

21ST ANNUAL IAMSE MEETING

Delivering Evidence-Based
Health Sciences Education



Hosted by:



The University
of Vermont

LARNER COLLEGE OF MEDICINE

BURLINGTON, VT, USA
JUNE 10-13, 2017



2017 Annual IAMSE Meeting

Delivering Evidence-Based Health Sciences Education

Pre-conference Workshops

June 10, 2017

Main Conference

June 11-13, 2017

Hosted by:



The University
of Vermont

LARNER COLLEGE OF MEDICINE

Burlington, VT, USA

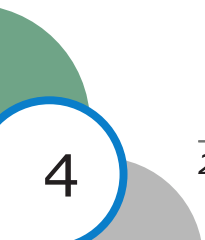
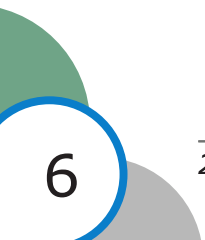


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Welcome Letter

Dear Colleagues,

Welcome to Burlington, Vermont and the 21st annual meeting of the International Association of Medical Science Educators! The scenic and vibrant setting of the city of Burlington is our backdrop and the University of Vermont is our host as we convene around the theme “Delivering Evidence-Based Health Sciences Education.” In keeping with the diverse, forward-thinking community of Burlington and the mission of our research university, we will explore new approaches to teaching, learning, and assessment. This theme is particularly salient here at the University of Vermont, where noted educator John Dewey, the “father of progressive education,” is an alumnus. Many of his beliefs about education and experiential learning continue to inform contemporary education and offer a rich tradition for our own work as educators.

Throughout these next several days, we will be led in our discussions and deliberations by our plenary speakers – Drs. Eric Mazur, Jimmie Leppink, Jeffrey Karpicke, and Pat Croskerry. Their research offers compelling insight into multiple facets of learning, including cognition, retrieval, retention, bias, and critical thinking. In addition, we will engage in thoughtful conversation in pre-conference workshops, focus sessions, oral presentations, and a record-breaking number of posters.

This year also marks the 20th anniversary of the founding of IAMSE. Together with the 2017 Program Planning Committee, the IAMSE staff, the Board of Directors, and the Executive Committee, I 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 health profession 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.

Best wishes for a successful and inspiring meeting!

Kathryn Huggett, Ph.D.
2017 Program Chair

Session Room Floor Listing

Sessions will be taking place in multiple locations. Please refer to the key below to find what room, floor, and building your session will be in.

Aiken Center:

1st Floor
Aiken 102
Aiken 110
Aiken 112

Davis Center:

1st Floor
Brennan's Pub

2nd Floor
Chikago Landing
Mansfield

3rd Floor
Scarlet Oak Lounge

4th Floor
Chittenden
Fireplace Lounge
Frank Livak
Grand Maple Ballroom
Jost
Mildred Livak
Williams

Medical Education Center:

1st Floor
Med Ed 100
Hoehl Gallery

3rd Floor
Med Ed 300



Friday June 9, 2017

08:00AM - 09:00AM	Registration for ESME Participants	Diamond 1
09:00AM - 05:00PM	ESME (Closed Session)	Diamond 1
09:00AM - 05:00PM	IAMSE Board of Directors Meeting (Closed Session)	Diamond 2
12:00PM - 01:00PM	IAMSE Board & ESME Lunch (Closed Session)	Diamond Foyer

Note: Friday ESME events and the IAMSE Board meeting will be held at the Sheraton Burlington

Notes

Lined area for notes.

Saturday June 10, 2017

07:00AM - 05:00PM	Registration Desk Open	Scarlet Oak Lounge
08:00AM - 08:45AM	Continental Breakfast <i>(by ticket only)</i>	Fireplace Lounge
08:30AM - 11:30PM	Pre-Conference Workshops Leadership 1: What's My Style? A Framework for Enhancing Leadership Skills in Medical Education <i>Chris Burns, Stephanie Wragg</i>	Williams
	Active Learning: Choosing the Best Method for your Educational Setting <i>Frazier Stevenson</i>	Jost
	From Theory to Practice: Incorporating Competency-Based Assessments into the Pre-clerkship Phase of Medical School <i>Cathleen Pettepher, Neil Osheroff</i>	Frank Livak
08:30AM - 03:15PM	All-Day Faculty Development Courses In Science We Trust – Integration of Clinical and Basic Sciences as a Road to Entrustment <i>Leslie Fall, Amy Wilson-Delfosse, Tracy Fulton, James Nixon, Brian Wilcox</i>	Mildred Livak
	Basics of TBL in a Day <i>Paul Koles, Marty Eng, Peggy Mohr, William Ofstad</i>	Chittenden
10:00AM - 10:15AM	Coffee Break	Fireplace Lounge
11:30AM - 12:15PM	Lunch <i>(by ticket only)</i>	Fireplace Lounge

Saturday June 10, 2017 (cont.)

12:15PM - 03:15PM	Pre-Conference Workshops Leadership 2: Jazz Up Your Leadership Skills - Principles That Help Leaders Understand and Facilitate Strategic Improvisation and Innovation <i>Chris Burns, Stephanie Wragg</i>	Jost
01:30PM - 01:45PM	Coffee Break	Fireplace Lounge
03:30PM - 05:30PM	Medical Science Educator Reviewer Workshop (Closed Session) <i>Peter de Jong, Sandy Cook, Floyd Knoop, Mark Andrews</i>	Frank Livak
	IAMSE Fellowship (Closed Session) <i>Joe Stein, Kathryn Huggett</i>	Williams
06:30PM - 08:00PM	Opening Ceremony	Grand Maple Ballroom
08:00PM - 09:15PM	Opening Reception	Fireplace Lounge

Sunday June 11, 2017

06:00AM - 07:00AM	Gentle Flow Yoga <i>Audrey Vasauskas</i>	Diamond II Sheraton Burlington
07:00AM - 05:00PM	Registration Desk Open	Scarlet Oak Lounge
07:30AM - 08:15AM	Grab and Go Breakfast	Fireplace Lounge
07:30AM - 08:15AM	Breakfast and Roundtable Discussions Topics Include: 1. Introduction to IAMSE 2. New Schools 3. Interprofessional Teaching and Learning 4. Faculty Development 5. Integrated Curriculum 6. Educational Scholarship 7. Preparing Schools for Natural Disasters 8. Creating a Curriculum Around Natural Disaster Medicine	Brennan's
08:30AM - 08:45AM	Welcome <i>Kathryn Huggett, 2017 Program Chair</i>	Grand Maple Ballroom
08:45AM - 09:45AM	Plenary Session - Eric Mazur Confessions of a Converted Lecturer <i>(Moderated by William Jeffries)</i>	Grand Maple Ballroom
09:45AM - 10:00AM	Coffee Break with Exhibitors	Fireplace Lounge
10:00AM - 11:30AM	Focus Sessions Making Sense of Test Cut-Off Points: Setting Standards for Assessment in Medical Education <i>Francis Achike</i> Involving Real Patients in Case- and Team-Based Learning to Increase Learner Engagement <i>Bonny Dickinson, Wendy Lackey, Maria Sheakley</i> Redesigning the Medical School Large Group Lecture: Exploring the Efficacy of the Inverted Classroom <i>Danielle Jameison, Carol Coty</i> The Use of Film and Inter-professional Dialogue to Address Learner Mistreatment <i>Judith Lewis</i>	Chittenden Med Ed 300 Larner College of Medicine Frank Livak Aiken 112

Sunday June 11, 2017 (cont.)

10:00AM - 11:30AM	Focus Sessions (cont.) Circling Back to the Foundational Sciences in the Post Clerkship Curriculum <i>William Cutrer, Cathleen Pettepher, Neil Oshero</i>	Jost
	Faculty Development and Performance in Interprofessional Education: Two Sides of the Mirror <i>Michiel Schokking</i>	Aiken 110
	Teaching Medical Students How to Prevent or Reduce Cognitive (Diagnostic) Errors <i>Dan Mayer</i>	Williams
	Developing Self-Directed Learning Strategies for the Classroom and Beyond <i>Jonathan Wisco, Tao Le, David Morton</i>	Med Ed 100 Larner College of Medicine
11:30AM - 12:45PM	New Member's Lunch	Hoehl Gallery
11:30AM - 12:45PM	Grab and Go Networking Lunch	Davis Center Green
12:00PM	Guided Campus Lunch Tour Leaving from Fireplace Lounge	
12:45PM - 02:15PM	General Assembly & Business Meeting All are welcome	Frank Livak
02:15PM - 02:30PM	Coffee Break with Exhibitors	Fireplace Lounge
02:30PM - 03:30PM	Oral Presentations Session 1 - Assessment (Moderated by Michael Bradbury) Adaptive Modeling Accurately Predicts Student Performance on the USMLE Step 1 Examination <i>Robert Carroll</i>	Frank Livak
	Improvement in Medical Competence through Direct Observation During Clinical Clerkships <i>Leslie Ellis</i>	
	Use of Reference Metabolic Map in Assessment: Updates from the NBME Metabolic Map Task Force and Next Steps <i>Janet Lindsley</i>	
02:30PM - 03:30PM	Oral Presentations (cont.)	Frank Livak

**Sunday
June 11, 2017
(cont.)**

Session 1 - Assessment
(Moderated by Michael Bradbury)

An EPA-based OSCE to Assess Preparedness for the Clerkship Years

Pamela Baker

Session 2 - Curriculum
(Moderated by Rebecca Wilcox)

Aiken 102

The LO Connection: A Template for Development of Learning Objectives in Which Basic Science Concepts are Authentically Applied to Clinical Decision-Making

Tracy Fulton

Coping With a Code: Providing an Academic Framework to Help Third Year Medical Students Prepare for the Practical and Emotional Reactions to Attempted Resuscitation

Laurie Leclair

Neurosurgery Conference Embedded Within the Clinical and Basic Neuroscience Curriculum: An Enhanced Integrative Active Learning Experience

Denah Appelt

Pre-Departure Training for Global Health Electives in US Medical Schools

Anne Dougherty

Session 3 - Student Presentations
(Moderated by Luke Mortensen)

Mildred Livak

How and Why Medical Students Learn: Characterizing Learning Strategies and Motivations of Students at the Geisel School of Medicine at Dartmouth

Erin D'Agostino

A Novel Approach To Discovering Perceived and Unperceived Learning Needs to Advance Medical Education

Ada Gu

02:30PM - 03:30PM

Oral Presentations (cont.)

**Sunday
June 11, 2017
(cont.)**

Session 3 - Student Presentations
(Moderated by Luke Mortensen)

Mildred Livak

**For Students by Students: Student Driven
Production of High Value Online Resources**

Jessica O'Neil

**Assessing Medical Student Performance on and
Perceptions of Two-Stage Gross Anatomy Practicals**

Ariel VanLueven

Session 4 - Instructional Methods
(Moderated by Colleen Croniger)

Jost

**Implementation of A Foundational Science Course
Predicated on Cognitive Load Theory**

Julie Kerry

**Basic Science in Real Life: The Impact of
Interprofessional Case Discussions on Learning**

Liesel Copeland

**Psychiatric Residents As Experts in Role Play: A
Novel Approach to Teaching Suicide And Violence
Risk Assessment in the Undergraduate Medical
Education Curriculum**

Mary Steinmann

**Using Interview Simulation to Improve Medical
Student Performance in Residency Interviews**

Elise Everett

Session 5 - Other
(Moderated by Neil Osheroff)

Chittenden

**Internet Addiction: Impact on Academic
Performance & Study Skills in Premedical Students**

Anamika Sengupta

**Focusing Student Preparation for Step 1: A Pilot
Delivers Assessment Performance Analysis by
Category**

Sally Twining

02:30PM - 03:30PM

Oral Presentations (cont.)

**Sunday
June 11, 2017
(cont.)**

Session 5 - Other
(Moderated by Neil Osheroff)

Chittenden

Fear and Loathing in Curriculum Change: Issues of Professional Trust and Support

Michelle Yoon

Reflections from a Successful Elective Pre-Clerkship Clinical Experience

Monica Yepes-Rios

Session 6 - Tech and Innovation
(Moderated by Wilhelmina Hols-Elders)

Williams

Game On! Designing Educational Games for Healthcare Students

Melissa Murfin

Addressing Multiple Physician Competencies Through Imaging Anatomy

William Pearson

A Retrospective Comparison of Student Exam Performance Between Traditional and Flipped Offerings of a Psychology Course

Chris Brasel

Session 7 - Assessment 2
(Moderated by Stephen Everse)

Aiken 110

**Turning Learning Goals Into Professional Activities
"The Concept of the Medical Training and Testing Site Limette"**

Verena Meyer zu Westrup

Using Individual and Team Rubrics to Quantify Interprofessional Team Dynamics

Shelly Bhattacharya

An Embedded Real-Time Assessment of Student Performance in Problem Based Learning: With an Exploration of the Potential for an Individualised Assessment of Performance

Colin Greengrass

02:30PM - 03:30PM

Oral Presentations (cont.)

**Sunday
June 11, 2017
(cont.)**

Session 7 - Assessment 2
(Moderated by Stephen Everse)

Aiken 110

New Era of Self-Study Modules: Medical Histology

Inaya Hajj-Hussein

Session 8 - Tech and Innovation 2
(Moderated by James Pickering)

Grand Maple Ballroom

**High Medical Student Satisfaction with
Mentimeter: A Free, Dynamic, and Accessible
Option in Audience Response Systems**

Kashif Ahmad

**New Opportunities to Teach On-campus by Using
Massive Open Online Courses (MOOCs)**

Peter de Jong

**Narrated Animated Videos for Self-learning of
Histology**

Bi-Hung Peng

**Creating Student Feedback Driven Videos in
Educreations With High Satisfaction Rates: Closing
the Loop on Difficult Concepts**

Zachariah Adham

03:30PM - 04:45PM

Poster Viewing

Mansfield

Authors of even numbered posters will present their poster

05:00PM - 06:00PM

ESME (Closed Session)

Williams

05:00PM - 06:00PM

Plenary Session - Jimmie Leppink

**Managing the Load on a Learner's Mind: A
Cognitive Load Theory Perspective**

Grand Maple Ballroom

(Moderated by Peter de Jong)

06:00PM

End of Academic Program

Monday June 12, 2017

06:00AM - 07:00AM	Gentle Flow Yoga <i>Audrey Vasauskas</i>	Diamond II Sheraton Burlington
07:00AM - 06:00PM	Registration Desk Open	Scarlet Oak Lounge
07:30AM - 08:15AM	Grab and Go Breakfast	Fireplace Lounge
07:30AM - 08:15AM	Breakfast and Roundtable Discussions Topics Include: 1. Mentoring Faculty 2. Active Learning 3. Interprofessional Teaching and Learning 4. Simulation 5. Integrated Curriculum 6. Assessment Challenges and Innovations 7. Networking 8. Preparing Schools for Natural Disasters	Brennan's
08:30AM - 08:45AM	Welcome <i>Kathryn Huggett</i>	Grand Maple Ballroom
08:45AM - 09:45AM	Plenary Session - Jeffrey Karpicke Retrieval-Based Learning: Active Retrieval Promotes Meaningful Learning <i>(Moderated by Kelly Quesnelle)</i>	Grand Maple Ballroom
09:45AM - 10:00AM	2018 Presentation <i>Rick Vari</i>	Grand Maple Ballroom
10:00AM - 10:30AM	Coffee Break with Exhibitors	Fireplace Lounge
10:30AM - 12:00PM	Focus Sessions How Do You Promote and Assess Clinical Reasoning Skills in a Basic Science Curriculum? <i>Peter Anderson, Janet Lindsley</i> Teaching Beyond the Trends: Methods that Stand the Test of Time <i>Jeanine Beatty-Chadha</i>	Mildred Livak Med Ed 300 Larner College of Medicine

Monday June 12, 2017 (cont.)

10:30AM - 12:00PM	<p>Focus Sessions (cont.)</p> <p>Building and Sustaining Community-Academic Partnerships: Teaching Students and Improving Health</p> <p><i>Jan Carney</i></p> <p>The Science Behind Entrustment: Using Cognitive Research to Integrate Basic and Clinical Sciences</p> <p><i>Leslie Fall, Amy Wilson-Delfosse, Nikki Woods</i></p> <p>How To: Transitioning Didactic Delivery Into a Dynamic Educational Experience</p> <p><i>Renee LeClair, Andrew Binks, Kathryn Thompson</i></p> <p>Building Your Interprofessional Education Curriculum Using Bolman and Deal's Four Framework Approach</p> <p><i>Anna Maio</i></p> <p>Crossing Boundaries: Flipping the Classroom in the Clerkship Year</p> <p><i>Molly Rideout</i></p> <p>Why Retrain When You Can Retain? Clinical Training and Reintegration of MD/PhD Students</p> <p><i>Tiffany Jordan, Joanne Willey, Judith Brenner</i></p>	<p>Aiken 110</p> <p>Frank Livak</p> <p>Williams</p> <p>Jost</p> <p>Chittenden</p> <p>Aiken 112</p>
12:00PM - 01:15PM	Grab and Go Networking Lunch	Davis Center Green
12:00PM - 01:15PM	Student Lunch	Brennan's
12:30PM	<p>Guided Campus Lunch Tour</p> <p>Leaving from Fireplace Lounge</p>	

01:15PM - 02:15PM

Oral Presentations

Session 1 - Assessment
(Moderated by Mark Hernandez)

Aiken 110

Estimation Of Circadian Rhythms Among Medical Students as a Tool to Help Time Management Organization

Yuliya Modna

Developing Health Sciences Faculty Member as T-Shaped Professionals

Nancy Moreno

Implementing Competency-Based Milestones Assessment in the Pre-Clerkship Medical School Curriculum

Catherine Pettepher

Medical Student Benevolence: Characterizing the Effects of Personality, Emotional Intelligence, and Gender

Robert Treat

Session 2 - Curriculum
(Moderated by Greg Smith)

Frank Livak

Biomedical Science Undergraduate Major: Creating Academic Pathways to Advance the Health Professions

John Gunn

Designing and Implementing a Medical Humanities Longitudinal MS4 Elective Across Two Institutions

Aaron Hurwitz

Curriculum in Quality Improvement - Meeting the Call in Undergraduate Medical Education

Norman Farr

Using Contact Theory to Improve First-Year Medical Students Compassion and Knowledge of Parkinson's Disease

M.A. Shaw

**Monday
June 12, 2017
(cont.)**

01:15PM - 02:15PM

Oral Presentations (cont.)

Session 3 - Student Presenter
(Moderated by Rick Vari)

Mildred Livak

**Assessing Novel Specific Thoracic Fast Exam by
Comparing Peer-To-Peer Video Tutorial Vs Hands-
On Tutorial Using Vimedix Ultrasound Simulator**

Sherman Chu

**Motivational Interviewing Workshop for First Year
Medical Students: Evaluating the Outcomes of a
Brief Intervention**

Norma Saks

**Robotic Virtual-Reality: Opus Mini Haptic Ultrasound
Simulator Developing Point-Of-Care Skills and
Spatial Anatomy for Interscalene Block**

Jacob Fletcher

**Teaching Cardiology in Medical School With
Microsoft Hololens**

Anne Song

Session 4 - Instructional Methods
(Moderated by Amy Wilson-Delfosse)

Jost

**Participatory Group Activity Approach for Teaching
Biostatistics to Medical Students**

Bart Holland

**Adapting Case-based learning to the Large Group
Lecture Hall**

Jennifer Howell

**Collaborative Learning Activity Utilizing
Evidence-Based Medicine and Personalized Patient
Care: Instructing on Lifestyle Management for the
Prevention of Cardiovascular Disease**

Magdalena Pasarica

**Reflective Writing in Undergraduate Medical
Education as a Learning Tool**

David Mokler

01:15PM - 02:15PM

Oral Presentations (cont.)

Williams

Session 5 - Other
(Moderated by Stephanie Wragg)

IAMSE Members Perceptions of their Institutional Processes for Evaluation, Recognition, and Promotion of Medical Science Educators

Bonny Dickinson

Medical School Student Promotions Committees: Ethical Orientations and Influences on Decision Making

Emily Green

Effectiveness of educating health care professionals in managing chronic pain patients through a supervised student inter-professional pain clinic: a pilot study

Ling Cao

Food as medicine: incorporating community-based nutrition programs into medical student education

Tomi Dreibelbis

Session 6 - TBL/PBL
(Moderated by Ann Poznanski)

Chittenden

Combined Team-Based Learning Exercises and Hands-On Course in Molecular Biology for Senior Undergraduate Underrepresented Students in Medicine Resulted in Strong Student's Performance

Gonzalo Carrasco

Team Based Learning: Implementation, Effectiveness, and Innovation

Audrey Vasauskas

Intermittent Doses of Team-Based Learning and Longer-Term Learning

Paul Koles

VIMEDIX Ultrasound Simulator Provides Innovative Cardiac Learning While Nurturing Peer-To-Peer Tutoring

Ryan O'Neal

Monday June 12, 2017 (cont.)

01:15PM - 02:15PM	<p>Oral Presentations (cont.) Session 7 - Tech and Innovation <i>(Moderated by Jon Wisco)</i></p> <p>An Innovative Hands-On Immune Response Simulation Session to Enhance Medical Student Learning of Abstract Principles of Immunology <i>Nyla Dil</i></p> <p>Integrated Basic Science Simulations <i>Dawn Schocken</i></p> <p>CaseMakerMD: Development of a Web-based Performance Tool for Clinical Case Construction in an Undergraduate Medical Education (UME) Curriculum <i>Lauren Mazzurco</i></p> <p>Introduction of a Research Phase into Team Based Learning Protocols Reveals Evidence of Metacognitive Limitations of Self-directed and Collaborative Problem Solving <i>Mona AlSheikh</i></p>	Aiken 102
02:15PM - 02:30PM	Coffee Break with Exhibitors	Fireplace Lounge
02:30PM - 03:45PM	<p>Poster Viewing <i>Authors of odd numbered posters will present their poster</i></p>	Mansfield
03:00PM - 03:45PM	ESME (Closed Session)	Williams
03:45PM - 05:15PM	<p>Focus Sessions</p> <p>Assessment of Cognitive Integration and Student Learning through Innovative Techniques <i>Raeann Carrier, Machelie Linsenmeyer</i></p> <p>Integrating Massive Open Online Course Content Into a Traditional Health Sciences Curriculum <i>Peter de Jong, Marlies Reinders, James Pickering</i></p>	<p>Chittenden</p> <p>Mildred Livak</p>

Monday June 12, 2017 (cont.)

03:45PM - 05:15PM	<p>Focus Sessions (cont.)</p> <p>Faculty Development at New Medical Schools: Opportunities, Innovations, Strategies & Lessons Learned</p> <p><i>Nehad El-Sawi, Alice Fornari, Tao Le</i></p>	Jost
	<p>Using Simulation to Enhance Learning and Retention of Basic Science Concepts</p> <p><i>Maria Sheakley, John Szarek</i></p>	Med Ed 100 Larner College of Medicine
	<p>Evidence-Based Active Learning: How to Create Engaging, Interactive Cases in the Basic Sciences</p> <p><i>Todd Nolan, Naunihal Zaveri, Swapan Nath</i></p>	Frank Livak
	<p>Hands on Workshop on IRB Proposal Development and Submission</p> <p><i>Kelly Quesnelle, Emily Anderson</i></p>	Aiken 112
	<p>Addressing New Healthcare Education Requirements through Innovative Pedagogical Strategies</p> <p><i>Nancy Posel, Julia Thomas, Emily Churchill-Smith</i></p>	Aiken 110
	<p>Self-Directed Learning: Principles and Practice</p> <p><i>Howard Steinman, Sherry Downie, Elizabeth Koltz, Amanda Raff</i></p>	Aiken 102
05:15PM	End of Academic Program	
06:15PM - 06:45PM	<p>Buses Leave for Dinner</p> <p><i>Will pick up at Sheraton, Doubletree, Holiday Inn, and Comfort Inn</i></p>	
06:30PM - 09:30PM	Dinner at ECHO (<i>by purchased ticket only</i>)	
08:30PM - 09:30PM	Buses Leave for Hotels	

Notes

Lined area for taking notes.

**Tuesday
June 13, 2017**

07:00AM - 01:15PM	Registration Desk Open	Scarlet Oak Lounge
07:30AM - 08:15AM	Grab and Go Breakfast	Fireplace Lounge
07:30AM - 08:15AM	Breakfast and Roundtable Discussions Topics Include: <ul style="list-style-type: none">1. CAMSE2. Medical Educator Fellowship (Closed)3. Mentoring Students4. Active Learning5. Interprofessional Teaching and Learning6. Faculty Development7. Assessment Challenges and Innovations8. Preparing Schools for Natural Disasters	Brennan's
08:15AM - 09:45AM	Focus Sessions Teaching vs Educating: Faculty Perspectives in the Age of Transition to Active Learning <i>Laurel Gorman</i> Evidence in Context: Teaching Evidence-Based Medicine in Undergraduate Medical School <i>Brian Schwartz</i> When is the Best Time to Introduce Interprofessional Education in the Health Professions Curriculum? <i>Valeriy Kozmenko</i> Step 3 for the IAMSE Nutrition Advocates: Matching Objectives with Learning Resources <i>Janet Lindsley, Kathryn Thompson</i> Microlearning: Engaging Learners and Improving Learning <i>Anne Rudnicki</i> How to Help Novice Medical Students Avoid the Binge And Purge: An Interactive Study Skills Workshop <i>Kara Sawarynski</i>	Frank Livak Williams Aiken 110 Aiken 112 Jost Mildred Livak

Tuesday June 13, 2017 (cont.)

08:15AM - 09:45AM	Focus Sessions (cont.) Interactive Learning: Making Lemonade from Lemons <i>Sheryl Shoham</i>	Aiken 102
	Self-Directed, Independent, and Inter-Dependent Learning: Does it All Lead to Life-Long Learning? <i>Nagaswami Vasan</i>	Chittenden
09:45AM - 10:00AM	Coffee Break with Exhibitors	Fireplace Lounge
10:00AM - 11:30AM	Focus Sessions The Post-Clerkship Curriculum: A Lost Opportunity <i>Paul Ko</i>	Jost
	Easy and Effective E-Learning on a Budget <i>Tao Le, Jill Jemison, Scott Helf</i>	Frank Livak
	Building a Medical Education Research Community of Practice <i>Joanna Willey</i>	Mildred Livak
	Utilizing Evidence-Based Learning Principles to Restructure Assessment towards Deeper Learning <i>Hanin Rashid, Jennifer Meka, William Pluta</i>	Williams
	Developing Benchmark Assessments – Gateways <i>Bonnie Granat, Robin Ovitsh</i>	Chittenden
11:30AM - 11:45AM	Coffee Break with Exhibitors	Fireplace Lounge
11:45AM - 12:45PM	Plenary Session - Pat Croskerry Towards Rational Decision Making in Healthcare: What Needs to be Done <i>(Moderated by Alice Fornari)</i>	Grand Maple Ballroom
12:45PM - 01:15PM	Awards and Closing Ceremony	Grand Maple Ballroom
01:30PM - 05:30PM	ESME <i>(Session located at Sheraton Burlington Hotel)</i>	Diamond 1



Notes

[illegible]

Plenary Speaker

Plenary Speaker - Eric Mazur



Eric Mazur is the Balkanski Professor of Physics and Applied Physics and Dean of Applied Physics at Harvard University, Member of the Faculty of Education at the Harvard Graduate School of Education, and President Elect of the Optical Society.

Mazur is a prominent physicist known for his contributions in nanophotonics, an internationally recognized educational innovator, and a sought after speaker. In education he is widely known for his work on Peer Instruction, an interactive teaching method aimed at engaging students in the classroom and beyond. In 2014 Mazur became the inaugural recipient of the Minerva Prize for Advancements in Higher Education. He has received many awards for his work in physics and in education and has founded several successful companies. Mazur

is Chief Academic Advisor for Turning Technologies, a company developing interactive response systems for the education market. Mazur has widely published in peer-reviewed journals and holds numerous patents. He has also written extensively on education and is the author of *Peer Instruction: A User's Manual* (Prentice Hall, 1997), a book that explains how to teach large lecture classes interactively, and of *Principles and Practice of Physics* (Pearson, 2015), a book that presents a groundbreaking new approach to teaching introductory calculus-based physics.

Mazur is a leading speaker on optics and on education. His motivational lectures on interactive teaching, educational technology, and assessment have inspired people around the world to change their approach to teaching.

Plenary Speaker - Jimmie Leppink



Dr. Jimmie Leppink is an educationalist, methodologist, and statistician at Maastricht University's School of Health Professions Education (SHE). His research focuses on cognitive load theory and measurement, adaptive approaches to instruction and assessment, and multilevel analysis of educational data. He is also an Editorial Board member of the peer-reviewed journal *Perspectives on Medical Education* and a manager of various online discussion platforms, such as the 100,000+ members LinkedIn discussion group Research, Methodology, and Statistics in the Social Sciences.

Plenary Speaker

Plenary Speaker - Jeffrey Karpicke



Jeffrey Karpicke is the James V. Bradley Associate Professor of Psychological Sciences at Purdue University and is an expert on applying cognitive science to education. He received a B.A. in psychology from Indiana University and a Ph.D. in psychology from Washington University in St. Louis. Karpicke's research sits at the interface between cognitive science and education, with a specific emphasis on the importance of retrieval processes for learning. The goal of Karpicke's research is to identify effective strategies that promote long-term, meaningful learning and comprehension.

Karpicke's research has been funded by over \$7 million in grants from the National Science Foundation, the Institute of Education Sciences at the U.S. Department of Education, and the National Institutes of Health. Karpicke's research is routinely covered in the media (e.g., The Chronicle of Higher Education, Newsweek, The New York Times, The Wall Street Journal). He is author of over 40 publications, including two papers published in Science magazine. Karpicke is the recipient of a National Science Foundation CAREER award and the Presidential Early Career Award for Scientists and Engineers (PECASE), the highest honor bestowed by the United States Government on science and engineering professionals in the early stages of their independent research careers.

Karpicke is also recognized as one of the top teachers at Purdue University. He has received four teaching awards at Purdue, including the Outstanding Undergraduate Teaching Award in Memory of Charles B. Murphy, the highest teaching award bestowed by the university. He is a Fellow of the Teaching Academy at Purdue University.

Karpicke is director of the Cognition and Learning Laboratory at Purdue University. The laboratory's website is <http://learninglab.psych.purdue.edu/>. You can reach Jeffrey Karpicke via email at karpicke@purdue.edu.

Plenary Speaker - Pat Croskerry



Pat Croskerry is Professor in Emergency Medicine and in the Division of Medical Education at Dalhousie University, Halifax, Nova Scotia, Canada. In addition to his medical training, he holds a doctorate in Experimental Psychology and Fellowship in Clinical Psychology. He has worked in the area of Patient Safety for the last 15 years and has given over 500 talks on the topic at local, national and international levels. In 2006 he received the Ruedy award from the Association of Faculties of Medicine of Canada for innovation in medical education, and in the same year was appointed to the Board of the Canadian Patient Safety Institute.

His research is principally concerned with clinical decision-making, especially the processes that lead to diagnostic failure. He was a member of the organising committee of the first conference on Diagnostic Error in Phoenix, Arizona in 2008 and on the Los Angeles conference in 2009. He has contributed at each national conference since. He has published over 80 journal articles and 30 book chapters in the area of patient safety, clinical decision making, and medical education reform. He is senior editor on a major text Patient Safety in Emergency Medicine published in 2009, and senior author of Diagnosis due out in 2016. He was appointed Director of the new Critical Thinking Program at Dalhousie Medical School, and a Fellow of the Royal College of Physicians of Edinburgh in 2012. In 2014, he was appointed to the US Institute of Medicine Committee on Diagnostic Error in Medicine.

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.

2017 Award Winner - Tracy Fulton, Ph.D.



Tracy Fulton has spent the last 23 years at the University of California, San Francisco (UCSF), where she earned her PhD and is professor of Biochemistry and Biophysics. As a grad student, while studying telomerase in yeast, she explored her love for teaching as an adult literacy tutor, an animal museum docent, a K-5 classroom helper, and a TA for dental school biochemistry. She settled on professional school education as her target path and since joining the faculty in 2000 has directed and taught in courses in the Schools of Medicine, Pharmacy, and Dentistry, earning many teaching awards from her students and peers. In the inaugural Bridges medical curriculum, Tracy directs the REGulationN (Renal, Endocrine, GI, Nutrition) block, and chaired two working groups to establish an assessment system that emphasizes open-ended questions. Tracy is active in IAMSE, past secretary for the Association of Biochemistry Educators (ABE), and

co-chairs the NBME Test Material Development Committee for pharmacology and biochemistry. Tracy is on the leadership team for MedU Science, a project involving many IAMSE members focused on use of basic science concepts in clerkship clinical decision-making. She is working with IAMSE/ABE colleagues Janet Lindsley and Tina Cowan on an NBME task force to implement a nationally supported metabolic map as a reference on Step exams. Tracy's involvement in IAMSE has been pivotal in her professional development; she thanks the organization's leadership and membership for many of her most rewarding experiences, collaborations, and friendships in education.

Master Scholar Award

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.

2017 Award Winner - William Jeffries, Ph.D.



William B. (Bill) Jeffries, Ph.D. is a Professor of Pharmacology and the Senior Associate Dean for Medical Education at the Robert Larner, M.D. College of Medicine at the University of Vermont. Dr. Jeffries earned his master's and doctoral degrees in pharmacology from the Philadelphia College of Pharmacy and Science. While in graduate school he began his 37-year education career as a graduate assistant, teaching freshman biology labs. He did his postdoctoral fellowship at the University of Texas Southwestern Medical Center in Dallas in the Department of Pharmacology.

After his fellowship, Dr. Jeffries he joined the faculty at Creighton University. There he was elected Fellow of the Council for High Blood Pressure Research and the American Heart Association and spent two decades as a successful research investigator in hypertension and molecular pharmacology. At Creighton he became very active in health sciences education, teaching and directing courses for medical, nursing, pharmacy, dental and graduate students. He assumed a leadership role in graduate education as director of the Pharmacology Graduate Program for 7 years. He also developed an NIH-funded program to help prepare underrepresented minority students for research and medical careers. This program continued at Creighton for 15 years. He was also a driving force in medical curricular reform, overseeing the integration of Pharmacology content in a major curricular change at Creighton.

These early experiences led to Dr. Jeffries' scholarly efforts in education, including effective teaching through active learning, curriculum design, strategic institutional planning and technological innovation. Dr. Jeffries served on the IAMSE Board of Directors for 7 years and is a past chair of the Division for Pharmacology Education of the American Society of Pharmacology and Experimental Therapeutics. He has also served on several national groups and committees of the Association for American Medical Colleges and as a faculty member in its LEAD mentorship program. He has been a long term contributor to IAMSE and its programming, contributing numerous workshops and seminars. He has authored over 100 scholarly works.

Dr. Jeffries primary scholarly interest today is faculty development. He has made over 70 education presentations, seminars and workshops regionally, nationally and internationally with the goal of improving medical teaching. Jeffries is coeditor (with Dr. Kathryn Huggett) of two editions of *An Introduction to Medical Teaching*, a faculty development manual for medical educators. He is a contributing author to many other medical teaching works, including IAMSE's *How-To Guide for Active Learning*, *A Practical Guide for Medical Teachers*, *Knowledge Objectives in Medical Pharmacology*, the *Guidebook for Clerkship Directors*, 4th and 5th Editions, and *The Eight Roles of the Excellent Medical Teacher*. He is an outspoken proponent of active learning, and his advocacy for its use in medical education has been featured in many medical education meetings, the *New York Times*, *Boston Globe*, the *AAMC Reporter*, the *Chronicle of Higher Education* and the *US News and World Report*.

Notes

Lined area for notes.

General Assembly & Business Meeting Agenda

Welcome: Greg Smith

President's Address: Veronica Michaelson

- Recognition of Outgoing Board Members
- Installation of Incoming Members of the Board of Directors
- Outcomes of the Annual Board Meeting

American Association of Osteopathic Colleges of Medicine: Luke Mortenson

Council of Faculty & Academic Societies: Aviad Haramati

Election of Members for the Nominating Committee: Greg Smith

Annual Financial Report: Neil Osheroff

Standing Committee Updates: Veronica Michaelson

- Executive Committee
- Professional Development Committee
- Membership Committee
- Recognition of 5, 10, 15 & 20 Year Members
- Organizational Development Committee
- Publications Committee
- Public Affairs
- Professional Development Committee
- Educational Scholarship
- Site Selection Committee
- Web Seminar Committee
- Student Research Committee
- CAMSE

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

Annual Association Meetings

- 2018, Rick Vari, Program Chair

Membership Forum

Committee Listing

Thank you to all who helped make the 2017 IAMSE meeting a huge success!

Program Committee

Kathryn Huggett (*Program Chair*)

Michael Bradbury

Colleen Croniger

Stephen Everse

Alice Fornari

Mark Hernandez

James Pickering

Kelly Quesnelle

Greg Smith

Amy Wilson-Delfosse

Jonathan Wisco

Nikki Woods

Stephanie Wragg

Program Committee Ex Officio

Veronica Michaelsen (IAMSE President)

Peter de Jong (Review Committee Chair)

Luke Mortensen (2016 Program Chair)

Rick Vari (2018 Program Chair)



About IAMSE

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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Exhibitor Listing

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DxR Development Group demonstrates performance-based learning, online-testing software, and content-rich courseware. Titles include:

- DxR Clinician—online virtual patient cases designed to teach and evaluate clinical reasoning and critical thinking skills. Cases now optimized for use on tablets!
- Clinical Competency Exam—software application that allows faculty to prepare a long-case OSCE to assess a student's clinical decision-making skills after the student sees a Standardized Patient.
- DxExam—an online exam application that instructors can use to create, deliver and grade high-stakes and self-assessment exams.
- Integrated Medical Curriculum—media-rich, interactive courseware used to supplement classroom teaching. Programs include human anatomy, embryology, immunology, etc.



Firecracker is a rapidly-growing education technology company that serves both medical students and their institutions. Firecracker's desktop and mobile adaptive learning platform is used by 1 in 5 US medical students, who answer over 10,000,000 questions in the platform each month. In addition to consistently reporting better grades and more efficient studying, students who use Firecracker score nearly one standard deviation higher on

standardized exams like USMLE Step 1. Firecracker provides students with daily review tasks that build long-term memory and clinical vignettes that are integrated into the learning and review material. This enables students to assess their mastery in the context of board standards from the first day of medical school and conduct precise remediation sessions throughout their preclinical and clinical education.



- HybridLab®. Next Generation Training.
- Fusion of Distance learning and Practical simulation.
- Specifically designed HybridLab® algorithms for Hands-on simulation 24/7.
- Enables to create simulation centers anywhere around the world and to run simulation facility 24/7 with limited number of staff.

PRIMAL PICTURES



For more than 25 years, Primal Pictures' pioneering and award-winning multimedia resources have been used worldwide to teach and learn human anatomy. Through our engaging, real-life reconstruction of the human body, we seamlessly deliver the most accurate, relevant, and accessible 3D anatomy resources. Primal Pictures offers proven and effective web-based, continually updated

solutions for use in healthcare education and practice. With a range of products and packages, Primal Pictures has a solution that's right for your institution.



ScholarRx is a leading provider of curriculum support and exam preparation tools for medical school faculty, administrators, and students. Under our USMLE-Rx brand, we offer high-yield question banks, digital flash cards, and video courses. An institutional dashboard tracks student progress, predicts USMLE outcomes, identifies at-risk students, and defines curriculum gaps.

Exhibitor Listing

Supporter:

SARCIX

Sarcix, Inc, a leader in innovative curriculum analytics, introduces Mapradish, the first software platform specifically designed for the needs of medical, pharmacy and nursing curricula. Mapradish generates accurate, highly detailed, comprehensive and objective curriculum maps, and also key word indices from existing course materials. Mapradish maps course content to USMLE, PCRS, TACCT, ACPE or school-specific outcomes, and provides MeSH key word index for each event. Results are provided as a database of event-outcome scores, easy to read tables and on-line query database. Contact us today to discuss your specific challenges and find out how Mapradish can work for you.



Springer

the language of science

Springer is a leading global scientific, technical and medical publisher, providing researchers in academia, scientific institutions and corporate R&D departments with quality content via innovative information products and services. Springer is also a trusted local-language publisher in Europe – especially in Germany and the Netherlands – primarily for physicians and professionals working in healthcare and road safety education.

teton data systems

healthcare e-resources

Teton Data Systems has the newest technology solutions in healthcare reference, all available in one place. Products include STAT!Ref e-book and evidence-based databases, BoardVitals healthcare board exam prep, Primal Pictures online anatomy tools, Scientific American Weekly Curriculum for residents and much, much more.

TOUCH OF LIFE



TECHNOLOGIES

ToLTech provides interactive anatomy education and clinical training solutions. The Sectra Education Portal integrates clinical imaging with 3D rendering technology on a collaborative platform. The multi-touch, high-resolution hardware encourages group engagement and student contribution in basic science education. Based on Visible Human Project® data, the VH Dissector provides a comprehensive medical education resource with customizable features to meet the needs of higher education curriculum and professional specialties. Stop by and explore the latest in digital, interactive education solutions.

Lilly

Making Medicines: The Process of Drug Development is an innovative and interactive online course designed to examine the fundamental concepts and techniques of the drug development process. Created through a collaborative partnership between Eli Lilly & Company and several academic leaders, the course is offered as an elective to academic institutions, and can be integrated into an existing curriculum.

Exhibitor Listing

Supporter:



ExamSoft Worldwide Inc. is a leading provider of educational assessment technology. The company's unique embedded assessment solution enables clients to more efficiently create, administer, grade, and analyze objective and subjective types of assessment with the goal of improving student performance, curricular design, and accreditation compliance. ExamSoft's mission is to empower educators with the in-depth learning analytics needed to make data-driven decisions and to ultimately have a positive effect on student learning, engagement, and retention.

With more than 19 years of working with various educational and certification programs, ExamSoft has a heritage of delivering both high- and low-stakes exams in a secure and stable environment. ExamSoft boasts more than 1,200 current clients (primarily postgraduate programs such as law, medical, nursing, and pharmacy schools) and more than 20 million exams delivered yearly and has become a trusted leader in computer-based testing and assessment technology. ExamSoft currently employs more than 100 team members in offices located in Dallas, Texas, and Delray Beach, Florida.



ADInstruments creates innovative solutions to advance life science education and research including PowerLab data acquisition, LabChart analysis software, the Lt and Lt Labstation active learning platforms. Our specialist medical content, including real life patient case studies are great for the medical laboratory and are helping ADInstruments' education solutions change the face of education for the better. With equipment used in the top 100 institutions for life science worldwide and cited in more than 30,000 peer-reviewed papers, we offer a broad range of customizable solutions for animal, human applications to ensure data confidence and enable innovation and discovery.

Non-Profit:



AMERICAN ASSOCIATION OF
COLLEGES OF OSTEOPATHIC MEDICINE

promoting excellence in medical education, research, and service, and by fostering innovation and quality across the continuum of osteopathic medical education to improve the health of the American public.



The Association for Medical Education in Europe (AMEE) is a worldwide organisation with members in 90 countries on five continents. Members include teachers, educators, researchers, administrators, curriculum developers, deans, assessors, students and trainees in medicine and the healthcare professions.

AMEE promotes international excellence in education in the healthcare professions across the continuum of undergraduate, postgraduate and continuing education. AMEE, working with other organisations, supports teachers and institutions in their current educational activities and in the development of new approaches to curriculum planning, teaching and learning methods, assessment techniques and educational management, in response to advances in medicine, changes in healthcare delivery and patient demands and new educational thinking and techniques.

Exhibitor Listing

Non-Profit:



The Group for Research In Pathology Education (GRPE) is an academic society of medical educators who teach pathology.

To that end, we develop and share teaching resources, promote scholarly research and innovation in medical education, faculty development materials, and provide mutual support at our annual meeting in January.

Membership is through affiliated institutions that teach pathology in a variety of medical education settings, although unaffiliated pathology educators may apply for individual memberships.



MedU brings medical educators together to develop innovative tools for educating tomorrow's physicians in today's healthcare environment. MedU advances medical education through collaborative development, maintenance, and research of innovative and comprehensive computer-assisted instruction programs.



NBME®

National Board of Medical Examiners

The NBME is an independent, not-for-profit organization that provides high-quality examinations for the health professions. Protection of the health of the public through state of the art assessment of health professionals is the mission of the NBME, along with a major commitment to research and development in evaluation and measurement.



The Netherlands Association for Medical Education (NVMO) is an independent association that carries out activities for anyone involved in medical and health care education in the Netherlands and Flanders. The association has around 1000 members and resides in Utrecht. The NVMO is open to all medical and health care teachers in undergraduate and postgraduate education, as well as students and educationalists and all practising physicians, dentists, veterinarians, paramedics and others that are involved in health care education.



Celebrating
50 YEARS
of PAs

The Physician's Assistant Education Association (PAEA) is the only national organization representing physician assistant educational programs in the United States. Currently, all of the accredited programs in the country are members of the Association. PAEA provides services for faculty at its member programs, as well as to applicants, students, and other stakeholders.

Exhibitor Listing

Non-Profit:



The Team-Based Learning Collaborative is an organization of educators from around the world who encourage and support the use of Team-Based Learning in all levels of education.

Contributor:



— The Generalists in —
Medical Education
Collaborate - Innovate - Disseminate

The Generalists in Medical Education welcomes basic scientists, clinicians, and other educators interested in medical education. We are educators who teach, conduct research, and provide support services in all areas of predoctoral, postdoctoral and continuing medical education. Specific areas of interest include

curriculum and faculty development, testing and evaluation, and student services. At each annual conference, we exchange ideas and knowledge to enhance our professional growth. Each conference offers opportunities to explore the latest innovations in medical education and to explore solutions to educational problems. We are committed to improving medical education with the goal of enhancing patient care.

PROGRESS IQ

ProgressIQ is a software as a service that brings student performance data together into a unified, secure, intuitive and modern web interface. Advisors and deans are empowered through alerts, notes, and integrated information to catch students before they fail. ProgressIQ works with existing systems to assimilate preadmission, preclinical, national licensing exam, rotation, learning outcome, and residency selection data. Effective, reliable, and affordable: ProgressIQ puts everything together.



The American Physical Society strives to:

- Be the leading voice for physics and an authoritative source of physics information for the advancement of physics and the benefit of humanity;
- Provide effective programs in support of the physics community and the conduct of physics;
- Collaborate with national scientific societies for the advancement of science, science education and the science community;
- Cooperate with international physics societies to promote physics, to support physicists worldwide and to foster international collaboration;
- Promote an active, engaged and diverse membership, and support the activities of its units and members.

Featured Musician

Featured Musician - Elden Kelly



Elden Kelly is an improviser, band leader, guitarist, composer and singer-songwriter. He is known for a type of classically-influenced jazz and world music. Of a live performance, reviewer Lawrence Cosentino wrote, "He meandered from the Ganges to Delta blues, bluegrass, flamenco and a folk idiom so heartfelt it bordered on the devotional." After graduating from Boston's prestigious New England Conservatory of Music with a degree in Contemporary Improvisation in 2008, Elden accepted a full scholarship and teaching assistantship at Michigan State with Rodney Whitaker, earning a graduate degree in 2011 in Ethnomusicology.

Kelly is an active educator. He serves as adjunct professor of music at Jackson College, faculty at Jackson Symphony Orchestra Community Music School, private instructor to over 30 students, and also regularly teaches workshops at Elderly music. He has served as a guest lecturer in guitar at Western Michigan University and as a teaching assistant at Michigan State University Jazz Studies program and joins the Kalamazoo College Music department as guitar instructor this academic year.

In addition to nylon string guitar, Kelly is known for his work on the Glissentar, an 11-string fretless guitar which conjures up sounds reminiscent of India, Africa and the Middles East, or "Indo-Turkish bluegrass."

Kelly's recorded offerings are just beginning to showcase the scope and diversity of his ability. His 2007 release with vocalist Le Zhang, *Dreams of Yesterday* features a mix of jazz, and chinese folk songs. His follow-up CD, *1000 Doors* is a compilation of original music settings for solo voice and guitar of the sacred writings of the Baha'i Faith. His 2010 Solo EP, is a collection of his original songs and instrumentals. January 2013 saw the release of his newest recording, *Solo Sessions, Volume 1*, a contemplative instrumental guitar album that highlights Kelly's ability to blur the line between composition and improvisation. He has also been featured on dozens of albums as a collaborative artist. Kelly has recently recorded with Paul Simon's bassist Bakithi Kumalo("You Can Call Me Al") and percussionist Jamey Haddad as a session guitarist on the album "Love is Awake" that reached #1 on the iTunes World Music charts.



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Amoritia Strogon-Hewett, QAS
MSE Editorial Assistant

Alex Strogon
Graphic Designer

Danielle Inscoe
Communications Manager

Rachel Hewett
Exhibit Manager

Davis Center Map Floor 1 & 2



FLOOR 1

- 1. The Vermont Cynic – student newspaper
- 2. DC Amphitheater – outdoor stage
- 3. WRUV 90.1 FM
- 4. Burack Family Fireplace Lounge
- 5. Living Well
- 6. ATM – TD Bank
- 7. Stutt Family Recreation and Gameroom
- 8. Hoffman Information and Resource Center

- 9. Olin Atrium
- 10. Cat Pause Convenience Store
- 11. Rosa Parks' Place (106E)
- 12. Brennan's Pub
- 13. ATM – Citizens Bank
- 14. UVM Ski & Snowboard Clubhaus
- 15. The Advising Center
- 16. Career & Experience Hub

- 17. FeelGood Grilled Cheese
- 18. Sodexo Sustainability Gallery
- 19. Tunnel under Main Street
- Elevators
- Restrooms
- Accessible Building Entrance
- Nursing Mother's Lounge

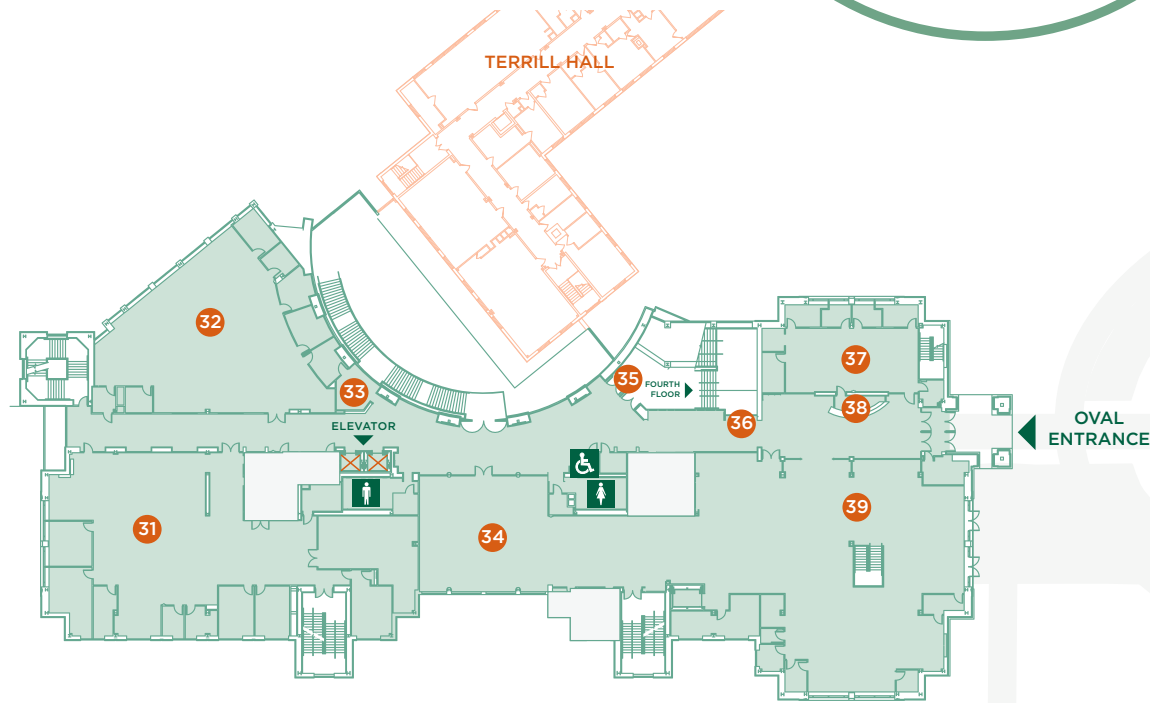


FLOOR 2

- 21. Green Roof
- 22. New World Tortilla
- 23. Green Roof Deli
- 24. Ben & Jerry's Scoop Shop
- 25. Mt. Mansfield Dining Room (210)
- 26. South Dining
- 27. The Marketplace
- 28. Chicago Landing (205A)

- 29. Career Center
- 30. UVM Bookstore: Textbooks - access from third floor only
- Elevators
- Restrooms
- Accessible Building Entrance
- Nursing Mother's Lounge

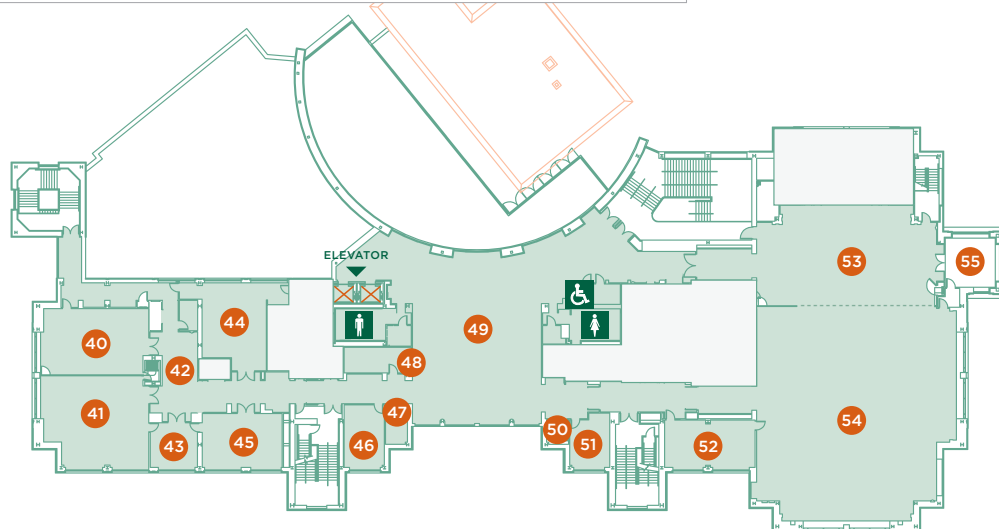
Davis Center Map Floor 3 & 4



FLOOR 3

- 31. Student Government Association and Student Clubs & Organizations (311)
- 32. Department of Student Life (310)
- 33. Diversity & Equity Unit: Office & Lounge
- 34. Henderson's Cafe
- 35. Scarlet Oak Lounge
- 36. ATM - People's United Bank
- 37. University Event Services - Dudley H. Davis Center Operations
- 38. Information Center
- 39. UVM Bookstore

- X Elevators
- Restrooms
- Accessible Building Entrance
- Nursing Mother's Lounge



FLOOR 4

- 40. Livak Ballroom: Mildred (419)
- 41. Livak Ballroom: Frank (417)
- 42. White Pine Lounge (496A)
- 43. Handy Family Room (415)
- 44. Jost Foundation Room (422)
- 45. Chittenden Bank Room (413)
- 46. Boulder Society Centennial Room (411)
- 47. Event Coordinator Office
- 48. Event Service Center
- 49. Livak Fireplace Lounge & Gallery (414)
- 50. Davis Center Catering Office
- 51. Spruce Room (405)
- 52. Williams Family Room (403)
- 53. Grand Maple Ballroom: Sugar (400)
- 54. Grand Maple Ballroom: Silver (401)

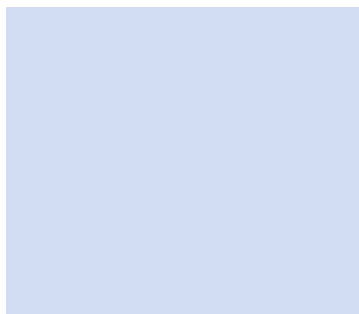
- 55. Grand Maple Ballroom: Summit (400D)
- X Elevators
- Restrooms
- Accessible Building Entrance
- Nursing Mother's Lounge



22ND ANNUAL IAMSE MEETING

INTEGRATING NUTRITION AND WELLNESS
EDUCATION IN TEACHING THE HEALTH SCIENCES

JUNE 9 - 12, 2018
GREEN VALLEY RANCH
LAS VEGAS, NV, USA



FOR ADDITIONAL INFORMATION, PLEASE VISIT:
IAMSECONFERENCE.ORG