

2022

MEDICAL EDUCATION **RESEARCH** and **INNOVATION** CONFERENCE

Wayne State University School of Medicine 4th Annual Medical Education Research and Innovation Conference program booklet

FEATURING KEYNOTE SPEAKERS

Katherine Chang Chretien, M.D.

*Associate Dean for Medical Student Affairs
Professor (PAR) of Medicine
Johns Hopkins University School of Medicine*

Monica L. Lypson, M.D., MHPE

*Vice Dean for Education
Columbia University Vagelos College of
Physician and Surgeons
Rolf H. Scholdager Professor of Medicine
Columbia University Irving Medical Center*

*This program booklet includes abstracts from
the virtual poster and oral presentations,
showcasing some of the great work being
done by Wayne State University School of
Medicine faculty, staff and students.
merconference.org*



Katherine Chang
Chretien, M.D.



Monica L. Lypson,
M.D., MHPE



WAYNE STATE
School of Medicine

A close-up, low-angle shot of a marble statue of a man with a full, curly beard and hair. The man is looking slightly to the right. The statue is set against a clear, bright blue sky. The lighting is bright, highlighting the texture of the marble and the folds of a garment draped over his shoulder.

Wayne State is one of only a few public urban universities with the Carnegie Foundation's highest rankings in both research and community engagement.

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OVERVIEW

The Wayne State University School of Medicine (WSUSOM) hosted its 4th annual Medical Education Research and Innovation (MER/I) Conference on Dec. 6, 2022. The conference showcase completed and in-progress medical education research and innovation projects conducted by students, residents, staff and faculty.

More than 150 posters and oral presentations were submitted for the much anticipated virtual conference, believed to be the first of its kind nationally. Geared toward first-time research participants, topics are related to timely and important topics relevant within a medical education setting and to the broader educational community. Rewards and recognition will be given for best-in-class presentations.

To view the conference posters and a YouTube recording of the 2022 MER/I conference, please visit merconference.org.

The school's MER/I conference features two esteemed keynote speakers:

Katherine Chang Chretien, M.D.

Associate Dean for Medical Student Affairs
Professor (PAR) of Medicine
Johns Hopkins University
Baltimore, Maryland

Presentation Title: *Three Stories, Three Studies*

Monica L. Lybson, M.D., MHPE

Vice Dean for Education
Columbia University Vagelos College of Physician and Surgeons
Rolf H. Scholdager Professor of Medicine
Columbia University Irving Medical Centers

Presentation Title: *Career, Scholarship and Moving the Field as a Clinician-Educator*

CONFERENCE GOALS

- 1 Acknowledge current curricular innovations that take place at Wayne State University School of Medicine by providing participants a venue to showcase their work.
- 2 Help individuals take their works in progress to completed projects or innovations.
- 3 Help individuals take their research from the local stage to the national stage.
- 4 Help individuals translate their posters/oral abstracts to publications.





AGENDA

2 p.m. CONFERENCE OPENING

Wael Sakr, M.D.,
Dean, Wayne State University School of Medicine

Richard S. Baker, M.D.,
Senior Vice Dean and Vice Dean of Medical Education

2:30 p.m. PLENARY 1 (35 MIN + 15 MIN Q & A)

Keynote speaker:

Katherine Chang Chretien, M.D.
Title: *Three Stories, Three Studies*

3:30 p.m. ORAL PRESENTATIONS (BREAKOUT SESSIONS)

STEP 1

Community Health and Well-being

The Learning Environment

Professional Development/Mentoring

Curriculum/Medical Training

Students' Health and Well-being

4:30 p.m. PLENARY 2 (35 MIN + 15 MIN Q & A)

Keynote speaker:

Monica L. Lypson, M.D., MHPE
Title: *Career, Scholarship and Moving the Field as a Clinician-Educator*

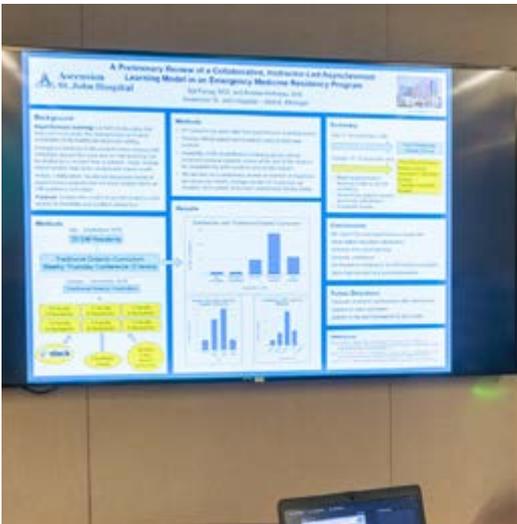
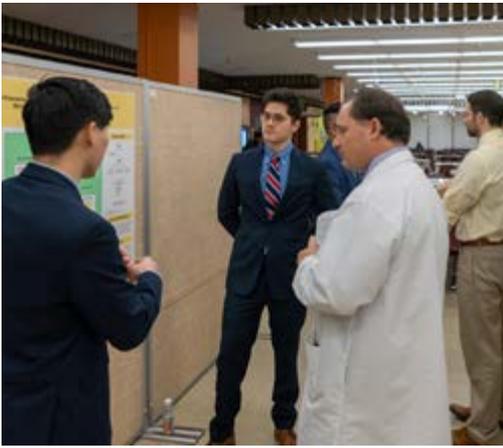
5:30 p.m. AWARDS CEREMONY

Facilitators:

Robert Reaves, M.B.A., Director of Accreditation

Jenna Carter, Graduate Research Assistant, Cancer Biology

6 p.m. AFTERGLOW WITH SPEAKERS





BREAKOUT SESSIONS

3 p.m.

ORAL PRESENTATIONS

STEP 1

Facilitator: Anthony Bally

Title: *“Will I Be Able to Match in this?” How Do Students Self-Assess Competitiveness in a Step 1 P/F World?*

Authors: Gautham Pavar, Kinan Sawar, Justin Bennie, Nicole Xu, Bohdan Matsko, Harika Bollineni, Abdullah Sahyouni, Yasmeeen Alcodray, Robert de la Torre

Title: *Does the Shoe Fit? Development of a School-Specific Step 1 Study Plan*

Authors: Riya Shah, BS, Matthew Brennan, BS, Jason Booza, PhD

Title: *Step 1 Pass/Fail: The Impact on WSUSOM and an Opportunity for Change*

Authors: Shatha Wahbi, Haneen Ali, Emily Fisher, Alexis Nguyen, Daniel Bota, Gowri Chandrashekar, Maha Ahmed, and Eva Waineo MD

COMMUNITY HEALTH AND WELL-BEING

Facilitator: Dr. Housam Sarakbi

Title: *Food Insecurity Education Through Undergraduate Medical Service-Learning Experiences*

Authors: Nicole Xu, Gautham Pavar, Kinan Sawar, Jennifer Mendez

Title: *Evaluating Dermatological Literacy of the Metro Detroit Population*

Authors: Amber Jackson and Juliet Thungu

Title: *“On Call”: An Innovative Solution to Reduce Language Barriers in Detroit Free Clinics*

Authors: Kayvon Sanjasaz, Joseph Cavataio, Jhonny Lopez

Title: *The Application of Exercise Prescription Education in Medical Training*

Authors: Thomas Sprys-Tellner, Diane Levine MD, Asim Kagzi MD

Title: *PD-1 Checkpoint Inhibitor Therapy for Prostate Cancer*

Authors: Sahil Bawa MD, Balakrishna Kolli PhD, Rajesh Dachehalli MS, Oksana V. Gruzdyn BS, Katia Hermes BS, Chase Morrison BS, Mohammad Malik BS, Soham Desai BS, Andrew Mizerowski BS, Ramesh B. Batchu PhD, J. Edson Pontes MD, Donald W. Weaver, MD.

THE LEARNING ENVIRONMENT

Facilitator: Dr. Adnan Halboni

Title: *Competitive vs. Collaborative Framework: The Impact of Student Learning Environment Perception on Performance*

Authors: Abdullah Sahyouni, Gautham Pavar, Nicole Xu, and Kinan Sawar

Title: *Communication issues within the Class of 2024 and 2025: Due to administrative action, COVID causes, or just the Sophomore Slump?*

Authors: Joseph Files, Cullen Hudson, Ced Mutebi, Sara Kazyak, Jonah Yousif, Benjamin Sliwinski

Title: *Impact of Physician Shadowing Experiential Learning on Post-Baccalaureate Students at an Urban Medical Institution*

Authors: Ngina McAlpin, B.S., Anil N.F. Aranha, Ph.D.

Title: *Student Support for At-Risk Students: Impact on Both Student Coaches and Tutored Students*

Authors: Simone Brennan, PhD, Jennifer Crystal, PhD, Sonal Patel, MA, Eva Waineo, MD



PROFESSIONAL DEVELOPMENT/MENTORING

Facilitator: Dipra Debnath

Title: *Assessing Peer Mentor Skill Development in Participating in a Novel Mentoring Initiative*

Authors: Yu, C., Patel, D., Considine, J., Elmenini, S., Graifman, M., Kosidowski, K., Seyerle, M., Turke, E., Young, K., White, N., Sherman, L., and Ayers, E.

Title: *First Year Medical Student Early Professional Identity Formation*

Authors: Sonja Klumpp, MS1., Alisha Williams, MS1., Rima Charara, Pharm.D., and Jennifer Mendez, Ph.D.

Title: *A New Outlook: Rewiring WSUSOM's Student Email Policies for Professionalism and Productivity*

Authors: Jonah Yousif, Mirna Kaafarani, Giulia Santangelo, and Cullen Hudson

Title: *The Formation of an Independent Medical Student Admissions Interviewer Committee*

Authors: Iyanna Peppers, Sean McCarthy, Kevin Sprague, M.D., Abhinav Krishnan, M.S., Ph.D.

CURRICULUM/MEDICAL TRAINING

Facilitator: Joseph Wun

Title: *A longitudinal lab-based microbiology and mycology curriculum for infectious diseases fellows: a hands-on pilot study*

Authors: Erin Pollock, D.O.; Vishakh Keri, M.B.B.S., D.M.; Lea Monday, Pharm.D., M.D.

Title: *Not all fun and games: Gamification of Child Abuse Medical Education*

Author: Dena Nazer

Title: *Developing Curriculum to Increase Knowledge of Women Infertility*

Authors: Tonia Jones, MPH, Indrea Joplin, BS, Anil N.F. Aranha, PhD

Title: *Evaluation of the Medical Student Clinical Role in Clerkships Compared to Initial Expectations*

Authors: Robert de la Torre, Abdullah Sahyouni, Kinan Sawar, Yasmeen Alcodray, Bohdan Matsko, Harika Bollineni, Gautham Pauvar, Nicole Xu, Justin Bennie

STUDENTS' HEALTH AND WELL-BEING

Facilitator: Samaah Saifullah

Title: *Assessing Medical Students' Risk for Heart Disease*

Authors: Juliet Thungu and Amber Jackson

Title: *Fertility and Family Planning: The Changing Concerns and Perspectives of Physician Trainees*

Authors: Sabrina Montemayor B.S., Michelle C Coughlin M.D., Heather Dolman M.D., Guillermina Nava M.D., Samantha Tarras M.D.

Title: *Which Areas of Life Suffer Most When Student Workload Goes Up: A Components Analysis*

Authors: Bohdan Matsko, Kinan Sawar, Gautham Pavar, Nicole Xu, Harika Bollineni, Justin Bennie, Yasmeen Alcodray, Robert de la Torre, Abdullah Sahyouni

Title: *Preventing Musculoskeletal Pain in Medical Students: Does a 1-Hour Intervention Make a Difference?*

Authors: Min Yi Wu, Martha Schiller PhD, Eva Waineo MD, Diane Levine MD



KEYNOTE SPEAKERS

Katherine Chang Chretien, M.D.

Associate Dean for Medical Student Affairs
Professor (PAR) of Medicine
Johns Hopkins University
Baltimore, Maryland



PRESENTATION TITLE:

Three Stories, Three Studies

BIOGRAPHY:

Katherine Chang Chretien, M.D. is the Associate Dean for Medical Student Affairs and Director of Medical Student Wellness. She is a hospitalist physician in the Division of Hospital Medicine at Johns Hopkins Hospital.

Prior to coming to Johns Hopkins in these roles in 2021, Katherine was Associate Dean for Student Affairs and Professor of Medicine at George Washington University School of Medicine and Health Sciences where she served as a career advisory dean, oversaw the Office for Financial Aid and the Scholarly Concentration Program, and co-chaired the Dean's Wellness Committee. Katherine worked clinically as a hospitalist physician at the Washington DC Veterans Affairs Medical Center for 18 years and was medicine clerkship site director for George Washington (10 years) and the first division chief for Hospital Medicine (2010-2016).

She served as President of Clerkship Directors in Internal Medicine (CDIM) from 2019-2020, and is on the Northeast Group of Student Affairs (AAMC) Executive Committee (2017-). She is the recipient of the Charles H. Griffith III Educational Research Award from CDIM and the Women Leaders in Medicine Award from the American Medical Students Association.

Katherine graduated from Johns Hopkins University School of Medicine and the Osler Medical Residency. Her academic focus has been on social media in medicine, medical education, narrative medicine, and well-being. She is the editor of the book *Mothers in Medicine: Career, Practice, and Life Lessons Learned* (Springer, 2018) based on the group blog she founded in 2008 and has a second book to be released in October 2021 that is focused on helping medical students thrive.

Monica L. Lypson, M.D., MHPE

Vice Dean for Education
Columbia University Vagelos
College of Physician and Surgeons
Rolf H. Scholdager Professor of Medicine
Columbia University Irving Medical Center



PRESENTATION TITLE:

Career, Scholarship and Moving the Field as a Clinician-Educator

BIOGRAPHY:

Monica L. Lypson, M.D., MHPE is the Vice Dean for Education at Columbia University's Vagelos College of Physicians and Surgeons and serves as the Rolf H. Scholdager Professor of Medicine at Columbia University Irving Medical Center. She previously served as a professor, and Vice-Chair of Medicine, Division Director of General Internal Medicine at The George Washington University School of Medical and Health Sciences. She has been serving the generalist community as President-elect, President and Past President of the Society of General Internal Medicine. In these role, Dr. Lypson provides visionary leadership for a diverse group of faculty and students involved in educational and innovation, medical education research, and, community outreach. She is committed to creating and supporting the academic careers of faculty members interested in intersection of education, patient centered care and research.

Her work focuses on innovations and improvements in health professions education and assessment, health equity, workforce diversity, faculty development, medical care delivery, and provider communication skills. Dr. Lypson's prior role in government included serving as the Director for Medical and Dental Education for the Veterans Health Administration, where she oversaw undergraduate and graduate medical education across the nation within the Department of Veteran Affairs.

Dr. Lypson is a board-certified general internist with significant leadership experience in clinical, educational, and administrative arenas.

Dr. Lypson's research interests include health professional trainee assessment, historical and contemporary trends in medical education, academic leadership and the under representation of minorities in academic medicine.





CONFERENCE COMMITTEE

MEDICAL EDUCATION RESEARCH AND INNOVATION CONFERENCE COMMITTEE SPONSORS:

Wael Sakr, M.D.
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Wayne State University
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KEYNOTE SPEAKERS:

Katherine Chang Chretien, M.D.
Associate Dean for
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Baltimore, Maryland

Monica L. Lypson, M.D., MHPE
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REVIEWERS AND JUDGES:

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 Dr. Adnan Halboni
 Dr. Anne Messman
 Dr. Anupama Devara
 Dr. Asim Kagzi
 Dr. David Edelman
 Dr. Eva Waineo
 Dr. Heather Abraham

Dr. Joel Appel
 Joseph Wun
 Dr. Joshua Collins
 Dr. Kareem Bazy
 Dr. Latanya Riddle-Jones
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 Dr. Manmeet Singh
 Neeti Gandra
 Neha Chava
 Dr. Pratik Lohia
 Dr. Sajith Matthews
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2023 WORKSHOP SERIES

In order to foster the development and dissemination of medical education research and innovation, the Wayne State University School of Medicine hosts a monthly seminar series that is devoted to scholarly interests of students, residents, fellows, staff and faculty. Sessions are held via zoom on the third Tuesday of every month from 4 to 5 p.m. The sessions are designed to be both informative and interactive. No advanced registration is required. To join a session, click on the zoom link below on the designated day and time.

17
JANUARY

4 to 5 p.m.

Title: Publishing in MedEd portal

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

14
FEBRUARY

4 to 5 p.m.

Title: Finding the right journal for your work

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

14
MARCH

4 to 5 p.m.

Title: The peer review process

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

18
APRIL

4 to 5 p.m.

Title: The medical education literature review

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

16
MAY

4 to 5 p.m.

Title: Medical education/innovation and the IRB

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

20
JUNE

4 to 5 p.m.

Title: Medical education research study design

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

18
JULY

4 to 5 p.m.

Title: Data analysis 101

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

15
AUGUST

4 to 5 p.m.

Title: How to write an abstract

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

19
SEPTEMBER

4 to 5 p.m.

Title: Funding medical education research

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

17
OCTOBER

4 to 5 p.m.

Title: Poster design 101

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

14
NOVEMBER

4 to 5 p.m.

Title: How to design and deliver an oral presentation

Link: <https://wayne-edu.zoom.us/j/93308899974?pwd=MGV6dXZmeTVMK2x2L25lc2ZwZTNLZz09>

5
DECEMBER

December 2023

The 5th annual Wayne State University School of Medicine

Medical Education Research and Innovation Conference will be held on December 5th. No workshops are scheduled.

RESEARCH

COMPLETED WORK

Medical Education Research

refers to research related to the learning process that occurs within a medical education setting. Topics include but are not limited to learner characteristics, optimizing the learning process, assessment and evaluation, professional development, instruction design, technology in the learning environment, wellbeing. Research at any level (undergraduate, graduate, practitioner, faculty) of medical education are welcome. Medical education research can also include quality improvement projects.

please visit mericonference.org to view current and past poster presentations

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Resident Communication and Empathy in Telehealth: Analysis of Multi-Year OSCE Data

AUTHORS:

R. Brent Stansfield, Heidi Kenaga, Anne Messman

BACKGROUND:

Physician communication skills impact patient outcomes and are vital for clinical training. For 7 years, the Wayne State University Graduate Medical Education Office (WSUGME) has conducted annual, formative communication assessments (Objective Structured Clinical Examinations, or OSCEs) of first- and second-year medical residents at the WSUSOM Kado Clinical Skills Center. These assessments use the Kalamazoo Essential Elements of Communication Checklist-Adapted (KEECC-A), developed by a board of clinical communications experts based on face-to-face communication. However, during 2020 and 2021, the COVID-19 pandemic compelled the adoption of an online format for the administration of the OSCEs. For this study, WSUGME used these data to determine if the KEECC-A framework was suited to the telehealth format.

METHODS:

Standardized Patient (SP) KEECC-A ratings from OSCEs were compared between face-to-face and telehealth modes of delivery controlling for case, year, and resident identity using multilevel models. Resident trait empathy scores on the Interpersonal Reactivity Index were added as covariates to the models to test the sensitivity of the ratings to resident empathy.

RESULTS:

The telehealth format did not show the increase in ratings from first- to second-year observed in the face-to-face mode. In face-to-face, low-empathy resident performance increased greatly from first- to second-year, but this effect was not seen in the telehealth format.

CONCLUSION:

This study suggests that the telehealth OSCE SP ratings do not show sensitivity to resident clinical communication experience or empathic skills. This may be the result of lack of SP experience or training in telehealth, the insensitivity of the KEECC-A to key aspects of telehealth communication, or the lack of effective resident training in telehealth in the first year of residency. More research is needed, but these data suggest telehealth communication requires targeted treatment in residency curricula and assessment initiatives.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Evaluating the Impact of Social Connectedness on Medical Student Performance and Satisfaction

AUTHORS:

Kinan Sawar, Gautham Pavar, Nicole Xu, Bohdan Matsko, Abdullah Sahyouni, Yasmeen Alcodray, Robert de la Torre, Eva Waineo, Anil Aranha

BACKGROUND:

Professional development is a core competency for medical student education. U.S. medical schools have thus far not implemented a standardized model for assessment of student professional identity.

METHODS:

To assess professional identity at a large, Midwest, allopathic medical school, a survey with seven statements regarding professional development was formed. The statements encompassed domains of mentorship, communication skills, professionalism, team work, and innovation and asked students to rank each statement from 1-5 (1 - highly deficient, 5 - highly proficient). The online, anonymous survey was emailed to all third-year medical students (n = 269) over a 1-month time period.

RESULTS:

51 total surveys were completed. The students reported highest proficiency in their ability to: 1. work with people from different backgrounds (avg. 3.69), 2. engage in team-based work (avg. 3.49), and 3. uphold commitments and meeting deadlines (avg. 3.47). The students reported the lowest proficiency in 1. seeking advice from mentors/advisors (avg. 2.86), 2. negotiating difficult conversations (avg. 3.04), and 3. developing/initiating new projects (avg. 3.16).

CONCLUSION:

Third year medical students are confident in their ability to work with others, particularly in regards to diversity, collaboration, and upholding commitments. However, they are less confident in their ability to navigate the new clerkship environment, which includes having uncomfortable conversations, partaking in research and community engagement endeavors, and forming mentor relationships. This points to a need for additional support in professional identity formation, particularly via mentorship, as medical students transition into clerkship. The power of the study is limited by the number of responses and can be expanded by following the cohort from year 1 to 4 to show longitudinal changes and exploring the impact of COVID-19 on responses.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Improving Medical Student Knowledge on Opioid Use in Muslim Communities: Dearborn, Michigan

AUTHORS:

Rumyah Rafique, Adam Elder, Shahrin Khan, Ala Addin Sid Ahmed, Muhammad Ahmed, Noor Suleiman, Anirudh Chitale, Aya Dudar, Shabber Syed

BACKGROUND:

Opioid Use Disorder (OUD) is a relapsing condition associated with the use of narcotic medications that enhance the reward pathway, increasing likelihood of addiction [1]. The opioid epidemic is a struggle that many American cities battle. Among them is Dearborn, Michigan, home to one of the biggest Muslim communities in America. Cultural shame that community members may face can impede on reducing opioid abuse. In line with its goal to serve the broader WSUSOM community, the Islamic Medical Student Association (IMSA) held seminars to raise awareness of opioid use among Muslim communities and educate future physicians on how to handle the cultural sensitivities vulnerable patients face.

METHODS:

WSUSOM students were given a pre-survey on Qualtrics assessing their attitudes and knowledge of OUD and Muslim patients. IMSA then hosted online seminars in which a Dearborn physician spoke on the importance of discussing opioid use among diverse religious backgrounds. Facilitators then led small group case-study discussions. A post-survey was used to assess any changes. Data was analyzed using Likert scores and de-identification ensured anonymity.

RESULTS:

In the seminar held on November 4, 2020, 58 participants filled out the pre-survey and 44 completed the post-survey. A general increase in average Likert scores for statements regarding opioid usage and cultural competency was seen. In the seminar held on May 18, 2022, 52 participants filled out the pre-survey and 13 completed the post-survey. Post-survey data was not sufficient enough to comment on changes. We plan to use a patient simulation format to increase participant engagement, and to provide time at the end of the session to submit post-surveys.

CONCLUSION:

The seminars identified improvements in medical students understanding of opioid use in minority communities. However, the second rendition saw a lack of participation in the post-survey, thus adequate conclusions cannot be drawn.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

What Do Medical Students Use to Study? Resources during Pre-clerkship Curriculum and Step 1 Dedicated.

AUTHORS:

Ahmed Maha, Ali Haneen, Bota Daniel, Chandrashekar Gowri, Fisher Emily, Nguyen Alexis, Wahbi Shatha, Dr. Waineo Eva, Dr. Diane Levine

BACKGROUND:

Medical educators spend an extraordinary amount of time developing curricula, yet medical schools may not know how students use this material and other resources to prepare for Step 1. Resources used by students may inform curriculum enhancement measures and facilitate student success on Step 1. Although some research exists on predictive value of resources, little is known about resource use since Step 1 format change. Our study aims to evaluate resource use during pre-clerkship and Step 1 dedicated periods.

METHODS:

We distributed an anonymous, IRB-approved survey via Qualtrics to students in the class of 2024 at the largest single-campus medical school in the US to determine resources used during pre-clerkship and Step 1 dedicated periods. 140 responses (47%) were received.

RESULTS:

Students used a variety of resources. During pre-clerkship, the most widely used were: UWorld (93%), First Aid (90%), Boards and Beyond (80%), Pathoma (73%), Anki (72%), Sketchy (69%). During Step 1 dedicated, the same top 6 resources emerged. UWorld and First Aid were still most often used (96% and 81%, respectively). Medical-school lectures were amongst the least used during both pre-clerkship (39%) and dedicated (5%).

CONCLUSION:

The most common resources used by students during pre-clerkship are identical to those used for Step 1. UWorld and First Aid are financed by our medical school, which may impact use. Medical school lectures were one of the least commonly used. These data suggest students found third-party resources helpful, and most used them exclusively when studying for Step 1. Other resources may not be available to students who have limited social determinants of education with possible adverse effects on studies. Next steps include exploring resource usage at other schools, resource predictive value of passing Step 1, considerations by medical schools of financial support to facilitate equitable resources, and enhancing curriculum to align with Step 1 content.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Medical Student Perceptions Comparing In-Person to Virtual Interviews in the Medical School Admissions Process

AUTHORS:

Ilyanna Peppers, Sean McCarthy, Kevin Sprague, M.D., Abhinav Krishnan, Ph.D.

BACKGROUND:

At Wayne State University School of Medicine (WSUSOM), prospective applicants are interviewed using three interview modalities: one faculty/alumni interview, one medical student interview, and five multiple-mini-interviews. Following COVID-19 induced institutional protocols, WSUSOM transitioned from in-person to a virtual format. In order to better understand how medical student interviewers viewed this transition, surveys were administered to those who experienced both in-person interviews (IPI) and virtual interviews (VI). The objective was to identify student perceptions of IPI and VI.

METHODS:

This prospective, mixed methods study surveyed (n=24) and enrolled (n=10) medical student interviewers who conducted both IPI and VI. This included current medical students and medical graduates within the past year. Responses for preparation, preference, and evaluation and assessment were measured using a Likert scale from 1 (most negative) to 5 (most positive) as well as demographic data. Respondents described benefits and limitations using free text response. A two tailed, paired t-test was performed to compare group means obtained from virtual and in-person Likert scores.

RESULTS:

Of the participants enrolled, 45% preferred IPI, 44% had no preference, and 11% preferred VI. The overall experience of VI compared to IPI was rated 4.20 and 4.50 respectively (p=0.08). The ability to assess applicant character was rated 3.33 and 4.00 for VI and IPI respectively (p=0.01). The ability to assess applicant emotional intelligence was rated 3.56 and 4.38 for VI and IPI respectively (p=0.047). Major themes identified during qualitative review for the benefit and limitations of: VI included convenience/flexibility and access to a quiet area, respectively. IPI included holistic evaluation and travel to the interview site.

CONCLUSION:

The medical student interviewers generally had no preference or preferred IPI over VI due to the benefits of IPI such as a better assessment of character and building rapport which was considered more significantly than the benefit of convenience in VI.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

The Impact of Reforming the Medical Student Admissions' Training Process on Medical Student Interviewers.

AUTHORS:

Sean McCarthy, Iyanna Peppers, Kevin Sprague, M.D., Abhinav Krishnan, Ph.D.

BACKGROUND:

The Medical Student Admissions Interview Committee (MSAIC) at Wayne State University School of Medicine (WSUSOM) conducts over 1500 interviews per year. Medical student interviews are a core component of the admissions process, along with faculty/alumni interviews and multiple-mini-interviews. The continuous quality improvement (CQI) subcommittee of MSAIC aids in identifying, improving, and managing compliance. Following a CQI survey about perceptions of the training process, the training procedure was refined. The objective of this study was to identify student perceptions on med-student interviewer training.

METHODS:

This retrospective study reviewed two years of interviewer cohorts. In 2021 cohort, new students (n=15) were selected and participated in an orientation followed by a minimum of 3 shadowing and training sessions. Beginning with 2022 cohort, a new training schema was introduced that focused on early interactive training; new students (n=20) were selected and participated in an interactive training session and an orientation followed by a minimum of 2 shadowing and training sessions. Following each cohort year, surveys were collected and analyzed after the final interview day.

RESULTS:

For both cohort years, there was a response rate of 35.6% (2021) and 32.7% (2022). When analyzing the effect of training modification in 2022: There was an increase in the overall experience as a student interviewer rated as highly positive; from 19% (2021) to 33% (2022). An increase in the number of students reporting that they did not need more training from 13% (2021) to 28% (2022). However, from 2021 to 2022, there was a decrease in preference for virtual interviews from 46% to 29%, respectively.

CONCLUSION:

The alteration to training has had an overall net benefit to the student cohorts within the MSAIC and has shortened the time required to be trained while also improving the experiences of those on the committee.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Impact of Desired Specialty Choice on Medical Student Perception of Step 1 Pass/Fail Non-numerical Format Change

AUTHORS:

Gowri Chandrashekar, Daniel Bota, Emily Fisher, Maha Ahmed, Shatha Wahbi, Alexis Nguyen, Eva Waineo, Diane Levine

BACKGROUND:

Historically, Step 1 numeric scores were a component of residency applications. The recent Step 1 change from numerical to pass/fail nonnumeric outcome shifts emphasis to other aspects of residency applications. Since specialties differ widely in competitiveness, focus on exam scores and other application components, the impact of the Step 1 change may differ based on a student's chosen specialty. We sought to determine how student perceptions of Step 1 were impacted by their desired specialty choice since its format change. To our knowledge, there are no prior studies on this topic.

METHODS:

Students and faculty collaborated on a survey for the Class of 2024 at WSUSOM to determine perceptions and impact of the Step 1 format change. We gathered data on specialty interests, perceived stress and newly emphasized factors of residency applications. The survey was anonymous, optional, IRB-approved, offered via Qualtrics. 140 responses (47%) were received.

RESULTS:

Specialty choices were grouped into primary care (PC) and competitive specialties (CS) groups. 69% of PC group and 68% of CS group stated that Step 1 format change had no/minimal impact on their specialty choice. 60% of the PC group versus 35% of CS group was strongly/somewhat supportive of changing Step 1 to a non-numeric format. Both groups (76% of PC, 74% of CS) felt that Step 2 CK would be important.

CONCLUSION:

A student's desired specialty choice may impact some perceptions related to Step 1. Students may need different kinds of support to meet their needs during this pivotal time and may elect to emphasize different areas of their application, such as extracurriculars, letters of recommendation, or research. More information of relative importance and resources in these areas as well as effective ways to optimize Step 2 studying may help students feel more supported while navigating this new landscape of residency applications.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Professionalism in the Online Medical Learning Environment

AUTHORS:

Matthew Bautista, Paige Hammis, Nathan Sim

BACKGROUND:

Professionalism is a pillar of medicine that is necessary to develop trust between a patient and physician. Despite its importance, professionalism is not always easily defined and is often difficult to formally assess in medical school. The COVID-19 pandemic brought forth an urgent need to shift medical education to a virtual platform across the country. While this was a necessary change, effective management of virtual learning prompted re-evaluation of how professionalism among students and faculty fits in an online setting.

METHODS:

In this project, Wayne State University medical students reviewed the literature to further understand how professionalism is defined in medical education. In addition, we sought to identify important considerations to upholding professionalism among students and faculty in an online learning setting. Lastly, we addressed potential shifts in the dynamic of professionalism in the future of medical education.

RESULTS:

One important avenue of defining professionalism is through the ABIM Foundations Physician Charter, which defines professionalism as the basis of medicine contract with society. Three tenets highlighted by the Physician Charter in its definition include patient welfare, patient autonomy, and social justice. In medical education, students value ethics, integrity, and dependability in their professional identity. Maintenance of professionalism is of utmost important in virtual learning, as medical students who appeared before their school disciplinary board were more likely to face disciplinary action due to lapses in professionalism during residency.

CONCLUSION:

While medical education is always evolving, professionalism remains necessary in the development of clinically competent physicians. It is important to continue educating students in both pre-clinical and clinical years as professional development in education translates to professionalism in the practice of patient care in the future.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Flipgrid Improves Student Examination Performance in a Large-Enrollment Introductory Human Physiology Course

AUTHORS:

Anthony Mročko, Haley Guffey, Marty Spranger PHD

BACKGROUND:

Flipgrid is a free, online, social education platform that utilizes asynchronous video-based discussion to support social learning. While the qualitative effects of using Flipgrid in the classroom have been examined in previous studies, to our knowledge, this is the first study to analyze the quantitative effects of employing Flipgrid in a large-enrollment, undergraduate STEM course. In PSL 250 Introductory Physiology (~400 students), students were charged (in the form of prompts) with creating videos (3-4 min) of themselves discussing major physiological concepts and uploading these videos to the Flipgrid platform for assessment.

METHODS:

In the present study, we combined four semesters ($n = 1,100$ students) of Flipgrid and examination data and analyzed the effects that Flipgrid had on student examination performance. Specifically, we first analyzed how students performed on exam questions correlated with their assigned Flipgrid prompts in comparison to students not assigned those prompts. Second, we analyzed how students scored on their Flipgrid prompts compared to their performance on exam questions correlated with their prompts. Finally, we analyzed the students; cumulative Flipgrid score compared with their performance on cumulative exam questions.

RESULTS:

26/44 (59%) of the prompts showed a statistically significant difference when analyzing performance on exam questions correlated to the assigned Flipgrid prompt. All prompts ($n = 44$) showed a positive correlation when comparing how students scored on their Flipgrid prompt to performance on the correlated exam questions. There was a positive correlation ($R^2 = 0.29$) when cumulative Flipgrid score was compared to performance on cumulative exam questions.

CONCLUSION:

Taken together, our data demonstrate that actively participating in Flipgrid can improve student examination performance in a large-enrollment, undergraduate human physiology course.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

What's Our Next Step? Evaluating the Relationship of Exam Performance and Matriculation Information to STEP 2 CK Scores

AUTHORS:

Justin Bennie, Jason Booza Ph.D.

BACKGROUND:

There is strong speculation that Step 2 CK USMLE will replace Step 1 USMLE in its role in competitive residencies selecting which medical students they would like to interview. This speculation is because Step 2 CK USMLE is very similar in nature to Step 1 USMLE. Step 2 CK is a standardized test that seeks to measure a student's clinical knowledge learned through their third and fourth years of medical school, their clinical years.

In order for a medical school to provide its best quality education possible for its student, faculty must understand what allows students to achieve a high Step 2 CK USMLE score. This paper will examine factors such as exam scores and matriculant background information to determine their relationship to Step 2 CK scores.

METHODS:

Data stored for 281 students was examined using ordinary squares least linear regression. 281 students at Wayne State University School of Medicine class of 2023 took the Step 2 CK USMLE during the 2021-2022 school year. The dependent variable was first time STEP 2 CK three-digit score. Independent variables included: gender, age, undergraduate science GPA, MCAT percentile, underrepresented in medicine status (URiM) CCSE score and surgery, pediatrics, family medicine, OB/GYN shelf exam scores.

RESULTS:

73.28% of variance in Step 2 CK USMLE can be explained by the following factors: surgery shelf exam score =.005156, pediatrics shelf exam score =.000234, family medicine shelf exam score =2.31e-05, OB/GYN shelf exam score =8.8e-05, CCSE score =1.96e-06 and MCAT percentile = .005389. The alpha value is .05 and N = 281.

CONCLUSION:

Among our examined factors, we found CCSE, MCAT, surgery, pediatrics, family medicine and OB/GYN shelf scores to be significantly correlated to STEP 2 CK success.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Wayne State University School of Medicine Student Organizations' Opportunities to Diversify Services to Hispanic Populations

AUTHORS:

Sanjana Rao, Lucas Edgren, Amanda Rodriguez

BACKGROUND:

Current literature shows that student-organized health fairs provide preventative health care to underserved patient populations. However, it is unknown how these fairs impact the involved student organizations. Amigos Medicos hosted a health fair to provide resources to the Latinx community. Afterwards, a survey was administered to the participating Wayne State University School of Medicine (WSUSOM) student organizations. The objective is to determine how health fairs impact student organizations recruitment and the challenges of participating with Latinx populations.

METHODS:

Seven WSUSOM student organizations participated in the 2022 health fair. A Likert scale with nine questions assessed their experiences and interest in engaging in the future using health fairs as a venue. The organizations were also requested to suggest improvements for outreach to the Latinx population.

RESULTS:

Eighty-five percent of the student organizations responded to the survey. Results indicated 100% believe the health fair brought more awareness to the Detroit population of WSUSOM's ability to serve them. 100% reported that the fair served as a recruitment for patients to their regular student-run clinics. 37.5% reported that the patient population in their own student-run clinics is more diverse after the health fair. 100% agreed that their organization would be willing to participate in future Latinx health fairs.

42.9% indicated that financial constraints affected their ability to provide materials for healthy living to the community, and 14% reported that not having enough translators was an issue.

CONCLUSION:

The Amigos Medicos clinic sees a majority Spanish-speaking population in Southwest Detroit. The fair they hosted showed a positive impact on both the community as well as to WSUSOM student organizations by furthering patient trust.

To address some of the issues noted, future events can include additional fundraising and recruitment of more Spanish-speaking translator volunteers.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Resident outlooks of the impact of COVID-19 pandemic on residency education

AUTHORS:

Noor Suleiman, Lauren Larson

BACKGROUND:

The drastic and sudden shift to virtual learning and clinical rotation relocations during the COVID-19 pandemic impacted the dynamics in which residents received their residency training. The extent of this remains largely unknown. We aim to provide an in-depth analysis of the impact that the COVID-19 pandemic had on residency training programs residents.

METHODS:

This was a cross sectional study utilizing an anonymous online survey. The survey was distributed electronically to Wayne State University medical residents through their respective departmental mailing lists (Pathology, Internal Medicine, Emergency Medicine, General Surgery, Obstetrics and Gynecology).

RESULTS:

A total of 140 participants completed the survey. On univariable analysis, residents who are married or in a domestic partnership and those who are in a non-surgical specialty were more likely to meet the mandatory training requirements compared to those who are single (OR, 2.71; 95% CI, 1.04 to 7.21; $p = 0.041$) or in a surgical specialty (OR, 4.04; 95% CI, 1.53 to 10.97; $p = 0.005$). Furthermore, residents who are in PGY-2+ were less likely to meet the mandatory training requirements compared to those in PGY-1 (OR, 0.21; 95% CI, 0.04 to 0.73; $p = 0.011$). These factors remained significant on multivariable analysis ($p < 0.05$).

CONCLUSION:

Our survey showed that residents shared the overall sentiment that the pandemic had negatively affected the quality of their education as well as their mental health. While the pandemic had less of an effect on PGY-1 residents, it limited PGY-2+ residents from completing the necessary requirements for their residency education. Findings on marital status also brought to question the potential role of social dynamics in residents' ability to complete their education. This project offers insight into the most advantageous format for program directors to provide education in the post-pandemic era and in subsequent pandemics.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Professional Development of Medical Students Transitioning from Preclinical to Clinical Training

AUTHORS:

Mikaela Grudzien, Bridget Croniger, Rubab Imtiaz, Jennifer Mendez Ph.D.

BACKGROUND:

Personal and professional development (PPD) is a competency domain for graduated U.S. medical students. Current research shows that PPD is lowest at transitional periods, such as the transition from preclinical to clinical training.

METHODS:

To assess professional development at a large, allopathic medical school, a survey with seven statements regarding professional development was formed. The statements encompassed domains of mentorship, communication skills, professionalism, team work, and innovation and asked students to rank each statement from 1-5 (1 - highly deficient, 5 - highly proficient). The online, anonymous survey was emailed to all second-year medical students at Wayne State University School of Medicine (WSUSOM) (n=303) over a 2-month time period after completion of a Service Learning course that fostered professional development and taught about the social determinants of health.

RESULTS:

114 (37.6%) students responded to the survey. Overall, students reported feeling most proficient in working with people from different backgrounds (average = 3.91) and least proficient in seeking advice from advisors and mentors (3.27). On average, students felt proficient or highly proficient in all categories.

CONCLUSION:

Overall, students felt their professional skills improved after the Service Learning course, and in general felt most proficient in team-based competencies. These preliminary results indicate a need for empowering students to seek advice from mentors. Guidance is especially crucial when students are facing transition periods. There is also room for improvement in teaching students to navigate difficult conversations with empathy and courage. It is also important to continue monitoring professional development over the course of clinical rotations to prevent declines in competencies.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Abstract Title: Improvement of First Aid Knowledge and Skills Confidence in First-Year Medical

AUTHORS:

Brandon Holland, Alejandro Ponce, Andrew Kirmse, Shobi Mathew, Alyssa Dsouza, Alexander Wind, Rooshan Arshad, Joshua Kirschner, Kristiana Kaufmann MD

BACKGROUND:

First aid (FA) training is not standardly incorporated into didactic medical school curriculums across the United States. We investigated improvement of knowledge of proper FA response and confidence of using FA skills following early undergraduate medical FA training.

METHODS:

Pre- and post-training data collection was conducted through REDCap in a first-year medical student cohort at a large urban medical school. A twenty-question survey formulated by emergency physicians was utilized to establish baseline FA knowledge. A post-survey was administered following an online lecture and in-person skills orientation. The primary outcome was identifying trends in FA knowledge and abilities after training. Secondary outcomes included identification of confidence trends and student satisfaction in training quality assessed by Likert feedback scale.

RESULTS:

304 first-year medical students were included in the database. Average pre-test score was 74.3% correct. 148 students completed the corresponding post-survey, yielding a response rate of 48.7%. Average post-test score was 86.5% (+12.2% from baseline, $p < 0.0001$). 9 of 20 knowledge-based questions showed $\geq 10\%$ improvement post-training with the highest differential being +59%, $p < 0.01$. One question declined in percent correct (-1.1%). Initially 87 students (28.6%) agreed or strongly agreed in being confident in responding to a medical emergency. After FA training, 133 students (89.2%) agreed or strongly agreed, demonstrating an improvement in personal confidence of 60.6% ($p < 0.0001$). Regarding CPR performance, 118 students (38.9%) felt confident at baseline. Post-training, 139 students (93.3%) reported strong confidence performing CPR ($p < 0.0001$). Overall, 96.6% of students thought the teaching was effective. 99.3% of students believed the FA course to be helpful as an incoming medical student.

CONCLUSION:

Our findings demonstrate that first-year students are improving foundational FA knowledge and confidence through early FA training implementation.

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Abstract Title: Volunteering at Urban Student-Run Free Clinics Improves Perceived Medical Student Preparedness for Clinical Clerkships

AUTHORS:

Sara L. Ma MS, Matthew Brennan, Bridget Croniger, Anuj Kavi, Robert Sherwin MD, Diane Levine MD

BACKGROUND: Student-run free clinics (SRFCs) provide hands-on learning opportunities for medical students to engage with local communities as well as practice clinical proficiencies. While SRFC volunteerism is typically not a requirement of medical school curriculum, studies have suggested that SRFC participation may be associated with increased clinical preparedness. This study seeks to understand whether SRFC volunteerism improves medical student self-reported readiness for third-year clerkships.

METHODS:

We surveyed a random selection of graduating-M4 and rising-M4 medical students from the Classes of 2022 and 2023, respectively, at Wayne State University School of Medicine. Selected students volunteered at SRFCs to varying degrees throughout their education and were asked about their perceived clinical preparedness on their first day of M3 clinical clerkships. Responses (n=29) to 12 different Likert items were grouped into volunteers (frequency>0) and non-volunteers (frequency=0) and analyzed using unpaired one-tailed Students t-tests.

RESULTS:

We found no significant difference ($p > 0.05$) between SRFC volunteers and non-volunteers for self-reported clinic readiness parameters involving direct patient interactions (e.g., performing medication reconciliation, evaluating social determinants of health) or practical clinical skills (e.g., prescribing patients medication, using electronic medical records). Notably, however, for two measures accurately obtaining a manual blood pressure and providing resources for food insecurity volunteers reported a significantly higher level of preparedness on their first day of clinical rotations compared to non-volunteers ($p = 0.026$, $p = 0.039$; respectively).

CONCLUSION:

While SRFC volunteerism is not traditionally a mandatory component of medical school curriculum, our study shows that SRFC volunteers self-reported increased confidence on their first day of clinical clerkships in some respects compared to non-volunteers. Of note, each SRFC provides different patient care experiences that can have non-uniform effects on medical students. Elucidating these variations may help standardize the effects of SRFC volunteerism on clinical preparedness.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Longitudinal Professional Identity Development Among Medical Students

AUTHORS:

Tala Al-Saghir, Mikaela Grudzien, Bridget Croniger, Margo Mekjian, Rachel Monconduit, Rubab Imtiaz, Sonja Klumpp, Alisha Williams

BACKGROUND:

Professional development is a core competency for medical student education. A standardized model for assessment of student longitudinal professional identity development will allow medical schools to better implement interventions.

METHODS:

To assess professional development at a large, Midwest, allopathic medical school, a survey with seven statements regarding professional development was created. The statements encompassed domains of mentorship, communication skills, professionalism, team work, and innovation and asked students to rank each statement from 1-5 (1 - highly deficient, 5 - highly proficient). The online, anonymous survey was emailed to all medical students (n = 1154) over a 2-month time period.

RESULTS:

319 (27.6%) total surveys were completed. Responses between year 1 to 2 and year 3 to 4 showed a unanimous increase in average proficiency across all 7 statements. Year 3 to 4 had a significant increase in overall proficiency ($p < 0.00224$). Responses between year 2 and year 3 showed a unanimous decrease in average proficiency across all 7 statements and a significant decrease in overall proficiency ($p < 0.0234$). Across all classes, the students reported highest proficiency in their ability to work with people from different backgrounds and lowest in their ability to seek advice from mentors/advisors, particularly in year 3.

CONCLUSION:

Although professional identity development follows an overall upward trend, year 3 is a particularly vulnerable period for professional identity development. While increased accessibility to mentorship/advising is needed in all four years, it is even more so necessary in year 3. This points to a need for additional support in professional identity formation as students transition into clerkship. The power of the study is limited by the number of responses and that it does not factor in outside influences such as COVID-19 on individual class data.

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

The role of regular screenings on total cholesterol for coronary heart disease prevention

AUTHORS:

Annie Tonnu, Min Yi Wu, Melissa Ly, Chelsea Yu, Jason Liu, Jocelyn Ang

BACKGROUND:

High blood cholesterol level is associated with increased risk for coronary heart disease (CHD), especially in middle-aged and older adults. While the Asian Americans/Pacific Islanders (AAPI) population has a slower progression rate of coronary heart disease compared to other races, hyperlipidemia is often overlooked for this population.

OBJECTIVE:

This study investigates the role of regular screenings on total cholesterol and fasting triglycerides concentrations in the AAPI population in Madison Heights, Michigan.

METHODS:

Serum fasting total cholesterol and triglycerides concentrations were measured from 34 patients who received preventive screenings at least twice within six months at the Asian Pacific American Medical Student Association (APAMSA) student clinic. If the total cholesterol concentration exceeded 251.35 mg/dL, we took triglyceride concentration into consideration to prevent overestimating CHD risk. Changes in total cholesterol and triglycerides concentrations over time were statistically analyzed.

RESULTS:

23 (67.6%) patients showed decreased total cholesterol concentration at their most recent screening compared to their first screening. (11.7%) patients showed total cholesterol concentration exceeding 251.35 mg/dL, prompting for triglyceride concentration consideration. Within these 4 patients, all 4 (100%) showed decreased total cholesterol concentration at their most recent screening compared to their first screening, and 3 (75%) patients showed decreased fasting triglyceride concentration at their most recent screening compared to their first screening.

CONCLUSION:

Having regular screenings on total cholesterol and triglyceride concentrations may decrease risk for CHD in the AAPI population. Ongoing screenings can show patients their progress, suggest suitable diets, and refer high-risk patients to local primary care practitioners (PCPs). Screenings can also raise awareness of the prevalence of CHD risks in the AAPI population, which is often overlooked, especially with patients who are low-income and/or have a language barrier.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

A Learning Station Model to Inspire Medical Students When Caring for Patients with a Visible Disability

AUTHORS:

Nikita Sathiaprakash BS, Sonal Patel MA, Kristen Kingzett MD, Jason Booza PhD

BACKGROUND:

Upon graduation, many medical students feel that they had little to no exposure to patients with disabilities. Some even feel fear when communicating with and caring for such patients. Allowing students to have earlier and more frequent encounters with patients who have disabilities can improve their knowledge, attitudes, and skills to care for this population. However, not many medical schools can provide such experiences. Using learning activities and standardized patients (SPs) helps medical students build upon their competencies and practice the correct approaches through simulated clinical scenarios.

METHODS:

A group of second-year medical students got the opportunity to engage with three stations that each consisted of a learning activity and an SP scenario where the SP had a visible disability (in a wheelchair). There was a short didactic session before the stations where an expert provided background and shared her personal experience to provide perspective. A pre-survey and post-survey were distributed in person via QR codes before and after the workshop to assess bias, knowledge, and the comfort level of the students.

RESULTS:

Quantitative data was gathered using Likert scale questions and knowledge was assessed with multiple-choice and reflective questions. Analysis and comparison of pre- and post-survey responses indicate an increased level of comfort and confidence when working with patients who have a visible disability after the workshop. The students were better equipped to recognize the bias that patients with visible disabilities face, which questions to ask when taking a disability history, and which resources to offer patients.

CONCLUSION:

No matter the specialty, physicians will work with patients who have disabilities. Medical students can be better prepared with learning activities combined with SP scenarios to increase their confidence and knowledge base so they can interact with and develop rapport with all patients, including those with disabilities.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Abstract Title: Professional Identity Development Among Third-Year Medical Students

AUTHORS:

Tala Al-Saghir, Margo Mekjian, Rachel Monconduit

BACKGROUND:

Professional development is a core competency for medical student education. U.S. medical schools have thus far not implemented a standardized model for assessment of student professional identity.

METHODS:

To assess professional identity at a large, Midwest, allopathic medical school, a survey with seven statements regarding professional development was formed. The statements encompassed domains of mentorship, communication skills, professionalism, team work, and innovation and asked students to rank each statement from 1-5 (1 - highly deficient, 5 - highly proficient). The online, anonymous survey was emailed to all third-year medical students (n = 269) over a 1-month time period.

RESULTS:

51 total surveys were completed. The students reported highest proficiency in their ability to: 1. work with people from different backgrounds (avg. 3.69), 2. engage in team-based work (avg. 3.49), and 3. uphold commitments and meeting deadlines (avg. 3.47). The students reported the lowest proficiency in 1. seeking advice from mentors/advisors (avg. 2.86), 2. negotiating difficult conversations (avg. 3.04), and 3. developing/initiating new projects (avg. 3.16).

CONCLUSION:

Third year medical students are confident in their ability to work with others, particularly in regards to diversity, collaboration, and upholding commitments. However, they are less confident in their ability to navigate the new clerkship environment, which includes having uncomfortable conversations, partaking in research and community engagement endeavors, and forming mentor relationships. This points to a need for additional support in professional identity formation, particularly via mentorship, as medical students transition into clerkship. The power of the study is limited by the number of responses and can be expanded by following the cohort from year 1 to 4 to show longitudinal changes and exploring the impact of COVID-19 on responses.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Small Sized Tibial Base Plates in Total Knee Arthroplasty: Does the addition of a stem improve patient outcomes?

AUTHORS:

Francis Lauzier, Hailey Heil, Kevin Lindsay-Rivera MD, Michael Charters MD, Wayne Trevor North MD

BACKGROUND:

Tibial base plates are implants used during total knee arthroplasty (TKA) and can be fitted with a stem on the inferior surface of the plate. Advantages of stems include reduced risk of tibial lift-off and micromotion, however disadvantages include increased risk of fracture and end-of-stem pain due to long-term decreases in bone density. The primary aim of this study is to investigate postoperative outcomes for patients who require small-size tibial base plates compared to patients without a stem.

METHODS:

In this retrospective cohort study, patients who underwent primary, unilateral TKA requiring a Persona Size C or D (Zimmer Biomet) tibial base plate between 2014 and 2020 were included. Stemmed patients were assigned to group one, and non-stemmed patients were assigned to group two. Outcome measurements were fractures, manipulations, and revision TKA within two years following surgery. Statistical analysis, with significance set to $p < 0.05$, was conducted using binary regression analysis.

RESULTS:

A total of 1586 TKA were included in this study (Group 1 = 454; Group 2 = 1132). When adjusting for patient demographics, there was a significantly decreased risk of manipulation in the stem group compared to the non-stem group (aOR = 0.283, 95% CI [0.84-0.953], $p = 0.042$). There was no significant difference in fractures (aOR = 5.37, 95% CI [0.96-30.01], $p = 0.056$) or revisions (aOR = 0.697, 95% CI [0.34-1.44], $p = 0.329$) between stem and non-stem patients.

CONCLUSION:

The primary finding of this study was a significant decrease in the occurrence of manipulation within two years of TKA for patients requiring small tibial baseplates with stem compared to patients without a stem. However, there was no significant difference in the occurrence of fractures and revisions within two years of TKA between the two patient groups. Further prospective clinical trials are needed to investigate the impact using stems in patients requiring small-sized tibial baseplates on postoperative outcomes.





RESEARCH

WORK IN PROGRESS

Medical Education Research refers to research related to the learning process that occurs within a medical education setting. Topics include but are not limited to learner characteristics, optimizing the learning process, assessment and evaluation, professional development, instruction design, technology in the learning environment, wellbeing. Research at any level (undergraduate, graduate, practitioner, faculty) of medical education are welcome. Medical education research can also include quality improvement projects.

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TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

■ **Student Perception of the Value of Peer Feedback: Useful or Not?**

AUTHORS:

Yasmeen Alcodray, Kinan Sawar, Gautham Pavar, Justin Bennie, Nicole Xu, Harika Bollineni, Robert de la Torre, Abdullah Sahyouni, Bohdan Matsko

BACKGROUND:

The value of peer feedback has been discussed in many fields in graduate education including dentistry, pharmacy, and medicine. Overall, studies demonstrate the value of high-quality feedback, as it correlates with better learning and performance. Wayne State University School of Medicine (WSUSOM) students spend lots of time filling out peer evaluations since it is a mandatory component of the curriculum. However, this curriculum does not specifically train students in how to provide or utilize constructive feedback to implement changes. Student perception of the value of peer feedback and its correlation with behavioral change has yet to be investigated.

METHODS:

An anonymous survey composed of questions assessing the value attributed to peer feedback will be administered to WSUSOM students of the Class of 2024. Factors such as student perception towards their peer feedback and self-reported behavioral changes due to peer feedback will be examined.

RESULTS:

We are currently awaiting IRB approval. Our working hypothesis is that WSUSOM Class of 2024 students do not value the peer feedback they receive from their medical school courses.

CONCLUSION:

This study will provide valuable information on the utility of peer feedback amongst medical students. Therefore, the data collected from this study can inform changes in the undergraduate medical education curriculum at WSUSOM. These changes may allow us to either optimize current modalities of providing student feedback or change to a new method for providing feedback that will hopefully lead to a greater percentage of students utilizing the new feedback system to make positive behavioral changes.





TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Measuring the Durable Impact of Curated Film Screenings and Discussions on the Attitudes and Practices of Medical Students

AUTHORS:

John Lloyd, Kathy Lu, Rubab Imtiaz, Jennifer Mendez, PhD, Michael McLeod, JD, MPH

BACKGROUND:

At Wayne State University School of Medicine, the student organization MedFlix hosts film screening and discussion events for the student body. Past research on the impact of these events showed they significantly increased attendees' familiarity with various medically relevant social, cultural, and psychological topics. However, it is unknown if these increases in familiarity manifest as persisting changes to students thinking. A follow-up survey of event attendees will help reveal the long-term impact of film screenings and discussions on medical students' attitudes and practices

METHODS:

The population surveyed will be medical students who attended at least one of the five MedFlix film events within the calendar year of 2022. Each past-attendee will be sent a link to an anonymous survey from the data collection site Qualtrics. The survey will document which past events the student attended. A series of Likert-scale questions will be used to assess the events general impact on student's medical attitudes, followed by short-answer questions where their subjective experiences can be described. Similar Likert-scale and short-answer questions will be used to assess any changes in students' clinical practices attributable to their event attendance.

RESULTS:

Quantitative results will be analyzed to determine the mean responses for each question. Grouped responses for each event will be compared to determine if some events had a greater impact than others. Responses will be compared to the number of events attended by the respondent to assess if greater attendance correlated to a greater impact. The qualitative short-answer data will be categorized by the authors based on the described subjective effects of the events on the student's attitudes and practices.

CONCLUSION:

Film screenings can supplement students understanding of the social, cultural, and psychological determinants of patient health. As medical curricula continue to emphasize greater awareness of these topics, the lasting impact of films as a teaching tool must be fully explored.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Emerging Trends for Students Exiting the MD Curriculum at WSU School of Medicine

AUTHORS:

Laura Samuelson, M.Ed, Megan Klausing, MAcc, Margit Chadwell, M.D., FAAFP

BACKGROUND:

The aim of the project investigators is to explore emerging trends for Wayne State University, School of Medicine students exiting the MD curriculum for a leave of absence over the course of a near decade (academic years 2012-2021). Wayne State University, School of Medicine defines a leave of absence as a temporary interruption of enrollment status. Specifically, the project was developed to identify influencing factors that cause students to go on a leave. The findings will provide a foundational understanding of which factors motivated students to seek specific leave types (medical, personal, administrative, educational, financial) and in what relative proportions. While the research is a work in progress, it is the researcher's goal to use readily available objective data points to delineate the academic and non-academic elements that most strongly contribute to rises in the various leave-types.

METHODS:

Method: The data was gleaned utilizing the Enterprise Resource Planning and Student Information System, and Banner 9 by Ellucian. Data points mined and exported for analysis from these systems included standard academic markers, leave types, leave start and end dates, course failures, and test scores on all students that took a leave during the previously specified time period. Categorization of the data via pivot table to identify differences and comparisons is anticipated for data presentation. After initial pivot table trends are established, the researchers will analyze curriculum, policy, and national examination standard changes that could be tied to the leave types and their respective academic years.

RESULTS:

Based on these findings, the combined Offices of Student Affairs and Enrollment Management would collaboratively expect to determine avenues to provide more substantial supports for students, to identify earlier points of intervention, and to decrease delays in the progression through the prescribed Medical Doctorate curriculum.

CONCLUSION:

With these goals in mind, this retrospective study could have a real impact on improved overall retention and progression of medical students at the Wayne State University, School of Medicine.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Application of Motor Learning Theory to Teach the Head Impulse Test to Emergency Medicine Resident Physicians with Repetitive Augmented Terminal Feedback from a Video Oculography Device

AUTHORS:

Jacob Lenning MD, Anne Messman MD MHPE, Jeffrey Kline MD

BACKGROUND:

The head impulse test is a physical examination maneuver that can assist physicians in differentiating between acute stroke and other benign causes of dizziness. The maneuver involves turning the patient's head quickly in small side-to-side movements. However, the literature demonstrates that emergency medicine physicians typically perform the head impulse test inaccurately. Video-oculography (VOG), the use of a small video camera to track eye movements, has been demonstrated as one method to improve the ability of physicians to perform the HIT. Given the functionality of these VOG devices to provide feedback to the clinician as to whether the HIT was performed correctly, we believe the device can be utilized to teach the muscle memory of the HIT to emergency department resident physicians.

METHODS:

Up to 40 emergency department resident physicians will perform the head impulse test on volunteers wearing the VOG device. The device provides audio and visual feedback when an incorrect or correct head impulse is performed and counts the number of correctly performed tests. To determine baseline ability, participants will first perform 20 head impulses in each direction without the feedback. Participants will then perform 3 sets of 20 head impulses in each direction with the feedback once a week for three consecutive weeks. Repeat testing will occur one month after the final training session.

RESULTS:

The mean and standard deviation of the percentage of correctly performed tests from all participants at each time point will be calculated. The data sets will be assessed for normality with histogram plots and the Shapiro-Wilk test. Comparison of means will be performed with either the Mann-Whitney test or two-sample, two-tailed t-tests.

CONCLUSION:

We hope to demonstrate that VOG devices can be utilized to teach the muscle memory of the head impulse test to emergency department resident physicians.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

■ **Weight Sensitivity Training for First Year Medical Students**

AUTHORS:

Julia Chase, Simone Brennan, PhD, Jason Booza, PhD

BACKGROUND:

Weight bias in primary care may take many forms such as prescribing behaviors pathological or eating disorders, dismissing patient's concerns, or focusing an entire visit on weight loss against the will of the patient. It is essential that physicians reduce this weight bias to provide patient-centered care. However, some aspects of medical school such as gross anatomy lab highlight students' weight bias by imparting the ideas of overweight first patients as the "difficult cadaver.

METHODS:

To reduce weight bias in future physicians, a standardized patient approach has been adopted for first year medical students at Wayne State University. Participants will hear patient narratives about weight bias and learn the most recent research on weight bias. They will then practice communication skills with standardized patients who are presenting with comorbid conditions of overweight and obesity.

RESULTS:

It is expected that Likert-style survey questions will demonstrate an increase in participants comfortability and confidence when discussing comorbid conditions of overweight and obesity. Participants are expected to trend upward through the workshop in identifying whether weight counseling is recommended at a visit or comorbid conditions should be addressed first.

CONCLUSION:

Weight bias is prevalent throughout the medical community, but didactic education, listening to patient narratives, and standardized patient-based interventions may reduce this bias. This workshop allows medical students to practice patient-centered communication and model weight sensitivity in clinical care to improve their sensitivity and communication skills in future care.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Survey Assessing the Attitudes and Knowledge of Programs on Gender Equity

AUTHORS:

Miloni Shah, BS, Kate Sheppard, MPH, MSW, Basim Dubaybo, MD, Herman Gray, MD, MBA, FAAP, Beena Sood, MD, MS, FAAP

BACKGROUND:

As of 2019, the AAMC reported that women comprised over 50% of medical students. Women now make up 36.3% of the physician workforce, which is an eight percent increase since 2007. Although the number of women in medicine is growing, there are still barriers that limit women within their medical training. Overall, women occupy less leadership positions, lack mentorship opportunities in residency, and are compensated less than men in the same roles. Moreover, policies for parental/family leave disproportionately affect women, and negatively affect their residency experiences, placing them far behind their male counterparts. In 2018, the American College of Physicians created an eight-part policy recommendation where they advised programs to make compensation more equitable between genders, standardize at least six weeks of paid family leave, increased mentorships opportunities for women in residency, create flexible opportunities for board certification in specific circumstances, involve more women in recruitment committees, and improve reporting policies for harassment and discrimination.

The purpose of this study is to survey individuals at all levels of medical education affiliated with major hospitals in Southeast Michigan in order to better understand (1) knowledge of program directors, faculty and staff of gender equity benefits in their own training programs, (2) what aspects of gender equity medical students, residents, and fellows value the most in residency and training programs, and (3) resident and fellow perspectives on what gender equity benefits are currently offered at their training programs. This study incorporates recommendations set forth by the ACP as a foundation of the current policies in place at hospital systems in Michigan.

METHODS:

Program directors, teaching faculty, staff, residents, fellows, and medical students from Southeast Michigan hospitals and WSUSOM completed an anonymous survey with questions adopted from ACP recommendations for gender equity. Program directors were asked about whether they offered certain benefits, while residents and fellows were asked how important these benefits were in choosing a residency program and whether they were offered in their home programs. Students were asked to rank how important certain factors/benefits were in selecting a future training program, as well as future recommendations to improve gender equity.

RESULTS:

A total of 508 participants completed the survey. Of these, 186 (36.6%) were program directors, faculty, and coordinators/administrators/managers, 99 (19.5%) were residents/fellows, and 209 (41.1%) were medical students. Statistically significant discrepancies were seen in how important residents and fellows ranked benefits such as paid medical/family leave, flexible considerations in board eligibility, implicit bias training, and harassment reporting procedures versus what was reported to be available to them. Moreover, many program directors were unsure regarding about certain gender equity benefits their programs offered and whether the current policies in place were sufficient.

CONCLUSION:

Residency and fellowship programs are a key part of medical training, where women must be given the agency and opportunity to grow in their field. It is important to understand what future physicians value as important benefits for their training so that programs can work to incorporate these policies.





TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

A Review of Physical Exam Maneuvers That are Most Effective for Identifying Rotator Cuff Disease

AUTHORS:

Saad Masud

BACKGROUND:

Shoulder pain is one of the most common musculoskeletal sources of pain and rotator cuff disease (RCD) is the most common etiology for shoulder pain seen by physicians. A 49-year-old female was seen in our outpatient clinic with a chief complaint of shoulder pain. Given the limited time for patient encounters in an outpatient setting, it is important to perform physical exam maneuvers that have a high yield.

METHODS:

A systematic review and meta-analysis titled "Does This Patient with Shoulder Pain have Rotator Cuff Disease" published in The Rational Physical Exam section of JAMA was reviewed to identify the most accurate physical exam maneuvers that non-orthopedic physicians should perform when suspecting a rotator cuff injury. This study used likelihood ratios (LRs) with confidence intervals (CIs) in their evaluation.

RESULTS:

A Total 28 studies were included in the study reviewed, of which 23 are level IV and five are level I or II evidence. Physical exam maneuvers were recommended if they were reported in a level I or II study and they showed a LR ≥ 2.0 . A total of five tests were recommended: the painful arc test, internal rotation lag test, external rotation lag test, external rotation resistance test, and drop arm test. The most commonly investigated tests were the Hawkins test and the empty can test. A positive painful arc test plus positive findings on the other recommended exams has a LR of 3.7 and when negative along with negative findings on the other recommended exams has a LR 0.36.

CONCLUSION:

Generalist physicians should develop proficiency in the physical exam maneuvers with the best LRs and narrowest CIs. Our patient with positive findings on 3/5 of these maneuvers was subsequently diagnosed with a rotator cuff tear on imaging.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

The Impact of School-Based Clinical Experience on Medical Student Education

AUTHORS:

Nicole White BS, Malik Hindawi BS, Eva Waineo MD, Rebecca Klisz-Hulbert MD

BACKGROUND:

Nationally, the number of child and adolescent psychiatrists does not meet the current treatment needs of this patient population. There is limited research on experiences which impact medical student interest in Child and Adolescent Psychiatry (CAP). Prior research shows early experiences in CAP are useful, however little research currently exists regarding their potential impacts.

METHODS:

Medical students that participate in a clinic integrated within the setting of a local high school (aka "school clinic") as part of their psychiatry clerkship or elective are provided with an optional, anonymous, IRB approved Qualtrics survey to assess their experiences. The survey questions gauge medical students' interest in working with adolescents in the future, interest in the field of CAP, and whether they feel the experience improved their patient interview skills. Participants are also asked to describe what was valuable about the experience, suggestions for improvement, and the optimal length of time and year of training. At the conclusion of the data collection phase, the results will be analyzed and used to assess the utility of the school-based educational experience.

RESULTS:

This project is currently in the data collection phase, with plans for future data analysis. Preliminary results will be available by December of 2022. The overall purpose of this project is to receive feedback directly from medical students to evaluate the utility of the educational experience in which they participated, its impact on interest in working with patients in the future, and ways to improve the experience for future medical student education.

CONCLUSION:

We hope that from this project we will better be able to: 1) Understand how participation in this experience affected medical student self-reported skills and career goals. 2) Understand how medical students rated the utility of this educational experience. 3) Inform effective ways to improve the experience for future medical students.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Competency in Clinical Interpretation of EKGs among 4th Year Medical Students

AUTHORS:

Andrew Kohrman, Joshua Collins MD

BACKGROUND:

Current literature on EKG diagnoses and patient outcomes has shown a gap in the ability of many healthcare providers to provide accurate EKG interpretations. This has researchers looking towards graduating medical students and new residents as a target for competency studies and training. However, studies on current competency rates of graduating medical students around the world have found surprisingly low rates of accurate diagnoses and the ability to recognize emergency life-threatening rhythms. With these concerning trends, has Wayne State University School of Medicine (WSUSOM) provided adequate education in teaching its graduating students to accurately interpret a 12-Lead ECG tracing?

METHODS:

An online survey of 19 EKG pre-selected rhythms, screened by WSUSOM faculty, was given to 4th-year medical students who have completed their Internal and Emergency Medicine rotations. The students were asked to provide a succinct free-response diagnosis to each EKG and asked if the rhythm is immediately life-threatening or not. Their answers were machine graded, with incorrect answers being sent to faculty members for review. The survey also included questions related to EKG basics, student confidence, and the degree of EKG training received.

RESULTS:

This study expects to find low competency rates of correct EKG diagnoses and decreased ability to recognize immediately life-threatening rhythms among 4th year WSUSOM students who have completed their internal and EM clerkship rotations. These rates are expected to be on par with similar studies conducted at medical schools nationwide.

CONCLUSION:

Overall, based on a novel EKG examination tool, students at WSUSOM are expected to have a limited level of competency in EKG interpretation. These results should be similar to other competency studies done with 4th-year medical students and interns. This should prompt curricular review and interventions at WSUSOM.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

How Learning Communities Can Improve Medical Student Confidence In Approaching Residency Interviews

AUTHORS:

Primary Authors: Elise Turke & Nicole White; Secondary Authors: Considine, J., Elmeninin, S., Graifman, M., Kosidowski, K., Patel, D., Seyerle, M., Young, K., Yu, C.

BACKGROUND:

One major role of the Learning Communities (LCs) at Wayne State University School of Medicine (WSUSOM) is to help ensure that each new class of medical students has a smooth transition to medical school. There has, however, been less emphasis placed on how the LCs can best serve upperclassmen.

METHODS:

The LCs will assess confidence levels of participating fourth year medical students before and after interview season using 2 Likert scales, multiple choice responses, and short answer surveys. Through these surveys, we will evaluate what aspects of the current WSUSOM residency preparation resources help adequately prepare students for their interviews and identify what additional resources might be helpful going forward.

RESULTS:

Results will be presented once survey administration concludes at the end of the 2022-2023 residency application cycle.

CONCLUSION:

We hope that by evaluating the strengths and weaknesses of current mock interview resources, we will better understand how LCs can support upperclassmen students in preparing for their residency interviews. Subsequently, the LCs will use the findings to improve the quality and quantity of resources provided.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Institutional Best Practices for the USMLE Step 1

AUTHORS:

Riya Shah, BS, Jason Booza, PhD

BACKGROUND:

In February 2020, the USMLE announced the scoring requirements for the Step 1 exam would change to pass/fail, forgoing their original numerical score reporting. Following this first iteration of the changed scoring system, many students and institutions self-reported an increase in the number of failures.

There has been no nationwide initiative to study this supposed failure rate. There have been some speculations on the factors that contributed to the failure rates, including the pandemic, decreased dedicated period, and student complacency. We must collect data on this phenomenon so that administration can implement changes to prevent this from happening with future cohorts of students.

METHODS:

The American Association of Medical Colleges (AAMC) has a student leadership branch called the Organization of Student Representatives (OSR). A team of OSR representatives will design and distribute a survey to all OSRs. This survey will include questions on the school's Step resources provided, institutional failure/deferral data, and student suggestions for improving Step preparation. The survey will be pre-tested by experts at national institutions. Once we have responses, the team will analyze the data and create recommendations that can be distributed to all institutions.

RESULTS:

We anticipate a strong response rate from the OSR representatives, as this has been listed as a top study priority by many students nationwide. Additionally, our survey instrument will help us develop student-based recommendations on best practices for Step 1 preparation. We hope institutional administrations will use this data to adjust the resources provided to students. This data will be published by the OSR and may even be incorporated by the AAMC.

CONCLUSION:

With the changes to USMLE Step 1, it has become pertinent to investigate institutional practices for Step 1 preparation to generate standardized data-driven recommendations for institutions. The goal is to ensure continued student success on the USMLE Step 1 examination.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Hidden Curriculum: The Implicit Pathologizing of Minority Populations in Pre-Clinical Undergraduate Medical Education Clinical Case Vignettes

AUTHORS:

Emily Otiso, Sarah Battiston, Pavrithra Margabandu, Samantha Katz, Joshua D. Collins M.D., Erin Miller M.D., Jason Booza Ph.D.

BACKGROUND:

The LCME core competencies requires medical students to be educated on culturally competent health care: ability of health professionals to function effectively within the context of cultural beliefs, behaviors, and needs of patients from disparate environments and communities. Though medical schools have implemented programs to educate students on different themes of cultural competencies, a hidden curriculum exists within lectures or other formal teaching that communicates unintended pathologizing of minority populations. It has been shown that clinical decisions are impacted by implicit bias and availability heuristics. However, little research has been conducted on the impact of clinical case vignettes in the creation of associations between various minority identities, behavioral factors and health conditions. We aim to investigate case vignettes in preclinical curriculum and evaluate for associations between the variables above in order to identify correlations between minority identity and health status.

METHODS:

Review 2020-2022 clinical case vignettes included in preclinical curriculum from WSUSOM.

Case vignettes will be identified from lectures, review sessions, pharmacovigilance, case-based learning and problem-based learning sessions. Each case will be reviewed by two separate researchers and inter-coder reliability will be evaluated to eliminate coder bias. Cases will be coded for differing demographic factors, identities, behaviors, as well as diagnosis/treatment.

RESULTS:

Cases will be evaluated for frequency and distribution of minority status demographics and social history findings. Two variable analyses will be conducted to identify correlations between a single minority identity and health conditions/outcomes, and multivariable analysis will identify intersectional minority identity status and health conditions/outcomes.

CONCLUSION:

Results will be used to determine if the current preclinical curriculum creates implicit associations and will determine the need for curriculum revision to best deliver culturally competent education. Findings will be presented to the curriculum management committee and utilized to inform future curriculum reform.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Childhood Medical Literacy Gauged Using Posters with the Input of Children and Adolescents

AUTHORS:

Ahmed Elashmawy, Arjun Murlidharan, Catrina Stephan, Ruth Amoakohene, Sydney Jansen, Dr. Jennifer Mendez, Ph.D., and Dr. Latonya Riddle-Jones, MD.

BACKGROUND:

The intention of health literacy is to aid individuals in acquiring the necessary knowledge and skills needed to improve their health outcomes, as well as those of their communities. This education should begin in early childhood. Medical literacy materials intended to provide children with such information should, at the very least, include the input of children.

METHODS:

Posters with vibrant colors, plenty of pictures and few words have the potential to actively educate children on a variety of health-related topics. In this study, children were presented with four different posters depicting what should be done in the case of a cut or scrape and completed a brief survey gauging their liking of these posters and what suggestions they have for additional medical skills posters.

RESULTS:

After being presented with these posters most of the children admitted that they would know what to do the next time they got a cut or a scrape. They commented that pictures allowed them to better understand the instructions being given.

CONCLUSION:

Children are open to the idea of being educated on health-related matters and it seems that simplistic and visually appealing posters are a particularly efficient way of doing so.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Impact of Learning Communities on Medical Students Throughout Years of Medical Education

AUTHORS:

Megan Seyerle and Kathleen Young

BACKGROUND:

As medical students progress in their medical education, transitioning from didactic-based learning to clinical rotations and eventual residency applications, their needs are likely to change. Through these different stages in one's medical education, learning communities have the potential to address these needs to better serve the students. Wayne State University School of Medicine (WSUSOM) is the largest single-campus medical school in the United States, with each matriculating class composed of approximately 300 students. Given the large class size, WSUSOM assigns all students into eight smaller community groups, each containing approximately 35 students. While Learning Communities are often highlighted in the transition to medical school and play a major role throughout a student's first year, these community structures have the potential to continue beyond the initial transition period. Thus, understanding the changing needs of medical students may enhance the ability of learning communities to support their professional and personal development.

METHODS:

We plan to survey each class (M1-M4) to analyze what aspects of their learning communities they currently place the greatest priority on such as the building of community, mentorship, professional development, etc. We will assess results for each class, ultimately using these to tailor our learning community events and goals to each class's individual and evolving needs.

RESULTS:

Our research aims to optimize how learning communities can serve our students throughout their entire education, from transitioning to medical school to successfully matching into residency. Through this research, we will evaluate the needs of each class and assess how these needs change between years to better serve our students over the course of their medical education.

CONCLUSION:

We hope that these surveys will give us better insight into the needs of each medical class and how these needs may change so that we can better serve students.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Evaluating Mental Health Needs of Patients at Urban Student-Run Free Clinic to Expand Services

AUTHORS:

Sara L. Ma MS, Jennifer Schmidt, Tejas Karun, Robert Sherwin MD

BACKGROUND:

Cass Clinic is a student-run community clinic providing free medical care to patients in the Detroit community. Established in 1981, the clinic has provided longitudinal healthcare to many patients with chronic disease, such as diabetes and hypertension. Services include basic medical care services as well as limited prescriptions, vaccines, and over-the-counter medications. However, the clinic is not currently able to address any mental health concerns, and the staff is unsure how to address this gap.

METHODS:

The objective of this quality improvement study is to understand the ongoing mental health needs of its patient population and how current services should be enhanced or expanded. An anonymous survey was implemented to all patients to understand current mental health needs, ongoing mental health concerns, attitudes towards mental health services, and social determinants of health that may affect mental health.

RESULTS:

While data collection is still ongoing, preliminary results (n=24) reveal that current patients have primary concerns with alcoholism (25%) and depression (25%). Most patients self-reported attitudes that are receptive to actively receiving mental health support from a health professional. However, evaluation of social determinants of health notably revealed self-reported concerns of not having a stable source of income (12%), losing housing within the next 2 months (21%), or having a utility company (electric, gas, oil, or water) threatening to shut off services within the last 4 months (13%).

CONCLUSION:

Evaluation of mental health needs and other social determinants of health for lower income patients in Detroit revealed a notable demand for not only counseling and psychiatric services, but also social work services to address several social determinants of health. The preliminary results of this study indicate that survey evaluation of patient mental health needs can provide tangible direction on how to expand or improve healthcare services at any clinic.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Effective remediation programs in undergraduate medical education: a meta-analysis

AUTHORS:

Matthew Brennan, Dr. Tara Reid, Dr. Jason Booza

BACKGROUND:

The rigor of medical school exceeds what most medical students have seen throughout their academic careers. This requires many to re-imagine their approach to studying as they attempt to digest the vast amount of information in a short time. A consistent proportion of students struggle to quickly adapt to this new landscape. Studies show that up to 15% of medical students will require remediation. Yet, few studies focus on the efficacy of remediation programs. The goal of this study is to perform a systematic analysis of research examining the effectiveness of remediation programs within the undergraduate medical core curriculum.

METHODS:

A comprehensive review of journal articles extracted from the PubMed and Med Ed PORTAL databases will be conducted using such key terms as: tutoring; student-as-teachers; remediation; and intervention strategies. Other resources may be considered if an insufficient number of publications are identified. Inclusion criteria will comprise studies conducted in the last 20 years; studies evaluating M.D. or D.O. programs; and studies that specify specific remediation programs. The data will be grouped thematically to identify the risks and benefits of the employed remediation approach. A mixed method analysis will assess remediation program efficacy based on student exam performance and qualitative feedback.

RESULTS:

This meta-analysis could inform the ways in which medical institutions approach remediation programming. The research could underpin the benefits of student-as-teacher programming, encompassing peer-led small-group interventions and one-to-one academic remediation/recovery service delivery.

CONCLUSION:

Remediation is a salient part of undergraduate medical education. Identifying which remediation programs are most effective could enhance the ability of medical school administrators and faculty to implement the most optimal programs and services. This may result in improved academic success outcomes for undergraduate medical students.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Assessment of medical school family leave policy based on experiences of student parents

AUTHORS:

Catrina Stephan, Madeline Simone, Sarah Chung

BACKGROUND:

There are few available solutions to the problem of family leave while enrolled in rigorously intensive schooling, like medical school. Adequate family leave policies are essential in supporting medical students who face the challenge of balancing family life while staying on track to complete medical school training as planned. More than two-thirds of 199 reviewed medical schools failed to post explicit family leave policies (Kraus et al. 2021); WSUSOM does not have a specific family leave policy. While this issue has been addressed by literature surrounding residency programs, prompting change, medical schools are still lacking both attention in literature and solutions. The goal of this project is to better define student experience of family leave at WSUSOM to gain understanding of how well students are served by the current policy and to identify potential areas for improvement.

METHODS:

Data will be collected through a survey sent to all of our student population (MS1-MS4). The survey includes questions that will categorize students based on if they have children, familiarity with WSUSOM policy, use of family leave per policy, personal experience, impacts of family leave policies on educational pursuits and family/support, and suggestions for improvement. From these responses, qualitative and quantitative data will be coded for further analysis.

RESULTS:

This project is currently a work in progress. The aim is to collect data from student parents that will outline impressions and implications of current policy and point to quality improvement.

CONCLUSION:

The lack of clear parental leave policies warrants investigation on the impacts of current regulations and how students who have experienced their effects would suggest improvement. A better understanding of family leave sanctions at WSUSOM can assist in promoting administrative changes to best support students seeking family leave.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Influence of Prior Clinical Experience on Illness Script Competency

AUTHORS:

Catrina Stephan

BACKGROUND:

Physicians exhibit unique critical thinking, using illness scripts subconsciously in order to rule in and out differential diagnoses. One purpose of medical school is to train students to think like a physician by encouraging the development of clinical reasoning (Henrikus et al 2018), so teaching students how to produce their own illness scripts is fruitful (Chamberland et al. 2020). However, this early introduction may not serve as each student's initial introduction to clinical reasoning, which suggests that not all medical students are blank slates (Schmidt and Rikers 2007). Students often have extensive pre-matriculation experience in clinical settings. For this reason, clinical skills curricula may underestimate the reasoning skills and pattern recognition of matriculating students. The goal of this project is to better understand the clinical reasoning skills of students as they begin medical school and discover how WSUSOM curricula can be improved to suit students' variable clinical skills as it relates to illness scripts.

METHODS:

In a survey, MS1 students are asked to first classify their experience as passive exposure, active exposure or engagement in and execution of illness scripts. They are then asked to describe their experience, confidence in clinical skills and draft their own illness script in order to measure their reasoning abilities. The data will be coded for further analysis.

RESULTS:

This project is a work in progress. The aim of the results is to draw conclusions about the relationship between degree of pre-matriculation exposure to clinical reasoning and students' abilities to develop illness scripts.

CONCLUSION:

With escalating degrees of exposure, consideration should be made for amendments to medical school curricula, and whether that would be beneficial (or harmful) to a particular subset of students with qualifying backgrounds.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Community-Based Awareness on Male Infertility

AUTHORS:

Indrea Joplin, BS; Tonia Jones, MPH; Anil N.F. Aranha, PhD

BACKGROUND:

Background and Purpose: In recent months, politics has played a major role in Roe v. Wade. It is impacting the whole reproductive health knowledge and behavior of males and females. Infertility is not only an issue experienced in females, but also a concern for males. The causes of male infertility include obesity, radiation exposure, lead exposure, tobacco use, and medical history of undescended testicle(s). Despite the causes of male infertility, treatment options exist which according to the Cleveland Clinic include in vitro fertilization, sperm retrieval, vasectomy reversal, lifestyle changes such as smoking cessation and stopping any recreational drug use and hormone therapy to increase the number of sperm. The purpose of this study is to educate the public on reproductive health and to bring more awareness to male infertility.

METHODS:

Methods: The approach in which male infertility awareness can be brought to the public is through designing a curriculum that enhances the knowledge of the community. To make the community aware, five main topics will be presented on male infertility and reproductive health issues.

RESULTS:

The key topics that will be presented in the curriculum include the causes of male infertility, genetic disposition contributing to male infertility, male infertility treatment, social behaviors impacting male fertility and how male infertility impacts both males and females and the development of future generations.

CONCLUSION:

Conclusion: The developed curriculum and literature being provided to the community is anticipated to enhance the knowledge of the community regarding Male Infertility and Reproductive Health. Subsequent to the program offered, the community will be evaluated to determine improvement of knowledge. Further research would deal with enhancements in the curriculum and approaches to broaden the impact of the curriculum on the community.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Vaccine Ambassadors: An Educational Model to Spread Awareness About Vaccines in Detroit

AUTHORS:

Soham Desai BS, Sofia Howson BA, Catherine Maples BS, Jack McConnell BS, Jennifer Schmidt BS, Teena Chopra MD

BACKGROUND:

Following the COVID-19 pandemic, vaccines against the virus and its various variants (delta, omicron) have been developed. However, Detroit has a vaccination rate of 46.0%, which is below the national average. Important factors that play into this are misinformation, which has propelled a fear of the unknown among patients.

Project aims: The Vaccine Ambassador Program assessed the effectiveness of conducting and implementing youths as agents of change for communities throughout Detroit.

METHODS:

The Vaccine Ambassador Program was implemented with highly motivated youth population, who received a detailed education session on the history of vaccines, how vaccines work, why vaccines work, and the beneficial outcomes of achieving herd immunity. These young students aimed to spread this knowledge and education in various communities throughout Detroit, such as schools, community events, outreach events, and many more.

RESULTS:

Eleven high school students participated in the Vaccine Ambassador program and received highly detailed knowledge on vaccines and their effectiveness at preventing disease at the molecular level. They were also educated on the history of medical practices in America that negatively affected African Americans disproportionately; an example of such a practice was the Tuskegee experiments. At the end of the educational program, a survey of the students confirmed that all eleven students enhanced their knowledge of vaccines and their history. More specifically, the participants indicated that they gained a stronger understanding of basic immunology, epidemiology, different types of vaccines, risks of vaccines, and herd immunity.

CONCLUSION:

Participation in the Vaccine Ambassador program enhanced the students' knowledge on vaccines greatly. This program aims to utilize the power of the student ambassadors' knowledge to educate the public at various schools, communities, and outreach events. The goal of this endeavor is to address misinformation surrounding vaccines and improve vaccination rates in Detroit.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Determining Factors that Limit Community Engagement in a Medical Student-Run Clinic in Detroit, Michigan

AUTHORS:

Sikander Chohan (Primary/First Author), Arqam Husain, Muhammad Ahmed, Joseph Cavataio, Dhruva Kadiyala, Jacob Katzman, Elsa Nylund, Samantha Pfiffner, Aila Rahman, Kayvon Sanjasaz

BACKGROUND:

At Auntie Na's Medical Clinic, medical student volunteers perform biomarkers tests such as blood pressure, lipid panel, and glucose levels, and work with patients to improve their health. In 2020, due to the COVID-19 pandemic, the clinic shut down operations. Over a year later, it was reestablished; however, community engagement in the clinic was low. In response, students surveyed the local community on interest levels in the clinic and potential limiting factors to engagement.

Met This exploratory survey study was performed in the west-side neighborhood of Detroit, MI between May, 2021 and November, 2021. Volunteers visited 60 homes with informational flyers on Auntie Na's Medical Clinic and questionnaires. Volunteers described the purpose of the free clinic, its location, and requested to administer a survey. The survey ascertained whether the respondent thought their community would benefit from a free health clinic, if they were aware of Auntie Na's Medical Clinic, and if there were any factors that would limit attendance.

RESULTS:

Upon completion of data collection, a total of 60 individuals answered the door and were interested in taking the questionnaire. 53 participants (53/60, 83%) believed the community would benefit from a free healthcare clinic. 25 participants (25/60, 41%) were aware of the clinic. Respondents most often cited transportation issues as preventing them from attending (16/60, 26%). Other commonly cited issues were scheduling conflicts and being unaware of the clinic's operations.

CONCLUSION:

While the free clinic was met with excitement by community members, several factors limit patient engagement. With regards to transportation and timing issues, the clinic can consider setting up mobile healthcare kiosks in popular locations throughout the community. Volunteers can provide easily accessible, basic medical screening to those interested. The clinic can actively advertise itself to the community. As community engagement grows, additional medical services can also be provided.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Learning Community Student-Resident Physician Mentorship

AUTHORS:

Elmenini, S., Kosidowski, K., Considine, J., Graifman, M., Patel, D., Seyerle, M., Turke, E., Young, K., White, N., Yu, C., Sherman, L., & Ayers, E., MD

BACKGROUND:

Wayne State University School of Medicine (WSUSOM) in 2018 formed Learning Communities (LCs), that facilitate student engagement, comradery, and mentoring. These programs include medical student-premed, near-peer, and faculty/attending mentorships. With time, it has become clear that there is a gap in mentorship between near-peer and faculty/attending mentorship, and that is with newly-matched residents and current medical students. Near-peer mentors at WSUSOM have yet to complete the residency process to help guide other students through it. Faculty mentors are more removed from residency and may not have relevant advice for students. As resident physicians are recent graduates, they are more likely to provide relevant insight about residency applications and academic challenges than faculty mentors. With the expansion of LC capacity and contribution to WSUSOM, our goal is to gauge interest in and eventually pilot a student-resident mentorship program. We aim to bridge the gap between faculty/attending and peer mentorships.

METHODS:

A Qualtrics survey was administered to fourth-year medical students at WSUSOM to assess whether they felt a gap in resident physician mentorship exists and whether they would participate in the program if implemented. We aimed to identify specific areas of mentorship students would be interested in receiving.

RESULTS:

Preliminary survey results suggest that WSUSOM students do not feel as though a medical student-resident mentorship is necessary, although, if given the opportunity, they would participate in it.

CONCLUSION:

We hope future implementation of student-resident mentorships will increase student's confidence and understanding of the residency process. Our next step will be to reach out to recent WSUSOM graduates who served as peer mentors to gauge their interest in serving as resident physician mentors to students.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Evaluating impact of a resident coaching program for medical students

AUTHORS:

Meredith Bradley, MD, Sarkis Kouyoumjian, MD

BACKGROUND:

Fourth year medical students interested in pursuing a residency in emergency medicine are paired with resident mentors when rotating at local sites. We seek to evaluate the impact of coaching on their rotation experience, interest in the field, and its duration beyond the rotation.

METHODS:

Fourth year medical students rotating in Emergency Medicine at Detroit Receiving, Sinai Grace, St. John's, and Henry Ford hospitals who were interested in pursuing emergency medicine residencies were offered resident mentors. This includes students from Wayne State as well as visiting students. Resident mentors were selected on a volunteer basis and assigned at random to rotators. Mentors were provided basic guidance on weekly structure for meetings.

After the rotation had ended and application season had begun, mentors and mentees were sent anonymous surveys asking about their experience including frequency of interactions with mentors as well as influence during rotation and experience on future rotations and applications. This survey includes free text answers as well as a Likert scale.

RESULTS:

Results are pending at this time.

CONCLUSION:

Connecting students with resident mentors who served as coaches during the rotation was evaluated for its impact. Residents have the benefit of recently going through the rotation and application process. By serving as coaches during the rotation they may help students receive applicable and actionable guidance to improve their performance during and increase their enjoyment of their emergency medicine rotation. Results from this study will provide evidence on the value and impact of resident mentorship. It may also identify areas of weakness in the program for future improvement.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Impact of conducting student-led developmental disability educational programs in a virtual versus an in-person setting

AUTHORS:

Ahmad Chouman, Saranya Madan, Katya Parker, Shagane Kotcharian, Benjamin Sliwinski, Jennifer Mendez

BACKGROUND:

One in six children in the United States had a developmental disability (DD) [1,2]. The need for comprehensive training programs for medical providers has been previously evaluated; however, there is little research on the efficacy of student-led educational programs in doing so while also investigating the difference in the impact of such programs through a virtual versus in-person platform [3,4,5]. Therefore, this study will investigate the efficacy of such programs and the impact of virtual versus in-person student visits with families with a child with DD.

METHODS:

A pre-survey (at ARIE program start) and post-survey (at program end in December) will be administered for medical students and the family member who is the primary caretaker of an individual with DDs. This is to understand how the program affects the baseline attitudes and perceptions that medical students have toward individuals with DDs and to understand the attitudes the families have toward physicians. Further investigation will determine whether the setting (virtual vs. in-person) influences these results. The data will be analyzed using t-tests and paired t-tests.

RESULTS:

Currently, the ARIE program is still in progress. It is hypothesized that the program will have a larger impact on both medical students and families in the in-person setting. Through this experience of conducting research, we learned how to write an IRB, obtain validated surveys, and recruit research participants.

CONCLUSION:

We hope this project aids other educational institutions to determine an efficient avenue to educate students on DDs while also aiding families and fostering trust in physicians.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Does the Timing of Airway Training Impact 4th Year Medical Students Performance During High Fidelity Simulation Airway Management and Intubation

AUTHORS:

Tiffany Chu BS, Aria Ganz-Waple MD, Oluseyi Obadeyi MD, Trifun Dimitrijević MD, Laura Smiley MD, Elizabeth Dubey MD, Sarkis Kouyoumjian MD

BACKGROUND:

Students receive airway training in the form of a hands-on lab during their 4th year Emergency Medicine clerkship. These students then go on to manage airways during High Fidelity Simulation in the clinical skills center. Due to timing, some groups received the training after the simulation, and other groups received training prior to the simulation. Our aim is to identify if the timing of the airway lab affects the student's performance during simulation.

METHODS:

We compared performance during simulation for the two groups. We used video recordings of the students along with a standardized checklist to evaluate performance on airway management and intubation of the high-fidelity simulator. We used OSATS, a validated assessment tool for grading overall technical proficiency for open surgery. Four domains were scored on a Likert Scale between 1 - 5 with a total score range from 4-20. In addition, we measured time to initiate bag and mask ventilation, time to intubation, and length of time to perform intubation.

RESULTS:

We are currently collecting data. Data will be added to a spreadsheet and analyses of the intervention group versus the non-intervention group will be performed.

CONCLUSION:

Airway management is a key component of Emergency Care. Students receive airway training throughout their career including BLS, ACLS, and during the 4th year Emergency Medicine clerkship. During this clerkship, some receive the training prior to and others following simulation. Our assertion is that students that do receive the airway didactic and training prior to simulation will perform the procedure more proficiently and more quickly.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

■ Student Trust as a Predictor of Educational Satisfaction

AUTHORS:

Benjamin Sliwinski, Jonah Yousif, Cullen Hudson

BACKGROUND:

Just as trust, communication and feedback are imperative in establishing a proper physician-patient relationship, medical students trust their faculty and administrators to make impactful decisions on their behalf. Therefore, trust between these parties may correlate with student satisfaction in the ability of these parties to address student concerns. In this study, student trust towards faculty will be compared to student trust towards administration to determine whether students perceive that faculty and administrators take student perspectives into account when updating curricula and policies.

METHODS:

As part of the LCME accreditation process, a survey created by the student senate (independent student analysis, ISA) was administered to the student body. The survey aimed to quantify student satisfaction in sectors including support, resource adequacy, financial aid, and admissions. Survey results were analyzed by the ISA committee and written up as a formal report for distribution to appropriate constituents.

RESULTS:

Gross examination of the data without statistical analysis already reveals a major discrepancy and drop-off between the students trust in administration versus the faculty. We anticipate that trust between students and faculty will positively correlate with belief in fair preclinical grading. Similarly, we believe that students trust in administration will positively correlate with student belief in the administration's reliability in supporting the students through structural means.

CONCLUSION:

Given the disparity between student trust in administrative staff vs faculty, effective strategies used by the faculty can serve as a template for administration. For example, faculty members at WSUSOM meet with students for curricular feedback. Administrative staff could employ a similar strategy, allowing for real-time adjustment of operations to cater to the needs of students. Additionally, administration may cite meetings with specific class representatives to publicize their efforts. Positive impacts may include improving student mental health, board exam pass rates, admissions statistics, residency outcomes, and overall perception of the school.

INNOVATION

COMPLETED WORK

Medical Education Innovation refers to innovative curricula that address a current issue within medical education. The innovation should be based on learning principles and be designed to meet a specific need. Examples include but are not limited to health and wellness, quality improvement, patient safety, interprofessional education, service learning.

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TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

How to improve the clerkship experience? A Survey of Fourth-Year Medical Students

AUTHORS:

Joseph Atangan BS, Astha Saini DO, Rashid Alhusain MD, Cullen Hudson BS, Zachary Buxo BS, Anusha S. Majagi MD, Diane L. Levine MD

PROBLEM STATEMENT:

Second-year medical students are provided with structured didactics to prepare them for third-year clinicals. These didactics are lectures or hands-on training sessions that are generally led by medical school faculty. While Wayne State University (WSU) medical students have much support before starting clinicals, we sought to see if medical students also preferred having resident mentors to provide guidance during their third year.

METHODS:

We sent an email survey to WSU fourth-year medical students who completed their internal medicine clerkship at the DMC-Downtown clinical site. Students were told they would receive a five-dollar coffee shop gift card for completing the surveys.

RESULTS:

Fifty-three fourth-year medical students (M4s) responded to the survey. Forty-three M4s stated they would have joined a resident-medical student mentorship program in their third year (43/53=81%). The following percent of M4s agreed that reviewing these lessons with resident mentors would be beneficial for third-year clerkships: presentation skills (44/53=83%), electronic medical record tutorial (46/53=87%), How to look good on rounds; (48/53=90%), and etiquette when contacting/speaking with a consultant (43/53=81%). Forty-eight M4s (48/53=91%) agreed the internal medicine clerkship was important for their clerkship experience regardless of the specialty they pursued. Nearly all (92%) prefer to have a resident mentor in their specialty of interest.

CONCLUSION:

The majority of M4s agreed that internal medicine is an important clerkship and if provided with the opportunity, students would opt to have a resident mentor. A resident-medical student mentorship program to help M3s acclimate to the hospital system and secure a source of support and mentorship from a near-peer may help to improve the internal medicine clerkship experience.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Examining Gender Differences in Mentoring and Clerkship Experiences During Undergraduate Medical Education

AUTHORS:

Sara Kazyak, Ashley Kramer, Jenna Carter, Jason Booza Ph.D.

PROBLEM STATEMENT:

Mentorship has been found to positively impact student success in undergraduate and graduate medical education. However, there are known gender disparities in experiences throughout medical training. We sought to determine if Wayne State University School of Medicine (WSUSOM) student satisfaction regarding mentorship opportunities or support were correlated with satisfaction of clerkship experiences when stratified by gender identity.

METHODS:

Data was previously collected through the independent student analysis (ISA), an anonymous survey of medical student experience. A total of 1100 student responses were analyzed and data was stratified on self-identified gender identity. Questions related to mentorship and clerkship experience were identified and the number of dissatisfied/very dissatisfied; questions were calculated as a percentage of the total responses for female and male students. Data analysis will be expanded to include a third category in our ongoing analysis.

RESULTS:

Preliminary data analysis comparing female and male student groups on questions pertaining to; administrative support in identifying mentors, availability of career mentors, and surgery clerkship experience revealed higher dissatisfaction among female than male students in nearly every question across all four classes. The average percentage difference was 4.77%, with the largest discrepancy identified in satisfaction with mentorship variety in which females were 10.7% more dissatisfied than their male counterparts.

CONCLUSION:

Preliminary analysis of ISA data reveals female students are more likely to be dissatisfied with mentorship opportunities and support for finding mentorship offered by WSUSOM. This may contribute to higher levels of dissatisfaction among female students when assessing attitudes related to clerkship experiences. In this project, additional analysis will be utilized to innovate solutions addressing these disparities and collaborate with appropriate resources within WSUSOM to elicit higher levels of satisfaction among female students.

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Highway to Excellence: Best Practices in Supporting Medical Students through ERAS Submission

AUTHORS:

Eva Waiono, M.D., Sarkis Kouyoumjian, M.D., April Mayweather M.Ed., Nicole M. Collier, J.D., Michael Webber, Ph.D., Margit C. Chadwell, M.D., FAAFP

PROBLEM STATEMENT:

As the largest single-campus medical school in the country, Wayne State University School of Medicine, supports nearly 300 students every year in preparation for submission through the Electronic Residency Application System (ERAS). There is limited research on how medical schools support students during this process. The office of student affairs (OSA) collaborated inter-professionally to demonstrate best-practices in supporting a large, diverse student body in this important step of the residency application process.

METHODS:

OSA provided informational professional development and support sessions starting May of 2022 via a virtual platform for the entire class. The sessions were strongly encouraged to attend, scheduled in late afternoon to facilitate attendance, and recorded for asynchronous viewing. Session topics included: Writing a CV and Personal Statement, Supplemental Application Process, and ERAS Submission. In addition, weekly noon-time drop in sessions were scheduled during the three months prior to the ERAS submission deadline. Sessions were led by OSA Administration, with presence of faculty, class counselors, and support staff. Students were asked to provide feedback through an anonymous, optional, Qualtrics survey.

RESULTS:

Over 95% of the class of 2023 participated at least once in the synchronous component, with 263 students present for the last large-group session. Number of students who participated in each one-hour drop-in session ranged from 4-19, depending on the week. Qualitative student feedback will be shared. 100% of students participating in the residency match applied by the submission deadline date.

CONCLUSION:

OSA is vital in the preparation of medical students for a successful residency match. Although this process begins long before the start of fourth year, the months leading up to ERAS submission are a pivotal time for student self-reflection, decision of specialty choice, and organization of application materials. Students benefit from the expertise and guidance of a multi-disciplinary approach, which may be applicable to other training time-points.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Implementation and Evaluation of a Simulated Electronic Prescribing Interprofessional Workshop for Preclerkship Medical Students

AUTHORS:

Christopher Guyer, MD; Aline Saad, PharmD; Brittany Stewart, RD, PharmD; Ziad Khalifa, BS; Jackie Fleury, BS; Misty-Mae Hankin, BS; Linh Pham, BS

PROBLEM STATEMENT:

Second year medical students (M2s) at Wayne State University (WSU) participated in an interprofessional prescription writing workshop developed by faculty and facilitated by WSU fourth year student pharmacists to increase student knowledge and confidence in prescription writing skills. M2 students completed pre- and post-workshop surveys to assess their confidence in prescription writing and perceptions of the workshop.

METHODS:

Medical and pharmacy school faculty developed an 11-item survey administered through Qualtrics both before and after the workshop. Respondents indicated their level of agreement to statements related to prescription writing confidence and workshop experiences using a 5-point Likert-scale (1=strongly disagree, 5=strongly agree). Descriptive statistics and paired t-tests were used for data analysis.

RESULTS:

Of the 298 students who participated in the workshop, a total of 271 participants completed both the pre- and post-workshop survey, which represents a 91% response rate. On the 11-item confidence survey, all items showed a significant increase in pre- and post-survey comparisons with a cumulative average for all 11 items of 1.85 pre-workshop to 4.17 post workshop, ($p < .001$). 90% (243/271) of post-survey respondents somewhat or strongly agreed that the workshop added to their knowledge and skills in prescription writing. 86% (232/271) of respondents somewhat or strongly agreed that the workshop met their expectations.

CONCLUSION:

M2 students' confidence in their ability to write error-free prescriptions increased significantly after participating in an interprofessional prescription writing workshop facilitated by student pharmacists. This study highlights that peer-to-peer education positively impacts student perceived knowledge and confidence. Future studies could evaluate students' perceptions about the value of peer-to-peer education and outcomes related to workshop participation

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Institute for Healthcare Improvement Innovations Hub Pilot

AUTHORS:

Matthew Brennan, Bridget Croniger, Anuj Kavi, Cedric Mutebi, Priyanka Kale, Diane Levine

PROBLEM STATEMENT:

Patient safety (PS) and quality improvement (QI) have been identified by the Association of American Medical Colleges (AAMC) as key competencies for graduated medical students and practicing physicians. Despite the importance of PS/QI in medical education, there is a lack of opportunities for students to engage in meaningful projects in these areas.

Based on this need, Wayne State University School of Medicine (WSUSOM) Institute for Healthcare Improvement (IHI) student group developed the Innovations Hub. This initiative provides student organizations resources to develop PS/QI projects specific to the unique challenges they face. The goal of this project was to test and assess the efficacy of the Innovations Hub pathway.

METHODS:

An on-boarding pre-survey was created and sent to WSUSOM student organizations inquiring into the difficulties they face. Cass Clinic, a student-run free clinic, responded to the survey and expressed interest in utilizing the Innovations Hub.

Next, the IHI innovations team and student clinic held an on-boarding meeting. This was followed by a literature review and strategy discussion in a subsequent meeting. We then engaged in a clinic site visit to identify areas of improvement in the current workflow. Next, we proposed a protocol to the IHI Innovation council and collected feedback. We subsequently initiated the innovation and analyzed the results.

RESULTS:

Adherence to the Innovations Hub pathway resulted in the successful completion of a student clinic QI project. Throughout the trial run, specific milestones were added to the pathway, including: creation of a project charter, submission of an IRB application, and data aggregation.

CONCLUSION:

The Innovations Hub pathway was effective at coordinating and managing a QI project and bringing value to a student-run free clinic. This trial run identified areas of the pathway to streamline and improve for future iterations.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Improving a Student Run Free Clinic's Efficiency through a Student-Led Healthcare Consulting Initiative

AUTHORS:

Stefanie Hilton, Sara L. Ma, Sadaf Hashemian, Anju Kavi, Kayvon Sanjasaz, Lauren Hamel

PROBLEM STATEMENT:

The Student Run Free Clinic serves uninsured patients in the Metro Detroit community and has over 150 patient visits per year, but experiences difficulty in predicting patient turnout, turnaround time, and overall clinic efficiency.

METHODS:

The DetroitX Innovations & Consulting organization utilized a modified version of the Define, Measure, Analyze, Improve, and Control (DMAIC) process in order to evaluate the current state of the clinic, identify opportunities for improvement, and create actionable recommendations to improve efficiency. An initial stakeholder interview with the clinic director was conducted to define areas of concern for the clinic. Based on the interview, a primary concern was identified: inability to efficiently meet patient demand. This stemmed from two causes: unpredictable patient turnout and slow patient turnaround time. Detailed process mapping was then conducted to identify the current clinic workflow, and an existing workflow timeline was established as the average of all patients in clinic on one clinic day. Additionally, trendline analysis of patient no-show and cancelled appointments over time was conducted and visualized using Microsoft Excel. A PowerPoint slide deck was the final deliverable communicating actionable recommendations, educational materials, and future implementation strategy.

RESULTS:

Analysis of current patient demographics for cancellations and no-shows showed a significant decrease in no-shows and increase in cancellations that corresponded to implementation of a reminder protocol, in which clinic staff called patients before their appointments as a reminder. Despite strong suggestions that patient no-shows or cancellations may be affected by issues with reliable transportation, this dataset was not correlated with distance or location data, which led the team to recommend surveying patients to understand why they cannot attend their appointments. Detailed process mapping of clinic workflows yielded an average of 103-minute patient visits that were notably bottle-necked by an 80-minute stage: 40-minute encounters with the medical student care team, 30-minute oral patient presentations with the physician preceptors, and 10-minute care team follow-up encounter. This yielded a capacity of two patients per care team per clinic shift. Lack of standardized patient encounter and oral patient presentations guidelines,

which created notable redundancy and delays, resulted in recommendations to implement a template. An open-ended template for the encounter and oral presentation was proposed to decrease the bottle-neck stage to 55-minutes, increasing patient capacity by 50%. Simultaneously, recommending a reordering of the patient education and resources team workflow contributed to the overall decrease in patient visit time to 66 minutes, while also standardizing care.

CONCLUSION:

Student-led consulting initiatives can be a unique source of unbiased recommendations for quality improvement. The DMAIC methodology can be a useful and reliable tool to evaluate current state workflows and identify actionable steps for improved efficiency and quality improvement within a healthcare system, including local free clinics.





TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Evaluating implementation of recognition-based incentive program (RBIP) during Service Learning Curriculum

AUTHORS:

Alexis Malecki, Mikaela Grudzien, Rachel Feldstein

PROBLEM STATEMENT:

Common Threads (CT), a student organization, produces crocheted sleeping mats for those experiencing homelessness with support of medical student volunteers. However, the completion of one mat requires 50 volunteer hours. Due to the extensive labor of the initiative, CT was motivated to encourage engagement exceeding the curriculum-required minimum to support volunteers and further the evaluation of the sleeping mat initiative.

METHODS:

To encourage medical student participation that exceeds the curriculum-required minimum, students were presented with the opportunity by CT, to receive the recognition title Community Change Partner. In the service learning curriculum at WSUSOM, students are required to complete Service Learning hours. CT offers students the opportunity to receive these hours by volunteering to make crocheted sleeping mats out of recycled material for those experiencing homelessness. Students were asked to obtain 375 points to receive the title. Points were awarded based on relative time commitment and necessity of task in furthering the completion of the mats. The RBIP was evaluated by comparing the number of completed mats, monthly volunteer hours, and volunteers engaging in work outside of events before and after implementation.

RESULTS:

Prior to the RBIP, CT supported 30.3 monthly volunteer hours, completed 2 mats, and had no engagement outside of events. After the initiation of the RBIP, CT supported 43.6 monthly volunteer hours, completed 10 mats, and had 11 people engage in work outside of events.

CONCLUSION:

In general, the results reveal that the RBIP improved participation in the sleeping mat initiative. After implementation, there was an increase in the number of all of the following: monthly volunteer hours, completed mats, and people choosing to engage in work outside of events. These factors were extrapolated to be an indication of improved engagement and participation. Future work will look to evaluate the community impact of the sleeping mats.

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Serving the Community with a Free Interprofessional Diabetes Education Clinic in an Urban Setting

AUTHORS:

Priya Sharma, MS2, Johan Harris, MS2, Koushik Tuppil, MS2, and Neelima Thati, MD

PROBLEM STATEMENT:

By 2030, Detroit will be the 4th highest city in the United States with 16.2% of its population presenting with diabetes. The Diabetes Education and Wellness Clinic (DEW), a student-run free clinic, was created to provide resources for those with diabetes in Detroit. Unlike other clinics, DEW is interdisciplinary and focuses on teaching students and patients alike. During the session, students assist patients with many aspects of their diabetes. Eight disciplines are involved: medicine, pharmacy, dietetics, physical therapy, occupational therapy, social work, law, and public health. Under model, patients can collaborate with various disciplines to fulfill their needs and feel empowered to take control of their health under a Chronic Care Model.

METHODS:

Patients are recruited through flyers distributed throughout Detroit. The clinic sessions on-site are split into three parts: intake, interview, and debrief. The intake involves students checking vitals and past medical history. The interview involves the patient talking to students from each discipline about their diabetic concerns. Once the interview is completed, the patient completes a satisfaction survey. During the debrief session, all the students and faculty discuss the encounters in a group-setting, allowing for an interprofessional discussion

RESULTS:

Patient satisfaction survey results show that 100% of patients feel that the DEW students and faculty treated them respectfully, explained their health in an understandable way, provided valuable information, and fostered a collaborative environment. 87.5% of patients are likely to share the recommendations provided from DEW Clinic to their health care provider.

CONCLUSION:

Implementing a free clinic is beneficial in an urban setting, where people often lack resources. Many are not aware of community resources and self-management strategies to prevent the complications of diabetes on their overall health, making this resource extremely vital. Additionally, students learn collaboration, communication, and responsibility in taking care of patients concerns in a timely manner.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Equity Across Religious Identity: Assessing Student Attitudes and Experiences with the Current WSUSOM Religious Holiday Policy

AUTHORS:

Sarah Battiston, Emily Otiso, Donovan Roy, EdD

Problem Statement: The current Wayne State University School of Medicine religious holiday policy has a limited number of pre-approved holidays guaranteed off, other holidays must be requested off. The current policy lacks specific guidelines to ensure equity across religious identities when granting an excused absence. Religion and spirituality can be protective against burnout within medical education. Therefore, assessing the equity of our current policy is crucial to ensuring equal opportunity to the protective mental health benefits of religion/spirituality. This project aims to assess students' attitudes and experiences with the current religious holiday policy at WSUSOM and compare experiences across religious identities.

METHODS:

A 17 question Qualtrics survey was emailed out to the current WSUSOM students. Survey questions included: self-identifying demographics, experiences with the current policy, and Likert scales to assess attitudes towards current policy. Data was analyzed holistically and by religious identity to assess for variation amongst religious identities using chi-squared analysis.

RESULTS:

Analysis included 171 surveys. Twenty-seven percent of students reported difficulties getting their religious holiday off, minority religions were overrepresented within this statistic; Muslims being the most impacted (0.01). For those that were granted a holiday off, some had to complete additional assignments (16.19%) or used 1-2 wellness days (33.33%). Twenty-nine percent of students somewhat agreed or strongly agreed that the current policy caused distress and majority of those being Muslim students (0.01). Sixty percent of students somewhat agree or strongly agree that the current policy needs to be revised and eighty percent somewhat agree or strongly agree that it is important that institutions support their religious identity.

CONCLUSION:

The current religious holiday policy has not only caused difficulty for many students, but has disproportionately impacted students from minority religions (especially Islam), exposing a need for the creation of a new policy.

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Marketing and Expansion Strategy Through Medical Student-led Consulting

AUTHORS:

Rooshan Arshad, Jacob Sullivan, Joshua Krischner,, Sara Ma, Lauren Hamel

PROBLEM STATEMENT:

Traditional medical curriculum does not prepare future physicians for the many business-related and leadership challenges we will face in our career. To that end, DetroitX Innovations & Consulting at WSUSOM is a new student-driven initiative intended to bridge the gap between medical knowledge and healthcare operations through pro bono consulting projects. COVID-19 was called the great disruptor. This ringed true in Detroit as one of WSUSOM affiliated clinics, which serves to provide free screening and health check-ups for those without access, was deeply impacted by the pandemic. The clinic saw a low in community engagement and a lack of patient traffic that continues to affect operations to date.

METHODS:

The aim of our project was to evaluate current state of the clinic and identify opportunities for improvement. We derived recommendations based on patient demographics, site visits and through interviews conducted with clinic staff and leadership, volunteers, and patients to gain insight into their challenges and previously employed strategies.

RESULTS:

The data collected and insights gained through the interviews were utilized to identify new strategies to increase patient traffic and the frequency of care provided. We recommended a marketing strategy through social media utilization and signage to increase the clinics visibility and awareness in the community. We recommended an expansion strategy consisting of a pop-up lemonade stand clinic setup highlighting the high volume, low acuity screening true to the clinics existing service menu and their differentiated product and identified target neighborhoods and community events. We made rebranding recommendations to increase patient engagement through changes in clinic aesthetics, changing the clinics name, and identified outreach opportunities to increase their communications and advertisement.

CONCLUSION:

We worked closely with the WSUSOM-affiliated clinic to determine new ways to continue their mission to provide health services and serve the underserved members of Detroit and its communities.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Interactive Panels Serve as an Effective Way to Increase Medical Students' Knowledge of the Opportunities in Sports Medicine Fellowship training

AUTHORS:

Matthew Corsi BS, Logan Thayer BS, Alex Duvall BS

PROBLEM STATEMENT:

Many preclinical medical students are unaware of the many fellowship training options there are following residency. This is particularly the case in the field of Sports Medicine, where multiple specialties can apply for this subspecialty fellowship position. The prerequisites for placement into Sports medicine are not well understood. The objective of this zoom discussion was to bring awareness to the different ways individuals can matriculate into the field of sports medicine, and the advantages and disadvantages each may have applying from different residency backgrounds.

METHODS:

First and second-year medical students were invited to the talk via Wayne State School of Medicine class email lists. 3 Sports Medicine fellowship-trained physicians from 3 unique residency training paths (physical medicine and rehabilitation, emergency medicine, and family medicine) sat on a panel to answer questions provided by the sports medicine interest group leadership and student attendees. Pre- and post-survey data were collected through Qualtrics XM.

RESULTS:

From a sample of 21 students who attended the discussion, prior to the talk seven students reported that they were aware of the different residency paths that could lead to applying for a fellowship in sports medicine. After the discussion, that number improved from 7 to 21. Additionally, we found no significant change in the student's desire to pursue a fellowship in sports medicine. Lastly, there was a significant change in the student's understanding of the advantages and disadvantages of practicing sports medicine from different residency backgrounds.

CONCLUSION:

Early exposure to fellowship-trained sports medicine physicians from different training backgrounds via simple zoom sessions can improve medical students self-reported knowledge of the discipline. This may aid medical students to get a better understanding of the avenues they can take in order to better prepare themselves for the future if they wish to pursue a fellowship in sports medicine.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

Innovative E-learning based curriculum in Non-Invasive Ventilation for Pulmonary and Critical Care fellows

AUTHORS:

Asil Daoud, Divya Venkat, Abdul-Ghani Sankari

PROBLEM STATEMENT:

The ongoing evidence on the importance of Non-invasive ventilation use highlighted the need to develop a standardized NIV education and training to develop advanced operator skills. Our objective is to create a standardized NIV curriculum using E-Learning modules and evidence based bedside practices for PCCM fellows.

METHODS:

The curriculum targeted new PCCM fellows (N=8) to assess competency and knowledge in the key topics of NIV management. The NIV E-curriculum consisted of: 1) A baseline knowledge test consisting of 25 MCQs, including NIV topics. Discrimination and difficulty indices were tested on PCCM attendings and fellows. 2) A pre- training confidence survey using a 5-points Likert scale for subjective evaluation. 3) Four E-learning evidence-based modules using animated characters presenting clinical scenarios.

First module was an introduction to NIV use in the ICU and the outpatient. This module had an embedded video explaining equipment and knobology.

Second and third interactive modules focused on different aspects of NIV use, using two clinical scenarios; COPD exacerbation in ICU and outpatient chronic hypercapnic respiratory failure. These modules had embedded quizzes and evidence-based explanation.

Fourth module discussed different types of desynchrony.

4) Didactics discussing other indications of NIV. 5) Bedside knobology session. 6) A post-test done 4 weeks after. 7) A post training confidence survey.

RESULTS:

In July 2022, 8 PCCM fellows completed the training; total duration of 166 minutes. The average MCQ score increased from 13; 3.2 to 18.37;1.6 (Maximum of 25), which equated to 36% improvement (P < 0.05). The confidence survey revealed improved learner confidence in all competencies.

CONCLUSION:

E-learning is one the new methods of education which is easily accessible and reproducible over years. This Internet based curriculum focusing on the NIV use for PCCM trainees and included videos of clinical showed improvement in the knowledge and confidence in NIV use for the PCCM fellows.

INNOVATION

WORK IN PROGRESS

Medical Education Innovation refers to innovative curricula that address a current issue within medical education. The innovation should be based on learning principles and be designed to meet a specific need. Examples include but are not limited to health and wellness, quality improvement, patient safety, interprofessional education, service learning.

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TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Closing the Loop: Feedback Mechanisms for Undergraduate Medical Student Curriculum Committee Representatives

AUTHORS:

Matthew Brennan, Camera Dockery, Jordan Molina, Maham Ahmed

PROBLEM STATEMENT:

The role of the Curriculum Committee Representative (CCR) is to serve as a liaison between medical students and faculty/administration via meetings, committees, and feedback collection. The goal of this study is to design and implement a mechanism for student feedback data collection and delivery to close the loop between students and faculty.

METHODS:

Feedback was provided to course directors and administration both in real time during course progression and at the conclusion. To provide real time feedback for the course, CCRs solicited feedback from students in a survey titled Curriculum Feedback Form immediately following examinations. CCRs identified trends seen from student comments and generated solution proposals which were discussed with course directors and subsequently communicated to the class.

Focus groups were conducted at the conclusion of each course using a standard template plus questions submitted by course directors. The results of the focus group were communicated to course directors to use in course evaluations and future course planning.

RESULTS:

Student feedback provided in real time via the curriculum feedback form resulted in swift adjustments to required student activities. We anticipate that the consistent meetings with course directors increased their understanding of the student perspective. We also expect the focus group reports provided practical data for course directors to leverage when designing future courses.

CONCLUSION:

Creation of a standardized feedback mechanism for student Curriculum Committee representatives has yielded tangible short-term and long-term improvements to Wayne State University School of Medicine curriculum.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Cultural Humility Training for First Year Medical Students

AUTHORS:

Adrienne-Denise Bilbao*, Aarti Patel*, Chayton Fivecoat, Pragathi Pathanjeli, Jennifer Mendez, Ph.D. (*denotes equal first-author contribution)

PROBLEM STATEMENT:

Cultural humility is an orientation towards patient care that emphasizes the need for adaptability and a growth mindset when working in multicultural environments. Care providers must have an appreciation for a patient's expertise of their cultural experiences and recognize that there is always room for improvement as patient's cultural circumstances and beliefs continue to evolve. Cultural humility can help to combat healthcare disparities by encouraging providers to establish power-balanced relationships with their patients where both parties feel comfortable communicating their values and expectations for the interaction. We hosted a Cultural Humility Training for first year medical students in order to better prepare them for the interactions they would be having with the Detroit community as part of the M1 Service Learning Course. The students attended a 1.5-hour training hosted by near-peer M2 students where they were introduced to Detroit's cultural history and cultural humility. The goal of this intervention was to increase students' confidence in utilizing cultural humility while volunteering in the Detroit community.

METHODS:

We provided a 45-minute presentation on cultural humility in front of 300 first year medical students during their first week of medical school. After the presentation, students spent another 45 minutes in small groups discussing hypothetical scenarios in which they would have to exercise cultural humility. Before the presentation and breakout group session, students were asked to fill out a pre-survey to determine their understanding of and perceived confidence practicing cultural humility. After the presentation and a breakout group session, students completed a post-survey. Paired samples t-tests were conducted to compare students' familiarity with and confidence in using cultural humility pre- and post-intervention.

RESULTS:

Students reported increased confidence with using cultural humility skills while working in the community ($p < 0.001$) and increased understanding of how cultural, socioeconomic, and demographic factors influence patients ($p < 0.001$). Students also responded positively to the training, as demonstrated by an average rating of 83 out of 100 when asked if the training was effective in preparing them for future interactions with the community ($M = 83.25$, $SD = 13.51$).

CONCLUSION:

Immediate results following the intervention suggest that peer-led Cultural Humility Training is an effective and well-received method of preparing students to work in culturally diverse environments during community outreach. Further research should be conducted to determine the long-term impacts of training on volunteering outcomes, or if longitudinal training is required to yield positive results.





TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Optimizing Services for Students Underrepresented in Medicine (URiM)

AUTHORS:

Cullen Hudson, Emily Otiso, Suma Alzouhayli, Cedric Mutebi, Sarah Battiston, Jonah Yousif, Joseph Files, Jenna Carter

PROBLEM STATEMENT:

Analysis of the Independent Student Analysis (ISA) recommended improvement of the implementation of student services, including financial aid, health services, academic, and mentorship at Wayne State University School of Medicine (WSUSOM). Recently, the number of underrepresented in medicine (URiM) students has significantly increased at WSUSOM. Previous research demonstrated that faculty support and wellbeing services can significantly reduce medical student distress. We aim to further assess the career counseling, academic counseling and mentorship and provide recommendations from surveyed URiM students.

METHODS:

The ISA is an annual student-ran survey containing questions gauging the overall satisfaction of WSUSOM students including questions to assess satisfaction of the student services. Respondents self-reported their race/ethnicity; URiM minority status was defined as any student identifying as black/African American, Latinx, and American Indian or Alaska Native. ISA student support services data was analyzed by racial/ethnic identity and assessed for statistically significant differences ($p < 0.05$) in satisfaction.

RESULTS:

Among the 893 students surveyed, a total of 177 provided their ethnicity and self-reported as URiM -- with 47, 44, 48, and 38 URiM in the classes of 2025, 2024, 2023, and 2022 respectively.

Preliminary review of the URiM focused ISA data showed varying levels of satisfaction with regards to quality and availability of the student services for career counseling, mentorship, and academic counseling. URiM students in the M2 and M4 classes showed the greatest dissatisfaction of these services.

CONCLUSION:

Using the results, we aim to create a follow-up survey to identify specific areas of improvement within student support services and implement an innovative approach to meet the specific needs of URiM students at WSUSOM. We strive to create a model of excellence in supporting URiM students in career counseling and mentorship that can be replicated and adapted at other institutions.

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Internal Medicine M3 Near-Peer Mentorship Program: A Mentorship Program Connecting Internal Medicine Residents and Third Year Medical Students

AUTHORS:

Astha Saini DO, Joseph Atangan BS, Rashid Alhusain MD, Cullen Hudson BS, Zachary Buxo BS, Anusha S. Majagi MD, Diane L. Levine MD

PROBLEM STATEMENT:

Third-year clerkships are a pivotal portion of medical school as they offer students the opportunity to refine clinical skills. Internal Medicine residents (IM-R) at Detroit Medical Center are an important resource to students during a vulnerable transition in their education. Third year medical students (M3s) have pre-clinical sessions with faculty to prepare for clinicals, however a student's working relationship within the medical team is in the greatest contact with a resident physician. We aimed to utilize this unique interpersonal relationship to improve the medical student experience and created a mentorship program to connect IM-Rs and M3s as near-peers and address gaps expressed previously by students.

METHODS:

The program incorporated of three mandatory lessons: 1) Navigating the EMR, 2) How to look good on rounds and call a consult, and 3) Social Determinants of Health, Conflict Resolution and Feedback. Rising M3s and IMRs were emailed to join as mentees and mentors, respectively and a survey about interests and backgrounds. Mentors and mentees were matched. M3s were surveyed via 8 Likert-scale questions (1= not prepared at all, 5= very prepared) to assess preparedness before starting the program, and before and after each lesson.

RESULTS:

Fifty M3s and 25 IM-Rs joined the program. Each IMR was paired with 2 M3s. M3s completed a pre-mentorship survey. Thirty-eight M3s (38/50=76%). Pre-survey preparedness for: IM rotations was 2.9, navigating hospital EMR 2.9, patient presentation 3.0, write patient note 2.8, look good on rounds 2.5, call a consult 2.3, conflict resolution 2.7, obtain information on social determinants of health 3.2.

CONCLUSION:

Our data suggests that rising M3s do not feel sufficiently prepared for third year clerkship. Level of preparedness and comfort is expected to improve with experience. Connecting with a resident mentor may facilitate the medical student experience. We are currently collecting post-mentorship data to assess the impact of the program.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Development of an Entrepreneurial Skillset via Student-Led Community Based Consulting Projects

AUTHORS:

Dhiraj Tadikamalla, Mithil Gudi, Sara Ma, Lauren Hamel Ph.D.

PROBLEM STATEMENT:

With upcoming opportunities in the multi-faceted field of medicine, physicians face new expectations for a developed business, leadership, and entrepreneurship acumen. Due to limited opportunities in medical school to work on real-world, mid-career problems, students are often left unprepared to undertake these responsibilities. As members of the student organization DetroitX Innovations & Consulting (DxIC), we have the opportunity to work closely with At Home Urgent Care (AHUC), a direct telehealth primary care business. AHUC requested assistance in identifying new patient populations to grow their membership enrollment.

METHODS:

Over a four-month period, we are utilizing DxIC's modified version of the Define, Measure, Analyze, Improve, and Control (DMAIC) process to develop, execute, and present our key objectives to AHUC.

Our market research focuses on pinpointing patient populations (immigrant workers, non-unionized workers, uninsured students, etc.) with an increased likelihood of using an online urgent care model. Additional research involves compiling potential population contact leads to present to AHUC to help further market and establish consistent patient enrollment.

RESULTS:

As we develop and execute our project, our team of medical students hopes to increase our awareness of contemporary barriers to providing efficient patient care and plan to reflect on how key action items augmented our existing skillset to solve real-world healthcare problems. This includes drawing comparisons between our consulting project process and the traditional scientific methodology. Currently, our project timeline includes an 8-week market research phase, followed by a presentation of our findings to AHUC's key stakeholders in early January.

CONCLUSION:

Our goal with this initiative is to show how student-led community-based consulting projects can not only serve as a way for local clinics to improve their services at no additional cost but also enhance students' respective skill sets by exposing them to real-world challenges outside traditional medical education.

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Taking the Plant Plunge: An Immersive Medical Student Experience that Teaches how to Combat Chronic Disease with Plant-Based Nutrition

AUTHORS:

Victoria Kelley, Allison Boland, Laura Aravena, Erin Miller MD

PROBLEM STATEMENT:

A whole-food plant-based diet has been linked to prevention and reversal of chronic diseases such as type 2 diabetes, hypertension, and obesity. Physicians play a critical role in outlining behavioral modifications a patient may take to prevent, reduce, and reverse the burden of chronic disease. However, the lack of nutrition education in medical school creates a gap in physician training and graduates a physician workforce lacking these pertinent tools to treat disease.

The Plant Plunge aims to remedy this gap with a whole-food plant-based nutrition immersion. Over four weeks, medical students have the opportunity to attend a lecture series from plant-based health advocates and physicians. Students are encouraged to adopt a plant-based diet during this period to foster deeper understanding of making this change. Our goal is for medical students to improve their nutrition knowledge and gain direct life experiences that will empower them to effectively provide nutrition education in future patient encounters.

METHODS:

Wayne State University School of Medicine students will volunteer to participate in the Plant Plunge. A pre- and post-survey using a mixed quantitative and qualitative approach will assess students' self-confidence in counseling a patient on adopting a whole-food plant-based diet. Questions will utilize a 5-point Likert scale and open-ended responses.

RESULTS:

We expect comparison of pre- and post- Plant Plunge survey results will yield a statistically significant improvement in students' self-confidence in counseling a patient on adoption of a whole-food plant-based diet to prevent or improve chronic disease.

CONCLUSION:

The Plant Plunge has the potential to provide a model for increasing medical student self-confidence in whole-food plant-based nutrition counseling. Future directions include implementation of a Plant Plunge at other medical schools and incorporation into the medical school curricula such as part of the Clinical Skills Course to formally eliminate the nutrition education gap.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Walk with a Doc: Linking Mentorship with Self-Care

AUTHORS:

Allison Boland, Rachel Puentes, Emma Streveler, Dr. Eva Waineo

PROBLEM STATEMENT:

Medical school can be isolating and lead to higher levels of anxiety, depression, and burnout. The need to prioritize wellness and build burnout-fighting strategies early in the medical career is crucial yet challenging among all other responsibilities, including finding direction to a specialty of choice. The Health and Wellness committee created a program that facilitates student and faculty health while simultaneously fostering connection through the Walk with a Doc program. During this initiative, students walk around campus with a faculty member and peer group, discussing questions about the medical field. To our knowledge, there are no current studies that explore a similar mentorship program. The aim of this study is to explore how students and faculty feel this program has impacted their personal wellness, if it was an effective way to gather/deliver information, and how Walk with a Doc compares to a more traditional mentorship structure.

METHODS:

All pre-clerkship students had the option to participate in Walk with a Doc. Students and faculty participants were sent anonymous, optional surveys (IRB approved). Questions included asking both mentees and mentors if they felt Walk with a Doc was a valuable use of their time, if they would participate again, and how it compares to traditional office-based mentorship meetings. All participants were also asked if they felt supported, eager to come to work, and connected to their work.

RESULTS:

This is an ongoing study with initial results available within the month. We hypothesize that Walk with a Doc will positively impact well-being and will be preferred to a traditional mentorship environment.

CONCLUSION:

Results from this study may help us understand the impact of a new mentorship setting structure on both students and faculty and guide future wellness initiatives. Future directions include comparing indoor to outdoor walks, expanding to clerkship student groups, and including residents as mentors.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Closing the Loop: Implementing an Annual Survey to Gauge Student Feedback

AUTHORS:

Riya Shah, Cullen Hudson, Jenna Carter, Matthew Brennan, Jason Booza, PhD

PROBLEM STATEMENT:

The Independent Student Analysis (ISA) is a comprehensive, student-led survey that provides extensive evaluations and tangible recommendations of the medical education program at Wayne State University School of Medicine (WSUSOM), conducted every eight years. However, to create a more direct line of communication between students and administration, an annual implementation of this survey would provide continuous solutions to student concerns. This annual ISA aims to increase transparency and allow administration to interact directly with the student body.

METHODS:

The ISA Committee will be formed as an Internal Committee of the WSUSOM Student Senate. These student leaders will create a truncated version of the ISA (around 15-20 questions) by determining the top priorities for student feedback. A budget will be set aside to incentivize student participation.

Following survey distribution, the committee will meet to analyze the results and brainstorm solutions to the top student concerns. A presentation will be compiled with survey data, analysis, and student solutions for administration. After the presentation to administration, student leaders and administration will work together to implement the solutions presented.

RESULTS:

WSUSOM administration has consistently requested feedback to further improve upon issues for continuous quality improvement and that were brought to their attention from prior LCME visits, previous student surveys, and student concerns.

We anticipate strong student participation. This survey will promote closed-loop communication between students and administration.

Using the survey results, administration will be able to create a strategic plan to address unsatisfactory areas and gain further insight into what students desire.

CONCLUSION:

An annual method to gauge student satisfaction and feedback is invaluable in evaluating the effectiveness of the medical education program at WSUSOM. Student feedback allows for an avenue to identify shortcomings and target solutions to improve the student experience.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

New Method of Teaching Nutrition: Healthy Detroit Corner

AUTHORS:

Joseph Cavataio and Elsa Nylund

PROBLEM STATEMENT:

An effective way to promote healthy eating is physicians discussing nutrition with their patients.¹ Medical students learn about nutrition in their curriculum, but they do not have an opportunity to practice discussing nutrition with patients.

METHODS:

- This project is a partnership between Aunties Student Organization and the Detroit Food Policy Council.
- Medical students provide a health screening, including blood glucose and blood pressure measurements, outside of the E & N Party Store in Detroit, MI.
- Students discuss diet and lifestyle changes with the participants, counsel them on how to lower these values, and provide healthy recipe cards.
- After the health screening, students take community members inside of the grocery store to pick out a healthy item for \$5-7.
- While in the store, they discuss healthy swaps and how certain foods influence their health.

RESULTS:

Our plan is to collect a post-event survey from the volunteers of the Corner Store events. The following questions will be asked in the surveys:

Likert-Scale Questions:

1. Did you feel comfortable talking to patients about their nutritional habits?
2. Do you feel like your medical education has provided you with the knowledge and skills to provide high-quality, nutrition care?
3. How confident are you that you could CURRENTLY demonstrate a good understanding of key nutritional issues in the management of patients with high blood pressure and/or high glucose?
4. Do you feel more confident in giving nutritional advice to patients after participating in this event?

CONCLUSION:

The goal of this study is to improve the skills and attitudes of students by providing a direct, in-person experience to guide potential patients in nutritional decision-making.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Connecting the Dots: Bridging the Gap Between Basic Sciences and Clinical Skills using Illness Scripts

AUTHORS:

Itzićk Nahmoud, Riya Shah, Nicholas Zura, Erin Miller, MD, Rod Braun, PhD, Paul Walker, PhD

PROBLEM STATEMENT:

Problem-Based-Learning (PBL) is a self-directed learning strategy conducted in the M1 pre-clerkship curriculum that challenges students to apply basic science topics to a clinical scenario. Adjoining basic science education, sessions of the Clinical-Skills-Course (CSC1) simulate the clinical environment with standardized patients to develop competency in foundational clinical skills. While both PBL and CSC foster professional development of the physician-in-training, opportunities exist to apply skills learned in CSC to the PBL experience. One such bridge is the application of Illness-Scripts introduced in CSC to strengthen each student's investigation and presentation of a clinical case in PBL. Illness-Scripts provide an organizational platform to address epidemiology, treatment, and other categories of illness. This project investigates the effectiveness of integrating Illness-Scripts into the student PBL experience.

METHODS:

Students will be asked to organize their learning gaps under each component of the Illness-Script template while reviewing the PBL case. During the presentation of their learning gaps, students will explain their findings using the flow of the Illness-Script. To measure the success of this intervention, M1s will be surveyed before the PBL session to gauge their baseline understanding of Illness-Scripts and then will be surveyed following each PBL session to assess the impact of using Illness-Scripts.

RESULTS:

We predict that students will respond positively to the use of Illness-Scripts in helping them organize their learning objectives and case presentation in the PBL session. Students may also report that they better understand how Illness-Scripts can be used to help construct a differential diagnosis during the PBL session.

CONCLUSION:

Illness-Scripts are a powerful clinical reasoning tool introduced in CSC that can be applied to the learning strategy of PBL. This tool may improve the learning experience of each student and deepen their appreciation of how the foundational sciences can be applied to the understanding of disease processes in the clinical setting.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Longitudinal Development of a Premedical Pipeline Program

AUTHORS:

Leah Warren, Mikaela Grudzien, Jessica DeClercq, Shehroz Malik, Rubab Imtiaz, Patricia Wilkerson-Uddyback, MD

PROBLEM STATEMENT:

The historical lack of underrepresented minorities in medicine can be attributed to the presence of socioeconomic barriers that cyclically perpetuate the production of less diverse physicians. Current efforts to improve diversity in medicine are inadequate. However, pipeline programs offer an avenue to support and educate a more diversified population of physicians. The Medical Mentors Pipeline program, which originated at WSU SOM and DMC in 2013, was established to help address this by providing early exposure to premedical resources, mentors, and clinical learning experiences.

METHODS:

Objective: To examine the impact of a medical pipeline program established to provide academic support, clinical experiences, and mentorship for aspiring physicians currently underrepresented in medicine.

Targeted students: URM High School upperclassmen and Undergraduate underclassmen in the metro-Detroit area. Eligible students applied to the program by submitting a 500-word essay and two letters of recommendation.

Program Structure: Students attended clinical rotations and academic didactic sessions Monday to Thursday for eight hours daily for 6 weeks. Students engaged in professional development activities.

RESULTS:

92 students participated in the program (15.3 per year). In this population, 8% were male and 82% female. The demographic data were as follows: 68% African American, 14% White, 4% Hispanic, 9.7% Asian, and 4.3% Middle Eastern. 23% of the student participants went to medical school or are still in a pre-med pathway. 12% are pursuing another bio-medical career. 12% of the participants chose a non-biomedical path and 27% have been lost to biomedical follow-up. Impact data from exit interviews and clinical evaluations are currently being tabulated.

CONCLUSION:

The results demonstrate a need for more programs designed to support URM students pursuing medicine. Young people, especially those coming from disadvantaged backgrounds, greatly benefit from mentorship and experience when applying to medical school. Early exposure to clinical settings, mentorship, and professional development helps cultivate a cohort of physician representatives of the community in which they provide care.

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Ensuring Equal Opportunity in Medical Student Training and Experiences During 3rd Year Clerkships

AUTHORS:

Niyaz Uddin, Olivia Pakula, Zachary Vaishampayan, Robert de la Torre, Kishwar Basith, Abdullah Sahyouni

PROBLEM STATEMENT:

WSUSOM has specific objectives for the clerkship years and rotations guided by the AAMC's Core EPAs for residency. Students also desire to see a wide breadth of medicine and to have the opportunity to see specific things they are interested in. WSUSOM has had several changes to their clerkship sites over the years and students are now split between several hospital systems that differ in location, population, and trauma level. While students do currently evaluate their rotations, there are some metrics that are not assessed, notably when it comes to comparing students' subjective experiences. For example, there is no assessment of how frequently students were able to practice procedures or what procedures (beyond those required) they were able to partake in, what subspecialties students could rotate with, or the amount of teaching they were able to receive from residents or attendings.

METHODS:

We will send out an optional Qualtrics survey to all WSUSOM third year students with questions formulated using the school's own rotation specific guidelines regarding how well students feel they were prepared in the core EPAs for entering residency and attempt to highlight differences in subjective experiences between the different sites.

RESULTS:

Results of the survey will assess whether specific hospital rotation sites impact a medical student's ability to accomplish certain competencies and experiences. This will give quantifiable data to determine the discrepancies between medical student training and learning experiences between hospital systems.

CONCLUSION:

This will provide administration with useful insight for potential modifications in clerkship sites such as integrating sites for certain rotations, help create a more uniformly beneficial learning environment for all, and help determine whether more oversight should be implemented at the different sites to ensure students are able to fulfill all of their rotation's goals and requirements and have the experiences they want and need.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Development of a Research Assistant Mentorship Pipeline (EMRAMP)

AUTHORS:

Shobi Mathew, Saiteja Mogasala, Sukhwindar Ajimal, Anne Messman

PROBLEM STATEMENT:

Medical school admissions are a competitive process that witnessed an increase in applications of 17.8% over the 2021-2022 cycle (1,2). Association of American Medical Colleges (AAMC) reports indicate that research experience is crucial to an applicant's medical school application (3) so many applicants work as a research assistant (RA) to gain this important experience prior to medical school application. The Wayne State University School of Medicine's Department of Emergency Medicine (WSUSOM EM) conducts many clinical trials in which research assistants (RAs) are intimately involved, many of whom ultimately apply for medical school admission.

OBJECTIVE:

To support WSUSOM-EM RAs seeking admission to medical school through an official program Emergency Medicine Research Assistant Mentorship Program (EMRAMP).

METHODS:

The program will assist RAs with the following aspects of the medical school application process:

1. General mentorship and guidance
2. MCAT scheduling
3. Application review (primary, secondary, personal statement, CV, and activities)
4. Interview preparation

The program begins with the RA expressing interest through an online application, referral, or email. The director will receive initial contact and provide a general timeline based on the candidate's needs. Team members will be assigned to assist the RA with their needs. The director and the team members would track tasks accomplished and hours spent with each RA.

RESULTS:

At the end of the application cycle, the team would establish the efficacy of the program by identifying how many candidates received interviews and acceptances.

CONCLUSION:

The goal of EMRAMP is to increase an RA's chance of medical school admission with official guidance and mentorship. The potential outlook of the project is to expand the pre-medical mentorship program to other pre-professional health disciplines.

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Student-Led Project-Based Consulting Projects Improve Medical Student Self-Efficacy and Community Healthcare Delivery

AUTHORS:

Sara L. Ma MS, Stefanie Hilton MS, Lauren Hamel PhD

PROBLEM STATEMENT:

The traditional medical school curriculum places a high emphasis on developing didactic clinical skills and medical scholarship. However, the curriculum lacks opportunities to build business acumen or understanding of healthcare operations, which may leave students underprepared for the complex leadership roles they will undertake as physicians. The purpose of project-based consulting projects is to provide medical students with exposure to real-world healthcare problems and a framework to develop actionable solutions.

METHODS:

DetroitX Innovations & Consulting is a student consulting initiative based out of Wayne State University School of Medicine. Their team-based project process is based on a modified version of the Define, Measure, Analyze, Improve, and Control methodology, in which needs assessment, project execution, and final delivery of project objectives takes place over approximately four months. Continual communication with community partners (project sponsors) yields actionable results that are maximally impactful.

Using Likert surveys, evaluation of this program on community partners and student project teams is currently in progress. For medical students, student T-tests will be conducted for survey results at project start-point and endpoint to substantiate changes in professional competencies. For community partners, student T-tests will be conducted on midpoint and endpoint surveys to evaluate effects of the consulting project process on business operations and clinical impact.

RESULTS:

We expect that the project process will result in significant improvements in how medical students develop professional skills, create project objectives, and analyze business operations. Simultaneously, we expect that consulting projects will have notable improvements in service efficiency and patient impact for our community partners.

CONCLUSION:

Real-world, student-led consulting projects can be unique opportunities for medical students to develop business and reasoning skills outside of the traditional curriculum. Through these projects, community partners can also improve the quality of their healthcare delivery at no cost. Similar programs at other medical schools should be encouraged.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Using Educational Modules to Improve Care for Muslim Patients with Diabetes who Fast During Ramadan

AUTHORS:

Daniel Bota, Zoha Qureshi, Nedda Elewa, Omar Daham MD, Dr. Diane Levine MD

PROBLEM STATEMENT:

Fasting is religiously obligatory for healthy Muslims during the holy month of Ramadan. Patients with medical conditions, including diabetes, may also choose to fast. Our previous survey showed that 47% of students and residents do not follow specific guidelines for managing diabetes in this population, 32% do not advise patients on how to manage diabetes, 36% do not adjust medications for their fasting patients, and 28% do not discuss potential complications. 87% strongly/somewhat agreed training should be incorporated into the medical school curriculum. Our aim is to create educational modules based on published guidelines to close knowledge gaps and improve patient care for Muslims with diabetes who fast during Ramadan.

METHODS:

We intend to develop four case studies, each based on different risk categories, addressing care of fasting patients with diabetes. Using case-based learning and strategic questions, we will present information applicable to real-life patients. Inclusive questioning will aim to identify Muslim patients who fast, assess diabetic risk level, apply established recommendations, and provide education to prevent complications. Cases will also provide education about Ramadan and fasting, such as who is religiously exempt from fasting, and which medications invalidate the fast.

RESULTS:

Once developed, we plan to disseminate the curriculum during M3 orientation. This curriculum will increase student knowledge, skills, attitudes, and confidence providing recommendations to patients in this population. Efficacy will be assessed with pre- and post-questionnaires using short cases addressing the specific learning objectives for each module and Likert-style questions to assess attitudes and confidence.

CONCLUSION:

Using educational modules, we hope to improve the knowledge, skills, attitudes, and confidence of students managing their patients with diabetes who fast during Ramadan with the long-term goal of improving quality of care for patients within this demographic.

TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

The Impact of a Medical Improv Course on Student Confidence and Resilience to Feedback Ahead of Third-Year Clerkships

AUTHORS:

Laura Aravena, Jason Booza PhD, Simone Brennan PhD

PROBLEM STATEMENT:

The transition to clerkships in the undergraduate medical curriculum is often seen as stressful by students. Part of teaching involves educators quizzing students to gauge their knowledge. Students must perform quickly under pressure, and if incorrect it may lead to embarrassment, impacting future participation. Communication skills are essential for success in clerkships, yet rarely taught. Medical improv is an increasingly popular training technique that adapts improvisational theater principles and exercises to develop medical skills. This study aims to evaluate a medical improvisational theater workshop in the pre-clerkship curriculum to improve quick thinking and student resiliency when receiving feedback to improve confidence ahead of the clerkship phase.

METHODS:

A 1-hour medical improv workshop will be designed using Kern's 6-step approach to curriculum development with the assistance of an improv theater professional that also works as a standardized patient. Second year medical students at WSUSOM will volunteer to attend the workshop (expected n=50). A pre- and post-survey will be administered using a mixed qualitative and quantitative approach.

RESULTS:

We expect that there will be a statistically significant improvement in student confidence, ability to think quickly, and resilience in accepting feedback upon completion of the workshop. We also expect that students will have a positive experience during the workshop and will find it beneficial to their professional development.

CONCLUSION:

Being able to think well, quickly, and in front of an audience is a defining element of theatrical improv. There are no right and wrong answers, and this can help students reconceptualize failure from being shameful. Our hypothesis predicts that a medical improv workshop will help students achieve confidence in their third-year clerkships by improving their ability to think on their feet in high stress situations and to better accept negative feedback. This can lead to better student evaluations and consequently, stronger residency applications.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Improving Diversity, Equity and Inclusion (DEI) Across Residencies at Wayne State: A Perspective from Dermatology

AUTHORS:

Starling Tolliver, MD; Jahanavi Ramakrishna, MD; Dr. Stansfield

PROBLEM STATEMENT:

Increasing diversity in the physician workforce improves patient outcomes and facilitates increased cultural competency among peers. The Wayne State University School of Medicine (WSU) uniquely serves one of the most diverse patient populations in the country and as such has an opportunity to develop pipelines of access into medicine for students underrepresented in medicine (URIM).

METHODS:

We used our extensive past experience in improving DEI and evidenced based URIM recruitment strategies to develop a guideline tailored to our residency in dermatology with 7 focus areas: research, mentorship, recruitment, community education, wellness, professional development, and building allies. In the 2021-22 academic year, the WSU Dermatology residency program implemented this plan through curriculum design and administration support.

RESULTS:

The initiative resulted in multiple posters, abstracts, presentations, and publications. We worked with over 250 underrepresented high school students teaching a skin of color curriculum. We worked with the URIM student organizations regarding journal club and multiple panels. We developed multiple outreach parameters such as our diversity meet and greet, ambassador program, and conference outreach. We developed a holistic recruitment and interview guide shared with all WSU residency programs.

CONCLUSION:

The initiative strengthened the program's connection to URIM learners and to underserved patient communities. In the future, we will participate in community health fairs and festivals to increase awareness of skin conditions unique to these populations. We have increased URIM resident wellness through safe spaces, professional development through the WSU Graduate Medical Education Office's (GME) Developing Active Resident Teachers (DART) program and co-developed our health disparities curriculum in order to build allies. Institutional change can be slow, but with focused passionate leadership, institutional support and resources, major strides can be made for DEI at WSU.



TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Reduction of Inappropriate Admission ECG Use: A Quality Improvement Project

AUTHORS:

Andrew S. Kao MS, Diane L. Levine MD, FACP

PROBLEM STATEMENT:

Electrocardiogram (ECG) is a rapid, inexpensive test to assess cardiopulmonary chief complaints. Without insurance, an ECG cost approximately \$200 on average within a range from \$175 to \$300. However, the practice of defensive medicine to rule out lethal cardiac etiology resulted in overuse of ECG. This can lead to a significant delay in transition of care and increase overall healthcare cost. From analysis of randomized data over a two weeks period at Detroit Medical Center (DMC) Sinai Grace Hospital, at least 40% of patients on admission did not need an ECG yet one was completed.

METHODS:

Following the Plan-Do-Study-Act (PDSA) cycle of quality improvement, the AIM statement is by end of January 31st 2023, there will be at least 30% reduction with inappropriate ECG test orders upon admission at DMC Sinai Grace Hospital. For 4 weeks with the following intervention, a handout of typical chief complaints (chest pain, dyspnea) requiring an ECG test will be provided to Emergency Department resident physicians. If the presenting complaint is not consistent with the list on handout, an ECG order must be approved by the on-call attending physician. Patient chief complaints and number of ECG orders will be documented each week.

RESULTS:

Preliminary data collection will be based on the following outcome, process, and balance measures. Outcome measure is the percentage of ECG orders not consistent with a complaint listed on the handout. Process measures are the percentage of ED resident's adherent to the protocol and number of attending approvals. Balance measures include number of ECG required later in the same admission and number of readmission due to cardiac etiology later identified on ECG.

CONCLUSION:

The objective of this proposal is to decrease the number of inappropriate uses of ECG. Future directions include assessment of a reduction in hospital length of stay (LOS) from intervention measures.



TYPE: Poster

CATEGORY: Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Benefits of a Medical and Pharmacy Student Led, Community Based Blood Pressure Screening

AUTHORS:

Adrienne-Denise Bilbao, Chayton Fivecoat, Linh Pham, Rima Charara PharmD, Jennifer Mendez PhD, Erin Miller MD

PROBLEM STATEMENT:

47% of adults in the United States of America have hypertension or are taking some form of medication for hypertension.¹ Additionally, over 70% of adults over 65 have hypertension and this percentage is expected to rise over the next two decades.² The Detroit Riverwalkers Blood Pressure Screening event was created in an effort to assist Detroit's elderly population in consistent management and monitoring of their blood pressure. Every Tuesday from June through August, Medical and Pharmacy students measured patients' blood pressure and provided general tips on managing their health through physical activity, medication adherence, and dietary intervention. The goal of this event was twofold: 1) to increase medical and pharmacy student's confidence and competency in blood pressure measurement and counseling through repetitive practice and corrective feedback, and 2) to assist Detroit's elderly community in managing their blood pressure by increasing accessibility to screening, providing educational resources, and promoting awareness of the effects of hypertension on overall health.

METHODS:

At the beginning of each session, WSU faculty hosted a training in accurate blood pressure measurement. Medical and pharmacy students would then visit with patients, discussing pertinent medical history, recording blood pressures, and providing counseling on blood pressure maintenance through diet, exercise, and medication adherence. Faculty were available throughout the session to provide corrective feedback and address students and patients questions. Survey data was collected to assess patient satisfaction with the service provided by students and faculty, and pre and post-surveys were collected from students to assess the educational value of the program. 5-point Likert scales were used to assess patients and student's agreement with various statements, with 1 indicating strong disagreement and 5 indicating strong agreement.

RESULTS:

Likert scale ratings demonstrated high levels of agreement among community participants that the Riverwalkers program provided access to blood pressure screening and resources that they would not have otherwise obtained over the course of the summer ($n = 215$, $M = 4.13$, $SD = 1.23$). 67% of participants agreed that the program removed common barriers (e.g. transportation, cost, time)

that deter them from seeking blood pressure screening ($n = 213$, $M = 4.04$, $SD = 1.214$). Likert scale ratings among students demonstrated increased confidence in measuring blood pressure ($n = 82$, $M = 4.66$, $SD = 0.835$). Students perceived high educational value in the following program components: faculty-led training and corrective feedback ($n = 83$, $M = 4.63$, $SD = 0.851$), repetitive practice in measuring blood pressures ($n = 83$, $M = 4.75$, $SD = 0.713$), and interacting with community members ($n = 83$, $M = 4.70$, $SD = 0.728$).

CONCLUSION:

Student-led blood pressure screening is an effective means of hands-on instruction for medical and pharmacy students, while providing increased accessibility and convenience to Detroit community members seeking to monitor and manage their blood pressure. After participating in the program, students reported satisfaction with the educational experience and increased confidence in providing blood pressure measurements and counseling. Further research should be done into the long-term impacts of the program on students' educational outcomes and community members blood pressure management.





TYPE: Poster

CATEGORY (RESEARCH/INNOVATION): Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Evaluation of Suicide Awareness and Education in Medical Students

AUTHORS:

Justin Padron, Kathleen Young, Brianna Regan, Jennifer Mendez Ph.D.

PROBLEM STATEMENT:

Suicide is one of the leading causes of death, and in 2020 ranked 12th for causes of death in the U.S., claiming the lives of 45,979 Americans (1). In particular, Michigan has lost 1,444 of its residents to the suicide epidemic in a single year (2). Physicians are responsible for both the physical and mental well-being of their patients and thus necessitate competency in identifying and responding to mental health conditions such as depression and suicidal ideation. There are several studies that demonstrate a lack of physician competence and training in this area. A study conducted with Family Medicine specialists during a patient visit with a patient-actor demonstrated that 97.6% of physicians failed to attend to the patient's depressive symptoms (3). This study aims to evaluate current medical students' self-perceived competency to treat patient suicidality and therefore the overall utility of implementing Suicide Awareness, Prevention, and Management Training into the WSUSOM Curriculum.

METHODS:

We aim to survey current medical students at WSUSOM to gauge their stance and current knowledge on the topic of suicide and if they recommend its implementation into the curriculum. We will be using the Gatekeeper Behavior Scale (4) to assess student preparedness, likelihood, and self-efficacy to deal with another person in psychological distress or at risk of suicidal behaviors.

RESULTS:

In progress

CONCLUSION:

Based on our pending data, we will determine if the implementation of suicide awareness and prevention into the current WSUSOM curriculum will be beneficial for medical students.





RESEARCH

ORAL PRESENTATIONS *COMPLETED WORK*

Educating, informing, and presenting an argument.

- Learning and Teaching in Medicine
- Undergraduate Medical Education
- Education in the Clinical Environment
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TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Fertility and Family Planning: The Changing Concerns and Perspectives of Physician Trainees

AUTHORS:

Sabrina Montemayor B.S., Michelle C Coughlin M.D., Heather Dolman M.D., Guillermina Nava M.D., Samantha Tarras M.D.

BACKGROUND:

Physicians training occurs during females prime reproductive years compounded with occupational and reproductive barriers. Family planning and career demands serve as justification to delay pregnancy. Current literature lacks trainees' perspectives on modern family planning methods, such as egg-preservation. The purpose of this study is to evaluate concerns related to fertility and family planning of medical learners.

METHODS:

All Detroit Medical Center residents and Wayne State University School of Medicine students were distributed an anonymous online survey. Residents were asked to evaluate their current experience, while students answered based on future residency plans. Individually skipped responses were excluded from analysis.

RESULTS:

206 residents and 150 students responded. Most were female 79% and 82% and heterosexual 93% and 86%, respectively. 29% of residents and 20% of students were/applying to surgical specialties. The majority of residents (92%) and medical students (89%) desired to have at least one biological child. Two-thirds of medical students expressed concerns about pregnancy complications during their medical career. 42% indicated family planning would affect their specialty choice. Residents and medical students expressed concerns for fertility during and after residency. More medical students indicated they planned to be pregnant during residency versus residents (48% vs. 28%, $p < 0.001$). Residents and students recorded that the knowledge of fertility benefits and family planning support affects their residency program choice. 79% of residents and 68% of medical students would prefer a residency program with egg-preservation benefits. 58% of residents and 50% of medical students have considered egg-preservation. 70% of residents and medical students would contemplate egg-preservation with insurance coverage. The majority of respondents agreed that trainees should be educated on and offered egg-preservation.

CONCLUSION:

Residents and medical students are concerned about fertility and family planning in relation to their training. Trainees desire dedicated family planning education and support.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: No

ABSTRACT TITLE:

Impact of Physician Shadowing Experiential Learning on Post-Baccalaureate Students at an Urban Medical Institution

AUTHORS:

Ngina McAlpin, B.S., Anil N.F. Aranha, Ph.D.

BACKGROUND:

Shadowing in the pre-medical world is when an aspiring student-physician observes a licensed healthcare provider who is caring for patients whether that be in an inpatient or outpatient care setting. The goal of shadowing according to Association of American Medical College (AAMC) is to offer an introduction into medicine, a glimpse into a specific medical specialty and the daily responsibilities it might include. Physician clinical shadowing amongst pre-medical students have become a common and important activity especially if their desire is to matriculate into medical school. Physician shadowing, however, is not a new idea in medical education and has been a central component of training physicians. The purpose of this study was to evaluate whether physician shadowing impacts the development of medical care knowledge amongst a group of post-baccalaureate students at a large urban medical institution.

METHODS:

An evaluative instrument was developed to measure the likelihood of pursuing a medical career after the physician shadowing experience. The instrument included: physician responsibility, familiarity of administration of medical care and understanding of physician patient interactions. This instrument was delivered to Wayne State University School of Medicine Post Baccalaureate students after their physician shadowing events. Data will be analyzed using SPSS.

RESULTS:

A total of 14 post-baccalaureate students participated in the physician shadowing events. Preliminary anecdotal/ focus group results demonstrated that the shadowing program has a significant impact on the participating students interests and likelihood of joining a MD program. Further analysis of the results are in progress.

CONCLUSION:

Overall, Shadowing remains a common and important tool for students to learn about patient care, medicine and medical specialty careers. Shadowing continues to be providing a helpful experience for those pursuing a career in the field of medicine.





RESEARCH

ORAL PRESENTATIONS *WORK IN PROGRESS*

Educating, informing, and presenting an argument.

- Learning and Teaching in Medicine
- Undergraduate Medical Education
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- Medical Education

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TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Evaluation of the Medical Student Clinical Role in Clerkships Compared to Initial Expectations

AUTHORS:

Robert de la Torre, Abdullah Sahyouni, Kinan Sawar, Yasmeen Alcodray, Bohdan Matsko, Harika Bollineni, Gautham Pauvar, Nicole Xu, Justin Bennie

BACKGROUND:

The transition from the classroom in preclinical years to the role of active member of a healthcare team during third year of medical school often proves challenging. Students have to learn how to navigate the hospital system, EMR, and acclimate to their role on the team, all while studying for shelf examinations. It therefore becomes important to analyze the students points-of-view and identify their understanding of expectations prior to clerkships. Doing so can help inform the medical education curriculum committee as to whether students believe goals are actually being met. If there is discordance between the expected goals and the reality experienced by students, then clerkship directors can implement curriculum changes to better prepare students for clinical responsibilities prior to beginning clerkships.

METHODS:

We will be administering an anonymous, optional survey using Qualtrics to currently rotating third year medical students. These questions will be evaluated on a Likert scale. The questions will inquire about the clerkship objectives of medical education training and how often they are achieved. We will inquire on the frequency of medical student oral presentations to their team, physician-observed clinical situations with appropriate feedback, and daily tasks.

RESULTS:

We are in the process of completing the IRB application. We hypothesize that there will be large discordance between students experiences on various clerkships when comparing it with the expectations of the medical education curriculum committee and themselves prior to their clerkships.

CONCLUSION:

This study will be assessing year three medical student involvement in their care teams and how their experiences aligned to the expectations presented prior to the beginning of these rotations. The data collected can be utilized to improve the medical curriculum to achieve the goals set out prior to clerkships for future students.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

■ **Step 1 Pass/Fail: The Impact on WSUSOM and an Opportunity for Change**

AUTHORS:

Sathya Wahbi, Haneen Ali, Emily Fisher, Alexis Nguyen, Daniel Bota, Gowri Chandrashekar, Maha Ahmed, and Eva Waineo MD

BACKGROUND:

As the first class to take a pass/fail Step 1 exam, we are in a unique situation to experience a major change in medical education, and hope to evaluate its impact on the mental health of medical students at Wayne State University School of Medicine, a large, urban, diverse medical school.

METHODS:

We developed a 20-question survey to assess the impact of changing Step 1 to a pass/fail format on the mental health of medical students during the dedicated period. We distributed this survey to the first class that took Step 1 P/F.

RESULTS:

Results showed that half of students were supportive of a change to a P/F Step 1 format as 73% of students felt a change in format puts more pressure on preclinical years and 90% on clinical rotations. 80% of students also felt that a higher importance will simply shift to Step 2 scores for residency application. 98% of students noted studying as stressful with social and emotional isolation being the most common source of stress. Finances contributed to stress as over 50% of students spent at least \$250. Students whose mental health was negatively impacted due to Step 1 P/F also disagree that WSUSOM adequately prepared them for dedicated.

CONCLUSION:

It is hypothesized that student mental health and stress levels will improve over time since students are no longer required to obtain a certain score. A decrease in the school's passing rate in comparison to previous years may be a result of a lack of adequate preparation specific for the board exam, student isolation during remote learning due to the COVID-19 pandemic and restrictions, and student financial stress for outside resources. There are areas that can improve the wellness of our students such as earlier academic interventions for Step 1 studying, clear time-lines, and financial support with resources.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

■ Assessing Medical Students' Risk for Heart Disease

AUTHORS:

Juliet Thungu and Amber Jackson

BACKGROUND:

Heart disease is one of the leading killers in the United States. The cardiovascular risks of heart disease include, but are not limited to, family history, diet, lifestyle, and stress. According to the CDC, in 2020, there were an estimated 697,000 deaths from heart disease in the United States. Heart disease can start at any age, and young adults, even those typically college-age (18-24), are not exempt. Progression of risk factors that began at age 25 establishes the foundation for lifelong heart issues that may need extensive medical intervention later in life.

One of the most rigorous and time-consuming career fields is medicine. The training required to become a physician has several inevitable stressors. These include clinical skill assessments, competitive in-class exams, and standardized tests such as the USMLE and the COMLEX exams. Students need to balance their studies as well as personal obligations. Without proper balance, the rigor of medical school can take a toll on students' health, increasing their risk of disease, including heart disease. This study investigates medical students' risk factors leading to the progression of heart disease.

METHODS:

The target population is medical students from Wayne State University School of Medicine. The variables for analysis will include both qualitative and quantitative metrics. Variables include student schedules, physical activity, demographics, access to medical care, and socioeconomic status. The projection is that the lifestyle of the medical student aligns with the risk factors outlined for the development of cardiovascular disease. The impact of assessing the risk to medical students can lead to intervention and positive health outcomes. Hence, the outcome of this study will provide information on how to better facilitate effective health intervention in the lifespan of a medical doctor.

RESULTS:

To be determined

CONCLUSION:

To be determined





TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Evaluating Dermatological Literacy of the Metro Detroit Population

AUTHORS:

Amber Jackson and Juliet Thungu

BACKGROUND:

As our body's largest organ, the skin's protective barrier contributes to optimal health. The field of dermatology spans a wide array of treatments for hair, skin, and nail conditions. A disruption to the skin's barrier can have many consequences, including infection and pain. A dermatologist accurately determines the severity of abnormal skin pathology. However, with the rise of internet access, many try to self-assess dermatological health concerns. The relationship between dermatological health literacy and proactive measures to seek treatment can lead to a higher prevalence of untreated skin conditions.

Our study investigates the dermatological health disparities among residents of the metro Detroit area. The study aims to determine the dermatological health literacy of a subset of Detroit's population. The impact of commonly used resources for gaining dermatology knowledge will be assessed. Media representations of dermatological skin conditions, such as television shows and social media, could contribute to accurate information or misinformation. Credible health information is essential. One of the most credible routes to dermatological assessment is through a primary care physician (PCP) or a dermatologist. However, without a PCP or dermatologist, a patient's misinterpretation of symptoms can lead to undiagnosed skin conditions.

METHODS:

For our variables, the analysis will include both qualitative and quantitative metrics. Variables include dermatological knowledge questions, demographics, access to web-based knowledge, access to transportation, and socioeconomic status. The projection is that the current basis of knowledge for dermatological health is laden with misinformation. Assessing a patient's dermatological health knowledge can lead to positive health outcomes. Hence, the outcome of this study will provide information on how to facilitate better, effective health education between a patient and a doctor.

RESULTS:

To be determined

CONCLUSION:

To be determined



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Competitive vs. Collaborative Framework: The Impact of Student Learning Environment Perception on Performance

AUTHORS:

Abdullah Sahyouni, Gautham Pavar, Nicole Xu, and Kinan Sawar

BACKGROUND:

Medical students' perception on the degree of competition in their learning environment may have an impact on their performance. Appreciating the components that influence these perceptions can help inform changes to the undergraduate medical education curriculum to improve students' performance in medical school. Additionally, students weighing their negative experiences with classmates more than their positive ones can create both personal and professional problems amongst themselves, hurting their professional identity development.

METHODS:

We will administer an anonymous survey via Qualtrics to third year medical students at WSUSOM evaluating components of perceived learning environment and student performance outcomes, such as honoring preclerkship years, failed exams, and leave of absence due to reasons related to poor academic performance. The questions will be evaluated on a Likert scale. These questions will focus on understanding how students perceive different components of their learning environment. This survey will help elucidate the interpersonal relationships between students in medical school and how that affects their success throughout their training.

RESULTS:

We are currently awaiting IRB approval. Our working proposition is that there will be a positive correlation between favorable perception of learning environment components and student performance in medical school.

CONCLUSION:

There are few studies that have been published on the impact of medical student perception of their learning environment in the context of how collaborative they perceive their environment to be. This will be one of the first studies to evaluate medical students' perception of competition in medical school and whether or not these perceptions are correlated with student performance outcomes.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

■ **Developing Curriculum to Increase Knowledge of Women Infertility**

AUTHORS:

Tonia Jones, MPH, Indrea Joplin, BS, Anil N.F. Aranha, PhD

BACKGROUND:

Infertility is defined as not being able to get pregnant (conceive) after one year (or longer) of unprotected sex. It has become a silent growing issue amongst women. With increased political pressure concerning Women's Health Rights and the overturn of Roe v. Wade, there is an immediate need to enhance knowledge on Women's Reproductive Health and Infertility. The purpose of this initiative is to educate community members and organizations on topics related to Women's Health.

METHODS:

Curriculum is being developed to explore key areas of Women's Health and Infertility. This includes: general definition of infertility, potential causes, genetic disposition, reproductive health, treatments, impact on community, and women's health ethical issues. These will be accompanied by talks addressing any concerns. The curriculum will also provide information for those interested in further assistance and resources.

RESULTS:

The curriculum developed includes information on causes of Infertility and Reproductive Health such as Pelvic Inflammatory Disease, Endometriosis, Polycystic Ovarian Syndrome, and Uterine Fibroids. In addition, curriculum covers treatment options for infertility including In Vitro Fertilization (IVF), Hormone Therapy, and other assisted reproductive health technologies.

CONCLUSION:

Based on the designed curriculum offered to the public, it is expected that community knowledge will be enhanced in regard to Infertility and Reproductive Health. Participants will be evaluated in order to determine impact of curriculum and changes needed to enhance it. After evaluation of this course, improvements will be made to provide information for a larger group of community members, in a broader manner.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Assessing Peer Mentor Skill Development in Participating in a Novel Mentoring Initiative

AUTHORS:

Yu, C., Patel, D., Considine, J., Elmenini, S., Graifman, M., Kosidowski, K., Seyerle, M., Turke, E., Young, K., White, N., Sherman, L., and Ayers, E.

BACKGROUND:

Learning communities in medical schools create a bridge for senior students to engage with junior peers, providing advice and support as mentors. In this process, mentors are likely to gain skills in communication, empathy, and leadership - well received traits for residency.

METHODS:

We aim to elucidate an objective measure of the impact that serving as a mentor has had on mentor's education. We will evaluate opinions on the program's ability to foster professional attributes including leadership, communication, and empathy; determining features that benefit them while assessing for paradigms of improvement. We plan to survey 24 M2-students through self-rated queries on a Likert scale. This survey will be administered to mentors at two time-points: half-way and at the end of the program.

RESULTS:

From the mid-point survey, a total of 22 out of 24 total mentors responded. Most mentors met with their mentees 1-2 times a week, mostly by telephone or video-communication. Most mentors feel satisfied with the support that they receive from the program, specifically with the time commitment while not feeling overwhelmed with their duties. Finally, mentors find an importance in building mentee confidence and helping mentees to meet their goals, but most do not feel skilled at this.

CONCLUSION:

The results of this study provide valuable insights regarding peer mentors' development of personal and professional skills through their participation in the Peer Mentoring Program. It also identified a need for increased support for mentors. In a follow-up study to be administered to the same cohort of mentors, we will assess how the program can develop educational interventions to better help mentors foster improvements in their abilities to communicate, lead, and mentor. We also hope to establish a rigorous quality-assessment tool to be used year-over-year in assessing program development while also defining avenues to improve the professional development of the mentors.



TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Which Areas of Life Suffer Most When Student Workload Goes Up: A Components Analysis

AUTHORS:

Bohdan Matsko, Kinan Sawar, Gautham Pavar, Nicole Xu, Harika Bollineni, Justin Bennie, Yasmeen Alcodray, Robert de la Torre, Abdullah Sahyouni

BACKGROUND:

After matriculation, medical students demonstrate higher rates of depression, burnout, and decreased levels of fitness due to the high intensity workload of medical school. Medical students must balance studying, especially during preclinical years, with physical activity, social activity, and other personal life events. Students often find themselves sacrificing hobbies and personal time, which may have a negative impact on their wellness. In order to improve student wellness, it is important to understand which component(s) of wellness are most likely to be neglected due to increased workload.

METHODS:

An anonymous questionnaire assessing different areas of wellness including physical health, relationships, hobbies, and spirituality will be administered to WSUSOM students of the Class of 2024. Questions will use a Likert scale and will seek to identify which areas of daily life suffer most during times of increased workload.

RESULTS:

We are currently awaiting IRB approval. We hypothesize that the perceived level of dedication and time spent on different wellness components will be affected disproportionately. We suspect that perceived level of dedication and time spent on physical activity will be the most negatively impacted, followed by hobbies, with relationships and spirituality being the last ones to be affected.

CONCLUSION:

This study will provide better insight into the well-known concern of student burnout. Our data can help inform the medical school health and wellness committee as to what support services are most necessary to address the areas of wellness that tend to be neglected most heavily as workload increases. Further studies can evaluate the impact of these services on academic success and wellness.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

■ PD-1 Checkpoint Inhibitor Therapy for Prostate Cancer

AUTHORS:

Sahil Bawa MD, Balakrishna Kolli PhD, Rajesh Dachehalli MS, Oksana V. Gruzdyn BS, Katia Hermes BS, Chase Morrison BS, Mohammad Malik BS, Soham Desai BS, Andrew Mizerowski BS, Ramesh B. Batchu PhD, J. Edson Pontes MD, Donald W. Weaver, MD.

BACKGROUND:

Immune checkpoint pathways such as programmed death (PD-1) and its ligand programmed death ligand (PD-L1) are natural brakes of the immune system, a critical step in preventing autoimmunity. However, cancer cells including prostate cancer cells (expressing PD-L1) exploit immune checkpoint pathways to overcome T-cell (expressing PD-1) mediated killing. Checkpoint inhibitor therapy using monoclonal antibodies has revolutionized cancer therapy by inhibiting these natural immune checkpoint brakes so that the T-cells recognize and attack tumors. However, a significant number of prostate cancer patients are not susceptible to PD-1 antibody therapy due to the low-level expression of PD-L1. It is possible to increase the expression of PD-L1 in prostate cancer with docetaxel thus making these tumors susceptible to PD-1 antibody therapy.

METHODS:

Human prostate cancer cell lines will be propagated and evaluated for PD-L1 expression by flow cytometry and western blotting analysis with docetaxel and PD-1 treatments

RESULTS:

We will characterize the expression of PD-L1 in prostate cancer cell lines with the treatment of the chemotherapy drug docetaxel. We will further test the efficacy of a novel PD-1 antibody that we are in the process of developing in our laboratory against docetaxel-treated prostate cancer cell lines.

CONCLUSION:

The proposed studies will test the ability of docetaxel in enhancement of PD-L1 expression on prostate tumors thus making more patients eligible for PD-1 checkpoint inhibitor therapy. The results of the proposed studies will have a positive impact by increasing the number of prostate cancer patients for the treatment with PD-1 antibody.





TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

“Will I Be Able to Match in this?” How Do Students Self-Assess Competitiveness in a Step 1 P/F World?

AUTHORS:

Gautham Pavar, Kinan Sawar, Justin Bennie, Nicole Xu, Bohdan Matsko, Harika Bollineni, Abdullah Sahyouni, Yasmeen Alcodray, Robert de la Torre

BACKGROUND:

The recent Step 1 score reporting change has removed a useful tool for both residency programs and medical students to assess competitiveness for a specific specialty. While Step 2 serves a similar purpose for residency programs, it is available too late for many students to make use of since it is taken just months before applying to the match. Many students will be planning the majority of their medical school careers without a numerical score to guide them to a suitable specialty. It is important for WSUSOM advisors and future classes to know how the pioneers in the Step 1 P/F match era navigated the specialty selection process.

METHODS:

We will administer an anonymous survey via Qualtrics to the Wayne State University School of Medicine (WSUSOM) Class of 2024 after match results are released asking how students selected their specialties and whether they matched. The survey will have students rate the importance of resources and metrics that have historically played a role in selecting a specialty and collect free-text responses for processing with ATLAS.ti.

RESULTS:

We are drafting our IRB application. Our working hypothesis is that students will rate research publication count, preclinical grades, shelf scores, clinical evaluations, and mentors as the most useful resources and metrics to assess their competitiveness for a given specialty.

CONCLUSION:

“This study may provide valuable insight to WSUSOM advisors on how students determine their competitiveness for a specific specialty and help advisors identify potential common pitfalls in medical student decision-making. This will facilitate students planning of medical school for a competitive application.

A future study could evaluate the accuracy of medical student decision-making by comparing to residency programs through NRMP data from the 2024 match.

TYPE: Poster

CATEGORY: Research

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Food Insecurity Education Through Undergraduate Medical Service-Learning Experiences

AUTHORS:

Nicole Xu, Gautham Pavar, Kinan Sawar, Jennifer Mendez

BACKGROUND:

Food insecurity has been shown to negatively impact many health outcomes, ranging from blood sugar to obesity. Medical students need to have a working understanding of food insecurity to provide better care in the clinic and produce suggestions for policy change.

METHODS:

To facilitate education about food insecurity, Wayne State University School of Medicine (WSUSOM) had medical students create patient education infographics on chronic diseases linked to food insecurity. Students were asked to reflect on their experience creating their infographics. We surveyed the students one year later on whether they used information from their infographics to combat patient food insecurity.

RESULTS:

Evaluation of student comments regarding their infographics showed that students gained a deeper understanding of how food insecurity influenced chronic disease outcomes. However, these required student responses were brief and nonspecific, suggesting response bias since students were aware that feedback would be graded. An anonymous survey of these students sent one year later showed that 94.9% of respondents (N=39) have not used the resources from their infographics.

CONCLUSION:

The lack of infographic use could be due to multiple reasons including a lack of patient internet access, students simply forgetting about their infographics, or not seeing the positive impact of using them without patient follow-up.

Medical students engaging with resources for food insecurity first-hand could build the confidence that simple infographic design was unable to. Studies suggest that student participation in service-learning programs improves confidence and skill in addressing food insecurity with their patients. However, there is little research comparing various locations effects on medical student resource sharing (food bank vs community garden vs soup kitchen, for example). As a future objective, we aim to gauge which volunteer locations are most effective in getting medical students to share resources with patients to address food insecurity."

INNOVATION

ORAL PRESENTATIONS *COMPLETED WORK*

Educating, informing, and presenting an argument.

- Learning and Teaching in Medicine
- Undergraduate Medical Education
- Education in the Clinical Environment
- Medical Education

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TYPE: Oral Presentation

CATEGORY: Innovation

WORK IN PROGRESS: No

ABSTRACT TITLE:

■ The Application of Exercise Prescription Education in Medical Training

AUTHORS:

Thomas Sprys-Tellner, Diane Levine MD, Asim Kagzi MD

PROBLEM STATEMENT:

Physical inactivity is a significant contributor to many acute and chronic medical conditions. While the dangers of physical inactivity are well understood and physicians have a desire to address them, a lack of education in exercise prescription (ERx) may be a barrier to properly prescribing exercise to patients. The aim of this research was to explore the need for ERx education amongst students and physicians in training and determine the effectiveness of ERx didactic.

METHODS:

A one-hour curriculum was developed based on the American College of Sports Medicine principles of ERx. Pre- and post-surveys were administered immediately before and after curriculum session to Wayne State School of Medicine medical students and residents to assess perceived ERx education level and confidence levels for prescribing aerobic and anaerobic exercise to patients. Virtual curriculum sessions were held over Zoom.

RESULTS:

A total of 144 pre-survey and 119 post-survey results were analyzed. Mean perceived ERx education level significantly increased from 4.67/10 + 1.98 to 7.35/10 + 1.56 (P<.001). Mean confidence level discussing PA with patients, ability to answer exercise related questions, confidence level in ability to prescribe aerobic exercise, and ability to prescribe anaerobic exercise significantly increased in all groups and overall (P<.001).

CONCLUSION:

A one-hour session to educate medical students and residents on how to write an ERx improved perceived knowledge and confidence in this subject matter. Further study is needed to determine long term knowledge retention and the impact on ERx behavioral practice in a patient care setting.

INNOVATION

ORAL PRESENTATIONS *WORK IN PROGRESS*

Educating, informing, and presenting an argument.

- Learning and Teaching in Medicine
- Undergraduate Medical Education
- Education in the Clinical Environment
- Medical Education

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TYPE: Oral Presentation

CATEGORY: Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

The Formation of an Independent Medical Student Admissions Interviewer Committee

AUTHORS:

Iyanna Peppers, Sean McCarthy, Kevin Sprague, M.D., Abhinav Krishnan, M.S., Ph.D.

PROBLEM STATEMENT:

At Wayne State University School of Medicine (WSUSOM), the medical student's role in the admissions process is to provide feedback to the Admissions Committee regarding an applicant's alignment with the school's mission and AAMC's pre-professional competencies. At many institutions, the utilization of medical students is variable and with differing degrees of administrative oversight.

METHODS:

The medical student interviewers, in conjunction with the office of admissions, developed an independent medical student admissions interviewer committee (MSAIC). This has allowed the medical students to identify and set their interview guidelines, procedures, rubrics, questions, and core values. Several simultaneous structural changes occurred over two years (2020-2022), focusing on the formation of by-laws, the appointment of leadership, and applicant evaluation.

RESULTS:

The MSAIC is composed of students from various years in medical school (M1-M4). The total number of student interviewers increased over the study period (n=38, 2020 to n=69, 2022) to accommodate a nearly 28% increase in interviewed applicants. Two subcommittees were created within the MSAIC: Research and Continuous Quality Improvement (CQI). CQI functions to address question/scoring revision, internal affairs, and development/approval of by-laws. The Research subcommittee functions to investigate, identify areas of improvement, and publish the performance of the MSAIC. The MSAIC transitioned from a biannual single-president election to a stepwise method with two presidents. One Internal President, who is responsible for the oversight of the class leaders and subcommittees, who subsequently transitions to the External President and is responsible for coordination with the Student Senate and the WSUSOM Administration.

CONCLUSION:

With the self-directed nature and frequent introduction of new students and ideas into the committee, implementing an independent MSAIC can be a valuable tool to drive holistic review, measure emotional intelligence, and determine a candidate's best fit for an undergraduate medical program.



TYPE: Oral Presentation

CATEGORY: Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

■ **Does the Shoe Fit? Development of a School-Specific Step 1 Study Plan**

AUTHORS:

Riya Shah, BS, Matthew Brennan, BS, Jason Booza, PhD

PROBLEM STATEMENT:

Following the scoring methodology of Step 1 to Pass/Fail, the NBME reported an increased number of student failures. As such, it has become increasingly important to use an evidence-based study schedule for improved exam performance.

However, there exists no standardized study plan. Students are required to either create their own study schedule from scratch or search through hundreds of online study plans. Additionally, study schedules found on the internet often lack incorporation of resources specifically offered by Wayne State University School of Medicine (WSUSOM).

METHODS:

A literature review will be conducted to catalog the components of a successful Step 1 study schedule. The best study methods will then be compiled into a customizable study schedule for students, leveraging WSUSOM resources and preclinical curriculum. This study plan will be reviewed by M3 and M4 students to ensure feasibility.

We will create a pre-survey to assess students' level of Step 1 scheduling preparation. The sample study schedule will be distributed to students upon completion of the pre-survey. Following the conclusion of the WSUSOM dedicated study period, students will once again be polled on the effectiveness of the schedule and suggestions for improvement.

RESULTS:

We anticipate a large proportion of the M2 student body will utilize this evidence-based, school-specific Step 1 study plan. We hope this study schedule will allow students to integrate knowledge from the WSUSOM preclinical curriculum with the third-party resources that are offered to students.

CONCLUSION:

With the ambiguity surrounding the proper method to study for the USMLE Step 1 exam, an evidence-based study plan catered to the WSUSOM preclinical curriculum will benefit students navigating the Step 1 dedicated study period.



TYPE: Oral Presentation

CATEGORY: Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

Communication issues within the Class of 2024 and 2025: Due to administrative action, COVID causes, or just the Sophomore Slump?

AUTHORS:

Joseph Files, Cullen Hudson, Ced Mutebi, Sara Kazzyak, Jonah Yousif, Benjamin Sliwinski

PROBLEM STATEMENT:

The Class of 2024 began their medical education during the COVID-19 pandemic amidst a multitude of restrictions on in-person instruction. In 2021, the Independent Student Analysis (ISA) was conducted at our institution as part of the LCME accreditation process and it was noted that the Class of 2024 was noticeably less satisfied with WSUSOM communication than their peers. To further understand this difference and provide feedback for future QI, we propose surveying the class of 2024 to elucidate additional information on student attitudes of school communication.

METHODS:

Retrospective data collection was performed from the 2022 WSUSOM ISA regarding data points listed under the Communications subset. Class satisfaction score data was extracted for each independent class and then compared via single factor ANOVA. Additional analysis was performed via post hoc Bonferroni correction to assess significance. A survey was then sent out via Google Forms to elicit feedback from M2 students to gain additional perspective of student responses.

RESULTS:

3 questions regarding transparency of administrative decisions, timeliness of communication, and effectiveness of mass communication showed significant differences between the M2 class and M1, M3, and M4 classes, with values all below the post-hoc limit of $p=0.00833$. The remaining question regarding the knowledge of faculty demonstrated significance between the M2 and the M1 and M4 groups ($p=9.96 \times 10^{-4}$, $p=1.62 \times 10^{-4}$). Survey results are still pending adequate completion for analysis.

CONCLUSION:

Students in the WSUSOM Class of 2024, who began their medical education after the start of the COVID-19 pandemic, have demonstrated reduced satisfaction rates across the board. Further analysis is being performed to determine if this discrepancy exists as a result of student frustrations with ineffective communication by administrators or as a subset of larger issues persisting with a predominant virtual-based curriculum and virtual community building.



TYPE: Oral Presentation

CATEGORY: Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

A New Outlook: Rewiring WSUSOM's Student Email Policies for Professionalism and Productivity

AUTHORS:

Jonah Yousif, Mirna Kaafarani, Giulia Santangelo, and Cullen Hudson

PROBLEM STATEMENT:

For decades, WSUSOM students retained the ability to email the student body without regulation. Unlike other institutions, this cultivated an environment of smooth and effortless communication between student groups. However, multiple encounters, socially adverse events, and official Communications Study results necessitated a review of this system with favoring strict email regulation. The goal of this project is to increase safety and regulation of the WSUSOM email system while maintaining all forms of necessary communication and simplicity.

METHODS:

Discussions of change began with the student senate, which led to the creation of an official proposal to administration highlighting pertinent issues and potential solutions. It was met with high regard and approval to move forward. Close communication between the student senate, technology committee, BSO, IT, and administrators further led to planning of a timeline and delegation of responsibilities.

RESULTS:

A sequence of four steps must be taken to complete this project, where the first has already been completed approval of the process by administration at WSUSOM. Followed by the creation of individual email addresses for each organization, allocation of student organization leaders to each address, and the creation of respective inboxes. Thirdly, generating awareness of these changes and utilization of this new system, combined with the official rollout and removal of current student permissions.

Satisfaction and effectiveness will be quantified in the short term by student satisfaction surveys, and in the long term by the recurrence of said socially adverse events using the WSUSOM email system as a means. Additionally, another iteration of the official Communications Study will be conducted.

CONCLUSION:

As the largest single-campus medical student body in the US, WSUSOM transitioning to a free yet professional method of student communication will not only prevent local conflicts, but it will set an efficacious precedent for many other schools nationwide.

TYPE: Oral Presentation

CATEGORY: Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

“On Call”: An Innovative Solution to Reduce Language Barriers in Detroit Free Clinics

AUTHORS:

Kayvon Sanjasaz, Joseph Cavataio, Jhonny Lopez

PROBLEM STATEMENT:

The Wayne State University School of Medicine has well over 6 free clinics that provide health screenings and services for the greater Detroit community every week. As a part of taking care of such a diverse patient population, free clinics often are providing care for patients whose primary language is not English. There have been increasingly reported instances in which clinics have had trouble effectively communicating with patients due to language barriers between free clinic staff and patients.

The Wayne State University School of Medicine has students from over 22 unique birth countries in the class of 2026 alone, students that have studied different languages in university, as well as students that have grown up speaking different languages with their families and local communities. Such experiences are reflected in the vast array of bilingual students seen in the student body. A unique opportunity exists to leverage the diversity of the class to aid WSUSOM free clinics and their patients.

In order to provide better care for non-English speaking patients at student run free clinics, an on-call service composed of WSUSOM foreign language speaking students will be created. WSUSOM students can sign up for a language in which they would effectively be for a week. In that week, the student would be responsible to attend any participating free clinic that needed help communicating with a non-English speaking patient. The program will help to provide the Detroit population seeking healthcare at student run free clinics with better care while simultaneously allowing students a unique opportunity to interact with patients in various free-clinical settings.

METHODS:

The program will begin with an interview assessing high level proficiency in the language that a student applies for. The student would then be provided a schedule for the trimester of weeks in which they are “on call”. In these weeks the student is responsible for being able to attend clinic if a student run clinic needs help communicating with a patient. Participating free clinics would have the list of all languages covered in a given week as well as the respective students email and phone number.



RESULTS:

Analysis/Plan: In order to determine the effectiveness of the program A pre and post survey will be sent to all participating free clinics to measure 1.) The patient's satisfaction with their interaction, 2.) The clinic's satisfaction with the student's performance and availability, and 3.) The amount of times/month the service was used. Furthermore, both an in-person and video-conference option will be available to the patients and similar metrics will be assessed in order to compare the effectiveness between the different mediums of communication.

CONCLUSION:

The goal of the program is to help provide the Detroit population seeking healthcare at student run free clinics with better care while simultaneously allowing students a unique opportunity to interact with patients in various free-clinical settings.



TYPE: Oral Presentation

CATEGORY: Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

First Year Medical Student Early Professional Identity Formation

AUTHORS:

Sonja Klumpp, MS1., Alisha Williams, MS1., Rima Charara, Pharm.D., and Jennifer Mendez, Ph.D.

PROBLEM STATEMENT:

Through service learning activities, students can identify and acknowledge their own feelings as well as those of others (Kalet et al, 2018). First-year medical students participated in reflective expression mask projects to depict their outward and inward identities. Students then responded to a survey to determine the impact of self-reflection on professional identity formation.

METHODS:

307 students from the class of 2026 attended a professional identity growth mindset lecture and participated in the mask project and post-assignment reflections. 101 students responded to a Service Learning Professional Development Growth Survey designed to evaluate students self-assessed proficiency of professional development skills based on 7 open-ended questions (Caldwell et al, 2021). An anonymous survey was emailed to all students, survey responses were analyzed, and themes of reflective expressions were determined by two independent researchers.

RESULTS:

Reflections were gathered from 51 groups and 20 themes were determined, revealing 5 common identities. The most prevalent was balance at 13%, followed by imposter syndrome (11%), growth (9%), resilience (9%), and stages (7%). Out of 307 students, 25% responded to the survey. Results from a 5-point scale of proficiency showed that students rated their ability to work with people from different backgrounds an average of 3.91 and their ability to seek advice from mentors 3.19.

CONCLUSION:

The study was limited to optional participation in the survey and number of overall responses. However, formation of professional identity is a major factor impacting the medical education of first-year medical students. Common reflection themes were balance, imposter syndrome, growth, resilience, and stages. With uncertainty in professional development skills, there are potential opportunities for additional support and resources to address these aspects. Further involvement in service learning activities could help to improve uncertain professional identities and skill proficiencies of first-year medical students.



TYPE: Oral Presentation

CATEGORY: Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

A longitudinal lab-based microbiology and mycology curriculum for infectious diseases fellows: a hands-on pilot study

AUTHORS:

Erin Pollock, D.O.; Vishakh Keri, M.B.B.S., D.M.; Lea Monday, Pharm.D., M.D.

PROBLEM STATEMENT:

Even with modern molecular and rapid diagnostics, a solid foundational knowledge of microbiology and mycology principles are an essential component of infectious diseases (ID) clinical practice. ID fellows of today are trainees of a post-COVID era, wherein remote didactics have likely shaped their training and hands-on laboratory (lab) experience may be minimal. This is further perpetuated by medical schools and residencies eliminating traditional microbiology courses and transitioning to integration of ID concepts into a systems-based curriculum. Traditionally, ID fellowships may offer blocks of time to observe staff in the microbiology lab, however, this is not universal or standardized. Microbiology lab technician staffing shortages limit feasibility and a lack of patient care experience limit their ability to integrate the clinical principles relevant for ID fellows.

METHODS:

We describe a hands-on teaching program designed to introduce core microbiology and mycology principles to ID fellows using a case-based approach within the microbiology lab. This pilot study was conceived and delivered in full by an ID faculty and used existing resources to ensure quality teaching content. Eight ID fellows from Wayne State University were taught in interactive, participative sessions held in the microbiology lab during 11 hour-long sessions to be delivered monthly over 1 year. Core contents areas are shown in Table 1 include: (1) bacterial and fungal identification and staining, (2) routine, selective, differential, and specialized culture media, (3) clinically relevant biochemical tests, (4) unique pathogen-specific features (smell, colony appearance, phenotypic characteristics, etc.), (5) pathogen specific clinical associations and syndromes, (6) Incorporating molecular diagnostics with traditional laboratory testing, and (7) Antimicrobial susceptibility testing or resistance mechanisms. Learning objectives linked to content areas are shown in table 2. ID fellows completed a de-identified 20-question pre-test before this intervention to assess their understanding of concepts which will be compared with a post-test assessment following the final session in June 2023. Pre versus post test scores, as well as In-training-Exam (ITE) scores before and after this intervention will be analyzed using Wilcoxon signed-rank test for paired non-parametric samples or chi-squared as appropriate. Questionnaires about fellow satisfaction with the sessions will also be given after completion.

RESULTS:

Results of the pre and posttest assessment, ITE scores, and satisfaction questionnaires will be analyzed following completion of the final session in June 2023.

CONCLUSION:

Our conclusions will be finalized in June 2023. To our knowledge this is the first study attempting to objectively quantify knowledge gained using a hands-on microbiology lab curriculum to teach ID fellows.





TYPE: Oral Presentation

CATEGORY: Innovation

WORK IN PROGRESS: Yes

ABSTRACT TITLE:

■ **Not all fun and games: Gamification of Child Abuse Medical Education**

AUTHORS:

Dena Nazer

PROBLEM STATEMENT:

Gamification is defined as the use of game design elements in non-game contexts. Game-based learning is a teaching method that integrates games into the learning process. There are no published reports addressing the use of gamification in child abuse medical education. Wayne State medical students receive instruction on child maltreatment during their pediatric rotation. However, with the transition to online lectures, there was a need to make lectures more interactive.

METHODS:

Kahoot, a game-based learning platform, used as educational technology, was utilized during child abuse medical education for medical students. The students engaged in a 1-hour game including slides, trivia questions, and questions related to child abuse during their pediatric rotation. The sessions covered the learning objectives required by the pediatric clerkship director.

RESULTS:

Four sessions of game-based learning have been conducted since November 2021. 139 students/ players engaged in the game. 89% of players preferred the game vs. the traditional lecture format. 83 % wanted gamification to be introduced to other specialties besides child abuse. Most students described the format as engaging, fun, and interactive.

CONCLUSION:

Medical students found gamification in child abuse medical education fun, engaging, and interactive. Game-based learning was preferred to traditional lectures. Further research on learning frameworks and studies with control groups is required to evaluate Kahoot! as a potentially useful online application in medical education.







2022 POSTER WINNERS

STEP 1

Title: *Step 1 Pass/Fail: The Impact on WSUSOM and an Opportunity for Change*

Authors: Shatha Wahbi, Haneen Ali, Emily Fisher, Alexis Nguyen, Daniel Bota, Gowri Chandrashekar, Maha Ahmed, and Eva Waineo MD

COMMUNITY HEALTH AND WELL-BEING

Title: *"On Call": An Innovative Solution to Reduce Language Barriers in Detroit Free Clinics*

Authors: Kayvon Sanjasaz, Joseph Cavataio

PROFESSIONAL DEVELOPMENT/MENTORING

Title: *The Formation of an Independent Medical Student Admissions Interviewer Committee*

Authors: Iyanna Peppers, Sean McCarthy, Kevin Sprague, M.D., Abhinav Krishnan, M.S., Ph.D.

THE LEARNING ENVIRONMENT

Title: *Communication issues within the Class of 2024 and 2025: Due to administrative action, COVID causes, or just the Sophomore Slump?*

Authors: Joseph Files, Cullen Hudson, Ced Mutebi, Sara Kazyak, Jonah Yousif, Benjamin Sliwinski

CURRICULUM/MEDICAL TRAINING

Title: *Not all fun and games: Gamification of Child Abuse Medical Education*
Author: Dena Nazer

STUDENTS' HEALTH AND WELL-BEING

Title: *Fertility and Family Planning: The Changing Concerns and Perspectives of Physician Trainees*

Authors: Sabrina Montemayor B.S., Michelle C Coughlin M.D., Heather Dolman M.D., Guillermina Nava M.D., Samantha Tarras M.D.

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For outstanding faculty-to-student mentorship in the area of research at the Wayne State University School of Medicine.

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