



CHANGEMEDED®

2026

AMA Academic Coaching Implementation Workshop



Welcome!

The American Medical Association is excited to host the **2026 AMA Academic Coaching Implementation Workshop.**

This program provides comprehensive education, training and support for faculty and staff involved in developing and implementing coaching across the continuum of education for physicians and other healthcare professionals.

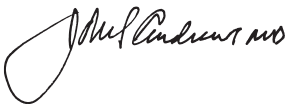
As a program participant, you will gain the practical skills and valuable tools to design, implement and evaluate coaching programs at your institution. You will also have a variety of opportunities to make connections, collaborate with other individuals interested in coaching and advance the field of academic coaching for all learner and clinician populations.

We are thrilled to have you as part of this workshop led by nationally recognized educators and experts in coaching. The program is designed to provide outstanding training and networking opportunities to support your professional goals.

Thank you for your participation and engagement!

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 "John S. Andrews MD". The signature is written in a cursive style, with the first name "John" and last name "Andrews" being prominent, followed by "MD".

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Vice President, Medical Education and Professional Development
AMA

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AMA Academic Coaching
Implementation Workshop

Program participants





PARTICIPANT

Tessa Adzemovic, MD

**Instructor, Medicine
Brigham and Women's Hospital**

Tessa Adzemovic, MD, is a med-peds hospitalist, global health researcher and medical educator at Brigham and Women's and Boston Children's hospitals.

Following her year as a chief medical resident at the University of Michigan, Dr. Adzemovic was selected as a Fogarty Global Health Fellow in collaboration with the Infectious Diseases Institute in Kampala, Uganda, where she led a project evaluating point-of-care diagnostics for opportunistic infections—primarily tuberculosis—in individuals with advanced HIV. She now splits her time between days and nights, teaching and direct care and taking care of children and adults in Boston. She is completing a year with the Harvard Macy program as a PRISE scholar.

As both a daughter of immigrants and an immigrant herself, Dr. Adzemovic has an enduring commitment to refugee and immigrant health, a passion that continues to shape her clinical and research pursuits. She loves reading, dancing ballet, Michigan football, and dreaming of a more just world.



PARTICIPANT

Emily Allen, MD, MPH

Assistant Dean, Student Affairs

The Warren Alpert Medical School of Brown University

Emily Allen, MD, MPH, is an adolescent medicine physician and an assistant dean for student affairs at the Warren Alpert Medical School of Brown University. She moved to Providence, R.I., in 2019 to join the Division of Adolescent Medicine at Hasbro Children's Hospital after completing residency and chief residency in pediatrics at the Boston Combined Residency Program and fellowship in adolescent/young adult medicine at Boston Children's Hospital. Supporting students and residents is core to her professional identity; she holds leadership roles in both GME and UME and has participated in the Educational Scholars Program of the Academic Pediatrics Association. As assistant dean, she provides student support, oversees career advising programming, is re-envisioning the transition-to-residency curriculum, and has been tasked with designing and implementing a longitudinal coaching program. She enjoys spending time outdoors with her husband and two children and playing music with friends.



PARTICIPANT

Michelle Biehl, MD

**Pulmonary and Critical Care Physician
Cleveland Clinic**

Michelle Biehl, MD, is an intensivist and pulmonologist at Cleveland Clinic's Integrated Hospital-Care Institute (IHI). She directs the Medical ICU Transitions Team and is core faculty for the critical care fellowship. She is also a certified advanced peer coach and mentor coach with the Center for Excellence in Coaching and Mentoring (CECM). She is also the founder and director of a structured coaching initiative (IMPACT Coaching) for internal medicine residents. Dedicated to empowering physicians through coaching, mentorship, and leadership development, she serves on the executive board of the Women Professional Staff Association (WPSA) and leads the women in medicine initiatives for the Pulmonary and Critical Care Department, both at the Cleveland Clinic. Nationally, she co-chairs the mentorship committee of the American Thoracic Society (ATS) Women in Critical Care (WICC) interest group and is an active member of the American Medical Women Association (AMWA).



PARTICIPANT

Sara Bittman, MD

**Assistant Professor
Hackensack Meridian Health**

Sara Bittman, MD, is an academic OB-GYN and medical educator with a passion for physician wellness, coaching, and cultivating thriving learning environments. She lives in Bergen County, N.J., with her husband, 2 daughters and many dogs. Sara completed her undergraduate training at Barnard College and earned her medical degree from New York Medical College. She went on to complete her residency in obstetrics and gynecology at Rutgers New Jersey Medical, where she developed a strong interest in medical education and mentorship.

Dr. Bittman currently serves as the OB-GYN residency program director at Hackensack University Medical Center. In this role, she is particularly focused on supporting resident growth, not only in clinical excellence, but also in identity formation, resilience, and leadership. Her prior roles include clerkship director and assistant program director.

Dr. Bittman's interest in coaching emerged from recognizing the gap between traditional evaluation-based training models and the need for individualized, strengths-based development. She has developed and implemented group coaching initiatives aimed at supporting residents and cultivating professional identity, resilience, and a career they love.



PARTICIPANT

Jeremy Branzetti, MD, MHPE

**Director, Competency Education
Yale School of Medicine**

Jeremy Branzetti, MD, MHPE, is an emergency medicine physician, medical education scholar, and professional leadership and development coach. He completed his medical training at State University of New York at Stony Brook and went on to complete his emergency medicine resident training and chief resident year at Northwestern University. After a decade in GME leadership, he obtained an MHPE from Maastricht University's School of Health Professions, and certification as a leadership and professional coach through Brown University.

Dr. Branzetti serves as the inaugural director of competency education at the Yale School of Medicine. In this role, he oversees the longitudinal student coaching program and all formative assessment within the physician training program. He is also the founder of Academic Educator Coaching, which aims to coach medical educators toward crafting meaningful and fulfilling careers in medicine on their own terms.

Outside of medicine, Dr. Branzetti is a semi-avid bicyclist, wistful former hockey player, adventurous hiker, aspiring guitarist, not-so-novice beer brewer, amateur kitchen scientist, and lesser half to an epic wife who absolutely didn't write this last sentence clause...



PARTICIPANT

John Brinkley, MD

Director, Career Advising
LSU Health Shreveport School of Medicine

John Brinkley, MD, was born in Shreveport, La., and raised in Carthage, Texas. He received a bachelor's degree in biochemistry from Rice University in 2004, followed by a medical degree from Baylor College of Medicine in 2009. He then completed a transitional year internship at Houston Methodist Hospital before going to the University of Iowa for ophthalmology residency and neuro-ophthalmology fellowship. He is board certified by the American Board of Ophthalmology and a member of the North American Neuro-Ophthalmology Society. He joined the faculty at LSU Health Shreveport School of Medicine in 2019 and serves as the Catherine D. Lusk Memorial Endowed Professor in Ophthalmology. He is also a clinical assistant professor in the Departments of Neurology and Neurosurgery. He has served as the associate program director for the ophthalmology residency program since 2019 and as director of career advising for the LSUHS School of Medicine since 2024.



PARTICIPANT

Ashley Broce, DO

**Program Director, Internal Medicine Residency
Freeman Health System, KCU GME Consortium**

Ashley Broce, DO, earned her medical degree from A.T. Still University in Kirksville, Missouri, and completed her internal medicine residency at the University of Kentucky in Lexington.

With over ten years of experience in primary care, Dr. Broce is dedicated to building strong patient relationships and helping individuals achieve their health goals. She takes a collaborative approach, creating personalized care plans that support long-term well-being.

She is board certified in internal medicine and a fellow of the American College of Physicians. Dr. Broce serves as program director of the internal medicine residency program at Freeman Health System in Joplin, Missouri, in association with the KCU-GME Consortium. She focuses on training physicians who are both board-certified and practice-ready through a balance of clinical experience and didactic education.

Her interests include endocrinology with focus on diabetes management, quality improvement, and graduate medical education. She is passionate about mentorship and resident development.

Outside of medicine, she enjoys time with her husband and two children, gardening, and cheering on the Kansas City Chiefs and Kentucky Wildcats.



PARTICIPANT

Steven R. Brown, MD

**Program Director and Professor
University of Arizona College of Medicine, Phoenix**

Steven R. Brown, MD, is a program director and professor at the University of Arizona College of Medicine, Phoenix Family Medicine Residency Program. He received the 2021 ACGME's Parker J. Palmer Courage to Teach Award and the 2025 American Academy of Family Physician's Nikitis Zervanos Outstanding Program Director Award. He is editor, co-host, and co-founder of the award-winning American Family Physician podcast, which has been downloaded over 8,000,000 times. He is director of the new primary care accelerated program at the University of Arizona College of Medicine, Phoenix. Dr. Brown is passionate about mentoring new faculty, information mastery, high value care, and advocacy in medicine.



PARTICIPANT

Charlotte Brown, MD

**Associate Professor, Pediatrics
Vanderbilt University**

Charlotte Brown, MD, is an associate professor of clinical pediatrics in the Division of Hospital Medicine at Vanderbilt University Medical Center. She earned her medical degree and completed her pediatric residency at Vanderbilt University School of Medicine. After several years practicing pediatrics in Colorado, she returned to Vanderbilt in 2015.

Driven by a passion for medical education, Dr. Brown has served in several key educational leadership roles at Vanderbilt University School of Medicine. She founded and co-directs the Vanderbilt Interprofessional Health Education Collaborative (VIPHEC), co-founded and serves as faculty in the longitudinal Foundations of Physician Responsibility (FPR) Program, and was recently appointed director of the Portfolio Coaching Program.

Dr. Brown's commitment to advancing medical education and mentorship in undergraduate and graduate medical education has been widely recognized. She has received multiple teaching awards including the Bonnie M. Miller Innovation in Medical Education Award and the Brittingham Clinical Teaching Award, the Amos Christie Award. She has been elected to both Vanderbilt's Academy for Excellence in Education and Academy for Excellence in Clinical Medicine.



PARTICIPANT

Tracy Byrne, MD

**Director, Personal Development and Wellness Initiatives GME
Beth Israel Deaconess Medical Center**

Tracy Byrne, MD, is an academic generalist in obstetrics and gynecology at Beth Israel Deaconess Medical Center (BIDMC), a Harvard Medical School (HMS) affiliated hospital. She spent a large portion of her career in private practice, as well as working in hospital administration prior to transitioning to academic medicine more than 4 years ago. Dr. Byrne has a significant interest in both medical student and resident training and has held the associate clerkship director role for the OB-GYN clerkship at BIDMC and HMS for several years as well as several other medical student and resident educator roles.

Prior to transitioning to academic medicine, Tracy had pursued personal leadership coaching and found it to be pivotal in both her career as well as in her individual well-being. Her special interests in both wellness within medical education as well as the positive effect of coaching led her to her current position of director of professional development and wellness Initiatives for GME at BIDMC. In this position, she is the faculty lead of the resident/fellow coaching program, as well as the lead developer for wellness curricula for GME.

Outside of medicine, Tracy loves to travel whenever possible and is an avid Harvard lacrosse fan.



PARTICIPANT

Michael Cassara, DO, MEd

Associate Professor

Medical Director

Vice President (IPE)

Northwell Health and Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Michael Cassara, DO, MEd, is an associate professor at the Zucker School of Medicine and medical director/vice president at Northwell's Center for Learning and Innovation. Clinically trained in emergency medicine (EM), he focused his early career building expertise as a physician, frontline educator, curricular architect, and simulationist. He was APD for the EM residency at North Shore University Hospital and founding director of Northwell's simulation fellowship. Later, Dr. Cassara expanded his teaching to include methods and environments for learners spanning the health professions and levels of development. He teaches nationally at the Harvard Macy Institute and has held leadership roles in the Society for Academic Emergency Medicine Simulation Academy and Society for Simulation in Healthcare. He has won numerous awards for teaching, simulation, and editorial work, including his specialty's CORD Distinguished Educator Award, Simulation Academy Distinguished Educator Award, and Top AE/Reviewer Awards for MedEdPORTAL and Simulation in Healthcare. Dr. Cassara is currently a PhD candidate in the School of Health Professions Education at Maastricht University.



PARTICIPANT

Madawa Chandratilake, MBBS, MMed, PhD

**Professor, Medical Education and Dean
Faculty of Medicine
University of Kelaniya**

Madawa Chandratilake, MBBS, MMed, PhD, is a medical educationist and the dean of the faculty of medicine at the University of Kelaniya, Sri Lanka. He is a senior academic with extensive experience in curriculum development, assessment, and faculty development in health professions education.

He obtained his medical degree from the University of Colombo and later completed his master's degree and PhD in medical education at the University of Dundee, United Kingdom. His academic interests include clinical reasoning, assessment, professional development of health professionals, and the influence of cultural context on medical training in South Asia.

Dr. Chandratilake has an established research profile in medical education and has published widely in peer-reviewed international journals. His work has contributed to advancing clinical reasoning, assessment practices, and culturally responsive approaches to health professions education.

He is actively involved in national and international collaborations and capacity-building initiatives. He serves as co-chair of the Capacity Building Steering Committee of the NIHR, UK, and leads the capacity building program of the GHRU South Asia.



PARTICIPANT

Cara Cipriano, MD, MSc

**Division Chief
Vice Chair, Education
Penn Medicine**

Cara Cipriano, MD, MSc, grew up in Northern California and moved east to attend Williams College and the Perelman School of Medicine at the University of Pennsylvania. She completed her residency in orthopaedic surgery at Rush University, followed by fellowships in adult reconstruction at Virginia Commonwealth University and orthopaedic oncology at the University of Toronto. She practiced for seven years at Washington University in St. Louis, where she earned her Master in Clinical Investigation. She became director of undergraduate medical education (UME) in the Department of Orthopaedic Surgery and was an inaugural member of the Academy of Educators, a group developed to “teach the teachers” and enhance education across the institution. She returned to Penn in 2021 to become chief of orthopaedic oncology and director of UME, and she was subsequently honored to co-lead the pillar “developing people for great accomplishment” of the Penn Medicine Strategic Plan. Currently, she is associate professor of orthopaedic surgery and serves as vice chair for education.



PARTICIPANT

Katherine Copeland, MD

**Assistant Professor
Associate Program Director
Medical College of Wisconsin**

Katherine Copeland, MD, is an internal medicine physician at the Medical College of Wisconsin and Froedtert Hospital, where she practices primary care and perioperative medicine. She serves as associate program director for the internal medicine residency program and as a longitudinal mentor and coach for medical students. She was introduced to coaching during residency and quickly recognized its transformative impact on personal and professional development. Since then, she has become a certified coach and has actively integrated coaching into her work in medical education. She is particularly interested in developing and scaling coaching programs within academic medicine and is committed to expanding access to coaching skills to support learners and faculty across the training continuum.



PARTICIPANT

Emmanuel Elueze, MD, PhD

**DIO and Associate Dean, GME and Professional Development
University of Texas, Tyler, School of Medicine**

Emmanuel Elueze, MD, PhD, is the designated institutional official and associate dean for GME and professional development at the University of Texas, Tyler, School of Medicine (UTTSOM). He has oversight over the UTTSOM's 22 GME programs with 230 residents and fellows. He previously served as the program director of the internal medicine residency program and chair of the department of medicine.

He is an internist and a professor in the department of internal medicine. He is board certified in Internal medicine, hospice and palliative medicine, and addiction medicine.

He is a recipient of the UT System Regent Outstanding Teaching award and a member of the UT Kenneth Shine Academy of Medical Educators and the UT Tyler Academy of Distinguished Teachers.

His goal is to implement a GME coaching program to facilitate the flourishing of trainees and faculty.



PARTICIPANT

Natasha Fein Davis, MD

Assistant Dean, Clinical Affairs

A.T. Still University School of Osteopathic Medicine in Arizona

Natasha Fein Davis, MD, is the assistant dean of clinical affairs at A.T. Still University School of Osteopathic Medicine in Arizona. She completed her MD degree and residency training at UC San Diego and is a fellow of the American Association of Pediatrics. She is currently pursuing a Master of Health Professions Education degree at UMKC. Her interests are in UME career advising and student success.



PARTICIPANT

Andrew Galligan, MD

**Division Chief, Peds Hem/Onc
Associate Program Director, Pediatric Residency Program
University of South Florida**

Andrew Galligan, MD, is an associate professor of pediatrics at the University of South Florida (USF) and division chief for pediatric hematology/oncology. He earned his medical degree from Florida State University College of Medicine and completed his pediatric residency and chief residency at the University of Florida, where he also trained in pediatric hematology/oncology. Dr. Galligan provides compassionate, innovative care for infants, children, adolescents, and young adults with cancer and blood disorders. His clinical and research interests focus on cancer survivorship, long term health outcomes, and adolescent and young adult (AYA) oncology.

In addition to his clinical leadership, Dr. Galligan is deeply involved in medical education and professional development at USF. He serves as associate program director for the pediatric residency program, course director for doctoring 3, and associate course director for doctoring 4. Dr. Galligan has been honored for excellence in teaching, scholarship, and humanistic care through induction into the Alpha Omega Alpha Honor Society and the Gold Humanism Honor Society. He is also a recipient of the Leonard Tow Humanism in Medicine Award.



PARTICIPANT

Holly Gooding, MD

**Associate Dean, Professional Development and Education
Emory University**

Holly Gooding, MD, is the associate dean for professional development at Emory School of Medicine and medical director of adolescent medicine at Children's Healthcare of Atlanta. She also co-directs the Harvard Macy Institute Program for Educators in the Health Professions, an international professional development program designed to cultivate the next generation of leaders in health professions education.

Dr. Gooding received her medical degree from the University of California, San Francisco with a concentration in medical education and her master's degree in interdisciplinary studies at the University of California, Berkeley, School of Public Health. She completed residency in internal medicine at Brigham and Women's Hospital and a fellowship in adolescent medicine at Boston Children's Hospital. Her research interests include cardiovascular risk assessment, evidence-based teaching, professional identity formation, and faculty development.



PARTICIPANT

Jack Green, MD

**GME Director, Well-Being and Inclusion
Cedars-Sinai Medical Center**

Jack Green, MD, is a pediatric and congenital cardiac intensivist, assistant professor of pediatrics, and core faculty member of the pediatrics residency at Cedars-Sinai Medical Center. Outside of the pediatric ICU, Dr. Green is passionate about medical education, mentorship, leadership, healthcare professions occupational burnout, and organizational wellness. He currently serves as the inaugural GME director of well-being, responsible for curating and maintaining a culture of well-being for the nearly 550 resident and fellow trainees at Cedars-Sinai. He also serves as the Department of Pediatrics Wellness Ambassador to help improve the physician experience for faculty at all levels, is a member of the Physician Wellness Survey & Assessment Taskforce to track and assess institutional wellness data, and is a member of the Physician Wellness Executive Steering Committee which collaborates with C-suite leadership on sustaining an important institutional lens in this arena.



PARTICIPANT

Arielle Hirschfeld, MD

**Assistant Professor
Associate Program Director
University of Chicago**

Arielle Hirschfeld, MD, is a board-certified family physician who provides outpatient medical care for patients of all ages at Family Christian Health Center in Harvey, Ill. An assistant professor at the University of Chicago, she is also the associate program director of the newly-accredited UChicago Medicine Ingalls Memorial Hospital Family Medicine Residency. Her clinical interests include team-based, patient-centered care, women's health, lifestyle medicine and care for patients with complex psycho-social needs.



PARTICIPANT

John Interrante, MD

Director, Coaching

Lewis Katz School of Medicine, Temple-St. Luke's

John Interrante, MD, is a graduate of the Lewis Katz School of Medicine (LKSOM) at Temple University. He trained in internal medicine at Hershey Medical Center, followed by a fellowship in hospice and palliative medicine (HPM) at St. Luke's University Health Network. During his time at St. Luke's, he has served as faculty, mentor, associate program director, and program director in the HPM Fellowship. He is currently the director of coaching at LKSOM Temple-St. Luke's and continues to enjoy teaching students at all levels of their training.



PARTICIPANT

Vineeth John, MD, MPH

**Vice Chair and Professor, Psychiatry
McGovern Medical School at the University of Texas Health Science
Center at Houston**

Vineeth John, MD, MBA, is professor and vice chair for education in the Department of Psychiatry at McGovern Medical School at UTHealth Houston. He holds the John S. Dunn Professorship and serves as chair of the Academy of Master Educators where he provides leadership in faculty development, educational excellence, and mentoring initiatives across the institution.

Dr. John is a faculty coach with the Harvard Macy Institute and has completed formal coaching training at Rice University, experiences that have shaped his commitment to evidence informed, developmentally attuned coaching models in academic medicine. His work focuses on supporting faculty across faculty career stages, with particular attention to professional identity formation, leadership transitions, career sustainability, and well being. Dr. John has designed and facilitated institutional and national workshops on coaching, mentoring, creativity, and flourishing in medicine and has presented at forums including the American Psychiatric Association, Harvard Macy programs, Weill Cornell–Qatar, and the University of Utrecht. Dr. John has delivered a TEDx Talk on toxic leadership and is an avid advocate for academic cultures rooted in growth, reflection, and purpose.



PARTICIPANT

Paula Johnson, EdD, PT, DPT, MBA

**Director, Clinical Education
Assistant Professor
Messiah University**

Paula Johnson, EdD, PT, DPT, MBA, is a physical therapist with 38 years of experience in clinical practice, academic leadership, and professional development. She currently serves as director of clinical education and assistant professor in the Doctor of Physical Therapy program at Messiah University near Harrisburg, Pennsylvania, where she prepares the next generation of physical therapists for clinical and professional success. Dr. Johnson holds a BS in physical therapy from Temple University, an MBA from Penn State University, a Doctor of Physical Therapy (DPT) from Arcadia University, and an EdD from the University of St. Augustine for Health Sciences. She also holds her specialist certification in geriatrics. Her scholarly interests include student development, communication, conflict management, and workforce diversity to improve minority health outcomes. Drawing on her experience, Dr. Johnson launched an educational consulting initiative focused on strengthening communication and conflict management skills in academic and professional settings. She is passionate about helping students and educators navigate challenges with clarity, confidence, and purpose.



PARTICIPANT

Madeline Joseph, MD

**Senior Associate Dean, Faculty Advancement and Engagement
University of Florida College of Medicine, Jacksonville**

Madeline Joseph, MD, is a professor of emergency medicine and pediatrics and senior associate dean at the University of Florida (UF) College of Medicine, Jacksonville for faculty advancement and engagement. Dr. Joseph completed her pediatric residency training at UF and completed her pediatric emergency medicine (PEM) fellowship at the Children's Hospital of Birmingham in Alabama in 1992 and 1994 respectively. She is double boarded in pediatrics and PEM and became a diplomate in obesity medicine in 2016. Dr. Joseph has over 120 publications in the field of pediatric s and pediatric emergency medicine. Dr. Joseph has served on numerous national committees at the American College of Emergency Physicians (ACEP) and the American Academy of Pediatrics (AAP). Currently, Dr. Joseph serves on the Board of Directors of AAP. Dr. Joseph has been an active member of the ACEP Pediatric Section for over 25 years and served as the ACEP Pediatric Section Councilor, Section and Pediatric Committee Chair. On the state level, Dr. Joseph served as the president for the Florida chapter of the AAP from 2016 to 2018 and remains involved to improve the health and well-being of children and adolescents in Florida and nationally.



PARTICIPANT

James Juarez, MD

**Assistant Professor, Emergency Medicine
Oregon Health Science Center**

James Juarez, MD, is a board-certified emergency medicine physician and assistant professor of emergency medicine at Oregon Health & Science University (Hillsboro Medical Center). He earned his MD from the University of Texas Health Science Center at San Antonio and completed his emergency medicine residency at Michigan State University Kalamazoo Center for Medical Studies.

His work centers on resident education, physician well-being, and professional identity development across the continuum of medical training and practice. Dr. Juarez integrates coaching principles into clinical teaching and faculty development and has provided individual and group coaching to residents and practicing physicians.

He is certified in Mindful Practice in Medicine, completed the Stanford Physician Well-Being Director Course, and holds an ICF-approved Deep Transformational Coach certification, along with advanced experiential coaching training integrating IFS-, AEDP-, and Coherence Therapy-informed approaches. Across his work, he is committed to cultivating reflective capacity, sustainable growth, and psychologically safe learning environments within academic medicine.



PARTICIPANT

Yi (Sally) McWhorter, DO

Physician
Sunrise Health GME

Yi (Sally) McWhorter, DO, is a physician leader and designated institutional official responsible for oversight of 18 residency and fellowship programs. In this role, she provides strategic direction for graduate medical education, ensuring excellence in training, regulatory compliance, and a supportive learning environment for residents, fellows, and faculty. She is deeply committed to advancing physician development, fostering professional identity formation, and promoting educational innovation across specialties.

Dr. McWhorter is recognized for her collaborative leadership style and dedication to faculty development, mentorship, and learner success. She has played a key role in strengthening institutional educational infrastructure, supporting program leadership, and promoting initiatives that enhance physician well-being, engagement, and performance. Her work emphasizes the integration of evidence-based educational practices and creative innovations to help physicians achieve their full potential.



PARTICIPANT

Lina Mehta, MD

**Associate Dean, Admissions
Professor, Radiology and Medical Education
Case Western Reserve University School of Medicine**

Lina Mehta, MD, is the associate dean for admissions and professor of medical education and radiology at Case Western Reserve University School of Medicine. A board-certified radiologist with fellowship training in nuclear medicine, her career has integrated clinical practice, medical education, and academic leadership.

In addition to her clinical work, Dr. Mehta has played a key role in shaping admissions and educational practices at both institutional and national levels. She has served in leadership roles with the American Medical Women's Association (AMWA) and the American Association of Medical Colleges (AAMC), including as National Chair of the AAMC Group on Student Affairs (GSA) Committee on Admissions (COA). Her work has contributed to the evolution of admissions practices and supported the development of future physicians through thoughtful, evidence-informed approaches. She has received institutional and national recognition for mentorship and teaching, including AMWA Mentor of the Year and the AAMC-GSA Exemplary Service Award. Dr. Mehta finds joy in the integration of scientific rigor and human connection in patient care and clinical education.



PARTICIPANT

Kristy Motte, EdD

Director, Academic Success

Texas A&M Naresh K. Vashisht College of Medicine

Kristy Motte, EdD, is an instructional assistant professor and director of academic success at the Texas A&M Naresh K. Vashisht College of Medicine (VCOM). She leads a multidisciplinary team that supports medical students from pre-matriculation to transition to residency on all VCOM campuses and collaborates with course and clerkship directors on assessment, curriculum alignment, and student success initiatives. She also works with several of the VCOM residency programs to support GME student success. Dr. Motte's work focuses on integrating the science of learning, individualized learning plans, metacognitive reflection, and generative artificial intelligence into evidence based teaching and learning strategies.



PARTICIPANT

Jennifer Nelson, DO

**Program Director
University of Arizona College of Medicine, Phoenix
Banner University**

Jennifer Nelson, DO, is a med-peds trained physician and medical educator at the University of Arizona College of Medicine, Phoenix, where she serves as program director for the internal medicine residency program. She completed her combined internal medicine-pediatrics residency training at the University of Arizona College of Medicine, Phoenix and has remained dedicated to academic medicine throughout her career.

Dr. Nelson maintains clinical practice in outpatient internal medicine and pediatrics and cares for hospitalized adults on the inpatient internal medicine service. Her educational interests include coaching and mentorship, professional identity formation, and curriculum development, with a focus on supporting learners across all stages of training.

She has held multiple educational leadership roles, including director of the Resident-as-Educator Program and involvement in the Chief Resident Academy, where she has worked to develop residents as teachers and leaders. In her current role, she is passionate about fostering supportive learning environments that promote reflection, growth, and career development.

Outside of medicine, Dr. Nelson enjoys spending time with her family and is a proud mother of two children and two dogs.



PARTICIPANT

Ashwini Niranjana-Azadi, MD

Associate Professor, Clinical Medicine
Associate Program Director, Coaching
Johns Hopkins University School of Medicine

Ashwini Niranjana-Azadi, MD, is an associate professor of clinical medicine in the Division of Hospital Medicine at Johns Hopkins Hospital. She received her MD from Johns Hopkins School of Medicine and completed her residency in the Johns Hopkins Osler Internal Medicine Residency program. She is a nationally recognized clinician-educator whose work focuses on faculty development for hospitalists and curriculum development for medical students. She holds multiple educational leadership roles, including associate program director of coaching for the Osler Internal Medicine Residency Program, faculty development wellness and onboarding director for the Division of Hospital Medicine, and associate clerkship director for the internal medicine clerkship.

Her excellence in teaching and leadership has been recognized with multiple honors, including the Society of Hospital Medicine Maryland Chapter Physician of the Year Award in 2024 and the Clerkship Directors of Internal Medicine Early Career Medical Student Educator Award in 2025. She is an active member of national committees for the Society of Hospital Medicine, the Society of General Internal Medicine, and the Clerkship Directors of Internal Medicine.



PARTICIPANT

Olivia Ojano Sheehan, PhD

**Senior Director, Clinician Educator Learning and Development
Ohio University Heritage College of Osteopathic Medicine**

Olivia Ojano Sheehan, PhD, is senior director of clinician educator learning and development and adjunct associate professor in the Department of Primary Care at Ohio University Heritage College of Osteopathic Medicine (OUHCOM) in Athens, Ohio. She has 30 years of faculty/curriculum development experience in medical education—both undergraduate and graduate. She has published in different education journals and has presented in international, national, and regional conferences.



PARTICIPANT

Colleen Quinn, MD

**Associate Program Director
Albany Medical Center**

Colleen Quinn, MD, is the associate program director of the Saratoga Hospital Family Medicine Residency Program. The program partners with Hudson Headwaters Health Network (HHHN), a federally qualified health center where she served as chief of wellness and medical education until 2025. Throughout her career, Dr. Quinn has remained deeply committed to advancing physician wellness and fostering sustainable, high-quality medical care in small communities.

In collaboration with the University of Vermont Larner College of Medicine, Dr. Quinn developed the institution's first longitudinal integrated clerkship. She built an educational community of healthcare professionals that encouraged medical students to integrate fully into the local community. Her leadership in health systems science education led to her creating the Advancing Team-Based Care initiative at HHHN.

Dr. Quinn is a 2022 graduate of the AAFP Leadership Physician Wellness Program and recently completed the Master Certified Development Coach program through the Physician Coaching Institute. She now integrates coaching into her work, empowering residents and faculty to cultivate clarity, integrity, and greater fulfillment in their professional and personal lives.



PARTICIPANT

Douglas Reifler, MD

**Senior Associate Dean, Student Affairs
Cooper Medical School of Rowan University**

Douglas Reifler, MD, graduated from Harvard College and the UCSD School of Medicine. He completed residency in primary care internal medicine and fellowship in GIM at Northwestern University's Feinberg School of Medicine. Working with the Medical Humanities and Bioethics Program, he developed a background in applying humanities to medical education. He remained at Northwestern for 22 years, contributing to its curriculum and developing its "colleges" as learning communities.

In 2011, Dr. Reifler became associate dean for student affairs and medical education and later associate vice president and director of the Baldwin Institute for Interprofessional Education at Rosalind Franklin University of Medicine and Science in North Chicago, IL, where he created and developed learning communities.

In 2015, Dr. Reifler became associate dean for student affairs and medical humanities at the Lewis Katz School of Medicine of Temple University, where he introduced offerings to assist students with professional formation.

In 2022, Dr. Reifler joined Cooper Medical School of Rowan University, where he now serves as senior associate dean for student affairs and is working to develop coaching skills in faculty advisers.



PARTICIPANT

Leah Robinson, PhD

**Associate Dean, Student Affairs
University of South Carolina School of Medicine**

Leah Robinson, PhD, joined the University of South Carolina School of Medicine in Greenville (USC SOMG) in July 2023 as the associate dean for student affairs. Prior to relocating to South Carolina, from 2005–2023, she served as a learning specialist, director of academic support, and director of diversity, equity, and inclusion for the School of Medicine at Wayne State University in Detroit, MI. Her career in higher education includes teaching, advising, and counseling various student populations, including summer bridge, medical, athletes, probation, ESL, and graduate.

Dr. Robinson earned a bachelor's degree in English from the University of Michigan, a master's in educational psychology from Eastern Michigan University, an educational specialist certificate in instructional design, and a Doctor of Philosophy in Learning Design and Technology from Wayne State University.



PARTICIPANT

Eleny Romanos-Sirakis, MD, MS

Associate Professor, Pediatrics
Director, Peds Faculty Development
Director, Peds Heme/Onc
SIUH Northwell Health

Eleny Romanos-Sirakis, MD, MS, is a board-certified pediatric hematologist-oncologist and director of pediatric hematology and oncology at Staten Island University Hospital, Northwell Health. She is a dedicated clinician-educator with a strong commitment to advancing pediatric care, medical education, and faculty development.

In addition to her clinical leadership, Dr. Romanos-Sirakis serves as director of pediatric faculty development and director of the resident medical educator track, where she designs and leads innovative programming to support the growth of both trainees and faculty as educators. She is also chair of the pediatric research and scholarship committee, where she oversees pediatric resident scholarly activity, mentors residents and faculty in scholarly work and promotes a culture of inquiry and academic excellence.

Dr. Romanos-Sirakis earned a master's degree in health professions pedagogy and leadership, further strengthening her expertise in curriculum design, assessment, and educational leadership. Her academic interests include faculty development and curriculum innovation.



PARTICIPANT

Rachel Scott, MA

**Health Professions Education Learning Specialist
Columbia University**

Rachel Scott, MA, is the health professions education learning specialist for the physical therapy (PT) and occupational therapy (OT) programs at Columbia University. She supports teaching, learning, and assessment across both programs, informed by her background in ESL teaching and academic support for at risk medical students. She is currently pursuing PhD research focused on assessment of professional identity formation in health professions.

Rachel began her education career in 1994 as an English language teacher in Hong Kong. Over the past 15 years, she has worked in healthcare education in roles that include academic coaching, curriculum development, formative assessment, ESL support, teacher training, and educational evaluation. At Ross University School of Medicine, she supported hundreds of students working to strengthen academic performance.

At Columbia University, Rachel supports the OT and PT programs as they develop competency-based curricula. As well as direct student coaching, she chairs the physical therapy program's assessment and evaluation committee and designs assessment tools and resources to promote evidence informed learning approaches, collaboration, and community among incoming PT and OT cohorts.



PARTICIPANT

Trish Sexton, MS, DHEd

Associate Dean, Medical Education

AT Still University, Kirksville College of Osteopathic Medicine

Trish Sexton, MS, DHEd has over 30 years of experience in osteopathic medical education, faculty development and research. She currently serves as associate dean for medical education and as a tenured professor of family medicine at the Kirksville College of Osteopathic Medicine. She teaches in the areas of communication skills, bioethics, research ethics, health disparities, cultural humility, and professional identity formation. She also leads faculty development efforts across the continuum from UME to GME.

An advocate of transformative learning in osteopathic medical education, Dr. Sexton has developed a myriad of elective course offerings in medical humanities to enrich osteopathic medical students' orientation to the patient condition. She consults nationally and internationally, providing faculty development and assistance with curriculum and assessment review. With the American Association of Colleges of Osteopathic Medicine, she was founder and is a fellow of the National Academy of Osteopathic Medical Educators. Most recently she has served as a faculty fellow for the American Association of Colleges of Osteopathic Medicine's Resilient Mindsets in Medicine project. She serves on the Arnold P. Gold Foundation Board of Trustees and is the advisory council chair of the Gold Humanism Honor Society.



PARTICIPANT

Kaushal H. Shah, MD

**Assistant Dean, Academic Advising
Weill Cornell Medical School**

Kaushal H. Shah, MD, is a professor of emergency medicine and assistant dean of academic advising at Weill Cornell Medicine. A nationally recognized educator and leader, he has served as a residency director and vice chair of education, authored more than 100 publications and multiple textbooks, and held key roles on national committees, including the American College of Emergency Physicians' (ACEP) Clinical Policies Committee. Dr. Shah's educational excellence has been recognized with the ACEP National Faculty Teaching Award (2023), the CORD Distinguished Educator Award (2015), and the EMRA Residency Director of the Year (2018). He also received the Alpha Omega Alpha Leadership in Fellowship Award in 2018.



PARTICIPANT

Roxanne Smith, MD, MPH

**Family Medicine Residency Program Director
University of Chicago**

Roxanne Smith, MD, MPH, is an assistant professor in the Department of Family Medicine at the University of Chicago. She is also the program director for the newly accredited family medicine residency program at UChicago Medicine Ingalls Memorial Hospital. Dr. Smith has 18 years of experience in graduate medical education, and she enjoys practicing the full scope of family medicine. She is a graduate of Duke University School of Medicine and completed her residency training at West Suburban Hospital in Oak Lawn, IL.



PARTICIPANT

Tracie Ann Tjapkes, MHA

**Director, Organizational Resiliency
University of Hawai'i John A. Burns School of Medicine**

Tracie Ann Tjapkes (chap'kess), MHA, serves Hawai'i in dual roles: as resiliency director at the University of Hawai'i John A. Burns School of Medicine (JABSOM) and as an executive coach dedicated to helping individuals live healthier lives and reach their fullest potential. She partners with healthcare professionals, educators, and government and business leaders to enhance performance and resilience.

Known for her vibrance, deep listening, and strategic collaboration, Tracie Ann creates safe, inclusive spaces where people can gain clarity and confidence. She brings forward tools for “after care”—the everyday habits and environments that support sustainable, well-being choices.

With over 20 years of experience in organizational development and healthcare, Tracie Ann has worked with Hawai'i-based organizations and Fortune 500 companies across multiple industries. Outside of work, she finds joy in time with her husband and two sons, walking their doodle, participating in a 20-year-old book club, running half-marathons, and embracing outdoor workouts.



PARTICIPANT

Meghan K. Train, DO

Associate Professor, Medicine
Associate Program Director
University of Rochester

Meghan K. Train, DO, completed her combined internal medicine and pediatrics residency at the University of Rochester in 2014. Since then, she has worked as an academic hospitalist and a clinic preceptor in resident practice at the University of Rochester. Her academic interests focus on medical education, quality improvement, and high value care. She has been a core faculty member in the IM residency program since 2021, serving as the assistant program director for quality improvement (QI) and patient safety. In this role, she developed a longitudinal QI and patient safety didactic curriculum, expanded residents' involvement in inter-professional QI projects across clinical divisions, created a healthcare systems, leadership, and quality elective, and developed an immersive QI and patient safety training track. Dr. Train has been recognized for her support and mentorship of resident scholarship with the 2021 and 2024 Internal Medicine Research Mentoring Awards. Dr. Train has served as a course director within the school of medicine for 7 years. She was recently selected for the 2025–2027 Dean's Teaching Fellowship and had recently been named associate program director of the IM residency program in 2025.



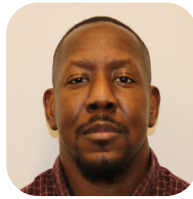
PARTICIPANT

Ryan Tsuchida, MD

**Assistant Dean, Multicultural Affairs for Health Professions Learners
University of Wisconsin, School of Medicine and Public Health**

Ryan Tsuchida, MD, (he/him) is an assistant professor in the BerbeeWalsh Department of Emergency Medicine and the assistant dean for multicultural affairs for health professions learners at the University of Wisconsin School of Medicine and Public Health. Dr. Tsuchida leads social impact and belonging initiatives for students through the Building Equitable Access to Mentorship initiative and leads pathways programs that promote career exploration and provide academic support to students who hope to become future health professionals. Additionally, he is the PI for the 2025 AMA ChangeMedEd Coaching Initiative Grant, where he developed a novel coaching program, Supporting Trainees Adapting to Residency (STAR) Coaching Program, to support learners as they transition to residency.

The impact of his work has been recognized by the University of Michigan's Award for Excellence in Institutional Change to Promote Health Equity, SAEM's ADIEM Future Outstanding Academician Award, the University of Wisconsin, Department of Emergency Medicine Faculty Award for Excellence in Leadership and Service, Madison365's Wisconsin's Most Influential Asian American Leaders for 2024, and UW Health Rising Star for Physician Leadership.



PARTICIPANT

Robert Jason Walker, PhD

**Associate Professor, Physiology
Assistant Dean, Transformational Learning
Philadelphia College of Osteopathic Medicine**

Robert Jason Walker, PhD, is a medical educator, scholar, and advocate dedicated to advancing equity and excellence in medicine. He earned his BS in biochemistry from Alcorn State University in 2005 and went on to complete his PhD in neuroscience at the University of Tennessee Health Science Center.

Currently, Dr. Walker serves as an associate professor of physiology and assistant dean of transformational learning at the Philadelphia College of Osteopathic Medicine (PCOM). In these roles, he designs and leads innovative programs that enhance medical students' performance on board exams, while also cultivating metacognitive skills, resilience, and professional growth. His educational philosophy emphasizes compassion and mentorship. A neuroscientist by training, Dr. Walker is passionate about medical education innovation, student success, and wellness. He developed the FIRE (Fundamental Integration Required for Excellence) program to prepare incoming students for the rigors of medical school, blending academic readiness with mental health support. His research explores physiological markers of stress and burnout among medical students, reflecting his commitment to advancing both scientific knowledge and holistic student development.



PARTICIPANT

Holly West, DHEd, PA-C

**Director of Mentoring Programs, Education
University of Texas Medical Branch**

Holly West, DHEd, PA-C, has built a career spanning clinical practice, academia, research, leadership, and service. She has served in educational roles for 20 years within the University of Texas Medical Branch (UTMB) and at the regional and national level. For the past 10 years, Dr. West has focused on faculty educator development for faculty across five of UTMB's schools. Following the success of a new interprofessional, institution-wide faculty development and mentorship initiative, Dr. West became the inaugural director of mentoring programs, education in the Office of the Provost. Combined with her leadership of the interprofessional Academy of Master Teachers at UTMB and various regional and national organizations, she continues her commitment to supporting faculty across the academic continuum.

AMA Academic Coaching
Implementation Workshop

Program faculty





FACULTY

William B. Cutrer, MD, MEd

Mike Fowler and Bonnie M. Miller Endowed Chair in Medical Education Innovation
Senior Associate Dean, Undergraduate Medical Education
Associate Vice President, Educational Affairs
Professor of Pediatrics, Critical Care Medicine
Vanderbilt University School of Medicine

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 (VUSM).

Dr. Cutrer is the Mike Fowler and Bonnie M. Miller Endowed Chair in Medical Education Innovation. He is actively involved in medical student education, including curriculum development, student assessment, and program evaluation at Vanderbilt, where he serves as the senior associate dean of undergraduate medical education.

Dr. Cutrer is very interested in understanding how individuals learn in the workplace and how to help them learn more effectively. He has also worked with medical educators from the AMA, the AAMC, the ACGME, and FAIMER to better understand competency-based medical training and to improve the experience for trainees. 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 M. 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 book, *Mindful MD. 6 Ways Mindfulness Restores Your Autonomy and Cures Healthcare Burnout*, and the 2020 book, *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 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 was the 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, MEd

**Professor and Vice Chair, education
Oregon Health & Science University**

Amy Miller Juve, EdD, MEd, 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 co-leads the PNW assessment hub collaboration between the Accreditation Council for Graduate Medical Education (ACGME), OHSU and the University of Washington. She served on the ACGME Milestone 2.0 Clinical Educator Competency Committee and has contributed to grants funded by the American Medical Association, Foundation for Anesthesia Education and Research 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, PhD

**Associate Professor, Internal Medicine and Pediatrics
University of Cincinnati Medical Center
Cincinnati Children's Hospital Medical Center**

Ben Kinnear, MD, MEd, PhD, is a professor of internal medicine and pediatrics in the Division of Hospital Medicine at University of Cincinnati Medical Center and Cincinnati Children's Hospital Medical Center. He is program director for the internal medicine-pediatrics residency program and the IMSTAR Medical Education fellowship. 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. He was subsequently selected for the Macy Faculty Scholars Program, during which he piloted competency-based time-variable training in the UC internal medicine residency program. He recently completed his PhD at Maastricht University's School of Health Professions Education where he studied validity argumentation and argumentation theory. Dr. Kinnear spends most of his free time with his wife and two daughters hiking, playing board games, and travelling whenever possible. He is a St. Louis Cardinals fanatic and strongly believes that mint-flavored ice cream is an abomination.



FACULTY

Chemen M. Neal, MD

**Executive Associate Dean, Diversity, Equity, Inclusion and Justice
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 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, Medical Education Research and Innovation
University of Cincinnati College of Medicine**

Sally Santen, MD, PhD, is 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 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 (UMMS). Her work centers on coaching in medical education, including direct coaching of learners and faculty, the development and implementation of longitudinal coaching programs, and faculty development in coaching skills. She serves as director of the Undergraduate Medical Education Coaching Program at UMMS.

Dr. Wolff has completed advanced training in coaching, including formal coach training through the ACT Program at Brown University, and is an associate certified coach (ACC) through the International Coaching Federation. She holds a Master of Health Professions Education from the University of Michigan and serves as program director for the RISE Innovator Development Program, focused on advancing health sciences education innovation.

Through these roles, she has developed expertise in coaching, self-directed learning, professional identity formation, and curriculum innovation. She has authored multiple peer-reviewed publications in these areas and presents nationally on coaching and educational innovation.

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