

# ACADEMY CONNECTIONS

Strengthening the community of medical educators

[Visit our website](#) | [SOM.Academy@cuanschutz.edu](mailto:SOM.Academy@cuanschutz.edu)

## April 2026



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# ACADEMY NEWS

## Our Year in Review

The 2025 AME Annual Report is available – take a look if you haven't had a chance yet! It highlights member achievements, program growth, events, and the many ways this community's work has supported educators across the School of Medicine. We are grateful to everyone who contributed to a strong year and helped move this work forward.



Read the Annual Report online.



## ACADEMY KUDOS



## PUBLICATIONS



**Jennifer Adams, Tai Lockspeiser**, and colleagues published [Preceptor retention: Impact of curriculum reform and competency-based assessment on preceptor reward and burden](#) in *The Clinical Teacher*.

**Emily Ambrose** and colleagues published [Novel low-cost open-access 3D printed microlaryngeal surgery trainer](#) in *Laryngoscope*.

**Christine Conageski** and colleagues published [Experiences of OBGYN administrative chief residents](#) in the *Journal of Surgical Education*.

**Jill Liss, Christine Conageski, Clint Carlson**, and colleagues published [Virtual patients, real learning: extended reality simulation for clinical menopause education](#) in *Menopause*.

**Tai Lockspeiser** and colleagues published [Artificial Intelligence healthcare industry expert perspectives: How AI will impact physician roles and medical education](#) in *Academic Pediatrics*.

**Rachael Tan, Wendy Christensen, Tai Lockspeiser** and colleagues published [Data-driven learning: From dashboard data to changes in studying](#) in *Medical Science Educator*.

**Amy McDevitt** and colleagues published [Developing consensus on competency-based educational standards in orthopaedic manual physical therapy fellowship training: findings from a modified Delphi: part 1: clinical reasoning](#) in the *Journal of Manual & Manipulative Therapy*.

**KT Morrison, David Nowels, Melissa Palmer, Tai Lockspeiser, Maurice Scott**, and colleagues published [Qualitative evaluation of an ACGME-approved online hospice and palliative medicine fellowship program](#) in *Academic Medicine*.

**Cason Pierce, Andrew Faber, Reem Hanna, Jennifer Adams, Tai Lockspeiser, Rachael Tan**, and colleagues published [Development and validity evidence of a multiple-choice electrocardiogram test for undergraduate clerkship medical students](#) in the *Journal of Electrocardiology*.

**Anuja Riles, David Ecker, Shanta Zimmer, Tai Lockspeiser**, and colleagues published [Cultivating curiosity: An exploration of curricular features that foster curiosity in preclerkship medical students](#) in *Medical Science Educator*.

**Jennifer Soep, Janice Hanson**, and colleagues published [Competency-based advancement in medical education: outcomes of the Education in Pediatrics Across the Continuum \(EPAC\) project](#) in *Academic Medicine*.

**Chad Stickrath, Tai Lockspeiser, Aaron Carlson, Rachael Tan**, and **Shanta Zimmer**, on behalf of the Trek Curriculum Writing Group, published [Reviving the sciences: A post-clerkship approach to required basic science education](#) in *Medical Science Educator*.

## PRESENTATIONS & WORKSHOPS



### ASSOCIATION FOR SURGICAL EDUCATION

April 28-30 | Atlanta, GA

**Nicole Christian, Aimee Gardner**, and colleagues will lead a workshop titled, "AI-powered avatars: Making feedback delivery accessible & individualizable".

**Nicole Christian, Dan Wood, Kristy Hawley, Zachary Asher**, and **Aimee Gardner** will present "FacDev Sprinkles: Because great teaching deserves a little sugar".

## AAMC Western Group on Educational Affairs April 19-21 | Tucson, AZ

**Jen Adams, Brandy Deffenbacher, Kate Adkins, and Tai Lockspeiser** will participate in a panel titled “Balancing act: Reconciling competency-based medical education with differentiation for residency selection”.

**Jen Adams, Cason Pierce, Wendy Christensen, Tai Lockspeiser, and Anna Neumeier** will present “Residency readiness: A comparison of interns completing LIC vs. block rotation curricula”.

**Wendy Christensen, Tai Lockspeiser, and Wendy Madigosky** will present “Pre-clinical indicators of professionalism concerns in the clinical year”.

**David Ecker, Tai Lockspeiser, Deb Seymour,** and colleagues will present a poster titled “Thematic analysis of first-year medical students’ study habits: Transitioning from undergraduate to medical education”.

**Aimee Gardner and Kara Michalsen** will present “Re-igniting an Academy of Medical Educators: Results from a year of hustle”.

**Tai Lockspeiser, Jen Adams,** and colleagues will lead a workshop titled “Benchmarking to better: Practical curriculum CQI with national SCOPE data”.

**Wendy Madigosky, Tai Lockspeiser,** and colleagues will present “Development and use of a medical student professionalism alert dashboard”.

**Kara Michalsen, Tai Lockspeiser, and Aimee Gardner** will lead a workshop titled, “Avatar-assisted feedback training: A new era for faculty development”

**Justin Roesch, Tai Lockspeiser,** and colleagues will lead a workshop titled “Moving beyond bored review: Fusing clinical reasoning, team-based learning and test awareness to improve standardized assessment performance”.

**Shanta Zimmer, Tai Lockspeiser, Jen Adams, Michelle Kiger,** and colleagues will present “Moments of pride: A qualitative study of medical students’ reflections of meaningful experiences”.

**Have kudos for the next issue?**

Share a win or shout-out for you or a colleague!

[SUBMIT HERE](#)



# LEARN & GROW

## UPCOMING EVENTS



APR  
**22**  
7:30 AM



### Pathways to Grow OB/GYN Rural Training Obstetrics and Gynecology Grand Rounds

Ryan Spencer

On Zoom – [Learn more and register.](#)



May  
**07**  
12:00 PM



### May ScEI Club

**Theory Corner:** Theory of Deliberate Practice

**Works in Progress:**

“Designing a targeted curriculum for the GI fellowship night float rotation” by Nanxing Li

“Expanding community health education through experiential and service-learning in residency” by Susana Peralta

“Supporting struggling learners in a competency-based era: A case-based, growth-oriented approach for family medicine educators” by Nida Awadallah

On Zoom – See [ScEI Club website](#) for full schedule and zoom link

*Stay  
Tuned*

More programming to support your growth as a medical educator is on the way next academic year!



# Discover Opportunities to Learn and Grow at the 2026 AME Education & Innovation Symposium and GME Leadership Retreat – May 13 & 14

Don't miss the professional development opportunities at the 2026 AME Education & Innovation Symposium and GME Leadership Retreat. A full schedule of learning opportunities is available throughout the event—visit the website to explore the complete schedule.

[Learn more and register.](#)



## 2026 Workshop Lineup

### Supporting Trainees After Adverse Events: The Second Victim Phenomenon

Facilitated by Anneliese Grewing, Meredith Bone, Michelle Kiger

### Teaching with Power Tools: Practical AI Tools That You Can Use Tomorrow

Facilitated by Matt Zuckerman

### Curriculum Design: Course and Lesson Level Introduction

Facilitated by Brady Slater

### “Let's Check Your Report Card”: Why Do Fair Assessments Matter?

Facilitated by Jacqueline Ward Gaines, Danielle Miller

### Building Competence Across the Continuum: Using ILPs & Precision Medical Education to Bring CBME to Life in Your Program

Facilitated by Bonnie Kaplan, Linda Montgomery, Nicole Christian, Chad Stickrath

### Basecamp to Summit: Elevating Mentorship to New Heights

Facilitated by Cristina Rabaza, Kathy Cebuhar, John Weeks, Corey Lyon

# PROMOTE YOUR WORK



## Colorado Learning and Teaching with Technology (COLTT) Conference – August 5-6

The Colorado Learning and Teaching with Technology (COLTT) conference invites proposals from faculty, instructional designers, educational technologists, and campus leaders. This year's theme embraces the forces reshaping higher education – AI, evolving learner expectations, and workforce demands – with a focus on practical, human-centered responses. If you're experimenting with AI in your teaching, designing learner-centered experiences, or connecting coursework to real-world outcomes, COLTT is a great venue to share your work.

[Learn more and submit by May 1 for full consideration.](#)



**Do you have ideas for future workshops, speakers, or topics?**

Share them with the Academy and help shape programming that reflects real needs and priorities across our teaching and learning community.

**Submit Suggestion**



# FUNDING & RECOGNITION



## Faculty Travel Grants

The Academy of Medical Educators offers travel grants of up to \$2,500 to support faculty presenting medical education scholarship at national or international conferences. Applications are reviewed on a rolling basis and must be submitted at least three months prior to travel.

[Rolling applications. Learn more and apply.](#)



## Nominations Open for the Louis N. Pangaro Medical Educator Award

The Alliance for Clinical Education is now accepting nominations for the Louis N. Pangaro Medical Educator Award, which honors a faculty member dedicated to the clinical education of medical students. In alignment with the ACE mission, this award recognizes sustained contributions to advancing inter-clerkship collaboration beyond a single specialty.

[Learn more and apply.](#)



## Medical Education Grants Directory

Explore a new medical education grants resource now available on the AAMC Scholar Development page under [Step 5: Key Resources](#). This directory features information on more than 100 grants for medical education researchers, including each opportunity's focus area, funding amount, application timeline, and key details.

[Download the Grants Directory directly.](#)



# JOBS & VOLUNTEERING



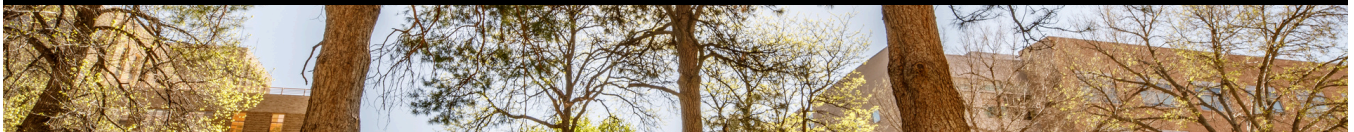
## Join the AME Speaker's Bureau

Do you enjoy presenting, facilitating, or leading workshops? The Academy is building a pool of members available to be called upon for speaking engagements and educational sessions across the institution. Many of these opportunities come through FacDev 2U requests, bringing expert voices directly to departments and teams. If you're looking to bring a speaker or facilitator to your team, [submit a FacDev 2U request through the website](#).

Complete Expressions of Interest by May 13.



## CU SOM Job Opportunities



**Assistant Course Director for the Advanced Neurosciences Course**  
MD Program, Post Clerkship, Advanced Science Courses curriculum



**Assistant Course Director for the Nervous System Course**  
MD Program, Pre-Clerkship: Plains curriculum



**Co-Clinical Content Director for Neurology**  
MD Program



**VA Medicine Liaison**  
MD Program, Clerkship

[> LEARN MORE](#)

**Denver Health Surgery Liaison**  
MD Program, Clerkship

[> LEARN MORE](#)



## Share Feedback & Content Suggestions!



### Spotlight a Member

Nominate yourself or a colleague to be featured for a new role, award, project, or other accomplishment (nominees must be current AME members).



### Submit an Opportunity

Share events, workshops, classes, calls for proposals, or collaboration opportunities— whether hosted by you or from external educator-focused sources.



### Offer Feedback

Tell us what's working or suggest improvements for the Academy or this newsletter.

[SUBMIT HERE](#)



# ACADEMY SPOTLIGHT



## Q&A with Arun Kannappan, MD

**Associate Professor of Medicine**  
**Director of Quality and Patient Safety**, Division of Pulmonary, Allergy, and Critical Care Medicine  
**Medical Director**, UCH MICU Advanced Practice Group and APP Fellowship  
**Physiology Medical Science Content Director**, University of Colorado School of Medicine

### What is your current focus in medical education?

In my clinical work as a pulmonologist and intensivist, I work with residency and fellowship programs with inpatient education specifically around the care of critically ill patients and respiratory failure. I focus on teaching the approach to the deteriorating patient, such as during a rapid response team activation, and provide bedside teaching on mechanical ventilators.

I am also honored to work with the CU School of Medicine both as the assistant course director for the first year Pulmonary and Cardiovascular (PCV) Systems course and as the Medical Content Director of Physiology. I love getting to teach students early in their career and see them grow - from their first look at an ECG to caring for complex, critically ill patients with multi-organ system disease in the intensive care unit later in the curriculum.

### What teaching philosophy guides your work?

I have never been a fan of medical knowledge which requires memorization - we have the internet to help with that! Physiology always appealed to me as a discipline because the study of the normal workings of the human body is akin to learning the rules of a game. Once you know how the game is played, we can understand what happens when different players, such as illnesses, are added to the game. I often start with an overview of physiology and then layer on pathophysiology to help simplify otherwise daunting situations encountered in clinical medicine and the ICU. This helps make connections to basic medical science in clinical settings and allows for more adaptive learning to each unique patient case.

...the study of the normal workings of the human body is akin to learning the rules of a game. Once you know how the game is played, we can understand what happens when different players, such as illnesses, are added to the game.”

**Describe a recent project or innovation you're proud of – what inspired it and what is the impact?**

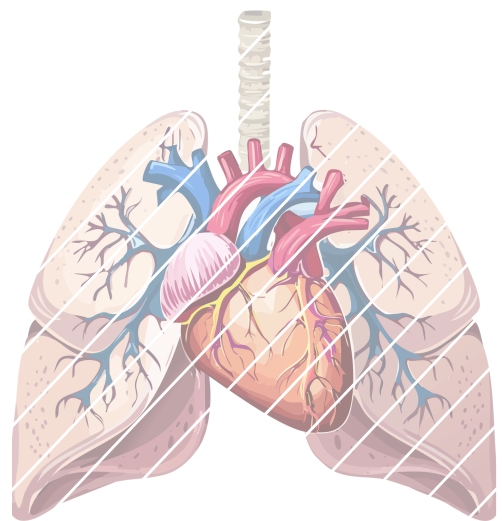
With Dr. Jim Lavelle, we re-designed the PCV course, which was previously 3 weeks of pulmonology followed by 3 weeks of cardiology, into an integrated 6-week cardiopulmonary block. With this, we were able to link the physiology concepts between these two linked organ groups, allowing the students to achieve higher level of understanding and retention. With the time saved by combining closely related sessions, we are now able to spend the last week of the course introducing the fundamentals of ICU medicine in the first year of medical school.

**How has your involvement with the Academy supported your growth or professional journey?**

Joining the Academy has allowed me to connect with many educational leaders and innovators accross campus. There is a community of collaboration, and I am excited by the work other Academy members are doing and hopeful to employ some of their ideas and projects in my clinical realm.

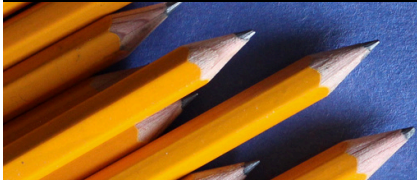
**What is one piece of advice you'd give someone just starting out in medical education?**

As your learners for feedback. “What can I do better?” is a question that will lead to many surprising answers that may reveal personal blind-spots and improve your effectiveness as an educator.



# EDUCATOR RESOURCES

## EDUCORNER



### Theory of Deliberate Practice

Expertise develops through structured, goal-directed practice, not just repeated experience. Effective practice focuses on specific skills, includes timely feedback, and requires reflection and adjustment over time. For medical educators, this means designing learning experiences that move beyond exposure and repetition to intentionally structured practice with clear goals, targeted feedback, and opportunities for refinement.

#### Applying Deliberate Practice in Teaching

- Set a specific, observable goal for each learning encounter
- Isolate and practice one component skill at a time
- Provide immediate, behavior-based feedback
- Prompt learner reflection and self-assessment
- Adjust the level of challenge to promote continued growth



Get the Theory Corner Brief.

