



CHANGEMEDED® 2019


Sept. 18–21 | Sheraton Grand Chicago

Please note: The agenda is subject to change. Download the meeting app to access the most up-to-date information.

EVENT KEY

 Innovation exploration

 Portable transformation

 Glimpse of the future

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**


9:40–10:40 a.m. 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)

 **Creating health systems science natives starts on day one of medical school** (Ohio)

 **JOINT DQ—Joslin Online Intensive Training Program in diabetes and quality improvement: A cluster randomized trial** (Ohio)

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)

 **The process of making entrustment decisions** (Chicago Ballroom IX)

 **IPE-T: Results of three longitudinal continuity-of-care interprofessional telemedicine simulations to promote rural health care education** (Chicago Ballroom X)

 **Engineering innovation in medical education at the Carle Illinois College of Medicine** (Ohio)

 **Optimizing a virtual reality training module to teach experiential dementia, challenge ageism and build empathy** (Ohio)

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, MEd; 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)

 **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)


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)

 **Teaching medical ethics to medical students in their clinical years** (Mississippi)

 **Advancing health systems science through integration with longitudinal clinical experiences in an aspiring learning health system** (Ohio)

 **Creating a multi-modal skin lesion identification simulation and education mobile app** (Ohio)

 **Improving patient outcomes with digital health** (Ohio)

 **An educational tool for teaching medical business ethics: The Bander Center Casebook** (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**

2:10–3:10 p.m. **Breakout sessions**

- 💡 **Assessment and insights from the four-year health system science curriculum at Brown University: We did it! So what, now what and what can you do?** (Arkansas)
- 💡 **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)
- ↻ **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 fourth-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)

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**

 **Critical care selectives in the fourth year: A unique platform for assessing competencies and synthesizing knowledge** (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)

 **Measuring the clinical learning environment: Development of an institutional CLE metric** (Chicago Ballroom IX)


 **Teaching and assessing patient handovers using I-PASS: UME/GME synergy** (Chicago Ballroom VIII)


 **What matters in the end—flipping the switch on the residency interview process** (Mississippi)

 **Using virtual families to teach health systems science and foster learner wellness across the clinical clerkship** (Ohio)


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)

 **Using Maslow’s hierarchy of needs as a framework to develop a personalized medical student well-being curriculum** (Mississippi)

 **Delivering high-fidelity foundational interprofessional curriculum that meets AAMC best practice standards** (Ohio)

 **Incorporating the learner into high-stakes decisions about learners: Observations and best practices from student representatives of a UME competency committee** (Ohio)

 **Learner saturation: The tsunami we’re facing** (Arkansas)

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.–
12:50 p.m. **Lunch**—exhibit hall
(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