2010 AACOM Annual Meeting
Final Program

April 7-10, 2010
Bethesda North Marriott
Hotel and Conference Center
North Bethesda, MD
The National Board of Osteopathic Medical Examiners

Wishes AACOM every success during its 2010 Annual Meeting

And celebrates our mutual goal of promoting excellence in osteopathic medical education.

www.nbome.org
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2010 Annual Meeting Planning Committee

We are fortunate to have had a superb program planning committee this year, and we extend special thanks to the committee’s members, who worked tirelessly on AACOM’s behalf.

Thomas A. Scandalis, DO, Provost and Dean, NYCOM/NYIT, Chair
Dixie Tooke-Rawlins, DO, Dean, VCOM, 2009 Chair
Thomas A. Cavalieri, DO, Dean, UMDNJ-SOM, 2011 Chair
John B. Bulger, DO, Associate Chief Academic Officer, Geisinger Health System
Nehad El-Sawi, PhD, President, Institute for Education Innovation, KCUMB-COM
Matt LaPorta, OMS IV, COSGP Medical Education Representative, UMDNJ-SOM
Susan E. Mackintosh, DO, Assistant Professor, Family Medicine, Western U/COMP
Patricia S. Sexton, DHEd, Associate Professor of Family Medicine, Community and Preventive Health, ATSU/KCOM
Stephen C. Shannon, DO, MPH, President, AACOM
Nancy C. Cioffari, VP for Finance and Administration and CFO, AACOM
Wendy Fernando, VP for Marketing and Communications, AACOM
Linda Heun, PhD, VP for Medical Education, AACOM
Beth Martino, Manager of Meetings and Events, AACOM
Please join us in recognizing and thanking these generous supporters of AACOM’s Annual Meeting and Osteopathic Medical Education.

Platinum Sponsor

American Osteopathic Association
Capitol Steps Performance

Gold Sponsor

National Board of Osteopathic Medical Examiners
Thursday Luncheon

Silver Sponsors

PASS Program
Prize Drawing

RBC Wealth Management
Thursday Morning Refreshment
Break (in part)
Dear Colleagues:

It is my pleasure to welcome you to the 2010 Annual Meeting of the American Association of Colleges of Osteopathic Medicine (AACOM).

The last year marks an extraordinary time in our nation’s health care system. Never have so many health care perspectives been shared—by policy makers, physicians, the media and the public—and I continue to believe their engagement signals that meaningful reform is a real possibility. As of this writing, there is no way of knowing if legislation will be passed in the near future. Nevertheless, the months of debate alone have given us much to think about and act upon as we continue to develop our colleges and the students we serve.

Thus, over the next few days, we will spend time exploring osteopathic medical education’s role in health reform under the theme “Health Care Reform and OME: Innovation and Transformation.” How to continue to develop innovative educational programs, and how to ensure that our voice is heard in the ongoing national health reform dialogue, will impact our ability to prepare physicians who are both effective in a transformed health care system and can help the nation meet its significant health care needs.

There has never been a more compelling need for our community to work collaboratively and effectively to develop and implement a shared agenda that moves us forward on the key issues facing our collective enterprise.

I look forward to visiting with you and hope that we can continue our conversations throughout the upcoming year.

Stephen C. Shannon, DO, MPH
President
AACOM
**General Information**

**Registration**  
*Lower Level*

The AACOM Registration Desk is open during the following hours:

- **Wednesday** 9:00 am – 5:30 pm
- **Thursday** 7:30 am – 4:30 pm
- **Friday** 7:30 am – 4:30 pm
- **Saturday** 8:00 am – 12:00 noon

**Message Center**  
*Lower Level*

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

**CME**

The University of New England is accredited by the American Osteopathic Association and by Maine Medical Association’s Committee on Continuing Medical Education and Accreditation (CCMEA) to provide continuing medical education for physicians. The University has designated this activity for a maximum of 19.25 Category 1A osteopathic credits and 19.5 AMA PRA Category 1 Credits*. Physicians should only claim credit commensurate with the extent of their participation in the activity. The CME attestation form can be found in your conference materials.

**Exhibit and Poster Area**  
*Salon D, Main Level*

This year, more than 25 companies and organizations are exhibiting selected products and services of interest to the osteopathic medical education community. Exhibits and posters are open during the following hours:

- **Wednesday** 5:45 pm – 6:45 pm
- **Thursday** 7:00 am – 12:00 noon  
  2:00 pm – 5:00 pm
- **Friday** 7:30 am – 12:15 pm  
  2:30 pm – 4:15 pm

A list of exhibitors can be found on page 20 of this program.

A poster ballot is included in this program. Please view the posters, complete the poster ballot and drop the ballot in the ballot box at the Registration Desk by 12:00 noon on Friday. The poster awards will be presented during the Awards Banquet on Friday evening. Presentation materials, including posters submitted electronically to AACOM, will be posted on the AACOM website following the Annual Meeting. Visit www.aacom.org/events/annualmtg to view the materials.

**AACOM Booth**  
*Salon D, Main Level*

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

**Getting Around Town**

The Bethesda North Marriott Hotel and Conference Center is within walking distance of the White Flint Metro Station, which provides easy access to downtown DC and surrounding areas.

While the National Cherry Blossom Festival will be over April 4, the blossoms are expected to reach their peak April 4-8. Consider visiting the Tidal Basin in Washington, DC to view the delicate pink blossoms that line the walkways. The trees were a gift of friendship from Japan in 1912. If you are unable to visit the Tidal Basin, there are many places in the DC metropolitan area where cherry blossoms can be seen.

**Need More Time to Meet with Colleagues?**

There will be several meeting rooms available for groups wishing to meet on Thursday, 6:00 – 7:00 pm. Rooms are reserved on a first-come, first-served basis. Interested parties do not need to sign up; just check the Message Board in the Registration Area to see the topics available.

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**WIN A KINDLE WIRELESS READING DEVICE!**

*Door prize provided with generous funding from PASS Program.*

A Kindle will be given away to one lucky winner during the Annual Meeting. Complete the Exhibits Visitor Form and place it in the bowl at the Registration Desk by 2:45 pm on Friday. The drawing will take place during the closing of the Exhibit Hall on Friday at 4:00 pm.

**Note:** You must be present to win, you must be a registered participant, and you must use a fully completed Exhibits Visitor Form as your entry.
Hotel Floor Plan

Bethesda North Marriott Hotel and Conference Center
North Bethesda, Maryland
Wednesday, April 7

9:00 am – 5:30 pm
Registration Open

8:00 am – 3:00 pm
COM Day on Capitol Hill
By invitation only. Participants should meet in the hotel lobby (near the hotel registration desk) at 6:30 am to walk to the White Flint Metro Station.

11:00 am – 4:00 pm
PRE-CONFERENCE WORKSHOPS:

Grant Writers’ Workshop
Salon F, Main Level
An expert medical grant writer will share successes (and failures) and lead participants through the grant-writing process. Particular skills required to respond effectively to NIH, HRSA and foundation opportunities will be discussed, and participants will leave the workshop with proven grant-writing tools and techniques for the procurement and administration of grants.
Additional registration fee required. Lunch included.

Sharon Stewart Cole, PhD, MBA, President/CEO and Proposal Project Director and Award Manager, Grants Management Services, LLC

Faculty Development Workshop: Effective Communication Skills for Career Advancement and Personal Growth
Salon G, Main Level
Additional registration fee required. Lunch included.

- Effective Precepting (communication between faculty and students)
  Stephen S. Davis, PhD, Director, Faculty Development, OU-COM

- Promoting Collegiality Among Faculty (communication among faculty)
  Luke H. Mortensen, PhD, Professor and Assistant Dean of Faculty Development, DMU-COM

- The National Academy of Osteopathic Medical Educators (NAOME) as Faculty Development

4:30 – 5:45 pm
OPENING PLENARY SESSION
Salon C, Main Level
Welcome: Stephen C. Shannon, DO, MPH, President and CEO, AACOM

Keynote Address
Health Care Reform: What Went Wrong and What Might Go Right
Norman J. Ornstein, PhD, Political Analyst and Resident Scholar, American Enterprise Institute for Public Policy Research

5:45 – 6:45 pm
Grand Opening Reception/Exhibits and Poster Session
Salon D, Main Level

6:30 – 8:30 pm
SOME Steering Committee Dinner
Oakley, Lower Level

Attend the Grand Opening Reception in the Exhibit Hall to explore the exhibitor booths, review the posters and enjoy time with colleagues.
Thursday, April 8

7:30 am – 4:30 pm
Registration Open

7:30 – 8:00 am
Continental Breakfast/View Exhibits and Posters
Salon D, Main Level

8:00 – 9:30 am
PLENARY SESSION
Salon C, Main Level

Keynote Address
U.S. Surgeon General Regina M. Benjamin, MD, MBA

9:45 – 10:30 am
CONCURRENT SESSIONS:
From the Outside Looking In: Questions and Confusions of Nontraditional Students
Salon F, Main Level

Facilitator: Julie K. Rosenthal, MS, Executive Director of Admissions and Marketing, RVUCOM

Nontraditional students constitute the fastest-growing demographic of potential applicants to osteopathic medical school programs. Yet information and advising on how they should best prepare and apply with their varied backgrounds and situations remain elusive. Scenarios drawn from thousands of nontraditional student comments on OldPreMeds.org, website of the National Society of Non-Traditional Premedical and Medical Students, will be presented in a facilitated workshop for admissions and recruiting staff.

Richard Levy, MA, Executive Board Member, National Society for Non-Traditional Premedical and Medical Students

Brief Presentations
Focus: Training Models
Salon G, Main Level

Facilitator: Patricia S. Sexton, DHEd, Associate Professor of Family Medicine, Community and Preventive Health, ATSU/KCOM

- A National Training Model for Medical Reserve Corps (MRC) Competency-Based Training
  The Center for Bioterrorism and All-Hazards Preparedness (CBAP) at Nova Southeastern University College of Medicine (NSU-COM) developed, piloted and produced a two-hour online training program for Medical Reserve Corps volunteers. This program was designed to meet the MRC Core Competencies from the Office of the U.S. Surgeon General. Pre- and post-assessment data were collected nationwide. Results of this ongoing training initiative will be presented.

  Cecilia F. Rokusek, EdD, RD, Executive Director of Education, Planning, and Research, NSU-COM
  Leonard A. Levy, DPM, MPH, Associate Dean of Education, Planning, and Research, NSU-COM

- A Training Model for Developing Osteopathic Clinical Researchers
  This presentation will describe the establishment of the Consortium for Collaborative Osteopathic Research Development (CONCORD), and its affiliated national practice-based research network (PBRN). The dual goals of the CONCORD PBRN project are to train osteopathic physicians to conduct clinical research, and to develop and implement a PBRN focused on osteopathic manipulative treatment (OMT) of musculoskeletal conditions, initially concentrating on chronic low back pain.

  John C. Licciardone, DO, MS, MBA, Executive Director, The Osteopathic Research Center, UNTHSC/TCOM
  Cathleen B. Kearns, Administrative Director, The Osteopathic Research Center, UNTHSC/TCOM

The Role and Value of the Basic Sciences in Medical Education: Summary Report of the IAMSE Flexner Revisited Study Group
Salon H, Main Level

In celebration of the centennial of Flexner’s report on medical education, the International Association of Medical Science Educators (IAMSE) initiated a study to examine the role and value of the basic sciences in
medical education today. After collecting perspectives from a variety of medical educators and constituent groups over the past three years, researchers have found that much of Flexner’s vision is as pertinent today as it was in 1910. This presentation will provide a summary of the project’s findings.

Edward P. Finnerty, PhD, Professor of Physiology/Pharmacology, DMU-COM

Mark A. W. Andrews, PhD, Professor of Physiology, LECOM

9:45 – 11:45 am
Council of Researchers Meeting
Oakley, Lower Level

9:45 – 11:45 am
CHALLENGE SESSION
On Health Literacy
Brookside, Lower Level

Facilitator: Brandon Abbott, MPH, OMS-III, Council of Osteopathic Student Government Presidents (COSGP), ATSU/SOMA

9:45 – 11:25 am
Health Literacy and Patient Safety: A Clear Health Communication Mandate
Sponsored by the UNE-Maine Geriatric Education Center, HRSA grant D31HP08845-03

This workshop will introduce health literacy, plain language and clear health communication, with a focus on patient safety. It will include a DVD, slides

9:45 – 11:45 am
AACOM Board of Deans Retreat
Forest Glen, Lower Level
By invitation only.

Council of Osteopathic Student Government Presidents Executive Board Meeting
Timberlawn, Lower Level

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This workshop will introduce health literacy, plain language and clear health communication, with a focus on patient safety. It will include a DVD, slides
and a hands-on exercise. Participants will:

- Define literacy and health literacy
- Identify population groups most at risk for limited health literacy skills
- Identify and discuss two evidence-based communication techniques that improve patient understanding and patient safety
- Consider how awareness and concern about patient health literacy plays a role in practice

Sue Stableford, MPH, MSB, Director, Health Literacy Institute, Center for Health Policy, Planning & Research, University of New England

11:25 – 11:45 am

The NYCOM Health Literacy Project

This brief presentation will describe NYCOM’s development of a health literacy curriculum and the production of bilingual parallel text patient outreach materials on multiple topics and languages.

Chellappa Kumar, PhD, Chief Information Officer, NYCOM/NYIT

10:45 – 11:45 am

CONCURRENT SESSIONS:

The Creation of a New Curriculum – Encouraging Specific Career Objectives

Salon F, Main Level

Facilitator: Vishwanath Venketaraman, PhD, MS, Assistant Professor, Western U/COMP

How would medical college curriculum change if the goal was narrowed from teaching toward all medical specialties to focusing on one classified group? How would the college support the students toward a career that offers low financial reimbursement and declining prestige? Colleagues will create an “accelerated” curriculum engaged with the challenge of reinforcing, promoting and supporting students who are dedicated to primary care medicine, comparing it to the Primary Care Scholars Pathway at LECOM.

Richard A. Ortoski, DO, Chair, Primary Care Education; Clinical Director; Primary Care Scholars Pathway, LECOM

Christine S. Kell, PhD, Associate Dean of Preclinical Education; Professor of Microbiology, LECOM

Richard Raymond, PhD, Director of the Primary Care Scholars Pathway; Professor of Pathology, LECOM

The Five Doors to Excellence in Assessment

Salon G, Main Level

Facilitator: Mark Andrews, PhD, Professor, Director of Exam Management and Evaluation, LECOM

Both selected response assessments and complex performance assessments need to be designed in a comprehensive approach. This panel will examine individual assessment instruments as well as the system for determining grades.

India Broyles, EdD, Associate Professor for Medical Education, UNECOM

Evelyn Schwalenberg, DO, Assistant Professor of Medicine; Director, Predoctoral Education; Director of Faculty Development; Chairperson, Department of Medicine, UNECOM

Elisabeth M. Del Prete, DO, Chair, Family Medicine, UNECOM

Amina Sadik, PhD, MS, Associate Professor of Basic Sciences, TUNCOM

Polly E. Leonard, DO, Director of Medical Education, Kent Hospital

Brief Presentations

Focus: Clinical Education

Salon H, Main Level

Facilitator: Luke Mortensen, PhD, Professor and Assistant Dean, Faculty Development, DMU-COM

- A Multi-Modal Evaluation Protocol as a Catalyst for Clerkship Quality Enhancement

Given the diversity of hospitals, ambulatory centers and preceptor offices within our third- and fourth-year clerkships, quality assurance remains a major challenge. There is an “unevenness” among training sites with regard to both clinical experiences and educational activities. NYCOM has developed a “Multi-Modal” Clerkship Evaluation Protocol to promote quality assurance and enhance clerkship education.

Abraham M. Jeger, PhD, Associate Dean, Clinical Education, NYCOM/NYIT

Leonard B. Goldstein, DDS, PhD, Director, Clerkship Education, NYCOM/NYIT

Doreen F. Meinberg, MPS, Education Evaluation Coordinator, NYCOM/NYIT

Barbara B. Friedman, MA, MPA, Medical Educator, NYCOM/NYIT
• Enhancing Preceptor Evaluation: Assessment of Learning with Linkages to AOA Competency Metrics
As DMU-COM considered transitioning to electronic preceptor evaluations in 2007-08, the opportunity to examine current practices and enhance the preceptor evaluation process overall by clinical affairs generated a different paradigm for assessment of learning. New assessment practices were put in place, and AOA competency metrics were created from the new instrument. After a full year of implementation and evaluation, an overview/results of new assessment of learning practices will be highlighted.

Glenna J. Ewing, EdD, Associate Dean for Academic Quality and Medical Education Research, DMU-COM

Dana C. Shaffer, DO, Senior Associate Dean for Clinical Affairs, DMU-COM

• Central Iowa’s Multidisciplinary Community Consortium for Clinical Research Training
The AAMC Clinical Research Taskforce and NIH have both called for all medical students, residents and practicing physicians to receive training in clinical research skills. To date, the majority of allopathic and all osteopathic medical schools have been unable to secure CRTP funding. DMU-COM is committed to developing a CRTP to train competency-based community clinical investigators by joining forces with its teaching hospitals, nursing/pharmacy colleges and state/local public health agencies.

Theodore W. Rooney, DO, Director of Clinical Research, DMU-COM

Bryan Larsen, PhD, University Dean of Research, DMU-COM

12:00 noon – 2:00 pm
AACOM Council Leadership Lunch
Glen Echo, Lower Level
By invitation only.

• Special Presentation on Loan Forgiveness and Scholarship Programs
Rebecca Spitzgo, Associate Administrator, Bureau of Clinician Recruitment and Service, Health Resources and Services Administration

Susannah Olmes, MD, Lead Physician Recruiter, Indian Health Service

National Board of Osteopathic Medical Examiners (NBOME) Luncheon
Sponsored by NBOME.
Salon E, Main Level
Open to all meeting attendees.

John Thornburg, DO, PhD, Chairman of the NBOME Board, NBOME

John Gimpel, DO, MEd, President and CEO, NBOME

Erik Langenau, DO, Vice-President for Clinical Skills Testing, NBOME

Linjun Shen, PhD, MPH, Vice-President for Cognitive Testing and Research, NBOME

Joseph Smoley, PhD, Vice-President for Administration; COO, NBOME

2:00 – 3:00 pm
CONCURRENT SESSIONS:

Geriatrics Curriculum Infusion into Undergraduate Osteopathic Medical Education
Salon F, Main Level
Facilitator: David P. Yens, PhD, Associate Professor, Family Medicine, and Research Director, NYCOM/NYIT

In this session, UNTHSC/TCOM and UMDNJ-SOM will share their competency-based geriatrics curriculum integration programs, mapping and outcomes.

Janice A. Knebl, DO, MBA, Project Director, Chief of Geriatrics, UNTHSC/TCOM

David Farmer, PhD, Program Director, Reynolds Geriatric Education and Training in Texas Program, UNTHSC/TCOM

Thomas J. Fairchild, PhD, Vice President, Office of Strategy and Measurement, UNTHSC/TCOM

Anita Chopra, MD, Director of the New Jersey Institute for Successful Aging, UMDNJ-SOM

Pam Basehore, MPH, Associate Director of Education and Assistant Professor, UMDNJ-SOM

Brief Presentations
Focus: Pedagogical Techniques
Salon G, Main Level
Facilitator: Nehad El-Sawi, PhD, President, Institute for Medical Education Innovation, KCUMB-COM
**Engaging Distant Learners in Synchronous Education—Lessons Learned/Best Practices**

Since July 1, 2009, MSU-COM has been successfully presenting 10 to 15 hours per week of synchronous distance education at its three sites. This presentation will summarize the discoveries that have resulted from this experience regarding faculty acceptance, student satisfaction, learner engagement techniques and technology support elements. We will offer suggestions that attendees can apply to improve distance learning at their own academic institutions.

Kari A. Hortos, DO, Associate Dean, MSUCOM-Macomb University Center, MSUCOM

**Small Group Facilitator Connoisseurship**

How to facilitate small group learning is a teaching skill that develops with experience and training. Becoming a connoisseur requires years of education, training and experience. Accelerating this process through a condensed synopsis of tips and feedback mined from years of weekly facilitator meetings and student feedback is just the sort of stimulus that can be used to rapidly move or jump toward becoming an expert!

Stephen S. Davis, PhD, Director, Faculty Development, OU-COM

**Student-Adopted Roles in Small-Group Patient Simulation Sessions**

This session will describe how first- and second-year medical students self-select roles in patient simulation sessions. Data indicate that the majority of students participate in multiple tasks in each simulation and throughout the academic year. A small group of students neglected to participate in some significant tasks associated with the simulation (e.g., the medical interview). The reasons for these decisions and their impact on the simulation will be discussed.

Diane R. Karius, PhD, Associate Professor of Physiology; Director, Human Patient Simulation, KCUMB-COM

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**A Model for Early Intervention in Medical Education: Collaboration, Enhancement and Evaluation**

*Salon H, Main Level*

Facilitator: Janet K. Hamstra, EdD, Medical Education Specialist; Assistant Professor of Internal Medicine, NSU-COM

A comprehensive program to identify and assist students who struggle requires collaboration. The goals of the TCOM Early Intervention Model include helping students reach their academic goals, increasing students’ awareness of resources, bridging gaps between academic and student affairs, and easing the transition into medical school. Presenters will describe key components of the program, and participants will leave with a framework for implementation at their home campuses.

Katy Kemp, MEd, Director, Center for Academic Performance, UNTHSC/TCOM

Trisha VanDuser, EdD, Executive Director of Student Services, UNTHSC/TCOM

**2:00 – 4:30 pm**

**Council for Information and Technology Meeting**

*Oakley, Lower Level*

**Council of Osteopathic Medical Student Services Officers Meeting**

*Linden Oak, Lower Level*

**Society of Osteopathic Medical Educators Meeting**

*Amphitheater, Lower Level*

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Plan to enjoy the Washington, DC area cherry blossoms, which should be at their peak during the Annual Meeting.
Conference Schedule

3:00 – 3:30 pm
Break/View Exhibits and Posters
Salon G, Main Level

3:30 – 4:30 pm
CONCURRENT SESSIONS:

Brief Presentations
Focus: Examining Practices to Enhance Learning
Salon G, Main Level
Facilitator: Douglas L. Wood, DO, PhD, Dean, ATSU/SOMA

- Premedical Shadowing: Seeing Light in the Growing Darkness
  The AACOM website states “colleges of osteopathic medicine encourage applicants to learn more about the profession by identifying an osteopathic physician to follow.” Recently, however, medical, legal and institutional policies have reduced these opportunities. In this presentation, panelists will discuss benefits of and barriers to premedical shadowing and will share how physicians can provide experiences that allow students to gain knowledge about being an osteopathic physician.
  Brian Earley, DO, Assistant Professor, ATSU/KCOM

- Developing the Informed Consumer of Osteopathic Medical Education
  Giving and receiving professional touch has been a necessary component of osteopathic training since its origin. An increasing number of students are now seeking non-medical deferment from full participation in clinical skills and OMM labs. WVSOM has developed a program to create an “informed consumer” of osteopathic medical education, with a DVD and an admissions statement that details the expectation of full participation in all labs. This helps applicants decide if osteopathic medicine is right for them.
  Karen Steele, DO, FAAO, Associate Dean for Osteopathic Medical Education, WVSOM

- Perceived and Assessed Value of a Cardiovascular Pharmacology Patient Simulation Experience Toward Learning
  The availability of human patient simulation models (HPS) has allowed medical school faculty to expand the repertoire of approaches to teaching beyond simply the lecture format. In the current study, self-perceived and assessed learning of pharmacologic clinical concepts were compared, both before and following an HPS intervention with medical student participants (n=960). The study results suggest that HPS interventions significantly (p<0.05) enhance student learning and understanding.

A Case-Based Teaching Model for Integrating OPP into the Six NBOME Competencies
Brookside, Lower Level
Facilitator: John E. Thornburg, DO, PhD, Professor, MSUCOM

Participants will experience a case-based teaching model incorporating osteopathic principles and practice into a non-musculoskeletal case, and will discuss how this model could be incorporated into their training program. It addresses all NBOME competencies.
  Barbara Arcos, DO, Chair and Assistant Professor of Family Medicine, NSU-COM
  Janet K. Hamstra, EdD, Medical Education Specialist; Assistant Professor of Internal Medicine, NSU-COM

Two-Year Evaluation of the Office of Minority Health’s Continuing Education Program: A Physician’s Practical Guide to Culturally Competent Care
Salon F, Main Level
Facilitator: Howard S. Teitelbaum, DO, PhD, MPH, Chair, Department of Preventive and Community Medicine, LMU-DCOM

To ensure that all people receive equitable and effective treatment in the health care system, and to support the U.S. health care workforce in combating racial/ethnic disparities, the DHHS’ Office of Minority Health has developed A Physician’s Practical Guide to Culturally Competent Care: The Cultural Competency Curriculum Modules, an online interactive continuing education program. A rigorous evaluation was conducted to determine the program’s impact on physician’s knowledge, attitudes and skills. In this session, the presenters will share the program and its impact.
  Guadalupe Pacheco, MSW, Special Assistant to the Director, Project Officer, Office of Minority Health, U.S. Department of Health and Human Services
Luke H. Mortensen, PhD, Professor and Assistant Dean of Faculty Development, DMU-COM

Glenna J. Ewing, EdD, Associate Dean for Academic Quality and Medical Education Research, DMU-COM

Three Blind Mice, See How We Run: A Global Perspective on Osteopathic Medical Education and Practice
Salon H, Main Level
Facilitator: Edward Gotfried, DO, FACOS, Director, Center of Global Health, NYIT; Assistant Professor, Department of OMM, NYCOM/NIYT

Globally, there are rapidly changing developments in osteopathic education and practice. As U.S. schools look at “international medicine,” they are largely blind to emerging trends of those who share the title of their profession; a problem that is most often reciprocal. There are many challenges facing our profession as we expand our educational experiences into global settings. Knowledge of the osteopathic profession in other countries can help educators better prepare students to work and learn abroad.

Zachary Comeaux, DO, Professor, Division of Osteopathic Principles and Practice; Family Practice Physician, OMM Specialty Clinic, WVSOM

Photo courtesy of the Capitol Steps.

5:00 – 6:00 pm
An Evening with the Capitol Steps
Sponsored by the American Osteopathic Association.
Salon E, Main Level

Join your colleagues for an hour of political hilarity! The Capitol Steps began as a group of Senate staffers who set out to satirize the very people and places that employed them.

Friday, April 9

7:30 am – 4:30 pm
Registration Open

7:30 – 8:00 am
Continental Breakfast/View Exhibits and Posters
Salon D, Main Level

8:00 – 9:30 am
PLENARY SESSION
Salon C, Main Level

Keynote Address
Changing Health Care Delivery Systems—Implications for Medical Education
J. Lloyd Michener, MD, Chair and Professor of Community & Family Medicine and Director, Center for Community Research, Duke University School of Medicine

9:45 am – 10:30 am
CONCURRENT SESSIONS:
Brief Presentations
Focus: Statistical Analysis
Salon F, Main Level

Facilitator: Roberta A. Wattleworth, DO, MHA, MPH, Professor and Chairperson, Department of Family Medicine, DMU-COM

- Demographic Effects on COMLEX Performance
NBOME has undertaken a study exploring the interactions among and main effects of three demographic variables (Race, English-as-First-Language, Gender) on performance at each of three COMLEX levels. Further analysis will examine whether the effects of the three demographic variables are consistent from school to school and from year to year. The final results will provide osteopathic schools and educators in-depth details of the existing differences among those different demographic groups.
Conference Schedule

Linjun Shen, PhD, MPH, Vice President for Cognitive Testing and Research, National Board of Osteopathic Medical Examiners

- Assessing Variation in Preceptor Evaluations
  What proportion of the variation in student grades is due to preceptor characteristics? Using widely employed multi-level modeling techniques, this presentation will focus on sources of variation in clerkship grading.
  Mark R. Speicher, PhD, MHA, Associate Dean for Academic Affairs, AZCOM
  Aaron W. Spaugy, OMS II, AZCOM

Utilizing Standardized Patient Programs to Bring Death and Dying Issues to Life
Salon G, Main Level
Facilitator: Margaret Lechner, MS, RN, Assistant Professor, CCOM

The myriad issues around the death of a patient are explored at PCOM in a one-day curriculum that incorporates an interesting mix of reality and simulation. Medical students visit elders in their homes. Later, they experience the unexpected “death” of one patient in a mock code. They are challenged with how to break bad news; words to use or avoid; how to comfort; how to deal with silence, grief, relief, denial, anger or sudden exit; who can view the body; and how to appropriately interpret an Advance Directive.

  Katherine E. Galluzzi, DO, CMD, Professor and Chair, Department of Geriatrics, PCOM
  Ruth D. Thornton, PhD, Professor and Chair, Department of Biochemistry/Molecular Biology, PCOM

Recruiting Students in Tough Economic Times
Sponsored by the Council of Osteopathic Medical Admissions Officers and the Marketing and Communications Advisory Council
Salon H, Main Level
Facilitator: Donald J. Sefcik, DO, MBA, Senior Associate Dean, MSUCOM

This discussion will explore how economic conditions affect professional school admission. For many professional schools, when employment opportunities disappear, job seekers turn into college applicants. If application numbers are rising, how do professional schools attract the best candidates? For undergraduate schools, the credit crunch has meant decreasing numbers of applicants. Will professional schools face an impact by changes in undergraduate enrollment?

Michelle Rahman, Associate Dean of Admissions, University of Richmond School of Law

Julie James, Assistant Director of Admissions, George Washington University School of Medicine

9:45 – 11:45 am
ADMINISTRATOR DEVELOPMENT WORKSHOP

Management Skills for Academic Medicine Leaders
Amphitheater, Lower Level
Facilitator: Elaine Soper, PhD, Associate Dean of Assessment and Education Development, WVSOM

This session will focus on critical skill sets for academic medicine leaders.

- Economics 101: What a CFO Wishes Academic Deans Knew About Finance and Accounting
  In this special workshop, Dr. Ken Veit will provide some common financial/accounting terminology, with definition of common terms and usual accounting processes, and then will describe some cases that historically have proven to be potential points of controversy between the academic offices and finance departments. There will be time to discuss and share both successes and horror stories.
  Kenneth J. Veit, DO, MBA, Dean, PCOM

- Nuts and Bolts of Giving an Unexpected Brief Talk
  It is important for leaders to have the ability to speak extemporaneously, and to be able to excite and hold an audience while conveying a message. This part of the Administrator’s Workshop will provide tips and tools on public speaking and afford opportunities for those attending the workshop to practice these skills.
  Michael D. Adelman, DO, JD, Dean, WVSOM

Council of Development and Alumni Relations Professionals Meeting
Linden Oak, Lower Level

10:45 – 11:45 am
CONCURRENT SESSIONS:

Brief Presentations
Focus: Global and Basic Education
Salon F, Main Level
Facilitator: Hara P. Misra, DVM, PhD, Associate Vice President for Research, VCOM
• **Model for Evaluating Global Medical Mission Trips at the Virginia College of Osteopathic Medicine**

The VCOM Global Medical Mission program supports student acquisition of knowledge and skills that fulfill the VCOM mission and provides experiences that reinforce VCOM core values. An evaluation model was developed for the Global Medical Mission program to assess mission program effectiveness and student development of skills in underserved care and public and community health. This evaluation demonstrates the success of the VCOM Global Medical Mission program.

**Dixie Tooke-Rawlins, DO, Dean and Executive Vice President, VCOM**

**H. Dean Sutphin, PhD, Assistant Vice President for International and Appalachian Outreach, VCOM**

• **WHO Research Scholars: Developing Global Health Educators and Leaders**

Des Moines University has created an innovative program to offer World Health Organization research internships as a third-year rotation option. Elements of the design, selection process and outcomes will be shared. The goal is to create physicians who are competent in evidence-based clinical research, aware of global health issues and motivated to become educators of the future. Participants will be asked to share models and ideas from their schools.

**Yogesh Shah, MD, CMD, Associate Dean for Global Health, DMU-COM**

**Theodore W. Rooney, DO, Director of Clinical Research, DMU-COM**

• **Using Human Patient Simulators (HPS) to Teach Basic Science Principles**

Various educational formats, such as journal article review, problem-based learning and human patient simulators (HPS), are aimed at increasing student outcomes in a variety of medical settings. This study was designed to assess the effectiveness of these formats as supplemental materials to the basic science curriculum in the first year of undergraduate medical education. The results indicate that participating in the HPS experience increased retention of basic scientific information.

**Matthew K. Henry, PhD, Associate Professor, DMU-COM**

**Jeffrey Gray, PhD, Associate Professor, DMU-COM**

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**Brief Presentations**

**Focus: Impacting Health Outcomes**

**Salon G, Main Level**

Facilitator: **Luke H. Mortensen, PhD, Professor and Assistant Dean, Faculty Development, DMU-COM**

• **An Osteopathic Approach to Facilitating Shared Vision and Interprofessional Education**

This presentation will focus on the Dean’s vision and leadership role in the development of a university-wide interprofessional education curriculum at Western University of Health Sciences (Western U). The discussion will focus on how the principles, competencies and tenets of osteopathic medicine, combined with the Dean’s vision and leadership style, were crucial in the process and implementation of Western U’s interprofessional education program.

**Clinton E. Adams, DO, MPA, Vice President for Clinical Affairs and Dean, Western U/COMP**

• **Use of a Standardized Patient Continuity Experience to Teach Assessment and Care of Patients with Chronic Illness**

This presentation will describe an educational initiative focused on teaching medical trainees how to effectively provide continuity care for patients at risk for or living with diabetes, with a particular focus on patient education, patient empowerment and the physician-patient partnership, through a Standardized Patient Continuity experience. Components of the newly developed curriculum, including on-line modules, correlating SP cases and evaluation tools, will be described.

**Lucia B. Weiss, MS, Assistant Professor, UMDNJ-SOM**

**Frank A. Filipetto, DO, Associate Professor, UMDNJ-SOM**

• **The Social Mission and Production of Medical Schools: A Footprinting Tool for Educational Advocacy**

Policymakers are interested in the educational requirements needed to support health reform. Concurrently, given contracted funding, schools will need to demonstrate how they are meeting regional needs. Medical school footprinting is a tool educators can use to enhance advocacy. In this session, the presenters will discuss how to assess the impact of medical schools, make maps using a web-based footprinting tool, and use those maps in policy discussions.
Andrew Bazemore, MD, MPH, Assistant Director, Robert Graham Center
Imam Xierali, PhD, Health Geographer, Robert Graham Center

The Use of Simulators in an OMS1 Class
Salon H, Main Level

Facilitator: Diane Karius, PhD, Associate Professor of Physiology/Director of Human Patient Simulation, KCUMB-COM

By the end of their first year, many students are “just-ready” to begin integrating what they have learned about science, the H&P, and professionalism into rudimentary patient care experiences. The simulator adds an element of realism to urgent medical conditions and allows students to use their knowledge in a safe environment. Presenters will offer a method for planning, implementing and optimizing a course using medical simulators that COM faculty with limited simulation experience can successfully adapt at their own institutions. A simulator will be used during the presentation.

Lori A. Kemper, DO, MS, Dean, AZCOM
Mark R. Speicher, PhD, MHA, Associate Dean for Academic Affairs, AZCOM

10:45 am – 5:15 pm
Council of Osteopathic Medical Admissions Officers Meeting
Salon C, Main Level

11:45 am – 12:15 pm
View Exhibits and Posters
Salon D, Main Level

12:15 – 2:30 pm
Table Topics Discussion Lunch
Salon E, Main Level

Join your colleagues for lunch and informal discussions on pre-selected topics. The diagram listing topics and table assignments is located in the Registration Area. On Friday, at 11:30 am, it will be available outside Salon E.

For all attendees.
This session will focus on the educational model at ATSU/SOMA that implements a clinical presentation curriculum at nationally-distributed community health center sites. Differences in structure, governance, curriculum and delivery modes between this model and a traditional model will be presented, as well as the challenges and solutions of implementing this model.

Douglas L. Wood, DO, PhD, Dean, ATSU-SOMA
Trudy Kuo, PhD, Assistant Dean for Assessment, ATSU-SOMA
Albert Simon, PA-C, DHSc, Vice Dean, ATSU-SOMA

2:45 – 5:15 pm
Council of Osteopathic Student Government Presidents Meeting
Brookside, Lower Level

Marketing and Communications Advisory Council Meeting
Timberlawn, Lower Level

Workshop for Deans
Linden Oak, Lower Level
By invitation only.

3:45 – 4:15 pm
Last Chance to View Exhibits and Posters
Salon D, Main Level
Prize drawing at 4:00 pm.

4:15 – 5:15 pm
CONCURRENT SESSIONS:

Introduction to an Application-Oriented Curriculum
Salon F, Main Level

Facilitator: Edward P. Finnerty, PhD, SC (ASCP), Professor, Physiology/Pharmacology, DMU-COM

UNTHSC’s Application Oriented Curriculum (ACO) uses learning sciences principles to create a more efficient and effective approach to the development of clinically relevant (patient care and knowledge-based) competencies. Presenters will demonstrate how they conduct the AOC’s core instructional methodology, the Clinical Integration Lab (CIL) - a large, classroom-based exercise designed to support students as they develop the comprehension and application capabilities underlying clinically relevant competencies.

Frank J. Papa, DO, PhD, Assistant Dean, UNTHSC/TCOM
Michael W. Oglesby, PhD, Year Two Curriculum Director, UNTHSC/TCOM

Connecting the Dots: Preparation for Third- and Fourth-Year Rotations
Sponsored by the Council of Osteopathic Student Government Presidents and the Educational Council on Osteopathic Principles
Salon G, Main Level
Facilitator: Timothy Barreiro, DO, Assistant Professor, OU-COM

There is a perception of an “OMM Problem” in third and fourth year at the colleges of osteopathic medicine. Not enough OMM is easily available to students, and preceptors who do not primarily practice OMM are often uncomfortable teaching OMM. “Connecting the Dots” is a program to bring OMM into the clinical curriculum so that it is an integral part of the medical care that patients receive at an osteopathic training site.

William F. Morris, DO, Associate Professor, OPP, ATSU/SOMA
Student Respondents:
Kate Menssen, OMS III, LECOM-Bradenton
Clara Lee, OMS II, TOURCOM-NY
Lindsay LaCorte, OMS III, NSU-COM

Brief Presentations
Focus: Especially for Students
Salon H, Main Level

Facilitator: Michael Paddock, MS, OMS-IV, National 1st Vice Chair, Council of Osteopathic Student Government Presidents (COSGP), ATSU-KCOM

Don’t miss the Friday night Awards Banquet! Enjoy complimentary dining with friends and colleagues while formally recognizing and celebrating the achievements of the osteopathic medical education community.
FRIDAY, SATURDAY & SUNDAY

FRIDAY, SATURDAY & SUNDAY

Saturday, April 10

8:00 am – 12:00 noon
Registration Open

8:00 am – 3:00 pm
AACOM Board of Deans Meeting
Salon H, Main Level

8:00 am – 6:00 pm
Council of Osteopathic Student Government Presidents Meeting
Brookside, Lower Level

9:00 – 10:00 am
International Collaborative Meeting
Seneca, Lower Level

10:00 – 11:00 am
Council of Osteopathic Student Government Presidents Meeting
Brookside, Lower Level

10:00 – 11:00 am
Core Competency Meeting
Glen Echo, Lower Level

11:00 am - 12:00 noon
Online Testing Meeting
Seneca, Lower Level

1:00 – 4:00 pm
Health Professions Recruitment Fair
Salon E, Main Level

5:30 – 8:00 pm
AACOM Awards Banquet/Adjourn
Salon E, Main Level

This special banquet will include presentation of the AACOM Board Awards, the National Student DO of the Year Award, the AACOM Excellence in Communications Awards, the 2010 members of the National Academy of Osteopathic Medical Educators and this year’s poster awards.

Sunday, April 11

7:00 am – 12:00 noon
Council of Osteopathic Student Government Presidents Meeting
Brookside, Lower Level

Finding a Faster Route to Practice
This presentation will include an examination of two types of educational tracks used by medical students seeking a faster route to practice: 1) “3+3” programs that combine the final year of medical school with the first year of a primary care residency, and 2) graduating from medical school after only three years. The presenter will explore why and how medical schools might wish to implement a three-year curricular option.

Philip Eskew, JD, MBA, OMSII, WVSOM

Rural Practice - What Factors Influence Physicians to Make this Choice?
This presentation will include an updated overview of published programs showing factors that have demonstrated success, outlining an innovative partnership between the Area Health Education Centers (AHEC) Network and Georgia Campus – Philadelphia College of Osteopathic Medicine.

Paul Evans, DO, Dean, GA-PCOM

Dancing with Broken Bones: Race, Class and Terminal Illness in the Inner City
Those challenged by economic and racial barriers are especially marginalized near the end of life. As they come from different backgrounds, there is a divide that separates physicians from patients. Suspicion and poor communication often define their relationship. This presentation will discuss patients confronting the end-of-life experience; argue that cultural competence is a necessary professional skill; and describe a home-based curriculum designed to promote empathic understanding.

David Wendell Moller, PhD, Chair, Department of Bioethics, KCUMB-COM
Health Professions Recruitment Fair and Workshops

Free Event!
Join us and explore a career in health care!

Open to high school and college students, parents, pre-health advisors, school administrators, and others.

MEET ONE-ON-ONE with osteopathic and allopathic U.S. Medical School admissions officers, as well as other health professions schools’ representatives.

LEARN about entrance requirements and application processes.

PARTICIPATE in the following FREE WORKSHOPS held in the Oakley and Linden Oak Rooms, Lower Level.

1:30 pm – 2:00 pm
- Medical School Admission Preparation Workshop
- Writing an Effective Personal Statement

2:15 pm – 2:45 pm
- Mock Interview Workshop
- Finding and Using a Pre-Health Advisor to your Benefit

3:00 pm – 3:30 pm
- AACOMAS 2011 Application Workshop
- Medical Student Panel & Discussion Workshop

NETWORK with other aspiring health care professionals.

Washington, DC, Metropolitan Area

Saturday, April 10, 2010
1 pm – 4 pm

Bethesda North Marriott Hotel and Conference Center
Grand Ballroom - Salon E, Main Level

More than 36 Schools and Programs are participating!

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*American Association of Colleges of Osteopathic Medicine Application Services (AACOMAS)

THIS EVENT IS HOSTED BY: aacom
AMERICAN ASSOCIATION OF COLLEGES OF OSTEOPATHIC MEDICINE
Exhibitors by Booth Number

Exhibits and Posters are in Salon D on the Main (Upper) Level.

1 - Stat! Ref
2 - PASS Program
3 - Primal Pictures, Ltd.
4 - National Health Service Corps
5 - Advanced Curricular Design and Educational Technologies
6 - Kaplan Medical
7 - Academic Group
8 - Association of American Medical Colleges
9 - US Navy Recruiting Command
10 - InsMed Insurance Agency, Inc.
11 - Advanced Informatics, LLC
12 - Limbs and Things
13 - National AHEC Organization
14 - Education Management Solutions
15 - American Association of Colleges of Osteopathic Medicine
16 - Interfolio
17 - Touch of Life Technologies
18 - Resilience Software, Inc.
19 - Lecat’s Ventriloscope LLC
20 - Lake Erie College of Osteopathic Medicine
21 - Touro College of Osteopathic Medicine
22 - American Association of Colleges of Podiatric Medicine
23 - Falcon Physician Reviews
24 - ExamSoft Worldwide, Inc.
25 - National Board of Osteopathic Medical Examiners
26 - B-Line Medical
27 - DxR Development Group
28 - National Center for the Analysis of Healthcare Data (NCAHD)
29 - COMBANK Medical Inc.
30 - Portal of Geriatric Online Education (POGOe)
AACOM lends support and assistance to all the nation’s osteopathic medical schools. Stop by the AACOM booth for information on new programs and services.

**American Association of Colleges of Podiatric Medicine (AACPM)**
Sally Rush
15850 Crabbs Branch Way
Rockville, MD 20855
301-948-9760
www.aacpm.org
The American Association of Colleges of Podiatric Medicine (AACPM) is a national educational organization that represents the eight U.S. Colleges of podiatric medicine as well as over 200 hospitals and organizations that conduct graduate training in podiatric medicine. The Association serves as a national forum for the exchange of ideas, issues, information and concerns relating to podiatric medical education.

**Association of American Medical Colleges (AAMC)**
Michelle Sparacino
2450 N Street, NW
Washington, DC 20037
202-828-0603
www.aamc.org
Visit the MCAT exhibit booth for information on MCAT statistics and research, the 2010 exam schedule, testing accommodations, and test preparation products available from the AAMC. MCAT staff will be available throughout the exhibit hours to answer your questions and hear your feedback.

**Advanced Curricular Design and Educational Technologies (ACDET, LLC)**
Michael W. Oglesby, PhD
1120 S. Freeway
Fort Worth, TX 76104
817-706-1865
www.acdet.com
ACDET provides web-based software for improvement of differential diagnosis skills. We also consult on the establishment of curricula based upon principles of learning sciences. We have significant experience in improving Licensing Board scores.

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**American Association of Colleges of Osteopathic Medicine (AACOM)**
Wendy Fernando
5550 Friendship Boulevard, Suite 310
Chevy Chase, MD 20815
301-968-4100
www.aacom.org
The American Association of Colleges of Osteopathic Medicine (AACOM) promotes excellence in osteopathic medical education, in research and in service, and fosters innovation and quality among osteopathic colleges to improve the health of the American public. Founded in 1898, AACOM lends support and assistance to all the nation’s osteopathic medical schools. Stop by the AACOM booth for information on new programs and services.

**COMBANK Medical Inc.**
Joshua Courtney, DO
5417 Enterprise Blvd
Bethel Park, PA 15102
412-965-8588
www.combankmed.com
COMBANK is an innovative test simulation specifically tailored to prepare osteopathic medical students for...
the COMLEX. More than 15,000 students have chosen COMBANK to prepare for the COMLEX. COMBANK is proud to serve as testing advocates for the osteopathic community and work with osteopathic medical colleges nationwide to enhance COMLEX preparation.

**Falcon Physician Reviews**
Ivy Kessie
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Coppell, TX 75019
214-300-9396
www.falconreviews.com
Falcon has been providing Live and Online review courses for the USMLE/COMLEX since 2003 and we have been helping students achieve unprecedented levels of success on their boards. Falcon is also the only review program with a dual degree MD/PhD faculty.

**InsMed Insurance Agency, Inc.**
Morten Sorensen
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Scarsdale, NY 10583
914-472-2200
www.insmedinsurance.com
InsMed Insurance Agency, Inc. is an independent insurance firm with extensive experience assisting medical schools in the selection, implementation and administration of individual and group disability insurance programs. Our programs allow graduates to obtain guaranteed coverage they can maintain throughout their careers.

**Education Management Solutions, Inc.**
Gwen Wile
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Exton, PA 19341
610-701-7002
www.ems-works.com
Osteopathic medical centers use Education Management Solutions (EMS) to manage their clinical skills and exam process: global ratings of live or recorded individual/team performance; analytic (checklist) ratings of procedure proficiency; web-based access to live and recorded simulated encounters and oral examinations; review of doctor-patient and medical team communication skills; assessment of clinical decision-making abilities; assessment of skills and outcomes of medical procedures; and assessment of critical thinking and problem-solving abilities.

**Interfolio**
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954-429-8889 ext.110
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213-452-5719
www.kaplanmedical.com
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Lake Erie College of Osteopathic Medicine (LECOM)
Pierre Bellicini
1858 W. Grandview Boulevard
Erie, PA 16509
814-866-8121
www.lecom.edu

The success of our students depends a great deal on the quality and experience of the professors and physicians. The Lake Erie College of Osteopathic Medicine Master of Science in Medical Education program offers distance learning to prepare physicians for careers in academic medicine and academic leadership.

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Tallmadge, OH 44278
330-671-5574
www.ventriloscope.com

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National AHEC Organization
Preston Sherer
7044 S. 13th Street
Oak Creek, WI 53154
414-768-8000 ext. 108
www.nationalahec.org

The National Area Health Education Center Organization (NAO) supports and advances the Area Health Education Center (AHEC) network in improving the health of individuals and communities by transforming health care through education. AHEC programs across the country help bring the resources of academic medicine to address local community health needs.

National Board of Osteopathic Medical Examiners
Joseph Smoley
8765 W. Higgins Road
Chicago, IL 60631
773-714-0622
www.nbome.org

The National Board of Osteopathic Medical Examiners (NBOME) developed and is the sole administrator of the Comprehensive Osteopathic Medical Licensure Examination of the United States (COMLEX-USA), the examinations that provide the pathway to licensure for osteopathic physicians. COMLEX-USA is accepted in all 50 states and many other jurisdictions. In 2010, the NBOME will pilot its online Comprehensive Osteopathic Medical Achievement Test (COMAT) series, which can be used by Colleges of Osteopathic Medicine to assess competencies in seven core clinical disciplines.

National Center for the Analysis of Healthcare Data (NCAHD)
Ann Peton
2265 Kraft Drive
Blacksburg, VA 24060
573-301-9654
www.ncahd.org

Having completed its second year of national data collection for physicians and 14 non-physician providers from their respective licensure boards, The National Center for the Analysis of Healthcare Data (NCAHD) has been active in supporting many COMs’ grant/proposal support research, residency program development analysis, re-accreditation analysis/maps, advocacy and marketing efforts. In addition to healthcare workforce data, NCAHD can take your data and include it in its mapping and analysis support along with all federal shortage designations and political, demographic, socioeconomic and healthcare facilities information, too.

National Health Service Corps
Sarah Williams
5600 Fishers Lane
Rockville, MD 20857
301-443-1824
www.nhsc.hrsa.gov

The Bureau of Clinician Recruitment and Services (BCRS) through its Divisions supports the recruitment, retention and effectiveness of students and clinicians with a desire to serve by identifying clinical experiences in underserved areas, job placement assistance and scholarship and educational loan repayment opportunities.
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Champaign, IL 61822
217-378-8018
www.passprogram.net
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Portal of Geriatric Online Education (POGOe)
Zhenya Hurd
1468 Madison Avenue, Box 1070
New York, NY 10029-6574
Tel: 212.241.8686
www.pogoe.org
Funded by the Donald W. Reynolds Foundation the Portal of Geriatric Online Education (www.POGOe.org) is a free public repository that provides geriatric teaching and assessment materials to medical students, residents in primary care and non-primary care disciplines, fellows, and community-based practitioners.

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www.touro.edu/med
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TWO REGIONAL OSTEOPATHIC MEDICAL EDUCATION CONFERENCES

Register now to earn up to 23 hours of Category 1-A CME credits, spend time with your family and enjoy great locations!*

ROME-SOUTHEAST
May 6th–8th
Marriott Myrtle Beach Resort and Spa at Grande Dunes
MYRTLE BEACH, SOUTH CAROLINA

ROME Conferences will include education specific to:
- Practice Management
- Women’s Health Issues
- Pediatric Health
- Diagnosis and Treatment
- OMM/OMT Workshops

Visit www.do-online.org/ROME for more information and to register and book your hotels for one or both of the ROME conferences.

* The South Carolina Osteopathic Medical Society and the Maryland Association of Osteopathic Physicians have requested that the AOA Council on Continuing Medical Education approve these programs for 23 hours of AOA Category 1-A CME credits. Approval is currently pending.
# Meeting Schedule at a Glance

All events occur at the Bethesda North Marriott Hotel and Conference Center.

<table>
<thead>
<tr>
<th>Wednesday, April 7</th>
<th>Thursday, April 8</th>
<th>Friday, April 9</th>
<th>Saturday, April 10</th>
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<tr>
<td><strong>MORNING</strong></td>
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<td>9:00 am – 5:30 pm</td>
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<td>8:00 am – 12:00 noon</td>
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<td>Registration</td>
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<td>8:00 am – 3:00 pm</td>
<td>7:30 – 8:00 am</td>
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<td>COM Day on Capitol Hill</td>
<td>Continental Breakfast</td>
<td>Continental Breakfast</td>
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<td>By invitation only.</td>
<td>8:00 – 9:30 am</td>
<td>8:00 – 9:30 am</td>
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<tr>
<td>11:00 am – 4:00 pm</td>
<td>Plenary Session</td>
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<td>Pre-Conference Workshops</td>
<td>9:45 – 10:30 am</td>
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<td>Concurrent Sessions</td>
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<td>9:45 – 11:45 am</td>
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<td>AACOM Board of Deans Retreat</td>
<td>Administrator Development Workshop</td>
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<td>AACOM Council Meetings</td>
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<td>Challenge Session</td>
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<td>10:45 – 11:45 am Concurrent Sessions</td>
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<td><strong>LUNCH</strong></td>
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<td>NBOME Luncheon</td>
<td>Table Topics Discussion Lunch</td>
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<td>AACOM Council Leadership Lunch - By invitation only.</td>
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<td>4:30 – 5:45 pm</td>
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<td></td>
<td>Opening Plenary Session</td>
<td>Health Professions Recruitment Fair</td>
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<td>5:45 – 6:45 pm</td>
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<td></td>
<td>Grand Opening Reception</td>
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<td>Exhibits and Poster Session</td>
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<td>6:30 – 8:30 pm</td>
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<td>SOME Steering Committee Dinner</td>
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<td>Dinner on your own</td>
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<tr>
<td><strong>EVENING / AFTERNOON</strong></td>
<td>2:00 – 3:00 pm</td>
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<td>Concurrent Sessions</td>
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<td>2:00 – 4:30 pm</td>
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<td>AACOM Council Meetings</td>
<td>AACOM Council Meetings</td>
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<td>3:00 – 3:30 pm</td>
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<td>Refreshment Break</td>
<td>Last Chance to View Exhibits and Posters</td>
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<td>View Exhibits and Posters</td>
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<td>An Evening with the Capitol Steps</td>
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<td>Dinner on your own</td>
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<tr>
<td><strong>Sunday, April 11</strong></td>
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<td>7:00 am – 12:00 noon</td>
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<td>COSGP Meeting</td>
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