



Annual Fall Meeting

Friday, November 18, 2022
9:00am - 3:00pm CST



Zoom Meeting ID: 849 7588 2603
Password: 659010

Program

OPDA Fall Annual Meeting

November 18, 2022

9:00 - 9:30 AM

Welcome | Opening Remarks | Introductions

Deborah Spitz, MD

9:30 - 10:30 AM

Toward Data Driven Policy | Moderator: Deborah Spitz, MD

Laurie Curtin, PhD | Dana Dunleavy, PhD | William McDade, MD, PhD | Mark Speicher, PhD, MHA

10:30 - 10:45 AM

Break

10:45 - 12:45PM

Competency Based Medical Education | Moderator: Daniel Dent, MD

Bob Englander, MD, MPH | Michael Barone, MD, MPH | Sanjay Desai, MD | Eric Holmboe, MD, MACP, FRCP | Lisa Howley, PhD, MEd | Jeanne M. Sandella, DO | Mark Speicher, PhD, MHA

12:45 - 1:15PM

Break

1:15 - 1:40PM

Update - OPDA Executive Committee | Deborah Spitz, MD

Elections of Officers | Proposed Change in Bylaws | New Workgroups | Spring OPDA Meeting

1:40 - 2:00 PM

Program Director Patient Safety & Quality (PDPQ) Update

Robin Wagner, RN, MHSA | Kevin Weiss, MD, MPH

2:00 - 3:00 PM

OPDA Workgroup Updates: Away Rotation, DEI, and Post-Dobbs

Karen George, MD, MPH | Adena Rosenblatt, MD, PhD

3:00 - 3:05 PM

Closing Remarks, Adjourn

OPDA Executive Committee

OPDA Fall Annual Meeting

November 18, 2022



Deborah Spitz, MD

Professor of Psychiatry and Behavioral Neuroscience, The University of Chicago
Director, Residency Training

Dr. Spitz is the Residency Training Director and Vice Chair for Education and Academic Affairs in Department of Psychiatry and Behavioral Neuroscience at the University of Chicago. She has been a national leader in psychiatric education, serving as President of the Association for Academic Psychiatry, and in educational leadership positions on the program committee of the American Psychiatric Association, and within AADPRT, the Psychiatry Training Directors' Association. Her clinical interests include the treatment of refractory bipolar and unipolar affective disorders, management of psychiatric disorders in pregnancy, and in psychodynamic psychotherapy. She teaches courses on psychotherapy and on educational methodology for residents, and has received numerous teaching awards.



David Winger, MD

Associate Professor, Department of Internal Medicine, The Ohio State University
Clinical Associate Professor, Infectious Diseases

David A Winger, MD has been the internal medicine residency program director at the Ohio State University Wexner Medical Center since 2007. He recently completed terms as the Past President of the Association for Program Directors for Internal Medicine, Board of Directors for the Alliance for Academic Internal Medicine (AAIM) and Co-Chair of the Interview Standards Task Force for AAIM. He is finishing a term on the OPDA Executive Committee. He is an infectious diseases specialist.



Julie McCausland, MD, MS, FACEP

Associate Professor, Departments of Emergency Medicine and Medicine
University of Pittsburgh School of Medicine

Julie B. McCausland, MD, MS is the UPMC Medical Education Transitional Year program director and Co-Chairs the institution wide GME Professional Development Subcommittee. She served as vice chair of the ACGME Transitional Year Review Committee and on the ACGME Milestones Committee and is a current member of the ACGME Board of Appeals. Dr. McCausland is the immediate past chair of the Council of Transitional Year Program Directors. She teaches learners across the continuum, develops durable professional development content, and publishes and presents nationally on medical education topics. She is a competitively selected member of the UPSOM Academy of Master Educators and a recipient of the 2021 Parker J. Palmer Courage to Teach Award.

OPDA Executive Committee

OPDA Fall Annual Meeting

November 18, 2022



Daniel Dent, MD

Vice Chair for Education, UT Health San Antonio
Distinguished Teaching Professor

Daniel L. Dent, M.D. is the Residency Program Director and a Professor of Surgery in the Division of Trauma and Emergency Surgery at UT Health San Antonio. Dr. Dent joined the faculty at UT Health San Antonio in 1996 and has received numerous teaching excellence awards as voted by medical students and residents. He has mentored and advocated for medical students and residents such that they have received awards or national recognition from various medical societies and associations.

As a result of his commitment to surgical and medical education, he was named a Distinguished Teaching Professor by the University of Texas System in 2010 and received the UT Health San Antonio Presidential Award for Teaching Excellence in 2016. He holds a faculty appointment in the Department of Medical Education where he is the Director of Competency Assessment.



Elise Lovell, MD

Attending Physician, Emergency Medicine, Advocate Christ Medical Center
Program Director, Emergency Medicine Residency

Dr. Lovell graduated from the University of Wisconsin School of Medicine and Public Health, and completed emergency medicine residency at the University of Cincinnati. She is the emergency medicine residency program director at Advocate Christ Medical Center and a Clinical Professor at the University of Illinois, Chicago. She was elected as a member-at-large to the Board of Directors of the Council of Program Directors in Emergency Medicine (CORD). Between September 2020 and July 2021, she served as Co-Chair of the Coalition for Physician Accountability's UME-GME Review Committee (UGRC), an effort to comprehensively examine and provide recommendations to improve the UME-GME transition.

Moderators and Presenters

OPDA Fall Annual Meeting

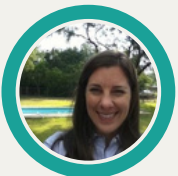
November 18, 2022



Laurie Curtin, PhD

Chief Research and Policy Officer, National Resident Matching Program

Laurie joined the NRMP in January 2005 and currently serves as Chief Research and Policy Officer. Her primary focus is on the development and expansion of the NRMP research agenda and providing strategic direction in the development of NRMP policy. Laurie also works closely with the Board of Directors, providing staff assistance to the President/CEO and members of the Executive Committee, Governance Committee, Policy Review Committee and Data Release and Research Committee. Prior to joining the NRMP, Laurie worked as a Research Fellow with a small consulting firm in Northern Virginia that conducts research and program evaluation for organizations targeting child abuse and neglect, child and adolescent mental health, and integrated safety net health systems. She holds a B.S. from the School of Education and Social Policy at Northwestern University and a M.A. and Ph.D. in Developmental Psychology (focus on Pediatric Psychology) from the University of Houston.



Dana Dunleavy, PhD

Chief Research and Policy Officer, Association of American Medical Colleges

Dana Glenn Dunleavy, Ph.D., is an Industrial and Organizational Psychologist with ten years of work experience in a variety of applied settings. She is currently a Manager of Admissions Research at the Association of American Medical Colleges (AAMC) where she manages projects related to designing and validating selection systems for medical school admissions. This work has included the design and validation of competency models for the new Medical College Admissions Test (MCAT®) and for personal characteristics relevant to medical school performance.



William McDade, MD, PhD

Chief Diversity, Equity, and Inclusion Officer, ACGME

William McDade, MD, PhD is the Chief Diversity, Equity, and Inclusion Officer for the Accreditation Council for Graduate Medical Education (ACGME) and adjunct professor of Anesthesiology at Rush Medical College. He is founder of the James E. Bowman Society at the University of Chicago whose focus is on achieving diversity in academic excellence and the elimination of health inequities. Dr. McDade served as trustee of the American Medical Association, on the Executive Committee of the Board of the Joint Commission and has been a past-president and board chair of local and state medical societies in Illinois. He served as chair of the National Medical Association's Anesthesiology Section and the AMA's Council on Medical Education. He served on the US Department of Education's National Committee on Foreign Medical Education and Accreditation, been a representative to the Coalition for Physician Accountability, a board member for the National Board of Medical Examiners and for the ACGME, where he chaired the Taskforce on Diversity in Graduate Medical Education. Dr. McDade is a board-certified Anesthesiologist and graduate of Pritzker's Medical Scientist Training program earning a PhD in Biophysics and Theoretical Biology. He completed his internship in internal medicine at UChicago and residency at the Massachusetts General Hospital.

Moderators and Presenters

OPDA Fall Annual Meeting

November 18, 2022



Mark Speicher, PhD, MHA

Senior Vice President, American Association of Colleges of Osteopathic Medicine

Mark Speicher, PhD, MHA is Senior Vice President of Medical Education and Research for the American Association of Colleges of Osteopathic Medicine (AACOM) in Bethesda, MD. Speicher leads AACOM's research and medical education programs working closely with member colleges to improve and develop excellent osteopathic medical education programs and apply the principles of data science to the process of selecting, training, and assessing medical students. Previously Speicher was Associate Dean at the Arizona College of Osteopathic Medicine, where his research focused on improving student outcomes, and explored the quality, number, and specialty choice of trainees. Prior to entering osteopathic medical education, Speicher researched the physician workforce at Arizona State University (ASU), served as Director of the Arizona Medical Board (the regulatory board for allopathic physicians), and worked in hospital administration. Speicher received his doctorate in public administration from ASU, his master's in Health Administration from Duke University, and his bachelor's in social work from the University of Akron.



Robert Englander, MD, MPH

Associate Dean for UME, University of Minnesota

Bob is a Pediatric Hospitalist and Educator. He has been in multiple leadership positions in both Undergraduate and Graduate Medical Education (UME and GME). Since the 1990s, Bob has focused on moving Competency-based Medical Education (CBME) forward in both UME and GME. He is the immediate past Associate Dean for Undergraduate Medical Education at the University of Minnesota, where he worked to implement competency based medical education through curricular, assessment, and student support services transformation.

Prior to that, Bob was the first incumbent in the position of Senior Director for Competency-based Learning and Assessment at the Association of American Medical Colleges, where he led the Education in Pediatrics Across the Continuum (EPAC) project as well as the development of the Core Entrustable Professional Activities for Entering Residency. He has been the Associate Pediatric Residency Program Director at both the University of Maryland and the University of Connecticut. He was a member of the Pediatric Milestones Working Group. Bob is currently a faculty for the International Ins and Outs of EPAs three day workshops, offered in person and virtually around the globe.

Moderators and Presenters

OPDA Fall Annual Meeting

November 18, 2022



Michael Barone, MD

Vice President Competency Based Assessment, National Board of Medical Examiners

Michael is Vice President, Competency-Based Assessment at NBME. He is a pediatrician and medical educator, a graduate of Northwestern University School of Medicine and the Johns Hopkins School of Public Health. He completed residency and chief residency in pediatrics at Johns Hopkins Hospital.

Michael was full-time faculty at the Johns Hopkins from 1998-2017 and maintains a faculty affiliation as an Adjunct Associate Professor of Pediatrics.

From 2017-2021, Michael was NBME's Vice President for Licensure Programs (USMLE). Michael has since redirected his focus at NBME to working on assessment of clinically relevant skills and behaviors, and ensuring that assessments are fair and equitable, and support and represent a diverse population of learners and patients.

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Sanjay Desai, MD

Chief Academy Officer, American Medical Association

Sanjay Desai, MD, is the Chief Academic Officer for the American Medical Association overseeing all Medical Education activities for the organization. Dr. Desai joined the AMA in October 2021 from the Johns Hopkins University School of Medicine where he served as a Chief Resident and was the Myron L. Weisfeldt Professor of Medicine, Director of the Osler Medical Residency, and Vice Chair for Education in the Department of Medicine. He is an accomplished clinician, researcher, educator, and administrator with appointments in Pulmonary and Critical Care, General Internal Medicine, as well as with the Carey School of Business. Before Hopkins, he was Director of the medical ICU at the Medstar Washington Hospital Center, in Washington D.C.

Dr. Desai has been widely recognized for his accomplishments in academic medicine, clinical practice and health systems administration. His research focuses on generating high-quality data to inform policy and practice in medical education. He has authored over 50 peer-reviewed manuscripts, including series of articles in the New England Journal of Medicine. Dr. Desai was also awarded the highly acclaimed Professors' Award for Excellence in Teaching from the Johns Hopkins University School of Medicine.

Dr. Desai graduated summa cum laude from the University of Pennsylvania with a Bachelor of Science in bioengineering and a Bachelor of Economics from the Wharton School of Business in healthcare management. He earned his medical degree from Harvard Medical School and completed his residency and subspecialty fellowship at the Johns Hopkins Hospital, where is also served as a Chief Resident.

Moderators and Presenters

OPDA Fall Annual Meeting

November 18, 2022



Eric Holmboe, MD, MACP, FRCP

Chief Research, Milestones Development and Evaluation Officer, ACGME

Dr. Holmboe 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.

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.

Lisa Howley, PhD, MEd

Sr Director for Transforming Medical Education, Association of American Medical Colleges

Lisa Howley is an Educational Psychologist and Sr Director for Transforming Medical Education at the Association of American Medical Colleges (AAMC). Since 2016 she has been working to advance the continuum of medical education, support experiential learning, and curricular transformation across its member institutions and their clinical partners. Prior to joining the AAMC, she spent eight years as the Associate DIO and AVP of Medical Education and Physician Development for Carolinas HealthCare System, one of the largest independent academic medical centers in the U.S. In that role, she led a number of medical education initiatives across the professional development continuum, including graduate medical education accreditation, as well as physician leadership development for the large integrated healthcare system. She holds an adjunct faculty appointment at the University of North Carolina School of Medicine. She spent the first decade of her career as a member of the medical education faculty at the University of Virginia School of Medicine where she designed and conducted educational research, led performance based assessments and simulation-enhanced curricula. She received her both her Master of Education and Ph.D. in Educational Psychology from the University of Virginia.



Moderators and Presenters

OPDA Fall Annual Meeting

November 18, 2022



KJeanne M. Sandella, DO

Vice President for Professional Development Initiatives and Communications, NBOME

Dr. Sandella has been affiliated with the NBOME since 2002, serving previously as vice president for clinical skills testing from 2012-2017, and as associate director for case development and standardized patient training at the NCCST since 2008. From 2018-2019, she took a sabbatical to practice family medicine full-time in Montgomery County, Pa., and returned to the NBOME in January 2020, now overseeing communications, clinical skills testing, the NBOME National Faculty, and the Learning Center.

Dr. Sandella is a graduate of the Philadelphia College of Osteopathic Medicine (PCOM). She completed family medicine residency training in Norristown, Pa., and is board-certified by the American Osteopathic Board of Family Physicians. She has over 20 years of experience in clinical family medicine, has published widely in the arena of clinical skills testing, and has also served as a clinical faculty member at PCOM and at the college's Family Medicine Residency Program at Suburban Community Hospital. She continues to co-author research and has been published in peer-reviewed, scholarly journals on various topics surrounding clinical skills testing and assessment.



Robin Wagner, RN, MHSA

Senior Vice President, ACGME

Robin Wagner, RN, MHSA is the Senior Vice President of the Clinical Learning Environment Review (CLER) Program.



Kevin Weiss, MD, MPH

Chief Sponsoring Institutions and Clinical Learning Environments Officer, ACGME

Dr. Weiss is the Chief Sponsoring Institutions and Clinical Learning Environments Officer at the Accreditation Council for Graduate Medical Education (ACGME). He oversees Sponsoring Institutions and the Clinical Learning Environment Review (CLER). Dr. Weiss serves as co-chair for the CLER Evaluation Committee as well. He is certified in internal medicine by the American Board of Internal Medicine. He also serves as a Professor of Medicine at the Feinberg School of Medicine at Northwestern University.

Moderators and Presenters

OPDA Fall Annual Meeting

November 18, 2022



Karen George, MD, MPH

Associate Dean for Students, University of Vermont
Associate Professor (COM)

Karen George, M.D., M.P.H., is the Associate Dean for students at the University of Vermont. Previously she was a clinical associate professor of obstetrics and gynecology at George Washington University and chair of the Council for Residency Education in Obstetrics and Gynecology (CREOG) of the American College of Obstetricians and Gynecologists. Her work through CREOG is focused on creating national curricular materials for residents in obstetrics and gynecology in patient safety and quality improvement, health equity, and on improving diversity and inclusion in the specialty through participation in a national learning collaborative called "Equity Matters". She also serves on the leadership team of a five-year American Medical Association Reimaging Residency grant, called "Right Resident, Right Program, Ready Day 1," focused on improving the transition to residency. George served as director of the Obstetrics and Gynecology Residency Program at Dartmouth-Hitchcock Medical Center/Geisel School of Medicine for 17 years and is a course advisor and co-director of the Fourth Year Transition to Residency Course at George Washington University College of Medicine. She also serves as senior fellow of women's health policy at the Institute for Medicaid Innovation. George received a B.S. degree from Bates College, M.D. from Ohio State University College of Medicine, and an M.P.H. from the Dartmouth Institute for Health Policy and Clinical Practice.



Adena Rosenblatt, MD, PhD

Assistant Professor of Medicine, The University of Chicago
Assistant Professor of Pediatrics, The University of Chicago

Adena Rosenblatt, MD, PhD, is a pediatric dermatologist with expertise in the diagnosis and management of childhood skin diseases. Dr. Rosenblatt has a special interest in vascular skin lesions and is a member of the Vascular Anomalies Group at the University of Chicago. She also started a clinic offering outpatient dermatologic surgery and laser treatment for children, adolescents and teens.

As a physician-scientist, Dr. Rosenblatt brought clinical trials within the field of pediatric dermatology to the University of Chicago. She has a particular interest in quality improvement and ensuring patient access to healthcare. She is exploring innovative ways to use information technology and teledermatology to enhance patient care. Additionally, Dr. Rosenblatt is an educator and is dedicated to teaching students, primary care physicians her patients, and their families about childhood skin conditions.