OFFICE OF INNOVATION IN HEALTH PROFESSIONS EDUCATION

YEAR-END SUMMARY

DECEMBER 2022
The Office of Innovation in Health Professions Education (IHPE) was established in June 2021 to integrate Columbia University’s institutional resources in the health and biomedical sciences and beyond to develop cutting-edge health professions education. To do this, IHPE:

- **Convenes** stakeholders across VP&S, CUIMC, and the University to envision the emerging roles of health care leaders and to design the interdisciplinary training they will need to lead change;

- **Integrates** faculty development for educators in the health professions in partnership with the Office of Faculty Professional Development, Diversity and Inclusion, the Provost’s office, and our clinical partners;

- **Mentors** faculty in educational innovation and scholarship; and

- **Represents** Columbia in national organizations, foundations, and government to help shape policy in health professions education.

The Office is led by Dr. Jonathan Amiel, Professor of Psychiatry at CUMC and Senior Associate Dean for Innovation in Health Professions Education, with Ms. Jamilette Gaton, Senior Administrative Manager, in partnership with education program leaders across Columbia University and NewYork-Presbyterian.
COMMUNICATIONS

IHPE distributes a weekly email called **IHPE Friday Updates** to over 500 faculty, staff, and students across Columbia University highlighting interesting updates, articles, and opportunities in recent health professions education (and health professions education adjacent) journals; recent health professions education publications from the CUIMC community (see Appendix); IHPE good news about achievements within the community; requests for proposals for educational grants and opportunities; and upcoming learning opportunities.

COMMUNITIES OF PRACTICE

IHPE maintains three communities of practice (CoP), including one new CoP dedicated to competency-based education launched this year:

**Competency-Based Education.** The Competency-Based Education CoP includes over thirty faculty leaders in education across the medical center including those in the Vagelos Education Center (VP&S), School of Nursing, and the Center for Education Research and Evaluation (CERE). This group discusses the implications of changes in health systems and educational technique on curricula.

**Equity and Justice in Healthcare.** The E&J CoP commenced with the 2021 inaugural cohort of the CUIMC Anti-Racist Educator Institute (AREI). This program was hosted collaboratively by the University’s Center for Teaching and Learning, the CUIMC Office of Faculty Professional Development, and IHPE and was designed for school and departmental leaders charged with implementing curricular and pedagogical reforms in diversity, equity, and inclusion (DEI). In its second year, the group broadened to include any faculty working on equity and justice education across the medical center. The E&J community of practice is committed to facilitating anti-racist change in the education programs across all schools at CUIMC. Over 70 E&J participants meet monthly for training, implementing the pilot training in their departments, and bringing back their experience to the group to share best practices and plan continuous quality improvement. The third annual AREI is planned for summer 2023.

**Simulation and Technology.** The SimTech CoP includes over twenty simulation leaders across the medical center including those based in the simulation centers in the Vagelos Education Center (VP&S), the School of Nursing, the College of Dental Medicine, and the Department of Anesthesiology. The group advances a training and research agenda using simulation and collaborates on projects and on joint submissions for internal and external funding opportunities.
EDUCATOR FACULTY DEVELOPMENT

This past year, IHPE initiated a pilot longitudinal seminar series for health professions educators focusing on learning theory, the fundamentals of teaching and learning in healthcare (including instructional design, assessment, and curriculum development), and program evaluation and education scholarship. Future directions include completing the pilot, aligning with programming delivered by the Summer Institute on Teaching and Learning (co-delivered by the Office of Faculty Professional Development, Diversity, and Inclusion and the Center for Teaching and Learning), and designing opportunities for synchronous and asynchronous online learning.

CONSULTATIONS

IHPE provides individual health professions education research consultations to faculty, students, and teams. Among other project consultations, in 2022 IHPE helped teams working on competency-based assessment, transitions between curricular phases, diversity/equity/inclusion initiatives, clinical skills assessment, thematic analysis of student reflections, curriculum design in emergency medicine, and simulation fellowships. In addition to these project-specific consultations, IHPE supports the education programs in dental medicine, nursing, undergraduate and graduate medicine, nutrition, physical therapy, occupational therapy, genetic counseling, psychoanalysis, and public health across the CUIMC health professions schools through ongoing collaboration.
POLICY

IHPE works with professional organizations across the United States and across the world to inform policy that shapes health professions education. In 2022, IHPE partnered with:

**National Academies of Science, Engineering, and Medicine.** The Global Forum for Innovation in Health Professional Education hosted fora on Recognizing Implicit Bias in Health Professions Education, Considering an Expanded Definition of Oral Health, Addressing the Needs of an Aging Population through Health Professions Education, and Building a Health Workforce to Address Environmental Concerns.

**Association of American Medical Colleges.** The AAMC's Medical Education Senior Leaders group drafted an Anti-Racism in Medical Education Institutional Self-Assessment that will be piloted in 2023. The AAMC Core EPA pilot published an AAMC monograph and hosted a national webinar on implications of the pilot on competency-based education and the transition from medical school to residency.

**Association of Colleges of Nursing.** The AACN convened an Expert Workgroup on Assessment to develop guiding principles and approaches to implementing assessments for the AACN Essentials.

**Association of Medical Educators of Europe.** CUIMC faculty presented and facilitated work throughout AMEE's 2022 annual conference in Lyon, France and serve on the planning committee for AMEE's 2023 annual conference in Glasgow, Scotland.

**International Competency-Based Medical Educators Collaborative.** The ICBME hosted webinars throughout the year on emerging issues in competency-based education. IHPE assisted on the collaborative’s webinar planning committee and planning the 2024 World Summit on CBME.

**Society of Directors of Research in Medical Education.** The SDRME focused on ways in which medical education research is changing, including a focus on dissemination, interventions to promote psychological safety, anti-racism, and novel interview techniques.

**International Association of Medical Science Educators.** CUIMC faculty presented work at the association's 2022 annual meeting in Denver, Colorado, and will present more work in the upcoming meeting in Cancún, Mexico.

**Arnold P. Gold Foundation.** Serve on the Governance and Nominating committees and a task force examining selection criteria for the Gold Humanism Honor Society.

PUBLICATIONS

Since IHPE and the Augustus Long Health Sciences Library began tracking education-related publications from CUIMC colleagues in the scholarly literature in May 2021, the community has published nearly 250 articles, including in prominent journals such as *JAMA*, the *Lancet*, *Academic Medicine*, the *American Journal of Public Health*, the *Journal of the American Dental Education Association*, and many specialty journals (see Appendix). IHPE provides writing consultations and internal reviews on request.
MENTORING

CUIMC educators are invited to meet with IHPE for individual faculty focusing on educator career development, identifying areas of focus, and working toward academic advancement. To date, forty faculty from the departments of medicine, pediatrics, psychiatry, neurology, obstetrics and gynecology, emergency medicine, pathology, and anesthesiology have participated in regular meetings. Learners interested in health professions education are also invited to meet with IHPE and ten students have participated to date.

COLLABORATIONS

IHPE works with partners across the University that helped to advance a range of collaborative projects, including:

**Columbia Simulation Center Network.** Sim center leaders from across campus came together under the leadership of Kellie Bryant to explore virtual and extended reality applications in simulation education with national academic and industry leaders at the at the 2022 Helene Fuld Health Trust Innovations in Simulation Summit, “Building a Sustainable Extended Reality Program in Academia.”

**Irving Institute for Clinical and Translational Research.** Muredach Riley, Timothy Crimmins, and the Learning Health System team developed an evaluation framework for health systems innovation using the Institute of Healthcare Innovation Quadruple Aim.

**NewYork Presbyterian Hospital.** Led by Kate Heilpern and Andrea Procaccino, leaders from across CUIMC, NewYork Presbyterian Hospital, and Weill Cornell Medicine launched the tri-institutional working group on professionalism that is initiating a large scale transformative effort to define and enhance professionalism in the academic and learning environments across all three partners.

**Columbia InTOuCH / Community Health Worker Program.** Hetty Cunningham (Pediatrics), Rachel Gordon (Medicine), and Stephanie Grilo (Public Health) worked with program leaders Olajide Williams, Robert Fullilove, and Janhavi Mallaiah on a curriculum redesign for the community health worker training program supported by a grant from J&J.

**Columbia Business School.** Taylor Sewell (Pediatrics) partnered with Carri Chen (Healthcare and Pharmaceutical Management) and Peter Tollman (Boston Consulting Group) to offer an updated interprofessional masterclass on healthcare consulting to learners from across the University. Deans Costis Maglaras and Katrina Armstrong met with the learners at the conclusion of the course.

**House Calls Program.** Marie Garcon (Nursing) and colleagues at the College of Dental Medicine and NewYork Presbyterian provide collaborative in-home services for community members in Harlem, Washington Heights, and Inwood with mobility difficulties.
The IHPE Steering Committee (see Appendix) continues to facilitate the following: (i) developing core curriculum across programs (e.g., motivational interviewing, decision counseling skills, professionalism), (ii) building expertise in emerging areas (e.g., telemedicine, cost of care, social medicine, health literacy, risk communication, misinformation), (iii) enhancing interprofessional delivery of care, (iv) service learning, (v) bringing in learning from outside of CUIMC campus, (vi) training educators in core teaching and learning strategies, (vii) teaching in each others’ programs, and (viii) advocating for broader pathways to appointment and promotion.

The group selected three primary initiatives currently underway:

• **Initiative 1.** Developing a common curriculum on the professionalism, as undertaken by the Tri-Institutional Workgroup on Professionalism that is collaborating across NewYork Presbyterian Hospital, CUIMC, and Weill Cornell Medicine.

• **Initiative 2.** Enhancing interprofessional education through quality interprofessional practice, as undertaken by ColumbiaCommons IPE.

• **Initiative 3.** Developing an integrated campus-wide program for educator faculty development, as undertaken by the IHPE Educator Faculty Development pilot and as will be aligned with programming delivered by the Office of Faculty Professional Development, the Center for Teaching and Learning, and the Center for Education Research and Evaluation.
APPENDIX 1: IHPE STEERING COMMITTEE

Ana Abraído-Lansza  
Columbia School of Social Work

Jonathan Amiel  
IHPE

Amanda Bergner  
Genetic Counseling

Rita Charon  
Apgar Academy / Columbia Commons IPE

Anna Getselman  
Augustus Long Health Sciences Library

Kim Hekimian  
Institute of Human Nutrition

Judy Honig  
School of Nursing

Michael Joseph  
Mailman School of Public Health

Ashley Kingon  
Center for Teaching and Learning

Clara Lapiner  
Office of Faculty Professional Development

Monica Lypson  
Vagelos College of Physicians & Surgeons

Letty Moss-Salentijn  
College of Dental Medicine

Dawn Nilsen  
Occupational Therapy

Justin Richardson  
Center for Psychoanalytic Training and Research

Aubrie Swan Sein  
Center for Education Research and Evaluation

Jean Timmerberg  
Physical Therapy

Lauren Wasson  
NewYork Presbyterian Graduate Medical Education

Dana Wolf  
College of Dental Medicine
APPENDIX 2: COMMUNITIES OF PRACTICE

COMPETENCY-BASED EDUCATION

Jonathan Amiel  
Psychiatry, IHPE

Elorm Avakame  
Pediatrics

Beth Barron  
Medicine

Kathleen Brennan  
Pediatrics

Michael Calavano  
Medicine

Stephen Canfield  
Medicine

Comana Cioroiu  
Neurology

Marguerite Costich  
Pediatrics

Janis Cutler  
Psychiatry

Devjani Das  
Emergency Medicine

Shubha Dathatri  
CERE, Surgery

Urmi Desai  
Family Medicine

William Fuller  
Medicine

Florante Garcia  
CERE

Daniel Geller  
Occupational Therapy

Heidi Hahn-Schroeder  
Nursing

Kenneth Hubbell  
Medical Student

Oliver Isik  
Medical Student

Rosa Lee  
Medicine

Anhphan Ly  
CERE

Samuel Master  
Pediatrics

Lauren Mautner  
Medicine

Clare McKegeeney  
Nursing

Christopher Migliore  
Medicine

Kathleen Mullen  
Nursing

Dawn Nilsen  
Occupational Therapy

Devon Rupley  
Obstetrics & Gynecology

Aubrie Swan Sein  
CERE, Pediatrics, Dental

Lee Seligman  
Medicine

Delphine Taylor  
Medicine

Jean Timmerberg  
Physical Therapy

Athina Vassilakis  
Medicine

Henry Weil  
Medicine
EQUITY AND JUSTICE

Laurel Abbruzzese  
Physical Therapy

Sally Aboelela  
Nursing

Jean-Marie Alves-Bradford  
Psychiatry

Jonathan Amiel  
Psychiatry, IHPE

Tyra Banks  
Occupational Therapy

Todd Bates  
CERE, Medicine

Sriya Bhattacharyya  
Genetic Counseling

Michelle Bell  
Neurology

Jane Bogart  
Center for Student Wellness

Neil Boside  
Medicine

Sandhya Brachio  
Pediatrics

Colleen Brough  
Physical Therapy

Joan Casey  
Public Health

Ana Cepin  
Obstetrics & Gynecology

Trudi Cloyd  
Emergency Medicine

Elizabeth Corwin  
Nursing

Marguerite Costich  
Pediatrics

Hetty Cunningham  
Pediatrics

Helen de Pinho  
Public Health

Elise Desperito  
Radiology

Jacqueline Faison-Harry  
Psychiatry

William Farver  
Medicine

Tsion Firew  
Emergency Medicine

Nigel Frasier  
Center for Teaching & Learning

Christina Garza  
Psychiatry

Daniel Geller  
Occupational Therapy

Maureen George  
Nursing

Caroline Handschuh  
Nursing

Latisha Hanson  
Nursing

Beth Hochman  
Surgery

Clara Lapiner  
Faculty Prof Development

Christine Lauren  
Dermatology

Allison Lee  
Anesthesiology

Tina Leone  
Pediatrics

Stephanie Lorenzo  
Social Work, NYP

Patrice Malone  
Psychiatry

Dara Matseoane-Peterssen  
Obstetrics & Gynecology

Catherine McManus  
Surgery

Yessenia Mejia  
Psychiatry

Rochelle Mendoca  
Occupational Therapy

Matthew Perzanowski  
Public Health

Adriana Rego  
Psychiatry

Rebekah Ruppe  
Nursing

Christen Russo  
Orthopaedic Surgery

Minna Saslaw  
Pediatrics

Nancynanne Schmidt  
Medicine

Taylor Sewell  
Pediatrics

Catherine Spina  
Radiation Oncology

Oliver Stroeh  
Psychiatry

Wanda Vargas-Haskins  
Psychology, NYP

Susan Vaughan  
Psychiatry

Alexis Walker  
Medical Humanities

Sherry Yao  
Psychiatry
SIMULATION AND TECHNOLOGY

Arnold Advincula  
Ob Gyn / Jaharis Simulation Center

Jonathan Amiel  
Psychiatry / IHPE

Ifeyinwa Asonye  
Neurology

Elorm Avakame  
Pediatrics

Beth Barron  
Medicine / Jaharis Simulation Center

Kelli Bryant  
Nursing / Fuld Education Center

Trudi Cloyd  
Emergency Medicine

Alan Detton  
Pathology

Katherine Dimitropoulou  
Occupational Therapy

Marcel DuPont  
VP&S Student

Steven Erde  
College of Dental Medicine

Eva Franzova  
Neurology

Rachel Gordon  
Medicine

Shivani Goshal  
Neurology

Nina Harkavy  
Genetic Counseling

David Kessler  
Emergency Medicine / Jaharis Simulation Center

Allison Lee  
Anesthesiology / Wood Simulation Center

Robert Maniker  
Anesthesiology

Rochelle Mendonca  
Occupational Therapy

Tiffany Murano  
Emergency Medicine / GME

Gabriel Perreault  
Medicine

Janice Shin-Kim  
Emergency Medicine

Hemangi Shukla  
Obstetrics & Gynecology

Dana Wolf  
College of Dental Medicine
APPENDIX 3: EDUCATOR PUBLICATIONS

2022 YTD (THROUGH 12/14/22)


Jonathan Amiel: The “Jobs to be Done” of Health Professions Education in the International Clinical Educators Blog

Jonathan Amiel and colleagues: AAMC Core Entrustable Professional Activities for Entering Residency: Summary of the 10-School Pilot, 2014-2021 published by the Association of American Medical Colleges


Jonathan Amiel and colleagues: Core Entrustable Professional Activities for Entering Residency: A National Survey of Graduating Medical Student Self-Assessed Skills by Specialty in the Journal of the American College of Surgeons

Doron Amsalem and colleagues: Learning About and Destigmatizing Substance Use Disorders: a Video-Based Educational Module Using Simulated Patients in Academic Psychiatry


Melissa Arbuckle and colleagues: Challenges of Assessing Resident Competency in Well-Being: Development of the Psychiatry Milestones 2.0 Well-Being Subcompetency in Academic Medicine

Emily Avis, Steve Caddle, Mariellen Lane, Suzanne Friedman and colleague: Improving Utilization of an After-Hours Phone Triage Service: A Resident Quality Improvement Initiative in Quality Management in Healthcare

Andrea Baccarelli and colleagues: Department Chairs Weigh In: Environmental Health Education Is More Essential Than Ever in the American Journal of Public Health

Jennifer Bain and colleagues: Cerebral Palsy in Child Neurology and Neurodevelopmental Disabilities Training: An Unmet Need in the Journal of Child Neurology

Sumeet Banker and colleague: Opportunities for paediatric resident education via social media in the Postgraduate Medical Journal

Josh Belfer and colleagues: What Do Stakeholders Want From Resident Conference Programming? in the Journal of Graduate Medical Education

Elise Bixby, Nicholas Danford, Sohil Desai, Taylor Paskey, and Bill Levine: Instagram Use Among Orthopaedic Surgery Residency Programs in the Journal of the American Academy of Orthopedic Surgeons

Rebekah Boyd, Angela Chang, Florence Graham, Emily Honzel, Peter Kentros, Jane Kim, Sarah McKetta, Rachael Mignin, and Michael Devlin: Interdisciplinary refugee partnership in health: A pilot project in Medical Education

Rory Brown and colleagues: The Vot-ER Healthy Democracy Campaign: A National Medical Student Competition to Increase Voting Access in Academic Medicine

Kelli Bryant and colleagues: A DEI Call to Action: Racial Equity in Simulation Leadership Beginning the Conversation in Clinical Simulation in Nursing

Kelli Bryant and colleagues: The Alarm Has Sounded for Equity in Health Care Simulation. Now What? in NLN Nursing Edge

Erica Cao, Craig Blinderman and colleague: Reconsidering Empathy: An Interpersonal Approach and Participatory Arts in the Medical Humanities in the Journal of Medical Humanities

Subani Chandra and colleagues: Co-creating a New Paradigm in Health Professions Education in Macy Notes.

Subani Chandra and colleagues: Competency-Based Medical Education: Considering Its Past, Present, and a Post-COVID-19 Era in Academic Medicine


William Clifton: Imparting knowledge to a unique generation of budding clinical anatomists in Clinical Anatomy

Natasha Coleman, Ana Berlin, Katherine Fischkoff, Steven Lee-Kong, Craig Blinderman, and Shunichi Nakagawa: Annual Structured Communication Skills Training for Surgery Residents in the Journal of Surgical Research
Hetty Cunningham and Jean-Marie Alves-Bradford: Rigor As Equity on the Center for Teaching and Learning’s Dead Ideas in Teaching and Learning Podcast Series

Ersilia DeFilippis and colleagues: Association of Perceived Role Misidentification With Use of Role Identity Badges Among Resident Physicians in JAMA Network Open

Ersilia DeFilippis and colleagues: Sex-Based Role Misidentification and Burnout of Resident Physicians: An Observational Study in the Annals of Surgery

Tomás Díaz and colleagues: Addressing Medicine’s Dark Matter in the Interactive Journal of Medical Research

Lydia Dugdale and colleagues: Instacash: The Ethics of Leveraging Medical Student Status on Social Media in Academic Medicine

David Furfaro and colleagues: Forming the Hematology-Oncology Collaborative Videoconferencing (CO-VID) Learning Initiative: Experiential Lessons Learned From a Novel Trainee-Led Multidisciplinary Virtual Learning Platform in JCO Oncology Practice

Maalobeka Ganganopadyay and colleagues: Training Needs Assessment Survey in Pediatric Consultation-Liaison Psychiatry in Academic Psychiatry


Teddy Goetz and colleagues: Evaluating Medical Students’ Views of the Complexity of Sexual Minority Patients and Implications for Care in LGBT Health

Dena Goffman and colleagues: Correlation between medical management and teamwork in multidisciplinary high fidelity obstetrics simulations in the American Journal of Obstetrics and Gynecology

Prakash Gorrochurn, Nadine Chahine, and colleagues: Race, But Not Gender, Is Associated With Admissions Into Orthopaedic Residency Programs in Clinical Orthopedics and Related Research

Lenin Grajo and colleague: The Development and Preliminary Psychometric Properties of the TeleWrite: A Telehealth-Based Handwriting Assessment for School-Aged Children in Occupational Therapy in Health Care

Rahul Gupta and Hosam Alраqiq: Patient experiences at dental school clinics: A comparative analysis of online reviews in the Journal of Dental Education

Heidi Hahn-Schroeder, Judy Honig, Candice Smith, Susan Chin, and Lorraine Frazier: An Innovative Academic Practice Model for Clinical Nursing Education During the COVID-19 Pandemic in Academic Medicine

Maggie Hamilton, Karin Friederwitzer, Renu Culas, Melissa Arbuckle and colleague: Developing a Psychiatric Observership Program for International Medical Students and Graduates in Academic Psychiatry

Amir Hassan, Peter Suwondo, and Jackson Roberts: Using Global Health Lessons to Sustain Medical Student Activism Beyond COVID-19 in Academic Medicine

Jennifer Hirsch and colleague: Putting the “Comprehensive” in Comprehensive Sexuality Education: a Review Exploring Young Adult Literature as a School-based Intervention in Sexuality Research and Social Policy

Sarah Householder and colleagues: Medical student’s perception of the COVID-19 pandemic effect on their education and well-being: a cross-sectional survey in the United States in BMC Medical Education

Helen Hu and colleagues: The Hidden Impact of Neonatology Boot Camp: A Qualitative Study in Simulation in Healthcare

May Hua, Hannah Wunsch, and colleague: Transformational Leaders Transcend Specialties in the Journal of Pain and Symptom Management


Tonda Hughes, Kasey Jackman, Ronica Mukerjee, and colleagues: How can the nursing profession help reduce sexual and gender minority related health disparities: Recommendations from the National Nursing LGBTQ Health Summit in Nursing Outlook

Ali Hussain and colleagues: Engaging Trainees by Enriching Nephrology Elective Experiences in the Clinical Journal of the American Society of Nephrology

Zachary Issenberg and colleagues: Factors associated with medical students speaking-up about medical errors: A cross-sectional study in Medical Teacher

Nazreen Jamal and colleagues: Guiding Fellows to Independent Practice: Current Trends in Pediatric Emergency Medicine Fellow Supervision in Pediatric Emergency Care

Diego Jaramillo: Radiologists and Their Noise: Variability in Human Judgment, Fallibility, and Strategies to Improve Accuracy in Radiology

Diego Jaramillo and colleague: Mentoring for diversity and inclusion in pediatric radiology: nurturing the next generation of physicians from underrepresented minorities in Pediatric Radiology

Kai Jones, Karan Jani, Glenn Jones, David Kessler, and colleagues: Using natural language processing to compare task-specific verbal cues in coached versus noncoached cardiac arrest teams during simulated pediatric resuscitation in AEM Education and Training

Pallavi Juneja: Commentary on “LeAnne, Age 12, June 1996, Zephyrhills, Florida” in Academic Medicine
David Kalfa and Emile Bacha: How to train residents...and how to train attendings to train residents: One train can hide another in the Journal of Thoracic Cardiovascular Surgery

Alexis Kassotis, Victoria North, Maria Garcia, and Lora Dagi Glass: Cadaveric Wet Lab Training for Nasolacrimal Procedures in Ophthalmology Residency in Ophthalmic Plastic and Reconstructive Surgery

David Kessler and colleagues: Core Components of a Pediatric Critical Care Transport Communication Curriculum: A Modified Delphi Approach in Air Medical Journal


Ajay Kirtane and colleagues: It Is Time for Interventional Cardiology Fellowship to Join the National Resident Matching Program in JACC Cardiovascular Interventions

Kathleen Klink and colleagues: Veterans Affairs Graduate Medical Education Expansion Addresses U.S. Physician Workforce Needs in Academic Medicine

Ira Lamster and colleagues: The dilemma of different dental degrees: DDS and DMD in the Journal of Dental Education

Andréane Lavallée and colleagues: Improving the recognition and management of hemorrhage: A scoping review of nursing and midwifery education in Nurse Education Today

Clara Lee, Alexander Chern, and Elliot Morse: An Operating Room, Transformed in the Journal of Graduate Medical Education

Jisan Lee and Rebecca Schnall: Validity and Reliability of the Korean Version of the Health Information Technology Usability Evaluation Scale: Psychometric Evaluation in JMIR Medical Informatics

Kate Lee: Notes From a Student in the Annals of Internal Medicine

Rosa Lee and colleagues: Deconstructing Ableism in Health Care Settings Through Case-Based Learning in MedEdPortal

Bill Levine and colleagues: How Did Coronavirus-19 Impact the Expenses for Medical Students Applying to an Orthopaedic Surgery Residency in 2020 to 2021? in Clinical Orthopaedics and Related Research

Bill Levine and colleagues: Medical Student Orthopedic Society (2022). The Impact of a Virtual Orthopaedic Surgery Symposium on Medical Students: Increasing Awareness and Knowledge of the Field in JB & JS Open Access


Diana Litsas, Judith Austin, Martha Welch and colleagues: The Welch Emotional Connection Screen: Adapting observational methods to pediatric primary care via resident training in Infant Behavior and Development

Alessandro Luna and Michael Denham: AI provides congruent and prescriptive feedback for squat form: qualitative assessment of coaching provided by AI and physical therapist in the Journal of Comparative Effectiveness Research

Sarah Lusman and colleagues: DIGEST: Developing innovative gastroenterology specialty training in the Journal of Professional Nursing

Kelly Lynn and colleagues: Incorporating climate change into Doctor of Nursing Practice curricula in the Journal of Professional Nursing

Monica Lyson and colleagues: Diversity, Equity, and Inclusion Officer Position Available: Proceed With Caution in the Journal of Graduate Medical Education

Monica Lyson and colleagues: Academic Olympism and Authorship: Honoring Contributions to Collaborative Scholarship in Academic Medicine

Monica Lyson and colleagues: Repaving the Pathway to Prevent the Loss of Students With Marginalized Identities-Medical Student Attrition in JAMA Internal Medicine

Ezra Margolin, Jane Kurtzman, Rachel Gordon, Chris Anderson, and Gina Badalato: Efficacy of an Online Blended Learning Curriculum to Improve Medical Student Urologic Education in Medical Science Educator

Ezra Margolin, Gina Badalato, and colleagues: National Implementation and Evaluation of a Virtual Subinternship in Urology in Urology

Samuel Master, Samantha Garbers, Laura Lynch, David Bell, Marina Catallozzi, and John Santelli: Comprehensive sexuality education for fraternity-affiliated undergraduates: a pilot program to improve sexual and reproductive health knowledge, attitudes, and communication in the Journal of American College Health

Nicole Meyers, Beth Maletz, Evelyn Berger-Jenkins, Mariellen Lane, Erin Shindle, Maggie Costich, Steve Caddle, Connie Kostacos, Gabriella Paskin, Kalpana Petha, Sydney Shope, Marina Catallozzi, and Suzanne Friedman: Mental Health in the Medical Home: A Longitudinal Curriculum for Pediatric Residents on Behavioral and Mental Health Care in MedEdPORTAL

Mena Mirhom and colleagues: Teaching Spiritual and Religious Competencies to Psychiatry Residents: A Scoping and Systematic Review in Academic Medicine

Nathalie Moise and colleague: Current and future directions in the application of implementation science to accelerate the adoption of evidence-based practices in behavioral health in General Hospital Psychiatry
George Moran, Ezra Margolin, Connie Wang, and Joel DeCastro: Using gamification to increase resident engagement in surgical training: Our experience with a robotic surgery simulation league in the American Journal of Surgery

Miyad Movassaghi, Anton Gillespie, Gina Badalato and colleagues: The Impact of Visiting Rotations on the Urology Residency Match: Insights and Perspectives From the 2021-2022 Applicants in Urology

Alexander Murphy and colleagues: Leadership Roles, Academic Appointments, and Scholarly Activity-Does a Fellowship after Plastic Surgery Training Make a Difference? In the Archives of Plastic Surgery

Catherine Myong and Rebecca Newman: A Virtual Village in SGIM Forum

Anika Naidu and colleagues: U.S. medical student knowledge and interest in asylum seeker medical care in Education for Primary Care

Mark Nathanson, Karen Cruz, Melissa Arbuckle, Maggie Hamilton, and colleagues: Improving Cohesion in a Geographically Separate Geriatric Psychiatry Fellowship: a Silver Lining of the COVID-19 Pandemic in Academic Psychiatry


Jake Prigoff and colleagues: Navigating the Infinite Number of Educational Resources: The Development of a Publicly Available Surgical Educational Digital Resource Library in the Journal of Surgical Education


Mattheu Rutman and colleagues: Evaluating the Quality of Overactive Bladder Patient Education Material on YouTube: A Pilot Study Using the Patient Education Materials Assessment Tool in Urology


Goleen Samari, Monét Bryant, and Stephanie Grilo: An Anti-Racism Public Health Graduate Program: Mentoring of Students and Igniting Community in Pedagogy in Health Promotion

Lee Seligman and colleagues: Moving toward Mastery: Changes in Student Perceptions of Clerkship Assessment with Pass/Fail Grading and Enhanced Feedback in Teaching and Learning in Medicine

Lee Seligman and colleagues: Beyond Checking Boxes: Exploring Tensions With Use of a Workplace-Based Assessment Tool for Formative Assessment in Clerkships in Academic Medicine

Sanjum Sethi and colleagues: Call for Formalized Pathways in Vascular Medicine Training in the Journal of the American College of Cardiology

Sabrina Shih and colleagues: Accelerated Medical School Curricula and Plastic Surgery Applicants: Balancing Financial, Research, and Clinical Considerations in the Journal of Plastic and Reconstructive Aesthetic Surgery

Janice Shin-Kim and colleagues: Simulation-Based Mastery Learning Course for Tube Thoracostomy in MedEdPORTAL

Anoushka Sinha: Commentary on The Little Red Lighthouse in Academic Medicine

Jennifer Sotsky, Meredith Senter, Emma Golkin, and Deborah Cabaniss: No Fear of Near Peer: How Resident Teachers Can Boost a Program in Psychiatry in Academic Psychiatry

Christian Stohler and colleagues: Trends in Scope of Practice for Oral Health Care: Future Transformative Effects in JDR Clinical Translational Research

Jean Timmerberg and colleagues: Competency-Based Education and Practice in Physical Therapy: It’s Time to Act! in the Physical Therapy and Rehabilitation Journal

Wendy Tong: Please say hi to grandpa for us and A Flash of Gold and Glitter in JAMA Oncology

Lucy Torres-Deas: A Tribute to Mi Familia: He/She/Them, Whoever They Want to be and Love, I Stand with You in SGIM Forum

Melissa Townsend, Nicole Kuerzi, Gina DiFusco, Michelle Christensen, and Elizabeth Miracle: Nutrition Resources for Patients and Providers in Medical Clinics

Fatima Tsioris, Susan Michaels-Strasser, and colleagues: Using the Kolb’s experiential learning cycle to explore the extent of application of one health competencies to solving global health challenges; a tracer study among AFROHUN-Uganda alumni in Globalization and Health

Teresitta Velez, Stephanie Gati, Chelsea Batista, Jessica Nino de Rivera, and Sumeet Banker: Facilitating Engagement on Family-Centered Rounds for Families With Limited Comfort With English in Hospital Pediatrics


Sarah Vollbracht and colleagues: The unmet need of headache medicine grand rounds education in neurology in Headache
Myrna Weissman and colleagues: Transdisciplinary Science and Research Training in Psychiatry: A Robust Approach to Innovation in JAMA Psychiatry

Elizabeth Will, Chloe Altchek, Hemangi Shukla, and Rini Ratan: AuduBon-Bons: Bite-Sized Learning for Residents in the Ambulatory Obstetrics and Gynecology Clinic in the Journal Graduate Medical Education

Robyn Winsor and colleagues: Exploring Medication Abortion Training in an Internal Medicine Primary Care Residency Program in the Journal of General Internal Medicine

Anette Wu, Abrar Shamim, Zacharie Rahhal, Monica Kieff, Evanthia Lalla, Lynda Torre, Laureen Zubiaurre Bitzer, and Carol Kunzel: A Scoping Review of Internationalization of Dental Education – Identifying Formats and Motivations in Dental Education in Frontiers in Dental Medicine

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