

MEDICAL COLLEGE OF WISCONSIN
8701 WATERTOWN PLANK ROAD
MILWAUKEE, WI 53226



2019 MCW INNOVATIONS IN HEALTHCARE EDUCATION RESEARCH CONFERENCE

APRIL 25 | 8:00AM - 5:00PM

[MCW.EDU/
IHER](http://MCW.EDU/IHER)

KEYNOTE SPEAKER
POSTERS SESSION
PRESENTATIONS

SPONSORED BY THE
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TABLE OF CONTENTS

WELCOME	4
ABOUT OUR KEYNOTE	5
SCHEDULE	6
MAPS	8
WORKSHOPS SUMMARY	10
ORAL PRESENTATION SUMMARY	12
POSTERS SUMMARY	15
CONFERENCES OF INTEREST	18
INNOVATIONS ABSTRACT SUMMARY	20
RESEARCH ABSTRACT SUMMARY	24
IGNITE ABSTRACT SUMMARY	28
POSTER ABSTRACTS SUMMARY	31
ACKNOWLEDGEMENTS	43
EVALUATIONS	44



WELCOME

2019 MCW INNOVATIONS IN HEALTHCARE EDUCATION RESEARCH CONFERENCE

The MCW Department of Academic Affairs is pleased to host our 6th annual MCW Innovations in Healthcare Education Research Conference. This day serves as an opportunity for educators from across all our schools and programs to share new approaches to education and to discuss new ideas that can benefit our learners.

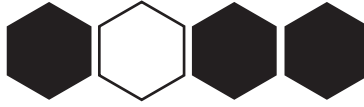
We are excited to welcome Dr. Elizabeth Baker from Rush Medical College as our keynote speaker to discuss 21st century medical education curricula. Rush Medical College recently underwent a transformation in their medical school curriculum and shared their experience at the 2018 Association of American Medical Colleges meeting in Austin, TX. I am certain that those who attend the keynote at lunch time will come away intrigued and energized by Dr. Baker's presentation.

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 of our presenters on their great work. Please join me at their posters 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!

William J. Hueston, MD
Associate Provost for Education and Senior Associate Dean for Medical Education



ABOUT OUR KEYNOTE



Elizabeth Baker, MD, MHPE

Elizabeth Baker MD, MHPE is the Senior Associate Dean at Rush Medical College in Chicago. She has been an integral part of the development and implementation of Rush Medical College's integrated curriculum that premiered in September 2017, which features a flipped classroom approach and integration of all components of the pre-clerkship curriculum. Dr. Baker has been on the faculty at Rush University Medical Center in Chicago since completing her residency and chief residency in Internal Medicine at Rush in 1991. She has a Masters in Health Professions Education and is currently working on her PhD in Curricular Studies/Medical Education at the University of Illinois at Chicago. In addition to curricular studies, Dr. Baker's main scholarly interest is in clinical skills, and specifically diagnostic reasoning. She has developed and disseminated the IDEA tool for teaching and assessing diagnostic reasoning through written notes. She is a general internist who practices in both the inpatient and outpatient settings at RUMC.



SCHEDULE

8:00 - 8:30 a.m. On-site Registration/Check-in
Location: MCW Cafeteria Lobby

8:30 - 9:45 a.m. Morning Workshops

W1: How Does Unconscious Bias Impact How We Assess Our Learners?
What Can We Do About It?
Location: M2555 & M2565

W2: Going from Presentation or Poster to Publication: A How-to
Workshop
Location: M2575 & M2585

W3: Speak Up in Challenging Clinical Education Environments - A
Dialogue (SUCCEED)
Location: Alumni Center

9:55 - 10:55 a.m. Morning Oral Presentations/Breakout Sessions

	Breakout 1:Innovations M2535 & M2545	Breakout 2: Research M2555 & M2565
9:55 -10:10 a.m.	iOP1: Chou	rOP1: Budovec
10:10 - 10:25 a.m.	iOP2: Duthie	rOP2: Treat
10:25 - 10:40 a.m.	iOP3: Bakken and Bozymski	rOP3: Madion Jr
10:40 - 10:55 a.m.	iOP4: Kim	rOP4: Kapula

11:00 - 11:50 a.m. Morning Poster Session
Location: L & S East Classrooms M2035 - M2085

11:45 - 1:15 p.m. Lunch & Keynote Address (*lunch included for registrants*)
Location: Kerrigan Auditorium

11:45 a.m. Lunch pick-up
12:00 - 12:15 p.m. Welcome and Introduction: John R. Raymond, Sr., MD and William J. Hueston, MD
12:15 - 1:15 p.m. Keynote Address: Elizabeth Baker, MD, MHPE
"Reimagining the Curriculum: Educational philosophy, 'flipping the classroom' and innovative transformation"

1:25 - 2:15 p.m. Afternoon Poster Session
Speed posters will be held during this session
Location: L & S East Classrooms M2035 - M2085

2:20 - 3:20 p.m.

Afternoon Oral Presentations/Breakout Sessions

	Breakout 1:Innovations M2535 & M2545	Breakout 2: Research M2555 & M2565
2:20 - 2:35 p.m.	iOP5: Harrington	rOP5: Scarpinato
2:35 -2:50 p.m.	iOP6: Neist	rOP6: Hueston
2:50 - 3:05 p.m.	iOP7: Cobb	rOP7: Dopp
3:05 - 3:20 p.m.	iOP8: Davies	rOP8: Machi

	Breakout 3: Ignite M2575 & M2585
2:20 -2:30 p.m.	igOP1:Bublik-Anderson
2:30 - 2:40 p.m.	igOP2: Kavanaugh
2:40 - 2:50 p.m.	igOP3: Hurlburt
2:50 - 3:00 p.m.	igOP4: Meurer
3:00 - 3:10 p.m.	igOP5: Ferguson

3:30 - 4:45 p.m.

Afternoon Workshops

W4: Curricular Transformation Examples - Evidence, Risk, and Opportunities" (Panel)

Location: M2555 & M2565

W5: Does Your Character Have Character? Building Character Through Medical Improv

Location: M2575 & M2585

W6: Taste of Design Thinking from Stanford with Six Pedagogical Levers to Create Successful Learning

Location: Alumni Center

4:45 - 5:00 p.m.

Awards Announced

Location: Alumni Center

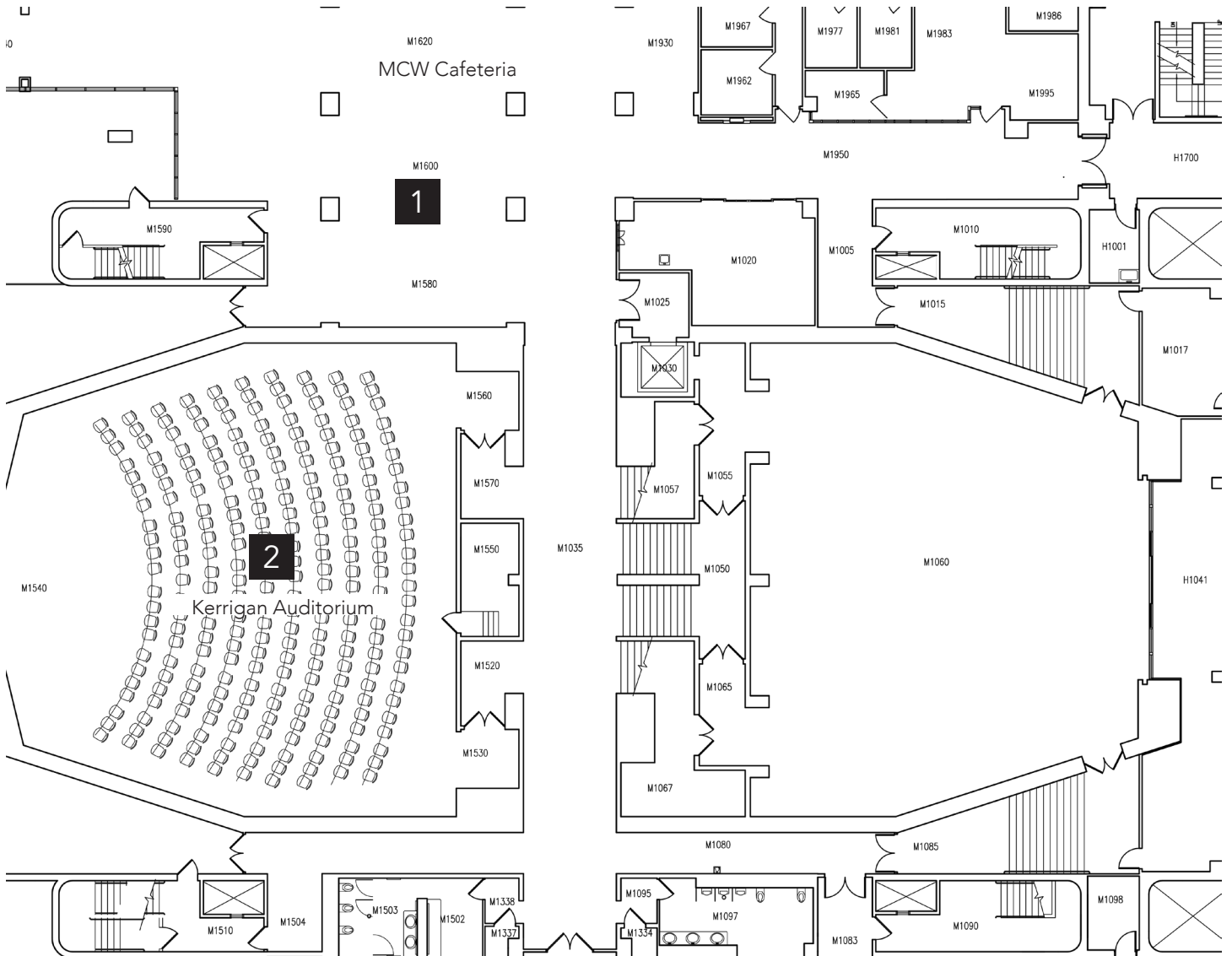
Stop by the following tables in the lobby to learn about additional opportunities:

- All of Us Research Program
- i-seek- Office of Educational Improvement
- Kern Institute for the Transformation of Medical Education
- MCW's Genomic Sciences and Precision Medicine Center
- Standardized Teaching Assessment Resource Center



MAPS

Medical Education Building, First Floor

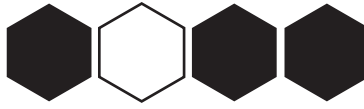


1 On-site Registration/Check-In and Tables

2 Lunch & Keynote Address



4 Posters



WORKSHOPS

Time: 8:30 - 9:45 a.m.

Locations: W1: M2555 & M2565; W2: M2575 & M2585; and W3: Alumni Center

W1 How Does Unconscious Bias Impact How We Assess Our Learners? What Can We Do About It?

Danita Hahn, MD; Anya Kleinman, MD; Fatima Gutierrez, MD; Jeffrey Winer, MD, MA, MSHS; and H. Barrett Fromme, MD, MHPE

Research has shown that even those without explicit prejudices show subconscious “implicit bias,” which can affect how objectively we provide feedback to trainees and complete learner evaluations. In this workshop, facilitators will expose participants to both familiar and novel aspects of implicit bias. Participants will be invited to share their experiences related to bias in medical education in an effort to understand and accept their own implicit biases and how they affect the learning environment. They will also learn and practice de-biasing strategies through the lens of trainee assessment in order to provide participants with the skills for more effective and less biased feedback of learners in the future.

W2 Going from Presentation or Poster to Publication: A How-to Workshop

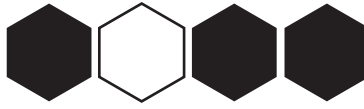
William J. Hueston, MD and Sarina B. Schrager, MD

In this workshop, Drs. Hueston and Schrager will provide a framework for writing a paper based on your presentation or poster and discuss how to prepare your paper to facilitate the review process after submission to a journal. Participants will be encouraged to write a draft section of a paper based on a recent presentation based on the template discussed. Participants will be given the opportunity to have their work critiqued by workshop participants.

W3 Speak Up in Challenging Clinical Education Environments - A Dialogue (SUCCEED)

Kristina Kaljo, PhD; Michael Lund, MD; Marty Muntz, MD; and Cassidy Berns

Due to the inherent hierarchy of academic medical centers, observed unprofessional behaviors often goes unreported, primarily for fear of retaliation and a general lack of knowledge how to appropriately intervene. Those who witness inappropriate behavior and do not or cannot act are widely recognized as “bystanders”. SUCCEED is a workshop that will provide tools and tangible resources to encourage the development of a collegial and safe learning environment across the medical education continuum (students, residents, fellows, staff, and faculty). Participants will have the opportunity to engage in real life scenarios and use the space to employ relevant strategies that have the power to positively improve the character, culture, and caring in medical education.



WORKSHOPS

Time: 3:30 - 4:45 p.m.

Locations: W4: M2555 & M2565; W5: M2575 & M2585; and W6: Alumni Center

W4 Curricular Transformation Examples - Evidence, Risk, and Opportunities - Panel Session

Marty Muntz, MD; Jeff Fritz, PhD; and Sally Twining, PhD, FARVO

As health care continues to evolve and the cost of medical education to our students continues to rise, it is increasingly clear that the traditional 2+2 structure and multiple-choice question-based assessment strategy will not be sufficient to train physicians who are ready to meet the future challenges. Panelists will review examples of, evidence for, and/or risks associated with the following recent controversies and trends in medical student education: early start of clerkships, USMLE Step 1 pass-fail scoring, and basic/clinical science integrated courses. Panelists will then engage the audience in discussions around barriers to and opportunities for implementation locally and for the broader health professions education community.

W5 Does Your Character Have Character? Building Character Through Medical Improv

Erica Chou, MD; Tom Reuter; MaryAnn Gilligan, MD, MPH; and Sara Lauck, MD

Character is an internal state that motivates our behavior; thus an important first step to teaching character is ensuring that we are demonstrating integrity in our own actions. The goal of this workshop is to build character through experiencing and debriefing medical improvisation exercises; to reflect and gain insight into our own perceptions, emotions and actions. No previous acting or improv experience required.

W6 Taste of Design Thinking from Stanford with Six Pedagogical Levers to Create Successful Learning

Chris Decker, MD; Cassie Ferguson, MD; and Julia Schmitt

Join us as we share our learnings from the world famous Stanford d.school, where we learned how to develop students' creative confidence through design thinking. In medical education today, we all feel the pull to a more active, project-based, experiential, and student-centric teaching strategy. In this immersive workshop, we will share how you can apply design thinking and pedagogical levers in ways to help your students develop the skills and mindsets they'll need to succeed in today's rapidly evolving medical field. You'll leave with the confidence, knowledge and tools to create a transformative learning experience for your students.



ORAL PRESENTATIONS

Abstract Summaries: on pages 20-30

Time: Morning Session - 9:55 - 10:55 a.m. (concurrent sessions)

Location: M2535, M2545, M2555 and M2565

Breakout 1: Innovations

- | | | |
|--------------------|------|--|
| 9:55 - 10:10 a.m. | iOP1 | Interactive lecturing: Letting learners "Choose their own adventure"
Erica Chou, MD |
| 10:10 - 10:25 a.m. | iOP2 | Using Maintenance of Certification to Reduce Fall Associated Medications in Primary Care
Edmond Duthie, MD; Deborah Simpson, PhD; Judith Myers, MS; Kathryn Denson, MD; and Steven Denson, MD |
| 10:25 - 10:40 a.m. | iOP3 | Implementing an Innovative Teaching Certificate Program for \ Healthcare Educators of the Future
Brienne Bakken, PharmD, MHA and Kevin Bozyski, PharmD, BCPS, BCPP |
| 10:40 - 10:55 a.m. | iOP4 | Parent Coaching: A Novel Approach to Trainee Feedback
Michael Kim, DO; Kelly Lynch; Serena LaBounty; Jennifer Hadjiev, MD; Heather Toth, MD; Michael Weisgerber, MD; Sarah Vepraskas, MD; and Sara Lauck, MD |

Breakout 2: Research

- | | | |
|--------------------|------|--|
| 9:55 - 10:10 a.m. | rOP1 | Is CASPer Just a Ghost?
Joseph Budovec, MD; Jeff Fritz, PhD; Ann Helms, MD, MS; and Jane Machi, MD |
| 10:10 - 10:25 a.m. | rOP2 | Analysis of Student Adaptability to the First Year in Medical School: A Facet of Emotional Intelligence Guided by Personal Traits Over Time
Robert Treat, PhD; Amy Prunuske, PhD; William J. Hueston, MD; Diane Brown, MS; Craig Hanke, PhD; Jeff Fritz, PhD; Kristina Kaljo, PhD; Koenraad De Roo; and Molly Falk-Steinmetz, MS |
| 10:25 - 10:40 a.m. | rOP3 | Incoming Residents' Knot Tying and Suturing Skills: Are Medical School Boot Camps Sufficient?
Matthew P. Madion Jr, BSE, MD; Robert McMillan, MD; Philip Redlich, MD, PhD; Robert Treat, PhD; Matthew Goldblatt, MD, FACS; Michael J Malinowski, MD; Thomas Carver, MD; Christopher |

M. Dodgion, MD, MSPH, MBA; Zane Prewitt, MD; Jacob R. Peschman, MD; Christopher S. Davis, MD, MPH; Jeremy Grushka, MDCM, MSc, FRCSC, FACS; Lisa Olson; Theresa Krausert; and Brian Lewis, MD

10:40 - 10:55 a.m. rOP4

Residency Program Director's Perception of Graduates of a New Medical School Curriculum

Greg Kaupla, BA; Robert Treat, PhD; and Lindsey Johnson

Time: Afternoon Session - 2:20 - 3:20 p.m. (concurrent sessions)

Location: M2535, M2545, M2555, M2565, M2575 and M2585

Breakout 1: Innovations

2:20 - 2:35 p.m. iOP5

Character workshops for faculty development: A strategy to enhance our character curriculum in our medical learners

Alexandria Harrington, MD; Jeff Fritz, PhD; and Ryan Spellecy, PhD

2:35 - 2:50 p.m. iOP6

Developing an Interactive, Virtual Physical Exam Simulation Program

Johnathon Neist, MLIS; Erica Chou, MD; Carlie Sauter, MD; and Philip Allen

2:50 - 3:05 p.m. iOP7

Health Tutors: A Partnership for Bi-Directional Learning between Refugees and Medical Trainees

Carmen Cobb, MD; Peter Cote, MD; Krista Tuomela, MD; Gabriel de Vela, MD; Sonia Mehta, MD; Leann Arcori, MD; Cynthia Zarazua; and Caitlin Kaeppler, MD

3:05 - 3:20 p.m. iOP8

The #MCW Common Read: Finding Common Language and Shared Experience

Olivia M.T. Davies, BS; Sehr Khan, BS; Gerilyn M. Olsen, BA; Sarah Benett, BA, MS; David Cipriano, PhD, MS; Arthur R. Derse, JD, MD; Kathlyn Fletcher, MA, MD; Joe Hodapp, BA; Scott Lamm, BS; Sophia Lindekugel, BA; Ashley Ng, BS; Zoe Retzlaff, BS; Elizabeth Suelzer, MLIS, AHIP; Kimberly Tyler, BS, MS; Catherine Ferguson, MD; Wendy Peltier, MD; and Martin Muntz, MD

Breakout 2: Research

2:20 - 2:35 p.m. rOP5

Perceptions of Third-Year Medical Students of a Non-Resident Hospitalist Rotation

Mario Scarpinato, BS; Pinky Jha, MD; and Sanjay Bhandari, MD

2:35 - 2:50 p.m. rOP6

Do 3-Year Regional Campuses Attract a Different Type of Medical School Applicant?

William Hueston, MD and Robert Treat, PhD

2:50 - 3:05 p.m.	rOP7	Perceptions on the Value of Character Strengths Among Medical Students, Residents, and Faculty Austin Dopp, BA; Jose Franco, MD; and Ryan Spellecy, PhD
3:05 - 3:20 p.m.	rOP8	Faculty Expectations of Entering Medical Students Skills and Values Jane Machi, MD; Joseph Budovec, MD; Greg Kaupla, MCE; and William J. Hueston, MD
Breakout 3: Ignite		
2:20 - 2:43 p.m.	igOP1	Fun With Labor Games Anita Bublik-Anderson, MD
2:30 - 2:40 p.m.	igOP2	Implementation of a Diabetes-Themed Escape Room into the Medical College of Wisconsin School of Pharmacy Curriculum Rachel Kavanaugh, PharmD
2:40 - 2:50 p.m.	igOP3	Personalized Student Feedback to Develop a Professional Identity Patricia Hurlbut, MEd, MT; Sally Twining, PhD, FARVO; Cheryl Crawford, MS; Molly Falk-Steinmetz, MS; and Johnathon Neist, MLIS
2:50 - 3:00 p.m.	igOP4	Incorporating Community Engagement in Primary Care Research Training: 11-Year Outcomes Linda N. Meurer, MD, MPH; Melissa DeNomie, MS, DFCM; David Nelson, PhD, DFCM; John R Meurer, MD, MBA; Jeffrey A Morzinski, PhD, MSW, DFCM; Tess Chandler, DFCM; and Syed Ahmed, MD, MPH, DrPH
3:00 - 3:10 p.m.	igOP5	Using Design Thinking to Create a Student-Centric Active Learning Experience in the QuIPS Pathway Cassie Ferguson, MD; Stefanie George, PharmD, BCPS; and Jennifer Kraus



POSTERS

Abstract Summaries: on pages 31 - 42

Time: Morning Session (11:00 - 11:50 a.m.)

Location: L & S East Classrooms M2035 - M2085

- iP1 Blended Learning in Clinical Human Anatomy II using TopHat Text**
Teresa Patitucci, PhD; Jeffery D Fritz, PhD; Johnathon Neist, MLIS; and Amy E. Bingenheimer, MLIS
- iP2 DOT Design Approach Supports Well Being in Part IV MOC**
Kathryn Denson, MD; Edmund Duthie, MD; Deborah Simpson, PhD; Kristin Ouweneel; Theresa Frederick; Steven Denson; and Judith Myers
- iP3 Advanced Communication Skills Make a Difference**
Mary Ann Gilligan, MD, MPH; Jennifer Klumb, MEd; Sneeha Nagavally, MS; and Rebekah Walker, PhD
- iP4 A 90-minute Workshop on Initiating Advance Directive Discussions Increases Residents' Comfort**
Edmund Duthie, MD; Judith Myers, MS; Kathryn Denson, MD; Deborah Simpson, PhD; and Steven Denson, MD
- iP5 Librarian feedback loops improve medical student self-directed learning**
Johnathon Neist, MLIS; Elizabeth Suelzer, MLIS; and Robert Treat, PhD
- iP6 Nurturing Character, Caring, and Competence in First-Year and Second-Year Medical Students Through Delivery of Medical Ethics Education in Small-Group Continuity Experiences**
Kurt Pfeifer, MD; Arthur Derse, MD; Martin Muntz, MD; Catherine Ferguson, MD; and Michael Lund, MD
- iP7 Strategic Plan for the Development of a Masters of Science in Interprofessional Healthcare Education Degree at a Private Medical College**
Robert Treat, PhD; Ann Breunig; Jennifer Foley; Nashaat Gerges, PhD; Jane Machi, MD; and Ron Williamson
- rP1 Medical Student Vitality - The Positive Predictor Traits of Well-Being**
Robert Treat, PhD; Diane Brown, MS; Kristina Kaljo, PhD; Amy Prunuske, PhD; Koenraad De Roo; Jeff Fritz, PhD; Craig Hanke, PhD; William J. Hueston, MD; and Dawn Bragg, PhD
- rP2 Gender and Race Differences in Residency Programs**
William Hueston, MD
- rP3 More than an Ice Breaker: Use of Art in Building a Team of Medical and Social Work Students**
James Warpinski, MD

- rP4** **Is it Enough? Effects of a Workshop on Medical Student Patient and Family Centered Rounds Performance**
Sarah Vepraskas, MD; Jennifer Hadjiev, MD; Heather Toth, MD; Robert Treat, PhD; Kelsey Porada, MA; and Michael Weisgerber, MD, MCW
- rP5** **Analyzing First-Year Medical Resident Self-Assessed Performance vs. Program Director Assessments**
Greg Kaupla, BA; Robert Treat, PhD; and Lindsey Johnson
- rP6** **Use of Oral Competency Exams Early in Residency: Improved Educational Value Over Traditional Exams**
Katherine Y. Hu, MD (presenter); Michael J. Malinowski, MD; Justin P. Dux, MD; Philip N. Redlich, MD, PhD; Robert W. Treat, PhD; and Theresa B. Krausert, BA
- rP7** **Transferability of a Diabetes-Themed Escape Room into an Accelerated Pharmacy Program**
Nathan Lamberton, PharmD, BCPS; Rachel Kavanaugh, PharmD, BCACP; and Stefanie George, PharmD, BCPS

Time: Afternoon Session (1:25 - 2:15 p.m.)

Location: L & S East Classrooms M2035 - M2085

- iP8** **Adoption and Foster Care Medical Student Elective Course**
Stephanie Song, BS; Maria Zarif, BS, JD; and Samantha Wilson, PhD
- iP9** **Clinical Exposure and Cultural Competency Training in the Preclinical Years: a Pilot Program involving Veteran Patients**
John Wagner, BA, MA; Mara Peterson, BS; Maggie Murphy, MT-BC; Ramadevi Parachuri, MD; and Edward Hines, Jr.
- iP10** **Lessons Learned in Designing Videos to Improve Medical Curricula Deficits**
Nathan Klesmith, BS; Austin Dopp, BA; and Scott Self, BM
- rP8** **Attitudes and Experience with Small Group Education and Learning Communities at a Large, Private Medical School**
Madeline Bireley, BS (presenter); Kurt Pfeifer, MD and Elias Volk, BS
- rP9** **Attributes of Medical School Curricula that Promote the Development of Self Directed Learning Skills**
Scott Stauder, BS; Travis Webb, MD, MHPE; and Nathan Kugler, MD
- rP10** **Perception of academic hospitalist about burnout and its impact on medical education**
Katarina Stark, BS; Pinky Jha, MD; and Sanjay Bhandari, MD
- rP11** **Improving Residents as Educators in Clinical Settings**
Jacqueline M. Powell, BS (presenter); Bipin Thapa, MD; Megan M. Haak, MA; Greg Kaupla; Kristina Kaljo, PhD; Heather Toth, MD; Paul Lemen, MD; Kenneth Simons, MD; Robert Treat, PhD; Robert Trevino, MD, PhD; Laura Walker; Caitlin Pilon; and Marie Padilla
- rP12** **Perception and Experiences in Educating Medical Students on Compassion and Empathy at the Medical College of Wisconsin**
Daniel Roadman, BS; Pinky Jha, MD, MPH; Sanjay Bhandari, MD; Mario Scarpinato, BS; Kevin Schmidt, BS; and Katarina Stark, BS

- rP13 Interprofessional Education: Fostering Collaboration, Communication, and Patient Centered Care**
Monique Graf, BS; Jordan Cannon, MS; Karen Hulburt, MD; Emily Wilant; Irene Baumann; Renee Wenzlaff, DNP; Robert Treat, PhD; Phil Allen; and Dana Sibilski
- rP14 Attrition rate of Medical Students at MCW**
Alfredo Siller Jr., BS; Christian Hernandez, BS; and Catherine Ferguson, MD
- iSP1 Building a meaningful community-academic partnership: a case study linking patients living with dementia and their caregivers with supportive services as part of a disease management plan**
Sue Kelley, MSW; Wendy Betley, BS; Jennifer McAlister, BA; and Stacy Barnes, PhD
- iSP2 Developing a resident and faculty mentoring program in a surgical subspecialty: Is it worth the journey?**
Grant Sinson, MD
- iSP3 Assessment of evidence-based medicine curriculum**
Anita Bublik-Anderson, MD and Amy Prunuske, PhD
- iSP4 The #MCWCommonRead: Using Social Media to Enhance Engagement**
Sehr Khan; Olivia Davies; Cassie Craun Ferguson, MD; Wendy Peltier, MD; and Martin Muntz, MD
- rSP1 Medical Student Equanimity: Staying Cool Under Pressure but Maintaining Empathy Towards Others**
Robert Treat, PhD; Koenraad De Roo; Amy Prunuske, PhD; William J. Hueston, MD; Diane Brown, MS; Kristina Kaljo, PhD; Craig Hanke, PhD; and Dawn Bragg, PhD
- rSP2 Perception of junior faculty of general internal medicine regarding mentoring scholarly projects and faculty development**
Brian Quinn, MD; Pinky Jha, MD, MPH; and Sanjay Bhandari, MD



CONFERENCES OF INTEREST

We encourage all of today's presenters to consider presenting their work at one of the following upcoming medical education conferences.

Medical Education Conferences		
Conference	Date	Location
International Association of Medical Science Educators http://www.iamse.org/annual-conference/	June 8-11, 2019	Roanoke, VA
Association of Directors of Medical Science Education in Psychiatry http://www.admsep.org/meetings.php	June 20-22, 2019	Portland, ME
Association for Medical Education in Europe https://amee.org/conferences/	August 24-28, 2019	Vienna, Austria
Generalists in Medical Education http://www.thegeneralists.org/conference	November 7-8, 2019	Phoenix, AZ
Association of American Medical Colleges https://www.aamc.org/meetings/	November 8-12, 2019	Phoenix, AZ
University of Southern California Innovations in Medical Education https://sites.usc.edu/ime-conference/	February 14-15, 2020	San Gabriel, CA
Central Group on Educational Affairs https://www.aamc.org/members/gea/regions/cgea/	Spring 2020	TBD
Specialty Conferences		
Conference	Date	Location
Association for Surgical Education https://surgicaleducation.com/annual-meeting-information/	April 23-27, 2019	Chicago, IL
Pediatric Academic Societies https://2019.pas-meeting.org/	April 27-30, 2019	Baltimore, MD
Society of Teachers of Family Medicine https://www.stfm.org/	April 27-May 1, 2019	Toronto, Canada
Society of General Internal Medicine http://www.sgim.org/	May 8-11, 2019	Washington, D.C.
Society of Academic Emergency Medicine http://www.saem.org/annual-meeting	May 14-17, 2019	Las Vegas, NV
The Wisconsin Surgical Society https://wisurgicalsociety.com/upcoming-conference/	November 1-2, 2019	Kohler, WI
Council on Resident Education in Obstetrics and Gynecology and Association of Professors of Gynecology and Obstetrics Annual Meeting	February 26- 29, 2020	Orlando, FL
Council on Medical Student Education in Pediatrics https://www.comsep.org/future-meetings/	March 10-13, 2020	Cincinnati, OH
Alliance for Academic Internal Medicine Week http://www.im.org/	April 19-22, 2020	Tampa, FL



ABSTRACT SUMMARIES

Abstract summaries appear in the program as received at the time of submission.



ORAL PRESENTATION ABSTRACT SUMMARIES - INNOVATIONS

Innovations Abstracts
<p>An innovation abstract is a report on a unique educational experience that has developed enough to provide valuable lessons and insight worth sharing with the medical education community. It is designed to foster scholarly dissemination of novel ideas, methods, or materials in medical education. The focus can be on curriculum, teaching, assessment, or any other aspect of medical training. An innovations abstract summarizes a problem statement, methodological approach, and lessons learned from the study.</p>

iOP1: Interactive lecturing: Letting learners “Choose their own adventure”

Erica Chou, MD

Presenter Biosketch: Erica is an assistant professor of pediatrics in hospital medicine and is involved in medical education through MCW and the Kern Institute. Her approach to education is based around promoting learner engagement.

Abstract Summary: Interactive lectures incorporate learner active participation. In a “Choose your own adventure” lecture, learners are faced with a series of choices and asked to make decisions that lead the lecture down various paths. This format not only encourages participation, but also empowers learners to make decisions and take ownership in the lecture. This format has been found to be engaging and fun.

iOP2: Using Maintenance of Certification to Reduce Fall Associated Medications in Primary Care

Edmond Duthie, MD; Deborah Simpson, PhD; Judith Myers, MS; Kathryn Denson, MD; and Steven Denson, MD

Presenter Biosketch: Dr. Duthie is Professor of Medicine (Geriatrics/Gerontology) and Chief of the Division of Geriatrics/Gerontology at the Medical College of Wisconsin (MCW). Dr. Duthie’s main focus has been in medical education and its relationship to geriatric medicine. He has been the Principal Investigator (PI) for two awards from the Reynolds Foundation: Strengthening Geriatrics in Medical Education and Next Steps in Physicians’ Training in Geriatrics. This latter award was from 2010 to 2014. He has been the PI for the MCW subcontract for the Health Resources and Services Administration’s Wisconsin Geriatric Education Center for decades. These awards have been focused on models of geriatrics education from undergraduate medical education through continuing medical education. Interprofessional education has also been a focus. His entire academic career has been spent at MCW.

Abstract Summary: A brief (90 min) interactive medication and falls discussion focused workshop reduced perceived barriers and increased Primary Care Physician (PCP) commitment to conduct medication and falls discussions with geriatric patients, reduced perceived barriers, and increased PCP commitment to conduct medication and falls discussions with geriatric patients.

iOP3: Implementing an Innovative Teaching Certificate Program for Healthcare Educators of the Future

Brianne Bakken, PharmD, MHA and Kevin Bozyski, PharmD, BCPS, BCPP

Presenter Biosketch: Drs. Brianne Bakken and Kevin Bozyski are Assistant Professors of Clinical Sciences at the Medical College of Wisconsin School of Pharmacy. They serve as Chair and Vice-Chair, respectively, of the MCW School of Pharmacy Teaching Certificate Program.

Abstract Summary: The MCW School of Pharmacy Teaching Certificate Program began its inaugural year in July 2018. This abstract describes the methodology by which the Program was created, initial data on participants’ learning and involvement in the MCW School of Pharmacy curriculum, and forthcoming opportunities for interprofessional education.

iOP4: Parent Coaching: A Novel Approach to Trainee Feedback

Michael Kim, DO; Kelly Lynch; Serena LaBounty; Jennifer Hadjiev, MD; Heather Toth, MD; Michael Weisgerber, MD; Sarah Vepraskas, MD; and Sara Lauck, MD

Presenter Biosketch: Michael is a second year Pediatrics resident at the Medical College of Wisconsin. His primary interest in pursuing Cardiology upon completion of his training. His research interest includes medical education specifically focused on resident performance.

Abstract Summary: Conducting direct observation and providing immediate feedback is an effective learning tool in patient- and family centered rounds (PFCR). We present a novel method of implementing a parent advisor as the role of a coach for direct observation and feedback to medical learners. The initial pilot and reaction data suggest the feasibility of this role and approval among trainees and families.

iOP5 Character workshops for faculty development: A strategy to enhance our character curriculum in our medical learners

Alexandria Harrington, MD; Jeff Fritz, PhD; and Ryan Spellecy, PhD

Presenter Biosketch: Dr. Harrington is a medical educator, leader, as well as a clinician. Among her many efforts in developing medical learners is in the field of character development where she serves as faculty pillar director of the Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education.

Abstract Summary: Character development is an educational framework upon which students can learn the “soft skills” integral to being a successful physician. While some medical schools have devoted curricula to leadership, emotional intelligence, ethics and/or professionalism, most do not explicitly focus on character education. We present an approach to develop medical educators and learners in character education.

iOP6: Developing an Interactive, Virtual Physical Exam Simulation Program

Johnathon Neist, MLIS; Erica Chou, MD; Carlie Sauter, MD; and Philip Allen

Presenter Biosketch: Johnathon Neist is an instructional designer within the Office of Educational Improvement. With a background in library and information science, he enjoys collaborating with people from across MCW to try new approaches to improving medical education.

Abstract Summary: An interactive, virtual physical exam simulation was created to assess students' ability to identify normal and abnormal exam findings as part of an OSCE in M2 Foundational Capstone. This innovative, digital simulation program can be easily adapted for different clinical cases as a tool for teaching and assessing interpretation of exam findings.

iOP7 Health Tutors: A Partnership for Bi-Directional Learning between Refugees and Medical Trainees

Carmen Cobb, MD; Peter Cote, MD; Krista Tuomela, MD; Gabriel de Vela, MD; Sonia Mehta, MD; Leann Arcori, MD; Cynthia Zarazua; and Caitlin Kaeppler, MD

Presenter Biosketch: Dr. Cobb received her MD degree at the Medical College of Georgia and completed Combined Internal Medicine-Pediatrics Residency and Chief Resident year at the Medical College of Wisconsin. She is currently Assistant Professor of Internal Medicine and Pediatrics at the Medical College of Wisconsin, with clinical work as a hospitalist at Froedtert Hospital and the Children's Hospital of Wisconsin and educational work as the Co-Director of the Pediatric Residency Global Health Track. Her clinical and research interests include refugee health, healthcare of LGBTQ populations, global health, and curriculum development for community and healthcare worker education.

Abstract Summary: Healthcare providers often have limited experiences navigating the challenges of refugee health during medical training. Simultaneously, many refugee patients are apprehensive toward medical visits and the American healthcare system. This project aims to familiarize refugee learners with our healthcare system while enhancing medical trainee knowledge and experiences with refugee health.

iOP8: The MCW Common Read: Finding Common Language and Shared Experience

Olivia M.T. Davies, BS; Sehr Khan, BS; Gerilyn M. Olsen, BA; Sarah Benett, BA, MS; David Cipriano, PHD, MS; Arthur R. Derse, JD, MD; Kathlyn Fletcher, MA, MD; Joe Hodapp, BA; Scott Lamm, BS; Sophia Lindekugel, BA; Ashley Ng, BS; Zoe Retzlaff, BS; Elizabeth Suelzer, MLIS, AHIP; Kimberly Tyler, BS, MS; Catherine Ferguson, MD; Wendy Peltier, MD; and Martin Muntz, MD

Abstract Summary: In August of 2018, a group of MCW students, faculty, and staff came together with the goal of uniting our institutional community through a Common Read program. Since this program has launched, we have had time to reflect on the successes, lessons, and look to the future.



ORAL PRESENTATION

ABSTRACT SUMMARIES - RESEARCH

Research Abstracts
A research abstract is a report on a completed empirical investigation that contributes to medical education research and practice, which can include pilot projects, exploratory studies, or even components of larger projects. A research abstract summarizes the major aspects of a project in a prescribed sequence that includes the overall purpose of the study, its basic design, major findings as a result of the analysis, and a summary of interpretations and conclusions.

rOP1: Is CASPer Just a Ghost?

Joseph Budovec, MD; Jeff Fritz, PhD; Ann Helms, MD, MS; and Jane Machi, MD

Presenter Biosketch: Dr. Budovec is an Associate Professor of Radiology. He is the Chair of the MCW School of Medicine Admissions Committee, Director of the Clinician Educator Pathway, and course director of the Diagnostic Radiology Elective.

Abstract Summary: Introduction: Little is known about how to integrate the CASPer exam with a holistic review process.

Methods: CASPer scores from the 2018 admissions cycle were analyzed.

Results: No significant difference was found between median score and admission committee recommendation or between subgroups.

Conclusion: Diverse applicant backgrounds do not appear to significantly influence scores.

rOP2: Analysis of Student Adaptability to the First Year in Medical School: A Facet of Emotional Intelligence Guided by Personal Traits Over Time

Robert Treat, PhD; Amy Prunuske, PhD; William J. Hueston, MD; Diane Brown, MS; Craig Hanke, PhD; Jeff Fritz, PhD; Kristina Kaljo, PhD; Koenraad De Roo; and Molly Falk-Steinmetz, MS

Presenter Biosketch: Robert Treat, PhD is as an Associate Professor of Emergency Medicine and the Director of Measurement and Evaluation in the Office of Academic Affairs at the Medical College of Wisconsin (MCW). Dr. Treat provides consultation to MCW faculty, residents, and staff in addressing key evaluation and measurement related questions and is responsible for the analysis and evaluation of educational outcomes data for medical students and residents. He has co-authored 28 peer-reviewed journal articles and 190 peer-reviewed conference abstracts.

Abstract Summary: Medical student traits are associated with their ability to adapt to their new surroundings of medical school. These traits change during their first two years from an emotional element of personality in the first year to elements of resilience and affect in the second year. Dispositional characteristics help students adapt initially, but enduring factors are required after the first year.

rOP3: Incoming Residents' Knot Tying and Suturing Skills: Are Medical School Boot Camps Sufficient?

Matthew P. Madion Jr, BSE, MD; Robert McMillan, MD; Philip Redlich, MD, PhD; Robert Treat, PhD; Matthew Goldblatt, MD, FACS; Michael J Malinowski, MD; Thomas Carver, MD; Christopher M. Dodgion, MD, MSPH, MBA; Zane Prewitt, MD; Jacob R Peschman, MD; Christopher S. Davis, MD, MPH; Jeremy Grushka, MDCM, MSc, FRCSC, FACS; Lisa Olson; Theresa Krausert; and Brian Lewis, MD

Presenter Biosketch: Dr. Madion is a second year general surgery resident with a background in biomedical engineering and undergraduate medical education curricula. His research interests include medical school curricula, minimally invasive surgery, and medical product innovation.

Abstract Summary: We evaluated the impact of medical school boot camps on intern surgical skills. 42 interns completed questionnaires and were evaluated on suturing, knot tying, overall performance and quality. There was no significant difference in any of the four assessment scores when split by completion of boot camp, length of boot camp, hours of supervised instruction, or hours dedicated to practice.

rOP4: Title Residency Program Directors Perception of Graduates of a New Medical School Curriculum

Greg Kaupla, BA; Robert Treat, PhD; and Lindsey Johnson

Presenter Biosketch: Greg Kaupla is a Database Analyst II in Academic Affairs - Office of Measurement & Evaluation where he works to compile, analyze and report data for numerous committees, student groups and other audiences. He also has experience in market research and survey design/programming for groups throughout MCW.

Abstract Summary: The purpose of this study is to analyze PD's evaluation of their first-year residents who graduated from MCW before and after the implementation of the new integrative medical school curriculum.

rOP5: Perceptions of Third-Year Medical Students of a Non-Resident Hospitalist Rotation

Mario Scarpinato, BS; Pinky Jha, MD; and Sanjay Bhandari, MD

Presenter Biosketch: Third year medical student.

Abstract Summary: In this study, we examined the perceived benefits and barriers to hospitalist rotation by medical students. We also attempted to assess the ideal number and types of patients that the students feel educational. Student perception on rounding methods with the attendings and opportunities for scholarship were also studied.

rOP6 Do 3-Year Regional Campuses Attract a Different Type of Medical School Applicant?

William Hueston, MD and Robert Treat, PhD

Presenter Biosketch: Dr. Hueston is Associate Provost for Education and Senior Associate Dean for Medical Education at the Medical College of Wisconsin. He is a Professor of Family and Community Medicine and co-directs the Health Systems Management and Policy Pathway.

Abstract Summary: In response to calls to increase class sizes, the Medical College of Wisconsin (MCW) opened two new 3-year community-based regional campuses in 2016 and 2017. The study shows that these regional campuses attract and admit a different type of student than the traditional 4-year program.

rOP7: Perceptions on the Value of Character Strengths Among Medical Students, Residents, and Faculty

Austin Dopp, BA; Jose Franco, MD; and Ryan Spellecy, PhD

Presenter Biosketch: Austin Dopp is originally from Idaho Falls, Idaho and is currently a second year medical student. He has done research on a variety of projects including studying peripheral artery disease, character in medical education, and designing virtual learning videos to improve medical education. His current goals are to match in orthopedic surgery and eventually practice back in Idaho.

Abstract Summary: Medical students, residents, and physicians were surveyed regarding the perceived importance of character attributes in the ideal physician and in themselves. When comparing groups M1s had a greater number of differences as compared to attendings than any other group, while other differences were found in other comparisons. Four strengths, in particular, were found to be significant most often.

rOP8: Faculty Expectations of Entering Medical Students Skills and Values

Jane Machi, MD; Joseph Budovec, MD; Greg Kaupla, MCE; and William J. Hueston, MD

Presenter Biosketch: Dr. Machi is Associate Professor of Pediatrics at the Medical College of Wisconsin and Assistant Dean for medical school admissions.

Abstract Summary: Students who apply to medical school are assessed on many skills and attitudes to determine whether they are offered admission or not. However, little work has been done to assess what skills and attitudes faculty members feel are important for entering students. This study surveyed faculty member to gauge what skills and attitudes faculty feel are most important for entering students.



ORAL PRESENTATION

ABSTRACT SUMMARIES - IGNITE

Ignite Abstracts
<p>Ignite is all about fast and fun presentations. Speakers must build their healthcare education research presentations with 20 slides, each of which is shown for 15 seconds, giving each speaker 5 minutes of fame. The presentation process compels presenters to provide the most important information efficiently. There is no fixed structure to the open narrative of the Ignite submissions, but authors can use traditional formats (innovations or research abstracts) as guidelines if they wish.</p> <p>Learn more about Ignite:</p> <ul style="list-style-type: none">• About Ignite Talks: http://www.ignitetalks.io/about• How to Give a Great Ignite Talk: http://scottberkun.com/2009/how-to-give-a-great-ignite-talk/• How to Set the Slide Timer in PowerPoint: https://support.office.com/en-us/article/set-the-timing-and-speed-of-a-transition-c3c3c66f-4cca-4821-b8b9-7de0f3f6ead1

igOP1: Fun With Labor Games

Anita Bublik-Anderson, MD

Presenter Biosketch: Dr. Anderson is boarded in Ob-Gyn and Family medicine and an MCW medical school graduate of 1998. She is currently the course director for the Continuous Professional Development class at the regional MCW campus in Wausau.

Abstract Summary: Our three year, time-efficient curriculum has fast-tracked our students to clinical experiences before the traditional clinical third year. We created an introduction to OB in a one-day workshop with a pre-clinical OB workshop for the second-year students with hands-on activities that included a high resolution labor simulation, newborn assessment, estimated blood loss, estimated fetal weight.

igOP2: Implementation of a Diabetes-Themed Escape Room into the Medical College of Wisconsin School of Pharmacy Curriculum

Rachel Kavanaugh, PharmD

Presenter Biosketch: Rachel Kavanaugh is an Assistant Professor with the MCW School of Pharmacy and the Director of Professional Labs for the Year 2 pharmacy students. Prior to her role at MCW, she worked as an ambulatory clinical pharmacist, specializing in anticoagulation and primary care.

Abstract Summary: Serious gaming is a unique educational tool that not only promotes teamwork and critical thinking, but it can also be used to both teach and reinforce didactic material. The MCW School of Pharmacy implemented a diabetes-themed escape room into the Patient Care Lab curriculum. Implementation of such an activity into a curriculum requires foresight, flexibility, and a touch of fun.

igOP3: Personalized Student Feedback to Develop a Professional Identity

Patricia Hurlbut, MEd, MT; Sally Twining, PhD, FARVO; Cheryl Crawford, MS; Molly Falk-Steinmetz, MS; and Johnathon Neist, MLIS

Presenter Biosketch: Pat Hurlbut is an Instructional Designer in the Office of Educational Improvement. Her work is focused on helping faculty design better learning and assessment materials. Pat is also involved in helping faculty who are participating in the Kinetic3 program (Kern Center) with their efforts in transforming medical education.

Abstract Summary: Clinicians provide feedback on student performance. However, we have not prepared our students to receive the types of formative feedback received during clerkships. We developed modules to practice how to recognize appreciation and coaching feedback and then provided personalized feedback reports for their reflection and self-improvement.

igOP4: Incorporating Community Engagement in Primary Care Research Training: 11-Year Outcomes

Linda N. Meurer, MD, MPH; Melissa DeNomie, MS, DFCM; David Nelson, PhD, DFCM; John R. Meurer, MD, MBA; Jeffrey A. Morzinski, PhD, MSW, DFCM; Tess Chandler, DFCM; and Syed Ahmed, MD, MPH, DrPH

Presenter Biosketch: Dr. Meurer, Professor of Family & Community Medicine, is a family physician with a commitment to community engaged education and scholarship, health promotion, and health workforce development. She views primary care and community engaged research training as mean to enhance the relevance of clinical research, improve access to quality health care, enhance socially responsive medical education and reduce health disparities. She directs the T-32 Academic Fellowship in Primary Care Research (HRSA), a T35 summer research program in aging/ injury (NIA), and the Urban and Community Health Pathway.

Abstract Summary: A Community-Engaged Research curriculum was incorporated into an established primary care research fellowship, preparing researchers to partner with at-risk communities to address root causes and cultural, linguistic and systems barriers that contribute to health disparities. Fellows and graduates have improved institutional capacity for community engaged research, teaching and practice.

igOP5: Using Design Thinking to Create a Student-Centric Active Learning Experience in the QulPS Pathway

Cassie Ferguson, MD; Stefanie George, PharmD, BCPS; and Jennifer Kraus

Presenter Biosketch: Dr. Ferguson is a proud MCW alumna and is currently an Associate Professor of Pediatrics in the Section of Emergency Medicine, and the Director of the Student Pillar for the Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education. She also directs the Quality Improvement and Patient Safety Scholarly Pathway course.

Abstract Summary: This presentation will outline how to use the process of design thinking to create a student-centric active learning experience. We used design thinking and all six pedagogical levers (culture, learning objectives, activities, space design, artifacts, and learner-focused assessment) to re-design an existing core session within the Quality Improvement and Patient Safety (QulPS) Pathway.



POSTER ABSTRACT SUMMARIES

Innovations vs. Research Abstracts

An **innovation** abstract is a report on a unique educational experience that has developed enough to provide valuable lessons and insight worth sharing with the medical education community. It is designed to foster scholarly dissemination of novel ideas, methods, or materials in medical education. The focus can be on curriculum, teaching, assessment, or any other aspect of medical training. An innovations abstract summarizes a problem statement, methodological approach, and lessons learned from the study.

A **research** abstract is a report on a completed empirical investigation that contributes to medical education research and practice, which can include pilot projects, exploratory studies, or even components of larger projects. A research abstract summarizes the major aspects of a project in a prescribed sequence that includes the overall purpose of the study, its basic design, major findings as a result of the analysis, and a summary of interpretations and conclusions.

Speed Posters

Speed posters are presented in sequential order with a moderator to lead the group around the posters, introduce each speaker and keep the session on time. Each presenter has three minutes to introduce the key messages of the poster, followed by a two minutes for questions and answers. Any time remaining at the end of the session can be used for general discussion.

iP1: Blended Learning in Clinical Human Anatomy II using TopHat Text

Teresa Patitucci, PhD; Jeffery D. Fritz, PhD; Johnathon Neist, MLIS; and Amy E. Bingenheimer, MLIS

Presenter Biosketch: Teresa Patitucci, PhD is an assistant professor and full-time educator in the Department of Cell Biology, Neurobiology, and Anatomy. She teaches human anatomy and neuroscience to medical, pharmacy, and graduate students at MCW.

Abstract Summary: Blended learning has been shown to have multiple benefits in the classroom. In the M1 Clinical Human Anatomy II course, we found that a blended learning paradigm using interactive pre-work followed by an in-person problem-based discussion on the topic of Larynx and Pharynx, did not adversely affect exam performance when compared to students who participated in a didactic session on the same topic.

iP2: DOT Design Approach Supports Well Being in Part IV MOC

Kathryn Denson, MD; Edmund Duthie, MD; Deborah Simpson, PhD; Kristin Ouweneel; Theresa Frederick; Steven Denson; and Judith Myers

Presenter Biosketch: Dr. Denson is a geriatrics clinician educator working collaboratively with a team including Dr. Edmund Duthie and Dr. Deborah Simpson. This work results from the Geriatrics Workforce Enhancement Program HRSA educational grant.

Abstract Summary: MOC Part IV initiatives can be assets to well-being and QI if intentionally designed to support growth by aligning physicians' meaning in work with organizational/health care priorities, keeping the intervention(s) realistic, practical and within physician's control/scope of work to enhance competence while minimizing administrative data and credit burden.

iP3: Advanced Communication Skills Make a Difference

Mary Ann Gilligan, MD, MPH; Jennifer Klumb, MSED; Sneeha Nagavally, MS; and Rebekah Walker, PhD

Presenter Biosketch: Dr. Gilligan is an Associate Professor of Medicine. She is the Ambulatory Internal Medicine Course Director and is on the faculty of the Kern Institute for the Transformation of Medical Education.

Abstract Summary: Formal communication skills training typically occurs during the early years of medical school. In our study we sought to assess the impact of advanced communication skills training during the senior year of medical school. We used a validated survey instrument to assess the attitudes of students towards patient-centeredness before and after taking our course.

iP4: A 90-minute Workshop on Initiating Advance Directive Discussions Increases Residents' Comfort

Edmund Duthie, MD; Judith Myers, MS; Kathryn Denson, MD; Deborah Simpson, PhD; and Steven Denson, MD

Presenter Biosketch: Dr Duthie is Professor of Medicine (Geriatrics/Gerontology) and Chief of the Division of Geriatrics/Gerontology. He is the PI for the MCW subcontract for the HRSA Geriatric Workforce Enhancement Program that helped fund this work

Abstract Summary: Educational Innovation: Using ABMS Part IV Maintenance of Certification to teach geriatrics and enhance geriatric care.

iP5: Librarian feedback loops improve medical student self-directed learning

Johnathon Neist, MLIS; Elizabeth Suelzer, MLIS; and Robert Treat, PhD

Presenter Biosketch: Johnathon Neist an instructional designer in the Office of Educational Improvement. Elizabeth Suelzer is a User Education and Reference Librarian for MCW Libraries. Robert Treat, PhD is an Assistant Professor of Emergency Medicine and the Director of Measurement and Evaluation in the Office of Academic Affairs.

Abstract Summary: Self-Directed Learning (SDL) opportunities are being integrated into the curriculum at the Medical College of Wisconsin. Librarians are currently providing feedback for students on their SDL projects and we want to determine if this feedback leads to improvements in students' information seeking behavior skills.

iP6: Nurturing Character, Caring, and Competence in First-Year and Second-Year Medical Students Through Delivery of Medical Ethics Education in Small-Group Continuity Experiences

Kurt Pfeifer, MD; Arthur Derse, MD; Martin Muntz, MD; Catherine Ferguson, MD; and Michael Lund, MD

Presenter Biosketch: Dr. Pfeifer is a Professor of Medicine at the Medical College of Wisconsin where he is also a faculty in the Kern Institute. His work within the Kern Institute is focused on curricular innovation and student development, particular within the format of learning communities.

Abstract Summary: Training in medical ethics is recognized as a key curricular component in medical education, yet the methods used for teaching this content can be highly variable. Due to limited faculty resources, medical ethics training at our medical school primarily uses large, didactic settings, and even when small group learning is employed there is inconsistency in facilitators.

iP7: Strategic Plan for the Development of a Masters of Science in Interprofessional Healthcare Education Degree at a Private Medical College

Robert Treat, PhD; Ann Breunig; Jennifer Foley; Nashaat Gerges, PhD; Jane Machi, MD; and Ron Williamson

Presenter Biosketch: Robert Treat, PhD is as an Associate Professor of Emergency Medicine and the Director of Measurement and Evaluation in the Office of Academic Affairs at the Medical College of Wisconsin (MCW). Dr. Treat provides consultation to MCW faculty, residents, and staff in addressing key evaluation and measurement related questions and is responsible for the analysis and evaluation of educational outcomes data for medical students and residents. He has co-authored 28 peer-reviewed journal articles and 190 peer-reviewed conference abstracts.

Abstract Summary: In 2017/18, an institutional Leadership Academy Capstone Project at a private medical college resulted in the development of a strategic plan for a new Master's of Science degree in Interprofessional Healthcare Education.

iP8: Adoption and Foster Care Medical Student Elective Course

Stephanie Song, BS; Maria Zarif, BS, JD; and Samantha Wilson, PhD

Presenter Biosketch: Stephanie Song is a third year medical student at MCW. She is interested in emergency medicine and would like to practice medicine in a global context. Maria Zarif is a third year medical student at MCW. She is interested in specializing in Psychiatry and working abroad. Together, Maria and Stephanie worked on the adoption and foster care curriculum through their Global Health Pathway.

Abstract Summary: The adoption community is a unique set of people with distinct needs. As physicians, we should be aware of how this informs our practice. The first step is awareness, followed by increasing knowledge and skills to provide the best care for these patients. Through an elective curriculum at the MCW, we hope to address a deficit of knowledge and aid in the development of competent, caring physicians.

iP9: Clinical Exposure and Cultural Competency Training in the Preclinical Years: a Pilot Program involving Veteran Patients

John Wagner, BA, MA; Mara Peterson, BS; Maggie Murphy, MT-BC; Ramadevi Parachuri, MD; and Edward Hines, Jr.

Presenter Biosketch: John Wagner is a third year medical student at Loyola University Chicago Stritch School of Medicine. He received his bachelor's degree in English from Amherst College as well as a master's of arts in medical sciences from Loyola. He is passionate about medical education, quality improvement, and veterans' health care.

Abstract Summary: A pilot volunteer program partners medical students with patients in residential care at an affiliated Veterans Affairs (VA) hospital for a long term service experience. The program helps increase clinical exposure for students beginning in the preclinical years while simultaneously aiming to foster trainee resilience, improve cultural competency, and provide a service to patients in need.

iP10: Lessons Learned in Designing Videos to Improve Medical Curricula Deficits

Nathan Klesmith, BS; Austin Dopp, BA; and Scott Self, BM

Presenter Biosketch: Nathan is a second-year medical student at the Medical College of Wisconsin.

Abstract Summary: Medical students seek to improve content retention, empathy, and burn-out through standardized videos which supplement a curricular deficit in patient interactions.

rP1: Medical Student Vitality - The Positive Predictor Traits of Well-Being

Robert Treat, PhD; Diane Brown, MS; Kristina Kaljo, PhD; Amy Prunuske, PhD; Koenraad De Roo; Jeff Fritz, PhD; Craig Hanke, PhD; William J. Hueston, MD; and Dawn Bragg, PhD

Presenter Biosketch: Robert Treat, PhD is as an Associate Professor of Emergency Medicine and the Director of Measurement and Evaluation in the Office of Academic Affairs at the Medical College of Wisconsin (MCW). Dr. Treat provides consultation to MCW faculty, residents, and staff in addressing key evaluation and measurement related questions and is responsible for the analysis and evaluation of educational outcomes data for medical students and residents. He has co-authored 28 peer-reviewed journal articles and 190 peer-reviewed conference abstracts.

Abstract Summary: Students with higher levels of vitality are curious and intellectually engaged, and continue to grow personally and academically throughout medical school. They find meaning and purpose in their lives and are enthusiastic about their studies, all of which increases well-being. This study analyzes the association of medical student vitality and well-being as moderated by year in school.

rP2: Gender and Race Differences in Residency Programs

William Hueston, MD

Presenter Biosketch: Dr. Hueston is the Associate Provost for Education and Senior Associate Dean for Medical Education at the Medical College of Wisconsin. He is a professor in the Department of Family and Community Medicine and co-directs the Health System Management and Policy Pathway.

Abstract Summary: This submission examines gender and racial compositions of residency programs in the United States to determine if there is any association between gender and/or race and future earning potential of the specialty. Through analysis of the nationwide GME data provided by JAMA in December 2017, there was an association of more whites and men in residency programs in higher paying specialties.

rP3: More than an Ice Breaker: Use of Art in Building a Team of Medical and Social Work Students

James Warpinski, MD

Presenter Biosketch: Dr. James Warpinski is a 1977 graduate of the University of Wisconsin School of Medicine and Public Health and is board certified in Pediatrics and Allergy & Clinical Immunology. Following retirement from clinical practice, he has been involved in a number of capacities at MCWGB since its inception and currently serves as Course Director for Continuous Professional Development-2.

Abstract Summary: Traditional interprofessional Education often uses icebreakers to facilitate team formation. This project tested a model of rapid interprofessional team development of Medical and Social Work students using a brief (20 minute) art observation exercise. Students reported the art observation helped them develop greater teamwork and more positive attitudes towards each other.

rP4: Is it Enough? Effects of a Workshop on Medical Student Patient and Family Centered Rounds Performance

Sarah Vepraskas, MD; Jennifer Hadjiev, MD; Heather Toth, MD; Robert Treat, PhD; Kelsey Porada, MA; and Michael Weisgerber, MD

Presenter Biosketch: Sara Lauck is an Assistant Professor in the Department of Pediatrics, Section of Hospital Medicine at the Medical College of Wisconsin. She is one of the Associate Clerkship Directors for the Pediatric Clerkship.

Abstract Summary: A one hour workshop improved third year medical student confidence in pediatric patient-and- family-centered rounds presentation abilities, but it did not improve presenter performance measured by trained observers.

rP5: Analyzing First-Year Medical Resident Self-Assessed Performance vs. Program Director Assessments

Greg Kaupla, BA; Robert Treat, PhD; and Lindsey Johnson

Presenter Biosketch: Greg Kaupla is a Database Analyst II in Academic Affairs - Office of Measurement & Evaluation where he works to compile, analyze and report data for numerous committees, student groups and other audiences. He also has experience in market research and survey design/programming for groups throughout MCW.

Abstract Summary: The purpose of this study is to analyze how first-year medical residents from a new integrated medical school curriculum self-assess their performance versus how their program directors assess them.

rP6: Use of Oral Competency Exams Early in Residency: Improved Educational Value Over Traditional Exams

Katherine Y. Hu, MD (presenter)

Michael J. Malinowski, MD; Justin P. Dux, MD; Philip N. Redlich, MD,PhD; Robert W. Treat, PhD; and Theresa B. Krausert, BA

Presenter Biosketch: Katherine Hu is a general surgery resident at the Medical College of Wisconsin. She has research interests in colorectal surgery outcomes, quality improvement, and surgical education.

Abstract Summary: Oral competency examinations (OCE) are often used in senior surgical resident education, but little is known about their impact on junior residents. After modifying our PGY-1 protected block curriculum, we evaluated the impact of OCE on PGY-1 residents. We found OCE enhanced educational value and confidence compared to written exams.

rP7: Transferability of a Diabetes-Themed Escape Room into an Accelerated Pharmacy Program

Nathan Lamberton, PharmD, BCPS; Rachel Kavanaugh, PharmD, BCACP; and Stefanie George, PharmD, BCPS

Presenter Biosketch: Nathan Lamberton is an Assistant Professor with the MCW School of Pharmacy. He is an ambulatory clinical pharmacist at Columbia St. Mary's, specializing in family medicine.

Abstract Summary: A diabetes-themed escape room was developed at the North Dakota State University College of Pharmacy and adapted by the Medical College of Wisconsin School of Pharmacy to be implanted into the skills laboratory curriculum.

rP8: Attitudes and Experience with Small Group Education and Learning Communities at a Large, Private Medical School

Madeline Bireley, BS (presenter)

Kurt Pfeifer, MD and Elias Volk, BS

Presenter Biosketch: Madeline Bireley is a second-year medical student at the Medical College of Wisconsin with a strong interest in improving medical education. As a member of the Clinician-Educator pathway, Madeline engaged with the mission of the Kern Institute early in its deployment at MCW, and she has been active in the exploration of learning communities and other small group learning activities.

Abstract Summary: Learning communities (LCs) are increasingly common in medical schools across the US. Providing longitudinal faculty and peer mentorship and small group learning (SGL), they offer an attractive means of providing professional and personal development for students. Through surveys and focus groups we investigated MCW students' and faculty members' knowledge, experience, and attitudes with LCs.

rP9: Attributes of Medical School Curricula that Promote the Development of Self-Directed Learning Skills

Scott Stauder, BS; Travis Webb, MD, MHPE; and Nathan Kugler, MD

Presenter Biosketch: Scott Stauder is a fourth year medical student at the Medical College of Wisconsin, who is pursuing a Family Medicine residency. He received a Bachelor of Science degree in Medical Microbiology & Immunology, Neurobiology, and Zoology from the University of Wisconsin-Madison.

Abstract Summary: Self-directed learning (SDL) is a critical component of medical school education. This study aimed to develop a consensus on attributes of self-directed learners and curricular components which promote SDL. Attributes of SDL related to the learner and educational environment were classified into core themes, which may be used for further curriculum development and demonstration of promotion of SDL.

rP10: Perception of academic hospitalist about burnout and its impact on medical education

Katarina Stark, BS; Pinky Jha, MD; and Sanjay Bhandari, MD

Presenter Biosketch: Kate is medical student.

Abstract Summary: Academic hospitalist play a crucial role in providing quality patient care, medical education and research. With increase in work load the burnout of hospitalist has significantly increased. This is influencing their well being as well as patient care and medical students teaching.

rP11: Improving Residents as Educators in Clinical Settings

Jacqueline M. Powell, BS (presenter)

Bipin Thapa, MD; Megan M. Haak, MA; Greg Kaupla; Kristina Kaljo, PhD; Heather Toth, MD; Paul Lemen, MD; Kenneth Simons, MD; Robert Treat, PhD; Robert Trevino, MD, PhD; Laura Walker; Caitlin Pilon; and Marie Padilla

Presenter Biosketch: Ms. Powell is an M4 student at the Medical College of Wisconsin and member of the MCWAH Residents as Educators (RAE) subcommittee. Ms. Powell will be going into Obstetrics Gynecology for her residency.

Abstract Summary: To ensure effective medical education alongside quality patient care, graduate medical education residents must be equipped with applicable knowledge of teaching principles to foster lifelong quality medical education and learning. By giving residents brief email tips and tricks related to effective teaching at the bedside, confidence in teaching medical students in the clinical setting increases.

rP12: Perception and Experiences in Educating Medical Students on Compassion and Empathy at the Medical College of Wisconsin

Daniel Roadman, BS; Pinky Jha, MD, MPH; Sanjay Bhandari, MD; Mario Scarpinato, BS; Kevin Schmidt, BS; and Katarina Stark, BS

Presenter Biosketch: Daniel Roadman is third year medical student at MCW.

Abstract Summary: Clinical empathy is associated with improved patient outcomes, but it is often difficult to teach to medical students. Our survey attempted to understand the knowledge gap regarding empathy and how to provide solutions to teaching empathy to medical students.

Objective: To determine whether gender or academic class had an impact on medical students' understanding of empathy.

rP13: Interprofessional Education: Fostering Collaboration, Communication, and Patient-Centered Care

Monique Graf, BS; Jordan Cannon, MS; Karen Hulburt, MD; Emily Wilant; Irene Baumann; Renee Wenzlaff, DNP; Robert Treat, PhD; Phil Allen; and Dana Sibilski

Presenter Biosketch: Monique Graf is a second-year medical student at the Medical College of Wisconsin. She is a part of the Clinician Educator Pathway at MCW and has a passion for Interprofessional Education.

Abstract Summary: This project was aimed to demonstrate the significance of forming proper relationships among healthcare professionals and emphasize the need for teamwork in patient care. The health impacts of the seasonal influenza and the importance of the influenza vaccine were the focus. First-year medical students were taught how to administer intramuscular influenza vaccinations by senior nursing students.

rP14: Attrition rate of Medical Students at MCW

Alfredo Siller Jr., BS; Christian Hernandez, BS; and Catherine Ferguson, MD

Presenter Biosketch: Alfredo Siller Jr. is a 4th year medical student at the Medical College of Wisconsin. He was born in McAllen, TX and graduated with a Bachelor in Biology from the University of Texas - Pan American. His passions are improving access to care and decreasing health disparities for underserved and vulnerable populations.

Abstract Summary: Few studies have examined the effect of attrition with regard to URM status. Of those studies published[4-8], all found URM's to experience graduation delays and withdrawals at a significantly higher rates compared to non-URM's.[9] We plan to look at several cohorts of MCW classes and determine what percentage of URM & non-URM enrollees have to repeat a year of school or drop out and do not return.

iSP1: Building a meaningful community-academic partnership: a case study linking patients living with dementia and their caregivers with supportive services as part of a disease management plan

Sue Kelley, MSW; Wendy Betley; and Jennifer McAlister

Presenter Biosketch: Sue Kelley is a Project Management Consultant with the Alzheimer's Association of SE Wisconsin and an independent planning consultant for other organizations serving older adults.

Abstract Summary: Identifying the strengths/needs of individual partners in an academic-community partnership allows for development of a partnership that builds upon each. In this case study, a physician champion paired with staff from the Alzheimer's Association teamed up to educate primary care providers on critical points regarding care for patients with dementia, emphasizing direct supportive service linkage.

iSP2: Developing a resident and faculty mentoring program in a surgical subspecialty: Is it worth the journey?

Grant Sinson, MD

Presenter Biosketch: Grant Sinson is an Associate Professor of Neurosurgery, Vice-Chair of Education, and Associate Program Director in the Department of Neurosurgery at MCW.

Abstract Summary: Use of mentor programs for both residents and faculty within surgical subspecialties, such as neurosurgery, have had mixed receptions. The mentor relationship may not be for everyone, however, a program can be established and useful without burdensome time commitments. Providing education, structure, and follow-up improves the experience for those participating.

iSP3: Assessment of evidence-based medicine curriculum

Anita Bublik-Anderson, MD and Amy Prunuske, PhD

Presenter Biosketch: Anita is boarded in Ob-Gyn and Family Medicine and also an MCW medical graduate of 1998. She is the course director for Continuous Professional Development at MCW-CW regional campus in Wausau.

Abstract Summary: Evidence-Based Medicine has been identified as a gap in the medical student curriculum at MCW. We addressed this gap with clinically-based lectures, opportunities for students to present clinical articles in a journal club format and small group blended M1/M2 peer learning sessions. We assessed the student knowledge of evidence-based principles using the Fresno test.

iSP4: The #MCWCommonRead: Using Social Media to Enhance Engagement

Sehr Khan; Olivia Davies; Cassie Craun Ferguson, MD; Wendy Peltier, MD; and Martin Muntz, MD

Presenter Biosketch: Sehr Khan is a third-year medical student at the Medical College of Wisconsin.

Abstract Summary: The inaugural MCW Common Read has engaged our MCW community in collaborative and compassionate conversations rooted in our shared human experiences around caring for patients and each other. Our virtual book club on 'In Shock' by Dr. Rana Awdish used Twitter and Instagram to successfully expand our community and connect individuals who are unable to attend face-to-face discussions and events.

rSP1: Medical Student Equanimity: Staying Cool Under Pressure but Maintaining Empathy Towards Others

Robert Treat, PhD; Koenraad De Roo; Amy Prunuske, PhD; William J. Hueston, MD; Diane Brown, MS; Kristina Kaljo, PhD; Craig Hanke, PhD; and Dawn Bragg, PhD

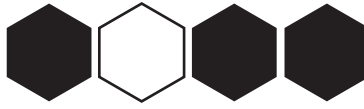
Presenter Biosketch: Robert Treat, PhD is an Associate Professor of Emergency Medicine and the Director of Measurement and Evaluation in the Office of Academic Affairs at the Medical College of Wisconsin (MCW). Dr. Treat provides consultation to MCW faculty, residents, and staff in addressing key evaluation and measurement related questions and is responsible for the analysis and evaluation of educational outcomes data for medical students and residents. He has co-authored 28 peer-reviewed journal articles and 190 peer-reviewed conference abstracts.

Abstract Summary: Equanimity is a state of composure that results from an attitude of acceptance toward stressful conditions, and is often necessary for medical students to meet the challenges of medical school. Adapting quickly to stressful academic may require an emotional detachment that undermines interpersonal behaviors such as empathy. Medical student equanimity mediates the effects of stress on empathy.

rSP2: Perception of junior faculty of general internal medicine regarding mentoring scholarly projects and faculty development

Brian Quinn, MD; Pinky Jha, MD, MPH; and Sanjay Bhandari, MD

Abstract Summary: Mentoring skills are valuable assets for academic medicine faculty. We sought to explore the perception of junior faculty about mentoring learners in scholarly writings and faculty development by performing a survey of junior faculty in GIM including primary care providers and hospitalists to assess perceived benefit and barriers to mentoring scholarly projects. Our findings highlight mentorship.



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