SCHEDULE

7:30 am BADGE PICK-UP
Location: Building 2 Foyer

7:30 am – 8:30 am CONTINENTAL BREAKFAST
Location: Building 2 Foyer & Dining Hall

8:45 am – 9:00 am WELCOME & OPENING REMARKS
Location: Interactive Learning Studio, Building 2
Earlanda Williams, PhD, UIW School of Osteopathic Medicine

SESSION 1:
9:00 am - 11:00 am PLENARY PRESENTATIONS
Location: Interactive Learning Studio, Building 2
Moderators: Earlanda Williams, PhD and Omid Rahimi, PhD

9:00 am - 9:30 am Respect, Diversity & Inclusion in Anatomy Curricula: A Student Perspective
Haley Nation, PhD, UT Health San Antonio

9:30 am - 10:00 am Osteopathic Treatment of TMJ Dysfunction
Anastasia Abbott, OMS 3, UIW School of Osteopathic Medicine
Abigail Garcia, OMS 3, UIW School of Osteopathic Medicine

10:00 am – 10:30 am Continuum Distortions of the Knee Joint: A Cadaveric Study
Matt Booth, DPT, Fascial Distortion Model Academy

10:30 am – 11:00 am “Is it Anatomy or Is It Art?”
Ron Philo, PhD, Retired Anatomist

11:00 am – 11:30 am Coffee Break

SESSION 2:
11:30 am - 1:00 pm CONCURRENT PROCEEDINGS: ANATOMY EDUCATION & INTEGRATION
Location: Interactive Learning Studio, Building 2
Moderators: Irina Nizamutdinova, MD, PhD & Carol Browne, DO
11:30 am - 11:45 am  **Reflections on the Anatomical Gift**
Linda Solis, PhD, UIW School of Osteopathic Medicine

11:45 am - 12:00 pm  **Integration of Ultrasound into Anatomy Education**
Rekha Kar, PhD, UT Health San Antonio

12:00 pm – 12:15 pm  **The Integration of Structure and Function: How to Incorporate Anatomy and Physiology Using Ultrasound and Biopacs**
Jessica Bradley, PhD, UIW School of Osteopathic Medicine

12:15 pm – 12:30 pm  **Challenges of Integrating Pathology and Anatomy**
Douglas Warden, MD, UIW School of Osteopathic Medicine

12:30 pm – 12:45 pm  **Oral Presentation Award: Anatomical Variation of the Suprascapular Artery Origin: A Cadaveric Study**
Lila Huston, University of the Incarnate Word School of Osteopathic Medicine

12:45 pm – 1:00 pm  **Oral Presentation Award: Anomalous Left Vertebral Artery off the Aortic Arch in Cadaver with Extensive Vascular Complications: A Case Report**
Kaylah Perez, Tillman J. Fertitta Family College of Medicine

11:30 am - 1:00 pm  **CONCURRENT PROCEEDINGS: INNOVATIONS IN ANATOMY TEACHING**
Location: Room A3230, Building 2
Moderators: Lora Watts, PhD & Arun Bhattacharya, PhD

11:30 am - 11:45 am  **Socrates and Supraspinatus: Teaching Shoulder Anatomy in a New Age with an Old Approach**
Roberto Fajardo, PhD, UIW School of Osteopathic Medicine

11:45 am- 12:00 pm  **Median and Ulnar Nerves: Mixed Messages?**
Denise Norton, MD, UT Health San Antonio
Margaret Norton, PT, PhD

12:00 pm – 12:15 pm  **A 3-D Printed Larynx Model for Surgical Resident Training**
Erin Kraus, OMS 2, UIW School of Osteopathic Medicine

12:15 pm – 12:30 pm  **Using Active Learning to Teach Anatomy in a Problem-Based Curriculum**
Debra Kaliski, PhD, UIW School of Physical Therapy
Mona Bains, PhD

12:30 pm – 12:45 pm  **3D Printed Models: From Students to Patients**
Ramaswamy Sharma, PhD, UT Health San Antonio
Arunabh Bhattacharya, PhD, UIW School of Osteopathic Medicine

12:45 pm – 1:00 pm  **Oral Presentation Award: A Unique Aortic Arch Branching Structure and Potential Dysfunction**
Kevin Reilly, Arkansas Colleges of Health Education

**SESSION 3:**
1:00 pm - 3:00 pm  **LUNCH & POSTER SESSION**
Location: Dining Hall & Foyer, Building 2
<table>
<thead>
<tr>
<th>Poster #</th>
<th>Title and First Author</th>
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| 1        | Cross-Sectional Neuroanatomy for Medical Education: Addressing and Overcoming Limitations  
Anastasia Abbott, UIWSOM |
| 2        | A Literature Review on Teaching Medical Students to Utilize Point-of-Care Ultrasound (POCUS) for Atherosclerosis Identification  
Omar Ajlouni, Kansas College of Osteopathic Medicine |
| 3        | The Clinical Anatomy Summer Program (CASP) 2013 – 2019 at Stanford University: An introduction to medical school for high school students  
Miguel Angeles, Stanford University |
| 4        | Student Perceptions of OMS-2 Teaching Assistant Effectiveness in Osteopathic Manipulative Medicine Training Courses  
Lisa Brambert, Kansas College of Osteopathic Medicine |
| 5        | A Review of the Utilization of Digitally Enhanced Auscultation vs Traditional Auscultation in Undergraduate Medical Education  
Rachel Boots, Kansas College of Osteopathic Medicine |
| 6        | Benefits Toward a Flipped Classroom Design for Active Learning Neuroanatomy Blood Supply in Medical School  
Samhitha Boyapalli, M.S., KHSC Kansas College of Osteopathic Medicine |
| 7        | Incorporating Complete Anatomy and Visible Human Dissector Models into Lecture Slides to Enhance Lectures and Create Interactive Study Tools for Students  
Shannon Curran, Eastern Virginia Medical School |
| 8        | Aberrant proper hepatic artery originating from the superior mesenteric artery  
Racha Cherradi, Texas A&M Health Science Center School of Medicine |
| 9        | The Osteopathic philosophy & its role in the self-selection of anatomy teaching assistants: a thematic analysis  
Jennifer Dennis, Kansas City University |
| 10       | Prevalence of patent foramen ovale in adult cadaveric hearts  
Lauren Franklin, Texas A&M University School of Medicine |
Abigail Joy Garcia, University of the Incarnate Word School of Osteopathic Medicine |
| 12       | Morphometric study of meniscofemoral ligaments - A Pilot study  
Trayce Gray, University of Houston Tilman J. Fertitta College of Medicine |
| 13       | First- and Second-Year Osteopathic Medical Students’ Perspectives on Practicing OMT in PGY and Future Clinical Years  
Tanya Gupta, Kansas College of Osteopathic Medicine |
Birth defect trends within Texas Public Health Region 11, 2000-2019: an analysis of Texas Department of State Health Services public data
Jonathan Hebert, University of Texas Rio Grande Valley School of Medicine

Adult intestinal malrotation with additional anatomical variations: a case report
Caleb Hnatek, Texas A&M University

Why Words Matter: Exploring the Importance of Inclusive Language in Anatomical Medical Education
Cara Hofrichter, Kansas College of Osteopathic Medicine

Differences in Point-of-Care Ultrasound (POCUS) Education in Medical School and Residency Training
Ryan Ivey, Kansas College of Osteopathic Medicine

Can separate be equal: Challenges & opportunities of teaching a concurrent anatomy course to students on different campuses
Rekha Kar, UT Health San Antonio

Case Study: Anatomical Anomaly of Accessory Right Hepatic Artery from Superior Mesenteric Artery
Maha Kirmani, Texas A&M School of Medicine

Change in Neuroanatomy Laboratory Delivery Method Does No Harm
Stephanie Klinesmith, Touro College of Osteopathic Medicine

Cadaveric investigation of posterior interventricular artery variation and review of clinical implications
Colton Lane, Midwestern University

Twisting Our Way to Neuroanatomy Mastery
Tiffany Lui, Kansas College of Osteopathic Medicine

Building a Web-Based Interactive Brainstem Atlas
Emily Minner, Texas A&M School of Engineering Medicine

Evaluating Implementation for Non-Invasive Point-of-Care Respiratory Infectious Disease Detection in the Clinical Setting
Asma Mirza, MSc-GH, Steradian Technologies, Inc.

Enhancing Medical Education: Exploring the Benefits of Escape Rooms in Non-Cadaveric Anatomy Labs Using the Mock Code Model
Jessica Mitchell, Kansas College of Osteopathic Medicine
The Effectiveness of the Different Teaching Modalities for Detection of Heart Murmurs in Undergraduate Medical Education: A Review
Alvin Nagi, Kansas Health Science Center - Kansas College of Osteopathic Medicine

Reviewing the Barriers to Implementing Point-of-Care Ultrasound in Undergraduate Medical Education
Sharad Nair, Kansas College of Osteopathic Medicine

Novel Finding: Hyo-mandibular Ligament - A Case Series
Meghan Neill, University of Texas Health Science Center At San Antonio

Common Hepatic Artery arising from Superior Mesenteric Artery instead of Celiac Trunk
Karimeh Ortiz, University of the Incarnate Word School of Osteopathic Medicine

Supra-Concentrate of Autologous Human Bone Marrow Stem Cells for Clinical Use and for the Expansion of Autogenous VSEL Cells in Co-cultures
Hugo Pedrozo, Texas State University

Anatomical Variations of Nasal Cavity and Paranasal Sinuses on Computerized Tomographic Imaging
Maryam Faiz Qureshi, Western University of Health Sciences

A Low-Fidelity 3D Model for Teaching Knee Ligament Anatomy and Biomechanics: Engaging Health Professions Students in Active Learning
Bryan Richie, Burnett School Of Medicine

The dominance of dorsal scapular artery as the blood supply to muscles of the back in the absence of two primary vessels: a cadaveric case report
Janay Rocha, University of the Incarnate Word School of Osteopathic Medicine

Superficial course of the palmar branch of radial artery in the hand: a rare cadaveric finding
Olivia Ross, University of Incarnate Word School of Osteopathic Medicine

Preliminary Analysis of Variation in Gonadal Artery Observed in Cadaveric Specimens
Kianna Ruble, Midwestern University

Education of High School Students in the Human Cadaver Lab
Marsha Rutland, Hardin-Simmons University

Interactive Learning and Peer Collaboration: Exploring the Use of SECTRA Tables for Peer Review and Formative Assessment Using Cross-sectional and 3D Anatomy
Adil Sayeed, Kansas College of Osteopathic Medicine

Game-Based Learning in Spinal Cord Syndromes
Kelsey Schmitting, Kansas College of Osteopathic Medicine
39 Osteopathic Medical Student Experiences with Diagnosing Somatic Dysfunction Using Red-Reflex in Different Skin Tones  
Prarthna Shah, Kansas Health Science Center - Kansas College of Osteopathic Medicine

40 Pinning Down Neuroanatomy Knowledge with Gamification  
Saumya Sharman, Kansas Health Science Center College of Osteopathic Medicine

41 Teaching Anatomical Relationships of the Upper and Lower Limbs: Using VH Dissector to Compare Cross-Sectional Anatomy to CT and MRI Images  
George Shunnarah, M.S., Kansas College of Osteopathic Medicine

42 Examining Bladder Innervation and Its Clinical Application to Ureteral Reimplantation Surgery  
Leyla Spennato, Western University

43 A Unique Bifurcation of the Sartorius Muscle: A Cadaver Study  
Nicholas Tchekryguin, University of Houston

44 Faculty Perceptions of OMS-2 Teaching Assistant Effectiveness in Osteopathic Manipulative Medicine Training Courses  
Marcela Treviño, Kansas College of Osteopathic Medicine

45 Analysis of High Bifurcation of the Radial Artery, a Cadaveric Study  
Christopher Veltkamp, Midwestern University

46 The State of Human Skeletal Remains at U.S. Medical Schools  
Sabrina Woods, Indiana University

47 Demonstrating Equity, Diversity, and Inclusion through Adaptions in Neurological Disorder Assessment  
Gloria Yahui Xie, Kansas Health Science Center- Kansas College of Osteopathic Medicine

48 Deep Learning-Based Model for Anatomy-Specific Classification  
Yasir Eltahir, Almaarefa University Riyad KSA

49 Glucose Ameliorates the Morphological and Cellular changes Associated with Maternal Deprivation in the Brain of Wistar Rats  
Judith Alawa, University of Abuja, FCT, Nigeria

50 A Comparison of Femoral Cortical Bone Thickness and Medullary Canal Width in Caucasian and Asian Populations  
Najam Siddiqi, College of Medicine and Health Sciences, National University of Science and Technology
SESSION 4:  
3:00 pm - 5:00 pm  
CONCURRENT WORKSHOPS  
NOTE: Each workshop will occur in a different location. Workshops are interactive and will run for the full time period. Workshops will not be repeated.

The Role of Fascia in Osteopathic Manipulation  
Location: Clinical Skills Lab (CSL), Building 2  
Todd Capistrant, DO, Fascial Distortion Model Academy  
Scott Leggoe, DO, UIW School of Osteopathic Medicine  
Anastasia Abbott, OMS 3  
Abigail Garcia, OMS 3

Simulated Experiences in an Integrated Osteopathic Curriculum  
Location: Simulation Suite, Building 2  
Robert Allen, DO, UIW School of Osteopathic Medicine  
Robert Slater, MD

Ultrasound as a Diagnostic Tool for Pre-Clinical Medical Students  
Location: Room 3130 and 3131, Building 2  
Jessica Bradley, PhD, UIW School of Osteopathic Medicine  
Adam Ratner, MD  
Margaret Norton, PT, PhD  
Yolanda Rangel, PhD

The Whole Art of Medicine Lies in Observation  
Location: Room A3230, Building 2  
Carlos Machado, MD, Medical Illustrator

SESSION 5:  
5:00 pm - 5:30 pm  
NETWORKING  
Location: Dining Hall, Building 2

5:30 pm - 6:30 pm  
AWARDS & CLOSING RECEPTION  
Award presentations will be held in the Interactive Learning Studio in Building 2 at 5:30pm, followed by the closing reception in the Dining Hall.  
Session Presenters: Earlanda Williams, PhD and Irina Nizamutdinova, MD, PhD