

2nd Annual Symposium for Innovation in Medical Education

Hosted by:

UCSD Department of Pediatrics

UCSD Sanford Institute for Empathy and Compassion, Center for Mentorship in Medicine

Rady Children's Hospital San Diego, Continuing Medical Education



Artwork courtesy of Cathy Cichon, MD, MPH

Symposium for Innovation in Medical Education

Time	Topic
8:30 - 9:30	Grand Rounds/Keynote Address Master Clinician Program Lecture in Medical Education
9:30 – 9:35	Break
9:35 – 9:45	Introduction to the Symposium
9:45 – 11:15	Panel Discussions – Medical Education Tracks
11:15-11:30	Break
11:30 - 12:30	Virtual Poster Session: Medical Education Research & Curriculum Development

Medical Education Tracks at UCSD

Panelists



Charlie Goldberg, MD, MS

- Clinical Professor, Division of Hospital Medicine
- Associate Dean for Graduate Medical Education

Chris Cannavino, MD

- Professor, Division of Pediatric ID
- Director, Pediatric ID Fellowship Program
- Associate Director, Pediatric Residency Program
- Director, Pediatric Medical Student Education, UCSD SOM

Supraja Thota, MD

- Assistant Professor, Division of Hospital Medicine
- Director, Residents as Clinician Educators (RACE) Track, UCSD Internal Medicine

Darcy Wooten, MD, MS

- Associate Professor, Division of ID & Global Public Health
- Program Director, ID Fellowship Program
- Clinical Foundations Co-Director, UCSD SOM

Jennifer Yu, MD

- Associate Professor, Division of Pediatric Hematology/Oncology
- Co-Director, Pediatric Hematology/Oncology Fellowship Program

Medical Education MS4 Teaching Elective @ UCSD SOM: 2011-2020

Charlie Goldberg, MD

Med Ed Panel – Sept 9, 2022

cggoldberg@health.ucsd.edu

On Behalf of Dr. Sunny Smith (co-director)

Creation of the MS4 Teaching Elective

- Opportunity w/move to active learning, small groups ~2010
- MS4s interested in developing teaching skills, gaining experience w/teaching
 - Reflect a special sub-set of students
- Core elements

MS4 as Participant

- PBL
- POM
- Free Clinic
- Creation of novel teaching session

MS4 Development as Teacher

- Mentoring
- Meeting w/course directors
- Readings
- Reflection

Typical Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
January 2 nd , WEEK ONE Holiday	1/3 PBL MS1: Renal ? 9:30am: Orientation MET 10-12: MET, room TBD Simerjot Jassal MD afternoon: reading	1/4 1-5pm : POM MS2 psychopathology then advanced neuro exams Dave Bazzo MD's group MET room 229 6-10pm: clinical coaching Student-run Free Clinic Project 1561 Thomas Street Pacific Beach 92109	1/5 PBL MS2: Mind Brain Behavior 79:30am: Orientation 10-12: Amy Zheng MD Afternoon: Reading, review MS1 PBL homework	1/6 PBL MS1: Renal 10-12: Simerjot Jassal MD 12:30pm: Meet with Sunny Smith MD MET room 301 to discuss reading, designing a teaching session
1/9 WEEK TWO PBL MS2: Mind Brain Behavior Orientation 10-12: room Amy Zheng MD 5:30-10:30pm Student-run Free Clinic Project First Lutheran Church 1420 Third Ave Downtown San Diego	1/10 PBL MS1: Renal Orientation 10-12: room Simerjot Jassal MD afternoon: reading	1/11 10-12 MS1 POM lecture Skaggs Disease prevention Health care teams afternoon: POM MS1 population medicine, culture 12:30 JIT: MET room 313 Simerjot Jassal MET room 312	1/12 PBL MS2: Mind Brain Behavior 10-12: room Amy Zheng MD Afternoon: Design teaching session, review MS1 PBL homework	1/13 PBL MS1: Renal 10-12: Simerjot Jassal MD 12:30pm: Meet with Sunny Smith MD to discuss plan for teaching session
1/16 WEEK THREE PBL MS2: Mind Brain Behavior Orientation 10-12: room Amy Zheng MD 5:30-10:30pm Student-run Free Clinic Project First Lutheran Church 1420 Third Ave Downtown San Diego	1/17 PBL MS1: Renal Orientation 10-12: room Simerjot Jassal MD 1-5pm: Student-run Free Clinic Project Baker Elementary School 4041 T Street San Diego 92113	1/18 1pm: POM MS2 psychopathology Dave Bazzo MD's group MET 229 (2:30pm: JIT for LGBT room 315) then LGBT in Garren 6-10pm Student-run Free Clinic Project 1561 Thomas Street Pacific Beach 92109	1/19 PBL MS2: Mind Brain Behavior 10-12: room Amy Zheng MD 2-5pm: MET 303 Deliver teaching session to fourth year students on Family Medicine rotation	1/20 PBL MS1: Renal 10-12: Simerjot Jassal MD afternoon: reading
1/23 WEEK FOUR PBL MS2: Mind Brain Behavior Orientation 10-12: room Amy Zheng MD 5:30-10:30pm Student-run Free Clinic Project First Lutheran Church 1420 Third Ave Downtown San Diego	1/24 PBL MS1: MSK Orientation 10-12: room Dave Bazzo MD 1-5pm: UCSD Student-run Free Clinic Baker Elementary School 4041 T Street San Diego 92113	1/25 POM MS1 lecture Skaggs 10-11: Culture 11-12: MSK afternoon: MS1 POM Culture, MSK 12:30 JIT: MET room 313 Simerjot Jassal MD MET 312	1/26 PBL MS2: Mind Brain Behavior 10-12: room Amy Zheng MD Afternoon: Consider Lunch time teaching session for MS1s	1/27 PBL MS1: MSK 10-12: Dave Bazzo MD Wrap up: Meet with Dr. Sunny Smith for reflection/feedback

In-Course Support and Development

- Students met regularly w/Drs. Smith & Goldberg
 - Review pedagogical approaches
 - Review specific Med Ed readings, helpful web sites
 - Reflection
- Course directors check-in w/participating faculty (specifically selected)
- Faculty met MS4 pre/post each session
 - Make sure in synch re plan
 - Review immediately following what went well/or not
 - Solicit in-process feedback from MS1s and 2s

Data Overview

- 10 year experience
- Total of ~50 MS4 participants
 - Future field of training: FM 8, Peds 6, IM 6, Med/Peds 4, Anesthesia 4, OB 3, Ortho 2, Radiology 2, Surgery 2, Psychiatry 2, other
- Total 25 faculty
 - Majority faculty participated more than once

MS 1 & 2 (learners) Feedback

- 46% had an MS4 once as tutor
 - 44% had 2 blocks w/MS4
 - 11% had 3 blocks
- 39% viewed the MS4 as the main tutor
 - 50% viewed the MS4 as a co-tutoring equal (w/the faculty)
- 60% thought it was a similar experience compared w/no MS4
 - 30% thought it was better w/MS4
 - 10% thought it was worse
- 60% wanted an MS4 again
 - 25% neutral

Faculty Feedback

- Many worked w/more than 1 MS4
- 80% viewed this as co-tutoring
 - 20% viewed MS4 as main tutor
- All agreed/strongly agreed that they enjoyed having an MS4
- 80% felt MS4s were capable of leading PBL
 - 20% neutral

MS4 Feedback/Reflections

- All felt that they received:
 - Adequate feedback from faculty
 - Clear learning objectives
 - High quality teaching
- Personal reflections very insightful
 - Recognition that teaching is hard, lots of prep
 - Giving feedback, guiding w/o leading, engaging all students is time intensive
 - Thoughtful comments about application of lessons learned to future work as educators → a foundation upon which to build!

Challenges & Opportunities

- Dealing w/MS4s w/different teaching abilities
 - Not all develop @ the same rate or are equally effective
- Minimal admin support, unfunded
- Dealing w/competing commitments (residency interviews) of MS4s
- Continuing to provide MS4s w/high levels of feedback from multiple sources
- Assuring that the needs of MS1s and MS2s met
- Finding/maintaining the right faculty participants
- Identifying more opportunities for clinical coaching
- Engaging participants in related scholarly projects

Coming Soon: Concentrations!

Compassion in Care

Patient Care, Compassion

Student who see themselves as frontline care providers.

Exploration and Entrepreneurship

Science, Innovation, Entrepreneurship

Students who see themselves as scientists, inventors, entrepreneurs

Teaching and Learning

Pedagogy, Practical Application

Students who see themselves as educators

Drs. Ojeda-Fournier and Calcutt

Equity and Advocacy

Justice, Change

Students who see themselves speaking for justice, creating public and private policy

Building Systems

Theory, Practice, Internships

Students who see themselves as system developers and administrators



Proposed Format for Concentrations

- MS1
 - Entire class will have an introduction to Concentrations
 - Opportunity for 3 additional electives in the concentration area
- MS 2
 - 3-4 electives in the concentration area
- Journal club/other community building activity 2-3 times during year
- Internship/mentoring in concentration area
- MS4 additional electives in concentration area & **capstone project**

Pediatric Resident Medical Education Elective

Chris Cannavino, MD

ccannavino@health.ucsd.edu

Pediatric Medical Education Opportunities

- Medical Education Interactive Sessions (Intern/Resident Block Education Sessions)
- Resident Academic Project (RAP): MedEd Option
- Faculty Mentorship
- **Medical Education Elective**

Overview of Elective

- 2 or 4 week elective
 - Those doing 4 weeks work on a mentored MedEd academic project
 - e.g. Global health curriculum, Human trafficking elective
 - Also protected time if doing Resident Academic Project (RAP) within MedEd
- Pediatric, Med/Peds, and Child Neurology residents
 - Potential expansion to Pediatric fellows
- Combination of clinical, preclinical, interactive and didactic experiences
- Unique mentorship element

MedEd Mentorship

- Direct mentorship through Master Clinician Program
 - Paired with Master Clinician (MC) for the length of their elective
 - Intro meeting at start of elective, review goals & objectives
 - Directly observe resident clinical teaching, feedback sessions and didactics
 - Provide immediate feedback & formal feedback meeting at end of each week



Clinical Teaching

- Attend rounds to directly observe MS3/MS4 students on the inpatient service at RCHSD
- Dedicated feedback sessions with MS3/MS4 students after rounds
- Paired with Master Clinician
- Debrief session with MC immediately after to provide feedback on how they give feedback, teaching style, etc.



Preclinical Teaching

- PBL with MS1 & MS2 students
 - Intro workshop with PBL liaison
 - Paired with PBL faculty members
 - Co-facilitate PBL session
 - Provided feedback from faculty
- Preferentially schedule during certain times of AY:
 - Pediatrics Practicum
 - OSCE
 - P2P- Pediatric session
 - Residency Transition Course- Pediatric sessions

Interactive Sessions

- Assist Master Clinicians with small group interactive sessions:
 - Pediatric Physical Examination Review
 - HEAL (Humanism, Empathy, Active Listening): Through the Eyes of Patients & Families
 - Physical Examination/Clinical Reasoning Rounds
 - Health Equity Rounds
 - SIM/PALS Session
- Assist with small group teaching sessions
 - MS3/MS4/Resident Teaching Sessions



Didactics

- Pediatric Case Conference (formerly morning report)
 - Paired with Chief Resident as mentor
- Noon Conference: MedEd interactive topic
 - Paired with Master Clinician as mentor
- Other Teaching Conferences as available
 - International Morning Report
 - Simulation activities
 - Professor's Rounds

Other Components

- MedEd reading list (protected time)
- Teaching portfolio
- Teaching evaluations

Representative Resident Comments

Enrollment: N = 33 (AY 17-18 = 2, current AY = 12)

Evaluations: “5/5” on quantitative questions re: elective

“This was a unique and well-varied elective that exposed residents to medical education in a transparent and effective way that we otherwise would not experience in our residency training. In this way, it prepares us to be stronger teachers and educators, as well as lifelong learners, consistent with the residency program’s mission of creating leaders in the field.”

“It was so helpful to be observed and get direct, detailed feedback on my teaching skills from the Master Clinician. This is something I’ve never experienced during my training.”

“A wonderful opportunity to engage in medical education and understand the intricacies and variety of activities and teaching styles involved in medical education.”

“Such a great rotation and would highly recommend it for all residents who enjoy teaching. I loved the ability to work with medical students and residents. It was such a pleasure to be a small group leader for MS1s and MS2s. On the inpatient setting, leading clinical exam rounds, running small group sessions and providing feedback to MS3s on presentations through the Master Clinician Program was a great experience.”

Lessons Learned

- Provide resident orientation on Day 1 of rotation
 - Preparation for scheduled activities
- Administrative support
 - Coordination of various programs
- Debrief on last day
 - Feedback for process improvement
- Don't reinvent the wheel
 - Leverage inventory of existing medical education programs

Residents as Clinician Educators – Promises and Pitfalls of Designing a Medical Educator Curriculum

Supraja Thota MD

Assistant Clinical Professor, Division of Hospital Medicine

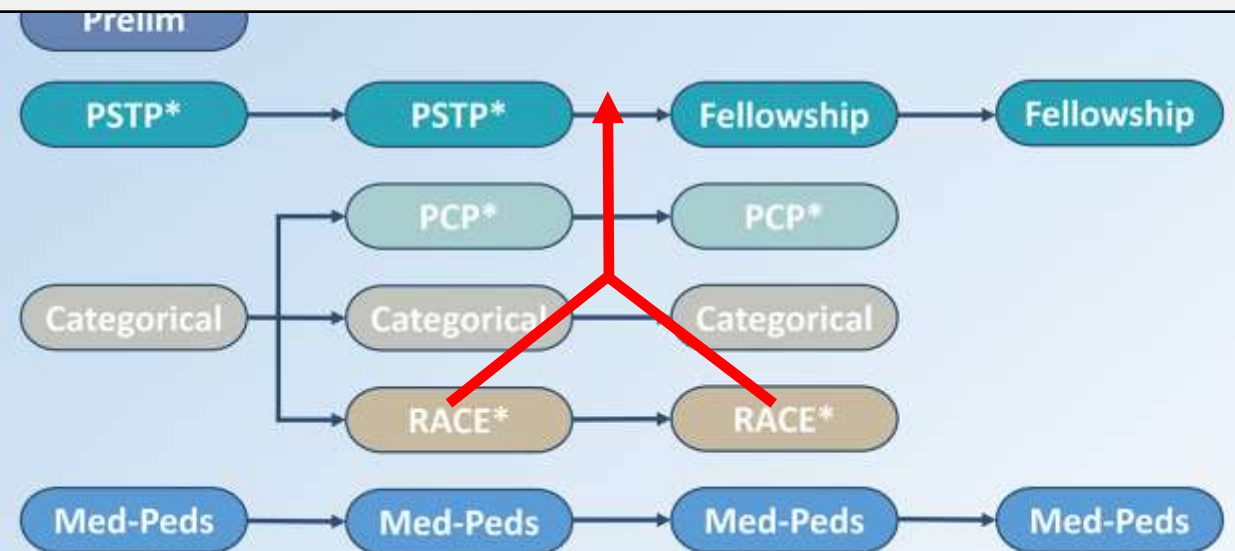
Director, Residents as Clinician Educators (RACE) Track,
UCSD Internal Medicine Residency Program

sthota@health.ucsd.edu

The vision

2-Year curriculum featuring:

- Focused didactic lectures
- Elective block to develop/implement teaching skills
- Dedicated time for scholarship in medical education
- Curriculum Development
- One-on-one Mentorship





RACE Track Elements

1. Didactic Workshops

2. The Elective Block

3. Scholarly Project

4. Curriculum Development



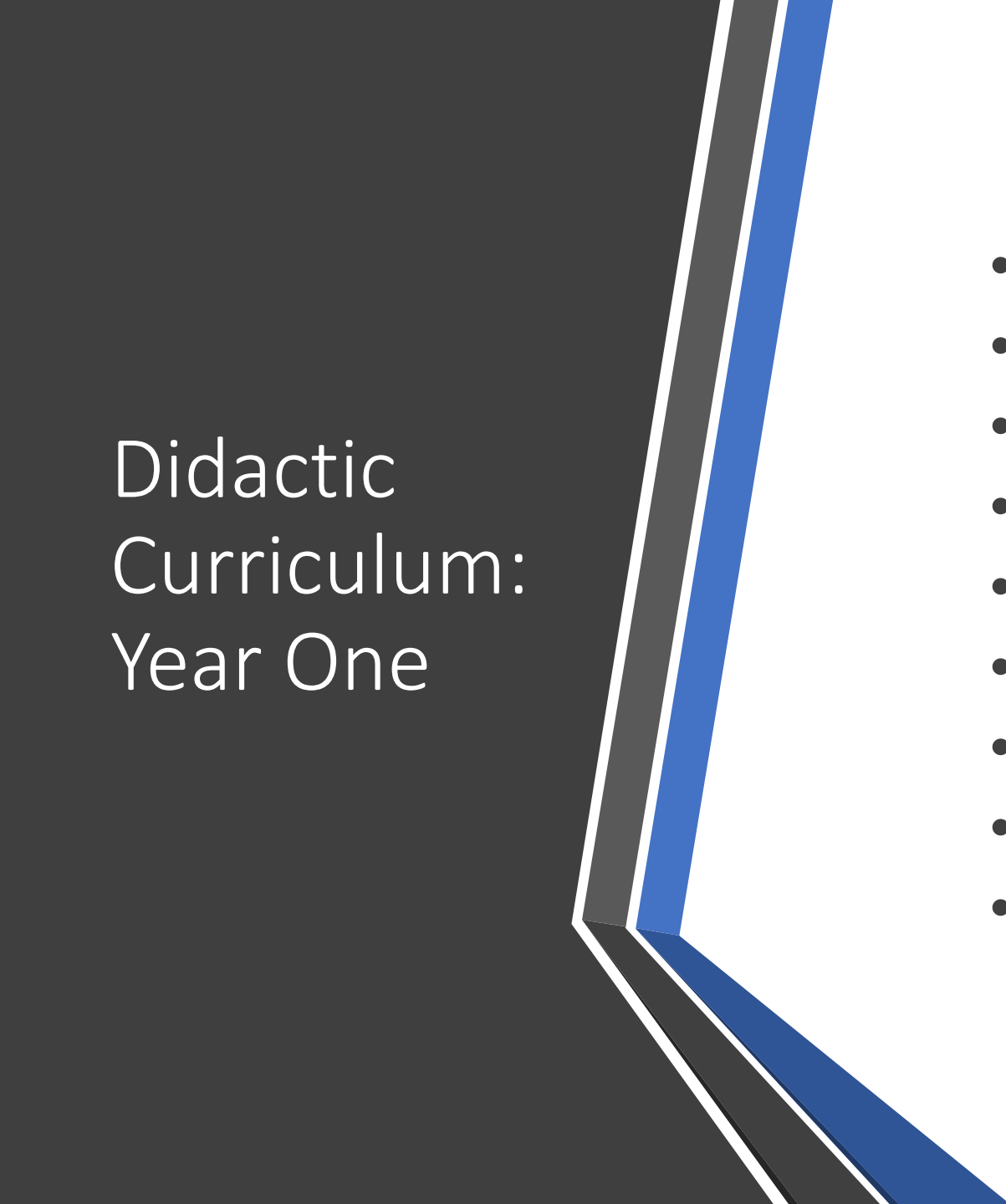
RACE Track Elements

1. *Didactic Workshops*

2. Elective Block

3. Scholarly Project

4. Curriculum Development

A decorative graphic on the left side of the slide, consisting of several parallel lines in blue and grey, forming a shape that resembles a stylized 'L' or a corner. The lines are of varying thickness and are set against a dark grey background.

Didactic Curriculum: Year One

- Leadership
- Teaching Portfolio
- **Teaching in the Primary Care Setting**
- How to give a Formal Talk
- **Teaching Small Group/PBL**
- Rounding at the Bedside
- **Physical Exam Rounds**
- **5 Minute Chalk Talk**
- Feedback

Didactic Curriculum: Year Two





RACE Track Elements

1. Didactic Workshops

2. Elective Block

3. Scholarly Project

4. Curriculum Development

Teaching elements

Morning Report

Free Clinic

PBL Facilitator

Teaching Observation

Physical Exam Rounds

MS3 Teaching

Intern Report

Scholarly Project

Didactic Sessions

The task

RACE Track Elements

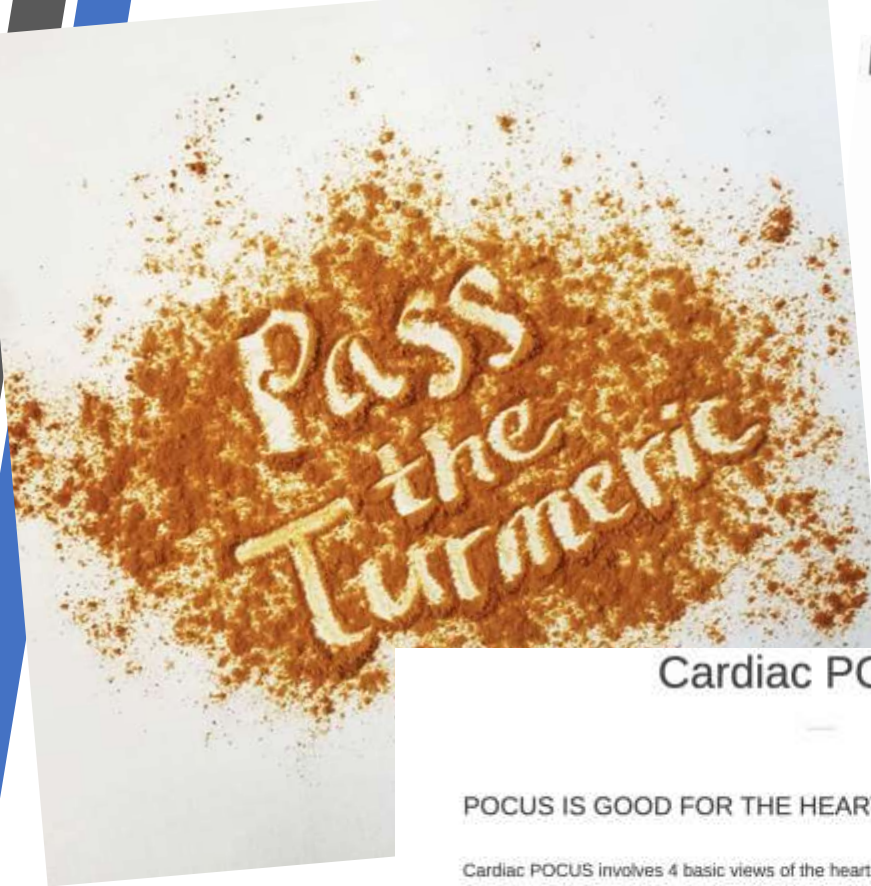
1. Didactic Workshops

2. Elective Block

3. Scholarly Project

4. Curriculum Development

The scholarly project



Diversity and Inclusion Curriculum with Dr. Kozman



Cardiac POCUS

POCUS IS GOOD FOR THE HEART

Cardiac POCUS involves 4 basic views of the heart. These are the typical views also seen on ECHO, although formal ECHOs include many other variations of these views and other things such as 'M' mode & Doppler.

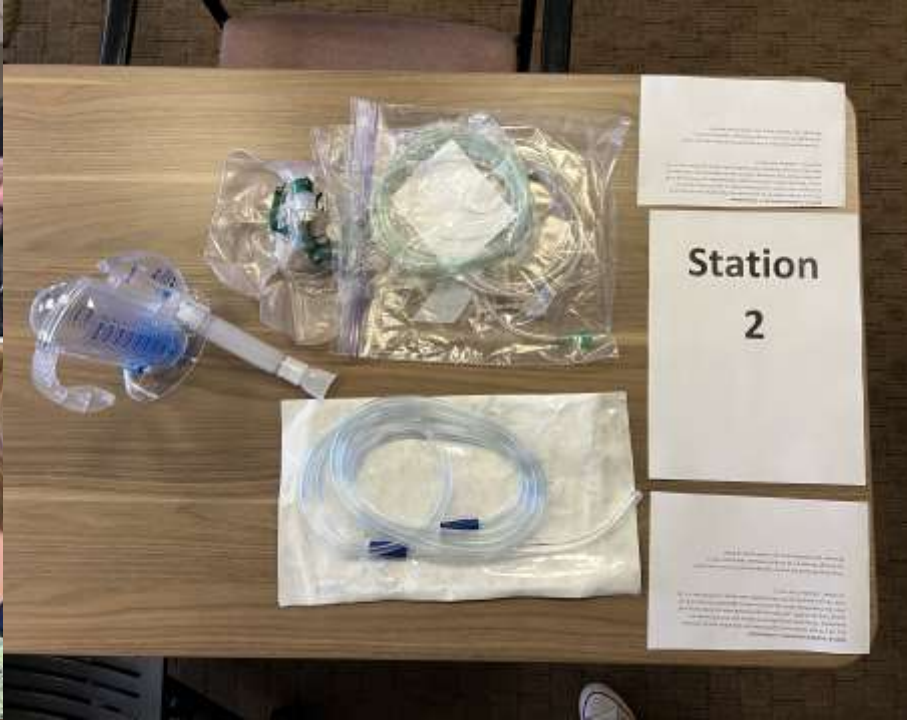


Parasternal Long



Parasternal Short





The task

RACE Track Elements

1. Didactic Workshops

2. The Elective Block

3. Scholarly Project

4. Curriculum Development



Curriculum Development

Noon Conference

Design and implement noon conference series

Assisted by Chiefs and APDs

Revamp Noon Conference

Originally during Friday School

Outline

1. What is the structure of RACE Track?

Didactics, 2 Week Elective, Scholarly Project, Curriculum Development

2. What have been the highest yield components?

3. What have been the biggest challenges?

4. What are aspects that can be easily duplicated across different specialties and programs?

Residents as Clinician Educators (RACE) Track Feedback Form

Evaluation Item	Comments
Conducive Learning Environment	
Stated the Topic and Highlighted the Relevance	
Clearly Stated Objectives	
Presented Well-Organized Material	
Promoted Understanding and Retention	
Other Comments	

Feedback

Recruitment



Challenges

- Buy In
- Providing High Quality Teaching
- Scheduling
- Variety of Teaching Activities
- Funding

Residents as Clinician Educators (RACE) Track Feedback Form

Evaluation Item	Comments
Conducive Learning Environment	
Stated the Topic and Highlighted the Relevance	
Clearly Stated Objectives	
Presented Well-Organized Material	
Promoted Understanding and Retention	
Other Comments	

Teaching elements

Mentorship



The scholarly project



Diversity and Inclusion Curriculum with Dr. Kozman



Cardiac POCUS

POCUS IS GOOD FOR THE HEART

Cardiac POCUS involves 4 basic views of the heart. These are the typical views also seen on ECHO, although formal ECHOs include many other variations of these views and other things such as 'M' mode & Doppler.



Fellow As Clinician Educator Course

2022

A course to develop teaching skills and medical education principles for subspecialty fellows at UCSD / Rady



Darcy Wooten, MD, MS (she/her)

Mission Statement

To support the career development of future leaders in medical education at UCSD, thereby ensuring educational excellence for clinical learners at our institution and beyond





Course Objectives

- Skill development for fellows to enhance their teaching in the clinical setting
- Provide guidance for a successful career as a clinician-educator
- Facilitate medical education scholarship
- Create a community of practice

Course Overview: A One Year Curriculum

Class	Experiential Learning	Symposium
<p>4 Mondays 8am-12pm MET, Sim Center</p> <p>Effective lecture Small group facilitation Designing & giving a chalk talk Teaching in clinic Teaching on the wards Teaching procedures Leadership Communication Simulation Learning theory Curriculum development Feedback Medical education scholarship Professional advancement</p>	<p>Observed teaching (with feedback) in different settings: Lecture, small group, clinical teaching</p> <p>Capstone Project</p> <p>Career mentorship, Med Ed Grand Rounds, Med Ed J Club</p>	<p>Capstone project presentation & celebration</p>
August	September - May	Mid May

Budget: \$0

FACE Faculty 2022

*Course Directors

- Jacob Bailey (PCCM)
- Daniel Crouch (PCCM)
- Ali Farkondehpour (Hospital Med)
- Charlie Goldberg (IM)
- Roopali Gupta (Geriatrics)
- Simerjot Jassal (IM)
- Erica Lin (PCCM)*
- Jess Mandel (PCCM)
- Rob Macauley (Sim Cen Dtr)
- Cameron McGuire (PCCM)
- Tricia Santos (Endo)
- Meghan Sebasky (Hospital Med)
- Ashish Shah (Peds EM)
- Preetham Suresh (Anes)
- Helen Wang (Peds)
- Darcy Wooten (ID)*

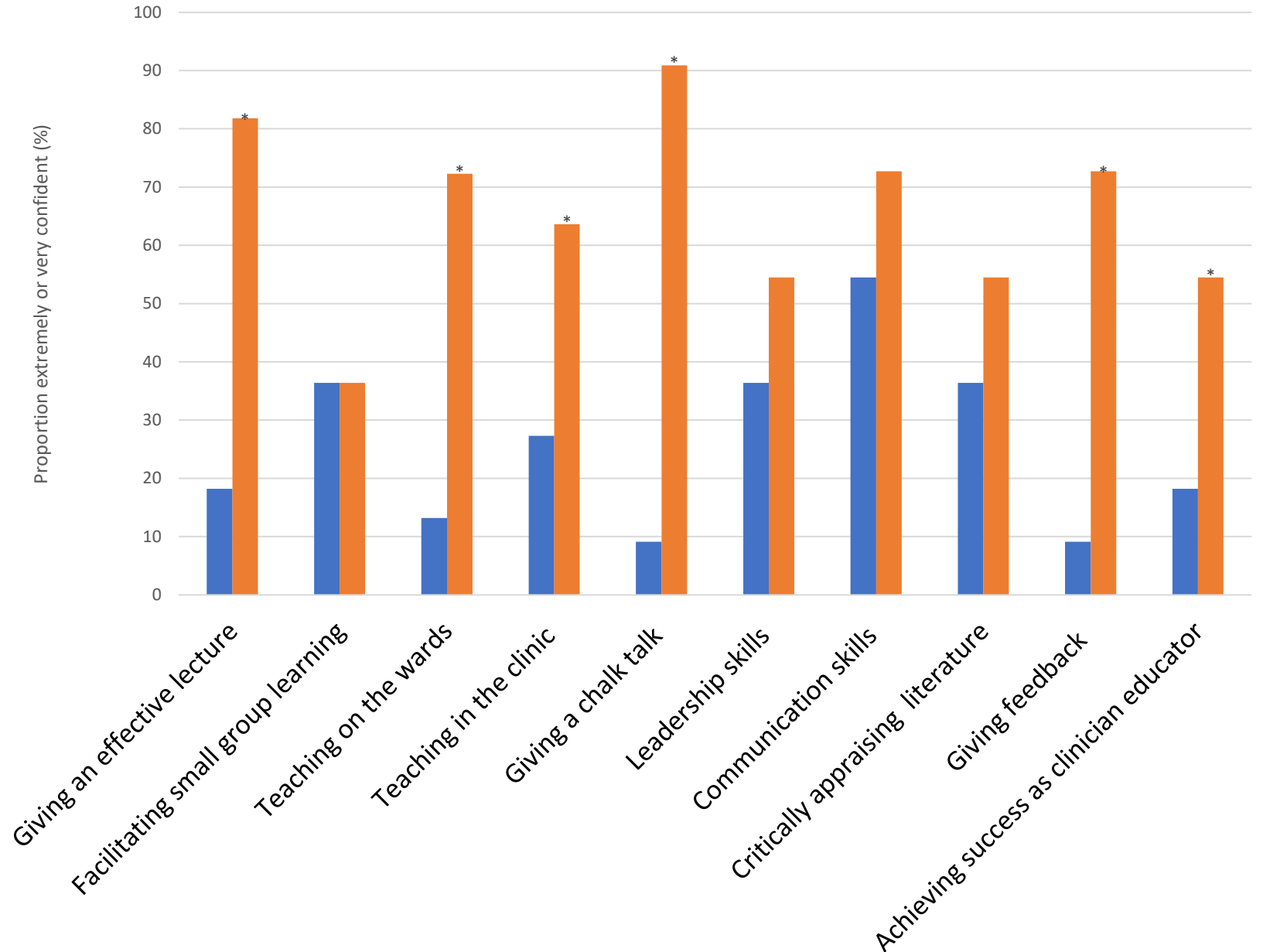
Represented Fellowships

Adult Cardiology	Complex Family Planning
Adult Endocrinology	Geriatrics
Adult Gastroenterology	Neonatology
Adult Hepatology	Neurosurgery
Adult Infectious Diseases	Pediatric Cardiology
Adult Nephrology	Pediatric Emergency Medicine
Adult Pulmonary & Critical Care Medicine	Pediatric Endocrinology
Anesthesiology	Pediatric Hematology & Oncology
Anesthesiology Critical Care & Emergency Medicine	Urology
Childhood Abuse	Wilderness Medicine

Outcomes: 2021 FACE Pilot

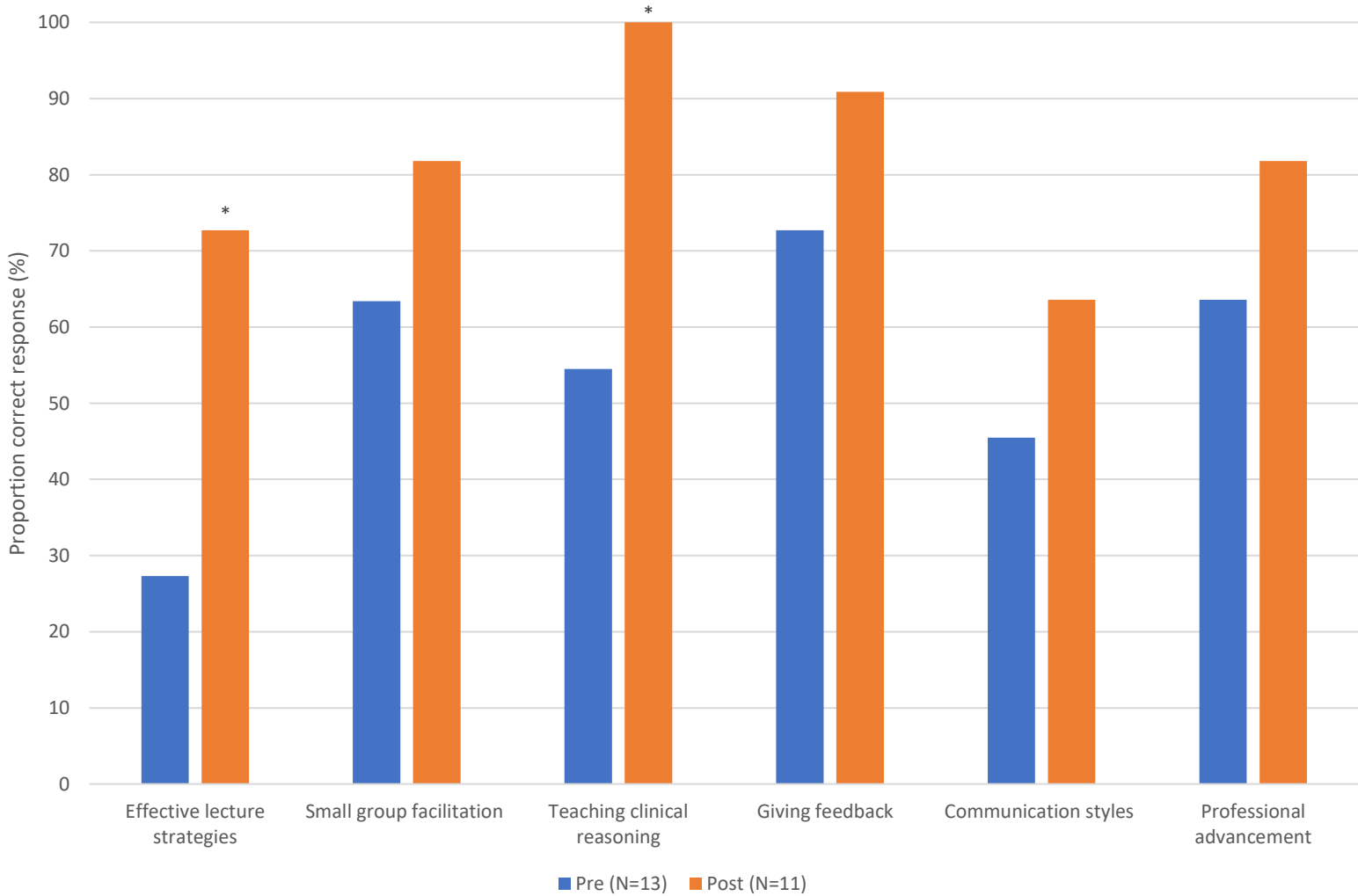
- 9 fellows (vs 35)
 - (3 PCCM, 3 Geri, 6 ID)
- 9 hours of class (vs 12)
- No capstone project / symposium

Confidence in Teaching Skills (Before and After)



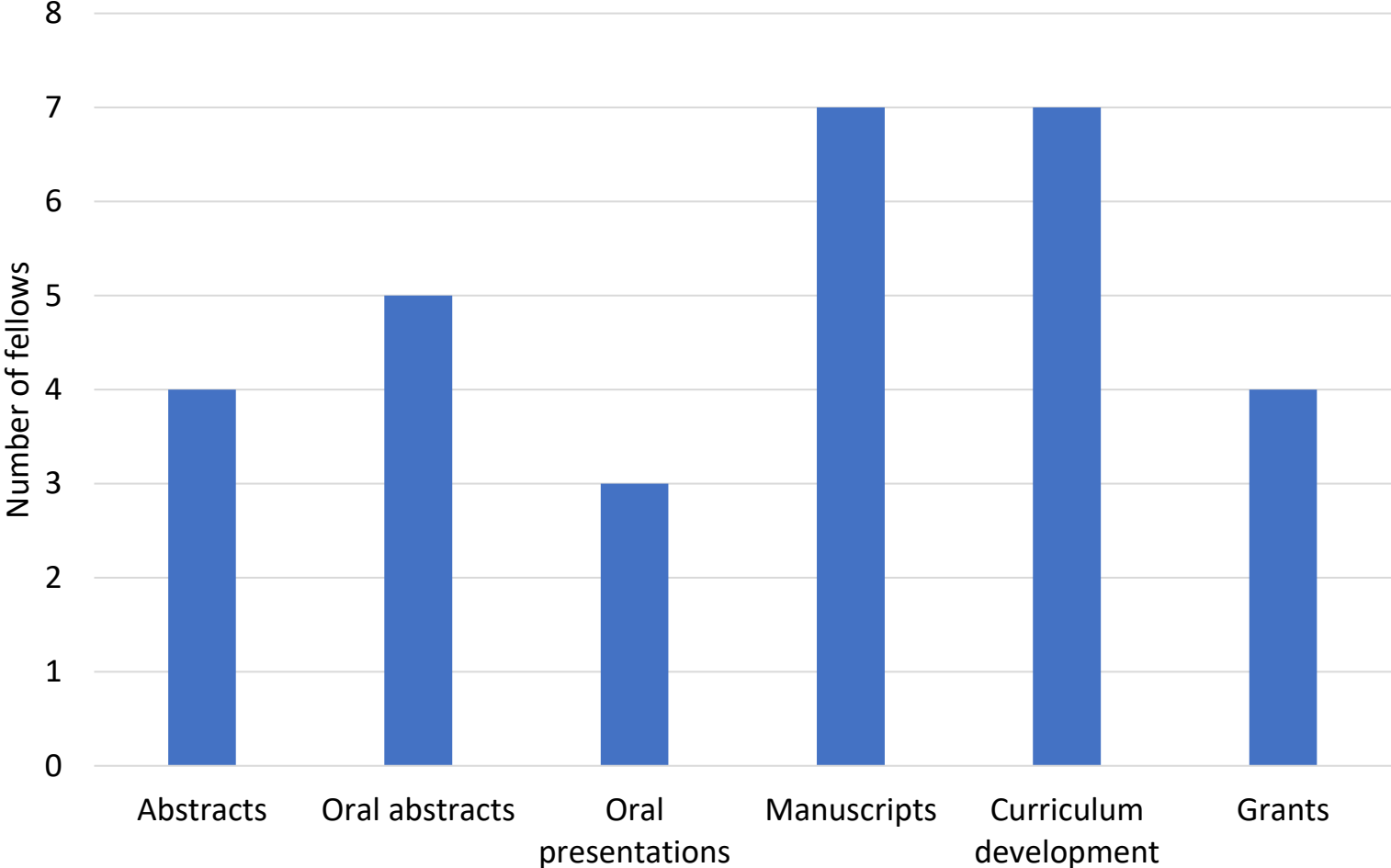
Outcomes: 2021 FACE Pilot

Improvement in Content Knowledge of Clinician Educator Topics



Outcomes: 2021 FACE Pilot

Medical Education Scholarship Productivity by FACE Fellows
within the 1st Year Following Course Completion



Keys to Success

- Conduct a needs assessment
- Don't reinvent the wheel
- Collaborate
- Bring on junior talent
- Just do it

Opportunities for Growth

- Administrative support
- Website
- Funding / protected time
- Sustainability



Fellow as Clinician Educator Track (FACET)

Jennifer Yu

Pediatric Hematology Oncology Fellowship Program Director

Background

- Why form a track?

MEDICAL EDUCATION ONLINE
2021, VOL. 26, 1920084
<https://doi.org/10.1080/10872981.2021.1920084>



OPEN ACCESS Check for updates

Post-residency medical education fellowships: a scoping review

Mariel L. Cataldi^a, Margot Kelly-Hedrick ^b, Julie Nanavati ^c, Margaret S. Chisolm ^d and Walsh Anne L.^e

^aPublic Psychiatry Fellow, Boston Medical Center, Boston, Massachusetts, USA; ^bDuke University School of Medicine, Durham, North Carolina, USA; ^cClinical Informationist, The Welch Medical Library, Johns Hopkins School of Medicine, Baltimore, Maryland, USA; ^dProfessor of Psychiatry and Behavioral Sciences, and of Medicine, Johns Hopkins University School of Medicine, Baltimore, Maryland, USA; ^eAssistant professor, Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine, Baltimore, Maryland, USA



Background

- Why form a track?
 - Increased confidence in core medical education skills
 - Positive impacts on job applications and career development
- Targeted Needs Assessment in UCSD Pediatric Fellows
 - 19 fellows responded that they intend to pursue a career in medical education
 - Fellow as Clinician Educator Track would be a positive addition



FACET: Fellow as Clinician Educator Track



Hands-On Educational Experiences

Shadowing Master Clinicians

Medical Student Teaching: Co-teacher of ESS/PBL

Resident teaching: AM report, Intern BP and Resident School

Didactics: Professors Rounds, Noon Conference



Observed Teaching Sessions



Scholarly
Work with
1:1
Mentorship



Disseminating This Work

Pre- and Post-surveys

- Confidence
- Attitude
- Skills

Feedback forms: baseline versus year-end

- Lectures
- Teaching

Clinician Educator Milestones

Outcomes

- Medical Education Publications
- Pursuit of Career in Medical Education





cggoldberg@health.ucsd.edu

dawooten@ucsd.edu

jyu@rchsd.org

ccannavino@health.ucsd.edu

sthota@health.ucsd.edu

Time	Topic
8:30 - 9:30	Grand Rounds/Keynote Address Master Clinician Program Lecture in Medical Education
9:30 – 9:35	Break
9:35 – 9:45	Introduction to the Symposium
9:45 – 11:15	Panel Discussions – Medical Education Tracks
11:15-11:30	Break
11:30 - 12:30	Virtual Poster Session: Medical Education Research & Curriculum Development

Symposium resources and recordings can be found on the Rady Children's Hospital CME website <https://www.rchsd.org/continuing-medical-education-cme/events/>

QR Code for Overall Evaluation



*Please complete the Overall Evaluation
in order to receive CME credit*

Poster Session

Room A

<https://ucsd.zoom.us/j/92042682117>

Poster Title
Global virtual strabismus surgery teaching for ophthalmology residents during Covid-19
Exploring the Effects of Sense of Belonging on Professional Identity Formation in Preclerkship Medical Students
UCSD Pediatric Resident Neonatal Intubation Attempts are Declining over a 15 Year Period
Contributors and Detractors to Senior Medical Students' Sense of Belonging on Clinical Rotations
PREPPED: Plastic Surgery Research, Education, and Preparation Promoting Equity and Diversity
"Zoom"ing to the Kitchen: A Novel Approach to Virtual Nutrition Education for Medical Trainees
Training the Neurology Resident in End of Life Care

Room B

<https://uhealth.zoom.us/j/87551354095>

Poster Title
Beyond Terminology: Training Pediatric Residents to Respond to Racist Microaggressions Through Simulation
Use of a Summer Prematriculation Course to Catalyze Curricular Innovation in Medical and Pharmacy Education
Implementing Virtual High School Sports Medicine Curriculum: Increasing Access to STEM Experiences for Underrepresented Minorities
The Conference Competition: Keeping Residency Conference Engaging with Friendly Competition
Can Meditation Help Students Maintain Empathy During Cadaveric Dissection?
Implementing Equity Focused Health Systems Science Learning into Medical Education Using a Novel Learning Framework
Full Spectrum Dermatology: Enhancing Trainee Comfort in Discussing Skin Health and Disease with Patients

QR Code for
Overall
Evaluation



Pre-Recorded Poster Presentations

Additional Pre-Recorded Poster Presentations can be found on the Rady Children's Hospital CME website

<https://www.rchsd.org/continuing-medical-education-cme/events/>

Poster Title	Presenter
Role of Social Media on Preclerkship Medical Student Sense of Belonging and Professional Identity Formation	Kanchi Mehta Medical Student
Sense of Belonging Effects on Self-Rated Empathy and Compassion Towards Self and Others in Preclerkship Medical Students	Kanchi Mehta Medical Student
Exploring Sense of Belonging in Professional Identity Formation	Helen Wang, MD Assistant Clinical Professor, Department of Pediatrics
Sense of Belonging in Senior Medical Students and Effects on Learning	Helen Wang, MD Assistant Clinical Professor, Department of Pediatrics
Evaluation of a hemophilia gene therapy shared decision-making tool for clinicians	Courtney Thornburg, MD Professor, Department of Pediatrics
The FM Tune Up Project: A Collaborative Family Medicine Departmental Update on Primary Care Screening Guidelines	Allison Lynch, MD Associate Clinical Professor, Department of Family Medicine
Health Equity Focus: Clinical and Mentoring Skills Development for Future Physicians Through a Diversity and Inclusion Mentoring Program (DIMP)	Bruke Tedla, MD Fellow, Pediatric Cardiology
Ophthalmology delivered didactic to increase emergency medicine trainee confidence diagnosing and managing ophthalmic emergencies	Liane Dallalzadeh, MD Pediatric Ophthalmology and Strabismus fellow, UCLA Stein Eye Institute Former Academic Chief Resident, UCSD Shiley Eye Institute

Poster Session

Room A

<https://ucsd.zoom.us/j/92042682117>

Poster Title
Global virtual strabismus surgery teaching for ophthalmology residents during Covid-19
Exploring the Effects of Sense of Belonging on Professional Identity Formation in Preclerkship Medical Students
UCSD Pediatric Resident Neonatal Intubation Attempts are Declining over a 15 Year Period
Contributors and Detractors to Senior Medical Students' Sense of Belonging on Clinical Rotations
PREPPED: Plastic Surgery Research, Education, and Preparation Promoting Equity and Diversity
"Zoom"ing to the Kitchen: A Novel Approach to Virtual Nutrition Education for Medical Trainees
Training the Neurology Resident in End of Life Care

Room B

<https://uhealth.zoom.us/j/87551354095>

Poster Title
Beyond Terminology: Training Pediatric Residents to Respond to Racist Microaggressions Through Simulation
Use of a Summer Prematriculation Course to Catalyze Curricular Innovation in Medical and Pharmacy Education
Implementing Virtual High School Sports Medicine Curriculum: Increasing Access to STEM Experiences for Underrepresented Minorities
The Conference Competition: Keeping Residency Conference Engaging with Friendly Competition
Can Meditation Help Students Maintain Empathy During Cadaveric Dissection?
Implementing Equity Focused Health Systems Science Learning into Medical Education Using a Novel Learning Framework
Full Spectrum Dermatology: Enhancing Trainee Comfort in Discussing Skin Health and Disease with Patients

QR Code for
Overall
Evaluation

