



Thursday April 14th Pre-Conference Sessions

| | Session Type | Room | Length |
|--|---|---------|---------|
| 9:00am – Noon | | | |
| MERC Workshop 1: Introduction to Qualitative Data Collection Methods | Workshop | Salon F | 3 hours |
| 12:00 -6:00 pm | | | |
| REGISTRATION DESK OPEN | East/West Foyer (Outside of Grand Ballroom) | | |
| 1:00-4:00 pm | | | |
| MERC Workshop 2: Qualitative Analysis Methods in Medical Education | Workshop | Salon F | 3 hours |



Friday April 15th Full Conference

7:00am-6:00 pm

REGISTRATION DESK OPEN (East/West Foyer)

7:00-8:00am

BREAKFAST (Bill's Grill Patio)

8:00-9:00am

Plenary Session 1 (Grand Ballroom)

Morning Concurrent Sessions

9:15-10:45am

| | Session Type | Room | Length |
|---|--------------------|-----------------|------------|
| Building a Framework for Student Inquiry in Medical Education Thread: Technology & Connectedness Author: E.N. Wimmer, Spencer S. Eccles Health Sciences Library; K.S. Carter, School of Medicine, University of Utah | Workshop | Exec. Boardroom | 90 minutes |
| Perspectives on Curriculum Mapping – Local and National Impacts and Outcomes Thread: Learning & Assessing Author: B.J. Janes, Office of Medical Education, University of Nevada School of Medicine; Crispen, P. Schaff, Keck School of Medicine of USC; T. Cameron, AAMC | Workshop | Salon D | 90 minutes |
| Powerpoint-Induced Achievement! Transforming presentations with Richard Mayer's evidence-based Cognitive Theory of Multimedia Learning Thread: Technology & Connectedness Author: A. Relan, Instructional Design and Technology Unit, David Geffen School of Medicine, UCLA | Workshop | Salon F | 90 Minutes |
| WhiteCoats4BlackLives: One Medical School's Initiative to Address Racial Inequality Thread: Identity & Being Author: D. Davis, C. Chou, D. Tran-Taylor, School of Medicine, University of California, San Francisco | Panel | Salon E | 90 minutes |
| Collecting and Using Outcomes Data to Promote Excellence in Medical Education: Lessons Learned from UCLA's Evaluation System Thread: Learning & Assessing Author: P.F. Wimmers, M. Cherny, Dean's Office, UCLA DGSOM | Workshop | Santa Rita | 90 Minutes |
| Expanding Assessment of Competencies in USMLE: NBME USMLE Updates and Feedback Organizer: Steve Haist | Other | Sabino | 90 minutes |
| Compassion Based Cognitive Training Speaker: Leslie Langbert | Enrichment Session | Rincon | 90 Minutes |

10:45-10:55am

COFFEE BREAK

10:55-11:40am

| | Session Type | Room | Length | |
|---|--|-----------------|------------|------------|
| Conflict of Interest in Educator-Learner Relationships Thread: Identity & Being Author: L. Osterberg, Stanford University School of Medicine; M. Jackson, University of Washington School of Medicine; K. Moynahan, University of Arizona, Tucson | Small Group | Exec. Boardroom | 45 minutes | |
| Should Medical Schools Teach Spanish and How Should They Do It? Thread: Identity & Being Author: F.C. Rohan-Minjares, Family Medicine, University of New Mexico; N. Rodriguez, Family Medicine, University of California at San Diego | Small Group | Salon F | 45 minutes | |
| The Changing Role of Faculty as Facilitators as Medical Schools Increasingly Favor Interactive Classrooms over Lecture-based Instruction Thread: Technology & Connectedness Author: A. Porwal, C. Prober, Dean's Office, Stanford University School of Medicine; K. Skeff, Stanford Faculty Development Center, Stanford University School of Medicine; S. Chen, Pediatrics, Stanford University School of Medicine; A. Nevins, Medicine, Stanford University School of Medicine | Small Group | Santa Rita | 45 minutes | |
| Curriculum-Based Strategies to Promote Medical Student Competency in Diversity and Inclusion Brief, active learning workshops for reducing implicit bias among medical students Definitions of Diversity: From Aspiration to Practice | M. Cronin, I. Garcia-Grossman, K. Wormley, J. Vandermeer, R. Salazar, J. Satterfield, M. Krudering, J. Crawford, S. Masters, S. Adler, University of California, San Francisco J. Stone, Psychology/Psychiatry, University of Arizona, Tucson C. Corces-Zimmerman, V. Navarro Benavides, K. McIntosh, J. Milem, Center for the Study of Higher Education, University of Arizona, Tucson | Oral Abstract | Salon E | 45 minutes |
| Considerations in Caring for People with Physical Disabilities: A Course Elective Implementation and Assessment of a New Longitudinal Antibiotics Curriculum for Third Year Medical Students Strategic Curricular Design - Creation of online food-based nutrition curricula for multi-purposing across medical education, patient education and public health outreach | I.C. Hendrix, S.K. Morley, Health Sciences Library and Informatics Center, University of New Mexico S. Shekarchian, J. Doyon , E. Watkins, S. Gogia, A. Teherani , B. Schwartz , P. Chin-Hong , University of California, San Francisco; M. Adam, Pediatrics, Stanford University; M. Pollan, School of Public Health, University of California, Berkeley; D. Eisenberg, School of Public Health, Harvard University; T. Rydel, W. Bottini, T. Dang, J. Deitz, A. Porwal, School of Medicine, Stanford University; C. Prober, Dean of Education, Stanford School of Medicine | Oral Abstract | Salon D | 45 minutes |

11:40-11:50am

BREAK

11:50-12:35pm

| | | Session Type | Room | Length |
|--|--|---------------------|-----------------|---------------|
| Focus on food: Creation of a blended-classroom, longitudinal, Clinical Nutrition curriculum for wide dissemination Thread: Learning & Assessing Author: T. Rydel, T. Dang, M. Adam, Stanford University School of Medicine | | Small Group | Salon F | 45 minutes |
| Three Models of Active Learning Integration into the Medical School Curriculum Thread: Technology & Connectedness Author: J. Youm, T. Dean, D. McRae, W. Wiechmann, School of Medicine, University of California, Irvine | | Small Group | Sabino | 45 minutes |
| Re-Envisioned Online Learning at Stanford CME Thread: Learning & Assessing Author: A. Baek, K. Walker, H. Tran, W. Bottini, EdTech, Stanford University | | Small Group | Exec. Boardroom | 45 minutes |
| Practicing Well: Student Perspectives on a Bioethics and Medical Humanities Scholarly Concentration Program Teaching teens and pediatric residents through partnership: Utilizing a constructivist approach to improve adolescent health while building self-efficacy and promoting social justice What's In It for Me: Impacts for Mentors of Scholarly Concentration Programs in Medical Education | E.Y. Liu, J.N. Batten, A. Shafer, Stanford School of Medicine R. Kinman, S. Yang, Pediatrics, UCSF Fresno Medical Education Program M. Trojnar, E. Puterman, H.C. Chen, Medical Education, University of California, San Francisco | Oral Abstract | Salon D | 45 minutes |
| Editing Wikipedia for Medical School Credit – Analysis of data from four cycles of an elective for fourth-year students How social media can attract the modern residency applicant Social Media Usage in an Academic Health Sciences Setting | L. Rasberry, Consumer Reports, Yonkers, New York; J. McCue, Internal Medicine, University of California, San Francisco; M. Joshi, University of California, Berkeley; J. Heilman, University of British Columbia; A. Azzam, Psychiatry, University of California, San Francisco; K. Otoide, insp-i.com, Lagos, NIGER; J. Orlowitz, The Wikipedia Library, Wikimedia Foundation, San Francisco, California; V. Swisher, Content Rules, Los Gatos, California C. Casilang, S. Mehra, Pediatrics, UCSF Fresno, Fresno N. Capdarest-Arest, Lane Medical Library, Stanford University; B.C. Hoekenga, University of Arizona Health Sciences, Tucson | Oral Abstract | Salon E | 45 minutes |
| Clinical Reasoning Assessment through Patient Note Scoring: Experiences and Lessons Learned from a California Statewide Collaboration Thread: Learning & Assessing Author: M. Lee, David Geffen School of Medicine at UCLA, Los Angeles; N. Heine, Loma Linda University School of Medicine; W. May, Keck School of Medicine at USC; A. Nevins, Stanford University School of Medicine | | Small Group | Santa Rita | 45 minutes |

12:35-1:30pm

LUNCH (Grand Ballroom Foyer)

Note The Grand Ballroom will be available for poster set-up beginning at 2:00pm. Poster presenters should plan to set-up during one of the afternoon breaks

| 12:35-1:30 pm | | | |
|--|--------------------|---------------------|------------|
| | Session Type | Room | Length |
| WGEA Steering Committee Meeting | Business Meeting | Rincon | 55 minutes |
| 1:30-3:00pm | | | |
| | Session Type | Room | Length |
| Training Your Faculty to Write Meaningful Letters of Recommendation for Medical Students Thread: Identity & Being Author: L. Noronha, Internal Medicine, University of New Mexico; Dr. Ming-Li Wang, Surgery, University of New Mexico | Workshop | Salon F | 90 minutes |
| Converting Your Teaching and Assessment Materials into Educational Scholarship through MedEdPORTAL Thread: Learning & Assessing Author: S. Hunt, MedEdPORTAL, Association of American Medical Colleges | Workshop | Salon D | 90 minutes |
| Medical School Tutoring Programs: Enhancing Academic Success Through Peer Support Thread: Identity & Being A.R. Ganchorre, K. Lutrick, Office of Student Development, University of Arizona, Tucson; P. DeVoe, Academic Resources and Services, University of New Mexico; R. Nash, Academic Enrichment, University of Nevada, Reno | Panel | Salon E | 90 minutes |
| Poised for exponential impact: a new model for medical education catalyzed by collaboration, technology, and the digital learner. Thread: Learning & Assessing Author: A. Porwal, C. Prober, M. Adam, Dean's Office, Stanford University School of Medicine; S. Chen, Pediatrics, Stanford University School of Medicine; J. Deitz, Evaluation, Stanford University School of Medicine; P. Becker, Educational Technology, Stanford University School of Medicine | Panel | Executive Boardroom | 90 minutes |
| Compassion Based Cognitive Training Speaker: Leslie Langbert | Enrichment Session | Rincon | 90 Minutes |
| 3:00-3:10pm | | | |
| BREAK | | | |
| 3:10-3:55pm | | | |
| | Session Type | Room | Length |
| The Pathway to Evaluation: Using Longitudinal Qualitative Interviews to Evaluate Pathway and Post-Baccalaureate Programs Thread: Identity & Being Author: K.L. McIntosh, V.N. Benavides, J.F. Milem, Arizona Medical Education Research Initiative, The University of Arizona, Tucson; W.P. Bryan, Admissions and Diversity & Inclusion, The University of Arizona College of Medicine – Tucson, T. Price-Johnson, Admissions, The University of Arizona College of Medicine – Tucson | Small Group | Salon F | 45 minutes |
| Reframing Faculty Development Programs as "Entrustable Educational Activities/EEAs" Thread: Learning & Assessing Authors: M. Favreau, Office of the Dean/Pediatrics, OHSU; S. Yang, Pediatrics, UCSF Fresno | Small Group | Exec. Boardroom | 45 minutes |
| Fact or Fiction: Understanding and Using Fair Use & Copyright Thread: Technology & Connectedness Author: J.D. Jones, B. Harnke, A. Drewry, M. Damour, Health Sciences Library, University of Colorado Anschutz Medical Campus | Small Group | Sabino | 45 minutes |
| The Progressive Flip: A 3-year progressive case-based curriculum for core knowledge in residency training Thread: Technology & Connectedness Author: J.M. Zumsteg, S. Campea, Rehabilitation Medicine, University of Washington; W. Tan, Spinal Cord Injury, VA North Texas Health Care System | Small Group | Salon E | 45 minutes |

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|--|--|---------------|------------|------------|
| Professional attributes that students learn from mentors: A Qualitative Analysis of Clerkship Students' Appreciative Inquiry (AI) Narratives | L. Butani, J. Plant, Pediatrics, University of California Davis Medical Center | | | |
| How do pediatric faculty and residents teach, learn and use reflective practice? A multi-institutional qualitative study | J. Plant, S. Li, L. Butani, Pediatrics, UC Davis; R. Blankenburg, A. Bogetz, Pediatrics, Stanford University; M. Long, Pediatrics, UC San Francisco, | Oral Abstract | Salon D | 45 minutes |
| Helping each other improve our teaching: a humanistic peer-to-peer framework | K. Spicer, L. Vargo, College of Medicine, University of Arizona, Tucson | | | |
| GHLO Update Presenter: DeAnna Pearson | | Other | Santa Rita | 45 minutes |

4:00-6:00pm

POSTER SESSION (Grand Ballroom)

Saturday April 16th

6:30-8:00am

| | Session Type | Room | Length |
|--|--------------------|------|------------|
| Herbal Remedies of the Sonoran Desert (Desert Walk) Speaker: Lane Johnson, MD MPH | Enrichment Session | TBD | 90 minutes |

7:00am-Noon

REGISTRATION DESK OPEN (East/West Foyer)

7:00-8:00am

BREAKFAST (Bill's Grill Patio)

| | Session Type | Room | Length |
|-----------------------|------------------|---------|----------|
| WGEA Business Meeting | Business meeting | Salon D | One hour |

8:00-9:00am

Plenary Session 2 (Grand Ballroom)

Morning Concurrent Sessions

9:15-10:45am

| | Session Type | Room | Length |
|---|--------------|-----------------|------------|
| SafeZone Project Thread: Identity & Being R. Aufderheide, A. Waer, D. Elliott, College of Medicine, University of Arizona , Tucson | Workshop | Salon F | 90 minutes |
| Educational Gymnastics: Utilizing Google Plus Communities and Google Drive to Flip the Medical Education Classroom Thread: Technology & Connectedness R. Kinman, S. Yang, Pediatrics, University of California San Francisco-Fresno | Workshop | Salon D | 90 minutes |
| IPE in the Clinic Setting: Optimizing your clinic and your teaching when you have multiple health professions trainees on your team Thread: Identity & Being Author: M. Stuber, UCLA; A. Shaner, C. Warde, Internal Medicine, Greater Los Angeles VA | Workshop | Salon E | 90 minutes |
| What do I do when students don't engage with active or self-directed learning? Thread: Technology & Connectedness G.A. Smith, Office for Medical Educator Development, University of New Mexico | Workshop | Exec. Boardroom | 90 Minutes |
| Engage Your Online Learner: Instructional design best practices Thread: Technology & Connectedness Author: C. Burke, J. VanderMeer, Technology Enhanced Education, UCSF K. Walker, EdTech, School of Medicine, Stanford University | Panel | Rincon | 90 minutes |
| Lead Fellows Presentations | Other | Santa Rita | 90 Minutes |

10:45-10:55am

COFFEE BREAK

10:55-11:40am

| | Session Type | Room | Length |
|--|--------------|------|--------|
| | | | |

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|---|--|---|-----------------|----------------|---------|------------|
| Beyond Course Evaluations: How Students Can Shape Curriculum Development and Execution Thread: Learning & Assessing Author: J. Batten, J. DeCoste-Lopez, J. Ruiz, J. Deitz, S.F. Chen, M. Amieva, C. Prober, Stanford University School of Medicine; L. Kim, S. Shekarchian, P. Chin-Hong, B. Schwartz, University of California San Francisco School of Medicine | | Small Group | Salon F | 45 minutes | | |
| Let's Innovate: Looking Beyond Flipped Classrooms at Educational Innovations from other Disciplines Thread: Learning & Assessing Author: C. Burke, UCSF; J. Benfield, University of Washington; J. Corral, University of Colorado, Denver | | Small Group | Sabino | 45 minutes | | |
| Integrating Behavioral Health and Academic Support Services: A Delicate Collaboration Thread: Identity & Being Author: A.R. Ganchorre, Office of Student Development, University of Arizona, Tucson; P. Harrison-Monroe, Department of Psychiatry, University of Arizona, Tucson | | Small Group | Exec. Boardroom | 45 minutes | | |
| Aligning Incentives: An Appraisal of Resources Required for Preservation and Innovation of the Education Mission Thread: Learning & Assessing Author: A.L. Waer, Office of Medical Student Education, University of Arizona College of Medicine, Tucson; P. Basaviah, Medicine, Stanford School of Medicine; P. Schaff, Keck School of Medicine of USC | | Small Group | Salon E | 45 minutes | | |
| "Does Peer Tutoring Facilitate Medical Student Learner Self-Efficacy?" Do Administrators/Faculty and Students Agree on the Essential Skills Needed for Transitioning to Medical School? Assessing Implicit Attitudes of Burnout Among Medical Students | | P.A. DeVoe, School of Medicine, University of New Mexico J. Colbert-Getz, S. Baumann, K. Carter, S. Lamb, J. Lindsley, R. Rainey, K. Randall, D. Roussel, A. Stevenson, University of Utah School of Medicine T. Baker, Office of Medical Education, University of Nevada School of Medicine; G. Smith, D. Kuhls, M. Piasecki, Office of Academic Affairs, University of Nevada School of Medicine; C. Brayko, R. Houmanfar, Psychology, University of Nevada; N. Jacobs, Psychiatry and Behavioral Sciences, University of Nevada School of Medicine | | Oral Abstracts | Salon D | 45 minutes |
| ACGME Milestones Focus Group A* Organizer: Eric Holmboe | | Focus Group | Santa Rita | 45 minutes | | |
| 11:40-11:50am | | | | | | |
| BREAK | | | | | | |

| 11:50-12:35pm | | | | |
|--|---|--------------------|-----------------|------------|
| | | Session Type | Room | Length |
| Using Data for Planning and Improving: The AAMC Student Surveys Thread: Learning & Assessing Author: D. Matthew, AAMC, Washington, District of Columbia | | Small Group | Sabino | 45 minutes |
| One by One: Decreasing Failure of the Professionalism Competency Thread: Identity & Being Author: A.L. Waer, T. Pritchard, D. Poskus, Medical Student Education, University of Arizona College of Medicine, Tucson | | Small Group | Exec. Boardroom | 45 minutes |
| Maximizing Opportunities to Integrate Basic Science in the Clinical Setting Thread: Learning & Assessing Author: E.A. Joyce, Microbiology and Immunology, University of California at San Francisco; M. Kruidering, Department of Cellular Molecular Pharmacology, University of California at San Francisco; P. O'Sullivan, Department of Medicine, University Of California at San Francisco; E. Lelkes, Division of Pediatric Critical Care, University Of California at San Francisco | | Small Group | Salon F | 45 minutes |
| Teaching Interprofessional Collaborative Care Skills to Students Using a Blended Learning Approach | M.A. Wamsley, J. Rivera, R. Shunk, Medicine, University of California San Francisco; A. Chen, Family Health Care Nursing, University of California San Francisco; C. Dennehy, K. Lee, Clinical Pharmacy, University of California San Francisco; A. Fitzsimmons, Physical Therapy and Rehabilitation Science, University of California San Francisco; S. Hyde, Preventive and Restorative Dentistry, University of California San Francisco | Oral Abstract | Salon D | 45 minutes |
| Team-Based Learning Among Internal Medicine Residents: A Feasibility and Acceptability Study | E.M. Bonura, E. Haney, Medicine, OHSU; P.A. Carney, Family Medicine, OHSU | | | |
| What makes a good team? An exploratory study of variation in teamwork perceptions among team members | B.C. O'Brien, Medicine, UCSF; R.L. Shunk, Medicine, SFVAMC, San Francisco; S. van Schaik, Pediatrics Critical Care, UCSF | | | |
| A comprehensive end-of-second-year clinical skills examination can predict performance in clinical clerkships | A.Nevins, I. Russell, S. Feaster, K. Thomson Hall, A. Buchanan, J. Deitz, D. Gaba, Stanford University School of Medicine | | | |
| Training for emergency manual use in the operating room: Implementation of an innovative video-based education for surgical clerkship medical students | J. Ruiz, S. Berekyei Merrell, J.L. Whittemore, V. Lei, S.N. Goldhaber-Fiebert, Stanford School of Medicine | Oral Abstract | Salon E | 45 minutes |
| The "Penana": A Novel, Cost Effective, and Highly Efficacious Model for Teaching Male Urethral Anatomy and Safe Foley Catheter Technique for Medical Students | M.D. Truesdale, M. Overland, K. Greene, Urology, University of California, San Francisco; C. Boscardin, J. Baumgardner, L. Byerly, J. Kim, L. Stern, Medical Education, University of California, San Francisco | | | |
| AAMC Medical Education Update Education for Quality Presenter: Karyn Bauman MedApps Update Presenter: Walter FitzWilliam AAMC Medical Education Presenter: Lisa Howey | | Other | Santa Rita | 45 minutes |
| Pilates & Physiology Speaker: Gail Koshland, PhD | | Enrichment Session | Rincon | 45 minutes |
| 12:35-1:30pm | | | | |
| LUNCH (Grand Ballroom Foyer) | | | | |
| 12:35-1:30 pm | | | | |
| | | Session Type | Room | Length |
| LEAD Fellows Meeting | | Meeting | Santa Rita | 55 minutes |

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|--|---------------------|-----------------|---------------|
| 12:35-2:30 pm | | | |
| CRIME Business Meeting | Meeting | Sabino | Two hours |
| 1:30-3:00pm | | | |
| | Session Type | Room | Length |
| Emotional Intelligence: When the Rubber Hits the Road Thread: Identity & Being Author: W. May, D.L. Fisher, Medical Education, Keck School of Medicine of USC | Workshop | Salon E | 90 Minutes |
| Analyzing medical education leadership dilemmas: A practical approach using proven leadership frameworks Thread: Identity & Being T. Hunt, Family Medicine, Roseman University of Health Sciences, Las Vegas; C. Fung, Medical Education, Keck School of Medicine of USC; A. Porwal, Stanford University School of Medicine | Workshop | Salon F | 90 Minutes |
| How to use instructional scaffolding to help students learn via discovery instead of lecture Thread: Technology & Connectedness Author: K. Spicer, A. Ganchorre, M. Jaramillo, J. Gneck, College of Medicine, University of Arizona, Tucson | Workshop | Exec. Boardroom | 90 minutes |
| Facilitating in a Hybrid Learning Environment – Live Demo! Thread: Technology & Connectedness Author: H. Gordon, P. St. John, Cellular & Molecular Medicine, University Arizona College of Medicine, Tucson | Workshop | Salon D | 90 minutes |
| Make sure your Flip doesn't Flop: Improving the Effectiveness of Flipped Classroom Sessions and Avoiding Common Pitfalls Thread: Technology & Connectedness Author: J. VanderMeer, Technology Enhanced Education, University of California San Francisco; M. Kruidering, University of California San Francisco | Workshop | Santa Rita | 90 minutes |
| MESRE Business Meeting | Business Meeting | Sonora | 90 Minutes |
| 3:00-3:10pm | | | |
| BREAK | | | |
| 3:10-3:55pm | | | |
| | Session Type | Room | Length |
| Making Cultural Competency Teaching Mainstream Thread: Learning & Assessing Author: F.C. Rohan-Minjares, Family Medicine, University of New Mexico | Small Group | Exec. Boardroom | 45 minutes |
| Telemedicine OSCE: Interinstitution and Interprofessional Dissemination Thread: Technology & Connectedness Author: R. Palmer, F. Biagioli, Family Medicine, Oregon Health & Science University; C. Stilp, Oregon Health & Science University; K. Kumar, J. Tysinger, Family Medicine, University of Texas Health Science Center at San Antonio, San Antonio, Texas; V. Hearn, Family Medicine, Sanford School of Medicine at University of South Dakota | Small Group | Salon F | 45 minutes |
| Key Elements for a Longitudinal Health Disparities Curriculum for Medical Education Thread: Learning & Assessing Author: P. Lebensohn, Family and Community Medicine, University of Arizona, Tucson; A. Hansen, R. Aufderheide, A. Waer, University of Arizona, Tucson | Small Group | Santa Rita | 45 minutes |
| In The Classroom: Flip or Flop? Factors For Success. Thread: Learning & Assessing Author: S.F. Chen, M. Amieva, J. Batten, P. Becker, J. Deitz, A. Nevins, A. Porwal, C. Prober, J. Whittemore, Stanford Medicine | Small Group | Sonora | 45 minutes |

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|---|---|--------------------|---------|------------|
| California Longitudinal Evaluation of Admission Practices (CA-LEAP): Interview Practices and Outcomes across University of California Medical Schools | T.R. Hall, S. Thakur, David Geffen School of Medicine, University of California, Los Angeles; E.M. Peterson, E. Munoz-Perez, School of Medicine, University of California, Irvine; D. Wofsy, H. Chung, School of Medicine, University of California, San Francisco; E. Griffin, J.A. Rainwater, M.C. Henderson, School of Medicine, University of California, Davis; C.J. Kelly, School of Medicine, University of California, San Diego | Oral Abstract | Salon D | 45 minutes |
| Entrustable Professional Activities versus Traditional Performance Ratings for the Assessment of Early Medical Students | H.C. Chen, M. McNamara, Pediatrics, University of California San Francisco; A. Teherani, Medicine, University of California San Francisco | | | |
| Developing models to predict student performance on the USMLE Step 1 | B.J. Janes, G. Shonkwiler, T. Baker, D. Howard, Office of Medical Education, University of Nevada School of Medicine, | | | |
| The introduction of a Student Evaluation Team increases students' satisfaction with the evaluation process | K. Brandl, Skaggs School of Pharmacy and Pharmaceutical Sciences, University of California San Diego; J. Mandel, B. Winegarden, School of Medicine, University of California San Diego | | | |
| A multicenter prospective randomized crossover evaluation of a flipped classroom model for emergency medicine trainees | J. Riddell, Emergency Medicine, University of Washington; C. Fung, R. Tabatabai, D. Joseph, J. Shoenberger, S. Swadron, Keck School of Medicine of USC; P. Jhun, E. Chen, C. Fee, University of California San Francisco; J. Comes, S. Sawtelle, University of California San Francisco – Fresno | Oral Abstract | Salon E | 45 minutes |
| Got SDM?: A multimodal intervention to improve shared decision-making during inpatient rounds on medicine and pediatric services | S. Renneke, A. Khan, Medicine, Division of Hospital Medicine, UCSF Medical Center; R. Blankenburg, I. Chua, D. Sakai, Pediatrics, Lucille Packard Children's Hospital, Stanford School of Medicine; B. Monash, Pediatrics, University of California San Francisco Medical Center; S. Harman, L. Xie, P. Hosamani, E. Huynh, Medicine, Stanford University School of Medicine; J. Hilton, Epidemiology & Biostatistics, University of California San Francisco Medical Center; P. Yuan, J. Satterfield, Medicine, University of California San Francisco | | | |
| ACGME Milestones Focus Group B* Organizer: Eric Holmboe | | Focus Group | Sabino | 45 minutes |
| Pilates & Physiology Speaker: Gail Koshland, PhD | | Enrichment Session | Rincon | 45 minutes |
| 4:00-6:00pm | | | | |
| SOCIAL EVENT (Coyote Corral) | | | | |

Sunday April 17th

7:00-8:00am

BREAKFAST (Bill's Grill Patio)

8:00-9:00am

Plenary Session 3 (Grand Ballroom)

Morning Concurrent Sessions

9:15-10:45am

| | Session Type | Room | Length |
|--|--------------|---------|------------|
| Mapping to the Mission: Attribute Alignment with AAMC's Core Competencies for Entering Medical Students Thread: Identity & Being Author: T.N. Price-Johnson, T. Parikh, College of Medicine Admissions, The University of Arizona | Workshop | Salon F | 90 minutes |
| Educator Leadership Skills Workshop: Navigating Difficult Conversations Thread: Identity & Being Author: S. Masters, University of California, San Francisco; S. Kim, M. Wenrich, University of Washington, School of Medicine | Workshop | Salon D | 90 minutes |
| Support Systems and Collaborations Available to Students Before and During Medical School Thread: Identity & Being Author: C. Peel, Pre Health Professions Advising Center, University of Arizona, Tucson | Panel | Salon E | 90 minutes |

10:45-10:55am

COFFEE BREAK

| 10:55-12:30am | | | |
|---|--------------|-----------------|------------|
| | Session Type | Room | Length |
| Professional Identity Formation: From Pedagogy to Practice Thread: Identity & Being Author: P. Schaff, Keck School of Medicine of USC; L. Osterberg, Stanford University School of Medicine; A. Morrison, E. Lawrence, University of New Mexico School of Medicine | Workshop | Salon F | 90 minutes |
| The Core EPAs in Action: Lessons from the Pilot Schools Thread: Learning & Assessing Author: G. Mejicano, Medicine, Oregon Health & Science University; C. Phillipi, Pediatrics, Oregon Health & Science University | Workshop | Salon D | 90 minutes |
| Jump-Starting Faculty Development for Teaching Quality Improvement and Patient Safety: a Team-based Approach Thread: Learning & Assessing Author: S. van Schaik, A. Chang, S. Fogh, B. O'Brien, P. O'Sullivan, UCSF, San Francisco | Panel | Salon E | 90 minutes |
| Considerations for Migration to a New Learning Management System Thread: Technology & Connectedness Author: P. Becker, Stanford Medicine; B. Hill, UW Medicine, J. Youm, UC Irvine School of Medicine | Panel | Exec. Boardroom | 90 minutes |
| CONFERENCE CLOSE | | | |

Conference Co-chairs

Amy Waer, MD
Associate Dean, Medical Student Education
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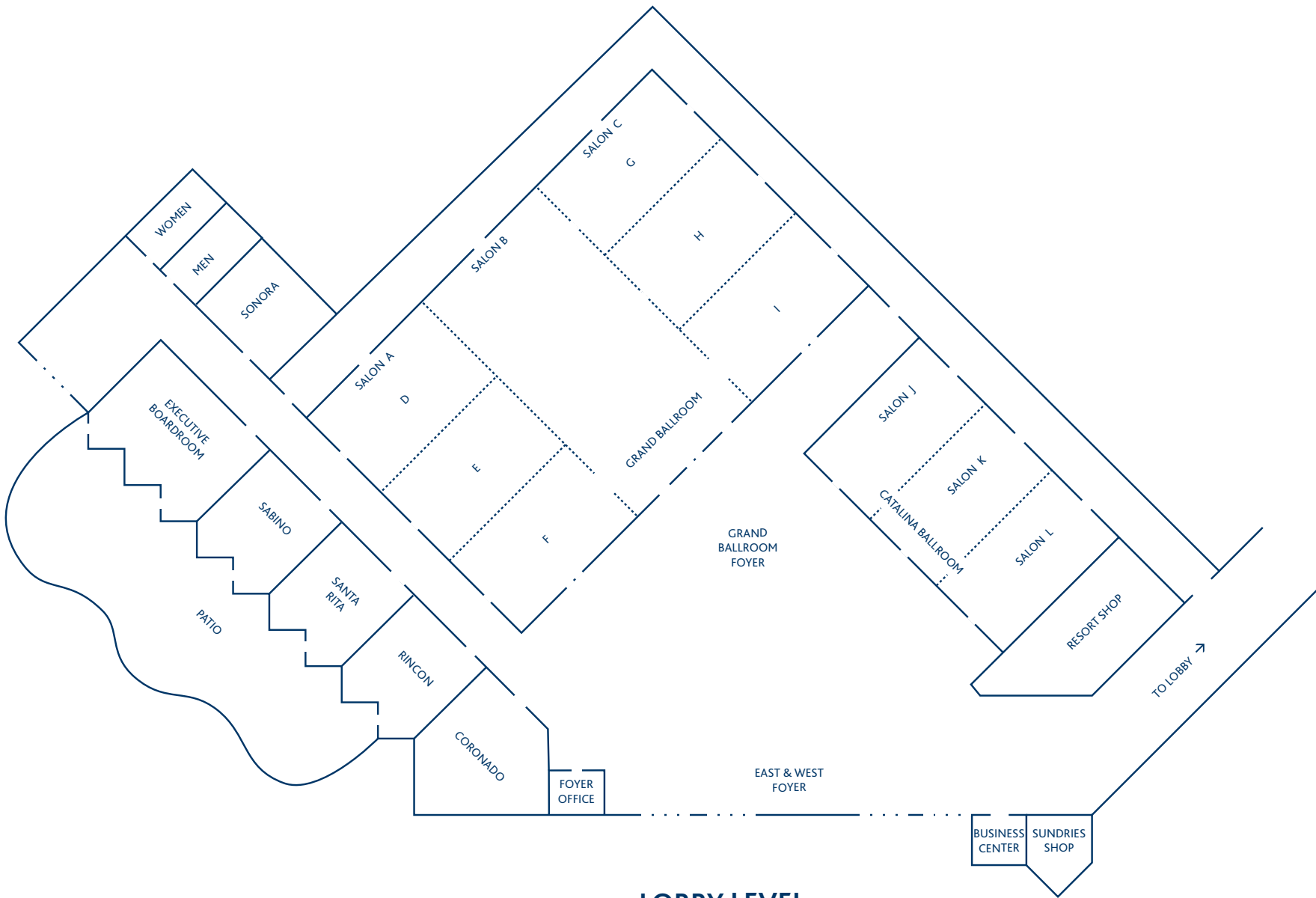
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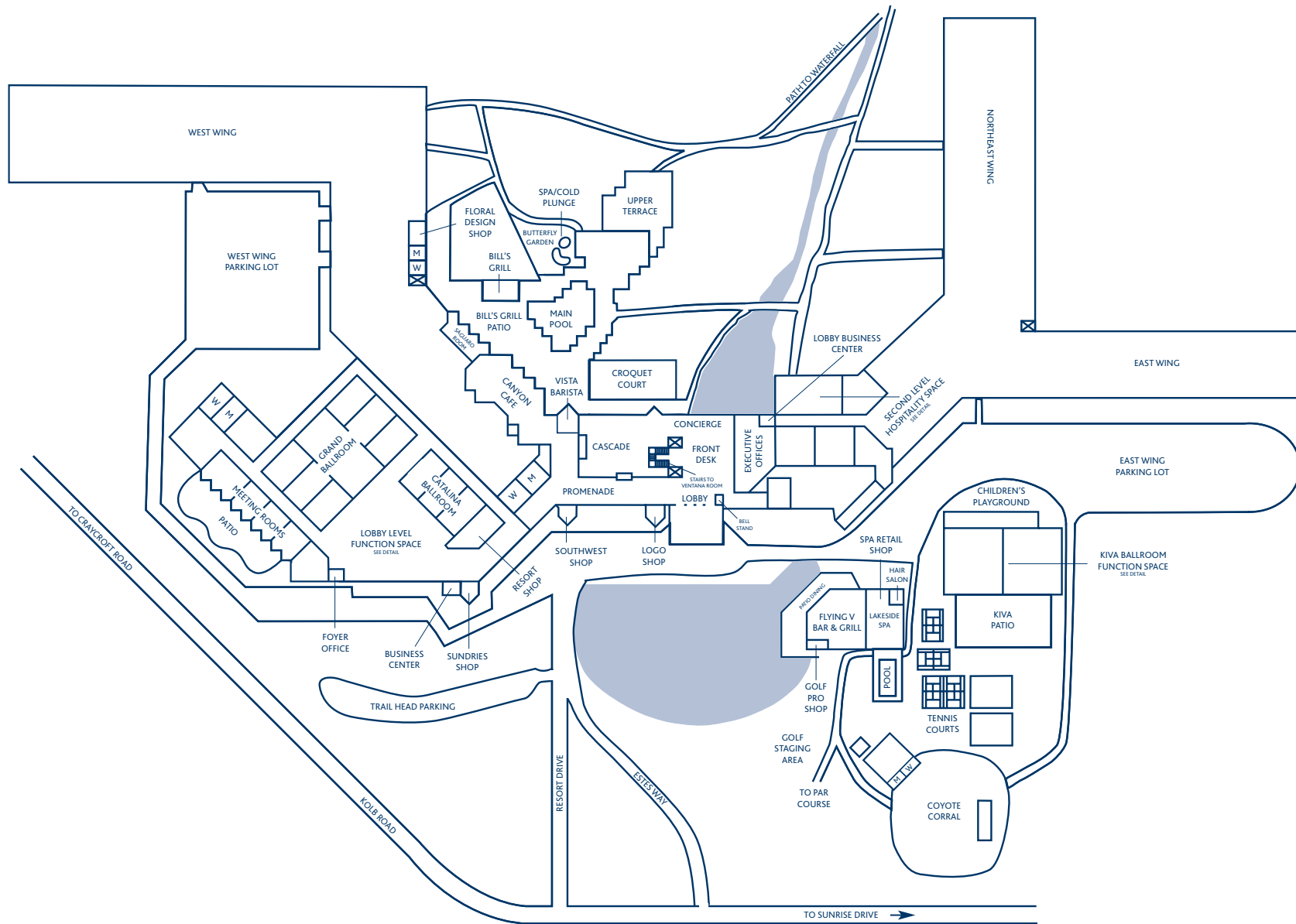
LOEWS

VENTANA CANYON

Floorplan Specifications



LOBBY LEVEL



PROPERTY OVERVIEW

Notes:

Loews Ventana Canyon
7000 N Resort Drive Tucson AZ 85750
Tel 520.299.2020 Fax 520.299.4151
loewshotels.com/ventanacanyon



LOEWS
VENTANA CANYON