

**Center for Medical Education
Medical Education Day at Yale
Thursday, June 6, 2024**

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| 11:30am - 1:30pm | <p>Lunch Pickup <i>The Anlyan Center (TAC), 330 Cedar Street, 1st Floor, Lobby</i></p> <p>Lunch selections are available for attendees to bring to the Keynote or Block 1 Sessions</p> | |
| 12:00 - 12:10pm | <p>Welcome and Introductions <i>TAC Auditorium</i></p> | Nancy Brown, MD Janet Hafler, EdD |
| 12:10 - 1:10pm | <p>Keynote Presentation Education Leadership: Milestones to Success <i>TAC Auditorium</i></p> <p><i>Alison Whelan, MD; Chief Academic Officer, Association of American Medical Colleges (AAMC)</i></p> | |
| 1:10 - 1:30pm | Break & Travel Time to Attend Workshops and Oral Presentations | |
| 1:30 - 2:45pm Block 1 Workshop & Oral Presentations | <p>Practical Strategies for Incorporating Anti-Racism into Your Educational Practice <i>SHM 115</i></p> <p><i>Benjamin Mba, MBBS; Professor of Medicine; Vice Chair of Diversity, Equity and Inclusion (DEI), Department of Internal Medicine; and Director of DEI for Graduate Medical Education</i></p> <p><i>Beverley Sheares, MD, MS; Associate Professor of Pediatrics (Pulmonology); Health Equity Thread Leader</i></p> | Host: John Encandela, PhD |
| | <p>Oral Presentations (<i>includes all 3</i>) <i>Hope 216</i></p> <p>Leveraging Large Language Models to Supplement Medical Students' Clinical Entrustment <i>Anne Elizabeth Sidamon-Eristoff; MD-PhD Candidate, YSM Class of 2030</i> <i>Conrad Safranek; MD Candidate, YSM Class of 2026</i></p> <p>Evaluation of a Curriculum on Advanced Hypertension Topics for Internal Medicine Residents at Yale New Haven Hospital: Final Results <i>Benjamin D. Gallagher, MD, FACP; Assistant Professor, Department of Internal Medicine, Section of General Internal Medicine</i></p> <p>The Effects of Early Exposure to POCUS on Medical Student Career Decisions <i>Mitchel Wride, BA; MD Candidate, YSM Class of 2025</i> <i>Madisen Swallow, MS; MD Candidate, YSM Class of 2025</i> <i>Rachel Liu, BAO, MBBCh, Associate Professor, Department of Emergency Medicine; Director, Point-of-Care Ultrasound Education (POCUS); Faculty Advisor to Mitchel Wride & Madisen Swallow</i></p> | Moderated by: Janet Hafler, EdD |
| 2:45 - 3:00pm | Break and Travel Time Between workshop rooms | |

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| <p>3:00 - 4:15pm</p> <p>Block 2 Workshop & Oral Presentations</p> | <p>Engaging Learners in Critical Thinking <i>SHM 115</i></p> <p><i>Jessica Illuzzi, MD, MS; Deputy Dean for Education and Harold W. Jockers Professor of Medical Education and Professor of Obstetrics, Gynecology and Reproductive Sciences</i></p> <p><i>William Rando, PhD; YSM Director of Pedagogy</i></p> | <p>Host: Janet Hafler, EdD</p> |
| | <p>Oral Presentations (includes all 3) <i>TAC N203</i></p> <p>Yale Global Health Students United for Regional and Global Health Education (YGH SURGE): A novel interdisciplinary peer-learning model for global health education</p> <p><i>Paul Irvin Serrato, MS; MD Candidate, YSM Class of 2025; MPH Candidate, HSPH Class of 2025</i></p> <p><i>Hanya Quershi, MD; Resident, YSM Department of Neurosurgery; Founder, YGH SURGE</i></p> <p>Empowering Graduating Medical Students from Under-Represented Racial Backgrounds</p> <p><i>Oluwatosin Adeyemo, MD, MPH; Assistant Professor, Obstetrics, Gynecology & Reproductive Services</i></p> <p>DIVERSE Professional Equity Curriculum: From Needs Based Assessment to Faculty Development and Policy Implementation</p> <p><i>Shaili Gupta, MBBS; Associate Professor of Medicine, Department of Internal Medicine, Section of General Internal Medicine</i></p> | <p>Moderated by: John Encandela, PhD</p> |
| <p>4:15 - 4:30pm</p> | <p>Break and Travel Time To attend events in TAC Auditorium and Lobby</p> | |
| <p>4:30 - 5:30pm</p> | <p>Medical Education Fellowship Graduation MHS-Med Ed Graduation Announcement of Poster Winners <i>TAC Auditorium</i></p> | <p>Led by: Janet Hafler, EdD John Encandela, PhD</p> |
| <p>5:30 - 7:00pm</p> | <p>Poster Session with Wine & Cheese Reception <i>TAC Upper and Lower Lobbies and Lounge</i></p> | <p>Poster Authors stand with their posters for comments and questions</p> |

Yale SCHOOL OF MEDICINE

Center for Medical Education

~ **MEDICAL EDUCATION DAY AT YALE** ~
THURSDAY, JUNE 6, 2024

~ **KEYNOTE ADDRESS** ~
12:00 P.M. - 1:10 P.M.
THE ANLYAN CENTER AUDITORIUM

Welcome by: Nancy J. Brown, MD
Jean and David W. Wallace Dean of the Yale School of Medicine
C.N.H. Long Professor of Internal Medicine

“Education Leadership: Milestones to Success”

Keynote Speaker:



Alison Whelan, MD
Chief Academic Officer,
Association of American Medical Colleges

Learning Objectives:

1. Explore skills of successful educational leaders.
2. Discuss strategies to identify your own skill strengths.
3. Discuss how to identify personal development plan to flourish in your career.
4. Explore pathways to achieve success.
5. Identify milestones along the pathway to education leadership.

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THURSDAY, JUNE 6, 2024

BLOCK 1: 1:30 P.M. - 2:45 P.M.

SHM 115

~ WORKSHOP ~

Learning Objectives:

- Define race as a social construct that advantages and disadvantages certain population groups.
- Explore the use of race in medical education, practice, and research.
- Describe general and specific approaches for supporting and teaching anti-racism.
- Practice using two anti-racism teaching tools:
 - Clinical scenarios: 5-Minute Moment for Racial Justice
 - Research interpretation: Critical Appraisal of Race in Medical Literature

Note: this workshop includes pre- and post-testing before and after the workshop and again six months later to demonstrate a sustained impact. A link to each survey will be emailed to participants at the appropriate times.

Host: John Encandela, PhD

“Practical Strategies for Incorporating Anti-Racism into Your Educational Practice”

Benjamin Mba, MBBS; Professor of Medicine; Vice Chair of Diversity, Equity and Inclusion (DEI), Department of Internal Medicine; Director of DEI for Graduate Medical Education

Beverley Sheares, MD, MS; Associate Professor of Pediatrics, Section of Allergy/Immunology, and Sleep Medicine; Health Equity Thread Leader; Pediatric Pulmonary Fellowship Program Director

This workshop will start by exploring the definition of race and discussing its interplay in medicine and clinical research. We will then explore how the sociopolitical construct of race can impact individual and population health. We will introduce the concept of anti-racism in medical education and equip participants with specific strategies and tools to integrate anti-racism into their routine educational practice. Finally, we will explore how race, defined as a biological construct, can lead to research conclusions that obscure the impact of social determinants of health in chronic diseases in certain population groups. Participants will practice in small groups using tools to integrate anti-racism into their routine educational practice and to appraise research articles for their use of race in studies.

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BLOCK 1: 1:30 P.M. - 2:45 P.M.

HOPE 216

~ **Oral Presentations Session** ~

Learning Objectives:

1. Explore three original medical education research projects presented by Yale educators.
2. Engage in a brief question and answer discussion about the projects with presenters.

Moderator: Janet Hafler, EdD

“Leveraging Large Language Models to Supplement Medical Students’ Clinical Entrustment”

Anne Elizabeth Sidamon-Eristoff; MD-PhD Candidate, YSM Class of 2030

Conrad Safranek; MD Candidate, YSM Class of 2026

Anne Elizabeth graduated from Princeton University in 2020 with an AB in Spanish and Portuguese and a certificate in neuroscience. At Yale, she is pursuing an MD and a PhD in the Interdepartmental Neuroscience Program in Kristen Brennan’s lab studying functional neurogenomics. Anne Elizabeth is on the EPCC and is involved in several medical education initiatives.

Conrad Safranek graduated from Stanford University in 2021 with a BS in Computational Biology and a minor in Management Science and Engineering. At Yale, he is pursuing an MD and is interested in internal medicine. As a member of Dr. R. Andrew Taylor’s lab, Conrad’s research focuses on clinical informatics and artificial intelligence applications to improve patient care delivery.

“Evaluation of a Curriculum on Advanced Hypertension Topics for Internal Medicine Residents at Yale New Haven Hospital: Final Results”

Benjamin D. Gallagher, MD, FACP; Assistant Professor, Department of Internal Medicine, Section of General Internal Medicine

Dr. Gallagher is an outpatient general internist with a busy clinical workload and significant involvement in medical education and clinic administration. Increasingly becoming known as a regional expert in the diagnosis and management of hypertension, he participates in clinical and didactic teaching of medical students and internal medicine residents and is a member of intramural and extramural committees related to medical education. Dr. Gallagher’s dedication to the education of trainees has been recognized with several teaching awards. His primary research interests are the assessment of learners’ clinical reasoning skills by reviewing their clinical notes, and curriculum development related to hypertension. On the administrative side, Dr. Gallagher is an assistant medical director of the primary care practice in which he works.

“The Effects of Early Exposure to POCUS on Medical Student Career Decisions”

Mitchel Wride, BA; MD Candidate, YSM Class of 2025

Madisen Swallow, MS; MD Candidate, YSM Class of 2025

Rachel Liu, BAO, MBBCh, Associate Professor, Department of Emergency Medicine; Director, Point-of-Care Ultrasound Education (POCUS); Faculty Advisor to Mitchel Wride & Madisen Swallow

Mitchel Wride is a medical student at the Yale School of Medicine. He studied Portuguese at Brigham Young University, where he researched multimodal learning in adult classrooms. His interest in teaching and teaching methodology has grown while in medical school as he has become involved with medical education research.

Madisen Swallow is a medical student at the Yale School of Medicine and is passionate about the connection of health and education, which stems from her prior career as a 7th and 8th grade science teacher with Teach for America. While teaching, she earned a Master of Science in Educational Studies from Johns Hopkins University. Prior to teaching and medical school, she studied biological sciences at Cornell University.

Dr. Liu is the current Director of Point-of-Care Ultrasound Education and Curriculum Director of the Advanced Training Period in the Yale School of Medicine. She focuses on designing curricula and implementation of ultrasound use in basic, physical and clinical science teaching to medical students. Additionally, she brings educational initiatives in teaching emergency medicine residents, fellows, and faculty. She has recently served as Chair of the American College of Emergency Physicians Emergency Ultrasound Section, and as Past-President of the Academy of Emergency Ultrasound in the Society for Academic Emergency Medicine. Dr. Liu is currently President within the Society of Clinical Ultrasound Fellowships, as well as a member of the inaugural Advanced Emergency Ultrasound examination committee of the American Board of Emergency Medicine.

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THURSDAY, JUNE 6, 2024

BLOCK 2: 3:00 P.M. - 4:15 P.M.
SHM 115

~ WORKSHOP ~

Learning Objectives:

- Reflect together on critical thinking as a learning challenge for students and a pedagogical challenge for faculty Explore the use of race in medical education, practice, and research.
- Experience together some classroom practices that move us toward a pedagogy of critical thinking.

Host: Janet P. Hafler, EdD

“Engaging Learners in Critical Thinking”

Jessica Illuzzi, MD, MS; Deputy Dean for Education and Harold W. Jockers Professor of Medical Education and Professor of Obstetrics, Gynecology and Reproductive Sciences

William Rando, PhD; YSM Director of Pedagogy

In this session, we, as a group, are going to engage some essential practices in advancing students in critical thinking. Some of these practices can be employed by instructors who lecture but who want to do so actively by engaging students throughout the lecture. All of these practices may be used productively by instructors who are leading discussions in workshops or who are leading problem-based or team-based sessions. Time will not allow us to do an exhaustive exploration of teaching for critical thinking, but we hope this session will demonstrate basic principles of effective critical thinking practices, strategies that can be employed fairly easily, as well as more complex skills one can spend a lifetime mastering.

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BLOCK 2: 3:00 P.M. - 4:15 P.M.
TAC N203

~ **Oral Presentations Session** ~

Learning Objectives:

3. Explore three original medical education research projects presented by Yale educators.
4. Engage in a brief question and answer discussion about the projects with presenters.

Moderator: John Encandela, PhD

“Yale Global Health Students United for Regional and Global Health Education (YGH SURGE): A novel interdisciplinary peer-learning model for global health education”

Paul Irvin Serrato, MS; MD Candidate, YSM Class of 2025; MPH Candidate, HSPH Class of 2025

Hanya Quershi, MD; Resident, YSM Department of Neurosurgery; Founder, YGH SURGE

Paul Serrato is an MD/MPH student at the Yale School of Medicine and the Harvard T.H. Chan School of Public Health. He holds a bachelor’s degree in Public Policy from Stanford University and a master’s degree in Management Science and Engineering from the Stanford School of Engineering. During medical school, he was the recipient of the Wilbur Downs International Health Fellowship and the Global Surgical Innovation National Conference Podium Award for surgical health services research conducted in Lilongwe, Malawi. Paul has also led and contributed to a number of studies in global surgery education and neurosurgical outcomes. He was the 2021-2022 Student Coordinator for the Office of Global Health Education and Co-Chair for the Yale Global Health - Students United for Regional and Global Education (YGH SURGE). Currently serving as Vice President of Research for the Global Surgery Student Alliance (GSSA), Paul promotes global surgery education and research among medical students throughout the nation.

Dr. Qureshi graduated from the Yale School of Medicine and holds a bachelor’s degree in Neuroscience & Behavior from Columbia University. She is Co-Founder of Yale Global Health - Students United for Regional and Global Education (YGH SURGE), bringing together students from nearly 20 countries to design innovative global health solutions. Dr. Qureshi was also Founder & Co-Developer of the United Nations STEM Connect Program, which focused on increasing STEM participation amongst underrepresented high school girls internationally. She has led and contributed to a number of research projects exploring the intersection of ophthalmologic and neurological diseases, examining intrathecal nicardipine usage in subarachnoid hemorrhage patients, writing on familial and syndromic arachnoid cysts, presenting on SMA syndrome, and authoring numerous publications in peer-reviewed journals. As a Solomon Center for Health Law & Policy Fellow at Yale Law School, Dr. Qureshi uniquely combined her neurosurgery and policy interests, designing research-informed policy for traumatic brain injury patients. Currently a neurosurgery resident at the University of Massachusetts, she remains committed to global neurosurgery efforts to improve access to neurosurgical care for minority patients.

“Empowering Graduating Medical Students from Under-Represented Racial Backgrounds”

Oluwatosin Adeyemo, MD, MPH; Assistant Professor, Obstetrics, Gynecology & Reproductive Services

Dr. Adeyemo obtained her undergraduate degree in Biomedical Engineering from Rutgers University, NJ (Summa cum laude) and her MD degree from Yale School of Medicine, where she also earned a certificate in global medicine. Her training in obstetrics and gynecology was completed at the Harvard combined OBGYN residency program at Brigham and Women’s Hospital and Massachusetts General Hospital, MA. In 2017 she joined the Yale faculty as a general OBGYN and has the privilege of being a medical educator at her alma mater. Dr. Adeyemo finds great joy in helping students achieve their highest potential in medicine and in the care of patients. She is also passionate about clinical research, and one of her research interests includes studying low-cost interventions for screening and management of hypertension in pregnancy.

“DIVERSE Professional Equity Curriculum: From Needs Based Assessment to Faculty Development and Policy Implementation”

Shaili Gupta, MBBS; Associate Professor of Medicine, Department of Internal Medicine, Section of General Internal Medicine; Associate Program Director, Internal Medicine Residency Program, Department of Medicine; Director, Diversity, Equity, and Inclusivity (DEI), GME, VA; Vice-Chair of DEI at Veterans Affairs Healthcare System of CT (VACHS)

Dr. Gupta is an Infectious Diseases trained clinician-educator-scholar with expertise in diversity, equity, and inclusion (DEI). Her primary interests are in clinical research, medical education, and enhancement of equity for learners, faculty, and patients. For more than a decade she has been serving as research supervisor, thesis advisor, and mentor to students, residents, fellows, and faculty and is passionate about career development for her mentees. Dr. Gupta divides her time between providing patient care for veterans admitted to the VA hospital, education for trainees, administrative efforts for DEI enhancement, and clinical research. Also a 2025 MHS-Medical Education Track graduation candidate, her thesis research focuses on “DIVERSE Professional Equity Curriculum: From Needs Based Assessment to Faculty Development and Policy Implementation”.

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