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 new roles of health care leaders (and those outside of health care) and 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 Executive Assistant, in partnership with education program leaders across Columbia University and NewYork-Presbyterian.
A campus-wide faculty needs assessment was conducted in April 2021 and generated 371 unique responses. The sample was enriched for educators with excellent representation across schools, departments, programs, academic rank, and depth of educational engagement.

Respondents shared that what was most gratifying for them about teaching was “feeling like a role model” to “smart, eager learners,” helping learners get to “the lightbulb/aha moment,” and “shaping the future of my field.” CUIMC educators had difficulty “finding the time” and “support for education projects” and reflected that it is “hard to find all of the opportunities to teach” and that they “need more educator training.” There was much eagerness to participate in orientations, micro-skills teaching, macro skills training, educator grand rounds, an annual health professions education day, and even a master’s program in education.

Educators reflected on the new challenges/opportunities their fields face for which we should prepare our future colleagues/current students now and generated five themes for further investment:

- Leveraging Technology through **Data and Simulation**
- Enhancing Integrated Care through **Interprofessional Education and Longitudinal Clinical Training**
- Improving the Climate of Care through **Equity and Justice in Healthcare**
- Facilitating Professional Identity Formation through **Coaching and Reflection**
- Facilitating Independent Practice through **Competency-Based, Adaptive Learning**
IHPE distributes a weekly email called **IHPE Friday Updates** to approximately 500 CUIMC faculty, staff, and students 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.

CUIMC educators regularly send in contributions to the weekly updates. Selected feedback on the updates has included, “Love this! So helpful,” “Thank you very much for sending this along! Looking forward to hearing more in these Friday updates and contributing however possible.” “These are terrific emails! I learn a ton every week. Thanks so much. Have a nice weekend.” “Thanks for sending these!” “I love this newsletter!!” and “Just a note to say that I absolutely love these weekly emails. Thank you for taking time to put them together and to create a space for collaboration. They are a great reminder of the opportunities and an introduction to many that I was previously unaware of. I’m certain it takes tremendous effort, but it’s greatly appreciated.”

The Inaugural **IHPE Grand Rounds** took place in September 2021 featuring Camila Mateo MD MPH, Instructor at Harvard Medical School and pediatrician at Boston Children’s Hospital, speaking on “More Than Words: Addressing Inequity in the Health Professions Learning Environment.” The next Grand Rounds will take place in January 2022 featuring Cecilia Sorenson MD MPH, Associate Professor of Emergency Medicine at CUIMC, speaking on the “From the Atmosphere to the Human-Sphere: Climate Change and Human Health.”
COMMUNITIES OF PRACTICE

IHPE launched two communities of practice (CoP) and one collaborative, with a plan to launch additional CoPs later in the academic year:

**Equity and Justice in Healthcare.** The E&J CoP commenced with the 2021 inaugural cohort of the CUIMC Anti-Racist Educator Institute (AREI) and its associated Community of Practice (ARECP). 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). The ARECP convene a community of practice committed to facilitating anti-racist change in the education programs across all schools at CUIMC. The twenty-six ARECP 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. An additional training is planned for spring/summer.

**Simulation and Technology.** The SimTech CoP includes thirteen faculty leaders of the simulation centers and resources across the medical center including those 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.

**Equity and Justice / Simulation and Technology Collaborative.** The EJ/ST collaborative takes on shared projects from the two CoPs including reducing assessment disparities in simulation and developing educational modules to reduce bias using standardized patients.

CONSULTATIONS

IHPE provides individual health professions education research consultations to faculty, students, and teams. Among other project consultations, in 2021 IHPE helped teams working on evaluating remote instruction effectiveness in emergency medicine, improving pediatric skull fracture detection using ultrasound, an education core for a proposed skeletal and arthritis research center, online learning modules for physical medicine and rehabilitation training, the impact of a crisis resource management course on medical student psychological safety, integrating anti-racism principles into team skills training, and a qualitative analysis of medical student professional identity formation in senior emergency medicine electives.

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.
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, twenty three 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.

POLICY

IHPE works with professional organizations across the United States and across the world to inform policy that shapes health professions education. In 2021, IHPE partnered with:

National Academies of Science, Engineering, and Medicine. Serve on the Global Forum for Innovation in Health Professional Education. Served on the planning committee for the forum’s invitational meeting on The Role of Learners in Health Systems During a Crisis.

Association of American Medical Colleges. Participate as an invited community member in the AAMC’s Medical Education Senior Leaders group. Helped to draft MESL’s Anti-Racism in Medical Education Roadmap. Closed out our participation in the AAMC’s Core Entrustable Professional Activities pilot with a series of scholarly products and writing an AAMC monograph on the pilot.

American Medical Association. Participate and present at the ChangeMedEd national meeting.

Association of Medical Educators of Europe. Serve on the planning committee for AMEE’s 2022 annual conference in Lyons, France.

International Competency-Based Medical Educators Collaborative. Serve on the collaborative, for which we hosted an international webinar on the implementation of Entrustable professional activities and designed and implemented two thought leader sessions on scholarly endeavors to support CBME.

Generalists in Medical Education. Participate and present at the society’s national meeting.

Society of Directors of Research in Medical Education. Participate in academic reviews with other national and global leaders in medical education research.

International Association of Medical Science Educators. Sponsor faculty members to participate.

AΩA Honor Medical Society. Invited participant in the 2021 AΩA Professionalism Conference.

Arnold P. Gold Foundation. Serve on the Advisory Council of the Humanism Honor Society and chair the Membership Committee of the Society.
IHPE assists CUIMC educators apply for a range of educational grants to support innovations in health professions education. In 2021, the following grants were awarded:

**Provost’s Teaching & Learning Grants.** Awarded $12,500 for “Founding a Health Sciences Campus Anti-Racist Educator Community of Practice to Enhance Equity and Justice in Healthcare.”

**MCIC of Vermont.** Awarded $50,000 with principal investigator Arnold Advincula to develop “an interprofessional simulation-based program to help identify post-op complications, specifically bowel injury.”

**Johnson & Johnson.** Awarded $500,000 with principal investigator Olajide Williams to support “Building Capacity for Community Health Workers.”

**Russell Berrie Foundation.** Seeking renewal and modification with principal investigator Arnold Advincula for a -$500,000 award to “Improve the Care of Patients with Diabetes.”
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 130 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.

COLLABORATIONS

IHPE formed partnerships across the University that helped to advance a range of collaborative projects, including:

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.

Columbia Student Service Corps. Stephanie Grilo, Urmi Desai, and the CSSC student co-chairs oversee the work of a comprehensive interprofessional service learning network.

NewYork Presbyterian Graduate Medical Education. Lauren Wasson and the Office of Graduate Medical Education teamed to develop an initial iteration of professionalism training for housestaff.

Columbia Business School. Taylor Sewell (Pediatrics) partnered with Carri Chen (Healthcare and Pharmaceutical Management) and Peter Tollman (Boston Consulting Group) to offer an interprofessional masterclass on healthcare consulting to 24 learners from across the University.

Columbia Climate School. Cecilia Sorenson (Emergency Medicine and Environmental Health Sciences) directs the Global Consortium on Climate and Health Education and is working with the health professions programs to develop an integrated interprofessional curriculum on the impact of climate change on health.

Teachers’ College. In partnership with CUIMC educators, Jeanne Bitterman and Victoria Marsick are developing a health professions education track in the Teachers College Masters of Education program.

Data Science Institute. Marybeth Terry (Public Health) and Benjamin Lebwohl (Medicine) partnered to propose an innovative public health course for medical students rooted in the principles of data science and the pressing health needs of New Yorkers.

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) met for a two-part retreat to envision the future of the health professions and use this vision to identify priorities for innovation in health professions education.

The retreat employed a scenario-based strategic planning called Alternative Futures Planning. This is a method used by the Accreditation Council on Graduate Medical Education, among many other organizations, to develop strategy that suits a range of possible macroenvironmental contexts.

Having contemplated two primary scenarios that view the coming ten years as shepherding immense growth in scientific and technologic innovation and a growing profession-wide commitment to improving health inequities all in the context of a political environment defined by deepening polarization and economic instability, the group broad desires were 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 reviewed these priorities and discussed them further to focus on three primary initiatives currently in early stages of planning:

- **Initiative 1.** Developing a common curriculum on the social contract of the health professions.
- **Initiative 2.** Enhancing interprofessional education through quality interprofessional practice.
- **Initiative 3.** Developing an integrated campus-wide program for educator faculty development.
APPENDIX 1: IHPE STEERING COMMITTEE

Jonathan Amiel  
IHPE

Amanda Bergner  
Genetic Counseling

Rita Charon  
Apgar Academy / Columbia Commons IPE

Anna Getselman  
Augustus Long Health Sciences Library

Glen Gillen  
Occupational Therapy

Kim Hekimian  
Institute of Human Nutrition

Michelle Hall  
Center for Teaching and Learning

Judy Honig  
School of Nursing

Michael Joseph  
Mailman School of Public Health

Debra Krasinski  
Physical Therapy

Clara Lapiner  
Office of Faculty Professional Development

Monica Lypson  
Vagelos College of Physicians & Surgeons

Letty Moss-Salentijn  
College of Dental Medicine

Desmond Patton  
Columbia School of Social Work

Aubrie Swan Sein  
Center for Education Research and Evaluation

Susan Vaughan  
Center for Psychoanalytic Training and Research

Lauren Wasson  
NewYork Presbyterian Graduate Medical Education

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

EQUITY AND JUSTICE

Laurel Abbruzzese  
Physical Therapy

Sally Aboelela  
Nursing

Jean-Marie Alves-Bradford  
Psychiatry

Jonathan Amiel  
Psychiatry, IHPE

Michelle Bell  
Neurology

Jane Bogart  
Center for Student Wellness

Joan Casey  
Public Health

Ana Cepin  
Obstetrics & Gynecology

Trudi Cloyd  
Emergency Medicine

Elizabeth Corwin  
Nursing

Hetty Cunningham  
Pediatrics

Elise Desperito  
Radiology

Jacqueline Faison-Harry  
Psychiatry

Lenin Grajo  
Occupational Therapy

Latisha Hanson  
Nursing

Beth Hochman  
Surgery

Allison Lee  
Anesthesiology

Tina Leone  
Pediatrics

Dara Matseoane-Peterssen  
Obstetrics & Gynecology

Maureen George  
Nursing

Catherine McManus  
Surgery

Mathew Perzanowski  
Public Health

Rebekah Ruppe  
Nursing

Catherine Spina  
Radiation Oncology

Susan Vaughan  
Psychiatry

Alexis Walker  
Medical Humanities
SIMULATION AND TECHNOLOGY

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<th>Name</th>
<th>Department / Center</th>
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<tbody>
<tr>
<td>Arnold Advincula</td>
<td>Ob Gyn / Jaharis Simulation Center</td>
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<tr>
<td>Jonathan Amiel</td>
<td>Psychiatry / IHPE</td>
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<tr>
<td>Beth Barron</td>
<td>Medicine / Jaharis Simulation Center</td>
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<td>Kellie Bryant</td>
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<td>Trudi Cloyd</td>
<td>Emergency Medicine</td>
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<td>Marcel DuPont</td>
<td>VP&amp;S Student</td>
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<td>Steven Erde</td>
<td>College of Dental Medicine</td>
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<td>Rachel Gordon</td>
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<td>Shivani Goshal</td>
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<td>David Kessler</td>
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<td>Allison Lee</td>
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<td>Tiffany Murano</td>
<td>Emergency Medicine / GME</td>
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<td>Dana Wolf</td>
<td>College of Dental Medicine</td>
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APPENDIX 3: EDUCATOR PUBLICATIONS

2021 YTD (THROUGH 12/13/21)

Neil Aggarwal: The Legacy of James McCune Smith, MD-The First US Black Physician in JAMA.

Hosam Alraqiq, Sukhneet Sahota, and Cheryl Franks: Cultural awareness training for dental students in the Journal of Dental Education.

Jonathan Amiel and colleagues: The First 2 Years of Entrustment Decisions in the Core Entrustable Professional Activities (Core EPAs) Pilot in Academic Medicine.

Jonathan Amiel and colleagues: Strategies From 11 U.S. Medical Schools for Integrating Basic Science Into Core Clerkships in Academic Medicine.

Jonathan Amiel and colleagues: Revisiting the Core Entrustable Professional Activities for Entering Residency in Academic Medicine.

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


Sumeet Banker and colleagues: Flying Solo: Effectiveness of Attendingless Family-Centered Rounds on Improving Resident Autonomy in Hospital Pediatrics.

Sumeet Banker, Joshua Motelow, and Jessica LaRosa: Engaging paediatric residents through a journal club podcast in Medical Education.

Suzanne Bakken: Progress toward a science of learning systems for healthcare in the Journal of the American Medical Informatics Association.


Joshua Belfer and colleagues: What Skills Do Residents Need to Become Change Agents? Designing Resident Programming Via an Interactive Virtual Conference in the Journal of Graduate Medical Education.

Fletcher Bell: Someone Else’s Mother in Academic Medicine.


Amanda Bergner and colleagues: A report of the AGCPD task force to evaluate associations between select admissions requirements, demographics, and performance on ABGC certification examination in the Journal of Genetic Counseling.

Amanda Bergner, Michelle Ernst, and colleagues: The evolution of genetic counseling graduate education in New York City during the COVID-19 pandemic: In the eye of the storm in the Journal of Genetic Counseling.
Zachary Berlant and colleagues: A longitudinal surgical systems strengthening research program for medical students: the exploration of a model for global health education in Global Health Research and Policy.

Roselle Bleck, Melanie Gold, and Carolyn Westhoff: Training hour requirements to provide acupuncture in the United States in Acupuncture in Medicine.

Kathleen Brennan and colleagues: Physician Perceptions on Quality of Life and Resuscitation Preferences for Extremely Early Newborns in the American Journal of Perinatology.

Kellie Bryant and colleagues: Moving From “Safe” to “Brave” Conversations Committing to Antiracism in Simulation in Simulation and Healthcare.


Deborah Cabaniss: Embracing More Inclusive Language: Lessons From the Garden in Psychology Today.

Mary Callahan and colleagues: Leveraging Technology to Overcome the “Scalability Problem” in Communication Skills Training Courses in ATS Scholar.

Sarah Casey: Women's and children's health in conflict settings: build on existing efforts in the Lancet.


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

Rita Charon: Knowing, seeing, and telling in medicine in the Lancet.

Rita Charon and colleague: How does faculty development innovation cross cultures?: Adapting narrative medicine to Asia in Medical Teacher.

Royce Chen and colleagues: Gender Compensation Gap for Ophthalmologists in the First Year of Clinical Practice in Ophthalmology.

Royce Chen and colleagues: The Changing Face of Ophthalmology Residency and Retina Fellowship in Retinal Physician.

Mahveesh Chowdhury and colleagues: The Sacred Sites of Houston: A Novel Experiential Course for Undergraduate Medical Education on Religion and Spirituality in the Journal of Religion and Health.


Chelsea Clinton and colleagues: Promoting COVID-19 vaccine acceptance: recommendations from the Lancet Commission on Vaccine Refusal, Acceptance, and Demand in the USA in the Lancet.

Marguerite Costich, Morgan Finical, Suzanne Friedman, Marina Catallozzi, Rachel Gordon: Transition-to-residency: pilot innovative, online case-based curriculum for medical students preparing for pediatric internships in Medical Education Online.


Lila Davachi and colleagues: Survival of the salient: Aversive learning rescues otherwise forgettable memories via neural reactivation and post-encoding hippocampal connectivity in Neurobiology of Learning and Memory.

Mike Devlin and colleagues: Stability and Change in the Journeys of Medical Trainees: A 9-Year, Longitudinal Qualitative Study in Academic Medicine.

Tomás Díaz and colleague: A critical race theory curriculum for emergency medicine learners in AEM Education and Training.

Spencer Dunleavy and colleagues: Equity in medical education: Addressing microaggressions and discrimination on the wards in Medical Teacher.


Bradley Gamble, Prakash Satwani and colleagues: COVID-19 has changed the way we think about training future pediatric hematologists/oncologists in Pediatric Blood & Cancer.


Rachel Gordon, Deborah Cabaniss, and colleagues: Documenting Educational Impact in the Promotion Dossier with an Enhanced Curriculum Vitae in the Journal of Continuing Education in the Health Professions.


Sophie Greenberg: Studying in dermatology residency in Cutis.

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.


Amir Hassan, Peter Suwondo, and Jackson Roberts: Applying lessons from global health practice to ensure sustainability of medical student activism beyond COVID-19 accepted for publication in Academic Medicine (in press).

Maya Hastie, Robert Whittington, and colleagues: On the Importance of Language in Reports Discussing Racial Inequities in Anesthesia & Analgesia.

Patrick Ho and Gina Badalato: #AUAMatch: The Impact of COVID-19 on Social Media Use in the Urology Residency Match in Urology.


Chinwe Ibeh reflects on his redeployment during the height of the COVID pandemic in Stroke.

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

Pallavi Juneja: Learning the Lesson of Inaction in Academic Medicine.

Sulaymane Kachani, Catherine Ross, and Amanda Irvin: Dead Ideas: Reflections for Post-Pandemic Learning in Inside Higher Ed.

David Kessler and colleagues: A Decade Later-Progress and Next Steps for Pediatric Simulation Research in Simulation in Healthcare.


David Kessler and colleagues: Recommendations and Guidelines for the Use of Simulation to Address Structural Racism and Implicit Bias in Simulation and Healthcare.

Bob Klitzman: Understanding Ethical Challenges in Medical Education Research in Academic Medicine.


Kate Lee: In Their Shoes in *Academic Medicine*.

Steven Lee-Kong and colleagues: Factors Associated With General Surgery Residents’ Operative Experience During the COVID-19 Pandemic in *JAMA Surgery*.

Henry Levin and colleagues: How to conduct cost and value analyses in health professions education: AMEE Guide No. 139 in *Medical Teacher*.

Monica Lypson and colleagues: Implicit Bias Recognition and Management: Tailored Instruction for Faculty in the *Journal of the National Medical Association*.

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

Ezra Margolin and colleagues: Changing the Status Quo: Developing a Virtual Sub-Internship in the Era of COVID-19 in the *Journal of Surgical Education*.

Ezra Margolin, Rachel Gordon, Christopher Anderson, and Gina Badalato: Reimagining the Away Rotation: A 4-Week Virtual Subinternship in Urology in the *Journal of Surgical Education*.

Ezra Margolin, Gina Badalato, and colleagues: Changing the Status Quo: Developing a Virtual Sub-Internship in the Era of COVID-19 in the *Journal of Surgical Education*.

Mat Maurer and colleague: A Proposal to Accelerate Widespread Implementation of Geriatric Cardiology in *Trends in Cardiovascular Medicine*.

Mena Merson and colleagues: Teaching Spiritual and Religious Competencies to Psychiatry Residents in *Academic Medicine*.

Susan Michaels-Strasser, Lauren Parmley, Paul Thurman, Rebekah Hughes, Beatrice Lukeni, Serge Matumaini, Faustin Malele and colleagues: Increasing nursing student interest in rural healthcare: lessons from a rural rotation program in Democratic Republic of the Congo in *Human Resources for Health*.

Nathalie Moise and Sidney Hankerson: Addressing Structural Racism and Inequities in Depression Care in *JAMA psychiatry*.

Alex Murphy and colleagues: Hitting the Books: A Nationwide Analysis of Advanced Degrees in Academic Plastic Surgery Faculty in *Aesthetic Plastic Surgery*.

Tanya Murtha and colleagues share an Advanced Communication Skills Workshop Using Standardized Patients for Senior Medical Students in *MedEdPortal*.

Sara Nash and colleagues: Factors Affecting Psychiatry Resident Decision to Pursue Consultation-Liaison Psychiatry or Other Subspecialty Fellowship Training in the *Journal of the Academy of Consult Liaison Psychiatry*.

Yanelli Nunez, Jeff Goldsmith, and colleagues: Reflection on modern methods: good practices for applied statistical learning in epidemiology in the *International journal of epidemiology*.


Nicole Pacheco: Examining Racism in Psychoanalytic Training: Perspectives from a Psychiatry Resident in Psychodynamic Psychiatry.


Jake Prigoff, Madeleine Hunter, and Roman Nowygrod: Medical Student Assessment in the Time of COVID-19 in the Journal of Surgical Education.

Lauren Roth, Marina Catallozzi, Karen Soren, Mariellen Lane, and Susanne Friedman: Bridging the Gap in Graduate Medical Education: A Longitudinal Pediatric LGBTQ Health Curriculum in Academic Pediatrics.

Lauren Roth, Marguerite Costich, Mariellen Lane, Laura Robbins-Milne, Edith Bracho-Sanchez, Suzanne Friedman and colleagues: Can you hear me now? A toolkit for telemedicine training in Clinical Teacher.


Anil Rustgi and Augustine Choi: Diversity in Leadership at Academic Medical Centers: Addressing Underrepresentation Among Asian American Faculty in the Journal of the American Medical Association.


Nina Schwalbe and colleagues: Data Sharing and Global Public Health: Defining What We Mean by Data in Frontiers in Digital Health.


Lee Seligman and colleagues share their experience of Moving toward Mastery: Changes in Student Perceptions of Clerkship Assessment with Pass/Fail Grading and Enhanced Feedback in Teaching & Learning in Medicine.
Daniel Shalev and Lauren Fields. Redressing disparities in end-of-life care and serious mental illness through models of care and workforce development in *International Psychogeriatrics*.

Karen Soren, Marina Catallozzi, and colleagues: An unmet need for paediatric LGBTQ training in *Clinical Teacher*.

Cecilia Sorenson and colleagues: Climate Change and Nephrology in *Nephrology Dialysis Transplantation* and Commentary on "A CLIMATE: A Tool for Assessment of Climate-Change-Related Health Consequences in the Emergency Department" in the *Journal of Emergency Nursing*.

Mary Spiciarich and colleagues: Developing a New Set of ACGME Milestones for Child Neurology Residency in *Pediatric Neurology*.


Deborah Stiles, Brenda Ruotolo, Helen Kim, Jane Cho, Paul Appelbaum, and Nancy Green: Managing Human Subjects Research During a Global Pandemic at an Academic Center in *Academic Medicine*.

Melissa Stockwell and colleagues: Influenza-Related Knowledge, Beliefs, and Experiences Among Caregivers of Hospitalized Children in *Hospital Pediatrics*.

Robert Strauch and colleagues: Is Grit Associated with Burnout and Well-being in Orthopaedic Resident and Faculty Physicians? A Multi-institution Longitudinal Study Across Training Levels in *Clinical Orthopaedics and Related Research*.

Aubrie Swan Sein and colleagues: Educational and Practical Implications of Step 1 Timing in the Context of COVID-19 in *Medical Science Educator*.

Aubrie Swan Sein, Shubha Dathatri, and Todd Bates share Twelve tips on guiding preparation for both high-stakes exams and long-term learning in *Medical Teacher*.

Jean Timmerberg and colleagues: Essential competencies for physical therapist managing individuals with spinal muscular atrophy: A delphi study in *PLoS One*.

Jean Timmerberg and colleagues published essential competencies for physical therapist managing individuals with spinal muscular atrophy: A delphi study in *PLoS One*.

Spektor Vadim and colleagues: Long-term solutions in neurosurgery using extended reality technologies in *Neurosurgical Focus*.

Desiree Walker and Mary Beth Terry: Is it ‘cancer prevention’ or ‘risk reduction’? #Wordsmatter in *Cancer causes & control*.

Anette Wu, Paulette Bernd, and colleagues: Initiating Students’ Reflections on Life’s Passing in the Anatomy Course – an International Observation at 14 Universities in the *Annals of Anatomy* and Alternatives to Student Outbound Mobility—Improving Students’ Cultural Competency Skills Online to Improve Global Health Without Travel in *Medical Science Educator*.

Anette Wu and colleagues: It is Time for the Internationalization of Medical Education to be at Home and Accessible for All in *Academic Medicine*.

Sunmoo Yoon and colleagues: Equity, Diversity, and Inclusion: Introducing the MAVEN Leadership Training Initiative to diversify the scientific workforce in *Elife*.

Laureen Zubiaurre Bitzer, Aubrie Swan Sein, Shubha Dathatri, and Jim Fine: Enhancing dental student learning outcomes via cumulative formative assessment approaches in the *Journal of Dental Education*.