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1) The GEA
Presented by AAMC staff

2) Medical Education Scholarship, Research, and Evaluation
Presented by AAMC staff

3) The Harrison Survey
Presented by AAMC staff

4) Duty Hours Surveys: Using Google Forms to Improve Resident Response Rates
Michael McShane, Harvard Medical School; Galina Tan, Cambridge Health Alliance/Harvard Medical School; James Lang, Cambridge Health Alliance/Harvard Medical School; Priyank Jain, Cambridge Health Alliance/Harvard Medical School; Rachel Stark, Cambridge Health Alliance/Harvard Medical School; Richard Pels, Cambridge Health Alliance/Harvard Medical School

5) Fostering a Culture of Continuous Quality Improvement: Visualization of Compliance via a Heat Map
Briana Huntsberger, Dell Medical School-The University of Texas at Austin; Elizabeth A. Nelson, Dell Medical School at University of Texas at Austin; LuAnn Wilkerson, Dell Medical School - University of Texas at Austin; Susan Cox, University of Texas at Austin Dell Medical School

6) Is the Situational Judgment Test (SJT) a Feasible Addition to Holistic Review for Medical School Admissions?
Benjamin Chan, University of Utah School of Medicine; Boyd Richards, University of Utah School of Medicine; Karly Pippitt, University of Utah; Gretchen Case, University of Utah School of Medicine

7) Predictive Validity of the Multiple Mini Interview for Medical School Admission on Communication Skills
Margaret Wolff, University of Michigan Medical School; Nikki Zaidi, University of Michigan Medical School; Jennifer Stojan, University of Michigan Medical School; Steve Gay, University of Michigan Medical School; Sally Santen, Virginia Commonwealth University

8) Individual and Group Admissions Assessments to Predict Medical Student Success in Problem-based Learning
Andrew Bergemann, Dell Medical School at the University of Texas at Austin; Stephanie Corliss, Dell Medical School at the University of Texas at Austin; Joel Daboub, Dell Medical School at the University of Texas at Austin; Aaron Rochlen, Department of Educational Psychology, College of
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Education; Stephen Smith, Dell Medical School at University of Texas at Austin; Elizabeth A. Nelson, Dell Medical School at University of Texas at Austin

9) Root Cause Analysis for Examination Quality Improvement of Basic Science Examinations
Nikki Zaidi, University of Michigan Medical School; Sally Santen, Virginia Commonwealth University School of Medicine; Seetha Monrad, Michigan Medicine, Karri Grob, University of Michigan Medical School; Caren Stalburg, University of Michigan Medical School; Gary Smith, University of Michigan Medical School

10) United States Medical Licensing Examination Step One after the Clerkship Year: Predictors of Success
Paul Hemmer, Uniformed Services University of the Health Sciences; Deanna Schreiber-Gregory, Uniformed Services University of the Health Sciences; Louis Pangaro, Uniformed Services University of the Health Sciences; Arnyce Pock, Uniformed Services University of the Health Sciences (USUHS); Ting Dong, Uniformed Services University of the Health Sciences; Steven Durning, Uniformed Services University of the Health Sciences F. Edward Hebert School of Medicine

11) Student-Centered Vs Teacher-Directed Active Learning: A Comparison of Knowledge Acquisition by Medical Students
Michael Lee, Dell Medical School at the University of Texas at Austin; Loren Cain, Dell Medical School at the University of Texas at Austin; Andrew Bergemann, Dell Medical School at the University of Texas at Austin; Stephanie Corliss, Dell Medical School at the University of Texas at Austin; Dee Silverthorn, Dell Medical School at the University of Texas at Austin; Brian Miller, Dell Medical School at the University of Texas at Austin; Elizabeth A. Nelson, Dell Medical School at University of Texas at Austin; LuAnn Wilkerson, Dell Medical School at University of Texas at Austin

12) Examining the Predictive Utility of an “Early Warning” Foundational Science Performance Diagnostic Examination
Joel Purkiss, Baylor College of Medicine; Jesus Vallejo, Baylor College of Medicine; J. Clay Goodman, Baylor College of Medicine

13) Are Red Flags Incompatible with a Successful Match? Advising “Marked” Students in the Era of Application Inflation
Gary Beck Dallaghan, University of Nebraska College of Medicine; Robert Drucker, Duke University Medical Center; Brenda Roman, Wright State University Boonshoft School of Medicine
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14) Screening But Bot Intervening: Medical Student Gender as a Predictor for Alcohol Intervention
Helen Morgan, University of Michigan Medical School / Michigan Medicine; Melissa Jones, University of Michigan Medical School; Tom Fitzgerald, University of Michigan Medical School & Ann Arbor VA; Amy Rosinski, University of Michigan Medical School/Department of Psychiatry; Laurie Whitman, University of Michigan Medical School

15) Meeting the Challenge of Designating Clinical Honors in the Transition to EPA-Driven Evaluations
Angela Dempsey, Medical University of South Carolina; Elizabeth Smith, Medical University of South Carolina; Michele Friesinger, Medical University of South Carolina

16) Measuring Self-Directed and Self-Regulated Learning in Health Professions Education: A Systematic Review
Adam Sawatsky, Mayo Clinic; John Ratelle, Mayo Clinic; Stephenson Chris, Mayo Clinic; Brydges Ryan, University of Toronto; Beckman Thomas, Mayo Clinic; David A Cook, Mayo Clinic

17) Comparing Student Self-Assessment to Summative Faculty and Resident Evaluations on Clerkship Rotations
Anthony Gaynier, Wayne State University; Diane Levine, Wayne State University School of Medicine

18) The Role of Psychological Safety and Grumpiness in Health Professions Education: An Analysis of VA Health Trainees
Terrell Kashner, Office of Academic Affiliation, David Deemer, Loma Linda University School of Medicine; Lawrence Loo, Loma Linda University School of Medicine; John Byrne, Loma Linda University Medical School; Grant Cannon, George E. Wahlen VA Medical Center; David Puder, Loma Linda University Medical Center; Karina Torralba, Loma Linda University Medical Center; Catherine Kaminetzky, VA Puget Sound Health Care System; Sheri Keitz, UMass-Memorial Medical Center

19) Examining Quality of Narrative Assessment: First Use and Validity Evidence for a Narrative Assessment Quality Scale
Linda Stelljes, Baylor College of Medicine; Nadia Ismail, Baylor College of Medicine; Lori Ezzell, Baylor College of Medicine; Joel Purkiss, Baylor College of Medicine

20) Using the LEAN “A3” as an Early Medical Student Assessment Tool
Edgar Pierluissi, UCSF; Choi Lei, UCSF; Niraj Sehgal, UCSF; Kristin Casey, UCSF; Patricia Ramirez, UCSF; Shannon Fogh, University of California San Francisco School of Medicine; Anna Chang, UCSF
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21) A Strategic Partnership: Health Systems Improvement with Early Medical Students
Anna Chang, UCSF; Niraj Sehgal, UCSF; Adrienne Green, UCSF; Stephanie Rennke, University of California San Francisco School of Medicine; Shannon Fogh, University of California San Francisco School of Medicine; Allison Ishizaki, University of California San Francisco; Office of Undergraduate Medical Education; Edgar Pierluissi, UCSF

22) “Teaching Load”: Implications for Horizontal and Vertical Integration
Steven Schneid, Skaggs School of Pharmacy and Pharmaceutical Sciences; Chris Armour, UC San Diego, Division of Biological Sciences; Jess Mandel, UC San Diego, School of Medicine; Katharina Brandl, UC San Diego Skaggs School of Pharmacy and Pharmaceutical Sciences

23) How Effective is the Cognitive Integration of Clinical Skills and Basic Science in a Medical School Curriculum?
Lee Eisner, SUNY Downstate College of Medicine; Izumi Watanabe, SUNY Downstate College of Medicine; Robin Ovitsh, SUNY Downstate College of Medicine

24) Implicit Bias Recognition and Management: Tailored Instruction for Faculty
Cristina Gonzalez, Albert Einstein College of Medicine; Emily Kintzer, Albert Einstein College of Medicine/Montefiore Medical Center; Joseph Grochowalski, Fordham University; Julie List, Albert Einstein College of Medicine/Montefiore Medical Center; Natalia Rodriguez, Albert Einstein College of Medicine; Paul Marantz, Albert Einstein College of Medicine

25) A Virtual Standardized Patient Project – From Concept to Prototype to Outcomes
Win May, Keck School of Medicine of the University of Southern California; Thomas Talbot, University of Southern California; Mark Core, USC Institute for Creative Technologies; Julia Campbell, Institute for Creative Technologies; USC, Dixie Fisher, Keck School of Medicine of USC

26) eQuality: Integrating Gender Minority Standardized Patients to Practice Clinical Skills and Decrease Bias
Susan Sawning, University of Louisville School of Medicine; Laura Weingartner, University of Louisville School of Medicine; Emily Noonan, University of Louisville School of Medicine; David McIntosh, U. of Louisville Health Science Center; College of Medicine, Stacie Steinbock, University of Louisville School of Medicine; Carrie Bohnert, University of Louisville School of Medicine; Amy Holthouse, University of Louisville School of Medicine

27) The Current State of Cross-Cover Education in Medical School
Lauren Heidemann, University of Michigan; James Fitzgerald, University of Michigan; Sarah Hartley, University of Michigan
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28) An LCME Objective: Developing Clinical Reasoning Skills Amongst Our Learners
Nagaraj Gabbur, Hofstra Northwell Donald and Barbara Zucker School of Medicine at Hofstra University; Michele Haughton, SUNY Downstate Medical Center; Vanessa Pinard, SUNY Downstate Medical Center; Riza Bueser, Hofstra Northwell at North Shore University and Long Island Jewish Medical Center

29) Framing Effects on Medical Student Diagnostic Testing and Therapeutic Decision-Making Judgements
Jennifer Stojan, University of Michigan; Michelle Daniel, University of Michigan Medical School, Laurie Whitman, University of Michigan Medical School; Sarah Hartley, University of Michigan; Helen Morgan, Clinical Associate Professor of OBGYN and Learning Health Sciences; Rajesh Mangrulkar, University of Michigan Medical School / Michigan Medicine; Larry Gruppen, University of Michigan

30) Entrustable Professional Activities for the Assessment and Mitigation of Social Determinants of Health
David Brown, Florida International University Herbert Wertheim College of Medicine; Onelia Lage, FIU Herbert Wertheim College of Medicine; Department of Humanities, Health, and Society; Ebony Whisenant, Florida International University Herbert Wertheim College of Medicine; Katherine Chung-Bridges, FIU Herbert Wertheim College of Medicine Department of Humanities, Health, and Society; Gregory Schneider, FIU Herbert Wertheim College of Medicine, Department of Humanities, Health and Society; Tahira Tyrell, FIU Herbert Wertheim College of Medicine Department of Humanities Health and Society; Nana Garba, FIU Herbert Wertheim College of Medicine, Department of Humanities, Health and Society; Natalie Castellanos, FIU Herbert Wertheim College of Medicine, Department of Humanities, Health and Society; Kathy Hartlieb, FIU Herbert Wertheim College of Medicine, Department of Humanities, Health and Society; Brett Engle, FIU Herbert Wertheim College of Medicine, Department of Humanities, Health and Society; Maryse Pedoussaut, FIU Herbert Wertheim College of Medicine, Department of Humanities, Health and Society, Margaret FIU Herbert Wertheim College of Medicine, Department of Psychiatry in Clinical Science in Child and Adolescent Psychology; Karin Espostio, FIU Herbert Wertheim College of Medicine, Department of Psychiatry and Behavioral Health, Pedro Greer, FIU Herbert Wertheim College of Medicine, Department of Humanities, Health and Society; Carla Lupi, FIU Herbert Wertheim College of Medicine

31) Implementing Holistic Review in UME Competency Committees: One Approach
Seetha Monrad, Michigan Medicine; Rajesh Mangrulkar, University of Michigan Medical School / Michigan Medicine; Jun Yang, University of Michigan Medical School; Nikki Zaidi, University of Michigan Medical School; Patrick Bridge, University of Michigan Medical School; Alex Price, University of Michigan Medical School; Sally Santen, Virginia Commonwealth University School of Medicine
32) **Integrative OSCEs as a Tool for Competency Based Assessment for Entrustment Decisions Across a 4-year Curriculum**  
Christin Traba, Rutgers New Jersey Medical School; Sophia Chen, Rutgers New Jersey Medical School; David Cennimo, Rutgers New Jersey Medical School; Alla Fayngersh, Rutgers New Jersey Medical School; Maria Cris Laboy, Rutgers New Jersey Medical School; Sangeeta Lamba, Rutgers New Jersey Medical School

33) **Research During Residency and Mentored-K Awards to U.S. Medical-school Graduates in Internal Medicine**  
Donna Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis

34) **Do Medical Students’ Procedural Skills Experiences Predict Their Specialty Plans?**  
Austin Wesevich, Duke University Medical Center; Donna Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis

35) **Evaluation of Current Competencies in Oral Health for Training Primary Care Providers**  
Shenam Ticku, Harvard Medical School/ Harvard School of Dental Medicine; Kristen Goodell, Boston University School of Medicine; Anubhuti Shukla, Harvard School of Dental Medicine; Gail Sawosik, UMass Medical School; Mary Tavares, Harvard School of Dental Medicine; Jacqueline Cellini, Countway Library of Medicine; Christine Riedy, Harvard School of Dental Medicine

36) **Transitioning to Residency in the Era of EPAs: Mapping Clinical Sim Measures to the 13 EPAs’ “Entrustable Behaviors”**  
Kinga Eliasz, New York University School of Medicine; Michael Nick, New York University School of Medicine; Sondra Zabar, New York University School of Medicine; Lynn Buckvar-Keltz, New York University School of Medicine; Grace Ng, New York University School of Medicine; Thomas Riles, New York University School of Medicine; Adina Kalet, New York University School of Medicine

37) **Assessments of Communication: Are there Correlations between Workplace and Standardized Patient Assessments?**  
Helen Morgan, University of Michigan Medical School / Michigan Medicine; Nikki Zaidi, University of Michigan Medical School; Laurie Whitman, University of Michigan Medical School; Jennifer Stojan, University of Michigan Medical School; Margaret Wolff, University of Michigan Medical School; Sally Santen, Virginia Commonwealth University School of Medicine

38) **Assessment of Entrustability: Can a Capstone Course Affect Resident Self-Assessment?**
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Lucy Chang, NYU; Colleen Gillespie, New York University School of Medicine; Danielle Cacciatore, NYU School of Medicine; Abigail Winkel, New York University Langone Health, Department of Obstetrics & Gynecology

39) Do Midclerkship EPA Ratings Accurately Reflect Skill Progression Within a Clerkship?
Christopher Feddock, University of Kentucky; John Ragsdale, University of Kentucky; Garces Helen, University of Kentucky

40) Knowing Their Limits: Assessing the Discernment of Pre-Clinical Medical Students
Kimberly Pedram, Virginia Commonwealth University School of Medicine; Alice Wong, Virginia Commonwealth University School of Medicine; Elizabeth Marlowe, Virginia Commonwealth University School of Medicine; Diane Biskobing, Virginia Commonwealth University; JK Stringer, VCU School of Medicine; Susan DiGiovanni, Virginia Commonwealth University School of Medicine

41) Student Perceptions of their Entrustability
Chanita Hughes Halbert, Medical University of South Carolina; Michele Friesinger, Medical University of South Carolina; Elizabeth Smith, Medical University of South Carolina; Anne LeBel, Medical University of South Carolina; Angela Dempsey, Medical University of South Carolina

42) OSCEs as the Linking Table for Translating between Competencies
Colleen Gillespie, New York University School of Medicine; Sondra Zabar, New York University School of Medicine

43) Beyond Research: Student Evaluation of the Paths of Excellence Program on Professional Development
Heather Wagenschutz, University of Michigan; Eric Skye, University of Michigan Medical School; Brent Williams, University of Michigan; Lauren Smith, University of Michigan; Catherine Kim, University of Michigan

44) First-Year Resident Perceptions of Patient-Centered, Humanistic Aspects of a New Medical School Curriculum
Gregory Kaupla, Medical College of WI; Robert Treat, Medical College of Wisconsin; Dawn Bragg, Medical College of Wisconsin

45) Choosing Wisely STARS: Catalyzing Student-led Initiatives to Advance Health Care Value in Medical Education
Christopher Moriates, Dell Medical School at The University of Texas, Austin; Victoria Valencia, Dell Medical School at The University of Texas, Austin; Ari Hoffman, University of California, San
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Francisco; Amit Pahwa, Johns Hopkins School of Medicine; Karen Born, University of Toronto; Brian Wong, University of Toronto

46) Incorporation of a Pain Medicine Rotation for Residents Designed to Improve Management of Chronic Pain
Kristin Collier, University of Michigan; Goodarz Golmirzaie, University of Michigan; John Burkhardt, University of Michigan

47) Reading the Lifelines: Professional Identity Emergence Made Legible
Hetty Cunningham, Columbia University; Dorene Balmer, Perelman School of Medicine, University of Pennsylvania; Delphine Taylor, Columbia University; Urmi Desai, Columbia University; Katherine Ender, Columbia University; Julie Glickstein, Columbia University; Usha Krishnan, Columbia University; Rita Charon, Columbia University

48) Breaking Down Bias: Development of an Innovative Department–Initiated Diversity and Inclusion Curriculum
Susan Chubinskaya, Rush University Medical Center; Sherald Leonard, Rush University Medical Center; Anna Spagnoli, Rush University Medical Center

49) Bridging the Gap: Integrating Hypothesis-Driven Physical Exam and Clinical Reasoning for Early Medical Students
Sirisha Narayana, University of California, San Francisco; Anita Richards, University of California, San Francisco; Allison Ishizaki, University of California San Francisco, Office of Undergraduate Medical Education; Laura Burns, University of California San Francisco School of Medicine; Sarah Bingel-McKllips, University of California San Francisco School of Medicine; Anna Chang, UCSF; Susannah Cornes, University of California, San Francisco School of Medicine

50) Self-Evaluating EPA Readiness in 3rd and 4th year Medical Students for Milestone 1
Nagaraj Gabbur, Hofstra Northwell Donald and Barbara Zucker School of Medicine at Hofstra University; Michele Haughton, SUNY Downstate Medical Center; Monica Liriano, SUNY Downstate Medical Center; Eric Crihfield, Hofstra Northwell at North Shore University and Long Island Jewish Medical Center

51) The Beyond the Books Program: Improving Medical Student Attitudes Toward the Underserved
Aaron Briggs, Geisel School of Medicine at Dartmouth; Stephen Wang, Geisel School of Medicine at Dartmouth; Subasish Bhowmik, Geisel School of Medicine at Dartmouth; Jacob Wasag, Geisel School of Medicine at Dartmouth; Roshini Pinto-Powell, Geisel School of Medicine at Dartmouth
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52) Learning Objectives to Enhance Chronic Disease Prevention & Management in Undergraduate Medical Education
Rupinder Hayer, American Medical Association; Michael Dekhtyar, American Medical Association; Kate Kirley, American Medical Association; Eric Johnson, University of North Dakota School of Medicine and Health Services; Jill Huber, Mayo Clinic School of Medicine; LuAnn Wilkerson, Dell Medical School - University of Texas at Austin

53) The Impact of an Emergency Medical Technician Basic Course Prior to Medical School on Medical Students
Elena Wood, Medical College of Georgia; Tasha Wyatt, Medical College of Georgia at Augusta University; John McManus, Medical College of Georgia; Kevin Ma, Medical College of Georgia; Paul Wallach, Medical College of Georgia

54) Enhancing Medical Student Knowledge and Experience Using Multimedia Learning Modules in Obstetrics and Gynecology
Grace Miller, Medical College of Wisconsin Affiliated Hospitals; Kristina Kaljo, Medical College of Wisconsin; Kate Dielentheis, Medical College of Wisconsin; Robert Treat, Medical College of Wisconsin

55) Medical Student Goal Orientation at Various Stages During Undergraduate Medical Training
Melissa McGinn, Dept. of Anatomy and Neurobiology, Virginia Commonwealth University School of Medicine; JK Stringer, VCU School of Medicine; Moshe Feldman, School of Medicine, Virginia Commonwealth University; Paul Mazmanian, Virginia Commonwealth; Sally Santen, Virginia Commonwealth University School of Medicine

56) Flipped Learning: Developing Self-Regulated Strategies in Transition to Medical School
Randi Stanulis, Michigan State University; Binbin Zheng, Michigan State University; Amy Ward, Michigan State University

57) An Empirical Study of Clinician Small Group Facilitation in a Discovery Curriculum
Stacey Pylman, Michigan State University; Randi Stanulis, Michigan State University; Zakia Alavi, Michigan State University; Arthur Ward, Michigan State University

58) Medical Students Self-Assessment of Health Systems Science Knowledge and Skills: Does Curriculum Matter?
Anca Dobrian, Eastern Virginia Medical School; Rajan Lamichhane, Eastern Virginia Medical School; Cinthia Cadieux, Eastern Virginia Medical School; Marta Ambrozewicz, Eastern Virginia Medical School; Rajasekaran Koteeswaran, Eastern Virginia Medical School; Lauren Mazzurco, Eastern Virginia Medical School; Brook Hooper, Eastern Virginia Medical School; Christine Matson, Eastern Virginia Medical School; Senthil Rajasekaran, Eastern Virginia Medical School
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59) Diffusion of Innovation Theory and Longitudinal Integrated Clerkships: Critical Mass
Lindsay Mazotti, Kaiser Permanente School of Medicine and UCSF; Jennifer Adams, University of Colorado School of Medicine; Bruce Peyser, Duke Health; Katherine Chretien, George Washington University School of Medicine; Briar Duffy, University of Minnesota School of Medicine; David Hirsh, Cambridge Health Alliance

60) Understanding Differences in American and Kuwaiti Medical Students’ Learning Preferences to Achieve Competency
Jonathan Berken, University of Pittsburgh School of Medicine; John Mahoney, University of Medicine School of Medicine; Jumana Al-baghlì, Kuwait University Faculty of Medicine; Michael Elnicki, University of Pittsburgh School of Medicine

61) Curricular Factors of Step 1 Performance
Daniel Cox, Duke University School of Medicine; David Carpenter, Duke University School of Medicine; Amy Wisdom, Duke University School of Medicine; Colleen O’Connor Grochowski, Duke University School of Medicine; Deborah Engle, Duke University School of Medicine

62) Emotion Regulation of Trait Affect and its Impact on Medical Student Burnout in Three-Year Medical Degree Programs
Robert Treat, Medical College of Wisconsin; Craig Hanke, Medical College of Wisconsin - Green Bay; Amy Prunuske, Medical College of Wisconsin - Central Wisconsin; Koenraad De Roo, Medical College of Wisconsin; Kristina Kaljo, Medical College of Wisconsin; Diane Brown, Medical College of Wisconsin; William Hueston, Medical College of Wisconsin; Dawn Bragg, Medical College of Wisconsin

63) Medical Student Vitality - The Positive Predictor Traits of Well-Being
Robert Treat, Medical College of Wisconsin; Diane Brown, Medical College of Wisconsin; Kristina Kaljo, Medical College of Wisconsin; Amy Prunuske, Medical College of Wisconsin - Central Wisconsin; Koenraad De Roo, Medical College of Wisconsin; Jeff Fritz, Medical College of Wisconsin-Central Wisconsin; Craig Hanke, Medical College of Wisconsin - Green Bay; William Hueston, Medical College of Wisconsin; Dawn Bragg, Medical College of Wisconsin

64) The Impact of Moving USMLE Step 1 on NBME Clinical Subject Exam Performance
Elizabeth Holman, University of Michigan Medical School; Patrick Bridge, University of Michigan Medical School; Michelle Daniel, University of Michigan Medical School / Michigan Medicine; Seetha Monrad, Michigan Medicine; Cyril Grum, Michigan Medicine; Rajesh Mangrulkar, University of Michigan Medical School / Michigan Medicine; Sally Santen, Virginia Commonwealth University School of Medicine
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65) Statistical Literacy and Scientific Reasoning & Argumentation as Cross-Domain Key Qualifications

66) A Logic Model for Evaluating Impact of an Interprofessional Academy at a Research-Intensive Academic Health Center
Deborah Engle, Duke University School of Medicine; Diana McNeill, Duke University School of Medicine; Kristin Dickerson, Duke University School of Medicine; Kyle Covington, Duke University School of Medicine

67) Education Leadership Walk Rounds: Emphasizing the Importance of Education in your Health System
Alison Clay, Duke University School of Medicine; Pamela Edwards, Duke University Health System; David Turner, Duke University Health System and Duke School of Medicine; Deborah Allen, Duke University Health System; Nancy Knudsen, Duke University School of Medicine

68) The Effect of Identity Dissonance and Consonance on Professional Identity Formation in Medical Students
Jessica Byram, Indiana University School of Medicine

69) Religion and Spirituality as a Cultural Asset in Medical Students
Tasha Wyatt, Medical College of Georgia at Augusta University; Callie Ray, Medical College of Georgia

70) Program Director Perspectives on Evidence Based Tools and the Medical Education Literature in Teaching & Assessment
Asif Doja, Children’s Hospital of Eastern Ontario; Chantalle Clarkin, Children’s Hospital of Eastern Ontario; Kaylee Eady, Children’s Hospital of Eastern Ontario Research Institute; Katherine Moreau, University of Ottawa; Andrew Warren, Dalhousie University; Lindsay Cowley, University of Ottawa; Lorne Wiesenfeld, University of Ottawa; Hilary Writer, Children's Hospital of Eastern Ontario
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71) Validating Common Item Formats in Medical Student Course Evaluations
Jennifer Gong, University of Colorado, School of Medicine; Susan Peth, University of Colorado, School of Medicine; Gretchen Guiton, University of Colorado, School of Medicine; Daisy Talavera, University of Colorado School of Medicine

72) Stressors and Coping Mechanisms of Medical Students
Tracey Criss, Virginia Tech Carilion School of Medicine; Mariah Rudd, Virginia Tech Carilion School of Medicine; David Musick, Virginia Tech Carilion School of Medicine; Brock Mutcheson, Virginia Tech Carilion School of Medicine; Aubrey Knight, Virginia Tech Carilion School of Medicine

73) The Recovery of Empathy by Fourth Year Medical Students
Susan DiGiovanni, Virginia Commonwealth University School of Medicine; Christopher Woleben, Virginia Commonwealth University School of Medicine; JK Stringer, VCU School of Medicine, Moshe Feldman, School of Medicine, Virginia Commonwealth University; Paul Mazmanian, Virginia Commonwealth; Sally Santen, Virginia Commonwealth University School of Medicine

74) After the Match: Cultivating a Community of Support, Retention and Mentoring to Enhance Diversity
Cristin Colford, University of North Carolina; Nancy Denizard-Thompson, Wake Forest School of Medicine; Kimberley Evans, Duke University School of Medicine; Rachel Harris, Morehouse Medical School; Michael Contarino, University of North Carolina School of Medicine; Diana McNeill, Duke University School of Medicine

75) Diversity in Medical Education: Is Academic Medicine Too Daunting?
Tiffani Houston, UT Health San Antonio Long School of Medicine; Ilana Mittman, Johns Hopkins Medicine; Judy-April Oparaji, Walter Reed National Military Medical Center, Department of Pediatrics; Abner Murray, Case Western Reserve University; Joshua Schwarz, Johns Hopkins Medicine; Eloiza Domingo-Snyder, Johns Hopkins Medicine

76) “When Your Parents Tell You You Can’t Do This”: Supporting First-Generation Students Who Want to be Doctors
Dianne Kraft, Texas A&M University College of Medicine; David McIntosh, U. of Louisville Health Science Center, College of Medicine

77) Post-Baccalaureate Pre-Medical Programs: Results of a National Survey
Leon McDougle, The Ohio State University Wexner Medical Center; Wanda Lipscomb, Michigan State University College of Human Medicine; Brenda Latham-Sadler, Wake Forest School of Medicine; Dorothy Andrioie, Washington University in St. Louis
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78) Enabling Self-Directed Life-Long Learning through EPA 7: The Educator’s Role
Judy Spak, Yale School of Medicine, Cushing/Whitney Medical Library; Heather Collins, A.R. Dykes Health Sciences Library, University of Kansas Medical Center; Nancy Adams, Penn State College of Medicine, Harrell Health Sciences Library; Emily Brennan, Medical College of South Carolina; Iris Kovar-Gough, Michigan State University Libraries; Elizabeth Lorbeer, Western Michigan University Homer Stryker M.D. School of Medicine; Rikke Ogawa, Louise M. Darling Biomedical Library and Science and Engineering Library, UCLA -University of California Los Angeles; Joseph Nicholson, NYU Health Sciences Library, New York University; Kelly Thermosdson, School of Medicine and Health Sciences, University of North Dakota; Megan Von Isenburg, Medical Center Library & Archives, Duke University; Ruth Riley, School of Medicine, University of South Carolina

79) Resident as Teacher: Identifying Teaching Trends Across Class and Specialty
Monica Bailey, University of Central Florida, College of Medicine; Elizabeth Ivey, University of Central Florida, College of Medicine; Angela Griffin, University of Central Florida, College of Medicine; Andrea Berry, University of Central Florida, College of Medicine

80) Factors Influencing the Choice of a Primary Care Career by Harvard Medical School Graduates
Paulius Mui, Harvard Medical School Center for Primary Care, Virginia Commonwealth University School of Medicine; Lucy Chen, Harvard Medical School; Chelsea Messinger, Harvard Medical School Center for Primary Care; Mugdha Joshi, Harvard Medical School Center for Primary Care; Russell Phillips, Harvard Medical School Center for Primary Care; Erin Sullivan, Harvard Medical School Center for Primary Care; Barbara Ogur, Harvard Medical School Center for Primary Care

81) Bringing a Health Equity Lens to the ForWard Medical Education Curriculum
Parvathy Pillai, University of Wisconsin School of Medicine and Public Health; Stephen Bagwell, University of Wisconsin School of Medicine and Public Health; Scott Mead, University of Wisconsin School of Medicine and Public Health; Shobhina Chheda, University of Wisconsin School of Medicine and Public Health; Christine Seibert, University of Wisconsin School of Medicine and Public Health

82) Can Simulation and Online Learning on Human Trafficking Increase Medical Students’ Ability to Identify Victims?
Carrie Bohnert, University of Louisville School of Medicine; Olivia Mittel, University of Louisville School of Medicine; Jennifer Vavrousek, University of Louisville Department of Pediatrics
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83) When Big Data Impacts Health Campuses: A Needs Assessment to Direct Future Learning Initiatives
Janet Corral, University of Colorado School of Medicine; Regina Kilkenny, University of Colorado Denver; Russell Poole, University of Colorado School of Medicine; Therese Jones, University of Colorado School of Medicine

84) Bridging Interprofessional Education and Practice with TeamSTEPPS and Healthcare Team Performance Observations
Jeffrey Borckardt, Medical University of South Carolina; Mary Mauldin, Medical University of South Carolina; Holly Wise, Medical University of South Carolina; Dusti Annan, Medical University of South Carolina; Kelly Ragucci, Medical University of South Carolina; Danielle Scheurer, Medical University of South Carolina

85) Engaging a Host Institution for Community Medical Education: The Best of Both Worlds
Derron Bishop, Indiana University School of Medicine

86) Lessons About Interprofessional Collaboration from Teams on the War Front and the Home Front: A Scoping Review
Lara Varpio, Uniformed Services University of the Health Sciences F. Edward Hebert School of Medicine; Karlen Bader, Uniformed Services University of the Health Sciences F. Edward Hebert School of Medicine; Henry M Jackson Foundation for the Advancement of Military Medicine; Holly Meyer, Uniformed Services University of the Health Sciences F. Edward Hebert School of Medicine; Henry Jackson Foundation for the Advancement of Military Medicine; Steven Durning, Uniformed Services University of the Health Sciences F. Edward Hebert School of Medicine; Anthony Artino, Uniformed Services University of the Health Sciences; Meghan Hamwey, Uniformed Services University of the Health Sciences F. Edward Hebert School of Medicine; Henry M Jackson Foundation for the Advancement of Military Medicine

87) Effecting Change Through Leadership Cases
Sally Santen, Virginia Commonwealth University School of Medicine; Elizabeth Baxley, Brody School of Medicine at East Carolina University; George Mejicano, Oregon Health & Science University; Tony Tsai, University of Utah School of Medicine; Leigh Patterson, Brody School of Medicine at ECU; Tracy Bumsted, Oregon Health & Science University; Susan Skochelak, American Medical Association; Valerie Jones, University of Michigan; Rajesh Mangrulkar, University of Michigan Medical School / Michigan Medicine

88) Navigating Challenging Conversations: Leadership Training for First Year Medical Students
Alexandra Tipaldi, University of Michigan Medical School; Nell Kirst, University of Michigan Medical School; Heather Wagenschutz, University of Michigan Medical School; David Fessell, University of Michigan Medical School
89) The Peer Led Reflect, Empathize, Analyze, and Discuss in Small Groups Program for Burnout/Professional Development
Sara Cromer, NYP-Columbia University Medical Center; Adam Faye, NYP-Columbia University Medical Center; Jacob Cogan, NYP-Columbia University Medical Center; Mark Abrams, NYP-Columbia University Medical Center

90) Facilitating Conversations About Character: Creating Listening Sessions for Faculty, Students and Students
Cheryl Maurana, Medical College of Wisconsin; Jose Franco, Medical College of Wisconsin; Ryan Spellecy, MCW; Diane Wilke-Zemanovic, Medical College of Wisconsin and Kern Institute for the Transformation of Medical Education

91) Tolerance for Ambiguity, Perceptions of the Learning Environment, and Well-Being Across Different Phases of UME
Moshe Feldman, School of Medicine, Virginia Commonwealth University; Deborah DiazGranados, Virginia Commonwealth University; John Cyrus, Tompkins-McCaw Library, Virginia Commonwealth University; Sally Santen, Virginia Commonwealth University School of Medicine, Marieka Helou, VCU School of Medicine

92) Parental Leave in US Family Medicine Residency Programs: Results From a CERA Residency Directors’ Survey
Wendling Andrea, Michigan State University College of Human Medicine; Heather Paladine, Columbia University Medical Center/NY Presbyterian Hospital; Carol Hustedde, University of Kentucky College of Medicine; Iris Kover-Gough, Michigan State University College of Human Medicine; Derung Tarn, UCLA Geffen School of Medicine; Julie Phillips, Michigan State University College of Human Medicine

93) Scholarly Concentration Programs: Mentor Impact on Student Career Interests and Professional Identity Formation
Rachel Wolfson, University of Chicago Pritzker School of Medicine; Kurt Alberson, University of Chicago; Dwayne Baxa, Oakland University William Beaumont School of Medicine; Mary Catherine Beach, Johns Hopkins School of Medicine; Katherine Chretien, George Washington University School of Medicine and Health Sciences; Linda Meurer, Medical College of Wisconsin; Patricia Mullan, University of Michigan School of Medicine; Ira Ropson, Penn State University College of Medicine; Kara Sawarynski, Oakland University William Beaumont School of Medicine; Ellie Schoenbaum, Albert Einstein College of Education; Brent Williams, University of Michigan, Karen Icahn School of Medicine at Mount Sinai; Vineet Arora, University of Chicago Pritzker School of Medicine
Posters-Up and Wine-Down Poster Session

Monday, November 5, 6 – 7:30 PM

Hilton: Austin Ballroom

94) A Scoping Review of the Influence of Personality Matching on Adult Mentoring Relationships
Kathryn Huggett, The Robert Larner, M.D. College of Medicine; Nicole Borges, University of Mississippi Medical Center; Maria Blanco, Tufts School of Medicine; Karyn Wulf, Nationwide Children’s Hospital; Larry Hurtubise, The Ohio State University Department of Pediatrics

95) HWCOM Graduate Certificate Program in Molecular and Biomedical Science Provides Rigorous Preparation for Medicine
Daphney Dorcius, Herbert Wertheim College of Medicine, Florida International University; Sabyasachi Moulik, Herbert Wertheim College of Medicine, Florida International University; Barbra Roller, Herbert Wertheim College of Medicine, Florida International University; Tracey Weiler, Herbert Wertheim College of Medicine, Florida International University

96) The POP Award-Fostering Professionalism in an Academic Institution
Ellen Friedman, Baylor College of Medicine; Vandana Shah, Baylor College of Medicine and Ben Taub General Hospital; Anne Gill, GEA; Larry Laufman, Department of Medicine and Center for Medical Ethics & Health Policy; Joan Friedland, Michael E DeBakey VAMC, Houston Provosts’ Scholar for Educational Leadership

97) Enhancing Medical Student Professional Development Through Longitudinal, Co-Curricular Distinction Tracks
Jenna Garris, ECU; Luan Lawson, Brody School of Medicine at East Carolina University; Kori Brewer, ECU; Susan Keen, ECU; Kelly Harrel, ECU; Timothy Reeder, ECU

98) Taiwanese and Sri Lankan Students’ Narratives of Professionalism Dilemmas: Gender Inequality and Power Dynamics
Malissa Shaw, Chang Gung Medical Education Research Centre (CG-MERC); Chang Gung Memorial Hospital; Madawa Chandratilake, Department of Medical Education, University of Kelaniya; Ming-Jung Ho, National Taiwan University; Charlotte Rees, Monash Centre for Scholarship in Health Education, Monash University; Lynn Monrouxe, Chang Gung Medical Education Research Centre, Chang Gung Memorial Hospital

99) Examining Differences in Third-Year Students’ Perception of “Ownership” Across Seven Core Clerkships
Tasha Wyatt, Medical College of Georgia at Augusta University; Sarah Mendenhall, Educational Innovation Institute, Medical College of Georgia; Elena Wood, Medical College of Georgia

100) Simulated First Night-onCall (FNOC): Establishing Community and a Culture of Patient Safety for Incoming Interns
Sondra Zabar, New York University School of Medicine; Donna Phillips, NYU School of Medicine; Jeff Manko, NYU School of Medicine; Lynn Buckvar-Keltz, New York University School of
Posters-Up and Wine-Down Poster Session

Monday, November 5, 6 – 7:30 PM

Hilton: Austin Ballroom

Medicine; Grace Ng, New York University School of Medicine; Ian Fagan, NYU School of Medicine; Ilseung Cho, New York University School of Medicine; Alex Mack, NYU School of Medicine; Kinga Eliasz, New York University School of Medicine; Gizely Andrade, New York University School of Medicine; Adina Kalet, New York University School of Medicine; Thomas New York University School of Medicine

101) Ethical Shades of Gray: Prevalence of Questionable Research Practices in Health Professions Education
Anthony Artino, Uniformed Services University of the Health Sciences; Lauren Maggio, Uniformed Services University of the Health Sciences; Erik Driessen, Maastricht University

102) Leveraging Medical Student Research to Promote Practice of Self-Regulation
Dwayne Baxa, Oakland University William Beaumont School of Medicine; Kara Sawarynski, Oakland University William Beaumont School of Medicine