



OFFICE OF INNOVATION IN  
HEALTH PROFESSIONS EDUCATION

# YEAR-END SUMMARY

DECEMBER 2022



## INTRODUCTION

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 Gatton, 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.



## STRATEGIC PLANNING

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 Abraido-Lanza**

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 McKegney**

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 &amp; 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 &amp; 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 &amp; Gynecology

**Catherine McManus**

Surgery

**Yessenia Mejia**

Psychiatry

**Rochelle Mendoca**

Occupational Therapy

**Mathew Perzanowski**

Public Health

**Adriana Rego**

Psychiatry

**Rebekah Ruppe**

Nursing

**Christen Russo**

Orthopedic Surgery

**Minna Saslaw**

Pediatrics

**Nancyanne 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&amp;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 &amp; Gynecology

**Dana Wolf**

College of Dental Medicine

## APPENDIX 3: EDUCATOR PUBLICATIONS

### 2022 YTD (THROUGH 12/14/22)

**Jean-Marie Alves-Bradford** and colleagues: Building a Diverse Psychiatric Workforce for the Future and Helping Them Thrive: Recommendations for Psychiatry Training Directors in *Psychiatric Clinics of North America*

**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: Comparing Entrustment Decision-Making Outcomes of the Core Entrustable Professional Activities Pilot, 2019-2020 in *JAMA Network Open*

**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*

**Mayela Arana, Nicole Levy, Marita Murrman** and colleagues: Developing Complex, Cross-Cutting Skills in the Public Health Workforce: Using a Crosswalk Analysis to Map Public Health Competencies to Strategic Skills for the Governmental Public Health Workforce in the *Journal of Public Health Management and Practice*

**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 Health Care*

**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 Vet-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*

**Bernard Chang** and colleagues: Impact of COVID-19 on Emergency Medicine Residency Programs: A Cross-Sectional Study in New York State in the *Western Journal of Emergency Medicine*

**Aaron Chen, Kayle Greaves, Thomas Fortney, Christopher Ahmad, William Levine, David Trofa, Sean Lynch**: The Role of Advanced Academic Degrees in Orthopaedic Sports Medicine Faculty in *Orthopedic Journal of Sports 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*

**Maalobeeka Gangopadhyay** and colleagues: Training Needs Assessment Survey in Pediatric Consultation-Liaison Psychiatry in *Academic Psychiatry*

**Samantha Garbers, Dana March, Julie Kornfeld, Sabrina Baumgartner, Maggie Wiggan, Lauren Westley, Diana Ballesteros-Gonzalez, Marlyn Delva, and Linda Fried**: Columbia University Master of Public Health Core Curriculum: Implementation, Student Experience, and Learning Outcomes, 2013-2018 in *Public Health Reports*

**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 Gorroochurn, 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 Alraqiq**: 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 Specialities in the *Journal of Pain and Symptom Management*

**May Hua** and colleague: What End-of-Life Communication in ICUs Around the World Teaches Us About Shared Decision-Making? In *Chest*

**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 Husain** 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 pediatrics 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*

**David Kessler** and colleagues: The Concise Assessment of Leader Management Tool - Evaluation of Healthcare Provider Leadership During Real-Life Pediatric Emergencies in *Simulation in Healthcare*

**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*

**Nicole Levy, Mayela Arana, Marita Murrman** and colleagues: Developing Complex, Cross-Cutting Skills in the Public Health Workforce: Using a Crosswalk Analysis to Map Public Health Competencies to Strategic Skills for the Governmental Public Health Workforce in the *Journal of Public Health Management and Practice*

**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 Cystic Fibrosis*

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

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

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

**Monica Lypson** 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 Catalozzi,** 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 Pethe, Sydney Shope, Marina Catalozzi,** 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*

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