



Accreditation Council for
Graduate Medical Education

515 North State Street
Suite 2000
Chicago, Illinois 60654

Phone 312.755.5000
Fax 312.755.7498
www.acgme.org

Stanley J. Hamstra, PhD joins expanding ACGME Milestone Department

Hamstra will join existing team in new role as vice president for milestones research and evaluation

CHICAGO, November 3, 2014—The Accreditation Council for Graduate Medical Education is pleased to welcome Dr. Stanley Hamstra to its staff as the new Vice President, Milestone Research and Evaluation, as of November 3, 2014. Dr. Hamstra comes to the ACGME from the University of Ottawa in Ontario, Canada, where he most recently served as Acting Assistant Dean and Director of the Academy for Innovation in Medical Education (AIME) and Research Director of the Ottawa Skills and Simulation Centre (uOSSC). He was also director of the AIME/uOSSC Healthcare Education Scholars Program and editor of the Springer book series, *Advances in Medical Education*. Dr. Hamstra was at the University of Ottawa since 2009, prior to which he was with the Department of Surgery at the University of Toronto, and with the Department of Medical Education at the University of Michigan.

Having transitioned into the Next Accreditation System for all specialties and subspecialties as of July 2014, the ACGME is fully focused on evaluating and enhancing the Milestones and assessment systems and programs now being implemented across the country. As the organization forges ahead with this work, establishing and enhancing the resources and support it provides to accredited institutions and programs, including further building out of its new Milestones Department, Dr. Hamstra's addition to the staff will strengthen the important evaluation and research work that lies ahead.

"The primary purpose of the Milestones research and evaluation activities is to learn what works, for whom, and in what contexts, to help achieve the ultimate goal of better graduate medical education that can improve quality and safety across the health care system," says ACGME Senior Vice President, Milestone Development and Evaluation Eric S. Holmboe, MD.

Right now that means looking carefully at how to assess the Milestones in order to ensure their utility and validity. Dr. Hamstra's past research focuses on the issue of fidelity in simulation and the use of simulators as assessment devices along with several innovative competency-based pilot initiatives. His deep background and experience in the areas of competency-based medicine and research will enrich the department's mission.

"We are incredibly excited and fortunate to add Stan to our research and evaluation team. His extensive expertise and experience in both assessment and competency-based models will help to further catalyze the important research work ahead," notes Holmboe.

Dr. Hamstra earned his PhD in experimental psychology, his MA in developmental psychology, and his BA in psychology from York University, Toronto, Canada. He completed two post-doctoral fellowships in the Department of Psychology at the University of Toronto, one in Signal Processing in Sensory Systems and one in Spatial Vision and Oculomotor Performance. Dr. Hamstra is currently the only non-physician member of the Education Committee of the Royal College of Physicians and Surgeons of Canada. He has over 130 publications; has sat on several expert panels and working groups; has given 19 invited workshops and lectures at conferences, over 30 invited presentations to universities and organizations in the US, Canada, France, China, and the United Kingdom, and over 80 papers at international peer-reviewed conferences; has served as a committee member for numerous international conferences; and has received several prizes and awards for his work; among other impressive accomplishments. His publications in medical education involve the acquisition of technical skills in surgery and anesthesia, as well as issues concerning assessment and education of residents. He has done extensive research on competency assessment for residency programs.

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The ACGME is a private, non-profit organization that accredits approximately 9,200 residency programs in 133 specialties and subspecialties that educate 116,000 residents. Its mission is to improve the quality of health care in the United States by assessing and advancing the quality of resident physicians' education.