

The Generalist in Medical Education
November 10 – 11, 2016
Seattle, Washington

CONFERENCE AGENDA and SESSION ABSTRACTS

Wednesday, November 9, 2016

4:00 pm – 6:00pm
Paris Foyer

Registration

Thursday, November 10, 2016

8:00 am-5:00 pm
Paris Foyer

Registration

Stop by and visit the IAMSE table

11:00 am – 11:30 am
Paris Ballroom

Welcome, Program Overview & 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*

SKILL ACQUISITION

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

Vienna

*Moderator,
Elizabeth Kachur
Medical Education
Development*

PROBLEM SOLVING

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

Paris Ballroom

*Moderator,
Julie Covarrubias
University of Alabama
Birmingham*

PANEL DISCUSSION

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

1:00 pm – 1:15 pm

Break

<p>1:15 pm – 2:30 pm Paris Ballroom</p>	<p>Keynote Address Dr. Larry Gruppen Making Sense of the Learning Environment: In Class, In Clinic, and In Theory</p>	
<p>2:30 pm – 2:45 pm</p>	<p>Break</p>	
<p>2:45 pm – 4:15 pm</p>	<p>Concurrent Sessions 2</p>	
<p>Paris Ballroom</p> <p><i>Moderator, Luke Mortensen AACOM</i></p>	<p>PANEL DISCUSSION</p>	<p>Portfolio Program Implementation and Assessment – Lessons Learned <i>Jack A. Kopechek, The Ohio State University College of Medicine Machelle Linsenmeyer, West Virginia School of Osteopathic Medicine Marianne Green, Northwestern University Feinberg School of Medicine Cynthia Ledford, The Ohio State University College of Medicine Nicole Deiorio, School of Medicine Oregon Health & Sciences University School of Medicine</i></p>
<p>Vienna</p> <p><i>Moderator, Heather Billings Mayo Clinic College of Medicine</i></p>	<p>PROBLEM SOLVING</p>	<p>Mentoring Skill Development for Clinician Educators: Addressing Opportunities Across the Continuum <i>Karyn Lee Kassis, Nationwide Children’s Hospital, The Ohio State University School of Medicine & Daniel McFarlane, The Ohio State University School of Medicine</i></p>
<p>Athens</p> <p><i>Moderator, Geraud Plantegenest Michigan State University</i></p>	<p>SKILL ACQUISITION</p>	<p>Power Play: Giving Learners Feedback on Body Language and Power Dynamics <i>Belinda Fu, Swedish Medical Center / University of Washington Department of Family Medicine</i></p>
<p>4:15 pm – 4:30 pm</p>	<p>Break</p>	
<p>4:30 pm – 6:00 pm</p>	<p>Concurrent Sessions 3</p>	
<p>Bombay</p> <p><i>Moderator, Larry Hurtubise Nationwide Children’s Hospital</i></p>	<p>PANEL DISCUSSION</p>	<p>Spending Two Cups of Tea with Medical Education Research: Reviewing Article Manuscripts for Scholarly Journals <i>Brian Mavis, Michigan State University Peter G. M. de Jong, Editor of Medical Science Educator Anna Cianciolo, Editor of Teaching and Learning in Medicine Scott Cottrell, Editor of Medical Education Online Elizabeth McClain, Medical Education Editor, Journal of the AOA</i></p>

<p>Vienna</p> <p>Moderator, Jennifer Mitzman The Ohio State University College of Medicine and Nationwide Children's</p>	PROBLEM SOLVING	<p>What are the Best Practices in Remediation of Professionalism Lapses in Medical Students</p> <p>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 & Seema Baranwal, Drexel University College of Medicine</p>
<p>Paris Ballroom 4:30 pm – 5:15 pm</p> <p>Moderator, John Luk The University of Texas at Austin Dell Medical School</p>	DIGITAL POSTERS	<p>Should Feedback Providers Focus on Learners' Non-verbal Behavior During Feedback Dialogues?</p> <p>J.M. Monica van de Ridder, Michigan State University & J.M. Beerens, Albert Schweitzer Hospital, Dordrecht</p> <p>Implicit Bias Workshops in Medical and Health Professions Education: Are They Beneficial?</p> <p>Courtney A West, Texas A & M HSC College of Medicine & Lori Graham, Texas A & M HSC College of Medicine</p> <p>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</p> <p>Xiaofan Mi, Wayne State University School of Medicine & Crystal S. Zhang, MD/PPH Candidate Class of 2018 Wayne State University School of Medicine</p> <p>The Prediction of Medical Student Empathic Concern from Human Values Across Gender</p> <p>William J.d 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 & Robert Treat, Medical College of Wisconsin</p>

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
& 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 & 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 Gonsenhauser, The Ohio State University, Allison Heacock, The
Ohio State University & Susan Moffatt-Bruce, The Ohio State University

6:15 pm
7:00 pm Servant
Leader Award
Presented

Athens

Reception and
Presentation of Servant Leadership Award

Friday, November 11, 2016

7:30 am – 8:30 am
Paris Ballroom

Continental Breakfast & Round Tables and Special Interest Groups

Paris Ballroom

Moderator,
Doug Danforth
The Ohio State University

COMMON INTEREST ROUNDTABLES

Student Portfolio Generation and Assessment

Stephen S. Davis, Ohio University Heritage College of Osteopathic Medicine
& Mabelle Linsenmeyer, West Virginia School of Osteopathic Medicine

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

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 & Dawn Durivage, The University of Toledo College of Medicine

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

Julie A. Bridges, Eastern Virginia Medical School, Don Robison, Eastern Virginia Medical School, Lauren Mazzurco, Eastern Virginia Medical School & David Golay, Eastern Virginia Medical School

“CARDAMON”

Career Development and Mentoring for 4th Year Medical Students

Michele Haughton, SUNY Downstate Medical Center
& Nagaraj Gabbur, SUNY Downstate Medical Center

Faculty Affairs and Development

Greg Turner, Florida State University College of Medicine, Convener

Educational Technology

Geraud Plantegenest, College of Human Medicine Michigan State University, Convener

Evaluation, Assessment, and Research

Era Buck, University of Texas Medical Branch, Convener

Wellness

Cynthia Ledford, The Ohio State University School of Medicine, Convener

Interprofessional Education

The Interprofessional Education SIG will not be meeting since several IPE sessions are occurring throughout the conference

SPECIAL INTEREST GROUPS

Paris Ballroom

8:30 am – 8:45 am

Break

8:45 am - 10:15

Concurrent Sessions 1

<p>Athens</p>	<p>PANEL DISCUSSION</p>	<p>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</p> <p>Lisette Dunham: American Medical Association, Moderator 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, Sophie Davis/CUNY School of Medicine Tonya Fancher, University of California at Davis School of Medicine</p>
<p>Bombay</p> <p>Moderator, Sarah Knox Morley University of New Mexico Health Sciences</p>	<p>SKILLS ACQUISITION</p>	<p>Integrating Universal Design for Instruction: Ready to Take Your First Steps in Making Your Content Accessible?</p> <p>Geraud Plantegenest, College of Human Medicine, Michigan State University, Carrie Bowler, Mayo Clinic College of Medicine, Melissa Hansen, College of Medicine & Life Sciences, The University of Toledo & Nate Evans, MSU Technology, Michigan State University</p>
<p>Vienna</p> <p>Moderator, David Way The Ohio State University</p>	<p>PROBLEM SOLVING</p>	<p>Remote Standardized Patients (RSPs) – Small Idea or Big Concept?</p> <p>Elizabeth K. Kachur, Medical Education Development, Lisa Altshuler, New York University School of Medicine & Chaoyan Dong, Sengkang Health, SingHealth</p>

10:15am-10:30 am

Break

10:30 am - 12:00 pm

Concurrent Sessions 2

<p>Vienna</p>	<p>PANEL DISCUSSION</p>	<p>Interprofessional Education and Practice: From Implementation to Assessment</p> <p>Carol Hasbrouck, The University of Toledo, Moderator John Luk, The University of Texas at Austin Dell Medical School Margaret Stuber, UCLA David Geffen School of Medicine Brenda Zierler, University of Washington Center of Health Sciences Interprofessional Education, Research, and Practice</p>
<p>Bombay</p>	<p>SKILLS ACQUISITIONS</p>	<p>Effective Strategies for Distance Collaboration</p> <p>Denise Kay, University of Central Florida, Moderator Cayla R. Teal, Texas A&M Health Science Center & Larry Hurtubise, Nationwide Children’s Hospital</p>

<p style="text-align: center;">Athens</p> <p style="text-align: center;"><i>Moderator, Terry Stratton University of Kentucky College of Medicine</i></p>	DESCRIPTIVE SESSIONS	<p style="text-align: center;">Relationship of M1 Student Empathy and Emotional Intelligence Between a New Three-Year and Traditional Four-Year Medical School Curriculum 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 & Dawn Bragg, Medical College of Wisconsin</p> <p style="text-align: center;">Evaluating Resilience: A Qualitative Assessment of a Residency Resilience Curriculum Lauren Kate Gambill, The University of Texas at Austin Dell Medical School & Hayley Harris, The University of Texas at Austin Dell Medical School</p> <p style="text-align: center;">Psychometric Properties of the Medical Information Literacy Questionnaire (MILQ) Sarah K. Morley, University of New Mexico Health Sciences Center</p> <p style="text-align: center;">The Virtual Family Approach: Systematically Incorporating Patient Context in Case Education Don Robison, Eastern Virginia Medical School, Julie Bridges, Eastern Virginia Medical School, Elza Mylona, Eastern Virginia Medical School & Cynthia Cadieux, Eastern Virginia Medical School</p> <p style="text-align: center;">MD and PhD Collaboration in Building a New MS1 Curriculum Thomas J. Poole, Upstate Medical University, Lauren Germain, Upstate Medical University, Sarah Edwards, Upstate Medical University & Paul Ko, Upstate Medical University</p> <p style="text-align: center;">Faculty Reluctance to Report Trainees with Professionalism Lapses: Understanding Why Deborah Ziring, Sidney Kimmel Medical College of Jefferson University, Deborah Danoff, McGill University Faculty of Medicine, Richard Frankel, Indiana University</p>
<p>Noon – 1:15 pm</p> <p>Paris Ballroom</p> <p>Lunch</p> <p>Reaction Discussion to Keynote Speaker</p>		
<p>1:30 – 2:45 pm</p> <p>Concurrent Session 3</p>		
<p style="text-align: center;">Athens</p> <p style="text-align: center;"><i>Moderator, John Szarek The Commonwealth Medical College</i></p>	PANEL DISCUSSION	<p style="text-align: center;">If You Build It They Will Come: Strategies for Creating a Dynamic Faculty Development Program Michael L. Rowland, University of Kentucky College of Medicine Annie J. Daniel, Louisiana State University School of Veterinary Medicine Elza Mylona, Eastern Virginia Medical School Carol L. Elam, University of Kentucky College of Medicine</p>

<p>Bombay</p> <p>Moderator, Monica van de Ridder Michigan State University College of Human Medicine</p>	<p>SKILLS ACQUISITION</p>	<p>Effective Feedback in Medical Education: How to Develop a Practical Approach Applicable to All Learners Jorge Ganem, The University of Texas at Austin Dell Medical School, Dan Richards, The University of Texas at Austin Dell Medical School, & Lauren Kate Gambill, The University of Texas at Austin Dell Medical School</p>
<p>Vienna</p> <p>Moderator, Shirley Eisner SUNY Downstate College of Medicine</p>	<p>PROBLEM SOLVING</p>	<p>Assessing Humanism Across the Continuum Era Buck, University of Texas Medical Branch, Mark Holden, University of Texas Medical Branch, Karen Szauter, University of Texas Medical Branch, Robin Michaels, University of Minnesota Medical School Duluth & John Luk, The University of Texas at Austin Dell Medical School</p>
<p>2:45 pm – 3:00 pm</p>		<p>Break</p>
<p>3:00 pm – 4:30 pm</p>		<p>Concurrent Sessions 4</p>
<p>Athens</p>	<p>PANEL DISCUSSION</p>	<p>Emerging Initiatives in the Assessment of Entrustable Professional Activities (EPAs) Machelle Linsenmeyer, West Virginia School of Osteopathic Medicine, Moderator Olle ten Cate, University Medical Center Utrecht William Lobst, The Commonwealth Medical College Robert Englander, University of Minnesota Medical School Karin Esposito, Florida International University College of Medicine Pamela Basehore, Rowan School of Osteopathic Medicine</p>
<p>Vienna</p> <p>Moderator, Carrie Bowler Mayo Clinic College of Medicine</p>	<p>PROBLEM SOLVING</p>	<p>Examining Current Strengths and Challenges to Adapting and Implementing Best Practices in Interprofessional Education (IPE) Lori Graham, Texas A & M HSC College of Medicine, Patricia A. Carney, Oregon Health & Science University, Marissa F. Miller, Oregon Health & Science University & Courtney A. West, Texas A & M HSC College of Medicine</p>

Paris Ballroom

DESCRIPTIVE SESSIONS

From Curious to Scholarly:

Using Technology to Progress Medical Education Research

Elissa Hall, Mayo Clinic College of Medicine, Leslie Fall, MedU, Jason Frank, Royal College of Canada, Larry Hurtubise, Nationwide Children's Hospital & Cynthia Ledford, The Ohio State University School of Medicine

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

Shirley M. Bodi, The University of Toledo College of Medicine & Coral D. Matus, The University of Toledo College of Medicine

Ambulatory Narratives: Reflecting on Patient Care Through Digital Storytelling

Kenneth Warren, Virginia Commonwealth University School of Medicine & Bennett Lee, Virginia Commonwealth University School of Medicine

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

A Multi-Disciplinary and Multi-Method Approach

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 & Sharleen Suico, The University of Toledo College of Medicine

Best Practices in Operationalizing IPE in a Clinical Setting:

Logistics of a National Crowdsourcing

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 & Veronica Young, The University of Texas at Austin College of Pharmacy

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

4:30 – 5:30 pm
Athens

Business Meeting

2016 Conference Session Abstracts

Common Interest Roundtables

Student Portfolio Generation and Assessment

We'll use two institutions examples to flush out the process, concerns, and ways to planning, approval, programing, 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%.

'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 4-year curriculum and our new 3-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.

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 MD curriculum.

MD and PhD 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 MD and PhD 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, 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.

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-invigorating 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.

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-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.

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.

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 4-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: (i) the “differential diagnosis” and stratification of unprofessional behaviors; (ii) first conversations; (iii) uses of student “contracts”; (iv) development of individualized remediation plans; (v) feed-forward and MSPE considerations; and (vi) 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.

Skill 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. Bring your mobile device?

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.