



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

Online!



**2020: Moving Forward with a
Vision for Medical Education:
What's Working, What's Next, and What's Needed**

November 11 – 13, 2020



MESSAGE FROM THE CHAIR

Dear TGME Family,

I am writing this greeting on November 7, 2020! I could use many adjectives to describe 2020 and yet none would suffice. I can only say with assuredness that it has been a year like none other. The same can be said regarding medical education. The world has changed and so has medical education. There has been and continues to be a disruption in the 'normal' ways that we educate. The theme for this conference was crafted December 2019 – January 2020, well before the disruptive events caused by the pandemic. In a large part, this conference is the first conference that is reflective of the educator's response to the global effect on medical education. In a new, exciting and wonderful way, it has forced all of us to re-think not only the delivery of education but re-think learning itself. The pandemic has incredibly caused a new globalization of medical education and this is reflective within the conference as there are presentations from all around the world. Our decreased ability to congregate in person has stimulated us to meet in new and novel ways. This has caused an astonishing revolution in medical education which we hope to share. Fundamentally, we have skipped over 'Flexner II' and are right now in the midst of a transformation into 'Flexner III'. This conference would never have been possible without the tireless work of the Conference Chair and Steering Committee. I thank them all!

I invite you to join us over the next 3 days as we will witness the birth of innovation---and it will be brilliant! No matter what happens, medical education has forever changed for the better. I am grateful, delighted and fortunate that we will all be taking the first step together in this journey towards a new era in medical education.

A handwritten signature in black ink that reads "Nagaraj Gabbur". The signature is fluid and cursive.

Nagaraj Gabbur

2019 – 2020 Chair
The Generalists in Medical Education

2020 STEERING COMMITTEE

Committee Member	Institution
Nagaraj Gabbur , Chair	Zucker Hofstra School of Medicine/Northwell Health
Robert Treat , Chair-Elect	Medical College of Wisconsin
Hugh Stoddard , Past Chair	Emory University School of Medicine
Michelle Haughton , Program Chair	Weill Cornell Medicine
Elissa Hall , Membership	Mayo Clinic College of Medicine and Science
Terry D Stratton , Evaluation	University of Kentucky College of Medicine
Komal Kochhar , Member at Large	Indiana University School of Medicine
Peter GM de Jong , Member at Large	Leiden University Medical Center The Netherlands
Stephanie B. Corliss , Member at Large	Dell Medical School The University of Texas at Austin
Carol Hasbrouck , Treasurer	Education Consultant
Larry Hurtubise , Web Master	The Ohio State University College of Pharmacy

STEERING COMMITTEE & PROGRAM CHAIRS

1981-2020

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
2019	Hugh Stoddard	Komal Kochhar and Tasha Wyatt
2020	Nagaraj Gabbur	Michele Haughton

2020 PROPOSAL REVIEWERS and MODERATORS

<p>Heather Billings Mayo Clinic College of Medicine and Science</p>	<p>Carrie Bowler Mayo Clinic College of Medicine and Science</p>	<p>Angie Hairrell Texas A & M College of Medicine</p>
<p>Catherine Ferguson Medical College of Wisconsin</p>	<p>Andrea Anderson GW School of Medicine & Health Sciences</p>	<p>Thanakorn Jirasevijinda Weill Cornell Medicine</p>
<p>Ankur Segon Medical College of Wisconsin, Milwaukee</p>	<p>Peter De Jong IAMSE</p>	<p>Elizabeth R Lorbeer Western Michigan University Homer Stryker M.D. School of Medicine</p>
<p>Karen Szauter University of Texas Medical Branch School Of Medicine</p>	<p>Delores A. Amorelli Kaiser Permanents Bernard J. Tyson School of Medicine</p>	<p>Nagaraj Gabbur Zucker School of Medicine at Hofstra/Northwell Health</p>
<p>Sami G. Tahhan Eastern Virginia Medical School</p>	<p>Mehreteab Mengsteab Michigan State University College of Human Medicine</p>	<p>Elissa Hall Mayo Clinic College of Medicine and Science</p>
<p>Stacy Pylman Michigan State University College of Human Medicine</p>	<p>Elapulli Sankaranarayanan Prakash Mercer University School of Medicine</p>	<p>Jean Bailey Virginia Commonwealth School of Medicine</p>
<p>Doug Danforth The Ohio State University College of Medicine</p>	<p>Komal Kochhar Indiana University School of Medicine</p>	<p>Stephanie Corliss The University of Texas at Austin Dell Medical School</p>
<p>Antonia Quinn SUNY Downstate Medical Center</p>	<p>Michelle Haughton Weill Cornell Medicine</p>	<p>Shirley Eisner SUNY Downstate Medical Center</p>
<p>Todd Cassese Albert Einstein College of Medicine</p>	<p>J.M.Monica van de Ridder Michigan State University College of Human Medicine</p>	<p>Tracey Taylor Oakland University William Beaumont School of Medicine</p>
<p>Amy Guenther Michigan State University College of Human Medicine</p>	<p>Sylk M. Sotto Indiana University School of Medicine</p>	<p>Lori DeShetler The University of Toledo</p>

2020 PROPOSAL REVIEWERS and MODERATORS (cont.)

<p>Elizabeth Kachur Global Consulting</p>	<p>Anna Lama West Virginia University School of Medicine</p>	<p>Carol S. Hasbrouck Education Consultant</p>
<p>Larry Hurtubise The Ohio State University College of Medicine</p>	<p>Machelle Linsenmeyer West Virginia School of Osteopathic Medicine</p>	<p>John Luk The University of Texas at Austin Dell Medical School</p>
<p>Amy Baldwin Augusta University Medical Partnership</p>	<p>Elisabeth Schlegel Zucker School of Medicine at Hofstra/Northwell Health</p>	<p>Jennifer Mendez Wayne State University School of Medicine</p>
<p>Karen Marcdante Medical College of Wisconsin</p>	<p>Taranjeet J. Ahuja Zucker School of Medicine at Hofstra/Northwell Health</p>	<p>Nazlee Sharmin University of Alberta</p>
<p>Kathryn E Schneider The University of Mississippi Medical Center</p>	<p>Priya Dattathreya Ross University School of Medicine</p>	<p>Susan M. Perlis Cooper Medical School of Rowan University</p>
<p>Robert Treat Medical College of Wisconsin</p>	<p>Jamie M. Robertson Harvard Medical School</p>	<p>Michael Rowland University of Kentucky College of Medicine</p>
<p>David Way The Ohio State University College of Medicine</p>	<p>Amy Seegmiller Renner Mayo Clinic College of Medicine and Science</p>	<p>Virginia Uhley Oakland University William Beaumont School of Medicine</p>
<p>Hugh Stoddard Emory University School of Medicine</p>	<p>Terry D. Stratton University of Kentucky College of Medicine</p>	<p>Cayla Teal The University of Kansas Medical Center</p>
	<p>Misa Mi Oakland University William Beaumont School of Medicine</p>	

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

- 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
- 2018 Larry Hurtubise
- 2019 Terry Stratton

2020 CONFERENCE SESSION TYPES

Common Interest Roundtables

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

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 the speakers and facilitates the discussion.

Ignite

Presenters quickly report a thought provoking idea or story to the audience that might merit further exploration. Presenters share visually compelling presentations accompanied by rich narratives or storytelling. Each presenter has 5 minutes.

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.

2020 EVALUATION FORMS

All evaluations can be accessed through the following url: bit.ly/tgme2020eval



TGME 2020 Plenary Speaker

Maya Hammoud, MD, MBA

UME to GME transition:

A Wicked Problem in Medical Education

Dr. Maya Hammoud is the J. Robert Willson Research Professor of Obstetrics and Gynecology and Professor of Learning Health Sciences at the University of Michigan Medical School. She is the Chief of Women's Health Division, and Associate Chair for Education. Dr. Hammoud holds many leadership roles nationally. She is senior advisor for Medical Education Innovations at the American Medical Association (AMA) with a focus on health systems science and coaching. She is the immediate past President for the Association of Professors of Gynecology and Obstetrics (APGO) and a member of the National Board of Medical Examiners and chairs their International Foundations of Medicine (IFOM) committee. Dr. Hammoud is the current Principal Investigator on a \$1.75 million Reimagining Residency Grant from the AMA on transforming the UME to GME transition.

Dr. Hammoud completed her MD and MBA degrees and residency training at the University of Michigan. She has had many leadership roles in the past including Assistant and Associate Deans at Michigan and at Weill Cornell Medical College in Qatar. Her research is in medical education with a special focus on the use of technology in education and the role of academic coaching in learner's development.



November 11 2020	“2020: Moving Forward with a Vision for Medical Education: What’s Working, What’s Next, and What’s Needed”		
4:00 pm ↓ 4:10 pm EST	1		Welcome Nagaraj Gabbur TGME Chair
4:10 pm ↓ 4:25 pm EST	1		Orientation to Online Format Nagaraj Gabbur

The Generalists in Medical Education

Wednesday November 11

4:30 – 7 pm EST

<p>November 11 2020</p> <p>4:30 pm ↓ 4:55 pm EST</p>	Zoom Line	Location	Session Type	Presenters
	1	<p>Moderator: Deloris A Amorelli</p> <p>Host: Elissa Hall</p>	Round Table	<p><i>Self-Directed Learning: Addressing LCME Element 6.3 in the Pre-clerkship Years</i></p> <p>Jack Kopechek, Doug Danforth, Jennifer McCallister</p>
	2	<p>Moderator: John Luk</p> <p>Host: Robert Treat</p>	Round Table	<p><i>K-12 outreach in the time of COVID-19: using online platforms to increase diversity and inclusion in the pipeline</i></p> <p>Kyeorda Kemp, Claudio Cortes, James Grogan, Stephanie M. Swanberg, Keith Engwall, Tracey A.H. Taylor, PhD, Tiffany Williams, Caryn Reed-Hendon</p>
	3	<p>Moderator: Amy Seegmiller Renner</p> <p>Host: Larry Hurtubise</p>	Round Table	<p><i>Teaching Communication Skills with Spanish-speaking Patients through Virtual Education</i></p> <p>Tiffany M. Shin, Pilar Ortega, Cristina Pérez-Cordón, Glenn Martínez</p>
	4	<p>Moderator: Anna Lama</p> <p>Host: Stephanie Corliss</p>	Round Table	<p><i>Sharing ideas: Which creative teaching strategies would work to teach faculty and residents about feedback?</i></p> <p>Matthew Tiacharoen, Belinda Fu, Candace Smith-King, J. M. Monica van de Ridder</p>

The Generalists in Medical Education

	Zoom Line	Location	Session Type	Presenters
<p>November 11 2020</p> <p>5:00 pm ↓ 5:55 pm EST</p>	1	<p>Moderator: Nazlee Sharmin</p> <p>Host: Elissa Hall</p>	Descriptive Session	<p>A. USMLE Step 2-CK and the Predictive Capacity of the NBME Comprehensive Clinical Science Examination</p> <p>Greg Kaupla, Robert Treat, Lindsey Johnson, William J. Hueston</p> <p>B. The Benefit of Early Clinical Experience Debriefing Sessions for First-Year Medical Student Learning</p> <p>Stacey Pylman, Amy Ward, Sath Sudhanthar</p> <p>C. Teaching and assessment of diagnostic reasoning using a gamified clinical reasoning application</p> <p>Raja-Elie Abdulnour, Andrew S. Parsons</p> <p>D. Collective Learning: Successes and Failures of Implementing a Formal Self-Directed Learning Curriculum</p> <p>Angela Hairrell, Bobbie Ann White, Rosanne Goertz, Rutaa Desai</p>

The Generalists in Medical Education

<p>November 11 2020</p> <p>5:00 pm ↓ 5:55 pm EST</p>	Zoom Line	Location	Session Type	Presenters
	2	<p>Moderator: Elisabeth Schlegel</p> <p>Host: Robert Treat</p>	<p>Problem Solving</p>	<p><i>Mistreatment in medical education, a student-facilitated problem-solving session</i></p> <p>Josh Kurtz, Andrea Brelje, Zannah Herridge-Meyer, Tazheh Kavooosi, Nina Petrosyan</p>
	3	<p>Moderator: Karen Marcdante</p> <p>Host: Larry Hurtubise</p>	<p>Panel Discussion</p>	<p><i>Professional Development in the Heart of a Pandemic: Collaborative Rapid Prototyping to establish Virtual Communities of Practice</i></p> <p>Anna Lama, Larry Hurtubise, Melinda Rhodes-DiSalvo, Carol Hasbrouck, Marcia Nahikian-Nelms</p>
	4	<p>Moderator: Amy Baldwin</p> <p>Host: Stephanie Corliss</p>	<p>Skills Acquisition</p>	<p><i>What's needed: Skills to promote self-regulated learning across the educational continuum</i></p> <p>Stephanie Corliss, Andrew Bergemann, Beth Nelson, Emily Vinas</p>

The Generalists in Medical Education

	Zoom Line	Location	Session Type	Presenters
<p data-bbox="66 974 277 1129">November 11 2020</p> <p data-bbox="82 1220 261 1465">6:00 pm ↓ 6:55 pm EST</p>	<p data-bbox="370 1121 402 1171">1</p>	<p data-bbox="477 1052 834 1142">Moderator: Michele Haughton</p> <p data-bbox="477 1209 862 1249">Host: Nagaraj Gabbur</p>	<p data-bbox="964 1066 1127 1178">Ignite Session</p>	<p data-bbox="1183 323 1588 457"><i>A. Exploring online participation and discussion in an online professional learning community on Twitter</i> Binbin Zheng, Gary L. Beck, Dallaghan, Michael Gomez, Stephen Holihan</p> <p data-bbox="1183 611 1516 743"><i>B. Building a \$2M Resident Wellness Program: Lessons Learned 5 Years In</i> Simiao Li-Sauerwine</p> <p data-bbox="1183 789 1549 921"><i>C. Histology and web-based interactive microscope</i> Nazlee Sharmin, Ava K. Chow, Alice Dong and Nadine Milos</p> <p data-bbox="1183 968 1588 1205"><i>D. Conducting Online OSCEs Aided by a Novel Time Management Web-based System</i> Sami Shaban, Irfan Tariq, Margaret Elzubeir, Ahmed R Alsuwaidi, Alsajir Basheer, Mohi Magzoub</p> <p data-bbox="1183 1251 1549 1383"><i>E. 7Ps Inventory – When Crisis Necessitates Innovation</i> Priyadarshini Dattathreya, Maureen Hall, Daria Ellis</p> <p data-bbox="1183 1430 1588 1738"><i>F. COVID-19 Remote Monitoring: FIU Medical Students Contribute to the Pandemic Response and their own Education</i> Miranda Ricart, Alexa Denton, Kyle Sellers, Alex Suarez, Gregory Schneider, Andres Luis Rodriguez, Frederick Anderson, Sarah Stumbar</p>

The Generalists in Medical Education

<p>November 11 2020</p> <p>6:00 pm ↓ 6:55 pm EST</p>	<p>1</p>	<p>Moderator: Michele Haughton</p> <p>Host: Nagaraj Gabbur</p>	<p>Ignite Session (Cont'd)</p>	<p><i>G. Conducting a Virtual CS Style Exam During COVID Times</i> Dawn Schocken, Vinita C Kiluk, Jaimie Weber</p> <p><i>H. Teaching Well-Being in Medical School: The REACH Curriculum</i> Catherine Ferguson, Tavinder K. Ark, Cassidy Berns, Adina Kalet</p> <p><i>J. Evaluating the Transition to Virtual Clerkships</i> Jennifer Tich, Nicole Connolly, Emily Egress, Sherin Menachery, Daisy Proksch, A. Brooke Hooper, Julie Bridges</p>
--------------------------------------------------------------------------	----------	------------------------------------------------------------------------------	---------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


The Generalists in Medical Education

<p>November 11 2020</p> <p>6:00 pm ↓ 6:55 pm EST</p>	Zoom Line	Location	Session Type	Presenters
	2	<p>Moderator: Stacy Pylman</p> <p>Host: Robert Treat</p>	<p>Problem Solving</p>	<p><i>We Had the Experience but Missed the Meaning': Supporting the Professional Identity Formation of Medical Educators through Faculty Development</i></p> <p>Delores Amorelli and Gia DiGiaCobbe</p>
3	<p>Moderator: Angie Hairrell</p> <p>Host: Larry Hurtubise</p>	<p>Skills Acquisition</p>	<p><i>The Patient Will See You Now: Harnessing Telehealth Technology to Implement a Synchronous, Virtual Clinical Rotation in the Age of COVID</i></p> <p>Anna Weiss, Brittany Guttadauria, Megan Lavoie, Jill Posner, Mamata Senthil</p>	

The Generalists in Medical Education


	Zoom Line	Location	Session Type	Presenters
<p>November 11 2020</p> <p>6:00 pm ↓ 6:55 pm EST</p>	4	<p>Moderator: Terry Stratton</p> <p>Host: Stephanie Corliss</p>	Descriptive Session	<p><i>A. Tell Me More: A Patient-Centered Approach for Medical Students to Reignite Humanism at the Bedside</i></p> <p>Taranjeet Ahuja and Alice Fornari</p> <p><i>B. Virtual Rounds in Medical Student Education- A Qualitative Analysis</i></p> <p>Aysha Rafaquat, Marion Were, Yuri Fedorovich, Tyler McGowan, Heeyoung Han</p> <p><i>C. Simulated Patient Perspectives to Raise Student Awareness of Professionalism with Patients</i></p> <p>Karen Szauter and Michael Ainsworth</p> <p><i>D. ZOOMing to Better Interprofessional Collaboration</i></p> <p>Camilla Curren, Kristen Rundell, Carolyn Schubert, Joyce Karl</p>

The Generalists in Medical Education


November 11 2020	Zoom Line	Location	EVENT
7:00 pm  8:00 pm EST	1		Elissa & Heather's Networking Extravaganza & Social Hour


The Generalists in Medical Education

Thursday November 12 1 – 4 pm EST


	Zoom Line	Location	Session type	Presenters
<p>November 12 2020</p> <p>1:00 pm</p> <p></p> <p>1:25 pm EST</p>	1	<p>Moderator: Elapulli Sankaranarayanan Prakash</p> <p>Host: Larry Hurtubise</p>	Round Table	<p><i>Academic Navigators: Mapping the Way Through the Medical School Curriculum</i></p> <p>Angela Hairrell and Danielle M. Dickey</p>
	2	<p>Moderator: Antonia Quinn</p> <p>Host: Elissa Hall</p>	Round Table	<p><i>Constructing curricular materials that reflect our patients: working towards improving diversity in pre-clerkship curricular materials</i></p> <p>Amy Baldwin, Dina Teshager, Brett Szymik, Lia Bruner</p>
	3	<p>Moderator: Michelle Haughton</p> <p>Host: Jean Bailey</p>	Round Table	<p><i>Keeping the Team Alive: Best Practices in Remote Facilitation of Case-Based Learning</i></p> <p>Elizabeth Gray and Maria Padilla</p>
	4	<p>Moderator: Catherine Ferguson</p> <p>Host: Stephanie Corliss</p>	Round Table	<p><i>OB-Gyn Delivered- Using social media platforms to enhance medical education</i></p> <p>Annie Minns, Kelsey Carman, Sarah Garber, Maya Hammoud</p>

The Generalists in Medical Education


November 12 2020 1:30 pm  1:55 pm EST	Zoom Line	Location	Session type	Presenters
	1	Moderator: Elapulli Sankaranarayanan Prakash Host: Larry Hurtubise	Round Table	<i>Creative Approaches to Teaching about Disability in Medical Education</i> Susan Solman, Maria Stevens, Sabrina Gill
	2	Moderator: Antonia Quinn Host: Elissa Hall	Round Table	<i>Perceived Benefit of a Student- Run Journal Club: Successes and Considerations of Coffee Talks</i> Aisha Kazeem, Caroline Caldart, Hannah Shuman, Ryan Melikian, Diane Levine, Jennifer Mendez
	3	Moderator: Michelle Haughton Host: Jean Bailey	Round Table	<i>The Unmatched Medical Student</i> Mehreteab Mengsteab, Monica VandeRidder, Angie Thompson- Busch, Mary Hamati
	4	Moderator: Catherine Ferguson Host: Stephanie Corliss	Round Table	<i>Experiences in Virtual Interprofessional Teaming in a Teaching Clinic</i> Hannah Maxfield, Ashley Crowl, Laurel Witt

November 12 2020 2:00 pm  2:55 pm EST	<p style="text-align: center;"><u>Plenary Speaker</u></p> <p style="text-align: center;">Maya Hammoud, MD, MBA</p> <p style="text-align: center;">“UME to GME transition: A Wicked Problem in Medical Education”</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The Generalists in Medical Education

	Zoom Line	Location	Session type	Presenters
<p data-bbox="66 674 277 831">November 12 2020</p> <p data-bbox="82 926 261 968">3:00 pm</p> <p data-bbox="139 982 188 1052"></p> <p data-bbox="82 1062 261 1167">3:55 pm EST</p>	<p data-bbox="370 957 402 1010">1</p>	<p data-bbox="477 905 802 936">Moderator: John Luk</p> <p data-bbox="477 999 802 1031">Host: Larry Hurtubise</p>	<p data-bbox="935 936 1154 1031">Descriptive Session</p>	<p data-bbox="1183 270 1549 417"><i>A. Teaching with Intent: Making Early Clinical Experiences Meaningful for Medical Students</i></p> <p data-bbox="1183 470 1528 533">Amy R. Guenther and Scot Stanulis</p> <p data-bbox="1183 585 1573 690"><i>B. The Influence of COVID-19 on Medical Student Resource Preferences</i></p> <p data-bbox="1183 743 1581 806">Adam Wyatt, Phillip Johansen, Lindsay Fisher</p> <p data-bbox="1183 858 1560 1236"><i>C. "I did not agree with his attitude, but neither I nor those around me found enough courage to say anything": Understanding medical students' considerations in deciding if and how to apply moral courage when faced with professionalism breaches</i></p> <p data-bbox="1183 1289 1557 1352">Galit Neufeld Kroszynski and Orit Karnieli-Miller</p> <p data-bbox="1183 1404 1533 1467"><i>D. Using Kahoot! to Teach Patient Safety</i></p> <p data-bbox="1183 1520 1560 1667">Jacqueline S. Benayoun, Aladeyemi Osho, Bethel C. Ozed-Williams, Robin Ovitsh, Shirley Eisner</p>

The Generalists in Medical Education

	Zoom Line	Location	Session type	Presenters
<p>November 12 2020</p> <p>3:00 pm</p> <p></p> <p>3:55 pm EST</p>	2	<p>Moderator: Elizabeth Kachur</p> <p>Host: Elissa Hall</p>	<p>Skills Acquisition</p>	<p><i>Building Connections with Learners in the Virtual Environment</i></p> <p>Kathleen Everling and Holly West</p>
	3	<p>Moderator: Machelie Linsenmayer</p> <p>Host: Jean Bailey</p>	<p>Panel Discussion</p>	<p><i>What do medical students want in a clerkship grading system? A student-facilitated panel</i></p> <p>Josh Kurtz, Erica Odukoya, Seetha Monrad, Rilwan Babajide, Yuxi Zheng, Daniel Enrique Pereira</p>

The Generalists in Medical Education

	Zoom Line	Location	Session type	Presenters
<p style="text-align: center;">November 12 2020</p> <p style="text-align: center;">3:00 pm ↓ 3:55 pm EST</p>	4	<p>Moderator: Robert Treat</p> <p>Host: Nagaraj Gabbur</p>	<h2>Ignite Session</h2>	<p>A. <i>The #Tweetorial as a novel educational tool</i> Anika Kumar, Nancy Chen, Robert S. Daulton</p> <p>B. <i>Flipped Classroom Method For Teaching Clinical Skills To First-Year Medical Students During COVID-19</i> Sonal Chandratre</p> <p>C. <i>Finding their place in the pandemic: Medical students volunteer during the 2020 COVID-19 surge in New York City</i> Anna Bitners, Meryl Kravitz, Elizabeth Lund, Kaitlin DeWilde, Corin Kinkhabwala, Milka Rodriguez, Ariel Fishman, Todd Cassese</p> <p>D. <i>Can one person make a difference?</i> Ima Ebong</p> <p>E. <i>The DownState of Mind: #MedED blog for med students by med students</i> Ana Maria Lopez, Shirley Eisner, Patrick Flanagan, Amarachi Uwaga, Tejen Shah, Margaret Wohlleber, Antonia Quinn</p> <p>F. <i>Impact of COVID-19 Pandemic on Pre-Clerkship Medical Student Online Learning and Testing Experience</i> Yibing Zhang, Lyna Azzouz, Seetha Monrad, Christian Vercler</p>

The Generalists in Medical Education

	Zoom Line	Location	Session type	Presenters
<p>November 12 2020</p> <p>3:00 pm ↓ 3:55 pm EST</p>	4	<p>Moderator: Robert Treat</p> <p>Host: Nagaraj Gabbur</p>	<p>Ignite Session Cont'd</p>	<p><i>G. Becoming a Resource Source: Navigating Patient Needs During a Pandemic</i> Angelina Palacios, Rachel A. O'Dell, Rebecca White, Jugmohit S. Toor, John Stathakios, William Tracy, Jennifer Mendez</p> <p><i>H. Augmented Reality to develop an application to convert the cellphones of the students into flashcards</i> Nazlee Sharmin, Ava K. Chow, Dominic Votta, and Nathaniel Maeda</p> <p><i>J. The Democratization of Medical Education through Education for All</i> Nagaraj Gabbur, Kyan Lynch, Olga Mutter</p>

	Zoom Line	Location	EVENT
<p>November 12 2020</p> <p>4:00 pm ↓ 5:00 pm EST</p>	1		Larry's Popcorn Session!

The Generalists in Medical Education

Friday November 13 11 am – 2 pm

	Zoom Line	Location	Session type	Presenters
<p>November 13 2020</p> <p>11:00 am ↓ 11:55 am EST</p>	1	<p>Moderator: Elapulli Sankaranarayanan Prakash</p> <p>Host: Stephanie Corliss & Komal Kochhar</p>	Descriptive Session	<p>A. Redesign of our Transitioning to Clerkship course in the COVID era</p> <p>Ankur Segon, Evan Yang, Leslie Ruffalo, Jennifer Klumb, MaryAnn Gilligan, Kathleen Beckmann</p> <p>B. Introduction to Just in time teaching (JiTT) Infographics: Using technology to enhance professional development</p> <p>Alice Fornari</p> <p>C. Do Undergraduate Legacies have an Advantage? A Social Network Analysis of First-Year Medical Students</p> <p>Terry Stratton and Lillian R. Sims</p> <p>D. Evaluating First-Generation and Continuing Generation to Medical School Students and their Residency Placements</p> <p>Michael Yi, Michelle Schmude, Joseph Bannon</p>

The Generalists in Medical Education

	Zoom Line	Location	Session type	Presenters
<p>November 13 2020</p> <p>11:00 am ↓ 11:55 am EST</p>	2	<p>Moderator: Heather Billings</p> <p>Host: Robert Treat</p>	Problem Solving	<p><i>Why and How Scholarly Publishing Should Become Anti-racist: An Interactive Session Facilitated by Editors of Medical Education Journals</i></p> <p>Virginia Brennan, Anna Cianciolo, Sonia Crandall, Peter G. M. de Jong, Larry Hurtubise, Hugh Stoddard, David Way</p>
	3	<p>Moderator: Shirley Eisner</p> <p>Host: Jean Bailey</p>	Skills Acquisition	<p><i>How to Make an OSCE Psychologically Safe(r) and Enhance Effectiveness</i></p> <p>Elizabeth Kachur, Anthony Errichetti, Lisa Altshuler, Chaoyan Dong</p>
	4	<p>Moderator: Jennifer Mendez</p> <p>Host: Elissa Hall</p>	Skills Acquisition	<p><i>Turning it on During a Shutdown: Telesimulation as a strategy to replace clinically-based medical simulations</i></p> <p>Megan Lavoie, Khoon-Yen Tay, Grace Good</p>


The Generalists in Medical Education


	Zoom Line	Location	Session type	Presenters
<p>November 13 2020</p> <p>12:00 pm ↓ 12:55 pm EST</p>	<p>1</p>	<p>Moderator: Todd Cassese</p> <p>Host: Stephanie Corliss/ Komal Kochhar</p>	<p>Descriptive Session</p>	<p><i>A. Growth patterns of foundation subject scores in Customized Assessment Services (CAS) exams and their associations with USMLE Step 1 results</i></p> <p>Ling Wang, Heather Laird-Fick, Carol J. Parker, David J Solomon</p> <p><i>B. Teaching new skills in innovation, leadership and health systems science during a nine month scholarly concentration</i></p> <p>Stephanie Corliss, Stacy Abrams, Sue Cox, Beth Nelson</p> <p><i>C. Exploring the Value of a Feed Forward Letter Handoff</i></p> <p>Nicole Verbeck and Nicholas Kman, Scott Holliday, Jennifer McCallister</p> <p><i>D. Managing Sexual Harassment Allegations Made Towards a Colleague – A Professionalism OSCE Station</i></p> <p>Ingrid Walker-Descartes, Elizabeth Kachur, Lisa Altshuler</p>

The Generalists in Medical Education

	Zoom Line	Location	Session type	Presenters
<p style="text-align: center;">November 13 2020</p> <p style="text-align: center;">12:00 pm ↓ 12:55 pm EST</p>	2	<p>Moderator: Michele Haughton</p> <p>Host: Robert Treat</p>	Problem Solving	<p><i>Micromanagement is a hidden curriculum in a learning environment and works against the well-being of the trainee</i></p> <p>J.M.Monica van de Ridder, Anuradha Lele Mookerjee, Lauren Fine, Vijay Rajput</p>
	3	<p>Moderator: Taranjeet J. Ahuja</p> <p>Host: Nagaraj Gabbur</p>	Skills Acquisition	<p><i>Stringing together MedEd Pearls for faculty development</i></p> <p>Larry Hurtubise, Jean Bailey, Carrie Bowler, Kristina Dzara, Machelie Linsenmeyer, Linda Love</p>
	4	<p>Moderator: Amy Seegmiller Renner</p> <p>Host: Elissa Hall</p>	Problem Solving	<p><i>Master Adaptive Learning: Encouraging and Guiding the Process to Address Pandemic Challenges</i></p> <p>William Cutrer and Martin Pusic</p>

The Generalists in Medical Education

November 13 2020	Zoom Line	Location	EVENT
1:00 pm  2:00 pm EST	1		TGME Business Meeting

November 13 2020	Zoom Line	Location	EVENT
2:00 pm  3:00 pm EST	1		TGME Steering Committee Meeting (Closed Session)

DAY BY DAY ABSTRACTS:

Wednesday: 4 – 7 pm EST

4:30 – 4:55 pm – Roundtable - Zoom Line - 1

Self-Directed Learning: Addressing LCME Element 6.3 in the Pre-clerkship Years

Jack Kopechek, Doug Danforth, Jennifer McCallister

Self-directed learning skills are essential for developing and maintaining clinical expertise. Integrating instruction and assessment for these skills during the pre-clerkship years is challenging for many medical schools. In this discussion, participants will compare and contrast teaching and assesment.

4:30 – 4:55 pm – Roundtable - Zoom Line - 2

K-12 outreach in the time of COVID-19: using online platforms to increase diversity and inclusion in the pipeline

Kyeorda Kemp, Claudio Cortes, James Grogan, Stephanie M. Swanberg, Keith Engwall, Tracey A.H. Taylor, PhD, Tiffany Williams, Caryn Reed-Hendon

The COVID-19 pandemic led medical schools to halt in-person K-12 outreach programs, creating a unique opportunity to explore alternatives to increase diversity and inclusion in the healthcare pipeline. This session will discuss lessons learned about designing and offering online outreach programs.

4:30 – 4:55 pm – Roundtable - Zoom Line - 3

Teaching Communication Skills with Spanish-speaking Patients through Virtual Education

Tiffany M. Shin, Pilar Ortega, Cristina Pérez-Cordón, Glenn Martínez

Virtual medical Spanish education is an accessible strategy to teach patient-centered linguistic and cultural communication skills to enable future physicians to care for the vulnerable, growing Spanish-speaking population. We will discuss and evaluate methods and practical examples of implementation.

4:30 – 4:55 pm – Roundtable - Zoom Line - 4

Sharing ideas: Which creative teaching strategies would work to teach faculty and residents about feedback?

Matthew Tiacharoen, Belinda Fu, Candace Smith-King, J. M. Monica van de Ridder

Having access to a broad teaching repertoire when teaching feedback giving has advantages, such as stimulating different sensory pathways, serving different learning styles, and practicing with different problems. We will share ideas around four creative teaching methods for teaching feedback.

5:00 – 5:55 pm – Descriptive Session – Zoom Line - 1

A. USMLE Step 2-CK and the Predictive Capacity of the NBME Comprehensive Clinical Science Examination

Greg Kaupla, Robert Treat, Lindsey Johnson, William J. Hueston

USMLE Step 2-CK and the Predictive Capacity of the NBME Comprehensive Clinical Science Examination

B. The Benefit of Early Clinical Experience Debriefing Sessions for First-Year Medical Student Learning

Stacey Pylman, Amy Ward, Sath Sudhanthar

As early medical students engage in clinical experiences, they need space to debrief and learn from these experiences. We analyze first year medical student clinical debriefing sessions to describe what students are discussing and in what ways debriefing helps them develop clinical reasoning.

C. Teaching and assessment of diagnostic reasoning using a gamified clinical reasoning application

Raja-Elie Abdunour and Andrew S. Parsons

Errors in diagnostic reasoning lead to significant morbidity, and mortality. Teaching and assessing this cognitive process can enhance clinical reasoning skills and improve patient care. We have developed a computer-based clinical reasoning simulator to help educators teach and assess their learners

D. Collective Learning: Successes and Failures of Implementing a Formal Self-Directed Learning Curriculum

Angela Hairrell, Bobbie Ann White, Rosanne Goertz, Rutaa Desai

Self-directed learning supports a physician's ability to provide up-to-date, optimal patient care. We implemented an original self-directed learning curriculum to meet standard 6.3 and evaluated program outcomes through a pre-posttest and student feedback. This session will highlight the successes of our program.

5:00 – 5:55 pm – Problem Solving – Zoom Line – 2

Mistreatment in medical education, a student-facilitated problem-solving session

Josh Kurtz, Andrea Brelje, Zannah Herridge-Meyer, Tazheh Kavooosi, Nina Petrosyan

In order to address mistreatment in medical education, students must be included when discussing solutions. In this workshop, we will explore how various medical schools have engaged learners in mistreatment conversations and addressed barriers to including student voices in sensitive discussions.

5:00 – 5:55 pm – Panel Discussion – Zoom Line – 3

Professional Development in the Heart of a Pandemic: Collaborative Rapid Prototyping to establish Virtual Communities of Practice

Anna Lama, Larry Hurtubise, Melinda Rhodes-DiSalvo, Carol Hasbrouck, Marcia Nahikian-Nelms

Implementing professional development that is responsive to current events requires creating and revising quickly. During this interactive panel discussion, participants will learn how rapid prototyping was used to start up a virtual interprofessional community of practice focused on developing strategies.

5:00 – 5:55 pm – Skills Acquisition – Zoom Line – 4

What's needed: Skills to promote self-regulated learning across the educational continuum

Stephanie Corliss, Andrew Bergemann, Beth Nelson, Emily Vinas

We will apply the self-regulated learning (SRL) framework to help educators choose pedagogies to support learner self-regulation. Group breakout sessions will include medical students giving real time feedback to participants as they practice strategies for prompting goal-setting and reflection.

6:00 – 6:55 pm – Ignite Session – Zoom Line – 1

A. Exploring online participation and discussion in an online professional learning community on Twitter

Binbin Zheng, Gary L. Beck Dallaghan, Michael Gomez, Stephen Holihan

Twitter has provided educators opportunities to share resources, engage in online discussions, and connect with other professionals. By analyzing #MedEdChat Twitter chats in 2019, this study explored medical educators online participation and nature of discussions in this community.

B. Building a \$2M Resident Wellness Program: Lessons Learned 5 Years In

Simiao Li-Sauerwine

Five years ago, our department was the recipient of a \$2M resident wellness endowment to support resident wellness. In implementing a successful program, we have learned many lessons along the way, what works, what flops, and how to build support and enthusiasm from residents and faculty alike.

C. Histology and web-based interactive microscope

Ava K. Chow, Nazlee Sharmin, Alice Dong and Nadine Milos

Histology is the least interesting topics for students. Lab-based histology teaching does not allow simultaneous observation of tissue sections by several people preventing in-class interactions. We have made a web-based microscopy program with slide gallery, questions and teaching tools.

D. Conducting Online OSCEs Aided by a Novel Time Management Web-based System

Sami Shaban, Irfan Tariq, Margaret Elzubeir, Ahmed R Alsuwaidi, Alsajir Basheer, Mohi Magzoub

We have developed a dynamic OSCE time management website which aids in solving the movement synchronization issue in online OSCEs. We have used the system to conduct several OSCEs successfully.

E. 7Ps Inventory – When Crisis Necessitates Innovation

Priyadarshini Dattathreya, Maureen Hall, Daria Ellis

This is a highlight of how our academic success department turned a crisis into an opportunity to provide individualized support to our medical students through the development of an online self-reflection inventory. This inventory now provides framework for all our academic success programs.

F. COVID-19 Remote Monitoring: FIU Medical Students Contribute to the Pandemic Response and their own Education

Miranda Ricart, Alexa Denton, Kyle Sellers, Alex Suarez, Gregory Schneider, Andres Luis Rodriguez, Frederick Anderson, Sarah Stumbar

Learn how medical educators and students collaborated to prompt innovative COVID-19 remote monitoring programs to help their community and establish an alternative to the regular clinical experience.

G. Conducting a Virtual CS Style Exam During COVID Times

Dawn Schocken, Vinita C Kiluk, Jaimie Weber

This abstract serves as a springboard to discuss what other programs utilized during their stay at home orders, comparing notes on what was effective and what could be replicated into the future.

H. Teaching Well-Being in Medical School: The REACH Curriculum

Catherine Ferguson, Tavinder K. Ark, Cassidy Berns, Adina Kalet

The REACH curriculum emphasizes the importance of the well-being of students. To assess its impact, latent profile analysis was conducted on pre- and post-surveys measuring the well-being of students. Three significant profiles emerged that may help understand the impact of REACH on students.

I. Evaluating the Transition to Virtual Clerkships

Jennifer Tich, Nicole Connolly, Emily Egress, Sherin Menachery, Daisy Proksch, A. Brooke Hooper, Julie Bridges

The COVID-19 pandemic forced medical schools to rapidly convert their curricula to a virtual format. We sought to determine student perceptions of the transition to online clerkships at EVMS. Responses indicated students valued a structured schedule, clear communication and interactive experiences.

6:00 – 6:55 pm – Problem Solving – Zoom Line – 2

We Had the Experience but Missed the Meaning': Supporting the Professional Identity Formation of Medical Educators through Faculty Development

Delores Amorelli and Gia DiGiaCobbe

Medical school faculty face significant challenges in forming professional identities as educators, including varied educational and professional backgrounds, a lack of training in teaching, and diverse reasons for entering academic medicine. This session will explore strategies faculty developers use to form professional identities.

6:00 – 6:55 pm – Skills Acquisition – Zoom Line – 3

The Patient Will See You Now: Harnessing Telehealth Technology to Implement a Synchronous, Virtual Clinical Rotation in the Age of COVID

Anna Weiss, Brittany Guttadauria, Megan Lavoie, Jill Posner, Mamata Senthil

This session will provide educators with a framework with which to convert clinical learning experiences into virtual rotations. Participants will learn the steps for creating a virtual rotation that combines synchronous and asynchronous learning sessions with real-time remote patient contact.

6:00 – 6:55 pm – Descriptive Session – Zoom Line – 4

A. Tell Me More: A Patient-Centered Approach for Medical Students to Reignite Humanism at the Bedside

Taranjeet Ahuja and Alice Fornari

Quality healthcare is served when caregivers connect with patients. The electronic health record places demands on caregivers that can be a barrier to the patient-caregiver relationship. Interventions like the Tell Me More encourages meaningful patient/caregiver conversations, combats caregiver compassion fatigue and can be an antidote to burnout.

B. Virtual Rounds in Medical Student Education- A Qualitative Analysis

Aysha Rafaquat, Marion Were, Yuri Fedorovich, Tyler McGowan, Heeyoung Han

Due to COVID19 pandemic AAMC suspended all clinical activities for medical students. Given the novelty of situation, Virtual Rounding Curriculum was implemented. We conducted qualitative research to discover the specific learning principles for effective medical student virtual learning experience.

C. Simulated Patient Perspectives to Raise Student Awareness of Professionalism with Patients

Karen Szauter and Michael Ainsworth

Few processes exist to obtain candid feedback from patients on students professional behavior. Using feedback data collected from Simulated Patients, we have been able to identify several professionalism issues which were amenable to feedback. We describe nine years of lessons learned.

D. ZOOMing to Better Interprofessional Collaboration

Camilla Curren, Kristen Rundell, Carolyn Schubert, Joyce Karl

Medical and nursing students collaborated in an electronic health record teaching case created to highlight interprofessional communication on ZOOM. Interprofessional Attitudes were assessed pre and post exercise using the Interprofessional Socialization and Valuing Scale.

DAY BY DAY ABSTRACTS:

Thursday: 1 – 4 pm EST

1:00 – 1:25 pm – Roundtable - Zoom Line - 1

Academic Navigators: Mapping the Way Through the Medical School Curriculum

Angela Hairrell and Danielle M. Dickey

A Navigator is a highly-skilled person who works with Academic Success and Academic Affairs to ensure students academic needs are met. In this session, we describe how Navigators work with our medical students throughout the curriculum.

1:00 – 1:25 pm – Roundtable - Zoom Line - 2

Constructing curricular materials that reflect our patients: working towards improving diversity in pre-clerkship curricular materials

Amy Baldwin, Dina Teshager, Brett Szymik, Lia Bruner

Curricular materials, including cases, should reflect the diversity of populations served. Being intentional about curricular design, including having a mechanism for faculty and student input on their creation and modification, is crucial for producing effective medical curricula.

1:00 – 1:25 pm – Roundtable - Zoom Line - 3

Keeping the Team Alive: Best Practices in Remote Facilitation of Case-Based Learning

Elizabeth Gray and Maria Padilla

Transitioning to an online learning environment has created challenges in the effective delivery of case-based learning sessions in both clinical and preclinical settings. In this session we will present strategies used across institutions for the remote delivery of a problem-based curriculum.

1:00 – 1:25 pm – Roundtable - Zoom Line - 4

OB-Gyn Delivered- Using social media platforms to enhance medical education

Annie Minns, Kelsey Carman, Sarah Garber, Maya Hammoud

Social media offers innovative platforms for medical education well-suited for millennial trainees and are increasingly utilized. Identifying these resources, understanding their advantages and disadvantages, and determining how to successfully incorporate them into teaching is highly recommended.

1:30 – 1:55 pm – Roundtable - Zoom Line - 1

Creative Approaches to Teaching about Disability in Medical Education

Susan Solman, Maria Stevens, Sabrina Gill

There lacks a formal, standard approach to teaching about disabilities in medical education, which contributes to healthcare disparities in this patient population. Our aim is to discuss creative and inclusive approaches to teaching about disabilities in order to provide quality, compassionate care.

1:30 – 1:55 pm – Roundtable - Zoom Line - 2

Perceived Benefit of a Student-Run Journal Club: Successes and Considerations of Coffee Talks

Aisha Kazeem, Caroline Caldart, Hannah Shuman, Ryan Melikian, Diane Levine, Jennifer Mendez

As medical students, we observed gaps in our pre-clinical curriculum and used that opportunity to facilitate monthly journal clubs to explore topics that merited deeper discussion. The Coffee Talks are an opportunity for peer education and a potential model for future curriculum adjustments.

1:30 – 1:55 pm – Roundtable - Zoom Line - 3

The Unmatched Medical Student

Mehreteab Mengsteab, Monica VandeRidder, Angie Thompson-Busch, Mary Hamati

According to the NRMP in 2020, 1,218 US MD seniors failed to Match into any residency position. Some of the factors that led to this include not applying broadly, poor interview skills, and unexplained red flags. Understanding these will help to ensure greater success in the Match for students.

1:30 – 1:55 pm – Roundtable - Zoom Line - 4

Experiences in Virtual Interprofessional Teaming in a Teaching Clinic

Hannah Maxfield, Ashley Crowl, Laurel Witt

Prior to COVID, teams of learners met in-person to provide care to patients in our Interprofessional Teaching Clinic. We had to explore creative ways for virtual teaming in the clinical setting and realize that interprofessional teaming will continue to include these telehealth interactions.

3:00 – 3:55 pm – Descriptive Session - Zoom Line - 1

A. Teaching with Intent: Making Early Clinical Experiences Meaningful for Medical Students

Amy R. Guenther and Scot Stanulis

Medical students possess unique perspectives of clinical experiences and ways clinicians make these experiences educational. Drawing on the insights of 2nd-year students, we share ways in which clinicians can teach with intent to maximize learning and create meaningful early clinical experiences.

B. The Influence of COVID-19 on Medical Student Resource Preferences

Adam Wyatt, Phillip Johansen, Lindsay Fisher

With COVID-19 forcing medical schools to adopt virtual curricula, pre-clerkship M1 students are less satisfied with traditional curriculum and more likely to choose external, board-specific resources with hopes of building strong residency applications.

C. I did not agree with his attitude, but neither I nor those around me found enough courage to say anything": Understanding medical students' considerations in deciding if and how to apply moral courage when faced with professionalism breaches

Galit Neufeld Kroszynski and Orit Karnieli-Miller

An innovative model to enhance understanding of medical students' various considerations in deciding if and how to react when faced with professionalism breaches. The way they reacted/didn't react led to various emotions experienced by them, such as guilt, remorse or satisfaction.

D. Using Kahoot! to Teach Patient Safety

Jacqueline S. Benayoun, Aladeyemi Osho, Bethel C. Ozed-Williams, Robin Ovitsh, Shirley Eisner

An emergency online session using the gaming-app, Kahoot, was designed for beginning clerkship students to teach concepts of patient safety. The game tested their knowledge of hospital-safety protocols through timed questions. We will discuss the advantages and limitations of using Kahoot..

3:00 – 3:55 pm – Skills Acquisition - Zoom Line - 2

Building Connections with Learners in the Virtual Environment

Kathleen Everling and Holly West

Connecting with learners can be challenging even in the traditional face-to-face setting. When the classroom is transformed from traditional to virtual, making connections is an even greater challenge. In this 50-minute session, participants will discuss ten powerful skills to help build connections.

3:00 – 3:55 pm – Panel Discussion - Zoom Line - 3

What do medical students want in a clerkship grading system? A student-facilitated panel

Josh Kurtz, Erica Odukoya, Seetha Monrad, Rilwan Babajide, Yuxi Zheng, Daniel Enrique Pereira

Grading systems vary widely across medical schools. To understand the effect of this variability, we must consider perspectives from UME and GME stakeholders. In this panel, we will explore medical students' and residents' perceptions of how grading system variability affects their learning.

3:00 – 3:55 pm – Ignite Session - Zoom Line - 4

A. The #Tweetorial as a novel educational tool

Anika Kumar, Nancy Chen, Robert S. Daulton

The #Tweetorial is a novel educational tool that allows educators and Twitter's medical education community to dynamically engage in remote learning. Repurposing pre-existing educational materials into Tweetorials empowers self-directed learning, and expands and diversifies learner communities.

B. Flipped Classroom Method For Teaching Clinical Skills To First-Year Medical Students During COVID-19

Sonal Chandratre

First-hand experience on using the flipped classroom method for teaching clinical skills to first-year medical students during COVID-19 is presented. Combination of in-person hands-on clinical skills learning through small groups and asynchronous didactics leads to an effective learning model.

C. Finding their place in the pandemic: Medical students volunteer during the 2020 COVID-19 surge in New York City

Anna Bitners, Meryl Kravitz, Elizabeth Lund, Kaitlin DeWilde, Corin Kinkhabwala, Milka Rodriguez, Ariel Fishman, Todd Cassese

As SARS-CoV-2 spread in New York City in March-April 2020, our hospital system's occupational health services (OHS) office was inundated with calls from concerned employees. Medical students volunteered to work at the OHS call center to address this area of need.

D. Can one person make a difference?

Ima Ebong

I will describe how to nurture interest in medicine/neurology, in pre-medical and medical students from underrepresented groups. Referencing my professional Twitter account, I will illustrate how to craft messages that inspire future physicians, and promote the importance of diversity in medicine.

E. The DownState of Mind: #MedED blog for med students by med students

Ana Maria Lopez, Shirley Eisner, Patrick Flanagan, Amarachi Uwaga, Tejen Shah, Margaret Wohlleber, Antonia Quinn

We developed TDSOM for medical students to 1) collaborate with faculty using professional digital mentoring, 2) enhance curricular opportunities for integration of clinical experiences and foundational science knowledge, and 3) provide a platform for academic creative visual and written content.

F. Impact of COVID-19 Pandemic on Pre-Clerkship Medical Student Online Learning and Testing Experience

Yibing Zhang, Lyna Azzouz, Seetha Monrad, Christian Vercler

COVID-19 has resulted in medical schools shifting their curricula to virtual platforms. We conducted a quantitative study of students from U.S. medical schools and explored their perspectives on e-learning. Our results show greater student satisfaction with educational formats used before COVID-19.

G. Becoming a Resource Source: Navigating Patient Needs During a Pandemic

Angelina Palacios, Rachel A. O'Dell, Rebecca White, Jugmohit S. Toor, John Stathakios, William Tracy, Jennifer Mendez

Few patients have navigated pandemics and few physicians have seen their effects on patients. We consider a patient's needs and personalized resources to help them navigate COVID-19. This project exposed medical students to patient needs and resource exploration for future clinical recommendations.

H. Augmented Reality to develop an application to convert the cellphones of the students into flashcards

Nazlee Sharmin, Ava K. Chow, Dominic Votta, and Nathaniel Maeda

Flashcards are one of the most popular and optimized ways to learn factual knowledge and improve memory performance. We have used Augmented Reality to develop an application to convert the cellphones of the students into flashcards. This app will help students to learn at their own ease.

I. The Democratization of Medical Education through Education for All

NagarajGabbur, Kyan Lynch, Olga Mutter

Education For All (EFA) is a unique online platform that allows Ob/Gyn residency programs to share lecturers and lectures (www.efaobgyn.com). It is this cross-sharing of knowledge that has allowed residency programs to continue teaching didactics during the global pandemic.

DAY BY DAY ABSTRACTS:

Friday: 11 am – 1 pm EST

11:00 – 11:55 am – Descriptive Session - Zoom Line – 1

A. Redesign of our Transitioning to Clerkship course in the COVID era

Ankur Segon, Evan Yang, Leslie Ruffalo, Jennifer Klumb, MaryAnn Gilligan, Kathleen Beckmann

We followed Kerns 6 steps of curriculum design to revamp our Transitioning To Clerkship (TTC) course. Due to the COVID19 (Coronavirus Disease) epidemic, our curriculum was delivered virtually. We present key findings of our needs assessment, followed by curriculum implementation and evaluation data.

B. Introduction to Just in time teaching (JiTT) Infographics: Using technology to enhance professional development

Alice Fornari

It is essential that clinical trainees develop teaching skills and assure faculty role model these skills. Methods to implement resident as teacher is still not a well-defined concept. JITTs are technologic infographics that provide timely evidence-based teaching tips to trainees and clinicians.

C. Do Undergraduate Legacies have an Advantage? A Social Network Analysis of First-Year Medical Students

Terry Stratton and Lillian R. Sims

While M1 undergraduate legacies (n=39) occupied positions of significantly greater "degree centrality" in friendship and prior acquaintance networks than did graduates of out-of-state (n=30) or other in-state universities (n=33), this did not extend into study or career-advisory peer networks.

D. Evaluating First-Generation and Continuing Generation to Medical School Students and their Residency Placements

Michael Yi, Michelle Schmude, Joseph Bannon

This session investigates the performance of First-Generation (FG) vs Continuing-Generation (CG) students who have matriculated from an urban, East-coast medical school with a focus on assessing performance of students and identifying biases within each cohort.

11:00 – 11:55 am – Problem Solving - Zoom Line - 2

Why and How Scholarly Publishing Should Become Anti-racist: An Interactive Session Facilitated by Editors of Medical Education Journals

Virginia Brennan, Anna Cianciolo, Sonia Crandall, Peter G. M. de Jong, Larry Hurtubise, Hugh Stoddard, David Way

Institutionalized racism permeates medical education, including access to scholarly publishing. In this session, journal editors and editorial board members will lead a discussion of the actions (what, why, and how) medical education journals can take to address this problem.

11:00 – 11:55 am – Skills Acquisition - Zoom Line - 3

How to Make an OSCE Psychologically Safe(r) and Enhance Effectiveness

Elizabeth Kachur, Anthony Errichetti, Lisa Altshuler, Chaoyan Dong

The role of psychological safety in simulation-based education and assessments (live or virtual) will be described. Participants will discuss 10 pictures that illustrate scenarios which can reduce psychological safety for some or all individuals involved in OSCEs.

11:00 – 11:55 am – Skills Acquisition - Zoom Line - 4

Turning it on During a Shutdown: Telesimulation as a strategy to replace clinically-based medical simulations

Megan Lavoie, Khoon-Yen Tay, Grace Good

Medical training relies on simulation to provide clinical training opportunities. In the pandemic, educators have needed to adapt their teaching to accommodate social distancing. Our simulation group created a way to continue high-fidelity simulation sessions while allowing learners to be remote.

12:00 – 12:55 pm – Descriptive Session - Zoom Line - 1

A. Growth patterns of foundation subject scores in Customized Assessment Services (CAS) exams and their associations with USMLE Step 1 results

Ling Wang, Heather Laird-Fick, Carol J. Parker, David J Solomon

This study examined latent growth patterns in five subject areas. Students showed homogeneous growth pattern in Biochemistry/Genetics and Microbiology/Immunology subjects; while in other subjects, heterogeneous growth patterns (different starting points and slopes) were identified.

B. Teaching new skills in innovation, leadership and health systems science during a nine month scholarly concentration

Stephanie Corliss, Stacy Abrams, Sue Cox, Beth Nelson

Results from an Innovation, Leadership and Discovery (ILD) course revealed statistically significant improvements in student self-assessments of desired competencies. Faculty assessments revealed all students met expectations, but dual-degree students rated higher in leading future innovative teams.

C. Exploring the Value of a Feed Forward Letter Handoff

Nicole Verbeck and Nicholas Kman, Scott Holliday, Jennifer McCallister

This study explores the value of a Feed Forward letter handoff. Our letter, created by the UME specialty specific track director, shared with the graduating student and GME program director, portends intern abilities, using ACGME milestones, to foster the creation of individualized learning plans.

D. Managing Sexual Harassment Allegations Made Towards a Colleague – A Professionalism OSCE Station

Ingrid Walker-Descartes, Elizabeth Kachur, Lisa Altshuler

A Professionalism OSCE (first live, then virtual) for Pediatrics residents includes a station that requires confronting a female colleague against whom sexual harassment allegations were levied by a male medical student. The scenario and various program evaluation data will be presented.

12:00 – 12:55 pm – Problem Solving - Zoom Line - 2

Micromanagement is a hidden curriculum in a learning environment and works against the well-being of the trainee

J.M.Monica van de Ridder, Anuradha Lele Mookerjee, Lauren Fine, Vijay Rajput

Micromanagement is a hidden curriculum in clinical supervision. Micromanagers have an explanation (what is said) for their behaviors, but actions are not aligned (what is done). Their attitudes diminish psychological safety among trainees. What is the role of faculty development in this process?

12:00 – 12:55 pm – Skills Acquisition - Zoom Line - 3

Stringing together MedEd Pearls for faculty development

Larry Hurtubise, Jean Bailey, Carrie Bowler, Kristina Dzara, Mabelle Linsenmeyer, Linda Love

Development needs for health professions educators are changing and increasing while the time available for them shrinks. Med Ed Pearls is a curated collection of powerful micro-lessons on teaching strategies. Learn to string a set of #MedEdPearls to enhance teaching and learning at your school.

12:00 – 12:55 pm – Skills Acquisition - Zoom Line - 4

Master Adaptive Learning: Encouraging and Guiding the Process to Address Pandemic Challenges

William Cutrer and Martin Pusic

Addressing novel workplace challenges requires learning and innovation to produce new solutions, known as Adaptive Expertise. The session will focus on using the Master Adaptive Learner model for small group problem-solving and different practical strategies for developing Adaptive Expertise.