



2023 Innovations in Healthcare Education Research Conference

SEPTEMBER 19 – 21

[MCW.EDU/IHER](https://mcw.edu/iher)

FIRESIDE CHATS
WORLD CAFES
PANEL SESSIONS
KEYNOTE SPEAKERS
ROUNDTABLES
POSTER SESSIONS
PRESENTATIONS
WORKSHOPS

HYBRID FORMAT WITH
IN-PERSON AND
VIRTUAL SESSIONS

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WELCOME

2023 MCW INNOVATIONS IN HEALTHCARE EDUCATION RESEARCH (IHER) CONFERENCE

“Adapting Healthcare Education to Transform Learners and Educators”

The MCW Department of Academic Affairs is pleased to host our 10th annual MCW Innovations in Healthcare Education Research (IHER) Conference, which will consist of both in-person and virtual experiences. This conference serves as an opportunity for educators from across all of our schools and programs, as well as educators outside of the MCW community, to share new approaches to education and to discuss new ideas that can benefit our learners.

We are thrilled to welcome the following keynote speakers to this year’s conference to discuss ways in which we are adapting healthcare education to transform learners and educators:

- **Calvin Chou, MD:** Dr. Calvin Chou is a Professor of Medicine at the University of California at San Francisco, staff physician at the Veterans Affairs Health Care System in San Francisco, and Senior Faculty Advisor for External Education with the Academy of Communication in Healthcare (ACH). He has led workshops in relationship-centered communication, feedback, conflict, and remediation in health professions education across the country and internationally. [Learn More about Dr. Chou.](#)
- **Jesse Ehrenfeld, MD, MPH, FAMIA, FASA:** Dr. Jesse M. Ehrenfeld was elected the 178th president of the American Medical Association in June 2023. He is a Senior Associate Dean, tenured Professor of Anesthesiology and Director of the Advancing a Healthier Wisconsin Endowment at the Medical College of Wisconsin. He was elected to the American Medical Association Board of Trustees in 2014. [Learn More about Dr. Ehrenfeld.](#)
- **Christine Everett, PhD, MPH, PA-C:** Dr. Christine Everett is a Chief, Director, and Associate Professor in the Department of Medicine and Founding Physician Associate Program Director at the Medical College of Wisconsin. Dr. Everett’s current research initiatives focus on healthcare team design and the impact on patient, provider, and organizational outcomes. [Learn More about Dr. Everett.](#)

I am certain that those who attend the keynote sessions will come away intrigued and energized by the presentations given by Drs. Chou, Ehrenfeld and Everett. As always, the goals of the Innovations in Healthcare Education Research Conference are:

- To encourage our educators to consider innovations in healthcare education as an area for research focus and scholarship.
- To develop educators research skills and encourage educators, residents, fellows and students to conduct research in healthcare education.
- To learn from one another so that we all benefit from new and creative approaches to educating students and residents.

I want to congratulate all our presenters on their great work. Please join me at their workshops, panel sessions, roundtables, poster sessions and oral presentations, and take the time to express your thanks to the presenters for sharing their scholarship. And for those who did not submit to this year’s conference, we look forward to seeing your work represented at next year’s conference!

José Franco, MD
Professor of Medicine (Gastroenterology and Hepatology)
Senior Associate Dean for Education
School of Medicine
Medical College of Wisconsin



SCHEDULE

Tuesday, September 19 (In-Person Sessions)

In the event of a Zoom connectivity problem, please contact one of the conference co-chairs: [Rachel Kavanaugh](#) or [Robert Treat](#).

[MCW-Milwaukee Campus Location Key and Maps](#)

Please check in at the registration table located in MCW's main lobby area.

Time	Session	Location	Optional Zoom Link
9:30 - 10:30 a.m.	Session One: Workshop 1: Revising for Acceptance: Organizing Responses to Reviewer Comments with the CSACR Method	MEB: M3850	
	Session Two: Panel Session 1: Remediation in Healthcare Education	MEB: 3860	
10:45 - 11:45 a.m.	Session One: Oral Presentation 1	HRC: 1230 Zoom	Livestream Link
	Session Two: Workshop 2: Incorporating Active Learning into Didactic Lectures	HRC: 1210	
Noon - 1:15 p.m.	*Keynote Address: Calvin Chou, MD, PhD: <i>Using Good Judgment While Remaining Nonjudgmental: Threading the Needle in Remediation in Medical Education</i>	Bolger Auditorium Lunch Provided	Livestream Link
1:30 - 2:30 p.m.	Session One: Oral Presentation 2	HRC: 1230 Zoom	Livestream Link
	Session Two: Fireside Chat 1: Pharmacogenomics: Drugs and Your DNA	HRC: 1210 Zoom	Livestream Link
2:45 - 3:45 p.m.	Session One: Workshop 3: Human-Centered Design in Your Pedagogical Practice: Developing a Design Toolbox	HRC: 1210	
	Session Two: Panel Session 2: Tearing it Down and Starting From Scratch: Lessons Learned from a Complete Curriculum Revision	HRC: 1230	
4:00 - 5:00 p.m.	Session One: World Café: Enriching Educators Skill during Curriculum Change	HRC: 1210-1250	
5:30 - 7:00 p.m.	Kern Institute Cheese and Wine Book Launch and Signing	9 th Floor – Hub for Collaborative Medicine	

* Keynote Address Introductions and Opening Remarks:

Adina Luba Kalet, MD, MPH

Director, Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education Stephen and Shelagh Roell Endowed Chair

Marty Muntz, MD, FACP

Professor of Medicine - General Internal Medicine

Associate Dean for Curriculum - School of Medicine

Curriculum Pillar Director - Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education

Vice-Chair for Faculty Development - Department of Medicine



SCHEDULE

Wednesday, September 20 (Virtual Sessions Only)

Time	Session	Primary Zoom Links
9:30 - 10:30 a.m.	Session One: Roundtable 1: WSUSOM Walk with a Doc Program	Session One Link
	Session Two: Ignite/Speed Posters 1	Session Two Link
10:45 - 11:45 a.m.	Session One: Speed Posters 2	Session One Link
	Session Two: Kern T12 Roundtable	Session Two Link
Noon - 1:15 p.m.	*Keynote Address: Jesse M. Ehrenfeld, MD, MPH, FAMIA, FASA: <i>AI, Innovation and What Really Matters in the New Era of Digital Health</i>	Livestream Link
1:30 - 2:30 p.m.	Session One: Oral Presentation 3 (1:30 – 2:45 p.m.)	Session One Link
	Session Two: Fireside Chat 2 (1:15 – 1:45 p.m.): Meaningful Mentorship: Stories of Support and Success in Medical & Graduate Education	Session Two Link
	Session Three: Roundtable 2 (1:45 – 2:30 p.m.): AAMC Central Group on Educational Affairs	Session Three Link
2:45 - 3:45 p.m.	Session One: Speed Posters 3	Session One Link
	Session Two: Roundtable 3: Mobile Health Clinics and Social Determinants of Health	Session Two Link
4:00 - 5:00 p.m.	Session One: Kern T12 Speed Posters (4:00 – 5:30 p.m.)	Session One Link
	Session Two: Workshop 4: Coaching Skills for Health Professions Educators: How to Put on a “Coaching Cap”	Session Two Link

*** Keynote Address Introductions and Opening Remarks:**

José Franco, MD
 Professor of Medicine (Gastroenterology and Hepatology)
 Senior Associate Dean for Education
 School of Medicine

John R. Raymond, Sr., MD
 President and CEO
 Medical College of Wisconsin



SCHEDULE

Thursday, September 21 (In-Person Sessions)

[MCW-Milwaukee Campus Location Key and Maps](#)

Please check in at the registration table located in MCW's main lobby area.

Time	Session	Location	Zoom Link
9:30 - 10:30 a.m.	Session One: Roundtable 4: Wisconsin Medical Journal	Alumni Center	Livestream Link
10:45 - 11:45 a.m.	Session One: Panel Session 3: A New Course for a New Era? Insight into the Development of an Integrative and Wholistic Character and Professionalism Course for Preclinical Medical Students Session Two: Workshop 5: Toward Flourishing: A Novel Approach for Addressing Challenges in Medical Education	Alumni Center MEB: 3850	
Noon - 1:15 p.m.	*Keynote Address: Christine Everett, PhD, MPH, PA-C: <i>Physician Associate Education: Old-Fashioned Innovation</i>	Bolger Auditorium Lunch provided	Livestream Link
1:30 - 2:30 p.m.	Session One: Oral Presentation 4 (1:15 – 2:30 p.m.) Session Two: Workshop 6 (1:15 – 2:30 p.m.): Low-Cost, Simulation-Based Learning: Hands-On Abortion Education	Alumni Center HRC: 1250	Livestream Link
2:45 - 5:00 p.m.	Session One: Paper Poster Sessions	Innovation Center	

*** Keynote Address Introductions and Opening Remarks:**

José Franco, MD

Professor of Medicine (Gastroenterology and Hepatology)
Senior Associate Dean for Education
School of Medicine

Joseph E. Kerschner, MD

Provost and Executive Vice President
The Julia A. Uihlein, MA, Dean of the School of Medicine



KEYNOTE ADDRESSES

The 2023 IHER Conference plenary speakers are sponsored by the MCW Office of Academic Affairs and the Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education.

Tuesday, Sept. 19, at Noon: Dr. Calvin Chou

Using Good Judgement While Remaining Nonjudgmental: Threading the Needle in Remediation in Medical Education



Calvin Chou, MD, PhD

Calvin Chou, MD, PhD is Professor of Clinical Medicine at the University of California at San Francisco, and staff physician at the Veterans Affairs Health Care System in San Francisco. After undergraduate work at Yale, he received his PhD in microbiology and his MD at Columbia University, and subsequently completed residency training in internal medicine at UCSF.

As Senior Faculty Advisor for External Education with the Academy of Communication in Healthcare (ACH), he is recognized internationally for leading workshops in relationship-centered communication, feedback, conflict, and remediation in health professions education.

Currently, Dr. Chou is director of VALOR, a longitudinal program based at the VA that emphasizes humanistic clinical skill development for medical students. He also held the first endowed Academy Chair in the Scholarship of Teaching and Learning at UCSF. He has delivered communication skills curricula for providers at health systems across the country, including Mayo Clinic, Cleveland Clinic, Stanford Health, New York Presbyterian, Advent Health System, Wake Forest, Texas Children's Hospital, and internationally as well.

His research interests include assessment of curricular developments in clinical skills and clinical skills remediation, forces influencing feedback in health sciences education, and enhancing humanistic communication for interprofessional trainees. A member of the UCSF Academy of Medical Educators since 2002, Dr. Chou has received numerous teaching awards at UCSF, including the Henry J. Kaiser Award for Excellence in Teaching in the Inpatient Setting, and two of ACH's national awards: the 2019 Healthcare Communication Teaching Excellence Award, and the 2018 Lynn Payer Award for outstanding contributions to the literature on the theory, practice, and teaching of effective healthcare communication and related skills.

Dr. Chou is co-editor of the books *Remediation in Medical Education: A Midcourse Correction*, and *Communication Rx: Transforming Healthcare Through Relationship-Centered Communication*.



Wednesday, Sept. 20, at Noon: Dr. Jesse Ehrenfeld

AI, Innovation and What Really Matters in the New Era of Digital Health



Jesse Ehrenfeld, MD, MPH, FAMIA, FASA

Jesse M. Ehrenfeld, MD, MPH, was inaugurated as president of the American Medical Association in June 2023. He is a senior associate dean, tenured professor of anesthesiology and director of the Advancing a Healthier Wisconsin Endowment at the Medical College of Wisconsin. He was elected to the American Medical Association Board of Trustees in 2014.

Dr. Ehrenfeld divides his time among clinical practice, teaching, research and directing a \$560-million statewide health philanthropy. He also has an appointment as an adjunct professor of anesthesiology and health policy at Vanderbilt University in Nashville, TN, and as an adjunct professor of surgery at the Uniformed Services University of the Health Sciences in Bethesda, MD.

Dr. Ehrenfeld is a consultant to the World Health Organization Digital Health Technical Advisory Group and previously served as co-chair of the Navy Surgeon General's Taskforce on Personalized and Digital Medicine and as a special advisor to the 20th U.S. Surgeon General.

Dr. Ehrenfeld's research, which focuses on understanding how information technology can improve surgical safety and patient outcomes, has been funded by the National Institutes of Health (NIH), the Department of Defense, the Robert Wood Johnson Foundation, the Anesthesia Patient Safety Foundation, and the Foundation for Anesthesia Education and Research. He currently serves on the National Academy of Medicine's Health Policy Fellowships and Leadership Programs Advisory Committee.

His work has led to the publication of more than 275 peer-reviewed manuscripts. He is editor-in-chief of the *Journal of Medical Systems* and has co-authored 22 clinical textbooks that have been translated into multiple languages. Dr. Ehrenfeld has received numerous awards for his research and is a recipient of several prestigious teaching awards.

Upon his inauguration, Dr. Ehrenfeld made AMA history as the first openly gay president of the organization. For the past two decades, he has been a nationally recognized advocate for lesbian, gay, bisexual, transgender and queer (LGBTQ+) individuals. In 2018, in recognition of his outstanding research contributions, he received the inaugural Sexual and Gender Minority Research Investigator Award from the director of the NIH.

Born in Wilmington, DE, Dr. Ehrenfeld is a graduate of Phillips Academy, Haverford College, the University of Chicago Pritzker School of Medicine and the Harvard School of Public Health. He completed an internship in internal medicine, a residency in anesthesiology and a research informatics fellowship at the Massachusetts General Hospital. Board-certified in both anesthesiology and clinical informatics, Dr. Ehrenfeld is a fellow of the American Society of Anesthesiologists and the American Medical Informatics Association.

A combat veteran who deployed to Afghanistan during both Operation Enduring Freedom and Resolute Support Mission, Dr. Ehrenfeld, for his work in capturing and supporting the lives of LGBTQ+ people, was recognized in 2015 with a White House News Photographers Association award and, in 2016, with an Emmy nomination. Dr. Ehrenfeld and his husband, Judd Taback, have two children.



Thursday, Sept. 21, at Noon: Dr. Christine Everett

Physician Associate Education: Old-fashioned Innovation



Christine Everett, PhD, MPH, PA-C

Dr. Everett is a Professor, Founding Physician Associate (PA) Program Director and Chief of the Division of PA Studies at the Medical College of Wisconsin. She also maintains an adjunct appointment in the Department of Population Sciences at Duke University. Dr. Everett is also a practicing PA and has worked in rural emergency departments and provided primary care to people recovering from substance abuse and addiction.

Dr. Everett's research initiatives focus on healthcare team design and the impact on patient, provider, and organizational outcomes. She has authored over 40 peer-reviewed publications in journals such as *Health Affairs*, *Medical Care*, and *Annals of Internal Medicine*. She has also contributed chapters to 3 books and been invited to speak in Canada, New Zealand, and the United Kingdom. Recent work has focused on defining primary care teams, how they work together, and how they relate to outcomes for patients with diabetes.

Nationally, Dr. Everett has served on a range of governmental and non-governmental groups, including the Healthy People 2010 Workgroup, the Agency for Healthcare Research and Quality Primary Care Team Workforce Models Workgroup, and the American Academy of Physician Assistant Research Council, and on the Advisory Board of the Center for Professionalism and Value in Health Care. She is currently the Research Editor for the *Journal of the American Academy of Physician Assistants*.



PANEL SESSIONS

Panel Session 1 | Tuesday, 9:30 – 10:30 a.m.

Remediation in Healthcare Education

Moderator: Martin Muntz, MD

Daily, health professions educators struggle to find effective and respectful means to work with trainees who struggle to meet standards – most of whom will become practicing clinicians. Society allows and expects the health professions to regulate ourselves, and we must do so as a routine part of education. Drs. Calvin Chou and Adina Kalet will share insights gained from spearheading a second edition of their book, *Remediation in Medical Education: A Midcourse Correction*, which confirm that health professions education craves frameworks for understanding, diagnosing, and addressing the trainees who struggle and the training programs that work under stress to help them.

Through this session, participants will (1) define remediation in health professions education, (2) name elements of optimal remediation practices, for institutions as well as for learners who struggle, and (3) apply changes in remediation processes to participants' own cases.

Panel Session 2 | Tuesday, 2:45 – 3:45 p.m.

Tearing it Down and Starting From Scratch: Lessons Learned from a Complete Curriculum Revision

Moderator: Jacob Peschman, MD, MSPE

Many of the methods used to educate students and residents have been utilized for years primarily because they are the way things have always been done. In some cases, a completely new educational program is needed to better meet the needs of current learners. Any time a significant change occurs as part of a training program, there are implications for the faculty, learners, administrators and program culture, many of which can appear to be so significant that they ultimately prevent change from ever occurring. Our program accepted the need for a complete revision of our education program for General Surgery PG2-5 residents and undertook this change to a flipped classroom model with significant improvement in resident reported satisfaction with the program's dedication to educational opportunities. The knowledge we gained in completely overhauling our curriculum likely includes overcoming many of the same challenges other programs considering revisions would face, and therefore this panel presents the opportunity for others to benefit from our experience.

Through this session, participants will (1) perform an evaluation of their resident curriculum to determine changes needed, (2) identify potential barriers to implementing curriculum revisions, (3) understand the faculty, learner and administrator perspectives of making a significant change to how education is delivered in a program, and (4) develop the first stages of an action plan to implement a programmatic change.



Panel Session 3 | Thursday, 10:45 – 11:45 a.m.

A New Course for a New Era? Insight into the Development of an Integrative and Wholistic Character and Professionalism Course for Preclinical Medical Students

Moderator: Ashley Pavlic MD, MA

What makes a good doctor? Skills beyond medical knowledge are required. A good doctor requires a sense and stability of self, the desire to practice virtue, excellent communication skills, understanding of health care disparities, and a willingness to be vulnerable, acknowledge mistakes, and grow. Our medical school has just rolled out a curricular redesign which was the result of years of deliberation and planning across all our three campuses. We discuss our experiences in the creation of a novel course, The Good Doctor, which addresses competencies surrounding character development, well-being, ethics, health equity, and communication skills. This course utilizes a longitudinal small group structure called “Learning Communities” to engage with medical schools’ most psychologically challenging content. We discuss how this course came to be and the initial feedback from the first three months.

Through this session, participants will (1) understand how our values have shifted what we accentuate in medical school, (2) discuss the collaborative process of course creation, including decisions about course content and structure and evaluation methods, and (3) review feedback and lessons learned from the first two months of the course.

WORKSHOPS

*Denotes Invited Speaker(s)

Workshop 1 | Tuesday, 9:30 – 10:30 a.m.

Revising for Acceptance: Organizing Responses to Reviewer Comments with the CSACR Method

Facilitator: Michael T. Braun, PhD

1. Understand the process of organizing and addressing reviewer comments to turn a revise and resubmit decision from an academic journal into acceptance.
2. Consider the emotional work necessary to prepare yourself for dealing with reviewer comments so you can take the sting out of the substance of the comments.
3. Create a plan for addressing the comments using the CSACR method (Comment, Section, Action, Change, and Response).
4. Discuss ways to make your revision description persuasive to reviewers and editors and consider dilemmas for how to deal with tricky comments.



Workshop 2 | Tuesday, 10:45 – 11:45 a.m.

Incorporating Active Learning into Didactic Lectures

Facilitators: Chelsea Weaver, PhD; Denise Cook-Snyder, PhD; Kerrie Quirk, MEd

1. Define active learning.
2. Identify 2-3 active learning techniques to incorporate in their learning environment.
3. Convert a didactic lecture into an interactive, engaging session.

Workshop 3 | Tuesday, 2:45 – 3:45 p.m.

Human-Centered Design in Your Pedagogical Practice: Developing a Design Toolbox

Facilitator: Lana M. Minshew, PhD, MEd

1. Gain an introductory understanding of human-centered design.
2. Experience and gain a practical understanding of rapid prototyping, creativity, and radical collaboration.
3. Leaning into creativity, curiosity, culture.
4. Share tools for incorporating human-centered design into medical education curriculum.

Workshop 4 | Wednesday, 4:00 – 5:00 p.m.

Coaching Skills for Health Professions Educators: How to Put on a “Coaching Cap”

Facilitators: Margaret A. Hadinger, EdD, MS, ACC; Rebecca D. Blanchard, PhD, MEd, CPCC, ACC

1. Compare and contrast coaching, mentoring, advising, and teaching.
2. Define the essential components of coaching.
3. Identify when coaching strategies can be best integrated into practice.
4. Commit to implementing 1-2 coaching strategies into their work with health professions learners.

Workshop 5 | Thursday, 10:45 – 11:45 a.m.

Toward Flourishing: A Novel Approach for Addressing Challenges in Medical Education*

Facilitator: Jeff Fritz, MD

This workshop will begin with an overview of the Kern National Network’s framework for Flourishing in Medicine. Essential aspects for the framework in the promotion of flourishing – character, caring and practical wisdom – will be applied to current challenges in the UME or GME environment. The challenges will be selected by the attendees and could include equity in the admission process, overcoming bias in evaluation or remediation, integration of medical humanities in the promotion of profession, or successful transitions into UME and GME. The session will conclude with discussion on the promotion of flourishing within our spheres of influence.



Workshop 6 | Thursday, 1:15 – 2:30 p.m.

Low-Cost, Simulation-Based Learning: Hands-On Abortion Education

Facilitators: Emmy Lambert, BS; Alenna Beroza, MS; Julie Szczygielski, BS; Elisha Jaeke, BS; Allison Linton, MD; Kathryn Dielentheis, MD

1. Describe the current limitations to the full scope of OB/GYN practice in the state of Wisconsin, and explain its impacts on patient outcomes as well as resident medical training.
2. Compare various materials considered for the design of a low-cost, anatomically accurate pelvic model, and justify the choice of these materials through comparison with existing pelvic models.
3. Demonstrate several levels of OB/GYN procedural skills with the constructed model.
4. Analyze varying approaches to simulation-based medical education, and apply these approaches to innovation in other medical specialties.

New! WORLD CAFÉ

World Café | Tuesday, 4:00 – 5:30 p.m.

Enriching Educators Skill during Curriculum Change

Moderator: Karen Marcdante, MD

Facilitators: Chelsea Weaver, PhD; Kristina Kaljo, PhD; Sandra Pfister, PhD; Amy Bingenheimer, MLIS; Lana Minshew, PhD

The MCWFusion Curriculum is incorporating caring and character while moving toward a more individualized, active learning format. These changes require the refinement of current skills and the development of some new skills for our faculty. In a series of recent interviews, time was identified as the major concern by basic science and clinical faculty as well as educational staff. This World Café will allow stakeholders to provide their wisdom and ideas that will guide educators tasked with creating effective and efficient educational enrichment sessions (AKA faculty development) offerings. Participants will enter the Café and share their perspectives and ideas in response to a series of questions designed to help the team to create innovative, learner-centered, efficient and effective faculty development offerings for the ongoing development and implementation of MCWFusion.



New! FIRESIDE CHATS

Fireside Chat 1 | Tuesday, 1:30 – 2:30 p.m.

Pharmacogenomics: Drugs and Your DNA

Facilitator: Rachel Kavanaugh, PharmD, BCACP

Guest: Carolyn Oxencis, PharmD, BCOP

Please join us for an engaging and interprofessional Fireside Chat featuring a discussion on pharmacogenomics.

- Learn how genetic variants impact drug response.
- Discuss curricular threads relating to genomics and how to incorporate into your courses.
- Hear about innovative laboratory activities involving pharmacogenomic panel testing.
- Leave in action with a variety of resources and tools to use at your institution.

Come for the hot apple cider and stay to learn how drugs and DNA can optimize patient care!

Fireside Chat 2 | Wednesday, 1:15 – 1:45 p.m.

Meaningful Mentorship: Stories of Support and Success in Medical & Graduate Education

Facilitator: Elisha Jaeke, BS

Guest: Jessica Olson, PhD, MPH

After a deep dive into the faculty database, Elisha Jaeke – a first-year medical student at the time – found herself face-to-face with the faculty member who would soon become her compass. As the first in her family to graduate from college, pursuing the additional unknown of medical school was intimidating to say the least. Thankfully, she now had an extraordinarily ambitious and generous person in her corner. Elisha left that first meeting knowing that she had won the mentorship equivalent of the lottery. Dr. Jessica Olson is a physiologist and micro-RNA scientist by training, but as Assistant Professor of Community Health within the Institute of Health and Equity, Dr. Olson has expanded her work to the multilevel reduction of health disparities. Her unique background and training, combined with her fierce commitment to supporting and uplifting underrepresented scholars, make her an incredible mentor. Dr. Olson is an expert connector and uplifter, and

she is an anchor in times of stress and uncertainty. Throughout this hour-long interview with the mentor by the mentee, Elisha will highlight the ways that Dr. Olson's approach to mentorship has been lifechanging for her and for numerous other students who benefit from knowing Dr. Olson. Not only will this fireside chat provide

the warm, fuzzy feelings of meaningful connection, but it will also provide concrete take-aways for students seeking meaningful mentorship and staff/faculty members seeking to mentor more effectively.



SPEED POSTERS

Speed Posters 1 | Wednesday, 9:30 – 10:30 a.m.

Integrating Quality Improvement In Medical Education: Development of a Quality Improvement Curriculum for Undergraduate Medical Students

Jennifer A. Woodard, MD

The Use of a Professional Development Course to Assess Competency-Based Progression in Undergraduate Medical Education

Marika Wrzosek, MD

The Role of Regular Screenings on Total Cholesterol for Coronary Heart Disease Prevention

Annie Tonnu, MS

Promoting Health Literacy and Preventive Care: A Monthly Curriculum and Mobile Clinic Initiative

Manvita Mareboina, BS

Speed Posters 2 | Wednesday, 10:45 – 11:45 a.m.

A Cross-Sectional Evaluation of The Lack of Racial, Sexual, and Gender Diversity Among Top Dermatologist Influencers on TikTok

Madison Meyer, BS

From Pediatric to Adult Medicine: What is the Patient and Family Experience in Transitional Care for Children with Medical Complexity?

Bethany Corbin, MD

Collaborative Leadership and Shared Expertise: Integrated Co-teaching Diabetes in UME of a New Medical School

Elisabeth Frieda F. Schlegel, PhD, MSc, MBA, MS (HPPL)

A Student-Led Approach to Improving Colorectal Cancer Screening Using a Health Systems Science Curriculum

Ilesha Ticknor, BS

Coffee Talks with Future Docs

Kelan Fogarty, BS



Impact of Selling Alcohol at Football Games on Emergency Medical Service Visits and Severity of Alcohol-Related Incidents

Manvita Mareboina, BS

Interactive Panels Serve as an Effective Way to Increase Medical Students' Knowledge of the Opportunities in Sports Medicine Fellowship Training

Matthew Corsi, BS

Speed Posters 3 | Wednesday, 2:45 – 3:45 p.m.

Identifying Best Practices for Specialty-Specific Advising during Residency Application

Alexa Morrison, MD

Assessing Peer Mentor Skill Development in Participating in a Novel Medical Student Mentoring Initiative

Chelsea Yu, BS

Improving Recognition, Assessment, and Treatment of Opioid Use Sequelae in an Internal Medicine Residency Program

Jahanavi Ramakrishna, MD

Via Zoom or in the Room? Comparing Efficacy of a Pediatric Intern Communication Workshop in Virtual vs In-Person Formats

Lauren Coffey, MD

Connecting the Dots: Bridging the Gap Between Basic Sciences and Clinical Skills using Illness Scripts

Itzick Nahmoud, BS

Does the Shoe Fit? Development of a School-Specific Step 1 Study Plan

Matthew Brennan, BS

Closing the Loop: Implementing an Annual Survey to Gauge Student Feedback

Riya Shah, BS



KERN T12 SPEED POSTERS

T12 Posters | Wednesday, 4:00 – 5:30 p.m.

Utilizing Tweet-Style Reflections to Foster Character Development Among Health Professions Students

By Brian Hilgeman MD; Kevin Kurtz; Mary Hoeschen; Zachary Hovis PharmD BCAP; Rachele Harrison PharmD

Assessing the Impact of a Refugee Curriculum on Medical Providers' and Trainees' Confidence in Providing Cross-Cultural Care

By Iaong Vang; Athena Dong; Danica Vendiola; Jessica Zhou; Tianzeng Chen; Sarah Dittmer MD; Alana Petrassi; Melissa Chiu MD; Caitlin Kaeppler MD

Medical Student Mediation Training Program

By Natalie C. Fleury JD; Erin Green MD; Marissa Davis

Cultivating Cultural Intelligence to Improve Cancer Disparities with Asian American, Native Hawaiian, and Pacific Islander Communities

By Mingqian Lin, MS; Joyce H. Lee, MS; Iaong Vang; Kajua B. Lor PharmD, BCACP

A Pilot Program for Patient-Physician Interaction Education: Addressing Muslim Patients' Needs

By Matida Bojang; Maie Zagloul; Nawara Abufares; Sarah Farhan; Saba Anwer; Shakirah Tumusiime; Buruj Mohammed; Matida Bojang

Improving Healthcare for Individuals with Intellectual Disabilities

By Haley Daigle; Dana Warwick; Amy Prunuske PhD

Keeping Our Eyes on the Future: Building Empathy Through Holistic Teaching

By Katerina Tori; Deborah Costakos, MD, MS; Hershel Raff, PhD, FAAAS, FAPS

Operation Conversation: Using a Peer-Led Roleplay Model to Help Pre-Clinical Medical Students Improve Interpersonal Skills and Navigate Difficult Patient Conversations

By Molly Thapar; Omeed Partovi; Madeline McGauley; Christopher Gitter; Jose Lucas Zepeda; Himanshu Agrawal, MD, DF-APA; Andrew Petroll, MS, MD; April Zehm, MD



The Phronimos* Project: Empowering Residents as Role Models of Practical Wisdom in Medicine

By John Yoon, MD; Kimberly Tyler, MD; Leroy Seymour, MD; Rebecca Rings-Miller, MD; Ana Istrate, MD; Sara Matloub, MD; Andrew Perez, MD; Fabrice Jotterand, PhD; Justine Espisito

Telehealth Experience by Learner Engagement using Simulation (TELES)

By Thomas Yang, MD; Morgan Wilbanks, MD; Rebecca Lundh, MD; Kurt Steffan; Lynn Lewandowski; Hannah Mueller; Rachel Kavanaugh PharmD, BCACP

What To Expect When You're Expecting (To Start a New Rotation)

By Zachary Schoppen, MD; Kate Dielentheis, MD

Studying in Motion

By Joshua Wiesner; Jenna Loefler; Sarah VanderZanden, DVM; David Bailey, PhD

IGNITE SESSION

Ignite Session | Wednesday, 9:30 – 10:30 a.m.

Ask Your Pharmacist: Using Social Media to Enhance Student Drug Information Skills

By Rachel Kavanaugh, PharmD, BCACP

Vision Care Disparities in the United States: Strategies for Addressing Gaps in Outreach and Medical Education

Sai S. Kurapati, MS



PAPER POSTERS

*Denotes Invited Speaker(s)

Paper Posters | Thursday, 2:45 – 5:00 p.m.

MedEd Case Studies: An Untapped Approach to Formative Evaluation

By Clara Martin, MPH

An Interdisciplinary Approach to Development and Implementation of a Hospice and Palliative Medicine Fellowship Antiracism Curriculum

By Katherine Recka, MD

Reigniting the Spark: Lessons Learned Restarting a Weekly Middle School Science Program Following the COVID-19 Pandemic

By Simon Blaine-Sauer, BS

Model to Improve Cross-Disciplinary Communication and Learning Among Pathology Residents

By Blake W. Buchan, PhD, D(ABMM)

Patient Needs Assessment: Developing a Tailored Diabetes Self-Management Education and Support Program

By Buruj Wali Mohammed, BS

Going for Broke: The Impact of Cost of Living on Surgery Resident Stipend Value

Jed Calata, MD

Community-Engaged Design Thinking, How to Connect Medical Students with Communities They Serve

By Lana Minshew, PhD, MEd

Medical Student Perceptions of Family Planning and Knowledge of Parental Leave Policies in Residency

By Madeline R. Ebert, BS

Medical Student Perceptions of Failure and Understanding of Remediation in Medical School: A Survey

By Madeline R. Ebert, BS

Medical Student Motivation Impacted by Personal Values and Year-in-School

By Robert Treat, PhD



The Impact of Medical Student Introversion on Happiness

By Robert Treat, PhD

Analysis of Team Performance During Patient- and Family-Centered Rounds During COVID-19

By Sarah Dyke, BS

A Successful Educational Intervention Linking Dementia Patients & Families with Community Resources

By Edmund Duthie, MD

Use of Note Templates to Improve HIV and Transgender Care at a Community Health Center

By Jennifer A. Woodard, MD

Increasing Learner Audience Reach with Articulate Rise

By Johnathon Neist, MLIS

A Film-Based Curriculum to Teach Empathy and Cultural Competencies to Residents and Fellows

By Kathleen Williams, MD

The Canary in the Case Coal Mine: Fusion-Focused Lessons Learned From the Discovery M2 Course Experience of an Interactive Case Activity

By Marika Wrzosek, MD

Ask Your Pharmacist: Using Social Media to Enhance Student Drug Information Skills

By Rachel Kavanaugh, PharmD, BCACP

A Comparison of Faculty and Student Perceptions of Curriculum and External E-Learning Resources

By Taylor LaBorde, BS, MPH

Tentative: Feasibility Study - Procedural Skills

By Thomas Yang, MD

Medical Students Mentoring Adolescent Students to Mitigate Adverse Childhood Experiences (ACE)

By Drake Giese, BS

Developing a New Note Template for Internal Medicine Residents: Barriers and Benefits

By Jennifer A. Woodard, MD



Enhancing Informed Consent for Newborn Circumcision: A Call for Education and Strategies for Improvement

By Joseph Harter, MS&E

Shaping the Future of Medical Education with Generative AI: Student-Initiated Data Science Interest Group Launches Chat Clinic*

By Nathaniel Verhagen

ORAL PRESENTATIONS

*Denotes Invited Speaker(s)

Oral Presentations 1 | Tuesday, 10:45 – 11:45 a.m.

Simulating Poverty to Improve Empathy Amongst Residents

By Paul Otto, MD

Transforming Medical Education Through Student Individualization in the Phase 3 of the MCWfusion Curriculum

By Lana Minshew, PhD, MEd

When Clinical Operations Meets Resident Education: A Resident Facilitated Quality Assessment in the Department of Emergency Medicine

By Nancy Jacobson, MD

Emergency Medicine in the Community Setting: Developing, Implementing, and Evaluating a Novel Medical Student Elective

By McKenna Knych, MD

Oral Presentations 2 | Tuesday, 1:30 – 2:30 p.m.

Feasibility Study: To study Telehealth Experience by Learner Engagement using Simulation (TELES) with Telehealth Competencies: Communication and Data Assessment

By Thomas Yang, MD

Addressing Fundamental Questions about the Human Being through Bioscientific and Theological Discussions: An Educational Pilot with Pre-Medical Students

By Aasim Padela, MD



Differences in Time Spent on Work Activities and Work Characteristics Ratings in the Hospital/Health System Setting Post- COVID-19 (since March 2020)

By Sonu Baru, PharmD Candidate 2024

Oral Presentations 3 | Wednesday, 1:30 – 2:45 p.m.

Identifying Faculty Development Needs of Basic Science and Clinical Faculty in Preparation for Curriculum Change

By Caitlin Hoffman, BS

TikTok, Does it Have a Reliable Role in High Quality Nano-Learning Within Medical Education?

By Akua Asare, MBBS (Exp 2025)

Towards Gender Equity: Evaluating Word Choices of Internal Medicine Residents in Near-Peer Evaluations

By Chinenye Cynthia Odo, MBBS

Conversations after Dobbs: Lessons from Development of an OBGYN-Specific Communication Skills Training Thread in Graduate Medical Education

By Lindsey McAlarnen, MD, M.Sc.

Creating Joy at Work Through Laughter and Humor*

By Mabelle Linsenmeyer, EdD

Oral Presentations 4 | Thursday, 1:15 – 2:30 p.m.

Development and Trial of a Low-Cost, Simulation-Based Abortion Skills Training

By Emily M. Lambert, BS

Evaluation of a Health Equity Curriculum to Improve Cultural Competence with Asian American Native Hawaiian Pacific Islanders (AANHPI)

By Owen Bowie, BS

Trauma-Informed Care Training in Trauma and Emergency Medicine: A Scoping Review of the Existing Trainings

By Cecelia Morra, BA



Students to Teachers: An Innovative Point of Care Ultrasound Training Program for Medical Students

By Madeline R. Ebert, BS

The Impact of Employment Status on Community Health Worker Training Needs

By Akshayaa Lakshmanan, BS

ROUNDTABLES

*Denotes Invited Speaker(s)

Roundtable 1 | Wednesday, 9:30 – 10:30 a.m.

WSUSOM Walk with a Doc Program

Allison Boland; Emma Streveler; Rachel Puentes; Eva Waineo MD

Medical school can be isolating and lead to anxiety and burnout. The WSUSOM Health & Wellness committee pioneered the Walk with a Doc program that allows students to combine mentorship and exercise. Students walk around campus with a faculty member and group, discussing questions about their specialty field.

Roundtable 2 | Wednesday, 1:45 – 2:30 p.m.

AAMC Central Group on Educational Affairs*

Steve Vance, MD

The AAMC Central Group on Educational Affairs (CGEA) is a professional organization that aims to advance medical education and medical educators through various activities and initiatives. The purpose of the CGEA is to advance medical education and medical educators through faculty development, curriculum development, educational research, and assessment in undergraduate, graduate, and continuing medical education. The CGEA medical schools are located in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin and the Canadian provinces of Manitoba and Saskatchewan. The CGEA has an annual meeting in the spring and in April 2024; the Medical College of Wisconsin will be hosting the meeting in downtown Milwaukee. Currently, the call for proposals for the 2024 meeting is out and submissions are due on Oct. 24, 2023.

The 2024 CGEA program chair will be conducting a roundtable to inform the IHER community about the benefits of presenting and participating in the conference.



Roundtable 3 | Wednesday, 2:45 – 3:45 p.m.

Mobile Health Clinics and Social Determinants of Health

Mandy Hsu, MPH; Abdul-Jawad Majeed; Michael McShane, MD, EdM

Mobile health clinics, especially those integrated within a medical curriculum, are well positioned to not only address some of the needs of rural and underserved communities, but also to provide avenues of training for future physicians in helping screen, evaluate, and address social determinants of health needs.

Roundtable 4 | Thursday, 9:30 – 10:30 a.m.

Wisconsin Medical Journal*

Fahad Aziz MD, FASN; Kendi Neff-Parvin

The Wisconsin Medical Journal (WMJ) is a peer-reviewed, scientific journal that publishes original research, case reports, review articles, and essays about current medical and public health issues. The purpose of the WMJ is to provide a forum for professional communication and continuing education for physicians and other health professionals in Wisconsin and beyond. The WMJ is owned and published by the Medical College of Wisconsin and the University of Wisconsin School of Medicine and Public Health, in collaboration with the Wisconsin Medical Society. The WMJ is available through subscription and electronically, with free full text online through PubMed and PubMed Central. The WMJ has a mission to advance medical knowledge and improve health outcomes for the people of Wisconsin.

The Editor-in-Chief and the Managing Editor are conducting a roundtable to inform the IHER community about the benefits of publishing in WMJ.

T12 ROUNDTABLES

T12 Roundtables | Wednesday, 10:45 – 11:45 a.m.

Choose Your Own Adventure Activities to Prepare for Pharmacy Board Examinations

Rachel Kavanaugh, PharmD; Ciara Beckers; Lisa Brauer; Bonnie LaTourette, PharmD; Stacy Reid, PharmD



Dignity in Death and Dying

Fabriana Louis-Letang, M1; Seth Bodden, MD

Seeing Wisely: Attention as a Clinical and Moral Priority

Will Lyon, MD; Quinn McKinnon, MS

Sexual Health Clinical Skills Workshop Series

Cailey O'Neill, M2; Vanessa McFadden, MD; Claire Curtis, M1; Daphne Blount, M1; Allison Linton, MD

Growing Caring Physicians: Medical College of Wisconsin - Green Bay Student Garden Initiative

Abbey Cheveny, M1; Madeline Halama, M1; Sarah VanderZanden, DVM; Debra Pearson, PhD, RD

Implementation of a Multisource Feedback Tool in Medical Education to Enhance Medical Student Outcomes

Amaal Bhaloo, MD; Amy Prunuske, PhD; Jennifer Klumb; Kurt Pfeifer, MD

Providing Meaningful Feedback to Teaching Faculty

Jacob Peschman, MD; Halen Turner, MD; Danielle Wilson, MD; Nicole Dixon



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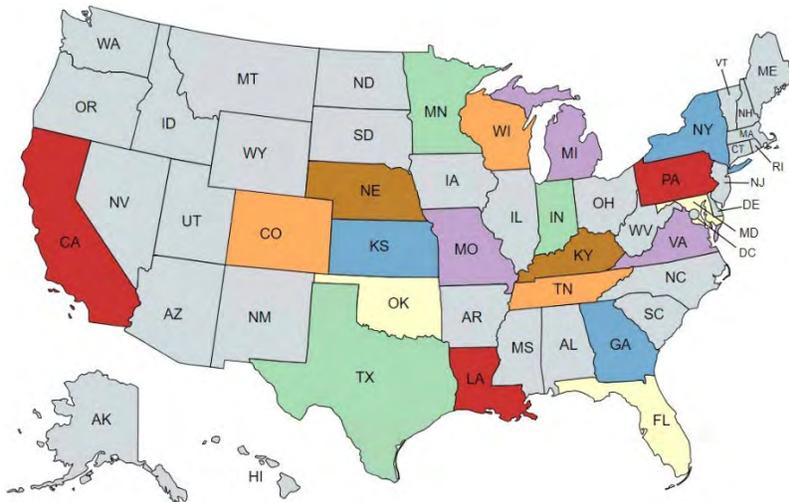
Wisconsin Medical Journal: Fahad Aziz, Robert Treat, Kendi Neff-Parvin

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Presenters and Participants from Other Countries: Antigua, Bermuda, Canada, England, India, Poland, Turkey

CONFERENCE PARTICIPANTS

The 2023 IHER Conference participants come from many locations:



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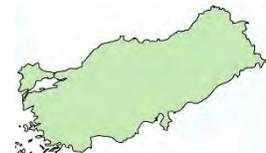
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CONFERENCE EVALUATIONS

Submit the 2023 conference evaluations online at:

https://mcwisc.co1.qualtrics.com/jfe/form/SV_3Qp1aaOvwQsjYWy

