2026 第三屆臺灣 CBME 醫學教育週活動簡介

近年來，能力導向醫學教育（CBME）已成為台灣醫學教育改革的重要方向。從核心概念的引介、訓練制度與評量機制的設計，到實施策略、教師培育、學習者參與與跨機構合作，台灣的 CBME 推動逐步從理念倡議走向教育現場的實作與調整。

Taiwan CBME Week 的系列活動，正是在這樣的推動歷程中逐步形成。它並非單一研討會，而是依據台灣 CBME 發展的階段性需求，邀集國內外教育者、臨床教師、訓練計畫主持人、機構領導者、政策與評鑑相關夥伴，共同面對當前推動中的關鍵問題，並透過研討、工作坊、論壇與共創式學習，累積下一階段改革所需的知識、能力與共識。

2026 年，第三屆 Taiwan CBME Week 由中國醫藥大學附設醫院、國泰綜合醫院、臺北醫學大學聯合主辦，將以「AI 時代下的能力導向醫學教育」為核心關懷。當人工智慧快速進入醫療照護、臨床訓練、教育評量與資料基礎建設，CBME 的推動也面臨新的問題：我們如何重新理解未來醫師所需的能力？如何讓 AI 支持而不是取代教育判斷？如何在資料、評量、信任與病人安全之間建立更成熟的系統設計？

本屆活動將透過 7 月 25 日主研討會與論壇、7 月 26 至 27 日領導力工作營，以及 8 月 8 日未來醫學教育研討會，從概念對話、領導實作到未來教育場景的探索，持續回應台灣 CBME 推動中的真實挑戰，並與國際夥伴共同思考下一階段的發展方向。

誠摯邀請各界醫學教育同仁、臨床教師與專家學者踴躍共襄盛舉，更多大會詳情與即時資訊，歡迎至大會官方平台參閱：

- 2026 年能力導向教育週官方網站 : https://cbme.lib.cmuh.org.tw/p/cbmetaiwan2026
- 7/25(六)主研討會專頁暨報名連結 : https://cbme.lib.cmuh.org.tw/p/JUL25-2026

Main Conference of Taiwan CBME Week 2026 Agenda

日期： 2026 年 7 月 25 日(星期六)

地點： 中國醫藥大學附設醫院立夫教學大樓 B1 國際會議廳(404 臺中市北區學士路 91 號)

Time	Agenda	
8:30~9:00	Registration	
9:00~9:20	Opening Remark 中國醫藥大學附設醫院 周德陽院長開幕 暨 衛福部 林靜儀政務次長致詞	
9:20~10:00	***Reimagining the Future Physician in the Age of AI: Implications for ompetency-Based Medical Education*** 重塑 AI 時代的未來醫師：對能力導向醫學教育的啟示 ***Speaker: Yang C. Fann, PhD*** *(virtual attendance)* **Moderator: 中國醫藥大學附設醫院 鄭隆賓執行長、台灣醫學教育學會 吳明賢理事長**	
10:00~10:40	***Precision Medical Education in the AI Era: Vision, Infrastructure, and Implementation*** AI 時代的精準醫學教育：願景、基礎建設與實踐策略 ***Speaker: Jesse B. Rafel, MD, Mres*** *(virtual attendance)* **Moderator: 中國醫藥大學 林正介副校長、國泰綜合醫院 簡志誠院長**	
10:40~11:00	Group photo & Coffee Break	
11:00~11:40	***Assessment Systems and Data Science: The Role of AI and Implementation in Medical Education*** 評量系統與資料科學：AI 在醫學教育中的應用與落實 ***Speaker: Yoon Soo Park, PhD*** **Moderator: 中國醫藥大學 薛博仁副校長、臺北醫學大學 陳建宇副教務長**	
11:40~12:20	***Trust and AI in Clinical Education Practice*** 臨床教育實踐中的信任與人工智慧 ***Speaker: Brian Gin, MD, PhD*** **Moderator: 中國醫藥大學附設醫院 邱德發教學副院長、台北慈濟醫院 鄭敬楓副院長**	
12:20~13:20	Lunch Break	
13:20~14:40	**Leaders forum (Room 102)**	**Frontline forum (Room 103)**
	AI, CBME, and System-Level Transformation AI、能力導向醫學教育與系統層級轉型 ***Speaker:*** ***Lyuba Konopasek, MD*** ***Chia-Te Liao, MD, PhD*** ***Shih-Sheng Chang, MD, PhD*** ***Facilitator:*** **台灣醫學教育學會 楊志偉秘書長** **嘉義長庚紀念醫院 蕭政廷副院長** **義大醫院 林季緯主任**	***AI in Daily Teaching and Clinical Practice*** AI 於日常教學與臨床實務中的應用 ***Speaker:*** ***Ming-Jung Ho, DPhil*** ***Cheng-Heng Liu, MD*** ***Wei-Chun Wang, MD*** ***Facilitator:*** **中國醫藥大學附設醫院 吳柏樟主任** **高雄醫學大學 林育志主任** **國泰綜合醫院 鍾睿元副主任**
14:40~15:00	Coffee Break	
15:00~15:40	**Closing Plenary: *Integrating AI into the CBME Ecosystem*** 將 AI 整合進能力導向醫學教育生態系統 ***Speaker: Eric S. Holmboe, MD*** **Moderator: 中國醫藥大學附設醫院 陳偉德顧問、張玉喆國科會醫學教育學門召集人**	
15:40~16:20	**Closing Forum**	
	From Dialogue to Direction: Shaping the Future of CBME in Taiwan 從對話到方向：共同形塑台灣能力導向醫學教育的未來 ***Panelists:* 所有講者及與會貴賓** ***Facilitator:* 中國醫藥大學附設醫院 周致丞主任、國防醫學大學醫學院 林錦生院長**	
16:20~16:30	Closing Ceremony	

第三屆 台灣能力導向醫學教育週 TAIWAN CBME WEEK 2026

中國醫藥大學附設醫院

2026 第三屆臺灣 CBME 醫學教育週主研討會活動簡介

CBME (Competency-based Medical Education 能力導向醫學教育) in the AI Era 是 Taiwan CBME Week 2026 的主研討會，也是在台灣能力導向醫學教育推動進入下一階段的重要時點所舉辦的一場全國性對話。過去幾年，CBME 已逐漸成為台灣醫學教育的重要政策方向與制度要求。然而在臨床教育現場，理想與實務之間仍存在明顯落差：行政與文書作業常常比教育意義更被感受到，臨床現場忙碌而破碎，真正以 coaching 與縱貫發展為核心的教育文化也仍未均衡建立。

與此同時，人工智慧正快速改變醫療與教育。對醫學教育而言，AI 帶來的不只是新工具，更是更深層的提問：它可能挑戰我們對未來醫師角色的想像、對能力本質的理解、對評量系統的設計，也可能重新打開 CBME 長期以來追求卻難以真正落實的一些理想，例如更完整整合教育與臨床資料、更個別化地理解學習發展軌跡，以及為學習者與訓練計畫提供更即時而有意義的支持。然而，這些可能性同時伴隨風險：如果資料蒐集錯誤、資料意義不明、詮釋方式失準，或 AI 的應用削弱了人類判斷、信任與效度，那麼它也可能讓教育偏離原本的目標。

在這樣的背景下，這場研討會的目的，不是急於提出標準答案，而是建立一個全國性的思辨平台。上午四場演講的設計，是希望從不同角度刺激新的思考：首先由醫療 AI 的角度挑戰我們重新思考 AI 時代的未來醫師樣貌；接著討論精準醫學教育所需的基礎建設；再從資料內容、效度與解讀的觀點，思考 AI 若要真正支持能力導向評量，哪些資料與判讀才有教育意義；最後回到 trust、entrustment 與臨床教育實作，探討 AI 應如何支持學習而不取代專業判斷。

下午則刻意分為兩個平行論壇：一個聚焦於領導者與制度層級的轉型問題，另一個聚焦於前線師生在日常教學、督導與學習支持中的實際挑戰與應用經驗。這兩個論壇並不預設會產生完整解方，而是希望透過問題導向的討論，讓與會者共同辨識目前的關鍵挑戰、可能的努力方向，以及哪些議題需要進一步的領導、協作與後續發展。

最後，研討會將再把上述不同層次的觀點拉回 CBME 的整體框架：AI 帶來的挑戰與願景，如何能幫助我們更有意義地落實能力導向教育？台灣在下一階段的醫學教育改革中，又可能需要朝哪些方向努力？我們不期待一天之內形成最終共識，但希望透過這場研討會，促進共同理解、深化反思，並為後續 Leadership Camp 的更深度討論鋪路。

Main Conference of Taiwan CBME Week 2026

Introduction

CBME in the AI Era is the main conference of Taiwan CBME Week 2026, to be held at a critical moment in Taiwan's national implementation of competency-based medical education. Over the past several years, CBME has become an important policy and educational direction across Taiwan. At the same time, however, many frontline teachers and learners continue to experience a gap between the ideals of CBME and the realities of clinical education: administrative burden often outweighs educational meaning, clinical workplaces remain busy and fragmented, and the hoped-for culture of coaching and longitudinal development is still unevenly realized.

Meanwhile, artificial intelligence is rapidly transforming both healthcare and education. For medical education, AI brings not only new tools, but also deeper questions. It may challenge our assumptions about the future roles of physicians, the nature of competence, the design of assessment systems, and the possibilities for more individualized and data-informed learning. AI may also make some long-standing aspirations of CBME more feasible, including richer integration of educational and clinical data, more personalized development trajectories, and more timely support for learners and programs. Yet these possibilities also come with significant risks if the wrong data are collected, interpreted without educational meaning, or used in ways that weaken trust, human judgment, or validity.

Against this background, the purpose of this conference is to create a national platform for thoughtful exploration rather than premature certainty. The morning sessions are designed to stimulate new thinking from multiple angles: first by challenging participants to reconsider what the future physician may look like in the age of AI; then by examining the infrastructure needed for precision medical education; then by considering what kinds of data, interpretation, and validity matter if AI is to meaningfully support competency-based assessment; and finally by reflecting on trust, entrustment, and the governance of AI use in clinical education without displacing professional judgment.

The afternoon sessions are intentionally structured as two parallel forums: one oriented toward leaders and system-level transformation, and the other toward frontline teaching, supervision, and learner support in daily educational and clinical practice. These sessions are not expected to generate complete solutions. Instead, they aim to surface key questions, highlight emerging experiences, and help participants articulate current challenges, practical directions, and areas requiring further leadership and collaboration.

The conference will conclude by drawing these perspectives back into the broader framework of CBME: how AI may challenge, support, or reshape our efforts to implement meaningful competency-based education, and what directions Taiwan may need to pursue next. While the conference will not produce a final consensus in a single day, we hope it will foster shared understanding, sharpen collective reflection, and prepare the ground for deeper discussion in the subsequent Leadership Camp.

講者簡介

Yang C. Fann, PhD

- **Director of Taiwan Digital Health Institute (TDHI), CMUH.**
- **Former Director of Clinical Informatics in the Intramural Research Program at the U.S. National Institutes of Health (NIH).**

演講主題暨簡介：

Reimagining the Future Physician in the Age of AI: Implications for Competency-Based Medical Education(Virtual)

Recent Artificial intelligence advance is transforming the skills physicians need and reshaping competency-based medical education (CBME). Beyond clinical reasoning, communication, and proficiency, future physicians must master AI literacy, data interpretation, ethical oversight, and human-AI collaboration. This session discusses a framework that integrates critical assessment of algorithmic outputs and adaptive expertise into CBME. Strategies include case-based learning, interdisciplinary team work with data scientists, and reflective real-world practice on when to trust or override AI. Teaching colloquiums and assessment methods, including entrustable professional activities and workplace evaluations such as interactive workshops, ethical case discussions, and simulated clinical scenarios will be presented. By aligning CBME with AI-enabled competency learning, educators can prepare physicians to use technology responsibly while ensuring patient-centered, equitable, and high-quality practice to further improve patient care.

Jesse B. Rafel, MD, Mres

- **Vice Chair for Research and Assistant Director, Institute for Innovations in Medical Education, and Director, Precision Medical Education Laboratory, NYU Grossman School of Medicine.**
- **Assistant Professor and Hospitalist and Research Coach, Division of Hospital Medicine, NYU Langone Health.**

演講主題暨簡介：

Precision Medical Education in the AI Era: Vision, Infrastructure, and Implementation(Virtual)

Precision medical education integrates clinical and educational data to support more continuous, individualized, and outcome-informed learning. In the AI era, this approach is becoming increasingly feasible across the continuum of medical education. This talk will present a practical framework for precision medical education, with examples of AI-enabled assessment, feedback, coaching, and workplace learning. It will also highlight the infrastructure needed to support implementation, including data integration, analytic capacity, governance, and faculty engagement. Participants will leave with a clearer understanding of how institutions can begin building systems that learn from routine practice and better support learner development over time.

Yoon Soo Park, PhD

- **Department Head and Ilene B. Harris Endowed Professor of the Department of Medical Education, University of Illinois Chicago(UIC).**
- **Former Vice President of the American Educational Research Association (AERA) and Chair of Research in Medical Education for the Association of American Medical Colleges (AAMC).**

演講主題暨簡介：

Assessment Systems and Data Science: The Role of AI and Implementation in Medical Education

Education programs routinely gather and synthesize trainee data to improve learning. Over the past decade, the shift toward CBME has prompted better integration of assessment systems with data science, incorporating learning analytics and careful consideration for implementation strategies. The emergence of artificial intelligence (AI) has transformed the value of assessments in CBME that inform patterns of developmental trajectories (learning curves), progress toward competence, and alignment of training performance with healthcare outcomes. This presentation will discuss innovations in data science and AI using data collected through local and national initiatives, with implications for methodologies, delivery of CBME, and effective educational implementation.

Brian Gin, MD, PhD

- **Associate Professor, Department of Medical Education (DME) and Pediatrics, University of Illinois Chicago (UIC).**

演講主題暨簡介：

Trust and AI in Clinical Education Practice.

Artificial intelligence (AI) is increasingly used in health professions education, but its role raises important questions about trust and entrustment. This presentation distinguishes entrusting learners with AI from entrusting learners to AI, arguing that AI cannot participate in reciprocal human trust because it does not bear responsibility, relational risk, or shared vulnerability. Instead, AI should be understood as a technological lens that can mediate trust between patients, trainees, supervisors, and educational systems. Drawing on trust theory, workplace-based assessment, and examples from AI-assisted data extraction and virtual patient assessment, the presentation proposes a task- and context-specific approach to determining appropriate AI autonomy. It also introduces a staged safety blueprint, progressing from AI-AI testing to expert testing, learner volunteer testing, and eventual deployment. Safe use of AI in education requires attention to stakes, context, human oversight, and the effects of AI on human relationships.

Lyuba Konopasek, MD

- **Senior Vice President at Intealth and Executive Director of FAIMER.**
- **Recognized expert in Physician Well-Being and former leader within the Association of American Medical Colleges (AAMC).**

演講主題暨簡介：

Leaders' Forum : AI, CBME, and System-Level Transformation.

Chia-Te Liao, MD, PhD

- **Co-founder and CTO of The One AITech Co., Ltd.**
- **高雄醫學大學 人工智慧生醫研究所 合聘助理研究員 / 副教授**
- **奇美醫學中心 教學部部長**
- **奇美醫學中心 實證醫學暨醫療政策中心 主任**
- **奇美醫學中心 心臟血管內科 主治醫師**

演講主題暨簡介：

From Center to Department: Pre-positioning the Institutional Scaffolding for AI-Era CBME.

Embedding generative AI into Competency-Based Medical Education (CBME) at scale requires more than tool deployment—it demands deliberate institutional pre-positioning. This session draws on Chi Mei Medical Center's three-year transformation, from the 2023 "Four Anchors of Governance" (governance architecture, learning pathway, faculty development, and AI engineering) to the 2025 ten-year framework, illustrating how an "organization-first, tools-after" strategy created a hospital-wide educational ecosystem capable of absorbing AI.

Two pre-positioning moves preceded any AI deployment. First, the Medical Education Center was elevated to a Medical Education Department, granting teaching leadership the institutional standing to embed AI governance into faculty development, EPA design, and assessment. Second, a four-pillar, six-domain architecture was established under the principle of "AI empowerment with humanistic foundation," forming receptive scaffolding for AI integration. The BRIDGE framework systematized the three CBME solutions—visualizing workplace learning, dissolving assessment silos, and aligning educator cognition—creating the surface onto which AI could be coupled.

Building on this scaffolding, the A+ Holistic Medical Education System (four modules) and HIS Copilot were deployed as an integrated rollout rather than standalone tools, ultimately serving over 160,000 monthly active users and earning the Edison Award 2025, iF Design Award 2026, HBR Taiwan Ding-Ge Award, and IHF Global Top-3 recognition.

The talk closes with three "if-not" principles—without organizational standing, without receptive scaffolding, and without sustainability design, AI-era CBME transformation cannot endure. Drawing on the closing of the first five-year "Carp's Leap" plan and the looming next "Dragon's Ascent" decade, the session distills transferable pre-positioning principles for fellow medical education leaders preparing for the next wave.

Shih-Sheng Chang, MD, PhD

- **Director, Division of Cardiovascular Medicine; Director, Center for Artificial Intelligence and Robotics Innovation, China Medical University Hospital; Attending Physician.**
- **School of Medicine (Department of Internal Medicine) Associate Professor.**

演講主題暨簡介：

When Clinical AI Enters the Real World: Reflections on Competence, Trust, and Medical Training.

As clinical AI moves beyond research publications and demonstration projects into real-world healthcare settings, it brings not only opportunities for greater efficiency and workflow optimization, but also new challenges to our understanding of professional competence, clinical judgment, and trust in healthcare.

Drawing on firsthand experience implementing AI in clinical practice, this presentation will share practical examples from cardiovascular medicine, medical imaging interpretation, clinical documentation and summarization, decision support systems, and smart hospital workflows. Through these experiences, we will explore how the integration of AI is reshaping the capabilities and mindsets required of physicians and healthcare teams.

Using real-world cases and practical reflections, this session invites medical educators to consider a fundamental question: AI is not merely a new tool—it is also a mirror that compels us to re-examine the core competencies that medical training should cultivate. As AI becomes increasingly embedded in everyday clinical practice, the task of medical education extends beyond teaching learners how to use AI. It must also prepare them to exercise sound judgment, build trust, and continue learning in AI-enabled environments, ultimately becoming healthcare professionals worthy of the trust of patients and society.

Ming-Jung Ho, DPhil

- **Senior Director of Program Evaluation at FAIMER, spearheading international medical education assessments and data-driven initiatives.**

演講主題暨簡介：

Frontline Forum: AI in Daily Teaching and Clinical Practice.

Cheng-Heng Liu, MD

- 國立臺灣大學醫學院(附設醫院)急診部 主治醫師
- 國立臺灣大學醫學院(附設醫院)教學部 主治醫師
- 臺大醫院醫學系四年級小班教學 指導老師
- 台灣醫學教育學會雜誌編輯委員會 執行編輯

演講主題暨簡介：

The AI-Augmented Competency Model: Redefining Medical Education in the Era of Human-AI Symbiosis.

The rapid integration of Generative AI into healthcare has fundamentally transformed clinical workflows and academic research. However, this paradigm shift brings unprecedented challenges to medical education, particularly the risks of "cognitive surrender" and "de-skilling" among young physicians and trainees. As AI systems become more capable, the traditional competency-based medical education (CBME) frameworks must evolve.

This keynote introduces the AI-Augmented Competency Model, a novel framework designed to prepare medical professionals for the era of human-AI symbiosis. The presentation will explore its three foundational pillars: Dual Literacy (the intersection of domain expertise and AI literacy), Shared Control (mitigating automation bias and retaining high-level clinical decision-making), and the Joint Workspace (moving beyond basic prompting to integrate AI as a collaborative partner in continuous clinical and academic environments). By redefining what it means to be a "competent" physician, this session provides educators and clinical specialists with a pragmatic roadmap to foster the next generation of AI-resilient medical professionals.

Wei-Chun Wang, MD

- **Deputy Director, Center for Artificial Intelligence and Robotics Innovation, China Medical University Hospital.**
- **Attending Physician, Stroke and Neurocritical Care Department, China Medical University Hospital.**

演講主題暨簡介：

Generative AI in Medical Education: Where Can It Actually Help?

The rapid advancement of generative AI has prompted growing interest in its potential applications across healthcare and education. Yet in medical education, many discussions remain at the level of possibility rather than practice—leaving clinician-educators with an important unanswered question: where can generative AI actually help?

The applications we discuss span several dimensions of medical education: simulation-based training, clinical documentation and feedback, knowledge support at the point of care, and clinical reasoning. For each, we reflect on what the technology can genuinely contribute, where it falls short, and what conditions are necessary for it to be useful rather than merely impressive. Our aim is not to advocate for AI adoption, but to offer an honest, experience-based perspective that helps educators and institutions ask better questions—and make more grounded decisions—about where generative AI fits in the future of medical education.

Eric S. Holmboe, MD

- **President and Chief Executive Officer, Intealth.**
- **Former Chief, Research, Milestones Development and Evaluation Officer, Accreditation Council for Graduate Medical Education (ACGME).**
- **Adjunct Professor of Medicine at the Yale University School of Medicine and the Uniformed Services University of the Health Sciences.**

演講主題暨簡介：

Integrating AI into the CBME Ecosystem.

Artificial intelligence (AI) is currently disrupting healthcare and medical education. Recent and rapid advances in AI continue to accelerate, appearing to outpace our ability to adapt and integrate AI into our daily work. The challenge before us is how to most effectively, and ethically, use these new AI technologies to achieve the aims of competency-based medical education (CBME) and its focus on ensuring physicians are fully prepared to provide high quality health care. While some AI research shows substantial promise to improve the effectiveness of clinical care and the professional development of health professionals, other studies report mixed results. Substantial uncertainty remains regarding the optimal role and use of AI. This is especially true for competency-based medical education programs where the ultimate desired educational outcome is mastery. This brief talk will explore how AI can better outcomes in complex medical education ecosystems, and the implications for the design and implementation of CBME programs.

研討會聯絡窗口：

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