

ACADEMY CONNECTIONS

Strengthening the community of medical educators

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

June 2026



CONTENTS

[ACADEMY NEWS](#)

[LEARN & GROW](#)

[FUNDING & RECOGNITION](#)

[JOBS & VOLUNTEERING](#)

[ACADEMY SPOTLIGHT](#)

[EDUCATOR RESOURCES](#)

Click to Submit kudos and opportunities for the next issue 

ACADEMY NEWS

Education & Innovation Symposium & GME Leadership Retreat

The 2026 Education & Innovation Symposium, presented in partnership with the CU Anschutz Office of Graduate Medical Education, brought together educators, trainees, program leaders, and staff from across the continuum of health professions education to share scholarship, showcase innovative educational initiatives, and build new collaborations.

The event featured keynote presentations, workshops, oral and poster presentations, and collaborative discussions focused on advancing teaching, learning, assessment, educational research, and innovation in medical education.

[View more images on the symposium website.](#)

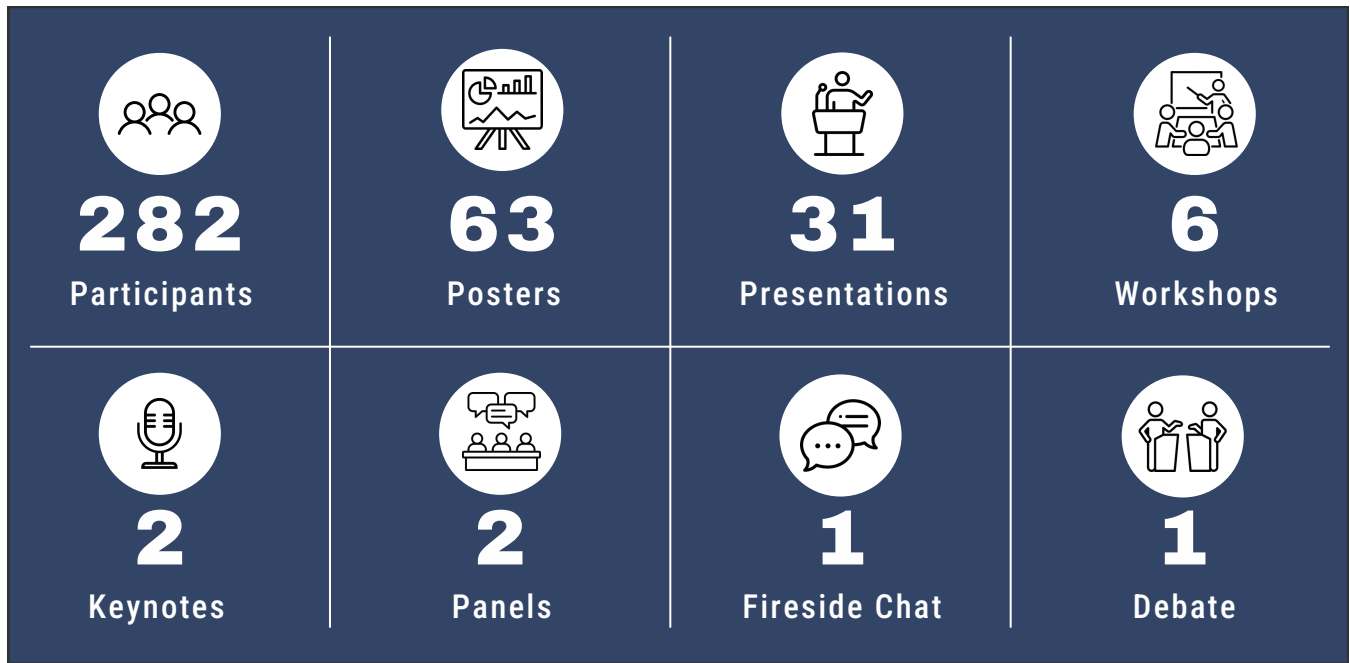


“
I felt like I was learning new and interesting things, and everyone and everything felt accessible.
”



ACADEMY NEWS

By the Numbers



5

AME Education
Awards Given

Jamie Anderson – Everyday Excellence Award
Tyra Fainstad – Stunning Scholar Award
Daniel Gergen – Education Technology Innovator Award
Reem Hanna – Trailblazer Award
Gabrielle Whitmore – Equity Ambassador Award

4

GME Excellence
Awards Given

Amanda Garza – Program Coordinator Excellence Award
Mallory Pridy – Program Coordinator Excellence Award
Christine Conageski – Program Director Excellence Award
Tristan Huie – Program Director Excellence Award

ACADEMY NEWS

Presentation Award Winners



Oral Presentation Awards

Elizabeth Troy – *GME Innovations session*

The ABCs of child neurology: Evaluating the quality and feasibility of an article-based curriculum created for child neurology residents

Ariel Davydov – *The Learner Journey session*

Exploring Careers in Healthcare and Onward (ECHO): A community outreach program to promote healthcare career interest in K-8 students surrounding the CU Anschutz medical campus

Emma Greenberg – *Teaching Innovations session*

The Clerkship Compass: Using personal manifestos to guide medical students through the clerkship year

Kimberly Indovina – *Teaching Innovations II session*

Patient perspectives on collaborative care: Integrating geriatric educators into interprofessional education

James Wykowski – *Assessment session*

Development and validation of the Denver Critical Illness Intubation Entrustment (D-CITE) tool

Poster Presentation Awards

Haley Morgan – First Place

Exploring a virtual reality escape room with cardiac anatomy

Daniel Chien – Second Place

The use and creation of analogies as a teaching tool for health professional trainees

Zoe Caswell – Third Place

Medical Spanish student interest group: Connecting medical Spanish learning with the core curriculum

ACADEMY KUDOS

PUBLICATIONS



Nicholas Bianchina, Julia Limes, Emily Gottenborg, and colleagues published "[The Overlooked Transition: Multi-institutional Survey Identifying Skills and Educational Practices Supporting Transition to Senior Residency in Internal Medicine](#)" in the *Journal of General Internal Medicine*.

Cristina Cabrera-Muffly and colleagues published "[Is there ever a right time? An evaluation of family planning during otolaryngology residency](#)" in *Laryngoscope Investigative Otolaryngology*.

Aimee Gardner and **Abbey Lara** published "[The Shadow Economy of Toxic Leadership in Healthcare](#)" in the *Physician Leadership Journal*.

Michelle Kiger and colleagues published "[Designing better research posters: A primer and recommendations](#)" in the *Journal of Hospital Medicine*.

Julia Limes and colleagues published "[Internal medicine residents' perceptions of autonomy and supervision across clinical training sites: A multicenter study](#)" in the *American Journal of Medicine*.

Linda Montgomery and colleagues published "[Systems-based practice core competency: A survey of physicians perspectives](#)" in *Cureus*.

Katie Raffel and colleagues published "[Background characteristics and burnout of Japanese resident physicians who did and did not share voluntary clinical cases](#)" in *Scientific Reports*.

Michael Pascoe and colleagues published "[Temporal trends in large language model \(LLM\) accuracy: A meta-analysis of multiple-choice question performance in dentistry and dental education](#)" in the *Journal of Dentistry*.

Jacqueline Sivahop and colleagues published "[Forecasting the future: The relationship between pre-matriculant Casper scores and student professionalism infractions during physician assistant school](#)" in the *Journal of Physician Assistant Education*.

Meghan Treitz and colleagues published "[An Interactive Workshop to Enhance Teaching Skills Through Understanding Teaching Styles](#)" in *Mededportal Publications*.

Jennifer Trujillo and colleagues published "[Advancing PharmD admissions with evidence, competencies, and recommendations for student readiness: Report of the 2025-2026 AACP Student Affairs Committee](#)" in the *American Journal of Pharmaceutical Education*

PRESENTATIONS & WORKSHOPS

Aimee Bernard delivered a TEDx talk titled "[Confessions of a scientist: Science education needs communication training](#)," at TEDxCU on April 4. The talk explores the importance of communication training in scientific and medical education.



AWARDS

Aimee Bernard received the 2026 [Guest Lecture of the Year Award from the Child Health Advocate Physician Assistant Program](#), which recognizes outstanding contributions to student learning and excellence in teaching. Students selected her for the honor in recognition of her effectiveness as an educator and her impact on the program's curriculum.

Shanta Zimmer received the [Joseph Addison Sewall Award](#), which recognizes exceptional contributions of leadership and vision to CU Anschutz.

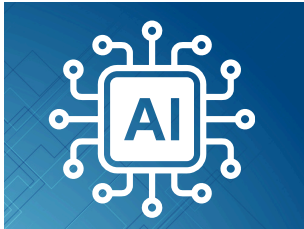
Have kudos for the next issue?
Share a win or shout-out for you or a colleague!

[SUBMIT HERE](#)



LEARN & GROW

UPCOMING EVENTS



New Faculty Development Series: Bite by Byte—AI & Educators Roundtable

Artificial intelligence is rapidly reshaping health professions education, creating new opportunities, questions, and challenges for educators. The Academy of Medical Educators' new Bite by Byte: AI & Educators Roundtable Series provides a quarterly virtual forum where faculty, staff, and educators can come together to discuss AI-related topics, share experiences, explore emerging practices, and learn from one another in a collegial environment. Open to all experience levels—from AI enthusiasts to the AI-curious—the series emphasizes conversation and collaboration rather than formal presentations.

The first session, **State of AMC-AI: Experiences and Opportunities**, will be held **June 18, 11 AM-12 PM**.

[Learn more and join the next session.](#)



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

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

Submit Suggestion



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



Association of Program Directors in Internal Medicine Fall Meeting – October 15-17, Louisville, KY

Registration opens June 4 for the 2026 APDIM Fall Meeting. Designed for GME faculty and staff at all career stages, the meeting offers opportunities to strengthen skills in administration, teaching, mentorship, and professional development.

[Learn more and register.](#)



Upcoming Faculty Development Webinars – June 16 & 23

The Alliance for Academic Internal Medicine is offering two June webinars focused on enhancing education, mentorship, and collaboration in the health professions. **“From Cases to Scholars – Elevating Trainee Education and Faculty Mentorship”** on **June 16** will explore strategies for developing scholarly opportunities and strengthening mentorship, while **“What Were They Thinking? Utilizing Empathy Mapping and Perspective Taking to Strengthen Interprofessional Collaboration”** on **June 23** will provide practical approaches for improving communication and teamwork across professions. These sessions offer valuable tools for educators seeking to support learners and foster collaborative learning environments.

[Learn more and register.](#)



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.](#)



JOBS & VOLUNTEERING

CU SOM Job Opportunities



Assessment Director – Apply by June 12
Peak to Peak (P2P) Accelerated 3-Year Pathway Program



ACADEMY SPOTLIGHT



Q&A with **Nicole Fernández Dyess, MD, MEd**

Assistant Professor, Pediatrics (Neonatology)
APD, Neonatology Fellowship Program
Director, Residents and Fellows as Educators Elective
Co-Director, Future Leaders in Medical Education Trail

What is your current focus in medical education?

I am a little c, big E, clinician-Educator with a focus on educator professional development and identity formation. My guiding principle is to empower people to reach their most balanced potential through encouraging self-reflection, aiming for clarity and peace, building relationships, and emphasizing Essentialism which emphasizes three truths: individual choice, the prevalence of noise, and the reality of tradeoffs.



What teaching philosophy guides your work?

My main goals as an educator are to practice evidence-based education, improve the learning environment for all types of learners, and cultivate within learners the skills necessary to facilitate lifelong learning. I approach my educational activities with intentionality, ensuring I follow Glassick's criteria for scholarship in anything I develop. My teaching philosophy has four aims:

To cultivate an open, safe, and nonjudgmental environment that celebrates differences. Learning is an interactive, interconnected, and social phenomenon, not an isolated internal process. An open, safe, and nonjudgmental environment that celebrates differences facilitates the interaction between context and learning to further augment knowledge transfer.

ACADEMY SPOTLIGHT

To incorporate learners in all aspects of the learning activity. I believe an educator needs to focus on the entire learner, including the learner's beliefs, values, past experiences, etc. in addition to their cognitive attributes. Through this "psychological history," learners create individualized lenses through which they view the world and interpret and synthesize teaching activities.

To incorporate metacognition and reflection in all learning activities. Learners need to know the "why" behind their educational endeavors. Tying sense and meaning to the learning activity facilitates knowledge transfer and cultivates skills that can be applied to any future learning opportunity.

To be a role model for my learners both professionally and personally. For me, mentoring, coaching, and advising are the best parts of being an educator. I strive to role model many aspects of not only a successful educator but also a successful learner such as having a growth mindset, continuously seeking feedback, acknowledging my limitations, emphasizing wellness and resiliency, displaying metacognitive and reflective practices, and intentionally fostering relationships within a community of practice.

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

After witnessing and experiencing the stress surrounding a medical trainee's first job search post-training, which worsened significantly during the Covid-19 pandemic, I co-founded a virtual, national webinar series in 2020 geared towards assisting perinatal-

neonatal fellowship trainees with the neonatology job search which has since been repeated annually. I led the curriculum from 2020-2024 as part of my role as Fellow Representative and subsequently the Education Chair of the American Academy of Pediatrics' Trainees and Early Career Neonatologists organization. I transitioned its leadership to the subsequent Education Chair, and the curriculum continues to be held nationally.

Since its creation, the reach of the series continues to improve every year, and in 2025, we had registrants from > 80% (92/109) of neonatology fellowship programs across the United States. The entire catalog of recorded webinars has > 5300 YouTube views and has resulted in the publication of three articles in peer-reviewed journals, but the best part of its impact is having trainees at different fellowships programs come up to me at national conferences to share with me the impact the webinar series has had on their job searches.



Dr. Fernández Dyess with 2025 Future Leader in Medical Education medical student cohort.

ACADEMY SPOTLIGHT

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

The Academy has been instrumental in my growth and professional journey. The Academy filled a gap for me upon graduating from fellowship: a local educator community and local mentorship web. The Academy allows for more intentional connections with educators across campus, leading to a greater sense of belonging. The Academy has helped break down silos across campus, by bringing individuals together with similar values and interests, sparking increased collaboration and problem solving (team education!). The Academy has elevated medical education within academia leading to increased discussion, awareness, and rigor around educational activities and scholarship, raising the bar of the educational mission of the University of Colorado. I cannot emphasize enough the value of learning from other educators and having an avenue of local dissemination of medical education scholarship.

“Self-reflection is key, but we always have it on the back burner! Put it on your schedule (actually schedule it and do not schedule over it) a couple times a year to think about what you’ve achieved, where you are going, what’s working well, what’s not working well, if you have everything you need, what’s missing, and if you need to make any changes (both professionally and personally).”

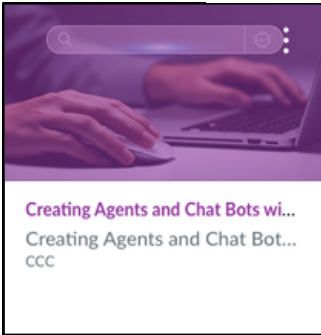
What is one piece of advice you’d give someone just starting out in medical education?

If you are scholarLY in everything you do, then there is just one more step to turn it into scholar-SHIP. Being scholarly is a personal trait. It is how one thinks and engages with knowledge. It is grounding your work in educational theory and literature, evaluating your endeavors, assessing your learners, and transforming your activities (and yourself) based on those evaluations and assessments. By subsequently transmitting our scholarly work to others, we can convert our scholarly pursuits into scholarship. Scholarship is an active, measurable output. It is what one produces and contributes to the medical education community.



Dr. Fernández Dyess with Spring 2026 Residents and Fellows as Educators Elective (RFEE) Cohort.

EDUCATOR RESOURCES



Learn How to Build Custom AI Teaching Assistants with Generative AI

Explore the new on-demand course, *Creating Agents & Chat Bots with Generative AI*, offered by the Office of Digital Learning. Designed for educators who are curious about using campus-supported AI tools in intentional and practical ways, the course introduces the basics of creating simple AI agents and chatbots to support teaching and learning.

[Learn more and register.](#)



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.

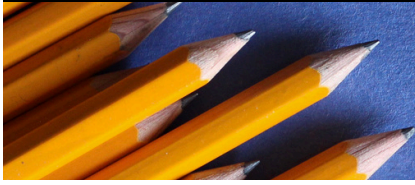


Offer Feedback

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

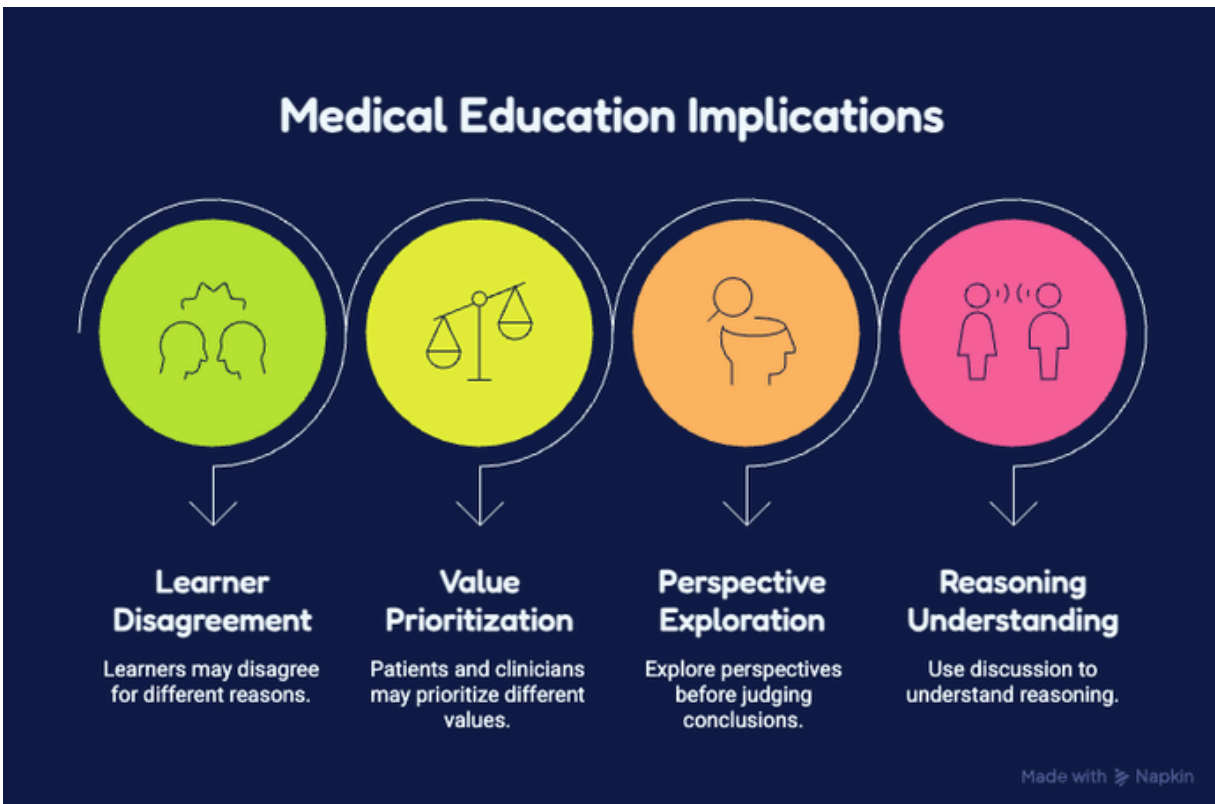
EDUCATOR RESOURCES

EDUCORNER



Moral Foundations Theory

Moral Foundations Theory suggests that people's views on right and wrong are often shaped by different underlying values, such as care, fairness, loyalty, authority, and liberty. For medical educators, the key takeaway is that learners, colleagues, and patients may approach the same issue from different moral perspectives. Recognizing these differences can help foster more productive discussions about ethics, professionalism, and patient care.



[Get the Theory Corner Brief.](#)

