

**NEGEA**  
Northeast Group on Educational Affairs



Association of American Medical Colleges  
Northeast Group on Educational Affairs

2023 Annual Conference

***Fostering Personal and Professional Vitality in  
Academic Medicine***

April 13-15, 2023

Burlington, Vermont

Hosted by

The Robert Larner, M.D. College of Medicine at The University of Vermont

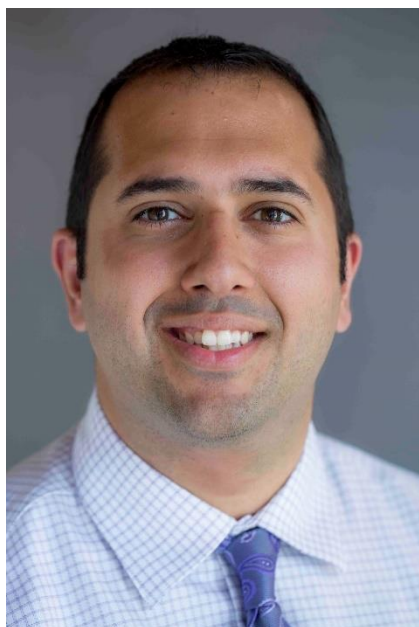


The University of Vermont  
LARNER COLLEGE OF MEDICINE

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## Welcome from NEGEA Chair



On behalf of the Northeast Group on Educational Affairs' (NEGEA) Steering Committee, allow me to welcome you warmly to our 2023 Annual Conference: ***Fostering Personal and Professional Vitality in Academic Medicine***. We are incredibly grateful to The Robert Larner, MD College of Medicine at the University of Vermont for graciously hosting this year's conference. The Conference Committee has been hard at work behind the scenes, planning every detail of this conference, and we thank them for their creativity, enthusiasm, and dedication.

After a several year hiatus from in-person conferences, this year's NEGEA conference is especially meaningful. It allows us the opportunity to come together as a region and reaffirm that the best part of our work in health professions education is the people, the relationships we foster, and the impact we can make together. To that end, I hope that each of you will use the conference as an opportunity to make a new professional connection or start a new scholarly collaboration!

How can you go about doing that? There are so many opportunities, including the networking sessions on Thursday evening, Friday morning, and Saturday morning; the poster session on Thursday evening; the Special Interest Group (SIG) and section meetings on Friday during lunch; and the informal coffee table chats. Be bold and put yourself out there – introduce yourself to someone new and get involved!

I would like to personally thank so many individuals who worked tirelessly to make this year's conference a reality. First, our fearless leadership team of Judy Brenner (Conference Chair), Katie Huggett (Host Chair), and Amanda Broder (Chief Administrator), who worked seamlessly and collaboratively to ensure a high-quality experience for all. Thank you to our subcommittee chairs, including Chris Mooney and Sarah McCallum for leading our abstract subcommittee; Kiran Pandit and Jonathan Flyer, co-chairs of the program planning subcommittee; Raquel Belforti and Deirdre O'Reilly, co-chairs of the student/resident/fellow track; and to Taranjeet Ahuja and Jessica Kilham for working with our conference leadership on social media. Finally, a big thank you to our AAMC colleagues Stephen McKenzie, Aneesah Griffith, Jabryl Tolson, and Kristina Reardon for their endless support.

As my time as NEGEA chair comes to a close during the conference, I cannot help but reflect on what a magnificent journey this has been. It was in 2012 that I attended my first NEGEA conference and found my professional home (as well as so many friends, mentors, and collaborators). The NEGEA has been an incredible source of support and motivation for me, and I continue to be amazed by the work being done across our region. Over the last few years, we have accomplished so much together, including: continued financial support of scholarship through our MESRE and Scholars grants; a new webinar program; three new SIGs; an NEGEA ambassadors program; a roadmap for getting involved; and an expanded social media presence.

Whether this is your first conference, or you have been attending for years, I wish each of you an enjoyable, fruitful, and meaningful NEGEA 2023. I hope it will ignite a spark of creativity and motivation as you continue the great work ahead.

With gratitude,

Steven Rougas  
NEGEA Chair

## Welcome from NEGEA 2023 Conference Chairs and Administrator

Dear Colleagues of the NEGEA Community,

On behalf of the NEGEA 2023 Conference Planning Committee, we are writing to welcome you to NEGEA 2023 and to thank you for sharing your precious time with us here at the Larner College of Medicine at the University of Vermont.

It's been four years since we last convened in person and we are so thrilled to be back together! As we worked on planning NEGEA 2023 over the last few months, we often found ourselves telling our "med ed stories." We shared the tale of how each of us found our way to this supportive, invigorating, dedicated, and creative community. We hope that you will use this meeting to think about your story and share it with some of the people newer to our community.

We promise to deliver plenaries that make you think, workshops that build your skills, oral abstract presentations that make you wonder, special interest group meetings (SIG) that forge connections with colleagues, meal times that introduce you to someone new to you, and walks in the fresh air of beautiful Burlington, Vermont.

Planning this meeting has been a joy and we sincerely hope that all the hard work of our team has resulted in a meeting that truly promotes community growth and personal and professional flourishing.

Warm regards,



Judy Brenner, MD  
Conference Chair



Katie Huggett, PhD  
Host Chair



Amanda Broder  
Program Administrator

## NEGEA 2022-23 Steering Committee

### CHAIR

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## NEGEA 2023 Conference Committee and Subcommittees

### CONFERENCE COMMITTEE

Judith Brenner, MD	Donald and Barbara Zucker School of Medicine at Hofstra/Northwell	Conference Chair
Katie Huggett, PhD	Larner College of Medicine at The University of Vermont	Host Chair
Amanda Broder	Larner College of Medicine at The University of Vermont	Chief Administrator
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Stephen McKenzie	Association of American Medical Colleges	AAMC
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Sarah McCallum, PhD	Albany Medical College	Abstract Co-Chair
Kiran Pandit, MD	Columbia University Vagelos College of Physicians and Surgeons	Program Co-Chair
Jonathan Flyer, MD	Larner College of Medicine at The University of Vermont	Program Co-Chair
Raquel Belforti, DO	University of Massachusetts T. H. Chan Medical School	S/R/F Track Co-Chair
Deirdre O'Reilly, MD, MPH	Larner College of Medicine at The University of Vermont	S/R/F Track Co-Chair
Taranjeet Ahuja, DO, MSED	Donald and Barbara Zucker School of Medicine at Hofstra/Northwell	Social Media Co-Chair
Jessica Kilham, MLIS, AHIP	University of Massachusetts T. H. Chan Medical School	Social Media Co-Chair

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James Wolf, MD	Larner College of Medicine at The University of Vermont	
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### CONFERENCE AWARDS SUBCOMMITTEE

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Rebecca Blanchard, PhD	University of Massachusetts T. H. Chan Medical School	
Sarah McCallum, PhD	Albany Medical College	

*This subcommittee and its selections are under the purview of the steering committee*

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<b>Janine Shapiro</b>	University of Rochester School of Medicine & Dentistry
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<b>William Christopher Golden</b>	Johns Hopkins Medicine

## Special Thank You and Acknowledgements

### Special Thank-You and Acknowledgements

The NEGEA 2023 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, groups, and individuals 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

Larner College of Medicine Office of Medical Education faculty and staff

Our amazing Larner College of Medicine NEGEA 2023 Conference staff: Kelly Becker, Bob Bolyard, Michaela Busch, Colleen Case, Linda Cui, Annika Eberle, Emma Faustner, Arman Grewal, Tim Hwang, Cary Jewkes, Katarina Khosravi, Karina Lopez, Eileen MacIntosh, Deja Murray, Jesse Naumann, Aina Rattu, Cara Simone, Halle Sobel, Noah Sorkow, Jack Steinharter, Kiersten Tavares, Caroline Wolf

Larner College of Medicine Medical Communications staff: Janet Franz, Ann Howard, Ceilidh Kehoe

Larner College of Medical Technology Services staff

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University of Vermont Event Services, Custodial, and Transportation and Parking staff

And a very special thank you to Amanda Broder, Conference Program Administrator, who has attended to every last detail and has shown tremendous dedication to our community at every step of the way and without whom this conference would not be a reality.

## **Accessibility Statement**

UVM has a clear policy regarding non-discrimination and the provision of reasonable accommodations for individuals with disabilities. Please see [UVM's Accessibility Policy \(PDF\)](#). If you require accommodations, please contact Chief Administrator, [Amanda Broder](#).

### **Policy Statement**

It is the policy of the University of Vermont (UVM) to comply with all U.S. laws and regulations relating to the provision of equal access to those with disabilities, and to provide reasonable and effective accommodations that enable qualified UVM students, employees and, where applicable, members of the public with disabilities, equal access to its programs, services, activities, and information. Specifically, UVM is required to adhere to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (Section 504), the Americans with Disabilities Act of 1990, 42 U.S.C. 12131 (the ADA), as amended by the Americans with Disabilities Act Amendments Act of 2008, (the ADAAA), and applicable Vermont law.

## CME Information and Disclosures

In support of improving patient care, The Robert Larner College of Medicine at The University of Vermont is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

The University of Vermont designates this live activity for a maximum of 10.5 *AMA PRA Category 1 Credit(s)*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**Meeting Disclaimer:** Regarding written materials and information received, written or otherwise, during this Conference: The scientific views, statements, and recommendations expressed during this activity represent those of the authors and speakers and do not necessarily represent the views of The Robert Larner College of Medicine at The University of Vermont.

**Financial Interest Disclosures:** As a joint accredited organization for interprofessional education, The Robert Larner College of Medicine at The University of Vermont Medicine is required to disclose any real or apparent financial interests from ineligible companies from anyone who has control of the content (speakers, planners, moderators, reviewers).

- None of the planners/speakers or CMIE reviewers have any relevant financial relationships with ineligible companies.

### **Support received from Ineligible Companies:**

- We have not received any support for this activity.

The Robert Larner College of Medicine at The University of Vermont requires that each speaker/planner/moderator participating in an accredited program to disclose any financial interest/arrangement or affiliation with a corporate organization that may impact on his/her presentation (i.e., grants, research support, honoraria, member of speakers' bureau, consultant, major stock shareholder, etc.). In addition, the faculty member must disclose when an unlabeled use of an ineligible product or an investigational use not yet approved for any purpose is discussed during the educational activity.

\*Having a financial interest or other relationship with a corporate organization, **or discussing an unlabeled use of an ineligible product**, may not prevent a speaker from making a presentation. However, the existence of the relationship must be made known to the planning committee prior to the conference, so that any possible conflict of interest may be resolved prior to the talk.

## **AWARDS**

### **2023 NEGEA Distinguished Service and Leadership Award**

#### **Nagaraj Gabbur, MD**



Dr. Nagaraj Gabbur graduated from the Icahn School of Medicine at Mount Sinai in New York and subsequently entered Ob/Gyn Residency at SUNY Downstate Medical Center in Brooklyn, NY. After residency he remained at Downstate and served as the 3<sup>rd</sup> year ObGyn Clerkship Director for 15 years as well as Associate Program Director.

In 2017, he left Downstate to become the Ob/Gyn Program Director for the Hofstra Zucker School of Medicine/Northwell Health Residency Program at North Shore University Hospital and Long Island Jewish Medical Center in New York where he oversees 42 residents and 5 fellowship programs.

He has almost 200 national educational presentations at conferences such as AAMC, ACGME, NRMP, and ACOG. He has been the Chair for The Generalists in Medical Education and also serves as an Oral Board Examiner for the American Board of Ob/Gyn. He is on the Women's Health Test Item Writing Committee for the NBME and is a Board Member for the Association of Professors of Gynecology and Obstetrics. He is also the Founder and Chair of Education For ALL (EFA) which was started in 2020 and serves to link all ObGyn Residency Programs in the United States by democratizing medical education.

Dr. Gabbur has a long history with the AAMC. He attended his first NEGEA meeting almost 20 years ago and has attended every single one except coincidentally when it was last hosted by the University of Vermont! He was the NEGEA GME Section Officer for 4 years and subsequently the AAMC National GME Section Chair for two years during which he led the GME Section to develop a workshop about implicit bias that was presented at several national meetings including the AAMC LSL Meeting and Annual ACGME Meeting. In 2020, Dr. Gabbur was elected as the National Chair of the GEA. During his two year term, he expanded the scope and collaboration of the GEA by inviting the Chairs of the GSA and GIR to be on the Steering Committee. He also started and currently leads The Clinical Skills Assessment and Standardization Project otherwise known as The CLASS Project that is re-examining the teaching of clinical skills in the United States. He is also simultaneously the Director of the NEXT STEP1 Project which is examining the role of USMLE STEP 1 in the context of the change to Pass/Fail grading. Combined, both projects actively involve over 400 educators and when completed will

have involved almost 600 educators across the United States. These two projects are not only the largest in the 52-year history of the GEA but also the largest in the history of the AAMC.



## 2023 NEGEA Distinguished Educator Award

### Wei-Hsin Lu, MD



Dr. Wei-Hsin Lu is currently the Director of Assessment and Evaluation in the Office of Undergraduate Medical Education at Stony Brook University (SBU) Renaissance School of Medicine (RSOM) and a Research Assistant Professor in the Department of Family, Population and Preventive Medicine. In addition to managing the continuous quality improvement efforts of the medical school program and curriculum, Dr. Lu is also responsible for teaching medical students who are interested in learning teaching skills and medical education concepts as well as providing a path for conducting medical education projects.

Dr. Lu is the Course Director for two elective courses, *Teaching in Medicine* for pre-clerkship medical students that introduces the fundamentals of adult learning including how to provide feedback, and *Teaching in Medicine-Preceptorship* for fourth year medical students which allows senior students the opportunity to apply and improve their teaching skills in a variety of settings.

She is also the Co-Director of the Medical Education Track in the Scholarly Concentration Program (SCP) and is the Course Director for the *Medical Education Scholarly Concentration Program Research Elective* which students take during their final year to complete the projects they started in the summer after their first year. An expectation of the SCP Medical Education Track is to create an educational project leading to submission of an abstract for a presentation at an appropriate professional conference, most often the NEGEA Annual meeting. SCP projects that Dr. Lu personally mentored students on has led to numerous student authored NEGEA accepted abstracts including several to be presented at the 2023 annual meeting.

Over the past 15 years, Dr. Lu has a track record of receiving funding to initiate projects and disseminate the findings through NEGEA teaching workshops, NEGEA abstract presentations and medical education journal publications. Dr. Lu's recent grant activity includes being the Principle Investigator for the AAMC sponsored grant: *Conscious Efforts to Address Unconscious Biases in Healthcare Delivery Training: the iPAC (integrated Pain*

*and Addiction Curriculum) program at Stony Brook Renaissance School of Medicine* in which findings were presented at the 2021 NEGEA Annual conference and subsequently published on MedEd Portal.

In 2012, Dr. Lu was the recipient of the NEGEA Collaborative Research grant titled: *Teaching Professionalism and Medical Ethics in the Clinical Setting: Effects of Training the Trainers* which was a continuation of the Institute of Medicine as a Profession and the Josiah Macy Jr. Foundation grant: *Community Faculty Development on Medical Ethics and Professionalism: Designing and Implementing Objective Structured Teaching Exercises (OSTEs)* for which she was the co-PI.

Dr. Lu received her PhD in Instructional Design in 2007 from the University of Missouri-Columbia School of Information Science and Learning Technologies. Prior to joining Stony Brook in 2010, she was a lecturer and research associate in the department of Community Health and Social Medicine (CHASM) at Sophie Davis School of Biomedical Education, City College of the City University of New York (CUNY).

## NEGEA Innovation in Medical Education Award



*“Just in Time Teaching (JiTT) Infographic Tools: A mobile app for technology-assisted faculty/trainee development programs”*

**Alice Fornari, EdD FAMEE RDN**

Vice President Faculty Development - Northwell  
Health

Office of Academic Affairs

Associate Dean – ZSOM at Hofstra Northwell

*Along with colleagues:* Melissa Affa, Kelly Conlon MS,  
C-TAGME, David Orner, MPH



*“The Hospital Medicine Firm: A novel inpatient rotation in hospital medicine”*

**Christopher Sankey, MD, FACP, SFHM**

**Anisha Advani, MD**

Department of Medicine

Yale School of Medicine



## Plenary Sessions

### Plenary Session 1: Thursday, April 13, 5:15-6:15pm



Kimara Ellefson, MBA

National Director of Strategy and Partnerships, Kern National Network for Flourishing in Medicine

### **Together We Flourish: Pursuing a Wholeness of Being and Doing in Medical Education**

#### **Session Learning Objectives:**

1. Articulate the importance of both individual and collective actions to overall flourishing as a medical/health sciences educator.
2. Recognize opportunities and commit to next steps in cultivating flourishing for self and others.
3. Discover the importance of character, caring and practical wisdom to flourishing and ways those concepts can be integrated into daily routines.
4. Evaluate personal and organizational levels of flourishing as well as key drivers within medical learning environments and other healthcare settings.
5. Identify bidirectional relationships between personal flourishing and flourishing of larger communities (e.g., classrooms, schools, institutions).

As the national director of strategy and partnerships for the Kern National Network for Flourishing in Medicine (KNN), Kimara fosters long-term engagement with individuals and groups across the healthcare ecosystem and society. She also provides operational leadership for the KNN program office while helping to shape strategic plans for expanding the KNN's work and influence. Kimara's three-part leadership philosophy—put people first, seek to understand, and get to yes—supports strong relationships and inspires collaboration.

Prior to her national director role, Kimara spent more than 20 years in a variety of other leadership roles, including interim vice president of human resources and faculty affairs at Medical College of Wisconsin (MCW). Her expertise in relationship building and organizational development allowed her to play an integral part in shaping executive recruitment, talent acquisition, and staff and faculty development. Her visionary leadership and acumen also have helped position MCW as a national model for productive, cost-effective integration of Faculty Affairs and Human Resources.

Kimara recently was recognized with the Distinguished Service Award, MCW's highest honor, reflecting her ability to lead transformative institutional change in the academic medicine setting.

Her experiences and skills have earned Kimara national leadership roles with the Association of American Medical Colleges (AAMC) Group on Faculty Affairs as an elected member of the National Steering Committee and as Chair of the Program Planning Subcommittee. Additionally, she co-authored a chapter in "Closing the Gender Pay Gap in Medicine" and has shared strategies and presented nationally on salary equity, career development, and personal/professional thriving in the field of medicine.

Kimara holds a Bachelor of Arts degree in psychology and a Master of Business Administration, and she is currently pursuing her EdD. Ultimately, she endeavors to influence cultures and relationships through systems change in a way that helps all flourish.

## **Plenary Session 2: Friday, April 14, 8:00-9:00am**



**Joseph A. Tyndall, MD, MPH, FACEP**  
Executive Vice President of Health Affairs  
Professor & Dean, Morehouse School of Medicine

### **Challenges and Opportunities for the future in Undergraduate Medical Education: “A Tale of Two Cities”**

#### **Session Learning Objectives:**

1. Understand emerging challenges and trends in the UME landscape from the perspective of two distinct medical student populations.
2. Develop a frame work for potential solutions to the challenges described.
3. Ideate and describe future priorities in undergraduate medical education – Now, Near and Next.

Dr. Joseph (Adrian) Tyndall, M.D., M.P.H., is the Executive Vice President for Health Affairs and Professor and Dean of the Morehouse School of Medicine since July 1st, 2021. Prior to Morehouse School of Medicine, Dr. Tyndall served as Professor and Chair of the Department of emergency medicine at the University of Florida College of Medicine from January 2021 until his departure from UF in 2021. During his tenure at UF, he was appointed interim dean of the College of Medicine from August 2018 to January of 2021 and was subsequently appointed to the position of Associate Vice President for Strategic and Academic Affairs for UF Health in Gainesville Florida before his recruitment to Morehouse School of Medicine. He served on the Board of Directors of UF Health Shands Hospital at the University of Florida from 2010 to 2021 was chair of the Board of Trustees for the UF Health Proton Therapy Institute during his tenure as interim dean. He served on the Board of Directors of the Florida College of Emergency Physicians from 2011-2021 serving as the societies President from 2018-2019. He is currently a member of the Board of Directors of Grady Health System in Atlanta Georgia, is a trustee and President of the Society for Academic Emergency Medicine Foundation -emergency medicine’s national foundation supporting education and research in emergency care.

Dr. Tyndall is a graduate of the University of Maryland School of Medicine and the emergency medicine residency program at the University of Maryland Medical System serving as Chief Resident. He received his master’s degree in Health Services Management and Health Policy from Columbia University in the City of New York. He is an elected member of the Alpha Omega Alpha Honor Society and the Gold Humanism Honor Society. He has published and lectured extensively nationally and internationally in emergency medicine and has active research interests in acute brain injury. He is an editor of 10th edition of the leading textbook in Emergency Medicine Rosen’s Emergency Medicine; Concepts and Clinical Practice.

**Plenary Session 3: Saturday, April 15, 9:30-10:30am**



**Elizabeth Gauferg, MD, MPH**

Associate Professor of Medicine and Psychiatry at Harvard Medical School  
Director of the Cambridge Health Alliance Center for Professional and Academic Development

**Of Vital Importance: Integrating the Arts and Humanities in Medical Education**

**Session Learning Objectives:**

1. Describe the fundamental role of the arts and humanities in health professions education.
2. Review the AAMC FRAHME (Fundamental Role of Arts and Humanities in Medical Education) initiative, including the response to the Covid pandemic.
3. Experience and learn to facilitate an arts activity.

Elizabeth Gauferg, MD MPH is an Associate Professor of Medicine and Psychiatry at Harvard Medical School, Director of Professional and Academic Development at the Cambridge Health Alliance, and a Senior Consultant to the Association of American Medical Colleges FRAHME (Fundamental Role of the Arts and Humanities in Medical Education) Initiative. Liz co-founded and co-directs the Harvard Macy Institute Art Museum-based Health Professions Education Fellowship. From 2012-2018 Liz served as the Jean and Harvey Picker Founding Director of the Arnold P. Gold Foundation Research Institute during which time she developed a community of practice of researchers, educators and advocates dedicated to advancing humanism in healthcare. For the past 18 years, Liz has led the Harvard Medical School Cambridge Integrated Clerkship Developing Physician Course. Her areas of professional interest include exploring assumptions about teaching and learning, developing innovative models of medical education and humanities and arts-based pedagogy.

## 2023 NEGEA Annual Conference Schedule

Robert Larner, MD College of Medicine at the University of Vermont

April 13-15, 2023

### Thursday, April 13, 2023

At UVM Larner College of Medicine

Time	Session	Location
11:00am-1:00pm	<b>Student/Resident/Fellow Track</b> Registration/Info desk	Med Ed Lobby
11:00am-12:45pm	<b>Student/Resident/Fellow Track</b> Lunch and Panel Discussion: How to Develop a Career in Medical Education	Med Ed 300
1:00-2:00pm	<b>Student/Resident/Fellow Track 1<sup>st</sup> Breakout</b> Teaching for Learners <b>Katherine Dolbec, MD and John Priester, MD</b>	Med Ed 302/303
1:00-2:00pm	<b>Student/Resident/Fellow Track 1<sup>st</sup> Breakout</b> Upstander Training and Allyship <b>Anthony Williams, MD</b>	Med Ed 300
2:15-3:15pm	<b>Student/Resident/Fellow Track 2<sup>nd</sup> Breakout</b> Teaching for Learners <b>Katherine Dolbec, MD and John Priester, MD</b>	Med Ed 302/303
2:15-3:15pm	<b>Student/Resident/Fellow Track 2<sup>nd</sup> Breakout</b> The Importance of Professional Vitality and Mentorship throughout Medical Training <b>Raquel Belforti, DO, M.Ed. and Emily Vicks, MS 4</b>	Med Ed 300

At UVM Dudley H. Davis Student Center

Time	Session	Location
12:00-8:00pm	NEGEA 2023 Registration/Info Desk	Fireplace Lounge
2:00-4:00pm	UME Accreditation and CQI Special Interest Group Pre-conference meeting	Chittenden Bank Room
2:00-4:30pm	NEGEA Steering Committee Meeting (Closed Session)	Jost Foundation Room
3:00-5:00pm	Poster Presenters mount posters for display	Grand Maple Ballroom
4:00-5:00pm	Refreshments and Networking	Fireplace Lounge
5:00-6:30pm	<b>Welcome and Dean's Remarks</b> <b>Plenary Session 1: Kimara Ellefson, MBA</b> "Together We Flourish: Pursuing a Wholeness of Being and Doing in Medical Education" <b>NEGEA Steering Committee Awards</b>	Grand Maple Ballroom
6:30-8:00pm	Poster Session and Reception	Grand Maple Ballroom



## Friday, April 14, 2023

At UVM Larner College of Medicine

Time	Session	Location
7:00am-5:00pm	Registration/Info desk	Med Ed Lobby
7:00am-8:00am	Breakfast/Networking	Hoehl Gallery/ Given courtyard
8:00am-9:15am	<b>Plenary Session 2: Joseph A. Tyndall, MD, MPH, FACEP</b> Challenges and Opportunities for the future in Undergraduate Medical Education: "A Tale of Two Cities " <b>NEGEA Poster Awards</b> <i>Livestreaming will also be available in Med Ed 100</i>	Davis Auditorium @ Larner College of Medicine
9:30am-10:45am	Oral Abstract Presentations 1A  <b>Theme: Simulation and Technology</b> Moderator: Rebecca Wilcox, Larner College of Medicine  <b>A Comparison between In-Person and Virtual OSCE on Advanced Communication Skills for Senior Medical Students</b> Alex Choi, Yale School of Medicine Tanya Murtha, Warren Alpert Medical School of Brown University Laura Morrison, Yale School of Medicine Jaideep Talwalkar, Yale School of Medicine  <b>More Than Just a Number: The Use of Quantitative and Qualitative Objective Structured Clinical Examination (OSCE) Data to Predict Future Student Performance</b> Michael Allen, The Ichan School Of Medicine at Mount Sinai Felise Milan, The Albert Einstein College of Medicine Tavinder Ark, The Kern Institute, Medical College of Wisconsin  <b>Social Media and Professionalism Concerns - An OSCE Station for Residents</b> Elizabeth Kachur, Medical Education Development, Global Consulting Jennifer Breznay, Maimonides Medical Center Aruge Lutaf, Maimonides Medical Center Lawrence Wolf, Maimonides Medical Center  <b>Designing for Effective Interactive Learning in Online Continuing Education: The Pediatric Stroke Champions Course</b> Miya Bernson-Leung, Hillary Horte, Michael Rivkin, Dan Schwartz, Lesley Niccolini, Victoria Cunningham, Alan Leichtner Boston Children's Hospital	Med Ed 100
9:30am-10:45am	Oral Abstract Presentations 1B  <b>Theme: Clinical Reasoning</b> Moderator: Halle Sobel, Larner College of Medicine  <b>DRAFTing in the Moonlight: A Novel Tool for Diagnostic Reflection and Calibration</b> Ellie Garbade, University of Rochester Medical Center Catherine Glatz, University of Rochester Medical Center Brendan Robinson, United Memorial Medical Center Michael Rothberg, University of Rochester Medical Center Christopher Mooney, University of Rochester School of Medicine and Dentistry Valerie Lang, University of Rochester Medical Center Jennifer Readlynn, University of Rochester Medical Center	Med Ed 200

		<p><b>Implementation of a Vignette-Based Physical Examination Assessment for Pre-Clerkship Students</b> Christine Leinbach Seaton, Sandra Oza Albert Einstein College of Medicine</p> <p><b>It takes a village: A collaborative approach to advance clinical reasoning assessment.</b> Michael Barone, Marni Grambau, John Moore National Board of Medical Examiners</p>	
9:30am-10:45am	Oral Abstract Presentations 1C	<p><b>Theme: Diversity, Equity, and Inclusion; UME Curriculum</b> Moderator: Bei Zhang, Larner College of Medicine</p> <p><b>Assessment of lesbian, gay, bisexual, transgender, and queer curricula in undergraduate medical education</b> Nina Feinberg, Larner College of Medicine Bradley Blansky, Larner College of Medicine Mahima Poreddy, Larner College of Medicine Katherine Mariani, University of Vermont Medical Center</p> <p><b>A Systemic Approach to Reducing Bias in Preclinical Curriculum Materials at the Larner College of Medicine</b> Nelly Karina Lopez, Erin Dunne, Kelly Mancini Becker, Alia Johnson, Michael Lawler, Cara Simone, Julia O'Connor, Karen Lounsbury University of Vermont Larner College of Medicine</p> <p><b>Envisioning Justice, Teaching Bias: Representations of Race and Health Equity in a First Year Medical Curriculum</b> Allison Booher, Chinmayee Balachandra, Roshini Pinto-Powell, Lisa McBride, Sonia Chimienti, David Mullins Geisel School of Medicine at Dartmouth</p>	Med Ed 300
9:30am-10:45am	Workshop 1A	<p><b>Theme: GME, Assessment</b></p> <p><b>Flourishing-Focused Advising: Harnessing Milestones 2.0 Well-being Assessments to Cultivate Trainee Thriving</b> Katherine Gielissen, David Vermette Yale School of Medicine</p>	HSRF 200
9:30am-10:45am	Workshop 1B	<p><b>Theme: Pre-clerkship UME</b></p> <p><b>Use of a Whole Health Personal Health Inventory by First Year Medical Students to Assist Community-Based Patients Achieve Health and Wellness Goals</b> Laure Veet, Rochetti Carmela, Lawrence Rosen Hackensack Meridian School of Medicine</p>	HSRF 300
9:30am-10:45am	Workshop 1C	<p><b>Theme: Faculty Development</b></p> <p><b>Mentoring "hot seat" simulation: How to develop an engaging faculty development session to enhance mentoring skills</b> Karen Barr, Angela Garcia UPMC/University of Pittsburgh</p>	HSRF 400
11:00am-12:15pm	Oral Abstract Presentations 2A	<p><b>Theme: Public Health</b> Moderator: Estelle Bishop, Larner College of Medicine</p>	Med Ed 100

		<p><b>Communications Training to Increase Confidence and Comfort Addressing COVID 19 Misinformation Among Medical Students at a Community Health Fair</b>  Maya Vasser, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell  Cristina Pelin, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell  Michael Cassara, Hofstra Northwell School of Nursing and Physician Assistant Studies, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell  Marie Petrizzo, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell  Johanna Martinez, Northwell Health, Donald and Barbara Zucker School of Medicine  Renee Mcleod-Sordjan, Hofstra Northwell School of Nursing and Physician Assistant Studies, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell  Doreen Olvet, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell  Joseph Weiner, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell  Samara Ginzburg, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</p> <p><b>Implementing a Vaccine Counseling Module for Pre-clerkship Medical Students</b>  Alexandra Helliwell, Dana Chofay, Steven Rougas  The Warren Alpert Medical School of Brown University</p> <p><b>Sustaining Community Engagement in Medical Education: 20 Years of Integrating Public Health in Medical Education</b>  Jan Carney, Thomas V Delaney  University of Vermont Larner College of Medicine</p>	
11:00am-12:15pm	Oral Abstract Presentations 2B	<p><b>Theme: Costs of Care</b>  Moderator: Lee Rosen, Larner College of Medicine</p> <p><b>Evaluating High-Value Care Practices in Medical Students Using Case-Based Exams</b>  Bill Hum, Renaissance School of Medicine at Stony Brook University  Aaron Chen, Renaissance School of Medicine at Stony Brook University  Alex Freedenberg, Ohio State University Wexner Medical Center Department of Anesthesiology  Perrilynn Baldelli, Stony Brook Clinical Simulation Center  Roderick Go, Stony Brook University Hospital  Eva Swoboda, Renaissance School of Medicine at Stony Brook University  Wei-Hsin Lu, Office of Undergraduate Medical Education, Renaissance School of Medicine at Stony Brook University</p> <p><b>The Costs of Care: A Novel Curriculum to Introduce Medical Students to the Financial Impact of Healthcare</b>  Erik Tan, Perelman School of Medicine at the University of Pennsylvania  Flint Wang, Perelman School of Medicine at the University of Pennsylvania  Keith Hamilton, Perelman School of Medicine at the University of Pennsylvania  Margot Cohen, Perelman School of Medicine at the University of Pennsylvania</p>	Med Ed 200

		<b>2023 NEGEA Innovation in Medical Education Award: Just in Time Teaching (JITT) Infographics Tools: A Mobile App for Technology-Assisted Faculty/Trainee Development Programs</b> Alice Fornari, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell	
11:00am-12:15pm	Workshop 2A	<b>Theme: Assessment; Clinical Skills</b>  <b>Moving Forward: Updates and Current Progress of The CLASS Project</b> Felise Milan, Albert Einstein College of Medicine Nagaraj Gabbur, Zucker School of Medicine at Hofstra/Northwell Health Steven Rougas, The Warren Alpert Medical School of Brown University Julianna Jung, John's Hopkins school of medicine Jennifer Kogan, Perelman School of Medicine at the University of Pennsylvania Tracy Kedian, UMass Chan School of Medicine Yoon Kang, Weill Cornell College of Medicine Ruth Crowe, NYU Long Island School of Medicine	Med Ed 300
11:00am-12:15pm	Workshop 2B	<b>Theme: Faculty Development; UME Curriculum</b>  <b>Standing Together with Standard Operating Procedures for Curriculum Delivery</b> John Arnott, Geisinger Commonwealth School of Medicine Youngjin Cho, Geisinger Commonwealth School of Medicine Andrew Hale, The Robert Larner, M.D. College of Medicine Karen Lounsbury, University of Vermont, Larner College of Medicine Raymond Stemrich, Geisinger Commonwealth School of Medicine Michael Sulzinski, Geisinger Commonwealth School of Medicine John Szarek, Geisinger Commonwealth School of Medicine Gabi Waite, Geisinger Commonwealth School of Medicine Bei Zhang, The Robert Larner M.D. College of Medicine	HSRF 200
11:00am-12:15pm	Workshop 2C	<b>Theme: Faculty Development; Career Trajectory</b>  <b>Creating a Roadmap Towards Professional Vitality</b> Raquel Belforti, UMass Chan Medical School-Baystate Reham Shaaban, The Icahn School of Medicine at Mount Sinai – Valley Hospital Sharon Wretzel, UMass Chan Medical School-Baystate	HSRF 300
12:15pm-1:15pm	Lunch/Networking		Hoehl Gallery/ Given courtyard
<b>NEGEA Special Interest Group (SIG) Meetings</b>			
12:30pm-1:15pm	Director of Clinical Skills (DOCS)		HSRF 200
12:30pm-1:15pm	Health Humanities as Teaching and Learning Strategy		HSRF 300
12:30pm - 1:15pm	Health Equity Alliance for Learning (HEAL)		Med Ed 300
12:30pm-1:15pm	Librarians in Medical Education (LiME)		Dana Medical Library Classroom
12:30pm-1:15pm	Medical Education and Instructional Computing (MEDIC)		Med Ed 302/303
12:30pm-1:15pm	Medical Education Learning Specialists (MELS)		HSRF 400
12:30pm-1:15pm	UME Accreditation and CQI		Med Ed 100
<b>Section Meetings</b>			

1:15pm-1:45pm	Undergraduate Medical Education (UGME)	HSRF 200	
1:15pm-1:45pm	Graduate Medical Education (GME)	HSRF 300	
1:15pm-1:45pm	Continuing Professional Development (CPD)	HSRF 400	
1:15pm-1:45pm	Medical Education Research Scholarship and Evaluation (MESRE)	Med Ed 302/303	
2:00pm-3:15pm	Oral Abstract Presentations 3A	<p><b>Theme: Admissions; Transition to Residency</b> Moderator: Stephen Berns, Larner College of Medicine</p> <p><b>The Use of the AAMC Core Personal Competencies in Medical School Admissions Procedures</b> Raiel Barlow, University of Vermont Larner College of Medicine Laura Greene, University of Vermont Larner College of Medicine Leigh Ann Holterman, University of Vermont Larner College of Medicine Liesel Copeland, Rutgers Robert Wood Johnson Medical School Jennifer Welch, SUNY Upstate Medical University's College of Medicine Leila Amiri, University of Vermont Larner College of Medicine Cary Jewkes, University of Vermont Larner College of Medicine Elizabeth McElhinney, University of Vermont Larner College of Medicine Cate Nicholas, University of Vermont Larner College of Medicine Thomas V Delaney, University of Vermont Larner College of Medicine</p> <p><b>The Impact of Professional Background of Medical School Admissions Interviewers on Applicants' MMI Score</b> Julian Azar, Josue Minaya, Lisa Ellenbogen, Doreen Olvet, Rona Woldenberg, Timothy Boudreau Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</p> <p><b>Student perspectives on fairness, accuracy, and bias in the Medical Student Performance Evaluation (MSPE)</b> Judith Brenner, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell Sara Abrahams, University of California, San Francisco Lauren Phinney, University of California, San Francisco Julie Hemphill, Warren Alpert Medical School of Brown University and Women &amp; Infants Hospital Alvin Ho, New York University Langone Health Karen Hauer, University of California, San Francisco Jeffrey Bird, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</p>	Med Ed 100
2:00pm-3:15pm	Oral Abstract Presentations 3B	<p><b>Theme: Humanities</b> Moderator: Beth West, Nuvance Health Patricia A. Tietjen, MD Teaching Academy</p> <p><b>Systematic Evaluation of Humanities and Arts Integration in Undergraduate Medical Education</b> Joshua Anil, Phoebe Cunningham, Amanda Swain, Horace DeLisser University of Pennsylvania Perelman School of Medicine</p> <p><b>Spirituality and Health Summer Internship Program</b> Nasser Douge, Rhoda Toperzer, Horace DeLisser Perelman School of Medicine, University of Pennsylvania</p>	Med Ed 200

		<p><b>Medical Students' Reflections on Their Experiences in a Trauma Chaplain Shadowing Program</b>  Seiji Suda, Perelman School of Medicine  Laura Burkbauer, UNC School of Medicine  Betty White, Hospital of the University of Pennsylvania  James Browning, Hospital of the University of Pennsylvania  Horace DeLisser, Perelman School of Medicine, University of Pennsylvania</p> <p><b>Using storytelling to develop emotional intelligence and leadership skills in medical students</b>  Christina Nelson, Frank H. Netter, M.D. School of Medicine at Quinnipiac University  Blake Acquarulo, Frank H. Netter MD School of Medicine, Quinnipiac University  Amber Vargas, Frank H. Netter MD School of Medicine, Quinnipiac University  Alexa Lisevick, Medical College of Wisconsin, Dept of Surgery  Julia LaMonica, Frank H. Netter MD School of Medicine, Quinnipiac University  Rahul Anand, Frank H. Netter MD School of Medicine, Quinnipiac University</p> <p><b>A Longitudinal Program in Narrative Medicine for Trainees in Pediatrics</b>  Samantha Rosenblum, Emily Greenstein  UMass Memorial Medical Center</p>	
2:00pm-3:15pm	Oral Abstract Presentations 3C	<p><b>Theme: Narrative Feedback</b>  Moderator: Molly Barry, Larner College of Medicine</p> <p><b>Examining generalizability of faculty written comments in clerkship assessments</b>  Christopher Mooney, University of Rochester School of Medicine and Dentistry  Stone Robert, University of Rochester School of Medicine and Dentistry  Wang Lu, University of Rochester School of Medicine and Dentistry  Jennifer Pascoe, University of Rochester School of Medicine and Dentistry  Blatt Amy, University of Rochester School of Medicine and Dentistry  Valerie Lang, University of Rochester Medical Center</p> <p><b>Learner and Teacher Perspectives on Racial and Ethnic Equity in Clinical Feedback: A Qualitative Study</b>  Hyacinth Mason, Tufts University School of Medicine  Janice Hanson, Washington University School of Medicine in St. Louis  Maria Perez, Washington University School of Medicine in St. Louis  Eve Colson, Washington University School of Medicine in St. Louis  Donna Jeffe, Washington University School of Medicine in St. Louis  Eva Aagard, Washington University School of Medicine  Arianne Teherani, University of California, San Francisco School of Medicine</p> <p><b>Improving Validity of Narrative Assessment on the Internal Medicine Clerkship: An Approach Using Kane's Argument-Based Framework</b>  William Fuller, Rosemary Sampogna, Rosa Lee  Columbia University Vagelos College of Physicians and Surgeons</p>	Med Ed 300
2:00pm-3:15pm	Workshop 3A	<p><b>Theme: Assessment; Pre-clerkship</b></p> <p><b>Breaking the Code of Curricular Keywords: Using Technology to Improve Accessibility in Adopting the AAMC Keywords</b>  Katherine Forkner, Mayo Clinic Alix School of Medicine  Colleen Hayden, Icahn School of Medicine at Mount Sinai</p>	HSRF 200
2:00pm-3:15pm	Workshop 3B	<p><b>Theme: UME/GME Transition</b></p>	HSRF 300

		<p><b>Transition courses at the end of required clinical clerkships: a step into the future of the educational continuum</b>  Athina Vassilakis, Columbia University Vagelos College of Physicians and Surgeons  Emily Greenberger, Larner College of Medicine at the University of Vermont  John Ragsdale, University of Kentucky College of Medicine  Rosa Lee, Columbia University Vagelos College of Physicians and Surgeons</p>	
2:00pm-3:15pm	Workshop 3C	<p><b>Theme: Faculty Development</b></p> <p><b>Building your Teaching Portfolio: The Power of Self-Assessments</b>  Kiran Pandit, Columbia University</p>	HSRF 400
3:30pm-4:45pm	Oral Abstract Presentations 4A	<p><b>Theme: Student Affairs</b>  Moderator: Kathleen Monforte, College of Nursing and Health Sciences at University of Vermont</p> <p><b>Faculty and Student Perceptions of Unauthorized Collaborations: Student or System Failure?</b>  Kirsten Brown, The George Washington University School of Medicine &amp; Health Sciences  Catherine Witkop, Uniformed Services University School of Medicine  H. Carrie Chen, Georgetown University School of Medicine  Yvonne Hernandez, Georgetown University School of Medicine  Laura Martin, Uniformed Services University School of Medicine  Aleek Aintablian, Georgetown University School of Medicine  Arianna Prince, The George Washington University School of Medicine &amp; Health Sciences  Anthony Artino, The George Washington University School of Medicine &amp; Health Sciences  Terry Kind, The George Washington University School of Medicine &amp; Health Sciences  Lauren Maggio, Uniformed Services University of the Health Sciences</p> <p><b>TempORAL Trends in Medical Student Wellbeing: Utilizing App-Based Daily Data Collection</b>  Leigh Ann Holterman, University of Vermont Larner College of Medicine  Alexandra Novelli, University of Vermont Larner College of Medicine  Carly Watson, University of Vermont Larner College of Medicine  Ankrish Milne, University of Vermont Larner College of Medicine  Hakeem Yousef, N/A  William Copeland, University of Vermont Larner College of Medicine  Lee Rosen, University of Vermont Larner College of Medicine  Yang Bai, University of Utah  Azilee Curl, University of Vermont  Samuel Pasqualoni, University of Vermont  Stephen Kirby, University of Vermont  XiXi Halvorson-Phelan, University of Vermont Larner College of Medicine  James Hudziak, University of Vermont Larner College of Medicine  Bailey Gengel, University of Vermont</p> <p><b>Developing a Dashboard for Understanding the Scope of Mistreatment Across the Learning Environment: You Can't Fix What You Don't Understand</b>  Rory Merritt, B. Star Hampton  Alpert Medical School of Brown University</p>	Med Ed 100

		<p><b>Development of a Scorecard to Improve Clinical Learning Environments</b>  Sneha Daya, Medstar Georgetown University Hospital  Sandrijn van Schaik, University of California, San Francisco  Joey Bernal, University of California, San Francisco  Tushani Illangasekare, University of California, San Francisco  Lauro Avalos, University of California, San Francisco</p>	
3:30pm-4:45pm	Oral Abstract Presentations 4B	<p><b>Theme: Clinical Skills; Teaching and Learning Pedagogies and Curricula</b>  Moderator: Abigail Hielscher, Larner College of Medicine</p> <p><b>Evaluating the Impact of a Data-Driven Population Health Intervention on Internal Medicine Subspecialty Fellows' Practice Habits</b>  Yoav Karpenshif, University of Pennsylvania  Stephen Landy, University of Pennsylvania  Caitlin Clancy, University of Pennsylvania  Srinath Adusumalli, CVS Health  Jennifer Myers, University of Pennsylvania</p> <p><b>Physical Exam Pearls and Pitfalls for Fourth-Year Medical Students</b>  Yushan Wang, Tufts Medical Center  Matthew Miles, Wake Forest School of Medicine  Richard Stacey, Wake Forest School of Medicine  E Shen, Wake Forest School of Medicine  Michelle Keating, Wake Forest School of Medicine</p> <p><b>Mindfulness and Racial Justice: Tools to Facilitate Challenging Conversations</b>  Lawrence Rosen, Carmela Rocchetti, Tade Ayeni  Hackensack Meridian School of Medicine</p> <p><b>Pediatric ACTIVE Learning Electrocardiography (PACE): Integrating asynchronous remote active learning in pediatric clinical medical education</b>  Kramer Wahlberg, The Robert Larner M.D. College of Medicine at the University of Vermont  Jennifer Holland, Children's Hospital of Philadelphia  James Rohwer, UT Southwestern  Julia O'Connor, Larner College of Medicine at The University of Vermont  Michael DeSarno, The University of Vermont  William Hopkins, The Robert Larner M.D. College of Medicine at the University of Vermont  Jonathan Flyer, The Robert Larner M.D. College of Medicine at the University of Vermont</p>	Med Ed 200
3:30pm-4:45pm	Workshop 4A	<p><b>Theme: Assessment; Bias</b></p> <p><b>Improving Validity of Narrative Evaluations: A Practical Approach Using Two Validity Frameworks</b>  William Fuller, Columbia Vagelos College of Physicians and Surgeons  Jonathan Amiel, Columbia University  Lauren Germain, SUNY Upstate Medical University  Judith Brenner, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</p>	Med Ed 300
3:30pm-4:45pm	Workshop 4B	<p><b>Theme: Clinical Skills, UME Pre-clerkship</b></p>	HSRF 200



		<b>Professionalism, Communication, &amp; Reflection: A blueprint for fostering development of professional identity and communication skills for medical students</b> Jennifer Todd, UVM Medical Center Molly Rideout, University of Vermont Nina Gluchowski, University of Vermont Stephen Berns, University of Vermont	
3:30pm-4:45pm	Workshop 4C	<b>Theme: Clinical Skills; Teaching and Learning Pedagogies and Curricula; Clerkship</b>  <b>New Foundational Competencies in UME: Updates and NEGEA Perspectives</b> Lisa Howley, AAMC	HSRF 300
3:30pm-4:45pm	Workshop 4D	<b>Theme: Simulation and Technology</b>  <b>Digital Tools for Medical Education: How to Design your own Infographic</b> Matthew Tsai, Casey Kim, Shreya Trivedi Beth Israel Deaconess Medical Center	HSRF 400
5pm	Dinner on your own		

## Saturday, April 15, 2023

At Larner College of Medicine

Time	Session	Location
7:00am-1:30pm	Registration/Info desk	Med Ed Lobby
7:00-8:00am	Breakfast/Networking	Hoehl Gallery/ Given Courtyard
8:00am-9:15am	Oral Abstract Presentations 5A  <b>Theme: Assessment</b> Moderator: Elise Everett, Larner College of Medicine  <b>Examining the prevalence and use of open-ended questions in the assessment of medical knowledge in undergraduate medical education</b> Doreen Olvet, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell Jeffrey Bird, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell Joanne Willey, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell Tracy Fulton, University of California at San Francisco School of Medicine Marieke Kruidering, University of California at San Francisco School of Medicine Kelli Qua, Case Western Reserve University School of Medicine Judith Brenner, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell  <b>Remediation and Reporting in the Pre-Clerkship Curriculum: How Allopathic Medical Schools Compare</b> Justin Fong, William Eidtson, Kerry Schmitt, Lynn Foster-Johnson, Abigail Konopasky, Virginia Lyons Geisel School of Medicine at Dartmouth	Med Ed 100

		<p><b>Creation of a Novel Distance-Based Learning Curriculum Comparing Immersive Virtual Reality Curriculum to Standardized Simulation for Residents Across Multiple Disciplines</b> Erin Hulfish, J. Ryan Aubrey, Jia Jian Li Stony Brook University Hospital</p> <p><b>Efficacy of a preclinical learning science test-taking skills course on exam performance</b> James Boothe, The Johns Hopkins Hospital, Division of Hospital Medicine Lynn Foster-Johnson, Geisel School of Medicine at Dartmouth Tiffany D'cruze, Geisel School of Medicine at Dartmouth William Eidtson, Geisel School of Medicine at Dartmouth</p>	
8:00am-9:15am	Oral Abstract Presentations 5B	<p><b>Theme: Diversity, Equity, and Inclusion</b> Moderator: Kathleen Monforte, College of Nursing and Health Sciences at the University of Vermont</p> <p><b>Less Grit, More Support: A qualitative analysis of common assets and challenges for first-generation college graduate and/or low income medical students</b> Hyacinth Mason, Tufts University School of Medicine Catherine Havemann, University of Chicago School of Medicine Tasha Wyatt, Uniformed Services University of the Health Sciences Regina Russell, Vanderbilt University School of Medicine Alexis Webber, Tufts University School of Medicine/Lahey Clinic Andre Parilla, Yale School of Public Health Mytien Nguyen, Yale School of Medicine; Dowin Boatright, NYU Grossman School of Medicine Alejandra Casillas, David Geffen School of Medicine Abraham Gallegos, Kaiser Permanent Bernard J Tyson School of Medicine</p> <p><b>Responding to Trauma Disclosures on the Wards: A Clinical Skills Teaching Session with a Trauma-Informed Lens</b> Rachel Stoddard, Harvard Medical School Lily Schneider, Beth Israel Deaconess Medical Center Jennifer Potter, Harvard Medical School Nhi-Ha Trinh, Harvard Medical School Jo-Anne Ochalla, Beth Israel Deaconess Medical Center Elysia Larson, Beth Israel Deaconess Medical Center Celeste Royce, Beth Israel Deaconess Medical Center</p> <p><b>Addressing Fatphobia and Race in Nutrition Counseling for Pre-Clerkship Medical Students</b> Uchechukwu Onwunaka, Dana Chofay, Steven Rougas, The Warren Alpert Medical School of Brown University</p> <p><b>Measuring the Efficacy of a Three-Year Medical School Disabilities Curriculum</b> Aitan Magence, New York Medical College Rebecca Applin, New York Medical College Karen Edwards, New York Medical College Jeanne Wilson, New York Medical College Kellen Petersen, Albert Einstein College of Medicine Fern Juster, New York Medical College Kristina Petersen, New York Medical College</p>	Med Ed 200
8:00am-9:15am	Oral Abstract Presentations 5C	<p><b>Theme: Pre-Clinical Curriculum</b> Moderator: Fatemeh Sobhani, Larner College of Medicine</p>	Med Ed 300

		<p><b>Bodies, persons, and things: exploring the ambiguity of distressing experiences in medical education</b> Erik Larsen, Naterica Rodrigues, Christopher Mooney, Susan Peters Hodge Daiss, Martha gdowski, Margie Hodges Shaw University of Rochester School of Medicine and Dentistry</p> <p><b>The Photo/Tiny Story: A Novel Activity for Reflective Practice in Medical Education</b> Patricia Luck, Zonia Ali University of Rochester School of Medicine and Dentistry</p> <p><b>Implementation of a series of novel procedural, anatomy and radiology correlate sessions in the preclinical curriculum</b> Alan Detton, Department of Pathology and Cell Biology, Columbia University Irving Medical Center Devon Rupley, Columbia University Irving Medical Center William Fuller, Department of Medicine, Columbia University Irving Medical Center Anabelle Andon, Center for Education Research and Evaluation, Columbia University Vagelos College of Physicians and Surgeons Todd Bates, Vagelos College of Physicians and Surgeons, Columbia University</p>	
8:00am-9:15am	Workshop 5A	<p><b>Theme: Diversity, Equity, and Inclusion</b></p> <p><b>Formative OSCE Stations that Address Racism and Other Biases – Skills Practice and Discussion Opportunity</b> Elizabeth Kachur, Medical Education Development, Global Consulting Dennis Novack, Drexel University College of Medicine Lisa Altshuler, NYU Grossman School of Medicine</p>	HSRF 200
8:00am-9:15am	Workshop 5B	<p><b>Theme: UME; Basic Science</b></p> <p><b>Building and improving medical education curricula to achieve long term Complex Learning: Instructional design, faculty development and a metacognitive skills curriculum for students</b> Miriam Hoffman, Hackensack Meridian School of Medicine Molly Cohen-Osher, Boston University Chobanian and Avedisian School of Medicine Jennifer Zepf, Hackensack Meridian School of Medicine Priya Garg, Boston University Chobanian and Avedisian School of Medicine Elizabeth Koltz, Hackensack Meridian School of Medicine</p>	HSRF 300
8:00am-9:15am	Workshop 5C	<p><b>Theme: GME; Career Trajectory</b></p> <p><b>MedEd in the time of RVUs: Strategies for Students &amp; Trainees</b> Vinayak Jain, MedStar Washington Hospital Center Jamie Rowell, University of Vermont Medical Center Emily Greenberger, Larner College of Medicine at the University of Vermont</p>	HSRF 400
9:30am-11:00am		<p><b>Plenary Session 3: Elizabeth Gauferg, MD, MPH</b> Of Vital Importance: Integrating the Arts and Humanities in Medical Education <b>NEGEA Business Meeting</b> <b>Oral Abstract Presentations Awards</b> <i>Livestreaming will also be available in Med Ed 100</i></p>	Davis Auditorium @ Larner College of Medicine
11:15am-12:30pm	Oral Abstract Presentations 6A	<p><b>Theme: Diversity, Equity, and Inclusion</b> Moderator: Elise Everett, Larner College of Medicine</p> <p><b>Barriers to the Professional Identity Formation of International Medical Graduates: A Qualitative Study</b></p>	Med Ed 100

		<p>Vinayak Jain, MedStar Washington Hospital Center  Mohamad Elsouri, Georgetown University School of Medicine  Victor Cox, Georgetown University School of Medicine  Ming-Jung Ho, Center for Innovation and Leadership in Education (CENTILE), Georgetown University Medicine Center</p> <p><b>The Advancement of Improved Diversity in Medical Education: An Introduction to the Diversity, Equity, Inclusion and Anti-Racism Teaching Assistant Program</b>  Isra Abdulwadood, Brionne Dillard, Rewan Abdelwahab, Sarah Wu, Valencia Elizabeth, Mira Keddis,  Audrey Elegbede, Sarah Atunah-Jay  Mayo Clinic Alix School of Medicine</p>	
11:15am-12:30pm	Oral Abstract Presentations 6B	<p><b>Theme: Clinical Skills; Communication</b>  Moderator: Halle Sobel, Larner College of Medicine</p> <p><b>Preclinical Medical Student Perceptions of Surgery: a Scoping Review</b>  Justin Fong, Geisel School of Medicine at Dartmouth  Helen Thomason, Geisel School of Medicine at Dartmouth  Meredith Sorenson, Dartmouth-Hitchcock Medical Center</p> <p><b>A Qualitative Analysis of Schwartz Rounds’ Impact on the Well-being of Healthcare Providers Using the PERMA Model for Human Flourishing</b>  Shahriar Islam, Uchechi Oddiri, Wei-Hsin Lu  Renaissance School of Medicine at Stony Brook University</p> <p><b>Adapting the R2C2 feedback model to “in the moment” feedback and coaching conversations within the clinical learning environment: what works and why?</b>  Marygrace Zetkolic, Hackensack Meridian School of Medicine  Elizabeth Koltz, Hackensack Meridian School of Medicine  Jocelyn Lockyer, University of Calgary  Heather Armson, University of Calgary  Joan Sargent, Dalhousie University</p> <p><b>2023 NEGEA Innovation in Medical Education Award: The Hospital Medicine Firm: A novel inpatient rotation in hospital medicine</b>  Chris Sankey, Yale School of Medicine</p>	Med Ed 200
11:15am-12:30pm	Oral Abstract Presentations 6C	<p><b>Theme: Clinical Skills; Professional Identity Formation</b>  Moderator: Fatemeh Sobhani, Larner College of Medicine</p> <p><b>Impact of a Drawing Course on Medical Student Communication</b>  Katelynn Getchell, Georgetown School of Medicine  Julia Langley, Georgetown Lombardi Comprehensive Cancer Center</p> <p><b>Creation of a Novel, Multimodal Competency-Based Telemedicine Curriculum for Pre-Clinical Students</b>  Marguerite Costich, Columbia University Vagelos College of Physicians and Surgeons  Joseph Picoraro, Columbia University Vagelos College of Physicians and Surgeons  Theresa Scott, Weill Cornell Medicine  Suzanne Friedman, Columbia University Vagelos College of Physicians and Surgeons  Evin Feldman, Cohen Children's Medical Center  Beth Barron, Columbia University Vagelos College of Physicians and Surgeons</p>	Med Ed 300

		<b>Integrating Planetary Health Into the Preclinical Medical School Curriculum: Implementing a Lesson on Environmental Exposures</b> David Dorfman, Julia Santini, Dana Chofay, Steven Rougas, Kyle Martin The Warren Alpert Medical School of Brown University	
11:15am-12:30pm	Workshop 6A	<b>Theme: Diversity, Equity, and Inclusion; Faculty Development</b>  <b>Why your students are so upset about sex and gender: Navigating a changing culture in medical teaching</b> Ann Zumwalt, Boston University School of Medicine Jennifer Siegel, Massachusetts General Hospital	HSRF 200
11:15am-12:30pm	Workshop 6B	<b>Theme: Diversity, Equity, and Inclusion</b>  <b>Solutions and Challenges to Creating and Strengthening Health Equity Curricula</b> Hetty Cunningham, Columbia University Vagelos College of Physicians and Surgeons Jean-Marie Alves-Bradford, Columbia University Vagelos College of Physicians and Surgeons Amy Baldwin, Medical College of Georgia at the AU/UGA Medical Partnership Rebecca Dougherty, Zucker School of Medicine at Hofstra/Northwell David Mullins, Geisel School of Medicine at Dartmouth Shilpa Pai, Rutgers-Robert Wood Johnson Medical School Anna-Leila Williams, Frank H. Netter MD School of Medicine at Quinnipiac University	HSRF 300
11:15am-12:30pm	Workshop 6C	<b>Theme: Faculty Development</b>  <b>Reimagining Faculty Promotion in a Changing Environment for Health Professions Education</b> Michael Sulzinski, Gabi Waite, Youngjin Cho, John Szarek, Janet Townsend, John Arnott Geisinger Commonwealth School of Medicine	HSRF 400
11:00am-12:30pm	Grab and Go Lunch		Hoehl Gallery/ Given Courtyard

## POSTERS

### Assessment

<b>1</b>	<b>Needs Assessment For Peer Evaluations In Small Group Case-Based Learning</b> Martinique Ogle, Marshall Tang, Susan Truong Sidney Kimmel Medical College
<b>2</b>	<b>The Pandemic as the Ultimate Disruptor of Constructive Alignment in an Outcomes-Based Medical Education Discipline</b> Julianne Kleitsch, Olga Pinkhasov, Ju Hyung An, Christopher Alessandro, Nikhil Kasarla, Shirley Eisner SUNY Downstate Health Sciences University
<b>3</b>	<b>Examining implicit mindsets of continuous learners in an Allergy, Immunology and Rheumatology divisions at an academic medical center</b> Theresa Bingemann, Bethany Marston University of Rochester
<b>4</b>	<b>An Innovative Student-led Preclinical Curricular Audit to Evaluate Time for Self-directed Learning</b> Tamar Mosulishvili, John F Emery, Sonia Chimienti, Virginia Lyons Geisel School of Medicine at Dartmouth

### Basic Science: Teaching and Learning Pedagogies and Curricula

<b>5</b>	<b>A Novel USMLE® Based Approach to Introducing the Specialty and Principles of Radiation Oncology to Preclinical Medical Students</b> Mary Mahoney, Michael Mix, Lauren Germain SUNY Upstate Medical University
<b>6</b>	<b>Curriculum Integration Using a Longitudinal Patient Approach</b> Jennifer Carey, Michael Fahey University of Massachusetts Chan School of Medicine
<b>7</b>	<b>Student Medical Education Research Team – Facilitating Development of Scholarship and Promoting Interinstitutional Education Research</b> John Szarek, Geisinger Commonwealth School of Medicine Lakshmi Ilango, Geisinger Commonwealth School of Medicine Merley Lafleur, Geisinger Commonwealth School of Medicine Jacob Feibusch, Geisinger Commonwealth School of Medicine Daniel Cheston, Geisinger Commonwealth School of Medicine Aidan Laghaeian, Geisinger Commonwealth School of Medicine Jordan Salvato, Geisinger Commonwealth School of Medicine Jessica Hernandez-Moreno, Kirk Kerkorian School of Medicine at UNLV Sireesha Mamillapalli, Geisinger Commonwealth School of Medicine Youngjin Cho, Geisinger Commonwealth School of Medicine Ying-Ju Sung, Geisinger Commonwealth School of Medicine Stephen Schneid, Skaggs School of Pharmacy and Pharmaceutical Sciences, University of California San Diego Edward Simanton, Kirk Kerkorian School of Medicine at UNLV
<b>8</b>	<b>Student Perceptions and Use of Routinely Assigned “Pre-work” in Pre-Clerkship Medical Education</b>

	Sarah Abramowitz, Margot Noyelle, Judith Brenner, Li Ma, Marie Petrizzo Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
9	<b>An Innovative Module-based Approach to Linking Bloom’s Taxonomy and Learning Objectives in Medical Education</b> Urvashi Vaid, Samuel Dyer, Michael Sisko, Samuel Dematte Sidney Kimmel Medical College at Thomas Jefferson University
10	<b>Integrated Metabolic Maps as a Framework for Teaching Biochemical Pathways in the Preclinical Medical Curriculum</b> Kenny Nguyen, Jay Silveira, Karen Lounsbury University of Vermont, Larner College of Medicine
11	<b>CT Imaging in the Anatomy Lab</b> Abigail Hielscher, William Brown, Sam Afshari, Megan Zhou, Ryan Walsh University of Vermont Larner College of Medicine
12	<b>Student Perspectives on a Medical School Curriculum Redesign</b> Nicola Feldman, Staci Leisman, Lauren Linkowski, Horatio Holzer, Mercedes Perez, Helen Fernandez, Joanne Hojsak, Rainier Soriano Icahn School of Medicine at Mount Sinai
13	<b>The Pipette is Mightier Than the Sword: Integrating and Expanding Scientific Principles and Ethics of Research in the Medical Curriculum</b> Michelle Dong, John Dick, M Eliassen, Sonia Chimienti, David Mullins Geisel School of Medicine at Dartmouth

### Career Trajectory

14	<b>Using the ACGME Clinician Educator Milestones to enhance the curriculum of a Resident Medical Education Track</b> Karen Barr, UPMC/University of Pittsburgh
15	<b>The Impact of Clinical Exposure During the COVID-19 Pandemic on Medical Students’ Specialty Career Choices</b> Kevin Pereira, Stony Brook University Hospital Andrew Wackett, Stony Brook University Hospital Wei-Hsin Lu, Renaissance School of Medicine at Stony Brook University
16	<b>Building the future of clinician educators: Development of the Boston Children’s Hospital Neurology and Neurodevelopmental Medical Education Pathway</b> Christina Briscoe Abath, Agnieszka Kielian, Christine Shrock, Alexandra Santana Almansa, David K. Urion, Miya Bernson-Leung Boston Children's Hospital
17	<b>Laying a Strong Foundation: How Do Medical Schools with and without Learning Communities Promote Character, Caring and Professional Identity Formation During Students' Pre- Clerkship Years?</b> David Hatem, University of Massachusetts TH Chan School of Medicine William Agborbaiyee, Chicago Medical School Megan McVancel, University of Iowa Carver College of Medicine Mrinalini Kulkarni-Date, University of Texas, Austin Dell Medical School Alejandro Moreno, University of Texas, Austin Dell Medical School Thuy Ngo, Johns Hopkins University School of Medicine Kurt Pfeifer, Medical College of Wisconsin

Elizabeth Ann Yakes, Vanderbilt University School of Medicine Marjorie Wenrich, University of Washington School of Medicine Jennifer Quaintance, University of Missouri Kansas City
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### **Clinical Skills: Teaching and Learning Pedagogies and Curricula**

<b>18</b>	<b>Interactive Online Modules to Foster Medical Reasoning Skills in Preclinical Students</b> Sarah Safran, Julia Barasch, Beth Barron Columbia University Vagelos College of Physicians and Surgeons
<b>19</b>	<b>Educational Video Series About Family Planning and Abortion for Preclinical Medical Students</b> Nadia Kianfar, Rebecca Zucconi Frank H. Netter MD SOM at Quinnipiac University
<b>20</b>	<b>New Insights in Module Based Learning Experiences for High Value Care</b> Aaron Chen, Renaissance School of Medicine at Stony Brook University Bill Hum, Renaissance School of Medicine at Stony Brook University Alex Freedenberg, Ohio State University Wexner Medical Center Department of Anesthesiology Roderick Go, Stony Brook University Hospital Eva Swoboda, Renaissance School of Medicine at Stony Brook University Wei-Hsin Lu, Renaissance School of Medicine at Stony Brook University
<b>21</b>	<b>Future Docs for Abortion Access: Coalition-Building Lessons from NYC Medical Students</b> Catherine Stratis, Icahn School of Medicine at Mount Sinai Sarah McNeilly, Albert Einstein College of Medicine Anne Lally, Albert Einstein College of Medicine Kimberly Graybeal, Albert Einstein College of Medicine Adam Jacobs, Icahn School of Medicine at Mount Sinai
<b>22</b>	<b>A novel inpatient rotation in hospital medicine</b> Christopher Sankey, Yale School of Medicine Anisha Advani, Yale New Haven Hospital
<b>23</b>	<b>What's in the Secret Sauce? Investigating and Designing Interprofessional Education Best Practices for Serious Illness Communication Trainings</b> Naomi Hodde, University of Vermont Larner College of Medicine Kacey Boyle, The University of Vermont Jennifer Hauptman, University of Vermont Medical Center Juvena Hitt, University of Vermont Larner College of Medicine Stephen Berns, The University of Vermont
<b>24</b>	<b>Senior Resident Grand Rounds: Results From a Survey of 15 Years of Radiology Residency Graduates</b> Allison Forrest, Ryan Walsh, Robert D'Agostino, Naiim Ali University of Vermont Medical Center
<b>25*</b>	<b>Diagnostic Errors in Preclinical Medical Students</b> Sijia Ma, Renaissance School of Medicine at Stony Brook Leah Ibrahim Puri, Renaissance School of Medicine at Stony Brook Andrew Wackett, Stony Brook University Hospital Wei-Hsin Lu, Renaissance School of Medicine at Stony Brook University
<b>26</b>	<b>Measuring the Effects of a Streamlined Training Curriculum on Empathy in First-Year Medical Students</b> Shafkat Salam, Renaissance School of Medicine at Stony Brook University



	Wei-Hsin Lu, Renaissance School of Medicine at Stony Brook University Perrilynn Baldelli, Stony Brook Clinical Simulation Center Andrew Wackett, Stony Brook University Hospital
<b>27*</b>	<b>Pediatric Stroke Champions: A Flipped-Classroom, Project-Based, Longitudinal Course Empowering Learners to Maximize the Impact of Continuing Education</b> Miya Bernson-Leung, Hillary Horte, Michael Rivkin Boston Children's Hospital
<b>28*</b>	<b>The Association Between Empathy, Artistic Background, and OSCE Performance in Medical Students</b> Davina Matinho, Quinnipiac University Frank H. Netter MD School of Medicine Gabbriel Ceccolini, Quinnipiac University Frank H. Netter MD School of Medicine Richard Feinn, Quinnipiac University Frank H. Netter MD School of Medicine Jennifer Rockfeld, Yale School of Medicine
<b>29*</b>	<b>Utilizing an Online Interactive Module to Teach Students Skills in Motivational Interviewing</b> Bolong Xu, Phil Shin, Beth Barron, Kenneth Carpenter, Prantik Saha Columbia University Vagelos College of Physicians and Surgeons
<b>30</b>	<b>A Novel Case-Based Module on Blood and Body Fluid Exposures for Emergency Medicine Residents</b> Rebecca Barron, Jennifer Schimmel, Erica Jessen UMass Chan Medical School-Baystate
<b>31*</b>	<b>Proposing System Solutions to Improve Population Health through Capstone - An Innovative Medical Student Project/Curriculum Reflecting Synthesis of Longitudinal Teaching on Social Determinants of Health.</b> Anjali Gupta, Carmela Rocchetti Hackensack Meridian School of Medicine
<b>32</b>	<b>Delivery Room Educational Bundle to Increase Level of Confidence among Pediatric Residents</b> Amara Heard, Deirdre O'Reilly, Molly Rideout University of Vermont Medical Center
<b>33</b>	<b>Comparison of the current state of ultrasound training in United States fellowships and European rheumatology training</b> Ana Valle, Hillary Weisleder, Shereen N. Mahmood Montefiore Medical Center/Albert Einstein College of Medicine
<b>34</b>	<b>Fostering the Qualities of Excellent Clinical Teachers in Medicine: A Pilot Observed Structured Teaching Encounter</b> Jamie Rowell, University of Vermont Medical Center Emily Greenberger, Larner College of Medicine at the University of Vermont Jessica VanNostrand, University of Vermont Medical Center Karen Dearborn, University of Vermont Medical Center Teah Cardehilac, University of Vermont Medical Center Deirdre O'Reilly, University of Vermont Medical Center
<b>35</b>	<b>Closing the Gap in Sexual Education in American Medical Schools</b> Olivia Kozel, Sarita Warriar, Srilakshmi Mitta The Warren Alpert Medical School of Brown University
<b>36</b>	<b>Empowering Medical Students to Practice High-Value Care</b> Carlos Echeverria, Douglas McHugh, Adam Weinstein Frank Netter MD School of Medicine at Quinnipiac University

<b>37</b>	<b>A Survey of Internal Medicine Residents Regarding their Satisfaction with the Transition to A Virtual Academic Half Day</b> Fatima Warraich, UMass Chan Baystate Medical Center Raquel Belforti, UMass Chan Baystate Medical Center Anne Belcher, Johns Hopkins School of Education Rebecca Blanchard, Baystate Medical Center
<b>38</b>	<b>A Transitions Curriculum to Improve Student Perception of Preparedness for the Clinical Learning Environment</b> William Fuller, Columbia Vagelos College of Physicians and Surgeons Devon Rupley, Columbia University Irving Medical Center
<b>39</b>	<b>Needs Assessment of internal medicine learner confidence and desire for more teaching in hospital medicine competencies</b> Christopher Sankey, Yale School of Medicine Anisha Advani, Yale New Haven Hospital Donna Windish, Yale School of Medicine

### **Diversity, Equity, Inclusion and Anti-Racism in the Learning Environment**

<b>40</b>	<b>Analysis of U.S. Allopathic Medical Schools' Official Statements Concerning Dobbs</b> Sarah McNeilly, Albert Einstein College of Medicine Carmen Conroy, UC San Diego School of Medicine Vivian Kim, Albert Einstein College of Medicine
<b>41</b>	<b>Determinants of Medical Student Loan Default Rates</b> Richard Vuong, Larner College of Medicine at the University of Vermont Mitchell Tsai, Larner College of Medicine at the University of Vermont Karl Kristiansen, Dartmouth-Hitchcock Medical Center
<b>42</b>	<b>On Being Heard: How Black Authors in Medical Education Name Experiences with Racism</b> Monnique Johnson, Uniformed Services University Lauren Maggio, Uniformed Services University of the Health Sciences Abigail Konopasky, Geisel School of Medicine
<b>43*</b>	<b>Examining the effects of dermatologic health disparities</b> Shirley Parraga, ECU Brody School of Medicine Rithi Chandy, Wake Forest School of Medicine Steven Feldman, Wake Forest School of Medicine

### **Faculty Development**

<b>44</b>	<b>Development and Pilot Implementation of “Technological, Regulatory and Financial aspects of Clinical (TEREFIC) Practice” curriculum in Graduate Medical Education.</b> Deepak Gupta, University of Vermont, College of Medicine
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### **Simulation and Technology**

<b>45*</b>	<b>A longitudinal clinical simulation curriculum for the preclerkship student</b> Christina Matulis, Samuel Buck, Ambrose Wong, Leigh Evans Yale School of Medicine
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<b>46</b>	<b>Optimizing Group Size in Medical Education Simulation</b> Cassandra Mackey, James Fidrocki, Simi Jandu, Tyler Raduzycki, Jennifer Carey University of Massachusetts Chan School of Medicine
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### **Transition to Residency**

<b>47*</b>	<b>Transition to Residency and Life-Long Learning: A Self-Directed Learning Elective in Undergraduate Medical Education</b> Silva Baburyan, Renaissance School of Medicine at Stony Brook University Wei-Hsin Lu, Renaissance School of Medicine at Stony Brook University Iris Granek, Department of Family, Population, and Preventive Medicine, Stony Brook Medicine Sriitha Rajupet, Department of Biomedical Informatics, Stony Brook Medicine
<b>48</b>	<b>Effective Patient Handover Implementation and Assessment for Fourth-Year Medical Students</b> Stacey Wong, Renaissance School of Medicine at Stony Brook University Masooma Kazmi, Stony Brook University Hospital David Cohen, Stony Brook University Hospital Roderick Go, Stony Brook University Hospital Andrew Wackett, Stony Brook University Hospital Wei-Hsin Lu, Renaissance School of Medicine at Stony Brook University
<b>49</b>	<b>Preventative Opt-Out Wellness Check-Ins: Identifying and Supporting At-Risk Residents and Mitigating Burnout</b> Emily Lisco, Thomas Jefferson University Hospital Alexandra Pierlott, Thomas Jefferson University Deanna Nobleza, Thomas Jefferson University
<b>50</b>	<b>Design and implementation of an introductory curriculum for new Child Neurology and Neurodevelopmental Disabilities trainees</b> Alexandra Santana Almansa, Boston Children's Hospital Christina Briscoe Abath, Boston Children's Hospital Aristides Hadjinicolaou, CHU Sainte Justine Ross Carson, Boston Children's Hospital Christine Shrock, Boston Children's Hospital Miya Bernson-Leung, Boston Children's Hospital Agnieszka Kielian, Boston Children's Hospital

\*Under consideration for NEGEA Poster Award