19th Annual
IAMSE Meeting

From Islands to Integration - Identifying the Gaps and Building Bridges

San Diego, CA USA
June 13-16, 2015

Hosted by
UC San Diego
School of Medicine

#IAMSE15
2015 IAMSE Annual Meeting

Science Education for Health Care Professionals
Across the Continuum

Pre-conference Workshops
June 13, 2015

Plenary Sessions
June 14-16, 2015
San Diego, California, USA

Hosted by

UC San Diego
School of Medicine

Paradise Point Resort and Spa
San Diego, California, USA
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Dear IAMSE Colleagues,

On behalf of the 2015 Program Planning Committee, it is with great pleasure that I welcome you to the 19th annual meeting of the International Association of Medical Science Educators.

Over the past 18 months we have endeavoured to plan a meeting for you that explores past, present, and future efforts to integrate basic and clinical sciences disciplines across the health sciences curriculum. Indeed, the theme for this year’s meeting is “From islands to integration: identifying the gaps and building bridges”. We will hear from many qualifies speakers this weekend, but allow me to highlight our plenary topics. Dr. Suzanne Stenaas (University of Utah School of Medicine; Salt Lake City, Utah) will kick off our meeting by providing an important retro- and prospective view of the role technology plays in curriculum integration. Dr. Leslie Fall (Geisel School of Medicine at Dartmouth College, and MedU; Hanover, New Hampshire) will address the accomplishments and challenges of language. Dr. Deirdre Bonycastle (University of Saskatchewan College of Medicine, Saskatoon, Saskatchewan) will engage us in an active learning process, and discuss how technology can play an important role in developing significant learning experiences for students. Dr. Paul Worley (Flinders University School of Medicine, Adelaide, South Australia) will round us out with a discussion on the role of the community as a "campus" for medical education, and the development of pedagogy and assessment for this new kind of integrated classroom.

We hope that through participation in pre-conference faculty development courses, plenary sessions, poster presentations, and focus sessions, you will learn new skills and techniques that will enrich your health science education experience. We hope you will find renewed energy to form interdisciplinary collaborations in support of efforts at your institution to create significant learning experiences for health professions trainees.

We encourage you, whether a long-time member and attendee of our annual conference, or a new member who is visiting for the first time, to become familiar with our family of educational scholars. Share your passion for teaching and research. I share a kinship with other members of IAMSE because of its educational and leadership opportunities, professional development, and most importantly camaraderie. We offer professional development through a series of Web Seminars, and through participation in a capstone fellowship program in collaboration with the Association for Medical Education in Europe (AMEE) Essential Skills in Medical Education (ESME) program. Our mentoring opportunities include travel awards, poster presentations and judging, and grants. We recognize Master Scholars and Master Teachers. Experts from around the world spanning the disciplines of curriculum design, pedagogy, technology, and assessment in the basic and clinical sciences gather at the annual meeting to improve the health sciences educational experience for faculty and students. We hope you also develop a sense that IAMSE can be your professional home to develop as an educational scholar.

Finally, this meeting was made possible by the dedication and hard work of the 2015 Program Planning Committee and its subcommittee for Peer Review, to whom I owe tremendous debt of gratitude. It has truly been a pleasure to work with such talented individuals at IAMSE. We have an incredible diverse group of educational scholars and society staff, each of who cares deeply about students and faculty colleagues. Thank you to Shivayogi Bhusnurmath, Giulia Bonaminio, Peter De Jong, Julie Hewett, Robert McAuley, Luke Mortensen, David Morton, David Rapaport, Ferhan Sagin, Greg Smith, Joe Stein, and Amy Wilson-Delfosse for all your hard work and support.

Here’s to a fun, enlightening, and enjoyable meeting,

Jonathan J. Wisco, Ph.D.
Chair, 2015 Program Planning Committee
Friday, June 12, 2015

08:00 AM - 09:00 AM  Registration for ESME Participants  Exec 709 & 711
09:00 AM - 05:00 PM  ESME  Exec 709 & 711
11:00 AM - 06:00 PM  IAMSE Board of Directors Meeting  Garden Room
12:30 PM - 01:30 PM  ESME Lunch (Closed Session)  Exec 709 & 711

Saturday, June 13, 2015

07:30 AM - 06:15 PM  Registration Desk Open  Bay View Foyer
08:30 AM - 11:30 AM  Pre Conference Workshops  Sunset 2
WS1 - Evaluating Infrastructure for Capturing & Managing Assessment of Clinical Skills  Exec 709 & 711
Christopher Cimino, Advanced Clinical Care Informatics Consulting, USA

WS2 - Flipping the Classroom: Integrating Active Learning Into the Curriculum  Sunset 3
John Szarek, The Commonwealth Medical College, USA
Kathryn Huggett, Creighton University, USA
William Jefferies, University of Vermont, USA

08:30 AM - 3:15 PM  All-Day Faculty Development Courses  Bay View
FD1 - Basics of TBL in a Day  Dockside
Sandy Cook, Duke-NUS Graduate Medical School, USA
Kevin Krane, Tulane University School of Medicine, USA

FD2 - Developing a High-Quality Item Pool to Support Integrative Basic Science Exams  Dockside
Agata Butler, National Board of Medical Examiners, USA
Mark Raymond

FD3 - Getting Started with Interprofessional Healthcare Education at Your School  Garden Room
Richard Vari, Virginia Tech Carilion School of Medicine, USA
Patty Vari, Jefferson College of Health Sciences, USA

FD4 - Role of Basic Science in Clinical Decision Making (Integration across all four years)  Sunset 1
Leslie Fall, Geisel School of Medicine at Dartmouth, USA
Amy Wilson-Delfosse, Case Western Reserve University, USA

11:30 AM - 12:15 PM  Lunch for Workshop Participants (add’l fee)  Bay View Foyer
12:15 PM - 03:15 PM  Pre Conference Workshops  Sunset 2
WS3 - Pedagogy and Skills for Just in Time Teaching Videos  Sunset 3
Jonathan Wisco, Brigham Young University, USA
David Morton, University of Utah School of Medicine, USA

WS4 - The Use of Tablets in Basic Science and Clinical Curricula  Sunset 4
Virginia T. Lyons, Amanda L. Albright, Dartmouth, USA

WS5 - Aligning and Assessing Competencies, Milestones, and EPAs  Sunset 4
Tracy Fulton, University of California, San Francisco, USA
Carla Lupi, Florida International University, USA
03:15 PM - 03:30 PM   Break

03:30 PM - 6:15 PM   **Educational Scholarship Fellowship Session**  (Closed Session)  
                      **Medical Science Educator Reviewer Workshop**  (Closed Session)  
                      **Med-U Meeting**  (Closed Session)
                      
                      Bay View
                      Dockside
                      Garden Room

06:15 PM - 06:30 PM   Break

06:30 PM - 07:30 PM   **Opening Ceremony & Master Teacher Award**  
                      Paradise Ballroom

07:30 PM - 08:30 PM   Opening Reception
                      Paradise Foyer
Sunday, June 14, 2015

07:00 AM - 08:00 AM  Breakfast Roundtable Discussions  Paradise Ballroom
07:00 AM - 05:00 PM  Registration Desk Open  Paradise Foyer
08:00 AM - 08:15 AM  Welcome  Paradise Ballroom
08:15 AM - 09:45 AM  Plenary Session (Moderated by Bob McAuley)  Paradise Ballroom
  From Hobby Time to Real Time: Integrating Technology in the Curriculum  Paradise Ballroom
  Suzanne Stensaas, University of Utah, USA
09:45 AM - 10:00 AM  Coffee Break with Exhibitors  Paradise Foyer
10:00 AM - 11:30 AM  Focus Sessions  Bay View
  1FS1 - Engaging Biomedical Scientists and Medical Science Educators in Inter-Professional Education (IPE)  Bay View
  Christopher Burns, Roseman University of Health Sciences, USA
  John Szarek, The Commonwealth Medical College, USA
  1FS2 - Explorations: a Novel Approach to Active Learning in the Undergraduate Medical Curriculum  Paradise Ballroom
  Bonny Dickinson, Maria Scheakley, Kelly Quesnelle, Wendy Lackey, Western Michigan University Homer Stryker MD School of Medicine, USA
  1FS3 - Measuring the Behavioral Impact of Interprofessional Education Using an ATOSCE  Sunset 1
  David Dickter, John Tegzas, Sheree Aston, Western University of Health Sciences, USA
  1FS4 - Applying the Neuroscience of Learning to Designing Effective Learning Experiences  Sunset 4
  Thomas Viggiano, Mayo Clinic, USA
  1FS5 - Becoming an Advocate for Longitudinal, Competency-Based Nutrition Curriculum  Sunset 2
  Janet Lindsley, University of Utah School of Medicine, USA
  Kathryn Thompson, University of New England College of Osteopathic Medicine, USA
  1FS6 - Weaning Millennial Medical Students From a Student Mentality to a Professional Way of Thinking  Sunset 3
  Larry Nichols, Charles Handors, University of Tennessee College of Medicine, USA
  1FS7 - Case Studies in Implementing Religio-Cultural Competence Education for Medical Students/Resident  Exec 709 & 711
  Lynn Stoller, Tananbaum Center for Interreligious Understanding, USA
10:00 AM - 11:30 AM  Focus Sessions (cont.)
1FS8 - Remediation in an Integrated Preclinical Curriculum
  Nagaswami Vasan, Cooper Medical School of Rowan University, USA
  Nehad El-Sawi, Alabama College of Osteopathic Medicine, USA
  Giulia Bonaminio, University of Kansas School of Medicine, USA

1FS9 - If Integration is Hard, Why Not Outsource It?
  Ferhan Sagin, Ege University School of Medicine, Turkey
  Karen Mattick, University of Exeter Medical School, United Kingdom

11:45 AM - 01:00 PM  Harvard Macy Networking Lunch
  Networking Lunch - Open to All Participants
  New Member Lunch

01:00 PM - 01:15 PM  Break

01:15 PM - 02:30 PM  Plenary Session (Moderated by Jonathan Wisco)
  Integration Through Collaboration
  Leslie Fall, Geisel School of Medicine at Dartmouth, USA

02:30 PM - 02:45 PM  Coffee Break with Exhibitors

02:45 PM - 03:45 PM  Business Meeting

03:45 PM - 05:45 PM  Poster & Exhibitor Reception

04:45 PM - 06:15 PM  ESME Follow Up Session
Monday, June 15, 2015

07:00 AM - 08:00 AM Breakfast Roundtable Discussions
Paradise Ballroom

07:00 AM - 08:00 AM Editorial Breakfast (Closed Session)
Exec 709 & 711

07:00 AM - 08:00 AM GRIPE Breakfast
Paradise Ballroom

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

08:00 AM - 09:15 AM Plenary Session (Moderated by David Morton)
Reading Your PowerPoint Isn’t Teaching
Deirdre Bonnycastle, University of Saskatchewan, Canada
Paradise Ballroom

09:30 AM - 09:45 AM ESME & Fellowship Awards
Paradise Ballroom

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

10:00 AM - 11:30 AM Focus Sessions

2FS1 - Training Medical and Health Professions Students in the Humanities: Why? What? How?
Carol Capello, Weill Cornell Medical College, USA
Norma Saks, Rutgers Robert Wood Johnson Medical School, USA
Sunset 1

2FS2 - Writing Better Learning Objectives and Complementary Exam Questions
John Szarek, Jeffery Holt, Jennifer Boardman, The Commonwealth Medical College, USA
Paradise Ballroom

2FS3 - More Than Just Facts: Multiple Competencies with Biomedical Sciences
Edward Klatt, Mercer University School of Medicine, USA
Sunset 2

2FS4 - Threshold Concepts and Transformational Learning
Stephen Loftus, Oakland University William Beaumont School of Medicine, USA
Sunset 3

2FS5 - Use of E-Portfolio to Teach Rational Prescribing
Engela Prinsloo, United Arab Emirates University College of Medicine and Health Sciences, United Arab Emirates
Stella Major, Weill Cornell Medical College, Qatar
Sunset 4

2FS6 - The Four Seasons: Learning & Personality Preferences in Interprofessional Healthcare Learning
David Wayne, University of New England College of Osteopathic Medicine, USA
Sunset 5

2FS7 - Marriage Counseling Basic and Clinical Sciences Through Concept-Based Curriculum Development
Leslie Fall, Geisel School of Medicine at Dartmouth, USA
Ann Poznanski, California Northstate University College of Medicine, USA
Tracy Fulton, University of California, San Francisco, USA
Amy Wilson-Delfosse, Case Western Reserve University, USA
Bay View
10:00 AM - 11:00 AM  Focus Sessions (cont.)
  2FS8 - Leveraging a Program Assessment Framework
  Pamela Baker, Larah Luking, University of Cincinnati, USA
  Garden Room
  2FS9 - The Objective Structured Teaching Encounter (OSTE)
  Beth Choby, University of Tennessee College of Medicine
  Department of Medical Education, USA
  Constance Tucker, University of Tennessee Graduate Medical Education, USA
  Dockside

11:45 AM - 12:45 PM  Lunch with 2016 Presentation
  Paradise Ballroom

12:45 PM - 01:45 PM  NBME Update

01:45 PM - 02:00 PM  Break

02:00 PM - 03:30 PM  Focus Sessions
  2FS10 - Leading Curriculum Management for Local Needs and the International Curriculum Inventory
  Giulia Bonaminio, University of Kansas School of Medicine, USA
  Colleen O'Connor Grochowski, Duke University School of Medicine, USA
  Susan Masters, University of California, San Francisco, School of Medicine, USA
  Terri Cameron, Association of American Medical Colleges, USA
  Sunset 2
  2FS11 - Developing Leaders for the Future of Medical and Health Sciences Education
  Sheila Chauvin, Louisiana State University Health Sciences Center, New Orleans, USA
  Sunset 3
  2FS12 - Teamwork-Training in the Pre-Clerkship Curriculum Opportunities and Limitations
  Melanie McCollum, Michigan State University Colleges of Human and Osteopathic Medicine, USA
  Donna Chen, Elizabeth Bradley, University of Virginia School of Medicine, USA
  Sunset 4
  2FS13 - Design It and Map It
  Ann Poznanski, Helena Spartz, Ralitsa Akins, California Northstate University College of Medicine, USA
  Sunset 5
  2FS14 - Creating Narrated-Animated Videos (NAVs) for Medical Science Education
  Bonny Dickinson, Maria Sheakley, Kelly Quesnelle, Western Michigan University Homer Stryker MD School of Medicine, USA
  Garden Room
  2FS15 - Integrating Traditional and Contemporary Tools
  David Rapaport, Miriam Scadeng, University of California School of Medicine, San Diego, USA
  Dockside
  2FS16 - Yes You Can: Non-Traditional Evaluation of Professionalism
  Rajunor Ettarh, Tulane University School of Medicine, USA
  Sunset 1
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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>02:00 PM - 03:30 PM</td>
<td><strong>Focus Sessions (cont.)</strong></td>
<td>Paradise Ballroom</td>
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<td><strong>2FS17 - Five Years of Flipped Classroom Experience and Counting! What We Have Learned</strong></td>
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<td>John Szarek, Jeffery Holt, Jennifer Boardman, The Commonwealth Medical College, USA</td>
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<td>02:00 PM - 03:30 PM</td>
<td><strong>Focus Sessions (cont.)</strong></td>
<td>Bay View</td>
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<td><strong>2FS18 - Watch Out for the Bumps! Transitioning to a Systems-Based Curriculum</strong></td>
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<td>Karen Weissbecker, Jennifer Gibson, David Franklin, Rajunor Ettarh, Tulane University School of Medicine, USA</td>
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<td>03:45 PM - 05:45 PM</td>
<td><strong>Poster &amp; Exhibitor Reception</strong></td>
<td>Paradise Ballroom</td>
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<td>04:45 PM - 06:15 PM</td>
<td><strong>ESME Follow Up Session</strong></td>
<td>Exec 709 &amp; 711</td>
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<td>06:30 PM - 09:00 PM</td>
<td><strong>Dinner on the Beach</strong></td>
<td>Paradise Cove</td>
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07:00 AM - 08:00 AM  Breakfast Roundtable Discussions  Paradise Ballroom
07:00 AM - 02:00 PM  Registration Desk Open  Paradise Foyer
08:00 AM - 09:30 AM  Focus Sessions  Sunset 1
  3FS1 - Preprofessional Education and Preparation of Learners for Competency-Based Health Professions
  John Szarek, Jennifer Boardman, Greg Shanower, Diana Callender, The Commonwealth Medical College, USA
  3FS2 - A Recipe for Integration of Basic Sciences into the Clinical Setting
  Charles Magee, Brian Neubauer, Uniformed Services University of the Health Sciences, USA
  3FS3 - Using the AAMC Curriculum Inventory to Support Curriculum Committees and Faculty
  Terri Cameron, Robby Reynolds, Association of American Medical Colleges, USA
  3FS4 - A Lecture Free Curriculum: Is It Possible?
  Stephen Charles, Thomas Kluzak, Scott Moser, University of Kansas School of Medicine, USA
  3FS5 - The Assurance of Learning
  Peg Weissinger, Georgetown University Medical Center, USA
  3FS6 - A Peer Coaching Model for Developing Expertise in Team-Based Learning: Designing and Implementing
  Janet Riddle, Amy Lin, University of Illinois, Chicago, USA
  3FS7 - Self Directed Learning: More Than Independent Study
  Bret Simon, University of Texas Health Science Center at San Antonio, USA
  3FS8 - Addressing Toxic Courses in the Curriculum
  Greg Smith, Stuart Slavin, Saint Louis University School of Medicine, USA
  3FS9 - The Making of an Expert: Using Theories of Expertise to Enhance Basic Science Teaching
  Nicole Woods, University of Toronto and University Health Network, Canada
  Maria Mylopoulos, University of Toronto and Sick Kids Hospital, Canada
09:30 AM - 09:45 AM  Coffee Break with Exhibitors  Paradise Foyer
09:45 AM - 11:15 AM  Poster Discussions  Sunset 1
  3FS10 - Session 1 (Moderated by Greg Smith)
  Are DO and MD Students Expected to Learn a Similar Scope of Basic Science Knowledge?
  Greg Gayer
  Assessing Humanism in Medical Education: A Review of the Literature
  Era Buck
09:45 AM - 11:15 AM  Poster Discussions (cont.)

3FS10 - Session 1 (cont.)
An Interprofessional Collaboration Workshop Between Student Nurses and Student Physicians Aimed at Improving Healthcare Communication
Jaishree Patel

Modification of Traditional Team-Based Learning to Meet the Needs of Pharmacy Students in a Shared Basic Sciences Curriculum
Stephen Schneid

3FS11 - Session 2 (Moderated by Peter de Jong)
Evaluation of NYIT-COM Osteopathic Medical Students’ and Alumni’s Understanding of and Support for Inter-professional Collaboration
Jenna Mancinelli

Near-Peer Teaching Improves Learning in a Medical Histopathology Curriculum
Chanel Wood

Teaching Distinction Track for Future Medical Educators
Thomas Schmidt

3FS12 - Session 3 (Moderated by Giulia Bonaminio)
A Novel Quality Improvement-Advocacy Rotation for Pediatric Students
Jerri Rose

Integrated Instruction of Surface Anatomy and Massage Therapy Improves Student Learning of Musculoskeletal Surface Anatomy, Knowledge/Awareness of Massage Therapy Roles, Comfort With Physical Exam Skills and Personal Wellness
Darren Hoffmann

Building an Innovation Configuration Map to Guide Medical School Curriculum Implementation and Evaluation
Michelle Yoon

Unpacking Your Brain: Collaborative Identification of Core Basic Science Concepts Important in Clinical Decision-Making
Tracy Fulton

3FS13 - Session 4 (Moderated by Bob McAuley)
Crossing the Streams: Medical Students Reintroduce Basic Science to Residents in Morning Report
Eileen Hennrikus

The Effects of Interprofessional Problem-Based Learning (iPBL) on the Academic Performance of Medical Students (MS1) in a Research Concentration
Christina Cestone

A Flipped Classroom for Medical Education: Who Benefits?
Jeffrey Holt

Delivering Gross Anatomy Content Via Student Self-Paced Activity Rather Than In-Class Sessions: Student Opinions, Usage Patterns, and Performance on Assessments
Brett Szmik
Poster Discussions (cont.)

3FS14 - Session 5 (Moderated by David Rapaport)
ID Roundlets: Transporting a Time-Honored Medical Tradition to the Preclinical Classroom
Jessica Newman

Information Literacy and Grand Rounds: Adding Information Skills and Case Presentation Experience to the First Year Curriculum
Lori Fitterling

Lightning Rounds: Promoting Active Learning and Retrieval Practice in Anatomy Labs
Katie Hugget

Pre-View and Re-View Questions: Will They Aid Comprehension and Retention?
Eve Gallman

Coffee Break
Silent Auction Close

Plenary Session (Moderated by Peter de Jong)
Integration Through Assessment of Students, Faculty, and Curriculum
Paul Worley, Flinders University School of Medicine, South Australia

Meeting Close & Awards

ESME Follow Up Session

Med-U Meeting (Closed Session)
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.

2015 Award Winner - John L. Szarek, PhD, CHSE

John received his Ph.D. in Pharmaceutical Sciences from the University Of Kentucky College Of Pharmacy, a B.S. in Pharmacy from the University Of Illinois Chicago College Of Pharmacy, and a B.S. in Biology from the University Of Illinois Urbana. In 2013 he became a Certified Healthcare Simulation Educator by the Society for Simulation in Healthcare. Prior to moving to Scranton PA and joining the faculty at The Commonwealth Medical College (TCMC), he was a member of the faculty at Marshall University School of Medicine where he was involved in lung research, Chair of the Department of Pharmacology at Ross University School of Medicine in Dominica where he also started and ran the simulation program for the second year medical students, and a faculty member and Director of Human Simulation at A. T. Still University School of Osteopathic Medicine in Arizona. John wears many hats at TCMC. Foremost he is a Professor of Pharmacology in the Department of Basic Sciences and the Director of Clinical Pharmacology, as well as Education Director for Simulation in the Clinical Skills and Simulation Center. Additionally, he co-leads the interprofessional education curriculum thread for TCMC, a role in which he helps develop and lead activities bringing together students from multiple health professions schools in the surrounding geographic area.

John’s focus began to shift toward teaching and learning about 15 years ago after participating in a week-long course on effective teaching. He found himself reading books and journals related to education and attending workshops to learn more about teaching and learning. He has published abstracts and manuscripts related to medical education, and conducted many faculty development sessions at TCMC and society meetings (ASPET, IAMSE, SSH, and AMSPC) on topics such as facilitating small group sessions, the use of simulation in medical education, question writing, and presentation skills. More recently, he has been an advocate for the flipped classroom and interprofessional education. In addition to thanking IAMSE for this honor, he is most grateful to his wife of 35 years, Laura, for her love and support throughout this journey.
Welcome: Bruce Newton

President’s Address: Amy Wilson-Delfosse
  • Recognition of Outgoing Board Members
  • Installation of Incoming Members of the Board of Directors
  • Outcomes of the Annual Board Meeting

Council of Faculty & Academic Societies: Adi Haramati

Election of Members for the Nominating Committee: Bruce Newton

Annual Financial Report: Veronica Michaelsen

Standing Committee Updates: Amy Wilson-Delfosse
  • Executive Committee
  • Professional Development Committee
  • Membership Committee
    • Recognition of 5, 10, & 15 Year Members
  • Organizational Development Committee
  • Publications Committee
    • Public Affairs
  • Educational Scholarship
  • Site Selection Committee
  • Web Seminar Committee

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

Annual Association Meetings
  • 2016, Leiden, The Netherlands / Luke Mortensen, Program Chair

Membership Forum
Committee Listing

Thank you to all who helped make the 2015 IAMSE meeting a huge success!

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Dale Quest
David Yens
Stephen Charles
Denise Kay
Bill Rampy
Michelle Yoon
Allison Chatterjee
Makhdoom Khan
Wanda Reygaert
Hiroko Yoshida
Maria Cole
Amal Khidir
Jessica Clevenger
Richard Conran

2015 IAMSE Meeting - 22
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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