20th Annual IAMSE Meeting

Learning Assessment: Connecting Health Science and Clinical Competence

Hosted By:

Leiden University Medical Center

Leiden, The Netherlands
June 4-7, 2016
2016 Annual IAMSE Meeting

Learning Assessment: Connecting Health Science and Clinical Competence

Pre-conference Workshops
June 4, 2016

Main Conference
June 5-7, 2016

Hosted by:

Leiden University Medical Center

Holiday Inn Leiden
Leiden, The Netherlands
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**Master Scholar Award**

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**Committee Listing**

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**IAMSE Administrative Office**

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Dear Colleagues,

Welcome to the Netherlands and the 20th annual meeting of the International Association of Medical Science Educators! This historic and exciting setting of the city of Leiden is our backdrop and host as we assemble together around the theme of “Learning Assessment: Connecting Health Science and Clinical Competence.” The traditions of education in our venue are long as Leiden has been a university city since 1575 housing Leiden University Medical Center and Leiden University, the oldest university of the Netherlands.

Through these next several days, we will be led in our discussions and deliberations by our plenary speakers – Drs. Cees van der Vleuten, Olle ten Cate, Geoff Norman, and Marlies Reinders – in addition to our innovation leaders providing over 30 focus sessions, and numerous poster and oral presentations. The language of assessment encompasses a world of terminology and best-practice developments that influence our daily academic conversations and research. Be prepared to engage with your colleagues on the topics of rubrics, objective/subjective evaluation, generational learning needs, formative/summative feedback, learning portfolios, entrustable professional activities, competencies, professional judgement, peer-assessment, self-reflection, resilience, and so much more. These conversations should be the basis in forging new relationships, strengthening existing connections, robust learning, and recognizing those who have contributed to the health education professions.

Together with the 2016 Program Planning Committee, the IAMSE staff, the Board of Directors, and the Executive Committee, we hope that this milestone meeting is a catalyst for growth and opportunity for all of you. This event underscores IAMSE’s goals and vision as well as its collective international mission to advance and support innovation in health science education that is firmly grounded in foundational sciences and educational best practices.

Best wishes for a successful and enlightening meeting!

Luke H. Mortensen, 2016 Program Committee Chair
Peter G.M. de Jong, Site Host
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Saturday, June 4, 2016

07:00 AM - 05:00 PM  
Registration Desk Open  

08:30 AM - 11:30 AM  
Pre-Conference Workshops  
**Active Learning: It Takes a Team to Make It Happen**  
Ann Poznanski, California Northstate University College of Medicine, USA  
Alice Fornari, Hofstra Northwell School of Medicine, USA  
John Szarek, The Commonwealth Medical College, USA  

**The Toll of Stress in Biomedical Students, Residents, and Faculty: Experiencing Skills to Prevent It**  
Mike Lumpkin, Georgetown University School of Medicine, USA  
Emily Ratner, Stanford University School of Medicine, USA  

08:30 AM - 3:15 PM  
All-Day Faculty Development Courses  
**An Introduction to Medical Education Research - From Concept to Publication**  
Peter de Jong, Leiden University Medical Center, The Netherlands  
David Yens, New York Institute of Technology College of Osteopathic Medicine, USA  
Jane Dumsha, Philadelphia College of Osteopathic Medicine, USA  
Grace Brannan, Ohio University Heritage College of Osteopathic Medicine, USA  

**Basics of TBL in a Day**  
Christopher Burns, Roseman University of Health Sciences, USA  
Sandy Cook, Duke-NUS Medical School, Singapore  

**How to be an Effective Course Coordinator**  
Bruce Newton, Campbell University School of Osteopathic Medicine, USA  
Carol Nichols, Medical College of Georgia at Georgia Regents University, USA  
Maggy van Hoeij, University of Utrecht, The Netherlands  

11:30 AM - 12:15 PM  
Lunch for Workshop Participants  

12:15 PM - 03:15 PM  
Pre-Conference Workshops  
**Essay Assessments for Large (or Small) Health Professions Classes: Promoting Deep Concept Learning**  
Amy Wilson-Delfosse, Klara Papp, Case Western Reserve University School of Medicine, USA  

**Practical Skills of Video Production and Editing Toward Impactful Flipped Classroom Content**  
Jonathan Wisco, Brigham Young University, USA  
Caitlyn Cutler, Utah Valley University, USA  
David Morton, University of Utah School of Medicine, USA  

03:15 PM - 03:30 PM  
Coffee Break
03:30 PM - 5:30 PM  **Medical Science Educator Reviewer Workshop**  (Closed Session)  Peter de Jong, Leiden University Medical Center, The Netherlands  Sandy Cook, Duke-NUS Medical School, Singapore  Floyd Knoop, Creighton University School of Medicine, USA  Amoritia Hewett, JuNet Solutions

**IAMSE Fellowship** (Closed Session)  Joseph Stein, SUNY Upstate Medical University, USA  Kathryn Huggett, University of Vermont, USA  Jonathan Wisco, Brigham Young University, USA  Norma Saks, Rutgers Robert Woods Johnson Medical School, USA  Christopher Burns, Roseman University of Health Sciences, USA

06:30 PM - 07:30 PM  **Opening Ceremony**  Amsterdam

07:30 PM - 09:00 PM  **Opening Reception**  Patio
Sunday, June 5, 2016

07:00 AM - 05:00 PM Registration Desk Open

07:30 AM - 08:15 AM Breakfast Roundtable Discussions

Topics Include:
1. EPAs and Milestones: Innovations
2. Competency Based vs Time Based Education: Exemplars/Models
3. Diversity Issues: Health Care Disparity
4. Assessment Research: Skills vs Behavior
5. Teaching Cultural Competency
6. Interprofessional Education and Practice
7. Educational Gaming
8. Spirituality in Health Science Curricula
9. Student Research Projects

08:30 AM - 08:45 AM Welcome
Luke Mortensen, Program Chair

08:45 AM - 09:45 AM Plenary Session
Entrustment Decision-Making in Competency-Based Teaching and Assessment in Health Professions Education
Olle ten Cate, University Medical Center Utrecht, The Netherlands

09:45 AM - 10:00 AM Coffee Break with Exhibitors

10:00 AM - 11:30 AM Focus Sessions
From Theory to Practice: Implementing Milestone-Based Assessments for Pre-Clerkship Medical Students
Neil Osheroff, Cathleen Pettepher, Vanderbilt University School of Medicine, USA
Finding Evidence that Medical Arts & Humanities Programs Make a Difference in Training Students
Norma Saks, Rutgers Robert Wood Johnson Medical School, USA
Complex Dynamics of Online Feedback Processes: Effects of Online Feedback on Deep Learning Processes
Renee Filius, University Medical Center Utrecht, The Netherlands
Is There a Place in Basic Science for Behavioral Competency Assessment?
Cynthia Standley, Paul Standley
University of Arizona College of Medicine, USA
Cognitive Integration: How to Achieve It and How to Assess It
Oliviera Nesci, Dan Blunk,
Texas Tech University Health Science Center El Paso, USA
Richard Vari, Virginia Tech Carilion School of Medicine, USA
Meet the Speaker: Entrustment Decision-Making in Competency-Based Teaching and Assessment in Health Professions Education
Olle ten Cate, University Medical Center Utrecht, The Netherlands
10:00 AM - 11:30 AM  
**Focus Sessions (cont.)**

**Developing a Discipline-Based Problem Solving Set for One Medical Science to Broader Applications**

Robert Theobald, A.T. Still University of Health Sciences
Kirksville College of Osteopathic Medicine, USA
Jayne Reuben, Dennis Peffley, University of South Carolina School of Medicine, USA

**E-Portfolios: Integrating the Curriculum and Developing Student Autonomy**

Simon Riley, Paula Smith, University of Edinburgh, United Kingdom

11:30 AM - 12:45 PM  
**New Member's Lunch (Invitation)**

11:30 AM - 12:45 PM  
**Networking Lunch - Open to All Participants**

12:45 PM - 01:45 PM  
**Plenary Session**

**A Programmatic Approach to Assessment**

Cees van der Vleuten, Maastricht University School of Health Professions Education, The Netherlands

01:45 PM - 03:15 PM  
**General Assembly & Business Meeting**

(Open to All Participants)

03:15 PM - 03:30 PM  
**Coffee Break with Exhibitors**

03:30 PM - 04:30 PM  
**Oral Presentations**

**Session 1 - Curriculum:**

Moderator: Greg Smith, St. Louis University School of Medicine, USA

**Curriculum Gap Analysis: Do We Assess What We Teach?**

Gerald Thrush (Oral Award Nominee), Western University of Health Sciences, College of Osteopathic Medicine of the Pacific, USA

**Building an International Simulation Educator Fellowship to Enhance Medical Education**

Eileen Hennrikus (Oral Award Nominee), Penn State University College of Medicine, USA

**Personal Protective Equipment (PPE) Instruction Through Simulated Contamination**

Kristen Zach (Oral Award Nominee) Stony Brook University, USA

**Session 2 - Faculty Development and Scholarship**

Moderator: Kathryn Huggett, University of Vermont, USA

**The Tree Axes of Faculty Development**

Stephen Loftus, Oakland University William Beaumont School of Medicine, USA

**Successful Integration of a Longitudinal Three Year Scholarly Activity Course into a Medical School Curriculum**

Valeriy Kozmenko (Oral Award Nominee), University of South Dakota Sanford School of Medicine, USA

**Do Scholarly Concentrations Programs Lead to Scholarship Beyond Medical School?**

Ingrid Bahner, Morsani College of Medicine, University of South Florida, USA
Oral Presentations (cont.)

Session 3 - Curriculum
Moderator: Neil Osheroff, Vanderbilt University School of Medicine, USA

A Hands-on Interprofessional Approach to Nutrition Curriculum: Culinary Medicine at Rutgers Robert Wood Johnson Medical School
Emine Ercikan Abali, Rutgers Robert Wood Johnson Medical School, USA

Comparing the Performance of Medical Students and Physician Assistant Studies Students Completing a Year Long Basic Science Curriculum Together
George Bergus, The University of Iowa Carver College of Medicine, USA

A Constructivist Tool for Teaching Role Knowledge and Respect in Early Interprofessional Education
Helen Amerongen, University of Arizona College of Medicine, USA

Session 4 - Technology and Innovation
Moderator: Zalim Balkizov, Association of Russian Medical Societies for Quality Issues in Healthcare and Medical Education

Catching Students Before They Fall: The Academic Progress Portal
Scott Helf, Western University of Health Sciences, College of Osteopathic Medicine of the Pacific, USA

Virtual Transmission Electron Microscopy Classes Add a New Dimension to the Understanding of Cellular Structures
Carolina Jost, Leiden University Medical Center, The Netherlands

Wikipedia as a Teaching and Learning Tool in Medical Education
Shani Evenstein, Sackler School of Medicine, Tel Aviv University, Israel

Session 5 - Assessment
Moderator: Luke Mortensen, AACOM

The Value of Progress Testing in Undergraduate Medical Education: A Systematic Review of the Literature
Nicole Borges, Wright State University Boonshoft School of Medicine, USA

Online Quiz Improved Medical Students MDE Performance in Pre-Clinical Years
Jinping Li, Mercer University, USA

Individual Exam Analysis Using Examsoft Snapshot Data
Terrence Miller, Touro University Nevada College of Osteopathic Medicine, USA
Oral Presentations (cont.)

Session 6 - E-Learning
Moderator: Veronica Michaelsen, George Washington University, USA

Using Virtual Patients to Improve Clinical Reasoning Education
Mathijs Doets, Erasmus MC, The Netherlands

Radiology Education for the 21st Century: Implementation of E-Learning at the Medical Undergraduate Level
Craig W. Goodmurphy (Oral Award Nominee), Eastern Virginia Medical School, USA
Adnan Raja, University College London, United Kingdom

Comparing Near-Peer Feedback Amongst Students and Teachers Involved in Interprofessional-Undergraduate Simulation Training
Adnan Raja, University College London, United Kingdom

Session 7 - Instructional Methods
Moderator: Giulia Bonaminio, University of Kansas School of Medicine, USA

Assessing Instructional Videos to Teach Chest Tube Insertion: Utilizing the Science of Learning
Marjorie Johnson, Sunnybrook Health Sciences Centre, Canada

Lack of Effect of a Between-Exam Review on Re-Test Performance of Medical Students in a Two-Test System
Beth Levant, University of Kansas Medical Center, USA

The Effect of Deliberate Practice in Learning Medical Biochemistry
Emine Ercikan Abali, Rutgers Robert Wood Johnson Medical School, USA

Session 8 - Educational Research
Moderator: Friedo Dekker, Leiden University Medical Center, The Netherlands

Curricular Reform in Two Medical School Tracks and the Impact of USMLE Scores
Cynthia Standley, University of Arizona College of Medicine-Phoenix, USA

A Preliminary Study of the Design and Effectiveness of Prematriculation Courses at US Medical Schools
Amber J. Heck, Rocky Vista University College of Osteopathic Medicine, USA

Studying Prior to In-Class Activities Increased Both School and Standardized Test Results but Specifically Benefited Women and Certain MBTI Types
Jeffery Holt, Commonwealth Medical College, USA

04:30 PM - 05:45 PM Poster Viewing with Exhibitors
Even Poster Numbered Authors to be Present

05:00 PM - 06:00 PM ESME (Closed Session)
Dinner on Your Own
Monday, June 6, 2016

07:00 AM - 05:00 PM  Registration Desk Open  Lobby

07:45 AM - 08:30 AM  Breakfast Roundtable Discussions  Garden Restaurant
Topics Include:
1. EPAs and Milestones: Innovations
2. Competency Based vs Time Based Education: Exemplars/Models
3. Diversity Issues: Health Care Disparity
4. Assessment Research: Skills vs Behavior
5. Teaching Cultural Competency
6. Interprofessional Education and Practice
7. Educational Gaming
8. Spirituality in Health Science Curricula
9. Student Research Projects

08:30 PM - 08:45 PM  Welcome & Morning Announcements  Amsterdam

08:45 AM - 09:45 AM  Plenary Session  Amsterdam
Innovations in Clinical Kidney Transplant Education by a Massive Open Online Course
Marlies Reinders, Leiden University Medical Center, The Netherlands

09:45 AM - 10:00 AM  2017 Presentation  Amsterdam
Kathryn Huggett, University of Vermont, USA

10:00 AM - 10:30 AM  Coffee Break with Exhibitors

10:30 AM - 12:00 PM  Focus Sessions  Den Haag
A Network of Nutrition Advocates in Health Professions Education
Janet Lindsley, University of Utah School of Medicine, USA
Kathryn Thompson, University of New England College of Osteopathic Medicine, USA

Stress and Burnout in Faculty: Challenges and Strategies for Change
Greg Smith, Stuart Slavin, St. Louis University School of Medicine, USA

Trust Me, I Know My Science! Using Basic Sciences to Assess Entrustable Clinical Decision-Making
Leslie Fall, Geisel School of Medicine at Dartmouth, USA
Ann Poznanski, California Northstate University College of Medicine, USA
Tracy Fulton, University of California San Francisco, USA
Amy Wilson-Delfosse, Case Western Reserve University, USA

Meeting the Genomics Education Challenge Head-on: Creating Solutions for Your Program
Tamara Williams, Rebecca Wilcox, University of Vermont College of Medicine, USA

Integrating Basic Science into Senior Medical Student Clinical Rotations
Neil Osheroff, Cathleen Pettepher, William Cutrer, Vanderbilt University School of Medicine, USA

What’s My Style? A Framework for Enhancing Leadership Skills in Medical Education
Christopher Burns, Stephanie Wragg, Roseman University of Health Sciences, USA
10:30 AM - 12:00 PM | Focus Sessions (cont.)
Games Based Learning in Health Profession Education
Eric Bauman, David Pederson, DeVry Medical International’s Institute for Research and Clinical Strategy, USA

The Use of Dynamic Rubric for Longitudinal Assessment of Scientific Communication Skills
Peter de Jong, Nelleke Gruis,
Leiden University Medical Center, The Netherlands

12:00 PM - 01:15 PM | Networking Lunch
Open to all attendees

01:15 PM - 02:15 PM | Oral Presentations

Session 1 - Instructional Methods
Moderator: Peter de Jong, Leiden University Medical Center, The Netherlands

Flipping the Classroom: A Case Study of Teaching the Principles of Envenomation in the Antipodes
Kristine Elliott, Melbourne Centre for the Study of Higher Education, The University of Melbourne, Australia

A Novel Approach to Successful Transitioning from “Pre-Clinical” to “Clinical” Training
Kerin Fresa, Philadelphia College of Osteopathic Medicine, USA

Session 2 - Curriculum
Moderator: Amy Wilson-Delfosse, Case Western Reserve University, USA

Utilizing an Innovative Interdisciplinary Training Approach to Improve Clinical Outcomes in Patients with Complex Chronic Conditions
Elizabeth Painter, Louis Stokes Cleveland VA Medical Center and Case Western Reserve University, USA

A Successful Transition to Effective Practice (STEP) Course Incorporating EPAs for 4th Year Medical Students
Carrie A. Elzie, Eastern Virginia Medical School, USA

Harnessing Faculty Passion to Integrate Clinical Skills Development and Foundational Science Knowledge Acquisition
Judith Rowen, University of Texas Medical Branch, USA

Session 3 - Curriculum
Moderator: Zalim Balkizov, Association of Russian Medical Societies for Quality Issues in Healthcare and Medical Education

The Use of Pre-Clerkship “Master Science Teachers” to Help Integrate Foundational Sciences into the Clinical Curriculum
Neil Osheroff, Vanderbilt University School of Medicine, USA

Technical Medicine: Translating Medical Technology Use into Improved Individualized Health Care
Heleen Miedema, University of Twente, the Netherlands
01:15 PM - 02:15 PM  Oral Presentations (cont.)

Session 3 - Curriculum  Utrecht

Are Game-Based or Text-Based Cases Superior to Train Emergency Care Skills?
Mary Dankbaar, Institute of Medical Education Research, Erasmus MC University Medical Center Rotterdam, the Netherlands

Session 4 - Assessment  Den Haag

Moderator: Friedo Dekker, Leiden University Medical Center, The Netherlands

Workplace-Based Assessment of Performance and Reasoning in Interaction
Vicky Schijf, Leiden University Medical Centre, The Netherlands

A Pilot Approach Using the Dissection Room in ODP GI Teaching
Sabrina Vitello, University of Leicester, United Kingdom

Improving Real-Time Assessment in a Veterinary Degree Program
Susan Matthew, College of Veterinary Medicine, Washington State University, USA

Session 5 - Assessment  Leiden

Moderator: Peg Weissinger, Georgetown University, USA

How Insights in Students’ Reflective Self-Assessment Narratives from a Students-As-Teachers Elective Can Inform Course Directors and Medical Education Mentors
Michelle Yoon, Uniformed Services University of the Health Sciences, USA

Standard Setting for a High Stakes Objective Structured Clinical Examination (OSCE): The Ebel Method, Holistic Expert Judgment and Clister Analysis
Leslie R. Ellis, Wake Forest Baptist Health, USA

The Effects on Student Outcome and Mastery Between Traditional and Spaced Education for Online Formative Assessments: Comparing Blackboard vs Q-Stream Within a Medical Anatomy Course
Craig W. Goodmurphy, Eastern Virginia Medical School, USA

Session 6 - Student Support  Gouda

Moderator: Paula Smith, University of Edinburgh, United Kingdom

Association of Imposter Syndrome and Maladaptive Perfectionism with Depression and Anxiety in Medical Students
Stuart Slavin, St. Louis University School of Medicine, USA

Relationship of Learning Techniques on Academic Performance for Second-Year Medical Students
Sarah Lerchenfeldt, Oakland University William Beaumont School of Medicine, USA

Too Much of a Good Thing: “Out of Hours” Clinical Teaching at Two UK Medical Schools
Yezen Sammariae, University College London Medical School, United Kingdom
Monday, June 6, 2016 (cont.)

01:15 PM - 02:15 PM  Oral Presentations (cont.)  
Session 7 - Other  
Moderator: Jonathan Wisco, Brigham Young University, USA  
**Credentialing Faculty as Educators: Partnership Between a School of Medicine and College of Education**  
Luan Lawson, Brody School of Medicine at East Carolina University, USA

**The Relationship Between Emotional Quotient (EQ) and Perception of Assessment Fairness in Pre-Professional Students**  
Sarah Nguyen, Neuroscience Center, Brigham Young University, USA

**Visual Mnemonics: A Novel Way of Enhancing Memory Recall in Medical Students Compared to Traditional Text-Based Learning. A Case for Their Implementation into the Medical Curriculum**  
Sunjay Parmar, Sheffield Medical School, University of Sheffield, United Kingdom

Session 8 - Curriculum  
Moderator: Luke Mortensen, AACOM

**Developing an Inquiry Habit of Mind in Medical Education**  
Katherine Hyland, University of California, USA

**Healthcare Workers’ Burnout in Intensive Care**  
Yen-Yuan Chen, National Taiwan University Hospital, Taiwan

**Vaccination Status and Attitudes to Human Papilloma Virus Vaccine of Millennial Medical Students**  
Nelia Afonso, Oakland University William Beaumont School of Medicine, USA

02:15 PM - 02:30 PM  Coffee Break with Exhibitors

02:30 PM - 03:45 PM  Poster Viewing with Exhibitors  
Odd Poster Numbered Authors to be Present

03:00 PM - 03:45 PM  ESME (Closed Session)

03:45 PM - 05:15 PM  Focus Sessions  
**Gauging Learner Readiness for the Clerkships Using an EPA-Based Formative Assessment**  
Pamela Baker, Robert Neel, University of Cincinnati, USA

**Pedagogy and the Distracted Learner**  
John Szarek, The Commonwealth Medical College, USA  
Kathryn Huggett, William Jeffries, University of Vermont, USA

**Integrating EBM Education in Clinical Practice: The CAT-Project in the Bachelor of Medicine**  
Karin van der Hoorn, Arno Roest, Saskia le Cessie, John O’Sullivan, Leiden University Medical Center, The Netherlands

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20 - 2016 IAMSE Annual Meeting
03:45 PM - 05:15 PM  Focus Sessions (cont.)

**Mentoring the Whole Student: Supporting Student Success of Body, Mind, Spirit, and Community**  
Amanda L. Albright, Carl Thum, Dartmouth College, USA  
Glenda Shoop, Roshini Pinto-Powell, Matthew Duncan,  
Geisel School of Medicine at Dartmouth, USA

**Use of Competency Templates in Advising, Letter Writing, Tracking and Faculty Development**  
Carol Elam, University of Kentucky College of Medicine, USA

**Constructing a Flipped Classroom in an Integrated Curriculum**  
Kelly Quesnelle, David Riddle, Dale Vandre,  
Western Michigan University School of Medicine, USA

**Interdisciplinary Teaching at a Multi-Site Medical School**  
Rebecca Pratt, Martha Faner, Shawna-Marie Nantais,  
Michigan State University College of Osteopathic Medicine, USA

**What is Curriculum Mapping and What Does It Do for My School?**  
Terri Cameron, Association of American Medical Colleges, USA  
Guilia Bonaminio, University of Kansas School of Medicine, USA

06:00 PM  Busses Leave for Dinner

06:30 PM - 09:30 PM  Gala Dinner at Museum Corpus  
(additional ticket required)

09:45 PM  Busses Leave for Hotel
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<td>Pre-Matriculation Programs in Undergraduate Medical Education: Impact on Successful Student Learning</td>
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<td>Diane Chico, Angela Hairrell, Texas A&amp;M University Health Science Center College of Medicine, USA</td>
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<td>What Does it Take to Document a Curriculum and What Can I Do With the Data?</td>
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<td>Terence Ma, Albert Einstein College of Medicine, USA</td>
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<td>Scott Helf, Western University of Health Sciences College of Osteopathic Medicine of the Pacific, USA</td>
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<td>Curriculum Development from Entrustable Professional Activities to Milestones and Assessments</td>
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<td>Eduardo Velasco, Nathalie Garcia-Russell, Greg Gayer, Touro California College of Osteopathic Medicine, USA</td>
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<td>Reclaiming the Role of the Basic Sciences in Competency-Based Medical Education</td>
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<td>Judith Aronson, University of Texas Medical Branch, USA</td>
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<td>Margarete Zalon, Kimberly Subasic, University of Scranton, USA</td>
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09:45 AM - 10:00 AM Coffee Break with Exhibitors

10:00 AM - 11:30 AM Focus Sessions

Teaching the Concept of Situational Awareness to Medical Students and Health Care Professionals
Ester Coolen, Radboud University Medical Center, The Netherlands

Does Team-Based Learning (TBL) Meet LCME Element 6.3?! You Bet it Does!
Amy Lin, Abbas Hyderi, University of Illinois Chicago, USA
Sandy Cook, Duke-NUS Medical School, Singapore

Topic-Oriented Open Learning (TOOL) Platform in Anatomy: What’s in it for You?
Paul Gobée, Marco DeRuiter, Leiden University Medical Center, The Netherlands

Enhancing Learning and Teaching Through Formative Assessments
Carrie Elzie, Craig Goodmurphy, Marta Ambrozewicz, Eastern Virginia Medical School, USA

Using the Curriculum Inventory for International Medical Education Benchmarking
Terri Cameron, Association of American Medical Colleges, USA

Improving the Student Research Experience – An International Perspective
Colleen Croniger, Case Western Reserve University, USA
Peter de Jong, Friedo Dekker, Leiden University Medical Center, The Netherlands

11:30 AM - 11:45 AM Coffee Break with Exhibitors

11:45 AM - 12:45 PM Plenary Session

Competency-Based Education: Milestones or Millstones?
Geoff Norman, McMaster University, Canada

12:45 PM - 01:15 PM Awards & Closing Ceremony
Jonathan Wisco, Brigham Young University, USA

01:30 PM - 05:00 PM ESME (Closed Session)

01:30 PM Busses Leave for Grand Extravaganza (Lunch Included)

01:30 PM - 11:00 PM Grand Extravaganza - Utrecht City Tour & Dinner (Additional Ticket Required)
Master Teacher Award

This annual award was established to honor an IAMSE member who, over the course of many years, has consistently demonstrated extraordinary excellence in teaching both at his/her institution and within IAMSE. Any teaching can be recognized, but nominations of members who have been active teachers at the annual IAMSE meetings or web seminars are particularly encouraged. IAMSE members may self-nominate or be nominated by another IAMSE member. The Awards Committee reviews all nominations and supporting documentation based on established criteria and selects finalists. Final approval of each award recipient rests with the IAMSE Board of Directors.

2016 Award Winner - Bruce W. Newton, Ph.D.

Bruce W. Newton earned his B.S. in Biology at Slippery Rock University, Slippery Rock, Pennsylvania. He obtained his Ph.D. in Anatomy at the University of Kentucky in Lexington and subsequently spent four years in a Neuroscience Post-Doc at the University of Rochester, Rochester, New York. He spent 25 years at the University of Arkansas for Medical Sciences in Little Rock, Arkansas where he rose through the ranks to full professor of Neurobiology and Developmental Sciences as well as Educational Development. Dr. Newton was a course director for the Gross Anatomy and Neuroscience courses, Chair of the Medical School Curriculum Committee and the Associate Dean for Undergraduate Medical Education for three years. He was awarded a Golden Apple Award by the freshmen class as well as receiving nine Red Sash awards given by senior students to those faculty members who had the greatest impact on their education. While in Arkansas he co-wrote the book “How to be an Effective Course Director” with IAMSE members Drs. Jay Menna and Patrick Tank. Dr. Newton has presented the IAMSE Faculty Development course of the same name five times in the past 13 years. He moved to the Campbell University Jerry M. Wallace School of Osteopathic Medicine in 2013. He is currently the Chair of the Anatomy Department and is the Block Leader for the Musculoskeletal block and the Course Director for the Musculoskeletal and Gross Anatomy courses. Dr. Newton gratefully thanks all those IAMSE colleagues and friends who have helped him over the years to become a Master Teacher.
The Master Scholar Award recognizes an IAMSE member who has a distinguished record of educational scholarship including educational research and/or dissemination of excellent and scholarly approaches to teaching an education. This could include development of multimedia medical educational programs, research in the areas of curriculum design and evaluation, student assessment, or innovative programs and methods.

**2016 Award Winner - Sandy Cook, Ph.D.**

In June 2006, Dr. Cook joined the Duke - NUS Graduate Medical School in Singapore, as Associate Professor and the Associate Dean for Curriculum Development as well as head of the Medical Education, Research, and Evaluation Department. In 2010 she was promoted to Senior Associate Dean. In 2012 she began working with the Academic Medicine Education Institute (AM. EI) a joint venture with Duke-NUS and SingHealth – Partners in Medicine as Chief of Pedagogy. In 2014, she was accepted into the NUS Teaching Academy Fellows.

Dr. Cook received her PhD from Cornell University in Adult and Continuing Education. Her Master’s is in Research Methodology and her Bachelor’s in Experimental Psychology, both from Ohio State University. Prior to coming to Singapore she was the Associate Dean for Curricular Affairs, and Senior Research Professional at The University of Chicago Pritzker School of Medicine from 2001-2006. Dr. Cook went to Chicago in 1985 to work as an education specialist for the Diabetes Research and Training Center (DRTC), a major NIH grant that was awarded to the University of Chicago in 1976 and continues to be funded. One of the major focuses of that grant has been the translation of diabetes research to patients, physicians, and the community. She continued on that grant and other diabetes related grants until 2003, when she focused her time on working with Pritzker School of Medical faculty to develop scholarly medical education research projects.

Dr. Cook’s overall research in Chicago focused on developing and evaluating educational programs throughout the Division of Biological Sciences; health outcomes research in the area of diabetes, sleep medicine disorders, asthma, and geriatrics; and faculty development efforts in the area of the Scholarship of Education. Her work in the area of simulation and clinical assessment grew with the development of a Clinical Performance Center at the University of Chicago for use in teaching and assessing the clinical skills of medical students. Her research efforts have resulted in numerous publications, published abstracts, and one book chapter. Since coming to Singapore, she has focused much of her research on the development, implementation, and impact of Team-based Learning and faculty development.

She has been a member of the Society of Directors in Research in Medical Education since 2002 and served on the Board of Directors for 5 year. She spent 8 years on the board of the Chicago Asthma Consortium, and served as President from 2003-2006. She also was the chair of the Curriculum and Evaluation Committee of the 13-Schools Consortium from 2001-2006. She currently is a member of the Team-based Learning Collaborative, International Association of Medical Science Educators, Association of Medical Educators of Europe, and is an associate editor for Medical Science Educator and the Proceedings of Singapore Health Care.
Welcome: Greg Smith

President’s Address: Veronica Michaelsen
  • Recognition of Outgoing Board Members
  • Installation of Incoming Members of the Board of Directors
  • Outcomes of the Annual Board Meeting
  • Concerns regarding IAMSE Copyright

Council of Faculty & Academic Societies: Aviad Haramati

Election of Members for the Nominating Committee: Greg Smith


Standing Committee Updates: Veronica Michaelsen
  • Executive Committee
  • Professional Development Committee
  • Nominating Committee
  • Membership Committee
    • Recognition of 5, 10, & 15 Year Members
  • Organizational Development Committee
  • Publications Committee
    • Public Affairs
  • Finance Committee
  • Educational Scholarship
  • Oversight Committee
  • Student Research Committee
  • Site Selection Committee
  • Web Seminar Committee
  • Committee for the Advancement of Medical Science Educators

Report from the Editor-in-Chief: Peter de Jong

Annual Association Meetings
  • 2017, Burlington, VT USA / Kathryn Huggett, Program Chair

Membership Forum
Committee Listing

Thank you to all who helped make the 2016 IAMSE meeting a huge success!

**Program Committee**

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**Review Committee**

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We, in IAMSE, believe that science must continue to be the basis for the practice of modern healthcare. To successfully provide comprehensive care, health professionals must be able to combine compassion, understanding, and communication skills with a readily accessible knowledge base. We believe that all health science educators have an obligation to their students, their profession, and to themselves to model the highest standards of professionalism. And, we believe in equality, embracing the diversity of all colleagues regardless of cultural, geographic or political boundaries.

The mission of the International Association of Medical Science Educators is to advance health professions education through teacher development and to ensure that the teaching and learning of medical science continues to be firmly grounded in foundational sciences and the best practices of teaching.

We strive to achieve this by:

- providing multidisciplinary, interprofessional and cross-cultural forums for discussion of issues affecting medical science education and educators;

- designing and evaluating current and innovative means to teach the sciences fundamental to health professions, and sharing the results for the development of all health professions educators and;

- serving as an international voice to enhance appreciation of the crucial role of medical sciences in health and health care.
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**Special thanks to the LUMC Student Support team**
-Damla Demir
-Irene Locher
-Sarah Valk
