

11th Annual Meeting
International Association of Medical Science Educators

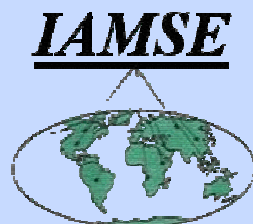
Preliminary Program



July 21-24, 2007
InterContinental Hotel
Cleveland, Ohio USA

Co- Hosted by:

The School of Medicine and the Cleveland Clinic Lerner College
of Medicine of Case Western Reserve University



Dear Colleagues ...

It is our pleasure to invite you to join us for the Eleventh Annual Meeting of the International Association of Medical Science Educators (IAMSE) to be held in Cleveland, Ohio on July 21-24, 2007. This event, which is being hosted and joint-sponsored by The School of Medicine and Cleveland Clinic Lerner College of Medicine of Case Western Reserve University, will explore strategies for teaching and learning the fundamental sciences of medicine, with particular focus on the preclinical curriculum. It is directed toward course and clinical clerkship directors; basic scientists and academic physicians; rectors and deans; deans for medical education, academic affairs, faculty development, and CME; educational psychologists; and all those who have interest in more appropriately integrating science within the medical curriculum.

The IAMSE meeting offers you these attractions:

A practical program for educators: The program focuses on issues directly relevant to teaching science within the professional health curriculum. As in previous IAMSE annual association meetings, internationally recognized speakers will set the stage with topics for numerous interactive small group focus sessions and hands-on workshops. Our plenary sessions feature a mix of conceptual background (motivating and rewarding teaching, strategies for teaching communication skills) and practical classroom technique (team-based and case-based learning, integrative strategies for student assessment). Education poster sessions and theme-based poster discussion sessions have been expanded. Twenty small group sessions allow you to interactively share your educational resources and focus on particular topics in education, facilitated by expert faculty. Saturday's day-long courses in faculty development will address topics such as evaluating educational manuscripts, hands-on use of simulators in teaching basic science, and designing and facilitating team-based learning sessions. The anticipated IAMSE Debate returns to consider the relevance and changing role of the basic scientist in teaching professional health students.

Networking: As global interdisciplinary events, IAMSE annual association meetings attract student and faculty participants from over 30 countries, representing all subject disciplines throughout human, veterinary, and dental medicine. The usual 250-300 participant size is manageable and allows you to get to know your colleagues in a friendly environment. The opening reception, poster sessions and Monday evening IAMSE Gala offer great opportunities to share ideas.

Outstanding amenities: Our sessions will be held in the ultramodern facilities of the Intercontinental Hotel directly adjacent to Cleveland Clinic. Close proximity to the teaching facilities will allow opportunities for viewing student research and interacting with Case Western Reserve University medical students. The adjacent University Circle area is rich in educational and cultural sites, and is the home for some of the best of Cleveland's fine pre-1900 architecture.

Cultural opportunities: Visitors will find that Cleveland has many diverse opportunities for sightseeing, including the Rock and Roll Hall of Fame on Lake Erie, and the renowned Cleveland Museum of Art, located less than a mile from the meeting site. The summer season of the exceptional Cleveland Orchestra at the outdoor Blossom Festival is also possible.

We cordially invite you to join us this coming July for a professional development experience in the true style of the International Association of Medical Science Educators. Plan your travel schedule to leave on an evening flight or stay overnight on Tuesday, July 24, since we organized a full day of sessions that day. Register before April 15, 2007 to qualify for the reduced rates and remember this year, the Poster Abstract Submission deadline is March 15, 2007.

Frazier Stevenson, Chair, 2007 Program Committee
E. Pat Finnerty, IAMSE President

Our Hosts

Case Western Reserve University School of Medicine

Case Western Reserve University School of Medicine is a leader in medical education and curricular innovation. Case has a new integrated curriculum of medicine and public health awareness that emphasizes the interplays between the biology of disease and social and behavioral contexts of illness, the care of individual patients and public health, along with clinical medicine and population medicine. Our students learn physical diagnosis and communication skills in the first 20 months through a number of apprenticeships and a patient care preceptorship. In addition, they spend valuable training time in a state of the art Skills and Simulation Center. Research and Scholarship opportunities allow our students to develop their interests in basic, translational, clinical, and population-based research, in addition to exposing them to a variety of international health opportunities through the Center for Global Health and Diseases.

A Pass/Fail system has been in place at Case for over 30 years and we have found it creates a collegial atmosphere of collaboration and support among our students. Our unique mentoring system of Academic Societies fosters cohesive environments in which our students feel recognized, heard, and encouraged. The School of Medicine's goal is to guide our students throughout medical school to all learning, research, and enrichment opportunities.

The Cleveland Clinic Lerner College of Medicine of Case Western Reserve University

Cleveland Clinic Lerner College of Medicine of Case Western Reserve University (the College Program) was created as a distinct new program within the Case School of Medicine. The College Program is designed to train graduates who will have excellent clinical skills, expertise and experience in research, and a passion for scientific inquiry. Upon completion of the 5-year curriculum, students will graduate with an M.D. degree with Special Qualifications in Biomedical Research. Every aspect of the College Program including its (1) curriculum, (2) student assessment system, (3) curricular evaluation process and (4) inquiry-driven learning environment, has been specifically designed to support the Program's mission to train the physician investigators of tomorrow. Recognizing the critical shortage of physicians engaged in research, our faculty has created an educational program that will provide medical students with the necessary skills and knowledge to enter academic residencies and pursue successful careers as basic, translational or clinical investigators and expert doctors – without requiring them to complete an advanced degree in addition to the M.D.

The basic science curriculum applies adult learning principles, building on problem-based learning to create an early link between clinical problems and basic science learning and to help students develop their skills in hypothesis generation, self-identification of learning objectives, oral presentation and teamwork.

The College Program uses a unique approach to student assessment that is designed to enhance student learning and to promote self-directed learning. There are no grades for any course or clerkship, and no class ranking. Instead, each student is expected to attain a defined level of achievement in each of 9 core competencies with defined standards of performance. Portfolios provide the vehicle to document individual progress and to foster self-reflection.

Plenary Speakers

Teaching: Why Do It Well and How to Reward It

Dr. Ronald Harden, IVMEDS

Dr. Thomas Viggiano, Mayo Medical School

Developing Student Communication Skills in the Preclinical Curriculum

Dr. Suzanne Kurtz, Washington State College of Veterinary Medicine

Teaching Methods: Case Method and Team Based Learning

Dr. Michael Grimm, University of New South Wales

Dr. Dean Parmelee, Wright State University

Assessment Methods: Personal Progress Testing, Integrative Exams, Student Portfolios

Dr. Geoff Norman, McMaster University

Dr. Elaine Dannefer, Cleveland Clinic Lerner College of Medicine of Case Western Reserve University

Dr. Sidney Murphree, University of Louisville

IAMSE Debate:

"Medicine is Not a Science"

Dr. Michael Whitcomb, Association of American Medical Colleges

Dr. Geoff Norman, McMaster University



Program Committee

Frazier Stevenson - 2007 Chair

University of California - Davis School of Medicine

Giulia Bonaminio

University of Kansas School of Medicine

Matthew Gwee

National University of Singapore

Charles Hitchcock

The Ohio State University

Rakesh Kumar

University of New South Wales

Alan Hull

Cleveland Clinic

Stuart Meyers

University of California

Jeanne Schlesinger

Virginia Commonwealth University

Susan Pasquale

University of Massachusetts

Julie Tebo

Cleveland Clinic

Amy Wilson-Delfosse

Case Western Reserve University

John L. Szarek, 2006 Program Chair

Ross University

Veronica Michaelsen, 2008 Program Chair

University of Virginia

Local Hosts & Site Directors

Lois Osborne, MA

Cleveland Clinic Lerner College of Medicine

Barbara Nicol

School of Medicine of Case Western Reserve University

Meeting Organizer

Julie Hewett , CMP

IAMSE Association Manager

Huntington, West Virginia U.S.A.

Complete Session Details Can be Found at:
iamseconference.org

Meeting Description

This meeting will provide a forum for medical faculty to gain a better understanding of how the fundamental sciences may be more effectively presented so that they are relevant and appropriate to the needs of those in medical training.

Intended Audience

This meeting is designed for all those who have responsibility for teaching the fundamental sciences of medicine, which we define as the subjects arising from the traditional disciplines of basic science, including but not limited to Anatomy & Neuroscience, Behavioral Science, Biochemistry, Microbiology & Immunology, Molecular & Cell Biology, Pathology, Pharmacology and Physiology. The IAMSE Board of Directors welcomes and invites all educators and members of the medical community, including allopathic, osteopathic, podiatric and chiropractic medical schools, as well as those from dental and veterinary colleges and especially colleagues from the clinical disciplines of medicine.

Cancellation Policy

Your registration fee, less a \$100 USD administrative fee, will be refunded when the IAMSE Business Office receives **written** notification before June 15, 2007. Substitutions can be made. No refunds will be made after June 15, 2007.

Future Meeting Dates

Future IAMSE Meetings:

July 2008, Salt Lake City, Utah



Travel Arrangements

Hopkins International Airport (CLE) Distance: 15 MI / 24.14 KM North East to Hotel

- Shuttle Charge (one way): \$35.00 ([USD](#))
- Taxi Charge (one way): \$35.00 ([USD](#))

Driving directions from both the airport or nearby highways can be obtained from the hotel website.

Lodging Accommodations

InterContinental

9801 CARNEGIE AVENUE
CLEVELAND, OH 44106 UNITED STATES

Hotel Front Desk: 1-216-7074100 | Hotel Fax: 1-216-7074101

IAMSE Meeting Rate: \$149 Single/Double \$239 King Club

Accompanying Guests

Cleveland offers a number of cultural opportunities for guests, please visit the IAMSE Conference website for suggestions. Guest registration covers participation in the Saturday Opening Reception and the Monday Social.

Climate and Dress

The weather in Cleveland follows the Midwest seasonal pattern, but is modified quite strongly by Lake Erie which counters the worst of the summer heat waves, and makes for a milder winter season than in other northern cities. Humidity is low, which also contributes to making the summers more comfortable.

The attire for IAMSE meetings is "business casual", as is the attire for the Social Gala.

Social Programs

Lake County Captains—Join us for a Night of Baseball, Hot Dogs and Fireworks! - Friday July 20, 2007 The price per person includes: transportation to/and from hotel, box seats, food voucher of few surprises up our sleeves! Would you like to know more about the team? <http://www.captainsbaseball.com> Cost per person: \$35. A minimum of 20 attendees by May 1, 2007 will be required.

Opening Ceremony and Reception – Saturday, July 21, 2007 The opening ceremony with formal presentation of flags from all nations represented is an IAMSE tradition that welcomes participants and their guests to Cleveland. It will be followed by an informal reception that offers attendees and their guests the opportunity to network with friends and colleagues. This event is included in the meeting and guest registration fee and includes refreshments. Pre-registration is requested.

Social Gala and Dinner – Monday, July 23, 2006 (7:00-9:00 pm)

This event is included in the meeting and guest registration fee. Pre-registration is requested.

Complete Session Details Can be Found at:
iamseconference.org

Faculty Development Courses

Five concurrent faculty development courses will be offered on Saturday, and are each limited to the first 30 registrants. The \$70 USD registration fee includes tuition and course materials. Lunch may be purchased at an additional cost. All courses are concurrent, so you may only register for one. Please include an alternate choice on the registration form in case your first selection has already reached capacity.

C1—Simulation in Basic Science Education

Dr. Kathy Rosen, Case Western Reserve University School of Medicine
Dr. John Szarek, Ross University School of Medicine

This session will begin with a broad overview of the scope of medical simulation. A discussion of the different types of simulation and current available technologies will follow. This will include a tour of the Mt Sinai Skills and Simulation Center and a demonstration of their equipment. Current and past programs to complement the basic science curriculum will be described. Steps in the construction of a simulation lesson will be reviewed and applied to the development of a simulation exercise.

C2—Team Based Learning

Drs. Dean Parmelee & Paul Koles, Wright State University

In the Morning session, attendees will participate in a TBL module as learners in a classroom. They will 'prepare ahead' by reading a brief assignment, complete the Individual Readiness Assessment (IRAT) after being assigned to a Team, then move onto the Group Readiness Assessment (GRAT) and Group Application. Throughout the experience, there will be opportunities for questions and clarifications about the process, including discussion about the peer feedback component.

For the Afternoon, attendees who attended the Morning session will participate in another TBL session devoted to identifying the meaningful elements of a module's objectives, IRAT, Group Application, and then create a Group Application question. Discussions will focus on the process of module creation and facilitation.

Those attending the full-day workshop will be able to:

- Determine the best way to assign their learners to Teams
- Identify content that is appropriate for creating a TBL module
- Write a Group Application, an IRAT/GRAT, and module objectives
- Discuss approaches to using peer feedback
- Get started with TBL!

C3—A Medical Case Method Tutorial

Dr. Michael Grimm, University of New South Wales

At the University of New South Wales, case method tutorials are offered in years 3/4 (phase 2) of the 6-year undergraduate Medicine program. These tutorials are based on the Harvard Business School model: a detailed, complex, written clinical case is provided, with associated pre-reading and an expectation that students will arrive well prepared; the tutorial is conducted in a shallow, tiered lecture theatre with each student having a prominent name tag; and it comprises four phases, namely "exploration" (in which the specific case details are related in summary by a called-upon student or students), "analysis" (in which specific details are fleshed out, eg. pathophysiology of clinical symptoms and signs, investigations), "prescription" (in which future plans are outlined), and "what have we learnt?" (which is self-explanatory). The workshop will explore this novel approach to medical teaching.

Objectives:

- to prepare adequately for a medical CMT
- to participate actively in case method learning
- to experience a case method review

Faculty Development Courses

C4—Qualitative and Quantitative Research Methods in Medical Education

Dr. Ilene Harris, University of Illinois College of Medicine at Chicago

The purpose of this course is to help medical science educators to use qualitative and quantitative methods appropriately and effectively in educational planning, evaluation and research/scholarship through interactive skill-based learning of principles and specific approaches, for collecting and analyzing both qualitative and quantitative data. A major focus of this session is the use of qualitative methods for evaluation and research/scholarship, since medical science educators are likely to be less familiar with the use of qualitative methods than quantitative methods. At the end of this course, participants will be able to: describe appropriate uses of common qualitative and quantitative methods in educational planning, evaluation, and research/scholarship; analyze qualitative data, such as the results of open-ended questions on surveys, interviews, focus groups, and observational field notes; and design, and analyze the results of effective structured survey questions.

C5—Instructional Design Principles for Educators

Dr. Veronica Michaelsen, University of Virginia School of Medicine

It has been the contention of software developers, faculty and medical educators that much of the excellent materials created for medical education remains unused. Implementation of newly created materials is thus of great concern among this audience. This workshop presents an analysis of the causes of this phenomenon, and proposes effective instructional design solutions to improve usability and implementation. The audience will be exposed to the basic process involved in the Systems approach to instructional design, emphasizing a strong requirement for a needs analysis as the starting point of development.

The objectives of the workshop are to acquaint participants with a theoretical approach to Instructional Design, including topics as Needs Assessment, Task Analysis, Formative and Summative Evaluations. Strategies for accomplishing each of these steps will be provided. Participants will be able to perform an assessment of the academic and cultural environment they work in, and conceptualize novel approaches to educational development based on the content presented in the workshop.

OBJECTIVES:

- Participants will become acquainted with a theoretical approach to Instructional Design, including topics such as Needs Assessment, Task Analysis, Formative and Summative Evaluations
- Participants will discover strategies for accomplishing each of these steps
- Upon completion of this workshop, participants will be able to perform an assessment of the academic and cultural environment in which they work, and conceptualize novel approaches to development of educational materials based on the content presented in the workshop.

C6—Teaching Portfolios

Dr. Sheila Chauvin, Louisiana State University Health Sciences Center
Dr. Susan Pasquale, University of Massachusetts Medical School

Co-Sponsored by: Generalists in Medical Education

Led by two highly experienced faculty development specialists, this full-day faculty development course will engage participants in exploring the rationale for and benefits of developing and maintaining a Teaching Portfolio. Most importantly, participants will complete a series of activities designed to create and enhance their Teaching Portfolios. Individuals who enroll in the course will be contacted prior to the event so they can bring to the session relevant materials

Complete Session Details Can be Found at:
iamseconference.org

Faculty Development Courses

that they will need to work on their own portfolios. By the end of the course, participants will have either completed substantial work on a new Teaching Portfolio or on enhancing their existing one.

C7—A Systematic Approach for Teaching Improvement

Drs. Kelley Skeff and Georgette Stratos, Stanford Faculty Development Center, Stanford University School of Medicine

This day-long course, developed by the Stanford Faculty Development Center, is designed to: (1) enhance participants' versatility as teachers; (2) enable them to use a 7-component educational framework to analyze teaching; and (3) provide a forum for collegial exchange among teachers, regarding teaching improvement.

In a series of workshops, we will focus on three selected topics from the following list:

- Learning Climate
- Control of Session
- Communication of Goals
- Promotion of Understanding & Retention
- Evaluation
- Feedback
- Promotion of Self-Directed Learning

The workshops alternate between general and small group sessions, and use a variety of instructional methods including didactic presentations, group discussions, role play exercises, videotape review, and personal goal setting.



Pre-Conference Workshops

W1—The Parallel Universe: Adaptation to Emerging Teaching and Learning Issues in Veterinary Medical Education

Dr. Stuart Meyers, University of California Davis School of Medicine

Curricular Variation

The first hour of this workshop will consist of discussion among participants with regard to North American veterinary curricula. Participants will be requested to bring outlined curricula from Veterinary Colleges. Topics will include preveterinary training, the teaching of basic science, integration of basic and clinical sciences, tracking and species representation within curricula, overview of paraclinical sciences, and the clinical year.

The Future of Veterinary Medicine in Global Animal and Human Health

In the second hour of the workshop, participants will discuss the expanding role of Veterinary Medicine's global health. In addition to training veterinarians for practice, new trends in Ecosystems Health, Agricultural and Food Systems, Agri- and Bio-terrorism, Public Practice, and other areas will provide more training opportunities in VM. As such, the participants will discuss how DVM professional programs may need to change to provide for future applicants.

Affecting Change in Veterinary Medicine

In the final hour of the workshop, participants will discuss whether systemic change is required in Veterinary teaching institutions in order to meet the future needs of the profession. Participants will be asked to consider obstacles to affecting change at various institutions.

W2—Students' Voice in Education: Workshop on Teaching, Learning, and Assessment

Dr. Frazier Stevenson, University of California Davis School of Medicine

This three hour session will introduce students to basic principles of health education and to key themes in the IAMSE meeting. It will include time for students to compare their experiences at their respective schools. A limited number of faculty will be admitted to share in the dialogue, but the session will emphasize student perspective and needs.

W3—Writing Effective Multiple Choice Exam Questions

Dr. Regina Kreisle, Indiana University School of Medicine – Lafayette

The purpose of this course is to help faculty improve the quality of the multiple choice examination questions. Through practical exercises and informative presentations, participants will learn how to effectively create, evaluate, and utilize multiple choice questions for their particular discipline. Practical application of the techniques as they relate to construction of quality examinations will be stressed. This workshop is presented by the Group for Research in Pathology Education (GRPE).

Participants will:

- Explore issues relating to the construction of quality multiple choice exam questions including how to recognize and avoid technical flaws
- Discuss methods to create and use clinical vignettes for testing of basic science content
- Practice writing and critiquing questions in a small group format
- Examine approaches to question evaluation using performance-based statistical indices

Complete Session Details Can be Found at:
iamseconference.org

Pre-Conference Workshops

W4—Strategies for Introducing Genomics into Medical Curricula

The IAMSE Genomics Interest Group

Noel Boaz, Ross University School of Medicine

George Dunaway, Southern Illinois University

Katherine Hyland, University of California - San Francisco

Phil Musich, East Tennessee State University

Howard Steinman, Albert Einstein College of Medicine

Virginia Thurston, Indiana University School of Medicine

Education of the medical student and physician must anticipate impending advances in knowledge that alter the practice of medicine, e.g., utilization of genomics and proteomics. Evolution of curricula is accomplished by introducing new material into an already challenging and packed curriculum while not reducing other vital curricular components. This workshop will combine examples of genomics integration with working discussions of how to locally implement such integration. Models of successful integration will be presented, as will their variations dependent on curricular design. Issues of clinical significance and faculty development will be discussed. The aim is to evolve implementation strategies to be shared during the IAMSE meeting and as a resource on the IAMSE website.

W5—Accept, Revise, Reject: Reviewing Educational Research Manuscripts

Dr. Sonia Crandall, Wake Forest University School of Medicine

Dr. Sheila Chauvin, Louisiana State University Health Sciences Center

Participants in this workshop will enhance their knowledge and skills to effectively review medical education research manuscripts and prepare medical education manuscripts and proposals for submission. Hands-on activities will be used to apply criteria and review a manuscript, compare group results to actual reviews of the paper, and examine authors' response to the reviewers and the published version of the paper.



ESME Certificate

The concept of a course covering the essential skills in medical education built around an educational conference including pre- and post-conference workshops has proved popular. Successful courses have now been run at the Association for Medical Education in Europe (AMEE) 2005 and 2006 Conferences, at the 3rd Asia Pacific Medical Education Conference in Singapore and at the 2006 IAMSE Meeting in Puerto Rico. In collaboration with IAMSE, AMEE is pleased to offer the course again at the IAMSE 2007 Meeting in Cleveland.

With the increasing professionalisation of medical education, the need for teachers in the healthcare professions to have training in teaching is widely recognized. Whilst many institutions worldwide offer Diploma and Masters courses in medical education, there is a lack of accredited basic level courses. The ESME Programme has been designed to meet the need for an entry level teaching qualification. ESME will be of particular interest to teachers who are engaging with medical education for the first time, or who have been given some new responsibilities or assignment relating to teaching. Others are finding the ESME Programme useful as a refresher course or update. The course at the IAMSE Meeting is designed to be specifically relevant to medical science educators.

The ESME Programme is accredited by AMEE and approved by an international Advisory Board. It has been designed around a set of competencies that all practicing teachers should possess. These include: Effective Teaching, Skilled Educational Planning and Informed Assessment and Evaluation.

Day 1: Friday 20 July 9.00 am–4.30 pm

Attendance at an ESME workshop where the following themes are introduced:

- Theme 1: The Skilled Educational Planner
- Theme 2: The Effective Teacher
- Theme 3: The Informed Assessor/Evaluator

Questions addressed will include:

- What should the learner learn? (learning outcomes);
- How should the learner learn it? (teaching and learning methods);
- How should it be organized into a curriculum? (curriculum planning);
- How do we know if the learner has learned it? (assessment).

Day 2: Saturday 21 July

A choice of one of the Faculty Development Courses offered by IAMSE

Day 3: Sunday 22 July

Attendance at IAMSE Meeting sessions, and a feedback session with ESME faculty

Day 4: Monday 23 July

Attendance at IAMSE Meeting sessions, and a feedback session with ESME faculty

Day 5: Tuesday 24 July

Attendance at IAMSE Meeting sessions, followed by an ESME post-conference workshop. Topics covered in this session are:

- Discussion of issues raised during the Meeting relating to the three themes and questions introduced on day 1;
- Theme 4: an introduction to the Roles of the Teacher; the Scholarly Educator and Best Evidence Medical Education; and the Teacher as a Leader.
- Keeping up to date, and further developments in the essential competencies required of a teacher in the healthcare professions.

Complete Session Details Can be Found at:
iamseconference.org

ESME Certificate

ESME Faculty for the course includes:

Ronald Harden MD, formerly Director of the Centre for Medical Education, University of Dundee, UK, and now Director of Education for the International Virtual Medical School (IVIMEDS);

Aviad Haramati Ph.D, Professor and Director of Education in the Departments of Physiology & Biophysics and Medicine at Georgetown University School of Medicine;

Mrs Pat Lilley is Administrator for the Course.

Cost of the ESME IAMSE Course:

The cost of US\$ 550 includes:

- participation in ESME full-day pre-conference session on Friday;
- feedback sessions with faculty on Sunday and Monday;
- post-conference workshop on Tuesday;
- ESME resource materials, including selected AMEE Guides;
- access to additional resources following the course;
- award of a Certificate of Attendance

Participants must register for the IAMSE Meeting in the normal way, and pay the IAMSE registration fee. In addition, ESME course participants are expected to attend and pay for one IAMSE Faculty Development Course of their choice, depending on availability.

ESME Report leading to ESME Certificate:

Following completion of the ESME Course, and after returning to their institutions, participants may choose to submit a short report describing the application of the ESME competencies in their own teaching practice. Submission of a report that meets the required standards will be recognized by award of the ESME Certificate in Medical Education. There is an additional cost associated with this component of the program.

Email: amee@dundee.ac.uk

website: www.amee.org

Daily Program

Friday, July 20, 2007

- 8:30 - 4:30 pm Board of Directors Meeting
8:30 - 4:30 pm Essential Skills in Medical Education (ESME) at IAMSE
4:00 - 6:00 pm Registration Desk Open
IAMSE Night at the Cleveland Captain's Baseball game

Saturday, July 21, 2007

- 7:30 - 8:30 am Registration Desk Open
8:00 - 2:45 pm **Faculty Development Courses**
- C1 Simulation in Basic Science Education
Dr. Kathy Rosen, Case Western Reserve University School of Medicine
Dr. John Szarek, Ross University School of Medicine
 - C2 Team Based Learning
Drs. Dean Parmelee & Paul Koles, Wright State University
 - C3 A Medical Case Method Tutorial
Dr. Michael Grimm, University of New South Wales
 - C4 Qualitative and Quantitative Research Methods in Medical Education
Dr. Ilene Harris, University of Illinois College of Medicine at Chicago
 - C5 Instructional Design Principles for Educators
Dr. Veronica Michaelsen, University of Virginia School of Medicine
 - C6 Teaching Portfolios
Dr. Sheila Chauvin, Louisiana State University Health Sciences Center
Dr. Susan Pasquale, University of Massachusetts Medical School
Co-Sponsored by: Generalists in Medical Education
 - C7 A Systematic Approach for Teaching Improvement
Drs. Kelley Skeff and Georgette Stratos, Stanford Faculty Development Center,
Stanford University School of Medicine
- 3:00 - 6:00 pm **Pre-Conference Workshops**
- W1 The Parallel Universe: Adaptation to Emerging Teaching and Learning Issues in Veterinary Medical Education
Dr. Stuart Meyers, University of California Davis School of Medicine
 - W2 Students' Voice in Education: Workshop on Teaching, Learning, and Assessment
Dr. Frazier Stevenson, University of California Davis School of Medicine
 - W3 Writing Effective Multiple Choice Exam Questions
Dr. Regina Kreisle, Purdue
 - W4 Strategies for Introducing Genomics into Medical Curricula
IAMSE Genomics Interest Group
 - W5 Accept, Revise, Reject: Reviewing Educational Research Manuscripts
Dr. Sonia Crandall, Wake Forest University School of Medicine
Dr. Sheila Chauvin, Louisiana State University Health Sciences Center

Daily Program

- 2:00 - 6:00 pm Registration Desk Open
- 4:00 - 5:00 pm **IAMSE Administrative Meetings**
Development Committee - *Dr. Donald Linville, Chair*
Membership Committee - *Dr. Mark Andrews, Chair*
Planning Committee - *Dr. Susan Pasquale, Chair*
2008 Program Committee - *Dr. Veronica Michaelsen, Chair*
Public Affairs Committee - *Dr. Gary Rosenfeld, Chair*
Publications Committee & Editorial Board - *Dr. Dani McBeth, Chair, Uldis Streips, Editor-in-Chief*
Technology Committee - *Dr. John Szarek, Chair*
Webcast Audio Seminar Committee, *Dr. Jack Strandhoy, Chair*
- 6:30 pm **Opening Ceremony**
Dr. E. Patrick Finnerty, IAMSE President
Dr. Pamela Davis, Interim Dean, School of Medicine Case Western Reserve University
- 7:00 - 8:30 pm Opening Reception

Sunday, July 22, 2007

- 7:00 am Registration Desk Open
- 7:00 - 8:00 am Networking Breakfast
- 8:00 - 8:30 am **Welcome and Meeting Overview**
Dr. Frazier Stevenson, IAMSE Program Committee Chair
- 8:30 - 10:00 am **Plenary Session I**
Teaching: Why Do It Well and How to Reward It
Dr. Ronald Harden, IVMEDS
Dr. Thomas Viggiano, Mayo Medical School
- 10:00 - 10:45 am Poster & Exhibit Viewing
- 11:00 - 11:45 am **Plenary Session II**
Developing Student Communication Skills in the Preclinical Curriculum
Dr. Suzanne Kurtz, Washington State College of Veterinary Medicine
- 12:00 - 1:30 pm **Lunch Report:** Using IAMSE Webcasts for Faculty Development at your Institution
Medical Scholar Award Presentation
New Member Lunch
- 1:00 - 2:30 pm **Plenary Session III**
Teaching Methods: Case Method and Team Based Learning
Dr. Michael Grimm, University of New South Wales
Dr. Dean Parmelee, Wright State University
- 2:30 - 3:00 pm Poster & Exhibit Viewing
- 3:00 - 4:30 pm **Concurrent Focus Sessions**
- F1 Meet the Speaker: Team Based Learning
Dr. Dean Parmelee, Wright State University

Daily Program

- F2 Meet the Speaker: Case Method
Dr. Michael Grimm, University of New South Wales
- F3 Meet the Speaker: Teaching Communication Skills
Dr. Suzanne Kurtz, Washington State College of Veterinary Medicine
- F4 Implementing an Electronic Curriculum
Dr. Michael Karr, University of Kansas School of Medicine
- F5 Morphomics as a Mode of Establishing Curricular Cross-Talk between Anatomy and the Other Basic Medical Sciences
Dr. Noel Boaz, Ross University School of Medicine
- F6 Mission Impossible? How to Respond When Your Assignment is Curricular Change
Dr. Giulia Bonaminio, University of Kansas School of Medicine
Dr. Kathryn Huggett, Creighton University School of Medicine
Dr. William Jeffries, Creighton University School of Medicine
Dr. Susan Pasquale, University of Massachusetts Medical School
- F7 Basic Science Seminars: Moving From Adversarial To Educational
Dr. Carol-Ann Courneya, University of British Columbia
- F8 Building Medical Education Communities:
Skills for Assessing and Facilitating Communication Among Basic Science Faculty,
Medical Educators and Clinical Faculty
Drs. Janice Grackin, Elza Mylona, Stony Brook School of Medicine
- F9 ESME Feedback Session
- 4:30 - 5:00 pm Poster & Exhibit Viewing
- 5:00 - 6:00 pm IAMSE Business Meeting
- 6:30 - 8:00 pm GRIPE Reception

Monday, July 23, 2007

- 7:00 am Registration Desk Open
- 7:00 - 7:45 am Breakfast Session - Internationalization of IAMSE - What's Going on in Europe?
Dr. Jerome Rotgans, RWTH Aachen University
- 8:00 - 9:30 am **Interactive Technology Sessions**
- 9:30 - 10:30 am Exhibit & Poster Viewing
Authors will be present at poster
- 10:30 - 11:45 am Poster Discussion Sessions
- 12:00 - 1:00 pm **Lunch Report:** 2008 IAMSE Meeting Salt Lake City,
Hosted by the University of Utah and Slice of Life
- 1:00 - 1:30 pm **Report:** Fostering Student Research: the Case Western Experience
Outstanding Presentation Award
- 1:30 - 2:30 pm Student Poster Presentations
- 2:30 - 2:45 pm Exhibit & Poster Viewing
- 2:45 - 4:15 pm **Plenary Session IV**
Assessment Methods: Personal Progress Testing, Integrative Exams, Student Portfolios

Complete Session Details Can be Found at:
iamseconference.org

Daily Program

- 4:15 - 4:30 pm Exhibit & Poster Viewing
- 4:30 - 6:00 pm **Concurrent Focus Sessions**
- F10 Copyright and Fair Use in the Digital Era
Dr. Peter Anderson, University of Alabama at Birmingham
- F11 Meet the Speaker: Novel Assessment Strategies
Dr. Geoff Norman, McMaster University
Dr. Elaine Dannefer, Cleveland Clinic Lerner College of Medicine of Case Western Reserve University
Dr. Sidney Murphree, University of Louisville
- F12 Training our Learners for PBL
Dr. Niamh Kelly, University of British Columbia
- F13 Practice-Based Partnerships in Learning Using Real-Time Case Simulation: Interactive Case-Based Online Network (ICON)
Dr. James Quattrochi & Ms. Wendy Ham, Harvard Medical School
Dr. Susan Pasquale, University of Massachusetts Medical School
- F14 Using High-Fidelity Simulation to Enhance Basic Science Teaching in Medical School
Dr. Michael Fitch, Wake Forest University Health Sciences
- F15 Confidence Based Marking: A Tool to Improve Students' Self Assessment
Dr. Stephen Wood, Ross University School of Medicine
- F16 Basic Skills for Effective Negotiation
Dr. Elza Mylona, Stony Brook School of Medicine
- F17 Are Faculty Responsible for Medical Student Professionalism?
Dr. Kathryn McMahon, Texas Tech University Health Sciences Center
Dr. Robert Carroll, East Carolina University Brody School of Medicine
- F18 ESME Feedback Session
- 6:30 pm Buses Leave for Social
- 7:00 - 9:30 pm IAMSE Social

Tuesday, July 24, 2007

- 7:00 - 8:00 am Registration Desk Open
- 7:00 - 8:00 am **Networking Breakfast** - Exhibit & Poster Viewing
- 8:00 - 9:30 am **Resource Exchange Sessions**
- R1 Technology Enhanced Collaborative Learning
Dr. Vaughan Kippers, University of Queensland
- R2 Sharing Resources for Curriculum Integration
Dr. Charles Hitchcock, The Ohio State University
- R3 The Use of Cinema to Enhance the Teaching of Behavioral Science and Psychopathology
Dr. Lockie Johnson, American University of the Caribbean, School of Medicine
Dr. Danny Wedding, University of Missouri-Columbia School of Medicine
- R4 Education Competencies: Use in Basic Science Courses
Dr. Regina Kreisle, Indiana University School of Medicine – Lafayette

Daily Program

- R5 Student Portfolios in Assessment
Dr. Alan Hull, Cleveland Clinic Lerner College of Medicine
- R6 Strategies for Faculty Development of Teaching
Dr. Frazier Stevenson, University of California—Davis School of Medicine
- 9:45 - 10:00 am Master Teacher Award Presentation
- 10:00 - 12:00 pm **IAMSE Debate:**
"Medicine is Not a Science"
Dr. Michael Whitcomb, Association of American Medical Colleges
Dr. Geoff Norman, McMaster University
- 12:30 - 3:00 pm Debate Discussions
- 12:30 - 5:00 pm ESME Post Conference Workshop



IAMSE Membership Benefits

We are pleased to offer a special combination meeting registration and membership package. By selecting this option, a portion of your non-member registration fee will be applied towards a one-year membership in IAMSE.

IAMSE MEMBERSHIP BENEFITS

- 15% discount on registration for all IAMSE events, including the Annual Association Meeting and other regional and international conferences on educational strategies in the medical sciences.
- Website password access to all Association Meeting and Conference Proceedings containing full audio recordings of featured speakers.
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- Website password access to current issues of the *Journal of the International Association of Medical Science Educators* featuring peer-reviewed articles describing original research, current trends in basic medical science education, reports, commentaries on innovative teaching methods, and reviews of educational software. Now being published in English, French and Spanish.
- Website password access, Ask an Expert feature, Educational Resources, Membership Directory, and more.
- And most importantly -- membership in IAMSE provides professional advancement opportunities to network with colleagues at other medical facilities, establish collaboration and exchange programs, publish in the Association journal, conduct and/or attend courses and workshops on educational methods, present projects from your school, and develop the credentials of a truly effective medical educator.

For complete list including additional benefits, please see www.iamse.org

Additional Information About IAMSE

If you cannot attend this meeting but are interested in learning more about the International Association of Medical Science Educators, please visit www.iamse.org, or contact:

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