

Curriculum Vitae

Karen C. Spear-Ellinwood PhD, JD, EdS

Position

Appointed Academic Professional

- Director, Faculty Instructional Development

Faculty Title

- Assistant Professor, Department of Obstetrics and Gynecology

Institution

The University of Arizona College of Medicine
Office of Medical Student Education
1501 North Campbell, #3213, Tucson, AZ 85724

Home Address

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Tucson, AZ 85719

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Research Interests


- Role of reflective engagement, inquiry and feedback in teaching, learning and professional practice
- Faculty and resident educator development
- Developmental curriculum and education policy
- Integration of technology in teaching, learning and instructional development
- Problem-solving, case-based learning and facilitation methods
- Role and methods of formative feedback, evaluation and communication skills in professional practice and development
- Law, ethics, professionalism in medicine

Education

2011

PhD, Language, Reading and Culture in Education

*University of Arizona, College of Education
Department of Teaching, Learning and Sociocultural Studies*

Dissertation: *Re-conceptualizing the organizing circumstance of learning*. UMI Number: 3464975 .

Dissertation Chair: Luís C. Moll, PhD

Dissertation Committee: Luís C. Moll, PhD, Perry Gilmore, PhD, and Cecilia Ríos-Águilar, PhD

2003

EdS (Education Specialist), Language, Reading and Culture in Education

*University of Arizona, College of Education
Department of Teaching, Learning & Sociocultural Studies*

- Advisor: Luís C. Moll, PhD
- Focus area: Bilingual Education, bilingual and biliteracy development
- Earned Teaching Certificate, Bilingual Endorsement

1986

JD, Law degree

Brooklyn Law School

Admitted: Arizona State Bar, Federal District of Arizona, Ninth Circuit Court of Appeals, 1987

1982

BS, Social Work


State University of New York at Stony Brook

School of Social Welfare, Health Sciences Center

Professional Experience


2014 - present **Director, Faculty Instructional Development**

University of Arizona, College of Medicine, Office of Medical Student Education

Develops, directs and manages instructional development programs and activities for faculty, fellows and residents who teach UA College of Medicine-Tucson medical students - including the following programs and activities, AMES\OMSE FID Series; AMES/OMSE Education Scholars, the Residents as Educators (RAE) Program; RAE Orientation Program; and Affiliate Clinical Educators (ACE) resources, Teaching with Technology (TWT) workshops and resources. Collaborates with the Office of Resident Development, Director of Program Evaluation and Student Assessment, and the Program Manager of Curriculum and Assessment, in implementing programs and conducting education research. Assists in curriculum development as a member of the Clinical Reasoning Course Team. Coordinates with the College of Medicine Accreditation Office to ensure FID programs address LCME standards. Engages in or mentors education research or quality improvement projects to enhance teaching, assessment, program evaluation and FID efforts; serves on committees or work groups relevant to the duties and responsibilities of this position; creates durable resources and disseminates resources online; trains preclinical faculty in case-based Instruction, interactive strategies for lecture time and using technology for teaching. Create or disseminate resources and maintain the FID website (fid.medicine.arizona.edu ); provide support for curriculum and education policy committees.

2011 – 2014 **Associate Specialist, Faculty Instructional Development**

University of Arizona, College of Medicine, Office of Medical Student Education

Responsibilities: Collaborates with Director of Faculty Instructional Development; develops and implements programs, curriculum and activities for faculty, fellows and residents, including the AMES/OMSE Teaching Scholars Program; AMES/OMSE Faculty Instructional Development (FID) Series; OMSE Teaching with Technology (TWT) Workshop Series; and OMSE Residents as Educators (RAE) Orientation and RAE Program; Affiliate Clinical Educator (ACE) Program; training in instructional methods and in the use of online tools for teaching; conduct research and assist faculty in developing education studies and/or analyzing data and manuscript preparation; assisted in development of LCME database and self-study reports, and served as professional education liaison for LCME accreditation effort 2012-2014. Created or disseminated resources and maintain the FID website (fid.medicine.arizona.edu ); provide support for curriculum and education policy committees.

2010 – 2012 **Research Specialist**

University of Arizona, College of Medicine, Department of Cellular and Molecular Medicine

NSF Grant: "Social Networking to Support Scientific Problem Solving", PI: Herman Gordon, PhD (DUE-0942277).

Collaborated in drafting grant, and developed plan for and conducted research on the use of the tool in undergraduate online problem-solving tool known as ThinkShare, designed to assist non-medical and medical students in developing problem-solving skills and metacognitive strategies

2009-2010 **Partner, Research & Content Manager for Zonebee**

Zonebee, LLC, 12 Desbrosses Street, New York, New York 10013 (Giovanni Battistini, CEO)

Developed, implemented and managed research plan for the development of Zonebee and Zonebee Law; conducted and managed research for developing recommender algorithms for new commercial products and development of self-regulated learning management software.

2008-2009 Research and Content Manager for Zonebee Technology

The University of Arizona Science Center, Zonebee Team

Worked primarily with the Zonebee Team, applying learning theory to the development of the tool Zonebee; developed and managed research plan and conducted research; provided support for integration of learning theory with instructional design; recruited expert consultants for design of museum and interactive exhibits; developed learning model for web-based self-managed learning system and integration of software into interactive exhibits; assisted in designing exhibits to promote metacognitive engagement of learners of all ages; created and implemented curriculum for professional staff development (designers, artists, education professionals, researchers, and technology team).

2007 Graduate Assistant co-Instructor, Graduate seminar

Graduate seminar, Field Research in Communities & Schools, with Professor Luis C. Moll, PhD

The University of Arizona, College of Education, Department of Teaching & Sociocultural Studies

2005, 2006 Graduate Assistant co-Instructor, Graduate seminar

The University of Arizona, College of Education, Department of Teaching & Sociocultural Studies

Graduate seminar, Vygotsky & Education, with Professor Luis C. Moll, PhD

2004-2007 Graduate Research Associate, The Office of the Associate Dean for Academic Affairs

The University of Arizona, College of Education, Supervisor: Associate Dean Luis C. Moll, PhD

1999-2002 Teacher, Secondary Education

Roskrige Bilingual Middle Magnet School, 501 East Sixth Street, Tucson, Arizona 85705

Applied dual language instruction methods for content area instruction in Spanish and English

1987-2000 Practicing lawyer

Pima County Public Defender, Tucson, AZ, 33 North Stone Avenue, Suite 2100, Tucson, AZ 85701 (1987-1997)

Private solo practice (1997-2000)

Focus areas: criminal defense, trials and appeals; family law

**Teaching
2016**

Invited Presentation on Medical Education

Audience: BannerHealth Chief Medical Officers from seven states at quarterly meeting

Title: What's pimping got to do with it?

Interactive engagement with CMOs on academic mission and creating productive learning environments

2015-16 Grand Rounds on Instructional Development

Audience: Faculty and Residents

- Orthosurgery Grand Rounds
 - Reflective Feedback Conversations – February 17, 2016 [!\[\]\(84c7294e88a45ff42841b46282168b10_img.jpg\)](#)
- Neurosciences Grand Rounds
 - Feedback Strategies to Promote Reflective Practice – March 27, 2015 [!\[\]\(51afd05035c1cda4306fbfe9762ecb88_img.jpg\)](#)
 - Formative Feedback: Essentials & Strategies – October 16, 2015 [!\[\]\(71e37632d94a442ee06a490c6f474d50_img.jpg\)](#)

- Surgery Grand Rounds
 - A Reflective, Conversational Approach to Giving Constructive Feedback – August 25, 2015 [!\[\]\(a22ba4e13c745edbf29e51af246c4c12_img.jpg\)](#)

2014 – ongoing Facilitator for IPEP Exercises

University of Arizona, College of Medicine

*Facilitator in multiple IPEP exercises on teamwork, in a CPR exercise in simulation labs (ASTEC and SILC).

Co-facilitator in IPEP exercise entitled “Pandemic: An Exercise in Disaster Preparedness”¹, and “2015 Disabilities: An Interprofessional Exercise”². Each event included faculty from the Colleges of Medicine, Pharmacy and Nursing.

Facilitated a large group of students (60) in a pandemic exercise addressing ethical issues involved in the application of criteria for distribution of treatment in the event of a pandemic; and aimed at developing effective communication and rapport with patients with disabilities and their family members to deliver effective health care in an interprofessional setting.

Events involved students and faculty from all health professions, social work, law and journalism at the Arizona Health Sciences Center. [!\[\]\(ec9132f1d27c8919987d92907322654d_img.jpg\)](#)

2013-ongoing Residents as Educators Program

Role: Program and curriculum development; direct program; facilitator/trainer

Developed and direct unique program for resident educator development. Provide flexible, responsive and evidence-based instructional development activities for residents in all departments and on all services at the university and south campuses who do not receive in-department instructional development; provide support for Phoenix based sites that do not otherwise have access to instructional development programs. Educational interventions respond to specific concerns and needs of each group of residents following a comprehensive instructional development needs assessment conducted in partnership with residency program directors and in consultation with clerkship directors and review of student feedback on clerkship experiences and instructors. [!\[\]\(dd161862f9164df98f62b726e9846241_img.jpg\)](#)

December 2013 Guest Lecturer on Professionalism, *Transitions Block*

Role: Co-instructor, session development

Co-instructed and assisted in developing a session on professionalism to third year medical students transitioning from preclinical to clinical years in the undergraduate program.

Instructor: Amy Ware, MD, Associate Dean, Medical Student Education

2013-ongoing Affiliate Clinical Educators (ACE) Program

Role: Program and curriculum development; direct program

Developed the ACE Program, modeled after the Residents as Educators (RAE) Program described above; focused on instructional development support for community-based faculty affiliated with the UA College of Medicine, generally teaching in years 3 and 4. [!\[\]\(c1168d6a8b365d11e842ece304635fa7_img.jpg\)](#)

2013 Chief Resident Immersion Training (CRIT)

Role: Facilitator

Teaching

2014-ongoing

SOS Workshop Series – Support for Office Staff

Role: Direct and develop curriculum; facilitate workshops

Developed and conduct the Support for Office Staff (SOS) workshop series, a well-received non-certificate, Office of Medical Student Education (OMSE) program aimed at assisting administrative staff at the Arizona Health Sciences Center to further develop skills in using office applications, such as Microsoft Office Suite, Microsoft Visio, Adobe Pro and web-based applications; implemented several 2-hour workshops each year and developed durable materials and guides for using the target software applications. [\[📎\]](#)

2013-ongoing

Teaching with Technology (TWT) Workshop Series & Resources

Role: Director; facilitator

The TWT Series, launched in the spring of 2013, and offers roughly six workshops per year to all UA faculty affiliated with the College of Medicine or other colleges in the Arizona Health Sciences Center (AHSC). Each workshop offers hands-on experience with applications for desktop, remote and/or mobile devices designed to enhance teaching and/or assessment practices.

2013-14: The TWT Series featured the educational technology expertise of Associate Director of AHSC BioCommunications, Mike Griffith, MS.

2014-16: Served as lead facilitator for some workshops and co-facilitator for others. [\[📎\]](#)

2012-ongoing

AMES/OMSE Education Scholars Program – Director, Education Research Mentor

Role: Direct, developed and manage the Teaching Scholars Program [\[📎\]](#)

Develop curriculum, recruit workshop facilitators and serve as primary facilitator for 10-13 workshops per year.

Topics include: Writing effective research questions; research methods and project design; drafting IRB project application; using technology for data collection or analysis; methods of data analysis; preparing presentations of research.

Recruited education mentors to assist participants in this program, including: Celia O'Brien, PhD; T. Gail Pritchard, PhD; Susan Ellis, EdS; Lu Martinez, PhD, and Chris Cuniff, MD, former Director of Faculty instructional development.

Role: Education Research Mentor

Serve as research mentor for faculty participating in the AMES/OMSE Teaching Scholars Program; guide faculty in developing concepts for, designing and implementation, and presenting “commitment to change” medical education research projects. Assist, as needed, in the analysis of data and guide preparation of end-of-program presentations in the AMES/OMSE FID Series (annually in June) and the Medical Education Research Day (annually in July).

Teaching

2012-ongoing

Clinical Reasoning Course Team (formerly, Case-based Instruction Team)

Role: Facilitator development; collaborative curriculum development; [🔗]

Developed and deliver instructional development for faculty in basic and clinical sciences who serve as facilitators of small group CBI sessions; includes development of materials and resources on the following issues: methods of facilitation; inquiry-based learning and teaching strategies; the role of reflection and critical thinking in medical problem-solving; constructive feedback; using online tools (GroupShare and CBI ThinkShare) to prepare, facilitate and evaluate progress of students. Activities include observation of faculty with one-on-one feedback conversations as well as didactic and interactive sessions on facilitation methods and eTools.

2012-ongoing

Residents as Educators Orientation

Role: Program development; curriculum development; lead facilitator [🔗]

This 3-hour program delivers program content aimed at assisting incoming residents in developing basic teaching and assessment skills. Activities are interactive and integrate audience response software.

2011-ongoing

AMES/OMSE FID Series Seminars

Role: Direct and develop program; recruit speaker; present seminars [🔗]

Presentations include:

Spear-Ellinwood KC & T. Gail Pritchard, PhD. Feedback Strategies to Promote Reflective Practice. 6 April 2015. [🔗]

Spear-Ellinwood KC & Richard Amini, MD. Can you rephrase that? Strategies to Formulate Effective Questions for Inquiry-based Teaching. 22 April 2014 ([🔗] access presentation online).

O'Brien C & **Spear-Ellinwood KC**. Using medical education research to improve teaching. 14 September 2013. [🔗]

Cunniff C & **Spear-Ellinwood KC**. Interactive Strategies for Classroom Lectures. 5 November 2012. [🔗]

2013

Medical Ethics Reality Forum

Role: Invited Speaker

The Medical Ethics Reality Forum is organized and conducted by undergraduate medical students and addresses ethical issues related to medical practice.

Co-speakers: Ron Grant, MD, Director, Humanities in Medical Education, Office of Medical Student Education, and Ellen Melamed, MA, Artist in Residence, UA College of Fine Arts

Service

2015 – present	Reviewer of Abstracts for SGEA & RIME Conferences
2013-present	Admissions Interviews – MMI Process <i>Role:</i> Volunteer to participate in evaluating College of Medicine applicants participating in the mini-multiple interview process
2015-ongoing	Medical Education Distinction Track Committee <i>Role:</i> Member
2015 – ongoing	Health Disparities Curriculum in UME <i>Role:</i> Member, Facilitator of small group sessions with medical students
2015 – ongoing	IPEP Disabilities Committee <i>Role:</i> Member
2013-14	Professional Education Staff Liaison Ongoing efforts to ensure compliance with LCME standards, focusing on documenting and improving faculty and resident instructional development efforts; coordinate with College of Medicine Accreditation Office.
2013-14	Professional Education OMSE Staff Representative In service to the Tucson Education Policy Committee (TEPC) Task Group for the UA COM Developmental Curriculum.
2012-13	to Faculty Affairs Committee for LCME Accreditation Review Process <i>Role:</i> Professional Education Staff Liaison Provided support for LCME Subcommittee and Joint Committee on Faculty Affairs, Todd Vanderah, PhD, Chair, including organizing efforts to review LCME standards, drafting responses, and preparing report for inclusion in the self-study submitted to LCME. [📎]
2013-14	Diversity Matters Forum Series <i>Role:</i> Developed program in collaboration with Sofia Ramos, PhD, Office of Diversity and Inclusion Assisted Dr. Ramos in developing program curriculum for and introducing the Diversity Matters Forum Series (initiated, December 2013) to engage UA COM community in defining diversity, identifying the value, perceived costs and challenges of increasing diversity, and proposing workable solutions to implement at the department level as well as college wide.
2012-2015	Editor and Author, Med/Ed eNews 📎 Write and publish electronic newsletter offering resources and guidance for developing or enhancing teaching skills; newsletter is distributed monthly to all AHSC faculty and staff as well as community-based faculty affiliated with the College of Medicine.
2011-ongoing	FID Website: Content Development & Site Management 📎 Developed site structure and content; develop instructional development materials for faculty, residents and fellows who teach in preclinical and clinical years; gather and post additional resources online; maintain the FID website to provide continuing access to resources and arranged for logger app for FID Series videos to assist in compliance with LCME ED-24 requirement for central monitoring of residents as educators training. [http://fid.medicine.arizona.edu]

Research

2016-present

Co-Investigator

Purpose: Explore attitudes and perceptions of utilizing medical education specialists to evaluate non-MK competence and milestones of Emergency Medicine residents

Status: Combined Data Collection & Analysis phases

This mixed methods study seeks to identify and explore whether Emergency Medicine residents accept the involvement of non-clinicians in evaluating their competence in skills and knowledge other than medical knowledge. The study includes shadowing residents for an entire shift, offering verbal feedback at the close of the shift, and providing written evaluations to residents, with copies to their program directors. Residents complete survey before and after the shadow shift about whether they anticipate/perceive value in this process, to what extent and for what purposes is this process helpful in their development as physicians.

2016-present

Co-Principal Investigator in Multi-institutional Study

Purpose: Exploring the perceptions and attitudes of clerkship directors and clinician faculty on the concept and practice of pimping in undergraduate medical education

Status: Project/Study Design phase

Role: Lead on study design and survey development

Collaborating with a multi-institutional team to develop a study on the phenomenon of inquiry in undergraduate medical education during clinical years, sometimes referred to as “pimping”, which is intended as Socratic inquiry.

The Research Team is headed by Jennifer G. Christner, Dean, School of Medicine, Baylor College of Medicine, and includes the following members:

- Meaghan Ruddy, The Wright Center for Graduate Medical Education
- Amanda Kost, MD, Faculty, University of Wisconsin School of Medicine
- Bradley Monash, MD, Assistant Clinical Professor, UCSF School of Medicine
- Peter Muscarella, MD, Director, Pancreatic Surgery, Montefiore M-E Center for Cancer Care

2012-present

Principal Investigator

Reflective Teaching and Practice: An Innovative Approach for Medical Residents as Teachers.

IRB No. 12-0508. Co-PI's: Lu Martinez, PhD; T. Gail Pritchard, PhD; Conrad Clemens, MD, MPH.

This study explores the use of technology in the Residents as Educators Orientation and how to improve effectiveness of orientation in preparing residents to teach and assess medical students. Qualitative and quantitative data is collected from incoming residents during orientation activities using an audience response system (Poll Everywhere) and an exit survey concerning program activities and the use of technology; follow-up survey is conducted with incoming residents 6-7 months after orientation. This project involves narrative and quantitative analysis and the preparation of manuscripts for submission to medical education journals. *Manuscript in progress.*

2012 - present

Researcher

Metacognition in Medical Problem-Solving: Promoting reflection to improve medical problem-solving skills.

IRB No. 12-0974. PI: Paul St. John, PhD

This longitudinal, mixed-methods study examines whether metacognitive engagement (reflective thinking) is associated with positive learning outcomes in medical problem solving during preclinical years of medical education and whether and how the curriculum of Case-Based Instruction (CBI) promotes development of these skills

Research

Data collection methods include survey and focus groups concerning student perceptions of the CBI curriculum and its role in promoting reflection in medical problem solving, and student and facilitator focus groups aimed at probing for a deeper understanding of how they interact with the facilitation methods and online tools

Role: Conduct research exploring the nature, scope and depth of reflection in medical problem-solving, the development of clinical reasoning, and the formation of professional identity; conduct research on instructional development of CBI facilitators.

Participation in Professional Groups

2015-2016 AZCAT – ArizonaMed Collaborative Action Team

Role: Member

This team supports the continuous quality improvement (CQI) effort at the UA College of Medicine in instituting a process by which leaders of key programs at the college provide guidance for the institution of best practices in the undergraduate medical education program, including addressing the improvement of existing policies, procedures, and student services.

2016-present Women in Academic Medicine (WAM)

Role: Member, Steering Committee

WAM is a forum for discussion of issues women face at the College of Medicine – Tucson. WAM meets for lunch and offers several presentations a year, offering opportunities to network with other faculty members, share academic interests, and learn about issues affecting women faculty. Members take turns hosting the presentations throughout the year.

2012-present Provide support for these committees

- Steering Committee, Medical Education Distinction Track
- Steering Committee, Health Disparities Curriculum
- Committee, Bilingual Medical Spanish Distinction Track
- Educational Policy Committee (EPC)
- Developmental Curriculum Subcommittee of TEPC
- Tucson Clinical Curriculum Subcommittee (TCCS) of TEPC
- Tucson Curriculum Management Subcommittee (TCMS) of TEPC

2014-ongoing AHSC Online Media Group

Role: Member

Member of the Arizona Health Sciences Center Online Media Group, which develops and disseminates guidelines for the official use of social media to promote the educational missions of AHSC colleges in a professional manner.

Technology Skills

Document Preparation Tools

- Microsoft Office Suite
- Microsoft OneNote
- Mac Pages, Keynote, Numbers
- Adobe DC

Creative Tools

- iBooks Author
- Adobe In-Design
- Microsoft Visio 2013
- Adobe Photoshop (beginner level)

Technology Skills

- Videoscribe
- Articulate Storyline 2

Research Tools

- Atlas.ti (Qualitative data analysis)
- Qualtrics (survey tool)
- SPSS (also, PSPP – open source software)
- Notability
- Evernote
- iAnnotate PDF

Project Management Tools

- Microsoft Project
- Dropbox
- Box.com
- SharePoint

Teaching tools

- iTunes U
- Explain Everything
- Socrative
- Doceri
- [Haiku Deck Pro](#)
- Poll Everywhere
- Padlet


Communication Tools


- MailChimp
- Zoom
- Skype
- Join.me


Medical Apps & Related Info

- Draw MD by Visible Health, Inc.
- iMedical Apps (Apps reviews for clinicians and clinical teachers)


CME & Self-published Courses


Spear-Ellinwood KC. Feedback Strategies to Promote Reflective Practice  Sponsored by University of Arizona College of Medicine - Tucson: Department of Medicine, 3 CME Credits; 2016.

Spear-Ellinwood KC. *Engaging Medical Students in Reflective Feedback Conversations.* Self-published at the FID website (created with iBooks Author); 2016. 

Spear-Ellinwood KC. iBooks Author. A multi-touch book on how to use iBooks Author to create durable learning materials with formative assessment for self-study or flipped sessions. Posted to FID website. 

Publications

Min AA, **Spear-Ellinwood KC**, Berman Melissa, Nisson P & Rhodes SM. Social Worker Assessment of Emergency Medicine Residents' Skill at Bad News Delivery: A Novel Direct-Observation Milestone Assessment. *Internal and Emergency Medicine*. Springer; pp. 1-10; 2016. 

Spear-Ellinwood K. Book Review. Discourse and Digital Practices: Doing Discourse in the Digital Age. Jones RH, Chik A & Hafner CA (Eds), Multimodal Communications (4)2; pp. 181-182; 2015. 

Spear-Ellinwood K. Teaching and Mentoring Trainees and Junior Faculty: Feedback Strategies to Promote Reflective Practice. Continuing Medical Education, The University of Arizona (3 CME Credits) [enduring materials to be offered online at the Virtual Lecture Hall] (in process). [📄](#)

Reed H, **Spear-Ellinwood K**, & Garcia S. The Effect of a Front-Loaded Curriculum on Student Preparedness for the Obstetrics and Gynecology Clerkship. *Obstetrics & Gynecology*, 126, Abstracts Supp. 4; pp: i-i,1S-60S; 2015.

Spear-Ellinwood KC. Equity Pedagogy. In: Banks, J. (2013-12-16). Multicultural Education and Global Citizens. Oxford Handbooks Online, The Oxford Handbook of Multicultural Identity, V Benet-Martinez & Ying-yi Hong (Eds.); 2014:387.

Martinez GF, Lisse J, **Spear-Ellinwood K**, Fain M, Vemulapalli T, Szerlip H, Knox KS. Finding a mentor: the complete examination of an online academic matchmaking tool for physician-faculty. *Southwest J Pulm Crit Care*. 2014;9(6):320-32. doi: <http://dx.doi.org/10.13175/swjpc138-14> [📄](#)

Min A, Stoneking LR, Grall KJH, Min AA & **Spear-Ellinwood KC.** Implementation of the Introductory Clinician Development Series: An optional boot camp for emergency medicine interns. *Advances in Medical Education and Practice* 2014;5:275-279; August 2014.

Stoneking LR, Grall KJH, Min AA, Dreifuss B, **Spear-Ellinwood KC.** Role Of An Audience Response System (ARS) Play In Didactic Attendance And Assessment. *Journal of Graduate Medical Education* 6(2), pp. 335-337; 2014 (doi: 10.4300/JGME-D-13-00285.1). [📄](#)

Moll LC & **Spear-Ellinwood KC.** Social context. In, *Encyclopedia of Diversity in Education*. JA Banks, Editor. Thousand Oaks, CA: SAGE Publications, Inc.; 2012.

Moll LC & **Spear-Ellinwood KC.** Community in the classroom. In, *Encyclopedia of Diversity in Education*. JA Banks, Editor. Thousand Oaks, CA: SAGE Publications, Inc.; 2012.

Moll LC & **Spear-Ellinwood KC.** Funds of knowledge. In, *Encyclopedia of Diversity in Education*. JA Banks, Editor. Thousand Oaks, CA: SAGE Publications, Inc.; 2012.

Reyes I, Wyman L, Gonzalez, N, Rubinstein-Avila E, **Spear-Ellinwood KC**, Gilmore P, & Moll LC. What do we know about the Discourse Patterns of students in multiple settings? In, LM Morrow, R Rueda, & D Lapp (Eds.), *Handbook of Research on Literacy and Diversity*, pp. 55-76; NY:Guilford Press; 2009.

Spear-Ellinwood KC & Moll LC. Equity and culture issues in education: Home-community and school in education. In S Farenga & D Ness (Ed.), *Encyclopedia on Education and Human Development, Vol 1*, pp. 335-339; NY: Sharpe; 2005.

Andrade R, Stevens S, Moll LC, & **Spear-Ellinwood KC.** Establishing ties: HIV prevention through Facilitation: The case of Mujer Sana – Healthy Woman. In C Grant & L Summerfield (Eds.), *Humanizing pedagogy through HIV/AIDs Prevention: Transforming Teacher Knowledge*. Washington, DC: American Association of Colleges for Teacher Education; 2005.

Posters and Presentations

Spear-Ellinwood KC, Stoneking L, Min A, Bertles K & Pritchard TG. Providing Formative Feedback to Residents and Directors regarding Trainees' Performance of non-Medical Knowledge Competencies through a Shadow-shift/Evaluation by Non-Clinician Education Specialists. Small Group Presentation at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, Salt Lake City:UT; 2017.

Martinez G, **Spear-Ellinwood KC**, Moynahan K & Clemens C. The GME program conundrum: A grounded theory of valued characteristics. Oral presentation at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, Salt Lake City:UT; 2017.

Spear-Ellinwood KC, Stoneking L, Min A, Bertles K, Pritchard TG & Johnson AC. Emergency Medicine Residents Value the Shadow Shift/Evaluation Process by Education Specialists. Poster presented at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, Salt Lake City:UT; 2017. [!\[\]\(2bdfe261b986065ee0ac76460d6528c9_img.jpg\)](#)

Lebensohn, Armin J, Hansen A & Spear **Spear-Ellinwood KC**. In Intersecting Medical Humanities and Health Care Disparities teaching: *the power of reflective writing*. Small Group Presentation at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, Salt Lake City:UT; 2017.

Spear-Ellinwood KC. *Outlook*. Tech Presentation. Arizona Attorneys for Criminal Justice, 2016. Chandler, AZ.

Spear-Ellinwood KC. *MailChimp*. Tech Presentation. Arizona Attorneys for Criminal Justice, 2016. Chandler, AZ.

Spear-Ellinwood KC, Gura M, Ellis S, Koch B, Dutcher C, Bloom J, Gordon H & St. John P. *Medical Students' Reflections on Case-based Problem-solving: Tracking Progress and Exploring Connections between Metacognitive Engagement and Performance on Block Exams and Case-based Instruction scores*. Poster presented at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, San Diego:CA; 2015.

Spear-Ellinwood KC & Pritchard TG. *Incorporating Dynamic Assessment in the Development of Targeted Residents as Educators Training*. Small group discussion presented at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, San Diego:CA; 2015. [!\[\]\(ec9132f1d27c8919987d92907322654d_img.jpg\)](#)

Spear-Ellinwood KC, Pritchard TG & Martinez G. *Establishing Expectations for Teaching: Interns' Perspectives on Good Teaching, Whether They Think They Have What it Takes or Feel Prepare*. Poster presented at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, San Diego:CA; 2015.

Spear-Ellinwood KC A *Teaching Scholars Program to Develop and Sustain Faculty Engagement in Education Research*. Oral Abstract presented at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, San Diego:CA; 2015.

Reed H & **Spear-Ellinwood KC**. Does the Use of a Feedback Passport Influence Students' Perception of Feedback During Their OBGYN Clerkship? American College of Obstetrics & Gynecology; 2015.

Spear-Ellinwood KC, O'Brien C, Ellis S, St. John P, Bloom J, & Gordon H. The Nature and Scope of Student Reflective Engagement in Case-based Instruction: A Qualitative Analysis of Post-case Reflections. Poster presented at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, Honolulu:HI; 2014. [!\[\]\(758ebdf4629c903da74c2e079717ae32_img.jpg\)](#)

Spear-Ellinwood KC, O'Brien C. Narrative Analysis of Reflective Writing and Implications for Program Evaluation and Research. Workshop conducted at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, Honolulu:HI; 2014.

O'Brien C, **Spear-Ellinwood KC**, Ellis S, St. John P, Bloom J, & Gordon H. Student Engagement with an Online Tool to Structure Clinical Problem Solving. Poster presented at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, Irvine:CA; 2013.

Stoneking LR, Grall, KJH, Min AA, **Spear-Ellinwood, KC**. What role does audience response system (ARS) play in resident attendance and didactic assessment? Poster presented at the Second Annual Medical Education Research Day, The University of Arizona College of Medicine, Tucson:AZ; 2013.

Min AA, Stoneking LR, Grall, KJH, & **Spear-Ellinwood, KC**. Introductory Clinician Development Series to Help Prepare First Year Emergency Medicine Residents for Clinical Duties. Poster presented at the Second Annual Medical Education Research Day, The University of Arizona College of Medicine, Tucson:AZ; 2013.

Spear-Ellinwood KC, Martinez G, Pritchard TG, Clemens C, Murrain VE, Cunniff C, & Waer A. (2013). Using web-based audience response software to engage a large audience of new residents in interactive reflection on teaching. Poster presented at the AAM Western Regional Conference (WGEA), Irvine:CA; 2013. [\[📎\]](#)

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Spear-Ellinwood, KC. Learning how to get around in Second Life: Mediating new literacies through collaborative practices and artificial intelligence. Invited presented at the Sociocultural Theory and Second Language Learning Research Conference, University of Arizona; 2007.

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Spear-Ellinwood KC. An emergent approach to studying the development of communities of practice: Community-based learning through collaboration & co-configuration (Presentation title: Growing the BESST TRENDSS Collaborative: A Regional Equity Partnership in Participatory Community Development). Council on Anthropology and Education Invited Poster Session: New Scholar Invited Poster Session; 2006.

Professional Affiliations

WGEA – Western Group on Educational Affairs, of the American Association of Medical Colleges

American Education Researchers Association (AERA)

Arizona State Bar (member; Bar No. 011189; inactive)