



Tomorrow's Doctors, Tomorrow's Cures®

Group on Information Resources Professional Development Conference

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April 30 – May 3, 2008
InterContinental San Francisco
San Francisco, California

Association of
American Medical Colleges

Agenda

Wednesday, April 30

8:00 am – Noon	UHC Program (closed)	<i>Sutter</i>
Noon – 5:00 pm	GIR Steering Committee Meeting & Lunch (closed)	<i>Montgomery</i>
5:30 – 7:00 pm	Reception for GIR Leadership Institute Fellows & Faculty (closed)	<i>Telegraph Hill</i>

Thursday, May 1

8:30 – 9:30 am	Registration/Information (open for participants attending the UCSF site visit)	<i>InterContinental Ballroom Foyer</i>
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9:00 am – Noon	UCSF Site Visit (optional)
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Importance and Future of Simulation in Health Science Education

David M. Gaba, M.D.

Professor of Anesthesia
Associate Dean for Immersive and Simulation-based Learning
CHP/PCOR Fellow
Stanford School of Medicine

The University of California, San Francisco is pleased to announce a site visit to our new Mission Bay Campus. The visit will include a talk on the importance and future of simulation in health science education by David M. Gaba, MD, Associate Dean for Immersive and Simulation-based Learning, Stanford School of Medicine.

Thursday, May 1 continued

Following the talk there will be two options for visitors:

1) **Simulation Panel:** A discussion with representatives from medical schools currently designing or building simulation centers with an emphasis on best practices for creating centers that will facilitate future innovations in simulation technology and pedagogy. Panel members will be asked to show floor plans, photographs and drawing and simulation technologies that demonstrate their vision for simulation.

2) **Tour California Institute for Quantitative Biosciences (QB3):** QB3 is developing effective new solutions to the world's most urgent biological problems through multidisciplinary research, innovative educational programs, and industrial and venture capital partnerships. The QB3 building is an innovative, technology-enabled facility designed to promote collaboration between clinicians and basic scientists.

Noon – 1:30 pm Lunch on own

12:30 – 4:30 pm Registration/Information *InterContinental Ballroom Foyer*

1:30 – 2:45 pm **Keynote** *InterContinental Ballroom A&B*

Speaker:

Paul Saffo

Consulting Associate Professor
Stanford University

3:00 – 4:30 pm **Breakout Sessions**

1. Research Task Force Report

Jackson

The Task Force on Information Technology Infrastructure Requirements for Cross-Institutional Research (IRCIR) will present their final report for comment by the GIR membership. This report will provide AAMC member institutions with an overview of IT requirements and “best practices” in the areas of - electronic collaboration tools to support virtual research communities;

Thursday, May 1 continued

cross-institutional authentication and authorization and policies, procedures and standards to ensure the integrity of data and networks - areas deemed critical for the development of effective cross-institutional research collaborations.

2. FacFacts – A Faculty Information Database*Howard*

Presenters:

Gail H. Douglas

Project Manager, Information Technology
University of Arkansas for Medical Sciences

Umit Topaloglu, Ph.D.

Bioinformatics Manager
University of Arkansas for Medical Sciences

The Faculty Facts (FacFacts) application was developed at the University of Arkansas for Medical Sciences (UAMS) as an open source, web-based database to store and maintain data related to an individual faculty member. This central data repository includes individual faculty information such as demographics, contact information, academic appointment(s), tenure status, curriculum vitae, and professional interests. FacFacts provides faculty members and college/department administrators the ability to view, update, and report faculty information seamlessly using a secure platform within carefully determined and controlled parameters of personal privacy. Once a faculty member, or delegate, enters data applicable to their CV, a standardized curriculum vitae can be generated via the system. This data can also be extracted for various external and internal reporting needs of each college, such as the Integrated Postsecondary Education Data System (IPEDS) report, reports for groups such as the Association of American Medical Colleges (AAMC), and the Annual Report completed by each college. Due to the uniformity of the data collection, reports generated from the FacFacts database are of improved quality and the integrity of the data is greatly enhanced.

Thursday, May 1 continued

The FacFacts application is currently in use at UAMS by the College of Medicine and College of Nursing. The Colleges of Health Related Professions, Pharmacy, and Public Health are in the implementation phase. As an open source solution, the opportunity to obtain and customize this application is available for other institutions.

Contextualizing Faculty Expertise to Catalyze Collaboration: Knowledge Management Strategies in the Academy

Presenters:

Timothy J. Cain, Ph.D.

Assistant Director

The Ohio State University College of Medicine
Center for Knowledge Management

While universities are extraordinary crucibles shaping the formation of innovations and new knowledge, the methodologies used to record, catalog and track the efforts of their creators are largely traditional in nature. For faculty, cataloging courses taught, grants awarded, articles published and recognitions garnered is a requisite for professional advancement. However, this data-intensive process still relies on traditional processes given the paucity of viable alternatives. OSU:pro is a versatile knowledge management system designed and built by a team of information and technology professionals to address the needs of the College of Medicine and parent Ohio State University (OSU). Seeded as an initiative within the medical campus, the utility of the OSU:pro as a potential campus-wide knowledge management strategy for tracking faculty activities was soon realized. Leveraging authoritative data sets derived from such sources as human resources, registrar, libraries, and research foundation databases, the goal has been to design and build a comprehensive and dynamic database of faculty and staff research, publications, and achievements by harnessing these pre-existing silos of information and creating composite views of their knowledge.

Thursday, May 1 continued

The strategies they have employed are helping to fuel community outreach, faculty recruitment, and interdisciplinary collaboration not only within the College of Medicine, but across the other 18 colleges of OSU. Through its public interface OSU:pro allows users to expose their professional profiles to web visitors searching for expertise or individuals, thereby expanding opportunities for the community to interact and engage with Ohio State. By design, this project is helping to streamline personnel work, and end duplicative efforts in administrative reporting to help save time and money across the academic enterprise. OSU:pro, an example of putting knowledge management into practice, is uniquely positioned to reshape the methods used to document and share the knowledge and expertise of faculty and staff at the Ohio State University.

**3. User-Centered, Cross-Functional IT Leadership:
The Good, The Bad and the Unknown**

Sutter

Presenter:

Fran Yarger

Assistant Director for Computer Services
Health Sciences Library System, University of Pittsburgh

Leading an IT department in a fast-paced health sciences library providing services to demanding academic, research and clinical populations presents numerous challenges.

These include working with vendors, updating legacy technologies, developing cutting-edge Web applications that incorporate accepted usability principles, and working with library staff and users who have emphatic, but often conflicting, viewpoints on the library Web presence.

Facing such competing pressures, how do CIOs, Application Developers, and IT managers lead the way to innovation? In response to this challenge, The University of Pittsburgh Health Science Library System (HSLs) implemented a new model of project management.

Thursday, May 1 continued

This session will lead the audience through the development cycle of web applications, illustrating revised reporting structures and implementation of a culture of usability. Challenges inherent in academic and clinical environments, as well as unforeseen setbacks and failures will also be discussed.

4. Automated Capture of Lecture Video and Audio at the Stritch School of Medicine*Fremont*

Presenter:

Ron Price

Associate Dean, Office of Information Systems
Loyola University Chicago Stritch School of Medicine

In the current academic year, the Stritch School of Medicine implemented an automated media system to capture lecture video and audio components. The automated system allows faculty to review and opt-out of online presentations within 24 hours of lecture capture. Video and audio components are automatically integrated into online course calendars. Access to online materials is restricted to SSOM faculty, students and staff via the use of user ids and passwords. Videos are streamed in Microsoft Windows WMV format. Audio components are downloaded in MP3 format. The system was developed using open-source technology. The session presentation will include a discussion of issues surrounding the development, implementation and use of the system. The session will include a live system demonstration.

4:45 – 5:45 pm

Hot Topics*InterContinental Ballroom C*

In this dynamic and interactive session you will learn what your colleagues are doing. Topics to be covered include institutional changes, financial and budget situations, recruitment and retention, new systems implementation and evaluation, applications upgrade and new technologies considered.

Thursday, May 1 continued

This is an excellent opportunity to develop a network of peers on the issues that are foremost in your mind. Individuals will have a five to ten minute forum to ask questions and get feedback and names to keep in touch with long after the meeting has ended.

6:00 – 7:00 pm Welcome Reception *Spa Terrace*

Friday, May 2

7:00 am – 4:00 pm Registration/Information *InterContinental Ballroom Foyer*

7:30 – 9:00 am Continental Breakfast *InterContinental Ballroom C*

7:30 – 9:00 am LCME Task Force Committee Meeting (open) *Montgomery*

9:00 – 10:00 am **Plenary Session** *InterContinental Ballroom A&B*
Effective IT Governance at an AMC

Panel:

Detlev H. (Herb) Smaltz
 Chief Information Officer
 The Ohio State University Medical Center

Joel Saltz
 Chair, Department of Biomedical Informatics
 The Ohio State University Medical Center

AMCs are prone to create duplicitous IT resources that typically can only be leveraged at best within a single mission area. Creating an IT governance structure and process that spans across all three mission areas (patient care, education, research) will be a distinguishing characteristic for AMCs that want to remain competitive over the next decade. A case study of a large \$1B+ AMC's IT governance structures and processes are presented along with results. Areas covered include: IT Governance Defined (what is it, why is it needed, what can an AMC hope to gain from effective IT governance); clearly establishing IT Investment Decision Rights (the one thing you must get right or all else fails); "Triple Threat" IT Governance Structures;

Friday, May 2 continued

"Triple Threat" IT Governance Processes; Strategic IT planning and ongoing IT governance; striking a balance between strategic and emergent needs; financial models for supporting "Triple Threat" IT governance models.

10:00 – 10:30 am

Break

10:30 am – Noon

Breakout Sessions

1. Education Summit Report

Sutter

In response to growing interest from members, the GIR organized a forum in January for educational technology leaders from medical school and teaching hospitals to come together to begin a national conversation on infrastructure and technology standards around medical education technology. This effort is intended to begin developing a framework for academic medical centers to support the more user-focused initiatives. The work groups formed from the Summit will report on their work.

2. Informatics at the Core of a New Medical Campus

Fremont

Presenter:

Howard Silverman, M.D., M.S.

Assistant Dean for Information Resources &
Clinical Professor of Family and Community Medicine
The University of Arizona College of Medicine

In August 2007, The University of Arizona College of Medicine started a new four year medical school campus in Phoenix in partnership with Arizona State University (ASU). At the same time, a new Biomedical Informatics (BMI) department was created within the ASU Fulton School of Engineering. Thus this unique arrangement houses this new BMI department academically and administratively within the Fulton School of Engineering while being physically located 12 miles away on the Phoenix Biomedical Campus adjacent to the new medical school.

Friday, May 2 continued

One of the unique features of the new medical school curriculum is a very significant focus on Biomedical Informatics and one of the core missions of this new BMI department is to support the curricular elements of the new medical school. This presentation will describe how this medical school curriculum was created, what Biomedical Informatics elements are contained within the medical school curriculum, how the instruction is provided and early results of the effectiveness of the curriculum. It will also describe the interplay between the two university departments in delivering instruction in Biomedical Informatics.

3. Clinical Research Information Management System Online (CRIMSON)

Jackson

Presenters:

Umit Topaloglu, Ph.D.

Bioinformatics Manager

University of Arkansas for Medical Sciences

Gail H. Douglas

Project Manager, Information Technology

University of Arkansas for Medical Sciences

CRIMSON is an open source, web-based protocol management system developed at the University of Arkansas for Medical Sciences (UAMS) to track and automate the submission, review, and approval of clinical research performed at UAMS and affiliated medical institutions throughout Arkansas. CRIMSON uses a secure platform with role-based authorization to provide personnel the ability to view and update details about each research study. The data entered in the system allows the PI, department administration, and hospital administration to determine the feasibility to perform a study prior to submission to the Institutional Review Board (IRB). The dynamic, online budgeting tool in the application obtains procedure costs from the hospital (technical component) and professional billing systems.

Friday, May 2 continued

This enables researchers to accurately project study costs, to assign a designation of research or conventional care to each procedure, and to generate a study calendar of the procedures performed at each visit. The approval module in CRIMSON provides a mechanism for departmental and other administrative bodies (e.g., budget review, coverage analysis, regulatory compliance, research pharmacy) to review and approve the study online. The approval dashboard enables an investigator to monitor the approval process and determine which entity is reviewing the study at any given time. Upon approval by the reviewing entities, certain study information is seamlessly forwarded to the IRB protocol submission module thus eliminating the need for duplicative efforts. As an open source clinical research solution for tracking study details, building an online study budget, and automating the administrative approval process, other institutions have the opportunity and ability to obtain and customize this application.

4. The Global Village: Collaborative Communication Tools to Intersect Medicine and Distributed Learning

Howard

Presenter:

Camillan Huang, Ph.D.

Director, Wallenberg Global Learning Network
Stanford University

Technology has revolutionized research and medicine. We are acquiring new knowledge at an alarming rate and likewise, our time is growing increasingly sparse. Solving modern problems requires expertise from multiple disciplines that are often globally distributed. The challenge is to harness information and communication technologies (ICT) to bridge the physical gap between experts and offer a way for them to efficiently come together to solve a common problem.

Friday, May 2 continued

The Wallenberg Global Learning Network (WGLN) was established to promote and foster collaborations between Stanford University and Swedish institutions in the fields of biology/medicine, computer science/engineering/physics, humanities, and education to address challenges in education using information and communication technologies (ICT). Web conferencing technologies, like Marratech, was offered to these projects as a tool to allow these trans-Atlantic collaborators to meet in an efficient manner using video, audio, chat, and live document and image editing all from their own computer, anytime (minus the time difference) and anywhere with a network connection. These types of meetings drove one-on-one or group discussions, supported joint courses, and sustained quarterly virtual symposiums for the WGLN community or global workshops/conferences. This session will present several case studies on how Marratech was used to support research collaborations, discuss the successes and challenges of virtual meetings, and provide strategies and best practices for setting up virtual interactions to support research collaborations and global networks. Virtual interactions are an essential component in sustaining communication within a project and, more importantly, provide an opportunity for projects to connect with the other projects in the WGLN community (and the community beyond) to discover common issues and unexpectedly unearth a novel solution using approaches from another project.

Noon – 2:00 pm GIR Business Lunch *InterContinental Ballroom C*

2:30 – 4:00 pm **Breakout Sessions**

1. Securing a Collaborative Healthcare Network

Howard

Presenter:

Eric Schmidt

Chief Security Officer

Indiana University School of Medicine

Friday, May 2 continued

Terrie Jennings, CISM
Information Security Manager
Clarian Health

Indiana University School of Medicine (IUSM) and its largest hospital partner, Clarian Health, must constantly maintain effective network and security controls to protect patient information across distinctly separate organizations utilizing scarce security resources. These organizations, while separate entities, have many things in common. IUSM faculty conduct medical research, train medical students, and see patients within Clarian Health facilities. Several of the Clarian hospitals were once owned by Indiana University; in fact IU networking still exists within these facilities. Finally, several IUSM clinical departments have the majority of their office space within Clarian facilities. Because of their long history and shared mission, Clarian and IUSM have established a common security framework to protect sensitive data used by and moving between these organizations. This discussion will focus on the development of this common framework, the highlights and challenges discovered, and the future for the joint security framework. The common security framework was developed based on the ISO 17799 standard. This framework allowed IU, IUSM, and Clarian to ascertain areas where their limited security resources could best be utilized to protect the joint healthcare environment. IU and Clarian are also collaborating to establish secure network and messaging connectivity between the organizations. Other AAMC healthcare communities that must combine security resources to support distinctly separate organizations would benefit from this discussion. They are working to solve difficult security issues utilizing scarce resources within a complex medical environment to protect their patients and meet their mission requirements.

Friday, May 2 continued

2. **The Use of Display Walls in Medical Education: A Stanford School of Medicine Pilot**

Sutter

Presenters:

David M. Gaba, M.D.

Associate Dean for Immersive & Simulation-Based Learning and
Professor of Anesthesia
Stanford School of Medicine

Jennifer Stringer

Director, Educational Technology
Stanford School of Medicine

Sean Kung, Ph.D.

Programmer, Simulation and Visualization Projects
Stanford School of Medicine

The use of high-resolution visualization is an emerging area of interest in the educational arena. These technologies, often referred to as Power Walls or Display Walls are still in their emergence and although these technologies remain at the cutting edge of computer science and of pedagogical science, there is still considerable uncertainty how they can best be used to conduct effective and innovative teaching in biomedical sciences. This uncertainty is a blessing and a curse: it leaves considerable room for pioneering leadership by creative faculty, but it poses a problem for the optimal design, outfitting, and the development of best practices for the use of Display Wall technologies. Stanford School of Medicine is currently conducting a year long Display Wall pilot project that aims to gain a greater understanding of the current state of this technology and its application in medical education. Presenters will discuss the goals and progress of the project including: development of a prototype visualization Display Wall (a panel of 2 x 3 LCD displays, linked to create a single seamless display surface); current assessment of the state of the Display Wall technology landscape (including software and hardware configurations); and support documentation.

Friday, May 2 continued

Also covered will be creation of educational use scenarios, development of software tools and user interfaces that allow faculty to interact with multiple high resolution images and video for teaching purposes.

3. **A Library-Based Approach to Translational Informatics Support Services**

Fremont

Presenters:

Kristi Holmes, Ph.D.

Bioinformatics Specialist
The Bernard Becker Medical Library
Washington University in St. Louis School of Medicine

Robert Engeszer, M.L.S.

Washington University in St. Louis School of Medicine

Advancements in translational medicine have prompted a critical need for initiatives which support information dissemination, facilitate a fluid exchange of data, and promote productivity in a clinical research environment. The emphasis placed on translational research has inspired a paradigm shift in library-based support services. Medical libraries have always provided access to information resources and technology in support of educational, research, and patient care objectives. Medical libraries are in a unique service position and are especially well-poised to offer initiatives which enhance translational informatics support and address the swiftly changing landscape of biomedical research in the genomic age.

In response to the changing needs of the biomedical research community, a library-based bioinformatics initiative was established which offers access to information resources and effective instructional approaches to enhance information dissemination in a translational research setting. Library-based bioinformatics resource specialists are developing and implementing a bioinformatics research portal which offers an extensive range of resources on a variety of topics.

Friday, May 2 continued

New courses will be offered which reflect themes ranging from general concepts to more specific topics focusing on specialized software analysis tools and databases. Attention has been directed toward providing just-in-time instructional materials to staff, trainees and faculty members to promote efficient learning opportunities. Among the approaches that will be taken toward reaching this goal are online training modules which include voice-annotated PowerPoint presentations and supplemental course materials, web and podcasts of lectures and seminars, and web-based training sessions which utilize web conferencing tools. Courses which are currently offered by the Library will be redesigned to promote the goal of just-in-time instruction and Web 2.0 applications have been creatively implemented to support the flow of information and access to support services.

Research and publishing support services have also become increasingly important in academic translational research centers. The complexity of research in the 21st century, new options for publication, heightened scrutiny on responsible conduct of research issues, and public access mandates have presented challenges in the management of knowledge for the academic community. Perhaps most urgently, the academic community requires resources to facilitate compliance of the recently revised NIH Public Access Policy mandate. The library-based scholarly communications specialist developed information resources to assist NIH-funded authors in complying with the NIH Public Access Policy and to make them aware of the subtle nuances involved with compliance. In addition, a third party submitter service for NIH-funded authors is also available. Interaction with NIH-funded authors has allowed an opportunity to introduce often misunderstood issues such as author rights, open access and translation of research—all of which are issues that pose potential ramifications to research and publishing practices.

Friday, May 2 continued

To address these issues we are in the process of developing resources to help scientists assess the translational impact of their research including strategies to enhance dissemination of clinical as well as basic research, and other resources to help researchers perform a thorough and efficient literature search which are skills critical to the research process and promotes good scientific practice. Library-based programs offer a novel approach to translational informatics support. The bioinformatics and scholarly communications resource specialists have training in research practice, access to information resources, and incorporate innovative approaches in outreach and support efforts. They are able to effectively promote opportunities to scientists and clinicians in the basic science research environment and serve an important role in enabling effective dissemination of research findings in the translational research environment. In cooperation with researchers, the Library-based resource specialists serve a unique role in the support of the educational, publication and research goals of translational science research centers.

4. Improving Patient Safety and Quality Through a Clinical Data Repository*Jackson*

Presenters:

Debra L. Stottlemyer, M.D., M.B.A.

Director of Nomenclature

Associate Director Junior Medical Clerkship

Loma Linda University Adventist Health Sciences Center

Andrew D. Schriever

Chief Operating Officer and Chief Technology Officer

Park Street Solutions

Like many academic teaching hospitals, Loma Linda University Medical Center is part of a larger network of health care delivery entities that is in the process of implementing enterprise-wide clinical information systems.

Friday, May 2 continued

Challenges include legacy systems (clinical and financial) as well as specialty niche systems that have limited integration with core healthcare delivery informatics tools. A collaborative strategic initiative was launched to develop a clinical data repository (CDR) leveraging industry experience in business data management with their experience in the delivery of care. Bringing together structured and unstructured data from diverse systems into a warehouse mapped to an institutional knowledge-base including ontologies and taxonomies allows clinicians and management to mine longitudinal clinical data in sophisticated ways. Collaboration with non-healthcare experts has allowed them to implement tools and methods that have been used successfully in business, manufacturing and finance. Key expectations include enabling the efficient incorporation of new data sources and establishing a low maintenance data management environment. One of the initial outcomes was the automation of data-gathering for portions of LLUMC clinical dashboard. This has been helpful for hospital administration and for processes overseen by the Vice-President of Patient Safety. Simultaneously, the team developed methods to report on the Center for Medicare and Medicaid (CMS) performance measures, LLUMC internal infection control plan and elements of the Institute for Health Care Improvement (IHI) Global Trigger Tool. As the product matures, they anticipate launching additional core measure reporting as well as disease management initiatives for both inpatient and ambulatory care. Finally, using their HIPAA-compliant CDR, they envision both an educational informatics elective for their medical students and a platform for informatics research across multiple disciplines. They anticipate scalability to other entities within and possibly beyond their network.

2:00 – 4:30 pm

Poster Session Set Up

InterContinental Ballroom Foyer

Friday, May 2 continued

4:30 – 6:30 pm

Poster Session and Reception

InterContinental Ballroom Foyer

1. Personal Collaborative Learning Websites for Support of a Student Scholarly Project Requirement

James B. McGee, M.D.

Assistant Dean for Medical Education Technology
University of Pittsburgh School of Medicine

Michael L. Boninger, M.D.

Assistant Dean for Medical Student Research
University of Pittsburgh School of Medicine

Peter Kant

Production Director, Lab for Educational Technology
University of Pittsburgh School of Medicine

2. Implementing and Marketing QUOSA Information Manager

Anna Getselman

Implementing and Marketing QUOSA Information Manager
Emory School of Medicine, Woodruff Health Sciences Center Library

3. A Common Collaboration Infrastructure for Research, Learning, and Administration

Ted Hanss

Director, Enabling Technologies
University of Michigan Medical School

4. Increasing the quality and matriculation of your graduate school applicants: The Graduate Prospect System

Matthew Schauseil

Application Analyst
University of Cincinnati

Angie Sklenka

Assistant Director
University of Cincinnati

Friday, May 2 continued

5. Student Portfolio Project Provides Data to MSPE

Merril K. Schindler

Associate Director, Gustave L. and Janet W. Levy Library
Mount Sinai School of Medicine

Jairo Munoz

Educational Web Developer
Mount Sinai School of Medicine

6. NYU Medical Center Information Technology Infrastructure for Computer-Assisted Learning

Paul Conocenti

Senior Vice President, Chief Information Officer, Vice Dean
NYU Medical Center

7. NYU Medical Center Information Technology Delivers Patient Information, Education at the Point of Care

Paul Conocenti

Senior Vice President, Chief Information Officer, Vice Dean
NYU Medical Center

8. Press Play to Learn

Michelle Ostmo

Distance Education Technology Consultant
University of WI School of Medicine and Public Health

Jeffrey Korab

Learning Technology Consultant
University of WI School of Medicine and Public Health

9. A Library-Based Approach to Translational Informatics Support

Kristi Holmes, Ph.D.

Bioinformatics Specialist
The Bernard Becker Medical Library
Washington University in St. Louis School of Medicine

Friday, May 2 continued

Lili Wang, M.D.

Bioinformatics Specialist
The Bernard Becker Medical Library
Washington University in St. Louis School of Medicine

Rakesh Nagarajan, M.D., Ph.D.

Assistant Professor
Department of Pathology and Immunology
Washington University in St. Louis School of Medicine

10. Expanding the Classroom Experience

Greg Rickabaugh

Team Lead, Presentation and Mobile Services
The Ohio State University College of Medicine,
Center for Knowledge Management

11. It's Not Always About Cutting-Edge Technologies: Choosing the Right Blend of Media to Engage the Learner

Molly Thompson, B.F.A.

Medical Illustrator
The Ohio State University College of Medicine,
Center for Knowledge Management

Tammy Thompson, B.F.A.

Multimedia Designer/Developer
The Ohio State University College of Medicine,
Center for Knowledge Management

Cynthia Ledford, M.D.

Assistant Professor
The Ohio State University College of Medicine,
Department of Internal Medicine

12. 3DiTeams-Healthcare Team Training in a Virtual Environment

Jeffrey Taekman

Assistant Dean for Educational Technology, Director, Human Simulation and
Patient Safety Center, Assistant Professor of Anesthesiology
Duke University

Friday, May 2 continued

13. Collaborative Construction of the Medical Student Performance Evaluation

Jonathan Lewis

Management Specialist

Northwestern University Feinberg School of Medicine

14. 20 Years of CRIME: Computer Resources in Medical Education, 1988-2008

Brian Tobin

Technology Integration Specialist

Stanford University School of Medicine

15. Student Academic Records and Activities: Meeting Local Information and Workflow Needs by Leveraging AAMC Data Services

Timothy J. Cain, Ph.D.

Assistant Director

The Ohio State University College of Medicine

Center for Knowledge Management

Daniel P. Sabatino

Senior Web Developer

The Ohio State University College of Medicine

Center for Knowledge Management

Kevin P. Broyer, Jr.

Business Analyst

The Ohio State University College of Medicine

Center for Knowledge Management

Carol L. Roddy, MLS

Project Manager

The Ohio State University College of Medicine

Center for Knowledge Management

16. Clinical Research Information Management System Online (CRIMSON)

Umit Topaloglu, Ph.D.

Bioinformatics Manager

University of Arkansas for Medical Sciences

Saturday, May 3

7:00 am – Noon	Registration/Information	<i>InterContinental Ballroom Foyer</i>
7:30 – 9:00 am	Continental Breakfast	<i>InterContinental Ballroom C</i>
7:30 – 9:00 am	Leadership Committee Meeting (closed) Survey Committee Meeting (open)	<i>Montgomery Patri</i>
9:00 – 10:00 am	Plenary Session and Panel Discussion Selecting and Implementing Course Management Systems for Medical Education	<i>InterContinental Ballroom A&B</i>

Panelists:

David Damassa, Ph.D.

Professor and Dean for Information Technology
Tufts University School of Medicine
(TUSK – home-grown system)

Jill Jemison

Instructional Technology Manager
University of Vermont College of Medicine
(Blackboard)

Lyn Riza, M.S.

Manager, Instructional Technology IS
University of Massachusetts Medical School
(WebCT)

Thomas Boudrot, Ed.D.

Manager of Instructional Technology
Oregon Health & Science University
(Sakai)

Course management systems (CMS) by themselves are neither good nor bad. However, the way they are selected and implemented can make the difference between meaningful educational activity and disgruntled faculty and students. When focused on instructional processes and student outcomes rather than the "just the technology", a CMS can significantly enhance teaching and learning.

Saturday, May 3 continued

In this plenary session, a panel of educational technology decision-makers from colleges of medicine of varying sizes using a variety of CMSs will share considerations in selecting and implementing course management systems meeting the needs of their respective institutions. Panelists will trace the processes used to select their course management systems and share implementation strategies and pitfalls. Strengths and weaknesses of each CMS will be addressed in the context of the institution's needs and future direction. Additionally, the following topics will be covered:

- Institutional context in which the decision processes were undertaken
- Process of selecting a CMS to meet constituent and institutional needs
- Value propositions developed to gain institutional approval
- Costs associated with ramp-up, software licensing, hardware maintenance, staffing, training and other direct and indirect costs
- Training considerations for faculty and students
- Operational considerations based on budget and staffing available
- End-user support requirements and realities – both technical and instructional
- Vision for future expansion

10:00 – 10:15 am Break

10:15 – 11:45 am **Breakout Sessions**

1. CTSA

Sutter

Panelists:

Christopher G. Chute, M.D.

Chair, Division of Biomedical Informatics
Mayo Medical School

Maninder Kahlon, Ph.D.

Director, Virtual Home
Clinical & Translational Science Institute
University of California San Francisco

Saturday, May 3 continued

Michael Kamerick

Director of Academic Research Systems
OAAIS
University of California San Francisco

William A. Weems, Ph.D.

Director, Academic Computing
University of Texas Medical School at Houston

Several sites that have participated in the CTSA initiative since the beginning will share what they have learned from the process and how their organization has responded. They will also discuss what they anticipate in the coming years.

2. Trends in Classroom Video Capture and Distribution: Technologies and Policy Implications

Fremont

Jennifer Stringer

Director, Educational Technology
Stanford School of Medicine

Andrew Wasklewicz

Technology Architect
Stanford School of Medicine

Many medical schools have been at the forefront of classroom video capture. However, with the increase in capture on campuses and the willingness of several high profile institutions to make these lectures available to the public, many new issues have been added to the list of older unresolved questions. Presenters will discuss the technology trends of capturing everything and increasing access and how this impacts IT decision making. They will examine the technologies that have enabled this trend including: capture hardware and devices compression delivery methods storage features programmed into classrooms. They will also discuss broader implications of media sharing technologies, such as iTunesU and YouTube as well as the creation of institutional policy around copyright, archiving, and redistribution of content.

Saturday, May 3 continued

Finally, they will discuss communities of practice that are forming to address common issues at the University level as well as multi-institutional level. Discussions will center around Stanford's own pod cast initiative as well as the larger Opencast initiative led by the University of California at Berkeley.

3. Telemedicine and Distance Education: New Partners in Dental Education*Howard***Dorothy A. Spencer, Ph.D.**

Associate Vice Chancellor,
Communications and Information Resources and
Director, Laupus Library
East Carolina University, Division of Health Sciences

East Carolina University is building a new dental school to expand oral health care in the rural and underserved areas of North Carolina. Unlike traditional dental schools that educate pre-professional students in one location and use short term rotations to augment student clinic experiences, ECU will apply a new educational model fully integrating telemedicine and distance education applications in its didactic and clinical experiences more-closely paralleling medical education. Instead of building large dental clinics in a central location and expecting patients to come to these clinics, the School of Dentistry will disperse its fourth year of classrooms and clinics throughout the state in up to ten service learning centers. These areas will be selected based on population needs and demand for oral health care. Strong partnerships are a cornerstone of this model. Key partners will include the video conferencing and telemedicine technical personnel from the Multimedia and Technology Services department of ECU Laupus Library as well as local clinical safety net providers. Over twenty-four weeks nearly the entire fourth year students and residents will live in these rural and underserved communities and continue their education at the service learning centers.

Saturday, May 3 continued

Through its telemedicine and distance education technologies and experience, ECU faculty, students and residents at these sites will have access to the full range of specialty consultations required to provide a rich educational experience while remaining in a general dentistry/primary care setting. In doing so, much patient care will be delivered and oral health will be improved. Further, telemedicine applications will help address the chronic dental faculty shortages vexing other dental education facilities. Shared resources will leverage the limited faculty pool and offer opportunities to increase faculty compensation through this telemedicine teaching modality.

4. AAMC MedEdPORTAL Overview*Jackson***Michael Saleh**

Project Coordinator, MedEdPORTAL
Association of American Medical Colleges

Faculties invest significant time and effort into creating teaching materials and assessment tools. Peer-review and sharing of such tools encourages creation of high quality educational scholarship and promotes adoption of innovative materials in education. The Association of American Medical Colleges (AAMC) developed MedEdPORTAL (www.aamc.org/mededportal) to serve as a prestigious publishing venue and dissemination portal through which medical educators can share their educational works. MedEdPORTAL is an international free service that was designed to promote collaboration and educational scholarship across institutions by facilitating the exchange of high quality peer reviewed educational materials and solutions. Examples of MedEdPORTAL publications include assessment instruments, tutorials, virtual patients, cases, and faculty development materials. MedEdPORTAL is being utilized in over 1,000 medical schools, teaching hospitals and other institutions in over 20 different countries. The presentation will begin with an overview of the MedEdPORTAL system and provide examples of the types of materials already published.

Saturday, May 3 continued

There will be remaining time at the end of the presentation for group discussion and a question and answer session. Participants will learn about the submission and peer review process as well as the criteria used to evaluate the scholarship of published resources.

11:45 am

Adjourn