Scholarship of Teaching and Learning in Health Professions Education: A Workshop

GLOBAL FORUM ON INNOVATION IN HEALTH PROFESSIONAL EDUCATION

BIOGRAPHICAL SKETCHES

PLANNING COMMITTEE

Kim Dunleavy (Co-Chair) 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. She has contributed to improve entry level and continuing professional education in Vietnam, Haiti, Rwanda, and Suriname. Her research and scholarship of teaching and learning has spanned interprofessional education, continuing education models, and global instructional design. 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 and Implementation Science in Health Professions Education 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. She is currently the Chair of the Physical Therapy Academy for the National Academies of Practice.

Pamela Jeffries (Co-Chair) PhD, RN, FAAN, ANEF, FSSH, is Dean of Vanderbilt University School of Nursing and holds the Valere Potter Distinguished Chair in Nursing. Dr. Jeffries is internationally known for her research and work in nursing, simulation, and health care. Throughout the academic community, she is recognized for her scholarly contributions to executive leadership, the development of innovative teaching strategies, experiential learning techniques, new pedagogies, and the delivery of content using technology.

As Principal Investigator on grants funded by federal and state agencies and numerous national organizations, including the National League for Nursing (NLN) and the National Council of State Boards of Nursing, Dr. Jeffries has provided leadership and mentorship on ground-breaking projects impacting both nursing practice and education. With the NLN, Dr. Jeffries developed the major contribution to simulation scholarship, the framework and monograph now known as the NLN Jeffries Simulation Theory.

Jonathan Amiel, MD directs the Office of Professionalism and Inclusion in the Learning Environment across the NewYork-Presbyterian system. He trained as a medical student, resident, and chief resident at Columbia University Vagelos College of Physicians and Surgeons, where he then completed a thirteen-year tenure in the Dean's office overseeing medical student education and where he is a Professor of Psychiatry.

Dr. Amiel works closely with the Association of American Medical Colleges and the Arnold P. Gold Foundation for Humanism in Medicine and has been invited to serve as an Associate Editor of Academic Medicine. His work focuses on competency-based education and its relationship to the development of health professionals' identities to ensure that training is intentional, just, and aligned with public health needs.

Grace C. Huang, MD, is Dean for Faculty Affairs and Professor of Medicine at Harvard Medical School (HMS) and a hospitalist at Beth Israel Deaconess (BIDMC). She is a nationally recognized educator with expertise in faculty development and educational scholarship; she serves as the Editor-in-Chief of MedEdPORTAL, an online open access journal of the Association of American Medical Colleges and is on the editorial board of Academic Medicine. At BIDMC she was previously Vice Chair for Career Development and Mentorship in the Department of Medicine, director of Academic Careers and Faculty Development, co-director of the BIDMC Academy, and director of the Rabkin Fellowship in Medical Education. She is the recipient of the 2020 Excellence in Teaching Award from the Society of Hospital Medicine, the 2021 Clifford A. Barger Excellence in Mentoring Award at HMS, and the 2022 Class Day Excellence in Clinical Instruction Award at HMS. Dr. Huang was an undergraduate at Stanford University and received her MD from Washington University in St. Louis, followed by internal medicine residency at Beth Israel Deaconess.

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Gail Jensen, PhD, MA, is Vice Provost for Learning and Assessment, Dean Emerita, and Professor of Physical Therapy and a secondary appointment in the Department of Medical Humanities at Creighton University. She is known nationally and internationally for contributions in expert practice, clinical reasoning, professional ethics, and interprofessional education. Dr. Jensen is author/coauthor of over 90 publications and coauthored 14 books including Educating Physical Therapists, Clinical Reasoning and Decision Making in Physical Therapy and in 2024, Clinical Reasoning in the Health Professions,5th ed (Higgs, Jensen, Loftus, Trede). Dr. Jensen is a Catherine Worthingham Fellow of the American Physical Therapy Association, a Distinguished Scholar fellow in the Physical Therapy Academy of the National Academies of Practice. She is a recipient of the APTA's Rothstein Golden Pen Award, Lucy Blair Service Award, the APTA's 2011 Mary McMillan Lecturer and in 2022 gave the 24th Annual Cerasoli Lecture for the Education Academy. Dr. Jensen received her PhD in educational evaluation with a minor in sociology from Stanford University, holds a master's degree in physical therapy from Stanford University, and a bachelor's degree in education from the University of Minnesota.

Loretta M. Nunez, MA, AuD, CCC-A/SLP, ASHA Fellow, FNAP, is Senior Director of Academic Affairs & Research Education for the American Speech-Language-Hearing Association (ASHA). She directs activities that support academic, clinical and research education; personnel preparation; faculty development; and higher education trends and forecasting in communication sciences and disorders. Dr. Nunez leads ASHA's Envisioned Future 2025 strategic objective to advance interprofessional education and collaborative practice. She represents ASHA on the Interprofessional Professionalism Collaborative (IPC), Interprofessional Education Collaborative (IPEC) Member Council, and National Academy of Medicine Global Forum on Innovation in Health Professions Education. She is a Fellow of ASHA and a Distinguished Fellow and Practitioner of the National Academy of Practice in Speech-Language Pathology. Dr. Nunez received the Award of Appreciation from the Council of Academic Programs in Communication Sciences and Disorders for contributions to the discipline and is a recipient of the 2024 NAP Interprofessional Group Recognition Award awarded to members of the IPC. She is a member of the American Interprofessional Health Collaborative (AIHC) and a former AIHC Advisory Board member and co-chair of the AIHC Scholarship Committee. Dr. Nunez is dually credentialed as an audiologist and speech-language pathologist and has extensive experience in clinical, academic, and association settings related to health professions education.

Yasuharu (Haru) Okuda, MD, is the Executive Director and CEO of USF Health's Center for Advanced Medical Learning and Simulation (CAMLS). He also serves as Associate VP for the Office of Interprofessional Education and Practice and is Professor and an Associate Dean at the Morsani College of Medicine. Previously, Dr. Okuda was the National Medical Director for the Simulation Learning Education and Research Network for the Department of Veterans Affairs (VA) where he established the national strategy and operationalized simulation-based programs at more than 160 VA medical facilities. He was also the founding director of the Institute for Medical Simulation and Advanced Learning for the New York City Health and Hospitals, the largest public health system in the United States. Dr. Okuda has over 20 years of experience in utilizing emerging technologies, such as simulation and extended reality, to help train healthcare professionals and teams to improve patient safety and clinical care.

Dr. Okuda received the Distinguished Educator Award by the Society for Academic Emergency Medicine Simulation Academy for the creation of the simulation-based training program SimWARSTM; was named one of the top 25 Healthcare Leaders Under 40 by Becker's Hospital Review; was selected as one of 40 Under 40 New York's Rising Stars in Business by Crain's NY Business Magazine; and was awarded the Healthcare and Medicine Leader of the Year by i4 Business Magazine. In 2022, Dr. Okuda served as President of the Society for Simulation in Healthcare, the largest interprofessional healthcare association in the world. Dr. Okuda received his Bachelor of Science degree in Neuroscience from Brown University, his medical degree from New York Medical College, and his certificate in Healthcare Modeling and Simulation from the Naval Postgraduate School in California. He completed a residency in emergency medicine at the Icahn School of Medicine at Mount Sinai where he served as their Chief Resident, and then completed a clinical quality fellowship from the Greater New York Hospital Association.