



— The Generalists in —  
**Medical Education**  
Collaborate - Innovate - Disseminate

# 37TH ANNUAL CONFERENCE

NOVEMBER 10 – 11, 2016  
SEATTLE, WASHINGTON



HOSTED BY

**WEST VIRGINIA SCHOOL OF  
OSTEOPATHIC MEDICINE**



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CONFERENCE HOTEL  
**HOTEL MONACO SEATTLE**

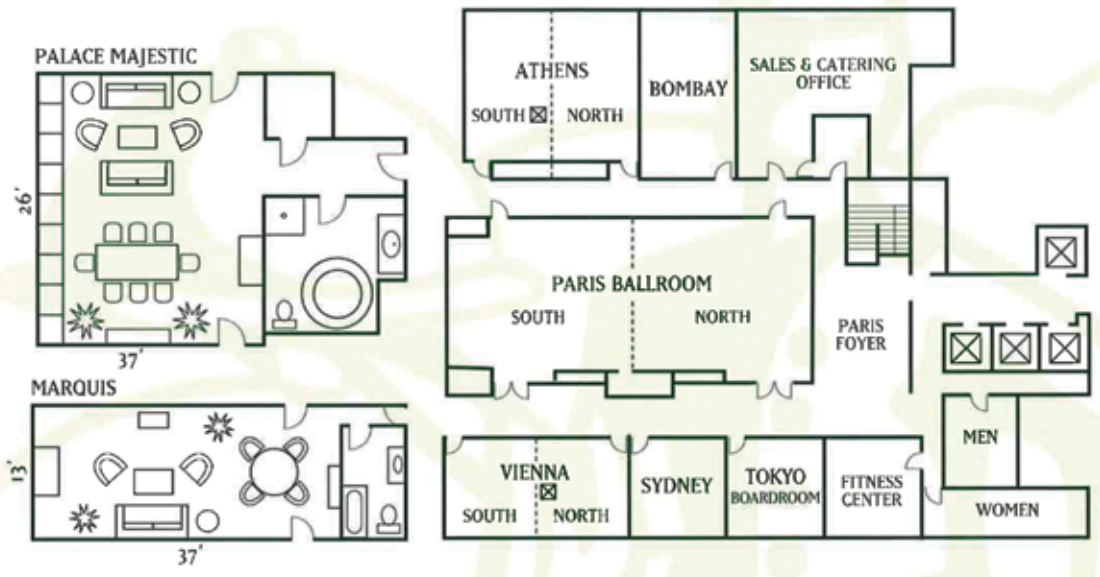
1101 Fourth Avenue • Seattle, WA 98101  
 206.621.1770  
 www.monaco-seattle.com



As one of the finest Seattle downtown hotels, its location is within walking distance of Pike Place Market, amazing shopping, the sports stadiums, the waterfront, Pioneer Square, the 5th Avenue Theatre, acclaimed restaurants, and so much more. This downtown Seattle hotel places you right in the heart of it all.

This hotel offers

- A yoga mat in every room – free of charge
- Kimpton Karma Rewards members get a personalized stay, \$10 bar credit, free WiFi, exclusive offers and more
- Daily hosted wine reception and complimentary morning coffee and tea service in the lobby
- An onsite 24 hour fitness center featuring cardio and resistance equipment
- Luxury Atelier Bloem bath amenities
- In-room dining service available until 10 p.m.
- Complimentary hotel bicycles to use during your stay
- Same-day laundry and dry cleaning service
- Valet Parking for \$42 + tax (50% discount for hybrid vehicles)



## ABOUT THE GENERALISTS IN MEDICAL EDUCATION

### **Who Are We?**

The Generalists in Medical Education are committed to improving medical education. We teach, conduct research, and provide educational support services in all areas of pre-doctoral, post-doctoral, and continuing medical education.

### **What are our roles as educators?**

In addition to teaching, our areas of expertise and interest include: curriculum design and instructional development; testing and evaluation; faculty development; student support; educational research; grant writing; educational leadership; and organizational development.

### **Why does our group exist?**

The mission of The Generalists in Medical Education is to promote innovation and collaboration in medical education by sharing skills, knowledge, innovative strategies to improve medical education, and professional growth enhancement.

### **What can we do for you?**

Through an annual conference, we offer opportunities to develop specific skills to enhance professional effectiveness; to understand the latest initiatives and innovations in medical education; and to explore solutions to educational problems. Conference sessions are interactive and informal. We also encourage networking throughout the year, which is facilitated by a membership database.

### **How can you become a member?**

You become a member by attending the conference. There are no membership dues. We will keep you on our member list for several years even if you do not attend future meetings, but we certainly hope to see you annually.

Visit our website: [www.thegeneralists.org](http://www.thegeneralists.org)

## MESSAGE FROM THE CHAIR



Welcome to Seattle and the 37th annual conference of The Generalists in Medical Education!

What a year it has been for The Generalists organization! We have made great strides in branding and marketing our organization through the creation of our new logo and by focusing on our organizational values to Collaborate-Innovate-Disseminate. This year's theme "Fostering Change: Small Ideas to Big Concepts," is fitting for this conference as we work to communicate our desire to build relationships/connections that advance our membership, and the profession as a whole, toward innovative theories and practices. We believe that with the right collaborative environment small ideas can become big concepts that foster change.

We had a record number of proposals this year, which will be evident from the high quality sessions that we have in store for you.

I want to thank the Maatsch Visiting Scholar Program for their sponsorship of our keynote speaker, Dr. Larry Gruppen, who will be addressing the topic of "Making Sense of the Learning Environment: In Class, In Clinic and In Theory." Also, don't miss our new Pecha Kucha sessions and the "speed dating" style roundtables, which we hope are a fun addition to the program.

It has been an honor to work with the tremendous group of people who served on the steering committee this past year. This group has always been, and continues to be, a vital part of leading this organization in a positive manner. I want to specifically thank Anna Marie Counts, the 2016 Program Chair, for her time and commitment to this year's conference. Her willingness to volunteer her time and talents was key to making this conference a success. Additionally, I would like to thank Michael Adelman, D.O., president; Jim Nemitz, Ph.D., vice president for Administration and External Affairs; and Marilea Butcher, associate vice president of Administrative Affairs of the West Virginia School of Osteopathic Medicine for their support and contributions to this important conference.

I am so grateful to be part of this organization and for the impact that it has had on my life and career. As I ride off into the sunset as this year's steering committee chair, I am thrilled to turn the reins over to Dr. John Luk, your 2017 Chair. I have no doubt that this organization will continue to grow and prosper under his leadership. I hope you have a great time at this year's conference and are as thrilled as I am to participate. Learn from each other and continue to Collaborate-Innovate-Disseminate!

Sincerely,  
Machelles Linsenmeyer, Ed.D., FNAOME  
2016 Chair, The Generalists in Medical Education  
Associate Dean for Assessment and Educational Development  
West Virginia School of Osteopathic Medicine





## CONFERENCE SESSION TYPES

### **Descriptive**

Presenters provide overviews or results of projects, programs, or strategies in a common area. A session typically includes three to five presentations followed by discussion and exchange of ideas. A moderator introduces speakers and facilitates discussion.

### **Panel Discussion**

Several individuals respond to questions and present their ideas regarding a specific issue or topic. A panel typically has representation from a cross-section of perspectives and/or institutions. A moderator facilitates panel comments and audience participation.

### **Problem Solving**

Designed for intensive discussion focused on a particular theme or problem. The presenter provides stimulus material and organizes small-group interaction on the topic. After discussion, the small groups share ideas and develop a summary statement.

### **Skills Acquisition**

Presenters teach particular skills or techniques to allow participants to gain increased competence in an area of medical education. Typical topics include consulting, measurement, evaluation, research, data analysis, curriculum and instructional design, and faculty development.

### **Roundtables**

An informal opportunity for sharing experiences and ideas around special topics. Leaders briefly introduce their topic and then facilitate discussion among participants.

### **Digital Posters**

Multiple presenters share unique programs, policies, measurement strategies, or projects that focus on medical education and its improvement. These can target a variety of topics and attendees are invited to learn more about the topics through discussion with authors at the end.

### **Pecha Kucha - New**

Pecha Kucha is a presentation style that allows rapid sharing of rich information. The presentation process compels presenters to provide the most important information efficiently. Each presenter will show 20 images, each for 20 seconds. The images advance automatically and the presenter talks along with the images.

## STEERING COMMITTEE & PROGRAM CHAIRS 1981-2016

| Year | Steering Committee Chair      | Program Chair                                      |
|------|-------------------------------|--|
| 1981 | Larry Sachs, Cherry McPherson | Terry Mast, Bill Anderson                          |
| 1982 | Terry Mast                    | Jayne Middleton                                    |
| 1983 | Lynn Curry                    | John Markus, Emil Petrusa                          |
| 1984 | Jayne Middleton               | Gwendie Camp                                       |
| 1985 | John Markus                   | Julie Nyquist                                      |
| 1986 | Gwendie Camp                  | Judy Calhoun, Joceylyn Ten Haker                   |
| 1987 | Carol Hasbrouck               | Dennis Baker, Mary Pat Mann                        |
| 1988 | Jim Pearson                   | Phyllis Blumberg, Franklin Medio                   |
| 1989 | Judy Calhoun                  | John Norcini, Judy Shea, Lou Grosso                |
| 1990 | Phyllis Blumberg              | Carol Hasbrouck, Larry Sachs, Ajay Bhardwaj        |
| 1991 | Emil Petrusa                  | Susan Labuda Schrop, Ellen Whiting, Lee Willoughby |
| 1992 | Jocelyn Ten Haken             | Robert Bridgham                                    |
| 1993 | Mary Pat Mann                 | Linda Perkowski                                    |
| 1994 | Lee Willoughby                | Phil Fulkerson                                     |
| 1995 | Sue Fosson                    | Lloyd Lewis  |
| 1996 | Linda Perkowski               | Candice Rettie                                     |
| 1997 | Ellen Whiting                 | Dennis Baker                                       |
| 1998 | Ellen Whiting                 | Diane Heestand, Sheila Chauvin                     |
| 1999 | John Shatzer                  | Maria Clay, Heidi Lane, Steve Willis               |
| 2000 | Diane Heestand                | Julie Walsh, Bill Weaver                           |
| 2001 | Amy Blue                      | Barry Linger (program canceled)                    |
| 2002 | Phil Fulkerson                | Carol Hodgson                                      |
| 2003 | Ann Frye                      | Tim Van Susteren                                   |
| 2004 | John Ullian                   | John Ullian and the Steering Committee             |
| 2005 | Lou Grosso                    | Carol Hasbrouck and Sara Calvey                    |
| 2006 | Sheila Chauvin                | Susan Labuda Schrop                                |
| 2007 | Dennis Baker                  | Scott Cottrell                                     |
| 2008 | Cathy Lazarus                 | Elza Mylona  |
| 2009 | James Shumway                 | Scott Cottrell                                     |
| 2010 | Sonia Crandall                | Nicole Borges                                      |
| 2011 | Terry Stratton                | Carol Thrush, Linda Deloney, Steven Boone          |
| 2012 | Elza Mylona                   | Machelle Linsenmeyer                               |
| 2013 | Susan Labuda Schrop           | Agatha Parks-Savage                                |
| 2014 | Scott Cottrell                | Carrie Calloway                                    |
| 2015 | Larry Hurtubise               | Elissa Hall  |
| 2016 | Machelle Linsenmeyer          | Anna Marie Counts                                  |



## 2016 STEERING COMMITTEE

|                                   |  |
|-----------------------------------|--|
| Machelle Linsenmeyer, Chair       | West Virginia School of Osteopathic Medicine             |
| John C. Luk, Chair Elect          | Dell Medical School at The University of Texas at Austin |
| Larry Hurtubise, Past Chair       | Nationwide Children's Hospital                           |
| Anna Marie Counts, Program Chair  | West Virginia School of Osteopathic Medicine             |
| Elissa Hall, Outreach Chair       | Mayo Clinic College of Medicine                          |
| John L. Szarek, Member-at-Large   | The Commonwealth Medical College                         |
| Era Buck, Member-at-Large         | University of Texas Medical Branch                       |
| Gregory Turner, Member-at-Large   | Florida State University College of Medicine             |
| Carol Hasbrouck, Treasurer        | University of Toledo Health Sciences Center              |
| Terry Stratton, Evaluations Chair | University of Kentucky College of Medicine               |
| Julie Covarrubias, Membership     | University of Alabama at Birmingham                      |

## 2016 PROPOSAL REVIEWERS

### Francis Achike

California University of Science and  
Medicine School of Medicine

### Diane Brown

Medical College of Wisconsin

### Julie B. Covarrubias

University of Alabama at Birmingham

### Ellen Dudley

Texas Tech Paul L. Foster  
School of Medicine

### Nagaraj Gabbur

SUNY Downstate Medical Center

### Heeyoung Han

Southern Illinois University  
School of Medicine

### Blythe Jonas

Ohio University Heritage College of  
Osteopathic Medicine

### Heather Billings

Mayo Clinic College of Medicine

### Era Buck

University of Texas Medical Branch

### Sonia Crandall

Wake Forest School of Medicine Center

### Cecile Foshee

Cleveland Clinic

### Abdulla Ghori

Case Western Reserve University

### Carol S. Hasbrouck

University of Toledo  
Health Sciences Center

### Tipsuda Jusanto-Bahri

Touro University  
College of Medicine

### Carrie Bowler

Mayo Clinic College of Medicine

### Carrie Calloway

Alderson Broaddus University  
of Medical Science

### Marcel D'Eon

University of Saskatchewan

### Katrin Frimansdottir

Mayo Clinic College of Medicine

### Elissa Hall

Mayo Clinic College of Medicine

### Larry Hurtubise

Nationwide Children's Hospital

### Douglas Koch

Philadelphia College of  
Osteopathic Medicine

## 2016 PROPOSAL REVIEWERS (cont.)

|  |  |   |
|--|--|---|
| <p><b>Heidi Lane</b><br/>Virginia Tech Carilion<br/>School of Medicine</p>                     | <p><b>Cynthia Ledford</b><br/>The Ohio State University<br/>College of Medicine</p>          | <p><b>Machelle Linsenmeyer</b><br/>West Virginia School of<br/>Osteopathic Medicine</p> |
| <p><b>John Luk</b><br/>The University of Texas<br/>at Austin</p>                               | <p><b>Niti Manglik</b><br/>Texas Tech University<br/>Health Sciences Center</p>              | <p><b>Susan M. Perlis</b><br/>Cooper Medical School of<br/>Rowan University</p>         |
| <p><b>Geraud Plantegenest</b><br/>Michigan State University College of<br/>Human Medicine</p>  | <p><b>Dale Quest</b><br/>Paul L. Foster School of Medicine, Texas</p>                        | <p><b>Amy Seegmiller Renner</b><br/>Mayo Clinic College of Medicine</p>                 |
| <p><b>Monica van de Ridder</b><br/>College of Human Medicine<br/>Michigan State University</p> | <p><b>Rebecca Rowe</b><br/>College of Osteopathic Medicine<br/>University of New England</p> | <p><b>Michael Rowland</b><br/>University of Kentucky<br/>College of Medicine</p>        |
| <p><b>Terry D. Stratton</b><br/>University of Kentucky<br/>College of Medicine</p>             | <p><b>John L. Szarek</b><br/>The Commonwealth Medical College</p>                            | <p><b>Robert Treat</b><br/>Medical College of Wisconsin</p>                             |
| <p><b>Greg Turner</b><br/>Florida State University<br/>College of Medicine</p>                 | <p><b>Nagaswami Vasa</b><br/>Cooper Medical School<br/>of Rowan University</p>               | <p><b>Carolyn Rohrer Vitek</b><br/>Mayo Clinic College of Medicine</p>                  |
| <p><b>David Way</b><br/>The Ohio State University<br/>College of Medicine</p>                  | <p><b>John Woods</b><br/>University of Alabama<br/>at Birmingham</p>                         |   |

## KEYNOTE ADDRESS



Larry Gruppen is a professor in the Department of Learning Health Sciences at the University of Michigan Medical School, where he directs the competency-based Master in Health Professions Education program. His research interests center around the development of expertise; knowledge and performance assessment; self-regulated learning; and educational leadership development. He has held the offices of president of the Society of Directors of Research in Medical Education and chair of the Association of American Medical College's (AAMC) Central Group on Educational Affairs. He was also the founding chair of the AAMC's Medical Education Research Certificate (MERC) program. He has over 135 peer-reviewed publications on a variety of topics in medical education and presents regularly at national and international professional meetings. He was recognized for his career productivity by the AAMC's Central Group for Educational Affairs' Medical Education Laureate Award; the 2015 John P. Hubbard Award from the National Board of Medical Examiners; and the Merrell Flair Award from the AAMC Group on Educational Affairs.

### Keynote Sponsor

**THE KEYNOTE SPEAKER IS SPONSORED BY THE JACK L. MAATSCH VISITING SCHOLAR IN MEDICAL EDUCATION FUND.**

The purpose of the Jack L. Maatsch Visiting Scholar in Medical Education Fund is to stimulate and support interaction around ideas and projects in medical education, with primary focus on the development and assessment of clinical competence related to the full span of professional training. The program accomplishes this through support of visiting scholars to the Office of Medical Research and Development in the Michigan State University College of Human Medicine and periodic sponsored presentations at national medical education conferences. Distinguished visiting scholars will provide a broader perspective from which faculty, students, and others may view their work, providing insights and experiences from other outstanding centers of medical education research and development.

# CONFERENCE AGENDA

Wednesday, November 9, 2016

4:00 pm - 6:00 pm  
Paris Foyer

**Registration**

Thursday, November 10, 2016

4:00 pm - 6:00 pm  
Paris Foyer

**Registration**

11:00 am - 11:30 am  
Paris Ballroom

**Welcome, Program Overview and Light/Boxed Lunch**  
Machelle Linsenmeyer, West Virginia School of Osteopathic Medicine

11:30 am – 1:00 pm

**Concurrent Sessions 1**

**Athens**

Moderator,  
Andrew King  
The Ohio State  
University College  
of Medicine

SKILLS ACQUISITION

**Cultivating a Coaching Culture to Empower Professional Development:  
The What, The Way, The How**  
Carrie Bowler, Mayo Clinic College of Medicine  
and LaChelle Wieme, Mayo Clinic College of Medicine

**Vienna**

Moderator,  
Luke Mortensen  
AACOM

PROBLEM SOLVING

**Becoming a Discipline:  
Core Medical Educator Competencies and Milestones**  
Constance Tucker, Virginia Commonwealth University School of Medicine

Paris Ballroom

PANEL DISCUSSION

**Social Networking 201:  
Engaging Learners and Professional Networking with Twitter**  
Larry C. Hurtubise, Nationwide Children's Hospital, **Moderator**;  
Kristina Dzara, Harvard Medical School; Elissa Hall, Mayo Clinic College of  
Medicine; Nicholas Kman, The Ohio State University; and Justin Kreuter,  
Mayo Clinic College of Medicine

1:00 - 1:15 pm

**Break**

1:15 - 2:30 pm  
Paris Ballroom

**Keynote Address**  
Dr. Larry Gruppen  
"Making Sense of the Learning Environment: In Class, In Clinic, and In Theory"

2:30 - 2:45 pm

**Break**

2:45 - 4:15 pm

Concurrent Sessions 2

|  |                           |   |
|--|---------------------------|---|
| <p>Paris Ballroom</p>  | <p>PANEL DISCUSSION</p>   | <p><b>Portfolio Program Implementation and Assessment – Lessons Learned</b><br/>Cynthia Ledford, The Ohio State University College of Medicine, <b>Moderator</b>;<br/>Jack A. Kopechek, The Ohio State University College of Medicine;<br/>Machelle Linsenmeyer, West Virginia School of Osteopathic Medicine; Marianne Green, Northwestern University Feinberg School of Medicine; and Nicole Deiorio, School of Medicine Oregon Health &amp; Sciences University School of Medicine</p> |
| <p>Vienna</p> <p>Moderator,<br/>Heather Billings<br/>Mayo Clinic College<br/>of Medicine</p> | <p>PROBLEM SOLVING</p>    | <p><b>Mentoring Skill Development for Clinician Educators<br/>Addressing Opportunities Across the Continuum</b><br/>Karyn Lee Kassis, Nationwide Children’s Hospital and The Ohio State University School of Medicine; and Daniel McFarlane, The Ohio State University School of Medicine</p>   |
| <p>Athens</p> <p>Moderator,<br/>Geraud Plantegenest<br/>Michigan State<br/>University</p>    | <p>SKILLS ACQUISITION</p> | <p><b>Power Play:<br/>Giving Learners Feedback on Body Language and Power Dynamics</b><br/>Belinda Fu, Swedish Medical Center / University of Washington<br/>Department of Family Medicine</p>  |

4:15 - 4:30 pm

Break





4:30 - 6:00 pm

Concurrent Sessions 3

|   |                         |   |
|---|-------------------------|---|
| <p>Bombay</p>   | <p>PANEL DISCUSSION</p> | <p><b>Spending Two Cups of Tea with Medical Education Research: Reviewing Article Manuscripts for Scholarly Journals</b><br/>         Brian Mavis, Michigan State University, <b>Moderator</b>; Peter G. M. de Jong, editor of <i>Medical Science Educator</i>; Anna Cianciolo, editor of <i>Teaching and Learning in Medicine</i>; Scott Cottrell, editor of <i>Medical Education Online</i>; and Elizabeth McClain, Medical Education editor, <i>Journal of the AOA</i></p>   |
| <p>Vienna</p> <p>Moderator,<br/>         Jennifer Mitzman<br/>         The Ohio State University College of Medicine and Nationwide Children's Hospital</p>     | <p>PROBLEM SOLVING</p>  | <p><b>What are the Best Practices in Remediation of Professionalism Lapses in Medical Students</b><br/>         Dennis H. Novack, Drexel University College of Medicine; Steven Rosenzweig, Drexel University College of Medicine; Pamela Duke, Drexel University College of Medicine; Amy Fuchs, Drexel University College of Medicine; and Seema Baranwal, Drexel University College of Medicine</p>  |
| <p>Paris Ballroom<br/>         4:30 pm – 5:15 pm</p> <p>Moderator,<br/>         John Luk<br/>         The University of Texas at Austin Dell Medical School</p> | <p>DIGITAL POSTERS</p>  | <p><b>Should Feedback Providers Focus on Learners' Non-verbal Behavior During Feedback Dialogues?</b><br/>         J.M. Monica van de Ridder, Michigan State University and J.M. Beerens, Albert Schweitzer Hospital, Dordrecht</p> <p><b>Implicit Bias Workshops in Medical and Health Professions Education: Are They Beneficial?</b><br/>         Courtney A. West, Texas A &amp; M HSC College of Medicine and Lori Graham, Texas A &amp; M HSC College of Medicine</p> <p><b>Assessment of Changes in Medical Student Perceptions of Children with Developmental Disabilities and Family Perceptions of Physician Empathy and Trust Before and After a Home Visit Program</b><br/>         Xiaofan Mi, Wayne State University School of Medicine and Crystal S. Zhang, M.D./P.P.H. Candidate Class of 2018 Wayne State University School of Medicine</p> <p><b>The Prediction of Medical Student Empathic Concern from Human Values Across Gender</b><br/>         William J. Hueston, Medical College of Wisconsin; Matthew Tews, Medical College of Wisconsin; Jennifer Janowitz, Medical College of Wisconsin; Kristina Kaljo, Medical College of Wisconsin; Dawn Bragg, Medical College of Wisconsin; and Robert Treat, Medical College of Wisconsin</p> |

### Concurrent Sessions 3 (continued)

Paris Ballroom  
5:15 pm – 6:00 pm

Moderator,  
John Luk  
The University of  
Texas at Austin Dell  
Medical School

PECHA KUCHA

#### **Growing Interprofessional Education from Small to Big!**

Daniel Richards, The University of Texas at Austin Dell Medical School

#### **Analyzing a Flipped Classroom Model of Medical Education: Who Benefits?**

Jeffrey Holt, The Commonwealth Medical College; Mark V. White, The Commonwealth Medical College; Jackie Ghormoz, The Commonwealth Medical College; and John Szarek, The Commonwealth Medical College

#### **Larry Doby and the Dilemma of Qualification**

Hugh A. Stoddard, Emory University School of Medicine

#### **Narrative Professionalism as a Teaching Strategy**

Kathleen E. Powderly, SUNY Downstate Medical Center; Jack Truten, University of Pennsylvania; Emily McDonald, Northwell Health; and Nagaraj Gabbur, SUNY Downstate Medical Center

#### **Teaching About Quality in a Medical Curriculum**

John Davis, The Ohio State University; Douglas Danforth, The Ohio State University; Kimberly Tartaglia, The Ohio State University; Nicholas Kman, The Ohio State University; Iahn Gonsenhausner, The Ohio State University; Allison Heacock, The Ohio State University; and Susan Moffatt-Bruce, The Ohio State University

6:15 - 8:30 pm  
7:00 pm  
Servant Leader  
Award Presented  
Athens

Reception and  
Presentation of Servant Leadership Award



The International Association of Medical Science Educators (IAMSE) was founded in 1997 based on the guiding principle that all who teach the sciences fundamental to medical practice should have access to the most current information and skills needed to excel as educators. Through IAMSE, medical science educators have a trustworthy source of information and mutual support, and can belong to an organization dedicated to their professional development. The ultimate beneficiaries of our combined efforts are the subsequent generations of health care providers around the globe – our students – who are trained in both the art and science of modern medicine. With members in over 40 countries, including basic science and clinical faculty as well as members representing faculty from several other health care disciplines, the organization is international in scope and interdisciplinary in nature. IAMSE offers several professional development opportunities as the Annual Association Meeting, Web Seminars, IAMSE Manuals, the IAMSE Medical Educator Fellowship and the online peer-reviewed journal *Medical Science Educator*. For more details see [www.iamse.org](http://www.iamse.org).

Friday November 11, 2016

7:30 – 8:30 am  
Paris Ballroom

Continental Breakfast, Roundtables & Special Interest Groups

|   |                             |   |
|---|-----------------------------|---|
| <p>Paris Ballroom</p> <p>Moderator,<br/>Doug Danforth<br/>The Ohio State<br/>University</p> | COMMON INTEREST ROUNDTABLES | <p><b>Student Portfolio Generation and Assessment</b><br/>Stephen S. Davis, Ohio University Heritage College of Osteopathic Medicine<br/>and Mabelle Linsenmeyer, West Virginia School of Osteopathic Medicine</p> <p><b>“Like” It or Not, Social Media Use in Medical Education has an Impact on Professionalism: Student and Administration Perspectives Revealed</b><br/>2nd Lt. Marcus Sinewe, The University of Toledo College of Medicine; Melissa Hansen, The University of Toledo College of Medicine; Laruen Linker, The University of Toledo College of Medicine; Imran Ali, The University of Toledo College of Medicine; and Dawn Durivage, The University of Toledo College of Medicine</p> <p><b>The Effect of Curriculum Support Tools on Alignment, Assessment, and Case Structure in an Undergraduate Medical School Curriculum</b><br/>Julie A. Bridges, Eastern Virginia Medical School; Don Robison, Eastern Virginia Medical School; Lauren Mazzurco, Eastern Virginia Medical School; and David Golay, Eastern Virginia Medical School</p> <p><b>“CARDAMON”</b><br/><b>Career Development and Mentoring for 4th Year Medical Students</b><br/>Michele Haughton, SUNY Downstate Medical Center<br/>and Nagaraj Gabbur, SUNY Downstate Medical Center</p> |
|   |                             | SPECIAL INTEREST GROUPS   |

|  |                    |  |  |
|--|--------------------|--|--|
| 8:30 - 8:45 am   |                    | Break  |  |
| 8:45 - 10:15 am  |                    | Concurrent Sessions 1  |  |
| Athens   | PANEL DISCUSSION   | <p><b>Developing Physicians for New Health Care Delivery Systems and Health Systems Science: The Value of Integrating Students in Community Health Centers and Other Community-Based Settings</b></p> <p>Lisette Dunham, American Medical Association, <b>Moderator</b>; Carol Terregino, Robert Wood Johnson Medical School Rutgers University; Nicole Wadsworth, Ohio University Heritage College of Osteopathic Medicine; Joy Lewis, A.T. Still School of Osteopathic Medicine, Arizona; Erica Friedman, CUNY School of Medicine; and Tonya Fancher, University of California at Davis School of Medicine</p> |  |
| <p>Bombay</p> <p>Moderator,<br/>Sarah Knox Morley<br/>University of New Mexico Health Sciences</p> | SKILLS ACQUISITION | <p><b>Integrating Universal Design for Instruction: Ready to Take Your First Steps in Making Your Content Accessible?</b></p> <p>Geraud Plantegenest, College of Human Medicine, Michigan State University; Carrie Bowler, Mayo Clinic College of Medicine; Melissa Hansen, College of Medicine &amp; Life Sciences, The University of Toledo; and Nate Evans, MSU Technology, Michigan State University</p>   |  |
| <p>Vienna</p> <p>Moderator,<br/>David Way<br/>The Ohio State University College of Medicine</p>    | PROBLEM SOLVING    | <p><b>Remote Standardized Patients (RSPs) – Small Idea or Big Concept?</b></p> <p>Elizabeth K. Kachur, Medical Education Development; Lisa Altshuler, New York University School of Medicine; and Chaoyan Dong, Sengkang Health, SingHealth</p>  |  |
| 10:15 - 10:30 am   |                    | Break  |  |

| 10:30 - 12:00 pm  |                      | Concurrent Sessions 2   |
|---|----------------------|---|
| Vienna  | PANEL DISCUSSION     | <p><b>Interprofessional Education and Practice: From Implementation to Assessment</b><br/> Carol Hasbrouck, The University of Toledo, <b>Moderator</b>; John Luk, The University of Texas at Austin Dell Medical School; Margaret Stuber, UCLA David Geffen School of Medicine; and Brenda Zierler, University of Washington Center of Health Sciences, Interprofessional Education, Research, and Practice</p>   |
| Bombay  | SKILLS ACQUISITION   | <p><b>Effective Strategies for Distance Collaboration</b><br/> Denise Kay, University of Central Florida, <b>Moderator</b>; Cayla R. Teal, Texas A&amp;M Health Science Center; and Larry Hurtubise, Nationwide Children's Hospital</p>   |
| Athens<br><br>Moderator,<br>Terry Stratton<br>University of Kentucky<br>College of Medicine | DESCRIPTIVE SESSIONS | <p><b>Relationship of M1 Student Empathy and Emotional Intelligence Between a New Three-Year and Traditional Four-Year Medical School Curriculum</b><br/> Robert Treat, Medical College of Wisconsin; William J. Hueston, Medical College of Wisconsin; Matthew Tews, Medical College of Wisconsin; Jennifer Janowitz, Medical College of Wisconsin; Kristina Kaljo, Medical College of Wisconsin; and Dawn Bragg, Medical College of Wisconsin</p> <p><b>Evaluating Resilience:</b><br/> <b>A Qualitative Assessment of a Residency Resilience Curriculum</b><br/> Lauren Kate Gambill, The University of Texas at Austin Dell Medical School and Hayley Harris, The University of Texas at Austin Dell Medical School</p> <p><b>Psychometric Properties of the Medical Information Literacy Questionnaire (MILQ)</b><br/> Sarah K. Morley, University of New Mexico Health Sciences Center</p> <p><b>The Virtual Family Approach: Systematically Incorporating Patient Context in Case Education</b><br/> Don Robison, Eastern Virginia Medical School; Julie Bridges, Eastern Virginia Medical School; Elza Mylona, Eastern Virginia Medical School; and Cynthia Cadieux, Eastern Virginia Medical School</p> <p><b>MD and PhD Collaboration in Building a New MS1 Curriculum</b><br/> Thomas J. Poole, Upstate Medical University; Lauren Germain, Upstate Medical University; Sarah Edwards, Upstate Medical University; and Paul Ko, Upstate Medical University</p> <p><b>Faculty Reluctance to Report Trainees with Professionalism Lapses: Understanding Why</b><br/> Deborah Ziring, Sidney Kimmel Medical College Thomas Jefferson University; Deborah Danoff, McGill University Faculty of Medicine; Richard Frankel, Indiana University of Medicine; Bud Isaacson, Cleveland Clinic Lerner College of Medicine; and Heather Lochnan, University of Ottawa Faculty of Medicine</p> |



Noon - 1:15 pm  
Paris Ballroom

Lunch  
Reaction to Keynote Speaker

1:30 - 2:45 pm

Concurrent Sessions 3

|  |                          |  |
|--|--------------------------|--|
| <p>Athens</p>  | <p>PANEL DISCUSSION</p>  | <p><b>If You Build It They Will Come:<br/>Strategies for Creating a Dynamic Faculty Development Program</b><br/>Carol L. Elam, University of Kentucky College of Medicine, <b>Moderator</b>;<br/>Michael L. Rowland, University of Kentucky College of Medicine;<br/>Annie J. Daniel, Louisiana State University School of Veterinary Medicine;<br/>and Elza Mylona, Eastern Virginia Medical School</p> |
| <p>Bombay</p> <p>Moderator,<br/>Monica van de Ridder<br/>Michigan State<br/>University College of<br/>Human Medicine</p> | <p>SKILL ACQUISITION</p> | <p><b>Effective Feedback in Medical Education:<br/>How to Develop a Practical Approach Applicable to All Learners</b><br/>Jorge Ganem, The University of Texas at Austin Dell Medical School;<br/>Daniel Richards, The University of Texas at Austin Dell Medical School; and<br/>Lauren Kate Gambill, The University of Texas at Austin Dell Medical School</p>   |
| <p>Vienna</p> <p>Moderator,<br/>Shirley Eisner<br/>SUNY Downstate<br/>College of Medicine</p>                            | <p>PROBLEM SOLVING</p>   | <p><b>Assessing Humanism Across the Continuum</b><br/>Era Buck, University of Texas Medical Branch; Mark Holden, University of<br/>Texas Medical Branch; Karen Szauter, University of Texas Medical Branch;<br/>Robin Michaels, University of Minnesota Medical School Duluth; and<br/>John Luk, The University of Texas at Austin Dell Medical School</p>   |

2:45 - 3:00 pm

Break

3:00 - 4:30 pm

Concurrent Sessions 4

|  |                             |  |
|--|-----------------------------|--|
| <p>Athens</p>  | <p>PANEL DISCUSSION</p>     | <p><b>Emerging Initiatives in the Assessment of Entrustable Professional Activities (EPAs)</b><br/> Machelle Linsenmeyer, West Virginia School of Osteopathic Medicine, <b>Moderator</b>;<br/> Olle ten Cate, University Medical Center Utrecht; William Iobst, The Commonwealth Medical College; Robert Englander, University of Minnesota Medical School;<br/> Karin Esposito, Florida International University College of Medicine; and<br/> Pamela Basehore, Rowan School of Osteopathic Medicine</p>  |
| <p>Vienna</p> <p>Moderator,<br/> Carrie Bowler<br/> Mayo Clinic College<br/> of Medicine</p>       | <p>PROBLEM SOLVING</p>      | <p><b>Examining Current Strengths and Challenges to Adapting and Implementing Best Practices in Interprofessional Education (IPE)</b><br/> Lori Graham, Texas A &amp; M HSC College of Medicine; Patricia A. Carney, Oregon Health &amp; Science University; Marissa F. Miller, Oregon Health &amp; Science University;<br/> and Courtney A. West, Texas A &amp; M HSC College of Medicine</p>   |
| <p>Paris Ballroom</p> <p>Moderator,<br/> Era Buck<br/> University of Texas<br/> Medical Branch</p> | <p>DESCRIPTIVE SESSIONS</p> | <p><b>From Curious to Scholarly: Using Technology to Progress Medical Education Research</b><br/> Elissa Hall, Mayo Clinic College of Medicine; Leslie Fall, MedU; Jason Frank, Royal College of Canada; Larry Hurtubise, Nationwide Children’s Hospital;<br/> and Cynthia Ledford, The Ohio State University School of Medicine</p> <p><b>Reviving and Integrating a Curriculum by Bringing Life Back to the Cadaver Lab</b><br/> Shirley M. Bodi, The University of Toledo College of Medicine<br/> and Coral D. Matus, The University of Toledo College of Medicine</p> <p><b>Ambulatory Narratives: Reflecting on Patient Care Through Digital Storytelling</b><br/> Kenneth Warren, Virginia Commonwealth University School of Medicine<br/> and Bennett Lee, Virginia Commonwealth University School of Medicine</p> <p><b>Use of Simulation and Self-Directed Learning in a Longitudinal Fourth-Year Bridge to Internship Capstone Course: A Multi-Disciplinary and Multi-Method Approach</b><br/> Melissa Hansen, The University of Toledo College of Medicine; Imran Ali, The University of Toledo College of Medicine; Cristina Alvarado, The University of Toledo College of Medicine; Carol Hasbrouck, The University of Toledo College of Medicine; and Sharleen Suico, The University of Toledo College of Medicine</p> <p><b>Best Practices in Operationalizing IPE in a Clinical Setting:<br/> Logistics of a National Crowdsourcing</b><br/> John C Luk, The University of Texas at Austin Dell Medical School; Carol Hasbrouck, The University of Toledo; Heather Hageman, Washington University Medical Center; Kathryn Huggett, University of Vermont College of Medicine; Deborah Simpson, Aurora Health Care; Margie Stuber, UCLA David Geffen School of Medicine; Joyce Afran, Rutgers Robert Wood Johnson Medical School; Patricia A. Findley, Rutgers University School of Social Work; Patricia King, University of Vermont College of Medicine; Anna Maio, Creighton University; Michelle Masterson, The University of Toledo; Norma S. Saks, Rutgers Robert Wood Johnson Medical School; Gayle Timmerman, The University of Texas at Austin Dell Medical School; Carole Warde, UCLA David Geffen School of Medicine; LuAnn Wilkerson, The University of Texas at Austin Dell Medical School; and Veronica Young, The University of Texas at Austin College of Pharmacy</p> |

3:00 - 4:30 pm

Concurrent Sessions 4 (continued)

Paris Ballroom

DESCRIPTIVE SESSIONS

**Flipping Your Classroom:  
How to Re-Invigorate Your Conferences to Maximize Adult Learning**  
Jennifer Mitzman, The Ohio State University College of Medicine and  
Nationwide Children's Hospital; and Andrew King, The Ohio State  
University College of Medicine

4:30 - 5:30 pm  
Athens

Business Meeting



## 2016 CONFERENCE SESSION ABSTRACTS

### SPECIAL INTEREST GROUPS

#### **Student Portfolio Generation and Assessment**

We will use two institutions' examples to flush out the process, concerns, and ways to planning, approval, programming, and getting buy-in for this potentially powerful educational tool. There is no silver bullet when it comes to student generated portfolios. Many legitimate issues need to be explored and worked out.

#### **“Like” It or Not, Social Media Use in Medical Education has an Impact on Professionalism: Student and Administration Perspectives Revealed**

Today's medical students must be cognizant of appropriate display on social media as it correlates with health information privacy and professionalism standards. Students' recognition of the impact social media use can have on professionalism will be revealed along with an administration's perspective on appropriate and inappropriate display of content.

#### **The Effect of Curriculum Support Tools on Alignment, Assessment, and Case Structure in an Undergraduate Medical School Curriculum**

Faculty struggling with curriculum reform used performance support systems to create and align objectives with instructional content. Objectives were created and aligned with Step 1 areas of assessment, then used to create high yield case-based instruction utilizing virtual families. Objective alignment increased from 25 to 100 percent.

#### **'CARDAMON' – Career Development and Mentoring for 4th Year Medical Students**

Participants will learn about a road map to successfully guide and mentor 4th year medical students during their residency application process.

### DESCRIPTIVE SESSIONS

#### **Relationship of M1 Student Empathy and Emotional Intelligence between a New Three-Year and Traditional Four-Year Medical School Curriculum**

In fall 2015, sixty M1 medical students' self-reported measurements of empathy and emotional intelligence yielded statistically significant relational differences between our traditional four-year curriculum and our new three-year curriculum.

#### **Evaluating Resilience: A Qualitative Assessment of a Residency Resilience Curriculum**

Recent studies report an epidemic of physician burnout. Literature supports that implementation of resilience measures may reduce burnout; however, little exists on the effectiveness of specific interventions. Following establishment of a resiliency curriculum, we conducted a qualitative assessment of the state of resiliency and the effects of curriculum implementation.

## DESCRIPTIVE SESSIONS (CONTINUED)

### **Psychometric Properties of the Medical Information Literacy Questionnaire (MILQ)**

An instrument capable of measuring Practice-Based Learning and Improvement (PBLI) skills in the graduate medical education setting has practical implications for identifying gaps in physician trainee knowledge. This session describes the psychometric properties of information literacy items developed for and tested in a GME population.

### **The Virtual Family Approach: Systematically Incorporating Patient Context in Case Education**

The virtual families approach to case-based education centers not just on the patient, but on the person-in-context (including family and environmental variables). Treating cases as simulations and stories that use still images and progressive branching, the approach is an economical way to present realistic longitudinal cases throughout the M.D. curriculum.

### **M.D. and Ph.D. Collaboration in Building a New MS1 Curriculum**

The development of a two-pass organ system based unit preclerkship curriculum has permitted a new administrative course design with a M.D. and Ph.D. team approach as co-directors of each unit. We are measuring the effects of this collaboration on design, implementation, and outcomes of this new curriculum.

### **Faculty Reluctance to Report Trainees with Professionalism Lapses: Understanding Why**

Addressing trainee professionalism lapses is important. A recent survey suggests faculty are reluctant to report such lapses. Using concept mapping, we examined reporting barriers. Those identified include understanding the process and outcomes of reporting; concern for damage to trainee career; and time and denial of the need to report.

### **From Curious to Scholarly: Using Technology to Progress Medical Education Research**

Overcome barriers of time and distance by leveraging technology to develop scholars through virtual faculty development. During this multi-institution presentation, participants will engage with internationally-known medical educators facilitating a discussion of technology and scholarly activities in medical education.

### **Reviving and Integrating a Curriculum by Bringing Life Back to the Cadaver Lab**

This session is targeted at educators who are engaged in curriculum revision and will describe a pilot project to be implemented in the 2016-2017 year utilizing the cadaver as a common thread to introduce integrated and longitudinal educational strategies into the M1 year.

### **Ambulatory Narratives: Reflecting on Patient Care through Digital Storytelling**

An innovative project that combines meaningful narratives with creative technologies to help foster the reflective skills necessary for third-year students to become lifelong learners and compassionate, mindful medical practitioners.



## DESCRIPTIVE SESSIONS (CONTINUED)

### **Use of Simulation and Self-Directed Learning in a Longitudinal Fourth-Year Bridge to Internship Capstone Course:**

#### **A Multi-Disciplinary and Multi-Method Approach**

The transition from medical student to intern can be fundamentally difficult. An innovative, longitudinal Bridge to Internship Capstone Course couples simulation education with online learning to promote confidence and competence, utilizing experiential and self-directed learning to prepare fourth-year medical students for their transition to internship.

### **Best Practices in Operationalizing IPE in Clinical Setting – Logistics of a National Crowdsourcing**

Can a small collaborative network obtain national perspectives on a hot topic – interprofessional education in the clinical setting – with little to no resources? Yes – by conducting parallel sessions at regional education meetings facilitated by local teams. Lessons learned mirrored those in multicenter studies and interprofessional collaborative practice.

### **Flipping Your Classroom: How to Re-invigorate your Conferences to Maximize Adult Learning**

Come discuss losing those tired lectures and re-invigorate your curriculum as participants learn how to “flip” their traditional didactic curricula for maximum adult learning and engagement. Whether looking to flip your whole curriculum or just starting, join us! You will walk away with fresh ideas to apply at home.

## DIGITAL POSTERS

### **Should Feedback Providers Focus on Learners’ Non-verbal Behavior during Feedback Dialogues?**

When we communicate, we retrieve a lot of information from non-verbal responses. However, nonverbal behavior is difficult to interpret. Should feedback providers focus on learners’ non-verbal behavior during feedback dialogues? This study shows that students’ posture is associated with satisfaction with the feedback process and their self-efficacy regarding their performance.

### **Implicit Bias Workshops in Medical and Health Professions Education: Are They Beneficial?**

This study examined if the Implicit Bias Workshops helped increase student awareness about individual biases. Participants included 246 students (143 medical - 2014; 56 medical, 44 nursing, 3 chaplaincy – 2015). Pre and post workshop questionnaires were utilized. The outcomes suggest that the discipline specific and interprofessional workshops were effective.

## DIGITAL POSTERS (CONTINUED)

### **Assessment of Changes in Medical Student Perceptions of Children with Developmental Disabilities and Family Perceptions of Physician Empathy and Trust Before and After a Home Visit Program**

Disabled patients are less likely to receive quality care from their physicians. More opportunities to care for this vulnerable population may improve medical student attitudes and confidence regarding treating disabled populations and simultaneously ameliorate the gap in care. Due to Wayne State University School of Medicine's limited exposure to children with developmental disabilities, a service learning model was created to enhance rapport on both sides of the relationship.

### **The Prediction of Medical Student Empathic Concern from Human Values across Gender**

From fall 2014 to fall 2015, 129 M-1/M-2 medical students self-reported measurements of empathic concern and human values yielded statistically significant relations overall and across gender. Female and male medical students do not differ in their overall level of empathic concern, but achieve the same level through a different set of values.

## PANEL DISCUSSIONS

### **Social Networking 201:**

#### **Engaging Learners and Professional Networking with Twitter**

Twitter is connecting medical educators, learners, patients, and colleagues. Educators sponsor Twitter chats, refute health care myths and celebrate the scholarly achievements of peers. This interactive panel of experienced Twitter users will be an opportunity to discuss the pros and cons of various strategies for using Twitter in medical education.

#### **Portfolio Program Implementation and Assessment - Lessons Learned**

Portfolio programs in undergraduate medical education are frequently challenged by dissatisfaction from students and faculty and by uncertainties on how best to assess student portfolio learning. Leaders in portfolio development from three different institutions will discuss their experiences with implementation and assessment of student portfolios and share their lessons learned.

### **Spending Two Cups of Tea with Medical Education Research:**

#### **Reviewing Article Manuscripts for Scholarly Journals**

Reviewing Medical Education Research (MER) article manuscripts is important to scholarly development. However, novice reviewers can lack the knowledge and experience needed to provide a quality review. In this workshop, a panel of journal editors will facilitate activities for building the requisite skills to critically evaluate and nurture MER.

### **Developing Physicians for New Health Care Delivery Systems and Health Systems Science: The Value of Integrating Students in Community Health Centers and Other Community-Based Settings**

We will present a broad spectrum of learning opportunities for students placed in a range of clinical settings from community health centers to patients' homes; problem solve the challenges of learner, practitioner and setting readiness; and identify benefits for students, patients and health centers of integrating students in these settings.

## PANEL SESSIONS (CONTINUED)

### **Interprofessional Education and Practice: From Implementation to Assessment**

Multiple challenges face institutions trying to implement interprofessional education and collaborative practice to meet accreditation requirements and address patient care issues – but gaps/issues still exist. This panel will address IPE development/implementation, faculty development, and assessment. Four panelists from different institutions with diverse areas of expertise will comprehensively cover IPE.

### **If You Build It They Will Come: Strategies for Creating a Dynamic Faculty Development Program**

In an era of increased demands on faculty time, many faculty member's desire to work in a medical school is often driven by a goal of teaching of medical learners. Faculty developers must understand learners have different approaches to study and learning.

### **Emerging Initiatives in the Assessment of Entrustable Professional Activities (EPAs)**

Use of Entrustable Professional Activities (EPAs) in medical education is emerging as an important component of measuring student/resident competence in clinical practice. New initiatives in the assessment of EPAs will be explored. Elements of trust, tools/methods and best practices for EPA implementation will be presented and further discussed.

## PECHA KUCHA

### **Growing Interprofessional Education from Small to Big!**

Interprofessional education (IPE) occurs when two or more health professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. A new medical school is thinking BIG and delivering an innovative, longitudinal IPE curriculum together with faculty and students from pharmacy, nursing, and social work.

### **Analyzing a Flipped Classroom Model of Medical Education: Who Benefits?**

Our second year medical students view podcasts before class and then attend an active learning session with cases and problems. Women and specific MBTI types who downloaded podcasts before class did significantly better on both block and CBSSA exams.

### **Larry Doby and the Dilemma of Qualification**

In Supreme Court cases on affirmative action, opponents of race conscious admissions contend that minority applicants are favored over "more qualified" applicants. At issue is what "qualified" means based on quantitative data compared to holistic review. Larry Doby and other cases from highly-quantified sports leagues will justify holistic review.

### **Narrative Professionalism as a Teaching Strategy**

Narrative professionalism is a special application of narrative medicine that provides a safe and confidential forum for students, residents, and faculty to learn specifically about the praxis and parameters of medical professionalism. Attendees for this presentation will learn about a successful program in a large urban medical school and how it has affected medical students and residents.

## PECHA KUCHA (CONTINUED)

### **Teaching About Quality in a Medical Curriculum**

As quality improvement and patient safety (QI/PS) continue to grow in importance in the healthcare system, new models for educating medical students about QI/PS are needed. This presentation describes how one institution designed and implemented a four-year, longitudinal curriculum in QI/PS and present early outcomes.

## PROBLEM SOLVING SESSION

### **Becoming a Discipline: Core Medical Educator Competencies and Milestones**

Cristancho & Varpio (2016) describe a discipline as being guided by shared assumptions, paradigms and methods. A shared mental model about what it means to be a medical educator is necessary to develop effective practices. This session will propose and discuss a model of medical educator competencies and milestones.

### **Mentoring Skill Development for Clinician Educators: Addressing Opportunities across the Continuum**

Clinician educators often serve as mentors to trainees without formalized training, while simultaneously seeking mentors for their own career development. Lack of faculty training can lead to less effective mentoring relationships. Case-based discussion will focus on strategies to support the dual mentoring role of the junior clinician educator.

### **What are Best Practices in Remediation of Professionalism Lapses in Medical Students?**

This workshop explores best practices for professionalism remediation of medical students with a focus on: 1) the “differential diagnosis” and stratification of unprofessional behaviors; 2) first conversations; 3) uses of student “contracts”; 4) development of individualized remediation plans; 5) feed-forward and MSPE considerations; and 6) outcome measures.

### **Remote Standardized Patients (RSPs) - Small Idea or Big Concept?**

RSPs who connect with learners remotely, for training or assessment are not emerging in parallel with the fast dissemination of teleconferencing and e-learning. This session will explore the methodology in greater depth and examine the pros and cons to its utilization in health professions education.

### **Assessing Humanism across the Continuum**

The assessment of humanism, an essential component of professionalism, professional identity, and clinical practice, is important across all phases of health professions education. This session will consider evidence based on literature reviews and the experience of participants to explore best practices for context-specific assessment of humanism among learners.

### **Examining Current Strengths and Challenges to Adapting and Implementing Best Practices in Interprofessional Education (IPE)**

Due to collaborative practice needs and accreditation requirements, interprofessional education (IPE) has become essential. IPE practices are often shared, but examinations of current practices and how they are adapted and implemented is limited. This session will engage participants in discussions regarding challenges, successful practices, lessons learned, and collaborative opportunities.

## SKILLS ACQUISITION SESSIONS

### **Cultivating a Coaching Culture to Empower Professional Development:**

#### **The What, the Why, the How**

Medical educators are expected to be productive in clinical practice, deliver effective teaching, and carry out research in the changing face of medicine. Coaching is a proven tool for developing and empowering individuals through change. Session participants will acquire a skill set for effective coaching and engage in the coaching process.

### **Power Play: Giving Learners Feedback on Body Language and Power Dynamics**

Medical learners are often unaware of verbal and non-verbal behaviors that affect interpersonal power dynamics, which can create miscommunication and conflict. In this experiential learning session, educators will learn how to give specific feedback to learners about body language and status behaviors, enabling more effective communication with patients and colleagues.

### **Integrating Universal Design for Instruction:**

#### **Ready to Take your First Steps in Making Your Content Accessible?**

After participating in this workshop, learners will be able to: 1) Identify best practices to integrate universal design principles into curriculum and faculty development; 2) Create and deliver a YouTube closed-captioned video; 3) Convert digital office documents into accessible PDFs; 4) Identify pedagogical opportunities and constraints of each technology.

### **Effective Strategies for Distance Collaboration**

As medical education receives global interest, how administrators and faculty productively accomplish goals from a distance can pose challenges. This interactive workshop will address effective strategies for distance collaborations including instructional design and choosing technology. Participants will work on cases including "Distant Faculty Development, Collaborating at a Distance," and "Facilitating Distant Meetings."

### **Effective Feedback in Medical Education: How to Develop a Practical Approach Applicable to All Learners**

The goal of this workshop is to empower medical educators to provide effective feedback for learners at all levels of training. We will review evidence-based principles as well as practical tools designed to enhance medical educators' feedback skills. Attendees will apply their knowledge and skills during interactive scenarios.



## SPECIAL INTEREST GROUPS

### **Faculty Affairs and Development:**

The purpose of the Faculty Affairs and Development (FAD) special interest group is to build a community of faculty interested in emerging faculty affairs issues that promote institutional and professional growth and who are willing to share best practices to advance our teaching, research, and leadership roles.

### **Interprofessional Education:**

This special interest group provides a forum for discussion and collaboration on issues related to the implementation and assessment of interprofessional education (IPE) in health sciences education. Educational scholarship and research regarding the impact of IPE on health care outcomes and patient care will also be a focus of this group.

### **Wellness:**

The Wellness special interest group will focus on discussion related to learner wellness and self-care during an educational program from medical school through residency training.

**Educational Technology:** The Education Technology special interest group is interested in classroom, web-based, and mobile technologies integral to the education of health care professionals. Flipped classrooms, cloud based computing, and smart devices are all fair game for these Generalists.

### **Evaluation, Assessment, Research:**

This special interest group provides a forum for discussion and collaboration amongst educators interested in issues of learner assessment, program or curriculum evaluation, and education scholarship/research. Within this group, we will share solutions to common problems and generate ideas to advance the practice in this arena.





