



# 2025 Innovations in Healthcare Education Research Conference



SEPTEMBER 16 – 18

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

PANEL SESSIONS  
KEYNOTE SPEAKERS  
ROUNDTABLES  
POSTER SESSIONS  
PRESENTATIONS  
WORKSHOPS

HYBRID FORMAT WITH  
IN-PERSON AND  
VIRTUAL SESSIONS

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ACADEMIC AFFAIRS



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## WELCOME

### 2025 MCW INNOVATIONS IN HEALTHCARE EDUCATION RESEARCH (IHER) CONFERENCE

#### “Revolutionizing Healthcare Training: The Role of Emerging Technologies”

The MCW Department of Academic Affairs is pleased to host our 12<sup>th</sup> 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 uniting human connection and technology, embracing both within healthcare education:

- **Veronica Catanese, MD, MBA:** Dr. Catanese currently holds the position of Co-Secretary of the Liaison Committee on Medical Education (LCME) and Senior Director, Accreditation Services, at the Association of American Medical Colleges (AAMC).
- **Amrit Kirpalani, MD:** Dr. Kirpalani is an Assistant Professor of Paediatrics at Western University's Schulich School of Medicine & Dentistry. He is also the founder of the Canadian Medical Student Research Competition, a national showcase celebrating the scholarship and creativity of tomorrow's physicians.
- **Kathlyn Fletcher, MD, MA:** Dr. Fletcher is a professor in the Department of Medicine at the Medical College of Wisconsin and the Milwaukee VA Medical Center. She has served as the residency program director for the past eight years.

I am certain that those who attend the keynote sessions will come away intrigued and energized by the presentations given by Drs. Catanese, Kirpalani and Fletcher. 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 16 (Virtual Sessions Only)

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

Time	Session	Primary Zoom Links
9:15 - 10:30 a.m.	<b>Session One:</b> Workshop 1: The Three C's (Create, Curate, and Connect): Leveraging Technology to Support Active Learning in Healthcare Education	<a href="#">Session One Link</a>
10:30 - 11:45 a.m.	<b>Session One:</b> Campfire Session 1: Undergraduate Medical Education (UME) Coordinators: Do We Want Credentials?  <b>Session Two:</b> Oral Presentation 1	<a href="#">Session One Link</a>  <a href="#">Session Two Link</a>
Noon - 1:00 p.m.	<b>*Keynote Address:</b> Veronica Catanese, MD, MBA: <i>LCME Accreditation: One Eye on the Horizon and the Other Close to Home</i>	<a href="#">Keynote Address Link</a>
1:15 - 2:30 p.m.	<b>Session One:</b> Oral Presentation 2  <b>Session Two:</b> Panel Session 1: Cultural Humility in the Digital Age: Educating Future Physicians on AANHPI Health	<a href="#">Session One Link</a>  <a href="#">Session Two Link</a>
2:30 - 3:45 p.m.	<b>Session One:</b> Campfire Session 2: Orienting New Staff to Medical School: We Hope You Love Alphabet Soup from a Fire Hose!  <b>Session Two:</b> Workshop 2: Generative Artificial Intelligence & Universal Design for Learning: Enhancing Medical Education	<a href="#">Session One Link</a>  <a href="#">Session Two Link</a>
3:45 - 4:45 p.m.	<b>Session One:</b> Roundtable 1: The Development, Validation, Evaluation, and Scaling of TEACH-ABLE (Transforming Education and Clinical Healthcare through Agent-Based Learning and Evaluation)  <b>Session Two:</b> Campfire Session 3: The Design Sprint Toolkit: How to Plan and Execute	<a href="#">Session One Link</a>  <a href="#">Session Two Link</a>

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

#### Robert Treat, PhD

Associate Professor  
Department of Emergency Medicine  
Director of Measurement and Evaluation  
Office of Academic Affairs

#### Rachel Kavanaugh, PharmD, BCACP

Associate Professor  
Director of Professional Labs – Year 2  
Clinical Sciences Department  
Medical College of Wisconsin School of Pharmacy

#### Lana M. Minshew, PhD, MEd

Assistant Professor  
School of Pharmacy | School of Medicine



# SCHEDULE

## Wednesday, September 17 (Virtual Sessions Only)

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

Time	Session	Primary Zoom Links
9:15 - 10:30 a.m.	<b>Session One:</b> Speed Posters  <b>Session Two:</b> Workshop 3: Friendly Feedback: A Hands-on Workshop Sharing Best Practices in Faculty Peer Observation and Feedback in Healthcare Education	<a href="#">Session One Link</a>  <a href="#">Session Two Link</a>
10:30 - 11:45 a.m.	<b>Session One:</b> Oral Presentation 3  <b>Session Two:</b> Roundtable 2: Flourishing as a GME Leader	<a href="#">Session One Link</a>  <a href="#">Session Two Link</a>
Noon - 1:00 p.m.	<b>*Keynote Address:</b> Amrit Kirpalani, MD: <i>Teaching in the AI Era: Trust, Threat, and Transformation</i>	<a href="#">Keynote Address Link</a>
1:15 - 2:30 p.m.	<b>Session One:</b> Workshop 4: Teach Smarter, Not Harder: A Practical, Hands-On Guide to Generative AI for Medical Educators  <b>Session Two:</b> Ignite Presentations	<a href="#">Session One Link</a>  <a href="#">Session Two Link</a>
2:30 - 3:45 p.m.	<b>Session One:</b> Panel Session 2: Leveraging AI for Enhancing Pre-clerkship Medical Education - From Concept to Practice  <b>Session Two:</b> Fishbowl Session 1: The Case for Case-Based Learning	<a href="#">Session One Link</a>  <a href="#">Session Two Link</a>
3:45 - 4:45 p.m.	<b>Session One:</b> Oral Presentation 4  <b>Session Two:</b> Roundtable 3: Addressing the Shortage of Clinical Faculty in Undergraduate Medical Education	<a href="#">Session One Link</a>  <a href="#">Session Two Link</a>

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

**José Franco, MD**

Professor of Medicine (Gastroenterology and Hepatology)

Senior Associate Dean for Education

School of Medicine



# SCHEDULE

## Thursday, September 18 (In-Person Sessions)

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

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

Time	Session	Location	Zoom Link
9:15 - 10:30 a.m.	<b>Session One:</b> Workshop 5: Transforming Pharmacy Education: Designing and Implementing Serious Learning Games	M3860	
10:30 - 11:45 a.m.	<b>Session One:</b> Oral Presentation 5  <b>Session Two:</b> Fireside Chat 1: Hidden Potential - Bringing out the Best in Medical Students and Medical Educators	M3850  M3860	
Noon - 1:00 p.m.	<b>*Keynote Address:</b> Kathlyn Fletcher, MD, MA: <i>Leading Medical Education Teams Through Crisis</i>	Bolger Auditorium  <b>Lunch provided</b>	<a href="#">Livestream Link</a>
1:15 - 3:30 p.m.	<b>Session One:</b> Paper Poster Sessions	MCW Cafeteria Lobby	

**\* 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



# KEYNOTE ADDRESSES

The 2025 IHER Conference plenary speakers are sponsored by the Medical College of Wisconsin (MCW) and the MCW Office of Academic Affairs.

**Tuesday, Sept. 16, at Noon: Dr. Veronica Catanese**

***LCME Accreditation: One Eye on the Horizon and the Other Close to Home***



**Veronica Catanese, MD, MBA**

Veronica Catanese, MD, received her undergraduate degree from Wellesley College, MD degree from the NYU School of Medicine, and MBA degree from NYU's Stern School of Business. After residency training in internal medicine and a clinical fellowship in endocrinology, diabetes, and metabolism at NYU, she spent two years as a research fellow at the Joslin Diabetes Center of Harvard Medical School. She then returned to NYU as a faculty member in the departments of medicine and of cell biology, eventually becoming the medical school's senior associate dean for education and student affairs.

In 2008, Dr. Catanese joined the founding team of the Donald and Barbara Zucker School of Medicine at Hofstra Northwell, where she served as vice dean, dean for academic affairs, and principal business officer. In 2016, Dr. Catanese assumed the position of Co-Secretary of the Liaison Committee on Medical Education and Senior Director, Accreditation Services, at the Association of American Medical Colleges.

Throughout her professional life, Dr. Catanese has maintained a visible national profile in academic medicine, having served as president of the American Federation for Medical Research and editor-in-chief of the *Journal of Investigative Medicine*. She also has served as a member of the Institute of Medicine's Clinical Research Roundtable, co-chair of the training subcommittee of the NIH Clinical Research Roadmap working group, and chair of an NIH biotechnology transfer study section.





Wednesday, Sept. 17, at Noon: Dr. Amrit Kirpalani

***Trust, Threat, and Transformation: The AI Frontier in Medical Education***



**Amrit Kirpalani, MD**

Dr. Amrit Kirpalani is an Assistant Professor of Paediatrics at Western University's Schulich School of Medicine & Dentistry, where he spearheads innovations in medical education scholarship. After completing a paediatric nephrology fellowship at The Hospital for Sick Children in Toronto and earning a Master in Education from Johns Hopkins University, he has dedicated his career to fostering inquiry based learning and inclusive training across both undergraduate and postgraduate programs.

His research centers on technology enhanced learning - leveraging artificial intelligence, digital platforms, and social media to break down barriers to higher education, build accessible tools, and mine large scale usage data for rigorous, equity driven insights that continually refine curriculum design. With numerous peer reviewed publications and national and international media coverage on AI in medicine, he is also the founder of the Canadian Medical Student Research Competition, a national showcase celebrating the scholarship and creativity of tomorrow's physicians.





## Thursday, Sept. 18, at Noon: Dr. Kathlyn Fletcher

### *Leading Medical Education Teams Through Crisis*



#### **Kathlyn Fletcher, MD, MA**

Dr. Kathlyn Fletcher is a professor in the Department of Medicine at the Medical College of Wisconsin and the Milwaukee VAMC. She has served as the residency program director for the past eight years.

She received her undergraduate degree in Psychology from DePauw University, graduating summa cum laude in 1992. She then attended medical school at the University of Chicago, Pritzker School of Medicine, where she graduated with Honors in 1996. She stayed at the University of Chicago Hospitals for Internal Medicine residency training and served as a chief resident at MacNeal Hospital, a community hospital in Berwyn IL. She completed a health services research fellowship at the University of Michigan in the Robert Wood Johnson/VA Clinical Scholars Program. While there, she received an MA in Higher Education Administration from the UM School of Education. She joined the faculty of the MCW in 2003. Clinically, Dr. Fletcher is a hospitalist at the Milwaukee VAMC and Froedtert Hospital.

In Dr. Fletcher's early career, she was a clinician-researcher. She was funded by VA HSRD, the ACGME and AHRQ. The focus of Dr. Fletcher's research was the intersection between graduate medical education and patient care. She studied issues such as patient perceptions of bedside rounds, the impact of discontinuity on patient outcomes, hand-offs of care, and how to measure the workload of physicians. She has published more than 100 papers on these topics, including in journals such as JAMA, Annals of Internal Medicine, the Journal of Graduate Medical Education, and BMJ Quality and Safety. Her most current work explores the care of hospitalized medical patients who have PTSD as a comorbidity. Dr. Fletcher collaborated on two books that featured essays about caring and character during and after the pandemic. Her new book is *Leading Through Crisis: Intimate Stories of Teamwork, Character, and Caring in Graduate Medical Education* which was published in November 2024.

At home, she has 3 teenaged children and a husband. She also has 2 dogs that give her unconditional positive regard, balancing out the 3 teenagers. 😊 She loves watching sports, especially the Brewers, the Cubs, and the Bucks. She also loves being outside, especially in quiet, beautiful places.



# PANEL SESSIONS

## Panel Session 1 | Tuesday, 1:15 – 2:30 p.m.

### **Cultural Humility in the Digital Age: Educating Future Physicians on AANHPI Health**

*Moderators: Maya Seshan, BS, Adileen Sii, Andrew Doan, Milwaukee Consortium for Hmong Health*

*Panelists: Maria Chay, BA; Helen Hermus, NP; Tou Ger (Billy) Lor, BA; Kajua B. Lor, PharmD*

Wisconsin has the third-largest Hmong population in the U.S., with many residing in the Milwaukee area. This panel will explore the benefits of an online, community-engaged education platform designed to help medical students provide culturally competent care for Asian American, Native Hawaiian, and Pacific Islander (AANHPI) communities. Featuring insights from community health workers and medical educators, we aim to highlight how cultural humility education can evolve in the era of hybrid learning.

## Panel Session 2 | Wednesday, 2:30 – 3:45 p.m.

### **Leveraging AI for Enhancing Pre-clerkship Medical Education - From Concept to Practice**

*Moderator: Devibala Govindarajan, MD; Wayne State University School of Medicine*

*Panelists: Devibala Govindarajan, MD; Sunil Jaiman, MD; Tapinder Singh, MS*

Artificial intelligence (AI) is revolutionizing medical education by enabling data-driven, personalized learning experiences. In pre-clerkship medical education, AI can optimize individualized learning plans, enhance student feedback analysis, and streamline curriculum review processes. The incorporation of artificial intelligence (AI) into medical education has the potential to transform how students engage with biomedical sciences. AI can function as virtual teaching assistants, delivering detailed, contextually relevant information and, in the future, even interactive simulations. AI can optimize faculty time while improving precision in student intervention plan and curriculum design, ultimately contributing to a more effective learning environment. As medical schools strive for adaptive and evidence-based teaching methodologies, leveraging AI ensures a more efficient, responsive, and learner-centered approach. This panel will explore the diverse applications of AI in medical education and discuss its transformative impact on pre-clerkship medical education. Experts will examine the potential benefits and challenges, including ethical considerations, faculty training, and the need for continuous curriculum adaptation in response to evolving AI capabilities. Attendees will gain insights into best practices for incorporating AI into medical education.



# WORKSHOPS

## Workshop 1 | Tuesday, 9:15 – 10:30 a.m.

### **The Three C's (Create, Curate, and Connect): Leveraging Technology to Support Active Learning in Healthcare Education**

*Facilitators: Galina Gheihman, MD; Tamara B. Kaplan, MD; Harvard Medical School and Mass General Brigham*

1. Discuss common barriers to leveraging technology in healthcare education.
2. Learn the Three C's (Create, Curate, and Connect) Model, a framework to understand the various roles technology can play to promote active learning in healthcare education.
3. Explore examples of the Three C's and practice applying them in one's own educational setting.

## Workshop 2 | Tuesday, 2:30 – 3:45 p.m.

### **Generative Artificial Intelligence & Universal Design for Learning: Enhancing Medical Education**

*Facilitators: Paula Weissman, PhD; Anita Samuel, PhD; Uniformed Services University of the Health Sciences*

1. Employ multiple means of representation in course materials to improve perception and comprehension for all learners.
2. Cultivate multiple means of engagement to stimulate relevance, interest, and persistence.
3. Implement multiple means of action and expression.

## Workshop 3 | Wednesday, 9:15 – 10:30 a.m.

### **Friendly Feedback: A Hands-on Workshop Sharing Best Practices in Faculty Peer Observation and Feedback in Healthcare Education**

*Facilitators: Brian Emmert, MD; University of Pennsylvania; Galina Gheihman, MD, Harvard Medical School and Mass General Brigham*

1. Explain the impact of "Friendly Feedback," a pilot program in faculty educator peer-observation and feedback at a national meeting.
2. Describe best practices in creating a feedback alliance and offering specific, focused peer-observation and feedback.
3. Reflect on opportunities to integrate faculty educator peer observation and feedback at their own institutions or other national meetings.



## Workshop 4 | Wednesday, 1:15 – 2:30 p.m.

### **Teach Smarter, Not Harder: A Practical, Hands-On Guide to Generative AI for Medical Educators**

*Facilitators: Catherine McDermott, MD, MEd; Virginia Sheffield, MD; University of Michigan*

1. Construct and refine a high-quality AI prompt for a medical education task using the "Author, Audience, Purpose" model.
2. Critically evaluate the benefits and risks of using generative AI for medical education tasks to make informed decisions about when and how to use it.
3. Engage learners in conversations about the responsible use of generative AI in medical education.
4. Feel confident exploring generative AI's potential in medical education while maintaining a critical lens on its applications.

## Workshop 5 | Thursday, 9:15 – 10:30 a.m.

### **Transforming Pharmacy Education: Designing and Implementing Serious Learning Games**

*Facilitators: Rachel Kavanaugh, PharmD, BCACP; Lana Minshew, PhD, MEd; Medical College of Wisconsin*

1. To describe application of various serious gaming strategies.
2. Understand the pedagogical foundations of serious games in pharmacy education.
3. Create actionable strategies for game implementation across different educational contexts.
4. Evaluate the effectiveness of serious games as educational interventions.



## NEW! CAMPFIRE SESSIONS

### Campfire Session 1 | Tuesday, 10:30 – 11:45 a.m.

#### **Undergraduate Medical Education (UME) Coordinators: Do We Want Credentials?**

*Presenters: Meaghan Hayes, M.Ed.; Medical College of Wisconsin; Heather Roth, BS; Medical College of Wisconsin - Central Wisconsin*

The goal of this campfire session is to expose staff to the credentialing options currently available for medical education staff, begin a dialogue about what an optimal program would look like if geared to pre-clinical UME administrative professionals, and gauge the likelihood and feasibility of such programs. We will begin by sharing information about available programs and feedback from participants of those opportunities. We will dive into the gaps that exist in these programs for pre-clinical staff, and briefly explore the literature surrounding the UME staff population. Next, we invite participants to share their ideas on which skills are critical to course coordination and education program management in UME. Participants will also be invited to share their thoughts on professional development and growth in UME, to gauge interest and awareness of trajectories. The session will close with a summary of the group's input and an overview of the authors' next steps. The results from this session will help the authors construct an IRB and project proposal to further explore interest and needs nationally to invest in pre-clinical credentialing programs for administrative staff.

### Campfire Session 2 | Tuesday, 2:30 – 3:45 p.m.

#### **Orienting New Staff to Medical School: We Hope You Love Alphabet Soup from a Fire Hose!**

*Presenters: Greg Null, MA; Allison Serra, MD, MPH; University of Pittsburgh School of Medicine*

In this campfire session, one faculty member and one staff member (partners in leading a new office in a medical school) will explain how an intentional and culture-focused orientation strategy for new team members has allowed them to build a strong, connected, mission-driven team. The facilitators will share their own “horror stories” and the impetus for their approach to building their own team in a different way. They will talk about what is working well at the University of Pittsburgh School of Medicine and will open it up to all in attendance to share their stories and ask questions. The session will begin with a roundtable of horror stories from past onboarding experiences which will lead into the discussion of WHY this group wanted something different. Discussion will include planning (and continued prioritization of need for) staff to learn the ins and outs of a medical school and all its traditions, jargon, and drama. Among others, specific discussion topics include “working with physicians,” “how to spot mistreatment” (and avoid replying to 2AM emails.” Sgro’s ‘Bring yourself to work’ will be shared and discussed, along with resources/best practices.



## Campfire Session 3 | Tuesday, 3:45 – 4:45 p.m.

### **The Design Sprint Toolkit: How to Plan and Execute**

*Presenters: Lana Minshew, PhD, MEd; Medical College of Wisconsin; Antonina Johnston, MMed, MS; Kern National Network*

This 45-minutes campfire session introduces participants to the fundamentals of developing a design sprint specifically tailored for health professions education contexts. Participants will gain a practical understanding of how to leverage design thinking methodologies to conduct a design sprint to begin their exploration of education problem. Discussion will also focus on the benefits of conducting a design sprint over hosting a focus group. Participants will leave with a design sprint framework that can be applied in health professions education contexts. Session outline: Introduction (5 min) -Welcome and brief overview of design sprints -Key benefits for health professions education: rapid iteration, learner-centered approaches, interdisciplinary collaboration Core principles (5 min) -Adapting the standard design sprint for health professions education - Understanding the unique constraints of clinical environments -Balancing evidence-based practice with innovation -Identifying appropriate stakeholders Sprint Framework (5 min) -Step 1: Problem definition and opportunity identification -Step 2: What do you want to know? Creating prompts and questions -Step 3: How will you collect your data? -Step 4: Implementing your Design Sprint -Step 5: Organizing, Analyzing, and Using your data Interactive Component (10 min) -Quick exercise: Participants will engage in a rapid design sprint activity -Guided ideation on potential sprint questions Conclusion (15 min) -Resources for further learning -Q & A and discussion.



## NEW! FISHBOWL SESSION

**Fishbowl Session 1 | Wednesday, 2:30 – 3:45 p.m.**

### **The Case for Case-Based Learning**

*Presenters: Michelle Sweet, MD; Rush University; Ethan Molitch-Hou, MD; University of Chicago; Amanda Benaderet, MD; University of Indiana*

*Moderator: Shannon Martin, MD; University of Chicago*

This fishbowl session will explore the value and structure of vignette-based scholarship in medical education, emphasizing how clinical case development can enhance diagnostic reasoning, foster mentorship, and generate scholarly output. Through interactive discussions and real-world examples, participants will engage with innovative models that transform day-to-day clinical encounters into scholarly products, supporting faculty and trainee development. The session will begin with a brief introduction (5–10 minutes) that outlines the rationale for vignette-based scholarship, including how structured programs can help meet institutional goals in education and scholarship. Panelists in the "fishbowl" will then guide a rotating conversation on a series of interconnected themes within the larger topic of vignette-based scholarships. These include developing case repositories, building case-writing workshops, and facilitating faculty-learner collaborations to produce publishable work. Panelists will represent institutions that have successfully implemented programs and share practical insights, including scheduling logistics, developing frameworks, and the application of the CARE guidelines for publication-quality case reports. Audience members will be encouraged to join the inner circle at 2-3 designated intervals during the session, contributing questions, sharing their institutional practices, and proposing ideas for implementation. The moderator will guide the conversation to ensure all main topics are addressed while allowing flexibility to explore emerging themes raised by participants. The final 10–15 minutes will include a group debrief, summarizing key takeaways and actionable strategies. Participants will leave with tangible ideas and frameworks to adapt or launch vignette-based scholarship programs at their institutions. This session supports the professional development of faculty and learners, aligning with broader academic medicine goals of integration.





# SPEED POSTERS

\*Denotes Sessions with Invited Speaker(s)

**Speed Posters 1** | Wednesday, 9:15 – 10:30 a.m.

**Enhancing Surgical Skills: A Pilot Study of First-Person vs. Third-Person Instructional Approaches**

Jenny Bui, MD, MPH; Henry Ford Medical Center - Royal Oak

**Safe Zone: Emphasizing LGBTQ+ Identity Curriculum in Early Medical Education**

Emma Singleton, BS; Abbigale Hamilton, BS; Spencer Fox Eccles School of Medicine at the University of Utah

**Role Models in Learning: Student-Led Collaboration Bridges Basic Science and Clinical Practice**

Joseph Line; Western Atlantic University School of Medicine

**Evaluating the Accuracy of ChatGPT Created Lupus Rash Images Across Skin Tones**

Simran Shamith, BS; Drexel University College of Medicine

**The Three-Step Framework in Integrating GenAI in Instructional Design**

Olivia Ojano Sheehan, PhD; Ohio University Heritage College of Osteopathic Medicine

**Is ChatGPT a Reliable Patient Resource for Information on Orthopaedic Sports Medicine Surgery? A Systematic Review**

Jacob D. Kodra, BS; Medical College of Wisconsin

**Large Language Models in Case-Based Learning: A Pilot Study**

Haelynn Gim, BA; Harvard Medical School

**Rebalancing the Scales: Reforming Feedback Systems to Safeguard Academic Integrity in Medical Education**

Sunil Jaiman, MBBS, MD, DipRCPath (UK), FCAP; Wayne State University School of Medicine

**Bookending the Learner's Experience with the Donor Body: Pre- and Post-encounter Reflections**

Robert V. Hill, PhD; Zucker School of Medicine



# IGNITE SESSION

**Ignite Session** | Wednesday, 1:15 – 2:30 p.m.

**Evaluating the Longitudinal Research Project: An After-Action Review**

By Emily Egbert, MPH; University of Pittsburgh School of Medicine

**Rigorous Evaluation of an Ambulatory Pharmacist and Nurse-Led Care Model for Diabetes**

By Jordan Spillane, PharmD; MCW School of Pharmacy

**Tangible Tools in a Digital Learning Environment**

By Stephanie Doland, MS; Western Atlantic University School of Medicine

**Choose Your Path to NAPLEX Success: A Game-Changer for PharmD Students**

By Rachel Kavanaugh, PharmD; MCW School of Pharmacy

**Evaluating the Quality and Reliability of Special Needs Guardianship Content on YouTube**

By Anika Pruthi, BS; Cooper Medical School of Rowan University



# PAPER POSTERS

\*Denotes Invited Speaker(s)

[Paper Posters](#) | Thursday, 1:15 – 3:30 p.m.

**Flourish or Fade: A Scoping Review of Pharmacy Faculty Well-Being and Career Sustainability**

By Zachary A. Pape, PharmD, BCACP; Medical College of Wisconsin

**Choose Your Path to Board Exam Success: A Game-Changer for Students**

By Rachel Kavanaugh, PharmD; Medical College of Wisconsin

**Evaluation of a Peer Mentorship Program in the MCW Clinician Educator Scholarly Concentration**

By Alexa Kambol, MS, BS; Medical College of Wisconsin

**Educating Mothers and Pregnant Women in a Women's Shelter on Navigating Digital Information: A Digital Wellness Module**

By Aylinh Eng, BS; Medical College of Wisconsin

**Thinking Like a Rheumatologist: Exploring the Script Concordance Test (SCT) as a Teaching Tool**

By Amanda Jimenez, MD; Emma Austenfeld, MD, MPH; Medical College of Wisconsin

**Assessing the Effectiveness of Workshops in Enhancing Medical Students' Understanding of Health Equity and the Social Determinants of Health**

By Rachel Jones, BS; Medical College of Wisconsin

**REACHing for Self-Care: Studying Medical Student Perceptions on Stress and Self-care**

By Brendan Koxlien, BS; Medical College of Wisconsin

**Developing a Co-Creation Collaborative: A Faculty-Student Team for Curriculum Innovation Collaboration**

By Priscilla Vazquez, BS; Medical College of Wisconsin

**Evaluation of Three-Year Pediatric Mock Code Simulation Curriculum**

By Jessica Kent, MBA; Amanda Rogers, MD; Medical College of Wisconsin

**Streamlining the MCW EM Advising Experience: A Centralized Digital Platform for Medical Students**

By McKenna Knych, MD, Medical College of Wisconsin



## PAPER POSTERS (cont'd)

### **Quantifying Physician Associate and Nurse Practitioner Experience in Critical Care Fellowship**

By Kaitlin M Spiegelhoff, MMS; Sarah E. Vanderlinden, DMSc, PA-C; Medical College of Wisconsin

### **Innovation in Health Care Education: Using AI Powered Early Alert System to Monitor and Support Student Well-Being**

By Jennifer Kusch, PhD, MS, MPH; Medical College of Wisconsin

### **ASK-ADVISE-REFER: Improving Patient Access to Tobacco Cessation Resources in the Community Pharmacy via Pharmacy Technicians (A Pilot Study)**

By Mathew A Letizia, PharmD; Medical College of Wisconsin

### **Establishing a Patient and Family Advisory Council (PFAC) at an Urban-Based Free Clinic**

By Jessica Angel-Gonzalez, BS; Medical College of Wisconsin

### **RX Social Connection: Impact of Pharmacists on Social Isolation and Loneliness with Older Populations**

By Mathew A Letizia, PharmD; Medical College of Wisconsin

### **A Novel Abbe-Vermilion Switch Flap for Near-Total Upper Lip Reconstruction**

By Laura Whitney, BS; Medical College of Wisconsin

### **Uterine Fibroid Education: Assessment of an On-Demand E-Learning Module on Medical Student Training**

By Maya Seshan, BS; Medical College of Wisconsin

### **Advanced Anatomical Science Education in the 4th Year of Medical School**

By Melanie Gartz, PhD, MS, MHS; Medical College of Wisconsin

### **A Proof-of-Concept Comparison of Learning Modalities in Medical Students**

By Nick Parks, BSN; Matthew Chinn, MD; Medical College of Wisconsin

### **Real-time, Brief Reflections as a Tool to Foster Professional Identity Development in Medical Students**

By Noah Miller, BS; Medical College of Wisconsin

### **Improving Project-Based Mentoring Skills of Faculty Who Mentor Medical Students**

By Makenzie Whalen, BS; Medical College of Wisconsin



## PAPER POSTERS (cont'd)

### **Assessing Online PRP Injection Information: Can ChatGPT Serve as a Reliable Evaluator?**

By Rushabh Shah, BS; Medical College of Wisconsin

### **Enhancing the Research Experience of General Surgery Residents Through a Research-Year Writing Intervention**

By Amanda Jentsch, BA; Medical College of Wisconsin

### **Exploring Cultural Humility in the Care of Muslim Patients: A Case Study-Based Approach for Medical Students**

By Tasmia Amjad, BS; Medical College of Wisconsin

### **Accelerated Pathways to Surgical Residency: A Mixed Methods Analysis of M3/M4 Student Surgery Clerkship Performance and Perceived Readiness for Surgical Residency in Three-Year Medical School Curricula at MCW-Milwaukee vs. Regional Campuses**

By Adalyn Strand; Medical College of Wisconsin

### **The Effectiveness of Photovoice as a Tool to Increase Cultural Intelligence in Medical Education**

By Vishal Srinivasan, BS; Lana Minshew, PhD, MEd; Medical College of Wisconsin

### **Unhiding the Hidden Curriculum in Medical Education**

By Alexis Cole, MS; Medical College of Wisconsin

### **Medical Education: Debriefing of Adverse Events\***

By Adrianna Jelen, DO; Medical College of Wisconsin Affiliated Hospitals



# ORAL PRESENTATIONS

\*Denotes Session with Invited Speaker(s)

## Oral Presentations 1 | Tuesday, 10:30 – 11:45 a.m.

### **Bridging the Gap: Advancing Medical Student Research and Scholarship with MERAS (Medical Education Research and Scholarship Program)**

By Rhett Reichard, PhD; Western Atlantic University School of Medicine

### **Generating Interactive Case Reports from Published Literature with a Large Language Model**

By Haelynn Gim, BA; Harvard Medical School

### **Using “Forward Feeding” to Support Student Progress\***

By Anna Lama, EdD, MA; Jason Hedrick, PhD; West Virginia University School of Medicine

### **Promote Student Flourishing with TEC-VARIETY in Tech-Enhanced Learning\***

By Weichao Chen, PhD; Medical College of Wisconsin; Curtis J. Bonk, PhD; Indiana University; John Sandars, MBChB (Hons), MSc, MD, MRCP(UK), MRCP, FAcadMed, Diploma in Counselling, Diploma in Palliative Medicine, Cert Ed, FHEA; Edge Hill University Medical School, Ormskirk, United Kingdom\*

## Oral Presentations 2 | Tuesday, 1:15 – 2:30 p.m.

### **A Novel Model for Morbidity and Mortality Conferences**

By Scott Welak, MD; Medical College of Wisconsin

### **Patient-Facing Volunteering in Medical Education: Impacts on Student Wellbeing and Community Belonging**

By Sydney R. Karre, BS; Dominic Quiros, BS; Wake Forest University School of Medicine

### **Operation Conversation: Assessing the Effect of an Elective Student-Development Communication Skills Training Program for Pre-Clinical Medical Students**

By Allison Dentice, BA; Medical College of Wisconsin

### **Staff, Faculty, and Students’ Trust in Artificial Intelligence Use in a Research University\***

By Travis H. Olson, PhD; Virginia Commonwealth University

### **AI Skills in Medical Education: Where Are We, and What Should You Do to Stay Current?\***

By Stacey Pylman, PhD; Michigan State University College of Human Medicine\*; John Lowry, PhD; Central Michigan University College of Medicine \*



### Oral Presentations 3 | Wednesday, 10:30 – 11:45 a.m.

#### **Pilot Evaluation of a Novel, AI-powered, Script Concordance Test (SCT): AI, Conformation Bias, and Clinical Ambiguity**

By Yonatan Ghiwot, MD; Kerkorian School of Medicine at UNLV

#### **Comparing Faculty and AI Scoring in Neurology Clerkship Case-Based Learning**

By Carolyn Qian, BA; Harvard Medical School

#### **Uncovering Bias: Leveraging AI to Identify Patterns in Clerkship Narrative Feedback\***

By Laurah Turner, PhD; University of Cincinnati College of Medicine

#### **Animating Simulations: Operator and Facilitator Interventions to Support Healthcare Learning**

By Astrid Camilla Wiig, PhD; University of South-Eastern Norway\*; Roger Säljö, PhD; University of Gothenburg, Sweden \*

#### **Implementation and Pilot Evaluation of NeuEJM: The Neurology Medical Education Journal Club, A Virtual Monthly Professional Development Seminar for Clinician-Educators**

By Galina Gheihman, MD; Harvard Medical School Mass General Brigham

### Oral Presentations 4 | Wednesday, 3:45 – 4:45 p.m.

#### **Impacts of Co-curricular Activities and GPA on Medical School Acceptance of Students from Minority Serving Institutions\***

By Amanda Burbage, PhD; Macon & Joan Brock Virginia Health Sciences at Old Dominion University

#### **Comparison between Human and Generative AI Grading of Narrative Responses and Personalized Feedback for Learners\***

By Kristie Kim, Zach Peterson, Sarkis Dagley, Spenser Kaplan, Dario Torre, MD, MPH, PhD; University of Central Florida College of Medicine

#### **SafeZone: Emphasizing LGBTQ+ Identity Curriculum in Early Medical Education**

By Abbigale Hamilton, BS; Emma Singleton, BS; Spencer Fox Eccles School of Medicine at the University of Utah

#### **Design and Implementation of An Eight-Month Extracurricular Healthcare Innovation and Entrepreneurship Curriculum for Medical and Graduate Students\***

By Vibhor Mahajan, PhD; Icahn School of Medicine at Mount Sinai





## **Enhancing Surgical Education with AI: Automated Performance Assessment for Laparoscopic Training**

By Koloud Alkhamaiseh, PhD; Michigan Technological University

### **Oral Presentations 5 | Thursday, 10:30 – 11:45 a.m.**

#### **Maximizing Readiness in Minimal Time: Evaluating a Three-Day Medical School Pre-Matriculation Course**

By Alexa Kambol, MMP, BS; Medical College of Wisconsin

#### **Cultural Humility in the Digital Age: Educating future Physicians on Asian American, Native Hawaiian, Pacific Islander (AANHPI) Health**

By Adileen Sii, BS; Medical College of Wisconsin

#### **A Systematic Needs Assessment Identifies Critical Gaps for Geriatric Workforce Education**

By Angela Beckert, MD; Medical College of Wisconsin

#### **Impact of Difficult Conversation Simulations on Medical Students Communication Skills**

By Beatrice Mumm, BS; Medical College of Wisconsin



# ROUNDTABLES

## Roundtable 1 | Tuesday, 3:45 – 4:45 p.m.

### **The Development, Validation, Evaluation, and Scaling of TEACH-ABLE (Transforming Education and Clinical Healthcare through Agent-Based Learning and Evaluation)**

Stephen Bacchi, MBBS PhD; Galina Gheihman, MD; Massachusetts General Hospital

This roundtable will focus on the development, validation, evaluation, and scaling of TEACH-ABLE (Transforming Education And Clinical Healthcare through Agent-Based Learning and Evaluation), a large-language model (LLM) enabled platform that supports clinical reasoning and communication skills for healthcare students. In this roundtable, we will first present the development and current capabilities of the TEACH-ABLE platform, developed de novo by our team. We will seek feedback from peer educators about strengths and limitations and understand what additional needs this platform may be able to help fill. Second, we will discuss opportunities to study the implementation and effectiveness of the platform rigorously. We seek feedback on the best research methodologies to capture its educational impact. Finally, we hope to recruit collaborators interested in joining this project to increase its reach. Fostering students' self-directed learning in healthcare is critical to promoting lifelong learning. Students' self-directed learning often takes the form of engaging with static didactics or commercially available resources, which raises concerns around inequity of access and credibility of these interventions or their alignment with health profession schools' curricula or educational best practices. Furthermore, such resources often fail to capture the complexities of scenarios that arise in the clinical setting, limiting students' opportunities to develop knowledge and skills in assessing and managing issues of health equity, cultural humility, and ethical dilemmas. TEACH-ABLE seeks to address this gap in healthcare education with the creation of a self-directed, LLM-based learning platform that simulates patient encounters in the form of cases and delivers real-time, personalized feedback to learners. Co-created with learners, this platform enables student-directed inquiry not only for components of a patient's history, but also their examination findings.

## Roundtable 2 | Wednesday, 10:30 – 11:45 a.m.

### **Flourishing as a GME Leader**

Kathlyn Fletcher, MD, MA; Chad Carlson, MD; Medical College of Wisconsin

Flourishing as a GME leader is the main topic of this roundtable discussion. GME roles are often full of stress, crisis, and complexity. In this session, we hope to learn from others about how they perceive flourishing in their roles. We believe that it is important to actively work towards flourishing, and learning from others is the best place to start.

Through formal and informal conversations with program directors from across our institution, we have come to understand that there are predictable things that facilitate and take away from flourishing in GME leadership roles. We would like to hear from a more diverse group to build out our understanding of the unique aspects of flourishing in GME.



## Roundtable 3 | Wednesday, 3:45 – 4:45 p.m.

### **Addressing the Shortage of Clinical Faculty in Undergraduate Medical Education**

Tapinder Singh, MS; Devibala Govindarajan, MD; Wayne State School of Medicine

Roundtable Discussion Topics: 1. Addressing the Shortage of Clinical Faculty in Undergraduate Medical Education 2. Leveraging a Web-Based Portal to Support Small-Group Active Learning

**Growing Demand for Clinical Educators:** With increasing medical school enrollment and evolving accreditation requirements, there is a heightened need for clinical faculty to facilitate hands-on learning, mentorship, and case-based discussions. The shortage poses challenges to maintaining high-quality education and individualized instruction.

**Impact on Active Learning Models:** Small-group learning approaches, such as case-based learning (CBL) and problem-based learning (PBL), are essential for developing critical thinking, clinical reasoning, and teamwork skills. Without sufficient faculty, students may not receive the guidance needed for effective learning.

**Technology-Driven Solutions:** A web-based portal can provide an innovative approach to faculty engagement by streamlining scheduling, enhancing remote participation, and optimizing faculty workload distribution. Such platforms could also integrate AI-driven analytics to track student progress and faculty contributions.

**Ensuring Equitable Access to Quality Education:** Addressing faculty shortages through technology ensures that all students, regardless of location or institutional resources, have access to expert-led discussions and case-based learning experiences. This discussion will bring together key stakeholders to explore scalable, sustainable solutions to strengthen the future of medical education.



# FIRESIDE CHAT

**Fireside Chat 1 | Thursday, 10:45 – 11:45 a.m.**

**Hidden Potential – Bringing out the Best in Medical Students and Medical Educators**

**Guest(s):** Raj Narayan, MD; Jamie Jasti, MD; Mark Lodes, MD

**Moderator:** Margaret Samyn, MD, MBA, Children's Hospital of Wisconsin

**Rationale:** Educating medical students to become the next generation of clinicians and clinician scientists requires not only instruction in traditional basic sciences, patient-based discussions, and clinical skills, but also creative mentorship to unlock students' hidden potential. As high-achievers, students are often averse to imperfection, failure, and performing duties before perceived mastery. However, these are all essential components of maximizing growth as described in Adam Grant's *Hidden Potential* (Viking/ Penguin Random House). While mentorship programs exist in medical schools, mentors often receive on-the-job training while managing busy clinical or research roles and could benefit from guidance, so they can find their own hidden potential as educators.

**Session plan:** Using Adam Grant's 2023 publication, this panel will discuss the importance of developing character skills through a 3-part interactive discussion focusing on: 1) Embracing our discomfort towards failure to encourage "starting early" before full readiness, 2) Building our absorptive capacity for new information and constructive feedback, and 3) Accepting our imperfections with humility, so we can learn from our mistakes rather than shaming ourselves. Throughout the session, we will also discuss how supportive "scaffolding" can help students and educators overcome obstacles and how opportunities can be approached to build confidence, uncovering the best in medical students of all ages.

**Learning Objectives:** After attending, participants will understand how 1) To develop a "learning mindset" 2) To build supportive scaffolding 3) To increase student confidence through opportunities

**Panel Experience:** Margaret Samyn, MD, MBA, (Assistant Dean for Scholarly Activities/ Professor, Pediatric Cardiology, Medical College of Wisconsin) oversees Scholarly Concentrations, summer research program, and MD/MS dual degree programs. Jamie Jasti MD, MS, is an Assistant Professor of Emergency Medicine and Assistant Director of the Resuscitation Research Center. Mark Lodes, MD, is Chief Medical Officer, Population Health and Medical Education and specializes in the medical care of children, adolescents, and adults.



# ACKNOWLEDGEMENTS

**We would like to thank the following individuals and groups for their contributions to the success of the 2025 MCW Innovations in Healthcare Education Research Conference.**

**Keynote Speakers:** Veronica Catanese, MD, MBA; Amrit Kirpalani, MD; Kathlyn Fletcher, MD, MA

**President's Office:** John Raymond

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**Food and Beverages:** Kursten Librizzi, Andréa Moser, Sylver Slusar

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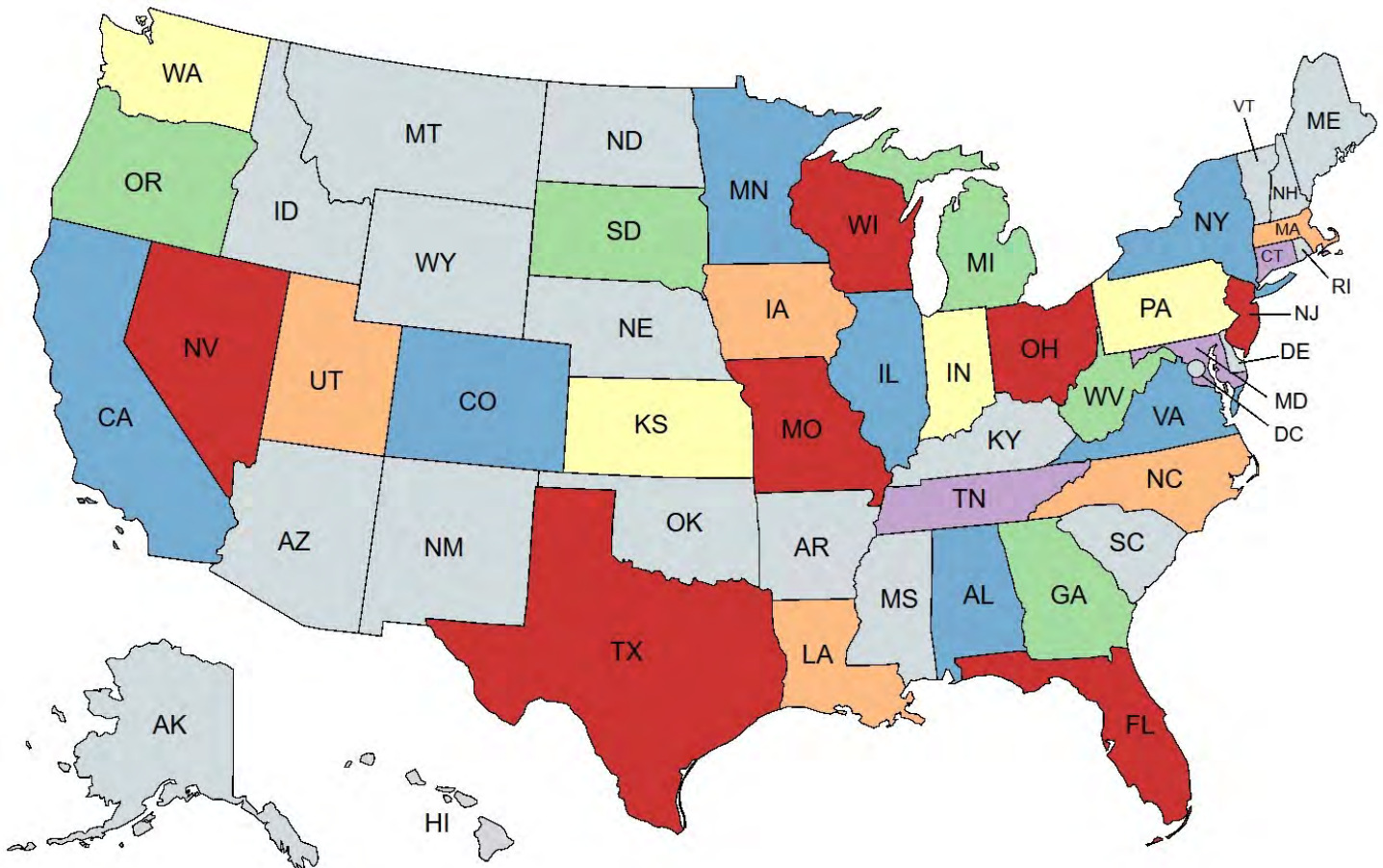
**Awards Team:** Rachel Kavanaugh, Lana Minshew, Robert Treat



# ACKNOWLEDGEMENTS (cont'd)

**Abstract Publications:** Wisconsin Medical Journal

**Presenters and Participants from the U.S.:** Alabama, California, Colorado, Connecticut, Florida, Georgia, Iowa, Illinois, Indiana, Kansas, Louisiana, Massachusetts, Maryland, Michigan, Minnesota, Missouri, North Carolina, New Jersey, Nevada, New York, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Virginia, Wisconsin, Washington, West Virginia



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