



2026 Innovations in Healthcare Education Research Conference



SEPTEMBER 15 – 17

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

PANEL SESSIONS
KEYNOTE SPEAKERS
ROUNDTABLES
POSTER SESSIONS
PRESENTATIONS
WORKSHOPS

HYBRID FORMAT WITH
VIRTUAL AND
IN-PERSON SESSIONS

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WELCOME

2026 MCW INNOVATIONS IN HEALTHCARE EDUCATION RESEARCH (IHER) CONFERENCE

“Evolving with Generational Change: Bridging Tradition and Innovation in Healthcare Education”

The MCW Department of Academic Affairs is pleased to host our 13th annual MCW Innovations in Healthcare Education Research (IHER) Conference, which will consist of both virtual and in-person 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 speaker to this year's conference to discuss ways in which we are continuously evolving with generational change, in order to bridge tradition and innovation in healthcare education:

- **[Jonathan H. Chen, MD, PhD](#)**: Dr. Chen currently holds the position of Associate Professor and Director of Medical Education in Artificial Intelligence at Stanford University's Division of Computational Medicine.

I am certain that those who attend the keynote sessions will come away intrigued and energized by the presentation given by Dr. Chen. 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 15 (Virtual Sessions Only)

In the event of a Zoom connectivity problem, please contact the IHER Conference chair: [Robert Treat, PhD](#).

All sessions can be accessed via the [2026 IHER Conference Zoom Events page](#).

If you have already registered, you should have a link on your calendar. Otherwise, you can have your ticket sent to you from the link above.

Time (CDT)	Session
9:00 - 10:15 a.m.	Session One: Workshop 1: The AI-Empowered Medical Educator: Reimagining Assessment and Enhancing Learning in the Era of Generative AI
10:30 - 11:45 a.m.	Session One: Oral Presentations 1 Session Two: Roundtable 1: Using AI in Personal Essays and Letters for Residency Application
Noon - 1:00 p.m.	*Keynote Address: Jonathan H. Chen MD, PhD: <i>AI in Medicine: Real Magic or Technological Illusions?</i>
1:15 - 2:30 p.m.	Session One: Ignite Presentations Session Two: Oral Presentations 2
2:30 - 3:30 p.m.	Session One: Fireside Chat 1: When Connection Creates Belonging: The Impact We Have on Future Health Professionals Session Two: Panel Session 1: AI Use Policies and Guidelines in Health Sciences Education
3:45 – 5:00 p.m.	Session One: Workshop 2: Demonstration of Novel Curriculum to Promote Character Formation and Virtue in Higher Medical Education

* Keynote Address Introductions and Opening Remarks:

José Franco, MD

Professor of Medicine (Gastroenterology and Hepatology)
Senior Associate Dean for Education – School of Medicine
Kerschner Family Chair in Medical Education
Medical College of Wisconsin

Brett Kissela, MD, MS, FAAN, FAHA

Julia A. Uihlein, MA, Dean of the School of Medicine
Executive Vice President for Health Affairs
Medical College of Wisconsin



SCHEDULE

Wednesday, September 16 (Virtual Sessions Only)

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Time (CDT)	Session
9:15 - 10:30 a.m.	Session One: Roundtable 2: Integration of Intentional Curriculum for Character, Caring, and Practical Wisdom Improve Faculty Engagement Session Two: Speed Posters 1
10:30 - 11:45 a.m.	Session One: Oral Presentation 3 Session Two (begins at 10:45 a.m.): Panel Session 2: Managing for Quality: Project Management Innovations in Medical School Accreditation and CQI
Noon - 1:15 p.m.	Session One: Workshop 3: Level up Learning – Transforming Med Ed Through Play and Interaction
1:15 - 2:30 p.m.	Session One: Roundtable 3: Emergence of Medical Student Parallel Curricula Session Two: Workshop 4: Transforming Medical Education Using AI: A Showcase of Practical Tools Designed by Educators for Educators
2:30 - 3:45 p.m.	Session One: Panel Session 3: Beyond the Lecture Hall: Generational Shifts Reshaping Medical Education Session Two: Workshop 5: Integrating the Arts and Humanities into Health Professions Education: A Hands-On Curriculum
3:45 - 5:00 p.m.	Session One: Oral Presentation 4 Session Two: World Café: The Importance of Preparing Learners to Engage with Uncertainty in Clinical Practice



SCHEDULE

Thursday, September 17 (Virtual Sessions and **In-Person** Paper Poster Session)

In the event of a Zoom connectivity problem, please contact the IHER Conference chair: [Robert Treat, PhD](#).

All sessions can be accessed via the [2026 IHER Conference Zoom Events page](#).

If you have already registered, you should have a link on your calendar. Otherwise, you can have your ticket sent to you from the link above.

[MCW-Milwaukee Campus Location Key and Map](#) (for in-person Paper Poster Session)

Please check in at the registration table located outside the Cafeteria doorway across from the poster stands.

Time	Session
9:15 - 10:30 a.m.	Session One: Fishbowl 1: Discontinuity Concerns in Medical Education - What is a Clinician Educator Supposed to Do? Session Two: Workshop 6: More than Just Likes – Assessing Digital Scholarship for Faculty Promotion
10:30 - 11:45 a.m.	Session One: Oral Presentation 5 Session Two (begins at 10:45 a.m.): Panel Session 4: Faculty Flourishing
Noon - 1:00 p.m.	Session One: Expert Debate: Wellness and Flourishing in Healthcare Education: Exploring Frameworks for Professional Development
1:15 - 2:15 p.m.	Session One: Fishbowl 2: Teaching Safety for the Real World: Integrating Contemporary Safety Science into Medical Education Session Two: Roundtable 4: CRESCENT: Consortium for Research and Education in Simulation promoting Excellence in Neurology Training
1:30 - 2:45 p.m. *In-Person Session*	Session One: Paper Poster Sessions (The Paper Poster Sessions will take place in person on the MCW-Milwaukee Campus: ground floor of the Medical Education Building (MEB) between Kerrigan Auditorium and the MCW Cafeteria.)
2:30 - 3:45 p.m.	Session One: Fireside Chat 2: The 'Good Doctor': What We Teach vs. What We Reward Session Two: Speed Posters 2
3:45 - 4:45 p.m.	Session One: Roundtable 5: Humanistic Practice Program (HPP), a Longitudinal, Project-based Faculty Development Model Session Two: Campfire Session 1: Sparking Connection - A Campfire Conversation on Student Engagement

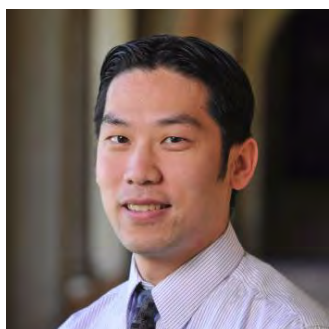


KEYNOTE ADDRESS

The 2026 IHER Conference plenary speaker is sponsored by the Medical College of Wisconsin (MCW) and the MCW Office of Academic Affairs.

Tuesday, Sept. 15, at Noon: Dr. Jonathan H. Chen

AI in Medicine: Real Magic or Technological Illusions?



Jonathan H. Chen, MD, PhD

Jonathan H. Chen MD, PhD, leads a clinical informatics research group to empower individuals with the collective experience of the many, combining human and artificial intelligence to deliver better care than either alone. He also serves as Director of Medical Education in Artificial Intelligence for Stanford Medicine. Before his medical training, Dr. Chen co-founded a company to translate his Computer Science graduate work into an expert system used by people around the world. He continues to practice medicine for the concrete rewards of caring for real people and to inspire his work to advance not just the science and technology, but to redefine how we train (and retrain) an entire generation of the healthcare workforce to safely and effectively integrate intelligent systems to reach all patients in need.

His expertise is featured in the popular press with over 100 research publications and awards from the NIH, ARPA-H, American Medical Informatics Association, International Brotherhood of Magicians, and more.

About Dr. Chen's Presentation:

Abstract

Pandora's box has opened in the form of publicly accessible generative AI systems, now applied to every imaginable—and many unintended—purpose. These emerging technologies challenge the fundamental theorem of informatics: that the combination of human and machine outperforms either alone. When AI alone can match or surpass human-computer teams in complex medical reasoning, we are forced to reconsider the foundations of relevant clinical expertise. With a global shortage of medical professionals and an overwhelming demand for healthcare, AI's potential to democratize knowledge, expand access, and restore efficiency is both awe-inspiring and urgently needed. These advances compel us to ask: What makes a doctor a doctor—or any professional truly human—in this new era? Confronting these existential questions will have profound implications for practice, pedagogy, and policy.

Learning Objectives

Upon completion of this activity, participants will be able to:

1. Describe the rapid trajectory of AI performance on medical knowledge and reasoning tasks, and why to plan for where the technology is going rather than where it is today.
2. Interpret randomized trial evidence on physician-AI collaboration, including why AI systems alone can outperform physicians using the same AI.
3. Recognize common failure modes of clinical AI—hallucination, errors of omission, and deskilling—and strategies to mitigate them.
4. Identify near-term AI applications in clinical workflows, from chart summarization to agentic systems, and the evaluation each warrants before deployment.
5. Articulate the enduring human elements of medical practice—competence, communication, and character—and critically examine which roles AI may augment or replace.



PANEL SESSIONS

Panel Session 1 | Tuesday, 2:30 – 3:30 p.m.

AI Use Policies and Guidelines in Health Sciences Education

Panelists: Neil Hogg, PhD; Lisa Cirillo, PhD; Ehab Abourashed, PhD, MS, BPharm | Medical College of Wisconsin

Moderator: Kerrie Quirk, Med | Medical College of Wisconsin

By the end of this session, participants will be able to:

- Describe key shared challenges facing health professions and biomedical sciences education across schools of medicine, pharmacy, and graduate biomedical programs.
- Identify strategies and innovations implemented within each school that can be adapted or scaled across disciplines.
- Discuss opportunities for cross-discipline collaboration on responsible AI use in health sciences education.
- Evaluate how AI may influence your own educational practices or decision-making.

Panel Session 2 | Wednesday, 10:45 – 11:45 p.m.

Managing for Quality: Project Management Innovations in Medical School Accreditation and CQI

Panelists: Claire Scully, MS (Harvard Medical School), Annie Printup, MPA (Jacobs School of Medicine and Biomedical Sciences At University of Buffalo); Ginger Ellis, MBA (University of Pittsburgh School of Medicine); Greg Null, MA (University of Pittsburgh School of Medicine)

Moderator: Allison Serra, MD, MPH (University of Pittsburgh School of Medicine)

During this Panel Session, the presenters will:

- Describe innovative approaches for managing accreditation cycles - including digital dashboards and project management-based workflows - and explain how these methods improve efficiency and preparedness in medical education environments.
- Identify strategies to strengthen a culture of continuous quality improvement (CQI) by integrating CQI practices into committees, curriculum operations, and decision-making structures, and by shifting from compliance-driven activities to proactive, improvement-focused processes.
- Examine effective stakeholder management techniques for navigating complex academic ecosystems involving curriculum, faculty affairs, student affairs, IT, and clinical partners, with an emphasis on communication practices that support alignment and buy-in.
- Compare methods used by project managers at different medical schools to streamline accreditation and CQI work, and recognize opportunities for cross-institutional benchmarking, shared learning, and resource exchange.



PANEL SESSIONS (cont'd)

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

Beyond the Lecture Hall: Generational Shifts Reshaping Medical Education

Panelists: Devibala K Govindarajan, MD; Tapinder Singh, MS | Wayne State University School of Medicine

Moderator: Moderator: Sunil Jaiman, MBBS, DipRCPATH (UK) | Wayne State University School of Medicine

By the end of this session, participants will be able to:

- Describe key generational shifts influencing contemporary medical learning culture.
- Analyze how distributed learning ecosystems alter faculty roles and instructional design.
- Examine the impact of assessment culture on study behaviors and curricular alignment.
- Identify institutional strategies for evolving beyond lecture-centered models while preserving foundational rigor.
- Engage in cross-institutional dialogue regarding sustainable educational adaptation.

Panel Session 4 | Thursday, 10:45 – 11:45 p.m.

Faculty Flourishing

Panelists: Zachary A. Pape, PharmD, BCACP; Jessica Brumm-Larson, PhD | Medical College of Wisconsin

Moderator: Joelle Worm, MPA (Kern National Network)

By the end of this session, participants will be able to:

- Understand the key factors which support and hinder flourishing among faculty in health professions education, with a focus on emerging evidence from pharmacy academia and national initiatives.
- Identify at least one strategy that can be applied to strengthen flourishing within their own academic environments.
- Learn the main elements of a mind-body skills program that contribute to a reduction in burnout symptoms for healthcare providers.



WORKSHOPS

Workshop 1 | Tuesday, 9:00 – 10:15 a.m.

The AI-Empowered Medical Educator: Reimagining Assessment and Enhancing Learning in the Era of Generative AI

Facilitators: Galina Gheihman, MD (Mass General Brigham); Taralyn Tan, PhD (Harvard Medical School); Judy Sng, PhD, MMSc (Yong Loo Lin School of Medicine, National University of Singapore)

Through this workshop, participants will be able to:

1. Describe current and emerging generative artificial intelligence (GAI) trends in health professions education (HPE).
2. Identify opportunities in their own context and strategies to become an AI-empowered educator.
3. Practice applying theory-informed approaches to leverage GAI for enhanced assessment into their own educational work.

Workshop 2 | Tuesday, 3:45 – 5:00 p.m.

Demonstration of Novel Curriculum to Promote Character Formation and Virtue in Higher Medical Education

Facilitators: Christopher Noda, MD (Washington University School of Medicine); Kathryn Rowland, MD, MPH (Washington University School of Medicine); John Rhee, MD, MPH (Harvard Medical School); Michael Egan, BS, MBE Candidate (Harvard Medical School); Justin Sanchez, MD (Mass General Hospital)

Through this workshop, participants will be able to:

1. Understand the principles of virtue formation in higher medical education, and its application as the foundation for our curriculum.
2. Apply foundational principles to an interactive case discussion to illustrate the curriculum's role in promoting the development of virtue.
3. Garner understanding of how to study the implementation of this curriculum and its effects on medical student flourishing and sense of purpose.



WORKSHOPS (cont'd)

Workshop 3 | Wednesday, 12:00 – 1:15 p.m.

Level up Learning – Transforming Med Ed Through Play and Interaction

Facilitators: Beth Kauppila, Med; Patricia Schmidt; Chelsea Weaver, PhD | Medical College of Wisconsin

Through this workshop, participants will be able to:

1. Explain key principles of interactive learning.
2. Identify and evaluate a variety of interactive learning strategies.
3. Design a brief interactive learning activity.
4. Engage with and compare hands-on interactive tools and methods.
5. Create a collaborative planning document.

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

Transforming Medical Education Using AI: A Showcase of Practical Tools Designed by Educators for Educators

Facilitators: Galina Gheihman, MD (Mass General Brigham); Tamara B. Kaplan, MD (Mass General Brigham); Rameez Merchant, MD (University of Missouri Health Care)

Through this workshop, participants will be able to:

1. Understand how AI technology can transform fundamental principles of pedagogy to create effective, interactive, case-based learning experiences.
2. Use currently available AI-based education technologies to experience their potential and pitfalls (e.g. mini-demonstrations of two examples).
3. Discuss best practices for technology implementation and brainstorm future uses in education.



WORKSHOPS (cont'd)

Workshop 5 | Wednesday, 2:30 – 3:45 p.m.

Integrating the Arts and Humanities into Health Professions Education: A Hands-On Curriculum Design Workshop

Facilitators: Galina Gheihman, MD (Mass General Brigham); Mattia Rosso, MD (Yale New Haven Hospital); Tatiana Greige, MD (MaineHealth Maine Medical Center)

Through this workshop, participants will be able to:

1. Describe the potential educational value of integrating arts and humanities into health professions education.
2. Identify examples of arts- and humanities-based educational interventions across learner levels.
3. Design an arts- or humanities-based educational activity aligned with specific learning objectives in their own educational context.

Workshop 6 | Thursday, 9:15 – 10:30 a.m.

More than Just Likes – Assessing Digital Scholarship for Faculty Promotion

Facilitators: Sarina Schrager, MD, MS; Jensena Carlson, MD; Caroline Hensley, PhD | University of Wisconsin-Madison

Through this workshop, participants will be able to:

1. Describe various mediums for creating and disseminating digital scholarship in academic medicine.
2. List and compare methods for evaluating the impact and reach of digital scholarly products.
3. Develop and tailor assessment metrics and shared verbiage regarding digital scholarship for use in promotion and tenure documentation.



CAMPFIRE SESSION

Campfire Session 1 | Thursday, 3:45 – 4:45 p.m.

Sparkling Connection – A Campfire Conversation on Student Engagement

Presenters: Beth Kauppila, MEd; Jen Fawcett, BS; Maddy Strickler, BS | Medical College of Wisconsin

As health sciences education continues to evolve across hybrid, virtual, and multi-course learning environments, educators face a growing challenge: how do we meaningfully connect with students? This campfire session, led by the MCW Phase I Integrated Sciences coordinator team, focuses on practical, collaborative approaches to fostering student engagement, identifying learners who may need additional support, and building stronger connections across increasingly complex curricula. The session will begin with a brief 5–10-minute interactive framing activity to highlight common challenges in maintaining student engagement, supporting learner success, and coordinating across courses in less centralized learning environments. Using the framing activity, the session will shift to a participant-driven discussion. Through guided conversations, participants will be invited to share experiences, tools, and approaches for:

- Monitoring student progress and recognizing early signs of struggle.
- Collaborating across course leadership teams to support learners holistically.
- Creating engaging, student-centered experiences in hybrid and virtual settings.
- Encouraging connection, motivation, and well-being among students.
- Navigating the variety of resources students use while staying focused on learning goals.

Participants will leave with a co-created toolkit based on the discussion. Flexible Session Flow (45 minutes):

- 0-10 min: Opening remarks and framing of key challenges.
- 0-20 min: Audience poll or prompt to identify shared engagement challenges.
- 20-40 min: Open discussion, idea exchange, and small-group conversations (as space allows).
- 40-45 min: Key takeaways and collective reflections.

This informal, open-format session encourages attendees to actively contribute, exchange ideas, and co-create practical strategies. Facilitators will guide discussion while remaining responsive to participant interests, allowing the conversation to evolve.



FISHBOWL SESSIONS

Fishbowl Session 1 | Thursday, 9:15 – 10:30 a.m.

Discontinuity Concerns in Medical Education – What is a Clinician Educator Supposed to Do?

Presenters: Amy H. Farkas, MD, MS; Daniel Stein, MD; Anna Gaddy, MD | Medical College of Wisconsin

Moderator: Kartikey Acharya, MBBS, MPH | Medical College of Wisconsin

The goal of this panel is to highlight challenges faced by clinician educators as they on-board students and residents on their team, oversee patient care delivered by them, and evaluate them following observation of these learners over a wide range and varying periods of time, sometimes with very little continuity. Our panel includes faculty colleagues within Department of Medicine in leadership roles (Residency Program Director, Medical Student Clerkship Director, Vice-Chair for Education) and our focus is to share potential framework for clinician educators, so they feel more prepared to face these challenges. We will do this with a series of Q&A:

1. What is the minimum time of observation that makes you feel prepared to give meaningful feedback to a learner you are meeting for the first time?
2. If you knew the student or resident is only working with you for one half-day, how do you incorporate them in your schedule? When is the presence of students or residents disruptive rather than productive?
3. Would you finish an evaluation for a student or a resident that you only observed for a brief period? Do you highlight the limitations related to limited observation in your evaluation?
4. As leaders overseeing training programs and in charge of grades and assessment of milestone progress, how do you approach faculty who decline evaluations based on limited period of observation?
5. Case Scenario: You are on call for inpatient work for two weeks. Learner assigned to you for two weeks has one week of vacation planned and with clinic, conferences and some other personal time off (e.g. doctor visits, USMLE exams) for some other days, works with you for two to three half-days spread across the two-week period. If you know this as you start your two-week block, how do you approach the time you have with the learner?
6. Case Scenario: You start your on-call block for one week and your first day coincides with resident's last day on the rotation.



FISHBOWL SESSIONS (cont'd)

Fishbowl Session 2 | Thursday, 1:15 – 2:15 p.m.

Teaching Safety for the Real World: Integrating Contemporary Safety Science into Medical Education

Presenters: Sarah Yale, MD; Raji Venkitachalam, MD; Matt Scanlon, MD | Medical College of Wisconsin

Moderator: Nancy Jacobson, MD | Medical College of Wisconsin

Patient safety is essential for every person on a medical team, regardless of specialty or stage of training. Emerging safety science shows that healthcare is a deeply complex sociotechnical system. Rather than viewing human variability as a liability, the new view of safety recognizes it as a critical source of resilience: the adaptive capacity that allows care to succeed under constantly shifting conditions. Despite these advances, patient safety education remains anchored in outdated approaches - most notably root cause analysis - which struggle to account for the complexity of modern healthcare, the interactions between system components, or the realities of everyday clinical work. Unlike the continuous clinical learning that occurs after graduate medical education, ongoing education in patient safety is far less common. As a result, many clinicians continue to encounter - and even teach - legacy frameworks, reinforcing gaps in understanding across classrooms and clinical rotations. The good news is that educators now have access to a growing body of contemporary safety science resources. To meaningfully improve patient safety - and the way we teach it - multidisciplinary alignment is essential. Because so much medical education occurs through real clinical work, both clinical teachers and hospital administrators play a central role in shaping how learners understand, experience, and contribute to safer systems. As a multidisciplinary community of learners and teachers, we must continue to expand our shared understanding of modern safety science, strengthening our ability to practice and teach this essential domain of medicine.

- Minutes 0–5: Introductions of panelists.
- Minutes 6–15: Key concepts in the new view of safety.
- Minutes 15–22: The current state of patient safety education.
- Minutes 22–29: Resources and opportunities to strengthen teaching and learning.
- Minutes 30–37: The role of multidisciplinary approaches in advancing patient safety.



SPEED POSTERS

***Denotes Sessions with Invited Speaker(s)**

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

“Navigating Uncertainty in Clinical Settings”: The Development, Pilot Implementation, and Evaluation of an Interactive Workshop for Medical Students

Cindy Y Won, BS (Harvard Medical School); Celeste Royce, MD (Beth Israel Deaconess Medical Center); Galina Gheihman, MD (Mass General Brigham)

Evaluation of an Individualized Learning Plan on Goal-Setting and Medical Student Experiences on an Internal Medicine Acting Internship Rotation

Sarah Wachtel, MD, MPH (University of Colorado School of Medicine)

Refresh, Redesign, Reengage: Transforming a Course on Teaching

Harkirat Minhas, BS; Amy Denman, MA; Sara Scott, MD; Andrew Meyer, MA; Melanie Dabb, MS; Ariane C. Smith, BA; Erin J. Griffin, PhD; Mackenzie A. Smith, BA; Lonika Sood, MBBS, MHPE | Elson S. Floyd College of Medicine, Washington State University

Using Logistic Regression to Predict Student Step 1 Passing & Guide Learning Specialist Interventions

Jacob Woodbury, MS; Pasquale Manzerra, PhD; Amy Prunuske, PhD | University of South Dakota Sanford School of Medicine

Does Clerkship Order Matter? Investigating the First and Last Core Clerkship Rotation and its Impact on Medical Student's Performance in NBME Subject Exams *

Walter Donich; Kuan Xing, PhD; Patrick Barlow, PhD | University of Iowa Carver College of Medicine

A Clinical Need-Driven Interdisciplinary Medical-Engineering Course Using ECMO as a Problem-Based Learning Case

Shujie Yan, PhD, MD; Bingyang Ji, PhD, MD | Fuwai Hospital

AI-Guided Reflection in Post-Baccalaureate Premedical Education: A Mixed-Methods Evaluation of Metacognition, Self-Efficacy, and Learning Strategy Change

Audrea Burns, PhD; Shelley Kumar, MSc, MS; Antonie Rice, MD | Baylor College of Medicine



SPEED POSTERS (cont'd)

The Harold Handoff: Using Sequential Ad-Lib Improv-Style Handoffs to Expose Cognitive Bias and Improve Diagnostic Reasoning in Trainees

Rameez Merchant, MD; Adnan Qureshi, MD; Francisco Gomez, MD; Joel Shenker, MD | University of Missouri; Daniel Harrison, MD (Boston Medical Center); Galina Gheihman, MD (Mass General Hospital)

Bridging Tradition and Innovation: A Needs-Based Faculty Development Framework for Osteopathic Excellence

Olivia Ojano-Sheehan, PhD; Jessica Alexander, PhD; Kendall Brown-Clovis, M.Ed.; Gia DiGiacobbe, MBA; Perry Lin, MD; Julie Masterson, AIS; Susan Williams, PhD | Ohio University Heritage College of Osteopathic Medicine

From Goals to Action: Advancing Faculty and Student Professional Development Through the GROW Coaching Framework

Elisabeth F. M. Schlegel, PhD, MS, MBA, MS(HPPL) (Alice L. Walton School of Medicine); Mary Verstraete (Center for Coaching Excellence)

Centering Student Voice in Social Medicine Education: A Mixed Methods Evaluation

Lauren Charlton, BS; Gregory Null, MA; Allison Serra, MD, MPH | University of Pittsburgh School of Medicine

Institutional Signals, Moral Injury, and Professional Identity Formation Among Underrepresented in Medicine Pediatric Residents

Audrea Burns, PhD (Baylor College of Medicine); Courtney Gilliam, MD (University of Cincinnati College of Medicine); Rebecca Blankenburg, MD, MPH (Stanford School of Medicine); Oriaku A. Kas-Osoka, MD, MEd (University of Arkansas for Medical Sciences); Uchechi Oddiri, MD (Renaissance School of Medicine at Stony Brook University); Chanelle Coble-Myles, MD, MSc (NYU Grossman School of Medicine); Stacy Laurent, MD (University of Illinois at Chicago, Chicago, IL); Brian Lurie, MD, MPH (The Warren Alpert Medical School of Brown University); Tessy Thomas, DO (Geisinger Medical Center)

Perceived Quality of Structured Debriefing of Simulation by Near-Peers vs Faculty: A Mixed Methods Analysis from a Multicenter, Randomized Controlled Non-Inferiority Trial

Shyam Bhagat¹; Harry Sutherland²; Salma Elkolaly³; Rose Healy¹; Kelly Knolton⁴; Sean Thompson⁴; Zachary Lazzari⁴; Rameez Merchant³; Yara Mikhaeil-Demom⁵; Shalane Morales-Nunez⁴; Sarah Parauda⁶; Terry Park⁶; Nicholas Morris⁷; Catherine Albin⁴; Daniel Harrison¹; Galina Gheihman MD⁸ | ¹ Boston Medical Center, ² Yale University, ³ University of Missouri Healthcare, ⁴ Emory University, ⁵ Northwestern University, ⁶ Westchester Medical Center, ⁷ University of Maryland, ⁸ Brigham and Women's Hospital



SPEED POSTERS (cont'd)

Speed Posters 2 | Thursday, 2:30 – 3:30 p.m.

Effects of Prior Healthcare Experience on Academic Success of US Medical Students

Justin Lee, BS; Anna Xiang, BS; Maxwell Studley, BS; Zachary Mattiola; Brian Nguyen; Julian Rupkey; Krishni Dudhia, BS; Jane Bozsik; Jade Dodge; Ryan Nader; Judah Womack; Kyle Yang; Dana Peterson, PhD | Drexel University College of Medicine

“Writing for Publication” (W4P): Three-year Implementation and Evaluation of a Seminar-style Longitudinal Course in Scientific Writing for Academic Neurology

Yang Zheng, MD, PhD (Mayo Clinic College of Medicine & Science); Galina Gheihman, MD (Harvard Medical School); Jorge Patino, MD (University of Cincinnati); Daniel Talmasov, MD (Columbia University Medical Center); Emma Vivlamore, MD (Mayo Clinic College of Medicine & Science); Emma Loebel, MD (Icahn School of Medicine at Mount Sinai); Brendan Huang, MD (Northwell Health); Robert A. Gross, MD, PhD, FAAN (University of Rochester); Roy E. Strowd, MD, MEd, MS, FAAN (Wake Forest School of Medicine)

Stakeholder Perspectives on Building, Supporting, & Sustaining Clinician Educator Tracks in Neurology Residency: An Explorative Qualitative Study

Ethan Chang, BS (SUNY Downstate Health Sciences University); Galina Gheihman, MD (Harvard Medical School); Nuri Jacoby, MD (SUNY Downstate College of Medicine); Hend Heikal, BS (SUNY Downstate College of Medicine); Sarah Parauda, MD (Westchester Medical Center); Dan Shalev, MD (Weill Cornell Medicine); Jeremy Moeller, MD (Yale School of Medicine)

Commercial Learning Resources Are Disproportionately Relied Upon in Pre-Clinical Curricula

Nathan Barber, BS; Taylor Mendenhall, BS, MBA; Timothy Wardrop, BS; Steven Baumann, PhD | University of Utah

The Critical Role of Physicians, Healthcare Providers, and Medical Education in Combating Human Trafficking

Lindsey Maynard, MS; Dr. Juhi Jain; Amina Ashraf, BSPH | Michigan State University College of Human Medicine

Assessment of Universal Notes Usage in WVSOM Classes of 2028-2029

Kennedi Lewellyn; Alexis Beaver; Sara Linn; Aaron McGuffin, MD | West Virginia School of Osteopathic Medicine

Benchmarking to Better: Practical Curriculum Quality Improvement with National Data

Angela Blood, PhD, MPH, MBA | The Association of American Medical Colleges (AAMC)



SPEED POSTERS (cont'd)

Empowering Trainees in Neurology Education: Evaluation of the AANAM Efferent Educators Program

Lincey Alexida Wilson, MD, MBA, MS (Tufts Medical Center); Lauren Grobois, MD (Mount Sinai Hospital); Nupur Goel, MD (Mass General Brigham); Michelle Lara, BA (New York Medical College); Jonathan Chio, MD, PhD (University of Oklahoma Health Sciences Center); Medha Tandon, MD (Mayo Clinic, Arizona); Karlos Acurio Ortiz, MD (University of Cincinnati Medical Center); Hyunyong Koh, MD, PhD (Baylor College of Medicine); Brian Blankenship, MD (University of Missouri)

Commercially Produced Spaced Repetition Resources are Effective and Frequently Used by Students

Nathan Barber, BS; Taylor Mendenhall, BS, MBA; Timothy Wardrop, BS; Steven Baumann, PhD | University of Utah

Enhancing Physical Exam Skills Through Longitudinal POCUS Integration in Pre-Clerkship Education

Claire Buck, BA; Pat Whitworth, MD; Ryan Grippo, MD | Thomas F. Frist Jr. College of Medicine

A Thematic Analysis of Medical Student's Anticipated Approaches to Addressing Patient Medication Nonadherence

Petula Walsh-Grant, BA; Emma F. Gaydos, BA; Sophia Rintell, MS; Erin Flynn, BA; Rachel N. Greenley, PhD | Rosalind Franklin University

Student Perceptions of Accelerated Preclinical Curricula: A Thematic Analysis

Taylor Mendenhall, BS, MBA; Nathan Barber, BS; Timothy Wardrop, BS; Monica-Rae Owens, BS; Rachel Bonnett, BS; Steven Baumann, PhD | University of Utah

Improving Rapport and Trust between Attending and Residents in General Surgery: A Qualitative Analysis

Paola Terese Farah, MS; Jacob Peschman, MD, MSPE | Medical College of Wisconsin



IGNITE SESSION

[Ignite Session](#) | Tuesday, 1:15 – 2:15 p.m.

Comparison of AI and Manual Coding of Medical Students' Reflections: An Asynchronous Discussion Board Exploration

By Leslie Ruffalo, PhD, MS; Cynthia Kay MD, MS; Sarah Vepraskas, MD; Hari Paudel, MD; Carley Sauter, MD; Marika Wrzosek, MD; Kathleen Beckmann, DO; Heather Aschoff; Kate Hohl | Medical College of Wisconsin

Seeking Efficiencies by Sharing Cross Cutting Core Curriculum Sessions Across Graduate Medical Education

By Kathryn Agard, CMP, PMP, BS; Tricia La Fratta, MBA; Deborah Simpson, PhD | Aurora Health Care

Post-Stroke Case and Workshop: A Five-Year Analysis of Pharmacy and Occupational Therapy Interprofessional Education Event

By Rachel Kavanaugh, PharmD, BCACP | Medical College of Wisconsin

Using a Continuous Improvement Process for Developing High-Quality Micro-Podcasts

By Angela Beckert, MD; Kathryn Denson, MD; Steve Denson, MD; Edmund Duthie, MD; Lauren Wojcinski | Medical College of Wisconsin; Deborah Simpson, PhD | Aurora Health Care

Live Virtual Review Sessions to Reinforce Gross Anatomy Knowledge for Pre-Clinical Medical Students

By Melanie Gartz, PhD, MS, MHS Ryan E. Hillmer, PhD Beth B. Krippendorf, PhD Teresa N. Patitucci, PhD | Medical College of Wisconsin

Bridging the Gap Between Ethical Theory, Alternative Therapy & Clinical Practice

By Maya Livni, BS; Andrew Hrycko, MBE; Isabella Norelius MS | Medical College of Wisconsin

Implementing Mind-Body Skills Groups to Promote Flourishing and Reduce Burnout Among Medical Providers

By Beth Shaw, PhD; Jessica Brumm-Larson, PhD; Julia Pawlowski-Farr, MS | Medical College of Wisconsin



NEW! EXPERT DEBATE

Expert Debate Session | Thursday, 12:00 – 1:00 p.m.

Wellness and Flourishing in Healthcare Education: Exploring Frameworks for Professional Development

Panelists: Alice Fornari, EdD (Northwell Health); Kristen Demertzis, PhD (Northwell Health); Jeffrey Fritz, PhD (Kern National Network for Flourishing in Health)

By the end of this session, participants will be able to:

1. Differentiate between well-being and flourishing frameworks as they are conceptualized in healthcare education literature.
2. Examine how well-being initiatives can exist at the micro, meso, and macro levels.
3. Explore how flourishing frameworks include team, organizational, and societal dimensions of professional life.
4. Identify opportunities for integrating well-being and flourishing approaches within faculty development and healthcare education programs.



PAPER POSTERS

*Denotes Invited Speaker(s)

[Paper Posters](#) | Thursday, 1:30 – 2:45 p.m.

DX Engine: A Free, Standalone AI-Powered Differential Diagnosis Tool for Clinical Medical Education

By Arman S Sandhu, BS; Mark Rhyner, MD | Medical College of Wisconsin

Diagnosis Chopped: Cooking Up Clinical Reasoning Skills for Preclinical Learners

By Erica Chou, MD; April Zehm, MD; Mary Claire Potter, MD | Medical College of Wisconsin

Utilization of an AI tool to Improve ACGME Milestone-Based Resident Feedback

By Joshua Timpe, MD; John McNicoll, DO; Kathleen Williams, MD; Samuel Corbo, MD; William Schaeffer, DO | Medical College of Wisconsin

Clerkship Student Chief Elective: An Interdisciplinary Model for Preparing Medical Students for Residency through Leadership Roles and Peer Mentorship 2028-2029

By Maya Giaquinta, MD; Nick DiChristofano, MD; Sara Lauck, MD; Erica Chou, MD; Peter Wolfgram, MD; Lara India, MD; Bryan Johnston, MD; Adam Pagryzinski, MD; Christopher Torkilsen, DO; Bipin Thapa, MD, MS; Amanda Liewen, MD; Anna Gaddy, MD; Jessica Francis, MD; Marty Muntz MD | Medical College of Wisconsin

Implementing a Near-Peer Coaching Model as Learning Community Student Navigators

By Lien Weiss, BS; James R Dowd, BS; Talulah Y Mitchem, BA; Heather E Yenchesky, BA; Kurt J Pfeifer, MD | Medical College of Wisconsin

Quantifying Sleep and Stress in Pediatric Surgical Fellows Using a WHOOP Device: A Pilot Study

By Austen Richard Schweinert, BS; Abby Larson, MD; Charles Aprahamian, MD; Casey Calkins, MD | Medical College of Wisconsin

Unhiding the Hidden Curriculum: A Near-Peer Educational Intervention to Improve Clerkship Preparedness

By Alexis Cole, MS; Leslie Ruffalo, PhD | Medical College of Wisconsin

Supplemental Clinical Ophthalmology Exam Education for Medical Students

By Emily Young, BS | Medical College of Wisconsin



PAPER POSTERS (cont'd)

Hello, I'm the Doc on Call - Teaching Post Acute and Long-Term Care Call Skills to Geriatric Medicine Fellows

By Elizabeth A. Bukowy, DO (Medical College of Wisconsin); Angela K. Beckert, MD (Division of Geriatric and Palliative Medicine); Elizabeth N. Chapman, MD (VA Medical Center Madison, University of Wisconsin-Madison School of Public Health); Tara B. Horr, MD (Vanderbilt University Medical Center); Ryan Z. Chippendale, MD, AGSF (Boston Medical Center)

Creating A Standardized 4Ms-Driven EMR Template to Strengthen Surgical Readiness for Older Adults

By Evan M Henricks, MD, MS; Ellen Schmitt, MD | Medical College of Wisconsin

Building Educators Before Residency: A Novel Elective in Instructional Design and Simulation

By Erin M Green, MD, MHPE; Craig Hanke, PhD; Chris Kolar, MD | Medical College of Wisconsin

Addressing Chief Concerns: Simulation-Based Training to Improve Student Readiness for Internal Medicine Clerkship

By Catherine Nguyen, BS; Calista Bulacan, BS; Natalia Tovar, BA; Anna Gaddy, MD | Medical College of Wisconsin

Beyond the White Coat: Using Near Peers to Promote Character Formation in Medical Students

By Ashley Pavlic, MD, MA; Katinka Hooyer, PhD | Medical College of Wisconsin

Development of an Interactive Review Activity for Musculoskeletal Anatomy Identification.

By Matthew Larson, OD, BS | Medical College of Wisconsin

Assessment of Medical Student and Faculty Preference for Webcast Use in MCWfusion Phase 1 Integrated Science Blocks

By Catherine Nguyen, BS; Erica Chou, MD | Medical College of Wisconsin

Developing a Post Acute and Long-Term Care Curriculum

By Elizabeth A. Bukowy, DO; Rachel Saltness, MD; Will Lyon, MD | Medical College of Wisconsin

From Black Box to Blueprint: Using Nominal Group Technique to Develop Medical Student Shadowing Objectives

By Denise Mol, BSN, BA; Tad Schmitt, MD; Shannon Burke, MD; Michael Rentz, MD; Laura Johns, MD | Medical College of Wisconsin



PAPER POSTERS (cont'd)

Can We Foster a Wise Doctor? Lessons from a Longitudinal Character and Professional Development Course Aimed at Promoting Wisdom

By Ashley Pavlic, MD, MA | Medical College of Wisconsin

Faculty Wellbeing and Professional Purpose Among Learning Community Navigators

By Kayleigh Butler, BS; Ashley Pavlic, MD, MA | Medical College of Wisconsin

ORAL PRESENTATIONS

*Denotes Session with Invited Speaker(s)

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

The Forgotten Class: Exploring Medical Student Experiences During Overlapping Curricula

By McKenna Knych, MD; Anna Culhane, MD; Daria Mueller, PhD; Lauren Nickel, PhD; Alexander Strunets | Medical College of Wisconsin

National Needs Assessment of Early-Career Neurology Clinician Educators: Informing the Development of a Longitudinal Faculty Development Program

By Galina Gheihman, MD (Mass General Brigham); Blake Buletto, MD (Cleveland Clinic); Jennifer Kesselheim, MD (Boston Children's Hospital); Roy E. Strowd, MD (Wake Forest School of Medicine); Tracey A. Milligan, MD (Westchester Medical Center)

A Competency-Based Planetary Health Curricular Roadmap Developed with Medical Student Scholars

By Joanne Bernstein, MD, MSE; Christa Wagner, PhD; Diane Peng, MD | Medical College of Wisconsin

Teaching the Physical Exam Across Spanish Language Proficiency Levels: A Student-Led, Curriculum-Integrated Approach

By Carolina E. Morales, BS; Alexa Zamudio, BS; Kathryn Harris, BS | Medical College of Wisconsin



ORAL PRESENTATIONS (cont'd)

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

Diagnostic Performance and Fatigue Across Alternate Radiology Display Modalities

By Grace Borkowski, MS (University of Illinois College of Medicine – Peoria); AJ Pool, MPH, CPH (University of Illinois College of Medicine – Peoria); Sean Creeden, MD (OSF Dept. of Radiology); Dan Henley, MD (University of Illinois College of Medicine – Peoria); Andy Tu, MD (OSF Dept. of Radiology); Jane Maksimovic, MD (OSF Dept. of Radiology); Inki Kim, PhD (University of Illinois at Urbana-Champaign); Claudia Mello-Thoms, PhD (University of Iowa); Michelle Rusch, PhD (Iowa State University)

Comparison of Student Performance on Gross Anatomy Assessments Between Regional- and Systems-Based Medical School Curricula

By Colin E. Hansen, BS; Teresa Patitucci, PhD | Medical College of Wisconsin

Evaluating LLM-Generated Feedback for Objective Structured Clinical Examinations (OSCEs)

By Dylan Pieper, MA; David Feldstein, MD; Theresa Pesvento, PhD; Scott Mead, MD; Erick Tarula, MD; Sarah Jung, PhD | University of Wisconsin – Madison; Tavinder Ark, PhD (The City University of New York)

Neurological Exam Round-Robin: Advancing Neurological Examination Skills for Advanced Practice Providers (APPs) through an Interactive, Hands-on, Skills-based Workshop

By Galina Gheihman, MD; Margaret Naclerio, PA-C; Christopher Doughty, MD; Michael Bowley, MD, PhD; Manali Sheth, MD; Andrea Thurler, NP; Jennifer Cheng, MP; Ariel Nowicki, PA-C; Haatem Reda, MD | Mass General Brigham; Shannon Anderson, PA-C | Oregon Health & Science University School of Medicine



ORAL PRESENTATIONS (cont'd)

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

Advanced Clinical Reasoning and EPA Assessment Using an M4 OSCE *

By Sara Hock, MD; Michelle Sweet, MD | Rush University

Enhancing the Student Dissection Lab Experience with Customized Histopathology Workups

By Robert V. Hill, PhD; Vanessa Reddin, PhD; Shannon Knutson, MEd; Tahyna Hernandez, MD | Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

DANCE Partner: A Human-in-the-Loop AI Agent for Qualitative Coding of Evaluation Data in Medical Education

By Joel H. Robles, Ed.D., MBA; Sara Amani, PhD, M.Eng; Hugh Stoddard, Ph.D., M.Ed. | Baylor College of Medicine

AI-Supported Interactive Clinical Reasoning Cases to Strengthen Learning in a Preclinical Neuroscience Course

By Galina Gheihman, MD; Tamara B. Kaplan, MD | Mass General Brigham; Kaiying Wang, MD; Stephen Bacchi | University of Adelaide; Oliver Bichsel MD, PhD (University Hospital Zurich, Switzerland)



ORAL PRESENTATIONS (cont'd)

Oral Presentations 4 | Wednesday, 3:45 – 5:00 p.m.

Curating Professional Identity Formation: Processfolios in Museum-Based Medical Education

By Sujal Manohar, MD (University of Pennsylvania); Eden Noah Gelgoot, MB, BCh, BAO (University of Toronto); Nora McCarthy, PhD (University College Cork); Alex Walker, MHS; Margaret S. Chisolm, MD | Johns Hopkins University School of Medicine

Navigating Uncertainty in the Clinical Learning Environment: An Innovative, Interactive, Joint Faculty-Resident Workshop in Family Medicine

By Allison M. Lynch, MD; Lesley D. Wilkinson, MD; Julie Celebi, MD; Ming Tai-Seale, PhD, MPH | University of California San Diego; Galina Gheihman, MD (Harvard Medical School and Mass General Brigham)

Collaboration Counts: Elevating Family Medicine Geriatrics Residency Education Through Academic Partnerships

By Laura Brusky, MD; Evan Henricks, MD | Medical College of Wisconsin

Bridging the Gap: Implementing a Medical Student Chief Model to Support Psychiatry Clerkships

By Gabriel King, BA; Ryan Majinski, BS; Adrienne Parnon, MBA; Jill Sorby, MD; Amanda Liewen, MD | Medical College of Wisconsin

AI Tools for Research and Writing *

By Jon Goodell, MLIS, AHIP | Medical College of Wisconsin



ORAL PRESENTATIONS (cont'd)

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

Longitudinal Clerkship Service Enhances Medical Student Educational Experience in Neurology

By Nathanael Lee, MD PhD; Doris Leung, MD; Karishma Popli, MD; Paulina Perez Mejias, PhD; Ashley Paul, MD | Johns Hopkins University

Development and Evaluation of a Musculoskeletal and Skin Unit Escape Room for First-Year Medical Students

By Annika Hansen, BS; Melanie Gartz, PhD, MS, MHS | Medical College of Wisconsin

Building Foundations for AI Success: Data Infrastructure and Culture *

By Jamie Fairclough, PhD, MPH, MS | Dartmouth College

Designing for Progression: A Structural Analysis of Stackable Credential Models

By Kelli Brown, MPH, DrPH; Weichao Chen, PhD, MEd | Medical College of Wisconsin



ROUNDTABLES

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

Using AI in Personal Essays and Letters for Residency Application

Jorge L. Cervantes, M.D., Ph.D. | Nova Southeastern University

Following the session, participants should have a better understanding of the ways that students, faculty, and programs may be using GenAI as a source of ideas, content, as part of the residency application cycle. Program directors and faculty require a working understanding of the capabilities of GenAI in order to guide trainees in its responsible usage through the residency application process.

Roundtable 2 | Wednesday, 9:15 – 10:15 a.m.

Integration of Intentional Curriculum for Character, Caring, and Practical Wisdom Improve Faculty Engagement

Jessica L De Santis, PhD | Medical College of Wisconsin

This roundtable will discuss how integrating intentional flourishing curriculum into a coaching experience for faculty affects their feelings of purpose, engagement in their work, self-confidence, and overall engagement with their department/institution. This discussion can also explore how coaching is a viable way to encourage overall faculty wellbeing, feedback strategies, and clinical leadership/education strategies.

Roundtable 3 | Wednesday, 1:15 – 2:15 p.m.

Emergence of Medical Student Parallel Curricula

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

Roundtable Discussion Topics: 1). Emergence of parallel curricula 2). Generational autonomy in learning 3). Institutional response to third-party ecosystems 4). Financial and equity implications 5). Strategies for principled integration.



ROUNDTABLES (cont'd)

Roundtable 4 | Thursday, 1:15 – 2:15 p.m.

CRESCENT: Consortium for Research and Education in Simulation promoting Excellence in Neurology Training

Galina Gheihman, MD (Mass General Brigham); Hera Kamdar, MBBS (Ohio State University Wexner Medical Center)

This roundtable introduces the vision, mission, and early work of CRESCENT, the Consortium for Research and Education in Simulation promoting Excellence in Neurology Training. Formed in 2024 in response to challenges in simulation education including limited faculty time, funding, expertise, and support for career advancement and educational scholarship, the purpose of this collaborative became cultivating a network of educators who utilize, research, and develop expertise in simulation to ultimately improve the care of patients with neurological disorders through simulation science. In this roundtable, we seek and invite input from other career health professions educators, leaders, and researchers to optimize our network aims, priorities, mechanisms, and governance. We seek to understand best practices in building research consortia, securing education research funding, and scaling multi-site research in education innovation. While the core content of CRESCENT has involved using simulation to enhance neurology training and quality of care, our experiences and shared lessons learned have implications far beyond one clinical domain and may have importance for other health professions educators working in simulation innovation. Questions of scaling, funding, sustainability, and methodological rigor will enhance our work and may also be of interest for attendees who can apply these discussions to their own efforts.

Roundtable 5 | Thursday, 3:45 – 4:45 p.m.

Humanistic Practice Program (HPP), a Longitudinal, Project-based Faculty Development Model

Rebecca L. Volpe, PhD (Penn State College of Medicine); Galina Gheihman, MD (Mass General Brigham)

This roundtable introduces the Humanistic Practice Program (HPP), a longitudinal, project-based faculty development model grounded in the Harvard Macy Institute approach and evaluated using Moore's outcomes framework. Participants will review consensus-derived curricular elements, help refine evaluation strategies, and explore opportunities for multi-institutional collaborative research learning experiences. This discussion will bring together key stakeholders to explore scalable, sustainable solutions to strengthen the future of medical education.



FIRESIDE CHATS

Fireside Chat 1 | Tuesday, 2:30 – 3:30 p.m.

When Connection Creates Belonging: The Impact We Have on Future Health Professionals

Guest(s): Zandra Clevert; Ricardo Aguilar MSED; Lazaro Vergara – Current OAP Pathway Student | Medical College of Wisconsin

Moderators: Crystal Jushka, Med; Jean Mallett DrPH, MBA | Medical College of Wisconsin

What makes someone believe they belong in healthcare? Often, it's a person who sees them, believes in them, and helps them imagine what's possible.

Pathway programs provide early exposure to careers in health sciences, but their impact goes far beyond career exploration. Join current and former pathway participants and members of the Office of Academic Pathways for a candid conversation about how relationships with MCW faculty, staff, and students have shaped their confidence, aspirations, and career paths.

This session invites attendees to consider a powerful question: How might our everyday interactions help someone see themselves as belonging in healthcare? Together, we will explore why creating connection is an investment in the future of our healthcare workforce.

Whether you teach, mentor, support, or simply interact with learners, you have a role in creating a sense of belonging. Join us for this conversation.



FIRESIDE CHATS (cont'd)

Fireside Chat 2 | Thursday, 2:30 – 3:30 p.m.

The ‘Good Doctor’: What We Teach vs. What We Reward

Guest(s): Ashley Pavlic MD, MA | Medical College of Wisconsin

Moderator: Katinka Hooyer, PhD, MS | Medical College of Wisconsin

In this conversation, we'll explore a tension at the heart of modern medical education: the challenge of training physicians to be not only technically excellent, but deeply human. Historically, curricula have been structured, standardized, and efficiency driven. While we strive to create a meaningful space for cultivating empathy, reflection, and moral imagination through learning communities and required medical humanities, these qualities can be sidelined by student's focus on the medical facts and exam scores. This is observable, for example, in MCW's Phase 1 sessions of The Good Doctor, when students are running through AMBOSS questions while doctor panelists are pouring their hearts out on truth telling in medicine. If compassion and empathy isn't formally assessed or rewarded, is it truly valued within the system, or simply something we claim to care about? We'll also discuss the powerful influence of the "hidden curriculum"—what students absorb from the clinical environments around them. When learners are taught empathy in the classroom but witness detachment, time pressure, or burnout in practice, which lessons ultimately shape the kind of physician they become? What can we do as preceptors, attendings, residents and learning community navigators when the system constrains compassion and empathy? This chat won't shy away from harder questions: whether institutional culture resists humanistic training, whether efforts to prioritize the "soft skills" can feel like an uphill battle, and even whether aspects of medical training may unintentionally erode the very empathy they aim to instill. Ultimately, this fireside chat invites us to reflect on what we truly value in medicine—and whether our current systems are aligned with forming not just skilled technicians, but compassionate healers.



WORLD CAFÉ

World Café 1 | Wednesday, 3:45 – 5:00 p.m.

The Importance of Preparing Learners to Engage with Uncertainty in Clinical Practice

Guests: Dimitrios Papanagnou, MD, EdD, MPH; Urvashi Vaid, MD | Sidney Kimmel Medical College at Thomas Jefferson University; Henriette Lundgren, PhD; Karen E. Watkins, PhD | University of Georgia; Victoria J. Marcisk, PhD | Teachers College, Columbia University

Moderator: Galina Gheihman MD | Harvard Medical School

Participants will examine how uncertainty manifests across educational contexts and co-create strategies to assess learners' engagement with uncertainty in clinical and non-clinical learning environments. Posed questions will include:

- How do learners identify different types of uncertainty in the various learning environments?
- What observable learner behaviors might suggest growth in engaging with uncertainty?
- How could these behaviors be captured or assessed -- formally or informally?
- What are creative, context-sensitive ways to provide feedback or foster reflection?



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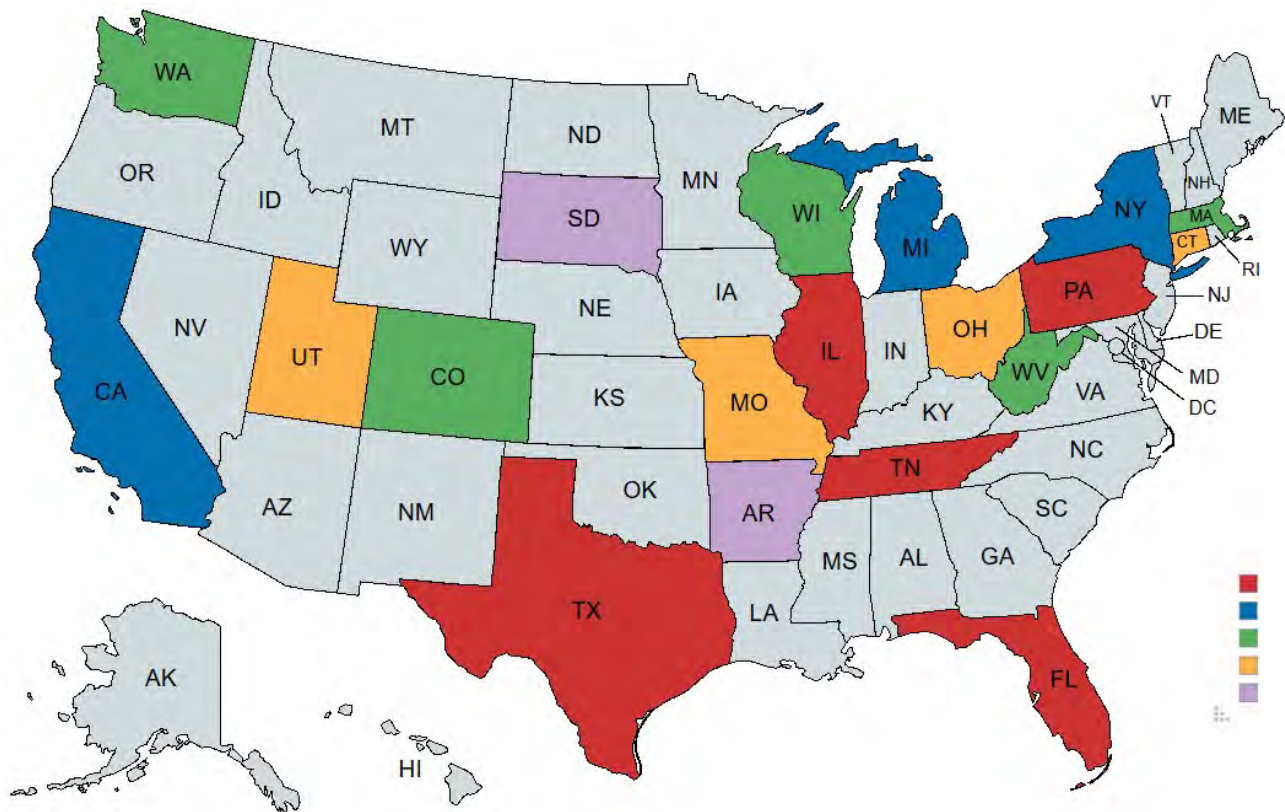


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Abstract Publications: Wisconsin Medical Journal

Presenters from the U.S.: Arkansas, California, Colorado, Connecticut, Florida, Illinois, Massachusetts, Michigan, Missouri, New York, Ohio, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Washington, West Virginia, Wisconsin





CONFERENCE EVALUATION

Submit the 2026 IHER Conference evaluation via this link or the QR code below:

<https://tinyurl.com/2rvzrt86>

