

“Adapting to the Changing Times in Health Sciences Education”

Hosted By:

**VIRGINIA TECH
CARILION SCHOOL
OF MEDICINE**



**23RD
ANNUAL
IAMSE
MEETING**

**Program
Book**

JUNE 8-11, 2019

**HOTEL ROANOKE
ROANOKE, VA, USA**

For Additional Information, Please Visit
IAMSECONFERENCE.ORG



23RD ANNUAL IAMSE MEETING

ADAPTING TO THE CHANGING TIMES IN HEALTH
SCIENCES EDUCATION

Pre-Conference Workshops

June 8, 2019

Main Conference

June 9-11, 2019

HOSTED BY:

VTC | **Virginia Tech Carilion**
School of Medicine

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NOTES

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WELCOME LETTER



James Pickering

Dear Colleagues,

Welcome to Hotel Roanoke in Roanoke, Virginia for the 23rd annual meeting of the International Association of Medical Science Educators! This year's location is truly splendid with Hotel Roanoke providing a relaxing and beautiful setting that merges the modern benefits of a contemporary hotel, while preserving its long traditions and history. Set amongst the wild surroundings of the Blue Ridge mountains and being only a stone's throw from downtown Roanoke, the scene is set for the 2019 IAMSE meeting to convene around our theme: "Adapting to the Changing Times in Health Sciences Education", hosted by Virginia Tech Carilion School of Medicine.

Over the next few days, colleagues and friends will gather to be led in discussions and challenged with new ideas and perspectives through our plenary speakers: Drs. Don Cleveland, Claudia Krebs, Geoff Talmon, and Craig Lenz. Their research and insight will provide us all with solutions and ideas to deal with the ever-changing landscape of health science education. By focusing on the latest changes in foundational science, educational technology, and changing demographics, all participants will learn and be able to share the latest thinking in this educational space. Moreover, through a wide range of pre-conference workshops, focus sessions, oral presentation and posters, colleagues have a number of opportunities to develop their own practice and learn from others to support our health science students.

Since IAMSE was fully established in 1997, it has brought members and guests together each year to share experiences, reconnect, collaborate, network and learn from each other. This year, in Roanoke, those aims remain in the wonderful setting that we find ourselves in today. The meeting highlights and delivers the vision and expanding international mission of IAMSE, which is to advance health science education through teacher and faculty development, ensuring that the learning and teaching of foundational science continues to be the cornerstone of health science education around the world. On behalf of the 2019 Program Planning Committee, IAMSE staff, Board of Directors, and the Executive Committee, I hope you enjoy the meeting and it provides an opportunity for reflection and growth.

With best wishes for a successful and inspiring meeting!

James Pickering, Ph.D.
2019 Program Chair



MEETING AT A GLANCE

FRIDAY

8:00AM - 9:00AM Registration for ESME Participants
9:00AM - 5:30PM ESME (Closed Session)

SATURDAY

8:30AM - 3:15PM All-Day Faculty Development Courses (Additional Fee)
8:30AM - 11:30AM Morning Pre-Conference Workshops (Additional Fee)
12:15PM - 3:15PM Afternoon Pre-Conference Workshops (Additional Fee)
6:00PM - 7:30PM Opening Ceremony
7:30PM - 9:00PM Opening Reception

SUNDAY

7:15AM - 8:15AM Breakfast and Roundtable Discussions
8:45AM - 9:45AM Plenary: Michael Friedlander
10:00AM - 11:30AM Focus Sessions
12:45PM - 1:45PM Plenary: Claudia Krebs
1:45PM - 3:15PM Membership Recognition & Business Meeting
3:30PM - 5:45PM Oral Presentation and Poster Viewing Sessions

MONDAY

7:45AM - 8:30AM Breakfast and Roundtable Discussions
8:45AM - 9:45AM Plenary: Geoffrey Talmon
9:45AM - 10:00AM 2020 Presentations
10:30AM - 12:00PM Focus Sessions
1:45PM - 3:00PM Poster Viewing
3:30PM - 5:00PM Focus Sessions
6:00PM - 8:00PM Taste of Roanoke Street Fair

TUESDAY

7:00AM - 8:15AM Breakfast and Roundtable Discussions
8:15AM - 9:45AM Focus Sessions
10:00AM - 11:00AM Oral Presentations
11:15AM - 12:15PM Plenary: Craig Lenz
12:15PM - 12:45PM Awards and Closing Ceremony

FRIDAY, JUNE 7, 2019

8:00AM - 9:00AM	Registration for ESME Participants	<i>Pocahontas Foyer</i>
9:00AM - 5:30PM	ESME (Closed Session)	<i>Pocahontas AB</i>
9:00AM - 5:00PM	IAMSE Board of Directors Meeting (Closed Session)	<i>Shenandoah B</i>
12:00PM - 1:00PM	IAMSE Board Lunch (Closed Session)	<i>Shenandoah B</i>
12:00PM - 1:00PM	ESME Lunch (Closed Session)	<i>Pocahontas AB</i>
6:00PM - 7:30PM	IAMSE Board Dinner (Closed Session)	<i>Shenandoah B</i>



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SATURDAY, JUNE 8, 2019

7:30AM - 6:30PM	Registration Desk Open	North Entry
7:30AM - 8:30AM	Breakfast (Ticket required)	Crystal Court
8:30AM - 3:15PM	All-Day Faculty Development Courses (Additional Fee)	
	Integration in Action! <i>Michael Dell, Robin English, Leslie Fall, Tracy Fulton David Harris, James Nixon, Amy Wilson-Delfosse</i>	Wilson
	“Not Everything that Counts can be Counted” - Introduction to Qualitative Research <i>Stefanie Attardi, Stephen Loftus, Valerie O’Loughlin, Jason Wasserman</i>	Pocahontas A&B
8:30AM - 11:30AM	Morning Pre-Conference Workshops (Additional Fee)	
	Applying a Systematic Process to Enhance Student Assessment: Building Faculty Skills and an Assessment Community of Practice <i>James Martindale, Christine Peterson, Mary Kate Worden</i>	Crystal Ballroom A&B
	Improving Teaching and Learning through Peer Observation of Instruction <i>Jean Bailey, Sonia Crandall, Larry Hurtubise, Suzanne Minor, Judith Taylor</i>	Buck Mountain
	Introduction to the MSE Journal and Basic Reviewing Tips <i>Mark Andrews, Sandy Cook, Peter de Jong, James Pickering</i>	Monroe
	Strategies for Advising, Mentoring, and Coaching: What’s the Difference and Why does it Matter? <i>Carrie Barron, Sue Cox, Michael Lee</i>	Crystal Ballroom C&D
	What’s My Style? A Framework for Enhancing Leadership Skills in Medical Education <i>Christopher Burns, Stephanie Wragg</i>	Crystal Ballroom E
10:00AM - 10:15AM	Coffee Break	Roanoke Foyer
11:30AM - 12:15PM	Lunch (Ticket required)	Crystal Court

SATURDAY, JUNE 8, 2019 (CONT.)

12:15PM - 3:15PM

Pre-Conference Workshops (Additional Fee)

Bringing your Exam to Bloom: Writing Effective Open-ended Questions to Test Higher-level Thinking
Marieke Kruidering-Hall

Wilson

Creating Cases that Integrate Basic and Clinical Sciences: Adapting to Changes in Medical Education
Christine Hutak, Donna McMahon, Swapam Nath, Todd Nolan

Crystal Ballroom AB

Educational Research Manuscript Reviews - The Good, the Bad, and the Ugly
Mark Andrews, Sandy Cook, Peter de Jong, James Pickering

Monroe

12:15PM - 3:15PM

Student Workshop

Sponsored by ScholarRx

New Educator and Scholar Training (NEST): A Professional Development Workshop for Students
Christopher Burns, Tao Le, Elisabeth Schlegel, Yun Weisholtz

Harrison/Tyler

1:30PM - 1:45PM

Coffee Break

Roanoke Foyer

3:15PM - 3:30PM

Coffee Break

Roanoke Foyer

3:30PM - 5:30PM

IAMSE Fellowship (Closed Session)

Crystal Ballroom CD

3:30PM - 5:30PM

Student Reception
Sponsored by University of North Carolina

Harrison/Tyler

6:00PM - 7:30PM

Opening Ceremony

Roanoke Ballroom A-D

7:30PM - 9:00PM

Opening Reception

Garden Court

SUNDAY, JUNE 9, 2019

7:15AM - 4:30PM	Registration Desk Open	North Entry
7:15AM - 8:15AM	Breakfast and Roundtable Discussions <i>Topics to include:</i> <i>Student Networking</i> <i>Curriculum Implementation & Administration SIG</i> <i>Active Learning</i> <i>Interprofessional Teaching and Learning</i> <i>Simulation</i> <i>Integrated Curriculum</i> <i>Assessment Challenges and Innovations</i> <i>Networking</i> <i>Preparing Schools for Natural Disasters</i> <i>Mentoring Student</i> <i>Faculty Development</i>	Roanoke Ballroom A-D
8:30AM - 8:45AM	Welcome <i>James Pickering</i>	Roanoke Ballroom A-D
8:45AM - 9:45AM	Plenary Session (<i>moderated by Richard Vari</i>) Getting Translational Research Into the Class Room <i>Michael Friedlander</i>	Roanoke Ballroom A-D
9:45AM - 10:00AM	Coffee Break with Exhibitors Sponsored by Wake Forest School of Medicine	Roanoke Foyer
10:00AM - 11:30AM	Focus Sessions Accelerated 3-Year Medical Program: Voices of the Experienced and Those Planning <i>Joan Cangiarella, Shou Ling Leong, Colleen Grochowski, Annette Reboli, Nagaswami Vasan</i> Curriculum Redesign to Incorporate Active Learning <i>Tracy Blanchard, Ellen Goldman, Rosalyn Jurjus</i> Entrustable Professional Activities - Implications for the Preclinical Faculty and Curriculum <i>Carrie Chen, Jessica Jones, Ming-Jung Ho</i> Flip My Classroom! Hands-on Session on How to Create Highly Effective Microlecture Videos <i>Yerko Berrocal, Anthony Michael Dwyer, Jonathan Fisher, Leslie Hammersmith</i>	Monroe Pocahontas Crystal Ballroom AB Buck Mountain

SUNDAY, JUNE 9, 2019 (CONT.)

10:00AM - 11:30AM

Focus Sessions (cont.)

Great Research, Bad Writing: Why Manuscripts Are Rejected and What to Do About It
John Kappenberg *Crystal E*

I Want to Be Promoted! A Hands-On Workshop for Medical Science Educators
Lisa Coplit, Bonny Dickinson, Kelly Quesnelle, Gary Rosenfeld, Maria Sheakley, Stephanie Wragg *Crystal C&D*

Mentoring 101- How to Be an Effective Mentee
IAMSE Student Professional Development Committee *Mill Mountain*

Practical Tools to Promote “Everyday Resilience” Among Health Professions Students
Galina Gheihman *Appalachian*

“Watch me, and tell me what’s wrong!” - Peer Coaching Unravelled
Sandra Haudek, Anne Mullen, Tyson Pillow *Wilson*

Words Matter: Developing Medical Students’ Writing Skills in the Age of Postmodern Communication
Alexis Horst, Nicole Michels, Brian Schwartz *Washington Lecture Hall*

11:30AM - 12:30PM

Networking Lunch - *Open to all attendees* *Roanoke Ballroom A-D*

11:30AM - 12:30PM

New Member & Student Lunch *Roanoke E-H*

12:45PM - 1:45PM

Plenary Session (moderated by Ingrid Bahner)

How to Use Disruptive Technology to Make Education Better - Not Just Different
Claudia Krebs *Roanoke Ballroom A-D*

1:45PM - 3:15PM

General Assembly & Membership Recognition (All are welcome) *Roanoke Ballroom A-D*

3:15PM - 3:30PM

Coffee Break with Exhibitors *Roanoke Foyer*

SUNDAY, JUNE 9, 2019 (CONT.)

3:30PM - 4:30PM

Oral Presentations

Session 1 - Assessment

(Moderated by Machele Linsenmeyer)

Crystal A&B

The Unusual Complexity and Inverted Association of
Medical Student Perseverance and Their Values

Robert Treat - Oral Award Nominee

Student perspectives about readiness to perform EPA
tasks: Does a year of experience affect self-assessed need
for supervision?

Victor Soukoulis

Faculty Resilience, Reflexivity, and Well-Being: Requisite
Elements of Success

Robert Treat

Formative Assessment and Self-Directed Learning:
Undergraduate Medical Students' Needs

Youn Seon Lim

Session 2 - Curriculum

(Moderated by Maureen McEnery)

Crystal C&D

What About Us? The Impact of Curriculum Revision on
Students in the Legacy Curriculum

Giulia Bonaminio

Connecting the Dots: Evidence of Successful Cognitive
Integration Among Preclinical Medical Students During
a Simulated Viral Pandemic

Jennifer Jackson

Assessing Self-Directed Learning in the Medical
Curriculum

Leslie A. Hoffman

Pharmacology as a Continuum: A Curricular Model For
Spaced Repetition, Vertical and Horizontal Integration

Jennifer Cleveland - Oral Award Nominee

SUNDAY, JUNE 9, 2019 (CONT.)

3:30PM - 4:30PM

Oral Presentations (cont.)

Session 3 - Curriculum (Moderated by Ryan Tubbs)

Crystal E

Public Health in the Medical Curriculum
Aikaterini Dima

Longitudinal Students as Teachers Pathway
Jacqueline K. Kobayashi

Interprofessional Service Learning in Medical
Education: Assessment of Student Perspectives on
Current Educational Trends
Malek H. Bouzaher

The Utility of Personality Assessments in Medical
Student Coaching a Pilot Study
Jennifer A. Villwock

Session 4 - Curriculum (Moderated by Stephen Loftus)

Buck Mountain

Improving Student Teamwork in the Preclinical
Curriculum
Henrike Besche - Oral Award Nominee

Facing Uncertainty in the GME Learning Environment:
Perceptions and Experiences of Internal Medicine
Residents and Attending Physicians at a US Academic
Medical Center
Galina Gheihman - Oral Award Nominee

Lessons Learned in Clerkship Innovation: A
Qualitative Study of the Design and Implementation of
Longitudinal Integrated Clerkships
Michael J. Chilazi

Teaching the "Kind Care Bundle:" A Transition Toward
Compassionate Care
Cynthia Cooper

SUNDAY, JUNE 9, 2019 (CONT.)

3:30PM - 4:30PM

Oral Presentations (cont.)

Session 5 - E-Learning

(Moderated by Richard Vari)

Washington Lecture
Hall

Medical Student Engagement With Technology-
Enhanced Learning Resources
James Pickering

Leveraging E-Learning to Respond to the Opioid Crisis
Jacqueline S. Barnett

Digital Badges in Medical Education: A Systematic
Review
Patrick Welch

Integration of Simulation-Based and Authentic Learning
Experiences to Improve Veterinary Clinical Anesthesia
Skills
Julie Noyes

Session 6 - Instructional Methods

(Moderated by Helena Carvalho)

Monroe

Effectiveness of Small Group Discussions (SGD) in
Pharmacology Course at Avalon University School of
Medicine
Sireesha Bala Arja - Oral Award Nominee

Changing the Medical Narrative: Incorporation of
Illness Stories Into Gross Anatomy
Carrie Elzie - Oral Award Nominee

Examining Strategies to Promote Cognitive Integration
of Basic and Clinical Sciences in Novice Learners
Kristina Lisk - Oral Award Nominee

Using Peer Evaluation to Promote Student
Understanding and Satisfaction during Team-Based
Learning Exercises
David Swope - Oral Award Nominee

Session 7 - Instructional Methods

(Moderated by Casey Bassett)

Wilson

The Impact of Simulation Competition on Pre-Clinical
Medical Students
Alexander Piszker

SUNDAY, JUNE 9, 2019 (CONT.)

3:30PM - 4:30PM

Oral Presentations (cont.)

Session 7 - Instructional Methods (cont.) (Moderated by Casey Bassett)

Wilson

All the World's a Stage: A Theatre Workshop For
Improving Communication Skills In Medical Students
Christie Kohut

Replacing Didactic Lectures With Integrated Case-
Based Sessions Improves Student Outcomes in an
Integrated Pre-Clerkship Curriculum
James Fong

Teaching the ABCDE Approach: Lecture vs. Video-
Based Instruction
Marije Hogeveen

Session 8 - Technology & Innovation (Moderated by Peter de Jong)

Pocahontas

A Novel Approach For the Integration and Application
of Medical Biochemistry in the Medical School
Curriculum Via Powerapps Applications
Paul Chastain II - Oral Award Nominee

Harnessing the Power of Mobile Devices in
Undergraduate Medical Education to Assess the
Competence, Professionalism and Progress of Students
in the Clinical Learning Environment.
Colin Lumsden

Multi-Institutional Collaboration to Promote Transfer of
Basic Science Into Clinical Practice
Leslie Fall

Clinical Reasoning and Case-Based Learning: Does
Simulation With a Manikin Make a Difference?
M. Kathryn Mutter

Mill Mountain

Session 9 - Student Support (Moderated by Anna Edmondson)

Study Strategy Interviews Suggest Overwhelmed And
Over-Reliant Attitudes In First-Year Indiana University
Medical Students
Amberly Reynolds - Oral Award Nominee

SUNDAY, JUNE 9, 2019 (CONT.)

3:30PM - 4:30PM

Oral Presentations (cont.)

Session 9 - Student Support (cont.) (Moderated by Anna Edmondson)

Mill Mountain

Promoting Academic Success Through an Enhanced
Peer-Tutor Program
Yen-Ping Kuo

Helping Students Transition to and Succeed in
Medical School By Developing a Growth Mindset By
Contrasting Medical School Learning With Students'
Previous Educational Experiences
Scott Severance

Predictors of Impostor Syndrome In Medical Students
at the Preclinical-Clinical Transition
Beth Levant - Oral Award Nominee

Session 10 - Other (Moderated by Ingrid Bahner)

Appalachian

Effectiveness of Educating Health Care Professionals in
Managing Chronic Pain Patients Through a Supervised
Student Inter-Professional Pain Clinic: An Update
Ling Cao

Thinking Beyond the Norm: IPE in a Biomedical
Graduate School Setting
Heather Billings

Metacognition and Microlearning: Training Staff
Through a Faculty Development Workshop
Sarmishtha Ghosh

Teaching Squares: An Innovative Approach For
Developing Pedagogical Practices of Medical Faculty
Samantha M. Lemus-Martinez - Oral Award Nominee

4:30PM - 5:45PM

Poster & Exhibitor Viewing
EVEN numbered posters to present

Shenandoah

5:00PM - 5:45PM

ESME (Closed Session)



NOTES

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MONDAY, JUNE 10, 2019

7:45AM - 5:00PM	Registration Desk Open	North Entry
7:45AM - 8:30AM	Breakfast and Roundtable Discussions Topics to include: <i>Mentoring faculty</i> <i>Active Learning</i> <i>Interprofessional Teaching and Learning</i> <i>Simulation</i> <i>Integrated Curriculum</i> <i>Assessment Challenges and Innovations</i> <i>Networking</i> <i>Preparing Schools for Natural Disasters</i> <i>Student Networking</i> <i>Mentoring Student</i> <i>Faculty Development</i> <i>GRIPE Breakfast</i> <i>Curriculum Implementation & Administration SIG</i>	<i>Roanoke Ballroom</i> <i>A-D</i>
8:30AM - 8:45AM	Housekeeping Announcements	<i>Roanoke Ballroom</i> <i>A-D</i>
8:45AM - 9:45AM	Plenary Session (<i>moderated by Peter de Jong</i>) Generation Z: the New Kids on the Block <i>Geoffrey Talmon</i>	<i>Roanoke Ballroom</i> <i>A-D</i>
9:45AM - 10:00AM	IAMSE 2020 Presentations <i>Bonny Dickinson & Neil Osheroff</i>	<i>Roanoke Ballroom</i> <i>A-D</i>
10:00AM - 10:30AM	Coffee Break with Exhibitors	<i>Roanoke Foyer</i>
10:30AM - 12:00PM	Focus Sessions Challenges and Strategies to Integrate Pre-clinical Curriculum into Medical Undergraduate Education <i>Zhi Xiong Chen, Siang Hui Lai</i> Developing Professional Attributes in Medical Students Using Written and Face-to-Face Peer Feedback <i>Emily Bird, Neil Osheroff, Cathleen Pettepher</i> Everyone Has a Role in Combating Resistance: Integrating Antibiotic Stewardship into Education <i>Vera Luther, Christopher Ohl, Andrew Whitelaw</i>	<i>Appalachian</i> <i>Monroe</i> <i>Mill Mountain</i>

MONDAY, JUNE 10, 2019 (CONT.)

10:30AM - 12:00PM

Focus Sessions (cont.)

“Flipping without Flopping”: Developing Engaging Digital Resources for Millennial and Gen Z Learners
Craig Clarkson, Melissa Cowan, Laurel Gorman
Crystal Ballroom A&B

Introducing Lifestyle Medicine Competencies in Medical Education: Adapting to Healthcare Changes
Denise Kay, Magdalena Pasarica
Buck Mountain

Nuts-and-Bolts: Turning Educational Projects into Successful Submissions to MedEdPORTAL
Grace Huang, Richard Sabina
Crystal E

Should This Medical Science Educator Be Promoted? A Workshop for Institutional Leaders
Lisa Coplit, Bonny Dickinson, Gary Rosenfeld, Maria Sheakley
Crystal C&D

Team Teaching as an Approach for Enhancing Integration
Amanda Chase, Amber Heck
Pocahontas

Themes and Threads, Oh My: Managing a Longitudinal Discipline Across an Integrated Curriculum
Joe Blumer, Marieke Kruidering-Hall, Michael Lee, Kelly Quesnelle, Stephen Schneid, John Szarek, Nina Zaveri
Wilson

Translator Please!: Adapt your Teaching for Radically Different and Newly Matriculated iGen Students
Stefanie Attardi, Sarah Lerchenfeldt, Rebecca Pratt, Kara Sawarynski, Tracey Taylor
Washington Lecture Hall

12:00PM - 1:30PM

Networking Lunch (*All are welcome*)
Roanoke Ballroom A-D

1:30PM - 1:45PM

Coffee Break with Exhibitors
Roanoke Foyer

1:45PM - 3:00PM

Poster & Exhibitor Viewing
ODD numbered posters to present
Shenandoah

2:45PM - 3:30PM

ESME (*Closed Session*)

MONDAY, JUNE 10, 2019 (CONT.)

3:30PM - 5:00PM

Focus Sessions

Assessing Desired Abilities: Exploring Provision of Basic Science Reference Materials for Exams
Peter Anderson, Robert Carroll, Tracy Fulton, Marieke Kruidering-Hall, Kathryn Moore, Gary Rosenfeld, Tracey Weiler

Wilson

Concept Mapping and Some Ideas on How to Use C-maps as an Interactive Teaching and Learning Tool
Kerstin Honer zu Bentrup

Pocahontas

Early Intervention in Professionalism Lapses: A Coaching Approach
Jill Azok, Colleen Croniger, Amy Wilson-Delfosse

Washington Lecture Hall

Embrace Wikipedia-Editing as a Teaching & Learning Tool to Promote Deep Learning and Information Literacy
Amin Azzam, Nadine Dexter

Mill Mountain

How do we Help Students Integrate Content?
Tracy Blanchard, Ellen Goldman, Rosalyn Jurjus

Monroe

Integrating Technology into Education: From the Big Auditorium to the Bedside
Tyson Pillow

Crystal C&D

Strategies for Integrating Lifestyle Medicine and Experiential Wellness into Undergraduate Medical Curriculum
Shirpa Bansal, Michael Zawada

Crystal A&B

Student Evaluation of Teaching - Aligning Design and Utilization
Anne-Corinne Carroll, Robert Carroll, Mari Hopper, Denise Kay

Appalachian

MONDAY, JUNE 10, 2019 (CONT.)

3:30PM - 5:00PM

Focus Sessions (cont.)

Teaching Social and Behavioral Science for Health
Professionals: New Opportunities for Medical Educators
Jason Wasserman

Crystal E

Three-Step Framework for Curriculum Development
Based On Principles of Backward Design
Nancy Moreno, Alana Newell

Buck Mountain

6:00PM - 9:00PM

Taste of Roanoke Street Fair
(Included with registration)

Market Square

TUESDAY, JUNE 11, 2019

7:15AM - 1:00PM	Registration Desk Open	<i>North Entry</i>
7:15AM - 8:15AM	Breakfast	<i>Roanoke Ballroom A-D</i>
8:15AM - 9:45AM	Focus Sessions	
	Acute Stress Management for the Health Care Provider <i>Matthew Carvey, Paul Feliu</i>	<i>Buck Mountain</i>
	Dramatization Promotes Learning and Engages Students <i>Helena Carvalho, Rita McCandless</i>	<i>Pocahontas</i>
	Embodied Teaching: Active Learning With the Mind and Body <i>Shanna Cole, Kelly Quesnelle, David Riddle</i>	<i>Crystal C&D</i>
	Evolution of Medical Science Teachers to Educators: Professional Identity, Roles, and Excellence <i>Kim Dahlman, Tracy Fulton, Neil Osheroff</i>	<i>Washington Lecture Hall</i>
	Highlighting Medical Exposure During the Preclinical Years of Medical School: The Enrichment Experience <i>Ayodale Braimah, Tyler Hughes, Michael Robinson</i>	<i>Mill Mountain</i>
	How Can Technology be Used to Enhance Learner Engagement in these Changing Times in Health Science Education <i>Denise Kay, Magdalena Pasarica</i>	<i>Crystal E</i>
	How Do We Know Students Are Getting It? Tools and Methods for Assessment of Cognitive Integration <i>Raeann Carrier, Machele Linsenmeyer</i>	<i>Monroe</i>
	OUCH! (Ownership, Understanding, Curiosity, Healing): A Framework for Helping Students Overcome "Very Bad Days" <i>Galina Gheihman</i>	<i>Crystal Ballroom A&B</i>
	Teaching & Learning via Discovery, Elaboration, & Social Construction: The Evolving Role of Faculty <i>Robert Best, Michael Wiederman</i>	<i>Wilson</i>
	Walk the Line: Academic Affairs vs. Student Affairs <i>Alice Chuang, Gary Beck Dallaghan, Amy Shaheen</i>	<i>Appalachian</i>

TUESDAY, JUNE 11, 2019 (CONT.)

9:45AM - 10:00AM

Coffee Break with Exhibitors

Roanoke Foyer

10:00AM - 11:00AM

Oral Presentations

Session 1 - Assessment

(Moderated by Tracey Taylor)

Crystal A&B

Effectiveness of the Human Metabolism Map in Medical Biochemistry Education
Zeynep Gromley

Learning Medical Humanities: Do Medical Students' Conceptions of Learning Medicine and Approaches to Learning Medicine Matter?
Yen-Yuan Chen

Do Soap Note-Style Exam Question Stems Offer Advantages Over Vignette-Style Stems?
Terrence W. Miller

Preclinical Implementation And Attainment Of Entrustable Professional Activities: First Tier Of A Longitudinal Analysis
James Keene

Session 2 - Curriculum

(Moderated by Stefanie Attardi)

Crystal C&D

Curriculum Co-Production: A Win-Win
Janet Lindsley

Perception on Inter-Professional Education (IPE): An Analysis Of Reflective Essays By Basic Science Students
Amitabha Basu

Establishing a Scholarly Activity Structure For Medical Residency Programs
Suporn Sukpraprut-Braaten

Design and Implementation of a Population Health Curriculum Component Integrating Epidemiology, Exposure to Big Data and Critical Thinking
John S. Maier

TUESDAY, JUNE 11, 2019 (CONT.)

10:00AM - 11:00AM

Oral Presentations (cont.)

Session 3 - Curriculum

(Moderated by Bonny Dickinson)

Crystal E

The Effect of a Human Anatomy Course on Spatial Ability and Mental Effort
Saskia D. Richter

Equipping Tomorrow's Physicians to Care For Vulnerable Populations Through Community Partnership
Gia Digiacobbe

Community-Based Experiential Education in Medical School Students
Justin Zumwalt

Session 4 - Instructional Methods

(Moderated by Richard Vari)

Addressing a Medical School Curricular Gap by Integrating Pharmacy and Medical Student Courses on Therapeutics
George Bergus

Buck Mountain

Breaking With Tradition: Implementing Active Learning Into Grand Rounds
Jennifer M. Keller

Facilitating Medical Student Learning of Anatomy Via Radiographic Imaging
Cindy Funk

The Zombie Pandemic: An Innovative Simulation on Disease Outbreaks and Disaster Response for Preclinical Medical Students
Jennifer M. Jackson

TUESDAY, JUNE 11, 2019 (CONT.)

10:00AM - 11:00AM

Oral Presentations (cont.)

Session 5 - Instructional Methods (Moderated by James Pickering)

*Washington Lecture
Hall*

Utilizing a Mock Ethics Committee Meeting as an
Interprofessional Module to Teach Ethical Principles
While Solving an Ethical Dilemma
Janet Lieto

Improvement in Academic Performance Using a Flipped
Classroom Model Coupled to Think-Pair-Share
Phillip Carpenter

Proceduralizing the Art of Clinical Skills Teaching
Sateesh Babu Arja

Making the Connection: Taking Integrated Notes
Improves Learning and Retention Associated With
Clinical Reasoning
Douglas B. Spicer

Session 6 - Instructional Methods (Moderated by Casey Bassett)

Monroe

Medical Students' Expectations of Faculty and Student
Conduct During Lecture
Denise Kay

Context Over Content: Impact of Integration of Basic
Science Disciplines in Pre-Clinical Years
Sarmishtha Ghosh

Changes in Genderism and Transphobia in Residents
After a Transgender Speaker Panel
Leon L. Lai

TUESDAY, JUNE 11, 2019 (CONT.)

10:00AM - 11:00AM

Oral Presentations (cont.)

Session 7 - TBL/PBL

(Moderated by Osvaldo Lopez)

Wilson

Creating a Successful Summer Research Project Model
For Interprofessional (IP) Healthcare Student Teams
Karen O'Mara

Weekly Team-Based Learning Scores and Participation
Are Better Predictors of Successful Course Performance
Than Case-Based Learning Performance: Role of
Assessment Incentive Structure
Gonzalo A. Carrasco

Development of a Diabetes-Focused TBL For Integrating
Metabolism in the Foundational Elements Course at
Carle Illinois College Of Medicine
Jaya G. Yodh

An Innovative Method to Teach Information Literacy
and Research Organization Skills For Translational
Science Graduate Students
Erin Smith

Session 8 - Technology and Innovation

(Moderated by Gregory Smith)

Pocahontas

Adapting Teaching Designs For a New Challenge
in Health Science Education: Equivalent Learning
Experiences From Multiple Teaching Sites
Magdalena Pasarica

Implementation of a Simulation-Based Educational
Program to Improve Medical Student Bag-Valve-Mask
(BVM) Ventilation and Cardiopulmonary Resuscitation
(CPR) For Entrustable Professional Activity (EPA) #12
Vaia Abatzis

Facilitating Integration of Histology With Pathological
Diagnostic Reasoning Through Small Group Active
Learning Cloud-Based Interactive Exercises
Holly Ressetar

TUESDAY, JUNE 11, 2019 (CONT.)

10:00AM - 11:00AM

Oral Presentations (cont.)

Session 8 - Technology and Innovation (cont.) (Moderated by Gregory Smith)

Pocahontas

Development Of an Interactive On-Line Tool to Provide
Faculty With Frame of Reference Training For Student
Evaluations
Archana Pradhan

Session 9 - Student Support (Moderated by Stephen Loftus)

Appalachian

Lasting Wellness: A Medical Student Longitudinal
Wellness Activity-Stress-Sleep Tracking Wellness
Initiative
Kara Sawarynski

Types of Error Made in Formative and Summative
Assessments
Andrew Binks

Problems of Low Performing Students and Comparison
of Study Habits to High Performing Year 1 Medical
Students
Jean Peduzzi

Analysis of Medical Student Exhaustion and
Perseverance in a Three-Year Medical Degree Program
Robert Treat

11:00AM - 11:15AM

Coffee Break with Exhibitors

Roanoke Foyer

11:15AM - 12:15PM

Plenary Session (moderated by Aviad Haramati)

*Roanoke Ballroom
A-D*

Hospice and EOL in the Medical School Curriculum:
How to Immerse Our Students in a Transformational
Experience
Craig Lenz

12:15PM - 12:45PM

Awards and Closing Ceremony

*Roanoke Ballroom
A-D*

1:30PM - 5:30PM

ESME (Closed Session)

1:30PM - 8:30PM

Grand Extravaganza

Ballast Point



Claudia Krebs

How to Use Disruptive Technology to Make Education Better - Not Just Different

Sunday, June 9, 2019
12:45 PM - 1:45 PM

Dr. Claudia Krebs
Professor of Anatomy
University of British Columbia, Canada

Dr. Krebs has been teaching neuroanatomy and gross anatomy at UBC for over a decade. During this time, she has worked on the integration of technology and novel visual approaches to the classroom. A particular interest is the integration of AR and VR into the classroom as well as evaluating the impact of this on student learning. She has received numerous teaching awards, both from her students and her peers at UBC, and nationally. Together with anatomy educators from across campus at UBC and from partner universities she is creating open educational resources for neuroscience and anatomy for the global community; including video, e-books, and interactive web materials. Dr. Krebs curates two websites with neuroanatomy and gross anatomy content (www.neuroanatomy.ca and www.clinicalanatomy.ca) and she is the principal author of a neuroscience textbook with a set of accompanying flashcards.



Geoffrey Talmon

Generation Z: the New Kids on the Block

Monday, June 10, 2019
8:45 AM - 9:45 AM

Dr. Geoffrey Talmon
Professor, Associate Dean for Medical Education
Univeristy of Nebraska Medical Center, USA

Dr. Talmon is a Professor in the Department of Pathology and Microbiology at the University of Nebraska Medical Center (UNMC) in Omaha, NE, specializing in gastrointestinal, renal, liver, and transplant pathology. He completed his residency in anatomic and clinical pathology at UNMC, a fellowship in surgical pathology at the Mayo Clinic, and is currently obtaining a Master of Education in Health Professions from Johns Hopkins University. Dr. Talmon serves as the Department's Vice Chair of Medical Education, program director for the pathology residency program, director of the UNMC Interprofessional Academy of Educators, program co-chair for UNMC Master in Health Professions Teaching and Technology Program, and co-leader of the preclinical phase of the medical school curriculum.

As residency director, Dr. Talmon has been involved in the creation of multiple new educational programs. These have included curricula in laboratory management, billing, advocacy, and communication and the development of online tools such as a wiki for residents to use on call, an electron microscopy course. In addition he has been extensively involved in pathology teaching to other groups of students including a pathology course that he created and has taught for the last 5 years for the UNMC High School Alliance. This is the only course of its kind in the country, successfully teaching high school juniors and seniors basic pathology concepts (material typically not encountered until professional schools).

Dr. Talmon has received the Golden Apple Award for excellence in medical student education for 5 consecutive years (elected to the "Hall of Fame"), the College of Medicine Basic Science Outstanding Teaching Award, and the Hirschmann Prize for outstanding teaching. He also serves as the immediate past-president of the Group for Research in Pathology Education, president of the Nebraska Association of Pathologists, and chair of the American Society of Clinical Pathology's Fellow Council.



Craig Lenz

Hospice and EOL in the Medical School Curriculum: How to Immerse Our Students in a Transformational Experience

Tuesday, June 11, 2019
11:15 AM - 12:15 PM

Dr. Craig Lenz
Dean/Senior Vice President
Alabama College of Osteopathic Medicine, USA

- Born to parents who did not have the chance to go beyond high school in Browns Valley Minnesota, a town of less than 1000
- Worked on the farm hauling bales, shelling corn, and ringing pigs
- Eventually earned a scholarship to a Baltimore private school for basketball and academics and was recruited in the Division I level across the East Coast and into the Midwest
- Chose Princeton University where he majored in aerospace engineering
- Following graduation worked full time for the New Jersey division of correction and parole as a guard and then a counselor while attending the master's program in counseling psychology at the University of Pennsylvania graduate school of education for about 2 years and then:
- Attended medical school at the Philadelphia College of Osteopathic Medicine and did his residency training at JFK Hospital system
- Dr. Lenz holds both board certification in family medicine and emergency medicine
- Has been involved in teaching training resident physicians and medical students and the practice of medicine, mostly emergency medicine for nearly 40 years
- Has been the Dean of a medical school for nearly 20 years in California, Tennessee and now Dothan, Alabama
- Dean Lenz has had the opportunity to found the last two medical schools to be started in TN in the last decade.
- In accreditation for higher institutions, Dr. Lenz has served on the accrediting teams for numerous osteopathic medical schools and many universities and colleges in the South such as Texas A&M, Tulane University, East Tennessee State University and others
- He has served on the Gov's task force for healthcare in Alabama and was recently appointed to the Alabama Medical Association task force on health care in rural Alabama and the governor's Medicaid Commissioners task force on health care in rural Alabama

AWARDS

Distinguished Career Award for Excellence in Teaching and Educational Scholarship

This award recognizes an IAMSE member who has a distinguished record of educational scholarship, including educational research and dissemination of scholarly approaches to teaching and education. Candidates should be Professor, Associate Professor, or equivalent rank, or have demonstrated greater than 10 years of educational scholarship. Additionally, candidates must have a significant record of engagement within IAMSE. Award recipients are selected based on the impact, ingenuity, and longevity of educational scholarship and their records of publications, presentations, and other forms of dissemination of educational scholarship. IAMSE members may self-nominate or be nominated by another IAMSE member. The Educational Scholarship Committee reviews all nominations and supporting documentation based on established criteria and selects finalists. Final selection of each award recipient rests with the Awards Committee. A finalist who does not win the award will be automatically reconsidered the next year, if they agree and update their nomination file.



Neil Osheroff

2019 Award Winner

Neil Osheroff, PhD
Director, Academy for Excellence in Education
Professor of Biochemistry and Medicine
John G. Coniglio Chair in Biochemistry
Vanderbilt University School of Medicine, USA

Neil Osheroff received his PhD in Biochemistry and Molecular Biology from Northwestern University and was a Helen Hay Whitney Foundation Fellow at the Stanford University School of Medicine. He currently is Professor of Biochemistry and Medicine at the Vanderbilt University School of Medicine and holds the John G. Coniglio Chair in Biochemistry. In addition to directing his research laboratory, he is committed to educating future generations of health professionals and to the professional development of medical science educators. He has been a School of Medicine course director since 1990 and was one of four faculty members tasked with developing and implementing the pre-clerkship phase of the medical curriculum as part of a major revision in 2013. He currently co-leads the pre-clerkship phase and chairs the phase's teaching team. He also directs the School of Medicine Academy for Excellence in Education and chairs the Master Science Teacher group.

Internationally, he is a Past-President of the Association of Biochemistry Educators and currently serves as the Treasurer of IAMSE.

He has received awards for mentoring, teaching, curricular design, educational leadership, and affirmative action, and is a Fellow of the American Association for the Advancement of Science. He has published more than 250 papers and has presented more than 300 scientific and educational talks in 31 different countries.

Early Career Award for Excellence in Teaching and Innovation

This annual award honors an IAMSE member who has made significant innovations to the field in the short time they have focused their careers toward enhancing teaching, learning and assessment. Candidates for this award will be Assistant Professor or equivalent rank, or have demonstrated less than 10 years of educational scholarship. An award recipient will have a record of excellence in teaching at his/her institution and possess a record of engagement within IAMSE. It is recognized that, while the successful nominee will have a proven track record of innovating and helping advance the art of teaching, s/he may not yet have achieved significant accomplishments in scholarship. Nominations of members who have been active teachers (e.g., presenters and facilitators) at the annual IAMSE meetings are particularly encouraged. IAMSE members may self-nominate or be nominated by another IAMSE member. The Educational Scholarship Committee reviews all nominations and supporting documentation based on established criteria and selects finalists. Final selection of each award recipient rests with the Awards Committee.



Kelly M. Quesnelle

2019 Award Winner

Kelly M. Quesnelle, PhD
Assistant Professor of Biomedical Sciences,
Western Michigan University, USA

Kelly M. Quesnelle, PhD is an Assistant Professor of Biomedical Sciences at Western Michigan University Homer Stryker M.D. School of Medicine (WMed). Dr. Quesnelle earned her BS from the University of Michigan and her PhD from the University of Pittsburgh School of Medicine (Pitt). She completed a postdoctoral fellowship in the Vascular Medicine Institute at Pitt, including training at the U.S. Food and Drug Administration. In 2014, Dr. Quesnelle joined WMed as a founding faculty member where she currently serves as the pharmacology discipline director and the basic science director of the hematology and oncology course. She also currently serves as the IRB chairperson and a steering committee member for Women in Medicine and Science. Dr. Quesnelle's educational research focuses on assessment outcomes and innovation in the undergraduate medical classroom. She has published work in medical education journals and presented at IAMSE and other meetings. In 2018, Dr. Quesnelle was awarded a Medical Education Research & Innovation Challenge Grant from ScholarRx®. Dr. Quesnelle has been an active member of IAMSE since 2015, and she is thankful to the many members of IAMSE at her home institution and around the globe who have helped mentor her career as a medical educator.

Edward Patrick Finnerty Lifetime Achievement Award

This award is bestowed upon an individual member who has demonstrated a sustained involvement in and commitment to the advancement of the International Association of Medical Science Educators through their many types of service to the organization at the highest levels of performance. The special nature of this award makes it one for which a member may not apply, but rather, it represents the highest level of recognition that the organization, through selection by its Board of Directors, can provide to a most worthy individual whose work on behalf of IAMSE has shown a consistent history of distinguished accomplishments.



2019 Award Winner

Gary Rosenfeld, PhD
Professor, Integrative Biology and Pharmacology
Associate Dean, Medical Education
The University of Texas Health Science Center at Houston, USA

Dr. Rosenfeld is a graduate of the City University of New York, where he obtained a degree in Chemistry and a PhD in Pharmacology from the University of Chicago in 1968. He is currently professor in the department of Integrative Biology and Pharmacology and Associate Dean of Medical Education at the McGovern Medical School, The University of Texas Health Science Center at Houston.

Gary Rosenfeld

As chairman of the McGovern Medical School's "Texas Plan" committee, he initiated the introduction of an "Alternate Pathway Program" to assist medical students from disadvantaged backgrounds during their pre-clinical years. In 1994 he championed the introduction into the curriculum of the then relatively novel educational strategy of Problem-Based Learning (PBL) that resulted in a fundamental change in the way medical students, and subsequently nursing and dental students, were educated at UTHealth.

Nationally, he served as the founding chairman of the American Society of Pharmacology and Experimental Therapeutics (ASPET), Division for Pharmacology Education (DPE). He also served in leadership roles for the Association of American Medical Colleges (AAMC), including service on the Group on Educational Affairs "Scholarship Project" Committee, the MR5 MCAT Review Committee, and chaired the Southern Group on Educational Affairs (SGEA).

Dr. Rosenfeld received awards for his education and scholarly activities, including the McGovern Medical School Dean's Teaching Excellence Award (> 20 times), the Regents' Outstanding Teaching Award (ROTA), which is the highest honor bestowed upon faculty educators within the UT-System. He is recognized as a UT-System Distinguished Teaching Professor and previously as an IAMSE Master Scholar.

Gary has been a pioneering medical educator for many years and was instrumental in establishing IAMSE in 1997. He served as a charter member of the first board of directors of IAMSE and for the past 22 years has been a dedicated member of the organization, presenting at numerous meetings, and serving as chairman of the Public Affairs Committee. In that role for over 11 years now, he has been putting out the monthly Public Affairs Report which is an invaluable resource for the IAMSE community.

BUSINESS MEETING AGENDA

Welcome: Gregory Smith

President's Address: Richard Vari

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

American Association of Colleges of Osteopathic Medicine: Mark Speicher

Election of Members for the Nominating Committee: Cathleen Pettepher

Annual Financial Report: Neil Osheroff

Standing Committee Updates

- Executive Committee - Richard Vari
- Professional Development Committee - Carol Nichols
- Membership Committee - Sean Herrin on behalf of Jennifer Baccon
 - Recognition of 5, 10, 15 & 20 Year Members
- CAMSE - Bonny Dickerson and Nicole Deming
- Marketing and Outreach Committee - Peter de Jong
- Finance and Development Committee - Neil Osheroff
- Publications Committee - Kelly Quesnelle on behalf of Dani McBeth
- Public Affairs Committee - Gary Rosenfeld
- Educational Scholarship Committee - Amber Heck
- Site Selection Committee - Gregory Smith
- Student Professional Development Committee - Christopher Burns
- Web Seminar Committee - Ingrid Bahner

Report from the Editor-in-Chief and Outstanding Reviewer Award 2019: Peter de Jong

Upcoming Association Meetings

- 2020, Denver, Colorado, USA Bonny Dickinson, Program Chair
- 2020, Kuala Lumpur, Malaysia, Neil Osheroff, Program Chair

Open Membership Forum



PROGRAM COMMITTEE LISTING

Thank you to all who helped make the 2019 IAMSE meeting a huge success!

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Ingrid Bahner
Casey Bassett
Helena Carvalho
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Ryan Tubbs
Gregory Smith

Program Committee Ex Officio

Richard Vari (*2018 Program Chair*)
Peter de Jong (*Review Committee Chair*)
Bonny Dickinson (*2020 Program Chair*)

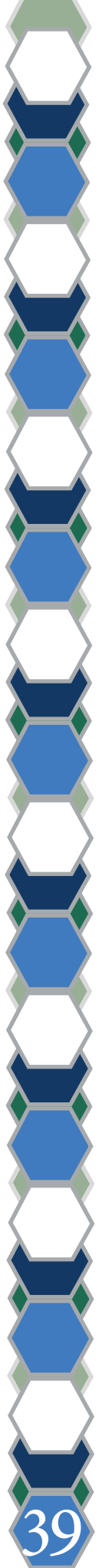
ABOUT IAMSE

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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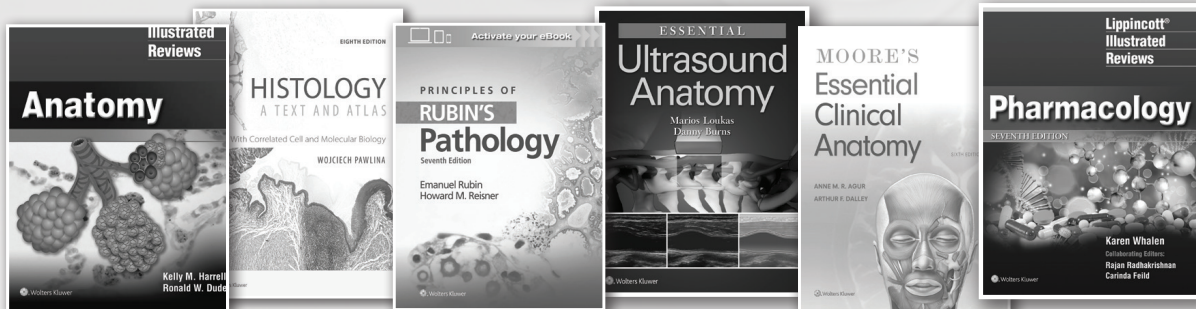
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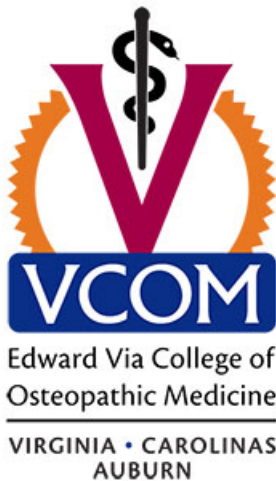
EXHIBITOR LISTING

Patron Level



AMBOSS

Created by a team of dedicated physicians, AMBOSS is an online learning platform that supports students while on the wards and helps them boost their exam scores. Covering all the pre-clinical and clinical topics students need from their very first day of medical school to the last, this all-in-one platform is filled with learning features that ensure students are thoroughly tested.



The Edward Via College of Osteopathic Medicine (VCOM) is a four-year osteopathic medical school offering the Doctor of Osteopathic Medicine (DO) degree. Osteopathic physicians are licensed in every state to practice the full scope of medicine including examining patients, diagnosing illness, writing prescriptions, performing surgery, as well as providing musculoskeletal manipulation. Osteopathic physicians enter every field of medicine from family practice to neurosurgery. The majority of osteopathic physicians; however, practice primary care, with approximately one-fourth of the profession providing care in small communities and rural areas.



InteDashboard, developed by CognaLearn Pte Ltd in collaboration with Duke-National University of Singapore Medical School is the world's #1 dedicated software platform created exclusively to empower team-based learning ("TBL"). Over 75 institutions have used www.intedashboard.com to save administrative time and improve outcomes with real-time data in physical and online TBL classrooms, including Columbia, UCLA and Yale-NUS. 90% of faculty would recommend InteDashboard's IRAT, TRAT, clarification, application, electronic gallery walk and peer evaluation features. Six of the ten largest global healthcare MNCs such as Bayer, GSK, Johnson and Johnson, Merck, Pfizer and Takeda use our turnkey solutions.

EXHIBITOR LISTING



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Kaplan Medical, a division of Kaplan Inc has been helping health care professionals and health care students reach their educational and professional pursuits for nearly 40 years. As the most trusted name in the test prep, Kaplan Medical offers the most comprehensive and customized preparation for the professional licensing exams for physicians, dentists, and other healthcare workers. Kaplan Medical is the standard of excellence in the preparation for the health profession licensing exams.



ScholarRx (ScholarRx.com) is a mission-based organization of passionate medical educators, designers, and technologists dedicated to building a healthier world through accessible, sustainable medical education. ScholarRx offers a revolutionary, low-cost, multi-competency curriculum system featuring interconnectable "learning bricks." Through USMLE-Rx and the First Aid text series, ScholarRx provides high-stakes exam preparation for over 150,000 students and physicians each year.



Thieme is a leading supplier of information and services contributing to the improvement of healthcare and health. Employing more than 1,000 staff, the family-owned company develops products and services in digital and other media for the medical and chemistry sectors. Operating internationally with offices in 11 cities worldwide, the Thieme Group works closely with a strong network of experts and partners. The products and services are based on the high-quality content of Thieme's 200 journals and 4,400 books. With solutions for professionals, Thieme supports relevant information processes in research, education, and patient care. Medical students, physicians, nurses, allied health specialists, hospitals, health insurance companies and others interested in health and healthcare are at focus of Thieme's activities. The mission of the Thieme Group is to provide these markets with precisely the information, services, and products they need in their specific work situation and career. Providing top-quality services that are highly relevant to specific audiences, Thieme contributes to better healthcare and healthier lives.

EXHIBITOR LISTING (CONT.)

Supporter Level



ELSEVIER

Elsevier is a world-leading provider of information solutions that enhance the performance of science, health, and technology professionals. Elsevier provides web-based, digital solutions —ClinicalKey, eLibrary and ExamPrep — and publishes over 2,000 journals, including The Lancet and Cell, and more than 33,000 book titles, including a number of iconic works such as Gray's Anatomy and Kumar & Clark's Clinical Medicine. Visit our stand to browse some of our key medical education titles and find out more about Elsevier's education solutions.



eMurmur

eMurmur is a medical software company specializing in detecting, analyzing and classifying heart murmurs for innovative medical applications. We offer educational solutions for efficient classroom teaching and self-paced learning to

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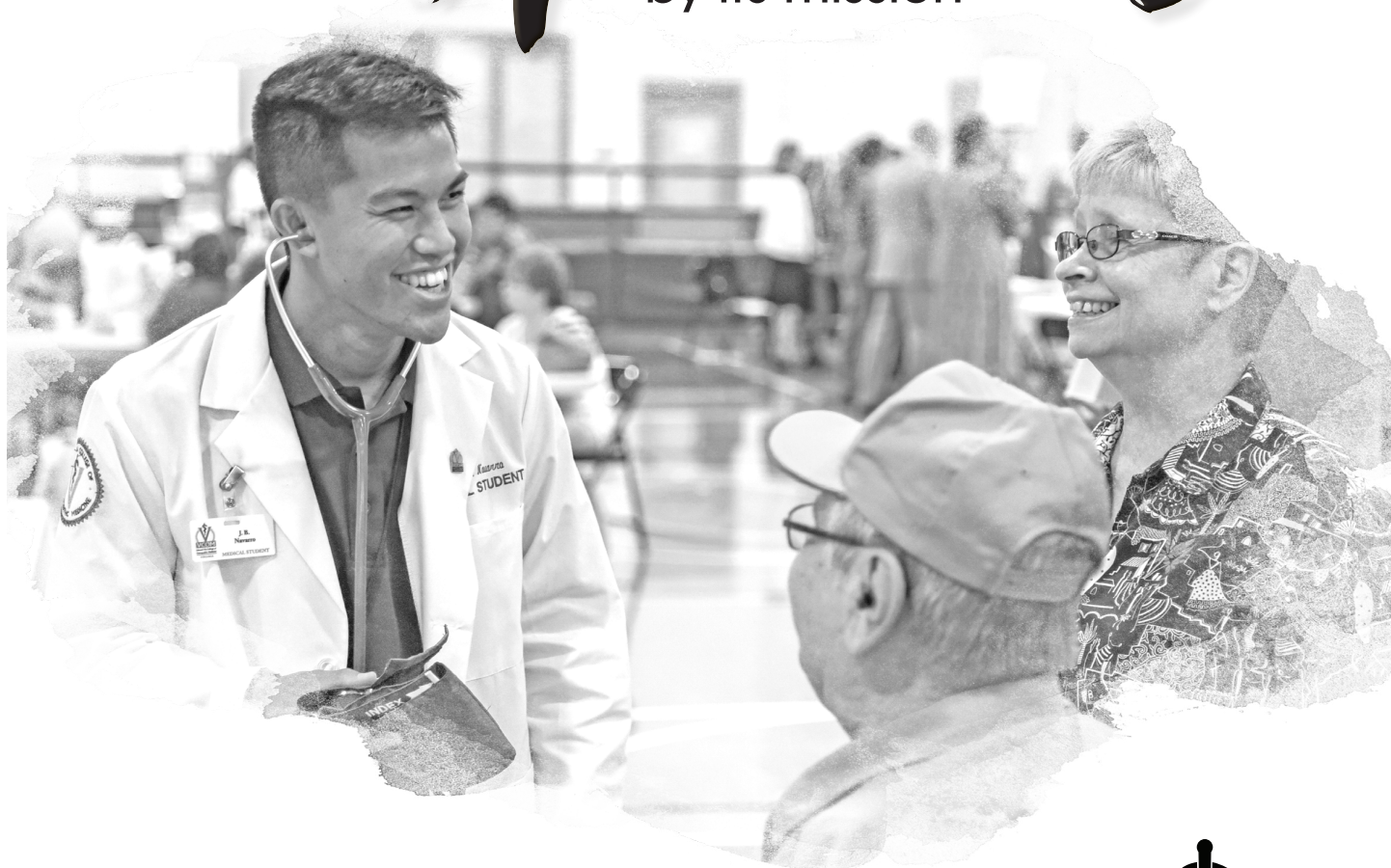
TECHNOLOGIES

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EXHIBITOR LISTING (CONT.)

Supporter Level (cont.)



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.



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Wolters Kluwer Health is a leading global provider of medical information and point of care solutions. We provide trusted clinical technology and evidence-based solutions that engage clinicians, patients, researchers, faculty and students. We offer premier medical, nursing and allied health content; clinical decision support tools; precision medical research tools; and continuing medical education solutions. Our leading product solutions include Lippincott®, Ovid®, UpToDate®, and others.



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.

Non-Profit Level

aacom®

AMERICAN ASSOCIATION OF
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The American Association of Colleges of Osteopathic Medicine (AACOM) was founded in 1898 to lend support and assistance to the nation's osteopathic medical schools, and to serve as a unifying voice for osteopathic medical education. The organization today represents the administration, faculty, and students of all the 35 osteopathic medical colleges in the United States. AACOM leads and advocates for the osteopathic medical education community to improve the health of the public.



AAMC

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Academic Medicine and MedEdPORTAL are the peer-reviewed journals of the Association of American Medical Colleges (AAMC), a not-for-profit association dedicated to transforming health care through innovative medical education, cutting-edge patient care, and groundbreaking medical research. Academic Medicine—the number 1 journal in its field, with an impact factor of 5.255—is an international forum for the exchange of ideas, information, and strategies addressing the major challenges facing the academic medicine community. Its focus areas include: education and training issues; the culture and environment of academic medicine; and advancing the field of health professions education research and scholarship.

EXHIBITOR LISTING (CONT.)

Non-Profit Level (cont.)



AMEE is an International Association for Medical and Health Professions Education with members in over 100 countries throughout the world. AMEE organises an annual international medical and health professions education conference embracing undergraduate education, postgraduate education and continuing professional development. AMEE offers a series of Essential Skills in Medical Education face-to-face and online courses for teachers and students, publishes the journal Medical Teacher, and a series of education guides. AMEE's MedEdWorld initiative provides a network for all with an interest in health professions education across the continuum to share ideas, resources and expertise. Please come to talk with us at the AMEE Stand, visit the website www.amee.org or contact us at amee@dundee.ac.uk



Aquifer is a non-profit organization known and respected for developing trusted, award-winning, virtual case-based courses comprehensively derived from accepted national healthcare curricula. Created by educators, for educators—in close collaboration with their national organizations—Aquifer's courses are used by over 90% of U.S. medical schools as well as a growing number of osteopathic, nurse practitioner, physician assistant, and international medical programs. Aquifer courses are evidence-based, peer-reviewed, and continuously updated by our academic consortium, to support best practices in clinical teaching and learning. Aqueduct, Aquifer's proprietary learning management system, ensures learning is accessible anytime, anywhere.



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.



The Group for Research In Pathology Education (GRYPE) 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.



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.

EXHIBITOR LISTING (CONT.)

Non-Profit Level (cont.)



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.



**Team-Based
Learning™
Collaborative**

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. The Team-Based Learning Collaborative connects you to an international network of people who are knowledgeable and passionate about Team-Based Learning, and that offers teaching resources as well as professional development, to make your life as an educator more rewarding, interesting, and fun.



The Virginia Tech Center for Organizational and Technological Advancement (COTA) provides university-community engagement programs and leadership development opportunities in conjunction with Virginia Tech faculty at the Hotel Roanoke and Conference Center.



The mission of the West Virginia School of Osteopathic Medicine (WVSOM) is to educate students from diverse backgrounds as lifelong learners in osteopathic medicine and complementary health related programs; to support and develop graduate medical education training; to advance scientific knowledge through academic, clinical and basic science research; and to promote patient-centered, evidence based medicine. WVSOM is dedicated to serve, first and foremost, the state of West Virginia and the health care needs of its residents, emphasizing primary care in rural areas.



The West Virginia University Department of Pathology, Anatomy and Laboratory Medicine has developed a virtual microscopy website that features digitized whole slide histological specimens. The website offers a progressive and engaging mode of teaching while preserving the interpretive and diagnostic aspects of traditional microscopy. The content and webpage has been developed for academic purposes geared for student use. The site includes a selected library of normal and pathological specimens suitable for medical, dental, and other graduate health professional courses. Over 1500 searchable annotations are provided to assist with rapid identification of structures, cell, tissues and organs.

EXHIBITOR LISTING (CONT.)

Special Sponsors (cont.)



ACOM is one of 34 colleges of osteopathic medicine in the U.S. and the first osteopathic medical school in the state of Alabama. The institution is the only osteopathic medical school that is an academic division of a county healthcare authority. ACOM is Inspiring Medicine through Human Touch®.



Liberty University College of Osteopathic Medicine (LUCOM), located in Lynchburg, Va., exists to educate osteopathic physicians in a Christian environment. LUCOM prepares physicians who dedicate themselves to excellence in osteopathic medicine through service toward their fellow man, lifelong learning, and the advancement of medical knowledge. Instilling the Christian values of integrity and professionalism, LUCOM trains physicians who will provide ethical, compassionate, competent, and patient-centered osteopathic medical care.

PROGRESS IQ

ProgressIQ combines all meaningful student performance data into a secure and intuitive web interface. ProgressIQ works with existing systems to aggregate preadmission, preclinical, national licensing exam, rotation, and learning outcome data. Empower advisors and deans through alerts, notes, and integrated information. Drive institutional analysis with trustworthy data. ProgressIQ: All together



**SCHOOL OF
MEDICINE**

Our mission is to improve the health and wellbeing of North Carolinians and others whom we serve. We accomplish this by providing leadership and excellence in the interrelated areas of patient care, education, and research. We strive to promote faculty, staff and learner development in a diverse, respectful environment where our colleagues demonstrate professionalism, enhance learning, and create personal and professional sustainability. We optimize our partnership with the UNC Health Care System through close collaboration and a commitment to service.



Wake Forest School of Medicine directs the education of nearly 1,900 students and fellows, including physicians, basic scientists and allied clinical professionals. The School of Medicine also strategically investigates opportunities that will expand basic and clinical research, resulting in nationally and internationally recognized excellence in biomedical research. The School of Medicine seeks to leverage its current areas of strength and focus to improve integration of its research programs and to maximize multidisciplinary and translational approaches.



*Inspiring Medicine through
Human Touch®*

Join our Dynamic Team of Clinical Faculty!

The Alabama College of Osteopathic Medicine (ACOM) is a comprehensive, four-year osteopathic medical college located in Dothan, Alabama. The college is the academic division of the Houston County Health Care Authority, which is affiliated with Southeast Health. ACOM was the first osteopathic medical school established in Alabama.



Simulation Instructor and Technical Support

This full-time faculty position supports the Simulation Director to ensure that ACOM simulation activities run in accord with ACOM simulation curriculum seamlessly. The Instructor guides and supports simulation technical activities and simulation curriculum coordination on campuses and at ACOM simulation Hubs.

Offering a Competitive Salary and Benefits Package

Simulation is an integral part of ACOM's curriculum, with national and international recognition. Each year, ACOM hosts SimComp, a simulation competition designed to prepare students to compete in the national and international SimChallenge competitions. In 2017, a team of second-year ACOM students won the national competition and then defeated the French team to win in the international title at the competition in Paris, France. ACOM also offers a simulation fellowship program for students to further develop their skills in the field.

Discover your career in Dothan!

Our city, located in southeast Alabama, is home to the Future Masters golf tournament, National Peanut Festival, a USTA Pro Tennis Event, RTJ Golf Course, Wiregrass Museum of Art, numerous biking/hiking trails, and just 90 miles from the Emerald Isle beaches of Florida.

**Learn about this
opportunity and others at
www.acom.edu/careers!**

ALABAMA COLLEGE OF OSTEOPATHIC MEDICINE

445 Health Sciences Blvd. | Dothan, AL 36303

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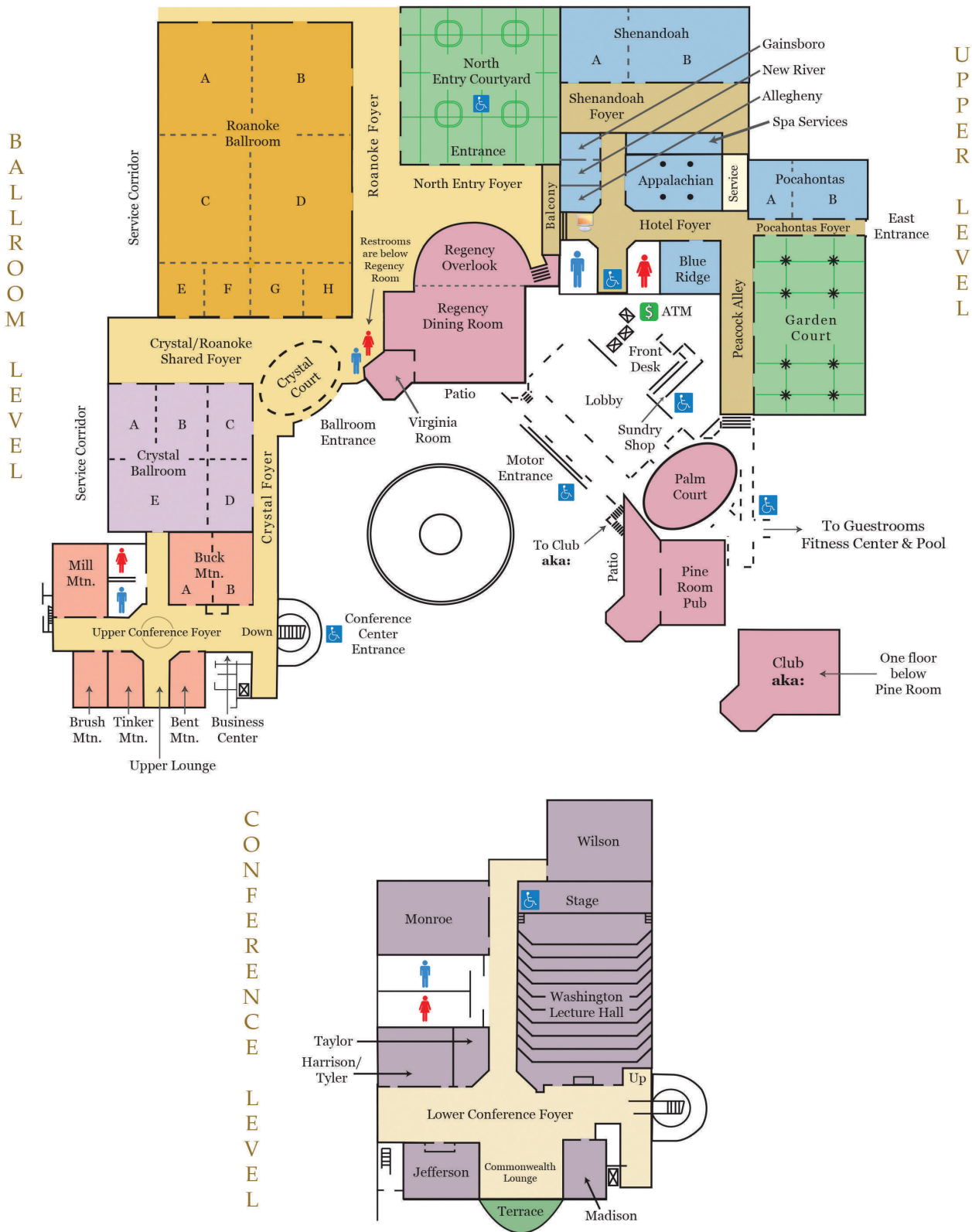
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HOTEL MAP



THE HOTEL ROANOKE & CONFERENCE CENTER



UPCOMING EVENTS



IAMSE in Kuala Lumpur

February 28, 2020

Kuala Lumpur, Malaysia



IAMSE 2020

June 12-16, 2020

Denver, Colorado, U.S.A.

