

Health Systems Science Education: A Workshop

Planning Committee Co-Chairs:



Kimberly D. Lomis, MD is Vice President for Medical Education Innovations at the American Medical Association. In that capacity, she guides the AMA ChangeMedEd® Initiative, partnering with medical schools and GME programs to impact over 30,000 medical trainees across the United States. Themes of collaborative work and advocacy efforts among the institutions of the consortium include competency-based medical education, training in health systems science across the continuum, value-added roles for learners, development of master adaptive learners, coaching for health professionals, promoting diversity of the physician workforce and inclusive environments, addressing learner & faculty wellbeing, advancing educational technology, and change management.

Dr. Lomis previously served as Professor of Surgery and Associate Dean for Undergraduate Medical Education at Vanderbilt University School of Medicine with oversight of a major revision of the medical school curriculum and guided the implementation of a competency-based assessment program. Dr. Lomis also served the Association of American Medical Colleges as the Associate Project Director for the national pilot of the *Core EPAs for Entering Residency* and was active in the AAMC Group on Educational Affairs as chair of the Section on Undergraduate Medical Education and member of the GEA steering committee.

Dr. Lomis received her B.S. from the University of Texas at Austin in 1988 and her M.D. from the University Texas Southwestern Medical School in 1992. She trained in general surgery at Vanderbilt University Medical Center from 1992-1997 and practiced until 2012. She holds a graduate certificate in the Business of Medicine from Johns Hopkins and is a Harvard Macy Institute Scholar.



Travis T. Threats, Ph.D. is a Professor and Chair of the Department of Speech, Language, & Hearing Sciences. He received all his degrees in speech-language pathology: B.S. from Kansas State University in 1982; M.A. from University of Illinois in Urbana-Champaign in 1984, and Ph.D. from Northwestern University in 1990. His primary scholarly work has been with the World Health Organization's (WHO) International Classification of Functioning, Disability and Health (ICF). He has been the American Speech-Language-Hearing Association (ASHA) representative liaison to the WHO since 1999 and was the primary contributor to the communication, hearing, and swallowing sections of the ICF. He was also a consultant for WHO's latest update of the International Classification of Diseases, the ICD-11. Dr. Threats has published and presented internationally on his three other scholarly interests: spirituality/religiosity in rehabilitation, evidence-based practice, and rehabilitation ethics. In 2022, he was awarded Honors of the Association by ASHA. Honors the Association is the highest award

this organization gives and is described on its website as recognition for scholars “whose contributions have been of such excellence that they have enhanced or altered the course of the professions.”

Planning Committee:



Reamer 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 a seasoned 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 over twenty years in primary care practice.

In research, Bushardt has chiefly 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 funded, and a T32 postdoctoral national research service award to prepare primary care researchers. He has published over 100 peer-reviewed articles, book chapters, and abstracts.

Previously, Dr. Bushardt was professor and senior associate dean in the School of Medicine and Health Sciences at George Washington University (GW) 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. Prior to that, he was associate professor and division chief for PA studies at the Medical University of South Carolina in Charleston. Dr. Bushardt 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. Bushardt is editor-in-chief emeritus for the Journal of the American Academy of PAs.



Kathy Chappell Ph.D., R.N., FNAP, FAAN, is the Senior Vice President of Certification, Measurement, Accreditation and Research at the American Nurses Credentialing Center. She is responsible for certification of individual registered nurses and advanced practice registered nurses; and development of certification examinations. She is responsible for the accreditation of organizations that provide continuing nursing education and interprofessional continuing education; and for accreditation of residency and fellowship programs for nurses. She also directs the Institute for Credentialing Research, analyzing outcomes related to credentialing. She holds a baccalaureate in nursing with distinction from the University of Virginia, a masters of science in advanced clinical nursing and a doctorate in nursing from George Mason University. She is a Fellow in the American Academy of Nursing and a Distinguished Scholar & Fellow in the National Academies of Practice.



David Farmer PhD, LPC, LMFT, FNAP is the Executive Director of Interprofessional Practice and Behavioral Health providing leadership in the integration of interprofessional practice and behavioral health in HSC Health's primary care clinics as part of the institution's Whole Health initiative. Dr. Farmer served as the Founding Director of Interprofessional Education and Practice at UNTHSC from 2012 to 2021. A faculty member in the Texas College of Osteopathic Medicine (TCOM), Department of Medical Education and Health Systems Science, Dr. Farmer teaches skills development in clinical communication and emotional intelligence with 1st and 2nd year medical students. He is also a Faculty Advisor in TCOM working with first through fourth year medical students. Dr. Farmer is an Executive Committee Member in the Texas Child Mental Health Care Consortium (TCMHCC) and the UNTHSC PI overseeing TCMHCC projects. He is a founding institutional member, IPE

Fellow, and serves on the Board of Directors of the Texas IPE Consortium. Dr. Farmer is a Distinguished Scholar Fellow and Chair-Elect of the Psychology Academy within the National Academies of Practice.

Dr. Farmer's behavioral health clinical practice is in HSC Health's Central Family Medicine Clinic. He began his service at UNTHSC in 2009 as the Director of the Reynolds Geriatrics Education and Training in Texas Program working to integrate geriatrics training in medical school, residency and continuing medical education curriculum. Dr. Farmer came to UNTHSC with twenty-three years' experience in the clinical practice of counseling psychology. Dr. Farmer has a PhD in Counseling Psychology (1994) and master's degree in Marriage and Family Counseling (1985) from Southwestern Baptist Theological Seminary in Fort Worth, Texas.



Christopher Feddock MD, MS, FAAP, FACP, serves as the Associate Vice President for Competency-Based Assessment at NBME. In that role, he is leading collaborative efforts to develop and deliver assessments and services that promote and measure important healthcare professional skills and behaviors. Dr. Feddock first joined NBME in April 2020 as the Executive Director of the Clinical Skills Evaluation Collaboration (CSEC), and was responsible for the administration and strategic development of the United States Medical Licensure Examination (USMLE) Step 2 Clinical Skills exam. Prior to joining NBME, he served as the senior associate dean for medical student education at the University of Kentucky, overseeing admissions, student affairs, educational faculty development, curriculum and assessment across four campuses. Dr. Feddock is a graduate of the University of Pennsylvania and the University of Kentucky College of Medicine. He completed an internal medicine-

pediatrics residency and internal medicine chief residency at the University of Kentucky. Dr. Feddock is a Diplomate of the American Board of Internal Medicine and the American Board of Pediatrics.



Eric Holmboe MD, is Chief, Research, Milestones Development and Evaluation Officer at the Accreditation Council for Graduate Medical Education (ACGME). He is Adjunct Professor of Medicine at the Yale University School of Medicine and the Uniformed Services University of the Health Sciences. He is Adjunct Professor of Medical Education at the Feinberg School of Medicine at Northwestern University.

Dr. Holmboe previously served as the Associate Program Director, Yale Primary Care Internal Medicine Residency Program, Director of Student Clinical Assessment, Yale School of Medicine, and Assistant Director of the Yale Robert Wood Johnson Clinical Scholars program. Before joining Yale in 2000, he served as Division Chief of General Internal Medicine at the National Naval Medical Center.

Dr. Holmboe retired from the US Naval Reserves in 2005. He served as the Chief Medical Officer at the American Board of Internal Medicine from 2009 until 2014. His research interests include interventions to improve quality of care and methods in the assessment of clinical competence. His professional memberships include the American College of Physicians, where he is a Master of the College, Society of General Internal Medicine, and Association of Medical Education in Europe. He is an honorary Fellow of the Royal College of Physicians in London, honorary Fellow of the Royal College of Physicians and Surgeons of Canada, and honorary fellow of the Academy of Medical Educators.

Dr. Holmboe is a graduate of Franklin and Marshall College and the University of Rochester School of Medicine. He completed his residency and chief residency at Yale-New Haven Hospital and was a Robert Wood Johnson Clinical Scholar at Yale University.



Matthew McHugh PhD, JD, MPH, RN, FA is Professor and Independence Chair for Nursing at the University of Pennsylvania School of Nursing, and Senior Fellow at the Leonard Davis Institute of Health Economics at Penn. Dr. McHugh is the Director of the Center for Health Outcomes and Policy Research (CHOPR) at Penn Nursing where he conducts highly visible studies that draw on his expertise in nursing, law, public health, and health services research to evaluate how nursing can be a force for quality, equity, and innovation in health services. Dr. McHugh's program of research aims to bring evidence to bear upon the health system, law, and policy reforms needed to facilitate effective nursing practice and achieve the best patient outcomes, health equity, clinician well-being, and important national and international health policy goals. He is an elected member of the National Academy of Medicine, Fellow in the American Academy of Nursing, Faculty Director of the Coordinated Dual Degree program in Nursing and Healthcare Management at Penn Nursing and The Wharton School, and a Robert Wood Johnson Foundation Nurse Faculty Scholar. His work has been funded by AHRQ, NINR, NIMHD, NIA, and multiple foundations and international funding bodies.

Dr. McHugh received his PhD from the University of Pennsylvania, Master of Public Health degree from the Harvard School of Public Health, JD from the Northeastern University School of Law, and his ASN/BSN from Gwynedd-Mercy University. Dr. McHugh was a Fulbright Scholar with the World Health Organization (WHO) Regional Office for Europe in Denmark, a graduate fellow at the Institute on Urban Health Research at Northeastern University, and a post-doctoral fellowship in health outcomes and policy research at the University of Pennsylvania.



Andrea Pfeifle Ed.D., PT, FNAP, is Associate Vice President for Interprofessional Practice and Education (IPE) for Ohio State's seven health sciences colleges and the Wexner Medical Center in July 2020. Dr. Pfeifle came from Indiana University Interprofessional Practice and Education Center, where she served as its executive director for the past six years. She has an impressive and extensive career in education, working to advance interprofessional education and teaching collaborative practice models across medical and health science education programs for more than 25 years. In addition to directing the Interprofessional Practice and Education Center, Dr. Pfeifle was associate dean of Interprofessional Health Education and Practice and associate professor of family medicine at Indiana University School of Medicine and adjunct associate professor of physical therapy at Indiana University-Purdue University School of Health and Human Sciences.

Dr. Pfeifle previously worked at the University of Kentucky from 1998 to 2014 in various roles, including instructor in the colleges of Health Professions and of Medicine, director of Education in the Department of Family and Community Medicine, chair of the Interprofessional Education Working Group and inaugural director of the Center for Interprofessional Education, Research, and Practice. Dr. Pfeifle earned her Doctor of

Instruction and Administration, her Master of Science in instructional systems design and a bachelor's degree in physical therapy from the University of Kentucky.



Raj Ratwani, PhD, is the vice president of scientific affairs for the MedStar Health Research Institute, the director of the MedStar Health National Center for Human Factors in Healthcare and an associate professor at the Georgetown University School of Medicine. He has extensive expertise in patient safety, human factors, usability, digital health technologies, and data science. His research has been funded by the Agency for Healthcare Research and Quality (AHRQ), National Institutes of Health (NIH), The Pew Charitable Trusts, and industry partners. He has published over 100 peer-reviewed articles appearing in high-impact journals such as The Journal of the American Medical Association (JAMA) and Health Affairs and has influenced both policy and frontline clinical practice. His research has been featured by Politico, Fortune, Kaiser Health News, National Public Radio (NPR), and many other media outlets. He has served on federal advisory committees and testified to the U.S. Senate Health, Education, Labor, and Pensions Committee. He holds a doctorate in human factors and applied cognition from George Mason University (2008) and was a National Research Council post-doctoral fellow at the U.S. Naval Research Laboratory.



Halaevalu Vakalahi, PhD, MSW, Med is President and Chief Executive Officer of the Council on Social Work Education (CSWE). Previously, Halaevalu was professor and dean of the College of Health and Society at Hawai'i Pacific University (HPU). She has contributed to the existing literature on Pacific communities and women of color in academia. In essence, her deepest commitment is to the advancement of women in academia. Her education and experiences with a B.S. in Business Management (BYU-Hawaii), MSW (University of Hawai'i-Manoa), and M.Ed. and PhD in Social Work (University of Utah), have informed her leadership, scholarship, teaching, and service to forward social and economic justice in some small way.

Speaking to her passion for and commitment to mentorship, Halaevalu is currently the Principal Investigator on an NIH grant to create the HUI Student Research Center to support undergraduate research, preparation for graduate school, and entrance into a career in the biomedical and health sciences. Additionally, she has co-founded Urban Social Work, a new peer-reviewed journal, a partnership between Morgan State University, Lehman College, Hawai'i Pacific University, New York Community Trust, and Springer Publishing. Halaevalu was honored to receive the CSWE Women's Council Feminist Scholar Award and Morgan State University Iva G Jones Award which she hopes is an acknowledgement of her deep commitment to diversity, inclusion and equity as women's issues that ultimately impact family and community well-being.

Planning Committee Consultant:



Jennifer Graebe, MSN, RN, NEA-BC has a professional nursing career spanning 26 years. Jennifer is the Director of the NCPD and Joint Accreditation programs at the ANCC. In this role, Jennifer is responsible for strategic operations and program expansion through identifying opportunities and creating relationships and partnerships with key stakeholders. Jennifer received her Master of Nursing in leadership and health systems management from Drexel University, her baccalaureate degree in nursing from Villanova University, and a certificate in healthcare management, accounting, and economics from Johns Hopkins University.

Jennifer is ANCC Nurse Executive Advanced – Board Certified. Jennifer is a DrPH candidate in education and public health and a co-investigator with the Global Strategic Operatives for the Eradication of Human Trafficking. Jennifer serves as the Vice-chair for Competency Based Education Network board of directors (BOD), is a BOD for the Academy for Forensic Nursing, and is the chair of the Alliance Board of Director Nominating Committee. She is part-time faculty at Capella University in the School of Nursing and Health Sciences and adjunct faculty at the Villanova University M. Louise Fitzpatrick College of Nursing. Jennifer is a published author, and a seasoned presenter globally. Jennifer is a peer reviewer and associate editor for the Journal of Continuing Education. Jennifer has held positions in leadership at MedStar Georgetown University Hospital as a Clinical Educator and Clinical Manager in the Emergency Department.



Zohray Talib, MD, is Senior Associate Dean of Academic Affairs, 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, with a particular focus on social accountability in health professions education. She has worked with undergraduate and graduate medical education programs in the US and across Sub-Saharan Africa to bring best practices into medical education, especially in low-resource settings. Her areas of interest include community-based education, decentralized training, and building a robust and diverse faculty workforce for underserved communities. Dr. Talib led a study across ten countries in Africa which shed light on the value of bringing learners into

community-based health care settings. She has also partnered with faculty in Africa to examine the burden of mental health and strategies to integrate mental health into primary care.

Dr. Talib holds visiting faculty appointments at the Aga Khan University in East Africa as well as Mbarara University of Science and Technology in Uganda. She brings to the field of academic medicine and global health

the unique perspective of being a primary care clinician, educator, and researcher. She is a licensed and practicing internal medicine primary care physician. She teaches clinical medicine, health policy and health systems to undergraduate medical students. Dr. Talib holds an adjunct faculty appointment at the George Washington University where she was previously Associate Program Director for the Internal Medicine program and a researcher with the Health Workforce Institute.

Dr. Talib has a deep commitment to caring for underserved communities with experience running grassroots programs providing continuing education for health professionals in the community. Dr. Talib has led global health initiatives in Central Asia and East Africa which include community-based cancer screening, management training and clinical research training for academic faculty. She currently chairs a national board that provides social safety net services including a crisis line, poverty case management and community-based care for the elderly.

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

Invited Speakers

October 24 Pre-Workshop Speakers:



Peter Maramaldi PhD, MPhil, LCSW, MPH is the Social Work Alumni Fund Endowed Professor at the Simmons University School of Social Work with faculty appointments at the Harvard School of Dental Medicine in Oral Health Policy and Epidemiology, and the Harvard T. H. Chan School of Public Health in Social and Behavioral Sciences. His expertise in gerontology, health promotion, interprofessional teaming, and integrated healthcare delivery combined with more than 30 years of clinical practice, community organizing, and research experience with diverse populations in urban and rural settings contribute to his leadership in behavioral health. Since 2002, Dr. Maramaldi has received consistent federal and foundation funding with national teams addressing social determinants of health (SDOH) with patients, caregivers and the healthcare providers. His interprofessional collaboration on research teams include promoting cancer screening, addressing health disparities, testing intervention models using randomized clinical trials, developing and scaling

quality improvement approaches using behavioral interventions, developing cultures of quality to eliminate errors in outpatient dental treatment and surgery, and developing optimal teaming models in primary care treatment of community dwelling elders.

Dr. Maramaldi has been honored for mentoring faculty scholars in gerontology, pre-doctoral trainees, and for advancing the careers of women. He has served as a commissioner to the Council on Social Work Education in

various capacities since 2010, and currently serves as a SDOH subject matter expert developing learning collaboratives and webinars for health center staff through Harvard's National Center for Equitable Care for Elders. Dr. Maramaldi is a first-generation college graduate with advanced degrees from Columbia University in New York City and advanced training in education management from the Harvard Graduate School of Education, and in mediation from the Harvard Law School in Cambridge, Massachusetts.



Catherine Quatman-Yates DPT, PhD is a physical therapist and health services researcher with a great interest in and passion for improvement and implementation methods for research and clinical impact. She is currently an Associate Professor with tenure in the College of Medicine's School of Health and Rehabilitation Sciences at The Ohio State University. She is diversely trained in a variety of methodologies including systems thinking and modeling, implementation and improvement science, and quantitative and qualitative research approaches. With over 13 years of experience as a clinician, researcher, and educator in health care settings, Dr. Quatman-Yates' expertise exemplifies both the challenges and opportunities of health systems science and health systems science education.

Dr. Quatman-Yates is the co-director of the Leading Improvement-Focused Teams for Advancing Health System Outcomes Lab (LIFT Lab), leading a tapestry of research, clinical, and educational experiences that help build, implement, and leverage continuous learning health system approaches to improving patient outcomes, train the next generation of health system leaders, and drive innovative health care delivery. Her work has been funded by a variety of sources including National Institutes of Health, Ohio Department of Medicaid, Ohio Bureau of Worker's Compensation, and philanthropic donations. The focus of her work is based in team science and community participatory action research, however, a primary area of emphasis for her scholarship has been dedicated toward helping to close clinical implementation and care coordination/process gaps related to supporting safe and optimal mobility and quality of life for all people. Her work has been recognized as impactful on a national level through such mechanisms as the American Physical Therapy Association's Emerging Leader Award and multiple best paper and presentation awards at national conferences.



Nicholaus Christian, MD, MBA is an internal medicine clinician-educator and current postdoctoral research fellow through the Veterans Affairs Health Services Research and Development program and provider for veterans experiencing homelessness at the Homeless Patient Aligned Care Team (H-PACT) clinic. He completed his addiction medicine fellowship in the Yale Program in Addiction Medicine following completion of internal medicine residency training at Dell Medical School at the University of Texas at Austin where he helped start the "B-Team," a national model for expanding access to buprenorphine for hospitalized patients with opioid use disorder. Throughout residency he lived as a "missional" resident at Community First! Village, a master-planned community that provides affordable, permanent housing and a

supportive community for people transitioning out of chronic homelessness where he has helped spearhead a community-based participatory research project to elevate the voice of his neighbors who use substances or are in recovery. His current clinical and research interests include improving care for people who use substances that are on the continuum of experiencing homelessness to being stably housed. He plans on joining the NIDA Intramural Research Program in Baltimore as a staff clinician in the fall of 2023.

November 1 Session Speakers:



Natasha Sood, MD, MPH, Med is a resident at the Brigham and Women's Hospital Department of Anesthesiology. She received her Bachelor of Science from the University of Michigan and her Master of Public Health from Columbia University in Environmental Health Science with a specialization in Climate Change and Health. While in medical school at Penn State College of Medicine, Natasha co-founded the national organization, Medical Students for a Sustainable Future (MS4SF), and was awarded the 2020 Emerging Physician Leader Award from Health Care Without Harm. In 2021 she founded the Climate Resources for Health Education (CRHE) initiative, housed at the Global Consortium on Climate and Health Education (GCCHE). She is passionate about mobilizing communities for change, applied climate and health education, and research on the intersection of health systems science, climate, and sustainability.



Kristen Miller, DrPH, MSPH, MSL, CPPS is the Senior Scientific Director of the MedStar Health National Center for Human Factors in Healthcare, Associate Professor of Emergency Medicine at Georgetown University School of Medicine, and Affiliate Faculty at Georgetown Innovation Center for Biomedical Informatics. She is a clinically oriented human factors researcher focusing on diagnostic safety, medical decision making, informatics, and the assessment of medical interventions with an emphasis on healthcare delivery. Her work includes meaningful and active collaboration with patient partners, families, caregivers, and frontline teams. Her portfolio includes federally funded work from the National Institutes of Health, Agency for Healthcare Research and Quality, Office of the National Coordinator for Health Information Technology, Centers for Disease Control and Prevention,

Department of Defense, National Science Foundation, Society to Improve Diagnosis in Medicine, and Pew Charitable Trust. Her experience spans three public health degrees, a post-doctorate with the Department of Veterans Affairs National Center for Patient Safety, a Master of Science in Law with a focus on healthcare, and

experience with multiple healthcare systems including the Veterans Health Administration, Johns Hopkins, and Christiana Care Health System.

Kristen serves as faculty for multiple programs that further the career of early career research scientists and female professionals in research and public health. Her research interests also include an evaluation of the ethical, legal, and policy implications of health information technology and digital health tools.



Teneisha Kennard, LMSW, is the Executive Director of Behavioral Health – Ambulatory Services as JPS Health Network. With over a decade of experience in mental and behavioral health, Teneisha's current role is a continuation of her life's passion of service. In her current role as executive director, she is responsible for the operation and development of a full continuum of accessible outpatient behavioral health services. Teneisha completed her undergraduate degree at Texas Christian University and graduate studies at The University of Texas at Arlington. Teneisha is a licensed Social Worker with a wealth of knowledge as a practitioner, educator and administrator. Her heart for service has led her to work with some of our most vulnerable populations including people experiencing homelessness, justice system involved individuals and those facing socio-economic challenges. Her path has

resulted in progressive leadership positions and provided Teneisha the opportunity to build innovative programming, secure funding through grant writing, train and educate future clinicians, and participate in informative research resulting in publication.

November 2 Session Speakers:



Jed Gonzalo, MD, MSc, is the senior associate dean for medical education oversees the implementation and integration of all four years of the Virginia Tech Carilion School of Medicine curriculum. Major responsibilities include the coordination of vertical and horizontal integration of the curriculum, oversight of the student assessment and program evaluation processes, and implementation of curriculum modifications enacted by the Medical Curriculum Committee and the dean. The senior associate dean for medical education is a member of the Dean's Leadership Team.

Dr. Gonzalo received his MD degree from the Penn State College of Medicine in 2006 and completed his internal medicine and chief residency at the Beth Israel Deaconess in Boston, where he was Instructor at the Harvard Medical School. While in medical school he was inducted into the AOA Honor Society and chosen as the "classmate you would most want as your physician." In residency he received the Lowell

McGee Award, given to the resident who most demonstrates the “fundamental importance of teaching and to the spirit and substance of being a physician.” He completed a fellowship at the University of Pittsburgh in General Internal Medicine/Medical Education while earning a Master of Science in Medical Education and Clinical Research. In 2012 he joined the Penn State College of Medicine as an assistant professor of medicine and public health sciences.

Over the past 10 years Gonzalo has served in multiple and progressive leadership roles supporting medical education at Penn State. His contributions span strategic planning, curriculum development, direct teaching, clinical site development, accreditation preparation, and dissemination. He has led strategic initiatives to re-envision the Interprofessional Education Office, create an assessment plan across curricular phases, facilitate the creation of the College of Medicine education strategic plan, and develop a plan for master’s degree programs. He contributed to the development of Penn State’s University Park Regional Campus curriculum and the internal medicine residency program’s coaching program 3+3 accelerated program.

As associate dean for health systems education Gonzalo led the design, implementation, and assessment of the medical school’s 4th pillar of education – Health Systems Science (HSS), which complements the basic and clinical sciences and health humanities. This work included the development and implementation of over 20 curricular innovations spanning the continuum of UME, GME and CME, including courses in social determinants and population health, high-value care, health system improvement, clinical skills, and systems thinking. One innovation – the Patient Navigation Program – was the first in the US to link medical students with patients to achieve better health outcomes for over 6,000 patients in Pennsylvania. Another innovation was a year-long professional development program aimed at advancing the team-based, systems skills for interprofessional learners, including faculty, nurses, therapists, pharmacists, residents, and students. The program served as a prototype for the AMA's National HSS Academy, which has graduated over 100 leading US educators over the past 6 years.



Abbas Hyderi, MD, MPH, is the Founding Senior Associate Dean for Medical Education and Professor of Clinical Science at the Kaiser Permanente Bernard J. Tyson School of Medicine (KPSOM) having come from the University of Illinois at Chicago (UIC) College of Medicine in 2018, where he was Associate Professor in the Departments of Family Medicine and Medical Education as well as Associate Dean for Undergraduate Medical Education with principal oversight of all four years of the curriculum. He led the University of Illinois College of Medicine team when it participated in the five-year Association of American Medical Colleges Core Entrustable Professional Activities (Core EPA) Pilot for which he was also the national co-chair of the Entrustment Concept Team and the national chair of the EPA 13 (related to patient safety and quality) Team. Dr. Hyderi serves on the AMA-NBME Advisory Committee for Health Systems Science (HSS), NBME HSS

Shelf Exam Test Development Committee, and AAMC Medical Education Senior Leaders Steering Committee and its Anti-Racism Task Force. Dr. Hyderi has practiced both inpatient and outpatient family medicine, with an emphasis on HIV and transgender health and currently provides outpatient care to individuals at risk for and living with HIV at Kaiser Permanente's Los Angeles Medical Center (LAMC).

Dr. Hyderi has been recognized at both medical school and residency program levels with several local, regional, and national awards. He has produced over 150 peer-reviewed presentations and publications related to medical education, HIV, and transgender care including serving as the KPSOM Principal Investigator and national co-chair of the two-year AMA ChangeMedEd Initiative for assessment of HSS in clinical environments.

Dr. Hyderi graduated with honors from Harvard University and from the UIC College of Medicine. He completed his residency in the combined family medicine and preventive medicine residency at Oregon Health and Science University, where he obtained his MPH in Health Administration and Policy and co-wrote and advocated for the passing of Oregon House Bill 2706, which changed prenatal HIV testing to have an opt-out approach.



Luan Lawson, MD, is the Senior Associate Dean of Medical Education and Student Affairs and a Professor of Emergency Medicine at Virginia Commonwealth University School of Medicine. Her academic interests have focused on undergraduate education, with expertise in curriculum development, assessment, and team training. As the PI of the American Medical Association (AMA) Accelerating Change in Education (ACE) grant, she oversaw the design and implementation of the Teachers of Quality Academy faculty development program, a Health System Transformation and Leadership Distinction Track for medical students, and a longitudinal curriculum in Health Systems Science. Her work with the AMA-ACE Consortium has focused on defining and codifying the principles of Health Systems Science (HSS) and developing curricula needed to teach these

competencies to health care professionals. She serves as faculty for the AMA's Health System Science Scholars program.

Prior to joining VCU, Dr. Lawson was the Associate Dean of Curricular Innovation in Medical Education at the Brody School of Medicine at East Carolina University where she developed a Transition to Practice HSS and TeamSTEPPS training for medical and nursing students. Dr. Lawson serves as the chair of National Board of Medical Examiners Emergency Medicine Advanced Clinical Exam Task Force and has served as a past president of the Clerkship Directors of Emergency Medicine. Additionally, she has overseen the expansion and implementation of Distinction Tracks designed to allow structured para-curricular experiences for medical students pursuing longitudinal, focused study in an academic area of interest.



Kimberly Erler OT, PhD, is Associate Professor of Occupational Therapy and Director of the Tedy's Team Center of Excellence in Stroke Recovery at the MGH Institute of Health Professions, a graduate school founded by the Massachusetts General Hospital. Dr. Erler maintains clinical practice as an Advanced Clinician Occupational Therapist at Massachusetts General Hospital where she is also Affiliate Faculty at the Center for Neurotechnology and Neurorecovery, and previously practiced as clinical ethicist with expertise in rehabilitation ethics.

Dr. Erler's teaching, scholarship, and service have been recognized via several awards and honors by local and national organizations. She has extensive experience in interprofessional clinical education and has a record of high impact research with interprofessional teams in the areas of

neuromuscular rehabilitation and ethics. Dr. Erler leverages her clinical and research training to foster innovative learning experiences that prepare students to be leaders in patient-centered, team-based care.



Teri Kennedy, MSW, ACSW, FGSA, FNAP, is Associate Dean, Interprofessional Practice, Education, Policy, and Research (iPEPR) and Ida Johnson Feaster Professor of Interprofessional Practice and Education, University of Kansas (KU) School of Nursing; Professor, Department of Population Health, KU School of Medicine; Professor Affiliate, KU School of Social Welfare; co-facilitator, Health Humanities and Arts Research Collaborative (HHARC); and Associate Member, Landon Center on Aging, with the University of Kansas Medical Center. She previously served as Bachelor of Social Work Program Coordinator and Director, Office of Gerontological and Interprofessional Initiatives, Arizona State University (ASU) School of Social Work, and as Faculty Lead: Clinical Partnerships, Center for Advancing Interprofessional Practice, Education and Research (CAIPER), ASU Edson College of Nursing and Health

Innovation. She has 17 years' experience serving older adults across home-and-community-based, home health, in-patient medical and geropsychiatric, and skilled nursing faculty settings.

Dr. Kennedy previously chaired and served two terms on the Advisory Committee for Interdisciplinary, Community-Based Linkages (ACICBL), HRSA and participated as a Health and Aging Policy (HAPF) Fellow/American Political Science Association Congressional Fellow with Senator Jeff Flake's (R-AZ) DC Office assigned to the Senate Special Committee on Aging. She is currently a Fellow, National Academies of Practice (NAP) and Social Work Academy; Fellow, Social Research, Policy, and Practice, Gerontological Society of America; member, Council on Leadership Development, Council on Social Work Education; co-chair, Mentoring Program, American Interprofessional Health Collaborative (AIHC)/National Center for Interprofessional Practice and Education; member, NAP Public Policy Steering Committee and chair, NAP Telehealth Research

Subcommittee; member, Arizona Governor's Advisory Council on Aging; co-founder, The Next Chapter, and member, HAPF Alumni Network. She was honored with the Mit Joyner Gerontology Leadership Award from the Association of Baccalaureate Social Work Program Directors (BPD) and Association for Gerontology Education in Social Work (2011) and Outstanding Social Work Program Director Award (BPD) (2010).

Dr. Kennedy's work concentrates on sustainability, interprofessional leadership, team science, health humanities and arts, and health and aging policy with a focus on age-friendly initiatives. She developed the Kennedy Model of Sustainability adopted by the National Center for Interprofessional Practice and Education and a model of Strengths-Based Interprofessional Practice and Education (SB-IPE), and co-developed the Micro, Meso, Macro (M3): Aligning Your Nexus through a Systems Lens tool to support interprofessional academic-community partnerships with National Center leadership.



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