



Boston

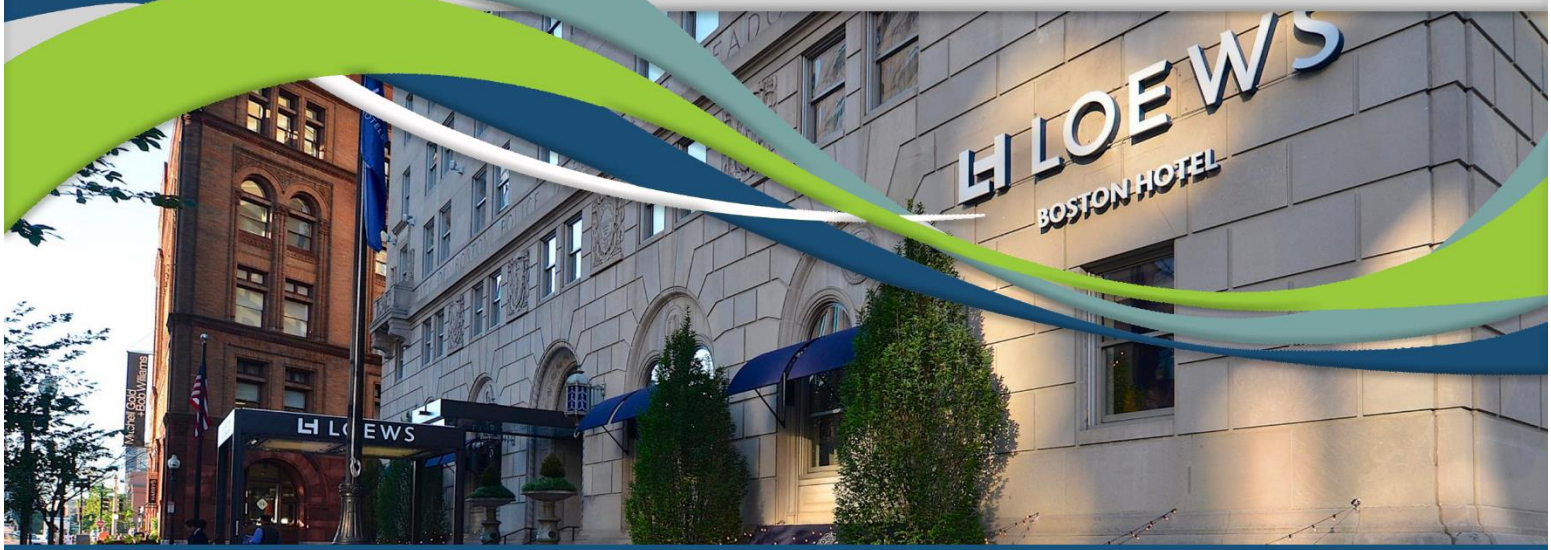
38th

ANNUAL CONFERENCE



— The Generalists in —
Medical Education

Collaborate - Innovate - Disseminate



NOVEMBER 2-3, 2017

HOSTED BY: THE UNIVERSITY OF TOLEDO



**COLLEGE OF MEDICINE
AND LIFE SCIENCES**

THE UNIVERSITY OF TOLEDO

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CONFERENCE HOTEL LOEWS BOSTON HOTEL

154 Berkeley Street
Boston, Massachusetts 02116
617.266.7200

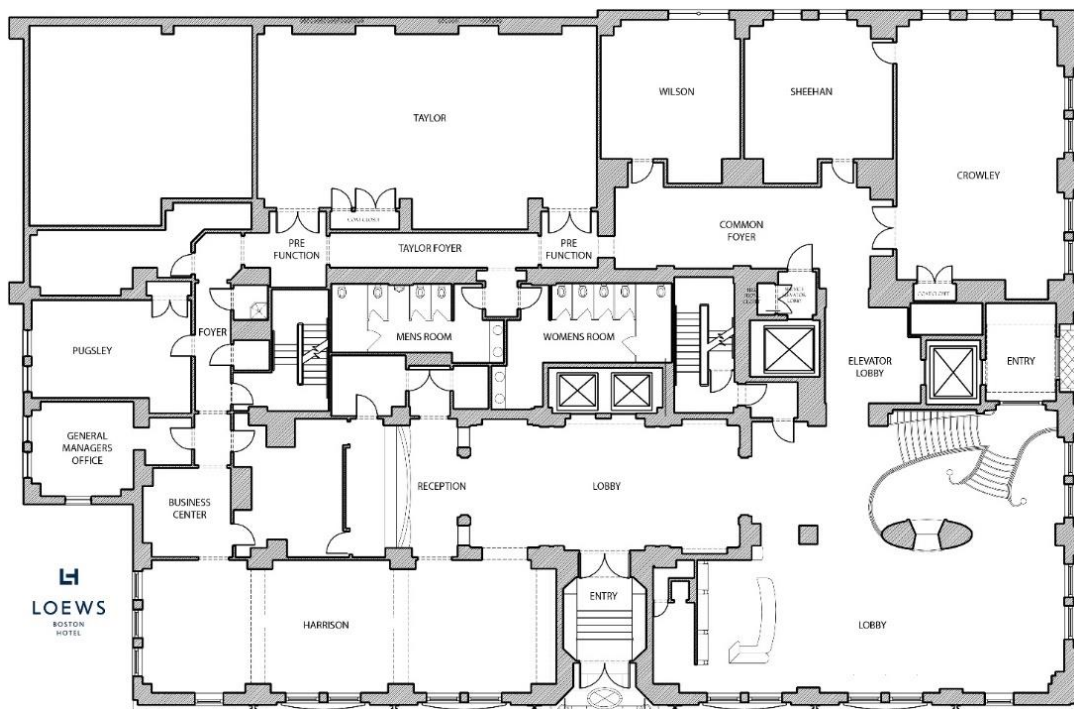
<https://www.loewshotels.com/Boston-Hotel>



Housed in the stately limestone building that was once home to the Boston Police Headquarters, Loews Boston Hotel is a premier choice among hotels near Copley Square, offering an unforgettable blend of historic charm, sophistication and authentic New England hospitality.

Hotel highlights include:

- 222 spacious guestrooms, two luxury suites and an expansive Presidential Suite
- Exclusive Back Bay location, close to Boston University, Boston College, Harvard, Northeastern, Berklee College of Music, Emerson and Tufts Medical School
- Precinct Kitchen + Bar serves classic American dishes and New England seafood specialties
- Apothecary Lounge in the lobby serves a range of coffees, including latte, espresso and cappuccino
- A chic option for events and meetings
- Complimentary Wi-Fi in every guest room—and in public spaces



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 predoctoral, postdoctoral, 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

MESSAGE FROM THE CHAIR



Greetings and welcome to the 38th Generalists in Medical Education Conference in Boston!

The Generalists has provided a welcoming platform to health professions educators to disseminate their important works since 1980. The 2017 conference program proudly continues this tradition with “Collaboration for Innovation.” I think that the emphasis on collaboration rightly highlights the importance of our shared efforts to propel medical education through exciting and interesting pedagogies and experiences. This year’s conference spotlights the diverse medical education innovations and collaborations that distinguish the Generalists and its members.

Anchoring this conference will be the keynote address by LuAnn Wilkerson, a preeminent medical educator, valued Colleague, and dear friend of the Generalists. LuAnn serves as the Associate Dean for Faculty Development and Assessment at the University of Texas at Austin Dell Medical School. Her efforts have spanned medical schools coast-to-coast. I think that you will find her presentation enlightening as you renew existing collaborations and forge new ones at the Generalists.

You, my colleagues and valued members of the Generalists, form the beating heart of this organization. The amazing members of the steering committee serve as its conscience, always pointing the organization to its true north. I am honored and privileged to have served as the Chair of the steering committee. Elissa Hall will lead the organization as its next Chair of the steering committee. Congratulations and best wishes, Elissa!

I am also particularly grateful and proud that Melissa Hansen has served as the 2017 Program Chair. Melissa’s leadership and tireless efforts have resulted in an amazing conference program that I know you will enjoy. I invite you to share your thanks to Melissa during the conference. Congratulations and thank you, Melissa!

Collaborate—Innovate—Disseminate!

Respectfully,
John Luk
2017 Chair of the Steering Committee

JAMIE SHUMWAY SERVANT LEADERSHIP AWARD

“The servant-leader is servant first.
It begins with the natural feeling that one wants to serve, to serve first.
Then conscious choice brings one to aspire to lead.
That person is sharply different from one who is leader first . . .
The difference manifests itself in the care taken by the servant-first
to make sure that other people’s highest priority needs are being served.”

Robert K. Greenleaf
Servant Leadership: A Journey into Nature of Legitimate Power & Greatness

Year	Recipient
1997	Carol Hasbrouck and Terry Mast
1998	T. Lee Willoughby
1999	M. Brownell Anderson
2001	Lou Grosso
2005	Linda Perkowski
2007	David J. Solomon
2010	Jamie Shumway
2011	Ann Frye
2012	Julie Covarrubias
2013	Elza Mylona
2014	Sonia Crandall
2015	Dennis Baker and Ellen Whiting
2016	Susan Labuda Schrop



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.

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.

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.

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.

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.

Roundtables

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

Pecha Kucha

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 1981-2017

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
2017	John Luk	Melissa Hansen

2017 STEERING COMMITTEE

<p>John C. Luk, Chair Elissa Hall, Chair Elect Machelle Linsenmeyer, Past Chair Melissa Hansen, Program Chair Elissa Hall, Outreach Chair Gregory H. Turner, Member-at-Large John L. Szarek, Member-at-Large Nagaraj Gabbur, Member-at-Large Carol Hasbrouck, Treasurer Terry Stratton, Conference Evaluation Chair Julie B. Covarrubias, Membership Elissa Hall, Outreach Chair Larry Hurtubise, Web Master</p>	<p>The University of Texas at Austin Dell Medical School Mayo Clinic College of Medicine and Science West Virginia School of Osteopathic Medicine University of Toledo College of Medicine and Life Sciences Mayo Clinic College of Medicine and Science Florida State University College of Medicine Geisinger Commonwealth School of Medicine Hofstra Northwell Health School of Medicine University of Toledo College of Medicine and Life Sciences University of Kentucky College of Medicine University of Alabama at Birmingham Mayo Clinic College of Medicine and Science Nationwide Children’s Hospital</p>
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2017 PROPOSAL REVIEWERS

A Abyad

American University of Technology
Abyad Medical Center- Lebanon

Tipsuda Bahri

Touro College of
Osteopathic Medicine

Carrie Bowler

Mayo Clinic
College of Medicine and Science

Julie B. Covarrubias

University of Alabama
at Birmingham

Nagaraj Gabbur

Hofstra Northwell Health
School of Medicine

Carol S. Hasbrouck

University of Toledo College of
Medicine and Life Sciences

Nadia Ismail

Baylor College of Medicine

Mark A.W. Andrews

Lake Erie College of
Osteopathic Medicine

Laurie Belknap

Ohio State University
Wexner Medical Center

Era Buck

University of Texas Medical
Branch at Galveston

Heather Valenova Dayag

Harvard Medical School

Elissa Hall

Mayo Clinic
College of Medicine and Science

Mark Hernandez

Alabama College of
Osteopathic Medicine

Elizabeth Kachur

Medical Education
Development, Global Consulting

Shaza Aouthmany

University of Toledo College of
Medicine and Life Science

Heather Billings

Mayo Clinic
College of Medicine and Science

Scott Cottrell

West Virginia University

Linda Deloney

University of Arkansas
for Medical Sciences

Melissa Hansen

University of Toledo College of
Medicine and Life Sciences

Larry Hurtubise

Nationwide Children’s Hospital

Edward Kakish

University of Toledo College of
Medicine and Life Sciences

2017 PROPOSAL REVIEWERS (cont.)

Rachel Lewin

University of California
Los Angeles

Alexa Meara

The Ohio State University

Susan M. Perlis

Cooper Medical School
of Rowan University

Terry D. Stratton

University of Kentucky
College of Medicine

Cayla R. Teal

Texas A&M College of Medicine

Greg Turner

Florida State University
College of Medicine

Nagaswami Vasan

Cooper Medical School
of Rowan University

Machelle Linsenmeyer

West Virginia School of
Osteopathic Medicine

Elza Mylona

Eastern Virginia Medical School

Clinton Pong

Tufts Medical School

Sath Sudhanthar

College of Human Medicine
Michigan State University

Robert Treat

Medical College of Wisconsin

Virginia Uhley

Oakland University William
Beaumont School of Medicine

Audrey Vasauskas

Alabama College of
Osteopathic Medicine

John Luk

The University of Texas at Austin
Dell Medical School

Claire Pearson

Wayne State University

Michael Rowland

University of Kentucky
College of Medicine

John L. Szarek

Geisinger Commonwealth
School of Medicine

Rodica Turcu

University of Louisville

Monica van de Ridder

College of Human Medicine
Michigan State University

Stephanie Wragg

Roseman University

KEYNOTE ADDRESS



The University of Texas at Austin
Dell Medical School



LuAnn Wilkerson, Ed.D., is Professor of Medical Education and Associate Dean for Evaluation and Faculty Development at the Dell Medical School at The University of Texas at Austin where her responsibilities include program evaluation, assessment of learning, and enhancement of teaching capacities across the medical education continuum. Prior to coming to Dell in January of 2016, LuAnn was Professor of Medicine, Senior Associate Dean for Medical Education, and Director of the Center for Educational Development & Research at the David Geffen School of Medicine (DGSOM) at UCLA. Her educational research interests include assessment of interprofessional competencies, clinical skills, problem-based learning, and the evaluation of outcomes of curricular innovations. She is regularly involved in facilitating faculty development workshops locally, regionally, and nationally.

CONFERENCE AGENDA

<i>Wednesday, November 1, 2017</i>		
<i>4:00 pm – 6:00 pm Common Foyer</i>	Registration	
<i>Thursday, November 2, 2017</i>		
<i>7:00 am – 6:00 pm Common Foyer</i>	Registration <i>Stop by and visit the IAMSE table</i>	
<i>7:00 am – 7:45 am Taylor</i>	Breakfast and Welcome	
<i>7:45 – 9:15 am</i>		
Concurrent Sessions 1		
<i>Taylor</i>	DIGITAL POSTER	<p>A Collaborative Medical Education Research Group in Emergency Medicine <i>Anne Messman, Wayne State University School of Medicine</i> <i>Claire Pearson, St. John Hospital and Medical Center</i> <i>Patricia Nouhan, St. John Hospital and Medical Center</i></p> <p>Big Data for CBME Program Evaluation: Exploring Competency Learning Curves with the Learning Analytics Tool Kit <i>Clinton Pong, Tufts University School of Medicine</i></p> <p>Incorporating the Learners’ Questions into Electronic Feedback Forms: Can Learners Engage Their Audience and Elicit Meaningful Feedback? <i>Sandra Hearn, University of Michigan Medical School</i></p> <p>From Awareness to Patient Outcomes, the Importance of Implicit Bias Education at All Levels in Medicine <i>Jorge Ganem, University of Texas at Austin Dell Medical School</i> <i>Anika Kumar, Cleveland Clinic Lerner College of Medicine</i> <i>Vanessa Durand, Drexel University College of Medicine</i></p> <p>A Multifaceted Approach to Faculty Development for Interprofessional Education <i>Daniel Richards, University of Texas at Austin Dell Medical School</i> <i>John Luk, University of Texas at Austin Dell Medical School</i> <i>Barbara Jones, University of Texas at Austin School of Social Work</i> <i>Gayle Timmerman, University of Texas at Austin School of Nursing</i> <i>Veronica Young, University of Texas at Austin College of Pharmacy</i></p>

<i>Sheehan</i>	PROBLEM SOLVING	<p>Designing a Collaboration Model to Achieve Successful Curricular Reform <i>Cayla R. Teal</i>, Texas A&M College of Medicine <i>Kathleen Jones</i>, Texas A&M College of Medicine <i>Terri Kurz</i>, Texas A&M College of Medicine</p>
<i>Crowley</i>	SKILLS ACQUISITION	<p>Creating OSCE Stations that Focus on Professionalism <i>Elizabeth Kachur</i>, Maimonides Medical Center <i>Lisa Altshuler</i>, New York University Medical School <i>Lucy Bruell</i>, New York University Medical School <i>Adina Kalet</i>, New York University Medical School</p>
9:15 – 9:30 am		Break
9:30 – 11:00 am		Concurrent Sessions 2
<i>Harrison</i>	DESCRIPTIVE	<p>Active Learning Strategies for the Post Millennial Medical Student <i>Mark Hernandez</i>, Alabama College of Osteopathic Medicine <i>Chante Richardson</i>, Alabama College of Osteopathic Medicine</p> <p>Cinemeducation: Using TV Medical Drama Trigger Clips to Enhance Faculty Development Presentation <i>Greg Turner</i>, Florida State University College of Medicine</p> <p>Does Attendance Predict Medical School Performance? Early Findings from Competency-Based Progress Testing in a New Medical School Curriculum <i>Heather Laird-Fick</i>, Michigan State University College of Human Medicine <i>David Solomon</i>, Michigan State University College of Human Medicine <i>Carol Parker</i>, Michigan State University College of Human Medicine <i>Ling Wang Ling</i>, Michigan State University College of Human Medicine</p> <p>Medical Student Emotional Exhaustion and its Relationship to Trait-Affect and Perceived Stress in New Three-Year MD Programs <i>Robert Treat</i>, Medical College of Wisconsin <i>Amy Prunuske</i>, Medical College of Wisconsin <i>William Hueston</i>, Medical College of Wisconsin <i>Diane Brown</i>, Medical College of Wisconsin <i>Koenraad De Roo</i>, Medical College of Wisconsin <i>Kristina Kaljo</i>, Medical College of Wisconsin <i>Jennifer Janowitz</i>, Medical College of Wisconsin <i>Dawn Bragg</i>, Medical College of Wisconsin</p> <p>Money Matters: A Medical School Curriculum for Personal and Business Financial Management <i>Nicholas Tingquist</i>, University of Arkansas for Medical Sciences <i>Linda Murphy</i>, University of Arkansas for Medical Sciences <i>Jason Mizell</i>, University of Arkansas for Medical Sciences</p>

<i>Sheehan</i>	PROBLEM SOLVING	Exploring Issues of Professional Trust and Support in Medical School Curriculum Change <i>Michelle Yoon, Uniformed Services University of the Health Sciences</i> <i>Dina Kurzweil, Uniformed Services University of the Health Sciences</i>
<i>Crowley</i>	SKILLS ACQUISITION	Drowning in Teaching? Workplace Redesign for Teaching Medical Students on the Teaching Service <i>Lonika Sood, Aurora Health Care</i> <i>Anna Cianciolo, Southern Illinois University School of Medicine</i> <i>Lauren Meade, Tufts University School of Medicine</i>
11:00 - 11:15 am		Break
11:15 - 12:15 pm		Concurrent Sessions 3
<i>Crowley</i>	SKILLS ACQUISITION	Beyond Powerpoint for Free! <i>Michele Haughton, SUNY Downstate Medical Center</i> <i>Nagaraj Gabbur, Hofstra Northwell at North Shore University and Long Island Jewish Medical Center</i> <i>Anar Yukhayev, Hofstra Northwell at North Shore University and Long Island Jewish Medical Center</i>
<i>Sheehan</i>	PROBLEM SOLVING	Attempting to Unravel the Remediation Conundrum <i>Alexa Meara, The Ohio State University</i> <i>Charles Redman, The Ohio State University</i>
<i>Harrison</i>	PANEL DISCUSSION	Journal Editor's Panel on Measurement in Medical Education: Clearing up the Misunderstanding <i>David Way, The Ohio State University College of Medicine</i> <i>Larry Hurtubise, Nationwide Children's Hospital</i> <i>Anna Cianciolo, Editor in Chief, Teaching and Learning in Medicine</i> <i>Peter GM de Jong, Editor in Chief, Medical Science Educator</i> <i>Scott Cottrell, Editor, Medical Education Online</i> <i>Elizabeth McClain, Associate Editor, Journal of the American Osteopathic Association</i>
12:15 - 1:30 pm <i>Taylor</i>		Lunch Keynote Speaker
1:30 - 1:45 pm		Break

1:45 – 3:15 pm		Concurrent Sessions 4
<i>Harrison</i>	PANEL DISCUSSION	<p>Take Your IDEA (Instructional Design & Education Activities) to the Next Level! <i>Peggy Moore</i>, University of Nebraska Medical Center <i>Heather Billings</i>, Mayo Clinic College of Medicine and Science <i>Carrie Bowler</i>, Mayo Clinic College of Medicine and Science <i>Faye Haggar</i>, University of Nebraska Medical Center <i>Max Anderson</i>, University of Illinois College of Medicine</p>
<i>Sheehan</i>	PROBLEM SOLVING	<p>Exploring the Priorities and Gaps in Assessments of the Learning Environment <i>Nicole Deiorio</i>, Oregon Health & Science University <i>William Cutrer</i>, Vanderbilt University <i>Rajesh Mangrulkar</i>, University of Michigan <i>Sally Santen</i>, University of Michigan <i>Sandrijn van Schaik</i>, University of California San Francisco <i>Michael Dekhtyar</i>, American Medical Association</p>
<i>Crowley</i>	SKILLS ACQUISITION	<p>Developing Innovative Educational Sessions to Address Current Societal Issues Impacting Health Care <i>Carol Hasbrouck</i>, The University of Toledo College of Medicine & Life Sciences <i>Cristina Alvarado</i>, The University of Toledo College of Medicine & Life Sciences <i>Allison Spencer</i>, The University of Toledo College of Medicine & Life Sciences <i>Donna Woodson</i>, The University of Toledo College of Medicine & Life Sciences</p>
3:15 – 3:30 pm		Break
3:30 – 5:00 pm		Concurrent Sessions 5
<i>Taylor</i>	PANEL DISCUSSION	<p>Educating Physicians to Achieve the Triple Aim: Development and Implementation of Innovations in Health Systems Science <i>Stephanie Starr</i>, Mayo Clinic College of Medicine and Science <i>Jed Gonzalo</i>, Penn State University College of Medicine <i>Luan Lawson</i>, Brody School of Medicine at East Carolina University <i>Jeffrey Borkan</i>, The Warren Alpert Medical School of Brown University <i>Michael Dekhtyar</i>, American Medical Association <i>Richard Hawkins</i>, American Medical Association</p>
<i>Sheehan</i>	SKILLS ACQUISITION	<p>Teaching at the Speed of Medicine: Making the Most of Limited Time <i>Andrew Eisen</i>, Valley Health System</p>
<i>Crowley</i>	SKILLS ACQUISITION	<p>Feedback Training: How to go Beyond Asking the Right Questions in the Right Order <i>JM Monica van de Ridder</i>, Michigan State University <i>Karyn Kassis</i>, The Ohio State University <i>Larry Hurtubise</i>, Nationwide Children’s Hospital <i>Migdalisel Colon-Berlingeri</i>, Michigan State University</p>

5:00 – 5:15 pm

Break

5:15 – 6:15 pm

Concurrent Sessions 6

Taylor

PECHA KUCHA

Dinner Party at Our Beach House: Critical Reflection on the Evolving International, Interprofessional #HMICChat Community

Justin Kreuter, Mayo Clinic College of Medicine and Science
Elissa Hall, Mayo Clinic College of Medicine and Science
Teresa Soro, Karolinska Institutet

Focusing on the Pipeline:

Creating a Professional Development Conference for Premedical Advisors

Carol Elam, University of Kentucky College of Medicine

Innovative Approaches to Addressing Patient Safety in a Large Interprofessional Program

Cristina Alvarado, University of Toledo College of Medicine & Life Sciences
Carol Hasbrouck, University of Toledo College of Medicine & Life Sciences
Allison Spencer, University of Toledo College of Medicine & Life Sciences

The Impact of Medical Student Resilience on the Relationship of Trait Anxiety with Happiness and Life Satisfaction

Koenraad De Roo, Medical College of Wisconsin
Diane Brown, Medical College of Wisconsin
Robert Treat, Medical College of Wisconsin
Kristina Kaljo, Medical College of Wisconsin
Amy Prunuske, Medical College of Wisconsin
Jennifer Janowitz, Medical College of Wisconsin
Dawn Bragg, Medical College of Wisconsin
William J. Hueston, Medical College of Wisconsin

Wellness at West Virginia: Creating a Network of Support from Week One

Jason Hedrick, West Virginia University School of Medicine
Anna Lama, West Virginia University School of Medicine

More than a Snippet, Less than a Case- a SIX Pack for Faculty Development

Heather Billings, Mayo Clinic College of Medicine and Science
Marissa Hansen, Mayo Clinic College of Medicine and Science
Lotte Dyrbye, Mayo Clinic College of Medicine and Science

Sheehan

PROBLEM SOLVING

Embrace the Paradox!! How to Make Teaching Contradictions Work for You!

Nagaraj Gabbur, Hofstra Northwell at North Shore University and Long Island Jewish Medical Center
Michele Haughton, SUNY Downstate College of Medicine
Jenny Reiser, Hofstra Northwell at North Shore University and Long Island Jewish Medical Center

Crowley	SKILLS ACQUISITION	<p>Habits of Highly Successful Academicians: Making Your Grandmother (and Your Department Chair) Proud <i>William Cutrer, Vanderbilt University School of Medicine</i> <i>John Luk, The University of Texas at Austin Dell Medical School</i></p>
<p>6:30 pm Harrison</p>		<p>Reception and Presentation of Servant Leadership Award</p>

Friday, November 3, 2017		
7:00 - 8:00 am		Breakfast and Common Interest Roundtables
Taylor	COMMON INTEREST ROUNDTABLES	<p>Curriculum Innovations and their Impact on the Practical Realities of Remediation <i>Charles Gullo, Marshall University School of Medicine</i> <i>Scott Cottrell, West Virginia University School of Medicine</i></p> <p>Strengthening Chronic Care Education in Undergraduate Medical Education <i>Vinod Nambudiri, Grand Strand Medical Center/ Brigham and Women’s Hospital</i> <i>Connie Shi, Harvard Medical School</i></p> <p>Utilizing Coaching Skills to Promote Reflection and Higher Order Learning <i>Carrie Bowler, Mayo Clinic College of Medicine and Science</i> <i>LaChelle Wieme, Mayo Clinic College of Medicine and Science</i> <i>Linda Love, University of Nebraska Medical Center</i></p> <p>Using Open Online Course Materials to Innovate Face to Face Teaching <i>Peter GM de Jong, Leiden University Medical Center</i> <i>Renee Hendriks, Leiden University Medical Center</i> <i>Marlies EJ Reinders, Leiden University Medical Center</i></p> <p>To Pay or Not to Pay Community Preceptors: Is There a Question? <i>Gary Beck, University of Nebraska College of Medicine</i> <i>Gregory Briscoe, Eastern Virginia Medical School</i> <i>Jennifer Christner, Baylor College of Medicine</i> <i>Scott Graziano, Loyola University Chicago</i> <i>Elza Mylona, Eastern Virginia Medical School</i> <i>David Power, University of Minnesota Medical School</i> <i>Sarah Wood, Charles E. Schmidt College of Medicine Florida Atlantic University</i></p>

<p>Taylor</p>	<p>DESCRIPTIVE</p>	<p>UME Remediation Outcomes- Results from a National Survey <i>Pamela O’Callaghan</i>, University of South Florida <i>Laura Cobb</i>, American University of Caribbean <i>Melanie Jacobson</i>, Ross University <i>Maureen P.M. Hall</i>, Ross University</p> <p>Applying a Virtual EHR Platform to Health Professions Education (HPE): From Frontier to Center <i>Kevin Heckman</i>, American Medical Association <i>Kenneth Lazarus</i>, Indiana University School of Medicine <i>Suzanne Rose</i>, University of Connecticut School of Medicine <i>Blaine Takesue</i>, Indiana University School of Medicine</p> <p>What Should We Tell Women About Leading? <i>Linda Love</i>, University of Nebraska Medical Center</p> <p>Curriculum Inventory and Needs Assessment of Social Determinants of Health Content in Undergraduate Medical Education <i>Joy H. Lewis</i>, A.T. Still University School of Osteopathic Medicine <i>Michael Dekhtyar</i>, American Medical Association <i>Mekbib Gemeda</i>, Eastern Virginia Medical School <i>Barbara Grant</i>, University of Nebraska Medical Center <i>Senthil Rajasekaran</i>, Eastern Virginia Medical School <i>Onelia Lage</i>, Herbert Wertheim, College of Medicine Florida International University</p> <p>Protocol for Design and Implementation of a Progress Test to Assess Knowledge and Application of Basic Science in an Integrative Medical Curriculum <i>Migdalisel Colon-Berlinger</i>, Michigan State University <i>J.M. Monica van de Ridder</i>, Michigan State University <i>Heather Laird-Fick</i>, Michigan State University <i>David Solomon</i>, Michigan State University <i>Anthony Paganini</i>, Michigan State University <i>Ling Wang</i>, Michigan State University</p>
<p>Harrison</p>	<p>PANEL DISCUSSION</p>	<p>Rethinking Community Integration in Medical Education <i>John Luk</i>, The University of Texas at Austin Dell Medical School <i>LuAnn Wilkerson</i>, The University of Texas at Austin Dell Medical School <i>David Brown</i>, Florida International University <i>Daphne Calmes</i>, Charles R. Drew University of Medicine and Science <i>Jacob Quinton</i>, Yale University School of Medicine</p>

Crowley	SKILLS ACQUISITION	Storytelling as an Instructional Methodology in Medical Education <i>David Mullins</i> , Geisel School of Medicine at Dartmouth <i>Anne Weisman</i> , University of Nevada Las Vegas
9:30 – 9:45 am		Break
9:45 – 11:15 am		Concurrent Sessions 8
Harrison	PANEL DISCUSSION	Implementing Educational Technologies: Tales from the Trenches <i>Geraud Plantegenest</i> , Michigan State University College of Human Medicine <i>Larry Hurtubise</i> , Nationwide Children’s Hospital <i>Elissa Hall</i> , Mayo Clinic College of Medicine and Science <i>Cecile Foshee</i> , Cleveland Clinic <i>Linda Love</i> , University of Nebraska Medical Center <i>Peggy Moore</i> , University of Nebraska Medical Center <i>Carrie Bowler</i> , Mayo Clinic College of Medicine and Science
Sheehan	PROBLEM SOLVING	Sharing Information for Educational Decision-Making: Organizational Challenges and Barriers <i>Terry Stratton</i> , University of Kentucky College of Medicine
Crowley	SKILLS ACQUISITION	Creating a Culture of Care through Assessment of Professionalism <i>Anna Lama</i> , West Virginia University School of Medicine
11:15 – 11:30 am		Break
11:30 – 12:30 pm		Concurrent Sessions 9
Taylor	DIGITAL POSTERS	Leveraging a Faculty Learning Community Model to Develop an Educational Fellowship in Internal Medicine <i>Daniel McFarlane</i> , The Ohio State University <i>Larry Hurtubise</i> , Nationwide Children’s Hospital Performance Improvement Project Utilizing Interactive Teaching and Simulation Learning to Improve Discharge Process and Clinical Documentation by New Interns <i>Ahmed Otokiti</i> , Harlem Hospital Center New York <i>Abdelhaleem Sideeg</i> , Harlem Hospital Center New York <i>Mohamed Osman</i> , Harlem Hospital Center New York <i>Paulisa Ward</i> , Harlem Hospital Center New York <i>Merina Dongol</i> , Harlem Hospital Center New York <i>Syed Abid</i> , Harlem Hospital Center New York <i>Olurontobi Rahaman</i> , Harlem Hospital Center New York <i>Latif Rafay</i> , Harlem Hospital Center New York <i>Raji Ayinla</i> , Harlem Hospital Center New York

<i>Taylor</i>	DIGITAL POSTERS	<p>Introduction and Evaluation of a Quality Improvement and Patient Safety Curriculum for Preclinical Medical Students</p> <p><i>Kristina Monteiro</i>, The Warren Alpert Medical School of Brown University <i>Paul George</i>, The Warren Alpert Medical School of Brown University <i>Richard Dollase</i>, The Warren Alpert Medical School of Brown University <i>Luba Dumenco</i>, The Warren Alpert Medical School of Brown University</p>
<i>Crowley</i>	SKILLS ACQUISITION	<p>A Mission-Based Approach to Community Engagement: Tracking and Communicating the Work We Do</p> <p><i>Norma Saks</i>, Rutgers Robert Wood Johnson Medical School <i>Elza Mylona</i>, Eastern Virginia Medical School <i>Carol Elam</i>, University of Kentucky College of Medicine</p>
<i>Harrison</i>	PANEL DISCUSSION	<p>The IPE Continuum: Aligning UME and GME Curricula to Promote a Collaborative Practice Ready Workforce</p> <p><i>Kelly Caverzagie</i>, University of Nebraska College of Medicine <i>Mimi Singh</i>, Case Western Reserve University School of Medicine <i>Joyce Afran</i>, Rutgers Robert Wood Johnson Medical <i>Onelia G. Lage</i>, Herbert Wertheim College of Medicine, Florida International University</p>

12:30 pm
Taylor

BUSINESS MEETING

2017 CONFERENCE SESSION ABSTRACTS

COMMON INTEREST ROUNDTABLES

Strengthening Chronic Care Education in Undergraduate Medical Education

This roundtable will engage participants in active discussion surrounding how best to incorporate chronic care learning opportunities in undergraduate medical education. We welcome participants from all specialties and seek to highlight opportunities for innovative clinical clerkship design, cross-disciplinary collaboration, and technology solutions in enhancing chronic care education for medical students.

Utilizing Coaching Skills to Promote Reflection and Higher Order Learning

Coaching has demonstrated success as a professional development tool. Medical educators can foster and promote reflection and higher order learning in the clinical arena by utilizing key coaching skills: powerful questions, listening, and feedback. Participants will engage in discussion around the use of coaching as a strategy for empowered learning.

Using Open Online Course Materials to Innovate Face-to-Face Learning

More and more course materials and training programs are offered and shared online. The use of these materials offers new opportunities for innovating regular face-to-face programs. Students indicate that online elements are an interesting addition to face-to-face teaching and that the online lectures and discussion forums are inspiring and engaging.

To Pay or Not to Pay Community Preceptors: Is There a Question?

Community-based clinical instruction is invaluable to medical students to provide opportunities for developing fundamental clinical skills. These settings are more conducive to practicing skills. Clerkships face challenges recruiting and retaining these physician educators. Survey results will be discussed and participants engaged around this subject impacting clinical medical student training.

DESCRIPTIVE SESSIONS

Active Learning Strategies for the Post-Millennial Medical Student

Medical simulation activities applied during TBL assisted us in teaching basic science material in a manner that was better integrated with clinical sciences and proved to be an effective didactic strategy. We describe here our experience in developing simulated cases that are incorporated during TBL that led to positive outcomes.

Cinemeducation: Using TV Medical Drama Trigger Clips to Enhance Faculty Development Presentations

Cinemeducation, teaching medical education through film, has been shown to provide a unique learning vehicle to promote "professional formation." Clips from ABC's TV medical series, "Grey's Anatomy," will be shown for select medical education concepts to demonstrate realistic and real-world connections for faculty developers and others involved in medical education instruction.

DESCRIPTIVE SESSIONS (CONTINUED)

Does Attendance Predict Medical School Performance? Early Findings from Competency-Based Progress Testing in a New Medical School Curriculum

We analyzed the relationship between attendance at weekly large group sessions and exams given over a 24-week module. Students who missed 3 or more sessions performed significantly lower than peers. We conclude that attendance can be a proxy for engagement in the curriculum, which is particularly important for at-risk students.

Medical Student Emotional Exhaustion and its Relationship to Trait-Affect and Perceived Stress in New Three-Year MD Programs

One-hundred and twenty-four M1/ M2 medical students completed self-reported measurements of medical student trait-affect and perceived stress which predicted emotional exhaustion (outcome) and assessed for two new three-year medical degree programs.

Money Matters: A Medical Student Curriculum for Personal and Business Financial Management

Finance and debt strategies are paramount in healthcare, yet fundamental instruction in these areas are rarely included in the traditional undergraduate medical education curricula. This study describes the cumulative three year results of a longitudinal curriculum for fourth-year medical students developed to provide a foundation in financial principles and strategies.

UME Remediation Outcomes— Results from a National Survey

During the journey from novice student to competent medical professional some students develop academic deficiencies. This study captured information regarding the interventions offered to students as part of their remediation plan(s). Our findings indicate that well-crafted remediation can assist students on the journey to becoming competent physicians.

Applying a Virtual EHR Platform to Health Professions Education (HPE): From Frontier to Center

Electronic Health Records (EHRs) have transformed medicine, but as EHRs have proliferated, learner access has decreased. Ways in which EHRs can be incorporated into pre-clerkship medical school curriculum to better prepare students for practice, using a newly developed virtual EHR as an example, will be discussed.

What Should We Tell Women About Leading?

In early 2017, Forbes' article, Stop Telling Millennial Women to Find a Mentor (April, 2017) lit up social media. In 1982, Margaret Thatcher claimed, "The battle for women's rights has been largely won." Yet, gender issues persist and continue to make headline news in the US and around the world.

Curriculum Inventory and Needs Assessment of Social Determinants of Health Content in Undergraduate Medical Education

Social determinants of health (SDH) shape the health of individuals more than genetic or medical factors. Historically, medical education has not focused on teaching students about SDH. This study explores methods used to teach SDH, barriers to integrating SDH throughout the curriculum, and SDH knowledge that students should graduate with.

DESCRIPTIVE SESSIONS (CONTINUED)

Protocol for Design and Implementation of a Progress Test to Assess Knowledge and Application of Basic Science in an Integrative Medical Curriculum

Progress examinations assess and support self-regulated learning. Within a new curriculum, we implemented a home-grown medical knowledge progress examination using a five step process, supported a lead examiner and three committees. We believe disseminating our protocol and keeping the process transparent for all stakeholders can assist others considering this approach.

DIGITAL POSTERS

A Collaborative Medical Education Research Group in Emergency Medicine

Medical educators often excel at teaching but may have difficulty producing medical education scholarship. With four emergency medicine residency programs in our city, we sought to collaborate with one another to create medical education research projects. This has yielded multi-institutional research projects and increased the academic output of all involved.

Big Data CBME Program Evaluation: Exploring Competency Learning Curves with the Learning Analytics Toolkit

The implementation of competency-based medical education (CBME) has been a challenging component of curricular reform in the past decade. Big Data provides a novel learning analytics toolkit, which tracks student success and identifies struggling students. This model for CBME program evaluation is educationally relevant and widely applicable.

Incorporating the Learners' Questions into Electronic Feedback Forms: Can Learners Engage their Audiences and Elicit Meaningful Feedback?

Feedback exchange is important in education. However, generic evaluation forms often elicit vague comments. We designed a prototype electronic system that solicits and transmits feedback for presentations, enabling presenters to ask their own questions of the audience. Creating this dialogue promotes a teaching opportunity and enhances learning for the presenters.

From Awareness to Patient Outcomes, the Importance of Implicit Bias Education at all Levels in Medicine

Health disparities greatly affect minorities and individuals from groups with low socio-economic status. Implicit bias is a key driver of disparities. Implicit bias is pervasive among medical educators and clinicians. This session will provide knowledge and skills for educators and clinicians on recognizing and mitigating implicit bias.

A Multifaceted Approach to Faculty Development for Interprofessional Education

There are many barriers to delivering effective interprofessional collaborative practice (ICP) and education (IPE). Similarly, there are challenges to delivering effective faculty development programs. Institutions must provide faculty development in ICP and IPE, more explicitly and extensively, in order to meet the needs of our learners and the broader community.

DIGITAL POSTERS (CONTINUED)

Leveraging a Faculty Learning Community Model to Develop an Educational Fellowship in Internal Medicine

Utilizing Faculty Learning Communities (FLCs) enhances faculty development experiences through exposure to multidisciplinary perspectives, and increasing awareness of differing teaching styles, opinions, and experiences of other faculty. FLCs can also enhance learning for fellows enrolled in small programs by increasing active learning and access to like-minded faculty mentors and collaborators.

Performance Improvement Project Utilizing Interactive Teaching and Simulation Learning to Improve Discharge Process and Clinical Documentation by New Interns

Traditional residency orientation is deficient in addressing important challenges faced by new interns like how to conduct a proper discharge and good clinical documentation. Our novel peer to peer intervention utilized interactive teaching and simulation learning to improve discharge process and documentation in an effort to reduce “July effect” phenomenon.

Introduction and Evaluation of a Quality Improvement and Patient Safety Curriculum for Preclinical Medical Students

We implemented a preclinical quality improvement and patient safety curriculum with interactive components and evaluated the impact on students’ knowledge of QI/PS principles using pre/post-tests. Results revealed significant growth from the beginning to end of year one. We are currently collecting data from students to identify longitudinal curriculum effects.

PANEL DISCUSSIONS

Journal Editor’s Panel on Measurement in Medical Education: Clearing up the Misunderstanding

Education leaders have appealed for greater quality in Medical Education Research (MER). Journal editors expect manuscripts to contain candid discussion about validity evidence for assessments used by researchers. A panel of journal editors will discuss trends in submissions to their journals and opportunities for improving measurement in MER.

Take your IDEA (Instructional Design & Education Activities) to the Next Level!

The demand for online education is high, learners want high quality materials, the creators have been health care professionals. With exceedingly higher clinical demands and patient care responsibilities this is no longer a sustainable model. During this session panelists from three institutions, share their models for successful IDEA creation.

Educating Physicians to Achieve the Triple Aim: Development and Implementation of Innovations in Health Systems Science

Health systems science (HSS) is the emerging third pillar of undergraduate medical education. This session will focus on efforts of Accelerating Change in Medical Education Consortium members in integrating, evaluating, and assessing HSS at their institutions. Attendees will share barriers at their institutions and discuss opportunities for overcoming these challenges.

PANEL DISCUSSIONS (CONTINUED)

Rethinking Community Integration in Medical Education

Medical students' professional identity formation has been entwined with the community. Whether through community service, service learning, or community-based medical education, medical students have connected physicians' mission to the community. Rethinking community in medical education provides fertile ground to truly transform the connection of community and medical education through integration.

Implementing Educational Technologies: Tales from the Trenches

This interactive panel will be an opportunity to discuss how new curriculum delivery and educational technologies in medical schools have impacted how and when faculty teach and how students learn. Panelists from four different institutions with diverse areas of expertise will share "lesson learned" and comprehensively cover educational technology implementation.

The IPE Continuum: Aligning UME and GME Curricula to Promote a Collaborative Practice Ready Workforce

Health professionals must deliver care in collaborative teams. Many institutions teach interprofessional education (IPE) yet struggle aligning IPE with the clinical environment. In this session, leaders from diverse institutions will review efforts to align IPE curricula with health systems' needs, explore implementation barriers and identify opportunities for individuals and systems.

PECHA KUCHA

Dinner Party at Our Beach House: Critical Reflection on the Evolving International, Interprofessional #HMICChat Community

Social media has proliferated in health professions education as a communication, curation, and networking platform. An interprofessional, international medical education team critically reflects on how they have leveraged the power of social media to sustain a global community of change agents and scale to an evolving, virtual community of practice.

Focusing on the Pipeline: Creating a Professional Development Conference for Premedical Advisors

Kentucky's Premedical Advisors Conference addressed admissions practices and changes in the educational environment across our three medical schools. Recently, a needs assessment was conducted with 24 undergraduate advisors. The conference was refocused to consider the pipeline of medical education and showcase innovative programs that prepare college students for medical school.

Innovative Approaches to Addressing Patient Safety in a Large Interprofessional Program

The pecha kucha will highlight innovative experiential learning approaches to addressing patient safety in a large interprofessional course. Sessions focus on patient care/safety utilizing simulation and team-based training. Attendees will acquire further knowledge on implementing experiential sessions in their programs and discuss tips, suggestions, and challenges to curricular implementation.

PECHA KUCHA (CONTINUED)

The Impact of Medical Student Resilience on the Relationship of Trait Anxiety with Happiness and Life Satisfaction

One hundred twenty-four M1/M2 students from three MCW campuses completed electronic self-reported trait-anxiety, life satisfaction and resilience surveys. The relationship between trait anxiety and life satisfaction in students with high resilience levels was compared to that of students with low resilience.

Wellness at West Virginia: Creating a Network of Support from Week One

The design and implementation of a robust medical student wellness program is essential for success that balances academic study and wellness. At the WVU School of Medicine, we have created a culture of support that constructs a multifaceted support network of peers, faculty, and staff support from day one.

More Than a Snippet, Less Than a Case – a SIX Pack for Faculty Development

Our challenge was to create high quality and applicable faculty development resources. Our charge was that it NOT be another asynchronous online module. We built upon the Snippet model to create a series of stand-alone, mini workshops that can be delivered by faculty to faculty, within their own practice environment

PROBLEM SOLVING SESSION

Designing a Collaboration Model to Achieve Successful Curricular Reform

In this interactive problem-solving session, medical educators, including curriculum leaders, faculty developers and evaluators, work together to design a model of collaboration for successful curriculum reform. Participants can use the model to inform their local reform efforts. If you belong to one of these groups, please join us!

Exploring Issues of Professional Trust and Support in Medical School Curriculum Change

Developing or revising a curriculum is a challenging process for faculty, administrators, and other stakeholders. It elicits many complex feelings and thoughts, including anxiety or resistance to systemic change. This session will explore problems and issues related to trust and support between and amongst colleagues during curriculum and organizational change.

Attempting to Unravel the Remediation Conundrum

All learners in their life have struggled, however some trainees need more help or guidance to perform at an adequate level. All medical educators have encountered a struggling learner and often find this difficult, thus we propose a workshop about how to approach the difficult problems within remediation and outcomes.

Exploring the Priorities and Gaps in Assessments of the Learning Environment

This session is designed to share perspectives on and identify possible gaps not addressed by currently available tools. Participants will work in small groups to compare and contrast existing tools and their application within medical school and residency. A large group facilitated discussion will address common themes and next steps.

Embrace the Paradox!! How to Make Teaching Contradictions Work for You!

As teachers we are faced with paradoxes--do we focus on the weaker student or do we worry more about the majority? These contradictions can affect a teacher's outlook as well as teaching. In this presentation, we will examine these paradoxes and make them work for teachers.

PROBLEM SOLVING SESSIONS (CONTINUED)

Sharing Information for Educational Decision-Making: Organizational Challenges and Barriers

Challenged to adopt an evidence-based approach to organizational governance and decision-making, this session identifies common barriers and posits potential solutions to information sharing among undergraduate medical educators and their associated stakeholders.

SKILLS ACQUISITION SESSIONS

Creating OSCE Stations that Focus on Professionalism

This session will help participants select professionalism scenarios which can be transformed into OSCE stations for learners throughout the continuum of health professions education. The focus will be on developing station objectives, drafting scenarios and creating a list of resources needed.

Drowning in Teaching? Workplace Redesign for Teaching Medical Students on the Teaching Team

Using workplace learning theory, this workshop will help generalist clinicians rethink clinical teaching and improve teaching-service balance. We will brainstorm techniques for engaging interprofessional partners, integrating external training and assessment, and navigating medical student documentation. This experiential learning workshop will use interactive group activities followed by short didactic sessions.

Beyond Powerpoint for Free!

Do you have a big budget? Do you have access to new technology that seemingly springs up daily? If the answers to both questions are no then this workshop is for you! Participants will discuss how to enhance resident learning enjoyment and clerkship experience through the use of free resources.

Developing Innovative Educational Sessions to Address Current Societal Issues Impacting Healthcare

Attendees will participate in small groups to design sessions focusing on key societal issues. The goal is to create an experiential learning session that will increase competence in medical education in addressing current healthcare issues. The session will give participants an opportunity to practice and receive feedback on their strategies.

Teaching at the Speed of Medicine: Making the Most of Limited Time

In busy clinical settings, time to teach is often short. In this highly interactive session, participants will learn and practice techniques to deliver lessons in five minutes or less. Participants will choose their topics within parameters given, and after presenting their lesson, will receive group feedback on performance.

Feedback Training: How to go Beyond Asking the Right Questions in the Right Order

Workshops on giving feedback are frequently requested. Quality workshops focus on mechanics of giving feedback including theory, rules, and opportunity to role play. The question is how can feedback training lead to behavior change? How are needs explored? What type of topics can be taught in which manner?

Habits of Highly Successful Academicians: Making Your Grandmother (and Your Department Chair) Proud

Physician training has traditionally focused on professionalism with patients, with little time spent preparing trainees for career success in academic medicine. The workshop goals are to identify the key qualities of successful academic physician leaders and to help participants develop techniques to improve how they are perceived by colleagues.

SKILLS ACQUISITION SESSIONS (CONTINUED)

Storytelling as an Instructional Methodology in Medical Education

Storytelling is the foundational basis of knowledge transfer; when applied in a focused manner, story is a powerful means of education and self-assessment. We will apply the core elements of narrative story for conceptual scaffolding, and narrative writing for development of empathy and perspective in clinical practice.

Creating a Culture of Care through Assessment of Professionalism

The assessment of professionalism in medical education requires a multifaceted approach where a medical academic community embraces, teaches, and models ideal professionalism standards in the curriculum. Participants will have an opportunity to engage in discussion about professionalism assessment perspectives, processes and information resources that may be utilized at other institutions.

A Mission-Based Approach to Community Engagement: Tracking and Communicating the Work We Do

We will explore the meaning of community engagement and consider its role in achieving the missions of our medical schools. In addition, we will consider development of a communications strategy to ensure that faculty, staff, students, community members and other stakeholders are aware of our community engagement efforts.



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.

