



# 2021 MCW INNOVATIONS IN HEALTHCARE EDUCATION RESEARCH CONFERENCE

SEPTEMBER 22 - 24

[MCW.EDU/IHER](https://mcw.edu/iher)

VIRTUAL SESSIONS  
KEYNOTE SPEAKERS  
MEET-THE-EDITORS  
POSTER SESSIONS  
PRESENTATIONS

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# WELCOME

## 2021 MCW INNOVATIONS IN HEALTHCARE EDUCATION RESEARCH (IHER) CONFERENCE

### “Reimagining Our Efforts in Healthcare Education”

The Medical College of Wisconsin Department of Academic Affairs is pleased to host our 8th annual MCW Innovations in Healthcare Education Research (IHER) Conference, which for the safety of attendees, will be a completely virtual experience. This day serves as an opportunity for educators from across all of our schools and programs to share new approaches to healthcare education and to discuss new ideas that benefit our learners.

We are thrilled to welcome Dr. Sondra Zabar, Professor of Medicine and the Director of the Division of General Internal Medicine and Clinical Innovation at NYU Grossman School of Medicine and an Attending Physician at Gouverneur Healthcare and Dr. Louis N. Pangaro, Professor of Medicine at the Uniformed Services University School of Medicine in Bethesda, Maryland as our keynote speakers to discuss ways in which we are *Reimagining Our Efforts in Healthcare Education*. I am certain that those who attend the keynote sessions will come away intrigued and energized by the presentations given by Drs. Zabar and Pangaro.

The IHER Conference goals are:

- To encourage our educators to consider innovations in healthcare education as an area for research focus and scholarship.
- To develop educators' research skills and encourage educators, residents, fellows and students to conduct research in healthcare education.
- To learn from one another so that we all benefit from new and creative approaches to educating students and residents.

I want to congratulate all our presenters on their great work, especially during this unprecedented time of a global pandemic. Please join me at their posters and oral presentations and please take the time to express your thanks to the presenters for sharing their outstanding scholarship.

Jose Franco, MD  
Interim Senior Associate Dean for Academic Affairs  
Professor of Medicine (Gastroenterology and Hepatology)



# SCHEDULE

Wednesday, September 22

	Session	Primary Zoom Links	Back-up MS Teams Links
9:30 - 10:30 a.m.	<b>Session One:</b> Oral Presentations 1 <b>Session Two:</b> Roundtable 1 – Operationalizing GME-Wide Academic Enrichment Programs	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>
10:45 - 11:45 a.m.	<b>Session One:</b> Workshop 1 – More Than Just Another Zoom Meeting: Utilizing Software Programs to Enhance Online Education (10:30-11:45) <b>Session Two:</b> Speed Posters 1	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>
Noon - 1:15 p.m.	<b>*Keynote Address:</b> Sondra Zabar, MD: Supporting a Learning Healthcare System - Using Simulation to Continuously Improve Telemedicine and Healthcare Quality	<a href="#">Session One Link</a>	<a href="#">Session One Link</a>
1:30 - 2:30 p.m.	<b>Session One:</b> Oral Presentations 2 <b>Session Two:</b> Speed Posters 2	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>
2:45 - 3:45 p.m.	<b>Session One:</b> Roundtable 2 – Moving Medical Education Research Towards Dissemination <b>Session Two:</b> Kern TI2 Speed Posters 1	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>
4:00 - 5:00 p.m.	<b>Session One:</b> Workshop 2 – Lateral Thinking: How to Tap into Creativity (4:00-5:15) <b>Session Two:</b> Roundtable 3 – Reimagining the New MCW Medical School Curriculum	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>
5:15-6:15 p.m.	Virtual Reality Social in <a href="#">Virbela Software</a> ** <i>**users must download software prior to session</i>	Use passcode: <b>IHER2021</b>	N/A

**\* Keynote Address Introductions and Opening Remarks:**

**Jose Franco, MD**

Interim Senior Associate Dean for Academic Affairs  
Professor of Medicine (Gastroenterology and Hepatology)

**John R. Raymond, Sr., MD**

President and CEO

**Joseph E. Kerschner, MD**

Provost and Executive Vice President  
The Julia A. Uihlein, MA, Dean of the School of Medicine

**Adina Luba Kalet, MD, MPH**

Director, Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education Stephen and Shelagh Roell Endowed Chair

Please use passcode **IHER2021az** for all sessions except *Virbela*. In the event of a Zoom or MS Teams connectivity problem, please contact one of the following: [Kerrie Quirk](#), [Robert Treat](#), [Amy Bingenheimer](#), [Amy Prunuske](#).



# SCHEDULE

## Thursday, September 23

	Session	Primary Zoom Links	Back-up MS Teams Links
9:30 - 10:30 a.m.	<b>Session One:</b> Roundtable 4 - Operationalizing Population Health Curricula	<a href="#">Session One Link</a>	<a href="#">Session One Link</a>
10:45 - 11:45 a.m.	<b>Session One:</b> Virtual Reality 1 ( <b>use passcode: IHER2021</b> ) <b>Session Two:</b> Oral Presentations 3	<a href="#">Virbela Software</a> <a href="#">Session Two Link</a>	N/A <a href="#">Session Two Link</a>
Noon - 1:15 p.m.	<b>*Keynote Address:</b> Louis N. Pangaro, MD, MACP: Planning for the Future – What’s Essential and What’s Desirable?	<a href="#">Session One Link</a>	<a href="#">Session One Link</a>
1:30 - 2:30 p.m.	<b>*Meet-the-Editors:</b> Peter GM de Jong, PhD; Anna Cianciolo, PhD; Michael Feters, MD; Jake Prunuske, MD	<a href="#">Session One Link</a>	<a href="#">Session One Link</a>
2:45 - 3:45 p.m.	<b>Session One:</b> Oral Presentations 4 <b>Session Two:</b> Speed Posters 3 <b>Session Three:</b> Virtual Reality 2 ( <b>use passcode: IHER2021</b> )	<a href="#">Session One Link</a> <a href="#">Session Two Link</a> <a href="#">Virbela Software</a>	<a href="#">Session One Link</a> <a href="#">Session Two Link</a> N/A

### \* Keynote Address Introductions and Opening Remarks:

#### Jose Franco, MD

Interim Senior Associate Dean for Academic Affairs  
Professor of Medicine (Gastroenterology and Hepatology)

#### [Dario Torre, MD, MPH, PhD](#)

Professor of Medicine  
Director of Programs Of Assessment  
University of Central Florida College of Medicine

#### Amy Prunuske, PhD

Associate Professor  
Medical College of Wisconsin – Central Wisconsin

### \* Meet-the Editors Introductions:

#### Robert Treat, PhD

Associate Professor  
Department of Emergency Medicine  
Director of Measurement and Evaluation  
Office of Academic Affairs

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# SCHEDULE

## Friday, September 24

	Session	Primary Zoom Link	Back-up MS Teams Link
9:30 - 10:30 a.m.	<b>Session One:</b> Kern T12 Speed Posters 2 <b>Session Two:</b> Roundtable 5 – Developing GRIT in Medical Students	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>
10:45 - 11:45 a.m.	<b>Session One:</b> Kern T12 Speed Posters 3 <b>Session Two:</b> Workshop 3 – Using Case-, Problem- and Team-Based Learning to Nurture Curiosity and Inquiry in Medical Education Curriculum <b>(10:30-11:45)</b>	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>
Noon - 1:15 p.m.	<b>Session One:</b> Ignite Session 1 <b>Session Two:</b> Speed Posters 4	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>	<a href="#">Session One Link</a> <a href="#">Session Two Link</a>

Please use passcode **IHER2021az** for all sessions except *Virbela*. In the event of a Zoom or MS Teams connectivity problem, please contact one of the following: [Kerrie Quirk](#), [Robert Treat](#), [Amy Bingenheimer](#), [Amy Prunuske](#).



## KEYNOTE ADDRESSES

Wednesday, Sept. 22: Dr. Sondra Zabar

Supporting a Learning Healthcare System – Using Simulation to Continuously Improve Telemedicine and Healthcare Quality



### **Sondra Zabar, MD**

Professor of Medicine and the Director of the Division of General Internal Medicine and Clinical Innovation at the NYU Grossman School of Medicine  
Attending Physician at Gouverneur Healthcare Service

After attending Brown University and NYU School of Medicine she was a NYU Primary Care Resident and Chief Resident and then served as Co-Director of the NYU School of Medicine Primary Care Residency for 20 years.

Dr. Zabar directs NYSIM/NYU School of Medicine Standardized Patient Program and directs the Program for Medical Education Innovations and Research (PrMEIR), which she established in 2006 with the mission of advancing medical education scholarship at NYU and instituting best practices for patient-centered, evidence-based medical education through research, faculty grants, and consultations. She was awarded the Association of American Medical Colleges (AAMC)'s prestigious 2020 Abraham Flexner Award for Distinguished Service to Medical Education.

Dr. Zabar has conducted an extensive program of research on the use of standardized patient-based performance-based assessment, beginning in 2002 when she led the implementation of a 10-station comprehensive assessment of residents' knowledge, skills and attitudes, which is now adapted for 15 NYU residencies and multiple CME programs. With funding from an ACGME Picker Challenge Grant Award she pioneered the use of unannounced standardized patients in real clinical environments to assess individuals and clinical microsystems. Her research portfolio includes; leadership of two NIH-funded projects (AHRQ R18 grant) to assess the transfer of residents' skills and quality of patient education from the simulation center to the clinical micro-system and how patient's social determinants of health are communicated within the clinical team and; leadership of a HRSA funded Primary Care Training Enhancement program to evaluate and pilot the best curricula for training residents and teams for important patient outcomes. Dr. Zabar has developed immersive simulations; Night On Call, to assess readiness for near graduate medical students and interns; First Night on Call, which prepares all NYU SOM incoming interns to participate in a culture of patient safety; faculty onboarding simulation to establish standards for communication and new innovative in-person and remote simulations for telemedicine skills across the continuum. Her team has established the first UME and GME education registries with over 5000 participants and partnerships with clinical systems to incorporate simulation as part of learning health systems quality improvement programs.

A leader in medical education research, Dr. Zabar has presented her work nationally and internationally and published more than 90 articles. She co-edited a book, published in 2013, *Objective Structured Clinical Examination: 10 Steps to Planning and Implementing OSCEs and Other Standardized Patient Exercises*, which is now widely used among medical schools throughout the country and has recently been translated into Chinese.





## Thursday, Sept. 23: Dr. Louis N. Pangaro

### Planning for the Future – What's Essential and What's Desirable?



#### **Louis N. Pangaro, MD, MACP**

Professor of Medicine at the Hebert School of Medicine of the Uniformed Services University of the Health Sciences

His medical degree is from Georgetown University (1973), where he also did a residency in Internal Medicine and fellowship in endocrinology. He was a research fellow in endocrinology at Walter Reed Army Medical Center and developed a radioimmunoassay for 3,5 Diiodothyronine. Dr. Pangaro joined the Uniformed Services University in 1978, with positions as Director of Fourth Year Programs, Clerkship Director and Vice-chair for Education. He was appointed Professor with tenure in 1998. He served as Medicine Department Chair from 2008 to 2018 and as Interim Dean from August 2020 to May 2021.

Dr. Pangaro's scholarly work is in the evaluation of the competence of medical trainees and has published more than 100 articles relating to medical education. Using the model of a radioimmunoassay he created "standardized examinees" to calibrate the validity of the prototype clinical skills examination of the US Medical Licensing Exam. He introduced the concept of "synthetic", developmental frameworks for defining expectations of students and residents (the "RIME scheme", for reporter-interpreter-manager-educator) that is now used in EPAs and milestones. The RIME alternative to the traditional knowledge-skills-attitudes paradigm is used in many American medical schools.

From 2009 to 2014 Dr. Pangaro was the faculty leaders of curricular redesign for the USU School of Medicine. Dr. Pangaro has personally evaluated and given individual feedback to several thousand medical students, nearly all of them are still part of the military medical community. As a facilitator in the Stanford Faculty Development Program, he has worked with more than one thousand military faculty on their teaching skills. Starting in 2000, Dr. Pangaro created a six-day course for military GME program directors in assessing competence, and nearly 500 program directors have participated in the last decades. He has published and spoken widely on faculty development and leadership in medical education. He co-directs the annual Harvard Macy International Program for a Systems Approach to Assessment in the Health Sciences Education. As Chair his department has initiated an MHPE and PhD program in medical education, in which he taught the courses in leadership in medical education and in methods in clinical teaching.

Dr. Pangaro has served as an at-large member of the National Board of Medical Examiners, and on the editorial boards of Academic Medicine and Teaching and Learning in Medicine and is past-chair of the Research in Medical Education Conference Committee of the GEA/AAMC. He has served as President of the Clerkship Directors in Internal Medicine (CDIM), and of the Alliance for Clinical Education (ACE), the coordinating council for eight national organizations of American clerkship directors. Dr. Pangaro has been honored by the AAMC with the Glaser Distinguished Teacher Award (2005), by USU students with the Clements Awards for Excellence in Education (1990) and by the USU Faculty with the inaugural Carol Johns Teaching Medal (2001). He has been recognized by the NBME with its Edith J. Levitt Distinguished Service Award; by CDIM with all three of their awards: the inaugural award for Outstanding Program Development (1998, now named the Louis Pangaro Award), the Outstanding Educational Research Award (2000), and the Outstanding Service Award (2005); and by the British Embassy Players for his production of Shakespeare's Hamlet (1990). He was recognized by the Army chapter of the American College of Physicians with its inaugural Master Teacher Award (1997) and by the Washington, DC chapter of the College with its Sol Katz Teaching Award (2005) and its Laureate Award (2012). In 2010, Dr. Pangaro was named as a Master of the American College of Physicians (MACP), and in 2012, he received the Distinguished Medical Educator Award of the Association of Program Directors in Internal Medicine. In 2018 he received the John P. Hubbard Award from the NBME for excellence in the field of evaluation in medicine.





## NEW! MEET-THE-EDITORS

Thursday, Sept. 23



### **Peter GM de Jong, PhD**

Editor-in-Chief, *Medical Science Educator*  
Senior Researcher, Center for Innovation in Medical  
Education  
Leiden University Medical Center  
Leiden, The Netherlands

Peter GM de Jong, PhD, is a strategic advisor and senior researcher in the field of Technology Enhanced Learning at Leiden University Medical Center in The Netherlands, where he leads a team for the development, implementation, and support of learning materials and where he provides strategic advice in the field of technology enhanced learning. His research interest is in the field of Blended Learning in medical education, especially the integration of Massive Open Online Courses into regular classroom teaching. He authored several articles on the topic of the use of computers in education and online learning, and presented numeral oral, poster, and workshop presentations. Since 2007 Peter is involved in the International Association of Medical Science Educators (IAMSE), an international organization with a focus on advancing medical education through faculty development while ensuring that the teaching and learning of medicine continues to be firmly grounded in science. Since 2010 he holds the position of Editor-in-Chief of *Medical Science Educator*, the online journal of IAMSE published by Springer.



### **Anna T. Cianciolo, PhD**

Editor-in-Chief, *Teaching and Learning in Medicine*  
Associate Professor, Department of Medical  
Education  
Southern Illinois University School of Medicine  
Carbondale, Illinois, USA

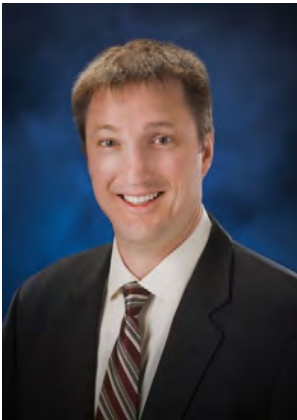
Anna T. Cianciolo, PhD, is associate professor of Medical Education at Southern Illinois University School of Medicine and has served as Editor-in-Chief for *Teaching and Learning in Medicine* since 2013. She approaches medical education scholarship from a human-centered systems engineering perspective and is intrigued by the impact of contextual characteristics on educational implementation. Through her work as a researcher and editor, she seeks to promote reflective practice in educational design and evaluation, empowering educators to continuously learn and improve instruction.



### **Michael D. Fetters, MD, MPH, MA**

Co-Editor-in-Chief, *Journal of Mixed Methods Research*  
Professor, Department of Family Medicine  
Director, Mixed Methods Program  
Director, Japanese Family Health Program Education and Research  
University of Michigan Medical School  
Ann Arbor, Michigan, USA

Michael D. Fetters, MD, MPH, MA, is a professor of family medicine at the University of Michigan (U-M) where he directs the Japanese Family Health Education and Research Programs that strives to provide culturally and linguistically competent care for the Japanese population currently residing in Ann Arbor and the Detroit Metropolitan area. Fluent in Japanese, he has also been instrumental in the introduction, preparation for, and teaching of, the concepts, skills and mission behind the specialty of family medicine for medical residents in Japan with a grant awarded to the U-M and the Department of Family Medicine titled the Shizuoka-University of Michigan Advanced Residency Training, Education and Research in Family Medicine (SMARTER FM). With Family Medicine Adjunct Professor John W. Creswell, he co-founded and directs the University of Michigan Mixed Methods Program as an international expert in the methodology of Mixed Methods Research, where he has taught multiple mixed methods workshops domestically and internationally in Canada, Denmark, China, Hong Kong, Qatar, South Africa, and Japan. He also serves as Co-Editor-in-Chief with Jose Franciso Molina Azorin for the *Journal of Mixed Methods Research*.



### **Jacob Prunuske, MD, MSPH**

Associate Editor, *AAMC MedEdPORTAL*  
Associate Editor, *Peer-Reviewed Reports in Medical Education Research (PRiMER)*  
Assistant Dean of Clinical Learning  
Professor of Family and Community Medicine  
Medical College of Wisconsin - Central Wisconsin  
Wausau, Wisconsin, USA

Jacob Prunuske, MD, MSPH is a Professor of Family and Community Medicine and the Assistant Dean for Clinical Learning at the Medical College of Wisconsin - Central Wisconsin campus. He earned his bachelor and medical degrees at the University of Wisconsin. He completed his Family Medicine Residency and Master of Science in Public Health at the University of Utah. His research has focused on family medicine and public health education. Dr. Prunuske has served as an Associate Editor for *MedEdPORTAL* from 2013 - 2021 and for the STFM journal *PRiMER: Peer-Reviewed Reports in Medical Education Research* from 2016 - present.



# WORKSHOPS

## Workshop 1 | Wednesday 10:30 – 11:45 a.m.

### **More Than Just Another Zoom Meeting: Utilizing Software Programs to Enhance Online Education**

*Presenters: Kelly Horton, MA*

#### Learning Objectives:

1. Describe challenges to student engagement and interaction with virtual interprofessional education.
2. Explore ways that utilizing software programs including Allo, Padlet, and Google Slides/Forms can address these challenges.
3. Identify how these programs can be used to enhance participants' own virtual curricula.

## Workshop 2 | Wednesday 4:00 – 5:15 p.m.

### **Lateral Thinking: How to Tap into Creativity**

*Presenters: Cassie Ferguson, MD*

#### Learning Objectives:

1. Describe why creative thinking is central to academic medicine.
2. Name three myths surrounding creativity.
3. Define "lateral thinking" (as described by author Edward de Bono) and explain how it may be utilized as a source of creativity in academic medicine.
4. In small groups, utilize at least three lateral thinking tools to generate new ideas for a problem you are interested in solving.

## Workshop 3 | Friday 10:30 – 11:45 a.m.

### **Using Case-, Problem- and Team-Based Learning to Nurture Curiosity and Inquiry in Medical Education Curriculum**

*Presenters: Alexandra Harrington, MD*

#### Learning Objectives:

1. Describe the key features of PBL, CBL, and TBL.
2. Participate in PBL, CBL, and TBL mini-sessions and debrief the teaching methods.
3. Compare and contrast PBL, CBL, and TBL with respect to inspiring student inquiry.



# SPEED POSTERS

## Speed Posters 1 | Wednesday 10:45 – 11:45 a.m.

- Liz Dominguez, BS** Developing Equanimity Through Critical Reflection and Creative Expression
- Molly Thapar, BS** Revision of M2 Dermatology Unit to Develop Culturally Competent Physicians: A Retrospective Qualitative Analysis
- Marika I. Wrzosek, MD** Make Your Own Adventure: The Discussion Board as an Effective Tool for Asynchronous, Virtual, Learner-driven, Case-based Teaching in a Preclinical Course
- John Ray, MD, MBA** Filling the Gap: Emergency Medicine Administration and Operations Residency Elective
- Jordan T. Garcia, BA** How Humor is Used in the Clinical Learning Environment and its Effects on Medical Trainees: A Scoping Review

## Speed Posters 2 | Wednesday 1:30 – 2:30 p.m.

- Rachel Kavanaugh, PharmD, BCACP** Who Killed Mr. Brown? A Hospital Murder Mystery
- Maria Skorey, MD** “Feedback in Medical Education: Themes by Generational Cohort”
- Madeline Zamzow, BS** Sex and Gender Medicine in the First Year MD Curriculum at the Medical College of Wisconsin
- Kendall Trieglaff, BS** Sex and Gender Medicine (SGM) in the Second Year MD Curriculum at the Medical College of Wisconsin
- Katarina Stark, BS** In the Room Where it Happens - How Remixing Interprofessional Education Planning to Include Students Enhances Engagement and Satisfaction Despite Virtual Restrictions
- Todd Stollenwerk, BS** Implementing Interactive Extracurricular Case-Based Learning Sessions to Help M1 Students Review, Integrate, and Apply Physiology Principles
- Lana Minshew, PhD, MEd** Cultural Intelligence Framework: Student Insights and Experiences



### Speed Posters 3 | Thursday 2:45 – 3:45 p.m.

<b>Karina Atwell, MD, MPH</b>	Pilot Evaluation of a Competency-Based Community and Population Health Curriculum for Family Medicine Residents
<b>Marissa Cepress, BS</b>	Human Trafficking in Wisconsin: The Physician's Role in Ending Modern Day Slavery
<b>Abdul-Rahman Abdel-Reheem, BS</b>	Teaching URM Students Skills in Teaching and Leadership to Become Innovative Healthcare Leaders
<b>Chase LaRue, MS.Ed, MS</b>	Creating and Sustaining an Elective Course on Veteran Healthcare in Undergraduate Medical Education
<b>Lauren Stippich, BS</b>	Designing Blueprints for COVID-19 Clinics: How Scaffolding IPE Educational Sessions Promotes Creative Liberties Among Students in the Preclinical Years
<b>Jordan Garcia, BA</b>	How Humor is Used in the Clinical Learning Environment and its Effects on Medical Trainees: A Scoping Review

### Speed Posters 4 | Friday 12:00 – 1:00 p.m.

<b>Edmund Duthie, MD</b>	A 90-Minute Activity to Increase Physician Support for Dementia Patient Caregivers
<b>Chris Glasel, BA</b>	Agile Assessors: Advantages and Disadvantages to In-Person and Remote Assessments
<b>Ryan Hillmer, PhD</b>	Comparison of Student Performance Following In-person or Virtual Gross Anatomy Labs during COVID-19
<b>Katherine Lumetta, MEd, BS</b>	Identifying Barriers to Practicing a Growth Mindset in Medical Education
<b>Bryn L. Sutherland, BA</b>	Is a Female Always a Woman and a Male always a Man? Sex and Gender Terminology in the M1 and M2 Courses at MCW
<b>Robert Treat, PhD</b>	Analyzing the Impact of Personality on Autonomy and the Mediator Role of Motivation



# KERN TI2 SPEED POSTERS

TI2 Posters 1 | Wednesday 2:45 – 3:45 p.m.

## **Opening Remarks & Q&A Facilitation**

By M. Chris Decker, MD; Julia Schmitt

## **Mattering and Character Strength Spotting on the Gynecology and Surgery Medical Student Clerkships**

By Rana Higgins, MD; Caitlin Patten, MD; Kristina Kaljo, PhD; Zach Colvin, DO

## **Closing the Gap of Knowledge and Education Among Providers in the Disparities Sexual and Gender Minorities Face**

By Melinda Pierdomenico, DO; Sarah Larsen, MD, MPH; Jessica Smoko; Kevin Robertson, MD

## **Answering the Call: Using the Medicine Clerkship to Facilitate Inpatient Follow-up for Emergency Residents**

By Leilani Hernandez; Pinky Jha, MD; Brian Gooley, MD; Brady McIntosh, MD; Sanjay Bhandari, MD

## **Medical Provider Simulation Practicum**

By Nathan Rosenberg, BSN, RN, CCTN; Andrew Cochran, PT, DPT; Kurt Hammitt, MSN, RN

## **ACCESS Better Care Through Social Determinants of Health Training**

By Ashley Pavlic, MD; Sehr Kahn, MD; Celeste Pain; Cecilia Scholcoff, MD; Sara Tesfatsion, MD; Madeline Kenzie, MD

## **Developing a Low-Stakes Environment for Teaching Development and Feedback: The Teaching Test Kitchen**

By Chase LaRue, MEd; Erica Chou, MD; Kerrie Quirk, MEd; Max Hershey; Enrique Avila

## **An Antiracist Medical School Curriculum. It Matters.**

By Bryn Sutherland; Sandra Pfister, PhD; Monet Woolfolk; Christopher Davis MD, MPH



## TI2 Posters 1 | Wednesday 2:45 – 3:45 p.m. – continued

### **Medicine in Real Life**

By Emelyn Zaworski; Sofie Kjellesvig; Eric Weaver; Eric Lee; Meghan Peterson; Jesslyn Hendrickson; Kate Kipp, MS, UW-Stevens Point; Amy Prunuske, PhD; Corina Norrbom, MD

### **Creating an Annual Anti-Racism Pledge for Medical Students**

By Harini Shah; Kathlyn Fletcher, MD; Jessica Miller; Tracy Bui; Elizabeth Dominguez; Aliyah Keval; Marisa Tobes

## TI2 Posters 2 | Friday 9:30 – 10:30 a.m.

### **Opening Remarks & Q&A Facilitation**

By M. Chris Decker, MD; Julia Schmitt

### **LEAD-UP: Leadership Education to Advance Diversity in Underrepresented Populations**

By Kristina Kaljo, PhD; Callisia Clarke, MD; Jeffrey Kirsch, MD

### **Designing a Leadership Curriculum for Medical Students That Teaches Students to be Influencers**

By Kelli Cole; Gopika SenthilKumar

### **Developing Equanimity Through Creative Expression**

By Teresa Patitucci, PhD; Elizabeth Dominguez; Kate Stark; Johnny Neist, MLIS; Jeff Fritz, PhD

### **Invisible Identities: Educating Healthcare Providers on Hmong LGBTQ+ Experiences**

By William Wong; Kajua B. Lor, PharmD; Mingqian Lin; Gao Zangzee Yang; Na Xiong; Payeng Lor; Tatiana Perry; Mathew Letizia, PharmD

### **Bringing Mental Health First Aid to Pharmacy Students Through the TI2 Initiative**

By Kevin Bozyski, PharmD; Himanshu Agrawal, MD; Molly Schmidt; Annabel Kuhn

### **Kaleidoscope: A Program With a Diversity Lens**

By Adrienne German; Jean Mallett; Krystal Almazan; Na'il Scoggins; Brittany Doll; Abiye Agbeh; Doug Bierer





## TI2 Posters 2 | Friday 9:30 – 10:30 a.m. – continued

### **Development of a Cultural Humility Curriculum for Pediatric Residents**

By Michelle Hwang, MD; Ashleigh Watson, MD; Swathi Prasad, MD; Oluwasoore Akande, DO; Robert Trevino, MD, PhD

## TI2 Posters 3 | Friday 10:45 – 11:45 a.m.

### **Opening Remarks & Q&A Facilitation**

By M. Chris Decker, MD; Julia Schmitt

### **URM Mentorship Forum**

By Zak Sharif-Sidi, MD; Pinky Jha, MD; Adul-Rahman; Gifty Marfowaa

### **Mitigating Implicit Biases in Clinical Clerkship Evaluations**

By British Fields; Adriana Perez; Kris Saudek, MD; Sara Lauck, MD; Michael Levas, MD, MS; Malika Siker, MD; Peter Wolfgram, MD

### **Challenging Implicit Bias**

By Kyle Wellhouse; Krystal Almazan; Morgan Lockhart; Sasha Nuhn; Amelia Schurke; Enrique Avila; Lauren Sikora; Allison Carlisle

### **Identifying Bias in Classroom Clinical Cases: A Structured Approach to Make Clinical Cases More Diverse and Inclusive**

By Kerrie Quirk, MEd; Mindy Dwinell, PhD; Neehal Shukla; Sarah Benett; Amy Bingenheimer; Lisa Cirillo, PhD; Toni Gray; Elizabeth Moore; Sandra Pfister, PhD; Jess Sachs; Ashley Zeidler



# IGNITE

## Ignite Session | Friday 12:00 – 1:00 p.m.

- 12:00 – 12:15 p.m. **Themes in Curriculum Change: Capturing the Quiet Voices**  
*Karen Marcdante, MD*
- 12:15 – 12:30 p.m. **Efficient Management of Brain Metastases**  
*Karen Elizabeth Lee, MS*
- 12:30 – 12:45 p.m. **You Matter, Here's Why: A Student Initiative Focused on Creating Connectedness out of Isolation**  
*Chase Walker LaRue, MS.Ed, MS*
- 12:45 – 1:00 p.m. **Who Killed Mr. Brown? A Hospital Murder Mystery**  
*Rachel Kavanaugh, PharmD, BCACP*

All videos of the Ignite session will be available on the [2021 IHER website](#).



# ORAL PRESENTATIONS

## Oral Presentations 1 | Wednesday 9:30 – 10:30 a.m.

- 9:30 – 9:45 a.m. **Development and Evaluation of a Sex Trafficking Education Program for Obstetric/Gynecology, Emergency Medicine, and Family Medicine Residents: A Mixed Methods Study**  
*Morgan Briggs, MD*
- 9:45 – 10:00 a.m. **Clinical Impact of an Underserved Community Health Curriculum: A Qualitative Review of Student Reflections**  
*Lauren Bauer, MD, MPH, MS*
- 10:00 – 10:15 a.m. **The Use of COM-B to Evaluate a Medical Provider Breastfeeding Support Training**  
*Shalyn Houston, BS*
- 10:15 – 10:30 a.m. **Enhancing Patient-Centered Medical Care Through Life Story Work (LSW)**  
*Sai Suma Samudrala, BS*

## Oral Presentations 2 | Wednesday 1:30 – 2:30 p.m.

- 1:30 – 1:45 p.m. **Self-reported Levels of Depression, Anxiety, and Stress During the First 6 Months of Medical School - A Case Study at the Medical College of Wisconsin's Regional Campuses**  
*Erin Gruber*
- 1:45 – 2:00 p.m. **Neural Network Analysis of Medical Student Burnout as Impacted by Emotion**  
*Robert Treat, PhD*
- 2:00 – 2:15 p.m. **A Spotlight on Fellow Wellness**  
*Karen Chao, MD*
- 2:15 – 2:30 p.m. **Seeking Peer Outreach: An Integrated, Tiered Approach to Address Stigma and Isolation in Medical Education**  
*Meghan Peterson, BS*

## Oral Presentations 3 | Thursday 10:45 – 11:45 a.m.

- 10:45 – 11:00 a.m. **Lessons Learned from the Mastering the Difficult Conversation Course**  
*John Hayes, DO*
- 11:00 – 11:15 a.m. **Evolution of a Character-Focused Longitudinal Medical Student Coaching Program**  
*Kurt Pfeifer, MD*
- 11:15 – 11:30 a.m. **Students in the Driver's Seat: Piloting a Self-Contained Resident-Administered PACS Simulator for Radiology Medical Student Education**  
*Douglas C. Pierce, MD, MS*



11:30 – 11:45 a.m. **Using Pre-Class Review Sessions to Enhance Learning in the Medical Physiology Course**  
*Todd Stollenwerk, BS*

## Oral Presentations 4 | Thursday 2:45 – 3:45 p.m.

2:45 – 3:00 p.m. **Cognitive Apprenticeship in Pharmacy Education: A Multi-Institutional Study**  
*Lana Minshew, PhD, Med*

3:00 – 3:15 p.m. **No More Multiple Choice! How Open-Ended Vignettes Changed our Clerkship**  
*John Hayes, DO*

3:15 – 3:30 p.m. **Medical Students as Effective Mentors to Teenagers with Adverse Childhood Experiences (ACEs)**  
*Amanda Wright, BA*



# ROUNDTABLES

## Roundtable 1 | Wednesday 9:30 – 10:30 a.m.

### **Operationalizing GME Wide Academic Enrichment Programs**

*Ashley Pavlic, MD, MA*

Leaders of the recently established GME Global Health Scholars program and the Kinetic<sup>3</sup> Teaching Academy will discuss their experiences operationalizing an academic enrichment program open to all residents and fellow. These programs provide a framework for discussion of the benefits, challenges, and operationalization of other GME-wide curricula.

## Roundtable 2 | Wednesday 2:45 – 3:45 p.m.

### **Moving Medical Education Research Towards Dissemination**

*Michael T. Braun, PhD*

Medical educators are expected to disseminate their work to advance the field, while also growing academic opportunities. Multiple barriers exist preventing publication of educational research. During the roundtable, participants will discuss barriers, review MCW resources, and devise solutions to move their medical educational research toward dissemination.

## Roundtable 3 | Wednesday 4:00 – 5:00 p.m.

### **Reimagining the New MCW Medical School Curriculum**

*Amy Prunuske, PhD*

MCW is working on developing a new curriculum and the roundtable session is an opportunity for you to discuss with members of the curriculum implementation team what is being planned for the new curriculum. The session will allow key stakeholders including student, staff, residents, and faculty to share their ideas for reimagining the curriculum. These ideas will be helpful as we move forward with the development process.

## Roundtable 4 | Thursday 9:30 – 10:30 a.m.

### **Operationalizing Population Health Curricula**

*Ashley Pavlic, MD, MA*

We will discuss our experience operationalizing population health curricula for our medical students and residents, highlighting several easily translatable aspects, including Community Engagement Day, patient shadowing, and simulation. We culminate with a demonstration of our newest program to promote character formation through self-reflection on biases and professionalism goal setting.

## Roundtable 5 | Friday 9:30 – 10:30 a.m.

### **Developing GRIT in Medical Students**

*Emelyn Zaworski, MS2*

We will brainstorm ideas to develop GRIT in medical students including encouraging vulnerability. Vulnerability can be seen as sacrificing credibility. In truth, being vulnerable creates a more honest and trusting environment. To err is to be human. We need not feel shame. Instead, we must develop acceptance and GRIT.



# NEW! VIRTUAL REALITY

## Virtual Reality Social | Wednesday 5:15 – 6:15 p.m.

Come explore *Virbela*, the virtual reality software that allows you to connect with colleagues using your unique Avatar. The group will convene in the private IHER team suite to learn about the ways you can interact within the platform. Then, if interested, you are free to explore some of the common spaces, such as the soccer field, which are also featured within *Virbela*.

## Virtual Reality 1 | Thursday 10:45 – 11:45 a.m.

### **Who Killed Mr. Brown? A Hospital Murder Mystery**

Dr. Rachel Kavanaugh

### **Using Virtual Case-Based Discussions to Engage Medical Students Interested in Emergency Medicine during a Global Pandemic**

Dr. David Fine

### **Human Trafficking in Wisconsin: The Physician's Role in Ending Modern Day Slavery**

Marissa Cepress

## Virtual Reality 2 | Thursday 2:45 – 3:45 p.m.

### **Academic Detailing with a Naloxone Hands-On Simulation**

Dr. Rachel Kavanaugh

### **Pilot Evaluation of a Competency-Based Community and Population Health Curriculum for Family Medicine Residents**

Dr. Karina Atwell

### **Analyzing the Impact of Personality on Autonomy and the Mediator Role of Motivation**

Dr. Robert Treat



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**Evaluation Team:** Amy Prunuske, Robert Treat

**Awards Team:** Jose Franco

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**Conference Logistics:** Kursten Bauer, Amy Bingenheimer, Denise Cook-Snyder, Johnathon Neist, Amy Prunuske, Robert Treat

**Conference Judges:** Amy Beierle, Lisa Cirillo, Cheryl Crawford, Molly Falk-Steinmetz, John Hayes, Greg Kaupla, Rachel Kavanaugh, Roy Long, Cynthia Mand, Marty Muntz, Mary Beth Phelan, Carol Ping Tsao, Amy Prunuske

**Conference Moderators:** Amy Bingenheimer, Jed Calata, Lisa Cirillo, Denise Cook-Snyder, Cheryl Crawford, Ethan Duwell, Molly Falk-Steinmetz, Jose Franco, Marty Muntz, Amy Prunuske

**Triage Agents:** Kursten Bauer, Amy Bingenheimer, Denise Cook-Snyder, Ethan Duwell, Johnathon Neist, Kerrie Quirk, Robert Treat

**MCW Media Services**

**All conference presenters, participants and volunteers**





# CONFERENCE EVALUATIONS

Submit the conference evaluations online at:

<https://tinyurl.com/sc4ebfaa>

