

# Curriculum Vitae


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*Karen C. Spear-Ellinwood PhD, JD, EdS*

- Position** Appointed Academic Professional
- Director, Faculty Instructional Development
- Faculty Title
- Assistant Professor, Department of Obstetrics and Gynecology (Educator Scholar Track, non-tenure eligible)
- Institution** The University of Arizona College of Medicine  
Office of Medical Student Education  
*1501 North Campbell, #3213, Tucson, AZ 85724*
- Home Address** 504 South Cherry Avenue  
Tucson, AZ 85719
- Contact** kse@medadmin.arizona.edu  
520.762.7242
- Research Interests**
- Role of reflective engagement, inquiry and feedback in teaching in classroom and clinical settings 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 Education

### 2010-11 **The Writers' Institute at the Graduate Center**


*Role: Fiction Fellow* 

Fellow participant in The Writers' Institute one-year intensive certificate course of instruction for fiction writers; worked with the following editors: Deborah Treisman, New Yorker Fiction Editor; Jonathan W. Galassi, Editor, Farrar, Straus and Giroux Publishing; John Freeman, then Editor, Granta; Nathaniel Rich, former Fiction Editor, The Paris Review.

## Professional Experience


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

*University of Arizona, College of Medicine-Tucson, Curricular Affairs*

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](http://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](http://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; developed plan for and conducted research on the use of the reflective learning tool in undergraduate online problem-solving tool (now known as ThinkShare<sup>®</sup>, designed to assist non-medical and medical students in developing

## Professional Experience

- 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*

## Instruction

2016-ongoing

### **Medical Education Distinction Track**

*Role: Invited Facilitator/Instructor/Mentor*

Designed and conducted invited sessions for medical students in the Medical Education Distinction Track on how to design and implement medical education research projects and flipped classroom sessions; mentor distinction track students in project implementation.

2017

### **Pilot Boot Camp for Transition to Residency**

*Role: Instructor*

Conducted one-hour active learning session with medical students addressing strategies for teaching and constructive feedback.

2017

### **Clinical Reasoning Course**

*Role: Instructor*

Conducted one-hour active learning session with medical students addressing and practicing strategies for giving and receiving constructive feedback.

2016-ongoing

### **Health Disparities Curriculum for Third and Fourth Year Medical Students**

*Role: Facilitator*

Facilitate small group discussions concerning health disparities, social and economic inequities, linguistic/cultural issues in healthcare as these relate to third and fourth year medical students' experiences in clerkships and internships. Students submit a written reflection; facilitator replies in writing and meets with the small group of medical students for reflective discussion.

2015-ongoing

### **Resident Shadow/Evaluation in Emergency Medicine**

*Role: Medical Education Specialist Evaluator*

Shadow emergency medicine residents for a 9-hour shift and provide verbal end-of-shift feedback as well as comprehensive written evaluation and feedback aligned with the ACGME Emergency Medicine Milestones.

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 [\[📄\]](#)
- Neurosciences Grand Rounds
  - Feedback Strategies to Promote Reflective Practice – March 27, 2015 [\[📄\]](#)
  - Formative Feedback: Essentials & Strategies – October 16, 2015 [\[📄\]](#)
- Surgery Grand Rounds
  - A Reflective, Conversational Approach to Giving Constructive Feedback – August 25, 2015 [\[📄\]](#)

## Instruction

Spring 2017

### **Law & Education (EDL-562, 3 cr.)**

*College of Education, The Center for Higher Education*

Spring 2018

*Role: Instructor*

Revised syllabus for and teach this 3-credit course addressing education law and constitutional principles as it relates to educators in Arizona.

2014 – ongoing

### **Facilitator for Interprofessional Exercises**

*Center for Transformative Interprofessional Healthcare*

*Role: Facilitator*

Recurring role as facilitator in multiple exercises throughout each academic year, addressing interprofessional teamwork in healthcare delivery, including a CPR exercise in simulation labs (ASTECC and SILC), the “Pandemic: An Exercise in Disaster Preparedness”<sup>1</sup>, and “Disabilities: An Interprofessional Exercise”<sup>2</sup>. These events include students and faculty from the Colleges of Medicine-Tucson and Phoenix, Pharmacy and Nursing, and, when feasible, the College of Law.

Facilitation involves both large (60-100) and small (6-8) groups of students. [📎]

2012-ongoing

### **Residents as Educators Program**

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

Developed and direct unique program for resident educator development that incorporates shadowing for recognition of educational practices. Design and implement annual Residents as Educators Orientation for incoming interns and fellows at Banner UMC university and south campuses. Provide ongoing support for residents in any specialty/department who teaches medical students. Instructional support aims to be adaptive, responsive and evidence-based; prior support for Phoenix-based hospital sites. Educational interventions include shadowing and consultation with residency program directors. [📎]

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 Waer, MD, Associate Dean, Medical Student Education

2013-ongoing

### **Affiliate Clinical Educators (ACE) Program**

*Role: Program and curriculum development; direct program*

Provide regular newsletter of resources for community-based faculty, including a multi-touch book on constructive feedback and strategies for inquiry-based instruction [📎]

2013

### **Chief Resident Immersion Training (CRIT)**

*Role: Facilitator*

Invited to conduct a workshop on strategies for teaching in clinical settings.

## Instruction

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 Program**

*Role: Director; facilitator*

This program launched in the spring of 2013 as a workshop series and currently serves as a faculty coaching services with workshops on demand. Coaching/workshops provide hands-on experience with applications for desktop, remote and/or mobile devices designed to enhance teaching and/or assessment practices. [📎]

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 Cunniff, 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).

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.

## Instruction

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. [[🔗](#)]

2012-2016

### Spear-Ellinwood KC. [Med/Ed eNews](#) [[🔗](#)]

*Role: Author; Editor*

Wrote and published electronic newsletter offering resources and guidance for developing or enhancing teaching skills; newsletter was distributed monthly to all AHSC faculty and staff as well as community-based faculty affiliated with the College of Medicine.

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

2017-present

### Dean's Council on Faculty Affairs

*Role: Member; elected to 4-year term*

2015-present

### Distinction Track or Curricular Committees

*Role: Member*

- Steering Committee, Medical Education Distinction Track
- Steering Committee, Health Disparities Curriculum

2015 – ongoing

### Disabilities Planning Committee

*Center for Transformative Interprofessional Healthcare*

*Role: Member and provide assistance for technology integration*

## Service

- 2011-ongoing**      **FID Website: Content Development & Site Management**   
*Role: Content Developer & Web Manager*
- Developed site content; develop instructional development materials for faculty, residents and fellows who teach in preclinical and clinical years; gather and post additional resources [http://fid.medicine.arizona.edu]
- 2015 – 2016**      **Reviewer of Abstracts for SGEA & RIME Conferences**
- 2013-2016**      **Admissions Interviews – MMI Process**
- Role: Volunteer to participate in evaluating College of Medicine applicants participating in the mini-multiple interview process*
- 2013-14**      **Professional Education Staff Liaison for LCME Accreditation Review**
- 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 Curricular Affairs Staff Representative**
- In service to the Tucson Education Policy Committee (TEPC) Task Group for the UA COM Developmental Curriculum.
- 2012-13**      **Faculty Affairs Committee for LCME Accreditation Review Process**
- Role: 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**
- Role: 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.
- 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.



## Service

**2015-2016**      **AZCAT – ArizonaMed Collaborative Action Team [no longer in existence]**

*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.

**2012-present**      **Provide support for these committees and curricular activities**

- 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.

## Research

**2017-present**      **Principal Investigator**

*The Perceived Value of the Inquiry Teaching Strategy known as “Pimping” in Medical Education*

This ongoing exempt study seeks to describe and analyze the attitudes and perceptions of senior physicians who teach medical students and resident, their experience as learners and educators in the use of this practice and whether and whether/how the practice continues to be used for teaching in their programs or clinical offices.

Goal: To utilize the results to heighten awareness of and improve the use of inquiry-based methods of instruction in clinical settings.

This study has been expanded to include clinicians outside of the UA College of Medicine-Tucson.

**2017-present**      **Co-Investigator**  
**Principal Investigator, Paul St. John, PhD**

The purpose of this ongoing exempt study is to describe faculty and student perceptions of the utility of and/or inhibitors to giving and receiving feedback in the clinical reasoning course.

Goal: To utilize the results to enhance instructional development approaches to giving constructive feedback.

## 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 exempt, 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

### Principal Investigator, Study on “Pimping” in Medical Education

*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*

Study addressing faculty, resident and student perceptions of the phenomenon of inquiry in undergraduate medical education during clinical years, sometimes referred to as “pimping”, which is intended as Socratic inquiry.

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

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.

## 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

Waterbrook A, **Spear-Ellinwood KC**, Pritchard TG, Bertels K, Johnson AC, Min A & Stoneking LR. Shadowing emergency medicine residents by medical education specialists to provide feedback on non-medical knowledge-based ACGME sub-competencies. *Advances in Medical Education and Practice* 2018;9 1-8.

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) [durable 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**. Physician Educators' Perceptions of "Pimping" Effectiveness: Intention Matters. Poster presentation at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, Denver:CO; 2018.

**Spear-Ellinwood KC**, Min AA, Cogan J & St. John Paul. Medical Students' Perceptions of Helpful Feedback in a Clinical Reasoning Course: Implications for Facilitator Development. Poster presentation at AAMC Western Group on Educational Affairs (WGEA) Regional Conference, Denver:CO; 2018.

**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. [📄](#)

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. [📄](#)

**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. [\[📄\]](#)

**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. [\[📄\]](#)

**Spear-Ellinwood KC**, Ellis S, & O'Brien C. Exploring how to integrate an online tool into a developmental CBI curriculum for reflective learning and teaching using a problem-solving approach. Small group discussion at the AAM Western Regional Conference (WGEA); 2013.

Friedman RL & **Spear-Ellinwood KC**. Using Poll Everywhere for Classroom Teaching in Basic Sciences: Student Responsiveness and the Instructor's Learning Curve. Poster presented at the Second Annual Medical Education Research Day, The University of Arizona College of Medicine, Tucson:AZ; 2013.

Grall KJH, Stoneking LR, Min AA, Amini R, Martinez RGF, Pritchard TG, & **Spear-Ellinwood KC**. Meaningful Faculty Involvement in Resident Didactic Conferences. Poster presented at the Second Annual Medical Education Research Day, The University of Arizona College of Medicine, Tucson:AZ; 2013.

**Spear-Ellinwood KC**, Griffith M, & Gordon H. An Online Tool for Organizing Self-Regulatory Learning and Promoting Metacognitive Engagement in Problem-Solving. Poster presented at the AAM Western Regional Conference (WGEA); April 1, 2012. [\[📄\]](#)

St. John P, Bloom J, Ellis S, **Spear-Ellinwood KC**, & Gordon, H. A Pilot Study of a New, Online Tool to Promote Metacognitive Engagement in Medical Problem Solving; Poster presented at the AAM Western Regional Conference (WGEA); Poster presented at the AAM Western Regional Conference (WGEA); 2012. [\[📄\]](#)

Mohler MJ, Clemens C, Waer A, Began V, O'Neill, L, D'Huyvetter L, **Spear Ellinwood K**, & Fain MJ. Interprofessional

(IP) Chief Resident Immersion Training (IP-CRIT): Supporting the Triple Aim. Poster.

**Spear-Ellinwood KC.** What Do We Know about the Discourse Patterns of Diverse Students? Presentation in Literature Syntheses on Literacy and Diversity. National Reading Conference; 2009. [📄](#)

**Spear-Ellinwood KC,** Edwards P, Paratore J & Roser JL. Perspectives about Learning Among Diverse Students; Small Group Session; National Reading Conference; 2009. [📄](#)

**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.

Moll LC & **Spear-Ellinwood KC.** Becoming Wise About Community: Creating Activity Systems for Neighborhood Development. Presented at AERA in SIG-Cultural-Historical Research Panel Session entitled, Learning to Be Wise Through Social and Cultural Interactions: Legacies From Dr. Giyoo Hatano. Division C, Learning and Instruction, at Chicago, IL; 2007.

**Spear-Ellinwood KC.** An Emergenetic Approach to Developing Open Communities of Practice: Collaboration & Co-Configuration of New Funds of Knowledge. Paper presented at AERA in SIG-Cultural-Historical Research session entitled, Exploring Learning Practices and Communities of Practice from Activity Theoretical Perspectives, at Chicago, IL; 2007.

Moll LC & **Spear-Ellinwood KC.** Cultural Framings: From funds of knowledge to the co-configuration of new activity systems. Presented at Annual Meeting of the American Anthropological Association San Jose, CA, in session entitled, Cultural Perspectives on Life and Learning with Families; 18 May 2006.

**Spear-Ellinwood KC.** An emergenic 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)

## Technology Skills

- |  |   |
|--|---|
| <b>Document Preparation Tools</b>      | <ul style="list-style-type: none"><li>▪ Microsoft Office Suite</li><li>▪ Microsoft OneNote</li><li>▪ Mac Pages, Keynote, Numbers</li><li>▪ Adobe DC</li></ul>   |
| <b>Creative Tools</b>                  | <ul style="list-style-type: none"><li>▪ iBooks Author</li><li>▪ Adobe In-Design</li><li>▪ Microsoft Visio 2013</li><li>▪ Adobe Photoshop (beginner level)</li><li>▪ Videoscribe</li><li>▪ Articulate Storyline 2</li></ul>                  |
| <b>Research Tools</b>                  | <ul style="list-style-type: none"><li>▪ Atlas.ti (Qualitative data analysis)</li><li>▪ Qualtrics (survey tool)</li><li>▪ SPSS (also, PSPP – open source software)</li><li>▪ Notability</li><li>▪ Evernote</li><li>▪ iAnnotate PDF</li></ul> |
| <b>Project Management Tools</b>        | <ul style="list-style-type: none"><li>▪ Microsoft Project</li><li>▪ Dropbox</li><li>▪ Box.com</li><li>▪ SharePoint</li></ul>  |
| <b>Teaching tools</b>                  | <ul style="list-style-type: none"><li>▪ iTunes U</li><li>▪ Explain Everything</li><li>▪ Socrative</li><li>▪ Doceri</li><li>▪ <a href="#">Haiku Deck Pro</a></li><li>▪ Poll Everywhere</li><li>▪ Padlet</li></ul>                            |
| <b>Communication Tools</b>             | <ul style="list-style-type: none"><li>▪ MailChimp</li><li>▪ Zoom</li><li>▪ Skype</li><li>▪ Join.me</li></ul>  |
| <b>Medical Apps &amp; Related Info</b> | <ul style="list-style-type: none"><li>▪ Draw MD by Visible Health, Inc.</li><li>▪ iMedical Apps (Apps reviews for clinicians and clinical teachers)</li></ul>   |