

ACADEMY CONNECTIONS

Strengthening the community of medical educators

Visit our website | SOM.Academy@cuanschutz.edu

October 2026

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ACADEMY NEWS

LEARN & GROW

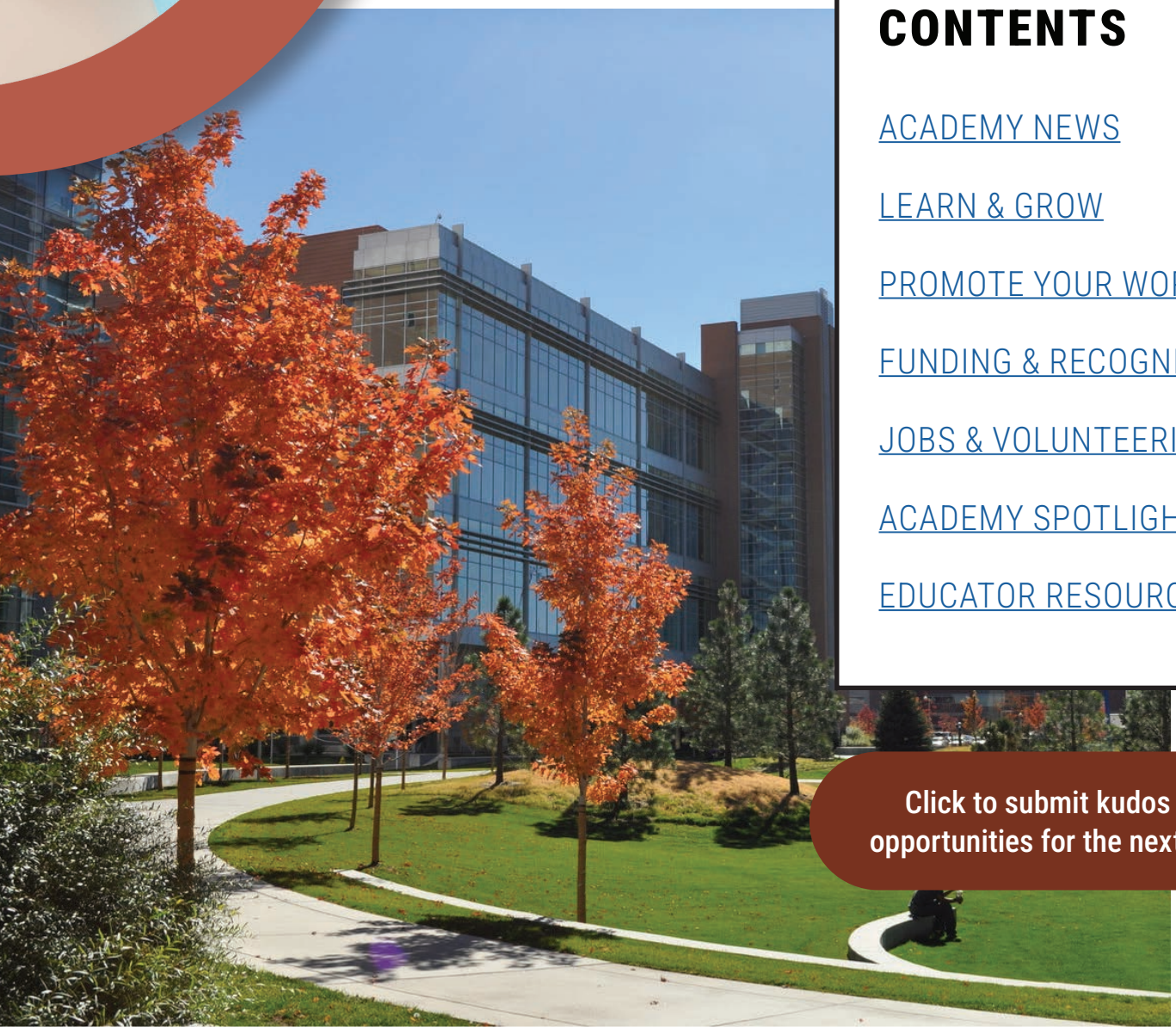
PROMOTE YOUR WORK

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ACADEMY SPOTLIGHT

EDUCATOR RESOURCES



Click to submit kudos and opportunities for the next issue.

Academy Membership Applications Open Nov 1

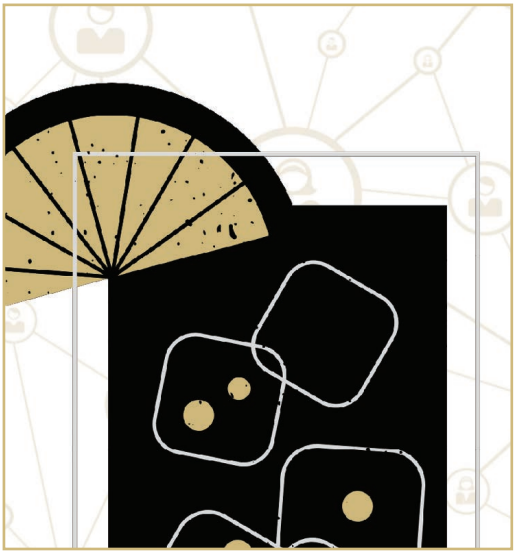
Help grow the Academy of Medical Educators by encouraging colleagues who demonstrate a commitment to excellence in medical education to apply for membership.

Applications will be accepted November 1, 2026, through March 1, 2027. Academy members are encouraged to share this opportunity with eligible faculty and direct interested colleagues to explore the membership tracks and begin preparing their applications.

Learn more and share.

Help us fill the Academy ranks with members from your department!





Mark Your Calendars for the December Academingle | Dec 8

Connect with fellow Academy members at our December Academingle! Join us after the December 8 Faculty Development Workshop at the Benson Hotel Faculty Club to catch up with colleagues, meet new members, and build connections across the Academy. Whether you attend the workshop or just stop by to socialize, we hope to see you there!

RSVP to mingle.

ACADEMY KUDOS



Publications on Medical Education

Gail Armstrong and colleagues published "Emphasizing Success in Nursing Education Succession Planning" in the *Journal of Nursing Education*.

Catherine Callister and colleagues published "Teaching time in short supply: Preferred strategies for allocating traditional teaching duties among academic hospitalists across six institutions" in the *Journal of Hospital Medicine*.

Catherine Callister and colleagues published "Beyond teaching rotation length-A call to consider educational workforce design" in the *Journal of Hospital Medicine*.

Colleen Conry and colleagues published "Authors' Response to 'When Scope Meets System: Reflections 6 Years After Residency'" in *Family Medicine*.

Tyra Fainstad and colleagues published "Training through trauma: A multivariate analysis of burnout and associated factors among physician trainees in Guatemala" in *Psychological Trauma: Theory, Research, Practice, and Policy*.

Aimee Gardner and colleagues published "From Incidents to Insights: A Roadmap for Using Data on Individual Professionalism Lapses to Guide Programming and Enhance Institutional Culture" in *Medical Science Educator*.

Aimee Gardner and colleagues published "Joint EAES-SAGES framework for developing procedure-specific surgical quality assessment tools" in *Surgical Endoscopy*.

Aimee Gardner and colleagues published "The Triple Win: The Influence of Institution-Sponsored Volunteering on Faculty and Staff Wellbeing and Satisfaction" in *Medical Science Educator*.

Ryan Good, **Juliana Wilson**, and colleagues published "Medical students' performance on Point-of-Care Ultrasound stations during high stakes summative OSCEs at the University of Saskatchewan" in *Medical Science Educator*.

Chelsea Lohman, **Lisa Lee**, and colleagues published "MAPPing out the future: Modified autopsy prosection protocol for gross anatomy in medical education" in *Anatomical Sciences Education*.

Maria Moreira and colleagues published "Mentorship Strategies and Illustrative Cases at Every Career Stage" in *AEM Education and Training*.

Larissa Muething and colleagues published "From Gut to Brain: Integrating Gastropsychology Training Into Gastroenterology Fellowship" in *Clinical Gastroenterology and Hepatology*.

Kimberly O'Hara, **L. Barry Seltz**, and colleagues published "Pediatric Resident Professional Identity Formation as an Educator" in *Hospital Pediatrics*.

Cristi Rabaza and colleagues published "The State of Point-of-Care Ultrasound in Family Medicine" in *Family Medicine*.

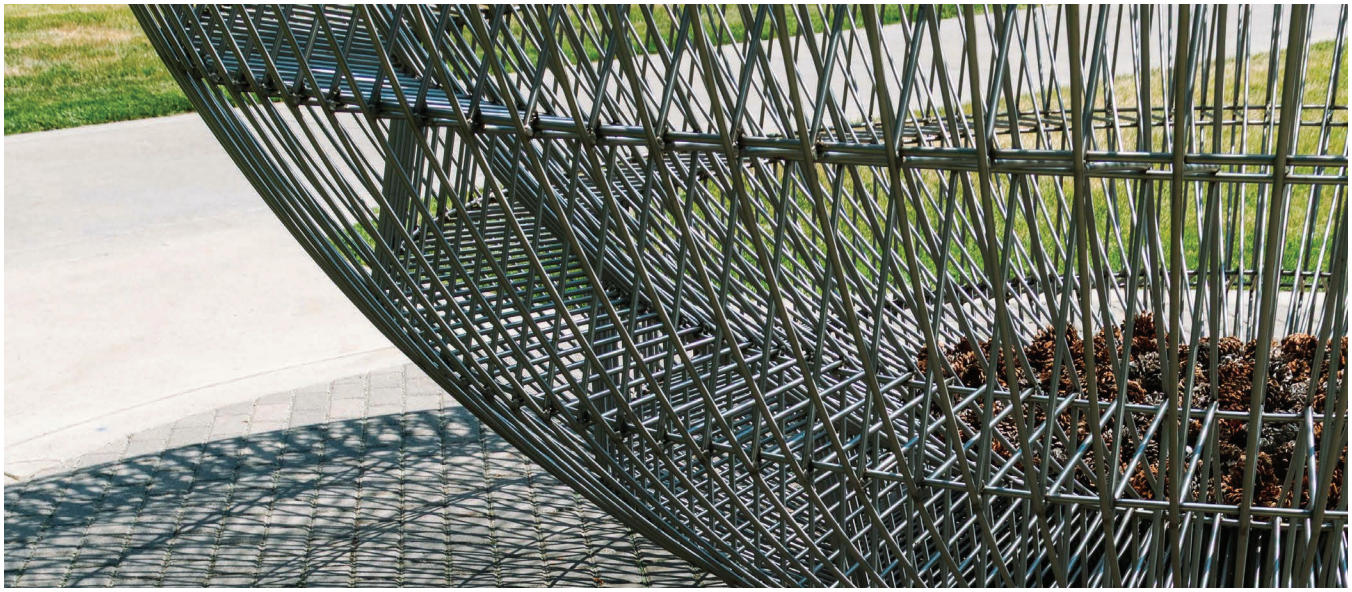
Matthew Rustici, **Jason Brainard**, and colleagues published "Bridging the Gap: Medical Schools' Transition to Residency Courses and their Graduates' Readiness for Residency" in *Medical Science Educator*.

Bonnie Kaplan, **Gannon Sungar**, and colleagues published "Observing Clinical Efficiency: A First Step to Fill a Clinical Education Gap in Emergency Medicine" in *AEM Education and Training*.

Have kudos for the next issue?

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

SUBMIT HERE



ACADEMY OFFERINGS



OCT
22
12:00–1:00 PM



Faculty Development Workshop

Translating Medicine: Communicating Within and Beyond Academia

Aimee Bernard, PhD | Immunology & Microbiology, CU SOM

Anschutz Health Sciences Building — Room 1203 — Register to Attend

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NOV
05
12:00–1:00 PM



ScEI Club

Theory Corner: Glocalization Theory

Works in Progress

> **Why preceptors leave: Insights from exit interviews in a longitudinal integrated clerkship** — Catherine Brady | Medicine, CU SOM

> **Transforming case-based scenarios into feedback-driven digital simulation** — Jennipher Murphy & Annetty Soto | CU School of Dental Medicine

Virtual — See ScEI Club website for Zoom link

NOV
10
12:00–1:00 PM



Faculty Development Workshop

Teaching Methods that Enhance Learner Engagement

Mike Pascoe, PhD & Joe Palmer, DPT, PT | PM&R, CU SOM

Health Sciences Building — Room 2004 — Register to Attend

NOV
12
12:00–1:00 PM



EDUCATION GRAND ROUNDS

Faculty Precepting in the Era of AI

Christina Olson, MD | Pediatrics, CU SOM
Elizabeth Kudron, MD, MPH, FAAP | Biomedical Informatics, CU SOM

Virtual — See EGR website for Zoom link

DEC
03
12:00–1:00 PM



ScEI CLUB

Theory Corner: Technology Acceptance Model
Works in Progress

> **Redefining simulation with AI avatars: A new approach to standardized patient training** — Tanya Russell | Medicine, CU SOM

> **A year of FacDev Sprinkles: Bite-sized faculty development for surgeons** — Aimee Gardner | Surgery, CU SOM

Virtual — See ScEI Club website for Zoom link

DEC
08
4:00–5:00 PM



FACULTY DEVELOPMENT WORKSHOP

Introduction to Dedoose Qualitative Research Software

Tai Lockspeiser, MD & Michelle Kiger, MD | Pediatrics, CU SOM

Strauss Library — Reading Room — Register to Attend

DEC
10
12:00–1:00 PM



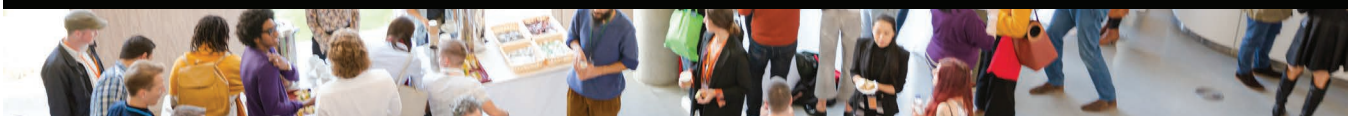
EDUCATION GRAND ROUNDS

Creating the Conditions for Effective Case-based Learning

Ronan Daly, PhD | Royal College of Surgeons in Ireland

Virtual — See EGR website for Zoom link

OPPORTUNITIES ON CAMPUS & BEYOND

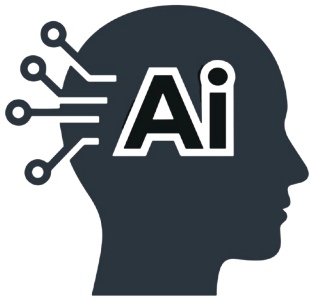




Predatory Publishing Class | Oct 13

How can you tell whether a journal is legitimate or a predatory publisher? Sign up for a virtual workshop offered through the Strauss Health Sciences Library on October 13 from 11 a.m.–noon to learn how to recognize common publishing scams, identify warning signs, and evaluate the trustworthiness of academic journals. No prior research experience is required.

Register for the workshop.



Artificial Intelligence (AI) Class | Oct 14

What is AI, what can it do, and when should you use it? Sign up for a virtual workshop offered through the Strauss Health Sciences Library on October 14 from noon–1 p.m. to explore the fundamentals of AI, its strengths and limitations, and when its use may be inappropriate. This interactive session welcomes questions and discussion about AI and its role in your work.

Register for the workshop.

Learn Serve Lead 2026: The AAMC Annual Meeting | Nov 6–10, 2026

Join colleagues from across academic medicine at Learn Serve Lead 2026, in Anaheim, California. This 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.



2026 Academies Collaborative Virtual Meeting | Dec 3, 2026

Connect with academy leaders and educators from across the country at the 2026 Academies Collaborative Virtual Meeting. The event will feature presentations, discussions, and a keynote, with opportunities to exchange ideas, explore common challenges, and learn from colleagues across institutions.

Register for the virtual meeting.



Emerging Technologies for Teaching and Learning: Digital Demonstrations Virtual Conference | Feb 3–4, 2027

Explore how emerging technologies are transforming health professions education at this virtual event. Through live demonstrations and practical examples, educators and other health professions education professionals will share how they are using technology to address challenges, enhance learning, and support educational innovation.

Learn more about the 2027 Digital Demonstrations Virtual Conference.

Accreditation Council for Graduate Medical Education Annual Educational Conference Feb 25–27, 2027

The Accreditation Council for Graduate Medical Education (ACGME) Annual Educational Conference is a leading U.S. forum for sharing innovation and scholarship in graduate medical education. The 2027 conference theme is "Meaning in Medicine."

Learn more about the 2027 ACGME Annual Educational Conference.



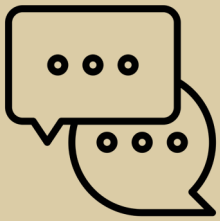
AME Education & Innovation Symposium and GME Leadership Retreat | May 5–6, 2027

Mark your calendar for the 2027 Academy of Medical Educators Education & Innovation Symposium and GME Leadership Retreat! Join colleagues from across CU Anschutz for two days of learning, collaboration, and connection. The event brings together opportunities to share and celebrate health professions education scholarship and innovation through Academy presentations, workshops, and discussions, alongside programming focused on graduate medical education leadership.

Learn more about the 2027 Symposium.

Don't Miss Out!

REGISTER NOW



Learn to Communicate Complex Medical Topics with Clarity and Confidence | Oct 22

Did you know that up to 76% of young adults get news from social media? With medical information and misinformation competing for attention, knowing how to communicate clearly is more important than ever. Whether you're teaching students, talking with patients, or sharing your expertise with the public, how you explain information matters.

Join Aimee Bernard, PhD, on **October 22 from 12:00–1:00 PM** at the Anschutz Health Sciences Building, Room 1203, for *Translating Medicine: Communicating Within and Beyond Academia*. Learn how to make complex topics easier to understand, connect with different audiences, and build trust through effective communication.

Want a preview?
Check out Dr. Bernard's FacDev in 5 video, *Communicating Science to the General Public.*



PROMOTE YOUR WORK

Association for Surgical Education 2027 Annual Meeting | Abstracts Due Oct 30

The Association for Surgical Education (ASE) is accepting abstracts and presentation proposals for the next Annual Meeting in San Antonio, themed "People First: Strengthening the Academic Culture in Surgical Education."

Learn more about ASE 2027 submissions.



AMEE Conference 2027 | Submissions Due Oct 30 and Jan 19

Share your research, innovations, and educational scholarship with the international health professions education community at the AMEE Conference 2027, Aug 28–Sep 1 in Helsinki and online. Submissions are welcome across all health professions, with opportunities to present research, educational innovations, and practical teaching strategies. Pre-conference workshops, symposia, research reports, and doctoral reports are due Oct 30. Short communications, ePosters, conference workshops, and other formats are due Jan 19.

Learn more about AMEE 2027 submissions.



CU MESA Abstract Review Workshop | Nov 19

Preparing an abstract for an upcoming medical education conference? Join CU MESA on November 19 from 11 a.m.–noon at the Fitzsimons Building (Q20), E133 Lt Sharon Lane Conference Room, for a small-group abstract review workshop. Bring your draft for feedback from medical education research leaders, or come to learn from others' work. Upcoming submission deadlines include IAMSE (Dec 1), AAMC LSL (Dec 7), SGIM (Dec 11), AME (Dec 15), and ASME (Jan 12).

Register for the Abstract Review Workshop.



AME 2027 Education & Innovation Symposium + GME Leadership Retreat Submissions Due Dec 15

The Academy of Medical Educators is accepting abstracts, panel discussions, and workshop proposals for the 2027 Education & Innovation Symposium, held alongside the GME Leadership Retreat on May 5–6. Share your educational scholarship, innovative teaching practices, and ideas with colleagues across CU Anschutz. Academy symposium submissions are due Dec 15.

Learn more and about AME Symposium submissions.

FUNDING & RECOGNITION



Spark Tank 2027 | Team Applications Due Nov 1

Have an idea that could advance medical education? Spark Tank invites teams to pitch innovative ideas using AI to enhance teaching, learning, and other aspects of medical education. Selected teams will present their proposals to a panel of judges at the live event on Feb 11, 2027, with up to $15,000 in funding available to help bring promisiwng projects to life. Team applications are due Nov 1.

Learn more about Spark Tank team applications.





2027 CU Anschutz Research Awards Nominations Due Nov 20

Recognize colleagues making meaningful contributions to research at CU Anschutz! Nominations are open for the 6th Annual CU Anschutz Research Awards, honoring faculty, staff, administrators, and trainees for their research achievements and contributions to the campus research community. Nine award categories recognize excellence in research, mentorship, collaboration, administration, and more.

Learn more and nominate.



Faculty Travel Grants

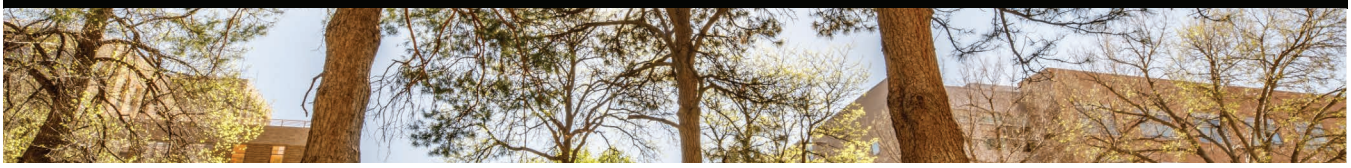
The Academy of Medical Educators offers travel grants of up to $2,500 to support faculty presenting medical education scholarship at national or international conferences. Applications are reviewed on a rolling basis and must be submitted at least three months prior to travel.

Learn more about AME Travel Grants.



JOBS & VOLUNTEERING

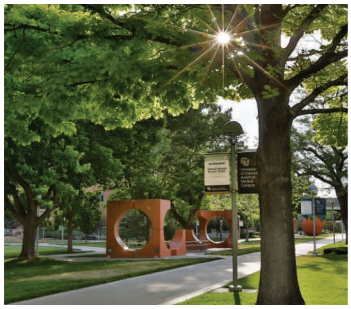
CU SOM JOB OPPORTUNITIES



COMPASS Support Guide
MD Program, Office of Medical Education

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.



Q&A with Kristin Furfari, MD

Director, Health and Society Curriculum
Professor, Medicine

What is your current focus in medical education?

My current focus is teaching and integrating Health Systems Science (HSS) across the medical school curriculum. I am particularly interested in helping students understand that excellent patient care requires more than only biomedical knowledge. It also requires understanding how health care systems function, how teams work within those systems, and how history, ethics, quality, safety, and structural factors shape care. My work focuses on making these concepts clinically relevant and helping learners recognize HSS as an essential part of their developing professional identity.

What teaching approach/ philosophy guides your work?

I try to make Health Systems Science tangible by connecting it to the patients, teams, and systems learners encounter in clinical practice. My teaching is grounded in the idea that students learn these concepts best when they can see why they matter to the care of an individual patient. I also value curiosity and reflection. I want learners to ask not only, "What is happening with this patient?" but also, "Why is care happening this way, what forces shaped it, and how might the system work better?"

"My teaching is grounded in the idea that students learn these concepts best when they can see why they matter to the care of an individual patient."

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

One project I'm particularly proud of is our case review process, which grew out of concerns from students and faculty about bias, stigmatizing language, and lack of representation in our teaching cases. We brought together students and faculty to systematically review cases across the curriculum and worked with case writers to make them more inclusive and patient-centered. Of 133 cases reviewed, nearly 70% required revisions, reinforcing the importance of this work. I'm proud that this project not only changed our curriculum, but also created an opportunity for faculty and students to learn together about how the way we teach can impact patients.



Above: Dr. Furfari presents the Health Systems Science socioecological model at a conference. Designed by a former medical student, the model resembles the Colorado flag and is used throughout the curriculum to help students think beyond the individual patient and recognize how interpersonal, community, and broader structural and societal factors interact to influence health.

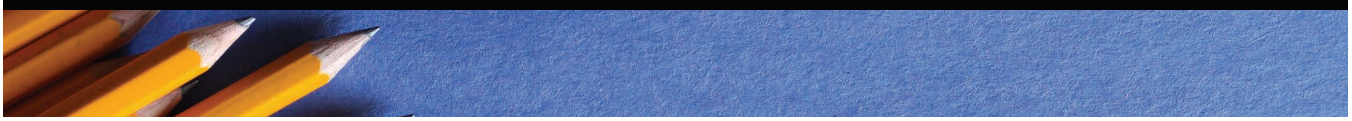
How has your involvement with the Academy supported your growth or professional journey?

The Academy has been a great opportunity to connect with colleagues who are thoughtful about medical education and generous in sharing their ideas and expertise. I've learned a lot from educators across disciplines, and those conversations have helped me think differently about my own teaching and have led to collaborations that have strengthened my work in Health Systems Science. I also really value having a community where we can share what we're trying, learn from each other, and continue to grow as educators.

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

Find an area of medical education that you really care about and start there. Some of the most meaningful work comes from noticing a gap in what or how we teach and thinking about how we might do it better. Find good collaborators and mentors, and listen to your learners; they often have the best sense of what is working and what is missing. Give yourself time. Educational work and a career in medical education develop over time, and you don't need to know exactly where it will lead when you start.

EDUCORNER



Theory Corner: Stereotype Threat Theory

How stereotype threat shapes learner performance and what educators can do about it.

During rounds or a clinical assessment, even a highly capable medical student may struggle when worried about confirming a negative stereotype about a group they belong to. Stereotype threat theory explains how this pressure can create stress and cognitive burden that interfere with performance. For medical educators, recognizing this effect is important when evaluating learners and interpreting performance. Creating psychologically safe learning environments, setting clear expectations, and reinforcing learners' sense of belonging can help reduce unnecessary pressure and support their success.

Check out the Theory Corner brief on Stereotype Threat Theory.

Ways to Reduce the Impact of Stereotype Threat



Promote a Growth Mindset

Normalize mistakes and emphasize that development comes through practice and feedback.

Provide Motivational Feedback

Share timely, specific, and actionable feedback, and help learners set goals and develop strategies to improve.

Foster a Sense of Belonging

Share examples of diverse learners overcoming challenges and emphasize that struggling does not mean a learner doesn't belong.

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