FUELING EDUCATIONAL CURIOSITY & CREATIVITY
BY CONNECTING PEOPLE & IDEAS

MAYO CLINIC

The University of Texas at Austin
Dell Medical School

The Generalists in Medical Education
ANNUAL
CONFERENCE

Hosted By:
Mayo Clinic
Dell Medical School

The Generalists in
Medical Education
Collaborate - Innovate - Disseminate

https://www.thegeneralists.org/

@GeneralistMedEd
#TGME18

THE DRISKILL HOTEL
AUSTIN, TEXAS
NOVEMBER 1-2, 2018

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The Driskill

604 Brazos St.
Austin, TX

512.439.1234
https://thedriskill.hyatt.com/en/hotel/home.html

The Driskill, a Romanesque-style building completed in 1886, is the oldest operating hotel in Austin, Texas, United States, and one of the best-known hotels in Texas. Recently revitalized, the Driskill hotel is a legendary landmark nestled in the heart of vibrant Austin. Experience the best that the city has to offer within the hotel's stylish and sophisticated walls! Located amid the bustling 6th Street, the historic hotel is convenient to all of Austin's hot spots, including:

- The Texas State Capitol,
- Barton Springs Pool,
- Lady Bird Lake,
- Austin Convention Center,
- Bob Bullock Texas History Museum
- Sixth Street Entertainment District,
- South Congress (SOCO) Shops.

This hotel offers:
- Complimentary 24 hour fitness center
- 24-hour in room dining service
- Same-day laundry and dry cleaning service
- Valet parking

MESSAGE FROM THE CHAIR

Inspired and energized by this thoughtful, deliberate community, I share with you, as the 2018 Chair, what I have learned by engaging with you over the years.

To go far, go together … together is better (Sinek, 2016). Every change begins with an idea. Ideas are assets that do not diminish the more we share them. Sharing ideas creates value. Through our collaboration, our coming together as a community of learners, we connect these ideas to socially construct knowledge, transforming medical and health professions education.

We are educators. We change lives. Through educating future physicians, researchers, allied health professionals, scientists, and leaders, we advance healthcare, and affect the lives of people. We are change agents and together we create the change we want to see in medical and health professions education.

Only do it (Godin, 2014). Partake in the opportunities to make a difference and move ideas to action by allowing yourself to immerse in our collective experience. There are few places in medical and health profession education in which we are able to closely engage with such diverse expertise and experience – those who embody education transformation by carrying forth the values of collaboration, innovation, and dissemination.

I encourage each of you to embrace and reflect on this years' conference theme, *Fueling Educational Curiosity and Creativity by Connecting People and Ideas*. Go far by creating opportunities to collaborate with someone new. Be curious about "the why", as we learn about "the what" and "the how". Challenge your own thinking in an environment which fuels creativity.

My wholehearted gratitude and appreciation to Carrie Bowler and Dan Richards, our Generalist in Medical Education 2018 Co-Program Chairs. Their leadership, endless energy, high degree of organization, and collaborative efforts propelled us forward this year in conference planning – in a year of a record number of proposals! I extend my wholehearted gratitude and appreciation of the Steering Committee. I am blessed to engage with this team. Rarely in life have I had the opportunity to work with such a dynamic, thoughtful, caring, humorous, and supportive team who demonstrates distributed, servant leadership at its finest! I cherish you, my colleagues and my friends. Last but not least I welcome Hugh Stoddard, your 2019 Chair. As an innovative and authentic leader, Hugh will continue to magnify the vision of our community.

It has truly been an honor and pleasure to serve The Generalist in Medical Education community. Welcome to the 39th Annual Generalists in Medical Education Conference!

Sincerely,
Elissa Hall, Ed.D (ABD)
2018 Chair, The Generalists in Medical Education
Associate Director of Curriculum and Education Technology
Mayo Clinic College of Medicine and Science

ABOUT THE GENERALISTS IN MEDICAL EDUCATION

Who Are We?

The Generalists in Medical Education welcome basic scientists, clinicians, and other medical educators interested in interprofessional healthcare education to collaboratively exchange skills, knowledge, and ideas which promote innovation and research.

Why does our group exist?

The mission of The Generalists in Medical Education is to:
EXCHANGE SKILLS, KNOWLEDGE, AND IDEAS TO IMPROVE HEALTH PROFESSIONS EDUCATION

Why should you engage with the Generalists in Medical Education?

- Collaboratively seek solutions to educational challenges
- Enhance your network of health professions educators

Each annual conference offers opportunities to:

- Explore the latest initiatives and innovations in health professions education
- Enhance professional effectiveness through interactive and information sessions
- National platform to promote and share scholarship
- Provide peer mentorship in health professions education
- Encourage participation to serve the organization and fellow health professions educators

How can you become a member?

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

Stay connected with us:

Website: http://www.thegeneralists.org
Twitter: @GeneralistMedEd

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 the Nature of Legitimate Power & Greatness

Year	Recipient
1997	Carol Hasbrouck & 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	Sonya Crandall
2015	Dennis Baker & Ellen Whiting
2016	Susan Labuda Schrop
2017	Scott Cottrell

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

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
1981-2018

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
2018	Elissa Hall	Carrie Bowler, Dan Richards

2018 STEERING COMMITTEE

Elissa Hall, Chair	Mayo Clinic College of Medicine and Science
Hugh Stoddard, Chair Elect	Emory University School of Medicine
John C. Luk, Past Chair	The University of Texas at Austin Dell Medical School
Carrie Bowler, Program Co-Chair	Mayo Clinic College of Medicine and Science
Dan Richards, Program Co-Chair	The University of Texas at Austin Dell Medical School
Larry Hurtubise, Webmaster	The Ohio State University College of Medicine
Carol Hasbrouck, Treasurer	University of Toledo Health Sciences Center
Terry D. Stratton, Evaluations Chair	University of Kentucky College of Medicine
Julie B. Covarrubias, Membership	University of Alabama at Birmingham School of Medicine
John L. Szarek, Member-at-Large	Geisinger Commonwealth School of Medicine
Nagaraj Gabbur, Member-at-Large	Zucker Hofstra School of Medicine/Northwell Health
Robert Treat, Member-at-Large	Medical College of Wisconsin

2018 PROPOSAL REVIEWERS

Alice Andrews The University of Texas at Austin Dell Medical School	**Mark Andrews** The Lake Erie College of Osteopathic Medicine at Seton Hill	**Jean Bailey** Virginia Commonwealth School of Medicine
Heather Billings Mayo Clinic College of Medicine and Science	**Carrie Bowler** Mayo Clinic College of Medicine and Science	**Diane Brown** Medical College of Wisconsin
Era Buck University of Texas Medical Branch	**Suzanne Bush** Florida State University College of Medicine	**Carrie Calloway** Alderson Broaddus University of Medical Science
Julie B Covarrubias University of Alabama at Birmingham	**Peter De Jong** IAMSE	**Michael Dekhtyar** American Medical Association
Ellen Dudrey Texas Tech Paul L Foster School of Medicine	**Terri Edwards** Brody School of Medicine at East Carolina University	**Nagaraj Gabbur** Zucker Hofstra School of Medicine/Northwell Health
Cindy Gosse Mayo Clinic College of Medicine and Science	**Debra Hagen Moe** Mayo Clinic College of Medicine and Science	**Elissa Hall** Mayo Clinic College of Medicine and Science
Heeyoung Han Southern Illinois University School of Medicine	**Carol S. Hasbrouck** University of Toledo, and The Ohio State University	**Janice Herbert-Carter** Morehouse School of Medicine
Mark Hernandez Alabama College of Osteopathic Medicine	**Larry Hurtubise** The Ohio State University College of Medicine	**Nadia Ismail** Baylor College of Medicine

2018 PROPOSAL REVIEWERS (cont.)

Maya Iyer Nationwide Children's Hospital	**Tipsuda Jusanto-Bahri** Touro University College of Medicine	**Elizabeth Kachur** Global Consulting
Douglas Koch Philadelphia College of Osteopathic Medicine	**Anna Lama** West Virginia University School of Medicine	**Heidi Lane** Virginia Tech Carilion School of Medicine
Rachel Lewin University of California Los Angeles	**Machelle Linsenmeyer** West Virginia School of Osteopathic Medicine	**John Luk** The University of Texas at Austin Dell Medical School
Elizabeth McClain William Carey University College of Osteopathic Medicine	**Alexa Meara** The Ohio State University	**Jennifer Mendez** Wayne State University School of Medicine
Anne Messman Wayne State University School of Medicine	**Sarah Morley** University of New Mexico	**Elza Mylona** Eastern Virginia Medical School
Gustavo Patino Oakland University William Beaumont School of Medicine	**Claire Pearson** Wayne State University School of Medicine	**Susan M. Perlis** Cooper Medical School of Rowan University
Dale Quest Paul L Foster School of Medicine	**Daniel Richards** The University of Texas at Austin Dell Medical School	**Michael Rowland** University of Kentucky College of Medicine
Iris Saltiel American University of Antigua College of Medicine	**Amy Seegmiller Renner** Mayo Clinic College of Medicine and Science	**Lonika Sood** Aurora Health Care
Hugh Stoddard Emory University School of Medicine	**Terry D. Stratton** University of Kentucky College of Medicine	**Sathyanarayan Sudhanthar** Michigan State University College of Human Medicine
John L. Szarek Geisinger Commonwealth School of Medicine	**Robert Treat** Medical College of Wisconsin	**Virginia Uhley** Oakland University William Beaumont School of Medicine
Nagaswami Vasan Cooper Medical School of Rowan University	**David Way** The Ohio State University College of Medicine	**Diane M. Wilke-Zemanovic** Medical College of Wisconsin
Stephanie Wragg Roseman University College of Medicine	**Anne Zinski** University of Alabama School of Medicine	

Keynote Panel

Experts weigh in on the conference theme of
"Fueling Educational Curiosity and Creativity by Connecting People and Ideas"

Patricia O'Sullivan Ed.D.	Patricia S. O'Sullivan, EdD is Professor in the Department of Medicine and Director of Research and Development in Medical Education in the Center for Faculty Educators at the University of California, San Francisco School of Medicine. She also holds an appointment as Professor in the Department of Surgery where she is the Endowed Chair of Surgical Education. She has over 35 years of experience in medical and health professions education. Her research studies span a variety of areas including faculty development, clinical teaching and assessment. Dr. O'Sullivan has served as the chair of the Research in Medical Education Program Planning Committee and the Research in Medical Education of the Association of American Medical Colleges who honored her with the Merrill Flair Award. She also was vice-president of the Division for Professions Education of the American Educational Research Association where she is a Fellow. Dr. O'Sullivan has been involved with educational research with health professionals in medicine, nursing, pharmacy, and health related professions.
Curtis L. Whitehair M.D.	Curtis L. Whitehair, MD, is board certified in Physical Medicine and Rehabilitation (PM&R) and is a specialist in musculoskeletal, occupational medicine, and cancer rehabilitation. He has an interest in Graduate Medical Education and is the former Program Director of the MedStar Georgetown University Hospital/MedStar National Rehabilitation Hospital Physical Medicine & Rehabilitation Residency Training Program, and now serves as an Associate DIO for MedStar Health. He is the Vice Chair of Education for the Department of Physical Medicine & Rehabilitation and is an Associate Professor of Clinical Rehabilitation at the Georgetown University School of Medicine. In 2010, as a MedStar Health Teaching Scholar, he completed the Association of American Medical Colleges' Medical Education Research Certification. Dr. Whitehair is a 2016 Accreditation Council for Graduate Medical Education (ACGME) *Parker J. Palmer Courage to Teach Award* recipient. Currently, he is a core faculty member at the Harvard Macy Institute.
Traci Wolbrink M.D., M.P.H.	Traci Wolbrink, MD, MPH, is a pediatric intensivist at Boston Children's Hospital and Assistant Professor of Anaesthesia at Harvard Medical School. Her academic interests are to develop and study innovative online educational strategies. She is Co-Director of OPENPediatrics (www.openpediatrics.org), an open access social learning platform designed to allow nurses, doctors and healthcare professionals to share best practices and knowledge about the care of sick children through academically rigorous, peer-reviewed educational resources including videos, protocols, medical calculators, and virtual simulators developed by international experts. She also is a co-chair of the e-Learning Special Interest Group for the Academic Pediatric Association and co-chair of the International Development and Advocacy Committee for the International Society for Pediatric Simulation. She is serves as Advisor of Technology-Enhanced Learning at the Harvard Macy Institute and is an Executive Board Member for the Section on Simulation and Innovative Learning Methods for the American Academy of Pediatrics.
Hugh A. Stoddard M.Ed., Ph.D.	Panel Moderator

CONFERENCE AGENDA

	Wednesday, October 31, 2018
5:00 pm – 6:00 pm	**Registration**
	Thursday, November 1, 2018
6:30 am – 5:00 pm	**Registration**
6:45 am – 7:45 am *The Mezzanine*	**Continental Breakfast**
7:45 am – 8:00 am *Driskill Ballroom*	**Welcome**
8:00 – 9:30 am	*Concurrent Sessions 1*
Maximilian Room	PROBLEM SOLVING — **Question Bursts: An Innovative Process for Advancing the Dialogue Around Gender Equity in Medical Education** *Linda Love and Kari Simonsen, University of Nebraska Medical Center* *Gary Beck Dallaghan, University of North Carolina School of Medicine* *Carrie Bowler, Mayo Clinic College of Medicine and Science* *Shanu Gupta, Rush University Medical Center* *Jessica Snowden, University of Arkansas for Medical Sciences* *David Way, The Ohio State University* *Karyn Wulf and Larry Hurtubise, Nationwide Children's Hospital / The Ohio State University*
Jim Hogg Parlor	SKILLS ACQUISITION — **How to Teach Communication Skills in the Context of Clinical practice: Missed Opportunities in Workplace Based Learning** *Marcy Rosenbaum, Nicoll Manhica, and Muneera Kapadia* *University of Iowa Carver College of Medicine*

Driskill Ballroom *Moderator:* *Terry Stratton*	*DESCRIPTIVE SESSIONS*	**The ROBOTS Project: Three Longitudinal Simulations to Promote Interprofessional Telemedicine Competency** *Eric Johnson, Richard Van Eck, and Jon Allen* *University of North Dakota School of Medicine & Health Sciences* **Creation and Implementation of a Program to Address Gender Bias Towards Emergency Medicine Residents** *Amber Cibrario, USAF San Antonio Military Medical Center,* *Claire Min-Venditti, Marie DeLuca, Anne M. Messman, and Laura Smylie,* *Detroit Medical Center / Wayne State University* **The Impact of Medical Student Resilience and Well-Being on Empathy** *Robert Treat, Diane Brown, Amy Prunuske, Jeffery D. Fritz, Koenraad De Roo, Molly Falk-Steinmetz, Craig Hanke, Kristina Kaljo, and William J. Hueston* *Medical College of Wisconsin* **Identifying Subtypes of Medical Students' Performance Assessment Results Using a Latent Class Quadratic Growth Analysis (LCQGA)** *Chi Chang, David Solomon, Carol Parker, Robert Malinowski, Ling Wang, and Heather Laird-Fick* *Michigan State University College of Human Medicine* **Growth in Essential Basic Science Knowledge over the First Two Years of Medical School in an Innovative Competency-Based Curriculum** *Ling Wang, David Solomon, Carol Parker, Heather Laird-Fick, Chi Chang, and Robert Malinowski* *Michigan State University College of Human Medicine* **Unintended Consequences of Curriculum Reform: A Case Study** *Cayla Teal and Yuanyuan Zhou* *Texas A&M College of Medicine*
9:30 – 9:45 am		***Break***
9:45 – 11:15 am		***Concurrent Sessions 2***
Maximilian Room	*PROBLEM SOLVING*	**Meaningful Interprofessional Community Engagement— Early Approaches & Opportunities** *John Luk, Nitakuwa Barrett and Lourdes Rodriguez,* *The University of Texas at Austin Dell Medical School* *Veronica Young, The University of Texas at Austin College of Pharmacy* *Gayle Timmerman, The University of Texas at Austin School of Nursing* *Barbara Jones, The University of Texas at Austin Steve Hicks School of Social Work*
Jim Hogg Parlor	*SKILLS ACQUISITION*	**Chasing Oz – The Journey Towards Personal Accountability and Student Success** *LaChelle Wieme and Carrie Bowler* *Mayo Clinic College of Medicine and Science*

Driskill Ballroom *Moderator:* *Larry Hurtubise*	DIGITAL POSTER	**Incorporating Early Learners in Clinical Hospital Medicine Practice –** **Results from a Pilot Program** *Joseph Musto, Shanu Gupta, and Christopher Bruti* *Rush University Medical Center* **Clerkship Order and Its Impact** **on the National Board of Medical Examiners Exams** *Yuanyuan Zhou, Cayla Teal, and Demetria Yanez* *Texas A&M College of Medicine* **Assessment of Humanism in Medical Students: What Can We Observe?** *Era Buck, Mark Holden, Elizabeth Fehsenfeld, and Karen Szauter* *University of Texas Medical Branch* **All Together Now! A Mixed-Methods** **Evaluation of Interprofessional Point-of-Care Ultrasound Training** *Kimberly Michael, Tabatha Matthias, Elizabeth Beam, Kathryn Wampler, Devin Nickol, Lea Pounds,* *and Christopher Smith* *University of Nebraska Medical Center* **Flip-classroom: The Mainstay for Medical Education** *Amber Cibrario and Zachary Baker* *Detroit Receiving Hospital Wayne State University* **Faculty Development in a Fast-Paced World:** **How Do We Support the Educational Needs of our Faculty?** *Amy Seegmiller Renner and Angela Sargent* *Mayo Clinic* **Finding the "Easy A?" Variations in Student Evaluations** **from In-Patient Pediatric Rotations** *Rakhi Gupta Basuray, Rebecca Scherzer, Nicole Verbeck, and Kim Tartaglia* *Nationwide Children's Hospital/The Ohio State University College of Medicine* **Incorporating Leadership Training and Assessment** **in the Core Clinical Clerkships** *Valli Annamalai, Sherine Salib, Alison Brooks, Kim Brown, Kristin Escamilla,* *Sara Scott, Suneet Singh, Annie Tsui, and Elizabeth Nelson, and Stephanie Corliss* *The University of Texas at Austin Dell Medical School*
11:15 – 12:30 pm **Driskill Ballroom**		**LUNCH & KEYNOTE**
12:30 – 1:30 pm		**Concurrent Sessions 3**
Maximilian Room	PROBLEM SOLVING	**Developing Education Tools for Adolescent Patients** *Manasi Mahajan, Daniel Quan, Heaveen Ahdi, Islam Abo Al Nadie,* *Kailey Oppat, Janice Lau, and Jennifer Mendez* *Wayne State University School of Medicine*
Jim Hogg Parlor	SKILLS ACQUISTION	**Bearing Witness: A Basic Narrative Medicine Workshop** **for Physician Educators** *Aditi Gupta and Lauren Gambill* *University of California Davis Medical Center*

Driskill Ballroom *Moderator:* *John Luk*	PECHA KUCHA	**Medical Students as Educators: Fulfilling Roles as Creator and Teacher of Learning Events for Medical School Pipeline Programs** *Anna Lama, Jeffrey Cannon, Garrett Jones, Michael Neimann, and Joseph Watson* *West Virginia University School of Medicine* **Using Mobile Telemedicine to Enhance Patient Care** *Brett Goldman, University of Texas Medical Branch at Galveston* *Nagaraj Gabbur, Zucker Hofstra School of Medicine/Northwell Health* **Improving Resilience in Medical Students:** **Starting the Puzzle with Emotional Intelligence** *Koenraad De Roo, Robert Treat, Diane Brown, Amy Prunuske, Kristina Kaljo,* *Molly Falk-Steinmetz, Jeffery Fritz, Craig Hanke, and William Hueston* *Medical College of Wisconsin* **Advanced Communication Skills Make a Difference** *Mary Ann Gilligan, Medical College of Wisconsin* **What Can Game-Based Learning Teach Us About Medical Education?** *Richard Van Eck, Univ. of North Dakota School of Medicine and Health Sciences*
1:30 – 1:45 pm		***Break***
1:45 – 3:15 pm		***Concurrent Sessions 4***
Maximilian Room	PROBLEM SOLVING	**To Attend or Not to Attend, Should That Be a Question?** **Class Attendance in the Age of Active Learning and Flipped Classrooms** *John Szarek, Kristina Borham, and Gabi Waite, Geisinger Commonwealth School of Medicine* *Jesse Moore, University of Vermont Larner College of Medicine* *Dean Parmelee, Wright State University Boonshoft School of Medicine*
Jim Hogg Parlor	SKILLS ACQUISTION	**Did You See That? Restructuring the Peer Observation of Teaching Tool:** **An Internal Medicine Residency Program Perspective** *Anna Lama, Sarah Sofka, Arif Sarwari, and Rashida Khakoo* *West Virginia University School of Medicine*

Driskill Ballroom *Moderator:* *Robert Treat*	*DESCRIPTIVE SESSIONS*	**Thinking Globally & Teaching Locally:** **Logistical and Pedagogical Creativity in Medical Curricula** *Bryn Esplin, Danielle Dickey, Karen Wakefield, and Bobbie Ann White* *Texas A&M College of Medicine* **Use of a Mobile Application** **to Facilitate the Transition to the Surgery Clerkship** *Vasupradha Suresh Kumar, Akash Patel, Kristen Schemel,* *Caitlin Wellborn, Carol Thrush, and Jason Mizell* *University of Arkansas for Medical Sciences* **The Zombie Pandemic: An Innovative Simulation Exercise to Support Integration** **of Basic and Clinical Sciences for Preclinical Medical Students** *Jennifer Jackson, Maxwell Eder, David Maurier, Elene Clemens, J. Luke Galloway, and Timothy Peters* *Wake Forest School of Medicine* **Student as Master: The Value of Learner-Educator Partnerships** **in Curricular Evaluation and Design** *Timothy Peters, Maxwell Eder, David Maurier, Elene Clemens, J. Luke Galloway, and Jennifer Jackson* *Wake Forest School of Medicine* **Metacognition and Critical Thinking in First Year Medical Students** *Migdalisel Colon-Berlingeri and Brian Mavis* *Michigan State University College of Human Medicine* **OSCE Stations that Deal with Racism and other Biases –** **Two Strategies Juxtaposed!** *Elizabeth Kachur, Medical Education Development, Global Consulting* *Ingrid Walker Descartes, Omar Beckett, and Zachary Johnson, Maimonides Medical Center* *Lisa Altshuler, New York University School of Medicine* **The Choosing Wisely STARS Program:** **Empowering medical students to act as change agents in medical education** *Victoria Valencia and Christopher Moriates* *The University of Texas at Austin Dell Medical School*
3:15 – 3:30 pm		***Break***
3:30 – 5:00 pm		***Concurrent Sessions 5***
Maximilian Room	*PROBLEM SOLVING*	**If it isn't on Step 1, I'm Not Studying it: Can We Design an Integrated Curriculum** **for High Performance on USMLE® Step 1 Without Teaching to the Test?** *Jung Kim, Victoria Richards, Jennifer Loh, Yin Lu, and Danny Sam* *Kaiser Permanente School of Medicine*
Jim Hogg Parlor	*SKILLS ACQUISTION*	**It's Digital Game Time: Using Technology to Teach and to Learn** *David Norris, Jeni Tipnis, Loretta Jackson-Williams, and Nathan Alexander* *University of Mississippi School of Medicine*

Driskill Ballroom	*PROBLEM SOLVING*	**How Can We Develop Continuity Care Opportunities for Medical Students to Learn About Chronic Care Prevention and Management? Challenges and Potential Benefits** *LuAnn Wilkerson and Jessica Wenze, The University of Texas at Austin Dell Medical School* *Daniel Evans, Northwestern University Feinberg School of Medicine* *Michael Dekhtyar, American Medical Association* *Ann Poncelet, University of California San Francisco*
5:00 – 6:00 pm		***Concurrent Sessions 6***
Maximilian Room	PROBLEM SOLVING	**Using Transformational Learning Theory as a Framework for Remediation Across the Continuum of Medical Education** *Pamela O'Callaghan, Kelly McCarthy, and Deborah DeWaay* *USF Health/University of South Florida*
Jim Hogg Parlor	SKILLS ACQUISTION	**Immediate Feedback in Medical Education: Formative Assessment When You Need it Most** *Katherine Cornelius and Becca Gas* *Mayo Clinic*
Driskill Ballroom ***Moderator: John Szarek***	DIGITAL POSTER	**Designing a Team-based, Experiential Learning Project to Transform Health Care: Opportunities and Challenges** *Alice Andrews and Scott Wallace* *The University of Texas Dell Medical School* **Incorporating Trauma-Informed Care of Sexual Assault Survivors into a 4th Year TBL Exercise for Medical Students: An Educational and Ethical Imperative** *Ashley Fernandes, Kyle Daily, Tiffany Lotus, Gail Luster, Pat Ecklar, Deb Lan, and Nick Kman* *The Ohio State University College of Medicine* **Health Coaching and Interprofessional Education: A Natural Pairing** *Kristen Rundell and Camilla Curren, The Ohio State University College of Medicine* *Margaret Graham, The Ohio State University School of Nursing* **The Evaluation of Video-Feedback for Improving Performance in Simulated Medical Resuscitations** *James VandenBerg, Matthew McRae, Anne M. Messman, and Laura Smylie* *Detroit Receiving Hospital/Wayne State University* **Implementation of an Asynchronous Interprofessional Learning Experience** *Marge Benham-Hutchins, The University of Texas at Austin School of Nursing* *John Luk and Daniel Richards, The University of Texas at Austin Dell Medical School* *Veronica Young and Leticia Moczygemba, The University of Texas at Austin College of Pharmacy*
6:15 – 7:30 pm *Victorian Room* *& Balcony*		***TGME Reception and Presentation of Servant Leadership Award***

		Friday, November 2, 2018
6:45 – 8:00 am **The Mezzanine**		**Continental Breakfast & Registration**
7:00 – 8:00 am **The Mezzanine**	COMMON INTEREST ROUNDTABLES	**A Call for Innovation and Transformation in Medical Education** *Nikki Zaidi and Paula Ross* *University of Michigan Medical School* **Strategies for Involving Students in the Process of** **Enhancing Preceptors' Teaching Effectiveness** *Dennis Baker, Alabama College of Osteopathic Medicine* **Curricular Integration of EPA 4 (Enter and Discuss Orders and Prescriptions)** *Nancy Liao, Nationwide Children's Hospital / The Ohio State University* *Kristen Lewis, The Ohio State University Wexner Medical Center* *Beth Liston and Camilla Curren, The Ohio State University* **Physician Well-being: Initiatives for Ongoing Commitment** *Cindy Gosse, Carrie Bowler, and Dawn Doherty* *Mayo Clinic College of Medicine and Science* **Effective Use of Big Data and Data Analytics To Foster Improvements** *Machelle Linsenmeyer, West Virginia School of Osteopathic Medicine*
8:00 – 8:15 am		***Break***
8:15 – 9:45 am		***Concurrent Sessions 1***
Maximilian Room	PANEL DISCUSSION	**Innovative Simulation Technology Advancing Clinical Education:** **Connections Between Two Different Professions** *Carol Hasbrouck, University of Toledo and The Ohio State University* *Cristina Alvarado and Roy Schneider, University of Toledo* *Tatiana Motta, The Ohio State University College of Veterinary Medicine*
Jim Hogg Parlor	SKILLS ACQUISTION	**A Guide to Developing and Owning Wellness within a Residency Program** *Nagaraj Gabbur, Rhonia Gordon, and Adi Katz* *Zucker Hofstra School of Medicine/Northwell Health*

Driskill Ballroom Moderator: *Hugh Stoddard*	DESCRIPTIVE SESSIONS	**Assessing Self-Directed Learning and Leadership in Y1 During PBL** *Pat Carr, Richard Van Eck, and Nancy Vogeltanz Hilman* *University of North Dakota School of Medicine & Health Sciences* **Kindling and Reigniting Purpose: A Qualitative Perspective on the Symbiotic Benefits of Linking Learners from High School into Professional Practice** *Ellen Tan, Jessica Motley, Blythe Jonas, Elizabeth Beverly, and Timothy Cain* *Ohio University Heritage College of Osteopathic Medicine* *Alexa Niermeyer, Ohio University College of Health Sciences and Professions* **Getting to the Bedside: A Novel Training Workshop to Facilitate Nurse-Physician Bedside Rounds** *Chirag R. Patel and Joshua Widman* *The Ohio State University College of Medicine* **Analyzing the Essential Personal Traits of Medical Student Authenticity** *Robert Treat, Amy Prunuske, Jeffery Fritz, Craig Hanke, William Hueston, Koenraad De Roo, Molly Falk-Steinmetz, Diane Brown, and Kristina Kaljo* *Medical College of Wisconsin* **Developing a Faculty Career Development Academy: Achieving Excellence in Teaching and Learning** *Alexandra Harrington, Kristina Kaljo, Beth Krippendorf, Bipin Thapa, Diane Wilke-Zemanovic, Kerrie Quirk, Jose Franco, Cheryl Maurana, Bruce Campbell, and Robert Treat* *Medical College of Wisconsin* **Relationships Matter: A Mixed Methods Study of the Impact of Supervisor Continuity on Trust and Trainee Development** *Kevin Dorsey, Austin Beason, and Steven Verhulst* *Southern Illinois University School of Medicine* **Preventing Student Burnout: First Lessons from A Systems-Based Approach** *Eran Magen, Center for Supportive Relationships* *Jeffrey Cannon, University of West Virginia School of Medicine*
9:45 – 10:00 am		***Break***
10:00 – 11:30 am		***Concurrent Sessions 2***
Maximilian Room	PANEL DISCUSSION	**Journal Editors Panel: Navigating the Journal Submission Marathon from Start to Finish** *David Way, The Ohio State University College of Medicine* *Peter GM de Jong, Editor in Chief, Medical Science Educator* *Julie Hewett, Association Manager, Medical Science Educator* *Larry Hurtubise, Social Media Specialist* *Elizabeth McClain, Assoc. Editor, Journal of the American Osteopathic Assn.* *Hugh Stoddard, MedEdPortal Editor*
Jim Hogg Room	SKILLS ACQUISITION	**Developing a Near-Peer Preceptor Program** *Dawn Schocken and Vinita Kiluk, University of South Florida Morsani College of Medicine* *David Ecker, University of Colorado School of Medicine*

Driskill Ballroom *Moderator:* *Julie Covarrubias*	DESCRIPTIVE SESSIONS	**The Use of Student Clinical Preparedness Self-Assessment in Program Evaluation** *Yuanyuan Zhou, Cayla Teal, and Danielle Dickey* *Texas A&M College of Medicine* **Leveraging a Pipeline and Outreach Program to Develop Structured** **Medical Student Educational Teaching Opportunities in the Clinical Years** *Anna Lama, Jeffrey Cannon, Garrett Jones, Michael Neimann,* *Joseph Watson, Lauren Wamsley, and Linda Nield* *West Virginia University School of Medicine* **Examining Medical Students' Domain Performance** **Using Time-Varying Longitudinal Data** *David Solomon, Chi Chang, Carol Parker, Ling Wang, Robert Malinowski, and Heather Laird-Fick* *Michigan State University College of Human Medicine* **Feedback in 4G: A Faculty Development Pilot to Fortify Learning Moments** *Anne Zinski, University of Alabama School of Medicine* **Assessing safety behaviors using a Progress Clinical Skills Examination** *Heather Laird-Fick, Matthew Emery, Ling Wang, Chi Chang, Carol Parker, and Dianne Wagner* *Michigan State University College of Human Medicine* **Does Construction of Illness Scripts Improve Performance** **on Vignette Style Multiple Choice Exams?** *Urvashi Mitbander, Bibin Varghese, Erin Chew, Stephanie Sherman,* *Joel Purkiss, Andrew Caruso, and Zaven Sargsyan* *Baylor College of Medicine*
11:30 – 12:30 pm *Maximilian Room*		***Business Meeting*** **All are encouraged to attend!!!**
12:30 – 1:30 pm *Maximilian Room*		***TGME Steering Committee Meeting***

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.

Common Interest Roundtables

A Call for Innovation and Transformation in Medical Education
Innovation and transformation are commonly used in medical education; however, it is not always clear what these terms mean. This roundtable discussion aims to better understand the current state of innovation and transformation across institutions and to strategize how we might impose a formal structure around innovation and measure transformation.

Curricular Integration of EPA 4 (Enter and Discuss Orders and Prescriptions)
Competency in EPA 4 (Enter and Discuss Orders and Prescriptions) involves integration of complex skills and a broad knowledge base. This workshop targets curricular integration of EPA 4. Participants will review development guides and example curricula, work together to identify best practices and create formative cases that help build entrustment.

Effective Use of Big Data and Data Analytics To Foster Improvements
Accrediting bodies and the greater population (e.g. patients) are calling for more accountability throughout the educational process. This means capturing an immense amount of data and reporting data in multiple ways to meet the needs of different audiences. This session will discuss systems, methods, processes, and reporting/feedback to inform improvements.

Physician Well-being: Initiatives for ongoing commitment
How do we influence and integrate well-being initiatives? We will share initiatives and how they are being applied in organizations while exploring new innovative ideas from our peers. Through this collaboration, we can investigate whether or not national initiatives are trickling down through organizations and meeting the needs of physicians.

Strategies for Involving Students in the Process of Enhancing Preceptors' Teaching Effectiveness
This roundtable discussion will focus on the development of strategies to teach learners how they can be facilitative in the process of helping their clinical preceptors exhibit clinical teaching strategies (e.g. conduct a mid-clerkship feedback session) that are critical to the student's learning process.

Descriptive Sessions

Analyzing the Essential Personal Traits of Medical Student Authenticity
Two-hundred and five medical students completed self-reported measurements of medical student authenticity predicted by traits of personality, emotional intelligence, affect, and anxiety.

Assessing safety behaviors using a Progress Clinical Skills Examination
Teaching safety concepts may reduce error, but evidence is limited. In 2017-18, we assessed safety behaviors four times using a Progress Clinical Skills Examination. Second years scored higher than first years on all exams, but the margin narrowed over time. The exam shows promise for assessing safety-related competence.

Assessing Self-Directed Learning and Leadership in Y1 During PBL
A form to measure self-directed learning and small group leadership skills was used over the course of one-year to provide formative (first three curriculum blocks) and summative (last curriculum block) assess competency, Results suggest the form is an effective way to promote and assess self-directed learning and small group leadership.

Creation and Implementation of a Program to Address Gender Bias Towards Emergency Medicine Residents
Gender bias can have a significant impact on resident training. Our residency program had a need to address microaggressions towards female residents. We created and implemented a program to identify institution-specific bias and develop targeted bias training, which has resulted in improved workplace culture and increased support for gender bias education.

Developing a Faculty Career Development Academy: Achieving Excellence in Teaching and Learning
The Kern Institute at the Medical College of Wisconsin is creating a faculty career development academy, focused on fostering the triple aim of character, caring, and competence, which will rigorously enhance teaching skills, encourage interprofessionalism, and promote participant resilience and character reflection.

Does Construction of Illness Scripts Improve Performance on Vignette Style Multiple Choice Exams?
We hypothesized that comparing illness scripts would improve standardized exam performance. Second year medical students instructed on vignette deconstruction felt better prepared for CBSE but had significantly lower performance than those receiving standard review sessions. Although construction of illness scripts was preferred, it did not lead to improved exam performance.

Examining Medical Students' Domain Performance Using Time-Varying Longitudinal Data
This paper examines medical students' basic science knowledge in nine domains at six time points over the first 18 months of medical school. Students' scores showed an increase at the beginning, slowing down in the middle of the time points, and then positive acceleration growth toward the end.

Feedback in 4G: A Faculty Development Pilot to Fortify Learning Moments
Using a 4-part feedback framework as a guide, clinician educator participants were able to develop and practice feedback messages aimed toward improved learning after a single session, warranting further piloting and investigation of the utility of the 4G framework in medical education.

Getting to the bedside: A novel training workshop to facilitate Nurse-Physician bedside rounds
Inpatient care plans change often and in order to optimize chances of success, lines of communication between the care team and patient must stay open with information flowing constantly. Nurse-Physician Bedside Rounds is essential to enhance this open dialogue. A novel training workshop was conducted to facilitate this.

Growth in Essential Basic Science Knowledge over the First Two Years of Medical School in an Innovative Competency-Based Curriculum

This study assessed growth in the application of basic science knowledge from fall through spring semester in first and second year cohorts in a new innovative competency-based curriculum using progress testing. Both cohorts exhibited significant growth and there was no significant difference in growth between cohorts.

Identifying Subtypes of Medical Students' Performance Assessment Results Using a Latent Class Quadratic Growth Analysis (LCQGA)

This study identified two subgroups in medical students' acquisition of basic science knowledge to allow the school to target support services. The first started better prepared and continued to grow, but their growth slowed down. The second started lower, exhibited lower growth, but continued to grow at the same pace.

Kindling and Reigniting Purpose: A Qualitative Perspective on the Symbiotic Benefits of Linking Learners from High School into Professional Practice

Immersing learners in authentic, interactive, and multidisciplinary experiences fuels more than knowledge acquisition. We will present the design and outcomes of a service-learning model linking learners from high school into medical practice. Sharing knowledge, passion and values, learners across an intergenerational continuum observe resiliency, hone teamwork skills, and reignite purpose.

Leveraging a Pipeline and Outreach Program to Develop Structured Medical Student Educational Teaching Opportunities in the Clinical Years

Engaging medical students to teaching opportunities early in the curriculum is essential as it helps connect being an educator and a physician. At our institution, we have created undergraduate medical education teaching opportunities, through our pipeline and outreach programs, that construct a robust educational support system during the clinical years.

Metacognition and Critical Thinking in First Year Medical Students

Metacognition is knowledge concerning one's own thinking. Previous studies showed an association between metacognitive skills and critical thinking. We assessed metacognition and critical thinking their association with performance. We observed a decrease in metacognition and positive association between critical thinking and first year medical student performance on the progress examinations.

OSCE Stations that Deal with Racism and other Biases – Two Strategies Juxtaposed!

OSCEs can help learners manage complex and challenging encounters. We will describe two OSCE stations that focus on racism: addressing a peer about racist comments made during a teaching encounter and dealing with a racist patient who creates a confrontational situation by using triggers that are personalized to each trainee.

Preventing Student Burnout: First Lessons from A Systems-Based Approach

Support from family, friends and romantic partners is critical for preventing student burnout, but medical education erodes these relationships. We present an innovative approach to burnout prevention: Offering support givers "just-in-time" educational resources that help them understand and support the experiences of medical students.

Relationships Matter: a mixed methods study of the impact of supervisor continuity on trust and trainee development

A simple revision of our third-year clinical clerkships, intended to enhance faculty-student continuity, resulted in a doubling of student performed procedures. Qualitative analyses of student survey comments, faculty focus group comments and "rich picture" discussions revealed themes that influence meaningful clinical participation and improve the critical relationship between supervisor and trainee.

Student as Master: The Value of Learner-Educator Partnerships in Curricular Evaluation and Design

We collaborated with a medical student design team to extensively revise preclinical Virology instruction in an MD

curriculum. This approach was very successful in improving learner performance and satisfaction. We will share our experience to benefit health sciences educators interested in course improvement through enhanced student collaboration.

The Choosing Wisely STARS Program: Empowering medical students to act as change agents in medical education
Physician behaviors and practices are shaped by training experiences and environment, yet many curricula lack integrated content on health care value. The Choosing Wisely STARS program aims to prepare and support medical students to lead change within their own medical schools based on the concepts of health care value.

The Impact of Medical Student Resilience and Well-Being on Empathy
Two-hundred and five medical students completed self-reported measurements of medical student empathy predicted by resilience as mediated by well-being.

The ROBOTS Project: Three Longitudinal Simulations to Promote Interprofessional Telemedicine Competency
This session presents the results of three, longitudinal telemedicine simulations involving 274 students in five disciplines. Quantiative and qualitative data were collected via a modified version of the Communication And Teamwork instrument and a thematic analysis of group debriefing and focus groups. Design processes, results, and recommendations will be shared.

The use of Student Clinical Preparedness Self-Assessment in Program Evaluation
Student self-assessment of clerkship preparedness were measured at three different time points within the curriculum: before, middle and end of clerkships. A solid survey can capture the difference between cohorts, strength and weakness in different curriculum, and different perspective between faculty and student in the level of clinical skills' competencies.

The Zombie Pandemic: An Innovative Simulation Exercise to Support Integration of Basic and Clinical Sciences for Preclinical Medical Students
Instruction on emerging infections and disease outbreak preparedness is an infrequently taught component of medical school curricula. Small group task-based learning, combined with simulation, is an effective and engaging method for supporting necessary learner integration of multiple basic and clinical science disciplines.

Thinking Globally & Teaching Locally: Logistical and Pedagogical Creativity in Medical Curricula
Medical schools are increasingly confronted by the logistical and pedagogical challenges posed by geographic constraints. Increased creativity in devising curricula that delivers the highest caliber learning experience can weave online and interactive content that prepares the next generation of physicians to appreciate –and excel in—increasingly-globalized medical care and delivery.

Unintended Consequences of Curriculum Reform: A Case Study
Curriculum reform can result in unintended negative consequences to students. This abstract describes how an evaluation program examined unexpected student performance issues in the context of curriculum reform and was able to help identify mechanisms for improvement.

Use of a Mobile Application to Facilitate the Transition to the Surgery Clerkship
Medical students' adjustment to third year clerkships is typically a slow and stressful approach achieved by immersion into the wards. Based on needs assessment research previously conducted, we developed and are assessing the effectiveness of a smartphone app to help students adjust to the demands of the surgery clerkship.

Digital Posters

All Together Now! A Mixed-Methods Evaluation of Interprofessional Point-of-Care Ultrasound Training
Point-of-care ultrasound (POCUS) training is expanding in medical schools and internal medicine (IM) residency programs. An interprofessional team developed a 4-hour workshop where sonography students served as near-peer coaches to IM residents learning abdominal POCUS. Results found the interprofessional teaching method to be effective while dispelling stereotypes amongst health professionals.

Assessment of Humanism in Medical Students: What can we observe?
Assessing humanism in health professions learners is important for effective education and desired patient outcomes. Observers rated 224 standardized clinical experiences using the ICARE instrument, providing data about humanism components. Association of ratings and gender was examined. The instrument offers a unique approach to obtaining patient perspectives on learner performance.

Clerkship Order and Its Impact on the National Board of Medical Examiners Exams
This study examined how the timing of taking clerkships impacts clerkships' NBME examination. The results revealed one or two clerkships typically have a positive influence on the exam performance in another clerkship. This poster will discuss the possible implications and applications of using an identified "best" clerkship order.

Designing a team-based, experiential learning project to transform health care: opportunities and challenges
Dell Medical School and McCombs School of Business at UT Austin will launch an MS in health care transformation to train leaders in high-value health care. Cohorts combine medical students with mid-career working professionals in a team-based, experiential learning project. We discuss the educational challenges and opportunities of this design.

Faculty development in a fast-paced world: How do we support the educational needs of our faculty?
In today's fast-paced life, finding time for the development of educational knowledge, skills, and attitudes can be challenging (Steinert, 2009). Ensuring robust and timely access to faculty development opportunities can be also be challenging due to time constraints and the ability to produce content that is easily accessible and consumable.

Finding the "Easy A?" Variations in Student Evaluations from In-Patient Pediatric Rotations
Medical student clinical performance assessments (CPAs) are prone to subjectivity. With inpatient rotations varying in duration, and by subspecialty service assignments, potentially mitigating factors, we sought to identify if significant differences in CPA scores were present when accounting for rotation duration and service variations.

Flip-classroom: the mainstay for medical education
Evidence supports that students perform better in active learning classes compared to traditional lectures (3). Our proposal demonstrates how our emergency medicine residency has successfully implemented flip-classroom in our weekly educational conference and why it should be the mainstay for medical education.

Health Coaching and Interprofessional Education: A Natural Pairing
A cohort of advanced practice nursing students and first year medical student volunteers completed a requisite course in Health Coaching. The curriculum involves self-study modules, a formative OSCE, and subsequent meetings with a volunteer patient. The OSCE and coaching meetings were done in nursing/medicine student pairings.

Implementation of an asynchronous interprofessional learning experience
Interprofessional education (IPE) competencies provide students with a foundation for lifelong collaborative practice. Professional schools are faced with challenges scheduling IPE learning experiences. This poster will present on the development, implementation, and preliminary outcomes from an asynchronous, online discussion-based assignment

that included learners from Medicine, Nursing, and Pharmacy.

Incorporating Early Learners in Clinical Hospital Medicine Practice - Results from a Pilot Program
The implementation of early clinical experience into the medical school curriculum can have a variety of positive effects for medical students. A Hospital Medicine early clinical experience was implemented at our institution this academic year. This presentation explores the curriculum as well as the findings drawn from the students' experiences.

Incorporating Leadership Training and Assessment in the Core Clinical Clerkships
Physicians have been de facto leaders in the healthcare field. Despite this, there is very little required leadership training at the undergraduate medical education level nationally, particularly in the clinical clerkship setting. We describe our medical school's endeavors to embed the acquisition of leadership skills, particularly in the clinical setting.

Incorporating Trauma-Informed Care of Sexual Assault Survivors into a 4th Year TBL exercise for medical students: An Educational and Ethical Imperative
Healthcare providers need a background knowledge of the causes, consequences, and ethical impact of sexual violence to best respond to assault survivors. In a novel medical education TBL, our patient case-based project encouraged fourth year students to reflect on the skills and tact necessary to provide trauma-informed care to survivors.

The Evaluation of Video-Feedback for Improving Performance in Simulated Medical Resuscitations
Simulation-based training is commonly used in medical education. However, there is a gap in knowledge for the best practices in providing feedback. We aim to find novel solutions to this problem by adapting video-feedback methodologies used in sports training, which can improve performance, self-analysis, and the overall training experience.

Panel Discussions

Innovative Simulation Technology Advancing Clinical Education: Connections Between Two Different Professions
This session is for educators interested in utilizing innovative technology in advancing clinical education. Representatives from two professions and institutions address the state of simulation and developing technologies, including VIR, 3D printing/modeling, cadaveric/anatomical models, patient simulators, task trainers, and handcrafted simulators. Development, implementation, usage, and faculty development will be addressed.

Journal Editors Panel: Navigating the Journal Submission Marathon from Start to Finish
The journal editors panel will provide guidance to medical educators, helping them cope with contemporary issues they will face when attempting to publish their scholarly work. The editors will present brief descriptions of some hurdles and offer tips on how to overcome them.

Pecha Kucha

Advanced Communication Skills Make a Difference
In our study, we assess the impact of advanced communication skills training for senior medical students on patient-centered communication and shared decision making using active learning techniques. Assessment includes not only knowledge of patient-centered communication but also attitudes about patient-centeredness using the Patient-Practitioner Orientation Scale (PPOS).

Improving Resilience in Medical Students: Starting the Puzzle with Emotional Intelligence
One hundred twenty-four M1/M2 students from three MCW campuses completed electronic self-reported emotional intelligence and resilience surveys. We investigated the impact of a person's emotional intelligence on their overall resilience level, and determined that there are actions we can take to increase our student's emotional intelligence.

Medical Students as Educators: Fulfilling Roles as Creator and Teacher of Learning Events for Medical School Pipeline Programs
Our challenge was to create engaging educational learning experiences for pipeline and outreach students. Our charge was that it be at the level of the session learners attending our sessions. We will highlight the teaching opportunities created by medical students for undergraduate students exposing both groups to relevant educational experiences.

Using Mobile Telemedicine to Enhance Patient Care
Telemedicine successfully bridges physicians and patients. However this technology is not widely used between medical professionals. Video communication is easily available than ever before. The purpose of this study was to investigate the perceptions and views on the role of video communication when discussing patient care between attendings and physicians.

What Can Game-Based Learning Teach Us About Medical Education?
The challenges facing healthcare practitioners in the future make it clear that healthcare education will need to change significantly. This presentation will highlight the ways that videogames can help to design the healthcare curriculum of tomorrow if we are willing to take the time to understand their power to teach.

Problem Solving Session

Developing Education Tools for Adolescent Patients
Adolescents are at increased risk of obesity and use of tobacco products. In this session, we will explore how healthcare professionals can develop effective patient education tools for adolescents and the community at large. The goal is to identify and address pressing health concerns in adolescents.

How can we develop continuity care opportunities for medical students to learn about chronic care prevention and management? Challenges and potential benefits
As patients age, acquire chronic conditions, and become more medically complex, patient care is more fragmented and rushed. Students have few opportunities to develop meaningful relationships with patients over time or see outcomes of care. In this session, we will explore ideas for effective implementation of patient/student continuity experiences.

If it isn't on Step 1, I'm not studying it: Can we design an integrated curriculum for high performance on USMLE® Step 1 without teaching to the test?
USMLE® Step 1 preparation competes for time against patient-centered and active-learning integrated

(basic/clinical/health systems) curricula. Students must trust curriculum to prepare for Step 1-relevant material. Yet resourcing interdisciplinary "generalists" for these demands remains challenging, requiring educators to identify best practices that emphasize effective generalist-facilitated integration and foster student trust.

Meaningful Interprofessional Community Engagement—Early Approaches & Opportunities
Interprofessional collaborative practice draws greater relevance and importance when connected to the community. Contextualizing collaboration and team work primes learners to examine societal health disparities and social determinants of health through an interprofessional lens and to examine the potential of their future collaboration to rethink health care experiences and outcomes.

Question Bursts: An Innovative Process for Advancing the Dialogue Around Gender Equity in Medical Education
Wicked problems like gender equity can derail even the most enlightened and scholarly of communities including medical education. This session demonstrates how the Question Burst technique can help educators and leaders to develop new insights for unraveling the beliefs, emotions, and assumptions around stubborn problems.

To attend or not to attend, should that be a question? Class Attendance in the Age of Active Learning and Flipped Classrooms
Active learning is increasingly used in health professions education. During class, students apply their learning with their classmates. Although the benefits of active learning are incontrovertible, students balk at having to come to class. In this session, we will explore answers to the question, To attend or Not to Attend?

Using Transformational Learning Theory as a Framework for Remediation Across the Continuum of Medical Education
This session utilizes Mezirow's transformational learning theory as a framework for structuring remediation, providing a holistic approach, critical reflection and dialectical discourse. Participants will expand on select examples of Mezirow's original ten phases to illustrate transformational learning in remediation and explore ways to align the theory to medical education.

Skill Acquisition Sessions

A Guide to Developing and Owning Wellness within a Residency Program
Developing a wellness program can be a tricky and daunting task. In this session, the participants are given the tools and framework to develop one at their own institution. However, the difference in this wellness program is that the core developers are those who will be recipients of the program.

Bearing Witness: A Basic Narrative Medicine Workshop for Physician Educators
Narrative medicine unites techniques of the humanities and sciences, offering a model for humanism and has utility in teaching students as they bear witness to incredible events for the first time. This interactive workshop will introduce the field of narrative medicine and offer everyday applications for the physician educator.

Chasing Oz – The Journey Towards Personal Accountability and Student Success
Medical students are prone to stress and burnout directly affecting success. Individual accountability can encourage hopefulness, resilience, and professionalism. Session participants will acquire tools to raise awareness of their own level of personal accountability and acquire a skillset for coaching others towards it.

Developing a Near-Peer Preceptor Program
This interactive workshop provides participants an opportunity to develop a near-peer preceptor program to enhance preclinical learners' clinical skills and prepare senior medical student to be effective future resident educators.

Participants will work in small groups to collectively create tools to serve as a foundation for their own curriculum development.

Did You See That? Restructuring the Peer Observation of Teaching Tool: An Internal Medicine Residency Program Perspective
Do you observe teaching faculty in educational settings? Do you give them feedback on their content or practice? If the answers to both questions are yes, then this workshop is for you! Participants will discuss how to enhance their feedback narratives and meet the needs of the receiver.

How to teach communication skills in the context of clinical practice: Missed opportunities in workplace based learning
Research has demonstrated that without consistent reinforcement, health professional learners' skills for communicating with patients can deteriorate, particularly during clinical training. This session will explore the rationale for and practice of specific evidence based and time efficient strategies for teaching communication skills while supervising learners in the clinical workplace.

Immediate Feedback in Medical Education: Formative Assessment When You Need it Most
In this Skill Acquisition Session, participants will learn about assessment and its role in medical education, discover the value of immediate feedback to improve learning outcomes, and gain hands-on experience with tools and resources available to assist with immediate feedback at their home institution.

It's Digital Game Time: Using Technology to Teach and to Learn
With increasing schools augmenting or replacing lecture-only styles of teaching with small group models, the interactivity of students and instructors is in demand. Multiple products can help medical educators increase the active learning in the curriculum. This workshop will present options to incorporate gaming technology into your school's curriculum.

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