



JOSIAH MACY JR. FOUNDATION
FACULTY SCHOLARS PROGRAM
ANNUAL MEETING

JUNE 10–11, 2020



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INTRODUCTION



Against the backdrop of the COVID-19 pandemic, the Macy Faculty Scholars Program held its 9th Annual Meeting on June 10 and 11, 2020. For the first time in the program’s history, the Macy Faculty Scholars and their mentors did not gather in New York City for this anticipated yearly event — instead, we convened via videoconference from our homes and offices across the country. Though the meeting was streamlined to accommodate disrupted work and family schedules across multiple time zones, and we greatly missed the simple joy of seeing each another in person, we were thrilled and thankful to still have this opportunity to be together and learn from one another.

The meeting opened with a session to facilitate introductions, share personal updates, and reflect on the pandemic and the demonstrations against anti-Black racism and police violence precipitated by the death of George Floyd, which followed the deaths of Breonna Taylor and Ahmaud Arbery. I am grateful to the attendees for sharing their experiences and supporting one another, both during this specific session and throughout the year. The wisdom, strength, and generosity of the Macy Faculty Scholars community continues to inspire me.

The first day of the meeting also featured fantastic presentations from the 2019 class of Scholars about their Macy projects. Then, on the meeting’s second day, the 2018 class of Scholars presented their own exciting project and career updates. The Scholars’ excellent reports and the rich discussions they sparked were an absolute highlight of the meeting. I am very proud of our Scholars and the impact they’re making on health professions education.

I concluded the meeting by updating the attendees on the Macy Foundation’s newly-announced strategic plan and inviting their questions and comments. I deeply appreciate their thoughtful, stimulating remarks and conversation around our strategic plan and priority areas.

It has been a challenging and unprecedented year, and the 2020 Annual Meeting differed in many ways from those past — but the warm, collaborative, energizing spirit brought by the Macy Faculty Scholars family is a constant. I am so thankful to all the attendees for such an uplifting and invigorating meeting.

HOLLY J. HUMPHREY, MD, MACP
President, Josiah Macy Jr. Foundation

AGENDA

JUNE 10, 2020

WELCOMING REMARKS

Holly J. Humphrey, MD, MACP
Macy Foundation President

ATTENDEE INTRODUCTIONS AND REFLECTIONS ON COVID-19 PANDEMIC

2019 MACY FACULTY SCHOLARS' PRESENTATIONS AND DISCUSSION

Richard E. Greene, MD, MHPE, FACP
Amanda J. Kirkpatrick, PhD, RN
Barret Michalec, PhD
Rachel Marie E. Salas, MD, MEdHP, FAAN
Michael Westerhaus, MD, MA

JUNE 11, 2020

2018 MACY FACULTY SCHOLARS' PROJECT UPDATES AND DISCUSSION

Vineet Arora, MD, MAPP
C. Jessica Dine, MD, MSHP
Cynthia Foronda, PhD, RN, CNE, CHSE, ANEF
Coretta Jenerette, PhD, RN, AOCN, CNE, FAAN
Daniel J. Schumacher, MD, PhD, MEd

MACY FOUNDATION UPDATES AND DISCUSSION: NEW STRATEGIC PLAN, REVIEW OF MACY FACULTY SCHOLARS PROGRAM

Holly J. Humphrey, MD, MACP
Macy Foundation President

CLOSING REMARKS

Holly J. Humphrey, MD, MACP
Macy Foundation President

MACY FACULTY SCHOLARS FAMILY

2019 SCHOLARS

Richard E. Greene,
MD, MHPE, FACP
Amanda Kirkpatrick, PhD, RN
Barret Michalec, PhD
Rachel Marie E. Salas,
MD, MEd, FAAN
Michael Westerhaus, MD, MA

2019 MENTORS

David T. Stern, MD, PhD
Gail M. Jensen,
PT, PhD, FAPTA, FNAP
Christine A. Arenson, MD
Antoinette (Toni) Ungaretti, PhD
Joia Mukherjee, MD, MPH

2018 SCHOLARS

Vineet Arora, MD, MAPP
C. Jessica Dine, MD, MSHP
Cynthia Foronda,
PhD, RN, CNE, CHSE, ANEF
Coretta Jenerette,
PhD, RN, AOCN, CNE, FAAN
Daniel J. Schumacher,
MD, PhD, MEd

2017 SCHOLARS

Ashley Darcy-Mahoney,
PhD, NNP, FAAN
Maja Djukic, PhD, RN, FAAN
Jed Gonzalo, MD, MSc
Jennifer Kesselheim, MD, MEd, MBE
Jeanette M. Tetrault,
MD, FACP, FASAM

2016 SCHOLARS

DorAnne Donesky, PhD,
ANP-BC, ACHPN
Cristina M. Gonzalez, MD, MEd
Temple Ratcliffe, MD, FACP
Tyler Reimschisel, MD, MHPE
Jing Wang, PhD, MPH,
MSN, RN, FAAN

2015 SCHOLARS

Lauren Collins, MD
Cheryl L. Woods Giscombé,
PhD, PMHNP, FAAN
Deepthiman Gowda, MD, MPH, MS
Lisa Kitko, RN, PhD, FAHA, FAAN
Bridget O'Brien, PhD

2014 SCHOLARS

Laura Hanyok, MD
Douglas P. Larsen, MD, MEd
Sarah Peyre, EdD
Deanna L. Reising, PhD, RN,
ACNS-BC, FAAN, FNAP, ANEF
Charles Vega Jr., MD
Meg Zomorodi, PhD, RN, CNL

2013 SCHOLARS

Lisa Day, PhD, RN, CNE
Memoona Hasnain,
MD, MHPE, PhD
Kelly Karpa, PhD, RPh
Lauren Meade, MD, FACP
Mayumi Willgerodt,
PhD, MPH, RN, FAAN, FNASN

2012 SCHOLARS

Kenya V. Beard, EdD, AGACNP-BC,
NP-C, CNE, ANEF, FAAN
Ted James, MD, MS, FACS
Wrenetha A. Julion,
PhD, MPH, RN, CNL, FAAN
Wendy S. Madigosky, MD, MSPH
Sandrijn M. van Schaik, MD, PhD

2011 SCHOLARS

Eve R. Colson, MD, MHPE
Alan Dow, MD, MSHA
Dena H. Hassounah,
PhD, RN, ANP, PMHNP, FAAN
Jennifer S. Myers, MD
Roberta Waite, EdD,
PMHCNS-BC, FAAN, ANEF

NATIONAL ADVISORY COMMITTEE

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Heather Snijdewind

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MD, PhD, MEd
Jeanette M. Tetrault,
MD, FACP, FASAM
Sandrijn M. van Schaik,
MD, PhD



2019 MACY FACULTY SCHOLARS' BIOGRAPHIES



**RICHARD E. GREENE,
MD, MHPE, FACP**

New York University

Dr. Greene is an Associate Professor of Medicine at New York University (NYU) Grossman School of Medicine. Dr. Greene serves as the Faculty Director of Health Disparities Education through the Office of Diversity Affairs, and in this role he oversees the inclusion of Bias, Diversity, Equity, Health Disparities and LGBTQ topics into the culture and curriculum of NYU's medical center and educational programs. He also serves as an Associate Program Director for the Internal Medicine/Primary Care Residency Program where he teaches on general primary care topics, LGBTQ+ health, musculoskeletal medicine, bias, and health disparities. Clinically, Dr. Greene is the Medical Director for the Pride Health Center at NYC H+H/ Bellevue Hospitals. He serves as a Board Member of GLMA: Health Professionals Advancing LGBTQ Equality.



AMANDA KIRKPATRICK, PHD, RN

Creighton University

Dr. Kirkpatrick is an Associate Professor of Nursing at Creighton University College of Nursing (CUON) and Instructor of Record for an interprofessional health science elective course: IPE 515 – Interprofessional Palliative Care. Dr. Kirkpatrick is President of the Iota Tau Chapter of Sigma Theta Tau International and a Jonas Nurse Leader Scholar alumna (2016–2018, Villanova University). Dr. Kirkpatrick has received recognition for excellence in teaching, innovation, and research in the areas of interprofessional education, simulation, and palliative care. During the current pandemic, and given the necessity of online education and simulation, Dr. Kirkpatrick is receiving increased recognition as a consultant in virtual interprofessional simulation methods. Recent requests for webinars and online workshops have come from national organizations like NEXUS and colleges and universities nationwide. As a Macy Faculty Scholar, Dr. Kirkpatrick is promoting interprofessional competence development and relationship-based caring among students and clinicians through Virtual Interprofessional Simulations (VISion).



BARRET MICHALEC, PHD

Arizona State University

Dr. Michalec is the Director of the Center for Advancing Interprofessional Practice, Education and Research (CAIPER), and an Associate Professor in the Edson College of Nursing and Health Innovation at Arizona State University. Dr. Michalec's work explores socialization and professionalization processes and mechanisms nested within health professions education, inter-personal/professional interactions in the healthcare setting, disparities in health and the health professionals, and the experience of empathy among future and current healthcare providers.



RACHEL MARIE E. SALAS, MD, MED, FAAN

Johns Hopkins University

Dr. Salas is an associate professor in the Department of Neurology at Johns Hopkins Medicine with a joint appointment in the School of Nursing. She is the Director of the Neurology Clerkship. She is the Past-Chair of the American Academy of Neurology Consortium of Clerkship Directors and the Vice-Chair of the Undergraduate Education Subcommittee. Dr. Salas is an appointed member of the Alliance for Clinical Education. She is invested in an interprofessional approach to learning, focusing on the role of teams comprising individuals from different backgrounds and skillsets to enhance patient care. Dr. Salas is a certified strengths coach and uses a strength-based approach and coaching to connect to, support, and develop those involved with her educational mission and in her clinical practice. She is the director of the Interprofessional Education and Collaborative Practice for the School of Medicine. Nationally, she is a Co-Director for Interprofessional Teaming for the High Value Practice Academic Alliance, where she works to promote teamwork through a strengths-based approach.



MICHAEL WESTERHAUS, MD, MA

University of Minnesota

Dr. Westerhaus aims to understand and respond to structural forces that create social conditions leading to health inequities. As a primary care clinician at the Center for International Health, he bears witness to and supports refugee efforts to draw on social and cultural assets to seek health. As an educator with the organization EqualHealth and as an Assistant Professor of Global Medicine at the University of Minnesota, he utilizes experiential and action-based methods to teach social medicine that elevates the critical consciousness of health professionals. He is Program Director for the BRIIDGE program, which prepares international medical graduates for successful entry into US residency training programs. As co-founder of the Social Medicine Consortium, he leads efforts with a global community of educators who merge transformative pedagogy with strategic community organizing to mobilize power for advancing health equity. He received his MD from Harvard Medical School and completed the Global Health Equity residency at Brigham and Women's Hospital. He also received a Master's in medical anthropology from Harvard University.

2019 MACY FACULTY SCHOLARS' PROJECT SUMMARIES



RICHARD E. GREENE, MD, MHPE, FACP

New York University

A NOVEL CURRICULUM AND ASSESSMENT PROGRAM ON HEALTH EQUITY, BIAS, AND CULTURAL HUMILITY

BACKGROUND

Health inequities have been exposed to be a tenacious and recalcitrant issue in healthcare. Systemic and structural barriers to care, social determinants of health, and individual provider bias work together to create an inequitable system. Health professions educators strive to create curricula to address health equity, but the learning outcomes and the benefit to patients is largely unknown. Curriculum that is both personal and transformative, with faculty who are well-versed in the underlying causes of inequity, has been proposed as an effective approach to educating learners on these topics. Furthermore, assessment of learners is needed before the impact of such curricula on patient outcomes can be studied.

GOALS OF THE PROJECT

There were initially three goals of the project: a scoping review of the available literature on health disparities curricula, a review of the undergraduate and graduate medical education curriculum at NYU Grossman School of Medicine in order to evaluate what elements of the curriculum are effective and to propose an assessment program, and finally a faculty development program to enhance how health inequities are discussed in the clinical space.

PROGRESS TO DATE

The scoping review "Toward Cultural Competency in Health Care: A Scoping Review of the Diversity and Inclusion Education Literature" was published by Brottman et al. three months after I began this project. It was rigorous and thorough, and highlighted the lack of data on assessments of curriculum about health equity. Therefore, we evolved this element of the project into a new scoping review of specifically LGBTQ and transgender health educational activities with a focus on assessments. The review itself will identify and analyze LGBTQ health-related curricula including assessments. In this manuscript, the publications will be divided by LGBTQ curriculum in general and that which is specific to transgender and gender non-binary people, as this community faces the most recalcitrant health inequities.

The review of the local NYU curriculum across undergraduate medical education (UME) and graduate medical education (GME) is underway. We have assembled a research team, and using Kern's model for curriculum development, we are identifying the current elements of the curriculum that address health inequities. We employed a curriculum navigator, which produced a rudimentary first pass, and are now reviewing evaluation data from students (to the level of individual lectures and seminars). NYU Grossman School of Medicine has convened a task force to integrate Health Disparities and Social Determinants of Health into the pre-clinical curriculum and I have been appointed as Chair. The task force includes faculty from across disciplines, educationalists, experts in diversity affairs, and population health. This will expedite the curriculum review and the development of new curricular content, to ideally be incorporated as early as January

2021. It also affords the opportunity to add traditional assessments into existing written testing and simulation activities.

Additionally, after multiple meetings with national experts discussing the assessment of learners on the topic of health inequity, there is a strong idea that in addition to standard testing and simulation, reflection on values and inequity will be of value to understand learners' perspectives. One interesting option is an assessment of values during reflection on professional identity formation. Possible tools for use are the defining issues test (DIT2) or the professional identity essay (PIE). Students at NYU Grossman School of Medicine have already written PIEs, and the work of each student is reviewed by trained assessors. Inclusion of such a tool into the assessment program may be a vehicle to detect biases and insight into the drivers of equity. We have begun a pilot program to evaluate previously collected PIEs and review them for content related to health equity, and are considering a larger scale program with interns entering residency, pending the results of the pilot.

Finally, we are working on a faculty development program to assess how an implicit bias training impacts the faculty's learners. A goal of the program is to move away from learner satisfaction or self-assessment surveys and a step towards a more outcomes-focused measure. The preliminary idea is to use a survey to assess the climate of awareness of bias and disparities of faculty and staff and how this is conveyed to learners who rotate on that unit. A tool such as the C-CHANGE would be used for this survey, though no formal decision has been made. The plan was to workshop this idea in the Harvard Macy Institute educators course, which has been delayed due to COVID-19. This idea is still moving forward, albeit more slowly than expected.

NEXT STEPS

- Scoping review of LGBTQ Curriculum with Assessments (Goal: July 2020)
- Pilot study of using Professional Identity Essays to identify equity based values in early medical students (Goal: November 2020)
- Complete UME/GME Curriculum Review and Enhancement (Goal: January 2021)
- Assessment program to follow (Goal: TBD)
- Faculty Development bias intervention/learner climate survey (Goal: TBD)

ACKNOWLEDGMENTS

I would like to acknowledge my mentors, David Stern, MD, PhD, and David Irby, PhD, for their invaluable contributions to my work so far. Additionally, Colleen Gillespie, PhD; Adina Kalet, MD, MPH; Sondra Zabar, MD; Tiffany Cook; Blen Girmay, MD; and Sam Dubin, MD.

2019 MACY FACULTY SCHOLARS' PROJECT SUMMARIES



AMANDA J. KIRKPATRICK, PHD, RN

Creighton University

VIRTUAL INTERPROFESSIONAL SIMULATION: A "VISION" FOR THE FUTURE OF HEALTH PROFESSIONS EDUCATION

BACKGROUND

The Interprofessional Education Collaborative and National Consensus Project for Quality Palliative Care (PC) advocate for interprofessional (IP) collaboration and quality PC as global priorities. Health care professional (HCP) school accreditors require IP collaborative practice experiences, and PC is an ideal platform for demonstrating team collaboration. Deficiencies in preparing HCPs for IP and PC care delivery exist, including curricular deficits, lack of IP collaboration, and neglect of communication skills. Additionally, the current pandemic has highlighted the need for HCPs and IP teams to acquire new skills and creative solutions that overcome physical distancing barriers and address the social isolation of patients with chronic and serious illness and their families.

A team of IP faculty at Creighton University developed an online IP PC course to address the need for increased PC education while increasing IP team competence. Online education offers flexibility and self-paced instruction, but often leaves students craving personal connections — especially during a pandemic. Providing virtual synchronous learning opportunities that engage and connect peer learners can be challenging but is often required to meet interprofessional accreditation standards. Virtual Interprofessional Simulation (VISion) is an experiential learning activity that overcomes physical distancing barriers, promoting collaboration and team-based competency development while connecting learners in meaningful relationships with peers, faculty, and patients. Actor-based virtual simulations (aka VISion) use a live video web-conferencing platform to provide students with the human connection they need while synchronously taking part in IP team roles.

This project will promote VISion as a new model of IP clinical education, transforming distance education and providing an optimal clinical learning environment founded in learner- and patient-centered pedagogy.

PROJECT AIMS

- Develop guidelines and a repository of validated, reliable PC VISion scenarios.
- Expand enrollment of IP students and clinicians in a PC elective.
- Study and disseminate VISion outcomes.

PILOT OUTCOMES AND DISSEMINATION

The IP PC course includes eight modules covering IP principles of PC and a two-part virtual simulation. The simulations require student teams to develop holistic PC plans for an adult standardized patient with heart failure during two phases of care: 1) an inpatient PC team consult at midterm and 2) a home hospice simulation at final. IP self-competence, PC self-efficacy, IP team performance, and student perceptions of course impact were evaluated over two semesters among a convenience sample of 24 health science students enrolled

in the pilot course (4 medicine, 4 nurse practitioner, 4 pharmacy, 4 undergraduate nursing, 4 occupational therapy, 2 physical therapy, and 2 social work students). Outcomes of these inaugural semesters were analyzed and disseminated.

- IP self-competence scores were significantly increased (16% mean increase).
- PC self-efficacy increased on all items between VISion 1 and 2, especially understanding of chaplain and nurse practitioner roles.
- Students were rated as competent on all objective measures of team competence. Strengths in teamwork, IP communication, and patient-centered problem-solving were noted.
- Qualitative themes supported this quantitative data, revealing four themes: 1) value of each team member, 2) importance of teamwork, 3) palliative care confidence, and 4) feeling connected.

The course provided a supportive environment to work through emotionally charged content and personal anxiety and grief that surfaced. Despite the online format and sensitivity of course content, students felt connected to the university and other students in the course. Findings of this small pilot support sequential, two-phase VISion as an effective method for evaluating student IP team performance and promoting self-awareness and self-efficacy in PC. These findings have been disseminated at national and international conferences and have been prepared into two separate manuscripts for publication.

Additionally, a VISion development worksheet and resources were created and made publicly available through Creighton's Center for Interprofessional Practice, Education, and Research [resource page](#). Invited national webinars and consultation have been scheduled to instruct IP faculty on VISion methods that adhere to simulation best practices and overcome students' learning barriers despite the pandemic.

Next steps include a comprehensive integrative review of virtual interprofessional simulation studies to determine gaps in knowledge and evaluate the need for enhanced simulation guidelines that include specialized VISion considerations.

COURSE REVISION AND SCENARIO DEVELOPMENT

Informed by pilot evaluation data, the IP PC course was revised to include a case study discussion board for practice or IP team communication and role contribution prior to students' first VISion experience. The newly revised course is now offered twice annually, and each simulation includes faculty co-facilitators and the participation of chaplain interns on the IP team.

Next steps include the first admission of chaplain residents into the full IP PC course in the fall 2020 semester, and admission of dental and the physician's assistant students in spring 2021.

Plans for a continuing education version of the IP PC course are also underway.

Two new VISion scenarios have also been developed: 1) a pediatric intensive care scenario and 2) a perinatal loss situation.

Up to four additional PC scenarios involving at-risk and vulnerable populations will be developed and validated by summer 2021.

Results of an integrative review will be used to identify research priorities and develop a study proposal of new VISion scenarios in spring 2021.

2019 MACY FACULTY SCHOLARS' PROJECT SUMMARIES



BARRET MICHALEC, PHD

Arizona State University (previously University of Delaware)

INTERPROFESSIONAL TRAINING IN EMPATHY, AFFECT, & MINDFULNESS (I-TEAM™)

BACKGROUND

The Interprofessional Training in Empathy, Affect, & Mindfulness (I-TEAM™) was designed to promote and cultivate collectivity, solidarity, connectiveness, and a general sense of we-ness and person-hood among health profession students. Grounding the program in the tenets of the IPEC Competencies, as well as de Waal's Russian Doll model of empathy, the program focuses on *decategorization* (of in- and out-groups) and enhancing commonalities among health profession students, that promote students' overarching personalization and shared values and identity.

STRUCTURE OF I-TEAM™

I-TEAM™ is a semester-long immersive professional development program fully and explicitly integrated in a majority of the graduate programs within the College of Health Sciences (CHS) of the University of Delaware (UD). Thus, it uniquely represents a sustained and integrated approach to teaching students clinical skills in an interprofessional setting. It features a hybrid structure where online "lectures" are presented every two weeks and students meet for in-person Training Sessions every three weeks. The online lectures (30–45 minutes each) focus on the conceptual and theoretical foundations of empathy, mindfulness, emotions, and affect — spotlighting approaches and perspectives from a socio-historical lens. During the in-person Training Sessions (60–90 minutes), students meet in their respective eight-person interprofessional groups to review lecture material and engage in "workouts," small group discussions, and reflection exercises. Practices of mindfulness are embedded throughout the entire program to promote well-being, prevent burnout, and preserve empathic resilience.

The premise behind the "workouts" approach to teaching empathy is quite simple: you would not run a marathon without training, or squat 350lbs without building up to it; without effective and holistic training, you would risk serious injury. So why do we expect health profession students to be empathic providers without providing them ample and consistent opportunities to train their empathy "muscles" (i.e., the various mechanisms associated with the empathic experience)? If someone tossed you a 30lb medicine ball and you had very little capability, capacity, or willingness to catch it, you would either let it fall to the ground, or it would hit you in the chest or arms and, in turn, it may actually cause significant pain or damage.

Examples of developmentally progressive "workouts" featured within I-TEAM™ include: journaling (individual and interactional), body and emotion scans, breathing-focused meditation, observation exercises, mindful listening, facial affect recognition training, and simulations (among others). Students also engage in reflections following certain workouts and regarding specific readings and videos/ films to help reinforce learning objectives.

The I-TEAM™ program was piloted in the fall semester of 2019 with over 150 students enrolled from Nursing, Physical Therapy, Epidemiology, Clinical Exercise Physiology, Dietetics, Speech Language Pathology, and Clinical Psychology.

EVALUATION & ASSESSMENT METHODS OF I-TEAM™

- **Surveys:** Administered via Qualtrics, Pre (August 2019) and Post (December 2019) I-TEAM. Surveys were designed to assess students' levels of empathy (Interpersonal Reactivity Scale [Davis, 1980]), subjective well-being (Mental Health Continuum, short form [Keyes, 2002]), perceptions of their own and other health professions (Student Stereotype Rating Questionnaire [Hean et al., 2006]), and particular demographic characteristics.
- **Interviews:** Conducted post-I-TEAM with a subsample of 18 students — at least 2 from each cohort.
- **Course Evaluations:** Administered at end-of-program, assessing goals/aims, experiences, perceptions, engagement, instructors, etc.
- **Observations:** Conducted during each I-TEAM Training Session.

KEY RESULTS FROM PILOT OFFERING OF I-TEAM™

- **Empathy:** Students significantly improved in empathy scores from T1 to T2, specifically in *Empathic Concern* ($t(177) = -2.32, p < .05$) and *Perspective Taking* ($t(175) = -7.40, p < .001$).
 - Students did not significantly increase (or decrease) in the dimensions of *Fantasy* or *Personal Distress*.
 - Students who had higher ratings of Empathic Concern at T2 were more likely to report **continuing the I-TEAM™-related mindful practices** on their own ($\beta = .03, t = 2.19, p < .05$).
- **Well-Being:** Did not find any significant differences between discipline-specific groups from T1 to T2 (i.e., change) on any dimensions of well-being, nor was any dimension of well-being associated with the significant changes in empathy scores.
- **Stereotypes (SSRQ):** Students' perceptions of various health professions do shift within the earliest stages of their professionalization and socialization and may be (positively) impacted by early offerings of interprofessional programming (like I-TEAM™).
 - Evidence shows that over the course of the I-TEAM™ program, students gained keen insights into, knowledge of, and perhaps even respect for, other health professions in regards to their *Leadership*, *Independence*, and *Team-ness*.

2019 MACY FACULTY SCHOLARS' PROJECT SUMMARIES

- **Student Goals for I-TEAM** (and % agree goal was met): The top five student goals were (in order of most common):
 1. *Meet/make friends/learn about people from other departments/professions* (73%)
 2. *Better understand empathy and mindfulness* (82%)
 3. *Learn practices of self-care, self-awareness, and burnout prevention* (90%)
 4. *Eat good food* (83%)
 5. *Improve communication skills* (61%)
- **Student Evaluations of I-TEAM:**
 - *Do you feel you learned anything new about empathy?* The most frequent response-categories were: a) students learned more about empathy as an experience, and b) students felt they can enhance their empathic ability with practice.
 - *Do you feel you learned anything new about mindfulness?* Students commonly reported: a) learning about the breadth of mindfulness practices, and b) the science/empirical evidence associated with research on mindfulness.
 - *Do you feel you learned anything new about other health professions?* The most common categories of responses to this question were related but somewhat distinct. They include: a) learning the roles of other health professions, and how they are related to their own; b) learning about the structure of other health professions education (and the associated challenges); and c) that they were all going through rigorous and challenging programs.
 - *What are some (specific) areas you think the I-TEAM™ program could be improved?* There were two very prominent response-categories to this question: a) more clinical relevance/experience, and b) less lecture-review at the beginning of each training session.
 - *What are some (specific) aspects of the I-TEAM™ Program that you have enjoyed?* Students consistently noted how: a) the food, b) working/meeting with students from other health professions, and c) the mindfulness exercises were what they enjoyed most about the program.
- **Interviews:** Interviewees consistently noted the potential value in:
 - a) changing up the interprofessional table groups each (or every other) Training Session, b) integrating clinically-oriented case-studies/vignettes in to the Training Sessions, and c) minimizing/eliminating the lecture review at the beginning of each Training Session.

Observations: Observation notes taken during Training Sessions suggest that particular workouts (including specific Mindfulness Practices) resonated more strongly with the students than others — these included: I-TEAM™ Bingo, the Gift of Listening, Mindful Eating, Emotion Scans, the Elephant List, and Lego & Communication. Observation-based data also revealed that although all students were attentive and participated in each workout, many students did not engage with the brief lecture review held at the beginning of each Training Session.

Students in the I-TEAM™ program significantly improved in empathy scores, specifically *Perspective Taking* and *Empathic Concern*. Although I cannot argue that I-TEAM™ caused the positive change in empathy scores exclusively, we did find, through the analysis of the qualitative data, that students also reported learning extensively about the experience of empathy (and mindfulness), other health professions, and their fellow students/peers, and demonstrated shifts in perspectives regarding other health professions. Taken together, the evidence suggests that the I-TEAM™ program had (positive) impact on health professions students' empathy levels. Furthermore, given that students did not significantly increase in *Fantasy* or *Personal Distress*, it is possible that the I-TEAM™ program targeted the specific components it was designed to address — and that this approach may indeed be triggering (to some extent) my concept of *empathic resilience*.

2019 MACY FACULTY SCHOLARS' PROJECT SUMMARIES



RACHEL MARIE E. SALAS, MD, MED, FAAN

Johns Hopkins University

THE INTERPROFESSIONAL EDUCATOR CERTIFICATE PROGRAM

BACKGROUND

The quintessential Interprofessional Collaborative Practice environment values the clinical expertise of every member of the healthcare delivery team to optimize care. To help facilitate the cross-pollination of thoughts and perspectives to achieve this interprofessional healthcare goal, healthcare educators need to be brought together in a shared learning environment. Currently, only a limited number of interprofessional education certificate programs exist nationally, with most housed in the School of Medicine which could potentially be perceived as a non-neutral interprofessional learning environment. Recent literature focused on burnout has identified efforts to highlight the “meaningful aspects of our profession” as an effective approach to well-being and burnout mitigation. A formal interprofessional certificate program will aim to cultivate an environment that fosters professional identity, satisfaction, pride, and priority in both teaching and mentoring our future leaders in healthcare and therefore will be crucial in solidifying a viable future interprofessional mentor and teaching pool.

PURPOSE/AIM

The goal is to create and implement The Interprofessional Educator Certificate Program at Johns Hopkins (JH) to recognize, develop, and nurture faculty as Interprofessional Educators. The program aims to foster the development of skills needed to be a successful interprofessional role model, cultivate an educational environment that facilitates excitement and innovation around interprofessional and professional identity, and develop an educational environment that promotes recognition and encourages the joy of medicine for interprofessional teaching faculty across disciplines. This program will provide a much-needed centralized organization of educators that will help lead and support local educational interprofessional efforts and provide a nexus for the professional development and certification of interprofessional at JH and Maryland. This program will be housed in the School of Education to promote synergy among the healthcare disciplines working together under the interprofessional in healthcare vision. The School of Education already has a Master of Education Program for Health Professionals (MEHP) and therefore serves as an ideal interprofessional learning environment providing educational theory and nurturing for those invested in medical education.

- To create an innovative, effective program that fosters the development of the skills necessary for being a successful Interprofessional Educator
- To execute an effective program that cultivates an educational environment that facilitates excitement and innovation about interprofessional and professional identity in both faculty and trainees
- To promote an educational environment that promotes successful recognition and encourages the joy of medicine for interprofessional teaching faculty across disciplines

PROGRESS AND OUTCOMES TO DATE

I have spent this year doing smaller projects to obtain more experience and professional development and allow me to obtain pilot data so that I can apply for funds to complete my Macy project. First, I was accepted into the AMA Health System Science Academy which has provided training, mentorship, and networking for me to develop and pilot a program for trainees. I teamed up with interprofessional educational leaders to develop and offer two new GME curriculum tracks (Health System Science and Health Humanities) that parallel the trainees' specialty training program. I also received an innovation education grant from the AMA to create a strengths-based coaching program for interprofessional faculty role models and teachers. This has allowed me to think more about my interests in professional identity and how to build a program that meets the needs of faculty who teach interprofessional learners. Additionally, I have been working with Dr. Ungaretti and interprofessional educators to put together a proposal that will provide the vehicle to support my Macy project within a larger initiative within the School of Education.

NEXT STEPS

We plan to apply for funding to support my Macy project as well as expand the reach of the Master of Education for Health Professionals Program. The study will allow us to perform a formal needs assessment, examine the current MEHP curriculum, and identify opportunities for expanding the curriculum from an interprofessional perspective and initiate a pilot program.

ACKNOWLEDGMENTS

First and foremost, I want to express my gratitude to the Macy Foundation for allowing me to be part of the Macy Family. I also want to acknowledge Dr. Toni Ungaretti for her commitment to this project and continued mentorship. If it was not for Dr. Ungaretti, I would not have applied to the Master of Education program which started my development as a formal educator in Interprofessional Education. Dr. Ungaretti is truly a Master Educator and has not only inspired me, but countless other clinicians to become medical educators. I also want to acknowledge Dr. Charlene Gamaldo (my work BFF) who has continued to support me — much of what I have accomplished in my career would have not been possible without her. Dr. Laura Hanyok has also been extremely supportive and has been there to provide new opportunities for me to expand my reach at JH. Without funding and support from the American Medical Association, the initial groundwork in my project would not have been possible. I would also like to acknowledge and express great gratitude toward Dr. Kelley Skeff (my national advisor), who has given me sage advice regarding my project, inspired me to continue my formal training, and helped me find "my brand." I would like to thank Dr. Richard Milter (Carey Business School) and Dr. Kathleen White (Nursing) who are working with Dr. Ungaretti and me to expand our project reach. I also want to thank the Vice-Dean in Education (Dr. Roy Ziegelstein), Associate Deans for UME (Dr. Nancy Hueppchen), and GME (Dr. Jessica Bienstock), Dr. Elizabeth "Ibby" Tanner (Nursing), Dr. Deborah Dang (JH Health System), and Dr. Justin McArthur (Neurology Director) for their support of me and my interprofessional and educational efforts at JH. Lastly, I want to thank Paula David, Bernadette Clark, Dr. Sharon Park, Keri Bischoff, my Macy cohort, and most of all my family for all their support and encouragement.

2019 MACY FACULTY SCHOLARS' PROJECT SUMMARIES



MICHAEL WESTERHAUS, MD, MA

University of Minnesota

TEACHING TO TRANSFORM: DESIGNING, DELIVERING, AND EVALUATING A COMMUNITY-INFORMED CURRICULUM ON THE SOCIAL AND STRUCTURAL DETERMINATION OF HEALTH

BACKGROUND

Health professionals now more commonly acknowledge that social and structural factors influence the health of their patients. Yet, formal health professional curricula rarely dedicate adequate content examining how social forces, such as racism, patriarchy, colonialism, and neoliberal capitalism, will impact both their patients and themselves or how to effectively respond. Some health educators argue that such topics fall outside the purview of our disciplines and don't belong in health professional curricula; others argue that while they are important, there just isn't enough space in already crowded curricula.

When such material is included, it is often presented through didactics that fail to engage learners or is facilitated by faculty without the proper preparation or comfort to facilitate such content. Learners thus emerge with vague understandings of the social and structural determination of health and the sense that they are either powerless to do anything about it or that it is someone else's responsibility to address it. Without clear understandings and strategies for response, health professional graduates then uncritically enter systems and relationships with the potential to reinforce social forces that harm the health of patients and communities with whom they work.

GOALS

Broadly, my project as a Macy Faculty Scholar aims to reimagine the possibilities for educating health professionals on the social and structural determination of health by deepening our understanding of how teaching this material transforms teachers, students, and communities through the development of critical consciousness. Through ethnographic and quantitative outcome measures, I am evaluating how exposure to such content impacts the socialization of health professionals, their future career trajectories, and their ability to actively contribute to social change. In addition, I am further developing and testing new forms of critical pedagogy that challenges students and teachers alike to question and undo oppressive ideologies and practices. Ultimately, I seek to identify learning environments and educational platforms that best prepare health professionals to emerge from training capable of not only acknowledging social forces that harm the health of their patients but also responding to and partnering with communities to transform society in ways that advance health equity.

PROGRESS AND UPDATES

In order to build institutional relationships and map out factors that inhibit and promote inclusion of content on the social and structural determination of health, I conducted twenty meetings during the Fall 2019 with educational leaders in the health professions at the University of Minnesota and HealthPartners. Through these meetings, I learned that growing faculty and student interest in such material exists but remains aspirational because of curricular space issues and accreditation processes; I learned that precedent doesn't exist for how to evaluate the impact of this type of content; I learned that demonstrating how outcomes from courses map onto standard milestones is critical

for curricular legitimacy and traction; I connected with allies doing similar, but unrecognized work; and I earned our courses designation as official interprofessional educational (IPE) activities.

- Between September 2019 and January 2020, I co-lead the design and delivery of three interprofessional courses focused on the social and structural determination of health:
- *Global health in a Local Context: An Experiential Course on the Social Determinants, Health Equity, and Leading Change in Minnesota* (taught in the Twin Cities)
- *Advancing Health Equity: The Structural Determination of Health at Home and Abroad* (taught in the Twin Cities utilizing the text *Introduction to Global Health Delivery* by my mentor Joia Mukherjee)
- *Beyond the Biologic Basis of Disease: The Social and Economic Causation of Illness* (taught in Uganda and Rwanda)

Integrating structured teaching team dialogue, rigorous student feedback, and ethnographic participant-observation into course delivery provided a set of rich preliminary observations to inform the design of a formal research evaluation of the pedagogies and content that promote transformational learning and the development of critical consciousness. These preliminary observations highlighted that self-reflection on personal identity, problem-based learning that pairs active exploration of the root causes of health inequities with exposure to a set of tools to collectively address these root causes, and cultivating relationships with the community that allow for honest acknowledgement of historical oppression are critical components of transformational learning experiences that deepen engagement with the social and structural determination of health.

Extensive literature review and ongoing mentor conversations have further enriched my work thus far. My literature review and mentor conversations have focused on previous theoretical work and pragmatic action in the fields of medical anthropology and medical education that examines critical consciousness, transformational learning, medical perception and socialization, community-based participatory curriculum development, and social change.

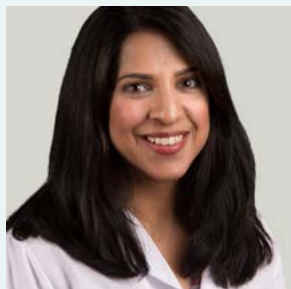
NEXT STEPS

I will next submit my IRB application. During the fall of 2020, I will conduct focus group and one-on-one interviews with members of the community to inform the curricular design. Their input will be integrated into the redesign of our course content and pedagogy. The redesigned course will be offered in the spring of 2021 and a combination of ethnographic and quantitative methods will be used to evaluate my hypothesis that: *Exposing health professionals to a community-informed educational experience that pairs a transformative learning environment with a social medicine conceptual framework builds critical consciousness that increases participation in collective action that contributes to social change.* Data analysis and publication of results will occur following course completion in the summer of 2021.

ACKNOWLEDGEMENTS

This project finds deeper roots and grows new branches through the collective trust, generosity, innovation, and creativity of many individuals and communities, including the Macy Foundation Family, the core facilitation teams for our Twin Cities and Uganda courses (Amy Finnegan, Jennifer Hines, Madhuri Shors, Owilli Alex Olorus), community partners and facilitators (Jim Bear Jacobs, zAmya Theater troupe, Wing Young Huie, Xong Mouacheupao, Steve Nelson, Peter Rachleff, Marvin Anderson, Rose Roach), my project mentors (Joia Mukherjee, Samuel Thier, Arthur Kleinman), educational leaders in the UMN and HealthPartners (James Nixon, Andrew Olson, Felix Ankel, Anne Pereira, David Power, Shailey Prasad, and Mark Rosenberg), the Social Medicine Consortium and EqualHealth communities, and my patients at the Center for International Health. For all of their contributions, I hold gratitude.

2018 MACY FACULTY SCHOLARS' PROJECT UPDATES



VINEET ARORA, MD, MAPP

University of Chicago

EVALUATING, SUSTAINING, AND SPREADING IGNITE (IMPROVING GME NURSING INTERPROFESSIONAL TEAM EXPERIENCES)

GOALS

The goals of this project are to (1) determine if IGNITE unit-based teams that partner residents with nurses and other health professionals to execute a performance improvement project result in the creation of high reliability teams, (2) evaluate the overall impact of the IGNITE teams on overall physician-nurse collaboration and patient care outcomes, and (3) create a sustainability and spread plan to disseminate and support IGNITE.

MAJOR ACCOMPLISHMENTS/RESULTS

With the support of our institutional leaders and funding from both the ACGME Pursuing Excellence Initiative and the Macy Foundation, IGNITE has successfully spread and sustained in nine service lines engaged over 100 physicians and nurses. Our outcomes include improved clinician engagement for two years (Press Ganey measures of teamwork and communication), increased interprofessional collaborative competence attainment via ICCAS instrument, and improved patient outcomes (length of stay, costs, patient experience).

PERSONAL ACHIEVEMENTS

I have presented IGNITE at the 2019 Association of American Medical Colleges Learn Serve Lead Conference. Results from IGNITE was also presented as an oral abstract at the ACGME Annual Educational Conference in 2020 and selected for oral presentation at the AMA GME Innovations Summit (cancelled due to COVID-19). Professionally, I assumed a new bridging leadership position, the Associate Chief Medical Officer-Clinical

Learning Environment, which provides a platform to promote interprofessional engagement in quality, safety, and value at The University of Chicago. I was also elected to the National Academy of Medicine.

NEXT STEPS

I am currently working on disseminating our findings, creating a sustainability plan with our leadership team for IGNITE, completing the qualitative coding and analysis of our interviews of our champions. Lastly, we are actively adapting our work to the socially distanced hospital environment as COVID-19 continues to affect not just medical care, but every fabric of our society.



C. JESSICA DINE, MD, MSHP

University of Pennsylvania

**DEVELOPMENT OF AN INTERPROFESSIONAL
WORK PLACE BASED ASSESSMENT TOOL FOR
LEARNERS IN THE HEALTH PROFESSIONS**

OBJECTIVE AND RESULTS

The objective of this proposal was to design an interprofessional workplace-based assessment tool to use in the clinical learning development. The initial project design using a reductionist approach underscored the intricacies of interprofessional collaboration. Complexity theory and strength-based practice therefore informed an alternative approach. A validated strength assessment tool demonstrated that healthcare professionals demonstrate different patterns of strengths. Preliminary data suggests that strength patterns may be associated with different collaboration strategies. A new assessment strategy will be based on strength-based strategies.

PERSONAL ACHIEVEMENTS

As a direct result of this grant, I was able to gain additional skills and broaden my network of collaborators. This has led to a new position as Associate Dean for Faculty Development, new strategies to provide faculty development across health care professional schools, presentations at medical education conferences, and several publications.

2018 MACY FACULTY SCHOLARS' PROJECT UPDATES



**CYNTHIA FORONDA,
PHD, RN, CNE, CHSE, ANEF**

University of Miami

USE OF SIMULATION AND TELEHEALTH TO CREATE LONGITUDINAL EXPERIENCES WITH STUDENTS, PATIENTS, AND FAMILIES: A NEW MODEL BRIDGING HEALTHCARE EDUCATION WITH PATIENT OUTCOMES

OBJECTIVE

The objective of this project is to implement and evaluate a tailored simulation and telehealth curriculum for caregivers of children with asthma. This project serves as a longitudinal model to foster clinical experiences for health professions students that bridges them to vulnerable patients and families in the community through telehealth.

FINDINGS TO DATE

Our integrative review of the literature revealed the psychosocial and economic burdens that family caregivers of children with asthma face. Family caregivers experience psychosocial burdens including anxiety and depression, stress, worry, fear, decreased quality of life, lack of knowledge, decreased sleep, family stress, health disparities based on ethnicity, and healthcare communication challenges. Economic burdens are related to insurance challenges and missed work. Family caregiver outcomes have been shown to predict child outcomes. Informed by these data, we have developed a curriculum for family caregivers that incorporates:

1) How we breathe with asthma, 2) Medication Management, and 3) Self Advocacy/Communication with Providers. The simulation-based learning program will be offered through weekly telehealth visits on participants' smartphones.

ACCOMPLISHMENTS

Over the past two years, I have applied for five grants, published 15 articles, and provided 15 presentations. These publications are in journals including *Journal of Pediatric Nursing*, *Journal of Pediatric Health Care*, *Hispanic Healthcare International*, *Clinical Simulation in Nursing*, and *Simulation in Healthcare*. Our team presented at the International Society for the Improved Use of Medicines Conference in Thailand and won the first place poster award. I have been proud to serve as President of the International Nursing Association for Clinical Simulation and Learning over the past year and lead during the pandemic. We have worked to shape policy by creating a Position Statement on the Use of Virtual Simulation during the Pandemic and provide numerous virtual simulation resources to our members.



**CORETTA JENERETTE,
PHD, RN, AOCN, CNE, FAAN**

University of South Carolina

SIMULATION IN PHD PROGRAMS (SiPP©) TO PREPARE SOCIAL JUSTICE ADVOCATES

BACKGROUND

Most would agree that nursing is a helping profession and thus should advocate for social justice. To be effective advocates, nurses at all levels of education need to learn about important concepts to include social determinants of health (SDOH). Moreover, nurses do not work in silos and need an understanding of the importance of interprofessional education (IPE) and team science. Simulation is an important aspect of clinical education for nurses. However, when it comes to educating nurses in PhD programs, most learning is didactic, with simulation rarely used. Although underutilized, simulation could be the key to improving IPE and SDOH education to ensure the nursing workforce is prepared to advocate and improve outcomes for minority and underserved populations.

GOALS OF PROJECT

Simulation in PhD Programs, or SiPP©, is designed to fill a gap in educational preparation for nursing students by incorporating experiential SDOH and IPE activities. Simulations are produced to represent an activity of interest, including key characteristics, behaviors, and functions. The goal of SiPP© is for simulation to enrich nursing's PhD curriculum to influence the academic experience of future nurse scientists to better engage in research, clinical practice, and education with a firm understanding of the impact of SDOH and the power of IPE as they obtain skills as social justice advocates. Simulation can help achieve this via a broadened understanding of responsible research conduct, exposure to demographically-

matched role models and patient populations, immersion in health disparities attributed to SDOH, and provision of an interprofessional perspective regarding challenges to patients and their care, caregiving, and health outcomes.

PROGRESS TO DATE

SiPP© activities are being conducted at the University of South Carolina College of Nursing (UofSC CON). The UofSC CON PhD Council approved the integration of SiPP© into the PhD in Nursing program. As a first step in integrating SiPP© into the PhD in Nursing curriculum, the following were mapped: PhD program learning outcomes; course student learning outcomes, SiPP© objectives, and approach; simulation student learning objectives; and the course and timing of activity. Two SiPP© cases have been integrated into PhD courses. In Fall 2019, an online authentic learning activity focused on informed consent was deployed in a first-year course where students are learning the role of the nurse scientist. In Spring 2020, a face-to-face SiPP© case was integrated throughout the semester in the qualitative methods course for second-year students. Cases are designed using Kolb's Experiential Learning Theory and evaluated using Walter's Emancipatory Nursing Praxis (ENP), which is a mid-level theory that illuminates the transformative process leading to the development of a social justice orientation. The goal of SiPP© is to enhance the students' orientation toward social justice based on the four stages of the ENP (becoming, awakening, engaging, and transforming) while meeting course objectives. SiPP© feedback has been overwhelmingly positive, with evidence of moving students from awakening toward transforming in the social justice orientation. Students describe the experience as powerful, a model for instruction, invaluable, and the best PhD experience ever.

2018 MACY FACULTY SCHOLARS' PROJECT UPDATES

NEXT STEPS

SiPP© was disseminated at a regional conference and webinar. The next steps focus on scaling and impact. SiPP© will be presented via a virtual presentation at the 2020 conference of the South Carolina Nursing Education Simulation Alliance. Additionally, SiPP© will be incorporated in a podium presentation at three combined conferences in Spring 2021: ANCC National Magnet Conference®, ANCC Pathway to Excellence Conference®, and the ANA Quality and Innovation Conference.

A first authored SiPP© manuscript is in press with the journal *Nursing Education Perspectives*. SiPP© will be included in a manuscript being drafted for the *Journal of Nursing Education*. A product of SiPP© from the qualitative methods course will be submitted to *Ethnicity and Health*, Summer 2020.

In September 2020, I will be inducted into the National League for Nursing (NLN) Academy of Nursing Education. This recognition demonstrates my distinction in transforming and advancing excellence in nursing education.

My commitment to improving health outcomes for individuals and families living with sickle cell disease is an integral part of my Macy project. Sickle Cell 101 is a non-profit organization that specializes in sickle cell education for the patients, caregivers, healthcare professionals, and other key stakeholders affected by sickle cell disease and trait globally. In July 2020, I was selected by Sickle Cell 101 as the National Sickle Cell Advocate of the Year.

Lastly, I recently completed a certificate in Diversity and Inclusion from Cornell University. This work allowed me to understand the perceptual, institutional, and psychological processes that impact the ways people interact with each other. These processes take place in the workplace and the healthcare setting.

ACKNOWLEDGEMENTS

Completing my Macy project has shown me the significant integration that exists in my academic roles of teaching, research, and service. My experiences as a Macy Scholar have increased my expertise as an educator, and I have used my research experience within my educator role and developed new service opportunities. This experience is an example of work-life integration.

This transformational work would not be possible without the support of my local and national advisors and mentors. Nationally, I am honored to be supported by Debra Barksdale, PhD, RN, FAAN, and Afaf Meleis, PhD, RN, FAAN. Locally, I am grateful for the support of my Dean, Jeannette Andrews, PhD, RN, FAAN, and the Director of Simulation, Crystal Graham, PhD, RN. I have also made connections with new colleagues through the Harvard-Macy Institute. Lastly, I am forever grateful to be a part of the Macy family — especially the 2018 cohort.



DANIEL SCHUMACHER, MD, PHD, MED

Cincinnati Children's Hospital
Medical Center

CLINICAL COMPETENCY COMMITTEE ENTRUSTMENT DECISIONS: AN EXPLORATION OF CRUCIAL ASSESSMENT DATA, BARRIERS, AND GAPS

OBJECTIVE OF PROJECT

Research on entrustable professional activities (EPAs) has focused on EPA development with little attention paid to implementation experiences. This constructivist grounded theory study sought to begin filling this gap through exploring the experiences of pediatric residency programs with implementing EPAs as an assessment framework.

MAJOR ACCOMPLISHMENTS AND RESULTS OF PROJECT

Participants described a range of facilitators and inhibitors that influenced their efforts to implement and assess EPAs. These included: 1) alignment of EPA construct with local views of performance and assessment, 2) residency curriculum, 3) Clinical Competency Committee structure and process, and 4) faculty engagement and development. Areas described as facilitators by some participants were noted to be inhibitors for others. The sum of a program's facilitators and inhibitors led to more or less ability to implement and assess EPAs. Finally, the first factor functions differently from the others; it can shift the entire balance of the other factors toward or away from the ability to implement and assess EPAs. This study, which is under review currently, helps fill a void in implementation evidence for EPAs in this area through better understanding facilitators and inhibitors influencing their implementation and assessment.

PERSONAL ACHIEVEMENTS

I successfully defended my PhD at Maastricht University in March 2020, just as the pandemic was taking hold worldwide. My defense was virtual but better attended than it would have been in person given the ability of friends and colleagues from across the globe to join.

Over the past two years, I have received over \$1 million in funding from my organization to develop an education research unit and education research scholars program. The scholars program seeks to develop the research abilities of two mid-career faculty per year with the goal of obtaining external funding and publishing in high impact journals. In the first year of existence (2019), the leadership team of the research unit and our initial scholars have published 29 peer-reviewed manuscripts and have been awarded 11 external grants.

Since becoming a Macy Faculty Scholar, I have published several peer-reviewed manuscripts, presented my research nationally and internationally, and received additional external funding including a Stemmler Fund grant that extends my PhD work. My PhD work has drawn more interest than I anticipated, and I am fortunate to have leading scholars promoting it. This has led to an increase in my invitations to speak at local institutions as well as at national and international conferences.

I will submit my dossier for promotion to full professor in the education tenure track in this coming academic year.

NEXT STEPS IN CAREER

My research career continues to grow roots and branches, and I aspire to continue to commit the majority of my time to designing, completing, and mentoring others in medical education research on the local, national, and international levels.

2017 MACY FACULTY SCHOLARS' CAREER UPDATES



Ashley Darcy-Mahoney,
PhD, NNP, FAAN

ASHLEY DARCY-MAHONEY, PHD, NNP, FAAN

George Washington University

Dr. Darcy-Mahoney is a neonatal nurse practitioner and researcher and has worked throughout her career to advance nursing research, education, and practice, with a focus on neonatology, infant health, and developmental pediatrics. Her research has led to the creation of programs that improve health and developmental outcomes for at-risk and preterm infants. As an associate professor of nursing and the director of infant research at George Washington University's Autism and Neurodevelopmental Disorders Institute, she advances the body of research in infant health and developmental outcomes in high-risk infants with a focus on understanding the early brain and development trajectories in this population. She is a 2019–2020 Applied Incubator Fellow at the University of Chicago School of Economics, and she will spend next year as the National Academy of Medicine (NAM) Distinguished Nurse Scholar-in-Residence, helping to develop federal health policy for young children zero-three.



Maja Djukic,
PhD, RN, FAAN

MAJA DJUKIC, PHD, RN, FAAN

New York University

Dr. Djukic is an Associate Professor at the New York University Rory Meyers College of Nursing. Her research is focused on identifying gaps and solutions for nurses' preparedness in healthcare quality and safety competencies. She teaches quality improvement to nursing students at NYU Meyers. Dr. Djukic developed innovative educational technologies, including virtual patients and simulation to build interprofessional teamwork competencies for nursing and medical students nationally. In the academic year 2019–2020, she was inducted as a Fellow of the American Academy of Nursing; accepted a new position, starting September 1,



Jed Gonzalo, MD, MSc

2020, as John P. McGovern Distinguished Professor in the Cizik School of Nursing at UT Houston; and had three manuscripts accepted for publication.

JED GONZALO, MD, MSc

Penn State University

Dr. Gonzalo graduated from the University of Scranton in 2002 (B.S. biology/philosophy), receiving the Frank O'Hara Award (awarded to the student with highest GPA). He received his MD degree from Penn State College of Medicine in 2006, being inducted into AOA Honor Society and chosen by his classmates as "Classmate you would most want as your physician." He completed his internal medicine/chief residency at Beth Israel Deaconess, where he was Instructor at the Harvard Medical School, and awarded the Lowell McGee Award, which is given to the resident who most demonstrates the "fundamental importance of teaching and to the spirit and substance of being a physician." Following residency, he completed a fellowship at the University of Pittsburgh in General Internal Medicine/Medical Education. As Associate Dean for Health Systems Education at Penn State, Dr. Gonzalo's work focuses on Health Systems Science education, which links education with health system needs.

JENNIFER KESSELHEIM, MD, MED, MBE

Harvard University

Dr. Kesselheim blends her clinical practice in pediatric oncology with leadership and scholarship in medical education. Since 2013, she has directed the Master of Medical Sciences (MMSc) in Medical Education at Harvard Medical School, a two-year degree program pairing formal coursework in medical education with a year-long thesis component. She also serves in various medical education leadership roles across the continuum of learners from students to faculty. For example, she now serves as co-director of the fellowship in pediatric hematology-

oncology at Boston Children's Hospital and Dana-Farber Cancer Institute. These leadership experiences have inspired numerous scholarly pursuits focused on ethics training, humanism education, entrustable professional activities, social media in medical education, and the balance of service and education. With support from the Macy Faculty Scholars Program, Dr. Kesselheim has developed an intervention to integrate interprofessional education into the required pediatrics clerkship at Harvard Medical School.

**JEANETTE M. TETRAULT,
MD, FACP, FASAM**

Yale University

I am an Associate Professor of Medicine in the Section of General Internal Medicine at Yale School of Medicine, associate director for Training and Education for the Program in Addiction Medicine, and the founding Fellowship Director for the Addiction Medicine Fellowship at Yale. I was recently appointed to the position of Academic Advisor for Yale medical students. Over the past year, I was awarded two grants from the Health Resources Services Administration — one to develop an interprofessional addiction training program for PA students, medical residents, and faculty, and another to expand our Addiction Medicine and Addiction Psychiatry fellowship programs. I continue to collaborate on projects funded by the Substance Abuse and Mental Health Services Administration to increase the number of underrepresented minority health professionals practicing culturally competent addiction medicine and to expand the number of providers trained to prescribe medications to treat opioid use disorder. Since June 2019, I have published eight papers, including two scoping reviews in *Academic Medicine* and one paper published in the journal *Substance Abuse* describing the development and implementation of our Addiction Medicine curricular thread at Yale School of Medicine which was part

of my Macy Faculty Scholars project. I was selected to serve as Editor for the upcoming 7th edition of the *Principles of Addiction Medicine* textbook and have been invited to give numerous talks at national meetings and symposia, including a conference at the White House entitled, "Building the Addiction Medicine Workforce: Giving Americans Access to the Care They Need" in June 2019.



Jennifer Kesselheim,
MD, MEd, MBE



Jeanette M. Tetrault,
MD, FACP, FASAM

2016 MACY FACULTY SCHOLARS' CAREER UPDATES



DorAnne Donesky,
PhD, ANP-BC, ACHPN

DORANNE DONESKY, PHD, ANP-BC, ACHPN

Touro University of California

Dr. Donesky is a Professor in the School of Nursing at Touro University of California (TUC) School of Nursing and Professor Emeritus at University of California, San Francisco (UCSF). She continues to lead Practice-PC at UCSF, an interprofessional palliative care continuing education program for practicing clinicians, and chairs the Interprofessional Education Committee at TUC. Her nurse practitioner faculty practice is with the inpatient palliative care service at Queen of the Valley Hospital in Napa, California. Dr. Donesky serves as vice-chair of the Patient and Family Education Committee of the American Thoracic Society. She is lead author of the *Oxford Textbook of Interprofessional Palliative Care*, first edition, which is due for publication in Spring 2021.



Cristina M. Gonzalez,
MD, MEd

CRISTINA M. GONZALEZ, MD, MEd

Albert Einstein College of Medicine

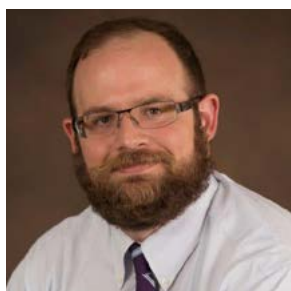
This past year, Dr. Gonzalez became an NIH-funded principal investigator. Through this grant, she is developing high-fidelity simulations and obtaining rigorous evidence for construct validity for both the simulations and novel, patient-oriented outcome metrics. These metrics will measure associations between implicit racial bias, specific communication behaviors, and medical decision-making. They will advance health professions educators' efforts in designing instruction in implicit bias recognition and management (IBRM) by providing metrics against which to measure the efficacy of future educational interventions related to IBRM. Her manuscripts over the last year included a perspective piece in *Academic Medicine* on using Transformative Learning Theory to inform curriculum development in IBRM and a meta-narrative review of educators' use of the Implicit

Association Test in *Perspectives on Medical Education*. She received the New Investigator Award from the Research in Medical Education Committee of the AAMC. While chairing the Society of General Internal Medicine's Health Equity Commission, Dr. Gonzalez led several initiatives and is a co-author for the Society's position statement on social determinants of health in *Journal for General Internal Medicine*.

TEMPLE RATCLIFFE, MD, FACP

University of Texas
Health Science Center San Antonio

Dr. Ratcliffe is an Associate Professor/Clinical of Medicine at the University of Texas Long School of Medicine, where he serves as Director of the Internal Medicine Clerkship. Dr. Ratcliffe is also the School of Medicine's council member on UT Health San Antonio's Interprofessional Education Council. He remains active in clinical practice on both teaching and direct care hospital medicine teams. His scholarship focuses on education in interprofessional collaborative practice settings, clinical reasoning, and Internal Medicine Clerkships. Over the past year, Dr. Ratcliffe has co-authored nine publications and co-led workshops at national and international meetings covering these areas. In March 2020, Dr. Ratcliffe was one of four faculty at the University recognized with the UT Health San Antonio Presidential Award for Sustained Teaching Excellence. This coming year, he will serve as faculty for the Harvard Macy Institute's Program for Educators in the Health Professions. He is also pursuing a Master of Science in Health Professions Education at the MGH Institute of Health Professions.



Temple Ratcliffe,
MD, FACP

TYLER REIMSCHISEL, MD, MHPE

Case Western Reserve University
and Cleveland Clinic

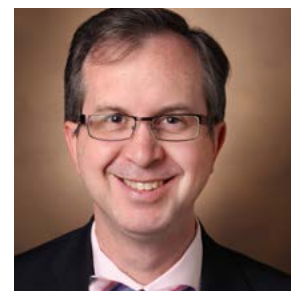
In September 2019, I became the Founding Associate Provost for Interprofessional Education, Research and Collaborative Practice at Case Western Reserve University and the Cleveland Clinic in Cleveland, Ohio. The vision of our new office is to equip all members of the university community and its affiliates to be effective team members in collaborative practice. Our office will coordinate interprofessional and interdisciplinary academic and other collaborative practice opportunities for students, faculty, and staff in our seven schools and college as we partner with our affiliates and community organizations.

**JING WANG,
PHD, MPH, MSN, RN, FAAN**

University of Texas
Health Science Center at San Antonio

Dr. Wang is a Professor and Vice Dean for Research at the University of Texas Health Science Center at San Antonio School of Nursing. She is leading a new interprofessional center on smart and connected healthcare technologies that focuses on research, innovation, and interprofessional curriculum on using connected health tools to improve health and healthcare. The center is building four telehealth training stations, an aging in place sensor lab, and is launching the South Texas Connected Health Living Lab initiative with a goal to recruit 10,000 individuals to share connected health device data and use a newly developed all-in-one artificial intelligence-driven connected health platform to manage health and connect with others. She recently published a journal article, "Models of collaboration and dissemination for nursing informatics innovations in the 21st century," in *Nursing Outlook*. She joined teaching

faculty at the Harvard Macy Institute Program for Educators in Health Professions and Leading Innovations in Health Care & Education.



Tyler Reimschisel,
MD, MHPE



Jing Wang,
PhD, MPH, MSN, RN, FAAN

2015 MACY FACULTY SCHOLARS' CAREER UPDATES



Lauren Collins, MD

LAUREN COLLINS, MD

Thomas Jefferson University

Dr. Collins is Associate Provost of Interprofessional Collaborative Practice and Education at Thomas Jefferson University. With her team at Jefferson Center for Interprofessional Practice and Education (JCIPE), she has worked with external consultants to complete a new strategic planning process, engaging over 100 key stakeholders (including Jefferson's President/CEO, Provost, and the Deans of each of Jefferson's Colleges), to develop a new mission and vision for JCIPE's future. This year, she helped to host JCIPE's largest-ever national IPE conference, presented her work at over six conferences, conducted three national site visits, and had her work published in four peer-reviewed journals as well as a case study accepted for publication in an upcoming edition of *NEJM Catalyst* journal. Nationally, she serves on AIHC's Program Committee as well as AIHC's Mentorship Committee, and she is a founding member of the National Center for Complex Health and Social Needs' Student Hotspotting Hub Executive Committee.



Cheryl L. Woods
Giscombe, PhD, PMHNP,
FAAN

CHERYL L. WOODS GISCOMBE, PHD, PMHNP, FAAN

University of North Carolina at Chapel Hill

I am the LeVine Distinguished Associate Professor of Quality of Life, Wellness, and Health Promotion and the Inaugural Fellow/Design Partner for the Harvard Macy Institute's Art Museum-Based Health Professions Education. I continue to lead my Macy project, the Interprofessional Leadership Institute for Behavioral Health Equity. I am co-director of two distinct, HRSA-funded behavioral health integration projects. One focuses on educating nursing and social work graduate students to resolve behavioral health inequities in underserved primary/behavioral healthcare settings. The second is a

behavioral healthcare integration project with a large federally qualified healthcare system in NC to address Quadruple Aim priorities. I am Co-Chair of the Scope and Standards of Psychiatric Mental Health Nursing Practice National Task Force and President-Elect of the International Society of Psychiatric Nurses. I served as a research collaborator for a WHO/PAHO project investigating nursing research capacity in the Caribbean. I was awarded an R01 grant funded by the National Institute of Minority Health and Health Disparities, and appointed to a National Academy of Sciences, Engineering and Medicine Review Committee and the AAMC commissioned committee on the Fundamental Role of the Arts and Humanities in Medical Education. I continue to mentor students as well as publish and present my research nationally and internationally.

DEEPTHIMAN GOWDA, MD, MPH, MS

Kaiser Permanente Bernard J. Tyson
School of Medicine

This past year, I have served as the Assistant Dean for Medical Education at the new Kaiser Permanente Bernard J. Tyson School of Medicine (KPSOM) in Pasadena, California, and have worked with our team to successfully launch the School and welcome our inaugural class on July 27, 2020. Creating the school has been filled with challenges, triumphs, and an abundance of opportunities for personal and professional growth. At KPSOM, I have been contributing to efforts to develop the curriculum, hire key faculty and staff, write policy, and develop and mentor faculty. In particular, I have been playing a lead role in developing the Doctoring, interprofessional collaboration, and narrative medicine curricula and conducting faculty development in those areas. I have continued to serve in my role on the Board of Directors for Columbia University Narrative Medicine Program, as national co-chair of the USMLE Step 2 CS Test Development Committee, as



Deepthiman Gowda,
MD, MPH, MS

Secretary and Research Committee Co-Chair for the Directors of Clinical Skills Courses (DOCS), and as a member of the AAMC Task Force, Foundational Role of the Arts and Humanities in Medical Education.

LISA KITKO, RN, PHD, FAHA, FAAN

Penn State University

I am currently the Associate Dean for Graduate Education and Associate Professor in the College of Nursing at The Pennsylvania State University. Over the past year, I received an interdisciplinary training grant (R25) from the National Institute of Health/National Heart Lung Blood Institute. This grant is designed to increase the number of underrepresented undergraduate students that will pursue graduate school through a summer research immersion program. I am also a coinvestigator on a HRSA-funded Geriatric Workforce Enhancement Program Grant as lead of the advance care planning education arm. I chair of the Complex Care Committee Cardiovascular and Stroke Nursing Council for the American Heart Association. I also was elected as board member for the Eastern Nursing Research Society. I am currently a part of the American Association of Colleges of Nursing Elevating Leaders in Academic Nursing 2020–2021 cohort. I have been very active disseminating my work through scientific presentations and publications. The highlight of this work was chairing an international writing group commissioned by the American Heart Association Scientific Council which developed a scientific statement on the role of the caregiver in persons with heart failure. The scientific statement was published in the April edition of *Circulation*.

BRIDGET O'BRIEN, PHD

University of California, San Francisco

Dr. O'Brien is a professor of medicine and an education scientist in the Center for Faculty Educators at the University of California, San Francisco where she co-directs the Teaching Scholars Program and the UCSF-University of Utrecht doctoral program. At the San Francisco VA, she directs the Fellowship Program in Health Professions Education Evaluation and Research. Her research focuses primarily on understanding and improving workplace learning among health professionals using a variety of qualitative and mixed methodologies. She has authored and co-authored several articles on qualitative methods, including guidelines for reporting on qualitative research. She is an associate editor for *Academic Medicine* and a co-chair of the American Education Research Association (AERA) Division I 2021 program planning committee.



Lisa Kitko,
RN, PhD, FAHA, FAAN



Bridget O'Brien, PhD

2014 MACY FACULTY SCHOLARS' CAREER UPDATES



Laura Hanyok, MD

LAURA HANYOK, MD

Johns Hopkins University

Dr. Hanyok continues to work in Johns Hopkins School of Medicine's Graduate Medical Education Office as Assistant Dean. During the last year, her office has launched a new Senior Resident Leadership Seminar Series and established a GME Trainee Advisory Office. The Advisory Office provides a way for residents and clinical fellows to receive informal guidance around concerns related to their training. She also oversees medical education at Sibley Memorial Hospital, a member of Johns Hopkins Medicine located in Washington, DC. In this role, she is leading efforts to coordinate and expand educational opportunities for medical learners on the campus. She is a regular contributor to CLOSLER (closler.org), an online learning committee promoting clinical excellence. She and her husband Sean also welcomed their second child, Sebastian, in January of this year.



Douglas Larsen, MD, MEd

DOUGLAS LARSEN, MD, MEd

Washington University in St. Louis

Dr. Larsen was promoted this year to Professor of Neurology & Pediatrics at the Washington University in St. Louis School of Medicine. He serves as the Director for Medical Student Education for the Division of Pediatric Neurology and Associate Director of the Neurology Clerkship. He serves on the Curriculum Oversight Committee for Medical Student Education, which oversees the medical school curriculum. He has been very active in the design of the new medical school curriculum which will launch in the Fall of this year. He continues his research on meaning making in competency-based resident assessments. Dr. Larsen continues to serve on the Research in Medical Education (RIME) planning committee for the AAMC. Dr. Larsen is an associate editor for the journals *Advances in Health Science Education* and the *Journal of Graduate Medical Education*.



Sarah Peyre, EdD

SARAH PEYRE, EDD

University of Rochester

This year, Dr. Peyre was appointed dean of the Warner Graduate School of Education and Human Development, starting July 1, 2020. She has continued to focus her efforts on enhancing the learning environment at the University of Rochester Medical Center. This includes continued leadership and growth of the Institute for Innovative Education, a team of 60 who provide services and administration for the medical library, medical center-wide simulation, continuing education, anatomical gift program, standardized patient program, educational technology, and educational programming support for students, trainees, faculty and workforce. She is a member of the URM CACGME Pursuing Excellence Initiative Leadership Team, developing workplace learning and teaming curriculum for residents and the clinical workforce. She has also worked closely with senior leadership to centralize support for URM C's 13 ECHO programs that provide tele-education to Western New York. In surgical simulation, she has driven efforts to build an institutional 3D printing program and launch an interprofessional high performing OR team training program. Expanding beyond URM C, she was asked by the President and Provost of the University to lead the strategic planning committee focused on the educational mission of the University, looking to 2025. She is also Co-Chair of the University of Rochester Educational Information Technology Governance Committee.

DEANNA L. REISING, PHD, RN, ACNS-BC, FAAN, FNAP, ANEF

Indiana University

Dr. Reising is Professor of Nursing at Indiana University; Clinical Nurse Specialist and Magnet Program Co-Director at Indiana University Health Bloomington Hospital, Bloomington, IN; and System Magnet Coordinator for Indiana University

Health. She has taught in bachelors, masters, and doctoral programs. Dr. Reising is an expert in interprofessional education and practice, and her career focus has been in developing experiential learning environments for nursing and health professions students. She has launched two interprofessional education and collaborative practice initiatives involving nursing and medical students. The interprofessional home visit (aka: Navigator) project was a focus of her Macy project and has been integrated into the curriculum. Since her time in the Macy Faculty Scholars Program, Dr. Reising has given numerous national and international presentations, published extensively, and secured funding in support of her interprofessional programs. She was recently inducted as a fellow in the American Academy of Nursing and appointed as the Co-Chair of the Health Focus Area Network for Indiana University Center for Rural Engagement.

CHARLES VEGA JR., MD

University of California, Irvine

My job description has not changed much in the past year, but we have made some big strides with regard to diversity and inclusion at UCI. Open Medical School as a continuity model for engagement and mentorship with underrepresented students from junior high to post-baccalaureate has blown up, and we now need a bigger venue. Our initial analysis on this unique project shows excellent results, and I will be presenting this data at the AAMC Group on Diversity and Inclusion meeting. The other big project that I am thrilled about is UCI's Resident and Fellow Scholars Academy, which is designed to promote academic careers among underrepresented residents and fellows at UCI. We wish to incentivize scholars to stay at UCI and become our future leaders as a school and health system.

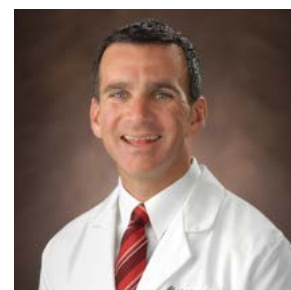
MEG ZOMORODI, PHD, RN, CNL

University of North Carolina
at Chapel Hill

Dr. Zomorodi is the Assistant Provost and Director for the Office of Interprofessional Education and Practice (IPEP) at the University of North Carolina at Chapel Hill, and Clinical Professor in the School of Nursing. This year, she has focused on building the Office of IPEP, developing its strategic plan, and implementing interprofessional activities for the Schools of Business, Dentistry, Education, Medicine, Nursing, Pharmacy, Public Health, and Social Work, along with the Health Sciences Library and the Department of Allied Health. The Rural Interprofessional Health Initiative is in its third year, having educated over 150 interprofessional students and partnering with nine communities to address population health issues. In September, she provided the keynote address for the North Carolina Institute of Medicine (NCIOM) Team-Based Conference, and now serves as an invited member of the NCIOM. In 2018–2019, she published 13 articles and presented her work internationally in the form of five presentations. She would like to thank her UNC-CH team who reminds her daily of the value of strong teamwork and motivates her to continue this work to establish IPE4UNC.



Deanna L. Reising, PhD,
RN, ACNS-BC, FAAN,
FNAP, ANEF



Charles Vega Jr., MD



Meg Zomorodi,
PhD, RN, CNL

2013 MACY FACULTY SCHOLARS' CAREER UPDATES



Lisa Day, PhD, RN, CNE

LISA DAY, PHD, RN, CNE

Washington State University

I continue in my role as Vice Dean for Educational Innovation and Clinical Professor at Washington State University College of Nursing, where I am responsible for teaching in the undergraduate and graduate nursing programs, and for supporting faculty development in teaching. I have spent the past year getting to know my new community in Spokane, WA by attending local and state nursing and health sciences education and clinical practice meetings. I joined the WSU Spokane health sciences Interprofessional Education Steering Committee, where I contribute to designing and evaluating a progressive, modular interprofessional curriculum that includes online and face-to-face activities for nursing, medicine, and pharmacy students. A paper I co-authored with Kenya Beard, *Meaningful inclusion of diverse voices: The case for culturally responsive teaching in nursing education*, is in pre-print at the Journal of Professional Nursing (doi.org/10.1016/j.profnurs.2019.01.002), and an abstract based on this paper was accepted for presentation at the 2019 National League for Nursing's Education Summit. In October 2019, I will be inducted as a Fellow in the American Academy of Nursing.



Memoona Hasnain, MD, MHPE, PhD

MEMOONA HASNAIN, MD, MHPE, PHD

University of Illinois at Chicago

Dr. Hasnain is Interim Head of the Department of Family Medicine at UIC since May 2018. In addition to her responsibilities of oversight and leadership for her department, Dr. Hasnain continues her multi-faceted work at the intersection of medicine and public health, with an emphasis on transforming health disparities and ensuring health equity and social justice through interprofessional education, service, and scholarship. Her teaching and educational scholarship

this past year included invited and peer-reviewed national and international presentations as well as publications. Dr. Hasnain is Co-PI on a HRSA-funded Geriatrics Workforce Enhancement Program **ENGAGE-IL**. Dr. Hasnain is the lead editor of a **book on South Asian Health**. She provides leadership for UIC College of Medicine's (COM) longitudinal **"Patient-centered Medicine Scholars Program,"** which has special emphasis on vulnerable populations: those affected by HIV-AIDS, homelessness, intimate partner violence as well as older adults (geriatrics) and immigrants and refugees. Some of Dr. Hasnain's notable leadership roles include Co-Chair, UIC COM Faculty Academic Advancement Committee; Co-Chair, Gold Humanism Honor Society, UIC College of Medicine at Chicago Chapter; Chair, Scholarship and Program Evaluation, UIC Interprofessional Education Steering Committee; and President, **South Asian Public Health Association** (SAPHA). One of her key priorities remains building the health workforce pipeline and faculty development, including a focus on wellbeing and work-life balance.

KELLY KARPA, PHD, RPH

Penn State University

I am Professor and Distinguished Educator, Department of Pharmacology, Pennsylvania State University (PSU) College of Medicine; Assistant Dean, Interprofessional Education; Director, Office of Interprofessional Education and Teamwork; Director, Medical Pharmacology Instruction; and Co-director, Patient-Centered Medical Home Curriculum. As assistant dean of interprofessional education, I oversee both required and extra-curricular interprofessional activities for PSU College of Medicine. A Health Resources and Services Administration grant supports several of our initiatives, including a primary care interprofessional teaching clinic and an interactive IPE opioid "gaming" app. Over the past year, I have had the privilege of serving as a



Kelly Karpa, PhD, RPh

PSU Faculty Senator and on a university subcommittee for Intra-University Relations. Recently, I also served a second term as the College of Medicine's voting delegate to the United States Pharmacopeial Convention. On account of COVID-19, I have created a new online clinical pharmacology elective course for fourth-year medical students. The crisis has also enabled me to engage in faculty development initiatives to refine my personal teaching skills so that I can be an effective "remote educator" by learning about available resources, tools, and technologies that encourage active participation and engagement with learners when instructing remotely via distance learning platforms.

LAUREN MEADE, MD, FACP

University of Massachusetts

Dr. Meade is an Associate Professor of Medicine at University of Massachusetts Medical School - Baystate. She is a clinical educator for interprofessional learners at Baystate High Street Health Center (BHS HC), a hub of interprofessional learning. Dr. Meade leads healthcare transformation at BHS HC for the integration of population management and accountable care service delivery. She has had a continuous healing relationship with her patients for over 25 years with general medicine clinical specialty areas including transgender health, women's health, HIV, substance abuse, chronic pain, and correctional health. Dr. Meade was formerly the Director of Clinical Learning and Development at Sound Physicians, a large physician practice across 250 hospitals in the US, where she implemented trainings for 2500 hospitalists on empathy, end of life care, leadership, and provider wellness. Dr. Meade has served in many leadership and innovations building capacities with Alliance of Academic Internal Medicine (AAIM) and Association for Program Directors in Internal Medicine (APDIM) including APDIM council, chair of APDIM Community Program Leaders

Council, chair of APDIM Educational Research Outcomes Collaborative, APDIM Spotlight Committee, APDIM Educational Innovations Program, AAIM collaborative for Healing and Renewal for Medicine, Chair of AAIM Collaborative Learning Community, AAIM Innovations Committee, and AAIM Diversity and Inclusion Committee.

MAYUMI WILLGERODT, PHD, MPH, RN, FAAN, FNASN

University of Washington

Dr. Willgerodt is Associate Professor and Vice-Chair for Education in the Department of Child, Family, and Population Health Nursing at the University of Washington. Her scholarship focuses on interprofessional education and collaborative practice, and school health. In 2018, Dr. Willgerodt and colleagues published the first nationally representative study on the school nursing workforce which provided national estimates of numbers of school nurses and an evidence-based foundation for supporting school nursing in policy statements and media. That work illuminated the need for leveraging the professional expertise of school nurses to strengthen interprofessional care coordination across systems of care to support the health of children. Dr. Willgerodt is currently co-leading a HRSA-funded academic-practice partnership focused on community-based primary care teams in medically underserved/rural areas. In 2019, Dr. Willgerodt was inducted as a Fellow into the American Academy of Nursing, and in 2020 as a Fellow into the National Academy of School Nurses.



Lauren Meade, MD, FACP



Mayumi Willgerodt, PhD, MPH, RN, FAAN, FNASN

2012 MACY FACULTY SCHOLARS' CAREER UPDATES



Kenya V. Beard,
EdD, AGACNP-BC, NP-C,
CNE, ANEF, FAAN

KENYA V. BEARD, EDD, AGACNP-BC, NP-C, CNE, ANEF, FAAN

SUNY Nassau Community College

Dr. Beard is dean of the Nursing and Allied Health Science Programs at Nassau Community College. In this position, she works in Academic Affairs to ensure the delivery of high-quality academic programs. An avid supporter of workforce diversity and health equity, she was recently spotlighted as a nurse innovator and critical change maker by Johnson & Johnson. She has written numerous blogs and recently co-authored two publications: a white paper on Racial and Ethnic Diversity in Nurse Practitioner Education for the National Organization for Nurse Practitioner Faculties and a journal article entitled "Meaningful Inclusion of Diverse Voices: The Case for Culturally Responsive Teaching in Nursing Education." Her expertise on diversity and culturally responsive education resulted in her being invited by the National League for Nursing (NLN) and Josiah Macy Jr. Foundation to co-create documents that highlight factors that optimize health care learning environments. She was appointed by the NLN to serve as a member of the Academy of Nursing Education Review Panel and the American Academy of Nursing's Diversity and Inclusion Committee.



Ted James,
MD, MS, FACS

TED JAMES, MD, MS, FACS

Beth Israel Deaconess Medical Center

Dr. James is Vice Chair of Academic Affairs in the Department of Surgery at Beth Israel Deaconess Medical Center and Director of the 'Transforming Health Care' IPE course at Harvard Medical School. He also serves as teaching faculty of Harvard Medical School's Office of Executive Education, where he provides training for administrative and clinical leaders in health care. Dr. James has a history of leading successful interprofessional collaborations and performance improvement programs

in health care organizations. He has developed innovative educational and quality programs to enhance clinical performance and improve patient outcomes. As a Macy Faculty Scholar, Dr. James designed and implemented a patient safety and quality improvement IPE activity incorporating medicine, nursing, and pharmacy students. He also established simulation-based, team development sessions for clinical trainees, staff, and faculty.

WRENETHA JULION, PHD, MPH, RN, CNL, FAAN

Rush University

Dr. Julion is a Professor and Chairperson of the Department of Women, Children & Family Nursing at Rush University College of Nursing. She is responsible for overseeing the academic, research, clinical, and scholarly pursuits of her entire department. She was certified this past year as a Clinical Nurse Leader through the Commission on Nurse Certification (CNC) of the American Association of Colleges of Nursing. Over the past year, she has continued her internal grant focused on the health of African American fathers. She was the 2019 recipient of the Rush University Mentoring Program Mentor of the Year Award and the 2020 recipient of the College of Nursing Dean's Award. This year she was elected to the Board of Directors of PCC Community Wellness Center, a Federally Qualified Health Center (FQHC) composed of 13 health centers serving Chicago's West Side and the near west suburbs. This past year, she has also co-authored over 10 peer-reviewed publications with colleagues and mentees, published a book chapter on health equity, and submitted two fatherhood grant proposals to the Department of Health & Human Services Administration for Children and Families (ACF).



Wrenetha Julion,
PhD, MPH, RN, CNL,
FAAN

WENDY S. MADIGOSKY, MD, MSPH

University of Colorado

I continue to serve as an Assistant Director for the Center for Interprofessional Practice and Education (CIPE) and Director of the Interprofessional Education and Development (IPED) course for the University of Colorado Anschutz Medical Campus. I have also continued my role as Medical Student Documentation Compliance Liaison for the Office of Medical Education to shepherd the implementation of medical student documentation being used for billing purposes. Recent presentations were at the following venues: 15th Annual Telluride Patient Safety Educational Experience, Colorado Learning and Teaching with Technology, NEXUS Summit, Macy Train-the-Trainer (T3) Interprofessional Faculty Development Training Program, Collaborating Across Borders VII, and the Directors of Clinical Skills Annual Meeting. Publications include a description of the curriculum developed during my Macy Faculty Scholars project (doi.org/10.1016/j.xjep.2018.12.001) and a description of coaching and measuring team development in the classroom setting (doi.org/10.1007/s40670-019-00888-x).

environments. She contributed a vision paper to the Macy Foundation's 2018 Conference on Learning Environments in the Health Professions, which was subsequently published in *Academic Medicine*. In 2020, she was selected to the inaugural cohort of the new National Academy of Distinguished Educators in Pediatrics, a new honorary service academy established by the Academic Pediatric Association to recognize national experts in pediatric education.



Wendy S. Madigosky,
MD, MSPH



Sandrijn M. van Schaik,
MD, PhD

SANDRIJN M. VAN SCHAİK, MD, PHD

University of California, San Francisco

Dr. van Schaik is Baum Family Presidential Chair for Experiential Learning and Professor in Pediatrics at the University of California, San Francisco (UCSF). Her positions include Fellowship Director for Pediatric Critical Care Medicine, Education Director for the UCSF Kanbar Center for Simulation and Clinical Skills, Director of Faculty Development for the Learning and Caring Environment at UCSF, and since 2019 also Vice Chair for Education in the Department of Pediatrics. Over the past two years, she has increasingly started to focus her work on improving learning

2011 MACY FACULTY SCHOLARS' CAREER UPDATES



Eve R. Colson, MD, MHPE

EVE R. COLSON, MD, MHPE

Washington University in St. Louis

In September 2018, I began a new position as Associate Dean for Program Evaluation and Continuous Quality Improvement at Washington University School of Medicine. In this role, I oversee a new Unit focused on the evaluation and quality improvement of education curricula and the systems that support our education programs. In addition to ensuring compliance with accreditation bodies, we are heavily involved in curriculum renewal and in special projects. This year, I have three publications about using quality improvement approaches to improve education. I continue as a mixed methods clinical researcher focused on infant mortality prevention. So far in AY 2018–2019, I received three new R01 grants from NIH. I will serve as the Principal Investigator on two of these grants and co-Investigator on the third grant. I also served as an invited ad hoc reviewer on an NIH study section and have spoken in multiple venues about this work. I am co-author on four publications related to this research either in press or published so far this year.



Alan Dow, MD, MSHA

ALAN DOW, MD, MSHA

Virginia Commonwealth University

Over the past year, the two big happenings in my career were the publication of my first book and an added role overseeing continuing education. Publishing the book, *The Handbook of Interprofessional Practice: A Guide for Interprofessional Education and Collaborative Care*, taught me a lot about the subject as well as the process of writing. I now feel compelled to write additional books which is both daunting and exciting. Until then, copies of book one can be purchased via Amazon. In my new role overseeing continuing education, I lead an additional organizational unit beyond our center for interprofessional education. For regulatory reasons, the continuing education unit

exists separate from the university and hospital so it is a bit like running a small company. We are expanding our interprofessional work, trying to become more integrated with care delivery, and paying better attention to public health needs as a driver for programming. The gap between where we are and where we could be seems largest in continuing education so I am eager to seize upon the opportunities in this work.

DENA H. HASSOUNEH, PHD, RN, ANP, PMHNP, FAAN

Oregon Health & Science University

Dr. Hassouneh is a Professor at Oregon Health & Science University (OHSU) School of Nursing. Her work focuses on equity in health professions education and the sociocultural contexts that influence mental health in marginalized populations. She is the principal investigator on an Academic Research Enhancement Award funded by the National Institutes of Nursing Research. This project offers students hands-on experience conducting community-based participatory research in the Oregon disability community. Dr. Hassouneh is chairing seven dissertation committees at OHSU School of Nursing and teaches in the PhD program's Health Equity track. Service activities included serving as a member of the American Academy of Nursing's Expert Panel on Cultural Competence & Health Equity and reviewer for the Robert Wood Johnson Foundation Culture of Health Leaders program.



Dena H. Hassouneh,
PhD, RN, ANP,
PMHNP, FAAN

JENNIFER S. MYERS, MD

University of Pennsylvania

Dr. Myers is Professor of Clinical Medicine, Director of Quality and Safety Education, and the Director of the Center for Healthcare Improvement and Patient Safety at the Perelman School of Medicine, University of Pennsylvania. In these roles she oversees the academic development and career pathways for residents, fellows, and faculty with career interests in this field. She also has a bridging leadership role designed to integrate and align the quality and safety efforts of the Penn Medicine health system with medical education. Over the past year, she has been leading Penn's participation in the ACGME's Pursuing Excellence Initiative in Patient Safety, served as the Chair of the AAMC's Integrating Quality Steering Committee, Co-chair of the National Board of Medical Examiners (NBME) Patient Safety Test Development Materials Committee, and became an Associate Editor for *BMJ Quality & Safety*. Academically, she has several projects in the pipeline, including the developing an assessment tool for QI project proposals, a companion assessment toolkit for faculty, and is studying the impact of several of her local initiatives in quality and safety at Penn.

operated in partnership with FPCN. 11th St is a Sanctuary certified trauma-informed nurse-led, community-based health center with FQHC status, recognized as an NCQA level III patient-centered medical home. Dr. Waite's latest book, *Adverse Childhood Experiences: What Students and Health Professionals Need to Know*, was published in August 2019. She was re-appointed as a Corporate Board Director of Trinity Health and re-elected to the board of the American Professional Society of ADHD and Related Disorders. Early this year, Waite was selected to the Steering Committee for the Philadelphia ACEs Taskforce and selected to Governor Wolfe's Trauma-Informed Think Tank, charged with setting guidelines and benchmarks for trauma informed care across Pennsylvania.



Jennifer S. Myers, MD



Roberta Waite,
EdD, PMHCNS-BC,
FAAN, ANEF

ROBERTA WAITE, EDD, PMHCNS-BC, FAAN, ANEF

Drexel University

Dr. Waite is a Professor, Doctoral Nursing Department and has a secondary appointment as a Professor in the Health Systems and Science Research Department at Drexel University, College of Nursing and Health Professions (CNHP). In September 2019, Waite was promoted to Associate Dean for Community-Centered Health & Wellness and Academic Integration at CNHP. She also serves as the Executive Director at the Stephen and Sandra Sheller Eleventh Street Family Health Services (11th St)





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