

2025 JOINT NEGEA-NEGSA-NEOSR REGIONAL CONFERENCE

APRIL 9-11, 2025

HOSTED BY: RUTGERS HEALTH
ROBERT WOOD JOHNSON MEDICAL SCHOOL
NEW JERSEY MEDICAL SCHOOL
NEW BRUNSWICK, NEW JERSEY



Conference Schedule



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Welcome from NEGEA Chair



On behalf of the Northeast Group on Educational Affairs' (NEGEA) Steering Committee, it's my pleasure to welcome you to our 2025 Annual Meeting - and the first ever joint conference - with the Northeast Group on Student Affairs (NEGSA), and the Northeast Organization of Student Representatives (NEOSR), aptly themed: *The Power of Partnership: Innovation & Inspiration in Critical Conversations!* We offer our sincere thanks to our gracious conference host, Rutgers Robert Wood Johnson Medical School & Rutgers New Jersey Medical School.

As a community of innovators, educators, administrators, and scholars, this region has a history of bringing people together in partnership and collaboration. I feel pretty qualified to say that: I've spent the last 15 years in this region, attended every NEGEA conference in the last 13 years, and I've been a part of the Steering Committee for the last 9 years. Regardless of where you are in your medical education career, and whether you are a first-time attendee or whether - like me - you remember Kevin Eva's talk at Brown in 2016, this conference always has something special to offer you. Specifically, I invite you to check the program for the locations of these amazing opportunities open to everyone that can help you get even more connected within the region:

- Poster and networking event: Wednesday April 9 (5:00-6:30pm)
- Special Interest Group (SIG) meetings: Thursday April 10 (12:15-1:45pm)
- GEA Sections Meet-up: Friday April 11 (7:45-8:45am)

A conference of this size and complexity simply cannot happen without the dedication and tireless efforts of many people. I'd like to recognize and thank many of them personally. First, our amazing conference planning leadership team of co-chairs Zareen Zaidi, Beth Lamos, and Holly Khachadoorian-Elia; host co-chair Sonia Laumbach; conference planning advisor (and 3-peat NEGEA conference planning leader extraordinaire) Judy Brenner; and Aneesah Griffith at the AAMC without whom truly none of this would have actually happened. Thank you to our subcommittee chairs, including Sarah McCallum, Valerie Lang and Leila Amiri for leading our abstract subcommittee; Christine Thatcher, Tanja Adonizio, and Shazia Samanani, co-chairs of the program planning subcommittee; Raquel Belforti and Monica Minor, co-chairs of the student/resident/fellow track; Steve Rougas, Suzanne Templer, and Renu Boatright as PDI and Awards committee co-chair; and Jessica Kilham, chair for social media committee. Also, many thanks to Stephen McKenzie and our other AAMC colleagues, for their endless support. Finally, a big thank you to those NEGEA, NEGSA, and NEOSR members who served on conference committees for contributing to the success of this meeting!

Finally, I want to thank YOU for being here. Attending this conference takes time and funding - resources that are scarce these days. But I hope you'll find that the return on your investments is plentiful, that the hallway conversations, new connections, and creative ideas fill your mind and feed your soul. Thank you for all you do. Enjoy the conference, and we look forward to seeing you next year at NEGEA 2026 hosted by Geisinger Commonwealth School of Medicine in Scranton, PA!

Rebecca Blanchard, PhD.

Chair, AAMC Northeast Group on Education Affairs

Director of Scholarship and Professional Development, Zamierowski Institute for Experiential Learning

Education Professor, University of Kansas School of Medicine

Welcome from NEGSA Chair



Welcome to the 2025 Annual Meeting! This year marks an exciting milestone as the Northeast Group on Student Affairs (NEGSA) joins forces with the Northeast Group on Educational Affairs (NEGEA) and the Northeast Organization of Student Representatives (NEOSR) for our first-ever joint conference.

With the theme *The Power of Partnership: Innovation & Inspiration in Critical Conversations*, this gathering is more than just a meeting—it's a space for meaningful dialogue, fresh ideas, and lasting collaborations that will shape the future of student support, medical education and student success. Whether you're here to share insights, learn from colleagues, or build new connections, your presence strengthens our collective mission.

A special thank you to Rutgers Robert Wood Johnson Medical School and Rutgers New Jersey Medical School for their generous hospitality in hosting this year's conference, specifically Dr. Sonia Laumbach. We are grateful for their support in bringing us together for what promises to be an engaging and impactful experience.

A heartfelt thank you to my incredible co-conference chairs, Drs. Zareen Zaidi and Holly Khachadoorian-Elia—the power of three truly made this possible! I also want to echo Dr. Blanchard's warm appreciation for our dedicated planning committees and AAMC colleagues, whose hard work is reflected in the outstanding programming we have in store.

I encourage you to take full advantage of the rich pre-conference opportunities, inspiring plenary speakers, and the many moments to connect, collaborate, and learn alongside our GEA and OSR colleagues. Together, we are stronger, and this conference is a testament to the power of partnership.

Elizabeth (Beth) Lamos, MD FACP
Chair, AAMC Northeast Group on Student Affairs
Conference Co-Chair
Associate Professor of Medicine
Assistant Dean, Student Affairs
University of Maryland School of Medicine

Welcome from NEGEA/NEGSA/NEOSR 2025 Conference Chairs

Dear Colleagues,

Welcome to the first joint conference uniting members from NEGEA (Northeast Group on Educational Affairs), NEGSA (Northeast Group on Student Affairs), and NEOSR (Northeast Organization for Student Representatives)! This collaboration brings together three vital groups that represent diverse yet interconnected aspects of medical education – educational affairs, student affairs, and importantly the student voices. Hosted by Rutgers Robert Wood Johnson Medical School & Rutgers New Jersey Medical School in New Brunswick from April 9-11, 2025, this conference provides a platform for participants from across the Northeast to connect, share insights, and forge meaningful professional relationships.

Our conference theme provides an opportunity for participants to engage in a collaborative conference focused on pivotal, high-stakes discussions where emotions run high, and opinions diverge. Join us for an event dedicated to inspiring and fostering innovative dialogue, research, and sessions that drive critical conversations forward. By bringing together educational administrators, learners, student affairs professionals, and researchers under one roof, we create a unique environment for cross-disciplinary dialogue, knowledge exchange, and potential collaborations that can reshape the landscape of medical education and student support.

A conference is always a team sport, and we are grateful to our constituent steering committees and the conference program committee members for their role. We sincerely hope you enjoy this conference!

Warm regards,



Zareen Zaidi, MD, Ph.D.
George Washington
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Health Sciences
Conference Co-Chair



Holly Khachadorian-Elia,
MD, MBA
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This subcommittee and its selections are under the purview of the steering committee

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Special Thank You and Acknowledgements

The JOINT GEA-GSA-OSR 2025 Regional Conference would not be possible without the combined talents and efforts of many individuals. We would like to also acknowledge the support of organizations, offices, groups, and individuals with whom we had the pleasure of working to bring you this wonderful event:

The Association of American Medical Colleges

The Northeast Group on Educational Affairs

The Northeast Group on Student Affairs

Rutgers Robert Wood Johnson Medical School & Rutgers New Jersey Medical School Health faculty and staff

Our amazing Rutgers Robert Wood Johnson Medical School & Rutgers New Jersey Medical School 2025 Conference staff:

Sharon Bivins-Hinton

Alison Clarke

Cynthia Ferrer-Cespedes

Frecia Tapia

Mary Beth Green

Kun Li

Carmen Nunez

Conrad Johnson

Vish Dutt

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Faith Jackson

Ultrasounds A cappella singers:

Ramita Sajankila

Jake Gluckman

Emily Tasik

Harini Srinivasan

Akul Umamageswaran

Christine Lee

Cynthia Li

Miri Goodman

Natalie Riebe

Riddhi Jadhav

Miles of Smiles runners:

Jimmy Keane

Mona Yuan

Julia Fekete

Cynthia Li

Yoga Instructor:

Rishika Voruganti

Rutgers Health Team members who have helped with the conference:

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Cynthia Ferrer-Cespedes

Sharon Bivins-Hinton

Carmen Nunez

Conrad Johnson

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Vish Dutt

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Phyllis Moore

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Mia Montalvo

Edmer Martinez

Carrie DeVincens

Mercedes-Padilla Register

Faith Jackson

And a very special thank you to Aneesah Griffith, Conference Program Administrator, who has attended to every last detail and has shown tremendous dedication to our community at every step of the way and without whom this conference would not be a reality.

Accessibility Statement

AAMC is working closely with the conference hotel staff to ensure we provide an inclusive, accessible, and safe environment for all attendees. We are prioritizing accessibility to enable anyone who wants to attend the 2025 AAMC Northeastern GEA/GSA/OSR Regional Conference to join us.

Here are the accommodations AAMC can provide:

- Accessible seating areas for wheelchairs or scooters
- ASL Interpreting Services
- Assistive Listening Device
- Communication Access in Real Time (CART services)
- Electric Scooter
- Lactation Room
- Wheelchair

AAMC Onsite Staff Contact

For assistance with AAMC provided accessibility services onsite during the 2025 AAMC Northeastern GEA/GSA/OSR Regional Conference, please contact our Accessibility Ambassador:

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CME Information and Disclosures

Continuing Medical Education (CME) is not offered for this activity.

Meeting Disclaimer: Regarding written materials and information received, written or otherwise, during this Conference: The scientific views, statements, and recommendations expressed during this activity represent those of the authors and speakers and do not necessarily represent the views of Rutgers Robert Wood Johnson Medical School & Rutgers New Jersey Medical School.

Financial Interest Disclosures:

The Conference requires that each speaker/planner/moderator participating to disclose any financial interest/arrangement or affiliation with a corporate organization that may impact on his/her presentation (i.e., grants, research support, honoraria, member of speakers' bureau, consultant, major stock shareholder, etc.). In addition, the faculty member must disclose when an unlabeled use of an ineligible product or an investigational use not yet approved for any purpose is discussed during the educational activity.

*Having a financial interest or other relationship with a corporate organization, or discussing an unlabeled use of an ineligible product, may not prevent a speaker from making a presentation. However, the existence of the relationship must be made known to the planning committee prior to the conference, so that any possible conflict of interest may be resolved prior to the talk.

Support received from Ineligible Companies:

- We have not received any support for this activity.

AWARDS

2025 NEGEA Distinguished Service and Leadership Award



Rikki Ovitch, MD

Associate Dean of Clinical Competencies
Associate Professor of Clinical Pediatrics
SUNY Downstate College of Medicine

Robin, known to many colleagues as Rikki, is an Associate Professor of Pediatrics at SUNY Downstate Health Sciences University. She joined the NEGEA Steering Committee in 2015, serving as Chair of the Program Planning Committee and member-at-large. In 2019, she was elected to the national AAMC UME Executive Committee as the NEGEA representative. In this role, she spearheaded a multi-institutional NEGEA UME research project titled “Defining Medical Student Core Leadership Competencies for a Successful UME/GME Transition,” which earned a 2021 NEGEA MESRE Grant. Rikki has also been an active member of the Executive Council of the Directors of Clinical Skills Education (DOCS), beginning in 2013 as the NEGEA representative and Program Planning Chair, and was elected DOCS President in 2021. She is a member of the Advisory Task Force for both the Foundational Competencies in Undergraduate Medical Education and the GEA CLASS Project. Her dedication to medical education has been recognized with the Hugh J. Carroll, M.D. Award for Excellence in Clinical Teaching, the distinction of Honorary Alumna at SUNY Downstate College of Medicine, and a Women’s Achievement Award from CUNY Med. She was recently selected as a 2024 Fellow of the Center of Excellence for Diversity and Equity in Medicine at SUNY Downstate Health Sciences University and is pursuing a master’s in public health.

2025 NEGEA Distinguished Educator Award NEGEA



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Associate Professor of Educational Assessment
Columbia University Medical Center

Dr. Aubrie Swan Sein is the Executive Director of the Center for Education Research and Evaluation (CERE) at Columbia Vagelos College of Physicians and Surgeons and is an Associate Professor of Educational Assessment at Columbia University Irving Medical Center, where she has worked since 2009. In her role, Dr. Swan Sein leads collaborations and provides consultation, support, and mentorship related to learner assessment and evaluation design, program and curricular evaluation, curriculum design and innovation, and leads a team that provides data management and data analytics development, continuous quality improvement processes, educator development, and academic counseling about long-term learning and studying strategies. Her research and scholarship focus on the structuring of assessment systems to enhance long-term learning, the development of high-quality learning strategies, and the integration of assessment for and as learning within educational programs, among various other topics in medical and dental education. Dr. Swan Sein is also a member of the Columbia Apgar Academy of Medical Educators, and is a past chair of the NEGEA MESRE group. Diversity and Equity in Medicine at SUNY Downstate Health Sciences University and is pursuing a master's in public health.

NEGEA M. Brownell Anderson Award



Shazia Samanani, MD

George Washington School of Medicine & Health Sciences

Exploring Academic Hospitalists' Professional Identity Formation: A Grounded Theory Approach

Dr. Shazia Samanani is an academic hospitalist, clinician-educator-researcher, and Associate Program Director for the Internal Medicine Residency Program at the George Washington University where she also serves as the director of inpatient medical education. She has completed fellowships in both Geriatrics and Academic Internal Medicine, holds a Master's in Medical Education and has developed multiple innovative curricula, including a novel self-directed medical education elective. A dedicated qualitative researcher, she is the principal investigator on multiple medical education studies, including the NEGEA scholars grant-funded work on academic hospitalists' professional identity formation. She has presented her work nationally and is published in multiple peer reviewed journals. This year, she co-chaired our 2025 NEGEA planning committee and will serve as a visiting scholar at the Wilson Centre. In addition to her research, she is an active peer reviewer for Academic Medicine and Teaching and Learning in Medicine. Recognized for her excellence locally, she was named "Attending of the Year" in 2023 and "Early Career Investigator of the Year" in 2024.

NEGEA Innovation in Medical Education Award



Douglas McHugh, PhD, MHPE
Assistant Dean for the Foundational Science Curriculum
Professor of Medical Sciences
Frank H. Netter MD School of Medicine

“Coaching for Adaptive Learning (CFAL) to Help Early Medical Students Develop Advanced Self-Regulation and Manage the Cognitive, Emotional and Logistics Demands of Medical School”

Dr. Douglas McHugh serves as the Assistant Dean for the Foundational Sciences Curriculum and Professor of Medical Sciences at the Frank H. Netter MD School of Medicine at Quinnipiac University. Holding a PhD in Biomedical Sciences and an MHPE in Health Professions Education, Dr. McHugh oversees the foundational sciences curriculum, integrating adaptive learning technologies and data visualization tools to enhance student performance. Currently, he is also pursuing a Master's degree in Data Analytics & Visualization at the Maryland Institute College of Art, further expanding his expertise in data-driven approaches to education. As an educator and scientist, Dr. McHugh's scholarly interests lie at the intersection of adaptive learning, active learning pedagogy, meta-learning, data visualization, graphic design, and meaningful learner feedback. He serves on the editorial board of BMC Medical Education and as a guest editor for special issues in other peer-reviewed journals on health professions education.

NEGSA Outstanding Service Award



Leila Amiri, PhD
Assistant Professor
Associate Dean of Admissions
Department of Psychiatry
University of Vermont Medical Center

Dr. Amiri has been awarded the NEGSA Outstanding Service Award for her exceptional leadership, mentorship, and dedication to the medical education community. Her unwavering commitment to NEGSA and AAMC initiatives is evident through her extensive committee work, advocacy for holistic admissions, and support for student affairs professionals.

As the NEGSA Committee on Admissions representative, Dr. Amiri has played a key role in shaping fair and equitable admissions policies. Her leadership extends nationally as Chair of the AAMC GSA Professional Development Initiative (PDI), where she has fostered growth and development among student affairs professionals, and as Chair of the AAMC BA/MD Affiliate Group, where she has provided invaluable guidance for combined degree programs.

Beyond these roles, Dr. Amiri's service on the AAMC Advancing Holistic Review Committee, AMCAS Advisory Committee, and the AMCAS Admissions Processing Solution Implementation Advisory Committee highlights her influence in improving medical school admissions practices. Additionally, her active role in planning regional meetings has ensured meaningful engagement and professional development opportunities for her peers.

Dr. Amiri exemplifies the spirit of the NEGSA Outstanding Service Award through her dedication to student affairs, commitment to professional development, and leadership as a mentor within NEGSA. Her impact on the field and the lives of students and professionals alike make her a truly deserving recipient of this honor.

NEGSA Inspiring Engagement Award



Lindsey Debow, Psy.D
Assistant Dean
Office of Student Affairs and Wellbeing
Hackensack Meridian School of Medicine

Dr. Lindsey Dedow, has been honored with the NEGSA Inspiring Engagement Award for her outstanding dedication to student affairs and her transformative contributions to advising and career development at Hackensack Meridian School of Medicine (HMSOM).

Since creating the Advising and Career Development unit with HMSOM's inaugural class in 2018, Dr. Dedow has played a pivotal role in shaping a comprehensive and collaborative support system for students navigating the school's accelerated curriculum. Rising through the ranks from Senior Advisor to Assistant Dean, she has built a robust framework that integrates advising professionals into the curriculum, ensuring seamless, longitudinal support for students from their first day through graduation. Notably, her team provides specialized guidance to the significant number of students who opt for an additional fourth year.

Dr. Dedow's commitment to professional development and mentorship is evident through her leadership in presenting the Road to Residency Program at national conferences, including NEGSA in Philadelphia and NYU.

Through her visionary leadership, engagement in regional and national initiatives, and dedication to student success, Dr. Dedow exemplifies the qualities celebrated by the NEGSA Inspiring Engagement Award. Her work continues to inspire peers and advance the field of student support services.

NEGSA Rising Star Award



Francis (Frank) Aguilar, MD
Executive Director of Advisory College System
Cooper Medical School of Rowan University

Dr. Frank Aguilar, MD, has been awarded the NEGSA Rising Star Award for his exceptional early-career contributions to medical student support and career development at Cooper Medical School of Rowan University (CMSRU).

Since joining CMSRU's Office of Student Affairs in 2022 as Executive Director of the Advisory College System, Dr. Aguilar has quickly made a profound impact on student success, demonstrating a commitment to mentorship, innovation, and leadership. Through personalized advising and strategic career guidance, he has dedicated countless hours to helping students navigate specialty selection, residency applications, and professional development, ensuring they are well-prepared for the match process.

Dr. Aguilar's innovative approach to student support is evident in the development of a comprehensive internal CMSRU website, which consolidates specialty-specific residency resources, advisory events, and wellness initiatives—empowering students with the tools they need for success. In addition to his advisory role, he maintains an active clinical practice and teaches medical students in psychiatry, reinforcing his commitment to both medical education and student well-being.

Beyond CMSRU, Dr. Aguilar has contributed to scholarly work on mentorship and career development strategies, showcasing his dedication to advancing student affairs. His rapid rise in leadership, innovative initiatives, and passion for student success exemplify the qualities celebrated by the NEGSA Rising Star Award, marking him as an emerging leader in the field.

Plenaries

Plenary Session 1: The Price of Privilege: Medicine's Mounting Debt of Social Accountability

Learning Objectives

1. Investigate the concept of social accountability.
2. Appraise the medical profession's ability to be socially accountable in this historical moment.
3. Discover how trainees' are challenging medical education and clinical practice to remain socially accountable.



Tasha R. Wyatt, PhD

Vice Chair for Research in the Dept of Health Professions Education (HPE)
Deputy Director for the Center for Health Professions Education (CHPE)
Associate Professor, Department of Medicine and Department of HPE
F. Edward Hebert School of Medicine, "America's Medical School"
Uniformed Services University of the Health Sciences

Dr. Tasha Wyatt is Vice Chair of Research in the Department of Health Professions Education (HPE) and Deputy Director of the Center for Health Professions Education (CHPE) at Uniformed Services University. As a post-qualitative, critical, she is passionate about dismantling systems of oppression within healthcare and medical education.

Her research delves into the intricate interplay of race, ethnicity, and culture within educational systems, with a particular focus on the experiences of those who are racially minoritized. Her work explores: a) Professional Identity Formation - how our educational environments shape the identities of racially minoritized physicians, including the challenges they face, and the resilience minoritized trainees demonstrate in navigating the norms, values, and beliefs of whiteness, b) Strategies for Professional Resistance - how physicians resist oppressive structures and practices within medicine, with a particular emphasis on the collective strategies trainees and faculty use to ignite transformational change, and c) Time as a Form of Oppression - critically analyzing how the concept and use of time within medical education perpetuates inequities and disadvantages those who are already at the system's mercy. This includes exploring issues like the hidden curriculum, workload disparities, and the pressure to conform to dominant norms.

Dr. Wyatt's scholarship is driven by a commitment to social justice and a desire to create a more equitable and inclusive medical system. She believes in the power of critical research to expose injustices, challenge dominant narratives, and ultimately transform educational and clinical practice.

Plenary Session 2: Who Gets to be an Innovator? The transformative power of centering marginalized voices in critical conversations

Learning objectives:

1. Define key terms: innovation, design, and design justice, and the relevance of each term in medical education.
2. Differentiate between general innovation approaches and design justice.
3. Formulate critical reflective questions for everyday work prompted by design justice.



Hannah L. Kakara Anderson MBA
Instructor of Pediatrics
Perelman School of Medicine at the University of Pennsylvania

Hannah Kakara Anderson, MBA is an Instructor of Pediatrics at the Perelman School of Medicine at the University of Pennsylvania, where she leads research on educational equity. Her work prioritizes educational equity as not only the restoration of equality for historically marginalized groups, but going beyond equality to proactively ensure just treatment, access, and opportunities that respond to and sustain a diverse society. She uses tools like qualitative, quantitative, and design-based research to answer pressing questions about equity, engaging marginalized communities in co-creating programs and study designs that honor their lived experience and challenge existing structures.

Hannah has pioneered the application of justice-oriented assessment (originally developed in K-12 educational research) to address inequity in medical education assessment. Via qualitative and quantitative critical methods, she investigates workplace-based assessments of physician-trainees, demonstrating how inequity can be fundamentally woven into the design of assessments and how inequity can be perpetuated and replicated by seemingly neutral learning environments. To practically address these inequities, she is leading a multisite design-based research project, [Designing for Equity in Medical Education](#), where she works alongside pediatric residents, patients, faculty, and staff to redesign effective, more equitable assessments at five children's hospitals across the U.S.

She holds degrees in Disability Studies and Education Administration from Vanderbilt University and Clemson University and is currently a PhD candidate in the School of Health Professions Education at Maastricht University.

Agenda

2025 JOINT NEGEA-NEGSA-NEOSR REGIONAL CONFERENCE

	Pre-conference Sessions		Student/Resident/Fellow Pre-Course		General Information		Wellness Opportunity
	Plenary Session		Oral Abstract/Rapid Fire Presentation		Workshop		Panel

WEDNESDAY, APRIL 9, 2025, HYATT REGENCY

Time	Session	Location
8:00 am-12:00pm	Pre-Conference Registration	See App
9:30am-11:00am	Pre-Conference: Building Community in Medical Education: Facilitating Safe Spaces for Shared Humanity through Community Circles	Garden State C
11:00am-12:00pm	Lunch on your own Main Registration opens	Foyer
12:00pm-3:15pm	Student/Resident/ Fellow Pre-Course	Regency AB
12:00pm-1:30pm	Pre-Conference: GSA New Member Bootcamp	Regency C
12:00pm-1:30pm	Pre-Conference: The Art of Dialogue: Handling Charged Conversations with Confidence and Care in Medical Education	Garden State AB
1:45 pm-3:15pm	Pre-Conference: Strengthened by Differences, Connected in Community: Essentials for Bridging Toward Flourishing in Medical Education.	Garden State C
2:00pm-5:00pm	Poster Presenters set up posters for display	Brunswick Ballroom
3:30pm-5:00pm	Chairs' Welcome and AAMC Update/PLENARY 1: Tasha R. Wyatt, PhD/ The Price of Privilege: Medicine's Mounting Debt of Social Accountability/ Deans' Welcome	Regency DEF and Foyer
5:00pm-6:30pm	Poster Session and Reception <i>RWJMS Ultrasounds (A cappella Group)</i>	Brunswick Ballroom

THURSDAY, APRIL 10, 2025, HYATT REGENCY

Time	Session	Location
6:00am-7:00am	Yoga	See App
6:00am-7:00am	Running Group (<i>RWJMS Miles of Smiles</i>)	Lobby
7:30am-5:30pm	Main Registration/Info Desk	Foyer
7:30am-8:15am	Breakfast	Regency DEF and Foyer
7:30am-8:15am	ERAS/Thalamus: The AAMC ERAS and Thalamus: A strategic collaboration to accelerate the transition to residency and fellowship processes	Regency DEF
8:30am-9:45am	PLENARY 2: Hannah L. Kakara Anderson, MBA/ Who Gets to be an Innovator? The Transformative Power of Centering Marginalized Voices in Critical Conversations/ NEGEA Steering Committee Awards/NEGSA Steering Committee Awards	Regency DEF
10:00am-11:00am	Workshop: Utilizing Cutoff Scores to Predict USMLE Step 1 Delays: A Data-Driven Approach to Shared Decision-Making	Regency AB
10:00am-11:00am	Workshop: The Critical Moment Dialogue: A Framework for Intercultural Learning in Medicine	Garden State AB
10:00am-11:00am	Panel: A Cycle in Review: Analyzing the Effects of the 2023 Supreme Court Ruling on Medical School Admissions One Cycle Later	Conference Room A
10:00am-11:00am	OAP: Curriculum/1: Enhancing Diagnostic Skills: Pilot Program Using Generative AI & Digital Microscopy in Pathology Training/ 2: Just in Time Remediation: Using simulation to provide targeted feedback during the Transition to Residency Course/ 3: Use of Continuous Quality Improvement Tracking Systems to Support Curricular Efficacy & Accreditation Standards/ 4: Reimagining Assessment: Core Clinical Assessors in Medical Education	Regency C


2025 JOINT NEGEA-NEGSA-NEOSR REGIONAL CONFERENCE

 Pre-conference Sessions	 Student/Resident/Fellow Pre-Course	 General Information	 Wellness Opportunity
 Plenary Session	 Oral Abstract/Rapid Fire Presentation	 Workshop	 Panel

THURSDAY, APRIL 10, 2025, HYATT REGENCY

10:00am-11:00am	OAP: Curriculum & Expanding Knowledge, Practices, and Language in the Learning Environment/ 1. ¿Cómo me llamo?: Preferences and Perspectives on Latino Identifier Terms in an Academic Medical Community/2. Implementing Pedagogy in Med Ed: Creating Curriculum Accountability Groups for Teaching Faculty /3. Implementing an equity-driven medical training Curriculum using Padlet in a Medicine Clerkship /4. Implementing a Trauma-Informed Curriculum to Equip Medical Students for Navigating Challenging Patient Interactions	Salon AB
10:00am-11:00am	OAP: Transitions & Assessment/ 1. Impact of an Early Specialty Exploration Fair on Shadowing and Career Interests/2. Meta-Analysis of Predictors of Resident Performance/3. The Residency Application Experiences of Low-SES Medical Students: An Exploratory Qualitative Study/4. Coaching for Adaptive Learning (CFAL) to Help Early Medical Students Develop Advanced Self- Regulation and Manage the Cognitive, Emotional and Logistics Demands of Medical School	Garden State C
10:00am-11:00am	OAP: Curriculum/ 1. Qualitative Analysis of Preclinical Medical Student Reflections Following a Required Palliative Care Experience/2. Integration of Geriatrics and Palliative Medicine into a Medical Student Clinical Reasoning Curriculum/3. The Efficacy of Adding AMA Blood Pressure Modules to Increase Blood Pressure Measurement Skills in Medical Students/4. Assessment of Spaced Small Group Teaching on Medical Student ECG Interpretation	Conference Room BC
10:00am-11:00am	Fireside Chat with our Plenary Speakers	Conference Room I
11:15am-12:15pm	Workshop: Marie Kondo Your Life: Pearls to Optimize Work-Life Integration and Fulfillment in Academic Medicine	Garden State AB
11:15am-12:15pm	Workshop: "Fixing Friction": Collaborating Across Your Institution to Make Your Policies and Processes Work	Regency AB
11:15am-12:15pm	Workshop: Mastering Challenging Feedback in Medical Education While Exploring the Role of AI Integration	Conference Room A
11:15am-12:15pm	Panel: Assessment-Driven Models in Medical Education: Holistic Approach in Admissions and Student Success	Conference Room I
11:15am-12:15pm	Panel: Innovative Models for Engaging Medical Students in Ethics	Salon AB
11:15am-12:15pm	OAP: Curriculum & Assessment/ 1. Ready or not? Merits of an End of Fourth Year Summative OSCE/2. Integrating AMBOSS into Medical School Curricula to Align Formal and Hidden Learning Pathways	Regency C
11:15am-12:15pm	OAP/RF: Curriculum & Expanding Knowledge, Practices, and Language in the Learning Environment/ 1. Strengthening Communication, Cultural Competency, and Peer Advocacy Among Medical Students in a Post-Pandemic Era/ 2. Community Engaged Medical Education: Incorporating Home Visits into UME and GME Curriculum/ 3. Words Matter! Incorporating Patient-Centered Language into your Clinical and Educational Practice	Garden State C

2025 JOINT NEGEA-NEGSA-NEOSR REGIONAL CONFERENCE

 Pre-conference Sessions	 Student/Resident/Fellow Pre-Course	 General Information	 Wellness Opportunity
 Plenary Session	 Oral Abstract/Rapid Fire Presentation	 Workshop	 Panel

THURSDAY, APRIL 10, 2025 HYATT REGENCY

11:15am-12:15pm	OAP: Curriculum & Professional Development /1. Learning Gross Anatomy with Plastinated Human Tissues: An Evaluation of Student Perceptions and Satisfaction/2. Voices in Medicine: Bridging Patient Stories with Scientific Learning in Medical Education/3. Fostering Teamwork and Personal Development in Medical Education: An Innovative Curriculum Using Asset Mapping/4. Integrative pharmacology in a PBL / three-year medical school curriculum	Conference Room BC
12:15pm-1:45pm	Lunch/Networking	Foyer
NEGEA SPECIAL INTEREST GROUPS (SIG) and GSA AFFINITY GROUP MEETINGS		
12:15pm-1:45pm	Directors of Clinical Skills (DOCS)	See App For Details
12:15pm-1:45pm	Health Equity Alliance for Learning (HEAL)	
12:15pm-1:45pm	Health Humanities as a Teaching and Learning Strategy	
12:15pm-1:45pm	Librarians in Medical Education (LiME)	
12:15pm-1:45pm	Medical Education and Instructional Computing (MEiC)	
12:15pm-1:45pm	Medical Education Learning Specialists (MELS)	
12:15pm-1:45pm	UME Accreditation and CQI	
12:15pm-1:45pm	Committee on Student Affairs/Student Records/Student Financial Aid (COSA/COSR/COSFA)	
12:15pm-1:45pm	Committee on Admissions/Student Diversity Affairs (COA/COSDA)	
2:00pm-3:00pm	Workshop: The NEXT STEP1 Project: Practical Strategies and Resources for USMLE/COMLEX Pass/Fail Transition	Regency AB
2:00pm-3:00pm	Workshop: Gather student, staff, and faculty feedback with After Action Reviews	Garden State AB
2:00pm-3:00pm	Workshop: "Lacks Insight, Unreceptive to feedback" - Understanding and Improving Feedback Literacy in your trainees	Conference Room A
2:00pm-3:00pm	Workshop: Fostering a Safe Learning Environment: A Workshop on Addressing Mistreatment of Medical Students	Conference Room I
2:00pm-3:00pm	Panel: Educational Strategies to Promote Critical Conversations Within Diverse Teams	Salon AB
2:00pm-3:00pm	OAP/RF: Assessment, Curriculum & Professionalism /1. Using Evidence-Centered Design Principles to Develop Assessments in the Health Professions/2. Developing OSCE Stations that Address De-Escalation Skills/3. Risk Factors for USMLE Step 1 Delay/4. Students, Faculty, and Other Stakeholders Integrate Third-Party Resources into the Pre-clerkship Curriculum	Regency C
2:00pm-3:00pm	OAP/RF: Wellbeing, Professional Development & Professionalism /1. Culturally Responsive Care: Empowering Student Mental Health Through Inclusive Support/2. Lessons Learned: How to Create a Successful Opt-out Program at Your Institution/3. Leading With Heart: Discovering Ikigai, Building Relationships & Cultivating Community to Develop as a Leader/4. Critical Conversations: Coaching Educators to Support Learners	Garden State C

2025 JOINT NEGEA-NEGSA-NEOSR REGIONAL CONFERENCE

 Pre-conference Sessions	 Student/Resident/Fellow Pre-Course	 General Information	 Wellness Opportunity
 Plenary Session	 Oral Abstract/Rapid Fire Presentation	 Workshop	 Panel

THURSDAY, APRIL 10, 2025, HYATT REGENCY

2:00pm-3:00pm	OAP: Curriculum & /4. Public Art as Space for Critical Conversations: Cultivating Community-Student Connections/ 1. Optimizing the Approach to Substance Use/Opioid Use Disorders through Oral Abstract of Medical Education/2. Socioeconomic status and Social Determinants of health in Undergraduate Medical Education: A Scoping Review/3. Understanding Clinical Reasoning Teaching Strategies; a Qualitative Study	Conference Room BC
3:15pm-4:15pm	Workshop: Students Reviewing and Revising Formative Examination Multiple Choice Questions (MCQs)	Regency AB
3:15pm-4:15pm	Workshop: Empowering Educators: Integrating Critical Pedagogy and Transformative Learning in Medical Teaching	Salon AB
3:15pm-4:15pm	Workshop: Using Foundational and Clinical Science Integration Tools to Support Clinical Decision-Making Skill Development	Garden State AB
3:15pm-4:15pm	Panel: Holistic Student Support: Practical and Effective Approaches for Today's Medical Students	Conference Room A
3:15pm-4:15pm	Panel: The Power of Collaborative Leadership in Fostering an Ethical Climate and Culture	Conference Room I
3:15pm-4:15pm	OAP: Advising/ 1. Longitudinal Career Advising Program Design and Implementation Across All Four Years of the Curriculum/2. Innovative Solution for Medical Education Advising Programs/3. Peer Coaching Initiative: A Medical Student Near-Peer Coaching Program Focused on Professional Identity Formation/4. Shifting Focus to Step 2 CK Support	Regency C
3:15pm-4:15pm	OAP/RF: Curriculum & Wellness/ 1. Leave of Absences Policies and Processes: Opportunities for Cross Department Collaboration/2. Extreme Makeover New Student Orientation Edition/3. Recognizing and Reporting Mistreatment in Medicine: A Workshop for Incoming First-Year Medical Students/4. Relationships between Medical Education Scholars and Editors	Garden State C
3:15pm-4:15pm	OAP: Wellbeing/ 1. Shared Stories Ignite Change in Medical Education/2. Renewing Our Purpose: The Impact of Teaching in a Longitudinal Community Engaged Medical Education Course/3. In-House magazine: A Platform for Physicians-in-Training and their Perspectives on Medical Education	Conference Room BC
4:30pm-5:30pm	Workshop: Moving FORWARD2 to enhance awareness and perspective-taking in the clinical learning environment.	Salon AB
4:30pm-5:30pm	Workshop: Time to DRAAAW - Discussing Responsible AI Applications in Academic Work	Garden State AB
4:30pm-5:30pm	Workshop: Elevating the Role of Student Affairs in Medical Educational Scholarship	Conference Room I
4:30pm-5:30pm	Panel: Aiding Residency Application Strategy via Residency Explorer™ Enhancements and Careers in Medicine®	Regency AB
4:30pm-5:30pm	Panel: Enhancing Equity and Access in Elective Away Rotations for Medical Students	Conference Room A
4:30pm-5:30pm	OAP: Advising & Assessment/ 1. Does ChatGPT Answer Preclinical Curricular Questions Similarly to UpToDate? A Text Network Analysis/2. Prompting the Question: Evaluating Accuracy and Style of ChatGPT-Generated Anatomy Questions/3. Evaluating Medical Students' Knowledge Growth Using Progress Testing for Licensure Preparation/4. Predicting United States Medical Licensing Exam Step 1 Delay Risk in Medical Students Using Machine Learning Models	Regency C

2025 JOINT NEGEA-NEGSA-NEOSR REGIONAL CONFERENCE

 Pre-conference Sessions	 Student/Resident/Fellow Pre-Course	 General Information	 Wellness Opportunity
 Plenary Session	 Oral Abstract/Rapid Fire Presentation	 Workshop	 Panel

THURSDAY, APRIL 10, 2025, HYATT REGENCY

4:30pm-5:30pm	OAP/RF: Professionalism /1. Empowering Medical Students Through Tailored Professionalism Remediation: A Partnership-Based Approach/2. Enhancing Residency Readiness Through Mastery Learning in Specialty-Specific Pathways/3. The power of a collective voice: Lessons from the Consortium of Accelerated Medical School Pathway Programs (CAMPP)	Garden State C
4:30pm-5:30pm	OAP: Multiculturalism & Learning Environment /1. Establishing Trust with Minoritized Patients: Co-Creating a Communication Framework with Community Partners/2. Using a Hackathon to Integrate Patient-Centered Advocacy Thread into Medical Education/3. Social Determinants of Learning: The Power of Partnerships Between Academic Medical Centers and K-12 Schools/4. Incorporating the “Unincorporated”: Integrating US Territories in the Pre-Clerkship Medical Curriculum	Conference Room BC
5:30 PM	Dinner on your own	
	NEGEA Steering Committee Meeting (Closed Session)	

FRIDAY, APRIL 11, 2025, HYATT REGENCY

Time	Session	Location
6:00am-7:00am	Yoga	See App
6:00am-7:00am	Running Group (RWJMS Miles of Smiles)	Lobby
School Spirit Day		
7:30am-12:30pm	Main registration/Info Desk	Foyer
7:30am-8:45am	Breakfast	Regency DEF and Foyer
7:45am-8:45am	NRMP 2025 Main Residency Match Outcomes and Future Directions	Regency DEF
GEA Sections Meet-Up		
7:45am-8:45am	Undergraduate Medical Education (UME)	See App For Details
7:45am-8:45am	Graduate Medical Education (GME)	
7:45am-8:45am	Continuing Professional Development (CPD)	
7:45am-8:45am	Staff Professionals Across the Continuum of Education (SPACE)	
7:45am-8:45am	Medical Education Scholarship Research and Evaluation (MESRE)	
9:00am-10:00am	Workshop: Teaching Tough Topics: Navigating the Political Climate of Gender Affirming Care & Reproductive Health in Education	Regency AB
9:00am-10:00am	Workshop: FERPA: What the Registrar Needs You to Know!	Salon AB
9:00am-10:00am	Workshop: From Buy-In to Collaboration: Strategies for Successful Educational Innovation	Garden State AB
9:00am-10:00am	Workshop: A Just Culture Model to address Professionalism Lapses amongst Learners	Conference Room I

2025 JOINT NEGEA-NEGSA-NEOSR REGIONAL CONFERENCE

 Pre-conference Sessions	 Student/Resident/Fellow Pre-Course	 General Information	 Wellness Opportunity
 Plenary Session	 Oral Abstract/Rapid Fire Presentation	 Workshop	 Panel

FRIDAY, APRIL 11, 2025, HYATT REGENCY

9:00am-10:00am	OAP: Advising /1. A qualitative analysis of program director feedback about interns who did not meet performance expectations/2. A Survey of U.S. Medical Schools' Teaching & Assessment of Communication & Interpersonal Skills (CIS)/3. Programmatic Assessment: A survey to determine how US Medical Schools Measure Learner Performance Over Time/4. Validating an AI-Powered Tool for Faculty-Assisted Grading of OSCE Clinical Notes	Regency C
9:00am-10:00am	OAP/RF: Transitions /1. FlexMed Early Assurance Program: Innovative Pathway to Medical School /2. A National Survey of Medical School Admissions Professionals: Do You Search Your Applicants On-Line?/3. Perceived Benefits and Consequences of LCME Accreditation Processes: A Preliminary Investigation	Garden State C
9:00am-10:00am	OAP: Multiculturalism & Learning Environment /1. Impact of a Longitudinal Anatomy and Physiology Curriculum in a Summer Pathway Program for High School Students/2. The Impact of a Summer Mentorship Program on High School Students' Perspectives on Medical Careers/3. Professional Identity Formation in Minoritized Students/4. Evaluating the Design of URM Medical Student Led Premed Workshops for URM Undergraduate Students	Conference Room BC
10:15am -11:15am	Workshop: Using Polarity Thinking to Communicate Across Generations	Garden State AB
10:15am -11:15am	Workshop: Keep Calm and Map On: Overcoming Barriers to LCME Accreditation	Conference Room A
10:15am -11:15am	Workshop: Unlocking Team Potential: Enhancing Communication through Working Styles	Conference Room BC
10:15am -11:15am	Panel: Controversies and Conundrums in Coaching: Key Issues in Relationship-Centered Coaching for Medical Students	Salon AB
10:15am -11:15am	Panel: From Invitation to Impact; Navigating Your Medical Education Podcast Guest Appearance	Conference Room I
10:15am -11:15am	OAP: Multiculturalism & Learning Environment /1. Students Innovating Sex and Gender Based Medical Education: A Sex and Gender Health Collaborative Initiative/2. Addressing Determinants of Health to Create Real-World Systems Change: A Student-Driven, Community-Based Course/3. Applying Community-Engaged Pedagogy to Culinary Medicine: Why and How Community Nutrition Can Enrich Curricula	Regency C
10:15am -11:15am	OAP/RF: Curriculum /1. Inspiring Approaches Using Health Humanities to Foster Critical Conversations in Med Ed/2. Being Open: A Framework for Error Disclosure/3. SurgTalk to PedTalk: Adapting a practice-based, longitudinal sharing serious news curriculum/4. Adaptive Models for Integrating Ethics Education Into Clinical Clerkships	Garden State C
11:30am-12:30pm	Conference Awards and NEXUS Session (All Welcome!)	Regency DEF & Foyer
Adjourn		

POSTERS

Placement	Title	Topic
1	A Structured Multi-Committee Approach to the Review and Enhancement of Educational Program Objectives	Accreditation
2	Organizational Partnerships to Improve Student Wellbeing and Meet Accreditation Standards	Accreditation
3	Defining and assessing quality in academic counseling: adapting healthcare frameworks to enhance advising	Advising Strategy and Models
4	Enhancing Accessibility: Technical Standards for Effective Accommodation in Disability Support	Advising Strategy and Models
5	Enhancing Medical Students' Career Planning and Elective Selection Through an Institutional Guidebook	Advising Strategy and Models
6	The Impact of Specialty-Specific Advising on Medical Student Satisfaction	Advising Strategy and Models
7	Artificial Intelligence Literacy and Digital Citizenship: A Pilot Workshop for First-Year Medical Students	AI, Simulation, and Technology
8	ChatGPT – A Useful Tool for Validating and Refining Surveys	AI, Simulation, and Technology
9	GradeGPT: Pilot Study Using Generative AI for Grading of Post-OSCE Notes	AI, Simulation, and Technology
10	ADHD and the USMLE: Unraveling the Accommodations Application Process	Assessment and Evaluation
11	Annual “Check-Ins” to Increase Resident EEG and EMG Milestone Attainment and Improve Milestone Rating Accuracy	Assessment and Evaluation
12	Assessing Problem Based Learning skills using an Entrustable Professional Activities framework in Core Clerkship	Assessment and Evaluation
13	Attitudes of Newly Matriculated Medical Students toward the Medical Humanities	Assessment and Evaluation

14	Cleared for Clerkship? Predictive Validity Evidence for End-of-Preclerkship Observed Structured Clinical Exams	Assessment and Evaluation
15	Comparison of Unannounced Standardized Patient and Listener ratings of shared decision-making behaviors	Assessment and Evaluation
16	Embracing a New Medical Student Performance Evaluation Tool to Enhance Assessment Accuracy and Effectiveness	Assessment and Evaluation
17	Empowering Success: Early Identification and Support Through Formative Pre-Tests	Assessment and Evaluation
18	Impact of Generalist versus Specialty Continuity Sites on student performance on Pre-Clinical Clinical Skills	Assessment and Evaluation
19	Impact of United States Medical Licensing Exam Step 1 Delay on Academic and Clinical Performance	Assessment and Evaluation
20	Improving Hypothesis-Driven Physical Exam Scores on OSCEs through Practice Cases and Group Remediation	Assessment and Evaluation
21	Influence of Third-Party Resources on the Postponement of STEP 1 Among Medical Students: A Single-Institution Study	Assessment and Evaluation
22	Preclinical Remediation and Reporting Practices: A Qualitative Interview Study	Assessment and Evaluation
23	Progress Testing Refinement for Clinical Skills Assessment: The Mid-Atlantic Consortium EAGLES Project	Assessment and Evaluation
24	"Part of my humanity left me the day I walked into medical school": The Medical Humanities Expose Identity Dissonance	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
25	A Novel Advanced Acute Care Clerkship: Integrating Emergency Medicine and Critical Care Curricula	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
26	A Novel Teaching Assistant Program for a Preclinical Medical School Curriculum	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
27	A Student-led Pre-clerkship Curricular Audit to Evaluate Redundancies in Case-based Learning Sessions	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation

28	Art of Anatomy: Exploring Student Experiences in an Art Museum Partnership Elective	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
29	Artificial Intelligence is in Your Clerkship: Are You Ready?	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
30	Assessing Public Speaking Needs in Medical Education	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
31	Direct in ED Care for Interns Experience in Hospital Medicine (DEFINE HM)	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
32	Electives in the Triphasic Medical Curriculum: Is there a magic formula ?	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
33	Enablers and Barriers of Professional Identity Formation in EM: A Qualitative Analysis of Discussion Board Posts	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
34	Enhancing procedural skill acquisition in the preclinical curriculum via an online module and in person skills lab	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
35	Flexibility in Medical Curriculum: A Retrospective Review on the Effect of a Novel Clinical Curriculum on Shelf Score	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
36	For learners, by learners: a weekly case series in clinical reasoning	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
37	Gaps in Opioid Education: First-Year Medical Students' Knowledge on Substance Use Disorder (SUD) and Chronic Pain	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
38	Harnessing Partnerships in Community-Engaged Medical Education: Exploring the Impact on Students	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
39	Histopathology on High Power: An Interactive Coloring Book for Medical Learners	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
40	How Physicians Build Trust Amidst Uncertainty: Insights to Inform Medical Education	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation

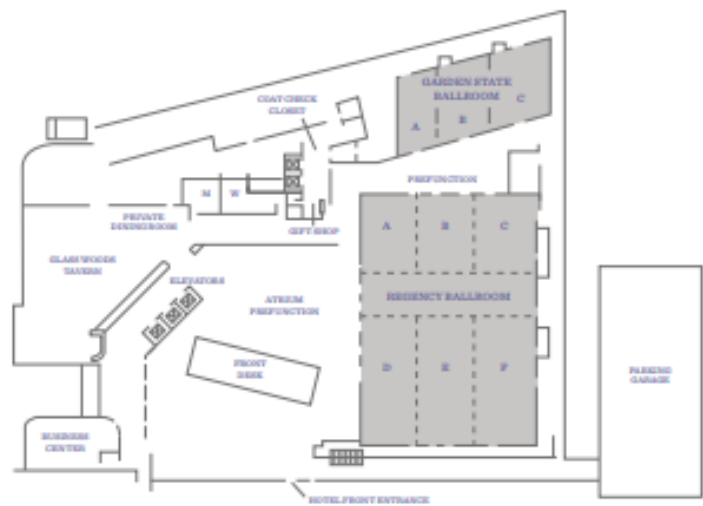
41	Incorporating Trauma-Informed Care Techniques in a Student Led OB/GYN Ultrasound Clerkship Curriculum	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
42	Information mastery skills among pre-clerkship students in a Problem Based Learning Curriculum	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
43	Integrating Anatomy, Pathology, and Histology: Developing Clinical Vignette Questions for Medical Education	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
44	Key Elements of Prework to Maximize Flipped Classroom Learning	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
45	Observation and the Physical Exam: Using Photography to Introduce Clinical Close-looking Skills	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
46	Physio Vitals: Core Concept Teaching in an Integrated Clinically Framed Medical Curriculum	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
47	Preclinical Dermatology Education: A Scoping Review of Teaching Methods and Curriculum Design	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
48	Problem Based Learning: Promoting Evidence-Based Medicine skill acquisition in Undergraduate Medical Education	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
49	Prognostic and Management Reasoning Workshop for Advanced Clerkship Students	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
50	STEAM in the Pipeline: A STEM-arts Curriculum for Pre-Health Students	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
51	The Educator's Playbook: An Observed Structured Teaching Exercise on Clinical Reasoning	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
52	The Medical Humanities Initiative at Warren Alpert Medical School of Brown University (WAMS)	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
53	The power of medical student driven educational outreach programs using materials from the CDC	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation

54	The Summer Scoop: a Collaboration to Support Student Research Opportunities	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
55	TikTok in the Lecture Hall: Using Short-Form Videos to Enhance Pre-clerkship Learning	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
56	Tracking students' ability for standardized generation of differential diagnosis across pre-clerkship courses	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
57	What does the Curriculum SCOPE survey data reveal about accelerated 3-year medical pathway programs?	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation
58	Developing Faculty with Cultural Humility Using Patient First, Inclusive language	Expanding Knowledge, Practices, and Language in the Learning Environment
59	In Their Chair: Exploring Wheelchair Accessibility and Health Challenges Through Interactive Storytelling	Expanding Knowledge, Practices, and Language in the Learning Environment
60	Medicine for Tomorrow: Promoting Healthcare Career Interest Amongst Underrepresented Youth	Expanding Knowledge, Practices, and Language in the Learning Environment
61	Re-examining Admissions Practices: A Community Collaborative	Expanding Knowledge, Practices, and Language in the Learning Environment
62	Skin of Color Representation in Educational Resources Commonly Used by Medical Students	Expanding Knowledge, Practices, and Language in the Learning Environment
63	Word Choice Matters: A needs assessment of medical student person-centered documentation practices	Expanding Knowledge, Practices, and Language in the Learning Environment
64	A Qualitative Descriptive Analysis of Student Comments about Clerkship Coordinator Effectiveness	Professional and Leadership Development
65	Assessing Scholarly Productivity and Impact of Medical Students: A Cohort-Based Analysis of Publications & H-Index	Professional and Leadership Development

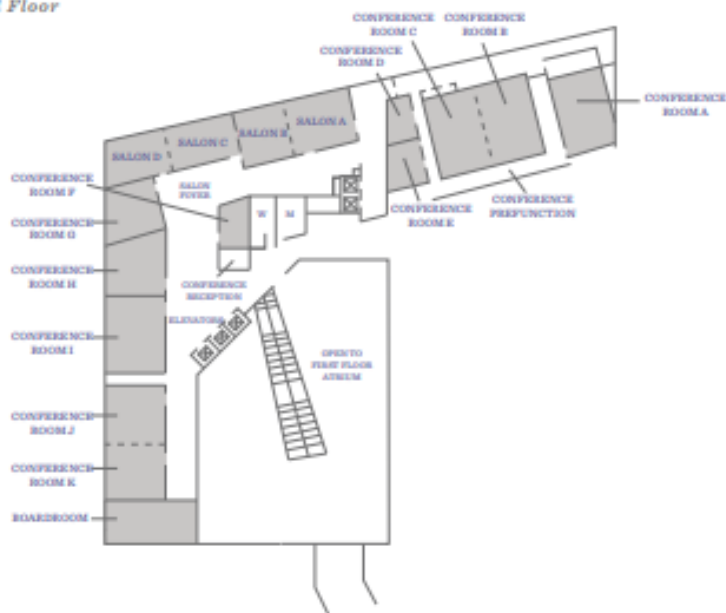
66	Building Our Own Interprofessional Community to Inspire Microscholarship	Professional and Leadership Development
67	Finding Your North Star: A Session for First-Year Medical Students to Reflect and Identify their Purpose in Medicine	Professional and Leadership Development
68	Using Strengths-Based Training to Develop Growth Mindset in First-Year Medical Students	Professional and Leadership Development
69	A longitudinal view of professionalism: aligning expectations from medical school through clinical practice	Professionalism and Academic Performance/Progression
70	Bridging Gaps: Leveraging Near-Peer Tutoring and NBME CAS Practice Items to Support Students Who Struggle with Step 1	Professionalism and Academic Performance/Progression
71	Dialogue Across Difference in Medical Schools: Protocol for a Proposed Study	Professionalism and Academic Performance/Progression
72	Effectiveness of a Pre-Clerkship Standardized Delayed Exam Request Process	Professionalism and Academic Performance/Progression
73	Medical Student Perspectives on Defining, Performing, and Learning Medical Professionalism	Professionalism and Academic Performance/Progression
74	The Longitudinal Competency Committee: Early intervention for learners in competency based medical education	Professionalism and Academic Performance/Progression
75	A Comparative Analysis of the Experiences of Military and Civilian Applicants to Medical School	Transitions in Student Affairs and Medical Education
76	A Preliminary Report on Student Engagement with Peer Tutoring	Transitions in Student Affairs and Medical Education
77	Out of Step: mapping USMLE Step 1 delay rate changes and institutional responses	Transitions in Student Affairs and Medical Education
78	Comparing Self-Perceived Wellbeing between Residents and Fellows Utilizing ACGME Survey Results	Wellbeing and Flourishing
79	Enhancing Clinical Education: A Digital Tool for Student Reflection in Third-Year Clerkships	Wellbeing and Flourishing

80	Familiarity with the Journey: Understanding First-Generation Medical Students and Their Support Networks	Wellbeing and Flourishing
81	Fostering Wellbeing in Second-Year Medical Students: A Step 1 Workshop for Their Support Networks	Wellbeing and Flourishing
82	Key Data on Debt and Cost of U.S. Medical Schools from AAMC	Wellbeing and Flourishing
83	Nutrition Quality and Dietary Patterns Among Medical Students at a Single Institution	Wellbeing and Flourishing
84	Pioneering Unified Support for Lifelong Education in Medicine	Wellbeing and Flourishing
85	Reducing Study Stress in Medical School: The Impact of AI-Tagged, Student-Curated Anki Cards	Wellbeing and Flourishing
86	STAT Skills Resources for Academic and Professional Development: Medical Students' Engagement and Perception	Wellbeing and Flourishing
87	Students in Crisis: Training Faculty to Assist Students in Distress	Wellbeing and Flourishing

FLOOR PLAN
First Floor



Second Floor



Lower Level

