

5th Annual Symposium for Innovation in Medical Education

Hosted by:

UC San Diego Department of Pediatrics

UC San Diego Sanford Institute for Empathy and Compassion, Center for Mentorship in Medicine

Rady Children's Health, Continuing Medical Education



Symposium for Innovation in Medical Education

Time	Topic
8:30 - 9:30	Grand Rounds/Keynote Address Mentor Clinician Program Lecture in Medical Education
9:30 – 9:35	Break
9:35 – 9:45	Introduction to the Symposium
9:45 – 10:45	Panel Discussions – Curriculum Development in Medical Education
10:45-11:00	Break
11:00 - 12:30	Poster Session: Medical Education Research & Curriculum Development
1:30 – 4:30	Medical Education Workshops

CME Claim Credit Instructions

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- Sign in with UCSD credentials
- For Grand Rounds CME:
 - Enter Activity ID: **19198**
- For SIME CME:
 - Enter Activity ID: **21098**



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RCHSD Pediatric Grand Rounds

**RCHSD Pediatric Grand Rounds - 5/15/2026
Rady Children's Hospital
May 15, 2026 – 8:30 AM**

Learning Objectives

Upon completion of this session, learners should be able to:

- 1 Describe recent advances in pediatric care and their implications for clinical practice through interactive case discussions and expert panel reviews.
- 2 Apply evidence-based guidelines and best practices in the diagnosis and treatment of pediatric patients, enhancing clinical skills and decision-making.
- 3 Integrate knowledge from the latest pediatric research and guidelines into daily clinical practice to improve patient outcomes.
- 4 Apply effective communication skills with patients, families and professional associates.

Target Audience

Specialties – Anesthesiology, Cardiovascular Medicine, Critical Care, Dermatology, Emergency Medicine, Family Medicine-Family Practice, Gastroenterology/Hepatology, Geriatric Medicine, Internal Medicine, Pediatrics
 Professions – Physician, Non-Physician, Administrator, Advanced Practice Nurse, Attorney, Audiologist, Behavioral Therapist, Dentist, Dietitian/Nutritionist, Fellow/Resident, Genetic Counselor, Medical Assistant, Medical Student, Nurse Assistant, Nurse, Nursing Home Administrator, Occupational Therapist, Pharmacist, Physical Therapist, Physician Assistant, Psychologist, Quality Improvement Professional, Respiratory Therapist, Scientist / Researcher, Social Worker, Speech Language Therapist, Cardiologists, Educators

Accreditation

The University of California San Diego School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The University of California San Diego School of Medicine designates this live activity for a maximum of 1.00 AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Physician Assistants: AAPA accepts certificates of participation for educational activities certified for AMA PRA Category 1 Credit™ from organizations accredited by ACCME or a recognized state medical society.

Nurses: For the purpose of recertification, the American Nurses Credentialing Center accepts AMA PRA Category 1 Credits™ issued by organizations accredited by the ACCME. For relicensure, the California Board of Registered Nursing accepts AMA PRA Category 1 Credits™.

Successful completion of this CME activity, which includes participation in the evaluation component, enables the learner to earn credit toward the CME requirement of the American Board of Surgery's Continuous Certification program. It is the CME activity provider's responsibility to submit learner completion information to ACCME for the purpose of granting ABS credit.

Disclosure Statement

All relevant financial relationships and the nature of those relationships are noted below. All relevant financial relationships have been mitigated.

Name of individual	Individual's role in activity	Nature of Relationship(s) / Name of Ineligible Company(s)
E. Joan Diccianni, MHA	Activity Coordinator	Nothing to disclose - 10/17/2025
Rocio N Duenas, MA, AMFT, PCC	Activity Coordinator	Nothing to disclose - 02/18/2026
Heather M French, MD, Professor of Pediatrics	Faculty	Nothing to disclose - 03/02/2026
Harold Hoffman, MD, Pediatric Allergy Immunology	Course Director	Consulting Fee-Novartis Corporation Pharmaceuticals (Relationship has ended) Consulting Fee-Sobi Consulting Fee-Ventyx (Relationship has ended) Consulting Fee-Aclaris (Relationship has ended) Grant or research support-Takeda Pharmaceuticals (Any division) (Relationship has ended) Grant or research support-zomagen (Relationship has ended) Grant or research support-zydus (Relationship has ended) Advisor-paratus Advisor-Inapill Honoraria-Kinkisa - 03/03/2026
Jeannie Huang, MD, MPH	Planning Committee Member	Grant or research support-AbbVie (Any division) Grant or research support-Ferring Grant or research support-Janssen (Any division) Grant or research support-Gilead Sciences, Inc. (Relationship has ended) Grant or research support-Takeda Pharmaceuticals (Any division) - 08/28/2025
Elizabeth Ingulli, MD	Planning Committee Member	Nothing to disclose - 02/23/2026
Denisse Larro, Other	Activity Coordinator	Nothing to disclose - 09/04/2025
Maria Perez-Gonzalez	Activity Coordinator	Nothing to disclose - 02/17/2026
Cara Randolph, M.Ed.	Activity Coordinator	Nothing to disclose - 02/26/2026

Acknowledgment of Commercial Support

This session has received no commercial support.

Accreditation
 Required Information
 Regularly Scheduled Series
 (RSS)



UCSD Department of Pediatrics Grand Rounds
5th Annual Mentor Clinician Program Lecture in Medical Education

***“THINK BIG, TEACH BIGGER: INSIGHTS FROM
TRANSFORMING CURRICULUM ON A NATIONAL STAGE”***

Heather French, MD, MS, ED

Professor of Clinical Pediatrics

Program Director, Neonatal-Perinatal Medicine Fellowship

Perelman School of Medicine at the University of
Pennsylvania

The Children's Hospital of Philadelphia



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Curriculum Development in Medical Education

Panelists



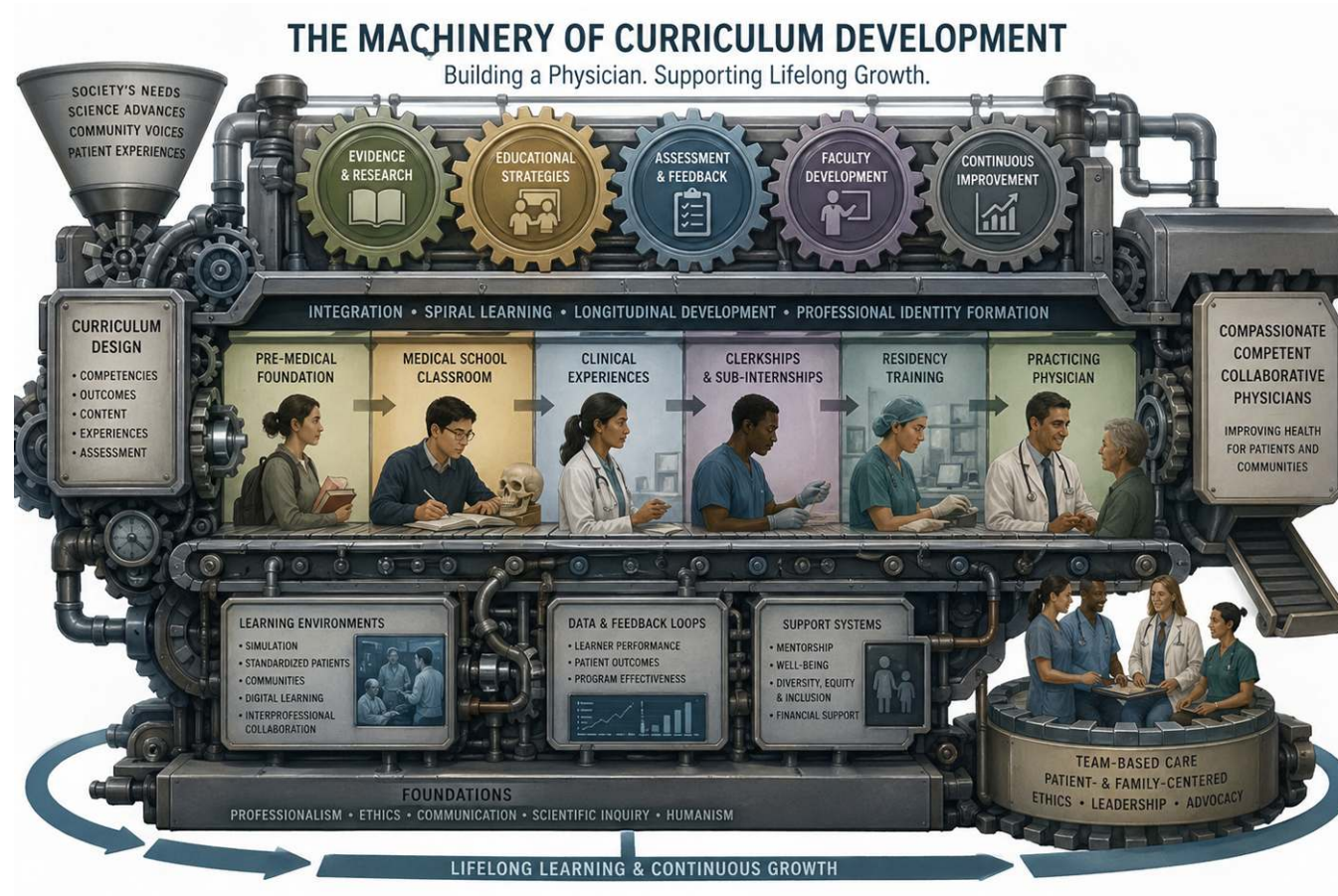
Yash Joshi, MD, PhD, MBE	Audra Meadows, MD, MPH, FACOG	Julia Cormano, MD, FACOG	Chris Cannavino, MD	Tyler Woodell, MD	Heather French, MD, MS, ED
Assistant Professor in Residence Dept of Psychiatry	UME Co-Director for Health Equity and Systems Science Professor and Vice Chair for Culture and Justice Dept of OB/GYN & Reproductive Sciences Adjunct Professor, Herbert Wertheim School of Public Health and Human Longevity Science	Assistant Dean for Clinical Curriculum Associate Professor of OB/GYN and Reproductive Sciences	Director, Pediatric Medical Student Education APD Residency APD Infectious Diseases Fellowship Sanford Institute for Empathy and Compassion Director, Master Clinician Program Director, Center for Mentorship in Medicine Professor of Clinical Pediatrics	APD, Nephrology Fellowship APD, Internal Medicine Residency Associate Clinical Professor, Division of Nephrology-Hypertension	Program Director, Neonatal-Perinatal Medicine Fellowship Professor of Clinical Pediatrics Perelman School of Medicine at the University of Pennsylvania The Children's Hospital of Philadelphia

Julia Cormano, MD, FACOG

ASSISTANT DEAN FOR CLINICAL CURRICULUM

ASSOCIATE PROFESSOR OF OB/GYN AND REPRODUCTIVE SCIENCES

Curriculum Development



Competency Based Medical Education

AAMC/AACOM/ACGME Framework

Medical Knowledge

Patient Care and Procedural Skills

Interpersonal and Communication Skills

Practice-Based Learning and Improvement

Systems-Based Practice

Professionalism

Competency Based Medical Education

UC San Diego SOM Institutional Core Competencies

Medical Knowledge & Scholarship

Compassionate Patient Care

Communication and Interpersonal Skills

Practice-Based Learning and Improvement

Health System Science Informed Practice

Professionalism

Health Equity

Wellness



Medical
Knowledge &
Scholarship

Communication and
Interpersonal
Skills

Professionalism

Practice-Based
Learning and
Improvement

Health Equity

Compassionate
Patient Care

Health System
Science Informed
Practice

Wellness



(2) Compassionate Patient Care

Our graduates gather histories, perform examinations, and engage in clinical reasoning, providing compassionate and holistic care informed by each patient's values, needs and goals.

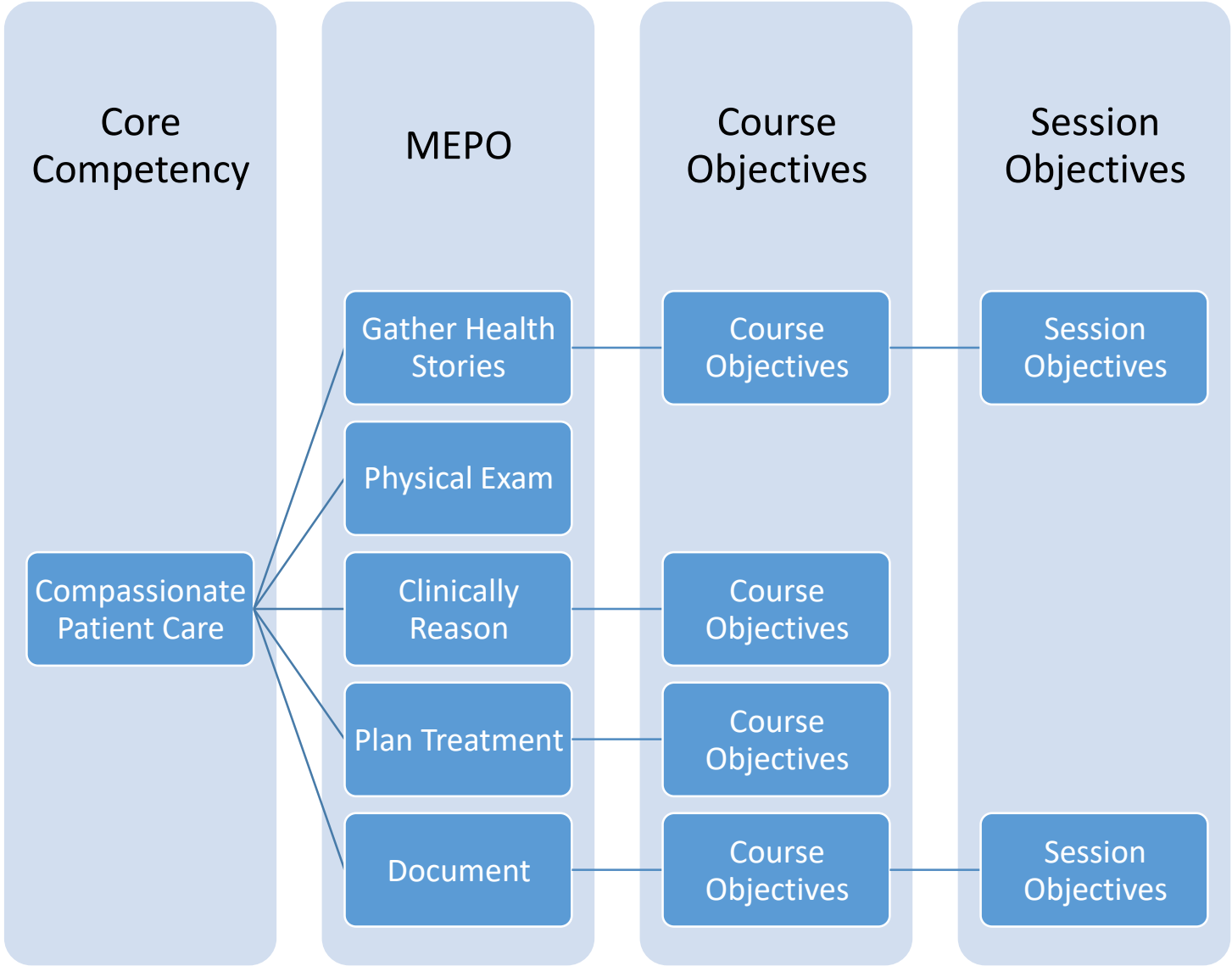
(2.1) **Gather Health Stories** - Engage compassionately with patients and family members to elicit comprehensive histories sensitive to patient identity, stage of life, and psychosocial background.

(2.2) **Examine** - Perform both complete and focused examinations which respect patient comfort and are informed by clinical presentation and acuity.

(2.3) **Clinically Reason** - Interpret clinical, laboratory, and imaging information in the context of the patient's lived experience to formulate an accurate differential diagnosis.

(2.4) **Plan Treatment** - Formulate a comprehensive treatment plan, addressing acute and chronic illness management, preventative health and wellness, while applying evidence-based, safe, and compassionate care in a timely, efficient, equitable, cost-conscious manner, in a collaborative, patient-centered fashion.

(2.5) **Document** - Author patient-centered medical notes which accurately convey patient narratives, exam findings, and clinical reasoning.



Yash Joshi, MD

ASSISTANT PROFESSOR IN RESIDENCE

DEPARTMENT OF PSYCHIATRY

Pre-clinical curriculum changes: Breaking up is hard to do

Yash Joshi, MD, PhD, MBE

Mind, Brain & Behavior II Co-Director

Psychiatry Clerkship Director

Psychiatry Inpatient Sub-internship Director

Associate Residency Training Director

Assistant Professor in Residence

Department of Psychiatry

A tale of two courses

Clinical Foundations

Mind, Brain & Behavior

Clinical Foundations

Problem Based Learning (PBL)

Practice of Medicine (POM)

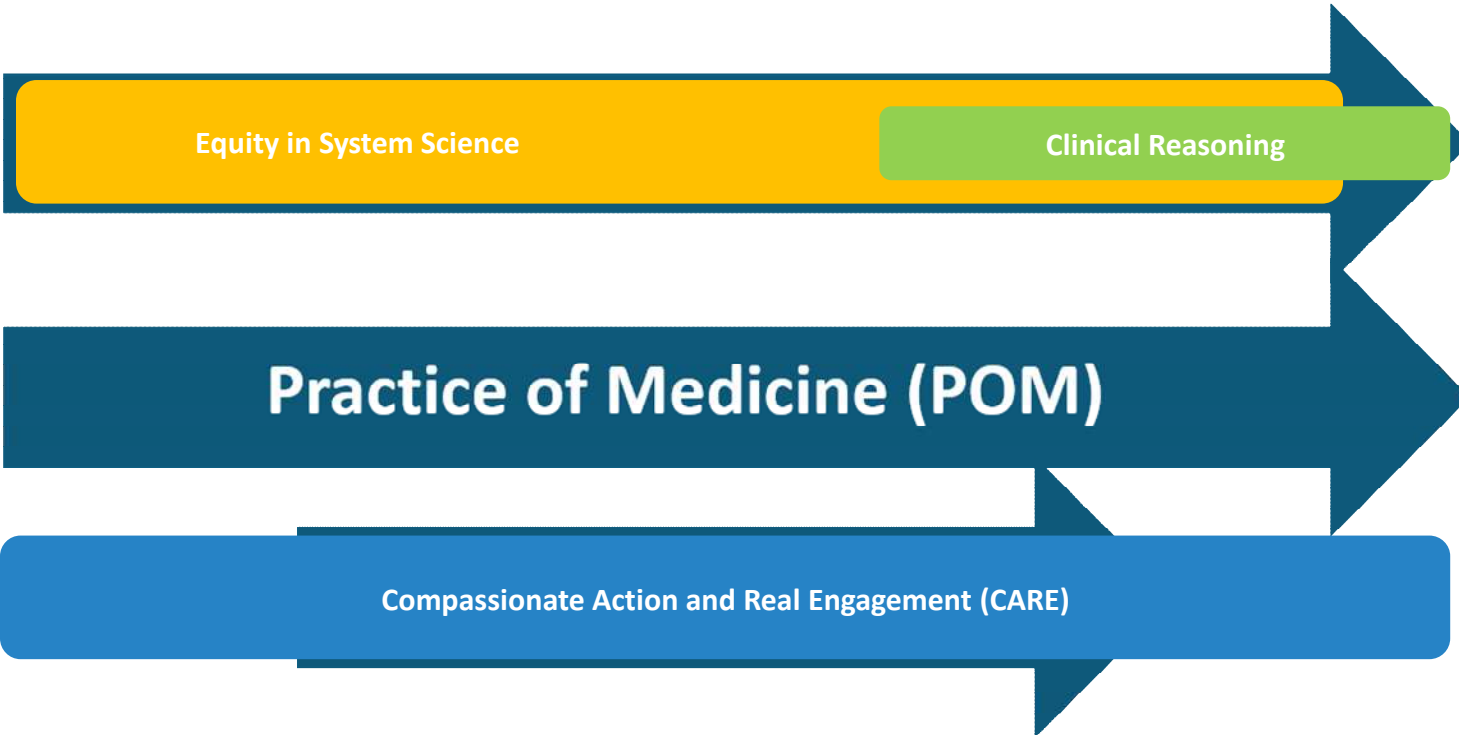
Advanced Clinical Apprenticeship (ACA)

Fall 1	Winter 1	Spring 1	Fall 2	Winter 2
Year 1			Year 2	

Patient Care & Clinical Practice Skills

- History-taking, communication
- Physical exam
- Clinical reasoning
- Professionalism
- Medical ethics
- Systems-based practice
- Bio-Psychosocial-Spiritual Issues
- Health Equity Issues

Clinical Foundations



Fall 1	Winter 1	Spring 1	Fall 2	Winter 2
Year 1			Year 2	

Patient Care & Clinical Practice Skills

- History-taking, communication
- Physical exam
- Clinical reasoning
- Professionalism
- Medical ethics
- Systems-based practice
- Bio-Psychosocial-Spiritual Issues
- Health Equity Issues

Mind, Brain & Behavior II

- 2nd year course focusing on neurology, psychiatry, ophthalmology, otolaryngology topics
- Pre-COAST
 - ~6 weeks, ~35-40 in-person lectures
 - 12-14 neurology, ophthalmology, otolaryngology small group sessions, in person
 - 10-12 psychiatry small group sessions, in person (with real-life patient interviews)
- COAST
 - ~3.5 weeks
 - All lectures now virtual, pre-recorded, ~20 hours
 - ~4 neurology in-person sessions, 3 in person psychiatry sessions
- **Same net amount of information for learners, possibly more!**
- **Importantly: no changes in what USMLE Step 1 requires students to know**

Summary/Implications for curriculum development

- Curriculum revision and reevaluation happens... (change is hard!)
- Must be objective-driven, mission-focused
- Balances needs of end-users with available system resources and strategic vision
- Requires conscientious stewardship to maintain and optimize outcomes

Audra Meadows, MD

UME CO-DIRECTOR FOR HEALTH EQUITY AND SYSTEMS SCIENCE

PROFESSOR AND VICE CHAIR FOR CULTURE AND JUSTICE

DEPT OF OB/GYN & REPRODUCTIVE SCIENCES

*ADJUNCT PROFESSOR, HERBERT WERTHEIM SCHOOL OF PUBLIC HEALTH AND
HUMAN LONGEVITY SCIENCE*

S I M E 2 0 2 6 · M E D I C A L E D U C A T I O N P A N E L

P R E C L I N I C A L M E D I C A L E D U C A T I O N

Equity in Systems Science

Audra R. Meadows, MD, MPH, FACOG

Co-Course Director, Equity in Systems Science

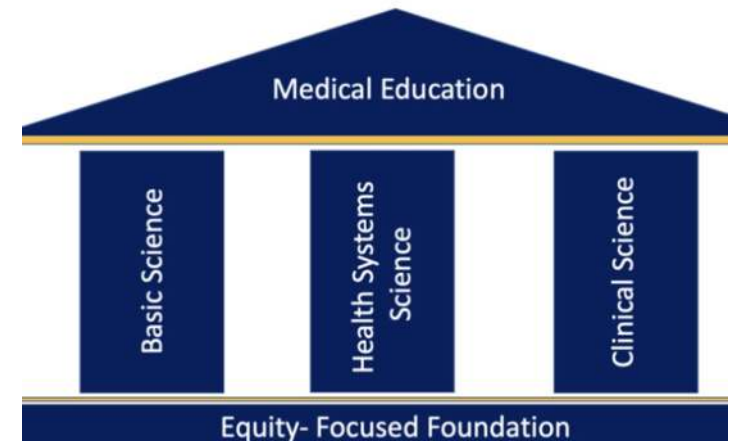
Professor and Vice Chair, Culture and Justice

Department of Obstetrics, Gynecology, and Reproductive Sciences

University of California, San Diego School of Medicine

Equity in Systems Science (ESS)

Design principles of ESS



Longitudinal Learning

Systems thinking and equity develop through repeated, facilitated case-based learning across time

Systems Context

Clinical care is explored within the broader systems, teams, organizations, and environments that shape outcomes

Equity-Informed Practice

Equity is integrated into discussions of healthcare delivery, policy, patient experience, and systems improvement

Professional Formation

ESS emphasizes reflective learning, teamwork, communication, and professional growth and identity development

The Pillars of Health Systems Science

Nine domains that shape how physicians understand healthcare delivery and outcomes

Structure & Teams

01

Teamwork, leadership, collaboration

Systems Thinking

02

Tools for analyzing complex systems

Informatics & Technology

03

EHR, telehealth, evidence-based practice

Quality & Safety

04

QI methods, patient safety, improvement

Value & Economics

05

High-value care, payment, resources

Policy & Advocacy

06

Regulation, advocacy, access

Social Determinants

07

Non-medical factors shaping health

Public & Population Health

08

Community and population-level health

Ethical Principles

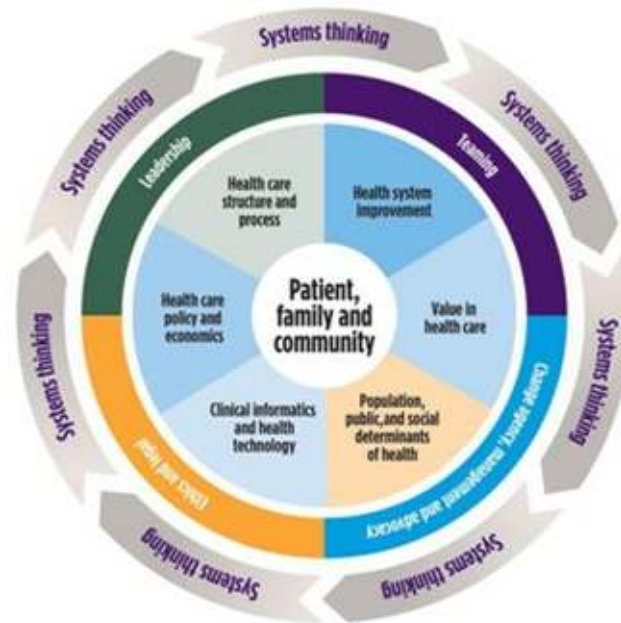
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Beneficence, justice, autonomy

The Frameworks of Equity in Systems Science



Quintuple Aim



AMA HSS Framework



Socioecological Model

What Students Carry Forward

Skills and perspectives that extend into clinical training and practice



SYSTEMS SKILLS

Stronger systems thinking and systems analysis skills



EQUITY-INFORMED PRACTICE

Understanding how systems shape equity, access, and patient experience



IMPROVEMENT MINDSET

Understanding of QI and healthcare delivery frameworks



TEAM-BASED PRACTICE

Experience working through complex team-based discussions and systems challenges



PROFESSIONAL IDENTITY

Reflective approaches to teamwork, patient experience, and physician practice

A Case of Maternal Mortality through a Systems Lens

Julia Cormano Chris Cannavino

CLINICAL CURRICULUM REVISION AT UCSD SCHOOL OF MEDICINE

COAST: Clinical Curriculum Design



- **Approach**
- **Goals and Considerations**
- **Pitfalls**
- **Longitudinal curriculum**
- **Future directions**

Approach

Associate Dean of UGME convened MS3 Workgroup for COAST re-design

- **Input from key stakeholders including students, course directors, faculty, and UGME staff**
- **Core clerkship timing and structure to allow for electives during MS3 year**
- **Consideration of LCME standards relevant to clinical**
 - Required clinical experiences
 - Elective opportunities
 - Narrative assessment
 - Mid-clerkship feedback and formative feedback
 - Grading and assessment



Photo by Erik Jepsen/UC San Diego Publications

Goals and Considerations

- **Strong student desire for elective time in the MS3 year**
- **Modular schedule allowing for increased flexibility**
- **Creation of Family Medicine clerkship as foundational core experience**
- **Student desire for curricular incorporation of specialty advising**
- **Development of longitudinal curriculum**
- **Normative vs Criterion based grading**

MS3 COAST Curriculum



Core Courses *(H/NH/P/F-Narrative Comments)*

Internal Medicine (9 weeks)

Surgery (6 weeks)

Pediatrics (6 weeks)

Obstetrics/Gynecology (6 weeks)

Psychiatry (6 weeks)

Neurology (3 weeks)

Family Medicine (3 weeks)

MC-LC (P/F, longitudinal clerkship)

Selectives *(P/F)*

Selective 1 (3 weeks)

Selective 2 (3 weeks)

Selective 3 (3 weeks)



Mentor Clinician Longitudinal Clerkship

MC-LC runs across the MS3 year (one afternoon per 3-week block)

4 Threads (~quarterly):

- **Clinical skills:**
 - Clinical skills relevant to core clerkships in small interactive sessions
- **Advising:**
 - Structured guidance for MS3 year, specialty selection, and preparing for MS4 year/residency applications
- **Clinical Practice:**
 - Topics important to the practice of medicine (not specialty-specific)
- **Art of Medicine:**
 - Wellness topics, Medical Student Accessible Peer Support programming



Possible Future Directions



- **Improving opportunities for structured formative feedback**
- **Evaluation platform with real-time accessibility**
- **Meaningful incorporation of SOM Concentrations**
- **Evolution of use of AI in clinical medicine**

Tyler Woodell, MD

APD, NEPHROLOGY FELLOWSHIP

APD, INTERNAL MEDICINE RESIDENCY

ASSOCIATE CLINICAL PROFESSOR, DIVISION OF NEPHROLOGY-HYPERTENSION

GME

- Curriculum Development
- Lessons Learned

Organized by subspecialty

IM Wednesday School Table of Contents:

July - Cardiology

August - Pulmonary & Critical Care

September - Rheumatology & Musculoskeletal Medicine

October - Neurology & Emergency Medicine

November - Geriatrics & Women's Health

December - General Internal Medicine & Hospital Medicine

January - Allergy/Immunology & Dermatology

February - Endocrinology

March - Hematology & Oncology

April - Gastroenterology & Hepatology

May - Nephrology

June - Infectious Diseases & Global Health

	8-9AM	9-10AM	10-11AM	11AM-12PM
4/29/2026	AHEAD Equity in QI Projects Lecturer: DJ Gaines Location: VA 3004	RACE 4 ALL Lecturer: Brian Kwan (ED) Location: VA 3004	Department of Medicine Research Day Location: MET	
5/6/2026	Core Content: CKD Lecturer: Tyler Woodell Location: VA 3004	Core Content: Pregnancy & kidney disease Lecturer: Amber Sanchez Location: VA 3004	Core Content: BIM x Healthcare policy Lecturer: Richard Kronick Location: VA 3004	EQIPS: Drs. Beebout, Benson, Sheline
5/13/2026	Core Content: AI Nabla Lecturer: Marlene Millen Location: VA 3004	Core Content: Acid Base Lecturer: Tyler Woodell Location: MYSTERY		Core Content: HypoNa & Electrolytes Lecturer: Joe Abdelmalek Location: VA 3004
5/20/2026	Core Content: Nephritic Syndrome Lecturer: Mimi Yao Location: VA 3004	Core Content: Nephrotic Syndrome Lecturer: Luke Webster Location: VA 3004	Core Content: Secondary Hypertension Lecturer: Alex Bullen Location: VA 3004	EQIPS: Drs. Stephens, Thanh, Medina, Reddy

Content developers:

- Chief medical resident
- Associate program director
- Division content expert

How content is selected

- In-training exam performance
- Medical Knowledge Self-Assessment Program (MKSAP)
 - Time allotted during protected time proportionate to MKSAP representation

- Real-time feedback

I found the Pregnancy and kidney disease session with Dr. Amber Sanchez helpful



Please provide feedback on the pregnancy and kidney disease session

Your answer

Longitudinal threads – POCUS & EQIPS



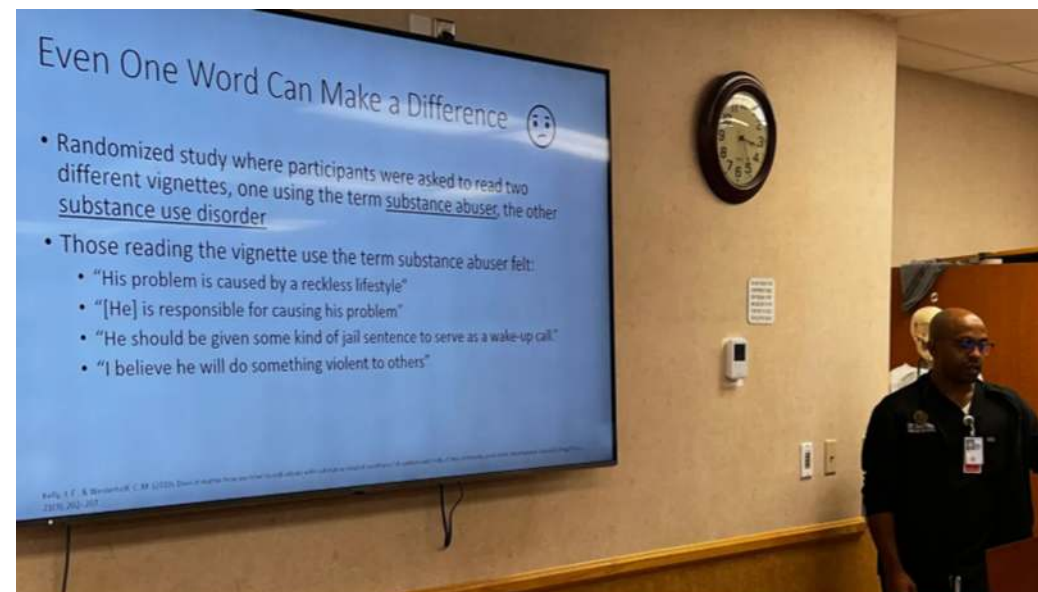
Residency Year	Fall Sessions	Winter Sessions	Spring Sessions
PGY1	Vascular Access (Central Line, Arterial Line) and Paracentesis	Cardiology (CHF, Pulmonary HTN)	Pulmonary (Pleural effusion, Thoracentesis)
PGY2 & PGY3	Abdominal POCUS (FAST, paracentesis), US Approach to Shock (CHF, pulmonary HTN)	Vascular POCUS (DVT, AAA)	Lumbar Puncture, Arthrocentesis, OSCE

Longitudinal threads



RACE4ALL

- How to lead a debrief
- Giving an oral presentation
- Precepting in clinic
- Preparing a chalk talk



AHEAD

- Food insecurity
- Environmental health
- Equity in QI projects
- Medical calculators

Lessons Learned

- Priming the speaker

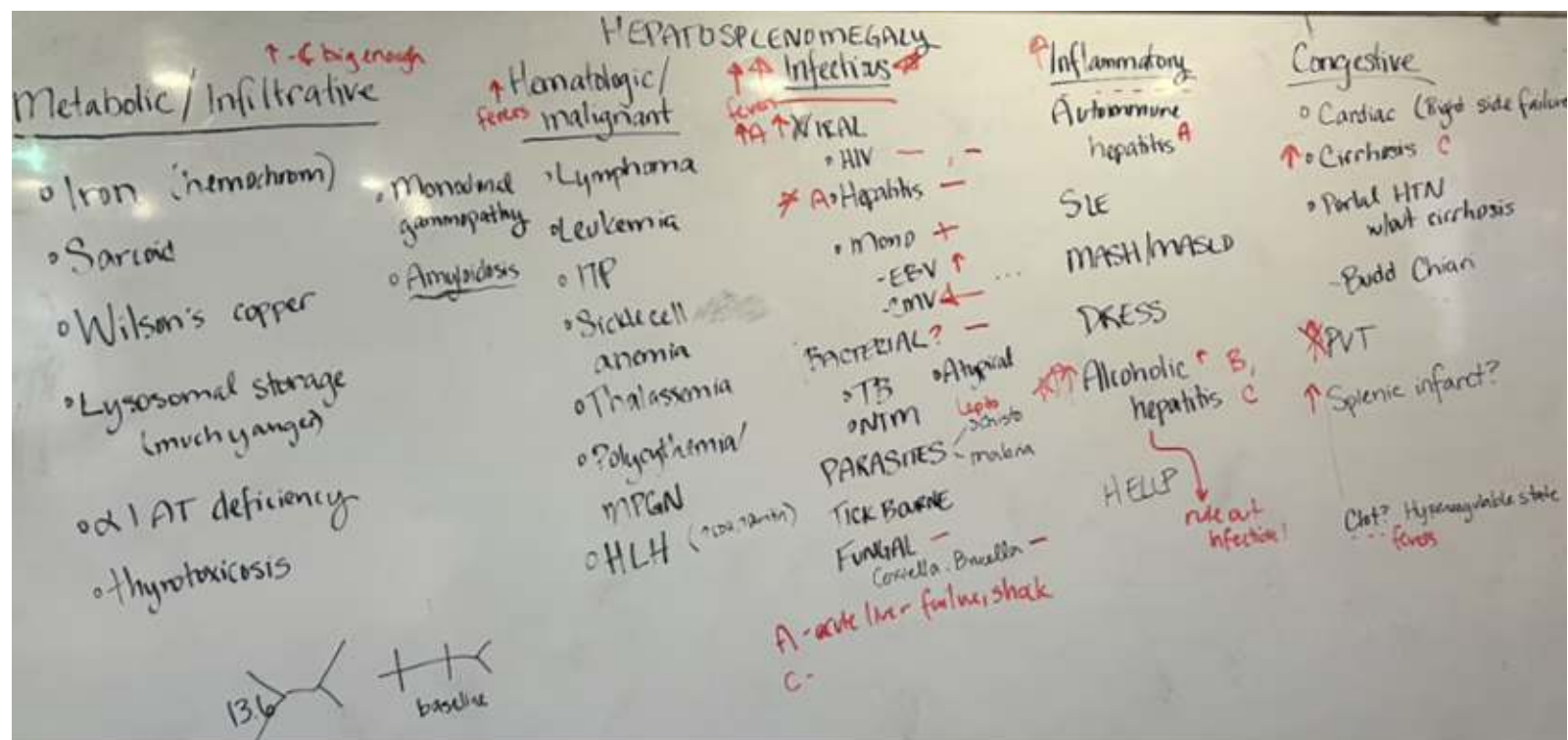
I hope that you are doing well!

I am planning our May resident didactic sessions (Wednesday School), which will focus on nephrology. I was hoping that you could teach our **primary hypertension** session! If it is helpful, I am happy to share ITE topics and MKSAP questions on this topic that can be incorporated into your lecture to aid in resident board preparation.

The session would be **one hour** on Wednesday May 6 between 8-10 AM or Wednesday May 20 between 8-11 AM at the San Diego VA. Please let me know if you are interested and available and sign up on this sheet [📄 Renal IM Didactics Sign Up 2026.xlsx](#) which reflects current time slot availability!

Lessons Learned

- Separating objectives from other conferences (eg noon teaching)



Lessons Learned

- Scheduling logistics
 - Specialty blocks scheduled *away* from society conferences
 - Advance planning: three months *at least!*

Lessons Learned

- Pitfalls
 - Inability to ensure all residents exposed to all curricular content
 - Partially addressed through blog
 - More content than can possibly be covered during protected time!
 - Iterative process
 - Identify alternative venues where appropriate

Lessons Learned

- Adapt, adapt, adapt...
 - Resident feedback
 - Change in when curriculum is delivered
 - X+Y Scheduling
 - Change in how curriculum is delivered
 - Identify important emerging content
 - Artificial intelligence





- Yash Joshi (yajoshi@health.ucsd.edu)
- Audra Meadows (a2meadows@health.ucsd.edu)
- Julia Cormano (jcormano@health.ucsd.edu)
- Tyler Woodell (twoodell@health.ucsd.edu)
- Chris Cannavino (ccannavino@health.ucsd.edu)

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Symposium for Innovation in Medical Education

Time	Topic	Location
11:00 - 12:30	Poster Session: Medical Education Research, Curriculum Development/Innovation, Works-in-Progress	EOB 1800 Rooms
12:30 – 1:30	Lunch	EOB 1900A
1:30 – 4:30	Medical Education Workshops	EOB Rooms