28th August 2021

0000-1515 hrs UK BST

"FACULTY DEVELOPMENT IN TIMES OF EXTRAORDINARY CHANGE"

6TH INTERNATIONAL CONFERENCE ON FACULTY DEVELOPMENT IN THE HEALTH PROFESSIONS

In association with

amee 2021

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

www.amee.org

(In order to give all time zones the opportunity to join in some or all of the sessions live, the Conference will begin just after midnight UK BST, which is the evening of Friday 27 August in North America, and will run throughout the day, concluding shortly before the start of the AMEE 2021 Conference on Saturday evening)

@ameefacdev

THE VIRTUAL CONFERENCE

Redefining Health Professions Education Together

PROGRAMME AT A GLANCE *(all times UK BST)*

0001-0145	Opening & Plenary 1			
0200-0330	Workshop 1	Workshop 2	Workshop 3	Workshop 4
0345-0515	Oral presentations 1.1	Oral presentations 1.2	Oral presentations 1.3	Oral presentations 1.4
0530-0700	Symposium 1			
0715-0845	Plenary 2			
0900-1030	Workshop 5	Workshop 6	Workshop 7	Workshop 8
1045-1215	Oral presentations 2.1	Oral presentations 2.2	Oral presentations 2.3	Oral presentations 2.4
1230-1400	Symposium 2			
1400-1515	Wind-up & Close of Conference			

CONFERENCE GOALS

1. To share and discuss how faculty developers promote and demonstrate adaptive expertise in the context of change
2. To address how faculty developers utilize change science/change management approaches in their work at individual and institutional levels
3. To provide a forum for shared learning across the global faculty development community.

The two plenaries will focus on Goals #2 and #3. Each speaker will bring their own 'lens' to faculty development and change. The plenary format will include opportunities for participants to ask questions and to engage in discussion about how this relates to their own work in faculty development.

The two symposia will focus on Goals #1 and #3. Moderators will introduce the concept of adaptive expertise and its application to the practice of faculty development. Symposia presenters will share examples of their work that represent adaptive expertise in the context of change. There will be opportunities for participants to ask questions and to engage in discussion about how this relates to their own work in faculty development.

In support of Goal #3 (really the most important one), the conference will run for 15 hours so that as many people as possible from different time zones will be able to participate in synchronous sessions, as well as access the recorded content.

All times given are UK BST

SATURDAY 28TH AUGUST

00:00 Welcome

00:15 Plenary 1

Eric Holmboe (ACGME, USA)
Conceptualizing Faculty Development as Translational Science

Dr. Holmboe is Chief, Research, Milestones Development and Evaluation Officer at the Accreditation Council for Graduate Medical Education (ACGME). He is Adjunct Professor of Medicine at the Yale University School of Medicine, the Uniformed Services University of the Health Sciences, and the Feinberg School of Medicine at Northwestern University.

01:45 Break

02:00 Workshops 1

Workshop 1: *Faculty Developer Identity Formation: Organizational Change through a Community of Practice*
Jessica Servey, USUHS, USA
Jessica Bunin, Uniformed Services University of the Health Sciences, USA
Thomas McFate, Uniformed Services University of the Health Sciences, USA
Kevin McMains, South Texas Veterans Health Care System, USA

Workshop 2: *Diagnosing Individuals' Job Characteristics: Identifying the Driving Forces for Job Crafting and Enrichment*
M. Hossein Tcharmtchi, Baylor College of Medicine/Texas Children's Hospital, USA
Satid Thammasitboon, Baylor College of Medicine/Texas Childrens Hospital, USA
Brian Rissmiller, Baylor College of Medicine/Texas Childrens Hospital, USA
Jen-Feng Liang, National Yang-Ming University, Taiwan
Danny Castro, Baylor College of Medicine/Texas Childrens Hospital, USA
Jennifer Rama, Baylor College of Medicine/Texas Childrens Hospital, USA
Shelley Kumar, Baylor College of Medicine/Texas Childrens Hospital, USA

Workshop 3: *Digitizing Faculty Development during COVID-19: A How-to Workshop*
X. Catherine Tong, McMaster University, Canada
Yusuf Yilmaz, McMaster University, Ege University, Canada
Sarrah Lal, McMaster University, Canada,
Ilana Bayer, McMaster University, Canada
Teresa M. Chan, McMaster University, Canada

Workshop 4: *A Faculty Development Approach to Improving Student Engagement*
Brett Jones, Virginia Tech, USA
Asta Schram, University of Iceland, Iceland
Abigail Snook, University of Iceland, Iceland
César Alberto Lucio Ramírez, Tecnológico de Monterrey, Mexico

03:30 Break

03:45 Oral Presentation session 1

Oral Presentations OP1.1 – Faculty Development interventions

OP1.1.1: *Faculty Development Workshop Features Used to Address Diversity, Equity and Inclusion: A Qualitative Content Analysis*
David Irby, UCSF, USA
Jessie Margolis, UCSF, USA
Kate Lupton, UCSF, USA

OP1.1.2: *Just in Time Teaching (JiTT) infographics Teaching Tools: App Development and Distribution to Support Technologically Assisted Faculty Development*
Alice Fornari, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, USA

OP1.1.3: *Thank You for Joining Us: Technology-Assisted Educational Onboarding for New Faculty Orientation Elisabeth Schlegel, Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, USA*
Alice Fornari, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, USA

OP1.1.4: *Exploring international faculty development collaborations*
Karen Leslie, The Hospital for Sick Children, Canada
Lindsay Baker, Centre for Faculty Development, Canada
Emilia Kangasjarvi, Centre for Faculty Development, Canada
Michelle Kassis, Centre for Faculty Development, Canada
Maria Mylopoulos, University of Toronto, Canada

Oral Presentations OP1.2 – Online interventions

OP1.2.1: *eBite: A Medical Education Blog for Online Communities of Social Learners*
Elisabeth Schlegel, Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, USA
Janine Primacio, Hofstra University, USA

OP1.2.2: *Collaborative Development of an Integrated Faculty Development Resource for Synchronous Online Learning Environments*
Jana Lazor, Temerty Faculty of Medicine, University of Toronto, Canada
Latika Nirula, Unity Health Toronto, University of Toronto, Canada
Lindsay Baker, Unity Health Toronto, University of Toronto, Canada,
Susan Glover Takahashi, Temerty Faculty of Medicine, University of Toronto, Canada
Susanna Talarico, Temerty Faculty of Medicine, University of Toronto, Canada
Suzan Schneeweiss, Temerty Faculty of Medicine, University of Toronto, Canada

OP1.2.3: *Using Design Thinking to Transform Offline Clinical Teacher Training into Online: The Faculty Development Adaptation to COVID-19 Pandemic Situation*
Rita Mustika, Universitas Indonesia, Indonesia
Nadia Greviana, Universitas Indonesia, Indonesia

OP1.2.4: *Starting the Conversation: Boosting faculty preparedness to discuss racism in medicine*
Karie Gaska, Ross University School of Medicine, Barbados
Delia Rios, Ross University School of Medicine, USA
Kristin Ezell, Ross University School of Medicine, USA
Bobby Gearing, Ross University School of Medicine, USA
Katrina Parker, Ross University School of Medicine, USA

Oral Presentations OP1.3 – Evaluation of Faculty Development programs

OP1.3.1: *Assessment of Faculty Development Program by the Medical Fraternity, College of Medicine, Majmaah University, Saudi Arabia*
Mohammed Almansour, King Saud University, Saudi Arabia

OP1.3.2: *Making an educator: Pilot evaluation of a physician assistant (PA) student-led academic medicine elective rotation*
Hwal Lee, Radford University PA Program, USA
Robert D. Hadley, Radford University PA Program, USA

OP1.3.3: *Vignettes: A Novel Comprehensive Needs Assessment Tool for Faculty Development*
X. Catherine Tong, McMaster University, Canada
Mark Lee, McMaster University, Canada
Maria Pratt, McMaster University, Canada
Sandra Monteiro, McMaster University, Canada
Lori-Ann Linkins, McMaster University, Canada
Teresa M. Chan, McMaster University, Canada

OP1.3.4: *Faculty Development Using a Virtual Community of Practice: Three Year Outcomes of The Academic Life in Emergency Medicine Faculty Incubator Program*
Teresa Chan, McMaster University, Canada
Lalena Yarris, Oregon Health & Science University, USA
Sara Krzyzaniak, Stanford University, USA
Sreeja Natesan, Duke University, USA
Michelle Lin, University of California - San Francisco, USA
Michael Gottlieb, Rush University Medical Center, USA

Oral Presentations OP1.4 – Development of Faculty Developers/teachers, including identity

OP1.4.1: *Comparing Faculty Developers Teaching Perspectives when Teaching Students and Faculty Members*
Sara Mortaz Hejri, McGill University, Canada
Dan Pratt, University of British Columbia, Canada
Yvonne Steinert, McGill University, Canada

OP1.4.2: *Insights into the demanding teaching experiences faced by health professional educators*
Megan Anakin, University of Otago, New Zealand
Ciara Lee, University of Otago, New Zealand
Julie Timmermans, University of Otago, New Zealand
Anthony Ali, University of Otago, New Zealand
Tim Wilkinson, University of Otago, New Zealand

OP1.4.3: *Exploring the Professional Identity Formation of Medical Teachers in a non Western Setting*
Mardiastuti Wahid, Universitas Indonesia, Indonesia
Ardi Findyartini, Universitas Indonesia, Indonesia
Diantha Soemantri, Universitas Indonesia, Indonesia
Rita Mustika, Universitas Indonesia, Indonesia
Estivana Felaza, Universitas Indonesia, Indonesiavonne Steinert, McGill University, Canada

OP1.4.4: *Two for One: Merging Continuing Professional Development and Faculty Development Learning for Pharmacy Preceptors*
Debbie Kwan, University of Toronto, Canada
Karen Leslie, University of Toronto, Canada
Alice Guo, University of Toronto, Canada
Elnaz Haddadi, Centre for Addiction and Mental Health, Canada
Gajan Sivakumaran, University of Toronto, Canada
Naomi Steenhof, University of Toronto, Canada

05:15 Break

05:30 Symposium 1

Moderator: Sandrijn Van Schaik (UCSF, USA)

Sandrijn M. van Schaik, MD PhD is Professor of Pediatrics with a clinical appointment in the Division of Pediatric Critical Care Medicine at UCSF. She is the inaugural Baum Family Presidential Chair for Experiential Learning and serves as the Education Director of UCSF's Simulation Center. She also is the Director of Faculty Development for the Learning and Caring Environment in the Center for Faculty Educators at UCSF, vice-Chair for Education in the Department of Pediatrics and the Fellowship Director for pediatric critical care medicine.

Presenters:

Jose Frantz (University of the Western Cape, South Africa)
Sharon Darlington (University of Queensland, Australia)
Dujeepa Samarasekera (National University of Singapore, Singapore)

07:00 Break

07:15 Plenary 2

Wim Gijselaers (Maastricht University, the Netherlands)
All other things being equal: On the social connectedness of faculty development

Wim Gijselaers is a full professor in educational research, in the School of Business and Economics at Maastricht University, the Netherlands. His recent research focuses on leadership development, team dynamics, and how learning culture determines professional performance. His educational development work focuses on the further development of Problem-Based Learning in Business Education.

08:45 Break

09:00 Workshops 2

Workshop 5: *Advancing a Quality Culture through Educational Leadership*
Guy Bendermacher, Maastricht University, the Netherlands
Stephanie Meeuwissen, Maastricht University, the Netherlands
Diana Dolmans, Maastricht University, the Netherlands

Workshop 6: *Faculty development for the 21st century : a framework-informed approach for health professions educators*
Jordan Napier, University of Dundee, UK
Shihab Khogali, University of Dundee, UK

Workshop 7: *The unknown practice within Communities of Practice in the context of Health Professions Education*
Sanne Schreurs, University Utrecht, Netherlands
Herma Roebertsen, Maastricht University, Netherlands
Karline Timmermans, Amsterdam UMC location AMC, Netherlands

Workshop 8: Let's go Light a Fire..Using TED talks to Inspire our Teachers and our Trainees
Geeta Singhal, Texas Childrens Hospital, USA
Priti Bhansali, Childrens National Hospital, USA
Jen Fen Liang, Veterans Hospital, Taiwan
Teri Turner, Baylor College of Medicine, USA

10:30 Break

10:45 Oral Presentation session 2

Oral Presentations 2.1 - Faculty Development interventions

OP2.1.1: A longitudinal faculty development program: supporting a culture of teaching
Annette Burgess, The University of Sydney, Australia
Elie Matar, The University of Sydney, Australia
Brendon Neuen, The University of Sydney, Australia
Gregory Fox, The University of Sydney, Australia

OP2.1.2: Factors influencing the faculty learning transfer of skilsl in the workplace
Rahila Yasmeen, Riphah International University, Pakistan
Saiful Bahri Yousoff, University of Sains Malaysia, Malaysia

OP2.1.3: A Mixed-methods Evaluation of the SLMCCM-WHQM Blended-mode Faculty Development Program
Malaya Santos, SLMC CM-WHQM, Philippines
Maritoni Jane Catan, St. Lukes Medical Center College of Medicine, Philippines
Abby Jennifer Tamayo, St. Lukes Medical Center College of Medicine, Philippines
Susan Pelea Nagtalon, St. Lukes Medical Center College of Medicine, Philippines

OP2.1.4: Planned or emergent? An evaluation of a Masters of Health Professions Education programme
Elize Archer, Stellenbosch University, South Africa
Susan Camille van Schalkwyk, Stellenbosch University, South Africa
Mariette Volschenk, Stellenbosch University, South Africa
Anna Maria Susanna Schmutz, Stellenbosch University, South Africa

Oral Presentation 2.2 - Online interventions

OP2.2.1: Faculty staff response: The Covid-19 New Normal Faculty Enhancement on E-learning at National University-Sudan
Khabab Elhag, QRI Training Center, Sudan
Baraa Isam Elzubier, QRI Training center, Sudan
Mohamed Seed Ahmed, National University, Sudan
Omer Eladil Abdalla Hamid, Africa International University, Sudan
Qurashi Mohamed Ali, National University, Sudan
Abdelmoneim Sahal Elmardi, Almariefa University, Kingdom of Saudi Arabia

OP2.2.2: Community of Inquiry: Facilitating psychological safety within an online faculty development initiative
Jenny Moffett, RCSI Dublin, Ireland
Dara Cassidy, RCSI Dublin, Ireland

OP2.2.3: A virtual leap - delivering a train the trainers day as a virtual session
Jonathan Barnes, North Bristol NHS Trust, UK
Mike O'Connor, Health Education England Southwest, UK
Victoria Van Hamel Parsons, Health Education England Southwest, UK
Benjamin Hewett, Health Education England Southwest, UK
Maisie Shrubsall, Health Education England Southwest, UK
Clare Van Hamel, Great Western Hospital, Swindon / Health Education England Southwest, UK

OP2.2.4: Clinical Training (CTT) program : how successful is online only delivery?
Annette Burgess, The University of Sydney, Australia
Akhil Bansal, The University of Sydney, Australia
Antonia Clarke, The University of Sydney, Australia,
Tom Ayton, The University of Sydney, Australia
Christie van Diggele, The University of Sydney, Australia
Elie Matar, The University of Sydney, Australia

Oral Presentation 2.3 - Needs Assessment

OP2.3.1: Faculty Development in Health Professions Education at Aga Khan University: The Needs Assessment
Tabassum Zehra, Aga Khan University, Pakistan
Rahila Ali Mazhar, Aga Khan University, Pakistan
Sana Saeed, Aga Khan University, Pakistan
Amber Sultan, Aga Khan University, Pakistan
Muhammad Tariq, Aga Khan University, Pakistan

OP2.3.2: Faculty development needs of clinical instructors: Recommendations based on survey and focus groups results
Abigail Snook, University of Iceland, Iceland
Asta Schram, University of Iceland, Iceland

OP2.3.3: Identification of faculty needs based on shared understandings of student and faculty experience of professional identity formation
Aileen Patterson, Trinity College Dublin, Ireland
Cicely Roche, Trinity College Dublin, Ireland
Sheila Ryder, Trinity College Dublin, Ireland
Derek Sullivan, Trinity College Dublin, Ireland
Mary Creaner, Trinity College Dublin, Ireland
Claire Poole, Trinity College Dublin, Ireland

OP2.3.4: Cultural barriers to clinicians' participation in faculty development programs - do they exist and how to overcome them?
Jason Chang, Singapore General Hospital, Singapore
Andrew Ong, Singapore General Hospital, Singapore
Dalpreet Kaur, Singapore General Hospital, Singapore
Warren Fong, Singapore General Hospital, Singapore
Mandy Moffat, University of Dundee, UK

Oral Presentations 2.4 - Development of Faculty Developers / teachers, including identity

OP2.4.1: A map to success?
Kate Richardson, Northumbria Healthcare NHS Foundation Trust, UK
Amy Belfield, Northumbria Healthcare Foundation Trust, UK
Victoria Calvert, Northumbria Healthcare NHS Foundation Trust, UK
James Fisher, Northumbria Healthcare NHS Foundation Trust, UK

OP2.4.2: A Mentor Reflection Instrument for Identifying the Personal Interpretative Framework: developing MERIT
Lianne M. Loosveld, Maastricht University, The Netherlands
Pascal Van Gerven, Maastricht University, The Netherlands
Erik Driessen, Maastricht University, the Netherlands
Eline Vanassche, University of Leuven, Belgium
Anthony Artino, The George Washington School of Medicine, USA

OP2.4.3: Exposing the complexity of faculty development through the lens of inhabited institutionalism
Derek Jones, University of Edinburgh Medical School: UK
Tim Fawns, University of Edinburgh, UK
Aleksandra Gulasaryan, University of Edinburgh, UK
Gill Aitken, University of Edinburgh, UK
Kim Walker, University of Aberdeen, UK
Jordan Napier, University of Dundee, UK

OP2.4.4: How does a faculty development course promote participants' learning of self-efficacy for convening a clinical competency committee
Jeng-Cheng Wu, Taipei Medical University Hospital, Taiwan
Shu-Liu Guo, Taipei Medical University Hospital, Taiwan
Wen-Hsuan Hou, Taipei Medical University Hospital, Taiwan
Chien-Yu Chen, Taipei Medical University Hospital, Taiwan
Chun-Chao Chang, Taipei Medical University Hospital, Taiwan
Chien-Chih Wu, Taipei Medical University Hospital, Taiwan

12:15 Break

12:30 Symposium 2

Moderator: Maria Mylopoulos (University of Toronto, Canada)

Maria Mylopoulos holds her PhD in human development and education. She is currently Scientist and Associate Director of the Wilson Centre for Research in Education, Associate Professor in the Department of Paediatrics and Curriculum Scientist in the MD Program at the University of Toronto.

Presenters:

Floor Velthuis (University Medical Center Groningen, Netherlands)
Susan Jamieson (University of Glasgow, UK)
Klodiana Kolomitro (Queens University, Canada)

14:00 Break

14:15 Moving Forward as a Global Faculty Development Community

15:15 Close of Conference

Conference Planning Committee

James Boyle- UK
Agnes Diemers- Netherlands
David Irby- US
Susan Jamieson- UK
Karen Leslie - Canada (chair)
Lanre Sorinola -UK
Karline Timmermans- Netherlands
Susan Van Schalkwyk- South Africa
Tripti Waghmare- India