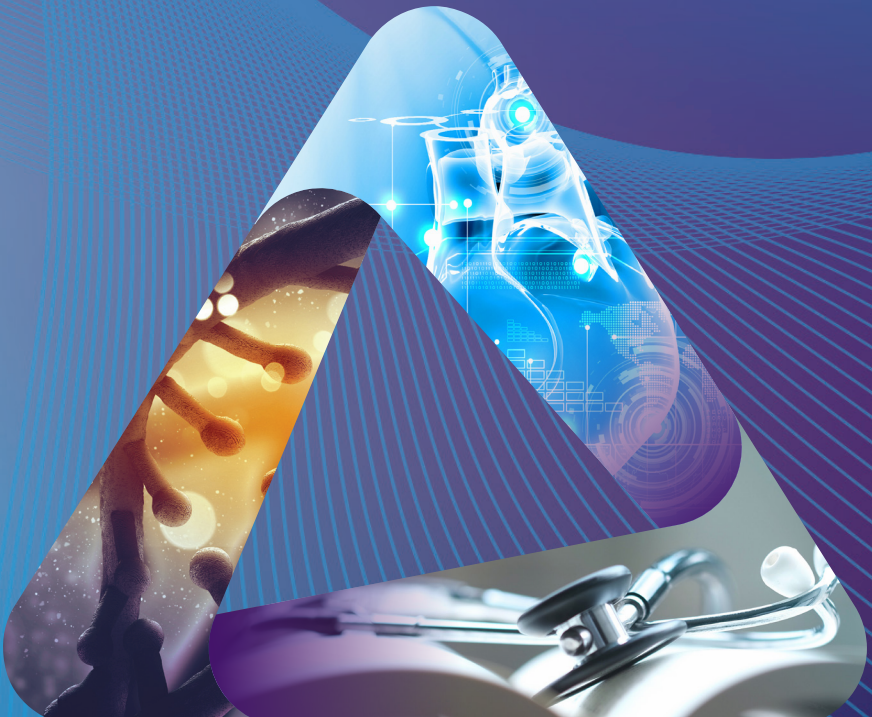




**CHANGEMEDED®**

**2024**

# AMA Academic Coaching Implementation Workshop



# Welcome!

The American Medical Association is excited to host the **2024 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.

A handwritten signature in black ink that reads "Maya Hammoud". The script is fluid and cursive, with the first name "Maya" and last name "Hammoud" clearly legible.

Maya M. Hammoud, MD, MBA  
Senior adviser  
AMA

A handwritten signature in black ink that reads "Sanjay Desai". The script is fluid and cursive, with the first name "Sanjay" and last name "Desai" clearly legible.

Sanjay V. Desai, MD, MACP  
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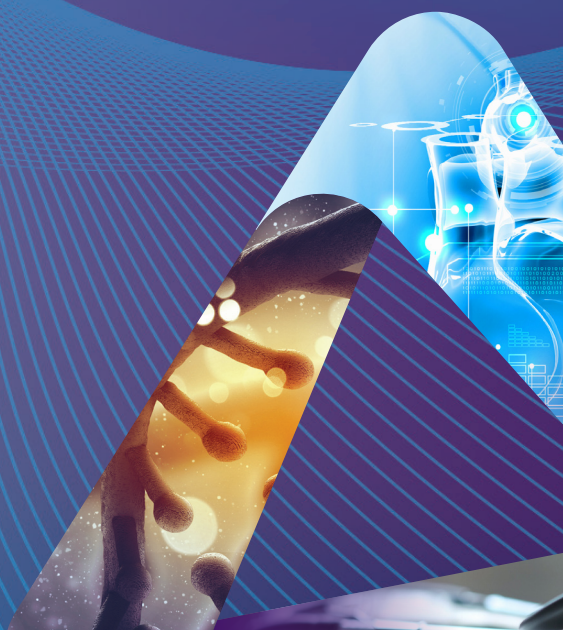
Learn more about the AMA ChangeMedEd initiative: [changemeded.org](https://changemeded.org).

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

AMA Academic Coaching  
Implementation Workshop

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# Program participants





**PARTICIPANT**

## **Brandon Alexander, DO**

**Pediatric hospitalist  
Johns Hopkins All Children's Hospital**

Brandon Alexander, DO, is a pediatric hospitalist at Johns Hopkins All Children's Hospital in St. Petersburg, Florida. He completed his pediatric residency at the University of Florida at Orlando Health and was a chief resident for that program. He is a board-certified pediatrician and will sit for the pediatric hospitalist subspecialty boards in the fall. He works with pediatric residents and medical students from Johns Hopkins as well as the University of Southern Florida. One of the biggest joys in his career is being involved in medical education. He is currently a head coach for his institution's newly developed coaching program, and he is excited to continue to work and develop the program. He is the site director for University of South Florida medical students who come through his hospital, and he is the site director for the Evara Health family medicine program for their inpatient pediatric rotation. He helped develop a hospitalist rotation for his institution's residents and developed the inpatient pediatric rotation for the family medicine residents.



PARTICIPANT

## Eric Ayers, MD

**Associate professor  
Director of mentoring and student engagement  
Wayne State University School of Medicine**

Eric W. Ayers, MD, is a distinguished medical professional currently serving as an associate professor of internal medicine and pediatrics at Wayne State University School of Medicine (WSUSOM). With over 29 years of experience at Wayne State University, Dr. Ayers holds a dual appointment in these departments, contributing his expertise to both specialties. In addition to his role as associate professor, Dr. Ayers serves as the associate program director at WSUSOM, playing a pivotal role in shaping the education and training of medical residents in both internal medicine and pediatrics. He is also an active member of the WSUSOM executive committee, contributing to strategic planning and decision-making. Currently, he is the director of student mentoring and engagement in the Office of Student Affairs at WSUSOM.

Dr. Ayers has been recognized by every educational institution he has attended, including the University of Detroit Jesuit High, Michigan State College of Natural Science in 2011, and Wayne State University School of Medicine in 2019, where he was honored as an outstanding alumnus. He has received accolades for his stewardship in teaching, leadership and service.



PARTICIPANT

## **Miriam Ben Abdallah, MD**

**Pediatric hospitalist  
University of Chicago Medicine**

Miriam Ben Abdallah, MD, is a pediatric hospitalist at the University of Chicago Comer Children's Hospital. She is deeply involved and invested in the education and wellness of the pediatrics residency. She trained at the University of Colorado and Washington University School of Medicine.



**PARTICIPANT**

## **Charles Brown, MD**

**Assistant professor  
Assistant program director  
Assistant medical education fellowship director  
Oregon Health & Science University**

Charles (Chad) Brown, MD, grew up in Houston, Texas, where he completed medical school at UT-Houston. He completed residency training at the University of Michigan, where he developed his interest in medical education. He subsequently completed the medical education scholarship fellowship at Oregon Health & Science University (OHSU). He currently serves as an assistant program director of the emergency medicine residency program, director of assessment of the residency program and assistant fellowship director of the medical education scholarship program at OHSU.





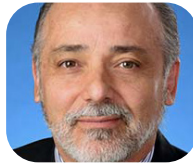
PARTICIPANT

## **Breann Butts, MD**

**Assistant professor of clinical affairs  
Cincinnati Children's Hospital Medical Center  
University of Cincinnati College of Medicine**

Breann Butts, MD, is an assistant professor of clinical affairs within the University of Cincinnati College of Medicine (UCCOM)'s Department of Pediatrics and an attending physician in the Cincinnati Children's Hospital Medical Center (CCHMC)'s Division of General and Community Pediatrics. Her academic interests are primarily related to the care of children with medical complexity and their families, including effective trainee communication, recognizing and responding to social determinants of health, and communicating diagnostic uncertainty. Dr. Butts is currently participating in the Academic Pediatric Association's Educational Scholars Program.

As a medical educator, Dr. Butts serves on the UCCOM Pediatric Undergraduate Medical Education Committee and is an assistant pediatric clerkship director. She organizes and oversees learning opportunities for undergraduate and graduate medical learners in the CCHMC Complex Care Center, and she is a co-leader of the Resident Education Affinity Group as part of the Academic Pediatric Association's Complex Care & Disability Special Interest Group. Dr. Butts has been recognized for her dedication to medical education and received the 2024 CCHMC Junior Faculty Educational Achievement Award.



PARTICIPANT

## **Manuel Cevallos, MD, MEd**

**Assistant professor  
Creighton University, Phoenix**

Manuel Cevallos is a faculty member of the Department of Medical Education. His research is based on new approaches to education and the incorporation of generative artificial intelligence. He won the Dr. George F. Haddix President's Faculty Research Fund App and the Center Faculty Excellence award for innovative Apps with Generative AI. As a facilitator in the humanities course for the school of medicine, identifying early factors as determinants of health is crucial in his projects. He has developed a successful anatomy student mentorship program, where the older students have deep communication, collaboration, and connection with young peers. Dr. Cevallos has a master's in design and learning technologies that he plans to use to build the coaching program at Creighton University. Incorporating new educational technologies in a coaching program can improve coach and learners' engagement and personalize communication under a more inclusive umbrella.



PARTICIPANT

## Deb Clements, MD

**Chair, family & community medicine  
Northwestern Feinberg School of Medicine**

Dr. Clements is the chair of family and community medicine, the Nancy and Warren Furey Professor of Community Medicine, and professor of family medicine and medical education at Northwestern Feinberg School of Medicine. She was also the inaugural program director for the McGaw Northwestern Family Medicine Residency at Lake Forest. Dr. Clements completed both medical school and family medicine residency at the University of Nebraska Medical Center. She has completed fellowships in medical bioethics, health policy and integrative medicine.

Dr. Clements has been a national leader in medical education for the past several decades, serving on medical school campuses and through multiple leadership roles in organized medicine. She is the chair of the National Resident Matching Program, serves on the Association of Departments of Family Medicine board of directors and is a past president of the Association of Family Medicine Residency Directors.

Dr. Clements is a member of the Alpha Omega Alpha medical honor society and the Feinberg Academy of Medical Educators and is the 2023 recipient of the AAFP Thomas Johnson Award for Career Contributions to Medical Education. She also received the 2024 AFMRD Nikitas J. Zervanos Program Director Award.



PARTICIPANT

## Andrew Cox, MD

**Assistant clinical professor of emergency medicine  
Advocate Christ Medical Center**

Andrew Benjamin Cox, MD, was born and raised in Lake Zurich, Illinois. He attended Lake Zurich High School from 2007-2011 and attended Illinois Wesleyan University from 2011-2015. He attended Rush University Medical Center from 2015-2019 and attended University of Illinois-Chicago emergency medicine residency from 2019-2022. He served as education chief during his 3rd and final year. He attended the University of California at San Francisco—Fresno for a medical education fellowship from 2022-2023. He was hired by Advocate Christ Medical Center where he currently works as an attending emergency medicine physician and core faculty member for the Advocate Christ Medical Center emergency medicine residency program. He holds the academic title of assistant clinical professor with the University of Illinois.



PARTICIPANT

## Thomas Dalton, MD

**Associate professor  
University of Texas Southwestern Medical Center**

Thomas Dalton, MD, is an associate professor in the Department of Internal Medicine at the University of Texas (UT) Southwestern Medical School. Dr. Dalton completed his residency training at UT Southwestern followed by fellowship training in geriatric medicine at Duke University. At UT Southwestern, he serves as the director of academic colleges, a 4-year medical school course and learning community focused on advancing medical students' clinical skills, professional identities, and education in medical ethics. He has served many years as a faculty mentor in the academic colleges, guiding, teaching, and advising his own small groups of students through all four years of their education. Prior to his leadership role in the colleges, Dr. Dalton served as associate program director of the internal medicine residency training program and chair of the clinical competency committee. As a clinician, Dr. Dalton practices the full scope of geriatric medicine, serving as the medical director of the acute care geriatric service at Clements University Hospital, as well as providing consultative care and primary care in the outpatient setting.



PARTICIPANT

## **Priyadarshini Dattathreya, MD, MMed**

**Medical education learning specialist and manager, academic support  
Hackensack Meridian School of Medicine**

Priyadarshini Dattathreya, MD, MMed, is a seasoned medical education learning specialist with over a decade of experience in teaching metacognitive learning skills to medical students. With a rich background in medicine and education, Dr. Dattathreya holds an MD and a master's in medical education. Throughout her career, Dr. Dattathreya has been dedicated to fostering student academic success and faculty development grounded in learning science principles. She has a proven track record of working with students who are academically at risk, as well as those entering medical school with varying levels of knowledge, skills and life experiences. Currently serving as the manager of academic support at the Hackensack Meridian School of Medicine in Nutley, New Jersey, Dr. Dattathreya provides strategic leadership for academic support programs. Her role focuses on ensuring student success through personalized learning strategies and comprehensive support services. She has also developed and facilitated training sessions for peer tutors, peer mentors, faculty mentors and other learning specialists to effectively support student academic success. Dr. Dattathreya's research interests lie in fostering student academic self-efficacy and promoting lifelong learning skills.



PARTICIPANT

## Alejandro Diaz, MD

**Program director, internal medicine residency**

**Vice chair, Department of Medicine**

**Alameda Health System – Highland Hospital**

Alejandro Diaz, MD, is the program director of the internal medicine residency program at Alameda Health System - Highland Hospital, where he also serves as vice-chair of the Department of Medicine. He is a general internist who works on the inpatient medicine wards. He is also a primary care doctor for a panel of largely Spanish speaking patients he's had the privilege of serving for over 10 years. He is a graduate of Universidad Xochicalco School of Medicine in Baja California, Mexico, and completed his residency and chief residency at Alameda Health System - Highland Hospital. Born and raised in Miami, Florida to immigrant Cuban parents, he has dedicated his clinical career in large part to serving vulnerable populations, with a special focus on displaced persons, refugees and asylum seekers. He previously served as associate medical director of the Highland Human Rights Clinic, director for community outreach for the Department of Medicine, director of the Highland Hospital Adult Medicine Patient Advisory Council and founder of the Highland Hospital Home Visits program. His primary focus is now on training a diverse group of residents in a mission-driven safety net hospital in Oakland, California.



PARTICIPANT

## **Gabriela Espinoza, MD**

**Assistant dean of educational programming  
SSM Health/Saint Louis University School of Medicine**

Gabriela M. Espinoza, MD, is the assistant dean for educational programming in the Office of Graduate Medical Education and professor in the Department of Ophthalmology at Saint Louis University School of Medicine.

Dr. Espinoza is a graduate of Louisiana State University Health Sciences Center in New Orleans and trained in ophthalmology at Washington University in Saint Louis. She specializes in ophthalmic plastic and reconstructive surgery and served as the ophthalmology program director at Saint Louis University for over a decade before her current position.





PARTICIPANT

## Shannon Evans, DSW

**Assistant dean, pre-clerkship student affairs  
Western Atlantic University School of Medicine**

Shannon Evans, DSW, is a licensed clinical social worker and has provided clinical care to clients since 2005. Informed by cultural humility, antiracist principles and a strengths-based approach to counseling, Dr. Evans conceptualizes the challenges people face within the context of social systems. As such, she understands her role not only as a clinician, but as an advocate, ally and activist. With a passion for medical students and health care provider well-being, Dr. Evans believes that relationships are essential to creating a culture of care where all community members feel supported, heard and seen. She views self-care as a community affair and strives to create systems that promote and model behaviors that support overall community wellness. Dr. Evans currently serves as the assistant dean of student affairs, pre-clerkship campus, at Western Atlantic University School of Medicine.



**PARTICIPANT**

## **Christine Fall, MD**

**Clinical curriculum director  
Ohio University-Heritage College of Osteopathic Medicine**

Christine Fall, MD, is board certified in internal medicine and attended Johns Hopkins University and Case Western Reserve University School of Medicine. Dr. Fall has been practicing medicine since 2001 and has been an associate professor of primary care at Ohio University-Heritage College of Osteopathic Medicine since 2015. She served as an instructor of record in both the previous and current curriculum and has served as the clinical curriculum director since 2021.



PARTICIPANT

## Elizabeth Goodman, MD

**Associate professor of pediatrics  
Rutgers-Robert Wood Johnson Medical School**

Elizabeth (Beth) Goodman, MD, is an associate professor of pediatrics at Rutgers-Robert Wood Johnson Medical School and a pediatric hospitalist at the Bristol-Myers Squibb Children's Hospital of Robert Wood Johnson University Hospital. She earned her BS from Boston College and her MD from the University of Connecticut School of Medicine. After completing her residency and chief residency at the Mount Sinai Icahn School of Medicine in New York City, she joined the Rutgers faculty in 2011.

Dr. Goodman is currently the pediatrics clerkship director and previously served as the pediatrics sub-internship and pediatrics bootcamp course director. She serves on numerous undergraduate medical education committees, including the admissions, academic standing and curriculum committees. In addition, she is a member of the residency clinical competence committee and the resident recruitment committee. She has been awarded faculty induction into Alpha Omega Alpha and the Gold Humanism Honor Society.

Dr. Goodman works nationally with the Academic Pediatric Association's Educational Scholars Program as a co-lead of both the authoring and educator portfolio courses.



PARTICIPANT

## Falicia Harvey, PhD

**Senior assistant dean for student success and wellness  
University of South Carolina School of Medicine Columbia**

Falicia Harvey, PhD, joined the University of South Carolina School of Medicine in August 2018 as the assistant dean for pre-clinical curriculum and director of the student success and wellness center. Prior to her work in medical education, Dr. Harvey worked in various aspects of teacher training and certification. She helped develop South Carolina's largest alternative teacher certification program through the state's Department of Education and was dean of a traditional teacher education program at a private college. She has had unique opportunities in her career such as running a corporate sponsored nationwide talent search on college campuses. Whether through policy or program development, Dr. Harvey's focus has always been on individual student growth opportunities and outcomes.

Dr. Harvey earned a bachelor's degree in speech communications from Austin Peay State University, a master's in student personnel services from the University of South Carolina and a Doctor of Philosophy in Higher Education Administration from the University of South Carolina.



PARTICIPANT

## Animesh Jain, MD, MAED

**Associate professor of medicine  
University of North Carolina – School of Medicine**

Animesh Jain, MD, MAED, is a gastroenterologist at the University of North Carolina (UNC) School of Medicine, with clinical expertise in the management of inflammatory bowel diseases. Dr. Jain has held multiple teaching and educational leadership roles across the GME and UME spaces. He has won several teaching awards for GME teaching, has served as the director of several courses, and is currently involved in teaching gastroenterology content in the pre-clinical medical curriculum. Dr. Jain is the director of the Office of Academic Excellence at UNC, which supports student academic success across the medical school curriculum. In this role, Dr. Jain works closely with students and oversees a team of faculty coaches, learning specialists and peer tutors. The office strives to help students achieve their academic potential and thrive in medical school.



PARTICIPANT

## Rory Kamerman-Kretzmer, MD

**Pediatric pulmonologist**  
**Associate clinical professor**  
**Director of academic coaching**  
**University of California, Davis**

Rory Kamerman-Kretzmer, MD, is an associate clinical professor of pediatrics at the University of California, Davis, (UC Davis) where he is a practicing pediatric pulmonologist. He is also the director of academic coaching for the MD program at UC Davis. Rory grew up in central California and has spent much of his training and professional career serving families in the region, many of whom face poverty, language barriers, and lack of access to primary and subspecialty care. As a pediatric pulmonologist, he values longitudinal relationships with patients and their families, particularly those facing chronic or life-limiting respiratory conditions, including children and adolescents who use long term ventilation. He also enjoys inpatient and procedural work as a consultant and bronchoscopist. This range of clinical interests and experiences overlaps with his enthusiasm for medical education as he interfaces with students and residents at a variety of stages of training and with varied strengths as learners. He appreciates that both his clinical and educational time require growth mindsets and educational alliances. In his free time, he enjoys spending time with his spouse, young children, and dog as well as cooking and hiking.



PARTICIPANT

## Sarah Kenney, MEd

**Assistant director, Student Learning Center  
Washington State University, Elson S. Floyd College of Medicine**

Sarah Kenney, MEd, is the assistant director of the Student Learning Center at Washington State University's Elson S. Floyd College of Medicine. With a master's in teaching, secondary education, she transitioned from the classroom to higher education, where she has served as an academic adviser, educator, and curriculum designer across the Inland Northwest. Joining the inaugural Student Learning Center team, she is dedicated to integrating metacognitive learning strategies and fostering professional identity formation among students and faculty and within systems. Sarah's passion lies in differentiated student success and curriculum design, with a focus on coaching and mentoring. When not at work, Sarah can be found tending to her hydroponic garden in Spokane, WA.



PARTICIPANT

## **Amalia Landa-Galindez, MD**

**Chief, Division of Internal Medicine  
Interim chair, Department of Translational Medicine  
FIU Herbert Wertheim College of Medicine**

Amalia Landa-Galindez, MD, has been working at FIU Herbert Wertheim College of Medicine since 2013. She is active in faculty recruitment, organization of clerkship sites, and development/assessment of internal medicine curriculum. She is passionate about her role as a faculty adviser for students pursuing residency in medicine and works closely to support clinical/teaching/research faculty. She has been a strong contributor to the development of graduate medical education residency programs at FIU and is highly interested in resident support and coaching. Dr. Landa-Galindez is engaged in pre-clinical teaching related to musculoskeletal and autoimmune disorders and in research collaborations related to ethics/professionalism in medicine, metabolic bone disorders, and cardiovascular prevention. She has been working as an internist for over 20 years and sees patients at the FIU Ambulatory Clinic. She completed her medical education at Tulane University School of Medicine, her internship at Jackson Memorial Hospital, and her residency training at the University of Kansas Medical Center. Dr. Landa-Galindez is board certified by the American Board of Internal Medicine and is active with the American College of Physicians, AAIM/CDIM, and the Gold Humanism Honor Society.





PARTICIPANT

## Hobart Lee, MD

**Residency program director  
Medical student small group mentor  
Loma Linda University**

Hobart Lee, MD, went to medical school at the Perelman School of Medicine at the University of Pennsylvania in Philadelphia. He completed his family medicine residency and an academic faculty development fellowship at the University of Michigan. He is the LLUHEC family medicine residency program director and a LIFE community faculty mentor at Loma Linda University School of Medicine. He is a residency program solutions consultant for the American Academy of Family Physicians.



PARTICIPANT

## Charise Lindsey, MS

**Assistant director for leadership development and wellness  
Joan C. Edwards School of Medicine**

Charise Lindsey, MS, is the assistant director for leadership development and wellness at the Joan C. Edwards School of Medicine. Her background in health care administration and her master's in adult education and evaluation provide a unique foundation for her coaching practice. Through her training at the World Coaching Institute, she empowers students to cultivate both personal growth and leadership skills. In her current role, Charise provides one-on-one coaching to students, acts as a personal and professional development resource, facilitates leadership training sessions, leads the WellHerdMD wellness program, and oversees the medical student council. A lifelong learner, she is a member of the Association of Leadership Educators and an affiliate of the Institute of Coaching at Harvard's McLean Hospital. Beyond her work, Charise cherishes quality time with her family, especially her two spirited granddaughters.



PARTICIPANT

## Mary Mazik, MS

**Director of faculty affairs, Department of Internal Medicine  
University of Cincinnati**

Mary is a health care executive with over 20 years of experience working with executives, administrators, faculty and learners. In addition, Mary Mazik is an International Coaching Federation certified executive coach who holds a PCC credential. She is passionate about helping people articulate and execute their goals by identifying and articulating their own values.



PARTICIPANT

## KrisEmily McCrory, MD, MS, Med Ed

Associate program director

Cheshire Medical Center-Dartmouth Health Family Medicine Residency Program

KrisEmily McCrory, MD, MS, Med Ed, serves as the associate program director at Cheshire Medical Center-Dartmouth Health Family Medicine Residency Program with a faculty appointment at Geisel School of Medicine at Dartmouth. She has been the primary architect of the residency's inaugural longitudinal curriculum project and competency-based assessment program. Prior to her current role, she worked as core faculty and director of women's health and maternity services curriculum at the Ellis Family Medicine Residency Program. She received her medical degree with a distinction in bioethics from Albany Medical College and completed her family medicine training at Albany Medical Center. Her interest in assessment and curriculum development led her to complete an MS in medical education at Lake Erie College of Osteopathic Medicine. She is a Harvard Macy Scholar, completing a capstone project on creating a competency-based assessment portfolio process in a developing family medicine resident program. Dr. McCrory participated in the 2020 Starfield Summit on the Future of Family Medicine Education and sits on the Society of Teachers of Family Medicine National Taskforce on Competency-Based Medical Education.



**PARTICIPANT**

## **Megan McDonald, MD, MME**

**Obstetrics & gynecology program director  
University of Iowa Hospitals & Clinics**

Megan McDonald MD, MME, is an associate professor of gynecologic oncology at the University of Iowa Hospital and Clinics. She completed her medical degree at the University of Kansas, followed by general OBGYN residency and gynecologic oncology fellowship at the University of Iowa. As a junior faculty, she successfully pursued a master's in medical education through the University of Iowa's Office of Consultation and Research in Medical Education. She currently serves as the general OBGYN residency program director. In this role, she is engaged in a multi-specialty coaching initiative aimed at easing the transition from undergraduate to graduate medical education.



**PARTICIPANT**

## **Donna McMahon, DO**

**Associate dean student affairs**

**Associate professor**

**New York Institute of Technology College of Osteopathic Medicine**

Donna McMahon, DO, is associate dean of student affairs and associate professor of pediatrics at New York Institute of Technology College of Osteopathic Medicine. She was the director of a problem-based active learning curriculum for 12 years and sees patients with medical students two days per week. Dr. McMahon is the chair of the Student Progress Committee. This committee meets with students who are not attaining academic success.



PARTICIPANT

## Jane Lindsay Miller, PhD

**Director**

**Clinical associate professor**

**Carver College of Medicine, University of Iowa**

Jane Lindsay Miller, PhD, has been a medical educator for over 25 years. She started her career as a medical anthropologist in global public health and attained a PhD in higher education to improve the quality of training and educational programs for health professionals. She is currently the director of the Office of Consultation and Research in Medical Education (OCRME) and the master's in medical education program at the University of Iowa. She leads several educational committees and initiatives within the Carver College of Medicine and across the health professions schools. She presents nationally and internationally on health professions education and has held several leadership positions, especially in simulation education. Her research interests include assessment and evaluation; simulation; diversity and health equity in medical education; interprofessional education and collaborative practice; and innovative methodologies in medical education research.



**PARTICIPANT**

## **Olivia Mittel, MD, MS**

**Professor**

**Associate dean for student affairs**

**University of Louisville School of Medicine**

Olivia Mittel, MD, MS, is a professor in the Division of Pediatric Hospital Medicine, Department of Pediatrics, and associate dean for student affairs at University of Louisville School of Medicine. She received her MD from the University of Louisville School of Medicine and completed her residency and chief residency at Loyola University, Stritch School of Medicine in Maywood, Illinois. Her clinical and professional Interests include acupuncture for the treatment of pediatric pain and chronic illness, trauma informed communication, health care provider roles in combating human trafficking, medical student professional development and career planning; and the importance of Emotional Intelligence in Medical Education. Her personal interests include traveling, baking, and spending quality time with her husband and four children





PARTICIPANT

## **Flavio Marconi Monteiro, EdD, MEd, MA**

**Senior medical educator**

**University of Texas Medical Branch, John Sealy School of Medicine**

Flavio Marconi Monteiro, EdD, MEd, MA, serves as the senior medical educator in the Office of Educational Development at the University of Texas Medical Branch-Galveston (UTMB), John Sealy School of Medicine (JSSOM). He is responsible for planning and implementing faculty development activities in support of the JSSOM undergraduate curriculum and provides educational consultation to other departments as needed. He serves as the director of the coaching and professionalism program through which he facilitates reflection and remediation on issues of professionalism among medical learners. Prior to UTMB, Dr. Monteiro served as vice president for academic affairs at Baptist University of the Americas in San Antonio, Texas. He also worked as a medical educator and faculty development specialist at Baylor College of Medicine, UT-Houston Medical School, Ohio University College of Osteopathic Medicine, Duke University Medical Center, and at the Family Practice Faculty Development Center of Texas. Dr. Monteiro holds an EdD and a MEd in educational psychology, and an MA in religion from Baylor University in Waco, Texas. He holds a psychology degree from the Federal University of Pernambuco, Brazil, and a Bachelor of Theology degree from the North Brazil Baptist Theological Seminary.



PARTICIPANT

## Sarat Munjuluri, MD, MS

**Clinical assistant professor of psychiatry  
Tilman J. Fertitta Family College of Medicine at the University of Houston**

Sarat Munjuluri, MD, MS, is a clinical assistant professor at the Tilman J. Fertitta College of Medicine at the University of Houston (UH). He is a child psychiatrist by training. At UH, he has a clinical practice serving the local community and works with students in their learning communities (LC). He was chair of a task force to revise the LCs, and in doing so, began exploring the need to integrate coaching into the advising and mentoring framework. He looks forward to integrating coaching into the academic framework upon his return.

Dr. Munjuluri completed his residency in psychiatry at the Baylor College of Medicine, fellowship in child and adolescent psychiatry at UT Houston, and medical school at the UC Berkeley-UCSF Joint Medical Program. Prior to medical school, he had a career as a public school teacher. He lives with his spouse, two children, and three cats. He is active in a local theater troupe and yoga.

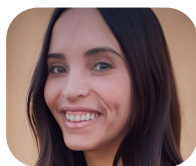


PARTICIPANT

## **Takondwa Mwasi, MA, MS**

**Chair, Health Professions Learner Well-being Project  
University of Wisconsin School of Medicine and Public Health**

Takondwa Mwasi, MA, MS, serves as the chair of the Health Professions Learner Well-being Project at the University of Wisconsin School of Medicine and Public Health (UWSMPH). She is a dedicated higher education strategist with a strong commitment to fostering inclusive and equitable environments for diverse learner populations. Takondwa's research interests focus on the social and psychological impacts of identity-based programming for underrepresented students in higher education. In her current capacity, she leads initiatives dedicated to cultivating a culture of well-being and professional and personal excellence among health professions learners.



PARTICIPANT

## Elimarys Perez-Colon, MD

**Associate professor  
Associate program director  
University of South Florida**

Elimarys Perez-Colon, MD, was born and raised in Villalba, Puerto Rico, and received her MD from San Juan Bautista School of Medicine in Puerto Rico. She completed her residency at USF in internal medicine-pediatrics. She has been an academic hospitalist at Tampa General Hospital since graduation. She also works in multiple free clinics in her area and globally. Her hobbies include traveling (48 countries and counting), photography, cooking, planning events, hiking, Latin dancing, social media content creation and anything that has to do with water. She is an active volunteer with multiple non-profit organizations. Her research interests include global health, health disparities and medical Spanish.

Her notable achievements include leading disaster relief efforts in Puerto Rico, Bahamas and Florida and being the medical director and founding her institution's COVID-19 virtual clinic (CoCo clinic) during the pandemic. She also served as co-chair of the internal medicine diversity, inclusion and community engagement committee and acted as the faculty lead for multiple global health projects. She is the chief of medicine and associate program director for the USF internal medicine-pediatrics residency program.



PARTICIPANT

## Jacob Peschman, MD, MSPE

**Assistant professor  
Medical College of Wisconsin**

Jacob Peschman, MD, MSPE, is an associate professor of surgery in the Division of Trauma and Acute Care Surgery at the Medical College of Wisconsin (MCW) in Milwaukee, Wisconsin, where he serves as an associate program director for the general surgery residency program, a learning community navigator for the medical school, and a member of the curriculum and evaluation committee for the school of medicine. He is a graduate of MCW for both medical school and residency and the Mayo Clinic for his surgical critical care fellowship. He also earned his Master of Science for Professional Educators degree from the University of Wisconsin's Departments of Education and Education Psychology. He serves on multiple national committees including as the vice chair of the faculty development committee of the Association for Surgical Education. Dr. Peschman's research interests include educational program and curriculum development and assessment and feedback mechanisms for trainees and faculty.



PARTICIPANT

## **Amanda Propst Cuevas, PhD**

**Assistant professor  
Director of academic advising and professional development  
Texas Christian University**

Amanda Propst Cuevas, PhD, is an assistant professor and inaugural director of academic advising and professional development at the Burnett School of Medicine at Texas Christian University, where she oversees the coaching program. Amanda is passionate about employing an appreciative approach to promote student success and thriving.

Dr. Cuevas brings advising leadership experience as she has served in such positions as director of the Office of Appreciative Education at Florida Atlantic University (FAU), assessment & research specialist for the FAU Division of Student Affairs, founding director of the Frederik Meijer Office of Fellowships at Grand Valley State University (GVSU), senior pre-professional adviser in the GVSU College of Liberal Arts & Sciences Academic Advising Center, assistant dean for student affairs, and the medical scholars program MD/PhD Programs at the University of Illinois College of Medicine at Urbana-Champaign.

Dr. Cuevas received a BA in communication studies with honors from the University of Texas-Pan American, an MA in communication studies with a minor in student affairs from Texas State University, and a PhD in higher education with an emphasis in college student success from Azusa Pacific University.



**PARTICIPANT**

## **Amber Schmidtke, PhD**

**Assistant dean of student success  
Kansas City University College of Osteopathic Medicine**

Amber Schmidtke, PhD, serves as the assistant dean of COM Student Success at Kansas City University. Prior to this appointment, she was the chair of the Division of Natural Sciences and Mathematics at the University of Saint Mary. Dr. Schmidtke has over seven years of experience in higher education at both undergraduate and medical school institutions. Her favorite topics to teach are microbiology, virology, molecular biology and science ethics. Prior to teaching she worked for 4.5 years at the Centers for Disease Control and Prevention. During the COVID-19 pandemic, Dr. Schmidtke combined her roles as a public health microbiologist and medical educator to provide meaningful analysis and explanation of disease trends to the public through a popular newsletter and podcast. She became a trusted resource for the news media, elected leaders and civic organizations. Dr. Schmidtke holds a PhD in medical microbiology and immunology from Creighton University School of Medicine.



PARTICIPANT

## Grace Shih, MD, MAS

**Associate professor  
University of Washington**

Grace Shih, MD, MAS, is an associate professor at the University of Washington (UW) Department of Family Medicine. She completed her family medicine residency at Brown University and her fellowship in family planning at University of California, San Francisco. She is director of the Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) Family Medicine Residency Network (FMRN) and Co-Director of the UW Reproductive Health Advocacy Project (RHAP) Fellowship. She maintains a clinical practice in outpatient family medicine and in Planned Parenthood.





PARTICIPANT

## Paula Skarda, MD

**Associate program director  
University of Minnesota**

Paula Skarda, MD, is the associate program director for the University of Minnesota internal medicine residency program and chair of credentialing at Regions Hospital. She has spent her entire 26-year career at Regions Hospital serving in multiple capacities including chief of staff and as a regional assistant medical director for HealthPartners Medical Group. Trained in both internal medicine and pediatrics, Dr. Skarda has worked clinically in both the inpatient and outpatient settings and has been a teacher of residents and students her entire career.

Dr. Skarda received a BS from the University of Minnesota in biochemistry. She went on to attend medical school at the University of Minnesota and subsequently completed a combined training program in internal medicine and pediatrics at the University of Minnesota. She currently works as a hospitalist at Regions Hospital and is the APD at Regions for the University of Minnesota internal medicine residency program.



PARTICIPANT

## Alex Sorrick, MD

**Chief resident/instructor  
University of Nebraska College of Medicine**

Alex Sorrick, MD, graduated from the University of Nebraska College of Medicine internal medicine residency and then served as chief resident before joining as faculty in general internal medicine and hospital medicine. During training, she participated in the health educator and academic leadership (HEAL) track. She is passionate about coaching in medical education and enhancing resident wellness and satisfaction during training.



PARTICIPANT

## Crissi Stokes, DHSc

**Director of academic success  
Noorda College of Osteopathic Medicine**

After earning a Bachelor of Science degree in respiratory therapy from Weber State University, Crissi Stokes, DHSc, worked as a respiratory therapist at Intermountain Medical Center, a Level I Trauma Center in the Salt Lake Valley. She taught respiratory therapy courses as a full-time senior faculty member and concurrently earned her master's in public health.

Prior to her position at Noorda College of Osteopathic Medicine, Dr. Stokes worked as the director of respiratory therapy at Salt Lake Community College where she designed and wrote the curriculum, taught all courses, and organized clinical rotations for students in the program. Dr. Stokes led that program through the pre-accreditation process, secured matriculation agreements, grew the faculty team and successfully graduated many students who work as respiratory therapists throughout the state. She maintained her respiratory therapy license and worked throughout the COVID-19 pandemic at the University of Utah.

Dr. Stokes holds a doctorate in health science from A.T. Still University where her research was focused on burnout and PTSD in health care workers in the intensive care unit. As an enthusiastic educator, Dr. Stokes finds true joy in assisting medical students successfully navigate medical school.



PARTICIPANT

## Katie Stone, PhD

**Director of student wellness and professional formation  
The University of Texas at Tyler**

Katie Stone, PhD, is a dedicated educator with over a decade of experience in student development, advising and project management who is committed to fostering holistic wellness and success among students. As director of student wellness and professional formation at the University of Texas at Tyler, she orchestrates initiatives to support medical students' well-being and engagement, cultivating environments where students can flourish. Previously, as honors coordinator, she provided visionary leadership, managing operations and facilitating student success at both the University of Texas at Tyler and Ithaca College. With a doctorate in human resources development and a Master of Education in college student personnel, Dr. Stone blends academic expertise with practical leadership, earning accolades for her contributions to student development and community engagement.



PARTICIPANT

## Mengyang Sun, MD, MS

**OBGYN residency program director  
Flushing Hospital Medical Center**

Mengyang Sun, MD, MS, is the OBGYN residency program director at Flushing Hospital Medical Center. She completed her undergraduate and medical degrees at Washington University in St. Louis and her OBGYN residency at Albert Einstein College of Medicine. Dr. Sun is very active in the areas of medical education, surgical simulation, clinical research and global health. She is a graduate of the APGO Academic Scholars and Leaders Program and currently serves on the ACOG CREOG Examination Committee and the ABOG Assessment Development Subcommittee. She is also a guest faculty for the CREOG Workshops for Residents. In recognition of her teaching accomplishments, she was inducted into the Leo M. Davidoff Society and received the prestigious William N.P. Herbert, MD, Promising Educator Award from APGO. She has a master's in clinical research and was selected as the inaugural SASGOG Green Journal Editorial Fellow, completing her fellowship with active participation on the editorial board. Her global health priorities include performing surgical missions in an ethical, sustainable and socially responsible manner. Her clinical focuses include minimally invasive gynecologic surgery, complex family planning and contraceptive services.



PARTICIPANT

## Eli Zimmerman, MD

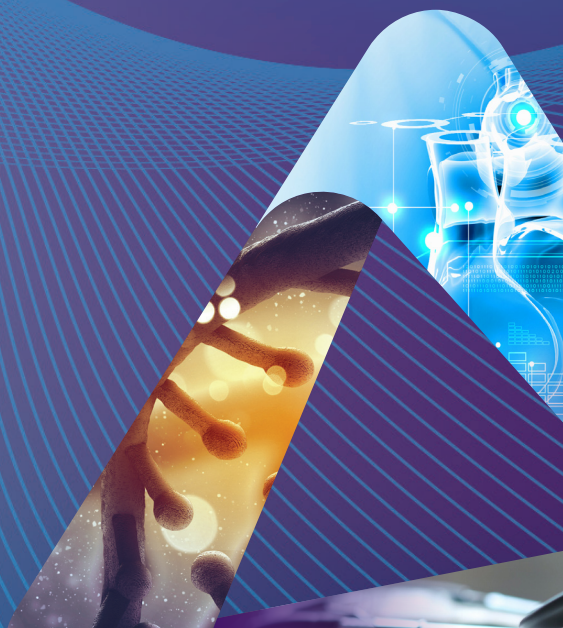
**Associate dean for student affairs  
Northwestern University Feinberg School of Medicine**

Eli Zimmerman, MD, serves as the associate dean for student affairs at Northwestern University Feinberg School of Medicine. In that role, he oversees career advising, student wellness and support, and the college mentor program. He graduated from Vanderbilt University School of Medicine and completed neurology residency and stroke fellowship at Massachusetts General Hospital and Brigham and Women's Hospital. He returned to Vanderbilt after training where he led a preclinical neuroscience course for first-year medical students and directed the neurology clerkship. At Vanderbilt, he received multiple awards for teaching, including the Shovel Award, given by the graduating class to the faculty member who had the largest impact on their medical education. He is passionate about helping students achieve personal and academic success while providing the support they need.

AMA Academic Coaching  
Implementation Workshop

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# 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**

## **Ben Kinnear, MD, MEd**

**Associate professor of internal medicine and pediatrics  
University of Cincinnati Medical Center  
Cincinnati Children's Hospital Medical Center**

Ben Kinnear, MD, MEd, is an associate professor of internal medicine and pediatrics in the Division of Hospital Medicine at the University of Cincinnati (UC) Medical Center and the Cincinnati Children's Hospital Medical Center. He is associate program director for the med-peds and internal medicine residency programs, helping to lead quality improvement curricula, the medical education pathway for residents, and competency-based assessment initiatives. Ben obtained his Master of Medical Education from the University of Cincinnati in 2018 and completed a one-year research fellowship with the Education Research Scholars Program at Cincinnati Children's in 2020. In 2020 he was selected for the Macy Faculty Scholars Program, during which he piloted competency-based time-variable training in the UC internal medicine residency program. He is currently a PhD student at Maastricht University's School of Health Professions Education where he is studying validity argumentation and argumentation theory.



**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  
Associate dean of medical education research and innovation  
University of Cincinnati College of Medicine**

Sally Santen, MD, PhD, is the associate dean 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's 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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