

## RIME/IME Posters

**1**

### **Developing Residents as Teachers**

*Jeff Pettit, PhD, University of Iowa - Carver College of Medicine*

**2**

### **A Two-Year Study of Minority Students' Perceptions and Use of Deep Breathing Meditation (DBM) To Reduce Testing Stresses**

*Gina Paul, PhD, Southern Illinois University School of Medicine*

*Barb Elam, MS, Wellenss Center, Southern Illinois University*

*Steve Verhulst, PhD, Southern Illinois University School of Medicine*

**3**

### **Training Medical Students in Smoking Cessation Techniques: Improved Knowledge Does Not Predict Improved Skill**

*James J. Brokaw, PhD, MPH, Indiana University School of Medicine*

*R.J. Eubanks, MD, Indiana University School of Medicine*

*D.A. Griffith, EdD, Indiana University School of Medicine*

*E.A. Kalb, PhD, Indiana University School of Medicine*

*D.R. Koritnik, PhD, Indiana University School of Medicine*

*B.U. Raess, PhD, Indiana University School of Medicine*

*J.L. Rayburn, MD, Indiana University School of Medicine*

*K.A. Zoppi, PhD, MPH, Indiana University School of Medicine*

**4**

### **Faculty Observers of Year 2 Teaching Cases that Open with Standardized Patients**

*Gary Rull, MD, Southern Illinois University School of Medicine*

*Susan Hingle, MD, Southern Illinois University School of Medicine*

*Maureen Francis, MD, Southern Illinois University School of Medicine*

*Tracey Smith, APRN, BC, MS, Southern Illinois University School of Medicine*

*Mary Aiello, MA, Southern Illinois University School of Medicine*

**5**

### **Preparing Medical Students for USMLE Step 1: Beyond Just Exam Content**

*Matthew R. Deluhery, BS, Loyola University Chicago - Stritch School of Medicine*

*Gregory Gruener, MD, MBA, Loyola University Chicago - Stritch School of Medicine*

*Patricia B. McNally, EdD, Loyola University Chicago - Stritch School of Medicine*

**6**

**Baseline attitudes, knowledge, and skills regarding patient safety in first-year medical, pharmacy, nursing, and applied health students**

*Viveka Boddipalli, MBA, MD candidate, Univeristy of Illinois College of Medicine at Chicago*

*David Mayer, MD, Univeristy of Illinois College of Medicine at Chicago*

*Anne Gunderson, MSN, GNP, CRRN-A, Univeristy of Illinois College of Medicine at Chicago*

*Ara Tekian, PhD, MHPE, Univeristy of Illinois College of Medicine at Chicago*

**7**

**Health Care Concerns for the 21st Century: The Loyola Model of Transformative Education**

*Gregory Gruener, MD, MBA, Loyola University Chicago - Stritch School of Medicine*

*Patty McNally, EdD, Loyola University Chicago - Stritch School of Medicine*

**8**

**Faculty Development-Focused Noontime Topics**

*Diana R. Lough, PhD, University of Nebraska Medical Center*

*Myrna Newland, MD, University of Nebraska Medical Center*

*Linda Love, BS, University of Nebraska Medical Center*

**9**

**Improving Resident Competence in Pediatric Sedation**

*Karen Judy, MD, Loyola University Medical Center*

*Kathleen Webster, MD, Loyola University Medical Center*

**10**

**Assessing the Educational Needs of Indiana Physicians**

*Charles M. Clark, Jr., MD, Indiana University School of Medicine*

*Hassan Danesh, PhD, Indiana Univesity School of Medicine*

*Nahid Shahnavaz, PhD, Indiana Univesity School of Medicine*

**11**

**A Longitudinal Faculty Development Program Based Upon the PRECEDE Model**

*Janet M. Riddle, MD, University of Illinois - Chicago*

*Mark H. Gelula, PhD, University of Illinois - Chicago*

*John E. Tulley, MD, University of Illinois - Chicago*

**12**

**Assessment of Self-Awareness, Self-Care, and Personal Growth Competency in First- and Second-Year Medical Students**

*David Able, PhD, Indiana University*

*John B. Watkins, PhD, Indiana University Bloomington*

*Bruce J. Martin, PhD, Indiana University Bloomington*

**13**

**Evaluating Knowledge and Attitude Changes from Two Years of Implementing a Course Module About Cultural Proficiency in Providing Patient Care for Second Year Medical Students**

*Martin MacDowell, DrPH, University of Illinois College of Medicine - Rockford*

*Howard Zeitz, MD, University of Illinois College of Medicine - Rockford*

**14**

**Development of a Validated Difficult Airway Management (DAM) Multiple Choice Exam**

*Gail I. Randel, MD, Northwestern University Feinberg School of Medicine*

*Katherine Gil, MD, Northwestern University Feinberg School of Medicine*

*Laurie Canning, BA, Northwestern Medical Faculty Foundation*

*Joseph Feinglass, PhD, Northwestern University Feinberg School of Medicine*

*William McGaghie, PhD, Northwestern University Feinberg School of Medicine*

**15**

**Teaching Professional Attitudes and Conduct: An Interactive Approach**

*Susan Hingle, MD, Southern Illinois University School of Medicine*

*Gary Rull, MD, Southern Illinois University School of Medicine*

*David Steward, MD, Southern Illinois University School of Medicine*

*Tracey Smith, APRN, BC, MS, Southern Illinois University School of Medicine*

**16**

**Chief Residents Leadership Development Workshops**

*Peter M. Nalin, MD, Indiana University School of Medicine*

*Nancy J. Baxter, BA, Indiana University School of Medicine*

*Nancy A. Bechtel, MPH, Indiana University School of Medicine*

*Linda A. Bratcher, Indiana University School of Medicine*

*Carol D. Robinson, BS, Indiana University School of Medicine*

**17**

**The Integration of Simulation-based Curriculum Into the Clinical Education and Assessment of Family Medicine Interns**

*George D. Harris, MD, MS, University of Missouri-Kansas City*

*Jennifer Quaintance, PhD, University of Missouri-Kansas City*

*Louise Arnold, PhD, University of Missouri-Kansas City*

**18**

**Effect of Changing a Major Medical School Course to Pass/Fail in the Middle of a Graded Curriculum**

*Aaron J. Michelfelder, MD, Loyola University Chicago Stritch School of Medicine*

*Michael Koller, MD, Loyola University Chicago Stritch School of Medicine*

*Mary Boyle, MD, Loyola University Chicago Stritch School of Medicine*

*Micheal Macken, MD, Loyola University Chicago Stritch School of Medicine*

*Kayhan Parsi, JD, PhD, Loyola University Chicago Stritch School of Medicine*

**19**

**CardioLab: An Interactive Program to Teach Cardiac Performance**

*Jose L. Puglisi, PhD, Loyola University Chicago - Stritch School of Medicine*

*Charles L. Webber, Jr., PhD, Loyola University Chicago – Stritch School of Medicine*

*Stephen L. Lipsius, PhD, Loyola University Chicago – Stritch School of Medicine*

**20**

**Teaching basic electrophysiology with the aid of a computer program**

*Jose L. Puglisi, PhD, Loyola University Chicago - Stritch School of Medicine*

*Donald M. Bers, PhD, Loyola University Chicago*

**21**

**On-Line Medical Professionalism and Ethics Teaching and Assessment Project**

*Beat Raess, PhD, Indiana University School of Medicine*

*Dale Saxon, PhD, Indiana University School of Medicine*

*Gary White, BS, Indiana University School of Medicine*

*Elizabeth McConnell, BS, Indiana University School of Medicine*

**22**

**Culture, Narrative and Medicine**

*Ruby Roy, MD, Loyola University Medical Center*

*Mark Kuczewski, PhD, Loyola University Medical Center*

**23**

**A Team-Teaching Approach to EBM in a Competency-Based Curriculum: Lifelong Learning Strategies**

*Kellie N. Kaneshiro, AMLS, Indiana University School of Medicine Libraries*

*Thomas W. Emmett, MD, MLS, Indiana University School of Medicine*

*Susan K. London, MLS, Indiana University School of Medicine*

*Rick K. Ralston, MSLS, Indiana University School of Medicine*

*Margaret W. Richwine, MS, MLS, Indiana University School of Medicine*

*Elaine Noonan Skopelja, MALS, Indiana University School of Medicine*

*Frances A. Brahmi, MA, MLS, Indiana University School of Medicine*

**24**

**Use of on-line exams to assess MS2 skill in pulmonary auscultation**

*Michael Koller, MD, Loyola Stritch School of Medicine*

*Mary Boyle, MD, Loyola Stritch School of Medicine*

*Arcot Chandrasekhar, MD, Loyola Stritch School of Medicine*

**25**

**Towards An Informal Curriculum That Teaches Professionalism: Impacts And Outcomes Of Cascading Change At IUSM At Three Years**

*Thomas S. Inui, MD, Indiana University School of Medicine*

*Richard Frankel, PhD, Indiana University School of Medicine*

*Debra Litzelman, MD, Indiana University School of Medicine*

*David Mossbarger, MBA, Indiana University School of Medicine*

*Lindsey Hickman, Medical Student, Indiana University School of Medicine*

**26**

**Supplementing instruction on heart sound identification with a downloadable MP3 file improves student performance.**

*Thomas Pisarri, PhD, Creighton University*

*Michael DelCore, MD, Creighton University*

**27**

**Communicating with Consultants: An Objective Structured Clinical Encounter (OSCE) for the Sub-internship**

*T. Robert Vu, MD, Indiana University School of Medicine*

**28**

**Discharge Planning Curriculum in Internal Medicine Residencies: A National, Cross-Sectional Survey**

*Sandeep Kukreja, MD, University of Illinois College of Medicine at Peoria*

*Meenakshy Aiyer, MD, University of Illinois College of Medicine at Peoria*

*Waleed Ibrahim-Ali, MD, University of Illinois College of Medicine at Peoria*

*Nancy Novotny, MS, RN, University of Illinois College of Medicine at Peoria*

**29**

**Clinical Skills Day Orientation for a 9-month Rural Medicine Immersion Experience**

*Therese Zink, MD, MPH, University of Minnesota*

*Gwen Haalas, MD, MBA, University of Minnesota*

*Kathy Brooks, MD, MBA, University of Minnesota*

*Jane Miller, PhD, University of Minnesota*

**30**

**Community Health Assessments: Bringing Value to Rural Communities**

*Gwen W. Halaas, MD, MBA, University of Minnesota Medical School*

*Kathleen D. Brooks, MD, MBA, MPA, University of Minnesota Medical School*

*Therese Zink, MD, MPH, University of Minnesota Medical School*

**31**

**Development of a Standardized Assessment Tool to Evaluate Clerkship Students Across Disciplines**

*Kimberly Hoffman, PhD, University of Missouri-Columbia*

*Mark Wakefield, MD, University of Missouri-Columbia*

*Jennifer Doty, RN, University of Missouri-Columbia*

*Wei Hsin Lu, MA, University of Missouri-Columbia*

*Caroline Kerber, MD, University of Missouri-Columbia*

**32**

**Population Health and Prevention: Attitudes, Backgrounds, and Satisfaction of Medical Students**

*Tracey Smith, APRN, BC, MS, Southern Illinois University School of Medicine*

*Steve Verhulst, PhD, Southern Illinois University School of Medicine*

*Sharon Hull, MD, MPH, Southern Illinois University School of Medicine*

**33**

**Students' Use of Study Aids and Online Lectures to Prepare for PBL Exams**

*Deborah Sleight, PhD, Michigan State University*

*Brian Mavis, PhD, Michigan State University*

*Kathy Lovell, PhD, Michigan State University*

*Geraud Plantegenest, MA, Michigan State University*

**34**

**Simulated Nurse Calls as a Feedback and Assessment Tool for a PGY 1 Surgical Curriculum**

*Patti Hautala, RN, Medical College of Wisconsin*

*Philip N. Redlich, MD, PhD, Medical College of Wisconsin*

*Rebecca C. Anderson, PhD, Medical College of Wisconsin*

*Karen J. Brasel, MD, MPH, Medical College of Wisconsin*

*Thomas T. Sato, MD, Medical College of Wisconsin*

*Kellie R. Brown, MD, Medical College of Wisconsin*

*Theresa Quinn, MD, Medical College of Wisconsin*

**35**

**Rewarding Community Physicians for Teaching Medical Students in the Private Office**

*Joyce A. Salter, Clerkship Administrator, Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine*

36

**A Statewide Community Teaching Scholars Program to Enhance Preceptors' Teaching Skills: Program Evaluation**

*Marcy Rosenbaum, PhD, University of Iowa Carver College of Medicine*

*Susan Lenoach, MA, University of Iowa Carver College of Medicine*

*Kristi Ferguson, PhD, University of Iowa Carver College of Medicine*

37

**What Factors Influence Attendance at Medical School Lectures?**

*Geraud Plantegenest, BS, MA, College of Human Medicine, Michigan State University*

*Kathy Lovell, PhD, Michigan State University*

*Debby Sleight, PhD, Michigan State University*

*Brian Mavis, PhD, Michigan State University*

38

**A Study of Students' Perceptions of a Web-based Clinical Case Log**

*Constance Shriner, PhD, University of Toledo College of Medicine*

*Mary R. Smith, MD, University of Toledo College of Medicine*

*Carol Bennett-Clarke, PhD, University of Toledo College of Medicine*

39

**A Comparison of the Use of Plastinated Specimens and Dissection to Teach the Anatomical Structures of the Hand**

*Carol Bennett-Clarke, PhD, University of Toledo College of Medicine*

*Constance Shriner, PhD, University of Toledo College of Medicine*

*Richard Lane, PhD, University of Toledo College of Medicine*

*Carlos Baptista, MD, PhD, University of Toledo College of Medicine*

*Michael Thorpe, second year medical student, University of Toledo College of Medicine*

40

**Fostering Reflection on Our Culture: The Mindfulness in Medicine Column at Indiana University School of Medicine**

*Sue A. Maple, PhD, Indiana University School of Medicine*

*Abigail F. Klemsz, MD, Indiana University School of Medicine*

*Richard M. Frankel, PhD, Indiana University School of Medicine*

*Palmer Mackie, MD, Indiana University School of Medicine*

*Mary Alice Bell, MS, Indiana University School of Medicine*

*Stephen P. Bogdewic, PhD, Indiana University School of Medicine*

*David Mossbarger, MBA, MA, Indiana University School of Medicine*

*Thomas S. Inui, MD, Indiana University School of Medicine*

**41**

**Assessing third year medical students' ethical reasoning skills using clinical vignettes**

*Wei-Hsin Lu, MEd, University of Missouri-Columbia*

*David A. Fleming, MD, University of Missouri-Columbia, School of Medicine*

*Caroline Kerber, MD, University of Missouri-Columbia, School of Medicine*

*Kimberly G. Hoffman, PhD, University of Missouri-Columbia, School of Medicine*

**42**

**Lifelong Learning Competency at Indiana University School of Medicine: Creative examples of Level 3 Achievement**

*Frances A. Brahma, MA, MLS, Indiana University School of Medicine Libraries*

*Thomas E. Davis, MD, PhD, Indiana University School of Medicine*

*James H. Jones, MD, Indiana University School of Medicine*

*Ronald L. Shew, PhD, Indiana University School of Medicine*

**43**

**Programs for Tracking Medical Learning: A Student Perspective**

*Mary T. Johnson, PhD, Indiana University School of Medicine*

*Benedict Dillon, BA, Indiana University School of Medicine*

*Michael Polin, BA, Indiana University School of Medicine*

**44**

**Teaching Oral Presentation Skills during Clerkship Rotation through a Workshop Addressing Communication Apprehension and Presentation Format**

*Paola Palma Sisto, MD, Medical College of Wisconsin*

*Virginia Cleppe, AM, Medical College of Wisconsin*

**45**

**Evaluating Clinical Teaching Using “Stealth” Students**

*Alice Z. Frohna, PhD, University of Michigan*

*Larry D. Gruppen, PhD, University of Michigan*

**46**

**Improving GME through Partnerships with Graduate Schools of Education**

*Margaret Mulligan, MS, Medical College of Wisconsin*

*Joanne Walters, MS, Medical College of Wisconsin*

*Gregory Schmelling, MD, Medical College of Wisconsin*

*Peter Langenstoer, MD, Medical College of Wisconsin*

*Guillermo F. Carrera, MD, Medical College of Wisconsin*

*Barbara Daley, PhD, University of Wisconsin, Milwaukee*

*Deborah Simpson, PhD, Medical College of Wisconsin*

**47**

**Portfolio Assessment System Designed to Encourage Reflective Practice**

*Elaine F. Dannefer, PhD, Cleveland Clinic Lerner College of Medicine of CWRU*

*Beth Bierer, PhD, Cleveland Clinic Lerner College of Medicine of CWRU*

**48**

**Increasing Teaching Faculty Compliance with Scheduled Lectures**

*Kellie R. Brown, MD, Medical College of Wisconsin*

*Deborah Simpson, PhD, Medical College of Wisconsin*

*Philip N. Redlich, MD, PhD, Medical College of Wisconsin*

**49**

**Innovations in Residency Education through a Protected Block Curriculum Structure**

*Kellie R. Brown, MD, Medical College of Wisconsin*

*Travis P. Webb, MD, Medical College of Wisconsin*

*Thomas T. Sato, MD, Medical College of Wisconsin*

*Rebecca Anderson, PhD, Medical College of Wisconsin*

*Philip N. Redlich, MD, PhD, Medical College of Wisconsin*

*Deborah Simpson, PhD, Medical College of Wisconsin*

*John A. Weigelt, MD, Medical College of Wisconsin*

**50**

**Virtual classroom and online role plays as tools for developing clinical teaching in faculty**

*Cynthia H. Ledford, MD, Ohio State University*

*Holly Cronau, MD, Ohio State University*

**51**

**Introducing First Year Medical Students to a Competency-Based Curriculum in a Relational Framework**

*Paula S. Wales, EdD, Indiana University School of Medicine*

*Kathy Zoppi, PhD, MPH, Community Hospitals of Indianapolis*

**52**

**Effectiveness of a national teacher-training program for fourth-year medical students**

*Larry D. Gruppen, PhD, University of Michigan Medical School*

*Miranda L. Hillard, University of Michigan Medical School*

*Pamela B. Andreatta, EdD, MFA, University of Michigan Medical School*

**53**

**An Introduction to Legal Affairs in Medicine**

*D. Roxanne Richards, MD/MPH candidate (expected 2009), The Ohio State University College of Medicine*

54

**Effectiveness of Using a Mid-Rotation Evaluation Card to Obtain Formative Feedback during a 3rd year Psychiatry Clerkship**

*Linda M. Goldenhar, PhD, University of Cincinnati*

*Aurora J. Bennett, MD, University of Cincinnati*

*Kevin Stanford, BS, University of Cincinnati*

55

**Medical Informatics Competencies in UME: MSOP Revisited**

*Julie J. McGowan, PhD, Indiana University School of Medicine*

*Helene M. Hoffman, PhD, School of Medicine, UCSD*

*Morgan Passiment, AAMC*

56

**Communication and Interpersonal Skills and Clinical Performance During an Emergency Medicine Student Clerkship**

*Stefanie R. Ellison, MD, FACEP, University of Missouri Kansas City School of Medicine, Truman Medical Center*

*Christine Sullivan, MD, FACEP, University of Missouri Kansas City School of Medicine, Truman Medical Center*

*Jennifer Quaintance, PhD, University of Missouri Kansas City School of Medicine*

*Louise Arnold, PhD, University of Missouri Kansas City School of Medicine*

57

**Medical Students' Attitudes about Team-Based Learning in a Pre-Clinical Curriculum**

*Dean X. Parmelee, MD, Boonshoft School of Medicine Wright State University*

*Dan DeStephen, PhD, Wright State University*

*Nicole J. Borges, PhD, Boonshoft School of Medicine Wright State University*

58

**Milestones and Leading Indicators: Preliminary Analyses**

*Nicole K. Roberts, PhD, Southern Illinois University School of Medicine*

*Reed G. Williams, PhD, Southern Illinois University School of Medicine*

59

**Evaluation of a Geriatrics-Oriented Observed Structured Teaching Exercise for Non-Geriatrics Faculty**

*Don W. Scott, MD, MHS, University of Chicago, Pritzker School of Medicine*

*Paula Podrazik, MD, University of Chicago*

*Stacie Levine, MD, University of Chicago*

*Catherine DuBeau, MD, University of Chicago*

*Sandy Cook, PhD, University of Chicago*

**60**

**Promoting Medical Professionalism Through Narratives: The Students' Perspective**

*Jennifer Quaintance, PhD, University of Missouri Kansas City*

*Louise Arnold, PhD, University of Missouri Kansas City*

*George Thompson, MD, University of Missouri Kansas City*

**61**

**Using Q-methodology for Needs Assessment in a Longitudinal Faculty Development Program.**

*Janet M. Riddle, MD, University of Illinois-Chicago*

*Mark H. Gelula, PhD, University of Illinois-Chicago*

**62**

**A Pilot Study on Medical Students' Attitudes and Perceptions of Medical Genetics Before and After a Medical Genetics Course**

*Virginia C. Thurston, PhD, Indiana University School of Medicine*

*Mary Alice Bell, MS, Indiana University School of Medicine*

*Paula S. Wales, EdD, Indiana University School of Medicine*

*Laura J. Torbeck, PhD, Indiana University School of Medicine*

*James J. Brokaw, PhD, MPH, Indiana University School of Medicine*

**63**

**Longitudinal Survey of Student Attitudes Towards a Competency-Based Curriculum**

*Regina Kreisle, MD, PhD, Indiana University School of Medicine - Lafayette*

*Stacey Jackson, MS, Indiana University School of Medicine - South Bend*

**64**

**Impact of a Preclinical Emergency Medicine Elective on Student Performance**

*Sara Chidester, BA, MD candidate, Ohio State University College of Medicine*

*Rollin Nagel, PhD, Ohio State University College of Medicine*

**65**

**The Student-Driven Group: Ten-Year Summary**

*John M. Stang, MD, The Ohio State University College of Medicine*

**66**

**Medical Students and the General Population: A Comparison of Personality Factors Between Men and Women**

*Nicole J. Borges, PhD, Boonshoft School of Medicine*

*Scott S. Meit, PsyD, Cleveland Clinic Foundation*

*Larry A. Early, PhD, Northeastern Ohio Universities College of Medicine*

67

**Impact of Online Learning Modules on Medical Student Microbiology Examination Scores**

*Mary T. Johnson, PhD, Indiana University School of Medicine*

68

**A Transformational Integrative Team-Based Learning (TBL) Curricular Reform for the First Two Years of Medical Education: The Indiana University School of Medicine – South Bend Model**

*Stacey A. Jackson, MS, Indiana University School of Medicine-South Bend*

*Rudolph M. Navari, MD, PhD, Indiana University School of Medicine-South Bend*

69

**Medical Student Interests in Health Disparity: Results from an Online Survey on Knowledge and Need for Education**

*Karen Peters, DrPH, University of Illinois College of Medicine – Rockford*

*Benjamin Mueller, MS, University of Illinois College of Medicine – Rockford*

*Maria Silva, BS, DDS, University of Illinois School of Public Health*

*Alejandra Valencia, BS, DDS, University of Illinois School of Public Health*

*Sunanda Gupta, MD, MPH, University of Illinois School of Public Health*

*Geni Werner, BS, University of Illinois College of Medicine – Rockford*

70

**An Effective Curriculum for Teaching 3rd Year Medical Students About Unanticipated Outcomes and Disclosure**

*Dean R. Keller, MD, University of Wisconsin School of Medicine and Public Health*

*Carolyn L. Bell, MD, University of Wisconsin School of Medicine and Public Health*

*Susan L. Dottl, PhD, University of Wisconsin School of Medicine and Public Health*

71

**Residency Selection Criteria in 2006: Results from a Program Director's Survey**

*Marianne Green, MD, Feinberg School of Medicine, Northwestern University*

*Paul Jones, MD, Rush Medical College, Rush University*

*John X. Thomas, Jr., PhD, Feinberg School of Medicine, Northwestern University*

72

**Using Standardized Patient Encounters to Improve Basic Science Understanding and Integrate Professional Behavior and Clinical Skills Assessment within Two Medical School Basic Sciences Courses**

*Neil J. Sargentini, PhD, AT Skill University of Health Sciences/Kirksville College of Osteopathic Medicine*

*Julia E. McNabb, DO, FAAP, AT Skill University of Health Sciences/Kirksville College of Osteopathic Medicine*

*Dena Higbee, MS, AT Skill University of Health Sciences/Kirksville College of Osteopathic Medicine*

*Melissa K. Stuart, PhD, AT Skill University of Health Sciences/Kirksville College of Osteopathic Medicine*

*Neal R. Chamberlain, PhD, AT Skill University of Health Sciences/Kirksville College of Osteopathic Medicine*

*Michael D. Lockwood, DO, FCA, AT Skill University of Health Sciences/Kirksville College of Osteopathic Medicine*

73

**An SP Encounter with One Chief Complaint Ends with Multiple Diagnoses**

*Tracey Smith, APRN, BC, MS, Southern Illinois University School of Medicine*

*Anna Mies Richie, MD, Southern Illinois University School of Medicine*

*George Dunaway, PhD, Southern Illinois University School of Medicine*

*Brenda Yale, RNC, BS, Southern Illinois University School of Medicine*

74

**Implementation of an Inter-Professional Care and Education (IPC/IPE) Into the Institutional Culture- a Case Study with the Schwartz Center Rounds**

*Ruth Stashefsky-Margalit, MD, University of Nebraska Medical Center*

*Clare J. Kennedy, MPAS, PA-C, University of Nebraska*

75

**Applications of Geographic Information Systems for Academic Medicine**

*Peter M. Nalin, MD, FAAFP, Indiana University School of Medicine*

*James Brokaw, PhD, Indiana University School of Medicine*

*Jeff Wilson, PhD, Indiana University School of Medicine*

*Terry Zollinger, DrPH, Indiana University School of Medicine, Bowen Research Center*

*Amy Hatfield, MLS, Indiana University School of Medicine*

76

**Team Development in Teaching Hospitals: The Business Model Doesn't Fit**

*Jeff Pettit, PhD, Carver College of Medicine, University of Iowa*

77

**Filling the gaps: Integrating Simulated Patient Scenarios Into An Existing Emergency Medicine Rotation**

*Trent A. W. Reed, DO, Loyola University Medical Center*

*Joseph G. Mueller, MD, Loyola University Medical Center*

*Christine Skate, MA, Loyola University Medical Center*

78

**Simulated Nurse Call as a Feedback and Assessment Tool for PGY-1 Surgical Curriculum**

*Patti Hautala, RN, Medical College of Wisconsin*

*Philip N. Redlich, MD, PhD, Medical College of Wisconsin*

*Rebecca C. Anderson, PhD, Medical College of Wisconsin*

*Karen J. Brasel, MD, MPH, Medical College of Wisconsin*

*Thomas T. Sato, MD, Medical College of Wisconsin*

*Kellie R. Brown, MD, Medical College of Wisconsin*

*Theresa Quinn, MD, Medical College of Wisconsin*

79

**Medical Students and the Electronic Medical Record- Which Way is Up?**

*Aaron J. Michelfelder, MD, Loyola University Chicago Stritch School of Medicine*

*Michael Koller, MD, Loyola University Chicago Stritch School of Medicine*

*Jeffery Branch, MD, Loyola University Chicago Stritch School of Medicine*

80

**Who are the Millennials and What Do They Mean for Medical Education?**

*Nicole Roberts, PhD, Southern Illinois University School of Medicine*

*Ronald W. Brewer, PhD, University of Illinois at Urbana Champaign*

*Johnna E.D. Parker, MEd, Carle Foundation Hospital*

81

**Cross-cultural Issues Affecting International Medical Students**

*Carol Packard, PhD, University of Illinois College of Medicine at Urbana Champaign*

82

**Assessing Competencies with Standardized Patients**

*Deborah A. Griffith, EdD, Indiana University School of Medicine*

**83 House Officer Ratings for Third-Year Clerkship Students: What Do We Value?**

*Kimberly Hoffman, Ph.D., University of Missouri School of Medicine*

*Michael Hosokawa, EdD, University of Missouri School of Medicine*

*Joe Donaldson, PhD, University of Missouri College of Education*

84

**You Can't Measure What You Can't See: Practical Approaches to the Assessment of Elusory Competencies**

*C. Leslie Smith, MS, MD, Southern Illinois University*

*Gary Dunnington, MD, Southern Illinois University*

*Reed Williams, PhD, Southern Illinois University*

*Stephanie Donnelly, MD, Southern Illinois University*