

Medical Education

YEAR IN REVIEW 2015–2016

Innovations in GME



CONTENTS

INTRODUCTION

- 2 Message from the Vice Dean for Medical Education
- 3 Message from the Associate Dean for Graduate and Continuing Medical Education

INNOVATIONS IN GME

- 4 Building a Better Workforce
- 5 Pursuing Excellence at UCSF: Cultivating a Culture of Continuous Improvement
- 6 Improving Healthcare Delivery by Relaxing the Residents
- 7 Program Coordinators Support Trainees in Countless Ways
- 8 GME Innovations Award Winners
- 9 Profile: Harini Sarathy, MD, MPH

QUALITY IMPROVEMENT

- 10 Improving Quality Through Medication Reconciliation
- 11 Profile: Amanda Johnson, MD, MBA
- 12 Teaching Patient Safety Through an Interprofessional Curriculum
- 13 Teaching Doctors How to Communicate More Effectively to Reduce Errors

DIFFERENCES MATTER

- 14 Improving Health Equity Through Alignment of Residency Training Programs
- 15 Fellowship Program Provides Practical Global Health Skills
- 16 Increasing the Diversity of Residency Programs to Build a More Representative Workforce
- 17 Profile: Michael Garcia, MD, MS
- 18 Profile: Peter Movilla, MD
- 19 Programs at a Glance / Resident and Fellow Diversity

PHILANTHROPY

- 20 Steven Schroeder, MD, Professor of Medicine
- 21 Medical Education Fundraising

SCHOLARSHIP

- 22 Scholarship at a Glance
- 23 Honors & Awards
- 29 Grants
- 32 Publications
- 37 Workshops

MATCH DAY

- 56 2016 Match Day Celebration





Care.
heal.

INTRODUCTION

Celebrating the Continuum of Medical Education: A Year in Review

Four years ago, UCSF undertook the redesign of our undergraduate medical education curriculum — its first redesign in fifteen years. Over 300 staff and faculty came together to design one of the most innovative curriculums in the country — one that sets out explicitly to improve healthcare for patients. This August, we officially launched Bridges: A Curriculum for the 21st Century Physician. To say this has been an exhilarating time is an understatement. I remain incredibly grateful for the talented deans, faculty, students, and staff who made this launch possible and I look forward to reporting the outcomes of this innovative and groundbreaking curriculum.

As we celebrate this landmark achievement it is important to reflect that undergraduate medical education does not exist in a vacuum but rather is part of a larger education continuum. The UCSF Resident and Fellow Quality Improvement Program laid the groundwork for the Bridges curriculum by proving that when education joins forces with clinical care, everyone thrives. All aspects of our medical students' clinical learning experience are directly influenced by our partners in Graduate Medical Education (GME) and Continuing Medical Education (CME). Innovations at the residency program level improve and enhance medical student learning. CME-based faculty development workshops teach our faculty how to be better educators — to both medical students and residents. What happens in one corner of the medical system, impacts patients, learners, and educators.

For this reason, this edition of the *UCSF Medical Education Year in Review* shines the spotlight on the innovations within the UCSF Graduate Medical Education program. We have a lot to celebrate! In particular, the consistently forward thinking leadership of Associate Dean for GME and CME, Bobby Baron.

As you read through the accomplishments of our GME program, you will recognize several themes that resonate across the continuum of medical education:

- Improving healthcare for patients through quality improvement projects
- Addressing healthcare equity by building a more diverse and compassionate physician workforce
- Teaching physician resiliency and well-being

Whether you are a residency program director, undergraduate course director, or faculty member, I think you will find the innovations highlighted here encouraging and inspiring.

Sincerely,

Catherine R. Lucey, MD

Vice Dean for Education

The Faustino and Martha Molina Bernadett Presidential Chair in Medical Education



Catherine R. Lucey, MD

“Whether you are a residency program director, undergraduate course director, or faculty member, I think you will find the innovations highlighted here encouraging and inspiring.”

A National Leader in Graduate Medical Education



Robert B. Baron, MD, MS

“We invite you to explore the work we are doing to improve our clinical learning environment and improve the lives of our patients.”

In 2015-2016, the University of California, San Francisco (UCSF) trained 1,478 residents and fellows in 26 residency, 62 ACGME/ABMS fellowship, and 87 non-accredited fellowship programs. As one of the largest graduate medical education (GME) programs in the United States, UCSF is leading the way in innovations in education, patient care, research, and community service. In partnership with UCSF Health, San Francisco Veterans Affairs Medical Center, and Zuckerberg San Francisco General Hospital and Trauma Center, as well as 60 additional training sites, we strive every day to provide our residents and fellows with the highest quality education and training, graduating some of the best doctors in the world.

In recent years, there has been significant national focus on improving the clinical learning environment. We now know that the quality, safety, and cost of care provided in the environment in which physicians train predicts the quality of their lifelong practice. As a result, GME programs around the country are increasing their work in six focus areas: patient safety, health care quality and equity, care transitions, supervision, fatigue management, and professionalism. UCSF has been at the forefront of this national conversation, particularly in the areas of patient safety and quality improvement.

Ten years ago we developed the UCSF Resident and Fellow Quality Improvement Incentive Program. This program, the first of its kind in the country, is an incentive program that gives residents and fellows three all-trainee goals in patient experience, quality of care, and cost of care. Each residency and fellowship program also has the opportunity to develop additional program-specific quality goals. This program has resulted in multiple innovative projects to improve patient care, including the development of an interprofessional curriculum, improving

physician communication, and a medication reconciliation program.

UCSF's longstanding work improving the clinical learning environment was recognized this year through a new competitive grant program, Pursuing Excellence, sponsored by the Accreditation Council for GME (ACGME). UCSF was selected as one of eight Pursuing Excellence Innovators across the country. Through the support of this grant, we aspire to be a national leader in further innovations and best practices in the clinical learning environment.

In March 2016, the “California's Macy Regional Conference on Innovation in GME: Building a Better Workforce for Better Health” highlighted the innovative work done at UCSF and other GME institutions in the state of California. The conference, supported by the Josiah Macy Jr. Foundation and organized by UCSF, highlighted statewide examples of innovation in GME. Themes included new models of developing and financing GME, teaching and assessment of new competencies, the development of new sites and new inter-professional collaboration, and the use of innovative technology. UCSF presented innovations in resident and fellow well-being and resiliency; trainee engagement in quality improvement and patient safety; inter-professional learning; improving health equity; global health training; and building a more diverse workforce. We invite you to explore the work we are doing to improve our clinical learning environment and improve the lives of our patients.

Sincerely,

Bobby Baron, MD, MS
*Associate Dean for
Graduate Medical Education*



Building a Better Workforce

California provides a poignant illustration of the problems plaguing modern health care, including lack of physician diversity, disparities in physician distribution and unequal access to quality care.

Solutions to address these problems and improve health care through graduate medical education (GME) in California were highlighted at the “California’s Macy Regional Conference on Innovation in GME: Building a Better Workforce for Better Health,” hosted by UCSF.

Sponsored by the Josiah Macy Jr. Foundation, the conference at UCSF was one of six regional sites chosen by the foundation to discuss what was needed and what could be done to improve the health of the public by improving GME.

The conference was the first of its kind in California, featuring 58 innovations in GME addressing the healthcare needs of the state – with 15 of them highlighted as oral presentations – and four national speakers, including the president of the Macy Foundation, George Thibault, MD.

The day’s presentations underscored the need for GME to focus not only on the competencies needed for the 21st century, but also for greater individualization; more diverse training settings with increased focus on interprofessional education and teamwork, and personal wellness to ensure that GME produces more humane and satisfied physicians.

“The presentations demonstrated that innovations in GME are occurring even without expansion of federal GME funding. The residents and fellows are themselves working to build a better healthcare system.”

Bobby Baron, MD, MS
Associate Dean for
Graduate and Continuing
Medical Education



Find out more:

<http://macyfoundation.org> • <http://tinyurl.com/GMEseries> • <http://tinyurl.com/GMEpresentations>

Pursuing Excellence at UCSF: Cultivating a Culture of Continuous Improvement

The Accreditation Council for Graduate Medical Education (ACGME) has been increasingly focused on the quality of the clinical learning environments in which residents and fellows are trained. Last year, they challenged the GME community to help address issues of quality and safety in areas of trainee engagement, faculty development, interprofessional learning and strategic integration between GME and health systems.

UCSF was one of eight graduate medical education training sites nationally to receive a competitive grant last year from ACGME through its Pursuing Excellence in Clinical Learning Environments initiative.

Over four years, the UCSF team will focus on enhancing resident engagement in quality improvement work that is already underway in UCSF Health around lean management health techniques, which includes defining the process, implementing changes, analyzing the outcomes and proposing further improvements.

“With Pursuing Excellence, we aim to create a seamless integration of residents and fellows into UCSF’s lean management system to develop the problem-solving skills of providers and staff in continuous improvement efforts,” says Bobby Baron, MD, MS, Associate Dean for Graduate and Continuing Medical Education.

“The idea is to get residents more engaged in that work,” he says. “Through this process, we think we will address more goals, including faculty development, interprofessional learning and training residents in quality, safety, and value, so that patients will experience better care.”

Lead.
empower.



Find out more:

<http://www.acgme.org/What-We-Do/Initiatives/Pursuing-Excellence/Overview>

Improving Healthcare Delivery by Relaxing the Residents

Up to 80 percent of residents suffer from “burnout,” feeling overwhelmed and exhausted, according to recent research.

“There are a lot of feelings of depression and burnout among residents, especially in their first year,” says Eve Ekman, PhD, MSW, a postdoctoral fellow at UCSF’s Osher Center for Integrative Medicine. “They are not given explicit training or support on how to manage these feelings and how to adapt them into everyday life.”

These stressful feelings can lead to decreased empathy and suboptimal care for patients and can result in medical errors. Ekman is bringing the power of meditation to try to address the health and wellbeing of the doctors themselves – to increase residents’ resiliency and ultimately improve health care delivery.

In a pioneering effort, she has brought a mindful-based intervention to residents in internal medicine, pediatrics and family medicine as part of a pilot program she launched last year.

Eve Ekman



Ekman admits that some of the participants are suspicious of the touchy-feely nature of her course, with one resident even going so far as to declare that it was “so San Francisco... this isn’t going to help me!” She notes that by the end of the training, this person was a frequent user of meditation practices during difficult times at the hospital.

The curriculum, Supporting Provider Resilience by Upping Compassion and Empathy (SPRUCE), involves three separate but overlapping skill sets. First, participants learn about emotions and how to recognize the experience of anger, enjoyment, shame and sadness in particular.

They then learn how to manage these emotions through meditation. “Meditation obviously can help with relaxation, but what it really helps us do is train our attention and to tolerate and deal with difficult and disturbing emotions,” says Ekman.

Finally, residents learn how to take advantage of social support, facilitated specifically to reinforce what is learned about emotions.

Ekman relies heavily on evidence and what is known from science about stress and stress reduction for her program. She hasn’t yet analyzed the mountains of data she has collected from participants, but the qualitative interviews with residents about their experiences are promising.

“It confirms that there is a significant amount of palpable distress for these residents and that there is a great need for these type of trainings,” she says.

“People may resist the idea of meditations, for example sending compassion to the patients they can’t really help, but I counter with: ‘What is the other option? Numb out, beat yourself up about it? How else can you manage these stressful feelings?’ That seems to resonate with a lot of people.”

**Eve Ekman, PhD, MSW,
postdoctoral fellow at
UCSF’s Osher Center for
Integrative Medicine**





Program coordinators gather at the monthly coordinators meeting.

Program Coordinators Support Residents and Fellows in Countless Ways

The official job description for a GME program coordinator tends to focus on administrative responsibilities, including keeping up with national accreditation requirements and hospital policies; maintaining trainee and program data; managing program recruitment efforts; and managing finances, human resources, and program systems. What is often not evident from the job description is that the program coordinator is an integral member of the program leadership team, functioning as the administrative partner to the program director while at the same time serving as the front-line contact for his/her residents and fellows.

But still this does not adequately describe the role.

“The program coordinator plays a key role in supporting the well-being of the trainees on a daily basis, whether it’s answering a health insurance question, problem-solving simple or complicated issues, or just listening when a resident or fellow needs support,” says Amy Day, director of Graduate Medical Education. “They are an amazing group of professionals who care a tremendous amount about their programs, and more importantly their residents and fellows,” Day says.

Program coordinators have an impact in all aspects of their programs. For example, they are often the first people to review applications and therefore play an important role in advocating for women and under-represented minorities. “Overall we help shape what our programs look like and the values we want to reflect through the people who match with our programs,” says Miriam Gray, a program coordinator for radiation oncology, who is also a member of their diversity committee that launched this year.

UCSF has nearly 130 program coordinators for its more than 160 ACGME and non-ACGME training programs, and their roles vary slightly, depending on the size of their residency or fellowship programs and how many programs each supports.

To provide program coordinators with professional development and networking opportunities, Day has created program coordinator milestones and a development curriculum, which includes monthly meetings, workshops, and networking events to better connect the coordinators to each other and to provide them with the support they need to do their very best work. This curriculum has received national

attention as every GME institution looks for ways to innovatively support their program coordinators and their important work.

Increasingly, their jobs are evolving.

“More than just administrative tasks, the more personal side of trainee well-being is becoming part of my job description over the last couple of years,” says one of the Department of Surgery’s residency program coordinators, Rachelle Bresnahan, who has been working in residency education for 12 years. While the department is working on a more formal well-being program, she lends her ear to residents fearful of going to leadership with all types of personal and private issues, from relatives passing away and relationship troubles to depression and workplace burnout. “We have tried to provide a safe haven where they can come to us to express their feelings confidentially.”

Ultimately, supported trainees make better doctors. “The program coordinators do what they do because they love their residents and fellows and take pride in the fact that they are helping develop the best physicians in the country,” says Day.

GME Excellence and Innovation Award Winners

The fourth annual UCSF Excellence and Innovation in Graduate Medical Education Awards were awarded in May to faculty members, trainees or GME staff who exemplify commitment to advancing education.

FACULTY

Maurice Garcia, MD, Assistant Professor of Urology – for founding the UCSF transgender genital surgery clinical program and pioneering curricula for residents on the social, clinical and surgical elements of transgender surgery, including helping develop the first of its kind, a national CME course on “The Anatomy of Gender Transition.”

Jeanne LaBerge, MD, Professor of Radiology – for spearheading the establishment of the first new independent specialty with the American Board of Medical Specialties in more than 20 years: Interventional Radiology, which allows residents to enter this discipline more efficiently.

Sumant Ranji, MD, Professor of Medicine and Associate Program Director of the Internal Medicine Residency Program – for being the major force in advancing patient safety and quality in graduate medical education, including forming a month-long rotation for first-year residents to provide training in procedures, quality and safety, and helping develop the position of Chief Resident for Quality and Safety in the internal medicine residency program.

Sandrijn van Schaik, MD, PhD, Associate Professor of Pediatrics – for outstanding leadership and ongoing innovation efforts for resident and fellowship advancement and dedication to medical education, mentorship and the well-being of trainees.

RESIDENTS & FELLOWS

Wendy Feng, MD, Resident in Psychiatry – for creating an innovative resident wellness curriculum for residents that included massage, meditation, Tai Chi, and yoga, which additionally served to inform and educate psychiatry residents’ work as mental health care practitioners.

Kimberly Kallianos, MD, Resident in Radiology and Biomedical Imaging – for stewarding the Patient Care Fund as the co-chair of the Resident and Fellow Council for the past two years, which successfully funded more than a dozen projects under her leadership, brining significant benefits directly to patients.

Lekshmi Santhosh, MD, Fellow in Pulmonary & Critical Care Medicine – for developing a new interest group to foster learning, mentorship and collaboration within critical care, improving curriculum and advocating for the needs and well-being of fellows.

Luz Silverio, MD, Resident in Emergency Medicine – for making extraordinary contributions to the emergency medicine residency program as a clinical educator, developer of novel teaching tools and writer of a popular online blog about orthopedic injuries.

Corinna Zygourakis MD, Resident in Neurological Surgery – for taking a leadership role in addressing the UCSF-wide goal of decreasing costs of care her project, “OR Surgical Cost Reduction,” and for conducting a pilot survey of UCSF residents about their financial well-being, with a focus on cost of living.

GME STAFF

Awarded for doing a bit of everything for their programs and doing it well, making improvements to processes along the way. The nominators of these exceptional staff members raved about their contributions to their residency and fellowship programs, excerpted below.

Martha George, Program Coordinator for the UCSF-East Bay Surgery Residency Program

“Martha is the glue by which our program is held together. She not only does the innumerable duties of a coordinator, but performs the jobs of five other administrative staff members.”

Sara Hoover, Program Coordinator for Pediatric Pulmonology, Neonatal-Perinatal Medicine, Pediatric Hospital Medicine, and Neonatal Neurology

“Sara is a pillar for the other members of the pediatric program coordinators’ team, which she helped create and grow...Sara has found the perfect balance between a respectful and understanding attitude towards the trainees’ busy schedules, and diligent persistence to ensure that all regulatory requirements are met.”

Twinkle Patel, Team Manager, Program Coordinators for Pediatric Fellowships

“Twinkle manages to perform any role necessary to support her staff in finding success. She’s a manager, a coordinator, a collaborator, an innovator and much more. She works hard to produce a healthy and proficient work environment that enables the fellowship unit to accomplish more than meeting deadlines and completing requests by fellows and faculty.”

Sharon Salapare, Program Administrator for the Psychiatry Clinical Training Programs

“In all that she does, Sharon is always willing to problem-solve, is unflappable, and is a true team-player... Through her tireless efforts, Sharon has greatly increased the educational experiences of residents, fellows and psychology trainees.”



Harini Sarathy, MD, MPH

Clinical Fellow in the Division of Nephrology

As an immigrant from Mumbai, India who wants to pursue medical research, Harini Sarathy is “highly visa-bound,” as she puts it. “It’s an issue for most of us foreigners because we don’t get access to some of the highest institutes of learning due to visa issues,” she says.

Given her research aspirations, she says it was almost a shock that the Division of Nephrology was willing to sponsor her as a foreign-trained physician to be a research fellow. “I feel like this fellowship program chose me,” she says. “It was so welcoming, with so many others from different countries who found a place here. I didn’t find that to be true at some of the other places I interviewed.”

Sarathy’s love of nephrology began with a childhood steeped in mathematics. Although in the Indian educational system, she entered medical school straight out of high school, she had a math teacher mother and an engineer father, so she had longed to pursue something involving mathematics.

The opportunity to combine medicine and math came in 2007 when she moved to the United States to attend a public health program in biostatistics and epidemiology. Missing clinical work, she later decided to enter an internal medicine residency, where a large part of her patient population was on dialysis for kidney problems.

Working with kidney disease patients cemented her career goal. “Nephrology marries the best of studying human physiology and math,” she says. “In fact, you have to like numbers if you want to be a nephrologist, because the field is all about the numbers.” Most kidney disease is diagnosed through blood work values.

Sarathy’s research focus is on understanding how patients with kidney disease can manage their hypertension more effectively, as it manifests differently in people of different races. “My interaction with patients fuels my research, and my research is all about improving patient outcomes,” she says. “They are intertwined in what I do to make numbers meaningful.”

QUALITY IMPROVEMENT

Improving Patient Care Through Quality Improvement and Patient Safety Programs

Nearly a decade ago, UCSF launched the Resident and Fellow Quality Improvement Incentive Program to address hospital-wide quality improvement and patient skills. This was expanded three years later to include goals specific to individual training programs.

This incentive program has led to interesting and new interactions between specialties and has helped housestaff realize they can play a pivotal role in cross-specialty and interprofessional communication and directly improve patient care.

In addition to some highlights of this ongoing program, a selection of other quality improvement projects appear below.

“We now have a huge number of residents and fellows engaged in quality improvement projects that they are designing through our Resident and Clinical Fellow Quality Improvement Incentive Program. This program creates a unique partnership in which trainees make meaningful contributions to the health system, and are rewarded for it. It results in improved patient care, and pays off both educationally and financially.”

Glenn Rosenbluth, MD, Director of Quality and Safety Programs, GME

Improving Quality Through Medication Reconciliation

One in three adults take at least five medications and it is not uncommon to see adults who take 10 to 20 medications. “As physicians, we can’t assume patients know all of their medications, or that any list they have with them is current or accurate,” says internal medicine resident Hana Lim, MD. “A lot of bad outcomes happen because of bad medication lists.”

Hence the need for medication reconciliation, the process of ensuring that any and all drugs a patient is taking are included and the dosages are correct.

As part of a UCSF-wide effort to improve quality and patient safety, Lim was asked to partake in a week-long opportunity to brainstorm how to make medication reconciliation more streamlined and accurate, and what each individual’s roles are in gathering the information.

To do so, Lim and internal medicine resident Amanda Johnson, MD, worked with an interprofessional team to observe what healthcare workers were doing about medication reconciliation in the workplace. “Some of them did it pretty well and some of them said they had no idea they even had to do this,” says Lim.

The team came up with ideas and implemented them, including training videos for residents showing them how to do medication reconciliation and a standardized instruction sheet how enter all medications using selection boxes in the electronic health records.

Overall, their goal was to increase the number of patients who had all of their medications reconciled, meaning that someone went through and found out all the medications they were taking before they were admitted to the hospital. It had been at 77 percent and after the team’s intervention, it had risen to more than 90 percent, which was the team’s goal.

Of note, Lim adds, the gains have been sustained; the numbers didn’t just peak and come back down.

Part of that sustainability may be because of the interprofessional collaboration underlying this initiative. “A lot of quality improvement projects are just within departments, but what made this special was everybody in the hospital helping out,” says Lim. “Nurses, pharmacists, administrators all at some point have to come into contact with patients and need to know what medications a patient is on, so this benefits everyone.”





Amanda Johnson, MD, MBA

Resident in Internal Medicine, Primary Care

At a very young age, Amanda Johnson was already well aware of racial and social inequity issues. In the early 1990s, her family lived near Los Angeles where her African-American father was reluctant to drive with them on the freeways, apprehensive of subjecting his daughters (Johnson is the oldest of six girls) to potentially being pulled over and interrogated by police. Her family moved back to Milwaukee in 1992, where she grew up in the neighborhood that was the site of the Summer 2016 protests following a police shooting.

By the time she had her first real science class in the fourth grade, she had decided she could tackle social injustice by becoming a doctor. “The combination of being able to apply science and address a social need was particularly appealing,” she says.

With an unwavering desire to address social change through medicine, Johnson chose to go into primary care, focused on vulnerable populations. “I think every health care provider can be an advocate for things like housing and mental health resources and education, but I think it resonates most strongly coming from primary care, where these issues are foundational to the health of the people we are taking care of,” she says.

Beyond advocating directly for her patients, Johnson takes part in a number of initiatives to increase diversity in medicine at the resident and faculty levels. She has also developed educational materials for residents to address disparities in hypertension among African-American patients as part of a broader curriculum in primary care practice transformation. “Hypertension inequity is far more multifaceted than just prescribing medicines,” she says.

Medical opinion speaks volumes, says Johnson, and she is dedicated to leveraging her impact in whatever ways she can. For example, she had a diabetic patient who was under house arrest with a surveillance anklet on her foot. “It was dangerous in addition to being incredibly dehumanizing and surveillance could be performed in other ways,” says Johnson, so she wrote a letter to have the anklet removed, explaining that the foot was at risk of amputation otherwise.

“I feel like we should speak up and help protect our patients’ health however we can,” she says.

Teaching Patient Safety Through an Interprofessional Curriculum

Challenging situations occur all the time in healthcare settings, from incorrect medication or vaccinations to a late diagnosis of cancer or a patient death. Instead of blaming an individual healthcare provider or dwelling on the negative outcome, an innovative new curriculum aims to give learners a way to process adverse events and medical errors by focusing on the system and how they can help improve it.

In “Outpatient Systems Analyses – An Interprofessional Curriculum to Teach Patient Safety,” trainees choose a case from their clinic experience at the San Francisco VA Health Care System.

Through interviews and chart review, they identify safety problems, differentiate between the individual and systems factors and focus on error prevention.

Because errors are occurring in real clinics where professionals of different fields work alongside each other, the curriculum includes students and residents in medicine, nursing, nutrition, psychology, pharmacy and social work, says Associate Professor of Medicine Maya Dulay, MD, who is the associate director for clinical care and education of the SFVA’s interprofessional



EdPACT team meets at the SFVA: (from left) nurse practitioner student Jonathan Van Nuys, resident Michael Wongchaowart, nurse practitioner preceptor Kristin Weaver, RN, Leonides Penaflo, and licensed vocational nurse Marbing Medina.

Education in Patient Aligned Care Teams (EdPACT) Program.

By bringing together multiple disciplines, an interprofessional team can find ways to approach safety problems from a variety of different perspectives and experiences – to yield deeper insights into errors happening in the systems and begin to think about what solutions might prevent them in the future.

“People often think, mistakenly, that if we just try harder or have more education, we will have less errors. We know that is not true,” says Krista Gager MS, RN, AGNP-BC, an assistant professor of nursing, who was a nurse

practitioner trainee at SFVA and is now faculty with EdPACT. “Actually, how to take care of patients safely is by letting them and other providers know what is going on.”


The new curriculum reinforces the importance of communication and teambuilding, which are also at the core of EdPACT.

Dulay notes that there is a big difference between “team-based care” and “*high functioning* team-based care.” “If a team is dysfunctional, you actually see more burnout and dissatisfaction and patients perceive the miscues between team members,” she says. The curriculum focuses on interprofessional team-building skills: collaboration, conflict resolution, respect for team members’ different roles and a culture of constructive and reinforcing feedback so all team members get better at what they are doing.

“Our aspiration is that after trainees go through our program, they know how to foster a higher function for the teams they work on in the future,” says Dulay.



Nurse practitioner Kristin Weaver and physician Maya Dulay check the schedules for the patient-aligned care teams.

 **Find out more:**
<http://tinyurl.com/edpact>

Teaching Doctors How to Communicate More Effectively to Reduce Errors

Medical errors are responsible for between 50,000 and 250,000 deaths per year in the United States. “The sad truth is that despite everyone having the best of intentions, we can make errors that can result in harm to patients,” says Professor of Pediatrics and Residency Program Director Daniel West, MD.

While there can be many causes of medical errors, the majority are from communication errors, he says. Many of those occur during transitions in care, when responsibility is being passed off from one provider to another.

“There is a lot of good data to suggest that when we transition patients from one provider to another, we are not doing as well as we think we are,” says Associate Clinical Professor of Pediatrics and GME Director of Patient Safety and Quality Glenn Rosenbluth, MD.

Borrowing from the technique of high reliability communication methods used by the aviation industry in particular to significantly reduce communication errors and improve safety, an initiative called I-PASS targets the most common transition in care: when a change of shift occurs within the hospital wards.

The I-PASS program is focused on residents but could apply to anybody doing patient handoffs at a change of shift.

The comprehensive training program that Rosenbluth and West helped develop with collaborators at nine other children’s hospitals across the US and Canada uses standardized communication principles, such as

always talking about the same type of information in same order so the person receiving the information knows what to expect. Another key principle is using “check backs” where the person receiving the handoff repeats a summary of the information to demonstrate they fully understand.

With the implementation of I-PASS, Rosenbluth, West and their colleagues showed that total medical errors decreased by 23 percent and errors that harmed patients decreased by 30 percent – without increasing the time to do transitions. “People were not taking longer, just talking differently,” says West.

After those findings were published in the *New England Journal of Medicine*, Rosenbluth and West are working with their colleagues to disseminate I-PASS to 32 other training programs across the United States.

“Not only are we identifying gaps in communication but we are actually providing a strategy to reduce those gaps,” says Rosenbluth.

When viewed through the lens of competency-based medical education, I-PASS is a prime example of the idea that trainees should be able to demonstrate a level of skill in competencies that are essential to providing the care that society needs in the 21st century. “How good are you at giving patient handoff?” becomes directly connected to patient outcomes that actually matter, such as error reduction and improving patient safety.

“I think I-Pass is a really great step toward a future of competency-based medical education that is patient-outcome centered,” says West.



DIFFERENCES MATTER

Training residents to improve healthcare outcomes for all equally



Graduate medical education at UCSF is committed to increasing the numbers of underrepresented healthcare professionals and empowering them to be future leaders in medicine.

Three of these educational efforts are highlighted below: a fellowship program that trains clinicians to serve in low-resource settings, a certificate in health equity program for residents and one department's success at increasing their recruitment and retention of those underrepresented in medicine.

“We can't address the suspicions and fear of having somebody care for you who doesn't look like you – or the disparities in care issues that exist – until we look ourselves in the mirror and correct decades of disparity in who we selected to join our profession.”

**Christopher Fee, MD,
Residency Program Director,
Emergency Medicine**

Improving Health Equity Through Alignment of Residency Training Programs

“Health equity” is achieved when every person has the opportunity to attain his or her full health potential without barriers due to social issues, according to the Centers for Disease Control and Prevention. Attaining this requires addressing inequalities, injustices and healthcare disparities – requiring healthcare professionals to be equipped with the knowledge and skills to intervene at the intersection of medical and social care.

“Zuckerberg San Francisco General Hospital and Trauma Center attracts residents interested in health equity issues, many of whom want to pursue careers of clinical practice and advocacy work in the service of vulnerable populations,” says Laura Gottlieb, MD, MPH, associate professor in the department of family and community medicine. Residency programs and special program tracks based at ZSFG often address aspects of health equity with their trainees, but those programs traditionally have existed in disciplinary siloes. There wasn't any standardization or collaboration across programs on topics relevant to all trainees, such as leadership, advocacy, community engagement and quality improvement.

Last year saw the launch of the Zuckerberg San Francisco General Training and Education Programs for Underserved Populations (STEP UP), a program to strengthen and align the different programs at ZSFG that train residents in care for vulnerable populations.

STEP UP spans across UCSF residency programs, and currently includes faculty and residents representing the departments of Family and Community Medicine, Emergency Medicine, Internal Medicine, Pediatrics, Obstetrics and Gynecology and Psychiatry.

“A special set of skills is required to go out and change how healthcare is practiced to improve health equity,” says Gottlieb, who directs the program. Those skills lie at the intersection of medical and social care, whether at the individual, system or population level.

Some of the specific core competencies that STEP UP has established as requirements for residents to earn a Certificate in Health Equity include: understanding how racism, implicit bias and microaggressions can play out in a health-care setting; using a political analysis framework to identify key players, their influence on policy and how to work with them to advance a position, and demonstrating how to use health care data to address scientific, political, ethical or social health issues. Each competency is linked online to specific learning activities so that residents can learn these kinds of skills either through group learning sessions or via online trainings.

“As an institution, UCSF is trying to more fully commit to not just improving *health* but improving *health equity*,” says Gottlieb. “Strengthening and aligning the various training programs that are focused on serving vulnerable populations is one key step on the way to meeting this challenge.”



**Laura Gottlieb, MD, MPH,
director of STEP UP**



Find out more:

<http://stepup.ucsf.edu> • <http://tinyurl.com/CompMap>

Fellowship Program Provides Practical Global Health Skills

The world's healthcare needs are shifting. On a global scale, healthcare workers are increasingly managing chronic illnesses and creating sustainable health systems, rather than primarily responding to infectious disease outbreaks and humanitarian emergencies. Many of the chronic conditions that are leading causes of death – including cancer, diabetes, heart disease and stroke – can be prevented or treated if the right resources are available.

The Health Equity Action and Leadership (HEAL) Initiative aims to transform the view of global health to consistently deliver care to those in need by providing skill sets to health professionals who have a deep commitment to health equity and social justice – both domestically and abroad.

“We recognized that the will to do good in underserved areas doesn't mean that you have the skills to do so,” says Joseph Scarpelli, MPH, program manager of HEAL in UCSF's department of medicine. “We've seen a lot of well intentioned healthcare workers flounder or burn out.”

The HEAL Initiative provides a supportive environment and mentored training so healthcare workers can not only live and work in low-resource settings, but thrive, whether that be an under-served area of the United States or a developing country. “We want to make serving the poorest of the poor a viable choice for our fellows,” says Scarpelli.

Half of the HEAL fellows (49 total in the program's second year) are medical fellows in the United States, at sites such as the Navajo Nation or federally-qualified health centers in urban and rural settings. These fellows rotate every six months between domestic and international sites during the



SHEILA MENEZES PHOTOGRAPHY

two-year fellowship, but never actually practice at UCSF.

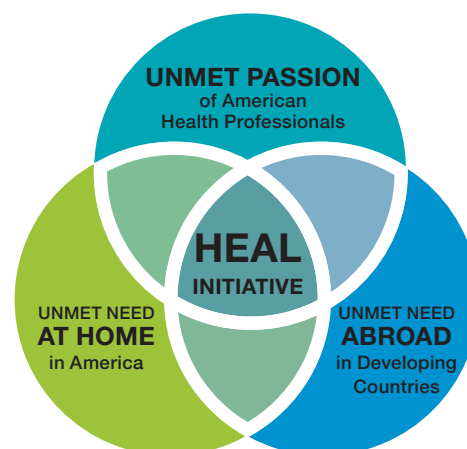
The other half of the fellows are interdisciplinary employees at partner sites in Haiti, India, Liberia, Malawi, Mali, Mexico, the Navajo Nation and Nepal. These fellows went through local education systems and remain employed at their sites. “We really value the unique perspective of the people who are already doing the work,” says Scarpelli. “It brings an important voice to the conversation that would be lacking if it was just UCSF-trained physicians practicing global health.”

The program emphasizes inter-professional partnerships. “It doesn't make sense to train only doctors to go to these places to serve, when a whole care team makes up global health delivery,” says Scarpelli. Teams include nurses, doctors of different disciplines, social workers and community health workers who reach those who would otherwise be neglected by health care.

HEAL launched in 2015 and the first class will complete their two-year cycle in 2017.



Find out more:
<https://healinitiative.org>



“We want to make serving the poorest of the poor a viable choice for our fellows.”

Joseph Scarpelli, MPH,
program manager of HEAL

Increasing the Diversity of Residency Programs to Build a More Representative Workforce

An e-mail arrived in Christopher Fee, MD's inbox that illustrates the power of achieving diversity in the healthcare workforce. The mother of an African American child being seen in the emergency department by two women – an African American attending physician and another under-represented in medicine resident – wrote to convey her daughter's amazement that those were actually her doctors.

"In many ways that is a small success, a little joyful experience, but it means everything," says Fee, a professor of emergency medicine. "That girl saw these two physicians that might change her outlook, and who knows, 15 years down the road maybe she will be applying to our program."

The UCSF Emergency Medicine residency program, which Fee directs, is committed to enhancing diversity within its program, as well as more broadly throughout emergency medicine and the medical profession overall.

The residency program is a prime example of working toward achieving diverse representation. About forty percent of the current first year class is underrepresented in medicine.

Enrichment of the percentage of those underrepresented in medicine is achieved in a number of ways. One step is by rejecting standard cutoffs on metrics such as board scores. The department has also invested in nearly doubling the number of applicants invited to return for a second look, where travel expenses and hotel are covered.

"In the grand scheme of things the price is well worth the potential gains of having more applicants come and feel welcomed, and the diversity it brings to our program," says Fee. He credits a years-long effort by his predecessor, his department's leadership, faculty

and "innumerable others" in working to increase diversity.

The department's Residency Diversity Committee plays a critical role in recruiting a broad representation of residents. Led last year by Kai Romero, MD, who was in her last year of residency, the committee is a resident-directed group dedicated to diversifying the program.

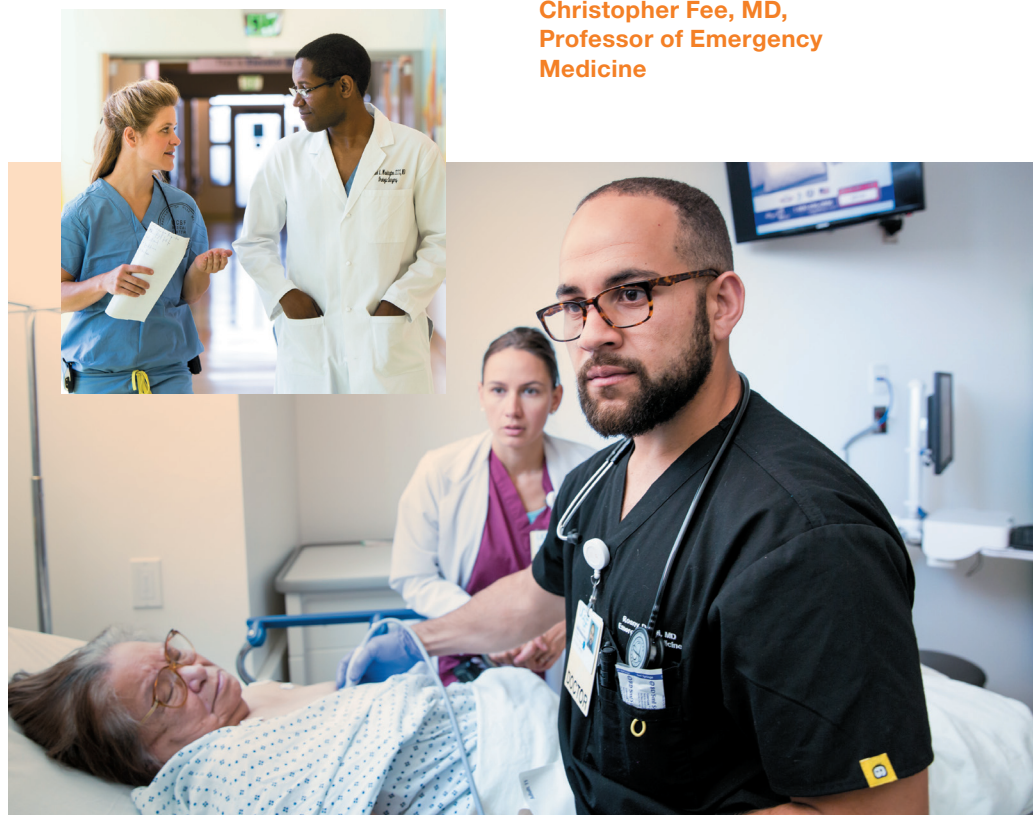
"Once you start having more under-represented minorities, more feel like it is a place that welcomes them and they want to go there," says Romero. "We have spent a lot of time trying to figure out the best way to do that," which includes outreach to medical students before it comes time to apply to residency programs.

All the effort pays off ultimately, both for helping the residents develop cultural sensitivity and understand their patients' choices, and for the patients themselves.

"It is incredibly reassuring to a patient to be able to interact with a provider who they feel understands them," Romero says. "It doesn't have to be someone of the same ethnicity or same cultural background, but having a diverse group working together benefits everyone and certainly helps our patients to feel heard."

“In the grand scheme of things, the medical professional work force should look like the people they are taking care of, whether that be an emergency department or a primary care clinic or an operating room.”

**Christopher Fee, MD,
Professor of Emergency
Medicine**





Michael Garcia, MD, MS

Resident in Radiation Oncology

At the age of four in Santa Fe, NM, Michael Garcia decided that he wanted to be a doctor after witnessing his mother being diagnosed with, and surviving, cervical cancer. He recalls that even at such a young age he was impressed with the amount of time his doctors spent with her and how they took time to explain what was happening.

When it came time in medical school to choose a specialty, he knew he wanted a field dealing with cancer and he was particularly drawn to the field of radiation oncology, which entailed significant face-to-face time with patients. He also appreciated the two-pronged approach for treating cancer that radiation provided: It not only could be used to cure cancer, but also to provide relief from symptoms.

“The palliative care aspect of radiation oncology was very appealing to me,” says Garcia, who had two close uncles who suffered greatly from cancer toward the ends of their lives.

“Even after someone is cured of cancer, they can suffer from its emotional effects long after, and worry about it coming back,” he says.

His mother’s experience was the first of many scenarios he is all too familiar with now: hearing the word “cancer” can immediately invoke fear and panic of death and suffering. “Having a provider attuned to a patient’s background and cultural understanding about medicine and disease can help educate them and alleviate the fear that accompanies a cancer diagnosis,” he says.

Toward this end, one of his major interests is increasing under-represented minorities in the field of radiation oncology. He has started a radiation oncology interest group in the medical school to increase awareness of the specialty and he serves on the radiation oncology diversity committee.

Garcia and a female attending physician saw a female Latina patient recently who summed up the issue of representation, he says. “She told us, simply, that it was nice to see people like her take care of her.”



Peter Movilla, MD

Resident in Obstetrics, Gynecology & Reproductive Sciences

Born to a young teenage mother, Peter Movilla, MD, experienced not only adversity, but a tough young mom who pushed him to pursue his education.

His mother was only 14 when she had Movilla, dropping out of the sixth grade when she became pregnant. By age 17 she had three young children and had separated from Movilla's father. With unstable housing, the family moved frequently and by the time he reached fifth grade, Movilla had attended five different schools in New Jersey.

But the unwavering force throughout his unsteady childhood was a focus on education. "From a very young age, my mother instilled in me the value of education," says Movilla. "Nobody in my family had ever even gone to college, and for her, it was important that we become educated to overcome all of the socioeconomical hardships that we faced on a daily basis."

In medical school, Movilla gravitated to obstetrics and gynecology with a desire to help women like his mother who spend their lives grappling with women's rights issues involving education and reproductive health. He knew he definitely could relate to the challenges of a single mother trying to work, go to school and take care of kids at the same time.

"I see some of the socioeconomic burdens that my family faced growing up brought up in visits with first-time moms," he says. "It isn't just about their health but also their education or their financial situation affecting their health."

Movilla's background keeps him connected to his patients, ever watchful for the role he can play not only in their health but in helping them with social services or helping overcome barriers to education. He also shares his mother's story for inspiration: she is attending college to become a surgical technician, and he may even get to work with her some day.

Programs at a Glance

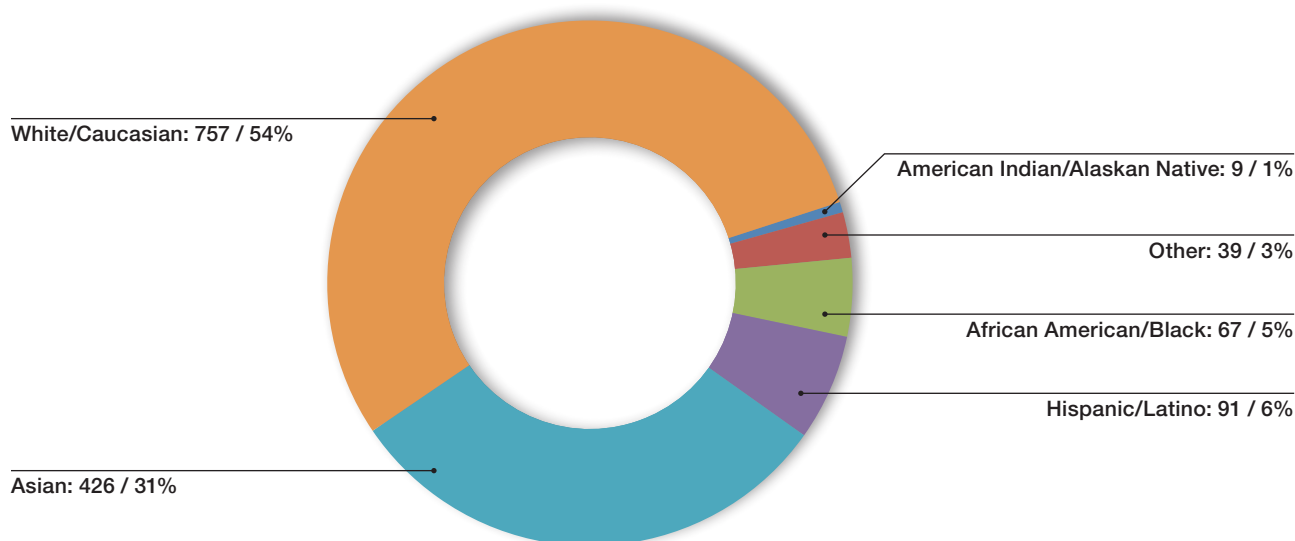
The School of Medicine is home to 1,478 graduate medical education trainees — residents and fellows taking part in 180 different programs. Fourteen of our 26 core residency programs are ranked in the top 10 in the nation; nine of those are in the top five and three (Dermatology, Neurology, and Neurosurgery) are ranked number one.

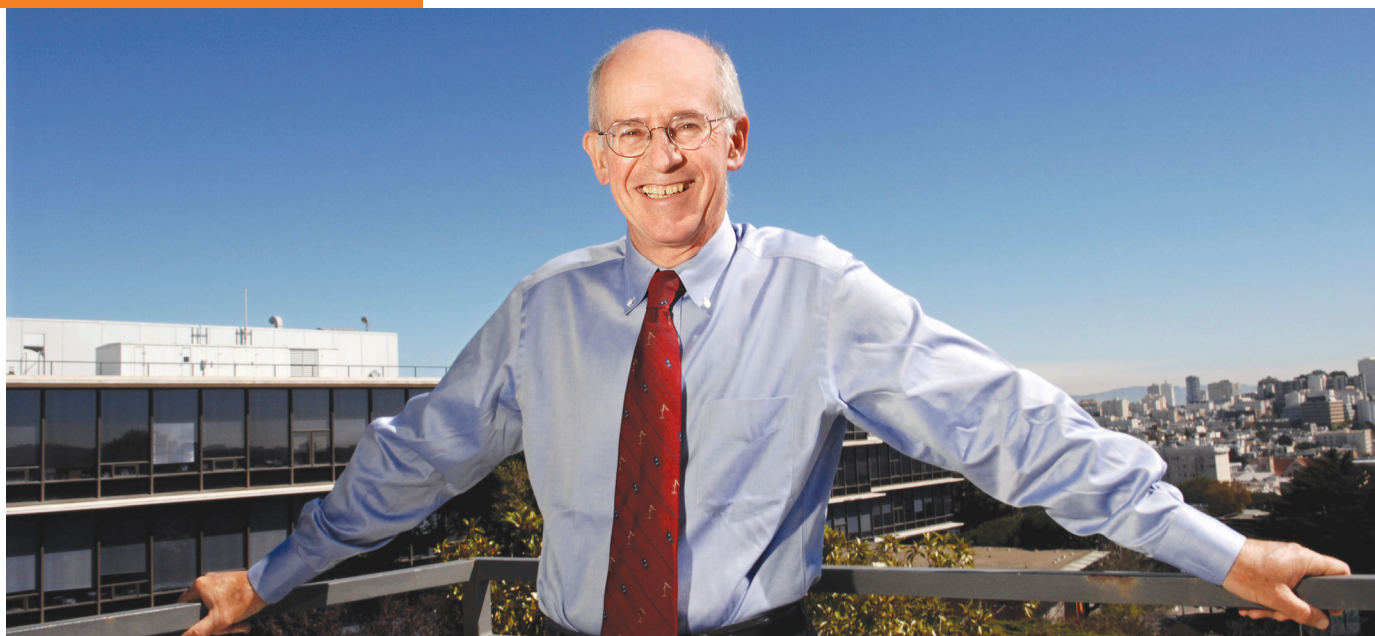
Residents	938
ACGME/ABMS Fellows	276
Non-Accredited Fellows	264
Total 2015-2016 Graduate Medical Education Trainees	1,478

Residency Program	No. Residents
Anesthesiology	86
Child Neurology	6
Dermatology	20
Emergency Medicine	51
Family Medicine	45
Internal Medicine	178
Medical Genetics	4
Neurological Surgery	19
Neurology	39
Nuclear Medicine	2
Obstetrics and Gynecology	35
Ophthalmology	15
Orthopaedic Surgery	35
Otolaryngology	18
Pathology-Anatomic and Clinical	36
Pediatrics	84
Plastic Surgery	18
Preventive Medicine (General, Public Health, Occ Med, Aer)	1
Preventive Medicine (Occupational & Environmental Medicine)	7
Psychiatry	60
Radiation Oncology	13
Radiology-Diagnostic	55
Surgery	56
Surgery (East Bay) Program	40
Thoracic Surgery	3
Urology	12
TOTAL	938

Fellows by Department	No. Fellows
Anesthesia	14
Dermatology	7
East Bay Surgery	4
Emergency Medicine	5
Family Community Medicine	3
Internal Medicine	212
Neurological Surgery	2
Neurology	34
Obstetrics & Gynecology	17
Ophthalmology	6
Orthopaedic Surgery	10
Otolaryngology	2
Pathology/Lab Medicine	19
Pediatrics	76
Psychiatry	18
Radiology	34
Surgery	62
Urology	7
TOTAL	540

Resident and Fellow Diversity





Steven Schroeder, MD, Professor of Medicine

As he saw costs for a quality medical education continue to increase, Steven Schroeder, MD, recognized the vital need for private support for medical students, and stepped up to help at UCSF.

But then he has always been a forward thinker.

Dr. Schroeder chose medicine over law because he wanted to explore new possibilities rather than old texts. He co-founded one of the nation's first university-sponsored health maintenance organizations, during his very first faculty appointment, at George Washington University, and founded one of the first academic divisions of general internal medicine, at UCSF. He began tobacco control research in an era when U.S. smoking rates were still very high and cigarettes were sold alongside aspirin in pharmacies.

Today, he is a Distinguished Professor of Health and Health Care at UCSF and director of the UCSF-based Smoking Cessation Leadership Center,

a national program office of the Robert Wood Johnson Foundation.

While he and his wife, Sally, also support their undergraduate and graduate institutions – Stanford, Harvard, and Smith College – they've been associated with UCSF for the better part of 40 years.

"It struck me that UCSF is more a part of my life than any other institution," he says. "What I like about UCSF is that it's got wonderful values, a public service mission, and does a very good job at selecting students and residents who are smart and diverse, have character, believe in service, and are generous of spirit."

Generosity of spirit can likewise characterize the Schroeders. At UCSF, they have provided annual funding for medical student research since 2011, and have thus far helped six students complete summer research projects related to health policy and society.

Additionally, in 2013, they established the Steven and Sally Schroeder Endowed Scholarship at the UCSF School of Medicine; the third Schroeder Scholar has just been awarded for

the 2016–17 academic year. The Schroeders have met the scholars and learned about their studies – and have been inspired by their stories.

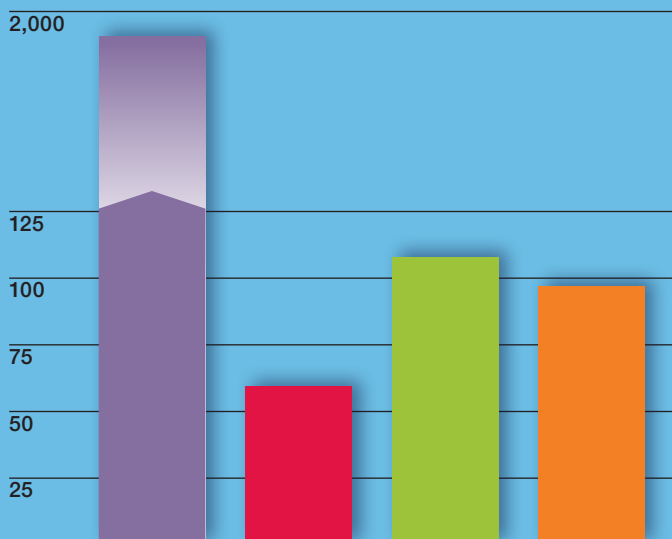
One Schroeder Scholar, a medical student set to graduate in 2018, plans to return to her underserved community in California's Central Valley. "Your support has allowed me to recommit myself to the decision I made before entering into medical school and know the financial burden of this education will be secondary to my mission of helping others when I graduate," she wrote to the Schroeders.

Schroeder says that the couple considers it a privilege to give to UCSF students, and hopes more UCSF faculty and friends will support bright young scholars.

"An investment in young people is one of the best ways to use money that I can think of, especially the talented, often altruistic young people here at UCSF," he says. "I hope that, with support, these students will be able to craft their own careers, independent of debt."

Medical Education Fundraising

FY16 GIVING BY DONOR CATEGORY



Total Donors: 2,170

■ Degreed & Resident Alumni: 1,906

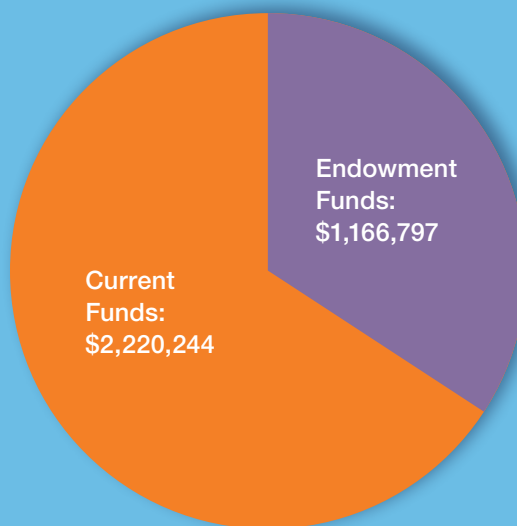
■ Faculty: 59

■ Other Individuals: 107

■ Corporations & Foundations: 98

FY16 TOTAL GIFTS & NEW PLEDGES

Total: \$3,387,043



*Scholarship
at a Glance*

59

HONORS AND AWARDS
(national, international and regional)
to 152 faculty and trainees

124

PUBLICATIONS

47

GRANTS
awarded,
funded by
29 funding
agencies

158

PRESENTATIONS

224

INVITED LECTURES
given by 72 faculty and staff
(2014 lectures totaled 167, 2013 totaled 76)

114

WORKSHOPS

500

TOTAL LECTURES, PRESENTATIONS AND WORKSHOPS in 21 countries



HONORS & AWARDS

NATIONAL AND INTERNATIONAL HONORS AND AWARDS

- Ascher, Nancy. International Liver Transplant Society (ILTS) Distinguished Service Award, Chicago, IL.
- Autry, Amy (Meg). Editorial Board Obstetrics and Gynecology, American Congress of Obstetricians and Gynecologists (ACOG).
- Brock, Tina. Best oral presentation award at the Monash Pharmacy Education Symposium for: A “flipped” pharmacy student-led pharmacology course for physiotherapy students: Trading medicines information for flexibility. Prato, Italy.
- Chang, Anna. 2015. D. W. Reynolds Foundation 2nd Place Product of the Year.
- Flood, Jennifer. CDC U.S. Tuberculosis Elimination Champion: Focusing on Prevention.
- Goldman, Jonathan. Fellow, Faculty Pharmaceutical Medicine of the Royal Colleges of Physicians of the United Kingdom.
- Martinez, Alma. LMSA Faculty Award, Latino Medical Student Association.
- Nagdev, Arun. Researcher of the Year, Society of Academic Emergency Medicine.
- Peters, Tymothi. The 2016 Unsung Hero Award, Society for Academic CME.
- Pitzen, Roger. Dr. Michael Adams Award for Teaching Medical Students, Georgetown University School of Medicine.
- Rennke, Stephanie. 2016 Ray E. Helfer Award for Innovation in Medical Education from the Academic Pediatric Association for “Shared Decision Making: A Multi-Site Education Bundle Improves Patient Engagement and Communication during Inpatient Rounds.”
- Saba, George. 2016 Visiting Professorships. University of Modena, School of Medicine & University of Bologna, Modena, Bologna, Italy. Societa Italiana Psicologia e Psicoterapia Relazione, Rome, Italy.
- Satterfield, Jason. 2016 Ray E. Helfer Award for Innovation in Medical Education and selected for the Presidential Plenary Session.
- Silkiss, Rona. Inducted into and Fellow of the American Ophthalmological Society.
- Topp, Kimberly. Honorary Fellow of the Anatomical Society (of Great Britain and Ireland).

REGIONAL HONORS AND AWARDS

- Ascher, Nancy. 2015 Chancellor Diversity Awards for Promoting Women’s Excellence, UCSF.
- Chabra, Anand. Elected to Lucile Packard Foundation for Children’s Health Program and Partnerships Committee.
- Fulton, Tracy. Class of 2018, Long Award for Excellence in Teaching, UCSF School of Pharmacy.
- Fulton, Tracy. Dean’s Innovation in Education Award, UCSF School of Pharmacy.
- Hastings, Jennifer. Lifetime Achievement Award, Diversity Center of Santa Cruz.
- Mitrovic, Igor. Apple Award for Excellence in Teaching (Fall and Winter), UCSF School of Pharmacy.
- Perkins, Jennifer. “Mentor of the Year” Passing the Scalpel organization, UCSF.
- Robertson, Patricia. Honoree, Glide Memorial Church, San Francisco for our Undergraduate Research Internship Program for Under-represented Pre-med Undergraduate Students from University of California, Berkeley.
- Rohde, Dana. Apple Award for Excellence in Teaching, UCSF School of Pharmacy.
- Saxe, JoAnne. 2015 Hartford Institute for Geriatric Nursing Scholar, UCSF.
- Sklar, Diane. 2016 David Lawrence Community Service Award, Kaiser.
- Teherani, Arianne. 2016 University of California Faculty Climate Action Champion for the University of California, San Francisco campus, University of California Office of the President.
- Teherani, Arianne. 2016 Faculty Sustainability Award, UCSF.
- van Schaik, Sandrijn. 2016 Pathways Program Mentoring Award, UCSF.
- Wilson, Elisabeth. 2015 AAMC Arnold P. Gold Humanism Award.
- Wilson, Elisabeth. 2016 Gold-Headed Cane, Faculty Induction.
- Xenoudi, Pinelopi. Excellence in Academics Award, American Dental Education Association (ADEA) and John C. Green Society, UCSF.

SCHOOL OF MEDICINE CONVOCAATION AWARD WINNERS

Teaching Excellence Award for Cherished Housestaff (TEACH)

- Casey Ward, MD, Department of Surgery
- Emily Abdoler, MD, Department of Medicine
- Kareem Moussa, MD, Department of Ophthalmology
- Jasmine Rassiwalla, MD, MPH, Department of Medicine
- Lekshmi Santhosh, MD, Department of Medicine

Teaching Award for Clinical Faculty

- Peter Ganz, MD, Department of Medicine
- Sirisha Narayana, MD, Department of Medicine
- Vanja Douglas, MD, Department of Neurology
- Taft Bhuket, MD, Department of Medicine at Highland Hospital

Osler Distinguished Teaching Award

- Elisabeth Wilson, MD, MPH, Department of Family and Community Medicine

ESSENTIAL CORE TEACHING AWARDS (ECTA)

- Abul Abbas, MBBS, Pathology. Inspirational Teacher
- Lundy Campbell, MD, Anesthesia. Excellence in Faculty Small Group Instruction
- Gabriela Dellapiana, MD, MS4, Graduated Class of 2015. Excellence in Student Small Group Instruction
- Gurpreet Dhaliwal, MD, Medicine. Outstanding Lecture
- Tracy Fulton, PhD, Biochemistry and Biophysics. Innovative Teaching
- Brandon Imber, MD, MS4, Graduated Class of 2015. Excellence in Student Small Group Instruction
- Andrew Leavitt, MD, Laboratory Medicine. Commitment to Teaching
- Alexander Levy, MD, Internal Medicine. Outstanding Foundations of Patient Care Preceptor
- Erin Mathes, MD, Dermatology. Outstanding Foundations of Patient Care Preceptor
- Ryan Padrez, MD, Pediatrics. Excellence in Faculty Small Group Instruction
- Barnard Palmer, MD, MEd, Surgery. Outstanding Lecture Series
- Gina Solomon, MD, MPH, Medicine. Outstanding Contribution to an Elective

HENRY J. KAISER AWARDS FOR EXCELLENCE IN TEACHING

- Danielle Campagne, MD, FACEP, Emergency Medicine – UCSF Fresno. Excellence in the Fresno Medical Education Program
- Lundy Campbell, MD, Anesthesia. Excellence in a Classroom Setting
- Cheryl Jay, MD, Neurology. Excellence in an Ambulatory Care Setting
- Alexander Levy, MD, Internal Medicine. Excellence by Volunteer Clinical Faculty
- Jonathan Nye, MD, Psychiatry. Excellence in an Inpatient Care Setting

VOLUNTEER CLINICAL FACULTY AWARDS

Charlotte Baer Memorial Award

- Susan Buchbinder, MD, Medicine

Special Recognition Award Recipients

- John Brown, MD, Emergency Medicine
- Elizabeth Johnson, MD, Family and Community Medicine
- Jeanne Quivey, MD, Radiation Oncology

UCSF EXCELLENCE AND INNOVATION IN GRADUATE MEDICAL EDUCATION AWARDS

Program Administrator Awards

- Martha George, Surgery
- Sara Hoover, Pediatrics
- Twinkle Patel, Pediatrics
- Sharon Salapare, Psychiatry

Faculty Awards

- Maurice Garcia, MD, MAS, Urology
- Jeanne LaBerge, MD, Radiology
- Sumant Ranji, MD, Medicine
- Sandrijn van Schaik, MD, PhD, Pediatrics

Resident and Fellow Awards

- Wendy Feng, MD, Resident Physician, Psychiatry
- Kimberly Kallianos, MD, Clinical Fellow, Radiology
- Lekshmi Santhosh, MD, Clinical Fellow, Medicine
- Luz Silverio, MD, Resident Physician, Emergency Medicine
- Corinna Zygourakis, MD, Resident Physician, Neurosurgery

ACADEMIC SENATE DISTINGUISHED FACULTY AWARDS

Distinction in Teaching Award

- Jennifer Babik, MD, PhD, Medicine
- Janet Koo Shim, PhD, Social & Behavioral Sciences, School of Nursing

Distinction in Mentoring

- Sheri Weiser, MD, MA, MPH, Medicine
- Susan Kegeles, PhD, Medicine

TEACHING SCHOLARS PROGRAM (TSP) GRADUATES

- Denise Connor, MD, Medicine, VAMC. Graduating Medicine Residents' Perceptions of Diagnostic Reasoning.
- Denise Davis, MD, Medicine, VAMC. Mentoring Across Racial, Ethnic and Power Differences.
- Rosalind De Lisser, RN, MS, NP, Community Health Systems. Interprofessional Faculty Needs Assessment for Behavioral Health Teams.
- Amber Fitzsimmons, PT, MS, DPTSc, Physical Therapy. Evaluating Social Responsibility in Physical Therapy Education.
- Lynn Flint, MD, Medicine, Geriatrics. Developing an Integrated Geriatrics and Palliative Care Fellowship.
- Caitlin Hasser, MD, Psychiatry. Interprofessional Faculty Needs Assessment for Behavioral Health Teams.
- Shruti Kant, MD, Emergency Medicine. Learning Lumbar Punctures: Aha! Moments and Cognitive Processes.
- Ellen Laves, MD, Pediatrics. Learning Lumbar Punctures: Aha! Moments and Cognitive Processes.
- Carter Lebares, MD, Surgery. Mindfulness Training for Surgeons: Establishing Feasibility and Efficacy.
- Chirag Patel, MD, DMD, Oral and Maxillofacial Surgery. Contemporary Orthognathic Surgery Curriculum for OMFS Residents.
- Jennifer Perkins, DDS, MD, Oral and Maxillofacial Surgery. OMFS Mentorship Program as an Exploration of Career Choice.
- Atif Qasim, MD, Medicine. Understanding Differences in Expert and Novice Interpretation of Cardiac Ultrasound.
- Brian Schwartz, MD, Medicine. Assessing Infectious Diseases Physicians as Teachers and Role Models in Early Medical Student Education.
- Jaekyu Shin, PharmD, Clinical Pharmacy. Incorporating MyDispense, a Computer Program Simulating Community Pharmacy Practice, into Therapeutics II.

TEACH FOR UCSF CERTIFICATE PROGRAM

Certificate in General Teaching: *Completed 35 hours of instruction with skills assessments.*

- Annette Carley, RN, MS, NNP, PNP, FHCN Administration, School of Nursing
- Denise Connor, MD, Medicine
- Kaissa De Boer, BSc, MD, Medicine
- Darren Fiore, MD, Pediatrics
- Shruti Kant, MD, Emergency Medicine
- Ellen Laves, MD, Pediatrics
- Ingeborg Schafhalter-Zoppoth, MD, Medicine, California Pacific Medical Center
- Hilde Schjerven, PhD, Laboratory Medicine
- Jaekyu Shin, PharmD, Clinical Pharmacy

Certificate in Clinical Teaching: *Completed 18 hours of instruction with skills assessments.*

- Lena Fenik, MD, UCSF Fresno
- Valerie Gruber, PhD, Psychiatry
- Margarita Sotelo, MD, Medicine

Certificate in Simulation Teaching: *Completed 24 hours of instruction with skills assessments.*

- Darren Fiore, MD, Pediatrics
- Thorsten Smul, MD, Anesthesia



AAMC TEACHING FOR QUALITY (TE4Q) CERTIFICATE

- Atkinson-McEvoy, Lee R.
- Baron, Robert B
- Bekmezian, Arpi
- Chang, Anna
- Chen, Lee-May
- Chodos, Anna
- Crevensten, Henry
- Eilers, Helge
- Fisher, Weston
- Fogh, Shannon
- Haehn, Melissa
- Hess, Christopher
- Jain, Shonul
- Kobashi, Brent
- Lai, Cindy
- Leard, Lorriana
- Lucatorto, Rachael
- Lyndon, Audrey
- Mazotti, Lindsay
- McGrath, Mary
- Mittal, Pooja
- O'Brien, Bridget
- O'Sullivan, Patricia
- Polevoi, Steven
- Ranji, Sumant
- Rao, Rajni
- Rennke, Stephanie
- Rosenbluth, Glenn
- Sehgal, Niraj
- Shunk, Rebecca
- Tabas, Jeff
- Tice, Jeffrey
- Van Osdol, Sheri
- VanSchaik, Sandriijn

COOKE AWARD FOR THE SCHOLARSHIP OF TEACHING AND LEARNING

Outpatient Systems Analyses – An Interprofessional Curriculum to Teach Patient Safety

- Dulay, Maya, MD
- Gager, Krista, MS, AGNP-BC
- Margolius, David, MD, Case Western Reserve
- O'Brien, Bridget, PhD
- Saxe, JoAnne, DNP, ANP-BC
- Zapata, Josue, MD, MBA

Editing Wikipedia for Medical School Credit – Results from Four Cycles of an Elective for Fourth-year Students

- Azzam, Amin, MD
- Heilman, James, MD, BSc, University of British Columbia
- McCue, Jack, MD
- Otoide, Kingsley
- Rasberry, Lane, Consumer Reports
- Swisher, Valerie, BA, Content Rules
- Trotter, Fred, BS, DocGraph, Inc
- Whitaker, Evans, MD

NEW MEMBERS

- Jennifer Babik, MD, PhD, Medicine
- Angel Chen, RN, MSN, PNP, Family Health Care Nursing
- Denise Davis, MD, Medicine
- Mitchell Feldman, MD, Mphil, Medicine
- Ivan Gomez, MD, FAAFP, Family & Community Medicine
- Claire Horton, MD, MPH, Medicine
- Conan MacDougall, PharmD, MAS, BCPS, Clinical Pharmacy
- Steven Pletcher, MD, Otolaryngology–Head and Neck Surgery
- Sumant Ranji, MD, Medicine
- Josette Rivera, MD, Medicine
- George Saba, PhD, Family & Community Medicine
- Stacy Sawtelle Vohra, MD, Emergency Medicine
- JoAnne Saxe, DNP, ANP-BC, FAAN, Community Health Systems
- Nicole Schroeder, MD, Orthopaedic Surgery
- Justin Sewell, MD, MPH, Medicine
- Christopher Stewart, MD, Pediatrics
- Patrick Treseler, MD, PhD, Pathology
- Ram Vaderhobli, DDS, MS, Preventive and Restorative Dental Sciences
- Naomi Wortis, MD, Family & Community Medicine

MATCHED ENDOWED CHAIR PROGRAM (CURRENT ACADEMIC YEAR)

- Andrew Goldberg, MD, MSCE, FACS, Roger Boles, MD Academy Chair in Otolaryngology Education
- Ann Poncelet, MD, William G. Irwin Endowed Chair
- Glenn Rosenbluth, MD, Academy Chair in the Scholarship of Teaching and Learning
- George Rutherford, MD, Salvatore Pablo Lucia Chair in Preventive Medicine

HAILE T. DEBAS ACADEMY OF MEDICAL EDUCATORS EXCELLENCE IN TEACHING AWARDS

Anesthesia and Perioperative Care

- Anne Donovan, MD
- Monica Harbell, MD
- Gail Shibata, MD
- John Turnbull, MD

Biochemistry and Biophysics

- Geeta Narlikar, PhD

Cellular and Molecular Pharmacology

- Kevan Shokat, PhD

Dermatology and Pediatrics

- Kelly Cordoro, MD

Emergency Medicine

- Esther Chen, MD
- Christopher Fee, MD
- Jacqueline Nemer, MD
- Evelyn Porter, MD, MS
- Eric Silman, MD

Emergency Medicine and Clinical Pharmacy

- Zlatan Coralic, PharmD

Emergency Medicine and Pediatrics

- Steven Bin, MD

Family and Community Medicine

- Laura Gottlieb, MD
- Isabel Lee, MD
- Lydia Leung, MD
- Kristen Pellegrino, MD
- Margaret Stafford, MD
- Katherine Strelkoff, MD

Laboratory Medicine

- Lamorna Swigart, PhD

Medicine

- Soraya Azari, MD
- Nitish Badhwar, MD
- Danielle Brandman, MD, MAS
- Anna Chodos, MD
- Jessica Eng, MD
- Stanley Fong, MD
- Gerald Hsu, MD
- Joel Karliner, MD
- Leah Karliner, MD
- Mary Margaretten, MD
- Kenneth McQuaid, MD
- Mary C. Nakamura, MD
- Nha-Ai Nguyen-Duc, MD
- Peter Sayre, MD, PhD
- Scott Steiger, MD
- Steve Tringali, DO
- Neil Trivedi, MD
- Jinoos Yazdany, MD, MPH

Microbiology and Immunology

- Elizabeth Joyce, PhD

Neurological Surgery

- Paul Larson, MD

Neurological Surgery and Pathology

- Joanna Phillips, MD, PhD

Neurology

- Jeffrey Gelfand, MD
- Howard Rosen, MD
- Tina Shih, MD

Obstetrics, Gynecology and Reproductive Sciences

- Margaret Chen, MD
- Naomi Stotland, MD

Ophthalmology

- Saras Ramanathan, MD

Orthopaedic Surgery

- Alexis Dang, MD

Pathology

- Kuang-Yu Jen, MD, PhD
- Rageshree Ramachandran, MD, PhD

Pediatrics

- Nelson Branco, MD
- Charnjeet Brar, MD
- Michael D. Cabana, MD, MPH
- Eric Crossen, MD, MPH
- Eliza Hayes Bakken, MD
- Jyothi Marbin, MD
- Holly Martin, MD
- Sue Rhee, MD
- Elizabeth Robbins, MD
- Ted Ruel, MD

Physiology

- Loren Frank, PhD

Psychiatry

- David Donovan, PhD
- Steven Lieske, MD, PhD
- Patrick O'Reilly, PhD
- Joshua Woolley, MD, PhD

Radiology and Biomedical Imaging

- Michael Hope, MD
- Liina Poder, MD
- Elissa Price, MD

Surgery

- Jonathan Carter, MD
- Emily Finlayson, MD, MS
- Hobart Harris, MD, MPH
- Matthew Lin, MD
- Lygia Stewart, MD

GRANTS

EXTRAMURAL

1. Autry, A (PI). Song-Brown Primary Care Residency Programs Capitation Awards. Healthcare Workforce Development Division, California Office of Statewide Health Planning and Development. July 2015-June 2016.
2. Baron, R (PI). UCSF Mini Medical School for the Public. Bernard Osher Foundation. January 2015-December 2016.
3. Chen, H (Site Co-director). Education in Pediatrics Across the Continuum – A Competency-Based Medical Education Pilot. The Josiah Macy Jr. Foundation. July 2015-June 2016.
4. Chou, C (Local PI). Faculty Development for the Interprofessional Teaching of Humanism. The Josiah Macy Jr. Foundation. March 2016-March 2018.
5. Clement, L (PI). A Career Readiness Framework for Research Trainees. Burroughs Wellcome Fund. July 2015-September 2016.
6. Dandu, M (PI). Global Health Translational Fellows. Gilead Foundation. December 2015-December 2016.
7. de Lisser, R (Project Director). Increasing Education Capacity: Psychiatric Mental Health Nurse Practitioner. Educational Stipend Program, California Office of Statewide Health Planning and Development. July 2014-June 2017.
8. Diab, M (PI). Moment Endowment in Pediatric Orthopaedic Education. Moment Endowment. July 2015-June 2016.
9. Feldman, M (PI). Biomedical Research Career Identification in Graduate Education (BRIDGE). National Institute of General Medical Sciences, National Institutes of Health. July 2013-June 2018.
10. Feldman, M (PI). Mentoring the Mentors to Enhance Diversity in the Biomedical Research Workforce: Collaboration between the University of California and the National Research Mentoring Network. National Institute for Minority Health and Health Disparities, National Institutes of Health. August 2015-July 2017.
11. Fernandez, A (Co-PI with Aronson, L). Promoting Research Opportunities Fully – Prospective Academics Transforming Health (PROF-PATH). National Institute for Minority Health and Health Disparities, National Institutes of Health. July 2015-June 2016.
12. Fernandez, A (Co-PI). UCSF Research in Implementation Sciences for Equity (RISE). National Heart, Lung, and Blood Institute, National Institutes of Health. July 2015-June 2016.
13. Flint, L (Co-Program Director). Integrated Geriatrics and Palliative Medicine Fellowship. Tideswell at UCSF. July 2015-June 2016.
14. Gomez, I (PI). Reproductive Health Education in Family Medicine (RHEDI) Grant. RHEDI/Department of Family and Social Medicine, Montefiore Medical Center. July 2015-June 2016.
15. Gomez, I (PI). Song-Brown Family Medicine Residency Programs Capitation Awards. Healthcare Workforce Development Division, California Office of Statewide Health Planning and Development. July 2015-June 2018.
16. Harper, M (PI). John A. Hartford Foundation's Center of Excellence in Geriatric Medicine and Training National Program Award. John A. Hartford Foundation. July 2015-June 2016.
17. Harper, M (Co-PI). The University of California: The Physician for the Aging Century. Donald W. Reynolds Foundation. July 2015-June 2016.
18. Jain, S (Co-PI). The Double Helix of Primary Care Transformation: Coupling Resident Curriculum in High Performing Primary Care Transformation with Active Transformation of Teaching Clinics. Health Resources and Services Administration (HRSA), US Department of Health and Human Services. July 2015-June 2020.
19. Jain, S (PI). Song-Brown Primary Care Residency Programs Capitation Awards. Healthcare Workforce Development Division, California Office of Statewide Health Planning and Development. July 2015-June 2018.
20. Kinman, R (Co-PI). Empowering the Village to Raise a Child: Creating a Professional Pipeline for the Promotion of Child Advocacy and Social Justice. Institute on Medicine as a Profession and The Josiah Macy Jr. Foundation Education and Training to Professionalism Initiative. July 2014-June 2016.
21. Long, M (PI). Education in Pediatrics Across the Continuum. The Josiah Macy Jr. Foundation. July 2015-June 2016.
22. Lucey, CR (PI). Accelerating Change in Medical Education. American Medical Association. Educating the Collaboratively Effective 21st Century Physician. August 2013-September 2018.
23. Martinez, A (PI). UCSF Post Baccalaureate Program. Kaiser Permanente Community Benefits Program. July 2014-June 2016.
24. Martinez, A (PI). UC Post Baccalaureate Consortium. California Wellness Foundation. September 2015-September 2018.
25. Rabow, M (PI). The SMS Program in Primary Palliative Care. The Doyle Gift. July 2014-June 2016.
26. Rollins, M (Associate Director). UCSF Center of Excellence for Pain Education (CoEPE). National Institute on Drug Abuse Pain Consortium, Centers of Excellence in Pain Education, National Institutes of Health. July 2015-February 2020.

27. Rosenbluth, G (Site Director). Bringing I-PASS to the Bedside: A Communication Bundle to Improve Patient Safety and Experience. Agency for Healthcare Research and Quality (AHRQ), US Department of Health and Human Services. January 2016-December 2016.
28. Satterfield, J (PI). Collaborative Advances in Clinical Health Education (CACHE). National Center for Complementary and Alternative Medicine (NCCAM) and Office of Behavioral and Social Sciences Research, National Institutes of Health. April 2011-March 2016.
29. Satterfield, J (PI). The San Francisco Screening, Brief Intervention, and Referral to Treatment (SBIRT) Interprofessional Training Collaborative. Center for Substance Abuse Treatment, Substance Abuse, and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services. July 2014-June 2017.
30. Steinauer, J (PI). Innovating Education in Reproductive Health. Anonymous Foundation. July 2015-June 2016.
31. Stringari-Murray, S (Curriculum Director). HIV/AIDS Primary Care Capacity in Nursing (HIV PCC). HIV/AIDS Bureau, AIDS Education and Training Centers, Health Resources and Services Administration (HRSA), US Department of Health and Human Services. July 2013-June 2018.
32. Stringari-Murray, S (Curriculum Director). Interprofessional Adult Gerontology Education for Nurse Practitioners. Bureau of Primary Care, Advanced Education Nursing Program Instructional Grant, Health Resources and Services Administration (HRSA), US Department of Health and Human Services. July 2013-June 2016.
33. Thomas, Larissa (PI) . Becoming Outstanding Educators: What Do They Say Contributed to Their Success? Western Group on Educational Affairs (WGEA). August 2015-January 2017.
34. Yang, S (PI). The California Endowment (TCE) California Student/Resident Experiences and Rotations in Community Health (CalSEARCH). California Office of Statewide Health Planning and Development. July 2015-June 2016.
35. Yang, S (Co-PI). Institute on Medicine as a Profession (IMAP) Education and Training Initiative. The Josiah Macy Jr. Foundation. July 2014-June 2016.
36. Yang, S (PI). Pediatrics-Child Psychiatry Collaborative Office Rounds (COR): A Longitudinal Curriculum for Pediatric Practitioners in the San Joaquin Valley. Health Resources and Services Administration (HRSA), US Department of Health and Human Services. July 2011-June 2016.
37. Yang, S (PI). Primary Care Residency Expansion (PCRE). Health Workforce, Health Resources and Services Administration (HRSA), US Department of Health and Human Services. July 2015-June 2016.
38. Yang, S (PI). Song-Brown Primary Care Residency Programs Capitation Awards. Healthcare Workforce Development Division, California Office of Statewide Health Planning and Development. July 2015-June 2016.

INTRAMURAL

Innovations Funding Grants

The Haile T. Debas Academy of Medical Educators, in collaboration with the UCSF Program in Interprofessional Education and the UCSF Library and Center for Knowledge Management, awarded 20 new Education Innovations Funding awards for the 2016-2017 academic year. Totalling \$309,742, these intramural grants make significant contributions to educational excellence at UCSF. Working collaboratively to integrate programs and resources expands our capacity to provide the campus community with more efficient and effective support that leverages creative partnerships, raises the visibility of scholarly work in education, and reaches successfully across traditional domains in education.

Our collaboration of three UCSF programs that fund education innovations addressed a range of priorities in education of students and trainees at UCSF. The call resulted in an unprecedented crop of strong proposals. Thus, we sought and identified additional funding partners including the Department of Medicine at Zuckerberg San Francisco General and Tideswell™ at UCSF. The three UCSF programs share responsibility for reviewing the submissions.

- Abdoler, E. Standardizing Learning for Advanced Medical Students Through a Comprehensive Toolkit for the Creation of Supplemental Electronic Curricula.
- Birch, K. Integrating Care Through the Division of Population Health: An Interprofessional Clinical Elective (ICE).
- Ciccarone, D. Building a Toolkit for Excellence in Oral Presentations: Exemplars across the Spectrum of Specialties.
- Cooke, M (PI). Poverty and Development – An Online Course for Upper Division Undergraduates. Innovative Learning and Teaching Initiative, University of California, Office of the President. June 2016-June 2017.
- Fogh, S and Whelan, H. Innovative Assessment Tools for Early Medical Students Contribution to Quality and Safety in Clinical Health Systems.
- Huang, E. Making the Conversation Meaningful: On-the-ground Investigation of TAASE as a Novel Tool for Intraoperative Assessment.
- Kohlwes, J. Creation of a Learner Driven GME Evaluation Network for Internal Medicine Resident and Fellowship Programs.

- Larouche, J. Just-in-Time Competency Based Clinical Orthopaedics Teaching.
- Lo, D. What Does it Take? Creating an Attending and Staff Development Kit for Inpatient Interprofessional Teams.
- Mackin, L. The AWW Curriculum: An Innovative, Accessible Curriculum Designed to Prepare Interprofessional Healthcare Providers to Conduct the Medicare Annual Wellness Visit (AWV) in a Primary Care Group Visit Format.
- Mills, L and Imbert, E. Improving Adherence with Relationship-Centered Communication for Diverse and Vulnerable Populations.
- Morgan, S. Training Healthcare Professionals to Identify and Respond to Victims of Human Trafficking.
- Narayana, S. Bridging the Gap: Using Hypothesis-Driven Physical Exam to Mold the 21st Century Physician.
- Naunheim, M. Teaching Observation Program (TOP) in the Operating Room.
- Nguyen, R. Word on the Wards – An Interprofessional Health Coaching Program.
- Porter, E. Financial Education for Academic Residents (FEAR).
- Rapp, J. Video Acquisition for Case-Based Surgical Resident Education.
- Singer, L. Simulation Training in the Treatment of Gynecological Malignancies with Brachytherapy: A Multi-Disciplinary Program.
- Thomas, L. Development of a Competency-Based Curriculum to Enhance Resilience and Professionalism in Residency Through Near Peer Leadership.
- Weiss, R. Patients Teaching Providers: Using Videotaped Patient Narratives to Train Empathic, Patient-Centered Providers.
- Yukawa, M. Interprofessional Students Education at a Skilled Nursing Home.

OTHER INTRAMURAL

- Brock, T (Co-PI). Post-Graduate Training: Bridges from a PharmD Curriculum. Troy C. Daniels Curricular Innovation Award, UCSF School of Pharmacy. July 2015-June 2016.
- Brock, T (Co-PI with Azzam, A). Teaching Medicine and Pharmacy Students Worldwide to Contribute to Health-Related Wikipedia Pages: Continuous Learning through Transformative Partnerships. Troy C. Daniels Curricular Innovation Award, UCSF School of Pharmacy. July 2015-June 2016.
- Brock, T (PI). Using Gamification Strategies to Teach Interprofessional, Team-Based Clinical Decision Making: Adapting the PIVOT App. Troy C. Daniels Curricular Innovation Award, UCSF School of Pharmacy. July 2015-June 2016.
- MacDougall, C (PI). Branched-Logic Online Cases as a Tool for Enhancing Clinical Simulation in Medical and Pharmacy Curricula. Troy C. Daniels Curricular Innovation Award, UCSF School of Pharmacy. May 2016-May 2017.
- Perkins, J (PI). Educational Technology for Classroom or Clinical Instruction. Educational Technology Grant, Chancellor's Fund, UCSF Academic Senate. May 2016-May 2017.
- Rennke, S (Co-PI). Training for Value: Integrating High Value Care into Faculty Development for Bridges Educators. The UCSF Center for Healthcare Value. July 2015-June 2016.
- Shin, J (PI, Co-PI - Brock, Tina). Piloting a Curricular Integration: Incorporation of MyDispense into Therapeutics II. Troy C. Daniels Curricular Innovation Award, UCSF School of Pharmacy. July 2015-June 2016.
- Teherani, A (PI). Development of a Health Professions Curriculum on Environmental Sustainability and Health. University of California, Office of the President. October 2015-December 2016.
- Yang, S (PI). Faculty Enrichment Award. Chancellor's Fund, UCSF Academic Senate. July 2015-June 2016.

PUBLICATIONS

1. Aagaard E, Teherani A. Time for System Redesign. *J Gen Intern Med.* 2015 Sep 1;30(9):1239-40.
2. Ackerman SL, Boscardin C, Karliner L, Handley MA, Cheng S, Gaither TW, Hagey J, Hennein L, Malik F, Shaw B, Trinidad N, Zahner G and Gonzales R. The action research program: Experiential learning in systems-based practice for first-year medical students. *Teach Learn Med.* 2016;28(2):183-91.
3. Artino AR, Jr, West DC and Gusic ME. Foreword: The more things change, the more they stay the same. *Acad Med.* 2015;90(11 Suppl):SI-SIII.
4. Barrett JC, Alweis R, Frank M, O'Connor A, McConville JF, Adams ND, Arfons L, Bernard S, Bradley T, Buckley JD, Cohen E, Cornett P, Elkins S, Kopelman R, Luther VP, Petrusky J, McNeill DB, Omar B, Palapiano N, Roth T, Satko S, Fried ED and Muchmore EA. Adoption of a uniform start date for internal medicine fellowships and other advanced training: An AAIM white paper. *Am J Med.* 2015;128(9):1039-43.
5. Beshay A, Liu M, Fox L and Shinkai K. Inpatient dermatology consultative programs: A continued need, tools for needs assessment for curriculum development, and a call for new methods of teaching. *J Am Acad Dermatol.* 2016;74(4):769-71.
6. Bing-You RG, Blondeau W, Dreher GK, Irby DM. T2 (Teaching & Thinking)-in-action skills of highly rated medical teachers: How do we help faculty attain that expertise? *Innov Educ Teach Int.* 2015 Oct; 11:1-9.
7. Blitzstein SM, Seritan AL, Sockalingam S, Randall M, Kablinger A, Lieff S and Azzam A. From industry to generativity: The first 12 years of the Association for Academic Psychiatry Master Educator Program. *Acad Psychiatry.* (2016) 40: 576. doi:10.1007/s40596-016-0561-8.
8. Boet S, Pigford AA, Fitzsimmons A, Reeves S, Tribby E and Bould MD. Interprofessional team debriefings with or without an instructor after a simulated crisis scenario: An exploratory case study. *J Interprof Care.* 2016 Nov. 30(6):717-725
9. Bogetz JF, Bogetz AL, Rassbach CE, Gabhart JM and Blankenburg RL. Caring for children with medical complexity: Challenges and educational opportunities identified by pediatric residents. *Acad Pediatr.* 2015;15(6):621-5.
10. Bogetz JF, Rassbach CE, Berekeyei S, Mendoza FS, Sanders LM and Braddock CH. Training health care professionals for 21st-century practice: A systematic review of educational interventions on chronic care. *Acad Med.* 2015;90(11):1561-72.
11. Boscardin CK, Gonzales R, Bradley KL and Raven MC. Predicting cost of care using self-reported health status data. *BMC Health Serv Res.* 2015;15:406.
12. Boscardin CK. Reducing implicit bias through curricular interventions. *J Gen Intern Med.* 2015;30(12):1726-8.
13. Bourgeois JA, Hategan A and Azzam A. Competency-based medical education and scholarship: Creating an active academic culture during residency. *Perspect Med Educ.* 2015;4(5):254-8.
14. Bouwmeester RA, de Kleijn RA, ten Cate OT, van Rijen HV, Westerveld HE. How do medical students prepare for flipped classrooms? *Medical Science Educator.* 2016 Mar 1;26(1):53-60.
15. Calaman S, Hepps JH, Bismilla Z, Carraccio C, Englander R, Feraco A, Landrigan CP, Lopreiato JO, Sectish TC, Starmer AJ, Yu CE, Spector ND and West DC. The creation of standard-setting videos to support faculty observations of learner performance and entrustment decisions. *Acad Med.* 2016;91(2):204-9.
16. Carley A. Using technology to enhance nurse practitioner student engagement. *Nurse Pract.* 2015;40(7):47-54.
17. Carney PA, Palmer RT, Fuqua Miller M, Thayer EK, Estroff SE, Litzelman DK, Biagioli FE, Teal CR, Lambros A, Hatt WJ, Satterfield JM. Tools to assess behavioral and social science competencies in medical education: A systematic review. *Acad Med.* 2016;91(5):730-42.
18. Carraccio C, Englander R, Van Melle E, ten Cate O, Lockyer J, Chan MK, Frank JR, Snell LS. Advancing competency-based medical education: A charter for clinician-educators. *Acad Med.* 2016;91(5):645-9.
19. Chan LK, Yang J and Irby DM. Application of the one-minute preceptor technique by novice teachers in the gross anatomy laboratory. *Anat Sci Educ.* 2015;8(6):539-46.
20. Chang A and Ritchie C. Patient-centered models of care: Closing the gaps in physician readiness. *J Gen Intern Med.* 2015;30(7):870-2.
21. Chen HC, Fogh S, Kobashi B, Teherani A, ten Cate O, O'Sullivan P. An interview study of how clinical teachers develop skills to attend to different level learners. *Med Teach.* 2016;38(6):578-84.
22. Chen HC, McNamara M, Teherani A, Cate OT and O'Sullivan P. Developing entrustable professional activities for entry into clerkship. *Acad Med.* 2016;91(2):247-55.
23. Chen HC, O'Sullivan P, Teherani A, Fogh S, Kobashi B, Ten Cate O. Sequencing learning experiences to engage different level learners in the workplace: An interview study with excellent clinical teachers. *Med Teach.* 2015. Dec 2;37(12):1090-7.
24. Chen HC, van den Broek WS, ten Cate O. The case for use of entrustable professional activities in undergraduate medical education. *Acad Med.* 2015;90(4):431-6.
25. Chen MM, Sandborg CI, Hudgins L, Sanford R and Bachrach LK. A multifaceted mentoring program for junior faculty in academic pediatrics. *Teach Learn Med.* 2016; 28(3):320-8.
26. Chou CL, Ainsworth A, O'Brien BC. An assessment strategy for interprofessional interactions of primary care practitioner trainees. *JIEP.* 2016;2:1-3.

27. Connor DM, Dhaliwal G. When less is more for the struggling clinical reasoner. *Diagnosis*. 2015 2(3):159-62.
28. Connor DM, Elkin GD, Lee K, Thompson V and Whelan H. The unbefriended patient: An exercise in ethical clinical reasoning. *J Gen Intern Med*. 2016;31(1):128-32.
29. Cullen EB, Hauer KE, Eisenstein L, Boscardin CK and Schroeder SA. Southern medical students' views on Medicaid expansion. *JAMA Intern Med*. 2016;176(2):254-6.
30. Dandu M, Baltzell K, Nelson K, Gulati S, Debas HT and Ziegler JL. A new master's degree in global health: Reflections on a 5-year experience. *Ann Glob Health*. 2015;81(5):618-26.
31. Daniel M, Heney R, Kwan B, Schwede M, et al. Preparing for clerkships: learning to deliver specialty-specific oral presentations. *MedEdPORTAL Publications*. 2015;11:10261. http://dx.doi.org/10.15766/mep_2374-8265.10261.
32. DeJong C, Lucey CR, Dudley RA. Incorporating a new technology while doing no harm, virtually. *JAMA*. 2015;314(22):2351-2.
33. Diab M and Stehli LT. Practice of Pediatric Orthopaedics, 3rd Ed. 2016. Wolters Kluwer, Philadelphia, PA.
34. Duong DK, O'Sullivan PS, Satre DD, Soskin P and Satterfield J. Social workers as workplace-based instructors of alcohol and drug Screening, Brief Intervention, and Referral to Treatment (SBIRT) for emergency medicine residents. *Teach Learn Med*. 2016;28(3):303-13.
35. Elnicki DM, Gallagher S, Willett L, Kane G, Muntz M, Henry D, Cannarozzi M, Stewart E, Harrell H, Aiyer M, Salvit C, Chudgar S and Vu R. Course offerings in the fourth year of medical school: How US medical schools are preparing students for internship. *Acad Med*. 2015;90(10):1324-30.
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37. Feldman MD. International perspectives on general internal medicine. *J Gen Intern Med*. 2016;31(3):259.
38. Feraco AM, Starmer AJ, Sectish TC, Spector ND, West DC and Landrigan CP. Reliability of verbal handoff assessment and handoff quality before and after implementation of a resident handoff bundle. *Acad Pediatr*. 2016; (6):524-31.
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42. Gupta R, Dube K and Bodenheimer T. The road to excellence for primary care resident teaching clinics. *Acad Med*. 2016;91(4):458-61.
43. Hauer KE, Boscardin C, Fulton TB, Lucey C, Oza S, Teherani A. Using a curricular vision to define entrustable professional activities for medical student assessment. *J Gen Intern Med*. 2015;30(9):1344-8.
44. Hauer KE, Cate OT, Boscardin CK, Iobst W, Holmboe ES, Chesluk B, Baron RB, O'Sullivan PS. Ensuring resident competence: A narrative review of the literature on group decision making to inform the work of clinical competency committees. *J Grad Med Educ*. 2016;8(2):156-64.
45. Hauer KE, Chesluk B, Iobst W, Holmboe E, Baron RB, Boscardin CK, Cate OT and O'Sullivan PS. Reviewing residents' competence: A qualitative study of the role of clinical competency committees in performance assessment. *Acad Med*. 2015;90(8):1084-92.
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54. Irby DM, O'Sullivan PS, Steinert Y. Is it time to recognize excellence in faculty development programs? *Med Teach*. 2015;37(8):705-6.
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59. Kinderman AL, Harris HA, Brousseau RT, Close P, Pantilat SZ. Starting and sustaining palliative care in public hospitals: Lessons learned from a statewide initiative. *J Palliat Med*. 2016; 19(9):908-16.
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104. van de Ridder JM, Peters CM, Stokking KM, de Ru JA, ten Cate O. Framing of feedback impacts student's satisfaction, self-efficacy and performance. *Adv Health Sci Educ Theory Pract*. 2015;20(3):803-16.
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119. Wijnen-Meijer M, ten Cate O, van der Schaaf M, Burgers C, Borleffs J, Harendza S. Vertically integrated medical education and the readiness for practice of graduates. *BMC Med Educ*. 2015 15:229.
120. Yin HL, Gabrilove J, Jackson R, Sweeney C, Fair AM, Toto R. Sustaining the clinical and translational research workforce: Training and empowering the next generation of investigators. *Acad Med*. 2015;90(7):861-5.
121. Young JQ, Irby DM, Barilla-Labarca ML, ten Cate O, O'Sullivan PS. Measuring cognitive load: Mixed results from a handover simulation for medical students. *Perspect Med Educ*. 2016;5(1):24-32.
122. Young JQ, ten Cate O, O'Sullivan PS, Irby DM. Unpacking the complexity of patient handoffs through the lens of cognitive load theory. *Teach Learn Med*. 2016;28(1):88-96.
123. Young JQ, Wachter RM, ten Cate O, O'Sullivan PS, Irby DM. Advancing the next generation of handover research and practice with cognitive load theory. *BMJ Qual Saf*. 2016;25(2):66-70.
124. Zhu JM, Hamel D, Dhaliwal G, Glass M, Sharpe B, Kim B, Monash B. Breakdown. *J Hosp Med*. 2016;11(2):126-9.

LECTURES AND WORKSHOPS

INVITED LECTURES

1. Ascher N. Impact and Academic Success, Diversity Fosters Impact Panel. International Anesthesia Research Society. San Francisco, CA, May 2016.
2. Autry A, Ogutha J. Charting Our Course: Implementing ACGME Changes to Our Educational Programs. Association of Managers of Gynecology and Obstetrics. San Francisco, CA, May 2016.
3. Autry A. Education Day Retreat (Speaker and Moderator). University of California, San Diego. San Diego, CA, May 2016.
4. Autry A. Stump the Professors. American College of Obstetrics and Gynecology Annual Meeting. Washington, DC, May 2016.
5. Autry A. True North: An Educator's View of the Imperatives for Medical Education Today. Susan Cox and Dough Morris President Breakfast Session. Martin L. Stone, MD Faculty Development Seminar Association of Professors of Gynecology and Obstetrics. Fort Myers, FL, January 2016.
6. Autry A. True North: An Educator's View of the Imperatives for Medical Education Today. Einstein Montefiore Department of Obstetrics and Gynecology Grand Rounds. Bronx, NY, March 2016.
7. Autry A. True North: An Educator's View of the Imperatives for Medical Education Today. Susan Cox and Doug Morris Presidential Breakfast Session APGO Faculty Development Seminar. Palm Springs, CA, January 2016.
8. Autry A. University Programs Global Health Forum. American College of Obstetrics and Gynecology Annual Meeting. Washington, DC, May 2016.
9. Azzam A. Why Higher Education Should Embrace Wikipedia. The Commonwealth Club of California. San Francisco, CA, November 2015.
10. Bachrach L. Finding Workplace Learning Win-Wins: The Medical Student Scribe Pilot. UCSF Benioff Children's Hospital Oakland. Oakland, CA, January 2016.
11. Bachrach L. How Not to Reinvent the Wheel: Bridging the Gap Between the Medical Student Coordinator and Faculty. Association of University Radiologists. New Orleans, LA, March 2016.
12. Bachrach L. Improving Training of Health Professionals to Recognize and Confront Child Sex Trafficking. UCSF Benioff Children's Hospital Oakland. Oakland, CA, January 2016.
13. Bachrach L. Incorporating Structural Competency into Medical Education. UC Berkeley-UCSF Joint Medical Program Workshop. Berkeley, CA, February 2016.
14. Bachrach L. Increasing Competency in Caring for Adolescents. UC Berkeley-UCSF Joint Medical Program Experiential. Berkeley, CA, December 2015.
15. Bachrach L. Making Evaluations Relevant: How to Improve Educational Content. Association of University Radiologists. New Orleans, LA, March 2016.
16. Bachrach L. Strategies for Addressing Unconscious Bias and Microaggressions in Clinical Settings Encountered By Trainees During Medical Education. UC Berkeley-UCSF Joint Medical Program Workshop. Berkeley, CA, April 2016.
17. Baron R. Education Across the Continuum: A Dean's Perspective. 2nd Singhealth Duke-NUS Education Conference. Singapore, September 2015.
18. Baron R. Teaching for Quality. Association of American Medical Colleges (AAMC) Medical Education Conference. Baltimore, MD, November 2015.
19. Billett S, Chen HC, Teunissen P, ten Cate O. Perspectives in Learning through Work. Netherlands Association for Medical Education (NVMO). Rotterdam, Netherlands, November 2015.
20. Blankenburg R, Rennke, S, Yuan P, Harman S, Sakai D, Chua I, Hosamani P, Khan A, Shieh L, Xie L, Huynh E, Hilton J, Satterfield J, Monash B. Got SDM? A Multimodal Intervention to Improve Shared Decision-Making During Inpatient Rounds on Medicine and Pediatric Services. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
21. Bowen JL. Diagnosing Learners, Reasoning and Coaching for Improvement, Education Day Workshop. University of Alabama, Birmingham. Birmingham, AL, September 2015.
22. Bowen JL. Duty Hours, Shift Work, and Patient Care Discontinuity: Implications for Diagnostic Reasoning, Department of Medicine Grand Rounds. University of Alabama, Birmingham. Birmingham, AL, September 2015.
23. Bowen JL. Teaching and Learning in the Workplace. Clime Inaugural Symposium for Excellence in Health Professions Education, University of Washington. Seattle, WA, June 2016.
24. Bowen JL. Teaching and Learning in the Workplace: Curricular Implications From Learning Sciences. University of Iowa Healthcare GME Leadership Symposium. Iowa City, IA, April 2016.
25. Bowen JL. Under the Influence: Complexity and Trust in Interprofessional Teamwork. University of Iowa Healthcare GME Leadership Symposium. Iowa City, IA, April 2016.
26. Bowen JL. What Ever Happened to Aunt Minnie? Patient Care Discontinuity and Implications for Learning Diagnostic Reasoning. Department of Medicine Grand Rounds, University of Iowa. Iowa City, IA, April 2016.
27. Brindis R. The Role of Physician Leadership and Professionalism for Achieving Successful Health Care Reform. Emory AOA Induction Dinner. Atlanta, GA, May 2016.
28. Brindis R. A New Era in Health Care Delivery: How Can Cardiologists Prepare for their Future? Cardiology Grand Rounds, New York University School of Medicine. New York, NY, June 2016.

29. Brindis R. A New Era in Healthcare Delivery: Preparing for the Future. Emory School of Medicine. Atlanta, GA, June 2016.
30. Brindis R. ACC's National Cardiovascular Data Registry – Helping Clinicians, Patients and Regulators Assess and Promote Cardiovascular Quality, Safety, Efficacy, and Life Long Learning. ACC CV Summit. Las Vegas, NV, February 2016.
31. Brindis R. Are You a Valuable Cardiologist: What You Must Do to Get Paid By 2020. ACC CV Summit. Las Vegas, NV, February 2016.
32. Brindis R. Helping Clinicians, Patients and Regulators Assess and Promote Cardiovascular Quality, Safety and Efficacy. William Winter's 23rd Annual Lecture, ACC's National Cardiovascular Data Registry, Houston Methodist Hospital. Houston, TX, January 2016.
33. Brzezinski M. Advanced Teaching Skills for the Fast-Paced OR: How to Successfully Educate When Faced with High Clinical Workload, Lack of Protected Time, and Limited Funding. Visiting Professor Grand Rounds at Henry Ford Hospital, Wayne State University. Detroit, MI, January 2016.
34. Brzezinski M. Advanced Teaching Skills for the Fast-Paced OR: How to Successfully Educate When Faced with High Clinical Workload, Lack of Protected Time, and Limited Funding. American Society of Anesthesiologists, Annual Meeting. San Diego, CA, October 2015.
35. Brzezinski M. Advanced Teaching Skills for the Fast-Paced OR: How to Successfully Educate When Faced with High Clinical Workload, Lack of Protected Time, and Limited Funding. West Penn Hospital Grand Rounds, Temple University School of Medicine. Pittsburgh, PA, November 2015.
36. Brzezinski M. Educational Research in the Age of Healthcare Reform: The Feasibility of Funding. American Society of Anesthesiologists Annual Meeting. San Diego, CA, October 2015.
37. Brzezinski M. The Search for the Mythical Creature "Goal-Directed-Therapy". Michigan Society of Anesthesiologists. Novi, MI, February 2016.
38. Chang A. Critical Skills for Effective Leadership in Aging. American Geriatrics Society Annual Meeting. Long Beach, CA, May 2016.
39. Chang A. Inventing Your Academic Career. D. W. Reynolds Foundation Workshop Geriatrics Education Meeting. St. Louis, MO, October 2015.
40. Chang A. Jump-Starting Faculty Development for Teaching Quality Improvement and Patient Safety: A Team-Based Approach. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
41. Chang A. Leading Tidal Change. Tideswell and American Geriatrics Society National Leadership Program. Sausalito, CA, December 2015.
42. Chang A. Managing Transitions. Tideswell and American Geriatrics Society National Leadership Program. Long Beach, CA, May 2016.
43. Chang A. Materials Marketplace. D. W. Reynolds Foundation Workshop Geriatrics Education Meeting. St. Louis, MO, October 2015.
44. Chang A. Teachers Section Networking Meeting Moderator. American Geriatrics Society Annual Meeting. Long Beach, CA, May 2016.
45. Chen A, Keeton V, Schoenfeld N, Grundland H, Gatewood E. Interprofessional Education: Beyond the Classroom and into Simulation and Clinical Settings. National Organization of Nurse Practitioner Faculty (NONPF). Seattle, WA, April 2016.
46. Chen E, Kane B. The Role of Education in the Implementation of Shared Decision Making. Society for Academic Emergency Medicine Annual Meeting Consensus Conference. New Orleans, LA, May 2016.
47. Chen E, Khadpe J. Do's and Don'ts of Asynchronous Learning. Council of Residency Directors in Emergency Medicine (CORD EM) Academic Assembly. Nashville, TN, April 2016.
48. Chen E, Duong D, Gordon D. Medical Student Education Journal Club. Council of Residency Directors in Emergency Medicine (CORD EM) Academic Assembly. Nashville, TN, April 2016.
49. Chen HC. Applying Entrustable Professional Activities to Undergraduate Medical Education: Questions and Considerations. Medical Education Today: From Knowledge to Medical Competence, Dieter Scheffner Fachzentrum Symposium, Charite-Universitätsmedizin. Berlin, Germany, November 2015.
50. Chen HC. Early Learner Engagement in the Clinical Workplace. Advances in Health Professions Education Research and Development Symposium, Expertisecentrum Voor Onderwijs En Opleiding, University Medical Center Utrecht. Utrecht, Netherlands, September 2015.
51. Chen HC. Patient Communication. Envision 2015 International Scholar Laureate Program. San Francisco, CA, July 2015.
52. Chin-Hong P, Boslett B. How to Use Poll Everywhere in Teaching. American Society of Microbiology (ASM) Microbe 2016. Boston, MA, June 2016.
53. Chin-Hong P, Joyce E. How to Successfully Integrate Basic Science and Clinical Topics throughout the Medical Student Curriculum. American Society of Microbiology (ASM) Microbe 2016. Boston, MA, June 2016.
54. Chou C, Kalet A. Remediation in Medical Education. Loma Linda University School of Medicine. Lake Arrowhead, CA, October 2015.
55. Chou C, White M, Cooley L. Coaching and Feedback to Enhance Communication. Beryl Institute. Dallas, TX, April 2016.
56. Chou C. Conflict in Health Care Systems. Dupage Medical Group. Niles, IL, Jul-16.
57. Chou C. Feedback in Medical Education. Association of University Anesthesiologists. San Francisco, CA, May 2016.

58. Chou C. Feedback in Medical Education. Infectious Disease Society of America. San Diego, CA, October 2015.
59. Chou C. The Art and Science of Feedback in Clinical Education. Association of University Anesthesiologists. San Francisco, CA, May 2016.
60. Cooke M. Global Health Education – Strategies and Successes. East-West Alliance. Groningen, Netherlands, November 2015.
61. Cooke M. Global Health Education – Why It Matters to Internal Medicine and Other Visiting Professor Activities. University of Oklahoma. Oklahoma City, Ok, August 2015.
62. Cooke M. Using Technology to Leverage the Power of the Learning Sciences. Institute of Medicine/National Academy of Medicine. Washington, DC, October 2015.
63. Daikh D. Leadership for a Changing World – A Focus on the Millennial Generation. Division Chief Annual Conference, American College of Rheumatology. Chicago, IL, March 2016.
64. Dandu M. MS in Global Health at UCSF. Kings College London. London, England, November 2015.
65. Davis D. Race and Relationships in Healthcare. Commonwealth Club of San Francisco. San Francisco, CA, July 2016.
66. Dhaliwal G. Clinical Problem Solving. Department of Medicine Grand Rounds, University of New Mexico. Albuquerque, NM, February 2016.
67. Dhaliwal G. Clinical Problem Solving. American College of Physicians National Meeting. Washington, DC, May 2016.
68. Dhaliwal G. Diagnosis: Good to Great, Medicine Grand Rounds. University of Rochester. Rochester, NY October 2015.
69. Dhaliwal G. Diagnosis: Good to Great, Medicine Grand Rounds. University of Wisconsin. Madison, WI, March 2016.
70. Douglas V. Quality Metrics for Inpatient Neurology. Neurohospitalist Society. Atlanta, GA, October 2015.
71. Duncan J. Applying to Ophthalmology Residency Programs. Association for Research in Vision and Ophthalmology Annual Meeting. Seattle, WA, May 2016.
72. Duong D. Career Directions: Changing Roles in Academics – How to Switch Gears. Council of Residency Directors in Emergency Medicine (CORD EM) Academic Assembly. Nashville, TN, April 2016.
73. Duong D. Education Journal Club. Council of Residency Directors in Emergency Medicine (CORD EM) Academic Assembly. Nashville, TN, April 2016.
74. Feldman M. The Value of Mentoring: Building a Program to Support Academic Success and Satisfaction. Institute of Translational Health Sciences, University of Washington. Seattle, WA, April 2016.
75. Feldman M. Primary Care Workforce, Practice and Training in the United States. Beijing Hospital, Ministry of Health. Beijing, China, April 2016
76. Feldman M. The Art and Science of Mentoring in Academic Medicine. Department of Medicine Grand Rounds, University of Washington. Seattle, WA, January 2016.
77. Feldman M. The Art and Science of Mentoring in Academic Medicine. Department of Psychiatry Grand Rounds. University of Washington. Seattle, WA, January 2016.
78. Feldman M. A Goal without a Plan Is a Wish: Aligning Goals and Expectations Using an Individual Development Plan (IDP). Xavier University. New Orleans, LA, March 2016.
79. Guerra J, Jackson A, Lager J, Beld M, Lusinchi D, Robertson P. Undergraduate Research Internship/ Pre-Med Enrichment Program: A Partnership of University of California, San Francisco and Kaiser Permanente to Increase Applicant Diversity for Medical Schools. The 82nd Meeting of the Pacific Coast Obstetrical and Gynecological Society. Oahu, HI, November 2015.
80. Guy M. Bridge Seminar. Everyman and Ivan Ilyich for the Psychotherapy Institute. Berkeley, CA, April 2016.
81. Harper M. There Is No I in Team, But there Is a Social Worker and A... Department of Medicine Grand Rounds, University of Utah. Salt Lake City, UT, January 2016.
82. Hauer K. Evaluating Clinical Trainees in the Workplace. On Supervision, Trust and the Role of Competency Committees. International Symposium on Medical Education, University of Utrecht. Utrecht, Netherlands, September 2015.
83. Hauer K. Competency Assessment. Alliance for Academic Internal Medicine. April 2016.
84. Hauer K. Using a Curricular Vision to Define Entrustable Professional Activities for Medical Student Assessment: The UCSF Experience. American Medical Association. Chicago, IL, October 2015.
85. Hauer K. Mixed Methods Research. Journal Editors Panel. Alliance for Academic Internal Medicine. April 2016.
86. Hauer K. MSPE Task Force Update. Association of American Medical Colleges (AAMC) Medical Education Conference. Baltimore, MD, November 2015.
87. Henderson D, White-Davis T, Saba GW, Ring J, Fraser K, Ferguson W, Edgoose J, Speights JB, Rodgers R, Wu D, Saint-Hillaire L. Teaching About Racism in the Context of Persistent Health and Healthcare Disparities: How Educators Can Enlighten Themselves and their Learners. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
88. Hyden P. University of Niigata School of Medicine. Niigata, Japan, November 2015.
89. Irby DM. Dueling Frameworks on Professionalism: Parting the Clouds. Symposium on Advances in Health Professions Education Research and Development, Utrecht Medical Center. Utrecht, Netherlands, September 2015.
90. Irby DM. Effective and Efficient Clinical Teaching: Yes, It Is Possible. University of South Carolina, Greenville. Greenville, SC, April 2016.

91. Irby DM. Faculty Development in the Health Professions: Best Practices and Future Trends – Symposium on Faculty Development. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
92. Irby DM. Motivation and Engagement: The Twin Elixirs of Medical Education. Northern Constellation Regional Conference, Northern Ontario School of Medicine. Thunder Bay, ON, Canada, April 2016.
93. Irby DM. Motivation and Engagement: The Twin Elixirs of Medical Education. University of South Carolina, Greenville. Greenville, SC, April 2016.
94. Irby DM. Motivation Theory: Can It Offer Clues for Engaging Faculty in the Educational Mission? Grand Rounds. Department of Anesthesiology, Stanford University School of Medicine. Stanford, CA, February 2016.
95. Irby DM. Motivation Theory: Can It Offer Clues for Engaging Faculty in the Educational Mission? Academy of Medical Educators, University of Colorado. Denver, CO, March 2016.
96. Irby DM. Promoting Educational Scholarship. Northern Constellation Regional Conference, Northern Ontario School of Medicine. Thunder Bay, ON, Canada, April 2016.
97. Irby DM. The 2010 Carnegie Report: What We Got Right and What We Missed, Luminaries in Medicine Speaker. University of South Carolina, Greenville. Greenville, SC, April 2016.
98. Irby DM. Time Efficient Clinical Teaching. Northern Constellation Regional Conference, Northern Ontario School of Medicine. Thunder Bay, On, Canada April 2016.
99. Josephson SA. Lost in Transitions Quality Symposium. American Academy of Neurology. Vancouver, BC, Canada, July 2015.
100. Julian K. Learning Climate, Feedback, Learner in Difficulty, Mall Group Teaching and Hot Topics in Education. Highland Emergency Department Education Retreat. Oakland, CA. July 2015.
101. Kruidering M. Flipping the Classroom: Why and How? University of California, San Diego. San Diego, CA, August 2015.
102. Kuo A. Myers Briggs Type Indicator. Visiting Professor, Stanford University Residency Retreat. Palo Alto, CA, June 2016.
103. Kuo A. Visiting Professor, Housestaff Leadership Retreat. St. Christopher's Hospital for Children. Philadelphia, PA, January 2016.
104. Li D. Careers in Medicine. San Francisco State University Pre-Med Club. San Francisco, CA, April 2016.
105. Lin M. Tricks of the Trade in Emergency Medicine. Essentials of Emergency Medicine Conference. Las Vegas, NV, May 2016.
106. Loeser H. Academy of Medical Educators Retreat Keynote Speaker. Kaiser Permanente East Bay. Oakland, CA, June 2016.
107. Lowenstein D. Finding Fulfillment in Medicine. Neurology Update. Mumbai, India, February 2016.
108. Lowenstein D. Reclaiming Our Humanism in Medicine. American Academy of Neurology. Vancouver, BC, Canada April 2016.
109. Lucey CR, Souza KH. Libraries as the Cornerstone of 21st Century Medical Education. American Association of Health Science Librarians. San Francisco, CA, April 2016.
110. Lucey CR. Managing Professionalism Lapses: From Executioner to Educator. The Academy At Harvard Medical School Grand Rounds. Boston, MA, July 2016.
111. Lucey CR. Professionalism. New Thinking About an Old Problem (Keynote). The American Academy for Professionalism in Health Care. Philadelphia, PA, April 2016.
112. Lucey CR. Reimagining Medical Education. Medical College of Wisconsin. Milwaukee, WI, April 2016.
113. Lucey CR. The Foundational Sciences of 21st Century Medical Education. Emory University-Georgia Tech Health Care Innovation Program. Atlanta, GA, December 2015.
114. Lucey CR. The Future of Medical Education. Israeli Association for Medical Education (Healer): Hebrew University Medical School. Tel Aviv, Israel, February 2016.
115. Lucey CR. The Future of Medical Education: The Tension Between Enduring and Emerging Skills. American College of Rheumatology. San Francisco, CA, November 2015.
116. Lucey CR. What Sciences Are Basic in Medical Education. Beth Israel Hospital Grand Rounds, Harvard Medical School. Boston, MA, July 2016.
117. Lucey CR. Women Leaders. Wicked Problems. American Thoracic Society. San Francisco, CA, May 2016.
118. Luxenberg JS. Oon Chiew Seng Distinguished Visitor Programme. National University of Singapore. Singapore, June 2016.
119. Mazotti L. Precourse for Experienced Medical Educators. Clerkship Directors in Internal Medicine Annual Meeting. Atlanta, GA, October 2015.
120. Miller C. White Coats for Black Lives: Students Do Make a Difference. Stanford School of Medicine Center for Excellence in Diversity Education. Palo Alto, CA, February 2016.
121. Naeger D. Communicating Radiologic Findings Directly to Patients. American Roentgen Ray Society. Los Angeles, CA, April 2016.
122. Naeger D. Learning From the Literature: Sensitivity, Specificity and Beyond. American Roentgen Ray Society. Los Angeles, CA April 2016.
123. O'Brien BC. How Learning Works. Boise VA Medical Center. Boise, ID, February 2016.
124. O'Brien BC. Medical Education Research Certificate Program (MERC) Qualitative Data Analysis. University of New Mexico. Albuquerque, NM, January 2016.
125. O'Brien BC. Small Group Teaching. Boise Veteran's Administration Medical Center. Boise, ID, February 2016.

126. O'Sullivan PS. Best Practices in Faculty Development. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
127. O'Sullivan PS. Conceptual Frameworks. Association of Surgical Educators (ASE) Annual Meeting. Boston, MA, April 2016.
128. O'Sullivan PS. Embracing the Future. Cherishing the Past American Educational Research Association Annual Meeting. Washington, DC, April 2016.
129. O'Sullivan PS. for the Good of Our Students: Investing in Educational Research and Development. University Medical Center Utrecht. Utrecht, Netherlands, September 2015.
130. O'Sullivan PS. Future of Medical Education Research. Stanford University. Palo Alto, CA, May 2016.
131. O'Sullivan PS. How Do Clinicians Trust their Learners? Duke-National University of Singapore. Singapore, January 2016.
132. O'Sullivan PS. Research in Medical Education Review Paper Validity of Cognitive Load. Association of American Medical Colleges (AAMC) Medical Education Conference. Baltimore, MD, November 2015.
133. Papadakis M. Plenary Speaker, Symposium on the Science of Medical Education, UCLA. Los Angeles, CA, October 2015.
134. Papadakis M. Assessment of Professionalism as an Obligation of Self-Regulation. Department of Medicine Grand Rounds, University of California, San Diego. San Diego, CA, March 2016.
135. Papadakis M. Assessment of Professionalism as an Obligation of Self-Regulation. University of Washington. Seattle, WA, May 2016.
136. Papadakis M. Faculty Development in Medical Education. University of Minnesota. Minneapolis, MN, October 2015.
137. Papadakis M. How to Publish Education Research. Association of University Anesthesiologists. San Francisco, CA, May 2016.
138. Poncelet A, Hirsh D. Longitudinal Integrated Learning: The Science and the Patients. International Consortium of Longitudinal Integrated Clerkships. Asheville, NC, October 2015.
139. Poncelet A. Reflective Practice: Techniques for the Busy Practitioner. International Women Physician Educator Wellness Retreat. Kelowna, BC, Canada April 2016.
140. Poncelet A, Lowenstein D, Guttman L. Humanism and Education. American Academy of Neurology. Vancouver, BC, Canada April 2016.
141. Rabow M. Trends in Palliative Care Training and Education. CHCF Payer-Provider Webinar. January 2016.
142. Ranji S, Greenwald J. Change Management. Society of Hospital Medicine (SHM) Quality and Safety Educator's Academy. Tempe, AZ, May 2016.
143. Ranji S. Quality Measurement. Society of Hospital Medicine (SHM) Quality and Safety Educator's Academy. Tempe, AZ, May 2016.
144. Robertson P. Careers in Obstetrics and Gynecology. Pre-Health Student Alliance, University of California, Davis. Davis, CA, October 2015.
145. Robertson P. The History of the LGBTQ Curriculum at UCSF. Sex and Gender Medical Education Summit, Mayo Clinic. Rochester, MN, October 2015.
146. Rosenbluth G, Sectish T. The I-Pass Study: Standardizing the Handoff Process to Improve Patient Care and Safety. Mayo Clinic. Rochester, MN, October 2015.
147. Rosenbluth G. Better Handoffs, Safer Care. Yale University. New Haven, CT, November 2015.
148. Rosenbluth G, Sectish T. The I-Pass Study: Standardizing the Handoff Process to Improve Patient Care and Safety. Virginia Commonwealth University. Richmond, VA, April 2016.
149. Saba GW. Speed Mentoring. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
150. Satterfield J, Blankenburg, R, Harman S. Multimodal Clinician Education Improves Shared Decision Making During Inpatient Rounds. National Institutes of Health (NIH). Bethesda, MD, April 2016.
151. Saxe J. Advanced Practice Registered Nursing: A U.S. Perspective. Ramathibodi School of Nursing, Mahidol University. Bangkok, Thailand, 2015.
152. Saxe J. Continuous Quality Improvement in Health Care: Theory, Implementation and Application. the Nethersole School of Nursing, Chinese University of Hong Kong. Hong Kong, China, September 2015.
153. Saxe J. Advanced Nursing Practice: Ethical and Legal Perspectives. The Nethersole School of Nursing, Chinese University of Hong Kong. Hong Kong, China, September 2015.
154. Saxe J. Innovative Care Models in Advanced Nursing Practice. The Nethersole School of Nursing, Chinese University of Hong Kong. Hong Kong, China, September 2015.
155. Schwartz B. Results of a National Survey of Medical Student Microbiology Course Directors. Association of Medical School Microbiology and Immunology Chairs Education Meeting. Antigua, Guatemala, January 2016.
156. Schwartz B. Update on Technology Enhanced Learning for the ID Educator. ID Week, Fellowship Program Directors Meeting. San Diego, CA, October 2015.
157. Scibetta E, Whetstone S, Patel S, Mungo C, Autry M. Clinical Care in Low Resource Settings and the Empower Curriculum: An Online Resource and Experiential Global and Community Curriculum. Association of Professors of Gynecology and Obstetrics APGO/CREOG Annual Meeting. New Orleans, LA, March 2016.
158. Scott T, Haney J. Clinical Learning in Practice Sessions. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
159. Sharpe B. Effective Feedback. Society of Hospital Medicine (SHM) Annual Meeting. San Diego, CA, March 2016.

160. Sharpe B. Is It Hot in Here? Learning Climate in Clinical Teaching. American College of Physicians National Meeting. Washington, DC, May 2016.
161. Sharpe B. Update in Hospital Medicine Grand Rounds. University of Kansas School of Medicine. Wichita, KS, February 2016.
162. Shinkai K. Grand Rounds: Giving Feedback to Millennial Learners. Department of Dermatology, University of California Los Angeles. Los Angeles, CA, June 2016.
163. Souza KH. Turning Up the Tech for High Touch Teaching. American Thoracic Society. San Francisco, CA, May 2016.
164. Springer J, Autry A, Raine S, Anderson F, Lester F. Scholarship Revisited Application. Global Health Panel. Society for Academic Specialists in General Obstetrics and Gynecology. San Francisco, CA, May 2016.
165. Stanley M, Jain S, Hollander H, Cornett P, Kohlwes J. Is Training in a Primary Care Internal Medicine Residency Program Focused on Underserved Populations Associated with an Increased Rate of Practicing with an Underserved Population? A Cross Sectional Analysis of a 10-Year Cohort. Society of General Internal Medicine (SGIM) National Conference. Hollywood, FL, May 2016.
166. Steinauer J. Online Abortion Course and Other Online Resources for Teaching About Contraception and Abortion. European Society of Contraception and Reproductive Health. Basel, Switzerland, May 2016.
167. Steinauer J. Values Clarification About Family Planning as a Tool to Increase Professionalism. The 3rd International Congress on Women's Health and Safe Abortion (IWAC). Bangkok, Thailand, January 2016.
168. Teherani A. Development of a Health Professions Curriculum on Climate, Environmental Sustainability and Health. University of California Office of the President. Palo Alto, CA, May 2016.
169. Teherani A. Medical School Curriculum on Climate, Environmental Sustainability and Health. Georgetown University. Washington, DC, April 2016.
170. Teherani A. Outcomes of Clerkship Programs with Continuity. University Medical Center Utrecht. Utrecht, Netherlands, September 2015.
171. Teherani A. Professionalism Assessment. University Medical Center Utrecht. Utrecht, Netherlands, September 2015.
172. Teherani A. Qualitative Methods in Educational Research. American College of Rheumatology. San Francisco, CA, November 2015.
173. ten Cate O. CanMeds and Entrustable Professional Activities: Aligning Education with Practice. Medical Imaging of the Future: Consequences for Patient and Professional Symposium, University Medical Center Groningen. Groningen, Netherlands, September 2015.
174. ten Cate O. Competency Based Resident Education: EPAs as a Construct for Curriculum Reform. Summer Retreat, American Board of Surgery. Philadelphia, PA, June 2016.
175. ten Cate O. Competency-Based Training with Entrustable Professional Activities. East Virginia Medical School. Norfolk, VA, April 2016.
176. ten Cate O. De Mogelijkheden Van Entrustable Professional Activities in Het Klinisch Onderwijs. Onderwijsbesprekingen LUMC. Leiden, Netherlands, December 2015.
177. ten Cate O. Designing EPAs (Online Lecture). International Medical Education Conference, China Medical University Hospital. Taichung, Taiwan, November 2015.
178. ten Cate O. Entrustable Professional Activities – An Approach to Competency-Based Medical Education and Practice, Jahressymposium Dieter Scheffner Fachzentrum. Charité Universitätsmedizin Berlin. Berlin, Germany, November 2015.
179. ten Cate O. Entrustable Professional Activities and Assessment in the Clinical Workplace. International Advanced Assessment Course. London, England, October 2015.
180. ten Cate O. Entrustable Professional Activities and Entrustment Decision-Making (Online Lecture). C-6: Symposium on Competency-Based Education, Asian Conference for Emergency Medicine. Taipei, Taiwan, November 2015.
181. ten Cate O. Entrustable Professional Activities and Entrustment Decision-Making as Assessment (Online Lecture). International Medical Education Conference, China Medical University Hospital. Taichung, Taiwan, November 2015.
182. ten Cate O. Entrustable Professional Activities En Competentiegericht Opleiden. Ent Surgery Congress Re-Enter. Lunteren, Netherlands, March 2016.
183. ten Cate O. Entrustable Professional Activities in Het Pa Onderwijs. Van Sturing Op Competenties Naar Sturing Op Toe Te Vertrouwen Taken Keynote Lecture Symposium Master Physician Assistant, Hanzehogeschool Groningen. Groningen, Netherlands, February 2016.
184. ten Cate O. Entrustable Professional Activities. Een Nieuwe Ontwikkeling in Competentiegericht Opleiden, Niv Senioren Symposium. Utrecht, Netherlands, June 2016.
185. ten Cate O. Entrustable Professional Activities. Toetsen En Bekwaam Verklaren Rio Masterclass Individualisering Medische Vervolgopleidingen. De Dolder, Netherlands, March 2016.
186. ten Cate O. Entrustable Professional Activities: Aligning Competency-Based Medical Education with Everyday Clinical Practice. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
187. ten Cate O. Entrustable Professional Activities: How to Establish Summative Entrustment for an EPA. Yale University Medical Education Day. New Haven, CT, May 2016.

188. ten Cate O. Entrustment Decision-Making in Competency-Based Teaching and Assessment in Health Professions Education. International Association of Medical Science Educators (IAMSE) Conference on Medical Education. Leiden, Netherlands, June 2016.
189. ten Cate O. Entrustment Decisions and Assessment in the Clinical Workplace (Webinar). Association for Medical Education in Europe (AMEE). Dundee, Scotland, November 2015.
190. ten Cate O. Entrustment Decisions and Assessment in the Clinical Workplace (Webinar). Uniformed Services University of the Health Sciences. Bethesda, MD, December 2015.
191. ten Cate O. EPAs and Entrustment as Assessment in the Clinical Workplace. Royal College of Physicians Meeting on EPAs. Edinburgh, Scotland, January 2016.
192. ten Cate O. EPAs in the Undergraduate Medical Curriculum – Lessons Learned. Royal College of Physicians Meeting on EPAs. Edinburgh, Scotland, January 2016.
193. ten Cate O. Het Voorgerecht - Entrustable Professional Activities En Competentieverricht Opleiden. Coc-Bijeenkomst 'Opleiden Op Hoog Niveau' - Franciscus Gasthuis & Vlietland. Netherlands, June 2016.
194. ten Cate O. Kennistoetsing Van Aios Radiologie – Van Formatief Naar Summatief. Concilium Radiologie. Utrecht, Netherlands, November 2015.
195. ten Cate O. Looking Back – Feeding Forward: En Route to Medical Mastery. Symposium Afscheid Hans Knape, University Medical Center, Utrecht. Utrecht, Netherlands, December 2015.
196. ten Cate O. Metaphors of Workplace Learning in Clinical Medicine, Perspectives on Workplace Learning Symposium. Netherlands Association for Medical Education (NVMO). Rotterdam, Netherlands, November 2015.
197. ten Cate O. More Nuts and Bolts About EPAs in GME. Yale New Haven Hospital GME Retreat. New Haven, CT, May 2016.
198. ten Cate O. Musing about the Future of CBME and EPAs. Trination Alliance Meeting. Sydney, Australia, March 2016.
199. ten Cate O. Observing Medical Education through the Lens of Self-Determination Theory (Webinar). Health Professions Education Program, Uniformed Services University of the Health Sciences. Bethesda, MD, February 2016.
200. ten Cate O. Reframing the Goal of Training in Health Care: Trusting Trainees and Graduates to Care for the Patients of the Future. Waterman Oration, Flinders University. Adelaide, Australia, March 2016.
201. ten Cate O. Reframing the Goal of Training in Health Care: Trusting Trainees and Professionals to Care for the Patients, Education Grand Rounds. Uniformed Services University of the Health Sciences. Bethesda, MD, April 2016.
202. ten Cate O. Setting the Scene - Competency-Based Medical Education with Entrustable Professional Activities. Trination Alliance Meeting. Sydney, Australia, March 2016.
203. ten Cate O. Should We Trust Our Current Approaches to the Evaluation of Trainees in the Clinical Workplace? Yale University Medical Education Day. New Haven, CT, May 2016.
204. ten Cate O. Some Notes on the History of Surgical Education (Keynote). 38th International Congress of the European Hernia Society. Rotterdam, Netherlands, June 2016.
205. ten Cate O. Symposium Innovatie & Onderwijs. Afscheid Tineke Westerveld Van Summa. Utrecht, Netherlands, March 2016.
206. ten Cate O. The Quest for Competent Medical Graduates Steps Toward a Holy Grail? Neuroscience Grand Rounds. Yale University Medical Education Day. New Haven, CT, May 2016.
207. ten Cate O. Usefulness of Entrustable Professional Activities in the Competency-Based Monitoring of Residents. Gerald Ujiki, Medical Education Grand Rounds, Department of Surgery, Northwestern University. Chicago, IL, October 2015.
208. ten Cate O. Werkplekleren Aan De Hand Van Entrustable Professional Activities. Onderwijsdag Begeleiding in De Afstudeerfase Van De MPA Opleiding. Utrecht, Netherlands, March 2016.
209. ten Cate O. Why Entrustable Professional Activities as a Focus of Learning, Teaching and Assessment of Learners and Professionals. International Medical Symposium. Sydney, Australia, March 2016.
210. ten Cate O. Working with EPAs in Workplace-Based Curricula – Designing EPAs. Royal Australasian College of Surgeons. Sydney, Australia, March 2016.
211. Tong LD. Systems Analysis Methodology for Understanding Academic Difficulties. General Faculty of Medicine, Kuwait University School of Medicine. Kuwait, May 2016.
212. Topp K. Gross Anatomy: What to Teach. Association of Anatomy, Cell Biology and Neurobiology Chairpersons Meeting. Kauai, HI, January 2016.
213. Topp K. Let's Get Educated: How Anatomists Can Help with Accreditation Requirements. American Association of Anatomists. Boston, MA, April 2016.
214. Topp K. Regenerative Rehabilitation and Genomics. American Physical Therapy Association. Anaheim, CA, February 2016.
215. Webb E. Problem-Solving Techniques in Medical Student Course Coordination: Interactive Session. Association of University Radiologists. New Orleans, LA, March 2016.
216. Webb E. Risks and Benefits of an Online Or Virtual Curriculum. Association of University Radiologists. New Orleans, LA, March 2016.

217. Weichenthal L. Keeping Fuel From the Flames: Developing a Wellness Program for Your Residency Program. Council of Residency Directors in Emergency Medicine (CORD EM) Academic Assembly. Nashville, TN, April 2016.
218. West DC. Better Handoffs, Safer Care: Implementing I-Pass to Improve Patient Handoffs and Enhance Patient Safety. Advances in Oncology Institutional Grand Rounds, MD Anderson Cancer Center. Houston, TX, October 2015.
219. West DC. Better Handoffs, Safer Care: Implementing I-Pass to Improve Patient Handoffs and Enhance Patient Safety. Internal Medicine and Cancer Survivorship Grand Rounds, MD Anderson Cancer Center. Houston, TX, October 2015.
220. West DC. Designing Surveys to Effectively Measure Outcomes in Research, Quality Improvement, and Education. Grand Rounds, St Christopher's Children's Hospital. Philadelphia, PA, October 2015.
221. West DC. The Heart of the Matter: Understanding the Validity of Learner Assessments Designed to Inform Competency and Entrustment Decisions. Grand Rounds, St Christopher's Children's Hospital. Philadelphia, PA, October 2015.
222. West DC. The New Frontier in Medical Education: The Promises and Challenges of Patient-Centered and Competency-Based Medical Education. Grand Rounds and Visiting Professor, Department of Pediatrics, University of Michigan. Ann Arbor, MI, March 2016.
223. West DC. The New Frontier in Medical Education: The Promises and Challenges of Patient-Centered and Competency-Based Medical Education. Grand Rounds, St Christopher's Children's Hospital. Philadelphia, PA, October 2015.
224. West DC. The New Frontier in Medical Education: The Promises and Challenges of Patient-Centered and Competency-Based Medical Education. John L Perlstein Memorial Lecture, Department of Pediatrics, University of Louisville. Louisville, KY, November 2015.

SUBMITTED PRESENTATIONS

1. Alston M, Autry M, Allshouse A, Wagner S, Stephenson-Famy A. Advising and Interview Patterns of Medical Students Pursuing Obstetrics and Gynecology Residency. Association of Professors of Gynecology and Obstetrics (APGO) Annual Meeting. New Orleans, LA, March 2016.
2. Andrews J, Bale J, Balmer D, Bettin K, Borman-Shoap E, Carraccio C, Chen HC, Cullen M, Glasgow T, Good B, Hanson J, Hobday P, Herman B, Kaul P, Lane L, Long M, Murray E, Powell D, Prescott J, Rosenberg A, Schwartz A, Soep J, ten Cate O, West D and the EPAC Work Group. Education in Pediatrics Across the Continuum (EPAC): EPAs and Assessment of Entrustment. Association of American Medical Colleges (AAMC) Medical Education Meeting. Baltimore, MD, November 2015.
3. Arasu VA, Naeger DM, Ray KM, Webb EM, Joe BN, Price ER. Medical Student Perceptions of Screening Mammography. Breast Imaging Symposium. Austin, TX, April 2016.
4. Azzam A, Trotter F. Learning Lab: Editing Wikipedia for Med School Credit. Stanford MedicineX Conference. Palo Alto, CA, September 2015.
5. Azzam A. Editing Wikipedia for Med School Credit: You Can Too! Innovations in Global Health Professions Education Annual Conference. Venice, Italy, April 2016.
6. Bakker S, Kloosterboer Sm, ten Cate O. A Competition-Based Method to Quantify the Efficiency of Clinical Reasoning in Psychiatry. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
7. Baum K, Bucklin B, Headrick L, Van Schaik S. Preparing for the Clinical Learning Environment. Association of American Medical Colleges (AAMC) Medical Education Meeting. Baltimore, MD, November 2015.
8. Beck J, Shen M, Blankenburg B, Rooholamini S, Wilson L, During S, Long M. Choose Your Own Adventure: Workshop on Leading Effective Case-Based Learning Sessions. Pediatric Academic Societies (PAS) Meeting. Baltimore, MD, April 2016.
9. Belew C, Dau K. Curriculum Tools for Addressing Race and Racism in Midwifery Education. American College of Nurse-Midwives Annual Meeting. Albuquerque, NM, May 2016.
10. Bogetz A, Abramson E, Winn A, Kuo A, Kuzminksi J, Loudon T, Kache, S, Rassbach C, Gribben V, Peterson J, Blankenburg R. Building Scholarly Concentrations in Your Program: Developing Innovative Curricula in Advocacy, Global Health, Medical Education and Quality and Performance Improvement. Association of Pediatric Program Directors (APPD) Conference. New Orleans, LA, March 2016.
11. Boslett B, Chin-Hong P, Teherani A, Deitz J, Nandagopal K, Prober C, Lucey C, Schwartz B. Evaluation of a pilot flipped-classroom pre-clinical medical student microbiology curriculum: A multi-institution collaboration. In *Open Forum Infectious Diseases* 2015 Dec 1 (Vol. 2, No. suppl 1, pp. S167-S167). Oxford University Press.

12. Bouwmeester RAM, De Kleijn RAM, Van Den Berg LET, ten Cate O, Van Rijen HVM, Westerbeld HE. Challenges and Opportunities of Blended Learning Expected and Experienced By Teachers (Paper Presentation). Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
13. Brock T, Deguia M, Apollonio De, Heilman J, Azzam A. Editing Medicines-Related Wikipedia Pages: Helping Others While Learning. Life Long Learning in Pharmacy 11th International Conference. Split, Croatia, January 2016.
14. Brock T, Whitaker E, Heilman J, Apollonio De, Azzam A. Editing Medicines-Related Wikipedia Pages: Helping Others While Learning. Monash Pharmacy Education Symposium. Prato, Italy, July 2015.
15. Brock T. A Flipped Pharmacy Student-Led Pharmacology Course for Physiotherapy Students: Trading Medicines Information for Flexibility. Monash Pharmacy Education Symposium. Prato, Italy, July 2015.
16. Brock T. Are Our Graduates Ready for Practice? 41st National Conference of the Society of Hospital Pharmacists of Australia. Melbourne, Australia, December 2015.
17. Brock T. Community Pharmacy Dispensing Simulation Software Roll Out Across 3 International Schools of Pharmacy. American Association of Colleges of Pharmacy Annual Meeting. National Harbor, MD, July 2015.
18. Brock T. Embedding Leadership, Mentoring, Recognition and Professional Development into Pharmacy Curricula. Monash Pharmacy Education Symposium. Prato, Italy, July 2015.
19. Brock T. Interprofessional and Transformative Pharmacy Education: A New Beginning. 75th Annual Congress of the International Pharmaceutical Federation. Dusseldorf, Germany, October 2015.
20. Brock T. Interprofessional Jewels: Rethinking What's Precious and Semi-Precious. 41st National Conference of the Society of Hospital Pharmacists of Australia. Melbourne, Australia, December 2015.
21. Brock T. Otters, Elephants, Mobile Phones, and Empty Tins: Global Change Agents for Interprofessional Education. Stanford MedicineX Conference. Palo Alto, CA, September 2015.
22. Brock T. What Do We Mean By Pharmacy Leadership? How Can Science and Practice Be Connected? 75th Annual Congress of the International Pharmaceutical Federation. Dusseldorf, Germany, October 2015.
23. Burke C, Benfield J, Corral J. Let's Innovate: Looking Beyond Flipped Classrooms At Educational Innovations From Other Disciplines. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
24. Burke C. Engage Your Online Learner: Instructional Design Best Practices. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
25. Carley A. Using Case-Based Strategies to Engage and Support Student Learning. National Advanced Practice Neonatal Nurses Conference. San Diego, CA, April 2016.
26. Chang, S, Stern N, Vener, M. Mo' Bro? Recruiting and Retaining Men in UCSF Family Medicine Programs. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
27. Cheifetz C, Molitor J, Banh K. I See Red! You See Blue! Fighting the Political Divide Between Regional and Central Campuses. Group on Regional Medical Campuses Spring Meeting. Washington, DC, March 2016.
28. Chen HC, McNamara M, Teherani A. Entrustable Professional Activities Versus Traditional Performance Ratings for the Assessment of Early Medical Students. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
29. Chen HC, ten Cate O, O'Sullivan P, Boscardin C, Eidson-Ton S, Basaviah P, Woehrl T, Teherani A. Student Goal Orientation, Perceptions of Early Clinical Experiences and Learning Outcomes. Association of American Medical Colleges (AAMC) Medical Education Meeting. Baltimore, MD, November 2015.
30. Chou CI, Ainsworth A, O'Brien B. Conflict Management By Physician and Nurse Practitioner Trainees. International Conference on Communication in Healthcare. New Orleans, LA, October 2015.
31. Connor D. Utilizing the Journal of General Internal Medicine's Exercises in Clinical Reasoning Series to Make the Invisible Visible. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
32. Corral J, Jones S, Loeser H. What Does It Take to Cultivate the Next Generation of Educational Scholars? Designing Frameworks for Successfully Supporting the Developmental Trajectory of Medical Educators. American Association of Medical Colleges (AAMC) Medical Education Annual Meeting. Baltimore, MD, November 2015.
33. Cronin M, Garcia-Grossman I, Wormley K, Vandermeer J, Salazar R, Satterfield J, Kruidering M, Crawford J, Masters S, Adler S. Curriculum-Based Strategies to Promote Medical Student Competency in Diversity and Inclusion. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
34. Day A, Julian K. Institutional Data Collection, Analysis, and Presentation. American Association of Medical Colleges (AAMC) Group on Residency Affairs. New Orleans, LA, May 2016.
35. De Lisser R, Loukes F, Linn J. Recovery to Practice. Integrating Recovery Principles in Psychiatric Mental Health Nursing. American Psychiatric Nurses Association Annual Conference. San Diego, CA, October 2015.
36. Defries T, Borno T, Keller D, Jain S. Training Physicians to Perform Medical Evaluations of Asylum Seekers. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
37. Donawa A, Peters T, Snead A, Chronopoulos S. Grand Rounds in the 21st Century: Fixing the Historical Model Panel Presentation. CMEpalooza. Online, October 2015.

38. Donesky D, Reid T, Joseph D, Anderson W. TeamTalk: Interprofessional Team Development and Communication Skills Training. Hospice and Palliative Nurses Association Annual Assembly. Chicago, IL, February 2016.
39. Duijn CCMA, Bok GJ, ten Cate O, Mandoki M, Kemer WDJ. Entrustable Professional Activities in Competency-Based Veterinary Education. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
40. Fall L, Fulton TB, Poznanski A, Wilson-Delfosse A. Trust Me, I Know My Science! Leveraging Basic Science Understanding to Assess Entrustable Clinical Decision-Making. International Association of Medical Science Educators (IAMSE) Conference on Medical Education. Leiden, Netherlands, June 2016.
41. Feldman M. Behavioral Health Integration: A Descriptive Analysis of Electronic Consultation From Primary Care to Psychiatry. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
42. Fernandez A. An Innovative Academic Career Program for UIM Students. American Association of Medical Colleges (AAMC) Medical Education Annual Meeting. Baltimore, MD, November 2015.
43. Ferrone M, Holle L, Fitzgerald J, Costelloe M, Sewell K, Brock T. International Deployment of A Virtual Dispensing Simulator Supporting Pharmacy Education. American College of Clinical Pharmacy Annual Meeting. San Francisco, CA, October 2015.
44. Fitzsimmons A, O'Brien B, Wamsley M, Weppner B. Lost in Translation: Faculty Development for Communicating Concepts in Interprofessional Education. Collaborating Across Borders V Conference. Roanoke, VA, October 2015.
45. Fitzsimmons A, Ovitt D, Ferrier R, Spates B, and Lee J. Self-Confidence and Preparedness for Inpatient Clinical Experiences for First Year DPT Learners after a Longitudinal Integrated Clinical Experience. Physical Therapy Association Combined Sections Meeting. Anaheim, CA, February 2016.
46. Gomez I, Hughes S, Sherriffs A, Ikawa J. Innovative Faculty Development using Objective Structured Teaching Exercises (OSTE). Macy Regional Conference on Innovations in Graduate Medical Education. San Francisco, CA, March 2016.
47. Gottlieb L, Kuo A, Marbin J, Rothstein J, Whetstone S, Wilson E, Whittle A, Wortis N. Step Up: Interdepartmental GME Training in Health Equity. Macy Regional Conference on Innovations in Graduate Medical Education. San Francisco, CA, March 2016.
48. Gottlieb L, Wortis N, Mooney C. From Learners to Leaders: The Advocacy, Community Engagement, Quality Improvement and Leadership Academy (ACQILA). Macy Regional Conference on Innovations in Graduate Medical Education. San Francisco, CA, March 2016.
49. Grazzotin R, Curtis DA. Student Confidence on Multiple Choice Questions in Endodontics: Are there More Misconceptions in Action Questions Or Knowledge? European Society of Endodontology (ESE) Biennial Congress. Barcelona, Spain, September 2015.
50. Guerra JJ, Jackson AV, Lager JC, Beld M, Lusinchi DP. Undergraduate Research Internship/Pre-Med Enrichment Program: A Partnership of University of California, San Francisco, and Kaiser Permanente to Increase Applicant Diversity for Medical Schools. 82nd Annual Meeting of the Pacific Coast Obstetrical and Gynecological Society. Honolulu, HI, September 2015.
51. Hauer KE, Boscardin C, Fulton TB, Lucey C, Oza S, Teherani A. Using a Curricular Vision to Define Entrustable Professional Activities for Medical Student Assessment. American Association of Medical Colleges (AAMC) Medical Education Annual Meeting. Baltimore, MD, November 2015.
52. Hauer KE, ten Cate O, Boscardin CK, Holmboe ES, Baron RB, O'Sullivan PS. Ensuring Resident Competence: A Qualitative Study of Group Decision-Making to Inform the Work of Clinical Competency Committees. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
53. Hauer KE, ten Cate O, Boscardin CK, O'Sullivan PS. Evaluating Clinical Trainees in the Workplace. on Supervision, Trust and the Role of Competency Committees (Oral Presentation). Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
54. Held M, Long M, Hammond B, Gibbs K, Weinstein A, Grant-Guimaraes J. We've Identified the Problem! Workshop Developing a Pediatric Pre-Clerkship Curriculum. Council on Medical School Education in Pediatrics (COMSEP) Annual Meeting. Saint Louis, MO, April 2016.
55. Henderson D, White-Davis T, Saba GW, Ring J, Fraser K, Ferguson W, Edgoose J, Speights JB, Rodgers R, Wu D, Saint-Hillaire L. Teaching About Racism in the Context of Persistent Health and Healthcare Disparities: How Educators Can Enlighten Themselves and their Learners. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
56. Holmes A, Long M, Rassbach C, Rosenthal J. Stop Lecturing Me! Incorporating Active Learning Strategies into Your Teaching. Pediatric Hospital Medicine (PHM) Meeting. San Antonio, TX, July 2015.
57. Holmes A, Weinstein A, Ravid N, Long M, Rassbach C. Stop Lecturing Me! Incorporating Active Learning Strategies into Your Teaching. Pediatric Academic Societies (PAS) Meeting. Baltimore, MD, April 2016.
58. Hyland K, Hermiston M, Oakes SA, Stewart C, Trojnar M, Hauer K, Boscardin C, Brondfield S, Strewler G, Chen HC. Developing an Inquiry Habit of Mind in Medical Education. Association of Professors of Human and Medical Genetics (APHMG) Annual Meeting. Tucson, AZ, May 2016.

59. Hyland K, Hermiston M, Oakes Sa, Stewart C, Trojnar M, Hauer K, Boscardin C, Brondfield S, Strewler G, Chen HC. Developing an Inquiry Habit of Mind in Medical Education. International Association of Medical Science Educators (IAMSE) Conference on Medical Education. Leiden, Netherlands, June 2016.
60. Hyland K, Hermiston M, Oakes Sa, Stewart C, Trojnar M, Hauer K, Boscardin C, Brondfield S, Strewler G, Chen HC. Developing an Inquiry Habit of Mind in Medical Education. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
61. Imhof S, Chen HC. Feedback Tool on Competencies in Adjusted Context of Cataract Surgery. Nederlands Oogheelkundig Gezelschap (Dutch Ophthalmological Society). Maastricht, Netherlands, 2016.
62. Irby DM. Dueling Frameworks on Professionalism: Parting the Clouds. Symposium on Advances in Health Professions Education Research and Development. University Medical Center Utrecht. Utrecht, Netherlands, September 2015.
63. Jain S, Azari S. Building the Workforce: Grant Funding to Expand an Underserved Primary Care Medicine Track At San Francisco General Hospital. Macy Regional Conference on Innovations in Graduate Medical Education. San Francisco, CA, March 2016.
64. Joyce E, Kruidering M, O'Sullivan P, Lelkes E. Maximizing Opportunities to Integrate Basic Science in the Clinical Setting. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
65. Kinman R, Yang S. Educational Gymnastics: Utilizing Google Plus Communities and Google Drive to Flip the Medical Education Classroom. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
66. Kinman R, Yang S. Teaching Teens and Pediatric Residents through Partnership: A Constructivist Approach to Learning At a High School in Fresno, Ca. Macy Regional Conference on Innovations in Graduate Medical Education. San Francisco, CA, March 2016.
67. Kinman R, Yang S. Teaching Teens and Pediatric Residents through Partnership: Utilizing a Constructivist Approach to Improve Adolescent Health While Building Self-Efficacy and Promoting Social Justice. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
68. Kinman R, Yang S. Teaching Teens and Pediatric Residents through Partnership: Utilizing a Constructivist Approach to Improve Adolescent Health While Building Self-Efficacy and Promoting Social Justice. Pediatric Academic Societies (PAS) Meeting. Baltimore, MD, April 2016.
69. Kruidering M, Vandermeer J. Improving the Effectiveness of Flipped Classroom Sessions (Workshop). Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
70. Kruidering M. Critical Reflection in Medical Education. International Association of Medical Science Educators (IAMSE) Conference on Medical Education. Leiden, Netherlands, June 2016.
71. Kryzhanovskaya I, Cohen B, Kohlwes J. Factors Associated with a Career in Primary Care Medicine: Relationships Matter. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
72. Kwan D, Sawtelle S, Afarian H, Comes J. From Epic Failure to Epic Win: Automated Resident Procedure Tracking. Society of Academic Emergency Medicine (SAEM) Annual Meeting. New Orleans, LA, May 2016.
73. Kwan D, Sawtelle S, Afarian H, Comes J. From Epic Failure to Epic Win: Automated Resident Procedure Tracking. Council of Residency Directors in Emergency Medicine (CORD EM) Academic Assembly. Nashville, TN, April 2016.
74. Lai C, Wheeler M, Dhaliwal G, Hauer KE. Individualizing Remediation for Medicine Subinterns: A Competency-Based Medicine Remediation Subinternship. Clerkship Directors of Internal Medicine (CDIM) National Meeting. Atlanta, GA, October 2015.
75. Lo D, Lucatorto R, Abrams J, Bourdet S, Stebbins M, Rivera JA, Chang A. Interprofessional Workshop on Hospital Discharge Safety for Older Adults. American Geriatrics Society Annual Scientific Meeting. Long Beach, CA, May 2016.
76. Long M, Blankenburg R, Black N, King M, Ottolini M, Maniscalco J, Black E, Fromme B. National Faculty Development Program Shows Promise in Helping Clinicians Develop Clinical Teaching Skills. Pediatric Academic Societies (PAS) Meeting. Baltimore, MD, April 2016.
77. Lurie B, Eckstrand K, Shumer D, Belkind U, Rosenbluth G. It Gets Better: Promoting Safe and Supportive Healthcare Environments for Sexual Minority and Gender Non-Conforming Youth. Pediatric Academic Societies (PAS) Meeting. Baltimore, MD, April 2016.
78. Lurie B, Eckstrand K, Shumer D, Belkind U, Rosenbluth G. Workshop - It Gets Better: Promoting Safe and Supportive Healthcare Environments for Sexual Minority and Gender Non-Conforming Youth. Pediatric Academic Societies (PAS) Meeting. Baltimore, MD, April 2016.
79. Manesh RS, Connor D, Hamel D, Dhaliwal G, Kohlwes J. Exercises in Clinical Reasoning: From Print to Rounds. Diagnostic in Error Medicine. Diagnostic Error in Medicine 8th International Conference. Washington, DC, September 2015.
80. McKinney K, Myers J, Rosenbluth G, Tad-Y D, Arora, V. Aligning the Clinical and Educational Missions for GME to Improve the Clinical Learning Environment. American Association of Medical Colleges (AAMC) Integrating Quality Meeting. Chicago, IL, June 2016.
81. Mooney C, Gottlieb L, Wortis N. From Learners to Leaders: GME Advocacy, Community Engagement, Quality Improvement and Leadership Academy at the University of California, San Francisco. Society of Teachers of Family Medicine (STFM) Conference of Medical Student Education. Phoenix, AZ, January 2016.

82. Muratore S, Kim M, Olasky J, Campbell AR, Acton R. Basic Airway Skills Acquisition Using the American College of Surgeons/Association for Surgical Education Medical Student Simulation-Based Surgical Skills Curriculum: Initial Results. Association for Surgical Educators (ASE) Annual Meeting. Boston, MA, April 2016.
83. Narayana S, Rajkomar A, Harrison JD, Valencia V, Dhaliwal G, Ranji S. Post-Discharge Follow-Up: An Educational Intervention to Enhance Clinical Reasoning. Innovations in Medical Education. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
84. Nemer J. NorCal Simwars Educational Series. Stanford University. Palo Alto, CA, February 2016.
85. Nemer J. Procedural Cadaver Lab: Life Saving Procedural Skills. American College of Emergency Physicians (ACEP) Scientific Assembly. Boston, MA, October 2015.
86. Nye H, Chang A. Co-Manage, Co-Educate: Hospitalists as Conduits for Early Systems & Interprofessional Learning on Surgical Teams (Innovations Poster). Society of Hospital Medicine (SHM) Annual Meeting. San Diego, CA, March 2016.
87. Nye H, Finlayson E, Schroeder Ns, Kaplan J, Dang A. Beyond Scalpels & Sutures: Interprofessional Surgery-Medicine Systems Immersion for Students(Poster). Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
88. Nye H. Emerging Opportunities: Successful Medicine-Surgery Partnerships in Medical Education. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
89. Nye He, Finlayson E, Schroeder Ns, Kaplan J, Dang A. Emerging Opportunities: Successful Medicine-Surgery Partnerships in Medical Education. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
90. O'Brien B, Myers K, Chou C. How Trainees Respond to Challenging Interprofessional Communication: A Qualitative Study to Identify Training Opportunities Related to Conflict-Oriented Communication. Collaborating Across Borders V Conference. Roanoke, VA, October 2015.
91. O'Brien B, Shunk R, Van Schaik S. What Makes a Good Team? An Exploratory Study of Variation in Teamwork Perceptions Among Team Members. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
92. Olasky J, Kim M, Muratore S, Campbell AR, Acton R. ACS/ASE Medical Student Simulation-Based Surgical Skills Curriculum Study: Implementation Phase. Association for Surgical Educators (ASE) Annual Meeting. Boston, MA, April 2016.
93. Papadakis M. How to Publish Education Research. Association of University Anesthesiologists. San Francisco, CA, May 2016.
94. Perkins J, Saeed S. Treating Today's Medically Complex Patients a Cross-Departmental Approach to Train Students and Faculty. American Dental Education Association Commission for Change and Innovation. New Orleans, LA, June 2016.
95. Peters H, Maaz A, Hozhausen Y, Chen HC, ten Cate O, Wisman-Zwarter N, Hoff R. Design and Implementation of Entrustable Professional Activities for Translating Competency-Based Education into Practice. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
96. Peterson A. A Supportive Psychotherapy Course and Counseling Self-Efficacy. Association for Academic Psychiatry Annual Meeting. San Antonio, TX, September 2015.
97. Phoenix B, De Lisser R, Miller A. The Clinician Educator: A New Model of Academic-Practice Partnership for Training NP's. American Psychiatric Nurses Association. Orlando, FL, October 2015.
98. Portillo CJ, Stringari-Murray S, Fox CB, Monasterio E, Rose CD. UCSF School of Nursing HIV/AIDS Primary Care Capacity Program. 28th Annual Conference of the Association of Nurse in AIDS Care. Chicago, IL, October 2015.
99. Rennke S. Early Career Hospitalists Should be able to Identify Clinical Hospital Medicine Competencies to Inform Faculty Development and Evaluation. Society of Hospital Medicine (SHM) Annual Meeting. San Diego, CA, March 2016.
100. Rennke S. Got SDM? A Multimodal Intervention to Improve Shared Decision-Making During Inpatient Rounds on Medicine and Pediatric Services. Society of Hospital Medicine (SHM) Annual Meeting. San Diego, CA, March 2016.
101. Rennke S. Med Rec: A Skills-Based Curriculum on Medication Management to Embed First Year Medical Students on the Wards. Society of Hospital Medicine (SHM) Annual Meeting. San Diego, CA, March 2016.
102. Rennke S. Re-Bootting Faculty Development: Implementing a Faculty Boot Camp for New Faculty. Society of Hospital Medicine (SHM) Annual Meeting. San Diego, CA, March 2016.
103. Resnick C, Nithman R, Kirsch N, Fitzsimmons A, Brown D. Preparing Students for Interprofessional Collaboration. American Physical Therapy Association Educational Leadership Conference. Baltimore, MD, October 2015.
104. Rivera J. Don't Follow the Leader: Problematic Behaviors in an Interprofessional Standardized Patient Exercise. Collaborating Across Borders V Conference. Roanoke, VA, October 2015.
105. Ruddick V, Nishimura H, O'Sullivan PS. Teach for UCSF: Encouraging Educational Skills Development in Faculty and Trainees. World Congress on Continuing Professional Development. San Diego, CA, March 2016.
106. Saba, GW. Speed Mentoring. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.

107. Santhosh L, Schwartz BS, Chin-Hong PV. "Building Blocks" of Anti-Retrovirals: Development, Implementation & Evaluation of a Novel Curricular Tool to Teach Trainees about HIV Therapeutics. ID Week. San Diego, CA, October 2015.
108. Sawtelle S, Bengiamin D, Maxwell S. Patient Safety in Emergency Medicine: An Inter-Professional Curriculum using Simulation. California's Macy Regional Conference on Innovations in GME. San Francisco, CA, March 2016.
109. Schneider A, Asher E, Cartwright J, Chow J, Lee E, Nordstrom M, Schwarz M, Zarin-Pass M, Mazotti L, Riegels N. Listening Beyond Auscultating: A Quality Initiative to Improve HCAHPS Communication Scores. American Federation for Medical Research Western Regional Meeting. Carmel, CA, January 2016.
110. Scott T, Haney J. Clinical Learning in Practice Sessions. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
111. Senter S. Injecting Musculoskeletal Procedural Skills into a Primary Care Curriculum: The Resident Injection Clinic. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
112. Senter S. Ortho To-Go: The UCSF Musculoskeletal Physical Exam App (Poster). Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
113. Seol A, Brondfield S, Teherani A, Hyland K, Hsu G. Capturing How Medical Students Integrate Interdisciplinary Content Using Concept Maps. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
114. Sharpe B. Attending 101 Workshop. Society of Hospital Medicine (SHM) Annual Meeting. San Diego, CA, March 2016.
115. Sharpe B. From Mini-Me to Yao Ming: Psychological Size as a Chief Resident. Association of Program Directors in Internal Medicine (APDIM) Chief Resident Meeting. Las Vegas, NV, April 2016.
116. Soep J, Bettin K, Murray B, Long M. Education in Pediatrics Across the Continuum: Update At General Session. Association of American Medical Colleges (AAMC) Medical Education Meeting. Baltimore, MD, November 2015.
117. Stanley M, O'Brien BC, Jain S, Kohlwes J. Is Training in a Primary Care Internal Medicine Residency Program Focused on Underserved Populations Associated with an Increased Rate of Practicing with an Underserved Population? A Cross Sectional Analysis of a 10-Year Cohort. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
118. Steinauer J. Caring for Challenging Patients: Teaching Self-Awareness, Empathy and Professionalism. Center for International Reproductive Health Training. Vancouver, BC, Canada, October 2015.
119. Steinauer J. Ensuring Leadership in Family Planning and Safe Abortion: The Role of Medical Education. International Federation of Gynecology and Obstetrics (FIGO) World Congress. Vancouver, BC, Canada, October 2015.
120. Steinauer J. Outpatient Management of Early Pregnancy Loss (EPL) Including Incomplete Abortion. International Federation of Gynecology and Obstetrics (FIGO) World Congress. Vancouver, BC, Canada, October 2015.
121. Steinauer J. Partial Participation and Abortion Training in Residency: A Structure for Optimizing Learning and Clinical Care. Association of Professors of Gynecology and Obstetrics APGO/CREOG Annual Meeting. New Orleans, LA, March 2016.
122. Steinert Y, O'Sullivan PS, Irby DM. Faculty Development in the Health Professions: Best Practices and Future Trends, Symposium on Faculty Development. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
123. Stetson G, Vandermeer J, Burke C, Sharpe B, Harleman E. Educating Interns 2.0: Using a Blended Learning Model in the Internal Medicine Core Curriculum. Macy Regional Conference on Innovations in Graduate Medical Education. San Francisco, CA, April 2016.
124. Steven L. Report from the Frontline: Care Quality Initial Rollout. Health Information Management Systems Society. Las Vegas, NV, February 2016.
125. Stringari-Murray S. Train the Trainer: Preparing Nurse Practitioner Faculty to Train the Next Generation of HIV (Invited Podium Presentation. National Organization of Nurse Practitioner Faculty Annual Meeting. Seattle, WA, April 2016.
126. Surjadi M, Stringari-Murray S, Saxe J. Incorporation of Entrustable Professional Activities into an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Education. Western Institute of Nursing Research Conference. Anaheim, CA, April 2016.
127. Symkowick M, Shaver J, Kullar R. Teaching for a Modern Practice: A Virtual Medicine Curriculum. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
128. Symkowick M, Shaver J. Who's on My Team: Orienting Residents to Team Based Care through Interdisciplinary Teaching Sessions. American Academy of Family Physicians Residency Program Solutions National Conference. Kansas City, MO, April 2016.
129. Tabas JA, Rosenbluth G, Bernal J, Baron R. Award Credit Where Credit Is Due: Alignment of UCSF's Maintenance of Certification Part IV Approval Program and the Resident and Clinical Fellow Quality Improvement Incentive Program. Forum on Organizational Quality Improvement. Rosemont, IL, May 2016.
130. Tabas JA, Rosenbluth G, Bernal J, Baron R. Award Credit Where Credit Is Due: Alignment of UCSF's Maintenance of Certification Part IV Approval Program and the Resident and Clinical Fellow Quality Improvement Incentive Program. World Congress on Continuing Professional Development. San Diego, CA, March 2016.

131. Tad-Y D, Arora V, Myers J, Rosenbluth G. Aligning Graduate Medical Education with Hospital Quality & Safety: Lessons Learned From Four Institutions Across the Country. Accreditation Council for Graduate Medical Education (ACGME) Annual Meeting. Washington, DC, February 2016.
132. ten Cate O, Van Der Schaaf M, Holmboe E, Warm E, Spickard III. The Potential of Big Data and Learning Analytics to Serve Feedback, Assessment and Entrustment Decision-Making for Training in the Workplace. Symposium. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
133. ten Cate O. Metaphors of Workplace Learning in Clinical Medicine. Symposium Perspectives on Workplace Learning. Netherlands Association for Medical Education (NVMO). Rotterdam, Netherlands, November 2015.
134. ten Cate, O. Combining Quality and Quantity of Motivation in Understanding the Academic Performance of Medical Students. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
135. Van Den Broek S, Querido S, Wijnen-Meijer M, Van Dijk M, ten Cate O. How Students Come to Think, Act and Feel Like a Physician: Factors Affecting Professional Identity Formation During Medical School. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
136. van Schaik S, Chang A, Fogh S, Haehn M, Lyndon A, O'Brien B, O'Sullivan P, Ranji S, Rosenbluth G, Sehgal N, Tabas J, Baron RB. Jumpstarting Faculty Development for Teaching Quality Improvement and Patient Safety: A Team-Based Approach. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
137. van Schaik S, Tabas J, Baron B. Jumpstarting Faculty Development for Quality Improvement. Word Congress on Continuing Professional Development. San Diego, CA, March 2016.
138. Vandermeer J, Burke C. Can All Teachers Khan? A Faculty Development Strategy to Support Instructors in Creating Effective Video Lessons. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
139. Vener M, Rydell T, Wilson E, Schillinger E. From Insights to Action: Students Add Value and Inspire Primary Care Innovations through Post Family Medicine Clerkship Feedback. Society of Teachers of Family Medicine (STFM) Conference of Medical Student Education. Phoenix, AZ, January 2016.
140. Vener M. From Insights to Action: Students Add Value and Inspire Primary Care Innovations through Post-Family Medicine Clerkship Feedback. Society of Teachers of Family Medicine (STFM) Conference of Medical Student Education. Phoenix, AZ, January 2016.
141. Vener M. Men in Family Medicine: Reaching Male Students Who "Almost" Decide to Match in Family Medicine and Engaging their Interest. Society of Teachers of Family Medicine (STFM) Conference of Medical Student Education. Phoenix, AZ, January 2016.
142. Vo B. A Student-Run Free Clinic: How Involvement Leads to an Educational Experience. Society of Teachers of Family Medicine (STFM) Conference of Medical Student Education. Phoenix, AZ, January 2016.
143. Wamsley M, Dennehey C, Fitzsimmons A, Lee K, Rivera J, Chen A, and Shunk R. Teaching Interprofessional Collaborative Care Skills Using a Blended Learning Approach. Collaborating Across Borders V Conference. Roanoke, VA, October 2015.
144. Wamsley M, Satterfield J, Yuan P, O'Sullivan PS. Efficient and Effective SBIRT Training: A Snowball Implementation Model. Society for Implementation Research and Collaboration. Boston, MA, September 2015.
145. Wamsley M. Don't Follow the Leader: Problematic Behaviors in an Interprofessional Standardized Patient Exercise. Collaborating Across Borders V Conference. Roanoke, VA, October 2015.
146. Wamsley M. Teaching Interprofessional Collaborative Care Skills to Students Using a Blended Learning Approach. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
147. Wamsley M. Teaching Interprofessional Collaborative Care Skills Using a Blended Learning Approach. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
148. Weggemans M, Prakken B, Rosenblum ND, Hafner J, ten Cate O. A Novel Multifaceted Curriculum for Educating Scientists in the Field of Translational Medicine. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
149. Weichenthal L. Developing a Wellness Program for Your Residency. Council of Residency Directors in Emergency Medicine (CORD EM) Academic Assembly. Nashville, TN, April 2016.
150. Welink L, Weggemans M, Van Der Velden S, Van Den Munckhof S, Van Dijk M, ten Cate O. Introducing EPAs in Undergraduate Medical Education: Critical Issues to Consider. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
151. West DC, Boscardin CK, and I-Pass Study Group. Assessment of Patient Handover Skills: Validity Evidence Supporting the Use of a Structured Clinical Observation Tool to Inform Entrustment Decisions. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, August 2015.

152. Westerveld HE, Bannink EA, Bouwmeester RAM, ten Cate O, Van Den Berg IET, De Kleijn RAM. Flip Your Medical Classroom, Good Practice Recommendations. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
153. Wilson E. Faculty Development Intensive: An Academic-Community Partnership. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
154. Wilson E. Insight to Action: Family Medicine Students Add Value and Inspire Primary Care Innovations, Plenary Presentation (Co-Presenter). Society of Teachers of Family Medicine (STFM) Conference of Medical Student Education. Phoenix, AZ, January 2016.
155. Wong M, Lager J, Autry M, Chiang S, Frishman G. Teaching to Operate: Residents as Teachers Curricula with a Surgical Focus From Three Institutions. Association of Professors of Gynecology and Obstetrics (APGO) Annual Meeting. New Orleans, LA, March 2016.
156. Wong M, Lager J, Autry M, Chiang S, Frishman G. Teaching to Operate: Residents as Teachers Curricula with a Surgical Focus. Macy Regional Conference on Innovations in Graduate Medical Education. San Francisco, CA, March 2016.
157. Wong M, Lager J, Autry M. GoPros in the OR. Using Surgical Videos to Improve Resident Education, Debrief, and Nurture Operative Teaching Skills. Association of Professors of Gynecology and Obstetrics (APGO) Annual Meeting. New Orleans, LA, March 2016.
158. Wong M, Lager J, Chen L, Autry A. Teaching to Operate: A Surgically Focused Residents-As-Teachers Curriculum. Macy Regional Conference on Innovations in Graduate Medical Education. San Francisco, CA, March 2016.
159. Wong S, Noonan R, Chen C, Fitzsimmons A. Reduction of Falls in the Inpatient Setting via Evidence-Based Decisions: An Interprofessional, Quality Improvement and Patient Safety Initiative. California Physical Therapy Association (CPTA) Annual Conference. Anaheim, CA, October 2015.

WORKSHOPS

1. Ascher N. Interprofessional Collaboration in Transplantation. Spanish Transplant Society. Santander, Spain, May 2016.
2. Ascher N. Leadership Training Course. Women in Transplantation Developing Leaders Workshop. Boston, MA, June 2016.
3. Ascher N. Career Development Basics for a Successful Career in Transplantation. Women in Transplantation Networking Breakfast. Boston, MA, June 2016.
4. Bachrach L. We Can Do Better: Improving Training of Health Professionals to Recognize and Respond to Child Sex Trafficking. Monterey, CA, November 2015.
5. Baum K, Bucklin B, Headrick L, Van Schaik S. Preparing for the Clinical Learning Environment. American Association of Medical Colleges (AAMC) Medical Education Annual Meeting. Baltimore, MD, November 2015.
6. Bhatnagarl D, Miller C, Winger W, Sankey C, Connor D, Lai C. Read One, Do One, Teach One: Publishing a Clinical Vignette for the Busy Trainee Or Young Physician. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
7. Blankenburg R, Monash B, Yuan P, Harman S, Hilton J, Sakai D, Chua I, Huynh E, Hosamani P, Khan A, Shieh L, Xie L, Satterfield J, Rennke S. Shared Decision Making During Inpatient Rounds: Opportunities for Improvement in Patient Engagement and Communication. Pediatric Hospital Medicine (PHM) Meeting. San Antonio, TX, July 2015.
8. Bogetz A, Abramson E, Winn A, Kuo A, Kuzminksi J, Loudon T, Kache, S, Rassbach C, Gribben V, Peterson J, Blankenburg R. Building Scholarly Concentrations in Your Program: Developing Innovative Curricula in Advocacy, Global Health, Medical Education and Quality and Performance Improvement. Association of Pediatric Program Directors (APPD) Conference. New Orleans, LA, March 2016.
9. Brock T. From Prato to Maryland: Transforming Practice through Global Education Collaboration. American Association of Colleges of Pharmacy Annual Meeting. National Harbor, MD, July 2015.
10. Brock T. The Art of Meetings. 41st National Conference of the Society of Hospital Pharmacists of Australia. Melbourne, Australia, December 2015.
11. Brock T. The Art of Meetings. Monash Pharmacy Education Symposium. Prato, Italy, July 2015.
12. Brock T. Why, How, What: Stories, Game Plans, Models. University of Mississippi. Oxford, MS, April 2016.
13. Brown B. Living Heart: Your Passions: How to Find Them and Live Them in the Real World and How to Re-Enter After a Transformative Experience. Integrative Medicine for the Underserved Conference (IM4US) Conference. Boston, MA, August 2015.

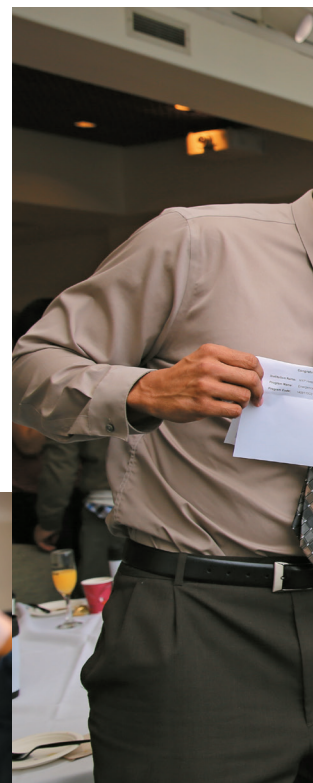
14. Brown B. The Blessing of Burnout: Lemons to Lemonade. Integrative Medicine for the Underserved Conference (Im4us) Conference. Boston, MA, August 2015.
15. Brown N, Elkin D. The Hero's Journey as a Template for Medical Training. Arts and Humanities in Medicine Conference. Cleveland, OH, May 2016.
16. Carley A, Saxe J, Loomis J. Can Simulation-Based Learning Experiences Be Effectively Used in Np Education to Cross the Boundaries Between Knowledge and Competency? National Organization of Nurse Practitioner Faculty (NONPF). Seattle, WA, April 2016.
17. Chang A, Ritchie C, Harper M, Supiano M, Halter J. Critical Skills for Effective Leadership in Aging: Motivating Others and Leading Teams. American Geriatrics Society Annual Scientific Meeting. Long Beach, CA, May 2016.
18. Chou C. Remediation in Medical Education. Weill-Cornell Medical in Qatar. Doha, Qatar, May 2016.
19. Chou C, Davis D. Relationship-Centered Communication. San Mateo County Medical Center. San Mateo, CA, December 2015.
20. Chou C, Lichstein P, O'Neill L. Relationship-Centered Communication. Wake Forest Medical Center. Winston-Salem, NC, November 2015.
21. Chou C, Myers K. Relationship-Centered Communication. Texas Children's Hospital. Houston, TX, June 2016.
22. Chou C, Pearlman E. Advanced Facilitation. New York Presbyterian Hospital. New York, NY, March 2016.
23. Chou C, Pearlman E. Relationship-Centered Communication. International Conference on Communication in Healthcare. New Orleans, LA, October 2015.
24. Chou C, Shochet R. Relationship-Centered Communication. University of Arkansas Medical Center. Little Rock, AR, January 2016.
25. Connor D, Henderson M, Estrada C, Geha R, Manesh R. Exercises in Clinical Reasoning. A Curriculum in Clinical Reasoning Based on the JGIM Series. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
26. Cooke M. The Residency Application Process - Burden and Consequences. New England Journal of Medicine Group Open Forum. Online, February 2016.
27. Crossley J, ten Cate O, Regehr G, Sandars J. Is It Them or Is It Us? Re-Imagining the Undergraduate Curriculum through the Learner's Eyes. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
28. Davis D. Diversity, Inclusion, Bias and Inequity Orientation Innovation in Medical Education. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
29. Davis D. Train the Trainer Program in Relationship Centered Communication Workshop Series. San Mateo Medical Center. San Mateo, CA, December 2015-June 2016.
30. Davis D. Train the Trainer Relationship Centered Communication. AACH MetroHealth. Cleveland, OH, March 2016.
31. Day A, Julian K. Institutional Data Collection, Analysis and Presentation. American Association of Medical Colleges (AAMC) Group on Residency Affairs. New Orleans, LA, May 2016.
32. Dhaliwal G. Morning Report. Alameda County Medical Center. Oakland, CA, December 2015.
33. Dow A, Lockeman K, Rivera J, Wilson R. Defining the Behaviors of Interprofessional Competency. Collaborating Across Borders V Conference. Roanoke, VA, October 2015.
34. Duong D. Career Directions: Changing Roles in Academics - How to Switch Gears. Council of Residency Directors in Emergency Medicine (CORD EM) Academic Assembly. Nashville, TN, April 2016.
35. Eastburn A. Coaching Huddles. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
36. Eastburn A. Panel Management in Interprofessional Setting. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
37. Eckstrom E, Warde C, Rivera J, Tanner I, Luptak M. Communication Strategies to Improve Interprofessional Team Functioning. American Geriatrics Society Annual Scientific Meeting. Long Beach, CA, May 2016.
38. Elkin D. Careers in Medicine: Finding Your Path. 13th Annual Pre-Medical and Pre-Health Professions National Conference, UC Davis. Davis, CA, October 2015.
39. Fall L, Fulton TB, Poznanski A, Wilson-Delfosse A. Trust Me, I Know My Science! Leveraging Basic Science Understanding to Assess Entrustable Clinical Decision-Making. International Association of Medical Science Educators. Leiden, Netherlands, June 2016.
40. Favreau M, Yang S. Reframing Faculty Development Programs as Entrustable Educational Activities. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
41. Figueroa E, Washington J, Brown J, Saba G. Enhancing Mentorship for Underrepresented Minority Family Medicine Faculty. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
42. Fitzsimmons A. Dealing with Bias in Your Career: Tools to Overcome these Challenges. American Association of Anatomists, Experimental Biology Conference. San Diego, CA, April 2016.

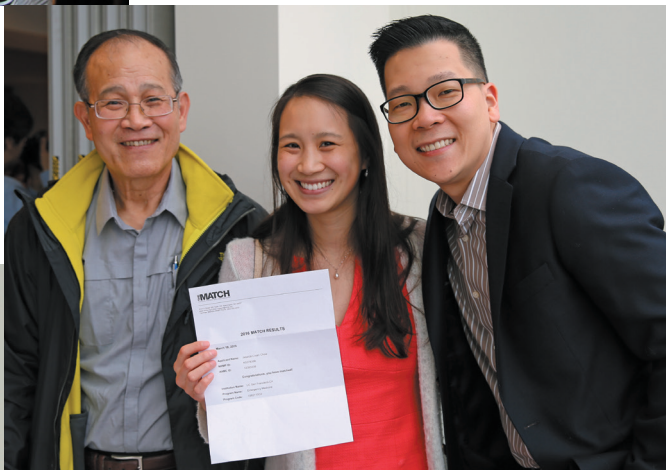
43. Goldfinger SM, Forstein M, Haller E. Beyond the Launching Pad: A Forum for Planning for Life After Residency. American Psychiatric Association Institute for Psychiatric Services. New York, NY, October 2015.
44. Hasser C, Hung E, Stewart C, Weiss A, Williams N, Young JQ. Proposed EPAs for Psychiatry Residency Programs: What they Are and How Can they Be Useful? American Association for Directors of Psychiatry Residency Training. Austin, TX, March 2016.
45. Irby DM. Promoting Educational Scholarship. Northern Ontario School of Medicine. Thunder Bay, ON, Canada, April 2016.
46. Irby DM. Time Efficient Clinical Teaching. Northern Ontario School of Medicine. Thunder Bay, ON, Canada, April 2016.
47. Joyce E, Kruidering M, O'Sullivan P, Lelkes E. Maximizing Opportunities to Integrate Basic Science in the Clinical Setting. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
48. Jull-Patterson D. Whose Ethics Code Is It Anyway? American Psychological Association Division 18: Psychologists in Public Service. San Francisco, CA, April 2016.
49. Kelly T, West DC. And the Survey Says: Designing Surveys to Effectively Measure Outcomes in Educational Programs. Association of Pediatric Program Directors (APPD) Conference. New Orleans, LA, March 2016.
50. Kinman R, Yang S. Educational Gymnastics: Utilizing Google Plus Communities and Google Drive to Flip the Medical Education Classroom. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
51. Kuo AK, Reimschisel T, Dickinson B, Calaman S. Maximizing Who You Bring to the Table: Professional Success through the Myers Briggs Lens. Association of Pediatric Program Directors (APPD) Conference. New Orleans, LA, March 2016.
52. Locicero A, Jull-Patterson D. Enabling Torture: Has Psychology's Ethics Code Done More Harm Than Good? Alliant International University. San Francisco, CA, March 2016.
53. Long M, Blankenburg R. Professionalism: Working with Struggling Learners. Valley Children's Annual Medical Education Development Day. Fresno, CA, May 2016.
54. Lucey CR. Active Management of Professionalism Lapses: Beyond He Said, She Said. NYU School of Medicine. New York, NY, March 2016.
55. Lucey CR. Teaching Clinical Problem Solving. Beyond Read More. Hebrew University. Tel Aviv, Israel, February 2016.
56. Lucey CR. The Art of Meeting. NYU School of Medicine. New York, NY, March 2016.
57. Manesh R, Connor D. Clinical Reasoning Interest Group. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
58. Masters S, Kim S, Wenrich M. Educator Leadership Skills Workshop: Navigating Difficult Conversations. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
59. Masters S. Speed Mentor. American Association of Medical Colleges (AAMC) Medical Education Annual Meeting. Baltimore, MD, November 2015.
60. Mitrovic I. Why and How to Choose Health Care Profession. AMSA Conference, CSU East Bay. Hayward, CA, May 2016.
61. Mitrovic I. Why and How to Choose Health Care Profession. Los Curanderos, Latino Student Organization UC Santa Barbara. Santa Barbara, CA, April 2016.
62. Mitrovic I. Why Medicine. UC Berkeley Annual Pre-Health Conference. Berkeley, CA, February 2016.
63. Mitrovic I. Why Medicine. UC Berkeley Post-Bac Premed AMSA. Berkeley, CA, May 2016.
64. Muller J, Johnson B. Developing and Evaluating a Curriculum. Faculty Development Fellowship Program. Petaluma, CA, 2016.
65. Muller J, Wilson E, Johnson B. Scholarly Writing. Faculty Development Fellowship Program. Petaluma, CA, 2016.
66. O'Brien BC. Qualitative Data Analysis. MERC, University of New Mexico. Albuquerque, NM, January 2016.
67. O'Sullivan PS. Questionnaires and Surveys and Data Management. University of Washington. Seattle, WA, February 2016.
68. Palamara K, Julian K, Laponis R. Efficient and Effective Teaching in the Ambulatory Setting. Association of Program Directors in Internal Medicine (APDIM) National Meeting. Las Vegas, NV, April 2016.
69. Rakofsky J, Zisook S, Young JQ, Glick I. Optimizing Psychopharmacology Training During Residency. American Psychiatric Association Annual Meeting. Atlanta, GA, May 2016.
70. Ramanathan S. Mentorship of the Cataract Surgery Educator. Association of University Professors of Ophthalmology. Fort Lauderdale, FL, January 2016.
71. Remen R. Rekindling the Flame: Discovery Model Approaches in Uncovering Calling and Meaning from the Healer's Art Course. Society of Teachers of Family Medicine (STFM) Conference of Medical Student Education. Phoenix, AZ, January 2016.
72. Rennke S. Attending 101: Everything You Want and Need to Know. Society of Hospital Medicine (SHM) Annual Meeting. Hollywood, FL, March 2016.
73. Rennke S. Empowering Hospitalists to Improve Patient-Centered Care through Shared Decision Making. Society of Hospital Medicine (SHM) Annual Meeting. San Diego, CA, March 2016.

74. Rennke S. Playing in the Sandbox: Understanding How to Capitalize on Your Personality Type for Optimal Collaboration and Career Success. Society of Hospital Medicine (SHM) Annual Meeting. San Diego, CA, March 2016.
75. Sanchez H. Linear on the Fly Testing (LOFT) Workshop. American Association of Colleges of Podiatric Medicine. Arlington, VA, January 2016.
76. Sanders L, Chodos A, Chretien K, Fiellin L, Jain S, Siegel J. Armchair Advocacy: Moving From Patients to Population-Level Policy through the Op-Ed. Society of General Internal Medicine (SGIM) National Meeting. Hollywood, FL, May 2016.
77. Schaff P, Bell P, Ben-Ari R, Crow S, Gaines, Hung E, Swan R. Professional Identity Formation. American Association of Medical Colleges (AAMC) Medical Education Annual Meeting. Baltimore, MD, November 2015.
78. Schwartz B. Beyond Course Evaluations: How Students Can Shape Curriculum Development and Execution. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, CA, April 2016.
79. Schwartz B. Poised for Exponential Impact a New Model for Education Catalyzed By Collaboration, Technology, and the Digital Learner. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, CA, April 2016.
80. Sewell JL, Boscardin C, Young JQ, ten Cate O, O'Sullivan P. Cognitive Load and Procedural Learning in the Professions: Instrument Development and Evidence for Validity. American Educational Research Association (AERA) Annual Meeting. Washington, DC, April 2016.
81. Sewell JL, Boscardin C, Young JQ, ten Cate O, O'Sullivan P. Development of an Instrument to Measure Cognitive Load Among Gastroenterology Fellows Learning to Perform Colonoscopy. American Association of Medical Colleges (AAMC) Medical Education Annual Meeting. Baltimore, MD, November 2015.
82. Sewell JL, Boscardin C, Young JQ, ten Cate O, O'Sullivan P. Freeing Working Memory to Learn Colonoscopy: A Study on Cognitive Load During Colonoscopy Training in a National Sample of Gastroenterology Fellows. American Society for Gastrointestinal Endoscopy Digestive Disease Week Annual Meeting. San Diego, CA, May 2016.
83. Sharpe B. Learning Climate. Stanford Faculty Development Program, Stanford University. Stanford, CA, May 2016.
84. Shore W. Workshop. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
85. Shore WB, Candib L. Story Telling for Family Medicine Faculty in Transitions. Society of Teachers of Family Medicine (STFM) Spring Conference. Minneapolis, MN, May 2016.
86. Simon AB, Catapano L, Hung E. Your Visionary Self, Or How to Not Get Nibbled to Death by Ducks. Association for Academic Psychiatry Association of Psychiatric Residency Training Annual Meeting. Austin, TX, March 2016.
87. Starmer A, Rosenbluth G, Schnipper J, Popa A. Strategies for Implementing a Successful Handoff Program for Hospitalists: Lessons Learned From the SHM I-Pass Mentored Implementation Program. Society of Hospital Medicine (SHM) Annual Meeting. San Diego, CA, March 2016.
88. Summers RF, Young JQ, Scher LM, Cowley D, Rapaport MH. Early Lessons From the Field: Education for Integrated Across the Medical Education Continuum. New York, NY, October 2015.
89. ten Cate O, Englander R, Holmboe E, Minter R. Creating an EPA-Based Curriculum for General Surgery. American Board of Surgery. Philadelphia, PA, June 2016.
90. ten Cate O, O'Sullivan PS. EPAs: Making Entrustment Decisions. International Advanced Assessment Course. London, England, October 2015.
91. ten Cate O, Rogers GD, Durning S, Gibbs T, Dent J, Thomson T. The AMEE Fellowship – Promoting Scholarship and Community. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
92. ten Cate O, Van Loon M, Simonia G. Principles and Practice of Case-Based Clinical Reasoning Education: A Method for Pre-Clinical Students. Association for Medical Education in Europe (AMEE) Annual Meeting. Glasgow, Scotland, September 2015.
93. ten Cate O. Competency-Based Training with Entrustable Professional Activities. AACOM Annual Meeting Post-Conference Workshop. Washington, DC, April 2016.
94. ten Cate O. Competency-Based Training with Entrustable Professional Activities. East Virginia Medical School. Norfolk, VA, April 2016.
95. ten Cate O. Entrustable Professional Activities: How to Establish Summative Entrustment for an EPA. Yale University Medical Education Day. New Haven, CT, May 2016.
96. ten Cate O. Entrustment as Assessment – Recognizing the Ability, the Right and the Duty to Act. Flinders University. Adelaide, Australia, March 2016.
97. ten Cate O. Working with EPAs in Workplace-Based Curricula Workshop. Flinders University. Adelaide, Australia, March 2016.
98. Vaderhobli R. Pathways to Getting Your Licensure in the US. RV Dental College. Bangalore, India, December 2015.

99. van Schaik S, Hermiston M. Collaborating Towards Common Goals: A Comprehensive Program for Fellows Career Development across Subspecialties. Association of Pediatric Program Directors, Fellowship Forum. Baltimore, MD, April 2016.
100. van Schaik S, Tabas J, Baron B. Jumpstarting Faculty Development for Quality Improvement. Word Congress on Continuing Professional Development. San Diego, CA, March 2016.
101. Wamsley M, Fitzsimmons A, Weppner W, Fisher A, Setoff E, Brianza O'Brien BC. Lost in Translation: Faculty Development for Communicating Concepts in Interprofessional Education. Collaboration Across Borders. Roanoke, VA, September 2015.
102. West DC, Kelly T, Balmer D. Designing Surveys to Effectively Measure Outcomes in Research, Education and Quality Improvement Projects. Pediatric Academic Societies (PAS). Baltimore, MD, May 2016.
103. West DC. Designing Surveys to Effectively Measure Outcomes in Research, Quality Improvement, and Education. St. Christopher's Children's Hospital. Philadelphia, PA, October 2015.
104. West DC. The Heart of the Matter: Understanding the Validity of Learner Assessments Designed to Inform Competency and Entrustment Decisions. St. Christopher's Children's Hospital. Philadelphia, PA, October 2015.
105. Wilson E. Step Right Up, Engaging Students in Primary Care Leadership and Innovation. Society of Teachers of Family Medicine (STFM) Conference of Medical Student Education. Phoenix, AZ, January 2016.
106. Wofsy D. Medical Admissions Workshop. San Francisco State University. San Francisco, CA, March 2016.
107. Wong M, Lager J, Autry M, Chiang S, Frishman G. Teaching to Operate: Residents as Teachers Curricula with a Surgical Focus From Three Institutions. Association of Professors of Gynecology and Obstetrics APGO/CREOG Annual Meeting. New Orleans, LA, March 2016.
108. Yang S. Small Group Discussion. Western Group on Educational Affairs (WGEA) Regional Meeting. Tucson, AZ, April 2016.
109. Young JQ, Fiore KA, Chisholm MS, Stagno SJ. Medical Humanities and the Psychiatry Resident: Approaches to Fostering Humanism and Professional Development through Study of the Arts. American Association of Directors of Psychiatric Residency Training Annual Meeting. Austin, TX, March 2016.
110. Young JQ, Gagliardi JP, Kablinger AS, Patel E, Rao V. Principles and Models for Integrating Patient Safety Curricula into Residency Programs. American Association of Directors of Psychiatric Residency Training Annual Meeting. Austin, TX, March 2016.
111. Young JQ, Hasser C, Hung EH, Stewart C, Weiss A, Williams N. Proposed EPAs for Psychiatry Residency Programs: What they Are and How Can they Be Useful. American Association of Directors of Psychiatric Residency Training Annual Meeting. Austin, TX, March 2016.
112. Yukawa M. Structuring Geriatric Education Across the Physician Education Continuum to Create Win-Wins. 13th Annual Reynolds Grantee Meeting. St. Louis, MO, October 2015.
113. Ziv T. Full Spectrum Mentoring: Career Guidance Across the Continuum. California-Hawaii Society of General Internal Medicine (SGIM) Regional Meeting, San Francisco, CA, January 2016.
114. Zonana J, Borcharding B, Young JQ, Zimmerman M. The Academic Hospital Clinic: Adapting to Changing Needs in Patient Care, Residency Training, Regulations, and Reimbursement. American Psychiatric Association Annual Meeting. Atlanta, GA, May 2016.

Match Day '16





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