

ACADEMY CONNECTIONS

Strengthening the community of medical educators

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ACADEMY NEWS

ACADEMY KUDOS

PUBLICATIONS



Maureen Bauer, Chad Stickrath, and colleagues published [Development of a competency based curriculum for advanced practice providers in Allergy and Immunology](#) in *The Journal of Allergy and Clinical Immunology*.

Catherine Brady and colleagues published [From onboarding to excellence: Creating gastroenterology advanced practice provider fellowship programs that benefit practices, patient access, and specialty growth](#) in *Clinical Gastroenterology & Hepatology*.

Steve Fuest and colleagues published [The primary care exception during and after a public health in emergency](#) in *Family Medicine*.

Michelle Kiger and colleagues published [Developing, designing, and delivering more effective research and didactic presentations: A primer and recommendations](#) in the *Journal of Hospital Medicine*.

Tai Lockspeiser, Matthew Rustici and colleagues published [It is the unknown that matters: Program directors' perspectives on information gaps in learner educational handover](#) in *Academic Medicine*.

Kimberly O'Hara and colleagues published [How supervisors leverage stress to facilitate trainee learning in clinical settings: A six-element model](#) in *Medical Education*.

PRESENTATIONS & WORKSHOPS



American Association for Anatomy: AnatomyConnected
April 17-20 | Albuquerque, NM

Chelsea Lohman delivered a presentation titled "Urogenital anatomy and histology of paraurethral glands".

AAMC Western Group on Educational Affairs

April 19-21 | Tucson, AZ

Aimee Pugh Bernard and colleagues delivered a presentation titled "AAI-recommended immunology content learning objectives for undergraduate medical education in the U.S.A."

Rachael Tan, and **Aimee Pugh Bernard** delivered a presentation titled "From classroom to clinic: Using analogies to clarify immunology concepts and connect with patients".

Society of Teachers of Family Medicine Annual Meeting

May 3-6 | New Orleans, LA

Nida Awadallah and **Linda Montgomery** will facilitate a workshop titled "Supporting struggling learners in a competency-based era case-based, growth-oriented approach for family medicine educators".

Corey Lyon and **Cristina Rabaza** will deliver a presentation titled "Basecamp to summit: Elevating mentorship to new height".

Linda Montgomery will deliver a presentation titled "What really works in CBME implementation? Outcomes of the STFM CBME task force's pilot study".

AWARDS



Marisha Burden was elected for a three-year term as an at-large member of the Council of the Society of General Internal Medicine.

Clint Carlson received the [CU System AI Recognition Award: AI for Teaching & Learning](#), which honors faculty members who use Artificial Intelligence (AI) in innovative ways to achieve demonstrable improvements in student learning.

Angela Czaja, Michelle Kiger, Clint Carlson, Aimee Gardner, Kara Michalsen, and colleagues were awarded \$10k grant from the Association of Pediatric Program Directors for their project titled "Transforming feedback education for pediatric trainees through avatar-based learning".

Aimee Gardner received the the [CU System Artificial Intelligence \(AI\) Recognition Award: AI for Scholarly and Creative Work](#), which honors faculty whose innovative use of artificial intelligence leads to compelling outcomes in their scholarly and creative work and demonstrates meaningful impact on their field.

Lisa Lee received the [Outstanding Mentor Award](#) from the American Association for Anatomy, which recognizes the dedication and impact of members with a sustained career commitment to mentoring.

Rita Lee was selected as President Elect of the Society for General Internal Medicine and will serve a three year cycle.

Cleveland Piggott received the [Society of Teachers of Family Medicine Diversity Award](#) from the Society of Teachers of Family Medicine, which recognized STFM members that promote innovative leadership, impact, and change that advances diversity, equity, and/or inclusion in family medicine education

Aimee Pugh Bernard and colleagues received the Best Poster Presentation award at the 2026 AAMC WGEA Conference for a presentation titled "Establishing AAI-recommended immunology content learning objectives for undergraduate medical education in the U.S.A."

Have kudos for the next issue?

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

[SUBMIT HERE](#)



LEARN & GROW

UPCOMING EVENTS



AME Education & Innovation Symposium & GME Leadership Retreat – May 13 & 14

Explore professional development opportunities such as the workshops below.

[Visit the website to see full schedule.](#)



2026 Workshop Lineup

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

Facilitated by Matt Zuckerman, Elizabeth Kudron, Ben Kedl

Assessment Detectives: The Case of Bias in Assessments and How to Write Better Assessments

Facilitated by Jacqueline Ward Gaines, Danielle Miller, Natasha Aguirre

Curriculum Design: Course and Lesson Level Introduction

Facilitated by Brady Slater

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

Second victim experience in GME: Practical tools for medical educators

Facilitated by Anneliese Grewing, Meredith Bone, Michelle Kiger



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

MERC Mondays Workshop Series on Education Research Skills – May 11

Registration is open for the 2026 MERC Mondays Workshop Series, offering interactive sessions to equip participants with the skills necessary for meaningful engagement in medical education scholarship. Designed for clinicians, educators, and those new to research, the program covers topics that span the full educational research process

[Learn more and register.](#)



**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**



PROMOTE YOUR WORK



The Generalists in Medical Education Annual Conference – November 4-6

The call for proposals for the Generalists in Medical Education (TGME) Annual Conference is now open. The conference offers a collaborative space for professional growth through the sharing of innovative approaches and scholarly work. Submissions are welcomed from basic scientists, clinicians, and educators across all levels of medical and health professions education, particularly in areas such as curriculum development, assessment, and student support.

[Learn more and submit by May 17.](#)



CONNECT & CONTRIBUTE



SUBMIT HERE



Share Feedback & Content Suggestions!



Spotlight a Member

Nominate yourself or another AME member to be featured for a new role, award, project, or other accomplishment.



Submit an Opportunity

Share educator-related events, workshops, classes, calls for proposals, or collaboration opportunities— whether on campus or beyond.



Offer Feedback

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

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.](#)



Emerging Innovators Grants Program

Applications are now open for the NBME Emerging Innovators Grants, supporting early- to mid-career faculty, researchers, and program leaders in advancing innovative and equitable assessment in medical education. The program funds projects that explore new approaches to assessment, address bias, and promote fairness, with awards of up to \$25,000 for projects completed within 1–2 years.

[Learn more and apply by June 15.](#)



Stemmler Grants Program

The NBME Stemmler Grants program supports mid- to senior-career researchers in advancing innovative approaches to assessment in medical education. These grants fund projects that contribute to new knowledge, theory, and practice of assessment across the continuum of medical education and training. Each year, as many as three awards of up to \$150,000 each are given to research teams to support their efforts to drive innovations in the field.

[Learn more and apply by June 29.](#)



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



DOCS Coach Substitute

MD Program, Plains Clerkship, Developing Our Clinical Skills (DOCS) Curriculum



ACADEMY SPOTLIGHT



Q&A with Cate Brady, PA-C

Assistant Professor
Program Director of Gastroenterology
Advanced Practice Provider (APP) Fellowship
Division of Gastroenterology and Hepatology
University of Colorado School of Medicine

What is your current focus in medical education?

My current focus is on developing structured, competency-based education for Advanced Practice Providers (APPs) entering gastroenterology. I lead the Gastroenterology APP Fellowship at the University of Colorado, which provides a comprehensive training experience integrating inpatient, outpatient, and procedural education. My goal is to strengthen the transition from academic learning to clinical practice and subspecialty training while fostering confidence, autonomy, and long-term retention within the GI workforce.

What teaching philosophy guides your work?

I believe that effective medical education is grounded in mentorship, reflection, and experiential learning through interprofessional collaboration. I strive to create learning environments where APPs feel empowered to ask questions, seek feedback, and take ownership of their growth as clinicians and educators.

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

Start small but think strategically—choose one area where you can make a tangible impact and build from there.



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

Recently, I developed a blended-learning inpatient gastroenterology curriculum for both current APPs and fellows. This curriculum integrates simulation, online modules, and case-based learning centered on common inpatient GI conditions. The project was inspired by observed variability in onboarding experiences and the need for standardization to ensure readiness for independent practice. Its implementation has improved consistency in training, enhanced confidence among new providers, and strengthened team-based care across our division.

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

The Academy has connected me with a community of educators who share a passion for teaching and faculty development. Through its workshops and collaborations, I have gained practical tools for curriculum design and evaluation, as well as mentorship from colleagues who model educational leadership. These experiences have been pivotal in shaping my identity as a clinician-educator.



I strive to create learning environments where APPs feel empowered to ask questions, seek feedback, and take ownership of their growth as clinicians and educators.”

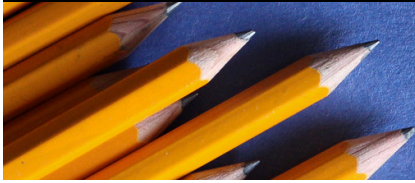
Is there anything else you would like to share?

I am passionate about advancing the visibility and professional development of APP educators within academic medicine. As our clinical workforce evolves, intentional investment in APP training will be key to sustaining high-quality, patient-centered specialty care.



EDUCATOR RESOURCES

EDUCORNER



Attribution Theory

Attribution theory describes how people assign causes to performance—whether to internal factors (e.g., ability) or external factors (e.g., case complexity). How learners make sense of their own performance shapes their motivation and response to challenge, while educators’ assumptions influence the feedback they give, the opportunities they offer, and how learners progress. By pausing to consider both learner and context—and anchoring feedback in specific, improvable factors—educators can reduce bias, tailor their teaching, and support stronger learning outcomes.

How to interpret learner performance

Take both internal and external factors into consideration.



Internal Factors

Focus on learner’s ability and effort, providing feedback that encourages self-improvement.



External Factors

Consider case complexity and resources, offering support and adjustments.

[Get the Theory Corner Brief.](#)

