

## Robert J. Glaser Distinguished Teachers Award recipients announced

In partnership with the Association of American Medical Colleges, Alpha Omega Alpha Honor Medical Society has announced the recipients of the Robert J. Glaser Distinguished Teachers. This year's award recipients are:

### Richard A. Hoppmann, MD



A clinical professor of medicine and rheumatologist by training, Richard A. Hoppmann, MD, FACP, FAIUM (AQA, University of South Carolina School of Medicine Columbia 1993, Faculty), is founder and past director of the Ultrasound Institute at the University of

South Carolina (UofSC) School of Medicine - Columbia. In that capacity, he introduced countless students to the power of ultrasound to peer inside the human body to observe living anatomy and physiology as well as pathophysiology.

In 2006, Dr. Hoppmann introduced an integrated ultrasound curriculum across all four years of medical school. This curriculum was the first of its kind at a medical school in the United States, and it has helped make ultrasound instruction a fundamental part of every medical student's education. The Ultrasound Institute also developed training programs for residencies and primary care providers in rural South Carolina.

Over the 16 years since Dr. Hoppmann founded the Ultrasound Institute, it has grown to international prominence. Dr. Hoppmann has given more than 20 national and 25 international presentations across Europe, Asia, and South America. He has mentored numerous medical students who have gone on to become experts in ultrasound education and has consulted with medical schools on developing their own ultrasound curricula, most notably at the University of Nicosia in Cyprus, Paris Diderot University in France, and the University of Leeds in the U.K.

Dr. Hoppmann's work has led to four patents, including one that combines technology for a digital stethoscope, electrocardiography, and ultrasound into a single ultrasound

probe. This innovative approach allows learners to correlate heart sounds, electrical activity tracing, and the dynamic appearance of cardiac structures. "Within medical education, this has the potential to enhance understanding of cardiac physiology and pathology," noted Joshua Thornhill, MD (AQA, University of South Carolina School of Medicine, Columbia, 2001, Faculty), UofSC School of Medicine - Columbia associate dean for medical education and academic affairs.

Dr. Hoppmann has also harnessed the power of patient experience as a teaching tool by bringing patients into the classroom to allow students a firsthand glimpse into the struggles of coping with chronic diseases.

"The University of South Carolina School of Medicine - Columbia has many outstanding educators," noted Thornhill. "But only a few rise to the realm of national excellence. Dr. Richard A. Hoppmann is one of those few."

Since 1994, Dr. Hoppmann's students have honored him six times as Teacher of the Year, and he has been selected many times as a String of Pearls speaker to dispense some of the many pearls of wisdom he has gained throughout his distinguished career. He also founded the Society of Ultrasound in Medical Education and served as the organization's first president.

Dr. Hoppmann earned his undergraduate degree from the University of South Carolina and graduated from the Medical University of South Carolina in Charleston in 1982.

### Rajesh S. Mangrulkar, MD



Rajesh S. Mangrulkar, MD (AQA, University of Michigan Medical School, 2012, Faculty), the Marguerite S. Roll professor of medical education and director of the Michigan Center for Interprofessional Education at the University of Michigan (UM) Medical School, started his journey toward medi-

cal education as a computer science major in the late 1980s. At the time, it was unusual for a would-be physician to hail from any background other than the biological sciences, but Dr. Mangrulkar was determined to marry his passion for computers with his interest in medicine.

That forward-looking, ahead-of-its-time perspective has guided Dr. Mangrulkar throughout his career and infused his work in medical education. In turn, his affinity for innovation has influenced many other educators.

As associate dean, Dr. Mangrulkar led the largest redesign of the UM Medical School curriculum in more than 50 years. This curriculum, which he has referred to as an “impact accelerator,” pushes students to develop and lead experiential initiatives that address real-world health issues while they are in medical school. This disruptive transformation earned an American Medical Association (AMA) Accelerating Change in Medical Education grant award, and via a consortium of 11 medical schools organized by the AMA, Dr. Mangrulkar’s innovations have helped shape medical education across the country.

A pioneer in the field of web-based simulation tools for improved clinical skills training, Dr. Mangrulkar is the founder and executive director of RISE (Research Innovation Scholarship Education), a strategic initiative to bring more innovation into health science education by investing in faculty and student fellows and their ideas. This program helps budding innovators develop skills as leaders, problem solvers, and collaborators while having an immediate impact on the world around them. In addition, Dr. Mangrulkar helped launch the Michigan Center for Interprofessional Education, an effort that involves the 10 health professions schools across U-M’s three campuses. He now serves as its second director.

For his teaching efforts, Dr. Mangrulkar was awarded the Thomas G. Varbedian Award for Excellence in Service to Students in 2013 by the UM Medical School Student Council. He has also received the Token of Appreciation from medical students eight times. The Galens Medical Society honored him with the Bronze Beeper Award for Outstanding Medical Student Teaching, and the Silver Shovel Award for Outstanding Clinical Teaching. He and his team were also awarded the Provost’s Teaching Innovation prize for his work on patient safety education, and in 2010, he received the Kaiser Permanente Excellence in Teaching Award, the most prestigious teaching honor awarded by the medical school.

Dr. Mangrulkar earned a BS in computer science from the University of Michigan in 1989, and his MD from Harvard Medical School in 1994. He completed his internal medicine residency training at the University of Michigan in 1998.

### Kristina H. Petersen, PhD



For Kristina H. Petersen, PhD (AQA, New York Medical College, 2019, Faculty), the key to excellence in academic medicine is ensuring equal access for all learners, which includes the 1,200-plus medical students nationwide with disabilities. Dr. Petersen, assistant dean of academic

support programs and an associate professor of biochemistry and molecular biology at New York Medical College (NYMC), has made it her mission to help students excel.

Through her role in the Office of Academic Support at NYMC, Dr. Petersen works directly with students to improve study strategies and time management techniques through one-on-one mentoring, facilitating students’ transition to medical school, and supporting students with disabilities.

In addition to her exuberant, humor-infused biochemistry lectures, Dr. Petersen leads a team pioneering the effort to create a fully integrated, longitudinal disability curriculum to provide future physicians critical training in how to best serve patients with disabilities. She also supported the development of NYMC’s Resiliency Curriculum, which promotes well-being and resiliency among medical students.

Dr. Petersen also contributes to the field as a medical education researcher. Her investigations include rigorous quantitative and qualitative assessments of the efficacy of instructional and supportive interventions. Her work has supported the development of best practices to fully include students in medical education, regardless of their underrepresented or disability status.

Dr. Petersen’s contributions to the study of medical education have been highly influential. Marissa Contento, MD (AQA, New York Medical College, 2021), president of the Iota Chapter of the Alpha Omega Alpha Honor Medical Society, said that a recent chapter Dr. Petersen penned for the *Oxford Research Encyclopedia of Global Public Health* “provides an important framework for dismantling barriers to increase access and support the inclusion of physicians with disabilities in medical education.”

## National and Chapter news

Within the book *Disability as Diversity*, Dr. Petersen co-authored chapters on strategies to facilitate academic success and inclusive instruction. Both focused on methods to mitigate barriers facing students with disabilities. Recently, she co-authored a research article highlighting barriers faced by students with disabilities who receive institutional accommodations but are denied accommodations on the United States Medical Licensing Examination Step 1.

In July 2022, Dr. Petersen began a two-year term as president of the Coalition for Disability Access in Health Science Education, which aims to facilitate access and opportunities for people with disabilities in health sciences education.

Dr. Petersen earned her undergraduate degree from New York University in 2001, and a PhD in biochemistry from Cardiff University, in Wales, in 2007. She has received numerous accolades, including the Outstanding Teaching Award from New York University in 2008, four Student Senate awards for enhancement of student life, and five NYMC Teaching & Mentoring Excellence Awards.

### Rachel Marie E. Salas, MD



Increasingly, science has determined that sleep is vital to all human activities, and the efforts of Rachel Salas, MD (AΩA, The Johns Hopkins University School of Medicine, 2020, Faculty), sleep specialist and professor of neurology at the Johns Hopkins University School of Medicine, has certainly

aided medical school education.

As part of her work directing the neurology clerkship at Johns Hopkins over the past decade, Dr. Salas developed MySleep101, an asynchronous curriculum for clerkship students. Her direction of the clerkship has resulted in high praise, both within the school and nationally, for its innovative approaches to teaching neurology content. She has also served as the vice chair and chair of the American Academy of Neurology Consortium of Clerkship Directors, where she has led 150 directors in their efforts to oversee the development of the next generation of neurologists.

She has embraced innovation in her clinical practice as well, leading a team to build MySleepScript, an app that helps users identify sleep disorders. MySleepScript was used in clinical studies that resulted in three manuscripts, all first-authored by medical students. She also spearheaded the first at-home sleep apnea testing protocol at Johns Hopkins and developed a well-being coaching practice at the Johns Hopkins Center for Sleep and Wellness.

Her passion and innovation extend to the Interprofessional Education (IPE) Collaborative Practice at the School of Medicine, where she serves as director. Dr. Salas built a recognition program to develop faculty IPE role models and created an IPE virtual campus, making curricular and social events widely accessible.

Paul Rothman (AΩA, Yale University School of Medicine, 1984), outgoing CEO of Johns Hopkins Medicine and dean of the medical faculty, noted that in all of her roles, Dr. Salas is “an education exemplar” who has “contributed significantly to the training of health professions learners and faculty.”

Recognized as a distinguished teacher locally and nationally, Dr. Salas received the 2018 Teaching Award and 2021 Educational Scholarship Award from the Johns Hopkins Institute for Excellence in Education. In 2020, she received the Johns Hopkins Alumni Association Excellence in Teaching Award, one of the most prestigious recognitions bestowed at the school. In 2021, she was inducted into the Johns Hopkins Distinguished Teaching Society, which Rothman described as “the most renowned teaching distinction at JH.”

Dr. Salas is a 2019 Macy Faculty Scholar, one of the most prestigious educational programs for transforming educational leaders. She was selected as a 2019 American Medical Association Health Systems Science Scholar and now serves as one of the program’s core faculty. In 2021, Dr. Salas was named an AΩA Fellow in Leadership.

Dr. Salas earned an undergraduate degree in biology from St. Mary’s University in San Antonio, Texas, in 1998 and her MD from the University of Texas Medical Branch in Galveston in 2002.