

[Keynote 1:](#) Dr Mabel Yap: between 1A and 1B
[Keynote 2:](#) Dr Eric Holmboe: between 2A and 2B



[Keynote 3:](#) Dr Karen Hauer: between 3A and 3B
[Keynote 4:](#) Dr Olle ten Cate: between 4A and 4B

Program of the 24-hour Online ICBHPE World Summit on Competency-Based Education in the Health Professions

Released October 5, 2026

The ICBHPE 24-hour conference program on October 29-30, 2026, is listed on the next few pages. This overview, together with the excel *Participant's Tool* app for the conference (an image is depicted below) should ease your way through the program. There will be four parallel tracks. To navigate the program:

- In the Participant's Tool, choose a city close to your location. The "Time in your city" column will change, to suit your timing.
- To access a track, click *Join Track A* (or B or C or D) to access a Zoom main room (currently disabled)
- To change Tracks, just leave the Zoom meeting you are in and re-enter in a different Track
- To view an abstract, click on a presenter's name (either in this program or in the Tool)
- Every paper presentation will be facilitated by two moderators and has three components within 30 minutes: 10 minutes of presentation (its video will be played), 10 minutes of discussion in break-out groups of 4-6 persons, composed by the moderators, and 10 minutes of plenary discussion. Next, there will be 10-minute break before the next presentation.
- The keynote presentations will all happen in Track A, will be up to 30 minutes, and will be followed by a similar 10-minute break-out and 10-minute plenary discussion.

The 24-hour ICBHPE Conference, October 29-30, 2026 <i>the conference where the sun never sets</i>					
Pick a city	Amsterdam, Netherlands				
24-hour Clock	UTC+1:00 standard daylight saving: European Union / UK during this conference you are on UTC+1:00				
Your zone	0				
Heads up					
Zoom rooms	Join Track A	Join Track B	Join Track C	Join Track D	
Session					Time in your city
1A-1	1 Lydia Lau	29 Anshu	57 Hassan Ketaneh		Thu 29 Oct 12:00-12:30
1A-2	2 Sandra Jaramillo Rincon	30 Amy Colcher	58 Alexandre Moura		12:40 - 13:10
1A-3	3 Abdul Razaque Shaikh	31 Vidya Laloo	59 Alexandre Moura		13:20 - 13:50
Keynote	Dr Mabel Yap (Track A)				14:00 - 14:50
1B-1	4 Nea Meriranta	32 Werner Codier	60 Ylva Holzhausen	85 Robert Englander	15:00 - 15:30
1B-2	5 Nea Meriranta	33 Barbara Butynski	61 Daniel Nel	86 Eduardo Morais de Castro	15:40 - 16:10
1B-3	6 Sergio König	34 Julien-Carl Phaneuf	62 Rosalie Kalili	87 Teri Turner	16:20 - 16:50
1B-4	7 Anthony Serracino-Inglott	35 Julien-Carl Phaneuf	63 Ghaith Al-Eyd	88 Amanda Finger Stadler	17:00 - 17:30
Break					17:30 - 18:00
2A-1	8 Jan Breckwoldt	36 Holly Caretta-Weyer	64 Denise Rhoney		18:00 - 18:30
2A-2	9 Andrew Hall	37 Holly Caretta-Weyer	65 Denise Rhoney		18:40 - 19:10
2A-3	10 Claudia Jaramillo Villegas	38 Huma Shahzad	66 Bernardo Faria Levindo		19:20 - 19:50
Keynote	Dr Eric Holmboe (Track A)				20:00 - 20:50
2B-1	11 Alina Grabinski	39 Olivia Stanley	67 Kimberly Lomis		21:00 - 21:30
2B-2	12 Mercedes Volpi	40 Cassidy Calderon	68 Aleda Chen		21:40 - 22:10
2B-3	13 Janet Hafler	41 Katherine Chartier	69 Margaret Hamilton		22:20 - 22:50
2B-4	14 María José Lopez	42 Muhammad Zafar Iqbal	70 Kiara Torrese		23:00 - 23:30
Break					23:30 - 00:00
3A-1	15 Lisa Moores	43 Roisin O'hare	71 Mario Augusto Castro		Fri 30 Oct 00:00 - 00:30
3A-2	16 Lisa Moores	44 Rohami Hadidchi	72 Carolina Restini		00:40 - 01:10
3A-3	17 Lisa Moores	45 Leticia Gingold	73 Jamiu Busari		01:20 - 01:50
Keynote	Dr Karen Hauer (Track A)				02:00 - 02:50
3B-1	18 Eusang Ahn	46 Maria Helena Favarato	74 Roy Khalife		03:00 - 03:30
3B-2	19 Eusang Ahn	47 Jen-Wen Chen	75 Roy Khalife		03:40 - 04:10
3B-3	20 Cai Lingua	48 Andreea Seritan	76 Roy Khalife		04:20 - 04:50
3B-4	21	49 Sana tahir	77 Chien-Yu Jonathan Chen		05:00 - 05:30
Break					05:30 - 06:00
4A-1	22 Eng Koon Ong	50 Orit Karniel-Miller	78 Jessica Meekins		06:00 - 06:30
4A-2	23 Dilnaz Temirkysy	51 Dagmar Brislinger	79 Sunanda Gupta		06:40 - 07:10
4A-3	24 Zakia Dimassi	52 Dana Tenne-Fishbain	80 Rooma Panchmatia		07:20 - 07:50
Keynote	Dr Olle ten Cate (Track A)				08:00 - 08:50
4B-1	25 Fiona Hughes	53 Kristina Gottfried	81 Vinayak Jain		09:00 - 09:30
4B-2	26 Ankit Chandra	54 Wilma Kelijer	82 Petra Anders		09:40 - 10:10
4B-3	27 Gersten Jonker	55 Annalena Kolb	83 Siobhan Fitzpatrick		10:20 - 10:50
4B-4	28 Robert Favier	56 Astrid Czock	84 Chien-Yu Jonathan Chen		11:00 - 11:30



TRACK A

session	slot	code	Presenter	Title
1A-1	1	14	Lydia Lau	Blended simulation learning to develop nurse preceptors' competencies on Entrustable Professional Activities: A mixed method study
1A-2	2	19	Sandra Jaramillo Rincon	Who Guarantees Competence When Everyone Has Access to Knowledge? The Future of Continuing Professional Development in Health Care
1A-3	3	33	Abdul Razaque Shaikh	Progression of Competency Based Medical Education (CBME) in Pakistan: From Policy to Practice
1B-1	4	20	Nea Meriranta	Following the final open-enrollment Cohort: Completion, Attrition and Specialty Switching in Finnish Specialist Training
1B-2	5	21	Nea Meriranta	Time Costs of Medical Specialist Training Selection and Supervision in Finland: A Cross-Sectional Survey of Programme Chairs
1B-3	6	93	Sergio König	From Experiential Volunteering to Curricular Integration: A Stackable Microcredential Framework for Person-Centered Care in Health Sciences Education
1B-4	7	82	Anthony Serracino-Inglott	Consolidating regulatory science competence through practice-oriented higher education
2A-1	8	89	Jan Breckwoldt	The Educational Alliance: Essential to Implement Competency-Based Health Professions Education
2A-2	9	90	Andrew Hall	Approaches to the Evaluation of Competency-Based Health Professions Education Implementation From Around the Globe
2A-3	10	17	Claudia Jaramillo Villegas	Beyond Compliance: Co-designing a Care Ethics-Informed Programmatic Assessment System for Professionalism in Critical Care Medicine
2B-1	11	61	Alina Grabinski	Applicability of EPA-based multi-station assessments in environmental medicine compared with other medical disciplines at the Medical Faculty of Münster
2B-2	12	70	Mercedes Volpi	Developing Entrustable Professional Activities for Family Medicine Graduates in Argentina: A Context-Specific Framework
2B-3	13	10	Janet Hafler	Peer observation of teaching to develop teaching competency
2B-4	14	73	María José Lopez	Social Representations of Undergraduate Medical Education: A Case Study of Clinical Faculty at an Argentine University
3A-1	15	57	Lisa Moores	Beyond the Score: How A UME Competency Committee Navigates EPA Growth Curves to Inform Entrustment Decision-Making
3A-2	16	58	Lisa Moores	Closing the Loop: Utilizing Aggregate EPA Performance Data to Drive Curricular Evolution and Assessment Strategy
3A-3	17	59	Lisa Moores	Bridging the Senior-Year "Data Desert": Implementing a Summative EPA-Based Evaluation for Advanced Clinical Rotations
3B-1	18	2	Eusang Ahn	No Environment, No Education: Honoring the Clinical Learning Environment as the Engine of Competency-based Education - A Call To Action
3B-2	19	3	Eusang Ahn	Only as Strong as the Weakest Link: Resident Perspectives on Entrustable Professional Activities and Their Impact on Learning
3B-3	20	24	Cai Lingua	A Pilot Study: Advancing New Nurses' Work Readiness Using an Integrated Framework
3B-4	21			
4A-1	22	60	Eng Koon Ong	Preliminary Findings from a New EPA-based Training Program for Home Hospice Nurses: Competency, Resilience, and Skills
4A-2	23	44	Dilnaz Temirkysy	Phased Development of an EPA-Based Assessment and Entrustment Framework Across Three Residency Programs in Kazakhstan
4A-3	24	39	Zakia Dimassi	Tracking the evolution of medical students' clinical documentation skills
4B-1	25	27	Fiona Hughes	Building a Pharmacist-Prescriber: A Novel Entrustable Professional Activity Framework for UK Undergraduate Pharmacy Education
4B-2	26	5	Ankit Chandra	Training Future Educators: Building OSCE/OSPE-Planning Competencies among Senior Residents through a Structured Workshop
4B-3	27	9	Gersten Jonker	Public trust: a perspective on outcome-based health professions education from the receiving end
4B-4	28	18	Robert Favier	Readiness of recently licensed veterinarians for critical entrustable professional activities in veterinary emergency care



TRACK B

session	slot	code	Presenter	Title
1A-1	29	49	Anshu	Beyond Checklists: The Role of Health Humanities in Competency-Based Health Professions Education
1A-2	30	52	Amy Colcher	Mitigating Cognitive Bias in EPA Trustworthiness Assessment Through the Ability-Benevolence-Integrity (ABI) Framework in CBME
1A-3	31	65	Vidya Laloo	The introduction of a narrative reflective tool in postgraduate Emergency Medicine training in South Africa
1B-1	32	29	Werner Codier	Development and Targeted Evaluation of a South African Pharmacology Competency Framework for Dietetics
1B-2	33	28	Barbara Butynski	Implementing the use of a Clinical Skills Competence Tool in the Clinical Setting to Ensure Consistency and Competence Among Pre-licensure Nursing Students
1B-3	34	47	Julien-Carl Phaneuf	Thwarting by Design? Exploring Canadian specialty residents' experience with entrustable professional activities use in relation to their basic psychological needs
1B-4	35	48	Julien- Carl Phaneuf	Exploring threats to the validity argument underpinning summative entrustment decisions through Canadian residents' experience with entrustable professional activities
2A-1	36	86	Holly Caretta-Weyer	The Wicked Problem of Selection and Competency-Based Education: Applying TRIZ Inversion to the Graduate Medical Education Selection Process
2A-2	37	87	Holly Caretta-Weyer	Tensions Between Equity in Assessment and Distinction for Residency Selection: Examining the Use of Programmatic Assessment and Summative Decision-Making Processes
2A-3	38	34	Huma Shahzad	Experience of pre-clinical medical students in synchronous online academic remediations: Challenges and Adaptive Coping Strategies
2B-1	39	45	Olivia Stanley	Usefulness of Animated Films for Competency-Based Medical Education: Towards a Proof of Concept
2B-2	40	66	Cassidy Calderon	From Competence to Checklists: Have Rubrics Become the Hidden Curriculum of Competency-Based Medical Education?
2B-3	41	75	Katherine Chartier	Promoting Health Equity Via Competency-Based Education and Programmatic Assessment
2B-4	42	35	Muhammad Zafar Iqbal	In-program formative situational judgment test - Competency frameworks' analysis and pilot program findings
3A-1	43	26	Roisin O'hare	Measuring what matters: Entrustment progression and identity formation in undergraduate hospital EPAs
3A-2	44	42	Roham Hadidchi	Productive Struggle in Competency-Based Medical Education and Self-Directed Learning in the Era of Artificial Intelligence
3A-3	45	63	Leticia Gingold	Implementing Entrustable Professional Activities (EPAs) in the Clinical Toxicology Rotation at the UFMG School of Medicine
3B-1	46	32	Maria Helena Favarato	Is Simulation Always a Safe Learning Environment? Anxiety and Social Anxiety Symptoms in First-Year Medical Students During Simulated Patient Encounters
3B-2	47	11	Jen- wen Chen	Five-Year Nationwide Implementation of Competency-Based Residency Training in Otorhinolaryngology-Head and Neck Surgery in Taiwan
3B-3	48	50	Andreea Seritan	Entrustable Professional Activities for Geriatric Psychiatry Fellowship Training: Exploring Educator Perspectives
3B-4	49	43	Sana tahir	Developing and validating of a questionnaire to assess entrepreneurship competencies in undergraduate dental education
4A-1	50	37	Orit Karnieli-Miller	Scaling Competency-Based Communication Training Through Generative AI: Integrating Practice, Reflection, and Personalized Feedback
4A-2	51	56	Dagmar Brislinger	From Conventional Microscopy to Digital Slides and Paper-Based Drawing: A Retrospective Cohort Study of Histology Examination Performance
4A-3	52	38	Dana Tenne-Fishbain	When Participation Feels High-Stakes: Self-Silencing and Competency Development Among Minority Medical Students
4B-1	53	23	Kristina Gottfried	Structured journaling to strengthen self-care competency in medical students: a cluster-randomised crossover waitlist-controlled trial
4B-2	54	67	Wilma Kleijer	Recognizing Readiness for Entrustment — Critical Features That Shape Nurse Preceptor Confidence: A Mixed Methods Study
4B-3	55	68	Annalena Kolb	Fostering Professional Vision in Patient Room Situations Using Instructional Support in Video Thin Slices
4B-4	56	96	Astrid Czock	Entrustable Professional Activities in global pharmacy education and practice: Preliminary findings from an International Pharmaceutical Federation survey

TRACK C



session	slot	code	Presenter	Title
1A-1	57	94	Hassan Ketaneh	Reimagining CanMEDS for an AI-Enabled Future: Expert Consensus on Emerging Physician Competencies
1A-2	58	46	Alex Moura	Comparing Workplace and Simulation-Based Entrustment Decisions for Pediatric Residents Managing Acutely Ill Patients
1A-3	59	53	Alex Moura	The Contribution of Multi-Source Feedback to Summative Entrustment Decisions in Pediatric Residency: an Exploratory Study
1B-1	60	69	Ylva Holzhausen	From Intended to Enacted Curriculum: Which EPAs Are Actually Assessed in the Final-Year Clerkship?
1B-2	61	8	Daniel Nel	Implementing Workplace-Based Assessment for General Surgery Training in South Africa: a Design-Based Research study
1B-3	62	7	Rosalie Kalili	Faculty Development Through Book Club: Coaching the Coach.
1B-4	63	31	Ghaith Al-Eyd	Clinicopathological Correlations: A Competency-Based Approach for Clinical Reasoning Learning
2A-1	64	15	Denise Rhoney	Connecting the Dots in CBHPE: A Practical Theory of Change for Intended Outcomes
2A-2	65	41	Denise Rhoney	No Free Lunch in CBHPE: Aligning Stakeholder Value, Investment, and Shared Responsibility for Sustainable Implementation
2A-3	66	88	Bernardo Faria Levindo	Preceptor Training for Competency-Based Medical Education: The EPA Brasil Project
2B-1	67	12	Kimberly Lomis	Leveraging artificial intelligence to accelerate competency-based education in the health professions
2B-2	68	16	Aleda Chen	CORE-HPE Reporting Guidelines: Standardizing Reporting for Competency-Based Health Professions Education Outcomes Research
2B-3	69	51	Margaret Hamilton	Creating and Implementing a Psychiatry Skills Developmental Observation Tool to assist in learner assessment and feedback
2B-4	70	36	Kiara Torrese	Beyond Competence: Should Competency-Based Medical Education Steward Cognition in the Era of Artificial Intelligence?
3A-1	71	30	Mario Augusto Castro	Entrustable Professional Activities for Head-and-Neck Surgery Residents: A Consensus Model
3A-2	72	81	Carolina Restini	From Mechanistic Reasoning to Community Impact: Integrating Competency-Based Pharmacology Education Through the FIRE Model
3A-3	73	97	Jamiu Busari	CBE and the missing 'E'; Making competency-based education an equitable framework for a global health professions education
3B-1	74	79	Roy Khalife	Perceptions and Experiences of Entrustable Professional Activities Implementation in Postgraduate Medical Education: A Qualitative Evidence Synthesis
3B-2	75	80	Roy Khalife	How Clinical Teachers Integrate Direct Observation into Clinical Workflow: An Applied Cognitive Task Analysis
3B-3	76	83	Roy Khalife	Trust on Paper: Performing Entrustment in EPA-Based Assessments
3B-4	77	76	Chien-Yu Jonathan Chen	Making the Invisible Visible: Mapping Six Years of Humanities Learning onto AAMC Foundational Competencies with a Local LLM
4A-1	78	40	Jessica Meekins	Expanding the Competency-based Veterinary Education (CBVE) Model into Post-Graduate Veterinary Training
4A-2	79	4	Sunanda Gupta	Understanding specialization interests and posting preferences among newly recruited nursing officers at a tertiary healthcare teaching institute in Delhi: a mixed-methods study
4A-3	80	62	Rooma Panchmatia	From Cues to Clinical Judgement: Scaffolding Clinical Reasoning Through an EPA-Aligned AI Chatbot
4B-1	81	74	Vinayak Jain	From Framework to Practice: A Scoping Review of Entrustable Professional Activities in Adult Critical Care Training
4B-2	82	72	Petra Anders	Observing teaching strategies in Bedside Teaching
4B-3	83	84	Siobhan Fitzpatrick	Aligning competency-based education, health workforce employment and population health: a health systems design approach

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TRACK D

session	slot	code	Presenter	Title
1B-1	85	22	Robert Englander	Competency-based health professions education in evolution: Challenges and adaptations after implementation
1B-2	86	54	Eduardo Morais de Castro	Entrustable Professional Activities (EPAs) In Pathology Medical Residency Programs: A Scoping Review
1B-3	87	64	Teri Turner	The Faculty Development Paradox: Applying Competency-Based Education Principles to Faculty Development
1B-4	88	71	Amanda Finger Stadler	Learning Curves in Predoctoral Periodontal Education using Entrustable Professional Activities