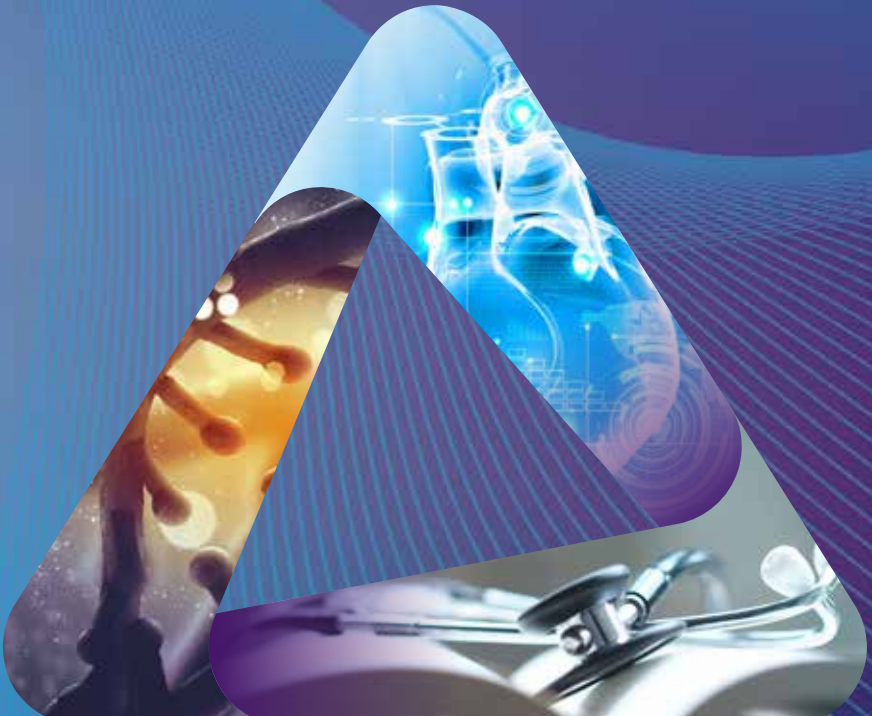




CHANGEMEDED®

2023

AMA Academic Coaching Implementation Workshop



Welcome!

The American Medical Association is excited to host the **2023 AMA Academic Coaching Implementation Workshop**. This program provides education, training, and support to faculty who are responsible for developing and implementing coaching programs in undergraduate or graduate medical education. More specifically, program participants will gain the skills and tools necessary to design, implement and evaluate coaching programs at their local institutions. Participants will also have opportunities to make connections, collaborate with other faculty interested in coaching and participate in the advancement of the field of academic coaching across the medical education continuum.

We are thrilled to have you as part of this program filled with nationally recognized educators and experts in coaching. We hope to provide you with excellent training and networking opportunities to help you meet your goals. We appreciate your participation and passion.



Maya M. Hammoud, MD, MBA
Senior adviser
AMA



Sanjay V. Desai, MD, MACP
Chief academic officer
AMA

AMA staff

John Andrews, MD

Vice president, graduate medical education innovations

john.andrews@ama-assn.org

Sarah Ayala, Med

Project manager

sarah.ayala@ama-assn.org

Joaquin Baca, PhD(c)

Director, equity, diversity and belonging

joaquin.baca@ama-assn.org

Lisa Beauvais

Project administrator

lisa.beauvais@ama-assn.org

Joena Chun

Marketing manager

joena.chun@ama-assn.org

Christine Daly, MSW

Project administrator

christine.daly@ama-assn.org

Sanjay V. Desai, MD, MACP

Chief academic officer

Group vice president, Medical Education

sanjay.desai@ama-assn.org

Joyeeta Dutta, MPH, MS

Senior research associate

joyeeta.dutta@ama-assn.org

Victoria Stagg Elliott, MA

Technical writer

victoria.elliott@ama-assn.org

Donna Frey

Staff assistant

donna.frey@ama-assn.org

Resney Gugwor, PhD

Research associate

resney.gugwor@ama-assn.org

Maya M. Hammoud, MD, MBA

Senior adviser

maya.hammoud@ama-assn.org

Emily Harding

Project coordinator, meetings and events

emily.harding@ama-assn.org

Kevin Heckman, MBA

Director, product development

kevin.heckman@ama-assn.org

David Henderson, MD

Vice president, equity, diversity and belonging

david.henderson@ama-assn.org

Olivia (Liv) King

Staff assistant

olivia.king@ama-assn.org

Kimberly Lomis, MD

Vice president, undergraduate medical education innovations

kimberly.lomis@ama-assn.org

Amanda Moutrage

Project administrator

amanda.moutrage@ama-assn.org

Katie Pajak, Med

Project manager

kathryn.pajak@ama-assn.org

Ryan Ray

Staff assistant

ryan.ray@ama-assn.org

Mia Resa, MAPSS

Research associate

mia.resa@ama-assn.org

Judee Richardson, PhD

Director, research and program evaluation

judee.richardson@ama-assn.org

Sally Santen, MD, PhD

Special adviser

sally.santen@ama-assn.org

Betsy Shea

Director, GME collaborations

betsy.shea@ama-assn.org

Olivia Westerbeck

Staff assistant

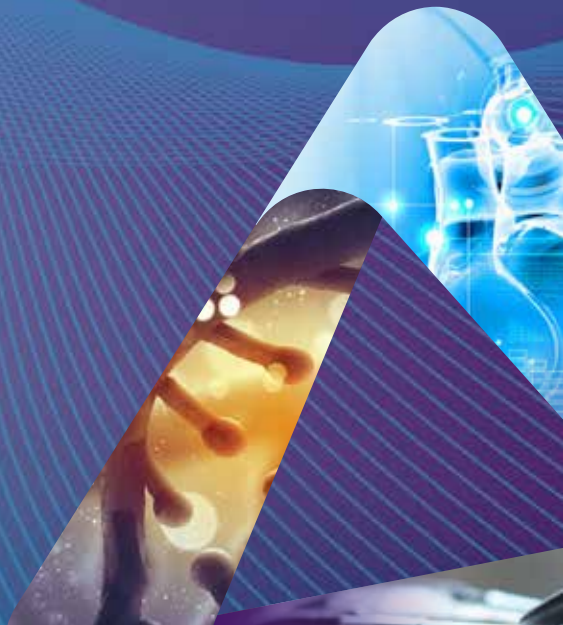
olivia.westerbeck@ama-assn.org

Learn more about the AMA ChangeMedEd initiative: [changemeded.org](https://www.ama-assn.org/change-med-ed).

Find [tools and resources](#) for academic coaching in medical education.

AMA Academic Coaching
Implementation Workshop

Program participants





PARTICIPANT

Aurea Baez-Martinez, MS

GME institutional coordinator

**University of North Texas Health Science Center at Fort Worth
Texas College of Osteopathic Medicine**

Aurea Baez-Martinez, MS, is a native of Ponce, Puerto Rico. She started working with graduate medical education (GME) in 2008 when she was recruited to work as a program secretary for the pediatric residency program at the Hospital Episcopal San Lucas and worked there until January 2017. During that time, her position was reclassified as program coordinator. Aurea and her family moved to Fort Worth, Texas in 2017 so she could start working as an academic program coordinator at the Texas College of Osteopathic Medicine's Office of Educational Programs and affiliated programs. She currently is the GME institutional coordinator at the University of North Texas Health Science Center at Fort Worth/Texas College of Osteopathic Medicine.

Aurea completed her Bachelor of Arts degree in office systems management at the Inter American University of Puerto Rico, Ponce Campus and completed a Master of Science degree in management and leadership from Western Governors University. She was granted certification from the National Board for Certification of Training Administrators in Graduate Medical Education (TAGME) in September 2019 and is a Step 1 Certified Educator of the Myers-Briggs Type Indicator (MBTI).

She is a fan of Star Wars and likes the immortal quote "May the force be with you."



PARTICIPANT

Adrian Baudy IV, MD, MBA

**Internal medicine associate program director
Nephrology program director
Tulane University School of Medicine**

Adrian Baudy IV, MD, MBA, is an associate professor at Tulane University School of Medicine and a nephrologist who has been practicing for over 10 years. He is a Boonshoft Wright State University School of Medicine graduate and completed his residency and fellowship at Tulane University Hospital & Clinics. Dr. Baudy is a highly skilled and experienced physician who is passionate about providing quality care to his patients. He is also a dedicated educator and researcher who is committed to advancing the field of nephrology. He has won numerous teaching awards.

As a nephrologist, he sees many patients with high blood pressure and other sodium-related health problems, which is why he created Doc's Salt Free hot sauce as a way to help his patients reduce their sodium intake without sacrificing flavor. He is passionate about helping his patients and willing to go the extra mile to create a product they can enjoy.



PARTICIPANT

Alison Brooks, MD

**Associate professor
University of Texas at Austin Dell Medical School**

Alison Brooks, MD, is an associate professor of women's health specializing in general obstetrics and gynecology at Dell Medical School. She received her medical degree from the SUNY Stony Brook School of Medicine and completed her residency training in OBGYN at University of Texas Southwestern Medical Center-Parkland Hospital, Dallas. After her residency, she completed the Susan B. Frank Fellowship in Advanced Pelvic Surgery at Presbyterian Hospital of Dallas.

At Dell Medical School, Brooks serves as the director of undergraduate medical education for the Department of Women's Health/OBGYN. In this role, she serves as the medical student clerkship director, the course director of the reproductive medicine mechanism of disease course, and the mentor to the Women's Health/ OBGYN student interest group. She serves as chair of the Dell Medical School Faculty Senate; chair of the Health Care Delivery Working Group, a subcommittee of the Undergraduate Medical Education Committee; and a member of the Women's Health Clinical Competency Committee.

Brooks is a graduate of the APGO Academic Scholars and Leaders Program. She has received the CREOG Faculty Award for Excellence in Resident Education and the Outstanding Medical Student Faculty Teacher Award.



PARTICIPANT

Katelyn Carney, DVM

Lecturer

Cornell University College of Veterinary Medicine

Katelyn Carney, DVM, is a faculty member at the Cornell University College of Veterinary Medicine. She serves as a tutor in the problem-based learning physiology course for first year veterinary medical students, as well as a small group facilitator in the learning communities first-year experience program and in the healer's art course. Within the Educational Support Services Department, Dr. Carney serves as program chair for the New York State Veterinary Conference and creates high-impact continuing education conferences. Her professional interests include applying the science of learning to graduate and continuing education, faculty and staff professional development, and individual and community wellness. She is a certified Eight Active Ingredients of Tai Chi instructor under Dr. Peter Wayne, author of *The Harvard Medical School Guide to Tai Chi*. In her spare time, she enjoys practicing Kung Fu and Tai Chi, writing a fantasy novel, and playing around with her ukulele, chickens, two children, and husband.



PARTICIPANT

Melanie Cheng, MD

**Associate chief academic officer, GME
Assistant clinical professor
SUNY Downstate Health Sciences University
New York City Health + Hospitals
Kings County Hospital Center**

Melanie Cheng, MD, is a pediatric hospitalist and the associate chief academic officer for graduate medical education (GME) at Kings County Hospital Center. She graduated from the pediatrics residency program at SUNY Downstate Health Sciences University, where she also completed a concurrent fellowship in general academic pediatrics and GME leadership as the inaugural leadership fellow. She is passionate about improving diversity, equity, and inclusion in the clinical learning environment for medical trainees. Her current efforts are focused on faculty development, mentorship, and advocacy. She is currently focused on developing innovative solutions to re-imagine the remediation process by addressing structural barriers to learning and providing comprehensive support to program leaders as well as learners while increasing psychological safety to help learners thrive.



PARTICIPANT

Jennifer Crum, MS

**Associate director, student success
Carle Illinois College of Medicine**

Jennifer Crum, MS, recently returned to medical education at Carle Illinois College of Medicine as associate director of student success and specialty advising. She has over 20 years of experience supporting learners in a variety of settings, including student affairs, medical education, career coaching, and pre-health advising. Crum enjoys partnering with learners on their journey to help them thrive and achieve their goals.



PARTICIPANT

Dana Dunne, MD, MHS

Associate professor, medicine
Associate chair, education
Yale University School of Medicine

Dana Dunne, MD, MHS, received her medical degree at SUNY-Downstate and was a resident and chief resident in internal medicine at Yale New Haven Hospital where she stayed on for her infectious diseases fellowship. Since 2011, she has served as the clerkship director for the inpatient core internal medicine clerkship, was associate program director for six years, and is currently associate chair for education in the Department of Medicine, associate designated institutional official, and GME director for educator development. She was recently appointed as director of the newly launched longitudinal coaching program for the Yale School of Medicine. Clinically, she specializes in HIV and sexually transmitted infections. Educationally, she concentrates on educator development at all levels of training. She co-leads the clinician-educator distinction for residents in the Department of Medicine and oversees a similar program across GME. She co-directs FAME (fellows as medical educators) and runs seminars for faculty using the Stanford Clinical Teaching Program. She directs the Yale regional hub of the ACGME faculty development course in improving assessment. She received her Master in Health Science (Med Ed pathway) from Yale in 2020.



PARTICIPANT

Judith Engeler, MME, Dr med

**Senior consultant
University of Zurich**

Judith Engeler, MME, Dr med, is a senior consultant at the Institute of Emergency Medicine at the University Hospital Zurich and curriculum developer at the Medical Dean's Office of the University of Zurich. She trained in internal medicine and nephrology and obtained an additional title in emergency medicine. Furthermore, she completed her master's degree in medical education from the University of Bern. Her main interests lie in the advancement of clinical education of emergency medicine trainees in Switzerland and the transition to competency-based medical education in under- and postgraduate training. She is in the lead of the EPA development project for emergency medicine in Switzerland and responsible for various projects within the curriculum revision at the Medical Dean's Office of the University of Zurich, including the development and implementation of a coaching program.



PARTICIPANT

Reid Evans, PhD

**Assistant professor
Education director, graduate medical education
University of Massachusetts Chan Medical School**

Reid Evans, PhD, is an assistant professor of medicine and the education director for graduate medical education at the University of Massachusetts Chan Medical School in Worcester, MA.



PARTICIPANT

Gretchen Fuller, MD

**Assistant professor
University of Texas at Austin Dell Medical School**

Gretchen Fuller, MD, is an emergency medicine and pediatric emergency medicine physician. She is the assistant director of patient experience with US Acute Care Solutions and is an assistant professor in the Department of Surgery at the University of Texas at Austin Dell Medical School. She completed medical school at Harvard University, emergency medicine residency and chief residency at the University of California, San Francisco, and pediatric emergency medicine fellowship at the University of Texas at Austin Dell Medical School. Her professional focus is interpersonal and team communication and how these skills can foster connection, promote equity, and improve the lives of patients and health care professionals. She is a relationship-centered communication facilitator and faculty with the Academy of Communication in Healthcare (ACH) and facilitates workshops on foundational communication skills, conflict, equity and inclusion, coaching, feedback, and leading teams. Academically, Gretchen teaches courses, develops curricula, and facilitates workshops on interpersonal and team communication. Gretchen completed training as a health care peer coach practitioner with the Physician Coaching Institute. She lives in Austin, TX with her husband and three children.



PARTICIPANT

Anthony Gaynier, MS

**Learning specialist
Wayne State University School of Medicine**

Anthony Gaynier, MS, is a learning specialist in the Office of Learning and Teaching at Wayne State University School of Medicine. In his role, he develops, delivers, and coordinates professional learning opportunities for clinical teaching faculty that are designed to foster improved delivery of a guaranteed and viable medical education curriculum. He is also the director of the portfolio coaching program, soon to be implemented. Prior to his career at Wayne State University, he spent nine years coaching college football.



PARTICIPANT

Bridget A. Graney, MD

Assistant professor

Denver Health Medical Center, University of Colorado Anschutz Medical Campus

Bridget A. Graney, MD, is an assistant professor of medicine at Denver Health Medical Center and the University of Colorado Anschutz Medical Campus. She earned her medical degree at the University of Nebraska followed by residency training and chief resident year in internal medicine and pediatrics at Indiana University. She subsequently completed fellowship training in pulmonary and critical care medicine at the University of Colorado. She joined the faculty at CU in 2019 and then at Denver Health in 2021. She now practices primarily at Denver Health as a pulmonary and critical care physician. She is also an interstitial lung disease (ILD) specialist and co-director of the ILD Program at the University of Colorado. She is a clinician educator with a particular interest in fellow education in interstitial lung disease.



PARTICIPANT

Angela Hairrell, PhD

**Director, academic support services
Texas A&M University School of Medicine**

Angela Hairrell, PhD, is a lifetime educator, serving all levels (PreK to professional school) for over 25 years. She earned her PhD in curriculum and instruction from Texas A&M University in College Station, Texas. Her research interests include reading comprehension and vocabulary development, as well as active learning strategies and learning differences. Before entering the field of medical education, Dr. Hairrell spent many years teaching in the public school system and then working in higher education research. She is currently the director of academic support services at the Texas A&M University College of Medicine. She is passionate about helping all students achieve success through data- and performance-driven assessment. This is especially important to help medical students become effective and efficient learners.



PARTICIPANT

Mara M. Hoffert, PhD

**Director, GME instructional design, learning systems, and resources
Henry Ford Health**

Mara M. Hoffert, PhD, is the director of medical education instructional design and learning systems & resources at Henry Ford Hospital, a large teaching hospital in the heart of Detroit. Mara takes pride in cultivating empowerment, culture change, inclusion, and communication. In her expansive career, Dr. Hoffert has yielded experience in politics, education, and health care. She has served as an educational leader, school principal, instructional designer, and now, as a leader in medical education. In her current role, she supports over 50 accredited residency and fellowship programs. She is passionate about curricular design, sustainable initiatives, and application-based practice. Mara has presented on leadership, feedback, DEIJ in medical education, curricular development, and health and wellness. Mara holds a PhD in administrative leadership and education, an educational specialist degree, and central leadership and building leadership certifications. She is certified in emotional intelligence, crisis intervention, and DEIJ.



PARTICIPANT

Derek Holbrook, EdD

**Director, academic and career success
University of Texas at Tyler School of Medicine**

As the director of academic and career success at the University of Texas Tyler School of Medicine, Derek Holbrook, EdD, focuses on building one-on-one relationships with students to help them transition into medical school, coach them on building health study habits, and advise them through the residency application process. He pushes students to become self-directed learners while always providing the tools to develop these skills.

Dr. Holbrook has been supporting health profession students for 10 years and thoroughly enjoys watching them achieve their dreams. In his spare time, He enjoys spending time with his wife and son while they explore the East Texas Piney Woods.



PARTICIPANT

Daniel Kang, MD

**Associate clinical professor
University of California, Irvine**

Daniel Kang, MD, is an associate clinical professor within the Department of Pediatrics at the University of California, Irvine who practices pediatric hospital medicine within a teaching hospital. He was an associate program director for eight years and interim program director for the pediatric residency program at the University of California, Irvine/ Children's Hospital of Orange County, which also oversaw combined residents in child neurology and pediatric genetics. He is currently the assistant dean for graduate medical education, overseeing over 70 residencies and fellowship programs at the University of California, Irvine. He is passionate about medical education, with interests in feedback, assessment, and curriculum development, and is currently working on his Master of Education in the Health Professions at Johns Hopkins University. He also serves as a career adviser for the University of California, Irvine School of Medicine, working closely with medical students.



PARTICIPANT

Nasir Khan, MD

**Associate professor
University at Buffalo**

Nasir Khan, MD, is an associate professor in the Department of Medicine at the Jacobs School of Medicine, University at Buffalo. Dr. Khan has been a faculty member in the department since he graduated from residency training in internal medicine in June 1996. He has been actively involved in academic teaching and supervision in various formats ranging from one-on-one mentoring to group discussions, both in-person and virtually, and didactic lectures in an interactive format.

He is currently the course director for the Clinical Practice of Medicine course for second-year medical students where his responsibilities include arranging lectures on a variety of clinically relevant topics; arranging small group sessions on various aspects of clinical examination on standardized patients as well as discussions on a variety of clinically relevant topics that include medical errors, patient-physician communications, medical malpractice, case presentation workshops, to name a few; and arranging for students to be assigned to preceptors for clinical encounters on real patients in various clinical settings.

As a clinician educator, Dr. Kahn says that it has been a deeply satisfying experience to be involved in academic teaching and his passion for teaching remains as strong as ever.



PARTICIPANT

Sarang Kim, MD

**Associate professor
Rutgers Robert Wood Johnson Medical School**

Sarang Kim, MD, is a general internist and associate professor in the Department of Medicine at Rutgers Robert Wood Johnson Medical School.

Dr. Kim received her BA in history, philosophy, and social studies of science and medicine at the University of Chicago and her MD. at the University of Chicago Pritzker School of Medicine. She completed her residency in internal medicine and a fellowship in general internal medicine in the clinician educator track at the Hospital of the University of Pennsylvania.

She currently serves as the director of the internal medicine core clerkship, director of ambulatory medicine for the internal medicine residency program, and associate director of the Rutgers Robert Wood Johnson Medical School's Institute for Excellence in Education.



PARTICIPANT

Rose Kim, MD, MEdHP

**Associate dean, faculty affairs
Associate professor, medicine
Cooper Medical School of Rowan University**

In her role as associate dean for faculty affairs at Cooper Medical School of Rowan University (CMSRU), Rose Kim, MD, MEdHP, works closely with the dean and the director of faculty affairs to encourage faculty engagement and assist faculty members in achieving professional goals and succeeding in their academic careers. Dr. Kim also serves as the faculty accreditation lead for CMSRU.

Dr. Kim is an associate professor of medicine and a member of the Division of Infectious Diseases at Cooper University Health Care, where she provides specialized outpatient and inpatient care.

Dr. Kim earned her medical degree from New York University (NYU) School of Medicine, completed her internal medicine residency training at NYU/ Bellevue Hospitals, and completed her infectious diseases fellowship at the Hospital of the University of Pennsylvania. Dr. Kim completed her Master in Education in the Health Professions at Johns Hopkins University in 2018.



PARTICIPANT

Amelia Kirby, MD

**Associate professor
Wake Forest University School of Medicine**

Amelia Kirby, MD, is a board-certified pediatrician and medical geneticist. She attended the University of Wisconsin for her undergraduate studies and completed her medical training at the Medical College of Wisconsin. After a combined pediatrics/medical genetics residency at Baylor College of Medicine, she joined the faculty at Saint Louis University School of Medicine before accepting her current position as associate professor at Wake Forest University School of Medicine. Dr. Kirby is active in medical education, including roles as a lecturer, academic coach, and course director. In her spare time, she enjoys photography, crafting, and spending time with her husband, their two sons, and their dachshund, Buckingham.



PARTICIPANT

Tia Kofahl, MS

Director

University of Tennessee Health Science Center

Tia Kofahl, MS, is the director of the office of Student Academic Support Services and Inclusion at the University of Tennessee Health Science Center in Memphis, Tennessee. She has over 20 years of experience in advising, coaching, and student support services across a variety of institutions. Kofahl and her team of educational specialists provide academic coaching to students in all programs at the Health Science Center including students in the College of Medicine. She is passionate about working with medical students to assist them in adjusting to the demands of medical school, learning efficiently, and maintaining balance and wellness.



PARTICIPANT

Kanapa Kornsawad, MD

**Associate professor
University of Texas Health San Antonio**

Kanapa Kornsawad, MD, is an associate professor, clinical hospitalist, and associate program director of the internal medicine residency program at the University of Texas Health San Antonio and a certified life coach. Dr. Kornsawad received her MD from Chulalongkorn University in Thailand and completed her residency at the University of Texas Health San Antonio in 2013. Her academic areas of interest and research include interprofessional education, humanism in medicine, coaching, and physician wellness and burnout.

Dr. Kornsawad has had significant coaching training and experience as a Certified Life Coach graduate from the Life Coach School in 2022. She also completed certifications in Transforming Your Teaching for the Virtual Environment and a Systems Approach to Assessment in Health Professions Education, both through the Harvard Macy Institute, as well as the Society of General Internal Medicine's ACLGIM WELL Program. Dr. Kornsawad is passionate about creating a smooth transition for medical students as they become residents, enhancing professional growth for medical trainees and improving the well-being of residents. She developed a resident mentoring program for internal medicine residents in 2018 at her home institution.



PARTICIPANT

Kelli Kruse, MD

**Assistant dean, student affairs
University of Kansas School of Medicine**

Kelli Kruse, MD, is an educator at heart. She loves the transitional timepoints in medical education and serves as the obstetrics and gynecology residency program director and assistant dean of student affairs at the University of Kansas School of Medicine.



PARTICIPANT

Michael Melia, MD

**Associate professor, medicine
Johns Hopkins University School of Medicine**

Michael Melia, MD, is an associate professor of medicine in the Infectious Diseases (ID) Division at Johns Hopkins University School of Medicine. He is a passionate educator and works with learners at multiple stages of training. He is an associate director of the Osler Medical Housestaff Training Program, focusing on faculty engagement and housestaff coaching; he has been the director of the Osler Program's coaching program since its inception in 2016. He has also been the director of the Johns Hopkins ID fellowship training program since July 2015 after having served as the associate director beginning in January 2010. Nationally, he served as chair of the Infectious Diseases Society of America (IDSA) training program directors' committee from October 2019 through October 2021. He is the current vice chair of the IDSA Medical Education Community of Practice and served as its IDWeek Workgroup Chair from 2019-2021.

Dr. Melia is clinically active in the inpatient and outpatient arenas for both the general infectious diseases and HIV services. He spends the majority of his research efforts engaged in medical education research. His clinical research interests have included Lyme disease, Nocardia infections, and viral hepatitis.



PARTICIPANT

Jennifer Newman, MA

**Manager
Henry Ford Health**

Jennifer Newman, MA, is the manager of medical education instructional design and learning systems & resources at Henry Ford Health. In this role, she develops, implements, and evaluates educational curriculum targeting trainees and faculty with a focus on facilitation skills, instruction, assessment, coaching, mentoring, and understanding physician identity. Newman is passionate about working with adult learners, in addition to creating and sustaining thriving institutional cultures focused on innovation, joy, and caring.

Prior to graduate medical education, Newman spent 25 years in public education as a teacher and as an administrator at the secondary level, last serving as the head of school in an innovative early college program. Newman earned an educational specialist degree in leadership from Oakland University and a Master of Arts degree in curriculum and instruction, along with a Bachelor of Science degree in mathematics from Michigan State University.



PARTICIPANT

Melissa Plesac, MD

Assistant professor, medicine
Associate program director, internal medicine residency
University of Minnesota

Melissa Plesac, MD, is an assistant professor of medicine at the University of Minnesota. She earned her medical degree from Rush Medical College. She completed her residency in internal medicine, followed by a year as a chief resident, at the University of Minnesota. She completed an editorial fellowship for the *Journal of Hospital Medicine* in 2018. She has previously held teaching positions and leadership roles in undergraduate medical education and is currently an associate program director for the University of Minnesota's internal medicine residency program. She is interested in medical education, with a particular focus on well-being and community development. She is board certified in internal medicine and practices inpatient medicine at the University of Minnesota Medical Center Fairview.



PARTICIPANT

Purva Ranchal, MBBS

**Assistant professor
Associate clerkship director
Academy medical educator
Boston University School of Medicine**

Purva Ranchal, MBBS, is a clinician educator at Boston University School of Medicine. She completed her internal medicine residency at New York Medical College, Westchester Medical Center, New York. Following her clinical training, she pursued a fellowship in medical education and a Master in Health Professions Education from Boston University. Her passion for medical education has driven her to undertake several educational roles in medical school. She has formal training in designing competency-based curricula, curriculum evaluation methods, student evaluation and feedback, and teaching methods.

Presently, she serves as the associate clerkship director for fourth-year students in the internal medicine ambulatory clerkship. Furthermore, she is appointed as an academy medical educator, where she holds a formal adviser and mentorship role for students. She is responsible for teaching clinical introduction and doctoring courses to first- and second-year students. As the director of early clinician development, she has designed, implemented, and evaluated a comprehensive ambulatory bootcamp curriculum that caters to the needs of internal medicine interns.

In addition to her education pursuits, she has clinical responsibilities as a primary care physician and ward attending.



PARTICIPANT

Kimberly Redding, MD, MPH

**Director, Office of Student Learning
Morehouse School of Medicine**

Kimberly Redding, MD, MPH, is a graduate of Morehouse School of Medicine. She completed her residency training in anatomic and clinical pathology and a fellowship in gynecologic pathology at Emory University School of Medicine. She completed a second residency in preventive medicine at the Morehouse School of Medicine and received a Master of Public Health in health policy from the Rollins School of Public Health at Emory University.

Dr. Redding worked for the Georgia Department of Public Health where she served in several roles, including the medical director of the Georgia Comprehensive Cancer Control Program and the director of the Chronic Disease Prevention and Health Promotion Branch. Dr. Redding joined the faculty of Morehouse School of Medicine in October 2013 where she is an associate professor in the Department of Pathology and Anatomy and the director of the Office of Student Learning and Educational Resources.

Dr. Redding is a fellow of the College of American Pathologists and the American Society of Clinical Pathology. She is a member of several professional organizations including the American College of Preventive Medicine, Alpha Omega Alpha Honor Medical Society, and Group for Research in Pathology Education.



PARTICIPANT

Tara M. Reid, EdD

Director

Wayne State University School of Medicine

Tara M. Reid, EdD, serves as the director of the Office of Learning and Teaching at the School of Medicine at Wayne State University. In that role, she is responsible for supporting a team of highly skilled professional educators in the curation of innovative educational resources that foster the development, implementation, monitoring, and evaluation of student-facing and faculty-facing programs and services.

Dr. Reid is a native Detroit and alumna of Wayne State University. She holds a doctoral degree in educational leadership and policy studies. Her research interests explore intersectionality and achievement outcomes of marginalized and minoritized student populations.



PARTICIPANT

Jodie Reider, MD

**Associate program director, internal medicine residency
Geisinger Medical Center**

Dr. Reider received her Doctor of Medicine degree from the University of Pittsburgh in 2002. She remained at the University of Pittsburgh Medical Center for the next 14 years, during which time she completed her residency in internal medicine and fellowship in endocrinology, served as chief medical resident, and worked as a clinical assistant professor before joining Geisinger Medical Center in 2016. She currently serves as an associate program director, director of the Clinical Competency Committee, and director of the clinician educator track in the internal medicine residency program. She is a founding member of Geisinger's Academy of Educators and chair of their Faculty Development Advisory Committee. Her educational interests include teaching, mentorship, coaching, and faculty development.



PARTICIPANT

Ilene Rosenberg, MD

Associate professor

Frank H. Netter School of Medicine at Quinnipiac University

Ilene Rosenberg, MD, is an associate professor of medical sciences at the Frank H. Netter MD School of Medicine at Quinnipiac University where she is the director of clinical skills remediation, co-director of the academic success team, and an active member in the development of the clinical skills course. She brought “The Healer’s Art” course to the Netter School of Medicine and was one of the faculty who helped develop a chapter of the Gold Humanism Society at Netter. She has developed and run the Netter “Tune-Up Clinic” in which second year students work on their skills with her and then work with the first- or second-year peers before their OSCEs. She has also developed an early identification rubric based on OSCE scores to help identify students who are struggling. Dr. Rosenberg received her MD from Johns Hopkins, completed her internal medicine residency at the University of Chicago, completed her pulmonary fellowship at Yale, and is a Harvard Macy Scholar. She has been in private practice in Milford, Connecticut since 1986, practicing patient-centered medicine and now splits her time between practice and the Netter School of Medicine. Dr. Rosenberg’s Netter’s Clinical Skills Pocket Guide was published by Elsevier in 2019.



PARTICIPANT

Steven Rougas, MD, MS

**Associate professor, emergency medicine and medical education
Alpert Medical School of Brown University**

Steven Rougas, MD, MS, is an associate professor of emergency medicine and medical science at the Alpert Medical School of Brown University (AMS). He currently serves as director of the doctoring program, the four-year clinical skills training curriculum at AMS. This innovative, hands-on curriculum helps medical students develop their professional identities as 21st-century physicians who can provide humanistic, inclusive, and patient-centered care.

Dr. Rougas is immediate past chair of the Northeast Group on Educational Affairs (NEGEA) and immediate past chair of the Group on Educational Affairs (GEA) National Grant Award Program. He has published over 30 peer-reviewed articles in the medical education literature and has over a hundred local, regional, and national presentations. Dr. Rougas has been the recipient of several local and national education awards, including the Senior Citation from the graduating class of 2022 at AMS and the M. Brownell Anderson Award for New and Emerging Medical Educators from the GEA.

Dr. Rougas completed his undergraduate degrees in biochemistry and piano performance at Providence College and completed medical school, residency, and a fellowship in medical education research at Brown University.



PARTICIPANT

Jayne Seekins, DO

**Clinical associate professor
Stanford University**

Jayne Seekins, DO, is a clinical associate professor of radiology at Stanford University. She specializes in pediatric radiology. In addition, she is an associate program director for the diagnostic radiology residency and the pediatric radiology fellowship. Her teaching interests include the evaluation of the effect of differences in teaching and learning styles for radiology trainees as well as the evolution of the post-pandemic radiology learner.



PARTICIPANT

Vannita Simma-Chiang, MD, MBA

**Associate professor
Icahn School of Medicine at Mount Sinai Hospital**

Vannita Simma-Chiang, MD, MBA, is an associate professor and associate residency program director, urology, at the Icahn School of Medicine at Mount Sinai (ISMMS). She is also the director of specialty advising in the Office of Student Affairs in the Department of Medical Education. A native (Bronx) New Yorker, she graduated from Brown University with honors in human biology and completed her MD and residency at the Keck School of Medicine/USC Institute of Urology in Los Angeles and a voiding dysfunction fellowship at New York Presbyterian/Weill Cornell Medical College. A lifelong learner, she also earned her MBA at Brandeis University. She is also an active member of the New York Section of the American Urological Association (AUA), Society of Women in Urology, Society of Academic Urologists, President's Advisory Council at Brown, and AUA Research Council for Diversity, Equity, and Inclusion and Leadership/Business Education Committees. Her three sons (and husband) complete her very fulfilling life.



PARTICIPANT

Christopher Simmons, MD, PhD

**Assistant professor
University of Kentucky College of Medicine**

Chris Simmons, MD, PhD, is an assistant professor at the University of Kentucky College of Medicine. He currently serves as a faculty adviser for learning communities, is a preceptor to first year students, is a clinical coach to third year students, and co-directs the MD/PhD program and third-year entrustment in clinical medicine course. He has an interest in addressing role confusion and faculty development related to advising, coaching, mentoring, and sponsoring learners and faculty alike. Current projects include assisting with curricular revision, developing peer- and near-peer teaching opportunities, and engaging students in improving learning communities. He is married to his best friend and colleague, who is also a medical educator, and together they have two children and a geriatric Labrador retriever. When not working, he enjoys exercising and irritating his family while leaning to play classical guitar.



PARTICIPANT

Christopher Strother, MD

Associate professor

Director, clinical competency

Icahn School of Medicine at Mount Sinai Hospital

Christopher Strother, MD, is an associate professor of emergency medicine, pediatrics, and medical education at the Icahn School of Medicine at Mount Sinai Hospital. He is the director of clinical competence for the School of Medicine, the director of the Emergency Medicine Simulation Division, and the medical director of the Simulation Teaching and Research Center. Dr. Strother has served as the president of the Society for Academic Emergency Medicine Simulation Academy, the chair of the Emergency Medicine Section of the Society for Simulation in Healthcare, and the president of the American Academy of Pediatrics Section on Trainees. His primary academic interests are in adult learning theory, medical simulation, and clinical debriefing.



PARTICIPANT

Carolyn Szetela, PhD

**Associate professor
Meharry Medical College**

Carolyn Szetela, PhD, is an associate professor in the Department of Medical and Professional Education at Meharry Medical College in Nashville, Tennessee. She completed her degree in philosophy, with a medical ethics specialization, at the University of Tennessee in Knoxville (1998). Dr. Szetela designs and presents ethics curricula for medical students, physicians, and researchers. Among her areas of focus in ethics are behavioral and social medicine, health care communication, and reducing harms due to alcohol and drug use disorders. She directs Meharry's colloquium courses that span the pre-clerkship years of the curriculum, in which 12 faculty partner with student academic societies to facilitate professional identity formation, understanding of health care relationships, and critical thinking skills related to ethics and professionalism. She also serves on the Nashville General Hospital Ethics Committee. Dr. Szetela coordinates opportunities for medical student training in inter-professional and community settings. In her role teaching ethics, she encourages knowledge competencies along with role play and reflection upon attitudes to help build students' and trainees' confidence in knowing and honoring ethical practices.



PARTICIPANT

Geoff Thames, PhD

**Executive director, student academic support and achievement
University of Illinois College of Medicine**

Geoff Thames, PhD, is the executive director for student academic support and achievement at the University of Illinois College of Medicine. In this position, Dr. Thames coordinates college-wide academic support for University of Illinois College of Medicine students. Dr. Thames has experience with instructional design, program assessment, learning theory, peer-to-peer academic support, and coaching. Student success drives everything that he does as an educator, and he believes in empowering students through a strengths-based approach to learning.



PARTICIPANT

Chinyere Tobias, MA

Academic-learning specialist

Michigan State University College of Osteopathic Medicine

Chinyere Pauline Tobias, MA, has more than 20 years of experience in academic advising, coaching, and student success. Before joining the medical school, she was an undergraduate adviser at Michigan State University. She currently works as an academic/learning specialist and instructor at Michigan State University College of Osteopathic Medicine. She is passionate about coaching students to unearth or rediscover their “why” and use that as a driver to academic and professional success. She is a firm believer that every student has what it takes to be successful, but some may need a little help discovering who they are as learners and which effective learning strategy aligns with how they learn best.

She has been coaching students who have experienced academic difficulty, such as failing a course or board exam in medical school. Through coaching and mentoring, she helps struggling students gain perspective and prioritize their learning and well-being to achieve their academic and career goals.



PARTICIPANT

Gregory Wallingford, MD, MBA

**Assistant professor
Associate program director, palliative medicine fellowship
University of Texas at Austin Dell Medical School**

Gregory Wallingford, MD, MBA, is an assistant professor in the Department of Internal Medicine, associate program director of the palliative medicine fellowship, and course director for the longitudinal leadership curriculum at Dell Medical School.

Dr. Wallingford is a passionate educator. He has an academic interest in leadership and well-being as tools that promote high performance and deepen joy in clinical work.

Prior to joining Dell Med, Dr. Wallingford worked as an emergency medicine physician at Penn Medicine and a management consultant at McKinsey and Company, and he completed his MBA and served as a William P. Lauder Leadership Fellow at the Wharton School of the University of Pennsylvania.



PARTICIPANT

Alexis Wickersham, MD

Clinical associate professor

Associate program director

Thomas Jefferson University Hospital at Sidney Kimmel Medical College

Alexis Wickersham, MD, is a clinical associate professor of medicine at Thomas Jefferson University Hospital at Sidney Kimmel Medical College. She serves as an associate program director for the internal medicine residency program and the director of wellness initiatives for the Department of Medicine. She focuses her academic interests on quality and safety and their intersection with improving care-team well-being by changing the health care system.



PARTICIPANT

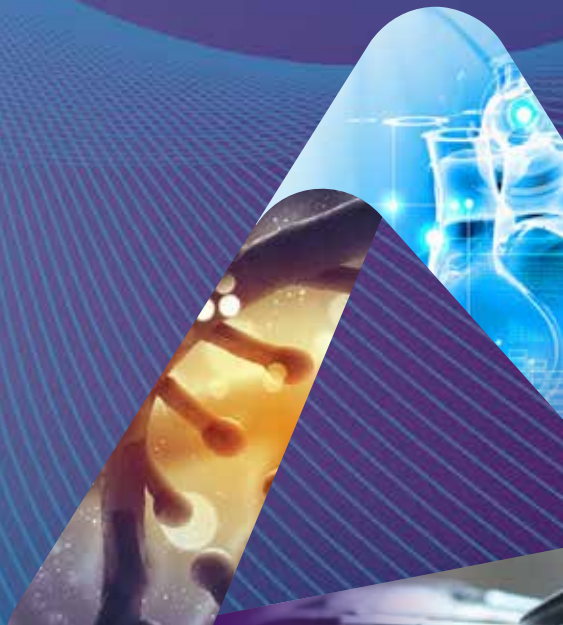
Nadine Youssef, MD

**Director, undergraduate education
Assistant professor
Tufts University School of Medicine**

Nadine Youssef, MD, has been an emergency medicine attending physician at Tufts Medical Center/Tufts University School of Medicine since 2008. She served as the Tufts Emergency Medicine Clerkship Director for 10 years, and in 2018 she joined the Faculty Coaching Program for Tufts University School of Medicine. She has taken a leadership role in this group as one of the first student coaches and as a strong advocate of coaching in medical education. She is currently involved in a multi-institution randomized controlled trial to study a web-based coaching program's effects on female trainees. At this time, she is working to build a faculty development program of coaching skills for program directors and other graduate medical education faculty. She hopes to extend this to a coaching academy at Tufts for all trainees and educators. Coaching has also led to her interest and leadership in other areas including physician wellness and burnout prevention. After completing the Stanford WellMD Physician Well-being Director course in 2021, she led wellness efforts for the Tufts Department of Emergency Medicine as well as educational conferences and hospital-wide wellness efforts at Tufts Medical Center. She is currently the chair of the Wellness Committee for the Massachusetts College of Emergency Physicians.

AMA Academic Coaching
Implementation Workshop

Program faculty





FACULTY

William B. Cutrer, MD, Med

**Associate dean, undergraduate medical education
Associate professor, Department of Pediatrics, critical care medicine
Vanderbilt University Medical Center**

William B. Cutrer, MD, MEd, received his MD with high distinction from the University of Kentucky College of Medicine and completed his pediatrics residency, chief residency, and pediatric critical care fellowship at Baylor College of Medicine and Texas Children's Hospital. He also has a Master of Education from the University of Cincinnati. Dr. Cutrer is an associate professor of pediatrics in the Division of Pediatric Critical Care Medicine at Vanderbilt University School of Medicine. He is actively involved in medical student education, including curriculum development, student assessment, and program evaluation, where he serves as the associate dean of undergraduate medical education.

Dr. Cutrer is very interested in understanding how students learn in the workplace and how to help them more effectively. He co-led the AMA's Accelerating Change in Medical Education initiative Master Adaptive Learner Working Group and was the leader of the Vanderbilt core team participating in the Association of American Medical Colleges pilot project Core Entrustable Professional Activities for Entering Residency (Core EPAs). He currently serves as the chair of the Association of American Medical Colleges Group on Educational Affairs. He has published and presented widely on these topics.



FACULTY

Nicole M. Deiorio, MD

Associate dean, student affairs

Professor, emergency medicine

Virginia Commonwealth University School of Medicine

Nicole Deiorio, MD, is associate dean, student affairs and professor, emergency medicine at Virginia Commonwealth University School of Medicine. Here, she performs education research, runs the coaching program for undergraduate medical education, and has experience creating other coaching programs. She co-chaired the 2018 American Medical Association Coaching Thematic Meeting and worked with the Association of American Medical Colleges Core Entrustable Professional Activities group, particularly in the intersection of coaching and EPA attainment. Her other curricular interests include professional identity formation and the transition to residency. Dr. Deiorio serves as the executive editor for the *Journal of Graduate Medical Education*. Her research experience includes coaching, investigating the residency selection process, and outcomes in competency-based undergraduate medical education. She has presented her education research work and professional development sessions at many local and national venues. She has received multiple local and national awards for teaching and education leadership and remains an active teacher to students, residents, and faculty in her daily work.



FACULTY

Gail Gazelle, MD

**Master certified coach
Assistant professor
Harvard Medical School**

Gail Gazelle, MD, is a globally recognized leader in physician burnout and physician coaching. A former hospice physician, she is a part-time assistant professor of medicine at Harvard Medical School and a certified mindfulness educator. Having coached over 500 physicians and physician leaders, she is an International Coach Federation Master Certified Coach for physicians and physician leaders.

Dr. Gazelle is the author of the 2023 *Mindful MD. 6 Ways Mindfulness Restores Your Autonomy and Cures Healthcare Burnout* and the 2020 *Everyday Resilience. A Practical Guide to Build Inner Strength and Weather Life's Challenges*.

Dr. Gazelle is a sought-after speaker and provides keynotes, workshops, and retreats for medical groups across the globe. She also provides mentorship to individuals and programs developing their skills and programs coaching physicians.

Dr. Gazelle has published in such journals as the *New England Journal of Medicine*, the *Journal of the American Geriatrics Society*, and the *Journal of General Internal Medicine*. Her coaching has been featured in the American College of Physicians Leadership Academy, Harvard Institute of Coaching webinars, and *The Physician Leadership Journal*. Her 2015 article *Physician Burnout: Coaching a Way Out* was one of the first articles on coaching in a medical journal.



FACULTY

Maya M. Hammoud, MD, MBA

**J. Robert Willson Research Professor of Obstetrics and Gynecology
Professor, learning health sciences
Chief, women's health division
Associate chair, education
University of Michigan Medical School**

Maya Hammoud, MD, MBA, is the J. Robert Willson Research Professor of Obstetrics and Gynecology and professor of learning health sciences at the University of Michigan Medical School. She is chief of the women's health division and associate chair for education. Dr. Hammoud holds many leadership roles nationally. She is the senior adviser for medical education innovations at the American Medical Association (AMA) with a focus on health systems science and coaching. She is a past president of the Association of Professors of Gynecology and Obstetrics and a member of the National Board of Medical Examiners Executive Board of Directors. Dr. Hammoud is the current principal investigator on a \$1.75 million "Reimagining Residency" grant from the AMA on transforming the UME to GME transition. Dr. Hammoud completed her MD and MBA degrees and residency training at the University of Michigan. She has had many leadership roles in the past including assistant and associate deans at Michigan and at Weill Cornell Medical College in Qatar. Her research is in medical education with a special focus on the use of technology in education and the role of academic coaching in a learner's development.



FACULTY

Amy Miller Juve, EdD

**Professor and vice chair, education
Oregon Health & Science University**

Amy Miller Juve, EdD, is professor and vice chair, education in the Department of Anesthesiology & Perioperative Medicine at Oregon Health & Science University (OHSU). She is a founding member of the Association of Anesthesiology Program Administrators and Educators and is currently serving on the Accreditation Council for Graduate Medical Education's (ACGME) Milestone 2.0 Clinical Educator Competency Committee. She co-leads the PNW assessment hub collaboration between the ACGME, OHSU and UW and has contributed to grants funded by the American Medical Association and OHSU. Dr. Miller Juve is involved with a variety of coaching in medical education initiatives, including program development, scholarship, and faculty development of coaching skills.



FACULTY

Margaret Moore, MBA

Co-founder, chair

**Institute of Coaching, McLean Hospital—affiliate of Harvard Medical School
Founder, CEO, Wellcoaches Corp.**

Co-founder, board member, National Board for Health & Wellness Coaching

Margaret Moore (Coach Meg), MBA, is an executive coach, coaching leader, and entrepreneur. Following 17 years in the biotech industry, in 2000, Margaret founded Wellcoaches Corporation, a school of coaching for health professionals which has trained 15,000 coaches in 50 countries. She is co-founder (2009) and chair of the Institute of Coaching at McLean, a Harvard Medical School affiliate and a course director of the Harvard Medical School Coaching in Leadership & Healthcare conference. In 2010 Margaret co-founded the National Board for Health and Wellness Coaching, a nonprofit subsidiary of the National Board of Medical Examiners, establishing coaching standards, coach certification, CPT (billing) codes and health care reimbursement of coaching services in the U.S. Moore is co-author of 23 peer-reviewed articles and 10 book chapters on coaching; the peer-reviewed *Coaching Psychology Manual* published by Wolters Kluwer; Harvard Health Books *Organize Your Mind, Organize Your Life and Organize Your Emotions, Optimize Your Life*; and a co-editor of the American Medical Association's *Coaching in Medical Education*.



FACULTY

Chemen M. Neal, MD

**Executive associate dean, equity & inclusion
Chief diversity officer
Associate professor
Indiana University School of Medicine**

Chemen M. Neal, MD, received her undergraduate degree from San Diego State University and medical degree from the University of Chicago, Pritzker School of Medicine. She completed residency in obstetrics and gynecology at the Indiana University (IU) School of Medicine and served as a faculty fellow in the Office of Faculty Affairs and Professional Development at the IU School of Medicine. As a fellow, she focused on the professional development and retention of women and people of color in academic medicine. Her interests lead her to become passionate about the advancement of physicians as leaders. In 2018, she completed training as a certified executive coach through the Coactive Training Institute to further her capabilities as an expert in professional growth. She served as the assistant dean for student success and advocacy at the IU School of Medicine and formerly served as the director of wellness for the Department of Obstetrics and Gynecology. As assistant dean, she created programs for at-risk students to improve standardized exam performance and on-time graduation rates. She also worked to create an inclusive learning environment. An advocate of diversity, equity, and inclusion, Dr. Neal now serves as the inaugural executive associate dean for diversity, equity, inclusion, and justice and the chief diversity officer for the IU School of Medicine. She is a member of the International Coaching Federation and the Association of American Medical Colleges Group on Women in Medicine in Science.

Dr. Neal founded an initiative called “The White Coat Project” and facilitates engaging professional development workshops at academic medical institutions throughout the United States. Her keynote speaking engagements have also become highly sought after at national events.



FACULTY

Sally Santen, MD, PhD

**Professor, emergency medicine and medical education
University of Cincinnati College of Medicine
Senior associate dean, evaluation, assessment and scholarship
Professor, emergency medicine
Virginia Commonwealth University School of Medicine**

Sally Santen, MD, PhD, is the senior associate dean for assessment, evaluation, and scholarship at the Virginia Commonwealth University School of Medicine and professor in the Department of Emergency Medicine at the University of Cincinnati College of Medicine. She serves as senior adviser for the American Medical Association. She graduated from George Washington for medical school and residency training. She has a PhD in education from Vanderbilt University. She has expertise in medical education research and evaluation with over 250 publications and team contribution to over 25 million dollars in grants.



FACULTY

Margaret (Meg) Wolff, MD, MHPE

**Professor, emergency medicine and pediatrics
University of Michigan Medical School**

Margaret (Meg) Wolff, MD, MHPE, is a professor of emergency medicine and pediatrics at the University of Michigan Medical School. Her primary work focuses on coaching in medical education through coaching of individual learners, the development and implementation of coaching programs, and faculty development. She serves as the director of the undergraduate medical education coaching program at the University of Michigan and has coached learners across the medical education continuum. Dr. Wolff has received advanced training in coaching as well as the Master in Health Professions Education program at the University of Michigan. In addition, she serves as the associate program director for the pediatrics residency program and the program director for medical education innovation fellowship at the University of Michigan. Through these roles, she has developed expertise in coaching, self-directed learning, and curriculum development. She has multiple peer-reviewed publications in these domains and has presented widely on these topics.

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