

# Medical Education

Year in Review Report 2014-2015

Bridges Curriculum Special Edition



**UCSF** School of  
Medicine





Over the past three years, collaborative working groups that have included faculty from all mission areas and other UCSF professional schools; students across all years and programs; residents and fellows from multiple departments; and professional staff have formed, stormed, normed and then performed in an outstanding manner to bring the UCSF Bridges Curriculum to life. We are delighted to share their work with you in this special edition of our UCSF Medical Education Year in Review.

What sense of urgency has served as the North Star to lead us through the inevitable disagreements, debates and compromises to a collaborative conclusion? It is the imperative to educate a generation of physicians that has the drive and skills needed to improve the health of our 21<sup>st</sup> century communities and to alleviate the burden of suffering and illness on individual patients.

### Our timeline tells the story of this work

**In 2012, at our launch retreat entitled “Bridges to Excellence: Doing Our Best, Better,”** we identified the need to build better connections between medical education and the other mission areas. We committed to designing an educational system where students were engaged partners in the care delivery systems in which they learned to care for patients. Ideas launched at this retreat have taken shape in the Clinical Microsystems Clerkship (pp. 7-8).

**In 2013, our retreat was entitled “The Doctors We Want in the Systems We Need.”** We agreed that translating biomedical advances into better care for patients required us to educate physicians who were personally expert in not only understanding and applying today’s knowledge but also in effectively collaborating to deliver the highest quality, most patient-centered health care (p. 13). The creative thinking at this retreat reinforced the need to expand our understanding of what constituted the ‘basic sciences’ of medical education (p. 6) and to ensure that these foundational sciences were threaded throughout the curriculum, not just relegated to the pre-clerkship years. Read more on this strategy (pp. 10-11).

**At our 2014 retreat “Cultivating Inquiry as a Core Ability of the UCSF 21<sup>st</sup> Century Physician,”** we recognized the sage advice of our faculty from the discovery and research mission. Our physician graduates must recognize when solving an intractable problem for

patients or populations requires pushing the boundaries between what is known and not yet known. They also must know how to ask and answer questions using the multiple domains of science that are relevant to solving complex problems like cancer, obesity, and substance abuse. The discourse from this retreat is evident in our Inquiry curriculum (p. 12).

**For our 2015 retreat, “Uniquely UCSF,”** we reviewed the evolution of our curriculum to make sure that the creative work of our teams would fulfill an important premise - you should know a UCSF graduate by the way that physician approaches patients, populations and problems. The assembled UCSF community members reflected on the key values embodied by the history and current work of UCSF School of Medicine:


- an obligation to engage in discovery to advance our understanding of health and illness;
- an awareness of the importance of collaborative work across professions, roles and disciplines to measurably improve our work; and
- an enduring commitment to address the health and health care needs of the most vulnerable patients and populations.

These values are clearly evident in every element of our curriculum and in the UCSF 49: a set of diseases and conditions that all graduates will master.

As this edition goes to press, we are preparing for our next retreat: **“Bridges Curriculum: Land Ho!”** when we will celebrate the amazing work of our community of educators, clinicians, and scientists who have designed a curriculum to educate the *Uniquely UCSF 21<sup>st</sup> Century Physician*: a physician who approaches patients, populations and problems with the habits of mind of inquiry, continuous improvement and health equity.

Many thanks to all who have given so freely of their intellect, creativity and time to advance the education of the next generation of physicians and to optimize the care that their patients will receive.

Warm regards,

A handwritten signature in black ink, appearing to read "Catherine R. Lucey". The signature is fluid and cursive, with the first name "Catherine" being more legible than the last name "Lucey".

Catherine R. Lucey, MD  
Vice Dean for Medical Education

# A New Curriculum for a New Era of Medicine

The new UCSF Bridges Curriculum in the School of Medicine has been designed to enable students to work within complex systems to improve healthcare and advance science for future generations of patients. We will leverage the deep and strong tradition of scholarly work and mentoring at UCSF with the flexibility, infrastructure and inquiry culture afforded by the new Bridges curriculum.

There are two primary curricular strategies:

1. Early longitudinal engagement in clinical teams with a redefinition of clinical skills to include both direct patient care skills as well as systems improvement skills, taught through continuous immersive experiences in clinical microsystems.
2. An inquiry-focused curriculum that emphasizes exploring questions at the frontiers of a diverse set of sciences to advance our understanding of human health and disease.

The Bridges Curriculum will continue teaching students the enduring skills they need to establish compassionate relationships with patients and accurately diagnose and treat illness. In addition, the curriculum will guide students in mastering the emerging physician competencies of scientific inquiry, systems improvement and team-based care to meet the challenges of 21<sup>st</sup> century health care.

This report highlights the work that has been achieved by our community of faculty, partners, students and staff for the 3 curricular phases in the Bridges Curriculum.

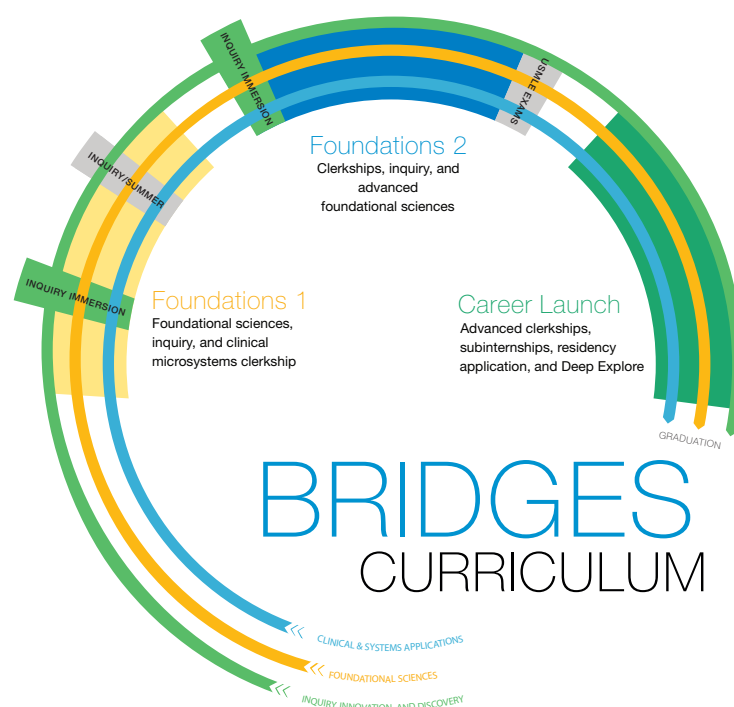


Figure 1: The 3-phase, fully integrated 4-year Bridges Curriculum

## BRIDGES DESIGN AT A GLANCE

The Bridges Curriculum is a three-phase, fully integrated curriculum delivered over four years (figure 1):

**Foundations 1** Students gain foundational knowledge in basic and clinical sciences while building the habits of mind of an inquiring physician, contributing to the health of patients and improving the delivery of health care.

**Foundations 2** During their immersion in team-based clinical settings, students advance their patient care and systems improvement skills while revisiting core concepts in foundational science as they relate to patient care decisions.

**Career Launch** During this individualized phase of the curriculum students choose clinical experiences and a scholarly project aligned with their career goals.

Three curricular elements are woven throughout the phases: foundational sciences, clinical and systems applications, and inquiry activities.



## Foundations 1

Foundations 1 is the first phase of the Bridges Curriculum, based on three main components:

**1. Foundational Sciences** Students draw upon core scientific information and principles to provide the highest quality patient care and to advance health care for future generations. The core scientific information and principles are distributed across six domains of science (figure 3 p.12) that contribute to promoting health and treating diseases of individuals and populations. The foundational sciences curriculum is divided into 9 blocks, three of which are completely new (Health and the Individual, Health and Society, and Data and Reasoning).

**2. Clinical Microsystems Clerkships (CMC)** Students improve patient experience and health care quality while learning and applying clinical skills by entering the workplace as functional team members at the beginning of their training. The CMC is longitudinal, immersive (1 day per week), and authentic (based in clinical microsystems at UCSF, SFGH, and SFVAMC).

**3. Core Inquiry** Students participate in weekly, faculty-facilitated small groups to explore current, complex, and cutting-edge scientific or health care problems through the lens of two or more scientific disciplines. Through this component, students build competency in using inquiry tools from each of the six domains of science.

## HIGHLIGHTS

- In Bridges, some traditional lecture time in the classroom will be “flipped” by packaging content into high quality modular videos, and then using the traditional classroom time for a learning activity where students apply the knowledge they have learned from the module. The Technology Enhanced Education (TEE) team transformed lectures with 57 faculty into approximately 66 hours of video content.
- To inform the new Clinical Microsystems Clerkship (CMC), the Foundations of Patient Care (FPC) team implemented systems improvement and clinic-based learning pilots termed “selectives.” Additionally, eight medical students and two pharmacy students participated through the Curriculum Ambassadors Program in systems-oriented workplace learning at eight different clinical microsystem sites, piloting systems improvement projects and activities that are being considered for use in the new curriculum. *Read student contributions from these pilots on p.8.*
- The Inquiry team piloted an inquiry case within the Brain, Mind and Behavior course. Researchers observed and evaluated this session to inform the development and implementation of the future inquiry curriculum and to inform the needs for future faculty development in the area of inquiry.
- The Assessment team devised a plan that emphasizes continuous assessment of student learning, with rich and frequent individual feedback and the promotion of lifelong learning skills. Assessments planned for Foundations 1 include multiple choice and essay questions, NBME-style practice tests and assessment of small group performance. Assessment weeks will enable students to consolidate, integrate, and apply their knowledge and skills as well as reflect on personal and professional development.



Faculty member Tracy Fulton participates in the pre-production process meeting with Technology Innovations staff to discuss strategies for transforming an in-person lecture to an online format.

## Understanding and Applying Sciences Critical to 21<sup>st</sup> Century Medicine

In Foundations 1, students will learn and apply core concepts in a broadened set of scientific disciplines using the World Health Organization's major causes of morbidity and mortality as an organizational framework. The foundational sciences curriculum will expand the teaching of medicine to prepare students for the day-to-day work of a physician, for example, optimally using electronic health records, measuring and improving patient experience and health care outcomes, and improving population health. Some of the innovative topics and techniques coming to Foundations 1 are highlighted below.

With the expansion of content, there are still the same number of days in medical school. Bridges educators will employ a number of innovative techniques to optimize their time in the classroom by providing a mixture of interactive sessions, including case presentations, small groups, flipped classroom sessions and simulations.

**“We view classroom time spent delivering content as a lost opportunity to have a more meaningful engagement with the students,” says Marieke Kruidering, PhD.**

Students will learn through reading or watching video lectures. When they come to the classroom, they can apply what they have learned, and stretch their knowledge and creativity to the limits of what is currently known—and beyond.

The Bridges Curriculum includes two new courses: one focused on the individual experience of health and illness and one focused on the context of health and health care. Taught from the perspectives of the social and behavioral sciences, the content represents the latest developments in the disciplines of anthropology, ethics, health policy, integrative medicine, psychology, and social epidemiology.

**“The impact of social and structural inequalities on health care, together with social and behavioral factors that are determinants of health outcomes, present ongoing challenges” says Shelley Adler, PhD. “But they also represent key intervention opportunities. Our goals are to prepare future physicians to promote population health and to advance diversity to achieve health equity.”**

## NATION'S FIRST MEDICAL SCHOOL COURSE INTEGRATING INFORMATICS AND CLINICAL REASONING



**Alvin Rajkomar, MD**, helped design the Clinical Reasoning and Data Science core block in Foundations 1. Rajkomar has outlined the main objectives in teaching healthcare science to medical students, with a focus on the electronic health record (EHR). The EHR mediates almost all information flow about patients—notes, results, orders, etc. Examples of these objectives include: 1) understanding how a click in the EHR sets off a chain of

activity in a health system, each part of which can create patient safety opportunities and risks, and can generate data, 2) using the EHR to reveal the physiology of a health system, and 3) harnessing the data generated by EHRs to design improvements to the healthcare system.

**“To enable current medical students to become the leaders of health-care, they must step into the role of the far-future researcher to witness and actively participate in the use of data to understand health and health systems. Once steeped in the culture and promise of data, they will be able to see the invisible strings that connect clunky EHR interfaces to the analysis and apps that will drive new medical advances.”**

**-Alvin Rajkomar, MD**

## Engaging Learners Early in Healthcare Systems

In traditional medical education curricula, students use clinical sites to practice their doctoring skills. For example, a student visits a clinical site a couple of times to find a patient on whom to practice a physical exam. This has resulted in students being viewed as a burden on already busy clinical systems. In the Bridges Curriculum, early learners are embedded into clinical systems with explicit responsibilities to advance the quality, safety and patient experience in that system while they are learning their traditional clinical skills. The longitudinal immersion into a single site allows students to be viewed as a contributing member of a healthcare team and reinforce the concept that there is no education with patients without service to patients.

“Students enter medical school as bright, capable, motivated young people, but they have not been given opportunities to assume ‘authentic’ roles within clinical teams,” says Meg McNamara, professor of pediatrics, and clinical microsystems site director at San Francisco General Hospital.

McNamara is part of a team that, through several pilots, has created activities and roles to engage students in clinical sites by teaching them the basics of systems analysis and letting them observe healthcare systems in action, notice any problems and suggest or devise ways of making improvements. **“One of**

**the things we have been very impressed by with our pilots is that first-year students really are capable of making meaningful contributions to patient care or improving the system of care,”** says McNamara.

“When students observed clinical procedures in action, they were full of thoughts, observations and suggestions about how to make things more patient-centered,” says Rachael Lucatorto, MD, assistant chief of medical service and clinical microsystems site director for San Francisco Veterans Affairs Medical Center. The students readily picked up on poor communication and noticed inefficiencies or lack of patient-centered care around procedures being done for patients.

The fact that early learners have less experience can actually be an advantage. “Without having cultural expectations and being habituated to an environment, the students are especially able to see things that don’t make sense about what we have accepted as non-negotiable ways of doing or as just the way things are,” says Lucatorto.

Both McNamara and Lucatorto emphasize that the student contributions to established healthcare teams does not happen automatically—the students need ongoing mentorship and feedback, and advice about how to operationalize ideas.

**“This is a unique opportunity to push ourselves to learn more about how to formally educate future physicians in systems redesign,”** says Lucatorto. **“We can learn so much from the students about our own systems and how to improve them to deliver better healthcare to patients.”**





## CLINICAL MICROSYSTEMS PILOTS

### Student contributions include:

- A quality improvement project at the SFGH Rheumatology Clinic that reduced the patient no-show rate from 24 percent to 12 percent in just two months
- A standardized screening tool into the electronic health record improving risk factor assessment in a high-risk population by 27 percent
- Patient education materials in five different languages to help tackle low health literacy in underserved populations
- A system improvement for cognitive and depression screening in elderly patients, which is now being rolled out to all the electronic health records in the San Francisco Department of Public Health clinics
- Health coaching for older adults to better prepare them for surgery and improve post-surgical outcomes
- A system that improved communication and raised participation rates in interprofessional rounds from 50-60 percent to 80 percent

## my story



**RACHAEL LUCATORTO, MD** is associate clinical professor and assistant chief of medical service and site director for the Internal Medical Residency Program. She serves as the clinical microsystems site director at San Francisco Veterans Affairs Medical Center.

I got interested in Bridges in part because it combines all of my professional passions: medical education, patient care and system redesign. The more clinical work I do (as well as the more administrative work I do) the more I realize that negative clinical outcomes are rarely the result of a lapse in clinical judgment or decision-making or lack of medical knowledge. Rather, they are often related to some kind of systems issue ... so to deliver safe patient-centered care, we need to understand systems in which we are caring for patients and be able to improve the systems in which we function.

**MEG MCNAMARA, MD** is professor of pediatrics and co-director of Foundations of Patient Care. She serves as the clinical microsystems site director at San Francisco General Hospital.

I have worked with first-year medical students for a long time and I am always struck by how incredibly inspired they are about medicine when they arrive. But there is something about the system in which we train them that sometimes beats the idealism and compassion out of them. I think Bridges is a big step for beginning to retain the idealism. I am excited to see how in Bridges, the emphasis from the start on compassionate communication and empowerment in addressing things that are not working well within the system, will really help keep students inspired and ultimately improve how care is delivered.



\*At the time of publication, two site directors for UCSF Parnassus, Mt. Zion, and Mission Bay were appointed: **Shannon Fogh, MD, assistant professor of radiation oncology** and **Stephanie Rennke MD, associate professor of medicine**.



## Foundations 2

Foundations 2 is the 48-week long phase where students receive their core clerkship training with an emphasis on applying foundational sciences to patient care. In a new model, one day per week will be dedicated to reinforcing and advancing student understanding of foundational science and learning the science of healthcare value.

phase 2

### HIGHLIGHTS

- Clinical experiences in the major specialties of clinical medicine: internal medicine, general surgery, obstetrics/gynecology, pediatrics, anesthesia, neurology, family and community medicine and psychiatry.
- Substantial time for intensive clinical experiences, which are two- to four-week clinical electives that provide opportunities for career exploration in areas other than the core clerkships, or a deeper exploration of a core clerkship specialty.
- Curricular innovations that meaningfully integrate foundational science, inquiry and clinical curricular content in the students' clerkship experiences and prepare them for the licensing exams taken at the end of Foundations 2.
- Longitudinal experiences: One day every other week in Family and Community Medicine clerkship, and one day every-other week to spend on foundational sciences directly related to the students' clinical training.
- In a break from the past, students will take USMLE Steps 1 and 2 exams after their clerkships.



Every physician needs to view medicine as a developing science. They need to learn what today's facts tell us, but also need to learn where our knowledge is still incomplete.

## Bringing Foundational Sciences into the Clinic

Having established the principle of having meaningful integration of foundational sciences into clinical education with the Bridges Curriculum, the challenge for educators is “How?” Patricia Cornett, MD, associate chair of education in the Department of Medicine, is part of a group that is helping to answer that question.



The backbone of Foundations 2 is the idea of consistently building upon what students learn. Specifically, revisiting foundational sciences material repeatedly, and integrating increasingly complex concepts into clinical activities as students progress through training, gives them a deeper understanding of principles over time—an idea known as “spiral learning.”

Students who learn about a disease in their early foundational sciences classes enter their Foundations 2 clinical time and work with patients with that condition. Empirical data from educational science informs us that physicians with a strong foundational understanding of science are more effective at clinical reasoning and problem solving. The spiral learning strategy of the Bridges Curriculum will provide dedicated time to refresh and deepen scientific knowledge during the clerkship years so that clinical learning is always embedded in a framework of the diverse set of sciences that physicians of the 21<sup>st</sup> century will need to solve today’s problems.

To anchor students’ journeys through the Bridges Curriculum, campus leaders have identified core syndromes and disorders—whittled down from hundreds to “the UCSF 49” that are deemed critical for every medical student to comprehend. **“We want our graduates to really understand these syndromes and carry that understanding forth wherever they end up,” says Cornett.** The UCSF 49 will help students to see the networks that interconnect symptoms,

conditions, clinical decision-making and inquiry, and will help create physicians who are continuously integrating their knowledge and optimizing their actions while delivering healthcare.

Cornett says she envisions students integrating science and inquiry with clerkship activities in Foundations 2 as a natural progression. For example, students will learn about the genes that drive a disease, in their foundational sciences classes. Bridges faculty will mentor students to master the genetic knowledge today and to guide them to always seek the next level of understanding.

“The UCSF 49 is going to improve patient care because if you are a patient who has one of these diseases or syndromes you can be assured that the trainee who is taking care of you knows how to approach it holistically from the molecular level to the societal level and everything in between.”

-Gurpreet Dhaliwal, MD

Students will be coached to challenge their own understanding of how this knowledge impacts their care of this patient. Importantly, they also will be expected to challenge the medical profession to explore deeper understanding to help future generations of patients.

An offshoot of keeping inquiry at the forefront and continually revisiting the foundational science underlying clinical disease is that there will be no static curriculum. New discoveries are occurring daily and the curriculum will reflect this dynamic, pushing students to always look forward to what they can discover.

“This is a very different model from when I went to medical school, when we were just told what material to learn. Now we not only want students to understand that there is ongoing learning, but we want them to be involved with it to drive medical fields forward.”

- Patricia Cornett, MD

## TECHNOLOGY HIGHLIGHTS

To support and ensure a successful Bridges Curriculum, the technology group surveyed stakeholders to identify key technology priorities. To meet these priorities, the Technology Enhanced Education (TEE) team provided numerous advancements in the use of novel ways to employ technology in medical education.

Highlights include:

- 100 high quality video lessons (287 modules, for a total of more than 66 hours).
- A video hosting tool that allows tagging of learning content to Bridges themes to enable “spiral learning.”
- A new student dashboard (figure 2) which will provide students and their coaches with a real-time, consolidated view of key performance data.

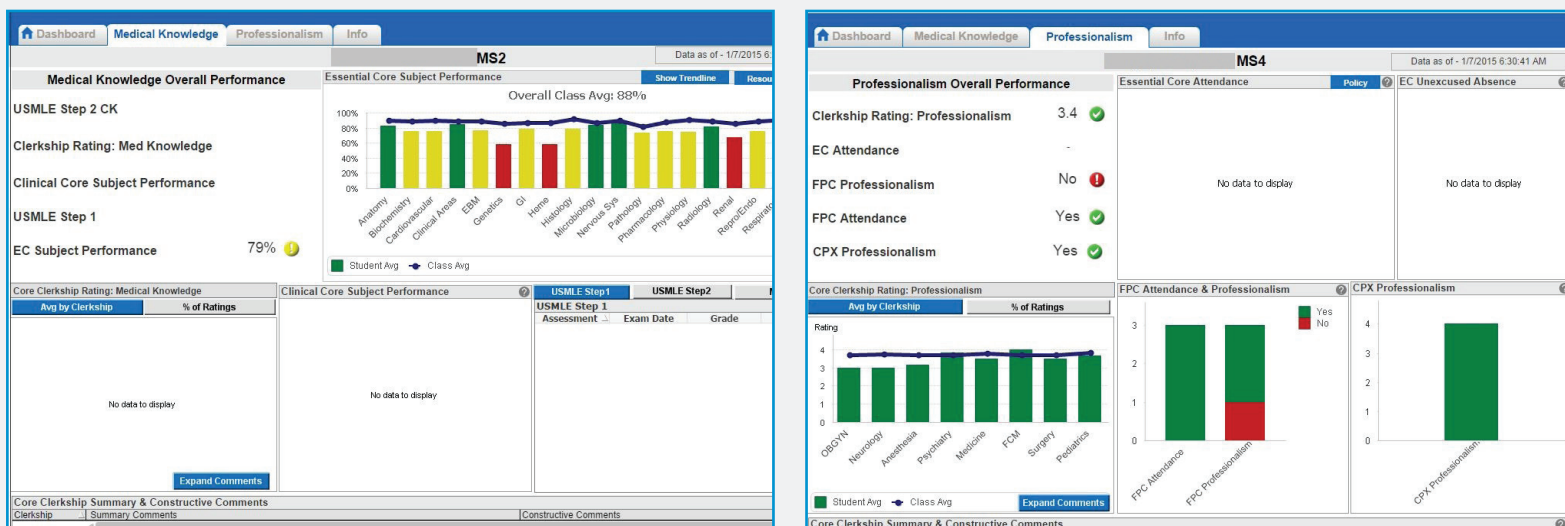
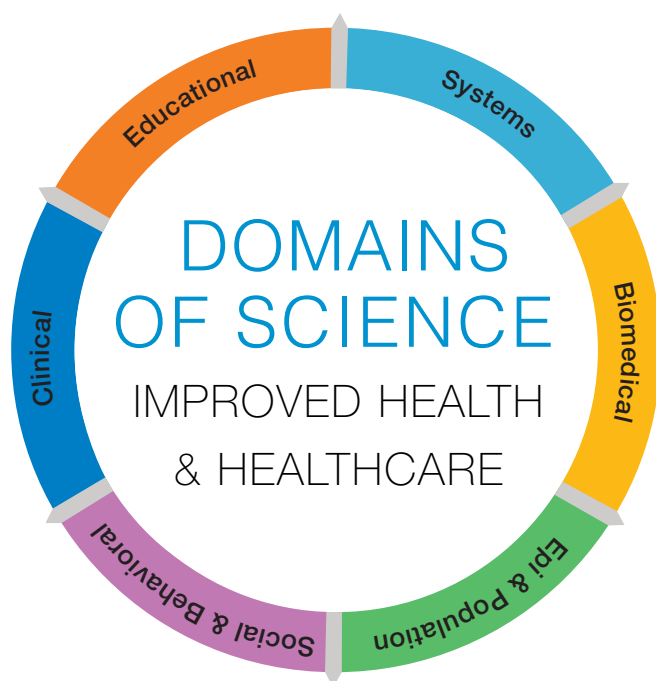


Figure 2: Screenshots of the new Student Dashboard (L-R) Medical Knowledge and Professionalism.



## phase 3

Inquiry is a thread that is woven through all four years, exposing students to questions for which there are not yet any answers, and teaching them how to deal with uncertainty. Inquiry culminates with the completion of a Deep Explore project during Career Launch.



## Career Launch

Career Launch is the final, highly individualized phase lasting 60 weeks. It includes dedicated time for students to complete a scholarly project while they pursue advanced clinical training that prepares them for their chosen career paths.

Inquiry integrates with the curriculum in three ways:

**Core Inquiry** is aligned with the foundational sciences curriculum, continuing into the third and fourth years with a series of inquiry exercises linked to clinical clerkships. Weekly, faculty-facilitated small student groups explore current, complex, and cutting-edge scientific or health care problems through the lens of two or more scientific disciplines, giving students competency in using inquiry tools.

**Inquiry immersion** assists students in building skills in inquiry and scientific teamwork and will identify the scientific domain in which they intend to develop more advanced skills. The main feature of this component will be a variety of two-week mini-courses to explore unsolved real-world healthcare problems in depth. Students from years 1, 2 and 4 work together in peer-to-peer learning, and classes include students from other UCSF professional schools and the graduate division to provide an interprofessional perspective.

**Deep Explore** primarily occurs over 30 weeks of dedicated project time during the Career Launch phase of the curriculum. Students pair with a UCSF faculty mentor to conduct scholarship in basic or clinical science research, community health initiatives, health systems improvements, or population health work in an under-resourced country. Students engage in their own discovery process to develop and disseminate their project results.



Question.  
*discover.*



## Preparing 21<sup>st</sup> Century Faculty

The new concepts introduced in the Bridges Curriculum will require faculty development. Projects have been piloted over the last year to help UCSF educators fully understand the concepts of systems and quality improvement and patient safety, and prepare them to teach its principles in practice.

To jumpstart the overall faculty development in teaching for quality and patient safety, the faculty development lead for Bridges, Sandrijn van Schaik, MD, PhD, associate professor of clinical pediatrics, invited members of the American Association of Medical Colleges (AAMC) to present a day-and-a-half faculty development workshop in January called “Teaching for Quality,” that trained clinical faculty how to effectively teach quality improvement and patient safety to medical students, residents and other clinicians. All of the 34 UCSF participants have embarked upon year-long group educational projects that span the entire breadth of teaching activities.

**“Physicians have been trained as individuals to be excellent in diagnosing and managing our patients, but we haven’t necessarily been trained in how to recognize when our care fails to be excellent, or what to do when we make mistakes, or how to fix a system that doesn’t work. By providing medical students and trainees with a whole new set of skills, we will have a much higher quality healthcare system,” says van Schaik.**

“The skills that faculty need to be thinking about for teaching systems learning are really different from what they would typically do in clinical teaching, such as gradually progressing students through learning how to take a history or do a physical exam,” says education researcher Bridget O’Brien, PhD, associate professor in the department of medicine.

O’Brien’s team has outlined specific guiding principles for faculty and site directors who are going to be providing Clinical Microsystems experiences for students—with an emphasis on authentic contributions within clinical teams and an eye to continuous improvement of care—when Bridges fully launches. The design outlines the nuts and bolts of incorporating medical students into the workplace, beginning with figuring out space for students to work and reaching out to other staff members to help them understand, for example, what a first-year medical student knows. It covers the entire education experience, from what are easy introductory concepts to how to build opportunities for debriefing and reflection.

“Overall, the effort to educate the teachers about systems redesign and quality improvement requires a shifting of mindset to embrace new concepts,” says O’Brien, “but Bridges innovations in faculty development is the key to the ultimate goal of creating engaged physicians of the future.”

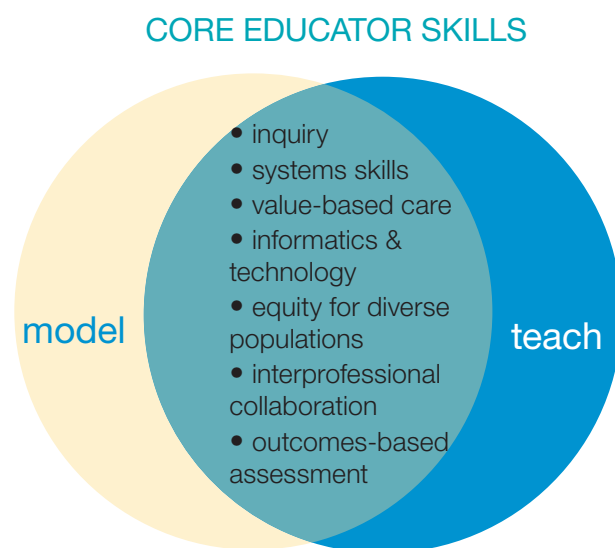


Figure 4: Values and competencies that UCSF faculty can model and teach to shape 21<sup>st</sup> century physicians.

## SUPPORTING A CURRICULAR REDESIGN

The development and implementation of the Bridges Curriculum prompted a re-evaluation of the Office of Medical Education (OME) to ensure administrative structures were sufficiently prepared for a curricular change. It was determined that the organization could be optimized by consolidating groups around the services OME provides—namely student services, assessment and evaluation, and faculty development and research. After approximately 18 months of planning and preparation, the organizational realignment of OME was implemented in early summer of 2015. To meet the defined service needs, the new organizational structure is aligned into three groups:

**The Center for Faculty Educators (CFE)** focuses on faculty development, advancement, and engagement as well as facilitating cutting edge educational research to inform best practices for Bridges educators.

**The Admissions and Student Experience Team (ASET)** provides a well defined and integrated student experience throughout the medical student training.

**The Assessment, Curriculum and Evaluations Unit (ACE)** provides curriculum design and implementation support for Bridges, coordinates student assessment and evaluation, and works on continuous process improvement.

The Administrative Leadership Team (ALT), a new leadership group comprised of senior directors over core service areas, will help guide OME administration as Bridges moves forward.

### from the Curriculum Dean



### Looking Ahead

The remarkable work on the Bridges Curriculum throughout 2014-2015 has positioned us beautifully for the final stages of preparation to ensure the Class of 2020 an extraordinary experience beginning in August 2016. The hard work of UCSF faculty, staff and students has also served the purpose of continuous quality improvement of the medical education experienced by current UCSF students, especially through the organizational realignment of OME, innovations in educational technology, and pioneering programs in workplace learning.

In the coming year, the dedicated education teams plus many partners in the UCSF community will continue to innovate, plan, and – most importantly – integrate. We will continue to update the Bridges community on our work leading up to implementation next fall, including:

- recruitment of coaches for students and readying them for their roles through faculty development activities;
- engagement of microsystems and their clinical teams for student placements;
- detailed session planning across blocks including inquiry and assessment weeks; and
- continued innovation in teaching methods and technologies to provide opportunities for flexible, individualized learning.

We will weave the intricate Bridges Curriculum components and activities described above into an integrated educational experience that never wavers from its core values of diversity and inclusion and the vision of supporting medical students on an individualized journey to becoming physician-leaders who can provide compassionate care in today's complex environment and advance science to improve the health of future communities.

## Philanthropic Couple Establishes Endowment for Education Chair



UC San Francisco School of Medicine alumnus, Faustino “Tino” Bernadett Jr., MD ’80, MBA, and his wife Martha Molina Bernadett, MD, have established an endowment to support the UCSF Faustino and Martha Molina Bernadett Presidential Chair for Medical Education, the first chair in the Office of Medical Education at the UCSF School of Medicine.

Longtime UCSF supporters, Drs. Bernadett endowed the chair in recognition of their interest in medical education. As part of the Presidential Match for Endowed Chairs, their gift of \$500,000 will be matched with \$500,000 from UC Office of the President, thus creating an endowed chair with a value of \$1 million.

The focus of the funds will be to provide support in perpetuity for medical education, including curricular development and new programs designed to prepare future clinicians for the evolving challenges of providing expert care to patients from diverse populations.

The Bernadett chair will be held by Vice Dean for Education Catherine Lucey, MD. **“It is very special to me that the first-ever chair in the Office of Medical Education has been established by a School of Medicine alumnus,”** Lucey said. **“Together we will ensure the ongoing development and implementation of educational programs that will enhance the diversity of our students and the physician workforce in California.”**

## FY 2015 Medical Education Fundraising

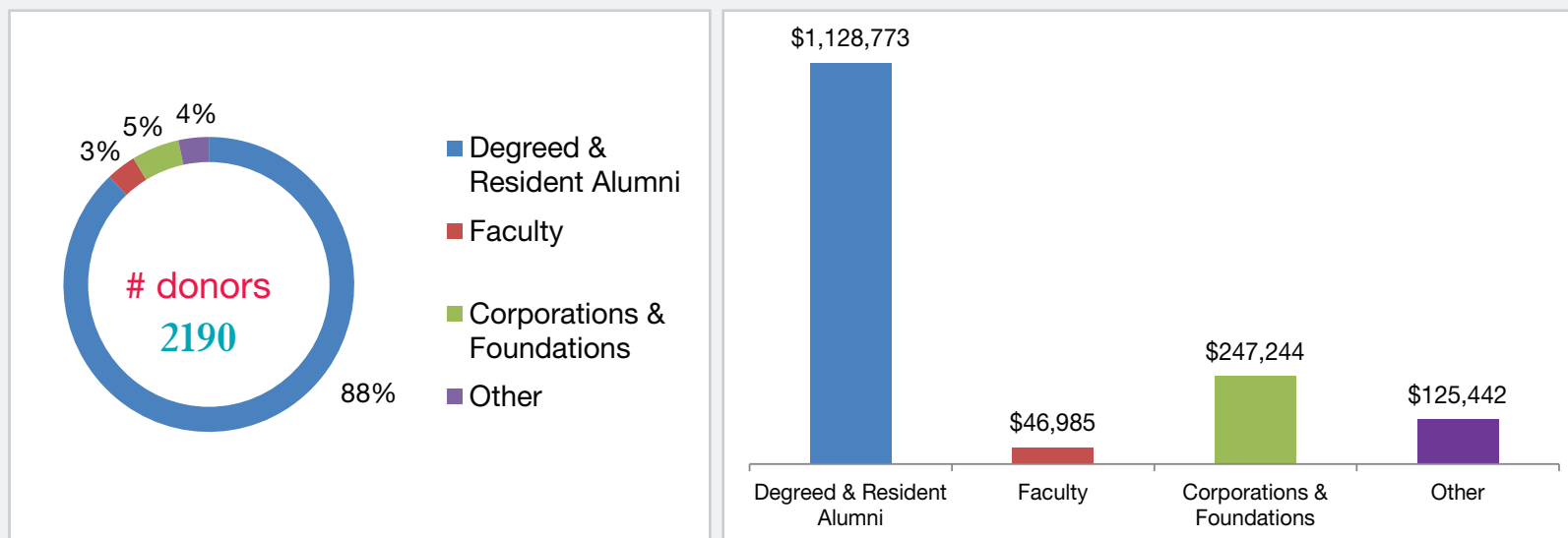


Figure 5: Total giving breakdown by donor

# UCSF Medical Education

## SCHOLARSHIP AT-A-GLANCE

### Honors & Awards

69

awarded to 119  
faculty & trainees



### Grants

41

funded by  
25 agencies



**158 total publications**

▲ Peer reviewed 93%

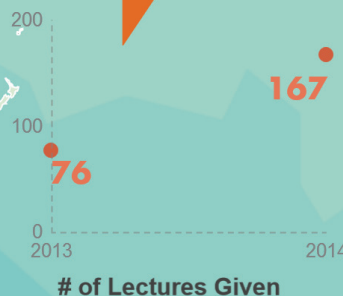
▲ Other 7%



20 countries

**399 workshops,  
lectures & presentations**

49 faculty invited to  
*give lectures*





## Honors and Awards

### NATIONAL AND INTERNATIONAL HONORS AND AWARDS

- Banh, Kenny. National Emergency Medicine Junior Faculty Teaching Award, American College of Emergency Physicians.
- Belew, Cynthia. Excellence in Teaching Award, American College of Nurse-Midwives.
- Brock, Tina. Fellow, American Pharmacists Association.
- Carley, Annette. Richardson DNP Scholarship, National Association of Pediatric Nurse Practitioners (NAPNAP).
- Chang, Anna. 2014 Outstanding Service Award, Education Committee, American Geriatrics Society.
- Elkin, David. George Sarlo Prize for Excellence in Teaching, Sarlo Foundation.
- Eng, Jessica. Faculty Scholar, John A. Hartford Foundation.
- Esserman, Laura. Journal of Women's Health Award for Outstanding Achievement in Women's Health (2014), Journal of Women's Health.
- Jull-Patterson, David. Top Trainer, American Psychology Association HIV Office for Psychology Education.
- Lowenstein, Dan. N. Houston Merritt Lecturer, American Academy of Neurology.
- Maggio, Lauren. Named to the Academic Medicine Editorial Board, Journal of the Association of American Medical Colleges (AAMC).
- Martinez, Alma. 2014 Faculty Advisor Service Award, Latino Medical Student Association.
- Naeger, David. Certificate of Merit Award for Education Exhibit, Radiological Society of North America.
- O'Brien, Bridget. SDRME Review / Synthesis Project Award for Situated Learning Theory in Health Professions Education: A Scoping Review, Society for Directors of Research in Medical Education.
- Thomas, Larissa. Gold Humanism Scholar at the Harvard Macy Institute Program for Educators in the Health Professions, Arnold P. Gold Foundation.
- Topp, Kimberly. President (elected), American Association of Anatomists.
- Vaderhobli, Ram. Appointed Dental School Liaison, Academy of Cosmetic Dentistry.
- West, Daniel. Walter W. Tunnessen, Jr MD Award for Advancing Pediatric Resident Education, Association of Pediatric Program Directors.
- Xenoudi, Pinelopi. American Academy of Periodontology 2015 Educator's Award, American Academy of Periodontology.

### REGIONAL HONORS AND AWARDS

- Bachhuber, Melissa; O'Sullivan, Patricia; Teherani Arianne; and O'Brien, Bridget. Cooke Award for the Scholarship of Teaching and Learning for Using Design Based Research to Advance Systems-Oriented Workplace Learning Experiences.
- Campbell, Andre. 2015 Distinguished Honoree, 2nd Annual African Heritage Celebration, 2015 Black Student Health Alliance.
- Chin-Hong, Peter. Commencement Speaker, Class of 2015, UCSF School of Medicine.
- Cooke, Molly. UCSF 150th Anniversary Alumni Excellence Award, Alumni Association of UCSF.
- Eng, Jessica. Leading Tidal Change Fellow, Tideswell at UCSF.
- Francis, Paul. Best Faculty Teacher in Pediatrics, UC Merced San Joaquin Valley Prime Medical Education Program.
- Fulton, Tracy. Long Award for Excellence in Teaching, Class of 2017, UCSF School of Pharmacy.
- Hauer, Karen; Oza, Sandra; Kogan, Jennifer; Stankiewicz, Corrie; Stenfors-Hayes, Terese; ten Cate, Olle; Batt, Joanne; O'Sullivan, Patricia. Cooke Award for the Scholarship of Teaching and Learning for How Clinical Supervisors Form Trust in Their Trainees: A Qualitative Study.
- Jackson, Rebecca. 2015 Outstanding Medical Student Teaching in Core Clerkship, Obstetrics, Gynecology and Reproductive Sciences, UCSF School of Medicine.
- Jackson, Rebecca. 2015 Outstanding Resident Teaching Award, UCSF School of Medicine.
- Kruidering, Marieke. Outstanding Teacher Award, UCSF School of Pharmacy.

- Lomen-Hoerth, Catherine MD, PhD, Neurology, Pathways Mentor Award, UCSF Pathways.
- Lucey, Catherine. UCSF 150th Anniversary Alumni Excellence Award, Alumni Association of UCSF.
- Miller, Carol. 2014 Dr. Martin Luther King, Jr. Diversity Award, Chancellor's Office of Diversity and Outreach, UCSF.
- Mitrovic, Igor. Dean's Recognition for Excellence in Teaching, UCSF School of Pharmacy.
- Murr, Andrew. Inducted into Gold Headed Cane Society, Gold Headed Cane Honor Society, UCSF School of Medicine.
- Papadakis, Maxine. 2014 Chancellor's Diversity Award for Disability Service, Chancellor's Office of Diversity and Outreach, UCSF.
- Rohde, Dana. Apple Award, UCSF School of Pharmacy.
- Sanchez, Henry. Teacher of the Year Award, California School of Pediatric Medicine, Samuel Merritt University.
- Schwartz, Brian. Apple Award, UCSF School of Pharmacy.
- Topp, Kimberly. The Last Lecture, Class of 2015, UCSF School of Medicine.
- Yang, Serena. Best Faculty Teacher in Pediatrics, UC Merced San Joaquin Valley Program in Medical Education.

## SCHOOL OF MEDICINE CONVOCATION AWARD WINNERS

### Teaching Excellence Award for Cherished Housestaff (TEACH)

- Christine Hessler, MD, Neurology
- Sean Kivlehan, MD, Emergency Medicine
- Vivek Murthy, MD, Medicine
- Katie Raffel, MD, Medicine
- Chris Vercammen-Grandjean, MD, Medicine

### Teaching Award for Clinical Faculty

- Gurpreet Dhaliwal, MD, Medicine
- Laura Norrell, MD, Gynecology and Reproductive Sciences
- Michael Reid, MD, Medicine
- Dolores Shoback, MD, Medicine
- Amy Whittle, MD, Pediatrics

### Osler Distinguished Teaching Award

- Kanade Shinkai, MD, PhD, Dermatology

## ESSENTIAL CORE TEACHING AWARDS (ECTA)

- Timothy Berger, MD, Dermatology. Inspirational Teacher
- Gary Chan, MD, Medicine. Outstanding Foundations of Patient Care Preceptor
- Joe Derisi, PhD, Biochemistry & Biophysics. Outstanding Lecture
- Amber Fitzsimmons, DPTSc, PT, Anatomy and Physical Therapy and Rehabilitative Science. Commitment to Teaching
- David Jull-Patterson, PhD, Psychiatry. Inspirational Teaching
- Lauren Lederle, MS3, Medicine. Excellence in Student Small Group Teaching
- Meyeon Park, MD, Medicine. Excellence in Faculty Small Group Teaching
- Henry Sanchez, MD, Pathology. Innovative Teacher
- Allison Schneider, MS3. Outstanding Contribution to an Elective: MSP
- Hilary Seligman, MD, Medicine. Excellence in Faculty Small Group Teaching
- Patrick Treseler, MD, PhD, Pathology. Outstanding Lecture Series
- Emily Watkins, MS4, Graduated Class of 2014. Excellence in Student Small Group Teaching

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## KAISER AWARDS FOR EXCELLENCE IN TEACHING

- Avak Howsepian, MD, MA, PhD, Psychiatry, UCSF Fresno. Fresno Medical Education Program
- Steven Lane, MD, MPH, Family and Community Medicine. Volunteer Clinical Faculty
- Rachael Lucatorto, MD, Medicine. Classroom Setting
- Diane Sliwka, MD, Medicine. Inpatient Care Setting
- Nicole Strauss Schroeder, MD, Orthopaedic Surgery. Ambulatory Care Setting, Orthopaedic Surgery

## VOLUNTEER CLINICAL FACULTY AWARDS

### Charlotte Baer Memorial Award

- Larry Hill, MD, Family and Community Medicine

### Special Recognition Award Recipients

- Ellen J. Killebrew, MD, Medicine
- Stephen Massa, MD, Neurology
- Richard L. Oken, MD, Pediatrics

## UCSF EXCELLENCE AND INNOVATION IN GRADUATE MEDICAL EDUCATION AWARDS

### Program Administrator Award

- Winnie Chan, Ophthalmology
- Eve Dinh, Emergency Medicine
- Virginia Schuler, Medicine

### Faculty Awards

- Robert Harrison, MD, MPH, Medicine
- Eric Widera, MD, Medicine

### Resident and Fellow Awards

- Bryn Boslett, MD, Medicine
- Seunggu Han, MD, Resident, Neurological Surgery
- Jacob Robson, MD, Fellow, Pediatrics

## ACADEMIC SENATE DISTINGUISHED FACULTY AWARDS

### Distinction in Teaching Awards

- Katherine Julian, MD, Medicine
- David M. Naeger, MD, Radiology and Biomedical Imaging

### Distinction in Mentoring

- Anita Sil, MD, PhD, Microbiology and Immunology, School of Medicine

## TEACHING SCHOLARS PROGRAM (TSP) GRADUATES

- Charnjeet Brar, MD, Pediatrics, UCSF Fresno. Developing a Faculty Development Workshop on Time Management for Leaders.
- Peter Chin-Hong, MD, MAS, Medicine. Opening Doors to Academic Medicine: The pre-health undergraduate program (PUP) at UCSF.
- Maria Dall'Era, MD, Medicine. Practice Improvement using Virtual Online Training: Creation of an Interactive Mobile App to Teach Clinical Reasoning to Medical Students.
- Abhay Dandekar, MD, Pediatrics, Kaiser Oakland. Peer Note Review: A Model for Improving Resident Communication Skills.
- Doranne Donesky, RN, PhD, Physiological Nursing, School of Nursing. Development of a Palliative Care Minor for Advanced Practice Nursing Students.
- Jessica Eng, MD, MS, Medicine. VA COACH: An Interprofessional, Home-based Learning Experience for Pre-Clerkship Medical Students.
- Gerald Hsu, MD, Medicine, VAMC. Capturing how Medical Students Integrate Interdisciplinary Content Using Concept Maps.
- Elizabeth Joyce, PhD, Microbiology and Immunology. Needs Assessment for the First-year Dental Student.
- Ben Li, MD, Obstetrics, Gynecology and Reproductive Sciences. Building a Reproductive Genetics Curriculum through an EPA Framework.
- Michael McMaster, PhD, Cell and Tissue Biology. Developing the Faculty of the Future: Academic Dental Careers Fellowship Program.
- Saras Ramanathan, MD, Ophthalmology. Mentorship of the Cataract Surgery Educator: Is there room for improvement?
- Thomas Shimotake, MD, Pediatrics. Training Curriculum for Improving Early Identification and Cooling Rates after Birth Asphyxia in CA Birth Hospitals.
- Kanade Shinkai, MD, PhD, Dermatology. Correlation between Medical Student Clinical Reasoning and Clinical Skills on a Standardized Patient Clinical Performance Exam.
- Steven Tringali, DO, Medicine, UCSF Fresno. A Targeted Needs Assessment for an Inpatient Procedure Curriculum.
- Pinelopi Xenoudi, DDS, MS, Orofacial Sciences. Vertical integration of Pre-Doctoral Periodontics in the UCSF Dental School Curriculum.

## TEACH FOR UCSF CERTIFICATE PROGRAM

**Teach for UCSF Certificate in General Teaching:** 35 hours of instruction with skills assessments.

- Lela R. Bachrach, MD, Associate Clinical Professor, Volunteer, Pediatrics
- Michael L. Coppolino, MD, MSc, Assistant Clinical Professor, Volunteer, Medicine
- Mark A. Dellings, DDS, Clinical Professor, Preventive and Restorative Dental Sciences
- Christopher Fee, MD, Associate Professor of Clinical Emergency Medicine, Emergency Medicine
- Marla B. Ferschl, MD, Associate Clinical Professor, Anesthesia and Perioperative Care
- Nina I. Garga, MD, Assistant Clinical Professor, Neurology
- Alissa M. Peterson, MD, Assistant Clinical Professor, Psychiatry
- David Jull-Patterson, PhD, FT, Clinical Professor, Volunteer, Psychiatry
- Thomas T. Reid, MD, MA, Assistant Clinical Professor, Medicine

**Teach for UCSF Certificate in Simulation Teaching:** 24 hours of instruction with skills assessments.

- Pamela Bellefeuille, RN, MN, CNS, Clinical Professor, Physiological Nursing
- David Jull-Patterson, PhD, FT, Clinical Professor, Volunteer, Psychiatry

*The Haile T. Debas*  
**Academy  
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Educators**

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## NEW MEMBERS

- Madhavi Dandu, MD, MPH, Medicine
- Vanja Douglas, MD, Neurology
- Jacque Duncan, MD, Ophthalmology
- Erick Hung, MD, Psychiatry
- Descartes Li, MD, Psychiatry
- Catherine Lucey, MD, Medicine
- Andrea Marmor, MD, MEd, Pediatrics
- David Naeger, MD, Radiology and Biomedical Imaging
- Kristina Sullivan, MD, Anesthesia and Perioperative Care

## MATCHED ENDOWED CHAIR PROGRAM

- Erick Hung, MD, Endowed Chair in Psychiatry Medical Student Education
- Ann Poncelet, MD, Mr. & Mrs. David George Rowe & Stephen W. Rowe Endowed Chair for Teaching in Neurology
- Kanade Shinkai, MD, PhD, Endowed Chair in Dermatology Medical Student Education
- Emma Webb, MD, Academy Chair for Education in Radiology and Biomedical Imaging
- Elisabeth Wilson, MD, MPH, Permanente Medical Group Teaching Chair in Primary Care



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

### Anesthesia and Perioperative Care

Kristine Breyer, MD  
Chris Choukalas, MD  
Karin Sinavsky, MD

### Biochemistry and Biophysics

Hiten Madhani, MD, PhD

### Cardiovascular Research Institute

Brian Black, PhD

### Cellular and Molecular Pharmacology

Danica Galonic Fujimori, PhD

### Emergency Medicine

James Hardy, MD  
Roneesha Knight, MD  
Craig Smollin, MD

### Epidemiology and Biostatistics

Michael Kohn, MD, MPP  
Jeffrey Martin, MD, MPH

### Medicine

Melissa Bachhuber, MD  
Abigail Eastburn, MD  
James Frank, MD  
Michael Nejad, MD  
Sandra Oza, MD  
Shalini Patel, MD  
Rajni Rao, MD  
Steve Stoltz, MD  
Sunny Wang, MD

### Obstetrics, Gynecology and Reproductive Sciences

Kirsten Salmeen, MD

### Ophthalmology

Allan Flach, MD, PharmD

### Otolaryngology - Head and Neck Surgery

Matthew Russell, MD

### Pathology

Han Lee, MD, PhD

### Pediatrics

Naomi Bardach, MD  
Lisa Goodman, MD  
Maries Joseph, MD  
Ellen Laves, MD  
Stephen Rosenthal, MD  
Anne Slavotinek, MD, PhD  
Karen Sun, MD

### Physical Therapy and Rehabilitation Science

Amber Fitzsimmons, PT, MS, DPTSc

### Physiology

Phillip Sabes, PhD

### Psychiatry

Danielle Roselin, MD  
Nicholas Rosenlicht, MD

### Radiology and Biomedical Imaging

Maureen Kohi, MD  
Andrew Phelps, MD

### Surgery

Hueylan Chern, MD  
Barnard Palmer, MD

## Grants

### EXTRAMURAL

1. Adler S (Co-PI). Training Researchers in Integrative Medicine. National Center for Complementary and Alternative Medicine, National Institutes of Health. July 2012-June 2017.
2. Adler S (PI). A Model Interprofessional Curriculum in Integrative Medicine. National Center for Complementary and Alternative Medicine, National Institutes of Health. June 2010-May 2016.
3. Aronson L (Faculty Development Lead). Comprehensive Geriatric Education Program: Geriatric & Psychiatric Nursing Care Training for APNs and Faculty. Health Resources Services Administration (HRSA) July 2012-June 2015.
4. Aronson L (Co-PI), Fernandez A (Co-PI), Martinez A (Co-PI). Prof Path: Promoting Research Opportunities Fully - Prospective Academics Transforming Health. National Institutes of Health (NIH) July 2014-April 2016.
5. Chen A (Faculty and Evaluator). Advanced Nursing Education Grants: Interprofessional Nurse Practitioner Education for the Collaborative Care of Children with Chronic Conditions (INPEC5). US Department of Health and Human Services Health Resources and Services Administration (HRSA). July 2014-June 2017.
6. Long M (PI; Site Director), Chen HC (Site Co-Director), West D (Co-PI; Site Co-Director), Dandekar A (Site Co-Director). Education in Pediatrics across the Continuum- A Competency Based Education Pilot. American Association of Medical Colleges (AAMC) and the Josiah Macy Jr. Foundation. July 2013-June 2016.
7. Lucey CR (PI), Masters SM (Co-PI), Teherani A (Co-PI). Achieving High Quality Health Care by Educating the Collaboratively Expert Physician. American Medical Association (AMA). July 2013-July 2018.
8. Schwartz B (PI), Chin-Hong P. (Co-PI). Reimagining Undergraduate Medical Education. Robert Wood Johnson Foundation. December 2014-June 2015. Reimagining Medical Education. Robert Wood Johnson Foundation. July 2014-June 2016.
9. Chin-Hong P (Co-PI; Student Training Core Leader). SFSU/UCSF Building Infrastructure Leading to Diversity (BUILD) Initiative. National Institutes of Health. January 2015-January 2020.
10. Dall'Era M (PI). Virtual Patient Simulation for Rheumatology Education. American College of Rheumatology Clinician Scholar Educator Award. July 2014-June 2017.
11. Harper GH (Co-PI). The Physician for the Aging Patient. DW Reynolds Foundation. July 2013-June 2017.
12. Harper GH (PI). Center of Excellence in Geriatric Medicine and Training National Program Award. John A. Hartford Foundation. July 2014-June 2015.
13. Jain S (PI). Song-Brown Primary Care Capitation Grant. California Healthcare Workforce Policy Commission. June 2015-June 2018.
14. Jain S (PI). Song-Brown Primary Care Residency Expansion Grant. California Healthcare Workforce Policy Commission. June 2015-June 2018.
15. 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 Josiah Macy Jr. Foundation Education and Training to Professionalism Initiative. July 2014-June 2016.
16. Martinez A (PI). UCSF Post-Baccalaureate Program. Kaiser Community Benefit. July 2014-June 2016.
17. Partridge C (PI). Educational Modules in Emergency Medicine, PICU and NICU at the National Hospital of Pediatrics, Hanoi, Vietnam. Global Healing Organization July 2014-June 2017.
18. Robertson P (Co-Director). UCSF-Kaiser Undergraduate Research Internship. Kaiser Foundation. July 2014-September 2016.

19. Rosenbluth G (Site Director). Bringing I-PASS to the Bedside: A Communication Bundle to Improve Patient Safety and Experience. Patient Centered Outcomes Research Institute (PCORI). January 2014-January 2016.
20. Satterfield J (PI). Collaborative Advances in Clinical Health Education (CACHE). National Center for Complementary and Alternative Medicine, National Institutes of Health. April 2011-March 2016.
21. Satterfield J (PI). The UCSF SBIRT (Screening, Brief Interventions, and Referrals to Treatment). Collaborative Education Project. Substance Abuse and Mental Health Services Administration (SAMHSA)/Center for Substance Abuse Treatment (CSAT). September 2010-June 2015.
22. Saxe J (Project Director). An Approach to Interprofessional Collaborative Practice Serving Elders. Nurse Education, Practice, Quality and Retention (NEPQR). Health Resources and Services Administration (HRSA). September 2014-June 2015.
23. Sewell J (PI). The Role of Cognitive Load Theory in the Colonoscopy Training of Gastroenterology Fellows. Jacobsohn Endowment for Excellence. July 2014-June 2016.
24. Stringari-Murray S (Co-PI). Survey to Validate HIV Primary Care Competencies. HIV/AIDS Bureau, AIDS Education and Training Centers, HIV/AIDS Primary Care Capacity in Nursing (HIV PCC). Health Resources and Services Administration (HRSA). September 2014-June 2015.
25. Stringari-Murray S (Curriculum Director). Instructional Grant: Advanced Education Nursing Program (AEN). Bureau of Primary Care, Health Resources and Services Administration (HRSA). July 2013-June 2016.
26. Stringari-Murray S (Curriculum Director). HIV/AIDS Education and Training. HIV/AIDS Bureau, AIDS Education and Training Centers, HIV/AIDS Primary Care Capacity in Nursing (HIV PCC). Health Resources and Services Administration (HRSA). June 2013-July 2018.
27. Stringari-Murray S (PI). Interprofessional Adult Gerontology Education for Nurse Practitioners. Screening, Brief Intervention, and Referral to Treatment (SBIRT). Health Resources and Services Administration (HRSA) July 2013-June 2015.
28. Teherani A (Co-PI). Initiative for Maximizing Student Development. National Institutes of General Medical Sciences. July 2014-June 2015.
29. Vaderhobli R (Co-PI). Implementing Dental Quality Measure in Practice. NIH; University of Texas, Houston. March 2015-February 2020.
30. Vener M (Co-PI). Primary Care Leadership Academy. Private Donation. July 2014-June 2018.
31. Widera E (PI/PD), Harper MH (Co-PI, Fellowship Training Director), Aronson L (Director of Critical Reflection and Professional Development). Geriatric Training for Physicians, Dentists and Behavioral and Mental Health Professions. Health Resources Services Administration (HRSA). July 2013-June 2015.
32. West D (Co-PI). Bringing I-PASS to the Bedside: A Communication Bundle to Improve Patient Safety. Patient Centered Outcomes Research Institute (PCORI). July 2014-June 2016.
33. Yang S (Co-PI). Institute on Medicine as a Profession (IMAP) Education and Training Initiative. Josiah Macy Foundation. July 2014-June 2016.
34. 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). July 2011-June 2016.

## INTRAMURAL

### Innovation Funding Grants

In 2014, the Haile T. Debas Academy of Medical Educators, in partnership with the UCSF Program in Interprofessional Education, and the UCSF Library and Center for Knowledge Management administered the grant program “Innovations Funding for Education 2015.” The program supports faculty who research, create and implement new ways of teaching complex diagnostic and treatment skills that will advance the quality of health care. The program supports development of new curricular elements, focused faculty development undertakings, comparison of pedagogical approaches and innovative approaches to learner assessment. Open to all faculty, these intramural grants serve as a catalyst for the development of curriculum that addresses the constantly changing ways in which health-care providers practice.

### Academy of Medical Educators Innovations Funding

- Calton B. Preparing Trainees to Communicate Effectively with Seriously Ill Patients through a Targeted Communications Curriculum.
- Danhaive O. The Golden Hour: An Interdisciplinary approach focused to teach, develop, and assess EPA during Neonatal Resuscitation.
- Duong J. Inpatient Consult Etiquette - A Primary Team's Perspective.
- Ekman E. SPRUCE: Supporting Provider Resilience by Upping Compassion and Empathy.
- Gottlieb L. STEP-UP: San Francisco General Hospital Training and Education Program for Urban Populations.
- Hersevoort S. Integrated Mental Health Education.
- Horton C. Teaching the Triple AIM at SFGH.
- Lelkes E. Creation of a Basic Science Consultation Service for the Clinical Setting.
- Lo L. Applying Critical Kidney Physiology in the Clinical World.
- Mongelluzzo J. Learning Crisis Resource Management Skills: Real-Life Video Review of Resuscitations.
- Narayana S. Post-Discharge Follow-Up: A Systematic Approach to Mastering Clinical Reasoning.
- Stetson G. “Intern Half Day of the Future”: Flipping the Internal Medicine (IM) Core Curriculum.
- Vance S. Enhancing Pediatric Trainees’ and Students’ Knowledge in Providing Care to Transgender Youth.

### UCSF Program in Interprofessional Education Innovations Funding

- Finlayson E, Kaplan J, Horvath H. Integrating Interprofessional Learners in High-Risk Surgical Patient Care.
- Fitzsimmons A, VanOsdol S. Identification of Institutional Risk Factors Associated with Falls in the Inpatient Setting: An Interprofessional, Quality Improvement and Patient Safety Initiative.
- Guerin A, Fitzsimmons A, Topp K. A Professionalism Framework & Programmatic Assessments in Health Professions Education.
- Rivera J, Brock T, Chen A, Eubank K, Wamsley M, Leiva L. Just-in-Time Coaching for Faculty Teaching in Interprofessional Settings.
- O'Brien B, Floren L, Rivera J, Wamsley M, Warren Little J. Using Video Analysis to Improve Collaboration and Coordination Across Professional Boundaries.

### UCSF Instructional Grants in Interprofessional Education

- Chen A (PI). Interprofessional Education at SFGH: Bridging NP and Medical Learners in the Clinical Setting. UCSF Library and Interprofessional Education Instructional Grants Program. July 2014-June 2015.
- Nye H (PI). Workplace Learning Experience on an Interprofessional Surgical and Medical Team: Clinical Skills Building and Early Student Immersion in Systems Learning. UCSF Interprofessional Grant from the Joint Library/IPE Instructional Grants Program and the UCSF Program for the Aging Century. July 2014-June 2015.



## OTHER INTRAMURAL

- Chen A (Co-PI). Family Connections Injury Prevention Program, Part III. UCSF Office of University Community Partnerships (UCP). July 2014-June 2015.
- Chen E (Co-PI). UCSF Pathways Explore Summer Fellowship - Learning Crisis Resource Management Skills: Real-Life Video Review of Resuscitations (Awarded to Medical Students). UCSF Pathways, UCSF School of Medicine. June 2015-August 2015.
- Chen E (Co-PI). UCSF Pathways Explore Summer Fellowship: Teaching Junior Emergency Medicine Residents How to Effectively Consult Specialists (Awarded to Medical Students). UCSF Pathways, UCSF School of Medicine. June 2015-August 2015.
- Tong L (PI). Adapting Systems Analysis Methodology to Study Negative Outcomes in Medical Education: Medical Students Dismissed for Academic Reasons. Dean's Funds, UCSF School of Medicine. September 2014-June 2015.

## Publications

### PEER REVIEWED PUBLICATIONS

1. Adler SR, Chang A, Loeser H, Cooke M, Wang J, Teherani A. The impact of intramural grants on educators' careers and on medical education innovation. *Acad Med*. 2015;90(6):827-31.
2. Alegría DA, Boscardin C, Poncelet A, Mayfield C, Wamsley M. Using tablets to support self-regulated learning in a longitudinal integrated clerkship. *Med Educ Online*. 2014; 19:23638.
3. Alofs L, Huiskes J, Heineman MJ, Buis C, Horsman M, Van Der Plank L, Ten Cate O. User reception of a simple online multisource feedback tool for residents. *Perspect Med Educ*. 2015;4(2):57-65.
4. Anderson C, Marriott JL, Carrasqueira J, Brock TP, Rennie T, Bruno AF, Bates I. Turning the world of pharmacy education into a global community through sharing. *Am J Pharm Educ*. 2014;78(7):130.
5. Anderson CE, Nicksa GA, Stewart L. Distractions during resident handoffs: Incidence, sources, influence on handoff quality and effectiveness. *JAMA Surg*. 2015;150(5):396-401.
6. Anderson WG. Quantifying the value of palliative care and advance care planning. *Crit Care Med*. 2015;43(5):1147-9.
7. Anderson WG, Cimino JW, Ernecoff NC, Ungar A, Shotsberger KJ, Pollice LA, Buddadhumaruk P, Carson SS, Curtis JR, Hough CL, Lo B, Matthey MA, Peterson MW, Steingrub JS, White DB. A multicenter study of key stakeholders' perspectives on communicating with surrogates about prognosis in intensive care units. *Ann Am Thorac Soc*. 2015;12(2):142-52.
8. Arbuckle MR, Reardon CL, Young JQ. Residency training in handoffs: A survey of program directors in psychiatry. *Acad Psychiatry*. 2015;39(2):132-8.
9. Assemi M, Ibarra F, Mallios R, Corelli RL. Scholarly contributions of required senior research projects in a doctor of pharmacy curriculum. *Am J Pharm Educ*. 2015;79(2):23.
10. Banh K, Ramirez R, Thabit C. Effectiveness of emergency medicine in longitudinal integrated clerkships. *Med Educ Online*. 2014;19.
11. Baron RB, Rosenbluth G, Green AL, Vidyarthi AR. In reply to Sedgh. *Acad Med*. 2014;89(10):1316.
12. 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, MacDonald J, McNeill DB, Omar B, Palapiano N, Roth T, Satko S, Fried ED, Muchmore EA. Adoption of a uniform start date for internal medicine fellowships and other advanced training: An Alliance for Academic Internal Medicine (AAIM) white paper. *Am J Med*. 2015.
13. Belkora J, Volz S, Loth M, Teng A, Zarin-Pass M, Moore D, Esserman L. Coaching patients in the use of decision and communication aids: Re-aim evaluation of a patient support program. *BMC Health Serv Res*. 2015;15:209.
14. Belkora JK, Miller MF, Dougherty K, Gayer C, Golant M, Buzaglo JS. The need for decision and communication aids: A survey of breast cancer survivors. *J Community Support Oncol*. 2015;13(3):104-12.
15. Benedetti NJ, Naeger DM, Webb EM. Radiology primer: A novel radiology course for undecided medical students. *J Am Coll Radiol*. 2014;11(12 Pt A):1182-5.

16. Boscardin CK, Grbic D, Grumbach K, O'Sullivan P. Educational and individual factors associated with positive change in and reaffirmation of medical students' intention to practice in underserved areas. *Acad Med*. 2014;89(11):1490-6.
17. Bowen JL, Hirsh D, Aagaard E, Kaminetzky CP, Smith M, Hardman J, Chheda SG. Advancing educational continuity in primary care residencies: An opportunity for patient-centered medical homes. *Acad Med*. 2015;90(5):587-93.
18. Branch WT, Jr., Chou CL, Farber NJ, Hatem D, Keenan C, Makoul G, Quinn M, Salazar W, Sillman J, Stuber M, Wilkerson L, Mathew G, Fost M. Faculty development to enhance humanistic teaching and role modeling: A collaborative study at eight institutions. *J Gen Intern Med*. 2014;29(9):1250-5.
19. Braun HJ, O'Sullivan PS, Dusch MN, Antrum S, Ascher NL. Improving interprofessional collaboration: Evaluation of implicit attitudes in the surgeon-nurse relationship. *Int J Surg*. 2015;131:75-9.
20. Burish MJ, Fredericks CA, Engstrom JW, Tateo VL, Josephson SA. Predicting success: What medical student measures predict resident performance in neurology? *Clin Neurol Neurosurg*. 2015;135:69-72.
21. Burman NJ, Boscardin CK, van Schaik SM. Career-long learning: Relationship between cognitive and metacognitive skills. *Med Teach*. 2014;36(8):715-23.
22. Butcher BW, Quist CE, Harrison JD, Ranji SR. The effect of a rapid response team on resident perceptions of education and autonomy. *J Hosp Med*. 2015;10(1):8-12.
23. Chan TM, Thoma B, Lin M. Creating, curating, sharing online faculty development resources: The medical education in cases series experience. *Acad Med*. 2015;90(6):785-9.
24. Chan TM, Thoma B, Radecki R, Topf J, Woo HH, Kao LS, Cochran A, Hiremath S, Lin M. Ten steps for setting up an online journal club. *J Contin Educ Health Prof*. 2015;35(2):148-54.
25. Chen HC, Sheu L, O'Sullivan P, ten Cate O, Teherani A. Legitimate workplace roles and activities for early learners. *Med Educ*. 2014;48:136-145.
26. Chen HC, Van Den Broek WE, Ten Cate O. The case for use of entrustable professional activities in undergraduate medical education. *Acad Med*. 2015;90(4):431-6.
27. Chou CL, Hirschmann K, Fortin AHT, Lichstein PR. The impact of a faculty learning community on professional and personal development: The facilitator training program of the American Academy on Communication in Healthcare. *Acad Med*. 2014;89(7):1051-6.
28. Chou CL, Teherani A, Masters DE, Vener M, Wamsley M, Poncelet A. Workplace learning through peer groups in medical school clerkships. *Med Educ Online*. 2014;19.
29. Chow FC, Schwartz BS, Josephson SA. Opinion and special articles: An interdisciplinary neuroinfectious diseases clinic to improve patient care and training. *Neurology*. 2015;84(1):e1-4.
30. Clinite KL, Dezee KJ, Durning SJ, Kogan JR, Blevins T, Chou CL, Diemer G, Dunne DW, Fagan MJ, Hartung PJ, Kazantsev SM, Mechaber HF, Paaus DS, Wong JG, Reddy ST. Lifestyle factors and primary care specialty selection: Comparing 2012-2013 graduating and matriculating medical students' thoughts on specialty lifestyle. *Acad Med*. 2014;89(11):1483-9.
31. Curtis DA, O'Sullivan P. Does trainee confidence influence acceptance of feedback? *Med Educ*. 2014;48(10):943-5.
32. Dhaliwal G, Sehgal NL. Demystify leadership in order to cultivate it. *Acad Med*. 2014;89(11):1441.
33. Duong DK, Oyama LC, Smith JL, Narang AT, Spector J. Medical student perceptions on the instruction of the emergency medicine oral case presentation. *J Emerg Med*. 2015;48(3):337-43.
34. Dusch MN, Braun HJ, O'Sullivan PS, Ascher NL. Perceptions of surgeons: What characteristics do women surgeons prefer in a colleague? *Am J Surg*. 2014;208(4):601-4.
35. Ebinger J, Sedighi Manesh R, Dhaliwal G, Sharpe B, Monash B. A coat with a clue. *J Hosp Med*. 2015;10(7):462-6.
36. Eng JA, Hunter CJ, Handley MA, Boscardin CK, Gonzales R, Ackerman SL. Patient attitudes about specialty follow-up care by telephone. *Am J Manag Care*. 2014 Feb; 20(2):164-7.
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## OTHER PUBLICATIONS

1. Chan TM, Rosenberg H, Lin M. Global emergency medicine journal club: Social media responses to the January 2014 online emergency medicine journal club on subarachnoid hemorrhage. January 2014 online emergency medicine journal club on subarachnoid hemorrhage. *Ann Emerg Med*. 2014; 64(1):88-94.
2. Rezaie SR, Swaminathan A, Chan T, Shaikh S, Lin M. Global emergency medicine journal club: A social media discussion about the age-adjusted d-dimer cutoff levels to rule out pulmonary embolism trial. *Ann Emerg Med*. 2015; 65(5):604-13.
3. Ten Cate O, Van Loon M. Writing CBCR cases. In: Ten Cate O, Van Loon M, Simonia G (Eds). *Modernizing medical education through case-based clinical reasoning*. 2014.
4. Ten Cate O. Assessing the skill of clinical reasoning. In: Ten Cate O, Van Loon M, Simonia G (Eds). *Modernizing medical education through case-based clinical reasoning*. 2014.

5. Ten Cate O. Competency-Based Medical Education. In: Cockerham WC, Dingwall R, Quah SR (Eds). *The Wiley-Blackwell Encyclopedia of Health, Illness, Behavior, Society*. John Wiley & Sons, Ltd: Hoboken, NJ; 2014: 1329-1335.
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7. Ten Cate O. Introduction to case-based clinical reasoning education. In: Ten Cate O, Van Loon M, Simonia G (Eds). *Modernizing medical education through case-based clinical reasoning*. 2014.
8. Ten Cate O. Training clinical reasoning in the context of a modern medical curriculum. In: Ten Cate O, Van Loon M, Simonia G (Eds). *Modernizing medical education through case-based clinical reasoning*. 2014.
9. Thoma B, Rolston D, Lin M. Global emergency medicine journal club: Social media responses to the March 2014 *Annals of Emergency Medicine* journal club on targeted temperature management. *Ann Emerg Med*. 2014; 64(2):207-12.
10. Trueger NS, Murray H, Kobner S, Lin M. Global emergency medicine journal club: A social media discussion about the outpatient management of patients with spontaneous pneumothorax by using pigtail catheters. *Ann Emerg Med*. 2015.
11. Van Zijl A, Van Loon M, Ten Cate O. Case-based clinical reasoning in practice. In: Ten Cate O, Van Loon M, Simonia G (Eds). *Modernizing medical education through case-based clinical reasoning*. 2014.

## Presentations

### INVITED LECTURES

1. Aronson L, Ofri D, Lerner B. Keynote; Why We Need Stories in Medicine: Louise Aronson in Conversation with Danielle Ofri and Barron Lerner. Master Scholars Program in Humanistic Medicine, New York University School of Medicine, Spring 2015 Colloquium. New York, NY, March 2015.
2. Aronson L. Anne-Marie Filkin Keynote Lecture. *Adventures in Storytelling: Telling Stories to Improve Post Acute/Long Term Care*. American Medical Directors Association Annual Conference. Louisville, KY, March 2015.
3. Aronson L. Keynote Lecture: The Human Side of Healthcare: Medicine as Stories, Stories as Medicine. American Academy of Psychosomatic Medicine Annual Meeting. Fort Lauderdale, FL, November 2014.
4. Aronson L. Humane Medicine Lecture. Asante Rogue Medical System. Medford, OR, July 2014.
5. Aronson L. Keynote; Public Medical Communication: Transforming Health Care with Your Voice, Pen or Keyboard. dotMED Conference. Dublin, Ireland, December 2014.
6. Aronson L. Keynote; The Human Side of Healthcare: Medicine as Stories, Stories as Medicine. Hospice in the Valley, Eighth Annual Compassion in Action Conference. Santa Clara, CA, March 2015.
7. Aronson L. Louis Diamond Keynote Lecture: Improving Health Care One Patient at a Time. Renal Physicians Association Annual Meeting. Baltimore, MD, March 2015.
8. Aronson L. Keynote; Optimizing Aging. Sonoma Valley Hospital Active Aging Lecture Series. Sonoma, CA, May 2015.
9. 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 2015.
10. Autry A. My Life in Pictures. Association of Professors of Gynecology and Obstetrics Faculty Development Course. Palm Springs, CA, January 2015.
11. Autry A. Grand Rounds: My Life in Pictures. Beth Israel Deaconess Medical Center, Harvard Medical School. Boston, MA, February 2015.
12. Azzam A, Heilman J, Orlowitz J. Editing Wikipedia for Medical School Credit - You Can Too! Medicine 2.0, World Congress on Social Media, Mobile Apps, Internet/Web 2.0. Maui, HI, November 2014.
13. Azzam A, Whitaker E, McCue J, Maggio L, Trotter F, Ross W, Joshi M, Heilman J, Swisher V. Editing Wikipedia for Medical School Credit – Analysis of Data from Three Cycles of an Elective for Fourth-year Students. Western Group of Educational Affairs (WGEA) Regional Meeting. San Diego, CA, April 2015.



14. Azzam A, Bachrach L. Active Approaches To Learning (Invited Panelist). Samuel Merritt University. Oakland, CA, August 2014.
15. Banh K, Schwartz A, Deiorio N. Standardizing the Communication Process in the Emergency Department: The 5 C's of Consultation. American Association of Medical Colleges (AAMC) Annual Meeting. Chicago, IL, November 2014.
16. Baron R. Clinical Learning Environment across the Continuum. American Association of Medical Colleges (AAMC) Annual Meeting. Chicago, IL, November 2014.
17. Baron R. Engaging the C-Suite to Improve Quality. Association of Hospital Medical Education (AHME) Annual Meeting. San Diego, CA, May 2015.
18. Baron R. Rosenberg Visiting Professorship: Management of Type 2 Diabetes: Should We Change Our Algorithm? St. Vincent Medical Center and Providence Portland Medical Center. Portland, OR, June 2015.
19. Bellefeuille P, McGuire D, Cayabyab W. Unfolding Case Study Simulation Strategies to Promote Clinical Judgment Based on a Theatre Approach. Quality and Safety Education in Nursing National Forum. San Diego, CA, May 2015.
20. Bowen J. Grand Rounds; Duty Hours, Shift Work, and Patient Care Discontinuity: Implications for Diagnostic Reasoning. Department of Medicine, Oregon Health and Science University. Portland, OR, June 2015.
21. Bowen J. Keynote; Under the Influence: Complexity and Trust in Teamwork. Society of General Internal Medicine (SGIM), Northwest Region Annual Meeting. Portland, OR, February 2015.
22. Brock T. Designing Effective Learning Experiences for Population Health Improvement. Interprofessional Education Collaborative (IPEC) Institute. Herndon, VA, April 2015.
23. Brock T. Bridge-Building and Lacemaking: Insights into Interprofessional Education. University of Nottingham School of Pharmacy. Nottingham, United Kingdom, May 2015.
24. Brzezinski M. Advanced Teaching Skills for the Fast-Paced OR: How to Educate Successfully when Faced with High Clinical Workload, Lack of Protected Time, and Limited Funding. American Society of Anesthesiologists Annual Meeting. New Orleans, LA, October 2014.
25. Brzezinski M. Visiting Professor Grand Rounds; Advanced Teaching Skills for the Fast-Paced OR: How to Educate Successfully when Faced with High Clinical Workload, Lack of Protected Time, and Limited Funding. Beth Israel Deaconess Medical Center, Harvard Medical School. Boston, MA, September 2014.
26. Brzezinski M. Visiting Professor Grand Rounds; Advanced Teaching Skills for the Fast-Paced OR: How to Educate Successfully when Faced with High Clinical Workload, Lack of Protected Time, and Limited Funding. MD Anderson Cancer Center. Houston, TX, 2015.
27. Brzezinski M. Communication and Optimizing Performance. PeriAnesthesia Nurses Association of California Annual Meeting. Ontario, CA, April 2015.
28. Brzezinski M. Visiting Professor Grand Rounds; Advanced Teaching Skills for the Fast-Paced OR: How to Educate Successfully when Faced with High Clinical Workload, Lack of Protected Time, and Limited Funding. University of Illinois at Chicago. Chicago, IL, 2015.
29. Brzezinski M. Visiting Professor Grand Rounds; Advanced Teaching Skills for the Fast-Paced OR: How to Educate Successfully when Faced with High Clinical Workload, Lack of Protected Time, and Limited Funding. University of Texas at Houston. Houston, TX, 2015.
30. Campbell A. Co-Moderator: Resident Panel: Lessons Learned from Applying in General Surgery. American College of Surgeons, 100th Annual Meeting. San Francisco, CA, October 2014.
31. Campbell A. Co-Moderator: Teaching Transparency and Self-Reflection. American College of Surgeons, 100th Annual Meeting. San Francisco, CA, October 2014.
32. Campbell A. Invited Moderator: Department of Surgery Annual Education Retreat. Department of Surgery, Baylor University School of Medicine. Houston, TX, October 2014.
33. Campbell A. Houston We Have a Problem: Lessons Learned from the San Francisco Plane Crash. National Medical Association Annual Scientific Symposium, Trauma and Acute Care Surgery Session. Honolulu, HI, August 2014.
34. Campbell A. The Net & Social Media-Agents of Change or White Noise? South West Area Network (SWAN) XXII Conference, Trauma Department, Liverpool Hospital. Sydney, Australia, July 2014.
35. Chang A. Moderator: Teachers' Section Business Meeting. American Geriatrics Society Annual Meeting. National Harbor, MD, May 2015.

36. Chang A. Building Successful Mentoring Relationships. American Geriatrics Society Annual Meeting. National Harbor, MD, May 2015.
37. Chang A. Discussion; Step Back. American Medical Association Accelerating Change in Medical Education Meeting. Chicago, IL, October 2014.
38. Chang A. Presenter: Materials Marketplace. DW Reynolds Foundation Geriatrics Education Meeting. Las Vegas, NV, October 2014.
39. Chen E, Duong D, Gordon D. Education Journal Club. CORD Academic Assembly. Phoenix, AZ, April 2015.
40. Chen E, Duong D, Gordon D. Medical Student Education Journal Club. CORD Academic Assembly. Phoenix, AZ, April 2015.
41. Chou C. Interprofessional Team Training in High Value Care Delivery. American Association of Nurse Practitioners National Conference. New Orleans, LA, June 2015.
42. Chou C. Pre-course Plenary Lecture. American Medical Group Association National Conference. Las Vegas, NV, March 2015.
43. Chou C. Alumni Reunion Weekend Plenary Speaker. Columbia University College of Physicians and Surgeons. New York, NY, May 2015.
44. Chou C. Invited Speaker. DuPage Medical Group. Lisle, IL, 2015.
45. Chou C. Keynote Address. Frank H. Netter School of Medicine, Quinnipiac University. North Haven, CT, 2014.
46. Chou C. Department of Surgery Grand Rounds. New York Presbyterian Hospital. New York, NY, 2015.
47. Chou C. Invited Speaker. St. Joseph's Hospital. Tacoma, WA, 2015.
48. Chou C. Plenary Speaker. Yale New Haven Hospital, Yale School of Medicine. New Haven, CT, 2015.
49. Cooke M. Visiting Professor; Getting Serious about Lifelong Learning. Alpha Omega Alpha Society, Upstate Medical University, State University of New York. Syracuse, NY, March 2015.
50. Cooke M. Visiting Professor; Learning Medicine in 2015: The Pervasive Relevance of Global Health. Alpha Omega Alpha Society, Upstate Medical University, State University of New York. Syracuse, NY, March 2015.
51. Cooke M. Residents and Teachers. Brooklyn Hospital Medical Center. Brooklyn, NY, September 2014.
52. Cooke M. William G. Evans Visiting Scholar. Christchurch Campus, University of Otago. Christchurch, New Zealand, November 2014.
53. Cooke M. William G. Evans Visiting Scholar. Dunedin Campus, University of Otago. Dunedin, New Zealand, November 2014.
54. Cooke M. Keynote. Housestaff Quality and Safety Day, Banner University Medical Center. Phoenix, AZ, May 2015.
55. Cooke M. Global Health Discussion. Santa Clara University. Santa Clara, CA, July 2014.
56. Cooke M. Visiting Scholar. University of Auckland. Auckland, New Zealand, November 2014.
57. Cooke M. William G. Evans Visiting Scholar. Wellington Campus, University of Otago. Wellington, New Zealand, November 2014.
58. Curtis D. Test Construction for a Multiple-Choice Question Assessment. American College of Prosthodontists, Educator's Forum. 2015.
59. Curtis D. Developing Clinical Judgement in Dental Students. Osaka Dental School. Osaka, Japan, 2015.
60. Curtis D. Developing Critical Thinking in Dental Students. Osaka Dental School. Osaka, Japan, 2015.
61. Curtis D. Principles of Feedback. United States Army. Fort Gordon, GA, 2014.
62. Dall'Era M. Innovations in Education Delivery - Interactive Case Studies. American College of Rheumatology Program Directors' Conference. Chicago, IL, March 2015.
63. Dhaliwal G. Clinical Reasoning: Going from Good to Great. American Academy of Optometry Annual Meeting. Denver, CO, November 2014.
64. Dhaliwal G. Roger B. Thomas Memorial Lecture: Engaging Physicians to Deliver High-Value Care. Christiana Care Health System. Newark, DE, November 2014.
65. Dhaliwal G. Case Conferences. Jichi Medical University. Shimotsuke, Japan, February 2015.
66. Dhaliwal G. Case Conferences. Mito Saiseikai Hospital. Mito, Japan, February 2015.
67. Dhaliwal G. Conversations about High Value Care. Division of General Internal Medicine, Ohio State University. Columbus, OH, May 2015.

68. Dhaliwal G. The Impact of High Value Care on Diagnostic Error: The Educator Perspective. Society to Improve Diagnosis in Medicine National Meeting. Atlanta, GA, September 2014.
69. Dhaliwal G. Case Conferences. Tsukuba Medical Center. Tsukuba, Japan, February 2015.
70. Hauer K. Redesigning Medical Education to Address 21st Century Health Care Needs: The UCSF Bridges Curriculum. University of Miami. Miami, FL, March 2015.
71. Irby DM. Transformative Trends in Medical Education. Rowen University. Camden, NJ, December 2014.
72. Irby DM. Knowledge Transformation for Clinical Teaching. St. Michael's Hospital. Toronto, ON, Canada, June 2015.
73. Irby DM. Faculty Development as an Empowering Process. St. Michael's Hospital. Toronto, ON, Canada, June 2015.
74. Irby DM. Motivation Theory: Can it Offer Clues for Engaging Faculty Members in the Educational Mission? St. Michael's Hospital/University of Toronto. Toronto, ON, Canada, June 2015.
75. Irby DM. Caring and Compassionate Healers: A Matter of Professional Vision. University of Ottawa. Ottawa, ON, Canada, November 2014.
76. Irby DM. Motivation Theory: Can it Offer Clues for Engaging Faculty Members in the Educational Mission? Department of Pediatrics, Yale School of Medicine. New Haven, CT, May 2015.
77. Irby DM. Future Directions in Medical Education: Extensions of the 2010 Carnegie Report. Yale School of Medicine. New Haven, CT, May 2015.
78. Kuo A. Grand Rounds: UCSF Pediatric Leadership for the Underserved Program. Pediatric Residency Program, Texas Tech University Health Sciences Center. Lubbock, TX, August 2014.
79. Lin M. Plenary Presentation; How Social Media can Change Health Professional Education. Alliance of Independent Academic Medical Centers (AIAMC) Annual Meeting. New Orleans, LA, March 2015.
80. Lin M. Visiting Professorship; Department of Emergency Medicine, McMaster University School of Medicine. Hamilton, ON, Canada, October 2014.
81. Lin M. Keynote Speaker; Social Media Summit. Royal College of Physicians and Surgeons of Canada, International Conference on Residency Education (ICRE). Toronto, ON, Canada, October 2014.
82. Lin M. Consensus Conference Co-leader. Royal College of Physicians and Surgeons of Canada, International Conference on Residency Education (ICRE). Toronto, ON, Canada, October 2014.
83. Loeser H. Keynote; Mentoring of Value, and Academic Necessity. Inauguration for Teaching Academy, University of Vermont College of Medicine. Burlington, VT, March 2015.
84. Loeser H. Keynote; Academies, Lessons Learned (for Planning Committee's design workshop, "Teaching Academies"). Stanford University School of Medicine. Palo Alto, CA, July 2014.
85. Long M. Meet the Medical Education Professor. Pediatric Residency Program, Stanford University School of Medicine. Stanford, CA, August 2014.
86. Lucey CR, Poncelet A. Confronting the Hidden Curriculum: Active Management of Professionalism Lapses. American Academy of Neurology Annual Meeting. Washington DC, March 2015.
87. Lucey CR, Singhal G, Thammasitboon S, Trowbridge R. Training Others to Teach about the Science of Diagnostic Error. Society to Improve Diagnosis in Medicine, Diagnostic Error in Medicine International Conference. Atlanta, GA, September 2014.
88. Lucey CR. Medical Education in a Global Environment. Association of American Medical Colleges (AAMC) Annual Meeting. Chicago, IL, November 2014.
89. Lucey CR. The Need for a Career-Long Commitment to Professionalism. American Board of Medical Specialties (ABMS) National Policy Forum. Washington DC, April 2015.
90. Lucey CR. Evaluating Professionalism: Why and How. American Academy of Neurology Annual Meeting. Washington, DC, March 2015.
91. Lucey CR. Evaluating the Validity of MCAT 2015 and Its Impact on Applicants and Admissions. Association of American Medical Colleges (AAMC) Annual Meeting. Chicago, IL, November 2014.
92. Lucey CR. Innovation in Medical Education. American Society of Pediatric Hematology/Oncology Annual Meeting. Phoenix, AZ, May 2015.
93. Lucey CR. Promotion of Clinician Educators. Association of Professors in Medicine, Winter Meeting. Dana Point, CA, February 2015.

94. Lucey CR. MOOCs in Post Modern China: Technology-Accelerated Learning in the West. East-West Alliance Global Symposia. Hong Kong, China, October 2014.
95. Lucey CR. Tosteson Visiting Professor; Managing Professionalism Lapses: Moving from Executioner to Educator. Harvard University School of Medicine and the Shapiro Institute for Education and Research. Boston, MA, June 2015.
96. Lucey CR. Tosteson Visiting Professor; What is Basic about Science in Medical Education? Harvard University School of Medicine and the Shapiro Institute for Education and Research. Boston, MA, June 2015.
97. Lucey CR. Distinguished Professor; Problem Lists to Illness Scripts. Highland Hospital, University of Rochester Medical Center. Rochester, NY, May 2015.
98. Lucey CR. Professionalism: New Thinking about an Old Problem. Penn State University College of Medicine. Hershey, PA, October 2014. Mathes E. Teaching Skills for a Busy Clinic. University of Utah. Salt Lake City, UT, October 2014.
99. Mazotti L. Interprofessional Care and Collaboration Plenary Session. Clerkship Directors in Internal Medicine Annual Meeting. Washington, DC, 2014.
100. Mazotti L. Grand Rounds: Longitudinal Integrated Clerkships. UC Davis/Kaiser Sacramento. Sacramento, CA, 2014.
101. Murr A. I've just had a complication! Navigating the aftermath. American Rhinologic Society (ARS). Boston, MA, April 2015.
102. Naeger D. The Importance of Teaching Non-Interpretative Skills to Medical Students. Association of University Radiologists Annual Meeting. New Orleans, LA, April 2015.
103. Naeger D. Not Reinventing the Wheel: Bridging the Gap between Coordinator and Faculty. Association of University Radiologists Annual Meeting. New Orleans, LA, April 2015.
104. Naeger D. Problem Solving Techniques. Association of University Radiologists Annual Meeting. New Orleans, LA, April 2015.
105. O'Brien B. Transforming Clinics and Learning Environments: Three Guiding Principles From the Learning Sciences. California/Hawaii Regional Meeting of the Society for General Internal Medicine (SGIM). Los Angeles, CA, January 2015.
106. Ostherr K, Vartabedian B, Azzam A, Wiechmann W, Bobinet K. Fostering Digital citizenship in the Medical School Curriculum - A look at Four Innovative Programs. Medicine X Conference, Stanford University. Palo Alto, CA, September 2014.
107. O'Sullivan P. Who Wants to be a Faculty Developer? McMaster University Masters of Science in Health Sciences Education. Hamilton, Ontario, Canada, June 2015.
108. O'Sullivan P. EPAs: Assessments That Happen All the Time. McMaster University Masters of Science in Health Sciences Education. Hamilton, Ontario, Canada, June 2015.
109. O'Sullivan P. Collaboration. University of Oklahoma Health Science Center. Oklahoma City, OK, April 2015.
110. O'Sullivan P. Plenary Address; EPAs: What, Why, When and How. Central Group on Educational Affairs. Columbus, OH, April 2015.
111. O'Sullivan P. EPAs: What, Why, When and How. Maine Medical Center. Portland, ME, March 2015.
112. O'Sullivan P. Developing an Identity as a Medical Educator. Maine Medical Center. Portland, ME, March 2015.
113. O'Sullivan P. Promoting Educational Leadership and Advancement: Chairs Can Advance Educational Scholarship. Association of Professors of Medicine. Dana Point, CA, February 2015.
114. Pardo M. Identifying the "Problem Fellow." Society of Academic Anesthesiology Associations Annual Meeting. Chicago, IL, June 2015.
115. Poncelet A. Longitudinal Integrated Clerkships: Evidence and Momentum. Faculty Development Seminar, American Professors of Gynecology and Obstetrics (APGO). Palm Desert, CA, January 2015.
116. Poncelet A. When a Longitudinal Integrated Clerkship (LIC) helps change the larger curriculum, how does that change the LIC? Integrated Community Clerkship Curriculum Retreat, University of British Columbia. Vancouver, British Columbia, Canada, May 2015.
117. Rabow MW. 2015 Goldman-Berland Lectureship in Palliative Care and the Ing Family Lectureship: Evolution of PC and Palliative Care of the Soul. Providence Health Care System, Providence Portland Medical Center and Providence St Vincent Medical Center. Portland, OR, May 2015.
118. Resneck J. Speaker and Panelist: Examining Diagnosis and Treatment by Telemedicine: What is Safe? American Telemedicine Association Meeting and Trade Show. Los Angeles, CA, May 2015.



119. Resneck J. Panelist. Executive Telehealth Roundtable Summit 3.0, Robert J. Waters Center for Telehealth & e-Health Law (CTeL) and CTeL Innovations, Inc. Washington, DC, November 2014.
120. Sanchez H. Pathology Review for the USMLE Step 1. Poznan University of Medical Sciences. Poznan, Poland, June 2015.
121. Sanchez H. Pathology Review for the USMLE Step 1. University of Debrecen Medical School. Debrecen, Hungary, July 2014.
122. Sanchez H. Pathology Review for the USMLE Step 1. University of Sharjah College of Medicine. Sharjah, United Arab Emirates, August 2014.
123. Saxe J. Advanced Nursing Practice: Ethical and Legal Perspectives. Chinese University of Hong Kong, The Nethersole School of Nursing. Hong Kong, China, September 2014.
124. Saxe J. Clinical Decision Making: Process and Evaluation. Chinese University of Hong Kong, The Nethersole School of Nursing. Hong Kong, China, September 2014.
125. Saxe J. Chronic Illness: Evaluation of Patient Outcomes. Chinese University of Hong Kong, The Nethersole School of Nursing. Hong Kong, China, September 2014.
126. Saxe J. Clinical Problem Solving, Decision Making in Advanced Nursing Practice. Chinese University of Hong Kong, The Nethersole School of Nursing. Hong Kong, China, September 2014.
127. Saxe J. Continuous Quality Improvement in Health Care: Theory, Implementation and Application. Chinese University of Hong Kong, The Nethersole School of Nursing. Hong Kong, China, September 2014.
128. Saxe J. Innovations in Advanced Nursing Practice. Chinese University of Hong Kong, The Nethersole School of Nursing. Hong Kong, China, September 2014.
129. Schwartz BS. Technology Enhanced Learning for the Infectious Disease Educator. IDWeek 2015. Philadelphia, PA, October 2014.
130. Schwartz BS. Technology Enhanced Learning for the Microbiology Educator. University of Toledo Medical and Life Sciences College. Toledo, Ohio, November 2014.
131. Sewell J. Simulation. National Gastroenterology Program Directors Annual Meeting. Phoenix, AZ, March 2015.
132. Sharpe B. Is it Hot in Here? Learning Climate in Clinical Teaching. Infectious Diseases Society of American National Meeting. Philadelphia, PA, October 2014.
133. Sharpe B. Building Effective Mini-Lectures for Teaching on the Wards. Pediatric Hospital Medicine (PHM) National Meeting. Lake Buena Vista, FL, July 2014.
134. Sharpe B. How to Give a Great Talk. Society of Hospital Medicine National Meeting. National Harbor, MD, March 2015.
135. Shunk RL, Keene T, O'Brien B. Huddles: The Heart of Patient-Centered Primary Care. VA National Meeting: Academic PACT: Innovations, Integration, and Transformation. Dallas, TX, May 2015.
136. Shunk RL, Keene T. Overview of Center of Excellence in Primary Care Education with implications for Health Policy. American Association of Nurse Practitioners Health Policy Conference. Washington, DC, March 2015.
137. Shunk RL, Keene T. Overview of Center of Excellence in Primary Care Education with Implications for Health Policy. American College of Physicians and American Association of Nurse Practitioners Interprofessional Team Meeting. Philadelphia, PA, March 2015.
138. Shunk RL, Keene T. Overview of Center of Excellence in Primary Care Education. Patient Centered Primary Care Collaborative (PCPCC). Washington, DC, November 2014.
139. Shunk RL, O'Brien B. Stories from the Nexus: Podcast Series Explores Interprofessional Training in Primary Care. Podcast by Patient Centered Primary Care Collaborative. Podcast, April 2015.
140. 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 2015.
141. Ten Cate O. Update: What's new in the EPA playground? Family Medicine Department, Singapore General Hospital. Singapore, Singapore, April 2015.
142. Ten Cate O. Distinguished Lecture; Stimulating Motivation and Self-Determination in Medical Students: What Can We Do? Academic Medicine Education Institute (AM•EI), Duke-NUS Graduate Medical School Singapore. Singapore, Singapore, April 2015.

143. Ten Cate O. Entrustable Professional Activities als bruikbare bouwstenen voor bekwaamverklaringen. Invitational Conference Opleidingsplannen – Federatie Medische Specialismen. Bunnik, Netherlands, June 2015.
144. Ten Cate O. How Entrustable Professional Activities Can Serve Competency-Based Medical Training. Mayo Clinic. Rochester, MN, October 2014.
145. Ten Cate O. Competentieverricht Opleiden en Toetsen. Kritische beroepsactiviteiten en Entrustable Professional Activities: huidige stand van zaken. Nascholing NSPOH - Competentieverricht Opleiden en Toetsen. Utrecht, Netherlands, June 2015.
146. Ten Cate O. De Volgende Stap in Competentie-Gericht Opleiden en Toetsen: Entrustable Professional Activities. OOR-ZON Symposium. Maastricht, Netherlands, April 2015.
147. Ten Cate O. Entrustable Professional Activities as a Framework for Education and Assessment in the Clinical Workplace. Singapore General Hospital 21st Annual Scientific Meeting. Singapore, Singapore, April 2015.
148. Ten Cate O. Toetsing van klinisch redeneren. Stafdag Juliuscentrum UMC. Utrecht, Netherlands, April 2015.
149. Ten Cate O. Entrustable Professional Activities: Aligning CBME with Everyday Clinical Practice in Anesthesiology. Stanford Anesthesia Grand Rounds, Stanford School of Medicine. Palo Alto, CA, May 2015.
150. Ten Cate O. Opleiden 2016: de Competenties Voorbij. Strategische Conferentie, LUMC. Leiden, Netherlands, April 2015.
151. Ten Cate O. Kwalificerende eindtaken. Symposium Ontwikkelingen in het Medisch Verloskunde Onderwijs, AVAG. Amsterdam, Netherlands, November 2014.
152. Ten Cate O. EPA Basics. The Children's Hospital, University of Colorado. Denver, CO, March 2015.
153. Ten Cate O. Entrustable Professional Activities as an Educational Framework. The Children's Hospital, University of Colorado. Denver, CO, March 2015.
154. Ten Cate O. Pediatric Grand Rounds: Entrustable Professional Activities - Their Significance for Competency-Based Training and Assessment in Current Health Care. The Children's Hospital, University of Colorado. Denver, CO, March 2015.
155. Ten Cate O. Preparing Learners to Contribute to Workplace Needs: the Role of Entrustable Professional Activities. UCLA Symposium on the Science of Learning in Medical Education. Los Angeles, CA, October 2014.
156. Tong L. Medical Education Trends in the US. Japanese Society of Psychiatry and Neurology. Osaka, Japan, June 2015.
157. Topp K. Let's Get Educated: How Anatomists Can Help with Accreditation Requirements. American Association of Anatomists Annual Meeting. Boston, MA, April 2015.
158. Weichenthal L. How to Choose the Right Residency. California ACEP (American College of Emergency Physicians) Annual Assembly. Los Angeles, CA, June 2015.
159. West D. Grand Rounds; Better Handoffs and Safer Care: Preliminary Results of the I-PASS Study. MD Anderson Cancer Center. Houston, TX, August 2014.
160. Wilson E. Plenary: For She's a Jolly Good Fellow, The Role of Student Fellowships in Promoting Family Medicine. Conference on Medical Student Education 2015, Society of Teachers of Family Medicine. Atlanta, GA, February 2015.
161. Wilson E. TED Talk: Public Health and Primary Care. Society of Teachers of Family Medicine. Orlando, FL, April 2015.
162. Wilson E. Plenary Presentation (Co-presenter): Behavioral Change as a Model for Effective Feedback to Medical Learners. Society of Teachers of Family Medicine. Orlando, FL, April 2015.
163. Winston L. Clinical Problem Solving. California Pacific Medical Center. San Francisco, CA, October 2014.
164. Winston L. Jack Reardan Visiting Professorship; Clinical Problem Solving. UC Davis. Sacramento, CA, June 2015.
165. Yang S. Grand Rounds: A Comparison of Health Care and Medical Education Systems: Taiwan vs. United States. China Medical University. Taichung, Taiwan, December 2014.
166. Yang S. Keys to Success in Resident Research. China Medical University. Taichung, Taiwan, December 2014.
167. Yang S. Time-Efficient Teaching. China Medical University. Taichung, Taiwan, December 2014.

## Workshops

1. Aagaard E, Green E, Isaacson JH, Julian K, Palamara K. Efficient and Effective Teaching in the Ambulatory Setting. TEACH Certificate. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, Canada, April 2015.
2. Aronson L. Narrative Writing and Advocacy. Mt. Sinai School of Medicine, New York, NY, March 2015.
3. Aronson L. Narrative Writing and Advocacy. Change Agents Conference. Hartford, CT, December 2014.
4. Aronson L. Narrative Writing and Advocacy. New York University. New York, NY, March 2015.
5. Aronson L. The Art and Craft of Writing for Self-Care and Narrative Advocacy: A Workshop in Reflective and Public Writing. American Academy of Hospice and Palliative Medicine Annual Meeting. Philadelphia, PA, February 2015.
6. Autry A. Junior Fellow Roundtable: Global Health Careers. American College of Obstetricians and Gynecologists (ACOG) Annual Meeting. San Francisco, CA, May 2015.
7. Azzam A, Valenzano D. Problem-Based Learning in the Era of Wikipedia & Google. International Association of Medical Science Educators (IAMSE) Annual Meeting. Nashville, TN, June 2015.
8. Baron R. Current Issues in Graduate Medical Education. Providence Portland Medical Center. Portland, OR, June 2015.
9. Baron R. Current Issues in Graduate Medical Education. Providence St. Vincent Medical Center. Portland, OR, June 2015.
10. Batra M, Franke H, Aylor M, Narayan A, Schumacher D, Rosenbluth G. Managing My Plate: Negotiating Roles and Time for Pediatric Educators. Association of Pediatric Program Directors Annual Meeting. Orlando, FL, March 2015.
11. Belew C, Delgado A. Putting the Team in Teamwork. American College of Nurse-Midwives. National Harbor, MD, July 2014.
12. Chen A. Collaboration and Communication in Healthcare: Interprofessional Practice. Coursera. September-October 2014.
13. Chen EH. Research Priorities in the Utilization and Interpretation of Diagnostic Imaging: Education, Assessment, and Competency. Society of Academic Emergency Medicine Annual Meeting Diagnostic Imaging Consensus Conference. San Diego, CA, May 2015.
14. Chen EH. Emerging Solutions Session. Association of American Medical Colleges (AAMC) Annual Meeting. Chicago, IL, September 2014.
15. Chen HC. Application of EPAs in Undergraduate Medical Education. University of New Mexico. Albuquerque, NM, April 2015.
16. Chen HC. Competency-Based Education and Entrustable Professional Activities. University of New Mexico. Albuquerque, NM, April 2015.
17. Chen HC. Pre-Clerkship or Doctoring Entrustable Professional Activities. University of New Mexico. Albuquerque, NM, April 2015.
18. Chen, HC, McNamara M, Teherani A, O'Sullivan P, Ten Cate O. Entrustable Professional Activities for the Assessment of Early Medical Students. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
19. Chern H, Kim E. Educator Portfolio. Association of Surgical Education. Seattle, WA, April 2015.
20. Chou C, Jensen N. Fundamental Communication Skills to Enhance Patient Experience. Franciscan Health System. Tacoma, WA, 2014.
21. Chou C, Bell J, Pearlman E, Risdon C. Training for Fundamental Communication Skills. Roswell Park Cancer Institute. Buffalo, NY, 2014.
22. Chou C, Cochran N. Teaching Fundamental Communication Skills. American Academy on Communication in Healthcare. Asheville, NC, 2015.
23. Chou C, Jensen N. Fundamental Communication Skills to Enhance Patient Experience. DuPage Medical Group. Lisle, IL, March 2015.
24. Chou C. Remediation in Medical Education. Society of Hospital Medicine Annual Meeting. National Harbor, MD, March 2015.
25. Chou C. Compassionate Care. Schwartz Center Summit. Atlanta, GA, 2014.
26. Chou C. Feedback in Medical Education. Program for Medical Education Innovations and Research, New York University. New York, NY, 2015.
27. Chou C. Fundamental Communication Skills to Enhance Patient Experience. Press Ganey Associates. South Bend, IN, 2014.

28. Chou C. Fundamental Communication Skills to Enhance Patient Experience. Mount Sinai Medical Center. New York, NY, 2015.
29. Chou C. Teaching about Sexual History Taking. Johns Hopkins University Medical School. Baltimore, MD, 2015.
30. Ciccarone D. A Workshop to Prepare Family Medicine Faculty as Writers. The 25th Annual Writing for Medical Journals Workshop. Green Gulch, CA, March 2015.
31. Dhaliwal G. Conversations about High Value Care. Ohio State University Division of General Internal Medicine. Columbus, OH, May 2015.
32. Edson RS, Chin-Garcia C, Guerrasio J, Hauer K, Nixon LJ, Wolfsthal S. Panel: Participant Case Discussion. Alliance for Academic Internal Medicine (AAIM) Meeting. Washington DC, September 2014.
33. Erickson J. Longitudinal Integrated Clerkships 101, Curriculum and Finance. The Muster, Global Community Engaged Medical Education and the Consortium of Longitudinal Integrated Clerkships. Uluru, Australia, October 2014.
34. Fulton T, Lupi C. Aligning and Assessing Competencies, EPAs, and Milestones. International Association of Medical Science Educators (IAMSE). San Diego, CA, June 2015.
35. Hanson ER, Rosenbluth G, Burman NJ, Payne B, Arandes M. Go for the Gold: Enhancing Your QI Program with the QI Olympics. Association of Pediatric Program Directors Annual Meeting. Orlando, FL, March 2015.
36. Hanyok L, Eckstrom E, Brienza R, Wamsley M, Tilden V. Interprofessional Education and Practice: Best Practices and Successful Innovations. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
37. Harper M. Meet the Professor. Donald W. Reynolds Foundation. Las Vegas, NV, October 2014.
38. Hauer K, Guerrasio J. Remediation of Struggling Learner. Alliance for Academic Internal Medicine (AAIM) Meeting. Washington DC, September 2014.
39. Hyland, KM. Teachers Mentoring Teachers: The Gift of Peer Feedback. The Association of Professors of Human and Medical Genetics (APHMG) Annual Meeting. Clearwater, FL, May 2015.
40. Irby DM, Steinert Y, O'Sullivan PS. Criteria for Excellence in Faculty Development. Asia Pacific Medical Education Conference. Singapore, February 2015.
41. Irby DM. Leadership Styles and Team Communication. Association of Professors in Gynecology and Obstetrics (APGO) Scholars Program. San Antonio, TX, March 2015.
42. Irby DM. Leading Group Discussions. Association of Professors in Gynecology and Obstetrics (APGO) Scholars Program. San Antonio, TX, March 2015.
43. Irby DM. Small Group Teaching. Yale School of Medicine. New Haven, CT, May 2015.
44. Jaarsma D, Croiset G, Van Den Berg J, Van Lankveld T, Irby DM. How to Support a Teaching Culture in Medical Schools? Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
45. Jull-Patterson D. Ethical Decision Making in Complex Cases. UC Berkeley Extended Education. San Francisco, CA, September 2014.
46. Jull-Patterson D. Clinical and Ethical Approaches to End-of-Life Care. UC Berkeley Extended Education. Berkeley, CA, October 2014.
47. Jull-Patterson D. Ethical Decision Making in Complex Cases. UC Berkeley Extended Education. San Francisco, CA, April 2015.
48. Kelly T, West D, Balmer D. Designing Surveys to Effectively Measure Outcomes in Research, Quality Improvement, and Educational Projects. Pediatric Academic Societies (PAS) Meeting. San Diego, CA, April 2015.
49. Klein J, Dulay M, Julian K, Overland M and Weppner W. Diving-in: Immersing Interns in Primary Care. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
50. Kruidering M, Burke C. Crossing into the Active Learning World: Flipping Your Classroom Why and How? Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
51. Kuo A. Leadership Starts With Leading Yourself: Gaining Self-Awareness through the MBTI. 2014 Seminar John Muir. Walnut Creek, CA, July 2014.
52. Kuo A. Maximizing Team Function, Introverts and Extraverts in Academic Medicine. Department of Pediatrics, Stanford School of Medicine. Palo Alto, CA, January 2015.



53. Kuo AK, Reimschisel T, O'Toole J, Cruz M, Dickinson B, and Calaman S. It Takes Two To Tango: How Introverts and Extroverts May Thrive in Academic Medicine. Academic Pediatric Program Directors Annual Meeting. Orlando, FL, March 2015.
54. Levine S, Tatum P, Farrell T, Talebreza S, Harper M. How to be an Effective Mentor. Donald W. Reynolds Foundation. Las Vegas, NV, September 2014.
55. Loeser H. Leading Change. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
56. Loeser H. Management and Leadership. AAMC Leadership Education and Development (LEAD) Certificate Program Webinar, February 2015.
57. Loeser H. Mentoring Workshop. Teaching Academy, University of Vermont College of Medicine. Burlington, VT, March 2015.
58. Long M, Butani L. Questioning as an Effective Teaching Tool. Stanford School of Medicine, Pediatric Residency Program. Palo Alto, CA, November 2014.
59. Mazotti L, Hirsh D, Lee P. Educational Innovation, LIC's and the Triple Aim. Lown Foundation Annual Meeting. San Diego, CA, March 2015.
60. Mazotti L, Hirsh D, Peyser B, Adams J. Creating and Sustaining Longitudinal Integrated Clerkships. Clerkship Directors in Internal Medicine Annual Meeting. Washington DC, September 2014.
61. Miller C. Mentoring & Educational Workshop for Parents of Medical Students. Physicians Medical Forum. Oakland, CA, March 2015.
62. Miller C. Mentoring Women Medical Students. Society of Women in Medicine. San Francisco, CA, April 2015.
63. Mitrovic I. Why Medicine/Why Health Professions. Pre-Health National Conference, University of California Davis. Davis, CA, October 2014.
64. Mitrovic I. Why Medicine/Why Health Professions. American Medical Student Association of the University of California, Berkeley. Berkeley, CA, April 2015.
65. Mitrovic I. Why Medicine/Why Health Professions. Career Center University of California, Santa Cruz. Santa Cruz, CA, May 2015.
66. Murr A. The Future of AO in South Africa-Opportunity Knocks. South Africa AOCMF Retreat, AOCMF North America AOCMF International. Gauteng, South Africa, May 2015.
67. O'Sullivan PS. Entrustable Professional Activities. International Advanced Assessment Course. London, UK, October 2014.
68. O'Sullivan PS. Medical Education Research Certificate (MERC) Program Evaluation. University of New Mexico. Albuquerque, NM, May 2015.
69. O'Sullivan PS. Medical Education Research Certificate (MERC) Program Evaluation. University of Oklahoma Health Science Center. Oklahoma City, OK, April 2015.
70. O'Sullivan PS. Medical Education Research Certificate (MERC) Questionnaire Design and Survey Research. Oakland University. Oakland, MI, March 2015.
71. O'Sullivan PS. Turning Your Program Evaluation into Educational Scholarship. University of Oklahoma Health Science Center. Oklahoma City, OK, April 2015.
72. O'Sullivan P. Using Conceptual Frameworks to Strengthen Educational Scholarship. Association of Surgical Educators Annual Meeting. Seattle, WA, April 2015.
73. O'Toole JK, Rosenbluth G, Starmer AJ, Srivastava R, Landrigan CP, Sectish TC, Spector ND. Leading Innovative Projects: Essential Skills for Academic Faculty. Pediatric Hospital Medicine Annual Meeting. Orlando, FL, July 2014.
74. Ong T, Corcoran A, and Harper M. Work Life Balance. American Geriatrics Society Annual Scientific Meeting. National Harbor, MD, May 2015.
75. Palav Babaria P, Chodos A, Chretien KC, Jain S, Siegel J, Sanders L, Reisman A, Fiellin L. Armchair Advocacy: Education and Persuasion Through the Op-Ed. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
76. Papadakis M. Medical Student Professionalism. University of Oklahoma, Office of Medical Education. Oklahoma City, OK, January 2015.
77. Poncelet A, Hodgson W. Program for Leaders in Health Care Education. Harvard Macy Institute. Boston, MA, June 2015.

78. Poncelet A, Hoelge-Hazelton B, Birnbaum R. Journal Club. Harvard Macy Institute, Program for Leaders in Health Care Education. Boston, MA, June 2015.
79. Poncelet A. Continuity with Patients and Teachers: Practical Tips. Association of Professors in Gynecology and Obstetrics (APGO) Faculty Development Seminar. Palm Desert, CA, January 2015.
80. Rennke S, Herzke C, Finn K and Hunt D. Build It and They Will Come: Implementing a Successful and Sustainable Faculty Development Program. Society of Hospital Medicine. Washington DC, March 2015.
81. Rutherford G. Improving HIV Programmes through the Use of Cohort Data: ART Cohort Data. WHO Knowledge Hub on HIV Surveillance. Zagreb, Croatia, March 2015.
82. Rutherford G. Manual Development Workshop Series 2: Manuscript Writing. Longitudinal Surveillance of Paediatric HIV Care and Treatment in Kenya (L-SPTCTIK). Nairobi, Kenya, July 2014.
83. Rutherford G. Manual Development Workshop Series 3: Manuscript Writing. Longitudinal Surveillance of Paediatric HIV Care and Treatment in Kenya (L-SPTCTIK). Nairobi, Kenya, September 2014.
84. Rutherford G. Manuscript Development Training Series for Community Transformation Grants. Division of Community Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention. Atlanta, GA, September 2014.
85. Rutherford G. Mentorship Skills Development Workshop. Kenya Field Epidemiology and Laboratory Training Program. Nairobi, Kenya, July 2014.
86. Rutherford G. National Workshop on Region Triangulation Results. International Alliance for HIV AIDS in Ukraine. L'viv, Ukraine, October 2014.
87. Rutherford G. Training Course on HIV Prevention and Treatment Cascade Analysis. WHO Knowledge Hub on HIV Surveillance. Zagreb, Croatia, June 2015.
88. Sanchez H. Strategies for Connecting Academic Content with Real-World Experience in Educational Settings. UC Faculty Engagement Summer Institute UCOP. Oakland, CA, June 2015.
89. Schneider C, Chen T, Wood KMG, Brock TP. Let's Talk about Feedback: An Exploration of Academic Feedback Practices in Pharmacy Education. International Social Pharmacy Workshop. Boston, MA, August 2014.
90. Shunk R, O'Brien B, Keene T. How to Huddle. VA Medical Center. Dallas, TX, May 2015.
91. Siegel J, Rich CA, Azari S, Jain S, Capps L. Next Steps in Teaching Residents about Vulnerable Populations: Frameworks for Curricular Development at Three Urban Academic Medical Centers. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
92. Vener M. Time Efficient Clinical Teaching. John Muir Health Center. Walnut Creek, CA, March 2015.
93. Weichenthal L, Young M. Life Saving Procedures. High Sierra Wilderness Medicine Conference. Bass Lake, CA, April 2015.
94. Weppner W, Eckstrom E, Brienza R, Rehman S, Ward C, McDonough C, Miller R, Wamsley M. Faculty Development for Interprofessional Communication. Society of General Internal Medicine. Toronto, ON, April 2015.
95. Wernick N, Clement L. Rubrics: Set Student Expectations and Standardize Grading. American Society for Microbiology Conference for Undergraduate Educators. Austin, TX, May 2015.
96. West D. Better Handoffs and Safer Care: Preliminary Results of the I-PASS Study Grand Rounds . MD Anderson Cancer Center. Houston, TX, August 2014.
97. West D. I-PASS Handoff Process: Evidence-Based Approach for Better Handoffs and Safer Care. MD Anderson Cancer Center. Houston, TX, August 2014.

## SUBMITTED PRESENTATIONS

1. Adler S. Death Cafes: A Tool for Teaching about End and Life in Both Academic and Community Settings. Academy of Hospice and Palliative Medicine and the Hospice and Palliative Nurses Association Annual Assembly. Philadelphia, PA, February 2015.
2. Allen K, Schreiber R, Aronson L, Beilenson J, Adelman R, Brangman S. Creating Geriatrics Value in Health Systems and Communities. American Geriatrics Society Annual Scientific Meeting. National Harbor, MD, May 2015.

3. Amaral A, Avila Jandrade M, Mendoza A, Ordonez B, Kinman R, Elkin D. Beauty Is in the Eye and the Beholder: Body Self-Image Perceptions and Urban High School Students. Western Section American Federation for Medical Research. Carmel, CA, January 2015.
4. Aronson L, Arbaje A, Morano C, Beizer J, Leipzig R, Dombrowski W, Bharja A, Flood K, McGrew D, Beilenson J. Messaging Geriatrics: Practical Skills for Everyday Success. American Geriatrics Society Annual Scientific Meeting. National Harbor, MD, May 2015.
5. Bachhuber M, O'Sullivan P, Teherani A, O'Brien B. Using Design-Based Research to Advance Systems-Oriented Workplace Learning Experiences (SOWLES). Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
6. Bain-Brickley D, Mandel JS, Hills N, Lindan CP, Nguyen LH, Mehta KM, Sehgal R, Rutherford GW. Implementing a Hybrid Course for Building HIV Research Capacity in Vietnam: Challenges and Successes. 20th International AIDS Conference. Melbourne, Australia, July 2014.
7. Balano KB, Saxe J, Nakajima M, Brock T. Role Perception Changes Following Interprofessional Counseling for Behavior Change Workshops. American Association of Colleges of Pharmacy (AACP) Annual Meeting. Dallas, TX, June 2015.
8. Banh K, Edwards WA, Feiner J. Interventions to Improve the Quality of Written Feedback. Western Anesthesia Residents Conference. Seattle, WA, May 2015.
9. Bellefeuille P, McGuire D, Cayabyab W. Art and Science: Unfolding Case Study Simulation Based on a Theatric Approach. National Association of Clinical Nurse Specialist Conference. San Diego, CA, March 2015.
10. Bischoff K, Patel H, Thomas L, Hauer K, Lai C. Teaching Safe Transitions: A Post-Discharge Follow-Up Pilot for Third-Year Medical Students. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
11. Blankenburg R, Monash B, Yuan P, Harman S, Satterfield J, Hilton J, Sakai D, Chua I, Huynh E, Hosamani P, Khan A, Shieh L, Xie L, Rennke S. Shared Decision Making during Inpatient Rounds: Opportunities for Improvement in Patient Engagement. Pediatric Academic Societies Annual Meeting. San Diego, CA, April 2015.
12. Blockman B, Harris J, Hecht F, Moskowitz J, Sanseau S, Pebenito M, Whittle A, Becker D. Communitas: An Integrative Medicine Program for Teens Living with Chronic Illness and their Families. American Academy of Pediatrics National Conference and Exhibition. San Diego, CA, October 2014.
13. Boscardin C. Action Research Program: Integrating Early Clinical Experience with Clinic Needs. American Educational Research Association (AERA) Annual Meeting. Chicago, IL, April 2015.
14. Boslett B, Chin-Hong P, Teherani A, Lucey C, Schwartz B, Deitz J, Nandagopal K, Prober C. Evaluation and a Pilot Flipped-Classroom Pre-Clinical Medical Student Microbiology Curriculum: A Multi-Institution Collaboration. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
15. Boslett B, Chin-Hong P, Teherani A, Deitz J, Nandagopal K, Lucey C, Prober C, Schwartz B. Development and a Flipped Classroom Microbiology Curriculum. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
16. Bouwmeester RAM, De Kleijn RAM, Ten Cate O, Van Rijen H. Peer-instructed Seminar Attendance Is Positively Associated with Exam Scores. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
17. Brock TP, Wu E, Le P, Shamasunder S, Lewis B, Harrison J. Teaching Global Health Ethics using Simulation: An Interprofessional Curriculum. American Association of Colleges of Pharmacy (AACP) Annual Meeting. Grapevine, TX, July 2014.
18. Brock TP. Developing Global Policy for Interprofessional Experiential Education. Annual Congress of the International Pharmaceutical Federation. Bangkok, Thailand, September 2014.
19. Burke C, Vandermeer J, Kruidering M, Hyland K. Small Group: Innovations on the Lecture. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
20. Butani L, Plant J, Gogo A, Michele L. Critical Reflection in Teaching and Evaluation. Council on Medical Student Education in Pediatrics (COMSEP) Annual Meeting. New Orleans, LA, March 2015.
21. Candib L, Muller J, Shore W, Southpaw J, Reidy J. Wit and Wisdom and Senior Faculty-Part 2: What is Mentoring and Why Do We Love it? Society for Teachers of Family Medicine Annual Meeting. Orlando, FL, April 2015.
22. Carley A, Keeton V, Schapiro N. Collaboration across Professions: Can an Interprofessional Exercise Support Role Development and Quality and Care by PNP and Pharmacy Students? National Association of Pediatric Nurse Practitioners. Denver, CO, March 2015.

23. Carley A, Keeton V, Schapiro N. Collaboration across Professions: Can an Interprofessional Exercise Support Role Development and Quality and Care by PNP and Pharmacy Students? National Organization of Nurse Practitioner Faculties (NONPF) Annual Meeting. Baltimore, MD, April 2015.
24. Carley A. Evidence-Based Project Planning: A Course Series that Benefits Acute Care Neonatal/Pediatric Learners as well as their Clinical Mentors. Academy of Neonatal Nursing Advanced Practice Meeting. Chicago, IL, March 2015.
25. Chanan E, Rollins M. A Card a Day: Daily Feedback Cue Cards for Anesthesia Residents Encourage Frequent Feedback Discussions in Various Competencies. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
26. Chen HC, McNamara M, Teherani A, O'Sullivan P, ten Cate O. Entrustable Professional Activities for the Assessment and Early Medical Students. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
27. Chen HC, McNamara M, Teherani A, O'Sullivan P, ten Cate O. Entrustable Professional Activities for the Assessment and Early Medical Students. Association of American Medical Colleges (AAMC) Annual Meeting. Chicago, IL, November 2014.
28. Chen HC, ten Cate O, O'Sullivan P, Woehrle T, Eidson-Ton WS, Basaviah P, Boscardin C, Teherani A. Medical Student Goal Orientation and Performance in Early Clinical Experiences. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
29. Chen HC, ten Cate O, O'Sullivan P, Woehrle T, Eidson-Ton WS, Teherani A. Medical Student Goal Orientation in Early Clinical Experiences. Association of American Medical Colleges (AAMC) Annual Meeting. Chicago, IL, November 2014.
30. Chou C, Bebeau M, Ellaway R, Kalet A. Remediation in Medical Education. Association of American Medical Colleges (AAMC) Annual Meeting. Chicago, IL, November 2014.
31. Coppolino M, Avins A. Entrustable Professional Activities to Improve Faculty Engagement with Critical Care Medicine Evaluations. Kaiser Permanente Oakland. Oakland, CA, October 2014.
32. Coppolino M, Avins A. Entrustable Professional Activities to Improve Faculty Engagement with Critical Care Medicine Evaluations. Kaiser Permanente San Francisco. San Francisco, CA, October 2014.
33. Corelli R, Assemi M. Evaluation and Required Senior Research Projects Across Different Pathways within a Doctor of Pharmacy Curriculum. American Association of Colleges of Pharmacy (AACP) Annual Meeting. Dallas, TX, June 2015.
34. Dandu M, Baltzell K. Master's Degree in Global Health: Reflections on a Five-Year Experience. Consortium of Universities of Global Health. Boston, MA, March 2015.
35. Darrin L, Gutierrez E, Morfin J, Peterson E, Schiller N, Martinez A. UC Post-Baccalaureate Consortium Update. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
36. Dellenges M. Assessment and Critical Thinking Skills in Dental Students using Item Response Theory (IRT) Modeling. American Dental Education Association (ADEA) Meeting. Boston, MA, March 2015.
37. Dhaliwal G. The Impact and High Value Care on Diagnostic Error: The Educator Perspective. Diagnostic Error in Medicine National Meeting. Atlanta, GA, September 2014.
38. Dhaliwal G. Unknown Case. Society to Improve Diagnosis in Medicine National Meeting. Atlanta, GA, September 2014.
39. Dulay M, Bachhuber M, Shunk R, O'Brien BC. Improving Identification and High-Risk Primary Care Patients for Internal Medicine Residents' Year-End Handoffs. Society of Teachers of Family Medicine Conference on Medical Education. Toronto, ON, February 2015.
40. Dulay M, O'Brien B, Saxe J. Accelerating Performance Improvement in Primary Care: A Practice-Based Interprofessional Curriculum. National Organization of Nurse Practitioner Faculties (NONPF) Annual Meeting. Baltimore, MD, April 2015.
41. Duong DK, Soskin P, O'Sullivan P, Satre D, Satterfield J. Interprofessional Workplace Instruction: Social Workers as SBIRT Instructors for Emergency Medicine Residents. Association for Medical Education and Research in Substance Abuse (AMERSA) Annual Meeting. San Francisco, CA, November 2014.
42. Duong J, Harrison J, Lai C, Fang M. Are Consultants Frustrated with Us? A Qualitative Look at Our Behaviors and How We Can Improve. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
43. Elkin D, Fitzgerald I, Villela G. The Hero's Journey and Medical Education. Association of Academic Psychiatry Annual Meeting. Portland, OR, September 2014.



44. Eng J. Building Effective Mentoring Relationships. American Geriatrics Society Annual Scientific Meeting. National Harbor, MD, May 2015.
45. Feigenbaum D, Boscardin C, Frieden I, Mathes E. Can You See Me Now? Video Tele dermatology in Pediatric Dermatology. Association of Professors in Dermatology Meeting. Chicago, IL, September 2014.
46. Ferrier R, Fitzsimmons A, Holland C, Ovitt D, Spates B. Mobility is Medicine: Creating a Culture and Mobility via Workplace Learning Opportunities for Physical Therapy Students. American Physical Therapy Association Combined Sections Meeting. Indianapolis, IN, February 2015.
47. Fisher H, Long M. EPAC PedsCase Project: A Longitudinal, Collaborative Curriculum in Medical Education. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
48. Frank J, Snell L, Abbott C, ten Cate O. Competency-Based Medical Education: State of the Art and Priorities for Development from an International Expert Delphi Process. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
49. Friedman D, Teherani A, Schwartz B. A Comprehensive Survey and Pre-Clinical Microbiology Curricula among U.S. Medical Schools. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
50. Fulton T, Bradbury M, Dell M, Dickinson B, Edmondson A, Everse S, Fishback J, Gallman E, Harris D, Jones J, Kerry J, Virginia L, Nixon J, Paganini A, Poznanski A, Russo D, Szarek J, Wilson-Delfosse A, Fall L. Unpacking your Brain: Collaborative Identification and Core Basic Science Concepts Important in Clinical Decision-Making. The International Association of Medical Science Educators (IAMSE) Annual Meeting. San Diego, CA, June 2015.
51. Fulton T, Cowan T, Lindsley J. Development and a Metabolic Map for Learning and Assessment. Association of Biochemistry Course Directors (ABCD) Meeting. Santa Fe, NM, May 2015.
52. Fulton T, Hyland K, Boscardin C. Spaced Education for Review and Retention in Preclerkship Education: A Pilot Study that Includes Biochemistry and Genetics Topics. Association of Biochemistry Course Directors (ABCD) Meeting. Santa Fe, NM, May 2015.
53. Fulton T, Poznanski A, Wilson-Delfosse A, Fall L. Marriage Counseling for the Basic and Clinical Sciences through Concept-Based Curriculum Development: Let's do it for the Kids. International Association of Medical Science Educators (IAMSE) Annual Meeting. San Diego, CA, June 2015.
54. Garlin A, Myo M, Azzam A. An Introductory Medical School Course Structured Around Core Competencies and Based on Principles of Self-Regulated Learning and Play Prepares Students Well for Problem-Based Learning (PBL). Ottawa and Canadian Conference on Medical Education. Ottawa, ON, Canada, April 2015.
55. Green C, Wyles SM, Kim E, O'Sullivan P, H Chern. Evaluation and a Surgery-Based Adjunct Course for Medical Students Entering Surgical Residencies. Academic Surgical Congress Annual Meeting. Las Vegas, NV, February 2015.
56. Green G, Chen E, Fee C. Creation and Evaluation and a Flipped Classroom Model for Teaching Consultation. Society for Academic Emergency Medicine Western Regional Meeting. Tucson, AZ, March 2015.
57. Hafler J, Elkind M, Larsen D, Poncelet A. Qualitative Research versus Quantitative Approaches to Education Research. American Academy of Neurology Annual Meeting. Washington, DC, March 2015.
58. Hendey G, Butani L, Mejicano G, Masters S. Strategies to Individualize Curricula to Meet the Needs and Medical Students Who Struggle in One or More Competency Domains. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
59. Hyland KM. Make your Teaching Count: Initiatives to Elevate the Status and the Medical Educator. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, August 2014.
60. Hyland KM. Teachers Mentoring Teachers: The Gift of Peer Feedback. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, August 2014.
61. Hyland KM. The Impact and Teaching Academies on the Educational Mission at Academic Health Centers: Lessons from UCSF. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, August 2014.
62. Irby DM, Steinert Y. Excellence in Faculty Development. Asian Pacific Medical Education Conference and 3rd International Faculty Development Conference. Singapore, February 2015.
63. Jain S. Training Internal Medicine Residents in Care and Patients with Disabilities: Development and a Novel Curriculum. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.

64. Jensen G, Mostrom E, Fitzsimmons A, O'Brien B, Grossman P, O'Sullivan P. Workplace Learning: Blurring Classroom and Practice Boundaries. American Educational Research Association (AERA) Annual Meeting. Chicago, IL, April 2015.
65. Jull-Patterson D. Intermediate Course: Grief Counseling Association for Death Education and Counseling Meeting. San Antonio, TX, April 2015.
66. Kahn T, Sliwka, Lai C. "AIDET SMiLe": A Didactic and Experiential Curriculum Aligning Medical Students' Patient-Centered Communication Training with a Medical Center-Wide Initiative. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
67. Lo DT, Tong AK, Larson CK, Rogers SE, Hendre A, Kaminishi K, Williams B, Rivera JA. Friends and the Elderly: Geriatrics Education for Community Volunteers. American Geriatrics Society Annual Scientific Meeting. National Harbor, MD, May 2015.
68. Long M, Paradise Black N, Maniscalco J, King M, Blankenburg R, Ottolini M, Black E, Fromme H. Pediatric Hospitalist Clinical Educator Training Program: A Novel National Program to Supplement Local Faculty Efforts. Council on Medical Student Education in Pediatrics (COMSEP) Annual Meeting. New Orleans, LA, March 2015.
69. Maggio L, Mierzejewska B, Stranack K. Changing the Global Course and Learning: Our Experience Teaching an International, Multi-Disciplinary, Multi-Institutional Course. OpenEd2014 Meeting. Washington DC, June 2015.
70. Maggio L, ten Cate ThJ, Chen HC, Tannery N, Irby D, O'Brien B. Dealing with the Challenges to Medical Student Learning and Evidence-Based Medicine: A Qualitative Study. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
71. Maggio LM, Stranac K. Opening Knowledge: Designing and Teaching a MOOC for the World and Library Science Classroom. Annual Medical Library Association Meeting. Austin, TX, May 2015.
72. Mandal J. Beyond "Great Job": Content and Quality and Feedback among Students on Interprofessional Learning Teams. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
73. Marcus P, Ciccoletti C, Crawford J, McNamara M, Vener M. Win-Win: Student Health Coaching for Early Workplace Learning. Society of Teachers of Family Medicine Conference on Medical Education. Toronto, ON, February 2015.
74. Margolius D, Gager K, Saxe J, Dulay M. Outpatient Root Cause Analyses: An Interprofessional Curriculum to Teach Patient Safety. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
75. Martinez A. Student Research and Global Health Opportunities at UCSF. University of Munich. San Servolo, Venice, Italy, March 2015.
76. McNamara M, Cicoletti C, Ishizaki A, Chang A. Early Immersion Systems Learning for First Year Medical Students. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
77. Mitchell JD, Dilozenzo A, Karan S, Lee DE, Ku C, Brzezinski M, Wong V, Schell RM, Diachun CAB, Jones SB. Enhancing Feedback on Professionalism and Interpersonal and Communication Skills. Harvard School of Medicine, Department of Anesthesia Poster Session. Boston, MA, September 2014.
78. O'Brien B, Bachhuber M, Teherani A, O'Sullivan P. Reconceptualizing Workplace Learning: Potential Models for Systems-Oriented Workplace Learning Experiences (SOWLES). Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
79. O'Brien B, Bachhuber M, Teherani A, O'Sullivan P. Reconceptualizing Workplace Learning: Potential Models and Systems-Oriented Workplace Learning Experiences (SOWLES). American Educational Research Association (AERA) Annual Meeting. Chicago, IL, April 2015.
80. O'Brien B. Workplace Learning: A Model for Exploring Learning through Participation. American Educational Research Association (AERA) Annual Meeting. Chicago, IL, April 2015.
81. O'Sullivan P, Boscardin C, O'Brien B. Faculty Developers as Insiders and Outsiders: Work-Based Learning for Professional Development (Symposium). American Educational Research Association (AERA) Annual Meeting. Chicago, IL, April 2015.
82. O'Sullivan P. Faculty Developers as Insiders and Outsiders: Work-Based Learning for Professional Development. American Educational Research Association (AERA) Annual Meeting, Chicago, IL, April 2015.
83. O'Sullivan P, Irby DM. Faculty Development in a Resource Constrained Environment. American Educational Research Association (AERA) Annual Meeting. Chicago, IL, April 2015.

84. O'Sullivan P, Irby DM. Identity Formation and Motivation and New Faculty Developers: A Replication Study in a Resource Constrained University. American Educational Research Association (AERA) Annual Meeting. Chicago, IL, April 2015.
85. O'Sullivan P, Irby DM, Mkony C, Beard J. Identity Development and New Faculty Developers in an Area with Faculty Shortages. Asian Pacific Medical Education Conference and 3rd International Faculty Development Conference. Singapore, February 2015.
86. Pennington K, Tong I, Lai C, O'Sullivan P, Sheu L. the Value and Student-Run Clinics for the Premedical Student: A Multi-institutional Study. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
87. Peters H, Breckwoldt J, Chen HC, Maaz A, Holzhausen Y, ten Cate O. Entrustable Professional Activities in Undergraduate Medical Education. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
88. Poncelet A. Longitudinal Integrated Clerkship in an Academic Medical Center: Strengths and Challenges. Global Community Engaged Medical Education and the Consortium of Longitudinal Integrated Clerkships (CLIC). Uluru, Australia, October 2014.
89. Prober C, Chin-Hong P, Schwartz B. Powerful Partnerships: How Five Medical Schools are Re-Imagining Medical Education. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
90. Rainwater L, Eidson-Ton S, Martinez A, Kimberg L, Queen-Johnson A, Rea J, Willies-Jacobo L, Doyle LH. Are we there yet? Outcomes Tracking for Tailored Medical Education Programs. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
91. Rennke S. Shared Decision Making during Inpatient Rounds: Perspectives and Patients/Guardians and Physician Observers. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
92. Rennke S, Monash B, Yuan P, Harman S, Hilton J, Sakai D, Chua I, Huynh E, Hosamani P, Khan A, Shieh L, Xie L, Satterfield J, Blankenburg R. Shared Decision Making during Inpatient Rounds: Opportunities for Improvement. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
93. Rennke S, Monash B, Yuan P, Harman S, Hilton J, Sakai D, Chua I, Huynh E, Hosamani P, Khan A, Shieh L, Xie L, Satterfield J, Blankenburg R. Shared Decision-Making during Inpatient Rounds: Dissimilar Yet Correlated Perspectives and Patients/Guardians and Physician Observers. Society of Hospital Medicine Annual Meeting. National Harbor, MD, March 2015.
94. Riddell J, Banh K, et al. A Novel Free Online Resource for Flipping the Emergency Medicine Clerkship Classroom. Society of Academic Emergency Medicine Annual Meeting. San Diego, CA, May 2015.
95. Riddell J, Jhun P, Comes J, Sawtelle S, Tabatabai R, Joseph D, Shoenberger J, Chen E, Fee C, Fung C, Swadron S. A Prospective Randomized Crossover Evaluation and a Flipped Classroom Model for Emergency Medicine Trainees. Society for Academic Emergency Medicine Western Regional Meeting. Tucson, AZ, March 2015.
96. Rosenbluth G, Jacobia R, Milev D, Auerbach A. Half-Life and a Printed Handoff Document. Society of Hospital Medicine Annual Meeting. National Harbor, MD, April 2015.
97. Rutherford G, Bain-Brickley D, Sehgal R, McFarland W, Page K, Lindan C, Schwarcz S, Mandel J. International Traineeships in AIDS Prevention Studies (ITAPS): 25 Years and Capacity Building in HIV Prevention Research. 20th International AIDS Conference. Melbourne, Australia, July 2014.
98. Satterfield JM, Bereksnyi S, Hilton JF, Bogetz AL, Blankenburg R, Buckelew SM, Chen HC, Monash B, Ramos JS, Rennke S, Braddock CH. Prevalence and Social and Behavioral Topics and Related Educational Opportunities during Attending Rounds. Association of American Medical Colleges (AAMC) Annual Meeting. Chicago, IL, November 2014.
99. Satterfield JM, Wamsley M, Gleason N, O'Sullivan P, Julian K. Teaching Residents Screening, Brief intervention and Referral to Treatment Skills for Alcohol use: Using Chart-Stimulated Recall to Assess Curricular Impact. Addiction Health Services Research Conference. Boston, MA, October 2014.
100. Satterfield JM, Wamsley M, Gleason N, O'Sullivan P, Julian K. Teaching SBIRT using Chart-Stimulated Recall. Association for Academic Psychiatry Annual Meeting. Portland, OR, September 2014.
101. Schwartz B, Kim L, Nanamori M, Shekarchian S, MacDougall C, Chin-Hong P. A Pre-Clinical Interprofessional Curriculum in Antimicrobial Stewardship Improves Knowledge and Attitudes Toward Interprofessional Healthcare in Two Professional Schools. ID Week 2014. Philadelphia, PA, October 2014.

102. Schwartz B, Papadakis M, Ashe C, Sewell J, Lin M, Shinkai K, Hauer K, Loeser H, Irby D. Creating the Next Generation Educator Portfolio Based on the AAMC Toolbox for Evaluating Educators. Association of American Medical Colleges (AAMC) Annual Meeting. Chicago, IL, November 2014.
103. Shah S, Laponis R, Ramanan R, Julian K. the Impact and Open Access Scheduling on Internal Medicine Resident-Patient Continuity. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
104. Shalen J, Long M. Curriculum Development for the MS2 Year and the AAMC (EPAC) Program. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
105. Sharpe B, El-Farra N, Kahn D. Improving Resident Note Quality in the Era and the EMR – A Multi-Institutional Collaboration. Associate of Program Directors in Internal Medicine (APDIM) National Meeting. Houston, TX, April 2015.
106. Sharpe B, Rendon P, Roesch J, Williams W. from Yao Ming to Mini-Me: Psychological Size. Associate of Program Directors in Internal Medicine (APDIM) National Meeting. Houston, TX, April 2015.
107. Shinkai K. Standardized Patient Workshops in Dermatology: Opportunities for Coaching and Assessment. Association for Professors of Dermatology Annual Meeting. Chicago, IL, September 2014.
108. Shore W, Muller J. Senior Faculty-Telling Our Stories. Society of Teachers of Family Medicine Conference on Medical Education. Orlando, FL, April 2015.
109. Simpson D, Denson K, Duthie E, Yukawa M, Soriana R, Heflin M, Pinheiro S. Why I Love to Teach-Sometimes “Yes” and Sometimes “Not So Much”. 2014 Reynolds Grantee 12th Annual Meeting. Las Vegas, NV, October 2014.
110. Stanley M, O'Brien B, Shunk RL, Jain S, Julian K, Baron RB, Kohlwes J. Is Training in a Primary Care Internal Medicine Residency Program Associated with a Career in Primary Care Medicine? A Cross Sectional Analysis and a 10-Year Cohort. Western Group on Educational Affairs (WGEA) Annual Meeting. San Diego, CA, April 2015.
111. Stewart L. the Influence of Operating Room Handoffs On Teamwork, Stress, and Work: A 360 Degree Evaluation of Team Shared Situation Awareness. 12th International Conference on Naturalistic Decision-Making. McLean, TX, June 2015.
112. Stone A, Tittle R, Le P, Shamasunder S, Dandu M. Trainee Evaluation in the Heal Initiative: A Multidimensional Framework for a Novel Global Health Fellowship. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.
113. Stringari-Murray S,. Building HIV/AIDS Primary Care Capacity (HIV PCC) in Nursing. Association of Nurses in AIDS Care. Miami, FL, November 2014.
114. Teherani A. Panel: Powerful Partnerships - How Five Medical Schools are Re-Imagining Medical Education. Western Group on Educational Affairs (WGEA) Meeting. San Diego, CA, April 2015.
115. Ten Cate O, Ankel F, Holmboe E, Touchie C, Snell L. Entrustment Decision-Making. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
116. Ten Cate O. Entrustable Professional Activities in Undergraduate Medical Education. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
117. Ten Cate O. The Pathway to a PhD Degree in Health Professions Education in the Netherlands. Symposium: PhD Programs in Health Professions Education: Who, What, Where, Why and How? Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
118. Van den Broek S, ten Cate O, Wijnen-Meijer M, van Dijk M. Elective Choices Related to Career Preferences and Dutch Medical Students. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
119. Van der Gijp A, Ravesloot CJ, Huige JCBM, van der Schaaf MF, van de Schaaf IC, Vinken KL, ten Cate ThJ, van Schaik JPJ. Differences in Knowledge and Skills used for Interpretation and Radiologic Volume Datasets Compared to 2D Images. Radiological Society of North America Annual Conference. Chicago, IL, November 2014.
120. Van der Schaaf M, Donkers J, Slof B, van Tartwijk J, Driessen E, Baddi A, Ten Cate O. WATCHME: Workplace-Based Assessment and Feedback by Means and E-Portfolios. Sig 1 Conference. Madrid, Spain, August 2014.
121. Van Rensen L, Voogt J, ten Cate O, Noordegraaf M, Schneider M. Developing the Role and Leader in Residents: Wonder & Improve. Association for Medical Education in Europe (AMEE) Annual Meeting. Milan, Italy, September 2014.
122. Van Schaik SM, O'Sullivan P, Eva K, Irby D Regehr G. Interprofessional Feedback between Nurses and Physicians: In-Group Versus Out-Group Bias. Association of American Medical Colleges (AAMC) Annual Meeting. Chicago, IL, November 2014.



123. Vaughn C, Kim E, O'Sullivan P, Huang E, Lin M, Wyles SM, Palmer B, Pierce J, Chern H. A Novel Longitudinal Basic Surgical Skills Curriculum with a Supplemental Home-Video Assessment Program. Association for Surgical Education Annual Meeting. Seattle, WA, April 2015.
124. Wamsley M, Gleason N, Julian K, Steiger S, O'Sullivan PS, Satterfield J. Teaching Residents SBIRT Skills for Alcohol Use: Using Chart-Stimulated Recall to Assess Curricular Impact. Association for Medical Education and Research in Substance Abuse (AMERSA) Annual Meeting. San Francisco, CA, October 2014.
125. Weichenthal L, McCullough S, Manternach S. Creating a Wellness Curriculum for an Emergency Medicine Residency. Scientific Assembly of the American College of Emergency Physicians (ACEP). Chicago, IL, October 2014.
126. Weichenthal L, Sawtelle S, Ruegner R. Resident Perception and the Utility and Objectivity and the Evaluation Process under the Next Accreditation System. Scientific Assembly of the American College of Emergency Physicians (ACEP). Chicago, IL, October 2014.
127. West DC and the I-PASS Study Group. Assessment and Resident Patient Handoff Skills: Validity Evidence Supporting the Use and a Structured Clinical Observation Tool to Make Competency and Entrustment Decisions Platform. Association of Pediatric Program Directors (APPD) Annual Meeting. Orlando, FL, March 2015.
128. West DC and the I-PASS Study Group. Assessment and Resident Patient Handoff Skills: Validity Evidence Supporting the Use and a Structured Clinical Observation tool to Make Competency and Entrustment Decisions. 2015 Pediatric Academic Societies Annual Meeting. San Diego, CA, April 2015.
129. West DC, O'Toole JK, the I-PASS Study Group. Impact and the I-Pass Study's Faculty Development Program. Pediatric Hospital Medicine Meeting. Orlando, FL, July 2014.
130. West DC, Starmer AJ, Destino L, Yoon C, Landrigan CP, the I-PASS Study Group. Intern and Resident Workflow Patterns on General Inpatient Units: A Multi-Center Time-Motion Study. Pediatric Hospital Medicine Meeting. Orlando, FL, July 2014.
131. West DC, Starmer AJ, the I-PASS Study Group. The I-Pass Handoff Study: Effects and Implementing a Multi-Site Handoff Bundle on Rates and Medical Errors, Preventable Adverse Events, and Miscommunications. Pediatric Academic Societies Annual Meeting. Orlando, FL, July 2014.
132. Wu E, Le P, Shamasunder S, Dandu M. Global Health Bootcamp: An Innovative Interprofessional Course for Clinicians Dedicated to Equitable Global Health Care Delivery. Consortium of Universities for Global Health. Boston, MA, March 2015.
133. Wu E, Le P, Shamasunder S, Dandu M. Global Health Bootcamp: An Innovative Interprofessional Course for Clinicians Dedicated to Equitable Global Health Care Delivery. UC Global Health Day. Los Angeles, CA, April 2015.
134. Wyles SM, Mavroveli S, Chern H, Lau J, Pierce J, Kim E, Palmer B. Residents' Pre-Operative Preparation: Do They Do It and How Do They Do It? Association for Surgical Education Annual Meeting. Seattle, WA, April 2015.
135. Yukawa M. Mentorship in Academic Medicine Interest Group. Society of General Internal Medicine (SGIM) National Meeting. Toronto, ON, April 2015.

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