

NEGEA GRANT RECIPIENTS 2010-PRESENT

2021

<i>PI:</i> Robin (Rikki) Ovitsh, MD	<i>Title:</i> Defining Medical Student Core Leadership Competencies for A Successful UME/GME Transition
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2020

<i>PI:</i> H. Carrie Chen, MD, PhD	<i>Title:</i> “Cheating or Not: Student and Faculty Perceptions of Unauthorized Assistance and Sharing of Information/Materials”
<i>PI:</i> Yoav Karpenshif, MD Srinath Adusumalli, MD, MSc, FACC	<i>Title:</i> “Evaluating the Impact of a Data-Driven Population Health Intervention on Internal Medicine Subspecialty Fellows’ Practice Habits”

2019

<i>PI:</i> Camille Petri, MD Asha Anandaiah, MD	<i>Title:</i> “The Interprofessional Teaching and Learning Environment in the Medical Intensive Care Unit”
<i>PI:</i> Raiel Barlow, MD	<i>Title:</i> “The Use of the AAMC Core Personal Competencies and the Multiple Mini-interview in Medical School Admissions Procedures”
<i>PI:</i> Ryan R. Landoll, PhD, ABPP	<i>Title:</i> “Pursuing Excellence: Evaluation of an Academic Success Program and Personalized Learning in Undergraduate Medical Education”

2018

<i>PI:</i> Shoumita Dasgupta, PhD	<i>Title:</i> “A Patient-Centered Counseling Education Intervention to Combat Disability Implicit Bias in the Prenatal Setting”
<i>PI:</i> Paul Haidet, MD, MPH	<i>Title:</i> “Student Perspectives About Learning: An Important Influence on Evaluations of Teaching?”
<i>PI:</i> Sheila Quinn, DO	<i>Title:</i> “The Role of Narrative Medicine in the Development of Empathy and Social Connectedness Among Internal Medicine Interns”

<i>PI:</i> Rebecca Volpe, PhD	<i>Title:</i> “No longer ‘The Boys in White’: Exploring professional identity formation for students from diverse cultural backgrounds”
<i>PI:</i> Marygrace Zetkulich, MD	<i>Title:</i> “Adapting the R2C2 feedback model to “in the moment” feedback and coaching conversations within the clinical learning environment: what works and why?”

2017

<i>PI:</i> Dowin Boatright, MD, MBA, MHS	<i>Title:</i> “Mistreatment and microaggressions against sexual minorities in US medical schools”
<i>PI:</i> Gretchen Diemer, MD	<i>Title:</i> “The effect of peer-based discussion on clinical decision-making and practice of high value care among internal medicine residents”
<i>PI:</i> Tara Lindsley, PhD	<i>Title:</i> “Cranial-pursuit computer based neuroanatomy games: assessment of impact on learning outcomes and learner attitudes”
<i>PI:</i> Hyacinth Mason, PhD, MPH, CHES	<i>Title:</i> “Beyond access - academic experiences and perspectives of first-generation and continuing-generation medical school matriculates: a mixed-methods pilot study”

2016

<i>PI:</i> Chester Andrzejewski Jr., PhD, MD, FCAA	<i>Title:</i> “Interdisciplinary education and clinical decision support to improve physician and nurse identification and reporting of Transfusion Associated Circulatory Overload (TACO)”
<i>PI:</i> Ariel S. Frey-Vogel, MD, MAT	<i>Title:</i> “Development and validity testing of a tool to assess resident large-group teaching”
<i>PI:</i> Tiffany Moadel, MD Katherine Gielissen, MD	<i>Title:</i> “Entrustable professional activities: can simulation be used to assess competency?”

2015

<i>PI:</i> Ian Chua, MD	<i>Title:</i> “Patient experience debriefs: medical student interviews of hospitalized patients guiding reflections on future practice”
<i>PI:</i> Eileen CichoskiKelly, PhD	<i>Title:</i> “Building a model for mentorship to increase medical education scholarship: a qualitative study”
<i>PI:</i> Lisa Coplit, MD	<i>Title:</i> “Dimensions of culture for faculty at three newly created medical schools: is institutional culture different in new medical schools?”
<i>PI:</i> Robin W. Doroshow, MMS, MD, MEd	<i>Title:</i> “An innovative self-instructional teaching method for distinguishing innocent from pathological heart murmurs in children”

<i>PI:</i> Carol A. Terregino, MD	<i>Title:</i> “Development of an empathy and clarity rating scale for medical students to measure the effect of improvisation-informed communication skills curriculum on end-of-first-year OSCE performance”
<i>PI:</i> Ambrose Wong, MD	<i>Title:</i> “How do we stay safe? A multi-institutional simulation-based qualitative study of challenges and barriers for trainees in the care of agitated patients”

2014

<i>PI:</i> Diana Glendinning, PhD	<i>Title:</i> “Development and validation of a new tool to assess knowledge and skills in evidence-based practice”
<i>PI:</i> Kenneth Egol, MD	<i>Title:</i> “A cross-cultural near-peer module to improve musculoskeletal medical education in the U.S. and Haiti”
<i>PI:</i> Jennifer Kogan, MD	<i>Title:</i> “Qualitative analysis of real-time patient evaluations in internal medicine interns”
<i>PI:</i> Deborah Ziring, MD	<i>Title:</i> “Using concept mapping to identify influences on faculty reporting of medical students with professionalism lapses”

2013

<i>PI:</i> Abbey Fingeret, MD	<i>Title:</i> “Predictors of first-attempt success of general surgery residents on the American Board of Surgery Certifying Examination following early and consecutive participation in multi-institutional mock oral examination”
<i>PI:</i> Sarang Kim, MD	<i>Title:</i> “Use of virtual cases in medical school clerkships”
<i>PI:</i> Mimi McEvoy	<i>Title:</i> “Establishing standards to measure clinical reasoning of second-year medical students”

2012

<i>PI:</i> Wei-Hsin Lu, PhD	<i>Title:</i> “Teaching professionalism and medical ethics in the clinical setting: effects of training the trainers”
<i>PI:</i> Jimmy Beck, MD	<i>Title:</i> “Essential behaviors and strategies of attending physicians which promote learning during family centered rounds: a multidisciplinary qualitative study”

2011

<i>PI:</i> Alice Fornari, EdD	<i>Title:</i> “Defining best practice models for advising/mentoring programs in millennial medical schools”
<i>PI:</i> Eve Colson, MD	<i>Title:</i> “Identifying beliefs about and barriers to interprofessional education of students: perspectives of academic medical center faculty members”

2010

<i>PI:</i> Lauren Peccorale, MD	<i>Title:</i> “The courteous consult: resident reflections on inpatient consultations”
<i>PI:</i> Deepu Gowda, MD	<i>Title:</i> “Designing and evaluating a developmentally-staged physical examination curriculum”