

Thursday, 16. April 2026

Workshop

6: Education and International Development

Thursday, April 16, 2026, 09:25 - 10:55

WS.04.01 - Workplace Based Assessment: Cutting Edge Or Dull Blade?

► Workshop Description:

In an era of unprecedented health workforce pressures and growing global mobility, traditional models of licensure and physician assessment are increasingly misaligned with the realities of practice. This interactive and forward-thinking workshop explores how workplace-based assessment (WBA) is transforming progression and medical licensure decisions, particularly for internationally trained physicians (ITPs), by anchoring decisions in authentic, observed clinical performance.

» Participants will engage in structured exercises focused on direct observation, assessor calibration, and performance dimension modeling. Through practical case discussions and video-based rating tasks, we'll explore how to set defensible thresholds, build shared mental models, and overcome common rating pitfalls like bias, inconsistency, and unclear expectations.

» The workshop will also examine emerging AI-enabled tools, centralized e-portfolio platforms, and purpose-built environments that are enabling rapid, scalable, and valid pathways to licensure. These innovations not only support quality improvement but also enhance equity and transparency for candidates navigating complex systems.

»»Whether you're a faculty leader, assessor, policy advisor, or system stakeholder, this workshop will provide the frameworks, tools, and evidence to reimagine how we build trust at the bedside - through what clinicians do, not just what they know.

► Learning Objectives:

By the end of this workshop, participants will be able to:

- ① Explain the core principles of medium/high-stakes workplace-based assessment (WBA) and how they enable valid, defensible progression and licensure decisions.
- ② Apply practical frameworks for assessor training, performance dimension modeling, and rating calibration to improve reliability and minimize bias in direct observation.
- ③ Evaluate innovations, including AI augmentation and centralized platforms, that support rapid, scalable, and ethically grounded credentialing in real-world practice environments.

♦ **Max No. participants:** 40

♦ **Price:** US\$ 10 | **Reduced Fee:** US\$ 5

Workshop Lead: Viren Naik (Ottawa, Canada)

Workshop Instructor: Dylan Bould (Toronto, Canada)

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Thursday, April 16, 2026, 11:10 - 12:40

WS.04.02 - Inspire Through Clinical Teaching: Giving Effective Feedback In Medical Education

► Workshop Description

Prior to the session, participants will receive pre-learning resources to review key concepts and models related to feedback in medical education.

» During the interactive workshop, participants will:

1. Reflect on their own experiences giving and receiving feedback.
2. Engage in small and large group discussions centred around real feedback conversations.
3. Explore and critique established models and evidence-informed best practices for delivering effective feedback.

» The session emphasises practical application, peer learning, and self-reflection to enhance participants' skills and confidence in providing meaningful, learner-centred feedback

► Learning Objectives

- ① Evaluate established models of delivering feedback in medical education practice.
- ② Apply evidence-informed strategies to navigate and improve difficult feedback conversations with learners.

♦ **Max No. participants:** 18

♦ **Price:** US\$ 10 | **Reduced Fee:** US\$ 5

Workshop Lead: Sonia Akrimi (Worthing, United Kingdom)

Workshop Instructor: Dylan Bould (Toronto, Canada)

Workshop Instructor: Victoria Simiyu (Nairobi, Kenya)

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Thursday, April 16, 2026, 13:50 - 15:20

WS.04.05 - Innovations in Education: Immersive Technologies in Anaesthesiology - A Hands-On Experience

► **Session Description:**

Participants in this workshop will gain hands-on, firsthand experience with immersive technologies, including virtual reality, augmented reality, and artificial intelligence, as they relate to anaesthesiology education and the patient care.

► **Session Agenda:**

Introductory talk ~10-15 minutes including faculty introductions will be followed by participants forming small groups for rotating through various stations

► **Learning objectives:**

- » Gain exposure to immersive technologies for medical education and patient care experiences
- » Explore how augmented reality can be used for medical simulation through the CHARM simulator
- » Explore how artificial intelligence can be used for medical simulation through Clinical Mind AI

♦ **Max No. participants:** 30

♦ **Price:** US\$ 10 | **Reduced Fee:** US\$ 5

Workshop Lead: Asheen Rama (Stanford, United States)

Workshop Lead: Kathleen Chen (Houston, United States)

Workshop Instructor: Ximena Mora Diez (Santiago, Chile)

Workshop Instructor: Cynthia Khoo (Stanford, United States)

Workshop Instructor: Kim P. Nguyen (Houston, United States)

Workshop Instructor: Henry Huang (Houston, United States)

Workshop Instructor: Jonathan Tan (Philadelphia, United States)

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Lecture Session

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Friday, April 17, 2026, 10:15 - 11:15

O.06.01 - Ethics In International Partnerships

Chair: Dylan Bould (Toronto, Canada)

O.06.01.1	Introduction	10:15 - 10:17
O.06.01.2	International partnerships in action - where ethics meet practicality Speaker: Sonia Akrimi (Worthing, United Kingdom)	10:17 - 10:32
O.06.01.3	Challenges and solutions to ensure equitable partnerships in global health Speaker: Eugene Tuyishime (New Brunswick, Canada)	10:32 - 10:47
O.06.01.4	Building fair and sustainable critical care collaborations - The ethics of working together - A reflection on ethics and equity Speaker: Karima Khalid (Dar es Salaam, Tanzania)	10:47 - 11:02
O.06.01.5	Question and Answer - Panel	11:02 - 11:15

Lecture Session

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Friday, April 17, 2026, 13:50 - 14:50

O.06.02 - Accessing Grant Funding For Education And International Development Initiatives In Global Anaesthesia: Experiences, Reflections And Lessons Learned

Chair: Sonia Akrimi (Worthing, United Kingdom)

O.06.02.1	Introduction	13:50 - 13:52
O.06.02.2	Challenges and opportunities in accessing funding for global health projects Speaker: Eugene Tuyishime (New Brunswick, Canada)	13:52 - 14:07
O.06.02.3	Securing funding for research and implementation: my experience with PhD research and essential emergency and critical care implementation Speaker: Karima Khalid (Dar es Salaam, Tanzania)	14:07 - 14:22
O.06.02.4	Raising funds for paediatric anaesthesia fellowships: the PATA experience Speaker: Faye Evans (Boston, United States)	14:22 - 14:37
O.06.02.5	Question and Answer - Panel	14:37 - 14:50

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Friday, April 17, 2026, 15:00 - 16:00

O.06.03 - Unwritten Lessons In Anaesthesia: How We Learn, Teach, And Evolve

Chair: Sonia Akrimi (Worthing, United Kingdom)

O.06.03.1	Introduction	15:00 - 15:02
O.06.03.2	What anaesthesia educators should know about the hidden and	15:02 - 15:17

	informal curriculums	
	Speaker: Dylan Bould (Toronto, Canada)	
O.06.03.3	How consultants learn	15:17 - 15:32
	Speaker: Yoo Kuen Chan (Kuala Lumpur, Malaysia)	
O.06.03.4	Transforming into a professional	15:32 - 15:47
	Speaker: Jagannathan Balavenkatasubramanian (Coimbatore, India)	
O.06.03.5	Question and Answer - Panel	15:47 - 16:00
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Friday, April 17, 2026, 16:30 - 17:30		
O.06.04 - Training Medical Students In Anaesthesia, Perioperative Medicine, Critical Care And Pain: Examples From Around The World		
Chair: Wayne Morriss (Christchurch, New Zealand)		
O.06.04.1	Introduction	16:30 - 16:32
O.06.04.2	The evolution of medical student training: past, current, and the future	16:32 - 16:47
	Speaker: Victoria Simiyu (Nairobi, Kenya)	
O.06.04.3	Increasing exposure to anaesthetist-led teaching throughout medical school training: an example from the United Kingdom	16:47 - 17:02
	Speaker: Sonia Akrimi (Worthing, United Kingdom)	
O.06.04.4	Innovative teaching in anaesthesia education worldwide: medical student perspectives	17:02 - 17:17
	Speaker: Anna Liakopoulou (Athens, Greece)	
O.06.04.5	Question and Answer - Panel	17:17 - 17:30

Saturday, 18. April 2026

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Saturday, April 18, 2026, 13:30 - 15:30

WS.04.03 - Designing Games For Learning In Anaesthesia

► Workshop Description:

In recent years, serious games have emerged as powerful tools to promote engagement, motivation, and deeper learning. Unlike gamification, which applies game-like elements to non-game contexts, serious games are fully developed games designed with specific learning objectives in mind.

» This interactive workshop invites participants to explore game design as a complementary educational strategy to simulation, lectures, and case-based learning. Through guided activities, we will:

- Clarify the differences between gamification, serious games, and educational games.
- Explore the core elements of game design, including mechanics and dynamics.
- Analyze how games can be intentionally aligned with cognitive, psychomotor, or non-technical learning objectives in Anaesthesiology.
- Work collaboratively to design an original game prototype addressing a specific learning goal in anaesthesia education.

»» No prior experience in game design is required. This session is hands-on, creative, and structured to help educators and clinicians walk away with practical ideas and concepts they can begin applying immediately after the workshop.

► Learning Objectives:

- ① Differentiate between gamification, serious games, and games for learning.
- ② Identify and describe key elements of game design, including goals, rules, mechanics, and dynamics.
- ③ Analyze how game mechanics can support specific learning outcomes in Anaesthesiology.
- ④ Collaboratively create a basic prototype of a serious game tailored to an educational objective in their own practice or institution.

♦ **Max No. participants:** 30

♦ **Price:** US\$ 20 | **Reduced Fee:** US\$ 10

Workshop Lead: Rodrigo Rubio (Mexico City, Mexico)

Workshop Instructor: Adam Mossenson (Perth, Australia)

Workshop Instructor: Ruth Shaylor (Tel Aviv, Israel)

Workshop Instructor: Maria Alejandra Echeto (San Pedro Sula, Honduras)

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Saturday, April 18, 2026, 16:00 - 18:00

WS.04.04 - Simulation Facilitator Assessment - Introduction Of The VAST Facilitation Observation And Rating Method (VAST FORM)

► Workshop Description:

There are relatively few tools available to support reflection on simulation facilitation performance. The VAST FORM takes a unique, comprehensive, yet flexible approach to assessment of facilitation performance, with the goal of supporting development of simulation facilitation skills. Notably, the VAST FORM enables both qualitative and quantitative observation on facilitation performance, as well as allowing formative and summative assessment. The VAST FORM is also contextually informed from simulation faculty development experience in diverse contexts, including low-resource settings.

► Learning Objectives:

- ① Provide an overview of simulation facilitation assessment tools, including their role in facilitation skill development
- ② Introduce the VAST FORM, building familiarity with its approach and guidance on its use
- ③ Experiment with the use of the VAST FORM
- ④ Discuss barriers and enablers for introduction of the VAST FORM, developing a roadmap for its implementation to support development of simulation facilitation skills.

♦ **Max No. participants:** 30

♦ **Price:** US\$ 10 | **Reduced Fee:** US\$ 5

Workshop Lead: Adam Mossenson (Perth, Australia)

Workshop Instructor: Rodrigo Rubio (Mexico City, Mexico)

Scientific programme

19th WCA 2026 - 15-19 April 2026, Marrakech, Morocco

Workshop Instructor: Karima Khalid (Dar es Salaam, Tanzania)

Sunday, 19. April 2026

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Sunday, April 19, 2026, 08:30 - 10:00

O.06.05 - Low Cost Innovative Options For Medical Education

Chair: Faye Evans (Boston, United States)

O.06.05.1	Introduction	08:30 - 08:32
O.06.05.2	Low cost active learning Speaker: Rodrigo Rubio (Mexico City, Mexico)	08:32 - 08:50
O.06.05.3	Sustaining medical education on a budget: evolving strategies with social media Speaker: Viantha Pather (Cape Town, South Africa)	08:50 - 09:08
O.06.05.4	High-impact, low-cost strategies for engaging learners Speaker: Wayne Morriss (Christchurch, New Zealand)	09:08 - 09:26
O.06.05.5	Low-cost technology enhanced learning Speaker: Joana Berger-Estilita (Bern, Switzerland)	09:26 - 09:44
O.06.05.6	Question and Answer - Panel	09:44 - 10:00

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Sunday, April 19, 2026, 10:20 - 11:50

O.06.06 - Artificial Intelligence In Medical Education

Chair: Faye Evans (Boston, United States)

O.06.06.1	Introduction	10:20 - 10:22
O.06.06.2	Beyond the Mannequin: Augmented Reality and Artificial Intelligence for Human-Centered Simulation Speaker: Asheen Rama (Stanford, United States)	10:22 - 10:40
O.06.06.3	AI in education: treading the path carefully Speaker: Sukhminder Jit Singh Bajwa (Patiala, India)	10:40 - 10:58
O.06.06.4	AI in #MedEd: the future won't wait Speaker: Viren Naik (Ottawa, Canada)	10:58 - 11:16
O.06.06.5	What are our limits as humans in using AI tools to teach people? Speaker: Joana Berger-Estilita (Bern, Switzerland)	11:16 - 11:34
O.06.06.6	Question and Answer - Panel	11:34 - 11:50