

2024

Group on Student Affairs (GSA),
Careers in Medicine (CiM), and
Organization of Student Representatives (OSR)
National Meeting



2024 GSA-CiM-OSR National Meeting

April 18 – 20, 2024

San Francisco, CA

Meeting Proceedings

Group on Student Affairs (GSA)

Careers in Medicine (CiM)

Organization of Student Representatives (OSR)

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The 2024 Group on Student Affairs-Careers in Medicine-Organization of Student Representatives (GSA-CiM-OSR) National Meeting was planned and developed by GSA-CiM-OSR Advisory Committee in close collaboration with the GSA Steering Committee and Association of American Medical Colleges (AAMC) Meetings and Marketing Staff. Session and Poster proposals underwent rigorous peer review and were carefully selected and accepted for presentation at the Meeting.

Acknowledgements:

The Group on Student Affairs (GSA) Leadership and AAMC's Constituent Engagement Unit (CEU) and Academic Affairs (AA) wish to thank the following individuals for their invaluable contribution to planning the Meeting:

GSA-CiM-OSR Advisory Committee

GSA Steering Committee

AAMC Meetings and Marketing Staff

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Table of Contents

2024 GSA-CIM-OSR NATIONAL MEETING PROGRAM COMMITTEE	4
MEETING PROGRAM	6
APRIL 17, 2024	6
APRIL 18, 2024	7
APRIL 19, 2024	24
APRIL 20, 2024	64
POSTERS	75
A.....	75
B.....	89
C.....	95
D.....	110
E.....	117
F.....	133
G.....	139
H.....	140
I.....	142
K.....	148
L.....	150
M.....	156
N.....	169
O.....	174
P.....	175
R.....	178
S.....	181
T.....	190
U.....	202
V.....	206
W.....	207
GSA NATIONAL STEERING COMMITTEE	210
AAMC STAFF	212

2024

Group on Student Affairs (GSA),
Careers in Medicine (CiM), and
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National Meeting



2024 GSA-CiM-OSR National Meeting Program Committee

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2024

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University of Illinois, College of Medicine, Rockford	
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2024

Group on Student Affairs (GSA),
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Meeting Program

April 17, 2024

Registration and Information

7:30 AM-6:30 PM

Careers in Medicine® Workshop

8:00 AM-6:30 PM

The Careers in Medicine® (CiM) Workshop is geared toward those responsible for advising medical students about their specialty choice or career options and/or managing the career advising program at their medical school; however, all faculty and staff engaged with career advising are welcome. This full-day pre-conference workshop covers the foundational elements of medical student career advising, the Careers in Medicine four-phase process and program, and common challenges in advising medical students.

After attending the workshop, participants will be able to:

1. Explain the foundational elements of vocational guidance and developmental advising relevant to medical student career advising
2. Navigate the Careers in Medicine program, website, and resources
3. Utilize the 4-phase Careers in Medicine process to guide medical students in making their short- and long-term career decisions
4. Apply advising techniques to support students as they work through challenging situations

Erin Horan

Senior Learning and Development Specialist, Careers in Medicine®
AAMC

Lisa R. Shah-Patel

Director of Career and Professional Advising; Clinical Associate Professor, Department of Radiology
University of Arizona College of Medicine – Phoenix

AMP Community Meeting

3:00 PM-5:00 PM

Invitation Only

2024

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April 18, 2024

Registration and Information

7:30 AM-6:00 PM

Building Resilience in Academic Medicine and Science: A Student Affairs Workshop

7:30 AM-11:30 AM

PDI Workshop

In the dynamic and demanding landscape of academic medicine and science, student affairs professionals play a pivotal role in shaping the student experience. Join your peers from student affairs, including those from admissions, financial aid, records, student diversity affairs for a three-and-a-half-hour workshop focused on professional and personal growth. Guided and informed by the AAMC GSA PDI framework, this engaging session will address unique challenges faced within this dynamic field and offer practical strategies to build for personal and professional resilience.

Learning Objectives:

During this workshop, participants will:

- Gain a comprehensive understanding of how to clarify roles within the academic medicine and science environment.
- Explore the intersections of various student affairs domains and how they contribute to the overall success of students.
- Navigate the complex policy landscape inherent in academic institutions.
- Learn practical strategies for interpreting and implementing policies directly impacting student affairs functions, fostering a harmonious and compliant environment.
- Develop and refine onboarding plans tailored to the unique needs of academic medicine and science settings.
- Enhance their ability to guide students through the transition process, ensuring a smooth integration into the academic community.
- Equip themselves with essential tools and techniques to build personal resilience.
- Navigate the challenges of the educational environment with confidence, maintaining a healthy work-life balance and fostering emotional well-being and resilience.

Christine R. Corral

Director, Student Professional Development, Medical Student Affairs
Rush Medical College

OSR Programming

8:00 AM-11:30 AM

GSA New Member Bootcamp with the GSA Leadership and AAMC Team

10:00 AM-11:30 AM

All are welcome to attend this free pre-meeting workshop. This workshop is designed to welcome new members and help introduce them to their roles in admissions, student affairs, financial aid, student diversity affairs, and student record offices, as well as explore how their roles partner with each other. Seasoned facilitators will provide an overview of GSA and the general work of the various GSA constituencies and serve as guides for an activity where participants will explore a challenging student situation requiring collaboration between multiple offices. This workshop will serve as an introduction and networking experience to connect new members amongst themselves and with experienced organizers who can be points of contact for questions now and in the future. In addition, participants will be able to develop an early network of peers and become familiar with GSA resources for new members.

Welcome Lunch and Plenary

11:30 AM-1:15 PM

Plenary: **Harnessing AI for Medical Education: Empowering Educators, Students, and Administrators**

Artificial intelligence (AI) is revolutionizing medical education, offering powerful tools to streamline administrative processes and enhance student experiences. This session explores how AI can be leveraged to improve the medical education process efficiently. By employing AI to summarize, predict, and synthesize narrative and quantitative data, institutions can significantly reduce administrative burdens and focus on core educational and support activities. Join us as we delve into the practical benefits, risks, and ethical considerations surrounding the integration of AI in medical education.

After attending this session, participants will be able to:

1. Describe the potential role of AI in transforming medical education: Participants will explore possible applications of AI in medical education, including admissions, program evaluation, quality improvement, and student engagement.
2. Recognize the challenges and develop strategies for overcoming AI limitations and bias: Participants will understand the current limitations of AI technologies and the significance of bias in AI within the context of medical education.
3. Critically assess the ethical implications of using AI and identify potential sources of bias in AI applications: Participants will explore strategies for promoting ethical AI use, mitigating bias, and ensuring equitable outcomes in medical education.

Christy K. Boscardin

Professor, Department of Medicine and Anesthesia
CSF Office of Medical Education

Brian Gin
Associate Professor, Pediatrics
University of California San Francisco School of Medicine

Marcy Verduin
Associate Dean for Students, Professor of Psychiatry
University of Central Florida College of Medicine

Christin Spatz
Assistant Dean of Student Affairs and MD Career Advising, Associate Professor of
Medicine
Geisinger Commonwealth School of Medicine

Gloria Xue
Medical Student
Indiana University School of Medicine

Break

1:15 PM-1:30 PM

"Who Me?" Coaching to Help Medical Students Manage Impostor Syndrome

1:30 PM-2:45 PM

Concurrent Session

Impostor syndrome, characterized as a pattern of behavior in which people doubt their abilities and competence despite evidence to the contrary, is prevalent in medical students and can lead to burnout and mental health issues that prevent students from thriving in the learning environment. In this workshop, we will start with an overview of impostor syndrome and present research on the affected populations and how it manifests throughout the medical school curricula. We will then present several strategies to address impostor syndrome at the systemic and individual levels, including a specific evidence-based coaching model. Facilitators will demonstrate a way to coach students with impostor syndrome, and participants will then practice coaching in small groups. Through this conversation, we hope to promote a deeper understanding of impostor syndrome and increase participants' confidence in helping learners limit impostor thoughts.

After attending this session, participants will be able to:

- Describe impostor syndrome and understand the medical student populations most at risk.

- Apply one specific evidence-based coaching model.
- Coach a student experiencing impostor thoughts to separate thoughts and feelings from facts.

Nathan Irvin

Assistant Dean for Medical Student Diversity, Equity, and Inclusion
Johns Hopkins University School of Medicine

Kiara Smith

Medical Student
Johns Hopkins University School of Medicine

Katherine Chretien

Associate Dean For Medical Student Affairs, Professor of Medicine
Johns Hopkins University School of Medicine

Courtney Dowell-Esquivel

Medical Student
University of Miami Miller School of Medicine

Best Practices for Your Leave of Absence Process So You and Your Learners Are Not Left Behind

1:30 PM-2:45 PM

Concurrent Session

Students may take a Leave of Absence (LoA) due to mental health, family challenges, difficulty passing assessments and board exams, and more! Institutions often require students to meet with multiple offices to understand the ramifications. The process can be confusing and complicated for staff and students, particularly students from low SES backgrounds, for whom the financial consequences of a leave can be fraught. Although increasing the diversity of the medical workforce has become a priority across academics, recent research shows that, especially for students from low-SES backgrounds, taking LoA is associated with not completing medical school. [3] Holistic, collaborative approaches between the Offices of Student Affairs, Registrar, and Financial Aid hold promise for changing these statistics. We'll examine which offices must be at the table, review reasons for recent trends, and discuss implications for students on a LoA (highlighting those from low-SES backgrounds). Participants will break into facilitated small groups to discuss what works and what does not work about their institution's LoA process. Finally, we will share best practices you can take back to your campus.

After attending this session, participants will be able to:

- Describe the offices with information that impacts a student's decision to take a LoA.

- Discuss the importance of developing a workflow and leveraging technology within and between offices to ensure students obtain the information necessary to enhance the success of their leave.
- Describe the importance of planning and a balance of support and accountability in providing holistic support to medical students before, during, and after LoA.
- Determine best practices and common challenges with LoAs.

Scott Sponholtz

Director

University of Kansas Medical Center

Hyacinth Mason

Assistant Dean of Students, Associate Professor of Public Health and Community Medicine

Tufts University

Carrie Scala

Campus Registrar

University of Kansas Medical Center

Jerel Arceneaux

Sr. Financial Aid Office

University of South Carolina SOM Columbia

Chelsie Friedman

Associate Director

University of Kansas Medical Center

Guidance Into Action: Implementing Holistic Review Considerations Through Data Analysis & Reflection

1:30 PM-2:45 PM

Concurrent Session

Considering applicants' experiences, attributes, and metrics is essential to a holistic admissions process. Identifying, recruiting, and supporting individuals who will contribute to your school's mission is critical to accomplishing that mission. Admissions officers need to ensure that the students they select will succeed, contribute to, and thrive in their school's learning environment. Schools can define strategic priorities and leverage data to build a mission-aligned student cohort. In this session, participants will be introduced to the Holistic Considerations for the Admissions Cycle document and hear concrete examples of how schools have put these considerations into practice, have an opportunity to try using sample tools and guided reflection questions to think through a potential change they are interested in, and reflect on and share any insights

with their peers.

After attending a session, participants will be able to:

- Identify concrete examples of holistic practices that require data analysis and strategic reflection.
- Use data tools and guided reflection questions to plan, implement, and evaluate possible changes to their admissions process.
- Discuss the barriers, trade-offs, and considerations needed to implement these changes.

Michelle Shader

Director, Holistic Initiatives and Learning
AAMC

Pierre Banks

Assistant Dean, Admissions & Recruitment
UTMB John Sealy School of Medicine

Jessica M. Hurtado

Director of Admissions
Spencer Fox Eccles School of Medicine at the University of Utah

Yvette Perry

Associate Dean for Admissions
University of Miami Leonard M. Miller School of Medicine

Student Resistance: How We Engage With Students Who Resist EDI or Think We're Not Going Fast Enough

1:30 PM-2:45 PM

Concurrent Session

At a time when interactions and disagreements can feel highly charged or political, we must have the tools for educational conversations so that learners and the broader community understand why we teach and engage on topics that are seen as political or, worse, divisive. Further, on the other end of the spectrum, some learners feel we are not moving far enough or fast enough. It is also possible and likely to have learners at both ends of this continuum at the same institution. How should we respond to this range of learner discontent? How can we best partner with our peers in Student Affairs, Curriculum/Educational Affairs, and Student Diversity Affairs? In this session, we will discuss responses at five very different institutions where learners engage in a wide range of resistance. We will examine the strengths and weaknesses of responses and conclude with the opportunity for attendees to share their experiences and responses to resistance.

After attending a session, participants will be able to:

- Understand the different forms of resistance that learners engage with and how to uncover the cause of the resistance.
- Describe several strategies for engaging resistance (not countering the resistance) to create an educational opportunity for the learner.
- Facilitate a conversation at their home institution to align several GSA functions (student affairs, educational/curriculum, student diversity affairs) to strategies for engaging resistance that are consistent with the institutional mission and (as applicable) the AAMC competencies (the 2022 EDI competencies, the 2014 LGBTQ competencies, to name just a couple of examples).

Chris Smyre

Associate Chair of Diversity, Equity, and Inclusion
Dept of Family and Community Medicine, SIU School of Medicine

Miranda Le

Medical Student
David Geffen School of Medicine at UCLA

Cynthia E. Boyd

Professor, Sr. Assoc. Dean, Diversity & Inclusion; Assoc. Dean Admissions & Recruitment
Rush University Medical College

Wanda D. Lipscomb

Senior Associate Dean for Diversity and Inclusion; Associate Dean for Student Affairs
Michigan State University College of Human Medicine

Brenda Latham Sadler

Vice-Chief Academic Officer, Vice-Dean Advocate Health
Wake Forest University School of Medicine

Unlocking Student Potential: A Proactive Approach to Enhance Student Engagement and Professionalism

1:30 PM-2:45 PM

Concurrent Session

This session explores the critical elements of behavior, interaction, and engagement in shaping students' academic and professional performance in medical school.

Presenters will review the 4Is professionalism model as a proactive framework for identifying and addressing unprofessional behavior. The presenters will provide a comprehensive overview of how student engagement and professionalism impact students' success. Attendees will create and share practical strategies for promoting positive behavior change among medical students.

After attending this session, participants will be able to:

2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



- Understand the significance of behavior, interaction, and engagement in influencing academic performance.
- Apply the 4Is model as a proactive framework for identifying and addressing unprofessional behavior.
- Create effective strategies for promoting positive behavior change, active engagement, and professionalism.

Megan Pruette

Assistant Professor of Psychology
University of North Carolina School of Medicine

Kristy Borawski

Director of the Learning Environment for Undergraduate Medical Education, Professor of Urology
University of North Carolina School of Medicine

Mimoza Meholli

Assistant Dean for Student Affairs
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Alice Chuang

Associate Dean for Student Affairs
University of North Carolina School of Medicine

Allison B. Ludwig

Associate Dean for Student Affairs
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Dakota Perez

Class of 2025
University of North Carolina School of Medicine

Mohanlall T. Teloki

Director, Office of Student Life
Albert Einstein College of Medicine

Michelle Blackmore

Director of Office of Academic Support and Counseling
Albert Einstein College of Medicine

What Everyone Needs to Know About FERPA

1:30 PM-2:45 PM

Concurrent Session

The Family Education Rights and Privacy Act (FERPA) guides medical school registrars and records administrators in managing student records and protecting student privacy, which is relevant throughout student affairs work. Everyday operations in the medical school have FERPA implications, including the release of residency match results, student remediation for professional and academic reasons, academic and career advising, and the development release of the medical student performance evaluation (MSPE) given recent changes to the NRMP residency match agreement for schools, and even printing of the commencement program. This interactive session will engage participants in a discussion on possible solutions for when policy (FERPA and institutional) and practice (“we have always done it this way”) collide. Staff and faculty from all areas of student affairs are encouraged to attend.

After attending this session, participants will:

- Learn about their role in managing and protecting student information under FERPA.
- Describe “key terms” related to FERPA.
- Learn how to interpret and apply the FERPA law in everyday standard operating procedures at their institution.

Matthew Edwards

CCOM Registrar

University of Iowa Carver College of Medicine

Carol McGhie

Director, Student Records, Registration, and Enrollment

University of Miami - Leonard M. Miller School of Medicine

Alisha Corsi

Registrar

UCF College of Medicine

What Happened to Our Students: Approaches to Helping the Current Generation of Medical Students Cope

1:30 PM-2:45 PM

Concurrent Session

This interactive workshop will explore the factors that mental health professionals and social scientists have recently identified as leading to an increase in maladaptive coping strategies in adolescents and young adults. These factors include a rise in levels of perfectionism, economic and social stressors leading to pessimistic feelings about the future, a growing tendency to feel that institutions and leaders are not to be trusted, and the experience of increased fragility in coping with life challenges. Participants will be engaged in a discussion regarding the impact of these factors on the current generation of medical students. A student case example will be used to illustrate the effects of these factors on academic functioning, career decision-making, patient care, and overall

well-being in medical school. Participants will be encouraged to share their experiences working with the challenges presented by the current generation of medical students and brainstorm possible approaches to increase adaptive student coping.

After attending this session, participants will be able to:

- List four factors that mental health professionals and social scientists have recently identified as leading to an increase in maladaptive coping in adolescents and young adults.
- Describe the impact these four factors have on the academic functioning, career decision-making, patient care, and overall well-being of the current generation of medical students.
- Describe three approaches to increase adaptive medical student coping.

James M. Hill

Associate Dean for Student Affairs
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Daniel Mehan

Assistant Dean for Student Affairs
Rutgers Robert Wood Johnson Medical School

Shilpa Pai

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Rutgers New Jersey Medical School

Luis Alzate-Duque

Assistant Dean for Student Affairs
Rutgers New Jersey Medical School

Sonia Garcia Laumbach

Assistant Dean for Student Affairs
Rutgers Robert Wood Johnson Medical School

Break

2:45 PM-3:00 PM

GSA Well Café: A Community Conversation about Promoting Well-being for GSA Members

3:00 PM-4:15 PM

Concurrent Session

Welcome to the GSA Well Café! Café hosts will provide information on professional well-being and will introduce the concept of “GSA Well.” The World Café concept assumes that we have within us “the wisdom and creativity to confront challenges.” Hosts will facilitate collaborative dialogue around questions that matter to our professional well-being. Participants will join small groups to discuss topics including promoting GSA Well and identifying what GSA (regionally and nationally) can do to better cultivate GSA community well-being. Then, in a large group participants will share ideas on effective well-being enhancing strategies, including suggestions for GSA leadership to consider. Participants will leave the session with resources for enhancing professional well-being in student affairs faculty and staff.

After attending this session, participants will:

- Learn the new “GSA Well” concept, a community mindset, and network for personal and professional well-being.
- Discuss ways to enhance and combat barriers to well-being.
- Participants will recognize the value of using the “GSA Well-Professional Action Plan” to achieve well-being goals.

Kathleen Kashima

Senior Associate Dean of Students, Clinical Assistant Professor Psychiatry and Medical Education
University of Illinois College of Medicine

Michael Kavan

Associate Dean for Student Affairs
Creighton University School of Medicine

NaShieka Knight

Director, Workforce Transformation
AAMC

Hilit F. Mechaber

Sr. Associate Dean for Student Affairs
University of Miami Leonard M. Miller School of Medicine

Addressing Bias in Honor Society Selections - Challenges in Recognition

3:00 PM-4:15 PM

Concurrent Session

In response to national conversations around disparities in the selection process for academic honor societies, with underrepresented in medicine (UIM) students less likely to be inducted than white counterparts, the national AOA constitution was revised in 2020 to allow for more holistic selection as determined by individual schools. Some medical schools closed their chapters out of equity concerns, while others paused their selection to appraise their processes critically and re-designed them to minimize bias. In addition, with many schools moving to pass/fail grading, catalyzed partly by the pandemic, processes emphasizing holistic review and non-grades-based metrics have become increasingly important. This session will explore different approaches to enhance transparency, equity, and inclusion within honor society selection processes. We will engage audience participants in small and large group discussions to maximize learning from one another's experiences and perspectives. The ultimate goal is to share best practices around enhancing equity and inclusion in our schools.

After attending this session, participants can:

- Identify sources of bias in honor society selection processes.
- Discuss specific strategies to address bias in honor society selection, including any potential challenges in the application and review procedures.
- Critically appraise one's institution's equity and inclusion processes and suggest ways to improve.

Elizabeth O. Olatunji

Medical Student

Johns Hopkins University School of Medicine

Wei Wei Lee

Associate Dean of Students

University of Chicago

Katherine Chretien

Associate Dean For Medical Student Affairs, Professor of Medicine

Johns Hopkins University School of Medicine

Best Practices for Staff/Faculty Collaboration in Career Advising

3:00 PM-4:15 PM

Concurrent Session

Work smarter, not harder: Attend this session to learn how three diverse medical schools maximize the impact of their staff/faculty collaborations in career advising. Student affairs deans and team members will discuss models and strategies for collaborations that support students' career planning and success. Time will be reserved for reflection and connection, ensuring participants bring ideas home to try at their medical school.

After attending this session, participants will be able to:

- Compare diverse strategies for how medical schools, both large and small, promote staff/faculty collaboration within career advising.
- Identify strategies focusing on collaboration while maximizing limited resources to provide students with excellent career advising.
- Apply session learning to enhance career advising at their institution and strengthen relationships with GSA colleagues by engaging in in-session discussions.

Valinda Lee

Career Advising and Development Program Manager
Kaiser Permanente Bernard J. Tyson School of Medicine

Tonja Brown

Career Advisor
University of Washington School of Medicine

Anne M. Eacker

Senior Associate Dean for Student Affairs
Kaiser Permanente Bernard J. Tyson School of Medicine

Sarah Thomson

Director of Career Advising
University of Washington, School of Medicine (UWSOM)

Maya Sardesai

Assistant Dean for Student Development. Associate Professor in Otolaryngology—Head
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Stephanie Zia

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Laura E. Hamilton

Director of Student Affairs
Kaiser Permanente Bernard J. Tyson School of Medicine

Randolph Zuniga

Associate Director of Career Advising
University of Southern California Keck School of Medicine

Collaboration between the Registrar and Financial Aid for Student Success and Compliance

3:00 PM-4:15 PM

Concurrent Session

Registrars and financial aid offices must work together on various issues – term and class dates, refund schedules, midway points, grading, LOAs, R2T4, and policies & procedures. Listen to officials from two medical schools, one semester-based and one nonterm, to learn how the two offices collaborate on these and other issues. Case studies will be presented covering concerns surrounding term withdrawals and R2T4s, grading schedules and SAP, determining the academic calendar and disbursement dates, and all things dual degree. They will also discuss how they work together on policy and procedure development for processes involving not only their own offices, but also educating other offices in the medical school such as Student Affairs, Curricular Affairs, and Advising. Attendees can ask questions and discuss how these topics relate to them and their offices. Attendees can also share their best practices as we learn from each other.

After attending this session, participants can:

- Will understand the unique challenges that registrars and financial aid offices collaboratively address.
- Consider ways to improve processes between the financial aid office and the registrar's office at their home institutions.

Marrissa Cook

USF Health Registrar
University of South Florida

Logan Key

Director of Medical Student Records & Associate University Registrar
Vanderbilt University School of Medicine

Joan D. Bailey

Director of Financial Aid
USF Health

Heather H. Boutell

Director of Financial Aid
Vanderbilt University School of Medicine

Crafting Student Success: Diverse Strategies in Academic Houses and Learning Communities

3:00 PM-4:15 PM

Concurrent Session

Academic Houses and Learning Communities have become essential to fostering student success at many medical schools. Yet the structure of these communities varies

significantly. Join us for a panel discussion about how four different institutions structure and organize their approach to Academic Houses/Learning Communities to support their students best. A wide range of institutions will be represented to provide a diverse spectrum of ideas, structures, and configurations. The conversation will cover logistical aspects such as purpose, budgeting, curriculum, faculty involvement, and evaluation. Participants will walk away with detailed information and knowledge to bring back to their institutions that can help improve the Academic Houses/Learning Communities experience for students, faculty, and staff.

After attending this session, participants can:

- Identify various approaches to structure Academic Houses/Learning Communities.
- Compare existing approaches utilized at their school to those discussed by the panelists.
- Incorporate intentional strategies at their institution to holistically support students.

Jason P. Noah

Program Director for Student Success
UAB Heersink School of Medicine

Danielle Dickey

Senior Associate Dean for Academic Affairs
Texas A&M University School of Medicine

Carlos Tapia

Director, Student Affairs and Engagement
Icahn School of Medicine at Mount Sinai

Crystal I. Bryce

Associate Dean, Student Affairs
UT Tyler School of Medicine

Alex Carlson

Director, Student Life and Well-Being
WMU Homer Stryker M.D. School of Medicine

Katie Stone

Director of Student Wellness and Professional Formation
The University of Texas at Tyler

Derek A. Holbrook

Director of Academic and Career Success
UT Tyler School of Medicine

Junctures and Journeys: Helping Students Navigate the Critical Junctures of Medical Education

3:00 PM-4:15 PM

Concurrent Session

Medical students face numerous critical junctures in their journey toward becoming physicians. We define a critical juncture as a specific point in a student's academic journey that requires the student to meet a predefined performance standard to advance to the next curricular phase. Each juncture is a significant milestone, as determined by the educational institution, to assess and allow the student's progress toward graduation. This session introduces attendees to the AAMC Holistic Student Support Framework, which emphasizes the importance of promoting a personalized, equitable, student-centered approach to medical education and student support. By attending this session, attendees will be equipped with actionable insights from the 'Considerations for Holistic Student Support' document, empowering them to identify and implement strategies that champion the well-being and success of all medical students. Delve deep into the importance of a student-centered approach, hear from panelists about promising practices in holistic student support, collaborate with peers in a hands-on activity, and transform your institution's approach to student support.

After attending this session, participants can:

- Define Holistic Student Support and its core principles.
- Recognize promising practices in holistic student support as presented by panelists.
- Engage with the new document, "Considerations for Holistic Student Support," to identify strategies suitable for implementation at their institutions.

Joshua T. Hanson

Associate Dean for Student Affairs & Leadership Training
UT Health San Antonio Long School of Medicine

Optimizing Your Admissions Process: Leveraging AMCAS Data

3:00 PM-4:15 PM

Concurrent Session

During this session, admissions officers will explore how schools can leverage data for a more holistic review process that considers applicants within their unique contexts. Through discussions on utilizing AMCAS data and reports, panelists will delve into strategies for assessing elements such as essays, experiences, biographic information, and the "Other Impactful Experiences" category, all while prioritizing an understanding of each applicant's background and circumstances. These insights aim to assist schools in refining their admissions processes to align with the most recent Supreme Court decision on Affirmative Action in Higher Education Admissions, fostering a comprehensive approach that truly values each applicant's individual journey and

contributions.

After attending this session, participants will:

- Develop proficiency in identifying relevant data points within the AMCAS application to enrich their admissions process, with a focus on understanding applicants within their unique contexts.
- Gain actionable strategies for formulating personalized best practices using AMCAS data, ensuring alignment with their institution's mission-aligned admissions process and the evolving landscape of affirmative action policies.

Leila Amiri

Associate Dean of Admissions; Assistant Professor
The Robert Larner COM at the U of Vermont

Sharifa Dickenson

Director, AMCAS Business Strategy & Engagement
AAMC

Carla Williams

Director of Admissions
Brody School of Medicine at East Carolina University

Erin Helbling

Senior Specialist, Admissions and Selection Research and Development
AAMC

Pasquale Manzerra

Assistant Dean, Medical Student Affairs and Admissions
University of South Dakota Sanford School of Medicine

Rachel Shore

AMCAS Outreach & Engagement Manager
Association of American Medical Colleges

Break

4:15 PM-4:30 PM

Birds of a Feather Sessions

4:30 PM-6:00 PM

Attendees can choose from:

- Birds of a Feather – Admissions
- Birds of a Feather – Student Affairs
- Birds of a Feather – Student Diversity Affairs

- Birds of a Feather – Student Financial Assistance
 - Birds of a Feather – Student Records
 - OSR Birds of a Feather
-

April 19, 2024

Registration and Information

7:15 AM-6:00 PM

CiM Hot Topics Breakfast

7:15 AM-8:30 AM

GSA/OSR Networking Breakfast

7:30 AM-8:30 AM

Break

8:30 AM-8:45 AM

Advancing Disabilities and Accommodations and Promoting Anti-Ableism in Medical Training

8:45 AM-9:45 AM

Concurrent Session

Medical schools aim to promote a learning environment that supports, promotes, and empowers students with disabilities to thrive in medical school. Given the increasing numbers, the multi-faceted accommodations needed, and the changing curriculum structures, approaches that were once sufficient now require reevaluation. Education transition points, including the pre-clerkship to clerkship phase, board exams, specialty selection, the match process, and the transition to residency, are particularly vulnerable for learners. In addition to accommodation, disability support must consider intersectional identities and adjustments to the learning environment and policies. This workshop will share the perspectives of several UC medical schools and university academic health centers. Through a panel discussion, we will discuss best practices and areas for improvement. Given the unique opportunities and pinch points at various phases in the medical school curriculum, we will facilitate small group case studies for the pre-clerkship phase, clerkship phase, licensing exam preparation, and transition to residency.

After attending this session, participants can:

- Discuss opportunities for implementing effective accommodations for the pre-clerkship phase, clerkship phase, licensing exam preparation, and transition to residency.
- Identify promising interventions to improve the support of students with disabilities and effectively implement accommodations in the learning environment.
- Identify opportunities to advance a culture of anti-ableism in medical education and healthcare.

Sharad Jain

Associate Dean for Students
UC Davis School of Medicine

Lisa M. Meeks

Associate Professor of Learning Health Sciences
University of Michigan Medical School

Lee Miller

Associate Dean for Student Affairs
David Geffen School of Medicine at UCLA

Emma Simmons

Senior Associate Dean, Student Affairs
University of California, Riverside

Megan Boysen Osborn

Senior Associate Dean for Students
University of California, Irvine

Kama Guluma

Associate Dean of Admissions and Student Affairs
UC San Diego School of Medicine

Erick K. Hung

Associate Dean for Students
University of California, San Francisco

Creating a Smart Residency Application Strategy

8:45 AM-9:45 AM

Concurrent Session

During this session, participants will discuss the factors influencing medical students' residency application decisions, learn strategies for creating a smart residency application strategy, and identify resources to support their strategy.

After attending a session, participants will be able to:

- Identify factors influencing medical students' residency application decisions.
- Design a residency application strategy based on their training goals.
- Identify resources to support their application strategy.

Nicole Borges

Chair and Professor, Department of Medical Education
Geisel School of Medicine at Dartmouth

Anita Pokorny

Research Scientist, Associate Professor of Family & Community Medicine
Geisel School of Medicine at Dartmouth, Northeast Ohio Medical University

Corrie Stofcho

Assistant Dean of Student Affairs
Northeast Ohio Medical University

Blake R. Barker

Associate Dean for Student Affairs
UT Southwestern

Erin Horan

Senior Learning and Development Specialist, Careers in Medicine®
AAMC

Discovering the Layers of Professionalism Concerns in Medical Students

8:45 AM-9:45 AM

Concurrent Session

Throughout the developmental continuum, learners may demonstrate situational judgment deficits or behavioral concerns that may be perceived as professionalism violations and subsequently referred to Student Affairs staff for assessment. There are complexities to understanding how professionalism may be interpreted differently by students and how Student Affairs Deans need to determine the best “next steps.” Medical schools must foster a nurturing learning environment while maintaining high standards of professionalism, holding students accountable for their actions and behaviors, and seeking help when needed. This session will consist of a panel of members from the AAMC Southern Group on Student Affairs Steering Committee who will present case scenarios to ensure active engagement with attendees that incorporate audience responses on topics demonstrating how students may have viewpoints different from faculty, staff, and administrators and the layers often uncovered by Student Affairs Deans when a student is referred for behavioral concerns, including possible implications related to ADA accommodations and mental health

referrals.

After attending this session, participants will be able to:

- Describe the difference between professionalism and professional identity formation.
- Identify the factors that may impact medical students' professionalism and professional identity formation.
- Describe ways to hold students accountable for their actions as part of professional identity formation.

Angela P. Mihalic

Dean of Medical Students and Assoc Dean for Student Affairs
University of Texas Southwestern Medical Center

Lauren Cobbs

Associate Dean for Student Affairs
TTUHSC School of Medicine

Jennifer Caceres

Senior Associate Dean for Student Affairs and Admissions
Florida Atlantic University Schmidt College of Medicine

Yolangel Hernandez Suarez

Senior Associate Dean for Student Affairs
Florida International University Herbert Wertheim College of Medicine

Joshua T. Hanson

Associate Dean for Student Affairs & Leadership Training
UT Health San Antonio Long School of Medicine

Flipped Classroom for Career Advising

8:45 AM-9:45 AM

Concurrent Session

In today's competitive match environment, advising medical students is one of the most critical responsibilities of a medical school. With increasing curricular demands and a new generation of learners, finding ways to present information on career advising can be difficult. In this session, we will present a career advising curriculum that better aligns pedagogically with the formal curriculum and enhances student engagement. We will provide perspectives from other Student Affairs areas and students and give participants ideas to apply to their programs.

After attending this session, participants will be able to:

- Contrast a flipped-classroom approach with a traditional didactic approach to delivering a career curriculum.

- Provide examples of the critical components of a career curriculum for undergraduate medical students.
- Discuss how an online careers curriculum can enhance a holistic advising program.

Marcy Verduin

Associate Dean for Students, Professor of Psychiatry
University of Central Florida College of Medicine

Soraya Smith

Assistant Dean of Students
University of Central Florida College of Medicine

Rifa Ali

Medical Student
University of Central Florida College of Medicine

Jonathan Kibble

Professor, Assistant Dean
University of Central Florida

Alisha Corsi

Registrar
UCF College of Medicine

**Fostering Belonging and Success for First-Generation Medical Students:
Innovation and Mentorship**

8:45 AM-9:45 AM

Concurrent Session

This workshop combines insights from University of Florida College of Medicine (UFCOM)'s study on the Perceived Sense of Belonging (PSB) among medical students, particularly first-generation students, with the implementation of a collaborative mentorship model at Texas A&M University School of Medicine (TAMU SOM). The session will explore the challenges faced by first-generation medical students, the impact of these challenges on their sense of belonging and success, and practical strategies through orientation sessions and mentorship programs to address these issues.

After attending a session, participants will be able to:

- Recognize the impact of medical school on learners' perceived sense of belonging.
- Create a collaborative mentorship model for first-generation medical students.

- Identify best practices for supporting first-generation graduate and professional students to foster a sense of belonging.

Tarek Dawamne
Medical Student
Texas A&M University College of Medicine

Leslie Singleton
Assistant Dean of Student Affairs
Texas A&M University-School of Medicine

Race-Neutral Admissions: Effective Strategies from Four Medical Schools

8:45 AM-9:45 AM

Concurrent Session

The June 2023 Supreme Court decision prohibiting the consideration of race in admissions has significantly impacted higher education nationally, including in medical education. In light of this decision, medical school admissions officers and committees must continue to explore how to fully implement the Holistic Review framework to continue recruiting and enrolling broadly diverse medical student bodies able to serve our communities. Before the June 2023 decision, medical schools in nine states functioned under state laws that prohibit the consideration of race/ethnicity in admissions. Panelists from medical schools in four states (Arizona, California, Michigan, and Washington) will share their effective strategies for recruiting and enrolling mission-aligned applicants. These shared strategies and lessons learned will help medical schools in previously non-race-restricted environments continue to reflect on and modify their process to achieve their goals in this new, complex, and dynamic admissions environment.

After attending this session, participants will be able to:

- Identify effective race-neutral admissions strategies and processes to explore at their institution.
- Develop skills to investigate methods to gain support and active involvement from Admissions Committee members in exploring and adopting novel admission strategies due to race-neutral laws.
- Reflect on implementing the holistic review framework more comprehensively into policies, processes, and practices.

Shadi Aminololama-Shakeri, MD, FSBI
Professor and Chief, Breast Imaging Division, Department of Radiology; School of
Medicine Admissions Committee Chair
University of California Davis

Amy Addams

Director, Student Affairs Alignment and Holistic Review
AAMC

Joel Maurer

Assistant Dean for Admissions, Associate Professor
Michigan State University College of Human Medicine

Leila E. Harrison

Vice Dean for Admissions, Student Affairs, and Alumni Engagement; Assistant
Professor
Washington State University Elson S. Floyd College of Medicine

Tejal Parikh

Director, Education Core, Associate Dean for Admissions, Associate Professor Family
Medicine
University of Arizona College of Medicine Tucson

We Survived LCME. Now What?

8:45 AM-9:45 AM

Concurrent Session

This session is intended to be a helpful resource for Student Affairs, Admissions, and Financial Aid professionals to share their LCME accreditation preparation and site visit with experience with colleagues and share tools and ideas.

After attending a session, participants will be able to:

- Understand the process of an LCME review for Student Affairs, Admissions, and Financial Aid.
- Share ideas and experiences to better prepare for their LCME review.
- Describe the steps a student affairs office can take to manage expectations and respond to the review.

Joan D. Bailey

Director of Financial Aid
USF Health

Heather H. Boutell

Director of Financial Aid
Vanderbilt University School of Medicine

Pemra Cetin

Assistant Dean of Student Affairs and Financial Aid
Virginia Commonwealth University School of Medicine

Casey Wiley

Manager of Financial Aid
University of South Carolina School of Medicine Greenville

Donna H. Jackson
Sr. Assoc. Dean for Admissions (Interim)
Virginia Commonwealth University School of Medicine

Christopher Woleben
Associate Dean for Student Affairs
Virginia Commonwealth University School of Medicine

Break

9:45 AM-10:00 AM

Fair Consideration of Medical School Applicants with a Military Background

10:00 AM-11:00 AM

Rapid Fire Session
4.a

Medical school applicants with a military background possess unique attributes enhanced by their differentially lived experiences, which will enrich and diversify the learning environment. It is imperative that admissions officials provide potential applicants with effective guidance to complete the most competitive applications, and they must also be equipped to review the applications of this specialized population appropriately. In our interactive session, we will describe our experience over five years (2017-2021) with mentoring and reviewing the applications of medical school applicants with a military background. Audience discussion will be encouraged to promote collaboration and engagement throughout the presentation.

After attending this session, participants will be able to:

- List the significant errors committed by applicants with a military background on medical school applications.
- Describe effective mentoring strategies that guide applicants with a military background to complete the most competitive medical school applications.
- Describe a method for admissions personnel to appropriately review the applications of medical school applicants with a military background.

Linda S. Nield
Associate Dean for Admissions; Professor
West Virginia University School of Medicine

Lauren M. Wamsley

2024

Group on Student Affairs (GSA),
Careers in Medicine (CiM), and
Organization of Student Representatives (OSR)
National Meeting



Director of Outreach and Recruitment
West Virginia University School of Medicine

Movin' to Med School: Building rapport with Wellness & Academic Specialists prior to Matriculation

10:00 AM-11:00 AM

Rapid Fire Session
4.a

This workshop will provide audience members with an overview of a session created for a critical transition point for learners from admission to matriculation. The session's goal was to reduce barriers to seeking support from Academic Success & Student Support and Wellness offices and introduce learners to the impact and interaction of academics and wellness and how they contribute to a learner's overall success at an early critical juncture in the medical education journey. Data from a post-session feedback survey and a follow-up student survey completed during the first block of medical school will also be presented, along with usage data from the two offices used to evaluate if this new "foot in the door" approach was successful.

After attending this session, participants will be able to:

- Describe the rationale for collaborative sessions before orientation to support learners through wellness and academic success.
- Describe the benefits to learners of a holistic, integrated approach to academic success and well-being.

Jackeline De Luna
Academic Specialist
UC Riverside School of Medicine

Christina Granillo
Health Sciences Assistant Clinical Professor/Director of Academic Success
UC Riverside School of Medicine

Naveena Rai
Support and Wellness Specialist
UC Riverside School of Medicine

Amanda Smith
Director of Medical Student Support & Wellness
UC Riverside School of Medicine

Janelle Martinez
Academic Specialist
UC Riverside School of Medicine

Accessing Federal Loan & Scholarship Programs: Effective Approaches for FAO's

10:00 AM-11:00 AM

Concurrent Session

Speakers will describe the administrative logistics related to participation in the LDS & SDS programs.

After attending this session, participants will be able to:

- Learn the administrative logistics related to participation in the LDS & SDS programs.
- Find support within the community.

Wendy A. Clark

Financial Aid Administrator

University of Utah Spencer Fox Eccles School of Medicine

Cynthia R. Gonzalez

Senior Assistant Director Financial Aid

Northwestern University-Feinberg School of Medicine

Jessica R. Le Duc

Associate Senior Director, Financial Aid Office

The University of Arizona

Meredith Schor

Director Of Financial Aid

George Washington University School of Medicine and Health Sciences

D. Ingram

Associate Director, Office of Student Financial Aid

University of Texas Southwestern Medical Center

Elevating Medical Student Supports: A Cross-Functional Approach to Enhance Student Satisfaction

10:00 AM-11:00 AM

Concurrent Session

Showcasing four key student-facing VP&S non-physician staff perspectives as well as a senior student representative, our goal is to present new approaches to and resources for comprehensive student support and initiatives that emerged since our 2018 LCME visit and the COVID-19 pandemic. The session will describe effective strategies that enhanced the student experience and that led to school- and nation-leading levels of student satisfaction across the domains of Student Affairs, Curricular Affairs, Academic

Advising/Counseling, and Career Advising. We will share our practices, evidence of effectiveness, lessons learned, and goals as we look ahead. An emphasis will be placed on how specific programmatic changes and cross-functional collaboration across the continuum enhance the student experience.

After attending this session, participants should be able to:

- Proactively reflect on their organizational structure and identify opportunities for potential specialist roles that can consolidate and organize specific efforts for student support (i.e., academic advising, career advising).
- Assess their department and identify opportunities for cross-team collaboration, enhanced communication, philosophical realignment, and process improvement that may positively impact student support and the student experience.
- Have knowledge of a model for how GSA-CiM-OSR can function together to enhance the student experience, as evidenced by national data and student feedback.

Kristina Montville

Associate Director, Career Advising and Residency Services
Columbia University Vagelos College of Physicians and Surgeons

Celine M. Schreidah

MD/MS Candidate & AAMC OSR for Columbia; Former NEOSR Chair and AAMC OSR
National Board Member
Columbia University Vagelos College of Physicians and Surgeons

Todd A. Bates

Director of Student Academic Success
Columbia University Vagelos College of Physicians and Surgeons

Sarita Martinez-Moran

Director of Curricular Affairs
Columbia University Vagelos College of Physicians and Surgeons

Leveraging the Expertise of Committee on Student Diversity Affairs (COSDA) Professionals

10:00 AM-11:00 AM

Concurrent Session

This collaborative workshop will demonstrate to student affairs leaders, who analyzed their institution's student support models across the continuum, how to integrate existing programming into a true Holistic Student Affairs model as encouraged by the AAMC's Group on Student Affairs (GSA) and Holistic Reviews. This session will generate rich dialogue by having participants identify programming and work on placing these programs within the Holistic Student Affairs model so each participant can walk out of

the session with scaffolding to implement at their institution. Workshop facilitators will present multiple perspectives, followed by participants sharing what they have developed at their institutions with their tables and the whole room. This workshop will be a skill-oriented, interactive experience for all attendees, allowing for specific knowledge and skills, along with take-home deliverables.

After attending this session, participants will be able to:

- Learn how the student diversity affairs staff should serve as a resource for all stakeholders in student affairs across the medical education continuum.
- Understand the Professional Development Initiative (PDI) framework and the Diversity, Equity, & Inclusion (DEI) language presently embedded within it.
- Build confidence to promote and/or lead DEI initiatives at their home institution while capitalizing on the opportunity to network and share best practices with DEI colleagues.

Robin B. Clay

Program Manager II, Student Support Services
University of Missouri-Columbia School of Medicine

Donna H. Jackson

Sr. Assoc. Dean for Admissions (Interim)
Virginia Commonwealth University School of Medicine

Ranna Nash

Assistant Dean
Keck School of Medicine of USC

Medical Trainees with Disabilities: The Critical Role of Program Access In UME and GME

10:00 AM-11:00 AM

Concurrent Session

Extensive research in medical education underscores the critical nature of program access for the well-being, academic performance, board exam success, and specialty match for trainees with disabilities. However, the lack of program access persists due to the fear of stigma or bias, the absence of clear institutional accommodation processes, insufficient documentation, uninformed disability resource professionals, resource scarcity, and peer and patient mistreatment. Fortunately, there are opportunities for training programs to implement structural changes that can mitigate these adverse outcomes. Such changes can foster more inclusive, safe environments where disabled trainees and clinicians can participate and thrive. This presentation will provide a comprehensive overview of existing literature, shedding light on the underlying reasons for non-disclosure and the barriers spanning various domains, encompassing admissions, academic progression, and career advising. In doing so, we offer practical

suggestions for enhancing environments, boosting performance, and improving overall well-being outcomes.

After attending this session, participants will be able to:

- Identify the multi-faceted structural and attitudinal barriers to disclosure of disability in UME and GME and the utilization of accommodations.
- Describe effective strategies and approaches to create genuinely accessible, inclusive, and supportive learning environments for disabled learners.
- Reflect on best integrating these strategies in their medical training programs and institutions.

Lisa M. Meeks

Associate Professor of Learning Health Sciences
University of Michigan Medical School

Amy Addams

Director, Student Affairs Alignment and Holistic Review
AAMC

Katherine Ross

Student
University of Michigan Psychology

Michael Kim

Assistant Dean for Student Affairs
University of Minnesota Medical School

Prepping for Success: Step 1 Prep

10:00 AM-11:00 AM

Concurrent Session

With many schools adopting a pass-fail curriculum and Step 1 being changed to pass-fail, many Institutions are seeing higher failure rates on Step 1. Our panel will explore this issue and discuss how their schools have prepped their students for success on this high-stakes test.

After attending a session, participants will be able to:

- Compare preparation techniques to assist students in preparing for Step 1.
- Employ strategies to promote wellness during the study period for Step 1.
- Recognize students at risk for failing the Step 1 exam.

Joe Blumer

Associate Professor
Medical University of South Carolina

Christen C. Hairston

Associate Dean of Student Success
Emory School of Medicine

Elizabeth A. Higgins
Associate Dean of Student Affairs and Professionalism
MUSC

Carley Myszkowski
Director, Student Academic Support Services
UCF College of Medicine

Falicia Harvey
Senior Assistant Dean for Success and Wellness
University of South Carolina School of Medicine

Recruiting, Training, and Working with Specialty Advisors: A Discussion for Student Affairs

10:00 AM-11:00 AM

Concurrent Session

This panel discussion will feature student affairs experts discussing strategies and techniques for working with specialty advisors. The panelists are AAMC Careers in Medicine Advisory Committee members and lead effective career advising programming at their institutions. The topics discussed during this presentation will include working with specialty advisors, recruiting and training specialty advisors, and examples of how different institutions support specialty advisors. Attendees will leave with strategies to support specialty advising and career advising, in general, at their institution.

After attending this session, participants will be able to:

- Describe student affairs practices for effectively working with specialty career advisors.
- Examine current institutional practices for working with specialty advisors.
- Evaluate and consider strategies for working with specialty advisors, including resources from Careers in Medicine.

Soraya Smith
Assistant Dean of Students
University of Central Florida College of Medicine

Lisa R. Shah-Patel
Director of Career and Professional Advising; Clinical Associate Professor, Department of Radiology
University of Arizona College of Medicine – Phoenix

Debra Rusk

Assistant Dean, Medical Student Affairs; Assistant Professor
Indiana University School of Medicine

Erin Horan

Senior Learning and Development Specialist, Careers in Medicine®
AAMC

Break

11:00 AM-11:15 AM

A Conversation About Engaging Staff as Leaders

11:15 AM-12:15 PM

Concurrent Session

Professional staff play a vital role in academic medicine regarding strategic planning and program execution. Yet, their role as leadership team members is often ambiguous and ill-defined. Join us for a conversation with faculty and staff from multiple medical schools that have found ways to support staff in their professional development and engage them as true members of the medical education and student affairs leadership. We'll be sharing stories – good and bad – and, hopefully, together, developing practical ways to better engage our professional staff.

After attending this session, participants will be able to:

- Articulate some of the perceived and actual barriers to engaging staff as leaders in a medical education context.
- Describe ways that faculty can be champions of staff at their institutions and engage staff as leaders in non-traditional ways.

Jason P. Noah

Program Director for Student Success
UAB Heersink School of Medicine

Soraya Smith

Assistant Dean of Students
University of Central Florida College of Medicine

Paulina H. Mazurek

Director of Wellness & Professional Formation
Joe R. and Teresa Lozano Long School of Medicine, UT Health San Antonio

Derek A. Holbrook

Director of Academic and Career Success
UT Tyler School of Medicine

Joshua T. Hanson
Associate Dean for Student Affairs & Leadership Training
UT Health San Antonio Long School of Medicine

AAMC Financial Wellness Resources - Utilizing Them from a School's Perspective

11:15 AM-12:15 PM

Concurrent Session

Did you contemplate possibly providing your medical students with the Financial Wellness programming from the Association of American Medical Colleges (AAMC) or the Financial Information, Resources, Services, and Tools (FIRST)? Are you currently providing these resources and looking for a revitalization? Join our session for a multiple-school perspective on implementation and lessons learned using these resources, along with the impact on their students.

After attending this session, participants will be able to:

- Recognize and effectively implement the AAMC Financial Wellness program within their financial planning for medical students.
- Showcase FIRST resources and incorporate these resources into the development of their financial wellness programs.

Sofia Cascio
SOM Director of Student Financial Planning
University of Maryland – School of Medicine

Johnathan Chancellor
Senior Education Debt Management Specialist
AAMC

Jenn Toomey
Assistant Director of Financial Aid & Financial Wellness Advisor
Case Western Reserve University SOM

From Snail Mail to Social Media, Powerpoint to Podcasts: Effective Communication for Modern Learners

11:15 AM-12:15 PM

Concurrent Session

Communication is a core competency and is key to teamwork and patient care. Healthcare systems have precise paradigms for effective communications, such as those described in AHRQ's TeamSTEPS curriculum. However, in medical education, we do not always successfully communicate with students. Methods of communication can be written, verbal or non-verbal, synchronous or asynchronous, unidirectional or

bidirectional. Platforms such as Zoom and technologies such as smartphones can facilitate communication across distances and make communication more efficient, but they can increase the possibility of misunderstanding. Additional considerations are creating an environment of trust and compassionately delivering communication. Generational differences likely influence preferred communication strategies. How do we develop the most effective communication strategy for learners across all spaces in medical education?

After attending this session, participants will be able to:

- List multiple methods to communicate and share information with learners.
- Identify challenges to choosing the appropriate method to capture the interest and attention of the learners.
- Strategize ways to choose the most effective communication for a specific situation and implement that method effectively.

Alice Chuang

Associate Dean for Student Affairs
University of North Carolina School of Medicine

Othmane Jadi

Medical Student
University of North Carolina School of Medicine

Valerie Glassman

Senior Director for Student Affairs
University of North Carolina School of Medicine

Implementation of a Mental Health Centered Student Success Program

11:15 AM-12:15 PM

Concurrent Session

Representatives from the OU-TU School of Community Medicine will share about the Student Success Program, which is now in its third year. The Student Success Program is a mental health focused support system to meet the unique needs of medical students longitudinally throughout their medical education. We will share how the program not only supports learners but also supports faculty and staff and has helped to create a culture of mental wellness. We hope to share what we have learned in the development and ongoing evaluation of the Student Success Program and engage attendees in a discussion about supporting learners and best practices.

After attending a session, participants will be able to:

- Gain insight into the benefits of prioritizing mental health support in medical schools to enhance existing programs or develop new ones.
- Collaborate with others to learn what has or hasn't worked in developing student support programs.

- Identify ways similar programs can not only support students but also allow for the support of faculty and staff.

Meredith D. Talley

Director of Student Services and Admissions

University of Oklahoma College of Medicine - School of Community Medicine

Jeanne O. Hayes

Associate Dean of Student Affairs

The University of Oklahoma College of Medicine - School of Community Medicine

Rosanne McDaniel

Student Success Program Senior Counselor

The University of Oklahoma College of Medicine - School of Community Medicine

Ainsly Wolfinbarger

MS3

University of Oklahoma College of Medicine - School of Community Medicine (Tulsa, OK)

How to Leverage Student Interest Group Leaders into Student Support Programming Across the Continuum

11:15 AM-12:15 PM

Concurrent Session

Given the diversity of our students as learners, professionals, and people, the need to provide the proper individual support is critical to their success. That support should begin when they accept their admissions offer and continue until they graduate from medical school. This topic is timely as our learners are integrating back into “normal” life following the pandemic and adjusting to changes in our society that impact their medical education (Grieco et al., 2022). The first step is to engage your students by looking beyond class leadership. Leaders of KSOM student and diversity affairs offices had “listening tours” with all diversity office student interest groups to start the discussion on how to aid in transitioning of our students (SNMA, LMSA, MedLamba, APAMSA, and First-Generation SIGs). Through this student lens, students from each SIG were invited to participate in a newly formed Integrated Holistic Student Affairs Council to assist in improved program development and integration for medical students on the continuum. After attending this session, participants will be able to:

- Experience how different students’ perspectives aided in the launch of the IHSA council.
- Come together in small teams to discuss their institutions' existing programming and work through a worksheet that will scaffold these programs into the holistic model.

- Take their newly created plan to their current institutions to build a Holistic Model that already exists.

Melissa Lopez
Medical Student
University of Southern California Keck School of Medicine

Selena Gonzales
Medical Student
University of Southern California Keck School of Medicine

Anthony Tritto
Medical Student
University of Southern California Keck School of Medicine

Mitchell Figueroa
Medical Student
University of Southern California Keck School of Medicine

Stephanie Zia
Assistant Dean for Career Advising. Director of Medical Student Coaching, Clinical Assistant Professor
University of Southern California Keck School of Medicine

Victoria Yu
Medical Student
University of Southern California Keck School of Medicine

Navigating Trust Amidst Change: Fostering Effective Relationships in Evolving Medical Education

11:15 AM-12:15 PM

Concurrent Session

Student Affairs advisors and students are interested in cultivating trust in their relationships. Students from the OSR will explain how to apply a framework for cultivating trust in a healthcare environment in medical education. The session will focus on experiences from OSR members that demonstrate the dos and don'ts of a student-advisor relationship. Participants will be asked to apply aspects of the framework to each scenario and analyze how each could have been improved.

After attending this session, participants will be able to:

- Define trust in the context of advisor-student relationships and its importance for students' holistic growth while identifying common challenges that may hinder the development of trust between medical students and advisors.
- Explore ways and frameworks to enhance advisors' understanding of medical students' unique pressures and challenges, fostering empathy and more meaningful support.
- Examine how the advisor-student relationship can evolve as students progress through different stages of their medical education and transition to residency and beyond.

David Warner
Medical Student
University of Cincinnati College of Medicine

Dilpreet Kaeley
Medical Student
University of Toledo College of Medicine and Life Sciences

Youssef Aref
Medical Student
California University of Science and Medicine School of Medicine

Kathleen Kashima
Senior Associate Dean of Students, Clinical Assistant Professor Psychiatry and Medical Education
University of Illinois College of Medicine

Requiring the PREview exam for Admission

11:15 AM-12:15 PM

Concurrent Session

Holistic review in medical school admissions requires a comprehensive assessment of the applicant, including social and emotional maturity and readiness, which a virtual environment in the post-pandemic era has complicated. This session examines the use of the virtual situational judgment test, PREview, the impact of requiring this exam of all applicants, and the initial outcomes of this requirement on the diversity of applicants and matriculants.

After attending this session, participants will be able to:

- Assess the value of the PREview exam as an effective element of their school's holistic review process in medical school admissions.
- Formulate a plan to effectively embed the PREview exam in a holistic review admissions process.

- Support diversity in the medical school admissions process and outcomes with the requirement of the PREview exam.

Hiral Choksi

Associate Dean of Admissions, Associate Professor of Medicine
Saint Louis University School of Medicine

Jennifer Lucero

Associate Dean of Admissions, Vice Chair Equity Diversity & Inclusion Anesthesia & Perioperative Med
David Geffen School of Medicine at UCLA

Shadi Aminololama-Shakeri, MD, FSBI

Professor and Chief, Breast Imaging Division, Department of Radiology; School of Medicine Admissions Committee Chair
University of California Davis

Alisa Lopez

Executive Director of Admissions, Outreach & Pathway Programs, and Financial Aid
David Geffen School of Medicine at UCLA

AAMC Leadership Update Luncheon

12:15 PM-1:30 PM

This lunch session will feature remarks from the AAMC Chief Academic Officer and chairs of the Group on Student Affairs (GSA), Careers in Medicine (CiM), and the Organization of Student Representatives (OSR). Join us to hear the latest updates on AAMC strategic priorities, projects, initiatives, and to learn how our communities are supporting you in the academic medicine and the transition to residency spaces.

Youssef Aref

Medical Student
California University of Science and Medicine School of Medicine

Marcy Verduin

Associate Dean for Students, Professor of Psychiatry
University of Central Florida College of Medicine

Alison Whelan

Chief Academic Officer
AAMC

Christin Spatz

Assistant Dean of Student Affairs and MD Career Advising, Associate Professor of
Medicine
Geisinger Commonwealth School of Medicine

Break

1:30 PM-1:45 PM

Collaborative Efforts to Support Student Learners

1:45 PM-3:00 PM

Rapid Fire Session

Student success throughout medical school relies upon many key factors and requires a holistic intake and active review of the student throughout their journey through various facets. These facets include academic readiness/ability to manage the workload effectively, well-being, and active engagement with the advising process. Our College has begun utilizing weekly Collaborative Practice 1:1 meetings between Learning Specialists (LS) and Career and Professional Advisors (CAP) along with Student Progression and Enrollment (SPE) biweekly meetings involving key partners- Associate Dean of Student Affairs, Director of CAP, Director of Student Development, Registrar, Director of Financial Aid, and Manager of Student Progression. The use of these meetings has not only provided a forum for open discussion and strategy amongst these stakeholders, all of whom are wholeheartedly vested in the best interest of the student. Still, it has allowed creativity in navigating certain student situations through collaboration among these partners. This has also ensured that all stakeholders are in tune with specific student situations/nuances that could impact the student's journey/experience.

After attending this session, participants will able to:

- Understand the benefits of collaborative practice meetings amongst key stakeholders to ensure continued student success and holistic support of the student throughout their medical school journey.
- Organize and implement partnership meetings amongst key stakeholders to ensure essential information is shared in a time-efficient, easily accessible manner to support students completely throughout their journey.
- List potential mechanisms and databases in which information shared can be recorded and/or easily accessible for future reference as supporters of the student deem necessary.

Stephanie Briney

Associate Dean of Student Affairs

University of Arizona College of Medicine-Phoenix

Lisa R. Shah-Patel

Director of Career and Professional Advising; Clinical Associate Professor, Department of Radiology

University of Arizona College of Medicine – Phoenix

Exploring Student Support Initiatives to Enhance the Transition into Medical School

1:45 PM-3:00 PM

Rapid Fire Session

The successful transition for a student into medical school is an endeavor that requires a holistic and integrated approach from the institution. At the University of California, Irvine, School of Medicine (UCISOM), our Student Support Team is invested in easing the transition into medical school for our incoming class and continuously monitoring every student's academic progress. Our cohorts receive financial aid, wellness, educational technology, and learning strategy workshops throughout their medical journeys. After a successful transition, each student's academic performance is closely monitored by a team of dedicated student support professionals invested in proactively identifying and addressing students experiencing challenges. UCISOM students are afforded unique tailored services, which include membership into our house-structured career advising, wellness, and academic support services program and access to learning specialists. Each of our services undergoes continuous evaluation to address the evolving needs of our students appropriately.

After attending this session, participants will be able to:

- Identify the common challenges students face when transitioning into medical school.
- Examine key service offerings that help successfully transition students into medical school, including tailoring services for historically excluded populations in medicine.
- Discuss criteria for continuously monitoring and expanding student support services to most appropriately address evolving needs.

Nancy Guirguis

Assistant Dean, Student Affairs

University of California, Irvine School of Medicine

Megan Boysen Osborn

Senior Associate Dean for Students
University of California, Irvine School of Medicine

Lauren M. Stokes
Director of Academic Support Services
University of California, Irvine School of Medicine

Professionalism: Establishing Expectations and a Just Culture Model

1:45 PM-3:00 PM

Rapid Fire Session

Teaching, assessing, and remediating professionalism is a timely topic of concern to student affairs and educational faculty. This interactive session will present the definition and implementation of professionalism expectations and the application of the Just Culture Model for addressing perceived lapses. It will combine brief presentations of relevant material, an interactive panel discussion, and ample time for questions and answers. Participants will be able to take these frameworks back to their institutions for review and possible implementation based on their already existing approaches to professionalism.

Upon completion of this session, participants will be able to:

- Define and establish expectations for professionalism along the medical education continuum, considering the perspectives of various stakeholder groups.
- Visualize how to approach a defining framework for professionalism at their respective institutions.
- Demonstrate the application of Just Culture principles to professionalism and describe how a Just Culture approach uses objective assessments to differentiate between individual and institutional accountability.

Nidhi Goel

Assistant Professor of Medicine and Pediatrics
University of Maryland School of Medicine

Holly R. Khachadorian-Elia

Assistant Professor, HMS Director of the MD/MBA Program, Advisor - Student Affairs
Harvard Medical School

Elizabeth M. Lamos

Associate Professor of Medicine, Assistant Dean Student Affairs
University of Maryland School of Medicine

"I Failed Step 1: Now What?" A look at the Mental Health Impact and a Student Support Service Model.

1:45 PM-3:00 PM

Rapid Fire Session

We aim to discuss the process in which students prepare for Step 1 as a pass-fail board exam, the perception of our students regarding Step 1 with the pass-fail modality, and the impact on the mental health and well-being of undergraduate medical students navigating the various stages of the dedicated study period but who have failed.

Attendees will be engaged in identifying and analyzing a support service model at Florida International University Herbert Wertheim College of Medicine (FIU-HWCOM), recognizing potential mental health and well-being concerns of students at their academic institutions while reviewing a variety of resources available to learners who have not been successful in passing Step 1. We will describe this Support Service model and the collaboration of the Student Success and Well-being Services team at FIU-HWCOM.

Participants will be able to:

- Describe the functions and collaboration of a unique Support Service Model that guides and helps students navigate the dedicated study period and supports students who have failed Step 1.
- Describe and define the potential impact of a Step 1 failure on mental health concerns such as the imposter phenomenon, identifying the signs and symptoms that might lead to specific mental health diagnoses for referral and/or in-house support services—furthermore, recognizing and elaborating on the factors associated to the preparation for a Step 1 retake. A review of gathered quantitative and qualitative data of Third- and Fourth-year undergraduate medical students' perspectives at FIU-HWCOM on the Step 1 transition from digit score to pass-fail will be provided to promote discussion.
- Identify preparation resources while examining the feasibility and concerns such as cost, the viability of financial support from the academic institution, and the need for additional mental health resources, such as psychoeducational testing, that might impact the learner's academic performance and overall well-being.

Ana Maria Orduz

Clinical Therapist

Florida International University Herbert Wertheim College of Medicine

Melanis Rivera Rodriguez

Assistant Professor/Licensed Psychologist

Florida International University Herbert Wertheim College of Medicine

Implementing #GotMySix: Fostering Wellbeing & Resilience Among Military Medical and Nursing Students

1:45 PM-3:00 PM

Rapid Fire Session

#GotMySix derived from the phrase “Got Your Six,” created during World War I by American fighter pilots who used the clock format to denote aircraft direction. Six o’clock represents the back of the plane. #GotMySix is a campaign to encourage military members to identify and show gratitude to those who support them. This presentation highlights the #GotMySix as a community engagement activity for building/reinforcing connections of support for military medical and nursing students. Given the unique stressors for military students in health professions, this presentation seeks to provide attendees with insight into the rigors of military medical and nursing education, the significance of creating a culture of strong community support, and explore ways to incorporate and transfer #GotMySix principles into creating collective resilience and well-being for students.

After attending a session, participants will be able to:

- Understand the Historical Context: Attendees will learn about the historical context of the phrase #GotMySix” and its impact on the well-being of the military medical community.
- Acknowledge the Challenges of Military Health Education: Attendees will develop an awareness of the unique stressors and challenges military medical and nursing students face, including the demands of their education and military commitments.
- Identify Strategies for Integrating #GotMySix Principles: Attendees will identify strategies to integrate the #GotMySix principles to support well-being at their institutions.

Daryl Thorne

Assistant Dean for Wellbeing and Assistant Professor
Uniformed Services University of the Health Sciences

“What’s the Yield to You?” Executive Coaching for URM Students and First-Gen College Graduates

1:45 PM-3:00 PM

Concurrent Session

Student Diversity Affairs (SDA) is a seemingly overlooked partner in student advising. Two of the central goals of SDA practices are empowering URM students and first-generation college graduates (1G) to navigate a learning environment that may perpetuate systemic racism and inequity and the development of a sense of belonging to an institution that will support self-efficacy and success. Centered in the Group on Student Affairs’ core values and guiding principles and the performance framework for Student Diversity & Inclusion, our staff provides a supplemental advising and coaching model to existing advising and learning community structures with a mix of check-ins, mentoring, and coaching for URM and 1G students using a two-part strategic mindset of

Positioning over Planning and Healthy and Just Sense of Professional Selfishness.

After attending a session, participants will be able to:

- Understand the importance of leveraging student diversity affairs partners in the advising and coaching of URM and 1G students
- Describe the organizational conditions needed to foster collaboration between student services departments
- Develop potential next steps to create a robust coaching program at their home institutions.

Ashley Michelle Fowler

Administrative Program Manager

Icahn School of Medicine at Mount Sinai

Ann-Gel Palermo

Senior Associate Dean for Diversity, Equity, and Inclusion

Icahn School of Medicine at Mount Sinai

Admissions and Financial Aid in a post-SCOTUS World: Where Are We Now and Where Should We Go?

1:45 PM-3:00 PM

Concurrent Session

The recent SCOTUS decision regarding race-neutral admissions has fundamentally changed the face of admissions and will likely lead to changes in the future physician workforce. In this session, we will hear from AAMC legal, three schools that have responded to the changes in their primary areas (Admissions, Student Diversity Affairs, and Student Financial Assistance), and AAMC staff. The audience will also be able to share their best practices via table group discussions and share other insights and reflections with the larger group.

After attending a session, participants will be able to:

- Articulate the basic legal requirements in the SFA vs Harvard/UNC decision and the impact on admissions and financial aid.
- Describe various strategies for building and adjusting scholarship awarding methodologies in light of these changes.
- Discuss best practices to ensure a holistic review of applicant pools and to maintain diversity in our entering classes.

Donna H. Jackson

Sr. Assoc. Dean for Admissions (Interim)

Virginia Commonwealth University School of Medicine

Lina Mehta
Associate Dean for Admissions
Case Western Reserve School of Medicine

Casey Wiley
Manager of Financial Aid
University of South Carolina School of Medicine Greenville

Heather Alarcon
Senior Director, Legal Services
AAMC

Navigating the Maze of Escalating Complexities of the Residency Application Process- A Case Workshop

1:45 PM-3:00 PM

Concurrent Session

With the recent implementation of program and geographic signaling within ERAS, multiple application systems and pilots without specialties, supplemental requirements (Acuity, etc.), pass/fail Step 1, and varied interview timelines and format, advising for residency application has grown incredibly complex and difficult to navigate. There is currently little data to inform many of these high-stakes decisions. Through a series of student case scenarios first reviewed by small groups followed by broader large group discussion, participants will collaborate and share knowledge to develop informed advising strategies to tackle the 2025 Match cycle. Case scenarios will include advising strategies for high-risk students and couples match participants with a focus on the use of program and geographic signaling and the complexities, particularly when each member of the couple is applying via different application services. Additional cases will include preparing for parallel plans and SOAP in the setting of different application systems. Through collaboration, participants will be provided a summary "best practices" document to be more prepared to navigate the challenging maze ahead.

After attending this session, participants will be able to:

- Describe recent changes in the residency application cycle that have complicated advising and identify evidence-based advising strategies in the literature.
- Generate advising strategies using program signaling and geographic preferences for multiple residency applicant scenarios.
- Prepare a parallel plan and/or SOAP strategy in the setting of different application systems.

Matthew Edwards
CCOM Registrar
University of Iowa Carver College of Medicine

Angela P. Mihalic

Dean of Medical Students and Assoc Dean for Student Affairs
University of Texas Southwestern Medical Center

Tara Cunningham

Senior Associate Dean for Student Affairs; Associate Professor
Icahn School of Medicine at Mount Sinai

Angela H. Jackson

Associate Dean, Student Affairs and Associate Professor of Medicine
Boston University Chobanian and Avedisian School of Medicine

Katherine Chretien

Associate Dean For Medical Student Affairs, Professor of Medicine
Johns Hopkins University School of Medicine

Alex Grieco

Associate Dean for Student Life
Ohio State College of Medicine

Preventing & Responding to Mistreatment in Complex Learning Environments: Four Institutional Models

1:45 PM-3:00 PM

Concurrent Session

Creating and maintaining learning environments free from mistreatment and safe, supportive, and inclusive of all learners is ongoing, challenging work in medical education. During this session, four leaders share their unique efforts and insights to prevent and respond to mistreatment at their respective and varied institutions. The session will review various reporting systems (including anonymous reporting), prevention strategies, evaluation structures, and intervention and remediation processes. This review will highlight successes and challenges associated with each area through data and story sharing. Participants will gain new knowledge of the nuances of this work and learn about emerging and promising practices at peer institutions.

After attending this session, participants will be able to:

- Describe institutional complexities with creating and maintaining safe, supportive, and inclusive learning environments free from mistreatment.

- Share ideas with their home institutions about emerging and promising practices from peer institutions for improving systems of prevention, reporting, and remediating mistreatment incidents.
- Discern the pros and cons of various institutional approaches for preventing and responding to mistreatment.

Diana Martínez

Director

University of New Mexico School of Medicine

Tim Lacy

Senior Director, Student Learning Environment

University of Illinois College of Medicine

Andrea Martinez

Director for Quality, Compliance and Accreditation

David Geffen School of Medicine at UCLA

Stacey Algren

Associate Professor, Department of Obstetrics and Gynecology & Associate Dean,
Learning Environment

University of Missouri-Kansas City School of Medicine

Student Influencers: Students use of social media and its implications across an institution

1:45 PM-3:00 PM

Concurrent Session

Student Influencers (SIs) are medical students who use their student status to gain an online following. SIs can speak on various topics, from “life as a medical student” to public policy, and may have thousands of followers. In general, SIs have a positive impact. However, sometimes SIs will wade into provocative topics or engage in problematic activities that, while effective at increasing their followers, are professionally concerning. As Student Affairs Professionals, we are charged with addressing student concerns and must hold all students to the same professional standards. However, special considerations may be necessary when working with SIs, particularly in online professionalism, academic progression, institutional reputation, and 1st Amendment rights. In this interactive workshop, an interdisciplinary panel will discuss concerns from various perspectives, including the abovementioned areas. Participants will then be

asked to apply a response framework developed at our institution to real-world examples of SIs. By the end of the presentation, we hope participants can take the lessons learned here to their institutions.

After attending this session, participants will be able to:

- Define the various ways in which a student's use of social media can become problematic in terms of academic progression, institutional reputation, compliance, and wellness
- Identify the key stakeholders who need to be consulted when navigating concerns about a student's problematic use of social media
- Begin developing a basic "Action Plan" that they can customize for their institution to deal with student social media use. This Action Plan can include key stakeholders who must be consulted when navigating problematic situations.

David Trotter

Assistant Dean and Associate Professor

Texas Tech University Health Sciences Center, School of Medicine

Lauren Cobbs

Associate Dean for Student Affairs

TTUHSC School of Medicine

Elisabeth Conser

Assistant Dean for Wellness and Advancement

Texas Tech University Health Sciences Center

Simon C. Williams

Associate Dean of Curriculum

Texas Tech University HSC

Break

3:00 PM-3:15 PM

Introduction to Career Planning and Preparation for Residency

Applications for Preclerkship Students

3:15 PM-4:30 PM

Rapid Fire Session

This session is an immersive introduction to the career planning and preparation process for residency applications for first- and second-year medical students.

After attending this session, participants will be able to:

- Describe some of the current barriers to effective career advising.

- Jumpstart students' understanding of the components of the residency application process and what residency programs are looking for in applicants.
- Collaborate with resources and other offices at your university to support the pre-clerkship students as they learn about the residency application process and requirements.
- Develop an immersive program for pre-clerkship medical students to introduce the complex process of applying to residency.

Jeanne Hill

Associate Dean, Career Planning and Advising
Medical University of South Carolina

Hannah Pressler

Medical Student
Medical University of South Carolina

Match in the Modern Era: Structuring a System of Support for Career Advising

3:15 PM-4:30 PM

Concurrent Session

The residency application process and the Match have become more complex and competitive. The number of applications submitted increases incrementally and consistently annually. The number of residency positions increases but not at the same rate as the number of applicants. Signaling and geographic preferences are additional elements needed for a successful Match. Specialties are starting to use their own application and invitation systems. Students struggle with all the available resources, both external and internal. The LCME deemed our Career Goal Advising program Unsatisfactory and then Satisfactory with Monitoring. We hope to share how we overhauled our current support system for students applying to the Match, including new interventions, innovations, and ideas. We will discuss the implementation of multiple interventions that widened our bench of support. We will demonstrate how we more fully engage students and track them through the Match process. We will share lessons learned and consider future directions.

After attending a session, participants will be able to:

- List characteristics of a robust career goal support system.
- Identify at least one way to bolster their institution's career goal support system.
- List at least one new resource to provide students during their application cycle.

Alice Chuang

Associate Dean for Student Affairs
University of North Carolina School of Medicine

Othmane Jadi
Medical Student
University of North Carolina School of Medicine

Valerie Glassman
Senior Director for Student Affairs
University of North Carolina School of Medicine

Mind the Gap: A Novel, Specialty-Specific Advising Structure that Promotes UME-GME collaboration

3:15 PM-4:30 PM

Rapid Fire Session

UME career advising needs to adapt to keep pace with the increased GME focus on specialty-specific requirements for residency application and clinical preparation. Mayo Clinic Alix School of Medicine has launched a specialty-specific, subject matter expert advising program designed to optimize Match outcomes and increase foundational clinical knowledge, increasing the success of the UME-GME transition. A key design feature of the new structure is the closer approximation of the roles of the Student Affairs Decanal staff, Career Advisors, and Program Directors.

After attending this session, participants will be able to:

- Describe the need for UME advising structures that can adapt to accommodate the increasing specialty-specific GME requirements in residency application and academic preparation.
- Outline an advising structure appropriate for their school that closely aligns UME and GME faculty to promote student success in the UME-GME transition.
- Envision how a specialty-specific advising structure can be continuously adapted to meet the changing demands of GME preparation.

Amit Shah
Associate Dean of Students, Arizona Campus
Mayo Clinic Alix School of Medicine

Rochelle Torgerson
Associate Dean of Student Affairs
Mayo Clinic Alix School of Medicine, Rochester, Minnesota

Getting SAPpy with it: Academic Progression From a Financial Aid Prospective

3:15 PM-4:30 PM

Rapid Fire Session

7.b

This session will provide Student Affairs and medical school professionals with a practical understanding of Satisfactory Academic Progress for financial aid eligibility. We will provide statistics from our institution and other institutions on how SAP may affect Student Affairs and Curricular decisions. It will also review how decisions from other departments can affect student's SAP for financial aid eligibility.

After attending this session, participants will be able to:

- Understand the foundational concepts of the Satisfactory Academic Progress standards and the requirements for maintaining or regaining eligibility after failing to maintain SAP.
- Provide support and guidance to students and the Financial Aid Office to help them maintain/regain eligibility.

Yamne Callejas Mendez

Assistant Director

University of Arizona

Jessica R. Le Duc

Associate Senior Director, Financial Aid Office

The University of Arizona

Life After Graduation

3:15 PM-4:30 PM

Rapid Fire Session

7.b

Paychecks, Taxes, IDR, PSLF, Leases, Transportation, Retirement, Credit, Insurance Plans, Benefits, and more are coming at the graduating medical student at 150 mph. Join the Geisel School of Medicine Financial Aid Team as they display how they provide resources on financial wellness in group and 1:1 sessions.

After attending this session, participants will be able to:

- See how Geisel School of Medicine Financial Aid programs reduce stress and anxiety for graduating medical students.
- Implement simple steps to create resources for health profession students.
- Use resources presented to strengthen their financial decision-making.

Michelle Chamley

Assistant Director of Financial Aid

Geisel School of Medicine at Dartmouth

Gordon D. Koff

Director of Financial Aid

Dartmouth College

Repayment of Physician Education Debt during Residency and Beyond, with a focus on 2024 graduates

3:15 PM-4:30 PM

Rapid Fire Session
7.b

What does education debt repayment look like for a 2024 medical school graduate? This session will present national data on medical school costs and debt, focusing on comparing and contrasting various repayment scenarios, including the new SAVE plan, for a medical graduate with student loans. Current regulations and repayment details will be explained with plenty of time for audience Q&A. National data on the role of financial factors in specialty choice will be presented. The focus will be empowering medical student borrowers to manage their education during residency and beyond while working with their financial aid office. After attending this session, medical student borrowers will be able to evaluate their education debt and focus on the specific repayment plan that best suits their situation and preferences. Medical school financial aid staff will be equipped to compare and contrast repayment plans in the current student loan environment. Medical school career advising staff will be able to inform students and colleagues on what factors play a determining role in specialty choice for most students and the relative importance of financial factors compared to non-financial ones.

Julie Fresne

Sr. Director, Student Financial & Career Advising Services
AAMC

Jay Youngclaus

Manager, Education Research
AAMC

Empowering Students to Thrive: Customization Solutions for Academic Success and Personal Wellness

3:15 PM-4:30 PM

Rapid Fire Session
7.c

This session provides an overview of the multi-factorial challenges commonly experienced by students who struggle in medical school and ways to promote their academic success and wellness through customized solutions. Presenters will describe markers for early identification of at-risk students and provide case examples and templates illustrating curricula and wellness customizations. Attendees will be able to share their student case examples and identify potential customized solutions to identify

better and meet student needs. There will be ample opportunity for Q&A.

After attending this session, participants will be able to:

- Describe early markers for at-risk or struggling students to help ensure early monitoring and intervention.
- Identify customized solutions to promote academic success, inclusion, and wellness.
- Understand how near-peer academic and emotional support can promote professional and social inclusion.

Michelle Blackmore

Director of Office of Academic Support and Counseling
Albert Einstein College of Medicine

Allison B. Ludwig

Associate Dean for Student Affairs
Albert Einstein College of Medicine

Mohanlall T. Teloki

Director, Office of Student Life
Albert Einstein College of Medicine

Mimoza Meholfi

Assistant Dean for Student Affairs
Albert Einstein College of Medicine

Supporting Wellness for At-Risk and Unmatched Students Before, During and After the SOAP

3:15 PM-4:30 PM

Rapid Fire Session

7.c

What emotions go through a student's mind who realizes they haven't matched into a residency? How do advisors support those applicants and ensure their safety and wellness? In this presentation, we will discuss the psychology of students at risk for not matching and the emotions of failure, fear, guilt, and shame that students report feeling upon being informed they didn't match. We will share the strategies that several academic institutions have developed to improve wellness and support for our at-risk and unmatched students before, during, and after the Supplemental Offer and Acceptance Program (SOAP).

- Recognize the many complex emotions and suicidal ideations that unmatched applicants feel during and after SOAP week.
- Explore strategies for identifying applicants at risk of not matching and provide guidance and support by preparing contingency plans with them and discussing the possibility of the SOAP.

- Identify strategies you can institute in your medical school to improve wellness for unmatched applicants during and after the SOAP.

Ruth E. Levine

Associate Dean, Student Affairs and Admissions and Professor, Psychiatry and Behavioral Sciences

UTMB John Sealy School of Medicine

Holly Nysse

Student Program Administrator

Michigan State University College of Human Medicine

Maria Sheakley

Associate Dean for Student Affairs

Western Michigan University Homer Stryker M.D. School of Medicine

Angela Thompson-Busch

Community Assistant Dean

Michigan State University College of Human Medicine

Eric Williams

Associate Dean of Student Affairs

University of South Carolina School of Medicine Columbia

The Resiliency Peers Program: A CE-CERT based peer program to prevent student burnout

3:15 PM-4:30 PM

Rapid Fire Session

7.c

Mental health and overall well-being of medical students are areas of high concern for medical schools across the nation, as our students face increasing challenges navigating the rigors of the medical training process along with the overlying complexities of life post-global pandemic. In response, our institution developed the Resiliency Peers Program (RPP). The RPP aims to equip medical students with tools to manage stress better and reduce burnout by forming a peer support system of medical students who are informed in coping techniques and available as support and a resource for their peers. This program is grounded in evidence-based practices, including Components for Enhancing Clinician Engagement and Reduction of Trauma (CE-CERT). To achieve this goal, an 11-session small group training curriculum focused on skills building. These skills included relaxation practice, narrative work, decreasing rumination, and reducing emotional labor. An initial cohort of medical students has now been trained in this program. In this panel discussion, we will discuss

this program's development, implementation, and preliminary outcomes.

After attending this session, participants will be able to:

- Define the elements of the Resiliency Peers Program and CE-CERT.
- Outline important lessons learned when creating a peer-led wellness program.
- Describe the effectiveness of the RPP from a student perspective.

Elisabeth Conser

Assistant Dean for Wellness and Advancement
Texas Tech University Health Sciences Center

Allison Perrin

Senior Director, Student Affairs & Student Wellness Programs
Texas Tech University Health Sciences Center School of Medicine

Developing a Diverse Workforce in Medicine Through Holistic Admissions & Student Affairs Programming

3:15 PM-4:30 PM

Concurrent Session

This session addresses the AAMC's initiative of Diversifying the Health Care Workforce as presented in the webinar, SCOTUS Decisions on Race-conscious Admissions and Implications for Academic Medicine, and the conference's hot topic of collaborating for better student experiences, success, and wellness. We will describe holistic admissions' development, implementation, and evaluation, including using the PREview assessment and multiple mini-interviews. We will present Geisinger matriculated student demographic data and compare these to national data from the AAMC to demonstrate holistic admissions practices lead to a diverse medical school class. We will transition to describe the development of proactive, collaborative, and holistic student affairs programming based on the Integrated Holistic Student Affairs (IHSA) framework to support students' journeys through medical school. Participants will engage in active learning experiences, including case-based discussion and sharing of best practices to understand the development and deployment of holistic admissions processes and co-curricular programming.

After attending this session, participants will be able to:

- Explain how holistic admissions processes support the recruitment of diverse medical students.
- Identify holistic student affairs programming to support a diverse medical student body.
- Explain two ways to align admissions and student affairs processes to support diverse medical students.

Michelle L. Schmude

Vice Provost for Enrollment Management; Associate Professor

Geisinger Commonwealth School of Medicine, Geisinger College of Health Sciences

Halle Ellison

Director of Student Wellness, Associate Professor of Surgery and Palliative Care
Geisinger College of Health Sciences

Christin Spatz

Assistant Dean of Student Affairs and MD Career Advising, Associate Professor of
Medicine

Geisinger Commonwealth School of Medicine

Tanja Adonizio

Vice Provost for Student Affairs

Geisinger Commonwealth School of Medicine

Foundational Competencies for Undergraduate Medical Education: Results of a National Initiative

3:15 PM-4:30 PM

Concurrent Session

This interactive session will introduce the new foundational competencies for undergraduate medical education. The multi-year collaborative effort to develop them will be briefly reviewed, and the attendees will be invited to ideate strategies to integrate them within their local educational programs.

After attending a session, participants will be able to:

- Defend the need for a standard set of foundational competencies across UME programs that align with GME.
- Describe the foundational UME competencies that align across the continuum and the process used to develop them.
- Construct one action toward local adoption of the new foundational competencies.

Laura Edgar

Senior Vice President, Competencies, Milestones, and Faculty Development
ACGME

Supporting Non-Clinician Leaders in Medical Education

3:15 PM-4:30 PM

Concurrent Session

Increasing representation of non-clinician leaders is occurring, especially in student affairs, admissions, registrar, financial aid, and DEI, and aspiring leaders want to follow.

However, barriers to the career advancement of non-clinical leaders in medical education exist despite rich experiences, education, and training that align well with these roles. Many aspiring leaders hit a glass ceiling in a traditional culture that still views MDs as the only group that can lead in medical education. This session will explore the barriers, lessons learned, successes, and experiences that can be leveraged for success in these areas and that bring rich perspectives and expertise to medical education. Presenters will also share how clinician colleagues can serve as advocates. Attendees will be able to share confidentially their own experiences and barriers to help inform trends this group is experiencing. Participants will then be able to share in small groups. Building a community of practice where current and aspiring leaders can share and support one another can help advance the culture change to value non-clinician leaders in medical education.

After attending this session, participants will be able to:

- Identify barriers and strategies to overcome the obstacles in the advancement of non-clinical leaders in medical education.
- Explore strategies to support non-clinician individuals to advance in leadership in medical education.
- Explain how unique and diverse educational and experiential backgrounds can be leveraged in medical education.

Tara Cunningham

Senior Associate Dean for Student Affairs; Associate Professor
Icahn School of Medicine at Mount Sinai

Christina Grabowski

Associate Dean for Admissions and Enrollment Management; Associate Professor
University of Alabama at Birmingham Marnix E. Heersink School of Medicine

Leila E. Harrison

Vice Dean for Admissions, Student Affairs, and Alumni Engagement; Assistant
Professor

Washington State University Elson S. Floyd College of Medicine

Leila Amiri

Associate Dean of Admissions; Assistant Professor
The Robert Larner COM at the U of Vermont

Break

4:30 PM-4:45 PM

GSA/OSR Regional Meetings

4:45 PM-6:00 PM

2024

Group on Student Affairs (GSA),
Careers in Medicine (CiM), and
Organization of Student Representatives (OSR)
National Meeting



Attendees can choose from:

- CGSA Regional Meeting
- COSR Regional Meeting
- NEGSA Regional Meeting
- NEOSR Regional Meeting
- SGSA Regional Meeting
- SOSR Regional Meeting
- WGSA Regional Meeting
- WOSR Regional Meeting

Poster Reception

[Jump to Poster Listing](#)

6:00 PM-7:30 PM

April 20, 2024

General Breakfast

7:00 AM-8:00 AM

Registration and Information

7:00 AM-11:00 AM

OSR Networking Breakfast

7:00 AM-8:00 AM

Break

8:00 AM-8:15 AM

Closing Plenary: Addressing Student Crises on Medical Campuses

8:15 AM-9:30 AM

Student Affairs faculty and staff are the frontline for student support on campuses and are the first ones to be engaged in student crisis situations and managing those crises

when something goes terribly wrong, whether an overdose, a suicide attempt, or any other mental health concern. In this session, a speaker panel will share their experiences and expertise in managing crises on campus, provide training on recognizing and reversing opioid overdose, and highlight available resources. The session will feature small group discussions where faculty, staff, and learners will share experiences and exchange effective practices.

For more information:

<https://www.youtube.com/watch?v=cuSr2cOtf6k>

<https://www.aamc.org/what-we-do/mission-areas/medical-education/meded-role-in-opioid-epidemic>

Ami M. Angell

Founder & Director of Outreach

The h3 Project

Tara Cunningham

Senior Associate Dean for Student Affairs; Associate Professor

Icahn School of Medicine at Mount Sinai

Marcy Verduin

Associate Dean for Students, Professor of Psychiatry

University of Central Florida College of Medicine

Kate McOwen

Senior Director, Educational and Student Affairs

AAMC

Break

9:30 AM-9:45 AM

Comprehensively Evaluating Institution-Specific Academic Readiness to Inform the Admissions Process

9:45 AM-10:45 AM

Concurrent Session

Contextualizing an applicant's experiences, attributes, and metrics is a key component of a holistic admissions process. Consideration of a medical school's particular context and academic design is equally important in pairing a school's expectations with the needs and context of the incoming student. Holistically contextualized admissions processes reflect the individualized missions of their programs. Although medical schools use various measurable outcomes to evaluate their admissions program's success, an understanding of the academic suitability of applicants who are largely

aligned with both the curricular model and the institution's mission may be less accessible to admissions offices. While admissions offices generally adopt academic thresholds that are most suitable for an incoming class, they may not have data-based profiles of students who are most likely to thrive in their academic environment and to meet its mission goals. In this session, we will highlight some models of contextualized medical student performance data useful in holistic and alignment-centered admissions considerations.

After attending this session, participants will be able to:

- Identify key institutional academic touch points and explore strategies for requesting curriculum and assessment-related analyses that may inform their own admissions processes.
- Consider and implement processes that creatively use medical student performance data to complement their admissions process.
- Provide specific admissions data, above and beyond, the standard application to the learning specialists and instructional designers that can inform their work.

Sandra Yingling

Associate Dean, Assistant Professor
NYU Grossman Long Island School of Medicine

Stephanie Williams

Senior Director of Student Affairs
University of Illinois College of Medicine, Rockford

Leila Amiri

Associate Dean of Admissions; Assistant Professor
The Robert Larner COM at the University of Vermont

Ranna Nash

Assistant Dean
Keck School of Medicine of USC

ERAS: Future in Focus

9:45 AM-10:45 AM

Concurrent Session

Recent ERAS cycles have changed the evaluation of applicants with new content derived from the Supplemental Application. The upcoming cycle brings additional changes focused on usability, DEI, bias reduction, and job relevance. This session explores integrating upgraded ERAS content into holistic review, navigating changes, and leveraging technology for better applicant-program alignment.

After attending this session, participants will be able to understand how applicants and advisors can help their applicants/themselves best showcase themselves.

Richard Peng
ERAS Outreach and Engagement Manager
AAMC

Jen Leonti
ERAS Data Product Manager
AAMC

How the Entire Student Affairs Office Can Use AAMC Data and Reports

9:45 AM-10:45 AM

Concurrent Session

Bring your laptop to this interactive workshop focused on accessing and using AAMC data resources across the whole Student Affairs office. Case studies will be presented on various topics, including financial aid, admissions, career advising, student records, and student affairs. For example, How does my school compare to its peers on tuition & fees, cost of attendance, debt level of graduates, and percentage with debt? How does my school compare to national data for graduate satisfaction with student support and career planning services? What is the household/family income distribution of my school's matriculants, and how does that compare nationally? What AAMC data resources inform "my focus area in Student Affairs?"

After attending this session, participants will be able to:

- Identify the source and location of the AAMC data resources most relevant to their area of Student Affairs focus.
- Identify how to benchmark their school's data on various metrics to their peers and their overall national comparison group (All schools or Public Schools in their region, etc.).
- Demonstrate at their school how their Student Affairs colleagues might be able to use AAMC data resources to inform their work.

Jay Youngclaus
Manager, Education Research
AAMC

Lindsay Roskovensky
Director, Data Operations and Services
AAMC

Navigating Step 1: Building the Ultimate Dedicated Study Plan

9:45 AM-10:45 AM

Concurrent Session

Unlock the door to Step 1 success with our session, "Navigating Step 1: Building the Ultimate Dedicated Study Plan." This workshop presents a data-informed approach to crafting customizable study plans using third-party resources. This approach is grounded in findings from a study at Wayne State University School of Medicine examining how students utilized a Step 1 study plan template. With practical exercises and interactive discussions, you'll learn to cater study plans to individual learning styles, strengths, and areas for improvement. We invite students, faculty, and administrators to contribute their ideas and experiences, enriching this collaborative endeavor. By the end, you'll be equipped to revolutionize Step 1 preparation, harnessing the potential of personalized study plans for students and eventual success on Step 1.

After attending this session, participants will be able to:

- Gain insight into the significance of tailored study plans for USMLE Step 1 preparation, recognizing how personalized approaches can enhance student engagement, retention, and overall success.
- Implement templates provided during the session, designing weekly and daily study plans that accommodate diverse learning styles and address individual strengths and weaknesses.
- Leverage the findings from focus group discussions and surveys to inform the development of personalized study plans, fostering a deeper understanding of students' preferences, challenges, and effective strategies.

Matthew Brennan

Medical Student

Wayne State University School of Medicine

Riya Shah

Medical Student

Wayne State University School of Medicine

Students in Crisis: Training Faculty and Staff to Assist Students in Distress

9:45 AM-10:45 AM

Concurrent Session

Each year, 300 to 400 physicians die by suicide. Medical students are three times more likely to die by suicide as compared to their same-aged non-medical peers. The fact that there is a mental health crisis in the medical community is no secret. This community continues to be in dire need of interventions. As a result, it is vital for the community of faculty and staff working with medical students to be informed and trained on recognizing a student in distress and knowing how to intervene. In this workshop, we will discuss different trainings for faculty and staff and highlight the experience of

implementing these trainings in an individual medical school. We will practice strategies through the use of example scenarios and audience engagement. Participants will walk away with strategies and resources for approaching the challenge of working with students in crisis to implement in their home institution. We will present different trainings, describe how to implement them, discuss how to measure their efficacy, and present feedback from our first cohort of faculty. This workshop will be relevant for anyone who routinely interfaces with medical students.

After attending this session, participants will be able to:

- Describe different trainings to train teaching faculty and staff to respond to students in crisis.
- Describe how these trainings could be implemented at their institution.
- Describe how to gather feedback from the trainings and assess the impact.
- Identify common reasons a student is in distress and define common presentations of distress.

Elizabeth M. Lamos

Associate Professor of Medicine, Assistant Dean Student Affairs
University of Maryland School of Medicine

Marissa Flaherty

Assistant Dean in Student Affairs, Assistant Professor in Psychiatry
University of Maryland School of Medicine

Break

10:45 AM-11:00 AM

Academic and Wellness "Hot Spots": Addressing Learner's Needs Across the Medical Education Continuum

11:00 AM-12:00 PM

Concurrent Session

The medical education continuum and clinical training are inherently demanding and stressful. There are specific points along the continuum when challenges related to well-being and academics converge. At our institution, we define these points as hotspots. These hotspots are proposed to begin as early as the pre-medical phase of education and continue through residency/fellowship. Using professional identity development (1) and self-determination theory (2) frameworks, we have developed targeted interventions to support learners' well-being and equip them with skills that foster adaptive life-long learning and promote professional success. These interventions address various skills and knowledge related to mindset and resiliency, including social belonging, self-regulated learning, and self-management. This workshop will describe hotspots and the interventions developed to address the challenges and opportunities these hotspots

present. Participants will have a chance to reflect on the identified hotspots, consider how they are currently discussed at their institutions, and explore the development of targeted interventions for the future.

After attending this session, participants will be able to:

- Define academic and wellness hotspots along the medical education curriculum and use the frameworks of self-determination theory and professional identity development to explain why these hotspots represent unique opportunities for intervention.
- Describe interventions that have been implemented at one institution to address these hotspots.
- Identify “hotspots” at attendees’ home institutions, describe existing interventions, and brainstorm approaches to address gaps.

Margaret Rea
Director Wellness
University of California Davis School of Medicine

Cloe LeGall-Scoville
Director of Resident and Fellow Development
University of California Davis School of Medicine

Joanna Arnold
Director, Office of Student Learning and Educational Resources
University of California Davis School of Medicine

Exploring Organizational Structures to Support Career Development & Advancement

11:00 AM-12:00 PM

Rapid Fire Session

9.a

This session is intended for staff interested in learning how to communicate and advocate for their professional goals and desired career aspirations with departmental leadership to help shape and support a career development path. This allows the staff to consider how their values, professional goals, and ambitions align with the organizational mission and business needs to find and create opportunities that are mutually beneficial to their professional development and the departmental goals. This session is also intended to provide departmental leaders with the tools to start adjusting the foundational framework of their organizational structure to create opportunities for their staff. Not only to engage in career pathways and development opportunities that are meaningful to staff, but through advancement opportunities, job scope rotations to participate in new learning opportunities, and evaluating titles and career progression ladders, you can continue to engage staff in their work leading to longer retention

beneficial for maintaining and sharing institutional knowledge. After attending this session, staff will be equipped with ideas and tools to communicate and advocate for their professional goals and desired career aspirations with departmental leadership to help share and support their career development path. Leaders will be able to articulate the benefits of creating career scaffolding opportunities for staff as foundational to beginning reorganization conversations within their teams and institutions. Both leadership and staff will understand the challenges others face to proactively navigate and plan for organizational change to support mission-critical needs as they work together to create opportunities on their teams.

Jennifer L. Handrop

Manager of Admissions Operations, Admissions Committee, and Internal Communications

Spencer Fox Eccles School of Medicine at the University of Utah

Jessica M. Hurtado

Director of Admissions

Spencer Fox Eccles School of Medicine at the University of Utah

The Hidden Profession: The Contributions of Non-Physician Student Affairs Practitioners

11:00 AM-12:00 PM

Rapid Fire Session

9.a

Student affairs (SA) practitioners with degrees in Higher Education and Student Affairs (HESA), Counseling and Student Personnel (CSP), and related fields constitute a valuable resource within the medical student affairs landscape. The history of the student affairs profession provides a context for the evolution of the medical student education co-curriculum. It also illuminates the importance of diverse resources for students beyond the classroom and the clinic. This session aims to recognize, celebrate, and harness the breadth of expertise that non-physician SA professionals bring to medical education.

After attending a session, participants will be able to:

- Utilize knowledge gained about the historical development of the student affairs profession to assess current practices within medical education critically.
- Analyze how non-physician student affairs professionals can bridge the gap between clinical knowledge and holistic student development, fostering a more inclusive and supportive medical education ecosystem.
- Network with similarly trained colleagues across the country who have HESA/CSP degrees and/or come from this field of practice in the undergraduate

space.

Jamie Vassel

Coordinator for Student Affairs Activities and Events
Oakland University William Beaumont School of Medicine

Valerie Glassman

Senior Director for Student Affairs
University of North Carolina School of Medicine

Enhancing Student Support Through Integrated and Collaborative Systems

11:00 AM-12:00 PM

Concurrent Session

Perspectives from student records and financial aid will be shared on developing and implementing a shared system across multiple offices to support student academic progress. Administrators from Stanford University School of Medicine will outline the successes, challenges, and future visions of an integrated, in-house student record and financial aid system, along with the collaborative processes that complement the system. This case study will detail the design and rollout of a medical education platform (MEP) to track student academic progress, package financial aid, schedule clerkship enrollment, and monitor student research projects. We will highlight the quarterly meetings with members of all teams to support medical students and use the platform in action. How to enlist collaboration from key stakeholders such as the registrar's office, financial aid, advising, student research, and curricular affairs will be discussed, leaving participants with strategies for fostering connections on their campuses.

After attending this session, participants will be able to:

- Analyze their current systems and relationships and formulate strategies for student support to bring back to their home campus.
- Recognize key elements of a process improvement approach, especially when working across multiple offices.
- Identify common challenges and opportunities for developing systems and processes to support student academic success.

Hallen Chung

Assistant Dean for MD Financial Aid
Stanford University School of Medicine

Celeste Nguyen

Registrar and Associate Director, Academic Operations
Stanford University School of Medicine

2024

Group on Student Affairs (GSA),
Careers in Medicine (CiM), and
Organization of Student Representatives (OSR)
National Meeting



NRMP Updates

11:00 AM-12:00 PM

Concurrent Session

NRMP will provide an overview of the outcomes of the 2024 Main Residency Match and SOAP, highlighting patterns of Match participants, discussing Match outcomes, and comparing outcomes to past matching seasons. NRMP will also provide an update on Match initiatives.

After attending this session, participants will better understand:

- The outcomes of the 2024 Main Residency Match
- NRMP initiatives pertaining to the transition to residency

Donna Lamb

President and CEO

National Resident Matching Program

Jeanette L. Calli

Chief of Match Operations

National Resident Matching Program

Washington Update: Student Aid Regulatory and Legislative Roundup

11:00 AM-12:00 PM

Concurrent Session

From changes to the FAFSA, a new student loan repayment plan, ongoing debt forgiveness discussions, to an active student loan regulatory environment, there is much to unpack on the student aid policy front. Join higher education policy expert Jonathan Fansmith, Senior Vice President, Government Relations and National Engagement with the American Council on Education, for a timely overview of recent student aid regulatory and legislative actions as well as prognostications on what we can expect in higher education policy in 2024. Bring your questions to this can't-miss policy update!

After attending this session, participants will better understand:

- The student aid policy landscape, including future regulatory actions and their impact on health professions students.
- Key higher education legislative developments in Congress.

2024

Group on Student Affairs (GSA),
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National Meeting



Jonathan Fansmith
Senior Vice President, Government Relations and National Engagement
American Council on Education

Kristen Earle
Director, Student Financial Services
AAMC

AAMC Pathways: Recruitment Fair

12:00 PM-2:00 PM

GSA Leadership Meeting Debrief and Lunch

12:30 PM-2:30 PM

Invitation Only

Posters

Posters are sorted alphabetically by title

A

A PATH to Wellness: Incorporating Wellness into Advising Curriculum

Daniel Chen, MD
Clinical Associate Professor, Internal Medicine
Boston University Chobanian & Avedisian School of Medicine

Megan Young, MD
Assistant Dean, Student Affairs
Boston University Chobanian & Avedisian School of Medicine

Angela Jackson, MD
Associate Dean, Student Affairs and Associate Professor of Medicine
Boston University Chobanian and Avedisian School of Medicine

Tiffany Wong, M.A.
Program Coordinator, Wellbeing & Advising
Boston University

Karen Symes, PhD
Associate Professor, Biochemistry and Cell Biology
Boston University

This workshop will focus on our current initiative at Boston University Chobanian and Avedisian School of Medicine to incorporate wellness into our longitudinal advising program

Upon reviewing this poster, participants will be able to:

- Identify strategies to incorporate student wellbeing into advising programs at their own institution.

- Recognize a multifaceted framework for inclusive and collaborative programming by students, administration, faculty and staff.

A Predictive Model to Identify Students at Risk for Step 1 Failure

Isis Sweeney
OSR
University of Florida College of Medicine

To reduce the number of Step 1 failures, The University of Florida College of Medicine employed a predictive model for the early identification of at-risk students. Our proactive approach involves two time points:

1. January of MS2: The predictive model notifies students of their estimated percent chance of passing Step 1 on the first attempt based on their preclinical performance.
2. March/End of MS2: Any student who scores less than 55 on the Comprehensive Basic Science Exam (CBSE) must retake another CBSE and achieve a score above 67 prior to taking Step 1.

Students who score less than 55 on the CBSE must meet with a learning specialist and dedicate a minimum of four weeks to study before retaking. These cut-offs have been established based on the performance of previous students at our institution.

The goal of this model is to help students gauge their Step 1 readiness, better plan their dedicated study period, and identify at-risk students as early as possible.

We seek to understand tools employed by other institutions to identify at-risk students, and the support tools utilized to create an ideal, widely applicable tool to enhance student outcomes nationally.

Upon reviewing this poster, participants will be able to:

- Implement a predictive model and support system at their institution.
- Learn the specific benchmarks and interventions implemented at the University of Florida College of Medicine
- Define the utility and benefits of implementing a predictive model to proactively identify students at risk of failing Step 1.

A Review of a Multi-Level Peer-Led Wellness Program

Shivani Arza, MD
Resident Physician
University of Virginia

Cheryl Porter, Ph.D.
Assistant Dean for Student Affairs & Diversity
Florida State University College of Medicine

2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



Nicki Taylor, Ph.D.

Assistant Dean of Student Counseling Services; Assistant Professor and Licensed Psychologist
Florida State University College of Medicine

Cristina Sanchez, M.S.

Medical Student

Florida State University College of Medicine

Nicole Bentze, DO, FAAFP, FAMWA

Sarasota Regional Medical Campus Dean

Florida State University College of Medicine

Scott Pickett, PhD

Associate Professor

Florida State University College of Medicine

Joedrecka Speights, MD, FAAFP

Professor and Chair, Dept of Family Medicine and Rural Health

Florida State University College of Medicine

Kamelia Klejc, MS

Medical Student

Florida State University College of Medicine

A multi-level, peer-led wellness program was launched at seven College of Medicine campuses across Florida. The program aims to reduce stress and improve social connections among health professional students and graduate students. This program also facilitates leadership opportunities for student participants. A college-wide Wellness Committee oversees the program and provides support. Students are trained in group facilitation and how to interact with distressed students.

Upon reviewing this poster, participants will be able to:

- Describe the structure and benefits of a multi-level, peer-led wellness program for student participants and leaders.
- Identify the lessons learned from the implementation of a peer-led wellness program.
- Share knowledge to create communities for wellness promotion in undergraduate medical education translatable across the learning career spectrum.

A Scoping Review of Structure, Content, and Themes for Cultural Competence in U.S. Medical Education

Haley Lewsey

Medical Student

Texas Tech University Health Sciences Center School of Medicine

Angelica Nibo
Medical Student
Texas Tech University Health Sciences Center School of Medicine

This scoping review aims to describe the evolution of content of cultural competence curricula (CCC) in U.S. medical schools, which is required for accreditation. Seventy-seven out of 160 manuscripts met inclusion criteria, where overarching themes were identified and data was collected on the content of each curriculum. Racial/ethnic groups were the most prominent identity group studied consistently over time, while several social concepts such as systemic bias, individual bias, and social determinants were taught at least 20% more after 2012. The most prominent themes identified in the 77 manuscripts were faculty modeling, student environment, psychological frameworks, representation, and evaluation standardization. The underrepresentation of other cultural groups relative to racial/ethnic groups suggests that programs prioritized teaching concepts applied to race/ethnicity and limited content focused on other cultural groups. A change in teaching of concepts over time without changes to representation of cultural groups suggests that programs attempted to address systemic issues for groups that were already represented.

Upon reviewing this poster, participants will be able to:

- Describe the content of cultural competence curricula (CCC) in U.S. medical schools.
- Identify common themes in the educational considerations for developing CCC.
- Appraise the state of CCC content in its regional variation and evolution over time.

Academic Advisor Roles within the Learning Community

Cary Chelladurai, EdD
Assistant Dean of Student Affairs
University of Missouri-Kansas City School of Medicine

This poster explains the role of a full-time academic advising staff (non-physician, non-faculty) who anchor our learning communities by providing holistic student affairs support to students throughout their education.

Upon reviewing this poster, participants will be able to:

- discuss how academic advising is conducted at their institution, comparing and contrasting between their own advising system and that presented in the poster.
- identify how full-time student affairs staff (non-physicians, non-faculty) impact the learning environment, and examine how their own student affairs workforce utilizes full-time staff.

Accessibility Implementation in Medical Education: From Research to Implementation Engaging House Staff as Mentors for Pre-Clerkship Medical Students

Jeanne Hill, MD
Associate Dean, Career Planning and Advising
Medical University of South Carolina

Stephen Ballis, MD
Instructor/Fellow
Medical University of South Carolina

With the support of GME Program Directors, the Careers in Medicine team piloted a Student-Resident Mentorship Program (SRMP) to facilitate near-peer career advising of second year medical students by residents and to jumpstart longitudinal mentoring and coaching relationships.

Upon reviewing this poster, participants will be able to:

- Formulate and plan collaboration strategies for medical students (UME) with the resident cohorts (GME).
- Facilitate longitudinal advising relationships for second year medical students
- Provide career guidance to preclerkship students by utilizing a prime resource of knowledge in the GME sector.

Adapting Maslow's hierarchy of needs to a student advising framework

Megan Bauer Erickson
University of MN

Amy Greminger, MD
University of Minnesota

Maslow's hierarchy of needs is a widely taught framework that many medical students are already familiar with. We adapted this framework to create discrete steps to consider during medical school. This framework can be very helpful for students to have an overview of all the (sometimes competing) things they are hoping to achieve, and can be used to help counsel students with elective choices, extracurricular activity questions, etc.

Upon reviewing this poster, participants will be able to:

- Be able to describe how Maslow's hierarchy of needs can be conceptualized as 5 key tasks for medical school
- Describe several situations in which referencing this framework can be helpful for students.

Addressing Bias in Clinical Assessment Through a New Assessment Form

Benjamin Furman
Medical Student
Emory University School of Medicine

Keenan Davis
Medical Student
Emory University School of Medicine

MopeninuJesu Oluyinka
Medical Student
Emory University School of Medicine

Shreya Ganguly
Medical Student
Emory University School of Medicine

Sarah Reuter
Medical Student
Emory University School of Medicine

Jeffrey Siegelman, MD
Associate Professor, Emergency Medicine
Emory University School of Medicine

Clinical assessment is susceptible to implicit gender and racial bias. Emory University School of Medicine employed a multi-step approach to address this issue within an effort to improve the overall effectiveness of clinical assessment. The approach involved transitioning to pass-fail clinical grading, requiring an implicit bias attestation of all evaluators, and engineering a competency-focused clinical assessment form (CAF) based on an entrustment scale rather than an expectations scale. The CAF separates narrative comments in order to elicit private formative feedback distinct from the comments used for clerkship grading and the Medical Student Performance Evaluation (MSPE). Feedback from various stakeholders informed CAF development. After approval from the Executive Curriculum Committee, administrators piloted the CAF in the Emergency Medicine clerkship for one year. Surveys and focus groups were conducted to complete an extensive review of the process and outcomes of the CAF. These metrics elucidated strengths and areas of improvement that will inform necessary alterations to ensure the CAF adequately meets its goals of providing competency-based clinical assessment. Upon reviewing this poster, participants will be able to:

- Identify the role of racial bias in clinical assessment and describe methods to rectify these biases.
- Recognize the value of incorporating feedback from various stakeholders to inform development of competency-focused assessment.
- Identify key aspects leading to the development, implementation, and modification of a new clinical assessment form.

Addressing Transgender Healthcare Education, Development of Teaching Modules

Elizabeth Lamos, MD, FACP
Associate Professor of Medicine, Assistant Dean Student Affairs
University of Maryland School of Medicine

Rana Malek, MD
Associate Professor of Medicine
University of Maryland School of Medicine

Transgender healthcare education is often limited in duration and scope. The National LGBTQ Task Force has urgently appealed to educate and prepare clinicians on effective and respectful treatment of transgender patients. Online evidence-based modules were developed using feedback and content delivered in the UME pre-clinical curriculum and multiple evidence-based resources. A 3-module and 6-module option were developed. Modules included an Overview of Transgender Competent Care, Health Vulnerabilities, Creating an Inclusive Environment, Feminizing Hormone Treatment, Masculinizing Hormone Treatment, and Preventative Care of the Transgender Individual. Post-module action items were recommended. The modules were mapped to AAMC professional competency objectives, PCRS domains and ACGME competency and milestones and focused on developmental pathways at the pre-clerkship level. An anonymous pre and post curriculum survey included multiple choice knowledge assessment, Likert scale comfort questions on skills, open-ended feedback questions, and intention to make practice changes. This curriculum provides a promising framework to address transgender healthcare educational in UME and GME.

Upon reviewing this poster, participants will be able to:

- Describe focus areas for a transgender healthcare curriculum.
- Describe the resources available to map a transgender health curriculum to developmental competencies and milestones.

An Assessment of Effectiveness of Medical Students as Facilitators for Resident Debriefing

Brian Le, MS, RN
RN
Tulane School of Medicine

Tara May, MS
Medical Student
Tulane School of Medicine

Jessica Fanelli
Medical Student
Tulane University School of Medicine

Roshan Naufal Mohamed, MSc

Medical Student
Tulane University School of Medicine

The Tulane Crisis Action Team (TCAT) is a medical student-run debriefing program put in place to help prepare and assist residents to manage the emotional toll of a patient's death. By utilizing medical students, who often act as a naive third-party that have not witnessed death at this point in their training, the goal is to allow residents to talk freely about how they are processing all aspects of the passing of their patient to an objective facilitator who was not part of the care team. In this project, we aim to gauge the perceived effectiveness of this paradigm by surveying residents who have interacted with the TCAT medical student facilitators using a Likert scale. By asking residents to anonymously report if they feel comfortable discussing their feelings after a patient's death to the TCAT facilitator, how effective they feel the medical student facilitator is, what types of feelings they often experience after the death, if they appreciate the objective viewpoint of a medical student, and if participating helps them to process those feelings, we will use this study as a quality improvement initiative to identify potential methods to increase attendance and engagement.

Upon reviewing this poster, participants will be able to:

- Evaluate the perceived effectiveness of using medical students as Tulane Crisis Action Team facilitators for residents after a patient death
- Understand some of the more common emotions arising after the death of a patient
- Describe the ways that programs like the Tulane Crisis Action Team can be improved to best support residents.

An Educational Session for Support Networks of First-Year Medical Students

Elizabeth Zeichner
Medical Student
Emory University School of Medicine"

Jasmine Glaspy, BA
Medical Student
Albany Medical College

Amanda Magana, B.S.
Medical Student
Albany Medical College

The study focuses on the impact of support networks on the well-being and academic success of first-year medical students. Medical students face many stressors, like high workloads and burnout. Having a strong support network can help students develop resilience, cope with these stressors in a healthy way, and maintain their sense of identity. Support networks include family, friends, partners, and more. We developed an educational session for these support networks during orientation week to educate them on topics like understanding the demands of medical

education, communication strategies, and accessing resources. There were 96 attendees, and post-session survey respondents (n= 34) said they felt significant improvement in familiarity with medical school and increased confidence in implementing communication strategies after attending this session. This study highlights the benefits of educating support networks to enhance relationships, well-being, and academic success for medical students.

Upon reviewing this poster, participants will be able to:

- Outline the types of challenges faced by first-year medical students.
- List common questions and concerns from support networks of medical students.
- Discuss the importance of family members and loved ones who make up a support network for medical students.

An Innovative Approach to Preparing Medical Students for Residency Application Season

Elaine Situ-LaCasse, MD

Assistant Dean, Student Affairs; Associate Professor, Emergency Medicine
University of Arizona College of Medicine – Tucson

Richard Amini, MD

Associate Dean, Student Affairs; Professor, Emergency Medicine
University of Arizona College of Medicine-Tucson

Katie Kowalek, MD

Assistant Dean, Student Affairs; Assistant Professor, Pediatric Critical Care
University of Arizona College of Medicine-Tucson

Daniel Butler, MD

Assistant Dean, Student Affairs; Associate Professor, Dermatology
University of Arizona College of Medicine-Tucson

With recent changes to the MyERAS application, the already stressful residency application season may be more daunting to medical students. Familiarization to this process requires both generalized and individualized advising, especially with specialty-specific differences such as program signaling. The purpose of this panel discussion is to describe the design and implementation of our Residency Application Bootcamp workshop for our fourth-year medical students entering the residency application season. We look forward to sharing our experience and the details of how we created this workshop to better advise our students through this critical period of medical school.

Upon reviewing this poster, participants will be able to:

- Describe the various facets of our Residency Application Bootcamp workshop.
- Recreate a similar event at their home institution.

An Interdisciplinary, Accelerated Biomedical Program for Medical Students

2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



Shruti Wadhwa
Medical Student
University of Louisville School of Medicine

Whitney Richardson
Medical Student
University of Louisville School of Medicine

Christopher Davis
Medical Student
University of Louisville School of Medicine

Mohammad Haq
Medical Student
University of Louisville School of Medicine

Ankur Gupta
Medical Student
University of Louisville School of Medicine

In Kim, MD, MBA
Executive Vice Chair and Professor of Pediatrics
University of Louisville School of Medicine

Beth Spurlin, MD, PhD, MBA
Assistant Professor of Pediatrics
University of Louisville School of Medicine

Katelyn Rice
Medical Student
University of Louisville School of Medicine

Nita Nair
Medical Student
University of Louisville School of Medicine

Bluegrass Biodesign is a student-developed biomedical program that allows medical students to build expertise in biomedical innovation and biodesign while conducting an original project under the guidance of physician, engineering, and business mentors.

Upon reviewing this poster, participants will be able to:

- Understand the importance of interdisciplinary training programs and opportunities for students in medical education.
- Describe ways to successfully implement a biomedical program at one's respective institution.

An Investigation Into How Medical Schools Evaluate Pre-Clinical Curriculum Using Student Feedback

Helen Thomason, ScM
M3
Dartmouth Geisel School of Medicine

Students, faculty, and staff devote extensive time to course and faculty evaluations. We found that students at Dartmouth's Geisel School of Medicine complete around 219 course and faculty evaluations during the pre-clinical phase. Is this the most effective way to collect feedback? The goal of this project was to review evaluation processes at Geisel and identify areas for potential improvement to ensure that we are collecting the best quality data, minimizing evaluation redundancy, and maximizing the utility of collected data. We began by summarizing the state of evaluations at Geisel from student and staff perspectives. We then performed a literature review, distributed a survey to leaders across US medical schools, and synthesized the data to inform recommendations for improvement in the current evaluation system at Geisel. We hope that this poster will be a way to share our findings, discuss how these recommendations made a difference at Geisel, and foster dialogue with representatives from different schools about strengths and challenges in their evaluation processes.

Upon reviewing this poster, participants will be able to:

- Compare the course and faculty evaluation processes at their school to the processes at Dartmouth and identify strengths and challenges in their school's processes.
- Summarize the five key findings from our literature review and survey findings regarding medical school course and faculty evaluations.
- Brainstorm ideas for improvements in course and faculty evaluation processes at medical schools.

Approach to Alumni Engagement at a Community-Based Medical School

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2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



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Many academic institutions turn towards alumni networks to meet growing expenses of medical education. Young, community-based medical schools, such as Florida Atlantic University Schmidt College of Medicine (FAU COM), however, need to launch alumni associations that focus on strengthening of relationships and ongoing sense of belonging rather than seeking financial giving from its alumni. As a community-based medical school with a small to moderate graduating class size of 60-80 students per year, supporting lifelong connections among graduates and supporting ongoing professional development is crucial to fostering a sense of belonging within the FAU COM community. We developed an alumni counsel consisting of medical students, alumni, student affairs deans, faculty and staff, and members of the College's development office. Based on feedback from alumni and medical students, themes were noted with the majority of alumni expressing interest in mentoring medical students. The preferred modality and frequency of interaction, however, varied significantly requiring personalized strategies to connect alumni with current medical students. We also discovered barriers and learned lessons.

Upon reviewing this poster, participants will be able to:

- Determine the representatives and roles of an alumni counsel to support alumni engagement at a medical school.
- Describe the different types of alumni engagement that can benefit and support a medical school and its community.
- Identify challenges and barriers in launching and maintaining an alumni association at a medical school and how these may differ from other parts of the University.

As California Goes, So Goes the Nation: Disability access & inclusion in California Medical Schools

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The "Docs with Disabilities" podcast serves as a dynamic platform to spotlight the incredible stories, experiences, and achievements of healthcare providers and trainees with disabilities. Beyond showcasing stories, the podcast plays a pivotal role in raising awareness and reshaping perceptions surrounding disabled practitioners and students in the healthcare field. In recent years, a promising wave of change has swept across California's medical schools. These institutions have embarked on a purposeful journey towards embracing disability inclusion including the allocation of substantial human and financial resources, the revision of policies and procedures, the dismantling of attitudinal and environmental barriers, and research focused on improving disability inclusion. This live episode of the "Docs with Disabilities" podcast will shine a spotlight on the anti-ableist initiatives of these schools. Student affairs leadership, alongside disabled trainees, will share their perspectives, experiences, and lessons learned. The episode will close with an engaging live Q&A session and promises to be an enlightening and empowering experience.

Upon reviewing this poster, participants will be able to:

- Identify different components of disability inclusion efforts, including resource allocation, policy revisions, and addressing attitudinal and environmental barriers.
- Describe effective strategies and approaches to create genuinely accessible, inclusive, and supportive learning environments for disabled learners.
- Reflect on challenges faced and insights gained from creating inclusive environments for disabled learners.

Assessing Wellness On A Medical Student Campus: How Disparities Affect Medical Student Well-Being

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The increase in distress and mental health disorders among medical students during their training demonstrates the need to assess medical student wellness and measure the disparities in well-being between different groups within the student body, such as students who live on-campus versus off-campus students or across other diversity groups. It is valuable for a medical school to understand the determinants of well-being and recognize students at risk of mental health concerns, thereby facilitating the provision of suitable support resources and referrals. This research seeks to gauge medical student wellness and evaluate the disparities in support among different groups. With the aim to ascertain such disparities, a cross-sectional survey will examine medical student wellness using metrics from a combination of different wellness scales (i.e. WHO-5, Medical Student Well-Being Index, and the Harvard 40-Item Well-Being Measure) found in previous studies across the different subpopulations of the medical student body at one medical school.

Upon reviewing this poster, participants will be able to:

- Recognize wellness scales that are available to medical training institutions to assess medical student well-being and further their understanding of medical student wellness at their own institution.
- Identify factors present in medical student subpopulations that may contribute to mental health disparities and place them at higher risk for poorer well-being outcomes.
- Utilize the information presented as a framework to design and implement their own inclusive and targeted wellness survey at their respective institutions.

Assessment of an Innovative Program Matching Mentees and Mentors Based Upon Shared Challenges

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Ever wondered how to better support your students through challenging situations that you haven't personally faced? While support from an experienced student affairs officer can be impactful, assistance from someone who has walked in their shoes takes support to another level. The COMPeer Mentor Program provides a platform for students to connect with upper-class students/alum who successfully navigated the same combination of challenges while in medical school. Students can be matched on any combination of 80+ challenges (e.g. anxiety, imposter syndrome, course failure, ADHD, death of a loved one). Results show that student participants felt more connected and supported ($P = 0.02$) and said that their COMPeer mentor relationship improved their ability to deal with the challenges ($P < 0.01$), improved their self-confidence ($P < 0.01$), and reduced the stress levels associated with the challenges ($P < 0.01$). The impact that students' challenges had on their academic life decreased significantly after matching ($P < 0.01$). Given the fast pace of medical school, unique mentoring programs such as this are important to help students quickly and successfully navigate challenges.

Upon reviewing this poster, participants will be able to:

- understand the range of challenges faced by medical students.
- describe the key elements of a successful and unique mentoring program.
- create a similar program at their institution with supplements provided by the authors.

B

Benefit of peer-led wellbeing programs on student satisfaction ratings in pre-clerkship years

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2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



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At the Medical College of Georgia at Augusta University, there are two campuses: the primary campus in Augusta hosting 200 students per cohort, and the satellite campus in Athens with 60 students per cohort. Each campus employs different wellbeing initiatives. At the Athens campus, known as the Medical Partnership (MP), the Office of Student Affairs and the Office of Personalized Health and Wellbeing (OPHW) collaborated with faculty and students to implement a Peer-Assisted Learning (PAL) model in their wellbeing program. Student satisfaction ratings regarding their feelings of wellbeing on both campuses were recorded in the recent independent student analysis (ISA) survey in the fall of 2023. Results from the ISA survey show the Athens campus had higher student satisfaction scores for wellbeing programs than the combined campus satisfaction scores. The implications of the survey suggest that PAL models in medical campuses lead to higher satisfaction ratings and feelings of wellbeing amongst students, which may support students against burnout and other mental health challenges that are commonly faced in medical programs.

Upon reviewing this poster, participants will be able to:

- Evaluate the difference in wellbeing and student satisfaction between students in peer-led wellbeing initiatives versus traditional wellbeing programs.
- describe the importance of maintaining positive wellbeing events among medical students to foster an optimal learning environment.

Breaking Barriers: Grassroots Approaches to Research Access at Mission-Based Medical Schools

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The Collaborative Research Initiative (CRI) addresses the growing demand for research opportunities in medical education, particularly at mission-focused schools with limited clinical research access. Initiated by students, CRI connects students with faculty and peers engaged in research through a comprehensive database of ongoing faculty projects and a platform for students to disclose their research needs. This framework also allows students already engaged in research to request assistance from other students. By facilitating collaborations through a meticulous matching process, CRI fosters deeper student-faculty engagement and simplifies research navigation. Beyond individual advancement, CRI serves as a model for similar schools, leveling the research playing field and contributing to a richer body of literature on underserved communities. The initiative aims to create a collaborative space where research thrives, enhancing the overall research landscape in medical education and promoting equity. Upon reviewing this poster, participants will be able to:

- Articulate the significance of clear communication in fostering partnerships between students and faculty members while aligning with organizational goals
- Grasp the role of technological solutions, such as online repositories and communication hubs, in streamlining the collaboration process within research initiatives
- Recognize how a systematic approach to progress monitoring ensures efficient matchmaking, promotes meaningful collaborations, and contributes to the overall success of research initiatives within academic institutions

Building a Core Competency Framework for Leadership in Medical Education

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2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



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Over the past two decades, there has been an increasing emphasis on physician leadership in and out of the clinical setting. However, undergraduate medical education (UME) has fallen behind the curve in preparing future physicians to take on these roles. Leadership and professionalism are unanimously recognized as essential for trainees, but the current literature reveals a lack of consensus on addressing the development of skills in the formal curriculum. As UME programs begin to confront these gaps, a competency model is needed to guide their efforts and ensure consistency across training.

A literature review of current graduate medical education (GME) and UME leadership programs and healthcare leadership competency models was conducted. An institutional curriculum overview and needs assessment was completed secondarily.

We designed a proposed framework including four pillars: personal development, professional development, career exploration, and leadership beyond clinical medicine. Through this competency framework, students will discover, enhance, and utilize their leadership skills through didactics, experiential learning, and mentorship.

Upon reviewing this poster, participants will be able to:

- Distinguish the role of physician leadership in physician-patient interactions, the health care team, and beyond the clinical setting.

- Appraise the current status of leadership development in undergraduate medical education and support calls to action for a standardized curriculum.
- Conceptualize an evidence-based, integrated framework for a physician leadership curriculum.

Building Inclusive Futures: Transforming Medical Education for Native Success

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American Indian and Alaska Natives (AI/AN) remain underrepresented in the academic medicine workforce, underscoring a need to understand the experiences of these learners, trainees, and clinicians to identify barriers and facilitators to the successful recruitment, retention, and advancement of AI/AN individuals in medicine. Elliott et al. (2010) found that focus groups are particularly culturally appropriate for eliciting information given AI/AN emphasis on oral traditions. Subsequently, AI/AN focus group participants in various stages of their educational and professional journeys were recruited during the 2023 Association of American Indian Physician (AAIP) Annual Meeting and Health Conference, held in San Diego, CA. All participants identified as AI/AN (n = 45). In six, semi-structured focus groups, a set of questions posed to participants included: (1) What inspired you to pursue medicine? (2) If you were in charge of your medical school, institution, or academic medical center, what would you change so that AI/AN students can thrive? (3) What is one experience along your journey into medicine that almost made you quit?

Upon reviewing this poster, participants will be able to:

- After reviewing a poster, participants will be able to understand unique, multifaceted challenges faced by AI/AN learners, trainees, and clinicians through insights into their inspirations, visions, and pivotal moments in their medical journeys.
- After reviewing a poster, participants will be able to comprehend proposed institutional changes, informed by the voices of AI/AN learners, trainees, and clinicians aimed at fostering their success in medical education.
- After reviewing a poster, participants will be able to understand strategies for creating an environment conducive to the success of AI/AN students.

Building Support Networks: Enhancing Medical School Orientation for Inclusive Student Engagement

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Medical School Student
Paul L Foster School of Medicine

The Paul L. Foster School of Medicine at Texas Tech University Health Science Center of El Paso has transitioned its orientation program to be more peer-engaged to create a more inclusive and welcoming environment for incoming students. The new program includes student orientation leaders, social events with faculty and staff, and group activities after orientation. The aim is to establish an early support system for students and reduce anxiety levels by providing peer-led resources such as Peer Coaches and tutors. We conducted a voluntary survey among the incoming fall class of 2027 to assess their anxiety levels and sense of belonging, and we plan to collect data from the incoming class of 2028 to uncover any discrepancies. The research is focused on the proactive mitigation of student mental health challenges in medical education. Upon reviewing this poster, participants will be able to:

- Describe the various program changes done by Paul L. Foster School of Medicine to transition from a faculty-led professional incoming medical school orientation to a more peer-led social orientation program.
- Discuss the implications of fostering a greater sense of inclusion, early peer engagement, and peer-led resources on mitigating student mental health challenges in medical education.
- Describe the various aspects of incoming medical school orientation and its effect on incoming students' sense of inclusion.

Building Together: Harnessing Partnership to Create an Enhanced Professional Development Curriculum

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At the University of Kansas School of Medicine, a group of students, faculty, and staff across our tri-campus institution have come together to create a strengths-based professional development curriculum and coaching program in partnership with the Kern National Network (KNN) to promote human flourishing. Together, the group has co-constructed professional development modules utilizing a Build-a-Thon structure based on Backwards Design models. The group of

stakeholders have engaged one another to discuss best practices in the pursuit of flourishing through development of character, care, and practical wisdom. Our remodeled coaching program aims to leverage learners' inherent strengths in an effort to support professional development and promote flourishing and growth. We describe our experience in the creation of Build-a-Thons on our campuses, share best practices, and present lessons learned for those who may want to implement similar initiatives for the co-construction of professional development curricula.

Upon reviewing this poster, participants will be able to:

- Understand the concept of Backwards Design and have a strategy for how to apply it to their home institution.
- Identify stakeholders at their institution in an effort to create collaboration and strategies for building stronger programs.
- Envision what a Build-a-Thon could look like on their own campus.

C

Careers in Medicine: Value, Awareness, and Utilization

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Erin Horan, PhD
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Careers in Medicine® (CiM) is a comprehensive career planning and advising program sponsored by the AAMC. Established in 1999, CiM works with school liaisons to support medical student career decision-making. CiM empowers students with information to make sound career decisions by helping them identify career goals, explore specialty, and practice options, and prepare for residency. The purpose of this poster is to increase awareness amongst liaisons and students alike of the value of CiM and the many tools and resources CiM provides members throughout this process.

Upon reviewing this poster, participants will be able to:

- Describe the Careers in Medicine program.
- Describe the value of the Careers in Medicine program.

Catalysts of Success: Student Leaders in the Formation of a Flourishing Regional Medical Campus

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Elizabeth Rizk
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As a new regional campus, Creighton University School of Medicine Phoenix was in a unique position to assess the role of student leaders as partners and collaborators in creating initiatives, community partnerships, and an overall culture of flourishing at a new medical campus.

We investigated faculty and student perspectives on the role of student leaders in the following components of medical education: 1) initiating community service initiatives and partnerships 2) establishing specialty interest groups and club chapters 3) providing curriculum feedback 4) wellness initiatives 5) diversity, equity, and inclusion initiatives, 6) research opportunities and partnerships, 7) peer mentor initiatives, and an 8) overall culture of flourishing.

The goal of this poster is to assess how to harness the creativity and leadership of medical students as co-creators of a successful regional medical program. Our hope is to provide a framework based on these insights of how to create successful partnerships between faculty and students as co-collaborators in building initiatives, professional opportunities, and a flourishing culture on medical campuses across the nation.

Upon reviewing this poster, participants will be able to:

- Evaluate what aspects of flourishing – sense of community, student led initiatives, curriculum development, and campus culture – student leaders are key contributors to in their platform on a new regional campus.
- Identify and distinguish the role of student leaders and the role of faculty members in molding and developing a new regional campus to serve the needs of all stakeholders.
- Compare and contrast the perspectives of student leaders versus faculty members on the responsibility student leaders must uphold in contributing to flourishing on a new regional campus.

Characteristics of Medical Students with Intent to Practice in Underserved Areas at Graduation

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Senior Research Analyst
Association of American Medical Colleges

Underserved communities, where high physician shortages are expected, need improved access to primary care services. Graduating students intending to practice in underserved areas (“underserved practice intention” [UPI]), are more likely to practice in underserved areas post-graduation. This study aims to further examine variables associated with medical students’ intentions at graduation to practice in underserved areas.

Upon reviewing this poster, participants will be able to:

- Describe the graduate characteristics and educational experiences associated with the intention to practice in an underserved area.
- Have a deeper understanding of the evidence for a diverse medical student body to increase the likelihood of physicians practicing in underserved areas.
- Gain a deeper understanding of the AAMC’s Graduate Questionnaire and the utility of its data.

Characteristics of US Regional Medical Campuses

Ethan Kendrick
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AAMC

Regional medical campuses (RMCs) are a critical component of approximately one third of all medical schools. In 2023 the AAMC fielded the 2023 Regional Medical Campus Survey to help better understand the structures of these campuses. This poster brings to light key findings the survey which explored regional campus curriculum models, class sizes, student support services, faculty counts, clinical rotations, reporting structures, and more.

Upon reviewing this poster, participants will be able to:

- Describe the general landscape of regional medical campuses in medical education
- Discuss curriculum models most prevalent at regional medical campuses
- Explain how different student support services are delivered to students at regional medical campuses

Clinical Ambassador Programs to Engage First-Year Medical Students in Mentorship

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Carle Illinois College of Medicine

This project explores a program that integrates physicians as mentors to first0year medical students. It summarizes potential benefits, barriers, and ways to develop this program for different institutions. It also highlights the importance of mentorship in student support and professional development.

Upon reviewing this poster, participants will be able to:

- Demonstrate the potential benefits in implementing a clinical ambassador program
- Explore the key factors for creating a successful mentorship program
- Highlight the steps that one can use to create a faculty-student mentorship program at their institution

Coaching during Pre-Clinical Curriculum to Ensure Academic Success

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Since the COVID 19 pandemic began, undergraduate medical education curriculum has shifted towards more virtual and asynchronous learning. Students who find it challenging to stay engaged in this more passive environment saw their academic performance suffer. Quick identification and intervention for students with academic challenges is key to keeping students on track. We present a multidisciplinary approach to identifying students at risk and getting the learners the resources they need for success. Utilizing a longitudinal faculty coaching model allows students to create their own action plan, remain accountable, and develop into master adaptive learners. This, combined with mental health, financial aid, and peer tutor resources, allows students to feel supported and get back on track.

Upon reviewing this poster, participants will be able to:

- Recognize the benefits of a multidisciplinary approach to academic success.
- Identify the integral components in building a successful coaching program.

Comparing Medical Student Burnout and Resilience Sentiments: 2 vs 1.5 Year Preclinical Curricula

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New York Medical College

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Medical Student
New York Medical College

As medical education continues to evolve, an increasing number of medical schools have embraced a shift towards shorter preclinical curricula lasting 1.5 years or less, marking a departure from the traditional 2-year preclinical curriculum. Given the pervasive impact of burnout on medical students, understanding how curriculum changes impact stress levels and burnout is imperative. This study gauges burnout through the implementation of a comprehensive survey of two cohorts: the New York Medical College School of Medicine Class of 2025 (the last to experience the legacy 2-year curriculum), and the Class of 2026 (the first to experience the new 1.5-year curriculum). We assess various dimensions of burnout and resilience. The findings of our study hold the potential to inform strategies for preventing and addressing burnout among medical students, thereby enhancing their overall well-being and academic experience.

Upon reviewing this poster, participants will be able to:

- Utilize survey methodologies within their own institutions to assess how curricular changes influence different aspects of student well-being.
- Compare and contrast the burnout experiences and resiliency of medical students exposed to the traditional 2-year preclinical curriculum with those who underwent the new 1.5-year format.
- Be empowered to formulate strategies to improve student wellness based on the intrinsic advantages and challenges in different curricula structures.

Comparing student profiles: How does academic support and intervention develop successful learners?

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We compared student profiles utilizing the LASSI assessment completed prior to the orientation for first year students. This data creates a profile that is used by Academic Success offices at two institutions to develop programs, interventions, and strategies to make sure the students transition successfully into medical school and are provided with adequate support to succeed.

The poster will showcase data and profiles of students at both institutions and support services and utilization by those students and their success rates within the first semester of medical school.

Upon reviewing this poster, participants will be able to:

- Identify at least two areas of the Learning and Study Strategies Inventory (LASSI) and how they present in medical students at two different institutions.
- Apply at least one support strategy utilized in medical schools that relate to one of the ten LASSI Scales.
- Lead discussion and be aware of resources available to help improve students study strategies and learning in medical school.

Comparing the Performance of Large Language Models on National Board of Medical Examiners Questions

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UT Southwestern

This study evaluates the accuracy of popular large language models (LLMs) like OpenAI's GPT-4, GPT-3.5, Google's Bard, and Anthropic's Claude in answering National Board of Medical Examiners (NBME) clinical subject exam questions. Using multiple-choice questions from various medical specialties, the study compares these LLMs' performance in a controlled setting.

Upon reviewing this poster, participants will be able to:

- Evaluate the comparative performance of various large language models, including OpenAI's GPT-4, GPT-3.5, Google's Bard, and Anthropic's Claude, in answering National Board of Medical Examiners (NBME) clinical subject exam questions.
- Identify the strengths and limitations of using large language models in medical education and clinical decision-making, with a specific focus on their accuracy and applicability in real-world scenarios.
- Demonstrate an understanding of the implications of LLMs' performance in medical contexts, particularly in relation to their potential role in enhancing medical education and practice, while acknowledging the need for ongoing reassessment and refinement of these technologies.

Compassion Clinic: A model to foster interprofessional communication and address health inequities

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University of Louisville School of Medicine

As healthcare teams rapidly grow, effective interprofessional communication is crucial for optimal patient care. While some medical schools have acknowledged this need and integrated these skills into the curriculum, it is important to cultivate interprofessional communication competency inside and outside the classroom. The University of Louisville School of Medicine's Compassion Clinic offers a promising model to foster interdisciplinary skills through experiential learning and address local health inequities. Compassion Clinic is a mobile, longitudinal student-driven initiative that promotes a positive and welcoming medical presence among underserved communities in the Louisville Metropolitan area. At each event, community participants visit various booths around the venue to receive basic health screenings, health education, and other services. Students from various healthcare disciplines lead the booths, facilitating a collaborative, hands-on learning environment in an informal, low-stakes setting. With this initiative, we hope to further develop interprofessional communication competency among health students and improve the health of disparate communities.

Upon reviewing this poster, participants will be able to:

- Describe core logistics to effectively implement a community health fair that facilitates interpersonal communication and combats harsh inequities in the local community.
- List realistic ideas to create opportunities for interprofessional communication outside of the curriculum setting.

Creating a Financial Wellness Elective for Fourth Year Medical Students

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Medical students receive a great deal of guidance and education regarding personal loans and loan management but relatively little education regarding personal finance. Medical students are at high risk to make poor personal financial decisions due to their unique financial situation, including frequent high levels of debt followed by several years as a high earner, and lack of personal financial literacy. We created an elective for fourth year students regarding Financial Wellness and will demonstrate the impact the course has had on those who participated. Specifically, we look at student's confidence regarding their ability to manage their own finances as well as their perceived knowledge of key financial concepts. We also examine their satisfaction with the course and their educational experience while trending student participation in the course over time as a marker of both its impact and popularity. Upon reviewing this poster, participants will be able to:

- Describe the impact that a financial wellness elective has on participating student's confidence in their own financial abilities.
- Describe the impact that a financial wellness elective has on participating student's satisfaction in the financial education the school has provided them.
- Implement changes to their own school's curriculum regarding personal finance education for medical students.

Creating a New Process to Evaluate Clerkship Narratives for Gender Bias

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Dean of Academic Affairs
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Clerkship Narratives are written for each medical student to be included in their final MSPE. When applying to residency, strong weight is put into these narratives especially as more and more curriculums change to Pass/Fail grading and Step 1 no longer issuing a point score. Gender bias in clerkship narratives could influence a student's application and could lead to not matching into the specialty of choice or affect program prestige or location.

At Texas A&M School of Medicine, we have created a new, objective process to evaluate gender bias in clerkship narratives in which we generate a full list of words in each narrative and compare word count within each narrative and as a whole to identify words that are more commonly used in narratives for students who identify as male versus female.

Results are pending completion of the study but will be used to identify specific interventions in the narrative writing process. Although there has been work in this area within disciplines, this study will help identify processes that can be established and used in all medical schools as an objective and informative way to evaluate gender bias in medical education.

Upon reviewing this poster, participants will be able to:

- Identify flaws in using existing gender bias calculators in medical clerkship analysis
- Describe new methodology used to review clerkship narrative for gender bias
- Identify trends indicative of gender bias in clerkship narratives to determine the prevalence of gender bias in clerkship narratives

Creating An Effective At-Risk Identification and Support System

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Associate Dean, Student Affairs and Admissions

UTMB John Sealy School of Medicine

The success of incoming students is a shared responsibility between admissions and student affairs. This presentation will share a comprehensive framework for identifying and supporting at-risk first-year medical students. Admissions and Student Affairs leaders from UTMB John Sealy School of Medicine will share the success and data of the Incoming Student Supplemental Success Program (ISSSP). Attendees will learn to bridge the gap between enrollment and academic support and identify the appropriate source(s) of academic data for implementing a supportive and transformative educational experience.

Upon reviewing this poster, participants will be able to:

- Systematically identify academic risk factors for incoming students
- Determine appropriate source(s) of individual academic data for this purpose
- Implement strategic support for identified at-risk students by creating short- and long-term evaluative criteria for program or system"

Creating PUMP (Pre-med Undergraduate Mentorship Program)

Ananya Shah
Medical Student
University of Colorado School of Medicine

Mentorship is critically important to success at all stages in becoming a medical professional. While there are pathways in place to help individuals find mentorship once they are admitted to medical school, access to strong mentors and role models during the pre-medical stage is lacking. This is particularly detrimental for individuals from socioeconomically underserved backgrounds who not only have less resources but are often also less familiar with the grueling medical school application process. In developing the Pre-med Undergraduate Mentorship Program (PUMP), I attempted to tackle this need by creating a one-on-one mentorship program with pre-med students and current medical students.

Upon reviewing this poster, participants will be able to:

- After reviewing this poster, participants will be able to describe one method of improving access to mentorship for pre-medical students.
- After reviewing this poster, participants will be able to understand the logistics of developing an impactful mentorship program.

Creating Space for Mindfulness in Medical Education: the JABSOM Mindful Practice Program

Amy Brown, PhD
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University of Hawaii at Manoa

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Vice-Chair and Associate Chair for Research, Dept of Pediatrics
John A. Burns School of Medicine

Crystal Costa, C-TAGME
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Kuo-Chiang Lian, MD
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Karen Thompson, MD
Professor and Chair, Department of Pathology; Interim Chair, Department of Medical
Technology
John A. Burns School of Medicine, University of Hawaii

Winona Lee, MD
Professor
University of Hawaii, John A. Burns School of Medicine

The John A. Burns School of Medicine's (JABSOM) Mindful Practice Program was launched in 2019 to promote well-being. Virtual sessions equip academic and clinical faculty, administrative leadership and staff, resident/fellowship trainees, and post-baccalaureate/medical students with valuable skills and resources related to mindfulness and contemplative practices. Preliminary participant feedback has been positive and the program is sustained by the dedication of its volunteer facilitators, critical support staff, and an institutional commitment to employee well-being and organizational resiliency.

Upon reviewing this poster, participants will be able to:

- Define mindfulness and list the benefits of promoting mindfulness training within a U.S. medical school.
- Describe the essential components of the JABSOM Mindful Practice Program as an innovative educational model to enhance mindfulness among faculty, staff, and learners.
- Identify key aspects of successful innovations within medical education which are inspired by an institutional commitment to employee wellbeing and an investment by its teaching faculty and administrative staff.

Cross Country Student Affairs

Angela DiJiacomo, MS
Senior Student Affairs Specialist
Lehigh Valley Health Network

Utilizing needs assessment and student buy-in to develop cross-campus programming. Creating comparable experiences for students in different locations and different times of the medical school journey.

Upon reviewing this poster, participants will be able to:

- Describe strategies to achieve goals through long distance learning.
- Discuss challenges working in a complete hybrid model.

Cultivating Community: A Look at a Learning Community Model that Prioritizes a Sense of Belonging

Amanda Gray, MEd
Director of Professional Programs
University of Kansas

Riley O'Dell, MS
Event Coordinator
University of Kansas

At the University of Kansas School of Medicine, the Office of Student Affairs on the Kansas City campus has embedded popular higher education and student development theories into programming within the learning community structure on campus, including Kohlberg's Theory of Moral Development, Hettler's Model of Wellness, and Astin's Theory of Student Involvement. These models and more have shaped ongoing programming for our students fostering a community and sense of belonging among students. Programming includes friendly competitions between communities, an annual field day, monthly lunches encouraging academic conversation in casual settings, and socials and activities hosted by each community throughout the year.

Upon reviewing this poster, participants will be able to:

- Identify ways to apply theory to their work in student affairs.
- Consider different ways to improve a sense of belonging among their student body.
- Articulate the three theories outlined that are utilized in student affairs and higher education work.

Cultivating Curiosity in Healthcare: A Model for Sustainable Outreach and Local Community Engagement

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Medical Student
University of Vermont, Larner College of Medicine

David Makaj, BS
Medical Student
University of Vermont, Larner College of Medicine

Jack Steinharter, MA
Medical Student
Robert Larner, MD College of Medicine

This career path model provides an underrepresented adolescent population in Winooski, Vermont with professional medical career exposure via a self-sustaining outreach model.

Distinct in its diversity relative to the broader state demographics in Vermont, the Winooski School District hosts a substantial number of low-income, first-generation, and New American students. This model involves hands-on workshops facilitated by healthcare professionals such as medical assistants, nurses, physicians, and many more. Additionally, students who show a keen interest in healthcare careers have access to tailored one-on-one mentorship sessions with medical students.

When developing this career path model a key requirement was for it to be a self-sustaining program beyond our interim as medical students. One key strategy for sustainability was establishing a longitudinal relationship between Larner College of Medicine and Winooski Schools. The sustainability of this program was further achieved through partnership with an already funded and established project, New American Youth On The Rise, which will carry on the project in collaboration with Larner College of Medicine students.

Upon reviewing this poster, participants will be able to:

- Understand the impact of adolescent demographics and socioeconomic status on exposure to healthcare career opportunities in Winooski, VT
- Reproduce and adapt the structure and key elements of the model for their community, including hands-on workshops, mentorship, and long-term partnerships, and understand their role in its longevity
- Abstract the key elements contributing to the project's sustainable outreach model, including relationships with Larner College of Medicine and Office of Diversity Equity and Inclusion.

Cultivating Professional Identity Formation: A Medical Student-Led Movement

Elizabeth Rizk
Medical Student, OSR Representative
Creighton University School of Medicine – Phoenix

Rachel Jones, MAEd
Assistant Dean for Student Affairs & Learning Specialist
Creighton University School of Medicine

Professional identity formation is a vital aspect of medical education and patient care. However, it is often overlooked as an important element to teach and learn. There is no universally accepted framework for the teaching, development, and assessment of skills and competencies related to professional identity formation.

This project highlights an initiative titled "The Leadership and Professionalism Summit" in which medical students and faculty partnered to introduce professional identity formation in the learning community. Through this program, we engaged our Student Leaders, Faculty, Deans, Residents, and Attendings through small group discussion, case studies, and a panel that aimed to create a standardized language for various aspects of professional identity formation. In addition, the Summit delved into professional identity as a core competency for future

physicians and discussed why it is a critical tool in intentionally and thoughtfully engaging with colleagues and patients. Future goals include exploring curriculum improvements aimed at promoting opportunities to invest in professional identity formation and improve leadership skills early in medical school.

Upon reviewing this poster, participants will be able to:

- After review the poster "Cultivating Professional Identity Formation: A Medical Student-Led Movement," participants will be able to identify the importance of implementing professional identity formation initiatives in the medical student learning environment.
- Participants will be able to describe initiatives and opportunities that can be implemented on medical school campuses that facilitate professional identity formation.
- Participants will be able to describe ways to create and mobilize faculty and student leader partnerships to implement meaningful initiatives.

Cultivating Research: Enhancing Access and Engagement at the University of Toledo COMLS

Mario Markho
Medical Student
University of Toledo College of Medicine and Life Sciences

Relevant research experience is vital for many medical students across the United States, particularly those planning to apply for residencies that prioritize such experience. Nonetheless, anecdotal observations within the University of Toledo College of Medicine and Life Sciences suggest that students encounter challenges in engaging with research due to underutilized and underdeveloped resources available to connect them with suitable projects. One specific resource is the "Research Opportunities and Information for Students" website, featuring a promising "Listing of Researchers and Their Areas of Interest." However, preliminary data indicates that most students are unaware of this tool for accessing research opportunities, and those who are aware of it have faced difficulties in its effective utilization. This poster aims to identify concrete strategies for restructuring the Research Opportunities page at the University of Toledo, with the objective of enhancing its accessibility and usage. Ultimately, the goal of this poster is to reconstruct the Research Opportunities tool, enabling students to efficiently discover projects relevant to their desired specialties.

Upon reviewing this poster, participants will be able to:

- After reviewing this poster, participants will be able to identify particular strategies to improve student access to research at their own institution.
- After reviewing this poster, participants will be able to recommend concrete methods of improving student research engagement that have proven effective at their own institution and may be applicable at the University of Toledo College of Medicine and Life Sciences.

Current Landscape of Medical Student Perspectives on Research Funding Opportunities

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Mehul Patnam, B.S.
Medical Student
University of Illinois College of Medicine at Chicago

Nayyab Sohail, B.A.
Medical Student
University of Illinois College of Medicine Rockford

Samantha Wahlers, B.S.
Medical Student
University of Illinois College of Medicine Peoria

Abdullah Arif, B.A.
Medical Student
University of Illinois College of Medicine Peoria

Following the transition of USMLE Step 1 to pass/fail, medical student research has risen as one of the few remaining methods of demonstrating academic success to competitive residency programs. One of the largest barriers to medical student research involvement is cost. Thus, we sought to explore and characterize the current landscape of perspectives on student research funding in medical literature. We performed a literature review whereby we sought publications that studied research funding for medical students and barriers to completing research. Medical students report increased importance of research to show academic success following the transition of Step 1 to pass/fail, but cite lack of research funding as a major barrier to conference attendance. There exists an association between increased support for medical student research and future involvement in academic medicine. Few published studies address the perspectives of research mentors and residency program directors on the topic. As a result of this project, we aim to provide data that can further our understanding of how to best provide research funding and support to medical trainees in the current training climate.

Upon reviewing this poster, participants will be able to:

- Understand the current landscape of perspectives on medical student research funding in medical literature. Most studies focus on types of research funding provided by medical schools, with a smaller portion investigating student opinions towards existing infrastructures for facilitating research. There is a lack of emphasis placed on understanding perspectives towards student research by medical schools and research mentors, and perspectives of residency program directors are almost entirely absent. A sufficient comparison between perspectives from medical students versus those of research mentors and residency program directors is not currently feasible due to a lack of studies investigating these populations. With the landscape matching into residency

becoming increasingly competitive, and in light of Step 1 becoming pass/fail, it is imperative that future research assess perspectives of these key stakeholders regarding research during medical school.

- Recognize the value of having required research integrated into a medical school curriculum. In several studies, it was found that having a requirement for research to graduate gave students a guaranteed opportunity to pursue this demand. With this, it was indicated that there needs to be proper funding and mentorship to fulfill the research in a meaningful way, pursue the project in its entirety, and be organized enough for completion in a timely manner. Additionally, in another study, it was found that if a research requirement were to be put in place, there needed to be an expansion of qualifying criteria. In an effort to increase the accessibility of opportunities, the demand should be fulfilled by a wide range of interests from traditional bench research to quality improvement projects.
- Appreciate the role of time constraints in medical school on research accessibility. Currently, the amount of free or extra time in a medical student's day is extremely limited and the journey into medicine is a long one. With an increasing value placed on research, medical students are now having to reallocate time in their schedules to meet this demand within the four year timeline of school. In an effort to ensure medical students participate in meaningful research, one study suggested making it a requirement for graduation while also allotting days in the curriculum as research days. This integration was a common theme addressed in a variety of papers, as it allows students to complete their research without having to extend their time in medical school. Another solution was to implement a research concentration during the third year of medical school. This would allow students to engage in a longitudinal project and increase the accessibility of research.

D

Data-driven extracurricular support: exploring optimal conditions for MD-PhD student success

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Jason Coryell, MD, MS
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We seek to describe optimal extracurricular support for MD-PhD students during their learner experience at OHSU. Dual degree students, in this case MD-PhD students face a unique academic journey compared to single degree (MD) learners, especially students who are Underrepresented in Medicine (URIM). For these students, the rigors of completing medical school are paired with the demands of multi-year research projects and re-entry into clinical medicine after a lengthy absence. Ultimately, the goal of this research is to implement intentional extracurricular support for MD-PhD students via our OASIS Advisory Team, and especially our Diversity Navigators support of URIM learners, using data-driven insights as a guide

Upon reviewing this poster, participants will be able to:

- Define the unique challenges MD-PhD students experience during their learning journey.
- Describe optimal extracurricular support for MD-PhD students during their learner experience at OHSU.

Day In The Life of a Medical Student: Bridging The Gap Between Loved Ones & Students' Experiences

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University of Louisville

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Medical Student
University of Louisville School of Medicine

Grace Werner
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Sarah Downs
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University of Louisville School of Medicine

Anthony Simms, MPH
Director, Medical Student Affairs & Student Wellness
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The first-annual on-campus “Family Day” event at the University of Louisville School of Medicine was created by students to bridge the gap between their medical school experiences and what their loved ones understand of those experiences. Over 150 attendees participated in the event, with each engaging in three electives of their choosing. Post-event survey results and feedback

from classmates indicated that increasing students' loved ones understanding of the medical school experience through the event has improved medical student support and wellness.

Upon reviewing this poster, participants will be able to:

- Describe the benefits of implementing a "Family Day" event at medical schools.
- Advocate for the mental health of medical students through increased support system knowledge of and involvement in the medical school curriculum.

Debunking the Myth of the Specialty Soulmate

Anita Pokorny, M.Ed

Consultant, AAMC Careers in Medicine, Associate Professor of Family & Community Medicine
Northeast Ohio Medical University

Medical students are commonly advised to "find their fit" as they strive to make a specialty decision. But the notion of a "specialty soulmate" - one perfect specialty that will make them happy - is a myth. In reality, fit is a very personal decision with many different aspects; matching skills and abilities to the work of a specialty, integrating work with other life roles, and infusing meaning in one's work.

Upon reviewing this poster, participants will be able to:

- Identify the vocational theory that is the foundation of "fit"
- Describe the various aspects of fit
- Identify resources to find fit

(De)centralizing Academic Pathway Programs to California's primary care physician workforce

Jessica Garcia, MS

Program Specialist

Foundation for California Community Colleges, California Medicine Scholars Program

Sos Nazaryan, MA

Research Manager

Foundation for California Community Colleges

Kaitlin Jackson, Ed.D

Associate Director

Foundation for California Community Colleges

Our poster showcases the California Medicine Scholars Program (CMSP), a cohort model pathway program dedicated to guiding diverse community college students towards successful journeys into medical school. Covering 31 counties and involving 49 institutions, CMSP promotes inclusivity, collaboration, and leadership development. With over 180 scholars

enrolled, including 51% from underrepresented groups, our program emphasizes first-generation college students, and a commitment to student success.

Upon reviewing this poster, participants will be able to:

- Understand the structure of CMSP
- Identify the strengths and limitations of CMSP
- Interpret data of CMSP

Developing the Whole Student: Integrating Personal & Professional Development Sessions in Third Year

Kristen Heath, MS
Lead Advisor
Indiana University School of Medicine

In 2020, the Indiana University School of Medicine's Wellness Coalition piloted optional wellness sessions during the third-year curriculum. In the pilot year, the sessions were offered in-person on one campus. They have since expanded across all nine campuses and are offered virtually and are now mandatory. Students on the Wellness Coalition have formed a curricular subcommittee and plan, implement, and facilitate the sessions. During the development of the sessions recommendations from the student body has been imperative in shaping the content and format. Sessions aim to help the learner increase their own education on well-being for themselves, but also on topics that will help them be a better provider. Sessions have include yoga, mindfulness, chaplain services, local advocacy, hospital nutrition, and grief counseling. This poster will discuss the evolution of these sessions over time, how student feedback has shaped them, what sessions have been offered over the years, student survey data from the start, lessons learned over time, and future steps. This poster will help others to understand, and more importantly discuss, is this a case for mandatory wellness??

Upon reviewing this poster, participants will be able to:

- Describe the qualities of successful personal and professional developments.
- Discern the qualities between mandatory and optional wellness sessions.
- Gain ideas for wellness and/or personal and professional sessions to implement at their home institutions.

Development of a Tool to Predict the Probability of Successfully Matching into a Residency

Soraya Smith, Ed.D.
Assistant Dean of Students
University of Central Florida College of Medicine

Jonathan Kibble, PhD
Professor

University of Central Florida College of Medicine

We will demonstrate the initial development and validation of a calculator for estimating the risk that a student will not match into residency, based on data available at the midpoint of their MS3 clerkship year. The calculator is based on the same methods used to develop mortality calculators in the intensive care unit. We first developed a rubric to score various aspects of a student's CV calibrated for the degree of competitiveness of their intended specialty. Logistic regression was then used to develop equations predicting the probability of a match. The first prototype had an overall accuracy of 84%, with a sensitivity (correct match prediction) of 85% and specificity (correct no match prediction) of 71%. We seek to discuss how to improve the calculator in light of recent changes to the ERAS application and how to deploy the calculator to supplement student advising.

Upon reviewing this poster, participants will be able to:

- Describe the underlying basis of how to develop a calculator to assess the risk that a US senior will not match into their chosen residency.
- Discuss the factors that differ significantly between students who successfully match into residency and students who do not.
- Discuss ways in which a risk calculator could be used to assist advisors in opening constructive dialogue with students who are at risk for not matching in their chosen specialty.

Development of Peer-led scholarship workshops: Framework and Assessment

Alexander Quach
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McGovern Medical School - Houston, TX

Danni Yang
MS
University of Texas Health Science Center Houston McGovern Medical School

Elaijah Islam, B.S.
Chair of Southern Organization of Student Representatives (SOSR)
McGovern Medical School at UTHealth Houston

Madison Smith
Medical Student
UT Health Houston— McGovern School of Medicine

While many medical schools have resources for financial aid, it can be a challenge for students to effectively find scholarships that they qualify for or submit a strong application. Due to the lack of transparency involving selection criteria for certain scholarships, students can find it difficult to understand what composes a successful application. Some schools help to remedy

this by offering internal scholarships with caps on the amount won so that certain individuals with very strong resumes or narratives do not comprise the majority offered.

By polling students at McGovern Medical School on the external scholarships they have received, inviting a committee member that helps to determine internal scholarship winners, and gathering tips from students who have been successful in the past, we hope to create a scholarship workshop that will enhance the abilities of students to not only find scholarships but enable them to apply effectively. We will survey students after the workshop to determine how helpful they thought it was and also plan for a longitudinal study to see if the participants were able to be more successful in obtaining scholarships.

Upon reviewing this poster, participants will be able to:

- After reviewing this poster, participants will be able to understand the composition of an effective scholarship workshop and use it to create their own at their respective institution
- After reviewing this poster, participants will be able to give concrete examples of tips students can use to locate scholarships and navigate restrictions to application
- After reviewing this poster, participants will be able to effectively view what comprises a strong scholarship application.

Discussion of the Community Alliance Program

Julia Bulova
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University of Pittsburgh School of Medicine

Mikayla Shields
Medical Student
University of Pittsburgh School of Medicine

Keerthana Samanthapudi
Medical Student
University of Pittsburgh School of Medicine

Elise Barberis, B.S
Medical Student
University of Pittsburgh School of Medicine

The Community Alliance Program (CAP) is an innovative program at the University of Pittsburgh School of Medicine (UPSOM) which aims to value community centered engagement. This project seeks to discuss how UPSOM has implemented this program into the new curriculum and the potential impacts on both the medical students and the community at large. Subsequent data collection will be done to elucidate the objective vs perceived benefits of this program from the perspectives of both the medical students and the community partners.

Upon reviewing this poster, participants will be able to:

- Understand the overall goal of the University of Pittsburgh School of Medicine's CAP program.
- Understand the structure of the CAP program and the requirements for students to complete the program.
- Discuss the benefits to Medical Education and Community Outreach that are achieved by implementation of the CAP program.

Disseminating Information at Two Medical Schools: Insights on Improvement Areas and Best Practices

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Columbia University Vagelos College of Physicians and Surgeons

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Chicago Medical School at Rosalind Franklin University of Medicine and Science

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George Peek, M.S.
Medical Student
Chicago Medical School at Rosalind Franklin University of Medicine and Science

Jeanette Morrison, MD
Executive Vice Dean and Vice Dean for Medical Education
Chicago Medical School at Rosalind Franklin University of Medicine and Science

Dissemination of information between administrative faculty and medical students is essential, improving transparency and advancing institutional missions. Review by AAMC OSR representatives from two medical schools in separate regions, the Chicago Medical School at Rosalind Franklin University (CMS) and Columbia University Vagelos College of Physicians and Surgeons (VP&S), found dissemination of information to be a shared institutional goal. Suggestive areas of improvement were associated with necessity for centralized communication, promotion of attendance, and accessibility during in-person Town Hall sessions. Additionally, concerns were raised about the overwhelming volume of extracurricular and curricular emails. Exemplar approaches by CMS involve a centralized website tailored to third and fourth-year medical students and vital announcements sent through student to student group chat software. Conversely, VP&S employs a centralized information system website covering all four years of medical school, with critical information being conveyed through designated deans. Our institutions aim to optimize communication through a collaborative and transparent framework.

Upon reviewing this poster, participants will be able to:

- After reviewing this poster, participants will be able to identify, compare, and contrast areas for improvement in disseminating information at medical schools.
- After reviewing this poster, participants will be able to learn best practices in disseminating information at the two featured medical schools.

E

Early EMT Experiences Enhance Medical Education

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UT Tyler School of Medicine

Crystal Bryce, PhD
Associate Dean, Student Affairs
UT Tyler School of Medicine

Rebeca Racataian-Gavan, MD
Assistant Dean, Clinical Competence & Integration Director, TOPS
UT Tyler School of Medicine

Derek Holbrook, Ed. D.
Director of Academic and Career Success
UT Tyler School of Medicine

In our school we have EMT training which consists of curriculum, ambulance ride-a-longs, and emergency room shifts. The classroom training happens during the first four weeks of MS1 and then ambulance and ER shifts are completed independently by individual students as their schedule permits. This is the first time this EMT training has been implemented. Therefore, we did this study to examine the diversity of experiences during students' shifts and collect their opinions of perceived efficacy of an EMT curriculum in building students' confidence as related to working with simulated patients.

Upon reviewing this poster, participants will be able to:

- Describe the breadth of patients seen during EMT shifts.
- Compare the impact EMT curriculum has on student self-reported confidence with simulated patients.
- Examine the feasibility of implementing a similar structure at their respective program.

Empowering Future Surgeons: A Novel Local Flap Workshop for Student Skill Enhancement

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University of Texas Rio Grande Valley School of Medicine

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University of Texas Rio Grande Valley School of Medicine

Our institution's ENT and Plastic Surgery interest groups collaborated to host the school's first-ever local flap workshop. This activity aimed to enhance medical students' exposure and interest in Head and Neck Surgery and Plastic Surgery. This was created to diversify the activities available for students interested in surgical specialties, as only suture clinics had been hosted prior. Facilitated by a local plastic surgeon, the workshop utilized cost-effective measures due to limited funds.

Memory foam bathroom mats were a budget-friendly alternative to simulation skin, fashioned into 4x4-inch squares. Essential instruments, including needle drivers, pickups, scalpels, sutures, and markers, were procured for the workshop. The surgeon leading the session highlighted the material's resemblance to scalp tissue, emphasizing its manipulation difficulty as

a valuable lesson in performing flaps in high-tension areas. Instruction covered various flap types and closure techniques. An online survey was utilized to gauge the efficacy of this activity. Upon reviewing this poster, participants will be able to:

- Understand the strategic considerations and decision-making involved in hosting a local flap workshop, particularly in navigating budget constraints and selecting cost-effective materials for effective surgical simulations
- Assess the impact of a local flap workshop on participants' confidence levels and familiarity with surgical principles, emphasizing the organizers' role in orchestrating an activity that resulted in increased post-session confidence and knowledge
- Analyze the mentorship strategy employed by the workshop organizers, emphasizing the individual guidance provided by the leading surgeon to participants

Empowering Students: Restorative Justice, Community Agreements, & Peer-Mediated Conflict Resolution

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Rush Medical College

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Medical Student
Rush Medical College

Joohye (Grace) Kim, B.S.
Medical Student
Rush Medical College

Restorative Justice (RJ) is a philosophy of conflict resolution and community-building, rooted in the Indigenous cultures of Africa, New Zealand, and the Americas. Community Agreements are central to intergroup dialogue practices that help students analyze and understand social conflict, intergroup relations, and issues of equity and justice. Starting in 2017, Rush Medical College (RMC) implemented RJ practices and revised its health justice threads (Advocate Role curriculum) to address community conflict. Our poster showcases the power of student-led Community Agreement orientation sessions, which reinforce Restorative Justice practices and set guidelines that define group dynamics. Medical schools teach future physicians the scientific foundations of clinical practice, but have a unique opportunity to support the creation of a physician advocate professional identity. Physician Advocates are culturally-responsive, empathetic, and communicative team-members with the capacity to aid the healing of their patients, their teams, and their colleagues. Explore a replicable model for transformative learning that leverages the skills and experiences of student leaders.

Upon reviewing this poster, participants will be able to:

- Describe the purpose of Restorative Justice as a method of conflict resolution and harm reparation amongst peers, patients, and healthcare teams.

- Explain the importance of “Community Agreement Sessions” as a level-setting tool at the beginning of one’s medical education.
- Evaluate the utility of Community Agreements and other restorative practices for one’s own educational or work setting.

Engaging House Staff as Mentors for Pre-Clerkship Medical Students

Gabrielle Redding, MS
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Medical University of South Carolina

Hannah Pressler, BS
3rd Year Medical Student
Medical University of South Carolina

Alexzandrea Sanders
Manager, Student Progress
Medical University of South Carolina

With the support of GME Program Directors, the Careers in Medicine team piloted a Student-Resident Mentorship Program (SRMP) to facilitate near-peer career advising of second year medical students by residents and to jumpstart longitudinal mentoring and coaching relationships.

Upon reviewing this poster, participants will be able to:

- Formulate and plan collaboration strategies for medical students (UME) with the resident cohorts (GME).
- Facilitate longitudinal advising relationships for second year medical students
- Provide career guidance to preclerkship students by utilizing a prime resource of knowledge in the GME sector.

Enhancing Academic Advising in Medical School: A Pilot Program

Angela Jackson, MD
Associate Dean, Student Affairs and Associate Professor of Medicine
Boston University Chobanian and Avedisian School of Medicine

Paige Curran, MA
Assistant Dean for Student Affairs, Director, Office of Academic Enhancement
Boston University Chobanian & Avedisian School of Medicine

Shannon Garvey, MS
Medical Student

Boston University Chobanian & Avedisian School of Medicine

During the 2022-23 academic year, the Academic Enhancement Office at Boston University Chobanian & Avedisian School of Medicine implemented a pilot program to enhance medical student academic advising. The main objectives of the pilot program were to address increased requests for academic support, increase student satisfaction, and reduce faculty workload. One rising fourth year medical student, currently on research year, was selected by faculty to serve as the inaugural Academic Enhancement Graduate Assistant to advise M1-M3 medical students 20hr. per week for course, clerkship, and Steps 1 & 2CK preparations. With the intention of promoting the academic success of all medical students, the graduate assistant collaborated with senior faculty, developed content-specific learning programs and services, implemented educational workshops, and supervised the peer tutoring program. Overall, qualitative feedback from students, the graduate assistant, and faculty determined that the pilot was a success with strong recommendations to continue to grow and develop the program. Based on the findings, future projects were suggested as a result of the pilot program.

Upon reviewing this poster, participants will be able to:

- After participating in the session, attendees will be able to describe the Academic Enhancement Graduate Assistant role in supporting learners and provide examples of its application in their institutions.
- After participating in the session, attendees will have the tools to construct an Academic Enhancement Graduate Assistant position at their institutions.

Establishing a dual degree unit within Student Affairs for holistic student support

Stephanie Gutierrez, M.Ed.

Manager, Dual Degree Programs

University of Texas Health Science Center at San Antonio

The UT Health San Antonio Long School of Medicine (LSOM) took an innovative approach to establishing dual degree programs. LSOM now has three dual degree programs, MD/MPH, MD/MS Artificial Intelligence, and MD/MBA, which are all housed within one unit under the umbrella of Student Affairs and led by a manager who oversees all three programs. This foundation allows for the three programs and program directors to work in a more collaborative function in recruitment, student support, and programmatic development. Additionally, embedding dual degree programs within Student Affairs provides a more student-centric approach grounded in the Group on Student Affairs Professional Development Initiative, in particular the Student Academic Progression and Student Professional & Career Development areas of expertise. This unique structure provides additional support to dual degree students as they grow into physicians with additional skills.

Upon reviewing this poster, participants will be able to:

- Describe an innovative approach to a dual degree unit support structure within a school of medicine.

- Explain the utility of a dual degree unit being housed within Student Affairs to better support students' progression, career development, and professional formation.

Evaluating Mentorship Programs for Medical Student with Underrepresented Identities in Medicine

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Mentorship provides critical support for medical students and can improve their performance in clinical settings. However, most mentorship programs fail to account for the diverse identities of their students, leading to lower recruitment and retention of those underrepresented in medicine. The Spencer Fox Eccles School of Medicine has developed a mentorship platform to support medical students in the relationship-building process. The platform facilitates student-mentor connections based on experience, topics, and medical specialties.

The Office of Student Affairs, in collaboration with the Office of Health Equity, Diversity, and Inclusion, developed a survey to better understand the relationship between the identity of medical students and their experiences with the mentorship platform. Early analysis suggests the platform has both strengths and areas for improvement, and further stratification of the data will be necessary to better understand the effectiveness of the platform for students, especially those who identify as URiM. In this session, participants will be introduced to this mentorship platform, identify its strengths and weaknesses, and discuss student utilization.

Upon reviewing this poster, participants will be able to:

- Demonstrate their ability to adapt and apply the principles of the mentorship program evaluation to their own institutions.
- Identify the advantages and potential areas for development of the University of Utah's mentorship platform through small group discussions.
- Better understand the experiences of students with diverse identities using the mentorship platform.

Evaluating the Performance of El Paso High Schools in Relation to Medical School Matriculation

Victoria Zaragoza
Medical Student
TTUHSCEP PLFSOM

As the demand for physicians grows and concerns about diversity in medical education persist, this study investigates the performance of El Paso, Texas, high schools in preparing graduates for medical school. Focusing on applicants to the Texas Tech University Health Science Center El Paso Paul L. Foster School of Medicine (TTUHSCEP PLFSOM) from 2018-2023, application rates, interview success, and matriculation outcomes were analyzed across the leading school districts of El Paso, Texas. The study revealed patterns among the districts, including the schools with the highest application rates and matriculation success. The findings offer insights for targeted interventions to enhance the representation and success of El Paso graduates in medical education.

Upon reviewing this poster, participants will be able to:

- Identify critical factors influencing the success rates of graduates from different El Paso high schools in matriculating to a Texas medical school, expanding the understanding of educational dynamics contributing to medical education disparities in the El Paso, Texas region.
- Interpret visual representations and data analyses illustrating application rates, interview success, and matriculation outcomes, enabling them to draw informed conclusions about the performance of individual high schools and school districts in preparing El Paso students for medical school.
- Construct potential areas for targeted interventions, improvements in educational policies, and resource allocation by analyzing the correlations between high school characteristics and success rates of graduates in pursuing medical education.

Evolution of Early Assurance in Medical Education

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The AAMC 2021, 2022, and 2023 Matriculating Student Questionnaire revealed that, respectively, 66%, 71% and 73% of M1 students took at least one gap year. Northeast Ohio Medical University (NEOMED) showed an increase in gap year participation from 32% in 2019 to 67% in 2023. Recognizing this trend in gap year participation and the high number of students remaining on an alternate list, while aiming to improve diversity, equity, and inclusion, NEOMED created two Early Assurance Gap Year Pathway Programs (EAGYP) in collaboration with the College of Graduate Students (COGS). Students were recruited into the programs from the College of Medicine (COM) alternate list into the programs and, if accepted, were offered Early Assurance into COM for the subsequent M1 matriculating class. The first EAGYP class started in the COGS in 2020 and matriculated into COM in 2021. Our ongoing data collection shows that students who participate in an EAGYP show promising performance in the medical curriculum.

Upon reviewing this poster, participants will be able to:

- Compare and contrast admissions standards for individuals enrolling in early assurance gap year programs.
- Analyze comparatively medical school outcomes among early assurance gap year programs.
- Evaluate the efficacy and fit of early assurance gap year programs for medical education.

Examination of the Impact of Supplemental Instruction on Student Anxiety and Imposter Syndrome

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Workshop facilitators will provide instruction for developing supplemental instruction to guide student strategy use and methods to reduce student anxiety and imposter syndrome. Due to volume and speed of information to be learned, students often utilize ineffective learning strategies. Supplemental instruction has been used to model the use of graphic organizers (matrices, hierarchies, diagrams, etc...) in the foundational sciences. The strategy utilizes faculty created materials, which are reorganized to promote structural and relational knowledge. This type of knowledge promotes "big picture" understanding and moves beyond rote memory. Sessions are recorded over Zoom and transmitted to our sister campus over a thousand miles away. Using both student feedback and results from GAD7 and Clance IP Scoring Systems, the facilitators will lead discussion on methods to impact student anxiety and imposter syndrome in first year medical students.

Upon reviewing this poster, participants will be able to:

- Identify the benefits of supplemental instruction in addressing student anxiety and imposter syndrome.
- Implement strategies to avoid student anxiety in the foundational sciences.
- Describe how supplemental instruction creates positive culture among first year students.

Examining transition from classroom learning to clerkship: Discussions with medical students

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Keck School of Medicine of USC

Michelle Martinez

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Transition from classroom learning to clerkships can be a challenging time for many students. Initiatives designed to help with student preparation such as transition to clerkships courses, clerkship readiness electives, and clerkship orientations have been found to be beneficial (Connor et al., 2017; O'Neill et al., 2016; Ramakrishnan et al., 2024). Yet, reports of students seeking further clarity about clerkship expectations exists (Ramakrishnan et al., 2024). A clear understanding of the continued challenges faced by students remains limited (O'Neill et al., 2016; Ramakrishnan et al., 2024). This study addresses this gap by seeking input from fourth year medical students who have completed all core clerkships. Small group discussions were aimed to identify challenges and topics that might be of interest to students preparing to start their clerkship with specific attention to surgery clerkship. Fourth year medical students were invited to discuss topics that might be considered important to students starting their clerkships with a particular focus to surgery.

Upon reviewing this poster, participants will be able to:

- Describe the transition from classroom learning to clerkship for medical students.
- Discuss the benefits and outcomes of interviewing medical students who may share insights about topics considered important for effective transition from classroom learning to clerkship.
- Describe the topics perceived as most valuable to know about the transition from classroom learning to clerkship as shared by a select set of medical students.

Expanding Digital Equity Through Premedical and Medical School Community Service

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2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



Stanford School of Medicine

Alister Martin, MD, MPP
Emergency Medicine Physician, Link Health Founder
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Lack of internet access, exacerbated by affordability and digital literacy barriers, leaves many disconnected from telehealth appointments, online health education, and crucial medical tools. Broadband access now serves as an emergent social determinant of health. Link Health partners with medical institutions and local premedical and medical students to implement pop-up clinics and digital enrollments to the federal Affordable Connectivity Program (ACP) that provides \$30/month subsidies to households in need. Through piloting our program in Boston, MA and Houston, TX with partnerships with local hospitals and premedical/medical school students, we have been successful in facilitating over 1,100 sign ups in person and digitally so far. This pilot model holds immense potential for replication nationwide at medical institutions and their affiliated premedical/medical schools, engaging students across the country in helping bridge the digital divide for their patients.

Upon reviewing this poster, participants will be able to:

- Analyze the impact of access to telehealth in your local communities to best target where digital inequities exist.
- Design and implement local clinics and digital campaigns in your own community through premedical/medical student engagement.
- Collaborate with local community service organizations and hospital systems to help improve digital access to communities in need.

EXPeriential Learning Opportunities for pRE-clerkship: A Student's Perspective on Specialty Mentors

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In 2017, Rush Medical College (RMC) restructured a pre-clerkship curriculum opportunity through a needs assessment evaluation to foster stronger connections between students and faculty across a wide range of specialties to support student professional development. The needs assessment involved conversations with senior leaders in the medical college, faculty involved and not involved in the previous experiential learning structure, and medical student feedback. The restructuring led to the EXPLORE program, standing for Experiential Learning Opportunities for Pre-Clerkship students at Rush, which begins in the first semester of pre-clerkship curriculum with the important goal of complementing classroom experience with early clinical exposure. The program can be continued into the second year with up to five different learning experiences from a group of over 450 faculty preceptors or may be continued as a single experience based on student interest. This poster will discuss the impact of early faculty mentorship on students' pre-clerkship curriculum experience and its expansions into research, advocacy, and medical education experiential learning opportunities.

Upon reviewing this poster, participants will be able to:

- Understand and appreciate the importance of early pre-clerkship experiential learning opportunities that complement the classroom experience.
- Recognize the value of fostering connections between students and faculty to support student growth and professional development.

Exploration of the Association Between Medical Specialty Choice, Career Satisfaction, and Burnout

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Physicians face escalating burnout across specialties, yet the link between their initial motivations for specialty choice and long-term professional satisfaction remains uncertain. Our study of 509 physicians revealed that satisfaction with their medical specialty significantly

correlated with reduced burnout rates. Those dissatisfied with their specialty choice exhibited a markedly higher susceptibility to burnout, emphasizing the crucial connection between career fulfillment and well-being. Further findings highlight the importance of accounting for personal interest, perceived work impact, and daily work variety in deciding on a satisfying specialty, presenting a pivotal opportunity for comprehensive career advising to educate students on the regular elements of medical specialties. Further research involving diverse physician cohorts is vital to fortify early career interventions, strengthening physician satisfaction and resilience from the outset of their careers.

Upon reviewing this poster, participants will be able to:

- Describe the association between career satisfaction and burnout among physicians.
- List factors associated with choosing a satisfying medical specialty.
- Identify important factors related to medical specialty choice to discuss when participating in career advising initiatives.

Exploring Civic Engagement in Healthcare: Vot-ER's Impact and Future Directions

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Explore the vital role of promotores as advocates for civic engagement in this session, delving into their experiences in healthcare-based voter registration efforts. Learn how promotores can seamlessly integrate voter education into routine care, establishing a crucial link between civic engagement and health. Discover the eagerness of Vot-ER to collaborate with healthcare providers in building healthier communities and identify how to use Vot-ER tools to support patients in voter registration. The focus extends to healthcare providers in underserved communities, highlighting their role as advocates of civic engagement. Gain insights from health center-based voter registration efforts, emphasizing the pivotal role of healthcare providers in promoting voter access as a Moral Determinant of Health. Explore Vot-ER's resources for voter access in healthcare centers. In summary, this poster offers practical insights, tools, and resources for healthcare professionals to effectively engage in voter registration activities and explores the nexus between civic engagement and health outcomes.

Upon reviewing this poster, participants will be able to:

- Articulate the influence of civic engagement on health outcomes.
- Elucidate the unique advantages of healthcare centers in enhancing voter registration.
- Identify Vot-ER's tools and resources, explaining their role in supporting professionals to increase voter registration.

Exploring M.D. Student Understanding of and Reactions to Physician Workplace Attrition

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OSR Representative

University of Central Florida College of Medicine

Rifa ali, BS
OSR Representative
University of Central Florida College of Medicine

Despite the strong vocational nature of medicine and the long, expensive path to become doctors, reports suggest that one in five physicians may leave their job within the next two years. We designed an interview script around Bakker's model of workplace engagement to explore medical students' appreciation of the factors that drive physician job satisfaction and to learn how knowledge of physician attrition may affect their career goals. 11 students in clinical training were interviewed, 9 females and 2 males, with 7 MS3 and 4 MS4 students. Six subjects expressed little to no awareness of physician attrition, though only three subjects expressed surprise when presented with data.

Prominent student perceptions on the origins of poor physician attrition focused mostly on systemic and workplace factors, with positive overall work environments being perceived as protective factors while the burden of administrative work and lack of good team interactions were perceived as adverse factors. Ultimately, physicians displaying empathy, a caring nature, humility, curiosity, and especially enthusiasm for practice, were perceived as more protected from attrition.

Upon reviewing this poster, participants will be able to:

- Appreciate and distinguish between the level of student understanding of the problem of physician attrition.
- Identify the workplace and personal factors that may promote or protect against physician burnout and attrition from the medical student perspective.
- Discuss how knowledge of physician attrition affects the concerns and plans of medical students as they contemplate residency training and beyond.

Exploring Residency Match Strategies: Impact of Parallel Applications on Student Success Rates

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The AAMC recommends dual applying to students that are applying to a highly competitive specialty or who are less competitive for their preferred specialty. Though the number of students that parallel apply are known, the success rate is not. In this workshop, we describe our parallel planning process at Indiana University School of Medicine and share our results. We aim to equip participants with the necessary skills to implement parallel planning strategies at their home institutions.

Upon reviewing this poster, participants will be able to:

- Describe the process for submitting a parallel or dual application for the residency match.
- Guide students through the steps in considering if a parallel plan is necessary to mitigate their risk in the residency match process.
- Be able to inform students as to the potential success rates of matching given a parallel plan.

Exploring the Correlation between Financial Hardship and Step 1 Performance

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MS3
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Successful performance on the United States Medical Licensing Examination (USMLE) Step 1 is critical for medical students. A passing Step 1 score is required for Doctor of Medicine (MD) licensure, and students who fail Step may have difficulty securing a residency position. Students at risk of failing Step 1 may choose to prolong their time in medical school to allow for adequate exam preparation. Even if a student ultimately passes the exam on the first attempt, a significant delay can negatively impact students in several ways. Residency program directors may view these applicants negatively, and delayed degree completion increases the cost of medical education and delays the ability to practice medicine and earn income. Previous research has demonstrated that increased financial burden is associated with worse academic outcomes,

including Step performance. However, these studies did not consider Step delay in addition to failure. We studied the relationship between financial hardship and Step 1 failure/delay for students at Albany Medical College, and our findings indicate that students with Step 1 failure or delay had significantly higher rates of financial need.

Upon reviewing this poster, participants will be able to:

- Summarize the existing literature about the association between financial status and medical school academic performance.
- Describe metrics for assessing financial hardship in medical students.
- Describe the correlation between financial hardship and Step 1 delay or failure by students at Albany Medical College.

Extracurricular Involvement of First-Year Students Following Reform to a Case-Based Curriculum

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Mikayla Shields
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Keerthana Samanthapudi
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As the University of Pittsburgh School of Medicine (UPSOM) launches the Three Rivers Curriculum, a major overhaul of its previous curriculum, students are expected to attend significantly more in-person, synchronous learning activities than was required in previous years. Whereas the legacy curriculum generally required under ten hours of weekly in-person learning of first-year students, the current first-year students can be scheduled for up to 23 hours of in-person learning time per week. It has been noted anecdotally that current first-year students seem globally less involved in student interest groups (SIGs) and other extracurricular activities, including volunteer clinical activities.

This investigation has two major aims: (1) to more definitively quantify first-year student SIG involvement and whether it has decreased compared to that of the previous class, and (2) to better understand any barriers preventing first-year students from maintaining involvement in SIGs at UPSOM. Ultimately, this data may be useful to SIG coordinators in redesigning

programming to better align with the needs of students in the Three River Curriculum and similar programs.

Upon reviewing this poster, participants will be able to:

- After reviewing this poster, participants will be able to describe barriers that prevent student engagement in extracurricular activities during medical school.
- After reviewing this poster, participants will be able to assess how changes in curriculum structure may present greater implications for student involvement in medical school-sanctioned extracurricular activities.

F

Factors Influencing Medical Student Application Decisions

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The Coalition for Physician Accountability Undergraduate Medical Education (UME)-Graduate Medical Education (UME) Review Committee identified “increasing financial costs and skyrocketing application numbers” as one of the primary challenges in the UME to GME transition. Proposed solutions run the gamut from capping the number of applications an applicant can submit and preference signaling to AI solutions for residency application review. While key stakeholders in the residency application process have provided their opinions about the myriad of solutions, the root cause of student over application remains anecdotal with no evidence-based data to support the solutions. The investigators believe that medical student residency application behavior is multi-factorial and related to competitiveness of the specialty, perceived competitiveness of the student and demographic and socio-economic factors. The purpose of this study was to identify the underlying reasons for residency application inflation so that solutions can be tailored to address the root cause of the problem.

Upon reviewing this poster, participants will be able to:

- Identify the top factors influencing medical students’ residency application decisions
- List the resources students used most frequently to research residency programs

Failure, Fear and Guilt: Emotions of Unmatched Students and Their Perceptions on Needed Support

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Holly Nysse, M.P.A.

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While several thousand MD and DO applicants remain unmatched in the National Resident Matching Program (NRMP) Main Residency Match each year, there is little research on the emotions that these students feel or advice on how medical educators can best support these students. Two separate Zoom webinars were conducted to support unmatched students in 2021 and 2023. During these webinars, the participants were polled to ascertain what emotions they felt when they learned they were unmatched. 222 students responded to our polling.

Highest reported emotions included failure (64%), fear (60%), guilt (52%) and shame (44%). Eighteen percent of the responders stated that they had thoughts of suicide. We also queried their perception of available support services at their schools and nationally. Fifty percent of students feel that going unmatched is taboo, and up to 80% did not feel prepared for the SOAP at the time that they received notice of being unmatched. The data that we will present can help us understand the emotional toll taken on unmatched students and propel our work to develop better support structures for them.

Upon reviewing this poster, participants will be able to:

- List the most common negative emotions felt by unmatched medical students and recognize the severity of them, including up to 20% with suicidal thoughts.
- Describe the perceptions that unmatched students have regarding the support that they receive from the medical education community when unmatched. Recognize that being unmatched is considered "taboo" and that de-stigmatizing the event would be advantageous to medical students and the medical education community.
- Consider the importance of further studies in the area emotions and support of unmatched medical students. This can lead to best practices for helping support our unmatched medical students in the US.

Figuring Out Love in Medical School - Student Wellness Initiative

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Hilit Mechaber, MD
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Maria Echenique, MS, MA, PsyD
Assistant Professor
University of Miami Miller School of Medicine

Medical school introduces distinct challenges to romantic relationships and future planning. While research on relationships and families exists for physicians, there remains a significant gap in understanding romantic relationships among medical students. Currently, medical students often resort to anecdotal advice or social media for information on relationships in medical school, which can be misleading. To address this gap, the University of Miami Wellness Advisory Council (WAC) conducted a school-wide research study as a student-led wellness initiative, aiming to illuminate the landscape of romantic relationships at the University of Miami

School of Medicine. A total of 167 students participated in the survey, which encompassed questions on demographics, relationship status, queries for students in and not in relationships, and relationship priorities. Outcomes were analyzed to discern gender differences. The findings from this study provide a valuable guide for developing targeted support mechanisms and resources to enhance medical student wellness.

Upon reviewing this poster, participants will be able to:

- Provide an overview of the demographic landscape of medical students' relationship status, encompassing key statistics and distributions.
- Identify the primary avenues medical students use to seek romantic partners and understand the reasons preventing some students from pursuing relationships during medical school.
- Compare and contrast gender differences in financial contributions to relationships, partners' support for medical education, and priorities in romantic relationships among medical students.

Financial Aid Basics for GSA Professionals: It Takes a Village

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Director of Student Financial Aid and Debt Management
UIC COM

Cynthia Gonzalez
Senior Assistant Director Financial Aid
Northwestern University-Feinberg School of Medicine

Jessica Le Duc, M.S.
Associate Senior Director, Financial Aid Office
The University of Arizona

Learn about the ways financial aid crosses all areas of the GSA.

Upon reviewing this poster, participants will be able to:

- Learn various ways that financial aid impacts your area of the GSA
- Learn ways you can help financial aid stay compliant with federal regulations.

Flex Weeks: An Innovation in Student Wellness and Career Exploration

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Keerthana Samanthapudi, B.S.
Medical Student

2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



University of Pittsburgh School of Medicine

Mikayla Shields
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The new UPSOM Three Rivers Curriculum includes the addition of “Flex Weeks” to facilitate student growth, development, and exploration. Flex Weeks occur several times per year through preclinical and clinical education, allowing students to use a completely unscheduled week to intensively pursue an experience that individually serves them. These weeks are opportune times to remediate a weaker subject, engage in research, explore a potential career, practice wellness, or participate in Pitt-sponsored programming run by faculty and student interest groups. This project examines preliminary data on student satisfaction and productivity during Flex Weeks.

Upon reviewing this poster, participants will be able to:

- Describe the purpose of Flex Weeks in the Three Rivers Curriculum.
- List examples of Flex Weeks that created by individuals, student groups, and faculty.
- Explain student perspectives on Flex Weeks and possible future changes.

Food Insecurity and Unmet Basic Needs Among AAMC Medical Students: Are We Meeting the Basics?

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Cindy Leung, ScD, MPH
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John Francis, MD, PhD
Associate Dean for Student Affairs
Yale School of Medicine

The prevalence of unmet basic needs (UBN) amongst medical students nationwide is unknown with limited data reflecting the associations between UBN and student characteristics. To assess the prevalence of UBN and its impact on medical students, we conducted a multi-institutional survey measuring food insecurity (FI), FI resource utilization, UBN, frequency of UBN, rationale for UBN, suggested support for UBN, and student characteristics. Traditional descriptive and comparative statistical methods analyzed differences in sample characteristics and UBN status. Of 1,847 respondents, the prevalence of FI was 21.8% (range: 16.0-32.3). FI was more prevalent among students receiving financial scholarship, federal or private loans; history of Pell Grant receipt; having dependents; SNAP/TANF benefit use; and URiM (Black and/or Hispanic) identification at greater odds of FI ($p < 0.00001$) whereas students receiving parental support for education at lower odds of FI ($p < 0.00001$). To our knowledge, this study represents the first multi-institutional survey assessing the association of UBN and student characteristics, an essential step towards development of solutions to address students' UBN. Upon reviewing this poster, participants will be able to:

- Describe the prevalence and patterns of unmet basic needs in US medical students across multiple AAMC regions.
- Understand the associations of unmet basic needs and student characteristics in medical students reporting unmet basic needs.
- Advocate for various solutions to address the unmet basic needs of medical students from their affiliated academic medical institutions.

Fostering a Sense of Community In First Year Medical Students

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Faculty Co-Director of SCoPE Course

Spencer Fox Eccles School of Medicine at the University of Utah

Nate Furman, PhD

Associate Professor of Parks, Recreation, and Tourism and Coordinator of U-EXPLORE

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Dorothy Schmalz, PhD

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2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



Tom Hurtado, EdD
Sr. Director of Student Affairs and Professional Identity Formation
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The competitive nature of applying to and succeeding in medical school can create a culture that is un conducive to community development and growth mindset, yet both are vital for success in the medical field. Extensive data show that Outdoor Experiential Education (OEE) is an effective modality to build community. Drawing from the research, we created an innovative program for first-year students that integrated traditional medical education with OEE community building activities among first-year students. In AY 2023, our institution launched a novel six-week course addressing foundational science and clinical skills, while also building community. Preliminary student feedback demonstrated that the integration of OEE was successful.

Upon reviewing this poster, participants will be able to:

- Recognize the value of outdoor experiential education as a community building activity in medical education
- Describe a novel six-week introductory program that incorporates OEE and growth mindset
- Review evidence related to the student experience of the program and impact on community building

G

Getting to the heart of the matter; supporting students' personal statement creation with reflection

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University of Kentucky

Michael Kuduk, MD
Assistant Professor, Pediatrics
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Sarah Vick, MD
Assistant Professor, Internal Medicine
University of Kentucky

Christopher Simmons, MD, PhD
Assistant Professor, Internal Medicine and Pediatrics
University of Kentucky

Every medical student who applies to residency has to compose a personal statement (PS) for their application. According to the 2020 NRMP Program Director's survey, program directors view the PS as one of the top 3 factors (disregarding Step 1 score) in selecting applicants for interviews. Despite existing resources many students struggle with composing their PS. We recognized, with the change to pass/fail in Step 1 and our own curriculum moving to pass/fail courses throughout all 4 years, we needed to help our students build this important part of their application. Starting in AY 2021-22, as part of a longitudinal course during the M3 year, we embedded periodic required writing prompts into class assignments with the goal of helping the students create a draft personal statement. A survey tool was created to capture student perceptions of stress, importance, confidence, and time spent regarding their personal statements.

Upon reviewing this poster, participants will be able to:

- Describe the challenges students face when tasked with writing their personal statement for residency applications.
- Implement a reflective writing process to help students feel more confident and spend less time writing their personal statement for residency.

H

How does Clifton StrengthsFinder Assessment pair with Specialty Choice?

Peter Park, BS

Medical Student

Anne Burnett Marion School of Medicine at Texas Christian University

Alexander Antigua Made, BA

Medical Student

Anne Burnett Marion School of Medicine at Texas Christian University

Yolanda Becker, MD, FACS

Director of Professional and Career Development

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The primary objective of this research is to systematically investigate and analyze the potential correlations between the Clifton Strengths assessment results of medical students and their preferences for specific medical specialties. Recognizing patterns in Clifton Strengths among students with similar medical specialty interests could help further establish the connections between individual attributes and vocational preferences. We hypothesize that students with similar Clifton Strengths patterns will demonstrate an inclination toward comparable broad specialty categories, including surgery, primary care, diagnostician, and proceduralist roles within the medical field.

Upon reviewing this poster, participants will be able to:

- Describe the important insights of assessments such as Clifton StrengthsFinder in the field of Undergraduate Medical Education as it relates to Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR)
- Provide Discussion points on trends of overlapping leadership skills among students applying for similar specialties.
- Explain the utility for the role of in-house research of career assessments within the landscape of Offices of Student Affairs and their role in Undergraduate Medical Education

How Medical Hierarchies Impact Clinical Learning: Student Experiences in the USA, Brazil, and Japan

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Conceptualizations of the medical hierarchy among medical students in different countries are diverse, as are its perceived effects on clinical learning. This study utilizes a survey to understand the diversity of experience among medical students in the United States, Brazil, and

Japan. The goal of this study is to learn how students in their “clerkship” years perceive their role during clinical rotations and their relationships with their clinical educators. We aim to understand how different cultures and medical learning environments impact medical education and student well-being.

Upon reviewing this poster, participants will be able to:

- Understand how medical students in different countries perceive their roles during clinical rotations.
- Understand how medical students in different countries perceive their relationships with their clinical educators (residents, fellows, and attendings)
- Understand how different cultures of medicine impact medical education and medical student well-being.

Hunger for Knowledge: Addressing Food Insecurity Among Medical School Students

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Director, Student Academic Support Services
UCF College of Medicine

Explore our poster that provides information on the prevalent issue of food insecurity within the medical school community. This poster details the impact on well-being and academics, delves into root causes, and proposes actionable solutions. The information includes steps to operating a food pantry within a medical school, outlines partnerships that support the pantry, and shows accounts of medical school students affected by food insecurity. Together, let's build a resilient support system for a healthier academic experience.

Upon reviewing this poster, participants will be able to:

- understand the prevalence and impact of food insecurity among medical school students, gaining insights into the challenges faced by their peers in accessing nutritious meals.
- articulate the key components and logistical considerations involved in establishing and operating a food pantry within a medical school setting, fostering a deeper understanding of the practical aspects of addressing food insecurity.
- develop actionable strategies for addressing food insecurity in medical schools, including initiating community partnerships, conducting needs assessments, securing funding, and implementing awareness campaigns, empowering them to contribute to creating a supportive environment for their fellow students.

Impact of Personalized Acceptance Letters on Medical Student Sense of Belonging at an HSI

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Medical Student
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Nickolas Malize
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Texas Tech University Health Sciences El Paso

This project aimed to examine the effects of personalized acceptance letters on sense of belonging at Texas Tech University Health Science Center of El Paso's Paul L. Foster School of Medicine (PLFSOM), recognized as a Hispanic-serving institution. All students granted early acceptance to PLFSOM received personalized acceptance letters, highlighting distinctive personal qualities identified during the application review. Subsequently, recipients of personalized acceptance letters participated in a survey gauging the letter's impact on factors such as their choice to matriculate, perception of the institution's commitment to their success in medical school, and confidence in their ability to thrive in this academic setting. Additionally, a validated sense of belonging scale was administered, allowing for a comparative analysis between those who received personalized acceptance letters and those who did not.

Upon reviewing this poster, participants will be able to:

- Articulate the significance of a sense of "belongingness" among medical students as a crucial factor in enhancing overall student experiences.
- Generate actionable steps for improving a sense of belonging among medical students.
- Implement a personalized component into medical school acceptance letters. This will contribute to fostering a greater sense of belonging and bolstering students' confidence in their capabilities to excel in medical school.

Impacts of Enrichment Time in Undergraduate Medical Education on Career Exploration and Preparation

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Medical Student

Mayo Clinic Alix School of Medicine

An increasing number of medical schools are shifting toward an accelerated preclinical curriculum in favor of more enrichment time for students. For the Class of 2025 and onward at Mayo Clinic Alix School of Medicine, the transition to a 1.5-year preclinical curriculum affords students an extra six months of flexible time. Enrichment time allows for more career exploration opportunities, increased time for research, and versatile scheduling for personal events. However, there is currently little information on how students have actually utilized this enrichment time and student perspectives on this flexibility. We seek to survey students in the Class of 2025 and Class of 2026 across all three Mayo Clinic Alix School of Medicine campuses about how they have used their enrichment time and their opinions on how it has affected their medical education, specialty choices, and residency applications.

Upon reviewing this poster, participants will be able to:

- Gain insight into student perspectives and preferences regarding enrichment time within a flexible curriculum at a single institution.
- Obtain an idea of how students utilized their enrichment time.
- Describe how enrichment time can affect career exploration and preparation for residency applications.

Implicit Biases Through The LGBTQ+ Lens: A Case-Based Workshop

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While LGBTQ+ competent curricula are being implemented in more U.S. medical schools, many steps must be taken to ensure this education is thorough and addresses biases that medical students and instructors may hold. We designed a 90-minute workshop to analyze the effects of implicit bias toward the LGBTQ+ community. Two student facilitators run the workshop, which starts with a lecture that introduces participants to the VITALS (validate, inquire, take time, assume, leave opportunities, and speak up) framework for tackling biases. Facilitators will lead group discussions over three case studies entailing how power dynamics in healthcare can affect the LGBTQ+ community. Undergraduate medical school curricula continue to fall short of providing adequate training for students to acknowledge and address their implicit biases regarding patients and colleagues in the LGBTQ+ community. By providing a case-based workshop, students can gain experience addressing their implicit biases regarding LGBTQ+ patients, thus increasing cultural competency and inclusivity among future physicians.

Upon reviewing this poster, participants will be able to:

- Understand the effects of implicit bias within the LGBTQ+ community in the clinical training environment and the importance of addressing these biases at an early stage of training.
- Apply the VITALS framework to acknowledge and reflect on experiences where implicit biases affect the LGBTQ+ community.
- Analyze implicit biases within the LGBTQ+ community with particular attention to the role that implicit biases can play in power dynamics amongst the patient population, trainees, and providers.

Improving Knowledge, Attitudes, and Skills in Digital Health & Stress Reduction in Medical Students

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Director of Student Affairs
Geisel School of Medicine at Dartmouth College

Kate Adams, BA
Wellbeing Program Coordinator
Geisel School of Medicine at Dartmouth College

We propose to address the gap in the integration of digital health tools into wellness coaching in current medical education. We will develop an educational wellness module for medical students to learn about digital health and lifestyle medicine.

They will apply these insights to their own health through the use of wearable biosensors and be integrated into the existing wellness coaching process.

Upon reviewing this poster, participants will be able to:

- Recognize the risks of burnout among medical students.
- Learn how Fitbits can be used to help combat risks of burnout.
- Describe what a Wellness Coach does to help medical students with burnout.

Improving Medical Student Well-being During Step 1 Dedicated: Opportunity for a Peer Support Program

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The USMLE Step 1 exam plays a pivotal role in applying to residency and the pressure to pass can negatively impact medical student well being. Although the change to pass/fail was intended to alleviate the pressure, it is important to understand the impact on well-being given the high rates of burnout among students and the increase in failure rates. However, few programs address well-being during Step 1 dedicated study period (DSP). The purpose of this study was to understand student well-being and the need for a non-academic peer support program during DSP.

A survey was distributed to 209 third-year medical students. During DSP, nearly 70% and 33% of students had WHO-5 scores that indicated poor well-being (< 50) and depression (< 25), respectively. A majority want to participate in a peer support program and believe that they would have benefited from it, particularly those with lower WHO-5 scores. As the medical field becomes more competitive and depression and suicidal ideation remain prominent, it is crucial to continue to support future physicians, particularly through encouraging peer support programs as an avenue to improve wellness and strengthen the medical community.

Upon reviewing this poster, participants will be able to:

- Understand the need for a peer support program during Step 1 dedicated study period
- Evaluate the impact of Step 1 dedicated study period on medical student mental health
- Assess current support for student well-being and potential avenues for improvement

Inherited Insight: Comparing Academic and Clinical Outcomes in First-Generation and Legacy Students

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This study explores the influence of familial medical backgrounds on medical students' academic and clinical performances. It contrasts first-generation medical students (defined as "first in their family to attend medical school") with their legacy counterparts, focusing on pre-clinical grades, USMLE Step 1 and Step 2 scores, and clerkship evaluations. The hypothesis suggests that legacy students, benefiting from early exposure to the "hidden curriculum" of medicine, may excel in clinical settings, reflected in higher clerkship grades. This research aims to reveal the impact of a medical family background on educational outcomes in undergraduate medical education.

Upon reviewing this poster, participants will be able to:

- Identify differences in academic performance (pre-clinical grades and USMLE scores) between first-generation and legacy medical students.
- Understand the "hidden curriculum" in medical education and its potential impact on clinical performance, as reflected in clerkship evaluations.
- Assess the unique advantages and challenges encountered by first-generation medical students relative to their peers with medical family backgrounds.

Integration of Mental Health First Aid Training into the Preclinical Curriculum

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Suicide prevention workshops have been offered to residents to help prepare them for patient interaction. However there exists a gap in suicide education for medical students, especially in their preclinical years. Through our Mental Health First Aid project, our goal is to provide students with an opportunity to complete an optional SafeTalk Training. Safetalk Training, offered by the Corewell Health Spiritual Care Team, uses a combination of videos, role playing, and conversations to teach students how to support an individual in mental distress. Students will be surveyed pre and post training in order to assess their knowledge and comfort level in identifying and handling a mental health crisis. We hope to use the findings of this study to implement SafeTalk Training as a mandatory part of the preclinical curriculum at Oakland University William Beaumont School of Medicine.

Upon reviewing this poster, participants will be able to:

- Describe the relationship between the SafeTalk Training and students' perceived ability to identify a mental health crisis.
- Describe the relationship between the SafeTalk Training and students' perceived ability to handle a mental health crisis.

K

Keck Mock Interview Symposium -- Preparing Applicants for the Residency Application Interview Season

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2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



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Assistant Dean for Career Advising. Director of Medical Student Coaching, Clinical Assistant
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The landscape of the residency interview process continues to evolve, and applicants must be prepared for whatever they encounter. For the 2024 season, Keck School of Medicine of USC delivered its inaugural mock interview symposium, providing students with additional preparation on navigating through interviews. The full-day event featured faculty speakers who addressed tips on: discussing challenges or hiccups encountered during medical school; describing work in diversity, equity, and inclusion in patient care or other initiatives; smoothly conversing about research experiences; and, how to stay engaged and project their personalities in a virtual environment. Attendees could also participate in a directed practice interview session and receive feedback on their virtual background environment. They were provided five curated interview question sets, which they recorded asynchronously, submitting them for feedback. Preliminary data indicate the symposium was successful. Given the virtual platform and internal experts used, minimal additional resources were required. Future plans include collaboration with other medical schools in the region to co-host a joint symposium. Upon reviewing this poster, participants will be able to:

- Describe the components of the mock interview symposium used to prepare applicants for the residency interview season
- Discuss the symposium's planning, programming, and resources
- Generate similar programming at home institutions

Key Data on Debt and Cost of U.S. Medical Schools from AAMC Office of Student Financial Services

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Natalie Felida, MPH
Senior Research Analyst
Association of American Medical Colleges

This poster will include details on: recent trends in cost and debt (inflation-adjusted), recent trends in percent that borrow, tuition & fees and cost of attendance data by public and private schools, US MD matriculants by household income, role of financial factors in specialty choice, repayment scenarios for indebted graduates across a variety of specialties, and other related topics.

Upon reviewing this poster, participants will be able to:

- Understand recent trends in the cost of US MD medical schools and how public and private schools compare.
- Understand recent trends in the education debt of US MD medical students, including repayment scenarios in the context of recent changes to federal regulations, such as 0% interest as part of COVID relief acts and the new SAVE repayment plan.
- Understand the role that financial factors play in specialty choice, which is much smaller than many assume.

L

Large Events at the Largest Medical School in the US: Successful and Engaging Milestone Celebrations

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2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



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Planning and execution of milestone events is an important task for a Student Affairs professional. Despite the significance of this role, little information about the process, skills, or impact is known. We aim to share the detailed execution of event planning at the largest single campus allopathic medical school in the US to facilitate meaningful, engaging medical school events. Facilitators will share unique perspectives and focus on: location and venue, timeline, advertising and communication, approvals, health protocols, audio/visual needs, decorations, catering, invitations, run of show, parking, and volunteers. Discussion will include collaboration with students and medical school departments as well as methods of evaluating events. Attendees will plan a sample event, prioritize and manage the details involved with events. Attendees should leave with an increased skill set in execution of large events at their institution, greater confidence, and a meaningful exchange with like-minded colleagues regarding this important role within the Office of Student Affairs.

Upon reviewing this poster, participants will be able to:

- Describe the key components of effective special events and demonstrate ability to begin the planning of a large event.
- Apply the inter-professional process used at the largest single-campus allopathic medical school to develop meaningful, organized, and engaging celebratory events during medical training.
- Describe a plan to garner support for development of large events, including an understanding of challenges and ways to overcome them.

Learning Behavior: Exploring a Holistic Approach Between Student Engagement and Academic Performance

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Director of Student Academic Success
Columbia University Vagelos College of Physicians and Surgeons

Ashley Triplett
Learning Specialist

University of Louisville

In an era defined by the convergence of advanced education and evolving healthcare practices, it has become increasingly evident that the traditional boundaries of medical education are giving way to a more holistic understanding of the factors that influence the success of medical students. The interconnectedness of behavior, interaction, engagement, and its profound impact on medical student academic performance has emerged as a pivotal area of exploration within the realm of medical education.

Our think tank is dedicated to unraveling the intricate web that links these elements together and shapes the educational journey of aspiring medical professionals. By focusing on the symbiotic relationship between behavior patterns, interpersonal interactions, student engagement, and their cumulative effect on academic achievements, we aim to foster a more comprehensive approach to medical education that transcends the conventional compartmentalization of learning.

Upon reviewing this poster, participants will be able to:

- Participants will be able to understand the interdependencies between behavior, interaction, engagement, and its influence on academic performance in order to advocate for a comprehensive approach to holistic medical education that recognizes the importance of multiple variables in shaping academic success. Additionally, participants will be able to communicate and evaluate the significance of these factors to colleagues, administrators, and other stakeholders to drive positive change in educational practices. In summary, participants will leave the think tank with a toolbox of knowledge, strategies, and insights to optimize medical school student's academic performance by fostering positive behavior, meaningful interactions, and engaging learning experiences.
- Participants will be able to apply strategies for positive student behavior in the learning experience and promote effective engagement.
- Implement strategies to foster positive behaviors in medical students, such as effective time management, self-regulation, and study habits.
- Develop interventions to address disruptive behaviors that hinder academic progress.
- Understand the different dimensions of student engagement: behavioral, emotional, and cognitive.
- Apply practical approaches, including technology-driven tools to enhance student engagement.
- Participants will be able to collaborate and share insights, engage in discussions and share their efforts with fellow educators and research to exchange knowledge and best practices. Additionally, participants will be able to contribute to a broader community focused on improving educational outcomes through holistic understanding of behavior, interaction, and engagement.

Lessons Learned Implementing a Mission-Aligned Holistic Admissions Strategy in a New Medical School

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This study examines the first-year implementation of a mission-aligned holistic admissions process at a medical school in rural East Texas, enabling us to pinpoint areas for improvement while enhancing alignment with our institution's overarching mission. The mission-aligned holistic admissions strategy consists of utilizing four indices: geographic tie index (GTI), mission centered index (MCI), academic preparation index (API), and humanism and empathy index. This presentation aims to highlight changes made to the mission-aligned holistic strategy during the medical school's first year, with a particular emphasis on the MCI. We hypothesized by aligning the indices more closely with the community it serves, each class would exhibit greater representation of the local community. Beyond addressing internal alignment, our research aims to contribute to the broader body of knowledge in medical education by providing insights and lessons learned from the implementation of a novel admissions strategy. This knowledge is invaluable for informing future practices and enhancing the overall effectiveness of holistic admissions approaches in medical education.

Upon reviewing this poster, participants will be able to:

- Describe elements within the institutions mission that could be utilized to create indices in a mission-aligned holistic admissions process.
- List data points from the admissions application that could be utilized to develop an index.
- Explore current admissions strategy for opportunities to improve holistic admissions.

Lessons Learned: Building a Medical School Coaching Program

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Katie Stone, PhD
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The University of Texas at Tyler School of Medicine designed and implemented a pilot coaching program using established learning communities (Academic Houses) and faculty/staff leaders (Academic House Co-Leaders). The goal of the pilot coaching program was to teach coachees to develop resiliency and well-being skills that could be utilized throughout students' medical school journeys. Data collected from session surveys will determine the effectiveness of the program and be shared with attendees to apply at their own institutions. Session attendees will learn how UT Tyler School of Medicine built their coaching program, trained their coaches, and hear testimonials from coaches and coachees regarding what went well and what could be improved for future iterations.

Upon reviewing this poster, participants will be able to:

- Understand the differences between coaching, mentoring, and advising.
- Design a coaching program utilizing established learning communities.
- Incorporate coaching best practices into their preexisting coaching programs.

Leveraging Technology to Integrate Support Services to Promote Student Success

Brent McCoy, M.A.
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University of Missouri-Kansas City

The problem that this session seeks to address is the fragmented and disjointed nature of support services in educational institutions, which often leads to suboptimal student success and well-being outcomes. Traditional approaches to providing support services, such as academic advising, mental health counseling, and career guidance, often operate in silos, lacking effective coordination and integration.

In the rapidly evolving landscape of education, the session offers a strategic exploration of harnessing technology to create a seamless and comprehensive support system. Through practical insights, attendees will uncover the potential of technology to personalize and enhance student journeys. Learn how a unified support system can empower students to overcome academic hurdles, navigate career pathways, and maintain their well-being.

Whether you're an educator, administrator, or support professional, this session offers real-life examples of a ways to leverage technology to impact student success. Together, let's bridge the gap between fragmented support services and forge a path toward holistic and thriving student experiences.

Upon reviewing this poster, participants will be able to:

- Develop a standardized meeting summary reporting system.
- Enhance collaboration between advising and support services.

Longitudinal Outcomes Following Implementation of a Student-Run Fee Assistance Application Clinic

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University of Texas Southwestern Medical School

William Turlington
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Drupad Annapureddy,
Medical Student
University of Texas Southwestern Medical School

Pooja Kumar
Medical Student
University of Texas Southwestern Medical School

Nora Gimpel, M.D.
Distinguished Teaching Professor; Dr. John L. and Louise Roan Professorship in Family
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Student-run free clinics (SRFCs) provide limited medical care to the underinsured or uninsured, focusing on primary and preventive services. A student-led assistance program was introduced in conjunction with an SRFC to help patients apply to Parkland Financial Assistance (PFA), allowing access to broader healthcare at reduced costs. Over 14 months, medical and pre-health students aided 49 clients, with 19 achieving partial or full coverage. Challenges included client loss to follow-up which were addressed through online submissions and follow-up calls. Beyond making the Parkland Healthcare System a medical home for patients, this initiative positively impacts medical student education by exposing students to vulnerable populations, such as uninsured and underserved communities, early in their education, allowing them to identify and address factors affecting health outcomes related to social determinants of health. Furthermore, this experience fosters a greater understanding of these individuals and may encourage students to ultimately practice in underserved communities later during their medical careers. This program serves as a promising example for other SRFCs nationwide.

Upon reviewing this poster, participants will be able to:

- Discuss the educational impact of early exposure to underserved and uninsured populations on medical students, emphasizing the importance of developing skills in navigating social determinants of health.
- Characterize adaptations that can be made to existing student-run free clinics to improve medical student education and holistic care for the patient.
- Recognize barriers to the success of fee assistance clinics and identify tangible solutions that can address these barriers.

M

Match Risk Stratification and Intervention: A three touch system

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Our institution has implemented a proactive internal risk management strategy for the MATCH process, derived from the CiM “Match Risk Assessment” Excel spreadsheet. Our tool identifies critical indicators to categorize students into risk levels (Green, Yellow, Red) during three pivotal phases of the residency application cycle. By employing targeted interventions based on risk levels, we aim to enhance match success, alleviate financial and psychological burdens for unmatched students, and foster early identification of future risks. The systematic approach involves three touchpoints- STEP 2 score, match strategy, and total interview yield- with corresponding risk cutoffs and modifiers. Recommendations and interventions are tailored based on students’ risk levels and where they are in the application cycle phase, emphasizing personalized strategies to optimize match outcomes.

Upon reviewing this poster, participants will be able to:

- Apply a formal iterative process for risk stratification for the MATCH season.
- Identify key risk factors to address for match risk stratification, specifically at critical points during the application cycle.
- List targeted interventions their institution can take throughout the application to minimize unmatched students.

Med School 101: Easing the Transition into Medical School through a Peer-Designed Education Session

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Albany Medical College

Megan Hanley
Medical Student
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Annamaria Walden
Medical Student | OSR
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To address matriculating medical students' transition into professional learning, new first-year students were provided educational materials detailing the logistics of medical training, values of the profession, and wellbeing challenges and resources. Surveys were administered before and after an educational session to assess student familiarity with the material and the session's impact. The pre-survey revealed incoming students (n=142) felt least comfortable describing the path to licensure and national level exams taken by all medical trainees. The post-survey showed students (n=125) were significantly more comfortable in their abilities to describe the licensure path, national level exams, mentors in medical education, and local wellness resources. Students additionally reported finding the session beneficial to their transition. Through a peer-designed educational session, students gained insight into the learner experience and considered their medical school transition eased.

Upon reviewing this poster, participants will be able to:

- Describe the approach taken in one school to ease matriculating medical students' transition into medical school.
- Carry out similar initiatives in their learning communities.

Med2Med: A Novel Group Peer-to-Peer Wellness Initiative

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To our knowledge, there are no current studies about the impact of participation in a peer-to-peer group focused on the medical education experience for medical students. However, studies show a positive impact in undergraduate university students and the impact in residents. Med2Med is an optional student-led initiative, which seeks to address this problem by providing space to engage in open conversations, facilitate professional development, collaborate, and find a culture of wellness within the medical school community. This study aims to begin to explore the impact of participation in this initiative on medical students experience of their education.

Upon reviewing this poster, participants will be able to:

- Understand the complex nature of wellness and the unique challenges faced by pre-clerkship medical students
- Describe the necessity of a peer-to-peer wellness program at an undergraduate medical institution

Mediating Food Insecurity at the Icahn School of Medicine at Mount Sinai

Michelle Eisenstadt
Administrative Assistant
Icahn School of Medicine at Mount Sinai

This poster will explain the journey of identifying the needs of our students and creating a food pantry. The lessons we've learned will be highlighted. After attending this poster session, participants will have the tools they need to establish a food pantry at their school. Student feedback and donor sponsorship will be highlighted.

Upon reviewing this poster, participants will be able to:

- How to establish a food pantry to support our food insecure students.
- Recruiting funding to maintain a food pantry.
- How to maintain a supply to help meet students' needs.

Medical Student Advocates for Flourishing as an Aim of Future Physician Formation

2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



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Elizabeth Rizk
Medical Student
Creighton School of Medicine

Medical school can create tunnel vision due to the magnitude of requirements as well as the extra curriculars it demands. The negative effects of these demands are well documented, persist over time, are found throughout different geographic regions, and have unique effects on varying student populations. Professional formation has also been examined within medicine, with more attention being paid to the process by which medical students become the physicians they desire to be.

Students from 7 allopathic medical schools in the United States have asked about the role of personal and professional development within medical school and whether concepts in a novel framework for flourishing might provide a helpful approach. Through their roles as student leaders for flourishing, students have developed experiences utilizing the framework in an attempt to address the challenges of medical school.

Students will share programs and activities that may be replicable. High level structure from a national organizing body allows students to engage across individual schools, supporting transformation at scale. Students will share the impacts from participants in their programs. Upon reviewing this poster, participants will be able to:

- Describe how a novel framework focused on character, caring, practical wisdom and flourishing has been applied in 7 US medical schools
- Understand how student leaders using a flourishing approach contribute to future physician formation alongside the traditional curriculum
- Share the impact of a flourishing framework on the personal and/or professional formation for medical students

Medical Student Advocates for Flourishing as an Aim of Future Physician Formation

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2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



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Medical school can create tunnel vision due to the magnitude of requirements as well as the extra curriculums it demands. The negative effects of these demands are well documented, persist over time, are found throughout different geographic regions, and have unique effects on varying student populations. Professional formation has also been examined within medicine, with more attention being paid to the process by which medical students become the physicians they desire to be.

Students from 7 allopathic medical schools in the United States have asked about the role of personal and professional development within medical school and whether concepts in a novel framework for flourishing might provide a helpful approach. Through their roles as student leaders for flourishing, students have developed experiences utilizing the framework in an attempt to address the challenges of medical school.

Students will share programs and activities that may be replicable. High level structure from a national organizing body allows students to engage across individual schools, supporting transformation at scale. Students will share the impacts from participants in their programs.

Upon reviewing this poster, participants will be able to:

- Describe how a novel framework focused on character, caring, practical wisdom and flourishing has been applied in 7 US medical schools
- Understand how student leaders using a flourishing approach contribute to future physician formation alongside the traditional curriculum
- Share the impact of a flourishing framework on the personal and/or professional formation for medical students

Medical Student Care Rounds: A cross-disciplinary approach to mitigate academic failure

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Addressing academic challenges in medical school, our care management strategy proactively identifies at-risk students through risk factors like repeating a year, referrals to MSEPC, absenteeism, and more. By convening biweekly Care Rounds with representatives from various units, we create individualized care plans to tackle social determinants of learning and prevent academic failure. Since implementing this approach, there's been a notable decrease in students repeating the year or dismissal.

Upon reviewing this poster, participants will be able to:

- Develop and implement their cross-disciplinary approach to proactively support students at academic risk.
- Identify critical factors associated with the academic failures of medical students.
- Galvanize critical stakeholders and advocate for resources to support the proactive approach of mitigating non-academic factors.

Medical Student Debate: A Conversation about Wellness and Flourishing

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The first-annual on-campus “Family Day” event at the University of Louisville School of Medicine was created by students to bridge the gap between their medical school experiences and what their loved ones understand of those experiences. Over 150 attendees participated in the event, with each engaging in three electives of their choosing. Post-event survey results and feedback from classmates indicated that increasing students’ loved ones understanding of the medical school experience through the event has improved medical student support and wellness.

Upon reviewing this poster, participants will be able to:

- Describe the benefits of implementing a “Family Day” event at medical schools.
- Advocate for the mental health of medical students through increased support system knowledge of and involvement in the medical school curriculum.

Medical Student Performance Evaluation (MSPE) Improvement Project

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The Mayo Clinic Alix School of Medicine's previous Medical Student Performance Evaluation (MSPE) process resulted in rework and miscommunication. The procedures, timing, and coordination for the MSPE process were inconsistent and not well documented leading to inaccurate information and extra time to complete students' MSPEs. The Medical Student Performance Evaluations are required for residency application and graduation.

Upon reviewing this poster, participants will be able to:

- Understand the purpose and importance of MSPE letters for students' medical education.
- Describe the various roles of the offices of Student Affairs and Academic Affairs in the MSPE process.
- Understand the necessity of efficiency within the MSPE process.

Medical Student Perspectives on Coaching from Retired Physicians

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Nancy Davis, Ph.D.
Emeritus Professor
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In 2019, our campus began utilizing retired physicians as coaches for third year medical students. After one year of being matched with a retired physician as a coach, nine students were interviewed to determine how they described their coaching interactions and their perspectives on benefits and challenges of using retired physicians in this role. Interviews were analyzed using thematic analysis with both inductive and deductive coding. Results indicate that students were unclear on the purpose of coaching and experienced it mostly as an effort to check in on their emotional wellbeing. While most students found the experience valuable, they also described their interactions as being more like mentoring (personal, insightful conversations) than coaching (goal-oriented conversations). Students who did not find the experience valuable generally desired more advice on applying to residency, which the retired physicians were unable to provide. Ultimately, while enjoyable, most relationships failed to meet the goals and needs of the school and/or students.

Upon reviewing this poster, participants will be able to:

- Summarize why and how retired physicians were utilized as medical student coaches at one midwestern school of medicine.
- Discuss student perceptions of the purpose of coaching in their third year.

- Discuss student perceptions of pros and cons of using retired physicians in the role of coach.

Medical Student Training in Trauma-Informed Care: Co-Production of Simulation-Based Learning

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It is estimated that 89% of people living in the United States have experienced some form of trauma. To address this clinical need, medical students should be equipped with the knowledge and skills to effectively screen and treat patients with a history of trauma. During this session, we will discuss current perceptions of trauma-informed care and how key principles of trauma-informed care can be incorporated into medical education. Further, we will present the development, implementation, and data collected during a trauma-informed care patient simulation at the University of Illinois Chicago College of Medicine in July 2023. The session will culminate in attendees sharing current trauma-informed care initiatives at their home institutions and exploring educational innovations that address the national need for trauma-informed care by leveraging our pilot simulation to inform novel program ideas.

Upon reviewing this poster, participants will be able to:

- Define the principles of trauma-informed care and how they can be effectively incorporated in a skills-based manner in medical education.
- Describe the process of implementing a standardized patient simulation on trauma-informed care from developing patient cases, setting communication guidelines for participants, and assessing efficacy of the initiative in increasing student confidence with trauma-informed care.
- Determine the ideal format for a trauma-informed care curricular initiative at respective institutions based on existing initiatives, level of learners, and student body size.

Medical Student Wellness: Lessons from the WashU Med Gateway Curriculum

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Washington University School of Medicine in St. Louis

Medical students face serious personal and professional stressors which threaten their wellness. One challenge of building successful wellness programs for medical students is designing systems that support “wellness” in various dimensions for different people, such as supporting students’ ability to pursue personal goals and hobbies, develop healthy relationships, and live with a sense of fulfillment. At WashU School of Medicine in St. Louis, students and administration have worked together in recent years on a curriculum renewal, which involves defining wellness in six dimensions: academic, financial, mental, physical, social, and spiritual. Students elect one classmate to be their Officer of Student Representation who serves as the class representative to the AAMC’s Organization of Student Representatives, promotes class wellness activities, and represents their class’s wellness goals at student government and Office of Medical Student Affairs meetings. To assess how well wellness programs align with student priorities, one-on-one interviews were conducted with medical students to understand their perceptions of wellness. Interviews were then transcribed and analyzed for themes.

Upon reviewing this poster, participants will be able to:

- List six dimensions of wellness, recognize the importance of and interconnectedness of these dimensions, and describe various wellness initiatives and programs for medical students that fall under each dimension.
- Describe how students and their medical school administration may work together to improve student wellness and identify examples of wellness events and initiatives which could be implemented at their own schools.

- Summarize common conceptualizations of medical student wellness and discuss potential future directions for wellness programming and evaluation based on the findings.

MedWiki: A Student Created Information Repository

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3rd year medical student
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This project analyzes student response and usage of a school-specific medical Wikipedia “MedWiki” created by medical students to disseminate information about preclinical and clinical courses, student organizations, and community resources. Current usage data 14 years after implementation demonstrates robust usage. 89% of the survey respondents use the site monthly or weekly and 91% would recommend it to another student. Challenges to implementation include technical difficulties and maintaining up-to-date content.

Upon reviewing this poster, participants will be able to:

- Describe key features of a crowdsourced medical wiki for medical students
- List benefits of a wiki for medical students navigating their curriculum and community resources
- Define best practices and next steps for creating a MedWiki site at their own institution

Mini-Med School: Diversifying Healthcare Career Pipeline Programs Among Title 1 High School Students

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University of Louisville School of Medicine

Mini-Med School is a medical student run event centered around increasing Healthcare career literacy for high school students, especially those who attend Title 1 schools. Mini-Med school reached over 200 high school students in Louisville and the surrounding areas, with representation from nearly every Title 1 school in Jefferson County. The gap in role models and exposure to different careers in the healthcare field that exists for students living in low SES communities and those attending Title 1 Schools (³85% receiving free or reduced lunches) is high and few pipeline programs have the ability to reach across an entire community. The goal of Mini-Med School, a day long program hosted by Project H.E.A.L. (Health, Education, Advocacy, and Leadership) a student run organization, was to offer students historically URiM a chance to engage with community members at all stages of their career journey and get a chance to see what it is like to attend medical school. With this program we hope to increase diversity and access to healthcare careers, offering more students an opportunity to picture themselves as healthcare providers in the future.

Upon reviewing this poster, participants will be able to:

- Describe the role of medical student run community events in increasing healthcare career literacy of high school students
- Implement aspects of Mini-Med School into current community engagement activities at their institution.

More Than a Letter: The Structured MSPE Consultation

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At the largest allopathic single-campus medical school in the country, we support nearly 300 students every year in the residency application process. Over the last 5 years, we have developed a novel MSPE letter writing process that functions as a comprehensive and structured 360 degree individualized consultation with each senior student. Pivotal to this process is the 1:1 one-hour meeting scheduled either in person or over a virtual platform with a member from our "MSPE Letter-Writing Guild". This group is carefully selected by the Associate Dean of Student Affairs with input on recommendations for membership from key advisors. Training of the "Guild" includes two sessions dedicated to structure and process of the 360 approach as well as observed MSPE consultation appointments with optimal student ERAS support, generation of a Match Watch List, and eventual Match success as the overarching aims. Development of this core group ensures standardization and uniformity of the MSPE student experience and product. The 360 degree MSPE Consultation (M-SPEC) follows a systematic structure with a transparent, comprehensive, and collaborative approach and includes ten specific components.

Upon reviewing this poster, participants will be able to:

- Understand the components of training the "MSPE Letter Writer Guild" and the components of the structured MSPE consultation (M-SPEC) with students.
- Apply the process used at the largest single-campus allopathic medical school to develop a structured review of a medical student's academic journey in medical school for creation of the MSPE letter.
- Explore ways to integrate this structured approach for reviewing academic performance with individualized medical student advising to develop a viable and effective Match strategy and generating a Match Readiness repository.

Multimodal Assessment of Study Behaviors and Preparedness for the USMLE Step 1 Examination

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This study will utilize a series of surveys to assess study resource strategies, confidence, and test scores amongst second-year medical students at UC San Diego School of Medicine as they prepare for the USMLE Step 1 Exam. The goal of this study is to learn which Step 1 study resources were effective in improving student confidence when studying for and eventually taking the exam, and whether certain resources produced better results on the Pass/Fail version of examination.

Upon reviewing this poster, participants will be able to:

- Identify the utilization rates of third party and institutional study resources by second year medical school students at UC San Diego School of Medicine.
- Determine if there is an association between resources used and confidence prior to sitting for the Step 1 examination.
- Identify student-preferred study strategies and resources in order to both inform advocacy for institutional resources and optimize school efforts to best support students.

N

Navigating Gender Disparities in Medical Specialties: Analysis of Student Experiences and Barriers

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The 2019-2020 medical school application cycle saw a significant increase in female matriculants (53.7%). However, gender disparities persist in residency programs, with 38 of 48

specialties having less than 50% female residents. Barriers contributing to this include social demands, unclear parental leave policies, and discriminatory experiences during clinical rotations. A Qualtrics survey was conducted among 800 medical students at New York Medical College. 185 responses were received with a gender distribution of 63% female, 36% male, and 1% non-binary. Most respondents (52%) acknowledged gender bias in specialty choices, primarily affecting females (68%). Gender bias was reported during rotations, notably in general surgery (59%, 74% female), ob-gyn (58%, 71% female), and neurosurgery (42%, 81% female). Verbal discouragement was prevalent (47%), disproportionately targeting females in specialties like general surgery (62%, 85% female). The study emphasizes persistent gender disparities, urging action to dismantle barriers, promote equality, and foster inclusive environments in medical education.

Upon reviewing this poster, participants will be able to:

- Identify the medical school pre-clinical and clinical experiences that impact medical students' decision in pursuing certain specialties.
- Discuss the importance of addressing underlying implicit and/or explicit biases when mentoring and/or educating pre-clinical and clinical medical students.
- Address barriers contributing to gender-based differences in medical student education and create an inclusive environment across medical education.

Navigating Mentorship and MD Orientation Programs in a Post-Pandemic World

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Medical school orientation is a critical period for new matriculants to learn about themselves and how they can make the most of their new community and leverage its resources to excel academically and professionally. This session explores the transformative potential of near-peer orientation mentors in fostering social connections as we transition out of a "pandemic" mindset. This session will delve into how institutions can leverage the principles of the 7 C's of the Social Change Model of Leadership Development to reimagine their orientation mentorship programs. By doing so, they can better meet the diverse needs and expectations of their incoming medical students in a world marked by change and resilience.

Upon reviewing this poster, participants will be able to:

- Understand the Social Change Model's relevance in post-pandemic medical education and how it can assess, redefine, and reimagine mentorship and orientation programs.
- Apply the principles of the 7 C's of Social Change model of Leadership Development to train orientation mentors to boost student engagement, build connections, and adapt to the evolving educational landscape.
- Create near-peer orientation mentorship programs to build trust and community resilience, addressing challenges and embracing opportunities in medical education's new era.

Navigating the Future of Virtual Interviews: Insights from Interviewees at a State Medical School

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Sandra Leppin, MFA
Director of Admissions
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Learn about the fascinating insights gleaned from a comprehensive survey capturing the experiences of applicants who participated in a virtual interview at the University of Kansas School of Medicine. As the pandemic reshaped the traditional interview landscape, we sought to understand the nuanced perspectives of those navigating the digital interview space. The University of Kansas School of Medicine has surveyed every interviewee since the 2020-21 application cycle. The survey includes a variety of questions regarding the efficacy of online interviews. The poster shares the data, which reflects our findings from the 2020-21 cycle

through 2023-24. The poster aims to share key takeaways from our survey data and start a conversation about the future of virtual interviews.

Upon reviewing this poster, participants will be able to:

- Understand the perception of virtual interviews from an interviewee perspective.
- Use the data points to reflect and adapt their own interview process to serve their applicant pool.
- Learn how to increase the efficacy and inclusivity of medical school admission interviews for future interview cycles.

Navigating the Pathway: Analysis of Position Descriptions for Medical Education Student Affairs Dean

Victoria Wilburn-Flores, MS

Assistant Director for Student Affairs

Anne Burnett Marion School of Medicine at TCU

If you ask a faculty member how to become a professor within higher education, many will know what it takes to advance their career to hold this role. However, that is not the case for many staff members within higher education. While this is a communal problem within higher education, this study will aim to address the career trajectory of staffing for medical education student affairs professionals. This research will identify the standard requirements and competencies required to be a successful Dean of Student (DoS) within undergraduate medical education.

A qualitative thematic analysis provided themes in various job descriptions to create a comprehensive job description relevant to most UME Student Affairs Deans. This analysis identified multiple competencies, such as experience, knowledge, education, skills, and abilities one must obtain to advance their career within the medical education student affairs department. By compiling this research, individuals currently holding mid-level staff leadership positions with UME will better understand what is required to become a DoS within medical education.

Upon reviewing this poster, participants will be able to:

- Identify what formal education that a Dean of Students within Medical Education must have prior to entering into the role.
- Identify what experiences a Dean of Students within Medical Education must have prior to entering into the role.
- Identify what knowledge/competencies a Dean of Students within Medical Education must have prior to entering into the role.

NBME Step 1 and 2 Peer Support Program Pilot: Workshop for Developing Novel Programs

2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



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At an institutional level there are variations in what student support looks like, how it is implemented, and resources available. Understanding what each entity is doing to support students can help to create a best practice model to integrate into interested institutions.

Upon reviewing this poster, participants will be able to:

- Hear experiences with peer support programs from medical students from four different western region medical schools.
- Gain insights and practical tools for implementing large-scale peer support programs, with an
- emphasis on NBME step exams.
- Obtain a greater understanding on how medical schools can take a more holistic student affairs approach to academic support.

Not Just Brunch & Bubblebaths: Promoting Sustainable Self-Care Among Medical Students

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While medical student wellness programming has become ubiquitous over the past couple of decades, the intensity and pace of typical medical school programs make regular engagement with school-sponsored self-care activities challenging for many medical students. To support the development of sustainable self-care practices among our students, the OUWB Office of Student Affairs launched the “Sustainable Self-Care” series to reinforce the importance of integrating wellness into students’ daily lives and normalizing self-care through quick, low-commitment activities. Initial feedback suggests that students were more willing to participate and often participated longer than initially intended when presented with options requiring only 10 to 15 minutes. Moreover, once students participated in the low-commitment activities, they were more likely to participate in the activities requiring more time and attentiveness as the semester progressed. Changing students’ perceptions of self-care activities from an interruption to their daily routines to an integral part of maintaining a satisfying daily life has resulted in a significant positive shift in our students’ wellness mindset.

Upon reviewing this poster, participants will be able to:

- Describe common barriers to implementing regular self-care practices among medical students.
- Identify programming opportunities that normalize self-care and increase medical students' willingness to engage in self-care practices.
- Analyze internal quantitative and qualitative data to inform program development and implementation.

O

Optimizing Small Group Function for Medical Education

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The small group learning model is foundational in medical education. Effective teams are an essential component of the small group dynamic. It requires an active and attentive facilitator, and an engaged and trusting student group. At the University of Kansas School of Medicine (KUSOM), students share the same small group for Case Based Collaborative Learning (CBCL) and Problem Based Learning (PBL) cases. Feedback from students and faculty revealed opportunities to improve the function of these small groups. Faculty and students receive training in the small group process, but not how to foster team formation and cohesion. This session shares the insights gained from a two-year project that improved group function in small groups at KUSOM. These insights can be implemented for any small group learning environment, and ultimately can improve their small group dynamic.

Upon reviewing this poster, participants will be able to:

- Describe how small group dynamics improved over a two year study at the University of Kansas School of Medicine.
- Implement tools to improve small group dynamics at their institution.
- Create strategies to improve inclusivity within their small groups.

P

Pathway to Residency Program: Bringing UME to GME

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Program Coordinator, Career Planning Services
Icahn School of Medicine at Mount Sinai / Student Affairs

The Pathway to Residency Program (PRP) provides students and programs with an opportunity to express reciprocal interest prior to the beginning of the residency application process. Students are still required to submit the Electronic Residency Application System (ERAS) application and rank order the program in the National Residency Matching Program (NRMP) system in order to receive an offer through the Match.

Upon reviewing this poster, participants will be able to:

- Have an understanding of the Pathway to Residency Program Process and outcomes.
- Think of alternative ways to provide more residency options to students, aside from the traditional residency application systems.

Peers across the Pillars

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USD Sanford School of Medicine

Michaela Derby
MS3
USD Sanford School of Medicine

Lori Hansen, MD, FACCP, FACP
Dean of Student Affairs
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USD Sanford School of Medicine"

Suzanne Reuter, MD MPH
Assistant Dean of Medical Student Affairs
USD Sanford School of Medicine

The poster describes the opportunities for students to be advisors and mentors across all three pillars of the curriculum and the perceived benefits from the mentors and the mentees.

Upon reviewing this poster, participants will be able to:

- describe the impact of peer, academic and career advising across the curriculum.
- assess the impact of peer mentoring across the three pillars.

Planetary Health Curriculum Integration: 5 Steps toward teaching climate medicine at your Med School

Douglas Fritz
MD/PhD Candidate
University of Colorado

Recognizing clinicians' lack of preparedness for climate-health challenges, we outline a practical 5 step strategy using free resources and minimal adjustments to existing learning objectives to seamlessly integrate planetary health (PH) concepts into all 4 UME years with minimal impact on existing curriculum. This involves primarily expanding existing learning objectives (LOs) using free resources to minimize challenges to integration. The student-led framework ensures comprehensive integration with minimal faculty effort, avoiding traditional pitfalls and reducing curricular burden. From the ~5000 M1 LOs at our institution, only 47 new LOs were cited for integration, and 23 existing LOs were expanded to include PH principles—representing a 1.4%

change to the existing curriculum. The proposed framework demonstrates the potential for integrating PH concepts into medical education, empowering healthcare professionals to address complex health challenges in a changing world. Following this stepwise approach, institutions can quickly equip medical students with the knowledge and skills needed to champion PH and mitigate disparities.

Upon reviewing this poster, participants will be able to:

- Discuss the importance of educating future medical professionals on climate change effects on health.
- Explain the methodology for gathering, expanding, integrating, creating, and deploying planetary health learning objectives into a medical school curriculum.
- Explain the use of learning objectives as a tool for curriculum integration and improvement.

Pre-Med Insight: A Mayo Clinic Medical Student-Led Mentorship Organization in Jacksonville, Florida

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Pre-Med Insight is an organization developed by medical students at Mayo Clinic, Florida to address shortages in mentorship of pre-medical students around the Jacksonville area and increase face-to-face interactions between college and medical students. The formation of this organization was motivated by medical students' own experiences with medical school applications, with the goal of alleviating stresses surrounding the process and providing individualized suggestions to college students.

Upon reviewing this poster, participants will be able to:

- List common topics surrounding the medical school application process regarding which pre-medical students may require mentorship
- Survey barriers that may hinder an applicant from having a successful application cycle
- Learn about mentorship models that may be effective in helping applicants stay well-informed and receive the necessary guidance

R

Residency Application Signaling Advising Tips and Student Experiences

Christin Spatz, MD, FASN

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Geisinger College of Health Sciences

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The residency application process has become increasingly difficult for medical students and advisors to navigate. Program signaling has been piloted as a strategy to identify candidates with a strong interest in a specific program. Inconsistent implementation of signals and varied interpretation of the process has led to uncertainty regarding signal allocation among students and advisors. The aim of this work is to identify students' perceptions of the signaling process, how this may impact outcomes, and to share practical tips for advisors supporting students throughout the signaling process.

Upon reviewing this poster, participants will be able to:

- Describe challenges that students and advisors face when determining how to allocate signals.
- Implement practical tips to guide advising practices related to signaling.

Responding to Student Feedback: A Unique Approach to Addressing Student Wellness

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Kate Emmerich, LCSW

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In the midst of the COVID pandemic, students identified a need for more tangible topics in student wellness. From managing their own wellness needs to providing them the tools to identify and assist colleagues in peril, wellness days have been a successful response to student's needs. This session will review the origin and creation of our M1/M2 wellness days as well as provide data on outcomes.

Upon reviewing this poster, participants will be able to:

- Develop a survey tool to assess student wellbeing needs.
- Plan and implement a new wellness activity for students.

Restorative Justice Creates Community and Disrupts Harmful Behavior in Medical Student Education

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Toni McMurphy
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The pandemic deeply impacted the well-being of our medical school community. The quality of communication suffered, and the tone and content of email correspondence and other forms of communication caused harm. Here, the aim is to introduce restorative processes as a platform that allows for authentic dialogue between students, staff, and faculty when harmful behaviors occur and a healthy community going forward.

Upon reviewing this poster, participants will be able to:

- Participants will demonstrate the ability to apply the core principles of Restorative Justice in educational settings, including identifying instances of harm, facilitating authentic dialogues, and implementing strategies for repairing interpersonal damage within the medical school community

- Learners will practice employing Restorative Justice techniques through interactive case studies, showcasing their proficiency in using coaching questions, applying multipartiality, and conducting open-ended discussions to address and resolve instances of unprofessional behavior and conflict among students, faculty, and staff.
- Participants will assess the effectiveness of Restorative Practices in medical education by critically analyzing presented results from the University of Washington School of Medicine. They will actively identify key indicators of success, such as the reduction of harmful emails, improved class interactions, and enhanced community building, and propose potential areas for further qualitative analysis and systematic deployment.

Rethinking Disability Accommodations: A Multidisciplinary and Collaborative Approach

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Students with disabilities are a growing population in medical education. Medical schools must rise to the challenge of meeting their needs and creating a culture of acceptance. Following a self-reflective process, our school engaged in a multidisciplinary, collaborative effort to update

and improve our accommodations policies and procedures to foster a more welcoming and inclusive learning environment. With a focus on improving access, streamlining and modernizing procedures to surpass State and Federal requirements, and educating faculty and staff, our school rapidly implemented several positive and impactful changes. Important lessons were gleaned during this collaborative process about factors that both facilitate and hinder progress. Upon reviewing this poster, participants will be able to:

- Recognize available resources and best 'first step' practices that may assist medical institutions contemplating or embarking upon the process of modifying student disability accommodation procedures, including modification of technical standards and accommodation seeking procedures for current and prospective students.
- Apply best practices to efficiently and effectively harness the power and knowledge of multiple disciplines and departments within an institution to collaboratively create an inclusive and welcoming learning environment for all learners.
- Identify multiple disciplines and departments within their institution that may collaborate with Student Affairs to improve the educational experience for all students
- Identify potential institutional barriers that may serve to hinder positive change in the accommodation process and methods to mitigate or overcome these challenges.

S

Scoping Review of Remediation Policies Across Medical Schools and Their Effects on Medical Students

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Medical Student
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A majority of medical schools offer remedial programs for struggling students. Remediation policies vary across schools as they target both professionalism and medical knowledge deficits. Our scoping review evaluates remediation policies across U.S. medical systems to determine the variety of remediation policies in place and elucidate impacts on medical student success and well-being. Two independent researchers identified 7039 articles using five databases and specified keywords and search criteria. A final analysis of 24 articles was completed. Findings demonstrated that most remedial practices include workshops, retaking courses, increased clinical time, faculty feedback, and individualized academic plans. While students' post-remedial medical knowledge and confidence improved, several articles also noted significant negative impacts on students' future careers and mental health. More research is needed, particularly from a medical student perspective, on the process of remediation and its

impact on students. As medical students, we weigh in on ways medical school curricula and residency program directors could alleviate student concerns related to this topic.

Upon reviewing this poster, participants will be able to:

- Identify key themes that exist in remediation policies across U.S. medical systems today
- Recognize the effects of remediation policies on medical students
- Utilize current knowledge of existing remediation policies to guide modifications of current remediation policies or future policies that are put in place

Severe Hypomagnesemia in a Patient with Autoimmune Polyglandular Syndrome Type 1

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University of Missouri Kansas City School of Medicine

Prathishtha Pitchyaiah
Medical Student
University of Missouri Kansas City - Kanas City, MO

This case report details a unique electrolyte abnormality in a patient with Autoimmune Polyglandular Syndrome Type 1. The case discusses the various electrolyte and organ abnormalities typical to the condition and the possible reasons why magnesium may have been altered in this patient. The case also hopes to illustrate the importance of cross-department communication in conditions that affect various organ systems. The case also encourages the importance of screening for all electrolytes in autoimmune endocrine disorders to assess for possible secondary conditions and avoid fatal results.

Upon reviewing this poster, participants will be able to:

- Recognize the importance of early cross-specialty intervention and collaboration to manage multi-system disorders.
- Describe the ways medical students can compartmentalize information from different specialty departments to develop an effective plan of care for their patients.
- Recognize the importance of screening and monitoring all electrolytes in autoimmune disorders to better assess how to properly involve different specialties in a patient's care and avoid fatal results.

Should We Teach Future Doctors about Sleep? Results of a Pilot Session to Inform Wellbeing

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Sleep is a critical component for medical student well-being and mental health, yet students are not sleeping enough. Sleep education holds potential as a protective factor for student mental health. We found no published studies about impact of such a session, which this study aims to examine. Based on student feedback from a prior survey and following literature review, a pilot curricular session on sleep was developed through collaboration between the offices of student affairs and medical education and offered to pre-clerkship students. Survey questions included those from the evidence-based Brief Pittsburg Sleep Quality Index and those designed specifically for medical students. Already high perceived importance of sleep improved. All students found the session moderately, very, or extremely useful. Future directions involve the planned large group session, surveys to gauge longer term impact, sleep information during clinical training years, and following student wellbeing recommendations.

Upon reviewing this poster, participants will be able to:

- Describe the impact of poor sleep quality and quantity on medical students.
- Summarize student sleep habits during medical training and student feedback of an informational session about sleep.
- Develop institutional initiatives which support medical students in their sleep well-being.

SOAP Support System in the Virtual Era

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Senior Academic Advisor
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This poster will focus on student affairs support for students both prior to and during SOAP week. Prior to SOAP week, our office holds large group advising sessions on early match ranking, NRMP ranking, and preparing for the unexpected/SOAP week. We also have individual meetings with students at the start of M4 year in which we have the students contemplate the need to consider a parallel plan. During the spring of M4 year, we do targeted outreach to students we identify at risk for Match week to discuss a SOAP preparation plan.

The poster will also highlight our office of student affairs approach to the logistics of SOAP week in the virtual environment. Our approach is multi-departmental in that we are working with the office of student affairs, our campus resiliency center, and each individual specialty department during SOAP week. With the pandemic, our SOAP support has occurred virtually in the past few years and the poster will also provide strategies on logistics for virtual support.

Upon reviewing this poster, participants will be able to:

- Understand strategies for pre-Match week SOAP advising for fourth year students in large group and individual settings.
- Describe a multi-departmental team based approach to supporting students who are participating in SOAP week.
- Identify virtual support resources for students who are participating in SOAP week to streamline processes in the COVID era of advising.

Social Media Use and Burnout Among Preclinical Medical Students

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To study the impact social media has on medical students' burnout, a survey was administered to first and second year medical students at the University of Florida. The survey addressed the number of hours spent on various social media platforms to include TikTok, Instagram, and X (not all inclusive). The self-reported time spent on each platform was measured against a validated burnout survey tailored to medical students. Some of the statistically significant correlations include the following:

- Increased time spent on TikTok positively correlated to medical students often feeling emotionally drained during class.
- Total time spent on social media positively correlates with students' needs to spend an increased amount of time to relax and feel better after class.
- Both total amount of time spent on social media and time spent on TikTok correlated with an increased total burnout score.

The goal of the survey was to better understand the social media platforms students use and to measure their effects on burnout rates. We seek to better understand the impact social media has on students' burnout and, more generally, the impact these platforms have on students' mental health.

Upon reviewing this poster, participants will be able to:

- Create student-centered initiatives to reduce burnout by adjusting (1) time spent on social media and (2) modifying social media platforms used.
- List social media platforms that have a statistically significant impact on medical students' mental health.

Staying Connected: A Needs Assessment of Support Systems for Incoming First Year Medical Students

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This study focuses on the often-overlooked but crucial role of support systems, especially families, in the medical education journey. Recognizing the impact of family involvement on students' success and well-being, the study conducted a survey involving 145 incoming medical students and their identified support systems. The results, based on 96 unique responses, revealed a strong desire (89%) for open communication about medical school. Concerns included medical student stress (19%), wellness (19%), and impacts on family dynamics (18%). Respondents sought more information about various aspects of the medical school journey. The findings underscore the need for addressing support systems' concerns and educating them on supporting medical students effectively. The study led to an educational session and the establishment of KINSHP (Kin of Individuals Nurturing and Supporting Health Professionals) to foster a supportive community for both students and their families.

Upon reviewing this poster, participants will be able to:

- Analyze the survey results, discerning the specific concerns raised by support systems regarding medical education, and propose strategies to enhance communication and support structures for families of medical students.
- Identify key stressors faced by medical students' support systems as reported by their support systems and some ways of addressing these stressors for the overall well-being of the medical student and their support.

Strength in Numbers: Western Region Collaboration to Guide Students on Geographic & Program Signals

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The residency application process has become increasingly complex over the last decade, with the need for applicants, career advising units, and medical school officials to stay informed of the updates and specialty-specific nuances each season brings. Though utilized to varying degrees over recent years, geographic preferences (GP) and program signals (PS) were formally integrated into the ERAS 2024 application. While the number of GP in ERAS is standard across all specialties, the types (tiered vs not) and numbers of PS vary across specialties. Six western region medical schools collaborated to deliver a joint “Program Signal Strategies for the 2024 ERAS Cycle” to guide students at their respective institutions surrounding the topic. Delivered as a webinar, the presentation discussed the resources, timeline, and logistics of selecting the GP and PS, as well as the strategies to consider when making selections, which was followed by a general Q&A session. Anecdotal feedback from faculty and student attendees found the session informative, and presenters remarked that hearing their colleagues’ like-minded responses affirmed their own advising practices regarding GP and PS.

Upon reviewing this poster, participants will be able to:

- Discuss the collaboration for a program signal strategy presentation delivered to six western regional school
- Discuss the faculty and student benefits of participating in a collaborative presentation

Student Affairs and Alumni Relations Partnerships to Support Student Programming

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Some alumni who want to pay forward the benefits they reaped as medical students look to make more than just financial contributions. The Keck School of Medicine of USC Student Affairs and Alumni Relations units partner in a variety of collaborative programming and events to enhance student support and the overall student experience. Examples extending beyond financial sponsorship include: joint alumni and student networking activities, organized student shadowing opportunities with alumni in the community, coordination of care packages for students entering their Step 1 study period, and alumni serving as panelists and residency mock interviewers. In 2023-2024, a mini-mentorship pilot program launched, where alumnus-student pairs participate in various program activities over a two-month period. Alumni involvement resulted in increased alumni engagement and connection with the school and its students, and students benefitted from the community, networking, and perspectives gained from interacting with graduates. Some alumni participants were also recruited as student interest group advisors, clinical instructors or guest speakers in the medical education program.

Upon reviewing this poster, participants will be able to:

- Describe ways in which Keck's alumni relations and student affairs units collaborate in student programming
- Discuss the benefits of increasing networking opportunities between students and alumni
- Generate similar programming to enhance student support and engage alumni at their home institutions

Support for First-Generation Medical Professionals throughout their Medical Career

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Despite interventions meant to create equitable access to medical education and associated resources, a lack of representation across socio-economic groups in advanced medical careers, including physician providers, persists. Therefore, as a community, we are taking action to support a more diverse physician workforce. The Accreditation Council of Graduate Medical Education (ACGME) has taken an active approach to update the standards on diversity, which guide programs in developing a more diverse workforce. The primary focus of these programs historically has been race and income-based. In some cases, this includes families without medical experience. However, there haven't been any groups that provide information to students that have no familial experience. A pilot program at Cleveland Clinic Akron General was implemented.

The goal of this program is to increase social networks, resources surrounding financial opportunities and cultural support for interested members. Our goals are to increase participation and develop a mentoring program for FGMP members. We will evaluate the success and plan of the program based on feedback collected from participants during each session.

Upon reviewing this poster, participants will be able to:

- Define and discuss what the First Generation Medical Professional group (FGMP) is.
- Support challenges FGMP colleagues may face in the workforce.
- Design their own URM groups to support a diverse physician workforce.

Supporting the Invisible Student

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As medical schools focus on holistic admissions and strive to be inclusive, it is worthwhile for institutions to invest in support for students with caregiving roles. Caregiving students claim to feel invisible to their institutions, suggesting a deficiency in support. A student with a caregiving role is responsible for the care of a child, friend, or family member with a disability or chronic illness. Students with caregiving roles are more likely to be economically disadvantaged and at risk of academic underperformance or mental health concerns. We conducted an exploratory study of 170 MD-granting AAMC-accredited medical schools as listed on the AAMC website from January to April 2023. Our data shows that 48% of AAMC medical schools have at least one resource for parents, but fewer have any resource for other caregiver types (6%). In response to these findings, we created OUWB CareMed: Caregiver Advocates, Resources, and Education for Medical Students. After conducting a needs assessment to inform program development and priorities, CareMed partnered with the Office of Student Affairs to make the campus a caregiver-friendly space.

Upon reviewing this poster, participants will be able to:

- Recognize the academic challenges faced by caregiving students

- Describe the current landscape of support provided by medical schools to caregiving students
- Design strategies to support caregivers that could be implemented at home institutions

T

Texas Medical Students' Perspectives on Dobbs v Jackson Women's Health Organization

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On June 24, 2022, the Supreme Court of the United States announced Dobbs v Jackson Women's Health Organization – a ruling that allowed states to determine abortion regulations in their borders. In doing so, Texas House Bill 180 banned abortion throughout the state 30 days later. Our interest lies in better understanding how the decision affected the specialty choice, location of preference for training and practice, and future medical practice of Texas medical students throughout the United States. An anonymous REDCAP survey was created to evaluate these effects on medical students enrolled at allopathic and osteopathic USMD schools and was distributed at 9 of the 16 medical schools across Texas. The implications of this study offer insight into the effect of the Dobbs decision on Texas medical students. Results indicate that medical students are affected by the Dobbs decision, especially in levels of concern regarding criminal or civil charges for physicians who provide abortion care in various scenarios and fertility care and in the decision to remain in Texas versus pursue a residency outside of Texas following the Dobbs decision.

Upon reviewing this poster, participants will be able to:

- Identify geographic trends in Texas medical students' preferred areas of practice in response to the Dobbs decision
- Identify trends in Texas medical students' preferred specialty choice in response to the Dobbs decision
- Describe the areas of concern Texas medical students have in practicing medicine after the Dobbs decision

The Big Transition: Supporting Students in Transition to Clerkship to Build Lifelong Skills

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The transition from the pre-clerkship to the clerkship phase of undergraduate medical education poses unique challenges for students as they enter the clinical environment. The skills they learn in this pivotal transition lay the foundation for their progression from undergraduate to graduate medical education. We provide a framework to help learners understand ways to approach and process these experiences in clerkships, focusing on topics such as professional identity formation, life-long learning, and career exploration, which can be applied to the clerkship phase and continue in their future medical training and beyond. These skills complement the clinical skills learned in clerkships and help students achieve milestones as they work to become independent practitioners.

Upon reviewing this poster, participants will be able to:

- Describe ways to teach students to develop a growth mindset, mitigating imposter syndrome, and cultivate self-compassion.
- Implement strategies in the clerkship curriculum to promote professional identity formation.
- Understand how to apply the above characteristics and reflect on their clinical experiences, develop future professional goals, and engage in structured career exploration.

The Effect of Curricular Structure on Medical Student Performance

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Nationwide pass rates have decreased as students transition to a pass/fail (P/F) Step 1 scoring system. The University of South Carolina School of Medicine Columbia (USC SOMC) has been monitoring this transition, along with a concurrent change from a discipline/course-based curriculum to a systems-based curriculum and a move to P/F grading. The purpose of this study was to evaluate the role of course-based versus systems-based curriculum on student performance to better inform curriculum delivery.

Upon reviewing this poster, participants will be able to:

- Relate our evaluation of curricular structure to medical student performance at home institutions.
- Evaluate their curriculum using similar indicators and identify potential areas for curriculum revision.

The Effectiveness of Hogan Assessment Certified Coaching with Medical Students

April Willman, MD

Yankton Campus Dean

University of South Dakota Sanford School of Medicine

Lori Hansen, MD, FACCP, FACP

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The Hogan Assessment personality profile has been available to interested University of South Dakota Sanford School of Medicine (USD SSOM) medical students since June 2021. Through two different educational programs, 38 students completed the Hogan Assessment personality inventory and received coaching by one of five Hogan Assessment certified USD SSOM faculty. Medical students from each year of training are represented. Students were surveyed on their perspective of the value of the Hogan Assessment coaching program and results showed that all believed it was valuable.

The objective was to explore the student perspective of the potential for the Hogan Assessment and faculty coaching to have a positive effect on the emotional intelligence development of our medical students.

The positive impact of this program will improve personal wellness, communication and teamwork skills, as well as leadership development for those medical students who participate. Upon reviewing this poster, participants will be able to:

- Identify the benefits of the Hogan Assessment using faculty at our medical school for medical student professional development.
- Explore opportunities to use the personality assessment tool for medical student personal development.
- Review the student perspective of the effect on emotional intelligence development with the Hogan Assessment.

The Impact of Coaching on Medical Student Education and Development

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To examine the impact of coaching on medical student education and development, we conducted an evaluation of a recently implemented medical student coaching program, known as RealMD. RealMD assigns every incoming medical student a faculty coach and provides them with support materials based on the best coaching practices. The coaches then work with the students to guide their professional identity formation. To measure students' perceptions of the impact of RealMD coaching, we asked students to complete a survey based on Weiner's Autonomy Support Scale and demographic questions about participation. A majority of students completed the survey and indicated that they had met with their coach at least once in the preceding academic year. Over 95% indicated that meeting with their RealMD coach positively influenced their medical school experience. Furthermore, the majority of students responded positively on other items related to the program's impact. Our results indicate that a medical student coaching program, such as RealMD, promotes strong student engagement and has an overall positive impact on the students' medical school experience.

Upon reviewing this poster, participants will be able to:

- Describe the benefits of a coaching program on medical student education and development.
- Review evidence related to the student coaching experience of the program.

The Impact of Involvement with Student Run Free Clinics on Clinical Preparedness

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Peyton Warp
Medical Student
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The relationship between involvement in student-run free clinics and preparedness for clinical rotations has not been thoroughly researched. Here, we present data from a single institution exploring how the quantity of involvement with student-run free clinics impacts perceived clinical preparedness in 8 domains: understanding science, practical skills and patient management, holistic care, prevention, interpersonal skills, confidence and coping skills, collaboration, and self-directed learning.

Upon reviewing this poster, participants will be able to:

- Define the role of student-run free clinics in medical education and student preparedness
- Describe the domains in which extracurricular clinical experiences ease the transition from preclinical to clinical years

The Impact of Supplemental Instruction Attendance on Performance for First Year Medical Students

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Workshop facilitators will provide instruction for developing supplemental instruction to guide student strategy use. Due to volume and speed of information to be learned, students often utilize ineffective learning strategies. Supplemental instruction has been used to model the use of graphic organizers (matrices, hierarchies, diagrams, etc...) in the foundational sciences. The strategy utilizes faculty created materials, just reorganized to promote structural and relational knowledge. This type of knowledge promotes "big picture" understanding and moves beyond rote memory. Sessions are recorded over Zoom and transmitted to our sister campus over a thousand miles away. Given the success of SI, this study aimed to investigate the environmental factors which promote optimal benefits for first year medical students in this program, especially in person versus online attendance. 84.78% of students reported that they perceived SI to have a positive impact on their performance and experience in medical school. This workshop would explore the benefits of SI on student performance and how best to present the material to help learners.

Upon reviewing this poster, participants will be able to:

- After attending this workshop, attendees will understand how Supplemental Instruction can improve performance for medical students, even those without a strong foundation in certain topics.

- Attendees will learn from current second year students how supplemental instruction creates a positive culture among first year students.
- Attendees will analyze the ability of SI to be effective in the first year of medical education and build learning skills for future success among participating students.

The Impact of Underrepresented Medical Student Run Pre-Med Workshops

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Ethnic and racial minority groups, known as Underrepresented in Medicine (URM), experience multifaceted obstacles in pursuit of a career in medicine. The aim of this study was to determine the impact of URM medical student-led pre-med workshops. Before and after workshop surveys were anonymously collected from self-identified URM undergraduate students from three

separate programs. Statistical analysis was achieved utilizing a t-test and ANOVA. Pre-workshop surveys reported a majority of the students having never previously attended a pre-med workshop before, as well as being discouraged from becoming a physician. Post-workshop surveys illustrated a significant number of students indicating increased comfort and confidence in navigating the pre-med application process. Participants also disclosed that the representation and motivation coming from the URM medical students was paramount, and that most of the students would attend a similar event in the future. Pre-Med workshops led by URM medical students positively influence URM undergraduate students considering a career in medicine.

Upon reviewing this poster, participants will be able to:

- Identify the benefits of URM (Underrepresented In Medicine) medical student run programs for undergraduate URM pre-med students.
- List the barriers URM undergraduate students encounter when considering applying to medical school and a career in medicine.
- Apply key concepts towards creating more effective pre-medical programming for undergraduate URM pre-med students.

The NEXT Step 1 Project - Student Perspectives

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On January 25th 2022, the National Board of Medical Examinees (NBME) transitioned the United States Medical Licensing Examination (USMLE) Step 1 from a numerical score to pass/fail only score reporting. Despite the NBME's intention to improve students' transition into residency training, many trainees, advisors, and residency program directors voiced concerns over the change. A collaboration consisting of trainees and advisors from several institutions across the United States subsequently formed through the American Association of Medical Colleges (AAMC) and was known as the "NEXT Step 1" working group. This group generated a series of recommendations for all shareholders affected by Step 1 scoring change following the results of focus groups and meetings around the country between 2022-2023.

After performing a literature review and engaging in working group discussions, the students in each group identified key tensions. These tensions were evaluated within working groups and at

national conferences. Here, the authors provide the perspectives of medical students who serve as leaders within NEXT Step 1 and as representatives to the AAMC Office of Student Representatives.

Upon reviewing this poster, participants will be able to:

- Readers will be able to describe the structure of the NEXT Step 1 Project and the different working groups, focusing on how students were involved
- Readers will be able to describe and reflect on the key takeaways and recommendations from national discussions based on the key tensions identified by the different working groups
- Readers will be able to identify ongoing changes in residency program director priorities based on the current status of literature review

The Point-Biserial Correlation Between CASPer® and PREview® Scores - One Medical School's Analysis

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This analysis determines the Point-Biserial correlation between CASPer® and PREview® Scores of applicants who applied to Michigan State University's College of Human Medicine and took both exams as part of the 2022-23 AMCAS application cycle.

Upon reviewing this poster, participants will be able to:

- Appreciate the platform methodologies and measured characteristics/competencies between CASPer® and PREview®.
- Know and understand the significance of the Point-Biserial correlation between CASPer® and PREview®.
- Reflect upon the value and use of CASPer® and PREview® in their respective medical school admissions processes.

The Role of a Longitudinal Clinical Reasoning Curriculum in Pre-Clerkship Medical Education

Brailyn Weber
Medical Student
University of North Dakota School of Medicine

Megan Anderson

Medical Student
University of North Dakota School of Medicine

Diagnosing Wisely is an online clinical reasoning curriculum that allows pre-clerkship medical students to complete and receive feedback on several simulated patient cases. In our study, first- and second-year medical students completed between 4 and 18 diagnostic cases throughout their pre-clerkship medical education in which the following specific skills were assessed: creation of a differential diagnosis, diagnostic justification, ordering investigations, and identifying the most probable diagnosis. We collected data pertaining to specific scores in each skill area throughout the Diagnosing Wisely curriculum. This data showed significant increases in the scores of each aforementioned skill area, allowing students to reach a higher level of diagnostic accuracy. Additionally, a web-based survey was distributed to a subset of medical students, of which a large majority reported that the Diagnosing Wisely curriculum has helped them to prepare for clerkships.

Upon reviewing this poster, participants will be able to:

- After reviewing our poster, participants will be able to understand the basic components of a clinical reasoning curriculum (differential diagnosis, diagnostic justification, ordering investigations, diagnostic accuracy).
- After reviewing our poster, participants will be able to describe the positive effects that a longitudinal clinical reasoning curriculum can have in the pre-clerkship education of medical students.

The Role of Situated Learning-Guided Participation: An Educational Framework in Head & Neck Anatomy

Kendra Stephen
Medical Student
The University of Texas Southwestern Medical School

Nina Stephen, MD
Medical Student
The University of Texas Southwestern Medical School

The study aimed to assess the effectiveness of an instructor-guided laboratory workshop on the infratemporal fossa and retromandibular region in increasing learner [medical student] mastery of the related anatomy and in reducing the stress associated with learning the anatomy of the infratemporal fossa and retromandibular region.

Upon reviewing this poster, participants will be able to:

- Evaluate the effectiveness of an instructor-guided workshop using cadaveric prosections on student learning of the infratemporal fossa and retromandibular region.
- Evaluate students' stress levels during the prosection-centered workshop.

2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



The UNC SOM TEC 2.0 Attendance Policy: Data and Lessons from Its First Semester

Valerie Glassman, EdD, MEd, BA
Senior Director for Student Affairs
University of North Carolina School of Medicine

Mary Hauser, PhD, MEd, MAT, BA
Senior Director for Curricular Affairs
University of North Carolina School of Medicine

Shannon Kelly, MS, BS
Foundation Phase Project Manager
University of North Carolina School of Medicine

Madeline Parrish, BA
Assistant Registrar
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In Fall 2023, the University of North Carolina School of Medicine implemented the Translational Education at Carolina 2.0 curriculum with a redesign of three semesters (Fall, Spring, Fall) of preclinical coursework, an increased class size of 204 students, and a revised attendance policy that emphasizes peer-based small group learning. This poster will illustrate attendance data collected from the Fall 2023 semester of implementation, in which the Class of 2027 was bound to the new attendance policy and the Class of 2026 observed the old attendance policy. We will also report faculty, staff, and student perceptions of the new policy along with business processes used to collect attendance information, address violations, and review requests for special exceptions.

Upon reviewing this poster, participants will be able to:

- describe how one school of medicine's attendance policy led to fewer absences and higher NBME exam scores in its first year of implementation.
- understand how one school of medicine is collecting and evaluating feedback from key stakeholders to amend and update its attendance policy.

Three Unique Experiences of a Curricular Transition

Melanie Ramirez
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University of California, Los Angeles David Geffen School of Medicine

Joanne Newens, BS
Medical Student
University of California, Los Angeles David Geffen School of Medicine

Chelsea Pan, BA
Medical Student
University of California, Los Angeles David Geffen School of Medicine

There are growing pains in a medical school transitioning to a new curriculum. This poster describes the unique experiences of Class of 2024, 2025, and 2026 in the transition to the new HEALS curriculum.

Upon reviewing this poster, participants will be able to:

- After reviewing this poster, participants will be able to list, describe, and learn from at least three specific trials and errors of a curricular transition in three different perspectives. This information will inspire participants to gain innovative ideas to inspire a smooth curricular transition for their own institution.
- Describe the instructional and administrative innovations at the David Geffen School of Medicine to accommodate a non-traditional one-year preclinical curriculum. This information will stimulate discussion among participants about various techniques that may be applied to their institution.
- Describe at least three survey and feedback techniques used to collect data for continuous improvement of the new curriculum.

Topics in Clinical Medicine: A New Approach to Supplement Clinical Education and Student Wellness

Megan Scharner, BSN, RN, C-EFM
Medical Student
Medical University of South Carolina

Louis Runge, BS
Medical Student
Medical University of South Carolina

Olivia Reszczyński, BS
Medical Student
Medical University of South Carolina

James Stallworth
Student, Third-year Class President
UAB Heersink School of Medicine

Medical education is constantly evolving and must keep pace with the unique needs of our modern healthcare landscape. Though clerkship courses are thoughtfully constructed to include topics required by both accreditation standards and clinical needs, not all subject areas fit seamlessly into the workflow of a single clerkship, or instead benefit from longitudinal study

across core rotations. To provide a focused study of many of these topics during a dedicated period, “Topics in Clinical Medicine” was piloted for the Class of 2025. This week-long experience includes whole-class seminars and small group workshops providing focus for curricular foci that otherwise do not have a discrete home in the clerkship curriculum. This week simultaneously prioritizes student wellness through unstructured time not often available to students during rigorous third year of medical education. After its initial presentation to students, both qualitative and quantitative data demonstrate that this course was overwhelmingly successful in supplementing these longitudinal curricula while providing dedicated time and prioritizing student wellness as a mid-year break from clinical duties.

Upon reviewing this poster, participants will be able to:

- Prioritize a balance between curricular evolution and student wellness in the clerkship phase of medical education.
- Understand the utility of using a dedicated, non-clinical week to teach topics that don’t otherwise “fit” in singular clerkship courses.
- Utilize student feedback to guide curricular development in all phases of medical education.

U

Unlocking Our Greatest Resource: Building and Maintaining a Culture of Student Leadership

Mckinley Williams
Student, Third-year Class Vice President
UAB Heersink School of Medicine

Jason Noah, MEd
Program Director for Student Success
UAB Heersink School of Medicine

Student leadership is a critical component to any medical school’s programming and culture. Schools that under utilize students in leadership positions or fail to give them true seats at the table for input and decision-making, miss out on a substantial resource. This poster is designed for newer medical schools that want to build a culture of student leadership, or schools looking to reset their student leadership post-pandemic. The poster will describe a model of multi-leveled student leadership, describe implemented training and development programming, and present lessons learned.

Upon reviewing this poster, participants will be able to:

- Describe the pros and cons of a robust student leadership program, and understand the time and energy required to create a culture of student leader involvement.
- Articulate how student leadership can be leveraged to improve the learning environment and culture of the institution, as well as play a vital role in the professional identity formation of the student leaders.

- List 2-3 actionable goals, next steps, or questions to be answered related to student leadership, to take back to their home institutions.

Using Crowd-Sourced Anki Decks to Support Preclinical Learning

Lauren Linkowski, Ed.D.

Director of Programs and Resources for Academic Excellence
Icahn School of Medicine

Many medical students use Anki, an open-source, spaced-repetition flashcard platform to memorize information. Use of Anki has been shown to increase performance on Step 1. However, students may spend excessive time managing the software or searching internet forums for appropriate flashcards, which detracts from wellness and learning. Further, some students enter medical school fluent in Anki, while others do not, creating a gap in knowledge equity. Students may also perceive a divide between studying for courses vs. USMLE exams. In the 2022-2023 academic year, the Icahn School of Medicine at Mount Sinai Department of Student Affairs paid student tutors to add lecture-specific tags to the Anking deck, a comprehensive crowd-sourced Anki deck for USMLE Step 1 and Step 2. The project educates all students on the platform, and the tag system allows students to utilize the parallel curriculum to study for their school exams, reducing the dissonance between USMLE and home-curriculum study. In this workshop, participants will learn, step-by-step, how to create school-specific Anki tags and lessons learned about communication, costs and challenges when undertaking such a project.

Upon reviewing this poster, participants will be able to:

- Describe the usage of the Anki platform and crowd-sourced Anki decks such as Anking.
- Create school-specific tags for the Anking deck.
- Discuss the benefits of school-specific Anki tags, as well as the costs and challenges of implementing such a program.

Using Institutional Tagging of the Anking Deck to Support Preclinical Learning

Lauren Linkowski, Ed.D.

Director of Programs and Resources for Academic Excellence
Icahn School of Medicine

Several studies suggest that use of Anki, a popular, open-source spaced-repetition flashcard platform, can improve pre-clinical and USMLE exam performance. However, students' varying knowledge of Anki upon entering medical school can cause learning disparities. Furthermore, even fluent Anki-ers may spend excessive time searching internet forums for appropriate flashcards, settings and user tips. This work negatively impacts wellness and study time and deepens the divide between home curriculum and USMLE study. To mitigate these concerns, the Icahn School of Medicine at Mount Sinai Department of Student Affairs paid student tutors to

add lecture-specific tags to the Anking deck, a comprehensive crowd-sourced Anki deck for USMLE Step 1 and Step 2 and have periodic Anki learning sessions throughout the year. The project acclimated all students to the platform and deck, and the tag system allows students to simultaneously study for their school exams and Step 1. This poster will explain the rationale for this project, the step-by-step instructions for replicating the work at any institution, and lessons learned about communication, costs and challenges when undertaking such a project.

Upon reviewing this poster, participants will be able to:

- Describe the usage of the Anki platform and crowd-sourced Anki decks such as Anking.
- Create school-specific tags for the Anking deck.
- Discuss the benefits of school-specific Anki tags, as well as the costs and challenges of implementing such a program.

Using Shelf Exams to Predict STEP 2 CK Performance

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Jeff Lang, EdD
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Assistant Dean for Student Affairs & Learning Specialist
Creighton University School of Medicine

Thomas Schechter, MS
Program Analyst
Creighton University School of Medicine

It is important to identify factors associated with medical student performance on Step 2 Clinical Knowledge (CK). Medical educators and students used to rely heavily on Step 1 scores to predict performance on Step 2 CK. This prediction was used to advise students on approach to study and competitiveness for specialties. With the elimination of three-digit Step 1 scores, medical educators and learning specialists are attempting to advise students on Step 2 CK preparation without valid metrics for predicting performance on the exam. The goal of this study is to develop a model to predict student performance on Step 2 CK using shelf exam scores.

Upon reviewing this poster, participants will be able to:

- Identify the importance of creating models to predict Step 2 CK performance in the absence of three-digit Step 1 scores.
- Predict student performance on Step 2 CK using shelf exam scores to help students construct study plan and strategies for Step 2 CK preparation.

Virtual Reality Cultural Competency Training for Health Care Providers in Black Maternal Health

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Tiffani Dillard, MD, FACOG
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Carle Illinois College of Medicine University of Illinois Urbana-Champaign

This study aims to test a three-part virtual reality (VR) cultural competency training for healthcare providers to improve communication skills and reduce healthcare disparities in the context of Black maternal health. Participants (1) observe and learn about implicit bias via an interactive 360-degree video on Meta glasses of negative patient-provider interactions at a post-partum visit; (2) identify their own implicit biases with implicit association testing and subsequent reflection guided by a mixed-reality virtual character “coach”; (3) practice culturally centered care via a dynamic chatbot-based virtual patient that elicits different responses for real-time patient care simulation. VR embodies a new paradigm in medical education that can empower trainees to identify implicit bias and build cultural competency in their clinical practice.

Upon reviewing this poster, participants will be able to:

- Understand the importance of implicit bias and cultural competency training as it pertains to the outcomes of specific populations in the healthcare system.

- Appreciate the ability of virtual reality to offer efficacious, cost-effective, and immersive educational experiences that allows trainees to not only identify their biases, but work proactively to address them.

V

Visiting Student Electives: Exploration of the Explosion

Judith Brenner
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Deirdre Apicello, MPA
Director, Office of Medical Education, Registration and Student Records
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Since USMLE Step 1 changed their scoring to pass/fail, students have adapted their behavior to enhance their chance of successfully matching. Included in the changes, there has been increased pressure placed on students to apply to visiting student electives. While there has been little written about the purpose of these electives, some specialties have come to require a minimum number to be considered competitive as a candidate. According to email listservs that include faculty and staff who process these applications, schools report an explosion in the number of applications, but without a parallel increase in the number staff hired to process them. Thus, our study serves to report on one school's two academic year experience with visiting student electives to better understand the issue.

Upon reviewing this poster, participants will be able to:

- Describe the experience of one school in terms of visiting elective applications over a two-year period.
- Describe the time required by administrative offices in processing applications for visiting electives.
- Describe the need for future research on the overall value of visiting electives for students and institutions.

Voting Patterns Among Medical Students

David Warner, MS
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Nakul Narendran, BA
Medical Student
University of Cincinnati College of Medicine

Katelin Chappell, MS
Medical Student
University of Cincinnati College of Medicine

Dawn Bragg, PhD
Associate Dean for Student Affairs, Professor
University of Cincinnati College of Medicine

In 2022, the American Medical Association declared that voting is a social determinant of health. In addition, the American Medical Association Declaration of Professional Responsibility includes the physician's duty to "Advocate for social, economic, and political changes that ameliorate suffering and contribute to human well-being."

However, a study published in 2021 in the Journal of General Internal Medicine conducted between the years 2004-2018 found that the voter turnout among physicians is lower than the general population. This begs the question, what does voter turnout look like among medical students? In what ways does medical school positively and negatively influence students in their decision to vote in elections? What barriers do medical students face when trying to vote in elections? How can medical schools better support students in exercising their right to vote? Students at the University of Cincinnati College of Medicine sought to find answers to these questions through a survey with 299 respondents from 41 medical schools, and the findings will be presented in this discussion designed for faculty and students in medical schools across the country.

Upon reviewing this poster, participants will be able to:

- Identify ways medical school positively and negatively influences students in their decision to vote in elections.
- Identify barriers medical students face when trying to exercise their right to vote.
- Identify ways medical schools can address these barriers to support students in their effort to vote in elections.

W

Working Within: Utilizing your Space on Student-Faculty Committees to Advocate for Change

Kerry Swartz, BA
CWRUSOM

Throughout the 2022-2023 school year, CWRUSOM assembled a group of faculty and students to discuss the issue of reinstating AOA student membership. In 2020 AOA student selection had been paused due to student, staff, and faculty recognition of the historical and contemporary racialized biases in student selection. This committee was to determine whether or not AOA student selection on campus should be reinstated. Throughout the months, as a committee we determined that at the current time a truly unbiased, non-exclusionary AOA selection practice that properly accounted for the historical inequities of AOA selection could not be implemented.

The goal of this workshop is to help others formulate an action plan for advocating for social change within their institutions. We will use the case study of AOA-reinstatement at CWRU SOM and my role as member on the student-faculty committee as a case study.

Upon reviewing this poster, participants will be able to:

- Understand the importance of advocating for change as medical students and work to create a more equitable learning environment for their generation of physicians.
- Know how to get social justice conversations started on your campus.
- Strategize how to best take action, and brainstorm ideas on how to work within their school's administration to implement change.

Workplace Violence in Healthcare: Enhancing Student Preparation for the Learning Environment

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Tanja Adonizio, MD, MHPE
Vice Provost for Student Affairs
Geisinger Commonwealth School of Medicine

Susan Parisi, MD
Chief Wellness Officer
Geisinger Commonwealth School of Medicine

Halle Ellison, MD, MAS PSHQ, FACS
Director of Student Wellness, Associate Professor of Surgery and Palliative Care
Geisinger College of Health Sciences

Amidst the post-Covid-19 increase in violence against healthcare workers, our intervention focuses on raising awareness and disseminating local efforts to prepare medical students for potential threats and violence in the clinical learning environment. Our students are spread across multiple regional campuses, health systems, and states. Our initiatives span curricular and co-curricular elements, alongside policy development. We begin with systematic stakeholder identification, followed by engagement of multiple groups including students,

2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



Student Affairs, Medical Education, and health system entities. We emphasize a phased approach to prioritizing initiatives and integrating efforts to expand student preparation. Our work draws attention to the necessity for medical schools to systematically prepare students for potential threats or violence in the clinical learning environment. We hope our work inspires the medical community to consider workplace violence and incorporate learner groups when developing proactive measures to support clinical practice. We urge further research on the impact of workplace violence on medical students' well-being and professional development.

Upon reviewing this poster, participants will be able to:

- Explain why it is important to prepare medical students for threats or violence they may encounter during education and patient care.
- Identify key stakeholder groups at your institution to include when designing and implementing workplace violence prevention and response efforts.
- Describe an approach for data collection, monitoring, and feedback to stakeholders for continuous quality improvement.

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2024

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2024

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Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



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2024

Group on Student Affairs (GSA), Careers in Medicine (CiM), and Organization of Student Representatives (OSR) National Meeting



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2024

Group on Student Affairs (GSA),
Careers in Medicine (CiM), and
Organization of Student Representatives (OSR)
National Meeting



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