



**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 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 Unforgettables 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

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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.

Credit Designation:

Northwell Health designates this **live** activity for a maximum of **11 AMA PRA Category 1 CreditsTM**. 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

CME Faculty Disclosures:

Northwell Health adheres to the ACCME's Standards for Commercial Support. Any individuals in a position to control the content of a CME activity, including faculty, planners, reviewers or others are required to disclose all relevant financial relationships with commercial interests. All relevant conflicts of interest will be resolved prior to the commencement of the activity.

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).

PLENARY SESSION 3



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.

THURSDAY APRIL 26, 2018		
Time	Event	Location
7:30am-8:00pm	Registration/ Information Desk	W165 Lobby
9:00am-12:00pm	Medical Education Research Certificate (MERC) - Workshop I Questionnaire Design and Survey Research Facilitator: Janet Hafler, EdD (separate registration)	100
1:00 - 4:00pm	Medical Education Research Certificate (MERC) - Workshop II Scholarly Writing Facilitator: Katie Huggett, EdD (separate registration)	100
2:00 - 4:30pm	NEGEA Steering Committee Meeting (Closed Session)	W200 Executive Conference Room
3:00 - 5:00pm	Poster Presenters Mount Posters for Display	W165 Gallery W165 West MET Lounge

4:00 – 5:00pm	Refreshments & Networking	W165 Gallery and W165 West MET Lounge
5:00 - 6:15pm	<p align="center">Welcome & Dean's Remarks</p> <p align="center">Plenary Session I</p> <p align="center">David Acosta, MD</p> <p align="center"><i>Bridging the Cultural Divide to Emerge as Equity-Minded Academic Health Centers</i></p> <p align="center">Additional Seating is available in W104</p>	W134 West MET
6:15 – 6:30pm	<p align="center">AAMC Updates</p> <p align="center">Katherine McOwen, MEd</p> <p align="center">Director of Educational Affairs Association of American Medical Colleges</p>	W134 West MET
6:30 – 6:45pm	NEGEA Steering Committee Awards	W134 West MET
6:45 - 8:15pm	Poster Session and Reception	W165 Gallery W165 West MET Lounge 165 East Lounge

FRIDAY APRIL 27, 2018		
Time	Event	Location
7:00am - 5:00pm	Registration/ Information Desk	W165 Lobby
7:00 - 8:00am	<p>Breakfast and Networking</p> <p>NEGEA Connect Table: For new attendees or those want more information about NEGEA</p>	W165 West MET Lounge W165 Lobby (Across from Donor Wall)

	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.	144
8:00 - 9:15am	<p style="text-align: center;">Plenary Session II Rita Charon, MD, PhD <i>Radical Listening to Self and Other: Narratives toward Health</i></p> <p style="text-align: center;">Poster Awards</p> <p style="text-align: center;">Additional Seating is available in W104</p>	W134 West MET
9:15 – 9:30am	Break and Travel Time	

CONCURRENT SESSION I		
ORAL ABSTRACT PRESENTATION IA		
9:30 – 10:45am	<p style="text-align: center;">Across the Continuum: Entrustment and Competencies</p> <p style="text-align: center;">Oral Abstract Presentation 1 <i>Are Mid-Year Faculty Milestones Evaluations Predictive of Resident Performance on Urology In-Service Examination?</i> <u>E. Sebesta</u>, K. Cooper, G. Badalato Columbia University College of Physicians and Surgeons</p> <p style="text-align: center;">Oral Abstract Presentation 2 <i>Can Entrustable Professional Activities be Assessed in a Simulation Environment? A mixed methods study</i> ¹<u>K. Gielissen</u>, ²T. Moadel, ¹A. Wong ¹Yale School of Medicine, ²Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</p> <p style="text-align: center;">Oral Abstract Presentation 3 <i>Incoming Interns Perceived Preparedness for Core Entrustable Professional Activities</i> <u>E. Pearlman</u>, M. Pawelczak, A. Yacht, J. Bird, G. Farina Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</p> <p style="text-align: center;">Oral Abstract Presentation 4 <i>Developing Subspecialty Specific Entrustable Professional Activities Through a Double Delphi Process</i> <u>M. Sheth</u>, A. Fornari Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</p>	W134 West MET
ORAL ABSTRACT PRESENTATION IB		
9:30 – 10:45am	Healthcare Disparities	100/101

	<p style="text-align: center;"><u>Oral Abstract Presentation 5</u></p> <p><i>The Path to Medical School: Does First-Generation Status Matter?</i> ¹H. Mason, ¹A. Ata, ²D. Andriole, ²D. Jeffe ¹Albany Medical College, ²Washington University School of Medicine</p> <p style="text-align: center;"><u>Oral Abstract Presentation 6</u></p> <p><i>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</i> B. Ahmed, A. Diggs, C. Roman, C. Boutin-Foster State University of New York Downstate Medical Center College of Medicine</p> <p style="text-align: center;"><u>Oral Abstract Presentation 7</u></p> <p><i>Harlem Public Health Commute: Developing an Online Public Health Curriculum for Medical Students</i> S. Godfrey, K. Nickerson, J. Amiel, B0 Lebwohl Columbia University College of Physicians and Surgeons</p> <p style="text-align: center;"><u>Oral Abstract Presentation 8</u></p> <p><i>The Beyond the Books Program: Improving Medical Student Attitudes Toward the Underserved</i> A. Briggs, S. Wang, S. Bhowmik, J. Wasag, R. Pinto-Powell Geisel School of Medicine at Dartmouth</p>	
WORKSHOPS		
9:30 – 10:45am	<p style="text-align: center;"><u>Workshop 1</u></p> <p><i>Helping students to maximize learning from the assessment process</i> ¹A.Swan Sein, ²H. Rashid, ³J. Meka, ⁴W. Pluta ¹Columbia University College of Physicians and Surgeons, ²Rutgers, Robert Wood Johnson Medical School, ³Penn State Hershey College of Medicine, ⁴Carle Illinois College of Medicine</p>	W104
9:30 – 10:45am	<p style="text-align: center;"><u>Workshop 2</u></p> <p><i>Using small group facilitation to enhance basic science- clinical science integration</i> L. Kaplan, K. Lin, D. Schwartz, D. Karras, R. Sullivan, B. Buttarro, G. Sterling Lewis Katz School of Medicine at Temple University</p>	W105
9:30 – 10:45am	<p style="text-align: center;"><u>Workshop 3</u></p> <p><i>How we successfully flipped our Multiple Mini Interviewer Training</i> R. Barlow, L. Greene, C. Jewkes, L. McElhinney, J. Gallant, C. Nicholas University of Vermont Larner College of Medicine</p>	W106
9:30 – 10:45am	<p style="text-align: center;"><u>Workshop 4</u></p> <p><i>Setting goals for life-long learning: how self-determination theory can inform goal-setting conversations with learners</i> S. Oza, F. Milan, P. Joo Albert Einstein College of Medicine</p>	102

SMALL GROUP DISCUSSIONS		
9:30 – 10:45am	<p align="center"><u>Small Group Discussion 1</u></p> <p><i>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.</i></p> <p>S. Mann, K. Huggett, M. Davidson, T. McNamara University of Vermont Larner College of Medicine</p>	W200 Executive Conference Room

CONCURRENT SESSION II		
ORAL ABSTRACT PRESENTATION II A		
11:00 - 12:15pm	<p align="center">UME: Clinical Skills</p> <p align="center"><u>Oral Abstract Presentation 9</u></p> <p><i>Can We Predict Step 2 CS Performance? Exploring the Relationship between Assessment Data and Step 2 CS Performance</i></p> <p>J. Bird, J. Brenner, M. Barilla-Labarca, M. Pawelczak, J. Willey Donald and Barbara Zucker School of Medicine At Hofstra/Northwell</p> <p align="center"><u>Oral Abstract Presentation 10</u></p> <p><i>A Structured Approach to Communication and Interpersonal Skills Remediation</i></p> <p>B. Forsyth, T. Sommer, R. Soriano Icahn School of Medicine at Mount Sinai</p> <p align="center"><u>Oral Abstract Presentation 11</u></p> <p><i>Self-recorded Videos to Teach and Assess Competency in Oral Presentation of a Clinical Encounter Across the Pre-Clerkship Continuum</i></p> <p>S. Chen, D. Cennimo, A. Tentler, K. Harris, C. Traba, S. Lamba Rutgers New Jersey Medical School</p> <p align="center"><u>Oral Abstract Presentation 12</u></p> <p><i>Exploring Standardized Patients Perspectives on Working with Medical Students</i></p> <p>S. Starr, M. Plack, K. Lewis, B. Blatt George Washington University School of Medicine and Health Sciences</p>	W134 West MET

ORAL ABSTRACT PRESENTATION II B		
11:00 - 12:15pm	<p align="center">GME: Curricular Innovations</p> <p align="center"><u>Oral Abstract Presentation 13</u></p>	100/101

	<p><i>Modernizing Clinical Ethics Curricula: A New Approach to Ancient Principles</i> <u>J. Rubin</u>, S. Chandra, K. Prager Columbia University Medical Center</p> <p style="text-align: center;"><u>Oral Abstract Presentation 14</u></p> <p><i>Effectiveness of an Acute Sexual Assault Curriculum for Emergency Medicine Residents</i> ¹R. Barron, ²T. Kamine, ¹A. McGregor ¹Alpert Medical School of Brown University, ²Brigham and Women's Hospital</p> <p style="text-align: center;"><u>Oral Abstract Presentation 15</u></p> <p><i>Preparing Medicine Interns for their first day: A Pre-Internship Boot Camp Curriculum</i> <u>M. Kladney</u>, M. Fattouh, L. Shapiro Albert Einstein College of Medicine</p> <p style="text-align: center;"><u>Oral Abstract Presentation 16</u></p> <p><i>The Role of Morning Report in Internal Medicine Training: A Multi-Site Qualitative Study</i> ¹S. Elisseou, ²Y. Yang, ²A. Bekui, ²S. Holt ¹The Warren Alpert Medical School of Brown University, ²Yale School of Medicine</p>	
WORKSHOPS II		
11:00 – 12:15pm	<p style="text-align: center;"><u>Workshop 5</u></p> <p><i>Taking your Teaching to the Next Level: Publishing Teaching Innovations in Medical Education in MedEdPORTAL and Academic Medicine</i> M. Blanco, G. March Cohen, A. Fornari Association of American Medical Colleges</p>	W104
11:00 – 12:15pm	<p style="text-align: center;"><u>Workshop 6</u></p> <p><i>Cultivating Joy and Meaning in Patient Care</i> 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</p>	W105
11:00 – 12:15pm	<p style="text-align: center;"><u>Workshop 7</u></p> <p><i>Residency Wellness: Changing Culture through Experiential Learning</i> M. Horlick, P. Cocks, L. Miller, B. Porter, S. Zabar NYU School of Medicine</p>	W106
11:00 – 12:15pm	<p style="text-align: center;"><u>Workshop 8</u></p> <p><i>Improving multiple choice examinations with item analysis</i> M. Green Yale School of Medicine</p>	102
SMALL GROUP DISCUSSIONS		

	<p>achieving learning moments with either curricular or co-curricular efforts and approaching learning using artifacts, prompts and shared dialogue.</p> <p><i>Librarians in Medical Education (LiME)</i> 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.</p> <p><i>Medical Education Learning Specialists (MELS)</i> 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.</p>	<p>144</p> <p>W231 Classroom</p>
SECTION MEETINGS		
1:15 – 1:45pm	<p>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.</p> <p>Undergraduate Medical Education (UGME)</p> <p>Graduate Medical Education (GME)</p> <p>Continuing Professional Development (CPD)</p> <p>Medical Education Research Scholarship and Evaluation (MESRE)</p>	<p>W232 Classroom</p> <p>W233 Classroom</p> <p>W234 Classroom</p> <p>W235 Classroom</p>
STUDENT/RESIDENT TRACK		
1:15 – 1:45pm	<p>❖ <i>How to Give and Receive Feedback as a Physician-in-Training</i></p> <p>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

CONCURRENT SESSION III		
ORAL ABSTRACT PRESENTATION III A		
2:00 - 3:15pm	<p>Interprofessional education</p> <p><u>Oral Abstract Presentation 17</u> <i>BERST Academy Base Camp: Teaching passion and motivation through an innovative interprofessional teaching workshop</i> <u>R. Blanchard</u>, R. Shaaban, A. Sweeney, R. Belforti, M. Tuomi, K. Hinchey Baystate Health</p> <p><u>Oral Abstract Presentation 18</u> <i>Inter-rater Reliability of a Scale to Assess Interprofessional Collaboration and Teamwork</i> ¹R. Jones, ²E. Lehembre-Shiah, ¹D. Olvet, ¹R. Iuli, ³E. Luebbbers, ³K. Papp, ²R. Ovitsh, ¹L. Chandran ¹Stony Brook University School of Medicine, ²SUNY Downstate Medical Center, ³Case Western Reserve University School of Medicine</p> <p><u>Oral Abstract Presentation 19</u> <i>Interprofessional Education in the preclinical years at Temple University, report of initial outcomes</i> <u>L. Kaplan</u>, G. Sterling, M. Sinnott, R. Vernon, S. Santalucia, C. Idahosa, S. Spadone, P. DiGiacomo, S. Gresko, I. Calligaro, M. Rotz, D. Reifler, T. Reed Lewis Katz School of Medicine at Temple University</p> <p><u>Oral Abstract Presentation 20</u> <i>Interprofessional Approach Enhances Social Determinants of Health Education</i> <u>M. Kelly</u>, A. Nofziger, S. Peyre University of Rochester School of Medicine and Dentistry</p>	<p>W134 West MET</p>
ORAL ABSTRACT PRESENTATION III B		
2:00 – 3:15pm	<p>Learner Well-being</p> <p><u>Oral Abstract Presentation 21</u> <i>Surgeon Burnout: Implementation of a wellness curriculum to support general surgery residents a preliminary assessment</i> <u>A. Patel</u>, L. DeCaporale-Ryan, M. Privitera, C. Cellini University of Rochester School of Medicine and Dentistry</p> <p><u>Oral Abstract Presentation 22</u> <i>Effect of Perceived Emergency Medicine Attending Wellness on Resident Job Selection</i> <u>L. Patti</u>, J. Bucher, R. Riggs, G. Wei, C. Bryczkowski, M. Chin, J. McCoy, B. Lewis, P. Ohman-Strickland Rutgers, Robert Wood Johnson Medical School</p>	<p>201 East MET</p>

	<u>Oral Abstract Presentation 23</u> <i>Burnt Out From the Beginning: Burnout of students in their first three years at a new medical school</i> A. Erbella, R. Feinn, J. Rockfeld The Frank H. Netter MD School of Medicine	
WORKSHOPS III		
2:00 – 3:15pm	<u>Workshop 9</u> <i>Leading by Example: Educators as Listeners</i> ¹ J. Beatty-Chadha, ² H. Rashid, ³ A. Swan Sein, ⁴ W. Pluta ¹ Pennsylvania State University College of Medicine, ² Rutgers, Robert Wood Johnson Medical School, ³ Columbia University College of Physicians and Surgeons, ⁴ Carle Illinois College of Medicine	W104
2:00 – 3:15pm	<u>Workshop 10</u> <i>Making it Memorable AND Relevant: Maximizing the Power of the Arts in Medical Education</i> ¹ C. Wu, ² P. Haidet ¹ Boston University School of Medicine, ² Pennsylvania State University College of Medicine	W105
2:00 – 3:15pm	<u>Workshop 11</u> <i>Core EPA 'Toolkits' to Foster Successful Implementation of the EPAs in UME</i> ¹ B. Barron, ¹ J. Amiel, ² P. Cocks, ³ M. Green ¹ Columbia University College of Physicians and Surgeons, ² New York University Medical School, ³ Yale School of Medicine	W106
2:00 – 3:15pm	<u>Workshop 12</u> <i>Career Advising in a Changing Medical Education Landscape</i> ¹ L. Thomas, ² G. Farina, ³ K. Jubanyik, ¹ K. Pham, ² R. Kanner, ¹ R. Zucconi ¹ Frank H. Netter MD School of Medicine at Quinnipiac University, ² Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, ³ Yale School of Medicine	100/101
SMALL GROUP DISCUSSION		
2:00 – 3:15pm	<u>Small Group Discussion 4</u> <i>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</i> ¹ B. Blatt, ² D. Gowda, ³ R. Silvestri, ⁴ L. Kosowicz, ⁵ R. Yudkowsky, ⁵ A. Khan, ⁵ A. Gangopadhyaya, ⁵ D. Lorens ¹ George Washington University School of Medicine and Health Sciences, ² Columbia University College of Physicians and Surgeons, ³ Harvard University School of Medicine, ⁴ University of Connecticut School of Medicine, ⁵ University of Illinois at Chicago College of Medicine	102
LEAD		

2:00 – 3:15pm	<p>AAMC Leadership Education and Development (LEAD) Applied Leadership Focus Presentations</p> <p>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</p>	W200 Executive Conference Room
CONCURRENT SESSIONS IV		
ORAL ABSTRACT PRESENTATION IV A		
3:30 - 4:45pm	<p style="text-align: center;">Faculty Development</p> <p style="text-align: center;"><u>Oral Abstract Presentation 24</u> <i>The NYU Winthrop Faculty Scholars Program: Embracing Life Long Learning</i> <u>J. Nonailhada</u>¹, <u>B. Nicolas</u>² ¹Stony Brook University School of Medicine, ²NYU Winthrop Hospital</p> <p style="text-align: center;"><u>Oral Abstract Presentation 25</u> <i>Personal and Contextual Factors which Shape Career Inflection Points: An exploratory Qualitative Study at 4 Institutions</i> <u>J. Mehta</u>¹, <u>D. Balmer</u>² ¹Perelman School of Medicine at the University of Pennsylvania, ²The Children's Hospital of Philadelphia</p> <p style="text-align: center;"><u>Oral Abstract Presentation 26</u> <i>The Value of Feedback From a Credible Source: Faculty Observations of Medical Students Learning How to Teach</i> <u>J. Beatty-Chadha</u>, <u>T. Whitcomb</u>, <u>P. Ritesh</u> Pennsylvania State University College of Medicine</p> <p style="text-align: center;"><u>Oral Abstract Presentation 27</u> <i>Effect of Fellows as Medical Educators (FAME) Curriculum on Pediatric Subspecialty Fellow Teaching Skills</i> <u>K. Ang</u>, <u>P. Weiss</u> Yale School of Medicine</p>	W134 West MET
ORAL ABSTRACT PRESENTATION IV B		
3:30 - 4:45pm	<p style="text-align: center;">Across the Continuum: Professionalism</p> <p style="text-align: center;"><u>Oral Abstract Presentation 28</u> <i>The National Resident Matching Program Code of Conduct: What is the Degree of Compliance During the Urology Match Process?</i> <u>E. Sebesta</u>, <u>M. Lipsky</u>, <u>M. Nunez</u>, <u>K. Cooper</u>, <u>G. Badalato</u> Columbia University College of Physicians and Surgeons</p> <p style="text-align: center;"><u>Oral Abstract Presentation 29</u></p>	201 East MET

	<p><i>Medical Students Perception of Behaviors in the Clinical Learning Environment Evolve with Increasing Clinical Exposure</i> <u>H. Fleit</u>, W. Lu, D. M. Olvet, L. Chandran Stony Brook University School of Medicine</p> <p style="text-align: center;"><u>Oral Abstract Presentation 30</u></p> <p><i>Building Medical Student Empathy and Reflection through a Medical Student-Led Debrief of Patients Hospitalization Experiences</i> ¹I. Chua, ²A. Bogetz, ¹M. Ottolini, ³M. Lineberry, ⁴M. Long, ⁵R. Holbreich, ⁵T. Kind, ¹P. Bhansali ¹Children's National Medical Center, ²Stanford University School of Medicine, ³University of Kansas School of Medicine, ⁴UCSF School of Medicine, ⁵George Washington University School of Medicine and Health Sciences</p> <p style="text-align: center;"><u>Oral Abstract Presentation 31</u></p> <p><i>Intersections between Perceptions/Mechanisms of Academic Integrity and Professional Identity Formation</i> <u>S. Dathatri</u>, H. Park, A. Swan Sein Columbia University College of Physicians and Surgeons</p>	
WORKSHOPS IV		
3:30 - 4:45pm	<p style="text-align: center;"><u>Workshop 13</u></p> <p><i>Creating and Debriefing Simulations that Link the Basic Sciences, Clinical Sciences, and Actual Practice</i> M. Cassara, J. Willey, S. Ginzburg, J. Brenner, T. Kwiatkowski, W. Rennie Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</p>	W104
3:30 - 4:45pm	<p style="text-align: center;"><u>Workshop 14</u></p> <p><i>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</i> ¹T. Cassese, ²R. Ovitsh, ¹J. Rockfeld, ³D. Gowda ¹Frank H. Netter MD School of Medicine at Quinnipiac University, ²SUNY Downstate College of Medicine, ³Columbia University College of Physicians and Surgeons</p>	W105
3:30 - 4:45pm	<p style="text-align: center;"><u>Workshop 15</u></p> <p><i>Expanding Faculty Development Programs by Nurturing Communities of Practice</i> ¹A. Fornari, ²M. Blanco, ³J. Shapiro, ⁴R. Blanchard ¹Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, ²Tufts University School of Medicine, ³University of Rochester School of Medicine, ⁴University of Massachusetts School of Medicine</p>	W106
3:30 - 4:45pm	<p style="text-align: center;"><u>Workshop 16</u></p> <p><i>Writing a successful grant proposal: perspectives from the NEGEA collaborative grant program</i></p>	100/101

	¹ S.Rougas, ² K. Huggett, ³ A. Swan Sein ¹ Alpert Medical School of Brown University, ² The University of Vermont Larner College of Medicine, ³ Columbia University College of Physicians and Surgeons	
SMALL GROUP DISCUSSIONS		
3:30 – 4:45pm	Small Group Discussion 5 <i>Admission Isn't Access: Identifying Strengths and Challenges of First-Generation Medical Students to Improve Medical Education for a Diverse Student Body</i> ¹ C. Havemann, ¹ R. Russell, ² R. Marcellon, ² F. Huertero, ¹ K. Lomis, ² H. Mason ¹ Vanderbilt University School of Medicine, ² Albany Medical College	102
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.	165F Café
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. <i>The reception and concert are open to all conference attendees.</i>	W165 West MET Lounge

SATURDAY APRIL 28, 2018		
	Event	Location
7:00am - 2:00pm	Registration/ Information Desk	W165 Lobby
7:00 - 8:00am	Breakfast and Networking	W165 West MET Lounge

	<p>NEGEA Connect Table: For new attendees or those want more information about NEGEA</p> <p>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.</p>	<p>W165 Lobby</p> <p>144</p>
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CONCURRENT SESSIONS V

ORAL ABSTRACT PRESENTATION V A

<p>8:00 - 9:15am</p>	<p align="center">Clinical Teaching Across the Continuum</p> <p align="center"><u>Oral Abstract Presentation 32</u> <i>Multi-Phased Pilot of a Workplace Based Assessment for the Oral Presentation Entrustable Professional Activity During the Core Pediatric Clerkship</i> <u>S. Sagalowsky</u>, M. Catalozzi, S.Quiah, J.Amiel Columbia University College of Physicians and Surgeons</p> <p align="center"><u>Oral Abstract Presentation 33</u> <i>Modeling Integration: Co-teaching Basic Sciences and Clinical Medicine in the Classroom</i> <u>J. Willey</u>, Y. S. Lim, T. Kwiatkowski Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</p> <p align="center"><u>Oral Abstract Presentation 34</u> <i>Beyond the Medicine SubInternship: Six Years of Experience with an Advanced Hospitalist Elective</i> <u>E. Esquivel</u>, L. Greisman, S. Katz, B. Leppert, A. Vien, A. Tang, A. Baduashvili, T.Cutler, A. Evans Weill Cornell Medical College</p> <p align="center"><u>Oral Abstract Presentation 35</u> <i>Emergency Medical Technician certification in UME: Long Term Impact</i> <u>J.Brenner</u>, T. Kwiatkowski, E. Schlegel, W. Rennie, V. Papasodero, J. Bird, S. Ginzburg, J. Willey Donald and Barbara Zucker School of Medicine At Hofstra/Northwell</p>	<p>W134 West MET</p>
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ORAL ABSTRACT PRESENTATION VB		
8:00 - 9:15am	<p>Assessment Across the Continuum</p> <p><u>Oral Abstract Presentation 36</u> <i>Internal, external and self-evaluation of the performance readiness of postgraduate trainees</i> <u>A. Lee</u>, H. L. Copeland, R. Lebeau Rutgers, Robert Wood Johnson Medical School</p> <p><u>Oral Abstract Presentation 37</u> <i>Correlations of NBME Basic Science Subject Exams & Step 1 Scores Among Medical Student Subgroups</i> ¹M. Tsoi, ²S. Oancea, ³K. ³Petersen, ¹F. Juster, ¹G. Ayala, ¹K. Petersen ¹New York Medical College, ²University of North Dakota School of Medicine and Health Sciences, ³New York University Courant Institute of Mathematical Sciences</p> <p><u>Oral Abstract Presentation 38</u> <i>Using MMI Comments for Medical School Admissions Decision Making</i> <u>R. Khalak</u>, L. Newman, J. Saltanovich, L. Thibodeau, S. McCallum Albany Medical College</p> <p><u>Oral Abstract Presentation 39</u> <i>Revising an Assessment System to Improve Student Long-term Learning</i> <u>A. Swan Sein</u>, S. Martinez, J. Amiel Columbia University College of Physicians and Surgeons</p>	201 East MET
ORAL ABSTRACT PRESENTATION VC		
8:00 - 9:15am	<p>UME: Cultural responsiveness and humility</p> <p><u>Oral Abstract Presentation 40</u> <i>Understanding what we say: varying cultural competency amongst faculty evaluators</i> 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</p> <p><u>Oral Abstract Presentation 41</u> <i>Strategy for assessing need and developing a topical curricular thread addressing sexual and gender minority health</i> <u>J. Encandela</u>, N. Sitkin Zelin, M. Solotke, M. Schwartz Yale School of Medicine</p>	100/101

	<p align="center"><u>Oral Abstract Presentation 42</u> <i>A Student Affairs Podcast for Medical Students as a Novel Tool for Communication and Education</i> <u>N. Frayha</u>, D. Parker University of Maryland School of Medicine</p> <p align="center"><u>Oral Abstract Presentation 43</u> <i>Assessing Collaborative Community Health Projects from the Community Partner Perspective</i> <u>E. Kuchinski</u>, J. Townsend, C. Bevvino-Ring, A. Guillorn, A.Kardys Geisinger Commonwealth School of Medicine</p>	
WORKSHOPS V		
8:00 - 9:15am	<p align="center"><u>Workshop 17</u> <i>Never Too Busy: Micro-Teaching in 30 Seconds and 2 Minutes</i> F. Wang Perelman School of Medicine at the University of Pennsylvania</p>	W104
8:00 - 9:15am	<p align="center"><u>Workshop 18</u> <i>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</i> 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</p>	W105
8:00 - 9:15am	<p align="center"><u>Workshop 19</u> <i>How to Say What Everyone Else is Thinking</i> ¹M. Rosenblum, ¹G. Luciano, ²J. Jacob, ³M. Picchioni, ³R. Blanchard ¹Mercy Medical Center, ²Albany Medical Center, ³Baystate Health</p>	W106
8:00 - 9:15am	<p align="center"><u>Workshop 20</u> <i>When Student Words Hurt: Helping Faculty Respond and Move Forward Constructively</i> ¹H. Chen, ²S. Oza, ³D. Torre ¹Georgetown University School of Medicine, ²Albert Einstein College of Medicine, ³Uniformed Services University of the Health Sciences</p>	102
9:30 - 10:30am	<p align="center">Plenary Session III Eric Holmboe, MD <i>Realizing the Promise of Competency-Based</i></p>	W134 West MET

	<i>Medical Education</i>	
10:30 - 11:30am	AAMC Leadership Education and Development (LEAD) in the NEGEA Graduation NEGEA Business Meeting Oral Abstract Presentation Awards	165F Café W200 Executive Conference Room W165 West MET Lounge
CONCURRENT SESSION VI		
WORKSHOPS VI		
11:45am - 1:00pm	<u>Workshop 21</u> <i>Direct Observation of Learners: A Guide for Faculty and Program Leaders Across the Continuum</i> A. Fornari, E. Pearlman, J. Young Donald and Barbara Zucker School of Medicine At Hofstra/Northwell	W104
11:45am- 1:00pm	<u>Workshop 22</u> <i>Creating a Longitudinal Health Equity & Social Justice Curriculum: An Interactive Workshop for Medical Educators</i> M. Ayyala, M. Dalla Piazza, M. Padilla-Register, M.Soto-Greene Rutgers New Jersey Medical School	W105
11:45am - 1:00pm	<u>Workshop 23</u> <i>Using Integrated Illness Scripts to Facilitate Meaningful Transfer of Core Basic Science Understanding into Common Clinical Decision-Making</i> ¹ L. Fall, ² B. Wilcox ¹ Geisel School of Medicine at Dartmouth, ² Geisinger Commonwealth School of Medicine	W106
11:45am - 1:00pm	<u>Workshop 24</u> <i>Navigating Learners Through the Murky Waters of #FOAMed</i> S. Trivedi, M. Fried, N.Shapiro New York University School of Medicine	100
11:45 am - 1:00pm	<u>Workshop 25</u> <i>Miles Ahead: Meeting Your Interprofessional Milestones through Ambulatory Curricular Innovation</i> ¹ J. Ehrlich, ² E. Leilani Lee, ¹ J. Verbsky, ² A. Chisty, ¹ F. Cacace, ² T. Pulvino, ² D. Koren, ³ N. Mazzola, ¹ D. Coletti ¹ Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, ² Lewis Katz School of Medicine at Temple University, ³ St. John's University College of Pharmacy and Health Sciences	101

SMALL GROUP DISCUSSIONS		
11:45am - 1:00pm	<p align="center"><u>Small Group Discussion 6</u></p> <p><i>Beyond Powerpoint For Free!</i> ¹A. Yukhayevev, ¹N. Gabbur, ²M. Houghton, ¹L. Robinson ¹Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, ²SUNY Downstate Medical Center</p>	102
STUDENT / RESIDENT TRACK		
11:45am – 1:00pm	<p><i>❖ Opportunities for Scholarly Medical Education Work for Students and Residents</i></p> <p>Learn how to navigate the world of medical education publication while discovering alternative ways to create scholarly work beyond major academic journals.</p>	W200 Executive Conference Room
STUDENT / RESIDENT TRACK		
1:00 - 2:00pm	<p><i>❖ Careers in Medical Education: What's Available and How do I Get There?</i></p> <p>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.</p>	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	<p><i>Preclinical Education About Leadership in Patient Safety & Quality Improvement</i> D. Friedman, S. Soo-Hoo, L. Chen Columbia University College of Physicians and Surgeons</p>
P2	<p><i>Increasing Awareness of Screenings to an Underserved Population at a Medical Student Run Clinic</i> S. Gambino, R. Dougherty, C. Crilly, P. Nauka, H. Zylberberg Donald and Barbara Zucker School of Medicine at Hofsta/Northwell</p>

P3	<i>Patients As Teachers</i> G.Alvarez, L. Strano-Paul, W.-H. Lu Stony Brook University School of Medicine
*P4	<i>Utilizing a Surgical Intensive Care Setting for Interprofessional Education of Healthcare Students</i> ¹ D. Aronowitz, ² C. Smith, ¹ J. Maurer, ¹ J. Nicastro, ¹ V. Patel, ¹ R. Barrera ¹ Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, ² Stony Brook University School of Pharmacy and Pharmaceutical Sciences
Graduate Medical Education (GME)	
P5	<i>Talking to Patients about Hope: Transforming Wish into Action</i> F. Corpodean, B. Blatt George Washington University School of Medicine and Health Sciences
P6	<i>Using Mobile Telemedicine to Enhance Patient Care</i> N. Gabbur, B.Goldman Hofstra Northwell Donald and Barbara Zucker School of Medicine at Hofstra University
P7	<i>A Resident as Teacher program designed by Medical Education Pathway Medical Students: Educating our Educators</i> T. Weiss, A. Jonokuchi, J. K. Oh SUNY Downstate
P8	<i>Towards Standardization of Pulmonary and Critical Care Ultrasound Education</i> W. Alam, S. Ahmad Stony Brook University School of Medicine
P9	<i>Simulation and Teaching Suicide Prevention in Primary Care Residency Programs: A Scoping Review</i> T. Delaney, D. Lopez, S. Maruti University of Vermont Larner College of Medicine
P10	<i>Data Dashboards to the Rescue: Evaluating and Supporting GME Training Programs</i> ¹ S. Quiah, ¹ H. Park, ¹ F. Garcia, ¹ S. Dathatri, ² B. Richards ¹ Columbia University College of Physicians and Surgeons, ² University of Utah School of Medicine

P11	<i>Implementation and Usefulness of the Accreditation Council for Graduate Medical Education Milestones System for Urology Resident Evaluation</i> E. Sebesta, K. Cooper, G. Badalato Columbia University College of Physicians and Surgeons
P12	<i>The Accreditation Council for Graduate Medical Education Milestones System for Resident Evaluation: Our 3-Year Experience with Resident Self-Evaluation</i> E. Sebesta, K. Cooper, G. Badalato Columbia University College of Physicians and Surgeons
P13	<i>Improving Gastroenterology Trainee Performance in Endoscopic Hemostasis Techniques Using Cadavers</i> M. Whitson, M. Cheung, C. Lee, D. Sejpal Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
P14	<i>Pulling Back the Curtain: Education and Reporting on Diagnostic Errors of Physicians in Internal Medicine Training Programs</i> T. Wijesekera, L. Sanders, D. Windish Yale School of Medicine
UME Electives	
P15	<i>Narrative perspective and reflective writing: A Longitudinal MS4 Elective in Health Humanities</i> A. Fornari Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
P16	<i>Development of a Novel Medical Education Elective for 4th Year Medical Students</i> C. Melovitz-Vasan, K. Behling Cooper Medical School of Rowan University
P17	<i>Evaluating the Impact of a Law and Medicine Course Using Concept Maps</i> J. Plotnikov, A. Diamond, W-H. Lu Stony Brook University School of Medicine
P18	<i>A Novel Transitions of Care and Discharge Planning Workshop for Senior Medical Students</i> A. Grajny, J. Lee Albany Medical College

P19	<i>Implementing a Longitudinal Physician Leadership Program through Partnership with a Health System</i> T. Jordan, J. Brenner, S. Abrahams, B. Ingram, A. Liu Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
P20	<i>Educating Medical Students to Become Great Teachers: A Longitudinal MS4 Medical Student as Teacher Elective (MST)</i> E. Schlegel, A. Fornari, M. Cassara Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
Continuing Professional Development (CPD)	
P21	<i>Roadmap to Success: Conceptualizing Faculty Development for Basic Science Faculty</i> E. Schlegel, L. Ma Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
P22	<i>Profile of Today's Dual-Degree Physicians: Influencing Factors and Attitudes</i> J. Coury, D. Cannone, M. Svrakic Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
P23	<i>A qualitative study on how academic faculty learn to be teachers and barriers to teaching trainees</i> J. Guest, K. Ang, P. Weiss, E. Colson, J. Encandela Yale School of Medicine
P24	<i>Developing a mentoring model that aligns clinical departments with a School of Medicine Faculty Council and Office of Faculty Affairs</i> A. Fornari, A. Ellis, J. Mieres, J. Pellerito Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
P25	<i>The Formation of a New Academy of Medical Educators at a New Medical School</i> W. Steller, A. Fornari, D. Elkowitz Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
P26	<i>A Simulation-Based Curriculum for the Continuous Professional Development of Emergency Medicine Physicians</i> T. Palmieri, P. Nemes, M. Cassara Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
P27	<i>Development and Implementation of a Novel Quality Improvement Tool for Problem-Based Learning Case Review</i> H. Shah, G. Carrasco, C. Melovitz-Vasan, K. Behling Cooper Medical School of Rowan University

P28	<i>Making Lemonade Out of Lemons: Optimizing Success in the Setting of Imposter Phenomenon in Academic Medicine</i> L.Cardella University of Rochester School of Medicine and Dentistry
P29	<i>Building a MedEd Community of Practice: Moving from an Active Learning Workshop to an Active Learning Culture</i> S.J. Goel, Y.-J. Lee Howard University College of Medicine
P30	<i>Impact of Teaching in a Communication Curriculum on Clinician Burnout</i> G. Goldberg, A. Fornari, J. Weiner Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
UME Preclerkship Clinical Skills	
P31	<i>Teaching Medical Students to Think and Speak Like Doctors: Integration of Communication Skills and Clinical Reasoning into a Case/Problem-based Medical School Curriculum</i> G. Goldberg, S. Ginzburg Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
P32	<i>Evaluating the Effectiveness of a Novel, Trauma-Informed Physical Exam Curriculum for First-Year Medical Students</i> S. Elisseou, S. Puranam, M. Nandi The Warren Alpert Medical School of Brown University
P33	<i>It Takes a Village: A Multidisciplinary Trauma-Informed Care Curriculum for Medical Students</i> M. Shankar, L. Cardella University of Rochester School of Medicine and Dentistry
P34	<i>Trauma Informed Care in Early Medical Education</i> ¹ E. Jessen, ¹ L. Block, ² A. Zenkus, ¹ S. Ginzburg ¹ Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, ² The Safe Center Long Island
P35	<i>Implementing Electronic Medical Record Education into a Preclinical Medical School Curriculum</i> C. McElligott, J. Mintzer, D. Smith, P. Richman Stony Brook University School of Medicine

P36	<i>Flipping the script: video recorded oral presentations and peer to peer feedback to learn a critical clinical skill</i> T. Cassese Frank H. Netter MD School of Medicine at Quinnipiac University
P37	<i>Combined lecture and simulator direct ophthalmoscopy training: A novel approach</i> Josh Wallsh, Mara McErlean Albany Medical Center
P38	<i>A hybrid preceptor-simulated clinic for the deliberate teaching and practice of introductory clinical skills</i> R.Pinto-Powell, A. Weinstein, T. Kidder, T. Eastman, C. Beaton Geisel School of Medicine at Dartmouth
P39	<i>Psychiatry Initial Clinical Experience (ICE): Building Foundations for Future Success</i> T. Ahuja, A. Soman, A. Fornari, J. Young Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
P40	<i>The Effects of Peer Assisted Learning on Objective Structured Clinical Examinations</i> D. Barbon, C. Barton, R. Feinn, I. Rosenberg Frank H. Netter MD School of Medicine at Quinnipiac University
P41	<i>Introducing First Year Medical Students to Surgery Via A Hands-On Surgical Skills Workshop</i> H. Faulkner, H. Rayala, J. Dalrymple Harvard Medical School
P42	<i>Thinking Critically about Critical Thinking: A New Course for Pre-clerkship Medical Students</i> P. Haidet, D. Wolpaw Pennsylvania State University College of Medicine
*P43	<i>Group vs. Individual learning of an Online Clinical Reasoning Module: A randomized study</i> K.-A. Pinard, M. Behrooz, D. Gowda Columbia University College of Physicians and Surgeons
P44	<i>A comparison of low-cost modalities for teaching the intradermal injection to medical students in innovative ways</i> A. Tentler, B. Holland, D. Cennimo, S. Lamba, S. Chen Rutgers New Jersey Medical School

P45	<i>Students as Patient Educators</i> A.Thompson, J.Hafler, D. Dunne Yale School of Medicine
P46	<i>Hands on the Probe: Replacing ultrasound demonstration with exploratory learning</i> A. Liang, J. Stein, D. Riley, P. Bernd Columbia University College of Physicians & Surgeons
P47	<i>Clinically Reimagined Apprenticeship For Physician Training</i> ¹ L. Feit, ¹ S. Dhanraj, R. ¹ Chiaramonte, ² N. Gabbur, ³ J. Offenbacher, ¹ S. Rinnert ¹ SUNY Downstate College of Medicine, ² Donald and Barbara Zucker School of Medicine At Hofstra/Northwell, ³ Albert Einstein College of Medicine Department of Emergency Medicine
P48	<i>Examining Early Clinical Exposure in Community Settings</i> M. Etheridge, A. Motta-Moss CUNY School of Medicine
UME Competency Based Medical Education	
P49	<i>The new medical school curriculum: What's an evaluator to do?</i> M. Etheridge, A. Motta-Moss CUNY School of Medicine
P50	<i>Knowledge Retention Across Curricular Models: An International Collaboration</i> ¹ T. Banani, ¹ A. Lean, ¹ E. Goldman, ¹ J. Lee, ¹ G. Butera, ¹ K. Brown, ² A. Jurjus, ³ J. Hawi, ⁴ A.Leone, ⁴ F. Cappello, ⁵ J. Balta, ⁵ M. Lone, ¹ R. Jurjus ¹ The George Washington University School of Medicine and Health Sciences, ² The American University of Beirut, ³ University of Balamand, ⁴ University of Palermo, ⁵ University of Cork, Ireland
P51	<i>Optimizing the First 100 Weeks of Medical Education for Clinical Years Success</i> P.Solomon, S. Ginzburg Donald and Barbara Zucker School of Medicine At Hofstra/Northwell
P52	<i>The association of lecture attendance and exam performance among medical students of different learner types</i> H. McInerney, T.Kim, A. Fei, D. M. Olvet, D. Smith, P. Richman Stony Brook University School of Medicine

P53	<i>What is Success in Medical School? Towards a Meaningful and Useful Definition</i> W. Eidtson, L. Montalbano Geisel School of Medicine at Dartmouth
P54	<i>Mapping and implementing assessment of student performance for entrustment decisions across a 4-year curriculum</i> C. Traba, S. Chen, A. Fayngersh, M. Laboy, D. Cennimo, S. Lamba Rutgers New Jersey Medical School
*P55	<i>Effect of Medical Student Learning Styles & Demographic Factors on Preclinical Academic Performance</i> M. Shen, J. Mbiziwo-Tiapo, K. Petersen New York Medical College
*P56	<i>Taking the USMLE Step 1 before or after clerkship experience: Does the timing of the USMLE Step 1 influence student perceptions of Basic Science?</i> ¹ Y. Elfanagely, ¹ H. Copeland, ¹ H. Rashid, ² R. Pulido, ³ R. Salazar ¹ Rutgers Robert Wood Johnson Medical School, ² NYU School of Medicine, ³ Perelman School of Medicine, University of Pennsylvania
P57	<i>Studying the studios: an observational study of test preparation and USMLE Step 1 exam performance</i> C. Augustin, J. Harnisher, C. Cimino Kaplan Test Prep
P58	<i>Introduction of Mandatory Wellness Sessions into Pre-clerkship Years</i> I. Eweka, N. Ekezie, R. Saks, J. Shen, H. Atkinson, L. Auerbach CUNY School of Medicine
P59	<i>Advancing with the Times: Integrating Bleeding Control into EPA 10 Assessments</i> B. Chernock, C. Traba, D. Cennimo, S. Chen, S. Lamba Rutgers New Jersey Medical School
P60	<i>Use of a “placemat” as teaching tool in a preclinical seminar reinforces student learning</i> ¹ S. Lopatin, ² J. Kimmel, ² A. Kalet, ² V. Harnik, ² L. Malter ¹ Icahn School of Medicine at Mount Sinai, ² New York University School of Medicine
UME Clerkships	
P61	<i>A Patient-Centered Approach to Improving Cultural Competency in the Core Clinical Year</i> I. Akram, O. Moussa, S. Eisner, M. Akhtar State University of New York Downstate Medical Center College of Medicine

P62	<i>Non-Traditional Medical Student Experiences on Clinical Rotations</i> ¹ B.Campbell, ¹ G. Butera, ² J. Krapf, ¹ R. Jurjus ¹ George Washington University School of Medicine and Health Sciences, ² University of Texas San Antonio
P63	<i>“...and how does that make you feel?” Incorporating psychotherapy education into the medical student Psychiatry clerkship curriculum in order to increase interest in Psychiatry as a career.</i> R. Mathur, L. Cardella University of Rochester School of Medicine and Dentistry
P64	<i>No Fear Physical Exam Review: A Near-Peer Educator Pilot Project</i> M. Friedman, A. Quinn, S. Eisner State University of New York Downstate Medical Center College of Medicine
P65	<i>Student Simulation Observer Form: A Novel Tool to Facilitate Debriefing</i> T. Moadel, S. Pollack, T. Palmieri, P. Codrin Nemes, M. Cassara Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
P66	<i>Assessing the Assessors: Evaluating Narrative Quality from Third Year Neurology Clerkship In-Training Evaluation Reports (ITER)</i> M. Kelly, C. Mooney, R. Stone University of Rochester School of Medicine and Dentistry
P67	<i>A Novel Approach to Outpatient Student Experiences in Neurology</i> C. Cioroiu Columbia University College of Physicians and Surgeons
UME Pre-Clerkship Basic Science	
P68	<i>The Impact of Digital Spaced-Learning Media in the Study of Thoracic Gross Anatomy by First Year Medical Students</i> R.Cole, D. McHugh Frank H. Netter MD School of Medicine at Quinnipiac University
P69	<i>Anatomag: Incorporating Interactive Virtual 3D Simulation Technology in an Embryology Curriculum</i> N. Cormier, S. Tse, A. Gilroy University of Massachusetts Medical School

P70	<i>Efficacy of a peer-led, kinesthetic approach to learning the anatomy of forearm musculature</i> M. Yuasa, L. Boussi, K. Park, S. Yuen, K. Harwood, M. Pravetz, K. Petersen New York Medical College
P71	<i>A method for facilitating reflective discussion among medical students during the human anatomy lab</i> ¹ L. Rosen, L. ² Griesinger, ¹ J. Jorgensen ¹ University of Vermont Larner College of Medicine, ² University of Michigan, Ann Arbor
*P72	<i>Student Preparation of Virtual Autopsy Reports of Anatomical Donors dissected during the Gross Anatomy Course</i> P. Bernd, J. Lefkowitz, S. Erde, P. Utukuri, J. Makkar, J. Weintraub Columbia University College of Physicians & Surgeons
P73	<i>Reinvigorating embryology in the medical school curriculum</i> R. Sheskier SUNY Downstate College of Medicine
P74	<i>Effectiveness of Scaffolding Tools to Achieve Cognitive Integration in a Pre-clerkship Radiology Curriculum</i> W. Ji, B. Adelson, S. Eisner SUNY Downstate College of Medicine
P75	<i>What are student perceptions about the effectiveness of instructional methods that utilize radiology content in preclinical anatomy education</i> H. Motiwala, J. Devine, L. Coplit Frank H. Netter MD School of Medicine at Quinnipiac University
P76	<i>Incorporation of a radiology-anatomy laboratory into an evolving gross anatomy curriculum</i> J. Alpert, K. Melamud, M. Shiau New York University School of Medicine
P77	<i>Effectiveness of Radiology Educational Resources in a First Year Gross Anatomy Course</i> M. Goodman, A. Rajput, S. Larson Stony Brook University School of Medicine University of Buffalo Jacobs School of Medicine and Biomedical Sciences
P78	<i>Cognitive Diagnostic assessment for improving instruction in biochemistry</i> C. Bangeranye, Y. Seon Lim Hofstra Northwell School of Medicine at Hofstra University

P79	<i>Use of real patients and patient-simulation-based methodologies for teaching gastroenterology to pre-clinical medical students</i> J. DeSipio, J. Gaughan, S. Perlis, S. Phadtare Cooper Medical School of Rowan University
Library Sciences/Information Services	
P80	<i>Applying the Educause Survey to Medical Students at the University of Vermont</i> J. Jemison, L. Ann Holterman, A. Howe University of Vermont Larner College of Medicine
P81	<i>Is there an advantage to providing learning resources in an interactive electronic format?</i> ¹ F. Timothy, ¹ J. Bai, ² S. Iqbal, ¹ S. Ahmad, ¹ P. Richman ¹ Stony Brook University School of Medicine, ² New York Presbyterian, Weill Cornell
P82	<i>Do scholarly concentration programs offer content areas that match students research interests?</i> R. Wong, B. Bergen, T. Murray Frank H. Netter MD School of Medicine at Quinnipiac University
P83	<i>Impacting Our Health Professions Education Community through a Virtual Medical Education Journal Club</i> S. Herman, A. Fornari, K. Friedman, C. George Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
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*P84	<i>Assessing the Impact of Gender and Years of Experience on Multiple Mini-Interview Scores at the University of Vermont's Larner College of Medicine</i> A. Howe, L. Greene, LA Holterman, G. Prabhakar, C. Jewkes, L. McElhinney, R. Barlow, L. Rosen, J. Gallant, K. Huggett University of Vermont Larner College of Medicine
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