

## Carl J. Shapiro Institute for Education and Research — BIDMC

Faculty Publications in Medical Education · 2020–2026

Author names in **bold blue** are Shapiro Institute faculty.

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### 2026

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1. Brown T, Ashista H, Sudario G, Clery M, **Dubosh NM**, Harries A, Misa NY. Trauma-informed procedural training in emergency medicine: a multi-site randomized control pilot study. *BMC Emerg Med*. 2026. PMID: 41820918.
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3. Iyer AA, Pierson L, **Schwartzstein RM**. Steadying the Medical Education Pendulum-The Need for Experimental Studies. *JAMA Intern Med*. 2026. PMID: 41489858.
4. Iyer AS, Akgün KM, Bowman B, Brown CE, Dingfield L, Donesky D, Fasolino T, Ferrell B, Gersten RA, Hart JL, **Hayes MM**, Hayward B, Kagel H, Kross EK, Lindell KO, McDermott CL, Neville TH, O'Beirne R, Rosa WE, Santhosh L, Seaman JB, Sederstrom NO, Sloan D, Smallwood N, Smirnova N, Tidwell R, Wagner C, **Witt LJ**, Reinke LF, **Sullivan DR**; American Thoracic Society Assembly on Behavioral Science and Health Services Research. A "PalliPulm" framework to improve palliative care education and practice in pulmonary-critical care medicine: an official American Thoracic Society Workshop Report. *Ann Am Thorac Soc*. 2026. PMID: 41804984.
5. Kerman H, Siden R, Cool JA, Hom J, Goh E, Ahuja N, Shieh L, Heidenreich P, Yang D, **Rodman A**, Chen JH, Holdsworth LM. "I Double Checked It with My Own Knowledge:" Physician Perspectives on the Use of AI Chatbots for Clinical Decision-Making. *J Gen Intern Med*. 2026;41(6):1489-1497. PMID: 41563674.
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7. **Nelson RE**, **Freed JA**, Chen TS, Thim M, Olofsson S, Pelletier SR, **Ricotta DN**. The Optimizing Whiteboard Lectures (OWL) Checklist: Validation of a Novel "Chalk Talk" Assessment Tool. *J Gen Intern Med*. 2026. PMID: 41749006.
8. **Royce CS**, Sonn T, Baecher-Lind L, Chen KT, Fleming A, Kim C, Patel S, Louis HS, Schaffir J, Sims SM, Stephenson-Famy A, Sutton JM; Undergraduate Medicine Education Committee, Association of Professors Of Gynecology And Obstetrics. Integrating trauma-informed approaches into obstetrics and gynecology medical education: a framework for safer learning and care. *Am J Obstet Gynecol*. 2026;234(2):291-296. PMID: 41177291.
9. **Sullivan AM**, Hsiao L, **Schwartzstein RM**, **Hayes MMM**, Jackson CD, Ölveczky DD, **Ricotta DN**, **Tibbles C**, **Atkins KM**. Re-defining professionalism in medicine in an era of rapid change: a modified Delphi study. *Front Med (Lausanne)*. 2026. PMID: 41641257.
10. **Trivedi SP**, Maggio LA, **Rodman A**, Smith CC. Designing a Digital Education Track for Medical Residents Using the Four Component Instructional Design Model. *Acad Med*. 2026. PMID: 41812048.
11. Wasden K, Kibbelaar Z, **Royce CS**, Johnson NR, Keuroghlian AS, **Atkins KM**, Bartz D. Beyond bikini medicine: An analysis of Sex- and Gender-Informed Medicine in a preclinical undergraduate medical education. *MedEdPublish (2016)*. 2026. PMID: 41685256.

1. **Anandaiah AM, Petri CR, Beltran CP, Sullivan AM.** "Modeling the Behaviors and the Interactions That We Value": Critical Care Attending Physician Perspectives on Interprofessional Teaching in Graduate Medical Education. *ATS Sch.* 2025;6(3):311-325. PMID: 40479547.
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4. Carroll MR, Barak G, Byrne T, **Farid H.** Promoting Professionalism in Medical Education: A Toolbox for Effective Feedback and Remediation. *Clin Teach.* 2025;22(6):e70244. PMID: 41231517.
5. Crecelius T, Biddick N, **Ricotta DN, Nelson RE.** Tracks and Pathways in Graduate Medical Education: Toward a Shared Mental Model. *J Grad Med Educ.* 2025;17(5):559-562. PMID: 41103988.
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11. Goh E, Gallo RJ, Strong E, Weng Y, Kerman H, **Freed JA,** Cool JA, **Kanjee Z,** Lane KP, Parsons AS, Ahuja N, Horvitz E, Yang D, Milstein A, Olson APJ, Hom J, Chen JH, **Rodman A.** GPT-4 assistance for improvement of physician performance on patient care tasks: a randomized controlled trial. *Nat Med.* 2025;31(4):1233-1238. PMID: 39910272.
12. Gupta A, Landay S, Mukamal K, Zhang C, **Trivedi SP,** Smith CC. Impostor Phenomenon in Resident Physicians: A Qualitative Thematic Analysis of a Cross-Sectional Survey. *J Gen Intern Med.* 2025;40(15):3535-3541. PMID: 40394434.
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14. **Kanjee Z,** Beltran CP, Smith CC, **Tibbles CD,** Lewis JJ, **Sullivan AM.** "Two Years Later I'm Still Just as Angry": A Focus Group Study of Emergency and Internal Medicine Physicians on Disrespectful Communication. *Teach Learn Med.* 2025. PMID: 38041804.
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19. Morosky CM, Baecher-Lind L, Chen KT, Fleming A, Sims SM, Morgan HK, **Royce CS**, Sonn T, Stephenson-Famy A, Sutton J, Schaffir J, Bhargava R. Practical applications of artificial intelligence chatbots in obstetrics and gynecology medical education. *Am J Obstet Gynecol*. 2025;233(1):4-11. PMID: 40254284.
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27. **Stein CJ**, Luff DF, M Gold J, **Schwartzstein RM**, Kesselheim JC. Serendipity, support and equity: a qualitative study examining career initiation in medical education. *BMC Med Educ*. 2025. PMID: 41462470.
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29. **Trivedi SP**, Artino AR, **Rodman A**, Jones RL, Al-Mondhiry J, Rowe T, Larsen T, Ambert-Pompey S, Rai D, Ghoneem A, Gowen N, Manolas M, Fried M, **Trivedi S**, Graham KL. How much time do internal medicine residents spend on self-directed learning and on which resources: a multi-center study. *Med Educ Online*. 2025;30(1):2501259. PMID: 40382670.
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6. Furfaro D, Celi LA, **Schwartzstein RM**. Artificial Intelligence in Medical Education: A Long Way to Go. *Chest*. 2024;165(4):771-774. PMID: 38599751.
7. Goh E, Gallo R, Hom J, Strong E, Weng Y, Kerman H, Cool JA, **Kanjee Z**, Parsons AS, Ahuja N, Horvitz E, Yang D, Milstein A, Olson APJ, **Rodman A**, Chen JH. Large Language Model Influence on Diagnostic Reasoning: A Randomized Clinical Trial. *JAMA Netw Open*. 2024. PMID: 39466245.
8. Goh E, Gallo R, Hom J, Strong E, Weng Y, Kerman H, Cool J, **Kanjee Z**, Parsons AS, Ahuja N, Horvitz E, Yang D, Milstein A, Olson APJ, **Rodman A**, Chen JH. Influence of a Large Language Model on Diagnostic Reasoning: A Randomized Clinical Vignette Study. *medRxiv*. 2024. PMID: 38559045.
9. Heidemann LA, Rustici M, Buckvar-Keltz L, Anderson A, Plant J, Morgan HK, Goforth J, **Atkins KM**. Transition to Residency Courses: Recommendations for Creation and Implementation. *J Med Educ Curric Dev*. 2024. PMID: 38304278.
10. Ilg AM, **Beltran CP**, Shih JA, Yankama TT, **Hayes MM**, **Moskowitz AL**. Experiential Learning with Ketamine: A Mixed-Methods Exploratory Study on Prescription and Perception. *Ther Clin Risk Manag*. 2024. PMID: 38934016.
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13. **Petri CR**, **Anandaiah A**. Start Here: Incorporating Interprofessional Teaching into a Curriculum for Intensive Care Unit Residents. *ATS Sch*. 2024. PMID: 39822232.
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22. **Sullivan AM**, **Hayes MM**, Beltran CP, Cohen AP, **Soffler M**, Cooper S, Wisser W, **Schwartzstein RM**. Do we teach critical thinking? A mixed methods study of faculty and student perceptions of teaching and learning critical thinking at three professional schools. *Med Teach*. 2024;46(11):1494-1501. PMID: 38382446.
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5. **Farid H**, Rajagopalan S, Dalrymple JL. Procedural Teaching: Focusing on the Conscious Patient. *J Surg Educ*. 2023;80(12):1745-1747. PMID: 37634976.
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15. **Ricotta DN, Freed JA, Hale AJ**, Targan E, Smith CC, **Huang GC**. A Resident-as-Leader Curriculum for Managing Inpatient Teams. *Teach Learn Med*. 2023. PMID: 35023796.
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## 2022

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