THE OSTEOPATHIC MEDICAL EDUCATION CONTINUUM: EXPLORING OPPORTUNITIES & ACHIEVING NEW MILESTONES
COMLEX-USA is the examination series designed to assess osteopathic medical knowledge and clinical skills considered essential for the practice of osteopathic medicine. It is the medical examination required for osteopathic physician state licensure. COMLEX-USA is universally accepted across the U.S., recognized by a number of international jurisdictions, and required for graduation from all of the U.S. colleges of osteopathic medicine.
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PLEASE JOIN US IN RECOGNIZING AND THANKING THESE GENEROUS SUPPORTERS OF THE 2015 JOINT AACOM & AODME ANNUAL CONFERENCE AND OSTEOPATHIC MEDICAL EDUCATION.

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In an effort to provide our attendees with instant access to all Annual Conference information, we created an easy connection!

We are excited to share with you our 2015 AACOM & AODME Joint Annual Conference app!

This app provides the following information:

• 2015 Annual Conference agenda
• Option to build your own agenda
• List of our valued partners who have made a contribution to this event
• Speaker roster
• Exhibitors
• Attendees
• Important Alerts
• Access to social networks

ACCESS IS FREE AND EASY

The AACOM & AODME Joint Annual Conference app is available as both a native iOS app (iPhone/iPad) through the iTunes App Store, or as a web app for all major mobile devices (iPhone/iPad, Android, and Blackberry 7 and above). Once either version is downloaded to your device, the app can run without an active internet connection.

TO DOWNLOAD THE APP:

OPTION 1: MOBILE APP


OPTION 2: WEB APP

Go to http://aacomadme2015.eventpedia.us

OPTION 3: SCAN THE QR CODE

With so many exciting events happening at the conference, having up-to-date information at your fingertips is essential. Our app is designed to provide you with reminder alerts for important upcoming events and deadlines. The alerts will appear as the word “new” next to “Alerts” on the app home screen. Click on this “new” message to receive the alert information.

ACCESS IS FREE AND EASY
**REGISTRATION**

Caribbean Foyer, 1st Floor

The Registration Desk is open during the following hours:

- **Tuesday** 7:30 am – 5:00 pm
- **Wednesday** 6:30 am – 5:30 pm
- **Thursday** 7:00 am – 5:00 pm
- **Friday** 6:45 am – 5:00 pm
- **Saturday** 7:00 am – 12:00 pm

**MESSAGE CENTER & JOBS BOARD**

Caribbean Foyer, 1st Floor

Messages and announcements for individual attendees are posted at the Message Center, located near the Registration Desk. Be sure to check frequently for messages and announcements.

**CME**

The University of New England College of Osteopathic Medicine (UNECOM) and the Association of Osteopathic Directors and Medical Educators (AODME) are accredited by the American Osteopathic Association (AOA) and UNECOM is accredited by the Maine Medical Association’s Committee on Continuing Medical Education and Accreditation (CCMEA) to provide continuing medical education for physicians. UNECOM and AODME have requested that the AOA Council on Continuing Medical Education approve this program for a maximum of 22.25 hours of AOA Category 1-A CME credits. UNECOM designates this educational activity for a maximum of 22.25 AMA PRA Category 1 Credits™ and 22.25 UNECOM contact hours for non-physicians. Contact hours may be submitted by non-physician, non-PA health professionals for continuing education credits.

In order to receive credit for this conference, you must complete a CME Attestation Form that is available from the Registration Desk. Be sure to check frequently for announcements.

**FACULTY DISCLOSURES**

All faculty participating in this program are expected to disclose any real or apparent conflict(s) of interest that may have a direct bearing on the subject matter presented, including significant financial interest or other relationship with: (1) manufacturer(s) of any commercial product(s) or provider(s) of commercial services discussed, and (2) any commercial supporters of the conference (significant financial interest or other relationships may include grant or research support, employee, consultant, major stockholder, member of speaker’s bureau, etc.). The intent of this disclosure is not to prevent a presenter from making a presentation, but rather to provide listeners with information that will allow them to make their own judgments. In addition, presenters must make a meaningful disclosure to the audience of their discussion of unlabeled or unapproved drugs or devices.

**EXHIBIT HALL**

Grand Salons E–K, 3rd Floor

This year, 46 companies and organizations are exhibiting selected products and services of interest to the osteopathic medical education community. Exibits are open during the following hours:

- **Wednesday** 5:00 pm – 6:30 pm
- **Thursday** 9:30 am – 5:00 pm
- **Friday** 9:45 am – 11:15 am

A list of exhibitors can be found on pages 56-64 of this program.

**DISCLAIMER**

Lectures, presentations, and posters are intended for educational purposes only. Opinions expressed are those of the individual presenters, and unless expressly stated to the contrary, are not the opinions or position of AACOM or the AODME. Neither AACOM nor the AODME endorse, approve, or assume responsibility for the accuracy or completeness of the information presented. Presentations and posters are targeted to the audience as a whole and not to the specific circumstances of individuals attending the program. These presentations are not meant to replace professional consultation or independent professional judgment.

**SYMBOL KEY**

This symbol denotes all sessions focused on topics related to the single graduate medical education accreditation system.

**AACOM BOOTH**

Caribbean Ballroom Foyer, 1st Floor

Visit the AACOM AAOConferencesConnect2 AACOM booth for information about the association’s programs, services, and initiatives. Staff members will be on hand to answer your questions.

If you are a member of an AACOM council, committee, or interest group (or would like to join one), stop by to learn more about AACOM’s online discussion forum, AAOConferences. Come by and explore the site, ask questions, pose for a profile photo, and pick up a ribbon for your name badge!

**POSTER PRESENTATIONS**

The 2015 Best Poster Award will be presented during the AACOM Awards Banquet on Friday evening. Presentation materials, including posters submitted electronically, will be posted on the AACOM and AODME websites following the Annual Conference. Visit http://www.aacom.org/news-and-events/conference to view the materials.

A list of poster presentations can be found on pages 43-54 of this program.

**HELP SESSIONS**

**WEDNESDAY 9:30 AM - 4:45 PM**

Caribbean Ballroom Foyer, 1st Floor

One-on-One Informational Sessions with ACGME Review Committee Executive Directors (Featuring ACGME Leadership and Staff)

**FRIDAY 8:30 AM - 4:00 PM**

Tallahassee, 2nd Floor

ACGME Walk-In Technical Support Session on the Accreditation Data System (ADS) (Featuring ACGME Leadership and Staff)

**WIN AN APPLE WATCH SPORT AT THE CONFERENCE**

Place your business card (just one, please) in the bowl located at the COMBANK exhibit booth (#101) early in the conference for a chance to win an Apple Watch Sport, provided with generous funding from COMBANK. The drawing will be held 11:00 am on Friday during the refreshment break in the Exhibit Hall.

**NOTE:** You must be present to win, and you must be a registered participant. Exhibitors are not eligible.

**GENERAL INFORMATION**

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This meeting is supported in part by the fees paid by exhibitors and sponsors. Acceptance of exhibitors and sponsors does not imply AACOM or AODME endorsement of the organization or its product(s) and service(s).
This year’s OPTI Workshop will focus on ACGME Institution Sponsorship and is open to all AACOM and AODME attendees. The morning will consist of educational sessions developed by the AOA-ACGME-AACOM Joint Education Committee on topics to include applying as an ACGME Institution Sponsor and is open to all AACOM and AODME attendees. The morning will consist of educational sessions focused program. Speakers are representatives from the ACGME as well as the Osteopathic Principles Committee. The afternoon will hold an interactive session about institutional applications and opportunities for OPTIs in the single accreditation system. Breakfast and lunch will be provided. There is no fee for OPTI leaders.

**PRE-CONFERENCE SCHEDULE**

### MONDAY, APRIL 20

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 AM - 12:00 PM</td>
<td>AODME OPTI COUNCIL MEETING</td>
<td>Clearwater/Orlando, 2nd Floor</td>
</tr>
<tr>
<td>12:30 PM - 4:30 PM</td>
<td>AOA OPTI MEETING</td>
<td>Caribbean I-III, 1st Floor</td>
</tr>
<tr>
<td>6:00 PM - 9:00 PM</td>
<td>AODME BOARD OF TRUSTEES DINNER/MEETING</td>
<td>Clearwater/Orlando, 2nd Floor</td>
</tr>
</tbody>
</table>

### PRE-CONFERENCE WORKSHOPS

(Please review the schedule in this section of the program for additional information on these workshops.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM - 5:00 PM</td>
<td>49 SHADES OF RESEARCH</td>
<td>Jacksonville/Tallahassee, 2nd Floor</td>
</tr>
</tbody>
</table>

This workshop is designed to assist novice researchers and mentors in understanding the continuum of research—from conceptualization to publication—including the application of empirical research and relevant resources. It will describe the basis for the development and implementation of clinical and educational studies in osteopathic medicine. Participants will engage in four areas of focus: research fundamentals, “Research in a Nutshell: How Do I Get Started?”; designing and implementing scholarly projects, “Putting it into Practice”; grants and other funding sources, “Show Me the Money; Funding Your Ideas”; and writing and publications, “From Poster Abstract to Journal Article.”

Grace Brannan, PhD  
CORE Research Executive Director, OU-HCOM

Peter G.M. de Jong, PhD  
Editor-in-Chief, International Association of Medical Science Educators

Julie Hewett  
Associate Manager, International Association of Medical Science Educators

Jane Z. Dumsha, PhD, CHES  
Chief of Research and Operations Officer, PCOM

David P. Yens, PhD  
Research Director, NYIT-COM

### TUESDAY, APRIL 21

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 AM - 5:00 PM</td>
<td>REGISTRATION OPEN</td>
<td>Caribbean Ballroom Foyer, 1st Floor</td>
</tr>
</tbody>
</table>

### PRE-CONFERENCE WORKSHOPS

(Please review the schedule in this section of the program for additional information on these workshops.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM - 4:00 PM</td>
<td>OPTI WORKSHOP: ACGME INSTITUTION SPONSORS</td>
<td>Caribbean IV, 1st Floor</td>
</tr>
</tbody>
</table>

This year’s OPTI Workshop will focus on ACGME Institution Sponsorship and is open to all AACOM and AODME attendees. The morning will consist of educational sessions developed by the AOA-ACGME-AACOM Joint Education Committee on topics to include applying as an ACGME Institutional Sponsor and being an osteopathic-focused program. Speakers are representatives from the ACGME as well as the Osteopathic Principles Committee. The afternoon will hold an interactive session about institutional applications and opportunities for OPTIs in the single accreditation system. Breakfast and lunch will be provided. There is no fee for OPTI leaders.

### 1:00 PM - 5:00 PM

**SOCRATIC CIRCLES: A NEW ALTERNATIVE TEACHING MODEL**

Caribbean Salons V-VII, 1st Floor

At last! An effective way to accomplish small group work without constraining space and faculty resources. This workshop will present a Socratic teaching approach that increases learner engagement and fosters critical thinking skills while addressing any of the seven core competencies, as well as meeting interprofessional education goals. In the spirit of “See one, do one, teach one,” this workshop will allow active participation and will demonstrate the versatility of this teaching modality. Participants will develop a tangible plan to implement Socratic circles in their own environment. Come and see how the best aspects of small group learning can be accomplished in a large group setting with a single faculty facilitator.

Sandy Frait, MEd  
Education Specialist, CCOM/MWU

Rita K. Getz, PhD  
Associate Dean of Academic Affairs, CCOM/MWU

Glenn Nordenh, DO  
Associate Dean of Clinical Education, CCOM/MWU

Karen J. Nichols, DO, MA  
Dean, CCOM/MWU

Frank R. Serrecchia, DO  
Clinical Associate Professor, CCOM/MWU

### 1:00 PM - 5:00 PM

**STRATEGIES FOR ASSESSMENT USING ePORTFOLIOS: COMPETENCIES, MILESTONES, AND EPA’s**

Caribbean Salons II-III, 1st Floor

With the ACGME instituting resident portfolios as a requirement for evaluation, and the criteria in development for undergraduate evaluation, the portfolio process is rapidly making its way into the accreditation of medical education. Curriculum leaders have recognized two challenges to tracking core competencies, milestones, and entrustable professional activities (EPAs), first, many key components cannot be assessed using typical methods like multiple-choice exams; and second, it is necessary that evaluation strategies assess skills adequately, and acknowledge the importance of reflection, self-assessment, and self-directed life-long learning. Participants will review and discuss methods for incorporating ePortfolios into standardized, longitudinal assessments of osteopathic medical education curriculum.

Machelle Linsenmeyer, EdD  
Associate Dean for Assessment and Educational Development, WVSOM

Eric Holmbee, MD  
Senior Vice President, Milestone Development and Evaluation, ACGME

Elaine F. Danner, PhD, MSW  
Director, Medical Education Research and Assessment, Cleveland Clinic Lerner College of Medicine at Case Western Reserve University

Elaine K. Soper, PhD  
Director of Faculty Development, WVSOM

### 2:00 PM - 5:00 PM

**COMAT PROGRAM PRE-CONFERENCE WORKSHOP AND RECEPTION**

(Sponsored by NBOME)

Clearwater/Orlando, 2nd Floor

Please join us for an interactive workshop featuring a COMAT utilization focus group and updates on NBOME’s Comprehensive Osteopathic Medical Achievement Test (COMAT) program, including information on the launch of a new COMAT-Emergency Medicine exam and iPad administration, followed by a cocktails and hors d’oeuvres reception with NBOME staff. The COMAT is a series of subject examinations designed for standardized assessment in core osteopathic medical disciplines, such as end-of-course or clinical rotations. These examinations evaluate an osteopathic student’s achievement level on respective subjects, with an emphasis on clinical application. In studies, analysis of COMAT and COMLEX-USA performance indicates a moderate correlation of the two examinations. Students who took COMAT discipline assessments showed a higher performance in the COMLEX-USA Level 2 Cognitive Evaluation (CE) examination.
**WEDNESDAY, APRIL 22**

**9:45 AM - 10:45 AM**
**BRIEF SESSIONS**
**Key West/Palm Beach, 2nd Floor**

### Developing Humanistic Competency through Theory-Based Interprofessional Education

**Attendees** will be presented with a model to guide the teaching of humanistic skills to undergraduate medical students, including data to support its effectiveness. The conceptualization of humanistic competency will be discussed as a brain-based developmental process. The utilization of teaching strategies based on learning theory will be illustrated in the design of an effective humanistic curriculum, highlighting the optimal use of an interprofessional approach to facilitate the learning process. Data will be presented to demonstrate how humanistic skills can be defined and measured, with outcomes showing the effectiveness of the presented curricular approach.

- **Susan F. Franks, PhD**
  - Associate Professor, UNTHSC/TCOM
- **James R. Hall, PhD**
  - Professor, UNTHSC/TCOM
- **David Farmer, PhD**
  - Assistant Professor, UNTHSC/TCOM

### Collaborative IPE with a Virtual Patient

A class of 140 second-year osteopathic medical students, and 100 third-year pharmacy students collaborated to showcase effective teams working toward a common goal. The students were placed into 30 groups of four to five osteopathic students, and three to four pharmacy students—each assigned with the task to obtain the physical and medical history of a virtual patient. The students used "Blackboard Learn Collaborate" to interact with team members and access their virtual patient, for which they formulated a treatment and follow-up plan by applying knowledge from both disciplines.

- **Barri Dean**
  - Education Coordinator for Advanced Clinical Skills, PCOM
- **Paula Gregory, DO**
  - Assistant Dean Clinical Education, GA-PCOM
- **Jennifer Elliott, PharmD**
  - Assistant Professor of Pharmacy Practice, PCOM
- **Sara Reese, PharmD**
  - Assistant Professor, Pharmacy Practice, PCOM
- **Bonnie Butson, PhD**
  - Assistant Dean for Curriculum, PCOM

### Change the Things We Can: Establishing Core Competencies in Addiction Medicine

Substance use disorders are associated with inadequate care utilization and poor health outcomes. These disorders are overrepresented among frequent consumers of emergency and inpatient medical services. Correspondingly, there is evidence of a lack of curricular attention in osteopathic medical schools, congruent with the extent of these problems that medical students will face in medical practice. In maintaining its mission, the Coalition on Physician Education in Substance Use Disorders (COPE) is developing competencies to ensure that medical students are prepared to meet these challenges.

- **Stephen A. Wyatt, DO**
  - Medical Director, Addiction Medicine, Behavioral Health Service Line, Carolinas HealthCare System
- **Jennifer Van Deusen, MEd**
  - Director of Curriculum, UNECOM
**WEDNESDAY, APRIL 22**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:45 AM - 12:30 PM</td>
<td>Ebb and Flow: Steering the GME Ship through Changing Tides</td>
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<td></td>
<td>(Tallahassee, 2nd Floor)</td>
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<td></td>
<td>John Graneto, DO</td>
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<td>Director of Medical Education, Garden City Hospital</td>
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<td>11:00 AM - 11:15 AM</td>
<td>REFRESHMENT BREAK</td>
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<td></td>
<td>Ocean Ballroom Foyer and Caribbean Foyer, 1st Floor</td>
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<tr>
<td>11:30 AM - 12:30 PM</td>
<td>Using AACOM's Data—What You Can Do with the OME Data on the AACOM Website</td>
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<td>(Key West/Palm Beach, 2nd Floor)</td>
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<td></td>
<td>Kirsten Waarala, DO</td>
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<tr>
<td></td>
<td>Associate Director of Research, AACOM</td>
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<tr>
<td>9:45 AM - 12:45 PM</td>
<td>AACOM BOARD OF DEANS RETREAT</td>
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<td></td>
<td>(Caribbean Salon I-III, 1st Floor)</td>
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<tr>
<td></td>
<td>Pamela M. Basshore, EdD</td>
</tr>
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<td></td>
<td>Assistant Dean for Assessment, RowanSOM</td>
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<td></td>
<td>Kevin Overbeck, DO</td>
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<td></td>
<td>Assistant Professor of Family Medicine, RowanSOM</td>
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<td></td>
<td>Training Physicians to Effectively Treat the Geriatric Population</td>
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<td>While “evidence-based medicine” has been a ubiquitous catchphrase for the past decade—when it comes to treating the geriatric population—too often physicians simply do not “DO THE MATH.” When one evaluates life expectancy and the leading causes of death of the elderly, glaring inconsistencies in how we treat people are amplified. One goal of this lecture is to shed light on these issues from an evidence-based perspective. In doing so, importance of the shift in emphasis from life extension toward improvement in quality of life will be elucidated. The body’s ability to heal itself is a primary tenet of the osteopathic philosophy, along with the interrelationship of structure and function. As we age, our primal healing forces continue to manifest to the best of their ability and, despite the change in structure over time, function goes on. The osteopathic practitioner should be capable of adapting techniques to meet the needs of the patient’s altered anatomy and physiology. A second goal of this lecture is to review studies that support the application of OMT to the geriatric population which can improve function, and thus safely enhance the overall health of the geriatric population.</td>
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<tr>
<td></td>
<td>Lawrence Diamond, MD, CMD</td>
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<td></td>
<td>Medical Director, Nassau University Medical Center</td>
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<td></td>
<td>Michael Oliverio, DO</td>
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<tr>
<td></td>
<td>Private Practice</td>
</tr>
<tr>
<td>11:30 AM - 12:30 PM</td>
<td>DUAL SESSIONS</td>
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<tr>
<td></td>
<td>Tallahassee, 2nd Floor</td>
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<tr>
<td></td>
<td>Sandra Marquez Hall, PhD</td>
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<td></td>
<td>Assistant Professor and Director of Reynolds GET-IT Programs, UNTHSC/TCOM</td>
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<tr>
<td></td>
<td>Janice A. Knebi, DO, MBA</td>
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<td></td>
<td>Professor, DSWOP Endowed Chair, and PI of Reynolds GET-IT Programs, UNTHSC/TCOM</td>
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<td></td>
<td>David Farmer, PhD</td>
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<td>Director of Interprofessional Education, UNTHSC/TCOM</td>
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<td></td>
<td>Yolanda Lane, MEd</td>
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<td></td>
<td>Academic Program Specialist, UNTHSC/TCOM</td>
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<td></td>
<td>How to Mentor, Motivate, Monitor, and Maintain Newly-Recruited Clinical Affiliate Faculty</td>
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<td></td>
<td>Attendees will review the experience of a new medical school in developing a longitudinal integrated curriculum (LIC) for the third year clerkships. Our program relies on community hospitals and clinicians, many of whom lack formal experience as medical student teachers. In order to launch our clerkships successfully, more than 300 new clinical faculty were recruited, approved for appointments, and oriented to our school, the model of clinical teaching, and their roles. Our focus now is to appropriately mentor these affiliate faculty members, to motivate them to improve their teaching skills, and possibly become involved with scholarship at the university. Maintaining this large number of physicians as faculty will ensure that we have adequate numbers of preceptors for our medical students despite economic pressures and competition from other medical schools. We will share our experience with developing an administrative process to mentor, motivate, monitor, and maintain our new clinical affiliate faculty and review the literature on the topic.</td>
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<tr>
<td></td>
<td>Louise Muscalo, PhD</td>
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<tr>
<td></td>
<td>Assistant Dean and Course Director, Western U/COMP</td>
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</tbody>
</table>

**CONFERENCE SCHEDULE**

**AACOM & AODME Annual Meeting – April 22-25, 2015**

**DOMedEd2015**
Religio-Cultural Competence for Medical Students and Residents

The United States patient population is becoming increasingly diverse in religion. Are future providers prepared? This session will offer an overview of educational curriculum developed by the Tanenbaum Center for Interreligious Understanding to integrate "religio-cultural competence"—the skill set needed to provide effective and respectful care to patients from diverse religious and cultural backgrounds—into graduate medical education. Participants in this session will learn about the need for religio-cultural competence in medical care, and how medical training can be the time to learn and practice these skills. Participants will also be given an in-depth look at the process of implementing the curriculum at partner institutions, and will have the opportunity to model sample pieces of the finalized curriculum. Finally, participants will explore how to adapt Tanenbaum’s curriculum into their own institutions.

Lynn Stoller, MA
Assistant Program Director, Tanenbaum Center for Interreligious Understanding

Envision Community Health Center — Training Medical Students to Serve the Underserved

This hands-on workshop will engage participants in solving osteopathic cases of virtual patients in the context of a community health center. Participants will tour the Envision website, consider tools such as EHR, case-based games, virtual anatomy, and EHR. Participants will be invited to participate in simulations requiring clinical reasoning, COPC, and interprofessional collaboration. This project has the potential for application to interprofessional case practice, residency training, and training for CHC personnel. Participants will be invited to participate in the project’s consortium.

Lisa McCoy, EdD
Associate Director, Faculty Development, ATSU-SOMA

Thom Bennett, DO
Assistant Professor, ATSU-SOMA

Interprofessional Faculty Development: Miles Traveled and Miles Yet to Go

Faculty development in interprofessional education (IPE) and practice is essential to ensuring an ongoing, sustainable, and measurable program. Since the 2011 adoption of the interprofessional core competencies, progress has been made in curricular integration of core competencies in health programs throughout the United States. There is much work to be done in interprofessional curriculum development, research outcomes of both students and patients, and in developing and sustaining dynamic and interactive faculty development programs. Faculty development in interprofessional education and practice cannot be a one-time event; it must be ongoing and integrated. This presentation will provide participants with qualitative and quantitative research on faculty development programs and examples of successful development programs for interprofessional faculty, both full-time and clinical-adjunct faculty in the community.

Stacey Pincock, MSW
Director of Interprofessional Education/Curriculum Coordinator, NSU-COM

Cecilia Rokusek, EdD, MSc, RD
Associate Dean of Education, Planning and Research, NSU-COM

Global Medical Education: A New Lens in Foggy Times

Of significant importance to medical education, both now and long-term, is a dynamic curriculum that provides students with a varied environment for learning that fosters global education. Roughly 30 percent (2013) of the medical students in the United States select a global experience during medical school. Although much has been written about the global opportunities available to students, especially in developing nations, little has been written on how we prepare students for global experiences, how we integrate what students have learned into the curriculum, and how we measure actual student impact as a result of these experiences. This presentation will review the state of global education in medical schools within the United States and the new paradigm in global education for medical students and faculty will be outlined. Challenges in providing global experiences in both first and third world countries will be discussed.

Cecilia Rokusek, EdD, MSc, RD
Assistant Dean of Education, Planning and Research, NSU-COM

Peter Labas, MD, PhD
Dean of Medical Faculty, Comenius University in Bratislava

Daniela Ostatnikova, MD, PhD
Vice Dean for International Relations, Comenius University in Bratislava

Global Medical Education: A new Lens in Foggy Times

2:30 PM - 3:30 PM
DUAL SESSIONS
Grand Ballroom Foyer, 3rd Floor

One COM’s Self-Study Process: Preparation for an On-Site COCA Accreditation Visit

Attendees will learn about one COM’s organizational approach to the self-study process. A formal, structured self-study process was implemented at the COM not only to assist in preparation for its comprehensive on-site visit, but for continuous self-assessment work over the next several years. Integral to the self-study process was the creation and appointment of the Self-Study Accreditation Team—consisting of faculty, staff, and students. This team provided oversight to the self-study process. There are numerous characteristics of our self-study team which will be described. Incorporating multiple layers of review, facilitation, and engagement; implementing recommendations from the mock inspection; and critical assessment of the standards have been crucial elements of our self-study team.

Theresa K. Lester, MA
Accreditation & Program Analyst, OU-HCOM

Nicole Wadsworth, DO
Associate Dean of Academic Affairs, OU-HCOM

Angela Mower, BS
Director of Pre-Clinical Education, OU-HCOM

New Dimensions: Promoting Student Scholarly Activities through Publication

Osteopathic medical students should be able to write and communicate effectively. Thus, there needs to be increased opportunities for students to engage in dedicated research and manuscript writing during medical school. This presentation will provide an overview of the design, implementation, and results of extracurricular projects in scholarly writing and publication. The scholarly project involves the creation of a published book utilizing students as chapter authors. This project allows medical students to develop scholarly awareness early in their professional career, and challenge students who may be in the upper echelon of the class.

Tipuda Junsanto-Bahri, MD
Chair, Basic Biomedical Sciences Department, TouroCOM-NY

Frank Gray, PhD
Director of Faculty Development, TouroCOM-NY

Robert B. Goldberg, DO
Dean, TouroCOM-NY

WEDNESDAY, APRIL 22

11:30 AM - 12:30 PM
DUAL SESSIONS
Jacksonville, 2nd Floor

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2:30 PM - 3:30 PM
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Grand Ballroom Foyer, 3rd Floor

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Chair, Basic Biomedical Sciences Department, TouroCOM-NY

Frank Gray, PhD
Director of Faculty Development, TouroCOM-NY

Robert B. Goldberg, DO
Dean, TouroCOM-NY
How the State Authorization Reciprocity Agreement (SARA) Helps Osteopathic Medical Education

Attendees will learn how the State Authorization Reciprocity Agreement (SARA) can help institutions offer online education and clinical placements to students across the nation at a lower financial and bureaucratic cost.

Jennifer L. Parks, MA
Director, M-SARA, Midwestern Higher Education Compact

Emily M. Jacobson
Director, M-SARA, Midwestern Higher Education Compact

Mary A. Larson
Director, Student Access Programs and Services, Southern Regional Education Board

Which Residency Positions Should Be Funded: A Proposed GME Funding

Attendees will learn how GME is both the “bottleneck” to producing physicians to meet the needs of the public, and an increasingly ineffective health care cost. While new payment mechanisms for postgraduate training increases the diversity of GME sponsors, the small increase in positions is not aligned with the desires of future graduates; nor do they meet the needs identified by communities or specialties which face potentially dangerous shortages of providers. This misallocation has led to calls to decrease positions in some specialties while increasing others, as well as for directing graduates toward available positions in some specialties while increasing others, as they enter residencies, will be explored in this presentation.

Morgan A. Welch
Osteopathic Medical Student, AZCOM/MWU

Mark Speicher, PhD
Associate Dean for Academic Affairs, AZCOM/MWU

Benchmarking for Medical Education

Attendees will discuss the value of benchmarking data during curriculum planning, development, implementation, and monitoring for ongoing improvement to curriculum committees, administrators, and faculty. Participants will also brainstorm opportunities and challenges in curriculum administration and monitoring and what resources would be helpful to faculty, course directors, and others involved in curriculum development and implementation. The role of competency and keyword mapping in curriculum development, reporting, and benchmarking, as well as vertical and horizontal reporting will be also discussed.

Terri Cameron, MA
Director of Curriculum Programs, Association of American Medical Colleges

2:30 PM - 3:30 PM
Grand Salon B, 3rd Floor

Teaching and Assessing Competencies Likely to Improve Patient Care Outcomes

Attendees will appreciate that there are critical disparities between a learning sciences based approach to teaching and assessing patient care competencies, and how osteopathic medical schools teach while the NBOME assesses the attainment of patient care competencies. In working towards this appreciation, the presenting author will first revisit how osteopathic patient care competencies have been defined, suggesting that this domain be redefined in terms of a core set of physician tasks. That is, describe the potential benefits of redefining competent patient care in terms of diagnosing, treating, and managing patient care issues. With the competency domain of patient care redefined in terms of ‘task-based’ performance outcomes, the author will then provide a brief review of a learning sciences based approach that models competence, mind, and education (both instruction and assessment) from which adoption by both osteopathic medical schools and the NBOME, would likely lead to improvements in these three patient care outcomes.

Frank J. Papa, DO, PhD
Associate Dean, Curricular Design and Faculty Development, UNTHSC/TCOM

2:30 PM - 3:30 PM
Jacksonville, 2nd Floor

Millennials, Technology & Health Care of the Future

This interactive session will involve participants in a review and discussion of evolving technologies, potential disruptive innovations, generations in the workforce, and relevant learning theories. Participants will engage in a facilitated activity to develop potential strategies, relevant to their individual settings, for leading appropriate and necessary evolution in educational and healthcare systems.

Lisa R. Nash, DO, MS-HPEd
Associate Dean for Educational Programs, UNTHSC/TCOM

Brenda M. Wilson, BS
Educational Program Manager, UNTHSC/TCOM

2:30 PM - 3:30 PM
Ocean Ballroom, 1st Floor

AACOM Grant Submission Workshop

AACOM’s Research Grant Program provides awards annually for individual, institutional, and inter-institutional osteopathic medical education research projects. Institutional and inter-institutional research is a broad category of work done at colleges (and across colleges within a profession) to inform decision-making and planning. Topics related to workforce issues such as the implications of the expansion of osteopathic medical colleges, branch campuses, additional teaching sites, and class sizes are of increasing interest. A generous grant from the Osteopathic Heritage Foundation has allowed AACOM to increase its grant offerings. While collaborative, multi-institution research studies are most appropriate for this program, grants can support pilot studies or serve as the basis for seeking matching funds at individual institutions. This session will provide information with regard to AACOM’s Research Grant Program toward a greater understanding of the processes of grant application and review; guidance on factors that influence a successful grant application submission; and a question and answer session.

Luke H. Mortensen, PhD
Vice President and Chair for Medical Education, AACOM

2:30 PM - 3:30 PM
Tallahassee, 2nd Floor

Are We Ready for Interprofessional Practice?

This presentation will provide a forum for discussion of the results from a four-year program to develop interprofessional education and practice (IEP) leaders. The barriers to transitioning IEP leadership into community practice during clinical rotations will be discussed. The need for ongoing evaluation and student assessment, including alumni follow-up, is critical. While the importance of interprofessional education and practice has been well-documented and supported in the literature, there remains a paucity of data related to the extent that the IEP experiences delivered during medical school carry over into practice. What is known is that we must integrate IEP throughout the four-year osteopathic curriculum and that we must assess, at each step, the impact of this training and experience. Furthermore, the IEP components must be integrated throughout the curriculum from day one of medical school.

Kamilah B. Thomas-Purcell, PhD, MPH
Assistant Professor, NSU-COM

Stacey Pinnock, MSW
GEC Director of Interprofessional Education, NSU-COM

Cecilia Rokusuk, EdD, MSc, RD
Assistant Dean of Education, Planning and Research, NSU-COM

The Continuum of Interprofessional Education and Practice: Two Institutions’ Perspectives

This presentation will provide participants with a discussion highlighting the experiences of a new college of osteopathic medicine (COM) as well as an established one as related to the integration of interprofessional education and practice into the medical school curriculum. From these experiences, the new AGCAE guidelines on interprofessional education and practice during residency training will be focused on the Clinical Learning Environment Review (CLER). The links to providing meaningful and measurable interprofessional education and practice experiences for students before they enter residencies, will be explored in this presentation. The six domains of the CLER will be outlined, and the
opportunities for interprofessional education and experiences throughout the continuum of medical school and residency training will be discussed. The challenges for ongoing evaluation and measurements of patient outcomes remains a challenge. Participants will actively participate in discussion and will be involved in the Q&A portion of this program.

Cecilia Rokusek, EdD, MSc, RD
Assistant Dean of Education, Planning and Research, NSU-COM
Victoria Kaprielian, MD
Associate Dean for Faculty Development and Medical Education, CUSOM
Stacey Pinnock, MSW
Director of Interprofessional Education, NSU-COM

3:45 PM - 4:45 PM
BRIEF SESSIONS
Grand Salon A, 3rd Floor

Ensuring Academic Program Quality through Program Assessment

This session will address the longitudinal assessment process at ATSU-KCOM. This process has recently been recommended by COCA. This process is focused on sustaining academic quality and continuous quality improvement. Best practices and tracking documents will be shared with participants.

Patricia S. Sexton, MS, DHEd
Assistant Dean for Assessment, RowanSOM
William L. Sexton, PhD
Professor, ATSU-KCOM

Real-Time Curriculum Assessment

Google Glass: A Learning Tool in Medical Education

Attendees will see how Google Glass is being utilized in the medical field and how WVSOM utilizes its technology for medical students in the hospital and clinic. Attendees will also observe new application development performed by WVSOM for Google Glass.

Ryan W. Farnsworth, BS
Osteopathic Medical Student III, Graduate Teaching Assistant-Clinical Skills, WVSOM
Gail Swarn, DO
Chair for the Clinical Sciences Department, WVSOM
Dylan Watson
Student of Computer Science, Marshall University

Student-Run Free Osteopathic Clinics as a Novel Approach to Interprofessional Education

Attendees will gain exposure to the need for interprofessional collaboration, and how to implement it in student-run clinics. Over the past year, RowanSOM’s student-run free Community Osteopathic Manipulative Medicine Clinic implemented an interprofessional education (IPE) initiative which aimed to expose medical students to collaborative patient care with students from other health care fields. Collaborations and shared treatment planning between Osteopathic Medical Students (OMS) from RowanSOM, Health Promotion Fitness Management (HPFM), and Athletic Training (AT) students from RowanSOM have created an IPE environment that allows for increased perception, knowledge, and confidence in team-based care among these three health care professional fields.

Raymond Isenburg
Osteopathic Medical Student II, RowanSOM
Sameer Sood
Osteopathic Medical Student III, RowanSOM
Vincent Marchese
Osteopathic Medical Student II, Director of Operations, Rowan University Student-Run Osteopathic Medical Clinic, RowanSOM
Interprofessional Practice (IPP) is a health care competency of growing interest in osteopathic medical education because of its impact on increasing patient safety, and improving outcomes as promoted by the Affordable Care Act. The focus on creating the Patient-Centered Medical Home Model of Care dictates a need for medical students to become proficient in delivering health care within an integrated, interprofessional team environment. This competency requires specific skill sets and attitudes, first acknowledged in 2011 by an expert panel representing six health care education organizations. Here, the Attitudes Toward Health Care Teams Scale is used to assess osteopathic pre-clinical medical student attitudes towards IPE during their first and second years of medical education.

Kathryn J. Dolan, PhD  
Assistant Professor of Family Medicine, UNTHSC/TCOM

Vicki A. Nejtek, PhD  
Associate Professor of Family Medicine, UNTHSC/TCOM

3:45 PM - 4:45 PM  
Jacksonville, 2nd Floor  
Mimycx: Where Role Playing Games Will Take Us in Health Professions Education

This session will rapidly bring the learner up-to-date on games in education, then plunge their imagination into a world of the future where health professionals work together, solving problems, and conquering evil. The faculty member of the future is no longer the oppressor of the grade point average, and stealth assessment provides almost instant feedback to the learner. Finally, those in attendance will have a working moment to convince the Curriculum Committee to include games for learning and games for health essential to professional development.

Ruth E. Nemire, BSpH, PharmD, EdD  
Vice President, Professions Quest

Laura Hempstead, DO  
AOA Program Director/ DME, UMKC TMC Family Medicine Residency Program

Technology at Work: Measuring Learning Outcomes through Course-Embedded Assessments

Attendees will learn about the computer-based testing that one COM used as a means of facilitating course-embedded assessments across multiple campuses, and how this technology has facilitated the measuring of learning outcomes, thus far. An explication of the challenges and success of this process will be explored through the lenses of those faculty, students, and administrators involved. In addition, future plans will be shared for how the college envisions continuous assessment for improvement and accountability.

Sheila Chelimo, MEd  
Evaluation and Assessment Coordinator, OU-HCOM

Angela Mowrer, BS  
Director Pre-Clinical Education, OU-HCOM
### Conference Schedule

**THURSDAY, APRIL 23**

**6:45 AM - 7:45 AM**
**NATIONAL ACADEMY OF OSTEOPATHIC MEDICAL EDUCATORS (NAOME) BREAKFAST MEETING**
Clearwater/Orlando, 2nd Floor

**7:00 AM - 5:00 PM**
**REGISTRATION OPEN**
Caribbean Ballroom Foyer, 1st Floor

**7:15 AM - 8:00 AM**
**CONTINENTAL BREAKFAST**
Ocean Ballroom Foyer, 1st Floor

**8:00 AM - 9:20 AM**
**PLENARY SESSION**
Ocean Ballroom, 1st Floor

**9:30 AM - 10:30 AM**
**BRIEF SESSIONS**
Jacksonville, 2nd Floor

**9:30 AM - 10:30 AM**
**CORE SESSIONS**
Caribbean Ballroom, 1st Floor

**9:30 AM - 10:30 AM**
**DUAL SESSIONS**
Caribbean Ballroom, 1st Floor

**10:30 AM - 11:30 AM**
**BREAKFAST MEETING**
Ocean Ballroom Foyer, 1st Floor

### Session Details

#### Integrating OMT in an ACGME-Accredited FM Post-Grad Training Program: Challenges and Solutions

*Attendees will review common challenges to the performance of OMT by osteopathic physicians in allopathic post-graduate training programs. At the end of the session, learners should be able to identify challenges in their own programs, as well as create realistic solutions to overcome those barriers. The importance of retaining our unique osteopathic heritage will also be discussed.*

**Karin Esposito, MD, PhD**  
Associate Dean for Academic Affairs, Professor and Vice Chair, Department of Psychiatry, Herbert Wertheim College of Medicine, Florida International University

**Robert Cain, DO**  
Associate Dean for GME, OU-HCOM & Chief Academic Officer, Centers for Osteopathic Research & Education (CORE), OU-HCOM

**Jill Patton, DO**  
Internal Medicine Program Director, Advocate Lutheran General Hospital

**Margaret A. Wilson, DO**  
Dean, ATSU-KCOM

#### Osteopathic Distinctiveness: Can Our Graduates “Talk the Talk?”

*Part of our role as osteopathic medical educators is to equip learners to effectively communicate about osteopathic medicine. And yet, when asked about the difference between a DO and an MD, many struggle to formulate a coherent and cohesive answer. As we look forward to a single united system of GME, an inability to answer this question might possibly be the undoing of the osteopathic profession. This session will share the findings from three years of osteopathic resident responses to this question in a standardized patient testing setting, and will open a discussion of when (curriculum) and how (instruction) to teach osteopathic distinctiveness, and how to know it has been sufficiently learned (assessment).*

**Janet Hamstra, EdD**  
Director of Pre-Clinical Education, NSU-COM

**Joyce E. Jadwin, PsyD**  
Assistant Director of Faculty Development, OU-HCOM

**Steven A. Wiaksiwski, DO**  
Director of Osteopathic Integration, OU-HCOM

#### Assessment of Professionalism and Attitudes

*This workshop will help educators go beyond the broad term of “professionalism,” and align learning outcomes with instructional experiences and assessment strategies that are specific to levels within the taxonomy of the affective domain. In this workshop, we will create a teaching and assessment blueprint for a series of learning outcomes related to professionalism and communications skills.*

**Machine Linsenmeyer, EdD**  
Associate Dean for Assessment and Educational Development, WVSOM

**India Broyles, EdD**  
Director, Master of Science in Medical Education Leadership, UNECOM

#### Small Group Facilitator Connoisseurship

*Attendees will be introduced to a tool to identify, self-assess, and develop a plan for small group facilitation and mastery. The first ten minutes will be spent introducing the tool, followed by self-assessment, and closing with an individual small group facilitator development plan. As a bonus, participants will be introduced to a rich online resource of small group facilitator tips and tactics.*

**Stephen S. Davis, PhD**  
Director, Faculty Development, OU-HCOM

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**Evolutionary Transformations: Realizing the Promise of a Competency-Based Approach to Medical Education**

*The presentations, as a whole, will allow for: historical understanding of the background and development of competencies, milestones, and EPAs; providing context to the integration of these innovations in the transition from undergraduate to graduate medical education; introduction and affirmation of the ‘language’ and purpose of these concepts; discussion of potential engagement of our institutions in developing, incorporating, assessing, and further maturing these concepts into their curricula; providing perspective on how these concepts relate to single accreditation; and describing a positive vision for the future.*

**Eric Holmboe, MD**  
Senior Vice President, Milestone Development and Evaluation, ACGME

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**Osteopathic Principles and Practices Module: Telling Our Story and Assessing Learning**

*Many who work with osteopathic students and residents (e.g., clinical and non-clinical faculty, staff, and administrators) often have had limited exposure to osteopathic principles and practices (OPP) or understand the fundamental concepts inherent to the profession. To educate these constituencies, as well as reinforce the information with current osteopathic preceptors, educators at OU-HCOM developed an online module for both clinical and non-clinical staff, administrators, and faculty. The impact of the module dissemination, included the ability to teach osteopathic distinctiveness, and how to know it has been sufficiently learned (assessment).*

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**Stephen S. Davis, PhD**  
Director, Faculty Development, OU-HCOM
The Trouble with Buzz Groups
Modern adult learning theory holds that adults learn best through problem-centered (active) approaches, rather than content-oriented (passive) approaches. Many clinician educators have attempted to move from traditionally passive information delivery to more active types of learning sessions. While “buzz groups” are an effective strategy for achieving interactivity in a learning session, a variety of strategies and techniques is key to achieving a high level of competency as an educator. Ideally, selection of teaching method and curriculum design is strongly grounded in principles of the learning sciences. This highly interactive session will involve participants in various activities for demonstrating how to transform traditional “sage on the stage” presentations into dynamic, action-oriented workshops. References to resources for further exploration beyond the session will be provided.

Lisa R. Nash, DO, MS-HPed
Associate Dean for Educational Programs, UNTHSC/TCOM
Cindy R. Passmore, MA
Executive Director, UNTHSC/TCOM

9:30 AM - 10:30 AM
DUAL SESSIONS
Caribbean Salon IV, 1st Floor

The Communications with Seniors Experience: A Low-Intensity Intervention
Attendees will learn that a simple intervention makes a big impact in the professional development of a patient-centered physician. When clerkship students reported to KCU-COM administration that they felt uneasy communicating with older adults, a series of visits to a local senior center was instituted. First-year students were required to attend one session. While “buzz groups” are an effective strategy for achieving interactivity in a learning session, a variety of strategies and techniques is key to achieving a high level of competency as an educator. Ideally, selection of teaching method and curriculum design is strongly grounded in principles of the learning sciences. This highly interactive session will involve participants in various activities for demonstrating how to transform traditional “sage on the stage” presentations into dynamic, action-oriented workshops. References to resources for further exploration beyond the session will be provided.

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Associate Dean for Educational Programs, UNTHSC/TCOM
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9:30 AM - 10:30 AM
DUAL SESSIONS
Caribbean Salon IV, 1st Floor

Build an Efficient, Technology-Driven Curriculum around Communication Skills Learning
Interpersonal and communications skills represent one of the core competencies for undergraduate and graduate medical education. This session will examine the use of online learning modules to support teaching and learning around communication, through the incorporation of video demonstrations, interactive learning, evidence-based text, and assessments. Participants will consider the essential components of an undergraduate medical education curriculum in an effort toward improved interpersonal and communication competencies. Facilitators will share effective teaching strategies and resources for enhancing interpersonal communication competency. The session will be co-facilitated by faculty from a COM to participate in teaching nearly 320 actively-engaged students learning communications skills supplemented with “DocCom,” an online learning resource.

Elizabeth Hensttebeck, DO
Chair and Associate Professor of Family Medicine, ACOM
Barbara Lewis, MBA
Managing Editor, American Academy on Communication in Healthcare and Drexel University School of Medicine (DocCom)

9:30 AM - 10:30 AM
DUAL SESSIONS
Grand Salon A, 3rd Floor

The Problem-Based Learning Program at RowanSOM
This presentation will review how RowanSOM successfully manages a small (n=6 to 8) group of students through a PBL program. Because the group is together for two years, close attention is paid to group dynamics. Students evaluate the program at the end of each year and suggest improvements. The current program owes much to student suggestions.

Peter Stein, PhD
Director and Professor, Problem Based Learning Curriculum, RowanSOM

Increasing Student Engagement in the Classroom
Too often, multiple health care providers work independently without adequate communication and collaborative team work. Experiential programs that integrate health professions students in their training may improve the likelihood that graduates will become collaborative, interprofessional team members, and ultimately improve patient health outcomes.

Carol Wilkins, PhD
Assistant Professor, MSUCOM
Raquel Ritchie, PhD
Assistant Professor, MSUCOM
John Wang, PhD
Professor, MSUCOM
Martha Faner, PhD
Instructor, MSUCOM
Shawna Nantais
Academic Specialist, MSUCOM

9:30 AM - 10:30 AM
DUAL SESSIONS
Grand Salon B, 3rd Floor

Ohio OPTI’s Strategic Initiatives on the Road to Single Accreditation
Attendees will understand the Centers for Osteopathic Research and Education’s (CORE) journey to single accreditation. CORE has embarked on different strategic initiatives that will guide operational decisions, drive program development, and ensure an osteopathically focused learning environment. These strategies include the development of a transition and operations team, bi-monthly CORE Town Hall Meetings, involvement at the national level, internal assessments and evaluations, and assessment-driven educational opportunities. Simultaneous preparation for the transition to single accreditation has prompted CORE to document systematic strategies related to AOA accreditation.

Olivia T. Ojano Sheehan, PhD
Assistant Director, Faculty Development, OU-HCOM
Joyce E. Jadwin, PsyD
Assistant Director, Faculty Development, OU-HCOM

9:30 AM - 10:30 AM
DUAL SESSIONS
Grand Salon B, 3rd Floor

Single Accreditation System: Crossing that Bridge
This presentation will provide a concise review of the single accreditation system, including: what we have learned with limited defined processes; the differences between AOA and ACGME institutional and programmatic requirements; and how to track assessment and evaluation requirements in a systematic way. Presenters will share the strategies utilized at their own institution in order to implement best practices of requirements, facilitate discussion regarding potential changes, and faculty development during this process.

John Dougherty, DO
Senior Associate Dean, Clinical Affairs and GME, KCU-COM
Kerrie Jordan, MS, C-TAGME
Administrative Director, GME, KCU-COM

9:30 AM - 10:30 AM
Tallahassee, 2nd Floor

A Proactive Plan for Student Success in the Scramble and SOAP
Students who do not match for a residency position through the NMS and NRMP Matches must manage the resultant emotional turmoil while simultaneously pursuing available positions in the scramble and SOAP. The circumstance compels faculty guidance and assistance. To support its first class of students entering the Matches, WCUCOM adopted a plan that has been successfully used by COM/MMU for several years. This plan trains faculty to understand the scramble and SOAP processes, and focuses on expertly guiding affected students through the process of securing well-suited residency positions.

Rita K. Getz, PhD
Associate Dean of Academic Affairs, COM/MMU
Beth Longenecker, DO
Associate Dean, Clinical Sciences, WCUCOM
Leslie Wimsatt, PhD
Associate Dean of Academic Affairs, WCUCOM
Linda M. Kirvan
Associate Registrar, WCUCOM
Sandy Fralt, MEd
Education Specialist, COM/MMU

9:30 AM - 10:30 AM
Tallahassee, 2nd Floor

Build an Efficient, Technology-Driven Curriculum around Communication Skills Learning
Interpersonal and communications skills represent one of the core competencies for undergraduate and graduate medical education. This session will examine the use of online learning modules to support teaching and learning around communication, through the incorporation of video demonstrations, interactive learning, evidence-based text, and assessments. Participants will consider the essential components of an undergraduate medical education curriculum in an effort toward improved interpersonal and communication competencies. Facilitators will share effective teaching strategies and resources for enhancing interpersonal communication competency. The session will be co-facilitated by faculty from a COM to participate in teaching nearly 320 actively-engaged students learning communications skills supplemented with “DocCom,” an online learning resource.

Elizabeth Hensttebeck, DO
Chair and Associate Professor of Family Medicine, ACOM
Barbara Lewis, MBA
Managing Editor, American Academy on Communication in Healthcare and Drexel University School of Medicine (DocCom)

9:30 AM - 10:30 AM
DUAL SESSIONS
Grand Salon A, 3rd Floor

The Problem-Based Learning Program at RowanSOM
This presentation will review how RowanSOM successfully manages a small (n=6 to 8) group of students through a PBL program. Because the group is together for two years, close attention is paid to group dynamics. Students evaluate the program at the end of each year and suggest improvements. The current program owes much to student suggestions.

Peter Stein, PhD
Director and Professor, Problem Based Learning Curriculum, RowanSOM

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9:30 AM - 10:30 AM
Tallahassee, 2nd Floor
## Conference Schedule

**Thursday, April 23**

### 9:30 AM - 11:30 AM
**AACOM Board of Deans Retreat**
(By invitation only)
Caribbean Salons VII-VIII, 1st Floor

### 9:30 AM - 6:00 PM
**Council of Osteopathic Student Government Presidents (COSGP) Executive Board Meeting**
Caribbean Salon VI, 1st Floor

### 10:00 AM - 6:00 PM
**Council of Development and Alumni Relations Professionals (DEV-ALUM) Meeting**
Caribbean Salons I&II, 1st Floor

### 10:30 AM - 11:15 AM
**Poster Viewing Session**
(All poster presenters available)
Grand Ballroom Foyer, 3rd Floor

### 10:30 AM - 11:30 AM
**Caribbean Salon IV, 1st Floor**

### 10:30 AM - 11:30 AM
**Grand Salon A, 3rd Floor**

### 10:30 AM - 11:30 AM
**Grand Salon B, 3rd Floor**

### 10:30 AM - 11:30 AM
**DUAL SESSIONS**

#### Twelve Strategies for Engaging Faculty in Faculty Development

**Attendees** will review and test drive 12 strategies for engaging faculty, describe implementation methods for specific training tools (orientation schedules, mentor checklists, peer evaluation rubrics, and faculty portfolios), and think critically about how to increase engagement and deep learning during faculty training events.

- Lisa McCoy, EdD
  Associate Director, Faculty Development, ATSU-SOMA
- Sharon Obadia, DO
  Director, Faculty Development, ATSU-SOMA

#### What Can Osteopathic Medical Educators Learn from a Tour Guide?

**Attendees** will be reintroduced to select concepts in teaching and learning, using examples from a tour guide who has claimed to have no formal instruction in teaching. Implications will be drawn for both classroom and clinical teaching. Topics include: setting clear expectations; managing behavior problems; engaging learners through effective questions; and generating energy and enthusiasm. Resources for further reading will be identified.

- Helen H. Baker, PhD, MBA
  Professor, WSSOM
- Floyd J. Hines, PhD
  Educational Improvement Consultant, Hines Consulting

#### Building the Academy: Engaging Faculty Development through NAOME

**Attendees** will review the application process for NAOME and identify common mistakes made in applying to NAOME. The purpose and activities of the Academy will be discussed, in addition to the opportunity to use NAOME to collaborate at the national level. Finally, Fellows will share their perspectives on NAOME and spotlight recent accomplishments.

- Patricia S. Sexton, MS, DHEd
  Associate Dean for Curricular, ATSU-KCOM

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#### MBTI Personality Types of Fourth-Year Osteopathic Medical Students

**Attendees** gain insight to the ongoing study performed at COM/WMU of the Myers Briggs Type Indicator (MBTI) test comparing the 16 personality types among osteopathic medical students, which displayed a correlation between personality type and training specialty. This correlation can support and assist future osteopathic medical students that have a preferred match to a specialty of choice.

- Lisa Szymanski, MOL
  Clinical Education Support Manager, COM/WMU

#### Teaching Self-Assessment and Peer-Assessment to First and Second-Year Medical Students

**Attendees** will learn strategies for teaching self-assessment and peer-assessment skills to first- and second-year osteopathic medical students. Self-assessment skills and acceptance of feedback from peers is critical to improving performance via deliberate practice. This session will describe how first- and second-year students are learning and practicing these skills.

- Elizabeth Hengstebeck, DO
  Chair, Family Medicine, ACOM
- Dennis Baker, PhD
  Educational Consultant, ACOM
- Dianne Walker
  Director, Clinical Competency Center, ACOM

#### Integration of Physiologic Measurements with OMT for First-Year Osteopathic Medical Students

As part of broadening the training of osteopathic palpatory diagnosis and treatment skills, this presentation will highlight the integration of physiologic measurements with OMT training for first-year osteopathic medical students.

- Inder Raj S. Makin, MD, PhD
  Associate Professor, ATSU-SOMA
- William F. Morris, DO
  Associate Professor in Osteopathic Manipulative Medicine, CUSOM
- Lisa R. Chun, DO
  Associate Professor, ATSU-SOMA
- Deborah M. Heath, DO
  Professor, ATSU-SOMA
- Jonathon R. Kirsch, DO
  Professor, ATSU-SOMA
- Chandhna Pedapati, MS
  Research Associate, ATSU-SOMA
- Lisa Szymanski, MOL
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- Sarah Zabl, PhD
  Director of Educational Assessment, MU-COM

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The presentation will: 1) Describe the use of real-time physiologic measurements during selected OPP labs (counterstrain on forearm with hand-grip strength, D-A decompression, and cervical-balanced ligamentous tension with heart rate and blood flow), 2) Discuss student success in eliciting physiologic changes in response to OMT, and 3) Discuss student perspectives on the value of integrating physiology measurements with the development of palpatory diagnosis and treatment skills. Participants will also have an opportunity for questions and discussion.
An Assessment of the Ultrasound Curricula of Osteopathic Emergency Medicine Residencies

To assess the emergency ultrasound (EUS) curricula of all DO EM residencies, an online survey was sent to all 48 DO EM programs, of which 39 of 48 (81 percent) programs responded. Programs with an EUS director (59 percent of programs) were more likely to require a specified number of scans than programs without or never having an EUS director (26 percent; p=0.042). Programs with EUS directors were also more likely to have an increased number of faculty credentialed in EUS (p=0.056). None of the programs had EM programs, of which 39 of 48 (81 percent) programs offered ultrasound education. Of these, 26 of 39 (67 percent) programs had a formalized ultrasound curriculum.

To assess the ultrasound curricula of all programs, an online survey was sent to all 48 DO EM programs, of which 39 of 48 (81 percent) programs responded. Programs with an EUS director (59 percent of programs) were more likely to require a specified number of scans than programs without or never having an EUS director (26 percent; p=0.042). Programs with EUS directors were also more likely to have an increased number of faculty credentialed in EUS (p=0.056). None of the programs had an ultrasound curriculum.

Integrating Disaster and Emergency Preparedness Education into the Osteopathic Curriculum

Attendees will learn how NSU-COM is using an interprofessional approach to introduce disaster preparedness curriculum into osteopathic education. Curriculum design and integration will be discussed and attendees will learn about methods for integrating disaster preparedness education and training outside of the classroom.

Evaluating Patient Presentation Curriculum: Formative and Summative Lessons Learned

From 2012-2013, WVSOM initiated a new patient presentation curriculum. The first year of curriculum started with simple patient presentations across all systems, and spiraled into more complex patient presentations during the second year that focused on multiple systems, revisiting both basic and clinical science disciplines at a more in-depth level. Evaluating the curriculum at the formative and summative levels has been an intense, ongoing process. A major portion of time will be set aside for discussion of how to monitor and assess the curriculum will be discussed, as well as lesos.)

Formative and Summative Lessons Learned

In addition, curriculum-mapping software packages have allowed disciplines to track content across the first two years of curriculum. Evaluation tools, surveys, and procedures used to monitor and assess the curriculum will be discussed, as well as lessons learned for what worked and what didn’t. A major portion of time will be set aside for discussion of tools, surveys, and procedures used by other schools in hopes of collaborating on best practices for curriculum reform and evaluation.
Thursday, April 23

1:00 PM - 4:00 PM
AACOM Council of Osteopathic Researchers (COR) Meeting
Caribbean Salon VIII, 1st Floor

1:00 PM - 5:00 PM
Council of Osteopathic Medical Student Services Officers (COMSSO) Meeting
Grand Salons C&D, 3rd Floor

1:15 PM - 2:00 PM
Poster Viewing Session
(All poster presenters available)
Grand Ballroom Foyer, 3rd Floor

2:45 PM - 3:00 PM
Refreshment Break
Ocean Ballroom Foyer, 1st Floor and Grand Ballroom Foyer, 3rd Floor

5:30 PM - 6:30 PM
MWU Opti Meeting
Grand Salon A, 3rd Floor

6:00 PM - 8:00 PM
Some Steering Committee Dinner
(By invitation only)
Clearwater/Orlando, 2nd Floor

6:00 PM - 9:00 PM
International Collaborative Reception
(Pre-registration and additional fee required)
World AIDS Museum
1201 NE 26th Street, Suite 111
Wilton Manors, FL 33305

Friday, April 24

6:45 AM - 7:45 AM
AODME Collegium of Fellows Breakfast
Caribbean Salon IV, 1st Floor

6:45 AM - 5:00 PM
Registration Open
Caribbean Ballroom Foyer, 1st Floor

7:00 AM - 8:00 AM
EPA Planning Advisory Group
Caribbean Salon III, 1st Floor

7:00 AM - 1:00 PM
AODME Leadership Program
Jacksonville, 2nd Floor

7:00 AM - 5:00 PM
Council of Osteopathic Student Government Presidents (COSGP) Meeting
Grand Salons A&B, 3rd Floor

7:15 AM - 8:00 AM
Continental Breakfast
Ocean Ballroom Foyer, 1st Floor

An Opportunity for Osteopathic Medical Education to Create Change in Healthcare: What is Collaborative “Just Culture?”

K. Scott Griffith, MSc
Founding Partner and Principal Collaborator, Scott Griffith Collaborative Solutions, LLC

Facilitating Case-Based Interprofessional Education

With the addition of new COCA standard 6.4, every COM must prepare students to function within interprofessional healthcare teams. This session will discuss common obstacles to implementation of interprofessional education (IPE), and identify strategies to overcome them. Several models for IPE will be briefly presented, including a case conference model that has been successfully used at multiple institutions. Participants will collaborate to begin designing cases for possible use in their own settings.

Victoria Kaprielian, MD
Associate Dean for Faculty Development and Medical Education, CUSOM

Brian A. Kessler, DO
Associate Dean for Clinical Affairs, CUSOM

9:45 AM - 10:45 AM
Grand Salons A&B, 3rd Floor

Osteopathic Medical Education: The Student Perspective

Attendees will learn more about the current student perspective towards osteopathic medicine and what has been accomplished over the past year by the Council of Osteopathic Student Government Presidents (COSGP) and the Medical Education Committee to address student questions and concerns both at the local and national levels. The discussion will include the major research projects done over the past year, including COMLEX Level 1 and 2 “Preparation and Outcomes and Osteopathic Medical Education: The Difference a Curriculum Makes,” as well as research gathered on current student attitudes towards OMM. Other topics of discussion will address projects begun this year to benefit the osteopathic medical education of all students, such as the COSGP Osteopathic Medical Education Webinar Series, New School Guidance Project, Outstanding Advancement in Osteopathic Medical Education Award, Student Researcher of the Year Award, facilitation of resources and advice sharing between all students, and continuous education on advancements and changes in osteopathic medical education through presentations at
A Curriculum for Emotional Intelligence for Medical Students

Attendees will discuss emotional intelligence and its role in medical education. Key components of empathy, cognition, and understanding can be enhanced by education. Thus, empathy is teachable. Using curriculum mapping, emotional intelligence discussion has been intertwined with medical education throughout the four-year course of study. After the conference, the audience should be able to incorporate such a program into individual curriculum.

Dyanne P. Westerberg, DO
Chair Department of Family and Community Medicine, Cooper Medical School of Rowan University

AACTM Advocacy and Legislative Update

Attendees will receive an in-depth overview of AACTM’s current legislative initiatives and public policy priorities, highlighting the importance of membership to maximize AACTM’s advocacy efforts on behalf of the colleges of osteopathic medicine (COMs) and the broader medical education community. The presentation will also include a congressional update, describing the current political landscape in Washington, DC.

Pamela Murphy, MSW
Vice President of Government Relations, AACTM

Integration of Collaborative “Just Culture” in Osteopathic Medical Education

“Just Culture” is a term of art used to describe an improved strategy of managing people that recognizes distinct responses for human error, at-risk, and reckless behaviors. “Collaborative Just Culture” is an advanced approach to managing socio-technical risk, combining “just culture” principles of human behavior with system design and the collaborative skills necessary to ensure reliability. Please join us as Scott Griffith explains how health care improvement collaboration, demonstrating how organizations around the globe are achieving a better balance of managing human behavior within complex systems.

K. Scott Griffith, MSc
Founding Partner and Principal Collaborator, Scott Griffith Collaborative Solutions, LLC

FrIDay, ApRil 24

COSGP meetings. We will also highlight our interaction with other members of the profession, such as AACOM leadership, COMSSO, and COGME, and will discuss projects we are working on together to address student needs.

Danielle Maholtz
Osteopathic Medical Student IV, National Medical Education Representative, COSGP, PCOM

Carisa Champion-Lippmann
Osteopathic Medical Student V, 3L, MPH Candidate, National Chair, COSGP, NSU-COM

9:45 AM - 10:45 AM
BRIEF SESSIONS
Grand Salon C, 3rd Floor

Dismantling OSCEs—the Process Demystified

An overview of adult learning as it applies to OSCEs, as well as various sections of an OSCE, will be discussed. The grading criteria used at CCOM/MWU will be shared, including a clinical checklist, humanism checklist, and SOAP note. Steps, including the Socratic Method, will also be shared.

Margaret H. Lechner, MS, RN
Director of Assessment, CCOM/MWU

Using Standardized Patients to Do Mock Residency Interviews

Residency applications have become increasingly competitive. Some medical students, though academically strong, may not have the interviewing skills necessary for success. This session will provide an innovative approach to preparing fourth-year medical students for residency interviews. By using standardized patients instead of faculty, several obstacles can be overcome.

Margaret H. Lechner, MS, RN
Director of Assessment, CCOM/MWU

9:45 AM - 10:45 AM

9:45 AM - 10:45 AM

Caribbean Salon V, 3rd Floor

Assessment and Academic Toolkit for Interprofessional Geriatric Education Program

Attendees will view video vignettes and reenactments of student performance to learn how to use the ATOSCE rating scale for performance evaluation. Discussion of interprofessional competencies and behaviors will also take place, and participants will learn how to apply them to their own institutions.

Sheree Aston, OD, PhD, MA
Vice Provost, Western U/COMP

John H. Tegzes, MA, VMD
Director, IPE Program, Western U/COMP

David N. Dickter, PhD
Director of IPE Research, Western U/COMP

Susan Mackintosh, OD, PHD, MA
Vice Provost, Western U/COMP

John H. Tegzes, MA, VMD
Director, IPE Program, Western U/COMP

Susan Mackintosh, OD, MPH
Associate Dean of Academic Affairs, Western U/COMP

9:45 AM - 10:45 AM

9:45 AM - 10:45 AM

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Caribbean Salon V, 1st Floor

Interprofessional Geriatric Education Program

Attendees will discuss the education and training that is evolving and is now centered on holistic socio-technical collaboration, demonstrating how organizations around the globe are achieving a better balance of managing human behavior within complex systems.

K. Scott Griffith, MSc
Founding Partner and Principal Collaborator, Scott Griffith Collaborative Solutions, LLC

4:30 PM - 5:15 PM
DUAL SESSIONS
Caribbean Salon VI, 1st Floor

Faculty Advisor’s SOAP Note

Attendees will review the usefulness of an advising tool: The Osteopathic Medical Student Faculty Advisors SOAP Note.

John W. Grenato, DO, MEd
Professor and Chair, Department of Clinical Integration, CCOM/ MWU

Glenn Nordahl, DO
Associate Dean, CCOM/MWU

9:45 AM - 10:45 AM

9:45 AM - 10:45 AM

9:45 AM - 10:45 AM

11:00 AM - 12:30 PM

11:00 AM - 12:30 PM

11:30 AM - 12:30 PM

11:30 AM - 12:30 PM

AAMC 2016 ANNUAL CONFERENCE PLANNING COMMITTEE MEETING
Caribbean III, 1st Floor

AAMC MARKETING AND COMMUNICATIONS ADVISORY COUNCIL (MAC) MEETING
Caribbean Salon VI, 1st Floor

AAMC & AODME Annual Meeting – April 22-25, 2015

AACOM Advocacy and Legislative Update

Attendees will discuss the education and training that is evolving and is now centered on holistic socio-technical collaboration, demonstrating how organizations around the globe are achieving a better balance of managing human behavior within complex systems.

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4:30 PM - 5:15 PM
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Professor and Chair, Department of Clinical Integration, CCOM/ MWU

Glenn Nordahl, DO
Associate Dean, CCOM/MWU

9:45 AM - 10:45 AM

9:45 AM - 10:45 AM

9:45 AM - 10:45 AM

11:00 AM - 12:30 PM

11:30 AM - 12:30 PM
Evidence-Based Medicine: Using Mobile and Web-Based Resources for Clinical Practice

This session will present the concept of asking the “right” types of clinical questions for specified situations, and using these types of questions to navigate through evidence-based Internet and mobile resources that are clinically appropriate. This session is “hands-on,” and applies the teaching format used in clinical skills classes for osteopathic students. Mobile apps and websites will be introduced and explored during the session. Participants will have opportunities to work with a medical library expert, basic scientist, and a clinician as they navigate through the maze of questions and answers.

Jill D. Cochran, PhD, APRN
Assistant Professor Clinical Science, WVSOM
Kristie G. Bridges, PhD
Associate Professor Basic Science, WVSOM
Mary Essig, MLS
Library Director, WVSOM

Objective Observations: Creating Rubrics for Performance Assessment

Training assessment of newly acquired skills is paramount to effective evaluation. The use of well-designed scoring rubrics makes this task an analytic, objective assessment. This presentation will describe the benefits of using rating scales in performance assessment; they can be completed quickly, used by several different people assessing performance, and provide graded assessments of performance. In 1932, Likert developed a scale of equal intervals, including detailed descriptors at points along the continuum (e.g., strongly agree, agree, disagree, etc.). Participants will develop a rubric and learn how to apply ratings using descriptors or anchors that allow the rater to justify the scores given, and even provide learner feedback.

Laurie Gallagher, DO
Chief Physician Trainer, NBOME
Jeanne M. Sandella, DO
Vice President Clinical Skills Testing, NBOME

Finalist Poster Presentations

2:30 PM - 3:30 PM
DUAL SESSIONS: Grand Salon D, 3rd Floor

Career Counseling in Osteopathic Medical Schools: Who and How

This session will discuss the results of a survey of all U.S.-accredited colleges of osteopathic medicine (COMs) to identify career development resources and services offered to students, and the individual departments and the positions responsible for providing these services. The survey will be sent to all COMs in the winter of 2014/2015. Based on the survey results, the participants will discuss best practices and identify gaps for resource development.

Melva M. Landrum, BS
Career Development Coordinator, UNTHSC/TCOM
Brenda M. Wilson, BS
Educational Program Manager, UNTHSC/TCOM
FRIDAY, APRIL 24

Congratulations, You are on Academic Notice

Attendees will learn about a novel method designed to identify students at risk of failing their national licensing examinations (i.e., COMLEX) early in the curriculum. A group of administrators, faculty, and academic advisors designed a mandatory program—Academic Notice—that students participate in during their first three semesters in medical school. All students in the lowest quintile (i.e., at or below the 20th percentile) of their class must meet with an academic advisor at the end of each semester. Individualized interventions are designed for each student based upon his/her unique situation.

Donald J. Sefcik, DO, MBA
Assistant Dean of Education, Planning and Research, NSU-COM

Leonard A. Levy, DPM, MPH
Director of Faculty Development, WVSOM

Elaine K. Soper, PhD
National Boards and Exam Center, WVSOM

Naushira Pandya, MD, CMD
Professor and Chair for Division of Geriatrics, NSU-COM

Ryan A. Seals, DO
Chair and Associate Professor, Osteopathic Principles, Practices & Integration, UIW-COM

Diabetes Foot Education: An Evidence-Based Approach in Long-Term Care Settings

Attendees will learn about the role of a diabetes’ foot education training program for healthcare professionals (RNs and LPNs) in long-term care settings to improve foot exams on patients with diabetes.

Sweta Tewary, PhD, MSW
Project Manager, NSU-COM

FRIDAY, APRIL 24

Interprofessional Student Attitudes Toward eProfessionalism

Attendees will discuss the four categories of electronic behaviors that students and faculty may engage in. Various scenarios will be presented that may be perceived across a continuum of professionalism. The differences between DO, DDS, PA, and PharmD, and related student perceptions, will be discussed.

John W. Graneto, DO, MEd
Professor and Chair of Clinical Integration, CCOM/MWU

Erika Rand, DO, MEd
Professor and Chair of Clinical Integration, CCOM/MWU

Sweta Tewary, PhD, MSW
Project Manager, NSU-COM

FRIDAY, APRIL 24

BRIEF SESSIONS

Grand Salon C, 3rd Floor

#BEWARE, Be Very Aware About Social Media

Attendees will leave with in-depth examples of social media professionalism etiquette. It is critical for faculty, staff, and learners to be cognizant of social medical as it relates to professionalism.

Jessica H. Chavez, MiM
OPTI Administrator, UNTHSC/TCOM

Sterling Hunter
Administrative Coordinator, UNTHSC/TCOM

FRIDAY, APRIL 24

2:30 PM - 3:30 PM

DUAL SESSIONS

Key West/Palm Beach, 2nd Floor

Students and Faculty Can Learn through Osmosis!

Attendees will understand how “Osmosis,” a curricular mapping system and student study aid, was successfully adopted by WVSOM. The presentation will highlight how Osmosis encouraged and streamlined student collaborative learning. The use of Osmosis’ Timeline (curricular map) among both faculty and students will be described, with a particular emphasis on its contribution to a more robust understanding of the curriculum. Specific descriptions will be provided to illustrate aspects of the Timeline feature’s function to aid student study and help identify student deficits.

Evanne Richards, MEd
National Boards and Exam Center, WVSOM

Elaine K. Soper, PhD
Director of Faculty Development, WVSOM

2:30 PM - 3:30 PM

Clearwater/Orlando, 2nd Floor

Charleston Area Medical Center’s Experience with the ACGME’s CLER Accreditation Process

Attendees will understand the CLER process and identify how a large teaching hospital with both ACGME and AOA residencies are addressing these requirements. Presenters will share their journey toward readiness for meeting the CLER requirements and how to create institutional focus on improving the overall learning environment and experience for residents, with a look at six key domains of the clinical environment in which residents train: patient safety, quality improvement, transitions of care, supervision, duty hours and fatigue management, and professionalism.

Arthur Rubin, DO, FACP
Director of Osteopathic Medical Education, Assistant Dean, WVSOM

Elise Drake, PhD
Senior Educator, Charleston Area Medical Center Health Education & Research Institute

FRIDAY, APRIL 24

2:30 PM - 3:30 PM

Caribbean Salon V, 1st Floor

Faculty-Created OMT Videos: Impact on Student Learning

Attendees will examine the use of video-based OMT skills laboratory instruction for second-year osteopathic medical students. Selected “Still and Facilitated Positional Release” techniques were chosen for this study. Technique instructions were focused on end-results and designed based on the commonly used competency UNTHSC/TCOM assessment rubric at TCOM. The videos were created to include directional arrows, 3-D anatomy graphics, along with step-by-step narrated instructions. Additional brief videos with multiple views were also created for student review. During the OMT skills laboratory, students viewed and listened to the videos, and performed examinations and techniques while faculty monitored and assisted students per their request or if errors were observed. Faculty and students completed surveys regarding their experiences and student scores were compared with previous years’ scores where the instruction was delivered by faculty demonstration from the front of the ORM lab.

Sharon Gustowski, DO, MPH
Chair and Associate Professor, Osteopathic Principles, Practices & Integration, UIW-COM

Ryan A. Seals, DO
Assistant Professor, UNTHSC/TCOM
### Conference Schedule

#### Friday, April 24

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:45 PM - 4:45 PM</td>
<td>Sample Curriculum for Osteopathic Manipulative Medicine</td>
<td>Clearwater/Orlando, 2nd Floor</td>
<td>John R. Bowling, DO, Assistant Dean of Rural Medical Education, UNTHSC/TCOM</td>
</tr>
<tr>
<td>3:45 PM - 4:45 PM</td>
<td>Pre-Admission Predictors of Academic Success and Placement within a Medical Specialty</td>
<td>Clearwater/Orlando, 2nd Floor</td>
<td>Berkay Otkur, BS, MPH, Analyst, Osteopathic Medical Student, University of Florida College of Medicine; John S. Curran, MD, Director of Medical Education, Wright Center for Graduate Medical Education; Penny Ziegler, MD, Medical Director, Professionals Resource Network, Inc.</td>
</tr>
<tr>
<td>3:45 PM - 4:45 PM</td>
<td>Factors Affecting Rural Student Applications and Admissions to Medical School</td>
<td>Clearwater/Orlando, 2nd Floor</td>
<td>Kendi Hensel, DO, PhD, Associate Professor, UNTHSC/TCOM; William R. Blazey, DO, Assistant Professor, Department of Family Medicine, NYIT-COM; John Kappenberg, EdD, Chair, Department of Medical Education, NYIT-COM; Lois Small, MS, PD, Project Manager, Educational Grants, NYIT-COM</td>
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<tr>
<td>3:45 PM - 4:45 PM</td>
<td>Student-Run Activities Decreasing Stigma of Mental Illness among Medical Students</td>
<td>Clearwater/Orlando, 2nd Floor</td>
<td>Ana Chiapa-Sofres, MS, MPH, Research Assistant Director, UNTHSC/TCOM; John R. Bowling, DO, Assistant Dean of Rural Medical Education, UNTHSC/TCOM</td>
</tr>
<tr>
<td>3:45 PM - 4:45 PM</td>
<td>Community-Oriented Primary Care (COPC) Research Design Workshop</td>
<td>Clearwater/Orlando, 2nd Floor</td>
<td>Zachary Herrmann, DO, Osteopathic Medical Student, PCOM; Sarah S. Blondeaux, DO, Osteopathic Medical Student, PCOM; Denah Appelt, PhD, Director of Clinical and Basic Neuroscience, PCOM; Victoria L. Lawn, BS, MPH, Osteopathic Medical Student, PCOM</td>
</tr>
<tr>
<td>3:45 PM - 4:45 PM</td>
<td>Principles and Practice (OPP) and Osteopathic Manipulative Medicine</td>
<td>Clearwater/Orlando, 2nd Floor</td>
<td>Victoria L. Lawn, BS, MPH, Osteopathic Medical Student, PCOM; Sarah S. Blondeaux, DO, Osteopathic Medical Student, PCOM; Zachary Herrmann, DO, Osteopathic Medical Student, PCOM; Denah Appelt, PhD, Director of Clinical and Basic Neuroscience, PCOM</td>
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</tbody>
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**Pre-Admission Predictors of Academic Success and Placement within a Medical Specialty**

U.S. medical schools struggle to find a strategy that successfully identifies candidates who will succeed within their individual school curriculum and culture. They also look for evidence of students’ likelihood of selecting medical specialties consistent with their school’s mission statement. Presenters will review several variables used as preadmission selection criteria, and discuss data indicating the correlation with students’ academic success and residency placement in a medical specialty. These variables include MCAT scores, undergraduate GPA major/institution, class rank, socioeconomic background, sex, age of matriculation, size of home community, and prior healthcare experience. Using the variables identified, participants will be able to evaluate their pre-admissions screening criteria.

**Factors Affecting Rural Student Applications and Admissions to Medical School**

With funds provided by the AACOM Research Grants Program, the Office of Rural Medical Education (ORMED) implemented a survey titled, “Removing Obstacles for Students in Rural Areas.” The purpose of the survey was to examine the barriers that rural students faced throughout their undergraduate education and when applying to medical school. The survey provided valuable information to ORMED for the design and implementation of a pilot program that seeks to provide academic opportunities and preadmission into the Rural Osteopathic Medical Education Program for undergraduates from rural communities and small colleges. Attendees will be able to identify barriers that rural students experience on their path to medical school, and will be able to describe a program that will address these barriers. The program may serve as a model that can be implemented at other major osteopathic medical schools around the country.

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**Student-Run Activities Decreasing Stigma of Mental Illness among Medical Students**

Since 2012, a student-led symposium addressing mental and emotional health topics relevant to medical students has been incorporated into the second-year neuroscience block at PCOM. After the first symposium, students had increased acceptance and decreased stigma of those with mental illness. This event led to more activities surrounding topics of emotional and mental well-being across campus. Currently, activities occur during the first and second years of medical school and are organized primarily by students with support from faculty, student affairs, and administration. The establishment of these activities has engaged other organizations at PCOM, increased awareness of mental illness among students, and has created a professional culture where mental health issues may be addressed in a nurturing environment. In this session, participants will understand the need to address mental health among students, identify ways to implement activities about mental health at their institution, and appreciate long-term implications for establishing self-care as a component of professional development.

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**Community-Oriented Primary Care (COPC) Research Design Workshop**

Attendees will explore community-oriented primary care (COPC) and COPC research. Strengths we have as an osteopathic community include our ambulatory care networks and practices, including a significant proportion of providers and trainees in the community. We are uniquely positioned to offer community-oriented primary care, and to perform COPC research—research which enables us to treat the whole community and to evaluate that treatment. COPC is the continuous process by which primary health care is provided to a defined community on the basis of its assessed health needs, and the planned integration of public health and primary care. We are successfully training students and residents in this practice. The four steps of COPC will be reviewed. Educators, students, residents, and fellows are invited to learn how to conduct a COPC project. This session will present educators with tips for how to mentor trainees in COPC. Common experimental and observational research study designs will be reviewed. A workshop atmosphere will allow teams to turn ideas into proposals. The new SURF section (dedicated to students, residents, and fellows) of the JAOC will be introduced.

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**Assessment of Medical Student Wellness in the State of Florida**

This presentation will address the topic of medical student wellness, and the importance of providing attention and resources to medical students who are distressed. Results of an anonymous statewide survey of 1,144 medical students from nine medical schools (two osteopathic and seven allopathic schools) in the state of Florida will be discussed. Both quantitative and qualitative responses will be reviewed, shedding light on the challenges faced by medical students, their concerns regarding their personal health and well-being, adaptive and maladaptive coping strategies, and suggestions for medical schools to encourage wellness. Comparison of self-reported medical student desire for mental health services versus self-reported help-seeking behaviors and medical student desire for mental health services will be discussed.

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FRIDAY, APRIL 24

6:00 PM - 8:00 PM
AACOM AWARDS BANQUET
Ocean Ballroom, 1st Floor

The Annual Awards Banquet is a special evening event hosted by AACOM. The banquet is held to honor the exceptional accomplishments of individuals and programs within the osteopathic medical education community.

6:00 PM - 8:00 PM
AODME PRESIDENT’S RECEPTION
Grand Salon E, 3rd Floor

Join colleagues as we install the new members of the AODME Board of Trustees.

SATURDAY, APRIL 25

7:00 AM - 8:00 AM
AODME BOARD OF TRUSTEES MEETING
(By invitation only)
Ocean Salon III, 1st Floor

7:00 AM - 12:00 PM
REGISTRATION OPEN
Caribbean Ballroom Foyer, 1st Floor

7:30 AM - 8:00 AM
CONTINENTAL BREAKFAST
Caribbean Foyer, 1st Floor

8:00 AM - 9:00 AM
Ocean Salon II, 1st Floor
GME Funding Updates
Attendees will be presented with examples of how external changes are likely to impact the economics of their GME programs. They will also hear about ways some hospitals are assessing the value of GME, and look beyond DME and IME reimbursement. These examples will provide participants with ideas, tactics, and other strategies they can apply to their own GME programs.

Christopher Franciazzo
Principal, PKFHealth, LLC

9:00 AM - 10:00 AM
Ocean Salon II, 1st Floor
A Primer: Visas for International Students, Residents and Osteopathic Physicians
The maze of U.S. immigration rules and regulations is daunting. With economic pressures mounting in the medical profession, and anticipated shortages of physicians, foreign national graduates of U.S. schools of osteopathic medicine provide health care organizations with opportunities to fill critical shortages and attract top talent. As Single Source Accreditation evolves, osteopathic directors and medical educators will interface more directly with international medical graduates. This program provides a primer on U.S. Immigration laws governing foreign nationals studying osteopathic medicine in the United States. Options for GME and post-GME sponsorship for temporary work visas or permanent residence will be contrasted to the rules for international medical graduates. Avoiding missteps in offer letters, contracts, and payment of attorneys’ fees and costs in the sponsorship process will also be discussed.

Sarah Lea Tobocman, JD
Attorney, Gunster Law Firm

8:00 AM - 3:00 PM
AACOM BOARD OF DEANS MEETING
(By invitation only)
Caribbean Salon III, 1st Floor

10:15 AM - 11:15 AM
Ocean Salon II, 1st Floor
Funding Alternatives for GME
Attendees will discuss alternative methods to the traditional DGME/IME funding of residency programs. Participants will discuss updates to the THCGME and VA grant programs and learn about other innovative ways to fund residency programs. Audience participation is encouraged to share personal experiences with the group.

Thomas J. Mohr, DO
Associate Dean for GME, UIWSOM

Thomas E. McWilliams, DO
Associate Dean – GME Development, ATSU-SOMA
SATURDAY, APRIL 25

10:30 AM - 10:45 AM 
BREAK
Ocean Salon Foyer, 1st Floor

11:00 AM - 12:00 PM 
EDUCATIONAL COUNCIL OF OSTEOPATHIC PRINCIPLES (ECOP) MEETING
Caribbean Salon III, 1st Floor

11:15 AM - 12:15 PM 
GME Washington Updates
Attendees will hear about current regulatory, legislative and policy developments affecting GME from a Washington perspective. The presentation will include a discussion of current activities in CMS, HHS, Congress, the Veterans Administration, the IOM and other entities that affect GME policy and payment.

Margaret Hardy, JD
Germene Solutions

12:00 PM - 1:00 PM 
AACOM BOARD OF DEANS LUNCH (By invitation only)
Caribbean Salon II, 1st Floor

12:00 PM - 1:00 PM 
COUNCIL OF OSTEOPATHIC STUDENT GOVERNMENT PRESIDENTS (COSGP) LUNCH
Key West/Palm Beach, 2nd Floor

SUNDAY, APRIL 26

8:00 AM - 4:00 PM 
COUNCIL OF OSTEOPATHIC STUDENT GOVERNMENT PRESIDENTS (COSGP) MEETING
Caribbean Salons VII-VIII, 1st Floor

12:00 PM - 1:00 PM 
COUNCIL OF OSTEOPATHIC STUDENT GOVERNMENT PRESIDENTS (COSGP) LUNCH
Caribbean Salons VII-VIII, 1st Floor

ACCREDITATION

(AC1) Integrative Simulation-Based Intern Boot Camp
The poster will focus on the “July Effect” in graduate medical education and its impact on resident confidence and patient safety. The poster will identify the program developed and implemented at Broward Hospital in Ft. Lauderdale, FL, as well as the outcomes achieved toward reducing the impact of the “July Effect” in the hospital system. Dialogue during the poster session on how this or similar programs can address this concern, what barriers would be needed for implementation in the system, and what resources (people, materials, supplies) would be needed to improve patient safety and build resident confidence at the beginning of the academic year, will be encouraged.

Natasha N. Bray, DO, MED
Assistant Dean of Medical Education, NSU-COM

COMPETENCY-BASED EDUCATION

(CB1) Assessment of an Osteopathic Medicine Program Relative to Coverage on Patient Safety
This project was undertaken to assess the curriculum of an osteopathic medicine program relative to coverage on patient safety in order to inform future curriculum development. The researchers focused on the pre-clinical years of the curriculum. Each course’s syllabus was reviewed individually. The level of assessment of each course syllabus was the learning objectives. These objectives were categorized according to criteria identified as addressing patient safety issues. The criteria used to identify patient safety in the curriculum included the core competencies proposed by the Institute of Medicine (IOM) Health Professions Education: A Bridge to Quality. Descriptive statistics were used to illustrate how many of the courses in the curriculum addressed patient safety. The research found that the curriculum focused on patient-centered care and quality improvement core competencies (13 percent and 15 percent of courses, respectively). A few courses met interdisciplinary teamwork and evidence-based practice competencies (2 percent each). The competency and utilization of informatics, was not addressed in the curriculum during the pre-clinical years.

(CB2) Bridging the Gaps Influences Medical Student Desire to Help Disadvantaged Populations
Attendees will learn about the “Bridging the Gaps” internship program and how it influenced Lake Erie College of Osteopathic Medicine’s (LECOM) medical students’ future plans for residency and serving disadvantaged populations.

Sarah McCarthy, PhD
Assistant Professor of Anatomy, LECOM

Michael Schmidt, PhD
Assistant Professor of Biochemistry, LECOM

(CB3) Catch and Release: Mapping OMM Practical Examinations to Document Domain I Core Competencies
Domain I skill competency documentation is often limited to periodic “practical examinations” (PEs). Sampling skill performance with a PE may lack the specificity to ensure competency in each core component and overlook basic, repetitive errors. Many OMM departments develop specific rubrics to standardize grading but, due to volume, rarely are these individual pieces adequately captured, analyzed, or made available to identify elements needing to be retaught or retested. Subdividing, classifying, and testing component parts of required OPP/OMT skills can be meaningful if this foundational data is captured and tracked with an electronic mapping system. Such a system permits previously unavailable scrutiny of individual and cohort psychomotor skill levels. Strategically released analyses provide detailed feedback to improve education, target remediation, and document acquisition of each required psychomotor competency. To focus our workshop’s interactive discussion around this timely issue, we propose to extract and synthesize captured data from an OMM PE and note its contribution to MU-COM’s more comprehensive curriculum mapping process.

Delia Harper-Celestine, EdD
Assistant Professor Medical Education and Public Health, Executive Director, CEME OPTI, NSU-COM

Cyril Blass, DO, MPH
Professor Pediatrics, Director Public Health Program, NSU-COM

Logan Vander Woude
Osteopathic Medical Student II, NSU-COM
Michael L. Kuchera, DO  
Professor and OMM Department Chairperson, MU-COM

Sherry Jimenez, EdD  
Assistant Dean for Educational Development, MU-COM

Sarah Zahi, PhD  
Director of Educational Assessment, MU-COM

Wendy Senour  
Examinations Coordinator, MU-COM

(CB4) Early Exposure to Interprofessional Learning for Osteopathic Medical and Nursing Students  
The Evans Center for Health Sciences at Marian University in Indianapolis houses both MU-COM and the Leighton School of Nursing. This close proximity of both programs allows for early engagement of the students in interprofessional learning activities. The authors of this poster will highlight the utility of early exposure to interprofessional learning through the results of a pilot study conducted on campus in the spring of 2014 with medical and nursing students. Additionally, the authors will share lessons learned from the pilot study and future planning of interprofessional learning on campus.

Angela Wagner, DO  
Clinical Assistant Professor, MU-COM

Sherry Jimenez, EdD  
Assistant Dean for Educational Development, MU-COM

Jason Ebel, PhD  
Semler Endowed Chair of Medical Ethics, MU-COM

Jodie Freeland, PhD, RN-CNE  
Assistant Dean, Alan & Sue Leighton School of Nursing, Marian University MU-COM

Alexia Torke, MD, MS  
Associate Professor of Medicine, Indiana University Fairbanks Center for Medical Ethics

(CB5) Enhancing Communication and Interprofessionalism among Medical and Allied Health Students  
Attendees will learn about a current program which offers an innovative approach to medical education. At RowanSOM, students in osteopathic and allopathic medical programs, and allied health undergraduate and graduate programs, are provided an opportunity to enhance their communication skills by working in interprofessional teams. Students participate in a range of interactive activities focused on improving communication with patients, other professionals, and the community; thus increasing awareness of the roles of other healthcare professionals. Faculty development and the potential for curricular integration are also important components of this project.

Jacqueline Kaari, DO  
Chairperson and Associate Professor–Pediatrics, RowanSOM

Lisa M. Cardello, MA  
Program Support Specialist–RowanSOM Center for Teaching and Learning, RowanSOM

Lauren Budaesa  
Supervising Budget Analyst, NJUSA, RowanSOM

Cheryl Melovitz-Vasan  
Faculty Professor–Biomedical Sciences, Cooper Medical School, Rowan University

Doug Mann  
Faculty Professor–Health and Exercise Science, Rowan University

Elyse Perweiler  
Associate Professor–Geriatrics, RowanSOM

Karen Stesis  
Medical Librarian, Cooper Medical School, Rowan University

Nagawami Vasan  
Faculty Professor–Biomedical Sciences, Cooper Medical School, Rowan University

Tomas Varela  
Health Professions Advisor, Rowan University

Lindsay LeCorps  
Grant Coordinator, RowanSOM

(CB6) Integration of Ultrasound into Dental Education: Interprofessional Approach  
In the current study, we delivered two 2-hour ultrasound laboratory exercises to the dental students as part of their anatomy course. The exercises were focused on head, neck, and abdominal anatomy. Dental students found ultrasound to be a valuable teaching tool. The majority of the students indicated that they were not aware of dental applications of ultrasound and were not going to pursue this imaging modality in their future practice. The ultrasound exercise had a significant impact on student interest in exploring ultrasound imaging for use in their future practice. This exercise demonstrated that ultrasound education can help bridge the gap between osteopathic medical and dental education, and presents new opportunities for interprofessional educational activities involving dental and osteopathic medical students.

Tatyna Kondrasrava, MD, PhD  
Clinical Imaging Coordinator, ATSU-KCOM

Dale DeBlan, DMD  
Director of Integrated Human Sciences, ATSU-Missouri School of Dentistry and Oral Health

Mon Ursino Briones  
Osteopathic Medical Student, ATSU-KCOM

Peter Kondrasrav, PhD  
Professor and Chair, ATSU-KCOM

(CB7) Interprofessional Grand Rounds as a Backbone for Interprofessional Education  
Attendees will be able to identify the elements of a successful interprofessional grand rounds program and be able to institute a similar program at their own COM. RowanSOM has had such a program for five years. It has served as a backbone for interprofessional education. This program has advanced during the five years to include more diverse panelists, and graduate as well as undergraduate participants.

Lisa M. Cardello, MA  
Program Support Specialist, Center for Teaching and Learning, RowanSOM

Jacqueline Kaari, DO  
Associate Professor, RowanSOM

Kevin Overbeck, DO  
Assistant Professor, Geriatrics, RowanSOM

(CB8) Osteopathic Patient Care: Transitioning to Meet ACGME Requirements  
Attendees will compare NBOME Osteopathic Medical Competency Domains to the ACGME Milestones specific to family medicine. There will be discussion on how the ACGME Milestones can be integrated into the preclerkship curriculum by reviewing what one COM has already done.

Deborah L. Virant-Young, PharmD  
Assistant Professor, MSUCOM

Craig Gudakunst, DO  
Assistant Professor, MSUCOM

(CB9) Perceptions of Academic Integrity in Medical Education  
With an increased emphasis on group learning and on the team-based approach to care, what constitutes academic misconduct is often difficult to determine. With emerging evidence regarding the effect of academic misconduct in medical school in predicting ethical and professionalism breaches in practice—it is imperative that those involved in medical education understand the learner’s perception of academic misconduct. This understanding will allow for the development of a curriculum that targets academic misconduct in training, but more critically prevents future ethical and professionalism breaches in practice.

Natalia N. Bray, DO, Med  
Vice President Academic Affairs, Broward Health

Martha Echols, PhD, Med  
Assistant Dean of Medical Education, NSU-COM

(CD1) Identifying Early Predictors for COMLEX Performance  
This study investigated five years of data with pre-matriculation and academic variables’ relationship to performance on COMLEX–I at a single osteopathic school. It was hypothesized that there is a positive association between undergraduate GPA, MCAT, medical school first year GPA, and COMLEX–I performance.

Elizabeth K. McClain, PhD  
Assistant Dean, KCU-COM

Lynn Jeffrey  
Osteopathic Medical Student IV, KCU-COM

(CD2) Interprofessional Education: Faculty Readiness for Interprofessional Learning  
Attendees will learn about how faculty and administrators from all COMs/SOMs view teaching interprofessional competencies.

Carisa Champion-Lippmann  
Osteopathic Medical Student V, NSU-COM

Cecilia Rokusek, EdD, MSc, RD  
Professor, NSU-COM
(FB3) Master Faculty Series, Enhancing Adjunct Faculty Development

Attendees will be able to understand the factors related to enticing participants to an evening faculty development session. The audience will identify six to nine topics of importance to part-time and adjunct faculty. The participants will be able to understand the satisfaction of the “Master Faculty Series.”

John W. Graneto, DO, ME
Professor and Chair, Department of Clinical Integration, CCOM/MWU

(FD4) Residency Applications: How Many Is Enough?

When students begin preparing for the residency application season, a commonly requested piece of advice is the number of applications they should submit. They want to know how many applications will guarantee a reasonable number of interviews and an eventual residency match. While multiple factors, both tangible and intangible, determine success in the Match, students deserve an answer to this question. This poster reflects the process that led us to better advise students on the topic of sufficient application numbers.

Sandy Frait, MA Ed
Education Specialist, CCOM/MWU
Rita Getz, PhD
Associate Dean of Academic Affairs, CCOM/MWU

OSTEOPATHIC MEDICAL EDUCATION RESEARCH

(OR1) CAUTI Prevention through Education, Continuum of Care, and System-Wide Buy-In

Attendees will see one example of system involvement with resident leadership across the continuum of care regarding quality and patient safety, and discuss opportunities to increase communication through committee involvement and educational presentations. A CAUTI committee was convened with a primary goal of reducing CAUTI rates in the ICU, and a secondary goal of eliminating CAUTI outside the ICU. In the end, system-wide education has helped decrease CAUTI occurrences, with major reduction in the use of indwelling catheters in the emergency department and on the medical floors. Further effort to reduce indwelling catheter use is still needed in the ICU.

Charles Finch, DO
Chief Academic, Scottsdale Lincoln Health Network
Greg B. Alaezanta, DO
Family Medicine Resident, Scottsdale Healthcare
M. Moe Bell, MD, MPH
Family Medicine Resident, Scottsdale Healthcare

(OR2) Effect of Table Trainer Ratios on Student Assessments of Cervical Muscle Energy Techniques

Attendees will review methodology to quantify the effect of table trainer ratio on immediate acquisition and retention of first-year osteopathic medical students for cervical muscle energy techniques.

Karen T. Snider, DO
Assistant Dean of OPP Integration, ATSU-KCOM

(OR3) Enhancing Visual and Palpatory Acuity of Asymmetry Using an iPad-Based System

To diagnose somatic dysfunction, one Domain I core competency requires osteopathic medical students (OMS) to identify key physical findings, including asymmetry. MU-COM joined the ATSU Center for Research in OMM Education (CROMME) in acquiring its “Lumbopelvic Asymmetry Assessment Model” series to document assessment outcomes and reinforce learning. Published evidence suggests that reproducible feedback for palpatory experiences improves diagnostic motor skill learning used. So to optimally provide concrete, meaningful data about asymmetry, nearly immediate feedback might allow OMS to build upon conventional methods, calibrate psychomotor skills, and enhance accuracy.

Michael L. Kuchera, DO
Professor and OMM Department Chairperson, MU-COM
Garren Gebhardt, DO
Assistant Professor in Osteopathic Manipulative Medicine/Internal Medicine, MU-COM
Wendy Senour
Examinations Coordinator, MU-COM

(OR4) Faculty Feedback Can Document Curricular Change

Attendees will learn how RowanSOM utilized two short faculty surveys to record curricular changes instituted by course and clerkship directors. The purpose was to track changes implemented by faculty and to disseminate this information to stakeholders for consideration in curricular and resource decisions. A report was generated showing that among respondents in the preclinical years, 83 percent documented changes, 61 percent documented innovations, and 26 percent recorded areas of challenge. In the clinical years, 100 percent of respondents documented changes. Attendees will discuss the process of obtaining and reporting faculty feedback to stakeholders.

Jennifer A. Fischer, PhD
Assistant Professor, RowanSOM
Pamela M. Basshore, EdD, MPH
Assistant Dean of Assessment, RowanSOM

(OR5) Homelessness in Health Education: Addressing a Critical Gap

Project HOPE—Homelessness in Osteopathic Pre-doctoral Education—began within Nova Southeastern University’s College of Osteopathic Medicine (NSU-COM) as a primary care initiative in 2010, funded through a HSRA training award. This initiative was created due to the lack of formal training for medical students relevant to the needs of those experiencing homelessness, and failed to encourage graduates from the health professions to serve homeless populations with which they may feel discomfort or inability to provide competent care. Now in its final year, the project is poised to provide data on student attitudes, techniques for assessing housing at intake, and a template curriculum that could be implemented within any health professions training program. This session will provide an overview of the project findings and will provide a template for educators and administrators on how to implement a training program in homeless health care education that can be implemented within existing programs.

Kristi D. Messer, MPH, MSW
Assistant Professor of Public Health, NSU-COM
Eliot M. Sklar, PhD
Assistant Director and Assistant Professor, Master of Public Health Program, NSU-COM
Devra Cohen, MPH
Coordinator of Interprofessional Outcomes Assessment, Project HOPE, NSU-COM

(OR6) Linking Housing Status and Health Care: Implications for Unstably-Housed Individuals

Attendees will identify the implications of housing status on the provision of medical care to individuals experiencing homelessness and will become familiar with intake tools tailored specifically to track status.

Devra E. Cohen, MPH
Coordinator of Interprofessional Research and Outcomes Assessment Instructor, Master of Public Health, NSU-COM
Eliot M. Sklar, PhD
Assistant Director and Assistant Professor, Master of Public Health Program, NSU-COM
Kirsti D. Messer, MSW, MPH
Executive Director, Project HOPE, NSU-COM
Nicole Cook, PhD
Assistant Professor, Master of Public Health Program, NSU-COM

(OR7) Teaching Asymmetry Assessment: To Respect or Challenge Conventional Practices?

To diagnose somatic dysfunction, one Domain I (OPP) core competency requires osteopathic medical students (OMS) to identify key physical findings, including asymmetry. OPP faculty teach psychomotor strategies to limit palpatory ambiguity, however students often lack confidence in their skill accuracy. MU-COM joined the ATSU Center for Research in OMM Education (CROMME) in acquiring their “Lumbopelvic Asymmetry Assessment Model” series to document assessment outcomes and also to reinforce learning strategies, such as dominant-eye positioning. Interestingly, a literature search for determining eye, hand, and foot dominance, and how best to apply that knowledge raised questions about conventional learning strategies, and prompted our line of inquiry. This poster summarizes eye, hand, and foot dominance literature and applies it to the naive performance of first-year OMS. We hope to demonstrate whether or not determination of dominant hand, eye, and foot is important and whether application of a particular dominant stance position will help students achieve this core competence through increased accuracy of their visual and palpatory (psychomotor) skills.

Michael L. Kuchera, DO
Professor and OMM Department Chairperson, MU-COM
Michael Jed Siap
Osteopathic Medical Student II, MU-COM
(ST8) The Use of Rhyming Poems to Improve Diabetes Management in Young Children with Type 1 Diabetes

Attendees will see how a book of rhyming poems designed for children of five years and under can be used as an adjunct to therapy. The poems will be accompanied by appropriate drawings. While the poem will be entertaining for children, their underlying purpose is clearly to serve as an effective influence on the control of the child’s blood sugar level (both hyperglycemia and hypoglycemia) as well as providing emotional support for parents. There has been only minimal use of poems in the management of type 1 diabetes in very young children or in emotional support of parents. The project demonstrates a combination of age-appropriate health education while simultaneously addressing emotional issues faced by both the parent and child for a major, positive impact on diabetes management. Taking advantage of the world of fantasy that young children typically enjoy, rhyming poems with easily understood educational and uplifting messages can be therapeutic both physically and emotionally, to young children and psychologically to parents who read the poems to them. Such an approach can be low-tech, low-cost, and creative without the danger of side effects and while still being effective.

Leonard A. Levy, DPM, MPH
Associate Dean for Education, Planning and Research, NSU-COM

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2015 POSTER PRESENTATIONS

UNDERGRADUATE AND GRADUATE MEDICAL EDUCATION

(UG1) A Core Competency-Based Portfolio Program: Applications to Professional Development

Attendees will be provided information on lessons learned from the development of a core competency-based student portfolio program in the undergraduate medical education setting. Included in the presentation are factors to consider when embarking upon the development of a portfolio program or when seeking to improve an existing program. The authors will present elements to consider that have enhanced development of the program, as well as factors that have presented as challenges to portfolio program development. Participants will also be able to identify applications of portfolio development to student professional development throughout medical school and into the residency placement process.

Kimberly J. Taylor, PhD
Associate Professor of Microbiology, PNWU-COM

(Derrick R. Owlsley, AS
Instructional Technology Manager, PNWU-COM

(UG2) A SWOT Analysis of a Distributed, Multi-Site Family Residency Program

As of July 2013, The Wright Center (TWC) offers an AOA-accredited Family Medicine Residency in partnership with A.T. Still University Kirksville College of Osteopathic Medicine (ATSU-KCOM). The goal of integrating ultrasound and cardiac physiology to first-year medical students at A.T. Still University’s School of Osteopathic Medicine in Arizona (ATSU-SOMA), providing community-based training in six different states. Through this innovative consortium model, TWC and ATSU-SOMA are addressing the need for more providers trained in rural and underserved community-oriented primary care. In the fall of 2014, TWC’s National Family Medicine program conducted a SWOT analysis to help identify the strengths, weaknesses, threats, and opportunities of those on areas that need to be addressed.

Christine Morgan, EdD
Residency Development Manager, ATSU-SOMA

Thomas McWilliams, DO
Associate Dean for GME Development, ATSU-SOMA

Lawrence LeBeau, DO
Residency Program Director, ATSU-SOMA

Lisa Watts, DO
Director of Medical Education, ATSU-SOMA

(UG3) Adaptation of Team-Based Learning to Facilitate Student Participation and Performance

Attendees will know that student-driven, smaller TBL groups facilitate student participation and performance.

Christopher C. Keller, PhD
Associate Professor and Director of Microbiology/Immunology, LECOM

Nancy Carty, PhD
Assistant Professor of Microbiology/Immunology, LECOM

Kim Moscatello, PhD
Professor of Microbiology/Immunology, LECOM

(UG4) Assessing Course Outcomes Following Formative Assignments During a Summer Break

Attendees will see results from one school’s efforts to quantitate improved outcomes from formative assignments given during the summer break that were related to the fall term first course.

Linda R. Adkison, PhD
Associate Dean for Curricular Affairs, KCU-COM

Ryan K. Smith
Associate Dean for Curricular Affairs, KCU-COM

Matthew K. McKeljester, MS
Associate Dean for Curricular Affairs, KCU-COM

Roe O’Bannon
Associate Dean for Curricular Affairs, KCU-COM

Andrea L. Hanson
Associate Dean for Curricular Affairs, KCU-COM

(UG5) Factors Affecting Osteopathic Residency Choices

Attendees will learn about our mixed-methods study that was a collaboration among three colleges of osteopathic medicine (COMs), a state osteopathic association, and a community-based teaching hospital. It was specifically designed to identify the factors that influence residency choices and to determine if there were critical points in undergraduate medical education that influenced residency selection. The overall goal of the project was to determine trends in residency selection over generations of osteopathic physicians and make recommendations to undergraduate medical education programs for enhanced quality educational experiences in primary care to attract, recruit, and retain the best caliber of trainees. We will present the results of the entire study.

Grace Brannan, PhD
Research Executive Director, OU-HCOM

Ronald Russ, DO
Vice President of Medical Education, Western Reserve Hospital

Godwin Dogboy, PhD
Biostatistician, OU-HCOM

Karen Collins, MPA
Grant Writer/Editor, OU-HCOM

Matthew Mitrovski
Osteopathic Medical Student, OU-HCOM

Sarah Hunt
Osteopathic Medical Student, OU-HCOM

(UG6) From Form to Function: Bridging a Gap Between Anatomy and Physiology in OME

Ultrasound has been implemented to enhance teaching cardiac physiology to first-year medical students at A.T. Still University Kirkville College of Osteopathic Medicine (ATSU-KCOM). The goal of integrating ultrasound and cardiac physiology was to provide better correlation of the electrical and mechanical events during the cardiac cycle to the students. A workshop combining electrocardiogram (ECG) and echocardiography (ECHO) was integrated into the cardiology block of the second semester of osteopathic medical education.

Tatiana Kondrashova, MD, PhD
Clinical Imaging Coordinator, ATSU-KCOM

William L. Sexton, PhD
Professor, ATSU-KCOM

Peter Kondrashov, PhD
Professor and Chair, ATSU-KCOM

Robert W. Baer, PhD
Professor and Interim Chair, Department of Physiology, ATSU-KCOM

(AACOM & AODME Annual Meeting – April 22-25, 2015

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(UG7) Gold Humanism Honor Society Membership to be Added to ERAS Application Beginning with 2016 Application Cycle

Attendees will learn about the purpose and function of the Gold Humanism Honor Society (GHHS), why a GHHS indicator on the ERAS application is important, and why medical schools should have a GHHS chapter.

Lynn White, MD
Director of the Gold Humanism Honor Society,
The Arnold P. Gold Foundation

(UG8) Innovation of Teaching Cardiovascular Pharmacology Based on Students’ Feedback

Students who finished Pharmacology rated that cardiovascular (CVS) pharmacology was the most difficult subject, suggesting a preview class of CVS physiology before CVS pharmacology, and asking for more integration of clinical scenarios with drugs. So, to help students learn pharmacology, we implemented the introduction of CVS physiology, and student-led case presentations about treatment on CVS diseases. The cases include angina, heart failure, arrhythmia, diabetic nephropathy, and CVS drugs’ effects on heart pressure-volume-loop. In conclusion, preview of CVS physiology and case presentation by students helps students learn CVS pharmacology better.

Qing Zhong, MD, PhD
Assistant Professor of Pharmacology, St. Matthews Medical School

Arun Ram, MD
Assistant Professor of Pharmacology, St. Matthews Medical School

(UG9) Integrating Osteopathic Principles & Practice into a Systems-Based Curriculum

Osteopathic Principles and Practice (OPP) is often taught in parallel to basic science medical school curriculum, leaving students and faculty struggling to integrate osteopathic philosophy into their thought processes. Furthermore, somewhat elusive topics critical to an osteopathic approach to medicine have been overlooked by basic scientists, who often don’t have a perspective on clinical implications of OPP. This poster presents the efforts of the OMM department at ATSU-SOMA to bridge this gap and highlight osteopathic concepts within basic science curriculum.

Angela Marchant
Osteopathic Medical Student IV, Predoctoral Osteopathic Teaching Fellow, ATSU-SOMA
Deborah M. Heath, DO
Professor, ATSU-SOMA

(UG10) NYIT-COM’s HCOP Enabled Students to Achieve New Milestones

Our poster will demonstrate what a motivated and driven group of students, from economically and educationally disadvantaged backgrounds, can achieve with ongoing support, mentoring, and a structured educational pipeline program aimed at guiding them to achieve new milestones. Through the HRSA HCOP grant, we currently have a total of 81 medical students and graduates in the pipeline. Our first HCOP graduating class at NYIT-COM received DO degrees in 2014. Graduates achieved success through the structured framework generated to align grant objectives with monitoring and supporting their progress. In addition, we provided them with the mentoring they needed to function in the competitive medical school learning environment. The students are employing the skills and techniques they learned, including but not limited to, a strong work ethic, cultural competency, and a determination to improve health equity for all Americans as they embrace the overarching goals of Healthy People 2020.

Mary Ann Achtzheimer, MS
Associate Dean, Student Administration, NYIT-COM

Lois Small, MS, PD
Project Manager, Educational Grants, NYIT-COM

(UG11) Osteopathic Students Perception of Bias or Prejudice During ACGME Interviews

Attendees will see an overview of the survey and the data that will show that overall, osteopathic medical students do not experience bias or prejudice while interviewing at ACGME or dually-approved programs—as has been reported by international medical graduates. Students were more likely to report being “treated less than good” at programs that did not seem to have osteopathic principles well-integrated in their programs.

Gail Swarm, DO
Chair of Clinical Sciences Department, WVSOM

(UG12) Planning for Progress: Student Success Workshops for Struggling First and Second Years

A frequent concern of committees that advise struggling medical students is the repetition of advice and mechanisms to transmit best practices for improvement, motivation, and problem solving based on adult learning theory. Limited staffing on the Student Services side also presents challenges in the need to provide prompt, frequent, and intense follow-up advising before students actually fail. A series of interactive workshops covering topics on memory strategies, note taking, advice from second-years to first-years, and other themes related to adult learning theory were implemented with mandatory attendance from all students referred to the Student Promotions Committee (SPC). However, attendance in the workshop series has been open to all first- and second-year medical students. Emphasis was placed on common advice distributed to struggling students in an effort to save time and speed delivery of appropriate assistance. Workshops were prepared and delivered by learning specialists from Student Services. Attendance in the workshops has also been supplemented by participation and guidance from faculty members to provide wrap-around advising sessions.

Anne Poliquin, PhD
Director of the Office of Academic Services and Institutional Support, TUCOM

Kristina Lindquist, MS
Learning Specialist, Office of Academic Services and Institutional Support, TUCOM

Terrence W. Miller, PhD
Senior Associate Dean for Academic Affairs and Curriculum, College of Osteopathic Medicine, TUCOM

(UG13) Planting the Seed: Cultivating a Critical Habit of Mind in Medical School

Attendees will see how one medical school is supporting the development of the “reflective practitioner” through weekly writing prompts designed to explore the impact of learning sessions on the student’s evolving practice.

Jenifer Van Deusen, MEd
Director of Curriculum, UNECOM

David Mokler, PhD
Professor of Pharmacology, UNECOM

(UG14) The Implications of a Residency Match Predictive Model for Student Advising Needs

Attendees will learn the implications for the results of a test of a set of GME match predictors for advisors. First, a logistic regression model predicting residency match outcomes (obtained a position in the match, rather than the scramble, obtained a position in a first-choice specialty, and obtained a position with first-choice program) was developed using data from the Class of 2014. This model was used to predict the match of members of the Class of 2015. The accuracy of the predictive model will be presented in the poster. In addition, students of the Class of 2015 were surveyed for specific advising needs regarding the match process, as well as their view of their qualifications for the match. The results of this survey will be compared to the results of the predictive model, and from this comparison, recommendations for evidence-based advising will be developed using subgroup analysis. This kind of data will give student advisors a new ability to help students in the residency match.

Satej Pradhan, BS
Osteopathic Medical Student, AZCOM/MWU

Mark Speicher, PhD
Associate Dean for Academic Affairs, AZCOM/MWU
(UG15) Utilizing Patient Rounds to Observe Medical Students' Clinical Reasoning

Attendees learn how mentored large-group patient rounds can be used to assess pre-clinical medical students’ clinical reasoning skills. The clinical reasoning skills assessed in this study included: development of a differential diagnoses list; selection of diagnostic tests; determination of the most likely diagnosis; and establishment of goals for patient treatment. Individual student solutions to each clinical task was collected in a fixed or free-text format and aggregated for mentored feedback to the students by an experienced clinician at the next patient round. An aggregated approach appears to be a useful way to share appropriate and inappropriate student clinical reasoning with a heterogeneous pre-clinical student population.

Neal R. Chamberlain, PhD  
Professor, ATSU-KCOM

Matthew R. Hardee, DO  
Assistant Professor, ATSU-KCOM

Patricia S. Sexton, DHEd  
Associate Dean for Curriculum, ATSU-KCOM

Robert W. Baer, PhD  
Professor and Interim Chair, Department of Physiology, ATSU-KCOM
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