

3rd Annual Brody Medical Education Day
Brody Auditorium
April 12, 2017
AGENDA

11:30-12:00 Registration & Poster Viewing

Brody Auditorium & Corridor, refreshments provided

12:00-1:00 Welcome and Overview

Luan Lawson, MD, MAEd, Assistant Dean of Curriculum, Assessment, and Clinical Academic Affairs,
Assistant Professor of Emergency Medicine, Brody School of Medicine
Brody Auditorium

Keynote Speaker

Kurt Gilliland, PhD, Assistant Dean of Curriculum and Evaluation, Assistant Professor of Cell Biology and
Physiology, UNC School of Medicine

1:00-1:15 Break

1:15-2:30 Session One

Moderator: Elizabeth Baxley, MD, Senior Associate Dean for Academic Affairs, Brody School of Medicine

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

Leigh Patterson, MD, MAEd, Interim Associate Dean for Faculty Development, 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

Paul Cunningham, MD, Dean Emeritus

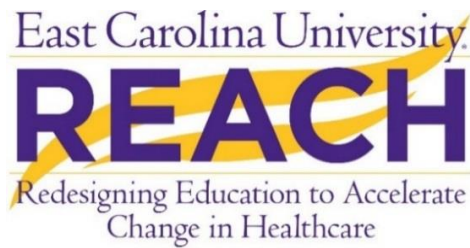
Mark Cervi, MD, Vidant Medical Group

Toni Johnson, MD, Department of Psychiatry and Behavioral Medicine

Steven Schmidt, PhD, Department of Interdisciplinary Professions, ECU College of Education

Jed Smith, MS in IT, Curriculum Facilitator, Office of Medical Education

Kelley Whitehurst, MAEd, Program Manager, MAO & GME Education, Vidant Medical Center



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.

Frank Villa Hernandez, MS2, Service-Learning Scholar and Bryan Morales, MS1, Brody School of Medicine
Assessing the Feasibility of Implementing a Spanish-language Objective Standard Clinical Examination (OSCE)

Rob Carroll, PhD, Associate Dean for Medical Education, Professor of Physiology
Adaptive Modeling Accurately Predicts Student Performance on the USMLE Step 1 Examination

Tatiana Acosta, MS4, Brody School of Medicine
Cyber-Section: Improving Cesarean Section Skills through the use of Multimedia-Enhanced Simulations

LaToya Griffin, PhD, Department of Pharmacology and Toxicology
Practical Approaches to Improving Student Learning and Satisfaction in Clinical Simulations: A Case Study in Medical Pharmacology

John Hurley, MS2, Service-Learning Distinction Track Scholar and Frank Jefferson, MS2, Brody School of Medicine
The Impact of Peer-led Mock Anatomy Practicals

Session Two – 3:30-4:30 p.m.

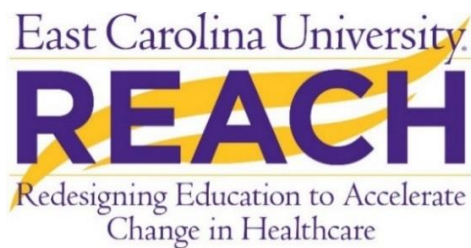
Jill Sutton, MD, Department of Obstetrics and Gynecology
The “Digital Preceptor”: Use of Email to Provide Feedback to Students on their Suturing Compared to Direct Observation and Direct Feedback

Elizabeth Ferruzzi, MS3, LINC Scholar, Brody School of Medicine
The Effects of the I-PASS Handover Mnemonic in Medical Education

Brian Shewchuk, PhD, Department of Biochemistry
Outcomes of the Additional Weekly Quizzes to the Assessment Structure of a Medical Biochemistry Course

Rachel Jonas, MS3 and Nicholas Zerona, MS4, Brody School of Medicine
Aim Higher: A Model of Successful Peer-Assisted Studying for the USMLE Step 1 Examination

Coral Steffey, MD, Department of Pediatrics
The Teaching Senior Resident is an Effective, Valued, Educational Experience for Medical Students During the Pediatric Clerkship



POSTER PRESENTATIONS

Elizabeth Baxley, MD, Senior Associate Dean for Academic Affairs and Luan Lawson, MD, Assistant Dean of Curriculum, Assessment, and Clinical Academic Affairs

Educating Future Physicians in Health Systems Science: An Innovative, Integrated, Curricular Approach

Phillip Boyer, MD, PhD, Department of Pathology and Laboratory Medicine

Curriculum Redesign and Organ System-based Integration of Pathology, Pharmacology, and Medical Content: An Opportunity for Meaningful Curriculum Reboot

Geralyn Crain, DDS, ECU School of Dental Medicine

Interprofessional Curriculum Development at the ECU School of Dental Medicine (SODM)

Stephen Charles, PhD, Office of Medical Education

Leveling the IPEC Competencies: Results of a Delphi Study

Jim Eubanks, MS3, Research Distinction Track Scholar, Hetal Patel, MS3, Terri Edwards, MEd, MA, and John Norbury, MD

The Integration of Lifestyle Medicine into the Fourth-Year Medical Student Physical Medicine and Rehabilitation (PM&R) Clerkship Program

Nicholena Etxegoien, MS4, Brody School of Medicine

Second Year Curriculum Optimization: A Student's Perspective of Gaps, Overlap, and Planned Redundancy

Stephen Frabitore, MS3, Brody School of Medicine

Disaster Day: A Multi-Disciplinary Field to ED Trauma Experience

Stephen Frabitore, MS3, Brody School of Medicine

iPad Mini use by Third Year Medical Students as a Learning Adjunct

Stephen Frabitore, MS3, Brody School of Medicine

Incorporating Quick Response (QR) Codes into an ObGyn Simulation Experience

Lisa Guyton, MD, PGY-4, Department of Obstetrics and Gynecology

Improving Fundamental Surgical Skills in Medical Students with Direct Individualized Feedback

Kelly Harrell, PhD, Department of Anatomy

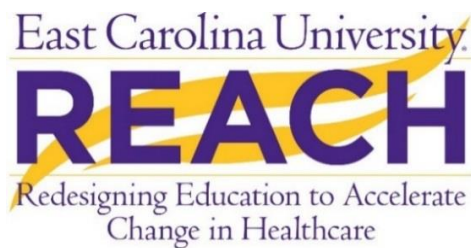
Development, Implementation, and Progress: A First Look at the Medical Education and Teaching Distinction Track at the Brody School of Medicine

Maurice Hord, MS2, Brody School of Medicine

Integrating Musculoskeletal Ultrasound into Medical Education: A Pilot Study

Connor Karr, MS2, Brody School of Medicine

Optimization of Medical Student Cardiovascular Pathology Education in the Context of Curriculum Consolidation: A Critical Review of Topics and Teaching Modalities



Natalie Karr, MS1, Brody School of Medicine

A Proposal for Small Group Learning Activity Focused on Collaborating as an Interprofessional Team in the Inpatient Rehabilitation Setting

Susan Keen, MD, Department of Family Medicine

Service-Learning: A Study on the Effectiveness of a One-Week Course to Teach Student-Created Community Engagement Plans

Ari Mwachofi, PhD, Department of Public Health

Population Health Case Studies for Interprofessional Experiential Learning

Janice Neff, BSN, RN, HACP and Maura Beaverson, BSN, RN, College of Nursing

ECU College of Nursing Mentorship Pilot: Application of a Graduate and Undergraduate Mentoring Experience as a Teaching-Learning Strategy in Nursing Education

Hugh Quach, M3, Brody School of Medicine

Standardized Patient Compared to a High-Fidelity Simulation for teaching the FAST Program

Kimberly Rathbun, MD, Department of Emergency Medicine

Ultrasound Education as part of the M4 Emergency Medicine Rotation

Timothy Reeder, MD, MPH, Department of Emergency Medicine

Preparing Medical Students as Leaders in Innovative Care: Curriculum Redesign Focused on Health Systems

Hellen Ransom, PhD, Department of Bioethics

Analyzing Professionalism in Pediatric Cases

Grace Serio, MS4, Brody School of Medicine

Using a Flipped Classroom Approach to Teach Medical Students about the Bishop Score During the ObGyn Clerkship

Jennifer Simmons, MD and Rajini Marco, MD, Department of Pediatrics

Resident Wellness: Caring for Caregivers

Jill Sutton, MD, Department of Obstetrics and Gynecology

The Surgical Checklist: Educating Medical Students Today for a Safer Tomorrow

Christopher Thomas, MS2, Medical Education and Teaching Distinction Track Scholar, Brody School of Medicine

Assessment of Predictive Factors on Student Performance in a Medical Gross Anatomy Course: A Pilot Study

Christopher Thomas, MS2, Medical Education and Teaching Distinction Track Scholar, Brody School of Medicine

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

Angela Vuong, MS2, Medical Education and Teaching Distinction Track Scholar, Brody School of Medicine

The PM&R Purple Book: A Clinical Reference Guide to the Rehabilitation M4 Clerkship

Amber Whitmill, MS2, Medical Education and Teaching Distinction Track Scholar, Brody School of Medicine

Training First Year Medical Students to Facilitate Peer-assisted Study Sessions

Gina Woody, DNP, RN, Lorie, Sigmon, DNP, RN, FNP, Holly Wei, PhD, RN, CPN, and Donna Lake, PhD, RN, College of Nursing

ECU College of Nursing: Teaching Undergraduate and Graduate Professional Mentorship Skills Together

John Wooten, MS2, Medical Education and Teaching Distinction Track Scholar, Brody School of Medicine

Video Game Based Learning: Replacing Lectures with Interactive Technologies

Continuing Medical Education Credit

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)*[™]. *Physicians should claim only the credit commensurate with the extent of their participation in the activity.*

FACULTY DISCLOSURE:

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