

2018

# UNM HSC Annual Education Day Agenda

Office for Medical Educator Development

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**AGENDA FOR THE DAY**

8:15

**Registration Opens**  
Domenici West Lobby

9:00-12:15

**Oral Presentations**  
Domenici West  
Rm 3010

12:15-1:30

**Networking Lunch**  
Domenici North  
Rm 3740

1:30 – 3:00

**Keynote Presentation:**  
Dr. Anton Tolman, PhD  
Utah Valley University  
Domenici North  
Rm 3710

3:00 – 5:00

**Poster Presentations**  
Domenici West Lobby

**CME/PD OFFICE**

505-272-3942

HSC-CMEWEB@SALUD.UNM.EDU

This activity has been approved for AMA PRA Category 1 Credit(s)<sup>™</sup>.

**ORAL PRESENTATIONS 9AM—12:15PM**  
**DOMENICI WEST RM 3010**

9:00-9:15	Opening Remarks
9:20-9:40	<b>Academic CME/PD in the United States and Canada: Results of the 2018 AAMC/SACME Survey</b>  William Rayburn, MD, MBA, School of Medicine
9:40-10:00	<b>A Comprehensive Approach to Addressing Medical Student and Resident Well-Being in the Department of General Surgery</b>  Rebecca L. Williams-Karnesky, MD, PhD, General Surgery; Ming-Li Wang, MD, General Surgery; Renée Pepin, MD, General Surgery; Bridget Fahy, MD, General Surgery; Alissa A. Greenbaum, MD, General Surgery; Elizabeth C. Lawrence, MD, Internal Medicine; Jasmeet Singh Paul, MD, General Surgery
10:00-10:20	<b>A Dual Research and Teaching Training Program for Postdoctoral Fellows</b>  Angela Wandinger-Ness, PhD; Pathology; Vanessa Svihla, PhD, Organization, Information & Learning Sciences; Sherry Rogers, PhD, Cell Biology & Physiology
10:20-10:40	<b>Integrating Technology to Increase Interaction within Online Learning Environments</b>  MaryJane Lewitt, PhD, CNM, College of Nursing
10:40-10:50	<i>Break</i>
10:50-11:10	<b>Coaching for Success - A Strategy for Early Identification/Remediation for FNP Student 'Strugglers'</b>  Therese Hidalgo, DNP, RN, FNP-BC, College of Nursing
11:10-11:30	<b>An Innovative Working Group Process to Gather Medical Student Feedback and Generate Solutions</b>  Renee Quintana, MPA, UME Program Evaluation, Education and Research (PEAR); Nancy Shane, PhD, PEAR; Roger Jerabek, PEAR; Rebecca Hartley, PhD; PEAR
11:30-11:50	<b>Using Language that Our Patients Can Understand: Cultivating Simple Language Use in our Medical and Physician Assistant Students</b>  Jennifer Benson, MD, Internal Medicine; Kathryn Anderson, MA, and Sarah Leister, MA, Office of Diversity, Equity and Inclusion
11:50-12:10	<b>Stimulating Ideas and Dialogue for Interprofessional Education</b>  Krista Salazar, PharmD, College of Pharmacy; Yvette Ramirez Ammerman, Office of IPE; Loren Kelly, IPE Coordinator, College of Nursing; Jim McKinnell, IPE Coordinator, School of Medicine; Shelly McLaughlin, IPE Coordinator, Health Professions Programs; Sarah Patel, IPE Coordinator, College of Nursing; Heidi Rogers, Director, Office of IPE; John Simmons, Office of IPE

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**KEYNOTE PRESENTATION**

1:30-3:00 PM DOMENICI NORTH RM 3710

**Anton Tolman, PhD**Utah Valley University  
Department of Behavioral SciencesAuthor of *Why Students Resist Learning***Presentation: *Student Resistance, Faculty Frustration and How to Improve Student Learning.***

Student resistance to active learning is ubiquitous in higher education; it is a primary source of friction, contributes to reduced motivation to succeed, and can hamper student learning, especially for first generation and under-represented students. By interpreting student resistance as a communication signal, instead of noise that interferes with teaching, faculty can take effective steps to reduce resistance through assessment, effective course design, and other changes. Using the Integrated Model of Student Resistance (IMSR), this session will help faculty and faculty developers apply this systemic approach to reducing resistance, focusing on environmental forces, prior negative experiences, and institutional culture.

**About Dr. Tolman**

I received my undergraduate psychology degree from the University of Denver and my doctorate in Clinical Psychology from the University of Oregon. I served my internship in Connecticut at a state psychiatric hospital.

After earning my degree, I worked at the Wyoming State Hospital, then established an outpatient private practice with two partners, later returning as Chief Psychologist to WSH. I also worked as the Unit Manager for the Adolescent Treatment Unit for two years simultaneous with leading the Psychology Department. After leaving WSH, I worked for six years as an Assistant Professor of Psychology at Grand Valley State University in Michigan. I have been at UVU now for more than 11 years and love the University. I am a Professor in the Behavioral Science department and also serve as a Faculty Coach for the Office of Teaching and Learning. Currently, I am teaching mostly online and enjoying finding ways to bring engaged pedagogies into a different learning environment.

My clinical interests are primarily focused on depression, anxiety disorders, marital therapy and forensic work, particularly in the area of violence risk or dangerousness assessment. My research interests are focused on several themes related to teaching and learning: power issues in the classroom, metacognition, and resistance (both on the part of students and faculty).

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**POSTER PRESENTATIONS 3:00—5:00PM**  
**DOMENICI WEST LOBBY**

1	<b><i>Refinements to Active Learning to Teach Clinical Concepts of Heart Anatomy</i></b> Melissa Martinez, MD, Internal Medicine; Rebecca Hartley, PhD, Cell Biology & Physiology; Michelle Bardack, MD, Family & Community Medicine
2	<b><i>Development of a Script Concordance Test for Behavioral Health</i></b> Lindsay Smart, PhD, Psychiatry and Behavioral Sciences
3	<b><i>Overcoming Resistance in Learning: Filling the Gap Between Educator and Learner</i></b> Alisa C. Illescas, BS, School of Medicine; Patrick Rendon, MD, Internal Medicine; Rebecca Hartley, PhD, Cell Biology & Physiology
4	<b><i>Student Perceptions of Biochemistry Concepts in a Small Group Learning Environment</i></b> Sumit Patel, BS, School of Medicine; Martina Rosenberg, PhD, Biochemistry & Molecular Biology
5	<b><i>Comparison of a Flipped Classroom to a Traditional Format for a Critical Care Curriculum</i></b> Erik Kraai, MD; Michel Boivin, MD; Shozab Ahmed, MD; and Tyler Shackelford, DO; Internal Medicine-Critical Care
6	<b><i>Anatomy Integration: Effective Change or Change of Affect?</i></b> Martina Rosenberg, PhD, Biochemistry & Molecular Biology; Rebecca Hartley, PhD, Cell Biology & Physiology; Gary A. Smith, PhD, OMED
7	<b><i>The Parietal Notch: A Surgical Landmark for Students Learning Mastoid Surgery</i></b> Michael Castle BS, School of Medicine; Bradley Pickett, MD, Otolaryngology
8	<b><i>A Kidney Biopsy Simulation Training Program: First Year's Results</i></b> Maria-Eleni Roumelioti, MD, Internal Medicine-Nephrology; Jonathan G. Owen, MD, DOIM, Nephrology; Christos Argyropoulos, MD, PhD, DOIM, Nephrology; Yue-Ham Ng, MD, DOIM, Nephrology; Mark L. Unruh, MD, MSc, DOIM, Internal Medicine
9	<b><i>Report on an Innovating Writing Workshop for Graduate Students During Orientation</i></b> Heidi Rogers DNP, FNP-C, APHN-BC, College of Nursing; Stephanie Sanchez, PhD, Graduate Resource Center
10	<b><i>Educational Methods Utilized in Teaching Prehospital Providers to use Ultrasound: A Review of the Literature</i></b> Jenna White, MD, Emergency Medicine; Benjamin Monge, MD Candidate Class of 2020 and Anna Baillie, MD Candidate Class of 2020; School of Medicine
11	<b><i>Scholarly Activity and Research Training in Urology Residency Programs: Assessment of Current Practice and Barriers</i></b> Frances Alba, MD, Urology; Martin Jurado, BS, School of Medicine; Renata Bennett, Urology
12	<b><i>Gender Differences in Internal Medicine Grand Rounds Speakers at a Local Academic Hospital</i></b> Parisa Mortaji, BS, School of Medicine; Eileen Barrett, MD, MPH, Internal Medicine
13	<b><i>Medical Students at Risk: Practical Lessons after Ten Years of a Premedical Enrichment Program</i></b> Nancy L. Shane, PhD, PEAR; Pam DeVoe, PhD, OARS; Marcy Osgood, PhD, Biochemistry & Molecular Biology

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14	<b><i>Culinary Medicine: UNM School of Medicine</i></b> Amy Robinson, MD, Internal Medicine; Deborah Cohen, DCN, RDN, Nutrition Program
15	<b><i>Rural and Urban Underserved Program Update: Underserved-Focused Clinical Experiences</i></b> Crystal Krabbenhoft, BS, Family & Community Medicine; Jennifer Prosser, BS, Beverly Williams, BS, Anastasia Haponyuk, BS, and Katarina Leyba, BS, School of Medicine
16	<b><i>Creating Medical Educators for the Future: A 4th year Medical Student Teaching Elective</i></b> Jessica Zimmerberg-Helms, MD, Internal Medicine; Kristel Montaño, MD, Pediatrics; Justin Roesch, MD, Internal Medicine; Patrick Rendon, MD, Internal Medicine
17	<b><i>Facilitating a Resident-Run Journal Club: Providing Autonomy within a Time-Honored Tradition</i></b> Eileen Barrett, MD; Taylor Goot, MD; Charles Pizanis, MD; Internal Medicine
18	<b><i>UNM Department of Emergency Medicine Pain Conference</i></b> James Cotton, MD, Emergency Medicine
19	<b><i>eLearning for Medical Educators (eLME)</i></b> Gary A. Smith, PhD, OMED; Audriana M. Stark, MBA, Organization, Information & Learning Sciences
20	<b><i>Engaging Stakeholders in Collaborative and Constructive Course Evaluation</i></b> Roger Jerabek, MA; Rebecca Hartley, PhD; Nancy Shane, PhD; and Renee Quintana, MPA; PEAR
21	<b><i>Evaluation of Non-English Language Use in Family Medicine Residents</i></b> Huynh (Wendy) Nguyen, BS, School of Medicine; Susan M. Muraida, MD, Family & Community Medicine; Felisha Rohan-Minjares, MD, Family & Community Medicine
22	<b><i>Meeting the Communication Needs of Hospitalized Limited English Proficiency Patients by Educating Health Care Providers on Interpreter Language Services</i></b> Geraldine Guerra-Sandoval, MSN Ed, CMSRN, College of Nursing; Frances K. Lopez-Bushnell, APRN, EdD, MPH, MSN, UNM Hospitals; E. Zoe Schutzman, MA, CHITM, UNM Hospitals
23	<b><i>Tailoring Patient Education Materials for Pain Relief During Labor and Delivery to Meet the Unique Needs of Patients in New Mexico</i></b> Lauren Faber, BS, School of Medicine; Kylee Greider, BS, School of Medicine; Katherine Seligman, MD, Anesthesiology and Critical Care Medicine
24	<b><i>Generating Constructive Dialogue Around Native LGBTQ Health</i></b> Chloe Sharp, BA, School of Medicine; Jaron Kee, BS, School of Medicine
25	<b><i>Talk It Out: A Proposed Model for Disabilities Education in Medical School</i></b> Dani Takai-Castioni, BS, School of Medicine; Pamela DeVoe, PhD, Director, Office of Academic Resources & Support, Undergraduate Medical Education

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26	<b><i>World Cafe on Community Health Assessment and Interventions: A Discussion Method with Nursing Students</i></b> Loren S. Kelly, MSN, RN, College of Nursing
27	<b><i>UNM College of Nursing's Community College Partnerships: An Update on NMNEC's Progress</i></b> Judy Liesveld, PhD, PPCNP-BC, CNE; Mary Wright, MSN, CNS, CNE; and Becky Dakin, MA, College of Nursing
28	<b><i>Intradisciplinary Nursing Simulations: Advanced Practice Nursing with BSN Students MSN, RN</i></b> Adreanne Cordova, MSN, RN; Herica Torres, PhD, RN; Debra Serrino, MSN, RN; Sharon Schaaf, DNP, AG-ACNP; and Joseph Poole, MSN, RN; College of Nursing
29	<b><i>Mindfulness for Medical Students: Implementation of a Mindfulness-Based Curriculum During the Third-Year Surgical Clerkship</i></b> Rebecca L. Williams-Kamesky, MD, PhD, General Surgery; Ming-Li Wang, MD, General Surgery; Renée Pepin, MD, General Surgery; Jasmeet Singh Paul, MD, General Surgery; Elizabeth C. Lawrence, MD, Internal Medicine
30	<b><i>Understanding Medical Student Mistreatment During the Third-Year Surgical Clerkship</i></b> Rebecca L. Williams-Kamesky, MD, PhD, General Surgery; Renée Pepin, MD, General Surgery; Rohini McKee, MD, MPH, General Surgery; Lauren McGuire, BS, School of Medicine; Ming-Li Wang, MD; General Surgery
31	<b><i>CORE7: Development of a Comprehensive Wellness Curriculum for General Surgery Residents at a Safety-Net Academic Medical Center</i></b> Rebecca L. Williams-Kamesky, MD, PhD, General Surgery; Alissa A. Greenbaum, MD, General Surgery; Elizabeth C. Lawrence, MD, Internal Medicine; Jasmeet Singh Paul, MD, General Surgery
32	<b><i>Mental Health in Medical School: Students Share Their Stories</i></b> Jessie Medina, BS, BA, School of Medicine; Elizabeth C. Lawrence, MD, Internal Medicine
33	<b><i>Healthcare Worker Burnout: Lean in or Walk Away</i></b> Debra Serrino, MSN, RN, College of Nursing
34	<b><i>Newborn Intervention Promoting Preterm Infant Eating Readiness (NIPPER): Impact of a Nurse Educational and Interventional Program on Feeding Outcomes of Preterm Infants</i></b> Beatrice Stefanescu, MD, MS, Pediatrics-Neonatology; A. Qamruddin, MD; L. Geiger, MD; D. Condrey, BSN, RN; and K. Romero, MSN, CCRN; Neonatology
35	<b><i>Gastric Residual Alternative Management (GRAM) QI Study: Impact of Elimination of Routine Gastric Residual Checks on Feeding-Related Outcomes and Interventions</i></b> Ryan Kiser, MD; C. Milner, DO, MS; D. Henderson, NNP; J. Valencia, NNP; L. Geiger, MD; J. Fuller, MD; and B. Stefanescu, MD, MS; Pediatrics-Neonatology