



2022 Innovations in Healthcare Education Research Conference

SEPTEMBER 20 - 22

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

VIRTUAL SESSIONS
PANEL SESSIONS
KEYNOTE SPEAKERS
ROUNDTABLES
POSTER SESSIONS
PRESENTATIONS
WORKSHOPS

ZOOM EVENTS
INTERFACE

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ACADEMIC AFFAIRS



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WELCOME

2022 MCW INNOVATIONS IN HEALTHCARE EDUCATION RESEARCH (IHER) CONFERENCE

“Healthcare Education: Built for the Future”

The MCW Department of Academic Affairs is pleased to host our 9th annual *MCW Innovations in Healthcare Education Research (IHER) Conference*, which will once again be a completely virtual experience. This conference serves as an opportunity for educators from across all of our schools and programs, as well as educators outside of the MCW community, to share new approaches to education and to discuss new ideas that can benefit our learners.

We are thrilled to welcome the following keynote speakers to this year's conference to discuss ways in which we are building for the future in healthcare education:

- **Martin Pusic, MD, PhD:** Pediatric Emergency Medicine physician at the Boston Children's Hospital and Associate Professor of Pediatrics and Emergency Medicine at the Harvard Medical School. [Learn More about Dr. Pusic.](#)
- **Cathleen Pettepher, PhD:** Assistant Dean for Medical Student Assessment at the Vanderbilt University School of Medicine, Director of the Student Assistance Program and member of Vanderbilt's Foundations of Medical Knowledge Leadership Team. [Learn More about Dr. Pettepher.](#)
- **Gurpreet Dhaliwal, MD:** Clinician-educator and Professor of Medicine at the University of California San Francisco. [Learn More about Dr. Dhaliwal.](#)

I am certain that those who attend the keynote sessions will come away intrigued and energized by the presentations given by Drs. Pusic, Pettepher and Dhaliwal. As always, the goals of the Innovations in Healthcare Education Research Conference 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. Please join me at their workshops, panel sessions, roundtables, poster sessions and oral presentations, and take the time to express your thanks to the presenters for sharing their scholarship. And for those who did not submit to this year's conference, we look forward to seeing your work represented at next year's conference!

José Franco, MD
Professor of Medicine (Gastroenterology and Hepatology)
Senior Associate Dean for Education
School of Medicine
Medical College of Wisconsin



SCHEDULE

[Please click here at any time to join the conference event lobby!](#)

In the event of a Zoom Events or MS Teams connectivity problem, please contact one of the conference co-chairs:
[Kerrie Quirk](#) or [Robert Treat](#).

Tuesday, September 20

	Session	Primary Zoom Links	Back-up MS Teams Links
9:30 - 10:30 a.m.	Session One: Workshop 1: Giving Formative Feedback on the Fly Using the T.H.A.N.K. Model	Session One Link	Session One Link
	Session Two: Oral Presentation 1	Session Two Link	Session Two Link
10:45 - 11:45 a.m.	Session One: Speed Posters 1	Session One Link	Session One Link
	Session Two: Panel Session 1: A Novel Framework for Flourishing in the Classroom and Beyond: The Role of Caring, Character and Practical Wisdom in Medical Education	Session Two Link	Session Two Link
Noon - 1:15 p.m.	*Keynote Address: Martin Pusic, MD, PhD: <i>Fostering Adaptive Expertise All Along the Education Continuum: The Master Adaptive Learner</i>	Session One Link	Session One Link
1:30 - 2:30 p.m.	Session One: Roundtable 1: Integrative Experiences with the Arts and Humanities	Session One Link	Session One Link
	Session Two: Speed Posters 2	Session Two Link	Session Two Link
	Session Three: Kern T12 Speed Posters 1	Session Three Link	Session Three Link
2:45 - 3:45 p.m.	Session One: Roundtable 2: Cultural Humility for Healthcare Providers	Session One Link	Session One Link
	Session Two: Workshop 2: Mitigating Implicit Bias in Clerkship Evaluations	Session Two Link	Session Two Link
4:00 - 5:00 p.m.	Session One: Panel Session 2: MCW Curriculum Innovation Leadership Team – From Principles to Action	Session One Link	Session One Link
	Session Two: Roundtable 3: Elective Induction of Labor	Session Two Link	Session Two Link

* Keynote Address Introductions and Opening Remarks:

José Franco, MD
 Professor of Medicine (Gastroenterology and Hepatology)
 Senior Associate Dean for Education
 School of Medicine

John R. Raymond, Sr., MD
 President and CEO



SCHEDULE

[Please click here at any time to join the conference event lobby!](#)

Wednesday, September 21

	Session	Primary Zoom Links	Back-up MS Teams Links
9:30 - 10:30 a.m.	Session One: Roundtable 4: Acadicus Virtual Reality	Session One Link	Session One Link
	Session Two: Oral Presentation 2	Session Two Link	Session Two Link
10:45 - 11:45 a.m.	Session One: Speed Posters 3	Session One Link	Session One Link
	Session Two: Roundtable 5: Patient-Centered Communication Training in the OBGYN Residency	Session Two Link	Session Two Link
	Session Three: Kern T12 Speed Posters 2	Session Three Link	Session Three Link
Noon - 1:15 p.m.	*Keynote Address: Cathleen Pettepher, PhD: MACP: <i>Integrating Foundational Sciences Throughout the Curriculum</i>	Session One Link	Session One Link
1:30 - 2:30 p.m.	Session One: Roundtable 6: "Meet the Chairs" of The Generalists in Medical Education (TGME)	Session One Link	Session One Link
	Session Two: Roundtable 7: MIRRORS program for Resident Character and Professional Development	Session Two Link	Session Two Link
2:45 - 3:45 p.m.	Session One: Panel Session 3: Critical Pedagogies in Health Professions Education	Session One Link	Session One Link
	Session Two: Roundtable 8: Assessment of Communication Skills Across the Medical Education Curriculum	Session Two Link	Session Two Link
4:00 - 5:00 p.m.	Session One: Oral Presentation 3	Session One Link	Session One Link
	Session Two: Workshop 3: Creating UME Communication Skills Curricula with Psychological Safety and Character Development	Session Two Link	Session Two Link

* Keynote Address Introductions and Opening Remarks:

Catherine Ferguson, MD

Associate Professor of Pediatrics, Section of Emergency Medicine

Associate Director, Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education

Director, Quality Improvement & Patient Safety Scholarly Pathway



SCHEDULE

[Please click here at any time to join the conference event lobby!](#)

Thursday, September 22

	Session	Primary Zoom Link	Back-up MS Teams Link
9:30 - 10:30 a.m.	Session One: Workshop 4: Med Ed Gamification: Using the Escape Room Format to Teach	Session One Link	Session One Link
	Session Two: Roundtable 9: The Use of Facilitated Emotional Debrief Sessions after a Potentially Distressing Clinical Situation	Session Two Link	Session Two Link
10:45 - 11:45 a.m.	Session One: Panel Session 4: Artificial Intelligence in Healthcare Education	Session One Link	Session One Link
	Session Two: Roundtable 10: Use of Digital Technology in Pedagogy	Session Two Link	Session Two Link
Noon - 1:15 p.m.	*Keynote Address: Gurpreet Dhaliwal, MD: <i>Thinking as a Basic Science in Health Professions Education</i>	Session One Link	Session One Link
1:30 - 2:30 p.m.	Session One: Oral Presentation 4	Session One Link	Session One Link
	Session Two: Speed Posters 4	Session Two Link	Session Two Link
2:45 - 3:45 p.m.	Session One: Ignite Session 1	Session One Link	Session One Link
	Session Two: Speed Posters	Session Two Link	Session Two Link
	Session Three: Kern T12 Speed Posters 3	Session Three Link	Session Three Link
4:00 - 5:00 p.m.	Session One: Roundtable 11: The Benefit of Community-Clinical Linkages on Patients by Improving Social Determinants of Health and Health Care Delivery	Session One Link	Session One Link
	Session Two: Roundtable 12: Climate Change and Health Harms	Session Two Link	Session Two Link

* Keynote Address Introductions and Opening Remarks:

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

Marty Muntz, MD, FACP

Professor of Medicine - General Internal Medicine
Associate Dean for Curriculum - School of Medicine
Curriculum Pillar Director - Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education
Vice-Chair for Faculty Development - Department of Medicine



KEYNOTE ADDRESSES

Tuesday, Sept. 20: Dr. Martin Pusic

Sponsored by the MCW Office of Academic Affairs

[Fostering Adaptive Expertise All Along the Education Continuum: The Master Adaptive Learner](#)



Martin Pusic, MD, PhD

Dr. Martin Pusic is a practicing Pediatric Emergency Medicine physician at the Boston Children's Hospital with an advanced interest in the science of learning as it applies to health professions education. He is Associate Professor of Pediatrics and Emergency Medicine at the Harvard Medical School, having obtained his medical degree from the University of British Columbia, a fellowship in pediatric emergency medicine at McGill, and his PhD in Education from Teachers College of Columbia University.

Dr. Pusic has experience as a clinician-educator at all levels of medical education. He has directed a Pediatric Emergency Fellowship program, been a medical school course director, actively taught in residency and clerkship programs and has organized a number of CPD courses including being faculty at the Harvard Macy Institute.

A predominant model for his collaborative research program involves the collection of clinical artifacts, such as radiographs or ECGs, programming of an educational intervention and the subsequent collection and analysis of assessment data. Using qualitative methods, think-aloud protocols, and advanced statistical modelling (learning curves, item response modelling) they have published primary research on the use of deliberate practice for the learning of image interpretation. The key contention is that the improved understanding of cognitive models of learning (and their assessment) in the health professions can drive the improvement of learning efficacy and efficiency.

Dr. Pusic is Co-Investigator of an American Medical Association (AMA) funded grant entitled "Promotion in Place" which examines competency-based advancement of residents in representative programs. Previously, Dr. Pusic had been a co-investigator on another AMA grant at NYU where the project involved the development of a novel "Big Data" curriculum. Along with Drs. Rose Hatala, David Cook and Matthew Lineberry, he recently completed a U.S. Dept of Defense Grant entitled "An Adaptive Tutor for Improving Visual Diagnosis".

He is co-chair of the Medical Education Research Grant Committee of the Royal College of Physicians and Surgeons of Canada and Vice-Chair of the American Heart Association's Education Science Subcommittee. He is a Deputy Editor at *Medical Education*. In recognition of his research, he has earned membership in the American Pediatrics Society. His peers recently elected him President of the Society for Directors of Research in Medical Education.

In 2015, Dr. Pusic presented a Tedx Talk on "The Future of Health Education."



Wednesday, Sept. 21: Dr. Cathleen Pettepher

Sponsored by the MCW Society of Teaching Scholars

[Integrating Foundational Sciences Throughout the Curriculum](#)



Cathleen Pettepher, PhD

Dr. Cathleen Pettepher received her undergraduate and graduate degrees at the University of South Alabama in Mobile Alabama. She came to Vanderbilt to pursue a post-doctoral fellowship in diabetes where she focused on the characterization of the glucokinase gene locus utilizing transgenic mice and embryonic stem cell technologies.

In 1993, she joined the Department of Cell & Developmental Biology and focused her efforts on teaching first year medical students and managing the Transgenic Mouse and Embryonic Stem Cell Core Facility for the Cancer, Diabetes and Kennedy Centers.

She served as the Managing Director for 12 years before transferring full effort to medical education and administration. In 2000, she joined the newly established Cancer Biology Department.

Cathy was named Assistant Dean for Medical Student Assessment in April of 2014. In this capacity, she oversees the evaluation of student academic and professional development across all four years of the curriculum and serves as the Director of the Student Assistance Program that helps students with the transition into and challenges associated with medical school. She also serves on the Foundations of Medical Knowledge Leadership Team which has oversight of the fully integrated basic science preclinical phase of Vanderbilt's Medical Curriculum 2.0. Her teaching duties include serving as Co-Director of the Human Blueprint and Architecture and Brain, Behavior and Movement blocks of C2.0, Director of the Cell and Tissue Biology Laboratory and one of three Sr. Anatomists in the Gross Anatomy Laboratory. Cathy is designated as a Master Science Teacher and has been a member of Vanderbilt's Academy of Teaching Excellence since 2008. Her scholarly focus is on learning styles and their effects on study strategies and time management skills and the value of peer assessments in professional growth and development.

Cathy is married to David Pettepher and has two terrific children, Erin and Matthew. They live in Nolensville, TN, and enjoy spending time with friends and family.



Thursday, Sept. 22: Dr. Gurpreet Dhaliwal

Sponsored by the MCW Kern Institute

Thinking as a Basic Science in Health Professions Education



Gurpreet Dhaliwal, MD

Gurpreet Dhaliwal, MD, is a clinician-educator and Professor of Medicine at the University of California San Francisco (UCSF).

He sees patients and teaches medical students and residents in the emergency department, inpatient wards, and outpatient clinic at the San Francisco VA Medical Center, where he directs the internal medicine

He studies, writes, and speaks about how doctors think - how they make diagnoses, how they develop diagnostic expertise and what motivates them to improve their practice and the systems in which they work.

Dr. Dhaliwal is a member of the UCSF Academy of Medical Educators and the UCSF Department of Medicine Council of Master Clinicians.

He has published over 140 articles and has been a visiting professor at multiple universities across the U.S. and in China and Japan.

He has received multiple teaching awards, including the 2019 UCSF Osler Distinguished Teacher Award and the 2015 national Alpha Omega Alpha Robert J. Glaser Distinguished Teacher Award.

He is currently a member of the board of directors of the Society to Improve Diagnosis in Medicine. He previously served as the Co-chair of the SIDM Education Committee for 8 years.

In 2012 he was profiled in the New York Times in an article entitled, "Could A Computer Outthink This Doctor?" From 2013-2018 he was a writer for the *Wall Street Journal's* The Experts Health Care Report.

He has been a podcast guest on *Freakonomics M.D.*, *British Medical Journal*, *The Curbsiders*, *IMreasoning*, *Clinical Problem Solvers*, *Explore the Space*, *Medical Mentors*, *Bedside Rounds*, and *The Wall Street Journal Report*.



PANEL SESSIONS

Panel Session 1 | Tuesday, 10:45 – 11:45 a.m.

[A Novel Framework for Flourishing in the Classroom and Beyond: The Role of Caring, Character and Practical Wisdom in Medical Education](#)

Moderator: Kimara Ellefson, MBA

Panelists introduce the KNN integrated framework for character, caring and human flourishing and scholarly research that underpins it. They will share the KNN integrated framework and its relevance to current medical education challenges; describe the KNN experience (collaborative of medical schools working together around shared values to find solutions to common problems); and explore how the framework can be leveraged to solve pressing issues in medical education.

Panel Session 2 | Tuesday, 4:00 – 5:00 p.m.

[MCW Curriculum Innovation Leadership Team - From Principles to Action](#)

Moderator: Amy Prunuske, PhD

The leaders of the MCW curriculum reform team will share how the formation of guiding principles informed the curriculum design process and how they plan to make these principles a reality. They will briefly present the plan for all three phases of the family medicine clerkship and then answer questions from conference attendees regarding our curriculum plans.

Panel Session 3 | Wednesday, 2:45 – 3:45 p.m.

[Critical Pedagogies in Health Professions Education](#)

Moderator: Vinayak Jain, MBBS

Advocated by Brazilian educational theorist Paulo Freire, 'critical pedagogy' is a means of empowering people to effect social change by questioning structures of power and oppression. Within health care, such a pedagogical framework can be vital in inculcating a deeper understanding of the structural causes of illness and injury. Arbitrary eGFR cut-offs, poor access to obstetric care among women of color and inferior health outcomes in historically redlined areas serve as few of the many examples where a biomedical worldview of illness promotes racial essentialism while ignoring underlying institutional mechanisms that reify deeply historically entrenched patterns of oppression. Applying Freire's key ideas to HPE can challenge for educators and scholars who are unfamiliar with, unprepared for, or even threatened by Freire's ideas. This panel discussion will offer practice-based resources and strategies to support audience member inquiry into to support colleagues and help faculty navigate and implement curricula that develop learners' structural competence.



Panel Session 4 | Thursday, 10:45 – 11:45 a.m.

[Artificial Intelligence in Healthcare Education](#)

Moderator: Robert Treat, PhD

The field of AI has been sensationalized by the popular press and the entertainment industry which blurs reality with conjecture and has created apprehension and anxiety for many people. AI is increasing its role in many industries, and some amount of apprehension is understandable. General labor is often most adversely impacted by automation, and AI will expedite those efforts. However, there are also exciting opportunities for integrating AI with human capital and the healthcare industry is no exception. To provide high quality patient care, physicians should be trained to work effectively with AI applications. However, many clinical decisions are impacted by social, legal, personal, and ethical aspects. AI will reshape healthcare delivery and physician professional identity. In this light, how should we teach AI technology abilities in medicine and how to connect with a patient while using AI generated data? Do we have teaching resources in healthcare education to provide high-quality knowledge about AI foundations and applications?



WORKSHOPS

Workshop 1 | Tuesday, 9:30 – 10:45 a.m.

[Giving Formative Feedback on the Fly Using the T.H.A.N.K. Model](#)

Facilitator: Himanshu Agrawal, MD, DFAPA

Learning Objectives

1. Introduce participants to salient components of good formative feedback
2. Use the T.H.A.N.K. acronym and model to conceptualize how to receive and provide formative feedback in an organized, useful manner, while cultivating a culture of gratitude.
3. Practice the T.H.A.N.K. model to internalize its benefits and maximize its utility.

Workshop 2 | Tuesday, 2:45 – 4:00 p.m.

[Mitigating Implicit Bias in Clerkship Evaluations](#)

Facilitator: Kristine Saudek, MD

Learning Objectives

1. Acknowledge that we all have biases and identify what those are
2. Understand how implicit biases impact URM students
3. Utilize the "ABC tool for Mitigating Implicit Bias in Clerkship Evaluations" to write narratives that are free of bias
4. Apply new knowledge in practice



Workshop 3 | Wednesday, 4:00 – 5:15 p.m.

Creating UME Communication Skills Curricula with Psychological Safety and Character Development

Facilitator: Ashley Pavlic, MD, MA

Learning Objectives

1. Understand underpinnings of communication skills training, universal skills that are being prioritized for integration into the MCW curricular redesign.
2. Learn about the development of two specific communication skills training programs at MCW focusing on social determinants of health for preclinical students and difficult conversations for clinical students on their IM clerkship.
3. Discuss operationalizing psychologically safe spaces for feedback and growth for our preclinical and clinical students and how to foster humility, bravery, social awareness, and practical wisdom through these sessions.

Workshop 4 | Thursday, 9:30 – 10:45 a.m.

Med Ed Gamification: Using the Escape Room Format to Teach

Facilitator: Jasmine Dowell, MD

Learning Objectives

1. At the conclusion of this learning activity, participants will be able to appreciate the benefits of using gamification techniques in a medical education curriculum by the use of an Escape Room format.
2. At the conclusion of this learning activity, participants will be able to create an escape room style game to teach simulation concepts to their target audience using a gamification worksheet.
3. At the conclusion of this learning activity, participants will be able to identify the basic considerations in the development of a medical-based Escape Room.



SPEED POSTERS

[Speed Posters 1 | Tuesday, 10:45 – 11:45 a.m.](#)

Quantitative and Qualitative Evaluation of Clinical Human Anatomy Ultrasound Education

Jared Muench, M4 Student; Michael Schellpfeffer, MD, MS

But Do They Actually DO it: Evolving Trauma-informed Care Education Through Development and Validation of an Observational Rubric Tool

Bryan Johnston, MD; Lauren Bauer, MD, MS; Hernan Barenboim, PhD, LMFT; Robert Treat, PhD; Kevin Hamberger, PhD

Critical Elements in Community-Academic Partnerships Supporting Interprofessional Geriatrics Education

Stacy Barnes, PhD; Wendy Betley

Creation of an APP Fellowship Professional Curriculum

Sarah Vanderlinden, MPAS

Extended Reality: Is it feasible? Is this the next chapter of medical education among UME?

Thomas Yang, MD

The Impact of the COVID-19 Pandemic on Medical Student Evaluations of Housestaff Teaching

Rebecca Rings Miller, MD; Rachel Saltness, MD; Greg Kaupla

[Speed Posters 2 | Tuesday, 1:30 – 2:30 p.m.](#)

Cultivating Social Connectedness and Well-being Among Graduate Medical Education Programs

Alicia Pilarski, DO; Kathlyn Fletcher, MD, MA; Devarati Syam, PhD; Amy Farkas, MD, MS; John Yoon, MD

Education Elements: A Biweekly Educational Email to Increase Residents' Confidence as Medical Student Educators

Emma Austenfeld, MD, MPH; Ian Worcester; Bipin Thapa, MD, MS, FACP; Heather Toth, MD

Grow With Us: Developing Mental Endurance (Medical Education)

Chase Morrison, BS; Erin Bybee, BS; Saranya Madan, BS; Mernoosh Gafhour, BS; Isaiah Hough, BS; Madison Graifman, BS

Student TA Support Program for Diversity, Equity, and Inclusion (DEI) Curriculum Integration



Desiree' Brionne Dillard, MBA, BS; Meagan Tran; Rewan Abdelwahab; Sarah Atunah-Jay, MD, MPH; Audrey Elegbede, PhD, PCC, ELI-MP

Enhancing Provider Confidence Regarding Early Onset Sepsis Risk and Management in the Newborn Nursery

Jamie Collins, MD; George Stotis, MD; Kelsey Ryan, MD

Advancing Holistic Review During Residency Application: Using Natural Language Processing of Applicant Experiences to Predict an Interview Invitation

Arun Umesh Mahtani, MD, MS; Ilan Reinstein, MS; Jesse Burk-Rafel, MD, MRes

[Speed Posters 3 | Wednesday, 10:45 – 11:45 a.m.](#)

Development of a Hybrid Medical Curriculum

Yanire Nieves, MD, MBA

A Flipped Classroom Approach to Providing Extremely Low Birthweight Infant Education for Resident Physicians

Kathryn Berlin, MD; Rebecca Buchholtz, RN, MSN, NNP-BC, APNP; Scott Welak, MD

Use of a Virtual Environment for Medication Therapy Management Skills with English and Non-English Patients

Rachel Kavanaugh, PharmD, BCACP; Jon Koehler, PharmD; Dimmy Sokhal, PharmD; Jessica Barazowski, PharmD

Community Engagement Day for Emergency Medicine Residents

Hannah Johnshoy, MD; Ashley Pavlic, MD, MA; Taylor Sonnenberg, MD

Dual Clerkship Experience: Addressing the Concerns of Traditional Clerkship Scheduling

Gordon Green, MD, PhD

[Speed Posters 4 | Thursday, 1:30 – 2:30 p.m.](#)

Developing a Model to Support High School Health, Physical Education, and Wellness Teachers Around Mental Health, Trauma and Burnout

Muhammad Khokhar, BS; Talha Ahmad, BS; Leslie Ruffalo, PhD

Operation Conversation: Using a peer-led roleplay model to help pre-clinical medical students improve interpersonal skills and navigate difficult patient conversations



Molly Thapar, BS; Omeed Partovi, BS; Andy Petroll, MD, MS; Himanshu Agrawal, MD, DFAPA; April Zehm, MD, FAAHPM

Demystifying Professionalism: A Simple Tool to Guide Mentorship in Medical Education

Chase Walker LaRue, MS, MEd

ACLS Instructor Certification Training as Effective Preparation for Clinical Practice as Residents

Katherine Nielson, BS; Val Kozmenko, MD; Julie Swenson, BS, NRP; Brian Wallenburg, NRP

[Speed Posters 5 | Thursday, 2:45 – 3:45 p.m.](#)

Factors influencing fourth-year medical students' experience in the new virtual resident interview process

Nabil Atlassy, BS; Rohan Patnaik, BS; Kristina Kaljo, PhD; Raj Narayan, MD, FRCOG, FACOG

Evaluation of Mentorship Platform for URM medical students at MCW

Gifty Marfowaa, BS

Mentee Feedback from a Year in Review of F1-Doctors: A National Student-Led Platform for International Pre-Health Students

Gopika SenthilKumar, BS

Development of Hybrid Leadership Training at a Student-run Free Clinic

Emma Vallee, BS, BA; Morgan Leissring, BS; Jennifer Livschitz, BS; Rebecca Lundh, MD

3D-printed Anatomical Models Allowing for Customization: A New Approach with Potential Advantages Over Computed Tomography-based Models and Cadavers

Arya Afzali, BS; Jose Puglisi, PhD; Anand Singh Dhaliwal, BS; Kevin Daehyun Yu, BS; Collin Russell Clarke, BS; Sailabala Vanguri, MD



KERN TI2 SPEED POSTERS

[TI2 Posters 1 | Tuesday, 1:30 – 2:30 p.m.](#)

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

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

Medical Provider Simulation Practicum

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

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

An Antiracist Medical School Curriculum. It Matters.

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

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

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

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



KERN TI2 SPEED POSTERS

[TI2 Posters 2 | Wednesday, 10:45 – 11:45 a.m.](#)

Utilizing Tweet-Style Reflections to Foster Character Development Among Health Professions Students

By Brian Hilgeman MD; Kevin Kurtz; Mary Hoeschen; Zachary Hovis, PharmD; Rachele Harrison

What To Expect When You're Expecting (To Start a New Rotation)

By Zachary Schoppen, MD; Kate Dielentheis, MD

Medical Student Mediation Training Program

By Natalie C. Fleury, JD; Erin Green, MD; Marissa Davis

Telehealth Experience by Learner Engagement using Simulation (TELES)

By Thomas Yang, MD; Morgan Wilbanks, MD; Rebecca Lundh, MD; Kurt Stefan; Lynn Lewandowski; Hannah Mueller

On Palliative Care, Death and Dying: What's Most Important for the New MCW Curriculum?

By Lee Ann Lau, MD; Lara India, MD; Caitlin Pook, MD; Nabil Attlassy; Connor Ford; Wendy Peltier, MD

4C for Early Career Faculty

By Meredith A. Albrecht, MD, PhD; Christina D. Diaz, MD; Libby Ellinas, MD

The Phronimos* Project: Empowering Residents as Role Models of Practical Wisdom in Medicine

By John Yoon, MD; Kimberly Tyler, MD; Leroy Seymour, MD; Rebecca Rings-Miller, MD; Ana Istrate, MD; Sara Matloub; Andrew Perez; Fabrice Jotterand, PhD; Justine Espisito



[TI2 Posters 3 | Thursday, 2:45 – 3:45 p.m.](#)

Assessing the Impact of a Refugee Curriculum on Medical Providers' and Trainees' Confidence in Providing Cross-Cultural Care

By Iaong Vang; Athena Dong; Danica Vendiola; Jessica Zhou; Tianzeng Chen; Sarah Dittmer, MD; Alana Petrassi; Melissa Chiu, MD; Caitlin Kaeppler, MD

Cultivating Cultural Intelligence to Improve Cancer Disparities with Asian American, Native Hawaiian, and Pacific Islander Communities

By Joyce H. Lee, MS, Mingqian Lin, MS, Linda Moua, Maria Sgro, MS, and Kajua B. Lor, PharmD, BCACP

A Pilot Program for Patient-Physician Interaction Education: Addressing Muslim Patients' Needs

By Matida Bojang; Maie Zagloul; Nawara Abufares; Sarah Farhan; Saba Anwer; Shakirah Tumusiime; Buruj Mohammed; Matida Bojang

Improving Healthcare for Individuals with Intellectual Disabilities

By Haley Daigle; Dana Warwick; Amy Prunuske, PhD

Religion and Spirituality in Medicine: Does It Have a Place? Forming Culturally Sensitive Physicians While Maintaining Patient Autonomy

By Paola Rivera; Maria Jue; Samantha Roper; Jared Staten; Ryan Spellecy, PhD; Fabrice Jotterand, PhD

Keeping our Eyes on the Future: Building Empathy Through Holistic Teaching

By Katerina Tori; Deborah Costakos, MD; Hershel Raff, MD

Operation Conversation: Using a Peer-led Roleplay Model to Help Pre-clinical Medical Students Improve Interpersonal Skills and Navigate Difficult Patient Conversations

By Molly Thapar; Omeed Partovi; Madeline McGauley; Christopher Gitter; Jose Lucas Zepeda; Himanshu Agrawal, MD; Andrew Petroll, MD; April Zehm, MD

Studying in Motion

By Joshua Wiesner; Jenna Loefer; Sarah VanderZanden, DVM; David Bailey, PhD



IGNITE

[Ignite Session | Thursday, 2:45 – 3:45 p.m.](#)

Use of a Virtual Environment for Medication Therapy Management Skills with English and Non-English Patients

Rachel Kavanaugh, PharmD, BCACP

No Fear Here: Innovating as a Healthcare Trainee

Harini Shah, BS, MCW M3 Student

CHECK UP: A Model for Community-Engaged Patient Education Development

Wasif Osmani, BS, MCW Graduate Student

Evaluating Barriers to Opioid Use Disorder Treatment: From the Patients' Perspectives

Neil Dixit, BA, MCW M2 Student

A Cost Efficacy Analysis of Web-based Resources Provided to M1 Students by the Medical College of Wisconsin

Roy Long, PhD

From the Outside Looking In: The First Student to Sit at the Table

Chase Walker LaRue, MS, MS.Ed

All videos of the Ignite session will be available on the [2022 IHER website](#).



ORAL PRESENTATIONS

[Oral Presentations 1 | Tuesday, 9:30 – 10:30 a.m.](#)

Using Design Thinking to Engage Faculty, Staff, and Students in Curriculum Innovation Efforts

By Lana M. Minshew, PhD, MEd; Amy Prunuske, PhD; Chris Decker, MD; Julia Schmitt, Alexandra Harrington, MD, MT (ASCP)

Experiential Learning Improves Medical Students' Confidence in Delivering Difficult News

By Mary Ann Gilligan, MD, MPH; April Zehm, MD, FAAHPM; Patrick Foy, MD; Michael Braun, PhD

Using Personal Narrative as Foundation for Health Equity Education: Creating a Curriculum on Asian American, Native Hawaiian, and Pacific Islander Health

By Ming Lin, MS, MCW M3 Student; Joyce Lee, MS; Ioang Vang, BS; MCW M3 Student; Lana Minshew, PhD, MEd; Kajua Lor; PharmD

Retrospective Analysis of SBAR Handoff Structure in a Clinical Human Anatomy Course

By Ryan Hillmer, PhD; Teresa Patitucci, PhD; Beth Krippendorf, PhD

[Oral Presentations 2 | Wednesday, 9:30 – 10:30 a.m.](#)

Patterns of Medical Students Collaborative Learning in Blended Course Designs Based on their Learning Orientations

By Feifei Han, PhD; Robert Ellis, PhD

Antimicrobial Susceptibility Testing Interprofessional Education Activity with Medical Laboratory Science Students and Pharmacy Students

By Kristen Bunnell, PharmD; Erik Munson, PhD; Ehab Abourashed, PhD; Kelly Horton, MAT; Sue Korek, MAED

Coaching Medical Student Personal and Professional Development: The First 3-Years of a Longitudinal Coaching Program

By Kurt Pfeifer, MD; Tracey Liljestrom, MD; Jed Calata, MD; Emily Joachim, MD; Jasmine Dowell, MD; Bipin Thapa, MD, MS, FACP; Wendy Peltier, MD; Jose Franco, MD; Tavinder Ark, PhD; Kaicey von Stockhausen

Neural Network Analysis of Medical Student Personality, Gender, and Perspective Taking

By Robert Treat, PhD; Amy Prunuske, PhD; Jeffery Fritz, PhD; Kristina Kaljo, PhD; Craig Hanke, PhD



[Oral Presentations 3 | Wednesday, 4:00 – 5:00 p.m.](#)

Pivot to 'SPARCC' Diversity in the Clinical Cancer Research Workforce; Implementation and Evaluation of an Academic Enrichment Pathway Before, During, and After the COVID-19 Global Pandemic

By Kristina Kaljo, PhD; Lindsey McAlarnen, MD; Michael Braun, PhD; Janet Rader, MD

A “PEaRL” of Support and Cooperative Learning: Shifting the Sands of the Dreaded Morbidity and Mortality Conference

By Sarah Yale, MD; Patrick McCarthy, MD, MME

Integrating Virtual Reality in an Institutional Healthcare Education Research Online Conference

By Robert Treat, PhD; Amy Prunuske, PhD; Austin Gerdes, MPH; Rachel Kavanaugh, PharmD

Effectiveness of URM Mentorship Platform in Promoting Scholarship

By Gifty Marfowaa, BS; Pinky Jha, MD; Abdul-rahman Abdel-reheem, MD; Devesh Kumar, BS

[Oral Presentations 4 | Thursday, 1:30 – 2:30 p.m.](#)

Perception of Burnout and its Impact on Academic Hospitalists During Covid-19

By Mohamed Abdelrahim, MA; Parsia Vazirnia, BS; Marie Luebke, MHS; Komal Khoja, BA; Brian Quinn, MD; Pinky Jha, MD

Incorporating “Tweet” Style Reflections for Student Empathy Development in an Intensive Primary Care Clinic

By Kevin Kurtz, BS; Brian Hilgeman, MD; Lana Minshew, PhD, MEd; Julia Friebault, MD; Mary Hoeschen

Creating a Workshop Series to Train Medical and Pharmacy Student Tutors

By Todd Stollenwerk, PhD; Molly Falk-Steinmetz, MS; Cheryl Crawford, MS, MA

Institutional Strategies to Combat Hospitalist Burnout and Improve Wellness

By Komal Khoja, BA; Marie Luebke, MHS; Mohamed Abdelrahim, MA; Parsia Vazirnia, BS; Brian Quinn, MD; Muhammad Hamad, MD; Pinky Jha, MD



ROUNDTABLES

Roundtable 1 | Tuesday, 1:30 – 2:30 p.m.

[Integrative Experiences with the Arts and Humanities](#)

Katinka Hooyer, PhD; Art Derse, MD, JD

Roundtable 2 | Tuesday, 2:45 – 3:45 p.m.

[Cultural Humility for Healthcare Providers](#)

Katherine Lumetta, MD, MEd; Caden Ulschmid, BS; Kristina Kaljo, PhD

Roundtable 3 | Tuesday, 4:00 – 5:00 p.m.

[Elective Induction of Labor](#)

Anita Bublik-Anderson, MD

Roundtable 4 | Wednesday, 9:30 – 10:30 a.m.

[Virtual Reality in Medical Education with Acadicus](#)

Lynn Lewandowski, MS; Thomas Yang, MD; Amy Beierle, MEd; Amy Easton Bingenheimer, MLIS; Johnathon Neist, MLIS; William Ballo

Roundtable 5 | Wednesday, 10:45 – 11:45 a.m.

[Patient-Centered Communication Training in the OBGYN Residency](#)

Lindsey McAlarnen, MD, MSc, FACOG; Monet Lane, MD; Kristina Kaljo, PhD

Roundtable 6 | Wednesday, 1:30 – 2:30 p.m.

[“Meet the Chairs” of The Generalists in Medical Education \(TGME\)](#)

Komal Kochhar, MBBS, MHA; Stephanie Corliss, PhD; Robert Treat, PhD



Roundtable 7 | Wednesday, 1:30 – 2:30 p.m.

MIRRORS program for Resident Character and Professional Development

Kathleen Williams, MD; Ashley Pavlic, MD, MA; Taylor Sonnenberg, MD, Samuel Corbo, MD; Hannah Johnshoy, MD

Roundtable 8 | Wednesday, 2:45 – 3:45 p.m.

Assessment of Communication Skills Across the Medical Education Curriculum

Joshua Davis, MD

Roundtable 9 | Thursday, 9:30 – 10:30 a.m.

The Use of Facilitated Emotional Debrief Sessions after a Potentially Distressing Clinical Situation

Kimberly GeCSI, MD; Kathryn Lauer, MD; Alicia Pilarski, DO

Roundtable 10 | Thursday, 10:45 – 11:45 a.m.

Use of Digital Technology in Pedagogy

Yanire Nieves, MD, MBA

Roundtable 11 | Thursday, 4:00 – 5:00 p.m.

The Benefit of Community-Clinical Linkages on Patients by Improving Social Determinants of Health and Health Care Delivery

Bria Grant

Roundtable 12 | Thursday, 4:00 – 5:00 p.m.

Climate Change and Health Harms

Rachel Gordon; Alexis Puyleart; Joanne Bernstein, MD



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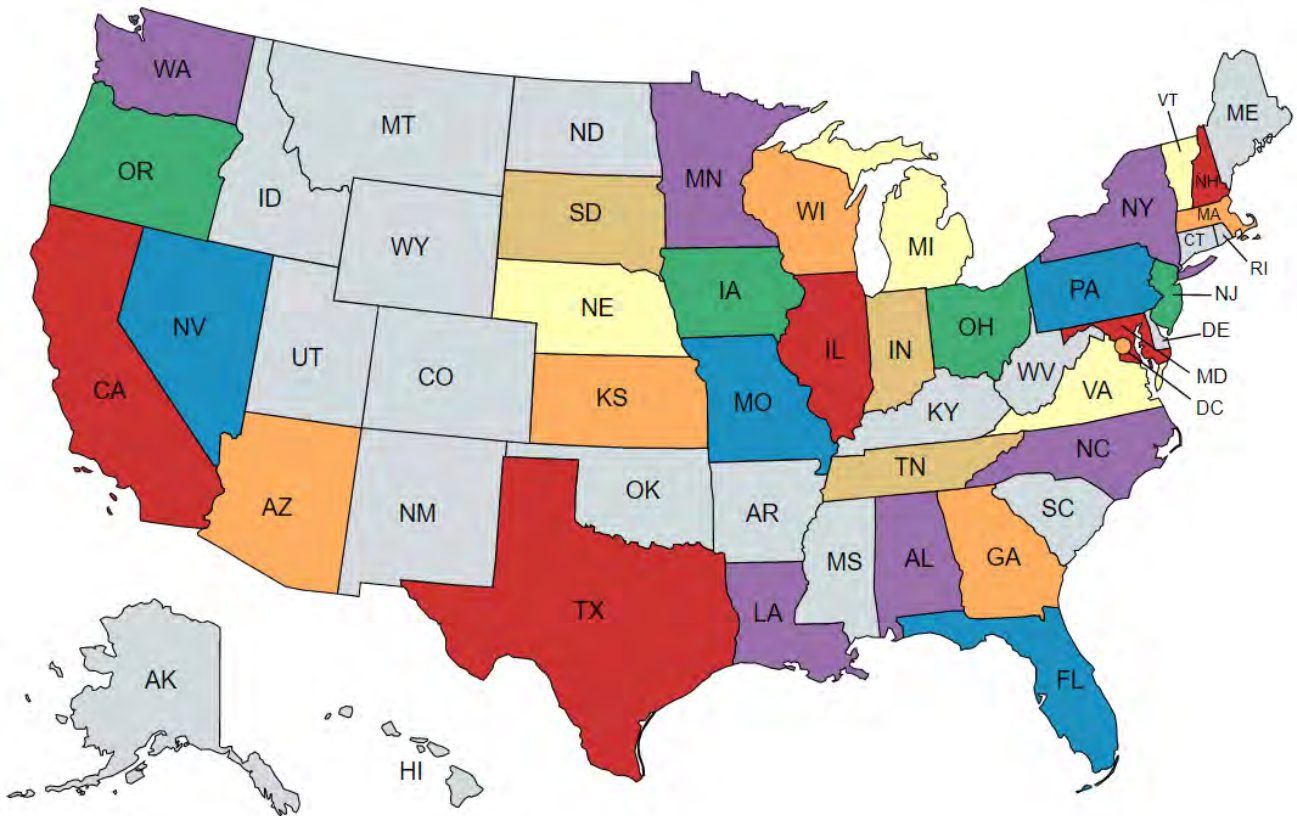
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CONFERENCE PARTICIPANTS

The 2022 conference participants come from many locations:





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