



## 2014 Young Innovator Grant Program

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## Project Title

Project OTTER: Overuse of Transfer TEsting from Rural Sites: Minimizing Overuse of Medical Testing in Hospital Transfers from Rural to Urban Setting

## Project Overview

Project OTTER will focus on overuse and duplication of diagnostic testing on the specific population of hospital inpatient transfers to Billings Clinic Hospital in Billings, Montana from Critical Access Hospitals in the region. It is hypothesized that in transfer situations, both from rural ED and from rural inpatient settings, there may be a high level of unnecessary duplication in laboratory testing as well as imaging and other testing and procedures.

This project will provide the opportunity to:

- Strengthen the relationship between urban and rural physicians in co-managing patient care
- Identify and decrease possible overuse of medical procedures, tangibly advancing the organization's commitment to quality, safety, and value
- Support the training of internal medicine residents, including leadership as well as research skills development and
- Improve patient satisfaction with their care

## Affiliation

Billings Clinic Internal Medicine Residency Program

## Meet the Team



**Sindy Byington, MD**, Resident Physician at Billings Clinic. Sindy is a First year resident in the Internal Medicine Program at Billings Clinic. She has a background in postgraduate microbiology research and working in a rural critical access hospital laboratory. Her interest is in providing better access to primary care in rural areas.



**Jeannine Brant, PhD**, Nurse Scientist at Billings Clinic. Jeannine is an Oncology Nurse Specialist and Pain Consultant who has an extensive background in cancer symptom management, palliative care and the care disparities encountered by special populations, including native American and patients in rural/frontier areas.



**Robert Ficalora, MD**

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## Project Title

Overuse Clinical Case Morbidity and Mortality (OCCAM's) Conference

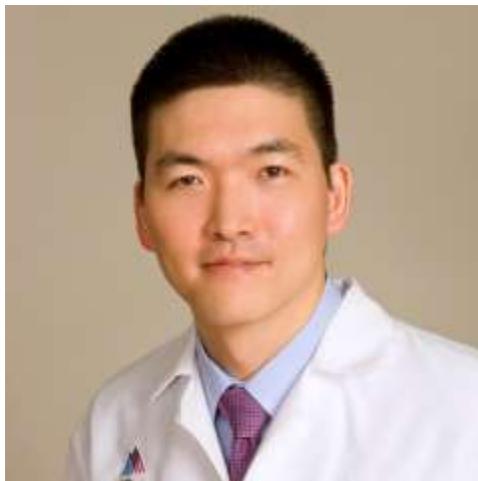
## Project Overview

OCCAM's Conference is named after Occam's razor, a principle of parsimony, economy, or succinctness used in problem solving. The curriculum for trainees consists of two parts: (1) OCCAM's Conference and (2) OCCAM's Workgroup. The OCCAM conference is centered on a case of overuse that led to an adverse event or near-miss. The first part will be dedicated to case presentation with evidence based on teaching points, followed by a segment on the patient-centered view. Then a modified fishbone will be utilized to perform root cause analysis on (1) drivers of overuse and (2) systems-based factors that led to the sentinel utilization event. Finally, a brainstorming session of how to prevent future events will be held. From the OCCAM's Conference, the results from the RCA and brainstorming session will be transferred to the OCCAM's Workgroup, which serves to prevent future overuse events by creating value and safety improvement projects.

## Affiliation

Icahn School of Medicine at Mount Sinai

## Meet the Team



**Hyung (Harry) J Cho, MD**, completed his BS from Cornell University, MD from Temple University, and his internal medicine residency from Yale University. Since graduation in 2011, he has been an academic hospitalist at Mount Sinai. He serves as director of Quality and Patient Safety for the Division of Hospital Medicine and chair of the High Value Care Committee for the hospital. He remains dedicated to the education and mentorship of trainees in quality, safety and value improvement, and has been awarded the Resident Teaching Award, the Hospital Medicine Teaching Award, and the Top Hospitalist honor from *ACP Hospitalist*, awarded to 10 individuals in 2014.



**Carlo Lutz** is a graduate of Cornell University where he earned a BA in Sociology, Magna Cum Laude and was inducted into the Phi Beta Kappa honors society. He is currently enrolled as a medical student at the Mount Sinai School of Medicine and is a member of the High Value Care Committee at Mount Sinai Hospital. He is former president of REMEDY and health policy chair of AMSA at Mount Sinai.



**Truyet-Trinh (Trini) Truong, MD**, received her BA in Economics and Biology from Swarthmore College, MD from Temple University, and residency at Yale before joining Mount Sinai as an academic hospitalist. Her interests are quality and safety, high-value care, and post-acute care transitions. Her projects include High-Value Pulmonary Embolism treatment algorithm and acute and post-acute care communication. As the Medicine Mortality Review Committee Chair, she oversees the mortality review process and identifies preventable events and quality improvement strategies. Dr. Truong is also actively involved in medical education and has co-developed curricula for advanced practice

clinicians and medical residents.



**Andrew Coyle, MD**, currently serves as a chief resident in the Department of Medicine at Mount Sinai. He received a BS in Economics from Clemson University and an MD from Case Western Reserve University. His major project during residency was developing a medical student curriculum on issues in healthcare for the homeless. He was the 2014 recipient of both the Housestaff Excellence in Teaching Award from the Mount Sinai Institute for Medical Education and the Ira M. Goldstein Award for Resident Teaching. He is interested in the intersection of primary care for vulnerable populations and medical education.



**Andrew S Dunn, MD, MPH**, received his MD from the New York University School of Medicine and completed his residency at Mount Sinai Medical Center. He is currently professor of Medicine and the division chief of Hospital Medicine for the Mount Sinai Health System, consisting of seven hospitals and more than 80 hospitalists. His research interests are in anticoagulation, most specifically in the management of venous thromboembolism, atrial fibrillation, and the perioperative management of warfarin. He has lectured nationally and published in numerous journals and is also an author of the American College of Chest Physician's guidelines on anticoagulation and thrombosis.



**Mather (Dilan) Jogendra, MD, MSc**, completed his undergraduate education at the University of Toronto. He received his MSc degree from Marshall University in Huntington, WV after which he was involved in the monitoring multi-center/multinational pharmaceutical clinical trials. He obtained his medical degree from National University of Ireland, Galway and completed his internal medicine residency at Bassett Medical Center-Columbia University in Cooperstown, NY. He subsequently obtained his Cardiology-Hypertension Clinical Fellowship at Mount Sinai/James J. Peters Bronx VA Medical Center prior to joining the Hospital Medicine faculty at Mount Sinai. His interests are in medical education, quality and patient safety, and clinical research.



**Karen Blanchard, MD**, received her undergraduate degree from Dartmouth College. She earned her MD from Emory University School of Medicine and completed her internal medicine residency at Emory University in Atlanta, GA. She served on the Emory University faculty at the Atlanta VA Hospital until July 2014 when she joined the Mount Sinai School of Medicine faculty as an assistant professor in Internal Medicine.



**Shelley Greebel, LMSW**, is an inpatient social worker at Mount Sinai Hospital in General Medicine. She provides emotional support and counseling to patients and their families, conducts psychosocial assessments, and works with the multidisciplinary team to develop and implement safe and appropriate discharge plans. Mrs. Greebel serves on the Mount Sinai Hospital High Value Care Committee with a focus on patient-centered approach. She received her master's degree in social work from Columbia University.



**Deborah Korenstein, MD**, is a clinician educator, health services researcher and the editor-in-chief of ACP Smart Medicine, an evidence-based clinical decision-support tool. Prior to her role at ACP, Dr. Korenstein was an associate professor of Medicine in the Division of General Internal Medicine (DGIM) at the Icahn School of Medicine at Mt. Sinai, where she was the founding director of the Primary Care Residency Program and the director of Education of the DGIM. Her teaching and research interests are focused on evidence-based medicine, overuse of medical resources, and conflicts of interest in medical education, research, and practice.

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## Project Title

Preventing Burnout, Enhancing Relationships, and Reducing Overuse through Mindfulness and More

## Project Overview

The project will consist of a mindfulness, cognitive reappraisal, and emotional self-regulation curriculum that will be delivered in six monthly meetings to first-year psychiatry and second-year neurology residents. Residents will be encouraged to explore how common feelings in residency (such as emotional exhaustion and a sense of inadequacy) might affect care decisions and result in overuse.

## Affiliation

Saint Louis University School of Medicine

## Meet the Team



**Marisa Jennings, MD:** Dr. Jennings is a fourth-year resident and chief resident of scholarly activity in psychiatry at Saint Louis University School of Medicine. Since her undergraduate days at Rice University, Dr. Jennings has been an active student leader. As a medical student, she created several initiatives focused on student wellness and her capstone paper on burnout was published in the *Journal of Medical Humanities*. Her clinical interests include adult outpatient psychiatry and integrated care. She is passionate about promoting physician wellness and leadership skills. Dr. Jennings enjoys writing and blogs at [www.psychcongress.com](http://www.psychcongress.com).

**Stuart Slavin, MD, MEd:** A graduate of Saint Louis University School of Medicine, Dr. Slavin completed his residency training in pediatrics at UCLA and served as a faculty member and residency program director there for 17 years. At UCLA, Dr. Slavin co-founded the Innovative Doctoring Curriculum that became a national model for medical school education. As associate dean for Curriculum at SLU SOM, he recently led a comprehensive restructuring of the medical school curriculum designed to enhance student well-being. In addition to his administrative duties, Dr. Slavin is actively involved in teaching across the medical curriculum.

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## Project Title

Deconstructing the Patient Experience: An Experiential Learning Approach for Cultivating Empathy among Health Professions Students

## Project Overview

Health professions students are often instructed with an intense focus on science-based coursework. This provides little to no opportunity to directly appreciate the functional burdens placed on patients by even the simplest of care plans. To better link the basic and clinical science curricula with humanities education, we propose a scenario-based experiential learning model that closely approximates the patient experience of having one's dominant arm immobilized as part of a splinting skills workshop. This exercise will provide the impetus for participants to reflect on barriers to care plan optimization that incorporates the individual patient's unique needs and the socioeconomic, cultural, systems-based, and human factors contributing to patient non-compliance. Awareness about the unexpected inconveniences caused by a seemingly innocuous intervention will allow trainees at key transition periods to explore the myriad unspoken costs not necessarily included in standard financial assessments and to undertake the challenge of preventing waste and overuse.

## Affiliation

Penn State University College of Medicine

## Meet the Team



**Eric Jung** is a Los Angeles native who studied chemical engineering at Stanford University prior to becoming a medical student at Penn State University College of Medicine. His current academic passions include healthcare innovation, quality improvement, patient safety and advocacy, and inter-professional collaboration as they pertain to the care of underserved populations. He is fortunate to have explored these interests through the Institute for Healthcare Improvement, Association for Prevention Teaching and Research, National Association of Community Health Centers, and Johns Hopkins Kimmel Cancer Center. Through the Lown

Institute, he is excited to explore the efficacy of experiential learning for health professions trainees.



**Elizabeth Wei** is a fourth-year medical student at Rutgers-Robert Wood Johnson Medical School. She is a graduate of Stanford University, where she majored in Human Biology and conducted research in nutrition and preventive medicine. She is currently pursuing renal cell carcinoma research at Memorial Sloan Kettering Cancer Center. In the future, she hopes to enter pediatrics or family medicine practice and complete her MPH degree. Outside of school, Elizabeth enjoys cooking, traveling, and spending quality time with her friends, family, and pets.



**Aaron Cantor** is a third-year medical student at Pennsylvania State University College of Medicine and is originally from Coatesville, PA. After studying microbiology and philosophy of science at the University of Pittsburgh, he researched a cancer drug in Australia and is now pursuing work in nutrition and patient safety. His goal is to promote experiential learning in medical schools and ultimately practice preventive medicine in the U.S. Navy. Some of his hobbies include woodworking and drumming along with many outdoor activities.

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## Project Title

Learning to Talk: Overuse, In inter-professionalism Communications Curriculum Focused on the Nexus of Overuse and Patient-centered Care

## Project Overview

The Upstate Internal Medicine program has an existing curriculum for the teaching and learning of communication skills for residents and fellows. This is our “Learning to Talk” program. Our project is built on the success of this existing curriculum by adding in an Objective Structured Clinical Examination (OSCE)-based encounter for all our current third-year medical students and the current cohort of first- and second-year physician assistant students, with the two tiered focus of overuse in the clinical setting and how to communicate better with patients regarding their care and healthcare maintenance guidelines. By engaging trainees in simulated discussions related to patient care, we will help them develop a more robust understanding of the content, implications, and importance of these commitments. After the simulated experience, we will discuss our own practice and national guidelines for patient care.

## Affiliation

SUNY Upstate Medical University

## Meet the Team



**Sarah L. Lappin, DO** completed her medical school at the NY College of Osteopathic Medicine in 2006. She completed her residency at Upstate Medical University. In 2009, she joined Upstate as a faculty member and became clerkship director of Internal Medicine. She has incorporated many changes into the clerkship in the last 4 years. These include observed teaching attending sessions with the students and USMLE Step 2 Review Sessions, among others. Dr. Lappin is now very excited to work on this inter-professional project with her colleagues.



**Stephen J. Knohl, MD**, completed his medical school, residency, chief residency, and nephrology fellowship at Upstate Medical University and became faculty and associate program director of the IM training program in 2003. He became residency program director in 2008 and developed the Learning To TALK (LTK) program soon after. The core housestaff and fellows in the Department of Medicine currently rotate through LTK and Dr. Knohl is excited to partner with Dr. Lappin and Ms. Oliver as the program evolves to include medical students and physician assistant students.



**Sandra Banas, PA-C**, completed her physician assistant training at Albany Medical College Physician Assistant Program in 1984 and has worked as a clinical PA in family medicine, cardiology, and internal medicine. She also completed a master of science degree in Teaching at LeMoyne College in 2006. She then began a career in Physician Assistant Education. Prior to her appointment as founding chairperson in the Department of Physician Assistant Studies at Upstate in 2008, Sandy was a PA faculty member at LeMoyne College. Sandy is eager and excited to participate in this interdisciplinary education project with her colleagues.



**Steve Harris, MS**, is the director of the Standardized Patient (SP) Program at Upstate Medical University. Mr. Harris worked as an education specialist at Upstate from 1996-2001. In 2001, he took a position as the director of the SP Program at the University of Cincinnati. He returned to Upstate in October 2003 to develop a similar SP program. Prior to his work in medical eEducation, Mr. Harris spent 10 years teaching secondary biology, chemistry and math in a variety of settings.

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## Project Title

MWHC Center for Ethics Transforming end-of-life care (TECP)

## Project Overview

An emergent and critical issue confronting healthcare is the rise of resident suicide and physician burnout. Moral distress around providing non-beneficial interventions to patients is a big source of the anxiety confronted by these young medical professionals. The MWHC Center for Ethics TRANSFORMING END-OF-LIFE CARE (TECP) program involves monthly 'End of Life Conferences' held with internal medicine residents rotating through the ICU. These are structured hour long, protected-time meetings held monthly between an ethicist and an attending physician. In order to quantify the positive impact of these ongoing conferences, we will measure our residents' subjective comfort level in dealing with ethical issues during their training, comparing two groups: those who attend these sessions with those who do not. We will measure how comfortable the residents feel with avoiding overuse and whether attending these meetings correlates positively with their comfort level in dealing with end-of-life care scenarios.

## Affiliation

MedStar Washington Hospital Center

## Meet the Team



**Nneka O. Mokwunye, PhD, FCCP**, director of the Center for Ethics and Spiritual Care Departments at MedStar Washington Hospital Center, is a member of several professional societies and is in leadership in many, including ACCP, SCCM, ASCO, and ASBH. Dr. Mokwunye is the incoming vice president of the End of Life and Palliative Care Steering Committee for ACCP. She has also been appointed to the SCCM medical futility taskforce, along with many other committees within the society. She is a recipient of a Presidential Citation for ASBH. Dr. Mokwunye is well published in clinical ethics and continues research and program development.

Dr. Mokwunye received her BA in philosophy from The George Washington University, MA in philosophy and applied ethics and PhD in medical sociology from Howard University. She is currently finishing a MPH in Global Health at The George Washington

University. She is a Fellow of the American College of Chest Physicians and specializes in critical care medicine and clinical ethics.



**Olubukunola M. Tawose, JD, MBe**, is a clinical ethicist at MedStar Washington Hospital Center. While she was a fellow of the Cleveland Fellowship in Advanced Bioethics at the Cleveland Clinic, she received her master's in bioethics from Case Western Reserve University School of Medicine. Ms. Tawose has a jurist doctorate from Saint Louis University School of Law where she concentrated in health law.

Ms. Tawose has presented work on clinical ethics at various national and international medical and bioethics meetings. Her current research focuses on how to improve the practice of clinical ethics consultation and the collaborations between ethics and law



**Gustavo Guandalini, MD**, is an Internal Medicine Chief Resident at the Georgetown University Hospital/Washington Hospital Center program. He is native from Brazil, where he obtained his medical degree from the Federal University of Paraná and practiced as a family physician for two years before moving to the U.S. He trained as a research fellow in biophysics at the Armed Forces Institute of Pathology, in Washington, D.C., followed by an internal medicine residency training at the MedStar Washington Hospital Center. He is now pursuing a fellowship in cardiovascular disease, and has remained deeply interested in medical ethics throughout his

training.



**Deborah A. Topol, MD, FACP** is associate dean for Medical Education at the Georgetown University School of Medicine and is medical student clerkship director, associate director of the Medical Residency Program in Internal Medicine, and a member of the section of General Internal Medicine at Med Star Washington Hospital Center. Dr. Topol coordinates and moderates the Medical Student Grand Rounds Program at Georgetown, supervises the medical education of medical students and internal medicine residents at the Washington Hospital Center, and sees private and clinic patients. Her academic areas of concentration include end-of-life care, the intersection of psychological and medical issues, and innovative approaches to medical education.

Dr. Topol has a B.A. from the University of Pennsylvania, and an MD from the University of Maryland School of Medicine; she is board certified in Internal Medicine. Dr.

Topol completed her internship, residency, and chief residency in internal medicine at Georgetown. She is a fellow of the American College of Physicians. Dr. Topol lectures around the country on a variety of subjects and teaches a portion of the American College of Physicians' course in internal medicine for physicians recertifying for the American Board of Internal Medicine.

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## Project Title

**STudent Ambassadors of Resiliency (STAR) Project: An Interprofessional Program**

## Project Overview

The STudent Ambassadors of Resiliency (STAR) project aims to introduce clinicians early on in their training to self-reflection, mind-body practices, mindful communication, and inter-professional discussions, so that they will be less distracted, emotionally reactive and stressed, more present, and ultimately more resilient and less inclined to overuse. It is an inter-professional experience for nursing and medical students at the University of Virginia (U.Va) consisting of four 3-hour experiential and interactive educational sessions and a final summative all-day retreat led by faculty leaders within the U.Va health system who are committed to promoting clinician resilience, healthy work environments, and compassionate, high-quality patient care. A total of 30 students (15 nursing and 15 medical) will participate in the training and complete a mini project that they can implement in their everyday interactions with patients, peers, and other health care professionals.

## Affiliation

University of Virginia

## Meet the Team



**K. Jane Muir, BS, BA**, is a third-year undergraduate nursing student, fourth year Spanish major at the University of Virginia in Charlottesville, Virginia. At U.Va, Jane serves as a program assistant for the Compassionate Care Initiative, which aims to cultivate a compassionate and resilient workforce in the U.Va health system. Her involvement with this initiative, as well as her clinical experience, contributed to her interest in developing the STAR project with her team to combat the culture of overuse in healthcare systems. Jane currently serves as a student representative for the School of Nursing on U.Va's Student Council and is a trustee for her class.



**J. Andrew Starr** is currently a fourth-year medical student at the U.Va School of Medicine. He received a master of acupuncture degree from the Maryland University of Integrative Health in Laurel, MD in 2008 and has been a long time practitioner of various forms of yoga and meditation. He is currently applying for residency training in internal medicine. His research interests include exploring ways in which contemplative practices such as yoga and meditation can help effect behavioral change in order to improve health outcomes. Andy is also the proud father of two daughters, Sophia and Rachael.

**Susan Bauer-Wu, PhD, RN, FAAN**, is the Kluge Professor in Contemplative End-of-Life Care and director of the Compassionate Care Initiative at the University of Virginia School of Nursing. Her research and teaching focus on mind-body and contemplative approaches to bolster resilience and well-being in clinicians, patients, and university students. She is a Robert Wood Johnson Foundation Executive Nurse Fellow and past-president of the Society for Integrative Oncology, among other significant awards and service. Besides numerous scholarly publications, she authored a book for the lay public, *Leaves Falling Gently: Living Fully With Serious & Life-Limiting Illness through Mindfulness, Compassion, & Connectedness*.

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## Project Title

Medical Students and Residents as Ambassadors: Using Reflection and Digital Stories to Counteract the Culture of Overuse in Medicine and Enhance the Patient/physician Relationship

## Project Overview

Through the Lown Institute Young Innovators Grant program we are seeking to contribute to a reflective culture in the Department of Pediatrics, at CHCO, and the University of Colorado School of Medicine (UCSOM) by using reflection and digital stories to examine and counteract the culture of overuse in medicine while enhancing the physician/patient relationship. Learners will participate in group discussions and self-directed learning to reflect on what “right care” means and the relationship between compassion, communication, the patient/physician relationship and shared decision making for “right care.” Learners will create digital stories that depict patient experiences that illustrate problems of overuse in medicine and how “right care” approaches can make a positive impact for patients. The digital stories will be shared throughout UCSOM publications, and facilitated “movie screenings” at the UCSOM, in the Department of Pediatrics, and at CHCO. Our aim is for the learners to become ambassadors for “right care.”

## Affiliation

University of Colorado Denver School of Medicine

## Meet the Team



**Daniel Nicklas, MD, FAAP**, was educated at Harvard and the University of Rochester. Dr. Nicklas completed his pediatric internship and residency at the Massachusetts General Hospital Program in Pediatrics. Dr. Nicklas worked for eight years in primary care at Massachusetts General Hospital for Children and he continued to see patients as a preceptor for learners and in his faculty practice. Since becoming assistant professor of Pediatrics at University of Colorado School of Medicine in 2013, he has reformulated the primary care continuity curriculum for the residency and has an integral role in a special program called Education in Pediatrics Across the Continuum.



**Lindsey Lane, MD**, was educated at Cambridge and Oxford Universities in England. Dr. Lane came to the United States in 1978 and completed four years of pediatric internship and residency in Philadelphia. She was in private practice in suburban Philadelphia for 10 years before leaving her partnership to become director of Pediatric Student Education and assistant dean for Generalism at Drexel University. In 1996, she joined Jefferson Medical College as director of Undergraduate Medical Education in Pediatrics. In 2010, she moved to the University of Colorado School of Medicine to be vice chair of Education in the Department of Pediatrics.



**Janice L. Hanson, Ph.D., Ed.S.**, completed her PhD in education at the University of Michigan in 1984. After teaching and doing research in special education at the George Washington University, Dr. Hanson became director of Research and Evaluation at the Institute for Family-Centered Care. In 1999, Dr. Hanson joined the faculty at the Uniformed Services University. Currently, she serves as director of Educational Research and Development in the Department of Pediatrics at the University of Colorado School of Medicine, and also as professor of Pediatrics and Family Medicine. She joined the faculty of the University of Colorado School of Medicine in 2011.

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## Project Title

Reducing Unnecessary Daily Laboratory Tests on the Inpatient Medicine Teaching Services

## Project Overview

Excessive laboratory testing contributes to the increasing cost of healthcare without enhancing patient care. Studies have demonstrated increased adverse outcomes and decreased patient satisfaction associated with excessive daily blood draws. Furthermore, unnecessary laboratory tests may contribute to errors, lower patient satisfaction, patient debt burden, hospital acquired anemia, physician information overload and ignorance of crucial data, and complications from further testing such as radiation exposure. Our primary objective is to reduce unnecessary and excessive blood testing orders for inpatients by using appropriate clinical rationale through interventions to improve education of residents.

## Affiliation

Boston University Medical Center

## Meet the Team



**Faisal Rahman, BMBCh, BA, MA**, completed his medical education at the University of Oxford, UK, and currently is a third year internal medicine resident at Boston University Medical Center. He will be one of the chief residents for 2015-2016 after which he plans to pursue a career in academic cardiology.



**Alexandra Kunin Wong (Sasha), MD**, is a third year internal medicine resident at Boston University Medical Center. She completed her medical degree in 2012 at the University of Minnesota. Upon completion of her residency in the spring of 2015, she will remain at Boston Medical Center as one of the chief medical residents. She plans to pursue a career in pulmonary and critical care medicine. Her interests include medical education, both at the graduate level as well as at the medical school level, and quality improvement and outcomes based research.



**Mayank Sardana, MD**, grew up and completed medical school in India. Training in a resource poor setting has motivated him to focus on not only practicing cost conscious care, but also working toward reducing health care expenditures at the Boston Medical Center. As an avid educator, he strongly believes that educational interventions are one of the most feasible and effective methods to address the healthcare costs for medical professionals. His long term goal is to practice academic cardiology as a clinician-educator.



**Tom Peteet, MD**, is an internal medicine resident at Boston Medical Center. He graduated from University of Massachusetts Medical School in 2012 and completed his undergraduate studies at Wesleyan University in Middletown CT, where he double majored in physics and philosophy. After graduation, he was a TFA Corps Member in St. Louis. During medical school, he designed educational curricula for Village Health Workers in Uganda. He has worked as an adjunct professor of mathematics, physics, and philosophy at the University of Liberal Arts Bangladesh. After medical residency, he plans to pursue study in international health, medical education, and tropical medicine.



**Dane Miller**, born in Pittsburgh, Pennsylvania, studied biology at the University of Pittsburgh. He now attends graduate school at Boston University School of Public Health with a concentration in health policy and management. He has an interest in improving access to the underserved, quality improvement, and healthcare strategy.



**Sherif Aly, BSc**, is a second year medical student at Boston University School of Medicine. He grew up in Egypt where he received his B.Sc. in Pharmacy from the German University in Cairo. Mr. Aly moved to Boston in 2011 and completed his post-baccalaureate education before starting medical school at BUSM. He is interested in quality improvement and healthcare inequalities, and past research projects include evaluating healthcare disparities and risk factors for readmission following general surgical procedures. He is also involved in medical education and serves as a member on the Pre-Clerkship Curriculum Subcommittee and as a peer tutor at BUSM.

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## Project Title

Preventing Primary C-section Through a Multifactorial Approach: a Hutzel Quality Improvement Project

## Project Overview

The prevention of primary cesarean delivery is a current focus of quality of care initiatives in obstetrics, as its rate has risen without improvement in patient outcomes. Concerns regarding litigation, and the belief that cesarean delivery will mitigate this risk, also play an important role. This conflict encompasses the spectrum of cost of care, overuse of an intervention, and need for a culture change within a hospital system. The goal of this project is to better standardize indications for both induction of labor and primary cesarean delivery, and to promote education of appropriate indications among health care providers at Hutzel Women's Hospital.

## Affiliation

Wayne State University/Detroit Medical Center

## Meet the Team



**Aliye Runyan, MD**, is a first year resident in OB-GYN at Wayne State/Detroit Medical Center. Originally from St. Petersburg, Florida, Aliye most recently lived in the DC area, where she spent two years as the Education and Research Fellow for the American Medical Student Association. Her role involved creating educational models to address gaps in traditional medical education, including health policy and advocacy, wellness in medical training, and quality improvement initiatives.

From 2010-2011, she was a Howard Hughes Medical Institute – NIH research fellow, studying the role of osmotic transport pathways in uterine fibroid growth.

Aliye's career interests include family planning, international public health, reproductive rights, medical humanities and wellness, and medical education. She intends to pursue a career in academic medicine. Aliye enjoys yoga, meditation, reading, and traveling.

Steve Dudick

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## Project Title

Think Twice, Stick Once: An Internal Medicine Housestaff Incentive Project to Reduce Phlebotomy

## Project Overview

“Think Twice. Stick Once” is a resident-led performance improvement initiative at the University of California, San Francisco (UCSF) that aims to reduce unnecessary blood testing. In the current era of rising healthcare costs, inpatient laboratory testing is an important example of overutilization. While placing the financial burden on the healthcare system, excessive laboratory testing exposes the patient to uncomfortable blood draws, falsely positive test results, and the risk of hospital-acquired anemia. The primary goal of the project is to reduce the number of phlebotomy draws per patient per day on the internal medicine teaching service at UCSF Moffitt-Long Hospital by 5% in the 2014-2015 academic year, as compared with 2013-2014. Multiple strategies will be employed to change the culture of phlebotomy overuse, including a division-wide, multi-disciplinary educational campaign, regular feedback of team-specific phlebotomy data, and systems-based changes to the existing electronic health record and computerized order entry system.

## Affiliation

University of California, San Francisco

## Meet the Team



**Dan Wheeler, MD**, is a third-year internal medicine resident at the University of California, San Francisco. He earned his undergraduate degree from Amherst College and his medical degree from the University of Minnesota Medical School. He will serve as a Chief Resident at UCSF next year and has a particular interest in academic hospital medicine.



**Paul Marcus, MD**, is a third-year internal medicine resident at the University of California, San Francisco. He earned his undergraduate degree from the University of California, San Diego and his medical degree from The Ohio State College of Medicine. He is pursuing a career in hospital medicine.



**Kevin Yee, MD, MSHS**, is a third-year internal medicine resident at the University of California, San Francisco. He earned his undergraduate degree from the University of California, Berkeley and his medical degree from the Emory University School of Medicine. His professional interests include hospital medicine and quality and safety.



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**Talia Kahn, MD, MPH**, is a third-year internal medicine resident at the University of California, San Francisco. She earned her undergraduate degree from the Claremont McKenna College and her medical degree from the University of Washington School of Medicine. She has a particular interest in hospital medicine.



**Chelsea Bowman, MD**, is a third-year internal medicine resident at the University of California, San Francisco. She earned her undergraduate degree from the University of California, Berkeley and her medical degree from the University of California, San Francisco School of Medicine. Her professional interests include change management, safety culture, and quality improvement.



**Rachel Greenblatt, MD**, is a third-year internal medicine resident at the University of California, San Francisco. She earned her undergraduate degree from Harvard University and her medical degree from the University of Pennsylvania. She will serve as a Chief Resident at UCSF next year and has a particular interest in health disparities.



**Jenna Nguyen, MD**, is a second-year internal medicine resident at the University of California, San Francisco. She earned her undergraduate degree from Stanford University and her medical degree from the University of California, Los Angeles School of Medicine. Professional interests include hospital medicine and quality improvement.



**Myung Ko, MD**, is a second-year internal medicine resident at the University of California, San Francisco. She earned her undergraduate degree at Duke University and her medical degree at Stanford University. Her professional interests include quality improvement, medical education, and gastroenterology.



**Ali Khaki, MD**, is a second-year internal medicine resident at the University of California, San Francisco. He earned his undergraduate degree from Carleton College and his medical degree from the University of California, San Diego. His professional interests include critical care and hospital medicine.



**Hana Lim, MD**, is a first-year internal medicine resident at the University of California, San Francisco. She earned her undergraduate degree from the University of California, Los Angeles and her medical degree from the University of California, San Francisco School of Medicine. Her professional interests include general internal medicine and quality improvement.

## Contact

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## The judges:

- **Brandon Combs, MD**, Assistant Professor, Division of General Internal Medicine, Department of Medicine, University of Colorado School of Medicine; Co-founder, Do No Harm Project
- **Randi Redmond Oster**, Author, Questioning Protocol: How One Mom Dispensed Equal Doses of Humor, Humility, and Corporate Smarts to Help Her Family Navigate Their Health Care Crisis
- **Aliye Runyan, MD**, Graduate Trustee, AMSA
- **Mark L. Tykocinski, MD**, Anthony and Gertrude DePalma Professor; Senior Vice President, Thomas Jefferson University; President, Jefferson University Physicians; Dean, Jefferson Medical College
- **Vikas Saini, MD**, President, Lown Institute