

Peering through the looking glass  
Schedule

**1100-1115** Welcome and introductions  
Marcel D'Eon<sup>1</sup> and Tasha Wyatt<sup>2</sup>  
Augusta University,<sup>1</sup> United Services University<sup>2</sup>

**1115-1145** "I'm on your side. I understand you.": Exploring the professional identity formation of physician assistants  
Nicole Rockich-Winston,<sup>1</sup> Robert Wooten,<sup>2</sup> Chris Gillette,<sup>2</sup> Sonia Crandall,<sup>2</sup> Tasha Wyatt<sup>1</sup>  
<sup>1</sup>Augusta University, <sup>2</sup>Wake Forest School of Medicine

**1145-1215** Moment of reflection: What medical education can learn from student responses to COVID-19  
Todd A. Bates<sup>1</sup>, Columbia Meghan Odsiv Bratkovich<sup>2</sup>  
<sup>1</sup>Columbia University, <sup>2</sup>University of South Florida

**1215-1245** The Need for Disability Curriculum in Medical Education  
Danielle E. Lorenz  
University of Alberta

**1245-1115** The Impact of Social Identity on Pediatric Hospitalists' Perceptions of Interprofessional Collaboration and Teamwork  
Daniel Herchline,<sup>1,2</sup> Rebecca Tenney-Soeiro,<sup>1,2</sup> Jay Mehta<sup>1,2</sup>  
<sup>1</sup>Children's Hospital of Philadelphia, <sup>2</sup>University of Pennsylvania

**1115-145** Professional Identity Formation of Medical Students in the Midst of a Health Care Crisis  
Maryam Yasinian,<sup>1</sup> Tasha Wyatt,<sup>2</sup> Joslyn Richards,<sup>3</sup> Marcel D'Eon<sup>3</sup>  
<sup>1</sup>University of Saskatchewan, <sup>2</sup>United Services University, <sup>3</sup>Augusta University

**145-200** Conference conclusion/farewell  
Marcel D'Eon and Joslyn Richards  
Augusta University