NEGEA
Northeast Group on Educational Affairs

AAMC

Association of American Medical Colleges

Northeast Group on Educational Affairs

2026 Annual Conference

From Silos to Synergy: Whole-Person, Whole-System Integration in Medical Education

March 11 – 13, 2026

Scranton, Pennsylvania

Hosted by

Hosted by Geisinger College of Health Sciences

Geisinger College of Health Sciences

Table of contents

Welcome from the NEGEA Chair **3**

Welcome from the Conference Chairs and Administrator **4**

NEGEA Steering Committee **5**

NEGEA Conference Committee and Subcommittees **7**

NEGEA Abstract Reviewers **9**

Acknowledgements **11**

Accessibility **12**

NEGEA Awards **13**

Plenary Session **28**

Program Schedule **29**

Posters **36**

Building Map **39**

Welcome from NEGEA Chair



To the NEGEA Community,
Serving as your chair for the past year has been one of my greatest honors. I remember last year's NEGEA/NEGSA meeting in New Jersey, in particular the NEGEA Steering Committee dinner where we rallied around the question of what "success" would look like in the NEGEA community. We asked ourselves what should be in place one year from then, meaning right now, that would signify that we have accomplished something that would make us better, stronger…and at the time, it was all about doing…actions….accomplishments…

While we had ideas and meandered along, it was the announcement of change to the AAMC affinity group structure that galvanized our energies. The notion that NEGEA and all regional groups may not exist in the future forced is to articulate the importance of this group.

So, while I may have served as your chair, I believe that the NEGEA community served as a collective "chair" in leading us all to a better understanding.

And so, rather than describe what we accomplished, I will share what I learned from listening to you…

- NEGEA may represent many different schools but comes together as a true community where people care about one another
- We are a collective of volunteers who care deeply about our work; being a part of this group fills our buckets and makes us better educators…better people
- In a world that is increasingly virtual, our community enjoys gathering in person
- Colleagues become collaborators, who become friends. Collegial support is to our core mission; NEGEA aims to show that caring for our community is foundational to excellent medical education, not separate from it.
- We thrive through intellectual wellbeing
- A good meeting means having an agenda and action items; a great meeting ignores the agenda, lets people talk, and celebrates and appreciates the small wins
- Many of us remember walking into their first annual meeting and meeting their "people"
- Many submitted their first (of many) scholarly works to NEGEA; CVs are packed with regional presentations and careers are built on their foundation
- Picking outstanding "sessions" and "abstracts" may feel critical, but giving people room to gather and laugh together is how we thrive

Most importantly, change is part of life and critical for growth. While challenge may be one lens, opportunity is the more important one. What is core to NEGEA will not change as we move forward. And here we are, living at a time of change. And so I ask you, during this last NEGEA meeting, to connect with someone who you have never met before. Exchange an email; commit to follow up; ask a question; leave not with a good-bye, but with a "to be continued…"

This is a year I will never forget. I thank you for the opportunity to have served and thank you for giving me courage to speak on your behalf and to do my small part to make our mission known.

With gratitude,

Judith Brenner
NEGEA Chair

Welcome from NEGEA 2026 Conference Chairs and Administrator

Dear Colleagues of the NEGEA Community,

On behalf of the NEGEA 2026 Conference Planning Committee, we are delighted to welcome you to this year's gathering at the Geisinger College of Health Sciences. We are thrilled that you have chosen to spend these days with us, joining colleagues from across the region to reconnect, learn, and collaborate.

This year's theme, *From Silos to Synergy: Whole-Person, Whole-System Integration in Medical Education*, invites us to reflect on how breaking down traditional barriers can strengthen our work as educators, innovators, and leaders. It challenges us to think expansively about how collaboration, whether that is across disciplines and institutions. Each participants perspective can shape stronger learning environments and healthier communities.

Throughout the meeting, you will find rich opportunities for professional development and scholarly growth: a plenary that sparks new ideas, workshops that build practical skills, oral and poster sessions that showcase meaningful innovations and research, and networking moments designed to help you form and strengthen connections. We hope you take full advantage of these opportunities. Share your experiences and expertise! Learn from others and contribute to the vibrant conversations that define the NEGEA community.

Planning this conference has been a privilege, and our sincere hope is that these days together leave you inspired and energized. May this meeting offer you space to grow professionally. We hope it allows you to envision what's possible when we approach medical education as a integrated, collaborative endeavor. We are so glad you are here!

Warm regards,



Kirsten M. Brown, PhD, MA
Conference Chair



Ashley L. Shamansky, DO, MPH
Conference Host Co-Chair



Gabi N. Waite, PhD
Conference Host Co-Chair



Rebecca S. Slangan, MBA
Host Administrator

NEGEA 2025-26 Steering Committee

Chair

Judith Brenner, MD
NYU Grossman Long Island School of Medicine
Judith.Brenner@nyulangone.edu

Chair-Elect

Kiran Pandit, MD, MPH
Geisinger College of Health Sciences
kiranpanditmd@gmail.com

Past Chair

Rebecca Blanchard, PhD
University of Kansas School of Medicine
rblanchard2@kumc.edu

UME Representative

Sandra Oza, MD
Albert Einstein College of Medicine
Sandra.Oza@einsteinmed.edu

UME Representative Elect

Leah Matthew, MD
Geisel Dartmouth School of Medicine
leah.g.matthew@dartmouth.edu

GME Representative

Karen Friedman, MD, MS
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
kfriedma@northwell.edu

CPD Representative

Gayle (Hava) Haischer-Rollo, MD
Uniformed Services University of the Health Sciences
gayle.haischer-rollo@usuhs.edu

MESRE Representative

Valerie Lang, MD, MHPE
University of Rochester School of Medicine and Dentistry
Valerie_Lang@urmc.rochester.edu

MESRE Representative Elect

Doreen Olvet, PhD
Zucker School of Medicine at Hofstra/Northwell
doreen.olvet@hofstra.edu

SPACE Representative

Sarita Martinez-Moran
Columbia University Vagelos College of Physicians and Surgeons
sm2951@cumc.columbia.edu

Annual Conference Chair

Kirsten Brown, PhD, MA
George Washington University School of Medicine & Health Sciences
kmbrown@gwu.edu

Members-at-Large (MAL)

Todd Bates, PhD, MSEd, MA
Columbia University Vagelos College of Physicians and Surgeons
tb2833@cumc.columbia.edu

Raquel Belforti, DO, MS
University of Massachusetts Chan Medical School – Baystate
raquel.belforti@baystatehealth.org

Marta Korytkowska, PhD
Icahn School of Medicine at Mt Sinai
marta.korytkowska@mssm.edu

NEGEA 2026 Conference Committee and Subcommittees

Conference Committee		
Kirsten Brown	George Washington University School of Medicine	Conference Chair
Gabi Waite	Geisinger College of Health Sciences	Host Co-Chair
Ashley Shamansky	Geisinger College of Health Sciences	Host Co-Chair
Rebecca Slangan	Geisinger College of Health Sciences	Host Administrator
Judith Brenner	NYU Grossman Long Island School of Medicine	NEGEA Chair
Ana Henriquez	Association of American Medical Colleges	AAMC
Stephen McKenzie	Association of American Medical Colleges	AAMC
Valerie Lang	University of Rochester School of Medicine and Dentistry	Abstract Co-Chair
Sonia Lobo	Geisinger College of Health Sciences	Abstract Co-Chair
Christine Thacher	University of Connecticut Health Center	Program Co-Chair
Devon Bremer	Geisinger College of Health Sciences	Program Co-Chair
Karen Friedman	Donald and Barbara Zucker SOM at Hofstra/Northwell	S/R/F Track Co-Chair
Raquel Belforti	University of Massachusetts T. H. Chan Medical School	S/R/F Track Co-Chair
Rebecca Blanchard	University of Kansas School of Medicine	Awards Chair
Abstract Subcommittee		
Valerie Lang	University of Rochester School of Medicine and Dentistry	Abstract Co-Chair
Sonia Lobo	Geisinger College of Health Sciences	Abstract Co-Chair
Alison Howe	Geisinger College of Health Sciences	Member
John Arnott	Geisinger College of Health Sciences	Member
Mushfiqur Tarafder	Geisinger College of Health Sciences	Member
Doreen Olvet	Donald and Barbara Zucker SOM at Hofstra/Northwell	Member
Mary Pelkowski	Geisinger College of Health Sciences	Member
Conference Awards Subcommittee		
Rebecca Blanchard	University of Kansas School of Medicine	Awards Chair
Valerie Lang	University of Rochester School of Medicine and Dentistry	Member
Kiran Pandit	Geisinger College of Health Sciences	Member
Doreen Olvet	Zucker School of Medicine at Hofstra/Northwell	Member
Judith Brenner	NYU Grossman Long Island School of Medicine	Member
Todd Bates	Columbia University Vagelos College of Physicians and Surgeons	Member
Program Subcommittee		
Christine Thacher	University of Connecticut Health Center	Program Co-Chair
Devon Bremer	Geisinger College of Health Sciences	Program Co-Chair
Judith Brenner	NYU Grossman Long Island School of Medicine	Member
Kirsten Brown	George Washington University School of Medicine	Member
Amanda Caleb	Geisinger College of Health Sciences	Member
Sireesha Mamillapalli	Geisinger College of Health Sciences	Member
April Morgan	Geisinger College of Health Sciences	Member

Kate Lafferty-Danner	Geisinger College of Health Sciences	Member
Kendra Boell	Geisinger College of Health Sciences	Member
Michelle Schmude	Geisinger College of Health Sciences	Member
Jay Berger	Montefiore Einstein	Member
Jennifer Rockfeld	Yale School of Medicine	Member
Alisa Peet	Cooper Medical School of Rowan University	Member
Student/Resident Track Subcommittee		
Karen Friedman	Donald and Barbara Zucker SOM at Hofstra/Northwell	S/R/F Track Co-Chair
Raquel Belforti	University of Massachusetts T. H. Chan Medical School	S/R/F Track Co-Chair
Lisa Holtz	Geisinger College of Health Sciences	Member
Megan Esch	Geisinger College of Health Sciences	Member

NEGEA 2026 Abstract Reviewers

Lisa Auerbach	CUNY School of Medicine
Erin Barry	Uniformed Services University
Todd Bates	Columbia University
Adam Biggs	Uniformed Services University of the Health Sciences
Aaron Bower	Yale School of Medicine
Amanda Caleb	Geisinger College of Health Sciences
Justine Cameron	Geisel School of Medicine at Dartmouth College
Todd Cassese	Albert Einstien College of Medicine
Shruti Chandra	Thomas Jefferson University
Sophia Chen	Rutgers NJMS
Sunita Cheruvu	Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
Liesel Copeland	Rutgers Robert Wood Johnson Medical School
Shubha Dathatri	Columbia Vagelos College of Physicians and Surgeons
Andrea DiMattia	The Commonwealth Medical College
Philip Dittmar	University of Maryland School of Medicine
Caitlin Duffy	The Zucker School of Medicine at Hofstra/Northwell
Reid Evans	University of Massachusetts Chan Medical School
Danielle Fernandes	Albert Einstein College of Medicine
Megha Fitzpatrick	Georgetown University School of Medicine
Nagaraj Gabbur	Zucker School of Medicine at Hofstra/Northwell Health
Gabrielle Goldberg	Zucker School of Medicine at Hofstra/Northwell
Matthew Hawks	Uniformed Services University
Katie Huggett	Larner College of Medicine at the Univ of Vermont
Stanley Kania	Drexel University College of Medicine
Malvika Kaul	Rutgers RWJMS
Maurice Kavanagh	Uniformed Services University of the Health Sciences
Abigail Konopasky	Northwell Health
Megan Kruskie	Georgetown University
Clara Lapiner	Columbia University Irving Medical Center
Jill Leibowitz	Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
Patricia Luck	University of Rochester School of Medicine and Dentistry
Syed Nazeer Mahmood	Bayhealth Hospital
Silviu Marica	Geisinger College of Health Sciences and Guthrie Clinic
Katherine McLeod	Quinnipiac University
Felise Milan	Albert Einstein College of Medicine
April Morgan	Geisinger College of Health Sciences
Richa Nahar	Northwell Health
Sara Nelson	Tufts University School of Medicine
Ali Oku	New York Genome Center
Sandra Oza	Albert Einstein College of Medicine
Kiran Pandit	Geisinger College of Health Sciences
Amy Pineda	AAMC
Brian Piper	GCHS/CPIO
Arnyce Pock	Uniformed Services University of the Health Sciences

Lauren Ragle	George Washington University
Ravishankar Ramaswamy	Icahn School of Medicine at Mount Sinai
Jamie Robertson	Harvard Medical School
Steven Rougas	The Warren Alpert Medical School of Brown University
Riffat Sabir	UMass Chan Medical School - Baystate
Janine Shapiro	University of Rochester School of Medicine and Dentistry
Amteshwar Singh	Johns Hopkins University School of Medicine
Judy Spak	Cushing/Whitney Medical Library, Yale University
Elizabeth Spudich	Sidney Kimmel Medical College
Theresa Stowell	Upstate Medical University
Jinnesse Taylor	Johns Hopkins
Kathy Thoma	The George Washington University
Toshiko Uchida	UVM Larner College of Medicine
Urvashi Vaid	Sidney Kimmel Medical College at Thomas Jefferson University
Shilpa Vasishta	Albert Einstein College of Medicine
Carrie Walker	University of Connecticut
Paul Weber	Rutgers Robert Wood Johnson Medical School
Georgia Westbrook Bressner	NYU Grossman SOM
Pamela Williams	Uniformed Services University of the Health Sciences
Deborah Ziring	Sidney Kimmel Medical College
Rebecca Zucconi	Frank H. Netter MD SOM

Special Thank You and Acknowledgements

Special Thank You and Acknowledgements

The NEGEA 2026 Annual Conference would not be possible without the combined talents and efforts of many individuals. We would like to also acknowledge the support of organizations, offices, groups, and individuals with whom we had the pleasure of working to bring you this wonderful event:

The Association of American Medical Colleges

The Northeast Group of Educational Affairs

Karina Delarosa for compiling the abstract compendium.

Our volunteer facilitators for the oral abstract presentations (OAPs): Christopher Whitmoyer, Jennifer Boardman, Ian McCoog, Anne Gallagher, Maggie McCormack, Jason Woloski, Rho Khurana, Ying Sung, Christian Carbe, Greg Shanower, Kendra Boell, Hava Haischer-Rollo, and Elizabeth Kachur.

Geisinger College of Health Sciences Department of Medical Education faculty and staff

Our amazing Geisinger College of Health Sciences NEGEA 2026 Conference staff: John Arnott, MaryAnn Babinski, Kara Badyrka, Devon Bremer, Robert Cooney, Jim Franceschelli, John Gorczyk, Barbara Greco, Katie Klinger, Jennifer Koestler, Sonia Lobo, April Morgan, Michael Paglia, John Szarek, Karen Verespy, Nicole Woll

Geisinger College of Health Sciences Marketing and Communications staff: Kaytlyn Wolfe

Geisinger College of Health Sciences Events, Facilities, Food Service, Information Technology and Public Safety staff

And a very special thank you to Rebecca Slangan, Host Administrator, who has attended to every last detail and has shown tremendous dedication to our community at every step of the way and without whom this conference would not be a reality.

Accessibility Policy

Geisinger College of Health Sciences (GCHS) is committed to full compliance with the requirements of Title III of the Americans with Disabilities Act (ADA) and its implementing regulations (28 C.F.R. Part 36) and Section 504 of the Rehabilitation Act and its implementing regulations (34 C.F.R. Part 104). GCHS does not discriminate against qualified persons with disabilities on the basis of disability in its programs, services, and activities.

AWARDS

2026 NEGEA Distinguished Service and Leadership Awards

Judith Brenner, MD
NYU Grossman Long Island School of Medicine



As NEGEA Chair, Judy led with intention, warmth, and an unwavering commitment to the community. She has an exceptional ability to see the potential in people and organizations and to help them grow into that potential. Judy has been a trusted mentor to countless educators across the Northeast, always generous with her time, wisdom, and encouragement. Her guidance has helped many of us navigate leadership roles, scholarly work, and moments of transition with greater confidence and clarity.

Judy has the enthusiasm and compassion to engage a community. To know Judy is to know how much she values the human connection in medicine and education, and this conference and this presentation were a living demonstration of her values.

Judy has also worked tirelessly to uplift NEGEA itself. Under her leadership, the organization flourished as a welcoming, vibrant professional home for medical educators. She curated and hosted truly exceptional NEGEA conferences—thoughtful, engaging, and deeply connected to the real challenges and joys of medical education. These meetings reflected Judy's values: inclusive, intellectually rich, and grounded in community and care.

What makes Judy's leadership so special is not just what she accomplished, but how she did it—with humility, kindness, and a genuine belief in the power of connection. She embodies the very best of NEGEA, and her influence will be felt long after her formal role has ended. To know Judy is to know how much she values the human connection in medicine and education, and this conference and this presentation were a living demonstration of her values.

Rebecca Blanchard, PhD

University of Kansas Medical Center



Rebecca is an inspiring leader whose dedication to NEGEA, and to the people within this community, has made a lasting and deeply positive impact. Rebecca leads with warmth, generosity, and an infectious sense of humor. She is funny, witty, and unfailingly positive, and she brings that energy into every space she occupies.

Her ability to put people at ease, find joy even in challenging moments, and keep things grounded and human has helped make NEGEA not only a strong professional organization, but a genuinely welcoming and joyful community.

Throughout her time as Chair and in her many years of service to NEGEA, Rebecca consistently lifted others up. She created space for new voices, encouraged emerging leaders, and helped colleagues recognize their own strengths and potential.

Rebecca has dedicated her time, energy, and heart to NEGEA. She embodies the mission and spirit of the organization through her commitment to community, her kindness, and her joyful, authentic approach to leadership. Her influence continues well beyond any formal role she has held.

Rebecca Blanchard exemplifies the very best of NEGEA leadership, and I can think of no one more deserving of this award.

Kiran Pandit, MD

Geisinger College of Health Sciences



As incoming Chair, Kiran demonstrated a clear vision for bringing people together— convening colleagues with warmth, intention, and a deep sense of care for the community. She leads with an uplifting, supportive, and generous spirit, and she has a remarkable ability to make others feel seen, valued, and encouraged. Kiran is the kind of leader people naturally want to follow.

It has been a joy to watch Kiran grow in her leadership within NEGEA over time. She has stepped into increasing responsibility with thoughtfulness and confidence, always grounded in collaboration and service. Her commitment to NEGEA and its members has been evident in both her actions and her presence, and she would have been a truly wonderful Chair.

While circumstances prevent her from serving in that formal role, Kiran's leadership, character, and contributions deserve recognition. She represents the future of medical education leadership that NEGEA has long nurtured, and I can think of no more fitting way to honor that than through this award.

Steve Rougas, MD

Alpert Medical School at Brown University



Steve has served NEGEA in multiple leadership roles, including as NEGEA Chair, and for many years as Chair of the Medical Education Scholarship, Research, and Evaluation (MESRE) group. He has been a tireless advocate for rigorous, meaningful research and evaluation, and a trusted guide for educators seeking to develop scholarly work that truly improves educational practice.

What sets Steve apart is not just what he has led, but how he leads. He is generous with his time, deeply invested in others' growth, and consistently focused on elevating those around him. Many educators across the Northeast credit Steve with mentoring them through early scholarly projects, leadership transitions, or moments of professional uncertainty. He has an exceptional ability to create inclusive, supportive spaces where people feel encouraged to contribute and develop as educators and scholars.

Steve embodies the mission and spirit of NEGEA: building community, fostering excellence across the continuum of medical education, and supporting educators in doing their best work.

2026 NEGEA Distinguished Educator Awards

Todd Cassese, MD

Weill Cornell Medical College



Dr. Cassese is a nationally respected medical educator whose career reflects sustained excellence in teaching, extraordinary commitment to the professional development of others, and a strong record of educational leadership and scholarship across institutions and organizations, including the NEGEA. Todd has made enduring contributions to medical education,but more importantly, he leads with humility, kindness, and an unwavering commitment to his learners and colleagues.

In reviewing Dr. Cassese's teaching evaluations, it is notable that the vast majority of learners across the educational continuum assigned him the highest possible score. Comments across institutions, learning activities, and contexts called out his enthusiastic delivery of content, ability to set high expectations and help learners achieve them, innovative approaches to teaching, and ability to facilitate rich discussions that elevated classroom learning and patient care.

Dr. Cassese's impact extends well beyond his teaching through his deep investment in developing others. He is a sought-after mentor and leader in faculty development who consistently creates opportunities for emerging educators.

Dr. Cassese's mentorship philosophy, "making every moment an opportunity to invest in others," is reflected in the many educators who credit him with shaping their careers, leadership skills, and teaching acumen.

Dr. Todd Cassese exemplifies the values and mission of NEGEA. Through sustained excellence in teaching, extraordinary dedication to developing others, and a robust record of educational leadership and scholarship, he has made lasting contributions to health professions education regionally and nationally.

Rachel Gordon, MD

Columbia University Vagelos College of Physicians and Surgeons



Dr. Gordon exemplifies the very spirit of this award through her sustained and transformative contributions to medical education, her exceptional leadership in curricular innovation and faculty development, and her profound and enduring impact on learners and educators locally and nationally.

Dr. Gordon has been an active and influential leader in medical education for more than twenty years.

Her flipped classroom video and workshop, initially presented at NEGEA in 2014 had a lasting impact on learner

engagement and understanding throughout the preclinical curriculum, and the model has been disseminated and adopted well beyond our institution. The workshop video has over 1,700 views and 10 citations by national and international educators. Through both her direct teaching and her mentorship of residents and faculty educators, Dr. Gordon's influence on medical education cannot be overstated.

Her work in curricular affairs roles strengthened the educational infrastructure of the medical school and supported faculty in adopting an evidence-based, learner-centered approach with meaningful use of technology in their teaching. One of her lasting impacts was the implementation of the statement of partnership and humility to promote a safe and inclusive learning environment, which was also published in Academic Medicine.

Dr. Rachel Gordon embodies the highest ideals of the NEGEA Distinguished Educator Award. Her lasting contributions to medical education, her exceptional mentorship, and her national influence through educational scholarship make her an outstanding and deeply deserving educator.

Katie O’Donnell, MD

Harvard Medical School



Under Katie’s leadership, the Pediatrics clerkship has become the gold standard at HMS. Its superb teaching, high-quality feedback, fair and thoughtful assessments, and constant innovation are unmatched.

As my first attending, Katie was the most pivotal role model that I encountered. Always supportive but inquisitive, her clinical knowledge and dedication to our patients was astounding, and she ensured that all of our team members were learning fully every day. Katie would simultaneously notice the parent’s facial expression, the intern’s tone of voice, my own body language, and with a simple question guide us all to find the right answer. She is extraordinary, and is known as the gold standard for her commitment to teaching and education within our clinical group. As I strove to meet her level of excellence into my own teaching practices as an attending, Katie is still the person that I will turn to for any questions or tricky situations. She is the ultimate mentor and guide.

Her educational leadership is grounded in a strong record of scholarship, including first- and senior-author publications in leading pediatrics and medical education journals. Her impact is amplified through widely used educational resources.

Truly, if you ask me to name one educator who meets the definition of “Distinguished”, it is Katie O’Donnell! I have never encountered another educator who so completely fulfills the spirit and letter of the NEGEA Distinguished Educator Award.

Doreen Olvet, PhD

Zucker School of Medicine at Hofstra/Northwell



Dr. Olvet consistently demonstrates outstanding excellence in teaching. Across many diverse settings, she is widely recognized for her clarity, rigor, approachability, and ability to make complex concepts accessible and meaningful. Students note that she is “very passionate about her job” and tellingly, she has a “clear, concise, and easy to follow manner that made learning the basics of statistics easy for people like me who aren't math people”.

In recognition of her extraordinary commitment to education and institutional values, Dr. Olvet received the Dean’s Values in Action Award in 2025, a prestigious honor awarded annually to one faculty member who exemplifies the school’s core values and mission. This award reflects not only her excellence as an educator, but also her integrity, generosity, and dedication to learner success.

In addition, Dr. Olvet has made remarkable contributions to the professional development of learners at all levels through sustained leadership in faculty development, mentoring, and consultation. Dr. Olvet also helps educators thoughtfully integrate emerging technologies into assessment practices through the delivery of workshops on the use of generative AI to grade open-ended questions to faculty at the ZSOM, Hofstra University, and the Albert Einstein College of Medicine.

Lastly, Dr. Olvet’s record of educational scholarship is truly distinguished. She has co-authored 37 peer-reviewed medical education research publications on various topics, including assessment, near-peer teaching methods, nutrition, and the clinical learning environment in journals including Academic Medicine, Medical Teacher, Teaching and Learning in Medicine, Medical Science Educator and others. Dr. Olvet’s studies exploring reliability as well as student and faculty perceptions have positioned her as a national leader at the intersection of assessment, validity, and emerging educational technologies.

Through her sustained excellence in teaching, extraordinary commitment to mentoring and faculty development, and an

outstanding record of impactful educational scholarship, Dr. Doreen Olvet exemplifies the ideals of the NEGEA Distinguished Educator Award. Her contributions have meaningfully advanced health professions education while inspiring learners and colleagues alike. I offer my strongest possible endorsement of her nomination and thank the committee for considering her for this well-deserved honor.

Margrit (Peggy) Shoemaker, MD

Geisinger Commonwealth School of Medicine



Dr. Margrit (Peggy) Shoemaker, MD, is an extraordinarily dedicated physician-educator whose sustained contributions to health professions education span of more than a decade of institutional leadership, curricular innovation, and national impact in clinical safety and health systems science.

Dr. Shoemaker's teaching excellence is defined not only by longevity, but by depth, adaptability, and learner impact. She has taught continuously across all phases of the undergraduate medical curriculum, and is a nationally recognized leader in patient safety, quality improvement, telemedicine, and health systems science, and has translated these complex domains into developmentally appropriate, engaging learning experiences for medical students.

She is also a nationally recognized leader in patient safety, quality improvement, telemedicine, and health systems science, and has translated these complex domains into developmentally appropriate, engaging learning experiences for medical students.

Her teaching excellence has been repeatedly affirmed through institutional and national recognition, including induction into the Gold Humanism Honor Society, receipt of the Leonard Tow Teaching Award, and a longstanding reputation among students as a warm, trusted, and deeply committed educator. Dr. Shoemaker is widely regarded as a "go-to" teacher who elevates both content and culture in every learning environment she enters.

Few educators have influenced as many learners and colleagues as Dr. Shoemaker. Since 2013, she has mentored hundreds of medical students longitudinally, and is known she is known for sustained, relationship-centered guidance that supports professional identity formation, career discernment, and personal resilience.

In addition to student mentorship, Dr. Shoemaker has been a faculty developer and educational leader across departments and programs. Dr. Shoemaker's influence is multiplicative: she develops people who, in turn, become effective teachers and leaders themselves.

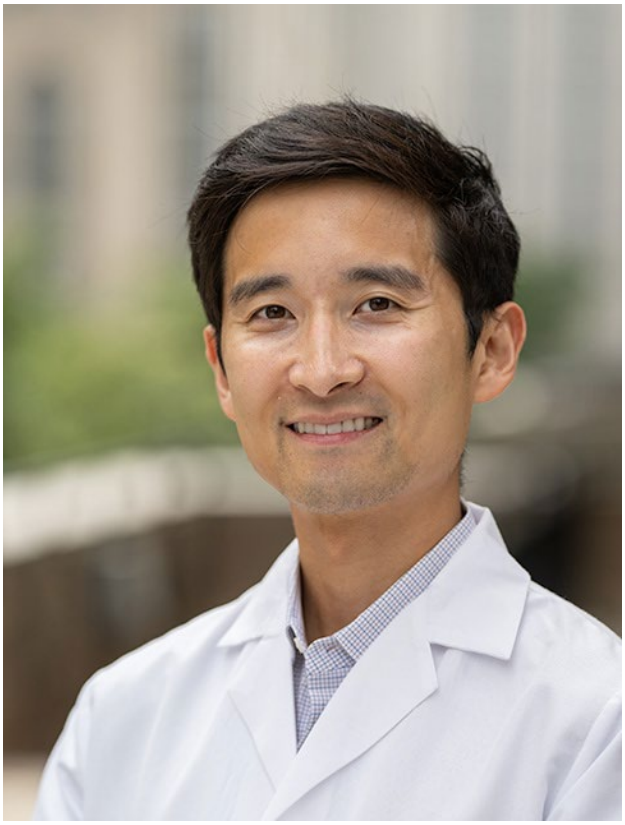
Dr. Shoemaker is a leader of medical education at our institution and a guiding presence whose leadership, integrity, and generosity have shaped generations of learners and educators. While her CV documents an extraordinary record of accomplishment, it does not fully capture the esteem in which she is held by students, faculty, and institutional leaders alike.

For her sustained excellence in teaching, her transformative mentorship and faculty development, and her nationally recognized contributions to educational scholarship, particularly in patient safety, Dr. Margrit Shoemaker is a most deserving recipient of the NEGEA Distinguished Educator Award.

NEGEA Scholar Award

Justin Choi MD (Weill Cornell Medicine)

A Realist Evaluation of Longitudinal Interprofessional Identity (REAL-IPI)



NEGEA MESRE Grant Awards

Sara Pitts (Harvard Medical School), Melissa Langhan (Yale SOM), Scott Moerdler (Rutgers RWJ Medical School), and Amanda Quijano (Harvard Medical School)
"Stepping into independence: A qualitative exploration of readiness, responsibility, and reflection in the third-year pediatric subspecialty fellowship"
Award Amount: $7,491

Brandan Eggan (Albany Medical College) and Mytien Nguyen (Yale University SOM)
"Understanding the experiences of medical students who take an academic leave of absence"
Award Amount: $7,500

Binbin Zheng (USUHS), Ting Dong (USUHS), Jerri Curtis (USUHS), Anthony Artino (GWU), Michael Soh (U. Maryland)
"Unmasking mistreatment: developing and validating a comprehensive tool for graduate medical education"
Award Amount: $7,500

Priya Garg, Felipe Agudelo, Molly Cohen-Osher (BU Chobanian & Avedisian SOM)
"From shaming to encouraging: understanding public humiliation in medical education to promote positive learning environments"
Award Amount: $2,800

Gabrielle Mayer, Sondra Zabar (NYU Grossman)
"Inside the black box of ambulatory care: resident perceptions of precepting"
Award Amount: $3,482

2026 SPARK Awards - Call for Proposals

SPARK Awards

In addition to the individual awards, this year the NEGEA will offer funds to support innovations through SPARK Awards. This new opportunity is open to scholars across the region. Applications due April 1, 2026. Details below.

DEADLINE: April 1, 2026

AWARD DESCRIPTION
SPARK awards are designed to serve as catalysts for innovation in medical education. An innovation can be the introduction or development of a new method, process, approach, or technological application that provides a solution to a problem in medical education.

To recognize faculty members in NEGEA-affiliated schools who have developed an innovative approach to medical education, the NEGEA will provide awards of $1,500 to each recognized outstanding innovation in medical education. NOTE: This is an award rather than a grant and, as such, the winners have the discretion on how the funds are applied.

ELIGIBILITY
Any faculty member in an NEGEA-affiliated school may submit a proposal. Faculty members may submit only one project and may not be an author, PI, or co-PI on any other project currently receiving NEGEA funding.

SUBMISSION DETAILS
Submissions must be received by **April 1, 2026** via email as a single PDF document. Please direct questions and send submissions to Rebecca Blanchard (NEGEA past chair) at rblanchard2@kumc.edu with the subject line "[LastName] NEGEA SPARK Award".

COVER PAGE
Cover page must include:

- Name of applicant(s) and institution(s)
- Contact information for project leader (mailing address, telephone, email)
- Title of innovation project
- Brief description (50 words or less)
- Institutional officer or other administrator to whom payment will be made (name, title, address, phone, and e-mail)

SUBMISSION DESCRIPTION
Submissions should follow the following outline and be **no longer than 3 pages (single-spaced)**:

- Statement of the problem or reason for innovation
- Brief review of the pertinent literature underlying the innovation
- Description of the innovation including details of the process or program and timeline for implementation
- Evaluation design
- Outcomes (how did you know the intended outcomes were achieved?)
- Lessons learned (based on the results, would you change the innovation in the future?)
- References: no more than 5 (not included in the 3-page limit)

LETTER OF SUPPORT
At least one letter of support is required from key participants (faculty, administrators, dean, chair, etc.) sharing their reactions to the innovation and its positive impact on the institution, learners, or faculty. Letters of support should accompany the submission as a single PDF and are not included in the 3-page limit.

REVIEW PROCESS

- Submissions must be received by **April 1, 2026**, to be considered for this year's award.
- A committee consisting of current NEGEA steering committee members reviews all submissions.

- Review committee members are not eligible for this award.

REVIEW CRITERIA

Each submission will be judged on the following criteria:

- Importance of problem(s) addressed with the innovation
- Clarity of goals and objectives
- Originality of innovation, obstacles overcome
- Application of supporting literature/evidence
- Outcomes and lessons learned
- Potential to have an impact on medical education and serve as a model for other institutions

PROJECT DISSEMINATION

- If this innovation is presented at other conferences or published, an acknowledgment of the NEGEA SPARK Award must be included.

QUESTIONS

Please direct questions to Rebecca Blanchard (NEGEA past chair) at rblanchard2@kumc.edu**.**

PLENARY SESSION

Plenary Session: Wednesday, March 11, 5:15-6:15pm



Kevin R. Scott, MD, MSEd
Program Director | Emergency Medicine Residency | Geisinger Wyoming Valley Medical Center
Academic Chair | Department of Emergency Medicine | Geisinger College of Health Sciences
Associate Professor of Emergency Medicine | Geisinger Commonwealth School of Medicine

"What Ultrarunning Can Teach Us About Careers in Medical Education"

Dr. Kevin Scott is an Associate Professor of Emergency Medicine in the Geisinger College of Health Sciences and serves as the Academic Chair for the Department of Emergency Medicine. He is also the Residency Program Director for the newly established Geisinger Northeast Emergency Medicine Residency based at Geisinger Wyoming Valley Medical Center, where he is leading the development of an innovative training program rooted in competency-based medical education (CBME) and individualized learning.

Dr. Scott earned his MD from Creighton University School of Medicine, completed his emergency medicine residency training—serving as chief resident—at the University of Pennsylvania, and received his Master's in Education from the University of Pennsylvania Graduate School of Education.

Prior to joining Geisinger in June 2024, Dr. Scott spent over a decade at the University of Pennsylvania, where he served as Emergency Medicine Sub-Internship Director, then as Associate Program Director for the emergency medicine residency. He was also the founding Director of the Education Scholarship Fellowship. Dr. Scott created the Penn EM ELITE (Educating Leaders through Individualized Training for Expertise) individualized learning and coaching program, a model for learner-centered development in graduate medical education that has influenced both residency and faculty development initiatives across institutions.

He served as the Penn site director for an AMA Reimagining Residency Grant, contributing to the national conversation on transforming graduate medical education through coaching, individualized learning, and CBME. He continues to be actively involved with national groups leading the CBME movement in emergency medicine. His academic interests center on the implementation of CBME, adaptive expertise, coaching, and the development of adaptable curricula that foster individualized approaches to education. Outside of his work in medical education, he is an avid trail runner who enjoys time in the mountains and with his family.

2023 NEGEA Annual Conference Schedule

Date	Time	Session	Location
Wednesday, March 11, 2026	10:00 am-8:00 pm	Registration/Information Desk	**Lobby**
Wednesday, March 11, 2026	11:30 am-12:00 pm	Student/Resident/Fellow Track Check-in	**Lobby**
Wednesday, March 11, 2026	12:00-12:50pm	Student/Resident/Fellow Track Lunch and Panel Discussion	**4th Floor Classrooms - West Wing - 4054 - 4056**
Wednesday, March 11, 2026	1:00 pm-3:15 pm	Student/Resident/Fellow Track Workshops	**4th Floor Classrooms - West Wing - 4054 - 4056**
Wednesday, March 11, 2026	3:00 pm-5:00 pm	Poster Presenters, mount posters for display	**Lobby**
Wednesday, March 11, 2026	4:00 pm-5:00 pm	Refreshments and networking	**Lobby - Outside Auditorum**
Wednesday, March 11, 2026	**5:00 pm-6:30 pm**	**Welcome: Chairs' Welcome and Dean's Remarks** **Plenary: Kevin R. Scott, MD, MSEd** **Academic Chair, Department of Emergency Medicine, Geisinger College of Health Sciences** **"What Ultrarunning Can Teach Us About Careers in Medical Education"** **NEGEA Steering Committee Awards**	**Auditorium**
Wednesday, March 11, 2026	**6:30 pm-8:30 pm**	**Poster Session and Reception**	**Lobby**
Thursday, March 12, 2026	7:00 am-5:00 pm	Registration/Information Desk	**Lobby**
Thursday, March 12, 2026	7:00 am-8:00 am	Breakfast/Networking	**Lobby**
Thursday, March 12, 2026	**8:00 am-9:15 am**	**AAMC Updates – Alison J. Whelan, MD** **AAMC Chief Academic Officer**	**Auditorium**
Thursday, March 12, 2026	9:15 am-9:30 am	Break	

Thursday, March 12, 2026	9:30 am-10:30 am	**OAP 1A: Assessment, Evaluation, and Curriculum:** 1. Measuring What Matters: A Toolkit for Community-Engaged Medical Education Assessment (Figueroa, Katz-Loffman, Tatapudy, and Truong)/ 2. A Novel Structural Competency Assessment: Discovering Medical Students' Understanding of Structural Determinants of Health (Pacella, Channell, Leeds, Cunningham)/3. A Qualitative Analysis of Medical Students' Early Reflections on Ageism in a Geriatrics Clerkship Curriculum (Ramaswamy)	**LH - 2001 East Wing**
		OAP 1B: Learning Environment and Well-Being: 1. Addressing Racial and Social Injustice in Medical Education Through Culturally Responsive Language and Community-Based Primary Care Training (Torres-Deas)/ 2. Innovation in Assessing the Learning Environment: Validating and Expanding the WISSE (Welcoming, Inclusive, Safe, Stimulating, and Equitable) Framework (Philibert)/ 3. Prevalence of Medical Student Mental Health Challenges and Their Association with Delaying the USMLE Step 1 Examination (Gulfo and Spier)	**LH - 2045 East Wing**
		Panel: Paracurricular Enrichment Periods: Student Growth Opportunities in the Preclerkship Curriculum (Null, Downs, Anderson and Lin-Martore)	**Auditorium (with front table set up)**
		Workshop 1A: Beyond the Narrative: Reimagining Letters of Recommendation in Residency Applications (Gabbur, Bates, and Oh)	**4th Floor Classrooms - West Wing 4054 - 4056**
		Workshop 1B: Developing Your faculty into Competent Feedback Givers in 20 Minutes: The SOAP Model Feedback Workshop (Blatt and Monohan)	**3rd Floor Classrooms - East Wing 3073 - 3079**
		Workshop 1C: Transforming Medical Education using AI: A Showcase of Practical Tools Designed by Educators for Educators (Gheihman, Merchant, Briscoe, and Carson)	**3rd Floor Classrooms - East Wing 3083 - 3003**
Thursday, March 12, 2026	10:30 am-10:45 am	Break	
Thursday, March 12, 2026	10:45 am-11:45 am	**OAP 2A Professional and Leadership Development:** 1. Building a Core Physician Network to Sustain Longitudinal Training and Support Rural Service Commitment (Millstein)/ 2. Innovative Approaches to Faculty Development for Medical Education Coaching (Thatcher)	**LH - 2001 East Wing**
		OAP 2B: Transitions, Assessment, and Professionalism: 1. Mandating Academic Support: The Academic Enrichment Program (Gillis and Butler)/2. Improving Evaluation Completion Rates: Strategic Changes, Early Gains (Null and Serra)/ 3. Study Habits and Metrics Associated with Delaying the USMLE Step 1 Examination (Hyman and Kahan)	**LH - 2045 East Wing**
		Panel: Humanities in Medicine: Integration Strategies to Support UME Competencies (Caleb, Hausman and Voeller)	**Auditorium (with front table set up)**

		Workshop 2A: From Questionable Research Practices to Artificial Intelligence: Navigating the Next Frontier of Ethics in Health Professions Education (Brown, Warner and Kind)	**4th Floor Classrooms - West Wing 4054 - 4056**
		Workshop 2B: Benchmarking to Better: Practical Curriculum CQI with National SCOPE Data (Maietta and Dathatri)	**3rd Floor Classrooms - East Wing 3073 - 3079**
		Workshop 2C: Building Competence through Graded Assessments in Preclerkship Education (Mitchell-Williams, Koestler, and Rajput)	**3rd Floor Classrooms - East Wing 3083 - 3003**
Thursday, March 12, 2026	11:45 am-1:15 pm	Lunch/Networking	**Lobby**
		NEGEA SPECIAL INTEREST GROUPS (SIG)	
Thursday, March 12, 2026	11:45 am-1:15 pm	Medical Education Learning Specialists (MELS)	**LH - 2001 East Wing**
		Medical Education and Instructional Computing (MEdIC)	**LH - 2045 East Wing**
		Librarians in Medical Education (LiME)	**SIM Center Classroom - West Wing**
		Health Humanities as a Teaching and Learning Strategy	**PNC Board Room - West Wing**
		UME Accreditation and CQI	**Cooper Board Room - East Wing**
		Health Equity Alliance for Learning (HEAL)	**4th Floor Classroom- West Wing - 4060**
		GEA SECTIONS MEET-UP	
Thursday, March 12, 2026	11:45 am-1:15 pm	Undergraduate Medical Education (UME)	**3rd Floor Classrooms - East Wing - 3073-3079**
		Graduate Medical Education (GME)	**3rd Floor Classrooms - East Wing - 3083 - 3003**
		Continuing Professional Development (CPD)	**4th Floor Classrooms - West Wing - 4054 - 4056**
		Staff Professionals Across the Continuum of Education (SPACE)	**4th Floor Classroom - West Wing - 4062**
		Medical Education Scholarship Research and Evaluation (MESRE)	**4th Floor - West Wing - Multicultural Room**
Thursday, March 12, 2026	1:15 pm-2:15 pm	**OAP 3A: Curriculum:** 1. Establishing Trust with Minoritized Patients: Integrating Community Voices into a Communication Framework (Blatt and Sims)/2. Integration of Breastfeeding Curriculum at a Community-Based Hospital (Allen)/ 3. Evaluating the integration of spiritual history-taking and chaplaincy education into first-year medical curriculum (Moazzam and	**LH - 2001 East Wing**

		Mandapati)	
		OAP 3B: Curriculum: 1. Cultivating Climate Health Advocacy through Community-Engaged Medical Education (Rosen and Rocchetti)/ 2. The Teaching Kitchen: A Recipe for Medical Student Wellbeing (Rosen, Rocchetti, and Leopold)/ 3. The IPPIR Cycle: A Novel Framework for Teaching Management Reasoning in Medical Education (Blanchard)	**LH - 2045 East Wing**
		Small Group: Workplace Based Assessment Data -- Lessons from Five Schools (Moore and Mooney)	**SIM Center Classroom - West Wing**
		Workshop 3A: Engaging Learners in Uncertainty: From Observation to Assessment in UME (Vaid, Papanagnou, and Lundgren)	**4th Floor Classrooms - West Wing 4054 - 4056**
		Workshop 3B: From Diminisher to Multiplier: Transforming Leadership in Medical Education (Morgan, and Woll)	**3rd Floor Classrooms - East Wing 3073 - 3079**
		Workshop 3C: Your Toughest Conversation as a Medical Educator: How to Break Bad News to Students (Jillian Zavodnick, Valentine, and Hemmer)	**3rd Floor Classrooms - East Wing 3083 - 3003**
Thursday, March 12, 2026	2:15 pm-2:30 pm	Break	
Thursday, March 12, 2026	2:30 pm-3:30 pm	**OAP 4A: AI and Technology:** 1. Generative artificial intelligence is going to grade my exam? Can we talk about that? (Olvet)/ 2. An Audit of AI-Related Documents across U.S. Medical Schools: A Framework-based Qualitative Content Analysis (DeVaul and Brown)/3. Low-Vision Simulation and Sighted Guide Training for Medical Student Education (Ho)/ 4. A Tamable Tool: 3 HPE Educators' Experiences with Custom GPT Development (West, Williams, Bates)	**LH - 2001 East Wing**
		OAP 4B: Curriculum: 1. Rural Immersion Pre-Matriculation Program: Early Outcomes from the Rural-MD Scholars Program (Millstein)/ 2. Designing and building a digital histopathology image library for medical students using web-based viewer technology (Choudhary)/ 3. No Easy Answers: Leadership and Organizational Ethics Simulations for Medical Students (Grogan and Taylor)	**LH - 2045 East Wing**
		Workshop 4A: Breaking Down the Walls: Integrating Data, Dashboards and Coaching to Improve Competency Based Medical Education (Haischer-Rollo, Laczek, and Duncan)	**SIM Center Classroom - West Wing**

		Workshop 4B: Embedding Professionalism Through Reflective Practice: A Systems-Based Approach Across Critical Junctures in Medical Education (Schmude, Adonizio, Koestler, and Weber)	**4th Floor Classrooms - West Wing 4054 - 4056**
		Workshop 4C: Building Bridges: Integrating Foundational Sciences into Clinical Clerkships (Shamansky, Szarek Gilliland, and Noulas)	**3rd Floor Classrooms - East Wing 3073 - 3079**
		Workshop 4D: Tiered Grading that Learns: A Hands-On Workshop to Improve Reliability, and Feedback (Lypson and Sein)	**3rd Floor Classrooms - East Wing 3083 - 3003**
Thursday, March 12, 2026	3:30 pm-3:45 pm	Break	
Thursday, March 12, 2026	3:45 pm-4:45 pm	**OAP 5A: Curriculum:** 1. Advancing Medical Education Through Patient-Focused Longitudinal Disability Curriculum (Sabir and Teague)/ 2. Building the Rainbow: Developing a Student-Led Longitudinal Curricular Thread for LGBTQIA+ Health (Comeau)/ 3. Advancing Diagnostic Reasoning: Incorporating an Illness Script Model into the First Year Medical School Curriculum (Norton and Blatt)	**LH - 2001 East Wing**
		OAP 5B: Curriculum: 1. Thinking Like a Clinician: Building Diagnostic Confidence through Structured Clinical Reasoning (Garbade and Glatz)/ 2. The Impact of generative AI on Student-Faculty Engagement Outside the Classroom (Olvet and Ma)/	**LH - 2045 East Wing**
		Small Group: Overcoming Hidden Curriculum Barriers to Master Adaptive Learning in Contemporary Medical Education Learning Environments (Cassara and Friedman)	**SIM Center Classroom - West Wing**
		Workshop 5A: Escape the Teaching Rut: Incorporating Medical-Themed Puzzles into Medical Education (Sadikot, and Raghavan)	**4th Floor Classrooms - West Wing 4054 - 4056**
		Workshop 5B: Navigating Uncertainty in Clinical Practice: A Structured Approach using the RAPS (Recognize, Acknowledge, Partner, and Seek Support) Framework (Gheihman and Royce)	**3rd Floor Classrooms - East Wing 3073 - 3079**
		Workshop 5C: Overseeing the Last Mile: Supervising Discharge Management Using the "SAFE-DC" Communication Tool (Homma, Levin, and Katz)	**3rd Floor Classrooms - East Wing 3083 - 3003**
Thursday, March 12, 2026	4:45 PM	Dinner on your own OR visit to the Everhart Museum	
Thursday, March 12, 2026	7:00 PM	NEGEA Steering Committee Meeting	**Trax Hotel and Bar at Radisson**
Friday, March 13, 2026	7:00 am-noon	Registration/Information Desk	**Lobby**

Friday, March 13, 2026	7:00 am-8:00 am	Breakfast/Networking	**Lobby**
Friday, March 13, 2026	8:00 am-9:00 am	**OAP 6A: Curriculum**: 1. The Spiral of Misaligned Expectations: Unraveling the Hidden Force Undermining Student Learning on Wards (Wang)/ 2. Integration of Health Systems Science in Undergraduate Medical Education: A Scoping Review (Ramaswamy)/ 3. From Awareness to Action: A Fourth-Year Elective on Racism and Health (Cunningham)	**LH - 2001 East Wing**
		OAP 6B: Transitions: 1. Residency Preparation in U.S. and Canadian Medical Schools: Insights from the AAMC Curriculum SCOPE Survey (Grbic)/ 2. Investigating national and specialty-specific patterns of institutional retention of medical school graduates for graduate medical education (Grbic)/ 3. Empowering First Generation Medical Students: The Impact of a Peer Mentorship Program on the Transition into Medical School (Abbasi)/ 4. Accelerated MD Student Readiness for Internship: Results from the Resident Readiness Survey (Brenner)	**LH - 2045 East Wing**
		Small Group: Not Just Advocacy: Educating Learners to Lead Healthcare System Transformation (Alvarado, Konopasky, Squitieri, and Liu)	**SIM Center Classroom - West Wing**
		Workshop 6A: Design Thinking for Systems-Based Practice: Equipping Medical Educators with a Practical Framework (Cooney and Friedenberg)	**4th Floor Classroom - West Wing 4060**
		Workshop 6B: How Do You Measure Extra Curricular Program Success Beyond Satisfaction? (Jordan and Fornari)	**3rd Floor Classrooms - East Wing 3073 - 3079**
		Workshop 6C: Beyond Giving Feedback: Advancing Feedback Literacy with Feedback-Seeking Across the Continuum (Raghavan, Pandit, and Milan)	**3rd Floor Classrooms - East Wing 3083 - 3003**
		Workshop 6D: Who's at Risk?: Personalizing Step 1 Preparation in an Age of Predictive Uncertainty (Steciuch and Bates)	**4th Floor Classrooms - West Wing 4054 - 4056**
Friday, March 13, 2026	9:00 am-9:15 am	Break	
Friday, March 13, 2026	9:15 am-10:15 am	**OAP 7A: Learning Environment and Curriculum:** 1. MedEd Elevate: Empowering Underserved High School Students to Pursue Careers in Medicine through Clinical Mentorship (Hunt)/ 2. What New Residents Reveal About UME Gaps in Responding to Biased Patients (Forsyth and Soriano)/ 3. Embedding Evidence-Based Medicine in the Preclinical Curriculum: The THINQ Small-Group Innovation (Ramaswamy)	**LH - 2001 East Wing**

		OAP 7B: Learning Environment and Curriculum: 1. Writing Wrongs: A Dual-Institution Assessment of Medical Students' Recognition and Opinions of Stigmatizing Language in Clinical Documentation (Weisman)/ 2. Positive Parenting Training to Improve Resident Openness to Conversation around Parenting Challenges and Awareness of Cultural Differences (O'Connell)/ 3. From UME to GME: Embedding Community and Humanism Across the Continuum of Medical Training (Tracy, Reyes Santos, and Rocchetti)	**LH - 2045 East Wing**
		Workshop 7A: Reimagining Ambulatory General Internal Medicine Experiences in Undergraduate Medical Education: Drafting a New Vision (Strano-Paul and Tripp)	**SIM Center Classroom - West Wing**
		Workshop 7B: Modernizing a Shared Language for Instructional and Assessment Methods in Medical Education (Maietta)	**4th Floor Classrooms - West Wing 4054 - 4056**
		Workshop 7C: Navigating Standard Setting: Institutional Approaches and Best Practices for Fair and Defensible Grading Systems in Competency-Based Medical Education (Swan Sein, Mooney, and Brenner)	**3rd Floor Classrooms - East Wing 3073 - 3079**
		Workshop 7D: Redefining Professionalism: Embedding Wellness Across The Medical Continuum (Bates, Grandin Oh, and Patel)	**3rd Floor Classrooms - East Wing 3083 - 3003**
Friday, March 13, 2026	10:30 am-10:45 am	Break	
Friday, March 13, 2026	10:45 am-11:30 am	**NEGEA Celebration; MESRE Grants, NEGEA Scholar Award, Poster Awards, Oral Abstract Presentation Awards**	**Auditorium**
Friday, March 13, 2026	11:30 am-noon	Grab and Go Lunch	**Lobby**

POSTERS

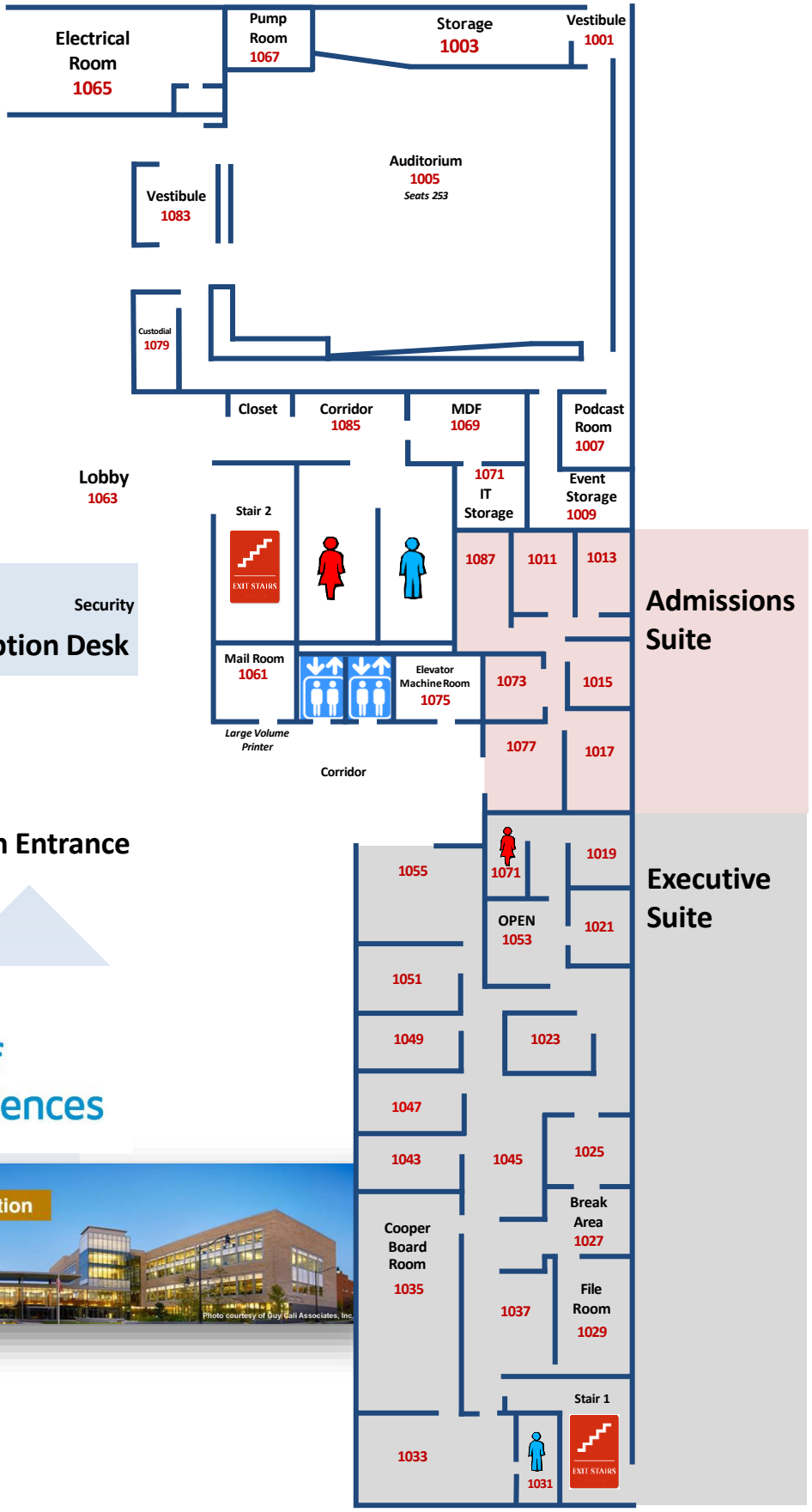
Submission Title	Topic	Board Number and Location
Bridging the Gap to Educational Opportunity for Socioeconomically Disadvantaged Students	Advising Strategy and Models	Board 1 - A
Characteristics, Motives, and Perceived Confidence of Underrepresented in Medicine Pre-Medical Students Applying to a Near-Peer Mentorship Program	Transitions in Student Affairs and Medical Education	Board 1 - B
Exploring first-generation college students' path to medicine	Ensuring a Conducive, Inclusive, Respectful Learning Environment	Board 1 - C
MedEd Elevate: Empowering Underserved High School Students to Pursue Careers in Medicine through Clinical Mentorship	Ensuring a Conducive, Inclusive, Respectful Learning Environment	Board 1 - D
Development of a tiered mentoring system to guide and support Internal Medicine applicants in a changing landscape	Advising Strategy and Models	Board 2 - A
Development and Implementation of a Predictive Model to Enhance Academic Advising for USMLE Step 1 Success	AI, Simulation, and Technology	Board 2 - B
The Hidden Barriers: Navigating Psychosocial Stressors and Academic Performance in Medical Education	Transitions in Student Affairs and Medical Education	Board 2 - C
Integrating Disability-Focused Standardized Patient Simulations into Pre-Clinical Medical Education	AI, Simulation, and Technology	Board 3 - A
Characterizing Generative AI Utilization Among Medical Students: An Observational Study	AI, Simulation, and Technology	Board 3 - B
Cutting Edge, Culturally Aware: AI-Facilitated Training in Cultural Humility for Surgery Trainees	AI, Simulation, and Technology	Board 3 - C
Utilizing Case-Based Flashcards to Improve Resident Education in the NICU and Newborn Nursery	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	Board 3 - D
Demystifying Generative AI in Medical Education: Outcomes of a Faculty Development Workshop	AI, Simulation, and Technology	Board 4 - A
Connecting the Dots: Creation of a Longitudinal, Competency-Based, Composite Assessment Program for the Clerkship Year	Assessment and Evaluation	Board 4 - B
Bias Mitigation in Note-Writing: A Longitudinal Medical Student Assessment Pilot	Assessment and Evaluation	Board 4 - C
Evaluating the Longitudinal Research Project: An After-Action Review	Assessment and Evaluation	Board 4 - D
Harmonizing Well-Being, Teamwork, and Humanism in Medical Education: A Mixed-Methods Study of Medical Orchestra Participation	Wellbeing and Flourishing	Board 5 - A
From Movement to Meaning: Teaching Communication Through Dance	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	Board 5 - B

Applying Implementation Science to Skin of Color Education: Lessons for Curriculum Design	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 5 - C**
Synergizing Data from Admissions, Curriculum, and Student Services Supports to Optimize Step 1 Readiness	Professionalism and Academic Performance/Progression	**Board 5 - D**
Time Allocation Patterns Among Phase 1 Medical Students: A Descriptive Diary-Based Analysis	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 6 - A**
Reimagining Preclinical Physiology: Core Concepts as a Bridge to Clinical Practice	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 6 - B**
Seeing Beyond the Image: Interactive CXR Modules for Undergraduate Medical Education	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 6 - C**
Adult learning assumes adult learners: student experiences in an active learning curriculum.	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 6 - D**
Experiences and Career Implications of a Third-Year Medical School Infectious Diseases Rotation: A Qualitative Study	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 7 - A**
Integrating Use of Interpreter Services into the Preclerkship Medical School Curriculum to Improve Communication with Limited English Proficiency (LEP) Patients: A Pilot	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 7 - B**
The Shadowing Triad: Pilot of a Formalized M1 Shadowing Program in Preferred and Related Clinical Fields for Early Clinical Exposure and Career Exploration	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 7 - C**
Evaluating an Integrated Service Learning Approach in Medical Education	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 7 - D**
Search Party: Dynamic Faculty Training in Artificial Intelligence Search Tools to Potentiate Bedside Evidence-Based Practice	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 8 - A**
Nutriments: Integrating Patient-Centered Nutrition Education within a Clinical Presentation Framework	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 8 - B**
Readiness for Equity: Are Tomorrow's Physicians Ready for Culturally Diverse Patient Care?	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 8 - C**
Closing the Gap: A Longitudinal Study of an ACGME-Aligned Substance Use Disorder Curriculum for Internal Medicine Resident	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 8 - D**
Integration of Climate and Health Curricula into Medical School Pre-Clinical Coursework	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 9 - A**
The Influence of Digital Media in Learning Anatomy of the Head and Neck	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 9 - B**
Needs Assessment Regarding Use of Point-of-Care Ultrasound to assess Volume Status in Internal Medicine Residents	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 9 - C**

Integrating Firearm Injury Prevention into Undergraduate Medical Education: A Pilot Curriculum for Fourth-Year Students in Emergency Medicine	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 9 - D**
Cognitive Gaps in Simulation-based Nasogastric Tube Management Training	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 10 - A**
Implementation of a Standardized Process for Obstetrical POCUS Performed by OB/GYN Residents	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 10 - B**
First-Year Voices: Narrative Medicine for Early Professional Identity Formation	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 10 - C**
Unplanned, Unofficial, Transformative: What a Peer Study Group Can Teach Us About Learning in Medicine	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 10 - D**
Outcomes of a one-year pre-clerkship curriculum in an accelerated 3-year medical program	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 11 - A**
Training the Trainer: Forging a Sustainable Resident-as-Teacher Pipeline	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 11 - B**
When Words Shape Care: Educating Future Physicians on Identifying Bias in Medical Documentation	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 11 - C**
Just-in-Time Continuous Quality Improvement Model in a Longitudinal PBL Curriculum	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 11 - D**
Bridging Gaps: Health Equity Competency Mapping in Undergraduate Medical Education (UME)	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 12 - A**
Camino de Excelencia: Medical Spanish Distinction Pathway Model	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 12 - B**
A Novel Research and Scholarship Clerkship for Third Year Medical Students	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 12 - C**
Building Dual-Role Faculty: Clinical Competency Mentors as Teachers and Longitudinal Coaches	Curriculum: Teaching and Learning Pedagogies and Curricular Innovation	**Board 12 - D**

Medical Science Building

1st Floor EAST



Geisinger College of Health Sciences

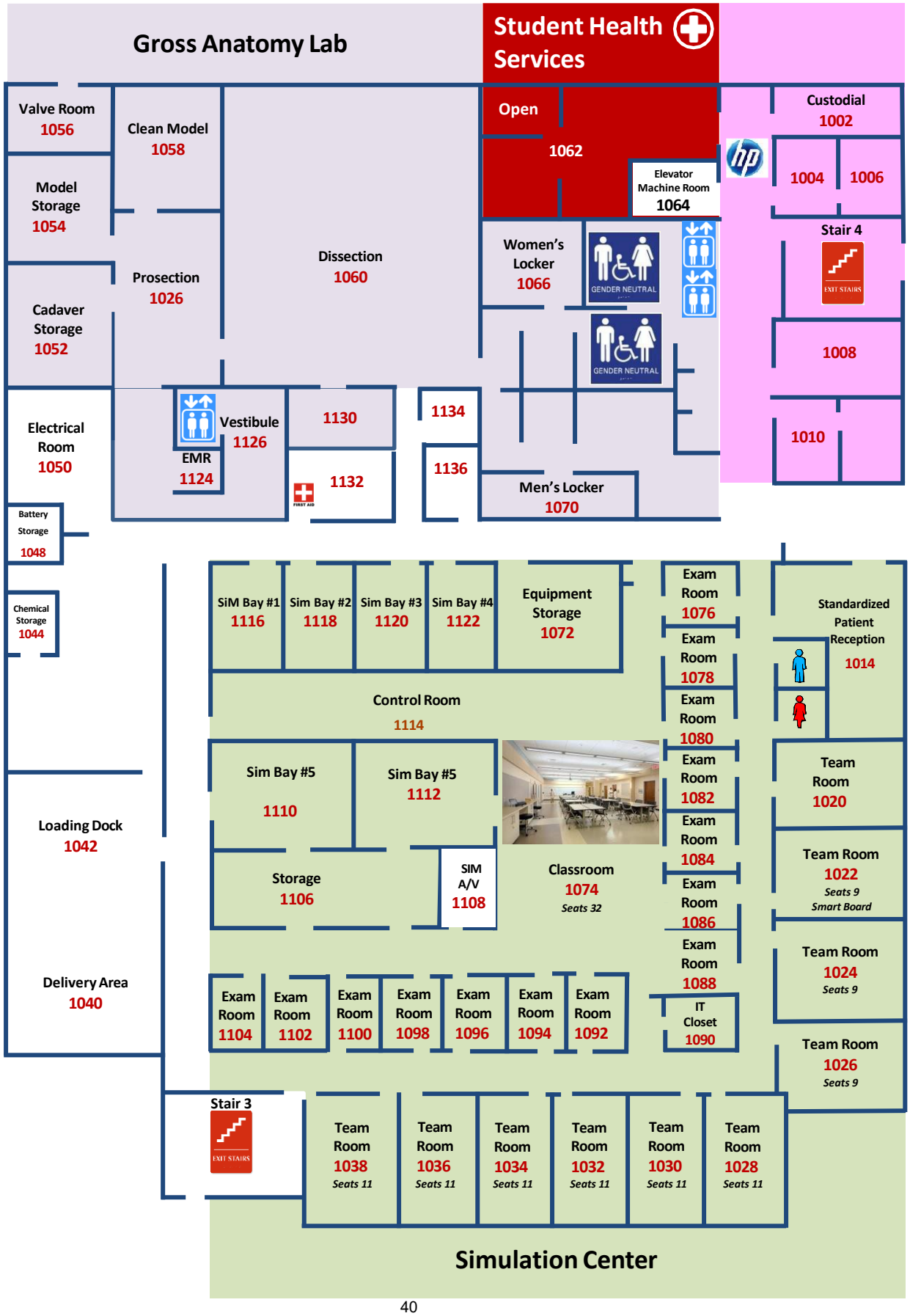


525 Pine Street
Scranton, PA 18507
(570) 504-7000

www.geisinger.edu/gcsom

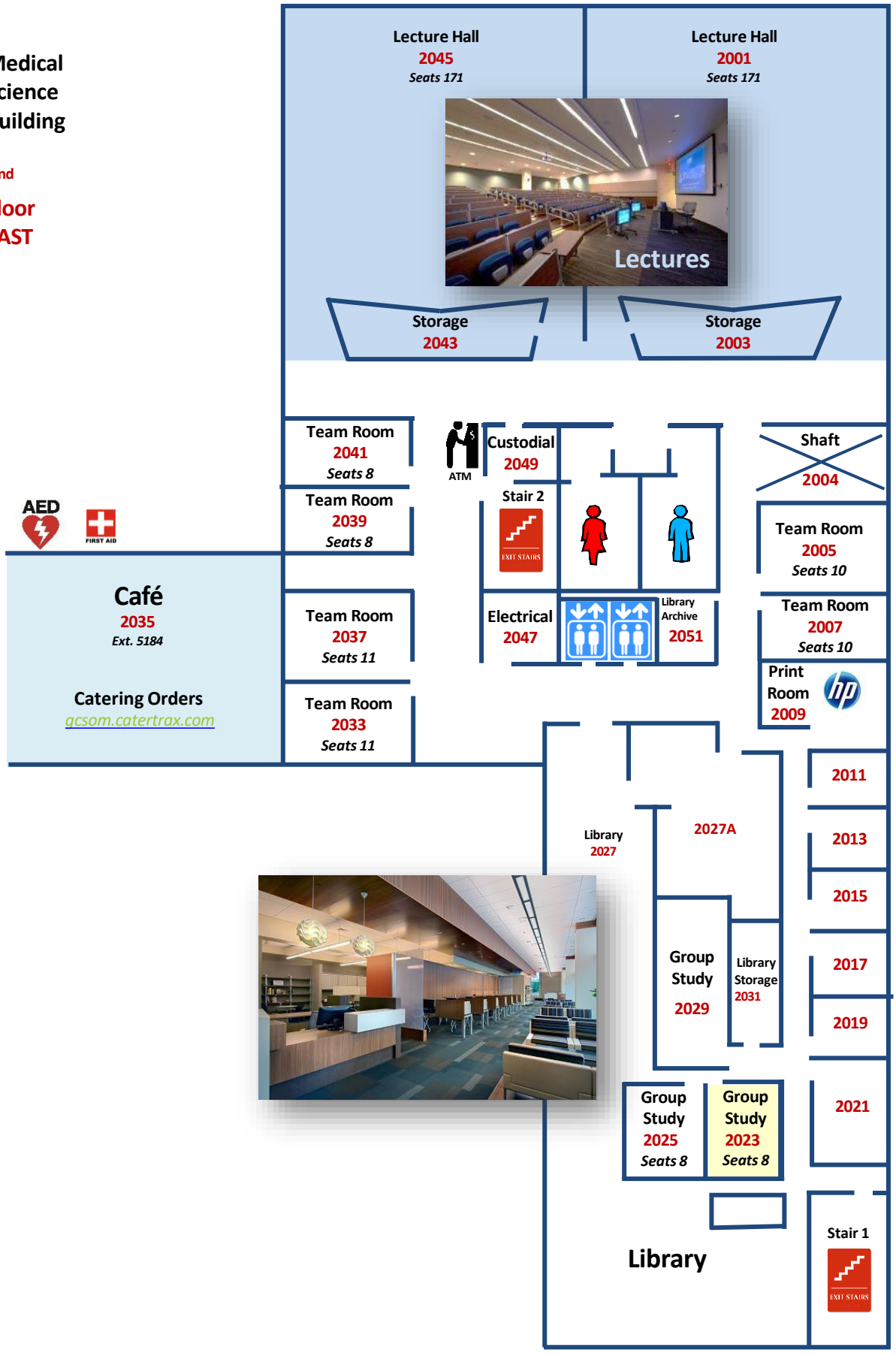
Medical Science Building

1st Floor WEST



Medical Science Building

2nd Floor EAST



Medical Science Building

3rd Floor EAST

Storage 3075 | Storage 3077 | Storage 3081 | A/V Storage 3001

Teaching Lab — MBS Teaching Lab 3073 *Seats 40* Classroom A

Teaching Lab — MBS Teaching Lab 3079 *Seats 40* Classroom B

Teaching Lab — MBS Teaching Lab 3083 *Seats 40* Classroom B

Teaching Lab — MBS Teaching Lab 3003 *Seats 40* Classroom D



3071

3069

Team Room 3067

Team Room 3065

Team Room 3063

Team Room 3061

Conference Room 3059 *Seats 10* *570-558-3947, 5327*

3113 — A B C D

3082

Stair 2

IDF 3089

Kitchen 3087

Electrical 3111

3D Printer Room 3091

Lobby 3109

Lounge 3057

AED

Lounge 3085

3005

3007

Shaft

Conference Room 3009 *Seats 10 w/conf. phone*

3011

3013

3015

3017

3019

3021

3023

3025

3027

3029

3031

3033

Stair 1

3055 **Bursar**

3053

3051

3049

3047

3045

3043

3041

3039

3037

PNC Conference Room 3093 *Seats 28* *570-504-9693, 1303*

Work Room 3095

3107 | 3097

3105 | 3099

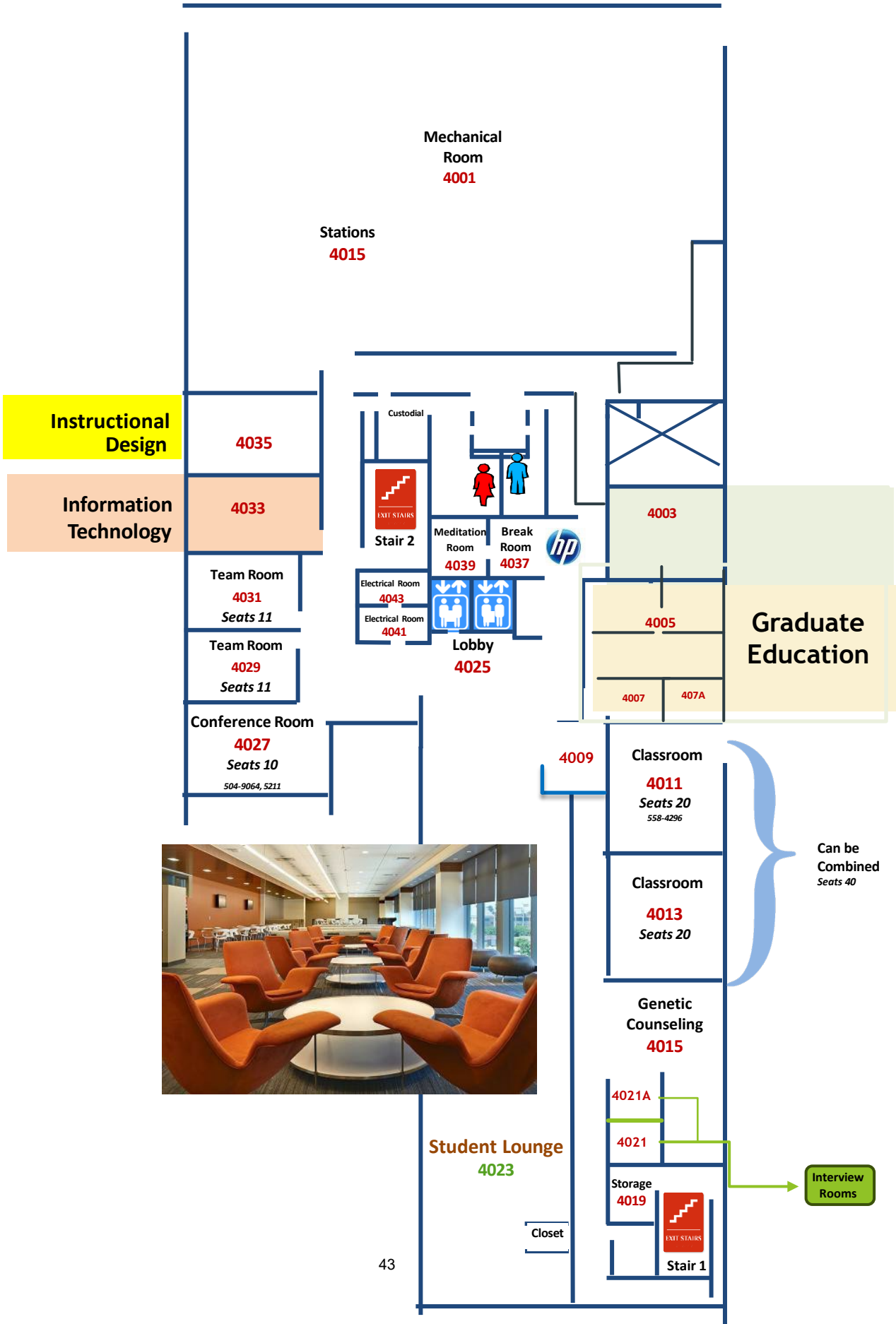
3103 | 3101

3035 — A B C D E F G H I J K L M N O

Cubes

Medical Science Building

4TH Floor EAST



Medical Science Building

4th Floor WEST

