









2022

AMA Academic Coaching Implementation Workshop

Welcome!

Welcome to the **2022 AMA Academic Coaching Implementation Virtual Workshop**. This American Medical Association program provides education, coaching and support to faculty who are responsible for developing and implementing medical student coaching programs in undergraduate or graduate medical education. More specifically, this program will give participants the skills and tools necessary to design, implement and evaluate coaching programs at their local institutions. In addition, participants will have opportunities to make connections and collaborate with other faculty interested in coaching and to assist in advancing the field of academic coaching through curricular implementation and research development 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.

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

Find tools and resources for academic coaching in medical education.



Christina Arnold, MD

Associate professor University of Colorado Anschutz Medical Campus

Christina Arnold, MD, is an associate professor and a professional career coach. She has written six textbooks and more than 100 papers and delivered more than 200 lectures. She serves as a leader on several. national/international committees and fulfills editorial roles for major journals. She has received several teaching and career development awards, including the "Top 5" of pathology professionals and has been named three times as one of the top 100 pathologists worldwide. She more recently was awarded the 2020 CAP Distinguished Service Award in recognition of her work to help sustain global resident education during the COVID-19 pandemic. This work featured more than 60 institutions and collectively taught more than 10,000 learners with more than 100,000 contact hours of education. During the pandemic, she also served as a co-founder for Pathelective.com, a free digital pathology elective with 67 contributing faculty and 70,000 trainees from more than a hundred countries. She is currently launching a digital communications fellowship to teach trainees how to leverage coaching and digital communication to become global leaders.



Rebecca Blanchard, PhD, MEd

Senior director, education, Baystate Health Assistant dean for education and associate professor, University of Massachusetts Medical School Baystate

Rebecca Blanchard, PhD, MEd, is the senior director of education at Baystate Health and assistant dean for education and associate professor at the University of Massachusetts Medical School Baystate. In 2015, Dr. Blanchard established the Baystate Education Research and Scholarship of Teaching (BERST) Academy, an interprofessional community focused on empowering Baystate employees through education. She is chairelect for the Association of American Medical Colleges' Northeast Group on Educational Affairs and teaches in the national Medical Education Research Certificate program. Dr. Blanchard received her BS in mathematical sciences from Bentley University and her MEd and PhD in educational research, statistics, and evaluation from the University of Virginia. She is also a co-active professional and leadership coach, whose clients are dynamic women from various industries.



Rachel Brook, MD

Assistant professor, medicine University of California, Los Angeles

Rachel Brook, MD, is an assistant professor of medicine at the University of California, Los Angeles (UCLA), in the Department of Internal Medicine. Her clinical interests include hospital medicine, women's health and global medicine. Aside from her clinical practice, she serves as the director of clinical and career coaching for the internal medicine residency, director of ambulatory medical students for the Department of Medicine and chair of the UCLA David Geffen School of Medicine Doctoring 1 Course. She was selected as an Educator for Excellence for the new medical school curriculum.



Kirstyn E. Brownson, MD

Assistant professor, surgery Huntsman Cancer Institute, University of Utah School of Medicin

Kirstyn E. Brownson, MD, is a board-certified general surgeon and an assistant professor in the Department of Surgery. After graduating Summa Cum Laude with Highest Departmental Honors with a Bachelor of Arts in English literature from Butler University, her experiences as an AmeriCorps Volunteer in Service to America solidified her career path in medicine. Dr. Brownson completed a post-baccalaureate premedical program at Johns Hopkins University and two years of basic science research at the National Institutes of Health prior to medical school matriculation. She received her MD with honors in research from Loyola University Chicago Stritch School of Medicine and then completed a rigorous residency in general surgery at Yale where she was named Research Resident of the Year. She completed fellowship training in surgical breast oncology at the University of Southern California. Dr. Brownson's work has been presented at national and regional meetings.



Raquel Buranosky, MD

Professor, medicine Assistant dean, clinical education University of Pittsburgh

Raquel Buranosky, MD, is a general internal medicine physician and clinician educator at the University of Pittsburgh Medical Center. She attended Georgetown University as an undergraduate and Duke University for Medical School (MD, 1994) before coming to the University of Pittsburgh for internal medicine residency training (primary care track) in 1994. She then completed her chief residency and general medicine fellowship, obtaining her master's in public health from the University of Pittsburgh's School of Graduate Education, with an emphasis on women's health and community-based research. In 1996, she developed a medical clinic in a local women's center from which she built a curriculum for medical students and residents in caring for survivors of intimate partner violence, which is still in existence. In 2002, she helped create the internal medicine longitudinal advising program. Before accepting her current role as assistant dean for clinical education, she carried roles in the internal medicine residency program of associate program director, program director and women's health track director. Her current interests are in underserved care, UME-to-GME transition, competency-based medical education and coaching.



Donna Cameron, PhD

Professor Georgetown University School of Medicine

With a PhD in health education from the University of Maryland, College Park, Donna Cameron, PhD, is passionate about encouraging positive health behaviors through individual and small-group interaction. Since 1999, Dr Cameron has facilitated a wellness selective for small groups of medical students. Dr Cameron also directs the Community-Based Learning (CBL) Course in the School of Medicine at Georgetown University. Her team designs opportunities for 200 first-year medical students, 26 faculty leaders and 26 community partners to examine and address health needs of community participants in DC, Maryland and Virginia. As course director, Dr. Cameron develops and nurtures community partnerships; designs curricula for experiential learning; and supports students as they observe how social and environmental factors influence health. She has received numerous grants for improving CBL opportunities. Dr Cameron balances professional pursuits with her favorite activities: spending time with family and friends at local restaurants; playing calming piano music; and making stylish outfits from pieces.



Cindy Chin, MD

Clinical associate professor
University of Arizona College of Medicine—Tucson

Cindy Chin, MD, is a clinical associate professor of pediatrics at the University of Arizona College of Medicine - Tucson. She is board certified in pediatrics and pediatric endocrinology. In addition to her clinical practice, she collaborates with colleagues across different disciplines at the University of Arizona in research projects involving Type 1 diabetes and obesity. Within her department, she serves as a faculty mentor to residents and has co-initiated a peer mentoring program for department faculty members. She is an enthusiastic clinician educator who seeks to help residents clarify their goals and achieve work-life integration.



Jude J. Cope, DO

Assistant professor New York Institute of Technology at Arkansas State University

Jude J. Cope, DO, is a native of Jamaica and grew up in New Orleans. She completed college at Xavier University of New Orleans, obtaining a BS in biology and a minor in chemistry, in 1997. She attended Western University of Health Sciences College of Osteopathic Medicine of the Pacific in Pomona, California, graduating in 2001 with Doctor of Osteopathic Medicine. She completed a pediatric residency at Arnold Palmer Hospital for Children in Orlando, Florida, in 2005. She obtained a certification as a lactation educator in 2012. She has experience in the areas of pediatric hospital medicine, pediatric urgent care and outpatient pediatric medicine. She is a board-certified pediatrician recognized by the American Board of Pediatrics. She is an active member of the American. Academy of Pediatrics, particularly through its Council on Community Pediatrics; Section on Minority Health, Equity, and Inclusion; Section on LGBT Health and Wellness; and its Section on Osteopathic Pediatricians. Her interests lie in newborn and maternal health, integrating osteopathic medicine in routine pediatric care and community health education.



Jessica Creason, MA

Director, academic coaching Middle Tennessee School of Anesthesia

Jessica Creason, MA, is the registrar and director of academic coaching at Middle Tennessee School of Anesthesia (MTSA). She has a Master of Arts degree in clinical mental health counseling from the Chicago School of Professional Psychology and is a nationally certified counselor. Jessica began working in higher education in 2013, first as the assistant to the academic advisers, then as an academic adviser at Argosy University. She began working at MTSA in 2018 as the assistant registrar and academic support specialist, before beginning her role as registrar and director of academic coaching in 2020. Her combination of education and professional experiences has resulted in a unique perspective and approach that offers students understanding, insight and support. While her general philosophy is that academic coaching should be student-centered, evidence-based and solution-focused, she also believes it must also be uniquely customized and tailored specifically to each student's unique situation.



Jane Crone, NP, MEd, MS

Assistant director, longitudinal teacher/coach program University of Wisconsin School of Medicine and Public Health

Jane Crone, NP, MEd, MS, has a background in nursing, counseling and education. She has been involved in undergraduate medical education for the last 20 years.



Cara Dalbey, PsyD

Clinical health psychologist/behavioral science faculty
The Wright Center Family Medicine Residency-HealthPoint

Cara Dalbey, PsyD, is a clinical health psychologist who completed her undergraduate education at the University of Puget Sound in Tacoma, WA, and her graduate school training at Argosy University Seattle, earning her doctorate in clinical psychology. She joined HealthPoint in 2008 as a primary care behavioral health consultant and her love for teaching and mentoring drew her to the Wright Center - HealthPoint residency program in 2015 where she is the behavioral science faculty. She is also the chair of the WWAMI Family Medicine Residency Network Behavioral Science Committee and a recent graduate of the Society of Teachers of Family Medicine Behavioral Science fellowship. Her clinical interests include health psychology, neuropsychology and lifestyle medicine. Her personal interests include time with her husband and four kids, as well as distance running and time in the outdoors. She is originally from Montana but is proud to call the Pacific Northwest home.



Pamela Dyne, MD

Professor, clinical emergency medicine David Geffen School of Medicine at the University of California, Los Angeles

Pamela Dyne, MD, is a board-certified emergency physician engaged in the practice of academic emergency medicine at Olive View-University of California, Los Angles (UCLA) Medical Center, which is a Los Angeles County public hospital and a major teaching site for the UCLA David Geffen School of Medicine. Dr. Dyne has dedicated her more than 25-year career to leading in graduate medical education, as a program director for emergency medicine at UCLA and currently as the designated institutional Official at Olive View-UCLA Medical Center and director of faculty development in the Department of Emergency Medicine at UCLA. Dr. Dyne is also a certified life coach and uses her experiences as a senior faculty member, leader, mentor and life coach to create a novel approach to physician well-being as a key factor in undergraduate medical education, graduate medical education and faculty development.



Jennifer Ekkens, DO

Associate professor Michigan State University—College of Human Medicine

Jennifer Ekkens, DO, is a proud dog mom to a high energy puggle named Ginger and is trying to survive 7th and 8th grade with her two teenagers. Now that the family is fully vaccinated, she plans to visit 11 national parks. She graduated 18 years ago from Michigan State University – College of Osteopathic Medicine and is an associate professor at Michigan State University – College of Human Medicine, spending half her time as faculty fellow for the Dewey Learning Society. She also works for a rural emergency department at Sparrow Hospital. Between volleyball and soccer tournaments, she looks forward to attending several Michigan State University football games this year.



Jeffrey Fritz, PhD Associate professor Medical College of Wisconsin

Jeffrey Fritz, PhD, is on the faculty at the Medical College of Wisconsin (MCW) as an associate professor in the Department of Cell Biology, Neurobiology and Anatomy. His instructional role is varied throughout the first- and second-year foundational science courses offered to medical students at the regional campus in Wausau, Wisconsin. He also serves as a coach and oversees the coaching program (12 coaches in total) on the campus. Additionally, he is a departmental member of the Kern Institute at MCW – the objective of the Kern Institute is to transform medical education through caring character and competence. Last year he was selected as a Kern Scholar, and through this opportunity, he is currently working on a master's degree in character education at the University of Birmingham (UK). For fun he likes to hike, garden and vacation.



Charlene Gamaldo, MD

Professor Johns Hopkins Medicine

Charlene Gamaldo, MD, is a professor at Johns Hopkins School of Medicine (joint appointments: psychiatry, nursing, anesthesiology and public health) and is the medical director of the JH Center for Sleep and Wellness. As a nationally recognized leader in education, she has worked on committees with the American Academy of Sleep Medicine and the American Academy of Neurology (AAN). For the AAN, she is vicechair of the Joint Coordinating Council on Equity, Diversity, Inclusion and Disparities, a member of the Board of Directors, and has served on the Sleep Section Leadership Committee, Medical Student Pipeline Committee, Undergraduate Education Subcommittee, and the Minority Scholars Subcommittee. She is the 2020 Johns Hopkins University provost fellow, working closely with the vice provost of faculty affairs to develop novel professional and leadership development programs for faculty across the University. She has developed programs to involve/expose undergraduates, medical students, graduate students, post-docs and residents, hoping to attract the best and the brightest early on in their careers. She is a certified strengths coach and uses a strengths-based approach in her educational and professional development programs.



Jennifer Genuardi, MD

Director, clinical best practices and clinical education Urban Health Plan

Jennifer Genuardi, MD, is an internist and pediatrician who has been working at Urban Health Plan (UHP) for nearly 12 years, caring for children and adults in the Hunts Point community and supervising the clinical teams at Bella Vista and Bella Vista Community Health Center. She has served as the director of clinical best practices and clinical education for the last decade. In these roles she is responsible for guiding much of the clinical innovation, clinical integration of standards of care and clinical quality improvement throughout all aspects of UHP. She has solidified a robust professional student training program, developed a deep clinical on-boarding of new providers and led the creation of a nationally accredited residency program for nurse practitioners and physician assistants. Most recently, she has become the clinical lead of the clinical call center and worked in conjunction with the chief clinical information officer to implement and maintain the telemedicine program at UHP. Dr Genuardi is the founder and co-chair of the Antimicrobial Stewardship Program which is at the intersection of best practices and education for providers and patients and the first of its kind in a community health center.



Timothy Gilligan, MD

Associate professor, medicine; vice-chair, education Cleveland Clinic Cancer Institute

Timothy Gilligan, MD, is a medical oncologist, vice chair for education, and associate professor of medicine at the Cleveland Clinic Taussig Cancer Institute. He served as the hematology/oncology fellowship program director there for ten years. He also serves as the Cleveland Clinic's diversity officer for graduate medical education. Dr. Gilligan served on the leadership team that developed and launched the Cleveland Clinic Center for Excellence in Healthcare Communication, which has trained over 7,000 clinicians in a one-day small-group experiential communication skills course. Together with Adrienne Boissy, MD, MA, he co-edited the book Communication the Cleveland Clinic Way. He has published numerous essays on health care communication in the New York Times, the Journal of Clinical Oncology and elsewhere. At the Cleveland Clinic and other hospitals and at national and international conferences, he teaches communication skills and team building and trains others to teach communication skills. Dr. Gilligan graduated from the Stanford University School of Medicine and the Columbia University Graduate School of Journalism. He trained in internal medicine and medical oncology at Brigham and Women's Hospital and the Dana-Farber Cancer Institute.



Julie Kerry, PhD

Professor Eastern Virginia Medical School

Julie Kerry, PhD, MS, obtained her PhD from Monash University in molecular biology before moving to the US. She ran a National Institutes of Health funded laboratory at Eastern Virginia Medical School (EVMS) for 16 years before shifting her focus to education. She is the module director for foundational science, the discipline director for microbiology and director of the proficiency enhancement program at EVMS. She serves on the editorial board of Aquifer Science, is active in the International Association of Medical Science Educators and leads the organizing committee for the Microbiology and Immunology Educational Strategies Workshop sponsored by the Association of Medical School Microbiology and Immunology Chairs.



Johanna Kielbasa, MD

Pediatric hospitalist Nemours Children's Hospital Associate professor University of Central Florida

Johanna Kielbasa, MD, attended Wake Forest University for both medical school and residency, ultimately graduating in May 2011. Given her love of academic medicine, she moved across the county with her family to Oklahoma in order to start her educational career as a junior faculty at the University of Oklahoma from 2011-2017 as an assistant professor. Dr. Kielbasa came to Nemours in 2017 and is now an associate professor. She is the University of Central Florida (UCF) medical student clerkship site director for Nemours Children's Hospital (NCH) and director of education for NCH's Division of Hospital Medicine. Dr. Kielbasa is one of eight board certified pediatric hospitalists at Nemours, is thrilled to be part of such an amazing and rapidly growing program and is grateful for the continued support Nemours and UCF continue to provide her throughout her educational endeavors.



Monica N. Kinde, PhD

Phase I director Kansas City University

Monica N. Kinde, PhD, serves as phase I director at Kansas City University (KCU). She oversees the first-year curriculum and academic progress of first-year medical students at KCU. Her primary appointment is at the Kansas City campus, but she supports students in both Kansas City and Joplin. Additionally, she serves as assistant professor of biochemistry and teaches system-specific biochemistry throughout the first year. Her research interests lie in learning sciences and andragogy as it relates to undergraduate medical education and assessment, programmatic evaluation, and outcomes and supporting the professional and personal success of medical students.



Mrinalini Kulkarni-Date, MD

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

Mrinalini Kulkarni-Date, MD, is associate professor and chief of the division of endocrinology at Dell Medical School at the University of Texas at Austin. She is currently course director of the clinical skills course (DOCS) for first year medical students. Her primary curricular focus is on clinical skills and chronic disease management, particularly team-based care, and longitudinal experiences in diabetes care in undergraduate medical education. She is currently the co-director of the AMA's Chronic Disease Prevention and Management interest group. She has served as the UT Health Austin Institute director for medical subspecialties and previous medical director for virtual and complex care for Ascension Seton, where she focused on population-based health solutions, particularly for communities that are underserved by the health system. She has presented nationally on team-based care with a focus on chronic disease management. Dr. Kulkarni-Date has won numerous teaching awards and is passionate about mentoring women students and residents in medicine.



Yen-Ping Kuo, PhD

Assistant dean, academic success and curriculum Chair of Microbiology and Immunology Campbell University

Yen-Ping Kuo, PhD, holds dual assistant dean positions for curriculum and academic success and is the chair and professor of microbiology and immunology at Campbell University, School of Osteopathic Medicine (CUSOM). After many years as a productive research scientist, Dr. Kuo found her academic passion in medical education. She has been a founding faculty member and administrator at two osteopathic medical schools. Her interest and success in coaching medical students to their best academic potential led her to establish the Academic Center for Excellence (ACE) at CUSOM in 2018. Since then, she has formalized several programs under ACE, including academic transition, peer-tutoring and faculty adviser support. She maintains active teaching responsibilities, continues mentoring students on scholarly projects and has been recognized by CUSOM graduates as the Biomedical Faculty of the Year multiple times. She was an exam item contributor for National Board of Osteopathic Medical Examiners and is a registered evaluator for the Commission on Osteopathic College Accreditation.



Samuel Lai, MD

Assistant clinical professor
Associate program director, internal medicine program
University of California, Irvine

Samuel Lai, MD, graduated with an economics BA from the University of California, Los Angeles. Afterwards, he moved to Texas A&M in College Station, Texas to obtain his MD. Subsequently, he traveled back to Irvine, California with his wife to start his internal medicine residency. He was luckily chosen to stay on as a chief resident and focused his personal growth on effective teaching. He was invested in the hospital and the residents and decided to stay on as teaching faculty in the Department of Medicine's hospitalist program. Currently, he is an associate program director for the internal medicine residency program and the co-leader for the LIGHT Program – our faculty development program. His career focus is on curriculum development, program evaluation, faculty development and medical education research. Outside medicine, he loves spending time with his wife and three kids. They recently got into playing Super Mario Party on the Nintendo Switch for their family nights, and he is excited to hopefully win someday.



Jessica Martin, MD, MHSA

GME director, accreditation & program development University of Texas, Rio Grande Valley School of Medicine

Jessica Martin, MD, MHSA, graduated from St. Matthew's University School of Medicine in Grand Cayman and obtained a master's in health service administration from St. Joseph's College of Maine in Standish, Maine. Following graduate school, she accepted a research grant administrator position at Laredo Medical Center where she was involved in an National Cancer Institute health disparities grant. She later continued her oncology research work at Doctors Hospital of Laredo where she served as director of the cancer center. She began her work in medical education while in Laredo, where she held faculty appointments at both Laredo Community College and Texas A&M International University in Laredo, Texas. In the Rio Grande Valley, she transitioned to a role in graduate medical education where she attained a faculty appointment in the University of Texas Rio Grande Valley Department of Medicine. She has extensive experience in accreditation, program development and compliance. She enjoys working closely with residency program directors and coordinators as well as teaching faculty, residents and staff in research, quality improvement, wellness and medical education faculty development. Dr. Martin is co-principal investigator on various nationally funded grants totaling about two million dollars, including those from the National Institutes of Health and the American Medical Association.



Kathleen McGann, MD

Vice chair, education Professor, pediatrics Duke University Medical Center

Kathleen McGann, MD, is a medical educator and a pediatric infectious diseases physician. She became involved in medical education in 1997 and for the last 15 years has served as the vice chair of education in pediatrics at Duke University School of Medicine. In this role, she has provided oversight of medical student, resident and fellowship training programs in the department, along with faculty development. As a medical education leader, she has participated in numerous departmental, institutional and national committees and organizations: organized educational venues; and contributed to education research. Throughout her time as a medical educator, she has been devoted to learners. She has collaborated on the development of a pediatric fellow coaching program. To further enhance the careers of medical learners and professionals, Dr. McGann is taking a business and professional coaching course. Utilizing these coaching skills, her goal is to coach learners (medical students, residents and fellows) to help them achieve their full potential, professionally and personally. She hopes to work with other coaches at Duke University Medical Center to support and foster trainees and faculty by providing individual and group coaching.



Yara Mikhaeil-Demo, MD

Assistant professor Northwestern University, Feinberg School of Medicine

Yara Mikhaeil-Demo, MD, completed her undergraduate degree in neuroscience at the University of California, Los Angles. She completed her medical school, internship, neurology residency and clinical neurophysiology and epilepsy fellowships at Northwestern University. She is currently a practicing academic epileptologist. She has many publications, including those on the use of electroencephalogram for prognostication in the intensive care unit and the use of simulation-based mastery learning for residents' education. She received her coaching certificate from the Life Coach School. She is also currently enrolled in the Organizational and Leadership Coaching Certificate offered by Northwestern University. She is a member of the Physician Coaching Alliance and Coaching for Institutions. She believes we all have the power to create the exact life we want, and it all starts with managing our minds.



Ronda Mourad, MD

Associate clerkship director, internal medicine Louis Stokes Cleveland Veterans Affairs Medical Center Case Western Reserve University School of Medicine

Ronda Mourad, MD, is an internist at Louis Stokes Cleveland Veterans Affairs Medical Center (VAMC) and an associate professor of medicine at Case Western Reserve University (CWRU) School of Medicine. She completed her undergraduate training at Duke University, medical school at CWRU and internal medicine (IM) residency at University Hospitals Cleveland Medical Center (UHCMC). She is an associate director for the IM residency program at UHCMC, associate director for the IM clerkship at Cleveland VAMC, and co-director of the IM resident professional coaching program. She obtained her certification as a health and wellness coach in 2018 through Wellcoaches Corporation and has an interest in physician well-being and narrative medicine.



Amit Pahwa, MD

Associate professor, medicine and pediatrics Johns Hopkins University School of Medicine

Amit Pahwa, MD, is an associate professor in both the division of hospital medicine and the division of general pediatrics at Johns Hopkins University School of Medicine. Dr. Pahwa obtained his medical degree at the University of Alabama before completing a combined residency in pediatrics and internal medicine at Indiana University. As a hospitalist, his academic areas of interest include medical education and high value hospital care. At Johns Hopkins he serves as the director for the internal medicine subinternship and associate director for the pediatric core clerkships. He co-directs several courses at the medical school including Foundations of Public Health, Health System Science Core Theme. He is the recipient of various institutional and national educator awards for teaching and curriculum development regarding high value care. In addition, he is the founder and executive director of the High Value Practice Academic Alliance, a cross-institutional collaboration to design and share new value-based quality improvement initiatives.



Valerie Press, MD, MPH

Associate professor University of Chicago

Valerie Press, MD, MPH, is an associate professor of medicine and pediatrics, the executive medical director of specialty value-based care, and the medical director of the care transitions clinic at University of Chicago (UoC) Medicine. She served as core faculty for the UoC's AMA Accelerating Change in Medical Education Consortium VISTA: Curriculum & Culture Change to Cultivate Physicians of the Future Program. She also served as a track leader for the health systems health delivery track for UofC's longitudinal scholarship and discovery program for second- and fourth-year medical students. She served as a research and scholarship mentor to first-through fourth-year medical students through UoC's summer research program and scholarship and discovery Program. In addition to her medical education roles, she has clinical administrative roles through which she engages trainees in value-added roles, and she is a National Institutes of Health funded independent investigator focused on developing, implementing and evaluating patient and system level interventions to improve the quality and value of care for patients with chronic diseases.



Jessica Randolph, EdD

Manager, curriculum services Washington University in St. Louis

Jessica Randolph, EdD, is the curriculum services manager in the physical therapy program at Washington University in St. Louis. Her professional interests include continuous quality improvement efforts and assessment of learning. She coordinates the coaching program for learners earning their doctor of physical therapy degrees.



Stephanie Rennke, MD

Professor, clinical medicine University of California, San Francisco

Stephanie Rennke, MD, (she/her/ella) is a professor of medicine at the University of California, San Francisco (UCSF) in the division of hospital medicine. Her interests include medical student medical education, faculty development and health systems improvement. Over the last 15 years as an academic hospitalist, she has led both educational and quality improvement interventions that enhance patient-centered care and facilitate communication between patients, trainees and health care providers. She has developed several curricula for medical, nursing and pharmacy students on professionalism, health systems improvement and care of the hospitalized patient. Since 2016, as a UCSF Bridges coach and UCSF health clinical microsystems clerkship (CMC) site director, she has supported and mentored over 30 medical students and 25 faculty coaches.



Sarah Rubin, PhD

Associate professor Ohio University Heritage College of Osteopathic Medicine

Sarah Rubin, PhD, is a medical anthropologist and associate professor of instruction at Ohio University Heritage College of Osteopathic Medicine. She teaches a wide range of topics in the Department of Social Medicine including health disparities, racism and health, social determinants of health, LGBT+ health, maternal and infant care, introduction to epidemiology, and global health, among other topics. She includes many students in her research projects in Ohio and South Africa. These projects focus on infant mortality risk and maternal well-being, prenatal care in vulnerable communities, reproductive health, and refugee and immigrant health.



Alison Samitt, MD

Director, student affairs Tufts University School of Medicine, Maine Track

Alison Samitt, MD, is the program director of the family medicine residency at Maine Medical Center in Portland, Maine, a role she has had since 2007. She has overseen the training of over a hundred resident physicians and is passionate about training physicians to be the best clinicians, educators and leaders they can be. She graduated from Dartmouth Medical School in 1996 and Maine Medical Center's family medicine residency in 1999 and has been teaching residents and students ever since. Dr. Samitt provides full-spectrum family medicine, including inpatient care and obstetrics. She teaches in the areas of maternal-child health, information mastery/evidence-based medicine, provider wellness and faculty development. As of July 2021, she took on the role of director of student affairs for the Tufts University School of Medicine, Maine-Track Program. She feels fortunate to be able to enhance the health of patients by improving the training of the physicians who care for them.



Stephany Sanchez, MD

Associate clinical professor UC Davis Health

Stephany Sanchez, MD, graduated from the University of Texas Southwestern Medical School and completed her internal medicine residency at UC Davis Health. Based on her primary care interests and a desire to work with communities that are underserved by the health system, she was appointed director of the transforming education and community health medical student track at UC Davis School of Medicine, a tailored curriculum focused on care of urban underserved populations. She served in that position from 2011-2020 and received the Deans Team Award for Excellence in Education in 2015. In 2020, she was appointed associate program director for the internal medicine residency program, with a focus on diversity, equity and inclusion.



Sheira Schlair, MD, MS

Associate professor, co-director Einstein College of Medicine

Sheira Schlair, MD, MS, completed her undergraduate anthropology degree summa cum laude at Case Western Reserve University's BA/MD program in 1999 and her medical degree in 2003, where she was selected for the Scholars Collaboration on Teaching and Learning and graduated with a concentration in medical education. She then completed her residency and chief year at Montefiore Medical Center's primary care/ social medicine program and helped to initiate a rural global health experience in Kisoro, Uganda, She subsequently completed a general internal medicine/master's in medical education fellowship at New York University. She joined the Montefiore faculty in 2009, and until 2018, served as associate program director and founding director of clinical skills assessment for the internal medicine residency program while directing the objective structured clinical examination and mini-clinical evaluation exercise programs. She also completed the Academy on Communication in Healthcare's national faculty development program. In 2018, she was recruited to co-direct the introduction to clinical medicine program at Einstein wherein she led the communication skills and clinical experience curriculum for pre-clinical students. She also chairs the internal medicine residency's clinical competency committee and its divisional medical education research group and serves on the DOCS (Directors of Clinical Skills) executive committee.



Victoriya Staab, MD

Pediatric surgeon Jersey Shore University Medical Center

Victoriya Staab is a pediatric surgeon who is board certified in pediatric and general surgery. She has been the associate program director for Jersey Shore University Medical Center's general surgery residency for the past four years and mentors several residents. She also coordinates the residents' education schedule and gives lectures. She works with residents and students every day in the operating room and during rounds and office hours. She is extremely dedicated to being an educator and academic leader and wants to improve her ability to further learners' successes through academic coaching and motivation.



Rebecca L. Toonkel, MD

Associate professor Florida International University Herbert Wertheim College of Medicine

Rebecca L. Toonkel, MD, joined the faculty of the Herbert Wertheim College of Medicine in 2013. She is an associate professor of internal medicine in the Department of Translational Medicine and serves as the medical director of the Albert and Debbie Tano Medical Simulation Center and as the assistant dean for curriculum, clinical education and advising. She graduated from Harvard College in 2000 and earned her medical degree from Johns Hopkins University School of Medicine in 2004. After completing residency training in internal medicine at Columbia University of New York in 2007, she completed a three-year basic science research fellowship in pulmonary medicine and completed a clinical fellowship in pulmonary and critical care medicine at the University of Miami/Jackson Memorial Hospital. She is board certified in internal medicine, pulmonary medicine and critical care medicine. In addition to her teaching and administrative duties, Dr. Toonkel also works as an intensivist. She is married to John D. Couriel, a justice of the Florida Supreme Court, and is mother to Jonas (10) and Eden (8).



Gregory Turner, EdD, MBA, MPH

Associate professor/associate dean Florida State University College of Medicine

Gregory Turner, EdD, MBA, MPH, is an associate professor in the Department of Behavioral Sciences and Social Medicine and associate dean for faculty development at Florida State University College of Medicine (FSU CoM). He is responsible for the conceptualization, design, programming, implementation and evaluation of professional faculty development activities at the central campus with 130 basic medical sciences and clinical science educators and for more than 2,000 clinical educators working at seven FSU CoM regional campuses across the state of Florida. He received his BA degree (honors) in anthropology and MPH degrees from the University of Illinois, Chicago. While working as an administrator at Northwestern Memorial Hospital, he also completed an MBA degree at Loyola University of Chicago. Finally, his doctoral degree was completed in higher education at the University of Pittsburgh's School of Education.



Rupal S. Vora, MD, MPH

Assistant dean, student achievement
A.T. Still University-School of Osteopathic Medicine in Arizona

Rupal S. Vora, MD, serves as the assistant dean of student achievement at A.T. Still University-School of Osteopathic Medicine in Arizona (ATSU-SOMA). An associate professor and a founding ATSU-SOMA faculty member, she has served in many roles during her academic tenure (e.g., course directing, developing curricula, teaching, advising/mentoring students). She originally structured (and continues to oversee) advising/ coaching at ATSU-SOMA as the director of the ATSU-SOMA faculty advising program. Dr. Vora received her medical degree from the David Geffen School of Medicine at the University of California, Los Angeles (UCLA) and her baccalaureate degree (summa cum laude and departmental highest honors) from UCLA. She subsequently completed her internal medicine residency training at Cedars-Sinai Medical Center in Los Angeles. She is an American Board of Internal Medicine boardcertified internal medicine physician. She is a fellow of the American College of Physicians (ACP) and active in the Arizona ACP Chapter. She was the principal investigator of a Health Resources and Services Administration grant and is pursuing her MPH. Dr. Vora is passionate about medical student well-being, preventing trainee/provider burnout, and overall medical student academic and professional success.



Melissa Weddle, MD, MPH

Professor, associate residency program director Oregon Health & Science University

Melissa Weddle, MD, MPH has been faculty in the department of pediatrics at Oregon Health & Science University (OHSU) since 2010, serving as continuity clinic director and associate pediatric program director. She is an East Coast transplant who grew up in Virginia and has practiced in Maryland, Ohio, Wisconsin and Washington. She has worked in varied primary care settings including federally qualified health centers, private practice and an academic clinic. At OHSU, she has embraced opportunities for scholarship and education in ethics, compassionate communication and adolescent health



Shannon Weinstein, DO

Emergency medicine physician Core faculty Associate professor Broward Health North

Shannon Weinstein, DO, is a board-certified emergency medicine physician at Broward Health North and assistant professor of emergency medicine at Florida International University Herbert Wertheim College of Medicine (FIU-HWCoM) in South Florida. She is core faculty and chair of the clinical competency committee of FIU-HWCoM's inaugural emergency medicine residency class. She currently teaches medical students in the department and coaches physicians as a physician coach during her time outside the department. She will soon be teaching their inaugural residency class. Their residents will benefit from the years of training as a physician coach she has completed. Dr. Weinstein is passionate about empowering medical students, residents and physicians to reach their fullest potential inside of medicine and in their personal lives as well. She lives and works to be an example of the power of coaching in her personal and professional life. Outside of medicine, Dr. Weinstein enjoys being with her family, doing home improvement projects and traveling to see her friends.



Natasha Wheaton, MD

Associate clinical professor University of California, Los Angeles

Natasha Wheaton, MD, is an associate clinical professor in the Department of Emergency Medicine at the David Geffen School of Medicine (DGSOM) at the University of California, Los Angeles. She completed her medical school and emergency medicine training at Northwestern University, graduating from residency in 2013. She has served as an associate program director for the past 8 years and has additionally served as the clerkship director for the sub-internship in emergency medicine as well as the advanced virtual clerkship in emergency medicine developed this year in response to the COVID-19 pandemic. She is currently working to develop a core required MS2 emergency medicine rotation for the new DGSOM curriculum in concert with the department's new director of medical student education. She is now the course director for the new four-week MS1 orientation course entitled "Basecamp," which launched in August 2021. Finally, she is a member of the "Educators for Excellence" cohort at the DGSOM, the core teaching group for the new curriculum. She has particular interest in curricular development, evaluation and assessment as well as coaching in medical education.



J. Scott Wieters, MD

Associate dean, Temple Campus Texas A&M College of Medicine Baylor Scott & White Health

After growing up on a family farm in South Texas, J. Scott Wieters, MD, graduated from Texas A&M '97, MD from the University of Texas Health Science Center at San Antonio '01 and emergency medicine residency at Scott & White Hospital '04. After seven years in private practice, he jumped into academics in 2011, as the director of undergraduate medical education for Texas A&M emergency medicine residency. He helped develop and launch a required emergency medicine clerkship as well as bootcamp courses for transition to residency. He has led multiple teams on curriculum development and assessment. Dr. Wieters, contributes to FOAMed through multiple blogs @EMedCoach and is the co-host of the EMstud Podcast. He is the seven-time recipient of the emergency medicine teaching award from his students. In 2015, he received the 2015 teaching award from the residency program as well as the Distinguished Teaching Award from the Texas A&M College of Medicine. He is an international speaker in medical education and clinical emergency medicine. Currently, he serves as the Temple Campus Dean of the Texas A&M College of Medicine. He is most proud of "meeting expectations" as a trophy husband to his wife, THE Dr. Wieters and a proud parent of four children who are all "exceeding expectations," although they all agree he "needs improvement" in his role as a youth sports coach.

AMA Academic Coaching Implementation Workshop program faculty



Nicole M. Deiorio, MD

Associate dean, student affairs
Professor, emergency medicine
Virginia Commonwealth University School of Medicine

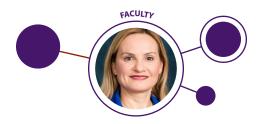
Nicole M. Deiorio, MD, is a professor of emergency medicine and associate dean for student affairs at Virginia Commonwealth University School of Medicine where she runs the coaching program for undergraduate medical education and has experience creating other coaching programs as well. She co-chaired 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 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 the 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

Associate professor and vice chair, education Oregon Health & Science University

Amy Miller Juve, EdD, is associate 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 the 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 which include program development, scholarship and faculty development of coaching skills.



Margaret (Meg) Moore, MBA

Co-founder, chair, Institute of Coaching, McLean Hospital—
affiliate of Harvard Medical School
Founder, CEO, Wellcoaches Corporation
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 wellbeing 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 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 speakers



Kimberly Gifford, MD

Interim clinical associate professor, pediatrics Cleveland Clinic Learner College of Medicine

Kimberly Gifford, MD, is an interim clinical associate professor of pediatrics at the Cleveland Clinic Learner College of Medicine. She is a primary care pediatrician and educator who believes that coaching can help level the playing field for learners who may have less experience in medicine or be impacted by systemic bias and inequity. She co-developed the Doctor Coach approach to teaching and learning clinical skills for resident and faculty coaches, which served as the foundation for her coaching work. She developed and directed the Geisel Medical Student Coaching Program at Geisel School of Medicine at Dartmouth, which guides students through the process of enculturation into medicine and supports their professional development in the domains of wellbeing, academics and professional character. She also co-developed the Resident as Teacher, Learner and Coach program at Dartmouth-Hitchcock Medical Center. Previously, she co-developed the doctor coach approach to teaching and learning clinical skills for resident and faculty coaches. Nationally, she serves as faculty for the Academic Pediatrics Association Educational Scholars Program and chaired the Faculty and Professional Development Learning Community for the Association of Pediatric Program Directors. She has led numerous training programs and national workshops related to coaching, mentorship, professional development, individualized medical education and learner development. Recently, she has focused on developing tools, resources and strategies for cultivating coachability.



Elaine Schulte, MD, MPH

Vice chair, academic affairs and faculty development
Professor, pediatrics
Children's Hospital at Montefiore/Albert Einstein College of Medicine

Elaine Schulte, MD, MPH, is the vice chair of academic affairs and faculty development at the Children's Hospital at Montefiore (CHAM). She is professor of pediatrics at Albert Einstein College of Medicine. She is a board-certified executive physician coach and is certified to provide coaching on the EQi and EQ360 assessments. Dr. Schulte directs the CHAM Peer Mentorship Program—a volunteer, longitudinal program created to increase academic productivity and enhance physician engagement. She also designs and facilitates faculty development sessions and provides individual coaching. Prior to arriving at Montefiore, Dr. Schulte served as the department chair of general pediatrics at the Cleveland Clinic and co-founded and co-directed the Cleveland Clinic Center for Excellence in Coaching & Mentoring (CECM). CECM focuses on training faculty, both internally and externally, to become peer coaches and mentors. Dr. Schulte serves as senior adviser and faculty for both the American Academy of Pediatrics and the Academic Pediatric Association. She has given numerous national and international presentations and workshops related to professional development, coaching, mentoring, physician leadership, well-being and adoption.



Stacey VanVliet, MD

Physician development coach
Director, career and professional development
TCU School of Medicine

Stacey VanVliet, MD, is a practicing pediatric hospitalist at Cook Children's Medical Center in Fort Worth, Texas and serves as a physician development coach and director for career and professional development at the TCU School of Medicine. She is also an assistant professor in pediatrics. She completed her residency at Vanderbilt University and subsequent health care leadership training at the TCU Neeley School of Business. Dr. VanVliet is also a graduate of the TCU School of Medicine Physician Development Coaching Fellowship. The 9-month fellowship is based in International Coaching Federation (ICF) principles and was developed exclusively for TCU School of Medicine coaches. The fellowship focuses not only on the ICF core competencies, but also communication techniques through the Compassionate Practice™ curriculum at the School of Medicine. Physician development coaches at the TCU School of Medicine use this training to coach cohorts of students through their entire four-year curriculum within a learning community structure and are completely removed from student assessment. Coaches address a variety of topics with students, including medical student well-being, academic performance and career decisions using coaching as the model for development. This innovative model is designed to foster a coaching relationship that contributes to the development of a student's professional identity and persistence within medicine.

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