



BROWN
Alpert Medical School



NORTHEAST GROUP ON EDUCATIONAL AFFAIRS
2016 ANNUAL RETREAT

**Across the Medical Education Continuum:
Learning, Sharing, Innovating**

April 7-9, 2016

HOSTED BY



*The Warren Alpert Medical School
at Brown University*

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Welcome from the NEGEA Chair



On behalf of the Northeast Group on Educational Affairs Steering Committee, welcome to the NEGEA 2016 Annual Retreat, *Across the Medical Education Continuum: Learning, Sharing, Innovating!*

We received a record number of abstract submissions this year, and we know you will be pleased with the diversity and quality of the workshops, panel discussions, short communications, and posters — and, of course, the opportunity to network with old — and new — colleagues and friends!

Putting together an annual meeting is sincerely a team effort, and, not surprisingly, I must acknowledge a number of people. First of all, I truly cannot fully express just how appreciative we are of the unbelievable effort and dedication of our Conference Chair, Dr. Rebecca Keller. Many thanks and kudos to her hardworking and insightful Planning Committee and its myriad subcommittees for their willingness to roll up its sleeves to help meet program demands over the almost 12-month planning period and to the NEGEA Steering Committee for its invaluable advice and oversight. Thanks to all of our abstract reviewers for providing thoughtful and thorough responses to our record-breaking number of submissions. Much gratitude to our AAMC GEA colleagues Alexandra Chirico, Meeting Coordinator, Membership and Constituent Services; and Debra Hollins, Lead Meeting Registrar for their help with all the meeting logistics. They really help make this meeting happen, as well.

We are especially indebted to the Warren Alpert Medical School of Brown University for generously hosting meeting, specifically Dr. Brian Clyne, Ms. Julie Jewett, and Dr. Allan Tunkel, Associate Dean of Medical Education at Warren Alpert Medical School of Brown University; without their tireless work and support — from start to finish — this meeting would never have happened! Unlike our peer GEA regions (WGEA, SGEA, and CGEA), the NEGEA holds its annual meetings at one of its institutions (not at a hotel). Not only does this hold meeting costs down so that we are able to continue to fund more grants and awards, but it lets our peer institutions showcase their educational venues.

We are so honored to welcome our two extraordinary plenary speakers to our 2016 meeting — Kevin Eva, PhD, Hon.FAcadMed from the University of British Columbia and Leslie M. Fall, MD, from the Geisel School of Medicine at Dartmouth.

I am also thrilled to be honoring our two deserving 2016 awardees, Dr. Judy Shea, who will receive The NEGEA Distinguished Educator Award; and Dr. Lynn Kosowicz, who will receive The NEGEA Distinguished Service and Leadership Award. Both awards will be presented at the NEGEA Business Meeting Saturday morning. Please be sure to attend. Many other important announcements will be shared!

The NEGEA is committed to promoting dialogue and opportunities for professional development across the continuum of medical education, and student and resident participation is core to achieving that goal. I particularly wish to acknowledge the unprecedented number of students attending this year's Retreat. A special Student/ Resident Track has been developed over the past few years, which incorporates a myriad of special sessions, including a Friday breakfast reception, closed sessions with plenary speakers, various workshops and discussion groups, judging designated posters with Steering Committee members, and a student get-together Friday evening.

Thanks to everyone who has played a role in what promises to be a phenomenal meeting — including you, our attendees!

Best wishes to all of you for a wonderful meeting!
Carol Capello, NEGEA Chair

Welcome from the Host Chair



Welcome to Providence and The Warren Alpert Medical School of Brown University!

We are delighted that the NEGEA has chosen Alpert Medical School to host this exciting showcase of pioneering work from leading medical educators. This year's theme, *Across the Medical Education Continuum: Learning, Sharing, Innovating*, is a fitting description of the activities that take place in our conference setting every day. Alpert Medical School is home to nearly 500 medical students, plays a vital role in the education of more than 700 housestaff in our GME programs, and serves as a central resource of continuing education for more than 2,000 faculty in the Division of Biology and Medicine.

Our venue provides you with comfortable space in which to teach, learn and connect. I urge you to take advantage of our open spaces to interact with presenters, some of the most innovative minds in medical education today. I hope you get the opportunity to network with colleagues, renew old acquaintances, and teach and learn while enjoying everything Providence has to offer.

This conference would not be possible without the efforts of many individuals. I would like to offer a special thanks to Dr. Allan Tunkel, Associate Dean for Medical Education, for his support and enthusiasm for the conference. A special thanks to our events manager at Alpert Medical School, Julie Jewett, for her tireless effort and organizational skills planning every last detail. I would also like to acknowledge our highly collaborative NEGEA planning team under the leadership of Rebecca Keller and Carol Capello for their guidance and wisdom.

Throughout the conference you will find student volunteers as well as staff ready to offer assistance. Please don't hesitate to ask questions or offer suggestions. I hope you enjoy your time in Providence and what promises to be another outstanding NEGEA Retreat!

Brian Clyne, Host Chair, 2016 NEGEA Educational Retreat

NEGEA 2015-2016 Steering Committee

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Associate Professor of Geriatric Education in Medicine
Weill Cornell Medical College

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Vice Chair for Education
Associate Professor of Emergency Medicine
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IMFU Clerkship Director and SDOT Coach
Assistant Professor (Clinical), Dept. of Emergency Medicine
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Julie Jewett, Vendor Co-Chair, Conference Administrator

Event Manager, BioMed Facilities
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Associate Professor, Cardiovascular Science
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Professor, Department of Psychiatry
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Director, Business Operations
Interprofessional Center for Experiential Learning and Simulation
University of Massachusetts School of Medicine

NEGEA 2016 Awards



Distinguished Service and Leadership Award

Lynn Kosowicz, M.D., is Associate Professor of Medicine at the University of Connecticut School of Medicine, where she practices primary care internal medicine and is Medical Director of the Clinical Skills Assessment Program. Her academic career has focused on the development of clinical skills of medical students. She served, from 2004-2014, as the director of the Clinical Medicine Course and medical director of Student Continuity Practice and continues to precept medical students in the first year doctoring course. In addition she teaches, assesses and remediates clinical skills in her role as medical director of the Clinical Skills Assessment Program. She has been an active participant in the NEGEA since 1998. She led the team that hosted the NEGEA annual meeting at UConn in 2010. She won the NEGEA Innovation in Clinical Medical Student Education Award in 2010 for a project evaluating the assessment of basic science knowledge relevant to clinical encounters. She introduced her daughter, Rebecca, to the NEGEA at the 2013 annual meeting, when as 4th year medical student Rebecca presented a poster for which she won Best Poster Award. Dr. Kosowicz has participated in two inter-institutional NEGEA Educational Research/Innovation Grants projects: Designing and Evaluating a Developmentally-Staged Physical and Establishing Standards to Measure Clinical Reasoning of Second-Year Medical Students. Her publications include 2 Academic Medicine manuscripts that resulted from collaborative research projects with regional colleagues, the ideas for which were generated through networking and discussions at NEGEA annual meetings. Dr. Kosowicz served on the steering committee of the NEGEA from 2010-2015 and was northeast representative to the undergraduate section of the Group on Educational Affairs in 2013-2015.



Distinguished Educator Award

Judy A. Shea, Ph.D., is Professor in the Division of General Internal Medicine, Department of Medicine, University of Pennsylvania. From 2013-2015 she was Interim Chief, General Internal Medicine, Associate Dean of Medical Education Research and Director of the Office of Evaluation and Assessment in the Academic Programs Office, School of Medicine. She serves dual roles -- working with faculty and fellows to design and evaluate research projects and directing the evaluation of the medical school curriculum and faculty. Much of her work focuses on evaluating the psychometric properties of curriculum evaluation tools and developing measures to assess components of health such as health literacy, patient satisfaction, and health-related quality of life. She has methodological expertise with multiple qualitative methods including focus groups and interviews. In addition she is experienced with chart reviews, validity assessments, meta-analyses, outcome assessment, instrument development, and survey research. She teaches and mentors trainees regularly on methodology, measurement principles, and implementation science. Major themes to her work include assessment of medical education outcomes, program evaluation and assessment tools. She has published over 250 peer-reviewed articles, many with junior colleagues.



Northeast Group on Educational Affairs (NEGEA)
Across the Medical Education Continuum: Learning, Sharing, Innovating
Warren Alpert Medical School of Brown University, Providence, RI
April 8-9, 2015

JOINTLY PROVIDED BY

Warren Alpert Medical School of Brown University
and the Northeast Group on Educational Affairs (NEGEA)

CME Accreditation:

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of the Warren Alpert Medical School of Brown University and the Northeast Group on Educational Affairs (NEGEA). The Warren Alpert Medical School is accredited by the ACCME to provide continuing medical education for physicians.

Credit Designation:

Physicians: The Warren Alpert Medical School of Brown University designates this live activity for a maximum of *8.75 AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity. (April 8 – 6.0; April 9 – 2.75)

FOR THOSE WHO REGISTERED TO RECEIVE CREDIT

To receive credit, please complete the credit claim form and return it to the registration desk at the conclusion of the event. Your credit certificate will be e-mailed to you within six weeks of receipt of this form.

At the end of the conference you will receive an email with a link to our online evaluation survey. We encourage all to complete this survey as it is an important tool to help us plan and maintain standards of excellence.

If you have any questions please see on-site registration desk staff.

LEARNING OBJECTIVES

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

- Discuss how the clinical decision-making literature is influencing our understanding of rater-based assessment practice.
- Examine approaches for integrating basic and clinical science.
- Describe educational research and innovations currently occurring across the continuum of medical education.
- Develop strategies for implementing educational innovations at one's own institution.
- Identify further opportunities for collaboration, networking, and professional relationships.



**DISCLOSURE OF RELEVANT FINANCIAL RELATIONSHIPS
WITH COMMERCIAL INTERESTS**

In accordance with the disclosure policy of the Warren Alpert Medical School, Brown University as well as standards set forth by the Accreditation Council for Continuing Medical Education, all CME activity speakers and planners must disclose all relevant commercial financial relationships received within the past twelve months. This activity's disclosures have been reviewed and all identified conflicts of interest, if applicable, have been resolved.

Speakers have been informed that presentations must be free of commercial bias and that any information regarding commercial products/services be based on scientific methods generally accepted by the medical community. Presentations must give a balanced view of therapeutic options. Speakers must inform the learners if their presentation will include discussion of unlabeled/investigational use of commercial products.

The following have indicated that they have relevant financial relationship(s) to disclose:

Lisa Coplit, MD (Workshop Presenter)
Other (Lead Advisor for faculty development course): Epigeum

Elizabeth Krajic Kachur, PhD (Short Communications and Workshop Presenter)
Consultant: Medical Education Consultant

Katherine McKenzie, MD (Short Communications Presenter)
Spouse/Partner is Consultant and Major Stockholder: Avvinas

The following have disclosed that they have no relevant financial relationships:

Planning Committee Members

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Ellen Goldman, EdD	Maria Sullivan
Rebecca S. Keller, PhD	Aubrie Swan Sein, PhD
Sarang Kim, MD	Tamara Williams, PhD
Courtney Mackuen, MD	Tanya M. Zinkus

DISCLOSURE OF RELEVANT FINANCIAL RELATIONSHIPS
WITH COMMERCIAL INTERESTS (continued)

The following have disclosed that they have no relevant financial relationships:

Short Communications Presenters

Nancy E. Adams, MLIS	Donna M. LaPaglia, PsyD
Tracie Addy, PhD	Tara Lindsley, PhD
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April 8-9, 2016

DISCLOSURE OF RELEVANT FINANCIAL RELATIONSHIPS
WITH COMMERCIAL INTERESTS (continued)

The following have disclosed that they have no relevant financial relationships:

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ACKNOWLEDGEMENTS

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Jillian Catalanotti	The George Washington University
Eileen CichoskiKelly	University of Vermont College of Medicine
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Paula Yeghiayan	Icahn School of Medicine at Mount Sinai
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NEGEA 2016 Exhibitors

***We are grateful to our exhibitors for their generous support of the
NEGEA 2016 Annual Retreat.***

Their displays are conveniently located on the 2nd Floor Atrium. We encourage you to visit them. They are available on Friday from 7:30 am to 7:00 pm and Saturday from 7:30 am to 3:15 pm

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".

Firecracker

Firecracker MD is built on top of a recommendation engine that is designed to prioritize current courses, while still ensuring that you keep past content fresh in your mind. After all, the single most important contributor to med school students' success on the USMLE board exams is doing well in classes. The traditional cram-style method of test prep may have worked in college, but this is med school. A longterm approach to test prep is required if you're serious about becoming a doctor. Firecracker MD creates a study plan for you, covering everything you need to learn from day 1, all the way to your board exam. Along the way, you'll have everything you need for Step 1 & Step 2, including more than 35,000 flashcards, MCQs, and exam-style questions.

NEGEA Special Thank You and Acknowledgements

The NEGEA 2016 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.

The team at The Warren Alpert Medical School at Brown University has been instrumental in making sure that the retreat is a success – Associate Dean Tunkel, Dr. Brian Clyne, Julie Jewett, Andrea Goldstein, Maria Sullivan, and many others that are behind the scene.

The Planning Committee is outstanding with their insight and dedication.

Accessibility:

Please visit the registration table if you require assistance on site. There is an elevator to each floor of the Medical School.

NEGEA ANNUAL RETREAT 2016

Across the Medical Education Continuum: Learning, Sharing, Innovating

PROGRAM SCHEDULE

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

- Discuss how the clinical decision-making literature is influencing our understanding of rater-based assessment practice.
- Examine approaches for integrating basic and clinical science.
- Describe educational research and innovations currently occurring across the continuum of medical education.
- Develop strategies for implementing educational innovations at one's own institution.
- Identify further opportunities for collaboration, networking, and professional relationships.

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

THURSDAY APRIL 7, 2016		
Time	Event	Location
Medical Education Research Certificate (MERC) Workshops (separate registration)		
9:00-12:00 pm	Data Management and Preparing for the Statistical Consultation Facilitator: Dr. Judy Shea	Room 385
1:00-4:00 pm	Hypothesis Driven Research Facilitator: Dr. Karen Richardson-Nassif	Room 385
Quality Improvement Boot Camp (separate registration)		
7:45 – 8:00 am	Facilitator: Karen Baum Registration	Room 275
8:00 – 12:00 pm	Section 1	
12:00– 12:45 pm	Lunch	
12:45 – 4:30 pm	Section 2	
3:00 – 6:00 pm	NEGEA Steering Committee Meeting (CLOSED SESSION)	Room 345

FRIDAY APRIL 8, 2016			
Time	Event	Location	
7:30 am - 7 pm	Registration (available all day) Note: Posters presented on Friday may be set up any time but must be set up by 12:30 pm in the 1 st Floor or 2 nd Floor Atrium. 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. Presenters are requested to arrive at least 10 minutes before the session begins to load presentations. Note: Entrance into the Medical School is from Richmond Street. Attendees who require special service for accessibility to buildings/rooms -- please notify the registration desk. All floors are accessible by elevator	1 st Floor Atrium	
	Vendors		2 nd Floor Atrium
	Networking –Rooms are available for discussion groups on the second floor (Rooms 293-296)– check at the registration desk or follow signs		
7:30 – 8:30 am	Continental Breakfast	2 nd Floor Academies (Blue and Green)	
7:30 – 8:30 am	❖ Student/Resident Welcome Reception and Continental Breakfast	2 nd Floor Academies (Red)	
8:30 – 9:00 am	Welcoming Remarks Carol Capello, PhD – Chair, NEGEA Brian Clyne, MD – Host Chair Allan Tunkel, MD, PhD – Associate Dean of Medical Education, Warren Alpert Medical School	Room 170 (overflow Room 160)	
9:00-10:00 am	Plenary Session I Kevin Eva, PhD, Hon. FAcadMED <i>What Learning to Diagnose Pneumonia Can Teach Us about Judging Medical Student Competence</i>	Room 170 (overflow Room 160)	

10:00 – 10:15 am	<i>Travel Time and Visit Vendors</i>	
10:15 – 11:45 am	❖ Student/Resident Session with Dr. Kevin Eva – Success in Educational Scholarship	Room 145
SHORT COMMUNICATIONS I		
10:15 – 11:45 am	<p style="text-align: center;"><i>(UME/GME)</i> <i>Innovative Curriculum Design and Assessment</i> <i>Gita Pensa, MD, Moderator</i></p> <p style="text-align: center;"><u>Short Communication 1</u> <i>Inspiring Innovation in Medical Education</i> <u>L.R. Sayadi, M. Chopan, L. Chang</u> University of Vermont College of Medicine</p> <p style="text-align: center;"><u>Short Communication 2</u> <i>Development of an Instrument to Assess Performance and Learning in Interprofessional Health Care Teams</i> <u>L. Greenberg, S. LeLacheur, B. Sheingold, K. Lewis, K. Schlumpf, J. Halvaksz, O. Ekmekci, M. Plack</u> George Washington University School of Medicine and Health Sciences</p> <p style="text-align: center;"><u>Short Communication 3</u> <i>Dialog about Psychosocial Topics in Problem-Based Learning Sessions</i> <u>N.E. Adams</u> Pennsylvania State University College of Medicine</p> <p style="text-align: center;"><u>Short Communication 4</u> <i>Academic Coaching, Portfolios, and Holistic Assessment: Ingredients for Student Success</i> <u>C. Thatcher</u> University of Connecticut School of Medicine</p> <p style="text-align: center;"><u>Short Communication 5</u> <i>Impact of a Curricular Intervention on Resident Knowledge, Attitudes, and Prescribing Practices Regarding Intranasal Naloxone for Opioid Overdose Reversal</i> <u>J. Taylor, A. Rapoport, C. Rowley, W. Stead</u> Beth Israel Deaconess Medical Center</p>	Room 270

	<p align="center"><u>Short Communication 6</u> <i>Integrating Acupuncture Curriculum in Addiction Psychiatry Fellowship Program</i> <u>D.M. LaPaglia</u> Yale University School of Medicine K. Serafini Seattle Childrens Hospital</p>	
<p>10:15 – 11:45 am</p>	<p align="center"><i>(UME/Pre-Clerkship)</i> <i>Educating in a Diverse, Modern Environment</i> <i>Jennifer Jeremiah, MD, Moderator</i></p> <p align="center"><u>Short Communication 7</u> <i>The Stony Brook Teaching Families: A Novel and Practical Way to Integrate Family Centered Care and Contextual Learning</i> <u>L. Dias</u>, L. Strano-Paul, D. Olvet, L. Chandran Stony Brook University School of Medicine,</p> <p align="center"><u>Short Communication 8</u> <i>Dígame Bienvenidos: An Intensive Pre-Orientation Program as a Tool for Integration of Community Health and Social Medicine Themes in the Pre-Clinical Curriculum</i> <u>J. Benson, C.L. Clayton</u> Columbia University College of Physicians and Surgeons</p> <p align="center"><u>Short Communication 9</u> <i>Vermont Medical Students: The Value of Understanding the Characteristics of Your Students</i> <u>K. Richardson-Nassif</u>, L.C. Selkirk, M. Seagrave University of Vermont College of Medicine M. Kelly Duke University School of Medicine</p> <p align="center"><u>Short Communication 10</u> <i>Teaching Medical Students Forensic Evaluation of Asylum Seekers: Five Clinical Models</i> <u>K. McKenzie</u> Yale University School of Medicine</p>	<p align="center">Room 160</p>

	<p style="text-align: center;"><u>Short Communication 11</u> <i>“Your Patient Does Not Speak English”: Lessons for Communication, Patient Advocacy and Teamwork in a Student-Initiated Medical Chinese Elective</i> <u>Y. (Emily) Yuan</u> University of Massachusetts Medical School</p> <p style="text-align: center;"><u>Short Communication 12</u> <i>Game Changer? Patient Views on the Impact of the Electronic Health Record on Patient and Family Centered Care</i> <u>S.E. Peyre</u>, C.J. Mooney, D.R. Lambert University of Rochester School of Medicine and Dentistry</p>	
<p>10:15 – 11:45 am</p>	<p style="text-align: center;"><i>(UME/GME/CME)</i> <i>Professional Development Across the Continuum</i> <i>Richard Dollase, EdD, Moderator</i></p> <p style="text-align: center;"><u>Short Communication 13</u> <i>Academic Core Curriculum to Enhance Junior Faculty Development</i> <u>J.R. Shapiro</u>, R. Guillet, K. Libby University of Rochester School of Medicine and Dentistry</p> <p style="text-align: center;"><u>Short Communication 14</u> <i>Innovative Interprofessional Programming for Health Professions Training Program Directors</i> <u>D.R. Topor</u> VA Boston Healthcare System; Harvard Medical School A. Budson VA Boston Healthcare System; Boston University School of Medicine</p> <p style="text-align: center;"><u>Short Communication 15</u> <i>The One-Minute Learner: An Innovative Tool to Promote and Structure Student-Faculty Discussion of Goals and Expectations</i> <u>M. Hoffman</u>, M. Cohen-Osher, T. Timmes Boston University School of Medicine</p>	<p style="text-align: center;">Room 280</p>

	<p style="text-align: center;"><u>Short Communication 16</u></p> <p><i>Multifactorial and Individualized: Analyzing the Whole Career Decision-Making Process Influencing General Surgery Residents' Ultimate Career Choice</i> <u>F.B. Baccay</u>, J. Getrajdman, J. Petersen, W.S. Melvin Montefiore Medical Center</p> <p style="text-align: center;"><u>Short Communication 17</u></p> <p><i>She Said, He Said - Resident Perceptions of Gender and Leadership in Acute Resuscitations: A Qualitative Analysis</i> <u>J.S. Mathews</u>, A.H. Breaud, P.M. Mitchell, J.I. Schneider, K.K. McCabe, L. Halpern, J.A. Linden, M. Dempsey, D. Kauffman, T. Dechert Boston Medical Center B. Clyne, J. Smith, R. Barron Warren Alpert Medical School of Brown University</p> <p style="text-align: center;"><u>Short Communication 18</u></p> <p><i>Assessing the Effectiveness of Pediatric Sick Visits: Do Resident Determine the Caregiver's Main Concern and are Caregivers Satisfied?</i> Y. Choi General and Community Pediatrics, Children's National Health System <u>K. Schmitz</u>, <u>H. Yang</u>, M.B. Olivares, S. Ahmed, C. Guice, L. Greenberg George Washington University School of Medicine and Health Sciences</p>	
WORKSHOPS I		
<p>10:15 – 11:45 am</p>	<p style="text-align: center;"><u>Workshop 1</u></p> <p><i>Writing and Submitting a Successful NEGEA Grant Proposal</i> <u>S. Rougas</u> Warren Alpert Medical School of Brown University <u>A. Swan Sein</u> Columbia University College of Physicians and Surgeons</p>	<p>Room 275</p>

<p>10:15 – 11:45 am</p>	<p style="text-align: center;"><u>Workshop 2</u></p> <p><i>IPE in the Clinic Setting: Optimizing Your Clinic and Teaching When You have Multiple Health Professions Trainees on Your Team</i></p> <p><u>K.N. Huggett</u> University of Vermont College of Medicine</p> <p><u>N. Saks, J. Afram</u> Rutgers Robert Wood Johnson Medical School</p> <p><u>P. King</u> University of Vermont College of Medicine</p> <p><u>P.A. Findley</u> Rutgers Robert Wood Johnson Medical School</p>	<p style="text-align: center;">Room 345 (breakout Room 346)</p>
<p>10:15 – 11:45 am</p>	<p style="text-align: center;"><u>Workshop 3</u></p> <p><i>Professional Identity Formation: From Pedagogy to Practice</i></p> <p><u>L. Coplit, T. Cassese</u> Frank H. Netter School of Medicine at Quinnipiac University</p> <p><u>S.A. Gaines, H. Wald</u> Warren Alpert Medical School of Brown University</p>	<p style="text-align: center;">Room 343 (breakout Room 344)</p>
<p>10:15 – 11:45 am</p>	<p style="text-align: center;"><u>Workshop 4</u></p> <p><i>Faculty Development: Standardization of Faculty Teaching in Your Clinical Skills Course</i></p> <p><u>J. Hojsak</u> Icahn School of Medicine at Mount Sinai</p> <p><u>R.K. Ovitsh</u> SUNY Downstate College of Medicine</p> <p><u>A. Fornari</u> Hofstra Northwell School of Medicine</p>	<p style="text-align: center;">Room 342 (breakout Room 340)</p>
<p>10:15 – 11:45 am</p>	<p style="text-align: center;"><u>Workshop 5</u></p> <p><i>The Core EPAs in Action: Lessons from the Pilot Schools</i></p> <p><u>J. Amiel, M. Thomashow, P. Locks</u> Columbia University College of Physicians and Surgeons</p> <p><u>A. Langer</u> New York University School of Medicine</p>	<p style="text-align: center;">Room 385</p>
<p>11:45 – 12:00 pm</p>	<p style="text-align: center;"><i>Travel Time and Visit Vendors</i></p>	

LUNCH/TABLE TOPICS/NETWORKING		
12:00 – 1:15 pm	Lunch (Provided) Table Topics are located in Small Rooms within the Academies	2nd Floor Academies (Red, Blue and Green)
1:15 – 1:30 pm	<i>Travel Time and Visit Vendors</i>	
1:30 – 3:00 pm	❖ <u>Student/Resident</u> - Got Skills? Teaching on the Wards Workshop	Room 145
SHORT COMMUNICATIONS II		
1:30 – 3:00 pm	<p><i>(UME/Pre-Clerkship)</i></p> <p>Reflection and Professionalism</p> <p>Paul George, MD, Moderator</p> <p><u>Short Communication 19</u></p> <p><i>Looking Back to Move Forward: First-Year Medical</i> <i>Students' Meta-Reflections of their Narrative E-</i> <i>Portfolio Writings</i></p> <p><u>H. Cunningham, D.S. Taylor, L. Fei, S.C. Quiah, U.A.</u> <u>Desai, M. Catalozzi, R. Charon</u> Columbia University College of Physicians and Surgeons <u>B. Kaplan</u> Icahn School of Medicine at Mount Sinai</p> <p><u>Short Communication 20</u></p> <p><i>How to Start a Medical Humanities Journal</i></p> <p><u>A. Williams</u> Frank H. Netter MD School of Medicine at Quinnipiac</p> <p><u>Short Communication 21</u></p> <p><i>Narrative Professionalism as a Teaching Strategy</i></p> <p><u>N. Gabbur, K.E. Powderly</u> SUNY Downstate College of Medicine J. Truten Perelman School of Medicine at the University of Pennsylvania E. McDonald SUNY Downstate College of Medicine</p>	Room 270

	<p style="text-align: center;"><u>Short Communication 22</u> <i>PEARLS: A Longitudinal, Integrated Approach to Leadership Training for First and Second Year Medical Students</i> <u>S. Ginzburg</u>, K. Albanese, J. Wilmot, S. Deutsch, D. Elkowitz, R. Lucito, J. Stern, C. Bangeranye, C. Ventura-DiPersia Hofstra Northwell School of Medicine</p> <p style="text-align: center;"><u>Short Communication 23</u> <i>Multiple Independent Sampling (MIS) Methodology Reduces Rater Bias Thereby Enhancing Fairness in the Medical School Admissions Process</i> <u>L. Greene</u>, R. Barlow, R. Branda, J. Gallant, A.K. Howe University of Vermont College of Medicine</p> <p style="text-align: center;"><u>Short Communication 24</u> <i>Learning Style Preferences of Medical Students: Implications for Academic Support Programs</i> <u>K.H. Petersen</u> New York Medical College K.K. Petersen New York University School of Medicine R.C. Baum, G.M. Ayala, F.R. Juster New York Medical College</p>	
<p>1:30 – 3:00 pm</p>	<p style="text-align: center;"><i>(UME)</i> <i>Models for Learner Engagement</i> <i>Luba Dumenco, MD, Moderator</i></p> <p style="text-align: center;"><u>Short Communication 25</u> <i>An Interdisciplinary Approach to Train Medical Students and Respiratory Therapy Students in Basic Principles of Mechanical Ventilation</i> <u>M. Farmer</u>, R. Kleppel Baystate Medical Center</p> <p style="text-align: center;"><u>Short Communication 26</u> <i>Passing the Torch: A Model of Student Engagement to Develop Leadership and Administration Skills in Future Medical Educators</i> <u>L. Eisner</u>, <u>R.K. Ovitsh</u> SUNY Downstate College of Medicine</p>	<p style="text-align: center;">Room 280</p>

	<p style="text-align: center;"><u>Short Communication 27</u> <i>The “Ready 4 Residency” Course: Using a Flipped, Blended Learning Model to Build a Modern Classroom for Senior Medical Students</i> <u>D.K. Manson</u>, B.F. Richards, J. Amiel, R.J. Gordon Columbia University College of Physicians and Surgeons</p> <p style="text-align: center;"><u>Short Communication 28</u> <i>Obesity, Diet, and Exercise Education for the Primary Care Clerkship Using an Articulate® Storyline 2 E-Learning Module</i> <u>R.M. Wilechansky</u>, D.P. Jones, D.S. Seres Columbia University College of Physicians and Surgeons</p> <p style="text-align: center;"><u>Short Communication 29</u> <i>Developing and Teaching LGBTQ Competencies for Health Care Students in Brooklyn</i> <u>E.A. McDonald</u>, R.M. Gonsalves, J.P. Hessburg SUNY Downstate College of Medicine</p> <p style="text-align: center;"><u>Short Communication 30</u> <i>An Interdisciplinary Approach to Teaching Nutrition Counseling in the Pre-Clinical Years</i> <u>Y. Asiedu</u>, <u>L.C. Caines</u>, H. Wu, T.F. Dugdale, R.Y. O'Brien University of Connecticut School of Medicine</p>	
<p>1:30 – 3:00 pm</p>	<p style="text-align: center;"><i>(UME/GME)</i> <i>Hands On Assessment and Instruction</i> <i>Jeffrey Feden, MD, Moderator</i></p> <p style="text-align: center;"><u>Short Communication 31</u> <i>Minimizing Harm, A Novel Approach to Teaching Safety Using a Team Based, Inter-professional Simulation Model in Residency</i> <u>N. Goolsarran</u>, C. Hamo, W. Hsin-Lu, S. Frawley, C. Rowe, S. Lane Stony Brook University School of Medicine</p> <p style="text-align: center;"><u>Short Communication 32</u> <i>Implementing the Assessment of Interprofessional Collaborative Practice in Undergraduate Medical Education</i> <u>C.J. Mooney</u>, S.E. Peyre, D.R. Lambert University of Rochester School of Medicine and Dentistry</p>	<p style="text-align: center;">Room 160</p>

	<p style="text-align: center;"><u>Short Communication 33</u> <i>Sequential Participation in a Multi-Institutional Mock Oral Examination Is Associated with Improved American Board of Surgery Certifying Examination First Time Pass Rate</i> <u>A. Fingeret</u> Harvard Medical School W.D. Widmann SUNY Downstate College of Medicine</p> <p style="text-align: center;"><u>Short Communication 34</u> <i>Peer Assessment as a Component of Competency Assessment – A Decade of Evolution and Experience in the Double Helix Curriculum</i> <u>C.J. Mooney, D.R. Lambert</u> University of Rochester School of Medicine and Dentistry</p> <p style="text-align: center;"><u>Short Communication 35</u> <i>Constructing a Cooking and Nutrition Elective for Medical Students CHEFF (Cooking Healthily and Efficiently with Fresh Foods)</i> <u>CJ Segal-Isaacson, M. Grayson, A. Ludwig</u> Albert Einstein College of Medicine of Yeshiva University</p> <p style="text-align: center;"><u>Short Communication 36</u> <i>Applying Vascular and Cardiac Sonography to Improve Medical Student Performance of Cardiac Auscultation and Assessment of Jugular Venous Pulsations</i> <u>T. Cassese, A. Bernard, M. Testa, G. Simone, R. Gonzalez</u> Frank H Netter MD School of Medicine at Quinnipiac University R. Palma The Hoffman Heart and Vascular Center of CT School of Cardiovascular Ultrasound</p>	
WORKSHOPS II		
<p>1:30 – 3:00 pm</p>	<p style="text-align: center;"><u>Workshop 6</u> <i>The Leadership Education and Development (LEAD) Program: Graduates Share How They Applied LEAD Learning to Individual Workplace Settings</i> <u>P.A. Weissinger</u> Georgetown University School of Medicine <u>S.W. Chauvin</u> LSUHealth – New Orleans <u>B. Thompson</u>, Penn State University College of Medicine</p>	<p>Room 275</p>

1:30 – 3:00 pm	<p align="center"><u>Workshop 7</u></p> <p><i>Converting Your Teaching and Assessment Materials into Educational Scholarship through MedEdPORTAL</i></p> <p><u>H. Kittel</u> MedEdPORTAL, Association of American Medical Colleges</p>	Room 345 (breakout Room 346)
1:30 – 3:00 pm	<p align="center"><u>Workshop 8</u></p> <p><i>The Mentors Matter Workshop: Group Peer Mentoring As A Way To Improve Career Vitality Among Academic Physicians</i></p> <p><u>S. Wretzel, R. Belforti, R. Starr, O. Torres</u> Baystate Medical Center</p>	Room 343 (breakout Room 344)
1:30 – 3:00 pm	<p align="center"><u>Workshop 9</u></p> <p><i>How to Respond to and Incorporate Feedback from Trainees</i></p> <p><u>S. Warrior, S. Rougas, K. Cahill, E. Green, S. Elisseou, S. Michael</u> Warren Alpert Medical School of Brown University</p>	Room 342 (breakout Room 340)
1:30 – 3:00 pm	<p align="center"><u>Workshop 10</u></p> <p><i>Strategies to Avoid Common Statistical Errors in Medical Education Research</i></p> <p><u>S. Ramesh</u> Tufts University School of Medicine</p>	Room 291 (breakout Room 292)
3:00 - 3:15 pm	<i>Travel Time and Visit Vendors</i>	
3:15 – 4:45 pm	<p align="center">❖ Student/Resident – Technology Meets Meducation Workshop</p>	Room 297 (breakout Room 298)
SHORT COMMUNICATION III		
3:15 – 4:45 pm	<p align="center">(UME/GME)</p> <p align="center">EPA and Milestones: Optimizing Learner Development</p> <p align="center">Sarah Gaines, MD, Moderator</p> <p align="center"><u>Short Communication 37</u></p> <p><i>The Teaching Milestone: A Forgotten Marker in Graduate Medical Education?</i></p> <p><u>S. Michael, X. Zhang, S. Rougas, B. Clyne</u> Warren Alpert Medical School of Brown University</p>	Room 270

Short Communication 38

Point-of-Care Ultrasound: The UME-GME-CME Continuum

U. Blackstock

New York University School of Medicine

P. Patrawalla

Icahn School of Medicine at Mount Sinai

Short Communication 39

Remote Standardized Patients (RSPs): Opportunities and Challenges when Connecting SPs and Learners Remotely

E. Kachur, L. Altshuler

New York University School of Medicine

C. Dong

SingHealth, Sengkang Health, Singapore

L.S. Alker

Sefako Mekgatho Health Sciences University, Medunsa, South Africa

Short Communication 40

Launching a Simulation-Enhanced “Capstone Curriculum” for Graduating Medical Students in the Absence of a Sim Center

R. Rosen, A. Sein, B.F. Richards, J. Amiel, J. Iyasere, C.

Hsieh, R. Lynch, R. Nowygrod, A. Advincula

Columbia University College of Physicians and Surgeons

Short Communication 41

Patients Don’t Offer Multiple-Choice Answers—Defining the Value of Essay-Based Exams in an Integrated Curriculum

J. Brenner, S. Ginzburg, J. Willey

Hofstra Northwell School of Medicine

Short Communication 42

Development of a Tool to Assess Outpatient Handoffs as an Entrustable Professional Activity (EPA): A Pilot Project

L. Auerbach

CUNY Sophie Davis Medical School

C.M. Cruz

Icahn School of Medicine at Mount Sinai

<p>3:15 – 4:45 pm</p>	<p style="text-align: center;"><i>(UME/Pre-Clerkship)</i> <i>Development of Clinical Skills for the Novice Learner</i> <i>Emily Green, MA, Moderator</i></p> <p style="text-align: center;"><u>Short Communication 43</u> <i>Establishing Standards to Measure Clinical Reasoning of Second-Year Medical Students</i> <u>M. McEvoy</u>, P.D. Herron, W. Burton, F.B. Milan Albert Einstein College of Medicine D. Gowda, M. Fink Columbia University College of Physicians and Surgeons L. Kosowicz University of Connecticut School of Medicine L.A. Auerbach CUNY Sophie Davis Medical School</p> <p style="text-align: center;"><u>Short Communication 44</u> <i>Integration of Clinical Skills and Medical Knowledge in Problem-Based-Learning</i> <u>R.K. Ovitsh</u>, R. Bianchi, F. Volkert SUNY Downstate College of Medicine</p> <p style="text-align: center;"><u>Short Communication 45</u> <i>The Finding Information Framework (FIF) – A Tool to Structure a Longitudinal EBM Curriculum and Train Students to Find the Best Information at the “Point-of-Learning” and the Point-of-Care</i> <u>M. Hoffman</u>, M. Cohen-Osher, D. Flynn, T. Davies, J.M. Wiecha Boston University School of Medicine</p> <p style="text-align: center;"><u>Short Communication 46</u> <i>Designing, Implementing and Evaluating a Faculty Development Program Centered on How to Teach Clinical Reasoning to Novices</i> <u>F. Galerneau</u>, T. Addy, J. Hafler Yale University School of Medicine</p> <p style="text-align: center;"><u>Short Communication 47</u> <i>Tracking Clinical Skills Progress: Teaching Decisions, Dashboards, and Self-Regulated Learning</i> <u>S. Yingling</u>, S. Paul, R. Crowe New York University School of Medicine</p>	<p style="text-align: center;">Room 160</p>
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	<p align="center"><u>Short Communication 48</u> <i>Standardized Patient- Instructor and Senior Medical Student Teams: A Novel Way to Teach the Physical Examination to Novice Medical Students</i> B. Blatt, L. Greenberg, A. Spelde, <u>T. Hase</u> George Washington University School of Medicine and Health Sciences</p>	
<p>3:15 – 4:45 pm</p>	<p align="center"><i>(UME)</i> <i>Faculty and Curriculum Development</i> <i>Star Hampton, MD, Moderator</i></p> <p align="center"><u>Short Communication 49</u> <i>“Are Lecturers Teaching You What They Think They Are Teaching?”</i> <u>W. Ko</u>, M. Fischer, M. Dershwitz University of Massachusetts Medical School</p> <p align="center"><u>Short Communication 50</u> <i>In Each Other We Trust? The Presence and Valuation of Study Advice from Peers and Faculty among Medical Students in One Medical School</i> <u>H. Rashid</u>, <u>R. Lebeau</u>, N. Saks Rutgers Robert Wood Johnson Medical School</p> <p align="center"><u>Short Communication 51</u> <i>Mathematical Models to Predict Medical School Licensure Scores from Academic Indicators</i> <u>K.A. Monteiro</u>, P. George, R. Dollase, L. Dumenco Warren Alpert Medical School of Brown University</p> <p align="center"><u>Short Communication 52</u> <i>“Pharmacology Jeopardy”: A Practical Application of Gamification Theory to Enhance Medical Education</i> <u>A.B. Parulkar</u> Warren Alpert Medical School of Brown University</p> <p align="center"><u>Short Communication 53</u> <i>Guiding Assessment of Interprofessional Collaborative Practice in Medical Students: A Delphi Study</i> <u>C.J. Mooney</u>, S.E. Peyre, D.R. Lambert University of Rochester School of Medicine and Dentistry</p>	<p align="center">Room 280</p>

WORKSHOPS III		
3:15 – 4:45 pm	<u>Workshop 11</u> <i>Creating a Culture of Support: How to foster mental health and prevent burnout in medical students and resident trainees</i> <u>L. Karp, M. Chiu, S. Warriar,</u> Warren Alpert Medical School of Brown University	Room 345 (breakout Room 346)
3:15 – 4:45 pm	<u>Workshop 12</u> <i>Instructional Methods to Promote Cognitive Integration of Basic Science and Clinical Medicine</i> <u>S.M. Grap</u> Pennsylvania State University College of Medicine <u>L. Fall</u> Dartmouth Medical School	Room 343 (breakout Room 344)
3:15 – 4:45 pm	<u>Workshop 13</u> <i>Minimizing Harm, A Novel Approach to Teaching Safety Using a Team Based, Inter-professional Simulation Model in Residency Training</i> <u>N. Goolsarran, C. Hamo, W. Hsin-Lu, S. Frawley, C. Rowe, S. Lane</u> Stony Brook University School of Medicine	Room 275
3:15 – 4:45 pm	<u>Workshop 14</u> <i>A User Friendly Approach to Writing Narrative Comments of Medical Student Performance</i> <u>S. Schwab Honig</u> New York Medical College <u>M.S. Grayson, D.C. Myers</u> Albert Einstein College of Medicine of Yeshiva University Attendees will be asked to reference their course objectives during this workshop. Please bring or have access to the objectives for the course for which you will consider narrative evaluations.	Room 291 (breakout Room 292)
3:15 – 4:45 pm	<u>Workshop 15</u> <i>Beyond Information Transfer: Interactive Techniques to Engage Your Learners</i> <u>B. Clyne, R. Tubbs, J. Smith, S. Michael, S. Rougas</u> Warren Alpert Medical School of Brown University	Room 342 (breakout Room 340)

3:15 – 4:45 pm	<p align="center"><u>Workshop 16</u> <i>Harvest the Low Hanging Fruit First: Preparing Med Ed Innovations for Publication</i> <u>R. Blanchard</u> Baystate Medical Center</p>	<p align="center">Room 385</p>
4:45 – 5:00 pm	<p align="center"><i>Travel Time and Visit Vendors</i></p>	
5:00 – 7:00 pm	<p>Wine & Cheese Reception and Poster Viewing with Poster Authors – Session 1</p>	<p align="center">1st and 2nd Floor Atrium</p>
5:30 – 6:30 pm	<p>Students Judge Poster Finalists with NEGEA Steering Committee</p>	

SATURDAY APRIL 9, 2016		
Time	Event	Location
7:00 am – 10:00 am	<p>Registration</p> <p>Note: Posters presented on Saturday may be set up any time but must be set up by 8 am in the 1st Floor or 2nd Floor Atrium.</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. Presenters are requested to arrive at least 10 minutes before the session begins to load presentations.</p> <p>Note: Entrance into the Medical School is from Richmond Street. Attendees who require special service for accessibility to buildings/rooms -- please notify the registration desk. All floors are accessible by elevator</p>	1 st Floor Atrium
7:30 am – 3:15 pm	Vendors	2 nd Floor Atrium
7:30 am – 3:15 pm	Networking – Rooms are available for discussion groups on the second floor (Rooms 293–296) – check at the registration desk or follow signs	
7:00 am – 8:15 am	<p>Continental Breakfast</p> <p>Student Table Topics – Red Academy UME/GME Section Meeting – Blue Academy CEI/MESRE Section Meeting – Green Academy</p>	2 nd Floor Academies (Red, Blue and Green)
8:15 am – 9:30 am	<p>Presentation of SC Awards: Distinguished Service/Leadership, Distinguished Educator, Innovation in Medical Education</p> <p>Carol Capello, PhD – Chair, NEGEA</p> <p>Plenary Session II</p> <p>Leslie Fall, MD</p> <p><i>Cognitive Apprenticeship: Leveraging Technology to Bring the Basic Sciences Back to Everyday Medical Practice</i></p>	Room 170 (overflow Room 160)

9:30 – 9:45 am	<i>Travel Time and Visit Vendors</i>	
9:45 – 11:15 am	❖ <i>Student/Resident Session Post-Plenary Discussion with Dr. Leslie Fall – Successful Career Strategies in Medical Education</i>	Room 145
SHORT COMMUNICATIONS IV		
9:45 – 11:15 am	<p style="text-align: center;"><i>(UME/Pre-Clerkship)</i> <i>Teaching Clinical Essentials</i> <i>Jane Preotle, MD, Moderator</i></p> <p style="text-align: center;"><u>Short Communication 54</u> <i>Introducing the Essentials of Procedural Skills: A Preclinical Course for Medical Students</i> <u>A. Ayandeh, X. Zhang, J. Diamond, S. Michael, S. Rougas</u> Warren Alpert Medical School of Brown University</p> <p style="text-align: center;"><u>Short Communication 55</u> <i>Teaching Intimate Partner Violence (IPV) Screening and Counseling to Medical Students Using the Motivational Interviewing (MI) Framework</i> <u>S. Elisseou, S. Warriar, S. Rougas</u> Warren Alpert Medical School of Brown University</p> <p style="text-align: center;"><u>Short Communication 56</u> <i>Day One of Medical School: Welcome to Evidence-Based Professional Identity Formation</i> <u>S. Yingling, A. Kalet, L. Buckvar-Keltz, V. Harnik, R. Crowe</u> New York University School of Medicine</p> <p style="text-align: center;"><u>Short Communication 57</u> <i>Teaching Quality Improvement and Patient Safety to Preclinical Medical Students: A Framework for Early Introduction</i> <u>M. Danielewicz, S. Rougas</u> Warren Alpert Medical School of Brown University</p> <p style="text-align: center;"><u>Short Communication 58</u> <i>Simulating Internship: Creating a Simulation Curriculum to Prepare Fourth Year Medical Students for Internship</i> <u>S. Kassutto, MJ Whitson, A. Dekosky</u> Perelman School of Medicine at the University of Pennsylvania</p>	Room 270

	<p align="center"><u>Short Communication 59</u> <i>Medical Students Offering Maternal Support (MOMS): Lessons Learned from a Pilot Study</i> <u>E. Fugate</u>¹, T. Lin¹, A. Bladja¹, M. Tate¹, D. Rimmelin¹, K. Atkins² ¹Harvard Chan School of Public Health, ²Beth Israel Deaconess Medical Center</p>	
<p>9:45 – 11:15 am</p>	<p align="center"><i>(UME/Pre-Clerkship)</i> <i>Innovations in Foundational Science Curriculum</i> <i>Brian Clyne, MD, Moderator</i></p> <p align="center"><u>Short Communication 60</u> <i>NeuroWorkbooks: A Different Way to Support Interactive Classroom Learning</i> <u>S.B. Gagliardi</u> University of Massachusetts Medical School</p> <p align="center"><u>Short Communication 61</u> <i>Cranial Pursuit® Computer-Based Neuroanatomy Games to Supplement Traditional Lectures: A Pilot Study on Learning Outcomes and Attitudes in First Year Medical Students</i> <u>T.A. Lindsley</u>, R.S. Keller Albany Medical College</p> <p align="center"><u>Short Communication 62</u> <i>Team-Based First Year Gross Anatomy Using Modular Scheduling, Rotating Team Leadership and Clinical-style Handoffs to Promote Teamwork, Communication and Accountability</i> <u>J. Harrison</u>, J. Watras, T. Manger, Medicine University of Connecticut School of Medicine</p> <p align="center"><u>Short Communication 63</u> <i>Development of an Interactive Session to Teach Medical Students the Clinical Anatomy of Stroke Utilizing 3D Models Derived from Patient Imaging Data</i> <u>E.L. Giannaris</u> University of Massachusetts Medical School</p> <p align="center"><u>Short Communication 64</u> <i>Horizontal and Vertical Integration of Pre-Clerkship Microbiology and Clinical Infectious Diseases</i> <u>T. Cassese</u>, T. Murray, R. Bona Frank H Netter MD School of Medicine at Quinnipiac University</p>	<p align="center">Room 160</p>

	<p align="center"><u>Short Communication 65</u> <i>Case-Based eBooks to Enhance the Integration of Clinical Science in Basic Science: Teaching Radiology-Anatomy Correlation in the Gross Anatomy Lab Using eBooks</i> <u>S. Oh</u>, M. Shiau, J.M. Delgado, I. De Kouchkovsky, P. Smereka New York University School of Medicine</p>	
<p>9:45 – 11:15 am</p>	<p align="center"><i>(UME/GME)</i> <i>Learner Assessment and Program Evaluation</i> <i>Chris Merritt, MD, Moderator</i></p> <p align="center"><u>Short Communication 66</u> <i>Development of a Cost-Effective, Flexibly-Scheduled, Resident-Led Surgical Skills Course</i> J. Marks, M. Janko, <u>K.A. McEwen</u> University Hospitals Case Medical Center</p> <p align="center"><u>Short Communication 67</u> <i>Send-A-Song: A Musical Engagement Project for Health Professional Students and At-Risk Youth</i> <u>E.L. Cao</u>, D. Gowda Columbia University College of Physicians and Surgeons</p> <p align="center"><u>Short Communication 68</u> <i>Do Standardized Patients Have Concerns About Students not Captured by Traditional Assessment Forms?</i> <u>B. Blatt</u>, M. Plack, K. Lewis, J. Lopreiato, K. Berg, J. Klevan George Washington University School of Medicine and Health Sciences</p> <p align="center"><u>Short Communication 69</u> <i>Quantitative Outcomes of Longitudinal versus Traditional Block Students in Surgery</i> <u>G.S. Charak</u>, D. Carpenter, H. Weil, A. Sein, B. Richards, R. Nowygrod, Columbia University College of Physicians and Surgeons</p> <p align="center"><u>Short Communication 70</u> <i>An Innovative Clinical Skills ‘Boot Camp’ for Dental Medicine Residents</i> <u>J.L. Castillo</u>, K. Agoglia, J. Kutzin, J.R. Scott Winthrop University Hospital</p>	<p align="center">Room 280</p>

WORKSHOPS IV		
9:45 – 11:15 am	<u>Workshop 17</u> <i>Using Data Visualization to Engage Faculty and Improve Curricula</i> <u>C.M. Vaughan</u> Boston University School of Medicine <u>B. Reid</u> Dartmouth Medical School <u>T. Cameron</u> AAMC <u>S. Albright</u> Tufts University School of Medicine	Room 345 (breakout Room 346)
9:45 – 11:15 am	<u>Workshop 18</u> <i>The Vermont Strength Assessment: Collaborative Integration of Competency Based Multiple Mini Interviews (MMI)</i> <u>L. Greene, R. Barlow, J. Gallant, A.K. Howe</u> University of Vermont College of Medicine	Room 343 (breakout Room 344)
9:45 – 11:15 am	<u>Workshop 19</u> <i>Examining Assessment Practices from Evidence-Based Learning Principles</i> <u>A. Swan Sein¹, H. Rashid², W. Pluta³, J. Meka⁴</u> ¹ Columbia University College of Physicians and Surgeons, ² Rutgers Robert Wood Johnson Medical School, ³ Georgetown University School of Medicine, ⁴ Pennsylvania State University College of Medicine	Room 342 (breakout Room 340)
9:45 – 11:15 am	<u>Workshop 20</u> <i>Aligning Incentives: An Appraisal of Resources Required for Preservation and Innovation of the Education Mission</i> <u>L. Coplit¹, E. Friedman², R. Simons³, L. Snell⁴</u> ¹ Frank H Netter MD School of Medicine at Quinnipiac, ² CUNY Sophie Davis Medical School, ³ George Washington University School of Medicine and Health Science, ⁴ McGill University	Room 275
9:45 – 11:15 am	<u>Workshop 21</u> <i>Core Competencies, Milestones and EPAs – How Do They Relate to OSCE Rating Forms?</i> <u>E. Kachur¹, L. Altshuler²</u> ¹ Medical Education Development, ² New York University School of Medicine	Room 291 (breakout Room 292)

11:15 – 11:30 am	<i>Travel Time and Visit Vendors</i>	
11:30 am – 12:30 pm	<p>NEGEA Business Meeting (including Award presentations and LEAD graduation)</p> <p>Carol Capello, NEGEA Chair Rebecca Keller, Conference Chair Peggy Weissinger, LEAD Regional Director</p>	Room 170
LUNCH/NETWORKING		
12:45 – 2:00 pm	Lunch (Provided)	2nd Floor Academies (Red, Blue and Green)
2:00 pm – 3:15 pm	Poster Session II	1st and 2nd Floor Atrium
SPECIAL INTEREST GROUPS/NETWORKING		
2:00 - 3:15 pm	<p>Supporting Active Learning in Medical Education S.Y. Oh, S. Lee</p> <p>Growing evidence affirms the benefits of active learning in higher education. Faculty are increasingly familiar with various active learning strategies in medical education, and the rapid proliferation of educational technologies holds promise for supporting active learning curriculum design. However, educators can find it challenging to identify targeted resources to facilitate implementation of active learning. During this SIG, we will discuss available educational tools and technologies (from Audience Response Systems to e-books and beyond) and share effective ways to incorporate them into active learning sessions.</p>	Room 275

<p>2:00 - 3:15 pm</p>	<p>New Data Visualization (DataViz) Competencies to Improve Medical Education and Clinical Care S. Paul</p> <p>As ever-larger amounts of digital data are collected and analyzed, both in healthcare and in education, our ability to make meaningful use of the data requires new data visualization capabilities. (Kenneth, Cukier and Mayer-Schoenberger, 2013). While software with data visualization capabilities like Excel, Tableau, and R provide the ability to make fast and easy visualizations, these tools do not provide insight into effective visualization practices. During this SIG, through presentation of data visualization methods and hands-on activities to practice these skills, clinicians and educators will benefit from enhanced understanding of core data visualization principles and improved data visualization skills. The aim is for effective information communication for both clinical and education data, with as much richness as is now available.</p>	<p>Room 342</p>
<p>2:00 - 3:15 pm</p>	<p>The Teaching Academy Movement – Alive and Well in the NEGEA P. Weissinger, K. Huggett</p> <p>In these days of limited resources, it makes sense to invest in medical education’s greatest resource – their faculty. U.S. medical schools and academic medical centers are responding by establishing academies of medical educators, which are defined as “formal organizations of academic teaching faculty recognized for excellence in their contributions to their school’s educational mission and who, as a group, serve specific needs of the institution.” (Searle, Thompson, & Friedland, 2010). Expanding their missions, teaching academies not only recognize distinguished educators but also serve as an entity to advance and support educators. During this SIG, through conversation and sharing, will compare and contrast models of current teaching academies in the northeast and establish a network of colleagues interested and involved in the Teaching Academy movement.</p>	<p>Room 280</p>

<p>2:00 - 3:15 pm</p>	<p>Global Health Learning Opportunities (GHLO) Collaboration: Streamlining International Visiting Student Mobility – V. Lindsey</p> <p>The GHLO Collaborative is AAMC's international engagement initiative with global student mobility as its centerpiece program. Launched in 2013, to date, the Collaborative has accepted 106 participating sites in 41 nations. This network facilitates clinical, global health, and research opportunities for medical and global health students outside of their home countries.</p> <p>Join the session to learn about the GHLO Collaborative. This session will provide the visiting student community a deeper understanding of the GHLO Collaborative, the benefits to "home" and "host" institutions and applicants, and a sneak peek at what is being developed. Plenty of time will be left for conversation and questions.</p>	<p>Room 344</p>
<p>2:00 - 3:15 pm</p>	<p>ACGME Milestones Focus Group – N. Yaghmour</p> <p>The ACGME focus group intends to gather feedback on what and how to provide Milestones data back to medical schools. This session is an opportunity to provide direct input to the ACGME and will be limited to approximately 12 attendees.</p>	<p>Room 343</p>
<p>2:00 - 3:15 pm</p>	<p>AAMC/Medical Education Update, Educating for Quality, MedAPS Update – K. Baum, T. Cameron, L. Howley</p> <p>This session will provide an update about Medical Education at the AAMC. Programs and activities highlighted will include the MedAPS Suite (Curriculum Inventory, ASSET), the Educating for Quality Suite (Teaching for Quality, Aligning and Educating for Quality, and Learning from Teaching), as well as the Optimizing GME Initiative, Learn Serve Lead, the AAMC Annual Meeting, and other relevant topics for discussion.</p>	<p>Room 170</p>

<p>2:00 - 3:15 pm</p>	<p>Medical Education Learning Specialists (MELS) – J. Meka, H. Rashid, A Swan Sein, Norma Saks</p> <p>Medical Education Learning Specialists is a new NEGEA SIG. The purpose of the MELS SIG is to create a community of learning specialists, who offer academic support to medical students, residents, and other health professionals, a way to share best practices and resources. The SIG supports professional development by providing opportunities for collaborating and developing research and other scholarly activities. This group is not just for learning specialists but welcomes all interested in discussing issues and improving services related to academic support. We hope you will join us for informal conversation and future planning.</p>	<p>Room 345</p>
<p>2:00 - 3:15 pm</p>	<p>Librarians in Medical Education (LiME) – L. Levin</p> <p>LiME, or Librarians in Medical Education, began as a SIG within the NEGEA community in 2007. The purpose of the SIG is 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>Room 385</p>
<p>2:00 - 3:15 pm</p>	<p>Directors of Clinical Skills (DOCS) – R. Ovitsh</p> <p>DOCS is a new organization that formed almost five 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"> 1. Update NEGEA members about the DOCS organization including ways to join and become involved 2. Solicit ideas and suggestions from NEGEA members to take back to the national organization. 3. Solicit ideas for planning the national meetings 4. Solicit interest and develop a potential project(s) for NEGEA DOCS members to work on. 	<p>Room 340</p>

<p>2:00 – 3:15 pm</p>	<p>NBME: Expanding Assessment of Competencies in USMLE – M. Paniagua</p> <p>In this session we will solicit feedback from the medical education community on evolving assessments in USMLE in areas that include:</p> <ol style="list-style-type: none"> 1. Use of clinical decision making tools during an examination 2. Assessment of communication skills 3. Systems-based practice: focus on patient safety 	<p>Room 145</p>
<p>3:15 PM</p>	<p style="text-align: center;">END TIME Safe Travels See you at Rochester in 2017</p>	

PLENARY SESSION I



Kevin W. Eva, PhD, Hon. FAcadMED

What Learning to Diagnose Pneumonia Can Teach Us about Judging Medical Student Competence

Friday, April 8, 2016

9:00 am - 10:00 am

Dr. Kevin Eva is Associate Director and Senior Scientist in the Centre for Health Education Scholarship, and Professor and Director of Educational Research and Scholarship in the Department of Medicine, at the University of British Columbia. He completed his PhD in Cognitive Psychology (McMaster University) in 2001 and became Editor-in-Chief for the journal *Medical Education* in 2008. He maintains a number of international appointments, including visiting professor at the University of Bern (Switzerland), and has consulted broadly around the globe including advisory roles for the American Board of Internal Medicine (US) and National Health Services Education (Scotland). He co-founded the Maastricht-Canada Masters of Health Professional Education program.

Dr. Eva's current research interests are broadly defined within the context of research into educational practices within the health professions. They include research into (1) The value and limits of subjectivity as a means of assessing performance; (2) The promotion and assessment of non-academic characteristics in professional practice; (3) The context specific nature of performance, (4) The conceptualization, nature; and use of self-assessment; (5) The psychological processes that impact upon one's responsiveness to feedback; and (6) The nature of clinical expertise.

Recent awards for this work include an Honorary Fellowship from the Academy of Medical Educators (UK); the MILES Award for Mentoring, Innovation, and Leadership in Education Scholarship from the Asia-Pacific Medical Education Conference; the John Ruedy Award for Innovation in Medical Education from the Association of Faculties of Medicine in Canada; the Outstanding Achievement Award from the Medical Council of Canada; and the John P. Hubbard award from the National Board of Medical Examiners (US).

PLENARY SESSION II



Leslie M. Fall, MD

Cognitive Apprenticeship: Leveraging Technology to Bring the Basic Sciences Back to Everyday Medical Practice

Saturday, April 9, 2016
8:30 am - 9:30 am

Dr. Leslie Fall is a Professor of Pediatrics (Hospital Medicine) and Associate Dean for Faculty Development at the Geisel School of Medicine at Dartmouth. A Geisel graduate herself, she completed a medical education fellowship at Michigan State University and the Executive Leadership in Academic Medicine (ELAM) program for women. Dr. Fall is an inaugural member of Geisel's Academy of Master Educators. In 2013 she co-launched Geisel's successful curricular adoption of iPads for both teaching and learning.

She has been both locally and nationally involved in the continuum of medical student, resident and faculty education throughout her career, particularly through the lens of expertise development. Her innovative approach to teaching clinical skills using a developmental coaching paradigm, co-developed with Dr. Kim Gifford, has resulted in numerous invited national workshops, visiting professorships and recent publications.

Dr. Fall is the co-founder and Executive Director of MedU. Founded in 2006, MedU is a mission-driven organization dedicated to delivering the best health care education through collaborative development and research into innovative high-impact virtual teaching and learning methods. The majority of US and Canadian medical schools subscribe to at least one of MedU's award-winning virtual patient courses, which have over 40,000 unique users per year and over 1,000,000 case sessions completed annually. She is currently building courses on MedU Science and Diagnostic Excellence, which focus on improving the integration of basic science into clinical education for the purpose of improving excellence in clinical decision-making and patient care.

NEGEA 2016 POSTERS – Session I

- F-1 Mentorship and Professionalism in Training (MAP-IT): A Humanistic Mentoring Program at NS-LIJ Health System**
M. Lay, A. Ricardo, A. Fornari
Hofstra Northwell School of Medicine
- F-2 Creating a Virtual Medical Education Journal Club for Your Colleagues**
A. Fornari
Hofstra Northwell School of Medicine
- F-3 Faculty Development Using Digital Badges**
G. March
Boston University School of Medicine
- F-4 The Jigsaw: An interactive Method of Peer Learning in Medical Education**
L. Chandran, S.D. Walker, D. Olvet
Stony Brook University School of Medicine
- F-5 The Creation of a Gender Neutral Educational Resource about Gender Identity, Puberty and Relationships**
E. Marden, E. CichoskiKelly
The University of Vermont College of Medicine
- *F-6 Creating eBooks for UME and GME: Early Adopters' Solutions for Different Problems**
S. Oh, V. Kraja, L. Ng-Zhao, M. Mojica
NYU School of Medicine
- *F-7 Teaching Strategies that Promote Learning during Family Centered Rounds: A Qualitative Study of Attending Physicians**
J. Beck¹, R. Meyer¹, T. Kind², P. Bhansali²
¹Seattle Children's Hospital, ²Children's National Health System
- F-8 Training Internal Medicine Residents to Provide Long-Acting Reversible Contraception (LARC): An Innovative Model**
M.C. Geary, C.M. Zhang, M. Sobota
Warren Alpert School of Medicine at Brown University
- F-9 Creating a Case Report Publishing Curriculum: Overcoming Residents' Barriers to Scholarly Activity, One Step at a Time**
L.S. Jones, M.C. Patel, Y. Lee, D.T. Fossett
Howard University Hospital
- F-10 A Sex and Gender Toolkit for Emergency Medicine Residency Educators**
R. Barron¹, A.J. McGregor¹, L.A. Walter², G. Beauchamp³
¹Warren Alpert School of Medicine at Brown University, ²University of Alabama Birmingham School of Medicine, ³Oregon Health and Science University School of Medicine

- F-11 Development and Validation of a New Tool to Assess Knowledge and Skills in Evidence-based Medicine**
L. Willett¹, S. Kim¹, K.A. O'Rourke¹, D. Glendinning¹, N.E. Adams², C. Whitfield², E.M. Moser²
¹Rutgers Robert Wood Johnson Medical School, ²Penn State College of Medicine
- F-12 If They're Sleeping They're Not Learning: Resident Conference Presentations and TBL Behaviors**
L.R. Willett¹, P. Dave¹, R. Sharma¹, D. Herrigel¹, J. Prister¹, V. Holden², C. Fanning³, K. Robison³, D. Kim⁴
¹Rutgers Robert Wood Johnson School of Medicine, ²University of Maryland Medical Center, ³Princeton Healthcare Services, ⁴Boston University Medical Center
- F-13 Assessing EPA Readiness**
N. Gabbur, M. Haughton, G. Sugiyama
SUNY Downstate Medical Center
- F-14 Clerkship EPAs--Can They Be Done?**
N. Gabbur, M. Haughton, H. Coste
SUNY Downstate Medical Center
- F-15 Learned-Centered Quality Improvement Projects: Improving Resident Learning and Patient Care**
K. Daniello¹, F. Daniello²
¹University of Massachusetts Medical School, ²Lesley University
- F-16 Excellence in Communication and Emergency Leadership (ExCEL): A Simulation-Based Curriculum for Pediatric Residents**
V.R. Hand, R. MacDonell-Yilmaz, M. Small, M. Nocera, R. Wing, L. Brown
Warren Alpert Medical School of Brown University
- F-17 Utilizing Standardized Direct Observational Sessions to Introduce and Instruct Professional Identity**
S.A. Gaines, C. Merritt
Warren Alpert Medical School of Brown University
- *F-18 Pre-Clinical and Clinical Student Designed Electives in Undergraduate Medical Education**
C.P. Libby, M. Noujaim
University of Massachusetts Medical School
- *F-19 Utilizing Checklists for Pre-Rounding: A Model for Building Efficiency and Accuracy among New Learners**
P. Ying, A. Dorfman
Albany Medical College
- F-20 Integration of Basic Science and Clinical Medicine: A Course Model for Clinical Curriculum**
S.M. Grap, D.R. Wolpaw, E.M. Moser
Penn State College of Medicine

- F-21 Impact of Early Medical School Experiences on Eventual Career Choices**
S. Malkani, D. Perry, K. Li, C.J. Burnham
University of Massachusetts Medical School
- F-22 Why Do We Invest in Diversity?**
A. Motta-Moss, N. Roberts, E. Friedman, M. Trevisan
CUNY School of Medicine
- F-23 Implementing Longitudinal Primary Care Clerkships to Optimize MD/PhD Clinical Education**
N. Theodosakis, K. White, J. Encandela
Yale School of Medicine
- F-24 Using Entrustable Professional Activities to Assess Medical Students in a Longitudinal Integrated Clerkship**
P. George, G. Anandarjah, K.A. Monteiro
Warren Alpert Medical School of Brown University
- F-25 The Educational Handoff: Blending Digital Learning and Standardized Patient-Based Assessment to Measure and Enhance Core Entrustable Professional Activities for Entering Residency (CEPAER)**
A. Kalet¹, T. Riles¹, M.V. Pusic¹, H. Song¹, S. Yavner²
¹NYU School of Medicine, ²Fairfield University
- F-26 Teach a Student To Fish: Evaluating and Developing EPAs in Surgical Clerkship**
K. Barrera, M. Klein, S. Kim, D. Radvinsky, A. Alfonso, G. Sugiyama, N. Gabbur
SUNY Downstate Medical Center
- F-27 Assessing Senior Medical Student Proficiency in Entrustable Professional Activities (EPAs) Using a Flipped, Blended Learning Residency Preparation Course**
D.K. Manson, J. Amiel, B.F. Richards, R.J. Gordon
Columbia University College of Physicians and Surgeons
- F-28 Mapping the Key Functions of EPAs 1, 5, 6 and 12 to the Core Clerkships**
M.A. Thomashow, A.L.Langer, B. Barron, R. Drusin, D. Gowda, L. Mellman, J.M. Noble, B. Richards, J. Amiel
Columbia University College of Physicians and Surgeons
- F-29 House Librarians as Instructors in a Self-Directed, Capstone-Related 3rd year Flexible Clinical Experience Program**
C. Carr, L. Levin, C.J. Burnham
University of Massachusetts Medical School
- F-30 Developing an Integrated Clinical Neurosciences Clerkship for Third-Year Medical Students**
P. Gupta, L. Wendell
Warren Alpert Medical School of Brown University

- F-31 Development of an Advanced Clinically Integrated Neuroanatomy Elective for 4th Year Medical Students**
H.E. Pearson, M.M. Black
Temple University School of Medicine
- *F-32 Communication Skills of First Year Medical Students Wane with the Use of Sonography**
M.L. LaBarca, W. Rennie, G. Colletti, M.L. Barilla-LaBarca, A. Noor, J. Pellerito
Hofstra Northwell School of Medicine
- *F-33 Medical Students' Perceptions of Self-Care Activities**
A.K. Howe, L. McCray, L. Rosen, J. Genziano
University of Vermont College of Medicine
- F-34 Implementing Electronic Medical Record (EMR) Training into a Preclinical Medical School Curriculum**
E. McElligott, P. Richman
Stony Brook School of Medicine
- F-35 Who are We?: An Introduction to the Healthcare Team: Dean's Afternoon**
E.O. Nestler
University of Connecticut School of Medicine
- F-36 The Healthcare System as an Early Clinical Home**
E.O. Nestler
University of Connecticut School of Medicine
- F-37 Cancer Concepts: A Guidebook for the Non-Oncologist: An Update**
R.S. Pieters, M. Bishop-Jodoin, J. Moni, P. Webster, J. Liebmann, A. Chen, E. Cosar, J. Boucher
University of Massachusetts Medical School
- F-38 Interprofessional Approach to Nutrition Curriculum: Culinary Medicine at Rutgers Robert Wood Johnson Medical School (RWJMS)**
N.C. Cirillo-Penn¹, F. Dema¹, V. Pensuwan¹, P. Avvento¹, A. VanLiew², P. Policastro², L. Schein¹, E. Ercikan Abali¹
¹Rutgers Robert Wood Johnson Medical School, ²State University of New Jersey
- F-39 Student Driven Opportunities for Vertical Integration: Maintaining Connection in the Clinical Years at University of Massachusetts Medical School**
C. Motzkus, T.E. Akie, C.E. Fogarty, M.C. Ennis, P.O. Fournier
University of Massachusetts Medical School
- F-40 An Examination of Study Habits and Performance on the USMLE Step 1 Exam among 2nd Year Medical Students at the University of Vermont College of Medicine**
D. Hershkowitz, H. Anderson, L. Rosen, A. Howe
University of Vermont College of Medicine

- F-41 Service-Learning and Community-Engaged Scholarship in Undergraduate Medical Education - Key Attributes for Success and Sustainability in the 21st Century**
B.R. Gottlieb¹, S. Cashman²
¹Harvard Medical School, ²University of Massachusetts Medical School
- F-42 You Mapped Your Curriculum – Now What? Developing, Sustaining and Effectively Using a Curriculum Map**
K. Maietta¹, J.F. Mahoney¹, D. Dufault², R. Givens³, H. Hageman²
¹University of Pittsburgh School of Medicine, ²Washington University School of Medicine, ³University of Arizona College of Medicine
- F-43 Medical Student Evaluation, Beyond Multiple Choice Assessments, A Twenty Five Year Perspective**
J.C de la Garza, P.A. Lento, R.E. Zachrau, K. Harris-Petersen
New York Medical College
- F-44 Why Do I Need to Know This? The Value of Simulation in Contextualizing the Basic Sciences for Early Learners**
S. Ginzburg, J. Brenner, M. Cassara, T. Kwiatkowski, J. Willey
Hofstra Northwell School of Medicine
- F-45 Building an Information Literacy Skill Set: Blending a 4C/ID and Flipped Classroom to Introduce Clinical Questions and Evidence Retrieval**
J.P. Kilham
Frank H. Netter MD School of Medicine, Quinnipiac University
- F-46 Gaming in the Histology Laboratory**
R.R. Lindquist
University of Connecticut School of Medicine
- F-47 When in Rome. . . Influences on Student Perceptions of the Pharmaceutical Industry**
T. Cassese, R. Feinn, R. Howe
Frank H. Netter MD School of Medicine, Quinnipiac University
- F-48 Teaching Medical Students about Forensic Evaluations of Asylum Seekers: Five Clinical Models**
K. McKenzie
Yale School of Medicine
- F-49 Assessing the Pediatric Teaching Resident’s Work Rounds Performance**
A. Asuncion, J. Leavens-Maurer, J.R. Scott
Winthrop University Hospital
- F-50 Use of Novel High-Yield Laboratory Demonstrations in a BS/MD Clinical Anatomy Course**
A.V. D’Antoni, L. Auerbach
CUNY School of Medicine

- F-51 Observation and Uncertainty in Art and Medicine: A Mixed Methods Assessment of Course Outcomes**
D. Gowda¹, C. Capello², R. Dubroff², A. Sein Swan¹, A. Willieme¹
¹Columbia University College of Physicians and Surgeons, ²Weill Cornell Medical College
- F-52 Culinary Medicine: An Innovative Approach to Inter-Professional Nutritional Learning**
F. Dema¹, N.C. Cirillo-Penn¹, V. Pensuwan¹, P. Avvento¹, L. Schein¹, E.E. Abali¹, A.M. VanLiew², P. Policastro²
¹Rutgers Robert Wood Johnson Medical School, ²Rutgers University
- F-53 The New Primary Care-Population Medicine Dual Degree Program at Brown University - Creating the Workforce We Need to Achieve the Triple Aim**
J. Borkan, P. George
Warren Alpert Medical School of Brown University
- F-54 Course/Faculty Assessment**
B. Granat, R.K. Ovitch
SUNY Downstate College of Medicine

**Finalist for Best Poster Award*

NEGEA 2016 POSTERS – Session II

- S-1 **Intense and Focused Education Project for Internal Medicine (IM) Residents at Lahey Hospital and Medical Center (LHMC): A Valuable Strategy Towards In-Training and ABIM Certifying Exam Success**
K. Murthy, D.M. Brabeck, E. Nilson
Lahey Hospital and Medical Center
- S-2 **A Simulation-Based Cataract Surgery Course for Ophthalmology Residents**
E. Li¹, P.B. Greenberg², A.A. Paul³
¹Beth Israel Deaconess Medical Center-Brockton Hospital, ²Warren Alpert Medical School of Brown University, ³Providence Veterans Affairs Medical Center
- S-3 **Interprofessional Geriatric Educational Training Initiative - I Get It**
¹C. Kumar, ²A. Lisi
¹Yale School of Medicine, ²VA Connecticut Healthcare System
- S-4 **Concept Mapping Improves Medicine Residents' Performance in Simulated Case Based Scenarios**
A. Pavlov, S. Ahmad
Stony Brook University Hospital
- S-5 **Peer Mentorship in a Neurology Residency Program**
R. Narula, J.J. Moeller
Yale School of Medicine
- S-6 **Innovation of a Collaborative Program to Improve Patient Satisfaction: Implementing a Communication Training Program for Residents and Physicians in a New IM-GME Teaching Program at a Community Hospital**
J.X. Yau, I. Okadigbo, L.T. McCarthy, P. Macchio, J. Faro, A.T. Kaell, L. Dominioni, M. Tempkin, R. Giaccobe, L. Cardinal
Stony Brook School of Medicine
- S-7 **Creating a Milestone Based Remediation Toolkit**
J. Jeremiah, S. Catanese
Warren Alpert Medical School of Brown University
- S-8 **Columbia University Medical Center's Writers in Residency: The Doctor as Reporter**
C. Fix, M. Korn, H. Lodge, E. Granieri
New York Presbyterian Hospital
- S-9 **The Efficacy of Residents as Teachers in an Ophthalmology Module**
P. Ryg, S. Forster, J. Hafler
Yale School of Medicine

- S-10 **Sex and Gender Medicine in Emergency Medicine (SGEM): A Residency Elective - A Collaborative Project by the Society of Academic Emergency Medicine (EM) 'SGEM' Interest Group**
L.A. Walter, R. Barron
Warren Alpert Medical School of Brown University
- S-11 **An Innovative Clinical Skills 'Boot Camp' for Dental Medicine Residents**
J.L. Castillo, J.R. Scott, K. Agoglia, J. Kutzin
Winthrop University Hospital
- S-12 **A Best Case Scenario: Case-Based Teaching Strategies**
J.R. Scott^{1,2}, J.L. Castillo¹
¹Winthrop University Hospital, ²Stony Brook School of Medicine
- S-13 **Critical Listening: Teaching Narrative Medicine and Reflective Practice to Medical Students and Residents**
A. Hurwitz, S. Eldakar-Hein, T. Bertsch
University of Vermont College of Medicine
- S-14 **Acute Presentations Workshop: Using Simulation to Teach “High Stakes” Clinical Situations in a Safe Environment**
J.M. Wiecha, V. Torres, M. Cohen-Osher, M. Hoffman
Boston University School of Medicine
- S-15 **Effects of the Explicit, Implicit, and Extra Curricula on Graduating Medical Students’ Learning of History and Physical Exam**
M. Tucker, D. Gowda
Columbia University College of Physicians and Surgeons
- S-16 **Simulating Internship: A Novel Approach to the Fourth-Year Medical Student “Transition to Internship” Curriculum**
S.M. Kassutto, M. Whitson, A. Dekosky
Perelman School of Medicine at the University of Pennsylvania
- S-17 **Longitudinal Integrated Clerkship (LIC) Surgical Didactic Curriculum Development**
G.A. Miller
Tufts University School of Medicine
- S-18 **Preparing Graduating 4th year Medical Students for Internship- Implementing a Transitions of Care Workshop**
K. Kranz, L. Strano-Paul, R.A. Go
Stony Brook School of Medicine
- S-19 **The “X” Factor: Power of Observation and Feedback in Medical Education**
S.L. Lappin, A. Kalakonda, M. Kusters, A. Dhamoon
Upstate Medical University

- S-20 **From the Ground Up: Thoughtfully Renovating an Obstetrics and Gynecology Clerkship Based on Student Performance and Feedback**
E. Woodbury, D. Matseoane-Petersen
Columbia University College of Physicians and Surgeons
- S-21 **A Medical School Writing Center / Writing Fellows Program: Creation, Structure, Implementation**
E. Feller, P. Greenberg, S. Fischbach, N. Mehta, E. Fu, C. Boyd, C. Rodriguez-Russo
Warren Alpert Medical School of Brown University
- S-22 **Global Health and Imaging: Creating Opportunities for Medical Students**
S. Harrington, J. Makris
University of Massachusetts Medical School
- S-23 **Clinical Case Vignettes as an Educational Initiative to Increase Medical Student Scholarly Productivity**
S. Shah, E. Feller
Warren Alpert Medical School of Brown University
- S-24 **Flexible Clinical Elective in Breast Imaging**
C.M. DeBenedectis
University of Massachusetts Medical School
- S-25 **Efficacy of Medico-Legal Exposure: Impact on General Surgery Residency Practice Management**
F.B. Baccay, M. Tseng, D. Friedman
Montefiore Medical Center/Albert Einstein College of Medicine
- S-26 **A Selective Course for Medical Students on High Value Care**
S. Abdelhakim, R.A. Go, D. Olvet, L. Chandran
Stony Brook University School of Medicine
- S-27 **Re-Thinking On-Doctoring Courses for the Clinical Year**
T.G. Dyster, M. Tucker, M.J. Devlin
Columbia University College of Physicians and Surgeons
- S-28 **Association between Knowledge and Performance in Clerkships, and USMLE Step 2 Scores: Implications for Counseling and Academic Decisions**
A. Kay, K. DeSimone, J. Veloski, S. Herrine
Sidney Kimmel Medical School at Thomas Jefferson University
- S-29 **Making them think: Use of reflection in early clinical experiences**
L.C. Selkirk, K. Richardson-Nassif, M. Seagrave, D. Beatty
University of Vermont School of Medicine

- S-30 **The Stony Brook Teaching Families: A longitudinal Case Study Design to Introduce Clinical Concepts in the Preclinical Years**
D. Olvet, L. Chandran
Stony Brook University School of Medicine
- S-31 **Student-Designed Experiences to Explore Patient-Reported Outcomes in Medical Care**
M. Diyaolu, P. Franklin
University of Massachusetts Medical School
- S-32 **Introducing Alpert Medical Students to Quality Improvement and Patient Safety: A Pilot Workshop**
Y. Zhang, C. Yee, M. Danielewicz, A. Liu, L. Dumenco, P. George, K.A. Monteiro, R. Dollase
Warren Alpert Medical School of Brown University
- S-33 **Enhancing Medical Education Using Students as Teaching Partners in the Curriculum**
E. CichoskiKelly
University of Vermont College of Medicine
- S-34 **Sociology in the Context of Small Group Learning Communities: An Approach to Y1 Pharmacology Medical Education**
T.M. Sherban, E.S. Stein, M.A. Smith, C.M. Macica, D. McHugh
Frank H. Netter MD School of Medicine at Quinnipiac University
- S-35 **Cognitive Schemata and Digital Spaced-Learning Media: An Approach to Pharmacology Medical Education**
D. McHugh, M.A. Smith, E.S. Stein, S.H. Rahman, T.M. Sherban, C.M. Macica
Frank H. Netter MD School of Medicine at Quinnipiac University
- S-36 **Scholarly Concentration Programs and Medical Student Research Productivity: A Systematic Review**
A.G. Havnaer, P.B. Greenberg
Warren Alpert Medical School of Brown University
- S-37 **Training Pre-Clerkship Medical Students in Clinical Observation Skills with Art and Clinical Images: Evaluating Order of Intervention**
K.A. Lynch, N. Saks
Rutgers Robert Wood Johnson Medical School
- S-38 **Student Feedback on a Novel Peer and Self-Assessment Program**
J. Garry, S. Doyle, S. Justvig, J. Chudow, S. LeDonne, K. Shapiro, S. Mohanasundaram, D. Satnick, A. D'Aiello, L. Chandran, W. Lu, R. Luli
Stony Brook University School of Medicine
- S-39 **Academic Enrichment Programs: Offering Students Support Throughout the Medical School Years**
J. Pespisa, J. Bostrom, A. Shahanaghi, C.M. Woolf
University of Massachusetts Medical School

- S-40 **Various Strategies Benefit Students Preparing for Step 1**
C.M. Woolf, J. Bostrom, J. Pespisa, A. Shahanaghi
University of Massachusetts Medical School
- S-41 **Analysis of Progress Report Submission Latency in the Context of Development of Self-Directed Learning Skills**
C.J. Burnham, R. Gerstein, S. Hatch, C. Ionete, M. Fischer
University of Massachusetts Medical School
- S-42 **Developing the Professionalism of Medical Students through the Lenses of Leadership, Health Systems and Values-Based Patient Centered Care**
J.F. Quinn¹, J. Jacoby², A. Smith²
¹USF Health Morsani College of Medicine,² Lehigh Valley Health Network
- S-43 **Everyday Mindfulness: a Video-based Mindfulness Counselor for Patients in Primary Care**
S.H. Rahman, D. McHugh
Frank H. Netter MD School of Medicine at Quinnipiac University
- S-44 **Improving Clinical-Pathologic Correlations in Preclinical Education through Interactive Cinematic Microscopy Modules**
V. Vanguri, I. Gorfinkel
University of Massachusetts Medical School
- S-45 **Community Perspectives in Medicine: Elective for First-Year Medical Students**
E.J. Kutscher, C. Boutin-Foster, C.F. Capello, E.A. Wilson-Anstey, J.F. Murray
Weill Cornell Medical College
- S-46 **Evaluation of Small Group Discussions in Medical School Ethics Education**
K. Shapiro, S. Mohanasundaram, J. Garry, J. Chudow, S. Justvig, W. Lu, S. LeDonne, M. Vetrano, R. Luli
Stony Brook University School of Medicine
- S-47 **Interactivity and First-Person Point of View Videography in Teaching the Physical Exam**
C.W. Harrison, A.W. Bernard, D. McHugh
Frank H. Netter MD School of Medicine at Quinnipiac University
- S-48 **Approaches to Instigate Interest in Nutrition in the Pre-Clinical Years**
S. Phadtare, J. DeSipio
Cooper Medical School of Rowan University
- S-49 **Developing a Transgender/Gender Identity Curriculum for Medical Students - Boston University School of Medicine's Experience**
D.H. Hughes
Boston University School of Medicine

- S-50 **Leadership in Medical Education: Who, What, When, Where and Why**
R. Barraco^{1,2}, J.F. Quinn¹, B. Clyne³, E. Schoomaker⁴
¹USF Health Morsani College of Medicine, ²Lehigh Valley Health Network, ³Warren Alpert Medical School of Brown University, ⁴Uniformed Services University of the Health Sciences Medial School
- S-51 **Exercise, Sleep, and Stress in Pre-clerkship Medical School Students**
K. Parasar, N. Saks
Rutgers Robert Wood Johnson Medical School
- S-52 **Improving Diagnostic Skills in Medical Students Using Diagnostic Clusters**
J. Tutolo, L. Kosowicz, C. Pfeiffer, K. Hook, H. Wu
University of Connecticut
- S-53 **A Peer-Led Research Symposium for Medical Students**
C. Yee, R. Thakore, P.B. Greenberg
Warren Alpert Medical School of Brown University
- S-54 **The Role of Third Year Electives in Enhancing Career Decisions and Clinical Knowledge**
M. Hazeltine
University of Massachusetts Medical School

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