

JOSIAH MACY JR. FOUNDATION

FACULTY SCHOLARS PROGRAM
ANNUAL MEETING

JUNE 6–8, 2023







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INTRODUCTION



As the community of Macy Faculty Scholars continues to grow with each new cohort, the Annual Meeting offers a unique and meaningful opportunity to share ideas, commune over challenging topics and conversations, and to look for opportunities to advance health professions education in a positive direction. The 2023 Macy Faculty Scholars Annual Meeting was a powerful reminder that the whole—our collective Macy Faculty Scholars family—is greater than the sum of its parts. Scholars, members of the National Advisory Committee, guest speakers, and Macy staff gathered over the course of two days to think deeply and share freely on topics related to diversity, equity, and belonging; ethical dilemmas; collaborative, interprofessional teams; and professional development.

Our group welcomed guest speaker Lara Varpio, PhD, who delivered a plenary talk, “Professional Identity Formation as Immigration,” and joined me for a fireside chat-style conversation. Her remarks—both planned and impromptu—sparked thoughtful discourse amongst all those in the room. Dr. Varpio reminded the room full of educators that our health professions learners arrive at our institutions having already experienced “some powerful travel”; the formation of one’s professional identity does not begin at matriculation, but rather, in the totality of one’s lived experience.

We also used the framework of character strengths to consider professional identity formation. A team of Scholars expertly guided us through these exercises throughout the meeting, giving participants new tools to take home and use with their own learners. I extend my sincere thanks to this group of Scholars, as well as to those Scholars who volunteered to serve on our meeting planning committee. Your contributions were essential to the success of our meeting.

As we enter the second decade of the Macy Faculty Scholars Program, I feel honored to bear witness to the energizing, inspiring spirit of this group. Our newest Scholars—the 2023 cohort, which represents the first cohort of more junior, even more diverse Scholars—infused the meeting with energy and enthusiasm. Our Scholar alumni who continue to attend the Annual Meeting remind us of the rich legacy of this ever-growing group. Thank you to all who continue to invest in the Macy Faculty Scholars Program and to health professions education—thank you for your time, energy, ideas, and commitment to bettering the future for our learners and, ultimately, the patients and communities they, and we, serve.

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





TUESDAY, JUNE 6, 2023

2023 SCHOLAR AND MENTOR MEET-AND-GREET

WELCOME RECEPTION

WEDNESDAY, JUNE 7, 2023

MFS Group Walk / Jog in Central Park

Breakfast

WELCOMING REMARKS

Holly J. Humphrey, MD, MACP

DAY 1 OPENING EXERCISE – CHARACTER STRENGTHS

Facilitated by
Richard Greene, MD, MHPE, MACP
Mandy Kirkpatrick, PhD, RN
Dimitri Papanagnou, MD, MPH
Rachel Salas, MD, MEdHP

2023 MACY FACULTY SCHOLAR PANEL PRESENTATION

Sara Arter, PhD, RN
Andrew Dwyer, PhD, FNP-BC, FNAP, FAAN
Lanre Falusi, MD, MEd
Brenessa Lindeman, MD, MEHP
Geoff Stetson, MD
Rahul Vanjani, MD, MSc

2023 MACY FACULTY SCHOLARS' SMALL GROUP SESSIONS

SMALL GROUP DISCUSSIONS – MINI THINK TANKS

Promoting Diversity, Equity, and Belonging

Facilitated by
Richard Greene, MD, MHPE, MACP,
and Coretta Jenerette,
PhD, RN, AOCN, ANEF, FAAN

Preparing Future Health Professionals to Navigate Ethical Dilemmas

Facilitated by
DorAnne Donesky, PhD, RN, and
Dimitri Papanagnou, MD, MPH

Increasing Collaboration Among Future Health Professionals

Facilitated by
Wrenetha Julion, PhD, MPH, RN,
CNL, FAAN, and
Tyler Reimschisel, MD, MHPE

Lunch

CHARACTER STRENGTHS – “SHADOW SIDES”

Facilitated by
Richard Greene, MD, MHPE, MACP

LARGE GROUP SESSION – Q&A WITH MFS NATIONAL ADVISORY COMMITTEE

Larry Gruppen, PhD
Carmen Portillo, PhD, RN, FAAN
Kelley Skeff, MD, PhD

SMALL GROUP DISCUSSIONS – CAREER DEVELOPMENT TOPICS

Contemplating Transitions
Facilitated by
Eve Colson, MD, MHPE, and
Alan Dow, MD, MSHA

Getting Promoted & Seeking Sponsorship

Facilitated by
Roberta Waite, EdD, RN,
PMHCNS, ANEF, FAAN, and
Jing Wang, PhD, MPH, RN, FAAN

Seeking Funding

Facilitated by
Ashley Darcy-Mahoney, PhD,
NNP, FAAN, and
Sandriijn van Schaik, MD, PhD

Reception and Dinner

THURSDAY, JUNE 8, 2023

Breakfast

DAY 2 OPENING EXERCISE – WHAT'S YOUR SUPERPOWER

Facilitated by
Richard Greene, MD, MHPE, MACP
Dimitri Papanagnou, MD, MPH
Rachel Salas, MD, MEdHP

PLENARY SESSION – “PROFESSIONAL IDENTITY FORMATION AS IMMIGRATION”

Lara Varpio, PhD

2021 MACY FACULTY SCHOLARS' PLENARY PROJECT UPDATES

Matthew Rustici, MD
Sunny Hallowell, PhD, RN, PPCNP-BC
David Diller, MD, MHPE
Jessica Devido, PhD, CPNP
Jennifer Best, MD

2021 MACY FACULTY SCHOLARS' SMALL GROUP DISCUSSIONS

LUNCHEON AND FIRESIDE CHAT

Holly J. Humphrey, MD, MACP, and
Lara Varpio, PhD

CLOSING REMARKS

Holly J. Humphrey, MD, MACP

MACY FACULTY SCHOLARS FAMILY

2011 SCHOLARS

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

2012 SCHOLARS

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

2013 SCHOLARS

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

2014 SCHOLARS

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

2015 SCHOLARS

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

2016 SCHOLARS

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

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

2018 SCHOLARS

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

2019 SCHOLARS

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

2020 SCHOLARS

John Burkhardt, MD, PhD
Benjamin Kinnear, MD, MEd
Dimitri Papanagnou, MD, MPH, EdD(c)
Tatiana Sadak, PhD, PMHNP,
ARNP, RN, FAAN
Danica Fulbright Sumpter, PhD, RN

2021 SCHOLARS

Jennifer Best, MD
Jessica Devido, PhD, CPNP
David Diller, MD, MHPE
Sunny Hollowell, PhD, RN, PPCNP-BC
Matthew Rustici, MD

2023 SCHOLARS

Sara Arter, PhD, RN
Andrew Dwyer, PhD, FNP-
BC, FNAP, FAAN
Lanre Falusi, MD, MEd
Brenessa Lindeman, MD, MEHP
Geoff Stetson, MD
Rahul Vanjani, MD, MSc

NATIONAL ADVISORY COMMITTEE

Holly J. Humphrey, MD,
MACP – President
Larry D. Gruppen, PhD
Eve J. Higginbotham, SM, MD, ML
Afaf I. Meleis, PhD, FAAN, LL
Carmen Portillo, PhD, RN, FAAN
Kelley M. Skeff, MD, PhD

MACY FOUNDATION STAFF

Holly J. Humphrey, MD, MACP
Peter Goodwin, MBA
Yasmine R. Legendre, MPA
Dana Levinson, MPH
Caroline Pounds, MA



2023 MACY FACULTY SCHOLARS' BIOGRAPHIES



SARA ARTER, PHD, RN

Miami University

Dr. Arter is an Assistant Professor at Miami University Department of Nursing. Her career focuses on mitigating effects of the opioid epidemic on children and families through policy and innovative education and research approaches. Her ability to address complex social issues using diverse strategies is reflected through her appointment as chair of the Ohio Registered Nurses Association Public Policy Committee and award nominations for development of a design thinking course. She is a Principal Investigator on a study funded by the Ohio Attorney General to use machine learning on a linked dataset to explore interactions between social determinants and health of children with prenatal opioid exposure.

As a Macy Faculty Scholar, Dr. Arter will create and test a novel educational intervention to support nursing students' ability to examine the influence of personal values and development of ethical decision-making while providing care to mothers with substance use disorder and their children.



**ANDREW DWYER,
PHD, FNP-BC, FNAP, FAAN**

Boston College

Dr. Dwyer is a board-certified family nurse practitioner and an Associate Professor of Nursing at Boston College. He serves on the American Academy of Nursing's Genomic Nursing & Health Care Expert Panel, the Global Genomic Nursing Alliance Steering Group, and the International Society of Nurses in Genetics Education Committee. Dr. Dwyer's work addresses inequities in genomic healthcare.

Dr. Dwyer's Macy Faculty Scholars project combines interdisciplinary perspectives to build critical nursing capacity to overcome disparities in the genomic era. He will develop, implement, and evaluate novel training experiences (simulations) to equip advanced practice nurses with genomic competencies needed to address genetic conditions as well as the ethical, legal, and social implications of genomic healthcare. In parallel, asynchronous faculty learning activities and resources will provide an exemplar for embedding genomic nursing competencies into nursing curricula.



LANRE FALUSI, MD, MEd

George Washington University

Dr. Falusi is an Assistant Professor of Pediatrics at the George Washington School of Medicine and Health Sciences focused on the intersection of health equity, advocacy, and education. As Medical Director of Advocacy Education in the Child Health Advocacy Institute of Children's National Hospital, Dr. Falusi develops community-based curricula for trainees and faculty and researches the health outcomes of governmental policies. She directs the Children's National LAUnCH Track, which trains pediatric residents to become leaders in advocacy and community healthcare delivery. She has held local and national leadership positions in the American Academy of Pediatrics and has spoken at conferences, in Congress, and in the media on topics including poverty, immigrant health, and antiracism.

As a Macy Faculty Scholar, Dr. Falusi will convene a workgroup to create and implement a tool for patients and their families to provide feedback on how well trainees address social determinants of health and health equity in a clinical encounter, thereby guiding and improving curricula.



**BRENESSA LINDEMAN,
MD, MEHP**

University of Alabama
at Birmingham

Dr. Lindeman is an Associate Professor of Surgery and Medical Education and Assistant Dean for Graduate Medical Education at the University of Alabama at Birmingham (UAB). At UAB, she also serves as the Section Chief and Fellowship Director for Endocrine Surgery and Co-Director of the Multi-Disciplinary Endocrine Tumor Clinic. Her research interests are in development and assessment of competency in surgical trainees and evaluation of the learning climate/physician wellbeing.

As a Macy Faculty Scholar, Dr. Lindeman will use entrustable professional activities (EPAs) to define gaps in general surgery training. More specifically, she will identify entrustment levels of general surgery residents longitudinally across the first year of training; identify variables that predict entrustment in entering general surgery residents; and identify differences in EPA assessment scores based on gender, race, and ethnicity.



GEOFF STETSON, MD

University of Illinois Chicago

Dr. Stetson is an Associate Professor of Clinical Medicine and Medical Education at the University of Illinois Chicago (UIC). Until 2022, Dr. Stetson worked at the University of California San Francisco.

Through his role as Director of Clinical Faculty Development at UIC, Dr. Stetson works to optimize learning in clinical environments with an emphasis on diversity and inclusion. Additionally, he is an expert in technology-enhanced education.

Dr. Stetson's Macy Faculty Scholars project will investigate how master researchers in health professions education utilize theoretical frameworks and make them accessible to mentees. Lessons learned will inform the creation of an interactive website for novice scholars from diverse backgrounds, geographies, and institutions, to foster scholarship, mentorship, and community. You can find that website at www.MedEdMENTOR.org.



RAHUL VANJANI, MD, MSC

Brown University

Dr. Vanjani is an Assistant Professor of Medicine at the Warren Alpert Medical School of Brown University, as well as a physician at the Amos House, which serves the homeless, individuals struggling with substance use disorders, and those who are living in poverty. At Amos House, Dr. Vanjani runs an interprofessional clinic that integrates social care into the practice of medicine. His work focuses on interprofessional collaboration, such as the medical-criminal legal partnership, and implementation of practical, easy-to-use tools that empower health systems to address patients' social challenges.

As a Macy Faculty Scholar, Dr. Vanjani will expand the existing Social Medicine elective, which he launched in 2021 at Brown University, to professions beyond medicine, including nursing, pharmacy, social work, and law. The Social Medicine elective asks learners to see the value in partnering, cooperating, and learning with patients to tackle seemingly insurmountable challenges, such as gaining access to housing, pursuing medical treatment in lieu of incarceration, and securing reliable transportation.

GUEST SPEAKER BIOGRAPHY



LARA VARPIO, PHD

Professor, Children's Hospital of Philadelphia and the University of Pennsylvania

Dr. Varpio is a Professor at the Children's Hospital of Philadelphia and the University of Pennsylvania. She is internationally recognized for her expertise in qualitative research methods and methodologies, and in theories from the social sciences and humanities. Her research has won national and international awards. She has given invited talks at hospitals and medical schools around the world, and she has led invited sessions and given plenaries at some of the largest and most respected academic medicine conferences in the world.

Dr. Varpio completed her PhD in 2007 at the University of Waterloo, Canada in collaboration with the Wilson Centre for Research in Education at the University of Toronto, Canada. Her award winning PhD research investigated the impact of electronic health records on medical trainee socialization.

Dr. Varpio spent the first six years of her career with the Faculty of Medicine at the University of Ottawa, Canada and the Academy for Innovation in Medical Education. Then, in 2013, Dr. Varpio moved to Washington, DC to work with the Uniformed Services University of the Health Sciences, serving there until 2022.



2023 MACY FACULTY SCHOLARS' PROJECT SUMMARIES



SARA ARTER, PHD, RN

Miami University

A PILOT EDUCATIONAL INTERVENTION TO REDUCE STIGMA AND SUPPORT ETHICAL DECISION-MAKING OF NURSES CARING FOR MOTHERS WITH SUBSTANCE USE DISORDER AND THEIR CHILDREN IN RURAL COMMUNITIES

Substance use disorder (SUD) represents a growing U.S. health crisis, with rural areas particularly hard hit. Overdose ranks among the leading causes of maternal deaths nationally, with the majority occurring postpartum. SUD stigma, especially from health care providers, contributes significantly to poor outcomes, as it can lead to fear of and limited access to services, as well as inconsistencies in care. These experiences exacerbate the negative sequelae of SUD, including increased risk of maternal morbidity and mortality and poor child health outcomes. An effective response requires minimizing nursing stigma while centering ethical considerations in decisions affecting the care of mothers with SUD and their children.

This project seeks to develop and pilot an educational intervention preparing pre-licensure nurses in rural settings to navigate the ethical dilemmas associated with caring for mothers with SUD and their children. The 3Cs Framework for Pain and Unhealthy Substance Use: Minimum Core Competencies for Interprofessional Education and Practice (NAM Action Collaborative on Countering the U.S. Opioid Epidemic) will serve as the curricular framework for this intervention, which will be implemented as weekly, synchronous, online sessions over 10 weeks. Each session will consist of case-based learning and will include a topic-related speaker, such as a researcher, clinician, or patient. Extension for Community Healthcare Outcomes (ECHO) will serve as the dissemination model to support capacity-building through a virtual community of practice, equipping providers with timely, specialized knowledge.

As a result of this project, participants will be able to: 1) discuss SUD using knowledge acquired through training on addiction science, including antecedents and consequences; 2) analyze case studies related to care of mothers with SUD and their children using frameworks for ethical decision-making; 3) evaluate the impact of stigma on health care delivery and outcomes of mothers with SUD and their children; and 4) demonstrate a reduction in stigmatizing attitudes towards mothers with SUD.

ANDREW DWYER, PHD, FNP-BC, FNAP, FAAN

Boston College

DEVELOPING AND EVALUATING GENOMIC NURSING COMPETENCIES TO BRIDGE DISPARITIES IN GENOMIC HEALTHCARE

Genomics has expanded our understanding of health/illness, enhanced diagnoses, led to tailored treatments (precision healthcare), and improved outcomes for many conditions. However, advances have not benefitted all people and significant disparities in genomic healthcare exist. Numerous ethical, legal, and social implications (ELSI) accompany the genomic era. Further, human factors (i.e., decision-making, coping, and communication) pose significant barriers to cascade screening that can improve outcomes for at-risk blood relatives. There is an urgent need to equip clinicians with genomic competencies to enable access to genomic healthcare, support high-quality decisions, enable cascade screening, and navigate ELSI issues in the genomic era. Nurses are the most numerous of trained healthcare professionals, and Gallup polling from the past 20 years shows the American public rates nurses as the most trusted and ethical profession. Nursing not only focuses on disease and illness, the discipline's orientation is holistic and centers on the individual's response to their health status. As such, nurses are uniquely positioned to take a leading role in reaping the full benefit of genomic healthcare for all. This project will develop, implement, and evaluate novel simulation learning experiences for nurse practitioner students (i.e., future primary care providers). In parallel, this project will implement asynchronous learning experiences for faculty as a "train the trainer" model. The online learning will enable faculty to develop genomic nursing competencies and will provide them with concrete learning activities they can incorporate into their courses, thereby threading genomics through the curriculum. We will use robust metrics and a stepped wedge design to evaluate student outcomes both proximally (following simulation experiences) and after they enter clinical practice. This project will be guided by Rogers' Diffusion of Innovation framework to enhance uptake and implementation. Equipping the next generation of primary care providers with genomic competencies will meet a critical workforce shortage and will help bridge disparities by bringing person-centered genomic healthcare to all.



2023 MACY FACULTY SCHOLARS' PROJECT SUMMARIES



LANRE FALUSI, MD, MED

George Washington University

WHAT DO FAMILIES SAY?: COMMUNITY-ENGAGED DEVELOPMENT AND IMPLEMENTATION OF A LEARNER ASSESSMENT TOOL

Professional and educational organizations have called for residency training to include education on the social determinants/drivers of health (SDH) and the health impacts of racism. Training programs have responded by developing curricula on poverty, implicit bias, health equity, and related topics, with the expectation that patients will subsequently receive higher quality, more equitable care. However, the outcomes of these trainings are rarely assessed beyond learner satisfaction and knowledge, and patient feedback is rarely sought. The goal of this project is to develop a strategy to collect feedback from our patients' parents/caregivers (in the pediatric setting) on how trainees are applying during a clinical encounter what they have learned about screening for SDH, addressing the impacts of systemic racism, and making community resource connections. Year 1 will comprise a community-engaged process for creating the assessment tool, including the convening of a diverse group of parent representatives, community leaders, and medical education experts; in Year 2, we will collect parent/caregiver feedback through the implementation of the assessment tool.

TWO FRAMEWORKS GUIDE THE STUDY:

1. The New World Kirkpatrick Model provides the structure for learner assessment. SDH curricula typically evaluate levels 1 and 2. I aim to go further and measure learner behavior, as a manifestation of learning that is apparent to patients and therefore highly relevant to addressing SDH in a patient-centered manner.
2. The Community Engagement framework guides the shared leadership approach to the creation of the assessment tool. This framework will set the tone for full inclusion of parents and community partners in the co-creation of the assessment tool.

BRENESSA LINDEMAN, MD, MEHP

University of Alabama at Birmingham

ENTRUSTABLE PROFESSIONAL ACTIVITIES TO DEFINE GAPS IN GENERAL SURGERY TRAINING

RATIONALE

In 2016, the American Board of Surgery began to move toward an Entrustable Professional Activities (EPAs) framework to help to address concerns about the preparedness of general surgery graduates for unsupervised practice. Following a two-year feasibility trial of five pilot EPAs and drafting the remaining set, 18 EPAs for general surgery (GS) will be implemented nationally in July 2023. This presents a unique opportunity to capture the breadth of experiences of GS residents from the beginning of their training.

THEORETICAL FRAMEWORK

EPAs are defined as essential tasks of a discipline that an individual can be trusted to perform independently in a given context. They will be assessed across pre-, intra-, and post-operative phases of care, utilizing a single-item entrustment scale. Each level of entrustment has corresponding behavioral anchors derived from the critical competencies and milestones mapped to it for creation of a shared mental model of performance among assessors.

AIMS

- Aim 1: Identify entrustment levels of GS residents longitudinally across their first year
- Aim 2: Identify variables that predict entrustment in entering GS residents
- Aim 3: Identify differences in EPA assessment scores based on gender, race, and ethnicity



2023 MACY FACULTY SCHOLARS' PROJECT SUMMARIES



GEOFF STETSON, MD

University of Illinois Chicago

THE MENTOR PROJECT AND MEDEDMENTOR.ORG: A SYNERGISTIC APPROACH TO PROMOTING DIVERSE VOICES IN HEALTH PROFESSIONS EDUCATION

The premise of this work is that engaging in meaningful health professions education (HPE) is difficult. It took years to reorient my cognitive processes to the field of HPE given my background in positivist biomedical sciences. Certain institutions with robust HPE infrastructures have over-represented voices in the field. My overall aim is to help people who are new to the field to more quickly acclimate to theoretically framed research and get their projects started on the "right foot."

I am approaching this with two main aims. The first is a set of qualitative studies that will use grounded theory and ethnographic approaches to understand how expert HPE mentors guide mentees through an HPE project. One is underway that examines how mentors help mentees understand and select theories. The second study will look at the questions that expert mentors ask their mentees to help them turn a tangible problem in HPE into a research question.

This work will help inform the second aim, which is building a website that will serve as a tool that novice HPE scholars can use to properly orient themselves and build a strong foundation for their HPE projects. The website will have at least five sections: (1) an introduction and orientation page; (2) an interactive section that helps users turn a tangible HPE problem into a well-formulated research question; (3) an interactive theory network that users can use to find theories that might help frame their research; (4) an interactive decision tool that helps a user select a research methodology for their particular project; and (5) a forum section that will serve as a community of practice. It should be noted that this website is not intended to replace formal mentorship.

RAHUL VANJANI, MD, MSC

Brown University

BUILDING AND EXPANDING SOCIAL MEDICINE EDUCATION AND PRACTICE IN RHODE ISLAND

RATIONALE FOR THE PROJECT

The primary focus of this project is to center practical knowledge in the field of Social Medicine and contribute to education on the social determinants of health. The overarching goal is to empower health professions students, not only by providing an understanding of how social issues impact health, but also by equipping them with the knowledge of how systems function to create these issues and when and how to practically intervene in their clinical practices. Traditionally, the field of Social Medicine has primarily emphasized the dissemination of theoretical concepts through critical readings and research. However, this project aims to bridge the gap between theory and practice by creating and nationally disseminating a framework that combines practical application and empowerment with social medicine theory.

THEORETICAL FRAMEWORK

The theoretical framework I am centering is “accompaniment.” This framework is shaped by the writings of Drs. Frantz Fanon and Paul Farmer. Both of these physician-philosophers believed that accompanying patients on their journeys is a critical ethical paradigm because it teaches the accompanying individual that health care is inseparable from power and political struggle. To intimately understand the plight of others is amongst the most effective approaches to redirecting attention from inward preoccupations to those who are most overlooked in our society. As a result, accompaniment also inherently promotes racial and health equity, interrogates societal norms, and raises for discussion ethical dilemmas.

GOALS/OBJECTIVES

My MFS project aims to center practical knowledge by pursuing the following goals:

1. Increase knowledge and sense of empowerment among health professionals and health profession students around addressing patients’ structural and social needs
2. Contribute to the growing repository of best practices for educating health profession students in social medicine
3. Train healthcare providers nationally on practical approaches to integrating social care into the clinical encounter using a Project ECHO model



2021 MACY FACULTY SCHOLARS' PROJECT UPDATES



JENNIFER BEST, MD

University of Washington

ADAPTING THE SOCIAL-BELONGING INTERVENTION TO IMPROVE ACADEMIC AND WELL-BEING OUTCOMES IN GRADUATE MEDICAL EDUCATION (GME)

GOALS AND OBJECTIVES OF PROJECT

A growing body of evidence suggests that interventions framing “belonging uncertainty” at educational transitions improve academic outcomes for learners, particularly those with historically underrepresented identities. My work aimed to describe the experience of belonging in GME learners, with the intent of utilizing this definition to customize and pilot a social psychology intervention (the “social-belonging intervention” or SBI) at the transition to residency.

MAJOR ACCOMPLISHMENTS AND RESULTS OF PROJECT

In August 2022, my team invited all 287 University of Washington PGY1 trainees to complete the SBI, including questions about narrative relatability, belonging uncertainty, institutional engagement, and demographics. The SBI was delivered as a mandatory component of onboarding. All respondents were assigned unique identifiers permitting longitudinal analysis. At baseline, 230/287 (81%) reviewed narratives and 220/230 (96%) wrote reflective letters, with mean activity time 28:45 minutes. Among participants, 12% identified as underrepresented in medicine, 30% Asian, and 53% White; 50% identified as women, 13% sexual/gender minorities, and 22% first-generation college students. Nine percent disagreed or were neutral regarding the statement: “*It is important for me to experience belonging during my residency training.*” Among SBI narratives, participant resonance was greatest with “James” (anticipatory anxiety, 54%) and “Matt” (lack of voice, 44%), without gender or ethnicity-based differences.

At six months, 206 PGY1s completed the second voluntary survey, including 171 respondents with baseline data. The second survey added items assessing academic engagement and support-seeking behaviors; we offered a \$20 gift card to incentivize completion. Participants responding to the second survey but not the first formed a natural control group. Average agreement for all baseline belongingness and engagement items was 70%, with similar distributions at six months. Academic engagement and support-seeking increased significantly at six months, especially academic opportunities, identifying a mentor, and joining a committee.

PERSONAL ACHIEVEMENTS

Based on my Macy project, my teams have submitted two abstracts to national and international meetings, with a third in progress. Several national and international presentations and workshops are planned, including AMEE Glasgow and AAMC Learn Serve Lead 2023. I participated as a faculty member and presenter in the 2022-2023 Harvard Macy Institute Program for Educators in Health Professions. As a Scholar, I have had publications in *Pediatrics*, *Academic Medicine*, *BMJ Leader*, and *Journal of General Internal Medicine*.

NEXT STEPS

The SBI survey will be repeated at 12 months (August 2023), then yearly. We will continue to follow this cohort to assess long-term impact of the SBI and explore data linkage with

academic performance, as accomplished in other settings. Subsequent PGY1 cohorts will receive the SBI on the same timeline, beginning in August 2023, enhancing power for subgroup analysis.

Additional work this year has involved enhancing structural supports around the SBI, as a single strategy does not obviate the need for initiatives to address systemic inequities. These “Belonging Bundle” initiatives include:

- An evidence-based UW GME Community Commitment, drawn from resident belonging focus group data, to be socialized with the incoming interns this summer, as the foundation for a recognition program
- Modification of the GME letter template to reflect “wise criticism” for residents undergoing remediation (Cohen et al.)
- Implementation of Tier 1 community-building restorative justice circles within UW GME
- Program director training in restorative justice principles (completed Spring 2023)

I have applied to the Harvard master’s degree program in Medical Education (Fall 2023) with a goal of deepening my skills in research methodology. My promotion to Professor of Medicine, should votes be favorable, will be effective July 1, 2024.

ACKNOWLEDGEMENTS

Thank you to the Macy Foundation for this remarkable opportunity and community. To Dr. Eve Higginbotham, my NAC Advisor, thank you for your feedback and wisdom. To my fellow 2021 Scholars, I am so appreciative to have shared this experience with you. Thank you to my local and national collaborators and thought partners without whom this project would not have been possible. Finally, to our UW residents and fellows, thank you for your stories. They are the “why” behind these personal and institutional efforts to be—and do—better.

2021 MACY FACULTY SCHOLARS' PROJECT UPDATES



JESSICA DEVIDO, PHD, CPNP

Duquesne University

MATERNAL CHILD HEALTH EQUITY FELLOWSHIP FOR PRE-LICENSURE UNDERGRADUATE NURSING STUDENTS

OBJECTIVES

My Macy Faculty Scholar project seeks to promote health equity, cross-cultural sensitivity, and collaboration in the context of maternal child health (MCH) so that students' approach to care is optimized with a focus on individual accountability in order to meet three objectives:

- 1. Initiate a fundamental shift in learning about MCH inequities**
Pre-licensure nursing students interested in MCH careers became steeped in an intersectionality framework, reproductive justice, and critical race theory and heard directly from Black women, including patients, feminist scholars, and community activists.
- 2. Facilitate interprofessional clinical MCH competencies**
Students were exposed to MCH topics underrepresented in traditional nursing education. These topics have been identified as priorities to reduce racial disparities in adverse MCH outcomes. Students had an interdisciplinary practicum experience with an evidence-based MCH home-visiting program, and engaged with community health workers, doulas, lactation counselors, social workers, and other health professionals.
- 3. Increase leadership capacity through critical thinking and communication**
Students completed a mentored leadership project that applied didactic and community-based learning with the goal of integrating clinical, public health, and safety net systems.

ACCOMPLISHMENTS

Outcomes over the past two years include:

1. Assembled an interdisciplinary, community-engaged team including nursing, history, sociology, birth work
 - Forged deep relationships with MCH leaders, experts, and community activists
 - Collaborated with local MCH public health and community-based organizations and programs
2. Secured funding for integral team members and implementation of the educational intervention
3. Developed a curriculum and equitable application and selection processes
 - Selected 12 students for the inaugural 22/23 cohort
 - Selected 11 students for the second 23/24 cohort

4. Key outcome: Successfully deployed the inaugural MCH Equity Fellowship
 - The fellowship program engaged over 20 different MCH community-based organizations. Fellows worked with community health workers, doulas, lactation counselors, social workers, midwives, professional mental health counselors, physicians, and other community leaders and activists.
 - Each Fellow completed 24 hours of home visiting; 8 hours of immersion work and collaboration with community-based organizations to complete a community-engaged, mentored leadership project; 7 hours of direct mentoring with practicing MCH nurses; 4.5 hours of cognitive rehearsal; and 4.5 hours of simulation. Fellows collectively learned from and cared for 25 total childbearing families through 50+ total home visits.
5. 14 total invited presentations; and peer reviewed regional and national conferences within and outside of my discipline
6. Two published manuscripts with two more in process
7. Secured funding for deployment of the 2023–2024 fellowship for integral team members and costs associated with the educational intervention

NEXT STEPS

1. Deployment of post-program quantitative evaluation to Fellows
2. Completion of qualitative interviews of Fellows
3. Continuous quality improvement of the fellowship and sustainability

FUTURE GOALS

I plan to work with interdisciplinary colleagues to sustain the fellowship at Duquesne as well as expand this program at Duquesne University to other disciplines (potential programs include Pharmacy, PT and OT, Osteopathic Medicine). My final goal is to further this important work to scale up the MCH Equity Fellowship at other nursing schools. For this, we will seek additional funding, partners, and champions beyond our Pennsylvania region.

ACKNOWLEDGEMENTS

I thank the Macy Foundation for this opportunity, which has been professionally transformative. I wish to extend my deepest gratitude to my mentors Drs. Joan Bloch and Afaf Meleis for their inspiration, support, time, and expertise that they have devoted to me and this project. I also wish to thank my home institution, Duquesne University, my project team, Advisory Board, community partners, and consultants, as this work has been truly collaborative on all levels.

2021 MACY FACULTY SCHOLARS' PROJECT UPDATES



DAVID DILLER, MD, MHPE

University of Southern California

PROMOTING AN INCLUSIVE LEARNING ENVIRONMENT WHEN DIVERSITY IS DISCORDANT BETWEEN STUDENTS, FACULTY, AND PATIENTS: AN ASSET-BASED APPROACH

My Macy project sought to identify the assets within the clinical learning environment that improve medical student inclusiveness. Using a strength-based approach within the framework of the four-domain model of clinical learning environments (personal, organizational, social, material), we conducted a series of medical student focus groups, followed by faculty and resident one-on-one, semi-structured interviews to identify the people and practices that are working best to promote inclusion within our institution.

While our research is still ongoing, we have learned a lot to date and are actively in the process of developing a framework to illustrate our findings. Most discourse centered on the social domain, and we have noticed a hierarchy to inclusive practices. Fundamental to promoting an inclusive environment are a series of generalized “best practices” for faculty that build the educational alliance and demonstrate respect to the student. These practices include the recently proposed concept of trauma-informed medical education. Building upon these foundational practices is a learner-centered approach that allows faculty deliver an individualized learning experience based on the unique identity of the student they are working with. Additional themes related to relationship building, organizational culture, empathy, and assessment have also emerged, and we presented an interim analysis at the 2023 AAMC WGEA Conference. Next steps for the project include continued interviews and focus groups for member checking as we develop our conceptual framework.

Outside of the Macy project, the past two years have been exceptionally busy. I was promoted to Associate Professor and have successfully navigated the transition to Assistant Dean for Clinical Curriculum. In this role, I have overseen the implementation of a renewed curriculum, served as the inaugural course director for our Transition to Residency course, and been involved in numerous teaching and curriculum development endeavors.



2021 MACY FACULTY SCHOLARS' PROJECT UPDATES



SUNNY HALLOWELL, PHD, RN, PPCNP-BC

Villanova University

INCLUSIVE CLINICAL ADVOCACY – RESPONSIBLE EDUCATION (ICARE VIRTUAL GAMING SIMULATION)

GOALS

The goals of Inclusive Clinical Advocacy – Responsible Education (ICARE-VGS) are:

1. To explore the use of virtual gaming simulation as a medium for experiential clinical learning to prepare future health care professionals (Inclusive Clinical Advocacy)
2. Diversify the narratives used in healthcare education (Responsible Education)
3. Develop open access learning interventions through development of digital virtual gaming simulation (VGS)

ICARE-VGS is designed to allow students to develop clinical communication, assessment, and decision-making skills by considering how the social determinants of health impact the health of patients and communities they will serve. The project broadens our understanding of how to create socio-emotionally safe learning environments that advance future nurses' self-confidence, competency, and clinical behaviors.

ACCOMPLISHMENTS

With the successful release of the first open-access virtual gaming simulation set in the neonatal intensive care unit, the collaboration between community members, faculty, students, clinical, and media professionals has been played by more than 1700 users. This spring, a mixed methods, quasi-experimental, pre-test, post-test study design with a focus group component was conducted to evaluate student learning experiences using the game. We hope to publish the findings from this study this fall, with other papers related to the design of virtual gaming simulations.

This fall will see the release of a game focused on clinical skills related to patient communication and filmed in the Spanish language to explore the influence of hospital systems, staffing, medication administration, and conflict resolution.

I have had the privilege of presenting at several conferences. In March 2023, fellow Macy Scholar Dr. Jessica Devido and I presented at the National Association of Pediatric Nurse Practitioners (NAPNAP) National Conference where we discussed the important role of nurses as leaders both in education and policy development using our expertise and projects as examples. Throughout the summer and fall, the project will be presented at the International Nursing Association for Clinical Simulation and Learning, International Council of Nurses, Sigma Theta Tau International Honor Society for Nursing, and National Association of Neonatal Nurses with the goal of developing new partnerships and opportunities to scale up the project.

PERSONAL ACHIEVEMENTS

I was honored to begin the 2023 academic year as a tenured faculty member at Villanova University where I continue to champion the affordable materials project for our students and foster a community of open educational resource creators. This academic year I will debut two courses of my own design: *The Science of Human Lactation* and *Heroes, Harlots, and Healers: The Evolving Image of Nursing*, which I hope will give my students the necessary opportunity to think deeply about our unique human abilities and their developing roles as professional nurses.

NEXT STEPS

- Publish data-driven papers about VGS
- Explore partnerships with other simulation programs, within and outside of nursing
- Explore the application of VGS among nursing professionals (orientation and residency)

ACKNOWLEDGEMENTS

I owe the deepest gratitude to the generous support of the Macy Foundation and my mentors Drs. Elizabeth Dowdell (Villanova University), Christine Tanner (Macy Faculty Scholar Advisor), and Margaret Verkuyl (Centennial College) whose wisdom and patience have accelerated my development as a scholar. And it is with gratitude that I acknowledge my fellow 2021 Macy Faculty Scholars—Jessica, Jennifer, Matthew, and David—whose friendship sustained me as we re-entered the world after global isolation and whose work gives us hope for the future of healthcare. Finally, to all of you who are reading this, the Scholars before, those who will come after, and all those who I have had the privilege of connecting with during the past two years, thank you for all you are, and all you do to make this world a better place. You are the best teachers.

2021 MACY FACULTY SCHOLARS' PROJECT UPDATES



MATTHEW RUSTICI, MD

University of Colorado

REALIZING THE GOAL OF NATIONAL EDUCATIONAL COLLABORATION THROUGH A COMPENDIUM OF TRANSITION TO RESIDENCY COURSE TEACHING MATERIALS

GOALS/OBJECTIVES

Transition To Residency (TTR) courses aim to better prepare graduating medical students for the start of residency. My project aimed to curate and widely distribute free and open course materials via a TTR Compendium.

ACCOMPLISHMENTS

An Editorial Board representing six geographically diverse schools created best-practice standards for materials in three pedagogical formats: case-based, standardized patient, and simulation. Initial topics were adapted from existing TTR courses: 1) Responding to Microaggressions, 2) Cross-Cover Labs, 3) Cross-Cover Vitals, 4) Delivering Serious News, 5) Discussion of Opioid Use, 6) Shortness of Breath simulations, and 7) Agitation and De-escalation. Each topic has unique materials for internships in Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, and Surgery. The Compendium was released in early 2023 and disseminated via a national medical education listserv and a network of 171 TTR educators created from ~60 interviews of TTR course directors and two national TTR Educators symposia. The website hosting the Compendium saw an increase of over 700 page views in the month following the launch. There are four additional topics near completion and four more being solicited from courses nationally.

PERSONAL ACHIEVEMENTS

I have become a national leader in TTR courses and serve as the President of the TTR Educators organization, co-chair of the annual TTR Educators Symposium, and Editor in Chief of the Compendium. I represent TTR courses on the advisory committee to the Collaborative Foundational Competencies initiative, serving alongside leaders from the Association of American Medical Colleges, Accreditation Council for Graduate Medical Education, and American Association of Colleges of Osteopathic Medicine. I have received multiple national opioid-related grants to expand a novel Health Equity Certificate Program for standardized patients, which was created to support our local course. Lastly, I now have grant funding to support my time to expand and stabilize the Compendium over the next six years.



SMALL GROUP DISCUSSION SUMMARIES: MINI THINK TANKS

INCREASING COLLABORATION AMONG FUTURE HEALTH CARE PROFESSIONALS

FACILITATED BY

**WRENETHA JULION, PHD, MPH, RN, CNL, FAAN,
AND TYLER REIMSCHISEL, MD, MHPE**

This mini think tank began with a review of three interprofessional (IP) experiences that teach collaboration to health professions students: (1) a three-pronged approach employing IP patient-centered teams guided by community health mentors, community-based health equity learning projects, and service learning experiences with individuals with developmental disabilities at Rush University; (2) Collaborative Practice I, an interprofessional service learning course at Case Western Reserve University; and (3) a program at the University of Colorado in which students on interprofessional teams interview patients with chronic conditions to learn how various professionals contribute to and can improve their care. Together these experiences provide examples of ways that health professions students can learn how to be better IP collaborators.

During the mini think tank, participants were asked to reflect on how the three examples compare to the IP experiences at their institutions. There was wide variation in interprofessional education (IPE) experiences, and participants described issues related to duration, ease of implementation, and sustainability.

Logistical issues with community-based or clinically oriented IPE included securing financial resources for the faculty and staff time required to coordinate and manage the experiences, addressing high turnover among faculty, and identifying common times for IP student collaboration across multiple campuses. IPE and IP collaborations across programs/professions may also require unique administrative and reporting structures, making it challenging to work across multiple schools and programs. There are also lingering obstacles associated with the COVID-19 pandemic's forced conversion to virtual IP experiences. For example, students and faculty may be reluctant to transition back to in-person or on-site IP interactions. Lastly, and perhaps most importantly, authentic community and clinical engagement requires an investment in relationships that can take time to develop and a commitment to sustain. Participants agreed that service learning can be an ideal experiential learning opportunity for teaching collaboration among future health care professionals, which can be better than traditional, classroom-based IPE experiences. However, the myriad potential barriers lead most schools

to pursue uni-professional service learning and clinical opportunities.

Considerable time focused on discussing the legal and safety issues related to community-based engagement. Participants shared that their legal counsels and students pushed back on IP community engagement, citing safety concerns. Thoughtfully developed safety strategies and protocols must be in place, and conversations with legal counsel should begin early in program development to assuage these concerns by intentionally highlighting the purpose and value of community experiences. Legal agreements must be routinely reviewed and remodeled to stay abreast of the fluid nature of engaging in community experiences. Participants embraced the importance of institutions fulfilling their roles as advocates for public health and valuing the lived experiences of patients and communities adjacent to our institutions of higher learning.

Another major hurdle to experiential IPE is student buy-in. Many students early in their careers do not yet appreciate the importance of interacting with laypersons or learning how to improve their teamwork skills while completing projects. To increase student buy-in, IPE experiences must be framed in ways that highlight their applicability to our students' future careers, and case studies and role-playing can be utilized to teach effective communication and collaboration. To that end, student-developed team charters are useful in clarifying roles and responsibilities and leveling the playing field regarding perceived profession-based hierarchies. A single, specific cross-professional model of feedback is necessary to promote learning with, from, and about each other by highlighting strengths and opportunities for improvement.

Finally, the importance of robust faculty development was emphasized so faculty are prepared to balance the value of teaching IPE collaborations to students against student perceptions that they will automatically be effective collaborators in IP teams in the health care setting. A large body of literature exists on power differentials and biases among health professions students early in their professional education. This means that microaggressions and expressions of implicit biases may emerge when students work together in IP teams. Faculty must have the training and confidence to coach students through these challenging conversations so that students are prepared to address similar situations in their future careers.



SMALL GROUP DISCUSSION SUMMARIES: MINI THINK TANKS

NAVIGATING ETHICAL DILEMMAS IN HEALTH PROFESSIONS EDUCATION: EXPLORING THE ROLE OF ARTIFICIAL INTELLIGENCE

FACILITATED BY
DORANNE DONESKY, PHD, ANP-BC, ACHPN
AND DIMITRI PAPANAGNOU, MD, MPH

The small group discussion focused on preparing future health professionals to navigate ethical dilemmas, with a particular emphasis on the use of generative artificial intelligence (AI) and ChatGPT. The session successfully engaged meeting participants in a thought-provoking discussion, enabling them to explore various considerations and propose solutions related to AI implementation in health professions education. The summary below highlights the structure of the conversation, key discussion points, and participants' take-home messages.

The conversation was structured as follows:

1. Scenario Introduction.

We utilized ChatGPT to create a hypothetical scenario centered around a university that employed chatbots and AI to enhance student learning. The scenario highlighted the benefits of AI, including improved learning outcomes and student satisfaction through enhanced efficiency and accessibility.

2. Considerations for Faculty and Students.

Participants were asked to reflect on the ethical dilemmas and considerations associated with AI implementation from both faculty and student perspectives. Key student considerations included veracity, resources, values and professional competencies, time saving, false sense of confidence, and bias. Faculty considerations encompassed transparency, accuracy, quality, personal limitations, honesty, autonomy, and privacy.

3. Discussion and Solution Generation.

A facilitated discussion encouraged participants to propose potential solutions for the identified student and faculty issues. For students, suggested solutions involved integrating AI into class discussions, incorporating ChatGPT into assignments, promoting critical thinking by identifying inaccuracies in AI outputs, contemplating AI's impact on future healthcare professions, utilizing AI as a consultation tool,

and exploring the possibility of grading AI responses. For faculty-related concerns, solutions included modeling AI consultation, employing transparent ChatGPT prompts, and adopting an objective-oriented approach to the use of AI.

4. Comparison with ChatGPT Responses.

A noteworthy aspect of the workshop was comparing participants' responses to those generated by ChatGPT. The consensus was that the group's answers were more nuanced, authentic, and reflective compared to the AI's responses, highlighting the unparalleled creativity of the human mind.

During the session, participants shared their key take-home messages, highlighting a transition from skepticism to excitement regarding AI's potential. They recognized AI's value in assisting with self-assessment, emphasizing the workshop's relevance to faculty retreat agendas. The importance of veracity when utilizing AI was underscored, along with acknowledging ChatGPT's limitations while still considering it a tool for personal development. Empowering students to use AI ethically and responsibly for positive outcomes was emphasized, as was the need to assess how students truly interact with ChatGPT. Participants maintained optimism about AI's contribution to the development of future health professionals and advocated for its judicious use among faculty members.

Overall, the session successfully modeled the intentional use of AI, provided decision points for participants, and encouraged a comparison of responses between humans and ChatGPT. The structured discussion format, with a focus on faculty and student considerations, effectively mirrored a faculty development session. It proved to be an ideal format for facilitating a one-hour conversation on AI ethics and implications in the context of the future of health professions education.



SMALL GROUP DISCUSSION SUMMARIES: MINI THINK TANKS

PROMOTING DIVERSITY, EQUITY, AND BELONGING

FACILITATED BY

**RICHARD E. GREENE, MD, MHPE, FACP, AND
CORETTA JENERETTE, PHD, RN, AOCN, ANEF, FAAN**

Learning Objectives for the Session:

1. To define and identify common challenges in promoting diversity, equity, inclusion, and belonging (DEIB) in academic health professional spaces
2. To share individual and institutional successes and barriers when engaging in DEIB work both within and outside of formal DEIB-related roles
3. To solicit and summarize some best practices in promoting DEIB in our micro or macro environment

To open the conversation about promoting DEIB, the facilitators shared a bit about their institutional roles and some challenges they face doing DEIB work. They shared some personal challenges of engaging in this work (e.g., taking care of oneself when this work is never done). They noted the difference between typical work stress and the continued fight for inclusion, which can take a deeper emotional toll when it is about one's own identity. They then framed the rest of the conversation to elicit feedback from the group about challenges to DEIB work, successes, and best practices.

Most of the conversation focused on the challenges, and three levels of challenges emerged: systemic challenges on a national level, cultural challenges from within institutions, and challenges in capacity building so that this work does not fall on the shoulders of those with minoritized identities.

Systemic challenges came from regulatory bodies pushing back on diversity in health professions education. The group expressed a clear desire for support from our professional, regulatory, and accrediting bodies (e.g., LCME, AACN) and clinical (e.g., the Joint Commission), given the power of financial leverage or losing accreditation. There was significant interest in collective action, including unionizing and using our voices and privilege as healthcare providers to challenge those who legislate against the ability to teach about the importance of teaching about DEIB, racism, and oppression in health professions schools. Strong statements were offered, noting that DEIB is not enough and that the conversation must include intentionality around anti-racism. The group discussed the need for restorative justice and the challenges in getting healthcare providers to give



up comfort and take risks to demand what is right and the collective good. The discussion also touched on the perception that the energy dedicated to this since the 2020 murder of George Floyd has begun to wane, with those in leadership beginning to ask, "Haven't we done this?" and prematurely celebrating victory.

At the level of our institutional culture, the group first discussed that not everyone is aligned with these issues to the same degree that this group is. Many expressed that people in their intuitions question the need for DEIB. The group discussed "Dynamic Camouflage" (the idea that institutions adopt new practices on the surface, like holistic admissions, but cling to GPA in the holistic admissions criteria). The group discussed the need for institutions to operationalize their values "from the walls to the halls" and to have systems of accountability in place when they do not live up to these stated values and commitments. The group articulated the need to use plain language when discussing racism, white supremacy culture, and fragility rather than sanitizing language for leaders and faculty who express discomfort. The group also expressed that classroom content is easier to control than clinical learning environments and that the hidden curriculum is powerful.

At the level of the local faculty and building capacity to support the work of DEIB and anti-racism, the group addressed that faculty development is often under-resourced and that faculty are challenging to capture. Some faculty do not want to be educated and silo the work of DEIB and anti-racism to Offices of Diversity Affairs. They do not take accountability for how DEIB and anti-racism are essential to their content or the institutional mission. A clear statement was made about focusing less on changing hearts and minds and prioritizing accountability for behavior and outcomes. The group expressed the value of listening to our learners, who come with a clearer lens and have not been acculturated to the systems that include oppression and listening to and believing the voices of learners with minoritized identities.

The group concluded with several thoughts about opportunities for change. The first was the development of education leaders and advocates who can lead organizations to advocate for DEIB and anti-racism changes within our regulatory bodies or at a state or federal level. As educators, we should consider how to capture educationally sensitive patient outcomes (ESPOs), demonstrating the value of including DEIB and anti-racism topics in our clinical learning environments. The group expressed that strong need to banish perfectionism and create opportunities (and support) for collaboration across silos within the health professions. The group concluded with a clear recommendation to the Macy Foundation for the Scholars to continue this action-oriented conversation in future meetings.

FOLDER WITH RESOURCES:

<https://tinyurl.com/MFS2023-PromotingDEIBResources>

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SMALL GROUP DISCUSSION SUMMARIES: CAREER DEVELOPMENT TOPICS



CONTEMPLATING TRANSITIONS: RUNNING TO SOMETHING INSTEAD OF RUNNING AWAY

**FACILITATED BY EVE R. COLSON, MD, MHPE,
AND ALAN DOW, MD, MSHA**

Change and transition are inevitable in life. While change is a discrete event, transition is the psychological process around the event. Some changes are voluntary such as graduations or the birth of children while others are involuntary like sudden loss of loved one or birthdays. All changes can be emotional though involuntary ones can be more traumatic. Selection as a Macy Faculty Scholar includes two important transitions to be considered: starting the program and completing the program.

In this session, we reviewed this foundation on transition and briefly discussed the work of William Bridges on transitions and Susan Brimm's 6 C's framework about transitions: Complexity, Clarity, Confidence, Creativity, Commitment, and Consolidation. This workshop is built on a similar MFS workshop from 2019 by Eve Colson, Wendy Madigosky, and Maja Djukic.

The attendees then broke into small groups for discussion about these concepts before coming back together to share insights. Based on the large group discussion, these themes emerged:

BEFORE THE CHANGE:

- Think about how you fit with the potential new role and institution. One approach is to conduct a SWOT analysis of both you and the institution. This approach can help identify how you need to grow or collaborate to address weaknesses and what strengths you can leverage to have greater impact. Make sure you are running to something not just away from something.
- Understanding why you want to leave your current role is also important. Values can change as we mature, our lives evolve, and institutions change, often with new leadership. Know why your values and goals might not align in your current role and look for that alignment in a future role.
- Recognize that transitions have costs on your work and life in general. Be attentive to these costs. It is okay to grieve.

AS YOU CHANGE:

- Leave your prior role well.
- Reinvent yourself—you are a new person in your new role. Don't have the same responsibilities as your old role or you could become overworked and unhappy.
- Make sure you have a clear job description and set boundaries.

AFTER THE CHANGE:

- Focus on listening and cultivating relationships. You will have the time initially to invest in people and you need to understand them and their values to be effective. Figure out how your strengths and weaknesses complement theirs.
- Ask close peers assess you. This will help you overcome impostor syndrome. Reassess yourself on a set schedule.
- Give yourself grace.

SMALL GROUP DISCUSSION SUMMARIES: CAREER DEVELOPMENT TOPICS

GETTING PROMOTED AND SPONSORED

**FACILITATED BY ROBERTA WAITE,
EDD, RN, PMHCNS, ANEF, FAAN,
AND JING WANG, PHD, MPH, RN, FAAN**

Our discussion began with the facilitators asking each participant why they were interested in this specific session. Many attendees indicated that either they had moved from an institution with good sponsorship infrastructure to one that was not as proficient, or they were now taking on a more senior role that involves sponsorship and wanted to learn more about how to be successful in this space.

An essential part of the discussion included defining the differences between a mentor and a sponsor. A mentor is someone who directs, helps, and advises, while a sponsor is a person with influence over resources who keeps you top-of-mind when opportunities to advance surface within their professional sphere of influence.

A thoughtful conversation was had regarding potential barriers to promotion. Some identified barriers included:

- New organizational leadership sponsoring other scholars
- Transferability of tenure and rank
- Gender dynamics when evaluating work and who gets recognized for work
- Not maximizing promotion when negotiating
- Lack of time to focus on promotion-oriented work (e.g., publications and research)

Facilitators shared some steps to negotiate for sponsorship when moving or considering new institutions and encouraged the group to make time for seeking sponsorship, including allocating tasks, prioritizing promotable work within your schedule, and collaborating with others as much as possible to help with accountability.

Another key component of the discussion was balancing an administrative role with scholarship. Many in the group struggled with solely devoting time to the administrative portion of their role, which advances their institution, but sometimes has negative effects on their own professional development. Suggested tactics to use in this scenario were to set firm boundaries on time devoted to both administration and scholarship and ensure your institution is cognizant of the division of your duties.



How does one go about looking for sponsorship? Facilitators asked participants to consider diversifying how they seek sponsors, including broadening their network beyond their place of work. They also recommended taking an interest in what your sponsor is doing and supporting their efforts.

The facilitators then spoke on why they sponsor, how they have engaged in sponsorship relationships, and how they have demonstrated gratitude to sponsors in their lives. A recurring theme was creating a legacy for future generations—creating and supporting a pathway for junior clinicians, academics, and researchers to succeed.

SEEKING FUNDING FOR HEALTH PROFESSIONS EDUCATION

FACILITATED BY
ASHLEY DARCY-MAHONEY, PHD, NNP, FAAN,
AND SANDRIJN VAN SCHAİK, MD, PHD

This session focused on strategies for exploring various options for funding health professions education, with an emphasis on diversifying funding. At the start of the session, we renamed it the “money session” and solicited challenges and questions from participants about obtaining funding, which we listed on flip charts. Each facilitator then provided a brief overview of their funding history, as well as major lessons learned, referring to the challenges and questions presented. We then opened the discussion up to all participants to share their experiences and ask additional questions.

Topics addressed included the need for sustainable funding beyond the Macy Foundation, the importance of NIH funding for tenure track positions, and the potential for tech funding and tech transfer opportunities. Team science and the inclusion of multi-principal investigator (MPI) collaborations were also explored, along with the relevance of non-R1 funding mechanisms like the R15 grants. Additionally, participants addressed the possibilities of securing embassy funding and providing support to mentees during the grant writing process.

During the session, several tips and ideas for successful grant writing were shared. It was recommended to reframe proposals based on ultimate goals and outcomes, emphasizing themes such as better health, patient safety, equity, and workforce development. Incorporating “buzz” words, such as “implementation science,” and aligning with the priorities of the funding organization were suggested to increase the chances of success. Participants were encouraged to seek information from program officers and representatives of funding organizations, consult with previously funded individuals, and obtain examples of successful grants. Building strong teams and obtaining critical feedback before submission were highlighted as important steps in the grant writing process. Participants were also encouraged to consider becoming grant reviewers and leveraging their connections within the Macy network.

The discussion further touched upon the significance of making non-NIH grants count for academic standing and promotions. In this regard, participants suggested including a narrative highlighting success rates for obtained funding, the scarcity of education-focused grants, and the outcomes



of the work, such as alternative metrics and the impact on student training and patient care.

Overall, the session provided valuable insights and practical strategies for seeking funding in health professions education. The participants were encouraged to explore a range of funding sources beyond the NIH and leverage their strengths to align with funding organizations’ priorities.

2011 MACY FACULTY SCHOLAR CAREER UPDATES



Eve R. Colson, MD, MHPE

EVE R. COLSON, MD, MHPE

Washington University in St. Louis

Dr. Colson currently serves as Associate Dean for Program Evaluation and Continuous Quality Improvement in the Office of Education and Professor of Pediatrics at Washington University in St. Louis School of Medicine (WUSM). Over the past year, she led the LCME accreditation visit at WUSM and led the team that built a new program of evaluation to support continuous quality improvement of the school's new Gateway curriculum. She also published several papers including those focused on disparities in clinical grading outcomes, and continued her work in understanding disparities in health outcomes in infants and their families toward promoting health equity.



Alan Dow, MD, MSHA

ALAN DOW, MD, MSHA

Virginia Commonwealth University

Life continues to be full with running a busy hospitalist division, rethinking interprofessional education post-pandemic, and trying to innovate in the continuing professional development arena. Oh, and teenagers—they're great and need me around even if they don't say it. In addition to leading and mentoring some academic projects, I wrote a short book for non-healthcare people about wellbeing as examined through six lenses of fatigue. When the book was done, I realized it was really a self-help book and, as they say, writing a self-help book is really about trying to help yourself. I have learned a ton through the process and in presenting the content to a variety of audiences in different formats. I am also still active in the health professions sphere: I chaired the scientific program for the American College of Physician's annual meeting; I am a member of the Virginia Health Workforce Development Authority; and I am involved in several other professional and leadership activities.



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

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.

JENNIFER S. MYERS, MD

University of Pennsylvania

Dr. Myers is Professor of Clinical Medicine and the Director of the Center for Healthcare Improvement and Patient Safety (CHIPS) at the Perelman School of Medicine, University of Pennsylvania. This center serves as the nexus of education in quality and safety at Penn and has developed numerous educational programs and career pathways for residents, fellows, and faculty with career interests in this field. Over the past two years, she designed and implemented a new Master's program in Healthcare Quality & Safety (MHQS) as well as a dual MSN-MHQS degree. She also continues to serve in a bridging leadership role designed to integrate and align the quality and safety efforts of the Penn Medicine health system

with the interprofessional clinical learning environment, the topic of her original Macy Faculty Scholars project. For the past three years, she has also been the lead physician at Penn selected to participate in the ACGME's National Pursuing Excellence Initiative in Patient Safety. Dr. Myers is an Associate Editor for *BMJ Quality & Safety* and has published several research papers and commentaries in *Academic Medicine*, the *Journal of Graduate Medical Education*, and *BMJ Quality & Safety* over the past two years.

**ROBERTA WAITE, EDD, RN,
PMHCNS, ANEF, FAAN**

Georgetown University

Dr. Roberta Waite is Professor and inaugural Dean at Georgetown University School of Nursing. She led the launch of this new school to expand the work of the Georgetown University Medical Campus. With oversight of a pre-licensure nursing program, Clinical Nurse Leader program, Advanced Practice Nursing programs (Women's Health, Midwifery, Adult-Acute Care Gerontology, Family Nurse Practitioner), and doctoral in nursing practice as well as doctoral nurse anesthesia programs, she is excited to launch Georgetown's PhD in nursing with a focus on health equity and ethics. Over the past year, Dr. Waite has been invited to lead numerous panel discussions and presentations, and she has published five peer-reviewed manuscripts.



Jennifer S. Myers, MD



Roberta Waite,
EdD, RN, PMHCNS,
ANEF, FAAN



2012 MACY FACULTY SCHOLAR CAREER UPDATES



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

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

Mercy College

As inaugural Dean of Mercy College, Dr. Beard will lead the School of Nursing in creating conditions that support academic excellence and ensure all students have an opportunity to experience educational success and economic mobility. Recent publications include Promoting Health Equity with HBCUs: Breaking away from Structural Racism, Transforming Nursing Education in Response to the Future of Nursing 2020-2030 Report, Educators Countering the Impact of Structural Racism on Health Equity, and a book chapter. The National Black Nurses Association awarded her the Trailblazer Award. Her discourse on Leading in a Race-Conscious Society and How Visionary Leaders Transform Systems are facilitated by the Harvard Macy Institute's Program for Educators in Health Professions and the Harvard Macy Leading Innovations in Health Care & Education, respectively. Dr. Beard is currently a fellow of the New York Academy of Medicine, the American Academy of Nursing, and the Academy of Nursing Education. She serves on the editorial board for *American Journal of Nursing* and the American Academy of Nursing's Institute for Nursing Leadership.



Ted James, MD, MS, FACS

TED JAMES, MD, MS, FACS

Beth Israel Deaconess Medical Center

Dr. James currently serves as Chief of Breast Surgical Oncology, Medical Director of the Breast Cancer Center, and Vice Chair of Surgery for Academic Affairs and Faculty Development at Breast Center at Beth Israel Deaconess Medical Center. He is also the faculty director for the Healthcare Strategy program at Harvard Medical School Executive Education. Dr. James has been actively involved in cancer care delivery science and has established a grant-funded outcomes research program. The research program is generating

ongoing peer-reviewed publications and presentations at national and international scientific conferences.

Dr. James also serves on national committees in his field, has been a senior contributor on developing national guidelines, and provides keynote lectures and workshops on leading change and shaping the future of healthcare.

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

Rush University

As the Associate Dean for Equity & Inclusion, I am responsible for executing the College's strategic planning around diversity, equity, and inclusion in collaboration with faculty, staff, and students. I am co-chairperson of the Education Subcommittee for the Rush BMO Institute for Health Equity (RBIHE) whose mission is to advance health equity acumen for Rush University students, health care professionals, internal workforce, and community members through collaboration, bi-directional training, and professional development. We are educators, clinicians, and researchers committed to understanding and promoting anti-racism, social justice, and health equity within our practices and communities through teaching, social medicine, and investigation. This year I have also been funded by the Genentech Foundation to lead the development of an anti-racism curriculum for the University. Finally, I have been trained in Restorative Justice Practices through the Center for Restorative Justice at the University of San Diego.



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

WENDY S. MADIGOSKY MD, MSPH

University of Colorado

My role within the Health Systems Science department at the Kaiser Permanente Bernard J. Tyson School of Medicine (KPSOM) continues to evolve; I now serve as the Longitudinal Coordinating Subcommittee Chair for the school and I am further developing the Interprofessional Collaboration curriculum. I care for a panel of family medicine patients through the University of Colorado Health System and enjoy my role as Professionalism Assessment Champion and Chair of the Medical Student Professionalism Committee for the University of Colorado School of Medicine. Recent presentations were at the following venues: Academy for Emerging Leaders in Patient Safety, Colorado Learning and Teaching with Technology, National Interprofessional Practice and Education Nexus Summit, and AAMC Western Group Collaborative Spring Conference. Publications include co-author of the fourth edition of the *Fundamentals of Health Care Improvement: A Guide to Improving Your Patients' Care*, published by Joint Commission Resources and the Institute for Healthcare Improvement. Awards include induction as a Distinguished Fellow of the Allopathic & Osteopathic Medicine Academy within the National Academies of Practice.

SANDRIJN VAN SCHAİK MD, PHD

University of California, San Francisco

Dr. van Schaik is Baum Family Presidential Chair for Experiential Learning and Professor of Pediatrics at the University of California, San Francisco (UCSF). She serves as Education Director for the UCSF Kanbar Center for Simulation and Clinical Skills, Vice Chair for Education in the Department of Pediatrics, and Director of Faculty Development at UCSF. The latter is a new role as of March 1, 2023, and is a newly created role in UCSF's Center for Faculty Educators charged with expanding faculty development offerings for all who teach and supervise learners at UCSF, inclusive of anti-oppressive approaches to education. Over the past year, she finished up a large AHRQ-funded project creating guidelines for interprofessional simulation, and has continued her work on a Macy Foundation-funded project to develop and pilot a scorecard for clinical learning environments.



Wendy S. Madigosky,
MD, MSPH



Sandrijn van Schaik,
MD, PhD

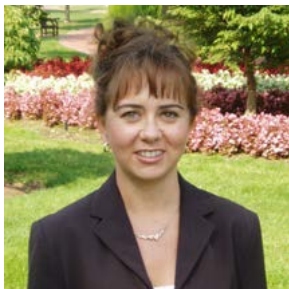
2013 MACY FACULTY SCHOLAR CAREER UPDATES



Lisa Day, PhD, RN, CNE,
ANEF, FAAN



Memoona Hasnain, MD,
MHPE, PhD



Kelly Karpa, PhD, RPh

LISA DAY, PHD, RN, CNE, ANEF, FAAN

University of New Mexico

Dr. Day is a Professor, Clinician Educator at the University of New Mexico College of Nursing in Albuquerque. She has worked as a staff RN in post-anesthesia recovery, cardiac medicine, and neuroscience, and as a clinical nurse educator and neuroscience clinical nurse specialist. She has held faculty positions at the UCSF School of Nursing; Duke University School of Nursing in Durham; and at Washington State University College of Nursing, where she was also Associate Dean for Academic Affairs. As clinical faculty, she has served as a voluntary member of the hospital ethics committee and clinical ethics consult service at UCSF Medical Center, Duke Hospital, and Providence Health's Sacred Heart Hospital in Spokane. Since 2019, she has been a member of the board of the American Society of Bioethics and Humanities Affinity Group for Nursing. She has consulted on many nursing education-related projects including the first phase of the Robert Wood Johnson-funded project Quality and Safety Education in Nursing (QSEN) and the Carnegie Foundation for the Advancement of Teaching's National Study of Nursing Education. She is one of the co-authors of the landmark publication *Educating Nurses: A Call for Radical Transformation* reporting the results of the Carnegie study, and has provided faculty development workshops for schools of nursing in the US and Canada. She is certified as a Nurse Educator by the NLN and was inducted as a Fellow in the American Academy of Nursing and in the NLN Academy of Nursing Education in 2019.

MEMOONA HASNAIN, MD, MHPE, PHD

University of Illinois Chicago

Dr. Hasnain continues her multi-faceted work at the intersection of medicine and public health, with an emphasis on transforming health disparities and advancing health equity and social justice

through interprofessional education, service, and scholarship. Dr. Hasnain is PI on a HRSA-funded Geriatrics Workforce Enhancement Program titled ENGAGE-IL. She continues to provide leadership for UIC College of Medicine's longitudinal Patient-centered Medicine Scholars Program, which has special emphasis on vulnerable populations in six thematic areas: Geriatrics; Homelessness; HIV-AIDS; Immigrant & Refugee Health; Incarcerated Populations; and Intimate Partner Violence. Dr. Hasnain's Macy Foundation-funded Interprofessional Approaches to Health Disparities (IAHD) course received UIC's Inaugural 2021 I-TEAM Award for excellence in interprofessional education. Dr. Hasnain's key priorities remain building the health workforce pipeline and faculty development for junior faculty, including a focus on wellbeing and work-life balance. Dr. Hasnain has received many accolades for her body of work devoted to developing, implementing, and strengthening transformative educational programs and leading collaborative, synergistic teams. Most recently, she received the 2022 UIC Award for Excellence in Teaching (AET), the highest institutional award recognizing outstanding commitment to teaching and learning excellence; awardees are selected from across the University of Illinois system.

KELLY KARPA, PHD, RPH

East Tennessee State University

Dr. Karpa is currently Professor, Departments of Medical Education & Family Medicine at East Tennessee State University, Quillen College of Medicine; Associate Dean, Institutional Effectiveness and Innovation; Director, Interprofessional Education Research; and Adjunct Professor, Gatton College of Pharmacy. Locally, Dr. Karpa oversees evaluation efforts for a new TBL-based medical education curriculum that was implemented this year; she has also been developing new interprofessional collaborative practice experiences for medical students. Nationally, she serves

on the Membership Committee for the American Interprofessional Health Collaborative as well as the organization's Innovation Taskforce. During the past year, she was invited to lead pharmacology workshops at several medical schools, demonstrating concepts related to safe and effective prescribing as well as pharmacokinetic applications. Dr. Karpa continued working with the International Union of Basic and Clinical Pharmacology on the Pharmacology Education Project, as well as several working groups related to development of Core Concepts in pharmacology. Her work during the past year has been published in *Health, Interprofessional Practice and Education*; *International Journal of Allied Health*; *Journal of Interprofessional Education and Practice*, and *British Journal of Pharmacology*.

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 (BHSHC), a hub of interprofessional learning. Dr. Meade leads healthcare transformation at BHSHC for the integration of population management and accountable care service delivery. She is engaged in curriculum building and qualitative research in interprofessional education at the point of care for chronic disease management in an urban population. 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 is on the Board of TransHealth Northampton, the first in the nation, independent, transgender-led, comprehensive transgender health center. 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 was appointed to the National Academy of Science, Engineering and Medicine Expert Committee on Promoting Learning and Development In K-12 Out Of School Time Settings For Low Income and Marginalized Children and Youth. She completed the second National School Nurse Workforce Study (presented in June 2023) and received funding to conduct additional school nursing workforce studies in Washington and Maine. Dr. Willgerodt remains the Vice Chair of Child, Family, and Population Health Nursing, providing leadership in curricular activities with the School of Nursing and supporting the development of faculty in their teaching.



Lauren Meade, MD, FACP



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

2014 MACY FACULTY SCHOLAR CAREER UPDATES



Laura A. 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. In this role, she oversees well-being initiatives for residents and clinical fellows, and assists training programs through educational quality improvement work. 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, an online learning committee promoting clinical excellence. Last year she presented at the ACGME Annual Educational Conference. She continues to practice general internal medicine at Johns Hopkins Bayview Medical Center where she is also a clinical supervisor for internal medicine residents.



Douglas P. Larsen,
MD, MEd

DOUGLAS P. LARSEN, MD, MED

Washington University in St. Louis

Dr. Larsen is Professor of Neurology and Pediatrics at the Washington University in St. Louis School of Medicine. He was recently appointed as the Vice Chair for Education for the Department of Neurology. He continues to serve as the Neurology Clerkship Director. He continues to serve on the editorial board of the journal *Neurology: Education*.



Sarah E. Peyre, EdD

SARAH E. PEYRE, EDD

University of Rochester

Dr. Peyre is the Dean of the Warner School of Education and Human Development at the University of Rochester. Working extensively in the field of simulation, Dr. Peyre's career has evolved to focus on high-performing healthcare teams and the educational innovations that support collaborative care models. Her educational research has been funded in the areas of expertise, teaming, and educational effectiveness by the National Institutes of Health, Josiah Macy Jr. Foundation, Burroughs Wellcome Foundation, and others. Her work in interprofessional education includes curriculum development on disparities in healthcare, leadership, and technology. Her Macy Faculty Scholars project was focused on identifying and teaching best practices in the patient and family-centered use of the electronic medical record (EMR). Building on the traditions of the University of Rochester, she is interested in nourishing humanism alongside technology as educational programs are created that promote effective communication within high-performing teams.

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

Indiana University

I am Professor of Nursing at Indiana University School of Nursing, Bloomington. Over the past year, I delivered four presentations, authored five publications, and secured one grant.

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, ANEF, FAAN**

University of North Carolina
at Chapel Hill

Dr. Zomorodi is Assistant Provost for Interprofessional Education and Practice at the University of North Carolina at Chapel Hill. When the COVID pandemic began, Dr. Zomorodi shifted efforts to building online IPE activities, telehealth opportunities, and the Carolina COVID-19 Student Services Corps (CSSC). CSSC engaged current and future health professional students in contact tracing, data review, COVID testing, and vaccine administration. CSSC has become a national model with over 1500 members and 25,000 hours served for North Carolina. In 2020–2021, Dr. Zomorodi published three articles and completed 16 presentations on IPE. Dr. Zomorodi is Associate Editor for the *Journal of Interprofessional Education and Practice* and is currently serving on the IPEC Expert Panel "Leveraging the IPEC Competency Framework to Transform Health Professions Education" as well as the AIHC Advisory Board. In 2021, Dr. Zomorodi received funding from the Kenan Trust to continue the Rural Interprofessional Health Initiative as well as a new grant focused on building Relational Leadership Principles to advance collaboration through leadership development and quality improvement methodologies.



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



Charles Vega Jr., MD



Meg Zomorodi,
PhD, RN, ANEF, FAAN

2015 MACY FACULTY SCHOLAR 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. 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 Giscombé,
PhD, RN, PMHNP-BC, FAAN

CHERYL L. WOODS GISCOMBÉ, PHD, RN, PMHNP-BC, FAAN

University of North Carolina at Chapel Hill

I am currently the LeVine Distinguished Professor and Senior Associate Dean of the Office of Academic Affairs in the School of Nursing and Professor (secondary appointment) in the Department of Social Medicine at the University of North Carolina at Chapel Hill. I continue to serve as Lead Principal Investigator on the five-year (R01) NIH/NIMHD-funded Harmony Study to reduce cardiometabolic risk in African American women, and I am a multiple PI on the NIH/NCCIH T32 pre- and post-doctoral fellowship in integrative medicine. I serve as one of the faculty members for the Harvard School of Medicine's CME course entitled, "Training Our Eyes, Minds, and Hearts: Visual Thinking Strategies for Health Care Professionals." I also continue to serve as a standing member of the NIH Study Section, Mechanisms of Emotion, Stress, and Health (MESH), and I serve on the Executive Board of the Academy of Behavioral Medicine Research and



Deepthiman Gowda,
MD, MPH, MS

Executive Committee Member/Director of Clinical Sciences for the International Society of Contemplative Research. In addition, I continue to mentor interdisciplinary students in the Giscombé Health, Equity, and Arts Lab.

DEEPTHIMAN GOWDA, MD, MPH, MS

Kaiser Permanente Bernard J. Tyson
School of Medicine

Dr. Gowda is the Assistant Dean for Medical Education at the Kaiser Permanente Bernard J. Tyson School of Medicine (KPSOM) in Pasadena, California. The School welcomed its first class in 2020 and will graduate that first class in 2024. The School's mission is focused on training leaders in healthcare transformation with an attention to: equity, inclusion, and diversity; health systems science; and well-being. Dr. Gowda's has been involved in curriculum and policy writing, faculty and staff hiring and development, and mentoring faculty. Dr. Gowda serves as the lead for humanities and narrative medicine and works closely to develop the doctoring curriculum. Dr. Gowda was selected as President-Elect of Directors of Clinical Skills Education (DOCS) and continues to serve on the Board of Directors for Columbia University Narrative Medicine Program and the AAMC Task Force for the Foundational Role of the Arts and Humanities in Medical Education.

LISA KITKO, RN, PHD, FAHA, FAAN

University of Rochester

Dr. Kitko is Dean of the University of Rochester School of Nursing and Professor of Nursing and Geriatric Medicine. She also holds the Independence Chair in Nursing Education and serves as Vice President of the University of Rochester Medical Center. In this role she provides strategic vision and direction to advance the academic, research, and clinical missions of the School of Nursing.

Dr. Kitko has extensive clinical research experience with the palliative care needs of persons living with complex chronic conditions and their family caregivers, especially in the context of advanced heart failure. Her research focuses on serious illness conversations in persons with advanced life-limiting illness. Dr. Kitko has been funded by the National Institutes of Health (NINR and NHLBI), HRSA, and the American Heart Association. Dr. Kitko is also the PI of an interdisciplinary training grant (NIH/ NHLBI) designed to increase the number of underrepresented undergraduate students that will pursue graduate school.

Over the past year, Dr. Kitko has continued to advance palliative care education. She has collaborated with fellow Macy Scholars (DorAnne Donesky and Mandy Kirkpatrick) on a systematic review of interprofessional palliative care education programs and co-authored a chapter in an upcoming book in which Dr. Donesky is the editor.

BRIDGET O'BRIEN, PHD

University of California, San Francisco

I am currently Professor of Medicine and an education scientist in the Center for Faculty Educators at the University of California, San Francisco (UCSF). I also co-direct the Teaching Scholars Program and the UCSF-University of Utrecht doctoral program. At the San Francisco VA, I direct the Fellowship Program in Health Professions Education Evaluation and Research. My primary accomplishment this year has been the completion of a new textbook, *Foundations in Health Professions Education Research: Principles, Perspectives, and Practices*, with an international team of editors and co-authors. The book will be available in August 2023.



Lisa Kitko,
RN, PhD, FAHA, FAAN



Bridget O'Brien, PhD



2016 MACY FACULTY SCHOLAR CAREER UPDATES



DorAnne Donesky,
PhD, ANP-BC, ACHPN

DORANNE DONESKY, PHD, ANP-BC, ACHPN

**University of California, San Francisco
(Emerita faculty)**

DorAnne Donesky is Professor Emerita at University of California, San Francisco where she continues to lead Practice-PC, a longitudinal interprofessional continuing education course in palliative care. She completed a book entitled "Intentionally Interprofessional Palliative Care" for Oxford University Press in 2023, co-authored with social work, spiritual care, and physician colleagues. She was appointed chair of the Patient and Family Education Committee for American Thoracic Society in 2023. In collaboration with the Macy Faculty Scholars Palliative Care Interest Group, she co-authored a systematic review of interprofessional palliative care education during the past year. She was an invited speaker on interprofessional collaboration for the Dyspnea Society conference in Oxford, UK, during the summer of 2022. She serves as co-lead, with a physician and a social work colleague, for the Macy Sojourns Scholars Interprofessional Special Interest Group.

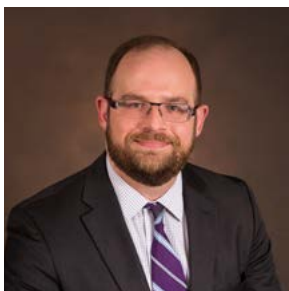


Cristina M. Gonzalez,
MD, MEd

CRISTINA M. GONZALEZ, MD, MED

New York University

My current titles at NYU Grossman School of Medicine include Associate Director of the Institute for Excellence in Health Equity, and Professor of Medicine and Population Health. My lab has published articles and given multiple presentations on implicit bias recognition and management (IBRM) as well as social determinants of health. All of our work is specifically focused on health professions education across the spectrum of training



Temple Ratcliffe,
MD, MS-HPed, FACP

and practice as it relates to health equity. I am currently preparing to submit my first R01 to the National Institutes of Health to continue our patient outcomes oriented research in IBRM using education as our intervention.

TEMPLE RATCLIFFE, MD, MS-HPED, FACP

**University of Texas Health Science Center
at San Antonio**

Dr. Ratcliffe is Associate Professor/Clinical of Medicine at the Joe R. and Teresa Lozano Long School of Medicine, University of Texas Health San Antonio, where he serves as Director of Student Education and Internal Medicine Clerkship Director. Dr. Ratcliffe is also the School of Medicine's council member on UT Health San Antonio's Interprofessional Education Council. Dr. Ratcliffe's scholarship focuses on education in interprofessional collaborative practice settings, clinical reasoning, and Internal Medicine clerkships. Over the past year, Dr. Ratcliffe has co-authored five publications and led workshops at national meetings covering these areas. He recently received a Master of Science in Health Professions Education from the MGH Institute of Health Professions. This past year, he also served as faculty for the Harvard Macy Institute's "A Systems Approach to Assessment in Health Professions Education." This coming year, Dr. Ratcliffe was selected to serve as Chair for the Clerkship Directors in Internal Medicine Survey and Scholarship committee.

TYLER REIMSCHISEL, MD, MHPE

Case Western Reserve University and
Cleveland Clinic

I am the founding Associate Provost of Interprofessional and Interdisciplinary Education and Research at Case Western Reserve University (CWRU). In this role, most of my time is dedicated to teamwork coursework for undergraduate and graduate students. This past year our office also provided over 20 teamwork workshops or coaching sessions to established teams in clinical, nonprofit, or academic settings. In collaboration with the Office of Interprofessional Learning at Cleveland Clinic, we were the first site for a Brandeis University study called "Relating Across Differences," which was funded by the Josiah Macy Jr. Foundation to evaluate embedding the Relational Coordination model within quality improvement projects to improve teamwork. I was recently named to the Editorial Board of the *Creighton Journal of Interprofessional Education & Collaborative Practice*. This past year I presented at five national meetings and gave five keynote or grand rounds presentations. I write a biweekly column called "Tips for High-Impact Teamwork" in *The Huddle*, our office's biweekly newsletter. I devote a small portion of my time to clinical practice as a biochemical geneticist and child neurologist. I am Professor in the Department of Genetics and Genome Sciences at CWRU, senior attending physician in the Center for Human Genetics at University Hospitals Cleveland Medical Center, and staff physician in the Neurological Institute at Cleveland Clinic.

JING WANG, PHD, MPH, RN, FAAN

Florida State University

As Dean at Florida State University College of Nursing, Dr. Wang led the significant expansion of the BSN program to address critical nursing shortage. She was recently appointed to the Steering Committee on Supporting Underrepresented Nurses for Successful Board Service, National Academy of Medicine (NAM) Strategic Planning Committee, National Institute of Nursing Research National Advisory Council on Nursing Research Workgroup on Diversity, AARP/RWJF Future of Nursing Campaign for Action's Equity, Diversity, and Inclusion Steering Committee, and American Academy of Nursing Diversity & Inclusivity Committee. As President of the Asian American and Pacific Islander Nurses Association (AAPINA) and Board of Director at the National Coalition of Ethnic Minority Nurses Association, she had a fireside chat with Dr. Richard Besser on "Minority Nurses' Role in Building a Culture of Health Rooted in Equity" during the annual policy summit. Dr. Wang is leading a webinar series co-hosted by the NAM, AAPINA, and National Council of Asian Pacific Islander Physicians on "Time to Action: Advancing Health and Well-Being of Asian American, Native Hawaiian, and Pacific Islander Communities through Leadership Development and a Shared Health Equity Research Agenda."

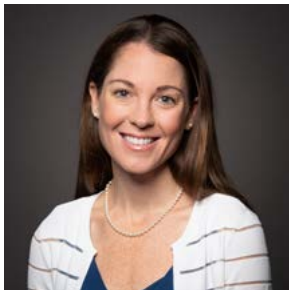


Tyler Reimschisel,
MD, MHPE



Jing Wang,
PhD, MPH, RN, FAAN

2017 MACY FACULTY SCHOLAR CAREER UPDATES



Ashley Darcy-Mahoney,
PhD, NNP, FAAN



Maja Djukic,
PhD, RN, FAAN



Jed Gonzalo, MD, MSc

ASHLEY DARCY-MAHONEY, PHD, NNP, FAAN

George Washington University

It has been a wonderful and busy academic year. This year I entered my second year as department chair and was named the Senior Nurse Scholar at Robert Wood Johnson Foundation for this year. In that role, I have largely worked with the Campaign for Action to collaborate with nurses, health providers, consumers, educators, and businesses in every state to improve health and health equity by strengthening nursing. Select publications include: [Leveraging the resources of foundations to advance health equity](#), [Driving toward a culture shift: Case studies of social mission in nursing education](#), and [Supporting Nursing's Critical Role in Advancing Pediatric Health Equity](#).

MAJA DJUKIC, PHD, RN, FAAN

University of Texas
Health Science Center at Houston

I joined the Cizik School of Nursing on September 1, 2020, as the John P. McGovern Distinguished Associate Professor. As an Associate Professor at the Cizik School of Nursing Research Department, I teach PhD and Master's students in EBP and research methods, supervise PhD students with interests in educational and quality and safety research, and mentor junior faculty. I also develop research proposals, seek extramural and intramural funding, and collaborate with other health professions schools on interprofessional education initiatives as a member of the IPE Council at UTHSC-Houston. I was awarded the 2021 Quality and Safety Education for Nurses (QSEN) Research Award.

JED GONZALO, MD, MSc

Virginia Polytechnic Institute
and State University

In September 2022, Dr. Gonzalo assumed the role of Senior Associate Dean for Medical Education where he oversees the implementation and integration of all four years of the Virginia Tech Carilion School of Medicine curriculum. [Major responsibilities include the coordination of vertical and horizontal integration of the curriculum through the Block Integration Committees, oversight of the student assessment and program evaluation processes, and implementation of curriculum modifications enacted by the Medical Curriculum Committee and the dean.

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 yearlong 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

In October 2020, I was promoted to Professor of Medicine at Yale School of Medicine and as of July 2021, I have been recruited to assume the role of Vice Chief of Education for General Internal Medicine. I will continue as Associate Director for Training and Education for the Program in Addiction Medicine, Program Director for the Yale Addiction Medicine Fellowship, and academic advisor for the Yale Medical Students. I am the Principal Investigator on 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. In addition, 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. In April 2021, I was awarded the Training Director of the Year Award at the American Society of Addiction Medicine's annual meeting. Since June of 2020, I have published four papers in the peer-reviewed literature and three book chapters. I was selected to serve as Editor for the upcoming seventh edition of the *Principles of Addiction Medicine* textbook and have been invited to give numerous talks at national meetings and to serve on national panels including the 2021 ACGME Stakeholders Congress on Pain and Addiction.



Jennifer Kesselheim,
MD, MEd, MBE



Jeanette M. Tetrault,
MD, FACP, FASAM



2018 MACY FACULTY SCHOLAR CAREER UPDATES



Vineet Arora, MD, MAPP



C. Jessica Dine, MD, MSHP



Cynthia Foronda, PhD, RN,
CNE, CHSE, ANEF, FAAN

VINEET ARORA, MD, MAPP

University of Chicago

As Dean for Medical Education, I oversee undergraduate medical education, graduate medical education, and continuing medical education, and provide key leadership for the simulation-based training programs at University of Chicago. This past year, I recently was selected to complete the Ivy+ Provost Leadership Fellows, a new initiative aimed at advancing diversity and inclusion in higher education. As one of the only physicians in the program and a representative of the University of Chicago, I wasn't sure initially what immersing myself into this program with so many university STEM leaders would mean for me. After participating, I can honestly say there is much common ground across disciplines in higher education when approaching faculty recruitment and retention or ensuring a climate for diverse learners to thrive. The value is in learning from social science experts and problem solving together. Although there is no formal "school" to prepare for a leadership position in higher education, this is the kind of training we benefit from. One of the biggest honors for me this year was giving the keynote at the American College of Physicians on advocacy in medicine, where Macy Scholar alum Alan Dow served as the Scientific Program Chair.

C. JESSICA DINE, MD, MSHP

University of Pennsylvania

I am currently the Associate Dean of Assessment, Evaluation and Medical Education Research at the Perelman School of Medicine at the University of Pennsylvania. This is an exciting role where we oversee the assessment and evaluation of learners in undergraduate and graduate medical education, and in Master and PhD programs, as well as faculty. I am also

the co-director for the Measey Medical Education Fellowship where I help train future leaders in medical education at our institution.

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

University of Miami

Dr. Cynthia Foronda is the Assistant Dean for Innovation and Scholarship and Professor of Clinical at the University of Miami School of Nursing and Health Studies. Focusing on simulation, educational technology, and cultural humility, Dr. Foronda developed a method of Pre-Briefing and Debriefing for Cultural Humility that has been endorsed by Laerdal Medical. She has been advocating for use of simulation to better teach about racial and ethnic healthcare disparities, and her work has appeared on blogs hosted by the Macy Foundation and National League for Nursing. A national consultant, her article [Cultural Humility Toolkit](#) published in *Nurse Educator* received the 2023 APEX award for publication excellence. Dr. Foronda is working on various spin-off projects from the Macy-funded Asthma Academy project. She has developed a virtual reality application to teach parents how to manage an asthma attack and she has worked with Doctor of Nursing Practice students to offer various versions of the Academy in English, Spanish, and Creole.

CORETTA JENERETTE, PHD, RN, AOCN, ANEF, FAAN

University of South Carolina

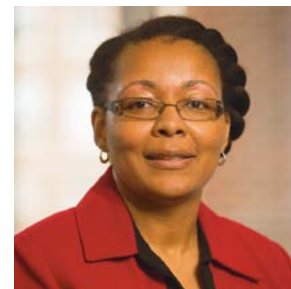
Dr. Jenerette is an academic nurse scientist, servant leader, and social justice advocate. She uses all platforms of the tripartite mission—research, education, and service—to help improve the lives of others and prepare the next generation of nurse leaders to do the same. In

2022, Dr. Jenerette was awarded a \$13.1 million NIH FIRST award as a multiple principal investigator (MPI). The purpose of the grant, a collaborative effort between the College of Nursing and Arnold School of Public Health, is to promote a culture and climate of inclusive excellence while recruiting, nurturing, and retaining a cohort of 10 faculty committed to health disparities/health equity research. In 2022, Dr. Jenerette co-authored 12 papers and co-authored a 2023 book chapter. She continues to support "Simulation in Ph.D. Programs" (SiPP©), as it provides meaningful learning experiences for Ph.D. students. Additionally, Dr. Jenerette provides expertise to community-based organizations (CBOs). She is on the Scientific Advisory Board for Sick Cells, a CBO that aims to elevate the voices of the sickle cell community.

**DANIEL J. SCHUMACHER,
MD, PHD, MED**

Cincinnati Children's Hospital
Medical Center

Dr. Schumacher is a tenured Professor in the Division of Emergency Medicine at Cincinnati Children's Hospital Medical Center (CCHMC), where he also serves as co-director of the CCHMC Education Research Unit and Education Research Scholars Program. His current research focuses on competency-based assessment, including milestones, EPAs, and resident-sensitive quality measures (RSQMs), which he developed as part of his PhD work. He is interested in assessment approaches that are patient-focused, such as EPAs and RSQMs. He is Chair of the American Board of Pediatrics Competency-Based Medical Education Committee and on the executive committee of the International Competency-Based Medical Education Collaborators group led by the Royal College of Physicians and Surgeons of Canada.



Coretta Jenerette,
PhD, RN, AOCN, ANEF,
FAAN



Daniel J. Schumacher,
MD, PhD, MEd



2019 MACY FACULTY SCHOLAR CAREER UPDATES



Richard Greene,
MD, MHPE, MACP

RICHARD GREENE, MD, MHPE, MACP

New York University

In the past year, I was promoted to full professor on the Scholar Track at NYU Grossman School of Medicine. I was also appointed Director of LGBTQ+ Clinical Services at NYC H+H/Bellevue Hospital. I have continued to work on health equity curriculum and assessment in both the undergraduate and graduate medical settings. I am fortunate to have been joined at NYU by fellow Macy Faculty Scholar Dr. Cristina Gonzalez, so we are collaborating on a number of projects. Finally, I have finally completed the four manuscripts planned about my Macy projects, which are all in various stages of submission.



Amanda Kirkpatrick,
PhD, RN

AMANDA KIRKPATRICK, PHD, RN

Creighton University

Dr. Kirkpatrick has been funded by Creighton's College of Nursing as the Brooks Scholar, with protected time for pursuit of research and innovation in the area of advance care planning. She has presented and published manuscripts within the last year on the topics of interprofessional education, simulation, primary palliative care, and nursing competence development. In spring of 2023, she was awarded the Shining Star Award by Nebraska's Hospice and Palliative Care Association and the Distinguished Scholar in Teaching Award by Creighton University. Dr. Kirkpatrick is excited to be serving on the editorial board for a new interprofessional journal—*Creighton Journal of Collaborative Practice & Education*—which is seeking submissions!



Barret Michalec, PhD

BARRET MICHALEC, PHD

Arizona State University

I am currently an Associate Professor and Director of CAIPER – the Center for Advancing Interprofessional Practice, Education and Research at Arizona State University (ASU). Focusing on research and entrepreneurship, CAIPER is the innovative force advancing the science of interprofessionalism and changing the landscape of IPE. Select publications stemming from my Macy Faculty Scholars work include: [Examining the U.S. Pre-med Path as an Example of Discriminatory Design & Exploring the Role\(s\) of Capital](#), [The Ambiguities of Humility: A Conceptual & Historical Exploration in the Context of Health Professions Education](#), [Challenging the Clinically-Situated Emotion-Deficient Version of Empathy within Medicine and Medical Education Research](#), [The Elephant in the Room: Examining the Connections between Humility and Social Status](#), and [Teaching Empathy in an Interprofessional Setting with a Focus on Decategorization: Introducing I-TEAM](#). Select invited keynotes and lectures stemming from my Macy Faculty Scholars work include “Connection is a Two-Way Street: The Importance of Sense of Belonging” at University of Delaware; “Fundamentals of ‘Community’ Connectivity: Empathy & Humility” at Center for Urban Bioethics, Lewis Katz School of Medicine at Temple University; “Humility as a Critical Element of Interprofessionalism & Collaborative Practice” at Children’s Hospital of Philadelphia (CHOP); “Belongingness and Leading through the Cultivation of Place & Collective Identity” at the Center for Leadership & Innovation in Medical Education, Children’s Hospital of Philadelphia (CHOP); “An Introduction to I-TEAM By Design™: The Interprofessional Training in Empathy, Affect, and Mindfulness” at Collaboration for Compassion in Healthcare Education (C4CHEd) Annual Conference; “Empathy

in Health Professions Education & Rethinking the Value of Emotional Contagion” at University of Michigan; “Advancing the Humility Paradigm” at ASU Center for Mindfulness, Compassion and Resilience Midday Mindfulness; “Humanism in/of/and Professionalism” at The Academy for Professionalism in Healthcare (APHC); and “The (Super) Power of Emotional Contagion” at TEDx University of Delaware.

RACHEL SALAS, MD, MEDHP

Johns Hopkins University

I moved to Texas and remain a full-time academic faculty at Hopkins. I stepped down from the Interprofessional Director role for the School of Medicine after six years to expand my TeleSleep practice and focus on my professional development programs (coaching). I am stepping down as Neurology Clerkship Director in July after 12 years in the role. I have been rejected for three grants so far. Select speaking engagements and awards include: American Academy of Neurology (AAN) 2022 Fall Conference; AAMC Teaching for Today’s Learners: A Conversation with the 2022 Glaser Distinguished Awardees; Developing Systems Citizens for Clinical Practice: #HSSInfluencers & the Journey Beyond; AMA Health Systems Science Summit; Leveraging Your Strengths as a Team Workshop (monthly); From Padawan to Jedi Knight: A Neurologist’s Journey to Becoming a Health Professions Educator (New York Medical College, Madison, and NYU Neurology Grand Rounds); AAN Annual Meeting in Boston; 2023 Alpha Omega Alpha Visiting Professor for The Ohio State; 2022 Alpha Omega Alpha Glaser Distinguished Teacher Awardee; and 2023 Johns Hopkins Alumni Association Distinguished Alumnus Awardee. I also published six papers.

MICHAEL WESTERHAUS, MD, MA

University of Minnesota

I practice primary care at the Center for International Health, a clinic focused on refugee and immigrant care. I am the lead faculty for an inter-professional social medicine course based at the University of Minnesota public health school. We are working to bridge the global-local divides in health equity education by integrating a transnational component into local, place-based social medicine courses. Through exposure to diverse social contexts and transnational relationship-building, this model is expanding comprehension of how social forces are globally connected and building global solidarity amongst learners and faculty. I also co-direct the BRIIDGE program, a clinical program that prepares International Medical Graduates for successful entry in residency training programs. As a current Bush Fellow, I am growing my skills and relationships connected to narrative medicine, performative storytelling, and somatic therapy in order to bring these tools into health justice teaching and organizing.



Rachel Salas, MD, MEDHP



Michael Westerhaus, MD, MA

2020 MACY FACULTY SCHOLAR CAREER UPDATES



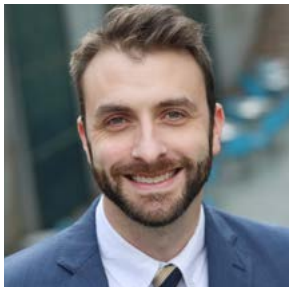
John Burkhardt, MD, PhD

JOHN BURKHARDT, MD, PHD

University of Michigan

As a Scholar, I have had several major accomplishments. I launched my own [research lab](#), which was highlighted in a larger article I co-wrote on similar labs, published in *Academic Medicine*; published multiple papers; and—most recently—was named director of the Master of Health Professions Education Program at University of Michigan Medical School.

of Research in Medical Education (SDRME). Select recent publication include: [Informal and Incidental Learning in the Clinical Learning Environment: Learning through Complexity and Uncertainty During COVID-19](#), [Teaching Physicians How to Communicate Diagnostic Uncertainty at Emergency Department Discharge: Results of a Simulation-Based Mastery Learning Randomized Trial](#), and [Progression of Self-Directed Learning in the Health Professions: Clarifying Terms and Processes](#), all published in *Academic Medicine*.



Benjamin Kinnear,
MD, MEd

BENJAMIN KINNEAR, MD, MEd

University of Cincinnati

I am still Associate Program Director for multiple residency programs and working on my PhD through Maastricht University. This year I joined the American Board of Medical Specialties Visiting Scholars Program through which I am learning more about board certification initiatives and completing a project on validity argumentation. I am also participating in an editorial internship with the journal *Medical Education*.

TATIANA SADAK, PHD, PMHNP, ARNP, RN, FAAN

University of Washington

Dr. Sadak is Associate Dean of Academic Affairs and Director of the Dementia Palliative Education Network (DPEN) at the University of Washington School of Nursing. She is actively involved in career development initiatives, such as spearheading the implementation of a competency-based dementia curriculum for nurses—the project supported by the Macy Faculty Scholar Award. This work recently received the Regional Geriatric Nursing Education Award, as well as more than \$1 million in funding from Washington's state government and legislature. Dr. Sadak's NIH-funded research was recognized with a first-author publication in the Editor's Showcase of the *Frontiers of Dementia* journal. In addition to her focus on education and dementia, Dr. Sadak completed a certificate program in Organizational Strategy from the Harvard Business School, highlighting her commitment to enhancing her academic nursing leadership and management skills.



Dimitri Papanagou,
MD, MPH

DIMITRI PAPANAGNOU, MD, MPH

Thomas Jefferson University

I am currently Professor and Vice Chair for Education in the Department of Emergency Medicine; Associate Dean for Faculty Development, Health Systems Science; Thread Director, JeffMD; Director, Scholarly Inquiry Track in Medical Education; Associate Provost for Faculty Development, Health Professions Education & Scholarship, Thomas Jefferson University, Center City Campus Career. In the past year, I was selected as a Scholar of Diagnostic Excellence supported by the National Academy of Medicine. I also served as the Jefferson representative for the Society of Directors

**DANICA FULBRIGHT
SUMPTER, PHD, RN**

University of Texas at Austin

As I transitioned back into my full-time role as a Clinical Associate Professor during the fall of 2022, I was able to create a half-time position as Faculty Teaching Excellence Coach. During this time, I also became a DEI consultant for the American Association of Colleges of Nursing and began conducting workshops to facilitate the development of nursing faculty across the country in their efforts to create inclusive learning environments. I found this work incredibly rewarding and saw the potential for my impact to extend even further (the same feeling I had when leaving the bedside to teach full time). At the end of August, I will be stepping away from academia to join my husband's consulting firm to see how I can continue to broaden my reach as an equity-minded, anti-racist faculty developer. I plan to continue

my work with the National League for Nursing (NLN) Taking Aim Committee Addressing Structural Racism, Diversity, Equity, Inclusion, Implicit Bias, and Social Justice. Through this work, I have had the privilege of conducting webinars and a workshop. I have presented my work about anti-racist teaching at the NLN Education Summit and co-authored articles for *Nursing Outlook*, *American Journal of Nursing*, and *Nursing Education Perspectives*. I am also looking forward to having more time and energy to devote to my two favorite students (my kids).



Tatiana Sadak, PhD,
PMHNP, ARNP, RN, FAAN



Danica Fulbright Sumpter,
PhD, RN









44 EAST 64TH STREET
NEW YORK, NEW YORK 10065