ASSOCIATION OF AMERICAN MEDICAL COLLEGES
NORTHEAST GROUP ON EDUCATIONAL AFFAIRS
2018 ANNUAL CONFERENCE

Emerging Issues in Medical Education
APRIL 26-28, 2018

HOSTED BY

DONALD AND BARBARA
ZUCKER SCHOOL of MEDICINE
AT HOFSTRA/NORTHWELL
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Welcome from the NEGEA Chair

On behalf of the Steering Committee of the AAMC’s Northeast Group on Educational Affairs, I am delighted to welcome you to our 2018 Annual Conference: Emerging Issues in Medical Education hosted by the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell. The Conference Committee has been hard at work for well over a year crafting an enjoyable, educational and fortifying meeting for you. We are deeply grateful to the them for their hard work and to all of our presenters for the vibrancy, creativity and engagement that creates a rich environment for teaching and learning over these days we have together.

I would like to take a moment to thank everyone who has volunteered their time and effort to plan the conference. Our very special gratitude goes to conference chair Lisa Coplit, host chair Judy Brenner and chief conference administrator Mary Coleman. These three brilliant women have worked night and day to think through each detail of the meeting. They have been supported by a dedicated crew of colleagues from across the region leading and staffing the subcommittees responsible for the key features of the meeting. Thank you to Steve Rougas and the abstract subcommittee for selecting timely and scholarly submissions for presentation, to Rikki Ovitsh and the program subcommittee for doing the 3-D jigsaw puzzle needed to schedule all of our sessions, to Rebecca Blanchard and the student/resident track subcommittee for planning special sessions for our trainees, to Rebecca Keller and the mobile app/social media subcommittee for setting up our electronic program, to Alice Fornari and the CME and evaluation subcommittee for documenting all aspects of our meeting so attendees can receive credit. We also thank Kate McOwen, Steve McKenzie, Debra Hollis and Alex Chirico, our wonderful colleagues at AAMC, for their thoughtful help and support. And a very big thank you to the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell for their warm and generous welcome!

The NEGEA Annual Conference is about building relationships, showcasing innovation, recognizing exceptional academic service and moving medical education forward. We welcome your enthusiasm and engagement over the course of the conference, your suggestions for our conferences in coming years and, of course, any interest you may have in helping out with future meetings. We are already at work planning NEGEA 2019 which will take place at the Perelman School of Medicine at the University of Pennsylvania!

We hope you have a wonderful time, learn a lot, meet new people and take your ideas and energy back home to invigorate you in your work!

Jonathan (Yoni) Amiel
NEGEA Chair
Welcome from the Conference Chair

Welcome to the NEGEA 2018 Annual Conference! The NEGEA is a very special organization of dedicated medical educators who are generous with their time and expertise. I feel like I have grown up, professionally, in the NEGEA surrounded by incredible mentors and colleagues. I suspect that many of you attending have had that same experience and if you are new to the NEGEA, you will soon to experience the engaging and supportive atmosphere of the annual conference.

It has been an honor to serve in the role of conference chair. I would like to give sincere thanks to the NEGEA Steering Committee, Conference Committee and Subcommittees, the AAMC staff, abstract reviewers, and the team at the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell for their time, energy, and creativity. Their dedication to creating an outstanding conference that is highly relevant for all NEGEA members is evident in the quality of the program. I believe that the reason the conference is consistently interesting and useful is that it is created by our colleagues. The conference committee and subcommittee members are all NEGEA members who understand our common interests, challenges, competing demands, and the hot topics of the year. I would like to extend a special thanks to our host chair, Dr. Judy Brenner, for her positive energy - her response to any hurdle was “no problem!” Our chief conference administrator, Mary Coleman, has kept a bird’s eye view of every part of the planning while ensuring every detail was addressed. Many thanks to Judy, Mary and our host institution team whose tireless work, positive energy, and enthusiasm have ensured a successful conference.

The conference is a great opportunity for members to present their scholarship and learn from the scholarship of colleagues with similar interests. I hope you will learn new concepts, perspectives, and strategies that energize your work and improve the learning within your home institutions. While the program is full of great workshops, small group discussions, oral abstract presentations, plenaries and posters, we made sure to include time to catch up with colleagues and meet new people. I hope that you will join us for a special event Friday evening sponsored by our host school. The Osler Society at Zucker has invited the Unforgettable Chorus, a chorus for people living with dementia and their family and friends. Their goal is to improve the quality of life of their members while educating communities about the benefits of the experience. Please join us for a reception at 5:00pm followed by this special concert.

Thank you for joining us and bringing your energy and ideas to the conference. If this is your first NEGEA Conference, I hope you will find a professional home with this inspiring group of educators. For those who are returning - welcome back! Please feel free to reach out to me or any of the steering/conference committee members if you have questions. Enjoy the conference!

All the Best,
Lisa Coplit
2018 NEGEA Conference Chair
Welcome from the Host Chair

Dear NEGEA Community,

I am so honored to be able to welcome you to the Zucker School of Medicine at Hofstra/Northwell for the 2018 NEGEA meeting! Ours is a relatively new medical school, having matriculated our first students in 2011. Since that time, we have welcomed approximately 600 students through our doors and are just weeks away from graduating our fourth class. In developing this new school, we have bonded as a family and I welcome each of you into our “home”. We hope you take a few minutes to wander down the halls and enjoy what you see. One of my favorite parts of the building is the second floor of the west building where you will see artistic depictions of our School of Medicine’s values.

For each of you, I wish the following….I hope and expect that the NEGEA meeting will enable you connect with colleagues, some of whom are probably old friends and some new. I hope you will be inspired by something you see or experience and I hope you will each leave with tangible skills and ideas to bring back to your home institutions.

Working on bringing this meeting to our school has truly been a pleasure! We have interacted as an incredible team and I am humbled and honored to be a part of it. Beyond all of my amazing NEGEA and AAMC colleagues, I want to thank Lisa Coplit for being an incredible leader and friend throughout this process. I also want to thank Mary Coleman, our program administrator, for her outstanding organizational skills and her ability to effectively attend to the many, many details necessary in running this event. There are countless others at the School of Medicine who have supported our efforts, but in particular, I need to thank our dean, Dr. Lawrence Smith. It was in his vision that this school was created and he remains fully committed to innovations in medical education, which is truly at the core of what NEGEA represents.

Warm regards,

Judith Brenner
2018 NEGEA Host Chair
NEGEA 2017-2018 Steering Committee

**Chair**  
Jonathan (Yoni) Amiel, MD  
Associate Dean for Curricular Affairs  
Columbia University College of Physicians and Surgeons  
jma2106@columbia.edu

**Past Chair**  
Carol F. Capello, PhD  
Associate Director, Office of Curriculum and Educational Development  
Weill Cornell Medical College  
cfc2002@med.cornell.edu

**Chair Elect**  
Janine R. Shapiro, MD  
Associate Dean for Faculty Development  
University of Rochester School of Medicine and Dentistry  
janine_shapiro@urmc.rochester.edu

**MESRE Representative**  
Steven Rougas, MD, MS, FACEP  
Assistant Professor of Emergency Medicine and Medical Science  
The Warren Alpert Medical School of Brown University  
Steven_Rougas@brown.edu

**UME Representative**  
Lisa Coplit, MD  
Associate Dean for Faculty Development  
Frank H. Netter MD School of Medicine  
Quinnipiac University  
Lisa.coplit@quinnipiac.edu

**GME Representative**  
Rebecca D. Blanchard, PhD  
Assistant Dean for Education  
University of Massachusetts Medical School-Baystate  
Rebecca.BlanchardPhD@baystatehealth.org

**Continuing Professional Development (CPD) Representative**  
Alice Fornari EdD RD  
Associate Dean for Educational Skills Development, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell  
afornari@northwell.edu

**Members-at-Large**  
Melissa Fischer, MD, MEd  
Associate Dean for Undergraduate Medical Education  
University of Massachusetts Medical School  
Melissa.Fischer@umassmed.edu

**Kathryn Huggett, PhD**  
Assistant Dean for Medical Education  
Robert Larner, M.D. College of Medicine at the University of Vermont  
Kathryn.Huggett@med.uvm.edu

**Robin (Rikki) K. Ovitsh, MD**  
Assistant Dean of Clinical Competencies  
SUNY Downstate School of Medicine  
Robin.Ovitsh@downstate.edu
NEGEA 2018
Conference Committee and Subcommittees

Conference Committee

Lisa Coplit, MD, Conference Chair
Associate Dean for Faculty Development
Frank H. Netter MD School of Medicine at Quinnipiac University

Judith Brenner, MD, Host Chair
Associate Dean for Curricular Integration and Assessment
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Mary Coleman, MA, MFA, Chief Conference Administrator
Events Coordinator
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Jonathan (Yoni) Amiel, MD, NEGEA Chair
Associate Dean for Curricular Affairs
Columbia University College of Physicians and Surgeons

Janine R. Shapiro, MD, NEGEA Chair Elect
Associate Dean for Faculty Development
University of Rochester School of Medicine & Dentistry

Carol F. Capello, PhD, NEGEA Past Chair, Awards Subcommittee Chair
Associate Director, Office of Curriculum and Educational Development
Weill Cornell Medical College

Steven Rougas, MD, MS, FACEP, Abstract Subcommittee Chair
Assistant Professor of Emergency Medicine and Medical Science
The Warren Alpert Medical School of Brown University

Robin (Rikki) K. Ovitsh, MD, Program Subcommittee Chair
Assistant Dean of Clinical Competencies
SUNY Downstate College of Medicine

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Assistant Dean for Education, University of Massachusetts Medical School – Baystate

Rebecca S. Keller, PhD, Mobile App/Social Media Subcommittee Chair
Assistant Dean, Medical Education
Albany Medical College

Alice Fornari EdD RD, CME and Evaluation Subcommittee Chair
Associate Dean for Educational Skills Development, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Alexandra Adsit, CMP, CEM
Meeting Planner
Association of American Medical Colleges

Sarah Brown
Constituent Engagement Specialist
Association of American Medical Colleges

Debra K. Hollins
Meeting Coordinator, Registration
Association of American Medical Colleges

Stephen McKenzie
Director, Constituent Engagement
Association of American Medical Colleges

Katherine McOwen, MSEd
Director of Educational Affairs
Association of American Medical Colleges

Judy Shea, PhD, 2019 NEGEA Conference Host Chair
Associate Dean of Medical Education Research
Perelman School of Medicine

Anna Delaney, 2019 NEGEA Chief Conference Administrator
Curriculum Office Director
Perelman School of Medicine
Abstract Subcommittee

Steven Rougas, MD, MS, Abstract Subcommittee Chair
Assistant Professor of Emergency Medicine
The Warren Alpert Medical School of Brown University

Sarang Kim, MD
Associate Clerkship Director, Department of Medicine
Rutgers Robert Wood Johnson Medical School

Jonathan Amiel, MD
Associate Dean for Curricular Affairs
Columbia University College of Physicians and Surgeons

Sangita Phadtare, PhD
Associate Professor, Department of Biomedical Sciences
Cooper Medical School of Rowan University

Rebecca Blanchard, PhD, MEd
Assistant Dean for Education, University of Massachusetts Medical School – Baystate

Elisabeth Schlegel, PhD
Associate Professor, Science Education
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Christina Cellini, MD
Associate Professor of Surgery
University of Rochester School of Medicine & Dentistry

Aubrie Swan Sein, PhD, EdM
Center for Education Research and Evaluation
Columbia University Medical Center

Nagaraj Gabbur, MD
Program Director, Ob/Gyn
Hofstra Northwell School of Medicine

Joanne Willey, PhD
Chair, Science Education
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Awards Subcommittee

Carol F. Capello, PhD, Awards Subcommittee Chair
Associate Director, Office of Curriculum and Faculty Development
Weill Cornell Medical College

Steven Rougas, MD, MS
Assistant Professor of Emergency Medicine
The Warren Alpert Medical School of Brown University

Jonathan (Yoni) Amiel, MD
Associate Dean for Curricular Affairs
Columbia University College of Physicians and Surgeons

Janine R. Shapiro, MD, NEGEA Chair Elect
Associate Dean for Faculty Development
University of Rochester School of Medicine & Dentistry

CME And Evaluation Subcommittee

Alice Fornari EdD RD, CME and Evaluation Subcommittee Chair
Associate Dean for Educational Skills Development,
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
Mobile App/ Social Media Subcommittee

Rebecca Keller, PhD, Mobile App/Social Media Subcommittee Chair
Assistant Dean, Medical Education
Albany Medical Center

Mary Coleman, MA, MFA, Chief Conference Administrator
Events Coordinator
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Program Subcommittee

Robin (Rikki) K. Ovitsh, MD, Program Subcommittee Chair
Assistant Dean of Clinical Competencies
SUNY Downstate College of Medicine

Samara Ginzburg, MD, Program Subcommittee Co-Chair
Associate Dean, Case Based Learning
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

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Director, Clinical Arts and Sciences Course
Frank H. Netter MD School of Medicine at Quinnipiac University

Annindita Deb, MD
Assistant Professor of Neurology
University of Massachusetts Medical School

Alice Fornari, EdD, RDN
Associate Dean for Educational Skills Development
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Nagaraj Gabbur, MD
Program Director, Ob/Gyn
Hofstra Northwell School of Medicine

Elizabeth F. Koltz, EdM
Director for Instructional and Curricular Design
Seton Hall-Hackensack Meridian School of Medicine

Ellen Olarsch Nestler, MD, FACP
Assistant Dean for Clinical Medical Student Education
University of Connecticut School of Medicine

Anne Nofziger, MD
Associate Professor of Family Medicine
University of Rochester School of Medicine & Dentistry

Jeannine Nonaillada, PhD
Assistant Dean, Curriculum and Faculty Development
NYU Winthrop Hospital

Hanin Rashid, PhD
Cognitive Skills Program, Department of Psychiatry
Rutgers Robert Wood Johnson Medical School

Christine Thatcher, EdD, MS
Associate Dean for Medical Education and Assessment
University of Connecticut School of Medicine
**Student/Resident Track Subcommittee**

**Rebecca Blanchard, PhD, Student/Resident Track Subcommittee Chair**  
Assistant Dean for Education, University of Massachusetts Medical School – Baystate

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Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

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Assistant Dean of Medicine - Program in Liberal Medical Education  
The Warren Alpert Medical School of Brown University

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MD Candidate  
Past-AAMC OSR National Chair  
University of Rochester School of Medicine and Dentistry

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Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

**Michael Dollinger, MD**  
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

**Colleen Schneider, Student Co-Chair**  
Medical Scientist Training Program  
MD PhD Candidate  
University of Rochester School of Medicine and Dentistry
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Lee Ann     Rutgers Robert Wood Johnson Medical School
Reena Antony Rutger Robert Wood Johnson Medical School
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Alice Fornari    Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
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Nagaraj Gabbur   Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
Eustathia Giannaris University of Massachusetts Medical School
Katherine Gielissen Yale School of Medicine
Samara Ginzburg  Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
William Golden  Johns Hopkins University School of Medicine
Nirvani Goolsarran Stony Brook University School of Medicine
Emily Green The Warren Alpert Medical School of Brown University
James Grendell New York University School of Medicine
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Sangita Phadare Cooper Medical School of Rowan University
John Pugh Albany Medical College
Saradha Ramesh Tufts University School of Medicine
Hanin Rashid Rutgers Robert Wood Johnson Medical School
Karen Reynolds Yale School of Medicine
Jeremy Richards Harvard Medical School
Nicole Roberts CUNY School of Medicine
Jamie Robertson  
Harvard Medical School

Lee Rosen  
University of Vermont Larner College of Medicine

Steven Rougas  
The Warren Alpert Medical School of Brown University

Celseste Royce  
Harvard Medical School

Nancy Ryan Lowitt  
University of Maryland School of Medicine

Norma Saks  
Rutgers Robert Wood Johnson Medical School

M. Melinda Sanders  
University of Connecticut School of Medicine

Janine Shapiro  
University of Rochester School of Medicine & Dentistry

Neel Sharma  
Lancashire Teaching Hospitals

Ronald Silvestri  
Harvard Medical School

Amy Smith  
Lehigh Valley Health Network

Lawrence Smith  
USF Health Morsani College of Medicine

Judy Spak  
Yale School of Medicine, Cushing/Whitney Medical Library

Antoinette Spevetz  
Cooper Medical School of Rowan University

Stacey Stein  
Yale School of Medicine

Aubrie Swan Sein  
Columbia University College of Physicians and Surgeons

Melissa Tavarez  
University of Pittsburgh School of Medicine

Suzanne Templer  
USF Health Morsani College of Medicine

Jonathan Tolentino  
Stony Brook University School of Medicine

Rashmi Vyas  
Foundation for Advancement of Itnl. Med Education & Research

David Wald  
Lewis Katz School of Medicine, Temple University

Danette Waller McKinley  
Foundation for Advancement of Itnl. Med Education & Research

Sarita Warrier  
The Warren Alpert Medical School of Brown University

Valerie Weber  
Drexel University College of Medicine

Thilan Wijesekera  
Yale School of Medicine

Cheung Wong  
University of Vermont Larner College of Medicine

Rob Zachow  
Rutgers Robert Wood Johnson Medical School

Mary Zanetti  
University of Massachusetts Medical School

Deborah Ziring  
Sidney Kimmel Medical College at Thomas Jefferson University
Special Thank-You and Acknowledgements

The NEGEA 2018 Annual Conference would not be possible without the combined talents and efforts of many individuals. We would like to also acknowledge the support of organizations, offices and groups with whom we had the pleasure of working to bring you this wonderful event:

- The Association of American Medical Colleges
- The Northeast Group on Educational Affairs
- Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
- The Osler Society of the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
- The Unforgettables Chorus

Accessibility

Please visit the registration desk if you require assistance on site. There is an elevator to each floor of the Medical School.
CME DISCLOSURES
NEGEA 2018 Annual Conference
The Donald and Barbara
Zucker School of Medicine at Hofstra/Northwell
April 26-28, 2018

JOINTLY PROVIDED BY
Northwell Health and the Northeast Group on Educational Affairs

CME Accreditation:
This live activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education through the joint providership of Northwell Health and Northeast Group on Educational Affairs (NEGEA). Northwell Health is accredited by the Accreditation Council for Continuing Medical Education to provide Continuing Medical Education for physicians.

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Northwell Health designates this live activity for a maximum of 11 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity: April 26th - 1.25; April 27th - 6.25; April 28th - 3.5

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NEGEA 2018 Awards

Distinguished Service and Leadership Award

Norma S. Saks, EdD

Dr. Norma S. Saks is a Professor in the Department of Psychiatry, Assistant Dean for Educational Programs, and Director of the Cognitive Skills Program at Rutgers Robert Wood Johnson Medical School. Dr. Saks has been counseling medical students regarding study and test taking strategies and time management, as well as specific preparation strategies for the USMLE for over 25 years. She also instructs medical residents on effective preparation strategies for intraining exams and certification boards. Dr. Saks is a member of the RWJMS Admissions, Curriculum, and Academic Standing Committees.

Dr. Saks co-directed the Patient Centered Medicine course in the first and second years for many years, and currently is responsible for three medical education electives, including Experience in Art and Medicine in collaboration with the Rutgers University Zimmerli Art Museum. She initiated and currently directs the Distinction in Medical Education Program, a 4-year program for students interested in academic medicine, which culminates in the completion of a scholarly project.

Dr. Saks served as Chair of the Northeast Group on Educational Affairs (NEGEA) between 2012 and 2015, and as a member of the GEA National Steering Committee during that time. She has served on the Board of the International Association of Medical Science Educators (IAMSE) since 2012, and is chair of the IAMSE Grants Committee. Dr. Saks received her BS degree from Skidmore College, a master's degree in reading instruction from Boston University, a Specialist in Education degree in learning disabilities, and her EdD. in Educational Psychology from Rutgers University. She is the author of journal articles, MedEd Portal submissions, and a book, How to Excel in Medical School, Ed. 3--and a founding member of the Medical Education Learning Specialists (MELS) group, which originated from a SIG at NEGEA Educational Retreats. Last April Dr. Saks was presented with the Meritorious Service Award by Rutgers Robert Wood Johnson Medical School.
Distinguished Educator Award

Maria Alejandra Blanco, EdD

Dr. Maria Alejandra Blanco is the Associate Dean for Faculty Development at Tufts University School of Medicine and is an Associate Professor in the Department of Psychiatry. She is responsible for designing, implementing and evaluating faculty development programs for teaching faculty across the four years of medical education (including resident- and student-as-teachers programs). Maria also supports the development of faculty from other institutional professional schools in the Health Sciences campus, such as, the School of Dental Medicine and the School of Nutrition. She is dedicated to scholarly activities and educational scholarship and to collaborating with faculty in creating educational programs and providing experience in new instructional methods and program evaluation, in addition to conducting research and mentoring in medical education. Maria is the principal investigator or Co-PI on numerous research projects, and received funding from the Schwartz Center and the Arthur Vining Davis Foundations for projects to advance training in compassionate care. Her most recent national research projects includes, *Personality Compatibility Within Faculty Mentoring Dyads: Can we predict career success?* (sponsored by the American Association of Medical Colleges (AAMC)-Group on Educational Affairs (GEA) National Grant Program), *The Learning Environment in Medical School: A Collaborative Study of the Innovative Strategies for Transforming the Education of Physicians (ISTEP) Study Group* (sponsored by the American Medical Association), and *A Survey Study of Evidence-Based Medicine Training in United States and Canadian Medical Schools; A Collaborative study of the AAHSL and GEA-MESRE Task Force*. Her work has been presented at the Annual meetings of the American Association of Medical Colleges (AAMC), American Educational Research Association (AERA), the AAMC Northeast Group on Educational Affairs (NEGEA), the Generalists in Medical Education and the Association for Medical Education in Europe (AMEE), and published in Medical Teacher, Medical Education, Teaching and Learning in Medicine and MedEdPortal. Maria is a peer reviewer for Academic Medicine, Medical Education, Teaching and Learning in Medicine, Advances in Health Sciences Education, the Journal of Graduate Medical Education and the Journal of Interprofessional Care. She is also a faculty mentor and associate editor for the MedEdPortal journal, and is the past-president of the Society of Directors in Medical Education Research (SDRME).

Maria received her Bachelor of Science in Psychopedagogy from the El Salvador University, School of Educational Psychology in Buenos Aires. She completed Fellowship training in Neuropsychopedagogy at the Dr. Garrahan National Children's Hospital. Maria has worked for five years as an Educational Consultant, Faculty Developer, and Educational Researcher for the Schools of Medicine and Nursing at the Austral University in Pilar, Argentina. In 2002, she was the recipient of a Fulbright/National Ministry of Education Grant and earned a Masters in Education Degree at Harvard Graduate School of Education (HGSE). She came to the HGSE, where she earned a Doctorate of Education in Teaching and Learning in 2007 and simultaneously worked as an Educational Consultant and Researcher in Faculty Development in the Office of Educational Development at the Harvard Medical School. She joined Tufts University School of Medicine in 2007. Medical Education has become Maria’s professional passion, and she is committed to assist medical educators with advancing their educational efforts and scholarship as much as she can.

Maria is originally from Buenos Aires, Argentina, and has a wonderful family who supports her from the distance. She also loves exercising, field hockey, outdoors activities, traveling, reading, and appreciating nature and the arts.
Distinguished Educator Award

Reena Karani, MD, MHPE, FACP, AGSF

Dr. Reena Karani is the Senior Associate Dean for Undergraduate Medical Education and Curricular Affairs, the Director of the Institute for Medical Education, and Professor of Medical Education, Medicine, and Geriatrics and Palliative Medicine at the Icahn School of Medicine at Mount Sinai. Dr. Karani received a Bachelor of Science from Brown University and a Doctor of Medicine from the Albert Einstein College of Medicine. She completed her residency and chief residency in Internal Medicine at Montefiore Medical Center of the Albert Einstein College of Medicine, and her fellowship, chief fellowship and medical education research fellowship in Geriatrics and Palliative Medicine at Mount Sinai. She also received a Master of Health Professions Education from the University of Illinois at Chicago. Dr. Karani's research interests include clinical workplace-based learning, feedback and assessment and innovative ways to teach medical students and train their educators to be outstanding teachers.

Dr. Karani is deeply involved in educating learners at all levels. Currently she oversees the education program leading up to the MD degree at the Icahn School of Medicine at Mount Sinai. She serves as faculty and is on the steering committee of Harvard University's Macy Program for Educators in the Health Professions. In addition, she is a founding Co-Director of the Harvard Program for Postgraduate Trainees. She served as Chair of the Education Committee for the Society of General Internal Medicine and currently chairs the Medical Education Research Review Committee for the American Geriatrics Society. She is a member of the National Board of Medical Examiners (NBME) Executive Board, serves on the USMLE Management Committee, the NBME Finance & Audit Committee and Chairs the Step 2CS Test Materials Development Committee. In addition, Dr. Karani serves as a Deputy Editor in Medical Education for the Journal of General Internal Medicine. She serves as Chair of the Research in Medical Education (RIME) Committee for the Association of American Medical Colleges. Dr. Karani is the author of countless peer-reviewed publications focused on medical education and has served as a mentor to innumerable students, residents, fellows and faculty. Dr. Karani is a sought after speaker nationally and internationally and has served as Visiting Professor at several prestigious institutions.

Dr. Karani's honors include the Sigma Xi Scientific Honor Society, Alpha Omega Alpha Medical Honor Society, the Presidential Award in Medical Education from AGS, the John A. Hartford Center of Excellence Scholar, the Excellence in Teaching Award from the Icahn School of Medicine at Mount Sinai, National Award for Scholarship in Medical Education from SGIM and Master Educator from the Institute of Medical Education, Icahn School of Medicine Mount Sinai.
PLenary Session 1

David Acosta, MD

Bridging the Cultural Divide to Emerge as Equity-Minded Academic Health Centers

Thursday, April 26, 2018
5:00 PM

Dr. David Acosta is the Chief Diversity and Inclusion Officer of the Association of American Medical Colleges. In this role, he provides strategic vision and leadership for the AAMC’s diversity and inclusion activities across the medical education community, and leads the association’s Diversity Policy and Programs unit.

A physician of family medicine, Dr. Acosta joined the AAMC from the University of California (UC), Davis School of Medicine where he served as senior associate dean for equity, diversity, and inclusion and associate vice chancellor for diversity and inclusion and chief diversity officer for UC Davis Health System. He previously served as the inaugural chief diversity officer at the University of Washington (UW) School of Medicine, where he established a rural health fellowship program for Tacoma Family Medicine, a residency program affiliated with the UW Department of Family Medicine.

Dr. Acosta received his bachelor’s degree in biology from Loyola University and earned his medical degree from the University of California, Irvine, School of Medicine. He completed his residency training at Community Hospital of Sonoma County in Santa Rosa, Calif., and a faculty development fellowship at the UW Department of Family Medicine.
PLENARY SESSION 2

Rita Charon, MD, PhD

Radical Listening to Self and Other: Narratives Toward Health

Friday, April 27, 2018
8:00 AM

Dr. Rita Charon, is Chair of Medical Humanities and Ethics, and the Director of the Virginia Apgar Academy of Medical Educators at Columbia Vagelos College of Physicians & Surgeons. She is a general internist, literary scholar, and the originator of the field of narrative medicine. She is Professor of Medicine and Chair of the Department of Medical Humanities and Ethics at Columbia University. She completed the MD at Harvard in 1978 and the PhD in English at Columbia in 1999, concentrating on the works of Henry James.

Dr. Charon’s research focuses on the consequences of narrative medicine practice, reflective clinical practice, and health care team effectiveness. She directs the Virginia Apgar Teaching Academy for Medical Educators and Columbia Commons IPE, the health sciences campus interprofessional education and practice program.

She is the recipient of a Guggenheim Fellowship, a Rockefeller Bellagio residency, and recognition from many medical and literary societies. She has served as Visiting Professor at many medical schools and universities in the US and abroad, teaching narrative medicine theory and practice. Her work has been funded by NIH, NEH, and private foundations, and her essays appear in the leading medical and literary journals. Her most recent book, co-authored with seven narrative medicine colleagues, is The Principles and Practice of Narrative Medicine (Oxford 2017).
Eric Holmboe, MD

Realizing the Promise of Competency-Based Medical Education

Saturday, April 28, 2018
9:30 AM

Dr. Eric Holmboe is Senior Vice President, Milestones Development and Evaluation at the Accreditation Council for Graduate Medical Education (ACGME). He is also Professor Adjunct of Medicine at Yale University, and Adjunct Professor of Medicine at the Uniformed Services University of the Health Sciences and Feinberg School of Medicine at Northwestern University.

Dr. Holmboe served as the Associate Program Director, Yale Primary Care Internal Medicine Residency Program, Director of Student Clinical Assessment, Yale School of Medicine and Assistant Director of the Yale Robert Wood Johnson Clinical Scholars program. Before joining Yale in 2000, he served as Division Chief of General Internal Medicine at the National Naval Medical Center. Dr. Holmboe retired from the US Naval Reserves in 2005.

His research interests include interventions to improve quality of care and methods in the assessment of clinical competence. His professional memberships include the American College of Physicians, where he is a Master of the College, Society of General Internal Medicine and Association of Medical Education in Europe. He is an honorary Fellow of the Royal College of Physicians in London and the Academy of Medical Educators. Dr. Holmboe is a graduate of Franklin and Marshall College and the University of Rochester School of Medicine. He completed his residency and chief residency at Yale-New Haven Hospital, and was a Robert Wood Johnson Clinical Scholar at Yale University.
NEGEA 2018 ANNUAL CONFERENCE
Emerging Issues in Medical Education

PROGRAM SCHEDULE

Learning Objectives: At the conclusion of this conference, participants will be able to:

1. Describe means to enhance equity, diversity, and inclusion in academic medicine
2. Reflect on the potential of narrative inquiry to facilitate understanding of patients and providers
3. Examine the current state of competency-based medical education
4. Describe educational research and innovations currently occurring across the continuum of medical education
5. Develop strategies for implementing educational innovations at one's own institution
6. Identify further opportunities for collaboration, networking and professional relationships

❖ Student/Resident Track Session: These sessions are specifically designed for students and residents but students and residents are welcome to attend all conference sessions.

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30am-8:00pm</td>
<td>Registration/ Information Desk</td>
<td>W165 Lobby</td>
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<tr>
<td>9:00am-12:00pm</td>
<td>Medical Education Research Certificate (MERC) - Workshop I</td>
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<td></td>
<td>Questionnaire Design and Survey Research</td>
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<td>Facilitator: Janet Hafler, EdD (separate registration)</td>
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<tr>
<td>1:00 - 4:00pm</td>
<td>Medical Education Research Certificate (MERC) - Workshop II</td>
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<td>Scholarly Writing</td>
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<td>Facilitator: Katie Huggett, EdD (separate registration)</td>
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<tr>
<td>2:00 - 4:30pm</td>
<td>NEGEA Steering Committee Meeting (Closed Session)</td>
<td>W200 Executive Conference Room</td>
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<td>3:00 - 5:00pm</td>
<td>Poster Presenters Mount Posters for Display</td>
<td>W165 Gallery</td>
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<td>W165 West MET Lounge</td>
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<tr>
<td>Time</td>
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<tr>
<td>4:00 – 5:00pm</td>
<td><strong>Refreshments &amp; Networking</strong></td>
<td>W165 Gallery and W165 West MET Lounge</td>
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<tr>
<td>5:00 - 6:15pm</td>
<td><strong>Welcome &amp; Dean’s Remarks</strong></td>
<td>W134 West MET</td>
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<tr>
<td></td>
<td><strong>Plenary Session I</strong></td>
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<td>David Acosta, MD</td>
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<td><em>Bridging the Cultural Divide to Emerge as Equity-Minded Academic Health Centers</em></td>
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<td>Additional Seating is available in W104</td>
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<td>6:15 – 6:30pm</td>
<td><strong>AAMC Updates</strong></td>
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<td>Katherine McOwen, MSEd</td>
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<td>Director of Educational Affairs</td>
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<td>Association of American Medical Colleges</td>
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<tr>
<td>6:30 – 6:45pm</td>
<td><strong>NEGEA Steering Committee Awards</strong></td>
<td>W134 West MET</td>
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<td>6:45 - 8:15pm</td>
<td><strong>Poster Session and Reception</strong></td>
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**FRIDAY APRIL 27, 2018**

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<th>Time</th>
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<tr>
<td>7:00am - 5:00pm</td>
<td><strong>Registration/ Information Desk</strong></td>
<td>W165 Lobby</td>
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<tr>
<td>7:00 - 8:00am</td>
<td><strong>Breakfast and Networking</strong></td>
<td>W165 West MET Lounge</td>
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<td><strong>NEGEA Connect Table:</strong> For new attendees or those want more information about NEGEA</td>
<td>W165 Lobby (Across from Donor Wall)</td>
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**MESRE Consultations:** For anyone working on a medical education research project who would like to discuss methodology, dissemination, venues for publication, or potential mentoring opportunities.

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<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
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</table>
| 8:00 - 9:15am | **Plenary Session II**
Rita Charon, MD, PhD
Radical Listening to Self and Other: Narratives toward Health

**Poster Awards**

Additional Seating is available in W104 |

9:15 – 9:30am | **Break and Travel Time**                                                                            |                   |

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**CONCURRENT SESSION I**

**ORAL ABSTRACT PRESENTATION IA**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
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</table>
| 9:30 – 10:45am| **Across the Continuum: Entrustment and Competencies**
Oral Abstract Presentation 1
Are Mid-Year Faculty Milestones Evaluations Predictive of Resident Performance on Urology In-Service Examination?
E. Sebesta, K. Cooper, G. Badalato
Columbia University College of Physicians and Surgeons

Oral Abstract Presentation 2
Can Entrustable Professional Activities be Assessed in a Simulation Environment? A mixed methods study
1K. Gielissen, 2T. Moadel, 1A. Wong
1Yale School of Medicine, 2Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Oral Abstract Presentation 3
Incoming Interns Perceived Preparedness for Core Entrustable Professional Activities
E. Pearlman, M. Pawelczak, A. Yacht, J. Bird, G. Farina
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Oral Abstract Presentation 4
Developing Subspecialty Specific Entrustable Professional Activities Through a Double Delphi Process
M. Sheth, A. Fornari
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell |

**ORAL ABSTRACT PRESENTATION IB**

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<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:30 – 10:45am</td>
<td><strong>Healthcare Disparities</strong></td>
<td>100/101</td>
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<tr>
<td>Workshop 1</td>
<td>Helping students to maximize learning from the assessment process</td>
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<tr>
<td>9:30 – 10:45am</td>
<td>1A. Swan Sein, 2H. Rashid, 3J. Meka, 4W. Pluta</td>
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<td></td>
<td>1Columbia University College of Physicians and Surgeons, 2Rutgers, Robert Wood Johnson Medical School, 3Penn State Hershey College of Medicine, 4Carle Illinois College of Medicine</td>
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<tr>
<th>Workshop 2</th>
<th>Using small group facilitation to enhance basic science-clinical science integration</th>
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<tbody>
<tr>
<td>9:30 – 10:45am</td>
<td>L. Kaplan, K. Lin, D. Schwartz, D. Karras, R. Sullivan, B. Buttaro, G. Sterling</td>
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<td>Lewis Katz School of Medicine at Temple University</td>
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<tr>
<th>Workshop 3</th>
<th>How we successfully flipped our Multiple Mini Interviewer Training</th>
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<tr>
<td>9:30 – 10:45am</td>
<td>R. Barlow, L. Greene, C. Jewkes, L. McElhinney, J. Gallant, C. Nicholas</td>
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<td>University of Vermont Larner College of Medicine</td>
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<tr>
<th>Workshop 4</th>
<th>Setting goals for life-long learning: how self-determination theory can inform goal-setting conversations with learners</th>
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<tr>
<td>9:30 – 10:45am</td>
<td>S. Oza, F. Milan, P. Joo</td>
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<td></td>
<td>Albert Einstein College of Medicine</td>
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</tbody>
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**Oral Abstract Presentation 5**

*The Path to Medical School: Does First-Generation Status Matter?*

1H. Mason, 1A. Ata, 2D. Andriole, 2D. Jeffe

1Albany Medical College, 2Washington University School of Medicine

**Oral Abstract Presentation 6**

*Health Equity Advocacy and Leadership (HEAL): A student-initiated educational pathway that empowers medical students to address health disparities and improve patient outcomes and community health*

B. Ahmed, A. Diggs, C. Roman, C. Boutin-Foster

State University of New York Downstate Medical Center College of Medicine

**Oral Abstract Presentation 7**

*Harlem Public Health Commute: Developing an Online Public Health Curriculum for Medical Students*

S. Godfrey, K. Nickerson, J. Amiel, B0 Lebwohl

Columbia University College of Physicians and Surgeons

**Oral Abstract Presentation 8**

*The Beyond the Books Program: Improving Medical Student Attitudes Toward the Underserved*

A. Briggs, S. Wang, S. Bhowmik, J. Wasag, R. Pinto-Powell

Geisel School of Medicine at Dartmouth
SMALL GROUP DISCUSSIONS

9:30 – 10:45am

Small Group Discussion 1
Teaching Residents How To Navigate The Complex Systems Of Health Care Delivery: An innovative curriculum that not only improves clinical care but ensures proficiency in quality improvement, patient safety, and population health.
S. Mann, K. Huggett, M. Davidson, T. McNamara
University of Vermont Larner College of Medicine

W200 Executive Conference Room

CONCURRENT SESSION II

ORAL ABSTRACT PRESENTATION II A

11:00 - 12:15pm

UME: Clinical Skills

Oral Abstract Presentation 9
Can We Predict Step 2 CS Performance? Exploring the Relationship between Assessment Data and Step 2 CS Performance
J. Bird, J. Brenner, M. Barilla-Labarca, M. Pawelczak, J. Willey
Donald and Barbara Zucker School of Medicine At Hofstra/Northwell

Oral Abstract Presentation 10
A Structured Approach to Communication and Interpersonal Skills Remediation
B. Forsyth, T. Sommer, R. Soriano
Icahn School of Medicine at Mount Sinai

Oral Abstract Presentation 11
Self-recorded Videos to Teach and Assess Competency in Oral Presentation of a Clinical Encounter Across the Pre-Clerkship Continuum
S. Chen, D. Cennimo, A. Tentler, K. Harris, C. Traba, S. Lamba
Rutgers New Jersey Medical School

Oral Abstract Presentation 12
Exploring Standardized Patients Perspectives on Working with Medical Students
S. Starr, M. Plack, K. Lewis, B. Blatt
George Washington University School of Medicine and Health Sciences

W134 West MET

ORAL ABSTRACT PRESENTATION II B

11:00 - 12:15pm

GME: Curricular Innovations

Oral Abstract Presentation 13

100/101
| Modernizing Clinical Ethics Curricula: A New Approach to Ancient Principles  
| J. Rubin, S. Chandra, K. Prager  
| Columbia University Medical Center |

**Oral Abstract Presentation 14**

Effectiveness of an Acute Sexual Assault Curriculum for Emergency Medicine Residents

1R. Barron, 2T. Kamine, 1A. McGregor  
1Alpert Medical School of Brown University, 2Brigham and Women’s Hospital

**Oral Abstract Presentation 15**

Preparing Medicine Interns for their first day: A Pre-Internship Boot Camp Curriculum

M. Kladney, M. Fattouh, L. Shapiro  
Albert Einstein College of Medicine

**Oral Abstract Presentation 16**

The Role of Morning Report in Internal Medicine Training: A Multi-Site Qualitative Study

1S. Elisseou, 2Y. Yang, 2A. Bekui, 2S. Holt  
1The Warren Alpert Medical School of Brown University, 2Yale School of Medicine

## WORKSHOPS II

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop 1</th>
<th>Details</th>
<th>Room</th>
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</table>
| 11:00 – 12:15pm | Workshop 5 | Taking your Teaching to the Next Level: Publishing Teaching Innovations in Medical Education in MedEdPORTAL and Academic Medicine  
M. Blanco, G. March Cohen, A. Fornari  
Association of American Medical Colleges | W104 |

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<tr>
<th>Time</th>
<th>Workshop 2</th>
<th>Details</th>
<th>Room</th>
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</thead>
</table>
| 11:00 – 12:15pm | Workshop 6 | Cultivating Joy and Meaning in Patient Care  
1N. Gabbur, 2R. Blanchard, 3S. Rougas, 4J. Offenbacher, 5T. Wijesekera  
1Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, 2UMMS - Baystate Health, 3Alpert Medical School of Brown University, 4Albert Einstein College of Medicine, 5Yale School of Medicine | W105 |

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<tr>
<th>Time</th>
<th>Workshop 3</th>
<th>Details</th>
<th>Room</th>
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</table>
| 11:00 – 12:15pm | Workshop 7 | Residency Wellness: Changing Culture through Experiential Learning  
M. Horlick, P. Cocks, L. Miller, B. Porter, S. Zabar  
NYU School of Medicine | W106 |

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<tr>
<th>Time</th>
<th>Workshop 4</th>
<th>Details</th>
<th>Room</th>
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| 11:00 – 12:15pm | Workshop 8 | Improving multiple choice examinations with item analysis  
M. Green  
Yale School of Medicine | 102 |

**SMALL GROUP DISCUSSIONS**
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</table>
| 11:00 – 12:15pm | **Small Group Discussion 2**  
*Teaching Professionalism and Humanism through Compelling Online Content: A Case Study of an Online Module on Relational Communication Skills*  
1E. Magen, 1C. Fredericks, 2H. DeLisser  
1Stanford University School of Medicine, 2Perelman School of Medicine at the University of Pennsylvania | W200 Executive Conference Room |
| 11:00 – 12:15pm | **Small Group Discussion 3**  
*Learning for Now and Later: A practical approach to teaching students evidence-based learning principles*  
T. Felix, J. Meka  
Pennsylvania State University College of Medicine | W206 AME Conference Room |
| 12:30 – 1:15pm | **LUNCH**  
*Lunch and Networking* | W165 West MET Lounge |
| 12:30 – 1:15pm | Join Fred Soviero, Hofstra University’s longtime Director of Grounds and Landscaping, for a Spring walking tour of Hofstra’s north campus and nationally recognized arboretum. The 240 acre campus received official recognition as an Arboretum in 1985, with Hofstra’s membership in the prestigious American Public Gardens Association, and is one of only 430 arboreta in the United States. Hofstra’s campus was recognized as a “Tree Campus USA” by the National Arbor Day Foundation in 2016. | Leaves from W165 Lobby |
| 12:30 – 1:15pm | **SPECIAL INTEREST GROUP MEETINGS**  
*Directors of Clinical Skills (DOCS)*  
R. Ovitsh  
The purpose of the Directors of Clinical Skills Courses is to build a cohesive and productive national consortium of educators who direct courses which teach clinical skills to medical students. At this meeting, we will update NEGEA members about the DOCS organization including ways to join and become involved, solicit ideas and suggestions to share with the national organization, consider ideas for planning the national meetings, and brainstorm potential project(s) for NEGEA DOCS members. | 142 |
| 12:30 – 1:15pm | *Health Humanities as Teaching and Learning Strategy*  
A. Fornari, L. Martin  
Health humanities programming explores the many ways in which the arts and humanities, as both formal and informal aspects of medical education, can inform healthcare, in terms of the physician-patient relationships, cultural competencies, and physician well-being. In this meeting, we will focus on | 143 |
achieving learning moments with either curricular or co-curricular efforts and approaching learning using artifacts, prompts and shared dialogue.

**Librarians in Medical Education (LiME)**
J. Kilham
LiME, or Librarians in Medical Education SIG, serves as an opportunity for those teaching information literacy skills to students, residents and faculty to meet with and learn from others in the region who are on the forefront of planning and executing medical curriculum. LiME is not just for librarians but is for anyone interested in how knowledge of using the medical literature and information literacy plays a role in medical education.

**Medical Education Learning Specialists (MELS)**
N. Saks, H. Rashid, A Swan Sein, J. Meka, R. Lebeau
The purpose of the MELS SIG is to create a community of learning specialists who offer academic support to medical students, residents, and other health professionals. The SIG enables sharing best practices and resources, and supports professional development by providing opportunities for collaborating and developing research and other scholarly activities.

| SECTION MEETINGS | 1:15 – 1:45pm | The Association of American Medical Colleges’ Group on Educational Affairs (GEA) has four sections, that reflect the medical education continuum. Join one of the section meetings below if you would like to meet colleagues with similar interests, stay current with regional and national initiatives of the section, become involved with new initiatives in your area of expertise/interest, or participate in generating ideas for national initiatives.

Undergraduate Medical Education (UGME)  
Graduate Medical Education (GME)  
Continuing Professional Development (CPD)  
Medical Education Research Scholarship and Evaluation (MESRE) |
| W232 Classroom | W233 Classroom | W234 Classroom | W235 Classroom |

| STUDENT/RESIDENT TRACK | 1:15 – 1:45pm | ✨ *How to Give and Receive Feedback as a Physician-in-Training*  
Presented by: Rory Merritt, MD and Travis Hase, MD. Friday 4/27 1:15-1:45pm. Description: Like it or not, giving and receiving feedback in the medical field is here to stay! In this interactive session, featuring role plays, learn how to refine your ability to both give and receive feedback in the healthcare setting. |
<p>| 201 East MET |</p>
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<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Abstract</th>
<th>Location</th>
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</table>
| 2:00 - 3:15pm | ORAL ABSTRACT PRESENTATION III A | **Interprofessional education**  
**Oral Abstract Presentation 17**  
*BERST Academy Base Camp: Teaching passion and motivation through an innovative interprofessional teaching workshop*  
R. Blanchard, R. Shaaban, A. Sweeney, R. Belforti, M. Tuomi, K. Hinchey  
Baystate Health | | W134 West MET |
| 2:00 - 3:15pm | ORAL ABSTRACT PRESENTATION III B | **Learner Well-being**  
**Oral Abstract Presentation 21**  
*Surgeon Burnout: Implementation of a wellness curriculum to support general surgery residents a preliminary assessment*  
A. Patel, L. DeCaporale-Ryan, M. Privitera, C. Cellini  
University of Rochester School of Medicine and Dentistry | | 201 East MET |
|            |             | **Oral Abstract Presentation 22**  
*Effect of Perceived Emergency Medicine Attending Wellness on Resident Job Selection*  
L. Patt, J. Bucher, R. Riggs, G. Wei, C. Bryczkowski, M. Chin, J. McCoy, B. Lewis, P. Ohman-Strickland  
Rutgers, Robert Wood Johnson Medical School | |
### Oral Abstract Presentation 23
**Burnt Out From the Beginning: Burnout of students in their first three years at a new medical school**
A. Erbella, R. Feinn, J. Rockfeld
The Frank H. Netter MD School of Medicine

### WORKSHOPS III

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<tr>
<th>Time</th>
<th>Workshop</th>
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<tr>
<td>2:00 – 3:15pm</td>
<td><strong>Workshop 9</strong> Leading by Example: Educators as Listeners</td>
<td>W104</td>
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<tr>
<td></td>
<td>¹J. Beatty-Chadha, ²H. Rashid, ³A. Swan Sein, ⁴W. Pluta</td>
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<td>¹Pennsylvania State University College of Medicine, ²Rutgers, Robert</td>
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<td>Wood Johnson Medical School, ³Columbia University College of Physicians</td>
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<td>and Surgeons, ⁴Carle Illinois College of Medicine</td>
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<tr>
<td>2:00 – 3:15pm</td>
<td><strong>Workshop 10</strong> Making it Memorable AND Relevant: Maximizing the Power of</td>
<td>W105</td>
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<td>the Arts in Medical Education</td>
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<td>¹C. Wu, ²P. Haidet</td>
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<td>¹Boston University School of Medicine, ²Pennsylvania State University</td>
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<td>College of Medicine</td>
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<td>2:00 – 3:15pm</td>
<td><strong>Workshop 11</strong> Core EPA 'Toolkits' to Foster Successful Implementation</td>
<td>W106</td>
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<td>of the EPAs in UME</td>
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<td>¹B. Barron, ¹J. Amiel, ²P. Cocks, ³M. Green</td>
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<td>¹Columbia University College of Physicians and Surgeons, ²New York</td>
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<td>University Medical School, ³Yale School of Medicine</td>
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<td>2:00 – 3:15pm</td>
<td><strong>Workshop 12</strong> Career Advising in a Changing Medical Education Landscape</td>
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<td>¹L. Thomas, ²G. Farina, ³K. Jubanyik, ¹K. Pham, ²R. Kanner, ¹R. Zucchini</td>
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<td>¹Frank H. Netter MD School of Medicine at Quinnipiac University,</td>
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<tr>
<td></td>
<td>²Donald and Barbara Zucker School of Medicine at Hofstra/Northwell,</td>
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<td></td>
<td>³Yale School of Medicine</td>
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### SMALL GROUP DISCUSSION

<table>
<thead>
<tr>
<th>Time</th>
<th>Small Group Discussion 4 Challenges in teaching the clinical reasoning-based physical exam: review of the state of the art and discussion of future challenges with the innovators of the Core + Cluster Curriculum</th>
<th>102</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>¹B. Blatt, ²D. Gowda, ³R. Silvestri, ⁴L. Kosowicz, ⁵R. Yudkowsky, ⁶A. Khan, ⁷A. Gangopadhyaya, ⁸D. Lorens</td>
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<tr>
<td></td>
<td>¹George Washington University School of Medicine and Health Sciences, ²Columbia University College of Physicians and Surgeons, ³Harvard University School of Medicine, ⁴University of Connecticut School of Medicine, ⁵University of Illinois at Chicago College of Medicine</td>
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### LEAD
<table>
<thead>
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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>2:00 – 3:15pm</td>
<td>AAMC Leadership Education and Development (LEAD) Applied Leadership Focus Presentations</td>
<td>W200 Executive Conference Room</td>
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<tr>
<td></td>
<td>Debra Byler, MD/ Laura Cardella, MD/ Todd Cassese, MD, FACP/ Alison Chetlen, DO/ Jessica Clement, MD/Neda Frayha, MD/ Eustathia Lela Giannaris, PhD/ Susan Hobbs, MD, PhD/ Michael Malone, MD/ Sandra Oza, MD, MA/Dennis Popeo, MD/ Natasha Romanoski, DO/ Jennifer Rosenberg, MD/ Jonathan Tolentino, MD/ Rebecca Volpe, PhD</td>
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**CONCURRENT SESSIONS IV**

**ORAL ABSTRACT PRESENTATION IV A**

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<thead>
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<tr>
<td>3:30 - 4:45pm</td>
<td><strong>Faculty Development</strong></td>
<td>W134 West MET</td>
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<tr>
<td></td>
<td><strong>Oral Abstract Presentation 24</strong></td>
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<tr>
<td></td>
<td>The NYU Winthrop Faculty Scholars Program: Embracing Life Long Learning</td>
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<td></td>
<td>1J. Nonaillada, 2B. Nicolas</td>
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<tr>
<td></td>
<td>1Stony Brook University School of Medicine, 2NYU Winthrop Hospital</td>
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<td><strong>Oral Abstract Presentation 25</strong></td>
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<td></td>
<td>Personal and Contextual Factors which Shape Career Inflection Points: An exploratory Qualitative Study at 4 Institutions</td>
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<td></td>
<td>J. Mehta1, D. Balmer2</td>
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<tr>
<td></td>
<td>1Perelman School of Medicine at the University of Pennsylvania, 2The Children’s Hospital of Philadelphia</td>
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<td></td>
<td><strong>Oral Abstract Presentation 26</strong></td>
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<td></td>
<td>The Value of Feedback From a Credible Source: Faculty Observations of Medical Students Learning How to Teach</td>
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<td>J. Beatty-Chadha, T. Whitcomb, P. Ritesh</td>
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<td>Pennsylvania State University College of Medicine</td>
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<td><strong>Oral Abstract Presentation 27</strong></td>
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<td></td>
<td>Effect of Fellows as Medical Educators (FAME) Curriculum on Pediatric Subspecialty Fellow Teaching Skills</td>
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<td>K. Ang, P. Weiss</td>
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<td>Yale School of Medicine</td>
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**ORAL ABSTRACT PRESENTATION IV B**

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<tr>
<td>3:30 - 4:45pm</td>
<td><strong>Across the Continuum: Professionalism</strong></td>
<td>201 East MET</td>
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<td><strong>Oral Abstract Presentation 28</strong></td>
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<td></td>
<td>The National Resident Matching Program Code of Conduct: What is the Degree of Compliance During the Urology Match Process?</td>
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<td>E. Sebesta, M. Lipsky, M. Nunez, K. Cooper, G. Badalato</td>
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<td></td>
<td>Columbia University College of Physicians and Surgeons</td>
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<td></td>
<td><strong>Oral Abstract Presentation 29</strong></td>
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<tr>
<td>Medical Students Perception of Behaviors in the Clinical Learning Environment Evolve with Increasing Clinical Exposure</td>
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<tr>
<td>H. Fleit, W. Lu, D. M. Olvet, L. Chandran</td>
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<tr>
<td>Stony Brook University School of Medicine</td>
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</table>

**Oral Abstract Presentation 30**

**Building Medical Student Empathy and Reflection through a Medical Student-Led Debrief of Patients Hospitalization Experiences**


1. Children's National Medical Center, 2. Stanford University School of Medicine, 3. University of Kansas School of Medicine, 4. UCSF School of Medicine, 5. George Washington University School of Medicine and Health Sciences

**Oral Abstract Presentation 31**

**Intersections between Perceptions/Mechanisms of Academic Integrity and Professional Identity Formation**

S. Dathatri, H. Park, A. Swan Sein

Columbia University College of Physicians and Surgeons

### WORKSHOPS IV

<table>
<thead>
<tr>
<th>3:30 - 4:45pm</th>
<th>Workshop 13</th>
<th>Creating and Debriefing Simulations that Link the Basic Sciences, Clinical Sciences, and Actual Practice</th>
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</thead>
<tbody>
<tr>
<td>3:30 - 4:45pm</td>
<td>Workshop 14</td>
<td>Ending on a High Note: Application of the 4 Component Instructional Design methodology to UME curriculum development for patient documentation in the Core EPA era</td>
</tr>
<tr>
<td>3:30 - 4:45pm</td>
<td>Workshop 15</td>
<td>Expanding Faculty Development Programs by Nurturing Communities of Practice</td>
</tr>
<tr>
<td>3:30 - 4:45pm</td>
<td>Workshop 16</td>
<td>Writing a successful grant proposal: perspectives from the NEGEA collaborative grant program</td>
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</table>

W104

W105

W106

100/101
**SMALL GROUP DISCUSSIONS**

3:30 – 4:45pm

Small Group Discussion 5

*Admission Isn't Access: Identifying Strengths and Challenges of First-Generation Medical Students to Improve Medical Education for a Diverse Student Body*

1C. Havemann, 1R. Russell, 2R. Marcellon, 2F. Huerto, 1K. Lomis, 2H. Mason

1Vanderbilt University School of Medicine, 2Albany Medical College

**STUDENT RESIDENT TRACK**

3:30 – 4:45pm

❖ *Student & Resident Speed Mentoring Session*

Network with leaders in medical education throughout the region in this exciting speed-mentoring event. In quick ten-minute sessions, you will have the opportunity to ask questions ranging from career advice to seeking out advice about challenges in your own medical education projects.

**SPECIAL EVENT**

5:00 – 7:00pm

*Osler Society Special Event*

Please join us at 5:00pm for a reception followed by a concert by The Unforgettables chorus from 5:30-6:15pm. The chorus is comprised of individuals with dementia and their caregivers. The group started as a research project in 2011 at NYU with Dr. Mary Mittleman, and has since become an independent group that performs frequently. During and after the event, browse an art exhibit featuring artwork created by individuals with dementia and their caregivers, courtesy of Arts & Minds. Experience how music and art can tap into cognition, emotion and memory, allowing individuals with dementia to reclaim their sense of self and interact with their loved ones and the community in a meaningful way. Cocktails and hors d’oeuvres will be served until 7:00pm to allow you to enjoy the art exhibit and time with colleagues.

*The reception and concert are open to all conference attendees.*

**SATURDAY APRIL 28, 2018**

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:00am - 2:00pm</td>
<td>Registration/ Information Desk</td>
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<tr>
<td>7:00 - 8:00am</td>
<td>Breakfast and Networking</td>
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</table>
### NEGEA Connect Table:
For new attendees or those want more information about NEGEA

### MESRE Consultations:
For anyone working on a medical education research project who would like to discuss methodology, dissemination, venues for publication, or potential mentoring opportunities.

## CONCURRENT SESSIONS V
### ORAL ABSTRACT PRESENTATION V A

**8:00 - 9:15am**

**Clinical Teaching Across the Continuum**

**Oral Abstract Presentation 32**
*Multi-Phased Pilot of a Workplace Based Assessment for the Oral Presentation Entrustable Professional Activity During the Core Pediatric Clerkship*
S. Sagalowsky, M. Catallozzi, S. Quiah, J. Amiel
Columbia University College of Physicians and Surgeons

**Oral Abstract Presentation 33**
*Modeling Integration: Co-teaching Basic Sciences and Clinical Medicine in the Classroom*
J. Willey, Y. S. Lim, T. Kwiatkowski
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

**Oral Abstract Presentation 34**
*Beyond the Medicine SubInternship: Six Years of Experience with an Advanced Hospitalist Elective*
Weill Cornell Medical College

**Oral Abstract Presentation 35**
*Emergency Medical Technician certification in UME: Long Term Impact*
Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
### ORAL ABSTRACT PRESENTATION VB

**Assessment Across the Continuum**

**Oral Abstract Presentation 36**  
*Internal, external and self-evaluation of the performance readiness of postgraduate trainees*  
A. Lee, H. L. Copeland, R. Lebeau  
Rutgers, Robert Wood Johnson Medical School

**Oral Abstract Presentation 37**  
*Correlations of NBME Basic Science Subject Exams & Step 1 Scores Among Medical Student Subgroups*  
1M. Tsoi, 2S. Oancea, 3K. Petersen, 4F. Juster, 4G. Ayala, 4K. Petersen  
1New York Medical College, 2University of North Dakota School of Medicine and Health Sciences, 3New York University Courant Institute of Mathematical Sciences

**Oral Abstract Presentation 38**  
*Using MMI Comments for Medical School Admissions Decision Making*  
Albany Medical College

**Oral Abstract Presentation 39**  
*Revising an Assessment System to Improve Student Long-term Learning*  
A. Swan Sein, S. Martinez, J. Amiel  
Columbia University College of Physicians and Surgeons

### ORAL ABSTRACT PRESENTATION VC

**UME: Cultural responsiveness and humility**

**Oral Abstract Presentation 40**  
*Understanding what we say: varying cultural competency amongst faculty evaluators*  
1L. Gulbas, 2C. Collins, 3H. Ryder  
1University of Texas, Austin, Geisel School of Medicine at Dartmouth, 2Cleveland State University, 3Geisel School of Medicine at Dartmouth

**Oral Abstract Presentation 41**  
*Strategy for assessing need and developing a topical curricular thread addressing sexual and gender minority health*  
J. Encandela, N. Sitkin Zelin, M. Solotke, M. Schwartz  
Yale School of Medicine
ORAL ABSTRACT PRESENTATION 42
A Student Affairs Podcast for Medical Students as a Novel Tool for Communication and Education
N. Frayha, D. Parker
University of Maryland School of Medicine

ORAL ABSTRACT PRESENTATION 43
Assessing Collaborative Community Health Projects from the Community Partner Perspective
E. Kuchinski, J. Townsend, C. Bevvino-Ring, A. Guillorn, A. Kardys
Geisinger Commonwealth School of Medicine

WORKSHOPS V

8:00 - 9:15am

Workshop 17
Never Too Busy: Micro-Teaching in 30 Seconds and 2 Minutes
F. Wang
Perelman School of Medicine at the University of Pennsylvania

8:00 - 9:15am

Workshop 18
Motivating a Shift in Clinical Culture with a 4-Year Longitudinal 'Addressing Substance Use' Curriculum: Fostering an Interdisciplinary, Inter-professional Approach in Empowering the Next Generation of Clinicians
1S. Kapoor, 1L. Block, 1J. Morgenstern, 1N. Kwon, 2M. O'Grady, 1E. Pearlman, 1M. Pawelczak, 1T. Ahuja, 1J. Weiner, 1J. Brenner, 1A. Fornari, 1J. Morley, 1A. Soman, 1B. Goldman, 1D. Coletti, 1J. Conigliaro
1Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, 2National Center on Addiction and Substance Abuse

8:00 - 9:15am

Workshop 19
How to Say What Everyone Else is Thinking
1M. Rosenblum, 1G. Luciano, 2J. Jacob, 3M. Picchioni, 3R. Blanchard
1Mercy Medical Center, 2Albany Medical Center, 3Baystate Health

8:00 - 9:15am

Workshop 20
When Student Words Hurt: Helping Faculty Respond and Move Forward Constructively
1H. Chen, 2S. Oza, 3D. Torre
1Georgetown University School of Medicine, 2Albert Einstein College of Medicine, 3Uniformed Services University of the Health Sciences

9:30 - 10:30am

Plenary Session III
Eric Holmboe, MD
Realizing the Promise of Competency-Based
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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10:30 - 11:30am</td>
<td>AAMC Leadership Education and Development (LEAD) in the NEGEA Graduation</td>
<td>165F Café</td>
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<td>NEGEA Business Meeting</td>
<td>W200 Executive</td>
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<td>W165 West MET Lounge</td>
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<td>11:45am - 1:00pm</td>
<td><strong>Workshop 21</strong> Direct Observation of Learners: A Guide for Faculty and Program Leaders Across the Continuum</td>
<td>W104</td>
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<td>A. Fornari, E. Pearlman, J. Young</td>
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<td>Donald and Barbara Zucker School of Medicine At Hofstra/Northwell</td>
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<td>11:45am - 1:00pm</td>
<td><strong>Workshop 22</strong> Creating a Longitudinal Health Equity &amp; Social Justice Curriculum: An Interactive Workshop for Medical Educators</td>
<td>W105</td>
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<td>M. Ayyala, M. Dalla Piazza, M. Padilla-Register, M.Soto-Greene</td>
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<td>Rutgers New Jersey Medical School</td>
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<td>11:45am - 1:00pm</td>
<td><strong>Workshop 23</strong> Using Integrated Illness Scripts to Facilitate Meaningful Transfer of Core Basic Science Understanding into Common Clinical Decision-Making</td>
<td>W106</td>
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<td>L. Fall, B. Wilcox</td>
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<td>1Geisel School of Medicine at Dartmouth, 2Geisinger Commonwealth School of Medicine</td>
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<tr>
<td>11:45am - 1:00pm</td>
<td><strong>Workshop 24</strong> Navigating Learners Through the Murky Waters of #FOAMed</td>
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<td>S. Trivedi, M. Fried, N. Shapiro</td>
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<td>New York University School of Medicine</td>
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<td>11:45am - 1:00pm</td>
<td><strong>Workshop 25</strong> Miles Ahead: Meeting Your Interprofessional Milestones through Ambulatory Curricular Innovation</td>
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<td>J. Ehrlich, E. Leilani Lee, J. Verbsky, A. Chisty, F. Cacace, T. Pulvino, D. Koren, N. Mazzola, D. Coletti</td>
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<td>Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, Lewis Katz School of Medicine at Temple University, St. John’s University College of Pharmacy and Health Sciences</td>
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</tbody>
</table>
## SMALL GROUP DISCUSSIONS

| 11:45am - 1:00pm | **Small Group Discussion 6**  
*Beyond Powerpoint For Free!*  
1A. Yukhayev, 1N. Gabbur, 2M. Haughton, 1L. Robinson  
1Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, 2SUNY Downstate Medical Center | 102 |

## STUDENT / RESIDENT TRACK

| 11:45am – 1:00pm | ✤ **Opportunities for Scholarly Medical Education Work for Students and Residents**  
Learn how to navigate the world of medical education publication while discovering alternative ways to create scholarly work beyond major academic journals. | W200 Executive Conference Room |

## STUDENT / RESIDENT TRACK

| 1:00 - 2:00pm | ✤ **Careers in Medical Education: What’s Available and How do I Get There?**  
How does one become a program director? What does it take to be a Dean? In this panel of experienced medical educators, learn how leaders found success in their medical education-focused careers. Panel members will describe their career paths prior to an open question and answer session. | W200 Executive Conference Room |

## LUNCH

| 1:00 - 2:00 pm | **Boxed Lunch and Networking** | W165 West MET Lounge |

| 2:00 pm | **Conference End Time**  
See you in Philadelphia in 2019 |

## POSTERS

*Finalist for Excellence in Medical Education Poster Award*

### UME - Patient Safety, Quality and IPE

| **P1** | *Preclinical Education About Leadership in Patient Safety & Quality Improvement*  
D. Friedman, S. Soo-Hoo, L. Chen  
Columbia University College of Physicians and Surgeons |

| **P2** | *Increasing Awareness of Screenings to an Underserved Population at a Medical Student Run Clinic*  
S. Gambino, R. Dougherty, C. Crilly, P. Nauka, H. Zylberberg  
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell |
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<th>Institution(s)</th>
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<tr>
<td>P3</td>
<td>Patients As Teachers</td>
<td>G. Alvarez, L. Strano-Paul, W.-H. Lu</td>
<td>Stony Brook University School of Medicine</td>
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<tr>
<td>P4</td>
<td>Utilizing a Surgical Intensive Care Setting for Interprofessional</td>
<td>1D. Aronowitz, 2C. Smith, 1J. Maurer, 1J. Nicastro, 1V. Patel, 1R. Barrera</td>
<td>1Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, 2Stony Brook University School of Pharmacy and Pharmaceutical Sciences</td>
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<td>Education of Healthcare Students</td>
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<td>P5</td>
<td>Talking to Patients about Hope: Transforming Wish into Action</td>
<td>F. Corpodean, B. Blatt</td>
<td>George Washington University School of Medicine and Health Sciences</td>
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<tr>
<td>P6</td>
<td>Using Mobile Telemedicine to Enhance Patient Care</td>
<td>N. Gabbur, B. Goldman</td>
<td>Hofstra Northwell Donald and Barbara Zucker School of Medicine at Hofstra University</td>
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<tr>
<td>P7</td>
<td>A Resident as Teacher program designed by Medical Education</td>
<td>T. Weiss, A. Jonokuchi, J. K. Oh</td>
<td>SUNY Downstate</td>
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<td>Pathway Medical Students: Educating our Educators</td>
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<tr>
<td>P8</td>
<td>Towards Standardization of Pulmonary and Critical Care Ultrasound</td>
<td>W. Alam, S. Ahmad</td>
<td>Stony Brook University School of Medicine</td>
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<td>Education</td>
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<td>P9</td>
<td>Simulation and Teaching Suicide Prevention in Primary Care Residency</td>
<td>T. Delaney, D. Lopez, S. Maruti</td>
<td>University of Vermont Larner College of Medicine</td>
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<tr>
<td></td>
<td>Programs: A Scoping Review</td>
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<tr>
<td>P10</td>
<td>Data Dashboards to the Rescue: Evaluating and Supporting GME Training</td>
<td>1S. Quiah, 1H. Park, 1F. Garcia, 1S. Dathatri, 2B. Richards</td>
<td>1Columbia University College of Physicians and Surgeons, 2University of Utah School of Medicine</td>
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</table>
| P11 | Implementation and Usefulness of the Accreditation Council for Graduate Medical Education Milestones System for Urology Resident Evaluation  
E. Sebesta, K. Cooper, G. Badalato  
Columbia University College of Physicians and Surgeons |
E. Sebesta, K. Cooper, G. Badalato  
Columbia University College of Physicians and Surgeons |
| P13 | Improving Gastroenterology Trainee Performance in Endoscopic Hemostasis Techniques Using Cadavers  
M. Whitson, M. Cheung, C. Lee, D. Sejpal  
Donald and Barbara Zucker School of Medicine At Hofstra/Northwell |
| P14 | Pulling Back the Curtain: Education and Reporting on Diagnostic Errors of Physicians in Internal Medicine Training Programs  
T. Wijesekera, L. Sanders, D. Windish  
Yale School of Medicine |

**UME Electives**

| P15 | Narrative perspective and reflective writing: A Longitudinal MS4 Elective in Health Humanities  
A. Fornari  
Donald and Barbara Zucker School of Medicine At Hofstra/Northwell |
| P16 | Development of a Novel Medical Education Elective for 4th Year Medical Students  
C. Melovitz-Vasan, K. Behling  
Cooper Medical School of Rowan University |
| P17 | Evaluating the Impact of a Law and Medicine Course Using Concept Maps  
Stony Brook University School of Medicine |
| P18 | A Novel Transitions of Care and Discharge Planning Workshop for Senior Medical Students  
A. Grajny, J. Lee  
Albany Medical College |
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<tr>
<td>P19</td>
<td>Implementing a Longitudinal Physician Leadership Program through Partnership with a Health System</td>
<td>T. Jordan, J. Brenner, S. Abrahams, B. Ingram, A. Liu</td>
<td>Donald and Barbara Zucker School of Medicine At Hofstra/Northwell</td>
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<td>P20</td>
<td>Educating Medical Students to Become Great Teachers: A Longitudinal MS4 Medical Student as Teacher Elective (MST)</td>
<td>E. Schlegel, A. Fornari, M. Cassara</td>
<td>Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</td>
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<td>P21</td>
<td>Roadmap to Success: Conceptualizing Faculty Development for Basic Science Faculty</td>
<td>E. Schlegel, L. Ma</td>
<td>Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</td>
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<td>P22</td>
<td>Profile of Todays Dual-Degree Physicians: Influencing Factors and Attitudes</td>
<td>J. Coury, D. Cannone, M. Svrakic</td>
<td>Donald and Barbara Zucker School of Medicine At Hofstra/Northwell</td>
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<td>P23</td>
<td>A qualitative study on how academic faculty learn to be teachers and barriers to teaching trainees</td>
<td>J. Guest, K. Ang, P. Weiss, E. Colson, J. Encandela</td>
<td>Yale School of Medicine</td>
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<td>P24</td>
<td>Developing a mentoring model that aligns clinical departments with a School of Medicine Faculty Council and Office of Faculty Affairs</td>
<td>A. Fornari, A. Ellis, J. Mieres, J. Pellerito</td>
<td>Donald and Barbara Zucker School of Medicine At Hofstra/Northwell</td>
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<td>P25</td>
<td>The Formation of a New Academy of Medical Educators at a New Medical School</td>
<td>W. Steller, A. Fornari, D. Elkowitz</td>
<td>Donald and Barbara Zucker School of Medicine At Hofstra/Northwell</td>
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