



EMERGING INNOVATORS GRANTS

2023 Emerging Innovators Grants Projects

Established in 2023, the Emerging Innovators Grants Program empowers early- to mid-career faculty, researchers and program leaders to explore visionary ideas and make a lasting impact on the medical education landscape. Each year, four to five awards of up to \$25,000 each are given to research teams to push the boundaries of medical education and assessment locally and/or nationally.

The 2023 theme for this program was *Promoting Equitable Assessment in Medical Education*. Learn more about the recipients' projects.

Promoting Equitable Assessment Through Co-Creation and Digital Knowledge Translation



Project Summary

The team will translate existing knowledge on equitable assessment into a digital faculty development toolkit that will co-create a digital guide with active engagement by patient partners and health professions students from minoritized groups.

Javeed Sukhera, MD, PhD, FRCP

Assistant Professor of Clinical Psychiatry

*Frank H. Netter MD School of Medicine at
Quinnipiac University*

Flipping the Script: A Community Engaged Medical Education Model for Developing and Implementing Disability-Focused Simulated Patient Encounters



Rachel Bracken, PhD

Assistant Professor of Family & Community Medicine

Northeastern Ohio Medical University College of Medicine

Project Summary

This team will expand and further evaluate their community engaged disability curriculum and model inclusive, community-engaged curriculum development.

Community Based Organizations and Students as Partners in the Co-Creation & Validation of a Service-Learning 360 Assessment Tool



Lauren Roth, MD

Assistant Professor of Pediatrics

Albert Einstein College of Medicine

Project Summary

The team aims to (1) partner with community-based organizations and students to co-create a 360 assessment tool to assess behaviorally-observable competencies associated with service-learning (S-L), (2) validate the tool by conducting a factor analysis that will identify the extent to which its items align with competencies and sub-competencies relevant to S-L, (3) deliver the results of the assessment to students, who will work to analyze their strengths or growth opportunities in each competency and sub-competency as well as to understand where their self-perception may not align with the perception of others and (4) establish mechanisms to iteratively improve the tool over time.

Establishing Trust with Underserved Minorities: Standardized Patient-Based Mastery Learning for Senior Medical Students



J. Corey Williams, MD

Assistant Professor

*MedStar Georgetown University
Hospital*

Project Summary

This team, in collaboration with lived-experience partners from the African American community, is developing a novel trust-building communication framework for teaching medical students' strategies for establishing trusting relationships with minoritized patients.

Teaching Trauma Informed Primary Care for Transgender Patients Through a Medical Simulation Curriculum for Internal Medicine Residents



Shauna Gibbons, MD

*Assistant Professor of Medicine,
Internal Medicine Department,
Palliative Medicine Division,
Internal Medicine Core Faculty*

*University of Kansas School of
Medicine*

Project Summary

The team aims to develop a curriculum centered on medical simulation of a primary care visit with a transgender patient to teach medical residents tools for trauma informed communication and to increase their proficiency with basic aspects of transgender patient care as a first step in confronting the health care disparities in this population.