



Health Systems Science Academy

2020–2021 Scholars Program

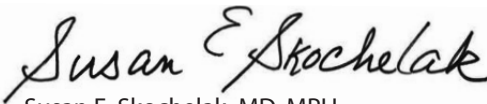


Welcome!

Welcome to the 2020-2021 AMA Health Systems Science (HSS) Scholars Program. The HSS Scholars Program, the flagship program of the American Medical Association Health Systems Science Academy, is intended to provide development and mentoring to those faculty with responsibility for the implementation of HSS curricula in undergraduate medical education or graduate medical education. Specifically, the program will provide scholars with the skills and tools necessary to design, implement and evaluate HSS curricula at their local institutions. In addition, through mentoring by national faculty experts in HSS, scholars will acquire the skills needed to advance as a teacher, an education program administrator and a leader in HSS.

The AMA Health Systems Science Academy, directed by Dr. Maya Hammoud and Dr. Jed Gonzalo, was established in 2019 to cultivate a national community of medical educators and health care leaders who will drive the necessary transformation to achieve the Triple Aim: improved patient experience, improved health of populations and reduced cost of care. In addition to providing faculty development and curricular resources, the academy serves as a community that advances the field through curricular implementation and research development.

We are very excited you have joined the scholars program and hope to provide you with excellent training and mentoring to help you meet your goals. Our program's faculty are nationally recognized educators and experts in HSS as well as curriculum development and implementation. We appreciate your participation and your passion for HSS.



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Accelerating Change in Medical Education initiative:

<http://changemeded.org>

Health Systems Science:

<https://www.ama-assn.org/education/accelerating-change-medical-education/teaching-health-systems-science>

Accelerating Change in Medical Education online community:

<https://innovationmatch.ama-assn.org/groups/ace-community/>

Health Systems Science Scholars Program

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Kanchi Batra, MD

Kaiser Permanente San Francisco

Project: Developing a Standardized Virtual Health System Improvement Curriculum

Dr. Kanchi Batra is a hospitalist and medical educator at Kaiser Permanente in San Francisco (KP-SF). Dr. Batra received her BA in biological sciences from Northwestern University and her doctor of medicine degree from the University of South Florida. She completed her residency in internal medicine and the patient safety fellowship at Kaiser Permanente. She joined the Permanente Medical Group in 2019. Through the fellowship, she cultivated a passion for patient safety, quality improvement and medical education. This has included developing resident and faculty curricula, as well as mentoring patient safety and quality improvement initiatives by residents and medical students. She currently serves as the KP-SF internal medicine residency quality improvement curriculum co-director. In her capacity as an associate clinical professor in the Department of Medicine at the University of California, San Francisco (UCSF), she serves as the systems-based practice curriculum director for the KP-SF/UCSF longitudinal integrated clerkship program. In her free time, she enjoys spending time with family, watching movies, going to the beach, exercising with OrangeTheory and rooting for the Tampa Bay Bucs!

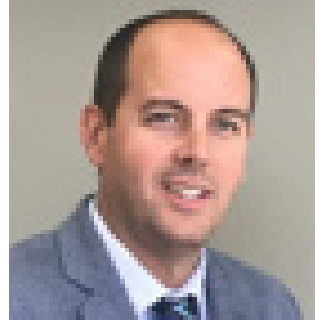


Damian Borbolla, MD, MS

University of Utah

Project: New Health Systems Science Curriculum at the University of Utah: Implementation and Evaluation

Damian Borbolla is an assistant professor in the Department of Biomedical Informatics at the University of Utah in Salt Lake City. Dr. Borbolla leads different education initiatives for the department, including directing the master program and the curriculum committee. He teaches three graduate level courses and the program's bimonthly seminar series. At the school of medicine Damian is one of the core educators and domain expert for the biomedical informatics domain. He facilitates one of the case-based learning sessions for the Molecules, Cells and Cancer course for first year medical students. Dr. Borbolla is a co-PI of an AMA grant that is trying to find innovative ways to teach health systems science to medical students, including the incorporation of games as part of the teaching methodology. Damian also has over 20 years of experience developing, implementing and evaluating information systems in complex health care organizations and in the public health sector.



Amy Caruso Brown, MD, MS, MSCS

SUNY Upstate Medical University

Project: Patients to Populations: Expanding From An MS1 Course to a Comprehensive Health Systems Science Curriculum

Amy Caruso Brown, MD, MS, MSCS, HEC-C, is an associate professor in the Center for Bioethics and Humanities and the Department of Pediatrics at SUNY Upstate Medical University in Syracuse, New York, where she is also the co-director of Patients to Populations, an innovative, required bioethics and health systems science course for first-year medical students (published as a textbook from Springer Health), and the thread leader for the Ethics and Professionalism graduation competency. In addition to her



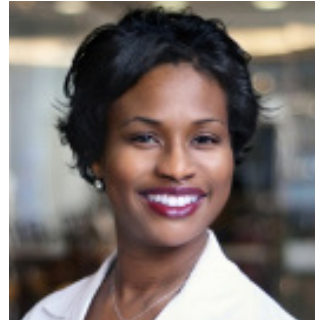
work in medical education, her research interests include cultural dynamics in treatment refusal in pediatrics, the impact of social media on trust and the family-provider relationship, and the role of social justice in professional identity formation. She also works with Maseno University and Upstate's Network Africa in western Kenya. Dr. Caruso Brown is a graduate of the University of Virginia (BA, 2002), Emory University (MD, 2008), the University of Oxford (MS, 2008) and the University of Colorado (MSCS, 2014). She completed a residency in general pediatrics (Children's Hospital of Philadelphia, 2008-2009; University of Colorado, 2009-2011), a fellowship in pediatric hematology/oncology (University of Colorado, 2011-2014) and a certificate in pediatric bioethics (Children's Mercy Hospital, 2016-2017). She is board-certified in general pediatrics, pediatric hematology/oncology, and health care ethics consultation. In her spare time, she skis and rock climbs with her 8-year-old son.

Nana Coleman, MD, EdM

Baylor College of Medicine

**Project: A 3-(P)rong Approach to Health Systems Science Training:
Programs, Providers and Patients**

Nana E. Coleman MD, EdM, is the associate provost for academic affairs and health systems science and an assistant professor of pediatrics-critical care at Baylor College of Medicine. She works clinically as a pediatric intensivist at Texas Children's Hospital. In the preceding five years, she served as the assistant dean of graduate medical education with oversight for the ACGME Clinical Learning Environment Review (CLER) program, developing education and training for >1,400 resident and fellow physicians as well as clinical faculty. In her current role, Dr. Coleman oversees institutional accreditation and educational compliance, with additional responsibility for health systems science education and research.



Dr. Coleman earned her undergraduate degree from Harvard University and subsequently her master's degree in education at Harvard Graduate School of Education. She completed medical school through the Dartmouth-Brown combined MD program, pediatric residency training at New York-Presbyterian Morgan Stanley Children's Hospital at Columbia University and fellowship training in pediatric critical care medicine at the Children's National Medical Center.

Dr. Coleman's scholarly work has focused on the skills and competencies required for professionals to function effectively within dynamic learning health systems and clinical practice, notably on the impact of team behaviors on educational and health outcomes in complex health care and clinical learning environments. These collective experiences have enabled Dr. Coleman to serve effectively as an innovator, educator and bridging leader between academic institutions, clinical organizations, educators and learners to facilitate the effective integration of health systems science across learning health systems and clinical learning environments.

Colleen Croniger, PhD

Case Western Reserve University

Project: Developing Integrated Curriculum for Health Systems Science with Research and Scholarship

Dr. Croniger has been teaching and developing medical school curriculum for over 20 years in the areas of nutrition and biochemistry at Case Western Reserve University in the School of Medicine. She is an associate professor in the Department of Nutrition, and five years ago she became assistant dean of medical student research and assistant dean of basic science education. In these administrative roles, she has had the opportunity to develop curriculum for future physicians. She has also taken a leadership position in the International Association for Medical Science Educators (IAMSE) as chair of the Student Professional Development Committee (SPDC). The SPDC's goal is to increase student membership and participation in IAMSE, especially at the annual conference. This opportunity has allowed Dr. Croniger to lead workshops for faculty and health science education students on how to scholarly develop medical school curriculum. She is looking forward to collaborating in the AMA Health Systems Science Scholars Program and learning new skills that will allow her to develop a longitudinal thread of health systems science and research in their medical school pre-clerkship curriculum.



Matthew Fong, MD

Loma Linda University

Project: Health Systems Science Curriculum Thread Development

Dr. Fong is an assistant professor of pediatrics at the Loma Linda University (LLU) School of Medicine in Southern California. He is a general pediatrician whose main clinical duties are in the pediatric residency training clinic that is part of a federally qualified health center. His leadership roles in the pediatric clinic are as an assistant medical director and the director of quality improvement. About a third of his time is devoted to teaching in the school of medicine. He teaches clinical skills and leads the quality improvement and patient safety thread of the medical student curriculum. Recently, he became the director of the new health systems science thread.



He was born and raised in the San Francisco Bay Area and received his bachelor's degree in molecular biology from the University of California, Berkeley. He received his medical degree from Saint Louis University School of Medicine and completed his pediatric residency at LLU. In addition to health systems science and medical education, he is also interested in spiritual care in medicine and helped develop a spiritual care curriculum for graduate medical education at LLU. In his time away from work, he enjoys volunteering with his local church, participating in missions work, cooking, board games, table tennis, mountain biking and snowboarding.

Brian Ford, MD

**Uniformed Services University of the Health Sciences
Project: Longitudinal Integration of Professionalism Development
in Undergraduate Medical Education**

Brian Ford is a family physician in the United States Navy and faculty in the Department of Family Medicine at the Uniformed Services University of the Health Sciences in Bethesda, Maryland. He graduated from Georgetown University School of Medicine and pursued his training at Naval Hospital Camp Pendleton. After that he was stationed at U.S. Naval Hospital Guam before returning to Camp Pendleton for a tour as GME faculty. He is working on integration of a curriculum of professionalism into the clinical years of undergraduate medical education and excited to hone this project and work with everyone.



Kristin Furfari, MD

University of Colorado School of Medicine

Project: Health & Society at the University of Colorado

Dr. Furfari is an associate professor of medicine at the University of Colorado School of Medicine (CUSOM). As a medical student, she attended CUSOM where she graduated Alpha Omega Alpha. She completed her family medicine residency at the University of Colorado. She subsequently completed a fellowship in hospital medicine focused on quality and process improvement. She works clinically as a hospitalist and is privileged to have the opportunity to teach clinical medicine to medical students, APP students and fellows, and residents. In addition to her clinical duties, she is also the medical director of the ethics consult program at University of Colorado Hospital.



Within undergraduate medical education, she directs the Foundations of Doctoring preceptorship course, a longitudinal program emphasizing a humanistic approach to medical care and designed to teach clinical skills and professional development in the clinical setting. For the past couple of years, she has helped lead the creation of the Health & Society pillar for CUSOM. This curriculum, which will start in August 2021, is focused on teaching health systems science components with the goal of promoting health equity and population health. She has enjoyed developing new curricular components within the same medical school that she attended years ago.

Outside of medicine, she is an avid runner who is trying to complete a marathon in all 50 states, although progress has been slowed tremendously by the COVID-19 pandemic. She enjoys hiking, camping, kayaking and spending time with her husband and two young daughters on their many Colorado adventures.

Ronya Green, MD, MPH

TriStar Southern Hills Medical Center

Project: Addressing Social Determinants of Health Through the Quality Lens

Dr. Green is a graduate of the University of Texas Health Science Center at San Antonio School of Medicine. Her passion for community health and research led her to complete a Master's in Public Health during medical school. During residency, she quickly realized that she enjoyed developing new processes and inspiring change. Pairing her leadership talent and love for teaching, she completed a faculty development fellowship and, soon after, started her career in graduate medical education.



The overarching goals she aims to achieve throughout her career are to inspire the next generation of family physicians to provide comprehensive, compassionate medical care and to work toward diminishing health disparities among the disenfranchised and underrepresented. She is currently the founding program director of a community based, unopposed family medicine residency program. She has the privilege of introducing new physicians to key concepts in the practice of medicine — clinical knowledge, population health, practice management and patient centered research. She is committed to leading herself in the pursuit of lifelong learning. Her leadership journey includes seeking growth in all areas so that she may mentor the growth of her learners.

Kamal Gursahani, MD, MBA

Washington University School of Medicine

Project: Examining Health Care Delivery Through the Clinical Clerkship Phase of Undergraduate Medical Education

Dr. Gursahani grew up in St. Louis, attended medical school at University of Missouri-Columbia and completed her residency training in emergency medicine in New York City.

She also earned an MBA at St. Louis University while serving as faculty in emergency medicine.

In 2017, she became an associate professor of emergency medicine at Washington University in Saint Louis. As the assistant medical director of Barnes Jewish Hospital Emergency Department, she participates in all of the key aspects of clinical operations, patient safety and quality improvement. She also became certified as an EPIC physician builder and assists with implementation, optimization and training with the EPIC EHR.



Washington University School of Medicine implemented a new curriculum this fall, and she has been an active participant on the build team with respect to many of the domains health systems science. She is particularly interested in health economics, policy, informatics, PSQI and systems thinking.

In addition to her work in emergency medicine administration and undergraduate medical education, she enjoys the arts, business/entrepreneurship and staying physically active outdoors.

Michael Haight, MD, MHA

University of California San Francisco - Fresno

Dr. Haight is a clinical professor at the University of California, San Francisco (UCSF) - Fresno Campus where he is the chief of pediatric gastroenterology. Dr. Haight has participated in the accreditation of over 70 hospitals as a physician surveyor for the Joint Commission. He has broad experience in clinical operations, patient safety, population health, coaching, clinical research and health systems science. He completed an administrative residency with the California Medical Association and subsequently received a master's degree in health administration (MHA) from the University of Southern California. Dr. Haight is a clinical expert in pediatric advanced endoscopic procedures, obesity/NASH, high risk nutritional problems and intestinal rehabilitation. He has received multiple teaching awards from Children's Hospital Los Angeles/University of Southern California, University of California, Davis, and UCSF. Dr. Haight enjoys hiking, fishing, rowing, exploring native American rock art and spending time with his family.



Jane Hamilton, PhD

University of Texas Health Science Center Houston, McGovern Medical School

Project: Transforming Health Care Systems for Vulnerable and Under-Served Populations

Dr. Hamilton is an assistant professor and director of the Mental Health Services and Outcomes Research Program at University of Texas Health Science Center Houston, McGovern Medical School, Louis A. Faillace, MD, Department of Psychiatry and Behavioral Sciences. She is a mental health services researcher focusing on health disparities, implementation science and the use of electronic health records for quality improvement and patient-centered outcomes research. During the last ten years, she has evaluated the effectiveness and cost-effectiveness of mental health and substance use programs funded at the local, state and national levels. She is currently the principal investigator for a \$2.5 million, 5-year grant from the Substance Abuse and Mental Health Services Administration providing integrated behavioral health treatment for people with serious mental illness experiencing homelessness. She has presented and published research in the areas of mental health quality, utilization and outcomes and well as mental health policy, early intervention in mental illness, patient engagement in mental health services and mental health disparities. Dr. Hamilton has been actively involved in graduate teaching and clinical training of psychiatry residents and medical students in health systems science topics. She has developed a series of teaching modules on topics including ethics, health disparities, health literacy, shared decision-making and psychiatric epidemiology. Two of the psychiatry residents she has mentored have received multiple national research awards. She has served on the McGovern Medical School Curriculum Committee since her appointment in Fall 2016 and has been an active member of the Integrated Medical Science Evaluation Subcommittee.



Tracey Henry, MD, MPH, MS

Emory University School of Medicine

Project: Building a Collaborative Interprofessional Health Systems Science Curriculum Across Graduate Medical Education Programs and Systems

Dr. Tracey Henry is an assistant professor of medicine at Emory University and a clinical educator and attending physician in both inpatient and outpatient medicine. She is the assistant health director in the Grady Primary Care Center and co-director of the Health Equity Advocacy Policy track for Emory's GME programs. She conducts research on health disparities and the intersection of mental health and primary care on chronic disease.



Dr. Henry earned her MD at Georgetown University and MPH from Johns Hopkins University. During residency, she served on American College of Physician (ACP)'s Council of Residents/Fellows and the Louisiana State Medical Society Board of Governors and was awarded the American Medical Association (AMA)'s Paul Ambrose Award for Leadership Among Resident Physicians. Dr. Henry completed a health policy fellowship at Georgetown University where she studied primary care-related health policies, health care delivery systems and alternative payment models. She has held many leadership roles, including serving on the American Medical Student Association's Board of Regional Directors and is a delegate to the AMA's House of Delegates. Dr. Henry was selected as a 2017 Presidential Leadership Scholar, a national program designed for leaders from multi-sector backgrounds who share a commitment to solving society's greatest challenges. Currently, she is the Medical Association of Georgia's Young Physician Section Chair, a Society of General Internal Medicine's Leadership in Health Policy Scholar and serves on their Health Policy Education and Clinical Practice Committees. She also serves on ACP's Health and Public Policy Committee and is the Chair-Elect of the Council of Early Career Physicians.

Iris Herrera, MD, MPH

Rutgers New Jersey Medical School

Project: Health Systems Science — Informatics

Dr. Iris Herrera is an associate professor of medicine at Rutgers, New Jersey Medical School.

Dr. Herrera earned her undergraduate degree at St. Peter's College in Jersey City and her medical degree at Pontificia Universidad Católica Madre y Maestra, in Santiago, Dominican Republic. She completed her internal medicine training at Bronx Lebanon Hospital Center in the Bronx, NY and her Master's in Public Health from Rutgers School of Public Health. She completed a leadership fellowship with the National Hispanic Medical Association, is a Fellow of the American College of Physicians and a diplomate of the American Board of Internal Medicine.



Dr. Herrera has been a member of the Rutgers and University Hospital family since 2004. She is the chief medical informatics officer for University Hospital since 2014 and has over 27 years of experience in health care administration. In addition, Dr. Herrera maintains her clinical practice in the Primary Care Clinic of University Hospital.

Dr. Herrera is married and resides in New Jersey with her husband and a dog. She has three adult children and loves to travel.

Laura Hinkle, MD

Indiana University School of Medicine

**Project: Improving the Health of the Community You Serve:
A Health Systems Science Curriculum**

Laura Hinkle is an assistant professor of clinical medicine at Indiana University School of Medicine. She is a pulmonary and critical care medicine physician specializing in sarcoidosis and interstitial lung disease. She is also heavily involved in both graduate and undergraduate education in her roles as associate program director for the Pulmonary and Critical Care Medicine Fellowship, key clinical educator for pulmonary and critical care in the Department of Medicine, and the director of Clinical Transitions Curriculum for the School of Medicine. She is currently working toward a master's degree in education with a concentration in medical education and serves on various committees in the American Thoracic Society and the Association of Pulmonary and Critical Care Medicine Program Directors. In her free time, she enjoys travel (just not this year!), cooking, baking, reading, helping her husband keep their two dogs out of trouble, and spending time with family and friends.

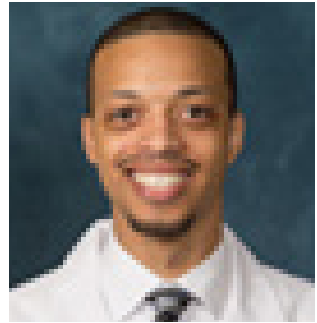


Cornelius James, MD

University of Michigan Medical School

Project: Training Data-Conscious Physicians to Care for Patients and Populations

Dr. James is a general internist and pediatrician who practices predominantly in the ambulatory setting at the University of Michigan. He completed medical school at the Wayne State University School of Medicine and went on to complete a combined internal medicine and pediatrics residency at William Beaumont Hospital, where he served as chief resident. Since joining the faculty at the University of Michigan Medical School, he has been actively involved in medical education. Currently, he is a member of a number of committees related to medical education. His educational roles include director of the Evidence-Based Medicine Curricular thread, general medicine education liaison, doctoring faculty, lead for the internal medicine residency evidence-based medicine curriculum for senior residents, and site lead for the Internal Medicine Residency Continuity Clinic at the Northville Health Center (community site for Michigan Medicine). His clinical interests include primary care of medically complex patients, preventive medicine and transition of pediatric patients to the adult care setting. His educational interests include evidence-based medicine, machine learning in health care, value-based medicine, curriculum development and curriculum integration. He resides in Northville, Michigan with his wife and two children. He enjoys travelling, being outdoors and reading.

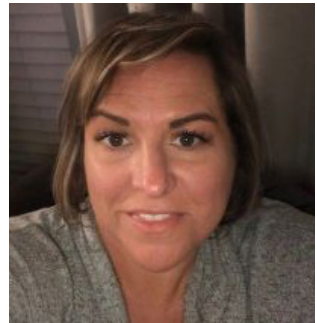


Kerrie Jordan, MS, DHS

Kansas City University

Project: Defining a Uniform Systems-Based Practice Curriculum in UME and GME

Kerrie J. Jordan, MS, DHS, is the designated institutional official (DIO) for the Kansas City University of Medicine & Biosciences – Graduate Medical Education (GME) Consortium and director for the GME Department at Kansas City University of Medicine & Biosciences within the College of Osteopathic Medicine. Dr. Jordan is also serving as a consultant for the American Osteopathic Association (AOA). Dr. Jordan started as a program coordinator for an academic hospital and was a senior coordinator for a children's hospital and a GME administrative director for a College of Osteopathic Medicine before she was appointed as the DIO in 2015. She serves on several professional committees and chairs a few councils in the profession. She is a published author and a national speaker and enjoys the investigative aspect of medical education.



She considers herself a workaholic and credits her success to her background in customer service and logistics during her earlier years. She prides herself in helping others grow professionally and become the best versions of themselves while enjoying their careers. Dr. Jordan's areas of interest include working out, the water (especially the beach) and playing with her fur babies.

Suzanne Karan, MD

University of Rochester

Project: Resident and Fellow Event Reporting Peer Review and Analysis

Dr. Suzanne “Suzie” Karan has been practicing anesthesiology at the University of Rochester since 1998. Hailing originally from the Bronx, she completed her BA, MD, and medical internship in Brooklyn. She continued residency training in anesthesiology in Rochester, followed by fellowships in transplant anesthesia and research in Respiratory Physiology. In addition to her practice as a general anesthesiologist, Dr. Karan maintains a funded clinical research program, regularly teaches in the residency program and directs a 4th year medical student course called Process of Discovery. Dr. Karan has served as the residency program director for 11 years during which time she and a former medical student mentee co-founded a company (ThalamusGME.com) that provides a web-based solution for streamlining the residency interview process. Most recently, Dr. Karan has been appointed as an assistant designated institution official overseeing her GME’s hospital-based programs. In this capacity, Dr. Karan has participated in various patient safety and quality initiatives which have inspired her application to the AMA’s Scholars Program. Dr. Karan and her husband, Dr. Joseph Kilimnick (pediatrician), have been married for 25 years and have three sons, one daughter and two daughters-in-law.



Natalie Karp, MD

Virginia Tech Carilion School of Medicine

Project: New Beginnings: Integrating and Assessing a Novel Health Systems Science and Interprofessional Practice Curriculum in the Clinical Years

Dr. Karp is a urogynecologist and assistant professor in the Department of Obstetrics and Gynecology and has been a dedicated participant in medical education at Virginia Tech Carilion School of Medicine (VTC SOM) since 2017. She earned her MD from Virginia Commonwealth University, winning the Eric C. Schelin Award for Most Outstanding Student in Obstetrics & Gynecology, and completed her residency in obstetrics and gynecology at the University of Virginia, during which time she was the recipient of the Anne L. Brodie Outstanding Resident Clinician Award. Dr. Karp completed her fellowship in female pelvic medicine and reconstructive Surgery/urogynecology at the University of Michigan.



Dr. Karp is the current OBGYN clerkship director for VTC SOM, as well as a faculty co-adviser for the Virginia Tech Carilion (VTC) GWIMS chapter. GWIMS at VTC has been incredibly academically active, with three submissions to conferences in the last six months. Dr. Karp is a recipient of the OBGYN Department's 2019 APGO Excellence in Teaching Award and the TEACH Rising Star Award. Curriculum development is a career interest of hers and one about which she is passionate. She is the newly appointed co-leader of the health systems science curriculum and is committed to contributing to innovation and growth of their clinical curriculum to meet ever-changing health care needs.

Amy Lee, MD, MPH, MBA

Northeast Ohio Medical University

Amy Lee, MD, MPH, MBA, is a professor in the Department of Family and Community Medicine at Northeast Ohio Medical University (NEOMED) and the program director for the Consortium of Eastern Ohio Master of Public Health program, a partnership of The University of Akron, Cleveland State University, Northeast Ohio Medical University, and Youngstown State University. At Northeast Ohio Medical University, she teaches courses in population health, health systems and quality improvement. In the Master of Public Health program, Dr. Lee teaches general public health concepts, biology, cultural competency and communications. She leads the quality improvement module leader for the Health Resources and Services Administration Primary Care Transformation Fellowship program at NEOMED and has conducted quality improvement workshops for local health departments. She is also the current board president for Asian Services in Action, Inc., and secretary for USA Dance, Ohio Chapter. She has had leadership positions with the Ohio Public Health Association, Delta Omega, American Public Health Association Education Board and Joint Policy Committee, and Council of Graduate Programs in Public Health.

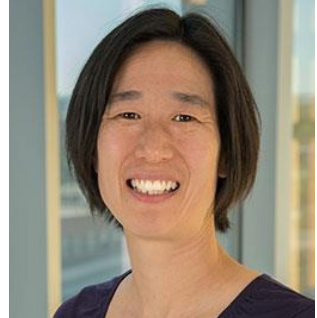


Rita Lee, MD

University of Colorado School of Medicine

Project: Integrating a new Health Systems Science Pillar

Rita Lee, MD is a professor in the Division of General Internal Medicine at the University of Colorado School of Medicine. She received her medical degree at the University of California, Los Angeles and completed internal medicine residency training at the Cleveland Clinic Foundation. She has a passion for medical education, leadership development and advocacy. She serves as core faculty for LEADS, a leadership and advocacy track and director of health systems science and health equity (Health and Society), the curriculum reform team integrating health systems science into the new curriculum. She has recently been named the director of health equity education and training for the Anschutz Medical Campus. Her advocacy work has been primarily around lesbian, gay, bisexual and transgender health equity. She is one of the founding members of the UCHHealth Integrated Transgender Program, a multi-disciplinary clinical program to provide gender-affirming care to individuals with gender incongruence. In addition to her clinical work, she has partnered with local advocacy organizations to develop provider trainings and work toward systems change to improve LGBT health.

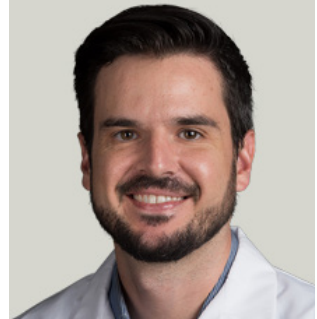


Paul Quincy Moore, MD

University of Chicago

Project: O.P.I.A.T.E. — Outpatient Principles In Addiction Training and Education

Quincy Moore is assistant professor of medicine in the section of emergency medicine at the University of Chicago. His work is focused on improving care of vulnerable patients through research and clinical practice. His research is primarily focused on substance use disorders in the emergency department, including opioid-related interventions like take-home naloxone and buprenorphine. He is the site principal investigator for the NIDA-sponsored CTN-0099, a multi-site trial to evaluate the effectiveness and implementation of emergency department initiation of buprenorphine for patients with opioid use disorder. He has also published on other social determinants of health such as immigration and firearm violence.



Deepa Rani Nandiwada, MD, MS

University of Pennsylvania Health System

Project: Effectively Engaging Pre-Clinical Students in Value-Added Health Systems Science Coursework

D. Rani Nandiwada is a clinician educator at the Penn Center for Primary Care, director of the Medical Education and Leadership Track, course director for the outpatient medicine externship, and course director for the Foundations in Health Care Systems first year medical student curriculum. She graduated from George Washington School of Medicine in 2010 and completed her primary care residency at New York University (NYU) in 2013. She subsequently served as a categorical chief at NYU from 2013-2014. She earned her Master's in Medical Education during her academic clinician educator scholars fellowship at the University of Pittsburgh in 2016. She is a member of the education committee, a former co-chair of the EBM sub-committee, and the Mid-Atlantic Regional secretary elect for the Society of General Internal Medicine. Her educational interests lie in integrating population health and intervisit care into outpatient curriculum and clinical experiences as well as teaching innovation and health systems science. Her focus is on building the primary care pipeline and teaching skills empowering trainees to improve health care delivery and patient outcomes. She enjoys mentoring students and residents in careers in general internal medicine.



Daniel Novak, PhD

**Keck School of Medicine at the University of Southern California
Project: Team-based Learning in Health Systems Science:
Developing A Systematic Approach to Curriculum Design and
Implementation in Multi-Domain Reproduction Sessions**

Daniel Novak, PhD, is an assistant professor of clinical medical education in the Keck School of Medicine at the University of Southern California. Dr. Novak is an alumnus of University of California, Santa Barbara (BA Hons, history of art and architecture), San Diego State University (MA, educational technology), and the University of Washington (PhD, learning sciences and human development). His interrelated program of research and practice focuses on 1) the design of educational experiences that systematically promote the development of domain-specific expertise, 2) the use of digital technologies to support complex professional learning activities, and 3) the development of learners in professional disciplines across their careers.



Dr. Novak has published articles in IEEE Transactions on Education, the British Journal of Educational Technology, the Journal of Technology and Teacher Education, and Academic Medicine. He has presented and led panels at diverse venues such as the American Educational Research Association's annual meetings, the AAMC Research in Medical Education (RIME) conference, and the American Medical Association's ChangeMedEd conference, and attended the 2019 Harvard-Shapiro Institute Millennium Conference on self-directed learning. He has also served as a co-investigator on two grants from the American Medical Association's Accelerating Change in Medical Education initiative, with one focused on patient-centered digital health, and another focused on health justice advocacy. In addition to his academic work, Dr. Novak has worked with organizations like Qualcomm, Inc., the Boeing Company, and the Bill and Melinda Gates Foundation in assessing and developing professional learning systems.

Oladimeji Oki, MD

Albert Einstein College of Medicine

Project: Expansion and Evaluation of a Health Systems Science and Health Equity Course for Medical Students

Dr. Oladimeji (Ladi) Oki is an assistant professor in the Department of Family and Social Medicine (DFSM) at Albert Einstein College of Medicine (AECOM)/Montefiore Medical Center. He completed his undergraduate medical training at McGovern Medical School in Houston, TX and his residency in family medicine at DFSM. He has been on faculty since 2016 and is currently the theme director for population health sciences at AECOM as well as the course director for the Health Systems Sciences & Health Equity course.



He also serves as the assistant clerkship director for the third-year family medicine clerkship and is the faculty director for the Social Medicine Immersion Month curriculum for first year pediatric, family and internal medicine residents. He is passionate about health equity, social justice and exploring learner centric educational methods and removing the hierarchy in higher education. In his free time he enjoys reading, playing sports and planning his 2021 wedding (pandemic pending).

Casey Olm-Shipman, MD, MS

University of North Carolina, Chapel Hill

Project: Reimagining Residency: Development and Implementation of a Health Systems Science Curriculum at the University of North Carolina

Casey Olm-Shipman, MD, MS, is an assistant professor of neurology and neurosurgery at the University of North Carolina (UNC). She came to Chapel Hill by way of Kansas and Boston. She is the newly appointed director of health systems science for UNC Graduate Medical Education. As part of the AMA Reimagining Residency grant, she will be developing and implementing a health systems science program accessible to UNC medical students, residents, fellows and faculty statewide. Casey holds a master's degree in quality improvement in health care systems from the Dartmouth Institute for Health Policy and Clinical Improvement. She is the director of quality improvement for the Department of Neurology and also directs the Clinician Leadership in Quality and Safety Scholarly Concentration at UNC, a longitudinal program for medical and doctoral nursing students engaged with faculty mentors on health system quality improvement initiatives. She is thrilled to be part of the 2020-2021 AMA Health Systems Scholars Program.



Dimitrios Papanagnou, MD, MPH, EdD(c)

**Sidney Kimmel Medical College at Thomas Jefferson University
Project: Bridging Health Systems Science with Preparation for
Practice: A Vertically-Integrated, Longitudinal, Interprofessional
Curriculum in Uncertainty**

Dr. Papanagnou is an associate professor of emergency medicine (EM) at Sidney Kimmel Medical College at Thomas Jefferson University (Jefferson) in Philadelphia. He serves as associate dean for faculty development and vice chair for education in the Department of EM. In addition, as the health systems science (HSS) thread director of JeffMD (the medical school curriculum at Jefferson), he oversees an innovative, longitudinal curriculum that prepares students for interprofessional practice in the clinical learning environment. On the university front, Dr. Papanagnou serves as the associate provost for faculty development with a specific focus on health professions education and scholarship.



Dr. Papanagnou received his master's degree in public health (MPH) from the Mailman School of Public Health at Columbia University (2004) and his medical degree (MD) from New York University (NYU) School of Medicine (2005). He completed his residency in emergency medicine at NYU / Bellevue Hospital (2009). He is currently completing a doctorate in education (EdD) in adult learning and leadership at Teachers College, Columbia University. Most recently, he was named a Macy Faculty Scholar by the Josiah Macy Jr. Foundation (2020).

Dr. Papanagnou is the recipient of several Emergency Medicine Foundation grants; a grant from the New York Academy of Medicine; a grant from the Josiah Macy Jr. Foundation (as a Josiah Macy Jr. Foundation Scholar through the Mailman School of Public Health, Columbia University, 2003); a \$1.2 million Agency for Healthcare Research and Quality R-18 award addressing transitions in care during times of diagnostic uncertainty (2017); and numerous teaching awards.

Kim Pfothenhauer, DO

**Michigan State University College of Osteopathic Medicine
Project: Health Systems Science Clerkship Curriculum**

Dr. Kim Pfothenhauer is a board-certified osteopathic family physician and a fellowship trained diabetologist. She is currently the director of clerkship curriculum and an assistant professor at Michigan State University College of Osteopathic Medicine.



Remus Popa, MD

**University of California Riverside School of Medicine
Project: Health Systems Science Curriculum for a Multi-site,
Multi-disciplinary GME Consortium**

Remus Popa, MD, is a clinical professor of internal medicine at the University of California, Riverside (UCR), School of Medicine. He is also a core faculty for the internal medicine residency program at Riverside Community Hospital/UCR School of Medicine, where he also founded a High Value Care, Quality Improvement and Patient Safety curriculum.



He received his MD from the University of Medicine and Pharmacy Timisoara in Romania, then completed his internal medicine residency at the same school and later joined the faculty at his alma mater. He also completed a residency in internal medicine in the U.S., at St. John's Episcopal Hospital/SUNY Downstate in New York.

He started his career as a hospitalist with the Division of Hospital Internal Medicine at the Mayo Clinic in Rochester, followed by seven years as an associate clinical professor at the University of California (UC), San Diego, Division of Hospital Medicine, where he was also the director for medicine elective for fourth year medical students. He developed and led the high value cost conscious care curriculum and rotation for the internal medicine residency program at UC San Diego, as well as multiple quality improvement initiatives at the medical center.

He is a diplomate of the American Board of Internal Medicine and a Senior Fellow in Hospital Medicine. At a national level he has participated in educational activities organized by the Society of Hospital Medicine and, since 2017, has been one of the education directors for the High Value Practice Academic Alliance.

Joel Reich, MD, MMM, MS

**Frank H. Netter School of Medicine (Quinnipiac University)
Project: Health Systems Science Curriculum**

Dr. Joel Reich is the director of the Health Systems Science Curriculum Design and Implementation Team at Frank H. Netter School of Medicine (Quinnipiac University), health tech adviser/consultant, and faculty for graduate level population health at Jefferson College of Population Health and University of New Haven.



Dr. Reich spent the first half of his career in emergency medicine as the department chair and medical director of emergency medical services at Eastern Connecticut Health Network (ECHN). Following this, he served as chief medical officer for ECHN and subsequently as interim chief medical officer of the Commonwealth Care Alliance, a unique non-profit Medicare-Medicaid dual eligibles “Social ACO” organization.

Dr. Reich has master’s degrees in medical management, health & medical informatics, and technology & human affairs. His special interests include population health, innovative care and payment models, care management, and health care technology. He has served on for-profit, non-profit and government boards and has been active in the Accountable Care Learning Collaborative and the national HIMSS Physician Committee, Innovation Committee, and TIGER taskforce.

Lee Revere, PhD

University of Texas Health Science Center Houston

**Project: Don't Blow Your Note Forward and Other EHR Issues:
Training Medical Students in EHR Stewardship**

Lee Revere, PhD, holds administrative and faculty positions at the University of Texas Health Science Center Houston. As the co-director for Interprofessional education, she develops and implements curricula-based activities bringing together teams of students from across the health science center. As the director of the Fleming Center and the Health Care Management Program, she facilitates and teaches both degree-based and executive-education courses. Within the nursing school, she teaches advanced nurse practitioners the role of epidemiology and statistics in nursing research. At the medical school she is actively involved in expanding the curriculum to include current knowledge in the delivery of health care.



Dr. Revere has been in academia since 2000 after receiving a Bachelor of Industrial Engineering from the Georgia Institute of Technology in 1992, a Master of Science in Healthcare Administration from Trinity University in 1997 and a PhD in Public Health from the University of South Florida in 2002.

Christine Roth, MD, MMM

Baylor College of Medicine

Project: Teaching Health Systems Science in Undergraduate Medical Education Using the Lens of the “Quadruple Aim”

Dr. Roth is a professor in the Department of Pathology & Immunology at Baylor College of Medicine and serves as the director of hematopathology and the medical director of the Flow Cytometry laboratory at Baylor-St. Luke’s Medical Center. She has a strong interest in teaching the next generation of physicians the foundations of health systems science (HSS) and bridging the medical education and health care delivery silos. Dr. Roth’s current efforts include spearheading the multidisciplinary high-value care (HVC) initiative “Pathology-Teaches,” a funded project that created online, case-based modules focused on laboratory stewardship and the appropriate ordering and interpretation of laboratory tests within the clinical clerkships. Dr. Roth also started electives in HVC and quality improvement, serves on the Curriculum Committee and Curriculum Renewal Workgroup, and also serves as the faculty mentor for the Choosing Wisely student group, supporting student-driven efforts to advance HSS in medical education. She has expertise in medical education, general hematopathology and flow cytometry and has served on several national educational committees for the College of American Pathologists, the Society of Hematopathology and the American Society of Clinical Pathology.



Dr. Roth graduated from Baylor College of Medicine in 2001 and completed residency training in anatomic and clinical pathology at Massachusetts General Hospital that was followed by a hematopathology fellowship at the University of New Mexico. She was on the faculty at the University of Pittsburgh for nine years, before returning to Baylor College of Medicine in 2016. In 2017, she completed a Master’s in Medical Management from Carnegie Mellon University.

Shirin Shafazand, MD, MS

University of Miami Miller School of Medicine

Project: Health Systems Science: An Experiential and Integrated Approach to Inspire Transformative Leaders

Dr. Shafazand — a board certified pulmonary, critical care and sleep specialist with a master's degree in health services research— is a professor of clinical medicine with a secondary appointment in the Department of Public Health Sciences, Division of Health Services Research and Policy, at the University of Miami. She has a strong commitment to patient-oriented research and health systems education. She has designed and implemented an innovative curriculum on evidence-based approaches to understanding the medical literature for medical students and residents, created a blended learning approach to epidemiology and taught an introductory Health Policy course to second year dual degree MD/MPH students. She designed a population health curriculum, incorporating the tenants of health systems science, public health and leadership. The curriculum uses case-based and team-based learning approaches to meet its objectives in the first year of medical school.



As the deputy director of the University of Miami's 4-year integrated MD/MPH program she helps ensure an optimal educational experience for students, fostering research opportunities in public health and optimizing training objectives and curriculum to meet 21st century population-centered health care needs and public health competencies. Dr. Shafazand has numerous publications and grants related to her research interests in pulmonary/critical care and sleep medicine and mentors many students in their scholarly pursuits.

Dharmini Shah Pandya, MD

Temple University Hospital

Project: Us Versus the System? Or Health Systems Science?

Alignment of a Large Academic Center Education Goals with the Health System

Through Dr. Pandya's residency and career at Temple she has learned that collaboration and innovation drive opportunities and change. After a short career in administration / quality / safety, she is an associate program director for the Temple University internal medicine residency program. Her passion lies at the intersection and integration of the health system with graduate medical education. This started as quality improvement initiatives and re-creation of the quality improvement curriculum, but she quickly realized there's a much larger framework that these lessons fit into. Learning to understand and work within a complex health system has made her a better educator and clinician. Her passion involves teaching these concepts to others so that they themselves can become better teachers and leaders. She is humbled to be here and to be able to drive innovation and teach future clinicians health systems science.

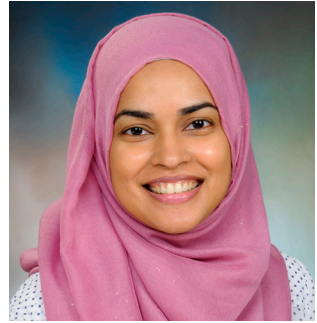


Sarah Siddiqui, MD, MPH

University of Texas Medical Branch

**Project: A Step toward Change: Integrating Health Systems
Science Curriculum into the Fourth Year of Medical School**

Dr. Siddiqui is an assistant professor of the Division of General Medicine at the University of Texas Medical Branch (UTMB) in Galveston, TX. Prior to joining UTMB in October 2018, she was in private practice as a primary care physician in the Houston area. Along with providing outpatient care as a general internist, she is also involved in training residents and medical students, both in clinic and hospital wards. She is the course director for the Health Systems Science & Community Service course as well as a small group facilitator for the Practice of Medicine Year Two Course in the School of Medicine. She earned her medical degree at Texas A & M Health Science Center in 2013 and completed her training in the combined internal medicine/general preventive medicine residency program at UTMB in 2017. During residency she also earned her Master of Public Health degree and became certified in medical quality.



Andrea Smeraglio, MD

Oregon Health & Science University

Dr. Smeraglio attended the University of Portland in Portland, OR for undergraduate studies, then Oregon Health & Science University (OHSU) for medical school. She completed her residency in internal medicine at Stanford University where she co-launched a hospitalist track in 2015, while still a resident, called SHAPE (Stanford Hospitalist Advanced Practice & Education). In 2016, she joined the Division of Hospital Medicine at Portland Veterans Hospital with an assistant professor appointment at OHSU. Since returning to Portland, Dr. Smeraglio has served as a clinical teacher/attending physician for medical students and residents on the Portland VA acute care wards. She has also co-led the Wellbeing and Improvement Science Curriculum (WISC) for the internal medicine residency and the VA Wards Resident Huddle which focuses on health system updates. Her research interest is the cross-section of education and health systems science. Specifically, she wants to answer the question: how do you engage trainees in using quality improvement to provide better and safer care for our patients? In her spare time, she enjoys running, biking, eating and spending time with her husband Matt and son Wesley.



Jonathan Snider, MSHQS

HCA Healthcare

Project: Integrating a Health Systems Science Curriculum Across the Continuum

Located out of Brentwood, TN, Jon serves as a curriculum manager for the education and research team for HCA Healthcare Graduate Medical Education. In his role, Jon collaborates with subject matter experts to develop and standardize education for the physician residents and teaching faculty across the HCA Healthcare enterprise. He has a special interest in bringing innovation, advancements in technology, and fun into medical education that results in higher-quality care, better patient outcomes, shorter length of stay and higher-patient satisfaction.



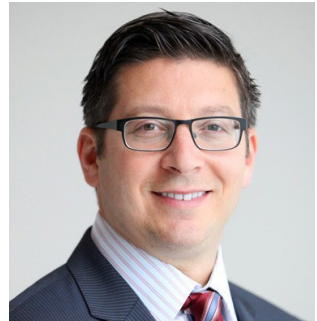
Since departing the U.S. Army in 2012, Jon has held clinical and non-clinical roles within health care organizations such as TriStar Centennial Medical Center and Ascension-Saint Thomas before joining Physician Services Group in November 2017. Jon is a 2020 graduate from the University of Alabama at Birmingham (UAB) from the School of Health Professions where he earned his master of science in health care quality and safety. Jon was selected and invited to participate on the curriculum advisory board for the UAB health care quality and safety graduate program. He holds a bachelor of science in community and public health from Middle Tennessee State University and is currently pursuing doctoral work in education at Liberty University. Outside of the office, Jon enjoys live music, sporting events, hiking and other outdoor activities with his wife and three-year old daughter. They are anticipating the arrival of a baby boy in mid-December 2020.

Kenneth Snyder, MD

University at Buffalo Neurosurgery

Project: Patient Safety and Health Care Quality training for Medical Students

Dr. Snyder joined University at Buffalo Neurosurgery (UBNS) in 2011 after completing his fellowship training in endovascular neurosurgery and spending six months as a research fellow at the Barrow Neurological Institute under Dr. Robert Spetzler. He completed his neurosurgical residency at UB and received his PhD in biophysics under the guidance of Dr. Frederick Sachs, specializing in mechanoelectric transduction of cellular membranes. He is trained in all general neurosurgical procedures, including brain tumor, spine and peripheral nerve surgery.



Dr. Snyder's extra training in open cerebrovascular techniques as well as his endovascular fellowship give him the necessary tool set for specialization in the comprehensive management of neurovascular pathology in both the brain and spinal cord, including treatment of aneurysms, arteriovenous malformations, arteriovenous fistulas and stroke. He has special interests and expertise in the physiological imaging of the brain and its use in the evaluation and management of acute stroke patients, as well as all endovascular techniques for acute stroke intervention for both extracranial and intracranial vascular occlusive disease.

Dr. Snyder was been awarded a Congress of Neurological Surgeons Vascular Fellowship for Cerebrovascular Research, a Toshiba Stroke Imaging Research Fellowship and the Gold Humanism in Excellence in Teaching. He has also been named the UB Neurosurgery Resident of the Year.

Active research interests include use of CT Perfusion (CTP) for acute stroke management, application of perfusion imaging to on table angiography, and glasses-free 3D imaging in both the operating room and endovascular suite as well as basic science research on the role of mechanosensitive ion channels in both aneurysm formation and vasospasm. He has published numerous articles and holds multiple patents. He is an active member of several national neurosurgical and interventional organizations and has given multiple CME lectures nationwide on the role of CTP in endovascular stroke management. Dr. Snyder also serves as vice president of physician quality at Kaleida Health.

Meredith Volle, MD, MPH

**Southern Illinois University School of Medicine
Health Systems Science in Practice at Southern Illinois University
School of Medicine**

Dr. Meredith Volle is a general pediatrician and assistant professor of pediatrics at Southern Illinois University (SIU) School of Medicine in Springfield, Illinois. She completed her medical degree, residency and chief residency at SIU School of Medicine and is board certified in pediatrics. Dr. Volle also serves as the education director for the Department of Population Science and Policy at SIU and has a Master's in Public Health degree from the University of Illinois at Springfield. She is responsible for the population health curriculum delivered to medical students, residents and faculty and also oversees the MD/MPH dual degree program. Dr. Volle is a proponent of breastfeeding support for newborns and their families, and her research interests include safe sleep education, prevention of sudden infant death syndrome, and maternal-infant health issues related to opioid exposure. She is also president of the Ann T. Havey Foundation, a non-profit organization that provides clothing and supplies to families of newborns in Springfield, IL.



Vanessa Wong, MD, MS

**John A. Burns School of Medicine University of Hawaii
Project: Learning Communities — An Integrated Curriculum**

Vanessa was born and raised in Guam to immigrant parents from the Republic of Palau in Micronesia. She moved to Hawaii to pursue her undergraduate studies and has called Hawaii home since then. Vanessa currently lives on the beautifully lush windward side of Oahu with her husband and two children. She is a graduate of the University of Hawaii i John A. Burns School of Medicine (JABSOM) and also trained in their family medicine residency program. Vanessa is currently an assistant professor in the Department of Native Hawaiian Health where she oversees faculty development, is actively involved with developing the cultural competency curriculum, and mentors students underrepresented in medicine. Additionally, she is a faculty member in the Office of Medical Education where she is co-director for JABSOM's new Learning Communities Program which launched in July 2020. As a family physician and public health advocate, Vanessa is excited to integrate health systems science training into the learning community curriculum.



Health Systems Science Scholars Program

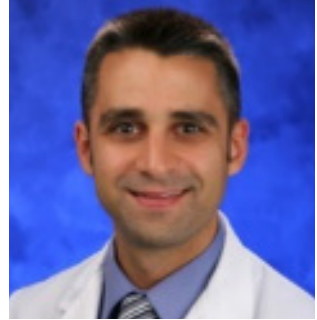
Faculty

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Jed Gonzalo, MD, MS

**Professor of Medicine and Public Health Sciences
Associate Dean for Health Systems Education
Penn State College of Medicine
Co-Director, AMA Health Systems Science Academy**

Dr. Jed Gonzalo graduated from the University of Scranton in 2002 (BS biology/philosophy), receiving the Frank O'Hara Gold Medal Award (awarded to the student with the highest GPA). Jed received his MD degree from the Penn State College of Medicine in 2006, being inducted into AOA Honor Society and chosen by his classmates as "Classmate you would most want as your physician." He completed his internal medicine residency and chief residency at the Beth Israel Deaconess in Boston, where he was an instructor at the Harvard Medical School, and awarded the Lowell McGee Award, which is given to the resident who most demonstrates the "fundamental importance of teaching and to the spirit and substance of being a physician." Following residency, Jed completed a fellowship at the University of Pittsburgh in general internal medicine/medical education, earning a Master of Science in Medical Education/Clinical Research.

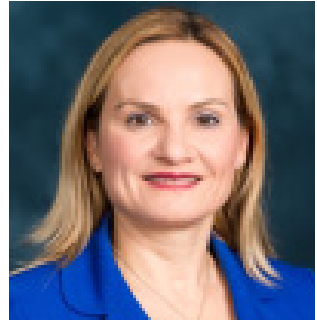


As associate dean for health systems education, Jed's work focuses on: 1) exploring the relationship between education and health systems, and 2) leading the field of health systems science. He has implemented 15+ programs related to health systems education, which have garnered national recognition from the Washington Post, Wall Street Journal, US News and World Report, NPR radio and AMA newswire. Jed has a well-established track record for scholarship, and in particular, multi-institutional collaborations. He is the lead author/editor of several textbooks and has received funding from the AMA, AAMC, HRSA, CTSI and Josiah Macy Foundation (Faculty Scholar Award). He mentors 25+ students, residents and faculty per year.

Maya M. Hammoud, MD, MBA

**Professor and Chief, Division of Women's Health
Associate Chair for Education, Obstetrics and Gynecology
University of Michigan Medical School
Senior Adviser, Medical Education Innovations, AMA
Director, AMA Health Systems Science Academy**

Dr. Maya Hammoud is a professor of obstetrics and gynecology and learning health sciences at the University of Michigan Medical School. She is the chief of the Women's Health Division and the associate chair for education. Dr. Hammoud holds many leadership roles nationally. She is the immediate past president of the Association of Professors of Gynecology and Obstetrics (APGO). She is the senior adviser for medical education innovations at the American Medical Association (AMA) with a focus on health systems science and coaching. She is a member of the National Board of Medical Examiners and chairs their International Foundations of Medicine (IFOM) committee. She also is an oral examiner for the American Board of Obstetrics and Gynecology.



Dr. Hammoud completed her MD and MBA degrees and residency training at the University of Michigan. She has had many leadership roles in the past including assistant and associate deans at Michigan and at Weill Cornell Medical College in Qatar. Her research is in medical education with a special focus on the use of technology in education and the role of academic coaching in a learner's development.

Robin R. Hemphill, MD, MPH

Chief of Staff Cincinnati VA Health System

Dr. Robin Hemphill is a graduate of George Washington University Medical School. She completed an internship in internal medicine followed by emergency medicine at the Joint Military Medical Centers in San Antonio, TX. After residency she was on active duty at Brooke Army Medical Center as an attending physician.



After the completion of her military obligation she joined the faculty at Vanderbilt University in the Department of Emergency Medicine as the associate program director. She published in a variety of areas while at Vanderbilt and was involved in curriculum development and implementation of disaster preparedness issues for students, residents, nurses and faculty within the university. Previously she was the medical director for the Tennessee State HRSA Hospital Bioterrorism Preparedness Program as well as for the National Center for Emergency Preparedness at Vanderbilt. During this time she was also the president of the Tennessee College of Emergency Physicians. While at Vanderbilt she completed a master's in public health with a focus on syndromic surveillance and also was awarded a Robert Wood Johnson Health Policy Fellowship serving as a health legislative assistant in the office of Senator Jeff Bingaman.

Following her RWJ Fellowship she has worked in the Emory Healthcare System as the quality and safety officer for the emergency departments until she was recruited to be the chief patient safety officer of the Veteran's Health Administration. She served for over six years focusing on system wide improvements in patient safety. She was also the interim assistant deputy under secretary for quality, safety and value on several occasions allowing for a wider focus on both safety and quality improvement across the enterprise.

Dr. Hemphill was appointed as the chief of staff for the Cincinnati VA Medical Center on August 31, 2020.

Prior to her appointment, Dr. Hemphill served as the chief quality and safety officer and associate dean for quality, safety and service at Virginia Commonwealth University in Richmond, Virginia since 2017.

Luan Lawson, MD

**Associate Dean of Curricular Innovation in Medical Education
Associate Professor, Emergency Medicine
Brody School of Medicine at East Carolina University**

Luan E. Lawson is the associate dean of curricular innovation in medical education at the Brody School of Medicine at East Carolina University. Her academic interests have focused on undergraduate education, with expertise in curriculum development, assessment and team training. As the principal investigator of the American Medical Association Accelerating Change in Education grant resulting in East Carolina University's Redesigning Education and Accelerating Change in Healthcare (REACH)



program, the REACH team designed and implemented 1) the Teachers of Quality Academy faculty development program, 2) the Leaders in Innovative Care Distinction Track for medical students and 3) a longitudinal curriculum in health systems science. Her work with the AMA Accelerating Change in Medical Education Consortium has focused on defining and codifying the principles of health systems science and developing curricula needed to teach these competencies to medical students and health care professionals. Dr. Lawson serves on the National Board of Medical Examiners Emergency Medicine Advanced Clinical Exam Task Force and is the immediate past president of the Clerkship Directors of Emergency Medicine.

Timothy Reeder, MD, MPH

**Associate Professor and Executive Vice Chair
Department of Emergency Medicine
Brody School of Medicine at East Carolina University**

Dr. Timothy Reeder earned a medical degree and completed his residency in emergency medicine from Ohio State University. He then obtained a master's degree in public health from the University of North Carolina at Chapel Hill. In 1998, he joined the faculty of the Brody School of Medicine at East Carolina University in Greenville, North Carolina where he is an associate professor and executive vice chair in the Department of Emergency Medicine. He is a past chief of staff of Vidant Medical Center and a past president of the North Carolina Medical Society. He has extensive experience in leadership, operations and quality improvement. In addition to his clinical and operations background, he has taught health systems science topics across the educational continuum for varied health professions. He is the director of the Health Care System Transformation and Leadership Distinction Track, a 3-year, para-curricular longitudinal program for 10 medical students a year beginning after their first year of medical school. The program aims to educate on health systems science and develop leadership and change management skills using a combination of didactic, small group activities and experiential learning. He directs the Teachers of Quality Academy, a professional development program for quality, safety and leadership. He provides clinical care at an emergency medicine residency program which provides care at a rural, academic, Level I trauma center. His academic interests include operational enhancements, quality improvement and educating on health systems science.



Sally Santen, MD, PhD

**Senior Associate Dean of Evaluation,
Assessment and Scholarship
Virginia Commonwealth University**

Sally Santen, MD, PhD, is a senior associate dean, evaluation, assessment and scholarship of Virginia Commonwealth University School of Medicine. Her role is to provide leadership and support of faculty and programs to address creative assessment, evaluation, and novel approaches to medical education, research development, and health care across the continuum from medical students to practicing physicians. Dr. Santen practices emergency medicine and has a PhD in education. She is a consultant for the AMA Accelerating Change in Medical Education Consortium for evaluation and assessment. She has published extensively on medical education innovations and research including responsible and trustworthy trainee handovers from medical school to residency, moving Step 1 to after clerkships, and medical student and resident assessment.



Stephanie Starr, MD

**Associate Professor of Pediatrics
Director for Science of Health Care Delivery Education
Mayo Clinic Alix School of Medicine**

Dr. Starr is a general pediatrician and quality chair in the Division of Community Pediatric and Adolescent Medicine, Mayo Clinic, Rochester, Minnesota. She has more than 20 years of curriculum development and leadership experience in medical education. She earned her MD degree at St. Louis University School of Medicine, completed her pediatric residency and served in the United States Navy before coming to Mayo Clinic in 2000. She previously served as vice chair for education in the Department Pediatric and Adolescent Medicine, assistant medical director of the Quality Academy, and as the pediatric pre-clinical course director and chair, Student Promotions Committee, at the medical school. She is currently responsible for leading the school's longitudinal Science of Health Care Delivery course on the Minnesota campus.

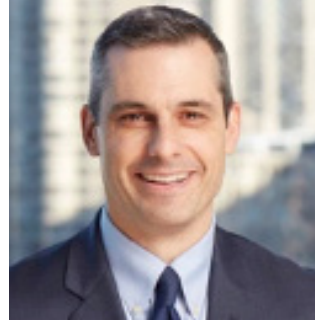


Nationally, Dr. Starr has served on the Council on Medical Student Education in Pediatrics Executive Committee. She is a board member of the Kern National Network (KNN) for Caring and Character in Medicine and co-PI for the school's KNN grant. She has been active in the American Medical Association's Accelerating Change in Medical Education Health Systems Science Interest Group since its inception. Her scholarship has primarily focused on health systems science medical education (most specifically health systems science education), quality improvement education and pediatric medical education.

Marc M. Triola, MD

**Associate Dean for Educational Informatics
Director, Institute for Innovations in Medical Education
Associate Professor, Department of Medicine
NYU Langone Health**

Dr. Triola is the associate dean for educational informatics and an associate professor of medicine at NYU Langone Health, where he is also the founding director of the Institute for Innovations in Medical Education. Dr. Triola's research focuses on the disruptive effects of the present revolution in medical education, driven by technological advances, big data, and learning analytics. He has worked to create a continuously learning medical education system that includes computer-based learning tools and new ways to integrate electronic data into educational research.



Health Systems Science Scholars Program

Faculty Co-Mentors



Megha Garg, MD, MPH



Rachel Marie E. Salas, MD, MEd



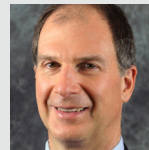
Mitchell J. Gitkind, MD



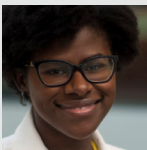
Jennifer Salcedo, MD, MPH, MPP



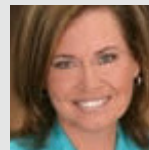
Jung G. Kim, PhD, MPH, CPH



Paul Frederick Weber, MD, RPh, MBA



Rosalyn Elizabeth Maben-Feaster, MD, MPH



Earla Jeanne White, PhD, MEd

changemeded.org

