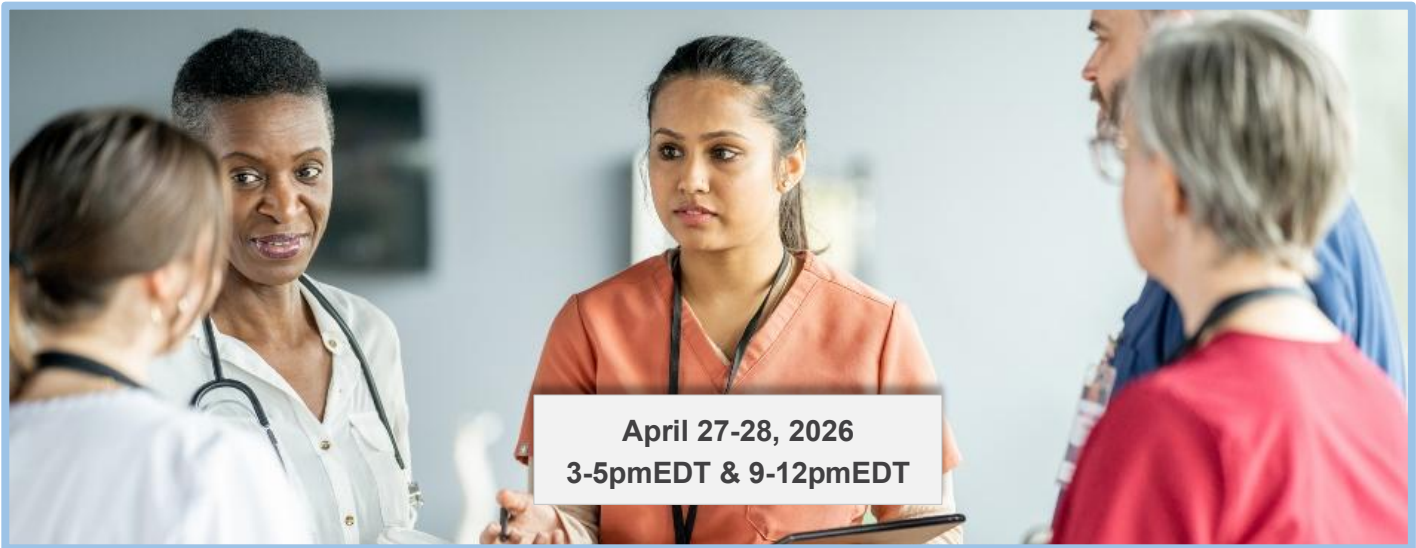


Envisioning a More Nimble System for Educating Health Professionals: A Workshop Series

Session I of the Workshop Series



DAY 1 AGENDA: APRIL 27, 2026

Workshop Series Description:

Health professional education is under intense pressure shaped by financial, technological, social, policy, and regulatory forces. The traditional academic model, often characterized as expensive with rigid structures, is unsustainable in the current landscape of alternative health system designs, evolving educational pathways, and technological innovations. Health professional education can respond by adapting to the changing times. This workshop series aims to learn from past experiences of how HPE has adapted to internal and external pressures, and what levers and tools exist to facilitate future adaptability in a range of urgency levels from *existential crisis* to *longer term critical needs*.

Session I Objective:

To use [Kotter's 8-Step Change Model](#) as a guide for how to create the spark that motivates the health professions education enterprise to move to a more nimble system that can adapt in real-time to changes in health systems, finances, technology, learner requirements, and the needs of individuals and populations. This session will aim to address the first three steps of Kotter's model: (1) create a sense of urgency; (2) build a guiding coalition; (3) and form a strategic vision.

3:00-3:10

Welcome

Zohray Talib, IHPE Forum Co-chair

Ryan Scilla & Reamer Bushardt, Workshop Co-chair

3:10-4:00 **Building a Guiding Coalition: AI from Education to Practice**

Moderator: Halah Ibrahim, Accreditation Council for Graduate Medical Education International

Speakers:

Carl J. Sheperis, Kutztown University

Carole Tucker, University of Texas Medical Branch in Galveston

May Lin, One Medical and Touro University

4:00-4:05 5min Transition

4:05-4:55 **Building a Guiding Coalition: Transforming HPE together with Health Care & Policy**

Moderator: Regina F. Doherty, MGH Institute of Health Professions

Speaker:

Ezekiel J Emanuel, University of Pennsylvania

Audience Discussion

4:55-5:00 **Closing**

Workshop Co-chair

5:00pmET **Adjourn**

DAY 2 AGENDA: APRIL 28, 2026

9:00-9:05 **Welcome**

Jody Frost, IHPE Forum Co-chair

Ryan Scilla & Reamer Bushardt, Workshop Co-chair

9:05-9:55 **Forming a Strategic Vision: Adapting education to align with health system needs**

Moderator: Corinna Sicoutris, Penn Medicine & Hospital of the University of Pennsylvania

Speakers:

Ian Wheeler, NHS England International Workforce Collaboration

Benjamin R. Reynolds, University of Pittsburgh Schools of the Health Sciences

Audience Discussion

9:55-10:00 5min Transition

10:00-10:55 Forming a Strategic Vision: Adapting academic training to assist programs in ensuring workforce competencies that meet population needs

Moderator: Kim Dunleavy, University of Florida

Speakers:

Melissa Bernstein, Rosalind Franklin University

Kelly Freeman, American College of Lifestyle Medicine

Audience Discussion

10:55-11:00 5min Transition

11:00-11:50 Forming a Strategic Vision: Master Adaptive Learners

Moderator: Breanne Jaqua, A.T. Still University-School of Osteopathic Medicine

Speaker:

William B. Cutrer, Vanderbilt University Medical Center

Audience Discussion

11:50-12:00 Closing Remarks

Workshop Co-chair

12:00pmET Adjourn

MEETING MATERIALS (p. 4-12)

- Statement of Task
- Speaker Biographies
- Planning Committee Moderator Biographies
- IHPE Forum Co-Chair Biographies
- Full Planning Committee Roster

Statement of Task

Envisioning a More Nimble System for Educating Health Professionals

A planning committee of the National Academies of Sciences, Engineering, and Medicine will organize a public workshop series exploring how to construct a more adaptable, sustainable, and forward-looking educational system for health professionals. Presentations and discussions will draw upon national and global examples to understand barriers to a more flexible system, and how to overcome such challenges. The workshop series will emphasize interprofessional, cross-sectoral dialogue to spark ideas on:

- what levers and tools exist to facilitate greater agility in health professional education;
- who needs to be engaged for change to occur;
- how education and practice might strengthen collaborations in response to patient, population and health workforce needs; and
- envisioning a spectrum of incremental to more radical changes that incorporate professional competency development with critical thinking and patient safety.

Biographical Sketches

Speakers



Melissa Bernstein, PhD, RD, LD, FAND, DipACLM, FACLM is Associate Professor and Chair of the Department of Nutrition at Rosalind Franklin University of Medicine and Science and Chicago Medical School. Named among the top 10 registered dietitians in the United States as part of Today's Dietitian magazine's "16th Annual Showcase of 10 RDs Who Are Making a Difference," Dr. Bernstein is an internationally recognized speaker and educator, who works directly with professional bodies to raise the profile of nutrition in medicine. Dr. Bernstein has co-authored six nutrition textbooks, and has contributed, authored, and reviewed textbook chapters and peer-reviewed journal publications. She served on the

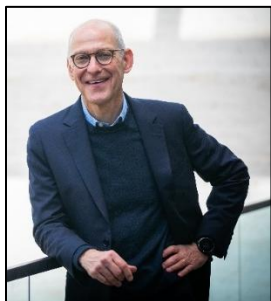
board of the American College of Lifestyle Medicine, where she currently chairs the Education Committee and co-chairs a Nutrition Strategy and Messaging task force. She participates on numerous advisory and review boards including the Board of Editors for the Nutrition Care Manual and the Primary Care Advisory Board for the Academy of Nutrition and Dietetics. Her professional and personal interests include food and lifestyle as medicine for preventing, treating, and reversing chronic disease.



William B. Cutrer, MD, MEd is Mike Fowler and Bonnie M. Miller Endowed Chair in Medical Education Innovation; Senior Associate Dean for Undergraduate Medical Education; Associate Vice President for Educational Affairs; and Professor of Pediatrics, Critical Care Medicine. Dr. Cutrer received his M.D. with high distinction from the University of Kentucky College of Medicine and completed his Pediatrics residency, chief residency and Pediatric Critical Care fellowship at Baylor College of Medicine and Texas Children's Hospital. He also has a Masters of Education from the University of Cincinnati. Dr. Cutrer is a Professor of Pediatrics in the Division of Pediatric Critical Care Medicine at Vanderbilt University School of Medicine (VUSM).

Dr. Cutrer is the Mike Fowler and Bonnie M. Miller Endowed Chair in Medical Education Innovation. He is actively involved in medical student education, including curriculum development, student assessment, and program evaluation at Vanderbilt, where he serves as the Senior Associate Dean of Undergraduate Medical Education.

Dr. Cutrer is very interested in understanding how individuals learn in the workplace and how to help them more effectively. He has also worked with health professions educators from the AMA, the AAMC, the ACGME, and FAIMER to better understand competency-based medical training and to improve the experience for our trainees. He has published and presented widely on these topics.



Ezekiel J. Emanuel, MD, PhD, is Vice Provost for Global Initiatives and the Diane v.S. Levy and Robert M. Levy University Professor at the University of Pennsylvania. He holds appointments in the Department of Medical Ethics and Health Policy in the Perelman School of Medicine and the Department of Health Care Management in the Wharton School.

Dr. Emanuel is an oncologist and world leader in health policy and bioethics. He is a Special Advisor to the Director General of the World Health Organization, Senior Fellow at the Center for American Progress, and member of the Council on Foreign Relations. He was founding chair of the Department of Bioethics at the National Institutes of Health and held that position until August of 2011. From 2009 to 2011, he served as a Special Advisor on Health Policy to the Director of the Office of Management and Budget and National Economic Council. In this role, he was instrumental in drafting the Affordable Care Act (ACA). He also served on the Biden-Harris Transition Covid Advisory Board.

Dr. Emanuel is the most widely cited bioethicist in history. He has over 350 publications and has authored or edited 16 books. Recent books include *Eat Your Ice Cream* (2026), *Which Country Has the World's Best Health Care* (2020), *Prescription for the Future* (2017), *Reinventing American Health Care: How the Affordable Care Act Will Improve our Terribly Complex, Blatantly Unjust, Outrageously Expensive, Grossly Inefficient, Error Prone System* (2014) and *Brothers Emanuel* (2013).

Dr. Emanuel earned an MD (1988) and a PhD in political philosophy (1989) from Harvard University, an MSc in biochemistry from Oxford University (1981), and a BA in chemistry from Amherst College (1979).



Kelly Freeman, MSN, RN, AGPCNP-BC, DipACLM is Director of Academic Advancement at American College of Lifestyle Medicine in Chesterfield, Missouri. Previous roles include being faculty at Indiana University and a Lieutenant in the United States Navy Nurse Corps. She attended the University of Nebraska as an undergraduate and received a Masters' degree as a primary care geriatric nurse practitioner at Indiana University. She also holds two post-graduate certificates, public health and nursing education, both from Indiana University and is currently working toward a PhD. She has co-authored two book chapters on lifestyle as it relates to brain health and has co-written research papers on lifestyle medicine reimbursement and cost savings.



May Lin, D.O. May Lin, D.O. is a board-certified family medicine physician and national leader at the intersection of artificial intelligence, innovative primary care, and medical education transformation. As Assistant Dean of Graduate Medical Education, Technology, and Program Development at Touro University College of Osteopathic Medicine, she focuses on preparing the next generation of physicians for a rapidly evolving healthcare landscape. She also advises the American Association of Colleges of Osteopathic Medicine (AACOM) on national strategy for AI and emerging technologies.

Dr. Lin's health policy training enables a balanced perspective on the intersection of academia and industry, having started her career in healthcare technology as a clinician for Amazon/One Medical where she also served in multiple leadership capacities including as Director of Academic Development. Her work sits at the forefront of reimagining health professions education—shaping how institutions

respond to accelerating technological change, shifting care models, and growing system pressures. She contributes to this work through service with the AAMC Advisory Committee on AI Competencies for Physician Development, the Society of Teachers of Family Medicine's AI in Medical Education Task Force, the American Osteopathic Information Association, and the National Academies' Global Forum on Innovation in Health Professional Education.

Her perspective is grounded in clinical experience in a technology-enabled primary care model, where she saw firsthand how thoughtfully implemented innovation and interdisciplinary collaboration can both improve outcomes and elevate human connection in healthcare. Today, her work centers on helping institutions move from adaptation to intentional transformation through technology enabled innovation..



Benjamin Reynolds, MSPAS, PA-C, DFAAPA is Ben Reynolds is the Chief Advanced Practice Officer at UPMC, where he leads a workforce of nearly 5,000 advanced practice providers across the three states. He is also a practicing Physician Assistant in trauma and acute care surgery at UPMC Presbyterian and serves as a Clinical Assistant Professor of Surgery at the University of Pittsburgh. A U.S. Navy veteran, Ben has published and lectured extensively on APP leadership and interprofessional practice. He has been a driving force behind several of Pennsylvania's highest-priority health initiatives, including expanding access to hemorrhage control training through the statewide Stop the Bleed campaign, and leading one of the nation's first health system efforts to bring APP-

delivered medication-assisted therapy into primary care and emergency departments to combat the opioid epidemic. Ben served on the White House Health Careers Pathways Initiative Task Force under then-Vice President Joe Biden, and as a Presidential Leadership Scholar, he had the opportunity to learn directly from Presidents George W. Bush and Bill Clinton, applying those insights to workforce strategy and public health leadership. Originally from Iowa, Ben is a proud Midwesterner.



Carl J. Sheperis, PhD, MS serves as Vice Provost and Dean of Graduate Studies at Kutztown University. He has extensive experience in pediatric and family mental health and has served as an expert to various media outlets including The Huffington Post, The Conversation, Parenting, Prevention, Disney Family, The Hill, and others. Dr. Sheperis has over 25 years of experience in pediatric and family mental health and he has served as an envoy for professional counseling to UNESCO, the International Association for Counseling, the US Virgin Islands, Puerto Rico, Taiwan, Turkey, the Kingdom of Bhutan, and numerous other international organizations/governments. Dr. Sheperis has held several professional leadership positions in counseling. He served as President of the Association for

Assessment and Research in Counseling (AARC) and as Associate Editor for the Journal of Counseling and Development. He has worked with the American Counseling Association (ACA) as the chair of the Research & Knowledge Committee and has served as the Editor of the Journal of Counseling Research and Practice. Dr. Sheperis is an author of several textbooks including: Research in Counseling, Quantitative, Qualitative, and Mixed Methods; Foundations of Clinical Mental Health Counseling; Diagnosing and Treating Children and Adolescents; Assessment for Counselors and Helping Professionals; Online Counselor Education: A Student Guide; and The Peace Train. He also has published chapters in various textbooks, academic journal articles, and reference volumes. Dr. Sheperis was named as the Outstanding Counselor Educator by the Southern Association of Counselor Education and Supervision and was a recipient of the Counselor Education Advocacy Award by the American Counseling Association (ACA). In 2016, Dr. Sheperis received the David K. Brooks Jr. Distinguished Mentor Award from ACA and in 2018 he was named as a Fellow by the same organization. In 2022, Dr. Sheperis received the Carl D. Perkins Government Relations Award from ACA.



Carole A. Tucker, PT, PhD, is the Associate Dean for Research, Professor and Chair of the Department of Physical Therapy and Rehabilitation Sciences in the School of Health Professions at the University of Texas Medical Branch (UTMB) in Galveston. She also serves as Director of the UTMB-SHP Center on Health Promotion, Performance and Rehabilitation Research. Dr. Tucker's interdisciplinary training spans physical therapy, electrical engineering, and exercise science, with a PhD in Exercise Science from the State University of New York at Buffalo. Her research focuses on the application of artificial intelligence and machine learning to improve patient outcomes, the development of patient-centered outcome measures and

wearable sensor systems, and the use of learning health systems to advance rehabilitation practice across the lifespan. A nationally recognized leader on AI in health professions education, Dr. Tucker has presented on AI in healthcare practice and research at major interprofessional education forums. She has been a consistent advocate for integrating AI literacy into health professions curricula and for using interprofessional approaches to prepare a collaborative, AI-ready health workforce..



Ian Wheeler, MS is the Head of NHS International Workforce Collaboration, NHS England.

Planning Committee

WORKSHOP CO-CHAIRS



Reamer L. Bushardt, PharmD, PA-C, DFAAPA serves as Provost & Vice President for Academic Affairs at the MGH Institute of Health Professions, a graduate school founded by the Massachusetts General Hospital and the only degree granting member of the Boston-based Mass General Brigham. As Provost, he is the Institute's chief academic officer with responsibility for all academic programs, research programs, faculty, and students. Dr. Bushardt is an educator, researcher, clinician, and administrator with experience in rural, community-based practice and faculty service within four academic health centers. He is licensed as a PA and pharmacist, specializing in the care of older adults and management of inappropriate polypharmacy and drug injury. As a PA, he has spent more than twenty years in primary care practice. In research, he has led training grants and workforce

development programs to increase workforce diversity and advance career opportunities for health professionals in medically underserved communities and health professional shortage areas. Recently, he has led a HRSA-funded health careers opportunity program, a SAMHSA-funded expansion of practitioner training in substance use disorders program, and a T32 postdoctoral national research service award to prepare primary care researchers. Prior to joining Mass General, he was professor and senior associate dean in the School of Medicine and Health Sciences at George Washington University in Washington, D.C. and co-led the NIH-funded Clinical Translational Science Institute at Children's National. Prior to that, he served as department chair at Wake Forest School of Medicine and associate vice president for workforce and process innovation in the Wake Forest Baptist Medical Center in Winston-Salem, N.C. Previously, he was associate professor and division chief for PA studies at the Medical University of South

Carolina in Charleston. He attended the University of South Carolina and earned a BS in Pharmaceutical Sciences in 1998 and graduated in 1999 with a Doctor of Pharmacy degree. He later attended the Medical University of South Carolina where he trained and practiced as a PA. He is editor-in-chief emeritus for the Journal of the American Academy of PAs.



Ryan Michael Scilla, MD, MS-HPE serves as Director of Medical and Dental for the Office of Academic Affiliations (OAA), Department of Veterans Affairs, Veterans Health Administration (VHA). In this role, he oversees educational programs for over 51,000 resident physicians, 29,000 medical students and 1,000 dental students and residents. Dr. Scilla previously served as Director of Quality, Safety, and Improvement and Associate Chief of Staff for Education for the VA Maryland Healthcare System. Dr. Scilla has served as the VHA representative on the National Academies of Sciences, Engineering, and Medicine Global Forum on Innovation in Health Professions Education since 2024. Additionally, he serves on the American Association of Medical Colleges (AAMC) Group on Resident Affairs Steering Committee and the Accreditation Council on Graduate Medical Education (ACGME) Council of Residency Review Committees and chairs the National Collaborative for Improving the Clinical Learning

Environment (NCICLE). Dr. Scilla received a B.S. from Pennsylvania State University, an M.D. from Lewis Katz School of Medicine at Temple University, and an M.S. in Health Professions Education from the University of Maryland Baltimore. He completed his internal medicine residency at the University of Maryland Medical Center, where he also served as Chief Resident in Medicine.

Planning Committee

WORKSHOP MODERATORS



Regina F. Doherty OTD, OT, OTR, FAOTA, FNAP is the Associate Provost for Faculty Affairs and Dean of Interprofessional Education and Practice at the MGH Institute of Health Professions in Boston, Massachusetts. A respected occupational therapist and educator, she has over 30 years of experience working in healthcare and higher education. Dr. Doherty's clinical experience is rooted in hospital-based, interprofessional practice, with a focus on providing care for clients and families facing complex medical and neurological conditions.

Her research centers on person centered care, health care ethics, moral reasoning, and interprofessional collaborative practice. She is the author of numerous peer-reviewed articles, book chapters, and textbooks, including the best-selling *Ethical Dimensions in the Health Professions*, now in its 7th edition. Dr. Doherty has contributed to multiple health professions education grants and IPE think tanks. She is recognized nationally for her dedication to elevating interprofessional education through innovative curricular design with an emphasis on experiential and simulation-based learning. Dr. Doherty is a Distinguished Fellow of the American Occupational Therapy Association and the National Academies of Practice. She has been recognized for her academic leadership with multiple AOTA Commission on Education service commendations and was the recipient of the AOTA 2020 Interprofessional Collaboration Award.



Kim Dunleavy PT, PhD, FNAP is a Clinical Professor and Director of Community Engagement at the University of Florida in the Physical Therapy Department. She serves as the American Council of Academic Physical Therapy representative to the Global Forum. Her experience and contributions to multiple initiatives to improve entry level and continuing professional education for Global Health Professions in Vietnam, Haiti, Rwanda, and Suriname has provided extensive experience with needs assessment and project planning requiring flexibility and change. Her research and scholarship of teaching and learning has spanned interprofessional education, continuing education models, and global instructional design, including evaluating impact of materials for the World Health Organization. Her current NIOSH funded grant integrates instructional design and

educational methods investigating the impact and implementation of self-management to manage and limit low back pain in nursery and landscape workers. She has received multiple awards for scholarship of teaching and learning and the Societal Impact Award from the American Physical Therapy Association. Dr Dunleavy served on the planning committee for the NASEM/Global Forum Nonpharmacological Management of Pain, Implementation Science in Health Professions Education, and co-chaired the Scholarship of Teaching and Learning Global Forum workshops. Her Physical Therapy training from the University of Cape Town and the University of Central Arkansas was followed by a PhD in Instructional Technology from Wayne State University.



Halah Ibrahim, MD, MEHP is Vice President for International Outreach at the Accreditation Council for Graduate Medical Education (ACGME) and a board-certified internist with more than 25 years of experience in undergraduate and postgraduate medical education. Previously, she served as Chair of Academic Affairs and founding Designated Institutional Official and Internal Medicine Residency Program Director at Tawam Hospital in Abu Dhabi, United Arab Emirates, where she led the institution's initial achievement of ACGME International (ACGME-I) accreditation. She later served as Associate Dean for Clinical Affairs at Khalifa University, overseeing clinical training and the transition to residency.

Dr. Ibrahim's professional expertise centers on the globalization of medical education, accreditation and quality assurance, and faculty and learner development across diverse cultural contexts. Her scholarly work focuses on culturally relevant professionalism curricula and the advancement of palliative care education in the United Arab Emirates. She has authored more than 100 peer-reviewed publications and was named a 2025 Karolinska Institutet Prize in Medical Education (KIPRIME) Fellow. She has also served on multiple international advisory committees and held editorial leadership roles, including Associate Editor of the Journal of Graduate Medical Education and Deputy Editor for Teaching and Learning in Medicine.



Breanne M. Jaqua, DO, MPH is an emergency medicine physician and an Associate Professor in the Department of Clinical Science Education at A.T. Still University School of Osteopathic Medicine in Arizona (ATSU-SOMA). She served as a former member of the Accreditation Council for Graduate Medical Education's Board of Directors and recently completed her service as Chair of the Council of Review Committee Residents. She serves on the Board of Trustees with the Arizona Osteopathic Medical Association. Her research and scholarly activity focus on innovative medical education practices and trainee wellness. As an educator, she serves as a didactic course director and teaches advanced clinical and procedural skills. She also facilitates case-based, small-group discussions and participates in case writing and curriculum development. She is

dedicated to fostering psychologically safe learning and working environments, creating a culture of inquiry and collaboration, and supporting targeted interventions to increase diversity, equity, and

inclusion. She has presented and published on a variety of topics, such as the continuum of medical education, medical school curricular interventions, and trainee well-being. She has several projects in progress, including a second iteration of a student-driven mindfulness curricular intervention and an investigation of food insecurity among osteopathic medical students at ATSU-SOMA. She received her BA from the University of Michigan, her DO from ATSU-SOMA, and her MPH from A.T. Still University's College of Graduate Health Studies. She completed her emergency medicine training at Mercy Health—St. Vincent Medical Center. She is certified by the American Board of Emergency Medicine.



Corinna P. Sicoutris, MSN, ACNP-BC, FCCM, FAANP, FACHE is the Associate Chief of Advanced Practice for the University of Pennsylvania Health System and Director of Advanced Practice at the Hospital of the University of Pennsylvania. She has held progressive clinical, administrative, and academic leadership roles at Penn Medicine for over two decades and maintains an active appointment as a Clinical Associate in the University of Pennsylvania School of Nursing.

Ms. Sicoutris's primary areas of expertise include advanced practice workforce development, critical care delivery models, clinical quality and outcomes measurement, and leadership development for advanced practice providers. She is nationally recognized for her work in integrating advanced practice providers into complex care environments and for advancing practice-specific quality metrics in acute and critical care settings. Her scholarly contributions include more than 30 peer-reviewed publications and book chapters, along with extensive national and international invited presentations focused on advanced practice leadership, workforce models, and critical care outcomes.

Her honors include the Society of Critical Care Medicine (SCCM) Distinguished Service Award, multiple SCCM Presidential Citations, and fellowship in the American College of Critical Care Medicine, the American Academy of Nurse Practitioners, and the American College of Healthcare Executives. She is an active member of SCCM, AANP, and ACHE. Ms. Sicoutris earned a Master of Science in Nursing from the University of Pennsylvania and a Bachelor of Science in Nursing from Rutgers University

IHPE GLOBAL FORUM CO-CHAIRS



Jody Frost, PT, DPT, PhD, FNAP is currently an Education Consultant and Facilitator with expertise in strategic planning, educational assessment, consensus building, leadership development training programs, professionalism, and interprofessional education. After 25 years, she retired as the Lead Academic Affairs Specialist and founding Program Director, APTA Education Leadership Institute Fellowship at the American Physical Therapy Association. Dr. Frost facilitated initiatives in physical therapy academic/clinical education, clinical performance assessments, professionalism and related assessments, interprofessional education, and higher education leadership. Her publications and presentations are reflective of these areas of expertise. She received APTA's Education Section President's Award and most recently honored as Education Section's 21st Pauline Cerasoli Lecturer in 2018. She is a Distinguished Fellow of the National Academy of Practice, founding member and Vice Chair of NAP's PT Academy, and past President of NAP. She serves

as a Community Moderator for the National Center for Interprofessional Practice and a manuscript reviewer for the Journal of Physical Therapy Education and Physiotherapy Theory and Practice. Frost received her bachelor's in physical therapy from Ithaca College, master's in counseling and personnel studies from Rowan University, PhD from Temple University, and DPT from Marymount University. She was a tenured faculty member, Director of Clinical Education, and Assistant Chair at Temple University with past experiences as Physical Therapy Department Director, clinical educator and coordinator at pediatric and orthopedic/sports medicine facilities.



Zohray Talib MD, FAC is Executive Vice Dean of Education, Chair of the Department of Medical Education and Professor of Medical Education and Medicine at the California University of Science and Medicine. Her experience spans the field of medical education and global health, having worked with medical education programs in the US and across Sub-Saharan Africa to address the global health workforce shortage and to implement education best practices in low-resource settings.

Dr. Talib is Co-Chair for the National Academy of Medicine’s Global Forum for Innovations in Health Professions Education, an interprofessional incubator for contemporary issues in education. She holds visiting faculty appointments at the Aga Khan University in East Africa as well as Mbarara University of Science and Technology in Uganda where her research has included examining the integration of mental health services into primary care. Dr. Talib is currently serving as Chair of the Aga Khan Social Welfare Board for the USA which provides social safety net services including a crisis line, mental health education, training and case management and community-based care for the elderly.

Dr. Talib is a practicing internal medicine physician. She received her Bachelor of Science in Physical Therapy from McGill University and her Doctor of Medicine from University of Alberta. She completed her residency in Internal Medicine at the George Washington University. She is board certified by the American Board of Internal Medicine, and a Fellow of the American College of Physicians.

[Full workshop planning committee roster on page 12]

WORKSHOP PLANNING COMMITTEE ROSTER

Workshop Co-Chairs

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Professor
MGH Institute of Health Professions

Ryan Scilla, MD, MS-HPE, FACP (Co-chair)

Director of Medical and Dental Education
VA Office of Academic Affiliations
Veterans Health Administration
Department of Veterans Affairs

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