



Health Systems Science Academy

2022–2023 Scholars Program



Welcome!

Welcome to the 2022–2023 AMA Health Systems Science Scholars Program. The AMA Health Systems Science Scholars Program, the flagship program of the American Medical Association Health Systems Science Academy, is intended to provide development and mentoring to faculty with responsibility for the implementation of health systems science curricula in undergraduate or graduate medical education. Specifically, the program will provide scholars with the skills and tools necessary to design, implement and evaluate health systems science curricula at their local institutions. In addition, through mentoring by national faculty experts in health systems science, scholars will acquire the skills needed to advance as teachers, education program administrators and leaders in health systems science.

The AMA Health Systems Science Academy, directed by Maya Hammoud, MD, MBA, and Jed Gonzalo, MD, MS, was established in 2019 to cultivate a national community of medical educators and health care leaders who will drive the necessary transformation to achieve the Quadruple Aim: improved patient experience, improved health of populations, reduced cost of care and health care professional well-being. In addition to providing faculty development and curricular resources, the academy serves as a community that advances the field through curricular implementation and research development.

We are very excited you have joined the scholars program and hope to provide you with excellent training and mentoring to help you meet your goals. Our program's faculty are nationally recognized educators and experts in health systems science, as well as in curriculum development and implementation. We appreciate your participation and your passion for health systems science.



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AMA "Accelerating Change in Medical Education" initiative:

<http://changemeded.org>

Health systems science:

<https://www.ama-assn.org/education/accelerating-change-medical-education/teaching-health-systems-science>

Health Systems Science Scholars Program

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Health Systems Science Scholars Program

Scholars

Rahul Anand, MD, MBA, MSc

Developing a leadership curriculum and community of practice for medical students using design thinking

Frank H. Netter MD School of Medicine, Quinnipiac University

Rahul Anand, MD, MBA, MSc, is an infectious diseases physician and an associate professor of medical Sciences at the Frank H. Netter MD School of Medicine at Quinnipiac University where he teaches infectious diseases, leadership and teamwork to M1-M4 medical students. He also serves as Netter's site director for the STARS Choosing Wisely value-based care student leadership program and as an interprofessional education faculty fellow and Albert Schweitzer faculty fellow at Quinnipiac University. His clinical and leadership work is focused on federally qualified health centers based in the underserved community of Hartford, CT.



In addition to internal medicine and infectious diseases training, Dr. Anand completed a Master of Science in clinical investigation focusing on implementation science and quality improvement at the University of Utah and an MBA (health care track) at the Isenberg School of Management, University of Massachusetts, Amherst. He has received teaching awards for undergraduate and graduate medical education, is a Harvard Macy scholar (HMI Educators 2020, HMI Leaders 2022) and faculty, and is faculty for the Infectious Diseases Society of America's Leadership Institute, chairing their Rising Leaders junior faculty curriculum taskforce.

Dr. Anand is excited and grateful to be a part of the AMA HSS program which aims to transform medical education. He is leading a project on building a student-centered longitudinally integrated leadership curriculum and community of practice using design thinking. In doing so, he aspires to advance the art and science of health systems science curriculum development and contribute to improving the lives of medical trainees, patients and the communities they serve.

Joel Attard, DO

Building a clinical informatics curriculum in a 3-year longitudinal health systems science course

New York Institute of Technology College of Osteopathic Medicine

Dr. Joel Attard is originally from New York. He attended Stony Brook University, where he obtained a double major in biology and clinical laboratory science. He earned his medical degree from New York Institute of Technology where he was part of the first graduated class of the accelerated 3-year program in family medicine. He completed his medical training at Good Samaritan Hospital.



Dr. Attard has extensive experience in treating a broad range of conditions and is involved in multiple quality improvement activities at his medical group to improve the outcomes for diabetics with chronic kidney disease and presents at ECHO Island-Puerto Rico. Dr. Attard has been nominated as a Best General Practitioner by Best of Bethpage (NY) and continuously listed in the New York Times Magazine as a Super Doctor Rising Star, "one of the top 5% of New York physicians in more than 30 specialties." His focus is preventive medicine, medical technology and medical education.

Dr. Attard serves as chair of the Scope of Work Committee for the faculty council. He is currently assistant professor of family medicine at New York University Long Island School of Medicine (NYU LISOM). Dr. Attard is also co-director of the primary care clerkship (PCC) at NYU LISOM, a role he has maintained since the inception of the medical school. Dr. Attard had the honor of graduating the first class of medical students in the spring of 2022.

He is a fellow of the American Academy of Family Physicians. Dr. Attard serves as the Nassau County Delegate to the New York State Academy of Family Physicians.

Dr. Attard lives on Long Island with his wife and three children. He enjoys traveling, trying new foods and spending time with his family.

Mona Bahouth, MD, PhD

Preparing the interprofessional team for stroke systems science

Johns Hopkins School of Medicine

Dr. Mona Bahouth is the medical director of the Brain Rescue Unit at Johns Hopkins Hospital and assistant professor of neurology. She graduated from the University of Buffalo, obtained her medical degree at the University of Maryland School of Medicine, and completed neurology residency, stroke fellowship, and PhD at Johns Hopkins University in Baltimore. Dr Bahouth developed the JSTTEP program which is the interprofessional early discharge program that assures a smooth transition in care as patients move from hospital to home after stroke. She is on a mission to wipe out the mark of stroke using innovative approaches to early stroke care including team science and cutting-edge technologies. Her research focuses on the physiological markers of early brain recovery and systems of care to expedite that recovery. Key to this mission is preparation of the next generation of innovators ready to disrupt the system for the benefit of every patient.



Anne-Marie Bertino, MD

Integrating the health systems science course and M4 quality improvement elective into a unified quality improvement and patient safety longitudinal curriculum

Loyola Stritch School of Medicine

Dr. Anne-Marie Bertino is a hospitalist at Loyola University Medical Center as well as the assistant course director of the health systems science (HSS) course and the instructor of the M4 quality improvement (QI) elective at Loyola Stritch School of Medicine. She previously was the course director for the quality improvement and patient safety (QIPS) vertical integrated curriculum prior to the roll out of the HSS course, which now encompasses QIPS lessons. She is the hospital division chair for the operations and QI committees and serves on the Loyola University Health Systems regional committees for heart failure readmissions and surgical readmissions. She is primarily interested in QIPS education and professional development and has developed QIPS curriculum for the M4 QI Elective and for the HSS course. She works closely with the internal medicine QI chief resident to facilitate medical student and residents to work with faculty involved with QI projects. In addition, she has mentored several of her hospitalist colleagues' QI projects. As an AMA HSS Scholar, her immediate aim is to integrate the current M4 QI elective into a longitudinal HSS curriculum. Her long-term goal would be to develop a robust program of faculty QIPS mentors to engage potential student and resident QIPS scholars.



Alfred Burger, MD, MS

Implementing a longitudinal curriculum for health systems science in a GME program

Mount Sinai Beth Israel, Icahn School of Medicine

Alfred Burger, MD, MS, is the senior associate program director for the internal medicine residency at Mount Sinai Beth Israel (MSBI) and is a professor of medicine and of medical education at the Icahn School of Medicine. He has practiced internal medicine in both the hospital and ambulatory settings during his career. Dr. Burger has long had a passion for studying health care delivery and its outcomes. Dr. Burger is active in multiple medical professional societies serving on a variety of committees. Dr. Burger was an author for the Society of General Internal Medicine's Choosing Wisely Campaign Recommendations. Dr. Burger was also a member of the Internal Medicine Workgroup for the Accreditation Council for Graduate Medical Education Milestones 2.0 project. Dr. Burger trained in internal medicine at Pennsylvania Hospital in Philadelphia where he stayed for an additional year to serve as the chief resident for the department. Prior to that, he obtained his undergraduate degree (BA) from Johns Hopkins University and his medical degree (MD) from St. George's School of Medicine. During his career Dr. Burger has been a dedicated clinician educator and leader. He was named the Faculty Practice Scholar to the Master in Health Care Delivery Leadership program in 2017. He graduated and received his Master in Science (MS) from the Icahn School of Medicine in 2019, also winning the Excellence in Leadership award for his class. Dr. Burger is a member of the Board of Managers for Mount Sinai Health Partners and serves on the Clinical Integration Oversight Committee as well. Additionally, Dr. Burger is a member of the medical board at MSBI and the faculty council for ISMMS. Dr. Burger continues to teach quality improvement, leadership style and change management both locally and nationally.



James E. Carter Jr., MD

Medical school service-learning: Assessment of impact and sustainability of mandatory community engagement

University of Colorado Anschutz School of Medicine

James E. Carter, Jr., MD, obtained his medical degree at SUNY/Downstate Medical Center and internal medicine training at Kings County Hospital, Brooklyn, New York, subsequently completing fellowships in cardiology at the University of Chicago and interventional cardiology at University of Maryland.



After many years serving in community-based private practice, he is on the faculty at the University of Colorado, Anschutz School of Medicine as assistant professor of medicine where he has several leadership roles. He is director of service-learning curriculum for the school of medicine. He is core curriculum faculty and director of the health equity, policy and advocacy pathway for the internal medicine residency program. He runs the Cardiovascular Systems-Case Review Collaborative for the division of cardiology and is chair, educational programming for the Colorado Chapter of the American College of Cardiology. He is a member of the American College of Cardiology Credentialing and Membership Committee.

Board certified in internal medicine, cardiology and vascular medicine as well as being an Institute for Functional Medicine Certified Practitioner, Dr. Carter focuses on social determinants of health, health justice, systems biology and lifestyle modification for prevention, healing, recovery and optimization of the pursuit of joy in cardiology care, vascular medicine, wound management and community health.

Yasmin Carter, PhD

Re-envisioning UME diversity, equity and inclusion through a health systems science framework

University of Massachusetts Chan Medical School

Yasmin Carter, PhD, is an assistant professor of translational anatomy at the University of Massachusetts Chan Medical School. She is the director of impact and scholarship for the three-school initiative Diversity, Representation, and Inclusion for Value in Education (DRIVE). Her role in curriculum leadership at the T.H. Chan School of Medicine includes Vista Longitudinal Focus Topic (LFT) integration director and director of the Health Equity, Diversity, & Inclusion (HEDI) LFT.



Educated in Australia, New Zealand, the United Kingdom and Canada, her multinational experience gives her a unique view to address and lead talented teams relating to these curricular topics which have been historically underrepresented in undergraduate medical education. She has found cross-cultural thinking can lead to exceptional ideas and improve team performance.

Dr. Carter serves as a core anatomy faculty member. Her interests focus on using anatomy as a keystone for teaching LGBTQ+ health care content and best practices to medical students and professionals. With a mission to advance health equity for gender and sexual minorities, Dr. Carter created a module introducing the basic concepts of sex and gender into the anatomical curriculum which was implemented at UMass Chan and shared internationally. Additionally, she has developed the “female first” model of anatomical education now used at UMass Chan and in medical education texts.

Dr. Carter’s research interests investigate the use of technology to evaluate the impact and effectiveness of diversity and inclusion in the curriculum, including developing AI-natural language processing automated analyses of learner feedback to elucidate the currently underreported patterns in the data to support faculty development and improve real-life patient outcomes. Dr. Carter is also an anatomical and diversity consultant and author for the Apple Design Award-winning app “Complete Anatomy” by 3D4medical and has given numerous international talks and webinars.

Shalinee Chawla, MD

Dissecting the value equation at the bedside.

NYU Langone Long Island

Shalinee Chawla, MD, is an assistant professor of medicine at NYU Long Island School of Medicine. She received her BA in biochemistry from Barnard College, Columbia University and her doctor of medicine from Tel Aviv University. She completed her residency and fellowship at Beth Israel Medical Center, New York. She is a pulmonary and critical care medicine physician with a special interest in sepsis and point of care ultrasound. She is also heavily involved in both graduate and undergraduate education in her roles as program director for the pulmonary and critical care medicine fellowship, core clinical educator for pulmonary and critical care in the Department of Medicine, and the director of critical care clerkship for the Long Island School of Medicine. She has a passion for patient safety, quality improvement and medical education. She has completed advanced training in both medical education and quality improvement. In her free time, she enjoys cooking/baking, hiking, and spending time with family and friends.



Alice Chi, MD

Health systems science for residents

University of Michigan

Dr. Alice Chi is a general obstetrician and gynecologist at the University of Michigan (UM). Dr. Chi received her BS in biology at the Massachusetts Institute of Technology and her doctor of medicine degree from the University of Michigan. She completed her residency in obstetrics and gynecology at the University of Michigan. In 2015, she joined the women's health division at University of Michigan. Outside of her busy clinical role, she also has a strong focus on patient safety and quality improvement. She currently serves as the UM ob/gyn residency quality improvement curriculum co-director and mentors patient safety and quality improvement projects by residents. She also serves on the hospital's Primary Care Quality Committee. As part of her interest in improving patient care and health informatics, she also serves on the Epic Ob specialty steering board committee. In her free time, she enjoys spending time with her husband and two young daughters, being active, and traveling.



Priya Chopra, MD

**Using the power of health systems science
to improve cancer screening participation**

William Osler Health System Brampton, Ontario,
Canada/Central West Ontario Health Team

Dr. Chopra is a practicing general surgeon at the William Osler Health Centre (WOHS) in Brampton, Ontario, Canada, where she maintains a busy practice and balances involvement in various health care initiatives with the local cancer center. She earned her MD at Western University (London, Ontario) and completed general surgery residency at the University of Ottawa. After a year of pediatric surgical training at Université de Montréal, Dr. Chopra joined WOHS in 2001. She complemented her surgical training with physician leadership certification from the Schulich School of Business at York University and the Rotman School of Management at the University of Toronto. In addition, she holds a health law certificate from Osgoode Hall Law School, York University.



Her clinical interests include systematic promotion of cancer care in her highly diverse catchment area. This includes development of a multidisciplinary breast cancer diagnostic assessment program, one of the first of its kind in Canada. She is currently deeply engaged with her local Ontario Health Team creating innovative solutions to improve health outcomes and diminish inequities in health care. Dr. Chopra will be involved in the development of a new medical school in Brampton affiliated with Toronto Metropolitan University, which is slated to open in 2025.

Gavin Chu, MD

Developing undergraduate health systems improvement curriculum for the new Toronto Metropolitan University (TMU) medical school
William Osler Health System

Dr. Gavin Chu is an acute care family medicine hospitalist at William Osler Etobicoke General Hospital and is passionate about quality improvement, systems innovation and patient safety.

After completing a Bachelor of Science in chemical engineering at Queen's University and Doctor of Medicine at the University of Alberta, he completed his family medicine residency and academic family and hospital medicine fellowship at the University of Toronto. He became interested in quality and patient safety through the Veteran Affairs Quality Scholars program and the HiQuIPS (health informatics, quality improvement, patient safety) program.



While working as an acute care hospitalist at William Osler, he has been leading and contributing to quality and patient safety projects including 1) Choosing Wisely Pause the Draws, 2) Improving Patient and Family Communications, and 3) Meditech E-Progress Notes. Dr. Chu is dedicated to making a positive impact through health systems innovation and quality initiatives, as well as spreading knowledge of improvement science and change management methodologies.

Dr. Chu wishes to empower health care professionals with the knowledge and tools to strive for a better health care system. He aspires to be a leader in health systems improvement and health systems science education.

Gloria Coronel-Couto, MD

But first, patient safety and high-value care

Florida International University

Dr. Gloria Coronel-Couto is an experienced practicing internal medicine physician aiming to provide high-quality medical care with a desire to educate future physicians. She has special interests in the prevention of medical errors, patient safety, and motivating students to develop processes to provide comprehensive medical care and establish a desire for lifelong learning. In her role as internal medicine assistant clerkship director, she is responsible for coordinating clerkship sites, active learning sessions, advising, and evaluating student performance.



Natali Franzblau, MD, MBA

Developing undergraduate medical education milestones in health systems science

Cooper Medical School of Rowan University

Dr. Franzblau is an associate professor of obstetrics and gynecology at Cooper Medical School of Rowan University (CMSRU) in Camden, New Jersey. She serves as a co-course director of a four-year medical school course entitled Scholars Workshop at CMSRU. The curriculum includes topics related to patient safety, quality improvement, evidence-based medicine, research, biostatistics, epidemiology and health care payment systems. All students complete a scholarly project related to one or more of the course domains that is presented as a poster to the CMSRU community.



A former residency program director, she continues to serve as a mentor to medical students and residents in their research and quality improvement projects. In addition, she serves as an accreditation field representative for the Accreditation Council for Graduate Medical Education. These roles and experiences provide Dr Franzblau with a unique perspective of the undergraduate, graduate, continuing medical education continuum related to health systems science.

Dr. Franzblau went to medical school at Albert Einstein College of Medicine and did her residency training at Jefferson Medical College. After receiving an MBA from the Wharton School at the University of Pennsylvania, she became more involved in administrative roles at Cooper Health System. She served as the senior medical director of quality and research and was involved in improving the quality of care through improving systems or creating systems resulting in consistency of care.

Jenna Garris, MA

Enhancing faculty well-being through a longitudinal wellness curriculum: A pilot study
Brody School of Medicine at East Carolina University

Jenna Garris earned her master's degree in health education from East Carolina University in 2012 and holds a graduate certificate in education in the health care professions from East Carolina University. Jenna is the executive director for the Redesigning Education to Accelerate Change in Healthcare (REACH) Initiative at the Brody School of Medicine. In her role, she manages the daily operations for the REACH initiative which includes serving as the administrative director for the Teachers of Quality Academy faculty development program, four medical student distinction track programs, and the health systems science medical student curriculum. Jenna is also the planning director for the annual East Carolina University Health Quality Improvement and Medical Education symposia. Prior to moving into her role with REACH, Jenna served as the communications coordinator and healthy eating intervention lead for the North Carolina Community Transformation Grant Project at the Johnston County Public Health Department.



Dorothy Hughes, PhD, MHSA

Contextualizing health systems science

for rural health care education: Part 2

University of Kansas School of Medicine

Dr. Dorothy Hughes currently serves as an assistant professor in the Department of Population Health at the University of Kansas School of Medicine in Salina, Kansas, with a secondary appointment in the Department of Surgery. She also serves as assistant dean for student affairs on the Salina Campus. She teaches scholarly projects and health insurance in the MD curriculum; health policy and comparative health systems in the health policy and management PhD program; and the health care system and rural health care in the Master of Health Services Administration program. Her teaching techniques include active lecture and group discussion, flipped classrooms, and service learning. She delivers course content online, in-person, and in hybrid formats.



Her research interests center on the rural health workforce and medical education. She primarily uses qualitative methods but also conducts quantitative and mixed methods studies. She enjoys being in an interdisciplinary department and bringing together principles from health services research, sociology, and behavioral economics. She is passionate about intertwining research and education and is dedicated to increasing the access of all students to rural research and learning opportunities.

Dr. Hughes holds a bachelor's degree from American University in International Studies, as well as a master's in health services administration and a PhD in health policy and management, both from the University of Kansas School of Medicine. After two decades away, she returned to her hometown of McPherson, Kansas, where she resides with her Great Pyrenees, Maggie.

Denise Kay, PhD, MA

Expanding medical students' conceptualizations of their roles in the health care system

University of Central Florida College of Medicine

Denise Kay, PhD, MA, is an associate professor of medical education at the University of Central Florida (UCF) College of Medicine (COM) in Orlando, Florida. She is the director of the Interprofessional Education Program and the executive director of the Longitudinal Curricular Themes for the Undergraduate Medical Education Program. She is an educational and counseling psychologist with over 20 years of experience teaching at the community college, undergraduate, and graduate levels, including the past 11 years in undergraduate medical education (UME). Dr. Kay's educational design and research interests focus on student engagement, conceptual change, interprofessional education, the incorporation of lifestyle medicine into UME and most recently, strategic incorporation of health systems science into the UCF UME program. Dr. Kay has received numerous UCF COM educational awards including the Scholarship of Teaching and Learning Award (2021), Educational Leadership Award-Clinical Curriculum (2019) and the Innovative Teaching Award (2017). In 2013, Dr. Kay received the Southern Group on Educational Affairs Medical Education Scholarship, Research & Evaluation Grant (\$3000) and, since that time, has been awarded an additional \$41,850 of internal grants as a primary investigator. She has also collaborated as a co-investigator on an external Health Resources and Services Administration (\$1,496,128), a Florida Department of Children and Families (\$250,000) and additional internal grant (\$42,965) awards. Dr. Kay was trained as a marriage and family therapist where the recognition and understanding of systems thinking, interactions in social relationships and cybernetics are utilized as interventions to harness adaptive outcomes in relationships and personal growth. Dr. Kay describes herself as a "futurist" who uses strategic foresight to guide decisions about the future of education, work, health care and health care systems.



Linda Martino, DScPAS, PA-C

Developing a health systems science curriculum for PAs

Massachusetts College of Pharmacy and Health
Sciences University

Linda Martino has been an assistant professor at Massachusetts College of Pharmacy and Health Sciences University in Manchester, NH since 2013 and received her doctorate in PA studies in 2021. She is a PA with over 20 years of experience and teaches many health systems science core subjects in her two-semester course in the PA studies master's degree program. Linda is passionate about public health, patient safety, advocacy and interprofessional education. She is a council member of the New Hampshire Medical Society and CME chair of the New Hampshire Society of PAs. As a past legislator chair of the New Hampshire Society of PAs, she initiated, garnered bipartisan support, and testified on five successful PA bills that increased access to care for patients in New Hampshire. Linda is a member of the American Public Health Association, American Academy of Neurology, Physician Assistant Educators Association, American Academy of PAs, and the NH Healthcare Workers for Climate Action. She is looking forward to collaborating during the AMA Health Systems Science Scholars Program to develop a longitudinal approach to health systems science in the didactic and clinical year curriculums.



Sean McGann, MD, MBA

Designing a longitudinal health systems science curriculum for emergency medicine residency

Sidney Kimmel Medical College at Thomas Jefferson University

Dr. Sean McGann is a clinical assistant professor of emergency medicine at Sidney Kimmel Medical College (SKMC) at Thomas Jefferson University. He works clinically in the emergency departments of Thomas Jefferson University Hospital and Jefferson Methodist Hospital. At Jefferson, he leads quality improvement and patient safety education for the emergency medicine residency. McGann also teaches in the medical school, earning the Dean's Award for Excellence in Education in 2021. He is a mainstay on the SKMC clinical educators honor roll and was recently named a top physician under 40 by the Pennsylvania Medical Society. As an active member of the American College of Emergency Physicians' (ACEP) public relations committee, he serves as an ACEP spokesperson. During the COVID-19 pandemic, McGann served as associate director for rapid response teams in the Regional Response Health Collaborative.



Dr. McGann is a fellow of ACEP. He previously practiced at Northshore University Health System in Illinois, where he trained students from the University of Chicago Pritzker School of Medicine. McGann was chief resident during his emergency medicine training at Maimonides Medical Center in Brooklyn, New York. He graduated from Temple University School of Medicine in Philadelphia.

Before entering medicine, McGann worked in public accounting. He holds a bachelor's degree in accounting, as well as a Master of Business Administration degree from Temple University, where he currently mentors undergraduates. He resides in Philadelphia with his wife and two sons – Max (3) and Finn (1).

Uma Menon, MD, MBA

Neurology residency training program
Morehouse School of Medicine

Dr. Uma Menon is an associate professor and chief of the division of neurology, Morehouse School of Medicine.

Dr. Menon completed her medical training in India, followed by residencies in internal medicine (Jamaica, West Indies) and neurology (Louisiana State University Health Sciences Center, Shreveport); and fellowships in neurophysiology (Cleveland Clinic, Ohio) and epilepsy (Yale University). She also holds an MBA in health care from George Washington University.



Dr. Menon was the neurology residency program director at Tulane University, New Orleans (2010-2013) and has worked at George Washington University, Washington, DC, and at Ochsner Medical Center, New Orleans.

Dr. Menon has "Fellow" status with the American Epilepsy Society (2017), American Clinical Neurophysiology Society (2017), American Academy of Neurology (2022) and American Neurological Association (2022).

Dr. Menon is the current chair of the education section of IDEAS (Inclusion, Diversity, Equity, Anti-Racism and Social Justice) taskforce of the American Neurological Association and vice-chair of the ethics section of the American Academy of Neurology. She also volunteers in committees of several national and international professional societies and epilepsy patient support groups.

Dr. Menon has been involved in teaching throughout her career and has published extensively and presented at several national/international meetings. She is an ardent patient and physician advocate and routinely participates in educational forums for professionals, patients and the general public.

Dr. Menon's latest achievement has been to start a neurology residency training program at Morehouse School of Medicine (accredited 6/2022) as she continues her work on ethics, advocacy, equity and anti-racism in neurology and medicine.

Andrew B. Moore, MD, MCR

Development of a longitudinal health systems sciences curriculum for emergency medicine residents

Virginia Tech Carilion School of Medicine

Andrew B. Moore, MD, MCR, is an assistant professor of emergency medicine and health systems and implementation sciences at Virginia Tech Carilion School of Medicine (VTC-SOM). Dr. Moore is passionate about medical education and innovations in health care delivery. His current research focuses on innovative care pathways for emergency department patients with syncope. His educational responsibilities include curricula development for the health systems science domain at VTC-SOM and development and oversight of the didactics curriculum for the Virginia Tech Carilion/Carilion Clinic emergency medicine residency.



Omar Moussa, MD

Transitions of care curriculum for internal medicine residents
NYU Langone

Omar Moussa, MD, is a hospitalist and assistant professor at NYU Langone Health in New York City. He received his BA in chemistry from CUNY Brooklyn College and his medical degree from the SUNY Downstate College of Medicine. He then completed his internal medicine residency and chief residency at Montefiore Medical Center (Moses/Weiler) in the Bronx, NY. He is now in his first year on faculty at NYU. Omar's interest in medicine began as a commitment to serve others and to tackle health care disparities. His academic interests include health equity, transitions of care, and medical education. In addition to teaching and mentoring near-peers throughout his training, he has also worked toward the development of various curricula ranging from interventions in cultural humility to digital resources to enhance graduate medical education. When not at work, he enjoys playing basketball, trying new restaurants, and shopping.



Tejal Naik, MD

Health tech intrapreneurs: An experience for emerging innovative health care professionals

Sidney Kimmel Medical College

Dr. Naik is a hospitalist at Sidney Kimmel Medical College at Thomas Jefferson University (Jefferson) in Philadelphia. He is also the clinical lead for the digital technologies team within Jefferson's information systems and technology (IS&T) pillar. His role is to help bridge the gap as well as guide and lead the members of Jefferson's health care professionals in synergy with the talented innovators, designers, developers, and leaders within the digital technologies team. Their main aim is the pursuit of improving and accelerating the delivery of health care in the enterprise. He has been a published author, mentor, teacher and leader for various quality improvement and clinical operation projects within emerging health care technologies and enterprise. Dr. Naik's personal aspirations are to be an innovative entrepreneurial and intrapreneurial leader to evolve the future of medicine. He is on a journey to enhance the health care experience by empowering health care professionals using a cross-disciplinary approach by leveraging digital technology and human systems innovation. Dr. Naik trained at Sidney Kimmel Medical College for medical school (2016) and for his internal medicine residency (2019).



Krishnan Narasimhan, MD

Stamford Health Systems Learning Laboratory and Incubator
Stamford Health

Krishnan Narasimhan, MD, is an academic family medicine physician and the chair of the Department of Family Medicine at Stamford Health. He has over 15 years of experience in academic medicine at Howard University leading large scale programs in undergraduate and graduate medical education as well as a record of national leadership in health policy, primary care, and health care system transformation. He currently serves as president and board chair of Doctors for America (national independent advocacy organization of 21,000 physicians), past president of the DC Academy of Family Physicians, and on the Association of Departments of Family Medicine Healthcare Transformation Committee. Previously, he served as associate professor at Howard University College of Medicine, Chair of the W. Montague Cobb Committee (national dialogue on health equity and disparities), clerkship director, and residency faculty. He also developed the health systems science related undergraduate and graduate medical education curricula at Howard. He has led multi-state coalitions on health reform, Medicaid expansion, primary care infrastructure, health equity and covid vaccination. His research on state level family physician economic impacts has become a national standard, utilized extensively by national family medicine organizations. His training includes the 6-year BS/MD program at Penn State University and Jefferson Medical College, residency at the University of Connecticut, a primary care health policy fellowship at Georgetown University, Certificate in Health Policy at the Georgetown Public Policy Institute, Harvard Macy Scholar, and the Association of Departments of Family Medicine LEADS fellowship.



Shruti Patel, MD, MBA

Development of case-based workshops for health systems science curriculum

Loyola University Stritch School of Medicine

Dr. Shruti Patel graduated from Thomas Jefferson University in 2006. She trained at the University of Chicago in internal medicine and pulmonary & critical care, during which time she engaged in critical care outcomes research. As she transitioned into a clinical educator faculty position at Loyola in 2013, she was able to apply her knowledge of clinical protocol implementation to focus on quality improvement in the ICU. She has held leadership positions as medical director of the CAUTI Committee, Medical Intensive Care Unit, and Step Down Unit. She is now vice-chair for quality and patient safety for the Department of Medicine. In order to expand her understanding of health care systems, she completed an MBA in health care management through Loyola's Quinlan School of Business in 2019.



Dr. Patel has engaged with medical education throughout her career in medicine. She developed procedural and point of care ultrasound workshops for medical students, residents and fellows. She was previously clerkship director for the required 4th year ICU sub-internship. In 2020, she became course director for the inaugural health systems science course. This course is being developed as a longitudinal course for medical students at the Stritch School of Medicine. As medical school courses are transitioning from virtual to in-person learning, she aims to develop a series of case-based workshops for application of core concepts in the small group setting.

Tuhin Roy, MD, MPH

Tracing the roots of leaders: Evaluating leadership curriculum in a family medicine residency and establishing a path forward

Greater Lawrence Family Health Center

Tuhin Roy, MD, MPH, is a family medicine physician in Lawrence, MA. He currently serves as a core faculty member of the Lawrence Family Medicine Residency, where he co-leads the health systems management and leadership curriculum for all 43 residents. He is a recent graduate of the residency program and leadership curriculum himself and currently serves in medical leadership within his clinic system. One of his main interests in health systems is the integration of social drivers of health into clinical practice and building systems to help connect patients to care and services within the community.



As faculty, his main teaching interests include teaching residents skillsets needed to succeed as a physician leader in our changing world of medicine, especially in primary care. He has helped foster a leadership rotation for residents and worked to integrate residents as part of clinical leadership within their residency clinic.

Currently, he serves as part of the medical leadership within his community health center and utilizes the role to further advance resident engagement in leadership.

Margrit Shoemaker, MD

Integrated curriculum improving knowledge, skill and attitude around high value care for undergraduate medical learners

Geisinger Commonwealth School of Medicine

Margrit Shoemaker, MD, is a graduate of the University of Pittsburgh School of Medicine and completed her residency in internal medicine and fellowship in endocrinology and metabolism there. She is board certified in both. In addition to maintaining a clinical endocrinology practice, she has been instrumental in the clinical education of physician assistant students, medical students and residents. Dr Shoemaker joined clinical faculty of the Commonwealth Medical College (currently Geisinger Commonwealth School of Medicine [GCSOM]) as a regional assistant dean in 2010 and became assistant chair of internal medicine in 2012. She collaborated to create a simulation-based assessment of M4 student competency of the core Entrustable Professional Activities (EPAs) for GCSOM near graduates. Her special interest in quality improvement and patient safety (QIPS) led her to oversee development and implementation of a QIPS curriculum at GCSOM since 2016 which includes QI project immersion experience during the core clerkship year. She joined the Patient Safety Movement Foundation (PSMF) in 2017 as co-chair of its curriculum project. The “Patient Safety Curriculum” was released for implementation in January 2019. Dr. Shoemaker was invited by the PSMF to be a core group member to develop a patient safety fellowship and now serves as faculty for the first cohort of fellows. She is currently the co-lead for integration of health systems science content in the new Total Health curriculum at GCSOM. Dr. Shoemaker is married to Dr. Daniel Glunk. They have a daughter, Brigitta, and a son, Andrew.



Megan C. Smith, MSW, PhD

Building intentional, longitudinal interdisciplinary connections between preclerkship medical students and master of social work students

Warren Alpert Medical School
Rhode Island College

Megan C. Smith, MSW, PhD, (she or they) is an assistant professor at the Rhode Island College School of Social Work, teaching primarily in the first year generalist curriculum. She is also an adjunct assistant professor at the Warren Alpert Medical School of Brown University, where she co-directs Health Systems Science I and co-coordinates the Primary Care – Population Medicine program's patient navigation component. She has been a street outreach worker with the homeless community in Rhode



Island for the better part of the last two decades, a role which continues to both ground and energize her, especially when students join her for outreach. Her research interests emerge from her outreach and teaching work and include the criminalization of homelessness and poverty, housing policy, health care access, and models for community-based interdisciplinary education.

Nancy Sohler, PhD, MPH

**Health systems science track of
distinction at CUNY School of Medicine**
CUNY School of Medicine

Nancy Sohler, PhD, MPH, received pre- and post-doctoral training fellowships from the National Institute of Mental Health to complete her PhD in epidemiology at Columbia University and her post-doctoral training in mental health services research at the Institute of Health, Health Care Policy, and Aging Research at Rutgers University. She is an associate professor at the CUNY School of Medicine, Department of Community Health and Social Medicine where she conducts research and teaches. Dr. Sohler's research focuses on evaluating treatment programs in community-based settings for people living with HIV and people who use opioids. She teaches epidemiology, biostatistics and research methods to medical students and has acted as chair/co-chair of the CUNY School of Medicine Curriculum Committee for many years. In this capacity she has had a central role in developing and monitoring its novel training in community and population health. She also works with Haitian educators to develop research training courses for health care providers in Haiti. She spends her time outside of work hiking and cycling.



Lonika Sood, MBBS, MHPE

Assessing medical students' knowledge, attitudes and skills in patient safety, quality improvement and high value care

Washington State University

Dr. Lonika Sood is the clinical educational director for internal medicine at the Elson S. Floyd College of Medicine at Washington State University and associate professor in the Department of Medical Education and Clinical Sciences. She is also the acting associate dean for graduate medical education. She completed her MBBS degree from Maulana Azad Medical College, New Delhi, India and her internal medicine residency from Rochester General Hospital, New York. She holds a master's degree in health professions education and leadership from the University of Illinois at Chicago. She is a board-certified internal medicine physician practicing hospital medicine for the past 10 years.



Dr. Sood has served in a number of roles across organizations invested in medical education such as within the Association of American Medical Colleges, the Generalists of Medical Education, Society for Hospital Medicine, Alliance for Academic Internal Medicine and the American College of Physicians. She has also served as the chair for the Washington State University College of Medicine Curriculum Committee and on the faculty senate for the university, among other responsibilities. She is the course director for a number of courses in the college of medicine, including the patient safety, quality improvement and value-based care course for third-year medical students.

Kirsten Waarala, DO

Establishing a health systems science capstone at the transition to clerkship

Michigan State University College of Osteopathic Medicine

Kirsten Waarala, DO, currently serves as the senior associate dean for medical education at Michigan State University College of Osteopathic Medicine (MSUCOM) and is an assistant professor in the college's Department of Osteopathic Medical Specialties. After earning her Doctor of Osteopathic Medicine degree from MSUCOM, she completed a residency in internal medicine and a fellowship in infectious diseases. For 19 years, she served in various roles in graduate medical education, including residency program core faculty, internship program director, and director of medical education at Mount Clemens General Hospital (now McLaren Macomb) in Mount Clemens, Michigan and as vice president of medical education at Garden City Hospital in Garden City, Michigan. In 2015, she returned to MSUCOM as the assistant dean for the college's southeast Michigan sites and was promoted to associate dean in 2018 and senior associate dean in 2022. In this role, she oversees curriculum, instructional design and assessment, academic advising, and accreditation.



Dr. Waarala is certified in internal medicine by the American Osteopathic Board of Internal Medicine and is a fellow of the American College of Osteopathic Internists and of the Association of Osteopathic Directors and Medical Educators. In 2019, she was recognized as a fellow of the American Association of Colleges of Osteopathic Medicine Administrator Leadership Development Program. She has presented at numerous national meetings on topics in osteopathic medical education. She lives in Canton, Michigan with her wife, who is also an osteopathic physician; they have three children.

Francesca Williamson, PhD

**Integrating health systems science into a
transformative health equity education program**

Indiana University School of Medicine

Dr. Williamson (she/her/hers) is an assistant professor of pediatrics and an education specialist for graduate medical education at Indiana University School of Medicine. She is an interdisciplinary scholar by training, specializing in research methodology and education in science and medicine. Dr. Williamson's research broadly focuses on designing disciplinary learning experiences to support learners in developing the knowledge, skills and practices for advancing equity and justice in their scientific and professional work. Within graduate medical education, Dr. Williamson leads and collaborates with physician partners on various initiatives for health equity education, anti-racism in medicine, and resident as teacher training. She is currently leading the development of a two-year health equity education pathway for residents and fellows to strengthen their teaching, learning and communication for health equity. Dr. Williamson is also a health services researcher, focusing on racial health care equity in patient experience. She studies recordings of doctor-patient interactions to characterize how particular ways of using language or interacting, verbally and non-verbally, facilitate or undermine the quality of patient experience. Using insights from this research, she develops evidence-based role-play training activities to support trainees in recognizing potential sources of health care inequity and strengthening their communication skills. Beyond educational and research activities, Dr. Williamson is a trauma-informed care champion. She contributes to systems-based efforts to reduce the potential for re-traumatization for learners, patients and colleagues who experience racial, historical and other traumas within health systems and education. Dr. Williamson views this work as serving the critical goals of diversifying medicine and advancing health equity.



Annise Wilson, MD

Creating and implementing a health systems science curriculum at a neurology residency program

Baylor College of Medicine

Dr. Annise Wilson is a board-certified neurologist and sleep medicine specialist currently serving as the associate program director for the Baylor neurology residency program. She received her medical degree from the University of Texas (McGovern) Medical School at Houston and completed her neurology residency and sleep medicine fellowship at Northwestern University in Chicago. Upon completion, she returned to Houston and became an assistant professor at Baylor College of Medicine. Dr. Wilson is passionate about projects involving quality improvement and patient safety, which she coordinates with the neurology residents. She also serves as a mentor for undergraduate students, medical students, and residents. Dr. Wilson is excited to participate in the AMA-Health Systems Science Scholars Program as she is eager to develop a new innovative curriculum for the neurology residency program.





Health Systems Science Scholars Program

Faculty

Jed Gonzalo, MD, MS

Co-director, AMA Health Systems Science Academy
Professor of Medicine and Health Systems and
Implementation Science
Senior associate dean for Medical Education
Virginia Tech Carilion School of Medicine

Dr. Jed Gonzalo graduated from the University of Scranton in 2002 (BS biology/philosophy), receiving the Frank O'Hara Gold Medal Award (awarded to the student with the highest GPA). Jed received his MD degree from Penn State College of Medicine in 2006, being inducted into Alpha Omega Alpha Honor Society and chosen by his classmates as "Classmate you would most want as your physician." He completed his internal medicine residency and chief residency at the Beth Israel Deaconess in Boston, where he was an instructor at Harvard Medical School, and awarded the Lowell McGee Award, which is given to the resident who most demonstrates the "fundamental importance of teaching and to the spirit and substance of being a physician." Following residency, Jed completed a fellowship at the University of Pittsburgh in general internal medicine/medical education, earning a Master of Science in medical education/clinical research.



He has implemented 15+ programs related to health systems education, which have garnered national recognition from the Washington Post, Wall Street Journal, US News and World Report, NPR radio and AMA newswire. Jed has a well-established track record for scholarship, and in particular, multi-institutional collaborations. He is the lead author/editor of several textbooks and has received funding from the AMA, AAMC, HRSA, CTSI, and Josiah Macy Foundation (Faculty Scholar Award). He mentors 25+ students, residents and faculty per year.

Kevin Heckman, MBA

Co-director, AMA Health Systems Science Academy

Director, product development

American Medical Association

Kevin is the director of product development for the Medical Education unit of the American Medical Association, working to identify promising innovations in medical education and help disseminate them across the medical education continuum. Before that, he spent two years as a consultant at Bain & Company, working in medtech, technology and private equity. While getting his MBA at the Kellogg School of Management at Northwestern University, Kevin was the Center Manager of the Graham Clinical Performance Center at University of Illinois at Chicago.



Robin R. Hemphill, MD, MPH

Chief of staff

Cincinnati VA Health System

Dr. Robin Hemphill is a graduate of George Washington University Medical School. She completed an internship in internal medicine followed by emergency medicine at the Joint Military Medical Centers in San Antonio, TX. After residency she was on active duty at Brooke Army Medical Center as an attending physician.



After the completion of her military obligation, she joined the faculty at Vanderbilt University in the Department of Emergency Medicine as the associate program director. She published in a variety of areas while at Vanderbilt and was involved in curriculum development and implementation of disaster preparedness issues for students, residents, nurses and faculty within the university. Previously she was the medical director for the Tennessee State HRSA Hospital Bioterrorism Preparedness Program as well as for the National Center for Emergency Preparedness at Vanderbilt. During this time, she was also the president of the Tennessee College of Emergency Physicians. While at Vanderbilt she completed a master's in public health with a focus on syndromic surveillance and also was awarded a Robert Wood Johnson (RWJ) Health Policy Fellowship serving as a health legislative assistant in the office of Senator Jeff Bingaman.

Following her RWJ Fellowship she worked in the Emory Healthcare System as the quality and safety officer for the emergency departments until she was recruited to be the chief patient safety officer of the Veteran's Health Administration. She served for over six years focusing on system wide improvements in patient safety. She was also the interim assistant deputy undersecretary for quality, safety and value on several occasions allowing for a wider focus on both safety and quality improvement across the enterprise.

Dr. Hemphill was appointed as the chief of staff for the Cincinnati VA Medical Center on August 31, 2020.

Prior to her appointment, Dr. Hemphill served as the chief quality and safety officer and associate dean for quality, safety and service at Virginia Commonwealth University in Richmond, Virginia since 2017.

Jung G. Kim, PhD, MPH

Course director, assistant professor

Kaiser Permanente Bernard J Tyson School of Medicine

Jung G. Kim, PhD, MPH, is assistant professor of health systems science and co-director of service-learning at the Kaiser Permanente Bernard J. Tyson School of Medicine (KPSOM). As founding faculty at KPSOM, Jung teaches medical students in the longitudinal service-learning course, health care systems and society, and community and population health, and works with the Office of Assessment and Evaluation to develop the school's competency-based assessment system. He is a graduate of the University of California, Berkeley's School of Public Health, receiving an MPH and PhD in health policy, and investigating the intersection of health services with professional education, focusing on the organizational behavior and performance of graduate medical education. Jung's current research studies the Accreditation Council for Graduate Medical Education System-Based Practice Milestones, physician social accountability, team effectiveness in health systems science, and the role of quality measures to improve assessments across the continuum.



Luan Lawson, MD, MAEd

Senior associate dean for medical education and student affairs
Virginia Commonwealth University

In July 2021, Luan Lawson joined Virginia Commonwealth University as the senior associate dean of medical education and student affairs. Her academic interests have focused on undergraduate education, with expertise in curriculum development, assessment and team training. As the principal investigator of the American Medical Association (AMA) Accelerating Change in Medical Education grant to East Carolina University's Redesigning Education and Accelerating Change in Healthcare (REACH) program, the REACH team designed and implemented the 1) the Teachers of Quality Academy faculty development program, 2) the Leaders in Innovative Care Distinction Track for medical students, and 3) a longitudinal curriculum in health systems science. Her work with the AMA Accelerating Change in Medical Education Consortium has focused on defining and codifying the principles of health systems science and developing curricula needed to teach these competencies to medical students and health care professionals.



During Dr. Lawson's tenure as director of undergraduate medical education in emergency medicine, she developed and instituted a required emergency medicine clerkship with a simulation-based curriculum for fourth-year medical students and collaborated in the development of the National Clinical Assessment Tool in Emergency Medicine, a standardized assessment tool utilized in clerkships across the country. Dr. Lawson serves on the National Board of Medical Examiners Emergency Medicine Advanced Clinical Exam Task Force and is a past president of the Clerkship Directors of Emergency Medicine.

Rosalyn Maben-Feaster, MD, MPH

Associate professor of obstetrics and gynecology
Associate director of the women's health division
Michigan Medicine
Director of health systems science curriculum thread
University of Michigan Medical School

Dr. Rosalyn Maben-Feaster earned her undergraduate degree in cellular and molecular biology from the University of Michigan. She then began medical school at the University of Michigan Medicine School as she saw becoming a physician as a way to combine her passion for science with her desire to serve her community. While in medical school she pursued extracurricular activities that involved community outreach. These experiences sparked her interest in learning more about the other factors that impact the provision of health care and health outcomes and led her to pursue a Master of Public Health in Health Management and Policy as well. After earning a dual degree in medicine and public health, she completed her residency training in obstetrics and gynecology at the University of Michigan. Since residency she has been active in the American College of Obstetricians and Gynecologists as she saw this as an opportunity to advocate for her patients and for women's health care providers with local, state and federal government. She currently serves as the District V Young Physician Representative and serves on the board of the Michigan Council of Maternal and Child Health, an organization that works tirelessly to ensure that state legislative efforts reflect priorities that optimize maternal and child health.



She is currently an associate professor at University of Michigan Health where she serves as the director of health systems science (HSS) for the medical school and co-director for the global health and disparities path of excellence. She enjoys using her passion and life experiences to implement a longitudinal curriculum in HSS that will ensure that the next generation of physicians from the University of Michigan Medical School will be equipped to practice medicine in an ever-changing environment and feel empowered to make positive change resulting in better health of our local communities, our country and the world.

Rachel Salas, MD, Med

Professor

Johns Hopkins Medicine

Dr. Salas is a professor in the Department of Neurology at Johns Hopkins Medicine with a joint appointment in the School of Nursing. She is board certified in sleep medicine and neurology. Dr. Salas is the assistant medical director and the director of ambulatory sleep services at the Johns Hopkins Center for Sleep and Wellness. Dr. Salas has been the director of the neurology clerkship for over a decade. She is the chair of the Undergraduate Education Subcommittee for the American Academy of Neurology and is an appointed member of the Alliance for Clinical Education. She is the director of interprofessional education and collaborative practice for the School of Medicine and a co-director for interprofessional teaming for the High Value Practice Academic Alliance. Dr. Salas is also the founder and co-director of the Johns Hopkins Osler Apprenticeship Program (in neurology), a medical education research program for senior medical students and the Johns Hopkins PreDoc Program, a pipeline premedical college program. Dr. Salas is a certified professional life coach and certified strengths coach and uses a strength-based approach and coaching to connect to, support, and develop those involved with her educational mission and clinical practice. Dr. Salas is a 2019-21 Josiah Macy Scholar, a 2019-20 AMA Health Systems Science Scholar and a 2021 AQA Leadership Fellow. She is a graduate of the Master of Education for Health Professionals Program at the Johns Hopkins School of Education.





Health Systems Science Scholars Program

Co-Faculty

Amy Christison, MD

Associate professor of pediatrics

University of Illinois College of Medicine, Peoria

Amy Christison, MD, is an associate professor in the Department of Pediatrics at the University of Illinois College of Medicine (UICOM), Peoria. As the health care systems theme lead for UICOM she has been leading the college-wide integration of health systems science content into the medicine curriculum since 2016. She is an obesity medicine certified general pediatrician with previous experience in health care systems leadership. Her scholarly focus is on childhood obesity prevention and management, practice-based interventions, and health and community systems design solutions. As the assistant pediatric residency program director, she oversees trainee scholarly work and curriculum in research methodology and health systems science. She is also the medical director of Healthy Kids U, an interdisciplinary pediatric weight management program at Children's Hospital of Illinois, which is a teaching site for clinical interprofessional education.



Ronan Hallowell, EdD, MA

Assistant professor of clinical medical education

Keck School of Medicine of the University of Southern California

Ronan Hallowell, EdD, MA, is an assistant professor of clinical medical education at the Keck School of Medicine of the University of Southern California (USC). He is director of the Health Justice and Systems of Care required longitudinal course in the MD program. He serves as an associate director of the USC Center for Mindfulness Science which is a collaborative hub for interdisciplinary research and innovation in the practice of mindfulness. Dr. Hallowell is a founding faculty member in the Narrative Medicine MS degree program at Keck and a faculty affiliate at the Gehr Family Center for Health Systems Science and Innovation. He also conducts research on curriculum design, health justice education, the medical humanities and cross-cultural perspectives on medicine.



Natalie E. Karp, MD

Assistant professor, Urogynecology
OBGYN clerkship director
Health systems science and interprofessional practice domain co-leader
Carilion Clinic/Virginia Tech Carilion School of Medicine

Dr. Karp is a urogynecologist and assistant professor in the Department of Obstetrics and Gynecology at Virginia Tech Carilion School of Medicine (VTC SOM) and has been a dedicated participant in medical education since her arrival in 2017. She earned her MD from Virginia Commonwealth University, winning the Eric C. Schelin Award for Most Outstanding Student in Obstetrics & Gynecology, and completed her residency in obstetrics and gynecology at the University of Virginia, during which time she was the recipient of the Anne L. Brodie Outstanding Resident Clinician Award. Dr. Karp completed her fellowship in female pelvic medicine and reconstructive surgery/urogynecology at the University of Michigan.



Dr. Karp is the current OBGYN clerkship director for VTC SOM and served as a faculty co-adviser for the Virginia Tech Carilion (VTC) Group on Women in Medicine and Science chapter from 2018-2021. Dr. Karp is a recipient of the OBGYN Department's 2019 APGO Excellence in Teaching Award and the TEACH Rising Star Award. Curriculum development is a career interest of hers and one about which she is passionate. She is the co-director of the school of medicine's new health systems science and interprofessional practice domain and is committed to contributing to innovation and growth of the clinical curriculum to meet ever-changing healthcare needs.

Stephanie Mann, MD, MS, HPed

Associate dean for clinical undergraduate medical education
University of Toledo College of Medicine

Stephanie Mann MD, MS, HPed, is the associate dean for clinical undergraduate medical education and a professor of medical education and ob/gyn at the University of Toledo College of Medicine and Life Sciences. Dr. Mann provides oversight and leadership for the clinical education enterprise at her institution. She has worked in multiple educational venues and has had multiple roles (course director, residency program director, CREOG exam committee member) across the continuum of medical education. Dr. Mann is a former residency program director and led an institution-wide curriculum for the implementation of residency quality improvement education. She also received funding for and developed a longitudinal health systems science curriculum for the University of Vermont LIC program. In 2019, Dr. Mann received a master's degree in health professions education. Her current educational and research focus is curriculum design, implementation and evaluation with a focus on educational and health equity within the context of health systems science competencies throughout undergraduate medical education. Dr. Mann is also involved with AAMC endeavors focusing on anti-racism in medical education, clinical skills assessment, and a multidisciplinary rapid action taskforce that is focused on reproductive education and health care in our current landscape. Dr. Mann participated in the AMA HSS Scholars program in 2019.



Karen Segerson, MD

Director of quality improvement systems for undergraduate medical education

University of Washington School of Medicine

Dr. Segerson is the director of quality improvement systems for undergraduate medical education at the University of Washington School of Medicine. She is the curricular theme lead for health systems science. She has worked in medical education programmatic administration, faculty development and curricular development for over 15 years. She completed post-graduate training in quality improvement and patient safety through the Medical Scholars Medical Education Research Program at the University of Utah, the Center for Scholarship in Quality Improvement and Patient Safety Certificate Program at the University of Washington, and the Institute of Industrial and Systems Engineers Six Sigma Certificate program through the University of Southern California. An area of focus for her is in educational quality improvement. Her most recent scholarly efforts have been directed toward improving diversity support through the medical school admissions process, integrating the health systems curriculum with health justice curricular components, and enhancing systems support of learner well-being in undergraduate and graduate medical education. She practices perioperative medicine at the University of Washington Medical Center. She enjoys skiing, hiking, swimming, triathlon and playing with her three children and two dogs.



Jordan Warchol, MD, MPH

Assistant professor organization

University of Nebraska Medical Center

Jordan M. Warchol, MD, MPH, is an emergency physician, educator and health policy specialist. While in medical school at the University of Nebraska Medical Center, Dr. Warchol took an interest in physician advocacy and later won the Resident Advocate of the Year award by the Nebraska Medical Association. She completed a Master of Public Health with a concentration in health policy at George Washington University, and also worked in the office of Senator Orrin Hatch, a prolific health care policymaker



throughout his more than four decades in the Senate. She is currently an assistant professor in the Department of Emergency Medicine at the University of Nebraska Medical Center, where she is the course director for the health systems science curriculum. She also serves as the chair of the Nebraska Medical Association political action committee and sits on the board of directors of the Nebraska Medical Association. She was recognized as the Nebraska Young Physician of the Year by the medical association in 2019. She is involved in the American Medical Association, where she serves as a delegate representing the Nebraska Medical Association and founded the Rural Health Caucus. She also is involved in the American College of Emergency Physicians. Dr. Warchol's policy interests include rural medical care, drug policy, and policy education for physicians.

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