



ACADEMY CONNECTIONS

Strengthening the community of medical educators

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

July 2026

CONTENTS

[ACADEMY NEWS](#)

[LEARN & GROW](#)

[PROMOTE YOUR WORK](#)

[FUNDING & RECOGNITION](#)

[JOBS & VOLUNTEERING](#)

[ACADEMY SPOTLIGHT](#)

[EDUCATOR RESOURCES](#)

Click to Submit kudos
and opportunities for
the next issue



ACADEMY NEWS

Register by July 22 to Attend the Academy of Medical Educators Induction Ceremony

Join the Academy of Medical Educators Induction Ceremony on Wednesday, **August 12, from 4:30 to 7:00 p.m.** at the Don Elliman Conference Center in the Anschutz Health Sciences Building. Celebrate new and advancing Academy members, recognize the impact of our educator community, and connect with colleagues during the reception that follows the ceremony. **Registration is required.**

[Register for the AME Induction Ceremony](#)



Help Us Build the Community You Value

We want to better understand what "community" means to you and how the Academy can help foster it in ways that are most valuable. **What does community mean to you? What opportunities, experiences, or resources would help you feel more connected to other Academy members?** Let us know via the form below or email your response to SOM.Academy@cuanschutz.edu.

SHARE YOUR THOUGHTS

ACADEMY KUDOS

Publications



Cristina Cabrera-Muffly and colleagues published "[Socially awkward: An evaluation of otolaryngology residency pre- or post-interview social functions](#)" in the *American Journal of Otolaryngology*.

Catherine Callister, Brandy Deffenbacher, Anna Munoa, Chad Stickrath and colleagues published "[Building the foundation of clinical training: A mixed-methods study of pre-clerkship clinical preceptors and retention](#)" in *Academic Medicine*.

Caitlin Dietsche and colleagues published "[How should educators provide feedback on a chalk talk? A new checklist is here to help](#)" in the *Journal of General Internal Medicine*.

Ryan Good and colleagues published "[The development of two Point of Care Ultrasound stations for Objective Structured Clinical Examinations in undergraduate medical education](#)" in the *Canadian Medical Education Journal*.

Mark Nehler, Nicole Christian, and colleagues published "[How I do it: "Family meetings" as a structured practice for psychological safety and bidirectional communication in surgical residency](#)." in the *Journal of Surgical Education*.

Kara Michalsen, Tai Lockspeiser, Angela Czaja, Clint Carlson, Michelle Kiger, Aimee Gardner, and colleagues published "[The avatar advantage: AI-powered faculty development to enhance feedback delivery skills](#)" in the *Journal of Continuing Education in the Health Professions*.

Kimberly O'Hara, Lee Engelbreth and colleagues published "[Evaluation of a pediatric teaching program: A qualitative, ethnographic study](#)" in *Hospital Pediatrics*.

Tanya Russell and colleagues published "[Evaluating student communication skills in a simulation setting: A trends analysis](#)" in the *Journal of Dental Education*.

Leah Schubert and colleagues published "[SDAMPP report #1: Holistic review for medical physics residency applicant selection](#)" in the *Journal of Applied Clinical Medical Physics*.

L. Barry Seltz, and colleagues published "[Putting principles into practice: Pediatric trainee experiences in discussing and practicing high-value care](#)" in *Academic Pediatrics*.

Allison Strauss, Frederick Milgrim, Nhu-Nguyen Le, and colleagues published "[Hybrid inpatient POCUS course for rising senior family medicine residents](#)" in *Family Medicine*.

Jennifer Trujillo and colleagues published "[Evaluating the quality of AI-generated rubrics and grading reliability in student written reflection assignments](#)" in the *American Journal of Pharmaceutical Education*.

Have kudos for the next issue?

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

SUBMIT HERE



LEARN & GROW

UPCOMING OPPORTUNITIES

JUL
28
12:00 PM



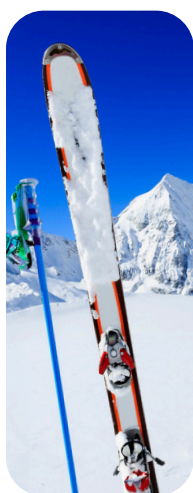
Strauss Health Sciences Library Classes

Covering the Basics of Open Educational Resources & How to Find Them

Ellie Svoboda

On Zoom – See [Strauss website](#) for details and registration

AUG
06
12:00 PM



August ScEI Club

Theory Corner: Retrieval Practice

Works in Progress:

“Overcoming immunity-to-change: a pilot qualitative study of struggling medical learners” – Benjamin Vipler & Nida Awadallah

“Correspondence school: introducing novice medical writers to scholarship through letters to the editor” – Benjamin Vipler

“Oops to aha: Avoiding common mismatches in qualitative research” – Kimberly O'Hara

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

SEP
03
12:00 PM



September ScEI Club

Theory Corner: Spaced Learning

Works in Progress: TBD

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

SEP
10
12:00 PM



Education Grand Rounds

The Current Landscape of Artificial Intelligence in Medical Education

Christy Boscardin, UCSF

On Zoom – See [EGR website](#) for zoom link

SEP
16
11:00 AM



Bite by Byte: AI & Educators Roundtable Series

Supporting Learners Who Are Anxious – or Over Reliant – on AI

Deborah Seymour

On Zoom – See [Bite by Byte website](#) for full schedule and zoom link

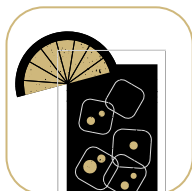
SEP
15
5:00 PM



Faculty Development Workshops Clinical Teaching Tips using the One Minute Preceptor Model

Arun Kannappan
Benson Faculty Club – [Register to attend](#)

SEP
15
6:00 PM



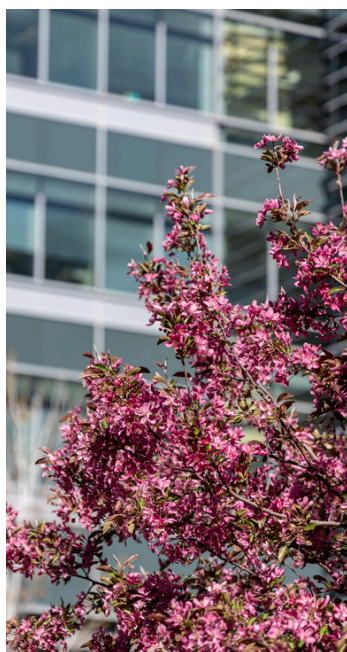
Academingle Networking Event

Benson Faculty Club, Faculty Lounge
Open to all – [RSVP to Mingle](#)



New workshops are on the way.

We're planning a new lineup of workshops focused on practical teaching strategies, educational scholarship, AI, and faculty development. More details and registration information will be available soon.



UPCOMING CONFERENCES



Register for COLTT 2026 | August 5-6

Join educators, instructional designers, educational technologists, and faculty at the Colorado Learning and Teaching with Technology (COLTT) Conference, at the **University of Colorado Boulder**. Explore this year's theme, "Steer into the Slide," through sessions on AI, accessibility, learning design, student engagement, faculty development, and emerging technologies. Registration is now open.

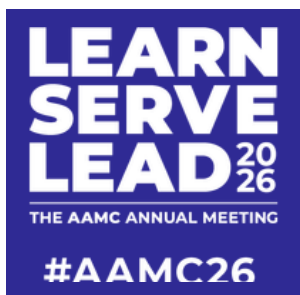
[Learn more and register for COLTT 2026.](#)



Register for the 2026 AMEE Conference August 22-26

The AMEE Annual Conference—one of the largest international gatherings in health professions education—is coming up fast. This year's conference, held in **Vienna, Austria**, features the Integrated Ottawa Event and will focus on how education shapes the future of healthcare, guided by two inspiring themes: Educators as Catalysts: Building the Future of Health and Authentic Assessment to Improve Healthcare and Learning Outcomes.

[Learn more and register for the 2026 AMEE Conference.](#)



Register for Learn Serve Lead 2026: The AAMC Annual Meeting | November 6-10

Join colleagues from across academic medicine at Learn Serve Lead 2026, taking place in **Anaheim, California**. This premier conference brings together educators, researchers, clinicians, learners, and institutional leaders to explore innovations in medical education, research, patient care, and health policy through inspiring keynote presentations, interactive sessions, and valuable networking opportunities.

[Learn more and register for Learn Serve Lead 2026.](#)

PROMOTE YOUR WORK



AAMC Digital Demonstrations Virtual Conference | Proposals Due August 14

The AAMC is accepting proposals for the next Emerging Technologies for Teaching and Learning: Digital Demonstrations Virtual Conference, taking place **February 3-4, 2027**. This conference showcases innovative technologies, creative teaching strategies, and practical demonstrations that are advancing health professions education. Presenters will share real-world applications, lessons learned, and emerging practices with a national audience of educators, instructional designers, researchers, technology leaders, and industry partners.

[Learn more about Digital Demonstrations proposals.](#)



IAMSE 2027 Annual Conference Focus Session Abstracts Due September 1

The International Association of Medical Science Educators (IAMSE) is accepting Focus Session abstract submissions for the 31st Annual IAMSE Conference, taking place **June 5 to 8, 2027, in Bellevue, Washington**. IAMSE invites educators to share innovative approaches, emerging ideas, and effective practices that advance health professions education. Focus Sessions provide an engaging forum for interactive learning and collaboration with colleagues from around the world.

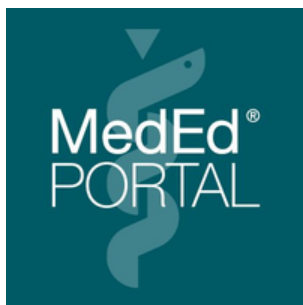
[Learn more about IAMSE 2027 focus session abstracts.](#)



STFM Annual Spring Conference Proposals Due September 4

The Society of Teachers of Family Medicine (STFM) is accepting presentation proposals for the next STFM Annual Spring Conference taking place **May 1-5, 2027, in Chicago, Illinois**. Educators, clinicians, researchers, residents, students, and interprofessional team members are invited to share innovative teaching strategies, educational research, curriculum development, faculty development, and best practices in family medicine education.

[Learn more about STFM 2027 proposals.](#)



MedEdPORTAL Seeks Educational Resources in Emerging and Priority Areas

MedEdPORTAL is seeking high-quality, peer-reviewed educational resources in several priority areas of medical education. Consider sharing your work with the broader academic medicine community. Follow the links below to review the submission requirements for each focus area:

[Artificial Intelligence](#)

[Community Engagement](#)

[Language-Appropriate Health Care](#)

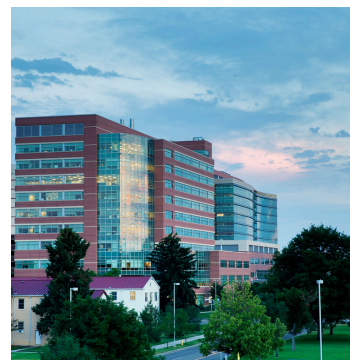
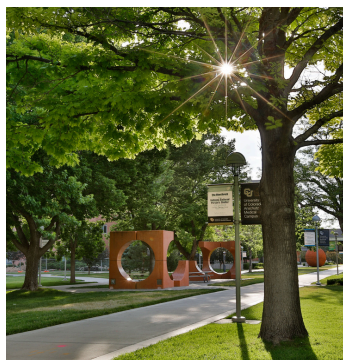
FUNDING & RECOGNITION



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.

[Learn more and apply for AME Travel Grants.](#)



JOB & VOLUNTEERING

CU SOM Job Opportunities



Director – Service Learning Curriculum
MD Program, Health and Society pillar

[> LEARN MORE](#)

Assistant Director – Service Learning Curriculum
MD Program, Health and Society pillar

[> LEARN MORE](#)

Speciality Liasons – Childrens Surgery and VA Internal Medicine
MD Program, Longitudinal Integrated Clerkship (LIC)

[> LEARN MORE](#)



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.

ACADEMY SPOTLIGHT



Q&A with Mike Pascoe, PhD

Associate Professor, PM&R

What is your current focus in medical education?

My work focuses on helping healthcare professions students learn complex anatomy in ways that are engaging, meaningful, clinically relevant, and inclusive. Much of my scholarship explores how technology can support learning, including the use of digital resources, social media, online collaboration tools, artificial intelligence, and open educational resources. I am particularly interested in applying educational theories such as cognitive load theory and constructivism to better understand how learners interact with information and how educators can design more effective learning environments.

I am also interested in making anatomy education more accessible and inclusive. One aspect of this work involves reducing reliance on eponyms in favor of descriptive anatomical terminology. Beyond reducing cognitive load for learners, this approach helps create a learning environment that is more inclusive and less dependent on historical naming conventions

that may not reflect the diversity of the healthcare professions and the patients we serve.

Across all of my work, I aim to bridge foundational science, clinical practice, and public understanding of health and medicine.

What teaching philosophy guides your work?

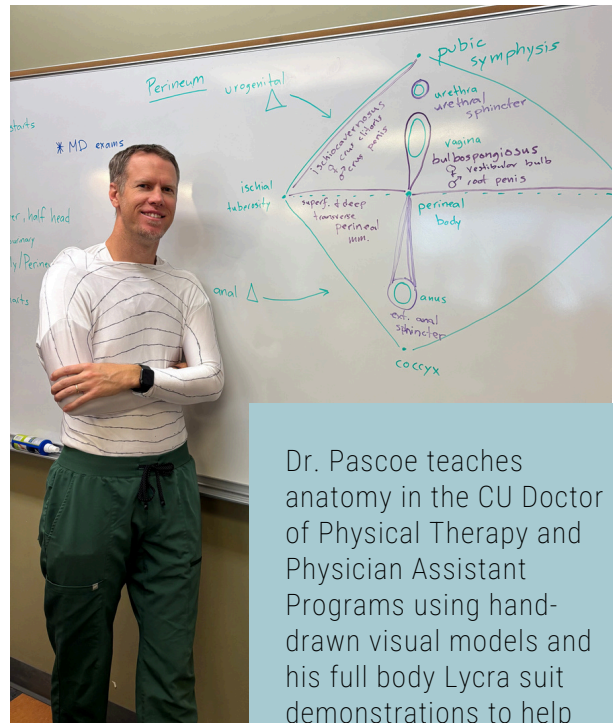
I believe that learning is most effective when students actively construct knowledge rather than passively receive information. This perspective has shaped my teaching for more than a decade and informs my use of active learning, flipped classroom strategies, collaborative projects, and technology-enhanced instruction.

In anatomy education, there is often a temptation to focus on memorization. While factual knowledge is important, I strive to help students understand relationships, recognize

ACADEMY SPOTLIGHT

patterns, and apply anatomical concepts to clinical problems. I also seek to reduce unnecessary barriers to learning by using clear, descriptive terminology whenever possible. For example, I prefer anatomically descriptive terms over eponyms because they reduce cognitive load and help learners focus on understanding the structure itself rather than memorizing historical names.

I believe strongly in creating an inclusive learning environment where students feel respected, supported, and challenged. For me, meeting learners where they are means creating a space where students do not need to have everything perfectly figured out before approaching me with a question. Learning often begins with uncertainty, and I want students to feel comfortable seeking help, testing ideas, and working through challenges without fear of judgment. Ultimately, I view teaching as a process of helping students become independent, curious, and reflective professionals who are prepared for lifelong learning.



Dr. Pascoe teaches anatomy in the CU Doctor of Physical Therapy and Physician Assistant Programs using hand-drawn visual models and his full body Lycra suit demonstrations to help students understand complex anatomical relationships and connect foundational science to clinical practice.

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

One recent project I am particularly proud of examined how Wikipedia can serve as a tool for science communication and organizational outreach. As both an educator and a long-time advocate for open access to information, I was interested in understanding whether academic organizations could use Wikipedia more intentionally to connect with broader audiences.

This work culminated in a [published case study](#).

examining the American Association for Anatomy's engagement with Wikipedia. The project demonstrated how relatively small contributions to publicly accessible knowledge can substantially increase visibility, reach, and public engagement. It also highlighted opportunities for educators and professional organizations to participate in improving the quality and accessibility of health information online.

The project reflects a broader theme in my work: exploring how emerging technologies and nontraditional educational platforms can extend learning beyond the classroom and connect academic expertise with the communities we serve.

ACADEMY SPOTLIGHT

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

The Academy has played a significant role in my development as an educator, scholar, and academic leader. One of the most formative experiences was participating in the Academy's Teaching Scholars Program, which I completed in September 2018. The program provided a structured opportunity to deepen my understanding of educational theory, strengthen my teaching practices, and begin thinking more intentionally about educational scholarship. Many of the ideas that now shape my approach to teaching and curriculum development can be traced back to that experience.

Beyond the Teaching Scholars Program, the Academy has provided valuable opportunities for faculty development, mentorship, collaboration, and scholarly dissemination. Through educational symposia, workshops, and interactions with colleagues across the Anschutz campus, I have been able to share innovations, receive constructive feedback,

and build interdisciplinary partnerships. The Academy also helped create pathways for engagement in education research and leadership, culminating in my recognition as a Senior Fellow in 2025.

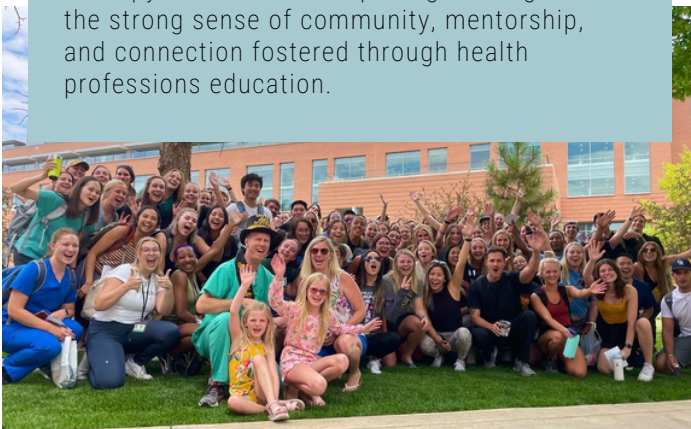
Perhaps most importantly, the Academy has fostered a community of educators who are committed to improving teaching and learning. The relationships and collaborations that have emerged from that community have been among the most meaningful and impactful aspects of my professional journey.

"I am motivated by a desire to make knowledge more accessible and meaningful."

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

Be curious, and don't wait for permission to innovate. Many of the projects that have had the greatest impact on my career began as simple questions about whether a new approach, technology, or teaching strategy might improve learning. Some worked better than others, but each provided an opportunity to learn and grow. I would also encourage new educators to find a community of colleagues who care deeply about teaching. Medical education can feel isolating at times, but there is tremendous value in sharing ideas, seeking feedback, and learning from others. Finally, remember that educational scholarship is simply a natural extension of good teaching: ask questions, gather evidence, and share what you learn.

Dr. Pascoe celebrates his 40th birthday with his wife, daughters, and students from two Physical Therapy cohorts. The surprise gathering reflects the strong sense of community, mentorship, and connection fostered through health professions education.



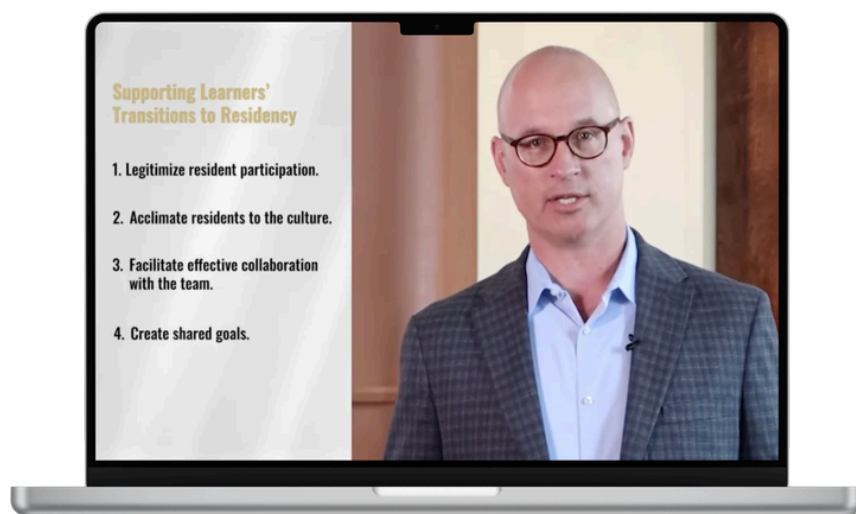
EDUCATOR RESOURCES

EDUCORNER



July Teaching Tip: Supporting New Interns from Day One

July marks the start of residency for a new cohort of interns, making it the perfect time to refresh your approach to onboarding and early clinical teaching. In the following FacDev in 5 video, *Easing the Transition to Residency*, Dr. Geoffrey Connors shares practical strategies for easing the transition to residency, helping new trainees build confidence, adapt to their clinical roles, and thrive during those critical first weeks. In just five minutes, you'll gain actionable tips you can use immediately with your newest learners.



[Watch *Easing the Transition to Residency* on YouTube.](#)

[Download the Key Takeaways Resource.](#)

Reflection Questions

Use these questions to guide individual reflection or group discussion on the video content.

1. What are some of the areas that you've noticed trainees struggle with when first starting residency?
2. What tips or strategies would you add to this list to support residents during transition?
3. Is there anything we can be doing near the end of medical school to catalyze a successful transition for our trainees?



[Explore the full FacDev in 5 library](#) for more bite-sized videos packed with practical teaching strategies, leadership insights, and evidence-based educational tips.