**WEDNESDAY, SEPT. 18**

7:30–8 a.m. **Breakfast**—Chicago Promenade

8–8:30 a.m. Welcome: Susan E. Skochelak, MD, MPH, and AMA CEO and Executive Vice President James L. Madara, MD—Chicago Ballroom VI and VII

8:30–9:30 a.m. Plenary: Sekou Andrews—Chicago Ballroom VI and VII

9:30–9:40 a.m. Transition

**Breakout sessions**

- 🌞 Developing a coaching program: The student perspective on coaching in medical education (Chicago Ballroom VIII)
- 🌞 Strategies for promoting a positive educational environment free from discrimination (Chicago Ballroom VIII)
- 🌞 Integrating electronic health records into pre-clinical undergraduate medical education (Chicago Ballroom X)
- 🌞 The NYU Tracer Project: Following graduates into practice using open data (Chicago Ballroom X)
- 🌞 Adopting a framework for care conversations, ethical dilemmas and interdisciplinary care in a community-based residency training program serving Hispanic geriatric patients (Arkansas)
- 🌞 Creation of experiential learning opportunities for high-value cost conscious care using actor-and avatar-based simulation (Arkansas)
- 🔄 Promoting systems thinking at the GME level: An innovative longitudinal curriculum linked to population health management (Ohio)
- 🔄 The residency selection process: Best practices in the era of novel selection tools and data sources (Chicago IX)

10:40–10:50 a.m. Transition

10:50–11:50 a.m. **Breakout sessions**

- 🌞 Health care transformation and societal responsiveness in an era of entrustable professional activities: From pipeline programs to UME/GME and beyond (Chicago Ballroom VIII)
- 🌞 Workplace-based assessments for the Core EPAs: Making ad hoc entrustment decisions through direct observation (Chicago Ballroom VIII)
- 🔄 Leveraging new technology and faculty-generated study resources to incorporate spaced repetition and retrieval-based learning into a formal medical curriculum (Arkansas)
- 🔄 Using an online quality improvement project platform to enhance access to experiential learning (Arkansas)
### 10:50–11:50 a.m. Breakout sessions (continued)

- The social medicine case study project: Incorporating social determinants into problem- and team-based learning (Chicago Ballroom IX)
- Focus on resiliency, not burnout in future health care providers (Chicago Ballroom X)
- Gauging performance: Health systems science residency dashboards in a learning health system (Arkansas)

#### 11:50 a.m.–1 p.m. Lunch—exhibit hall (Riverwalk B)

#### 1–2 p.m. Wicked problems session

| Competency-based medical education | Chicago Ballroom VIII |
| Learner mistreatment                | Chicago Ballroom IX   |
| Student diversity                   | Chicago Ballroom X    |

#### 2–2:10 p.m. Transition

#### 2:10–3:10 p.m. Breakout sessions

- Peak performance gamified micro-course: Portable learning of leadership competencies in fourth-year medical students (Arkansas)
- Self-directed education to prepare today’s learners for tomorrow’s practice: Implementation of quality improvement and patient safety workshops for health professional students (Arkansas)
- Leadership and change management in curricular revision and medical education transformation (Chicago Ballroom VIII)
- Establishing entrustment of medical student documentation in clinical practice (Mississippi)
- Year one student engagement and value in clinical site population health and health systems science (Mississippi)

#### 3:10–3:20 p.m. Transition

#### 3:20–4:20 p.m. General session: Reimagining residency—how the AMA will transform GME

Kalli Varaklis, MD, MSEd; Debra F. Weinstein, MD; Clark Denniston, MD, and John S. Andrews, MD—Chicago Ballroom VI and VII

#### 4:20–4:30 p.m. Transition

#### 4:30–6 p.m. Exhibit hall opening reception—exhibit hall (Riverwalk B)
THURSDAY, SEPT. 19

7:30–8 a.m.  Breakfast—Chicago Promenade

8–8:10 a.m.  Welcome: Jesse M. Ehrenfeld, MD, MPH—Chicago Ballroom VI and VII

8:10–9:10 a.m.  Plenary: Christine Porath, PhD—Chicago Ballroom VI and VII

9:10–9:20 a.m.  Transition

9:20–10:20 a.m.  Breakout sessions

- Becoming a doctor: Teaching health systems science from day one of medical school (Arkansas)
- Health systems science education in the clinical learning environment—frontline perspectives (Arkansas)
- RICE: A curriculum in reflection, interprofessional education, advanced communication skills and ethics—nourishing students for professional growth and well-being (Chicago Ballroom VIII)
- Measuring the master adaptive learner (Mississippi)
- Tapping into learners’ expertise and teaching potential (Mississippi)
- Competency-based education tied to health outcomes: Over the horizon or within reach? (Mississippi)

10:20–10:30 a.m.  Transition

10:30–11:30 a.m.  Breakout sessions

- Creating a robust assessment system and student competence committee for a new medical school curriculum (Arkansas)
- Student/faculty co-production of a medical education design and innovation challenge as a tool for teaching systems thinking (Arkansas)
- The #MDsToo mistreatment prevention curriculum: Lessons learned and next steps (Chicago Ballroom VIII)
- Coaching for specific learner transitions: Identifying best practice coaching theories and techniques for program development (Chicago Ballroom IX)
- Required art-based curriculum improves essential qualities in medical students by increasing tolerance for ambiguity and perspectives-taking (Mississippi)
- Insights from a cross-collaborative theater-based curricular initiative to improve the communication skills of nurses in training (Ohio)
- Utilizing service learning to address students’ perception of interprofessional teams (Ohio)
- Development of a specialty-specific robust simulated paging curriculum to improve non-face-to-face interprofessional communication skills (Chicago Ballroom IX)
- Augmented reality in service to knowledge transfer—medical equipment orientation on mobile devices (Chicago Ballroom X)

11:30 a.m.–1 p.m.  Lunch—exhibit hall (Riverwalk B)

1–2 p.m.  Wicked problems session

- Competency-based medical education—Chicago Ballroom VIII
- Learner mistreatment—Chicago Ballroom IX
- Student diversity—Chicago Ballroom X

2–2:10 p.m.  Transition
### Breakout sessions

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| 2:10–3:10 p.m.    | ✡ Assessment and insights from the four-year health system science curriculum at Brown University: We did it! (Arkansas)  
                  | ☞ Preparing students for very (very!) early clinical immersion: Faculty and student perspectives on student selection and peer learning (Chicago Ballroom IX)  
                  | ☞ Creating a practicum—the evolution of a four-year medical student transition to internship course (Ohio)  
                  | ☞ Estimating trustworthiness for clinical responsibilities: Balancing risks and rewards in medical education (Ohio)  
                  | ☞ Resident education cannot be just for new residents (Ohio)  
                  | ☞ Consulting Dr. Google—teaching and assessing digital information literacy in modern age (Chicago Ballroom X) |
|                  | ✡ Scholarly concentrations: A novel platform for delivery of health systems science exposure and highlight unique learning environments across the nine campuses of Indiana University (Arkansas)  
                  | ☞ Incorporating character education into medical education (Mississippi)  
                  | ☞ When advisors need advice: Initial development and execution of an advising consult service for medical student advisors (Mississippi)  
                  | ☞ H&P 360: Advancing the traditional history and physical to address chronic diseases and social determinants (Chicago Ballroom VIII)  |
| 3:10–3:20 p.m.    | Transition                                                                                       |
| 3:20–4:20 p.m.    | Breakout sessions                                                                               |
|                  | ✡ Health systems science student impact stories (Arkansas)                                       |
|                  | ☞ Giving voice to the patient experience: Patient satisfaction surveys for medical students (Mississippi)  
                  | ☞ Preparing for the worst: Simulated overnight call for fourth-year medical students (Mississippi)  
                  | ☞ Personalizing health systems science through self-reflective narrative exercises (Ohio)  
                  | ☞ SOAP-Q: A curricular intervention to integrate health systems science in the clinical learning environment (Ohio)  
                  | ☞ Embedding technology and apps into clinical education (Chicago Ballroom IX)  
                  | ☞ Address social determinants of health using case studies and structural analysis (Chicago Ballroom X)  
                  | ☞ Massively overhauling the learning environment: One institution’s journey, including successes, failures and lessons learned (Chicago Ballroom VIII)  |
| 4:20–4:30 p.m.    | Transition                                                                                       |
| 4:30–5:45 p.m.    | General session: Augmented intelligence in medical education                                      
                  | Kimberly D. Lomis, MD; Christopher Khoury, MSc, MBA; Carla Pugh, MD, PhD; Chelsea Katz, MBA; Elliot Crigger, PhD, and Richard DeMillo—Chicago Ballroom VI and VII |
| 5:45–7:15 p.m.    | Poster session and dinner—exhibit hall (Riverwalk B)                                           |
FRIDAY, SEPT. 20

7:30–8 a.m. Breakfast—Chicago Promenade
8–8:10 a.m. Welcome: Kimberly D. Lomis, MD—Chicago Ballroom VI and VII
8:10–9:10 a.m. Plenary: Diana Kander—Chicago Ballroom VI and VII
9:10–9:20 a.m. Transition
9:20–10:20 a.m. Breakout sessions

批评性护理选择在第四年：独特的平台来评估能力并综合知识（Arkansas）
Teleporting our learners into the clinical environment of the future: Providing in-home care via telemedicine and cyberspace (Arkansas)
Teaching macrosystems in a micro-sized curriculum: A “logical” roadmap to developing a health systems science curriculum with limited resources (Chicago Ballroom X)
Fostering student success: History meets innovation in the CUNY School of Medicine (Chicago Ballroom IX)

10:20–10:30 a.m. Transition
10:30–11:30 a.m. Breakout sessions

Progress testing and core undergraduate entrustable professional activities (Chicago Ballroom VIII)
Utilizing natural language processing to automate the identification of acting intern challenges (Chicago Ballroom VIII)
“Working the system”: Development and implementation of a longitudinal health systems science curriculum (Chicago Ballroom X)
Health systems science literacy: Competence, confidence and coercion to teach and assess the curriculum (Chicago Ballroom IX)
Reducing implicit bias in medical education and training (Mississippi)
Solving a “wicked problem”: An exploratory pilot for medical students and clinics to learn health systems science (Mississippi)

11:30 a.m.–1 p.m. Lunch—exhibit hall (Riverwalk B)
1–2 p.m. Wicked problems session
  Competency-based medical education—Chicago Ballroom VIII
  Learner mistreatment—Chicago Ballroom IX
  Student diversity—Chicago Ballroom X

2–2:10 p.m. Transition
2:10–3:10 p.m. **Breakout sessions**

- Peer-led small group, case-based discussions in UME to foster learning about bias (Chicago Ballroom X)
- Engaging patients as teachers to promote patient-centered care (Arkansas)
- Using virtual reality to increase empathy and improve clinical skills (Arkansas)
- Curriculum for teaching medical students and residents about medical marijuana (Mississippi)
- Point-of-care ultrasound and clinical reasoning: A pilot interprofessional and interdisciplinary elective for M4 students (Mississippi)
- Preparing students for the difficult communication challenges associated with the prescription opioid epidemic (Mississippi)
- Optimizing the learning environment: Innovative strategies to help trainees respond to discriminatory or excluding comments (Ohio)
- Use of sensor technology to enable competency-based advancement for hands-on clinical skills and procedural medicine (Chicago Ballroom VIII)
- Peak performance: A communications simulation to practice leadership competencies in fourth-year medical students (Chicago Ballroom IX)

3:10–3:20 p.m. Transition

3:20–4:20 p.m. **Breakout sessions**

- A longitudinal curriculum in social and health systems science for medical students (Chicago Ballroom IX)
- Implementing a multi-pronged approach for teaching and assessing patient safety in UME (Chicago Ballroom X)
- The mechanism of disease map and mechanism of care delivery diagram: Tools to bolster clinical reasoning using basic and health systems science integration (Chicago Ballroom VIII)
- Teaching residents teamwork, empathy and communication through medical improv (Arkansas)
- Applying health systems science in the community: The human dimension at the heart of a new school of medicine curriculum (Ohio)

**SATURDAY, SEPT. 21**

7:30–8 a.m. **Breakfast**—Chicago Promenade

8–8:10 a.m. Welcome: John S. Andrews, MD—Chicago Ballroom VI and VII

8:10–9:30 a.m. Plenary: Residency training in the U.S.—past, present and future
Kenneth Ludmerer, MD—Chicago Ballroom VI and VII

9:30–9:40 a.m. Transition

9:40–10:40 a.m. **Breakout sessions**

- Cultivating residents as effective faculty in health systems science (Arkansas)
- Partnering for better health: Using an interprofessional educational approach to explore social determinants of health and policy (Arkansas)
- Take 5: Innovative, just-in-time faculty development for busy but dedicated educators (Arkansas)
- Evaluating the evaluators: How do competence committee members perceive and use an assessment tracking system? (Ohio)
- We’re not in Kansas anymore: Defining and disseminating shared mental models for competency-based medical education (Ohio)
- From the classroom to entrustment—the development of motivational interviewing skills as an entrustable professional activity (Chicago Ballroom VIII)
- Coaching toward resilience and problem-solving for success in health care practice (Chicago Ballroom X)
- Rx for change: A complete curriculum for the development of competence in tobacco cessation counseling (Chicago Ballroom X)
10:50–11:50 a.m.  Breakout sessions

👩‍💻 Enhancing medical education reform and medical student professional development through longitudinal, co-curricular distinction tracks (Chicago Ballroom VIII)

🍹 Medical student consulting: Providing students with leadership and business opportunities while positively impacting the community (Arkansas)

💡 The early clinical experience scholarly project: Students learn from patients and clinics learn from students (Arkansas)

👩‍💻 Education technology tips from the big auditorium to the bedside (Chicago Ballroom IX)

💡 Improving diagnostic accuracy utilizing systematic approaches and technology platforms (Chicago Ballroom X)

11:50 a.m.– Lunch—exhibit hall
12:50 p.m. (Riverwalk B)
12:50–1:50 p.m. Wicked problems session
  Competency-based medical education—Chicago Ballroom VIII
  Learner mistreatment—Chicago Ballroom IX
  Student diversity—Chicago Ballroom X

1:50–2 p.m. Transition
2–2:30 p.m. Closing—Chicago Ballroom VI and VII