



Health Systems Science Academy

2021–2022 Scholars Program



Welcome!

Welcome to the 2021-2022 AMA Health Systems Science (HSS) Scholars Program. The HSS Scholars Program, the flagship program of the American Medical Association Health Systems Science Academy, is intended to provide development and mentoring to those faculty with responsibility for the implementation of HSS curricula in undergraduate or graduate medical education. Specifically, the program will provide scholars with the skills and tools necessary to design, implement and evaluate HSS curricula at their local institutions. In addition, through mentoring by national faculty experts in HSS, scholars will acquire the skills needed to advance as a teacher, an education program administrator and a leader in HSS.

The AMA Health Systems Science Academy, directed by Dr. Maya Hammoud and Dr. Jed Gonzalo, 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 Triple Aim: improved patient experience, improved health of populations and reduced cost of care. 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 HSS as well as curriculum development and implementation. We appreciate your participation and your passion for HSS.



Sanjay V. Desai, MD
Group Vice President, Medical Education



Maya M. Hammoud MD, MBA
Senior Adviser

AMA Staff

John Andrews, MD

Vice President, GME Innovations

Sarah Ayala, MEd

Project Manager

Joaquin Baca, MSPH

Director, Diversity, Equity and Inclusion

Christine Daly

Project Administrator

Sanjay V. Desai, MD

Chief Academic Officer/Group Vice President

Victoria Stagg Elliott, MA

Technical Writer

Donna Frey

Staff Assistant

Maya Hammoud, MD, MBA

Special Adviser

Emily Harding

Project Coordinator

Kevin Heckman, MBA

Director, Product Development

Tyler Kinney

Staff Assistant, GME/UME

Lisa Ksandr

Project Administrator

Kimberly Lomis, MD

Vice President, UME Innovations

Katie Pajak

Project Manager

Judee Richardson, PhD

Director, Research and Program
Evaluation

Sally Santen, MD, PhD

Special Adviser

Betsy Shea

Director, GME Collaborations

Eric Van Rite, MPH, PhD

Senior Research Associate

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>

Accelerating Change in Medical Education online community:

<https://innovationmatch.ama-assn.org/groups/ace-community/>

Health Systems Science Scholars Program

Scholars

Premchand Anne.....	5
Sonia Bharel.....	6
Thomas Bishop.....	7
Courtney Brantley.....	8
James Carlson.....	9
Augustine Chavez.....	10
Kasi Chu.....	11
J. Marietta Clewing,.....	12
Jessica Davila.....	13
Karin Esposito.....	14
Devibala Kelur Govindarajan.....	15
Theresa Green.....	16
Laura Grima.....	17
Geoffrey Hayden.....	18
SueLin Hilbert.....	19
Greg Jacobs.....	20
Lara Johnson.....	21
Jonathan Lichkus.....	22
Janet Lieto.....	23
Audra Meadows.....	24
Hoveda Mufti.....	25
Daniel Neghassi.....	26
Avtar Nijjer-Sidhu.....	27
Sam Pak.....	28
Heidi Pareja.....	29
Yasmin Pedrogo.....	30
Parvathy Pillai.....	31
Maria Robles.....	32
David Satin.....	33
Tobie-Lynn Smith.....	34
Cara Stephenson-Hunter.....	35
Beatriz Tapia.....	36
Cayla Teal.....	37
Christopher Waasdorp.....	38
Gregory Wallingford.....	39
Andrew Wickerham,.....	40
Marc Willis.....	41

Faculty

Jed Gonzalo.....	42
Maya M. Hammoud.....	43
Robin R. Hemphill.....	44
Jung G. Kim.....	45
Luan Lawson.....	46
Rosalyn Maben-Feaster.....	47
Rachel Salas.....	48
Sally Santen.....	49

Co-Faculty

Amy Christison.....	50
Ronan Hallowell.....	51
Lisanne Hauck.....	52
Natalie Karp.....	53
Stephanie Mann.....	54
Valerie Press.....	55
Karen Segerson.....	56
Jordan Warchol.....	57



Premchand Anne, MD, MPH, MBA

Quality improvement for continuity of patient care in the ambulatory resident

Ascension St. John Children's Hospital

Dr. Anne is a pediatric cardiologist at Ascension St. John Children's Hospital and is a clinical associate professor of pediatrics and internal medicine at Wayne State University School of Medicine. His clinical practice involves care of pediatric patients with congenital and acquired cardiovascular disorders, adult patients with congenital heart disease, and pediatric and adult patients with dyslipidemias. He is the director for the division of pediatric cardiology and the program director for the pediatric residency program at Ascension St. John Children's Hospital, Detroit, Michigan.

He has served as a consultant to the Pediatric Advisory Committee and currently serves as a member of the Pediatric Advisory Committee for the Office of Pediatric Therapeutics at the United States Food and Drug Administration. He is also the chair of the Southeast Michigan Center for Medical Education Pediatrics Committee. Dr. Anne is involved in teaching medical students, residents and fellows at Ascension St. John Hospital. He is involved in academic and research mentoring of medical students, residents and fellows. Dr. Anne is a manuscript reviewer for multiple journals and is the co-editor of *Chronic Disease and Disability: The Pediatric Heart*.



Sonia Bharel, MD

HSS GME champions: Integrating health systems science into graduate medical education

Thomas Jefferson University Hospital

Dr. Sonia Bharel is a hospitalist and clinical assistant professor in the Department of Medicine at Thomas Jefferson University Hospital (TJUH). Dr. Bharel received her BA in anthropology at New York University (2012) and her medical degree (MD) at the Stony Brook University School of Medicine (2017). She completed her internal medicine residency at TJUH (2017-2020) and was subsequently nominated to serve as a chief resident the following year (2020-2021). Her educational focus during her chief year was patient safety and quality improvement, where she helped to restructure the patient safety curriculum and managed multiple group improvement projects. Dr. Bharel most recently joined the TJUH Hospital Medicine group in July 2021. In addition to her clinical work, she has created a new health systems science curriculum for the internal medicine residency program at TJUH and is the faculty lead overseeing this educational experience. She is currently the principal investigator for the 2021-2022 AMA Accelerating Change in Medical Education Innovation Grant award, which will help fund and support providing health systems science education at the graduate medical education level. In her spare time, she loves neighborhood exploration, travel, trying new foods and spending time with her loved ones.



Thomas Bishop, PsyD

Finding best practices in instruction and community care: An interprofessional training approach to health systems science for predoctoral and family medicine residents

University of Michigan

Thomas W. Bishop received his PsyD in clinical psychology from Wheaton College and his MA in general/experimental psychology from Central Michigan University. He is currently an assistant professor in family medicine and an assistant director of the family medicine residency at the University of Michigan. He also serves as the director of interprofessional education in the Department of Medicine. Dr. Bishop has experience in pediatric and behavioral integrated primary care, as well as experience in organizational change and leadership. His areas of professional interest are interprofessional education and collaboration, behavioral primary care integration, pediatric psychology and rural health.



Courtney Brantley, MD

Creating a longitudinal health systems science curriculum at a new four-year medical school

Atrium Health, Wake Forest School of Medicine

Courtney Brantley, MD, is an academic pediatric hospitalist at Atrium Health Levine Children's Hospital in Charlotte, North Carolina. She completed her medical training at the University of North Carolina School of Medicine in 2015. She then went on to complete her pediatric residency and chief residency at Levine Children's Hospital in Charlotte. After completing chief residency, Dr. Brantley remained on faculty at Levine Children's Hospital where she currently practices and is highly involved in both undergraduate and graduate medical education. She currently serves as the co-clerkship director for pediatrics for the third year and also co-chairs the Transition to Residency Course in the fourth year. Within these roles she has been able to incorporate and create innovative curricula, including an escape room challenge for students. As a faculty member within the pediatric residency program, she is involved in the program's advanced advocacy track and simulation curriculum and plans the program's academic half-day educational series. In addition to the above roles, Dr. Brantley will be involved in the development of a new four-year medical school in Charlotte that will be affiliated with Wake Forest School of Medicine. The new school has plans to open in 2023, and Dr. Brantley has a particular interest in combining all her interests to help create a longitudinal health systems science curriculum for medical students. In her free time, Dr. Brantley enjoys spending time with her husband and their Labrador retriever.



James Carlson, MS, PhD

Incorporation of health systems science principles into interprofessional simulation-based training and debriefing

Rosalind Franklin University of Medicine and Science

Dr. Carlson is vice president for interprofessional education and simulation and a member of the physician assistant faculty at Chicago Medical School and the interprofessional faculty at Rosalind Franklin University (RFU). In this role he oversees the DeWitt C. Baldwin Institute for Interprofessional Education, simulation-based teaching and assessment, and clinical anatomy initiatives.

Dr. Carlson received his PhD in interprofessional healthcare studies from RFU in 2012 and a Master of Science in Physician Assistant Practice from RFU in 2021. Dr. Carlson teaches in a number of university programs with an emphasis on clinical decision making and clinical skills. He is a member of the RFU Master Teachers Guild where he mentors others in teaching and assessment across university programs. Under Dr. Carlson's leadership the Department of Healthcare Simulation at RFU has been awarded accreditation by the Society for Simulation in Healthcare with an emphasis on teaching and assessment. This accreditation places RFU within a top tier of simulation programming both nationally and internationally.

Dr. Carlson's scholarly interests focus on diagnostic reasoning behaviors, simulation-based performance assessment, the role of simulation in team training, interprofessional education, and integrating health systems science competencies into the foundational education of a wide range of health professionals. As a Health Systems Science Scholar Dr. Carlson hopes to advance educational programming that incorporates health systems science principles into interprofessional education and simulation programming that better prepares RFU graduates to practice in a data driven and collaborative approach that improves patient care.



Augustine Chavez, MD

Longitudinal assessment of population-centered care domain

Mayo Clinic Arizona

Dr. Chavez graduated from the University of New Mexico School of Medicine and completed his family medicine residency at the University of New Mexico Department of Family and Community Medicine in 2009. After graduation he worked at a large federally-qualified health center, where he was the educational leader for the family medicine residency and held practice leadership roles, including serving as medical director. He joined Mayo Clinic Arizona in 2015. He is the vice-chair of clinical practice in the Department of Family Medicine. He is the co-director of the student community clinic—a longitudinal early clinical experience focused on teaching students about social determinants of health in an underserved setting and is the population centered care domain leader in the Mayo Clinic Alix School of Medicine Science of Health Care Delivery curriculum. His research interests are in health equity and population health.



Kasi Chu, MD, MPH

Health systems science curriculum implementation in the undergraduate medical education post-clerkship period

Uniformed Services University of the Health Sciences

Dr. Kasi ("kay-see") Chu is vice chair of medical education in the Department of Preventive Medicine and Biostatistics at the Uniformed Services University of the Health Sciences (USU) in Bethesda, Maryland. She also serves as teaching faculty within its general preventive medicine residency.

Dr. Chu is an adolescent and preventive medicine physician. She graduated from the Northeast Ohio Medical University's BS/MD program and then completed her two residencies and a fellowship at several Department of Defense GME locations. Previous work assignments include the inaugural young adult medicine position at the United States Air Force Academy; a career-broadening tour in global health engagements; and most recently, the chief medical officer at the 15th Medical Group at Joint Base Pearl Harbor-Hickam, where she also served as an Air Force liaison to the Defense Health Agency's tri-service medical integration initiative.

Dr. Chu's research interests include health literacy and health equity. She is a passionate advocate of humanism in medicine and health systems science curricular implementation and serves as an assistant professor for each within USU's respective undergraduate medical education components.

Dr. Chu is honored to join the AMA's Health Systems Science Scholar Program where she will focus on the implementation of health systems science curriculum into the undergraduate medical education post-clerkship period.



J. Marietta Clewing, MD

Does the introduction of the SOAP-V note improve patient centered care and student's readiness for internship?

Texas A&M/Houston Methodist Hospital

Dr. Clewing is a board-certified Internist. She received her medical degree from “Freie Universität” in Berlin, Germany. Prior to entering her U.S. residency training, Dr. Clewing held a research appointment in the Human Genetics Department at Baylor College of Medicine. She then joined the internal medicine residency program at Jacobi-Einstein College of Medicine in the Bronx, New York. After her U.S. residency, she joined Houston Methodist Hospital as an academic hospitalist. Dr. Clewing always has always had a strong interest in medical education and is actively involved in UME and GME. Since 2013, she has served as the clerkship director for internal medicine at Texas A&M/Houston Methodist Hospital. Dr. Clewing played an integral role in developing the student program at her institution and was selected to be the executive clerkship director, overseeing all regional campuses for Texas A&M. In 2018, Dr. Clewing became the associate program director for the internal medicine residency program at Houston Methodist. She has been involved in curricular development and serves on various committees for the residency program as well as for the College of Medicine at Texas A&M. Dr. Clewing was appointed to co-chair the health systems science working group to develop a longitudinal core curriculum to be implemented in 2022. In 2021/22, Dr. Clewing is chairing the Texas A&M College of Medicine Curriculum Committee. Dr. Clewing has received several awards for her contributions to teaching, mentoring and humanism in medicine. In July 2019, Dr. Clewing was inducted into the Academy of Distinguished Medical Educators of College of Medicine.



Jessica Davila, PhD

Developing an informatics and data science curriculum for medical students to improve health care delivery and outcomes

Baylor College of Medicine

Jessica Davila, PhD, is an associate professor of medicine at Baylor College of Medicine (BCM) and a research scientist at the Center for Innovations in Quality, Effectiveness and Safety (IQuEST) in Houston. She is a clinical epidemiologist and health services researcher with expertise in using electronic health record data for research. Dr. Davila is a recent graduate of the Master Teacher Fellowship Program at BCM. Since 2019, she has served as the course director of the Research and Populations in Medicine Course at BCM. This team-based learning course is taught to all first-year medical students over a 16-week period and includes various topics in health systems science. In addition, she is a founding member of the BCM Curriculum Renewal Evaluation Workgroup, which is charged with developing and implementing a new, innovative curriculum slated to begin in 2023. In this role, she is providing guidance to the workgroup about how topics in health systems science can be integrated and delivered to all medical students as they progress through their training. Dr. Davila serves as the co-director of the NIH/VA Big Data Scientist postdoctoral fellowship program at IQuEST and works with the VA Office of Academic Affiliations on developing and evaluating several post-doctoral training and faculty development initiatives. In her free time, she teaches yoga, loves to travel and enjoys attending local sporting events with her family.



Karin Esposito, MD, PhD

Health systems science: Content distribution and professional identity formation

Roseman University of Health Sciences

Dr. Karin Esposito is a professor and the senior executive dean for academic and student affairs at Roseman University College of Medicine, a new medical school in development at Roseman University of Health Sciences. Dr. Esposito received her PhD in biochemistry and molecular biology, as well as her MD, from the University of Miami, and she completed her residency training in psychiatry at Jackson Memorial Hospital in Miami, Florida.

Prior to coming to Roseman, Dr. Esposito served as the executive associate dean for student affairs and as associate dean for curriculum and medical education at Florida International University (FIU) Herbert Wertheim College of Medicine (HWCOC). Dr. Esposito was also the founding program director for the psychiatry residency at Citrus Health Network. During her tenure as curriculum dean, she launched the participation of HWCOC in the Association of American Medical College's "Core Entrustable Professional Activities for Entering Residency" pilot project and was co-leader for HWCOC's first American Medical Association "Accelerating Change in Medical Education" consortium grant. Dr. Esposito also has experience in clinical leadership, serving as the associate chief medical officer for mental health and interim associate chief medical officer/chief of service for ambulatory services and corrections health at Jackson Health System in Miami, Florida. She was on the faculty of the University of Miami Miller School of Medicine for ten years prior to her tenure at FIU. Her research interests have spanned basic and clinical research, education research, and hospital-based quality improvement research at various times in her career.



Devibala Kelur Govindarajan, MD

Work in progress: Creating physician leaders

Wayne State University School of Medicine

Dr. Devibala Kelur Govindarajan, MD, is the director of integrated case-based and problem-based learning curriculum as well as the course director of human disease foundation for the Wayne State University School of Medicine. As an assistant professor of anesthesiology and basic medical science faculty, Dr. Govindarajan has the overall responsibility of continuous and comprehensive delivery of integrated course content for the preclerkship curriculum.

Dr. Govindarajan is a committed and compassionate physician with rich experience in hospital and clinical settings in both acute and primary care. She is an accomplished medical educator with more than ten years of experience in teaching basic medical sciences and clinical therapeutics to diverse students from all over the world. She headed the Clinical Pharmacology Therapeutics & Prescribing Unit at Newcastle University and also served as a basic medical science faculty, case-based instruction facilitator in the University of Arizona, College of Medicine, Phoenix before joining the Medical Education Department at Wayne State University School of Medicine.

Dr. Govindarajan received her medical degree from Govt. Kilpauk Medical College, Chennai. She completed her anesthesiology residency and doctoral studies in clinical pharmacology from Stanley Medical College and Hospital in 2010. She also received her training in health professions education from the University of Michigan in 2020.

She has won many national and international laurels for her excellence in medical teaching. Her research interests include medical education innovation, health systems science and clinical therapeutics.



Theresa Green, PhD, MBA, MS

University of Rochester KEE (knowledge, empathy, equity) curriculum for health systems

University of Rochester Medical Center

Theresa Green, PhD, MBA, MS, is the director of community health education and policy at the University of Rochester Medical Center's Center for Community Health & Prevention (CCHP) and assistant professor in public health sciences at the School of Nursing. Dr. Green's interests center in the intersection of health care delivery and community to improve population health. Her educational research interests focus on the effectiveness of experiential learning for millennial students as a modality to teach the importance of non-medical determinants of health. Dr. Green co-led the successful University of Rochester application for the Carnegie Foundation Community Engagement Classification awarded for the first time to the University of Rochester in January 2020. She teaches medical students, graduate public health and nursing students and is creating a curriculum framework for teaching health equity to medical residents.

Dr. Green also leads the community health improvement planning process and implementation for Monroe County and chairs the Hospital Association of New York (HANY's) Community Health Task Force for community benefits. She currently serves as the president of the Board of Health for Monroe County.

Before coming to Rochester, Dr. Green was the director of community health planning for a local health department in southwest Michigan and has a clinical background as a certified anesthesiologist assistant with over 20 years of clinical experience.



Laura Grima, MD

Promedica Monroe family medicine residency health systems curriculum

Promedica Monroe Regional Hospital

Laura Gonzalez Grima MD, MBA, is a family medicine physician in Monroe, Michigan. She is the Promedica Monroe Regional Hospital (PMRH) family medicine residency program's associate program director and the transitional year residency program's associate program director. Dr. Grima graduated from Wayne State University School of Medicine in Detroit Michigan in 1999 and completed her Master of Business Administration degree in 2013 from Michigan State University. She has been a family medicine physician for almost 20 years with the last six years in graduate medical education. Dr. Grima was born and raised in Southeast Michigan, has been married for over 25 years, and has two children. She is newly appointed to the associate program director position(s), and her primary focus will be updating and creating new curriculum for the PMRH family medicine residency program.



Geoffrey Hayden, MD

Health literacy screening: Developing a novel value-added role for preclerkship medical students

Thomas Jefferson University

Geoff Hayden, MD, is an associate professor of emergency medicine (EM) at the Sidney Kimmel Medical College at Thomas Jefferson University in Philadelphia. He serves as the physician director of clinical experience, a preclerkship medical student program centered on social determinants of health screening with targeted interventions directed toward identified social needs. He is also core faculty in the Jefferson EM residency and works clinically in a busy urban ED, several urgent care sites, and (sadly) may be reached 24/7 on telemedicine.

Geoff received his MD from the University of Virginia, then completed his EM residency at Vanderbilt followed by a fellowship in emergency ultrasound at the Hospital of the University of Pennsylvania.

He returned to Philadelphia in 2017 to join the faculty of Jefferson's Health Design Lab, where he discovered a passion for design thinking, value-based care, and confronting the social needs of a complex Philadelphia patient population.



SueLin Hilbert, MD, MPH

Emergency medicine faculty needs assessment to promote and develop health systems science curriculum in graduate medical education

Washington University in St Louis

SueLin Hilbert MD, MPH, is an assistant professor of emergency medicine at Washington University in St. Louis. A Utah mountain girl rerooted in the bluffs of Missouri, SueLin has spent the last 15 years honing her craft of emergency medicine, exploring her passion for resident education, cultivating her commitment to global health and chasing the elusive “work/life balance.”



Greg Jacobs, DO

Working with and leading teams

Alabama College of Osteopathic Medicine

Greg Jacobs, DO, is a board-certified emergency physician with 20 years of clinical experience. Greg's interests have led him to the recent completion of fellowship training in global health. Greg's unique interactions as an emergency and front-line physician in both academic medical centers and community hospitals over the years have revealed the brokenness and failures of a system that needs physician leadership. Historically, physicians have had minimal education related to the operating of the industry they invest to enter. This educational deficit has contributed to frustrations, burnout, confusion and a sense of helplessness in the pursuit of trying to provide optimal patient care. Greg is currently pursuing Master of Science degrees in health care quality and safety and health care administration at the University of Alabama at Birmingham. He intends to serve in a leadership role in training new physicians in the importance of understanding and taking leadership roles in the health care systems in which they work. Greg is currently a new faculty member at the Alabama College of Osteopathic Medicine in Dothan, Alabama. He is a course director of a two-year preclinical course (Foundations of Modern Healthcare) dealing with population health, ethics, jurisprudence and health equity. Greg will use the opportunity afforded through the AMA's Health Systems Science Scholar Program to implement changes within the health systems science curriculum. Additionally, he intends that the Health Systems Science Scholars program will expose future physicians to the leadership needs and opportunities that will impact health care delivery in rural Alabama and beyond.



Lara Johnson, MD, MHS

Bringing health systems science into the clerkship year

Texas Tech University Health Sciences Center

Dr. Lara Johnson is a pediatric hospitalist with experience in quality improvement and patient safety as well as medical staff leadership. She directs the transition to residency course for the Texas Tech University Health Sciences School of Medicine (TTUHSC SOM), and she teaches quality improvement and patient safety in the preclerkship curriculum. She is currently a professor of pediatrics and medical education at the TTUHSC SOM and serves as the division chief of pediatric hospital medicine.



Jonathan Lichkus, MD, MPH

Implementing the RICE (Rapid Improvement in Clinical Excellence) team
Greater Lawrence Family Health Center

Jonathan Lichkus, MD, MPH, is the director of quality improvement at the Greater Lawrence Family Health Center, a federally qualified health center in Lawrence, Massachusetts. He is also community faculty at Lawrence Family Medicine Residency where he also co-directs the health systems management curriculum. In addition to practicing full-spectrum family medicine, Dr. Lichkus leads multi-disciplinary teams that implement quality improvement projects to improve patient outcomes. He is driven to reduce health inequities and accelerate the move from fee-for-service to a system centered on value and realizing the Triple Aim.

Outside of medicine, he enjoys playing basketball, participating in triathlons and pushing his infant son on the swing.



Janet Lieto, DO

Health systems science curriculum to improve health care

University of North Texas Health Science Center-Texas College of Osteopathic Medicine

Dr. Lieto is the director of health systems science, leadership and innovation and an associate professor at University of North Texas Health Science Center-Texas College of Osteopathic Medicine (TCOM). She is a triple board-certified physician in family medicine, geriatric medicine and hospice and palliative care. In addition, she is a certified medical director and a certified professional in patient safety. Clinically, she cares for patients on an inpatient hospice unit as part of an interdisciplinary team where communication is essential. Academically, she is the course director for the professional identity and health systems practice courses for TCOM students, years 1-4. These courses prepare students for clerkship and residency by tying students' professional identity and growth with health systems science (HSS) foundational knowledge that can be applied to their clinical experiences. The curriculum is designed to promote confidence in becoming an innovative HSS health care leader. All third-year students choose a passion project based on a health systems science problem and must develop an innovative solution. Along with her team, Dr. Lieto launched the first and only Institute for Healthcare Improvement supported patient safety initiative that allows medical students to learn patient safety and sit for the professional in patient safety certifying board examination. Dr. Lieto has spoken locally, statewide, nationally and internationally on geriatric medicine, hospice and palliative care and medical academic curricular topics.



Audra Meadows, MD, MPH

University of California, San Diego, undergraduate medical education health systems science expansion project

University of California, San Diego

Dr. Audra Robertson Meadows, a birth optimizer and equity champion, is an associate professor of obstetrics, gynecology and reproductive sciences at the University of California, San Diego (UCSD). For nearly 20 years, she has cared for women before, during and after pregnancy to ensure positive pregnancy and birth experiences. Dr. Meadows completed her medical education at the University of Texas, San Antonio and residency training at Brigham & Women's Hospital (BWH) at Harvard Medical School. In 2007-08, she was awarded the Commonwealth Fund Fellowship in Health Equity Leadership and a Master of Public Health degree from the Harvard School of Public Health. While practicing in Boston, she served as medical director for the BWH Obstetrics Practice and co-director of the Massachusetts perinatal quality improvement collaborative leading hospital teams in implementation of maternal safety bundles. In Fall 2021, Dr. Meadows joined UCSD where she is active in clinical practice, research, resident training and expansion of the health systems science curriculum in undergraduate medical education. Dr. Meadows is funded by the National Institutes of Health to investigate maternal safety and birth disparities. She is also a Robert Wood Johnson Foundation Scholar exploring strategies to optimize teaming in maternity care and improve birth outcomes. Dr. Meadows has received the BWH Community Service Pillar Award, 2020 March of Dimes Humanitarian Award and 2021 National Coalition for Excellence in MCH Epidemiology Outstanding Leadership Award for her work.



Hoveda Mufti, MD

Social determinants of health: A health equity and anti-racism curriculum for an internal medicine residency program

University of California, Riverside, School of Medicine

Hoveda Mufti received her medical degree from Baqai Medical College, Karachi, Pakistan and completed her residency in internal medicine at Memorial Hospital of Rhode Island/Brown University School of Medicine. She has worked as a hospitalist at Kaiser Permanente in Southern California and has been core faculty at the School of Medicine, University of California Riverside (UCR) since 2014.

She serves as faculty co-lead for the UCR Healthy Campus Public Health Anti-Racism Subcommittee which works to foster racial justice and equity in health on campus and in the community. Currently she is working on a project to develop an anti-racism curriculum for medical students, faculty and residents for the UCR School of Medicine via a faculty development teaching grant. She has received teaching awards for best academic hospitalist and best teaching attending from the internal medicine residency program at Riverside Community Hospital/UCR School of Medicine. She has volunteered in free clinics in Tanzania, Los Angeles, California and Providence, Rhode Island, and her interests include environmental effects on the endocrine system.



Daniel Neghassi, MD

REVAMP: A longitudinal experience in health equity, quality and advocacy

Columbia University Vagelos College of Physicians & Surgeons

Dr. Daniel Neghassi is a family physician teaching at Columbia University Vagelos College of Physicians and Surgeons (VCP&S). His teaching activities include supervising at a free student-run clinic and leading a seminar in the fundamentals of clinical medicine, which covers patient communication skills and health systems science topics. He provides patient care at Sun River Health, the largest network of federally qualified health centers in New York State.

As an advocate for health justice, Dr. Neghassi has held leadership roles with a number of physician-led organizations. From 2020-2021, he served as board chair of the New York State Academy of Family Physicians. Previously, he was a member of the board of directors for Physicians for a National Health Program NY Metro Chapter, which selected him for the Health Justice Award in 2018. He was also recognized as an Emerging Leader by the Family Medicine Education Consortium in 2018.

A graduate of VCP&S, Dr. Neghassi stayed at Columbia/New York-Presbyterian to complete residency in family medicine. His hobbies include graphic design, cycling and running. Over the years, his passion for graphic design and health justice led him to design a t-shirt promoting the COVID-19 vaccine, create a single-payer infographic that went viral, and publish a spoof medical journal.



Avtar Nijjer-Sidhu, PhD, RD

Physician's role in the health system

California Health Science University

Avtar Nijjer-Sidhu's, PhD, RD, career began in community nutrition with her first position as a registered dietitian for the Women, Infants and Children program in Bakersfield, California. Engaging with the women in the program shaped Dr. Nijjer-Sidhu's understanding of the limitations to accessing healthy foods within their communities. This allowed her to pursue the role of community health capacity building specialist to work on an initiative funded by the California Endowment that focused on policies, systems and environmental change to positively impact one's health. Upon completion of the initiative, Dr. Nijjer-Sidhu became a senior health educator for both the Kern County Environmental Health Division and the Kern County Public Health Service Department to develop and implement innovative approaches to community nutrition and policy programs. After working in public health for ten years, Dr. Nijjer-Sidhu worked for Health Net as a senior quality improvement specialist to improve health outcomes in the Medicaid population. In her current position as an assistant professor at the California Health Science University, College of Osteopathic Medical School, she teaches the health systems science curriculum as part of medical education training. In addition, she oversees medical students working on service-learning projects with clinic and community partners to address barriers and solutions to access to care, health literacy, health inequities and more to improve health outcomes of the patients in the central valley.



Sam Pak, DPT

Developing a health systems science curriculum for learners: addressing patient outcomes in an informatics framework

University of California, San Francisco

Dr. Sam Pak is an assistant professor in the Department of Physical Therapy and Rehabilitation Science at the University of California, San Francisco. Prior to his faculty appointment, Dr. Pak's career path included information systems analyst, clinical informaticist and regulatory reporting lead. He leveraged electronic health record systems working with clinical quality measures, provider education, performance metrics and regulatory compliance, including MIPS/Meaningful Use. Through these experiences, he cultivated a passion for the incorporation of patient outcomes and quality improvement in health systems using data and technology for learners' education. He currently serves as a content lead for informatics and practice administration courses in the doctor of physical therapy degree. In his areas of expertise in health informatics and data analytics, he has piloted several quality improvement initiatives involving telehealth, practice metrics and outcome measures for physical therapy resident education and a faculty practice that cares for over 50,000 annual patient visits. In addition to his work in informatics, his research interests include outcomes research evaluating the quality of life in chronic health conditions. Dr. Pak is a graduate of the University of Washington (BA, 1999), University of California, San Francisco (DPT, 2007) and Oregon Health & Science University (Post-graduate training in bioinformatics, 2017). He holds several certifications in Epic EHR Systems and strives to incorporate informatics principles into the department and profession of rehabilitation to advance research, education and patient care. In his spare time, he enjoys outdoor activities with his family, serving local communities with his church, supporting medical missions and jamming with his young children.



Heidi Pareja, MD

Designing and integrating health systems science topics into the core didactic activities at the McAllen Family Medicine Residency Program

University of Texas, Rio Grande Valley

Heidi Pareja is a board-certified family medicine physician currently serving as the associate program director and assistant professor for the University of Texas (UT), Rio Grande Valley McAllen Family Medicine Residency Program at UT, Rio Grande Valley, School of Medicine.

Dr. Pareja received her medical degree from La Universidad del Valle de Mexico in Queretaro, Mexico. She then completed her residency at the McAllen Family Residency Program in McAllen, Texas. Dr. Pareja had the honor of being chief resident during her third year in residency training. After graduation, she remained at her residency program as an assistant professor and completed an academic medicine fellowship at the University of North Texas Health Science Center in Fort Worth, Texas. Dr. Pareja enjoys being in academic medicine and having the opportunity to teach and support future physicians in training. She is continuously involved in scholarly activity within the University of Texas, Rio Grande Valley, School of Medicine. She supports and participates in the residents' scholarly activity and quality improvement/research projects. Dr. Pareja wants to continue learning and growing as a leader and teacher in her institution. She has a special interest in preventive medicine, pediatrics, obstetric care and well-being topics.



Yasmin Pedrogo, MD, MSc, MEd

Health systems science curriculum development and implementation: An inter-professional collaborative project in the medical sciences campus of the University of Puerto Rico

University of Puerto Rico Medical Sciences Campus

Dr. Yasmin Pedrogo is the interim associate dean for academic affairs at the Medical Sciences Campus of the University of Puerto Rico and professor in the Department of Pediatrics at the School of Medicine. She holds a bachelor's degree from the University of Puerto Rico, a doctor of medicine degree from the School of Medicine of the Medical Sciences Campus (UPR-SOM), and a master's degree in medical education and leadership from the University of New England in Maine. In addition, she obtained a specialty in pediatrics and a subspecialty in hospital pediatrics, being certified by the American Board of Pediatrics in both areas.

Dr. Pedrogo began her academic career in 2005 as assistant professor of the Department of Pediatrics and associate director of the General Pediatrics Residency Program of UPR-SOM. As part of her teaching duties, she has directed multiple courses within the school of medicine including the introduction to clinical skills course, the pediatric clerkship and clinical shadowing. Also, she developed the first longitudinal curriculum of interprofessional education, patient safety and quality improvement at the School of Medicine, among others. She was director of the general pediatrics residency program.

In addition, she chaired and managed multiple committees and curricular evaluation processes. She has held several important roles including director of the Center for Clinical Skills, director of the Curriculum Office, director of the Faculty Development Program and leader of the Strategic Plan Committee of the School of Medicine.



Parvathy Pillai, MD, MPH

Community-based competencies for community-engaged physicians

University of Wisconsin School of Medicine and Public Health

Parvathy Pillai is an assistant professor in the Department of Population Health Sciences at the University of Wisconsin School of Medicine and Public Health (UWSMPH). She is board-certified as a general preventive and public health physician. She received her MD from Northeastern Ohio Universities, College of Medicine and her MPH from the University of Michigan. She served as a Centers for Disease Control and Prevention Epidemic Intelligence Service (EIS) Officer. This was followed by serving as post-EIS practicum scholar, where she worked to bridge health care and public health while assigned to the Wisconsin Division of Public Health. In her current position, she serves as the public health, scientific inquiry and evidence-based medicine thread director for the UWSMPH ForWard MD Curriculum. She is the faculty director for the Path of Distinction Public Health Program, an extracurricular program for medical students interested in additional public health training. She is also a course director in the UWSMPH MPH program.



Maria Robles, MD

Integrating health systems science into a medical student curriculum

Indiana University School of Medicine

Maria Robles went to the University of Wisconsin-Madison and completed an undergraduate degree in mathematics and molecular biology. She then joined the Peace Corps and spent the next two and a half years teaching math in a rural high school. She became interested in medicine during her time there. When she returned, she completed her medical school training at Indiana University and then completed residency in internal medicine at Brown-Alpert School of Medicine.

She has been practicing primary care at Eskenazi Health for the past ten years. She has a special interest in addiction medicine and has created a rotation for the internal medicine residents.

She also spent many years teaching medical students during their second year of medical school. She was recently awarded a grant to bring more primary care and health systems science content into the medical student curriculum.



David Satin, MD

Designing a bi-campus undergraduate medical education “delivery of care” curriculum University of Minnesota

Dr. Satin completed a postdoctoral fellowship at the University of Minnesota’s Center for Bioethics following his residency in the University’s Department of Family Medicine and Community Health, medical school at the University of Western Ontario (Canada), a Robert Jones Scholarship in Philosophy to the University of St. Andrews (Scotland), a philosophy degree from the University of Western Ontario, and a health sciences degree from Marianopolis College in his hometown of Montreal, Canada.

Dr. Satin is a practicing academic physician in the University of Minnesota’s Department of Family Medicine and Community Health. Within the medical school, he directs the core courses in ethics, law, policy, health care finance and quality improvement. He has served on several AMA workgroups making quality measures for the Centers for Medicare and Medicaid Services and has consulted internationally on pay-for-performance. He currently chairs the Risk Adjustment and Segmentation Committee of Minnesota Community Measurement and serves on its Measurement and Reporting Committee. He also serves on the boards of his Department of Family Medicine and Community Health, Stratis Health, and the Minnesota Alliance for Patient Safety. He was recently appointed to the Minnesota Department of Health’s Statewide Quality Reporting System Steering Team.

Dr. Satin’s research interests span the field of health systems science, with publications on quality improvement, public health, behavioral economics, shared decision-making and topics in bioethics.



Tobie-Lynn Smith, MD, MPH, MEd

Development of a health equity longitudinal thread curriculum based in health systems science

Georgetown University School of Medicine

Tobie-Lynn Smith, MD, MPH, MEd, is an associate professor of clinical family medicine at Georgetown University School of Medicine. She is a graduate of the University of Texas at Austin (BA, MEd Kinesiology), Stony Brook School of Medicine (MD), and Johns Hopkins Bloomberg School of Public Health (MPH). She completed her residency in family medicine at CHRISTUS Santa Rosa in San Antonio, TX and a fellowship in community health leadership development at Georgetown University in partnership with Unity Health Care. At Georgetown School of Medicine, Dr. Smith is the course director for the family medicine clerkship and ambulatory care and faculty adviser for the student-run HOYA Clinic and Georgetown Street Medicine Outreach. Dr. Smith has chaired the American Academy of Family Physicians' Work Group on Primary Care and Public Health Integration and on the organization's Commission on Health of the Public and Science. She currently serves on the board of directors for the United States Anti-Doping Agency. Previously, she was medical director of health care for the homeless in Baltimore County, MD. Dr. Smith is the founder of Street Health DC, an organization that provides health care to individuals living unsheltered in Washington, DC. Its mission is based on the understanding that housing is health care and advocacy to change the environmental, social and political power structures that marginalize populations is necessary to achieve health and well-being for all members of the DC community.



Cara Stephenson-Hunter, PhD

Health systems science through service learning and community engagement

Albert Einstein College of Medicine

Dr. Stephenson-Hunter is a health disparities researcher and educator born and raised in South Bronx, NY. She holds a PhD in health psychology and is currently inaugural director of medical student service learning and community engagement at the Albert Einstein College of Medicine and assistant professor in the Department of Family and Social Medicine. Dr. Stephenson-Hunter directs the health workforce diversity initiative, Bronx Health Opportunities Partnership at Einstein (BronxHOPE), including curriculum development and evaluation. She has taught at Bronx Community College and the CUNY School of Medicine since 2018. Dr. Stephenson-Hunter's research investigates lived experience as it influences health and academic behavior and outcomes for minority and low-income populations. Her approach to research and pedagogy stems from her experiences being a member of and working within underserved communities along with her interdisciplinary training in health education, epidemiology and educational diversity programming.



Beatriz Tapia, MD, EdD, MPH

Expanding health systems science in undergraduate medical education

The University of Texas Rio Grande Valley

Beatriz Tapia, MD, EdD, MPH, is an associate professor in the Department of Pediatrics and the interim associate dean for faculty affairs and development at the University of Texas Rio Grande Valley (UTRGV) School of Medicine in Edinburg, Texas. Dr. Tapia is a native of Chicago. She attended the Autonomous University of Puebla in Mexico, where she received her medical degree (1998), and the Bloomberg School of Public Health at Johns Hopkins University (JHSPH) in Baltimore where she received her Master of Public Health (2005). In addition to her MPH, Dr. Tapia trained in occupational health and environmental medicine, health disparities and health inequality at JHSPH. Dr. Tapia was a fellow at the Centers for Disease Control and Prevention/Environmental Public Health Leadership Institute (2011). She also completed a doctorate of education in professional leadership with an emphasis in health science education from the University of Houston (2018).

As of February 2021, Dr. Tapia serves as the chair of the Texas Consortium for Faculty Success (TCFS), a professional community of faculty and administrative leaders responsible for faculty affairs and faculty development in Texas' academic health institutions.

Her research interests are border health, environmental medicine, public health, minority health, faculty development and medical education research. Dr. Tapia enjoys living at the U.S.- Mexico border; during her free time, she enjoys going to the beach at South Padre Island and traveling to the Midwest and Mexico (pre-pandemic) with her family.

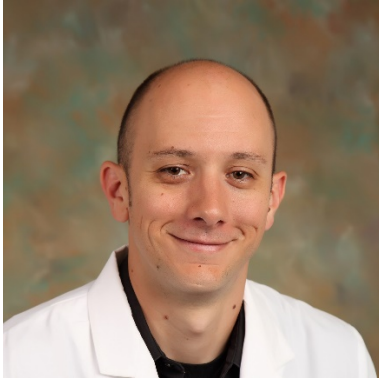


Cayla Teal, PhD

Contextualizing health systems science for rural health care education

University of Kansas School of Medicine

Cayla R. Teal, PhD, is an education associate professor of population health and assistant dean for assessment and evaluation at the University of Kansas School of Medicine (KUSOM) focused on assessment of students and program evaluation to inform curriculum development and continuous quality improvement. Dr. Teal holds a PhD in community psychology from Wichita State University and completed a health services research post-doctoral fellowship at Michael E. DeBakey VA Medical Center and a fellowship as a Kellogg Foundation Health Disparities Scholar. She served as director of educational evaluation and research at Baylor College of Medicine and as associate dean of evaluation and assessment at Texas A&M College of Medicine, where she was also a co-founder and co-director of the health systems science (HSS) medical student track. Dr. Teal is a mixed-methods researcher and evaluator who has worked with health and mental health institutions, community-based and volunteer associations, law enforcement and educational institutions. Dr. Teal is an associate editor for two medical education journals and the current national chair for the Medical Education Scholarship, Research and Evaluation section at the Association of American Medical Colleges. With the Academy of Medical Educators at KUSOM, Dr. Teal is creating an educational scholarship faculty fellowship program. Her research concentrates on evaluation of KUSOM's ACE curriculum using a cognitive integration framework. As an AMA HSS Scholar, she will lead curriculum development to deepen KUSOM students' understanding of rural health system attributes and teach them to use a strengths approach and health services research methods to innovate future rural practices.



Christopher Waasdorp, DO

Teaching utilization of health analytics and clinical informatics to identify and close gaps in care.

Virginia Tech Carilion School of Medicine

CJ Waasdorp is a dual trained emergency medicine and family medicine physician with additional fellowship training in wilderness medicine. He is an assistant professor of emergency and family medicine at Virginia Tech Carilion School of Medicine. He actively works and teaches in the emergency department and observation unit. Dr. Waasdorp serves as the medical director and preceptor for an office-based opioid therapy practice providing integrated addiction services as well as medical and prenatal care. He serves as assistant program director for Virginia Tech Carilion Wilderness Medicine Fellowship. He is co-course director for Virginia Tech Carilion and Radford University Carilion's local wilderness medical elective and co-directs the Wilderness Medical Society's international student elective. He actively works for Carilion's Clinical Informatics Department as a physician informaticist across ambulatory, addiction, emergency and inpatient contexts. His focus is on using informatics and EHR platforms to bridge gaps in care and facilitate transitions across different practice settings and phases of care. He is in active pursuit of the integration of informatics into medical education to teach interdepartmental and interdisciplinary cooperation and standardization as a rule, not an exception, in an evolving health care environment. When not in the hospital, CJ enjoys getting outside and mountain biking, rafting and backcountry snowboarding.



Gregory Wallingford, MD, MBA

Breaking down siloes: Integration of health systems science into the MD-MBA curriculum

Dell Medical School at UT Austin

Gregory Wallingford, MD, MBA, is an assistant professor in the Department of Internal Medicine and associate program director of the Hospice and Palliative Medicine Fellowship at Dell Medical School. He serves as a coach for the internal medicine residency's Distinction Track in Care Transformation and as the section director for clinician well-being. Wallingford is a passionate educator and has an academic interest in integrating leadership, quality improvement and wellness training into all levels of medical training.

Wallingford completed his emergency medicine residency at Stanford, where he also served as resident director of operations and quality and as vice chair of the Resident Safety Council. After residency, he worked as an emergency medicine physician at Penn Medicine where he also taught in a health systems science course. He also completed his MBA in health care management at the Wharton School at the University of Pennsylvania, served for one year as a William P. Lauder Leadership Fellow and worked as a management consultant at McKinsey and Company.



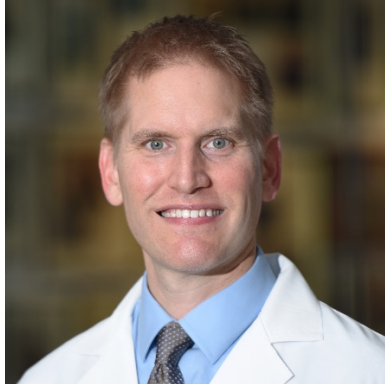
Andrew Wickerham, MD, MPH, MBA

Imagining and assessing a formal University of Pittsburgh School of Medicine health systems science curricular theme

University of Pittsburgh School of Medicine

University of Pittsburgh Medical Center

Dr. Wickerham is a clinical assistant professor of medicine at the University of Pittsburgh School of Medicine (Pitt) and the University of Pittsburgh Medical Center (UPMC). His academic and administrative interests have centered around health systems science since he began his medical education and training. He completed a Master of Public Health degree at Dartmouth, focusing on health policy and clinical practice improvement. He earned both his MD and MBA in strategic management at Tulane, where he co-led the Tulane CAUTI Workgroup and the New Orleans Healthcare Improvement Group, a local chapter of the Institute for Healthcare Improvement Open School, and developed curricula in health policy and population health for medical and business students. He completed his residency in internal medicine and chief residency at Temple University Hospital, where he collaborated on developing new curricula for internal medicine residents in quality, safety and health systems science. He intends to leverage his experience in the AMA-HSS Scholars program to assist Pitt and UPMC in developing new curricula for undergraduate medical education learners and to develop faculty capacity to teach health systems science concepts. Dr. Wickerham has published and presented on health systems science topics in venues such as *JAMA Internal Medicine* and the Institute for Healthcare Improvement National Forum and has mentored and advised quality improvement projects submitted to local, regional and national meetings.



Marc Willis, DO, MMM

Radiology-TEACHES (Technology Enhanced Appropriateness Criteria Home for Education Simulation)

Stanford University

Dr. Willis is the associate chair of quality improvement for the Department of Radiology at Stanford University. He seeks to improve health care delivery and patient outcomes through health systems science and the Quadruple Aim: population health management, improved patient experience, reduced cost of care and provider well-being. His interest in safety began through his work with the aviation community as a U.S. Naval flight surgeon. He leverages this experience with his passion for quality improvement and teaching across the continuum of medical education to create innovative educational strategies and learning environments. As the founder of Radiology-TEACHES (Technology Enhanced Appropriateness Criteria Home for Education Simulation), he was recognized as a 2017 Teaching Value Innovator in the Creating Value Challenge by Costs of Care, the ABIM Foundation, and their partners (The Leapfrog Group, Association of American Medical Colleges and American Hospital Association). He led the Harris Health System pilot implementation of the RITE Program (Realizing Improvement through Team Empowerment) which was recognized as the Ben Taub and Quentin Mease Hospitals 2017 Innovation of the Year and a National Finalist for the Det Norske Veritas 2017 Healthcare Innovation of the Year. Dr. Willis looks forward to continuing to explore novel ways to improve the health of patients while reducing the cost of care via personalized medicine and population health management.

FACULTY



Jed Gonzalo, MD, MS

Co-Director, AMA Health Systems Science Academy

Professor of medicine and public health sciences

Associate dean of health systems education

Penn State College 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.

As associate dean for health systems education, Jed's work focuses on: 1) exploring the relationship between education and health systems and 2) leading the field of health systems science. 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.

FACULTY



Maya M. Hammoud, MD, MBA

Senior adviser, medical education innovations

AMA director, AMA Health Systems Science Academy Organization

Professor and chief, Division of Women's Health

Associate chair for education, obstetrics and gynecology

University of Michigan Medical School

Dr. Maya M. Hammoud 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 a senior adviser for medical education innovations at the American Medical Association (AMA) with a focus on health systems science and coaching. She has over 70 peer-reviewed publications and has published three books. She is the immediate past president for the Association of Professors of Gynecology and Obstetrics (APGO) and a member of the National Board of Medical Examiners' 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. She has been teaching for over 20 years and has won many teaching and leadership awards for her accomplishments including the Clinical Kaiser-Permanente Excellence in Teaching Award, the Association of Professors of Gynecology and Obstetrics Medical Student Excellence in Teaching Award, the American Medical Association Women Physicians Section Inspiration Award, the Arab American and Chaldean Council Excellence in Health Care Award and the University of Michigan-Dearborn College of Arts, Sciences and Letters Distinguished Service Award. She was named one of Crain's Notable Women in Health in 2020.

FACULTY



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.

FACULTY



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.

FACULTY



Luan Lawson, MD, MAEd

Senior associate dean for medical education and student affairs

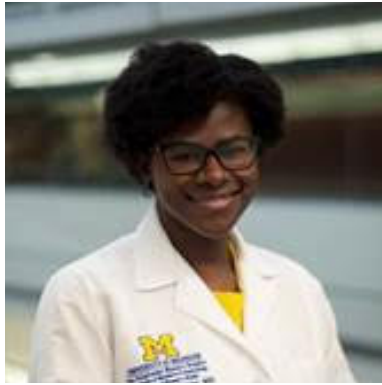
Virginia Commonwealth University

Luan Lawson serves as the senior associate dean of medical education and student affairs at Virginia Commonwealth University School of Medicine. 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.

In July 2021, Dr. Lawson joined Virginia Commonwealth University as the senior associate dean of medical education and student affairs.

FACULTY



Rosalyn Maben-Feaster, MD, MPH

Assistant 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, including a high school mentorship program, health fairs, and international travel to provide medical care. These experiences sparked her interest in learning more about the other factors that impact the provision of health care and health outcomes. This curiosity 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. Dr. Maben-Feaster then returned home to Metro-Detroit to work in private practice as a general obstetrician/gynecologist. 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 also 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.

In 2015, she returned to Michigan Medicine as an assistant professor to pursue a career in academic medicine as she saw the education of future clinicians as another way to help address health care reform. She currently serves as the Director of Resident Quality Improvement Education for her department and the Director of Health Systems Science (HSS) for the Medical School. 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 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.

FACULTY



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. She is the director for ambulatory sleep services at the Johns Hopkins Center for Sleep and Wellness.

Dr. Salas earned her medical degree at the University of Texas Medical Branch at Galveston, where she also completed her internship and residency. After her chief year, she came to Baltimore to complete her two-year sleep medicine fellowship. In 2018, she earned a Master of Medical Education at the Johns Hopkins School of Education.

She is the director of the neurology clerkship. She is a past-chair of the American Academy of Neurology Consortium of Clerkship Directors and the Chair of the Undergraduate Education Subcommittee. Dr. Salas is an appointed member of the Alliance for Clinical Education. Dr. Salas is a certified Strengths and Life Coach and uses a strength-based approach and coaching to connect to, support and develop those involved with her educational mission and clinical practice. She is the director of the Interprofessional Education and Collaborative Practice for the School of Medicine. Dr. Salas is a co-director for interprofessional teaming for the High Value Practice Academic Alliance, where she works to promote teamwork through a strengths-based approach. Dr. Salas is a 2019-21 Josiah Macy Scholar, a 2019-20 AMA Health Systems Science Scholar, and a 2021 AQA Leadership Fellow.

FACULTY



Sally Santen, MD, PhD

Senior associate dean, evaluation, assessment and scholarship

Virginia Commonwealth University School of Medicine

University of Cincinnati College of Medicine

Sally Santen, MD, PhD, is a senior associate dean of evaluation, assessment and scholarship at Virginia Commonwealth University School of Medicine and professor of emergency medicine and medical education at University of Cincinnati College of Medicine. Her roles are to provide leadership and support of faculty and programs to address creative assessment and evaluation as well as 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 Accelerating Change in Medical Education Consortium for evaluation and assessment. 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.



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 co-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.

CO-FACULTY



Lisanne Hauck, MD, MEd

Clinical professor

CCNY-CUNY School of Medicine

Lisanne Hauck MD, MEd, is the director of the Practice of Medicine Course (POM) for first and second year medical students at the CUNY School of Medicine in New York. In this role, she leads classes on physical diagnosis skills, communication skills, medical ethics, professionalism and health humanities. For 25 years prior to this, Dr. Hauck was a pediatric critical care physician and was involved with the training of medical students, residents and fellows in pediatric critical care. She made a career shift, obtained a masters in medical education from the University of Pennsylvania in 2016, and started work at the CUNY School of Medicine in 2017. She was chosen as a Health Systems Scholar by the AMA in 2019 and completed her project, the Creation of a Longitudinal, Progressive, 7-Year Health Systems Science Curriculum in a New Medical School during the COVID-19 pandemic. Her academic interests include health systems science, interprofessional education, professional identity formation and improving teaching techniques for adult learners. In her free time, she likes to play tennis, knit, read good books and hike with her husband. She has three grown sons, one cat and a miniature Dachshund named Lucy.

CO-FACULTY



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-advisor 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 our clinical curriculum to meet ever-changing healthcare needs.



Stephanie Mann, MD, MS

Associate dean for clinical undergraduate medical education

University of Toledo College of Medicine

Stephanie Mann MD, MS, 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 undergraduate clinical medical education curriculum. 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 the integration of health systems science throughout undergraduate medical education and an emphasis on health equity and population health. Dr. Mann participated in the AMA HSS Scholars program in 2019.

CO-FACULTY



Valerie Press, MD, MPH

Associate professor
University of Chicago

Valerie Press, MD, MPH, is an associate professor of medicine and pediatrics and medical director of the Care Transitions Clinic at the University of Chicago. Dr. Press received her medical degree and Master of Public Health in health management and policy degree at the University of Michigan in Ann Arbor. She completed her internal medicine and pediatrics residency training and health services research fellowship training at the University of Chicago.

Dr. Press' research is focused on developing, testing and implementing patient and system level interventions to improve the quality and value of care for patients with chronic lung disease across care transition settings. Her areas of focus include improving communication between patients and clinicians through interventions that are tailored to patients' health literacy and technology literacy, ensuring interventions meet the needs of diverse patient populations, and optimizing systems to provide resources and interventions to the right patients at the right time. She currently serves as principal investigator for two research project grants from the National Institutes of Health's National Heart, Lung, and Blood Institute and the Agency for Healthcare Research and Quality and as principal investigator on an Innovation Award from the American Lung Association. These projects are all focused on improving care for patients with COPD by utilizing patient and system centered and tailored interventions to reduce revisits to the emergency department and/or hospital after hospitalization for COPD exacerbations.

Dr. Press has authored or coauthored nearly a hundred manuscripts in peer-reviewed journals and is an associate editor for the *Journal of General Internal Medicine*. Dr. Press is a dedicated mentor and was awarded for her mentorship with a national award from the Society of General Internal Medicine, the Frederick L. Brancati Mentorship and Leadership Award, in spring 2021.



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 wellbeing 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

Dr. 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.

changemeded.org

