



2022

AMA Academic Coaching Implementation Workshop

Welcome!

The American Medical Association is excited to host the **2022 AMA Academic Coaching Implementation Workshop**. This AMA coaching program provides education, training, and support to faculty who are responsible for developing and implementing coaching programs in undergraduate or graduate medical education. More specifically, program participants will gain the skills and tools necessary to design, implement and evaluate coaching programs at their local institutions. Participants will also have opportunities to make connections, collaborate with other faculty interested in coaching and participate in the advancement of the field of academic coaching across the medical education continuum.

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



Maya M. Hammoud MD, MBA
Senior adviser
AMA



Sanjay V. Desai, MD
Chief academic officer
AMA

AMA staff

John Andrews, MD

Vice president, graduate medical education innovations
john.andrews@ama-assn.org

Sarah Ayala

Project manager
sarah.ayala@ama-assn.org

Joaquin Baca

Director, equity, diversity and belonging
joaquin.baca@ama-assn.org

Christine Daly

Project administrator
christine.daly@ama-assn.org

Sanjay V. Desai, MD

Chief academic officer
Group vice president, medical education
sanjay.desai@ama-assn.org

Victoria Stagg Elliott, MA

Technical writer
victoria.elliott@ama-assn.org

Donna Frey

Staff assistant
donna.frey@ama-assn.org

Maya M. Hammoud, MD, MBA

Senior adviser
maya.hammoud@ama-assn.org

Emily Harding

Project coordinator, meetings and events
emily.harding@ama-assn.org

Kevin Heckman, MBA

Director, product development
kevin.heckman@ama-assn.org

Olivia (Liv) King

Staff assistant
olivia.king@ama-assn.org

Lisa Ksandr

Project administrator
lisa.ksandr@ama-assn.org

Kimberly Lomis, MD

Vice president, UME innovations
kimberly.lomis@ama-assn.org

Tabetha Monagan

Staff assistant
tabetha.monagan@ama-assn.org

Amanda Moutrage

Project administrator
amanda.moutrage@ama-assn.org

Katie Pajak, MEd

Project manager
kathryn.pajak@ama-assn.org

Judee Richardson, PhD

Director, research and program evaluation
judee.richardson@ama-assn.org

Sally Santen, MD, PhD

Special adviser
sally.santen@ama-assn.org

Betsy Shea

Director, GME collaborations
betsy.shea@ama-assn.org

Eric Van Rite

Senior research associate
eric.vanrite@ama-assn.org

Learn more about the AMA "Accelerating Change in Medical Education" initiative: changemeded.org.

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



Danit Ariel, MD, MS

**Clinical assistant professor, medicine
Stanford University School of Medicine**

Danit Ariel, MD, MS, is a clinical assistant professor in the division of endocrinology at Stanford University School of Medicine. She graduated from the University of California, Davis, School of Medicine and completed a residency in internal medicine and a clinical fellowship and research post-doctorate in endocrinology at Stanford while also completing a masters in epidemiology and clinical research. She then received the prestigious Rathmann Family Medical Education Fellowship which combined her successful background in clinical research and epidemiology with formal training in medical education research, teaching, curriculum development and implementation science. Her current work within undergraduate medical education focuses on medical student remediation, and she serves as the founding director of an innovative program that integrates coaching into remediation. Her other leadership roles include director of faculty well-being, founder of the instructional peer observation program to enhance teaching across the school of medicine, and peer coach of faculty in leadership and resiliency groups. Dr. Ariel focuses her clinical practice on gender-related hormonal care and harnesses her expertise in these fields to contribute to the Endocrine Society, USPATH and NAMS on a national level.



Shellie Asher, MD, MS

**Assistant dean, graduate medical education
Albany Medical College**

Shellie Asher, MD, MS (bioethics), is assistant dean for graduate medical education and professor in the Department of Emergency Medicine at Albany Medical College (AMC). She also serves as co-director of the AMC Junior Faculty Development Program and is an advising dean for the MD program in the college.



Indira Bhavsar-Burke, MD

**Chair, student success committee
Indiana University School of Medicine**

Indira (Indy) Bhavsar-Burke, MD, completed her residency training at the University of Virginia and fellowships at Indiana University (IU) and the Cleveland Clinic. She is a hepatologist and has worked with many students as the course co-director for the GI medical student elective at IU. She has an advanced degree in health professions education from the University of Michigan. Her educational interests include coaching for performance and skills improvement. She has been lucky enough to develop this niche over the past few years, including work on a study skills and reasoning bootcamp for struggling learners which has been transitioned to a formal credit-based course. Her favorite part of the day is interacting with students. She learns from them constantly and hopes to play a small role in their future success.



Joe Blumer, PhD

**Associate professor
Medical University of South Carolina**

Joe Blumer, PhD, is an associate professor in the Department of Cell and Molecular Pharmacology at the Medical University of South Carolina (MUSC) College of Medicine. He received his PhD at Emory University and completed his postdoctoral fellowship in pharmacology at LSU Health Sciences Center in New Orleans. Dr. Blumer serves as theme leader for the molecules, metabolism and therapeutics (MMT) theme, course director for the respiratory/renal/acid-base course, and course co-director of the cardiovascular course in the MUSC College of Medicine preclerkship curriculum. He also serves as a coach in the MUSC academic coaching program. Dr. Blumer is a fellow of the ASPET Academy of Pharmacology Educators and a distinguished teaching scholar in the MUSC Academy of Medical Educators. He has received numerous teaching awards, including six Golden Apple Teacher of the Year awards, and serves as the education innovation advocate for the MUSC College of Medicine. His research interests include identifying roles for accessory proteins in heterotrimeric G-protein signaling systems, the utility and efficacy of formative and summative assessments in integrated curricula and identifying best practices in pharmacology education.



Lt. Col. Kathryn Burtson, MD

**Associate program director
Wright State University**

Lieutenant Colonel Kathryn Burtson, MD, is an associate program director of the internal medicine residency at Wright State University. She leads 80 residents and unit operations of the Air Force's largest joint military-civilian residency program, supporting 48 military and 32 civilian residents and guiding 25,000 outpatient appointments, 29,000 tele-consultations and 1,153 inpatient admissions annually. She oversees \$2.7 million of unit assets and an education budget of \$161,000 to ensure the provision of clinical care to the Wright-Patterson Medical Center's 58,000 beneficiaries.



Taimur Dad, MD, MS

**Director, coaching program
Tufts University School of Medicine**

Taimur Dad, MD, MS, attended Brandeis University and Johns Hopkins School of Medicine and completed an internal medicine residency and nephrology fellowship at Tufts Medical Center. He is currently an assistant professor of medicine and sees himself as a clinician educator. He has been involved in several teaching and leadership roles that span both undergraduate (UME) and graduate medical education (GME). On the UME side, he continues to teach and serve as the co-course director for his institution's clinical reasoning course, teach and lead a section in the nephrology organ systems course, and serve as a coach to 20 medical students. On the GME side, he currently serves as the associate program director for Tufts' internal medicine residency program. He also serves as a co-director and research mentor in Tufts' internal medicine clinician educator track. Because of his roles in both the UME and GME world, he has had a unique perspective on seeing medical education as a continuum instead of silos all the way from the first day of medical school until the end of postgraduate training. He truly believes that structured coaching programs can play an immensely positive role in the challenging current climate of medical education and medical practice and is thrilled to be at the forefront of this.



Kathleen Dave, PhD

Associate dean, student support

Associate professor, biomedical education and data science

Lewis Katz School of Medicine at Temple University - St. Luke's Regional Campus

Kathleen Dave, PhD, serves as the associate dean for student support at St. Luke's Regional Campus, a campus of the Lewis Katz School of Medicine at Temple University. She has served as director, assistant dean and now associate dean of student affairs and support at this campus since 2014. She has experience in several facets of student affairs and is currently focused on academic support and career advising. Dr. Dave also holds faculty appointments in the Departments of Biomedical Education and Data Science and Neurology. Prior to joining Temple and St. Luke's University Health Network, she was the program director for faculty appointments in the Office for Faculty Affairs at Harvard Medical School. A neuroscientist by training, she came to medical education from the Department of Molecular and Cellular Biology and the FAS Center for Systems Biology on Harvard's Cambridge campus. She served as an editor for Nature Neuroscience, published by the Nature Publishing Group, where she evaluated research across the field of neuroscience. Dr. Dave completed her PhD at Yale University, studying postnatal neurogenesis in the laboratory of Professor Angelique Bordey and received her undergraduate degree from Tufts University.



Mary Dobbins, MD

**Professor, community medicine
Southern Illinois University School of Medicine**

Mary Dobbins, MD, began her medical career as a pediatrician, which led to a professional transition into child and adolescent psychiatry. For the past several years, she has been the director of behavioral health and integrated care initiatives in the Department of Family and Community Medicine. She very recently added a 0.25 FTE appointment through her Department of Medical Education to help develop the leadership and excellence portion of the Center for Human and Organizational Potential. Her clinical work is mainly with patients who have experienced trauma and children with developmental differences. She greatly enjoys interprofessional work that develops programs for those who are marginalized.



Anne Eacker, MD

Anne Eacker, MD
Senior associate dean, student affairs
Kaiser Permanente School of Medicine

Anne Eacker, MD, joined Kaiser Permanente Bernard J. Tyson School of Medicine (KPSOM) as senior associate dean for student affairs in 2018 after serving from 2013 to 2018 as the associate dean for student affairs at the University of Washington School of Medicine, where she also was an associate professor of medicine in the division of general internal medicine. At KPSOM she has oversight of all medical student support services and co-curricular student programming, including student learning communities, student organizations and student affinity groups. The medical student support services she oversees include academic support and advising, career advising, student well-being, personal counseling and the student coaching program. She teaches in Phase 1 Doctoring as a co-facilitator and practices general internal medicine at the Los Angeles Medical Center at Sunset. Dr. Eacker has served on several committees over the last 10 years with the National Board of Medical Examiners. Her scholarly activities include publications in the area of medical student well-being and burnout.



Michael Ennis, MD

**Assistant dean, student advising; co-director, learning communities
University of Massachusetts Chan Medical School**

Michael Ennis, MD, is professor of family medicine and community health at the University of Massachusetts (UMass) Chan Medical School. He practices family medicine with obstetrics and teaches clinical skills to medical students and family medicine residents. He is one of the founding co-directors of the learning communities program at UMass Chan. Learning communities provide a platform for teaching clinical skills and providing longitudinal mentoring to each student on matriculation until graduation. He also serves as the assistant dean for student affairs/ advising. In these roles, Dr. Ennis oversees the formal mentoring and advising of students at UMass Chan Medical School. He teaches about mentoring and advising at national conferences as well as weekly faculty development sessions for the learning community mentors and specialty advisers. These sessions focus on personal adjustment to medical school, academic success, professional identity formation, career development and acquisition of clinical skills. In addition, Dr. Ennis, the recipient of the Gold Foundation's Leonard Tow Humanism in Medicine Award, serves as the faculty adviser to the UMass Chan chapter of the Gold Humanism Honor Society.



Jessica Faber, MEd

**Director, Academic Enrichment Center
University of Toledo**

Jessica Faber, MEd, has served as the director of the Academic Enrichment Center on the Health Science Campus at the University of Toledo since 2018 after serving four years as the tutor coordinator. Programs of responsibility include academic coaching, wellness coaching and peer tutoring for all health professional programs. She uses her previous experience as a professional writing tutor and middle school educator to balance the needs of the students and the expectations of their field. She is pursuing her PhD in educational psychology from the University of Toledo, with expected graduation in 2023. She earned her master's degree in 2011 in education with a specialization in reading from Lourdes College and her bachelor's degree in middle childhood education - science & social studies in 2005. In her spare time, she enjoys spending time outdoors with her husband and three children.



Renee J. Flores, MD, MHA, EdD

**Associate professor
University of Texas Health Science Center at Houston**

Renee J. Flores, MD, MHA, EdD, (she/her/ella), is an associate professor in the Joan & Stanford Alexander Division of Geriatric and Palliative Medicine at McGovern Medical School at the University of Texas at Houston. She is a clinical educator and geriatrician, board-certified in internal medicine, geriatrics and hospice and palliative medicine. Dr. Flores is the faculty adviser for the Latin Medical Student Association and works for the Office of Diversity and Inclusion to support and advocate for a culturally rich and inclusive educational environment of collaboration and innovation. She has mentored over 300 internal medicine residents and teaches physical medicine and rehabilitation and neurology residents, as well as geriatric and palliative care fellows. Dr. Flores also works in the Center for Humanities & Ethics. She develops programs and curricula for empathy, resilience and communication skill-building, in addition to focusing on learner professional growth and humanization of patient care, bioethics and social disparities in health care. Her commitment and devotion to lifelong learning was acknowledged when she received the Dean's Excellence Teaching Award.



Cory Gerwe, PhD

**Director, leadership coaching and well-being
Eastern Virginia Medical School**

Cory Gerwe, PhD, is a licensed professional counselor with a PhD in counselor education from a CACREP-accredited school and past-president of the state-level professional organization. As an adjunct assistant professor at Old Dominion University, Dr. Gerwe has developed and taught several masters level courses. In over two years of teaching experience, he has taught and co-taught 16 graduate and undergraduate level counseling courses, both in-person and virtually. At the time of this submission, Dr. Gerwe is the clinical director of the local LGBT center and was a former doctoral intern in a medical school coaching program. Dr. Gerwe will be transitioning into the role of the director of the physician-resident coaching program in early spring where he will train the resident-physicians on how to break bad news, be a peer supporter, and maintain well-being as a busy medical practitioner. He will also facilitate personal and professional growth of physician-residents on remediation and/or probation. He is designated as an assistant professor in the obstetrics and gynecology residency program.



Christina M. Granillo, PhD

**Director, academic success
Assistant clinical professor, health sciences
University of California Riverside School of Medicine**

Christina M. Granillo, PhD, is the director of the Office of Academic Success at the University of California, Riverside, School of Medicine (UCR SOM). She has over 10 years of experience teaching, mentoring and developing curriculum for medical, post-baccalaureate, graduate and undergraduate pre-medical students. In her current role as the director of academic success, she works intensely with medical students across all four years. Dr. Granillo is passionate about normalizing the diverse experiences of students and developing processes, policies and supportive programs that help students succeed along their educational path during medical school and beyond. Dr. Granillo has devoted her entire educational and professional career to the advancement of students, families and communities from diverse backgrounds. Her work at the UCR SOM and its mission, to train a diverse workforce to better the health of the Inland Empire, is personal to Dr. Granillo. As a member of an underrepresented group, who also grew up and received her education in the Inland Empire, she is happy to help contribute to the physician workforce that will impact her communities and the overall quality of life of the people living in them.



Lawrence Haber, MD

Associate professor, medicine
Director, COMPASS Coaching Program
University of Colorado

Lawrence Haber, MD, is an associate professor of medicine at the University of Colorado School of Medicine. After graduating from Columbia University, Dr. Haber earned a medical degree from Weill Cornell Medical College. He completed internal medicine residency training at the University of California, San Francisco (UCSF) and spent time following training working as a generalist on the Navajo Reservation for the Indian Health Services. Returning to the Bay Area, Dr. Haber completed an academic hospital medicine fellowship at UCSF and worked at San Francisco General Hospital and Trauma Center for a decade before transitioning with his family to Colorado. Dr. Haber is currently a safety-net hospitalist at Denver Health and Hospital Authority where he is director of clinical excellence for his division. For the University of Colorado School of Medicine, he directs the COMPASS Program — a longitudinal faculty coaching program for all medical students. His interests include clinical care for vulnerable patient populations, medical student coaching and professional identity formation, faculty development, and peer to peer feedback.



Jennifer Hasvold, MD

**Director, Pillar 3
University of South Dakota Sanford School of Medicine**

Dr. Hasvold grew up in South Dakota and studied political science and health policy at Duke University. She received her MD from the University of Michigan in 2010 and completed her residency there in internal medicine and pediatrics in 2014. Since 2014 she has worked as a hospitalist at Monument Health where she has the privilege of taking care of patients from across western South Dakota. In 2016 she joined the board of Asniya, a non-profit that works to build healthier communities by fostering an interest in health and health care professions among American Indian youth and young adults. In 2021 she assumed the role of Pillar 3 director for the University of South Dakota Sanford School of Medicine with the Office of Medical Education and is responsible for facilitating and supporting post-clerkship clinical and non-clinical courses. She chairs the Clinical Competency Committee which reviews the academic progress of senior medical students and is the course director for the transition to residency course. She is currently piloting an academic coaching program for select fourth-year medical students, a program which will be expanded to all students in 2023.



David Hatem, MD

**Co-director, Learning Communities Program
University of Massachusetts Chan Medical School**

David Hatem, MD, is a professor of medicine at the University of Massachusetts (UMass) Chan Medical School. He practices general internal medicine and teaches clinical skills. In 2009, he became the founding co-director of the Learning Communities Program at UMass, a program that combines clinical skills teaching with longitudinal mentoring for each enrolled student at the medical school. This program organizes students into houses, which creates smaller units of students and promotes community, vertical integration of classes and peer mentoring. He has implemented a “Becoming a Physician” curriculum, focused on professional identity formation at UMass. This dovetails with his efforts to foster wellness and resilience through curricular and elective experiences in the medical school. Finally, he coordinates the transitions curriculum for the medical school that entails transitions to medical school, the core clinical experiences, the advanced studies year and internship. His research includes studies on utilizing patients as teachers, investigations of faculty development outcomes for teaching the medical interview, assessing professionalism and clinical reasoning in medical students, and student professional identity formation.



Susan Hecker, MD

**Assistant clinical professor
Elson S. Floyd College of Medicine**

Susan Hecker, MD, graduated from the University of Washington School of Medicine in 2007 and completed her internal medicine residency at the University of Utah in 2010. Her clinical work has included hospitalist medicine, outpatient internal medicine and post-acute care/skilled nursing home medicine. She currently practices at Mann-Grandstaff Veteran Affairs Medical Center as a hospitalist. She has been teaching with the Elson S. Floyd College of Medicine since its first class in 2017. Her responsibilities have included teaching in the Art and Practice of Medicine course, development and oversight of case-based learning and serving as an academic coach. She continues to teach in the art and practice of medicine and now oversees the academic coaching program and is developing a formalized program to support struggling students identified within the first two years of the program.



Yenya Hu, MD, PhD

**Assistant dean
Wake Forest School of Medicine**

Yenya Hu, MD, PhD, is the assistant dean of academic excellence. She directs the Office of Academic Excellence of the MD program at Wake Forest School of Medicine. She spends a significant amount of time teaching first-year students in both large and small group settings and is heavily involved in curricular design and assessment improvement.



Tash Kaur, MD

**Pediatric hospitalist
Clinical associate professor, pediatrics
Children's Hospital of Philadelphia**

Tash Kaur, MD, is a clinical associate professor of pediatrics at the Perelman School of Medicine at the University of Pennsylvania. She is board certified in general pediatrics and pediatric hospital medicine. She practices hospital medicine at the Children's Hospital of Philadelphia. In addition to her clinical practice, she serves as the co-lead for physician well-being for the Section of Hospital Medicine, is a faculty mentor to residents and is a navigational mentor to new faculty. Her team was recently awarded a chair's initiative to develop a coaching program for residents, fellows and faculty to facilitate improved professional performance and growth.



Amal Khidir, MBBS

**Associate professor, pediatrics
Weill Cornell Medicine – Qatar**

Amal Khidir, MBBS, is an associate professor of pediatrics, the vice-chair of the IRB and the pediatric clerkship director at Weill Cornell Medicine - Qatar. She is an American board-certified pediatrician, a fellow of the American Academy of Pediatrics, co-leader of the Research and Scholarship Collaborative and co-chair of the Annual Meeting Committee at the Council of Medical Students Education in Pediatrics (COMSEP). Dr. Khidir graduated from Faculty of Medicine, Khartoum University, Sudan and completed a pediatric residency at Howard University Hospital, Washington, D.C. She joined the faculty and became the pediatric clerkship director. She also completed a Harvard Macy Institution Program for Educators in Healthcare Professions. She is the co-founder of the professionalism program (>3000 participated) and led and participated in > 30 peer-reviewed regional and international medical education workshops. She has received several teaching awards in addition to the COMSEP 2021 Research and Scholarship Award. Her areas of interest include professionalism, remediation, assessment and cultural competency. She has been awarded several grants including the National Priorities Research Program equivalent to R01 and medical education grants.



Alyssa Kimble, MD, MBA

**Resident physician
University of South Florida**

Alyssa Kimble, MD, MBA, was born and raised in South Florida where she went to a school of the arts for vocal performance during her middle school and high school years. After completing her undergraduate degree in molecular and microbiology at the University of Central Florida, she attended medical school at the Herbert Wertheim College of Medicine in Miami. Working with an indigent population, she saw the health care disparities that plagued those of lower socioeconomic status. Many of these patients sought out care in safety-net hospitals because of their lack of access to care or financial insecurities. This experience inspired her to obtain a health care MBA in the hopes of one day opening a non-profit clinic aimed at decreasing hospital re-admissions. Her clinical experiences have underlined the importance of a therapeutic alliance with patients that often requires individualized coaching. Similarly, her educational experiences have helped her understand the value of this transferable skill in helping her peers and junior learners grow. She is excited to continue a career in medical education. This year she is proud to say that she will graduate from her position as a third-year chief and join the University of South Florida as an academic hospitalist.



Elizabeth Lawrence, MD

**Assistant dean, professional well-being
Chief wellness officer
Professor, internal medicine
University of New Mexico School of Medicine**

Elizabeth Lawrence, MD, is a graduate of Yale College and Stanford University School of Medicine. She has lived and worked in New Mexico since 1995 when she moved there to begin her internal medicine residency. She currently practices general internal medicine at the University of New Mexico School of Medicine, where she is also the chief wellness officer and assistant dean for professional well-being. She is a dedicated medical educator and has been recognized for her efforts with numerous awards, including the Clinician Educator of the Year from the Mountain West Region of the Society for General Internal Medicine and Distinguished Teacher/Mentor of the Year from the New Mexico Chapter of the American College of Physicians.



Kyra Len, MD

**Associate professor
University of Hawaii John A. Burns School of Medicine**

Kyra Len, MD, is an associate professor of pediatrics who works with the Office of Medical Education. She is board certified in pediatrics and pediatric hospitalist medicine and practices as a pediatric hospitalist at Kapiolani Medical Center for Women and Children. She also serves as the learning community co-director and longitudinal clerkship director for the Office of Medical Education and the director of medical student education for pediatrics. Her favorite role in medical education is being a mentor to pediatric residents, medical students in her learning community or medical students seeking a career in pediatrics.



Christopher McDowell, MD, MBA, MEd

**David L. Griffen, MD, PhD, chair of emergency medicine
Associate professor
Southern Illinois University School of Medicine**

Christopher McDowell, MD, MBA, MEd, is the David L. Griffen, MD, PhD, chair of emergency medicine and an associate professor at Southern Illinois University School of Medicine (SIUSOM). He is also the medical director for the Memorial Center for Learning & Innovation and co-director of the Leadership & Excellence Pillar for the SIUSOM Center for Human and Organizational Potential. Dr. McDowell received his medical degree in 2005 from SIUSOM and completed his residency training at Indiana University School of Medicine from 2005-2008, where he also served as chief resident. He received his Master of Education in Health Profession Education from the University of Illinois, Urbana-Champaign in 2010. Prior to that, he graduated with honors from Quincy University with a Bachelor of Science degree in Biological Sciences (1995). He was awarded his physician assistant degree from Finch University of Health Sciences/Chicago Medical School in 1998. Dr. McDowell was part of the team that developed a new emergency medicine residency program in 2009. He served as assistant program director 2009-2011, then program director from 2011 to 2017. He was promoted to vice chair of emergency medicine in 2017.



Khiet Ngo, DO

Assistant professor, basic and clinical sciences
Assistant dean, curricular innovation
Loma Linda University School of Medicine

The clinical background of Khiet Ngo, DO, is in pediatric gastroenterology. Over the last 10 years he has devoted most of his time to undergraduate medical education, particularly in the areas of cognitive integration and transfer, clinical reasoning, process development, teaming, and leadership. He actively facilitates learning in the classroom setting and in small student teams. At a curricular level, he is involved in curriculum design and assessment that supports cognitive integration and adaptive expertise. He finds joy in the education arena from serving students and constantly learning from students and colleagues.



Cheryl O'Malley, MD

Professor

**Associate dean, graduate medical education
University of Arizona College of Medicine-Phoenix**

Cheryl O'Malley is the associate dean, graduate medical education and designated institutional official at the University of Arizona College of Medicine-Phoenix. She also is a professor of medicine. She has served in numerous other significant leadership roles including program director for the internal medicine residency for 11 years, as well as interim vice dean and LCME faculty accreditation lead. Her excellence as a leader and around educational innovations has been recognized with election and appointment to numerous national roles including current chair of the Accreditation Council for Graduate Medical Education Internal Medicine Review Committee. Throughout all her roles, creativity and connection drive her and create possibilities. Some examples of this are her mixed media art piece, "Hearts in Medicine," which was recognized as part of the National Academy of Medicine Expressions in Clinician Well-being and her completion of Stanford's Applied Compassion Training. She is the principal investigator of "Personal Best: A Program to Enhance Emotional Intelligence and Coaching Skills in Graduate Medical Education" which was recognized in 2021 with an AMA Accelerating Change in Medical Education Innovation Grant.



Sonal Owens, MD

**Clinical associate professor
University of Michigan Medical School**

Sonal Owens, MD, received her medical degree from Case Western Reserve University. She completed her residency in pediatrics at the Children's Hospital of Philadelphia. Following completion of a fellowship in pediatric cardiology at the University of Michigan, she joined the faculty in 2005 and is a clinical associate professor. Her clinical area of expertise is in non-invasive imaging, specifically transthoracic, transesophageal and fetal echocardiography. Her academic interests lie within medical education, and she has received several grants from the University of Michigan's Center for Research on Learning and Teaching for innovative educational projects. Although she has extensive experience mentoring medical students, residents and pediatric cardiology fellows, her interest in coaching started in 2016 when she became one of the doctoring faculty members at the medical school. She has completed both the Leadership Academy and the Executive Coaching Training Program at Michigan Medicine in partnership with Linkage, Inc. Dr. Owens has a very supportive style of coaching and has a particular interest in the areas of career development, leadership development, and work-life balance (raising two children).



Tracey Pickard, MEd

**Education specialist
Michigan State University College of Osteopathic Medicine**

Tracey Pickard, MEd, is an education specialist in curriculum development for the statewide campus system at Michigan State University (MSU) College of Osteopathic Medicine (COM). She works in faculty development. She is also the specialist for the emergency medicine, internal medicine, family medicine and OB/GYN specialties. She holds vast experience in education in both formal and informal settings. She has been a leader in numerous medical education programs including the Medical Educator Excellence in Teaching Certificate Program through the MSU College of Human Medicine and the partnership with the Accreditation Council for Graduate Medical Education and MSUCOM on TEAM: Teaching Excellence in Academic Medicine. Her areas of interest are teaching and learning, instructional coaching and active learning. She holds a MS degree in education.



Hannah Ravreby, MD

**Assistant dean, academic coaching, Office of Student Support
Lewis Katz School of Medicine at Temple University**

Hannah Ravreby, MD, is an associate professor in hospital medicine at the Lewis Katz School of Medicine (LKSOM) at Temple University, where she has recently been appointed assistant dean of academic coaching in the Office of Student Support. She earned her medical degree from LKSOM in 2010 and completed her residency in internal medicine at the hospital of the University of Pennsylvania. She returned to Temple University Hospital to begin her faculty career and was named the internal medicine clerkship director in 2014. She has been recognized numerous times for her clinical teaching, receiving the Outstanding Junior Faculty Educator award from the internal medicine residents, the Russell and Pearl Moses Award for Outstanding Clinical Teaching, and the Faculty Education Excellence award for the MD program. In 2016, she led a team of internists who overhauled and improved the resident as teacher and leader curriculum for the internal medicine residency. In 2017 she co-founded the internal medicine residency medical education track. In 2021, she was appointed assistant dean for clinical education, and soon after, she was selected to oversee the transition of LKSOM's advising program to a coaching program.



Ernesto Romo, MD

Director, diversity, equity and inclusion

Director, simulation

Washington University School of Medicine in St. Louis

Ernesto Romo, MD, currently works at Washington University School of Medicine at Saint Louis in the Department of Emergency Medicine. He completed an emergency medicine residency at Cook County Hospital in Chicago. He also completed a simulation fellowship at Cook County Hospital in Chicago. He is the director of diversity, equity and inclusion and the director of simulation for the Department of Emergency Medicine. Dr. Romo was previously an assistant program director. He is father to the most magnificent daughter and these days enjoys discovering the universe alongside her.



Preston H. Seberg, MD

**Hospitalist
West Virginia University**

Preston H. Seberg, MD, is an assistant professor of medicine at West Virginia University School of Medicine in the Department of Internal Medicine Charleston Division. He completed undergraduate education and medical school at the University of Oklahoma, then internal medicine residency and a year as a chief medical resident at the Mayo Clinic in Arizona. He received the 2020 Educator of the Year award in internal medicine and subspecialties from the Residents and Fellows Association of the Mayo Clinic in Arizona and was elected to the Mayo Clinic Academy of Educational Excellence for outstanding teaching. He was also elected to fellowship in the American College of Physicians in 2021. As a general internist active in both graduate and undergraduate medical education at the Charleston Area Medical Center, he is passionate about being an effective and caring physician and educator. He seeks to start a pilot coaching program for internal medicine residents at his site, with a vision of scaling a successful coaching program to encompass graduate medical education institution wide.



Mary Lynn Sealey, MD

**Associate professor, medicine
Drexel University College of Medicine
Regional assistant dean, clinical education
Allegheny Health Network**

Mary Lynn Sealey, MD, is a board-certified internal medicine physician. She earned her undergraduate degree at the University of Pennsylvania and completed her internal medicine residency at Temple University School of Medicine where she also served as a chief medical resident. She completed a one-year fellowship in primary care from Michigan State University. She is an associate professor of medicine at Drexel University College of Medicine and the regional assistant dean of clinical education for the Allegheny Health Network. She is a core faculty member for the Allegheny Health Network Internal Medicine Residency Program. In May 2020, Dr. Sealey received the Dean's Special Award for Excellence in Clinical Teaching from Drexel University College of Medicine and was granted the Distinguished Faculty Mentor Award from the Allegheny Health Network Internal Medicine Residency in 2019. She is passionate about preventive medicine, wellness and physical activity. She also enjoys educating medical students and residents in the outpatient aspects of patient care.



Sourav Sengupta, MD, MPH

**Assistant professor, psychiatry and pediatrics
University at Buffalo Jacobs School of Medicine and Biomedical Sciences**

Sourav Sengupta, MD, MPH, is an assistant professor of psychiatry and pediatrics at the Jacobs School of Medicine and Biomedical Sciences at the University at Buffalo (UB) in the Department of Psychiatry. He is the program director for UB's child and adolescent psychiatry fellowship, and his clinical and academic interests have centered around medical education and collaborative care at the interface of primary care and psychiatry. He supervises medical students, residents and fellows in outpatient clinical settings. He also developed and coordinates a curriculum on clinical neurodevelopment, a collaborative care rotation for senior fellows, and a family therapy group supervision seminar. After graduating from Duke University, he completed the joint MD/MPH program at Tufts University. He did his adult and child psychiatry training at the Western Psychiatric Hospital at the University of Pittsburgh Medical Center. He also served as chief resident for education and completed a public service psychiatry fellowship while in Pittsburgh. He is a (very) amateur woodworker and happy he still gets to read bedtime stories to his kids.



Neel Shah, MB, ChB

**Director, clinical education
Mayo Clinic Alix School of Medicine**

As a hospitalist and medical geneticist at Mayo Clinic, Neel Shah, MB, ChB, is involved in both undergraduate and graduate medical education. His primary education administration role is in medical student education and evaluation as the director of clinical education for Mayo's expanding medical school that exists on three campuses in three states. He sits on the governing council of the AMA Academic Physicians Section and on the undergraduate medical education committee of the Council on Medical Education.



Heather P. Shelton, MD

**Director, resident wellness
Texas Christian University**

Heather P. Shelton, MD, was raised in Houston and graduated summa cum laude from the University of Texas at Austin with a BA from the Plan II Honors program. She attends residents in the HCA Medical City Weatherford Internal Medicine program at Lone Star Community Clinic and holds an appointment through the University of North Texas Health Sciences Center as an adjunct clinical assistant professor. She has recently joined as core faculty and director of resident wellness at the new Texas Health Fort Worth Internal Medicine Residency Program, where she is responsible for designing and implementing an interactive wellness program for residents and faculty. Dr. Shelton's interests include primary care and physician health and wellness. She is on the Tarrant County Medical Society Physician Health and Wellness Committee and is working to improve access to mental health care for Tarrant County physicians and medical students. She has also served the Tarrant County Medical Society Alliance as vice president of communications. In her free time, she enjoys yoga, kickboxing and running.



Donna Sudak, MD

**Professor, psychiatry
Vice chair, education
Drexel University College of Medicine**

Donna Sudak, MD, is professor and vice chair for education in the Department of Psychiatry at Drexel University and director of residency and psychotherapy training at Tower Health -Phoenixville Hospital. She is a clinician-educator with a wealth of experience in teaching and patient care. She has made a number of significant contributions to the literature in cognitive behavioral therapy (CBT) education and has played a major role in developing suggested curricula and guidelines for supervision and resident competency in CBT. She has multiple publications regarding combining treatment with medication and CBT. Her most recent book, *The Handbook of Psychiatric Education*, written with a group of noted experts, provides multiple resources for educators.



Erin Swor, MD

**Assistant professor
University of Michigan**

Erin Swor, MD, grew up in Metro Detroit and received her undergraduate degree in microbiology and Spanish from the University of Michigan. She completed medical school at Washington University in St. Louis, then residency training in obstetrics & gynecology at the University of California, San Diego in 2020. She served as an administrative chief resident during her final year of residency. She joined the women's health division at the University of Michigan as an assistant professor in the fall of 2020. As academic faculty, she is involved with both didactic and clinical teaching with medical students and residents on a regular basis.



Krystal Tomei, MD, MPH

**Reinberger endowed director in pediatric neurological surgery
Rainbow Babies & Children's Hospital and University Hospitals
Cleveland Medical Center**

**Associate professor, neurosurgery
Case Western Reserve University School of Medicine**

Krystal Tomei, MD, MPH, is the Reinberger endowed director in pediatric neurological surgery at Rainbow Babies & Children's Hospital and University Hospitals Cleveland Medical Center. She is an associate professor of neurosurgery at Case Western Reserve University School of Medicine. She is also the residency program director of the neurological surgery residency program at University Hospitals of Cleveland and Case Western Reserve University. Dr. Tomei is board certified in neurological surgery and pediatric neurosurgery. She has a particular interest in medical education, specifically in graduate medical education. Dr. Tomei earned a bachelor's degree in chemistry with honors from the University of Florida and was elected to Phi Beta Kappa. She earned her doctorate in medicine from the University of Florida College of Medicine and a Master of Public Health from Harvard School of Public Health. Dr. Tomei completed her residency in neurosurgery at the University of Medicine and Dentistry of New Jersey - New Jersey Medical School and a fellowship in pediatric neurosurgery at the Barrow Neurological Institute at Phoenix Children's Hospital.



Kelsey Wilson, DO

**Internal medicine physician
Assistant program director
Wright State University Boonshoft School of Medicine
United States Air Force**

Kelsey Wilson, DO, is an academic internal medicine physician working at Wright Patterson Medical Center. She is originally from Gorham, Maine and lived in Maine her entire life until joining the United States Air Force. She completed her residency program at Wright State University where she still works as faculty. Her residency program is interestingly a joint military-civilian program. She is recently engaged to her fiancée, James, and they live in Dayton, Ohio. Outside of work, she enjoys spending time with family, exploring the outdoors and cheering on her New England sports teams.



Vanessa S. Wong, MD, MS

**Associate professor
University of Hawaii John A. Burns School of Medicine**

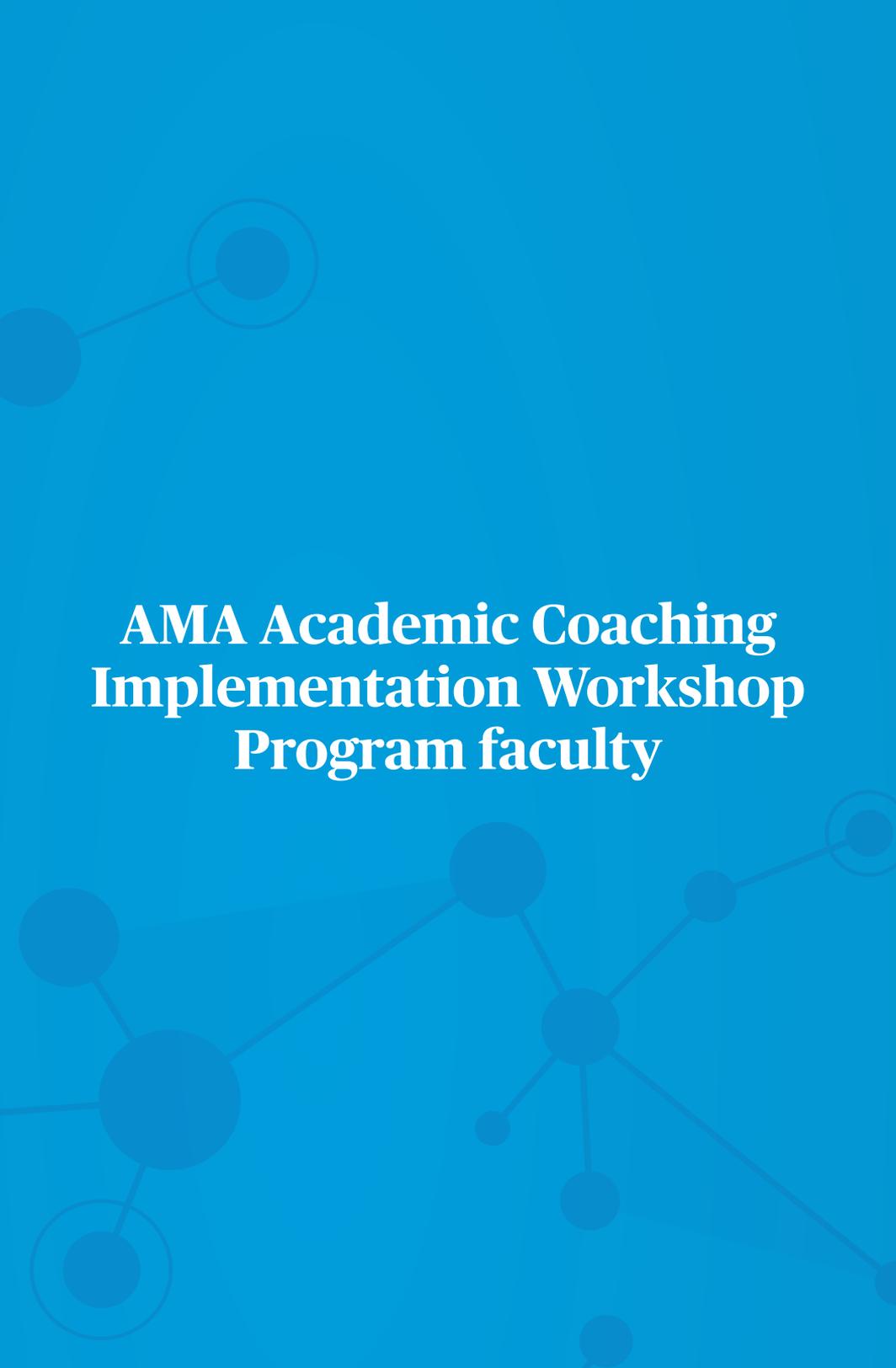
Vanessa S. Wong, MD, MS, is a graduate of the University of Hawaii John A. Burns School of Medicine (JABSOM) and trained in their family medicine residency program. She is an associate professor in the Department of Native Hawaiian Health where she oversees faculty development, is actively involved with developing the cultural competency curriculum and mentors students underrepresented in medicine. Additionally, she is a core faculty member of the Office of Medical Education where she is co-director for JABSOM's new learning communities program which launched in July 2020. She co-leads faculty development for the learning community mentors and plans to integrate coaching to further support student success.



Elizabeth Ann Yakes, MD

**Associate professor, medicine
Vanderbilt University Medical Center**

Elizabeth Ann Yakes, MD, is an associate professor of medicine at Vanderbilt University School of Medicine and a general internist in the division of general internal medicine and public health at Vanderbilt University Medical Center. Dr. Yakes completed her undergraduate medical education at the University of Florida and her internal medicine residency training and a chief medical resident position at Beth Israel Deaconess Medical Center in Boston. As a clinician-educator, she focuses on teaching, coaching, learner remediation, curriculum development and medical education research. Dr. Yakes practices internal medicine and precepts residents in the Vanderbilt internal medicine clinic. She is the course director of the learning communities, a four-year longitudinal course focused on professional identity formation in medical students. As an associate program director for the internal medicine residency program, Dr. Yakes leads an intern clinic didactics series and a quarterly morbidity, mortality and improvement conference. She has developed a comprehensive resident improvement coaching program. Dr. Yakes studies physician burnout and well-being and serves as the associate director of the VWell Support Team.



**AMA Academic Coaching
Implementation Workshop
Program faculty**



Nicole M. Deiorio, MD

Associate dean, student affairs

Professor, emergency medicine

Virginia Commonwealth University School of Medicine

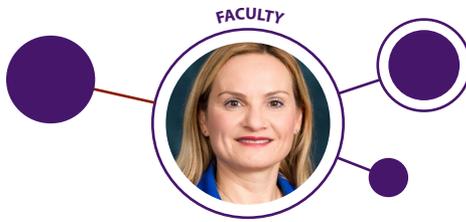
Nicole M. Deiorio, MD, is a professor of emergency medicine and associate dean for student affairs at Virginia Commonwealth University School of Medicine where she runs the coaching program for undergraduate medical education and has experience creating other coaching programs as well. She co-chaired the 2018 American Medical Association Coaching Thematic Meeting and works 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. Her research experience includes coaching, investigating the residency selection process and outcomes in competency-based undergraduate medical education. She has received multiple local and national awards for teaching and education leadership.



Gail Gazelle, MD

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

Gail Gazelle, MD, is a master certified coach and part-time assistant professor at Harvard Medical School who has coached over 500 physicians and physician leaders on leadership development, mindfulness, emotional intelligence and mitigating burnout. A long-time mindfulness practitioner and educator, Dr. Gazelle is also a certified mindfulness meditation teacher. Dr. Gazelle provides mentor coaching and consultation to individuals and programs wishing to expand their physician coaching abilities. She teaches coaching for resilience to internal medicine residents at Brigham and Women's Hospital. Dr. Gazelle also is the author of *Everyday Resilience: A Practical Guide to Build Inner Strength and Weather Life's Challenges*, released in 2020. Her work has been featured in such diverse venues as the *New England Journal of Medicine*, the *Physician Leadership Journal*, and *O, the Oprah Magazine*.



Maya M. Hammoud, MD, MBA

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

Maya Hammoud, MD, MBA, is the J. Robert Willson Research Professor of Obstetrics and Gynecology and professor of learning health sciences at the University of Michigan Medical School. She is chief of the women's health division and associate chair for education. Dr. Hammoud holds many leadership roles nationally. She is the senior adviser for Medical Education Innovations at the American Medical Association (AMA) with a focus on health systems science and coaching. She is a past president of the Association of Professors of Gynecology and Obstetrics (APGO) 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.



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.



Margaret Moore, MBA

Co-founder, chair

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

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

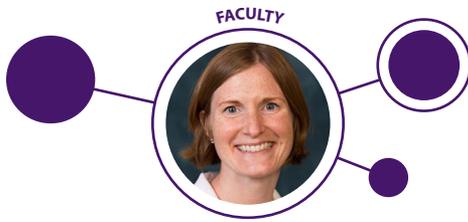
Margaret Moore (Coach Meg), MBA, is an executive coach; co-founder (2009) and chair of the Institute of Coaching at McLean, a Harvard Medical School affiliate; and co-director of the Coaching in Leadership & Healthcare conference offered by Harvard Medical School since 2008. Moore teaches transformational leadership at Harvard Medical School's Office of Global Education, and coaching psychology at Harvard University Extension School. Following 17 years as an executive in the biotech industry in the U.K., Canada, France and the U.S., Margaret founded Wellcoaches Corporation, a coaching school for health professionals. Wellcoaches has trained more than 12,000 coaches in 50 countries since 2000. In 2010 Margaret co-founded the National Board for Health and Wellness Coaching, a nonprofit subsidiary of the National Board of Medical Examiners, establishing coaching standards, coach certification, and health care reimbursement of health and well-being coaching services. She is the co-author of 18 peer-reviewed articles, seven book chapters on coaching, the peer-reviewed *Coaching Psychology Manual* published by Wolters Kluwer, and Harvard Health Books *Organize Your Mind*, *Organize Your Life* and *Organize Your Emotions*, *Optimize Your Life*.



Sally Santen, MD, PhD

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

Sally Santen, MD, PhD, is a professor of emergency medicine and medical education at the University of Cincinnati College of Medicine. She is also senior associate dean, evaluation, assessment and scholarship and professor of emergency medicine at Virginia Commonwealth School of Medicine. Her role is to provide leadership and support of faculty and programs to address creative assessment, evaluation and novel approaches to medical education, research development and health care across the continuum from medical students to practicing physicians. Dr. Santen practices emergency medicine and has a PhD in education. She is a consultant for the American Medical Association's Accelerating Change in Medical Education Consortium for evaluation and assessment and was a co-principal investigator for the first cohort of consortium grants for the University of Michigan. She has published extensively on medical education innovations and research, including responsible and trustworthy trainee handovers from medical school to residency, moving Step 1 to after clerkships, and medical student and resident assessment.



Margaret (Meg) Wolff, MD, MHPE

**Associate professor, emergency medicine and pediatrics
University of Michigan Medical School**

Meg Wolff, MD, MHPE, is an associate professor of emergency medicine and pediatrics at the University of Michigan. She received her MD at Michigan State University and her MHPE at the University of Michigan. Dr. Wolff serves as the associate program director for the pediatrics residency and as the program director for the medical education fellowship. In addition, she serves as a coach for medical students, residents and faculty. Her academic focus in medical education is on self-directed learning, coaching, and developing master adaptive learners.



**AMA Academic Coaching
Implementation Workshop
Program speaker**



Atul Agarwal, MD

**Assistant professor, clinical neuroradiology
Indiana University School of Medicine**

Atul Agarwal, MD, is an assistant professor of clinical neuroradiology at Indiana University School of Medicine (IUSM). He joined the faculty at IUSM after his residency and fellowship at the LAC-USC Medical Center in Los Angeles, CA. As the associate director of medical student education in radiology, he is involved in all aspects of the medical student radiology clerkship and electives and enjoys teaching residents and students from various disciplines. He was recognized for his contributions with the Trustees' Teaching Award in 2020. His clinical interests include all that is neuroradiology, in particular imaging of spinal trauma, sella, stroke and neuro-oncology. He was the recipient of the department's Radiologist as Consultant Award in 2019 and serves as the division chief for neuroradiology. He is passionate about scholarship in medical education and is a part of the Faculty Learning Community on Research in Medical Education. His research interests include medical education research focusing on competency-based curriculum development and improvement, aimed at graduating more well-rounded medical students who can readily identify imaging findings of some of the most emergent medical conditions and those who are able to utilize imaging more judiciously in their careers. He also co-directs a program offering research opportunities in radiology for rising second year medical students. He is an active proponent of diversity, equity and inclusion efforts, both locally and nationally. He is a co-author of a related chapter in the AMA's Coaching in Medical Education book and has spoken on the subject at the AMA's spring consortium meeting and innovation webinar.

changemeded.org

