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## BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.  
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NAME Lars Osterberg		POSITION TITLE Professor (Teaching) of Medicine Stanford University School of Medicine	
eRA COMMONS USER NAME (credential, e.g., agency login) L.OSTERBERG			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	MM/YY	FIELD OF STUDY
University of Lund, Sweden		06/1983	Bioengineering
University of California, Berkeley	BS	05/1985	Bioengineering
University of California, Davis School of Medicine	MD	05/1991	Medicine
Stanford University Hospital	Postdoctoral	06/1994	Residency in Medicine
University of California, Berkeley	MPH	05/2005	Public health

### A. Personal Statement

I have the experience and leadership ability to carry out research projects in teaching and mentoring. I have been a recognized leader in medical education at both a regional and national level and known regionally and nationally for medical education scholarship. Over the past several years I have been invited to present on medical education topics at national conferences and invited to teach bedside medicine or provide faculty development nationally and internationally on topics of medical education. In the past several years I have taken on more leadership roles within medical education and in 2007 was selected by the Dean of Education at the Stanford School of Medicine to direct the Educators for CARE program, a learning community (LC) of Stanford Medical School that provides a structured mentoring program for all medical students in the Stanford School of Medicine and more recently selected to co-direct the Teaching and Mentoring Academy at Stanford. In my role as Director of Educators for CARE I am responsible for the Stanford Medical School curriculum that fosters the professional identity formation of the medical students and in this curriculum we include a thread of education on diversity and inclusion and cultural awareness. In my role in the Teaching and Mentoring Academy I am responsible for providing workshops for post-docs, faculty and student educators on how to be better mentors, teachers and role models.

### B. Positions and Honors

#### Positions and Employment

1994-present	Staff Physician, VA Palo Alto Health Care System
2020- present	Professor (Teaching) of Medicine, Stanford University School of Medicine
2015- 2020	Associate Professor (Teaching) of Medicine, Stanford University School of Medicine
1997-2015	Medical Director, Arbor Free Clinic, Stanford University School of Medicine
2001-2014	Chief of General Internal Medicine, VA Hospital Palo Alto, CA
2007-present	Director, Educators-4-CARE, Stanford University School of Medicine
2015-present	Co-director, Stanford Medicine Teaching and Mentoring Academy

#### Honors

1990	Alpha Omega Alpha, U.C. Davis School of Medicine
1988, 1990	Paulson Award, U.C. Davis School of Medicine
1991	Ernest M. Gold Award, U.C. Davis School of Medicine
1991	Excellence in Internal Medicine, U.C. Davis School of Medicine

1991	Golden Goblet Award, U.C. Davis School of Medicine
2000	David A. Rytand Award, Stanford University School of Medicine
2000	Arthur L. Bloomfield Award, Stanford University School of Medicine
2000-2001	Society of General Internal Medicine (SGIM) Clinician Teacher Award
2000, 2001, 2006	Stanford General Internal Medicine Annual Teaching Award
2001	Kaiser Award for Excellence in Clinical Teaching
2004	Lance Armstrong Compassion in Medicine Award
2005	American College of Physicians Community Service Award
2005	Veterans Affairs Star Award for Patient Care
2006	Cingular Wireless Community Service Award
2008	Miriam Roland Volunteer
2009	Kaiser Award for Clinical Teaching
2011	Lawrence H. Mathers Award
2014	Veterans Affairs Service Award for Patient Care
2014	Inducted into the Gold Humanism Honor Society
2016	Stanford Medicine Leadership Award, Cardinal Free Clinics
2017	Stanford Award for Excellence in Promotion of Humanism
2018	ABIM Foundation 8th Annual John A. Benson Jr., MD Professionalism Article Prize
2018	U.C. Davis Distinguished Alumni Award
2019	Franklin G. Ebaugh, Jr. Award, Stanford University School of Medicine

## B. Contributions to Science

In my scholarship activities I have made major contributions to research medical education and mentoring. I am first author on two recent manuscripts published in medical education related to the value of Learning Communities in Medical Education, and I published a clinical handbook on treatment engagement, *The Wiley Handbook of Healthcare Treatment Engagement* c. 2019 Wiley. I also have a book chapter in press in the textbook: Behavioral and Social Science in Medicine: Principles and Practice of Biopsychosocial Care. Ed. Shari Waldstein, PhD. This is designed to teach medical trainees how to practice in the team-based model of patient care in our evolving healthcare environment. I have just completed two research projects in medical education looking at faculty role models and the qualities of influential teachers that have been published in major medical education journals. I just completed an invited commentary on competency-based medical education that is being published in the journal *Medical Education*.

1. Osterberg LG, Gilbert J, Lotan R. *From High School to Medical School: The Importance of Community in Education. Med Sci Educ (2014) 24:253-256.*
2. Osterberg LG, Swigris R, Weil A, Branch WT. *The Highly Influential Teacher: Recognizing our Unsung Heroes. Medical Education 2015: 49: 117-1123.*
3. Osterberg LG, Shochet R, Hatem DH, Moynehan K, Goldstein E. *Back to the Future: What Learning Communities Offer to Medical Education. Journal of Medical Education and Curricular Development. May 2016:3 67-70.*
4. **Osterberg LG**, Branch WT. Ready for independent practice...or not? *Med Educ* May 2017 doi: 10.1111/medu.13325
5. Branch WT, Weil AB, Gilligan MC, Litzelman DK, Hafler JP, Plews-Ogan M, Rider EA, **Osterberg LG**, Dunne D, Derse AR, Pittman JR, Frankel RM. How Physicians Draw Satisfaction and Overcome Barriers in Practices: "It Sustains Me" *PEC* (2017) doi: <http://dx.doi.org/10.1016/j.pec.2017.06.004>
6. Branch WT, Frankel RM, Haffler JP, Weil AB, Gilligan MC, Litzelman DK, Plews-Ogan M, Rider EA, **Osterberg LG**, Dunne D, May NB, Derse AR. A Multi-Institutional Longitudinal Faculty Development Program in Humanism Supports the Professional Development of Faculty Teachers. *Acad Med* Volume 92(12), December 2017, p 1680-1686. doi: 10.1097/ACM.0000000000001940

7. Elizabeth A. Rider, MSW, MD, MaryAnn C. Gilligan MD, MPH, **Lars G. Osterberg, MD, MPH**, Debra K. Litzelman, MD, Margaret Plews-Ogan, MD, Amy B. Weil, MD, Dana W. Dunne, MD, Janet P. Hafler, Ed.D, Natalie B. May, PhD, Arthur R. Derse, MD, JD, Richard M. Frankel, PhD, William T. Branch, Jr., MD. Healthcare at the Crossroads: The Need to Shape an Organizational Culture of Humanistic Teaching and Practice. *J Gen Intern Med* May 2018. DOI: 10.1007/s11606-018-4470-2
8. Walianny S, Caceras W, Merrell, SB, Thadaney S, Johnstone N, **Osterberg L**. Preclinical Curriculum of Propective Case-based Teaching with Faculty and Student Blinded Approach. *BMC Medical Education* 2019; 19(1):31 doi 10.1186/s12909-019-1453-x
9. Gliatto P, Colbert-Getz JM, Bhutiani M, Cutrer WB, Edwards S, Fleming A, Keeley M, **Osterberg L**, Pilla MA, Moynahan K. Too Many Hats? Conflicts of Interest in Learning Community Faculty Roles. *J of Medical Education and Curricular Development*. 2019 Mar 22;6:2382120519827890. doi 10.1177/2382120519827890
10. Gilligan MC, **Osterberg LG**, Rider EA, Derse AR, Weil AB, Litzelman DK, Dunne DW, Hafler JP, Plews-Ogan M, Frankel RM, Branch WT Jr. Views of institutional leaders on maintaining humanism in today's practice. *Patient Educ Couns* 2019 Oct;102(10):1911-1916. doi: 10.1016
11. Plowman SR, Peters SR, Brady BM, **Osterberg LG**. Revealing a Novel IDEA: A fiduciary framework for team-based prescribing. *Acad Med* Nov 26, 2019. doi:10.1097/ACM.0000000000003100
12. Developing institutional infrastructure for physician wellness: qualitative Insights from VA physicians. *BMC health services research* Schwartz, R., Shanafelt, T. D., Gimmler, C., **Osterberg, L**. 2020; 20 (1): 7. DOI 10.1186/s12913-019-4783-9 PubMedID 31900137

#### **D. Additional Information: Research Support and/or Scholastic Performance**

1. Veterans Affairs Cooperative Trial THINERS (CSP#481) Palo Alto Veterans Affairs 2007-9  
The aim of this study was to determine whether patients can successfully use self testing (PST) devices to measure INR values and determine the feasibility of PST in managing home INR anticoagulation management.  
Role: Co-investigator
2. CORAL Trial (Hypertension Expert) Veterans Affairs Palo Alto and Stanford University School of Medicine  
The aim of this study was to determine if renal artery stenting was superior to medical care  
Role: Co-investigator
3. Teaching medical humanities to improve empathy and diagnostic skills: implementation and evaluation of an educational intervention for medicine residents at a safety net teaching hospital  
Agency: Stanford Center for Clinical and Translational Educational Research Award  
Funding Cycle: September 2012- July 2013  
The aims of this project are to implement and evaluate a new seminar series on medical humanities for residents in internal medicine at Santa Clara Valley Medical Center in order to improve empathy and observational skills.  
Role: PI
4. Passing the Torch: Fostering Medical Humanism Through Faculty Role-Models  
Agency: Macy Foundation  
Funding Cycle: November 2012-October 2014  
The aims of this study are to determine if a faculty development program will improve faculty ability to teach humanism and professionalism in addition to determining whether faculty have less burnout and work satisfaction.  
Role: PI
5. A Study of Cultural and Organizational Factors that Support or Create Barriers to Humanism.  
Principle Investigator: Lars Osterberg, MD, MPH  
Agency: Arnold P. Gold Foundation  
Funding Cycle: September 2014-August 2016

The aims of this study is to understand institutional-level factors that promote, or inhibit, the humanistic practice of medicine by faculty physicians.

Role: Co-investigator

6. A Peer Process Group for Supporting Physician Wellness and Preventing Burnout

Principle Investigator: Lars Osterberg, MD, MPH

Agency: Presence. Arthur Vining Davis Foundation

Funding Cycle: September August 2016-present

The aims of this study is to determine whether a peer support group with an educational program can help promote physician resilience and wellness.

Role: PI