



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

44th ANNUAL CONFERENCE

Teaching and Learning Together: Developing Health Professions
Education for Today and Tomorrow

NOVEMBER 2-3, 2023

Kimpton Hotel Monaco Seattle
1101 Fourth Avenue
Seattle, WA 98101

Transportation Details: <https://www.ihg.com/kimptonhotels/hotels/us/en/hotel-monaco-seattle-wa/seasm/hoteldetail/directions>

Website: <https://thegeneralists.org>

 #TGME23

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Message from the Chair



Welcome to The Generalists in Medical Education (TGME) 2023 conference, where we will collaborate, innovate, and disseminate! The theme is *Teaching and Learning Together: Developing Health Professions Education for Today and Tomorrow*. We have assembled an amazing group of presenters that we are excited to learn from and with over the next two days.

In our diverse roles as educators, mentors, practitioners and researchers, we have the privilege and responsibility to shape the next generation of healthcare professionals. As we come together to share our knowledge, insights, and experiences, we demonstrate our commitment to continuous learning that moves health professions education forward. By adapting to evolving needs and embracing new methodologies, we create innovations that support learners across the education continuum. The sessions in this year's program will explore important topics in our field such as artificial intelligence, wellness, competency-based education, faculty development, assessment, evaluation, scholarship, learners as teachers, curriculum development, DEI initiatives, leadership and much more.

We have our largest program yet with 58 unique presentations spread amongst six different session formats.

- Roundtable Discussion - 18
- Problem-solving - 9
- Ignite - 5
- Descriptive – 16
- Skill-acquisition - 7
- Panel - 3

Thank you to the 2023 TGME steering committee for their dedication to the organization and to this conference. I want to especially thank our two amazing conference program chairs, **Holly West** and **Anna Lama**, for all their hard work to make this conference a success.

It has been an honor serving as the chair of this outstanding group. I am inspired by the work you all do and have grown as a leader and educator through this experience. I look forward to continuing to learn alongside you this week at the conference and beyond as we collaborate to develop health professions education for today and tomorrow.

Have a wonderful conference!

Stephanie Corliss, Ph.D.

2023 Steering Committee Chair, TGME

Director for Education Evaluation and Research

Assistant Professor, Department of Medical Education

Dell Medical School | The University of Texas at Austin

About The Generalists in Medical Education

Who are we?

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

Why does our group exist?

The mission of The Generalists in Medical Education is to exchange skills, knowledge, and ideas to improve health professions education.

Why should you engage with The Generalists in Medical Education?

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

What does the annual conference offer?

- An opportunity to explore the latest initiatives and innovations in health professions education
- A platform to promote and share scholarship at a national level
- Interactive and informative sessions to enhance professional effectiveness
- Networking and peer mentorship in health professions education

How can you become a member?

By attending the annual conference, you are now a member of TGME. There are no membership dues. We keep you on our member list 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: #TGME23

Sched: <https://tgme2023.sched.com/>

Who is on the 2023 steering committee?

Stephanie B. Corliss, Chair	Dell Medical School, University of Texas at Austin
Jean M. Bailey, Chair Elect	Virginia Commonwealth School of Medicine
Komal Kochhar, Past Chair	Indiana University School of Medicine
Holly West, Program Co-Chair	UTMB John Sealy School of Medicine
Anna Lama, Program Co-Chair	WVU School of Medicine
Larry Hurtubise, Webmaster	The Ohio State University
Carol Hasbrouck, Treasurer	Educational Consultant
Terry Stratton, Evaluation	University of Kentucky College of Medicine
Elissa Hall, Membership	Mayo Clinic College of Medicine and Science
Priya Dattathreya, Member-at-Large	Leiden University Medical Center
Stacey Pylman, Member-at-Large	College of Human Medicine, Michigan State University
Sarah B. McBrien, Member-at-Large	University of Nebraska Medical Center
Lonika Sood, Member-at-Large	Elson S. Floyd College of Medicine, Washington State University

2023 Keynote Speaker – Dr. Jason R. Frank



Dr. Jason R. Frank is a clinician-educator who focuses on all aspects of health professions training.

He is a professor in the Department of Emergency Medicine at the University of Ottawa, Faculty of Medicine as well as an attending physician at the Ottawa Hospital. He currently serves as the founding director for the Centre for Innovation in Medical Education at UOttawa (ciMED). Formerly, he worked as the director of specialty education, strategy and standards in the Office of Specialty Education at the Royal College of Physicians and Surgeons of Canada.

Born in rural northern Canada, Dr. Frank obtained his MD from the University of Ottawa, Faculty of Medicine and an FRCPC in Emergency Medicine at the University of Toronto. His Masters of Education is from the Ontario Institute for Studies in Education.

He has published and presented widely in medical education, where his research interests include: competency-based education (CBME), faculty development, program evaluation, and curriculum development. He is known for his work with the Royal College on the CanMEDS Project since 1994 and work in CBME as the founder and chair of the International CBME Collaborators consortium and the Competence By Design project. He is one of the hosts of KeyLIME – Key Literature in Medical Education.

Dr. Frank is also an award-winning teacher. He was the 2005 EM Teacher of the Year in Canada, an honour awarded by the Canadian Association for Emergency Physicians (CAEP), and the 2007 Meredith Marks new educator award winner from the Canadian Association for Medical Education (CAME). He was a finalist for Canada's Globe and Mail Top 40 Under 40 in 2011. He is the recipient of the 2013 Council Award Honoring Outstanding Physicians, from the College of Physicians and Surgeons of Ontario, and was made an honorary Fellow of the Australian Orthopedic Association in 2015 for his contributions to surgical education. In 2020, he was given the Ian Hart Award by the Association for Medical Education in Europe, one of the highest international honors for contributions to health professions education.

2023 Conference Session Types

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 presentations 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 presentations provide the opportunity for presenters to quickly report a thought-provoking idea or story to the audience that might merit further exploration. An Ignite Session will include many 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 features 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 their perspective on the topic, anticipated total session time, and the method by which audience interaction will be facilitated.

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.

Skills 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.

2023 Conference Agenda

THURSDAY, NOVEMBER 2, 2023 (All times are in Pacific Time)

7:00 A.M. – 5:00 P.M.	Registration
7:00 A.M. – 8:00 A.M.	Breakfast, Paris Ballroom
7:30 A.M. – 8:30 A.M.	Roundtable Discussions, Paris Ballroom
1	Going Upstream to Mitigate Microaggression: Professional Development for Medical Educators <i>Amy Guenther</i> , Saginaw Valley State University <i>Mieka Smart, Lisa Lowery</i> , Michigan State University College of Human Medicine
2	Best Practices/Considerations When Evaluating Third-Party Medical Education Resources <i>Margaret Hadinger</i> , OnlineMedEd <i>Mary Pelkowski, Gabi Waite</i> , Geisinger Commonwealth School of Medicine
3	Building a Program to Promote Medical Education Scholarship: Successes and Challenges <i>Diane Chico, Leslie Day, Barbara Gastel, Sheila Green, Catherine Pepper, Terri Kurz</i> Texas A&M University School of Medicine
4	Discussing the Triadic Relationship in Medical Education Between Learner, Educator, and AI <i>Benjamin Collins</i> Vanderbilt University Medical Center
5	Developing Socially Accountable Physicians Through Community Engaged Scholarship <i>Baraka Muvuka, Jonathan Guerrero, Omkar Tamhankar, Antonio Presutti, Sydnye Nosbusch, Emma Love</i> Indiana University School of Medicine
6	Creating a Framework for Multi-Institutional Collaboration on Faculty Development <i>Adrienne Salentiny</i> , University of North Dakota School of Medicine and Health Sciences <i>Boyung Suh</i> , Southern Illinois University School of Medicine <i>Judy Blebea</i> , Central Michigan University <i>Mary Haas</i> , University of Michigan <i>Heeyoung Han</i> , Southern Illinois University School of Medicine <i>John E. Lowry</i> , Central Michigan University <i>Mohammed Najjar</i> , The Ohio State University <i>J.M. Monica van de Ridder</i> , Michigan State University
7	Supporting Faculty in the Aftermath of Tragedy <i>Stacey Pylman, Julie Christensen, Amy Greenberg</i> Michigan State University College of Human Medicine
8	Peer Observation of Teaching: What's Working and Where Are We Headed? <i>Lori Newman</i> , Boston Children's Hospital, Harvard Medical School <i>Kelsey Heggy</i> , University of Oklahoma Health Science Center, College of Medicine
9	From Safe to Brave: How Do We Create Authentic Environments That Allow All Learners to Flourish? <i>Karri Grob</i> , University of Michigan Medical School <i>Amy Seegmiller Renner</i> , Mayo Clinic College of Medicine and Science
8:30 A.M. – 8:45 A.M.	Welcome, Paris Ballroom

THURSDAY, NOVEMBER 2, 2023 (All times are in Pacific Time)

9:00 A.M. – 10:00 A.M.		CONCURRENT SESSION 1
Paris Ballroom	Panel Session Facilitator: Larry Hurtubise	Promoting Leadership Competencies through Organized Academic Medicine Structures <i>Gary Beck Dallaghan, Elza Mylona, University of Texas at Tyler School of Medicine</i> <i>Kathryn Huggett, Larner College of Medicine at the University of Vermont</i> <i>Nicole Borges, Geisel School of Medicine at Dartmouth</i>
Vienna	Problem-Solving Session Facilitator: Stacey Pylman	Recalibrating Our Rubrics for Inclusion: Partnering with Community, Patient, and Learner Voices <i>John Luk, Kelly Kovaric, Nicholas Phelps</i> Dell Medical School, The University of Texas at Austin
Athens	Problem-Solving Session Facilitator: Jason Hedrick	Remediation in Shortened, Integrated Pre-clerkship Curricula: Exploring Challenges and Solutions <i>Mary Pelkowski, John Szarek, Gabi Waite, John Arnott</i> Geisinger Commonwealth School of Medicine <i>Virginia Lyons, Geisel School of Medicine at Dartmouth</i> <i>Cayla Teal, University of Kansas, School of Medicine</i>
10:15 A.M. – 11:15 A.M.		CONCURRENT SESSION 2
Vienna	Problem-Solving Session Facilitator: Stephanie Corliss	Building Consensus for Faculty Developer Competencies in Health Professions Education: A Modified Delphi Process <i>Heather Billings, Mayo Clinic College of Medicine and Science</i> <i>Larry Hurtubise, David Way, The Ohio State University</i> <i>Karen Marcdante, Medical College of Wisconsin</i> <i>Stacey Pylman, Michigan State University</i> <i>Angela Bergene, Mayo Clinic College of Medicine and Science</i> <i>Judy Blebea, Central Michigan University</i>
Athens	Skill-Acquisition Session Facilitator: Sarah McBrien	Improve Critical Thinking and Clinical Reasoning in the Clinical Learning Environment <i>Russell Farmer, Staci Saner, Gerard Rabalais, Laura Weingartner</i> University of Louisville Health Sciences Center
Paris Ballroom	Descriptive Session Moderator: Terry Stratton	Overcoming Failure: Student Stories after a Step 1 Failure <i>Angela Hairrell, Texas Christian University Burnett School of Medicine</i> <i>Teresa Isbell, Texas A&M School of Medicine</i>
		Teaching Wellness as Professional Development: A Student-Led Health Professions Wellness Program <i>Reagan Moak, Rachael Pace, Bailey Anderson, Lyssa Weatherly, Scott Rodgers,</i> University of Mississippi Medical Center School of Medicine
		De-escalating Interprofessional Conflicts – an OSCE Station for Residents <i>Lawrence Wolf, Kseniya Slobodyanyuk, Jennifer Breznay, Krystal Pouching</i> Maimonides Medical Center <i>Elizabeth Kachur, Global Consulting</i>
		Building a Culture of Well-being Through Peer-Assisted Learning <i>Cathy Snapp, Casey Bassett, Janette Hill, Amy Baldwin, Tucker Hickox, Delaney Metcalf,</i> Augusta University Medical Partnership, University of Georgia

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11:30 A.M. – 12:30 P.M. CONCURRENT SESSION 3

Vienna	Panel Session Facilitator: Komal Kochhar	Fostering Continuous Curricular Improvements through a Data-Centric Whole Curriculum Review Process <i>Nadine Alamy, Mali Doles, Katherine Forkner, Melissa Lindsey</i> Mayo Clinic Alix School of Medicine
Athens	Skill-Acquisition Session Facilitator: Anna Lama	A Novel Program using Traditional Resiliency Tools from the Tibetan Medical Education System <i>Julie Brefczynski-Lewis, James W. Lewis</i> , West Virginia University School of Medicine <i>Kyle Weaner</i> , Jivaka Wellness Center
Bombay	Problem-Solving Session Facilitator: Holly West	Moving Beyond Step 2 CS/Level 2 PE – The Clinical Skills Assessment and Standardization Project <i>Nagaraj Gabbur</i> , Zucker School of Medicine at Hofstra/Northwell Health <i>Stephanie Mann</i> , University of Toledo College of Medicine and Life Sciences

12:30 P.M. – 1:00 P.M. Lunch, Paris Ballroom (break, get lunch and seated for Keynote)

1:00 P.M. – 1:45 P.M. Lunch and Keynote Address

Paris Ballroom	Keynote	What Does the Story of Competency-Based Education Tell Us About Med Ed? <i>Jason Frank</i> , University of Ottawa, Faculty of Medicine
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2:00 P.M. – 3:00 P.M. CONCURRENT SESSION 4

Vienna	Problem-Solving Session Facilitator: Jean Bailey	Effective Resident as Teacher Programs: Developing Educators for Today and Tomorrow <i>Amy Hall</i> , University of Tennessee Health Science Center, College of Medicine <i>Kimberly McElveen</i> , Mercer University School of Medicine
Athens	Skill-Acquisition Session Facilitator: Sarah McBrien	Bridging Towards Flourishing in Community <i>Kimara Ellefson, Alverno Devine</i> , Kern National Network <i>Heather Billings</i> , Mayo Clinic College of Medicine and Science <i>Judy Blebea</i> , Central Michigan University College of Medicine <i>Larry Hurtubise</i> , The Ohio State University
Bombay	Problem-Solving Session Facilitator: Jason Hedrick	Transforming Student Doctors into Clinician Educators <i>Kelsey Temprine, Peter Vollbrecht</i> Western Michigan University Homer Stryker M.D. School of Medicine

3:15 P.M. – 4:15 P.M. CONCURRENT SESSION 5

Vienna	Problem-Solving Session Facilitator: Holly West	AI in Medical Education: Exploring Challenges and Opportunities <i>Kathleen Everling, Era Buck, Marconi Monteiro, Karen Szauter, Holly West, Lisa Elferink</i> University of Texas Medical Branch
Athens	Skill-Acquisition Session Facilitator: Gareth Gingell	Developing Health Professions Student Wellness Programming: A Facilitated Processing Group Workshop <i>Rachael Pace, Reagan Moak, Lyssa Weatherly</i> University of Mississippi Medical Center School of Medicine

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3:15 P.M. – 4:15 P.M.		CONCURRENT SESSION 5 (continued)	
Paris Ballroom	Descriptive Session: Moderator: Anna Lama	Developing a Scalable and Sustainable Model for Medical Students as Teachers Programs: A Scoping Review <i>Marissa Zhu, Wayne State University School of Medicine</i>	
		Physician Assistant Clinical Education in Mental Healthcare: Standardizing Curricula to Meet Demand <i>Jennifer Baumhauer, Alison Badger, Laura Hirshbein, University of Michigan Medical School</i>	
		The Benefits of Undergraduate Medical Students Delivering Free Preparticipation Physical Evaluations in Collaboration with a K-12 School District <i>Katheryn Hudon, Elise Anderson, Kaitlin Cappetto, Ben Ehrlich, Amelia Huynh Pacific Northwest University College of Medicine</i>	
		The MESI Way to Promote Medical Education Scholarship: An Evaluation of the Pilot Year <i>Catherine Pepper, Halil Sari, Diane Chico, Terri Kurz, Leslie Day, Barbara Gastel, Sheila Green, Texas A&M University School of Medicine</i>	
4:30 P.M. – 5:30 P.M.		CONCURRENT SESSION 6	
Vienna	Panel Session Facilitator: John Luk	Reframing Burnout: Harnessing the Humanities for Cultivating Flourishing within Healthcare Education <i>Julie Kutac, University of Texas Medical Branch</i> <i>Rimma Osipov, University of North Carolina</i> <i>Stephanie Shively, University of Minnesota</i>	
Athens	Skill-Acquisition Session Facilitator: Cayla Teal	Do You Want Your Learners to be More Self-Directed? Help Them. <i>Gerard Rabalais, Staci Saner, Laura Weingartner, Russell Farmer</i> <i>University of Louisville Health Sciences Center</i>	
Paris Ballroom	Ignite Session Moderator: Stacey Pylman	Leading Beyond the Fish Bowl: The Impact of Culturally Responsive Leadership on the Austerity Existing in a Traditional Medical Education Workplace <i>Tara Reid, Wayne State University School of Medicine</i>	
		EPA “Position” Coaches in UGME <i>Anthony Gaynier, Wayne State University School of Medicine</i>	
		How We Develop “the Art and Craft of Teaching” Observed in Peer Group Neurobiology Case Studies by First-Year Medical Students <i>James W. Lewis, Anna Lama, West Virginia University School of Medicine</i>	
		Near Peer Impact: Medical Student Teaching Skills, Master Adaptive Learning, & Professional Identity <i>Matthew Brennan, Marissa Zhu, Tara Reid, Wayne State University School of Medicine</i>	
6:00 P.M. – 8:00 P.M.		Reception and Servant Leadership Award Presentation, Outlier Room Sponsored by the Kern National Network for Flourishing in Medicine	

FRIDAY, NOVEMBER 3, 2023 *(All times are in Pacific Time)*

7:00 A.M. – 8:30 A.M.

Registration

8:00 A.M. – 9:00 A.M.

Breakfast & Roundtable Discussions, Paris Ballroom

10 This is How We Build Students-as-Teacher (SaT) Educator Training Programs: Exploring Ways to Engage Future Medical Educators in Today's Education

Anna Lama, West Virginia University School of Medicine
Lise McCoy, New York Institute of Technology, College of Osteopathic Medicine
Stephanie Corliss, Dell Medical School, University of Texas at Austin

11 Integrating a Longitudinal Point of Care Ultrasound Curriculum for Medical Students

Joshua Davis, University of Kansas School of Medicine
Lauren Branditz, The Ohio State University
Ryan Gibbons, Lewis Katz School of Medicine, Temple University

12 Promoting Antiracism Initiatives in Medical Schools

Carol Elam, University of Kentucky College of Medicine
Gareth Gingell, Dell Medical School, University of Texas at Austin

13 Music in Healing: Leveraging Classical Music to Nurture Interprofessional and Humanism Skills

Abhijit Rao, *Matthew Dacso*, *Shelley Smith*, *Jeff Farroni*, *David Brown*
 University of Texas Medical Branch

14 How Can We Turn ChatGPT into a Medical Education Asset?

Elizabeth Kachur, Global Consulting
Chaoyan Dong, Sengkang General Hospital
Vaikunthan Rajaratnam, Khoo Teck Puat Hospital Singapore

15 The Path Forward: Retaining and Advancing Professional Staff in Academic Medicine

Stefanie Carter, *Daniel P. Griffin*, *Dr. Kiran C. Patel* College of Allopathic Medicine, Nova Southeastern University
Elizabeth Steadman, University of North Carolina
Gregory Null, University of Pittsburgh School of Medicine
Jon Goforth, Wake Forest University School of Medicine
Tyrese Jones, Emory University School of Medicine
Katie Rochelle Maietta, University of Pittsburgh School of Medicine

16 Integrating Interprofessional Education into Clerkships: Cracking the Code of Patient Centered Care!

Jennifer Schwartz, *Stephanie Freed*, *Neelum Safdar*, *Megan Christman*, *Paul Ko*
 Indiana University School of Medicine

17 Transforming Medical Education: Exploring the Possibilities of a Social Reading Platform for Team-Based Learning

Staci Saner, *Laura Weingartner*, *Russell Farmer*, University of Louisville School of Medicine

18 Navigating Expectations following the Transition of Step 1/ Level 1

Stephanie Calato, University of Illinois College of Medicine Rockford
Nagaraj Gabbur, Zucker School of Medicine at Hofstra/Northwell Health

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9:15 A.M. – 10:15 A.M.		CONCURRENT SESSION 7
Vienna	Skill-Acquisition Session Facilitator: Larry Hurtubise	Supporting Novice Peer Reviewers: Generative Feedback Scripts for Common Problems with Manuscripts <i>Larry Hurtubise, David Way, Anna Cianciolo, Teaching and Learning in Medicine</i> <i>Peter de Jong, Medical Science Educator, Hugh Stoddard, Medical Education Portal</i> <i>Cayla Teal, Medical Education Online, Deborah Simpson, Journal of Graduate Medical Education</i>
	Problem-Solving Session Facilitator: Jean Bailey	Integrating Moral Competence into Medical Education to Advance Health Equity <i>Arkene Levy, Stefanie Carter, Maria Padilla, Vijay Rajput</i> <i>Dr. Kiran C. Patel College of Allopathic Medicine, Nova Southeastern University</i> <i>Jocelyn Mitchell-Williams, Cooper Medical School of Rowan University</i>
Bombay	Descriptive Session Moderator: Stephanie Corliss	Successful Step 1 Preparation Informed Directly from Medical Student Experiences <i>Emily Fisher, Shatha Wahbi, Daniel Bota, Haneen Ali, Gowri Chandrashekar, Maha Ahmed, Alexis Nguyen, Diane Levine, Jason Booza, Eva Waineo, Wayne State University School of Medicine</i>
		Lessons Learned: Implementing Health Systems Science into Post-clerkship Year of Medical School <i>Sarah Siddiqui, Kathleen Everling, Farah Kudrath, Hani Serag, Premal Patel, N. Miles Farr</i> <i>University of Texas Medical Branch</i>
		A Comparison of Student Self-Assessments after an Interprofessional Acute Care Simulation <i>Michelle Masterson, Erin Mastin, Karen Shafer, Shirley Bodi, Jordan Norris</i> <i>University of Toledo, College of Medicine and Life Sciences</i>
		Innovative Approaches to Improving the Utility of Clerkship Clinical Performance Assessment <i>Lisi Wang, Stephanie Corliss, Gareth Gingell, Alison Brooks Heinzman</i> <i>Dell Medical School, The University of Texas at Austin</i>
10:30 A.M. – 11:30 A.M.		CONCURRENT SESSION 8
Athens	Problem-Solving Session Facilitator: Hugh Stoddard	Quality Indicators of UGME Faculty Development Programs: A Proposed Framework <i>Lise McCoy, New York Institute of Technology, College of Osteopathic Medicine</i> <i>Dennis Baker, Florida State University, College of Medicine</i> <i>Sebastian Diaz, Northeast Ohio medical University</i>
	Bombay	Descriptive Session Moderator: Terry Stratton
Adaptive Listening Tour and Survey to Promote Faculty Reflection on Antiracism in Medical Curriculum <i>Nada Fadul, Ryan Boyland, Shirley Delair, Kari Nelson, Teresa Hartman, Peter Oldenburg, Justin Mott, University of Nebraska Medical Center, College of Medicine</i>		
Cultural Climate and Microaggressions from the Perspective of Medical Students <i>Nabiha Habib, Preetha Pamidighantam, Keerat Bains, Lisy Colon-Berlingeri, Amy Greenberg, Wanda Lipscomb, Lisa Lowery, Brian Tesler, Angie Thompson-Busch, Andrea Wendling</i> <i>Michigan State University College of Human Medicine</i>		
Advancing LGBTQ+ Health Education: Transformative Curriculum Interventions in Undergraduate Medical Education <i>Allie Ravid, Elena Lafata, Adrian Maglaqui, Emiko Blalock</i> <i>Michigan State University College of Human Medicine</i>		
11:45 A.M. – 12:30 P.M.		TGME Business Meeting (All are encouraged to attend), Athens
12:30 P.M. – 1:30 P.M.		TGME Steering Committee Meeting, Vienna

History of the TGME Conference: Jamie Shumway Servant Leadership Award

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

Robert K. Greenleaf

Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness

Year	Recipient
1997	Carol Hasbrouck & Terry Mast
1998	T. Lee Willoughby
1999	M. Brownell Anderson
2001	Lou Grosso
2005	Linda Perkowski
2007	David J. Solomon
2010	Jamie Shumway
2011	Ann Frye
2012	Julie Covarrubias
2013	Elza Mylona
2014	Sonya Crandall
2015	Dennis Baker & Ellen Whiting
2016	Susan Labuda Schrop
2017	Scott Cottrell
2018	Larry Hurtubise
2019	Terry Stratton
2020	Elissa Hall
2021	Dave Way
2022	Carol Elam

History of the TGME Conference: 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 Rick Van Eck
2023	Stephanie Corliss	Holly West and Anna Lama

Special Thanks to the 2023 Proposal Reviewers

Reviewer	Affiliated Institution/Organization	Reviewer	Affiliated Institution/Organization
Jean Bailey	Virginia Commonwealth University	John Luk	Dell Medical School, UT Austin
Amanda Beck	New York Medical College	Karen Marcdante	Medical College of Wisconsin
Angela Bergene	Mayo Clinic	Coral Matus	University of Toledo
Heather Billings	Mayo Clinic	Sarah McBrien	University of Nebraska Medical Center
Carrie Bowler	Mayo Clinic	Kimberly McElveen	Mercer University School of Medicine
Belinda Chen	Johns Hopkins University	William McLaughlin	Geisinger Commonwealth School of Medicine
Stephanie Corliss	Dell Medical School, UT Austin	Jennifer Mendez	Wayne State University
Priyadarshini Dattathreya	Hackensack Meridian School of Medicine	Anne Messman	Wayne State University
Heather Davis	University of California, Los Angeles	Jami Monico	University of Nebraska Medical Center
Joshua Davis	University of Delaware	Marconi Monteiro	University of Texas Medical Branch
Heather Valenova Dayag	Brigham and Women's Hospital	Baraka Muvuka	Indiana University School of Medicine-NW
Lee Eisner	SUNY-Downstate	Jason Noland	West Virginia University
Khalil Eldeeb	Campbell University	Claire Pearson	Wayne State University
Kathleen Everling	University of Texas Medical Branch	Alison Prelosky-Leeson	Cleveland Clinic
Nagaraj Gabbur	Zucker School of Medicine at Hofstra/Northwell	Stacey Pylman	Michigan State University
Julie Galliant	University of Kansas School of Medicine - Wichita	Dale Quest	Texas Tech University
Brent Gaway	Emory University School of Medicine	Jamie Robertson	Brigham and Women's Hospital
Amy Greenberg	Michigan State University	Jacqueline Rogers	Educational Consultant
Charles Gullo	Texas Christian University	Mariah Rudd	Virginia Tech Carillion School of Medicine
Margaret Hadinger	OnlineMedEd	Iris Saltiel	Johns Hopkins University
Elissa Hall	Mayo Clinic	Staci Saner	University of Louisville School of Medicine
Melissa Hansen	University of Michigan	Jill Shah	NYU Grossman School of Medicine
Carol Hasbrouck	Educational Consultant	Lonika Sood	Washington State University
Jason Hedrick	West Virginia University	Terry Stratton	University of Kentucky
Kelsey Heggy	University of Oklahoma Health Sciences Center	Sath Sudhanthar	Michigan State University
Jennifer Holtz	University of Arkansas at Little Rock	John Szarek	Geisinger Commonwealth School of Medicine
Jennifer Hotzman	Idaho College of Osteopathic Medicine	Karen Szauter	University of Texas Medical Branch
Larry Hurtubise	The Ohio State University	Cayla Teal	University of Kansas
Teresa Isbell	Texas A&M University	Melinda Turner	Lincoln Memorial University DeBusk College of Osteopathic Medicine
Nadia Ismail	Baylor College of Medicine	Virginia Uhley	Oakland University
Greg Kaupla	Medical College of Wisconsin	Richard Van Eck	University of North Dakota
Jason Kemnitz	USD Sanford School of Medicine	Stacey Wahl	Virginia Commonwealth University School of Medicine
Komal Kochhar	Indiana University School of Medicine	Gabi Waite	Geisinger Commonwealth School of Medicine
Kelly Kovaric	Dell Medical School, UT Austin	David Way	The Ohio State University
Anna Lama	West Virginia University	Holly West	University of Texas Medical Branch
Machelle Linsenmeyer	WV School of Osteopathic Medicine		

Special Thanks to The Kern National Network for Flourishing in Medicine (KNN)

We appreciate the generous sponsorship of this year's reception by The Kern National Network for Flourishing in Medicine (KNN). Please take a moment to visit their information table to learn more the movement and the valuable work they do.



KERN NATIONAL NETWORK FOR FLOURISHING IN MEDICINE *Character. Caring. Practical Wisdom.*

The Kern National Network for Flourishing in Medicine (KNN) is a national movement whose work focuses on integrating four foundational elements within the profession of medicine: character, caring, practical wisdom and flourishing. We advance this work by connecting and convening stakeholders across the health ecosystem, catalyzing transformative initiatives, and influencing policy and systems change.

When clinical learning environments, practice settings and health systems cultivate a wholeness of being and purpose—along with competence and continuous improvement—then those within can truly flourish. That's the aspirational goal of the KNN: Advancing character, caring and practical wisdom in medicine to ignite positive culture change that benefits individuals, community and society.

The KNN partners with healthcare stakeholders nationwide to transform healthcare's education and practice settings and create the conditions of possibility for flourishing within those spaces.

We also welcome representatives from the **International Association of Medical Science Educators (IAMSE)** to the conference this year.



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.

Evaluation

Thank you for joining us for the 2023 TGME Conference. At the conclusion of the event, please take a few minutes to offer feedback on your experience.

