1) **What Happens to Student Scores When Faculty Rate Entrustment on EPAS?**, C. Feddock, H. Garces, M. Lineberry, College of Medicine, University of Kentucky, Lexington, Kentucky, United States

2) **Evaluating Five EPAs Using a Sequential Single-Case OSCE at the End of 4th Year**, J. Ragsdale, K. Deep, Internal Medicine, University of Kentucky, Lexington, Kentucky, United States | C. Feddock, College of Medicine, University of Kentucky, Lexington, Kentucky, United States | E. Seelbach, Pediatrics, University of Kentucky, Lexington, Kentucky, United States

3) **Intergroup Contact Theory Increases Student Understanding of LGBT Health Disparities and Comfort with LGBT Patients**, E.J. Noonan, L. Weingartner, S. Sawning, S. Steinbock, J. Stephens, C. Kodner, C. Briscoe, A. Holthouser, F. Jones, K. Leslie, L. Martin, A. Shaw, University of Louisville, Louisville, Kentucky, United States

4) **Being Well: A comprehensive wellness and burnout prevention initiative at the University of Louisville**, S. Sawning, L. Weingartner, M. Shaw, Undergraduate Medical Education, University of Louisville School of Medicine, Louisville, Kentucky, United States | J. Klein, James Graham Brown Foundation Endowed Chair in Proteomics, University of Louisville School of Medicine, Louisville, Kentucky, United States | T. Ganzel, Dean of the School of Medicine, University of Louisville School of Medicine, Louisville, Kentucky, United States | K. Chavis, Chief of Staff/Office of the Dean, University of Louisville School of Medicine, Louisville, Kentucky, United States

5) **Comparing Apples to Apples: Do Distinction Track Medical Students Enjoy Superior Residency Match Outcomes than non-Track Students?**, M. Shaw, S. Sawning, S. Gibson, E. Carr, M. Carter, Undergraduate Medical Education, University of Louisville School of Medicine, Louisville, Kentucky, United States

6) **Exposing Medical Students to Pediatric Developmental Disabilities Early in Medical Education**, A. Vos, M. Belisle, C. Klingert, J. Mendez, Wayne State University School of Medicine, Detroit, Michigan, United States

7) **Evaluating medical students’ perception of how clinical experience in an Arab-American clinic can influence medical education**, A. Al-Awadi, S.T. Edriss, J. Mendez, Wayne State University School of Medicine, Detroit, Michigan, United States

8) **Integrating Basic Science in the Clinical Setting: Overcoming Barriers and Highlighting Best Practices**, M. Daniel, R. Mangrulkar, S. Santen, Office of Medical Student Education, University of Michigan School of Medicine, Gregory, Michigan, United States | T. Bumsted, Oregon Health Sciences University, Portland, Oregon, United States | K. Esposito, Herbert Wertheim College of Medicine Florida International University, Miami, Florida, United States | C. Pettepher, Vanderbilt University School of Medicine, Nashville, Tennessee, United States | V. Harnik, New York University School of Medicine, New York, New York, United States | Y. Kang, Weill Cornell Medical College, New York, New York, United States | B. Nelson, The University of Texas at Austin Dell Medical School, Austin, Texas, United States | C. O'Connor Grochowski, Duke University School of Medicine, Durham, North Carolina, United States | A. Pock, Uniformed Services University of the Health Sciences (USUHS), Bethesda, Maryland, United States | G. Morrison, Perelman School of Medicine at the University of Pennsylvania, Philadelphia, Pennsylvania, United States | M.L. Schwartz, Yale University School of Medicine, New Haven, Connecticut, United States
9) “Agents for Change”: Fostering Senior Medical Students to Embark Upon an IMPACT-Focused Career, A.V. Shelgikar, Neurology, University of Michigan, Ann Arbor, Michigan, United States; H.K. Morgan, Obstetrics and Gynecology and Learning Health Sciences, University of Michigan, Ann Arbor, Michigan, United States; K.W. Kuo, Pediatrics, University of Michigan, Ann Arbor, Michigan, United States; C. Braun, Office of Medical Student Education, University of Michigan, Ann Arbor, Michigan, United States; M.J. Englesbe, Surgery, University of Michigan, Ann Arbor, Michigan, United States; M. Daniel, S.A. Santen, Emergency Medicine and Learning Health Sciences, University of Michigan, Ann Arbor, Michigan, United States; R. Mangrulkar, Internal Medicine and Learning Health Sciences, University of Michigan, Ann Arbor, Michigan, United States


12) A Clinically-Focused Discussion of Spirituality and Medicine During the Core Clerkships: Student Knowledge Gains and Feedback, D. Musick, T.R. Milam, B.E. Johnson, Virginia Tech Carilion SOM, Roanoke, Virginia, United States

13) Patient Safety/Quality Improvement Co-Learning Curriculum Pilot Project for Residents and Faculty, C. Kroeker-Bode, E. Pline, S. Whicker, M.J. Rudd, Virginia Tech Carilion School of Medicine, Roanoke, Virginia, United States; R. Fultz, T. Morgan, J. Gazo, T. Kingston, D. Musick, Carilion Clinic, Roanoke, Virginia, United States

14) An innovative faculty development program to promote T2(Teaching & Thinking)-in-action through mindfulness, flow, and improvisation, R. Bing-You, P. White, G. Dreher, V. Hayes, E. Rose, G. Cleaves, T. Ferrell, Medical Education, Maine Medical Center, Portland, Maine, United States

15) The feedback tango: An integrative review and analysis of the feedback dance between teachers and learners, R. Bing-You, K. Varaklis, V. Hayes, R. Trowbridge, Medical Education, Maine Medical Center, Portland, Maine, United States; H. Kemp, D. McKelvy, Library, Maine Medical Center, Portland, Maine, United States

16) Medical students’ and residents’ perceptions of the feedback that they receive: validation of two novel FEEDME (Feedback in Medical Education) instruments, R. Bing-You, V. Hayes, K. Varaklis, D. Ward, Medical Education, Maine Medical Center, Portland, Maine, United States; S. Ramesh, M. Blanco, Tufts University School of Medicine, Boston, Massachusetts, United States

17) Scoring the Ultimate Feedback Goal: Does feedback to medical learners improve patient care? A narrative analysis following a scoping review., V. Hayes, Family Medicine, Maine Medical Center, Cumberland, Maine, United States; R. Bing-You, R. Trowbridge, K. Varaklis, H. Kemp, D. McKelvy, Maine Medical Center, Portland, Maine, United States

18) Shared Discovery: Teaching and Learning Together in a New Curriculum, B. Mavis, R.N. Stanulis, Office of Medical Education Research and Development, Michigan State University, East Lansing, Michigan, United States
19) **Continuous Monitoring of Small Group Instruction: A Strategy for Monitoring Content and Process**, S. Sudhanthar, A. Thompson-Busch, P. Brewer, J. Gold, B. Mavis, Michigan State University, East Lansing, Michigan, United States

20) **The Road to Empathy: Influence of Volunteering Aboard a Mobile Health Clinic on Student Personal and Professional Development**, A. Crosby, Harvard Divinity School, Cambridge, Massachusetts, United States | M. So, Department of Social and Behavioral Sciences, Harvard T.H. Chan School of Public Health, Boston, Massachusetts, United States | L. Eligene, J. Bennet, The Family Van, Boston, Massachusetts, United States | N. Oriol, Department of Anesthesia and Critical Care, Beth Israel Deaconess Medical Center, Boston, Massachusetts, United States

21) **Meeting Patients Where They Live, Work, Learn, and Play: The Value of Experiential Learning on a Mobile Medical Clinic for Medical Education**, M. So, Department of Social and Behavioral Sciences, Harvard TH Chan School of Public Health, Boston, Massachusetts, United States | N. Oriol, J. Bennet, Harvard Medical School, Boston, Massachusetts, United States | A.D. Crosby, Harvard Divinity School, Cambridge, Massachusetts, United States

22) **An innovative way of teaching lifestyle medicine in undergraduate medical education: Medical students teaching student athletes**, M. Pasarica, A. Franklin, Medical Education, University of Central Florida College of Medicine, Orlando, Florida, United States

23) **Using the Internal/Family medicine clerkship OSCE to study student’s interpersonal skills progression during the first clinical training year**, M. Pasarica, S.A. Salazar, L. Marchand, Medical Education, University of Central Florida College of Medicine, Orlando, Florida, United States

24) **Student-led wellness programming designed to increase wellness and wellness awareness to address the needs of an urban HBCU Medical School community of learners.**, S.L. Garrison, Psychiatry, Morehouse School of Medicine, Atlanta, Georgia, United States | V.N. Gay, Admissions/ Student Affairs, Morehouse School of Medicine, Atlanta, Georgia, United States

25) **Additional Requirements for Life Long Learning: What are they and how to support physicians in meeting them**, A. Nagler, M. Duckworth, A. Sachdeva, Education, American College of Surgeons, Chicago, Illinois, United States

26) **Cloud-based technology for the assessment of medical students’ patient care skills**, G. Ferenchick, Emergency Medicine, Michigan State University College of Human Medicine, Grand Rapids, Michigan, United States | M. Emery, R. Demuth, S. Sudhanthar, W. Dianne, College of Human Medicine, East Lansing, Michigan, United States

27) **Walk In Their Shoes: An Interprofessional Collaborative Practice Immersion Curriculum**, C.H. Burns, Internal Medicine, Wake Forest School of Medicine, Winston-Salem, North Carolina, United States | N. Puccinelli-Ortega, Nursing Research, Wake Forest School of Medicine, Winston-Salem, North Carolina, United States | S.J. Crandall, Physician Assistant Studies, Wake Forest School of Medicine, Winston-Salem, North Carolina, United States | C.S. Huffman, Nursing, Appalachian State University, Boone, North Carolina, United States | S.R. Smallwood, A. Pearson, Nursing, Wake Forest Baptist Health, Winston-Salem, North Carolina, United States

28) **Educating Future Physicians in Health Systems Science: An Innovative, Integrated Curricular Approach**, L. Lawson, Department of Emergency Medicine, East Carolina University, Greenville, North Carolina, United States | E. Baxley, Brody School of Medicine at East Carolina University, Greenville, NC, North Carolina, United States
29) The NYU Literature, Arts and Medicine Database, G. Redel-Traub, L. Bruell, D. Oshinsky, New York University School of Medicine, New York, New York, United States

30) 856 Students and Faculty from 9 Professional Programs Come Together to Learn Interprofessional Strategies to Treat Opioid Dependence, L.J. Jacobsen, A. Lesse, D.W. Sheehan, Office of Medical Curriculum, Jacobs School of Medicine and Biomedical Science, University at Buffalo, Buffalo, New York, United States | K.M. Boje, Office of Academic Affairs, School of Pharmacy and Pharmaceutical Sciences, Buffalo, New York, United States | D.E. Antonson, Office of Academic Affairs, University at Buffalo School of Dental Medicine, Buffalo, New York, United States | D.E. Elze, School of Social Work, University at Buffalo, Buffalo, New York, United States | N. Fusco, School of Pharmacy and Pharmaceutical Sciences, Buffalo, New York, United States | C.M. Stuhlmiller, School of Nursing, University at Buffalo, Buffalo, New York, United States | A. Symons, Jacobs School of Medicine and Biomedical Science, University at Buffalo, Buffalo, New York, United States | P. Ohtake, Department of Rehabilitation Science, School of Public Health and Health Professions, Buffalo, New York, United States

31) Development of a Medical Spanish Elective for Medical Students Guided by Survey of Students’ Interest, N. Varjavand, D.M. Russo, Drexel, Philadelphia, Pennsylvania, United States

32) Leading Medical Educators through the LEAD Certificate Program, B.M. Thompson, Medicine, Penn State COM, Hershey, Pennsylvania, United States | S.W. Chauvin, Medicine, LSU Health - New Orleans, New Orleans, Louisiana, United States

33) Trusting Entrustment: A Conversation Regarding Student and Faculty Perspectives on Early Experiences with Assessment of EPAs, M. Fowler, R. Russell, W. Cutrer, K. Lomis, Vanderbilt University School of Medicine, Nashville, Tennessee, United States

34) TRIUMPH-Preparing community-engaged physicians to promote health equity with medically underserved populations, C. Haq, Family Medicine and Community Health, Univ of Wisconsin, School of Medicine and Public Health, Milwaukee, Wisconsin, United States | M. Lemke, Center for Urban Population Health, Aurora Health Care, Milwaukee, Wisconsin, United States | M. Buelow, Family Medicine, Sixteenth Street Community Health Center, Milwaukee, Wisconsin, United States

35) Medical students editing Wikipedia: Four years of experience with an elective course, A. Azzam, Psychiatry, University of California, San Francisco, San Francisco, California, United States | E. Whitaker, Library, University of California, San Francisco, San Francisco, California, United States | K.O. Otoide, Inspi-com, Lagos, Nigeria | J. Heilman, Emergency, University of British Columbia, Cranbrook, British Columbia, Canada


37) Launching a Journal as a Catalyst for Student Publication, M.L. Bailey, Faculty Development, University of Central Florida College of Medicine, Orlando, Florida, United States | M. Pasarica, J. Cendan, Medical Education, University of Central Florida College of Medicine, Orlando, Florida, United States

39) Teaching Ownership in the 3rd Year: The Development & Implementation of a Video Intervention, T.R. Wyatt, Educational Innovation Institute, Medical College of Georgia, Augusta, Georgia, United States

40) Comparison of main and regional medical campuses graduates on residency match, E.A. Wood, P. Wallach, Medicine, Academic Affairs, Medical College of Georgia, Augusta, Georgia, United States|K. Martin, Academic Affairs, Augusta, Georgia, United States

41) Improving Well-being of Medical Students during Clinical Clerkships through Structured Process Groups, M. Ward, Psychiatry & Behavioral Sciences, Emory University School of Medicine, Atlanta, Georgia, United States

42) Learning How to Learn--A Guide for Educators, D. Klein, MEDScholar, Thornhill, Ontario, Canada

43) Improvements in Student Advising: How an Electronic Interview Tracking Tool Helps Medical Schools Guide Students More Effectively through the Match, N. Frayha, Medicine, University of Maryland School of Medicine, Baltimore, Maryland, United States|J. Raczek, Office of Medical Education, University of Maryland School of Medicine, Baltimore, Maryland, United States|J. Martinez, Emergency Medicine, University of Maryland School of Medicine, Baltimore, Maryland, United States|D. Parker, Office of Student Affairs, University of Maryland School of Medicine, Baltimore, Maryland, United States

44) The Rising Physician Program: A Near Peer Mentoring Program between Medical Students and Residents, J. Hutchinson, DEN, USUHS, Bethesda, Maryland, United States|R. Pomfret, J. Hartzell, K. Samardzic, S. Kim, USUHS, Bethesda, Maryland, United States

45) Promoting an Optimal Clinical Learning Environment for Residency Education and Patient Care, M. Cordero Diaz, Ethics, Professionalism and Citizenship, Tecnologico de Monterrey School of Medicine, Monterrey, NL, Mexico|C. Felix, J. Davila Rivas, Tecnologico de Monterrey School of Medicine, Monterrey, Mexico

46) Evolution of a Scholarly Concentration Program – Bolstering Transitional & Professional Skills through Self-Directed Research Training in the M1 Year, K.E. Sawarynski, D. Baxa, Biomedical Sciences, Oakland University William Beaumont School of Medicine, Rochester, Michigan, United States

47) Developing Physician Leaders: A First Year Leadership Curriculum, E. McKean, D. Fessell, S.A. Santen, Medical School, University of Michigan, Ann Arbor, Michigan, United States|H.M. Wagenschutz, Office of Medical Student Education, University of Michigan Medical School, Ann Arbor, Michigan, United States

48) The CoMET Fellowship: A Multidisciplinary Trainee-Led Education Fellowship, W.J. Peterson, B.W. Munzer, S. Santen, M.J. Stull, Emergency Medicine, University of Michigan, ANN ARBOR, Michigan, United States|C. Alpert, M.C. Konerman, Cardiology, University of Michigan, Ann Arbor, Michigan, United States

49) High Impact Approach to Addressing Chronic Disease: The Cleveland Clinic Center for Functional Medicine, C. Stead, Health Strategy, Consultant, ANN ARBOR, Michigan, United States|M. Curran, Executive Office, Cleveland Clinic, Cleveland, Ohio, United States
50) Implementation of a Longitudinal Student Wellness Curriculum, A. Knight, Student Affairs, Eastern Virginia Medical School, Norfolk, Virginia, United States | J. Bridges, Medical Education, Eastern Virginia Medical School, Norfolk, Virginia, United States | S. Neumann, Psychiatry & Behavioral Sciences, Eastern Virginia Medical School, Norfolk, Virginia, United States

51) Growth of Medical Competence during Clinical Clerkships: Repeated Direct Observations in a Competency Based Assessment Framework, L.R. Ellis, Internal Medicine; Section of Hematology and Oncology, Wake Forest University Baptist Medical Center, Winston-Salem, North Carolina, United States | K. Askew, Emergency Medicine, Wake Forest Baptist Health, Winston-Salem, North Carolina, United States | C. Violato, Internal Medicine, Wake Forest Baptist Health, Winston-Salem, North Carolina, United States

52) Innovative Redesign of an Interprofessional Student-Run Free Clinic in Response to Growing Class Sizes, A. Desai, B. Jafry, M. Willard, L. Weisberg, Cooper Medical School of Rowan University, Merchantville, New Jersey, United States

53) A method for calculating the costs of medical education and opportunities for value analysis, S. Lamb, J. Colbert-Getz, Internal Medicine, University of Utah School of Medicine, Salt Lake City, Utah, United States | J. Lindsley, Biochemistry, University of Utah School of Medicine, Salt Lake City, Utah, United States | D. Roussel, Anesthesiology, University of Utah School of Medicine, Salt Lake City, Utah, United States | L. Boi, Value Engineering, University of Utah School of Medicine, Salt Lake City, Utah, United States | A. Stevenson, Pediatrics, University of Utah School of Medicine, Salt Lake City, Utah, United States | T. Tsai, S. Baumann, K. Shaffer, Dean's Office, University of Utah School of Medicine, Salt Lake City, Utah, United States | S. Petersen, Office of Sr Vice President Health Sciences, University of Utah School of Medicine, Salt Lake City, Utah, United States

54) Increasing Faculty Diversity: Essential Elements of Mandated Search Committee Training that Includes the Science of Implicit Bias, J. Sabin, Biomedical Informatics Medical Education, University of Washington, Seattle, Washington, United States

55) The Impact of A Required Longitudinal Stress Management and Resilience Training Course for First-year Medical Students, L. Dyrbye, A. Wolanskyj, A. Sood, T. Shanafelt, Medicine, Mayo Clinic, Rochester, Minnesota, United States

56) Assessing Veteran-Centered Clinical and Communication Skills: Validity Evidence of a Military Focused Standardized Patient Checklist, M.L. Lypson, Internal Medicine & Learning Health Sciences, Ann Arbor VA Healthcare System, University of Michigan Medical School, Ann Arbor, Michigan, United States | J.T. Fitzgerald, P. Pfeiffer, Ann Arbor VA Healthcare System, Ann Arbor, Michigan, United States | D. Rooney, Learning Health Sciences, University of Michigan Medical School, Ann Arbor, Michigan, United States | P. Ross, University of Michigan Medica School, Ann Arbor, Michigan, United States

57) Mixed Methods Evaluation of Virtual Whiteboard Videos for Phase 1 of Team-based Learning, T. Reimschisel, Pediatrics, Vanderbilt University Medical Center, Nashville, Tennessee, United States | C. Kamin, Education, University of Illinois at Chicago, Chicago, Illinois, United States

58) Positive Impact of a New Curricular Initiative: Foundations of Research and Critical Thinking, D.R. Matteson, Physiology, University of Maryland School of Medicine, Baltimore, Maryland, United States | G.B. Carey, Center for Vascular and Inflammatory Diseases, University of Maryland School of Medicine, Baltimore, Maryland, United States | G.T. Fantry, University of Arizona College of Medicine - Tucson, Tucson, Arizona, United States
Posters-Up and Wine-Down Poster Session
Monday, November 6th 6:00 – 7:30 PM
Sheraton, Grand Ballroom

59) How a Hybrid Holistic-Formulaic Approach Using Situational Judgment Tests May Promote Diversity and Lessen Resource Expenditure, H.I. Reiter, Oncology, McMaster University, Hamilton, Ontario, Canada|F. Juster, R. Baum, D.D. Miller, New York Medical College, Valhalla, New York, United States|K. Dore, Department of Medicine, McMaster University, Hamilton, Ontario, Canada

60) Leveraging Partnerships with Historically Black Colleges and Universities (HBCUs) to Successfully Diversify the Physician Workforce, J. Servoss, College of Medicine, Florida Atlantic University, Boca Raton, Florida, United States|M. Smith, College of Science and Technology, Florida A&M University, Tallahassee, Florida, United States

61) Launch Ramp: An Expanded Pre-Matriculation Course to Introduce Competency Based Medical Education, J.F. Aronson, Pathology, University of Texas Medical Branch, Galveston, Texas, United States|M. Ainsworth, Academic Affairs, University of Texas Medical Branch, Galveston, Texas, United States|O. Morey, A. Rudnicki, Office of Educational Development, UTMB, Galveston, Texas, United States|N. Perez, Student Affairs, UTMB, Galveston, Texas, United States|J. Barral, Neuroscience and Cell Biology, UTMB, Galveston, Texas, United States

62) Beyond checking boxes: Development of a competency-based scholarly concentration in global health, M. Dacso, C. Satterfield, P. Patel, University of Texas Medical Branch, Galveston, Texas, United States

63) Transitioning from Course Evaluation to Student Competency Committee Evaluation: Lessons from a 2-Step Process-Product Evaluation, H. Laird-Fick, Medicine, Michigan State University, East Lansing, Michigan, United States|P. Brewer, J. Gold, B. Mavis, J. Radford, S. Sudanthar, M. van de Ridder, R. Henry, Michigan State University, East Lansing, Michigan, United States

64) Rural training sites: all small towns are not the same, W. Hartford, J. Bates, Centre for Educational Scholarship, Vancouver, British Columbia, Canada|R. Ellaway, M. Topps, R. Kearney, Faculty of Medicine, Calgary, Alberta, Canada

65) Getting to capability: how residents adjust to new contexts, J. Bates, W. Hartford, Centre for Educational Scholarship, University of British Columbia, Vancouver, British Columbia, Canada|M. Topps, R. Ellaway, Faculty of Medicine, University of Calgary, Calgary, Alberta, Canada|R. Kearney, Faculty of Medicine, University of Alberta, Edmonton, Alberta, Canada

66) Impact of Wikipedia, UpToDate, and a Digital Textbook on Short-Term Medical Knowledge Acquisition, R. Khan, Medicine, Western University, London, Ontario, Canada|M. Scaffidi, C. Wang, C. Tsui, S. Grover, Division of Gastroenterology, University of Toronto, Toronto, Ontario, Canada|D. Keren, University of Calgary, Calgary, Alberta, Canada|J. Heilman, University of British Columbia, Cranbrook, British Columbia, Canada

67) Balancing psychometric accuracy and learning: Findings from a Peer-OSCE, R. Khan, S. Chahine, Medicine, Western University, London, Ontario, Canada|C. Cassidy, S. Macaluso, R. Viana, T. Miller, M. Payne, Physical Medicine and Rehabilitation, Western University, London, Ontario, Canada|D. Bartley, Surgery, Western University, London, Ontario, Canada

68) Competency-Based Medical Education & The Role of Medical Librarians: Trends, Challenges, and Opportunities, J. Nicholson, N. Rambo, NYU Health Sciences Library, NYU School of Medicine, New York, New York, United States|N. Adams, Harrell Health Sciences Library, Penn State College of Medicine, Hershey, Pennsylvania, United States|E. Brennan, The Library, Medical University of South Carolina, Charleston, South Carolina, United States|H. Collins, A.R. Dykes
Health Sciences Library, University of Kansas Medical Center, Kansas City, Kansas, United States | M. von Isenburg, Duke University Medical Center Library, Duke University, Durham, North Carolina, United States | I. Kovar-Gough, Michigan State University Libraries, Michigan State University, East Lansing, Michigan, United States | E. Lorbeer, The Library, Western Michigan University Homer Stryker M.D. School of Medicine, Kalamazoo, Michigan, United States | R. Ogawa, Louise M. Darling Biomedical Library, UCLA, Los Angeles, California, United States | J. Spak, Cushing/Whitney Medical Library, Yale University, New Haven, Connecticut, United States | K. Thormondson, The Library, University of North Dakota School of Medicine and Health Sciences, Grand Forks, North Dakota, United States

69) That’s Not What We Taught You!: EBM Behaviors of Medical Students, J. Nicholson, D. Vieira, J. Williams, NYU Health Sciences Library, NYU School of Medicine, New York, New York, United States | A. Kalet, NYU School of Medicine, New York, New York, United States

70) Automated grading of student’s patient notes: A pilot feasibility study of machine learning text classification., S. Oh, M. Marin, Institute for Innovation in Medical Education, Medicine New York University, New York, New York, United States | A. Kalet, Program for Medical Education Innovation and Research, Medicine New York University, New York, New York, United States | Y. Yu, Center for Data Science, NYU, New York University, New York, New York, United States | Y. Aphinyanaphongs, Center for Health Innovation and Delivery Sciences, Medicine New York University, New York, New York, United States

71) Empowering residents in Interprofessional Practice through 10-minute mobile learning modules, S. Oh, J. Adams, S. Zabar, L. Altshuler, Medicine, NYU School of Med, New York, New York, United States | S. Greenberg, T. Cortes, NYU Rory Meyers College of Nursing, New York, New York, United States


73) Evaluating and Sharing the Peer Advocate Program at Yale School of Medicine, T. Robledo-Gil, X.M. Guo, C. Horien, M. Herrin, J. Encandela, N.R. Angoff, Student Affairs, Yale School of Medicine, New Haven, Connecticut, United States

74) How mentor identity evolves: A 9-year follow-up study of mentoring among educational scholars in a national longitudinal professional development program, M. Gusic, University of Virginia, Charlottesville, Virginia, United States | D.F. Balmer, University of Pennsylvania, Philadelphia, Pennsylvania, United States | A. Darden, University of Oklahoma, Oklahoma City, Oklahoma, United States | L. Chandran, Stony Brook University, Stony Brook, New York, United States | D. D’Alessandro, University of Iowa, Iowa, Iowa, United States

75) Comparing and Contrasting Intra- and Interprofessional Conflicts: Implications for Conflict Management and Interprofessional Training, N.M. Bajwa, General Pediatrics and Unit of Development and Research in Medical Education (UDREM), University Hospitals of Geneva, Faculty of Medicine, University of Geneva, Switzerland, Geneva, Geneva, Switzerland | N. Bochatay, V. Muller-Juge, N. Junod Perron, N.V. Vu, G.L. Savoldelli, Unit of Development and Research in Medical Education, University Hospitals of Geneva, Faculty of Medicine, University of Geneva, Switzerland, Geneva, Geneva, Switzerland | S. Cullati, K.S. Blondon, F. Maître, P. Chopard, P. Hudelson, University Hospitals of Geneva, Geneva, Geneva, Switzerland | S. Kim,
Surgery, School of Medicine, University of Washington, Seattle, Washington, United States | M.R. Nendaz, Internal Medicine and Unit of Development and Research in Medical Education (UDREM), University Hospitals of Geneva, Faculty of Medicine, University of Geneva, Geneva, Geneva, Switzerland

76) One (USMLE) Step forward, two steps back? Medical student quality of life during Step 1 dedicated study time, L. Sheidler, H. Rashid, Rutgers Robert Wood Johnson Medical School, Lawrenceville, New Jersey, United States

77) Younger and Younger: Teaching 2nd Year Students Emergency Department Assessment and Care of Fractures and Dislocations, a New Curriculum, C.M. Bush, Emergency Medicine, Michigan State University College of Human Medicine, Belmont, Michigan, United States | S. Santen, Emergency Medicine, University of Michigan School of Medicine, Ann Arbor, Michigan, United States | J. van de Ridder, Office of Medical Education Research and Development, Michigan State University College of Human Medicine, Grand Rapids, Michigan, United States

78) Getting the word out: A descriptive analysis of health professions education journal article altmetrics, L. Maggio, H. Meyer, A. Artino, Medicine, Uniformed Services University, Bethesda, Maryland, United States

79) URiM and First-Generation College Student Premedical Experiences that Promote Persistence and Resilience on the Medical Career Path, A. Haggins, Emergency Medicine, University of Michigan, Ann Arbor, Michigan, United States | P. Ross, Medical School, University of Michigan, Ann Arbor, Michigan, United States | E. White, School of Public Health, University of Michigan, Ann Arbor, Michigan, United States | H. Morgan, Obstetrics and Gynecology, University of Michigan, Ann Arbor, Michigan, United States

80) UME Graduate and Program Director Surveys: Validity Evidence and Applications for Data from LCME-Prescribed Evaluation Surveys, C. Tendhar, J. Purkiss, Office of Evaluation, Assessment, and Research, Baylor College of Medicine, Pearland, Texas, United States

81) The role of initial interest, selection factors, and prior preparatory experience in medical school enrollment, D. Chakraverty, Teaching and Learning, Washington State University, Spokane, Washington, United States | D.B. Jeffe, Washington University School of Medicine, St. Louis, Missouri, United States | R.H. Tai, University of Virginia, Charlottesville, Virginia, United States

82) Faculty Competencies for Teaching Diverse Learners, H. Nishimura, I. Mendez, A. Teherani, P. O'Sullivan, Office of Medical Education, University of California San Francisco, San Francisco, California, United States | A. Jackson, Obstetrics, Gynecology, and Reproductive Science, University of California, San Francisco, San Francisco, California, United States | A. Rincon, University of California, San Francisco, San Francisco, California, United States

83) Assessment of History-Taking and Physical Examination Documentation in Patient Notes: Validity Evidence from a Multi-Institutional Study, M. Lee, E. Hernandez, D. Kahn, David Geffen School of Medicine at UCLA, USA, Los Angeles, California, United States | N. Heine, School of Medicine, Loma Linda University, Loma Linda, California, United States | W. May, University of Southern California, Los Angeles, California, United States | A. Nevis, Stanford University, Stanford, California, United States | T. Murdock-Vlautin, University of California at Davis, Davis, California, United States | S. Charat, University of California, San Diego, San Diego, California, United States
84) Does a competency based assessment form improve the quality of narrative comments to core clerkship students?, K.E. Hauer, H. Nishimura, A. Teherani, C. Boscardin, Medicine, UCSF, San Francisco, California, United States | D. Dubon, UC Berkeley, Berkeley, California, United States

85) A Systematic Review of the Effectiveness of Different Learning Modalities For the Acquisition of Anatomical Knowledge: Cadaveric Dissection versus Alternatives, S. Wood, D. Campbell, L. Cronley, A. Arnette, C. Wigley, K. Covington, D.L. Engle, Duke University School of Medicine, Durham, North Carolina, United States

86) Warmth and Competence: Using a Single (dimensionally-based) Categorization to predict Mini-CEX ratings, A. Gingerich, Northern Medical Program, University of Northern British Columbia, Prince George, British Columbia, Canada | S. Sebok-Syer, Centre for Education Research and Innovation, Schulich School of Medicine and Dentistry, Western University, London, Ontario, Canada


88) Association of Burnout with Emotional Intelligence and Personality in Surgical Residents: Can We Predict Who is Most at Risk?, B. Lindeman, D. Smink, Surgery, Brigham and Women's Hospital, Boston, Massachusetts, United States | E. Petrusa, S. McKinley, D. Hashimoto, J. Mullen, R. Phitayakorn, Surgery, Massachusetts General Hospital, Boston, Massachusetts, United States

89) What does communication skills performance in a high-stakes 3rd year OSCE tell us about the transition to residency?, C.C. Gillespie, V. Savadamuthu, Institute for Innovations in Medical Education (Div of Education Quality), NYU School of Medicine, New York, New York, United States | Zabar, K. Hanley, L. Altshuler, A. Kalet, DGIMCI, Program for Medical Education Innovations and Research, Program for Medical Education Technology, NYU School of Medicine, New York, New York, United States | R. Crowe, Office of Medical Education, NYU School of Medicine, New York, New York, United States

90) Assessing the relationship between clinically focused service learning and clinical skills proficiency in medical school, M. Memari, T. Marcello, C. Chakraborti, Tulane University School of Medicine, New Orleans, Louisiana, United States

91) Development and Validation of an Inquiry Assessment Tool for a Medical School Curriculum: A Modified Delphi Study, S. Brondfield, C. Boscardin, G. Strewler, K. Hauer, Medicine, University of California, San Francisco, San Francisco, California, United States | M. Hermiston, Pediatrics, University of California, San Francisco, San Francisco, California, United States | K. Hyland, Biochemistry and Biophysics, University of California, San Francisco, San Francisco, California, United States | S. Oakes, Pathology, University of California, San Francisco, San Francisco, California, United States

92) High-Value, Cost-Conscious Communication Skills in Undergraduate Medical Education: Development of Standardized Patient Scenarios and Preliminary Validity Evidence, N. Natt, S. Starr, D. Reed, L. Dyrbye, A. Leep Hunderfund, Mayo Clinic School of Medicine, Rochester, Minnesota, United States | Y. Park, College of Medicine, Chicago, Illinois, United States

93) Using Standardized Patients (SPs) to Make Better Doctors, One Conversation at a Time: The roles of bias and countertransference., K. Cyrus, J. Encandela, Psychiatry, Yale School of Medicine,
Posters-Up and Wine-Down Poster Session
Monday, November 6th 6:00 – 7:30 PM
Sheraton, Grand Ballroom

New Haven, Connecticut, United States | N. Sitkin, Yale School of Medicine, New Haven, Connecticut, United States
94) Virtual Reality: What is it? How are medical educators using it? How might I use it too?, A. Rudnicki, University of Texas Medical Branch, Galveston, Texas, United States | D. Danforth, The Ohio State University, Columbus, Ohio, United States | G. Justin, J. Gregory, C. Smith, A. Zhong, Icahn School of Medicine, New York, New York, United States
95) Medical Student Morning Report: Promoting Teamwork and Problem Solving, K. Szauter, University of Texas Medical Branch, Galveston, Texas, United States