	9-10
Preconference Workshops	11-16
Programme	17-21
Accommodation	23
Tours	24
How to register	25
Abstract submission	26
Deadline dates	28

4th
ANNIVERSARY
of amee

Inspire... and be inspired

In collaboration with the Medical Faculties of the
Charles University in Prague, Masaryk University
in Brno and Palacký University in Olomouc





40th ANNIVERSARY

Welcome to AMEE 2013

Forty years of AMEE Conferences!

2013 is an historic year in the life of AMEE, and represents forty years of AMEE conferences. The first Conference in Copenhagen was attended by 40 participants from 10 countries, and addressed the topic of New Teaching, Learning and Assessment Techniques. Sessions consisted of plenaries and workshops. In contrast, we anticipate over 3,000 participants from 100 countries will attend AMEE 2013, many of whom will have the opportunity to present their own work and share their experiences with others from around the world. Teaching, learning and assessment will of course form the basis of the AMEE 2013 programme as it did at the first conference, but the range of additional topics and sessions is truly amazing. The theme of this year's Conference is "*Colouring Outside the Lines*", where we challenge presenters to cast away preconceived ideas and think whether there are new ways of working to produce future healthcare professionals to meet the needs of society in these times of limited resources.

We recognise that some participants think AMEE conferences are too large, and that the number of simultaneous sessions make it difficult to know what to attend. We believe strongly that in this global age it is our responsibility to reflect the ever-growing range of topics that are of importance to our participants who work in many different contexts, and inevitably the Conference expands in breadth and depth each year. It is therefore our challenge to help you get the best from your conference experience, with a range of new and enhanced features being introduced before, during and after the Conference. This year, all participants will have access to MedEdWorld (www.mededworld.org) and discussion groups will be set up so that you can start networking before arriving in Prague and, if you wish, arrange to meet up during the Conference.

We will be recording some of the sessions for later viewing and will be introducing a conference App for easier topic selection. We will also ask our presenters to upload their presentations into MedEdWorld so you can catch up on presentations you have missed. We will again be holding our popular Orientation session for first-time attendees, and some webinars in advance of the Conference with tips for participants and for presenters.

If you have any free time outside of the Conference sessions, there is no better place to spend it than Prague. It is only 5 years since AMEE held a conference in Prague but we are back by popular request to sample the delights of this magical city with excellent transport links, reasonably priced hotels and a good metro system.

It is sad each year to see so many participants leaving before the end of the Conference, and we have been thinking how best to organise the Conference sessions to make the best use of the limited time available. We have decided to bring forward the first plenary session, which will now take place on Sunday 25 August at 1700 hrs. The Conference will end at lunchtime on Wednesday 28 August. We hope that many participants will be able to stay to the end of the Conference, and yet still be able to return home the same day. When making your travel arrangements, please note this change.

The AMEE Executive Committee and Local Organising Committee look forward to welcoming you to AMEE 2013 in Prague.

MADALENA PATRÍCIO
AMEE President

10 reasons why you should attend AMEE 2013

AMEE is now the leading International conference in medical and health professions education.

Over 3000 participants from 106 countries attended AMEE 2012. If you are working in undergraduate, postgraduate or continuing education and are a medical or health professions teacher, a dean or course organiser, an educationalist, a technologist, a researcher or a student, here are ten reasons to attend:

1. AMEE 2013 focuses on and reviews key topics of current relevance in medical/health professions education.
2. The Conference addresses not only best practice today but also looks at powerful ideas for the future, including proposals for the medical school of the future.
3. The Conference provides an alternative, as well as a more traditional view of medical/health professions education.
4. Distinguished international plenary speakers provide different perspectives from inside and outside medicine.
5. A wide range of themes run through the Conference relating to the curriculum, teaching and learning, assessment, student selection, education management, postgraduate education and continuing professional development.
6. Personalise the programme to meet your own needs, choosing from symposia, short communications, research and PhD paper sessions, workshops, posters (print and e-posters), 'Fringe sessions' and an exhibition.
7. Share your work and experience with others and receive feedback.
8. Network and engage with others with similar interests and take the opportunity to form ongoing collaborations.
9. Take an ESME course and receive an AMEE/ESME Certificate in Medical Education. (see pages 9-10)
10. Come to Prague, a leading tourist venue well-served by international and budget airlines.



AMEE Executive Committee and Staff

Madalena Patrício (President); Trudie Roberts (President Elect); Peter Dieter; Steve Durning; Kati Hakkarainen; Ronald Harden (General Secretary/Treasurer); Stefan Lindgren (ex officio); Deborah Murdoch-Eaton; Jorge Pales; Davinder Sandhu (co-opted); Francesco Silenzi (Jr Dr Representative); Agostinho Sousa (IFMSA Representative); Stanislav Štípek (co-opted); Olle ten Cate; Suleyman Yildiz (EMSA Representative) (co-opted); Trevor Gibbs (Development Officer); John Dent (International Liaison Officer); Pat Lilley (Operations Director); Tracey Thomson (Administration Executive)

Local Organising Committee

Stanislav Štípek (First Medical Faculty, Charles University in Prague) (Chair); Jan Škrha (Charles University in Prague); Jana Krejčíková (First Faculty of Medicine, Charles University in Prague); Vladimír Mihál (Medical Faculty, Palacký University in Olomouc); Alena Stoklasová (Medical Faculty in Hradec Kralovce, Charles University); Daniel Schwarz (Masaryk University in Brno); Vladimír Komárek (Second Medical Faculty, Charles University in Prague); Filip Mareš (First Faculty of Medicine, Charles University in Prague); Adam Rosenberg (First Faculty of Medicine, Charles University in Prague); Hana Němcová (Second Medical Faculty, Charles University in Prague); Jiří Janata (First Faculty of Medicine, Charles University in Prague); Vlasta Helekalová (First Faculty of Medicine, Charles University in Prague); Pat Lilley (AMEE Operations Director); Tracey Thomson (AMEE Administration Executive)

Local Representatives

Doc. MUDr. Bohuslav Svoboda (Mayor of Prague); Prof. RNDr. Václav Hampl (Rector of the Charles University in Prague); Prof. MUDr. Jaroslav Blahoš (Chairman of the Czech Medical Association of J.E. Purkyne); Prof. MUDr. Aleksi Šedo (Dean of the First Faculty of Medicine, Charles University in Prague)

A message for students

Dear Colleagues

It's with great pleasure that we invite you to AMEE Conference 2013, in Prague, the city of a 100 spires.

Students are an essential part of medical education. As students we know how it can influence us. We want our education to be the best in the world. We want to be excellent professionals in the future.

Be an active element in Medical Education! Be the change! Submit your proposals for the short communications and poster sessions, where you can share your experience and work.

There will also be a Student Task Force where you can work with more students from all around the world in the logistics of the conference. For more information, please contact Agostinho Sousa (lme@ifmsa.org), Suleyman Yildiz (secretary@emsa-europe.eu) or Adam Rosenberg (rosecolline@gmail.com)

Don't miss the opportunity to go to the Preconference Workshop: Transitioning from Learner to Teacher. It will be held on 24th August all day. It will be presented by young doctors that are strongly connected with AMEE and medical education in general. You will learn a lot with them!

Finally, after one long day of discussion, you're always welcome to our student social programme so we can know each other better! As José de Letamendi said: The doctor who only knows Medicine, not even Medicine knows!

Don't miss this opportunity!

See you in Prague and enjoy AMEE Conference 2013!

Agostinho Sousa & Suleyman Yildiz on behalf of the AMEE Student Group.

EXHIBITION AND SPONSORSHIP

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

Exhibitors include:

- publishers of medical and basic science textbooks, and books and journals relevant to teachers in medicine and the healthcare professions;
- manufacturers and suppliers of teaching aids including simulators, computers, mobile technology and elearning packages;
- institutions offering a service in medical education, e.g. testing, data handling;
- pharmaceutical companies, particularly those involved in the development of educational resources;
- institutions and bodies offering courses for healthcare professionals across the continuum of education;
- institutions responsible for administration or regulation in medicine and the healthcare professions;
- professional bodies and medical schools.



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

AMEE is pleased to have once again appointed Worldspan to manage Exhibition and Sponsorship opportunities for AMEE 2013.

For further details, please download the brochure on the website www.amee.org or contact exhibitions@worldspan.co.uk.



PROGRAMME FEATURES

Pre-Conference Programme

- **2nd International Conference on Faculty Development in the Health Professions:** Friday 23 to Sunday 25 August: A follow-up to the 1st Conference, designed to bring together international faculty development leaders and educators in the health sciences to share best practices and current research (page 7).
- **Preconference Workshops:** Saturday 24 and Sunday 25 August: A selection of 36 half-day and full-day workshops on a range of practical topics offered by experts in the area (pages 11-16).
- **Masterclass in Simulation-based Healthcare Instruction:** Saturday 24 August: An introduction to essential skills for delivering simulation-based healthcare education through a variety of techniques and technologies (page 10).
- **ESME Courses, accredited by AMEE:** Sessions to be held throughout the Conference:
 - **Essential Skills in Medical Education (ESME):** Teaching skills course for those new to teaching, or those with some experience who wish to gain a teaching qualification (page 9)
 - **Essential Skills in Medical Education Assessment (ESMEA):** Aimed at those who would like an introduction to a wide variety of assessment methods (page 10)
 - **Research Essential Skills in Medical Education (RESME):** Designed to meet the demand for an introduction to carrying out research in medical education (page 9)
 - **Essential Skills in Computer-Enhanced eLearning (ESCEL):** An introduction to essential skills in developing, delivering and evaluating computer-enhanced learning activities (page 10)
 - **Essential Skills in Continuing Education and Professional Development (ESCEPD):** For those who are currently involved in the planning, organization and/or implementation of medical (health) education at the continuing professional development level (page 10).
- **Fundamentals of Leadership and Management in Education (FLAME) Course:** accredited by the Association for the Study of Medical Education (ASME): An introduction to key aspects of leadership and management for healthcare educators who wish to develop a deeper understanding of leadership and management theory and gain an evidence base to help them become more effective leaders (page 10).

Main Conference Programme

- **Plenaries:** Three plenary sessions, with stimulating and challenging presentations. The first plenary will be held at 1700 hrs on Sunday 25 August, the second at 0830 hrs on Tuesday 27 August and the final plenary at 1030 hrs on Wednesday 28 August.
- **Symposia:** Short presentations by panellists on issues that are topical, and may be controversial, to stimulate debate and discussion with the audience.
- **NEW! Dialogue:** Scholars who do not ordinarily work with one another, but share a common interest in a current issue, discuss their thoughts and challenges in order to work through divergent perspectives to determine what new ideas might emerge (page 18).
- **Short communications:** Themed sessions selected from submitted abstracts (see page 26 for information on submitting abstracts).
- **Research papers:** Sessions devoted to medical/healthcare professions education research, with an emphasis on methodology, selected from submitted abstracts (page 26).
- **PhD Reports:** Presentations by those who have completed PhDs in medical/healthcare professions education in the last three years, selected from submitted abstracts (page 26).
- **Presentation with Poster:** Mounted throughout the conference and presented in themed sessions, posters are selected from submitted abstracts (page 26).
- **Presentation with Electronic Poster:** Following their successful introduction last year, posters submitted in the areas of eLearning, simulation, clinical skills, virtual patients and communication skills may be presented as an 'ePoster', meaning that selected participants will be asked to send their poster electronically and present it on a plasma/interactive touchscreen (page 26).
- **Fringe sessions:** the AMEE Fringe will be 10 years old at the Prague meeting in 2013 and aims to continue to offer some of the most popular presentations at the conference. The AMEE Fringe gives participants the chance to present and to take part in something rather different from regular conference presentations. Fringe sessions focus on performance and creativity – possibly involving music, poetry, drama or dance – in fact anything is possible as long as there is a clear link to health professional education (page 26).
- **Workshops:** A range of practical, hands-on sessions, some aimed at beginner/intermediate level, and others more advanced (page 26).

- **Meet the Experts:** An opportunity to talk with one of our presenters and to ask questions on a one-to-one basis or in a small group. A list of experts and times will be included in the final programme.
- **Exhibition:** Both academic institutions and commercial organisations have the opportunity to present their products and services to a worldwide audience. For more information please see the Exhibitor Prospectus on the website, or contact exhibitions@worldspan.co.uk.
- **Orientation session:** If you are new to AMEE, this session on Sunday 25 August from 1530-1630 hrs will give you a few hints as to how to make the most of your conference experience, and also offers the opportunity to meet the AMEE Executive Committee at the reception that follows.
- **Private meetings:** If your group would like to request a room to meet privately, opportunities exist on Monday or Tuesday evenings.

OUTLINE PROGRAMME

	FRIDAY 23 rd	SATURDAY 24 th	SUNDAY 25 th	MONDAY 26 th	TUESDAY 27 th	WEDNESDAY 28 th
MORNING		Main conference registration starts 0700 hrs 2nd International Faculty Development in the Health Professions Conference AMEE-ESME Courses AMEE Pre-Conference workshops Simulation Masterclass	2nd International Faculty Development in the Health Professions Conference AMEE-ESME Courses AMEE Pre-Conference workshops	Symposia, short communications, research papers, posters, eposters, conference workshops, exhibits AMEE-ESME Courses	Plenary 2 Symposia, short communications, research papers, posters, eposters, conference workshops, exhibits	Symposia, short communications, research papers, posters, eposters, conference workshops, exhibits Plenary 3 Close of Conference 1230 hrs
LUNCH				AMEE-ESME Courses	AMEE AGM AMEE-ESME courses	
AFTERNOON	Registration for 2nd International Faculty Development Conference starts 1200 hrs 2nd International Faculty Development in the Health Professions Conference	2nd International Faculty Development in the Health Professions Conference AMEE-ESME courses AMEE Pre-Conference workshops Simulation Masterclass	AMEE-ESME Courses AMEE Pre-Conference workshops AMEE Orientation	Symposia, short communications, research papers, posters, eposters, conference workshops, AMEE Fringe, PhD reports, exhibits	Symposia, short communications, research papers, posters, eposters, conference workshops, AMEE Fringe, PhD reports, AMEE-ESME courses, exhibits	ESME course ESCEPD course
EVENING	2nd International Faculty Development in the Health Professions Conference Reception		Plenary 1 Opening Ceremony Opening Reception Exhibits	Private Meetings	Private Meetings	



Image: Adam Jones PhD (http://www.flickr.com/photos/adam_jones/4101617056/)

2ND INTERNATIONAL CONFERENCE ON FACULTY DEVELOPMENT IN THE HEALTH PROFESSIONS

23-25 AUGUST 2013

in association with AMEE

Faculty development is defined as the broad range of activities that institutions use to renew or assist faculty members in their multiple roles. Activities include programs to enhance teaching and education, research and scholarly activity, academic leadership and management, and faculty affairs, including faculty recruitment, advancement, retention, and vitality.

Goals

- Bring together international faculty development leaders and educators in the health sciences
- Share best practices and current research in faculty development
- Build a global community of leaders in the field

Themes

- Developing individuals
- Interprofessional and team-based learning
- Leading and managing change and improvement
- Supporting learning through simulated professional practice
- The scholarship of workplace learning

Keynote speakers

- Professor Stephen Billet, Griffith University, Brisbane, Australia
- Dr Victoria Brazil, Bond University, Brisbane, Australia
- Dr John Launer, London Deanery, London, United Kingdom

Who Should Attend?

Individuals working or with an interest in:

- Faculty development
- Faculty affairs
- Teacher training
- Career development
- Conducting research and scholarship in faculty development

Call for abstracts: Closing 6 January 2013

CME points from the UK Royal Colleges will be applied for.

Prague Congress Centre

5. května 65, 140 21 Prague 4, Czech Republic

To see map area: <http://goo.gl/maps/fcL7P>

REGISTRATION

Early bird registration by 31 May 2013	£320
Registration after 1 June 2013	£360

Participants paying to attend both 2nd International Faculty Development in the Health Professions Conference and AMEE 2013 will receive a £20 discount which will be applied on completion of registration. Please book on the main AMEE 2013 registration site: <https://www.eiseverywhere.com/ehome/48200/delegates/>

What is included in the Registration fee?

- Attendance at 2nd International Faculty Development in the Health Professions Conference sessions on Friday afternoon, all day Saturday and Sunday morning
- Conference materials
- Lunch on Saturday, and coffee on Friday, Saturday and Sunday
- Drinks reception on Friday evening
- 3 day local travel pass

Please note that travel to Prague and accommodation are NOT included in the registration fee.

Accommodation and Tours: Participants may book hotels and tours offered by Worldspan on behalf of AMEE 2013, listed on pages 23-24. Worldspan has received guarantees from the hotels that the AMEE rates will be the lowest available on general public sale.

Terms and Conditions: The same terms and conditions as for AMEE 2013 will apply for registration, accommodation and tours. Please see pages 23-25 for details.

Visas: Participants who require a visa to enter Czech Republic are asked to read the information on page 22.

Contact:

For further information about the programme and abstracts for the 2nd International Conference on Faculty Development in the Health Professions: tel: +44 (0)191 2225888 fax: +44 (0)191 2225016 email: enquiries@medev.ac.uk www.facultydevelopment2013.com

For further information about Conference registration, visa requests, exhibition applications, accommodation, tours and social programme: Worldspan email: amee@worldspan.co.uk

PRE-CONFERENCE WORKSHOPS, MASTERCLASS SESSIONS AND COURSES

Location: Prague Congress Centre & Holiday Inn Prague Congress Centre

Cost: Half-day workshops: GBP £65 (includes coffee)

Full-day workshops: GBP £130 (includes coffee only, lunch may be purchased from the café at the Prague Congress Centre) (see pages 11-16 for summaries, see page 25 for registration)

Student/Junior Doctor workshop PCW 6: GBP £30 (see page 12 for summary)

Courses: GBP £500 (see pages 9-10 for summaries)

Masterclass: GBP £180 (see page 10 for summary)

Saturday 24 August 2013

PRAGUE CONGRESS CENTRE											HOLIDAY INN		
	COURSE	COURSE	COURSE	COURSE	COURSE	M'CLASS	PCW 1	PCW 2	PCW 3	PCW 4	PCW 5	PCW 6	PCW 7
AFTERNOON	Essential Skills in Medical Education (ESME)	Essential Skills in Medical Education Assessment (ESMEA)	Research Essential Skills in Medical Education (RESME)	Essential Skills in Computer-Enhanced Learning (ESCEL)	Essential Skills in Continuing Education & Professional Development (ESCEPD)	Simulation Masterclass	Training a SP Case –Strategy to Reality	A Gentle Introduction to Psychometrics for the Medical Educator	Scholarship and Innovation in Medical Education	eLearning for Dummies	Strategic planning for medical education	Trainee Preconference Workshop: Transitioning from Learner to Teacher	Creating a Team-Based Learning Module and getting it to work
							PCW 8	PCW 9		PCW 10			
MORNING							Creating a SP Case –Strategy to Reality	Continuing Professional Development		Using Grounded Theory in Medical Education Research	Receiving feedback: How to change a passive listener into an active learner		Team-Based Learning: Harnessing the Power of Small Group Learning

Sunday 25 August 2013

PRAGUE CONGRESS CENTRE											HOLIDAY INN						
	COURSE	COURSE	PCW 13	PCW 14	COURSE	COURSE	PCW 15	PCW 16			PCW 17	PCW 18	PCW 19	PCW 20	PCW 21	PCW 22	
AFTERNOON	Essential Skills in Medical Education (ESME)	Essential Skills in Medical Education Assessment (ESMEA)	Using theory in medical education research	'Writing up': Principles & Practices for Successful Research Papers	Essential Skills in Continuing Education & Professional Development (ESCEPD)	ASME Fundamentals of Leadership and Management in Education (FLAME)	Developing tools for teachers' professional development	Enriching the curriculum with Virtual Patients	Reflection on professional growth during clerkships and residencies	The Framework for the Progress Test	To Brief or Not Debrief: That's Facilitation!	Workplace-based Assessment of Teachers	Helping your students learn to learn	The curriculum of the future: Veterinary education in 2020	How to personalise learning by the use of technology	Designing Postgraduate Training Using Competencies	Cultivating Ethics Teaching: Sharing Best Practice
		PCW 23		PCW 24	PCW 25		PCW 26	PCW 27									
MORNING											Setting the pass standard for OSCE stations	Qualitative research: design questions and conduct interview		The Role of a Doctor as a Global Citizen	Evaluating Curricular Outcomes	Exploring the Complexities of Professionalism	



AMEE-ESME COURSES

offered and accredited by AMEE

The AMEE-ESME courses, offered and accredited by AMEE, are aimed at practising teachers in medicine and the healthcare professions, both basic scientists and clinicians. They are designed both for those new to teaching and for teachers with some experience who would like a greater understanding of the basic principles and an update on current best practice. The courses recognise that all, even those with considerable experience, can improve their skills in teaching. The following courses are available.

NOTE: Course participants must also register for AMEE 2013 and pay the conference fee.



Essential Skills in Medical Education

Facilitators: Stewart Mennin (University of New Mexico School of Medicine, USA) and Ruy Souza (Federal University of Roraima, Brazil)

Sessions: Saturday (0845-1630 hrs); Sunday (0845-1630 hrs); Monday (1245-1345 hrs); Tuesday (1245-1345 hrs); Wednesday (1300-1400 hrs)

Venue: Prague Congress Centre

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

The ESME Course provides an introduction to the basic competencies required of the medical and healthcare professions teacher: the Skilled Educational Planner, the Effective Teacher and the Informed Assessor/Evaluator. Through a series of short presentations and small group work, this highly interactive course looks at how people learn and the range of teaching, learning and assessment methods and opportunities available to the teacher. It also examines how teaching, learning and assessment can be organized in the curriculum.

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



Essential Skills in Medical Education Assessment

Facilitators: Katharine Boursicot (SGUL, UK), Brownie Anderson (NBME, USA), Richard Fuller (Leeds, UK), Kathy Holtzman (NBME, USA), John Norcini (FAIMER, USA), Trudie Roberts (Leeds, UK) and Dave Swanson (NBME, USA)

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

Venue: Prague Congress Centre

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

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

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



Essential Skills in Computer-Enhanced Learning

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

Sessions: Saturday (0845-1630 hrs); Tuesday (1600-1730 hrs); Wednesday (1300-1530 hrs)

Venue: Prague Congress Centre

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

The ESCEL Course. Whether using a desktop computer, tablet, smartphone, or other device, effective computer-assisted learning requires a skilful alignment of learner and program needs, learning context, instructional design, assessment, and technology. ESCEL will prepare participants to develop, deliver, and evaluate computer-enhanced learning activities using sound educational principles and a range of creative technologies. The highly-interactive course will employ a series of short presentations, problem-focused small group activities, and group discussion. Extensive computer experience is NOT required.

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



Essential Skills in Continuing Education and Professional Development

Facilitators: Jane Tipping (University of Toronto, Canada), Lee Manchul (University of Toronto, Canada), David Bruce (NHS Education for Scotland), M.J.M.H. (Kiki) Lombarts (University of Amsterdam, the Netherlands), Joan Sargeant (Dalhousie University, Canada), Ivan Silver (CAMH, Toronto, Canada), Simon Kitto (University of Toronto, Canada)

Sessions: Saturday (0845-1630 hrs); Sunday (0845-1215 hrs); Tuesday (1245-1345 hrs); Wednesday (1300-1415 hrs)

Venue: Prague Congress Centre

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

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

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



Research Essential Skills in Medical Education

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

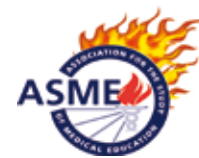
Sessions: Saturday (0845-1630 hrs); Monday (1245-1345 hrs), Tuesday (1245-1345 and 1600-1800 hrs)

Venue: Prague Congress Centre

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

The RESME Course provides an introduction to the essential principles and methods of conducting research in medical education: formulating research questions, choosing a research approach and selecting an appropriate global methodology, and constructing a research plan. Through a series of short presentations and small group work, this highly interactive course will introduce basic concepts and 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.

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



Fundamentals of Leadership and Management in Education

Facilitators: Judy McKimm, Gillian Needham, Paul Jones and other trained faculty

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

Venue: Prague Congress Centre

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

The ASME FLAME 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 comprises 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; managing change; leading teams; emotional intelligence, setting personal goals and action planning.

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

For more information contact info@asme.org.uk.

Masterclass in Simulation-based Healthcare Instruction

SATURDAY 24 AUGUST

Full-day: 0900–1700; Level: Introductory; Location: Prague Congress Centre; Cost: GBP £180 (includes coffee & lunch)

Ross Scalese, S Barry Issenberg (Gordon Center for Research in Medical Education, University of Miami Miller School of Medicine, USA)

This one-day 'masterclass' session provides an introduction to essential skills for delivering simulation-based healthcare education through a variety of techniques and technologies. The full-day session emphasizes guided interactive learning to maximize simulation-based instruction skill acquisition.

The session is open to all healthcare professionals who are interested in improving their simulation-based instructional skills. Overall learning outcomes include: 1. Review methods of simulation, simulation technologies and simulation environments; 2. Identify and incorporate evidence-based features that lead to effective simulation-based learning; 3. Review basic design and development elements for constructing a simulation scenario activity; 4. Identify the elements necessary to use simulation for assessment and debriefing.



AMEE PRE-CONFERENCE WORKSHOPS

Prague Congress Centre and Holiday Inn Prague Congress Centre

Cost: Half-day workshops: GBP £65 (includes coffee); Full-day workshops (PCW 3, 13 & 19): GBP £130 (includes coffee only, lunch may be purchased from the café at the Prague Congress Centre); Full-day workshop PCW 6 for students/junior doctors: GBP £30 (includes coffee and lunch).

Note: Pre-conference workshop participants must also register for AMEE 2013 and pay the registration fee.

Saturday 24 August

PCW 1: Creating a SP Case – Strategy to Reality

Half-day: 0915-1215

Level: All

Location: Prague Congress Centre



Carine Layat Burn (HESAV-University of Health Sciences, Lausanne, Switzerland), Henrike Hoelzer (Charité Universitätsmedizin, Germany), Jim Blatt (Washington University, USA), Melih Elcin (Hacettepe University, Turkey), Karen Lewis (Washington University, USA), Cathy Smith (University of Toronto, Canada)

Writing a simulated/standardized patient (SP) case is the first step in creating a simulated clinical experience for a health care student and a prerequisite to efficiently training your SPs to portray the case. This workshop is designed to improve your SP case development skills whether you are inexperienced or experienced in SP methodology. During the workshop, you will use the Association of Standardized Patient Educators (ASPE) template to create an SP case. As a part of this process, you will explore different strategies in case development.

In the companion afternoon workshop, Training a SP Case – Strategy to Reality, you will develop your SP training skills and see the SP case you created come to life. The morning and afternoon workshops are closely linked yet each is designed to be beneficial on its own; you may choose to attend all day or a half-day. This workshop will be valuable for participants at all levels of experience.

PCW 2: Continuing Professional Development: Linking Education and Performance Improvement

Half-day: 0915-1215

Level: Intermediate

Location: Prague Congress Centre



Jann Balmer (Continuing Medical Education, University of Virginia School of Medicine, Charlottesville, USA), Maureen Doyle-Scharff (Medical Education Group, Pfizer Inc., New York, USA), Don Moore (Continuing Medical Education, Vanderbilt University School of Medicine, Nashville, USA)

The field of Continuing Professional Development (CPD) encompasses continuing medical education and improved physician and healthcare provider performance. The growing expectations highlight CPD for physicians and healthcare professionals that are focused on demonstrating the value of continuing medical education within the context of healthcare delivery. Assessment, educational design and outcomes measurement are core competencies for Continuing Education (CE) professionals as we transition from an environment where attendance was the primary metric for continued competence to actual performance measures that reflect the effective transfer of knowledge into practice. This workshop focuses on the core knowledge and skills needed by educators involved in CPD of physicians, healthcare professionals and healthcare teams. The session will incorporate the integration of the current educational theoretical frameworks, assessment strategies and approaches to outcomes assessment.

PCW 3: Scholarship and Innovation in Medical Education: A Practical Workshop on Developing a Project for Peer Review and Dissemination

Full-day: 0915-1630

Level: Introductory - Intermediate

Location: Prague Congress Centre



Jocelyn Lockyer (University of Calgary, Canada), Karen Mann (Dalhousie University, Canada), Tyrone Donnon (University of Calgary, Canada), Carol Hodgson (University of Alberta, Canada), Vernon Curran (Memorial University of Newfoundland, Canada), Anna MacLeod (Dalhousie University, Canada), Danielle Saucier (Université Laval, Canada)

Scholarly projects are materials, products and resources developed for educational purposes that have been successfully peer-reviewed and made public for use by others. This workshop will benefit medical educators and teachers who are planning or implementing innovative educational projects through a six step development process that includes setting goals, preparation, effective methods,

obtaining meaningful results, effective presentation and reflective critique. Brief presentations of the steps involved in project development will be interspersed with small group work in which participants create and discuss their project plans. Participants will be provided with a workbook to facilitate project development and discussion.

Note: This workshop is being offered in conjunction with the Canadian Association for Medical Education and has been granted up to 6 MAINPRO-C study credits from the College of Family Physicians of Canada and by reciprocity study credits from the American Academy of Family Physicians. If there is interest, one of the small groups will be facilitated in French.

PCW 4: Using Grounded Theory in Medical Education Research

Half-day: 0915-1215

Level: Introductory - Intermediate

Location: Prague Congress Centre

Christopher Watling (Schulich School of Medicine and Dentistry, Western University, London, Canada), Lorelei Lingard (Western University, London, Canada)

Grounded theory offers a powerful approach to some of the most important questions facing medical education researchers. Determining how to do good grounded theory research can be challenging, however. This workshop will provide participants with a clear and practical perspective on the principles underlying the grounded theory approach and the procedures for designing and executing a rigorous grounded theory study. Participants will leave able to operationalize grounded theory's critical touchstones - iterative process, purposive sampling, saturation, data analysis via coding and constant comparison - in their own work. Additionally, participants will be challenged to raise the analytic bar from thematic categorization toward conceptual understanding and theory development.

PCW 5: Receiving feedback: How to change a passive listener into an active learner

Half-day: 0915-1215
Level: Introductory - Intermediate
Location: Holiday Inn Prague Congress Centre

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

Feedback reception is an important part of the feedback process. When feedback is not well received, it may not be accepted and may not be applied into practice. This interactive workshop will approach the feedback process from a recipient's perspective. It is intended for faculty to teach learners how to get the most out of a feedback encounter. Theory on message perception and reception will be presented and participants will practice techniques a) to influence faculty's motivation, b) foster reflection by the learner to identify their needs and communicate them, and c) improve feedback recipients' active listening skills.

PCW 6: Trainee Preconference Workshop: Transitioning from Learner to Teacher (a workshop by Students and Junior Doctors)

Full-day: 0915-1630
Level: Intermediate
Location: Holiday Inn Prague Congress Centre

Maxime Moulin, Matthew Stull, Margot Weggemans, Robbert Duvivier, Raquel Correia

This workshop will introduce students and junior doctors to the major themes of medical education, from basic theories of adult learning, to practical skills in being an effective educator in the classroom and at the bedside, to how trainees can improve engagement towards medical education and impact the health of their patients. Discussion will be emphasized and dedicated "meet the expert" / round table talks will be planned. All presenters are students or junior doctors with years of experience and engagement in medical education at local, national and international levels.

Note: Special fee of GBP £30 for students and junior doctors.

PCW 7: Team-Based Learning: Harnessing the Power of Small Group Learning in the Classroom

Half-day: 0915-1215
Level: Introductory
Location: Holiday Inn Prague Congress Centre

Dean Parmelee (Wright State University Boonshoft School of Medicine, USA), Nathalie Zgheib (American University of Beirut, Lebanon)

Team-Based Learning (TBL) is an effective instructional strategy that gets students to learn content outside of class and be prepared to solve problems with instructor guidance in class. Participants will learn the essential

elements of TBL by experiencing the process as learners: Team selection, readiness assurance, group application exercises, and peer feedback. This will be a highly 'active learning' workshop with no didactics, and participants will have a small assignment prior to attending.

(Note: Participants may also wish to attend PCW12, which is a sequel to PCW7.)

PCW 8: Training a SP Case – Strategy to Reality

Half-day: 1330-1630
Level: All
Location: Prague Congress Centre

Carine Layat Burn (HESAV-University of Health Sciences, Lausanne, Switzerland), Henrike Hoelzer (Charité Universitätsmedizin, Germany), Jim Blatt (Washington University, USA), Melih Elcin (Hacettepe University, Turkey), Karen Lewis (Washington University, USA), Cathy Smith (University of Toronto, Canada)

Detailed training of simulated/standardized patients (SPs) to portray real patients is essential to ensure the quality and the fidelity of the simulation. Several approaches to training SPs exist and are well defined. In this workshop, you will learn to train an SP to portray a scenario by using different training techniques in SP methodology. As the emotional aspects of the SPs' portrayal are critical for ensuring an authentic and credible SP performance, you will also learn how to define, calibrate and train the affect that the SP exhibits when presenting the case. This workshop features active, "hands on" participation: you will work closely with a workshop leader to train your patients and then have the opportunity to see your work come to fruition. You will see your SPs play their roles that have been created in the companion morning workshop, Creating a SP Case - Strategy to Reality, in encounters with a simulated doctor. The morning and afternoon workshops are closely linked yet each is designed to be beneficial on its own; you may choose to attend all day or a half-day. This workshop will be valuable for participants at all levels of experience.

PCW 9: A Gentle Introduction to Psychometrics for the Medical Educator: Key concepts and how to apply them to your assessment

Half-day: 1330-1630
Level: Introductory
Location: Prague Congress Centre

André F De Champlain (Research and Development, Medical Council of Canada, Ottawa, Canada)

The routine use of psychometrics to enhance the quality of examinations and to provide useful accounts of performance attests to its importance both for the development of assessments as well as the analysis of test data in medical education. Psychometric models can be used to analyze the quality of test items and stations, to assess how accurately or reliably we are measuring our candidates' competence in a number of prescribed domains, as well as to support valid interpretations of scores

and/or pass/fail decision. The purpose of this workshop is to demystify psychometrics by providing an introduction to item analysis statistics, as well as reliability and validity frameworks. A strong emphasis will be placed on the application and interpretation of these concepts with medical education assessments via a number of practical exercises.

PCW 10: eLearning for Dummies

Half-day: 1330-1630
Level: Advanced
Location: Prague Congress Centre

Bipin Batra (National Board of Examinations, India)

eLearning has evolved as a mainstream of educational delivery and connecting the students with the learning ecosystem. The Lancet Commission on Health Professionals for New Century has stated "Educational institutions must now be re-engineered to adapt to this transformation, otherwise they risk becoming obsolete. Indeed, the use of IT might be the most important driver in transformative learning—one of the guiding notions for this report". There are multiple tools facilitating eLearning. However, there remains a critical roadblock for imbibing eLearning at individual and institutional levels. This workshop aims to introduce basic knowledge and overview of eLearning from theory to practice.

PCW 11: Strategic planning for medical education

Half-day: 1330-1630
Level: Intermediate
Location: Holiday Inn Prague Congress Centre

Corry den Rooyen (KNMG - Royal Dutch Medical Board), Fedde Scheele (SLAZ / VUmc, Netherlands), Nadine van der Lee (Sint Lucas Andreas Hospital Amsterdam, Netherlands)

Revision of curricula is a complex task. Many educational programs are based on tradition and the past and future directions might be unclear. Nowadays, the voice of the student or trainee becomes more and more important in improving the quality of education and directing education. Although this is an important step, it might be limited and insufficient. In the changing world of health care, it becomes increasingly important to not only deliver societal accountable care but also societal accountable education. For the development of social accountable education, it is necessary to map the future, set goals, and adjust contemporary curricula to provide for these goals. In this strategic planning of education, the voice of the doctor and the student may not be sufficient. Input of external transdisciplinary stakeholders is needed to help us identify future educational goals and to set strategy for future social accountable curricula.

PCW 12: Creating a Team-Based Learning Module and Getting It to Work

Half-day: 1330-1630
Level: Intermediate - Advanced
Location: Holiday Inn Prague Congress Centre

Dean Parmelee (Wright State University Boanchoft School of Medicine, USA), Nathalie Zgheib (American University of Beirut, Lebanon)

To create an effective Team-Based Learning (TBL) module requires one to follow a sequence of steps designed to enhance small group learning in the large classroom setting. To deliver the module requires a set of facilitation techniques that promote controversy and dialogue between groups of students in the classroom with the outcome of deeper learning with critical thinking. This workshop will be conducted in a TBL framework and participants will learn and practice the steps required to create a module and deliver it effectively in the large or small classroom setting.

Note: Participation in an introductory workshop on TBL (PCW 7) is required.

Sunday 25 August

PCW 13: Using theory in medical education research

Full-day: 0915-1630
Level: All
Location: Prague Congress Centre

Renée Stalmeijer (Maastricht University, the Netherlands), Tina Martimianakis (The Wilson Centre and Sick Kids Hospital in Toronto, Canada), Simon Kitto (The Wilson Centre, Canada)

This workshop will introduce participants to sociological, cognitive psychological and socio-cultural theories relevant to medical education research and demonstrate how they can be used in designing research. The group work will focus on the analysis and discussion of diverse examples of theory applied to medical education research. The workshop is aimed at participants who are planning to do research in the field of medical education, but have little or no experience with conducting research in the field.

Note: This workshop is recommended to RESME Course participants.

PCW 14: 'Writing up': Principles & Practices for Successful Research Papers

Half-day: 0915-1215
Level: Intermediate
Location: Prague Congress Centre

Lorelei Lingard (Western University, London, Canada)

'Writing up' paralyzes many of us. This interactive workshop for intermediate writers takes a rhetorical approach to the 'writing up' of research, treating it as a persuasive and strategic art. Using a writing task of their own and published examples, participants will learn

new metaphors and principles of writing, as well as some good tips for strong sentences and paragraphs. Writers will leave the workshop with powerful heuristics for structuring their writing tasks and breaking the production of a manuscript into manageable and prioritized elements. The workshop leader has extensive experience teaching writing and is well-published in medical education journals.

PCW 15: Developing tools for teachers' professional development

Half-day: 0915-1215
Level: Introductory - Intermediate
Location: Prague Congress Centre

Eeva Pyörälä (Research & Development Unit for Medical Education, University of Helsinki, Finland)

Teacher training forms an essential part of faculty development. Practical tools are needed in order to enhance teachers' professional development during these courses.

This interactive workshop focuses on how such tools can be developed and used. The workshop leader first presents step-by-step how a teachers' role-based portfolio with a qualitative self-assessment scale was developed (Harden & Crosby 2000), and how it has been used. Then, participants reflect on what kind of tools are needed in teachers' professional development, they collaboratively construct qualitative assessment scales for these tools, and design how they can be implemented in faculty development.

PCW 16: Enriching the curriculum of professionalism, medical ethics, and medical law with Virtual Patients

Half-day: 0915-1215
Level: Introductory
Location: Prague Congress Centre

Carwyn Rhys Hooper, Terry Poulton, Sheetal Kavia (St George's University of London, UK), Bryan Vernon (Newcastle University Medical School, UK), Georgia Testa (UK), Pirashanthie Vivekananda-Schmidt (University of Sheffield, UK)

At St George's University the G4 project successfully transformed the Problem Based Learning scenarios in the medicine curriculum with interactive virtual patients. Funding from Joint Research Office was used to create the world's first Ethical Virtual Patient (EVP) and further funding from JISC is now being used to trial the use of EVP cases in 20 medical schools in the UK. This workshop will present the lessons that can be learnt from embedding EVP cases into various professionalism, medical ethics and medical law curricula and provide participants with a hands-on session making EVP cases tailored to their own requirements.

Note: Participants are encouraged to bring a laptop/tablet for hands on experience

PCW 17: Setting the pass standard for Objective Structured Clinical Examination (OSCE) stations: using and debating the utility of the borderline-regression method

Half-day: 0915-1215
Level: Intermediate
Location: Prague Congress Centre

JN (Nicky) Hudson (School of Rural Medicine, University of New England, Armidale, NSW, Australia), M Tweed (University of Otago, New Zealand), TJ Wilkinson (University of Otago, New Zealand), JA Bushnell (University of Wollongong, Australia)

This workshop will enable participants to 1) explore use of the borderline-regression method to standard-set OSCE stations; 2) generate 'cutpoints' using the borderline-regression method and videos of medical student OSCE stations; 3) learn how to reach consensus on the cutpoints, and (4) consider the utility, benefits and potential issues related to using the borderline-regression standard-setting method for this purpose.

PCW 18: Qualitative research: How to design your questions and conduct the interview

Half-day: 0915-1215
Level: Introductory
Location: Prague Congress Centre

Helen Goodyear, Taruna Bindal (West Midlands Workforce Deanery, Birmingham UK), Linda Kragelund (National Centre of Competence Development, Aarhus University, Copenhagen, Denmark), David Wall (West Midlands Workforce Deanery, Birmingham UK)

Interview techniques in qualitative research include 1:1 interviews, focus groups and free association narrative interviews. Getting the right interview question(s) is the essential first step for each of these methods to be successful. Researchers need to be familiar with conducting either individual or group interviews and be able to utilize skills according to methodology. This highly interactive workshop will include an exercise on question writing highlighting the differences between open and closed questions. Using small group work, participants will experience and become familiar with semi-structured questions in a focus group setting and free association narrative interviewing. Participants can work through prepared topics or are invited to bring their own ideas for qualitative research.

PCW 19: The curriculum of the future: Veterinary education in 2020

Full-day: 0915-1630
Level: All
Location: Prague Congress Centre



Jan Haarhuis (Utrecht University, Netherlands), Liz Mossop (Nottingham Veterinary School, UK), Peter Stucki (Vetsuisse Faculty, University of Bern, Switzerland)

The range of competencies being delivered in veterinary curricula is expanding at a remarkable rate. Clinical research is driving a rapidly increasing understanding of disease and diagnoses. Veterinary graduates are expected

to treat a broader range of species, as pet ownership and farming demographics change. New developments in diagnostics mean practical skill expectation is also changing. In addition, we need to equip our learners with professional skills to succeed in the workplace, such as communication, scholarship, entrepreneurship, management and ethics. To address these wide ranges of competencies the educational programme of students, the future veterinarian, needs to be reconsidered. The availability of e-learning tools and mobile devices offer new approaches for innovative methods of veterinary curriculum delivery and these are exciting opportunities, which must be implemented appropriately. This workshop will consider these issues and discuss the areas that future veterinary curricula may need to include, using a range of small group activities.

PCW 20: The Role of a Doctor as a Global Citizen

Half-day: 0915-1215

Level: All

Location: Holiday Inn Prague Congress Centre

Deborah Murdoch-Eaton (University of Leeds, UK), Ara Tekian, (University of Illinois at Chicago, USA), Stefan Lindgren, (President WFME, Lund University, Sweden)

This workshop will challenge and involve participants in considering the concept of Global Citizenship. Is a standardised, universal definition of the global citizen role appropriate? Workshop participants will collectively address: enhancing our individual and group understanding of “global citizenship”; considering how differing perspectives and cultures require adaptation of the global to local context and expectations; sharing ideas to meet the challenge of programmatic integration of learning and teaching activities to develop global citizenship, aiming for harmonization rather than standardisation and consider universal and ethical values; reflecting on measuring and evaluating the effect.

PCW 21: Evaluating Curricular Outcomes: How Will You Know if You Have Made a Difference?

Half-day: 0915-1215

Level: All

Location: Holiday Inn Prague Congress Centre

Sharon K. Krackov (Albany Medical College, New York, USA), Henry Pohl (Albany Medical College, Albany, USA), John Shatzer (Vanderbilt University School of Medicine, Nashville, USA), Sally Santen (University of Michigan School of Medicine, Ann Arbor, USA)

It is important to know whether your curriculum achieves its intended goals. Outcome evaluation provides data to support conclusions using multiple methods and measures in order to gain a variety of perspectives. The outcomes occur at several conceptual levels: learner, faculty, institution, patient care, and also sub-levels within each category. Using a logic model framework through a series of interactive exercises, participants will be able to determine the

success of an educational program in meeting its objectives by: 1) Defining characteristics of interest. 2) Identifying outcomes (evidence of success), 3) Considering issues linking to curricular outcomes, 4) Systematically reporting findings.

PCW 22: Exploring the Complexities of Professionalism at the Individual and Organizational Levels

Half-day: 0915-1215

Level: All

Location: Holiday Inn Prague Congress Centre

Frederic W. Hafferty (Mayo Clinic, USA), Susan Lieff (Faculty of Medicine, University of Toronto, Canada)

There is an emerging awareness that professionalism must be addressed at both the behavioral and systems level to effect meaningful change in medical training. In this workshop, participants will explore a six-type model of professionalism. Attendees will explore this typology as it applies to their own view of professionalism as well as to characterize the learning environments at their home organizations. Participants will then take the one or two system types (e.g., nostalgic, entrepreneurial, activist) identified most prominently in their organizations and explore how best to create learning experiences that specifically recognize the multiple and diverse versions of professionalism that are encountered during training. The goal is to help educators identify the multiplicities of professionalisms that exist within their context and help students process and reconcile the maelstrom of messages about professionalism that they are exposed to.

PCW 23: Improving your OSCE: Measurement, recognition and remediation of station level problems

Half-day: 1330-1630

Level: Intermediate

Location: Prague Congress Centre

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

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

PCW 24: Healthcare students’ inter-professional learning in a Skills Centre

Half-day: 1330-1630

Level: Intermediate

Location: Prague Congress Centre

Ina Treadwell (University of Limpopo (Medunsa Campus), South Africa), M van Rooyen (University of Pretoria, South Africa), L Schweickardt-Alker

Interprofessional learning (IPL) enhances healthcare students’ ability to work as a team and understand the roles, responsibilities and skills of other professions. Since IPL is facilitated by experiential learning, a skills training facility is ideally suited for interprofessional simulations using high-fidelity simulators and SPs. The development of IPL events in the participants’ respective institutions will be facilitated through discussing and customising ten elements of the meticulous planning required for success. The interrelated elements include the selection of appropriate professions, shared outcomes of scenario(s), logistics, planning and assessment tools, SP preparation, facility and equipment, learning strategy and need for faculty development.

PCW 25: A Complexity Toolkit: the practical application of complex systems thinking to teaching, facilitation and leadership

Half-day: 1330-1630

Level: Introductory - Intermediate

Location: Prague Congress Centre

Jim Price (Division of Medical Education, Brighton & Sussex Medical School, UK)

Complexity theory and systems thinking are topical and have been used as lenses through which to view the often chaotic world in which we work as medical educators. What has been missing is the practical application of complex systems theory to teaching and facilitation both in the classroom and at institutional level. Following successful sessions in previous AMEE conferences, this workshop aims to convene like-minded medical teachers and educational leaders who wish to use the principles in their teaching or in facilitation & leadership roles in the medical faculty. A ‘Complexity Toolkit’, developed via an ESRC funded project in the UK, will be presented and used in a critically collaborative way by participants: the development of the toolkit in the field of medical education is an aim of this workshop.

PCW 26: Turning Your Interest and Experience in Education into a Scholarly Project

Half-day: 1330-1630

Level: Introductory

Location: Prague Congress Centre

Olle ten Cate (University Medical Center Utrecht, the Netherlands), Steven Durning (USUHS, Bethesda, USA), Dario Torre (Drexel University College of Medicine, Philadelphia, USA), Robert Favier

Many teachers have ideas about improving and developing their work, but are unsure how

to start. This highly interactive workshop is designed to assist teachers who would like to turn their daily education work into scholarly products. All participants are encouraged to prepare one idea as a five-minute powerpoint presentation to facilitate out-of-the box thinking. A structured brainstorm procedure with expert guidance is applied to transform ideas into concrete projects, possibly pairing educators to collaborate. Our aim is that all participants leave the workshop with many ideas, a starting network, and concrete plans to conducting a development project or research study.

PCW 27: The Small Group Experience: Strategies to improve your performance as facilitator

Half-day: 1330-1630
Level: Intermediate
Location: Prague Congress Centre

Carol F. Capello (Weill Cornell Medical College, NY, USA), Joseph F. Murray III (Weill Cornell Medical College, NY, USA), Elza Mylona (Stony Brook School of Medicine, Stony Brook, USA), Norma S. Saks (Robert Wood Johnson Medical School, New Brunswick, USA)

This highly interactive and reflective workshop will increase participants' confidence in dealing with stresses particular to a variety of small group teaching venues. Multiple activities – video, case vignettes, self- and group-assessment – are employed to provide practical strategies for managing various types of small groups from the first to final meetings. Specific techniques (e.g., buzz groups, snowballing, pair-share, cross-over groups) are discussed and emulated. The workshop focuses on self-reflection on teaching styles and issues; establishing/maintaining a comfortable learning environment; moving a group forward; addressing problematic behaviors; developing strategies during group development stages; formative evaluation and feedback of group performance.

PCW 28: Fundamentals for Effective Implementation of a Flipped Classroom Approach for Health and Medical Educators

Half-day: 1330-1630
Level: Introductory - Intermediate
Location: Prague Congress Centre

Raymond J. Pavlick (AT Still University, School of Osteopathic Medicine in Arizona, Mesa, Arizona, USA), Aviad Haramati (Georgetown University School of Medicine, Washington DC, USA), Wee-Ming Lau (Jeffrey School of Medicine and Health Sciences, Monash University Sunway Campus, Malaysia)

This workshop is designed for health and medical educators who are interested in promoting students' learning and enhancing interaction using a flipped classroom approach. During the workshop, participants will experience this method first-hand through role-playing and will be challenged to think about how they can re-invent their roles as teachers to motivate learners. Workshop facilitators will also demonstrate

how educational technology (e.g., podcasts, e-books, etc.) can be effectively integrated with the flipped classroom method and will discuss the risks and challenges to using this method along with strategies for overcoming these barriers.

PCW 29: Reflection on professional growth during clerkships and residencies: Cherish the person behind the curtain.....

Half-day: 1330-1630
Level: All
Location: Prague Congress Centre

Veronica J. Selleger (VU University Medical Center, Amsterdam, The Netherlands), Benno Bonke (Erasmus University Medical Center, Rotterdam, The Netherlands)

The doctor as a person is an important instrument in his/her daily work and reflecting on medical experiences is essential for personal growth. However, many find reflection vague, irrelevant, and/or scaring. What goes wrong? Why do colleagues find it so difficult to coach reflection classes? What experiences do students and residents not share? And why? Participants will work with a range of subtle tools and surprising materials intended to enhance reflection. Reasons for resistance and rules for 'safety' will be discussed. We will focus both on tools for coaching reflection classes and on the selection and coaching of coaches.

PCW 30: The Framework for the Progress Test: Implementing AMEE Guide No. 71

Half-day: 1330-1630
Level: Intermediate
Location: Prague Congress Centre

Douglas Wooster (University of Toronto, Canada), Ellen Julien (American Registry of Diagnostic Medical Sonography), Elizabeth M. Wooster (University of Toronto, Canada)

Progress testing is used to track a trainee's progress, identify weaknesses, guide remedial work and inform the curriculum and the faculty. A need for consistency has been identified. In response, AMEE developed Guide No. 71. This workshop aims to facilitate understanding of the Guide and provide practical techniques for implementation. A clinician, a psychometrician and an educator will share their experience in creating, administering and interpreting a variety of testing formats and lead the participants through the steps outlined in the Guide using large-group feedback and small group breakouts. Participants will be able to: 1. Describe the key elements of the Guide, 2. Use practical techniques to implement the Guide and 3. Be prepared to apply them in their own setting.

PCW 31: To Brief or Not Debrief: That's Facilitation!

Half-day: 1330-1630
Level: All
Location: Prague Congress Centre

Kerry Knickle, Nancy McNaughton (University of Toronto, Centre for Research in Education, Standardized Patient Program, Toronto, Canada)

Challenging student behaviours, attitudes and diverse world views present an opportunity for the educator to develop and consolidate a toolbox of facilitation skills that optimize the learning experience. The experiential needs and practical concerns of the learner and cultivation of unconditional positive regard are critical considerations for the facilitator. Strong communication, awareness of personal and professional group dynamics and understanding of the many facets of debriefing and feedback are critical for an effective facilitation process. Effective facilitation skills within the medical educator repertoire are broadly applicable across a breadth of teaching modalities and practical learning contexts. The transition from lecture hall to small group process is more challenging than many assume. Myriad issues, clinical or theoretical that arise within the context of small group learning require acknowledgement and discussion but the "how" of facilitation always eclipses the "what."

PCW 32: Workplace-based Assessment of Teachers

Half-day: 1330-1630
Level: Introductory
Location: Prague Congress Centre

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

The quality of health professions education is an issue of ongoing concern in many countries and central to it are the teaching skills of faculty. Methods for assessing and improving such skills are in their infancy, but many of those in use are the same as, or variations on, workplace-based assessments that are used with students, trainees, and practicing doctors. This workshop will survey these methods and discuss a variety of issues in their deployment.

PCW 33: Helping your students learn to learn: This may be your most important task as a teacher

Half-day: 1330-1630
Level: Introductory - Intermediate
Location: Prague Congress Centre

Hilliard ("Hill") Jason (Family Medicine, University of Colorado Denver School of Medicine, USA)

This workshop will help you to clarify your thinking about the fundamental importance of learning to learn and will review/enhance your understanding of lessons from recent brain science about the ways we learn and about our brain's limitations. It will encourage you to reflect on your own current approaches to teaching and learning and help you devise

some steps you may want to take to ensure that your future teaching includes efforts to help your students maximize their learning effectiveness and avoid approaches that can reduce their competence as learners.

PCW 34: How to personalise learning by the use of technology

Half-day: 1330-1630
Level: Introductory - Intermediate
Location: Holiday Inn Prague Congress Centre

John Sandars (Leeds Institute of Medical Education, University of Leeds, UK), Natalie Lafferty (University of Dundee, UK)

Personalisation of learning recognises the importance of both different styles of learning and different learning needs. Technology offers a unique opportunity to personalise learning, with a vast range of available learning resources (from blogs, web sites and podcasts) and a variety of methods to link resources (from institutional systems to mobile devices). Effective personalised learning requires a skilful mix of content, available technologies and context but the most important aspect is the development of new approaches to teaching and learning. This workshop will enable participants to confidently develop effective personalised learning opportunities by considering best practice and hands on activities.

PCW 35: Designing Postgraduate Training Using Competencies: How to make it work

Half-day: 1330-1630
Level: Introductory
Location: Holiday Inn Prague Congress Centre

Jason R Frank (Royal College of Physicians and Surgeons of Canada), Linda Snell (McGill University, Montreal, Canada), Ming-ka Chan (University of Manitoba, Winnipeg, Canada), Farhan Bhanji (McGill University, Montreal, Canada)

Educators worldwide are being asked to reorganize clinical training programs using "competencies". However, many still struggle with the implications of such a change: How are competencies different from objectives? How can I plan clinical training with a competency-approach? What are milestones? How do I assess competencies? How do I make this work within time-based rotations? This session will help educators get started. Interactive sessions and small-group exercises will help all participants work on designing and implementing their own, competency-based PGME curriculum.

PCW 36: Cultivating Ethics Teaching: Sharing Best Practice

Half-day: 1330-1630
Level: Introductory - Intermediate
Location: Holiday Inn Prague Congress Centre

Bryan Vernon (Newcastle University, UK), Al Dowie (University of Glasgow, UK)

This workshop addresses the challenges of stimulating students' interest in clinical ethics, inspiring them to recognise and wrestle with ethical issues in clinical practice. It will help you to discover and share stimulating content and methods of teaching. Ethics education is like cultivating crops — the variety has to suit the conditions of soil type, ground, and micro-climate. The knowledge we have of what promotes growth can benefit others from different locations, and we may be able to adapt their successes to our own environment. Come and share the seeds, cuttings and compost which flourish in the Garden of Ethics.

AMEE Orientation Session

1530-1630

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

BEME sessions at AMEE 2013

The Best Evidence Medical Education (BEME) Collaboration is an international group of individuals, universities and professional organisations committed to the development of evidence informed education in the medical and health professions through:

the dissemination of information which allows decisions to be made on the basis of the best evidence available;

the production of systematic reviews which present the best available evidence and meet the needs of the user; and

the creation of a culture of best evidence education amongst individuals, institutions and national bodies.

Monday

- **Session 3A – Symposium:** What is excellence in education and can we measure it?
- **Session 5C – BEME Think Tank:** Moving from recent challenges to opportunities for greater impact on educational practice

Tuesday

- **Session 7 – BEME Board** (closed meeting)
- **Session 8 – BEME short communications**

Wednesday

- **Session 10 – BEME Congress**



AMEE 2013 PROGRAMME

Sunday 25 August

SESSION 1

1700-1915 **Plenary**

Chair: Ronald Harden (UK)

1700-1715

Introduction to Conference

1715-1815 **Plenary 1A**

Restoring Learning to Life – why healthcare professionals should fall in love with learning, and how they can do so...

Alistair Smith (Alistair Smith Learning, UK)

In this wide-ranging and highly personal presentation which draws from different disciplines, Alistair Smith will examine what we currently know about teaching and about learning. He will examine the 'anatomy' of the learner and argue that with more insightful teaching which focuses on the learner we can radically transform the capacity of our profession to improve. Alistair Smith has been described as the UK's leading trainer in modern learning methods. He has delivered well over 1,100 training and development events and is still counting. He is an author of best-selling books including books on learning, neuroscience in education and more recently on the culture of high performing schools. He specialises in taking the theory of learning, translating it into everyday practice and making it accessible for all.

Alistair is Education Director for Frog Trade Ltd, one of the world's most successful providers of virtual learning environments. His part-time role will be to help shape product design and implementation. In addition to his work in education, where he is known for his innovative approaches to development, Alistair also works in professional sport. He has been the designated learning consultant to the English Football Association for the last years. Currently he is helping design and deliver the world's first elite football coaches course. In his spare time he loves to do more of the above especially if he can run around as he does so. He also likes real ale and real pubs, loud bands and snow on the hill tops. He is an exiled Scot.



1815-1845

AMEE Award Presentations

1900-2100

Opening Ceremony/Reception

Entertainment, food & wine, and the chance to renew acquaintances. Takes place at Prague Congress Centre (included in registration fee – guest tickets available at GBP £ 25).

Exhibition open during Reception.

Monday 26 August

SESSION 2

0830-1015 **Simultaneous Sessions**

Symposium 2A: The medical school of the future

Hilliard Jason (University of Colorado, Denver, USA), Janet Grant (Open University, UK), Richard Hays (Bond University, Australia), Ronald Harden (UK), Madalena Patricia (Portugal) (Chair)

In the spirit of the theme of the Conference – Colouring Outside the Lines – four speakers will present their views on the medical school of the future. Their different visions will be discussed by participants, with a view to determining whether the descriptions offered are a disguised form of science fiction, or a realistic perception of where medical schools might be in the years ahead.

Symposium 2B: Script Concordance testing across the continuum of health professions education

Steven J. Durning (Uniformed Services University of the Health Sciences, Bethesda, USA), Bernard Charlin (University of Montreal, Canada), Stuart Lubarsky (McGill University, Canada), Paul Duggan (University of Adelaide, Australia), Eduardo Pleguezuelos (PRACTICUM Institute, Madrid, Spain)

Script concordance tests (SCTs) are being increasingly adopted for use in medical curricula around the world. The goal of this symposium is to summarize the ever-broadening applications of SCT across the spectrum of health professions education, from undergraduate through postgraduate and continuing professional development. Current controversies surrounding the SCT will be highlighted during the presentations.

Steve Durning will open the session with introductory remarks and a brief overview of the SCT. Bernard Charlin will present the theoretical underpinnings of the script concordance approach. Stuart Lubarsky will summarize the current literature on the use of SCT in residency education, with a focus on areas of dispute. Paul Duggan will discuss the potential role of SCT for use in high-stakes clinical reasoning certification exams in medical school. Eduardo Pleguezuelos will provide insights into his institution's experience using an innovative web-based SCT platform as a tool for continuing health professional education.

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

1015-1045 **COFFEE BREAK**

SESSION 3

1045-1230 **Simultaneous Sessions**

Symposium 3A: What is excellence in education and can we measure it?

Trudie Roberts (University of Leeds, UK) (Chair), David Wilkinson (The University of Queensland, Australia), Sandy Cook (Duke-NUS, Singapore), Liz Anderson (The Higher Education Academy, UK), Khalid Bin Abdulrahman (Al-Imam University, Kingdom of Saudi Arabia)

Over the past decade there has been a move to recognise excellence in a wide range of domains. This symposium will look at how the concept of excellence can be applied to medical education. It will examine the case for looking at a form of quality assurance that goes beyond the concept of accreditation. It will explore criteria that might be used to define excellence in education and how these can be evaluated. Following opening presentations from a range of perspectives, participants will be invited to express their views on the subject.

Symposium 3B: "Don't mention the 'd' word": Balancing living with dying in medical education and practice

Sarah Yardley (Keele University and Specialist Registrar in Palliative Medicine, West Midlands Deanery, UK), Debbie Jaarsma (Academic Medical Centre, University of Amsterdam, Netherlands), Fedde Scheele (VU University Medical Centre, St Lucas Andreas Hospital, Amsterdam, Netherlands), Michiel Westerman (VU Medical Centre, Amsterdam, the Netherlands)

Death and dying are an unavoidable part of medical practice. Despite changes in professional-patient interactions, students and doctors continue to report lack of competence and confidence when confronted with someone living with the reality of life-limiting illness. This symposium explores balancing patient-centred care with professional resilience when engaging with issues of life and death. Presenters will provide teaching and learning examples from practice as educators and clinicians in Internal Medicine, Obstetrics & Gynaecology, and Palliative Medicine. Ethical, legal and practical curriculum challenges will be discussed. Participants will develop ideas for workplace-based learning opportunities in the context of death and dying.

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

1230-1400 **LUNCH**

SESSION 4

1400-1530 **Simultaneous Sessions**

Symposium 4A: How Can Evidence Inform Teaching?

Marilyn Hammick (BEME Consultant, UK) (Chair), Jill Thistlethwaite (University of Queensland, Australia), Geoff Norman (McMaster University, Canada), Antonio vaz Carneiro (Portugal)

This symposium follows on from the well-received 'What is evidence?' presentation and discussion at AMEE 2011. It will provide a discussion forum on the role of evidence in health professional education. Presenters will briefly outline from different perspectives the challenges associated with evidence-informed decision-making related to health professional education. A facilitated interactive session with the audience will seek to understand how educational research (primary and secondary) is received by practitioners, how to synthesise and disseminate existing evidence, and the issues associated with the translation of evidence into practice to implement new, or enhance existing, educational initiatives.

Symposium 4B: Technology Enhanced Learning in Regional Networks Focused on Medical Education

Daniel Schwarz (Masaryk University, Faculty of Medicine, Institute of Biostatistics and Analyses, Czech Republic), Ladislav Dušek (MEFANET Coordinating Council President, Czech Republic), Radu Iliescu (University of Medicine and Pharmacy "Gr. T. Popa", Romania), Oto Osina (Comenius University, Jessenius Faculty of Medicine, Slovakia)

The main goal of the symposium will be an exchange of experience and know-how gained while building and operating a wide range of institutional networks providing the education for physicians and other healthcare professionals. The networks are very often focused on academic medical education.

Interesting experience is, however, also expected from professionally oriented groups which implement their educational process in the form of case-based training and electronic remote consilium. A participant of this session can benefit from the presented experience for initiating or upgrading a similar network in his/her own region. Furthermore, the participant can also become more familiar with the tools for technology enhanced learning applied in particular networks and may select from them for his/her teaching practice.

Symposium 4C: New Trends in Health Sciences Education



Raymond Pavlick (AT Still University School of Osteopathic Medicine in Arizona, Mesa, USA), Peter de Jong (Leiden University Medical Center, Leiden, Netherlands), Amy Wilson-Delfosse (Case Western Reserve University School of Medicine, Cleveland, USA), Aviad Haramati, Georgetown University School of Medicine, Washington DC, USA) (Moderator)

A principal goal of all health professions education is for students to gain a deep understanding of the scientific method, but also to develop the skills and attitudes to apply new knowledge to improve the care of their patients. In recent years, new educational and technological developments have provided opportunities to improve and update science education to a modern and challenging training environment. In this symposium three such trends will be addressed: programs using the flipped classroom approach, advancements in computer technology and innovative case based teaching strategies. The presentations will be followed by a question and answer period and a general discussion.

Short communications, research papers, PhD reports, posters, eposters, workshops

1530-1600 **COFFEE BREAK**

SESSION 5

1600-1730 **Simultaneous Sessions**

Symposium 5A: Dialogue in medical education: Clinical education transformation as a means to social repair



David Hirsh (Harvard Medical School, USA), Paul Worley (Flinders University School of Medicine, Australia), Brian Hodges (The Wilson Centre, University of Toronto, Canada) (Moderator)

David Hirsh and Paul Worley will present their deliberations on the topic of clinical education transformation and its capacity to foster individual benefits (to learners and patients) and societal benefits (to institutions and communities). They will explore the learning sciences and the case for change that drives clinical educational reform. Further, they will consider the degree to which health professional education can advance community engagement, social justice, and

humanism. Both have been engaged in the development and scholarly exploration of Longitudinal Integrated Clerkships and will use that as one platform from which to discuss their current thinking about advancing clinical learning, health systems change, justice, and social capital.

Note: In the Dialogue series, published in Medical Education¹, pairs of scholars who do not ordinarily work with one another, but share a common interest in a current issue, are asked to correspond over the course of two months about the thoughts and challenges with which they are currently grappling. The goal is explicitly not to force sides in a debate, but rather to work through divergent perspectives to determine what new ideas might emerge.

¹ *Eva KW. Dialogue in Medical Education: Enabling the academic voyeur that lurks inside us all. Med Educ 2012;46:826-7.*

Symposium 5B: Integrated Cases: Promises, pitfalls, and progress in the development of a "new" simulation format to assess hard-to-measure competencies

David B Swanson (National Board of Medical Examiners, USA), Kathleen Z Holtzman (National Board of Medical Examiners, USA) Michael Wilkes (University of California at Davis, USA)

Integrated Cases (ICs) are designed to assess aspects of professionalism and communication, in addition to patient care skills. As ICs unfold, examinees face challenges embedded in real-world clinical tasks in which they naturally arise, with video used to portray clinical context and patient findings more authentically. Dave Swanson begins with a brief history of the IC approach in relation to research on patient management problems and key features work. Kathy Holtzman demonstrates ICs and associated stimulus/response formats. Michael Wilkes illustrates how video is used to broaden the competencies assessed. Last, Dave Swanson reviews results of two pilots of IC formats.

5C: BEME Think Tank. The BEME Collaboration: Moving from recent challenges to opportunities for greater impact on educational practice



Dale Dauphinée (McGill University, Canada) (Chair)

BEME has entered its second decade of existence and BEME reviews are increasing in number. In Vienna in 2011, the nature and impact of evidence in health sciences education was reviewed and discussed and it was concluded that evidence has many meanings depending on its use and the social and educational contexts. At the initial BEME Congress in Lyon in 2012, it was noted that specific lessons from the first decade of BEME were becoming evident. Furthermore, a consensus was reached that while both better technical and methodological improvements

were needed, a careful relook at BEME's vision and mission would be in BEME's strategic interests. An international panel, representing BEME users, editors, researchers and policy makers, was appointed to report back at the 2013 BEME Congress. This session will highlight issues for discussion emphasizing the next continuous quality improvement steps for the collaboration and proposing new strategic activities for BEME.

Short communications, research papers, posters, eposters, workshops, AMEE Fringe, exhibits

Tuesday 27 August

SESSION 6

0830-1015 **Plenary**

Chair: Lewis First (USA)

Plenary 6A:

Victoria Brazil (Bond University, Gold Coast, Australia)

Impressive advances in medical education have occurred through technology, global collaboration and the involvement of professional educators. These have the potential to make healthcare education more effective, efficient and less costly. However there is a risk that these advances may move medical education (and learners) further from direct patient care, and from other agendas in health – resource stewardship, health service improvement and workforce needs. This presentation will look at two critical roles for medical education in the 21st century – aiming for a different 'end point' in the 21st century doctor, and reforming processes to achieve that aim, including returning patients to the centre of the educational process.

Victoria Brazil is an emergency physician and medical educator. She is a senior staff specialist at Royal Brisbane and Womens Hospital in Brisbane, Australia, where she has worked in clinical emergency medicine practice, and at the 'coalface' of teaching, since 2002. Dr Brazil is also an Associate Professor within the School of Medicine at Bond University on the Gold Coast, where she is Theme Lead for Doctor as Practitioner. She was previously the inaugural Director of Queensland Medical Education and Training (QMET), within Queensland Health. This role encompassed medical education and workforce policy and strategy, across the continuum of medical learners. She is a previous Fulbright scholar (2002) and received the ACEM Teaching Excellence award in 2008.



Plenary 6B: "See One. Taste One. Make One. Teach One."

An experimental approach to modifying behaviours

David Eisenberg (Harvard School of Public Health, Boston, USA)

Recognizing that a healthcare professional's personal behaviors (e.g. exercise, diet, seat belts) are strong predictors of their advising patients about these same behaviors, how best to "teach the teachers" to lead by example? In an era when obesity, diabetes and other lifestyle-related, chronic diseases are approaching pandemic levels, how shall we "translate" decades of nutrition science, behavioral and addictions medicine, exercise physiology, health coaching and mindfulness training into meaningful educational platforms for healthcare professionals and their patients? How can relevant self-care, behavioral skills be judiciously incorporated into medical education programs which now need to include health promotion as well as disease diagnosis, treatment and management? David Eisenberg will summarize work jointly developed by colleagues from Harvard, The Samueli Institute and The Culinary Institute of America, to showcase new educational approaches which combine didactic elements with "experiential learning" to transform practitioners, so that they, in turn, will be more effective healthcare providers.

David M. Eisenberg is Associate Professor of Nutrition at the Harvard School of Public Health and Executive Vice President for Health Research and Education at the Samueli Institute. He is a graduate of Harvard College and Harvard Medical School and is Board Certified in Internal Medicine. From 2000-2010 Dr. Eisenberg served as the founding Chief of the Division for Research and Education in Complementary and Integrative Medical Therapies at Harvard Medical School. He currently directs the educational conference, "Healthy Kitchens, Healthy Lives - Caring for Our Patients and Ourselves" which is co-sponsored by Harvard and the Culinary Institute of America. His current educational and research interests include the development and assessment of novel, multi-disciplinary strategies to optimize lifestyle and self-care behaviors (e.g. diet, exercise and stress management) to prevent, treat and manage common medical conditions.



1015-1045 **COFFEE BREAK**

SESSION 7

1045-1230 **Simultaneous Sessions**

Symposium 7A: Assessing competencies using milestones along the way

Ara Tekian (University of Illinois at Chicago, USA), Brian Hodges (The Wilson Centre, University of Toronto, Canada), John Norcini (FAIMER, Philadelphia, USA), Trudie Roberts (Leeds Institute of Medical Education, UK), Lambert Schuwirth (School of Medicine, Flinders University, Adelaide, Australia)

During the past decade, a great emphasis has been placed on outcome based education. Many programs, both at undergraduate and postgraduate levels, have created "competencies" that summarize the fundamental knowledge, skills, and abilities that are required for the successful completion of a program. Furthermore, "milestones" are articulated to monitor and measure the progress of a person. This symposium will explore the different interpretations and misinterpretations of "competencies" and "milestones", debate their application and usefulness in health professions education, and probe the controversies inherent in measuring them. These concerns will be examined through the European, American, Canadian and Australian perspectives.

Symposium 7B: Learning to Lead: Pearls and Practical Insights for Future Leaders in Academic Medicine

Emery Wilson (University of Kentucky, USA), Carol Elam (University of Kentucky, USA), Frank Simon (Foundation for the Advancement of International Medical Education and Research, USA), Walter Ricciardi (Catholic University of the Sacred Heart, Institute of Hygiene and Public Health, Italy)

Newly appointed leaders in academic medicine often are unprepared for administrative challenges. This symposium will: 1) examine practices that contribute to able academic leadership, 2) outline personal characteristics and skills of successful leaders, and 3) offer strategies to nurture new leaders. Citing relevant literature and providing examples in the form of "pearls" or brief experiences, seasoned administrators will describe ways that leaders in academic medicine can best communicate and promote the missions of an institution, relate to students and faculty, implement change, manage the budget, and interact with the community and society, all in a manner that advances the institution.

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

1230-1400 **LUNCH**

SESSION 8

1400-1530 **Simultaneous Sessions**

Symposium 8A: Best Practices & Challenges in Postgraduate Medical Education: A Global View*

Linda S Snell (McGill University, Canada), Richard Doherty (Royal Australian College of Physicians, Australia), Jason Frank (Royal College of Physicians & Surgeons of Canada), Jonas Nordquist (Karolinska Institute, Sweden)

Change is coming to PGME. Around the world postgraduate medical education is entering a period of rapid reform and globalization. What are the key issues facing postgraduate systems right now? What are considered current best

practices? What are the emerging directions for PGME? This dynamic panel session will provide insights from a diversity of PGME systems around the world, debate challenges and their solutions, and discuss directions with members of the audience. Participants will leave with insights that they can readily bring home to their own institutions.

* Session organised by AMEE Postgraduate Committee

Symposium 8B: Selection methods in medical school: Where are we now and where are we heading?

Susanna M. Lucieer (Erasmus MC Desiderius School, Rotterdam, the Netherlands), Anouk Wouters (VUmc, Amsterdam, the Netherlands), Geoff Norman (McMaster, Canada), Fiona Patterson (City University, London, UK), Axel P.N. Themmen (Erasmus MC, Rotterdam, the Netherlands), Gerda Croiset (VUmc, instituut voor onderwijs en opleiden, Amsterdam, the Netherlands)

Medical schools have the task to train medical students to become well-performing doctors who will provide the excellent care that society expects. Since medical education is expensive and the available places in medical school are limited, medical schools aim to select those students who will be able to successfully complete the programme, and will become excellent care providers. But how can we select those excellent students and future health care providers? An overview of the contemporary state of the art and promising research to improve selection methods will be provided.

Short communications, research papers, PhD reports, posters, eposters, workshops, exhibits

1530-1600 COFFEE BREAK

SESSION 9

1600-1730 Simultaneous Sessions

Symposium 9A: Feedback: A fresh look at theories that inform perceptions, acceptance and use

Deborah Murdoch-Eaton (Leeds Institute of Medical Education, University of Leeds, UK), Monica van de Ridder (Albert Schweitzer Hospital, Netherlands), Joan Sargeant (Dalhousie University, Canada), Chris Watling (University of Western Ontario, Canada)

Providing meaningful feedback to learners continues to challenge medical educators. Exciting recent progress, informed by theories from psychology, sociology and education, has advanced our understanding of feedback and its role in learning. Feedback has been reconceptualised from a simple transmission of information to a facilitated conversation between learner and supervisor. Theory informs approaches which enable learners to seek, receive, understand, accept and use feedback. The objectives of this symposium are to 1) review theoretical perspectives which inform the process of sharing feedback and 2) engage the audience in a discussion of how these theories might be applied in their settings.

Symposium 9B: The role of multimodality instructional platforms in forging a meaningful continuity between preclinical and clinical education across the curriculum

P Gopalakrishnakone (YLL School of Medicine, NUS, National University Health System, Singapore), Wojciech Pawlina (Mayo Clinic, USA), Erle Lim (YLL School of Medicine, Singapore), Cristian Stefan (Medical College of Georgia, USA), Ancuta Stefan (Medical College of Georgia, USA)

Teaching preclinical subjects becomes more complicated especially the subject of Anatomy. Although Anatomy knowledge forms the basic foundation of medicine there is controversy over how to acquire this knowledge. There are conservative schools which strongly believe in the traditional cadaveric dissections and on the other end of the spectrum is using virtual reality or using 3D modeling of the human body using CT Scan or MRI scan data. How much anatomy and histology knowledge is needed for medical students, residents in training or by surgeons for surgical planning? What are the advantages and disadvantages of the recently available information technology and computer software tools in teaching Anatomy?

Short Communications, research papers, posters, eposters, workshops, AMEE Fringe, RESME Course, ESMEA Course, ESCEL Course, exhibits

Wednesday 28 August

SESSION 10

0830-1015 Simultaneous Sessions

Symposium 10A: Changing the Culture of Learner Evaluation: Moving from Likert Scales to Narrative Description

Janice L. Hanson (University of Colorado Denver, School of Medicine, USA), J. Lindsey Lane (University of Colorado School of Medicine, Aurora, Colorado, USA), Ellie Hamburger (George Washington University School of Medicine and Health Sciences, Washington, DC, USA), Paul Hemmer (Dept of Medicine, Uniformed Services University of the Health Sciences, Bethesda, USA), Marjan Govaerts (Maastricht University, Dept. of Educational Development and Research, Maastricht, the Netherlands)

This symposium will confront the implicit assumption that “measurement” is preferable to “description” when assessing and evaluating learners in medical education. Symposium presenters will discuss why written narrative descriptions of learners’ performance may provide a more useful and valid foundation for assessment and evaluation than Likert-scale ratings and percentage scores from observation checklists and examinations. Presentations will also address practical approaches to eliciting useful narratives and explore the challenges of changing a culture of evaluation that has relied on numbers for most evaluation data. Participants will be invited into the lively conversation about the issues that emerge.

Symposium 10B: Becoming a doctor: the importance of on-the-job learning

Trudie Roberts (Leeds Institute of Medical Education, University of Leeds, UK) and Cees van der Vleuten (Maastricht University, the Netherlands) and colleagues

A substantial portion of medical education takes place in the clinical workplace. Recent research offers new insights into the possibilities and limitations of on-the-job learning. Experts from various parts of the world will share their insights and discuss important topics in this type of learning, such as feedback, assessment and mentoring. The panel of speakers and the audience will engage in a discussion of the possibilities and limitations of learning on the job.

Short Communications, research papers, posters, eposters, workshops, exhibits

1015-1045 COFFEE BREAK

SESSION 11

1045-1230 Plenary

Chair: Trudie Roberts (UK)

Plenary 11A: The things we know, the things we think we know but don't, and the things we don't know but should

Geoff Norman (McMaster University, Canada)

It is now more or less accepted that all educational interventions are created approximately equal. Systematic reviews provide little basis for continuing the common practice of espousing the virtues of one learning method over another. Such persistent beliefs in the face of negative evidence are pervasive in education. Conversely, contemporary educational psychology has identified a number of powerful educational interventions that can lead to large learning gains with minimal investment. Some examples are mixed practice, distributed practice, test-enhanced learning. Yet these strategies remain largely unknown to the medical education community. In this talk, I will systematically explore things we think work that don't, and things that do work that we don't know about. I will then advance some reasons why this may be the case, and some suggested strategies to avoid these problems in future.

Geoff Norman is Professor of Clinical Epidemiology and Biostatistics, McMaster University. He received a Ph.D. in nuclear physics from McMaster University in 1971, and subsequently a M.A. in educational psychology from Michigan State University in 1977. He is the author of 10 books in education, measurement and statistics, and 300 journal articles. His primary research interest is in cognitive psychology applied to problems of learning and reasoning. He presently holds a Canada Research Chair. He was elected a Fellow of the Royal Society of Canada in 2007. In 2008, he won the prestigious Karolinska Prize for lifetime achievement in medical education research.



Plenary 11B: Taking evidence seriously: what would happen to our training programmes?

Cees van der Vleuten (Maastricht University, the Netherlands)

Research in (medical) education has matured considerably and the body of knowledge has increased substantially. What are the big messages that come through from the research about the effectiveness of our teaching and learning programmes? What works in education? How does that relate to what we do in educational practice? What if we were to take the evidence seriously? How much colouring outside the lines would we need to do? Should we radically change?

Cees van der Vleuten trained as a personality psychologist and psychometrician and has a PhD in Educational Sciences from Maastricht University. He is Chair of the Department of Educational Development and Research and Scientific Director of the School of Health Professions Education at Maastricht University. His area of expertise lies in evaluation and assessment. He has published widely on these topics and holds several academic awards for this work including several career awards. He has frequently served as a consultant internationally. He has been a supervisor of more than 40 PhD students.



A look ahead to AMEE 2014

Close of Conference

AMEE Awards and Prizes

AMEE Miriam Friedman Ben-David New Educator Award

Miriam Friedman Ben-David was a much-admired educator who died suddenly in 2004. She continues to be greatly missed by her many friends and colleagues throughout the world. Miriam was passionate about medical education, and conveyed her passion to those with whom she came into contact. She was particularly supportive of those new to the field of medical education, helping them in their professional development as an educator. It was for this reason that AMEE created the Miriam Friedman Ben-David New Educator Award in 2008.



Nominations are invited for this award, which is made to an educator deemed to have made a significant contribution to teaching. There is no age limit for the award, but the recipient should usually have had no more than five years of formal teaching experience. The award winner, selected by a Committee chaired by the AMEE President Madalena Patricio, will be invited to attend AMEE 2014 and to present a short communication. The prize is free conference registration and GBP £1000 to support attendance.

Nomination procedure

- Nominations may be made by any individual AMEE member – e.g., a dean, a supervisor, a peer or a student. Self-nominations are also acceptable, in which case a letter of support must be received from the supervisor or a senior member of staff working with the person who is self-nominating.
- The person nominating should send a one-page letter indicating the reasons for the nomination, highlighting the qualities and particular achievements that justify the nomination.
- The letter must be accompanied by a brief curriculum vitae (maximum 2 pages) of the person nominated, including details of innovations in the field of education.
- The submission may be made either by email to amee@dundee.ac.uk or by fax or mail to the AMEE Office.
- Both the person nominating and the educator nominated must be individual members of AMEE at the time of nomination.
- The deadline for receipt of nominations is 31 March 2013.

AMEE Presentation Awards: An award will be made to one or more presenters judged as having made an outstanding contribution to the programme. The criteria used are given on the website www.amee.org. The awards are made possible through support of the Patil family.

Medical Teacher Poster Prize: Awarded for the best poster as selected by the Poster Prize Committee against published criteria (see www.amee.org). The winner will receive free registration to AMEE 2014, or a cash prize of £350. The prize is sponsored by Informa, publishers of Medical Teacher.

AMEE Electronic Poster Prize: Awarded by AMEE for the best Electronic Poster, as selected by the AMEE eLearning Committee. The winner will receive free registration to AMEE 2014, or a cash prize of £350.

For further information on Awards and Prizes, please see www.amee.org.



GENERAL INFORMATION

Location: AMEE 2013 will take place at Prague Congress Centre (<http://www.kcp.cz/an/welcome>). Prague Congress Centre is about a 20 minute walk or a 5 minute metro ride from the city centre, with a metro station (Vyšehrad stop) about 200 metres away.

About Prague: Prague is considered one of the most beautiful cities in Europe, with several million visitors each year. Since 1992, the historic city centre has been on the UNESCO World Cultural Heritage List. Prague offers a wide variety of cultural activities including 300 galleries and exhibition halls, museums, theatres and concert halls.

Getting to Prague: Prague International Airport is 17km west of the city centre, with 53 airlines flying to 130 destinations in 52 countries. It takes approximately 30 minutes to travel into the city from the airport by public transport or taxi, and individual transfers can be arranged through Worldspan on the online registration form. The Czech Republic has an extensive train network with a number of daily connections to other major European cities. National trains are provided by Czech Railways who run over 7,000 trains daily. For further details please see www.amee.org

Entry to Czech Republic: The Czech Republic is a member of the Schengen group. Inhabitants of Schengen countries can move freely within the Schengen area without having to go through border checkpoints although they still need passports or identification cards. The Czech Republic is also a member of the European Union. Inhabitants of the EU require passports or other form of valid identification in order to enter the country. The same applies for citizens of Iceland, Liechtenstein, Norway or Switzerland, who can move freely within the European Union.

Visitors from other countries must have passports valid for at least a further six months after the date of arrival and, in some cases, a visa.

Visas: The list of countries whose citizens require a visa in order to visit the Czech Republic can be found here: [http://www.mzv.cz/jnp/en/information_for_aliens/list_of_states_whose_citizens_are/index.html](http://www.mzv.cz/jnp/en/information_for aliens/list_of_states_whose_citizens_are/index.html). If you need AMEE to supply a letter of invitation to support your visa application please contact amee@worldspan.co.uk a minimum of 2 weeks before submitting your visa application, and no later than 31 May. The letter of invitation will be sent to you by email. If the Embassy needs the letter of invitation to be faxed or mailed, it is essential Worldspan is supplied with the correct contact details. One letter of invitation per participant will be emailed free of charge. Additional copies and hard copy letter requests will incur an administration fee. Please note: Before a letter of invitation can be issued, you should formally register for the conference on the website <https://www.eiseverywhere.com/ehome/48200/delegates/>.

Currency: The currency in Prague is the Czech Koruna (CZK). The exchange rate is: £1 = CZK 31; €1 = CZK 25; US\$1 = CZK 20 (as at November 2012). Some restaurants, hotels and shops accept Euros as well, but most only take Czech Koruna. Credit cards are accepted in most hotels, international shops and more expensive restaurants. Many local shops and cheaper restaurants do not accept credit cards. Tips are welcomed by staff working in the tourist industry in Prague and 5%-10% is appropriate.

Weather: Prague enjoys long spells of warm and sunny weather in summer. Typical temperatures in August range from 12°C (54°F) to 22°C (72°F).

Language: All conference sessions will be conducted in English.

CME Accreditation: Credits are being requested from the UK Royal Colleges and from the European Accreditation Council for Continuing Medical Education for full attendance at the main conference (26-28 August 2013). A register of attendance will be available to sign at the coffee break on Wednesday 28 August for those who wish to claim credits for attendance at the main conference. Separate arrangements will be in place for those attending the 2nd International Conference on Faculty Development in the Health Professions (see page 7).

Children: Children are not permitted to attend any of the academic sessions and should not be left unaccompanied at any time at the Prague Congress Centre or Holiday Inn meeting rooms area.



ACCOMMODATION

Worldspan will once again be managing the official AMEE 2013 accommodation booking system through an online direct hotel booking and one-time payment facility, via the AMEE 2013 Conference Registration Website. Worldspan have negotiated excellent rates for AMEE delegates and, in all cases, have secured guarantees from the hotels that the AMEE rates will be the lowest available on general public sale. Hotels range from 5* through to lower priced 3* properties, and a significant number of rooms are available at hotels next door to Prague Congress Centre. Additionally, all of the centrally located Prague hotels are within fast and simple access of the Congress Centre, via Prague's efficient Public Transport System. Registered delegates will receive a free 3-day travel pass when collecting conference materials on site. We encourage early reservations as our room allocations are available to all AMEE delegates on a first come, first served basis.

Full details, description and location of each hotel, as well as the hotel accommodation booking terms and conditions are available on the AMEE 2013 Registration Site.

Once you have registered your attendance at the conference, you are invited to use the simple online booking request facility. On receipt of your booking request, Worldspan will contact you to arrange payment. You will be sent an invoice for full payment of your stay, which will be payable immediately, either by credit card or by bank transfer and, once payment has been received, you will be sent a hotel booking confirmation. Any subsequent amendments or cancellations must be advised to Worldspan in writing and terms and conditions will be applied accordingly.

Accommodation can be booked online at: www.eiseverywhere.com/ehome/48200

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

START RATING / HOTEL NAME	DISTANCE	SINGLE RATE IN CZK	DOUBLE RATE IN CZK
4* Barcelo Old Town	3.5km	3550	3550
4* Barcelo Prague	2.5km	2000	2000
4* Barcelo Five	2.5km	2470	2470
4* Best Western Majestic Plaza	2km	3375	3375
5* Boscolo Prague	3km	2735.15	2735.15
4* Century Old Town	3.5km	3138	3389
4* Clarion Old Town	3.5km	3000	3000
5* Corinthia	300m	Superior 2500 / Business 3125	Superior 2750 / Business 3375
5* Corinthia Early Bird	300m	Superior 2250 / Business 2812.50	Superior 2475 / Business 3037.50
5* Crowne Plaza Prague	6km	2500	2750
5* Hilton Prague	4km	2700	3100
5* Hilton Old Town	3.5km	3250	3650
4* Holiday Inn Prague Congress Centre	on site	Standard 2500 / Executive 3000	Standard 3000 / Executive 3500
3* Ibis Mala Strana	3km	1506	1732
3* Ibis Old Town	3.5km	2008	2234
3* Ibis Wenceslas Square	2km	1757	1983
5* Intercontinental Prague	4km	4225	4475
4* Jury's Inn Prague	4km	2300	2650
5* Marriott Prague	3.5km	3900	4250
4* Novotel Wenceslas Square (1-3 nights)	2km	2636	2887
4* Novotel Wenceslas Square (4+ nights)	2km	2385	2636
4* Panorama Hotel	2km	2080	2340
5* Radisson Blu Alcron	2.5km	3250	3500
5* Radisson Blu Alcron Early Bird	2.5km	3000	3250
5* Sheraton Prague	2km	3250	3500
4* Yasmin Hotel	3km	2850	2850

Note: Rates are quoted in CZK but will be charged in GBP £ Sterling at the appropriate exchange rate. They also do not include VAT as it has not been confirmed whether the percentage may change from 14% to 15% as yet. Rates will be confirmed at the time of booking (see <https://www.eiseverywhere.com/ehome/AMEE2013/hotels/> for current rates. All rates include breakfast.

- Corinthia Early Bird – only applies to bookings made prior to 22 May 2013
- Radisson Blu Early Bird – only applies to bookings made prior to 30 April 2013

TOURS, SOCIAL AND EVENING EVENTS

Tours and Social Events can be booked online at: <https://www.eiseverywhere.com/ehome/48200>

All enquiries should be directed to: amee@worldspan.co.uk

Worldspan Group
Commodore House
North Wales Business Park
Abergele
Conwy LL22 8LJ, UK

Tel: +44 (0)1745 828400
Fax: +44 (0)1745 828404

At AMEE 2013, there will be a number of tours available in and around Prague. You will have the opportunity to book tickets for the tours both in advance through the online registration site and at the Tours Desk onsite in Prague, subject to availability. Guest tickets are also available, and we would ask that you provide the names of your guests at time of booking. We have tried to provide an interesting and varied tour programme, offering a variety of half-day, full-day and also evening tours, enabling you to combine your conference sessions with an overview of this lovely central-European city! Please see below for further details. Please note that all tours will start and finish from the Prague Congress Centre and guests may not attempt to join the tour at any other point.

The following options are available and full details are available on the AMEE 2013 Registration Site <https://www.eiseverywhere.com/ehome/48200/tours/>

Saturday 24th August 2013

1400-1800	Prague Castle Tour	£38.00
1400-1800	Art Nouveau Tour	£51.00
1700-2100	Old Town Tour	£25.00

Sunday 25th August 2013

0900-1300	Lesser Town and Charles Bridge with River Cruise	£38.00
0900-1530	Terezín Visit	£40.00
0900-1300	Old Town Tour	£25.00
1100-1500	Prague Castle Tour	£38.00
1100-1500	Art Nouveau Tour	£51.00
1100-1500	Velvet Revolution and Communism in Czechoslovakia	£33.00

Monday 26th August 2013

0900-1300	Lesser Town and Charles Bridge with River Cruise	£38.00
0900-1300	Jewish Quarter Tour	£45.00
0900-1300	Old Town Tour	£25.00
1400-1800	Prague Castle Tour	£38.00

Tuesday 27th August 2013

0900-1300	Jewish Quarter Tour	£45.00
0900-1700	Karlovy Vary Spa (including lunch)	£91.00
1700-2100	Old Town Tour	£25.00
1900-2200	Boat Cruise with dinner	£62.00

Booking Terms and Conditions for Tours

- Please note that tour places can be held without charge until Friday, 31st May 2013. After this date, any places on tours which have not been paid for will be released and offered up for general sale again.
- You will still be able to book tours after 31st May 2013, however, they will need to be paid for within 7 days of booking or will be released. Tours booked after this date are non-refundable.
- You will also be able to book any remaining tours from the Tours Desk during the conference, but to avoid disappointment, you are advised to make your bookings early.
- Should minimum numbers not be reached for any tour, we reserve the right to cancel the tour and you will be provided with a full refund for the tour.
- You will be able to see from your registration record which tours you are booked on. Tour vouchers detailing joining instructions will be issued approximately two weeks prior to the AMEE Conference; you will be required to print off and present these at the Tour Desk in order to join the Tour.

COUNTRIES QUALIFYING FOR 'SPECIAL RATE' REGISTRATION FEE

Countries with a GNI of <\$5,000, according to World Bank website <http://data.worldbank.org/country>

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

FREE REGISTRATIONS

A limited number of free registrations is available to participants from the above countries who submit and have accepted an abstract for a research paper, a short communication or poster presentation. Practising teachers and registered students from medical and healthcare professions institutions may apply. Please email your request to the AMEE Office (amee@dundee.ac.uk) by 12 March, after submission of your abstract, which can be done online or by email. Participants to be offered free registration will be notified by 30 April.



REGISTRATION

AMEE is pleased once again to be working with Worldspan, a Professional Conference Organiser, in the organisation of AMEE 2013. Worldspan will be managing the registration process both before the conference and onsite in Prague.

Register online at <https://www.eiseverywhere.com/ehome/48200/delegates/> for AMEE 2013 and the 2nd International Conference on Faculty Development in the Health Professions

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

Confirmation of the processed registration will be emailed as soon as possible. Register by 31 May to qualify for the early registration rate.

Registration Fees: Payment may be made in GBP £ STERLING ONLY

AMEE 2013 registration fees include: Attendance at the main conference sessions (25-28 August) including conference workshops (according to availability); Lunch (26-27 August) and Coffee breaks (26-28 August); Opening Ceremony and Reception (25 August); Conference materials; 3 day public transport ticket (26-28 August).

Registration Category	By 31 May	From 1 June
AMEE Member	£430	£470
AMEE Non-Member (includes one year Individual AMEE Membership) ⁽¹⁾	£510	£550
AMEE Student Member ⁽²⁾	£225	£245
Student Non-Member ⁽²⁾	£245	£265
Special rate ⁽³⁾	£325	£380
Opening Ceremony Guest tickets ⁽⁴⁾	£25	£25
ESME/ESMEA/ESCEL/ESCEPD/RESME/FLAME Course (includes coffee & lunch)	£500	£500
AMEE half-day pre-conference workshop ⁽⁵⁾	£65	£65
AMEE full-day pre-conference workshop ⁽⁵⁾	£130	£130
Masterclass in Simulation (includes coffee & lunch)	£180	£180
Student pre-conference workshop (includes coffee & lunch)	£30	£30
2nd International Conference on Faculty Development in the Health Professions Registration ⁽⁶⁾	£320	£360

PLEASE NOTE THAT FEES ARE CHARGED IN GBP £ STERLING AND PAYMENT MUST BE REMITTED IN THIS CURRENCY

1. Join AMEE for one year at no extra cost as part of the non-member registration fee and have access to MedEdWorld, through which Conference networking will take place. Details on how to set up membership will be emailed once payment has been received. You will be given the option to opt out of membership.
2. Student registration is available for medical students and those up to one year post-basic qualification only. It is not available for those on postgraduate courses, except graduate entry to medicine. Please note that you will be required to provide student identification during your registration.
3. See list on page 24 and the AMEE website for countries qualifying for the special rate.
4. Includes attendance at Opening Ceremony and Reception only.
5. Includes coffee breaks only. Lunch is not provided.
6. Participants paying to attend both 2nd International Faculty Development in the Health Professions Conference and AMEE 2013 will receive a £20 discount which will be applied on completion of registration.

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

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

TERMS & CONDITIONS

Terms and conditions relating to registration for AMEE 2013 and the 2nd International Faculty Development in the Health Professions Conference.

1. Completion of the registration information signifies acceptance of the terms and conditions set out below.
2. The registration fees may only be paid in GBP £ Sterling irrespective of your country of origin.
3. AMEE 2013 Registration fee includes: attendance at main conference sessions (Sun-Wed) including conference workshops (according to availability); lunch (Mon-Tues) and coffee breaks (Mon-Wed); Opening Reception (Sun); Conference materials; Public transport ticket (3 days).
4. 2nd International Faculty Development in the Health Professions Conference Registration fee includes: sessions on Friday afternoon, Saturday and Sunday morning; Conference materials; Lunch on Saturday, and coffee on Friday, Saturday and Sunday, Drinks reception on Friday evening; 3 day local travel pass.
5. Travel to Prague and accommodation is NOT included in the registration fee.
6. Payment may be made by credit/debit card (VISA, Mastercard) or bank transfer in GBP £ STERLING only. All payments must be made prior to the start of the Conference unless prior arrangements have been made to make payment at the registration desk.
7. Cancellation policy for registration – a refund of previously paid registration fees will be made as follows – Notification in writing by 1 June 2013: full refund less GBP £50 administration fee; Notification in writing by 1 July 2013: 50% refund; Notification after 1 July: no refund.
8. Cancellation policy for AMEE Pre-conference workshops and AMEE-ESME Courses: AMEE will make every effort to resell your place on a pre-conference workshop/AMEE-ESME Course/FLAME Course but cannot guarantee a refund will be possible.
9. Cancellation policy for non-members claiming free AMEE Membership: The cancellation policy for registration will apply and any refund due will be less £85 AMEE Individual Membership Fee.
10. Please note in the event of cancellation all bank or credit card charges incurred by AMEE will not be refunded.
11. This contract is governed by the laws of Scotland.



ABSTRACT SUBMISSION

Please submit abstracts online by selecting the 'AMEE 2013 Abstracts' link from the website

www.amee.org. An automatic email confirmation will be sent. If this is not received within 1 hour please contact amee@dundee.ac.uk in order to ensure your abstract has been received.

Abstract submissions may cover any topic in medical and healthcare professions education relating to undergraduate/basic training, postgraduate/specialist training or continuing professional development/continuing medical education. Abstracts are invited for presentation in the formats listed below. For further information on all presentation formats please see the website. All abstracts are reviewed by a minimum of two reviewers.

Research papers: Themed sessions reporting original research. Each presentation is 12 minutes, followed by eight minutes for questions and discussion. Time is allocated at the end of the session for general discussion. Abstracts of maximum 500 words should be structured as follows: Introduction, Methods, Results, Discussion, Conclusions. Up to two references may be included. The deadline for submission is 12 January 2013.

PhD Reports: Presentations based on the participant's PhD thesis, completed not more than 3 years ago. Each presentation is 12 minutes, followed by eight minutes for questions and discussion. Time is allowed at the end of the session for general discussion. Abstracts of maximum 500 words should be structured as follows: Introduction, Methods, Results, Discussion, Conclusions. Up to two references may be included. The deadline for submission is 12 January 2013.

Short communications: Simultaneous, themed sessions are included throughout the programme, with approximately six presentations per session. Each presentation is 10 minutes, followed by five minutes for questions. A discussion period is included at the end of some sessions. Abstracts of maximum 250 words should be structured as follows: Background, Summary of work, Summary of results, Discussion, Conclusions, Take-home messages. The deadline for submission is 12 March 2013.

Presentation with Poster: Posters are mounted throughout the Conference and presenters are asked to give a two minute presentation of the key messages of the poster in themed sessions around the poster boards, followed by a general discussion. Abstracts of maximum 250 words should be structured as follows: Background, Summary of work, Summary of results, Discussion, Conclusions, Take-home messages. The deadline for submission is 12 March 2013.

ePosters: ePosters are invited on the following topics only: (1) e-learning, (2) simulation, (3) clinical skills, (4) virtual patients and (5) communication skills. They will be grouped together for presentation electronically on plasma screens or interactive touchscreens. Presenters will have two minutes to introduce the key messages of their poster, followed by questions and discussion. Participants will be able to review the ePosters on laptops and mobile devices. It will not be necessary to bring a printed poster to the Conference, and full instructions will be given as to how to upload posters in advance of the Conference. Abstracts of maximum 250 words should be structured as follows: Background, Summary of work, Summary of results, Discussion, Conclusions, Take-home messages. The deadline for submission is 12 March 2013.

Note: Poster abstracts on the five topics listed above may also be submitted for consideration for mounted posters.

AMEE Fringe: Approximately 15 minutes is allocated for each presentation. There is no prescribed format, and presenters may use the time however they wish, with an emphasis on creativity, performance and engagement with the audience. Abstracts of maximum 250 words should be submitted by 12 March 2013.

Conference workshops: Workshops are either 1.5 or 1.75 hours' duration, and should be highly interactive and participative. Abstracts of maximum 250 words should be structured as follows: Background, Who should attend, Structure of workshop, Intended outcomes, Level (introductory/intermediate/advanced). The deadline for submission is 12 March 2013.

Acceptance of abstracts

- Submitters of abstracts accepted will be notified by 30 April;
- Only one presenter per abstract may be indicated when submitting;
- Presenters should register by 1 June;
- Presenters should be available to present at any time between 0830 hrs on Monday 26 August and 1000 hrs on Wednesday 28 August. It is not possible to guarantee a presentation day.
- The final programme will be available in July.

2nd International Conference on Faculty Development in the Health Professions (23-25 August)

For details of abstract submission for the above Conference to be held on the AMEE 2013 preconference days, please see www.facultydevelopment2013.com.

2013 IAMSE ANNUAL MEETING St. Andrews, Scotland (UK), June 8-11, 2013

*Science education for health care professionals
across the continuum*

The 17th IAMSE meeting offers opportunities for faculty development and networking, bringing together medical sciences and medical education across the continuum of health care education. The meeting is designed for all those who teach and lead curricula in the sciences of medicine and health.

Call for Posters and Oral Presentations now open!

The Program Committee is now accepting abstracts for posters and oral presentations. To submit your abstract, complete the online submission form at the website. **Deadline for submission is January 18, 2013.**

KEY DATES:

January 18, 2013:

Deadline for posters and oral presentations

April 1, 2013:

Early Bird deadline for registration

For more information visit
www.iamseconference.org
and www.amee.org



EDUCATION ALONGSIDE
RESEARCH AS THE MISSION
OF A MEDICAL SCHOOL

Can your Medical School claim to be excellent in medical education?

The ASPIRE-to-Excellence initiative provides the opportunity for your School to gain international recognition of excellence in one or more of the following areas:

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

Leading international authorities in medical education have collaborated in this development whereby world-class excellence in education in medical schools is recognised against an agreed set of standards or 'benchmarks'.

Submissions are invited in one or more of the areas from nationally-accredited medical schools by 31 March or by 31 October 2013.

Further information is available at www.aspire-to-excellence.org

- MedEdWorld Webinars – live, interactive presentations on key education topics
- AMEE Conference videos/archived webinars
- MedEdWorld Glossary – a dynamic education technology database

LEARN

- Join or start debates in Forums and SIGs
- Rate and review the work of colleagues in MedEdPublish
- Join a Special Interest Group (SIG) for a focused discussion on an aspect of medical education

DEBATE



SHARE

- Conferences, courses, job opportunities, learning technology, resources and news
- Unpublished papers at MedEdPublish, an open-access e-library
- Your professional profile with the MedEdWorld Community

CONNECT

- With the MedEdWorld Community
- With experts through FACE
- Through MedEdWorld Select, our fortnightly e-newsletter
- With your target audience through advertising

Full access to MedEdWorld is free for AMEE members. You can also access some MedEdWorld features for free as a browser or Registered User. Alternatively join MedEdWorld as an individual member for an annual fee of £25 at www.mededworld.org

What is AMEE?



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

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

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

ASPIRE: AMEE is pleased to be associated with the 'Medical Schools Programme for International Recognition of Excellence in Education', launched in 2013. Schools are invited to apply for recognition of excellence in three areas: Assessment; Student Engagement; and Social Accountability and Responsibility. See www.aspire-to-excellence.org.

MEDEdWORLD: AMEE's exciting new initiative has been established to help all concerned with medical education to keep up to date with developments in the field, to promote networking and sharing of ideas and resources between members and to promote collaboration internationally. See www.mededworld.org.

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

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

BEST EVIDENCE MEDICAL EDUCATION (BEME): AMEE is a leading player in the BEME initiative which aims to create a culture of the use of best evidence in making decisions about teaching in medical and healthcare professions education.

RESEARCH GRANTS: AMEE is pleased to have launched a Research Grants programme that recognises the importance of research in health professions education and will serve as a catalyst to promote excellence in research among AMEE members.

WHO TO CONTACT

AMEE All aspects of the academic programme including abstracts:
email: amee@dundee.ac.uk web: www.amee.org

Worldspan Conference registration, Exhibition applications, Accommodation,
Tours and social programme: email: amee@worldspan.co.uk

DEADLINE DATES

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

AMEE MEMBERSHIP

AMEE Individual and Student Members (£85/£39 a year) receive the Journal, Medical Teacher (12 hard copies and online access), can take advantage of discounted conference registration fees, AMEE publications, ESMEOnline Courses and can apply for an AMEE Research Grant. AMEE members have full access to MedEdWorld features including, News, Conferences, Courses, Educational Equipment, Forums and Job Opportunities. Can join the MedEdWorld Community, create a profile and participate in Forums, SIGS and Polls, access the Glossary and publish papers on education in the MedEdWorld Publish area. In addition, AMEE members will have free access to live and archived MedEdWorld webinars presented throughout the year and will receive by email a fortnightly MedEdWorld Select Newsletter.

AMEE Institutional Members (£200 a year) receive full access to MedEdWorld, can take advantage of discount on conference attendance for members of the institution, AMEE Publications and exhibition space at AMEE conferences.

If you would like more information about AMEE and its activities, please contact the AMEE Office:
Association for Medical Education in Europe (AMEE), Tay Park House, 484 Perth Road, Dundee DD2 1LR, UK
Tel: +44 (0)1382 381953 Fax: +44 (0)1382 381987 Email: amee@dundee.ac.uk