



LEARNING COMMUNITIES INSTITUTE

18TH ANNUAL DETAILED MEETING AGENDA

October 15 – October 16, 2021

Jointly provided by:
The Learning Communities Institute and
the EdTech Team of Stanford University

Course Description: This two-day conference) is presented by the Learning Communities Institute to enhance learning and collaboration among leaders, faculty, support staff and students involved in medical school learning communities. The conference will provide workshops, concurrent presentations on innovations, scholarship, and tools-of-the-trade, and one keynote address. Conference attendees will also have the opportunity for shared dialog and reflection in “hot topics” sessions.

Needs Assessment: The rise of learning communities (LCs) in medical education is a relatively recent occurrence, with more than half of existing LCs starting after 2007 (Smith S. Acad Med, 2014). As many LCs are developing new curricula and training new faculty and student leaders, a need exists to provide collaboration across schools, skill building sessions, and sharing of scholarly work. This conference will offer training for faculty, administrators and students in the skills needed to implement, sustain, and enhance LCs in medical schools, and offer opportunities for collegial networking and ongoing development.

Learning Objectives:

After participating in this activity, participants should be able to:

1. Define Learning Communities in medical education
2. Describe curricular activities that are often delivered within LCs in medical education
3. List extracurricular activities of Learning Communities in medical education
4. Cite at least one “best practice” in LCs in undergraduate medical education
5. Identify opportunities for scholarly activity in LCs
6. Describe how LCs can enhance connectivity and wellness among medical students.

Physicians: This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of The University of Alabama – Birmingham (UAB) Office of Continuing Medical Education and the Learning Communities Institute, Inc. The UAB Office of Continuing Medical Education is accredited by the ACCME to provide continuing medical education for physicians.

Additional information regarding registration for CME will be sent at a future date.

18th LCI Conference – Main Conference Agenda

Friday, October 15, 2021

Virtual Platform and Location	Canvas (Account creation instructions to be sent via email in late-September to registered conference participants)
12:00pm CST	Welcome Jason Noah, 2021 Learning Communities Institute Chair
12:15pm CST	Virtual Experience Overview and Continuing Medical Education Credit Lauren Parker, 2021 Planning Committee Chair
12:30pm CST	Hot Topics in Learning Communities Attendees will choose <i>one</i> discussion group. *Topics to be determined using suggestions submitted by participants on the registration form. <ul style="list-style-type: none"> • Topic #1 • Topic #2 • Topic #3 • Topic #4 • Topic #5 • Topic #6
1:30pm CST	Break
1:45pm CST	Simultaneous Sessions 1 (Choose Oral Presentation Session A or ONE workshop)
	<p>Oral Sessions A: <i>Moderator: Molly Jackson, MD, University of Washington School of Medicine</i></p> <p>Title: Crisis and emergency preparedness committee: A panel discussion on how to encourage and support medical student engagement in community crisis response Presenters: Ekaterina Skaritanov, Camila Hernandez, Jack Dufton, Benjamin Potee, Alex Richard, and James Ledwith – University of Massachusetts Medical School</p> <p>Title: Interprofessional Learning Communities: Key Factors and Challenges Presenters: Cesar Lucio, Jorge Valdez-Garcia, Manuel Perez-Jimenez, and Angeles Dominguez – Tecnológico de Monterrey</p> <p>Title: Near-peer mentoring at student-designed advising house check-ins Presenters: David Lim, Ruby Chien, Taylor Tso, Jhunnelle Walters, and Amanda Osta – University of Illinois College of Medicine at Chicago</p> <p>Title: Student-led approaches to wellness in virtual medical education Presenters: Liz Patton, Brianna Wright, Katelyn Paulsen, and Piper Wenzel – University of Iowa, Carver College of Medicine</p>
	<p>Simultaneous Sessions 1 Workshops (Choose one if not attending Oral Sessions A):</p> <p>1. The Humanities Lab: Promoting projects in the Humanities in a Learning Community and Medical school <u>Presenters:</u> David Hatem, Megan Hansen, Hugh Silk, and Bronwyn Wada-Gill – University of Massachusetts Medical School <u>Description:</u> Describes the project facilitator role in Medical Humanities and the Humanities Lab.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • <i>Discuss role of the Humanities in Medical Education.</i> • <i>Describe origin and purpose of the Humanities Lab at UMass Medical School.</i>

	<ul style="list-style-type: none"> • <i>Discuss several Humanities Lab initiatives as individual projects and curriculum innovations</i> • <i>Describe humanities initiatives at participant medical schools and plan to share resources</i> <p>2. Empowering and developing support staff as leaders in Learning community programs <u>Presenters:</u> Lauren Parker - University of Kansas School of Medicine, LaToya Sherman - Wayne State University School of Medicine, and Julie Calcavecchia - University of Washington School of Medicine <u>Description:</u> This workshop promotes development of support staff as leaders in lcs using a peer-coaching model</p> <p>Objectives:</p> <ul style="list-style-type: none"> • <i>Assess personal strengths and sphere of influence within LC role.</i> • <i>Identify opportunities and relationships to leverage for skill development.</i> • <i>Formulate goals and subsequent action items for leader skill development.</i> <p>3. CASA: a career and specialty advising program built on the foundation of learning communities <u>Presenters:</u> Lisa Gilmer, Kelli Kruse and Valerie Poulson – University of Kansas School of Medicine <u>Description:</u> Positioning Learning Communities to be the home for longitudinal career and specialty advising</p> <p>Objectives:</p> <ul style="list-style-type: none"> • <i>Determine the key components, timing for, and students and faculty development requirements needed to create a comprehensive career and specialty advising (CASA) program.</i> • <i>Categorize the barriers to successful implementation of CASA activities.</i> • <i>Create an outline for a CASA program for their home institution.</i> <p>4. Medical student professional identity formation: the interplay of reference group, imposter syndrome, and possible selves <u>Presenters:</u> Jennifer Quaintance - University of Missouri – Kansas City School of Medicine, Megan McVancel – University of Iowa, Thuy Ngo – John Hopkins University, and Marjorie Wenrich – University of Washington <u>Description:</u> Exploration of graduating medical students’ professional identity formation and the role of Learning Communities.</p> <p>Objectives</p> <ul style="list-style-type: none"> • <i>Evaluate how students’ professional identities evolve as they experiment with possible selves.</i> • <i>Summarize the effects of imposter syndrome.</i> • <i>Explore the effects of the “white man in a white coat” reference group.</i> • <i>Apply these ideas to LCs and understand relevance to mentoring medical students.</i>
2:45pm CST	Break/Breakout Rooms
3:15pm CST	Featured Oral Presentations
	<p>Featured Oral Presentation 1 Title: Career exploration & decision-making among LC medical students who are Black, Indigenous & People of Color: A qualitative analysis of focus group discussions Presenters: L’Oreal Kennedy, Bisu Asmerom, Linh Ngo, Sarah Thomson, Tonja Brown, and Maya Sardesai – University of Washington School of Medicine, Ashley Williams - Long Beach Memorial,</p>

	<p>Featured Oral Presentation 2</p> <p>Title: Same Goal, Different Paths: Fostering professional identity formation through learning communities</p> <p>Presenters: David Hatem - University of Massachusetts Medical School, William Agbor-Baiyee - Chicago Medical School at Rosalind Franklin University, Meg Keeley - University of Virginia Medical School, and Silvia Olivares - Tecnológico de Monterrey</p>
3:45pm CST	Research Network Overview
4:00pm CST	<p>Getting Involved in LCI</p> <p>Jason Noah, 2021 Learning Communities Institute Chair</p>
4:15pm CST	<p>Social</p> <p>Enjoy mocktails or cocktails with your old and new LCI friends. All registrants will receive a SWAG box that will boost the social hour.</p>

Saturday, October 16, 2021

Virtual Platform and Location	Canvas (Account creation instructions to be sent via email in late-September to registered conference participants)
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9:00am CST	<p>Social and Networking Simultaneous Sessions (Choose one or Hop around)</p> <ul style="list-style-type: none"> • LCI Committee Meetings <i>Open to all conference participants. Join specific committee meetings to learn more about the various roles and responsibilities and how to get involved.</i> • Student Social/ Meet and Greet for Coffee (STUDENTS ONLY) • Coffee social for all attendees If not joining Committee Meetings
9:30am CST	<p>Keynote Address</p> <p><u>The Only One: Moving toward Anti-Racism within Learning Communities</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> • Recognize the ways medical education perpetuates racism. • Understand how learning communities can foster safe spaces when used effectively. • Reflect on ways to engage in anti-racism within learning communities. <p>Presenter: LaShyra “Lash” Nolen, Class of 2023 MD Candidate and Student Council President, Harvard Medical School</p> <div style="display: flex; align-items: flex-start;">  <p>Lash is a third-year student at Harvard Medical School where she is serving as student council president of her class, the first documented black woman to hold this leadership position. She is a published author and fervent advocate for social justice whose commentary has been published in the Boston Globe, New England Journal of Medicine, Nature, and HuffPost, among others. Lash is also a Foster Scholar in Health Policy, Advocacy, and Media at the MGH Stoeckle Center for Primary Care Innovation and a co-host for the Clinical Problem Solvers Anti-Racism in Medicine podcast. Most recently she founded “We Got Us”, a grassroots community empowerment project with the goal of bringing vaccine education and access to Black communities in the wake of the COVID-19 pandemic. Her work has earned her the honor of being named the 2020 National Minority Quality Forum’s youngest “40 under 40 Leader in Minority Health”, a “2020 Young Futurist” by The Root Magazine, a 2021 Boston Celtics “Hero Among Us”, and the 2021 recipient of the American Medical Student Association’s Racial Justice in Medicine Award.</p> </div>

	Lash's keynote will address how learning communities can create a sense of belonging for students, particularly those systemically marginalized and excluded (SME) in medicine and how we can intentionally advance inclusivity within the context of meaningful longitudinal relationships
10:30am CST	Break
10:45am CST	Louise E. Arnold Poster Presentations <i>*A complete list of poster titles can be found on page 9.</i>
11:15am CST	Break
11:30am CST	Simultaneous Sessions 2 (Choose Oral Presentations B or <i>ONE</i> workshop)
	<p>Oral Sessions B: <i>Moderator: Danielle Roussel, MD, University of Utah School of Medicine</i></p> <p>Title: Reaching a national learning community Presenters: Cesar Lucio, Manuel Perez-Jimenez, Gabriela Vazquez-Armenta, and Guillermo Dominguez-Cheritt - Tecnológico de Monterrey</p> <p>Title: Longitudinal coaching Through the learning community: Analyzing the experiences of the first Ace (Active learning – Competency based – excellence focused) graduating class Presenters: Lauren Parker and Lisa Gilmer – University of Kansas School of Medicine</p> <p>Title: Integrating a longitudinal racial justice theme into a learning communities model Presenters: Betsy Jones, Michaela Jansen, Simon Williams, Lauren Cobbs, Lara Johnson, Brian Pomeroy, and Alice Villalobos – Texas Tech University Health Sciences Center</p> <p>Title: Mechanisms underlying the formation of medical students' professional identities within learning communities Presenters: Maya Sardesai – University of Washington School of Medicine, Jessica Lewis – Florida International University, Robert Shochet – Montefiore Medical Center, and Brian Mavis – Michigan State University</p>
	<p>Simultaneous Sessions 2 Workshops (Choose one if not attending Oral Sessions B):</p> <p>5. Competence + Compassion + Connection = Learning Communities <u>Presenters:</u> Vanessa Wong and Kyra Len – University of Hawaii John A. Burns School of Medicine <u>Description:</u> The innovative Hawaii JABSOM LC Program was successfully launched in July 2020 during the pandemic</p> <p>Objectives</p> <ul style="list-style-type: none"> • Describe JABSOM's Learning Communities program. • Discuss innovations in implementation during the pandemic. • Describe development of longitudinal relationships amongst faculty and students <p>6. Becoming a physician: A professional identity curriculum within a learning community <u>Presenters:</u> David Hatem, Michael Ennis, and Leslie Panella – University of Massachusetts Medical School <u>Description:</u> This workshop describes a Professional Identity Formation Curriculum and discusses participant initiatives</p> <p>Objectives</p> <ul style="list-style-type: none"> • Define Professional Identity Formation and describe the Becoming a Physician (BAP) curriculum at University of Massachusetts Medical School. • Discuss how BAP is promoted through curriculum and other initiatives in LC's schools. • Develop take home lessons for participants.

	<p>7. How to promote non-academic wellness in medical students <u>Presenters:</u> Samantha Evans – Texas Christian University, Daniel Ragheb – Vanderbilt University School of Medicine, and Sharu Kannan – Utah Health Sciences Center <u>Description:</u> The LCI student Council will facilitate a workshop exploring current non-academic wellness practices.</p> <p>Objectives</p> <ul style="list-style-type: none"> • <i>Identify different areas of wellness for medical students with an emphasis on non-academic dimensions.</i> • <i>Describe current LC and SOM practices for promoting non-academic wellness.</i> • <i>Discuss methods of overcoming these barriers and improving non-academic wellness through LC and SOM.</i> <p>8. Structured academic coaching and portfolio planning by learning community faculty <u>Presenters:</u> Sath Sudhanthar, Jonathan Gold, Kelly Armstrong, Chi Braunreiter, and Brad Riley – Michigan State University College of Human Medicine <u>Description:</u> Using a structured checklist to drive coaching conversations in meetings with students</p> <p>Objectives:</p> <ul style="list-style-type: none"> • <i>Understand the importance of coaching in medical school</i> • <i>Learn and identify the critical coaching issues which need to be covered during the coaching sessions.</i> • <i>Use and give feedback to the Coaching and Portfolio Planning (CAPP) checklist developed to cover relevant coaching issues.</i>
12:30pm CST	Break
12:45pm CST	LCI Updates& Awards Presentation
	<p>Updates:</p> <ul style="list-style-type: none"> • LCI year in review • Updates: Budget, Research Network, Student Council, Membership • Slate of candidates for LCI office • Save the Date – LCI 2022 Tecnológico de Monterrey
	<p>Awards Presentation</p> <p>Young Investigators Award <i>The Learning Communities Institute (LCI) is committed to supporting growth of the learning community model through scholarship as well as personal and professional development of students and faculty across the continuum of learning.</i></p> <p>Louise E. Arnold Excellence in Research or Innovation Poster Award <i>This award honors Dr. Louise E. Arnold who was a key leader in the Learning Communities Institute since its inception and a luminary in medical education. Dr. Arnold made substantial contributions to the academic medical education literature, most notably in the area of professionalism for which she was a national and international expert. She generously gave her time, expertise, and kindness through mentoring countless students, residents, and faculty. This award is given in Louise’s spirit of innovation, generosity, and generativity. This award acknowledges and celebrates a poster that embodies excellence in innovation and/or research that advances or has the potential to advance learning communities in medical education.</i></p> <p>Ron Arky Award <i>This award is given annually to an individual who has made a significant contribution to the development of learning communities in medical education. Ron Arky, MD, Professor of Medicine and former Director of the Francis Peabody Society at the Harvard University School of Medicine, has</i></p>

	<p><i>been a steadfast leader and supporter of medical school learning communities. It was Ron's voice that argued most forcefully that it was time for medical learning community leaders to formalize and create the LCI as a means to propel meaningful change in medical education. Ron has also been an important benefactor for the LCI, providing a generous gift to enable us to begin as an organization. This award is named after Dr. Arky as a means to continually appreciate his contributions to the LCI and to the learning community movement.</i></p>
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18th LCI Conference – Poster Session**

Saturday, October 16

Poster Title	Primary Presenter
Effect of Tulane learning community on social connectivity in remote learning environment	<i>Erika Moxley, Tulane University School of Medicine</i>
An examination of student reflections and faculty perspectives in the assessment of a medical school community service-learning program and its adaptations to the COVID-19 pandemic	<i>Stephanie Martinez, Florida International University</i>
Impact of peer-to-peer simulation curriculum on medical student confidence in ability to respond to medical emergencies and knowledge of Emergency Medicine	<i>Cara Jacobson, UT Southwestern Medical Center</i>
The effect of community service-learning and leadership development on professional identity formation: A discourse analysis	<i>Alyssa Cartwright, Herbert Wertheim College of Medicine</i>
Implementation and evaluation of a student curriculum on patient navigation for individuals experiencing homelessness	<i>Arnav Kak, UT Southwestern Medical School</i>
The value of advising houses within a virtual learning environment	<i>Ruby Chien, University of Illinois College of Medicine at Chicago</i>
Cultivating medical student interest in neurosciences through a hands-on procedure workshop	<i>Collin Sanderson, University of Texas Southwestern Medical School</i>
Student-led panel to promote student wellness and foster longitudinal peer relationships	<i>Kasey Tamamoto, University of Hawaii at Manoa, School of Medicine</i>
From the voices of the harmed: Mexican students claim mistreatment and harassment on a national survey	<i>Cynthia Flores, Tecnológico de Monterrey</i>
Professional identity formation of medical students in the era of COVID-19 and structural racism	<i>Christine Sullivan, UMKC School of Medicine</i>
Improving financial literacy among medical students	<i>Kristie Tu, UT Southwestern Medical Center</i>
Student-led innovative learning and teaching about substance use disorders	<i>Alina Syros, University of Miami Miller School of Medicine</i>
Perspectives in food insecurity: Exploring food options within Hawaii's Mokus	<i>Chloe Asato, University of Hawaii School of Medicine</i>
Diversity in disability: Supporting medical students with disabilities or chronic illness	<i>Alison Ohringer, University of Miami Miller School of Medicine</i>
The value of the Tec Weeks from students' voice: Focus group results	<i>Silvia Olivares, Tecnológico de Monterrey</i>
How COVID-19 made us rethink our traditions	<i>Miguel Paz, Tecnológico de Monterrey</i>
Resident and faculty perceptions in anticipation of a learning communities curriculum in surgical education	<i>Eduardo Guzman, Tecnológico de Monterrey</i>
How a videogame allowed a virtual return to our classroom	<i>Miguel Paz, Tecnológico de Monterrey</i>
Implementing a novel medical student to pre-medical student peer advising platform	<i>Peter Leung, UT Southwestern Medical Center</i>
Challenge-based learning: A perspective from the students of the Tec21 model	<i>Maria del Carmen Peniche Lozano, Tecnológico de Monterrey</i>
The Sharing Society: Implementation of an evidence-based mentoring program in response to hardships presented by the COVID-19 pandemic focused on the transition to medical education.	<i>Isabel Escobar-Basurto, Tecnológico de Monterrey</i>
Implementation of a learning community program at a large Urban medical school	<i>Emily Fisher, Wayne State University School of Medicine</i>
Professional orientation for high school students using TV medical dramas	<i>Claudia Andrea Trevino, Tecnológico de Monterrey</i>
The effect of the implemented activities during COVID-19 in members' sense of belonging toward their academic society	<i>Mirna González-González, Tecnológico de Monterrey</i>
Impact of personalized virtual mentoring at the beginning of the semester in academic societies part of the Tecnológico de Monterrey	<i>Daniela Aguilar, Tecnológico de Monterrey</i>

