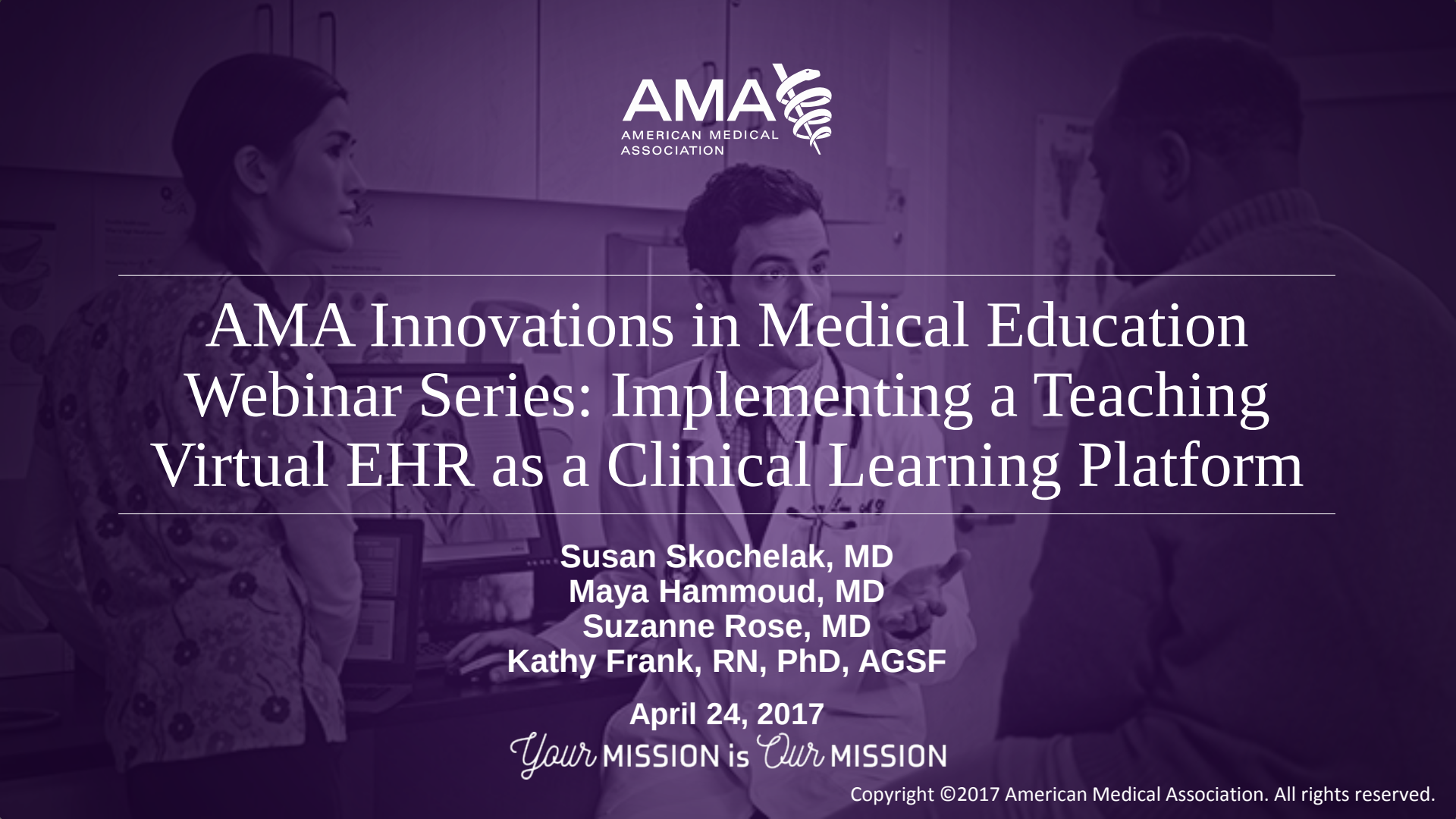

AMA Innovations in Medical Education Webinar Series: Implementing a Teaching Virtual EHR as a Clinical Learning Platform

Susan Skochelak, MD
Maya Hammoud, MD
Suzanne Rose, MD
Kathy Frank, RN, PhD, AGSF

April 24, 2017

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Today's Host

- Susan E. Skochelak, MD, MPH, Group vice president, Medical Education, American Medical Association
- Dr. Skochelak developed and leads the AMA's Accelerating Change in Medical Education initiative
- She previously served as the Senior Associate Dean for Academic Affairs at the University of Wisconsin School of Medicine and Public Health

A.T. Still University
School of Osteopathic Medicine in Arizona
ATSU
Ohio
Heritage College of Osteopathic Medicine
Sophie Davis
School of Biomedical Education
Morehouse
School of Medicine
The University of Texas at Austin
Dell Medical School
Michigan State University
College of Osteopathic Medicine
UConn
School of Medicine
University of Utah
School of Medicine
Rutgers
Robert Wood Johnson Medical School
OHSU
School of Medicine
East Carolina University
Brody School of Medicine
UTRGV
School of Medicine
Brown
Alpert Medical School
School of Medicine
Vanderbilt University
NYU School of Medicine
NYU Langone Medical Center
Harvard
Medical School
Mayo Clinic
AMA
American Medical Association
UW Medicine
School of Medicine
Medical School
University of Michigan
EVMS
UC Davis
School of Medicine
Penn State Hershey
College of Medicine
UCSF
School of Medicine
University of Nebraska
Medical Center
School of Medicine
Indiana University
FIU
Herbert Wertheim College of Medicine
Florida International University
UNC
School of Medicine
UND
School of Medicine & Health Sciences
University of North Dakota
School of Medicine
Case Western Reserve University
Emory University
School of Medicine
The University of Chicago
Pritzker School of Medicine

Presenter

- Maya Hammoud, MD, Director, Medical Education Innovation, American Medical Association

Presenter

- Suzanne Rose, MD, MSEd, Senior Associate Dean for Education, UConn School of Medicine

Presenter

- Kathy Frank, RN, PhD, AGSF, IU Geriatrics Program Administrator, Indiana University School of Medicine

Objectives

- Review the importance of integrating EHR learning platform into medical student education
- Review the use of the virtual EHR at two schools: U Conn School of Medicine and Indiana University School of Medicine
- Discuss the challenges and opportunities to integrating EHR learning platform into medical student education

Note: The Regenstrief EHR Clinical Learning Platform is an educational program, and the views expressed do not constitute an endorsement of any specific technology.

Question

- What is your primary responsibility in education?
  - UME
  - GME
  - CME
  - Allied Health Professions
  - Not for profit organization or society
  - For profit organization or company
  - Other

Medical Students and the EHR

- EHRs are used in more than 90% of practices
- Medical students are often restricted from utilizing the EHR and they can enter residencies without adequate preparation to use them effectively
- Students' EHR skills do not improve as they progress through their clinical year[1]
- Students want more training and the ability to document in EHRs[2]

[1]*Biagioli FE, Elliot DL, Palmer RT, Graichen CC, Rdesinski RE, Ashok Kumar K, Galper AB, Tysinger JW. The Electronic Health Record Objective Structured Clinical Examination: Assessing Student Competency in Patient Interactions While Using the Electronic Health Record. Acad Med. 2017 Jan;92(1):87-91*

[2]*Rowlands S, Coverdale S, Callen J. Documentation of clinical care in hospital patients' medical records: A qualitative study of medical students' perspectives on clinical documentation education. HIM J. 2016 Dec;45(3):99-106.*

Question

- What are your students allowed to do in the EHR?
  - View notes
  - Write notes
  - Enter orders
  - Receive feedback

EHR as a Clinical Learning Platform

- Training students on the EHR is not simply introducing them to the technology
- Effectively utilizing the EHR is a skill that students must learn and practice throughout medical school
- Presenting patients through an EHR platform can begin in the preclinical years

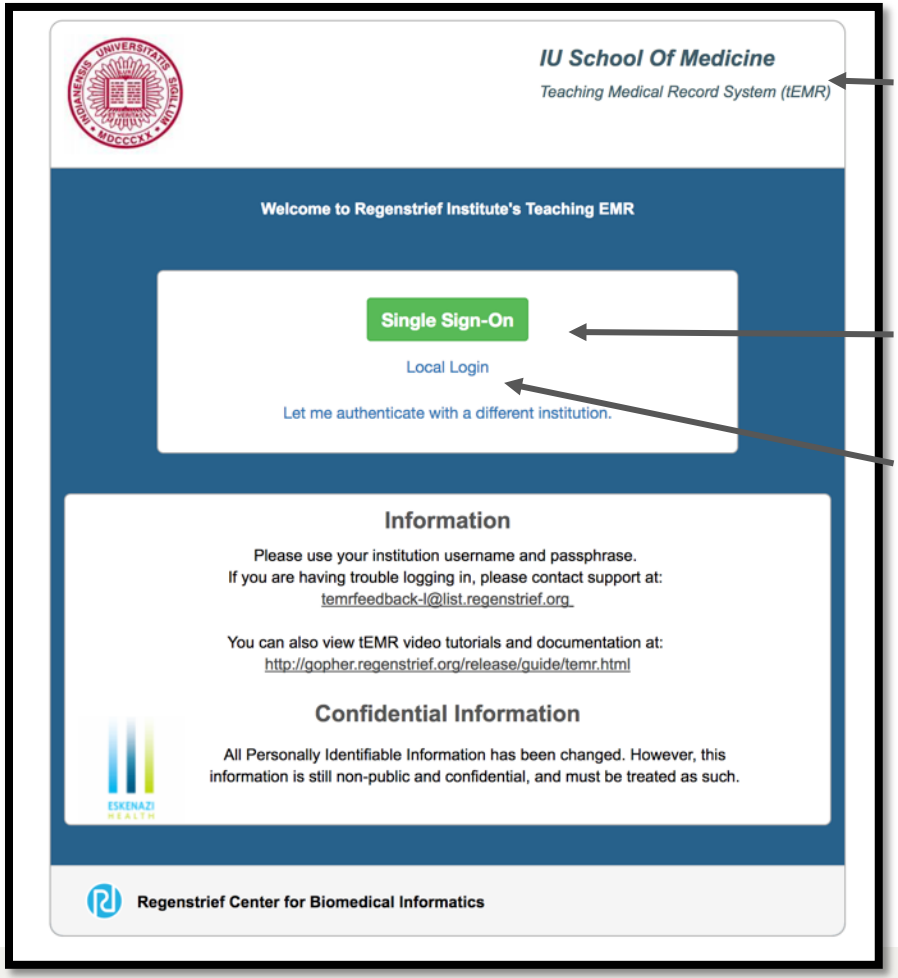
EHR as a Clinical Learning Platform

- The virtual EHR was developed by the Regenstrief Institute to ensure medical students and medical trainees gain real-world experience using EHRs during their training
- It includes over 11,000 real, de-identified patient records
- It enables learners to access patient data, enter individual/unique actions, see actions entered across practice settings, receive alerts, and pull logs and reports
- Enables learner assessment of knowledge application in patient & population care, critical thinking skills, clinical decision-making skills, and UME EPAs

Current Users

- Indiana University School of Medicine
- Eskenazi Health
- IU Health
- University of Connecticut School of Medicine
- Sidney Kimmel Medical College, Thomas Jefferson University
- University of Southern Indiana
- University of Idaho WWAMI Medical Education Program
- Heritage College of Osteopathic Medicine, Ohio University

Logon screen



Logo, name appropriate for each institution

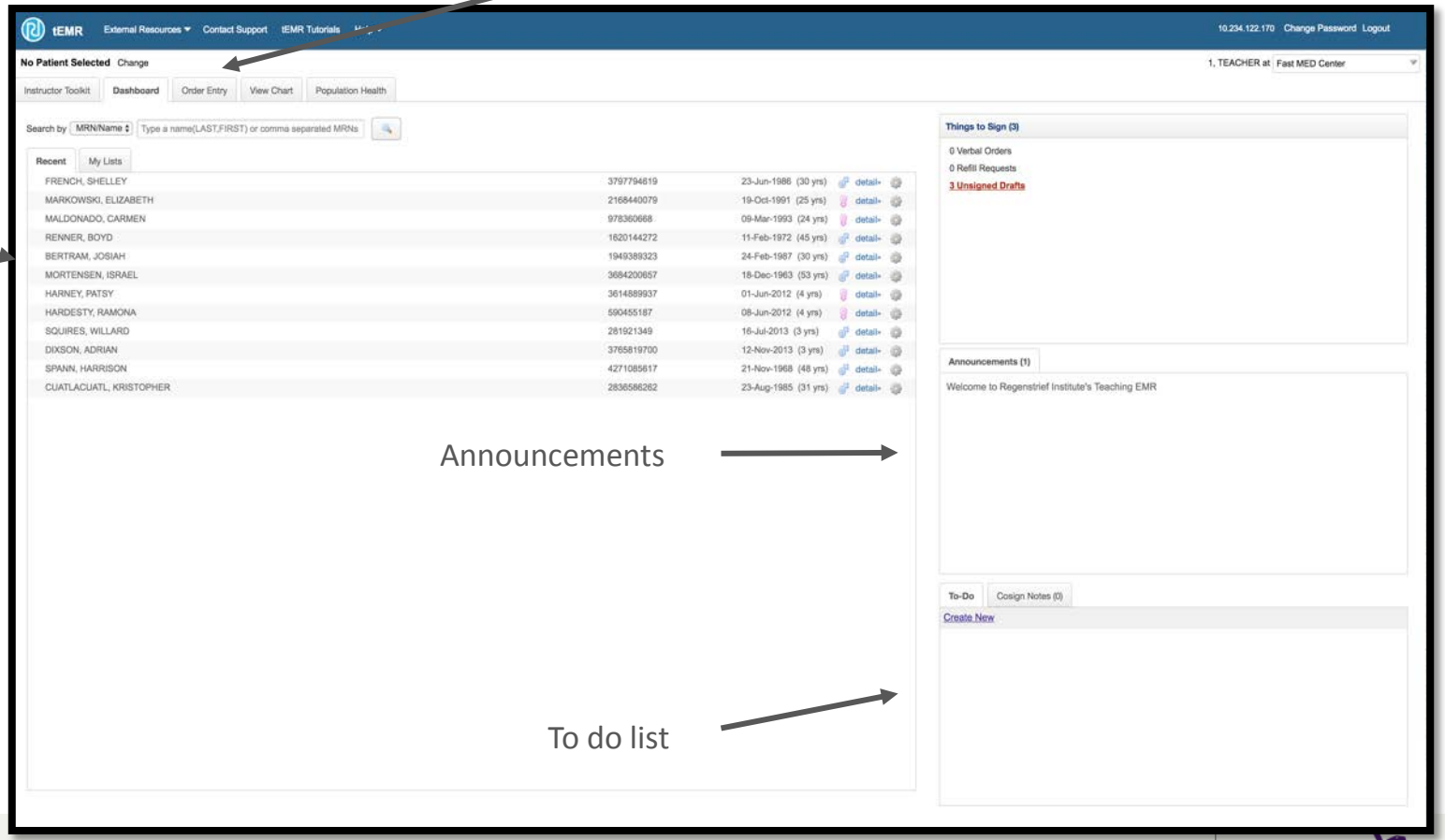
Can use an institution's network credentials

Or locally created credentials

Plug ins, can be customized to user role, level of training, in this case an instructor

Patient list
Number, content of lists are customizable

Provider (instructor) landing page



Announcements

To do list

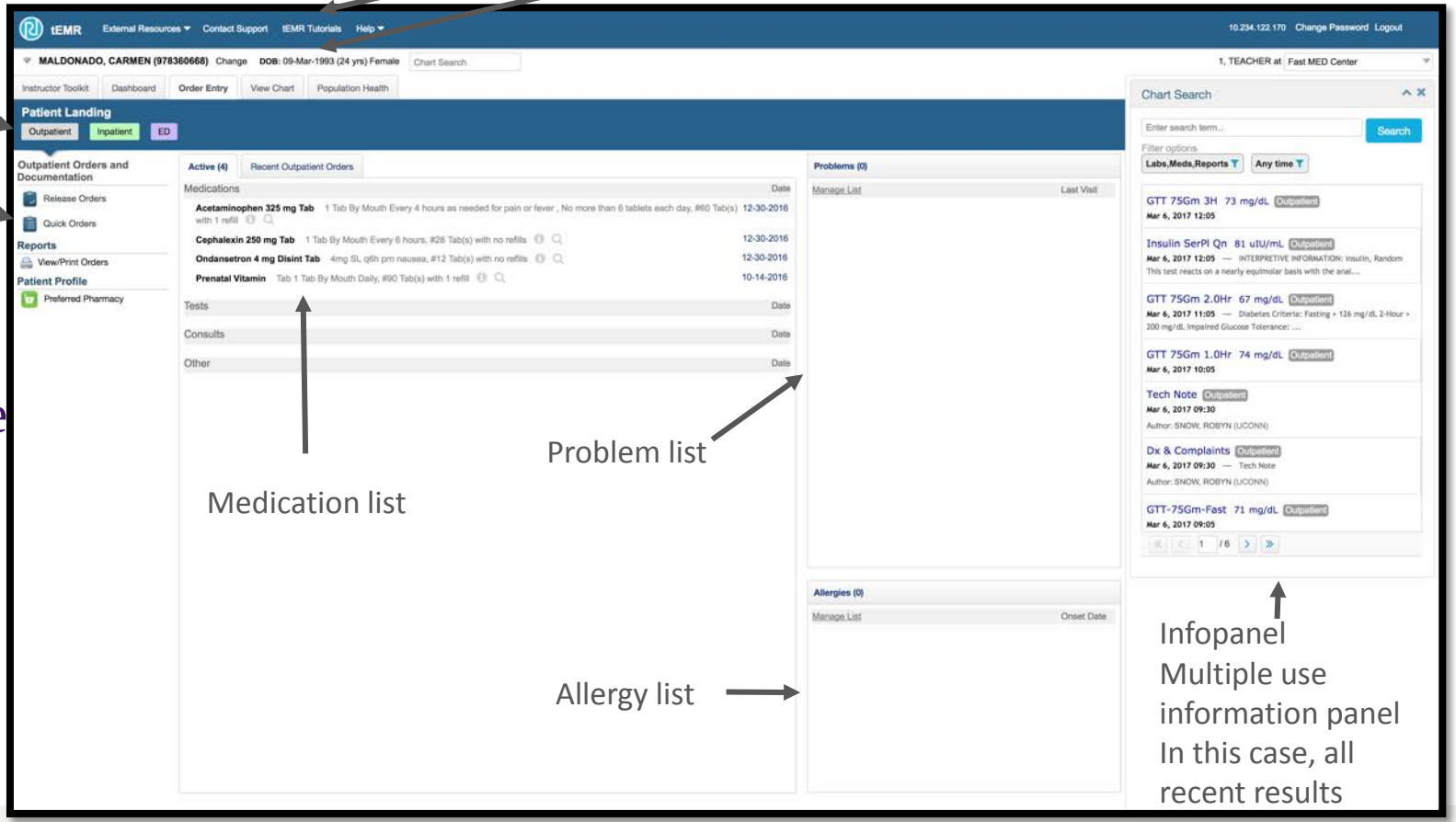
Patient Landing page

Online tutorials

Mis-identified patient identifiers

Clinical setting

Setting workflow



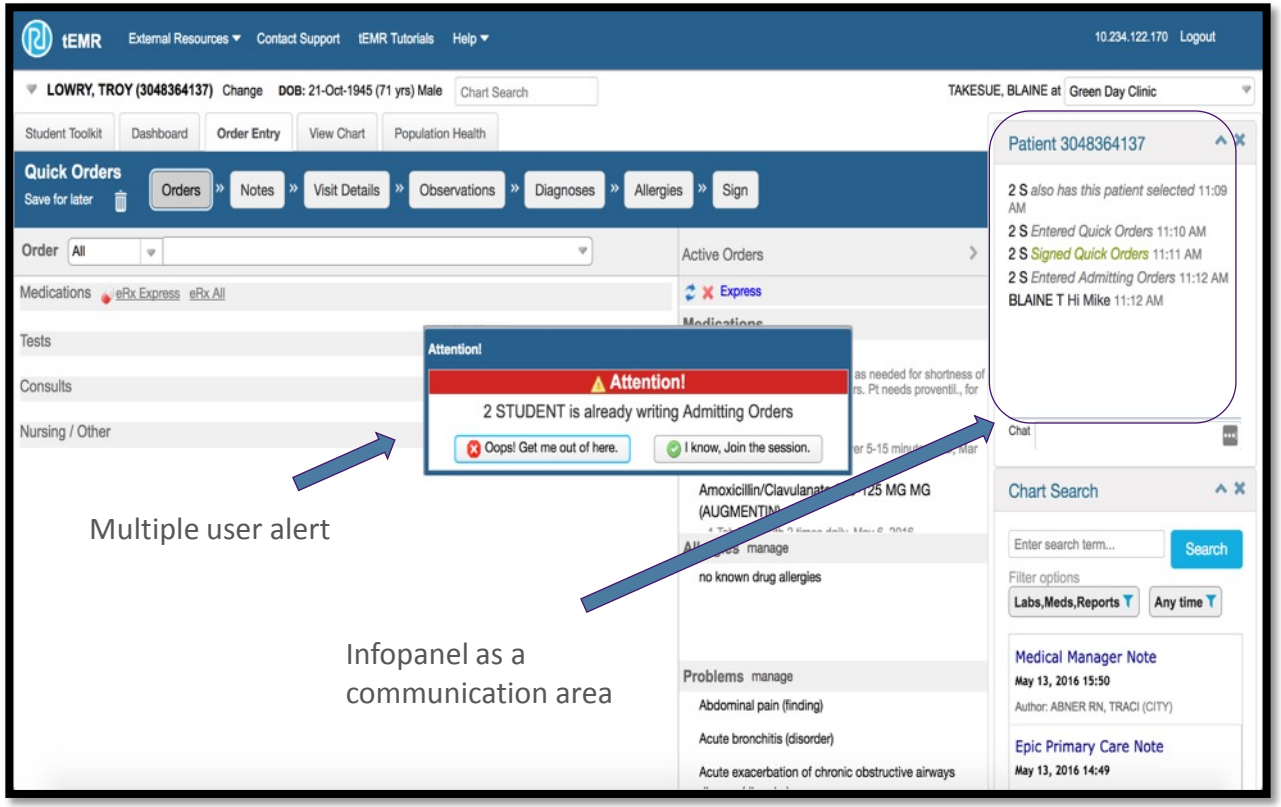
Medication list

Problem list

Allergy list

Infopanel
Multiple use information panel
In this case, all recent results

Interprofessional Education Tool



Teaching Virtual EHR Applications

Doctoring Courses	Basic Sciences	Clinical Sciences	Clinical Sciences-Advanced	Population Health

Teaching Virtual EHR Applications

Doctoring Courses	Basic Sciences	Clinical Sciences	Clinical Sciences-Advanced	Population Health
• EHR orientation • Documentation and order entry • Developing differential diagnosis • Reflection notes • Feedback • Interprofessional Education				

Teaching Virtual EHR Applications

Doctoring Courses	Basic Sciences	Clinical Sciences	Clinical Sciences-Advanced	Population Health

• EHR orientation
• Documentation and order entry
• Developing differential diagnosis
• Reflection notes
• Feedback
• Interprofessional Education
	• EHR introduction
	• Integration of clinical cases
	  • Case presentation in small or large groups
	• Use for PBL and TBL
	  • Longitudinal cases
	  • Iterative case exposure			

Teaching Virtual EHR Applications

Doctoring Courses	Basic Sciences	Clinical Sciences	Clinical Sciences-Advanced	Population Health
•EHR orientation •Documentation and order entry •Developing differential diagnosis •Reflection notes •Feedback •Interprofessional Education	•EHR introduction •Integration of clinical cases •Case presentation in small or large groups •Use for PBL and TBL •Longitudinal cases •Iterative case exposure	•Standardization of clinical core case exposure •Fill in clinical log gaps •Clinical case conferences •Case review for clinical topics •Practice note and order entry •Formative assessment •Reflection notes •Clinical decision support		

Teaching Virtual EHR Applications

Doctoring Courses	Basic Sciences	Clinical Sciences	Clinical Sciences-Advanced	Population Health
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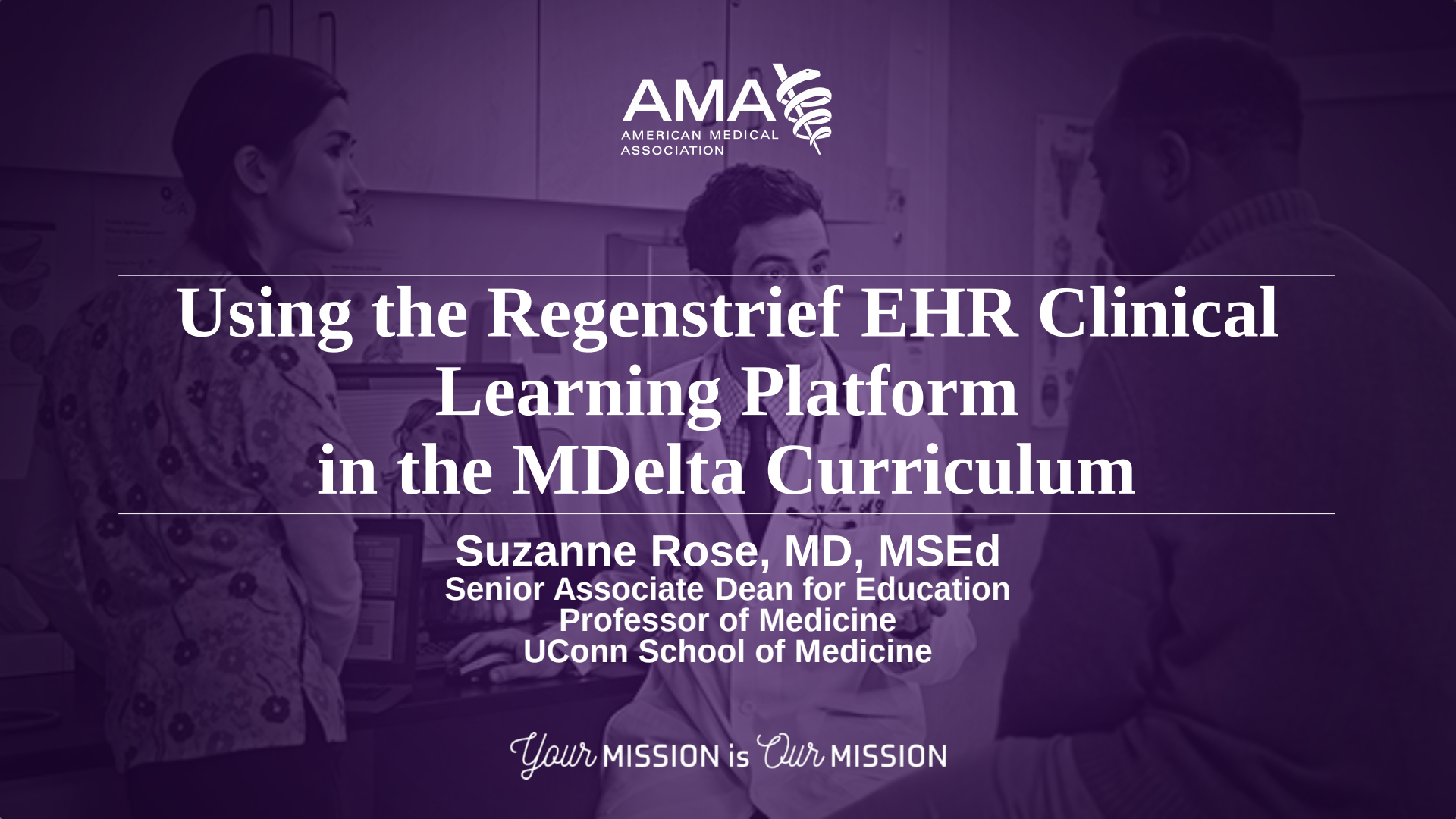
Teaching Virtual EHR Applications

Doctoring Courses	Basic Sciences	Clinical Sciences	Clinical Sciences-Advanced	Population Health
•EHR orientation •Documentation and order entry •Developing differential diagnosis •Reflection notes •Feedback •Interprofessional Education	•EHR introduction •Integration of clinical cases •Case presentation in small or large groups •Use for PBL and TBL •Longitudinal cases •Iterative case exposure	•Standardization of clinical core case exposure •Fill in clinical log gaps •Clinical case conferences •Case review for clinical topics •Practice note and order entry •Formative assessment •Reflection notes •Clinical decision support	•Management of increasingly complex cases •Formative assessment •UME to GME transition •Residency preparatory courses •Practice notes and order entry •Milestone and EPA documentation	•Quality measures •Panel management •Patient safety •Health disparities •Risk stratification •Applied statistics



Using the Regenstrief EHR Clinical Learning Platform in the MDelta Curriculum

Suzanne Rose, MD, MSEd
Senior Associate Dean for Education
Professor of Medicine
UConn School of Medicine

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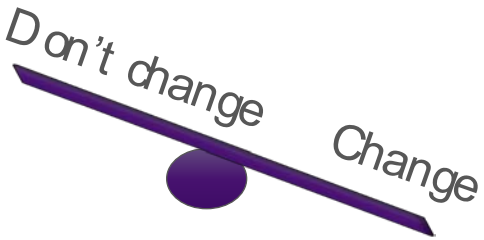

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- Explosion of scientific information
- Change in health care systems
- A better understanding of adult learning theory
  - Active
  - Relevant

CurriculuM
Making a Difference in Education, Learning and Teaching Across the Curriculum

UME Curricular Reform:

Concepts Considered

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- Technology in Education and in Medicine
- Partnership with the School of Dental Medicine and IPE
- Individualization and self-directed learning
- Shortened year one/two curriculum
- Integration of basic sciences with clinical medicine
- Simulation
- Patient-centered case based learning
- Team-based learning - Elimination of lectures
- Early clinical exposure
- Integration of public health, policy, and emerging trends
- Career exploration opportunities
- Discovery and scholarship

CurriculuM

Making a Difference in Education, Learning and Teaching Across the Curriculum

Stages of the M Curriculum: ExCiTE

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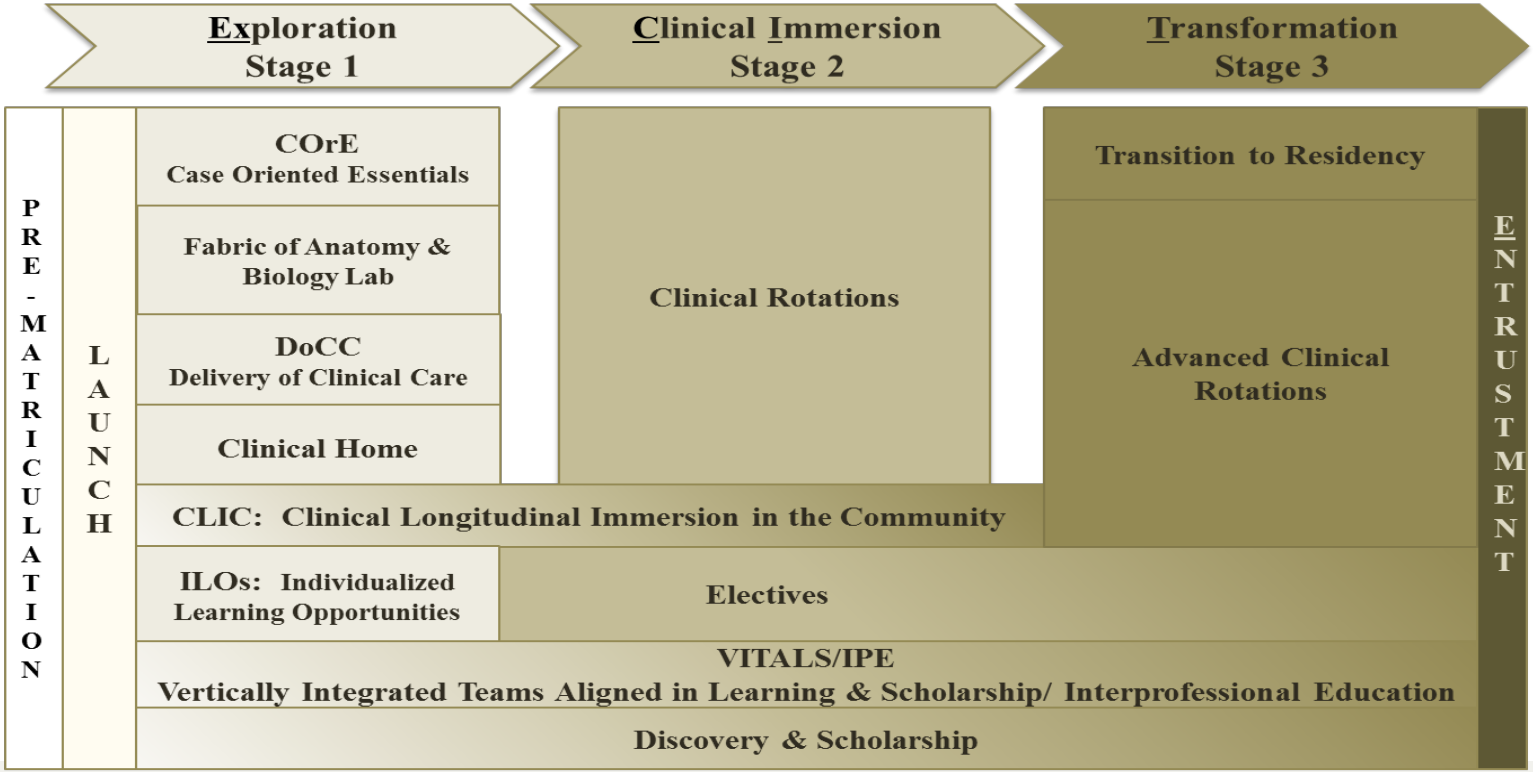

AMA: Change Med Ed

New schools joining the Accelerating Change in Medical Education Consortium

Twenty-one medical schools are joining the 11 founding members of the Accelerating Change in Medical Education Consortium to transform medical education. The new members were selected from more than 100 medical schools that applied.

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The University of Connecticut School of Medicine is enhancing the **teaching electronic medical record** created by founding members of the Accelerating Change in Medical Education Consortium. Students will meet required competencies by working with the medical records of diverse families. These de-identified records will be based on real patients and designed to meet specific learning objectives, requiring students to learn to prioritize and assess pertinent information.

Principal investigator: Suzanne Rose, MD, MSEd, senior associate dean, education

Role of the the virtual EHR in MDelta

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- Brings together:
  - Technology
  - Case-based presentations
  - Our interests in public health
- Promotes progressive levels of student engagement
- Two main uses:
  - COrE course: presentation of Cases for TBL
  - VITALS Course: Public Health
    - social determinants of health disparities

Virtual EHR

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Collaboration with Indiana University & Regenstrief

Case Oriented Essentials: COrE

- Cases (based on 3 families) embedded in the EHR
- Mined the thousands of cases in the EHR to match family members with mis-identified patient in the database
- Cases introduce each unit in COrE and may be used in TBL application exercises
- Revisit family members over the continuum

Virtual Families & Virtual Patients

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Opportunities

- Add clinical context
- Help associate material with something that is relevant
- Make it more interesting
- Allow for prominence of psychosocial issues exploration as well as a view of disparities

Challenges

- Very difficult to be comprehensive
- Time consuming for faculty to make sure that there is consistency and memory

COrE

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The student will be able to utilize the EHR to:

- identify clinical history
- access past visits
- review laboratory and imaging results

COrE CASES

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- A1 Patient who wishes to lose weight
- A2 Patient with iron deficiency anemia
- A3 Patient with chronic myelogenous leukemia
- A4 Well baby check with vaccination
- A5 Adolescent with upper respiratory symptoms
- A6 Patient with ITP
- A7 Patient with shoulder pain: rotator cuff injury
- A8 Patient with carpal tunnel injury
- A9 Patient with back pain
- A10 Patient with knee injury
- B1 Young adult with motor vehicle collision (DUI)
- B2 Infant with Down syndrome and congenital heart disease
- B3 Adult with chest pain (acute MI)
- B4 Child with asthma
- B5 Adult with hyponatremia
- B6 Adult with hypertension (RAS)
- B7 Adult with congestive heart failure
- B8 Adult with upper abdominal pain
- B9 Patient with diarrhea
- B10 Patient with colon carcinoma
- C1 Couple with infertility
- C2 Pregnant patient with complication
- C3 Transgender man with breast cancer
- C4 Young adult with odontogenic infection
- C5 Patient with oral ulcers
- C6 Patient with head and neck carcinoma
- C7 Patient with meningitis
- C8 Patient with stroke
- C9 Patient with fatigue due to neuromusclar disorder
- C10 Patient with dementia

D1 Patient with diabetes
D2 Patient with goiter with complication of parathyroid resection
D3 Patient with spinal compression fracture
D4 Patient with hepatitis C
D5 Patient with COPD complicated by pulmonary carcinoma
D6 Patient with hematuria
D7 Patient with SLE
D8 Patient with HIV
D9 Patient with melanoma
D10 Young adult with psychotic break complicated by Hodgkin lymphoma
E1 Hunter with 3rd degree AV block from Lyme
E2 Young man with hemochromatosis
E3 Elderly immigrant with CLL and ocular disorder
E4 Elderly AA man with diverticular abscess found to have AAA on imaging, surgery complicated by sepsis/SIRS/ARDS with history of CAD, hypertension and DM
E5 45 yo Latina with PCOS/metabolic syndrome/OSA/restrictive pulmonary disease complicated by endometrial carcinoma
E6 Female prisoner with bipolar disease, substance abuse, sexual abuse, domestic violence, STD, cervical carcinoma
E7 Toddler with atopy, eczema,
E8 Elderly patient with multiple myeloma complicated by amyloidosis
E9 Patient with pulmonary embolus secondary to pancreatic carcinoma
E10 Elderly patient with polypharmacy

Latino Family

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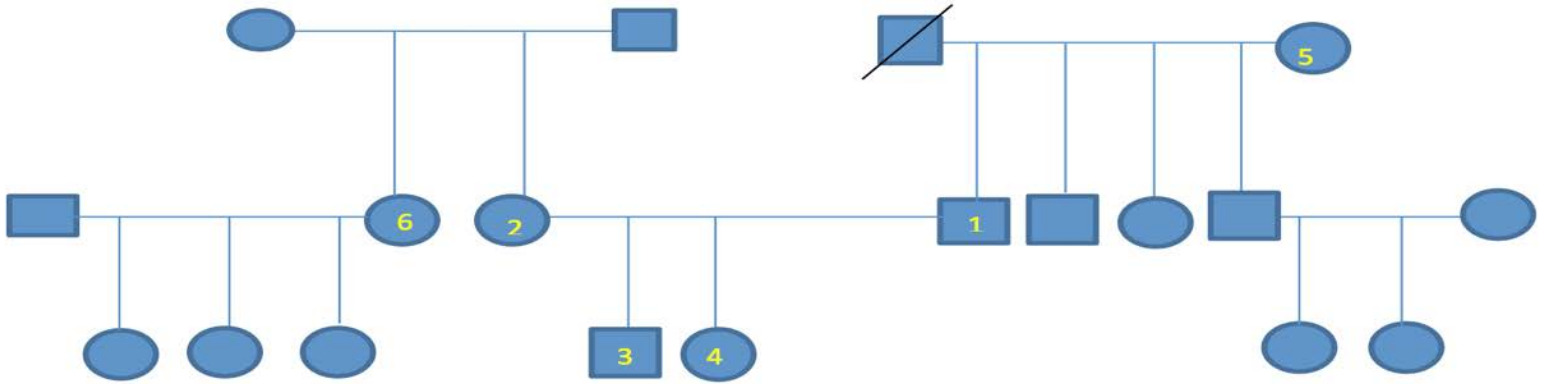
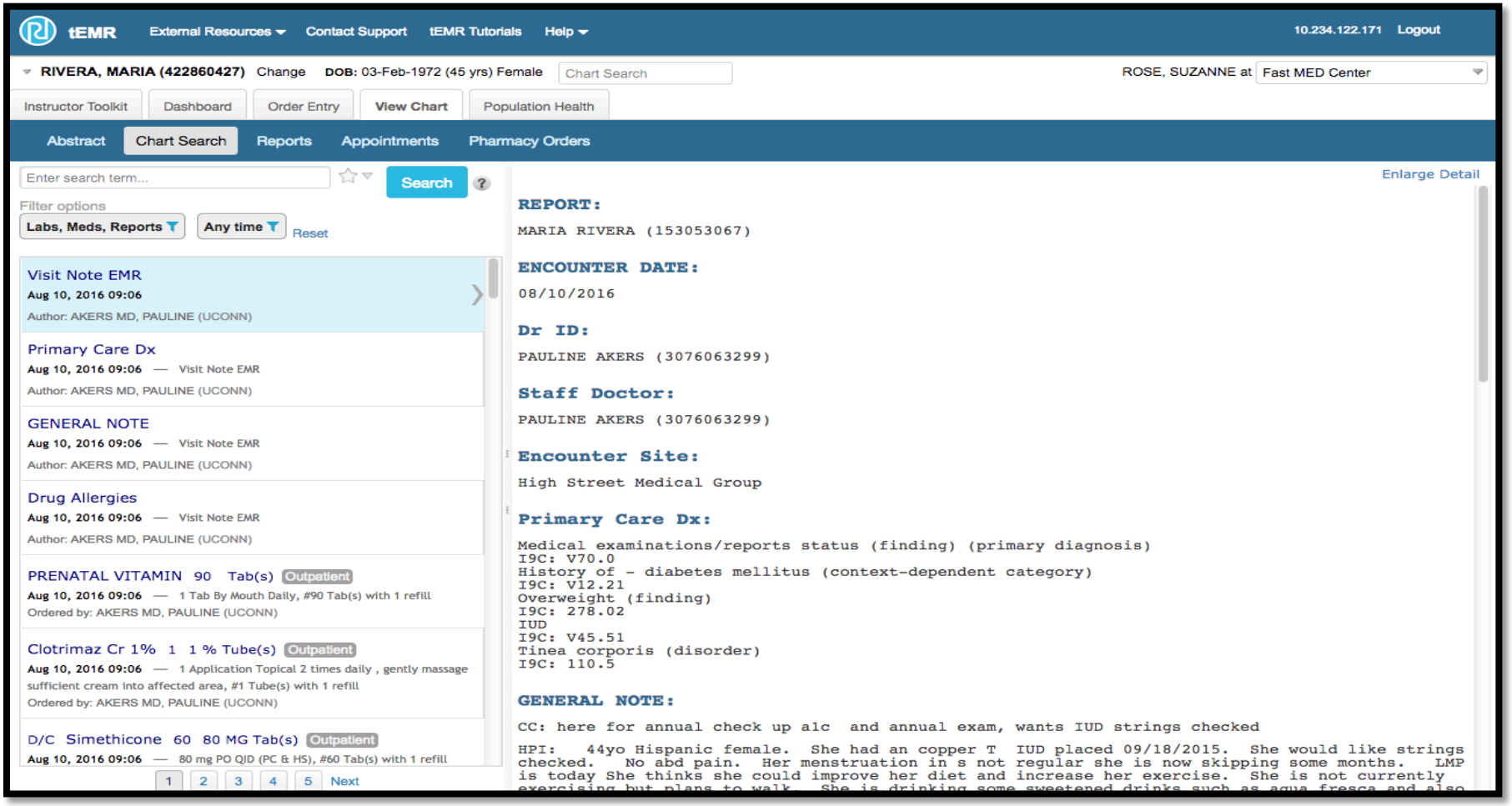


1. Carlos Rivera – 44 yo Puerto Rican Truck driver. HS grad. Obese.
2. Maria Rivera – 40 yo clerk at Stop and Shop. HS grad.
3. Rafael Rivera – 17 yo high school sophomore. Doing poorly in school. Hx of arrest for disorderly conduct while hanging out with friends.
4. Isabella Rivera - 16 yo high school sophomore engaging in unprotected sex with her 20 yo boyfriend.
5. Juanita Rivera – 62 yo early onset dementia. She lives with Carols (Carlos) and Maria.
6. Ana Vasquez – 41 yo sister of Maria. HS graduate. Beautician

Credit for the Families: Dr. David Henderson
Associate Dean for Student Affairs, Multicultural & Community Affairs


tEMR
External Resources
Contact Support
tEMR Tutorials
Help
10.234.122.171
Logout
RIVERA, MARIA (422860427) Change DOB: 03-Feb-1972 (45 yrs) Female
Chart Search
ROSE, SUZANNE at Fast MED Center
Instructor Toolkit
Dashboard
Order Entry
View Chart
Population Health
Abstract
Chart Search
Reports
Appointments
Pharmacy Orders
Enter search term...
Search
Filter options
Labs, Meds, Reports
Any time
Reset
Visit Note EMR
Aug 10, 2016 09:06
Author: AKERS MD, PAULINE (UCONN)
Primary Care Dx
Aug 10, 2016 09:06 — Visit Note EMR
Author: AKERS MD, PAULINE (UCONN)
GENERAL NOTE
Aug 10, 2016 09:06 — Visit Note EMR
Author: AKERS MD, PAULINE (UCONN)
Drug Allergies
Aug 10, 2016 09:06 — Visit Note EMR
Author: AKERS MD, PAULINE (UCONN)
PRENATAL VITAMIN 90 Tab(s) Outpatient
Aug 10, 2016 09:06 — 1 Tab By Mouth Daily, #90 Tab(s) with 1 refill
Ordered by: AKERS MD, PAULINE (UCONN)
Clotrimaz Cr 1% 1 1 % Tube(s) Outpatient
Aug 10, 2016 09:06 — 1 Application Topical 2 times daily , gently massage sufficient cream into affected area, #1 Tube(s) with 1 refill
Ordered by: AKERS MD, PAULINE (UCONN)
D/C Simethicone 60 80 MG Tab(s) Outpatient
Aug 10, 2016 09:06 — 80 mg PO QID (PC & HS), #60 Tab(s) with 1 refill
1 2 3 4 5 Next
Enlarge Detail
REPORT:
MARIA RIVERA (153053067)
ENCOUNTER DATE:
08/10/2016
Dr ID:
PAULINE AKERS (3076063299)
Staff Doctor:
PAULINE AKERS (3076063299)
Encounter Site:
High Street Medical Group
Primary Care Dx:
Medical examinations/reports status (finding) (primary diagnosis)
I9C: V70.0
History of - diabetes mellitus (context-dependent category)
I9C: V12.21
Overweight (finding)
I9C: 278.02
IUD
I9C: V45.51
Tinea corporis (disorder)
I9C: 110.5
GENERAL NOTE:
CC: here for annual check up a1c and annual exam, wants IUD strings checked
HPI: 44yo Hispanic female. She had an copper T IUD placed 09/18/2015. She would like strings checked. No abd pain. Her menstruation in s not regular she is now skipping some months. LMP is today She thinks she could improve her diet and increase her exercise. She is not currently exercising but plans to walk. She is drinking some sweetened drinks such as agua fresca and also

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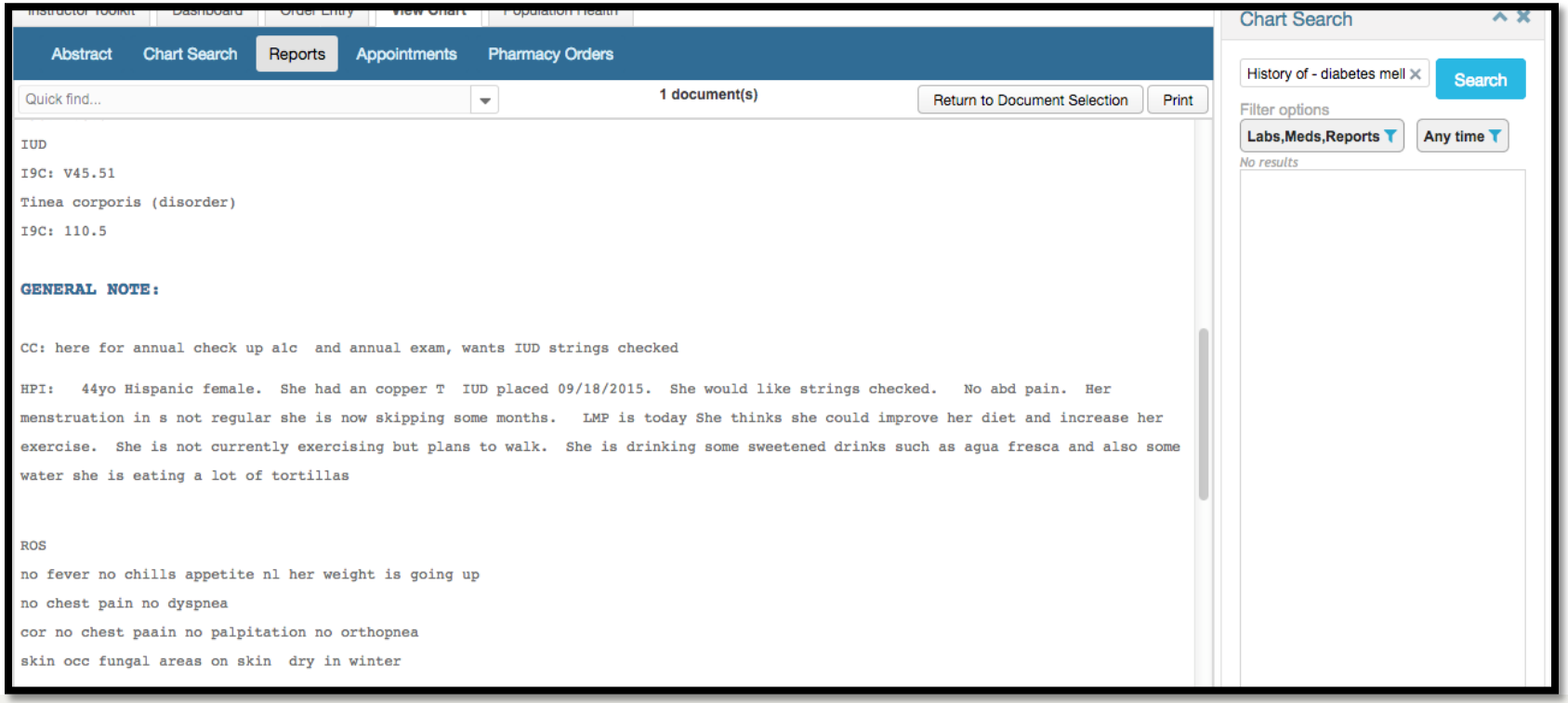

Summary of EHR Use in COrE

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- Present course material in the context of standardized virtual patients in three separate families that represent the diversity of the local population (with the exception of our Burmese family members)
- Teach clinical decision-making by providing a realistic context for students
- Explore past patient data inclusive of biomedical as well as psychosocial information to develop a holistic approach to clinical care
- Teach clinical documentation skills
  - Assessments and Plans (diagnosis and treatment decisions)
- Track student activity individually and in teams (during TBL sessions) to collect data to gain insight into the student learning process
- Provide more robust assessment of learners
- Evaluate the curriculum and the TBL pedagogy

VITALS: Population Health

Social Determinants of Health and Disparities

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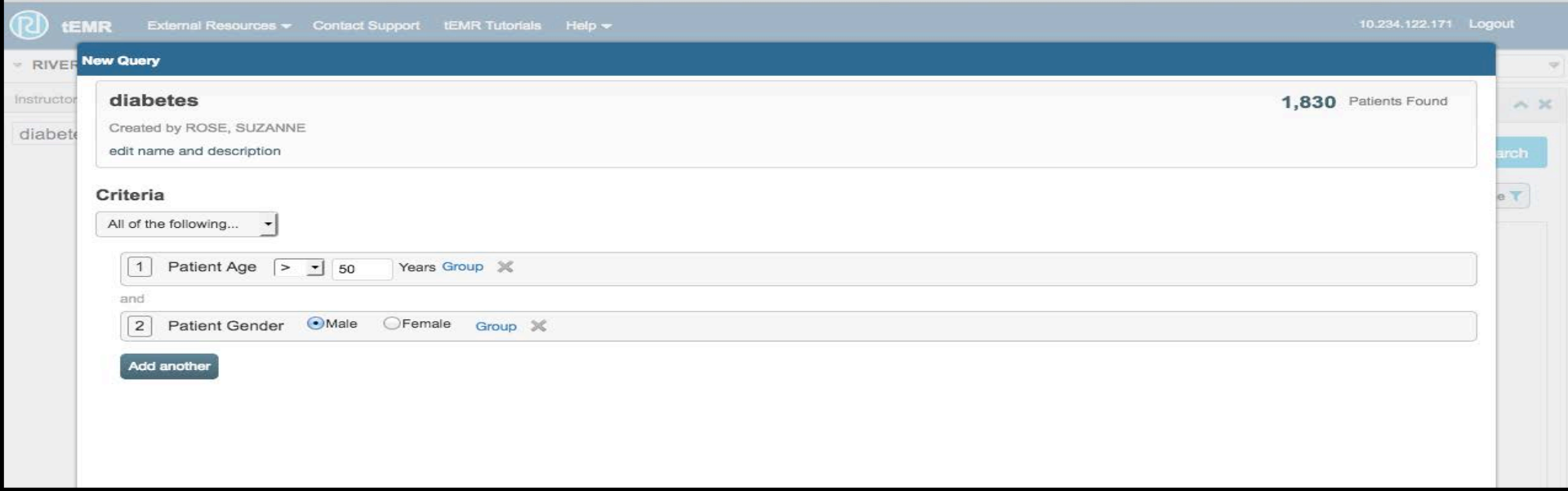
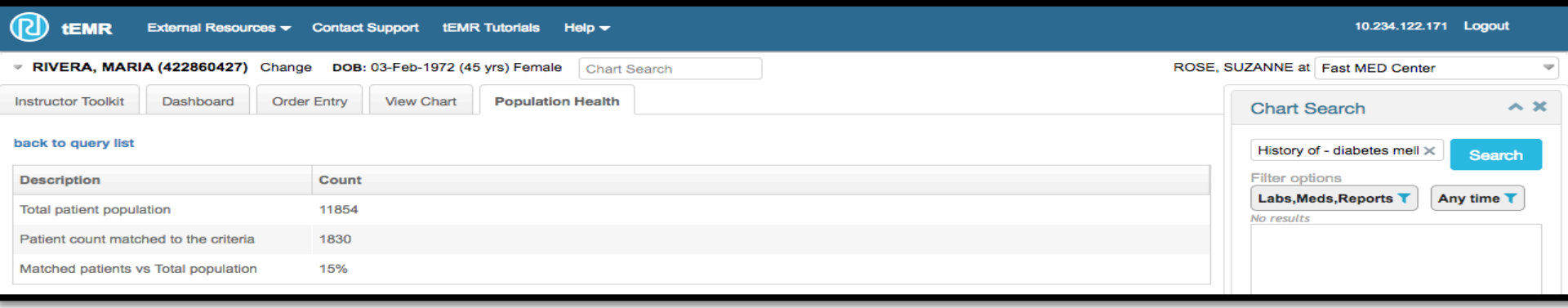
The students will be able to:

- Query the EHR to assess the health conditions and demographics of their “patient panel.”
- Identify
  - “How many other patients in the panel have this condition?”
  - “How are they the same or different by age, race, ethnicity, or zip code from my virtual patient?”
- Measure whether documented care of individual or groups of patients meets evidence-based guidelines
- Practice systematically planning future care of their virtual patients to promote better population health.


tEMR
External Resources
Contact Support
tEMR Tutorials
Help
10.234.122.171
Logout
New Query
diabetes
1,830 Patients Found
Created by ROSE, SUZANNE
edit name and description
Criteria
All of the following...
1 Patient Age > 50 Years Group
and
2 Patient Gender Male Female Group
Add another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RIVERA, MARIA (422860427) Change DOB: 03-Feb-1972 (45 yrs) Female
Chart Search
ROSE, SUZANNE at Fast MED Center
Instructor Toolkit
Dashboard
Order Entry
View Chart
Population Health
back to query list
Description
Count
Total patient population
11854
Patient count matched to the criteria
1830
Matched patients vs Total population
15%
Chart Search
History of - diabetes mell
Search
Filter options
Labs,Meds,Reports
Any time
No results

Question

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Regarding the use of the virtual EHR in UME:

A. Has potential benefits to UME
B. Too many barriers to justify the benefits of implementation
C. Too advanced for UME level students
D. Intriguing – need more information

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- Students become very involved with the virtual patients
- They advocate for the patients passionately
- The virtual EHR promotes adult learning: active, feedback, relevant, problem-centered
- Prepares students for their future clinical roles

Next Steps

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- Fully implement the virtual EHR in these two courses
- Consider other uses for the virtual EHR in UME: Clinical Skills, Doctoring course, Clerkships
- Consider other uses of the virtual EHR across the continuum of medical education

Thanks to the UME Leadership Team … AT:

UCONN SCHOOL OF MEDICINE

- Suzanne Rose, MD, MSEd, Senior Associate Dean for Education
- David Henderson, MD, Associate Dean for Student, Multicultural and Community Affairs
- Thomas Manger, MD, PhD, Director of Stage One and COrE
- Zita Lazzarini, JD, MPH, Director of Social and Behavioral Sciences
- Christine Thatcher, EdD, Associate Dean for Medical Education & Teaching Enhancement
- Ellen Nestler, MD, Assistant Dean for Medical Student Clinical Education
- John Harrison, PhD, Basic Science Principal and Director of the Human & Virtual Anatomy Labs
- Paige Dunion, MSEd, Administrative Manager, Academic Educational Affairs
- TV Rajan, MD, PhD, Co-Chair of Curriculum Reform
- Ula Knapik, Officer, Academic Educational Affairs Officer

Education

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CurriculuM

Making a Difference in Education, Learning and Teaching Across the Curriculum

Our future is unfolding here

Using the Regenstrief EHR Clinical Learning Platform in Geriatrics Workforce Enhancement Program

Kathy Frank, RN, PhD, AGSF
IU Geriatrics Program Administrator
Indiana University School of Medicine

Your MISSION is *Our* MISSION

Virtual EHR at Indiana University School of Medicine

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2015-2016

- Quality Health Delivery course - M2's, used as an introduction to EHR's, geo-mapping (zip codes) health disparities, using EHR data to create differential diagnoses

2016-2017

- Introduction to Clinical Medicine – M1's, introduction to EHR's
- Global Longitudinal Intersession Curriculum – M3's, Health systems science, IPE
- GWEP – elder patient vulnerabilities, IPE

2017-2018

- Foundations of Clinical Medicine 2 – M2's, Case presentations
- Phase 3 – M4's, an adjunct to clinical electives, subinternships

Use of the Virtual EHR in the Geriatrics Workforce Enhancement Program

INDIANA UNIVERSITY
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Objective

Determine if the Virtual EHR tool could be used to deliver and evaluate the learners' ability to create a comprehensive care plan for geriatric patients established collectively by inter-professional learners.

INDIANA GETC
Geriatrics Education and Training Center

Geriatrics Workforce Enhancement Program (GWEP)

INDIANA UNIVERSITY
SCHOOL OF MEDICINE

Purpose

*"The **Geriatrics Workforce Enhancement Program (GWEP)** supports the development of a health care workforce that improves health outcomes for older adults by integrating geriatrics with primary care, maximizing patient and family engagement, and transforming the healthcare system"*

INDIANA GETC
Geriatrics Education and Training Center

Indiana IGETC Partners

INDIANA UNIVERSITY
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- IU School of Medicine
  - Medical Students
  - Internal Medicine Residents
  - Med Peds Residents
  - Family Medicine Residents
- IU School of Nursing-Advanced Practice Nurse students
- IU School of Social Work-Master of Social Work students
- IU Inter-professional Practice and *Education* Center
- Eskenazi Health
- IU Health
- Richard L. Roudebush VA Medical Center
- CICOA Aging & In-Home Solutions
- Alzheimer's Association

Interprofessional Geriatrics Clinical Care Conferences with Medical Residents, APN Students, and MSW Students

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Each month the GWEP Fellows (5 ANP students and 5 MSW students) with the residents on the Geriatric Medicine rotation are sent an email with a geriatric case to review and prepare to discuss during the Face-to-Face session.

Geriatric Case Summary

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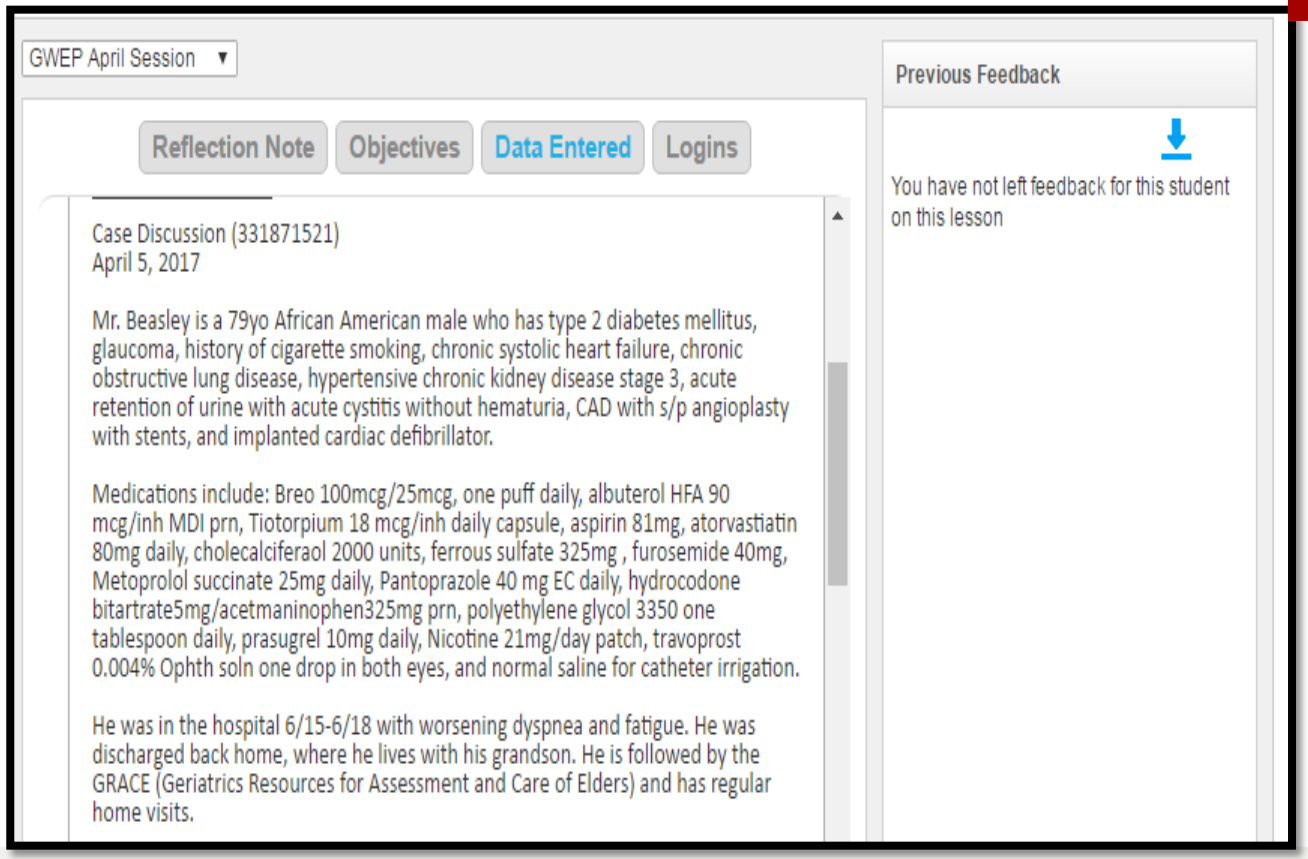

Patient File in the EHR

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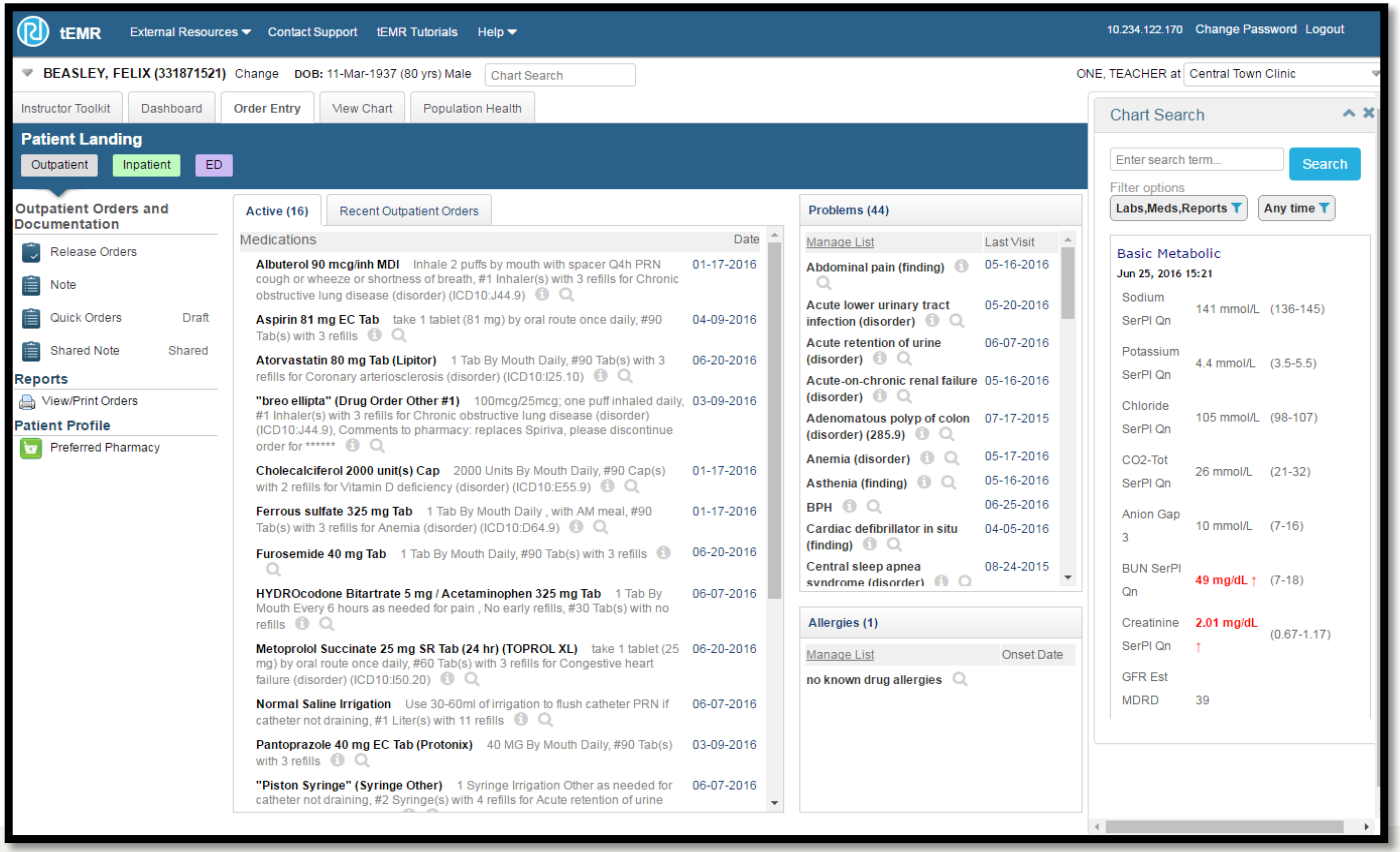

Interprofessional Geriatrics Clinical Care Conferences with Medical Residents, APN Students, and MSW Students

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- Each geriatric case has a template with a list of questions and notation of which note in the patient file to review
- Each student is responsible to complete a note with the template with their answers to help prepare them for the Face-to-Face session

Case Questions template with guide of which note to review

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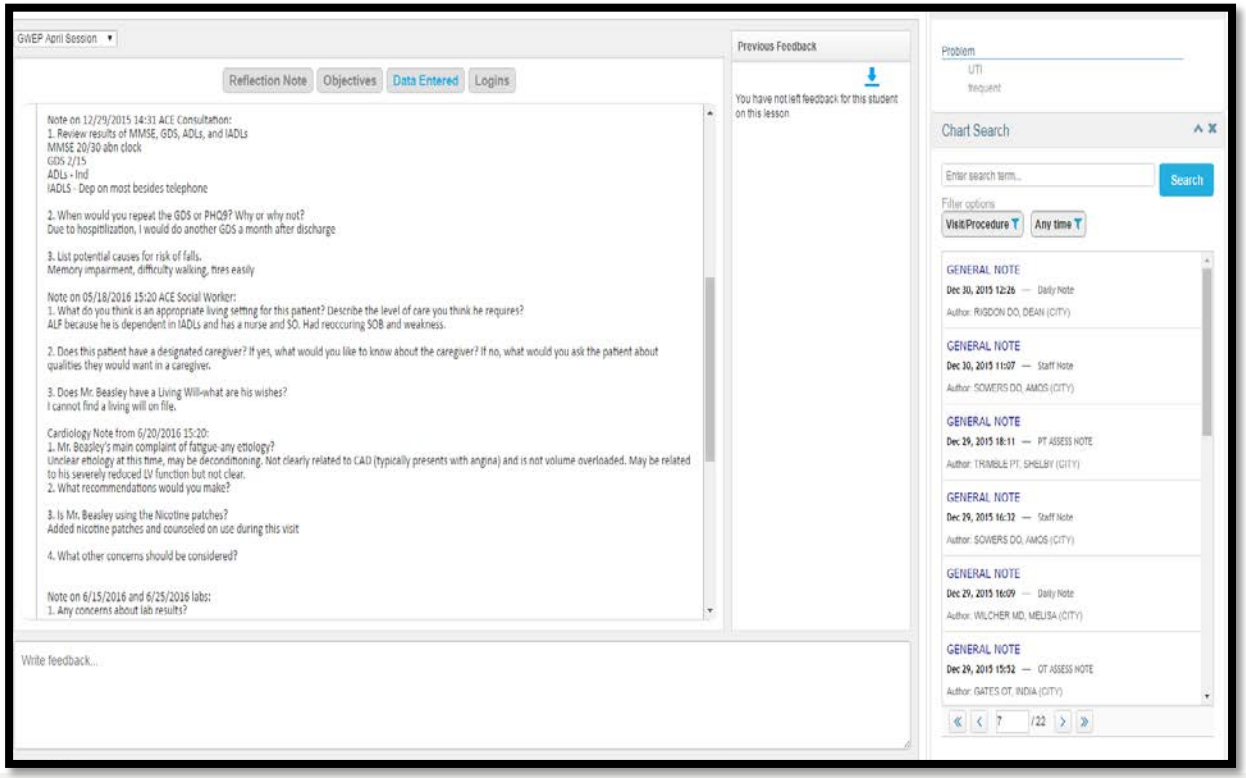

Interprofessional Geriatrics Clinical Care Conferences with Medical Residents, APN Students, and MSW Students

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- End of each Face-to-Face session the students complete an evaluation
- Ratings from students about IPE group session using teaching Virtual EHR have reported:

  Very Useful (55%) or Useful (45%)

Development of a IPE activity in the teaching Virtual EHR: "Team Card template"

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- Created a second template called the shared "team card"
- Each trainee submits their answers in the same note and places their initials at the end.
- All the trainees can see the answers from the other trainees
- Discuss questions and answers during the Fact-to-Face session

EHR: “Team Card template”

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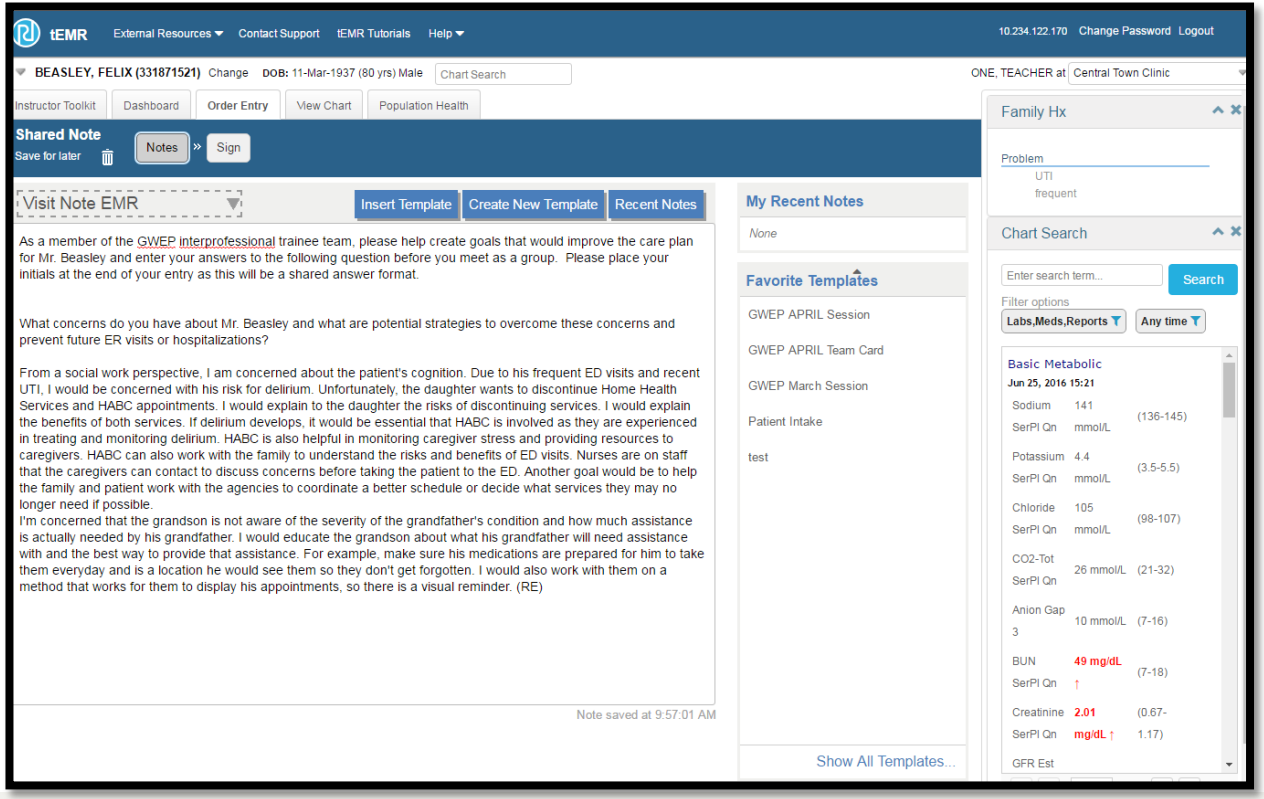

Goals of the Team Card

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- The trainees learn by reviewing the answers about the different disciplines roles/responsibilities
- The trainees as a team would develop the plan of care for the older adult
- The trainees have access to communicate with the other disciplines via a chat box in the virtual EHR

EHR: Chat box

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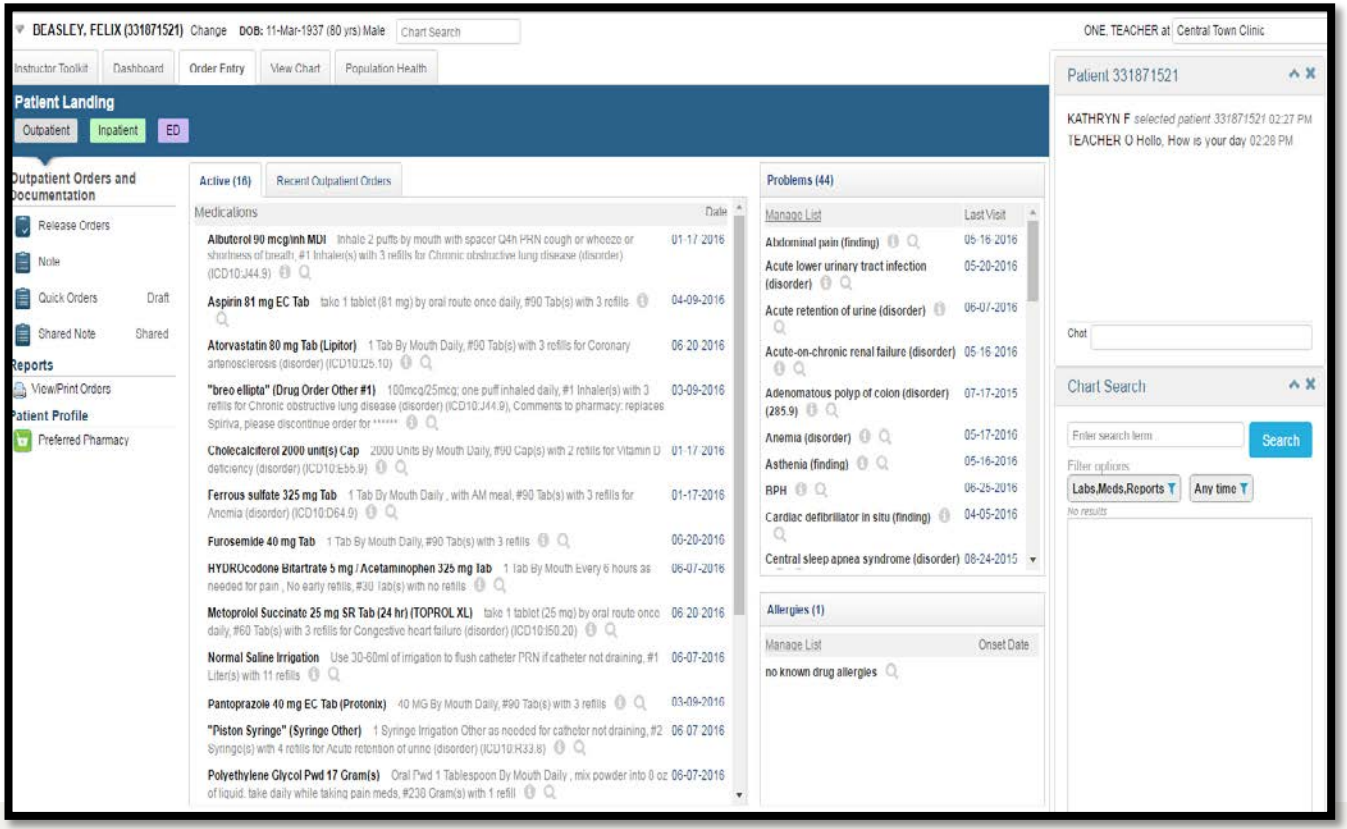

Instructor Toolkit

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- Review each trainees completed answers for the individual case template
- Review the trainees answers in the Team Card
- Review comments in the chat box
- Know which students completed their work prior to the Face-to-Face session

EHR: Instructor Toolkit

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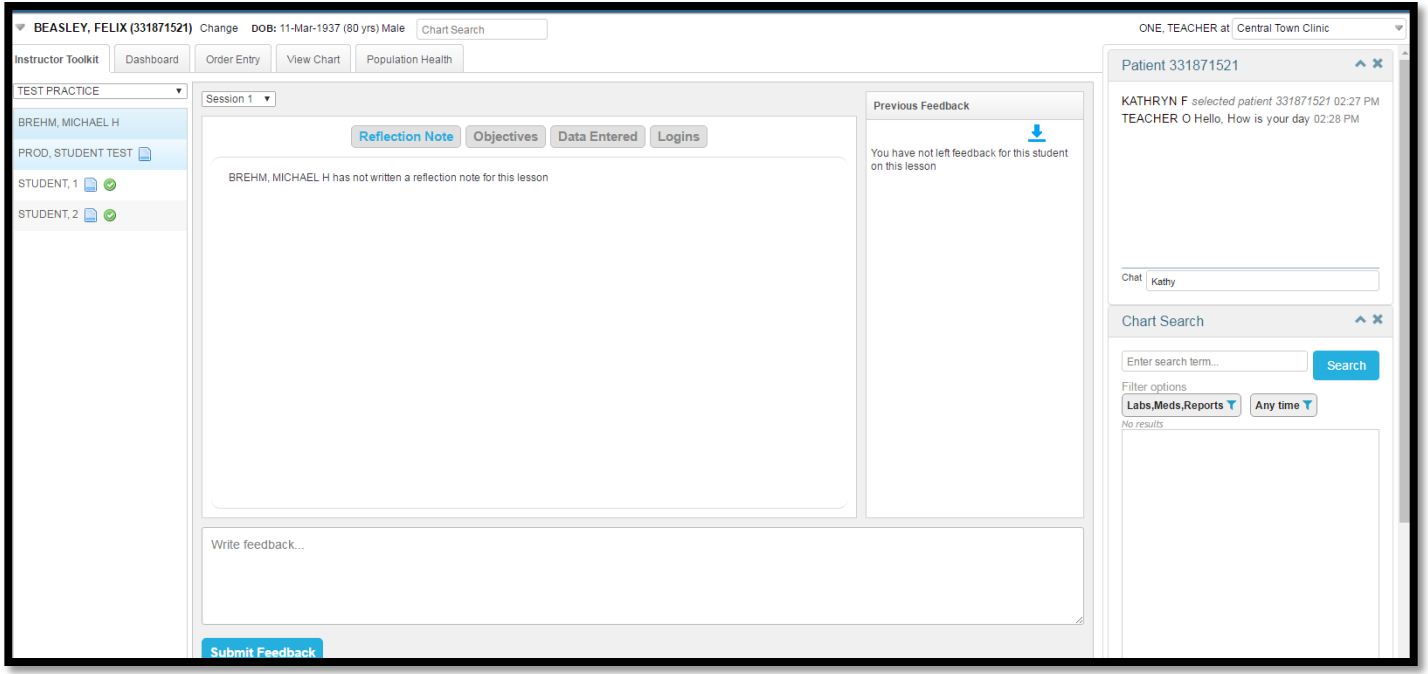

Evaluation Comments from Students

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- Great opportunity to review case and learn what providers documented and ordered
- Great opportunity to work with other disciplines and get a more rounded perspective
- The interdisciplinary conversation was awesome & really helped to show how different services can come together to overcome the patient issues
- Learning about the other disciplines points of view
- Having clinicians from each discipline present that are already working with geriatric patients

Next Steps: Quality Improvement

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- Next round of GWEP Fellows starts next August
- Plan to review feedback and determine next steps to improve the process
  - Revised the end of year evaluation tool to obtain more feedback about the virtual EHR from 1st GWEP Fellows
  - Review orientation handouts about the virtual EHR
  - Review email communications to students about virtual EHR activities
  - Revise the monthly evaluation forms with more specific questions about virtual EHR

Special Thanks to our team!

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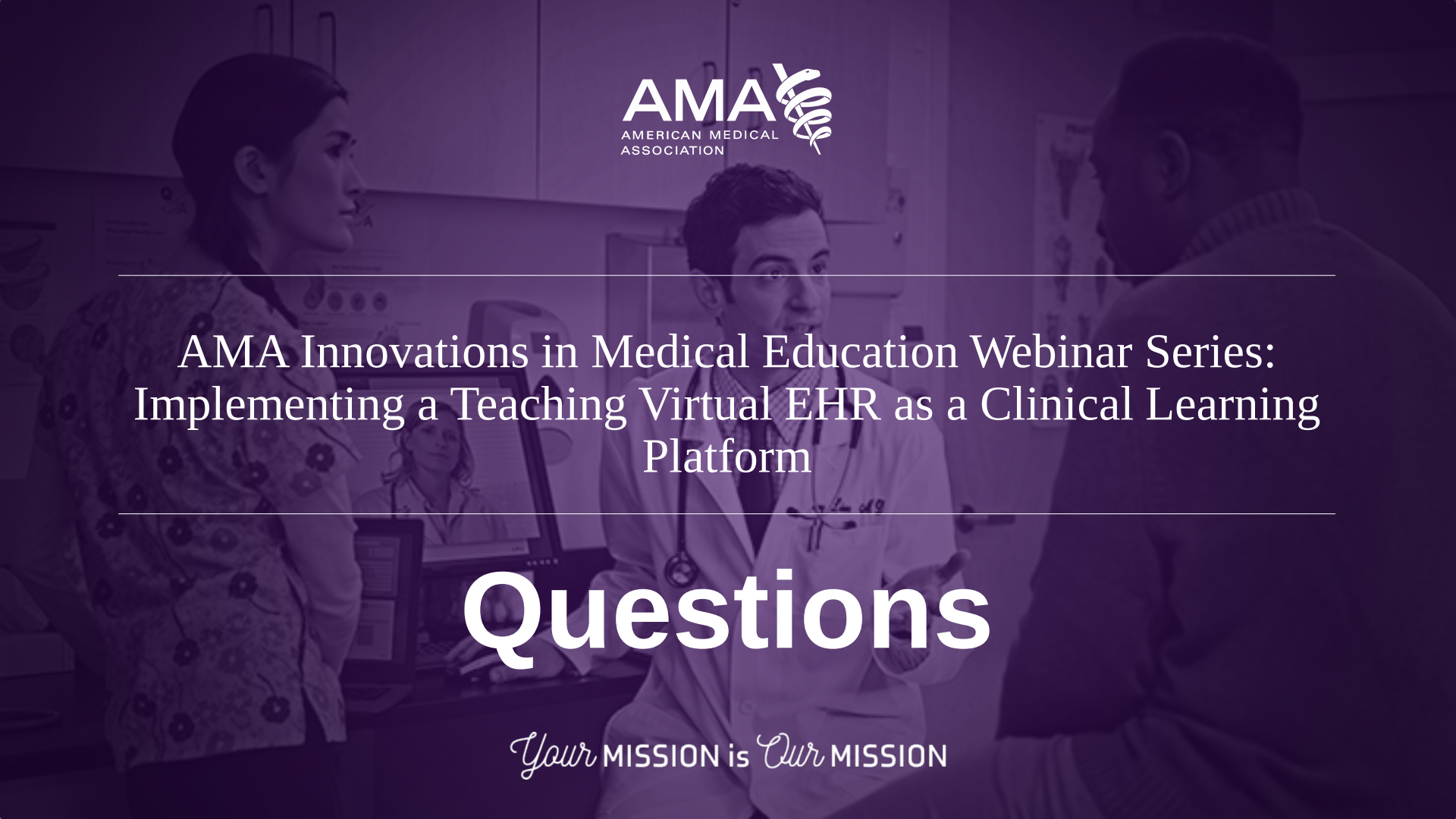
Jeff Warvel	**Business Analyst**
Michael Brehm	Lead Engineer
Josh Jones	Engineer
Haritha Mannam	Engineer
Kruti Patel	Engineer
Brian Stout	Sr Product Owner
Layla, Baker	Content / Curriculum

Rachel Gruber	**Project Manager**
Cindi Hart	Training
Lisa Gill	Communication
Debra Litzelman	Faculty
Blaine Takesue	Faculty



AMA Innovations in Medical Education Webinar Series: Implementing a Teaching Virtual EHR as a Clinical Learning Platform

Questions

Your MISSION is Our MISSION

Future Events

Continue the discussion

Please join us to ask questions of our panelists at:

ace.communities.ama-assn.org

- Implementation of the virtual EHR
- Use in curriculum
- Implications for the future of medical education

Future webinars

June 5 at 12 p.m. Central

Transforming Education: Leading Innovations in Health Professions Education

In association with Educause ELI

August 21 at 3 p.m. Central

Using Big Data to Learn about Population Health

ChangeMedEd 2017

Mark your calendars:

CHANGEMEDED™ | 2017
Cultivating a community of innovation

September 14-16 in Chicago

www.ama-assn.org/events/changemeded-2017-national-conference