



Academy for
Professionalism in
Health Care

The Evolution of Professionalism in Health Care: Moving Towards an Interprofessional Future Celebrating 10 Years of APHC

10th Annual meeting | **Philadelphia 2022**



June 1-3, 2022

Drexel University College of Medicine
in Philadelphia and virtual via Zoom



<https://bit.ly/APHC2022Conference>

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Christine Pask, MD, MA, CCFP, Clinical Assistant Professor, University of Calgary

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Carole Warde
Dima Arbach
Ellen Pearlman, MD, Associate Dean for Professionalism & Doctoring Skills, Zucker School of Medicine at Hofstra/Northwell
Fabrice Jotterand, PhD, MA, Professor, Medical College of Wisconsin & Senior Researcher, University of Basel
Fred Hafferty, PhD, Professor of Medical Education, Division of General Internal Medicine, and Program in Professionalism and Values at the Mayo Clinic
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Sylvia Botros-Brey

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Vijay Rajput, MD, Nova Southeastern University College of Allopathic Medicine, Professor and
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William Agbor-Baiyee, PhD, Associate Professor and Director of House and Learning
Communities, Chicago Medical School at Rosalind Franklin University

Zarrin Seema Siddiqui, MD, PhD, MCPS(PSYCH), Program Director, VinUniversity

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2021-2023

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Student Representative Nicolette Codispoti

APHC Mission: Optimizing patient care through professionalism education, scholarship, policy, and practice in all health-related fields.

APHC History

The Academy for Professionalism in Health Care (APHC) has its roots in a major national project undertaken to evaluate how medical ethics and humanities play a foundational role in professional formation in medical schools. The Project to Rebalance and Integrate Medical Education (PRIME) was funded by the Patrick and Edna Romanell Foundation for Bioethics pedagogy at the University at Buffalo with David Doukas as the Primary Investigator. PRIME was a three-stage, three-year project in which nationally known scholars and educators in medical ethics and humanities, as well as leaders of accrediting organizations, gathered to formulate a future vision of integrating medical ethics and humanities into professionalism education. The National Symposium held at the culmination of the PRIME project resulted in the formation of the Academy for Professionalism in Health Care.

The PRIME I Workshop (May 2010) undertook the first critical appraisal of the definitions, goals, and objectives of medical ethics and humanities teaching. A national expert panel of educators representing the disciplines of ethics, history, literature, and the visual arts was assembled. This panel was tasked with describing the major pedagogical goals of art, ethics, history, and literature in medical education: how these disciplines should be integrated with one another in medical education and how they could be best integrated into undergraduate and graduate medical education. Three main themes resulted from this panel's deliberations. The major goal of medical education in ethics and humanities is to promote humanistic skills and professional conduct in physicians. Patient-centered skills enable learners to become medical professionals while critical thinking skills assist learners to critically appraise the concepts and implementation of medical professionalism. Implementation of a comprehensive medical ethics and humanities curriculum in medical school and residency requires clear direction and academic support and should be based on clear goals and objectives that can be reliably assessed. The PRIME I expert panel agreed that medical ethics and humanities education is essential for professional development in medicine.

The PRIME II Workshop (May 2011) enlisted representatives of the three major accrediting organizations to join with the PRIME I national expert panel. PRIME II faculty engaged in a dialogue on the future of professionalism in medical education. The participants discussed three overarching themes. The first theme highlighted that education toward professionalism requires transformational change, whereby medical ethics and humanities educators would make explicit the centrality of professionalism to the formation of physicians. The second theme emphasized that the flourishing of professionalism must be based on addressing the dysfunctional aspects of the current system of health care delivery and financing that undermine the goals of medical education. The third theme focused on how

ethics and humanities educators must have unity of vision and purpose to collaborate and identify how their disciplines advance professionalism. The participants agreed that improvement of the ethics and humanities-based knowledge, skills, and conduct that fosters professionalism should enhance patient care and be evaluated for its distinctive contributions to practices that lead to better patient outcomes.

The PRIME National Conference on Medical Ethics and Humanities in Medical Education (May 2012) invited representatives from three major medical education and accreditation organizations to engage with an expert panel of nationally known medical educators in ethics, history, literature, and the visual arts, before a large audience of educators, scholars, and clinical professionals. The Symposium offered a future-tense account of how professionalism can be incorporated into medical education, with four main themes. The first theme highlighted how ethics and humanities can provide a response to the dissonance that occurs in current health care delivery. The second theme focused on how to facilitate pre-professional readiness for applicants through reform of the medical school admission process. The third theme emphasized the importance of integrating ethics and humanities into the medical school administrative structure. The fourth theme underscored how outcomes-based assessment should reflect developmental milestones for professional attributes and conduct. The participants emphasized that ethics and humanities-based knowledge, skills, and conduct that promote professionalism should be taught with accountability, flexibility, and the premise that all these traits are essential to the formation of a modern professional physician. It was clear at the conclusion of the symposium there was a strong desire to continue the work that was started with PRIME.

APHC was founded in the spring of 2012 as a natural product of the PRIME National Symposium with an expanded vision as an organization devoted to healthcare professionalism education and research, to include all healthcare training programs, including interprofessional professionalism education. APHC's publications provided an account of healthcare professionalism as having three components: scientific and clinical competence, use of clinical knowledge and skills primarily for sustaining the patient's health-related interests and keeping self-interest secondary and maintaining the healthcare professions as a public trust. One goal of the newly created Academy for Professionalism in Health Care was to provide a forum for all stakeholders, including healthcare ethics, humanities, and professionalism educators, to come together to work on these challenging issues.

The purpose of APHC is to support the development and maintenance of educational programs that promote professionalism in health care. The overriding goal of the Academy's work is to serve patients' best interests by advancing accountable educational programs, policies, and methodologies that exhort current and future health care providers to provide care consistent with the highest ethical and professional standards.

Provisional Program

**In-Person Attendees will be able to attend all presentations
Online Attendees will be able to access most sessions via streaming or Zoom**

All times are Eastern (New York) Time Zone

Wednesday June 1st

8:00 – 5:00 p.m. Registration

9:00 a.m. – 12:00 p.m. Pre-conference Workshops

Room 1

Workshop 1 - International Interprofessional Collaboration

Jazz Patel, PharmD, Director of Career Development and Associate Professor of Pharmacology, Alabama College of Osteopathic Medicine

Marco de Carvalho Filho, MD, PhD, Associate Professor of Innovation and Research in Education, Faculty of Veterinary Medicine, Utrecht (Netherlands)

Zarrin Seema Siddiqui, MD, PhD, MCPS(PSYCH), Program Director, VinUniversity (Australia and Vietnam)

Chaoyan Dong, PhD, Assistant Director, Sengkang General Hospital (Singapore)

Vijay Rajput, MD, Professor and Chair of Medical Education, Nova Southeastern University College of Allopathic Medicine

Raul Perez, MD, Professor, FASRS

Nanette Elster, JD, MPH, Associate Professor, Neiswanger Institute for Bioethics, Loyola University Chicago Stritch School of Medicine

This interactive workshop will highlight how organizations around the world are incorporating interprofessional collaboration into a variety of settings. The presenters will discuss how professionalism is taught in their country in an interprofessional education (IPE) setting, how they presented and how each group responded, which professions were involved, the format, lessons learned and innovative ideas. The international perspective will be followed by a case study from the Alabama College of Osteopathic Medicine on their interprofessional education journey including challenges such as tailoring IPE to specific learners and matching up educational levels in the curriculum and faculty collaboration. The three-hour session will include sharing of IPE programs from participants, a team building exercise, networking and brainstorming.

Room 2

Workshop 2 - Creating a Robust Program in Professionalism Education, Assessment and Remediation for Healthcare Education

Dennis H. Novack, MD, Professor of Medicine, Associate Dean of Medical Education, Drexel University College of Medicine

Steven Rosenzweig, MD, Professor of Emergency Medicine, Drexel University College of Medicine

Kym Montgomery, DNP, APRN, WHNP-BC, CNE, FAANP, FAAN, Clinical Professor of Nursing, Senior Associate Dean of Nursing and Student Affairs, Drexel University

Seema Baranwal, MD, Senior Associate Dean for Student Affairs, Drexel University College of Medicine

Despite professionalism being a core competency in healthcare education, many schools struggle in creating robust programs in professionalism education, assessment and remediation. There are many articles describing individual programs, and some suggesting best practices, but studies showing positive learner or patient outcomes of such education are generally lacking in rigor and quality. In this three-hour workshop, we will discuss the state of the art of professionalism in healthcare education, describe our initiatives in a comprehensive program in professional formation, interprofessional professionalism, professionalism assessment and remediation. We will break into smaller groups to gather the wisdom and experiences of participants, to clarify the barriers and work to fashion creative solutions at participants' home institutions, to discuss the essentials of interprofessional professional formation activities, and to discuss remediation strategies and how restorative justice solutions might apply to students referred for professionalism lapses.

12:00– 1:00 p.m. Lunch on your own with Philadelphia food trucks and Drexel Café

Simulation Center Tour

1:00– 1:30 p.m.

SAC

Conference Opening & Orientation

Conference Co-Chairs:

Elizabeth Kachur, PhD, FAMEE, Director, Medical Education Development, Global Consulting

Lawaun Everson, Residency Program Coordinator, Ascension Macomb-Oakland Hospital

Christine Pask, MD, MA, CCFP, Clinical Assistant Professor, University of Calgary

Welcome

APHC President Tom Harter, PhD, Director, Department of Bioethics and Humanities, Gundersen Health System, Chair, Institutional Review Board, Gundersen Health System

Incoming President and Host Dennis Novack, MD, Professor of Medicine, Associate Dean of Medical Education, Drexel University College of Medicine

Dean of Drexel University School of Medical School Charles Cairns, MD

1:30 – 2:15 p.m.

SAC

Warm up: Participant Speed Intro

2:15 – 3:15 p.m.

SAC

Opening Plenary –Presidents’ Panel: The Past, Present and Future of APHC

Moderator:

APHC Founder David Doukas, MD, James A. Knight Chair of Humanities and Ethics in Medicine, Director
Medical Ethics and Human Values, Tulane University's School of Medicine

APHC Current President Tom Harter, PhD, Director, Department of Bioethics and Humanities, Gundersen
Health System, Chair, Institutional Review Board, Gundersen Health System

APHC President-Elect Dennis Novack, MD, Professor of Medicine, Associate Dean of Medical Education, Drexel
University College of Medicine

3:15 – 3:30 p.m. Break and Networking

3:30– 4:30 p.m.

Room 1

Problem-Solving 1 - Professionalism Dilemmas in Health Care (76)

Professionalism dilemmas that may occur in many different health care settings will be discussed.

John Spandorfer, MD, Professor of Medicine and Dean of Professionalism, Thomas Jefferson University

Kym Montgomery, DNP, APRN, WHNP-BC, CNE, FAANP, FAAN, Clinical Professor of Nursing, Senior Associate
Dean of Nursing and Student Affairs, Drexel University

Room 2

Oral Presentation Session 1 - Well-Being, Professional Identity Formation & Threats to Professionalism.

The IKIGAI: Well-being and Identity Formation for Medical Students (65)

Medical education has traditionally experienced many issues with student personal and professional identity development. The holistic Japanese philosophy of Ikigai as a means to combat these issues and how it helps students to achieve success will be discussed.

Kevin Kuang, Student, Nova Southeastern University College of Allopathic Medicine

Jason Kim, Student, Nova Southeastern University College of Allopathic Medicine

Vijay Rajput, MD, Nova Southeastern University College of Allopathic Medicine, Professor and Chair of Medical
Education

Exploring Medical Student Experiences of Professional Identity Formation: Inspiring Moments of Connection, Care, & Trust (27)

This presentation will share the results of a qualitative study examining the perspectives of third and fourth year medical students on moments of professional identity formation that occurred during clinical learning.

Blythe Jonas, PhD, Associate Director, Residency Services, Ohio University

Burn Out, Moral Injury and Failures of Professional Conscience (13)

The idea of professionalism is challenged by increasing rates of 'burn out' among professionals suffering what many identify as the 'moral injuries' resulting from current professional standards and practices.

Tom Koch, PhD, Alton Medical Centre

Room 3

Oral Presentation Session 2 - Professionalism in Graduate Medical Education

Assessment and Mentorship of Professionalism: An Evaluative process in Graduate Medical Education to Guide Remediation (8)

Assessment and Mentorship are crucial steps in the educational process of the learner. Assessment and Mentorship provide a snapshot to direct time sensitive problem solving and decision-making regarding professionalism within clinical practice

LaConda Fanning, PsyD, RN LPC LSATP, Director of Assessment and Mentorship for GME, Eastern Virginia Medical School

An Approach to Teaching the Care of the Incarcerated Patient (6 – Virtual)

Our residency created a mandatory curriculum including incarcerated patient rights, continuity of care with our local jail system, and the societal context of the American criminal justice system.

Anisha Turner, MD, Baylor College of Medicine

Michelle Suh, resident/student, Baylor College of Medicine

Kaelin Fox

Using Threshold Concepts As A Framework To Elucidate Development State in Professionalism Among Pediatric Residents (72 – Virtual)

Using qualitative methods to identify threshold concepts in professionalism amongst pediatric residents, we identified interwoven themes. Residents identified threshold concepts in professionalism through noting contextual, systems-level stressors.

Audrea Burns, PhD, Associate Professor, Baylor College of Medicine

Satid Thammasitboon, MD, MHPE, Associate Professor, Director Center for Research, Innovation, and Scholarship in Medical Education, Baylor College of Medicine

Room 4 Zoom-based

Problem-Solving 2 - How do We Reframe Professional Identity Formation Using Intersectionality to Expand Professional Formation (30 – Virtual)

Professional identity formation (PIF) frameworks are useful but may fall short in cross-cultural, diverse educator/learner relationships. In this session, we will together question current challenges in PIF and examine our identities and formation.

Hannah Anderson, MBA, PhD(c), Children's Hospital of Philadelphia

Audrea Burns, PhD, Associate Professor, Pediatrics, Baylor College of Medicine and Texas Children's Hospital

Room 5 Zoom-based

Oral Presentation Session 3 - Trends on Teaching and Research in Professionalism (Virtual)

International Collaboration for Research (36 – Virtual)

Conducting research at an international level requires connection, collaboration, and commitment. Such partnerships can be very productive conducting scholarly research and disseminating findings, such as our spirituality and spiritual care research.

Pamela Cone, PhD, APRN-CNS, Professor, Azusa Pacific University

Teaching Values: A Framework and Strategies for Implementation (62 – Virtual)

Attention to core values and skilled communication fosters safe, compassionate care. The International Charter for Human Values in Healthcare provides a practical framework for use in training, clinical practice, and organizational change efforts.

Elizabeth A. Rider, MSW, MD, Department of Pediatrics, Harvard Medical School; Division of General Pediatrics, Boston Children's Hospital

Transformative Learning Achieved by Intensive, Longitudinal Interprofessional Faculty Development (69 – Virtual)

Expanded interprofessional (IP) education/practice requires mitigation of stereotypical attitudes. We describe transformative learning in a longitudinal faculty development program, leading to inclusive, respectful, and collaborative IP attitudes.

William Branch, MD, Professor, Emory University School of Medicine

Elizabeth Rider, MD, Asst Professor, Boston Children's Hospital/Harvard Medical School

Corrine Abraham, RN, DNP, Associate Professor, Emory University School of Nursing

Room 6 Zoom-based

Problem-Solving 3 - Racial and Ethnic Identity: Relevance in Teaching Clinical Skills and Diagnostic Medicine for Health Professionals (55 – Virtual)

The relevance of racial categories within the health profession education requires deeper understanding and engagement on the role of race for leveraging the social and structural determinants of health.

Arkene Levy, PhD, Director of Diversity, Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine

Yolanda Payne-Jamaeu, MD, Assistant Professor of Medical Education, Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine

Maria Padilla, MD, Executive Associate Dean, Academic and Student Affairs, Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine

Vijay Rajput, MD, Professor, Chair Department of Medical Education, Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine

Room 7 Zoom-based

Workshop 1 - Humanities-Based Tools for Maintaining Professional Identity and Thriving in the Presence of Uncertainty (31 – Virtual)

One of the greatest challenges of current healthcare is maintaining professional identity when faced with repeated moral distress and navigating the uncertainties inherent to the profession. How to face this? will be discuss.

Archana Mishra, MD, MS, FACP, FCCP, Associate Professor of Medicine, University at Buffalo

Mukta Panda, MD, MACP, FRCP-London, Professor of Medicine, University of Tennessee College of Medicine Chattanooga

Kamna Balhara, MD, MA, Assistant Professor in the Department of Emergency Medicine, Johns Hopkins

4:30 – 5:00 p.m. Break and Networking

5:00 – 6:00 p.m.

Keynote – 1 Virtual

, MBBS BSc PhD FRCGP FRACGP MMed, Adjunct professor, Faculty of Health, University of Technology Sydney and Clinical chair, hospital non-specialist program, Health Education and Training Institute, NSW Health

Evolving from a Professional to an Interprofessional Identity: Implications for Education and Practice (Australia)

What it means to be professional, and the concept of a (medical) professional identity continue to be discussed widely. More recently, the notion of an interprofessional identity has emerged and the possibility of becoming (or being) interprofessional. In this presentation I will tackle the 'so what' question and consider the practical implications of this terminology for health professions education and practice.

6:00 – 6:15 p.m.

Return to Hotel - Dinner on Own w/ colleagues and students (LEEP Dinner & Certificates).

Thursday June 2nd

7:00 – 7:30 a.m.

SAC

Breakfast & Networking- Committee Roundtables, LEEP Table Discussion

7:30 – 8:30 a.m.

Room 1 Zoom-based

Workshop 2 - Professionalism and Psychological Safety in an Interprofessional Context (52 - Virtual)

Participants will analyze interprofessional team scenarios and explore interventions to raise psychological safety and thus enhance learning and productivity.

Chaoyan Dong, PhD, Assistant Director, Sengkang General Hospital

Lisa Altshuler, PhD, Professor, New York University Grossman School of Medicine

Jenny Lee Yuen Wong, MD, Associate Professor, Khoo Teck Puat Hospital/National University of Singapore

Nobutaro Ban, MD, PhD, Professor, Aichi Medical University School of Medicine

Room 2 Zoom-based

Oral Presentation Session 4 - Student Well-being

Associations between Perceived Stress, Academic burnout, and Moral Courage Efficacy among Medical Students (9 - Virtual)

This study highlights the importance of perceived stress and academic burnout in enhancing moral courage efficacy, in situations where medical students are exposed to safety and professionalism breaches.

Orit Karnieli-Miller, PhD, Head of the Department of Medical Education, Department of Medical Education, Sackler Faculty of Medicine, Tel Aviv University

Galit Neufeld-Kroszynski, PhD, Researcher, The Department of Medical Education, Tel Aviv University

Keren Michael, PhD, Department of Human Services, Max Stern Yezreel Valley Academic College, Yezreel Valley, Israel

Life Satisfaction, Resilience and Coping Mechanisms among Medical Students (41 – Virtual)

A strong correlation between total resilience and life satisfaction was observed. Students coping mechanism can vary and its imperative that students should be orientated to different coping strategies to enhance their quality of life.

Sonia Ijaz Haider, PhD Clinical Education, Associate Professor, The Aga Khan University, Karachi, Pakistan

The Formation of Professional Identity in the Healthcare Area: A Process of Moral Development and Search for Meaning (64)

This study analyzes the processes of professional identity development and morale in Medical School students.

Rafaela Bock Predebon, Medical Student, Pontifical Catholic University of Parana

Eloisa Goncalves, Student MD, Pontifical Catholic University of Parana

8:30 – 8:45 a.m. Break and Networking

8:45 – 9:30 a.m.

SAC

Welcome & Orientation – Conference Co-Chairs:

Elizabeth Kachur, PhD, FAMEE, Director, Medical Education Development, Global Consulting

Lawaun Everson, Residency Program Coordinator, Ascension Macomb-Oakland Hospital

Christine Pask, MD, MA, CCFP, Clinical Assistant Professor, University of Calgary

Warm-Up - Imposter Syndrome Jeopardy (75 - virtual) Zoom-based

Eleny Romanos-Kirakis, MD, MS, Director of Pediatric Faculty Development, Director of Pediatric Hematology/Oncology, SIUH Northwell Health

R. Ellen Pearlman, MD, Associate Dean for Professionalism & Doctoring Skills, Zucker School of Medicine at Hofstra/Northwell

9:30 – 10:30 a.m.

SAC

Keynote - 2

Fred Hafferty, PhD

Professor of Medical Education, Division of General Internal Medicine, and Program in Professionalism and Values at the Mayo Clinic

Imposters, Identity Theft, and Professions Thinking – A Sociological Rekindling

In this keynote, and with a nod to Arnold Relman's now 42-year-old admonitions about the rise of a "new" medical industrial complex, I argue for a reframing of professionalism pedagogy and assessment from its current emphasis on the motives and behaviors of individuals to one that focuses more on medicine's status as a profession, including medicine's own identity formation, and how trainees must be better prepared to advocate not just for patients but for the future of their profession as-a-profession in the face of increasing incursions by market forces and bureaucratic structures.

10:30 – 11:00 a.m. Break and Networking

11:00– 12:00 p.m.

Room 1

Panel 1 - Developing Interprofessional Identity: Theory, Application & Evaluation (18)

The panel discussion will provide an overview of interprofessional (IP) identity formation in health professions education, including rationale, theoretical framework, example IP learning activities and approaches to evaluating IP identity formation.

Brooke Salzman, MD, Professor, Department of Family and Community Medicine, Co-Director, Jefferson Center for Interprofessional Practice and Education (JCIPE), Thomas Jefferson University
Shoshana Sicks, EdD, Director of Curriculum and Administration, JCIPE, Thomas Jefferson University
Amber King, PharmD, BCPS, Associate Professor, Jefferson College of Pharmacy, Co-Director, JCIPE, Thomas Jefferson University
Richard Hass, PhD, Director of Assessment, Evaluation and Research, JCIPE, Thomas Jefferson University

Room 2

Workshop 3 - Look with Uncertainty: The Art of Co-Creating Health at the Edge of the Unknown (42)

Don't just tolerate or manage uncertainty: harness it as a force for connection, communication, and decision-making. This workshop draws from uncertainty science to identify key concepts, and an arts-based simulation to catalyze new approaches.

Alexa Miller, MA, Founder, Arts Practica, and Instructor, Brandeis University

Room 3

Oral Presentation Session 5 - Diversity and Anti-Racism in Medical Education

The Evolution of Diversity: A Study of Medical School Mission Statement Change (63)

This study examined medical school mission statements from 2007, 2017, and 2021 for change and diversity themes. Most mission statements changed during this time and increasing proportions of schools include evolving diversity language.

Jennifer Dens Higano, MD, MPP, Resident Physician, Gundersen Health System

Fred Hafferty, PhD, Professor of Medical Education, Mayo Clinic

Mentoring and Professionalism in Training: A Longitudinal Faculty Development Program for Anti-racism & Allyship (43)

We will present the design of our pilot faculty development program in anti-racism and allyship as well as the preliminary results of participants' evaluations and assessments.

R. Ellen Pearlman, MD, Associate Dean for Professionalism & Doctoring Skills, Zucker School of Medicine at Hofstra/Northwell

Alice Fornari, EdD, RDN, VP for Faculty Development, Associate Dean for Educational Skills Development, Zucker School of Medicine at Hofstra/Northwell

Robert Roswell, MD, Associate Dean for Diversity, Equity, and Inclusion, Zucker School of Medicine at Hofstra/Northwell

Teaching and Learning Strategies on Racism and Anti-Racism Policies: A Systematic Review (Virtual - 60)

The presentation will address common teaching strategies on racism developed in medical schools and debate the main topics covered in these strategies.

Renato Soleiman Franco, MD, PhD, Professor at Medical School and Post Graduate Program of Bioethics, Pontifical Catholic University of Parana

Room 4

Workshop 4 - How Can Health Professions Institutions Train Faculty to Effectively Evaluate Students' Professionalism Reflections? (29)

This session provides an overview of a faculty training program that utilized a standard assessment for the evaluation of students' reflections. Participants will explore opportunities and challenges of standard operating procedures for reflection.

Michelle Schmude, EdD, Associate Dean and Associate Professor of Medical Education, Geisinger Commonwealth School of Medicine

Tanja Adonizio, MD, Associate Dean for Student Affairs and Assistant Professor of Medicine, Geisinger Commonwealth School of Medicine

Carly Ellman, MSW, LCSW, Instructor of Medicine, Geisinger Commonwealth School of Medicine

Room 5 Zoom-based

Oral Presentation Session 6 - Professional Identity Formation in Professions

Learner Perspectives of Professionalism in Undergraduate Medical Education: A Mixed Method Systematic Review (39 - Virtual)

The project was constructed with medical student involvement, to develop the curriculum on professionalism in undergraduate medical education (UME) at Touro University.

Nagina Khan, BHSc, PGCert, PhD, Research Associate, Touro University Nevada

Learning Communities and Professional Identity Formation of Graduating Medical Students at Four U.S. Medical Schools (40 - Virtual)

Learning Communities (LCs) promote relationship, foster reflection and learning, use continuity to encourage development and promote community involvement. Through this, LCs influenced professional identity formation in graduating medical students.

David Hatem, MD, Professor of Medicine, Co-director of Learning Communities, University of Massachusetts Chan School of Medicine

William Agborbaiyee, PhD, Associate Professor and Director of House and Learning Communities, Chicago Medical School at Rosalind Franklin University

Meg Keeley, MD, Professor and Interim Senior Associate Dean for Education, University of Virginia School of Medicine

Silvia Lizett Olivares, PhD, Director of Graduate Programs, Tecnologico de Monterrey School of Medicine

To Act or Not to Act: Medical Students' Deliberation Process When Dealing with Professionalism and Safety Breaches (67 - Virtual)

Medical students face various professionalism breaches. This study identified their deliberation about whether and how to react, and the emotional impact of these actions.

Galit Neufeld-Kroszynski, PhD, Researcher, The Department of Medical Education, Tel Aviv University

Orit Karnieli-Miller, PhD, Head of the department of medical education, The Department of Medical Education, Tel Aviv University

Room 6 Zoom-based

Oral Presentation Session 7 - Balancing Cultural Norms in the Professional Setting

Challenges in Professional Identity Formation for Black Female Medical Students (15 - Virtual)

Black female medical students in the United States have both unique challenges yet opportunities for professional growth and identity formation. We identified and reflected based on literature and personal communications.

Autumn Pough, first year medical student at Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine

Vijay Rajput, MD, Professor, Chair Department of Medical Education, Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine

Ghardie Mathelier, MS1, Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine
Katlynn Kenon, MS1, Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine
Stachyse Stanis

Narrative Medicine: Social and Structural Competencies through Peers and Family Members Acting as Standardized Patients (44 - Virtual)

The family members of students' peers can play an integral role to enhance compassion through narrative medicine. With this narrative medicine project for professional identity formation learners can experience and reflect on contemporary challenges.

Lauren Fine, MD, Associate Professor of Medical Education, Nova Southeastern University

Daniel Griffin, PhD, Assistant Dean, Pre-Clerkship Curriculum, Nova Southeastern University

Blake Lockard, Nova Southeastern University

Araliya Gunawardene, Medical Student, Nova Southeastern University

Narrative Reflections to Promote Professionalism in Pre-Clinical Medical Students (45)

Narrative reflection is a powerful tool in promoting the development of professionalism. The authors, including a medical student, present the use of spaced narrative reflections, a feedback rubric, and small groups to promote professionalism.

Joseph J. Cooper, MD, Associate Prof of Clinical Psychiatry and Professional Development Curricular Theme Lead, University of Illinois at Chicago

Rebecca Jung, medical student, University of Illinois College of Medicine at Chicago

Sandra Yingling, PhD, Associate Dean for Educational Planning and Quality Improvement, University of Illinois College of Medicine

12:00– 2:00 p.m.

SAC

Lunch, Business Meeting, LEEP and Committee Updates (Wellness & Networking Walk, Sim Center/Campus Tour)

2:00– 3:00 p.m.

Room 1

Oral Presentation Session 8 - Religion, Equity & Professionalism

Religiosity Predicts Discrimination, Accommodation, and Career Outcomes for Muslim Physicians in Academic Medicine (57)

We surveyed US Muslim physicians to assess relationships between religiosity, workplace discrimination and accommodation. Results show that greater religiosity is linked to several negative work-related outcomes (e.g., discrimination and burnout).

Aasim Padela, MD, MSc, FACEP, Professor and Vice Chair for Research and Scholarship, Medical College of Wisconsin

Advancing Institutional Workforce Equity: Insights From Muslim Physicians in Academic Medicine (5 - Virtual)

Workplace discrimination adversely impacts minority physicians career trajectories and personal well-being. This study examined Muslim physicians' experiences with religious discrimination and accommodation in academic medicine.

Laila Azam, PhD, MBA, Research Scientist, Medical College of Wisconsin

Navigating Conflicts between Professional Ethics and Religion-Based Norms: The Case of the Orthodox Jewish Psychologist (46 - Virtual)

Religious and professional norms do not necessarily converge and may conflict at times. This presentation will focus on such conflicts for Orthodox Jewish psychologists, who are bound by both religious norms and professional psychology obligations.

Khaya Eisenberg, PsyD, PhD Candidate, Bar Ilan University

Room 2

Oral Presentation Session 9 - New Models for Professionalism Education

Virtually Professional: A Review of Literature Available on the Development of Professionalism Utilizing Virtual Reality (74)

A look into the current literature on the use of virtual reality for the development of professionalism related skills in healthcare education programs.

Teresa Law, DNP, FNP-BC, Assistant Professor, Troy University

Elizabeth Wyckoff, DNP, RN, Assistant Professor, Troy University

Building Bridges in Global Health the Impact on Professionalism (12)

Global health volunteers face professionalism issues in their work with their global partners who are at various levels of training. one example of professionalism on the ground level is a partnership between American doctors and Ugandan nurses.

Lucy Bruell, MS, Instructor, NYU School of Medicine

Self-Efficacy of Professionalism: Online Modules to Improve Implementation (58)

This was a pre-post, mixed methods design using online modules as the intervention. Study results revealed a statistically significant increase in participant ratings for self-efficacy for implementing professional behaviors for OT students.

Leigh Leonard, OTD, MS, OTR/L, Academic Fieldwork Coordinator, Thomas Jefferson University

Room 3

Workshop 5 - Professional Boundaries: An Essential Topic in Professionalism Education (50)

This workshop will examine strategies for teaching a central topic in health professional formation, namely, respecting professional boundaries. The workshop will include brief introductory presentations and small group discussion of case examples.

John Moskop, PhD, Professor of Internal Medicine, Wu Chair in Biomedical Ethics, Wake Forest School of Medicine

Janet Malek, PhD, Associate Professor, Baylor College of Medicine

Room 4

Oral Presentation Session 10 - Professionalism in Global, Clinical & Interprofessional Contexts

An Immersive Problem-Solving Experience Delivered Virtually for Multiple Health Professions (7 - Virtual)

This is a two-year (2021-22) longitudinal study of interprofessional education sessions with students from 10 healthcare programs. Students worked in an active learning environment virtually and explored the different aspects of the presented case.

Samiksha Prasad, PhD, Assistant Professor, Nova Southeastern University

Lauren Fine, MD, Associate Professor, Nova Southeastern University

Vijay Rajput, MD, Professor and Chair of Medical Education, Nova Southeastern University College of Allopathic Medicine

Marylee Worley, PharmD, Assistant Professor, Nova Southeastern University

Interdepartmental Teamwork Projects: Increasing Interprofessional Empathy and Civility (34)

This session describes multi-session workshops involving two clinical cohorts who frequently work together but experience interpersonal conflict. The goals are to improve empathy among professional colleagues resulting in enhanced collegiality and increased patient safety.

Ellen M. Friedman, MD, FACS, FAAP, Professor, Director of Center for Professionalism, Baylor College of Medicine

Incorporating Research in a Course on Professionalism (33)

Teaching students about professionalism using research projects.

Zarrin Siddiqui, MD, MCPS(PSYCH), PhD, MD Program Director, VinUniversity

Room 5 Zoom-based

Oral Presentation Session 11 - Fostering Professionalism in the Practice

Fostering Organizational Professionalism through Appreciative Inquiry and Conflict Management (28 - Virtual)

Framed by Appreciative Inquiry and conflict management, a learning environment program (LEEP) emphasizes member strengths and raises awareness of concerning behaviors to reinforce that professionalism is an organization-wide responsibility.

Michael Dewsnap, PhD, MEd, Director, Learning Environment/Instructional Assistant Professor, Humanities in Medicine, Texas A&M University College of Medicine

Kevin Kidder, PhD, Director, Evaluation & Assessment, Texas A&M University College of Medicine

Personal & Professional Development During the COVID-19 Pandemic: A Qualitative Study of U.S. Medical Student Experiences (48 - Virtual)

Our study explored impacts of the COVID-19 pandemic on U.S. medical students' personal and professional development. Understanding their experiences and institutional recommendations is critical to helping inform support initiatives moving forward.

Isabel Scharf, BA, Medical student, The University of Illinois College of Medicine at Chicago

Lolita Alkureishi, MD, Associate Professor/Physician, University of Chicago Medicine

Using the Art of Observation to Promote Interprofessional Collaborative Competencies (71 - Virtual)

We describe the development, implementation, and evaluation of an innovative art of observation activity using the Visual Thinking Strategies Pedagogy for over 400 learners from multiple health care professions and levels of clinical experience.

Aleena Paul, MD, MBA, Fellow, General Internal Medicine and Academic Pediatrics, Zucker School of Medicine at Hofstra/Northwell

Gabrielle Goldberg

Lauren Block

Room 6

Debate: Professional Organizations & Professionals during International Conflicts

3.00 – 3.30 p.m. Coffee Break and Networking

3:30– 4:30 p.m.

SAC

Keynote – 3 Virtual

Holly Humphrey, MD, MACP, President of the Josiah Macy Jr. Foundation

COVID-19 and the Impact on Interprofessional Education

Dr. Holly Humphrey will discuss how the COVID-19 pandemic affected interprofessional education, professional team identity development, and interprofessional team collaboration. Utilizing the recommendations which emanated from the 2021 Macy Conference on COVID-19 and the Impact on Medical and Nursing Education (recently published in a special issue of Academic Medicine), Dr. Humphrey will explore specific recommendations and provide examples of innovative programs which support high-performing interprofessional teams delivering high quality health care.

4:30– 6:00 p.m.

SAC

Reception -(10 Year Anniversary Celebration) & Networking

Posters

Better Together: An Interprofessional, Two-Generation Approach to Care for Mothers and Young Children (11)

Despite the link between maternal and child health, care often remains siloed and uncoordinated across disciplines. To reverse the trend, we offer an innovative, interprofessional approach to maternal-infant health. Hannah Brody, BA, PsyD Candidate, Research and Program Coordinator, New York-Presbyterian/Columbia University

Beth Maletz, DNP, Implementation Lead, Integrated Behavioral Health, New York-Presbyterian/Columbia University

Keyla Mariano-Mejia, PhD, Psychologist, Integrated Behavioral Health, New York-Presbyterian/Columbia University

Liora Hoffman, PhD, Program Clinical Director, Community and Acute Outpatient Services, New York-Presbyterian/Columbia University

Dismantling Structural Racism in Black Maternal Health Care Through Simulation (21)

Using interprofessional simulation, this project aims to educate students on disparities in black maternal health care and address and dismantle bias in education. This poster displays findings in learner experiences during a pilot of the simulation.

Quadira McPherson, BS, Program Assistant, Jefferson Center for Interprofessional Practice & Education
E. Adel Herge, OTD, OTR/L, FAOTA, Professor/Director BSMS OT Program, Jefferson Center for Interprofessional Practice & Education

Julianne Pratt, BA, Program Coordinator, Jefferson Center for Interprofessional Practice & Education

Meredith Gray, OTS, Student - Graduate Assistant, Jefferson Center for Interprofessional Practice & Education

Inter-professionalism: Evolution or Discovery? (38)

Professionalism is threatened by scientific & moral relativism, misconceptions of the common good, and dissolution of the protected space and guarantor of medical autonomy: the patient physician relationship.

Raul Perez, MD, Professor, FASRS

Self-Perceived Interprofessional Learning in the Virtual World (59)

As educational institutions evaluate plans to prepare health profession students for an interprofessional environment, this study found hosting a virtual interprofessional education event is a viable format to build teamwork skills and IP behaviors.

Melissa Mooney, MSN, RN, APRN-BC, FNP, Assistant Professor, Regis University

Transcultural Validation of a Professional Identity Reflexive Assessment Instrument (68)

A professional identity essay by Kalet et al. Translation experience and intercultural validation based on good practices found in the literature.

Gabrielle Silveira, PhD student, Fellow, Professor University of Sao Paulo, Sao Leopoldo Mandic University/Brazil

Value of Guided Observation in Interprofessional Simulation: An Exploratory Pilot Study (73)

This pilot project compares learner experiences in Interprofessional simulation based on roles as observer or participant. The poster illustrates findings in differences in experiences leading to best practices for use of observers in simulation.

E. Adel Herge, OTD, OTR/L, FAOTA, Professor, Thomas Jefferson University

Julianne Pratt, BA, PhD, Program Coordinator, Jefferson Center for Interprofessional Education, Thomas Jefferson University

Quadira McPherson, BS, Program Assistant, Jefferson Center for Interprofessional Education, Thomas Jefferson University

Richard Hass, PhD, Director of Assessment, Evaluation and Research, Jefferson Center for Interprofessional Education, Thomas Jefferson University

6:00– 6:15 p.m.

Return to Hotel - Dinner on Own w/ colleagues and students

Friday, June 3rd

7:00– 8:30 a.m.

SAC

Breakfast & Networking- Committee Roundtables

7:30-8:30 a.m. Zoom-based

Problem Solving - What Are Our Professional Responsibilities Towards Refugees? (Virtual)

8:30 – 8:45 a.m. Break and Networking

8:45– 9:30 a.m.

SAC

Welcome & Orientation Conference Co-Chairs:

Elizabeth Kachur, PhD, FAMEE, Director, Medical Education Development, Global Consulting
Lawaun Everson, Residency Program Coordinator, Ascension Macomb-Oakland Hospital
Christine Pask, MD, MA, CCFP, Clinical Assistant Professor, University of Calgary

Warm-Up: Marshmallow Challenge

Jazz Patel, PharmD, Director of Career Development and Associate Professor of Pharmacology, Alabama College of Osteopathic Medicine

9:30– 10:30 a.m.

SAC

Keynote - 4

Barry Egner, MD, Professionals' Wellness Lead for Asante Health

What Does It Mean to Be a Professional in a Corporate World?

21st Century corporate medicine bears little resemblance to the world in which Hippocrates proposed his Oath. And yet the core commitment of being “in service to others” remains a defining element of professionalism. Threats to the professionalism of all healthcare workers have always existed, but the current environment of organized medicine has required us to examine not only the professionalism of individuals, but also the structures in which they practice. The notion of “organizational professionalism” in medicine can be broadened to apply to all entities “that provide goods or services to clinicians or patients.” Might it also have applications beyond medicine, or beyond the professions in general?

10:30 – 11:00 a.m. Coffee Break and Networking

11:00 – 12:00 p.m.

Room1

Oral Presentation Session 12 - Sociology, Humanities & Ethics in Professional Education

Professionalism as the New Humanities: It fits, but Does It Solve the Issues of Humanism in Medical Education? (4)

Professionalism curricula in medical schools was motivated by a need to balance the curriculum with humanism, evolving from earlier attempts with humanities. Professionalism and ethics have co-evolved as the humanities topics, but are they enough?

Mary Horton, MPH, MA, PhD, Assistant Professor, UT Health Sciences Houston McGovern Medical School

The Intersections of Humility and (Inter)Professionalism: A Sociological Dissection (66)

Humility is key to (inter)professionalism, yet how social and occupational status impact the intersections of humility and (inter)professionalism remains unexplored. We present how status influences perceptions of professionalism and team-based care

Barret Michalec, PhD, Director, CAIPER; Associate Professor, Arizona State University, Edson College of Nursing & Health Innovation

Fred Hafferty, PhD, Professor of Medical Education, Division of General Internal Medicine, Mayo Clinic
Program for Professionalism & Values

Teaching Professionalism: A Possible Experience (61)

An experience report and a brief evaluation of the program on teaching professionalism in a Brazilian medical school based on clinical vignettes about real moral dilemmas told by experienced teachers.

Gabrielle Silveira, PhD student, Fellow, Professor University of Sao Paulo, Sao Leopoldo Mandic
University/Brazil

Fabiana Succi, MD, Coordinator, Sao Leopoldo Mandic University

Fernanda Arantes, PhD, Professor, Sao Leopoldo Mandic University

Room 2

Workshop 6 - Navigating Microaggressions In Healthcare: Strategies for Professionalism, Self-Care, and Practice (47)

This session will present strategies to equip participants with a toolkit to navigate microaggressions encountered in the healthcare context.

Marcine Pickron-Davis, PhD, Chief Diversity and Community Relations Officer, Philadelphia College of
Osteopathic Medicine

Alicia Hahn-Murphy, MS, CDP, Assistant Director, Diversity and Community Relations, Philadelphia College of
Osteopathic Medicine

Room 3

Leadership Excellence in Educating for Professionalism (LEEP) Project Update Session

Preston Reynolds, MD, PhD, MACP, Founder of the APHC LEEP program

Room 4 Zoom-based

Oral Presentation Session 13 - Healthy Interprofessional & Healthcare Connections

A Conceptual Model of the Experience of Digitally Disconnected Individuals and Potential Solutions to the Digital Divide (1 - Virtual)

Divergent telemedicine usage raises concern for healthcare justice and disparities and widening of the digital divide. Our study is the first to explore the divide, in patient's own words, to help inform organizational digital advocacy efforts.

Zi-Yi Choo, BS, Medical Student, Pritzker School of Medicine

Lolita Alkureishi, MD, Associate Professor/Physician, University of Chicago Medicine

Wei Wei Lee, MD, MPH, Department of Medicine, Associate Professor of Medicine, Associate Dean of
Students and Professional Development, University of Chicago

Can Change Begin with a RIPLE? Relational Inter-Professional Longitudinal Education (14 – Virtual)

We created a longitudinal clerkship interweaving MD and PA students, with MD and PA faculty preceptors to support interprofessional (IP) education. Faculty support for this model can transform how professional students practice on IP teams.

Tara Singh, MD, Clerkship Director OBGYN for Harvard Medical School at CHA, Cambridge Health Alliance

Allisyn Brady, PA, Cambridge Health Alliance

Aliza Stern, PA, Boston University

Conscientious Refusals in Health Care: Reasonability Criteria and Complications of Compromise (16 - Virtual)

Articulates an argument to support reason-based conscientious refusals to provide morally-contested health care services. Analyzes standard compromise requirements of unbiased information and effective referral. Jason Eberl, PhD, Director and Professor of Health Care Ethics and Philosophy, Albert Gnaegi Center for Health Care Ethics, Saint Louis University

Room 5 Zoom-based

Virtual Poster Discussion

A Longitudinal Look At United States Medical Student Wellness During The COVID-19 Pandemic: Where Are We At Now? (2 - Virtual)

We conducted a survey of 3,826 students from 22 U.S. medical schools on burnout, stress, and loneliness in the Spring of 2020. We will describe how these have changed in the Spring 2021, and ongoing pandemic effects on medical student well-being.

Omar Vayani, BSA, Medical Student, The University of Chicago Pritzker School of Medicine
Lolita Alkureishi, MD, Associate Professor/Physician, University of Chicago Medicine

Better Together: A Novel Interprofessional Approach to Wellness (10 - Virtual)

Collaboration by health professionals in medicine and psychology produced a novel longitudinal curriculum on wellness for a new osteopathic medical school. Participating students reported improvements in self-care activities by their second year.

Mary Manis, MD, MS, Assistant Professor, SHSU College of Osteopathic Medicine
Lesley Gardiner, MD, PhD, Assistant Professor, SHSU College of Osteopathic Medicine

Development of Simulation-Based Interprofessional Education Curriculum (19 - Virtual)

Attendees will be able to describe the components necessary to develop a simulation-based interprofessional education curriculum as well as identify barriers and tools for implementation and collaboration.

Anisha Turner, MD, Baylor College of Medicine
Michelle Suh, resident/student, Baylor College of Medicine
Kaelin Fox

Differences in Medical School Experiences in Low- vs. Higher-Socioeconomic Status Students - A Multicenter U.S. Study (20 - Virtual)

Socioeconomic status is an often invisible aspect of diversity, however it is important to understand how it impacts our learners. To explore this better, we evaluated differences in experiences between low- and higher-SES US medical students.

Jay Patel, BS, Medical Student, University of Chicago - Pritzker School of Medicine
Lolita Alkureishi, MD, Associate Professor/Physician, University of Chicago Medicine

Empathy: Conceptual Analysis through Rodgers' Evolutionary Method (24 - Virtual)

This study comprises the analysis of the concept of empathy and identifies the expressions related to attributes, antecedents and consequences. The constructed model case expands the understanding of the conceptual results analyzed.

Mariana Cristina Gomes Morila, Medical Student, PUCPR - Pontifical Catholic University of Paraná

Renato Soleiman Franco, MD, Professor of Medical Education/Physician, PUCPR - Pontifical Catholic University of Paraná

Examining Medical Student Mental Wellbeing in Light of USMLE Step 1 Transition to Pass/Fail (26 - Virtual)

The USMLE Step 1 examination historically serves as a major stressor for medical students. With the transition to pass/fail scoring, this study investigates medical students' perceptions on how this change will affect students' mental wellbeing.

Shiraz Mumtaz, BS, MS, Medical Student, Drexel University College of Medicine

Schyler Said, BS, Medical Student, Drexel University College of Medicine

Carolyn Giordano, PhD, FASAHP, FNAP, Associate Dean, Assessment and Evaluation, Drexel University College of Medicine

Interprofessional Telemedicine Education (37 - Virtual)

In order to prepare health care learners for telemedicine patient encounters, an interprofessional educational opportunity was created using a model of multidisciplinary rounds and participation in virtual hospital follow-up visits.

Jessica Thayer, MD, Resident Physician, West Virginia University

Professionalism In Connected Industries for a Better Life (54 - Virtual)

Competence in each industry is a basic condition for practice efficiency. Cultivating good habits for doing well in affairs that people are invested in is mandatory.

Sofica Bistriceanu, MD, PhD, Academic Medical Unit - CMI

12:00 – 1.00 p.m.

Lunch & Networking- (Topic Tables, Committees, LEEP Fellows, New Members) |

Simulation Center Tour- (30 min 10-15 people)

1:00 – 2:00 p.m.

Room 1

Panel 2 - Professionalism from the Bottom-up: The medical Student Experience During 2020 and Its Impact on Professional Identity (53)

In-Training 2020: In Our Words captures the medical student narratives and experiences throughout 2020. This work provides a foundation from which to explore how medical students contribute to the changing nature of professionalism.

Samuel Rouleau, MD, Resident Physician, University of California Davis

Pallavi Juneja, MD, Residency Physician, Columbia Hospital

Room 2

Workshop 7 - Unintended Hidden Consequences of Medical Education Evolution: Challenge to Identity Formation (70)

The practice of medicine and education have undergone significant evolution. With these changes have come unintended hidden consequences (UHC). Evaluating the causes and effects of UHC for identity formation is critical.

Chad Viscusi, MD, Assistant Professor, Emergency Medicine Assistant Professor, Pediatrics Director,
Transitions to Cle, University of Arizona College of Medicine-Tucson
Avani Kolla, BS, MS4, NYU-Grossman School of Medicine
Anuradha Lele Mookerjee, MD, Associate Professor of Medicine, Senior Hospitalist, Cooper Medical School of
Rowan University
Vijay Rajput, MD, Professor, Chair Department of Medical Education, Nova Southeastern University, Dr. Kiran
C. Patel College of Allopathic Medicine

Room 3

Debate - Does Professionalism Have Room for Conscience? (23)

This interactive session will explore a variety of positive and negative answers to the question, Does professionalism have room for conscience? Following a debate, an open conversation about conscience in healthcare will be facilitated.

Moderator: William Agborbaiyee, PhD, Associate Professor and Director of House and Learning Communities,
Chicago Medical School at Rosalind Franklin University
Bryan Pilkington, PhD, Associate Professor, Seton Hall University School of Health & Medical Sciences;
Hackensack Meridian School of Medicine
Thomas Koch, PhD, Adjunct Professor of Medical Geography, University of British Columbia.

Room 4 Zoom-based

Workshop 6 - Wellness Game

Intern Year: The Board Game: An Educational Experience for Learning About Physician Wellness, Burnout, and Depression (35 - Virtual)

One of the most critical and high-profile issues in medicine today is physician burnout. The National Neuroscience Curriculum Initiative (NNCI) developed Intern Year - the Board Game to facilitate learning and discussion around these issues.

Joseph J Cooper, MD, Associate Prof of Clinical Psychiatry and Professional Development Curricular Theme
Lead, University of Illinois at Chicago
Ashley E. Walker, MD, Associate Professor, Psychiatry Residency Training Director, University of Oklahoma
School of Community Medicine
David A. Ross, MD, PhD, Associate Professor, Yale University

2:00 – 2:30 p.m. Coffee Break and Networking

2:30 – 3:30 p.m.

SAC

Fireside Chat: Preston Reynolds, MD, PhD, MACP, Past President of APHC and Founder of the APHC LEEP Program interviewed by John Spandorfer, MD, Professor of Medicine and Dean of Professionalism, Thomas Jefferson University

3:30 – 4:15 p.m.

SAC

Closure/Take Home Points/Program Evaluation

Conference Co-Chairs:

Elizabeth Kachur, PhD, FAMEE, Director, Medical Education Development, Global Consulting
Lawaun Everson, Residency Program Coordinator, Ascension Macomb-Oakland Hospital
Christine Pask, MD, MA, CCFP, Clinical Assistant Professor, University of Calgary

4:15 – 4:45 p.m.

Return to Hotel - Visit to Wannamaker Organ or other Philadelphia Landmarks/Museums, Post-conference
Dinner on Own w/ colleagues and students

Thank you to our generous sponsors!