



## 4th Annual Brody Medical Education Day

Brody Auditorium

March 21, 2018

### AGENDA

- 9:00-11:00 **Concurrent Educational Sessions**  
**Session 1: Educational Research, Brody 2W-50**  
**Session 2: Item Writing Workshop, Brody 2W-38**
- 11:00-12:00 **Registration & Poster Viewing**  
*Brody Auditorium & Corridor, refreshments provided*
- 12:00-1:00 **Welcome and Overview**  
Leigh Patterson, MD, MAEd, Associate Dean for Faculty Development, Associate Professor of Emergency Medicine, Brody School of Medicine  
*Brody Auditorium*
- Keynote Speaker**  
David Sloane, MD, EdM, Instructor in Medicine, Harvard Medical School
- 1:00-1:15 **Break**
- 1:15-2:30 **Session One**  
Moderator: Pamela Hopkins, PhD, Teaching Associate Professor, ECU School of Communication
- 2:30-3:30 **Poster Session**  
*Brody Corridor, refreshments provided*
- 3:30-4:30 **Session Two**  
Moderator: Stephen Charles, PhD, Assistant Dean for Undergraduate Medical Education Assessment and Outcomes, Brody School of Medicine
- 4:30-5:00 **Closing Remarks, Awards, and Evaluation**  
Luan Lawson, MD, MAEd, Assistant Dean of Curriculum, Assessment, and Clinical Academic Affairs, Associate Professor of Emergency Medicine, Brody School of Medicine  
*Brody Auditorium*

### Medical Education Day Judges

- Mott P. Blair IV**, MD, FAAFP, Vidant Family Medicine, Wallace, NC  
**Steven Schmidt**, PhD, Department of Interdisciplinary Professions, ECU College of Education  
**Jed Smith**, MS, Curriculum Facilitator, Office of Medical Education  
**Kelley Whitehurst**, MAEd, Program Manager, MAO & GME Education, Vidant Medical Center  
**Richard Ray**, PhD, Professor and Vice Chairman, Department of Physiology  
**Heather Wright**, PhD, Associate Dean for Research, College of Allied Health Sciences  
**Russ Price**, PhD, Associate Dean for Research and Graduate Studies, Brody School of Medicine  
**Jo Anne Murray**, EdD, Director of Faculty Development and Continuing Education, School of Dental Medicine  
**Michael Webb**, DDS, MEd, Chair, Department of Pediatric Dentistry, Orthodontics, and Dentofacial Orthopedics, School of Dental Medicine  
**Megan Sippey**, MD, Chief Resident, Department of Surgery  
**Jennifer Hodgson**, PhD, Associate Professor, Department of Child Development and Family Relations

## **Program Objectives**

At the end of this program, participants will be able to:

1. Provide a forum for sharing educational innovations in curriculum and teaching, educational research and leadership related to medical education.
2. Enhance knowledge and understanding of new approaches in medical education across the US.
3. Build a network of faculty, staff and students interested in promoting educational excellence.

## **PODIUM PRESENTATIONS**

### **Session One – 1:15-2:30 p.m.**

#### **1:15-1:30 Amanda Higginson, MD, Department of Pediatrics and Cassandra Bradby, MD, Department of Emergency Medicine**

Successful Preparation for the Standardized Video Interview (SVI) in Emergency Medicine Residency Applicants using an Inter-Disciplinary Team Approach

#### **1:35-1:50 Natalie Karr, M2, Brody School of Medicine and Vivek Sindhi, MD, Department of Physical Medicine and Rehabilitation**

Line of Sight approach and APPLES Mnemonic are Useful for Medical Learners to Improve Time and Accuracy of Ultrasound Guided Interventions

#### **1:55-2:10 Arjun Patel, M1 and Joseph Nenow, M1, Brody School of Medicine**

Impact of Standing Desk Use on Medical Students' Health and Performance

#### **2:15-2:30 Connor Pratson, M2 and Andrew Ray, M2, Brody School of Medicine**

Optimization of Medical Student Cardiovascular Pathology Education: A Critical Review of Topics and Teaching Modalities

### **Session Two – 3:30-4:30 p.m.**

#### **3:30-3:45 Christopher Thomas, MS, M3, MET Scholar, and Lucas Hunter, M3, Brody School of Medicine**

Burnout and Work-Life Balance: Do Medical Student Know the Facts?

#### **3:50-4:05 Phillip Boyer, MD, PhD, Department of Pathology and Laboratory Medicine**

Curriculum Redesign and Organ System-Based Integration of Pathology, Pharmacology, and Medicine Content: An Opportunity for a Meaningful Curriculum Reboot

#### **4:10-4:25 Shannon Longshore, MD, Department of Surgery**

Introducing Learners to Entrustable Professional Activities: The Effect of Performing a Root Cause Analysis on EPA 7 and 13 Functions

## **POSTER PRESENTATIONS**

#### **Alexander Almeida Larrea, M4, Research Scholar, Brody School of Medicine**

Cervical Examination Simulation using a Low-Cost Model for Medical Students

#### **Cassandra Bradby, MD, Department of Emergency Medicine**

Obstetric Emergencies for the Emergency Medicine Resident: Experiential Learning to Gain Comfort in Performance of a Perimortem Cesarean Delivery

#### **James Eubanks, M4, Research Scholar, Brody School of Medicine**

Successful Roll Out of an Educational Intervention to Teach Interpersonal Conflict Management and Pilot of the Brody Interpersonal Conflict Assessment (BICA) Tool with 10 Medical Students

**Elizabeth Ferruzzi, M4, LINC Scholar, Brody School of Medicine**  
The Effects of the I-PASS Handover Mnemonic in Medical Education

**Kelly Harrell, PhD, Department of Anatomy and Cell Biology**  
Assessment of Weekly Study Guide Use and Utility in a Condensed Medical Gross Anatomy and Embryology Course

**Daniel Jourdan, M2, Research Scholar, Brody School of Medicine**  
MV-22 Osprey Aircraft Simulator's Utility in Developing Medical Students Communication, Teamwork, and Clinical Trauma Skills

**Christine Lysaght, DPT, Department of Physical Therapy**  
Use of EPIC Electronic Health Record Documentation in DPT Curriculum

**Bryan Morales, M2, Brody School of Medicine**  
STEEEPing Up Patient Centered Care: Introducing the Use of Medical Interpreters in the Objective Standardized Clinical Examination

**Mitchell Nash, M2, Brody School of Medicine**  
An Evaluation of the Pre-Clinical Medical Education in Ophthalmic Pathology and Implementation of New Pathology Lectures

**Kimberly Rathbun, MD, PhD, MPH, Department of Emergency Medicine**  
A Brief Ultrasound Session is Highly Effective in Teaching Basic Ultrasound Skills and is Well-Received by Senior Medical Students

**Christopher Thomas, MS, M3, MET Scholar, Brody School of Medicine**  
Examining the Impact of the Hidden Curriculum on First Year Medical Students: A Quantitative Approach

**Christopher Thomas, MS, M3, MET Scholar, Brody School of Medicine**  
Designing, Implementing, and Evaluating a National Student-Led Conference on Leadership in Medical Education

**Angela Vuong, M3, MET Scholar, Brody School of Medicine**  
Medical Student OKR Knowledge: A Survey

**Amber Whitmill, M3, MET Scholar, Brody School of Medicine**  
Training First Year Medical Students to Facilitate Peer Assisted Study Sessions

**John Wooten, M3, MET Scholar, Brody School of Medicine**  
Disaster Day: Mass Casualty—Staging an Experimental Learning Experience

**Wesley Yang, M3, Brody School of Medicine**  
Longitudinal Exposure to Basic Microbiology Concepts as Part of a Newly-Implemented Organ System-Based Medical Student Curriculum: Assessment of Need and Proof of Concept

## **WORKS IN PROGRESS POSTER PRESENTATIONS**

**Diana Bond, PhD, MSN, RN, CNE, ECU College of Nursing**  
Enhancing Graduate Nursing Education Students Global Perspective with Video-Recorded International Nursing Faculty Interviews

**Julie Brown, M1, Brody School of Medicine**  
Combined Team and Peer-Based Learning in Neuroscience Anatomy Curriculum

**Allison Connelly, PT, M2, MET Scholar, Brody School of Medicine**  
Patient Education in the Pre-Clinical Years of Medical School: A Pilot Study

**Caitrin Curtis, M1, Brody School of Medicine**

Development and Administration of Peer-Led Neuroanatomy Mock Laboratory Practicals

**Kelsey Evans, MS, M2, MET Scholar, Brody School of Medicine**

Stop the Bleed: Bleeding Control Training for Medical Students and the Community

**Lauren Geisel, M2, Service-Learning Scholar, Brody School of Medicine**

Get their Feet Wet: Early Exposure to Experiential Learning for Preclinical Medical Students in Obstetrics and Gynecology

**Heidi Hansen, MD, Department of Cardiovascular Sciences**

Focused Concentration on Atherosclerotic Peripheral Arterial Disease in M3 Education

**Richard Jordan, M2, MET Scholar, Brody School of Medicine**

Modular Integration of 1<sup>st</sup> Year Gross Anatomy and Histology Courses with 2<sup>nd</sup> Year Medical Pathology: A Pilot Study at the Brody School of Medicine

**Richard Jordan, M2, MET Scholar, Brody School of Medicine**

Fair Use of Copyrighted Material in the Medical Education Setting: An Examination of Compliance in the Year 1 and 2 Preclinical Classroom

**Maedeh Mohebnasab, MD, PGY-1, Department of Pathology and Laboratory Medicine**

Leveraging Rich Medical Student Curriculum Content to Enhance Introductory Pathology Resident Onboarding Instruction

**Kaitlyn O'Connor, M2, MET Scholar, Brody School of Medicine**

The Development of Peer-led Anatomy Review Sessions for USMLE Step 1 Examination Preparation

**Walter Robey, MD, Assistant Dean for Simulation and Safety Education**

A Self-Directed Learning Approach to Medical Student Procedural Skills Training

**Sowmya Nagaraj, MD, Department of Internal Medicine**

Introduction of a Consultative Medicine in the Internal Medicine Residency Program: Pilot Project for the Training of Successful Future Consultants

**Robert Stanley, MS, M3, MET Scholar, Brody School of Medicine**

Peer-Directed Small Group Learning in M1 Gross Anatomy: Enhancing Student Learning While Reducing Required Contact Hours

**Mansi Trivedi, M2, Service-Learning Scholar**

Educating Physicians on Socio-Cultural Factors that Influence the Effective Clinical Management of FMG/C

## Continuing Medical Education Credit

### Accreditation:

The Brody School of Medicine of East Carolina University is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

### Credit Designation:

The Brody School of Medicine of East Carolina University designates this live activity for a maximum of 3.75 *AMA PRA Category 1 Credit(s)*<sup>™</sup>. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

### FACULTY DISCLOSURE:

**Disclosure Statement:** *In order to ensure balance, independence, objectivity and scientific rigor in all CME presentations, teaching faculty, planners and reviewers are required to disclose any financial or other relationship they have with commercial entities-pharmaceutical, equipment or other for-profit corporations-that could be construed by learners as posing a possible conflict of interest. The planners, reviewers and faculty do not have financial or other relationships with ANY commercial interest and none are aware of personal conflicts of interest related to this program. Except, Dr. Amanda Higginson, who has disclosed that her spouse is a paid scientific consultant for Shire Pharmaceuticals.*

**To view the slides and posters from today's presentations enter the link into your web browser or scan the QR code below**

<http://www.ecu.edu/cs-dhs/medicaleducation/reach/MedEdPresentations2018.cfm>





## **David E. Sloane, MD, EdM**

David Sloane listened to his mother when she told him to get up off the couch, get a job, and not major just in philosophy and mathematics. So he went to Harvard Medical School, completed residency in internal medicine at the Beth Israel Deaconess Medical Center, and went on to specialize in allergy and immunology at the Brigham and Women's Hospital. For some reason they allowed him to stay on there as an attending, where he sees patients with allergic diseases, adult immunodeficiencies, and a number of psychiatric conditions. He also attends on the rapid drug desensitization service at the Dana Farber Cancer Institute and cares for allergy and immunology patients at the West Roxbury VA Medical Center where he is the clinical director. When he is not doing this clinical work, he teaches, develops curriculum, and immerses himself in educational research at Harvard Medical School. Thinking that he ought to have some expertise in learning and teaching, he earned a master's degree in education from the Harvard Graduate School of Education. When he is not doing those educational things, he spends his time with his wife and five children in Sharon, MA. When they are all asleep and he has a moment of quiet, he goes back to his couch and dreams of having a life devoted to philosophy and mathematics. He calls his mother frequently to tell her this.