

Alice Fornari -Curriculum Vitae October, 2021

Alice Fornari Ed.D, FAMEE, HEC-C, RDN
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Donald and Barbara Zucker SOM at Hofstra/Northwell
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Place of birth: Brooklyn, NY

Education

Year	Degree	Field	Institution
2021	HEC-C	Health Care Ethics	HCEC Commission
2018	Advanced Graduate Certificate	Consultant-Certified Clinical Bioethics	Hofstra University and Zucker School of Medicine
2001	Ed. D	<i>Thesis Title: An Ethics Curriculum for Dietetics Students Using Learner-Centered Pedagogy</i>	Columbia University, Teachers College, Higher Education/College Teaching and Academic Leadership
1979	M.S.	Nutrition Education	Columbia University, Teachers College
1976		Dietetic Internship Certificate	Emory University
1974	B.S.	Human Nutrition and Foods	Cornell University

Licensure and Certification

Certified Nutritionist/Dietitian New York State, current
Certified Health Care Ethics Consultant

Faculty Academic Appointments & Hospital Appointments

Professor, Science Education, Occupational Health and Family Medicine, Barbara & Donald Zucker School of Medicine (SOM) at Hofstra/Northwell (2015-present)

Associate Professor, Science Education, Occupational Health and Family Medicine, Barbara & Donald Zucker School of Medicine (SOM) at Hofstra/Northwell (2010 -2015)

- Co-directed longitudinal communications theme curriculum. (2009-2019)

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- Core faculty - facilitate small group teaching for Communications Theme Curriculum for MS1/2/3s. (2011-present)
- Clinical Skills Center, formative feedback to students after clinical skills assessments.
- Family Head for small group learning and reflection sessions.
- Oversee curriculum and facilitate small group sessions for Health Humanities and Reflective Practice curriculum for MS1/2/3s.
- Core faculty for MS4 Palliative Care/Ethics case discussion and reflection session.
- Lead faculty for MS4 The Narrative Perspective and Reflective Writing: Longitudinal Elective in Health/Medical Humanities.
- Lead Faculty for MS4 Medical Student as Teacher, a longitudinal elective with didactic and experiential learning curriculum.
- Lead Faculty for Tell Me More® Project for medical student participation.

Adjunct Associate Professor, School of Education/Department of Specialized Education Programs, Hofstra University (2010- 2019), School of Health Sciences and Health Professions (2019)

- Program Director and Faculty, Master's degree in *Health Professions Pedagogy and Leadership* (fall 2016-present).
- Program Director and Faculty, Certificate of Advanced Studies in *Health Professions Pedagogy* (15 graduate credits) (fall 2016-present).

Associate Professor, Department of Family and Social Medicine, Albert Einstein College of Medicine, Bronx, New York, (2008-2012)

- Co-facilitated *Patients, Doctors, and Communities* course, a required year long course in the 3rd year at AECOM, focused on integrating how doctors, think, feel and act and skills of clinical medicine.

Assistant Professor, Department of Family and Social Medicine, Albert Einstein College of Medicine, Bronx, New York, (2003-2008)

- Co-facilitated a yearlong course for 1st year medical students, *Introduction to Clinical Medicine*, focused on interviewing and communication skills.
- Taught principles of nutrition aligned with medical interventions in the medical student and residency curriculum.
- Developed and supervised community based research/education projects, which have nutrition and exercise (lifestyle intervention) focus.

Consultant, Family Planning Fellowship, Albert Einstein College of Medicine, Department of Family and Social Medicine, Bronx, New York, (2005-2009)

- Conducted workshops with physicians to enhance their teaching skills with medical students and residents, with a focus on reproductive health curriculum in the primary care setting.

Core Faculty, Faculty Development Fellowship, Albert Einstein College of Medicine, Department of Family and Social Medicine, Bronx, New York, (2002-2005)

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- Developed and conducted weekly workshops with physicians to enhance their teaching skills with medical students and residents in diverse education settings (clinic, classroom).
- Guided curriculum development projects; provided evaluation expertise to measure outcomes.

Adjunct Professor, SUNY at Stony Brook, School of Professional Development, Stony Brook, New York, (2002-2004)

- Principles of Adult Learning (graduate level asynchronous on-line course)

Consultant, Faculty Development Fellowship, Albert Einstein College of Medicine, Department of Family and Social Medicine, Bronx, New York, (2000-2001)

- Developed and conducted weekly workshops with physicians to enhance their teaching skills with medical students and residents.

Associate Professor, Marymount College, Human Ecology/Foods and Nutrition Program, Tarrytown, New York, (1998-2001)

- Taught undergraduate nutrition students major courses; advised weekend college nutrition students.
- Provided service to campus committees, including faculty enrichment and outcomes assessment.

Assistant Professor, Adjunct, C.W. Post Campus/LIU, Brookville, NY, (1983-1998) Instructor, C.W. Post Campus/LIU, Brookville, New York, (1983-1994)

- Prepared curriculum for and taught clinical seminar for supervised practice program.
- Taught undergraduate and graduate nutrition classes in all areas of nutritional science, health and disease, and clinical practicum.
- Mentored graduate nutrition students for clinical research Masters' thesis.

Major Administrative Leadership Positions

Program Director, Health Professions Education, MEd degree and Advanced Certificate, Hofstra University, School of Health Professions and Human Services (2016-present)

Associate Dean of Educational Skills Development and Vice President of Faculty Development, Northwell Health Organization, Barbara & Donald Zucker School of Medicine (SOM) at Hofstra/Northwell, Uniondale, NY (2009-present)

- Develop, implement and evaluate the strategic vision for a comprehensive faculty development program, supporting new medical education initiatives for both the graduate (GME) and undergraduate medical education (UGME), which reside at both the Health Organization and School of Medicine.
- Core School of Medicine leadership, developing and implementing the School of Medicine curriculum, including goals, objectives, education and assessment strategies for the undergraduate medical education program at the School of Medicine.

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- Mentor School of Medicine faculty and health system health professionals to develop, implement and disseminate educational scholarship related to their clinical specialty and medical education (ongoing).
- Serve on Zucker SOM Curriculum Committee and two subcommittees, representing faculty development(2011-present).
- Zucker SOM Faculty Council member (September 2015-present).
- Creator and leader of Northwell Health Virtual Medical Education Journal Club-a monthly webinar focused on medical education topics and literature (2014-present).
- Zucker SOM A and P Committee (2016-present).
- Director, Mentoring and Professionalism in Training (MAP-IT), a system-wide longitudinal interprofessional faculty development program focused on developing skills to enhance professionalism and humanistic mentoring in the clinical environment for all learners (2015-present).
- Leadership oversight of curriculum, assessment, and implementation as well as a faculty facilitator for Mentoring and Professionalism in Training (MAP-IT) 2.0, a professional development program to support faculty and staff development in Anti-Racism and Allyship knowledge and skills (2021-present).

Assistant Director, Medical Education, Department of Family and Social Medicine, Albert Einstein College of Medicine (AECOM), Bronx, NY, (2003-2009)

- Coordinated and evaluated the curriculum for the family medicine clerkship for 3rd year medical students and the Family Medicine residency program.
- Worked directly with family medicine faculty to develop, implement and evaluate curriculum that supports the LCME objectives and ACGME competencies.
- Participated in planning and delivery of department faculty development programs.
- Worked with medical and family medicine residents to develop and implement community-based intervention projects.
- Maintained department-sponsored elective opportunities for 4th year students.
- Served as co-chair of the Department's Division of Education, which plans, implements and evaluates all educational components of the department, including grants and faculty development activities.
- Co-facilitated an educational scholarship group to support faculty efforts to focus on educational scholarship projects, with a goal of increased professional presentation and publications.
- Served on the AECOM Division of Education selected subcommittees: Education and Faculty Support, Medical Students Project, and Clinical Skills Assessment.
- Member of the AECOM Council of Graduate Medical Education Committee.
- Co-writer and collaborator for federal grants focused on curricular change and faculty development, specifically designing educational goals and objectives and assessment of learning and evaluation plans.

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College Associate Dean of Academic Affairs: Health, Education, and Human Services, Suffolk County Community College, Selden, New York (2002-2003)

- Coordinated with the College Executive Dean for Curriculum and Instruction to provide college-wide leadership in the development and implementation of academic programs, policies and procedures for the areas of health, education and human services.

Activity Coordinator, Title III Grant: Improving Academic Quality through Outcomes Assessment and Faculty Development, Suffolk County Community College, Selden, New York, (2002-2003)

- Supervised two grant Personnel, Coordinator for Curriculum Development and Assessment and Instructional Development Coordinator.
- Monitored all grant activities to assure objectives were being met; implemented evaluation plan; monitored budget; prepared progress reports for the College and federal funding agency.

Faculty Coordinator for Curriculum Development and Assessment, Suffolk County Community College, Selden, New York, (2001-2003)

- Designed an outcomes assessment manual.
- Directed academic program and course review teams.
- Guided curriculum revision to achieve desired outcomes.
- Assisted faculty with outcomes-oriented program and course outlines.
- Advised faculty on assessment strategies.
- Collaborated with campus teaching and learning centers on faculty development.
- Coordinated college-wide faculty development schedule.
- Facilitated faculty teaching fellows summer institute.
- Participated in design, and data collection and analysis to measure grant objectives.

Program Director, Dietetic Internship, C.W. Post Campus/LIU, Brookville, New York, (1988-1998)

- Developed and implemented policies, procedures and curriculum for a graduate clinical education program.
- Supervised and evaluated 20 graduate students annually in all clinical rotations.
- Coordinated responsibilities of adjunct faculty clinical coordinators.
- Recruited applicants and coordinated selective admission process.
- Conducted annual program evaluation, external and internal.
- Maintained program accreditation standards.
- Established and maintained 90 clinical affiliation contracts.
- Chaired multidisciplinary advisory board.
- Mentored alumni, specifically regarding career opportunities.

Director, Nutrition Programs, C.W. Post Campus/LIU, Brookville, New York, (1983-1988)

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- Revised graduate curriculum and developed and implemented a 4 year bachelor's degree curriculum for undergraduate nutrition program.
- Initiated and achieved program accreditation by the State Department of Education and the professional accrediting organization.
- Recruited and advised students for graduate and undergraduate degree programs.
- Prepared a self-study report for accreditation of a supervised clinical practice program.
- Developed and implemented nutrition continuing education programs for professionalism.

Committee Service (Local/National)

2021-present	Clinical Learning Environment (CLE)	
	Scorecard External Advisory Board	UCSF/Macy Foundation
2019-present	MedEd Portal Faculty Mentor Program	AAMC/MedEd Portal
2021-present	Board of Directors	IAMSE
2020-present	Invited Member, Medical education Research and Evaluation Professional Development Committee	AAMC/MESRE
2017-2021	Continuing Professional Development (CPD) Chair & Steering Committee & SIG Chair	AAMC/NEGEA Region
2017-present	Women in Medicine Mentorship	Northwell Health
2016-present	Academy of Medical Educators	School of Medicine
2016-present	Appointment and Promotions	School of Medicine
2015-present	Faculty Council	School of Medicine
2014-2016	LEAD Faculty & Mentor/Advisor	AAMC
2012-present	Reviewer (external) for Scholarship in Teaching Award	Case Western Reserve U. SOM
2012-present	Publications Committee	IAMSE
2011-present	Second 100 weeks	School of Medicine
2010-present	Ethics Committee	Northwell Health
2009-present	Curriculum Committee	School of Medicine
2009-present	Curriculum Integration	School of Medicine
2009-present	First 100 Weeks	School of Medicine
2009-present	Graduate Medical Education	Northwell Health
2012, 2017	Program Planning Committee	IAMSE Annual Meeting
2009-2010	Past Chair, Faculty Development	Society of Teachers of Family Medicine
2008-2009	Chair, Faculty Development	Society of Teachers of Family Medicine
2007-2008	Chair Elect, Faculty Development	Society of Teachers of Family Medicine
2007-2008	Chair, Ethics Committee	American Dietetic Association
2005-2008	Ethics Committee, Member	American Dietetic Association
2006-2009	Group Editor, FMDRL	Society of Teachers of Family Medicine
2002-2009	Co-Editor DEP-LINE Newsletter	American Dietetic Association

Grant Reviewer Activities

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- AAMC/NEGEA Educational Research/Innovation Grant Program/Professional Development Awards
- Zucker SOM at Hofstra/Northwell proposals through the Academy of Medical Educators (AME)

Peer Reviewer of Submitted Articles for Publication

- MedEdPortal: The Journal of Teaching and Learning Resources (AAMC)
- Medical Teacher (AMEE/International Journal)
- Medical Science Educator (IAMSE/International Journal)
- Medical Education Online Journal
- Journal of Graduate Medical Education-Top Reviewer Status
- Teaching and Learning in Medicine
- Journal of Continuing Education for Health Professionals

Editorial Board (International)

- Medical Teacher (AAME Journal) (2019)

Report of Funded Projects

Current (Northwell Health)

- Co-Principal Investigator, HRSA, Section VII-Primary Care Training and Enhancement and Geriatric Workforce Enhancement Programs- *IMPACcT: Improving Patient Access, Care and Cost through Training* (2015-2020).
- Core Faculty, Department of Family Medicine at Oregon Health & Science University, *Professionals Accelerating Clinical and Educational Redesign (PACER)*. A program to help build interprofessional faculty teams equipped to transform their clinical practices and educational programs to prepare their trainees to work together in high performing patient centered medical homes. (2016-2018)
- Principal Investigator, Arnold P. Gold Foundation Grant on Mentoring to Promote Humanistic Patient Care -*Mentoring and Professionalism in Training (MAP-IT)*. (2014 – 2016).

Current (Zucker School of Medicine at Hofstra/Northwell)

- Institutional Collaborator, AAMC/NEGEA Collaborative Research Grant Program, *Building a model for mentorship to increase medical education scholarship: a qualitative study*. (2016-2019)

Past (Zucker School of Medicine at Hofstra/Northwell)

- Project Team/Educational Consultant, AAMC/NEGEA Educational Research/Innovation Grant Program, *Defining Best Practice Models for Advising/Mentoring Programs in Millennial Medical Schools*. (2012- 2014)

Past (AECOM/Montefiore Medical Center)

- Co-Principal Investigator, HRSA, Title VII, Section 747, *Faculty Development in Primary Care*. (July 2007-June 2010)
- Director, *Grants for Excellence in Medical Education: Emergency Contraception Education During a 3rd Year Family Medicine Clerkship*. AECOM/Division of Education (June 2006-June 2009)

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- Core member of the evaluation team of a NIH funded K07 grant to introduce and enhance behavioral and social sciences into the medical school curriculum. (September 2005-August 2010)
- Co-Coordinator, Academic Administrative Units Grant, HRSA Title VII. (September 2005-August 2008)
- Evaluator, Residency Program Training, HRSA Title VII. (July 2005- August 2008)
- Core Faculty and Evaluator, PreDoc Training, HRSA Title VII. (July 2005-August 2008)
- Principal Investigator and Co-Director Health Careers Opportunity Program, HRSA funded. (September 2004-August 2007)
- Director, *Grants for Excellence in Medical Education: A Multimedia Clinical Case Examination for a Family Medicine Clerkship*. AECOM/Division of Education (June 2004-June 2007)

Teaching and Training

Students at Barbara & Donald Zucker School of Medicine (SOM) at Hofstra/Northwell

- *The Narrative Perspective and Reflective Writing: An Elective in Medical Humanities* for MS4 students: develop, coordinate and evaluate the curriculum with diverse faculty skilled in the medical humanities.
- *Medical Student as Teacher MS4 Elective*: develop, coordinate, teach and evaluate a 4-week elective curriculum with focus on medical student as teacher.
- *Tell Me More* ®(*TMM*): oversee and evaluate 2-week MS4 elective focused on reconnecting core communication skills, especially empathy, to patient-clinician conversations and better understanding “who the patient is as a person.”
- *Healer’s Art*, a nationally recognized program for medical schools: train faculty and facilitate small groups of MS1 students electing to be in this annual program at the SOM.
- Facilitate small group sessions in the SOM Communications Theme, a four year integrated communications’ content and skills-based curriculum for the medical students.
- Facilitate small group teaching for Professionalism/Ethics curriculum thread.
- Plan and implement formative and summative clinical skills based exercises, with standardized patients, to assess the development of students’ communications skills longitudinally.
- Family Head for UGME medical students across their MS1/2/3/4s years.
- Direct and implement the Reflective Practice Curriculum that crosses the School of Medicine for students and the Health System for faculty, trainees and staff.
- Plan and implement the integrated nutrition science curriculum, applicable to both the physiology and pathophysiology of disease mechanisms.
- Teach a graduate level Hofstra University, School of Education course entitled *Teaching and Learning*.

Residents at Northwell Health Organization

- Develop, implement, evaluate and facilitate *Resident as Teacher (RAT)* course for all Northwell residency education programs.
- Develop, implement, evaluate and facilitate *Chief Resident: Leader, Manager and Mentor* course for all Northwell residency education programs.

Faculty at Barbara & Donald Zucker School of Medicine (SOM) at Hofstra/Northwell

- Faculty, AAMC Leadership Education and Development (LEAD) certificate program

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(this position was selected through a national peer-review process).

- Develop, implement and facilitate Faculty Development Workshops focused on teaching and learning for all faculty at the SOM and Health System (CME).
- Develop, implement and facilitate a course for Northwell faculty: *Educational Research Skills Development (ERSD)* (CME).
- Develop, implement and facilitate a course for Northwell faculty: *Learning Drives Teaching and Assessment (LDTA)* (CME).
- Invited annually as faculty to facilitate small group sessions and electives at the Harvard Macy Institute, A Systems Approach to Assessment in Health Professions Education (CME).
- Mentor faculty as an inaugural member of the Zucker SOM Academy of Medical Educators.
- Support faculty development of nursing and physician assistant faculty.

Outside Teaching/Consulting

- Education for healthcare Professionals (EDHP) Program, Accreditation Site Visit Academic Programmatic Review (September 2020), Texas A and M.
- Essentials of Medical Education (ESME), Tutor, AMEE, online course (Fall 2018 and Spring 2019).

Invited Presentations

Local

Fornari A. Mentorship, Coaching and Sponsorship (December 2020). Women in Medicine Leadership Series. Northwell Health System.

Fornari, A. (February 2020) “Educational Pearls: Science of Learning to Support Active Learning Strategies”. NYU Long Island School of Medicine, Medical Education Grand Rounds.

Fornari, A. (May 2019). “Making Mentoring Work for the Mentor and Mentee.” SWIMC Spring Women in Medicine Conference Planning Committee.

Fornari, A. (May 2019). “Fighting Burnout with Humanism.” SWIMC Spring Women in Medicine Conference Planning Committee.

Fornari, A. (January 2010-present). “Medical Education Grand Rounds.” Northwell Health Organization (varying dates and clinical departments).

Fornari A. (September 2014). “Reflective Practice: A lifelong learning tool.” Stony Brook University Medical School/Winthrop University Hospital Regional Campus.

Fornari A. (September 2014). “Faculty Development, moving to ‘communities of practice’: How can our faculty development efforts shift paradigms to meet the current and future demands of medical education?” Stony Brook University Medical School/Winthrop University Hospital Campus.

Regional

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Fornari, A. (October 2019) Visiting Professor “Educational Pearls” St. Luke’s University Healthcare Network, Bethlehem, PA

Fornari, A. (October 2019) Visiting Professor “Mentoring as a GME Culture Shift” St. Luke’s University Healthcare Network, Bethlehem, PA

Schlegel EFM, **Fornari A**, Olvet D M., Cassara C, Bird J. Insights and Best Practices from A Longitudinal MS4Medica Students as Teacher Elective (MST). Poster presented at the Northeast Group on Educational Affairs (NEGEA), Philadelphia, PA, April 2019.

Fornari, A. (April 2019). “Getting Your Educational Resources Published in MedEdPORTAL, The Journal of Teaching and Learning Resources.” AAMC/NEGEA.

Fornari, A. (April 2019). Co-Chair Special Interest Group: “Health Humanities.” AAMC/NEGEA.

Fornari, A. (February 2019). Consultant and Facilitator for Teaching and Learning Moments at Retreat: “Longitudinal Primary Care Training and Leadership.” (Duke University).

Fornari, A, Blanco, M. (April 2018). “Preparing a Submission to MedEd Portal-How does this differ from an Innovation article to Academic Medicine?” AAMC/NEGEA.

Fornari A, Herman W, Friedman K. (April 2018) Impacting Our Health Professions Education Community through a Virtual Medical Education Journal Club. Poster presented at Northeastern Group on Educational Affairs Annual Conference. Hempstead, NY.

Schlegel EFM, **Fornari A**, Cassara M, Bird J. Educating Medical Students to Become Great Teachers: A Longitudinal MS4 Medical Student as Teacher Elective (MST). Poster presented at the Northeast Group on Educational Affairs (NEGEA), Hempstead, NY, April, 2018.

Ginzburg, S., Yacht, A., Young J., Farina, G., **Fornari, A.** (Millennium Conference 2017-2019). “From Student to Doctor: Aligning UME and GME Teaching to Ensure Success.” Carl J. Shapiro Institute for Education and Research, Harvard Medical School/Beth Israel Deaconess Medical Center and AAMC.

Fornari A. (May 2017, April 2015). Workshop: “Preparing Faculty to be Humanistic Mentors across the Continuum of Medical Education.” AAMC/NEGEA.

Fornari A; Murray T. et al. (April 2014). Workshop: “Defining Best Practice Models for Advising/Mentoring Programs in Millennial Medical Schools: How can these models be shared with existing schools?” AAMC/NEGEA.

Fornari A. and Weiner, J. (February 2014). “The Hofstra Northshore-LIJ School of Medicine Communications Curriculum: The First 100 Weeks.” University of Vermont School of Medicine.

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Fornari, A. (January 2014). “Qualitative Research as a Mixed Methods Educational Research Approach.” The Commonwealth College of Medicine.

Fornari A. (May 2007). “Have you reached OZ yet with the competencies?” Bronx Lebanon Hospital, Department of Surgery, Grand Rounds.

Fornari A. (January 2007, March 2007). “Is Learning a Noun or Verb?” Planned Parenthood of NYC.

Fornari A. (January 2006). “Creating Significant Learning Experiences: An Integrated Approach to Designing Curriculum.” AECOM, Annual Davidoff Teaching Day.

Fornari A. (February 2005). “Curriculum Development and Evaluation: Beginning with Objectives.” AECOM, Annual Davidoff Teaching Day.

Fornari A. (April 2004). “Curriculum Development and Evaluation: Beginning the ACGME Outcomes Project.” Bronx Lebanon, Pediatric Faculty Retreat.

National

Fornari, A. (October 2021). Humanistic Mentoring: Roles of Mentors and Mentees. Mercer University School of Medicine, Faculty Development Lunch & Learn.

Fornari, A. (October 2021). Psychological Safety to Support a Model of Feedback and Coaching. Wright State University, Department of Surgery: Faculty Development Grand Rounds.

Fornari, A. (October 2021). Medical Education Grand Rounds: “How to Maximize the Power of a Humanistic Learning Environment”. Vanderbilt College of Medicine, Health Science Education Grand Rounds, The Office of Health Sciences Education, The Office for Continuous Professional Development and the Academy for Excellence in Education.

Fornari, A. (September 2021). Inaugural Education Keynote: “How to Maximize the Power of a Humanistic Learning Environment”. AAOMFS Annual Meeting.

Fornari A., Orner, D. (April, 2021) “Just in Time Teaching (JiTT): Using Technology to Enhance Professional Development”. GEA/NEGEA Annual Meeting.

Fornari A., Orner, D. (November 2020) “Just in Time Teaching (JiTT): Using Technology to Enhance Professional Development. Generalist Conference”.

Ahuja T., **Fornari A.** (November 2020) “Tell Me More: A Patient Centered Approach to Reignite Humanism at the Bedside; Generalist Conference”.

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Fornari A., Orner, D. (November 2020) “Just in Time Teaching (JiTT): Using Technology to Enhance Professional Development”. Generalist Conference.

Fornari, A. (February 2020). “Reflection as a Lifelong Learning Tool.” 2020 Faculty Development Summit and Interprofessional Preceptor Summit. (Keynote). Kansas University Medical Center, Kansas University, Kansas.

Fornari, A (February 2020). "Clinical Teaching, Active Learning, Educational Pearls". Visiting Professor: Marshall University-Joan C. Edwards School of Medicine, Huntington WV.

Fornari, A. (November 2019). “Developing Faculty in an Evolving Healthcare World: Where we Need to Go.” AAMC: Lead, Learn, Serve Annual Meeting, Phoenix, AZ.

Fornari, A. (October 2019). “Strategies for Humanism: Applying Humanism in Practice.” Gold Humanism Summit, Orlando, FL.

Fornari, A. (September 2019). “Tell Me More: A Transferable Model for Partnering with Patients as people.” The Schwartz Center for Compassionate Healthcare: Compassion in Action Healthcare Conference, Boston, MA.

Fornari, A. Visiting Professor, (May 2019). Workshop: “Active Learning: A Team Sport.” Marshall University, Joan C. Edwards School of Medicine, Huntington, West Virginia.

Fornari, A. Visiting Professor, (May 2019). Workshop: “Clinical Teaching and Learning.” Marshall University, Joan C. Edwards School of Medicine, Huntington, West Virginia.

Fornari, A. Visiting Professor, (May 2019). Workshop: “Educational Pearls to Enhance the Learning Environment: Implications for Surgery.” (Grand Rounds) Marshall University, Joan C. Edwards School of Medicine.

Fornari, A. Visiting Professor, (May 2019), Keynote: “Preparing Faculty to be Humanistic Mentors across the Continuum of Medical Education.” Eastern Virginia Medical School (EVMS).

Fornari, A., Visiting Professor, (May 2019). Workshop: “Educational Pearls.” Eastern Virginia Medical School (EVMS).

Marrast, L., Block L, **Fornari, A.** (May 2019). “Self-Advocacy: Goal Setting, Career Planning and Self-Assessment for Trainees and Early Career faculty.” APDIM/SGIM Annual Meeting.

Pilapil, M., Martinez, J., Block, L., Coletti, D., Keber, B., Lu, C., Digregorio, J., **Fornari, A.** (May 2019). Oral Innovation: “Enhancing Trainee Education and Practice through community partnership: building an interdisciplinary, interprofessional community Health Track”. APDIM/SGIM Annual Meeting.

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Friedman, K., **Fornari, A.**, Young, J. (April 2019). “Calling All Clinician Educators! Time for Clinician Educator 2.0 Reporting of Meaningful Outcome Measures.” Alliance for Academic Internal Medicine.

Fornari A. Ahuja T. Barnes B. (November 2018 and April 2019). “Engaging Ambulatory Community Faculty to Better Align Educational Expectations with Outcomes.” AAMC: Lead, Learn, Serve Annual Meeting and AAMC/NEGEA Regional Meeting.

Fornari, A. Discussant/Facilitator, (November 2018). “Proactive Student Interventions.” AAMC: Lead, Learn, Serve Annual meeting.

Block L., Ginzburg S., **Fornari A.** (September 2018). “Building a medical school “family”: A longitudinal learning community to foster communication, clinical skill acquisition and professional identity formation in an integrated curriculum.” Poster at Learning Communities Conference, Mt Sinai, NYC.

Fornari A. Visiting Professor, (February 2018, October 2018). Active Learning and Health Humanities and Integrated Assessment. Chicago Medical School at Rosalind Franklin University.

Fornari, A. Visiting Professor, (February 2018). “Active Learning and Health Humanities.” Rush Medical College.

Fornari, A. Panel Moderator, (November 2017). “Faculty Development.” AAMC: Lead, Learn, Serve Annual meeting.

Goldberg, G, John, J, **Fornari A.**, Schlegel E, Cassara M. (2017). “Peer Teaching through Clinical Reasoning: Creating a ‘home’ in a Longitudinal MS4 Medical Student as Teacher Elective.” Directors of Clinical Skills (DOCS).

Fornari A. (November 2016). Emerging Solutions Session: “New Programs to Develop Faculty into Humanistic Mentors: emerging solutions to address the humanism gap.” AAMC: Lead, Learn, Serve Annual Meeting.

Fornari, A. (November 2016). “Mentoring in Educational Scholarship: Aligning Values for Successful Collaboration, Cooperation, and Consultation.” Medical Education Scholarship, Research, and Evaluation (MESRE) Group on Educational Affairs (GEA); AAMC.

Fornari, A. (November 2016). Poster: “Mentoring and Professionalism in Training (MAP-IT).” Mayo Clinic Medical Humanities Conference.

Martin L., **Fornari A.** (November 2016). “Creation of a Medical Humanities Program, Osler Society at Hofstra Northwell School of Medicine.” Mayo Clinic Medical Humanities Conference.

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Fornari A. (November 2015). “Preparing Faculty to be Humanistic Mentors across the Continuum of Medical Education.” AAMC/Medical Education Innovation session.

Fornari A. (April 2015). Workshop: “Preparing Faculty to be Humanistic Mentors across the Continuum of Medical Education.” AAMC/NEGEA.

Jhaveri KD, Berger E, Shah HH, Ouchi T, Mandel H, Hirsch B, Farber N, Nelkin M, Murn M, **Fornari A.** (November 2014). Poster: “Narrative Medicine Reflective Writing in the Dialysis Unit.” American Society of Nephrology.

Fornari A., Blanco M. (April 2014). Workshop: “Faculty Development, moving to ‘communities of practice’: How can our faculty development efforts shift paradigms to meet the current and future demands of medical education?” AAMC/NEGEA.

Simpson D, **Fornari A.** Barrett F. (November 2013). “Leveraging Faculty Development for Teachers to Meet Multiple Priorities: Objective Structured Clinical Encounters (OSTEs) as Proof of Concept.” AAMC/NEGEA.

Fornari, A et al. (April 2013). “A developmentally based longitudinal undergraduate medical education curriculum in communication and interpersonal skills: Can you bring this to your own institution?” NEGEA/AAMC.

Fornari, A et al. (October 2012). “The Impact of Longitudinal Relationships on Clinical Teaching and Implications for Faculty Development: Reflection, Integration and Assessment (RIA) Week for a Longitudinal Integrated Clerkship (LIC) Model.” Consortium of Integrated Longitudinal Clerkships (CLIC).

Fornari, A. et al. (March 2012). “What is in Your ‘Faculty Development Sandbox’? How to start a new one or refresh an existing one.” NEGEA Regional Meeting.

Fornari, A. (March 2011). “Expanding Research to Educational Scholarship Moving Beyond Lectures: Integrating Active Learning Strategies.” NEGEA Regional Meeting.

Fornari A. et al. (April 2007). “Developmental and Competency Performance Assessment: A Resident Evaluation Form Assessing Competency for Patient Care/Medical Knowledge.” Society of Teachers of Family Medicine, Annual Meeting.

Fornari A. et al. (April 2006). “Developmental and Competency Performance Assessment: Beginning with an Inpatient Form.” Society of Teachers of Family Medicine, Annual Meeting.

Fornari A. (December, 2006, May 2007, December 2007 and May 2008). Webinar: “Ethical Decision Making and End of Life Care.” University of Texas, Teleconference.

Fornari, A. Ethics Committee (National), (September 2006). “Applying ADA/CDR Code of Ethics to Daily Practice.” FNCE.

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Fornari A. et al. (May 2005).

“Reframing July-Building a ‘Learning Home’ for Residents with an Introduction to Family Medicine Rotation.”

“Designing and Implementing a Competency and Evidence-based Curriculum in Maternal and Child Health.”

“Teaching Domestic Violence Diagnosis in the Context of HIV Testing and Partner Notification.”

“Engaging PGY-1 Residents in COPC: Experiential Learning through Community Mapping.” Society of Teachers of Family Medicine, Annual Meeting.

Fornari A. et al. (January 2005).

“Bronx Medical Students Attack the Obesity Epidemic: Health Not Cosmetics.”

“Change in Student Attitudes in a Mandatory Clerkship Experience at a Clinic for Uninsured Patients.”

“Discovering Community in a Third-year Clerkship: COPC Projects Connected to Population Health Issues.”

Society of Teachers of Family Medicine Annual Pre-Doctoral Meeting.

Fornari A. et al. (October 2004).

“Incorporating Complementary and Alternative Medicine into Ambulatory Care Teaching.”

“Competency-based Evaluation of Nutrition Skills.”

“Designing and Implementing a Competency and Evidence-based Curriculum in Maternal and Child Health.”

“Ambulatory Care Teaching and Learning: Making the Transition to Competency Based Education.”

Northeast Regional Family Medicine Conference.

Fornari A. (November 2004, March 2004, October 2003). “Nutrition and Ethical Decision Making.” Dietetic Professional Interest Groups.

Fornari A. (June 2003). Webinar: “Ethics in Dietetic Practice and Education.” University of Texas, Teleconference.

Fornari A. (April 2003). Webinar: “End of Life Decision Making: Nutrition and Hydration.” American Dietetic Association, Teleconference.

Fornari A. (April 2000). “Discussion Teaching.” American Dietetic Association: Dietetic Educators of Practitioners.

International

Ahuja T, **Fornari A** (October 2021). Tell Me More®: A Patient-Centered Approach for Medical Students to Reignite Humanism. Workshop: International Conference on Communication in Healthcare (ICCH).

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Ahuja T, **Fornari A** (October 2021). Faculty Perceptions on Satisfaction and Attitude Towards Teaching Communication Skills in the Virtual Learning Environment. Poster: International Conference on Communication in Healthcare (ICCH).

Fornari, A (October 2021). Just in Time Teaching (JiTT) App: Using Technology to Enhance Professional Development. Poster-International Conference on Residency Education (ICRE) Annual Meeting, Royal College of Canada.

Fornari, A. (August 2021). Just in Time Teaching (JiTT) App: Using Technology to Enhance Professional Development. AMEE IFD Meeting -Oral Presentation

Fornari, A. (June 2021). Just in Time Teaching (JiTT) App: Using Technology to Enhance Professional Development. IAMSE International Meeting -Oral Presentation

Fornari, A. (May 2021). “Just in Time Teaching (JiTT) infographics Teaching Tools: App Development to Support Technologically Assisted Faculty Development”. Academia Disrupted Innovations & Dilemmas Prompted by the COVID-19 Pandemic: McMaster 14th Annual FacDev Day -Keynote Presentation

Fornari, A. (September 2020). “Just in Time Teaching: Technology Enhanced Faculty Development” . International Association of Medical Science Educators (AMEE-Virtual)

Fornari, A. (June 2020). “Just in Time Teaching: Technology Enhanced Faculty Development” . International Association of Medical Science Educators (IAMSE-Virtual)

Fornari, A. (September 2019). IAMSE Webinar Series: Reimaging Faculty Development in Health Science Education, “The Current Landscape of Faculty Development: Challenges and Opportunities.”

Fornari, A. (September 2019). Workshops:

“Promoting Connections Through Mentoring Networks.”

“Geographically dispersed Faculty Development: How do we make it Work.”

“Using Appreciative Inquiry to Foster a Culture of Wellness.”

International Conference on Faculty Development in the Health Professions (IFDC), Ottawa, CA.

Fornari, A. (September 2019). “A longitudinal interprofessional faculty development program: Adds meaning to work and builds resilience.” International Conference on Faculty Development in the Health Professions (IFDC), Ottawa, CA.

Fornari A, Herman W, Friedman K. Impacting Our Health Professions Education Community through a Virtual Medical Education Journal Club. (September 2019) Poster presented at International Conference on Residency Education Annual Meeting. Ottawa, CA.

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Fornari, A. (August 2019). “Narrative Perspective and Reflective Writing: A Longitudinal Elective in Health Humanities.” Association of Medical Education of Europe (AMEE) Annual Meeting.

Fornari, A. (August 2019). “Innovative, Comprehensive Faculty Development for Large Group Teaching in a Medical School affiliated with a Large Healthcare System.” Association of Medical Education of Europe (AMEE) Annual Meeting.

Fornari, A. (August 2019). “A Speed Mentoring Workshop: A Venue for Health Professions Educators to Network and Seek Advice from Experts.” Association of Medical Education of Europe (AMEE) Annual Meeting.

Fornari, A. (October-December 2018; March-June 2019). “Essential Skills in Medical Education; Tutor, A high quality online course for teachers in the health professions.” Association of Medical Education of Europe (AMEE/ESME) Online.

Fornari A, Blatt, B. (October 2017). “Mentorship and Professionalism in Training (MAP-IT): A humanistic mentoring program through the lens of critical reflection and experiential learning.” Centile: International Conference to Promote Resilience, Empathy and Well-Being in Health Care Professions.

Fornari A, Blanco M. (August 2017). “Nurturing Community of Practices as a Faculty Development Model.” International Faculty Development Conference (IFD).

Fornari A. (August 2017). “Mentorship and Professionalism in Training (MAP-IT): A humanistic mentoring program through the lens of critical reflection and experiential learning.” Association of Medical Education of Europe (AMEE).

Fornari A. Ponzanski, Ann. (June 2016). “Active Learning in Large Classroom Discussions.” International Association of Medical Science Educators (IAMSE) meeting.

Fornari, A. et al. (September 2015). Pre-conference Workshop: “Objective Structured Teaching Encounters (OSTE’s) for Educators’ Deliberate Practice.” Association of Medical Education of Europe (AMEE) Annual Meeting.

Kachur E. **Fornari A. et al.** (September 2014). “Creating OSCEs to Engage your Learners-Regardless of Topic.” Association of Medical Education of Europe (AMEE) Annual Meeting.

Fornari A. Linsenmeyer M. (June 2014). “OSTEs as a Faculty Development Method for Teaching Faculty How to Integrate Clinical and Basic Science.” International Association of Medical Science Educators (IAMSE) Annual Meeting.

Fornari, A et al. (April 2014). Pre-conference workshop: “From OSCE to OSTE: Using Objective Structured Teaching Encounters for Educators’ Deliberate Practice.” Ottawa Conference.

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Fornari, A et al. (April 2014). “Reflection, Integration and Assessment (RIA) Week in an Integrated Competency-Based Curriculum Model.” Ottawa Conference.

Jirasevijinda, T. **Fornari A.** et al. (April 2014). “The Power of Words: Assessing the Depth of Reflection in Learner Narratives and Creating a Culture of Reflective Practice.” Ottawa Conference.

Fornari, A. et al. (August 2013). “Live Teaching Challenge- a Tool for Learning and Faculty Development.” Association of Medical Education in Europe (AMEE).

Fornari, A. (December 2013). Webinar: “Continuing Professional Development: OSTEs with Standardized Learners to Re-Ignite Clinical Faculty's Skills with Trainees.” Med Ed World/Association of Medical Education in Europe (AMEE).

Fornari, A. (June 2012). “Developmental Assessment: Competency Based Models in Medical Education.” International Association of Medical Science Educators (IAMSE) Annual Meeting.

Fornari A. et al. (May 2010).

“Developmental and Competency Performance Assessment: Evaluate tools to Assess Competency and Beyond throughout Medical Education Training.”

“Developmental Performance Assessment: A Resident Evaluation Form Assessing Competency for Professionalism.”

Ottawa Conference.

Academic Awards Received

AAMC/NEGEA Award, April 2022.

International Association of Medical Science Educators (IAMSE), Distinguished Career Award for Excellence in Teaching and Educational Scholarship, June 2021.

Association of Medical Education of Europe (AMEE)-recognition as a Fellow of AMEE (FAMEE), February 2020

The Schwartz Center for Compassionate Healthcare: Compassion in Action Healthcare Conference, Boston, MA, Corman Impact Honor Recognition, Mentoring and Professionalism In Training Program (MAP-IT), September 2019

Zucker SOM & Northwell Health, The Carolyn Snipe Award for Outstanding Achievement in Graduate Medical Education, June 2018

New York Academy of Medicine (NYAM); inducted as Fellow of the NYAM, November 2017

Family Medicine Department Recognition Award for Leadership, Hofstra Northwell Department of Family Medicine, March 2016

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Family Medicine Director's Award, For Excellence in Family Medicine Education, Residency Program in Social Medicine, MMC/AECOM, June 2007

Professional Development/Workshops

Leadership Excellence in Educating for Professionalism (LEEP) Fellowship, Academy for Professionalism in Health Care (APHC). A career faculty development program that focuses on several core areas of medical professionalism: professional identity formation, organizational professionalism, resiliency and social justice. (September 2020-November 2021) .

Harvard Macy Institute, **Become a Digital Citizen - Technology in Health Care Education** (October 2015).

Medical Humanities: Clinical & Pedagogical Perspectives: The Kienle Symposium sponsored by Penn State College of Medicine, Department of Medical Humanities, to provide a practical experience and pedagogical strategies for teaching in the field of medical humanities. (May 2014).

Faculty Advisor, AAMC LEAD Program (<https://www.aamc.org/members/gea/lead/>): As a faculty advisor, was selected through a competitive application and peer review process to oversee two faculty fellows in the NEGEA and one local fellow throughout their LEAD Certificate Program. The Leadership Education and Development (LEAD) Certificate Program is an intensive, two-year, cohort-based leadership development program that provides the knowledge, skills, values, and practical experience educational professionals in academic medicine need to be successful leaders. (April 2014-April 2016).

Healer's Art Faculty Development Workshop: Formal training to direct the Healer's Art Program offered annually at the SOM and facilitate small student groups, which are offered through the healer's art curriculum model. (March 2014).

Harvard Macy Institute, **A Systems Approach to Assessment in Health Professions Education** (participant March 2012, faculty facilitator 2013/2014/2015/2016/2017/2018/2019/2020).

American Association of Medical Colleges, Group on Educational Affairs, **Medical Education Research Certificate (MERC) Program**, (Completed November 2009).

Harvard Macy Institute, **Difficult Conversations in Healthcare: Pedagogy and Practice** (January, 2007).

Harvard Macy Institute, **Program for Leaders in Healthcare Education**, Harvard Medical School (participant June, 2006, faculty facilitator 2009/2010/2019/2020).

ICCD Administrative Leadership Conference, **Emotional Intelligence and Leadership**, Cornell University (July 2002).

SUNY Teaching, Learning and Technology Cooperative (TLT), **Creating Online Learning Activities and Assessments for Adult Distance Learners** (February-April 2002).

Scholarship

Invited Publications

Fornari A, Shah D. (Eds). (November 2021-in press). *Mentoring in Health Professions Education: Evidence Informed Strategies Across the Continuum*. International Association of Medical Science Educators (IAMSE). Springer Publishing.

Branch WT Jr. and the Interprofessional Faculty Development Curriculum in Humanism Group. Faculty Development for the Interprofessional Teaching of Humanism, Fostering Medical Humanism Through Faculty Role Models: A Faculty Development Curriculum. 2018. Module 7, 8,11 (A Co-Author). Available at: <http://facdevhumanism.squarespace.com>

Fornari, A., Torbeck, L. “Faculty Development: Invest in your Greatest Resource!” (2020). Current Trends in Simulation-Based Education. Chicago IL. American College of Surgeons.

Weissmann, P., **Fornari, A.** and Branch, W.T. (2019). “Humanism and Medical Treatment: Clinicians and Patients Finding Common Ground.” in Fornari, V. & Dancyger, I. (Eds.) *Psychiatric Nonadherence: A Solutions-Based Approach*; Springer Nature, Switzerland, p. 113-127.

Fornari A, Poznanski A. (Eds). (September 2015). *How-To Guide for Active Learning*. International Association of Medical Science Educators (IAMSE).

Fornari A, Hirsch B. In A. Peterkin, & P. Brett-MacLean (Eds.) (November 2016). “A Traditional Departmental Grand Rounds Format Shifts a Health System Culture toward Reflective Practice.” *Keeping Reflection Fresh: A Practical Guide for Clinical Educators*, Kent State University Press.

Fornari A, Stein AB., In Cristian A (ed). (2014). “The use of narrative medicine and reflection for practice based learning and improvement.” *Rehabilitation Medicine Core Competencies Curriculum*, Demos Medical Publishing Co.

Fornari, A. (2013). Reviewer: “Position of the Academy of Nutrition and Dietetics: Ethical and Legal Issues in Feeding and Hydration.” *J Acad Nutr Diet*. 113:828-833.

Fornari, A., Boyle, M., Sarcona S. (2013). “Twelve written case studies (in textbook chapters).” *Community Nutrition in Action: An Entrepreneurial Approach (6th Ed)*. California: Wadsworth.

Commission on Dietetic Registration, American Dietetic Association, Online Dietetics Preceptor Training Course (member of course Development Task Force), 2007. Available at: www.cdrnet.org/whatsnew. Accessed October 15, 2007.

Fornari A. In D. Deen and L. Hark (Eds.), (2007). “It is all about changing behaviors.” *The Complete Guide to Nutrition in Primary Care*. Blackwell Publishing, Malden Mass.

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Fornari A. (March 2007). “Is Learning a Noun or Verb?” *A Train the Trainer Manual for Planned Parenthood of NYC.*

McCallum, PA, **Fornari A** (2006). *The Clinical Guide to Oncology Nutrition: Nutrition in Palliative Care 2nd ed.* Chicago, Ill: American Dietetic Association.

Peer Reviewed Publications

Liakos W, Pearlman E, Fornari A. Frameworks for Effective Feedback in Health Professions Education. *Academic Medicine* Last Page (accepted, in press).

Ramani S, Chugh N, Chisolm M, Hays R, McKimm J, Kusurkar R, Fornari A, Thampy H, Wislon K, Filipe HP, Kachur E. Mentoring Relationship: A Mentee’s Journey. *Academic Medicine* Last Page (accepted, in press).

Findyartini A, Ramani S, McKimm J, Fornari A. Collaborative writing for clinical educators: recommendations from a community of scholars. *Clin Teach.* 2021;18:330–335.
<https://doi.org/10.1111/tct.13329>

Sirakis-Romanos, E., Demissie, S., **Fornari, A.**, (January 2021) Implementation of a Multi-Modal Palliative Care Curriculum for Pediatric Residents. *American Journal of Hospice & Palliative Medicine.* <https://doi.org/10.1177%2F1049909121990826>

Orner, D., **Fornari, A.**, Marks, S. Kreider, T. (December 2020) Impact of Using Infographics as a novel Just-in-time-Teaching (JiTT) tool to develop Residents as Teachers. *Med Ed Publish.* <https://doi.org/10.15694/mep.2020.000289.1>

MScKimm, J., Ramani, S., Kusurkar, R.A, **Fornari, A.**, Nadarajah, V.D., Thampy, H., Filipe, H. P., Kachur, E. K., Hays R., (October 2020) Capturing the wisdom of the crowd: health professions’ educators meet at a virtual world café. *Perspectives on Medical Education.* <https://doi.org/10.1007/s40037-020-00623-y>

Menzin AW, Kline M, George C, Schindler J, Yacht AC, Fornari A. Toward the quadruple aim: impact of a humanistic mentoring program to reduce burnout and foster resilience. *Mayo Clin Proc Innov Qual Outcomes.* Published online August 20, 2020.
doi:<https://doi.org/10.1016/j.mayocpiqo.2020.05.001>

Sheth, M., Samreen, N., Rapoport, I., Slanetz, P. J., **Fornari, A.**, Lewis, P., (July 2020) Harnessing the Power of Low-tech Collaborative Learning. *Journal of Breast Imaging, wbaa054,* <https://doi.org/10.1093/jbi/wbaa054>

Hernandez N., **Fornari A.**, Rose S., Torte L., (2020) Implementing inter-professional patient-family centered plan of care meetings on an inpatient hospital unit. *Patient Experience Journal: Vol. 7 : Iss. 1, Article 11.*

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Ramani S., Thampy H., McKimm J., Rogers G.D, Hays R., Rashmi A. Kusrkar, Daniel J. Schumacher, Elizabeth K. Kachur, **Fornari, A.** Chisolm M., Filipe H.P, Teri L. Turner T.L, & Wilson K.W., (2020): Twelve tips for organizing speed mentoring events for healthcare professionals at small or large-scale venues, *Medical Teacher*. 1-8

Ramani, S. McKimm, J. Thampy, H. O'Sullivan P. Rogers, G. Turner, T. Chisolm, M. Kusrkar, R. R. **Fornari, A.** Kachur, E. Wilson, K. Filipe, H. Schumacher, D.J.(2020) "From clinical educators to educational scholars and leaders: strategies for developing and advancing a career in health professions education". *The Clinical Teacher*. 17: 1- 6.

Tortez, L. M., Makaryus, A N., Quinlan, P S., George, C., Caruso, V. , Ricardo, A., Gilman, S., **Fornari, A.** (2019). "The long-term impact of an interprofessional humanistic faculty development programme: A qualitative investigation." *Journal of Evaluation in Clinical Practice* 1-9

Coletti, D., Yalakkishettar, P., Alexandri, M., Block, L., Martinez, J., **Fornari, A.**, Conigliaro, C. (2019) "A PCMH mind and a PCMH heart": Patient, faculty, and learner perspectives on collaborative care in an interprofessional team-based training programme." *Journal of Evaluation in Clinical Practice*.

Schlegel, Elisabeth F. M., Cassara, Michael, Olvet, Doreen M., **Fornari, Alice** (March 2019). "The Reflective Teaching Log (RTL): Effective Documentation of Participatory Teaching Requirements." *Medical Science Educator*

Cannone D, Atlas M, **Fornari A**, Barilla-LaBarca M-L, Hoffman M. (2019). "Delivering challenging news: an illness-trajectory communication curriculum for multispecialty oncology residents and fellows." *MedEdPORTAL* 15:10819. https://doi.org/10.15766/mep_2374-8265.10819

Sheth M., **Fornari, A.** et al. (May 2019). "Development of Breast Imaging Specific Entrustable Professional Activities Using a Double Delphi Technique." *Academic Radiology*: Vol. 26, Iss 5, p 591-596.

Friedman K, Herman S, **Fornari A.** Medical Education using Minimal Technology: Achieving Professional Development. *Med Educ Online*. 2019 Dec;24(1):1622365. PMID: 31122181

Qing, Danielle; Narayan, Anjali; Reese, Kristin; Hartman, Sarah; Ahuja, Taranjeet; and **Fornari, Alice** (2018). "Tell Me More: Promoting compassionate patient care through conversations with medical students." *Patient Experience Journal*: Vol. 5: Iss. 3, Article 19. Available at: <https://pxjournal.org/journal/vol5/iss3/19>

Roychoudhury M, Esposito M, **Fornari A.** (2018). "A Professionalism and Mentoring Curriculum for Pathology Residents in Training." *Academic Pathology*, Vol. 5.

Alice Fornari -Curriculum Vitae October, 2021

Goldberg GR, Weiner J, **Fornari A**, Pearlman RE, Farina GA. (2018). “Incorporation of an interprofessional palliative care-ethics experience into a required critical care acting internship.” *MedEdPORTAL*, 14:10760. https://doi.org/10.15766/mep_2374-8265.10760

Fornari A, Tortez L, Hirsch B. et al. (2018). "A Mixed-Methods Approach to Humanistic Interprofessional Faculty Development." *Journal of Continuing Education in the Health Professions*.

Cerrone S, **Fornari A**, Adelman P, Akbar S, Yacht A. (2017). “Using Objective Structured Teaching Encounters (OSTEs) to Prepare Chief Residents to be Emotionally Intelligent Leaders.” *Medical Education Online ZMEO*

Gannon PJ, Elkowitz E, **Fornari A**, Sorrentino G, Stern JHN, Kheck N, Shapiro T, Lacy NL, Steele DL, Chandran L.(May 2016). “Measuring Faculty Skill and Effectiveness in Conducting Interactive Learning Sessions—a Proposed Instrument.” *Medical Science Educator*.

Stevens SJ, **Fornari A**, and Kanner R. (2016). “The Pod System: An Innovative Strategy to Reform Residency Teaching Sessions in Neurology.” *Neurology*: Volume 86, Issue 2, e12-e15.

Reader S, **Fornari A**, Simon S, Townsend J. (2015). “Promoting Faculty Scholarship – An evaluation of a program for busy clinician-educators.” *Canadian Journal of Medical Education*. Vol 6 (1), e43-e60.

Balwan S, **Fornari A**, DiMarzio P, Verbsky J, Pekmezaris R, Stein J, Chaudhry S. (December 2015). “Use of Team Based Learning Pedagogy for Internal Medicine Ambulatory Resident Teaching.” *Journal of Graduate Medical Education*.

Sarcona AR, Burrowes JD, **Fornari A**. (Winter 2015). “Characteristics of an Effective preceptor: Dietetics Education as a Paradigm.” *Journal of Allied Health*. Vol 44, No 4, 229-235.

Fornari A. (January 2014). “Ethics in action: Approaches to ethical decision making.” *Journal of the Academy of Nutrition and Dietetics*.

Fornari A., Akbar S. (2014). “Critical Synthesis Package of the Assessment of Professional Behaviors (APB).” *MedEdPORTAL*; Available from: www.mededportal.org/publication/9902.

Kwiatkowski T, Rennie W, **Fornari A**, Akbar S. (July 2014). “Medical students as EMTs: skill building, confidence and professional formation.” *Medical Education Online* 2014, 19: 24829-<http://dx.doi.org/10.3402/meo.v19.24829>.

Cassara M, DeVoe B, **Fornari A**, Kwiatkowski T, Gallo K. (July 2014). “A Description of the Integration of Interprofessional Collaborative Practice Competencies in the First 100 Weeks of Medical Student Education.” *Medical Science Educator* <http://link.springer.com/article/10.1007/s40670-014-0057-7>.

Alice Fornari -Curriculum Vitae October, 2021

Fornari A, Murray TS, Menzin AW, Woo VA, Clifton M, Lombardi M, Steven Shelov S. (June 2014). “Mentoring program design and implementation in new medical schools.” *Medical Education Online* 2014, **19**: 24570 - <http://dx.doi.org/10.3402/meo.v19.24570>.

Merwin S, **Fornari A**, Lane LB. (January-February 2014). “A preliminary report on the initiation of a clinical research program in an orthopaedic surgery department: roadmaps and toolkits.” Accepted for publication: *Journal of Surgical Education*, vol 71(1).

Chaudhry S, Balwan S, Friedman KA Sunday S Chaudhry B, DiMisa D, **Fornari A**. (2013). “Moving Forward in GME Reform: A 4 + 1 Model of Resident Ambulatory Training.” *Journal of General Internal Medicine*: Volume 28, Issue 8 Page 1100-1104.

Fornari A, Fletcher J, Herbitter C, Boden L., Gold M. (2011) “Students as Patients and Teachers: Evaluation of an Experiential Emergency Contraception Project.” *Fam Med*:43(3), 172-178.

Tattelman E, Karnik A, **Fornari A**. (2011). “Questioning as a Tool in Teaching.” *MedEdPORTAL*. Available from: www.mededportal.org/publication/8419.

Indyk D, Deen D, **Fornari A**, Santos MT, Lu WH, Rucker L, (2011). “The influence of longitudinal mentoring on medical student selection of primary care residencies.” *BMC Medical Education*, 11:27.

Fornari A, Anderson M, Simon S, Korin E, Swiderski D, Strelnick AH. (2011). “Learning Social Medicine in the Bronx: An orientation for primary care residents.” *Teaching and Learning in Medicine*: 23(1), 85–89.

Shapiro M, **Fornari A**, (2010). “Factors Influencing Primary Care Residency Selection among Students at an Urban Private Medical School.” *The Einstein Journal of Biology and Medicine*; 25/26:19-24.

Marzan M., EdD, MPH; **Fornari A.**, Santos M.T., Guilbe R, Silberman S, Habousha R, Lee-Rey E. (2009). “Using the Tool for Assessing Cultural Competency Training (TACCT) To Inventory a Medical School's Curriculum: A case study.” *Journal of Communication in Healthcare*: 2 (4).

Lefer T, Anderson M, **Fornari A**, Lambert A, Fletcher J, Baquero M. (2008) “Using Google Earth as an Innovative Tool for Community Mapping.” *Public Health Reports*; 123:474-480.

Strelnick, AH, Swiderski D, **Fornari A**, Gorski V, Korin E, Ozuah P, Townsend J, Selwyn P. (2008). “The Residency Program in Social Medicine of Montefiore Medical Center: 37 years of mission-driven, interdisciplinary training in primary care, population health, and social medicine.” *Academic Medicine*; 83 (4):378-389.

Rodríguez, JE, **Fornari, A**. (2006). “Inner City Community Oriented Primary Care to Improve Student Skills and Combat Obesity.” *Medical Education Online*. 11(33):1-4.

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DasGupta S, **Fornari A, et.al.** (2006). “Medical Education for Social Justice: Paulo Freire Revisited.” *Journal of Medical Humanities*; 27:245–251.

Fornari A. (April 2006). “Developing an Ethics Curriculum Using Learner-Centered Pedagogy.” *The Internet Journal of Allied Health Sciences and Practice*; 4(2).

Misciagna, S, Rodríguez, JE, **Fornari A.** (Summer 2005). “Identifying Characteristics for Successful Weight Loss: A Family Physician’s Story.” *American Journal of Bariatric Med*; 20020:14-17.

Fornari A. (2004). “Ethics in action: Promoting professionalism through ethical behaviors in an academic environment.” *Journal of the American Dietetic Association*; 104:347-349.

Fornari A. (2003). “Ethics in action: Characteristics of ethical issues versus poor business practice.” *Journal of the American Dietetic Association*; 103:1380.

Fornari, A. (2003). “Ethics in action: Professional boundary issues in practice.” *Journal of the American Dietetic Association*. 103:380.

Fornari A. (2002). “Ethics in Action: Is your ADA member number confidential?” *Journal of the American Dietetic Association*; 102:865-866.

Abstracts & Poster Presentations

Philippe, N., Steiner, S., **Fornari, A.**, Grissom, M. O., (September 2020) Poster: “The Impact of Global Health Experiences on Family Medicine Residents’ Professional Identity Formation.” Global Health Summit, Virtual.

Marks, S. Young, J.Q. **Fornari, A.** Kreider, T. (March 2020). Poster: “Just in Time Teaching Tips: A Targeted Email Campaign to Improve Resident Teaching.” American Association of Directors of Psychiatry Residency Training Programs. Dallas, TX.

Fornari, A. (October 2019). Poster: “Narrative Perspective and Reflective Writing: A Longitudinal Elective in Health Humanities.” Gold Humanism Summit, Orlando, FL.

Fornari, A. (September 2019). Poster:
“Impacting our Health Professions Education Community through a Virtual Medical Education Journal Club.”
“Just in Time Teaching (JITT) Tips.”
International Conference on Faculty Development in the Health Professions (IFDC), Ottawa, CA.

Fornari, A. (September 2019). Poster: “Mentoring and Professionalism in Training (MAP-IT).” The Schwartz Center for Compassionate Healthcare: Compassion in Action Healthcare Conference, Boston, MA.

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Fornari A. Making Mentoring Work for the Mentor and Mentee (May 2019). Spring Women and Medicine Conference (SWIMC) Conference, Donald and Barrara Zucker SOM at Hofstra/Northwell.

Jackson, D.A., Marrast, L., **Fornari, A.** (May 2019). Poster: “Qualitative Assessment of Primary Care Education in an Interprofessional Team: Themes from the Improving Patient Access, Care and Cost through Training (IMPACcT) Experience.” APDIM/SGIM Annual Meeting.

Fornari, A. (April 2019). Oral Abstract: “A Qualitative Study to inform an Effective Model for Mentoring in Medical Education Scholarship.” AAMC/NEGEA.

Ahmad, S.A., Farina, G., Friedman, K., Pearlman, E., Bird, J., **Fornari, A.** (April 2019). Poster: “Can MS4 (4th year medical students) near-peer teachers of MS3’s (3rd year medical students) be effective teachers as compared to faculty in the same role?” AAMC/NEGEA.

Fornari A. (October 2017). “Narrative perspective and reflective writing: A Longitudinal MS4 Elective in Health Humanities.” Centile: International Conference to Promote Resilience, Empathy and Well-Being in Health Care Professions.

Fornari, A. (April 2016). Poster: “Mentoring and Professionalism in Training (MAP-IT).” AAMC/NEGEA.

Jhaveri K. Berger E. **Fornari A.** (November 2014). “Narrative Medicine: Reflective writing in the Dialysis Unit.” American Society of Nephrology.

Block L, Pearlman RE, Brenner J, Barilla-LaBarca M, Weiner J, **Fornari A.** (March 2014). “Progress testing: An innovative pilot to assess competency-based milestones in clinical skills for first and second year medical students.” *Society of General Internal Medicine* National meeting.

Balwan S. **Fornari A.** et al. (March 2014 and April 2014). “The New Kid on the Block: Team Based learning Curriculum in Ambulatory Education, a Promising Alternative.” SGIM; Mid-Atlantic Society of GIM; APDIM.

Fornari, A. et al. (November 2012). “From the Person to the Professional: Challenges, Privileges and Responsibilities (C.P.R) and Medical Education Reform in a Neurology Residency: A POD System of Delivery.” AAMC/RIME Poster Session.

Narrative:

Educational Philosophy Statement

Teaching and learning should include messages of psychological safety, diversity and inclusion, mindful presence, and acknowledge a diversity of ideas. Respect for learners and faculty is imperative in all educational learning environments. Teaching and learning should support three assumptions: (1) provide education that allows for “associated living”, learners talking and relating to each other in a diverse learning environment; (2) allow teachers and learners to enter

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conversation in dialogue and small groups; and (3) create a structure that encourages and fosters collaborative and experiential learning. The goal is to educate learners/practitioners who can reason as well as read; who possess insight as well as knowledge; who have the capacity for empathy and ethical conduct; who recognize and appreciate individual differences; and who possess the skills necessary for living and working in a complex diverse society. It is important to prepare to teach, which includes recognition of learner characteristics, learner preference for acquiring information and preferred teaching styles of the faculty, which for me is both a nurturing and social justice perspective; connect these characteristics and styles to the desired educational objectives and learning outcomes and then assure alignment with curriculum and assessment content. Consider the theoretical framework that is appropriate to promote learning and provide direction (structure), which is sequenced appropriately and delivered through experiential/collaborative learning techniques. Most important create an environment where learning is safe (support) and risk-taking is encouraged (challenge), dialogue is rational and there is listening and critical reflection on what is being said and experienced. Display a passion for teaching and learning and your end goal, a knowledgeable and skilled learner/practitioner, will be a shared success and most important enable future learners to be role models for others. To close all teachers are mentors to their learners and must recognize the influence they have, and impressions made in the partnership of teaching and learning.

Research Focus

My research focus is medical education across the continuum of UME, GME and CME, with a focus on curriculum development/revision and the faculty development necessary to achieve both didactic and clinical curriculum innovations successfully. Another research interest is health humanities as a pedagogy to foster and maintain the core values of medical education with learners: professionalism, humanism, compassion leading to patient-centered care. The implementation of curriculum and assessing the impact of the development of physicians as healers of illness is a research line I am pursuing through grants and interventions to weave in health humanities to existing clinical environments. Medical education research is best with a mixed method design using interventions to support qualitative and quantitative data collection to answer research questions that seek to assess medical education innovations. My current strength is qualitative data collection and analysis. This mixed methods approach to medical education will be evident in the data collection and analysis for my past and current grant and scholarship activities. Finally, I have a strong interest in humanistic mentoring as a core skill of all health professionals who touch our diverse learners across the continuum of healthcare education, UGME, GME, and CPD. Mentorship is a focus of my theoretical underpinnings and application to practice and scholarship.