

AAMC CGSA/COSR 2017 MEETING

Thursday, April 20, 2017

3:00 – 6:00	Registration Open (Phillips Hall Registration Booth)
4:00 – 5:00	CGSA Planning Committee Meeting (CLOSED) (Phillips Hall)
6:00 – 8:00	CGSA Steering Committee Dinner Meeting (CLOSED)
7:00 – 9:00	COSR Meet and Greet Event –for Medical Students and OSR Reps

Friday, April 21, 2017

7:00 – 8:00	Registration and Breakfast (Phillips Hall)	
TIME	SESSION TITLE	AUDIENCE
7:00 – 9:30	COSR Business Meeting #1-Program Director Panel <i>Joseph Pauly, Chair COSR (405)</i>	OSR
8:00 – 9:30	Welcome – <i>Aurora J. Bennett, M.D., Chair CGSA; Alexandra P. Wolanskyj, Program Chair CGSA; Eddie Green, M.D., Mayo Clinic Board of Trustees/Office of Diversity and Inclusion</i> CGSA Business meeting-CGSA Steering Committee (Phillips Hall)	CGSA-ALL
9:00 – 10:30	Plenary #1 -- "The Doctor Who Draws You a Map to the Hospital: Linking Geographical Research with Medical Practice" <i>Dr. Richard Sadler Ph.D., Michigan State University-Flint (Phillips Hall)</i>	ALL
10:30 – 10:45	Snack Break / Move Locations (Phillips Hall)	
10:45 – 11:45	NRMP Update <i>Mona Signer PhD. (Phillips Hall)</i> NRMP President and CEO Mona M. Signer will report on the results of the 2017 Main Residency Match.	SA OSR
	AMCAS Update <i>Mandy McManamon (Leighton Auditorium)</i> The AMCAS Update will include an overview of changes to the 2018 AMCAS application, current trends in the national AMCAS pool, and information about the upcoming WebAdMIT Beta Test. There will also be time for questions.	Admissions Registrars
11:45 – 12:15	Buffet Lunch Line (Phillips Hall)	
12:15 – 1:15	Plenary #2 Lunch-- "Medical Student and Resident Burnout: Potential Solutions Across the Educational Spectrum" <i>Dr. Lotte Dyrbye M.D., M.P.H., Professor of Medicine Mayo Clinic College of Medicine (Phillips Hall)</i> Dr. Dyrbye will discuss prevalence of burnout, drivers, consequences, and potential solutions.	ALL
1:15 – 1:25	Move Locations	

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<p>1:25 – 2:40</p>	<p>Where Does our Money go? What it Takes to Finance a Medical School– Panel <i>Marie Walters, M.D., Ph.D., David Dahlen, Wanda Lipscomb, Ph.D.</i> (215) The “cost of medical education” is a complex topic that may vary considerably by Academic/Public/State school, Community-based, and Private medical schools, among other factors. Through panelists from different types of institutions, attendees will take away a broad understanding of tuition distribution, understand how rate of tuition-increase is determined, and how medical schools approach financial aid for residency interviews.</p>	<p>FA SA OSR</p>
	<p>Are Situational Judgment Tests Going to Make Your Life Easier or Harder? - Panel <i>Harold Reiter, M.D., Lina Mehta, M.D., Fern Juster, M.D., Anisa Bravo</i> (410) Wouldn't Admissions and Student Affairs be easier if applicants with optimal interpersonal and intrapersonal competencies could be selected using tools that make life easier, rather than harder? Both at AAMC and world-wide, efforts are underway to develop situational judgment tests (SJTs) that can do just that. The intent of this session is to learn how close those efforts are to reality, in three steps. An SJT test creator, SJT test score user (admissions faculty member), and SJT test-taker (applicant) will share updated information on development and implementation of SJTs; the audience will define their priorities in making their lives easier; discussion will center around whether presently available SJTs can be presently used or modified to optimally meet your needs.</p>	<p>Admissions SA</p>
	<p>Careers in Medicine Assessments: Their Role and Application in Your Career Advising Program <i>George V. Richard, Ph.D.</i> (Leighton) This session will address the administration and interpretation of the major online CiM career assessments, along with information and guidance for advising students on their application and importance in making sound, informed career, specialty, and residency choices. A brief online demonstration of the assessments and advising resources also will be presented. We will end with a brief update on other Careers in Medicine related activities.</p>	<p>SA OSR</p>
	<p>Wellness Guidebook for Cultivating Resilience for Medical Students at the University of Arizona Medical School Tucson – Panel <i>Violet P. Siwik, M.D., Kristie J. Bowen, Ph.D.</i> (405) "Burnout in medical school is a nationally recognized concern relevant to all medical students. As a result of this session participants will be exposed to the process we used to develop a robust wellness E - guidebook, including methods for identifying gaps in current programs. We designed our E-book to centralize wellness resources and allow it to be readily accessible to our students. We will provide a stepwise approach to how we created our E book. A discussion of resources related to wellness and resiliency, will include wish lists for wellness activities, creative funding methods and staffing models."</p>	<p>SA OSR</p>
	<p>ERAS Update and Data Analytics-Panel – <i>Patrick Fritz, Keith Dowd, Ebony Harris</i> (Phillips Hall) This session will provide an update on ERAS and introduce the data analytics work AAMC is engaged in to help applicants apply more strategically for residency; and medical school staff strategically advise their residency-bound students.</p>	<p>SA OSR</p>
<p>2:40 – 2:50</p>	<p>Snack Break / Move Locations (Phillips Hall and 4th Floor Siebens)</p>	
<p>2:50 – 4:05</p>	<p>More than Metrics: Evaluating and Understanding how Experiences and Attributes Influence Holistic Review and the Success of a Medical Student– Workshop <i>Alice Arredondo, Ed.D., Brian Steele, M.S.Ed.</i> (405) By providing a foundation in holistic admissions and the use of the AAMC's Experiences – Attributes – Metrics (EAM) model, this workshop will explore how programs can implement holistic review at each stage of the admissions process. Participants will receive a foundation, and participate in discussion, for implementing a process that includes the Multiple-Mini Interview by engaging in activities designed to promote mission-based holistic admissions. This session is most appropriate for schools newly implementing holistic review or the Multiple-Mini Interview, or for more experienced admissions officers.</p>	<p>Admissions SA</p>

	<p>Community & Diversity Dialogue: The Impact of Adverse Childhood Experiences on Student Wellness-Workshop <i>C. Leigh Moyer, Jennifer Kownack, (410)</i></p> <p>Adverse Childhood Experiences (ACE) are strongly associated with negative adult health and social outcomes (substance abuse, suicide, poor physical health, etc.). Yet little data exists on ACEs in medical student populations. This interactive session will present the state of the issue and explore the unique implications of ACEs in programs designed to support medical student well-being. Additionally, this session will collaboratively examine methods to support students from adverse backgrounds on the path to medical school.</p>	<p>Diversity SA OSR</p>
	<p>Tired of Traditional Focus Groups and Surveys? Engage Students in Difficult Conversations Using a Group Level Assessment-Workshop <i>Aurora J. Bennett, M.D., Amy M. Thompson, M.D., FACOG (402)</i></p> <p>Engaging students to candidly share learning environment experiences is a challenging yet essential endeavor to gain understanding of the problem and to appropriately implement targeted interventions. The Group Level Assessment (GLA) is a recently described, participatory group method to efficiently collect qualitative data that is collaboratively generated and analyzed. Participants anonymously respond to a wide range of prompts or open-ended questions that address group concerns and conflicts. Prompts that promote participant creativity, imagination and humor are included to raise the group's energy level and foster participation. Following small and large group discussions of themes generated, an action plan is formed as the conclusion of each GLA. The session will conclude with brainstorming, idea-sharing, and reflection.</p>	<p>SA OSR</p>
	<p>AAMC Student Affairs and Programs Updates – <i>Brandon Hunter (Leighton)</i> Student Affairs and Programs update will provide information for the GSA community that apply to their daily work and to programs and resources that support learners</p>	<p>ALL</p>
<p>4:05 – 4:15</p>	<p>Move Locations</p>	
<p>4:15 – 5:30</p>	<p>Standardized Video Interview Updates – <i>Renee Overton (Leighton)</i></p> <p>The Standardized Video Interview Operational Pilot in Emergency Medicine kicks off for the 2018 residency recruitment cycle in June. An update will be provided to include the timeline, process, and available resources.</p>	<p>SA OSR</p>
	<p>What ELSE is in a Medical Degree? Assessing LCME Accreditation Standards and Exploring Professional Development Curriculum-Small Group Discussion <i>Joshua Lorenz, MS2, Jeremy Kudrna, MS1, Robin Michaels, Ph.D., Paul Bunger, Ph.D. (410)</i></p> <p>As students, we often take for granted our institutions' LCME accreditation; we do our work, progress through the curriculum, and eventually graduate. However, each year it seems more and more is asked of us as students both within and outside of the purely "medical" realm of school. One such area is Physician Leadership and/or Professional Development. Aside from an extensive medical knowledge, students are being asked to display professionalism and leadership upon graduation, yet the curricula for these areas seems to vary widely between institutions. It is our belief that a discussion with curriculum directors regarding the current LCME Accreditation standards regarding Physician Leadership/Professional Development along with a discussion of how these areas have changed and will be changing in the future will greatly benefit the institutions involved and facilitate more successful medical school graduates.</p>	<p>SA OSR</p>
	<p>Flipping the Conversation: Academic Advising from the Other Perspective– Small Group <i>Lauren Wrona, MS4; Joseph Pauly, MS3; Riemer Praamsma, MS3 (402)</i></p> <p>"Because of the uncertainty of the match and increasingly demanding process of applying to residency, advising in medical education can be challenging for both medical students and advisers. Understandably, institutions are expected to ensure a statistically successful match. For students, this can be perceived as a lack of individualized career counseling. Ensuring a transparent and candid dialogue is paramount for assisting institutions to help their students find residencies and residency programs in which they will excel.</p>	<p>SA OSR</p>

	This student-run session will be an opportunity for faculty and current medical students to collaborate in small groups. The two parties will be challenged to consider each other's perspective while determining best practices for advising students to be successful in their fields of interest."	
	<p>Insight on Residency Application and Interview do's and don'ts: Program Director's Perspective -Panel <i>Amy S. Oxentenko, M.D., Darcy A. Reed, M.D., M.P.H</i> (215)</p> <p>In this session, we will review pointers for medical schools and students as it comes to the residency application process in order to avoid commonly encountered pitfalls from the residency perspective.</p>	SA OSR
	<p>Fortifying the Pyramid: Connecting Resilience to Professional Identity Formation in Medical Students– Small group <i>C. Alexander Grieco, M.D., Joanne Lynn, M.D.</i> (405)</p> <p>The capacity to overcome challenge is essential to the role of the physician, and is a valid consideration in the context of professional identity (PI) formation. The medical learner and teacher share in common the need for addressing and overcoming burnout. Resilience has been studied at multiple levels within medical education, with predictive links to clinical proficiency and professionalism. As the antithesis of burnout, resilience – and its cultivation – may serve as the ideal point of during a learner's transition from student to clinician. George Miller's well-established pyramidal model of learner places "Does" at the pyramid's apex. A recently proposed amendment places "Is" at the apex, and as such, reflects a strong endorsement of PI formation within medical education. Throughout the course of this session, attendees will explore the various elements of their own professional identity formation, and its relationship to overcoming challenge. Methods of fostering resilience in medical students will be discussed. Finally, attendees will have the opportunity to design and propose a method of evaluation for a resilience initiative that supports students' PI formation.</p>	SA OSR
5:30 – 7:30	Reception/Poster Session (Phillips Hall)	ALL
6:00 – 7:00	Abstract Student Poster Judging (Phillips Hall)	
7:15 – 7:30	Awards Presentation (Phillips Hall)	
7:30	Adjourn – Dinner on your own	

Saturday, April 22, 2017

7:00 – 8:00	Registration and Breakfast (Phillips Hall)	
7:00 – 8:30	COSR Business Meeting #2 (405)	OSR
	Mentors / Mentees Breakfast (402)	SA Mentors/Mentees
8:00 – 9:00	<p>NBME Step 1 and Step 2 Updates-Panel <i>Jessica Salt, Agata Butler, Ph.D.</i> (Phillips Hall)</p> <p>Presenters will give an update on the USMLE Step 1, Step 2 CK and Step 2 CS exams, which will include available orientation materials, exam updates, and future directions.</p>	SA Registrar OSR
	<p>Integration of VSAS and GHLO, domestic and international student mobility-Panel – <i>DeAnna Pearson</i> (406)</p> <p>Join us for an update on the AAMC services collaboration to streamline US and</p>	Diversity Registrar

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	international visiting student mobility. This session will provide the visiting student community an understanding of the collaboration project, and the benefits to "home" and "host" institutions and applicants. Time will be left for conversation and questions.	SA OSR
	<p>Exploring the student experience of the residency application process <i>Leonor Alfonso (405)</i></p> <p>What is it like for students going through the residency application process? What aspects make it easier or more difficult? Over the past six months, the AAMC has engaged with students and trainees to better understand the pain points, milestones, information sources and factors of success in their residency application efforts. During this session participants will: 1) explore the AAMC's early findings about the student experience with the residency application process, and 2) provide input to augment those findings based on their own experiences. Join a dialogue with colleagues to help the AAMC better understand the perspectives of applicants, as well as possibilities for further support of the residency application process. This session is intended for students and trainees, and others are welcome to attend wearing their "student perspective" hats.</p>	OSR
	<p>The New MCAT Exam: Where We Are and Where We're Going-AAMC Panel – <i>Cynthia Searcy, Ph.D., Chay Rao, M.A. (Leighton)</i></p> <p>The MCAT team from the AAMC will provide recap of the data from the 2016 MCAT testing year, as well as an overview of the new MCAT exam as it begins to stabilize. The team will also describe the available resources for students and admissions committees.</p>	Admissions SA
9:00 – 9:10	Move Locations	
9:10 – 10:25	<p>Wellness from Within (the curriculum) – Small group <i>Laura Malosh, Ph.D., Sandra S. LaBlance, Ph.D. (405)</i></p> <p>This session will prompt participants to examine specific features or aspects of the medical school curriculum, culture, and environment at their institution that are potential root causes of stress/anxiety for students. Participants will distinguish between primary, secondary, and tertiary wellness interventions at their institution. Discussion will focus on generating ideas for primary interventions that will target the root causes of stress, identify potential obstacles to implementing the interventions, and developing an action plan.</p>	SA OSR
	<p>Building Resiliency Across the Continuum: The Whys and Wherefores Panel <i>Elizabeth Higgins, M.D., Linnie Newman, MS, ANP, Ryan Johnsen, MD2B, Susan Donham MDiv, BCC (406)</i></p> <p>This small group discussion is intended for students, admissions staff, student affairs staff, and residency directors. We will share ideas, strategies, and opinions on building resiliency in our students, residents, faculty, staff and ourselves. We know that Medicine is a high stress environment and that much of that stress is unavoidable. Unmanaged stress reactions can lead to burnout. Burnout affects more than half of physicians and can compromise patient care. A 2014 study published in JAMA found that practitioners of emergency medicine, general internal medicine, neurology and family medicine exhibited the highest levels of burnout. Students and residents must be taught how to deal with unavoidable stress. Building skills through resiliency training can help mitigate the negative effects of stress</p>	Admissions SA OSR
	<p>Situational Judgment Test –Field Test Results and Update-AAMC – <i>Amy Addams (Phillips Hall)</i></p> <p>This session will provide an update on the AAMC's Situational Judgment Test research project. Presenters will discuss results from a 2016 SJT field test study as well as plans for future research, including an upcoming pilot study to be conducted in summer 2017.</p>	Admissions
	<p>AAMC Student Surveys – MQ, Y2Q, GQ – <i>David Matthew (Leighton)</i></p> <p>This session offers an overview of the AAMC Student Surveys of medical students offered in the first year, second year, and at graduation. Special attention is given to how AAMC Student Survey data can help us better understand and compare learning environments in and across medical schools.</p>	ALL

	<p>Strategies to Meet the Challenges of M3/M4 Advising–Small group <i>Alice Mills, MD, MPH, Angela Nuzzarello, MD, MHPE, Anita Pokorny, M.Ed. (402)</i> Advising M3/M4 students can be challenging in general, but certain situations pose unique challenges for advisors. Students who are undecided about specialty choice late into the M3 year, students who are applying to more than one specialty, and students with academic blemishes can all require a different approach. Students who are reluctant to receive or follow advice also present a challenge to advisors. It can be critically important for Student Affairs officers to partner with specialty advisors in these situations.</p> <p>This small group discussion session will be an interactive opportunity to hear about and share strategies for handling some of these more challenging situations, including ways Student Affairs can partner with specialty advisors to optimize M3/M4 advising and Match success. The session will include brief presentations from three schools, table group discussions focused on different Session Objectives, and large group sharing of lessons learned."</p>	SA OSR
<p>10:25 – 10:35</p>	<p>Snack Break / Move Locations (Phillips Hall and Siebens 4th Floor)</p>	
<p>10:35 – 11:50</p>	<p>Disability 360-From Applicant to Resident - <i>Lisa Meeks, Ph.D.</i> Workshop (Phillips Hall) Through the use of 4 case studies: an applicant, a matriculating student, a student transitioning to clerkships, and a fourth year student concerned about residency, audience members will better understand how disability decisions are determined at each level. Following a brief overview of the law and the role of disability providers, groups will separate into one of four cases for small group discussion. Groups will be provided with the relevant information and flowcharts to guide decision-making. All participants will leave with guidance on the top concerns regarding accommodating students with disabilities.</p>	SA Admissions OSR
	<p>Crisco and Clay-Using Common Materials to Make Models and Teach Procedural Skills to Medical Students during an Outpatient Clerkship-Workshop <i>Sara S. Oberhelman, M.D. (402)</i></p> <p>Simple models can be made using supplies found in the clinic, at a local big box retail store, at a home improvement store and from a local butcher shop. These models can be utilized to teach common outpatient procedures to medical students (and other learners) either in the clinic or during a procedural workshop. We will review models for joint injections, toe nail resections, incision and drainage for an abscess, removal of a sebaceous cyst, skin biopsies and laceration repairs.</p>	OSR
	<p>Is Public Service Loan Forgiveness (PSLF) an Option for Repayment of Your Student Loans?– Workshop <i>Julie Gilbert (405)</i> This session will provide details about the Public Service Loan Forgiveness (PSLF) program, including eligibility and qualification requirements. Additionally, borrowers will learn about the benefits associated with PSLF and how they can enroll in the program. We will also review how the available income-driven repayment plans interact with the PSLF program.</p>	FA OSR
	<p>Students for Students: Connections Days at the Indiana University School of Medicine Making Strides to Reduce Learner Burnout and Address Wellness in Medical School – Workshop <i>Ruvi Chauhan, Megan Fields, Eric Caskey (406)</i> "Connections is a student-led initiative developed at the Indiana University School of Medicine (IUSM) created for students, by students. Launched in 2016, this program is designed for third-year medical students as they transition into their clinical years. The goal of Connections is to provide dedicated time and space for medical students to connect with one another academically and personally while also refreshing themselves mentally and physically. We aim to present this program as a meaningful addition to medical school curricula as resilience training and in turn an effective method of addressing student wellness. Through a workshop, we hope to demonstrate the effectiveness of Connections by simulating a session with conference participants. The value of Connections is best understood through personal experiences.</p>	SA OSR

	<p>Leadership Development in the Senior Medical School Yr - Workshop <i>Susan Hathaway, Ph.D., Brenda Rogers, M.D., FAAP, FACP</i> (410)</p> <p>This workshop will explore the highly interactive and flipped course led by two faculty members who conduct a one month-directed readings course on leadership for medical student and provide opportunity to practice a number of activities related to leadership. Participants will also leave with a tool box of additional curriculum ideas and activities besides those presented. Hands-on exercises, questions and answers, small and large group discussion, interactive lecture, individual and participatory group level exercises will give participants a defined curriculum to assist other learners in the development and practice of their leadership skills.</p>	SA OSR
12:15 – 1:15	<p>Plenary #3 Lunch—"Happy Brain: How to Overcome Our Neural and Evolutionary Vulnerabilities to Stress" <i>Amit Sood, M.D, M.Sc.,</i> Professor of Medicine Mayo Clinic College of Medicine (Phillips Hall)</p>	ALL
1:15 – 1:25	Move Locations	
1:25 – 2:40	<p>Fostering Medical Student Resilience: The Impact of Faculty Coaching Small Group <i>C. Alexander Grieco, M.D., Joanne Lynn, M.D.</i> (402)</p> <p>Medical students are faced with a number of challenges within the learning environment, such as burnout, that risk erosion of one's capacity for compassionate care delivery, as a future physician. Resilience has been studied at various levels of medical education, and in many respects, represents the antithesis of burnout. Programs aimed at countering the risk factors for burnout may serve as the ideal means for fostering resilience. Faculty-coaching is one such program, finding increased representation within medical education. The faculty-coach interaction is aimed at increasing students' mindfulness and abilities for reflection, in support of their capacity for resilience. During this session, attendees will explore various aspects of resilience, as a means of combatting negative factors within the learning environment. Faculty-coaching will be presented and discussed, for its potential benefits on student resilience. Attendees will have the opportunity to apply these concepts, in order to generate an initiative for supporting student resilience, linked to the student-coach interaction.</p>	SA OSR
	<p>Making the Multiple Mini Interview (MMI) Switch: Successes and Challenges through an Accelerated Change Model Lens-Panel <i>Yvette Perry, Ph.D., David Pearson, Ph.D., Rondal McGinnis, M.D.</i> (406)</p> <p>The medical school admissions office in The University of Toledo (UT) recently switched from traditional one-on-one interviews to the Multiple Mini Interview (MMI) process. We implemented the MMI relatively quickly, and concurrently with several other major changes in the College of Medicine and Life Sciences (COMLS) that both facilitated success and created barriers to the change to the new interviewing format. We will present multiple perspectives of this rapid change process. To put this major change in context, we will discuss it through the lens of an "accelerated change" model, outlined by John P. Kotter (2014).</p>	Admissions SA
	<p>Student Perspectives on Medical School Mentorship Programs– Small Group <i>Morgan Bobb, M2G; Rebecca Haraf, MS3</i> (405)</p> <p>Successful navigation of medical school and transition to residency require guidance from mentors during the medical school years. Many medical students have demonstrated a desire for mentors, yet they are unsure of how to obtain these mentors. This program will showcase current mentoring programs at two regional medical schools. Attendees will then have the opportunity to discuss mentor programs in round-table small group discussions. At the end of the program, the group will discuss common themes for a draft letter to be sent to the national American Association of Medical Colleges (AAMC) detailing medical student preferences for mentor programs.</p>	OSR SA

	<p>Implementing the Revised MSPE: Strategies and Challenges-Small Group <i>Amy Addams, Angela Nuzzarello, MD</i> (Phillips Hall)</p> <p>Understanding the importance of the MSPE to all stakeholders involved in the residency application and selection process, this session will focus on engaging participants in exploring how different schools are approaching and implementing the new MSPE revisions and sharing strategies for addressing logistical, assessment, and other challenges.</p>	SA OSR
	<p>Life after Medical School, Education Debt in Residency – Small Group - <i>David Dahlen</i> (Leighton)</p> <p>Managing educational debt while in residency can be challenging and complicated. This session will outline options available to medical trainees and their families. Specific information will be provided on the Income Driven Repayment (IDR) plans and the Public Service Loan Forgiveness (PSLF) program.</p>	FA OSR
2:40 – 2:50	Move Locations	
2:50 – 4:05	<p>The Use of Technology in Implementing a Successful Advising System within Medical Education– Small Group <i>Uma Jasty, MS II, Will Trautman, MS III, Leann Poston, M.D.</i> (405)</p> <p>Section 11.2 of the Standard LCME Requirements states that accredited medical schools must have an effective career advising system in place to offer career and elective counseling, residency preparation assistance, and faculty as well as clerkship director input in guiding students through the process of selecting their optimal specialty and subsequent residency training program. Schools are stressed financially and advising is not usually reimbursable for faculty. It is difficult to secure sufficient faculty time for both advising and continuing education on the application process. Our school has utilized technology and found excellent results in helping students gain access to career advising and resources earlier on in their medical education, as well as had success in establishing a more fluid system for upper classmen to navigate the residency application process.</p>	SA OSR
	<p>Tackling Grey Areas and Maintaining Professionalism During Rotations- Workshop <i>Divya Indrakanti, MS2, Nivine Elhor, MS3, Brian Palmer, M.D., M.P.H.</i> (402)</p> <p>Throughout medical education, students are formally and informally evaluated on professionalism. Our objective is to address tricky situations that may arise during the clinical years and to provide tools to navigate them professionally through interactive, case-based discussions.</p>	SA OSR
	<p>On the Case: How to Measure Applicants' Ability to Work in a Team-Workshop <i>Kristi Ferguson, M.D., Amy A'Hearn, Mitchell Pitlick, M4</i> (406) The goal of this 75-minute session is to allow participants to experience first-hand a case-based learning session that the Carver College of Medicine uses for every medical school applicant interviewed. The session will begin with an introduction to how this approach fits into the interview day, how facilitators are recruited and how cases are developed. As workshop participants simulate a case-based learning session, some will be assigned the role of observer/evaluator, and they will complete an evaluation form for each of the group participants. The workshop will conclude with a discussion of the exercise, the grading process, and results from the implementation of this approach at our institution.</p>	SA OSR
	<p>THRIVE: A Longitudinal foundational training program to teach Medical Students principles of resilience and self-care - Panel <i>Alexandra P. Wolanskyj M.D., Joseph Drazkowski M.D., Sarah J. Hager B. Ed, Mary Sheeran LICWS</i> (Phillips Hall)</p> <p>Medical School Training programs should be directed at teaching foundational principles to launch medical students into residency and for a successful longitudinal career in medicine. We will discuss a student affairs directed multi-pronged program</p>	SA OSR

	titled THRIVE at one institution (Mayo Clinic School of Medicine): Training Programs in Humanism, Resilience, Individualized academic success for Vocational Excellence, to help students reduce burnout, gain greater career satisfaction and effectiveness and learn to apply a personalized tool box of and effective skills during medical school and throughout their medical careers. Early Data suggest improved wellbeing and trends of increased overall satisfaction and performance.	
4:05 – 4:15	Snack Break / Move Locations (Phillips Hall and 4 th Floor Siebens)	
4:15 – 5:45	Birds of a Feather Sessions: Open Discussion within the pillars of Student Affairs	
	COA: Committee on Admissions - <i>Lina Mehta MD, Joel Maurer MD</i> (Leighton)	Admissions
	COSA: Committee on Student Affairs - <i>Kathleen Kashmina PhD, Anita Pokorny PhD, Alexandra Wolanskyj MD</i> (Phillips)	SA
	COSFA/COSR: Committee on Student Financial Aid/ Committee on Student Records - <i>Damien Ihrig MA and Christine McDonough, MBA</i> (402)	FA/SR
	COSDA: Committee on Student Diversity Affairs <i>Gerry Yurtzenka PhD</i> (405)	DA
	COSR Business Meeting #3: <i>Joseph Pauly</i> (406)	OSR
5:45	Adjourn – Dinner on your own	

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7:30 – 9:00	CGSA/COSR Breakfast Discussion - Open to all (Phillips) This session will focus on mentoring of students on the topics of career exploration across the continuum and preparation for the transition into Year 3 clinical rotations. The format will be round table discussions with students facilitated by CGSA members who serve as Student Affairs deans and/or career advisors.	ALL
9:00 – 10:00	Plenary #4—“Assessment of Professionalism as an Obligation for Self-Regulation” <i>Maxine Papadakis M.D.</i> , Professor Emeritus UCSF (Phillips) This session will address the question of why professionalism is important and review the evolution over the past two decades of some of our understanding about the importance of assessment of professionalism in our learners. The speaker will also address institutional obligations for educational environments and discuss the effect of regulatory trends on professionalism.	ALL
10:00 – 10:15	Move Locations	
10:15 – 11:30	Diversity and Inclusion Dialogue: How to Talk Politics Without Losing Friends-Small Group <i>Benjamin Vega</i> (Phillips) In this session, participants will be broken into small groups of 2-4 to practice having conversations about controversial topics. In the first segment (15 minutes) of the session, groups of 4 will practice presenting their viewpoint on a given topic (ex. gun control) and the factors that shape their viewpoint. If time remains after all group members have spoken, discussion or debate within the groups is encouraged. In subsequent segments (10 minutes each) groups of 2 will alternately assume the roles of Speaker and Listener to discuss a different controversial topic. The Speaker will present their viewpoint on a given topic and	Diversity SA

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	<p>the factors that inform that viewpoint. The Listener will refrain from interjecting their viewpoint and can only interact with the Speaker to ask questions about their stated viewpoint. When the given topic changes, the Speaker/Listener roles will switch. In the last 10-15 minutes, participants will be able to debrief and discuss their feelings as the Speaker or the Listener and about the session as a whole.</p>	
	<p>Roadmap to Success: Strategic Planning for Residency Application-Small Group <i>Monica M. Garcia, MBA, Vijay Rajput, MD, FACP, SFHM (405)</i></p> <p>Preparing medical students for successful careers in medicine involves a multifaceted formula that extends beyond simply developing their clinical competencies. Successful mentoring involves assessing interests and strengths, assessing career goals, recognizing shortcomings, and exploring potential possibilities. Medical school advisors are tasked with guiding students through clinical rotations, exam preparation, researching programs, developing interview skills, and ultimately supporting them as they secure a residency. It is imperative for advisors to view students from a holistic perspective with realistic goals for residency choices. This small group discussion will discuss how to create a Match Action Plan (MAP) that assists students in building a roadmap for success. Implementing this effective advising model allows advisors to guide students through the complicated and time sensitive process of career exploration and matching for residency.</p>	SA OSR
	<p>Fostering Authentic Performance: Constructing BRIDGES to Resiliency-Workshop <i>Wendi Willis El-Amin, M.D., Jeanne Koehler, Ph.D., NaShieka Knight (402)</i></p> <p>Grounded in the context of identifying the barriers to resiliency that fall within individuals' realm of control and influence, this workshop will use self-assessment tools and interactive exercises to educate, engage, and equip physicians, administrators, and learners to begin to cultivate a self-reinforcing culture that builds a BRIDGE (BUILDING RESILIENCY, INNOVATION, DRIVE, AND GRIT)© to resiliency.</p>	SA OSR
CGSA/COSR 2017 ADJOURNED		
11:30 – Noon	Discussion and Post Conference Feedback – CGSA Planning and Steering Committee members that are available (CLOSED) (402)	
Noon – 6:00	<p>Post conference workshop – WebAdMIT for AMCAS Training - <i>AMCAS and Liaison Staff</i></p> <p>Advance registration requested. Hands-on training session for schools participating in the WebAdMIT Beta Test or those interested in learning more about this admissions processing solution. Attendees should bring their own laptop and lunch will be provided. For last minute registration requests, contact Mandy McManamon at mmcmanamon@aamc.org. (405)</p>	

Schedule subject to change