Established in 1995, the Stemmler Grant Program supports the research and development of innovative assessment approaches with the potential to advance assessment in medical education. 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 about the 2020 projects.

**Conceptualizing and Assessing Interdependent Performance in Collaborative Clinical Environments**

**Lorelai Lingard, PhD**
Professor in the Department of Medicine & Director of the Centre for Education and Innovation, University of Western Ontario
Schulich School of Medicine and Dentistry

**Stefanie Sebok-Syer, PhD**
Instructor in the Department of Emergency Medicine, Stanford University School of Medicine

**Project Summary**
This project explores the following research question: How do physicians conceptualize interdependence and employ this conceptualization when they assess individuals in collaborative, team-based environments?
Medical Spanish Proficiency Assessment: Evaluating Physician Communication with Spanish-speaking Patients in Medical Education Settings

Project Summary
The purpose of this research is to refine a newly developed medical language proficiency assessment instrument and to determine its reliability and validity in evaluating medical student communication with Spanish-speaking patients.

Pilar Ortega, MD
Clinical Assistant Professor, University of Illinois at Chicago

Lisa Diamond, MD, MPH
Assistant Attending Physician of the Immigrant Health and Cancer Disparities Services, Memorial Sloan Kettering Cancer Center

Are Longitudinal Assessments of Multiple Competencies During Training Associated with Physicians’ Patient Care Outcomes in Practice?

Project Summary
This study proposes to link assessments of surgeon competence during training with subsequent patient care outcomes in practice.

Brigitte Smith, MD
Assistant Professor of Vascular Surgery, University of Utah School of Medicine
Automated Scenario Generation from Public Datasets for Simulation-Based Training in Surgery

Paul Joshua Chung, MD
Assistant Professor of Surgery,
Donald and Barbara Zucker
School of Medicine at
Hofstra/Northwell

Project Summary
The objective of this project is to develop an Automated Scenario Generator (ASG) to create interactive case scenarios to both teach and assess medical students and resident physicians in General Surgery.