2016 Spring Conference Program

Innovation & Impact: Modern Medical Education

April 6-8, 2016

NOTE: Wednesday thru Friday

Jointly hosted by:
Association of American Medical Colleges Central Group on Educational Affairs
University of Michigan Medical School
Department of Learning Health Sciences

CGEA Conference activities will be conducted at the
Ann Arbor Marriott Ypsilanti at Eagle Crest
1275 S Huron Street
Ypsilanti, Michigan 48197 USA

Website: http://www.cvent.com/d/zfq1gx

Registration: http://www.cvent.com/d/zfq1gx/4W

Twitter feed: @thecgea and #thecgea
# Table of Contents

Twitter feed: @thecgea and #thecgea

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Audience</td>
<td>3</td>
</tr>
<tr>
<td>Educational Objectives</td>
<td>3</td>
</tr>
<tr>
<td>Keynote Speaker</td>
<td>4</td>
</tr>
<tr>
<td>Central Group on Educational Affairs Disclosure Policy</td>
<td>5</td>
</tr>
<tr>
<td>Acronyms Glossary</td>
<td>5</td>
</tr>
<tr>
<td>Information for Presenters</td>
<td>5</td>
</tr>
<tr>
<td>Travel Information: driving directions, airport, train, hotel</td>
<td>6 - 7</td>
</tr>
<tr>
<td>Schedule: Wednesday, April 6, 2016</td>
<td>8 - 9</td>
</tr>
<tr>
<td>Schedule: Thursday, April 7, 2016</td>
<td>9 - 13</td>
</tr>
<tr>
<td>Schedule: Friday, April 8, 2016</td>
<td>14 - 17</td>
</tr>
</tbody>
</table>
**Target Audience**
This program will be of interest to educators and administrators participating in undergraduate and graduate medical and professional education and training.

**Educational Objectives**
Upon completion of this educational activity, participants should be better able to:
1) Discuss the benefits associated with an integrated and more seamless approach to the continuum of health professional education.
2) Design and implement strategies for effectively educating healthcare professionals in alignment with overarching healthcare improvement initiatives.
3) Describe current research and emerging tools and techniques designed to appropriately position and advance the medical education profession.
4) Identify a variety of best practices in the field of medical education and seek to effectively integrate innovative solutions into your medical education setting.
5) Build a network of colleagues available to engage in on-going discussions and idea generation surrounding education issues and challenges.

**Program Committee**

<table>
<thead>
<tr>
<th>Caren M. Stalburg, MD MA</th>
<th>Toshi Uchida, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Program Chair</em></td>
<td><em>Program Co-Chair</em></td>
</tr>
<tr>
<td>University of Michigan</td>
<td>Northwestern University</td>
</tr>
<tr>
<td>Medical School</td>
<td>Feinberg School of Medicine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cynthia Ledford, MD</th>
<th>Mary Anderson, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Member at Large</em></td>
<td><em>Previous Program Chair</em></td>
</tr>
<tr>
<td>(The) Ohio State University</td>
<td>Rush Medical College</td>
</tr>
<tr>
<td>College of Medicine</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anna Cianciolo, PhD</th>
<th>Lois Colburn</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>MESRE Chair</em></td>
<td><em>CME Chair</em></td>
</tr>
<tr>
<td>Southern Illinois School of Medicine</td>
<td>University of Nebraska Medical Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Karen J. Marcdante, MD</th>
<th>Dawn S. Bragg, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>GME Chair</em></td>
<td><em>UGME Chair</em></td>
</tr>
<tr>
<td>Medical College of Wisconsin</td>
<td>Medical College of Wisconsin</td>
</tr>
</tbody>
</table>

Javier Farinas

*OSR Representative* Rosalind Franklin University of Medicine and Science
Keynote Speaker: Marc Triola, MD FACP

“Educational Innovations in a Continuously Learning Health Care System”

Marc Triola, MD, FACP is the Associate Dean for Educational Informatics at NYU School of Medicine, the founding director of the NYU Langone Medical Center Institute for Innovations in Medical Education (IIME), and an Associate Professor of Medicine. Dr. Triola’s research experience and expertise focuses on the disruptive effects of the present revolution in education, driven by technological advances, big data, and learning analytics. Dr. Triola has worked to create a 'learning ecosystem' that includes interconnected computer-based e-learning tools and new ways to effectively integrate growing amounts of electronic data in educational research. He has also extensively studied the use of Virtual Patients, and the assessment of change in knowledge and attitudes resulting from computer-assisted instruction. Dr. Triola and IIME have been funded by the NIH, the IAIMS program, the NSF Advanced Learning Technologies Program, the Josiah Macy, Jr. Foundation, the U.S. Department of Education, and the AMA ‘Accelerating Change' program. He chairs numerous committees at the state and national level focused on the future of health professions educational technology development and research. He gave a ‘TED Talk’ at TEDMED 2012 and published his first textbook, “Biostatistics for the Biological and Health Sciences”.

Dr. Triola received his BA from the Johns Hopkins University and MD at NYU School of Medicine. He completed residency training in Internal Medicine at NYU School of Medicine and subsequently served as Chief Resident for the Internal Medicine Training Program. He completed a Research Fellowship in Medical Informatics at Mount Sinai School of Medicine. In previous roles at NYU, he has served as the Director of the Division of Educational Informatics, the Chief of the Section of Medical Informatics, the Associate Director of the Center for Health Information Preparedness, and the Director of Research for Advanced Educational Systems.
Central Group on Educational Affairs Disclosure Policy

It is the policy of the Central Group on Educational Affairs to abide by the standards set forth by the Accreditation Council for Continuing Medical Education (ACCME) Standards for Commercial Support of Continuing Medical Education. Even though we are not offering CME (or AMA PRA category 1) credit for this educational activity, we still strive to ensure balance, independence, objectivity, and scientific rigor in all of its activities.

To help achieve that objective, all persons involved in the planning/content development are expected to disclose all relevant financial relationships with pharmaceutical companies, biomedical device manufacturers or distributors, or others whose products or services may be considered related to the subject matter of the educational activity. Disclosure of these relationships will be included in all written activity materials, and mentioned verbally at the activity so that participants may formulate their own judgments in interpreting content and in evaluating recommendations.

Acronym Glossary

CME  Continuing Medical Education
GME  Graduate Medical Education
IME  Innovations in Medical Education
MESRE  Medical, Education, Scholarship, Research, & Evaluation (was RIME)
SIG  Special Interest Group
UGME  Undergraduate Medical Education

Information for Presenters:

We would like to invite you to submit your 2016 CGEA Presentation/Poster to the iCollaborative so that the conference programming can be shared more broadly. This a service of AAMC’s MedEdPORTAL that provides academic medical institutions a unique opportunity to share resources, activities, effective practices, and strategies to build coordinated approaches to quality, patient safety and performance improvement across the continuum of clinical care and medical education in academic medical centers.

To submit to the iCollaborative visit [www.mededportal.org/icollaborative/submit/](http://www.mededportal.org/icollaborative/submit/) and complete the submission form. To prepare your materials for submission to iCollaborative, please review the iCollaborative Submission Checklist.

Twitter feed: @thecgea and #thecgea
Driving Directions to The Ann Arbor Ypsilanti Marriott at Eagle Crest
Ann Arbor Marriott at Eagle Crest
1275 S Huron Street, Ypsilanti, Michigan 48197
Phone: 1-734-487-2000 Fax: 1-734-481-0700
www.annarbormarriott.com

From NORTH
1. Start on US-23 South
2. Merge onto I-94 via exit 35 (4.1 miles)
3. Get off at the US-12 BR/Huron St. exit 183, toward Downtown Ypsilanti (0.3 miles)
4. Turn right onto S Huron St. (0.2 miles)
5. Look for red Marriott sign on left. At light turn left into Marriott/Eagle Crest Resort entrance (0.2 miles)
6. At first stop sign turn right into Marriott parking lot (0.0 miles)

From EAST
1. Start out on I-94 West toward Chicago
2. Get off at Huron St. exit 183, toward Ypsilanti (0.3 miles)
3. Stay straight onto US-12 BR W / S HAMILTON ST. Follow bend slight left to US-12 BR W (0.3 miles)
4. US-12 BR West becomes S Huron St. (0.2 miles)
5. Look for red Marriott sign on left. At light turn left into Marriott/Eagle Crest Resort entrance (0.2 miles)
6. At first stop sign turn RIGHT into Marriott parking lot (0.0 miles)

From SOUTH
1. Start on US-23 North
2. Merge onto I-94 via exit 35, toward Detroit (3.4 miles)
3. Take the US-12 BR/Huron St. exit 183, toward Downtown Ypsilanti (0.3 miles)
4. Turn right onto S Huron St. (0.2 miles)
5. Look for red Marriott sign on left. At light Turn LEFT into Marriott/Eagle Crest Resort entrance (0.2 miles)
6. At first stop sign turn RIGHT into Marriott parking lot (0.0 miles)

From WEST
1. Start on I-94 East toward Detroit
2. Get off on the US-12 BR/Huron ST exit 183, toward Downtown Ypsilanti (0.3 miles)
3. Turn right onto S Huron St. (0.2 miles)
4. Look for red Marriott sign on left. At light Turn left into Marriott/Eagle Crest Resort entrance (0.2 miles)
5. At first stop sign turn right into Marriott parking lot (0.0 miles)
Airports Options

Detroit Metropolitan Wayne County Airport - DTW
Airport Phone: +1 734 247 7678
Hotel direction: 14 miles W
This hotel does not provide shuttle service.
Alternate transportation: Michigan Green Cabs; fee: 55 USD (one way); on request
Estimated taxi fare: 59 USD (one way)

Driving Directions
From the Detroit Metropolitan Wayne County Airport (DTW) (19 minutes / 17.04 miles)
1. Drive north to go onto MERRIMAN ROAD (0.4 mi)
2. From Merriman take I-94 West toward Chicago, exit on right (14.6 mi)
3. Get off on the HURON ST exit 183, toward Ypsilanti (0.3 mi)
4. Stay straight onto US-12 BR W / S HAMILTON ST. Follow bend slight left to US-12 BR W (0.3 mi)
5. US-12 BR W becomes S HURON ST (0.2 mi)
6. Look for red Marriott sign on left. At light Turn LEFT into Marriott/Eagle Crest Resort entrance (0.2 mi)
7. At first stop sign turn RIGHT into Marriott parking lot (0.0 mi)

Train Options

Amtrak https://www.amtrak.com/home
Service to station ARB 325 Depot Street Ann Arbor, MI 48104
Michigan Association of Railroad Passengers Website
http://www.marp.org/?p=868
Would need cab or car transportation from the Train Station
15 miles to hotel.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Aud 2</th>
<th>Conference Room A</th>
<th>Conference Room B</th>
<th>Conference Room C</th>
<th>Conference Room D</th>
<th>Conference Room E</th>
<th>Conference Room F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 4/6/16</td>
<td>9:00 am-Noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00 pm-4:00 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 4/7/16</td>
<td>9:15 am-10:45 am</td>
<td>MESRE Oral 1</td>
<td>Wkshop/Panel 1</td>
<td>Wkshop/Panel 2</td>
<td>Wkshop/Panel 3</td>
<td>Wkshop/Panel 4</td>
<td>Wkshop/Panel 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:00 am-Noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00pm-2:30pm</td>
<td>MESRE Oral 2</td>
<td>Wkshop/Panel 6</td>
<td>Wkshop/Panel 7</td>
<td>Wkshop/Panel 8</td>
<td>Wkshop/Panel 9</td>
<td>Wkshop/Panel 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:45 pm-4:15 pm</td>
<td>MESRE Oral 3</td>
<td>IME Oral 1</td>
<td>Sm Grp 1</td>
<td>Sm Grp 2</td>
<td>Sm Grp 3</td>
<td>Sm Grp 4</td>
<td>MESRE Consult</td>
</tr>
<tr>
<td>Friday 4/8/16</td>
<td>8:15am-9:45am</td>
<td>MESRE Oral 4</td>
<td>IME Oral 2</td>
<td>Wkshop/Panel 11</td>
<td>Wkshop/Panel 12</td>
<td>Wkshop/Panel 13</td>
<td>Wkshop/Panel 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:45 am-11:45 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:15 pm-3:45 pm</td>
<td>MESRE Oral 5</td>
<td>Wkshop/Panel 15</td>
<td>Wkshop/Panel 16</td>
<td>Wkshop/Panel 17</td>
<td>Wkshop/Panel 18</td>
<td>Wkshop/Panel 19</td>
<td></td>
</tr>
</tbody>
</table>

**Wednesday, April 6, 2016**

**7:00 am – 5:30 pm** REGISTRATION

**9:00 am – 12:00 pm** PRE-MEETING WORKSHOP

*Conference Room D* Medical Education Research Certificate (MERC) Workshop:

**Formulating Research Questions and Designing Studies**  
*Larry Gruppen, PhD, University of Michigan Medical School*

In this workshop, participants will brainstorm research ideas, write, and refine a measurable research question. They will discuss when IRB approval is required for their study. The basics of research design will be discussed and applied to their selected research question. Participants will be able to:

- Write a FINER (feasible, interesting, novel, ethical, relevant) educational research question;
- Specify an educational research area of interest;
- Evaluate whether they need IRB approval for their study;
- Select the correct design for their research question.
12:00-1:00 pm  LUNCH (on your own)

1:00 – 4:00 pm  PRE-MEETING WORKSHOP

Conference Room D  Medical Education Research Certificate (MERC) Workshop:

Introduction to Qualitative Data Collection Methods
Ilene Harris, PhD, University of Illinois, College of Medicine at Chicago

This workshop is intended for physicians and generalists in medical education, as well as faculty and staff involved in student affairs, who wish to develop perspectives and skills for collecting qualitative data, such as data from focus group discussions, interviews, observation field notes, and responses to open-ended questions—used in admissions processes, program development, curriculum evaluation, needs assessments, performance evaluation, and various scholarship and research applications.

After participating in this workshop, learners will be able to:

• Demonstrate applied knowledge of the appropriate selection, use, and standards for rigor of some common methods for collection of qualitative data;
• Generate research questions appropriate for qualitative studies and choose appropriate data collection methods;
• Demonstrate applied knowledge of approaches to achieve rigor in the design of qualitative studies and collection of qualitative data;
• Demonstrate essential skills required for conducting focus groups

4:00 – 6:00 pm  Optional tour to Taubman Health Sciences Library, U of M Campus

5:30 to 7:00 PM  CGEA EXECUTIVE COUNCIL MEETING

CONFERENCE BEGINS
Thursday, April 7, 2016

7:00 am – 5:30 pm  REGISTRATION

7:00 – 7:30 am  POSTER SET UP
Poster presenters should hang their posters before 7:30 am.

7:00 – 8:00 am  BREAKFAST (free time to view posters and exhibits)

9:00 – 9:15 am  BREAK
<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15 – 10:45 am</td>
<td><strong>CONCURRENT SESSIONS</strong></td>
</tr>
</tbody>
</table>

**Auditorium 2**

**MESRE ORAL 1**  
*Presentations are allotted 15 minutes*  
Moderator: TBD  

| Use of the Harvey® Simulator to Reinforce Basic Exam Skills in Early Medical Learners | C. Curren, G.P. Ecklar, M. Alexander, C. Sinclair, S. Ellwood, D. Ryan, College of Medicine, The Ohio State University |
| Developing an Interprofessional Collaborative Practice Curriculum for Residents: A Needs Assessment | N. Genere, J. Oyler, A. Volerman University of Chicago Pritzker School of Medicine |
| Student Perceptions of Active Learning | K. Istas, T. Paolo, B. Berardo, G. Bonaminio, University of Kansas School of Medicine |
| Graduating Medical Student Self-Assessments of the Core EPA’s: Does a Pre-Internship Boot Camp Make a Difference? | M.E. Thompson, M. Emery, Michigan State University College of Human Medicine |
| Student Perceptions and Their Influence in the Instructional Redesign of Online Learning Components | M. Holley, S. Cooper, S. Renshaw Indiana University School of Medicine |

**Conference Room A**  
**Workshop/Panel 1**  
Challenges and Opportunities Using the Flipped Classroom Model for Medical Education: Perspectives Across the Continuum  
Presenters: Carrie Bowler | Douglas Danforth | Justin Kreuter | Geraud Plantegenest | Heeyoung Han

**Conference Room B**  
**Workshop/Panel 2**  
IPE in the Clinic Setting: Optimizing Your Clinic and Teaching when you have multiple health professions trainees on your team  
Presenters: Heather Hageman | Carol Hasbrouck | Anna Maio | Michelle Masterson | Deborah Simpson

**Conference Room C**  
**Workshop/Panel 3**  
The Core Entrustable Professional Activities (EPAs) in Action: Lessons from the Pilot Schools  
Presenters: Abbas Hyderi | Dianne Wagner | Matt Emery | Meenakshy Aiyer

**Conference Room D**  
**Workshop/Panel 4**  
Bridging the Continuum Between Undergraduate and Graduate Medical Education: A Feedforward Mechanism for Graduating Medical Students  
Presenters: Helen Morgan | Nicholas Kman | Jennifer McCallister | Sally Santen

**Conference Room E**  
**Workshop/Panel 5**  
Presenters: Karen Marcdante | Louise Arnold | Janet Lindemann | Janet Riddle | Deborah Simpson | Caren Stalburg

**10:45 – 11:00**  
**BREAK (free time to view posters and exhibits)**
Beverages and snacks available

11:00 – Noon AAMC CONCURRENT SESSIONS

---

Conference Room A

Educating for Quality Update—Karyn Baum

Conference Room B

ACGME milestones focus group—Stan Hamstra

Noon – 1:00 pm LUNCH, WELCOME FROM THE DEANS, BUSINESS MEETING AND LEAD GRADUATION

1:00 – 2:30 pm CONCURRENT SESSIONS

---

Conference Room A

Workshop/Panel 6

From Passion to National Reputation: Building your personal brand with Twitter

Presenters: Larry Hurtubise | Nick Kman | David Stukus | Elissa Hall

Conference Room B

Workshop/Panel 7

The Leadership Education and Development (LEAD) Graduating Fellows’ Projects


Conference Room C

Workshop/Panel 8

PEER INSTRUCTION—Not as easy as it looks and the students will tell us why!

Presenters: Kristen Rundell | Pat Ecklar | Cynthia Ledford | Cami Curren | John D Mahan | Diana Bahner

Conference Room D

Workshop/Panel 9

Learner-Centered Feedback on Milestone Achievement: Calibrating Self-Assessments and Promoting the Desire to Learn

Presenters: Daniel Schumacher | John G. Frohna

Conference Room E

Workshop/Panel 10

The Three R’s of Professional Identity Formation in Medical Students: Reflection, Relationships and Resilience

Presenters: J. Isaacson | Richard Frankel | Johanna Goldfarb | Bradley Gill | Natalie Lee

Auditorium 2

MESRE Oral Abstract Presentations Session 2

Scholarly Concentrations

(Presentations are allotted 15 minutes)

Moderator: TBD

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mapping the Shared Repertoire of a Community of Practice: Citation Analysis of Faculty Development in the Health Professions</td>
<td>J.Riddle, L. Pien,</td>
</tr>
</tbody>
</table>
What's in it for me? Goals of students participating in a scholarly concentration program.

K. Alberson, V.M. Arora, R.K. Wolfson University of Chicago Pritzker School of Medicine

Medical Student Curriculum Transformation Using Business Case Approaches to Organizational Leadership

R.S. Mangrulkar, S. Santen, A. Tsai, M. Englesbe, J. House, M. Lukela, E. McKean, S. Monrad, E. Skye University of Michigan Medical School

Student Personality is Related to Perception of the Learning Environment
Developing an Interprofessional Collaborative Practice Curriculum for Residents: A Needs Assessment

R. Stansfield, S. Santen, L.D. Gruppen, University of Michigan

2:30 to 2:45 BREAK (free time to view posters and exhibits)

2:45 pm to 4:15 pm CONCURRENT SESSIONS: Small Group Discussions

2:45pm to 4:15 pm
Auditorium 2
MESRE Oral Abstract Presentations Session 3
Multiple Viewpoints
(Presentations are allotted 15 minutes)
Moderator: TBD

The distribution of grades from medical students: Analysis and tools for simulation studies

G.A. Patino, Biomedical Sciences, Oakland University William Beaumont School of Medicine

Description and Evaluation of Peer Review of Teaching in an Integrated Medical School Curriculum

K. Strafford, K. Tartaglia, N. Verbeck, J. Davis, J. Mahan, R. Nagel, Ohio State University Wexner Medical Center

Leadership through Student Teaching: Surgical Faculty Cues for Increasing Entrustment of Residents

G. Sandhu, C. Magas, D. Horne, V. Nikolian, University of Michigan

Development and Validation of e-Clinical Evaluation Exercise (e-CEX) Tool to Assess Patient-Centered Electronic Medical Record Use

M.D. Lyons, W. Lee, J. Farnan, V. Arora, University of Chicago

2:45pm to 4:15 pm
Conference Room A
INNOVATIONS IN MEDICAL EDUCATION Oral Presentation Session 1
(Presentations are allotted 15 minutes)

1. Piloting a Graduate Medical Education (GME) Scholars Track for Resident Trainees, University of Chicago

2. Optimizing Patient Care Curriculum: Bridging Three Domains of Knowledge for a Fully-Integrated, Longitudinal Curricular Thread, University of Michigan
3. A 6-Domain Framework Was Useful in Identifying Clinically Relevant Social Determinants of Health, University of Michigan
4. A Curriculum to Optimize Medical Student Experience with Patient-Centered Discharge Care, University of Chicago
5. Novel Champions for Professionalism in Electronic Medical Record (EMR) Use: Integrating Patient-Centered EMR Use Skills and Documentation Expectations into Required EMR Training, University of Chicago

2:45 pm to 4:15 pm
MESRE CONSULT

2:45 pm to 3:15 pm
SMALL GROUP 1
Change Agents in Medical Education
Presenters: Larry Hurtubise | Victoria Cannon | Jeanne L. Koehler | Misa Mi

SMALL GROUP 2
Curricular Integration of Social Medicine: A Call for Reform
Presenters: Allison Vanderbilt | Reginald Baugh | Patricia Hogue | Imran Ali

SMALL GROUP 3
A Lapse in Judgment and the Effect it has on Professionalism: A Multi-Institutional Perspective on Social Media and its Policy in Medical Schools
Presenters: Melissa Hansen | Geraud Plantegenest | Peggy Moore | Aaron Smith

SMALL GROUP 4
Development of a Standardized Institutional Process for Annual Program Evaluations and Graduate Medical Education Committee Oversight
Presenters: Kimberly Baker-Genaw | Bret Stevens

3:15 pm to 4:15 pm
SMALL GROUP 5
Implementing New Curriculum: No harder than quitting smoking
Presenters: Janet Lindemann | Scott Knutson | Lisa Grill Dodson | Mark Beard

SMALL GROUP 6
Creating an evidence-based USMLE Step 1 advising program
Presenters: Jesse Burk-Rafel | Joel Purkiss

SMALL GROUP 7
To Be or Not To Be, That is the (Professional Identity Formation Assessment) Question
Presenters: Carmine Grieco | Sheryl A. Pfeil | Joanne Lynn | Rupel Dedhia | John A. Davis

SMALL GROUP 8
Using Data for Planning and Improving: The AAMC Student Surveys
Presenters: Marie Caulfield | Heather Hageman

4:30 – 6:30 pm
Poster Session and Reception
Peer-Reviewed Research and Innovations in Medical Education
See Appendix A for a list of titles and authors for IME and MESRE posters
6:30 to 11:00 PM  SHUTTLE BUS to Ann Arbor

**Friday, April 8, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am – 3:00 pm</td>
<td>REGISTRATION</td>
</tr>
<tr>
<td>7:00 – 8:00 am</td>
<td>BREAKFAST</td>
</tr>
<tr>
<td>7:00 – 8:00 am</td>
<td>SECTION MEETINGS</td>
</tr>
<tr>
<td></td>
<td>Continuing Medical Education (CME)</td>
</tr>
<tr>
<td></td>
<td>Graduate Medical Education (GME)</td>
</tr>
<tr>
<td></td>
<td>Undergraduate Medical Education (UGME)</td>
</tr>
<tr>
<td></td>
<td>Medical Education Scholarship Research and Evaluation (MESRE)</td>
</tr>
<tr>
<td>8:00 – 8:15 am</td>
<td>BREAK</td>
</tr>
<tr>
<td>8:15 – 9:45 am</td>
<td>CONCURRENT SESSIONS</td>
</tr>
</tbody>
</table>

**Conference Room A**  INNOVATIONS IN MEDICAL EDUCATION

<table>
<thead>
<tr>
<th>Oral Presentation Session 2 (Presentations are allotted 15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Making it stick: Initial implementation of an intelligent study system for adaptive learning and enduring mastery in two medical schools, University of Illinois at Chicago</td>
</tr>
<tr>
<td>2. Teaching methods (e.g. problem based learning)</td>
</tr>
<tr>
<td>3. How Can You Increase Reporting of Medical Student Professionalism Issues? Use an App!, Loyola University Chicago Stritch School of Medicine</td>
</tr>
<tr>
<td>4. TALKS (Timely Assessment of Learner’s Knowledge and Skills): An Approach to Increase Volume and Quality of Resident Evaluations, Northwestern University Feinberg School of Medicine</td>
</tr>
<tr>
<td>5. OSU COM Professionalism Climate Questionnaire: Exploring a New Tool for Professionalism Assessment, Nationwide Children's Hospital/The Ohio State University</td>
</tr>
</tbody>
</table>

**Conference Room B**  Workshop/Panel 11

Does TBL meet LCME Standard 6.3? You bet it does!
Presenters: Abbas Hyderi | Amy Lin | Dean Parmelee | Ruth Levine | Sandy Cook | Colleen Grochowski

**Conference Room C**  Workshop/Panel 12

Perspectives on Curriculum Mapping – Local and National Impacts and Outcomes
Presenters: Stefanie Ellison | Katharine Agnew | Robert Noiva | Robin Rivest | Terri Cameron

**Conference Room D**  Workshop/Panel 13
### Aligning Incentives: An Appraisal of Resources Required for Preservation and Innovation of the Education Mission

**Presenters:** Dawn Bragg | Kristi J. Ferguson | Jose Franco | Dianne Wagner

**Conference Room E**

**Workshop/Panel 14**

**Professionalism Lapse or Delay in Professional Identity Formation?**

**Presenters:** Amy Zack | Karen Marcedante | John Frohna | Linda Daly

### Auditorium 2

**MESRE Oral Abstract Presentations Session: FOUR**

*Clinical Education/Assessment*  
*(Presentations are allotted 15 minutes)*

**Moderator: TBD**

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Milestones for 48-Month Emergency Medicine Residency Programs: A Validation Study</td>
<td>A.R. Ketterer, D.H. Salzman, M.A. Gisondi, Emergency Medicine, Northwestern University Feinberg School of Medicine</td>
</tr>
<tr>
<td>The Prediction of M-1 Student Examination Performance in Three- and Four-Year Medical Degree Curricula</td>
<td>R. Treat, M. Tews, D. Brown, K. Kaljo, J. Janowitz, D. Bragg, W.J. Hueston, Medical College of Wisconsin</td>
</tr>
<tr>
<td>Examining a Better Predictive Model of Medical Student Empathy from Personality using Emotional Intelligence as a Mediator</td>
<td>R. Treat, D. Brown, K. Kaljo, M. Tews, J. Janowitz, D. Bragg, W.J. Hueston, Medical College of Wisconsin</td>
</tr>
<tr>
<td>Grading beyond just disciplines: Competencies as stand-alone grades</td>
<td>E. Simanton, S. Schelipfetter, J. Lindemann, M. Beard, Med Ed, University of South Dakota Sanford School of Medicine</td>
</tr>
<tr>
<td>Can Student Performance on Preclinical OSCEs Predict Clerkship Grades?</td>
<td>M. Chima, G. Beck, D.V. O'Dell, College of Medicine, University of Nebraska Medical Center</td>
</tr>
</tbody>
</table>

**9:45 – 10:45 am**

**CONCURRENT SESSIONS**

**POSTER SESSION**

This poster session is an additional opportunity to interact with poster presenters. Poster award winners will also be asked to give a 5-minute summary of their poster during this session. Award winners will be notified Thursday night.

**Presenters must remove their posters at the end of this session**

**Conference Room B**

**EXPANDING ASSESSMENT OF COMPETENCIES IN USMLE**

**Presenter: Miguel Paniagua**

In this session representative from the USMLE will solicit feedback from the medical education community on evolving assessments in areas that include:
1. Use of clinical decision making tools during an examination
2. Assessment of communication skills
3. Systems-based practice: focus on patient safety

10:45 – 11:45 am  AAMC CONCURRENT PRESENTATIONS

Conference Room A  MedAPS Updates—Terri Cameron, Stefanie Ellison, Robert Novia
Conference Room C  AAMC/Med Ed Update—Lisa Howley
Conference Room D  ACGME milestones focus group—Stan Hamstra

11:45 am - 1:30 pm  BOX LUNCH AND SPECIAL INTEREST GROUP (SIG) MEETINGS

11:45 am – 12:30 pm  SPECIAL INTEREST GROUP (SIG) MEETINGS

Technology in Medical Education
Continuing Quality Improvement
Directors of Clinical Skills Course (DOCS)
Libraries in Medical Education

12:45 pm – 1:30 pm  SPECIAL INTEREST GROUP (SIG) MEETINGS

Curriculum and Assessment
Faculty Development
Culture & Health and Medical Humanities
Basic Science Educators

1:30 – 1:45 pm  BREAK

1:45 – 3:15 pm  CONCURRENT SESSIONS

Conference Room A  Workshop/Panel 15
“I’m Burned Out!” Helping our Medical Trainees Develop Skills to Build Resilience
Presenters: Michelle Martinchek | Amber Pincavage

Conference Room B  Workshop/Panel 16
Understanding and Use of Effect Size Measures for Improved Research, Decision-Making, and Medical Practice
Presenters: Joel Purkiss | James T. Fitzgerald | R. Brent Stansfield | Larry D. Gruppen

Conference Room C  Workshop/Panel 17
Enhancing Physician Teaching Skills in the Ambulatory Setting
Presenters: Kristen Rundell | Pat Ecklar | Cynthia Ledford | Cami Curren | John D Mahan | Diana Bahner

Conference Room D  Workshop/Panel 18
“I tried that and it didn’t work!” Moving Beyond Barriers and Leveraging Resources to
**Conference Room E**

**Workshop/Panel 19**  
Professional Identity Formation: From Pedagogy to Practice  
Presenters: Sheryl Pfeil

**MESRE Oral Abstract Presentations Session 5**  
*Presentations are allotted 15 minutes*  
*Moderator: TBD*

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors/Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting Admissions Interviews at Regional Campuses Influences Applicants' Preferred Campus Assignment in a Statewide System of Distributed Medical Education</td>
<td>J.J. Brokaw, J.P. O'Neal, K.W. West, K.A. Smartt, Office of Admissions, Indiana University School of Medicine</td>
</tr>
<tr>
<td>A 15-year longitudinal tracking study of underrepresented in medicine (URM) students completing a post-baccalaureate premedical program shows high levels of residency placement and preference for primary care specialties.</td>
<td>A.M. Metz, MEDPREP, Southern Illinois University School of Medicine</td>
</tr>
<tr>
<td>7-Year Trends in Demographic and Practice Characteristics of Primary Care versus Non-Primary Care Post-Graduate Physician Trainees in Indiana</td>
<td>K. Kochhar, E. Tandukar, Family Medicine, Indiana University School of Medicine</td>
</tr>
</tbody>
</table>

**3:30 to 4:00**  
Conference Debrief

**CONFERENCE ADJOURNS**