

Curriculum Vitae

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

Contact Information

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Education Research Interests

- Educator development for and evaluation of teaching in clinical and other settings
- Clinical teaching and professional communication practices including, flipped and active learning, reflective engagement, inquiry strategies, constructive feedback and technology integration
- Curriculum development and education policy
- Professionalism and ethics in health sciences

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 (Spanish/English) (not active)
- 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, SUNY Health Sciences Center

Professional Education

- 2019** **Certificate in Flipped Learning 3.0**
Role: Participant/Learner
- Completed face-to-face and online coursework for certification at Level 1 in Flipped Learning 3.0 from the Flipped Learning Global Initiative.
- 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.

Creative Curriculum Development

- Fall 2018 - Spring 2021** **"Vicky's Big Move" – Movie short on Interprofessional Healthcare Delivery to Patients with Disabilities**
Role: Author, Editor, Co-Director, Producer
- Redesigned curriculum for Disabilities Event to ensure active student engagement; wrote and directed a short screenplay enacting a healthcare encounter focusing on a patient centered approach to challenges in healthcare for patients with disabilities. The play features actors with disabilities and staff affiliated with UA Artworks and UA students; video additional production and editing for Spring 2021 event.
- Additional Script Editing by: Tamsen Bassford, MD, and Yumi Sharai, PhD (FCM)
- Camera, Video Production Editing: Roy Wageman, BioCommunications
- Role: Interviewer, Editor, Co-Director, Producer*
- Fall 2018-Spring 2021** **"Our Stories in Our Words"**
*Role: Interviewer, Video Production & Editing**
- Video mini-documentary featuring several members of the Tucson community who identify or are identified by the healthcare community as having disabilities; each individual describes how they define the term disability or how they do or do not identify as disabled, as well as their experiences with the healthcare system and their advice for health sciences students on communicating with patients identified as having disabilities.
- *2021 Production included excerpts of two additional interviews conducted by Tamsen Bassford, MD, with video recording by Jeffrey Javier, both of Family & Community Medicine, UA CoM-Tucson

Creative Curriculum Development

**Spring 2018
-Fall 2020**

Multi-touch Books for I&I Block
Role: Author, Instructional Designer

Based upon PubMed Share and Share Alike materials on microbiology used in COM-Tucson I&I Curriculum, I created 2 multi-touch books for use by medical students in the I&I Block, accessed with the iBooks app. Successfully piloted in Fall 2018. Books include glossary, formative and summative assessment and multi-media content.

2nd and 3rd Editions produced for use in UME curriculum in Fall 2019 and Fall 2020.

Input & Content Guidance from: Nafees Ahmad, PhD

**Summer 2018-
ongoing**

Video Shorts for Web-based Instruction
Role: Author, Instructor, Instructional Designer, Video Production

Created 30 3-minute videos for clinical faculty and residents for use as web-based instructional support; includes a Residents as Educators Series and Clinical Educator Series, each incorporated into an online course using PlayPosit.

Mentoring

2016-ongoing

Medical Education Distinction Track
Role: Mentoring

Mentor multiple medical students regarding education research project activities.

2018-2019

Education Leadership Distinction Track
Role: Mentoring

Mentor medical students on their education research projects in this track.

2017-ongoing

Dissertation Committee Special Member Chemistry/Chemistry Education
Role: Mentoring

Serve as special faculty member on Dissertation Committee; mentor doctoral student on design and implementation of chemistry education research for dissertation and related projects; research issues address, inter alia, issues of instructor preparation and professional development.

2016-ongoing

Education Research Mentor for Resident Scholarly Projects
Role: Mentoring

Serve as mentor or advisor for residents in designing, implementing or analyzing data concerning their required scholars projects or similar activities (Obstetrics & Gynecology; Psychiatry)

Instruction & Faculty Coaching

2018-2020

OIA Protocol Evaluations
Role: Faculty Coach

Conduct formal evaluation of teaching per the OIA (Office of Instruction and Assessment) protocol for peer evaluation of teaching, for inclusion in promotion and tenure packets

Instruction & Faculty Coaching

- 2011-2020** **Faculty Coaching**
Role: Faculty Coach
- Provide support to faculty one-on-one for enhancing teaching and feedback skills; includes observing teaching and communication skills of physician faculty in a wide variety of clinical settings and verbal or narrative constructive feedback.
- 2016-2021** **Medical Education Distinction Track**
Role: Facilitator/Instructor/Mentor
- Design and conduct invited sessions for medical students in the Medical Education Distinction Track on how to design and implement medical education research projects, design active learning and flipped learning sessions; mentor distinction track students in project design implementation, and data analysis; education technology integration.
- 2017-2021** **Transition to Residency Boot Camp**
Role: Instructor
- Conducted one-hour active learning session with medical students addressing strategies for teaching and constructive feedback in this annual course piloted in 2017.
- 2017-2019** **Clinical Reasoning Course**
Role: Instructor
- Conduct one-hour active learning session with medical students addressing and practicing strategies for giving and receiving constructive feedback, and reflective thinking.
- Spring 2017**
Spring 2018 **Law & Education (EDL-562, 3 cr.)**
College of Education, The Center for Higher Education, The University of Arizona
Role: Instructor
- Revised syllabus for and teach this 3-credit course addressing education law and constitutional principles as it relates to educators in Arizona.
- 2016-2019** **Health Disparities Curriculum for Medical Students (M3/M4)**
Role: Facilitator
- Facilitate small group discussions about medical student experiences in clerkship and other clinical settings concerning health disparities, social and economic inequities, linguistic/cultural issues. Involves written reflections; one-on-one feedback; small group discussion.
- 2016** **Invited Presentation on Medical Education**
Audience: BannerHealth Chief Medical Officers from seven states at quarterly meeting
- Title: What's pinging got to do with it?
- Interactive engagement with Banner Health CMOs from all seven states concerning the academic mission of Banner University Hospital; creating productive learning environments

Instruction & Faculty Coaching

2015-2018

Grand Rounds on Instructional Development

Audience: Faculty and Residents

Present at Grand Rounds addressing teaching strategies in clinical settings, constructive feedback and communication issues related to teacher/learner relationships; including Neurology, Surgery, Orthopaedic Surgery (Examples below)

- Orthopaedic Surgery, 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 [\[📄\]](#)

2015-2018

Resident Shadow Evaluations 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, focusing on non-MK competencies, including interpersonal and communication skills, professionalism as these relate to learning/teaching roles.

2014 – 2021

Interprofessional Education Activities

Center for Transformative Interprofessional Healthcare

Role: Lead Facilitator; curriculum development/design; facilitator development

Recurring role as Facilitator and Lead Facilitator in four annual exercises, addressing interprofessional teamwork in emergent healthcare (ASTECC and SILC); Patient Safety; “Pandemic Flu: An Exercise in Disaster Preparedness”¹; and “Disabilities: An Interprofessional Exercise”². These events include students and faculty from the Colleges of Medicine-Tucson and Phoenix, Pharmacy and Nursing, Public Health, ASU School of Social Work, College of Law and other health sciences programs, when feasible.

I am co-Chair for Pandemic Flu and serve on the Steering Committee for all CTIPH events. I conduct or assist in the implementation of facilitator development for all IPE activities. [\[📄\]](#)

2012-2021

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. Provide ongoing support for residents in who teach medical students in clerkship and internships. Support includes shadowing and feedback on teaching; classroom active learning instruction on teaching in clinical settings, classroom instruction; building rapport; constructive feedback and formative assessment. Methods include active learning workshops, shadowing and consultation with residency and clerkship program directors; working directly with students as “the other half of instructional team” (2019-20)

Instruction & Faculty Coaching

2018-2021
Online [\[🔗\]](#).

Residents as Educators Online Orientation Course

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

Live RAE Orientation ended in 2018 when Banner UMC expanded its hospital orientation and it was no longer feasible to include RAE orientation in the program. As of 2018, residents were offered a YouTube playlist of 3 minute videos created for this purpose. In the first year no login or assessment had been created. As of 2019, residents may complete the RAE Orientation course online; *the course is a 36-minute course consisting of twelve 3-minute videos with embedded formative assessment; the course is delivered through PlayPosit and is FREE* [\[🔗\]](#).

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

2013-2020

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.

2014-2019

SOS Workshop Series – Support for Office Staff

Role: Direct and develop curriculum; facilitate workshops

Develop and implement 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. [\[🔗\]](#)

2013-2020

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. From 2016-2020, education technology instruction had been offered through small group workshops or one-on-one training that provided faculty with hands-on practice with applications for desktop, remote and/or mobile devices designed to enhance teaching and/or assessment practices. [\[🔗\]](#)

Instruction & Faculty Coaching

2012-2017 **AMES/OMSE Education Scholars Program – Director**

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).

2012-2018 **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.

2012-2018 **Residents as Educators Orientation**

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

This live session was aimed at orienting incoming residents in their new role as educators; topics included basic teaching, assessment and feedback skills and strategies for clinical teaching; active learning methods in large group (about 250 residents and fellows) using audience response software.

Instruction & Faculty Coaching

2011-2016

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

2017-2020

Dean's Council on Faculty Affairs

Role: Chair, 2018-19

2017-18, Member; elected to 4-year term

2015-2020

Distinction Track or Curricular Committees

Role: Member

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

2015 – 2021

Disabilities Steering Committee

Center for Transformative Interprofessional Healthcare

Role: Member and provide assistance for curriculum development and technology integration; Continuing in 2021 as a community member

Service

- 2015 – 2020** **Interprofessional Teamwork Steering Committee**
Center for Transformative Interprofessional Healthcare
Role: Member and provide assistance for curriculum development and technology integration
- 2011-2020** **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 , 2018** **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 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.

Service

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.

2015-2016 **AZCAT – ArizonaMed Collaborative Action Team [ended in 2016]**

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
- Emergency Medicine South Campus, Medical Spanish Curriculum
- 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.

Education Research

2019-ongoing **A Study of Bilingual Access to Plan B and of Certain Prescription Drugs to Pregnant Patients in Arizona**

Role: Principal Investigator; Co-investigator, Holly Bullock, MD

IRB application has NOT been submitted; draft pending. This study intends to expand the multi-institutional study with Dr. Carol Stamm (Colorado) by investigating access in Spanish as well as English in Arizona rural as well as urban areas. The new part of the study addresses issues of interprofessional relationship building between Obstetricians and pharmacists in the prescription of drugs to pregnant patients. The AZ study will explore issues of race, language and culture.

Education Research

2018-2020 **Accessibility of Plan B to Patients in the Denver CO area, Multi-institution Research**

Role: Investigator; Assisted in design of mystery shopper design

Principal Investigator: Carol Stamm, MD, University of Colorado, Denver University of Colorado Health Sciences Center, Associate professor of Medicine and Obstetrics and Gynecology

Contact: carol.stamm@ucdenver.edu

Co-Investigator: Nina Ball, MD Candidate 2019, UC Denver

Assisted in study design, including revision of data collection instruments, for study on how pharmacists address questions from sim-customers concerning "Plan B" type contraception. Invited to collaborate on data analysis and draft of results/manuscript.

2018-present **Pearls of Wisdom,**

Role: Principal Investigator

Co-PI, Richard Wahl, MD, Director, Adolescent Medicine

Offering Pearls: What Physicians and other Healthcare Providers think Incoming Residents Y Fellows Should Know to Perform Well in their Role as Teachers and Learners

IRB Protocol No. 1805635167

NOTE: This anonymous study will be closed at the UArizona and continued in private consulting practice.

2017-present **The Perceived Value of the Inquiry Teaching Strategy known as "Pimping" in Medical Education**

Role: Principal Investigator

IRB Protocol No.: 17017630237

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.

NOTE: This anonymous study will be closed at the UArizona and continued in private consulting practice.

Education Research

2017-2020

Reflective Feedback Study

Role: Co-Investigator

Principal Investigator, Paul St. John, PhD (retired)

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.

2016-2018

Shadow/Feedback Study with ED Residents

Role: Co-Investigator

Shadowing Emergency Medicine Residents as a Way to Provide Feedback and Evaluate Residency Milestones

Status: Published article

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.

2016-2017

Principal Investigator, Study on “Pimping” in Medical Education

Role: Study Design, Survey Author; Principal Investigator

Purpose: Exploring the perceptions and attitudes of clerkship directors and clinician faculty on the concept and practice of pimping in undergraduate medical education; multi-institutional group explored how to study the practice of pimping in medical education; I designed and conducted a small test of a survey; the group disbanded in 2017.

2012-2016

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. (Will be closed to UArizona)

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.* (IRB remains open, however no data was collected after the RAE Orientation of 2016).

Education Research

2012 - 2017 **Metacognition in Medical Problem-Solving: Promoting reflection to improve medical problem-solving skills.**

Role: Co-Investigator

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 Courses

Spear-Ellinwood KC & Wahl R. Medical Ethics. An online CME course at VLH, Sponsored by University of Arizona CME Office; 2 CME Credits; in progress.


Spear-Ellinwood KC, Sanders A & Wahl R. Medical Ethics. Sponsored by University of Arizona CME Office; 2 CME Credits; Sep 2019.


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.

eBooks

Spear-Ellinwood KC. *Microbiology Labs 1 & 2.* Multi-touch book created with iBooks Author. Disseminated for use by medical students, Infection & Immunology Block; 2018; Revised 2019; 2020.

Spear-Ellinwood KC. *Lab Resource Manual.* Multi-touch book created with iBooks Author. Disseminated for use by medical students, Infection & Immunology Block; 2018; Revised 2019; 2020.

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

Online Instructional Development Materials [Samples]

Spear-Ellinwood KC. FID YouTube Channel. Original creative content designed for instructional development; continuously updated until January 2021; at [🔗](#).

Spear-Ellinwood KC. Residents as Educators Clinical Teaching Series (12 three-minute videos on teaching, feedback and assessment in clinical settings); Jun/Aug 2018. [🔗](#)

Spear-Ellinwood KC. Online Guides for Teaching in Clinical Settings (Teaching, Feedback, Assessment, Case Presentation Skills, Inquiry-based Strategies); continuously updated. [🔗](#)

Creative Production

Spear-Ellinwood KC. Vicky's Big Move. Bassford TL, Shirai Y, Arnett, M, eds. Center for Transformative InterprofessionaI Healthcare, UA Health Sciences Center Disabilities Event. February 2019; revised 2020.

Book Projects

Trowers E & **Spear-Ellinwood KC.** *Gut Feelings: Learn About Your Body From the Inside Out.* In progress. (Audience: Patients, lay persons; will include patient-doctor communication strategies that can be used for training healthcare providers).

Ellinwood KC. Homemade Ice Cream Made Easy. SFD Cookbook Series. In Progress.sp

Peer Reviewed Publications

Min Simpkins AA, Koch BD, **Spear-Ellinwood KC,** St. John P. A developmental assessment of clinical reasoning in preclinical medical education. *Medical Education Online.* 2019;24(1):10.

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. 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> [🔗](#)

Peer Reviewed Publications (continued)

Martinez GF, Knox KS, **Spear-Ellinwood K**, Moynahan K, Clemens C. The GME program conundrum: A grounded theory of valued characteristics. University of Arizona College of Medicine-Tucson Academy of Medical Education Scholars Research Day. Poster abstract presentation version of full oral presentation conducted at Salt Lake AAMC-WGEA. Tucson, Az. May 2017.

Martinez GF, Moynahan K, Clemens C, **Spear-Ellinwood KS**, Giblin CR, Knox KS. The GME Program Quality Conundrum Across the Continuum: A Discovery of GME Leaders, Residents, Fellows and Medical Student Perceptions. AAMC- Continuum Connections Joint Meeting (Group on Resident Affairs; Group on Student Affairs). April 28 2018 Orlando, FL.

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). [📄](#)

Book Chapters

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.

Invited Book Review

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. [📄](#)

Presentations and Posters: National Conferences

Chan T, Hall E, Hurtubise L, **Spear-Ellinwood KC**. Online Communities: Leveraging Technology to Connect Medical Educators for Professional Development. Frank J (Discussant). Learn Serve & Lead 2019: AAMC Annual Meeting. 2019.

Shirai Y, **Spear-Ellinwood KC**, Bassford TL, Cornelison BR, Arnett M. Creative Approaches for Integrating Patients/Families and Community Members as Participants and Facilitators in Interprofessional Education Activities. the annual meetings of the Nexus Arizona Summit of the National Center for Interprofessional Practice and Education. November 2019.

Spear-Ellinwood KC, Cornelison BR, Arnett M, Bassford, TL & Shirai Y. Creative Approaches for Integrating Patients/families and Community Members as Participants and Facilitators in Interprofessional Education Activities. NEXUS Summit 2019. August 2019.

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.

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. [📄](#)

Presentations and Posters: Regional Conferences

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.

Presentations and Posters: Regional Conferences (continued)

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, 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.

Presentations and Posters: Regional Conferences (continued)

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.

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. [[🔗](#)]

Presentations at State/Local Conferences

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.

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.

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. *Outlook for Legal Practice*. Tech Presentation. Arizona Attorneys for Criminal Justice, 2016. Chandler, AZ.

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

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.

Professional Affiliations

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

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

Language Skills

English/Spanish

Dual Language Instruction

Technology Skills

- | | |
|---|---|
| R&D for Software Development | <ul style="list-style-type: none">▪ ZoneBee web browsing and learning management system▪ ThinkShare – problem-solving software for teaching critical thinking |
| Document Preparation & Editing Tools | <ul style="list-style-type: none">▪ Microsoft Office Suite for Mac/PC▪ Microsoft OneNote▪ Mac Pages, Keynote, Numbers▪ Adobe DC |
| Graphic & Video Production Tools | <ul style="list-style-type: none">▪ Multi-touch books design (iBooks Author; Pages)▪ Beta YouTube Creator Studio▪ iMovie Editing & Production Tools▪ Vimeo Editing & Production Tools▪ Adobe In-Design, Spark, Photoshop▪ PowToon.com (web-based video production)▪ Articulate Storyline 2 and related software |
| Research Tools | <ul style="list-style-type: none">▪ Atlas.ti (Qualitative data analysis)▪ Qualtrics (survey tool)▪ Quantitative Analysis Tools: SPSS; PSPP (open source)▪ Notability▪ Evernote▪ iAnnotate PDF |
| Project Management Tools | <ul style="list-style-type: none">▪ Microsoft Project▪ Dropbox▪ Box.com▪ SharePoint▪ Teams by Office 365 |

Technology Skills

- Teaching Tools**
 - Audience Response Software (Poll Everywhere; Socrative)
 - [Haiku Deck Pro](#)
 - Padlet
 - [Thinkific.com](#) platform for course development
- Coding & Code Generators**
 - Code generators – QR, URL
 - HTML code
 - [bit.ly](#)
- Communication Tools**
 - MailChimp
 - Zoom
 - Skype
 - Join.me
 - Teams by Office 365
- Medical Apps**
 - Draw MD by Visible Health, Inc.
 - iMedical Apps (Apps reviews for clinicians and clinical teachers)
 - iHuman