MCW

2024 Innovations in Healthcare Education Research Conference

SEPTEMBER 17 – 19

MCW.EDU/ IHER

PANEL SESSIONS
KEYNOTE SPEAKERS
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HYBRID FORMAT WITH
IN-PERSON AND
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ACADEMIC AFFAIRS

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WELCOME

2024 MCW INNOVATIONS IN HEALTHCARE EDUCATION RESEARCH (IHER) CONFERENCE

"Human Connection and Technology: Better Together in Healthcare Education"

The MCW Department of Academic Affairs is pleased to host our 11th annual *MCW Innovations in Healthcare Education Research (IHER) Conference*, which will consist of both in-person and virtual experiences. 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 uniting human connection and technology, embracing both within healthcare education:

- **Anai N. Kothari, MD, MS**: Dr. Anai N. Kothari is an Assistant Professor in the Division of Surgical Oncology, Department of Surgery at the Medical College of Wisconsin. He holds additional faculty appointments in the Clinical & Translational Science Institute of Southeast WI (CTSI) and the MCW Data Science Institute.

- **Marc Triola, MD**: Dr. Marc Triola is a Professor of Medicine, the Associate Dean for Educational Informatics, and the founding Director of the Institute for Innovations in Medical Education (IIME) at NYU Grossman School of Medicine.

- **Hedy S. Wald, PhD**: Dr. Hedy Wald is Clinical Professor of Family Medicine at the Alpert Medical School of Brown University, Faculty, Harvard Medical School Pediatrics Leadership Program, Adjunct Professor, Oakland University School of Nursing & Oakland University William Beaumont School of Medicine, MI, and Commissioner, Lancet Commission on Medicine, Nazism, and the Holocaust.

I am certain that those who attend the keynote sessions will come away intrigued and energized by the presentations given by Drs. Kothari, Triola and Wald. 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

Tuesday, September 17 (Virtual Sessions Only)

In the event of a Zoom connectivity problem, please contact one of the conference co-chairs: Rachel Kavanaugh or Robert Treat.

Time	Session	Primary Zoom Links
9:15 - 10:30 a.m.	**Session One:** Workshop 1: Mastering the Art of Simulation Education: An Interactive Workshop on Simulation Design, Debriefing, and Scholarship for Health Professions Educators	Session One Link
10:30 - 11:45 a.m.	**Session One:** Workshop 2: Rx for Change: Medical Students Drive Quality Improvement Using the After-Action Review **Session Two:** Ignite Sessions	Session One Link Session Two Link
Noon - 1:00 p.m.	***Keynote Address:** Anai Kothari, MD, MS: *From OSCEs to ASCIs: Using AI to Simulate Clinical Interactions*	Keynote Address Link
1:15 - 2:30 p.m.	**Session One:** Oral Presentation 1 **Session Two:** Panel Session 1: The Future of Medical Education: Balancing In-Person and Webcast Instruction	Session One Link Session Two Link
2:30 - 3:30 p.m.	**Session One:** Oral Presentation 2	Session One Link
3:45 - 5:00 p.m.	**Session One:** Roundtable 1: OSCE or NotSCE: Realities, Possibilities and Limitations of OSCE Assessments	Session One Link

* Keynote Address Introductions and Opening Remarks:

Robert Treat, PhD
Associate Professor
Department of Emergency Medicine
Director of Measurement and Evaluation
Office of Academic Affairs

Lana M. Minshew, PhD, MEd
Assistant Professor
School of Pharmacy | School of Medicine

Rachel Kavanaugh, PharmD, BCACP
Associate Professor
Director of Professional Labs – Year 2
Clinical Sciences Department
Medical College of Wisconsin School of Pharmacy

SCHEDULE

Wednesday, September 18 (Virtual Sessions Only)

In the event of a Zoom connectivity problem, please contact one of the conference co-chairs: Rachel Kavanaugh or Robert Treat.

Time	Session	Primary Zoom Links
9:15 - 10:30 a.m.	**Session One:** Workshop 3: Navigating Uncertainty in Clinical Practice: A Structured Approach using the RAPS (Recognize, Acknowledge, Partner, and Seek Support) Framework	Session One Link
10:30 - 11:45 a.m.	**Session One:** Oral Presentation 3	Session One Link
	Session Two: Roundtable 2: Attention to Detail: Preparing Students to be Detail Oriented with Medication Reconciliations	Session Two Link
Noon - 1:00 p.m.	***Keynote Address:** Marc M. Triola, MD: *From Bytes to Bedside: Exploring the Impact of Artificial Intelligence on Medicine*	Keynote Address Link
1:15 - 2:30 p.m.	**Session One:** Workshop 4: Embracing AI Disruption in Medical Education: Strategies for Educators and Learners	Session One Link
	Session Two: Speed Posters	Session Two Link
2:30 - 3:30 p.m.	**Session One:** Panel Session 2: Integration of AI into Healthcare Education: Education and Clinical Perspectives	Session One Link
	Session Two: Roundtable 3: Addressing the Term Pimping in Medical Education	Session Two Link
3:45 - 5:00 p.m.	**Session One:** Oral Presentation 4	Session One 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
Medical College of Wisconsin

SCHEDULE

Thursday, September 19 (In-Person Sessions)

MCW-Milwaukee Campus Location Key and Map
Please check in at the registration table located in MCW's main lobby area.

Time	Session	Location	Zoom Link
9:15 - 10:30 a.m.	**Session One:** Workshop 5: Secret Moves from Med/Peds Hospitalists to Enhance Resident Autonomy	M3860	
10:30 - 11:45 a.m.	**Session One:** Oral Presentation 5	M3860	
Noon - 1:00 p.m.	***Keynote Address:** Hedy S. Wald, PhD: *Professional Identity (Trans)formation; Reflection, Relationships, Resilience, Flourishing in Health Professions Education and Practice*	Bolger Auditorium **Lunch provided**	Livestream Link
1:15 - 2:30 p.m.	**Session One:** Oral Presentation 6 **Session Two:** Oral Presentation 7	M3860 Discovery Classroom	
2:45 - 5:00 p.m.	**Session One:** Paper Poster Sessions	Innovation Center (HUB 1st Floor)	

* Keynote Address Introductions and Opening Remarks:

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

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
Professor
Medical College of Wisconsin

KEYNOTE ADDRESSES

The 2024 IHER Conference plenary speakers are sponsored by the Medical College of Wisconsin (MCW) and the MCW Office of Academic Affairs.

Tuesday, Sept. 17, at Noon: Dr. Anai N. Kothari

From OSCEs to ASCIs: Using AI to Simulate Clinical Interactions

Anai N. Kothari, MD, MS

Anai N. Kothari, MD MS is an Assistant Professor in the Division of Surgical Oncology, Department of Surgery at the Medical College of Wisconsin. He holds additional faculty appointments in the Clinical & Translational Science Institute of Southeast WI (CTSI) and the MCW Data Science Institute. He grew up in Manitowoc, WI and received his BS and MD at the University of Wisconsin-Madison. Dr. Kothari completed his General Surgery training at Loyola University Medical Center where he also earned a master's degree in Epidemiology. This was followed by a fellowship in Complex General Surgical Oncology at the University of Texas MD Anderson Cancer Center.

Dr. Kothari's clinical expertise is the surgical treatment of upper gastrointestinal tract and advanced cancers of the GI tract, including stomach, liver/bile duct, and peritoneum. This includes the use of advanced techniques such as minimally invasive and robot-assisted surgery.

He is an active researcher with a focus on improving cancer care through personalizing treatment and digitizing care delivery. He is the Inaugural Director of the Bud and Sue Selig Hub for Surgical Data Science and Director of the MCW Cancer Center's Integrated Cancer Data Resource. Dr. Kothari has published over 100 peer-reviewed scientific articles and is a member of several national societies including the Society of Surgical Oncology, American College of Surgeons, Society of Asian Academic Surgeons, and the Association for Academic Surgery.

Wednesday, Sept. 18, at Noon: Dr. Marc Triola

From Bytes to Bedside: Exploring the Impact of Artificial Intelligence on Medicine
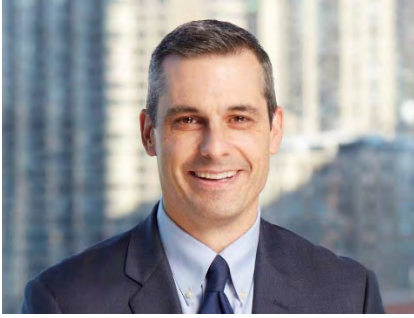
Marc Triola, MD

Marc Triola, MD is a professor of medicine, the associate dean for educational informatics, and the founding director of the Institute for Innovations in Medical Education (IIME) at NYU Grossman School of Medicine. IIME combines education strategies with new informatics solutions to connect patient care and education at NYU in a research and innovation initiative that is translational, empowers transformational change in our school, and benefits our patients.

Dr. Triola's research focuses on the use of AI tools to efficiently personalize education and give new insights to programs and coaches. His lab develops new learning technologies, AI-driven educational interventions, and defines educationally sensitive patient and system outcomes that can be used to assess training.

Thursday, Sept. 19, at Noon: Dr. Hedy S. Wald

Professional Identity (Trans)formation; Reflection, Relationships, Resilience, Flourishing in Health Professions Education and Practice

Hedy S. Wald, PhD

Dr. Hedy Wald is Clinical Professor of Family Medicine at the Alpert Medical School of Brown University, Faculty, Harvard Medical School Pediatrics Leadership Program, Adjunct Professor, Oakland University School of Nursing & Oakland University William Beaumont School of Medicine, MI, and Commissioner, Lancet Commission on Medicine, Nazism, and the Holocaust. She is a Gold Humanism Foundation Harvard Macy Scholar, recipient of AMS Dean's Teaching Awards, served as a Fulbright Specialist Scholar in medical education for Ben Gurion University of Health Sciences, Israel, and was a Scholar-in Residence at Oxford University with the Institute for the Study of Global Antisemitism, UK.

She has been a Visiting Professor at over 100 healthcare professions schools and healthcare organizations world-wide, presenting lectures, seminars, and workshops on using guided reflective writing to enhance reflective practice and support professional identity formation, promoting resilience/wellbeing/flourishing, and Medicine and the Holocaust in health professions education, a research interest. She speaks internationally and publishes on her cancer caregiver experience, including being invited to speak for the National Cancer Policy Forum of the National Academies of Medicine in Washington, DC. on the family perspective. Her creative writing, reviews, and poetry have appeared in literary and medical journals and her work has been featured in the Wall Street Journal, New York Times, LA Times, Chicago Tribune, Medical Independent (Ireland), CNN Opinion, STAT news, @siriusxm, and Jerusalem Post. Dr. Wald has been cited on Twitter as a medical educator to follow on #WomeninMedicine Day as a "woman who lifts others up," and as a "voice of conscience and compassion." Follow her on Twitter: @hedy_wald "Mind/Body/Spirit of MedEd."

PANEL SESSIONS

Panel Session 1 | Tuesday, 1:15 – 2:30 p.m.

The Future of Medical Education: Balancing In-Person and Webcast Instruction

Moderator: Sandra Pfister, PhD, Medical College of Wisconsin

Panelists: Joseph Block, MD; Chelsea Weaver, PhD; Anoop Singh, MD; Ryan Hillmer, PhD; Jazmin Candelario, Medical College of Wisconsin

The trend for more webcast vs in-person instruction for medical school pre-clinical curriculum has increased since the COVID-19 pandemic forced the shift to on-line learning as the curriculum was developed for Phase 1 (pre-clinical) at the Medical College of Wisconsin, webcast delivery for much of the content was supported and encouraged. In the cardiovascular block, the goal was to find the right mix of in-person delivery of content with webcast delivery. In first rendition of the course, approximately 66% of content was delivered in-person. This may or may not mirror instruction in other Phase 1 blocks. The panel discussion will critically examine the effectiveness, benefits and drawbacks of both modalities as medical education continues to adapt more on-line learning.

Panel Session 2 | Wednesday, 2:30 – 3:30 p.m.

Integration of AI into Healthcare Education: Education and Clinical Perspectives

Moderator: Chad Carlson, MD, Medical College of Wisconsin

Panelists: Thomas Thesen, PhD, Geisel School of Medicine at Dartmouth; Daniel Novak, PhD, University of California, Riverside; Vincent VanBuren, PhD, Texas A&M College of Medicine; Adam Rodman, MD, Beth Israel Deaconess Medical Center

The importance of integrating Artificial Intelligence (AI) into healthcare education is no longer a matter of "should" but of "how". AI capabilities are advancing rapidly, with large language models now capable of passing medical licensing exams and excelling in clinical reasoning. There is thus an urgent need to instruct both healthcare students and educators on the integration of AI into their educational and clinical practices, while also cultivating adaptive expertise to navigate evolving changes. It is important to train users how to effectively use AI given potential pitfalls, a need for increased rigor, emerging collaborations in designing and teaching curricula, and ethical considerations. Indeed, a recent report indicated that for teams tasked with creative problem-solving, those that used AI had modest gains, with some underperforming.

This panel brings together healthcare educators with experience using and teaching about AI, from several different institutions and disciplines. Their expertise allows for a pertinent discussion of AI integration, from basic knowledge acquisition to clinical application. The forum is geared toward educators, students, and practitioners at all levels, outlining the state of the field, applications, and then informing on the "how". Not only does the panel provide actionable insights into embedding AI into healthcare curricula, but it is also geared toward audience interaction and participation.

WORKSHOPS

Workshop 1 | Tuesday, 9:15 – 10:30 a.m.

Mastering the Art of Simulation Education: An Interactive Workshop on Simulation Design, Debriefing, and Scholarship for Health Professions Educators

Facilitators: Galina Gheihman, MD, Harvard Medical School, Brigham & Women's Hospital; Nicholas A. Morris MD, FAAN, FNCS, University of Maryland School of Medicine; Catherine Albin, MD, Emory University School of Medicine

1. Understand principles of simulation case design for outpatient and inpatient settings
2. Learn a standardized approach to debriefing simulation exercises using the Debriefing with Good Judgement model
3. Identify creative strategies to scale simulation training to improve access
4. Recognize the potential for turning simulation projects into educational scholarship by learning pearls for publishing

Workshop 2 | Tuesday, 10:30 – 11:45 a.m.

Rx for Change: Medical Students Drive Quality Improvement Using the After-Action Review

Facilitators: Lauren Stumpp, BA; Abigail Yohannes, BS, University of Pittsburgh School of Medicine

1. Identify the parts of the After-Action Review
2. Plan and facilitate AAR conversations at home institutions
3. Record and transmit recommended action items to decision-makers at their medical schools

Workshop 3 | Wednesday, 9:15 – 10:30 a.m.

Navigating Uncertainty in Clinical Practice: A Structured Approach using the RAPS (Recognize, Acknowledge, Partner, and Seek Support) Framework

Facilitators: Galina Gheihman, MD, Harvard Medical School, Brigham & Women's Hospital; Joel Katz, MD, Brigham & Women's Hospital; Sonja Solomon, MD, Brigham & Women's Hospital

1. Understand the prevalence of uncertainty in clinical practice and discuss barriers and opportunities to managing uncertainty
2. Learn the components of the RAPS Framework (Recognize, Acknowledge, Partner, and Seek Support) and how to apply them in clinical practice
3. Practice applying the RAPS Framework to clinical cases through guided role-play
4. Propose incorporating the RAPS Framework into clinical teaching with diverse learners

Workshop 4 | Wednesday, 1:15 – 2:30 p.m.

Embracing AI Disruption in Medical Education: Strategies for Educators and Learners

Facilitators: Ian Murray, PhD, M.Ed, Alice Walton School of Medicine; Jennifer Benjamin, MD, MS, Texas Children's Hospital, Baylor College of Medicine; Neil Mehta, MBBS, MS, Cleveland Clinic Lerner College of Medicine of CWRU

1. Identify Generative AI (GAI) tools that can be utilized for development of knowledge and diagnostic skills
2. Demonstrate incremental prompting for better GAI outputs
3. Utilize GAI to design and implement interactive, learning activities that enhances collaborative educational experiences

Workshop 5 | Thursday, 9:15 – 10:30 a.m.

Secret Moves from Med/Peds Hospitalists to Enhance Resident Autonomy

Facilitators: Katherine Krause, MD; Aisha Uraizee, MD; Brandon Palmer, MD, Medical College of Wisconsin, Children's Wisconsin

1. Identify challenges to resident autonomy in your practice that can account for the differences in autonomy between inpatient internal medicine and pediatrics
2. Define 3 frameworks for increasing resident autonomy in pediatric hospital medicine
3. Apply skills from frameworks to real-life cases to improve resident autonomy

SPEED POSTERS

Speed Posters 1 | Wednesday, 1:15 – 2:15 p.m.

The Relations between Australian Medical Students' Conceptions of, and Approaches to, Inquiry-Based Writing, and their Learning Outcomes

Feifei Han, PhD, Institute for Learning Sciences and Teacher Education, Brisbane, Queensland, Australia

Gauging the Use of Theory in Medical Education Scholarship

Lana Minshew, PhD, Medical College of Wisconsin

Skin Savvy: Student-Led Community-Service Learning and Public Education on Skin Cancer in Freeport, Bahamas

Colby Jackson Hunt, BS, Western Atlantic University School of Medicine

Evaluating the Ability of AI-Language Models to Develop Answer Scores for Script Concordance Tests (SCT)

Janae Newton, DO; Ian V.J Murray, MEd, PhD; Jason Degn, MS, Alice Walton School of Medicine

ChatGPT Validation of an Anti-Racism in Medical Education Questionnaire

Simran Shamith, BS, Drexel University College of Medicine

Improving Interactions with Medical Interpretation: An Educational Module for Medical Students at the University of South Dakota Sanford School of Medicine*

Aly Reinschmidt, BS*, USD Sanford School of Medicine

ChatGPT Lecture Preparation for Introductory Anatomical Courses*

John Lee*, University of Arkansas for Medical Sciences

IGNITE SESSION

Utilizing a Medication Reconciliation Activity With Interruptions in a Professional Skills Laboratory to Improve Attention-to-Detail Among Pharmacy Students

By Rachel Kavanaugh, PharmD, BCACP; Bonnie LaTourette PharmD, BCPS, Medical College of Wisconsin School of Pharmacy

Joining Forces: Military Academic Enrichment Elective

By Adam Plotkin, BA; Geoffrey Rodriguez, MBA, BS, Medical College of Wisconsin

A Model for Medical Student-Led Curriculum Improvement: Our Three-Step Plan to Integrate Intimate Partner Violence (IPV) Education into MCWfusion

By Lauren Cohen, BS; Oluwadara Okeremi, BS; Faith Bobholz, BS; Drake Seibert, BA; Simran Bedi, BS; Linda Meurer, MD, MPH; Carol Galletly, JD, PhD, Medical College of Wisconsin

Learner Perceptions of Cross-Cultural Feedback

By Montserrat Dorantes, BA; Monica Van de Ridder, PhD; Lisa Lowery, MD; Talawnda L. Bragg, MD; Matthew Tiacharoen, MD, Michigan State University College of Human Medicine

PAPER POSTERS

Paper Posters | Thursday, 2:45 – 5:00 p.m.

What, Exactly, is Narrative Medicine?

By Bruce Campbell, MD

"With a Little Help From My Friends:" Peer Mentorship in Longitudinal Medical School Curricula

By Zack Gratz, BS

The Development of a Medication Adherence Activity for Pharmacy Students

By Mathew Letizia, PharmD

Adapting a Dementia Caregiver Curriculum across Three Health Professions

By Edmund Duthie, MD

Weaving a Health Equity Thread Across a Medical School Curriculum

By Linda N. Meurer, MD, MPH, Medical College of Wisconsin

From Concept to Conference: A Seminar to Guide Medical Students Through the Steps of Medical Education Research

By Noah Miller, BS, Medical College of Wisconsin

Providing Public Education to Decrease "Unnecessary Visits" to the Emergency Department

By Hailey Ruplinger, Medical College of Wisconsin

Perspectives of Residents and Faculty on Resident Simulation Curricula, a Mixed-Methods Study

By Monet Lane, MD, Medical College of Wisconsin

Suicide and COVID-19: Analyzing Suicidal Behaviors in Youth after COVID-19 Related Deaths in the Community

By Karolina Kalata, BS, Medical College of Wisconsin

Between Bioscience, Philosophy & Theology: Addressing 'Big' Questions about the Human Being

By Victoria Toledo, BS, Medical College of Wisconsin

Fall Prevention Program Efficacy in our Aging Population

By Gabriela Perez, Medical College of Wisconsin

The Relative Impact of Risk Factors for Homelessness, Housing Barriers, and Healthcare Barriers on Mental Health Outcomes: A Single-Center Study

By Mary Meyers, BS, Medical College of Wisconsin

Impact of an Educational Intervention at the Bioscience-Theology Interface on Knowledge, Skills, Values, and Career Motivations on Pre-Medical Students: A Qualitative Analysis

By Victoria Toledo, BS, Medical College of Wisconsin

A Tale of Two Rare Conditions: DRESS Syndrome in a Mycotic Abdominal Aortic Aneurysm

By Alynah J. Adams, BSc, Medical College of Wisconsin

The Impact of Medical Student Agreeableness on Empathy

By Robert Treat, PhD, Medical College of Wisconsin

ORAL PRESENTATIONS

*Denotes Session with Invited Speaker(s)

Oral Presentations 1 | Tuesday, 1:15 – 2:30 p.m.

Implementation of Quiz Bowl to Promote Socialization and Improve Educational Outcomes

By Claire Drotman; Aaron McGuffin, MD, West Virginia School of Osteopathic Medicine

Effectiveness of Resilience Curricula in Undergraduate Medical Education: A Literature Review

By Haley J. McCalpin, BA, Wake Forest University School of Medicine

The Advancement of Improved Diversity in Medical Education: An Introduction to the Diversity, Equity, Inclusion and Anti-Racism Curriculum Integration Teaching Assistant Program*

By Nadine H. Alamy, EdD, MBA*, Mayo Clinic Alix School of Medicine

Gamification of Empathy Development in the Classroom*

By Sheila Wilhelm, PharmD, FCCP, BCPS*, Wayne State University, Eugene Applebaum College of Pharmacy and Health Sciences

Oral Presentations 2 | Tuesday, 2:30 – 3:45 p.m.

STEPping up Together: Empowering Students to Provide Actionable Feedback Through the After-Action Review

By Abigail Yohannes, BS, University of Pittsburgh School of Medicine

Incorporating Artificial Intelligence in Qualitative Research: Exploring the Role of ChatGPT In Thematic Analysis*

By Jonathan Bowden*, University of Cincinnati College of Medicine

A Pilot Study to Investigate Innovative and Compatible Interfaces for Radiological Viewing to Offset Fatigue*

By Michelle Rusch, PhD*, University of Illinois College of Medicine Peoria

A Scalable Model for Training Ob/Gyn Residents to Manage Perinatal Substance Use Disorder*

By Lillian Lawrence, BA*, Geisel School of Medicine at Dartmouth

Transforming Medical Education with AI: Utilizing ChatGPT to Create Self-Assessment Questions for Future Physicians*

By Daniel Levine RDN, LD*, Kirk Kerkorian School of Medicine at University of Nevada, Las Vegas

Oral Presentations 3 | Wednesday, 10:30 – 11:45 a.m.

Utilizing Innovative Teaching Pedagogies and Technologies to Improve Student Retention in Pharmacy Calculations*

By Angela Clauson, PharmD*; Elisa M Greene, PharmD, BCACP*, Department of Pharmacy Practice, Belmont University College of Pharmacy

Using Neurology Trainees as Standardized Patients in a Neurological Emergencies Simulation Curriculum for Medical Students: A Mixed-Methods Analysis

By Galina Gheihman, MD, Harvard Medical School, Brigham & Women's Hospital

A Generational Approach to Growth Mindset*

By Jennifer Hillyer, PhD*, Northeast Ohio Medical University

Simulations in Healthcare. The Evolution of the Human-Technology Nexus in Clinical Learning*

By Astrid Camilla Wiig, PhD*, University of South-Eastern Norway; Roger Säljö, PhD, University of Gothenburg, Sweden

Benefits and Challenges of Online and Blended Learning Perceived by Students in a Healthcare Degree

By Feifei Han, PhD, Institute for Learning Sciences and Teacher Education, Brisbane, Australia

Oral Presentations 4 | Wednesday, 3:45 – 5:00 p.m.

Curing Stigma: Creation and Ongoing Delivery of a Mental Health Training Course for First-Year Pharmacy Students

By Kevin Bozymski, PharmD, BCPS, BCPP, Medical College of Wisconsin School of Pharmacy

Surgical Innovation Discovery Course: Utilizing Surgical Trainee Agile Innovation and Empowerment (STAIR) Framework to Promote Innovation Amongst Surgical Residents

By Candice Stegink, MA, University of Michigan Medical School

Analyzing Linguistic Dimensions: Contrasting Professional Identity Reflections between AI and Medical Students*

By Jessica N. Byram, PhD*, Indiana University School of Medicine

Non-Clinical Dual-Track Elective for Integrating Scientific Research in Public Health and Informatics*

By Melissa L. Armas, PhD, MPH*; Dr. Kiran C. Patel, College of Allopathic Medicine (NSU MD)

Possible Selves for Antiracism and Health Equity: A Qualitative Analysis of Residents' Individual Development Plans*

By Francesca A. Williamson, PhD*, University of Michigan Medical School

Oral Presentations 5 | Thursday, 10:30 – 11:45 a.m.

A Prescription to Change Enhancing Pharmacy Student's Cultural Intelligence

By Lana Minshew PhD, Medical College of Wisconsin

Do PA Students Perceive A Structured Clinical Rotation Prepares Them For End of Rotation Exams and Clinical Practice?

By Paige Gioia, PA, Medical College of Wisconsin

Development and Analysis of Faculty and Student Surveys on AI Importance in Medical Education

By Robert Treat, PhD, Medical College of Wisconsin

Providing Feedback to Medical Students through the Multisource Feedback Tool

By Jen Klumb, MSEd, Medical College of Wisconsin

Oral Presentations 6 | Thursday, 1:15 – 2:30 p.m. (MEB: M3860)

Augmenting Sex Education in Preclinical Medical Education Through Peer-driven Workshops

By Cailey O'Neill, BA, Medical College of Wisconsin

Building a Patient Registry for Tracking Preventative Cancer Screenings within the Saturday Clinic for the Uninsured (SCU)

By Anjna Nair, BS, Medical College of Wisconsin

Mediator Analysis of Medical Student Personality, Exhaustion, and Performance

By Robert Treat, PhD, Medical College of Wisconsin

Medical Students Can't Reap What Has Not Been Sown

By Madeline Halama, BS; Tori Kostman, BA; Abbey Cherveny, BS, Medical College of Wisconsin

Oral Presentations 7 | Thursday, 1:15 – 2:30 p.m. (Discovery Classroom)

MythBusters: Addressing Medical Students' Perceptions of Surgery Through a Q&A Event

By Parnika Telagi, BS, Medical College of Wisconsin

Real-time, Brief Reflections as a Tool to Foster Character and Professional Identity Development in Medical Students

By Noah Miller, BS, Medical College of Wisconsin

Supplementing the Curriculum with an Enrichment Elective: Lifestyle Medicine

By Natalie Schmidt, BS, Medical College of Wisconsin

Brain Doctors: Evaluating a Mental Health Initiative for Elementary School Students

By Parnika Telagi, BS, Medical College of Wisconsin

Introducing Flourishing Framework and Design Thinking Methodology towards Transformational Staff Development*

By Antonina M. Johnston, MME*, Kern National Network for Flourishing in Medicine

ROUNDTABLES

Roundtable 1 | Tuesday, 3:45 – 4:45 p.m.

OSCE or NotSCE: Realities, Possibilities and Limitations of OSCE Assessments

Erica Chou, MD; April Zehm, MD; Carley Sauter, MD; Tavinder Ark, PhD Medical College of Wisconsin

Objective structured clinical examinations (OSCEs) are effective for assessing students' integrated clinical skills. Successful development and execution of OSCEs requires understanding of clinical skill milestones, logistical planning, simulation center resources, and robust data analytics. Presenters will share lessons learned from MCWFustion's Phase 1 OSCE implementation, challenges, and future development plans.

Roundtable 2 | Wednesday, 10:45 – 11:45 a.m.

Attention to Detail: Preparing Students to be Detail Oriented with Medication Reconciliations

Rachel Kavanaugh, PharmD, BCACP, Bonnie Latourette, PharmD, BCPS Medical College of Wisconsin School of Pharmacy

Pharmacists are required to provide accurate patient care while managing multiple interruptions. The results from a medication reconciliation activity completed within a Doctor of Pharmacy program will be briefly presented. Attendees will participate in a short discussion on importance of attention to detail and strategies for improving this skill.

Roundtable 3 | Wednesday, 2:30 – 3:30 p.m.

Addressing the Term Pimping in Medical Education*

Alexandra Dove, BS*, Medical College of Wisconsin

The term "pimping" is widely used in medical education, but where did it come from? Is it harmful or benign? How does the use of this word influence our beliefs about medical training? This session will both address these questions, as well as provide a space for brainstorming and discussing a replacement term.

ACKNOWLEDGEMENTS

We would like to thank the following individuals and groups for their contributions to the success of the 2024 MCW Innovations in Healthcare Education Research Conference.

Keynote Speakers: Anai N. Kothari, MD, MS; Marc Triola, MD; Hedy S. Wald, PhD

President's Office: John Raymond, Kristin Flassig

Provost and Executive Vice President and the Julia A. Uihlein, MA, Dean's Office: Joseph Kerschner, Kimberly Schmuki

Executive Sponsor: José Franco

Conference Co-Chairs and Program Organizers: Robert Treat, Rachel Kavanaugh, Lana Minshew

Innovations in Healthcare Education Research Planning Committee: Nawara Abufares, Tavinder Ark, Kursten Bauer, Amy Beierle, Lisa Bozic, Lisa Cirillo, Teresa Dobrowski, José Franco, Caitlin Giller, Rachele Harrison, Adina Kalet, Rachel Kavanaugh, Lynn Lewandowski, Lana Minshew, Andréa Moser, Martin Muntz, Johnathon Neist, Carolyn Oxencis, Amy Prunuske, Robert Treat

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Conference Moderators: Lisa Cirillo, José Franco, Alexandra Harrington, Meaghan Hayes, Bryan Johnston, Lynn Lewandowski, Lana Minshew, Martin Muntz, Margaret Samyn

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Conference Judges: Himanshu Agrawal, Kursten Bauer, Amy Beierle, Lisa Cirillo, Cheryl Crawford, Rachel Kavanaugh, Kelly Keegan, Kathryn Lauer, Lana Minshew, Robert Treat

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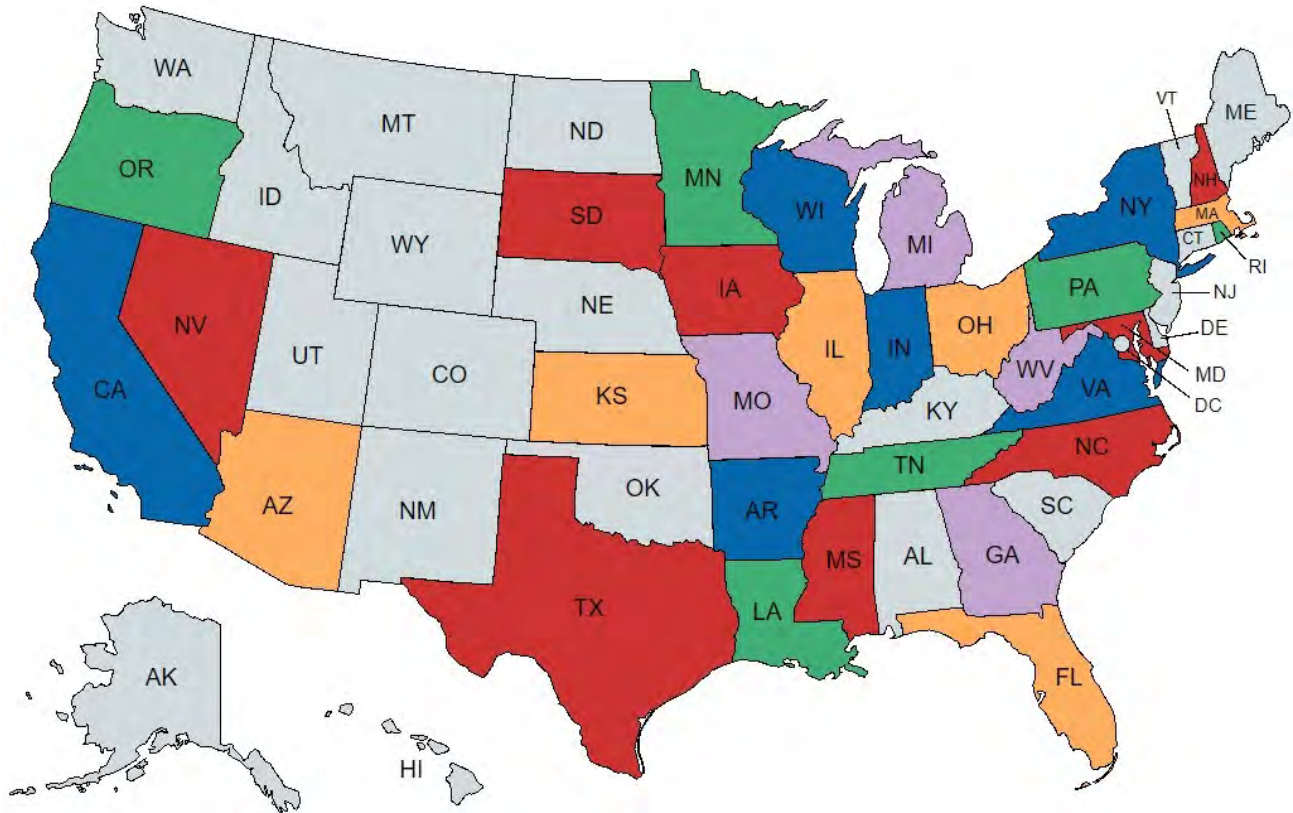
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CONFERENCE EVALUATIONS

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