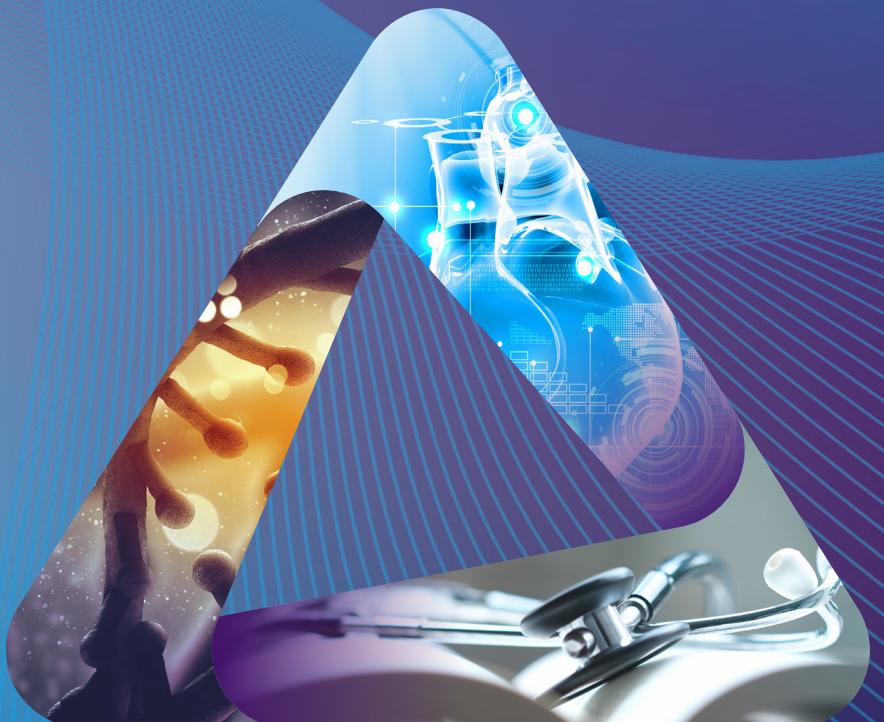




CHANGE
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2025

AMA Academic Coaching Implementation Workshop



Welcome!

The American Medical Association is excited to host the **2025 AMA Academic Coaching Implementation Workshop**. This program provides education, training and support to faculty who are responsible for developing and implementing coaching across the continuum of medical education—including for undergraduate and graduate medical trainees as well as faculty and practicing physicians. 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 for all learner and clinician populations.

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.



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Learn more about the AMA ChangeMedEd® initiative: changemeded.org.

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

AMA Academic Coaching
Implementation Workshop

Program participants





PARTICIPANT

Nick Alderton

**Senior learner affairs officer
Learner support services
NOSM University**

Nick Alderton has been working as a senior learner affairs officer at NOSM University since 2019. Nick provides confidential counselling, advising and advocacy to medical students and residents on their journeys to becoming practicing physicians.

Nick completed his Masters in Applied Sport Psychology at the University of Ottawa in 2013. He is a Certified Mental Performance Consultant with the Canadian Sport Psychology Association. Nick has consulted with athletes and teams at the youth, amateur and professional levels of sport. He contributes this knowledge and experience to his work with medical students and residents, by helping them learn skills and strategies to perform under the high expectations and demands of medical training.

Nick also has a background in coaching and leadership development. He completed his Graduate Certificate in Executive Coaching at Royal Roads University in 2021. He believes in the value of a coach approach when supporting student and resident leaders. He is an advocate for enhanced opportunities for leadership training and development in medical training. Outside of work, Nick is passionate about travel, golf, food and music.



PARTICIPANT

Autumn Atkinson, MD

Associate professor, pediatrics
UTHealth

Autumn Atkinson, MD, serves as associate director in the Department of Pediatrics at UTHealth, balancing clinical excellence with educational leadership. As a pediatric hospitalist at Children's Memorial Hermann Hospital, she also holds key clinical leadership positions as chief of the inpatient pediatric rehabilitation program at TIRR Memorial Hermann and medical director for the UTHealth Vascular Anomalies Center.

In medical education, Dr. Atkinson is instrumental in shaping resident development through her work on the Inpatient Rotation Committee and Clinical Competency Committee. Her commitment to learner success is exemplified by her active role in the Academic Support Program, where she coaches residents facing academic challenges. As the newly appointed curriculum chair for the behavioral and mental health rotation, she is enhancing education at the intersection of physical and psychological pediatric care.

Nationally, Dr. Atkinson contributes to advancing pediatric education through her involvement with the Association of Pediatric Program Directors, serving on the Mental and Behavioral Health Committee, Competency Based Medical Education Committee and Brave Spaces Action Team.



PARTICIPANT

Ian Batson, DO

Medical education fellow, emergency medicine
University of Pennsylvania

Ian Batson, DO, is a native of northern Vermont who obtained his undergraduate degree in chemical biology from Brandeis University, followed by a medical degree from Touro College of Osteopathic Medicine. He then completed his emergency medicine residency at Michigan State University. During his residency training, he led a variety of educational initiatives and received resident teaching awards from both his residency program and Michigan State University College of Medicine. He is currently a medical education fellow at the University of Pennsylvania and completing a master's degree in medical education. His specific interests are high fidelity and virtual reality medical simulation as well as on-shift and didactic resident education. Outside of medicine, he enjoys mountain sports, music production and exploring nature with his wife and dog.



PARTICIPANT

Emelia Benjamin, MD, ScM

Associate provost, faculty development
Boston University Chobanian & Avedisian School of Medicine

Emelia Benjamin, MD, ScM, is the Coffman professor in vascular medicine and professor of public health in the School of Public Health at Boston University. A Framingham Study investigator and Boston Medical Center (urban safety net hospital) cardiologist, she is an international leader in cardiovascular epidemiology, with particular expertise in atrial fibrillation (AF). She has been a continuously NIH funded PI/MPI since 1998. With more than 800 publications, according to Research.com in medicine, her citation ranking internationally is #98 and U.S. #71 for scientists. She is the inaugural vice chair for faculty development and diversity for the Department of Medicine and the inaugural associate provost for faculty development on the BU Medical Campus. She has a fundamental commitment to post-graduate and faculty development and mentoring of individuals who are underrepresented in health sciences and medicine. She received a Columbia University Advanced Coaching Certification in 2022. She has had various American Heart Association (AHA) leadership roles since the 1990s. An elected member of the Association of American Physicians, she has won national awards for research, education, mentoring and diversity, including the 2020 Alliance for Academic Internal Medicine Diversity Award.



PARTICIPANT

Rosean Bishop, PhD

**Psychologist, family medicine
Mayo Clinic Health System**

Rosean Bishop, PhD, is a board-certified health psychologist. She was previously a training director for psychology graduate education and changed career directions about 15 years ago. She has been working with the Mayo Clinic Family Medicine Residency—Mankato program for the past 10 years. In this position, she is responsible for leading the behavior health, communication skills and well-being curricula as well as their recruitment processes. She also chairs the clinical competency committee. She enjoys leading process improvement of residency activities. She has two large dogs who are opposites in everything but size.



PARTICIPANT

Elisa Boden, MD

Associate professor of medicine, gastroenterology
Oregon Health and Science University

Elisa Boden, MD, is the section head of inflammatory bowel disease (IBD) and director of the Complimentary and Integrative Gastrointestinal Health Program at Oregon Health and Science University. She is invested in the delivery of multi-disciplinary high-quality care to patients with IBD. Her research interests include understanding the mechanisms and predictors of response to therapy in IBD, behavioral health interventions for IBD and care of LGBTQ+ patients with IBD. She is also a certified physician coach and coaches physicians around the country toward more satisfying careers in medicine. She is a member of the National Scientific Advisory Committee for the Crohn's and Colitis Foundation and serves on the women's committee for the American Gastroenterological Association.



PARTICIPANT

Jessica M. Bradley, PhD

**Associate professor, applied biomedical sciences
University of the Incarnate Word School of Osteopathic Medicine**

Jessica M. Bradley, PhD, is an associate professor of physiology at the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) in the Department of Applied Biomedical Sciences. She earned her Doctor of Philosophy (PhD) in physiology in 2013 from Louisiana State University Health Sciences Center (LSUHSC) in New Orleans. She continued her training as a post-doctoral fellow in the Cardiovascular Center of Excellence at LSUHSC. Her research includes the study of novel therapeutics in the setting of cardiovascular disease including myocardial infarction and heart failure. In 2016, she joined the faculty at UIWSOM to help in the development and implementation of DO curriculum. She is actively involved in teaching physiology to first- and second-year medical students and currently serves as the director of the phase one curriculum.



PARTICIPANT

Nolan Broussard, MD

Core faculty, emergency medicine
Advocate Christ Emergency Medicine Residency Program

Originally from New Orleans, Nolan Broussard, MD, ventured away to Brown University for undergrad before returning for medical school at Tulane University. Dr. Broussard completed training in emergency medicine at Los Angeles County+University of Southern California and the University of Chicago programs. He now calls Chicago home, where he is core faculty at the Advocate Christ Emergency Medicine residency program. Dr. Broussard is passionate about all things emergency medicine, but as a former public high school teacher, he takes particular interest in medical education, recruitment, resident wellness and community engagement.



PARTICIPANT

Laurie Callen, MA

**Director, communication skills education, Office of Academic Affairs
New York Institute of Technology College of Osteopathic Medicine**

Laurie Callen, MA, is the inaugural director of communication skills education at New York Institute of Technology College of Osteopathic Medicine. She advises faculty on communication skill integration and assessment and the M3 OSCE and transition to residency programs. She also created a learner support system for 360-degree observation of approximately 1,200 learners. Laurie collaborates at the UME and GME levels to help identify and coach learners toward their most effective interpersonal relationships. At Saint Barnabas Hospital in the Bronx, Laurie provided communication skills and sim education for internal medicine interns, surgical residents and M3 programs. As a consultant, she's designed and delivered simulations for malpractice prevention and English language training, reaching over 1,000 physicians. She's faculty in the MS Simulation and Education course "Teaching and Assessing Communication in Health Care," and authored a chapter in *Comprehensive Healthcare Simulation: Mobile Medical Simulation* by Carstens and Paulman. (Springer Publishing: 2020). At Kaplan Medical she spearheaded changes in their English proficiency curriculum, co-authoring an innovative program for advanced skills training for Step 2 CS.



PARTICIPANT

Laura Chamorro Dauer, MD

Assistant professor of clinical medicine, pediatrics
University of Miami/Holtz Children's at Jackson Memorial

Laura Chamorro Dauer, MD, is an assistant clinical professor in the Pediatrics Hospitalist Medicine Section. She is double board certified in general pediatrics and pediatric hospital medicine. She is a proud triple hurricane as she completed her undergrad, medical school and residency at the University of Miami.

After her residency, she was a chief resident of Holtz Children's Hospital where she focused on shaping graduate medical education and providing support for the residents.

Dr. Chamorro also has a passion for undergraduate medical education as she has been the course director for the "Art of Medicine" course and most recently as the director of student services and wellness. In this role, she focused on medical student professional identity formation, coaching and career development. She has received numerous teaching awards.

Her clinical focus has been the care of complex pediatric patients, adolescents, and newborns. Her research interests include communication, particularly transitions of care, innovative curriculums and quality improvement standardization of asthma management.



PARTICIPANT

Cody Chastain, MD, MEHP

Assistant dean, UME program evaluation and improvement
Vanderbilt University School of Medicine

Cody Chastain, MD, MEHP, is an associate professor of medicine in the Division of Infectious Diseases at Vanderbilt University Medical Center and the assistant dean for undergraduate medical education program evaluation and improvement at Vanderbilt University School of Medicine. He graduated from Loma Linda University School of Medicine in Loma Linda, CA. He then completed his training in internal medicine at Duke University Medical Center in Durham, NC. After working as a hospitalist for Duke University Health Systems, Dr. Chastain completed subspecialty training in the Division of Infectious Diseases at Vanderbilt University Medical Center, where he subsequently joined the faculty. He later completed a Master of Education in the Health Professions (MEHP) degree at Johns Hopkins University. Dr. Chastain is an active educator in undergraduate, graduate and continuing medical education and has received multiple institutional teaching awards, including the Bonnie M. Miller Award for Excellence in Teaching, the Hugh J. Morgan Teaching Award, the William Schaffner Teaching Award and the Geoffrey David Chazen Faculty Award for Innovation in Medical Education.



PARTICIPANT

Tameka Clemons, PhD

Clinical associate professor, biochemistry
Tilman J. Fertitta Family College of Medicine-University of Houston

Tameka Clemons, PhD, is a clinical associate professor of biochemistry at the University of Houston Tilman J. Fertitta Family College of Medicine.

In addition to teaching biochemistry to medical students she serves as a learning community professor. In this role, she advises ten students in each graduating class. She also supports students with obtaining summer research in her role as assistant director of medical student research.



PARTICIPANT

Katie Dolbec, MD

**Assistant dean for students, emergency medicine
Larner College of Medicine**

Katie Dolbec, MD, graduated from the University of Vermont College of Medicine in 2010. She completed her emergency medicine residency at Maine Medical Center in 2013 and her fellowship in primary care sports medicine at the Maine-Dartmouth Family Medicine Residency in 2014. She worked at multiple hospitals in Maine and Colorado before returning to the University of Vermont Medical Center's Emergency Department in November 2016.

Dr. Dolbec's passions in medicine are twofold. Clinically, her interest lies at the intersection of emergency medicine, sports medicine, wilderness medicine and pre-hospital medicine/EMS. Her second area of interest is medical education, both at the undergraduate and graduate medical levels, and in particular in the advising of medical students around the transition to residency.

Dr. Dolbec is the assistant dean for students at the Larner College of Medicine and former course director for the emergency medicine course and the sports medicine elective. She is the medical director for the Vermont City Marathon and an annual medical volunteer for Ironman Lake Placid.

In her free time, Dr. Dolbec enjoys running, cycling, alpine, cross-country skiing and spending time with her husband and two children.



PARTICIPANT

Martha J. Elster, MD

Assistant professor, pediatrics
University of California, San Francisco

Martha J. Elster, MD, is an assistant professor and pediatric hospitalist at the University of California, San Francisco (UCSF). She is the associate program director for the Pediatric Hospital Medicine Fellowship. She is also a medical student coach, pediatric residency coach, and a member of the UCSF Academy of Educators. She is director of faculty development for the Division of Education in Pediatrics and oversees the Education Faculty Development Planning Committee. She received the 2024 UCSF School of Medicine Award for Outstanding Coach and the 2023 UCSF Department of Pediatrics Certificate of Commendation and Appreciation for Exceptional Service. She is passionate about medical education, coaching, faculty development and pediatric hospital medicine.



PARTICIPANT

Heather Ferrill, DO, MS, MEdL

Dean and vice president, faculty affairs
College of Osteopathic Medicine, Rocky Vista University

Heather Ferrill, DO, MS, MEdL, is an osteopathically trained physician dually boarded in neuromusculoskeletal medicine (NMM) and family medicine (FM). She received her Doctorate of Osteopathy from Michigan State University College of Osteopathic Medicine, completed FM/NMM residency training at the University of New England College of Osteopathic Medicine (UNE COM), and received her Master of Science in Medical Education and Leadership at UNE COM. She has the honor of serving as vice president of faculty affairs for Rocky Vista University (RVU) and dean of RVU College of Osteopathic Medicine for both the Colorado and Utah campuses since 2021.



PARTICIPANT

Lauren Fine, MD

**Course director for clinical skills, medical education
Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine**

Lauren Fine, MD, joined Nova Southeastern University (NSU) in 2017 as a course director for clinical skills and over the years has had the opportunity to course direct and teach in all three pre-clerkship clinical skills courses. Through her experience teaching, she has been able to view clinical skills across the curriculum as a developmental and integrated curriculum, which led to the successful implementation of the annual M3 Final OSCE Exam. She has been awarded a grant from the American Medical Association to implement blood pressure skills into the clinical skills curriculum and participated in their 2024 AMA Summit, which allowed her to collaborate with schools across the country that share clinical skills goals. She has contributed to the AAMC Class Project and is a member of DOCS. She is a member of the Florida Clinical Skills Consortium which is working to improve and standardize the teaching and assessment of clinical skills across Florida. Dr. Fine has attended the Harvard Macy Program for Educators as a learner and is now participating as a facilitator. Her most immediate focus is on further strengthening the NSU MD curriculum through faculty development, student mentorship and coaching.



PARTICIPANT

Maryse Gareau, MEd

**Senior learner affairs officer, learner support services
Northern Ontario School of Medicine University**

Maryse Gareau, MEd, is a senior learner affairs officer at the Northern Ontario School of Medicine where she supports learners in maintaining spiritual, physical, emotional and mental wellness throughout their educational journey. Prior to this role, she worked in the post-secondary sector as an academic adviser, accessibility adviser and course instructor for a combined period of over 12 years, advising and teaching undergraduate students from all walks of life. She completed a Bachelor of Arts in histoire (2009), completed a master's in education specialized in school counseling (2016) and is currently completing a Certificate in Eco-Health Promotion as well as a Certificate in Anishinaabemowin Land-Based Immersion. This continued curiosity and interest in learning leads her to continue to develop innovative ways to support learners. She is a proud Franco-Ontarian who was born and raised in Sudbury, Ontario. She finds balance by spending time with her family, eating good food, enjoying fine arts and exploring the outdoors every chance she gets (including nature and walking meetings with learners!)



PARTICIPANT

Amanda Gomez, MD, MPH

**Associate program director, pediatric residency program
Lurie Children's Hospital, Department of Pediatrics**

Amanda Gomez, MD, MPH, is an assistant professor in pediatric gastroenterology at Ann & Robert H. Lurie Children's Hospital of Chicago. She completed her residency at the Boston Combined Residency Program, where she served as chief resident, and then completed fellowship training at Boston Children's Hospital. Dr. Gomez's interests in medical education include resident coaching, curriculum development, and endoscopy simulation. She now serves as an associate program director for the Pediatric Residency Program at Lurie Children's, where she has the privilege of working closely with residents, students and pediatric GI fellows. She is actively involved in recruitment and selection, mentorship, and curricular innovation and is especially excited to be co-leading the development and implementation of a new coaching initiative within the residency program. In recognition of her dedication to trainee development, Dr. Gomez was honored with the 2024 Pediatric Residency Program Faculty Engagement Award. Dr. Gomez is committed to fostering supportive, learner-centered environments and is enthusiastic about expanding her impact through continued engagement in coaching in pediatric medicine.



PARTICIPANT

Jeehea Sonya Haw, MD

Associate professor of medicine, endocrinology
Emory University

Jeehea Sonya Haw, MD, is an associate professor of medicine at Emory University School of Medicine in the Division of Endocrinology, Metabolism and Lipids. She completed an internal medicine & pediatrics residency at the University of Minnesota and an adult endocrinology fellowship at Emory University. She currently serves as the program director for the Endocrinology Fellowship Program at Emory. She is also a small group adviser in the medical school. She is passionate about partnering with her learners to help each individual thrive in their medical career. Clinically, Dr. Haw is passionate about learning more about and mitigating health inequities in medicine and caring for vulnerable populations. She practices primarily at a safety-net hospital system in Atlanta and spends much of her time providing clinical services and education on gender-affirming care.



PARTICIPANT

Karen Hirsch, DVM

**Assistant professor of practice, biomedical sciences
Cornell University College of Veterinary Medicine**

Karen Hirsch, DVM, is a 1989 graduate of Cornell Veterinary College. She practiced small animal medicine for 27 years (in MA, NY, Botswana, TX, and VA.) In 2018, Dr. Hirsch was ready to move on from clinical practice and began the process of changing her focus to veterinary education. After two years as a temporary hire at the Cornell College of Veterinary Medicine working as a facilitator in the first-year anatomy course taught with a problem-based learning (PBL) approach, she was hired full-time as a lecturer. She is faculty in the anatomy course (with continued responsibilities as a PBL facilitator along with instructing in the gross anatomy and microscopic anatomy labs); a member of the "Course Design Group" for the anatomy course; lab instructor in the first year physical exam course; a facilitator in the PBL physiology course; lead instructor in an elective on euthanasia of small animals (communication-based); and an inaugural member of the coaching program. Dr. Hirsch has also taken on a role as one of the communication lab facilitators. In 2022-23 she completed a post graduate teaching certificate (60 hours) through the Royal Veterinary College. Shortly thereafter, Dr. Hirsch applied for and was granted a change in tract and title to assistant professor of practice.



PARTICIPANT

Matthew Holley, PhD

Assistant dean

Associate clinical professor, family medicine
Indiana University School of Medicine

Matthew Holley, PhD, is an associate professor of clinical family medicine at the Indiana University (IU) School of Medicine on the IU-Indianapolis campus. In addition, he serves as the vice chair for faculty & staff affairs and professional development (Department of Family Medicine) and as an assistant dean for faculty affairs & professional development. In his assistant dean role, Matt directs the Academy of Teaching Scholars and the Peer Review of Teaching programs, which are designed to help faculty develop evidence-based teaching skills to support learners across the system. Additionally, Matt co-directs the LAMP+ program which is a two-year cohort program structured around two pillars: leadership and scholarship. His academic research focuses on medical student education, faculty development, inclusive teaching, organizational leadership, and LGBTQ+ health care. Matt teaches various IU School of Medicine courses including Foundations of Clinical Practice and Health Systems Science.



PARTICIPANT

Carissa Huq, MD

**Associate program director
Assistant professor, internal medicine
UTHealth Houston**

Carissa Huq, MD, is an internist at UTHealth Houston McGovern Medical School where she practices as an attending and clinician educator on the internal medicine wards at Lyndon B. Johnson General Hospital. She serves as senior associate program director and curriculum director for the internal medicine residency program, as well as director for the leadership in medicine track. Dr. Huq has been involved in both UME and GME since her residency at UTHealth Houston, having completed a chief residency year prior to joining the faculty at UTHealth Houston. Dr. Huq serves as a medical coach for third-year students on the internal medicine clerkships and has a special interest in bedside medicine. Dr. Huq is passionate about providing empathic, patient-centered care for underserved populations and role-modeling the pursuit of clinical excellence to trainees.



PARTICIPANT

Chinezimuzo (Chinezi) Ihenatu, MD

Emergency medicine medical education fellow
University of Pennsylvania

Chinezimuzo (Chinezi) Ihenatu, MD, was born in Lagos, Nigeria and moved to Maryland at a very young age. She grew up just outside of Baltimore. She obtained her undergraduate degree in neuroscience from Brown University before taking a gap year working as a camp counselor, an oral surgical assistant, and a research assistant. Her journey continued at the University of Maryland School of Medicine, where she found her passion for emergency medicine. She subsequently received her emergency medicine training at the University of Pennsylvania. During her time there, she cultivated her love of teaching and became the assistant sub-i director for emergency medicine. Presently, she is a medical education fellow, actively pursuing her degree in medical education. Beyond her professional pursuits, Dr. Ihenatu loves exploring new culinary experiences in Philadelphia, attending plays, and experimenting with recipes in her free time.



PARTICIPANT

Gretchen M. Keys, EdD, MLS, RRT

**Assistant dean faculty and staff advancement
Office of Faculty Affairs and Learning Innovations
Roseman University College of Medicine**

As the assistant dean of faculty and staff advancement, Gretchen M. Keys, EdD, MLS, RRT, is committed to the development and management of programming for faculty and staff toward the support of Roseman University and Roseman University College of Medicine education, mission, vision and values. With a clinical background as a respiratory therapist, Dr. Keys performed both in the clinical setting and in clinical education in Louisiana, California, and Nevada.

Using her background in respiratory therapy and respiratory therapy education, Dr. Keys has dedicated her career to improving health care outcomes and advancing education in the field. Her experiences in clinical practice and education have provided her with valuable insights into the importance of cultural competency and equitable health care delivery.

Dr. Keys earned her Doctor of Education in Higher Education Administration from Bradley University in Peoria, IL. She also holds a Master of Science in Leadership from Grand Canyon University. Dr. Keys is also a Registered Respiratory Therapist in the state of Nevada.



PARTICIPANT

Shawn Koh, MD

**Associate professor, medical education
California University of Science and Medicine**

Shawn Koh, MD, is a primary care internist, associate professor of medical education, and executive director of student affairs at California University of Science and Medicine. A graduate of Loma Linda University, he has served students in both UME and GME since 2011. He currently directs the Health Systems and Professional Practice course for first-year medical students, teaching them lifelong learning principles including Master Adaptive Learner. His interests include professional identity formation and holistic student support.



PARTICIPANT

Amalia Lyons, MD

Associate professor
Medical College of Wisconsin

Amalia Lyons, MD, is a passionate educator and leader. She has served as an associate program director for ten years for the Internal Medicine Residency Program and program director for six years at the Primary Care Track at the Medical College of Wisconsin. In these roles, she has developed numerous curriculums and mentored countless residents. More recently, Dr. Lyons has pursued her interest in coaching and has been coaching students and residents. She has an interest in expanding coaching opportunities to more residents at her institution.



PARTICIPANT

Chengetai Mahomva, MD

Assistant professor, surgery
University of South Dakota

Chengetai Mahomva, MD, attended the Geisel School of Medicine at Dartmouth College and completed an otolaryngology-head and neck surgery residency at the Cleveland Clinic. Her fellowship training in rhinology and skull base surgery was completed at the University of Utah. She is an assistant professor of surgery at the University of South Dakota School of Medicine and is the lead pillar 3 academic coach.



PARTICIPANT

Hannah Matthews, MD

Assistant professor
University of Chicago

Hannah Matthews, MD, is an assistant professor of medicine and general internist at the University of Chicago Pritzker School of Medicine. She currently serves as the assistant clerkship director of the internal medicine clerkship. She completed both medical school and internal medicine residency at the University of Chicago. She is a recent graduate of the Medical Education Research, Innovation, Teaching, and Scholarship Fellowship and is highly dedicated to medical education in both UME and GME. Her research has explored quality improvement efforts and curriculum design, specifically regarding ambulatory handoffs in resident clinics. As a clinician, Dr. Matthews is passionate about providing high-quality care to urban underserved populations. In addition to her own primary care practice, she also precepts residents and medical students and attends on the inpatient general medicine resident service.



PARTICIPANT

Katherine McDaniel, PhD

Director of educational initiatives

Assistant professor, neurosurgery

Duke University School of Medicine

Katherine McDaniel, PhD, is the director of educational initiatives, lead civility champion and an assistant professor in the Department of Neurosurgery. Before she became a member of the neurosurgery faculty, she was the GME educator in charge of faculty development at Duke University Hospital and Health System. In that role, she partnered with program directors and core faculty to promote quality teaching, learning and evaluation across programs. She holds a PhD in higher education administration and a Master of Social Work.

Dr. McDaniel currently works with clinical faculty in her department to develop cohesive curricula and assessment across the residency and fellowship programs. She has presented faculty development sessions at several departmental grand rounds and conferences throughout Duke University School of Medicine and has been an invited lecturer at other institutions. As lead civility champion, she assembled a team of faculty and resident champions to train as civility champions in an initiative funded by the Josiah Macy Foundation Catalyst Award for Transformation in GME to improve the institutional culture.



PARTICIPANT

Gita Mehta, MD

Coach, medicine
UCSD Healthcare

Gita Mehta, MD, is emeritus professor at the University of California, San Diego, (UCSD) in the Department of Medicine. She served as a clinician-educator in the Division of General Internal Medicine for over 25 years. With a continued strong commitment to the profession and medical education, she sought and received a Fulbright Grant to India in 2018, where she worked with local faculty to create a professionalism program for learners in the participating medical institution. She is faculty at the Academy of Healthcare Communication through which she continues to participate in mentoring and guiding trainees and delivering external-facing workshops. In her current role as recall professor at UCSD, she served as the inaugural fellowship director for training in empathy and compassion at the Center for Compassionate Communication at the T Denny Sanford Institute for Empathy and Compassion, 2021-2022. She now provides coaching for faculty physicians at UCSD and continues to develop and present communication and wellness workshops for undergraduate students and faculty physicians.



PARTICIPANT

Niyati Mehta, MD

Assistant professor, neurology
Medical College of Wisconsin

Niyati Mehta, MD, is a child neurologist and assistant professor in the Department of Neurology at the Medical College of Wisconsin. She is a pediatric critical care neurologist, epileptologist, and educator in the fields of child neurology and pediatric neurocritical care. She currently serves as the program director of the Child Neurology Residency Program at Medical College of Wisconsin/Children's Wisconsin and recently founded the pediatric neurocritical care fellowship program for which she serves as the program director. She is co-director of the Education and Training Committee of the Pediatric Neurocritical Care Research Group, focused on creating national training standards for this new and growing subspecialty.

Dr. Mehta is passionate about the benefits of coaching in professional and personal development of physicians at all levels of training and is currently training to become a certified coach, while practicing inpatient neurology and neurocritical care at Children's Wisconsin. In her spare time, she enjoys creating restaurant-worthy meals for friends and family, long-distance running, and international travel.



PARTICIPANT

Dimpy Mody, MD

Director, academic coaching
NYU Grossman Long Island School of Medicine

Dimpy Mody, MD, is a pediatric hospitalist at NYU Langone Long Island and serves as both an academic coach and the director of academic coaching at NYU Grossman Long Island School of Medicine. Over the past four years, Dr. Mody's work as an academic coach has been deeply rewarding. Her institution's three-year, primary care focused medical program presents unique challenges for students, who must master a rigorous curriculum on an accelerated timeline while also clarifying their long-term goals and maintaining their well-being. She is passionate about academic coaching and finds great fulfillment in helping students navigate these demands and achieve a healthy, sustainable balance.



PARTICIPANT

Achilia Morrow, MD

**Associate professor
Assistant dean student affairs
Baylor College of Medicine**

With over 20 years of experience in academic medicine, the focus and passion of Achilia Morrow, MD, has been on serving underserved communities, working with learners in the ambulatory setting, and finding innovative ways to teach and support her learners. Her extensive educational background includes creating and teaching curricula for medical students and residents. She began her career after residency at Baylor College of Medicine (BCM) where she held numerous leadership positions including associate clerkship director for internal medicine. After 11 years at BCM, she moved to Athens, Georgia to serve as associate program director and then program director of Augusta University/University of Georgia Medical Partnership's internal medicine residency program. She returned to BCM in 2021 and has served in her current role of assistant dean of student affairs since 2022. Dr. Morrow is driven to assist young physicians (and physicians-to-be) to achieve their goals and thus share a gift that was given to her—recognizing and developing potential.



PARTICIPANT

Alaa Nazzal, MD

Executive director, academic affairs
International Medical Center

Alaa Nazzal, MD, is an internal medicine physician and academic leader committed to advancing medical education and holistic health care. He serves as the executive director of academic affairs at the International Medical Center (IMC) in Jeddah, Saudi Arabia. He also holds the roles of deputy for graduate medical education and deputy designated institutional official and acts as an adviser for the IMC Medical College currently under development. Dr. Nazzal played a central role in leading IMC to achieve ACGME-I institutional and program accreditation and continues to champion initiatives that integrate competency-based education with coaching and faculty development.

He is a Gallup-Certified Strengths Coach and has completed formal training in coaching through both Gallup and a faculty development program titled Learner Experience Coach. His academic interests include professional identity formation, formative assessment, and well-being in medical training. He is currently exploring coaching as a tool to support these domains. Driven by a mission to foster reflective, resilient, and purpose-driven physicians, Dr. Nazzal is passionate about building coaching cultures within medical education programs.



PARTICIPANT

Uchenna Pelzer, MD

Pediatric hospitalist and associate program director
Northwestern University Feinberg School of Medicine/Ann & Robert H. Lurie
Children's Hospital

Uchenna Pelzer, MD, is an assistant professor of pediatrics at Northwestern University Feinberg School of Medicine and a pediatric hospital medicine attending in the Division of Hospital-Based Medicine at Ann & Robert H. Lurie Children's Hospital of Chicago. She serves as an associate program director for the Pediatric Residency Program and the newly established combined Pediatrics-PM&R program at Northwestern. She is the founder and director of Health Equity Rounds at Lurie Children's Hospital and co-founder of the simulation curriculum FEATS (Fostering Equity and Allyship Through Simulation), which uses simulation-based education to teach allyship skills and promote inclusive clinical practice. Dr. Pelzer is dedicated to advancing health equity and promoting a safe and welcoming learning environment for all trainees through education and innovation and was recently appointed to the position of senior director learning culture and health equity advancement for the McGaw Medical Center.



PARTICIPANT

Stacey Pierce-Talsma, DO, MS

Associate dean, academic affairs
University of New England College of Osteopathic Medicine

Stacey Pierce-Talsma, DO, MS, is the associate dean of academic affairs at the University of New England College of Osteopathic Medicine (UNE COM). She is a Michigan State University College of Osteopathic Medicine graduate, who completed an internship, neuromusculoskeletal medicine and osteopathic manipulative medicine residency program, and a master's in medical education and leadership at UNE COM. She is a fellow in the National Academy of Osteopathic Medical Educators and a past American Osteopathic Association's health policy fellow. She has had the honor of serving on several national committees including the American Osteopathic Association's Postdoctoral Training and Review Committee, the American Academy of Osteopathy's Board of Governors, and the ACGME's ONMM Review Committee as a member, vice chair and chair. Dr. Pierce-Talsma is passionate about the intersection of medicine, leadership and wellness and is also a certified yoga teacher, has completed the Stanford WellMD and WellPhD Physician Program Director Course, and is currently completing the Coaching for Life and Work Certificate program through the University of California, Davis.



PARTICIPANT

Jennifer Poast, DO

**Internal medicine residency program faculty
Director, research and quality improvement
San Ysidro Health Internal Medicine Residency Program
San Ysidro Health**

Jennifer Poast, DO, is a board certified, general internist with San Ysidro Health's Internal Medicine Residency Program. San Ysidro Health is a teaching health center and federally qualified health center (FQHC) on the San Diego-Mexico border serving over 130,000 people in San Diego's most vulnerable and under resourced communities. She completed her internal medicine residency at the University of Illinois College of Medicine in Peoria, IL, and a fellowship in general internal medicine at the University of Illinois in Chicago. Since this time, she has spent more than 22 years working in FQHCs and free clinics in San Diego County as a primary care physician and physician educator. Dr. Poast has been the recipient of two grants over her career for research and medical education and helped to develop several research curricula that are in current use (EBM, adolescent medicine, internal medicine sub-internship and a research elective for residents and students). Working with medical students and residents, she has been an informal coach for years. However, she is currently pursuing formal coaching skills and experiences and plans to bring them back to her faculty colleagues and residents in the hope of incorporating coaching as part of a larger push toward precision education.



PARTICIPANT

Cody Pritchard, MSEd

**Manager, learning communities
Office of Student Affairs & Curriculum
University of Iowa Carver College of Medicine**

Cody Pritchard, MSEd, serves as the learning communities manager for the Roy J. and Lucille A. Carver College of Medicine at the University of Iowa (UI). Prior to assuming his current role in May 2022, he served as the director/PI of TRIO Student Support Services at UI where he oversaw the implementation and reporting for a U.S. Department of Education funded grant. While still newer to medical education, Pritchard is not new to education and identifies as an educator at heart. He is originally from Kansas where he earned his BSEd in mathematics from Emporia State University and MSEd in higher education administration from the University of Kansas. His education career has seen a progression of working with higher level learners at each stage of his career.

Personally, he enjoys spending time with his wife, two kids (3 & 5), and two dogs. Continuing on the “education” train, he loves dog training and if he wasn’t working in medical education, his dream would be to train dogs full-time.



PARTICIPANT

Erin Rescoe, MD

Assistant professor, pediatric critical care
Maria Fareri Children's Hospital

Erin Rescoe, MD, is a pediatric intensivist working at Maria Fareri Children's Hospital in Valhalla, NY. She is also the program director for a new PCCM fellowship. Taking care of critically ill children and educating the next generation are her two passions!



PARTICIPANT

Lisa Schroeder, MD

**Assistant program director, internal medicine residency
Geisinger**

Lisa Schroeder, MD, received her Doctor of Medicine degree at the University of Wisconsin School of Medicine and Public Health at Madison in 2007. She completed her residency and chief residency in internal medicine and fellowship in rheumatology at Geisinger. She serves as an assistant professor of medicine at Geisinger Commonwealth School of Medicine in the Division of Rheumatology, as well as an assistant program director for the internal medicine residency program. Dr. Schroeder develops and delivers clinical reasoning curricula and coaching programs for performance improvement in clinical reasoning and test-taking skills for the internal medicine program. She is a core faculty member for Geisinger's Healthcare and Interprofessional Communication and Faculty Development programs. She completed Geisinger's Medical Education Certificate Course and Health Systems Science Leadership Course. She is a distinguished member of the Geisinger Academy of Educators, serving on the Faculty Development Advisory Committee. Her educational interests include mentoring and coaching residents, medical students, and rheumatology fellows, specifically around clinical reasoning, communication skills and faculty development.



PARTICIPANT

Anastasia Sokhan, MD

**Associate program director, family medicine residency
NorthWest Medical Center**

Anastasia Sokhan, MD, is a family medicine physician and associate program director who brings a deep passion for resident education, mentorship and program development. A graduate of a newly established family medicine residency, Dr. Sokhan has since played key roles in launching two additional new residency programs—first as a core faculty member and now in a leadership position.

With a strong commitment to learner-centered teaching, Dr. Sokhan focuses on helping residents explore their unique interests, align their training with long-term goals and grow into confident, compassionate physicians.

Dr. Sokhan is especially interested in integrating structured coaching models into residency training to promote reflection, personalized development and well-being. She believes that a strong coaching culture fosters resilience, professional identity and a deeper sense of purpose among residents.

Her clinical interests include women's health, procedures and musculoskeletal medicine. Known for her approachable, supportive style, Dr. Sokhan is dedicated to creating a residency environment that is both academically rigorous and personally fulfilling.



PARTICIPANT

Rebecca Stetzer, MD

**Assistant dean, competency development
Associate professor, medical education, neurology
Albany Medical College**

Rebecca Stetzer, MD, is an associate professor of family medicine, internal medicine and neurology and a fellowship-trained geriatrician. She earned her medical degree from Emory University, completed residency at the Atlanta Medical Center Family Medicine Residency Program, and completed a geriatric fellowship at Tufts/Baystate Medical Center. She splits her time between clinical work and medical education. As part of the Center of Excellence for Alzheimer's Disease in the Department of Neurology at Albany Medical Center, she provides care to older adults with cognitive impairment together with an inter- and multi-disciplinary team while hosting a variety of learners, including medical students, family medicine, internal medicine and psychiatry residents along with geriatric fellows. In medical education she serves as assistant dean for competency development, for which she helps support learners develop clinical reasoning and communication skills using clinical reasoning exercises, coaching and simulations. She has an interest in helping learners develop competency-based self-evaluation skills. She also serves as an advising dean.



PARTICIPANT

Reyna M. Ulrich, EdD, MEd

Director, academic programs
University of Illinois College of Medicine Peoria

With over 25 years of experience in education, Reyna M. Ulrich EdD, MEd, has a bachelor's degree in Spanish from George Mason University (Fairfax, Virginia), a master's degree in education (curriculum & instruction) from George Mason University, and a Doctorate Degree in Education (leadership in innovation and continuous improvement) from Concordia University Wisconsin. She is an accomplished Latina educator who supports the academic needs of medical students, particularly with study strategies and test-taking skills. Focusing on the science of learning, struggling students receive the necessary tools to find academic success. Other responsibilities include managing the Peoria Peer Education Program, being a voting member of the Peoria Diversity, Equity, and Inclusion committee representing the faculty, being a voting member of the UIC Senate representing the College of Medicine, being a voting member of the Committee of Admissions for the College of Medicine representing the faculty, and providing ongoing support to the local and college-wide promotions student committee. She is bilingual and is fluent in English and Spanish.



PARTICIPANT

Morgan Wright, MD

**Internal medicine residency program
Memorial Health (HCA Healthcare)**

Morgan Wright, MD, is an early career physician board certified in internal medicine. She graduated medical school from Louisiana State University Shreveport in 2020 and residency at Memorial Health in Savannah, GA, in 2023. She now serves as residency faculty, teaching and mentoring both residents and medical students at Memorial Health and Mercer University School of Medicine in Savannah, GA. In Dr. Wright's free time, she enjoys cooking, baking and pottery. She chose academic medicine for the opportunities to teach a variety of learners, learn along with her students, and have an impact on the future of medicine and medical training. Combining teaching and practicing medicine, while challenging, is incredibly fulfilling, and Dr. Wright considers herself lucky to do it every day. She is committed to continued improvement in medical education and wants to constantly make training better for those who follow. Dr. Wright is very eager for the opportunity to learn how to coach trainees better by attending the AMA workshop and looks forward to bringing home new ideas and practices to her program and institution.

AMA Academic Coaching
Implementation Workshop

Program faculty





FACULTY

William B. Cutrer, MD, MEd

Senior associate dean, undergraduate medical education

Associate vice president, educational affairs

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 a 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 senior 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

Director, Program on Research, Innovation, and Development in 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 director of the Program on Research, Innovation, and Development in Education. Dr. Hammoud holds many leadership roles nationally. She is the senior adviser for medical education innovations at the American Medical Association 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. Dr. Kinnear 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 led 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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