

STFM Conference on Medical Student Education



January 31-February 3, 2019
Hyatt Regency Jacksonville Riverfront • Jacksonville, FL

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Conference Wifi

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Education Session Formats

This conference offers a variety of session formats to satisfy differing needs. Here is a brief overview of the sessions available for your participation:

Workshops: 2-hour task-oriented, small-group educational sessions

Seminars: 90-minute didactic presentations with audience discussion

Symposia: 90-minute sessions on collaborative work from multiple institutions or departments with a moderator organizing a brief presentation to stimulate focused discussion by participants.

Lecture-Discussions: 45-minute didactic presentations, with discussion; two lectures are paired and offered consecutively in a 90-minute session.

In-Progress and Completed Projects: 15-20 minute consecutive sessions on original work, with focus on research.

Poster Presentations: Visual presentations with an informal information exchange; attendees can peruse the posters and speak with the presenters. 90-minutes total, during refreshment breaks.

Hot Topic Sessions: 45-90 minute sessions with topics and presenters selected based on the current need of the discipline.

Special Topic Breakfasts: 60-minute informal presentations to share experiences, ideas, problems, or solutions; leaders briefly present material and facilitate discussion. Limit 10 participants per table.

STFM Collaboratives and Open Table Discussion Breakfasts: 60-minute informal discussions by STFM Collaboratives to share experiences and ideas about common topics in family medicine education. Limit 10 participants per table.

For complete session schedules and abstracts, go to www.stfm.org/mse. Session descriptions will also be available in the conference mobile app.

Noon–6:30 pm

Conference Registration
Grand Ballroom Foyer

12:30–5:30 pm

FDD1: Now You're the Learner: Develop Curriculum Design Skills Using a Six-Step Model in an Experiential Team-Based Workshop (Additional fee and preregistration required)

City Terrace 8

1–5 pm

PR1: There's an App for That: Using Technology to Improve Teaching, Scholarship, and Wellness – Tools for Academic and Home Life (Additional fee and preregistration required)

City Terrace 9

PR2: From Probe to Skin: A Complete Point of Care Ultrasound (POCUS) Curriculum for Medical Students (Additional fee and preregistration required)

City Terrace 10

5:30–6:30 pm

Networking Reception With Conference Partners and STFM Information Stations

Grand Ballroom Foyer

Session Highlight Tracks

The conference steering committee has identified sessions that might be of interest to specific categories of attendees. Search for the following codes: Coordinators: **(COORD)** and Medical Students: **(STU)**

7 am–5:30 pm

Conference Registration
Grand Ballroom Foyer

7:15–8:15 am

STFM Medical Student Education Collaborative – Business Meeting
City Terrace 9

STFM Medical Student Education Coordinators and Administrators – Business Meeting
City Terrace 12

Continental Breakfast
STFM Collaboratives' Discussion Tables and Student Scholar Discussion Tables
STFM Nutrition Education Collaborative
Grand Ballroom 4-5

8:20–8:30 am

Conference Welcome From STFM Leaders
Karly Pippitt, MD, Conference Chair and Beat Steiner, MD, MPH, STFM President
Grand Ballroom 4-5

8:40–9:30 am



Opening General Session
The Dynamics of Health Care Disparity and Equity: Closing the Gaps
Jo Ann Rooney, JD, LLM, EdD, President, Loyola University Chicago

Grand Ballroom 4-5

9:30–10:30 am

Refreshment Break With Poster Presentations (dedicated time)
Grand Ballroom 6-8

9:30–10:30 am

Poster Presentations (dedicated time)
Grand Ballroom 6-8

P01: Partnering With the Council of Academic Family Medicine, Family Medicine for America's Health, and Area Health Education Centers to Increase Student Choice of Family Medicine

P03: One WisCARES: An Innovative Interprofessional Partnership to Improve Outcomes for Persons Experiencing Homelessness

P04: Impact of Increased Class Size on Family Medicine Clerkship

P05: A Deep Dive Into Social Mission for Medical Students

P06: Generation Y Partners Generate Independence

P07: Clinical Ultrasonography as Part of Clinical Skills Teaching

P08: Comparing Student Outcomes With a Novel Patients as Teachers Clinic vs the Standard Clerkship

P09: Just Before the Match: Recruiting Fourth-Year Medical Students to Family Medicine

P10: Aspect of the Art of Medicine: A Unique Course for Medical Honors Students (Premedical)

P11: Results From an Innovative Curriculum Intervention in Family Medicine Clerkship: A Misalignment Between the Students' Confidence and Their Knowledge and Skills in Lifestyle Medicine

P12: Canceled

P13: Relationship Between Diabetes, Physical Activity, and Rice Portion Size in the Wausau Hmong Community

P14: Teaching Clerkship Students to Screen for Drug and Alcohol Abuse: Screening Brief Intervention and Referral to Treatment (SBIRT)

P15: Comparison of Thiel-Embalmed and LFS Models in Teaching Female Pelvic Exam Technique

P16: Does a Socially Accountable Curriculum Transform Students Into Fit-for-Purpose Graduates?

P17: Improving Preceptor Narrative Feedback Comments on Student Assessments

P18: ClinSy App: A Clinical Skills Tool

P19: Barriers to Academic Advancement: Odds of Promotion Based on Gender for Faculty in Family and Community Medicine, Pediatrics, and Internal Medicine at Penn State College of Medicine

P20: Who REALLY Goes Into Primary Care? A 10-Year Perspective on Primary Care Matched Students and Current Practice Environments at the University of South Florida (STU)

P21: Is the MCAT Racist? Rates of Enrollment in Commercial MCAT Preparation Courses and the Perceived Effectiveness of Such Courses (STU)

9:30–10:30 am

Poster Presentations cont. (dedicated time)

Grand Ballroom 6-8

P22: Validated Tool for Clinical Musculoskeletal Knowledge in Graduating Medical Students

P23: Learning to Be Leaders: Teaching Fourth-Year Medical Students to Consider, Engage and Lead Their Populations Towards Better Health

P24: Embedding a Disabilities Curriculum Improves Student Awareness of Disabilities (STU)

P25: Influence of Third-Year Family Medicine Rotation Experiences on Match Rate Into the Specialty. (STU)

P26: Evaluating a Novel Integrated Clinical Skills Program for Undergraduate Medical Students

P27: Obesity Bias Education: Fourth-Year Medical Student Outcomes (STU)

P28: A Student-Led Project in Advance Care Planning (ACP) Provides Longitudinal Workplace-Based Learning and Improves Patient Care

P29: Opioid Education for Graduating Students (STU)

P30: Are We Good Leaders? Medical Student Led Mentorship Initiative—One Year Later Data

P31: Impact of an Interprofessional Nutritional Intervention

P32: Triumphs and Hiccups: A Student Perspective on Changing From a Block to Longitudinal Family Medicine Curriculum (STU)

P33: Factors Influencing Utilization of Local Rural Women's Health Care Services

P34: Improving Medical Education Through Community-Engaged Service Learning: Assessing the Needs of Community Agencies Involved in Service Learning

P35: Teaching Graduating Students Through a Combined Approach to Patient Hand-Offs

P36: A Student-Generated, Peer-Led Teaching Activity for MSK and Bone Disorders

P37: Evaluating Inpatient Satisfaction During Voluntary Participation in Preclerkship Clinical History and Physical Examination Training

P39: Community Fair Speed Dating

P40: Adverse Childhood Experience (ACE) Prevalence in an Outpatient Mental Health Clinic in Tuscaloosa, Alabama

P41: Integration of Ultrasound Training in Four-Year Medical School Curriculum at the University of California, Irvine School of Medicine: How Ultrasound Training Impacts Education, Student-Led Activities, and the Quality of Patient Care (STU)

P42: Longitudinal Medical Student Experience and Curriculum for Enhanced Medical Education Track in Underserved Health Care

P43: I IMAGINE: Using Photovoice for Reflection in Interdisciplinary Experiential Service-Learning

P44: CERA Family Medicine Clerkship Directors Survey's Background Questions: Rates and Trends 2012-2018

P45: Using Aquifer to Create Customized Online Courses

P46: Feasibility of Student-Driven, Workplace-Based Assessments for the Entrustable Professional Activities in the Family Medicine Clerkship: A Pilot Study

9:30–10:30 am

Poster Presentations cont. (dedicated time)

Grand Ballroom 6-8

P47: Examining Osteopathic Medical Students' Perceptions of Social Support

P48: Unexpected Benefits to a Medical School of Starting a Longitudinal Integrated Clerkship

P49: The Introduction of Information Mastery Into the Family, Community, and Preventive Medicine Clerkship: Teaching Students Practical Clinical Evidence-Based Medicine (EBM) Skills

P50: Assessing Information Mastery Evidence-Based Medicine (EBM) Skills in Medical Education: The Development of an Objective Structured Clinical Examination Station EBM Skills Measure

P51: PACER Progress Report: Leadership Module

P52: Building Spiritual Capital: Piloting a Spiritual History Taking Tool in a Clinical Skills Course for Preclerkship MD Students

P53: Medical Students Mentor High School Students Using a Clinical Case Discussion

P54: Are Family Medicine Physicians Adhering to American College of Sports Medicine Guidelines on Exercise Prescriptions?

P55: Family Medicine Bootcamp: Intensive Training for Family Medicine Residency

P56: Medical Students' Perceptions of Interprofessional Education in the Clerkship Years

P57: Thinking Outside the Clerkship Box: An Approach to Help Students Integrate Knowledge and Prepare for Success on the USMLE Step 2

P58: Ambulatory Community Faculty Development Needs Assessment: Results of a Single Site Cross-Sectional Survey

P59: Efficacy of Prediabetic Counseling in a Primary Care Setting

P60: A Student-Led Rural Health Elective for M1 and M2 Students

P62: Faces of Family Medicine: Single-Image Digital Stories of Patients and Nonphysician Interdisciplinary Team Members

P63: Focus on Food as Medicine: An Interprofessional Approach to Nutrition Education in Patient Care

P64: Athens Free Clinic: A Multidisciplinary Approach to Addressing Health Disparities in Athens-Clarke and Surrounding Counties

P65: 6-Month Follow-Up Results of a 4-Week Residency Preparation Course “Boot Camp”

P66: Impact of Training Medical Students as Intimate Partner Violence Survivor Advocates (STU)

P67: Innovation in Medical Student Education on Disparities: A Peer-Led Course With Community Roots

P68: Action and Mentorship Project Summer Leadership Academy: Increasing Community Engagement of All Medical Students Through a 4-Week Summer Program

P69: From Consulting to Shared Decision-Making: A Process Evaluation for Developing a Community Advisory Board at a Student-Run Free Clinic

9:30–10:30 am

Poster Presentations cont. (dedicated time)

Grand Ballroom 6-8

P70: Evaluating Collaborations Between Allopathic (MD) and Osteopathic (DO) Medical Students at An Lanh Student-Run Free Clinic

P71: Positively Impacting Student Choice of Family Medicine: A Multimodal Approach (STU)

P72: Effects of Procedural Workshop on Medical Students' Perception of Family Medicine and Clerkship Experience

P73: Promoting Primary Care Residency Through Area Health Education Centers

9:30–10:30 am

Student Scholar Winner Posters (dedicated time)

Grand Ballroom 6-8

P74: Impact of a Reproductive Health Self-Assessment Tool on Contraceptive Counseling in a Federally Qualified Health Center

P75: Are Family Medicine Physicians Adhering to American College of Sports Medicine Guidelines on Exercise Prescriptions?

P76: Establishing the Diversity Mentorship Program for Equity-Seeking Students in Medicine: Lessons and Future Directions

P77: Improving the Influenza Vaccination Rate in Clay County

P78: Motivators, Barriers, and Ways to Improve Engagement in Alcoholics Anonymous Among the Hispanic/Latino Richmond Community: A Qualitative Study

P79: Assessing the Effectiveness of a Large Group Case-Based Format for the Teaching of Musculoskeletal Anatomy

P80: Linking Patients With Buprenorphine Treatment in Primary Care: Predictors of Engagement

P81: Predicting the Future of Primary Care: How Historical Geographic Trends in Match Data Can Help Us Forecast Future Specialty Distribution

P82: Student Perspectives on Health Systems Science in the Netter Curriculum

P83: Themes of Access to Health and Health-Related Services: a Qualitative Study Among Homeless Persons in Portland, Maine

P84: Assessing Bias in Problem-Based Learning Curriculum Through a Community Lens

P85: Spicing Up Nutrition Education With a Pilot Program of Culinary Medicine

P86: In Their Own Words—Factors Influencing Medical Student Final Decision to Apply for Residency in Family Medicine vs Other High Interest Specialties

P87: A Medical Student Brings PrEP (Pre-Exposure HIV Prophylaxis) to Belle Glade, FL

P88: Unpacking Diabetes-Related Behaviors and Health Disparities in an Urban Federally Qualified Health Center (FQHC)

P89: The Unexpected Gatekeepers of Justice: A Unique Role of Healthcare Providers in the Assessment of Asylum Seekers

P90: Primary Care Progress and Relational Leadership: Student-Led Initiative at the University of Florida

9:30–10:30 am

Student Scholar Winner Posters cont. (dedicated time)
Grand Ballroom 6-8

P91: Obesity Education in the Family Medicine Clerkship: A US and Canadian Survey of Clerkship Directors' Beliefs, Barriers, and Curriculum Content

P92: Project Come Together: An Interdisciplinary Approach to Recovery Road

P93: Impact of Medical Student Mentoring Dyads on Family Medicine Programming

10:30 am-noon

Lecture-Discussions

L1A: Engaging Students to Address Structural Inequality in Medical Education: Guidelines for Evaluating Case-Based Curricula (STU)

L1B: Design Thinking: A Template for Curricular Innovation Using a Regional Campus Model

City Terrace 4

L2A: Collaboration Among Schools: How Peer Mentoring Strengthens Our Clerkships

L2B: Learning From and With One Another: Peer Observation to Improve Teaching Skills

Orlando

L3A: Innovative Approaches to Teaching Medical Learners About Vulnerable Populations in the Community

L3B: Impacting Students and Community via Longitudinal Health Engagement Field Work

City Terrace 6

L4A: Four Years' Experience With a Medical Scribe Fellowship Program: Bringing Joy of Practice and Joy of Scholarship

L4B: Vertical Mentoring Through Scholarship

City Terrace 12

L5A: Site Visits and Clerkship Coordinators—Defining a Best Practice

L5B: Launching a Longitudinal Curriculum: Coordinator Survival Guide (COORD)

River Terrace 3

L6A: A Model for Academic Coaching and Mentorship in the Duke Longitudinal Integrated Clerkship

L6B: Is the Juice Worth the Squeeze? Conversion From a Third-Year Block FCM Clerkship to a Longitudinal Format

City Terrace 5

L7A: Foundational Faculty Training Online: The STFM Medical School Faculty Fundamentals Certificate Program

L7B: Rollout of the ABFM Performance Improvement Precepting Program

St. Johns

Session Highlight Tracks

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10:30 am-noon

In-Progress Research Projects

PA1: Promoting Effective Feedback by Clerkship Preceptors Through an ABFM/STFM Pilot Precepting Performance Improvement Activity

PA2: Using Academic-Community Partnership to Develop an Interprofessional 2-Year Fellowship Program

PA3: Near-Peer Learning: Trial and Improvement of Clinical Instruction Between Medical Students in an Academic Family Medicine Practice

PA4: Responding to Medical Student and Faculty Research Interest by Creating a Central Database of FCM Department Scholarly Activity

PA5: Addressing the Challenges of Preceptor Development and Recruitment

City Terrace 10

10:30 am-noon

Seminars

S01: A New Model of Primary Care for Patients With Serious Mental Illness That Teachers and Students Love! (STU)

Daytona

S03: Once Upon a Time... Using Narrative Medicine to Foster Inclusion and Spark Passion in Medical Education

Conference Center B

10:30 am-noon

Symposia

SY01: You're An Associate Professor, Now What?

Clearwater

SY02: Incorporating Entrustable Professional Activities (EPA)s Into Medical School Curricula

City Terrace 7

SY05: A PRiMER for Educators: How to Build Your STFM Presentation into a Publication

City Terrace 8

SY09: Part II: Co-or-di-na-tor, 5 Syllables, Many Roles: The Good, the Bad, the Legend (COORD)

City Terrace 9

10:30 am-12:15 pm

Completed Research Projects

PB1: But What About Us? Perspectives of Students Completing an Established (Legacy) Curriculum During Transition to an Innovative Curriculum

PB2: Evaluating Resiliency in Fourth-Year Medical Students

PB3: The Impact of Patient Engaged Education: First-Year Outcomes From a Curriculum to Engage Patient-Student Dyads in Health Systems Exploration

PB4: Brief Peer-Peer Teaching

PB5: Teaching the Social Determinants of Sexual and Reproductive Health Using a Large Group Didactic and Patient Panel

City Terrace 11

12:15–1:30 pm

Networking and Student Scholar Recognition Luncheon

Why I Chose Academic Family Medicine

Beat Steiner, MD, MPH, STFM President

Network with conference colleagues and celebrate our 2019 student scholars. The spotlight will be on our medical student scholarship recipients as they and their nominators participate in a special Light the Torch pinning ceremony coordinated by the STFM Foundation and the STFM Medical Student Education Committee. Presenters: *Rick Streiffer, MD, STFM Foundation Treasurer; Bonnie Jortberg, PhD and Peggy O'Neill, STFM Medical Student Education Committee*

Grand Ballroom 4-5

1:45–3:15 pm

Lecture-Discussions

L8A: Teaching the Social Determinants of Health in the Clinical Years: How Service Learning, Didactics and Reflections Can Integrate SDOH Learning Across Clerkships and Electives

L8B: A Model for Integrating Social Determinants of Health Into the Curriculum: An interactive, Online Course for Fourth-Year Medical Students

River Terrace 3

L9A: Ten Ways Artificial Intelligence Will Transform Primary Care: Implications for Medical Education (STU)

L9B: A Beginners' Guide to Using Technology in Family Medicine Clerkship Didactic Sessions

City Terrace 5

L10A: A Student Did WHAT?!? Addressing Unprofessional Behavior

L10B: Best Foot Forward—Preparing Your Students for Residency Interviews

City Terrace 6

L11A: Help Preceptors Earn ABFM Performance Improvement Credit With TeachingPhysician.org

L11B: Creating an Academic Coordinator Manual (COORD)

City Terrace 4

L12A: The Gap Year Before Medical School—An Untapped Opportunity to Prepare Physicians for Community Leadership

L12B: Leadership Training in Medical School: A Student, Resident, and Faculty’s Perspective (STU)

Orlando

L13A: The Family Medicine “Dream Team”—An Innovative Interprofessional Student Team Decreasing Patients’ Cardiovascular Disease Risk in an Academic Primary Care Practice

L13B: Strategies for Precepting Interprofessional Student Teams in a Clinical Environment

City Terrace 8

L14A: Family Medicine Clerkship Faculty Development: A Longitudinal, Team Endeavor

L14B: Learning Strategies: Implications for Student and Faculty Development

City Terrace 12

1:45–3:15 pm

Completed Research Projects

PD1: Is It Time to Get Serious About Play? A Needs Assessment for Medical Improv in the UME Curriculum (STU)

PD2: From the Millennials’ Mouth 2—Data Strikes Back!

PD3: A Preceptor Teaching Improvement Course: A Maintenance of Certification Pilot

PD4: Evaluation of the Phenomenon of Super-Utilization in a Suburban Academic Medical Center

City Terrace 10

1:45–3:15 pm

In-Progress Research Projects

PC1: Involving Students in a Rapid Improvement Event to Enhance Transitional Care Management

PC2: Community-Based Service Learning

PC3: Introducing Interprofessional Team Skills Through Inter-professional Leadership Curriculum

PC4: Mind the Gap: Medical and Health Professions Students' Understanding of Clinical Roles in an Interprofessional Student-Run Free Clinic

PC5: Knowledge and Attitudes Towards Practice Management in Medical Students

City Terrace 11

1:45–3:15 pm

Seminars

S04: Health Equity Initiatives at Loyola University Chicago: Working Across Campus and With the Community

Daytona

S05: Community as a Foundation for Medical Student Education at Medical College of Wisconsin-Central Wisconsin

Clearwater

S06: Intimate Partner Violence Advocacy Skills: Innovative Strategies for Student Training and Application (STU)

St. Johns

1:45–3:15 pm

Symposia

SY03: Enhancing Chronic Disease Prevention and Management in the Undergraduate Medical Education Curriculum

City Terrace 7

SY04: Playing With Food: Interactive Nutritional Curricula for Medical Student Education and Engagement (STU)

City Terrace 9

3:15–3:30 pm

Refreshment Break With Conference Partners and Posters

Grand Ballroom Foyer and Grand Ballroom 6-8

3:30–5 pm

Lecture-Discussions

L15A: Designing a Social Determinants of Health Curriculum Through Interprofessional Education and Community Partnership

L33B: Creating an Efficient and Effective Clerkship Team (COORD)

City Terrace 4

L16A: The Unburdening of Community Preceptors

L16B: Teaching Incentives for Primary Care Preceptors: The Good, the Bad, and the Money

City Terrace 5

L17A: A Multidisciplinary Approach to Rural Family Medicine Training, Recruitment, and Retention

L17B: Preceptor Recruitment and Retention: Update on the Evidence and Planning for the Future

City Terrace 6

3:30–5 pm

Lecture-Discussions cont.

L18A: Unique and Effective Student Mentorship: The Literary Arts Journal

L18B: Learning Societies as a Learning Home for Medical Students

City Terrace 8

L19A: Standardized Student Assessment as Part of a Pilot ABFM Performance Improvement Project

L19B: A Y3 Curriculum With No Testing? No Way!

City Terrace 11

3:30–5 pm

Seminars

S07: How to Write a Good Submission/Presentation

Orlando

S08: Aquifer Family Medicine Exam Update and Future Directions With Test-Enhanced Learning

City Terrace 12

S09: Jedi Mind Tricks—Getting Patients to Do the Work While Improving Patient and Physician Outcomes

River Terrace 3

3:30–5:30 pm

In-Progress Research Projects

PE1: Be an Active Bystander: Small-Group Discussion to Address Gender Bias in Academic Medicine at a Military Institution (STU)

PE2: Establishing the Diversity Mentorship Program for Equity-Seeking Students in Medicine: Lessons and Future Directions

PE3: Didactic Events on Poverty Medicine as a Means to Enhance Medical Student Curriculum

PE4: Utilizing Telemedicine to Improve HIV Care Among Minority Persons Living With HIV in Urban Areas

PE5: How Student-Run Free Clinics Train Volunteers to Identify, Address, and Follow Up With Patients Undergoing Substance Abuse (STU)

PE6: Attending an Alcoholics Anonymous Meeting as Part of the Family Medicine Clerkship (STU)

City Terrace 10

Session Highlight Tracks

The conference steering committee has identified sessions that might be of interest to specific categories of attendees. Search for the following codes: Coordinators: **(COORD)** and Medical Students: **(STU)**

3:30–5:30 pm

Workshops

W01: The Impact of 2018 CMS Guidelines on Medical Student Documentation

Clearwater

W02: How to Develop a Successful Proposal for the CERA Clerkship Director Survey

St. Johns

W03: Mobile Health: How Apps Are Changing Family Medicine

Daytona

7 pm

Dine-Around Night

Groups will meet at the STFM Registration Desk at 6:30 pm;

Reservations are for 7 pm

6:30 am

STFM Foundation Fun Run & Walk
(Sponsored by Oregon Health & Science University)
Grand Ballroom Foyer

6:45–7:30 am

Yoga 101: A Beginner's Session
City Terrace 9

7 am–5 pm

Conference Registration
Grand Ballroom Foyer

7:30–8:30 am

Special Topic Breakfasts and Students' Discussion Tables
Grand Ballroom 4-5

B01: Choosing the Best Fit for a CaRMS Match

B02: When Do I Do That? A Year in the Life of a Clerkship Team

B03: Integrating the Biological and Social Factors in the Care of Chronic Disease, With Special Attention to Nutrition in Diabetes Mellitus During Basic Science Education

B04: Bridging in the Gap Between UME and GME With a “Bootcamp” Course for Fourth-Year Students

B05: Transforming the Culture to Support Primary Care: A Community Approach

B07: Integrating Home Visits in Medical Education

B08: More Than a Clerkship: Strategies for Increasing Learner Exposure to Family Medicine

7:30–8:30 am

**Special Topic Breakfasts and Students' Discussion Tables
cont.**

Grand Ballroom 4-5

B09: Jump, Snip, and Slice: Family Medicine Does This? (STU)

B10: Students Teaching Students: LGBTQ Health Care Competency (STU)

B11: Promoting Medical Student Wellness by Teaching Lifestyle Medicine

B12: Using Twitter to Improve Community Engagement Among Medical Students in an Underserved Health Care Track

B13: Individual Learning Plans as a Method for Promotion and Documentation of EPAs

B14: Multisource Feedback in the Family Medicine Clerkship: Greater Than the Sum of Its Parts?

B15: The Newborn Nursery Clinical Experience in Medical Education

B16: Strategies for Making Students Part of the Preceptor Development Process

B17: Picking up the Pieces: How to Rebuild When Curriculum Fails

B18: Addressing Obesity: Critical Skill Building for Medical Students (STU)

B19: Spicing Up Nutrition Education: Cooking With Medical Students (STU)

B20: Identifying Changes in Student Attitude and Behavior: Could It Be Burnout? (COORD)

B21: Experience Is the Best Teacher...Or Is It? The Importance of Intentional Orientation and Critical Reflection in Global Health Learning Outcomes

B22: Impact of Mentoring Using Clinical Coaching and Direct Observation on Third-Year Medical Students

B23: Rural Tracks, Pathways, and Other Rural Programs in Medical School

B24: Measuring Community Impact Through a Different Lens

B25: Tough Love: From Harvard to Happy Valley

B26: Where to Begin When You Don't Know Where to Begin: Practical Tools for Students Struggling With Patient Presentations (STU)

B27: Task-Oriented Interprofessional Education in Practice

B28: "Chief Complaints": A Resident-Driven FMIG Clinical Reasoning Session for Preclerkship Students

B29: Preparing Students for the Physical Exam Portion of Their Step 2 Boards (STU)

B30: Welcoming Learners With Disabilities Into the Clerkship: One School's Perspective

B31: A Five-Point Approach to Effectively Incorporate Musculoskeletal Learning Into the Medical Student Curricula

B32: Fulfilling the Call to Be a Family Physician Through Direct Primary Care

B33: Student Networking Table With STFM Leaders

B34: Student Networking Table With STFM Leaders

B35: Health Care Access Issues of Homeless Persons in Greater Portland, Maine

B36: Pilot Projects to Address the Shortage of Community Preceptors: Interested Applicant Q&A

8:35–9:30 am



General Session

Achieving Health Equity Through Medical Education

Joedrecka Brown Speights, MD, Department of Family Medicine and Rural Health, Florida State University College of Medicine

Grand Ballroom 4-5

9:30–10:30 am

Refreshment Break With Poster Presentations (See pgs 6-14) and Conference Partners

Grand Ballroom 6-8 and Grand Ballroom Foyer

10:30 am–Noon

Lecture-Discussions

L20A: Easing the Load of Precepting: Efficiently Integrating Students into Ambulatory Training Sites

L20B: Home Sweet Home: Engaging Hometown Physicians to Help With Early Clinical Teaching

Orlando

L21A: Interprofessional Education: Evolution From Quality Improvement Initiative to Family and Community Medicine Curriculum

L21B: Addressing QI and Health Disparities in Vulnerable Populations (STU)

City Terrace 12

L22A: Cultural Humility and Social Determinants of Health: A Curriculum Designed to Enhance Medical Student Awareness, Attitudes, and Competency

L22B: Remaining Adaptable: The Evolution of a Cultural Awareness Conference Over 17 Years

River Terrace 3

L23A: Incorporating the Osteopathic Structural Exam Into a Physical Diagnosis Course: Past, Present, and Future

L23B: Assessing Musculoskeletal Exam Competency With Nine Unique OSCE Cases

City Terrace 6

L24A: Strategies to Improve or Maintain Excellent Preceptor Teaching in a Large Practice

L24B: How to Manage Challenging Preceptors—Lessons Learned

City Terrace 7

L25A: Oregon FIRST: An Integration of Medical School and FM Residency

L25B: What Should Students Be Able to Do by Graduation? Organizing a Curriculum's End-Competencies

City Terrace 8

L26A: EPIC Endeavors: Incorporating Use of the EHR in the Third-Year Clerkship

L26B: To Write or Not to Write? How Involved Should Medical Students Be in Clinical Documentation?

City Terrace 11

Session Highlight Tracks

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10:30 am–Noon

In-Progress Research Project

PF1: The Family Medicine Summer Academy: An Introduction to Family Medicine for High School Students from Rural North Carolina

PF2: Initial Evaluation of a New Rural Mentorship Program for Preclinical Medical Students

PF3: The Role of the Health Professional Educator in Undergraduate Medical Student Education: A Formal Curriculum

PF4: Trends in Family Medicine Match Rates Across Time (STU)

PF5: A Comparison of Self-Evaluations of “Entrustable Professional Activities” vs “Intern Preparedness” in a Family Medicine-Specific Bootcamp

City Terrace 10

10:30 am–Noon

Seminars

S10: Creating Memorable Teaching Moments

Clearwater

S11: Community Centered Response to Victims of Human Trafficking: Creating a Medical Safe Haven for Innovative Access to Care (STU)

St. Johns

S12: Engaging Medical Students Through Participation in Research: Summer Student Research and Clinical Assistantship Program

Daytona

10:30 am–Noon

Symposia

SY06: The Observed Clinical Encounter: Lessons Learned on the Way to Best Practice

City Terrace 4

SY07: Transforming FMIGs to Move From Student Interest to Student Choice of Family Medicine (STU)

City Terrace 5

12:15–1:30 pm

Lunch on Own; Optional STFM Collaborative Meetings

12:30–1:15 pm

STFM Medical Student Education Collaborative

City Terrace 7

STFM Medical Student Education Coordinators and Administrators

City Terrace 12

America Needs More Family Doctors: How Do We Get To “25x2030”? (Open lunch)

Grand Ballroom 4-5

1:30–3:00 pm

Lecture-Discussions

L27A: FMIG–Structure Equals Success (COORD) (STU)

L27B: The Future of Family Medicine: What Med Students Need to Know (STU)

City Terrace 8

L15B: Tips for Surviving Curriculum Transformation (COORD)

L28B: Adding Objectivity to Clinical Performance Grading

City Terrace 11

1:30–3:00 pm

Lecture-Discussions cont.

L29A: Transforming Student Recruitment—Action and Mentorship Project: As a Community, in the Community, for the Community

L29B: 360 Clinical Family Medicine Fourth-Year Elective—A Recruitment Tool

City Terrace 4

L30A: Teaching About Transgender Medicine for the Underserved in the Family Medicine Clerkship (STU)

L30B: Obesity Bias: New Core Competencies for Educators

City Terrace 6

L31A: Ten Years of Community Partnerships at a Student-Led Free Clinic: Lessons Learned

L31B: Implementation of a Quality Improvement (QI) Activity Into the M3 Family Medicine Clerkship

Orlando

L32A: HPSP 101: Navigating the Military Match (STU)

L32B: Partners in Precepting: Interprofessional Collaboration in a Time of Clinical Site Shortages

City Terrace 5

L33A: Lessons From the Road, Preparing for an LCME Site Visit

L34A: The ART of Teachable Moments

City Terrace 12

1:30–3:00 pm

In-Progress Research Projects

PG1: An Understanding of Why Students Choose a Career in Family Medicine (STU)

PG2: Integrating Medical Geography in Medical Education

PG3: Do We Know Where They Go? Assessing and Improving Medical Students' Competency in Self-Directed Learning

PG4: Going in Blind: How Do Students Make Meaning of Their Experiences at Target Schools? (STU)

PG5: (Canceled)

City Terrace 10

1:30–3:00 pm

Seminars

S02: A Beginners' Guide to Introducing Objective Structured Clinical Examination (OSCE) Into the Family Medicine Clerkship

Daytona

S13: Leveraging Learners to Drive Social Mission and Health Equity Curriculum Development (STU)

Clearwater

S14: Planning the Next Step in Academic Leadership for Medical Educators: A Competency and Case-Based Approach

St. Johns

1:30–3:00 pm

Symposia

SY08: Reinvigorating the Feedback Loop: Teaching the ARCH Model for Giving Feedback Within a Residents-as-Teachers Curriculum

River Terrace 3

SY10: Project Mentors as the Foundation of Student Scholarship: How to Be One and How to Find One (STU)

City Terrace 7

3–3:30 pm

Refreshment Break With Conference Partners
Grand Ballroom Foyer

3:30–5 pm

Lecture-Discussions

L34B: Motivational Interviewing Training in the Clerkship Year That Reinforces a Family Medicine Career Choice

Note: This session will be presented from 3:30–4:15 pm.

City Terrace 5

L35A: Leader 2 Leader Mentoring Program

L35B: To Tell the Truth—Recovery After Medical Errors

City Terrace 12

L36A: Family Medicine Interest Groups, STFM, and Preparing Students for Academic Medicine (STU)

L36B: Where We Started and Where Will It Lead? (COORD)

River Terrace 3

L37A: Fertility Awareness-Based Methods for Achieving and Avoiding Pregnancy

L37B: The State of Medical Education and Knowledge of Fertility Awareness-Based Methods

City Terrace 6

L38A: Skin Tag, You're It: Dermatology Prep for the Family Medicine Shelf (STU)

L38B: Rural PREP Grand Rounds: Both a Faculty Development Process and Active Learning Product for Rural Health Professions Education

City Terrace 8

3:30–5 pm

Completed Research Projects

PI1: Improving Student Comfort With Disabilities: A Simulated Clinical Experience (STU)

PI2: Nutrition and Lifestyle Education via a Novel Web-Based Interactive Session for Clerkship Students on Their Third Year Family Medicine Clerkship

PI3: How Does a Required Introductory Integrative Medicine Didactic Influence Medical Students' Knowledge, Attitudes and Behaviors Toward the Use of Integrative, Complementary and Alternative Medicine Therapies?

PI4: Opioid Overdose Prevention in Family Medicine Medical Education (STU)

City Terrace 11

3:30–5 pm

Seminar

S15: Assessing and Enhancing Physical Activity in Patients, Students, and Ourselves: Starting to Walk the Walk With New Personal and Curricular Approaches

Clearwater

S16: Relational Leadership: What Is It and Why Is It Important?

St. Johns

3:30–5 pm

Symposia

SY11: Overcoming a Red Flag: Effectively Advising Students at High Risk for an Unsuccessful Match in Family Medicine

City Terrace 4

SY12: “EBM Is a Team Sport” and Other Lessons Learned From Two Institutions' Successful EBM Curricula

Daytona

3:30–5 pm

In-Progress Research Project

PH1: (Canceled)

PH2: Evaluation of the Impact of NBME Self-Assessments on Subject Examination Performance in Family Medicine

PH3: Disruptive Sequencing: Clerkships Before Basic Sciences and Impact on OSCE Performance

PH4: The Script Concordance Test in a Family Medicine Clerkship: Usefulness as an Assessment of Clinical Reasoning

PH5: Utilizing Interactive, Student-Led Seminars as Clerkship Didactics

PH6: Medical Student Charting Restrictions Lifted—What Next?

City Terrace 10

3:30–5:30 pm

Workshops

W04: Addressing Implicit Bias in the Medical Field (STU)

City Terrace 7

W05: This Is How We Do It: A Simulation of a Successful Skills-Based Workshop for Students and Teachers (STU)

City Terrace 9

W06: National Clerkship Curriculum Think Tank

River Terrace 2

W07: It's Digital Game Time: Using Technology to Teach and to Learn

Orlando

7–9 pm

Optional Evening Event: “Legends, Liars, & Lagers Walking Tour”

Grand Ballroom Foyer Group will meet at the STFM Registration Desk at 6:45 pm.

7:30–9:30 am

Conference Registration
Grand Ballroom Foyer

7:30–8:15 am

Networking Breakfast and STFM Collaboratives' Discussion
Breakfasts
Grand Ballroom 4-5

8:30–9:30 am



Closing General Session

Addressing Micro-Aggressions, Racism, and
Discrimination in the Medical Workplace
*Roberto Montenegro, MD, PhD, Seattle Children's
Hospital, University of Washington, Department of
Psychiatry and Behavioral Medicine*

Grand Ballroom 4-5

9:30 am

Conference Adjourns

Conference General Info.

Hotel and Conference Location

Hyatt Regency Jacksonville Riverfront
225 E Coastline Drive, Jacksonville, FL 32202
Hotel Phone: 904.588.1234

Hotel Fitness Facilities & Amenities

Maintain your workout schedule in the Hyatt Regency's newly renovated fitness center overlooking the St. Johns River. The hotel's fitness facilities are complimentary to hotel guests and are open 24-hours with guest room key.

Ground Transportation

The Hyatt Regency is approximately 15 miles from the Jacksonville International Airport. The Hyatt does not provide airport shuttle service from/to the airport.

Transportation Options:

East Coast Transportation / GO Airport Express & Sedan

East Coast Transportation is the Hyatt Regency Jacksonville Riverfront's exclusive ground transportation provider.

- Go Airport Express operates 24-hours daily
- Hourly Airport Shuttle from the hotel leaves at the top of the hour beginning at 6 am daily, with the last pickup at 3 pm
- On demand airport rate is approximately \$42 each way from the airport for 1 or 2 passengers and \$10 for each additional passenger. Rates to local areas are also available per person or by flat rate.
- Airport shuttle rates are available by advance reservation only for \$25 per person and \$10 for each additional person per same reservation and will depart the hotel or airport at designated times.
- Special group rates are also available upon request. Please call 904.722.9494

To book this shuttle, please visit: <http://bit.ly/MSE19Transportation>

Taxi service is also available, with an average cost of \$40 one way.

Child Care Services

Contact the hotel concierge at 904.588.1234 for a complete list of bonded and licensed services available.

Continuing Medical Education

This Live activity, STFM Conference on Medical Student Education 2019, with a beginning date of 01/31/2019, has been reviewed and is acceptable for up to 15.50 prescribed credit(s) by the American Academy of Family Physicians. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

AMA/AAFP Equivalency: AAFP Prescribed credit is accepted by the American Medical Association as equivalent to AMA PRA Category 1 credit(s)[™] toward the AMA Physician's Recognition Award. When applying for the AMA PRA, Prescribed credit earned must be reported as Prescribed, not as Category 1.

CME activities approved for AAFP credit are recognized by the AOA as equivalent to AOA Category 2 credit. AAFP Prescribed credit is accepted by the following organizations. Please contact them directly about how you should report the credit you have earned.

- American Academy of Physician Assistants (AAPA)
- National Commission on Certification of Physician Assistants (NCCPA)
- American Nurses Credentialing Center (ANCC)
- American Association of Nurse Practitioners (AANP)
- American Academy of Nurse Practitioners Certification Program (AANPCP)
- American Association of Medical Assistants (AAMA)
- American Board of Family Medicine (ABFM)
- American Board of Emergency Medicine (ABEM)
- American Board of Preventative Medicine (ABPM)
- American Board of Urology (ABU)

Conference General Info.

Photo/Video Permission

We will be taking photos and video throughout this conference. By attending, you give STFM permission to use images taken at the conference in any electronic or printed communications by STFM for any advertising and promotional purposes. You agree to release STFM and their employees, agents, and designees from liability for any violation of any personal or proprietary right you may have in connection with such use.

Registration Refund Policy

If a registrant determines he or she cannot attend a conference for personal or work reasons, requests for refunds must be received in writing by STFM before January 2 to receive a 50% registration fee refund. No refunds will be issued after January 2 except for those emergencies addressed below. Refund requests due to medical or weather emergencies at time of conference may be eligible for a 50% refund. If registrant is unable to attend because of a weather emergency, registrant must show that he or she attempted to re-schedule travel arrangements but could not get to the conference during the official conference dates. In the event of such cancellation request by a conference registrant, the registrant must provide STFM with official documentation to support the request. In the unlikely and extreme event that STFM is forced to cancel a conference, STFM is not responsible for fees or penalties that conference registrants may incur for non-refundable airline tickets or hotel deposits.

Thanks and Recognition

STFM extends a big “thank you” to this year’s Conference Steering Committee for their hard work coordinating and planning the conference. We also thank the Medical Student Education Committee and members of the Medical Student Education Collaborative for assisting with submission reviews and for serving as poster judges at the conference.

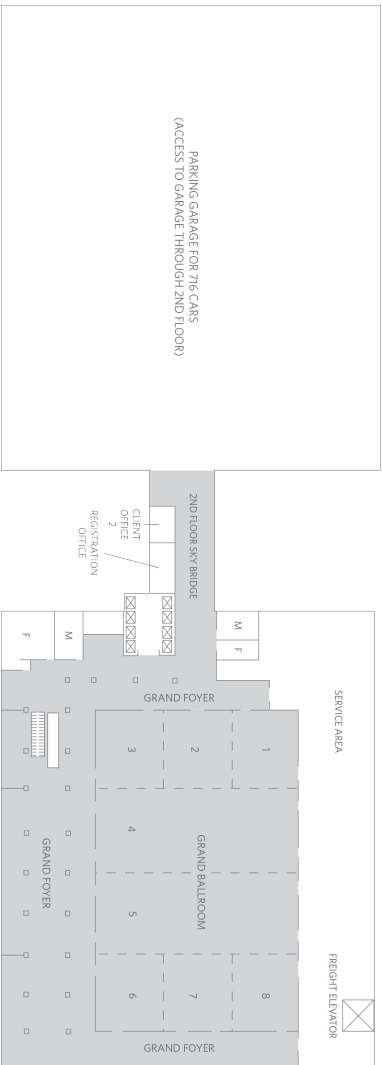
2019 Conference Planning Committee

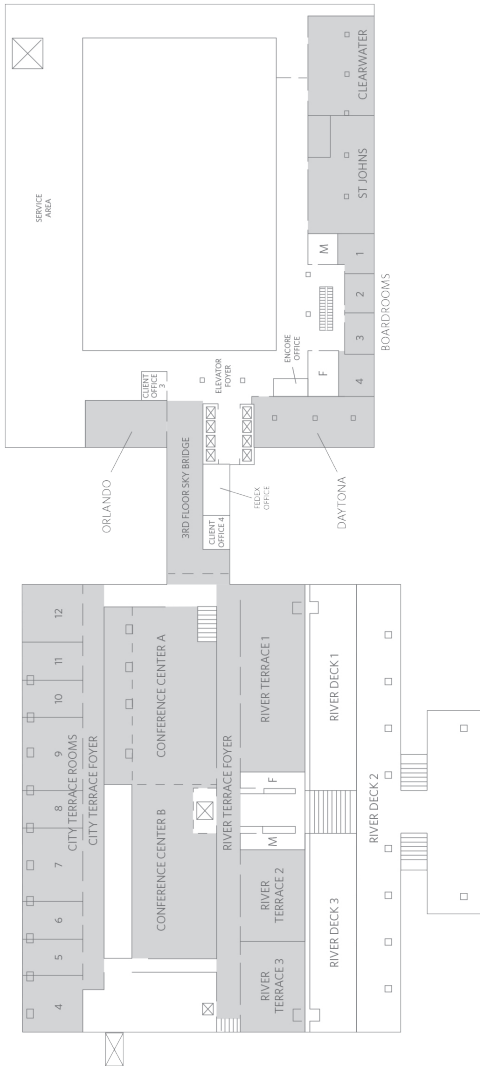
Karly Pippitt, MD, Conference Chair
University of Utah, Health Science Center

Amanda Kost, MD, Conference Cochair
University of Washington, School of Medicine

Bonnie Jortberg, PhD, Chair, STFM Medical Student Education Committee
University of Colorado

David Norris, MA, MD, STFM Medical Student Education Committee
University of Mississippi Medical Center – Family Medicine





**STFM would like to acknowledge and thank
our 2019 conference partners!**



Family Medicine Residency Program
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