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***NORTHEAST GROUP ON EDUCATIONAL AFFAIRS***

***2015 ANNUAL RETREAT***

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Advancing Medical Education: Aligning Teaching and  
Technology with Learning and Practice

**April 16-18, 2015**

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*HOSTED BY*



*University of Massachusetts Medical School*

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# Table of Contents

<b>Welcome from NEGEA Chair.....</b>	<b>3</b>
<b>Welcome from Conference Chair.....</b>	<b>4</b>
<b>Welcome from the Host Chair.....</b>	<b>5</b>
<b>NEGEA Steering Committee.....</b>	<b>6</b>
<b>NEGEA Planning Committee.....</b>	<b>8</b>
<b>Acknowledgements.....</b>	<b>9</b>
<b>Exhibitors .....</b>	<b>11</b>
<b>Special Thank You and Acknowledgements.....</b>	<b>13</b>
<b>Room Directory.....</b>	<b>14</b>
<b>Program Schedule.....</b>	<b>15</b>
<b>Plenary I.....</b>	<b>37</b>
<b>Welcome and Greetings.....</b>	<b>38</b>
<b>Plenary II.....</b>	<b>39</b>
<b>Posters.....</b>	<b>40</b>

## Welcome from the NEGEA Chair



On behalf of the Northeast Group on Educational Affairs Steering Committee, welcome to the NEGEA 2015 Education Retreat, *Advancing Medical Education: Aligning Teaching and Technology with Learning and Practice*.

We are honored and excited to welcome Dr. Pat Croskerry of Dalhousie University who will be our key note speaker on Friday. The title of his talk is “Teaching the Scarecrow: Critical Thinking to Improve Clinical Decision Making.” We are also so pleased that Mary Ellen Gusic, in her new position of AAMC Chief Medical Education Officer, will be addressing us on Saturday morning, to precede our Saturday morning plenary, “Focus on Entrustable Professional Activities (EPAs)” This special session has been planned by Drs. Jonathan (Yoni) Amiel and Boyd Richards of Columbia College of Physicians and Surgeons to educate and challenge us about EPA’s.

The NEGEA meeting could not have been possible without the collaborative efforts of so many. We particularly want to thank Jonathan (Yoni) Amiel, Conference Chair, for his outstanding leadership in coordinating a large group of volunteers. We are so very appreciative to the University of Massachusetts Medical School for generously supporting and hosting the 2015 NEGEA Education Retreat, and specifically to Melissa Fischer, our Host Chair, and Kathy Moylan, for their dedicated work over the past year. They were just wonderful to work with! Many thanks to the AAMC staff who attended planning meetings and took care of many of the details of running a meeting. We also want to recognize those who reviewed abstracts and gave feedback to the presenters. Those who served on the Conference Committee are listed in the program. Many thanks to all of you for your diligent work!

We again received a large number of abstract submissions, and know you will be pleased with the diversity and quality of the workshops, short communications, and posters. We hope you enjoy interacting with your friends and colleagues. Please plan to attend the NEGEA business/awards luncheon on Saturday and join in NEGEA activities throughout the year! Best wishes to all of you for a wonderful meeting!

Norma Saks, NEGEA Chair, for the NEGEA Steering Committee

# Welcome from the Conference Chair



Welcome to Worcester and to NEGEA 2015! On behalf of the conference committee, we are delighted that you are participating in a rich, interdisciplinary meeting that aims to bring us all to consider our work from new perspectives, bring fresh ideas home, start discussions with colleagues to develop new collaborations and continue discussions that have been going on for many years about how our region can continue to innovate and improve health.

This is a very exciting time in health professions education. We are witnessing our care delivery system transform to become more accessible to a diverse range of patients and to provide more effective care to those who need it. These transformations pose unique opportunities and challenges to medical education as we balance our charges to maintain a rigorous general medical education to learners and to anticipate the changes that will turn out to shape the field.

As Conference Chair, I have had the privilege to work with an extraordinary group of colleagues on the Conference Committee all of whom spent nights and weekends tirelessly working to make this meeting a reality. We've had many a call squeezed in early mornings with eager children chirping in the background and quite a few conversations as the committee members balanced their "day jobs" with the needs of this meeting.

I would like to extend special thanks to the University of Massachusetts Medical School and our local team there headed up by Melissa Fischer and Kathy Moylan. I would also like to acknowledge Norma Saks, NEGEA Chair, and to all the members of the NEGEA steering committee who provided help, advice and vision. In addition, I would like to give a special thanks to the past program chairs who have paved the way so that each year we build on our previous successes.

Finally, thank you to those in attendance. We appreciate the ongoing support of our active members, and welcome all new members.

Jonathan Amiel,

NEGEA Conference Chair 2014

# Welcome from the Host Chair



I am delighted to welcome you to the University of Massachusetts Medical School, the Worcester home of our 5-campus University. UMass Medical School is the combination of three graduate health sciences schools: the School of Medicine, Graduate School of Nursing, and Graduate School of Biomedical Sciences, which collectively train nearly 1000 students annually. We at UMass have anticipated hosting the NEGEA 2015 Education Retreat for the last 2 years. This year's theme, *Advancing Medical Education: Aligning Teaching and Technology with Learning and Practice*, is timely as we all consider how to optimize effort and resources to best engage learners, incorporate emerging standards, simulation and ever-growing opportunities to engage technology in medical education.

We hope that our campus provides you with comfortable space in which to teach, learn and connect. Much of the conference will occur in our new Albert Sherman Center, which offers a variety of technology-enhanced educational spaces including our interprofessional Center for Experiential Learning and Simulation (iCELS) and Learning Communities houses. This building is physically linked to our interprofessional Teaching and Learning Center (iTLC), amphitheaters, and other classrooms. We are particularly pleased that the NEGEA has chosen this year at UMass to incorporate special sessions on simulation that can utilize our high fidelity simulation space in iCELS, including our Anatomage table.

While space can support learning, it is the people who drive the experience. Our educational spaces will hum with the energy of your workshops, brief communications, and posters which will build on the invited presentations and allow us to teach and learn together.

This conference would not be possible without the efforts of many worthy of individual recognition. I would like to offer a special thanks to our Chancellor and Dean for supporting our bid to host this conference, to our colleagues in information technology, facilities and the staff of the Offices of Educational Affairs and Undergraduate Medical Education at UMass. A special thanks to our own Kathy Moylan who has overseen administrative planning and support at UMass, and to our highly organized collaborative NEGEA planning team under the leadership of Yoni Amiel and Norma Saks for their constant support and enthusiasm.

Throughout the conference you will find student volunteers in blue NEGEA tshirts as well as staff ready to answer your questions and offer assistance. Please reach out to us at any time with questions or suggestions, and enjoy your time in Worcester!

Melissa Fischer, Host Chair, 2015 NEGEA Educational Retreat

# NEGEA 2014-2015 Steering Committee

## **Chair**

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# **ACKNOWLEDGEMENTS**

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<b>Gerald Sterling</b>	Temple University School of Medicine
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<b>Aubrie Swan Sein</b>	Columbia University Medical Center
<b>Allan Tunkel</b>	The Warren Alpert Medical School – Brown University
<b>Tim Van Deusen</b>	Yale University School of Medicine
<b>Vijay Vanguri</b>	University of Massachusetts Medical School
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<b>Peggy Weissinger</b>	Georgetown School of Medicine
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<b>Mary Zanetti</b>	University of Massachusetts Medical School
<b>Aileen Zaroni</b>	Cooper Medical School of Rowan University
<b>Deborah Ziring</b>	Drexel University College of Medicine

## **NEGEA 2015 Exhibitors**

***We are grateful to our exhibitors for their generous support of the  
NEGEA 2015 Annual Retreat.***

*Their displays are conveniently located near the AS1-2130 East and West Dining Hall. We encourage you to visit them. They are available on Friday from 12:00 pm to 7:00 pm and Saturday 7:00 am to 1 pm.*

### **Cardionics**

For more than 40 years Cardionics has been an innovator and leader in the auscultation products and services which facilitate and support classroom education, clinical and tele-health programs in medical institutions and universities worldwide. Cardionics continues to set the pace for auscultation products and services through the development of unique, interactive and experimental systems that integrate seamlessly into classroom, clinical and tele-health applications.

### **Gaumard**

Gaumard is committed to providing innovative simulation solutions for health care education. Our products today are built on a foundation of knowledge and experience in maternal, neonatal, emergency, nursing, respiratory, life support, trauma and surgical simulation that spans over 65 years. We offer unrivaled Tetherless "Care in Motion" simulation technology that allows care givers the opportunity to treat simulators like real people in any teaching environment. We are the pioneers and the industry leaders. Educators worldwide rely on Gaumard and our diverse line of simulators to train today's medical students and health care professionals. Our philosophy remains "Leadership through Innovation".

### **NEJM Knowledge+**

NEJM Knowledge+ is the brand name for our new product line of self-assessment and continuous learning solutions created to assist physicians, residents, and other health care professionals as they prepare for their board certification or recertification. NEJM Knowledge+ Internal Medicine Board Review is targeted to Internal Medicine and Internal Medicine subspecialists. NEJM Knowledge+ Family Medicine Board Review serves Family Medicine physicians as well as Physician Assistants. These products are designed to help clinicians efficiently meet their certification requirements, prepare for the board exams, and incorporate lifelong learning into their schedules more easily.

### **Thieme Publishers**

Thieme is an award-winning international medical and science publishers serving health professional and students for more than 125 years. Thieme promotes the latest advancements in clinical practice, publishes the latest research findings, advocates for

medical education and is known for the high quality and didactic nature of its books, journal, and electronic products. With offices in Stuttgart, New York, Delhi and Rio de Janeiro, Thieme is recognized worldwide as a leading publishers in many clinical specialties; most notably neurosurgery, otolaryngology, orthopaedic surgery, ophthalmology, radiology, audiology, and speech and language pathology.

### **Wolter Kluwer Ovid**

Ovid ([www.ovid.com](http://www.ovid.com)), part of Wolters Kluwer Health, is a global information provider of online medical research solutions that help healthcare professionals, researchers, and students make important decisions on patient care, outcomes, and discoveries. Ovid partners with the world's premier medical, clinical and evidence-based content providers to offer a single resource for effective healthcare research. Ovid is used by leading medical institutions, hospitals, healthcare, and government facilities, pharmaceutical and biotechnology companies globally.

## **NEGEA Special Thank You and Acknowledgements**

*The NEGEA 2015 Annual Retreat would not be possible without the combined talents and efforts of many individuals, too numerous to list here. However, we would like to acknowledge the organizations, offices and groups with whom we had the pleasure of working to bring you this wonderful event:*

*The team at the AAMC has been an incredible support to our efforts.*

*Many offices and individuals at the University of Massachusetts Medical School:*

*Office of Continuing Medical Education  
Facilities  
Security  
Student and Resident Track Committee  
Technology and Media Specialists  
Student volunteers  
Staff and faculty volunteers*

# NEGEA 2015 Retreat Room Directory

Room Name(s)	Building	Floor	Room No.
AS1-2130 East and West	Albert Sherman Center	First	AS1-2130 East and West
Sherman Center Auditorium	Albert Sherman Center	Second	AS2-2102
The Cube	Albert Sherman Center	Third	AS3-2120
Conference Room	Albert Sherman Center	Fifth	AS5-2072
Conference Room	Albert Sherman Center	Sixth	AS6-2072
Conference Room	Albert Sherman Center	Seventh	AS7-2072
Conference Room	Albert Sherman Center	Eight	AS8-2072
iCELS	Albert Sherman Center	Third	AS3-2058
iCELS	Albert Sherman Center	Third	AS3-2060
iCELS	Albert Sherman Center	Third	AS3-2062
iCELS	Albert Sherman Center	Third	AS3-2064
iCELS	Albert Sherman Center	Third	AS3-2071
iCELS	Albert Sherman Center	Third	AS3-2073
iCELS	Albert Sherman Center	Third	AS3-2075
iCELS-Simulation	Albert Sherman Center		
iCELS-Simulation	Albert Sherman Center		
iCELS-Simulation	Albert Sherman Center		
Medical School Lobby	Medical School	First	Main entrance
Faculty Conference Room	Medical School	First	S1-342
ITLC-A	Medical School	Second	S2-318
ITLC-B	Medical School	Second	S2-322
ITLC-C	Medical School	Second	S2-326
Conference Room	Medical School	Second	S2-351
Conference Room	Medical School	Second	S2-352
Conference Room	Medical School	Seventh	S7-106

## Accessibility:

***Please visit the registration table if you require assistance on site or find an assistant wearing a Conference T-Shirt.***

## NEGEA ANNUAL RETREAT 2015

### Advancing Medical Education: Aligning Teaching and Technology with Learning and Practice

#### PROGRAM SCHEDULE

**Retreat Objectives:** At the conclusion of this activity, participants should be able to:

- Critically evaluate the role of cognitive errors in clinical medicine and in medical education
- Describe educational research and innovations currently occurring across the continuum of medical education
- Discuss strategies for implementing educational innovations at one's own institution
- Collaborate, network, and develop professional relationships

**❖ Designated Student/Resident Track. All Students/Residents are welcome to attend all sessions.**

WEDNESDAY APRIL 15, 2015		
Time	Event	Location
<b>Leadership Education and Development (LEAD) Program</b>		
2:30 – 6:30 P.M.	LEAD Session (Prior Registration Required)	AS5-2072
THURSDAY APRIL 16, 2015		
Time	Event	Location
<b>Medical Education Research Certificate (MERC) Workshops</b>		
9:00-12:00 A.M.	Program Evaluation and Evaluation Research (Prior Registration Required)	AS6-2072
1:00-4:00 P.M.	Scholarly Writing: Publishing Medical Education (Prior Registration Required)	AS6-2072
<b>Leadership Education and Development (LEAD) Program</b>		
8:00 – 12:00 P.M.	LEAD Session (Prior Registration Required)	AS5-2072
1:30 – 3:00 P.M.	MedEdPortal Workshop: Reviewer Training – Hannah Kittel	AS5-2072
3:00 – 4:30 P.M.	Curriculum Inventory – Terri Cameron	AS5-2072
4:15 – 7:00 P.M.	NEGEA Steering Committee Meeting (CLOSED SESSION)	AS8-2072

FRIDAY APRIL 17, 2015		
Time	Event	Location
7:30 A.M. to 7 P.M.	<b>Registration (available all day)</b>	First Floor, Sherman Center
	<p><b>Note:</b> All posters must be set up by 12:30 PM in the Faculty Conference Room, First Floor, Medical School Posters may be left in the registration area until they are set up.</p> <p><b>Note:</b> All presenters must bring their slides on a memory stick to their assigned room. Computers are provided. We cannot accommodate use of individual laptops. <b>Presenters are requested to arrive at least 10 minutes before the session begins to load presentations.</b></p> <p><b>Note:</b> Attendees requiring special service for accessibility to buildings/rooms, please notify the registration desk.</p>	
	<b>Continental Breakfast</b>	<b>AS1-2130 East &amp; West</b>
	<b>❖<u>Student/Resident</u> Welcome Reception and Continental Breakfast</b>	<b>AS3-2120</b>
8:30 – 9:00 A.M.	<p><b>Welcoming Remarks</b></p> <p>Norma Saks, Ed.D. – Chair, NEGEA Melissa Fischer, M.D. – Host Chair Terence Flotte, M.D. – Provost, University of Massachusetts</p>	<b>AS2-2102</b>
9:00-10:00 A.M.	<p><b>NEGEA Steering Committee - Introduction</b></p> <p><b>Plenary Session I</b> <b>Pat Croskerry, M.D., Ph.D.</b></p> <p><b>“Teaching the Scarecrow: Critical Thinking to Improve Clinical Decision Making”</b></p>	<b>AS2-2102</b>
10:00 – 10:15 A.M.	<i>Travel Time</i>	
10:15 – 11:45 A.M.	<b>❖<u>Student/Resident</u> Session with Dr. Pat Croskerry Discussion</b>	<b>Goff S2-309B&amp;C</b>



<b>SHORT COMMUNICATIONS I</b>		
10:15 – 11:45 A.M.	<p><b><i>UME PreClinical – Curriculum Development</i></b>  <b><i>Susan Billings Gagliardi, PhD, Moderator</i></b></p> <p><b><u>Short Communication 1: Preclinical Medical School Lectures – Does Content Delivery Method Matter when Evaluating Faculty Performance?</u></b>  <u>J. Lapin</u>            University of Pennsylvania</p> <p><b><u>Short Communication 2: A Multimodal Active Learning Approach to Integrating Biomedical Knowledge with Clinical Knowledge and Skills of the Head and Neck Region.</u></b>            L. Eisner, <u>R.K. Ovitish</u>            SUNY Downstate College of Medicine</p> <p><b><u>Short Communication 3: Designing a Student-Led USMLE STEP 1 Board Review Elective for Second Year Medical Students.</u></b>  <u>J. Harrison</u>, K.E. Higgins, C. Thatcher            University of Connecticut</p> <p><b><u>Short Communication 4: Using Every Day Experiences to Teach Culture.</u></b>  <u>K. Richardson-Nassif</u>, M. Seagrave, L. Selkirk            University of Vermont</p> <p><b><u>Short Communication 5: Introduction to Clinical Bioethics: A Novel Curriculum for Pre-Clinical Students Utilizing Didactic Lectures and Self-Directed Small-Group Sessions.</u></b>  <u>J. Salik</u>, K. Prager            Columbia University College of Physicians and Surgeons</p> <p><b><u>Short Communication 6: A Training Workshop in Scholarly Writing for Pre-Clerkship Students at Rutgers Robert Wood Johnson Medical School (RWJMS).</u></b>  <u>J. Stundon</u>, N. Saks            Rutgers Robert Wood Johnson Medical School</p>	<b>AS5-2072</b>

<p>10:15 – 11:45 A.M.</p>	<p style="text-align: center;"><i><b>RIME/Scholarly Projects</b></i> <i><b>Sarah McGee, MD, Moderator</b></i></p> <p><b><u>Short Communication 7: Readyng Students for Clerkship Clinical Skills Assessment: The RIME Model in Pre-Clerkship Self-Assessment.</u></b> <u>R. Crowe</u>, M.V. Pusic, S. Yingling New York University School of Medicine</p> <p><b><u>Short Communication 8: Designing and Implementing a Quality Improvement Curriculum: Tools and Tips.</u></b> <u>J. Abbott</u>, J. Moses Boston University School of Medicine</p> <p><b><u>Short Communication 9: Student-Faculty Partnerships to Enhance Education: A Scholarly Project Investigating the Efficacy of Simulation-Based Medical Education in the Preclinical Curriculum</u></b> <u>C Hamilton</u>, <u>D Warden</u>, SN Chimienti, MP Pugnaire, BM Walsh, WY Wassef University of Massachusetts Medical School</p> <p><b><u>Short Communication 10: Developing a Medical Education Research Fellowship (MERF) for post-residency graduates</u></b> <u>S Rougas</u>, <u>B Clyne</u>, R Dollase Warren Alpert Medical School of Brown University</p> <p><b><u>Short Communication 11: Are students learning what educators intend them to learn: A mixed-methods comparative analysis of lessons reported on student case logs from live vs. Computer-assisted Learning In Pediatrics Program (CLIPP) cases</u></b> <u>T Jirasevijinda</u>, I Harwayne-Gidansk Weill Cornell Medical College</p> <p><b><u>Short Communication 12: Measure Your Research Impact Before Publishing? A New Method to Encourage the Scholarly Activity of Residents</u></b> <u>Y Lee</u> Howard University</p>	<p style="text-align: center;"><b>AS6-2072</b></p>
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<p>10:15 – 11:45 A.M.</p>	<p style="text-align: center;"><i>UME Curriculum - PreClinical</i> <i>Julie Jonassen, PhD, Moderator</i></p> <p><b><u>Short Communication 13: A Clinical and Basic Science Partnership for teaching Biochemistry, Histology and Cell Physiology</u></b> <u>MC O'Brien, WE Royer</u> University of Massachusetts Medical School</p> <p><b><u>Short Communication 14: An interactive session to discuss advanced human anatomy using various clinical scenarios</u></b> H Cardona Lopez, E Goldman, <u>S Phadtare</u> Cooper Medical School</p> <p><b><u>Short Communication 15: Lessons Learned from “Flipping” Biochemistry Lectures</u></b> <u>S Rollins</u>, E Ercikan Abali Rutgers Robert Wood Johnson Medical School</p> <p><b><u>Short Communication 16: Martial Arts as a Novel Tool for Reviewing Anatomy</u></b> <u>SJ Mennona</u>, R Lebeau, D Woodbury Rutgers Robert Wood Johnson Medical School</p> <p><b><u>Short Communication 17: Medical Student Resource Utilization and Resource Trust Among MS1-MS4 Students at a Large Urban Medical School</u></b> <u>D Daniel</u>, N Gabbur SUNY Downstate College of Medicine</p> <p><b><u>Short Communication 18: A Pilot Curriculum in Patient Safety for Early Medical Students</u></b> <u>EO Nestler</u><sup>2</sup>, <u>DS Shapiro</u><sup>1,2</sup>, <u>S Ellner</u><sup>1,2</sup> <sup>1</sup> St. Francis Hospital and Medical Center, <sup>2</sup>University of Connecticut School of Medicine</p>	<p>S2-351 &amp; 352</p>
<b>WORKSHOPS I</b>		
<p>10:15 – 11:45 A.M.</p>	<p><b><u>Workshop 1: How to evaluate the impact of new programs on learners and faculty? Developing a model for multi-institutional evaluations.</u></b> <u>J Amiel</u><sup>1</sup>, <u>M Fischer</u><sup>2</sup>, <u>R Wolfson</u><sup>3</sup> <sup>1</sup>Columbia University, <sup>2</sup>University of Massachusetts, <sup>3</sup>University of Chicago</p>	<p>AS3-2120</p>

10:15 – 11:45 A.M.	<b>Workshop 2: Flipped Classroom Efficiency: How to Perform an Effective Residents-as-Teachers (RATs) Workshop in 1 Hour</b> <u>B Blatt</u> George Washington University	<b>ITLC-A S2-318</b>
10:15 – 11:45 A.M.	<b>Workshop 3: The Challenging Learner: Using Simulation in an Evidence Based Approach to Identification and Remediation</b> <u>T Kedian, S Wellman, CM Woolf</u> University of Massachusetts Medical School	<b>ITLC-B S2-322</b>
10:15 – 11:45 A.M.	<b>Workshop 4: Simulation in Medical Education – Virtual Patients? Mannequin-based Simulation? What is right for me?</b> <u>A Doshi, A Brown, A Musits, P Phrampus, J McGee</u> University of Pittsburgh	<b>ITLC-C S2-326</b>
<b>SIMULATION I</b>		
10:15 – 11:45 A.M.	<b>Simulation 1: Teaching the Musculoskeletal Exam: Innovations for UME and GME</b> <u>D Gowda<sup>1</sup>, C Scott<sup>1</sup>, C Bevelacqua<sup>1</sup>, S Holt<sup>2</sup></u> <sup>1</sup> Columbia University, <sup>2</sup> Yale School of Medicine	<b>AS3-2075</b>  <b>Space is Limited</b>
11:45 – 12:00 P.M.	<i>Travel Time</i>	
12:00 – 1:15 P.M.	<b>Lunch (Provided), UME/GME/CME/MESRE Meetings</b>	<b>AS1-230 East &amp; West</b>
1:15 – 1:30 P.M.	<i>Travel Time</i>	
1:30 – 3:00 P.M.	<b>❖ Student/Resident Presentation Zen: Creating “Enlightened” Oral and Poster Presentations</b>	<b>Goff S2-309B&amp;C</b>
<b>SHORT COMMUNICATIONS II</b>		
1:30 – 3:00 P.M.	<b><i>UME Clinical – Evaluation and Reflection</i></b> <b><i>Andrea Poisson-Irani, MD, Moderator</i></b>  <b>Short Communication 19: Do gender and ethnicity influence standardized patients’ assessment of students’ empathy?</b> <u>K Berg<sup>1,2</sup>, M Hojat<sup>2</sup>, B Blatt<sup>3</sup>, J Lopreiato<sup>4</sup>, T Owens<sup>5</sup></u> <sup>1</sup> Jefferson University, <sup>2</sup> Sidney Kimmel Medical College, <sup>3</sup> George Washington University, <sup>4</sup> Uniform Services, <sup>5</sup> Howard University	<b>AS5-2072</b>

	<p><b><u>Short Communication 20: Reflections on a Technology-Supported Mid-Clerkship Feedback Process</u></b>  <u>SW Lee</u>, S Yingling, WJ Holloway, M Marin, RG Acholonu, MV Pusic          NYU School of Medicine</p> <p><b><u>Short Communication 21: An Analysis of Themes Present in 3rd Year Medical Student Clinical Self-Evaluations</u></b>  <u>N Voutsinas</u>, <u>N Gabbur</u>, M Haughton          SUNY Downstate Medical Center College of Medicine</p> <p><b><u>Short Communication 22: Validity Evidence For Differences in Psychiatric Patient Assessment Skills Between First and Third-Year Medical Students</u></b>          SM Arnesen<sup>1</sup>, W Pluta<sup>1</sup>, <u>J Cutler</u><sup>1</sup>, C Weiner<sup>2</sup>  <sup>1</sup>Columbia University, <sup>2</sup>University of Michigan</p> <p><b><u>Short Communication 23: Student perceptions of surgical cases via qualitative analysis of comments from operative case log entries</u></b>  <u>R Martinez</u>, A Fingeret, C Hsieh, R Nowygrod          Columbia University</p> <p><b><u>Short Communication 24: Student Designed Experience: Additional Opportunities for Inter-professional Integration in Sports Medicine in Medical Education</u></b>  <u>C Motzkus-Feagans</u>          University of Massachusetts Medical Center</p>	
<p>1:30 – 3:00 P.M.</p>	<p><i><b>UME PreClinical – Diversity and Support          Christina Hernon, MD, Moderator</b></i></p> <p><b><u>Short Communication 25: Competency Assessment in Small Group Learning and Clinical Skills in Pre-Clinical Undergraduate Medical School Education</u></b>  <u>S Ginzburg</u>, J Brenner          Hofstra North Shore-LIJ School of Medicine</p> <p><b><u>Short Communication 26: Promoting Success for the Learner in Difficulty: Individualized Academic Support in a Group Setting</u></b>  <u>CM Woolf</u>, <u>T Kedian</u>, S Wellman          University of Massachusetts Medical School</p>	<p><b>AS6-2072</b></p>

	<p><b><u>Short Communication 27: Developing Knowledgeable Advocates through an Exploration of Correctional Health</u></b>  <u>R Aziz-Bose, J Randall</u>          University of Massachusetts Medical School</p> <p><b><u>Short Communication 28: The Nth Dimensions Sawbones Bio-skills Workshop: A Hands-on Short-term Exposure to Increase Diverse Medical Student Interest in Orthopaedic Surgery and Improve Clinical Musculoskeletal Fund of Knowledge</u></b>  <u>CA Pean<sup>1,2</sup>, S Fong<sup>1</sup>, M Hausman<sup>1</sup>, G Butts<sup>1</sup>, H Murphy<sup>2,3</sup>, BS Mason<sup>4</sup></u>  <sup>1</sup>Icahn School of Medicine at Mount Sinai, <sup>2</sup>NYU Hospital for Joint Diseases, <sup>3</sup>University of Cincinnati College of Medicine, <sup>4</sup>Nth Dimensions Educational Solutions, Inc.</p> <p><b><u>Short Communication 29: Personal Information Management for Early Clinical Experiences: Digital Footprints, Medical Apps, and the Law</u></b>  <u>T Murray, J Kilham, T Cassese, M Wilcox</u>          Frank Netter MD School of Medicine at Quinnipiac University</p> <p><b><u>Short Communication 30: Close to Home: High School Students Engaging in Community Health Assessment as Part of a Pipeline Program</u></b>  <u>N Sohler</u>          Sophie Davis School of Biomedical Education</p>	
<p>1:30 – 3:00 P.M.</p>	<p><b><i>Interprofessional Education/Leadership</i></b>  <b><i>Dawn Carpenter, DNP, Moderator</i></b></p> <p><b><u>Short Communication 31: Teaching IPEP (Interprofessional Education and Practice) in graduate level health professions education through spaced-delivered mini online learning modules</u></b>  <u>S Oh<sup>1</sup>, S Zabar<sup>1</sup>, J Adams<sup>1</sup>, L Altshuler<sup>1</sup>, S Greenberg<sup>2</sup>, T Cortes<sup>2</sup></u>  <sup>1</sup>New York University School of Medicine, <sup>2</sup>New York University College of Nursing</p> <p><b><u>Short Communication 32: The TED toolbox: Using TED to Enhance Graduate Medical Education</u></b>  <u>N Fiacco, J Cheringal, L Byars, J Hartzell</u>          Walter Reed National Military Medical Center</p>	<p><b>S2-351 &amp; 352</b></p>

	<p><b><u>Short Communication 33: Nursing and Medical Student Reflections on Patient Care and Advocacy -- a qualitative comparison</u></b>  <u>M Biswas</u>, A Poisson-Irani, D Hatem, M Fischer  University of Massachusetts Medical School</p> <p><b><u>Short Communication 34: Improving longitudinal medical education for MD/PhD students</u></b>  <u>N Theodosakis</u>, KP White, JA Encandela  Yale School of Medicine</p> <p><b><u>Short Communication 35: Introducing Senior Medical Students to Collaboration with International Thought Leaders using Web-based Online Meetings</u></b>  <u>A Doshi</u>, F Guyette, J Rittenberger, C Callaway  University of Pittsburgh</p> <p><b><u>Short Communication 36: A Structured Mentoring Experience to Build Global Health Leadership Skills</u></b>  <u>CJ Dresser</u>, M Bisanzo  University of Massachusetts Medical School</p>	
<b>WORKSHOPS II</b>		
1:30 – 3:00 P.M.	<p><b><u>Workshop 5: Prelude to a Survey: Pilot Testing Strategies that Improve Response</u></b>  <u>JR Scott</u><sup>1</sup>, E CichoskiKelly<sup>2</sup>  <sup>1</sup>Winthrop University Hospital, <sup>2</sup>University of Vermont</p>	<b>AS3-2120</b>
1:30 – 3:00 P.M.	<p><b><u>Workshop 6: Educational Innovation and Investigation: Making It Happen, and Making It Count!</u></b>  <u>S Canfield</u>, RJ Gordon, D Cabaniss, B Richards  Columbia University College of Physicians and Surgeons</p>	<b>ITLC-A S2-318</b>
1:30 – 3:00 P.M.	<p><b><u>Workshop 7: Using Curriculum Mapping to Drive Change: Resources and Processes</u></b>  <u>JG Christner</u><sup>1</sup>, T Cameron<sup>2</sup>, J Amiel<sup>3</sup>, LA Gwinn<sup>4</sup>  <sup>1</sup>Upstate Medical University, <sup>2</sup>AAMC, <sup>3</sup>Columbia University College of Physicians and Surgeons, <sup>4</sup>Georgetown University School of Medicine</p>	<b>ITLC-B S2-322</b>
1:30 – 3:00 P.M.	<p><b><u>Workshop 8: Creating and Implementing an Objective Structured Teaching Exercise (OSTE) on Professionalism and Medical Ethics</u></b>  <u>W Lu</u>, <u>P Baldelli</u>, <u>L Chandran</u>  Stony Brook Medicine</p>	<b>ITLC-C S2-326</b>

<b>SIMULATION II</b>		
1:30 – 3:00 P.M.	<p><b>Simulation 2: “I didn’t know you could do THAT!” - Using Yesterday’s Technology in Unconventional Ways</b>  <u>CH Hernon</u>, M Fahey            University of Massachusetts Medical School</p>	<p><b>AS2-2076</b></p> <p><b>Space is Limited</b></p>
3:00 - 3:15 P.M.	<i><b>Break and Travel Time</b></i>	
<b>SHORT COMMUNICATION III</b>		
3:15 – 4:45 P.M.	<p style="text-align: center;"><i><b>GME – Innovative Resident Teaching</b></i>  <i><b>Tina Hermos, MD, Moderator</b></i></p> <p><b>Short Communication 37: Measuring an organization’s culture of feedback; can it be done?</b>  <u>S Rougas</u>, B Clyne            Warren Alpert Medical School of Brown University</p> <p><b>Short Communication 38: Academic Half Day: An Old Bottle, With A New Wine</b>  <u>R Belforti</u>, L Meade, M Rosenblum            Baystate Medical Center</p> <p><b>Short Communication 39: Evaluation of Visual Acuity and Refractive Error After Implementation of Advanced Resident Training</b>  <u>BY Hong</u>, T Chou, A Abazari, R Honkanen, K Kaplowitz            Stony Brook University School of Medicine</p> <p><b>Short Communication 40: Noontime Medicine Chief’s Case: A Model for Resident Active Learning</b>  <u>JR Scott</u>, N Berberi            Winthrop University Hospital</p> <p><b>Short Communication 41: Integrating Integrative Medicine into residency curricula: We CAM do it!</b>  <u>MH Stump</u>, <u>S Warriar</u>            Warren Alpert Medical School of Brown University</p> <p><b>Short Communication 42: Drawing Lessons may Benefit First-Year Medical Students Studying Anatomy or Practicing Surgical Tasks</b>  <u>J Koskey</u>, P Bernd            Columbia University College of Physicians and Surgeons</p>	<p><b>AS5-2072</b></p>



<p>3:15 – 4:45 P.M.</p>	<p style="text-align: center;"><b><i>Student Affairs – Wellness and Personal Self-Assessment</i></b>  <b><i>Vijay Vanguri, MD, Moderator</i></b></p> <p><b><u>Short Communication 43: Creating Faculty and Student Dialogues for Course Enhancement</u></b>  <u>JA Encandela, M Than, F Galerneau</u>          Yale School of Medicine</p> <p><b><u>Short Communication 44: Creating a Culture of Service: A Student Led Program during First Year Orientation</u></b>  <u>C Thatcher, A Brancato, M Flemming</u>          University of Connecticut</p> <p><b><u>Short Communication 45: Adding Value to the Assessment of SOM Applicants: A Roadmap to Successful Implementation of the Multiple Mini Interview</u></b>  <u>M Manno</u>          University of Massachusetts Medical School</p> <p><b><u>Short Communication 46: A “Near-Peer” Workshop to Facilitate Discussion of Medical Student Wellness and Prevent Burnout</u></b>  <u>ML Chiu, L Karp, S Warriar</u>          Warren Alpert Medical School of Brown University</p> <p><b><u>Short Communication 47: Look at What Our Seeds Have Grown</u></b>  <u>M Picchioni</u>          Baystate Medical Center/Tufts University</p> <p><b><u>Short Communication 48: Medical Students' Preferences Regarding Preclinical Exam Scheduling: Implications for Improving Student Well-being</u></b>  <u>KL Jayakumar, JR Kogan</u>          Perelman School of Medicine at the University of Pennsylvania</p>	<p style="text-align: center;"><b>AS6-2072</b></p>
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<p>3:15 – 4:45 P.M.</p>	<p style="text-align: center;"><b><i>UME Clerkship – Novel Student Curricula</i></b> <b><i>Majid Yazdani, MD, Moderator</i></b></p> <p><b><u>Short Communication 49: Teaching of the student, by the student, for the student: a palliative care curriculum based in experiential learning and medical humanities</u></b> <u>S Miranda</u>, M Brennan, SE Peyre, S Brown Clark, T Quill University of Rochester School of Medicine and Dentistry</p> <p><b><u>Short Communication 50: Path Week!: A Novel Elective for Third-Year Medical Students</u></b> D Kandil, <u>V Vanguri</u> University of Massachusetts Medical School</p> <p><b><u>Short Communication 51: A proposed curriculum for developing and evaluating motivational interviewing skills for medical students and primary care faculty.</u></b> <u>RS Avasare</u>, P Saha, D Jones Columbia University College of Physicians and Surgeons</p> <p><b><u>Short Communication 52: Enhancing the Utility of 4th Year Electives Through Curricular Mapping to the Physician Competencies Reference Set</u></b> A Jasek, <u>S Quiah</u>, B Rawson, J Iyasere, P Lee Columbia University Medical Center</p> <p><b><u>Short Communication 53: Flexible elective time during medical school year three for exploring career opportunities including surgical specialties</u></b> <u>D Perry</u> University of Massachusetts Medical School</p> <p><b><u>Short Communication 54: The Academic Teaching Longitudinal: 4th Year Medical Students as Teachers and Scholars in a Year Long Doctoring Course</u></b> <u>AM Alerte</u>, K Hook, T Sapieha-Yanchak, LC Caines University of Connecticut School of Medicine</p>	<p>S2-351 &amp; 352</p>
<b>WORKSHOPS III</b>		
<p>3:15 – 4:45 P.M.</p>	<p><b><u>Workshop 9: Preparing Faculty to be Humanistic Mentors across the Continuum of Medical Education</u></b> <u>A Fornari</u><sup>1</sup>, B Blatt<sup>2</sup>, W Branch<sup>3</sup> <sup>1</sup>Hofstra North Shore-LIJ School of Medicine, <sup>2</sup>George Washington School of Medicine, <sup>3</sup> Emory University School of Medicine</p>	<p>ITLC-A S2-318</p>

3:15 – 4:45 P.M.	<b>Workshop 10: Student Leadership in the Reflective Practice of Narrative Medicine</b> <u>SK Barrick</u> , S Singh, C Bilena, N Abittan, A Hinds Sophie Davis School of Biomedical Education	<b>ITLC-B S2-322</b>
3:15 – 4:45 P.M.	<b>Workshop 11: Innovative ways to use iBooks Author to enhance medical education: creating and distributing a multi-touch e-book from A to Z.</b> <u>S Oh</u> , <u>S Lee</u> , <u>S Maher</u> NYU School of Medicine	<b>ITLC-C S2-326</b>
<b>SIMULATION III</b>		
3:15 – 4:45 P.M.	<b>Simulation 3: A Comprehensive Interprofessional Simulation-based Disclosure and Apology (D&amp;A) Training Program: Improving quality of care through disclosure and apology skills practice and the training of “disclosure coaches”.</b> <u>S Wellman</u> , <u>A Larkin</u> , <u>D Carpenter</u> , <u>S Tarrant</u> University of Massachusetts Medical School	<b>AS3-2058</b>  <b>Space is Limited</b>
4:45 – 5:00 P.M.	<i>Travel Time</i>	
5:00 – 7:00 P.M.	<b>Wine &amp; Cheese Reception and Poster Viewing with Poster Authors</b>	<b>Medical School Lobby and Faculty Conference Room</b>
6:30 – 7:00 P.M.	<b>Students Judge Poster Finalists with NEGEA Steering Committee</b>	

SATURDAY APRIL 18, 2015		
Time	Event	Location
7:00 – 10:00 A.M.	<p><b>Registration</b></p> <p>Note: All presenters must bring their slides on a memory stick to their assigned room. Computers are provided. We cannot accommodate use of individual laptops. <b>Presenters are requested to arrive at least 10 minutes before the session begins to load presentations.</b></p> <p>Note: Attendees requiring special service for accessibility to buildings/rooms, please notify the registration desk.</p>	<p><b>Albert Sherman Center 1<sup>st</sup> Floor</b></p>
	<p><b>Continental Breakfast</b></p>	<p><b>AS1-2130 East &amp; West</b></p>
8:00 – 9:30 A.M.	<p><b>Welcoming Remarks</b></p> <p>Maryellen Gusic, M.D. Chief Medical Education Officer, AAMC Special Guest</p> <p><b>Presentation of Steering Committee Awards</b></p> <p>Norma Saks, Ed.D. – NEGEA Chair</p> <p><b>Plenary 2</b></p> <p>Jonathan Amiel, M.D. and Boyd Richards, Ph.D.</p> <p>“Focus on Entrustable Professional Activities (EPA)”</p>	<p><b>AS2-2102</b></p>
9:30 – 9:45 A.M.	<p><i>Travel Time</i></p>	
9:45 – 11:15 A.M.	<p>❖ <b>Student/Resident Session with Dr. Maryellen Gusic</b></p>	<p><b>AS8-2072</b></p>

<b>SHORT COMMUNICATIONS IV</b>		
9:45 – 11:15 A.M.	<p style="text-align: center;"><i>Educating Across the Curriculum</i> <i>Michele Pugnaire, MD, Moderator</i></p> <p><b><u>Short Communication 55: SOAP-V: Teaching High Value Care During Patient Care</u></b> <u>EM Moser</u><sup>1</sup>, S Glod<sup>1</sup>, G Huang<sup>2</sup>, S Fazio<sup>2</sup>, CD Packer<sup>3</sup> <sup>1</sup>Penn State College of Medicine, <sup>2</sup>Harvard Medical School, <sup>3</sup>Case Western Reserve</p> <p><b><u>Short Communication 56: e-Learning Cookbook: an e-book to support medical educators with practical tips to create effective e-Learning materials.</u></b> <u>S Oh</u> NYU School of Medicine</p> <p><b><u>Short Communication 57: Making Faculty Development Accessible Through a Learning Management System</u></b> <u>L Coplit</u>, D Farber, L Erardi Quinnipiac University</p> <p><b><u>Short Communication 58: Stop Look Listen – An Online Program to Learn How to Manage Potential Physical Child Abuse</u></b> <u>L Bruell</u><sup>3</sup>, E Kachur<sup>1,2</sup>, M Rojas<sup>2</sup>, D Laraque<sup>2</sup>, <sup>1</sup>Medical Education Development, <sup>2</sup>Maimonides Medical Center, <sup>3</sup>L.A.Bruell, Inc</p> <p><b><u>Short Communication 59: MedEd Talks: Using Small Presentations to Convey Big Ideas in Medical Education</u></b> <u>E Green</u>, <u>B Clyne</u> Warren Alpert Medical School of Brown University</p> <p><b><u>Short Communication 60: Breaking Out of the Castle: Cross-Continuum Teaching of Diabetes Self-management to Vulnerable People, and the Role of Inter-Sectoral Coalitions</u></b> <u>RW Morrow</u> Albert Einstein College of Medicine</p>	AS5-2072

<p>9:45 – 11:15 A.M.</p>	<p style="text-align: center;"><i>Updates in Curriculum Development</i> <i>Jennifer Reidy, MD, Moderator</i></p> <p><b><u>Short Communication 61: Implementing and Evaluating a Four-Year Integrated End-of-Life Care Curriculum for Medical Students</u></b> <u>MS Ellman</u>, A Fortin, A Putnam, M Bia Yale School of Medicine</p> <p><b><u>Short Communication 62: A Competency-based Capstone Curriculum: Emergency Clinical Problem Solver (ECPS)</u></b> <u>PA Zgurzynski</u> University of Massachusetts Medical School</p> <p><b><u>Short Communication 63: Implementing a curriculum in cancer screening and shared decision making.</u></b> <u>S Pilla</u> Johns Hopkins</p> <p><b><u>Short Communication 64: Nordic Larp: A Novel Narrative Medicine Teaching Tool</u></b> <u>DS Eison</u> Columbia University College of Physicians and Surgeons</p> <p><b><u>Short Communication 65: Using Technology to Integrate Clinical Medicine and Narrative Medicine</u></b> <u>A Williams</u> Frank H. Netter MD School of Medicine at Quinnipiac</p> <p><b><u>Short Communication 66: EmergentMD: A Semantic Web-based Medical Education Tool</u></b> <u>M Blechner</u> University of Connecticut School of Medicine</p>	<p style="text-align: center;"><b>AS6-2072</b></p>
<b>WORKSHOPS IV</b>		
<p>9:45 – 11:15 A.M.</p>	<p><b><u>Workshop 12: Restorative remediation: a novel approach to clinical skills remediation</u></b> <u>S Rougas</u>, <u>S Warriar</u>, <u>R Fowler</u>, <u>SA Gaines</u>, <u>M Daniel</u> Warren Alpert Medical School of Brown University</p>	<p style="text-align: center;"><b>AS3-2120</b></p>

9:45 – 11:15 A.M.	<b>Workshop 13: Approaches to Giving Negative Feedback to Trainees. Is There a Best Practice?</b> <u>D Brissette</u> , R Gonzalez-Colaso Yale University	<b>ITLC-A S2-318</b>
9:45 – 11:15 A.M.	<b>Workshop 14: Teaching for Quality: Living in a CLER World</b> <u>K Baum</u> <sup>1,2</sup> , <u>D Davis</u> <sup>1</sup> <sup>1</sup> AAMC, <sup>2</sup> University of Minnesota	<b>ITLC-B S2-322</b>
9:45 – 11:15 A.M.	<b>Workshop 15: Bridging UME and GME: Operationalizing the Transition from Medical School to Residency Using EPAs and Milestones</b> <u>J.Amiel</u> <sup>1</sup> , <u>MJ Fink</u> <sup>1</sup> , B Richards <sup>1</sup> , S Quiah <sup>1</sup> , W Pluta <sup>1</sup> , <u>L Chandran</u> <sup>2</sup> , <u>R Fisher</u> <sup>3</sup> <sup>1</sup> Columbia University, <sup>2</sup> Stony Brook, <sup>3</sup> Yale University	<b>ITLC-C S2-326</b>
<b>SIMULATION IV</b>		
9:45 – 11:15 A.M.	<b>Simulation 4: Integrated Simulation Exercises: Using Simulation to Teach Anatomy, Physiology and Imaging</b> J Jonassen, K Markey, J Markris, <u>AM Gilroy</u> University of Massachusetts Medical School	<b>AS3-2071</b>  <b>Space is Limited</b>
11:15 – 11:30 A.M.	<i>Travel Time</i>	
11:30 – 12:30 P.M.	❖ <b>Student/Resident Track – Residents as Teacher</b>	<b>AS8-2072</b>
<b>SPECIAL INTEREST/SPECIAL SESSION DISCUSSIONS</b>		
11:30 – 12:30 P.M.	<b>Update - the AAMC Optimizing GME Initiative</b> Dr. Maryellen Gusic	<b>iCELS AS3-2060</b>
11:30 – 12:30 P.M.	<b>Teaching for Quality, Learning from Teaching, Aligning and Educating for Quality</b> Dr. Karen Baum	<b>iCELS AS3-2062</b>
11:30 – 12:30 P.M.	<b>The Medical School Learning Environment – the Student Perspective</b> Dr. Douglas Grbic	<b>iCELS AS3-2064</b>
11:30 – 12:30 P.M.	<b>Are There Still Gender Issues in Academic Medicine? How GWIMS can help the work of the GEA</b> Dr. Pam Saunders, Dr. Kathy Rexrode, Dr. Tiffany Moore Simas	<b>iCELS AS3-2071</b>

<p>11:30 – 12:30 P.M.</p>	<p><b>Len Levin - LiME – Librarians In Medical Education</b></p> <p>LiME, or Librarians in Medical Education, began as a SIG within the NEGEA community in 2007. The purpose of the SIG was to serve as an opportunity for those teaching information literacy skills to students, residents and faculty to meet with and learn from others in the region who are on the forefront of planning and executing medical curriculum. LiME is not just for librarians but is for anyone interested in how knowledge of using the medical literature and information literacy plays a role in medical education.</p>	<p><b>Rare Books Room Lamar Soutter Library</b></p>
<p>11:30 – 12:30 P.M.</p>	<p><b>MedEdPortal Update</b> Hannah Kittel</p> <p><b>MedAPS Update</b> Terri Cameron</p> <p>This session will provide updates on the current status of MedEdPORTAL and its initiatives, and the ongoing development and enhancements to the MedAPS suite of services (Curriculum Inventory and ASSET).</p>	<p><b>iCELS AS3-2073</b></p>
<p>11:30 – 12:30 P.M.</p>	<p><b>Dr. Nagaraj Gabbur - TiME – Technology In Medical Education</b></p> <p>The TiME group is for educators who are interested in the practical application of today's technology to enhance teaching of our students. The group is appropriate for teachers involved with any aspect of the education continuum (UME, GME and CME). The first part of the session will introduce free or low cost technology for use in the classroom and the second part will involve group discussion regarding classroom use and possible inter-institutional projects. The intention of this group is to bring educators beyond Powerpoint and into the 21st century and also to set standards by demonstrating examples of successful technology use in the classroom.</p>	<p><b>iCELS AS3-2075</b></p>
<p>11:30 – 12:30 P.M.</p>	<p><b>Dr. Felise Milan – Directors of Clinical Skills Courses (DOCS)</b></p> <p>DOCS is a new organization which formed almost 4 years ago out of interest that was expressed partially at NEGEA meetings. The purpose of the Directors of Clinical Skills Courses is to build a cohesive and productive national consortium of educators who direct courses which teach clinical skills to medical students. We aim to promote scholarship, establish best practices, and encourage exchange of ideas within the broad realm of medical education.</p> <p>At the interest group meeting at NEGEA we would like to:</p> <ol style="list-style-type: none"> <li>1. Update NEGEA members about the DOCS organization including ways to join and become involved</li> <li>2. Solicit ideas and suggestions from NEGEA members to take back to the national organization.</li> <li>3. Solicit ideas for planning the national meetings which we hope</li> </ol>	<p><b>S2-351 Medical School 2<sup>nd</sup> Floor</b></p>



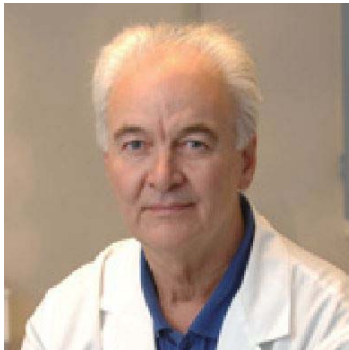
	to have in Baltimore in proximity to the AAMC Medical Education meeting. 4. Solicit interest and develop a potential project(s) for NEGEA DOCS members to work on.	
12:30 – 12:45 P.M.	<b><i>Break and Travel Time</i></b>	
12:45 – 1:45 P.M.	<b>Lunch (Provided)</b>  <b>NEGEA Business Meeting and Presentation of Best Poster &amp; Excellence in Medical Education Awards</b>  <b>Norma Saks, NEGEA Chair</b> <b>Jonathan Amiel, Conference Chair</b>	<b>AS1-2130 East and West</b>
1:45 – 2:00 P.M.	<b><i>Travel Time</i></b>	
2:00 – 3:30 P.M.	<b>❖ <u>Student/Resident Track – Generational Differences</u></b>	<b>AS8-2072</b>
<b>SHORT COMMUNICATIONS V</b>		
2:00 – 3:30 P.M.	<b><i>Blended Clinical Learning/Experiences</i></b> <b><i>David Hatem, MD, Moderator</i></b>  <b><u>Short Communication 67: Blending Digital Learning and Standardized Patient-Based Assessment to Ensure Readiness for Internship</u></b> TS Riles, AL Kalet, <u>SD Yavner</u> , D Szyld, HS Song, MV Pusic, MW Nick, G Ng, K Uquillas New York University Medical School  <b><u>Short Communication 68: Peak Experience Narratives: Standardization versus Diversity in Identify Formation</u></b> <u>B Richards</u> , MJ Fink Columbia University  <b><u>Short Communication 69: Pediatric Sick Visits: Evaluating the Caregiver’s Main Concern, Length of Visit, and Satisfaction in a Resident-Based Acute Care Clinic</u></b> <u>K Schmitz</u> , M Mehta, Z Kendrick, L Greenberg, MK Shimony George Washington University	<b>AS5-2072</b>

	<p><b><u>Short Communication 70: Clinical Correlates: A Novel Student-Run Course Designed to Augment the Clinical Acumen of Pre-Clinical Students and Foster the Development of Fourth-Year Students as Clinician Educators</u></b>  <u>D Eison, J Salik, E Jang</u>          Columbia University College of Physicians and Surgeons</p> <p><b><u>Short Communication 71: Development of a Standardized Graduate Medical Education Curriculum for Arthroscopic Shoulder Surgery</u></b>  <u>K Lyons</u>          University of Massachusetts Medical School</p> <p><b><u>Short Communication 72: Advanced Projects in Anatomy: A Modification of the 4th Year Elective</u></b>  <u>AM Gilroy</u>          University of Massachusetts Medical School</p>	
<p>2:00 – 3:30 P.M.</p>	<p><i>Tools for Assessing Curriculum</i>  <i>Mariann Manno, MD, Moderator</i></p> <p><b><u>Short Communication 73: Internal Medicine Follow-Up Rounds: A Novel Intern Rotation and Direct Observational &amp; Instructional Tool</u></b>  <u>SA Gaines, J Smith</u>          Warren Alpert Medical School of Brown University</p> <p><b><u>Short Communication 74: The Stroke Lab: A Self-Directed Approach that Engages Students and Supports Integration of Clinically Important Information</u></b>  <u>T Smith, E Giannaris, SB Gagliardi</u>          University of Massachusetts Medical School</p> <p><b><u>Short Communication 75: Statistical/Graphic Tools to Enhance Analysis of Student Course Evaluations</u></b>  <u>DA Risucci, RL Dornbush, J Koestler</u>          New York Medical College</p> <p><b><u>Short Communication 76: Appraisal of a Patient Safety Module For A Doctoring Course</u></b>  <u>ER Schottland, I Granek, C Messina</u>          Stony Brook University</p>	<p>AS6-2072</p>

	<p><b>Short Communication 77: Efficacy of a Training Program in Clinical Observation Skills for Pre-clerkship Students at Rutgers-Robert Wood Johnson Medical School (RWJMS)</b>  <u>M Nahass</u>, N Saks  Rutgers Robert Wood Johnson Medical School</p> <p><b>Short Communication 78: Empowering Physicians to Analyze EHR Data</b>  <u>W Ko</u>, TR Young  University of Massachusetts Medical School</p>	
<b>WORKSHOPS V</b>		
2:00 – 3:30 P.M.	<p><b>Workshop 16: Managing Unprofessional Standardized Patients (SPs)</b>  <u>E Kachur</u><sup>1</sup>, <u>KA Henry</u><sup>2</sup>, <u>A Errichetti</u><sup>3</sup>  <sup>1</sup>Medical Education Development, <sup>2</sup>Sophie Davis School of Biomedical Education, <sup>3</sup>NYIT-School of Osteopathic Medicine</p>	<b>AS3-2120</b>
2:00 – 3:30 P.M.	<p><b>Workshop 17: Teaching Clinical Reasoning to Novices: Aligning Instructional Strategies with Theories of Cognition and Learning</b>  <u>M Daniel</u><sup>1</sup>, <u>S Rougas</u><sup>1</sup>, <u>S Warriar</u><sup>1</sup>, <u>R Fowler</u><sup>1</sup>, <u>C MacKuen</u><sup>1</sup>, <u>RK Ovitsh</u><sup>2</sup>  <sup>1</sup>Warren Alpert Medical School of Brown University, <sup>2</sup>SUNY Downstate</p>	<b>ITLC-A S2-318</b>
2:00 – 3:30 P.M.	<p><b>Workshop 18: Flipping the Classroom without Flipping out the Faculty</b>  <u>E Goldman</u><sup>1</sup>, <u>L Chandran</u><sup>2</sup>  <sup>1</sup>George Washington University, <sup>2</sup>Stony Brook University</p>	<b>ITLC-B S2-322</b>
2:00 – 3:30 P.M.	<p><b>Workshop 19: A Comprehensive Educational Response to Medical Student Mistreatment: A novel model of a response to elevated rates of mistreatment among medical students.</b>  <u>A Rich</u>, J Lewis, N Feldman, C Patel, S Ackerman  University of Vermont College of Medicine</p>	<b>ITLC-C S2-326</b>
2:00 – 3:30 P.M.	<p><b>Workshop 20: An effective accessible primer on teaching motivational interviewing in undergraduate medical education</b>  <u>P Saha</u>, D Jones  Columbia University College of Physicians and Surgeons</p>	<b>AS7-2072</b>

<b>SIMULATION V</b>		
2:00 – 3:30 P.M.	<p><b>Simulation 5: The Potato Heads go to medical school: Innovative use of a table top simulation to assess teamwork</b></p> <p><u>CF Nicholas</u>, J Gallant, C Jewkes, E McElhinney University of Vermont College of Medicine</p>	<p><b>AS3-2075</b></p> <p><b>Space is Limited</b></p>
3:30 P.M.	<b>END TIME</b>	

# PLENARY SESSION I



**Pat Croskerry, MD, PhD**

## **“Teaching the Scarecrow: Critical Thinking to Improve Clinical Decision Making”**

Friday, April 17<sup>th</sup>, 2015

9:00-10:00 A.M.

Dr. Croskerry is an experimental psychologist and an Emergency Medicine physician internationally known as an expert in the role of cognitive errors and diagnostic errors and lapses in patient safety. He is a professor in Emergency Medicine at Dalhousie University in Halifax, Nova Scotia.

# **WELCOME and GREETINGS**



**Maryellen E. Gusic, MD**  
**Chief Medical Education Officer, AAMC**  
**Special Guest**

Chief Medical Education Officer Maryellen E. Gusic, MD, leads AAMC efforts to advance medical education and inspire learners to serve the public, promote health, and improve care. In this role, Dr. Gusic and her team focus on initiatives to advance competency-based medical education, interprofessional education across the continuum, and programs that support learners, educators, and educational leaders and administrators. During the 2015 NEGEA Annual Retreat, Dr. Gusic will provide us with an update on AAMC initiatives and programs.

and

## **NEGEA Steering Committee Awards**

**Saturday, April 18<sup>th</sup>, 2015**

**8:00 – 8:30 A.M.**

## PLENARY SESSION II



**Jonathan Amiel, MD and  
Boyd Richards, PhD**

**”Focus on Entrustable Professional  
Activities (EPA)”**

Saturday, April 18<sup>th</sup>, 2015

8:30-9:30 A.M.

# NEGEA 2015 POSTERS

- 1 **NEGEA Leadership Education and Development (LEAD) Certificate Program: A AAMC nation-wide program for NEGEA Members**  
PA Weissinger, YS Jarris, Georgetown University Medical Center
- 2 **Breaking Ground with a Digital Badge Program in Medical Education**  
G March, Boston University School of Medicine
- 3 **Promoting Educational Scholarship: Corroboration with and Mentoring of Trainees and Faculty Over Five Years**  
L Greenberg, George Washington University School of Medicine
- 4 **The 80-Hour Workweek, the Flipped Classroom and an Innovative Residents as Teachers (RATS) Curriculum**  
B Chokshi<sup>1</sup>, H Schumacher<sup>1</sup>, K Reese<sup>1</sup>, L Greenberg<sup>2</sup>, <sup>1</sup>Children's National Health System, <sup>2</sup>George Washington University School of Medicine
- 5 **Resident Teaching Attitudes and Self-Efficacy after a Flipped Classroom Curriculum on Residents as Teachers (RATS)**  
B Chokshi<sup>1</sup>, H Schumacher<sup>1</sup>, K Reese<sup>1</sup>, L Greenberg<sup>2</sup>, <sup>1</sup>Children's National Health System, <sup>2</sup>George Washington University School of Medicine
- 6 **The Murmur Library: A Novel Bank of Recorded Heart Sounds from Children for Teaching and Research Purposes**  
RW Doroshov<sup>1,2</sup>, J Sestokas<sup>1</sup>, RA Domer<sup>3</sup>, <sup>1</sup>Children's National Health System, <sup>2</sup>George Washington University School of Medicine, <sup>3</sup>Northwestern University School of Medicine
- 7 **Development of a Web-based, User-friendly, Physician Community Mentor Database**  
JE Noguchi, J DiChiara, S Warriar, M Daniel, Warren Alpert Medical School of Brown University
- 8 **Medicine in Psychiatry: Outcomes of a Resident-Initiated Teaching Program**  
V Rao<sup>1</sup>, RA Dugger<sup>1</sup>, J Young<sup>1,2</sup>, P Manu<sup>1,2</sup>, E Grudnikoff<sup>2</sup>, <sup>1</sup>Zucker Hillside Hospital, <sup>2</sup>Hofstra North Shore-LIJ School of Medicine
- 9 **When Role Models Themselves Lack Training: Gaps in Residency Curriculum in Cultural Competence (CC)**  
T Jirasevijinda, J Rosenberg, Weill Cornell Medical College
- 10 **Assessing the Diagnoses Encountered by Pathology Residents during their First Exposure to Surgical Pathology**  
C Mehr, L Schwartz, Hospital of the University of Pennsylvania
- \*11 **A Leadership Curriculum: Transitioning Residents from "Accidental" Leaders to "Intentional" Leaders**  
DM LaPaglia, Yale School of Medicine
- \*12 **Initiation of ACE Tracker on Teaching Rounds: Assessment of Reliability and Validity**  
LA Roberts SUNY at Stony Brook
- \*13 **Librarian/Physician Collaboration to Create Focused Resource Guides for Students, Residents and Faculty**  
N Calabretta, S Whitfield, BP Gable, D Meislich, B Miller, Cooper Medical School
- 14 **UMass Memorial Children's Medical Center Pediatric Residency Block Curriculum**



CR Hermos, W Bortcosh, University of Massachusetts Memorial Hospital

- 15 **The influence of Spanish language exposure on medical education: the student perspective**  
KA Nash, ME Steinhaus, LR Mundy, M Krause, EY Wang, Columbia University College of Physicians and Surgeons
- 16 **Benefits of early opportunities for student-driven elective experiences**  
CJ Burnham, S Malkani, University of Massachusetts Medical School
- 17 **Behaviorally Anchored Communication Skills Checklist for Medical Student OSCE Demonstrates Reliability Utilizing Generalizability Theory Analysis**  
FB Milan<sup>1</sup>, J Grochowalski<sup>2</sup>, S Parish<sup>3</sup>, <sup>1</sup>Albert Einstein School of Medicine, <sup>2</sup>Fordham University, <sup>3</sup>Weill Cornell School of Medicine
- 18 **The Borderline Regression Method produces a reliable passing standard using standardized patients as sole raters in a medical student OSCE**  
FB Milan<sup>1</sup>, J Grochowalski<sup>2</sup>, <sup>1</sup>Albert Einstein School of Medicine, <sup>2</sup>Fordham University
- 19 **Difficult Conversations: A Geriatric Medicine/Palliative Care Formative Objective Structured Clinical Examination (OSCE) for Medicine Sub-Interns**  
S McGee, J Reidy, M Yazdani, J Gallagher, C Donahue, R Morse, S Barrett, University of Massachusetts Medical School
- 20 **Assessing the short-term and long-term efficacy of disaster medicine training and education at the University of Massachusetts**  
M Smith, M Philbin, A Dinh, P Zgurzynski, J Jonassen, M Fischer, University of Massachusetts Medical School
- 21 **Academic Enrichment Programs: Services students seek**  
CM Woolf, M Mazzawi, R Wells, University of Massachusetts Medical School
- \*22 **Does Moving from a 12-week Medicine Clerkship to a 10-week Medicine Clerkship Affect Student Academic Performance?**  
S Lappin, JG Christner, LA Phelan, L Germain, SUNY Upstate Medical University
- 23 **The impact of technology and tablet devices in clinical years of medical education**  
P Chilakamarri, J Jemison, University of Vermont College of Medicine
- 24 **Creating a Positive Learning Environment Using Novel Education Tools**  
C Patel, A Rich, S Ackerman, N Feldman, J Lewis, University of Vermont College of Medicine
- 25 **Third year flexible clinical experience (FCE) in reflective writing**  
N Mushero, D Hatem, University of Massachusetts Medical School
- 26 **Cooper Longitudinal Integrated Clerkship: An Innovative Model at an Urban Academic Medical Center Affiliated with a New Medical School in Camden, New Jersey**  
JB Alexander, SM Perlis, L Weisberg, R O'Neal, A Reboli, Cooper Medical School
- 27 **Medical students as instructors: a near-peer workshop to teach the musculoskeletal physical examination**  
C Scott, A Bevelacqua, D Gowda, Columbia University College of Physicians and Surgeons

- 28 **Innovations in Medical Education: A Student Designed Flexible Clinical Elective in Pediatric and Adolescent Gynecology**  
GL Wilkie, University of Massachusetts Medical School
- 29 **Medical students' observation of technical versus non-technical skills teaching during the general surgery clerkship**  
C Hsieh<sup>1</sup>, R Nowygrod<sup>1</sup>, R Henry<sup>2</sup>, <sup>1</sup>Columbia University College of Physicians and Surgeons, <sup>2</sup>Michigan State University
- 30 **Transforming medical students into adult learners for residency**  
AG Dorfman, J Rosen, L Newman, K Hundt, Albany Medical College
- 31 **Examining a multi-modal curriculum to expose medical students to complementary and alternative medicine**  
LC Caines, ZH Wu, C Farag, M Guerrero, University of Connecticut School of Medicine
- 32 **In Their Own Words: Surveying Medical Students about Developing Effective Search Behaviors and Use of Clinical Information – including Mobile Apps – during Medical School**  
K Crea, B Benson, University of Connecticut School of Medicine
- 33 **Integrating basic science and clinical skills using online learning modules: a longitudinal learning experience in Microbial Pathogenesis via the exemplar of Mycobacterium tuberculosis**  
S Oh, E Carmody, NYU School of Medicine
- 34 **Utility of modern integrated curricula in addressing current global health crises**  
M Fahey, CH Herson, J Daly, University of Massachusetts Memorial Medical Center
- 35 **The Importance of Asking: Teaching Medical Students How to Ask Patients about Abuse and Violence**  
D Donnell, AM Alerte, University of Connecticut School of Medicine
- 36 **Building Meaningful Bridges: An example of successful collaboration between students, faculty and librarians in the University of Massachusetts Medical School Capstone Scholarship and Discovery Course**  
M Higgins, L Levin, University of Massachusetts Medical School
- 37 **Student Reflections about Medical School Prior to Matriculation: A 20 Year Study at Rutgers Robert Wood Johnson Medical School (RWJMS)**  
N Saks, H Rashid, Rutgers Robert Wood Johnson Medical School
- 38 **“But They’re Fresh Out of High School!”: A Prematriculation Program Transitioning Students into the World of Medicine**  
S Pinol-Roma, D McBeth, A d’Antoni, E Friedman, N Roberts, Sophie Davis School of Biomedical Education
- 39 **“Can we be replaced? Handing control to students in the lecture hall”**  
S Pinol-Roma<sup>1</sup>, N Roberts<sup>1</sup>, C Bangeranye<sup>2</sup>, <sup>1</sup>Sophie Davis School of Biomedical Education, <sup>2</sup>School of Medicine at Hofstra University
- 40 **BRAIN Case Exercises: Integrative, Collaborative, Graded Problem-Solving**  
SB Gagliardi, N Garg, T Smith, M. Dershwitz, M Rogoff, University of Massachusetts Medical School

- 41 **The "Conflict-Free" Lunch Series: Addressing Conflict of Interest in Early Medical Education**  
M Shen, New York Medical College
- 42 **Art, Empathy and Medicine Educational Collaborative**  
J Gurwin, K Revere, S Davidson, H DeLisser, G Binenbaum, University of Pennsylvania School of Medicine
- 43 **Crafting Medical Education: A New Perspective and Integration of Social Media and the Pharmaceutical Industry**  
M Firnberg, M Shen, I Lo, F Baccay, New York Medical College
- 44 **Identifying the impact of advisor review on the quality of student scholarly writing**  
M Fischer, CJ Burnham, C Alper, University of Massachusetts Medical School
- 45 **Medical Student Summer Activities Between First and Second Year**  
H Anderson<sup>1</sup>, W Raszka<sup>1</sup>, N Benson<sup>2</sup>, <sup>1</sup>University of Vermont College of Medicine, <sup>2</sup>Massachusetts General Hospital
- 46 **Development and Integration of a Longitudinal Peer and Self-Assessment Program into the Medical School Curriculum**  
JJ Chudow, K Moghbeli, AB Iyer, SP Justvig, S LeDonne, D Satnick, RJ Iuli, L Chandran, Stony Brook University School of Medicine
- 47 **Utilization of Course Management Software in Student-Driven Peer and Self-Assessment Program**  
 SP Justvig, S LeDonne, JJ Chudow, AB Iyer, K Moghbeli, D Satnick, RJ Iuli, L Chandran, Stony Brook University School of Medicine
- 48 **Timing and Duration of Multiple Choice Examinations in a Basic Science Curriculum: Implications for Program Design**  
R Nichols<sup>1</sup>, W Raszka<sup>1</sup>, N Benson<sup>2</sup>, <sup>1</sup>University of Vermont College of Medicine, <sup>2</sup>Massachusetts General Hospital
- 49 **Effect of Interdisciplinary Case Discussions on Enhancing Personal Meaningfulness of Learning Biochemistry**  
M Ullio, S Schild, D Demaio, L Chai, M Calt, S Phadtare, E Ercikan Abali, Rutgers Robert Wood Johnson Medical School
- 50 **Student-Organized Medical Interviewing in Spanish Elective at UMass Medical School**  
VL Winslow, University of Massachusetts Medical School
- 51 **Creating a Medical Educators Pathway at SUNY Downstate: A New Paradigm in Student and Faculty Collaboration**  
K Jong, D Daniel, J Kurtzman, L Eisner, N Gabbur, J Kubie, SUNY Downstate College of Medicine
- 52 **A Core Physical Exam for Medical Students: A Systematic Review of the Evidence Base**  
E Jang<sup>1</sup>, D Marshall<sup>1</sup>, D Gowda<sup>1</sup>, L Kosowicz<sup>2</sup>, M Shlomovich<sup>2</sup>, <sup>1</sup>Columbia University College of Physicians and Surgeons, <sup>2</sup>University of Connecticut School of Medicine
- \*53 **An Ongoing Student, Faculty, and Administrative Collaboration to Integrate LGBTQ+ Health within the UVM College of Medicine**  
 CF Nicholas, MA Shear, R Boylard, S McAdam, C Reback, WB Jeffries, University of Vermont College of Medicine

- \*54 The Global Health Pathway: A four-year longitudinal experience to train future physicians in the principals and practice of global health**  
M Chin, University of Massachusetts Medical School
- \*55 Hands-on Education in Health Disparities: Food Access in Patients Receiving a Free Health Literacy Intervention from Clínica Esperanza Hope Clinic.**  
RM Yalamanchili<sup>1</sup>, J Diaz<sup>1</sup>, F El Rayess<sup>1</sup>, I Castillo<sup>2</sup>, D Rosales<sup>2</sup>, A DeGroot<sup>2</sup>, <sup>1</sup>Warren Alpert School of Brown University, <sup>2</sup>Clinica Esperanza
- 56 “Flipping” a medical and dental school pipeline program course with instructor pedagogical training and Khan Academy content resources: A model for instruction and evaluation**  
A Swan Sein, A Jasek, S Siegmund, D Mowshowitz, S McLaughlin, D Javier, H Hutcherson, S Quiah, Columbia University Medical Center
- 57 A Strategy for Classifying Student Evaluation Comments: A Learning Environment Case Study**  
F Garcia, W Pluta, A Swan Sein, S Quiah, L Mellman, B Richards, Columbia University Medical Center
- 58 Using Quality Improvement Tools to Engage in Curriculum Mapping and Improvement**  
EV Gilmore, J Amiel, A Swan Sein, Columbia University College of Physicians and Surgeons
- 59 Weaving in Determinants of Health: Students-Led Curriculum Change**  
C Kunycky, X Wang, University of Massachusetts Medical School
- 60 Why Co-teaching? Inter-professional collaboration in medical education**  
S Rougas<sup>1</sup>, M Daniel<sup>1</sup>, S Warrior<sup>1</sup>, A Yang<sup>1</sup>, J Taylor<sup>1</sup>, L Kosowicz<sup>2</sup>, <sup>1</sup>Warren Alpert Medical School of Brown University, <sup>2</sup>University of Connecticut School of Medicine
- 61 Thinking Like a Scientist ... And an Engineer – Training Future Leaders and Innovators in Health Care Systems and Delivery**  
DK Ong, E Dickson, L Pelletier, University of Massachusetts Medical School
- 62 First job after residency: Being a primary care doctor can be a rewarding way to spend a career...**  
A Motta-Moss, N Roberts, E Friedman, V Escobar, Sophie Davis School of Biomedical Education
- 63 From Scantron to Computer-based Testing: Implications for Medical Student Learning**  
A Motta-Moss, E. Friedman, N Roberts, F Andujar, Sophie Davis School of Biomedical Education
- 64 A Preliminary Analysis of Diversity and Cultural Competency in UVM Pre-Clinical Courses Case Presentations**  
D Hershkowitz, L Rosen, University of Vermont College of Medicine
- 65 The Anatomage Table in Teaching: A Case Presentation**  
A Christakis, AM Gilroy, J Makris, University of Massachusetts Medical School
- 66 Lessons Learned in the Process of Developing and Implementing an Interprofessional Clinical Pilot Program**  
JA Encandela<sup>1</sup>, C Kennedy<sup>1</sup>, D Brissette<sup>1,2</sup>, D Fahs<sup>3</sup>, R Gonzalez-Colaso<sup>1,2</sup>, L Honan<sup>3</sup>, P Martinez<sup>3</sup>, E Colson<sup>1</sup>, <sup>1</sup>Yale School of Medicine, <sup>2</sup>Physicians Associate Program, <sup>3</sup>Yale School of Nursing

**67 Do Medical Students Cheat On Unmonitored Online Exams? Data From the UMass Principles of Pharmacology Course**  
C Sagerström, M Dershwitz, University of Massachusetts Medical School

*\*Finalist for Best Poster Award*

## NOTES