



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

## 43<sup>rd</sup> ANNUAL CONFERENCE

Creating the Future of Health Professions Education

NOVEMBER 10–11, 2022

Nashville, TN

Website: <https://thegeneralists.org>

 #TGME22

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## Message from the TGME Chairperson



Welcome to The Generalists in Medical Education 2022, our first in-person conference since 2019!

This year our conference theme is *“Creating the Future of Health Professions Education,”* and we have assembled an amazing roster of speakers and presentations for your edification.

Our esteemed speakers hail from across the nation, including 41 presenters from the central region, 21 presenters from the south, 10 presenters from the west, 11 presenters from the northeast, and 1 international presenter. The presenters are covering a wide range of exciting medical education topics ranging from pre-clinical to clinical curricula, assessment and evaluation, important DEI initiatives, innovations in technology, faculty development, wellness, and scholarship.

We have 42 unique presentations spread over 6 different session formats.

- Descriptive – 15
- Problem-solving – 10
- Ignite – 2
- Roundtable – 7
- Panel – 3
- Skill acquisition – 5

We are honored to have as our keynote speaker, Molly Cooke, MD, MACP, FRCP from the University of California San Francisco who will be speaking on *“The Future of Generalism.”*

This impressive program would not have been possible without the exemplary efforts of our 2022 Conference Program Co-Chairs, Sarah McBrien and Richard Van Eck, who spent countless hours selecting and organizing the proposals to create a memorable conference experience.

My thanks also extend to the Steering Committee for their invaluable guidance and support.

Our sincere appreciation to all the presenters and attendees who will enliven this year’s conference.

I hope you all have a great time at this conference, and I look forward to meeting you!

Warm regards,

**Komal Kochhar, MBBS, MHA**

**2022 Steering Committee Chair, TGME**

Director, Educational Affairs Data Analytics

Director, Research in Medical Education

Assistant Professor, Department of Family Medicine

Indiana University School of Medicine

## 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 that 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?

- To collaboratively seek solutions to educational challenges
- To enhance your network of health professions educators

### What does the annual conference offer?

- To explore the latest initiatives and innovations in health professions education
- To promote and share scholarship on a national platform
- To enhance professional effectiveness through interactive and information sessions
- To provide peer mentorship in health professions education

### How can you become a member?

By attending the annual 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.

### How can you connect with us?

Website: <https://thegeneralists.org>

Twitter: @GeneralistMedEd #TGME22



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## 2022 Steering Committee

Committee Member	Affiliated Institution/Organization
Komal Kochhar, Chair	Indiana University School of Medicine
Stephanie B. Corliss, Chair-Elect	Dell Medical School, The University of Texas at Austin
Robert Treat, Past Chair	Medical College of Wisconsin
Sarah McBrien, Program Co-Chair	University of Nebraska Medical School College of Allied Health Professions
Richard Van Eck, Program Co-Chair	University of North Dakota School of Medicine and Health Sciences
Larry Hurtubise, Webmaster	The Ohio State University, The Michael V. Drake Institute for Teaching and Learning
Carol Hasbrouck, Treasurer	Educational Consultant
Terry Stratton, Evaluations Chair	University of Kentucky College of Medicine
Elissa Hall, Membership	Mayo Clinic College of Medicine and Science
Jean M. Bailey, Member-at-Large	Virginia Commonwealth University School of Medicine
Priya Dattathreya, Member-at-Large	Ross University School of Medicine
Stacey Pylman, Member-at-Large	Michigan State University College of Human Medicine

## 2022 Keynote Speaker & Maatsch Scholar



Molly Cooke, MD, MACP, FRCP is professor of medicine emerita at the University of California, San Francisco. Her academic focus is health professions education with a particular emphasis on educational initiatives addressing patient outcomes and cost of care in complex, chronically ill patients.

Her papers have been published in the New England Journal of Medicine, the Annals of Internal Medicine, Academic Medicine, JAMA and Science. She is an author of Educating Physicians: A Call for Reform of Medical School and Residency (2010), winner of the PROSE award for distinction in scholarly publication in 2011. She was the founding director of The Haile T. Debas Academy of Medical Educators, a faculty honor society and service organization, at UCSF.

Early in her career, she was a founding faculty member of UCSF's internal medicine residency training program based at San Francisco General Hospital and focused on the needs of the urban poor. In 2006, she received the AOA Robert J. Glaser Distinguished Teacher Award, a national award given by the Association of American Medical Colleges. Dr. Cooke's medical practice focuses on the care of patients with HIV and other chronic illnesses.

In addition to her work in education, she has contributed seminal works in HIV ethics during the early years of the epidemic. She has presented before two Congressional committees, consulted for the American Medical Association, and played leadership roles in a number of national organizations, including the American Board of Internal Medicine, the National Board of Medical Examiners, and the American College of Physicians, serving the last organization as a Regent from 2008 to 2014 and as President 2013–2014. Dr. Cooke was elected to the National Academy of Medicine of the National Academies, formerly known as the Institute of Medicine, in 2013.

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

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

## Conference Session Types

### Common Interest Roundtable

Common Interest Roundtables are topic-specific discussion groups. The purpose is to provide an informal mechanism for sharing experiences, including innovative technologies, studies, or curricula in progress. Leaders will briefly present the topics for discussion and then facilitate interaction among table participants.

### Descriptive Session

Descriptive Sessions are scholarly presentations that are structured around a research or evaluation question which follows a logical sequence of reporting the background, purpose, methods, results, and a discussion of findings. Topics directed toward the broader definition of scholarship are included here and some type of evaluative process is expected at the time of the presentation. A moderator will coordinate the presentations and help facilitate the discussion with the audience. Each presentation will be allocated a 10-minute talk followed by 5 minutes for audience discussion and exchange.

### Ignite Presentation

Ignite Presentations provide the opportunity for presenters to quickly report a thought-provoking idea or story to the audience that might merit further exploration. The Ignite Session will include back-to-back conceptually or methodologically related presentations in rapid succession, which will ignite the audience to share in the creative process of furthering investigation of the idea. Authors are encouraged to have visually compelling presentations accompanied by rich narratives or storytelling. Presenters get 20 slides, which will automatically advance every 15 seconds for a total of five minutes. The audience will be briefed at the beginning of the session on their role as experts providing feedback to the presenter in the brainstorming session that will follow the Ignite Session.

### Panel Discussion

Panel Discussions feature several individuals presenting their ideas regarding a specific issue or topic and responding to questions. A moderator will facilitate panel comments and audience participation. Proposals for Panel Discussions should include identification of all panelists by role/title (not name or institution), an abstract by each panelist to clarify his/her/their perspective on the topic, anticipated total session time, and the method by which audience interaction will be facilitated.

### Problem-Solving Session

Problem-Solving Sessions are designed for intensive, small-group discussion focused on a particular issue, theme, or problem. The presenter introduces the session by providing stimulus material and is also responsible for organizing group interaction on the topic. A variety of group formats can be used to explore potential solutions or alternatives. At the end of the session, a summary statement is developed based on the ideas that have been shared.

### Skill Acquisition Session

Skill Acquisition Sessions are instructional sessions in which presenters teach particular skills or techniques. The session should accomplish specific learning objectives designed to provide Generalists with increased competence in some area of medical education. The session should include opportunities for practice and feedback. When this is not possible, the sessions must include time to discuss how skills can be applied in the participants' work settings.

## 2022 Program Agenda

**THURSDAY, NOVEMBER 10, 2022**

*(All times are in Central Time)*

<b>7:00 A.M. – 5:00 P.M.</b>	<b>Registration</b>	
<b>7:30 A.M. – 8:15 A.M.</b>	<b>Conference Opening</b>	
	<b>Breakfast and Welcome, Main Gallery</b>	
<b>8:30 A.M. – 9:30 A.M.</b>	<b>Concurrent Session 1</b>	
<b>Gallery 1</b>	Problem-Solving Session  Facilitator: Robert Treat	<b>Challenges in Simulating Acute Care Clinical Situations Virtually</b> <i>Lonika Sood, Adithya Vegaraju, Olivia Wang, Carrie Gigray, Chris Martin</i> Washington State University College of Medicine
<b>Gallery 3</b>	Skill Acquisition Session  Facilitator: Carol Hasbrouck	<b>Diversifying Your Standardized Patient Pool: Challenges, Opportunities and Benefits for Your Curriculum</b> <i>Heather Laird-Fick, Lisa Lowery, Tracia Hayes, Matt Emery, Brian Tesler</i> Michigan State University College of Human Medicine
<b>9:45 A.M. – 10:45 A.M.</b>	<b>Concurrent Session 2</b>	
<b>Gallery 1</b>	Problem-Solving Session  Facilitator: Stacey Pylman	<b>Enhancing Health System Science Education – Relatability and Accessibility – Key Features for Programmatic Success in a Distributed Campus Hybrid Model</b> <i>Jennifer Schwartz, Laura Hinkle, Neelum Safdar, Paul Ko</i> Indiana University School of Medicine
<b>Gallery 3</b>	Problem-Solving Session  Facilitator: Priya Dattathreya	<b>Socializing New Minority Faculty During the COVID Pandemic</b> <i>William Anderson</i> Michigan State University College of Human Medicine <i>Elza Mylona</i> University of Texas at Tyler School of Medicine <i>Wanda Lipscomb</i> Michigan State University College of Human Medicine <i>Sabrina Ford</i> Institute for Health Policy, College of Human Medicine, Michigan State University
<b>Gallery 4</b>	Descriptive Session: Learner Preparedness  Moderator: Stephanie Corliss	<b>Self-Directed Learning in the Preclinical Curriculum – Implementation and Assessment of Two Different Innovative Approaches</b> <i>Coral Matus, Bindu Menon, Jeremy Laukka</i> University of Toledo College of Medicine and Life Sciences <b>USMLE Step 1 Performance and Test Administration Date at the End of the Second Year</b> <i>Ling Wang, Heather Laird-Fick, Carol Parker</i> Michigan State University <b>Effective Clinical Debriefing for First-Year Clinical Experiences</b> <i>Amy Greenberg, Stacey Pylman</i> Michigan State University College of Human Medicine <b>How to Prepare Medical Students to Confidently Be on Call? Hand Them a Pager</b> <i>Melissa Victory Brodman, Sidra Qureshi, Aaleena Zaidi</i> University of Texas Medical Branch at Galveston



11:00 A.M. – 12:00 P.M.		Concurrent Session 3
Gallery 1	Problem-Solving Session Facilitator: Emily Scanlan	<b>Design Thinking Approach to the Challenges of Anatomy Education</b> <i>Joydeep Baidya, Carolyn "McKenzie" Andrews</i> State University of New York–Downstate
Gallery 3	Skill Acquisition Session Facilitator: Gabi Waite	<b>Striving for Inclusive Teaching Through Universal Design for Learning</b> <i>Larry Hurtubise</i> The Ohio State University <i>Jennifer Hillyer</i> Northeast Ohio Medical University <i>Lonika Sood</i> Washington State University College of Medicine
Gallery 4	Descriptive Session: Curriculum Innovation and Change  Moderator: Terry Stratton	<b>Six Years into a Competency-based Curriculum: What Have We Learned?</b> <i>Heather Laird-Fick, Robin DeMuth, Colleen Bush, Jonathan Gold, Matthew Emery, Gary Ferenchick, Carol Parker, Aron Sousa</i> Michigan State University College of Human Medicine
		<b>Beyond COVID-19: The Impact of Recent Pandemics on Medical Students and Their Education: A Scoping Review</b> <i>Moneb Bughrara</i> Oakland University William Beaumont School of Medicine <i>Stephanie M. Swanberg</i> Michigan School of Psychology <i>Victoria C. Lucia, Keaton Schmitz</i> Oakland University William Beaumont School of Medicine <i>Dawn Jung</i> Beaumont Health <i>Tracy Wunderlich-Barillas</i> Oakland University William Beaumont School of Medicine
		<b>Engaging Medical Students in the Redesign of Their Curriculum: Leveraging Virtual Spaces and Human-Centered Design to Create a Psychologically Safe, Inclusive Environment</b> <i>Julia Schmitt, M. Chris Decker, Lana M. Minshew, Alexandra Harrington, Amy Prunuske</i> Medical College of Wisconsin
		<b>Addiction Medicine in Medical Curricula</b> <i>Robert Malinowski, Cara Poland, Jamie Alan</i> Michigan State University College of Human Medicine
12:00 P.M. – 1:15 P.M.		Lunch and Keynote
Main Gallery	Keynote & Maatsch Scholar Address	<b>The Future of Generalism</b> <i>Molly Cooke, MD MACP, FRCP</i> University of California San Francisco

1:30 P.M. – 2:30 P.M.		Concurrent Session 4
Gallery 1	Problem-Solving Session  Facilitator: Nagaraj Gabbur	<b>Prioritizing Professional Development in a Patient Care Dominant World: A Problem-Solving Session to Strategize Innovative Approaches to Upskilling Educators</b> <i>Ashley Christiansen, Heather Billings, Angela Bergene</i> Mayo Clinic
Gallery 3	Skill Acquisition Session  Facilitator: Cayla Teal	<b>Strategies to Ease the Pain of Makeover: Getting Curriculum Projects on the Same Page for Planned or Unplanned Revisions</b> <i>Hugh Stoddard, Douglas Ander, Erica Brownfield, J. William Eley</i> Emory University School of Medicine
Gallery 4	Panel Discussion  Facilitator: Amy Ward	<b>Beyond “I’ll Know It When I See It”: Objective Assessment Through the Lens of Equity</b> <i>Stephanie Mann, Lori Deshetler, Raj Kaul, Nicholas Henkel, Svetlana Belyukova, Christine Fox</i> University of Toledo College of Medicine and Life Sciences
2:45 P.M. – 3:45 P.M.		Concurrent Session 5
Gallery 1	Problem-Solving Session  Facilitator: Yuanyuan Zhou	<b>Anti-Racism Educational Programs – What Do We Need to Know to Demonstrate Effectiveness?</b> <i>Elizabeth Kachur</i> Medical Education Development, Global Consulting <i>Carolyn Giordano, Leon McCrea</i> Drexel University College of Medicine
Gallery 3	Descriptive Session: Faculty Development  Moderator: Elissa Hall	<b>Value-Added Medical Educator Education: Engaging Future Medical Educators to Transform Medical Education Today</b> <i>Lon Yin Chan, Alexandra Greenberg, Fradah Gold</i> State University of New York–Downstate <i>Rebecca Walton</i> UCSF–Sutter Santa Rosa <i>Tejen Shah,</i> Brown University <i>Crystal Marquez, Shirley Eisner</i> State University of New York–Downstate
		<b>“Thank You for Joining Us”: Technology-Assisted Educational Onboarding for New Faculty Orientation (NFO)</b> <i>Alice Fornari, Elisabeth Schlegel</i> Zucker School of Medicine at Hofstra Northwell
		<b>A Faculty Development Program to Support the Co-Creation of Team-Teaching Competencies and Values</b> <i>Larry Hurtubise, Tanya M. Nocera, Jennifer Leight</i> The Ohio State University
		<b>Using Applied Improv to Engage Learners and Individuals Impacted by Homelessness</b> <i>Cherie Edwards</i> Virginia Commonwealth University <i>Abdulmojeed Ekiyoyo</i> Thomas Jefferson University <i>Elizabeth Byland, Alan Dow, Kelly Lockeman</i> Virginia Commonwealth University School of Medicine

2:45 P.M. – 3:45 P.M.	<b>Concurrent Session 5, Continued</b>	
<b>Gallery 4</b>	Panel Discussion Facilitator: Heather Newton	<b>How a “Grab Bag” of Workshops Fosters Thoughtful and Resilient Physicians</b> <i>Nadia Ahmed, Premal Patel</i> University of Texas Medical Branch–Galveston
4:00 P.M. – 5:00 P.M.	<b>Concurrent Session 6</b>	
<b>Gallery 1</b>	Problem-Solving Session Facilitator: Kelsey Heggy	<b>Leveraging Lean Startup Methodology to Create Meaningful Change in Health Professions Education</b> <i>Theresa Malin, Elissa Hall, Jennifer Allen, Heather Billings, Angela Bergene, Emily Scanlan</i> Mayo Clinic
<b>Gallery 3</b>	Skill Acquisition Session Facilitator: Lyssa Weatherly	<b>Equity in Hybrid Meetings and Beyond – A Critical Goal in a Peri-Pandemic World</b> <i>Lonika Sood, Adithya Vegaraju, Olivia Wang</i> Washington State University College of Medicine <i>Jennifer Schwartz</i> Indiana University School of Medicine <i>Janet Lindemann</i> University of South Dakota Sanford School of Medicine
<b>Gallery 4</b>	Ignite Session Moderator: Larry Hurtubise	<b>Can School-Based USMLE Testing Centers Provide a Home-Field Advantage?</b> <i>Pamela O’Callaghan, Kelly McCarthy, Emily Pernas</i> USF Health
		<b>In-Person or Virtual? What We Learned When Students’ Opinions and Likert Scale Survey Did Not Harmonize</b> <i>Yuanyuan Zhou, Anne Gill</i> Baylor College of Medicine <i>Catherine Hatfield</i> University of Houston-College of Pharmacy <i>Kristina Little, Natalie Mondragon, Anita Major</i> Baylor College of Medicine
5:30 P.M. – 8:00 P.M.	<b>Reception and Servant Leadership Award Presentation, Gallery 2</b>	

FRIDAY, NOVEMBER 11, 2022

7:30 A.M. – 9:00 A.M.	<b>Registration</b>	
7:30 A.M. – 8:30 A.M.	<b>Breakfast &amp; Roundtable Discussions, Main Gallery</b>	
<b>Main Gallery</b>	1	<p><b>Using Data Visualization Dashboards to Engage Stakeholders and Drive Programmatic Improvement</b>  <i>Kelly McCarthy, Sarah Tanner</i>                      USF Health Morsani College of Medicine</p>
	2	<p><b>Considerations for Creating a Race, Racism, and Health Inequities Elective for Medical and Graduate Students</b>  <i>Carol Elam</i>                      University of Kentucky  <i>Gareth Gingell</i>                      Dell Medical School, The University of Texas at Austin  <i>Natasha Mickel</i>                      University of Oklahoma Health Sciences Center  <i>Zareen Zaidi</i>                      George Washington University School of Medicine and Health Sciences  <i>Jessica K. Wang</i>                      East Tennessee State University</p>
	3	<p><b>Creating Formative Spaces for Learner Development – It Takes a Village</b>  <i>Christopher Simmons</i>                      University of Kentucky College of Medicine</p>
	4	<p><b>A New Wellness Curriculum: Utilizing Wellness Experts to Support Mental Health for OB-GYN Professionals</b>  <i>Sarah Garber, Sabrina Swoger</i>                      University Hospitals MacDonald Women's Hospital  <i>Amy Armstrong</i>                      Case Western Reserve Medical School</p>
	5	<p><b>Cultivating Institutional Medical Education Scholarship Programs: What Works, and How Do We Measure Success?</b>  <i>Cayla Teal, Julie Galliant</i>                      University of Kansas School of Medicine</p>
	6	<p><b>Cultivating a Culture of Caring in Health Professions Education</b>  <i>Stephanie Corliss</i>                      Dell Medical School, The University of Texas at Austin  <i>Ashok Kumbamu</i>                      Mayo Clinic  <i>Wendy Peltier</i>                      Medical College of Wisconsin</p>
	7	<p><b>Evaluating Students' Patient Notes Using Natural Language Processing</b>  <i>Ling Wang, Mohammad Saad Salam, Heather Laird-Fick, Churlsun Han</i>                      Michigan State University</p>

8:45 A.M. – 9:45 A.M.		Concurrent Session 7
Gallery 1	Problem-Solving Session Facilitator: Heather Laird Fick	<b>Toward Flourishing: A Novel Framework for Addressing Challenges in Medical Education</b> <i>Kimara Ellefson</i> Kern National Network for Caring & Character in Medicine (KNN) <i>John Luk</i> Dell Medical School, The University of Texas at Austin
Gallery 3	Problem-Solving Session Facilitator: Lonika Sood	<b>Reimagining Faculty Promotion at Academic Health Systems</b> <i>Gabi Waite, Michael Sulzinski, Youngjin Cho, John Szarek, Janet Townsend, John Arnott</i> Geisinger Commonwealth School of Medicine
Gallery 4	Problem-Solving Session Facilitator: Kelly McCarthy	<b>Exploring Concerns Regarding STEP 1 – The NEXTSTEP1 Project</b> <i>Nagaraj Gabbur</i> Zucker School of Medicine at Hofstra/Northwell <i>Julie Youm</i> University of California Irvine School of Medicine <i>Michael Campion</i> University of Washington School of Medicine <i>Timothy Baker</i> University of Nevada, Reno School of Medicine <i>Kathleen Kashima, Joseph Geraghty</i> University of Illinois College of Medicine <i>Shreya Ahuja</i> Dell Medical School, The University of Texas at Austin
10:00 A.M. – 11:00 A.M.		Concurrent Session 8
Gallery 1	Panel Discussion Facilitator: Elizabeth Kachur	<b>Equity and Inclusion in Medical Education: Technology Integration at Your Institution</b> <i>Nagaraj Gabbur</i> Zucker School of Medicine at Hofstra/Northwell <i>Julie Youm</i> University of California Irvine School of Medicine <i>Michael Campion</i> University of Washington School of Medicine <i>Laurie Gelles</i> University of Vermont, Larner College of Medicine <i>Yoon Kang</i> Weill Cornell Medical College <i>Stephanie Mann</i> University of Toledo College of Medicine and Life Sciences
Gallery 3	Skill Acquisition Session Facilitator: Ashley Christiansen	<b>Sharing Your Scholarship: Think Story, Not Study</b> <i>Deborah Simpson</i> Advocate Aurora Health Care <i>Larry Hurtubise, David Way</i> The Ohio State University <i>Anna Cianciolo</i> Southern Illinois University <i>Peter G.M. de Jong</i> Leiden University Medical Center, Netherlands <i>Hugh Stoddard</i> Emory University School of Medicine

10:00 A.M. – 11:00 A.M.	<b>Concurrent Session 8, Continued</b>	
<b>Gallery 4</b>	Descriptive Session: Emotions, Empathy & Well-Being  Moderator: Jean Bailey	<b>Step 1 Pass/Fail: A Double-Edged Sword</b> <i>Emily Fisher, Maha Ahmed, Daniel Bota, Gowri Chandrashekar, Haneen Ali, Alexis Nguyen, Shatha Wahbi, Eva Waineo, Diane Levine, Jason Booza</i> Wayne State University School of Medicine
		<b>Teaching the Skill of Noticing to Increase Empathy in Third-Year Medical Students</b> <i>Emiko Blalock, Stacey Pylman, Randi Stanulis, Madison Tluczek</i> Michigan State University
		<b>Antiracism in Action: Personal and Collective Responsibility for Health Equity</b> <i>Camilla Curren, Andrea Pfeifle</i> The Ohio State University College of Medicine <i>James McAuley, Alexa Valentino</i> The Ohio State University College of Medicine
11:15 A.M. – 12:15 P.M.	<b>TGME Business Meeting (all are encouraged to attend), Main Gallery</b>	
12:30 P.M. – 1:00 P.M.	<b>TGME Steering Committee Meeting</b>	

## Session Descriptions by Type

Common Interest Roundtable Discussions	
Session Title	Session Description
A New Wellness Curriculum: Utilizing Wellness Experts to Support Mental Health for OB-GYN Professionals	OB-GYN Residency can be an emotionally and physically demanding period that impacts the mental health of budding physicians. Structured, wellness-focused curricula with Behavioral/Mental Health facilitators is a novel approach to decrease burnout and provide emotional support to OB-GYN residents.
Considerations for Creating a Race, Racism, and Health Inequities Elective for Medical and Graduate Students	Health educators recognize the importance of developing curricula that address race and racism as causes of disparities in health outcomes. Course topics, learning activities, and initiatives to promote awareness, understanding, and advocacy for health equity will be discussed.
Creating Formative Spaces for Learner Development – It Takes a Village	Medical schools are adapting to aid learners in the process of career exploration and preparation following the COVID-19 pandemic and changes to USMLE Step 1. Here we review and discuss the formative roles that advisors, coaches, mentors, and sponsors can play in supporting our learners.
Cultivating a Culture of Caring in Health Professions Education	We will share results of a qualitative research study examining caring perspectives from multiple stakeholders in health professions education. Participants will discuss gaps in caring education and brainstorm ideas to cultivate and sustain a culture of caring in the clinical learning environment.
Cultivating Institutional Medical Education Scholarship Programs: What Works, and How Do We Measure Success?	This discussion will focus on approaches and metrics to support the development of institutional medical education scholarship programs that foster individual faculty scholarship efforts and faculty collaboration. This session will appeal to those who lead programmatic scholarship efforts.
Evaluating Students' Patient Notes Using Natural Language Processing	Medical school students are required to write patient notes (PN) to demonstrate their ability to gather information, perform physical examinations, and summarize their findings. In this study, we aim to develop an NLP algorithm to evaluate medical students' PN on one chief complaint: abdominal pain.
Using Data Visualization Dashboards to Engage Stakeholders and Drive Programmatic Improvement	Data visualizations & dashboards help stakeholders realize data trends, identify relationships, and derive meaning to make efficient and informed decisions. This collaborative session will explore how dashboards can be used in the evaluation and quality improvement of medical education programming.
Descriptive Sessions	
Session Title	Session Description
<i>Emotion, Empathy, and Well-Being</i>	
Antiracism in Action: Personal and Collective Responsibility for Health Equity	During the winter of 2021, the interprofessional education group at our university responded to national events by creating a virtual course for learners. Our purpose was to teach interprofessional collaboration in the context of antiracism. Validated scales showed learners' improved skills.
Step 1 Pass/Fail: A Double-Edged Sword	As the first class to take a pass/fail Step 1 exam, we are in a unique situation to experience a major change in medical education and hope to evaluate its impact on the mental health of medical students at Wayne State University School of Medicine, a large, urban, diverse medical school.
Teaching the Skill of Noticing to Increase Empathy in Third-Year Medical Students	To address the need to sustain empathy training for third-year medical students, we created and tested a unique observation checklist to teach eight medical students in clerkship rotations the skill of noticing patient clues during a two-week period of family medicine rotation.

<i>Learner Preparedness</i>	
Effective Clinical Debriefing for First-Year Clinical Experiences	Many medical schools place students in early clinical experiences with opportunities to debrief and discuss these experiences. However, debriefing is not always educative. Using grounded theory, we explore how faculty can capitalize on debriefing conversations to accelerate student learning.
How to Prepare Medical Students to Confidently Be on Call? Hand Them a Pager	Interprofessional communication and patient assessment via pages is an essential aspect of residency for which students are not prepared. Our mock paging activity conducted with nursing students resulted in increased self-reported confidence in nursing communication and patient care over the phone.
Self-Directed Learning in The Preclinical Curriculum – Implementation and Assessment of Two Different Innovative Approaches	Many medical institutions are discussing efficient ways of implementing self-directed learning (SDL) in their curriculum, especially due to the LCME requirements. Our presentation focuses on two different yet novel methods to approach this challenge while identifying an efficient way to assess it.
USMLE Step 1 Performance and Test Administration Date at the End of the Second Year	Medical students need to pass USMLE Step 1 to continue their study in medical school. This study aims to identify the relationship between USMLE Step 1 performance and test administration date at the end of the second year.
<i>Faculty Development</i>	
Using Applied Improv to Engage Learners and Individuals Impacted by Homelessness	While applied/medical improv has been used to teach communication skills to medical students, we demonstrated that improv can also cultivate collaborative and transformative learning between health professions students and individuals impacted by homelessness.
"Thank You for Joining Us": Technology-Assisted Educational Onboarding for New Faculty Orientation (NFO)	NFO programs contribute to the success of new appointees. We launched Educational Excellence (EE) as an entry to technology-assisted faculty development culture. Video modules co-developed by ZSOM Deans address onboarding to educational environments and delineate opportunity for career development.
A Faculty Development Program to Support the Co-Creation of Team-Teaching Competencies and Values	Team teaching benefits learners and members of teaching teams. A series of workshops was developed to facilitate collaborative course design as well as the co-creation of team competencies. During this descriptive session, authors will discuss the workshop series and the results of its evaluation.
Value-Added Medical Educator Education: Engaging Future Medical Educators to Transform Medical Education Today	A Value-Added Medical Educator Education (VAMEE) framework can be utilized to train medical students to become medical educators. A student-developed and -facilitated cultural humility clerkship session is presented as an example of VAMEE.
<i>Curriculum Innovation and Change</i>	
Addiction Medicine in Medical Curricula	Few medical colleges have an appropriate number of curricular hours devoted to addiction medicine. A virtual elective was delivered to Year 1 medical students. It was successful in boosting students' confidence in their ability to screen, manage, and treat patients with substance abuse disorder.
Beyond COVID-19: The Impact of Recent Pandemics on Medical Students and Their Education: A Scoping Review	COVID-19 has altered undergraduate medical education (UME) globally, forcing medical schools to adapt. This posed the question, were similar changes seen in prior pandemics that could have prepared UME for COVID-19? This review investigated the impact of recent pandemics on UME and medical students.
Engaging Medical Students in the Redesign of their Curriculum: Leveraging Virtual Spaces and Human-Centered Design to Create a Psychologically-Safe, Inclusive Environment	We virtually engaged 102 students in human-centered design (HCD) workshops on the design of our new medical school curriculum using digital tools to capture qualitative data to inform leaders. Ninety-seven percent of students felt safe sharing in the virtual space, and 87% felt engaged in the curriculum redesign.
Six Years into a Competency-Based Curriculum: What Have We Learned?	Medical schools continue to grapple with the implementation of competency-based education. We hope a case study of one school's experience in implementing such a model across all four years of an integrative curriculum will help others planning similar ventures.



Ignite Presentations	
Session Title	Session Description
Can School-Based USMLE Testing Centers Provide a Home-Field Advantage?	When COVID-19 forced commercial testing centers to close worldwide, USF opened a regional testing center. The process to run a school-based testing center is described along with test-taker feedback. Of interest, USF students reported the testing center improved their score more non-USF test takers
In-Person or Virtual? What We Learned When Students' Opinions and Likert Scale Survey Did Not Harmonize	A program traditionally offered in-person switched to virtual during the pandemic. Although most students preferred the in-person format, survey results indicated the virtual program was superior in interprofessional skills development. Further analysis revealed the pros and cons of both formats.
Panel Discussions	
Session Title	Session Description
Beyond "I Know It When I See It" – Objective Assessment Through the Lens of Equity	Equitable assessment of clinical performance is one of the biggest challenges in making high-stakes decisions in the clinical learning environment. Attendees will learn how a multi-constituent group utilized principles of equity to design a novel approach to competency-based assessment.
Equity and Inclusion in Medical Education: Technology Integration at Your Institution	Technology is increasingly critical to any medical school. The purpose of this session is to provide attendees with models that can be applied to integrate technology into an institution's educational mission that supports an equitable and inclusive approach to student learning and assessment.
How a "Grab Bag" of Workshops Fosters Thoughtful and Resilient Physicians	As Generation Z enters medical school, there is a greater sense of urgency in incorporating personal wellness, cultural humility, and patient-centeredness into medical education in order to prevent burnout and provide optimal patient care. The panel discussion will illustrate how to implement a novel method to teach students about the humanistic side of medicine in a practical and meaningful manner that will help them become more resilient and effective physicians.
Problem-Solving Sessions	
Session Title	Session Description
Anti-Racism Educational Programs – What Do We Need to Know to Demonstrate Effectiveness?	This session will address performance indicators of educational programs that focus on anti-racism. Jointly we will analyze the complexity of such program evaluation efforts and explore the opportunities and challenges of different success metrics.
Challenges in Simulating Acute Care Clinical Situations Virtually	While clinical simulations help students obtain skills to manage acutely ill patients, unique challenges arise when translating a hands-on experience to a virtual platform. Video scenarios will be utilized to frame core questions and problem-solving will be conducted through a brainwriting process.
Design Thinking Approach to the Challenges of Anatomy Education	Medical schools vary in the modalities they utilize to introduce medical students to anatomy, which range from courses focused on cadaveric dissection to exclusively virtual reality-based instruction. This session aims to use design thinking to determine the best anatomy educational approach.
Enhancing Health System Science Education – Relatability and Accessibility – Key Features for Programmatic Success in a Distributed Campus Hybrid Model	The integration of health system science into curricula is a challenge for students to comprehend and apply but critical for them to integrate into practice. Participants will consider ways to adapt their material to be more comprehensible and accessible, leading to better student engagement.
Exploring Concerns Regarding STEP 1 – The NEXTSTEP1 Project	In this problem-solving session, participants will examine the issues arising from the change in scoring for Step 1. Issues such as student advising, elective planning, and residency applications will be explored.

### Problem-Solving Sessions

Leveraging Lean Startup Methodology to Create Meaningful Change in Health Professions Education	Participants will engage in divergent and convergent processes to drive towards minimal viable experiments for testing novel solutions in health professions education. Participants will ideate, generate assumptions, debrief and leave with a framework for data-informed experimentation.
Prioritizing Professional Development in a Patient Care Dominant World: A Problem-Solving Session to Strategize Innovative Approaches to Upskilling Educators	In this session, participants will engage in thoughtful dialogue using a virtual whiteboard to solve common challenges for medical educators who have competing clinical demands but still want to continue to upskill their education-related development and enhance their careers in medical education.
Reimagining Faculty Promotion at Academic Health Systems	Academic health systems are at the forefront for reforming health care and medical education. Therefore, they involve a wide variety of faculty committed to both academia and quality healthcare. We introduce the challenge of defining faculty excellence and discuss innovative solutions for promotion.
Socializing New Minority Faculty During the COVID Pandemic	Socializing new minority faculty in academic medicine has been challenging during the COVID pandemic. In this session, we will examine literature findings and strategies from participants for how to socialize these new minority faculty to learn the expectations, norms, and culture of their new academic home.
Toward Flourishing: A Novel Framework for Addressing Challenges in Medical Education	When learning environments support caring, character, and practical wisdom, then budding practitioners are positioned to flourish. Discover a framework for promoting human flourishing within medicine and work collaboratively to develop interventions that address real-life challenges in your setting.

### Skill Acquisition Sessions

Session Title	Session Description
Diversifying Your Standardized Patient Pool: Challenges, Opportunities and Benefits for Your Curriculum	Standardized patient (SP) encounters allow students to practice cultural humility and reduce bias. Opportunities to recruit SPs from diverse backgrounds vary widely. How can educators recruit a more diverse SP pool to promote diversity, equity, and inclusion? What are the benefits to the curriculum?
Equity in Hybrid Meetings and Beyond – A Critical Goal in a Peri-Pandemic World	Faculty committees suffer from inequities in membership, business content, and function. In a peri-pandemic world, different formats have become a necessity which exacerbates these inequalities. Participants will practice skills of running a committee and focus on inclusivity of participation.
Sharing Your Scholarship – Think Story, Not Study	You've done it—your medical education project is ready to disseminate. This workshop provides participants the opportunity to apply the principles from Lingard and Watling's (2021) book <i>Story, Not Study</i> to their own project story with coaching from experienced journal editors and reviewers.
Strategies to Ease the Pain of Makeover: Getting Curriculum Projects on the Same Page for Planned or Unplanned Revisions	Following spontaneous alteration compelled by the pandemic, healthcare education must adapt to the "New Normal." Curricular change requires collaboration from diverse stakeholders, and projects that lack broad support are doomed. Garnering buy-in requires a common vision of why a change is occurring.
Striving for Inclusive Teaching Through Universal Design for Learning	This interactive workshop will enable participants to design instruction for diverse students by providing strategies for incorporating Universal Design for Learning (UDL) into instructional processes. Resources will be provided for leading your own UDL faculty development sessions.

## 2022 Proposal Reviewers

Reviewer	Affiliated Institution/Organization	Reviewer	Affiliated Institution/Organization
Asma Said Dawood Al Balushi	Oman Medical Specialty Board	Douglas Koch	Philadelphia College of Osteopathic Medicine
Mark Andrews	Lake Erie College of Osteopathic Medicine	Komal Kochhar	Indiana University
Jean Bailey	Virginia Commonwealth University	Jaya Kolli	University of Florida
Amy Baldwin	University of Georgia	Anna Lama	West Virginia University
Amanda Beck	New York Medical College	Nancy Liao	Nationwide Children's Hospital
Angela Bergene	Mayo Clinic	Machelle Linsenmeyer	WV School of Osteopathic Medicine
Heather Billings	Mayo Clinic	Linda Love	University of Nebraska Medical Center
Alison Brooks	The University of Texas at Austin	John Luk	The University of Texas at Austin
Gregory Brower	Texas Tech University	Coral Matus	University of Toledo
Belinda Chen	Johns Hopkins University	Sarah McBrien	University of Nebraska Medical Center
Stephanie Corliss	The University of Texas at Austin	William McLaughlin	Geisinger Commonwealth School of Medicine
Priyadarshini Dattathreya	Ross University	Katherine McOwen	Association of American Medical Colleges
Heather Davis	University of California, Los Angeles	Jennifer Mendez	Wayne State University
Joshua Davis	University of Delaware	Bindu Menon	University of Toledo
Heather Valenova Dayag	Brigham and Women's Hospital	Anne Messman	Wayne State University
Michael Dekhtyar	American Medical Association	Robin Michaels	University of Minnesota
Lee Eisner	SUNY-Downstate	Jami Monico	University of Nebraska Medical Center
Kathleen Everling	University of Texas Medical Branch	Flavio Marconi Monteiro	University of Texas Medical Branch
Alice Fornari	Zucker School of Medicine at Hofstra/Northwell	Pamela O'Callaghan	University of South Florida
Nagaraj Gabbur	Zucker School of Medicine at Hofstra/Northwell	Agatha Parks-Savage	Eastern Virginia Medical School
Brent Gawey	Emory University School of Medicine	Claire Pearson	Wayne State University
Gareth Gingell	The University of Texas at Austin	Susan Perlis	Rowan University
Amy Greenberg	Michigan State University	Elizabeth Prabhakar	Brunel University London
Emily Greenberger	University of Vermont	E.S. Prakash	Mercer University
Charles Gullo	Texas Christian University	Stacey Pylman	Michigan State University
Elissa Hall	Mayo Clinic	Dale Quest	Texas Tech University
Melissa Hansen	University of Michigan	Chante Richardson	Alabama College of Osteopathic Medicine
Carol Hasbrouck	Educational Consultant	Jacqueline Rogers	Educational Consultant
Kevin Heckman	American Medical Association	Iris Saltiel	Johns Hopkins University
Jennifer Holtz	University of Arkansas at Little Rock	Julia Schmitt	Medical College of Wisconsin
Larry Hurtubise	The Ohio State University	Linda Scholl	Mayo Clinic
Teresa Isbell	Texas A&M University	Mai Sedki	Kaiser Permanente
Nadia Ismail	Baylor College of Medicine	Nazlee Sharmin	University of Alberta
Phillip Johansen	Florida Atlantic University	Tiffany Shin	Wake Forest School of Medicine
Greg Kaupla	Medical College of Wisconsin	Lonika Sood	Washington State University

Reviewer	Affiliated Institution/Organization
Andrianna Stephens	Southern Illinois University
Terry Stratton	University of Kentucky
Sath Sudhanthar	Michigan State University
Karen Szauter	University of Texas Medical Branch
Cayla Teal	University of Kansas
Robert Treat	Medical College of Wisconsin
Virginia Uhley	Oakland University
Richard Van Eck	University of North Dakota
David Way	The Ohio State University
Bobbie Ann White	University of Texas Medical Branch
Adam Wyatt	Florida Atlantic University
Anar Yukhayev	Long Island Jewish Medical Center/Northwell
Yuanyuan Zhou	Baylor College of Medicine

## 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	Sonia Crandall
2015	Dennis Baker & Ellen Whiting
2016	Susan Labuda Schrop
2017	Scott Cottrell
2018	Larry Hurtubise
2019	Terry Stratton
2020	Elissa Hall
2021	David Way

## Past Steering Committee & Program Chairs

Year	Steering Committee Chair	Program Chair
1981	Larry Sachs, Cherry McPherson	Terry Mast and Bill Anderson
1982	Terry Mast	Jayne Middleton
1983	Lynn Curry	John Markus and Emil Petrusa
1984	Jayne Middleton	Gwendie Camp
1985	John Markus	Julie Nyquist
1986	Gwendie Camp	Judy Calhoun and Joceylyn Ten Haker
1987	Carol Hasbrouck	Dennis Baker and Mary Pat Mann
1988	Jim Pearson	Phyllis Blumberg and Franklin Medio
1989	Judy Calhoun	John Norcini, Judy Shea, and Lou Grosso
1990	Phyllis Blumberg	Carol Hasbrouck, Larry Sachs, and Ajay Bhardwaj
1991	Emil Petrusa	Susan Labuda Schrop, Ellen Whiting, and 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 and Sheila Chauvin
1999	John Shatzer	Maria Clay, Heidi Lane, and Steve Willis
2000	Diane Heestand	Julie Walsh and 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, and 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 and Dan Richards
2019	Hugh Stoddard	Komal Kochhar and Tasha Wyatt
2020	Nagaraj Gabbur	Michele Haughton
2021	Robert Treat	Lonika Sood and Dawn Watson
2022	Komal Kochhar	Sarah McBrien and Richard Van Eck



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