

## Curriculum Vitae

### Lars Osterberg, MD, MPH

#### OFFICE ADDRESS:

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**ORCIDID:** <https://orcid.org/0000-0002-4694-837X>

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### Education and Training

#### Undergraduate:

June 1985                      University of California, Berkeley  
BS. Bioengineering

May 1983                      University of Lund, Sweden  
Bioengineering Certificate

#### Post-graduate:

2004-2005                      University of California, Berkeley  
Masters of Public Health, May 2005

1991-1994                      Stanford University Hospital  
Resident in Medicine

1986-1991                      University of California, Davis School of Medicine  
MD, 1991

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### Academic Appointments

December 2020-present      Professor (Teaching) of Medicine  
Stanford University School of Medicine

2015-2020                      Associate Professor (Teaching) of Medicine  
Stanford University School of Medicine

2004- 2015                      Clinical Associate Professor of Medicine  
Stanford University School of Medicine

1994-2004                      Clinical Assistant Professor of Medicine  
Stanford University School of Medicine

## **Work Experience**

1994-present	Staff Physician, VA Palo Alto Health Care System
2001-present	Director, HTN Clinic, VA Hospital Palo Alto
1984-1987	Research Assistant, Human Monoclonal Antibody Production Chiron Corporation, Emeryville, CA

## **Volunteer Positions/Community Service**

2016-present	Arbor Free Clinic Volunteer
2007-2016	Cardinal Free Clinics, Medical Director Stanford University School of Medicine
2006-2009	President, Opportunity Health Partners, Palo Alto
2001-present	Annual Flu Crew Volunteer

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## **Administrative Positions**

2015-present	Co-Director, Teaching and Mentoring Academy Stanford University School of Medicine
2007-2023	Director, Educators-4-CARE Stanford University School of Medicine
1997-2016	Medical Director, Arbor Free Clinic Stanford University School of Medicine
2001-2014	Chief of General Internal Medicine, VA Hospital Palo Alto

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## **Licensure and Board Certification**

1994, 2014 (recertification)	American Board of Internal Medicine
1992-present	California Medical Board #G076147
1992-present	DEA

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## **Honors and Awards**

<b>2022</b>	<b>Ron Arky Award, Learning Communities Institute</b>
<b>2022</b>	<b>Henry J. Kaiser Family Foundation Award for Excellence in Preclinical Teaching.</b>
<b>2019</b>	<b>Franklin G. Ebaugh, Jr. Award, Stanford University School of Medicine</b>

*Recognizes faculty at Stanford demonstrating excellence in advising medical students*

- 2018**                    **U.C. Davis Distinguished Alumni Award**  
*Recognizes alumna/us of UC Davis School of Medicine or the UC Davis Medical Center for contributions to society and distinguishing themselves through outstanding achievements in medicine.*
- 2018**                    **ABIM Foundation 8th Annual John A. Benson Jr., MD Professionalism Article Prize**  
*Recognized for the scholarly article, A Multi-Institutional Longitudinal Faculty Development Program in Humanism Supports the Professional Development of Faculty Teachers (Acad Med November 2017), co-authored with together with several other faculty that explored opportunities to improve healthcare quality at all levels.*
- 2018**                    **Advancing Communication Excellence at Stanford**  
*Awarded by Stanford Hospital and Clinics for training faculty in communication skills.*
- 2017**                    **Award for Excellence in Promotion of Humanism at Stanford University School of Medicine**  
*Awarded to faculty members who promote humanism within Stanford School of Medicine*
- 2017**                    **Stanford nominee for the 2017 Arnold P. Gold Foundation Humanism in Medicine Award**  
*Recognized for positive mentoring skills, compassion and sensitivity, collaboration, community service activity and observance of professional ethics whom students would like to emulate.*
- 2016**                    **Stanford Medicine Leadership Award, Cardinal Free Clinics**  
*For dedication, excellence and leadership, Arbor Free Clinic 1997-2016*
- 2014**                    **Veterans Affairs Service Award for Patient Care, 2014**  
*Recognized for service to Veterans at Palo Alto Veterans Affairs Hospital*
- 2014**                    **Inducted into the Gold Humanism Honor Society**  
*Membership in GHHS goes beyond selection and induction into an honor society; its members have a responsibility to model, support, and advocate for compassionate, patient-centered care throughout their careers.*
- 2011**                    **Lawrence H. Mathers Award**  
*"This award recognizes the individual at Stanford with an exceptional commitment to teaching and mentoring of students inside and/or outside the classroom and also to inspiring and facilitating the personal and professional development of students."*
- 2009**                    **Kaiser Award for Clinical Teaching**  
*Given by the Stanford University School of Medicine for the faculty member demonstrating excellence in clinical teaching*

- 2008**                    **Miriam Aaron Roland Volunteer Service Prize**  
*Given by the Haas Center, Stanford University to the faculty with the "Stanford faculty who engage and involve students in integrating academic scholarship with significant and meaningful volunteer service to society."*
- 2006**                    **Cingular Wireless Community Service Award**  
*A donation is given by Cingular Wireless Corporation, San Francisco, CA to the organization of the recipients choice due to their contributions to the local community*
- 2006**                    **Stanford General Internal Medicine Annual Teaching Award**  
*Given to a Stanford University School of Medicine General Internal Medicine Faculty demonstrating excellence in teaching*
- 2005**                    **American College of Physicians Community Service Award**  
*Given to the American College of Physicians member demonstrating outstanding community service*
- 2005**                    **Veterans Affairs Star Award for Patient Care**  
*"Recognized by patients at the Palo Alto Veterans Affairs Hospital as providing excellence in patient care"*
- 2004**                    **Lance Armstong Compassion in Medicine Award**  
*Voted by the Stanford Medical Students as the Stanford Faculty demonstrating outstanding compassion in the care of patients*
- 2001**                    **Kaiser Award Award for Excellence in Clinical Teaching**  
*Given to a Stanford University School of Medicine Faculty demonstrating excellence in clinical teaching of Stanford Medical Students*
- 2001**                    **Stanford General Internal Medicine Annual Teaching Award**  
*Given to a Stanford University School of Medicine General Internal Medicine Faculty demonstrating excellence in teaching*
- 2000**                    **David A. Rytand Award, Stanford University School of Medicine**  
*Award for Best Clinical Teaching by a Faculty Physician in Medicine*
- 2000**                    **Arthur L. Bloomfield Award, Stanford University School of Medicine**  
*Excellence in Teaching Clinical Medicine*
- 1991**                    **Excellence in Internal Medicine, U.C. Davis School of Medicine**
- 1991**                    **Golden Goblet Award, U.C. Davis School of Medicine**  
*"the student who, in the opinion of classmates, best and most consistently demonstrates joy and commitment of selflessness and service to others"*
- 1991**                    **Ernest M. Gold Award, U.C. Davis School of Medicine**
- 1990**                    **Alpha Omega Alpha, U.C. Davis School of Medicine**
- 1990**                    **Paulson Award, U.C. Davis School of Medicine**
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## Grant Support (past 10 years)

1. 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 2015- August 2016  
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
2. A Study of Cultural and Organizational Factors that Support or Create Barriers to Humanism  
Principle Investigator: William Branch, MD  
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
3. 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
4. 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

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## Invited Presentations

June 2019	" <i>Learning Communities</i> " Grand Rounds, Massachusetts General Hospital Pathology Grand Rounds. Boston, Mass.
November 2016	" <i>Wellness and Compassion in Medical Education</i> " American College of Physicians Annual Meeting. San Jose, CA
July 2016	Faculty Development, " <i>Organizational Change and Learning Communities</i> " University of Alabama Birmingham School of Medicine. Birmingham, Alabama
February 2015	Stanford Prevention and Research Center Seminar. <i>Homelessness and the local disparities in our community</i>
October 2015	Interpreting in Medicine, More than Words. Stanford Course, "Translation Matters: Applications in the 21 <sup>st</sup> Century." Cintia Santana; Stanford, CA
November 2015	Medication Adherence: <i>Evidence of Effective Interventions and the Future</i> . American College of Rheumatology Annual Meeting, San Francisco, CA
February 2014	Faculty Development, "Introduction to Learning Communities" Winthrop University and Stony Brook University School of Medicine

April 2014	Consultant for Developing Learning Communities, "Assessing Reflection and Facilitating in Small Groups." Winthrop University, Long Island, NY
December 2014	Medical Grand Rounds. <i>Homelessness: Experiencing the Full Spectrum of Social Determinants of Health</i> . Stanford Internal Medicine.
April 2013	Medication Adherence: The odds that your prescriptions assure adequate treatment. Serono Symposia International Foundation. <b>Rome, Italy.</b>
June 2013	European Innovation Partnership on Active and Healthy Ageing, European Union Working Group on Medication Adherence <b>Brussels, Belgium.</b>
October 2013	Invited Speaker, American College of Rheumatology Annual Meeting. "Why Won't my Patients with Gout Take Their Medications?" San Diego, CA
January 2012	Invited Speaker. Serono Symposia International Foundation. Medication Adherence- Patients Lost in Medication Adherence Translation. Serono Symposia International Foundation. <b>Rome, Italy</b>
March 2012	Grand Rounds, Stanford Department of Medicine. Medication Adherence
October 2012	Ethics and the Professions: Medicine. Stanford Human Biology
May 2011	Invited Speaker and teacher of bedside medicine. Mirubushi Residency Project. <b>Okinawa, Japan.</b>
June 2011	Grand Rounds. Medication Adherence and Strategies for Improvement. Wayne State University, Dept. of Dermatology Grand Rounds. Detroit, MI
January 2010	Invited Web-based module. American College of Physicians. Improving Adherence and the medical home model of care
December 2010	Invited Speaker and Interview Correio Braziliense. Patients Lost in Medication Adherence Translation. <b>Bahia, Brazil</b>
September 2009	Invited Keynote Speaker, First Annual Jean-Michel Métry Memorial Lecture. European Society of Patient Adherence, Compliance, and Persistence (ESPACOMP). <b>Bangor, Wales</b>
January 10, 2008	Invited Member and Presentation for Non-Adherence Issues in the Transplant Patient, Consensus Conference. Risks of Non-Adherence. Tampa, Florida
January 26, 2008	Invited Speaker for Minnesota Pharmacists Association. Medication Adherence and Strategies for Improvement. Minneapolis, Minnesota
November 2008	Invited Panel Speaker, Medication Non-adherence, the silent cardiovascular risk factor. Web-MD, Baltimore, MD.
October 2007	Invited Speaker, Danish Ministry of Health. Communication and Medication Adherence. <b>Copenhagen, Denmark</b>
December 2006	Invited Presentation, Astra Zeneca Patient Adherence, Wilmington, DE
November 2005	Invited Presentation, American Cancer Society Meeting, Washington DC: Medication Adherence
April 1997	Medical Grand Rounds- <i>Constrictive Pericarditis</i> , Stanford University

### Professional organizations and Societies

#### Memberships and Positions

1990-present	Alpha Omega Alpha
1995-present	American College of Physicians
1995-present	Society of General Internal Medicine

2001-present	Physicians for a National Health Program
2012-present	Learning Communities Institute, Organizing Member;
2017-present	Society of Bedside Medicine

**Journal Reviewer**

2018-present	Reviewer Journal of Medical Education and Curricular Development
2016-present	Reviewer Frontiers in Pharmacology
2015	Reviewer Journal of the American College of Cardiology
2002, 2011, 2019, 2020	Journal of General Internal Medicine
2009	Archives of Internal Medicine and Journal of the American Medical Association, Annals of Internal Medicine
2005	Journal of Managed Care

**Grant Review**

2016-2019	Teaching and Mentoring Academy, Stanford
2016-2019	Western Group on Educational Affairs

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**Academic Service**

**Local**

2017-2018	Teaching and Mentoring Quality Committee Chair
2017-present	University Committee on Quality and Safety (Chair 2019-present)
2014-2015	Chair, Academies Task Force Planning Committee. Stanford University School of Medicine
2013-present	Stanford Medical School Chapter Advisor, Arnold P. Gold Foundation Gold Humanism Honor Society
2013-present	Core Interviewer for Prospective Interns, Stanford Internal Medicine Residency Program
2012-2017	Committee on Curriculum and Academic Policy, Stanford University School of Medicine
2011-present	Respectful Educator Conduct Committee, Stanford University School of Medicine
2010-present	Stanford Committee for Professional Satisfaction and Support, Stanford Hospital and Clinics

1997-1999	Member of Pharmacy and Therapeutics Committee, VA Palo Alto Health Care System
<b><u>National</u></b>	
2017-present	UME Chair, WGEA American Association of Medical Colleges
2016-2018	Treasurer, Society of Bedside Medicine ( <b>International</b> )
2015-present	UCSF Haile Debas Academy of Medical Educators Reviewer
2012-2017	Co-Chair of Learning Communities Institute Faculty Development Committee
2019-present	Society of Bedside Medicine, Founding Board Member ( <b>International</b> )
2019-present	Learning Communities Institute, President ( <b>International</b> )

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## Publications

### **Peer Reviewed Journal Articles**

1. Ariel, D., Lau, J., **Osterberg, L.**, Gesundheit, N., Brar, K., Merrell, S. The Student Guidance Program: Applying an Executive Coaching Model to Medical Student Remediation. *Academic medicine : Journal of the Association of American Medical Colleges B.2022; 97 (11S): S117*
2. Thomas-Tran J, ...**Osterberg, L.** Distance Learning with Virtual Cased-Base Collaborative Learning: Adaptation and Acceptability of Clinical Cases from an American Academic Medical Center for Education at an African Medical School. *Creative Education* Vol. 13 No. 4, April 21, 2022. DOI: 10.4236/ce.2002.134082
3. Mahoney DA, Gopisetty D, **Osterberg L.**, Nudelman MJ, Smith-Coggins R. Patient Mistreatment of Health Care Professionals. *BMC Medical Education.* 2022; 22(1):133
4. Schwartz R, **Osterberg LG.**, Hall JA, Physicians, Emotion, and the Clinical Encounter: A Survey of Physicians' Experiences. *PEC* 2022 Mar 5;S0738-3991
5. Bashti M, Fabre EP, **Osterberg L.** (03 June, 2021) Adherence and barriers to HAART in Kiambu County, Kenya. *Arch Community Med Public Health* 7(2): 076-078. DOI:10.17352/2455-5479.000143
6. Foster Well-being Throughout the Career Trajectory: A Developmental Model of Physician Resilience Training. *Mayo Clinic proceedings.* Cordova, MJ, Gimmler CE, **Osterberg, LG.** 2020; 95(12):2719-33.
7. Patel J, **Osterberg L.**, Lee W, Starks H, Stack SW, Jackson M. A Call to Medicine: A Multicenter Study of Sense of Calling and Physician Wellbeing. Springer. 2020: S3



8. 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
9. 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.00000000000003100  
*Collaborated in writing manuscript*
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  
*Collaborated in writing manuscript, collecting data*
11. 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  
*Collected data and collaborated in writing manuscript*
12. Waliany 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  
*Developed course, analyzed data and collaborated on writing manuscript*
13. 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  
*Collected data, site director of study at Stanford, analyzed data and wrote manuscript.*
14. Chang ALS, Chen SC, **Osterberg LG**, Brandt S, von Grote E, Meckfessel MH. A Daily Skincare Regimen with a Unique Ceramide and Filaggrin Formulation Rapidly Improves Chronic Xerosis, Pruritus, and Quality of Life in Older Adults. *Geriatric Nursing* (2017) 1-5. doi: <http://dx.doi.org/10.1016/j.gerinurse.2017.05.002>  
*Collaborated on writing manuscript*
15. Frias J, Raja P, Kim Y, Savage G, **Osterberg LG.** "Effectiveness of Digital Medicines to Improve Clinical Outcomes in Patients with Uncontrolled Hypertension and Type 2 Diabetes: A Prospective, Open-Label, Cluster-Randomized Pilot Clinical Trial." *J Med Internet Res.* 2017 doi:10.2196/jmir.7833  
*Collaborated on analyzing data and writing manuscript*
16. 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>  
*Site director at Stanford, collected data, collaborated on writing manuscript*
17. Branch WT, Frankel RM, Hafler 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

*Site director at Stanford, collaborated on collecting & analyzing data and wrote manuscript*

18. **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.  
*Prepared manuscript, reviewed literature and organized writing group.*
19. Chi J, Artandi M, Kugler J, Ozdalga E, Hosamani P, Koehler E, **Osterberg LG**, Zaman J, Thadaney S, Elder A, Vergese A. The Five-Minute Moment. *AJM* August 2016. 129(8): 792-795.  
*Edited manuscript*
20. Tiet QQ, Leyva YE, Moos RH, Frayne SM, **Osterberg LG**, Smith B. Screen of Drug Use: Diagnostic Accuracy of a New Brief Tool for Primary Care. *JAMA Intern Med*. 2015; 175(8): 1371-1377.  
*Edited manuscript*
21. **Osterberg LG**, Swigris R, Weil A, Branch WT. The Highly Influential Teacher: Recognizing our Unsung Heroes. *Medical Education* 2015; 49: 117-1123.  
*Reviewed the literature and collected data and coded the data and wrote manuscript*
22. Gearing RE, Townsend L, Elkins L, El-Bassel N, **Osterberg LG**. *Strategies to Predict, Measure, and Impact Types of Psychosocial Treatment Adherence*. *Harv Rev Psychiatry*. 2014 Jan/Feb. 22(1), 31-45.  
*Collaborated on writing manuscript and in collecting supporting literature*
23. Morrison SM, Sashidi V, Sarquist C, Banushi VH, Hole MK, Barbhैया NJ, **Osterberg LG**, Maldonado Y, Harxhi A. *Antiretroviral Therapy Adherence and Predictors to Adherence in Albania: a cross sectional study*. *J Infect Dev Ctries* 2014; 8(7): 853-862.  
*Mentored student in research and collaborated on study design and writing manuscript*
24. **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.  
*Wrote manuscript*
25. Hasbún O, Pennington K, **Osterberg LG**. *Revolutionizing Volunteer Interpreter Services: An Evaluation of an Innovative Medical Interpreter Education Program*. *J Gen Intern Med*. 2013 Dec; 28(12): 1589-95.  
*Collaborated in collecting literature, taught course, collaborated on writing the manuscript*
26. Blaschke, **Osterberg**, Vrijens, Urquhart. *Adherence to Medications: Insights Arising from Studies on the Unreliable Link Between Prescribed and Actual Drug Dosing Histories*. *Ann Rev of Pharmacol and Toxicol*. February 2012. 52:275-301.  
*Collected relevant supporting literature and in wrote manuscript*
27. Morrison SD, Banushi VH, Sarnquist C, Gashi VH, **Osterberg L**, Maldonado Y, Harxhi A. Barriers to care and current medical and social needs of HIV-positive patients in Albania. *Cent Eur J Public Health*. 2011 Jun;19(2):91-7.  
*Collaborated on writing manuscript and provided supporting literature.*

28. Morrison SD, Banushi VH, Sarnquist C, Gashi VH, **Osterberg L**, Maldonado Y, Harxhi A "Barriers to care and current medical and social needs of HIV-positive patients in Albania." *Cent Eur J Public Health* 2011; 19: 2: 91-7  
*Collaborated in writing manuscript*
29. Morrison SD, Banushi VH, Sarnquist C, Gashi VH, **Osterberg L**, Maldonado Y, Harxhi A *Levels of self-reported depression and anxiety among HIV-positive patients in Albania: a cross-sectional study. Croat Med J* 2011; 52: 5: 622-8:  
*Collaborated in writing manuscript*
30. **Osterberg LG**, Blaschke TF, Urquhart J. Understanding Forgiveness: Minding and Mining the Gaps Between Pharmacokinetics and Therapeutics. *Clinical Pharmacology and Therapeutics Clin Pharmacol Ther.* 2010 Oct;88(4):457-9.  
*Wrote manuscript*
31. Christensen A, **Osterberg LG**, Hansen EH, Electronic Monitoring of Patient Adherence to Oral Antihypertensive Medical Treatment: A Systematic Review. *J Hypertens.* 2009 Aug;27(8):1540-51.  
*Helped with collection of publications for review and reading papers to consider for inclusion in the manuscript and with writing manuscript.*
32. **Osterberg LG**, Barr, DA, Planning Services for the Homeless in the San Francisco Peninsula. *Journal of Health Care for Poor and Underserved.* November 2007; Volume 18(4). 749-56.  
*Designed study, collected and analyzed data and wrote manuscript*
33. **Osterberg LG**, Blaschke TF, Adherence to Medication. *NEJM* 2005; 353: 487-97.  
*Performed literature review and wrote manuscript*
34. Soller MA, **Osterberg LG** Missed Opportunities for Patient Education and Social Work Consultation in a Free Clinic. *Journal of Health Care for Poor and Underserved.* 15(2004): 538-546.  
*Helped with data collection and with writing manuscript*
35. **Osterberg LG**, Stiller C-O, Tornqvist E, Ayers M, Youngblood P, Bastholm P, Gardner P, Gustafsson LG, A Web Based Course in Clinical Pharmacology. *Academic Exchange Quarterly* Spring 2003 Volume 7, Issue 1: 29-33.  
*Taught course and wrote manuscript*
36. Lipinski M, Froelicher VF, Atwood JE, Tseitlin A, Franklin B **Osterberg LG** , Do D, Meyers, J Comparison of Treadmill scores with physician estimates of diagnosis and prognosis in patients with coronary artery disease. *Am Heart Jour* 2002; 143:1-9.  
*Wrote manuscript*
37. Lipinski M, Do D, Froelicher VF, **Osterberg LG**, Atwood JE, Franklin B, West J. Comparison of exercise test scores and physician estimation in determining disease probability. *Arch Intern Med.* 2001 Oct 8;161(18):2239-44.  
*Assisted in writing manuscript*
38. **Osterberg LG**, Atwood JE, Vagelos R. Case Presentation and Review: Constrictive Pericarditis, *Western Journal of Medicine* October 1998; 169:232-239.  
*Wrote manuscript*
39. Ip M, **Osterberg LG**, Chau PY, Raffin TA. Melioidosis. *Chest*, November 1995; 108:1420-24.  
*Compiled literature review on this topic and wrote first draft of the manuscript.*

40. Lopez CS, **Osterberg L** Rotavirus Diarrhea in a Health Center and a Hospital of Managua, Nicaragua. *Rev Cubana Med Trop.* 1992;44(1):7-11. Spanish.  
*Collected data for this study and wrote first draft of this manuscript*
41. Y-F Wei, **Osterberg LG**, H.R. Matthews. Protein Histidine Kinase from *Sacromyces Cervesae*, *Journal of Cell Biology*, vol. 107, 1988.  
*Collected data and presented findings at the American Society for Cell Biology.*

#### **Peer Reviewed Publication other**

1. **Osterberg LG**, Branch WT. Ready for independent practice...or not? *Med Educ* May 2017 doi: 10.1111/medu.13325
2. **Osterberg LG**, Tai-Edmonds J, Schillinger E. *The Educators for CARE Program: Demonstrating the Value of Learning Communities.* *MedEdPublish e-library.* 2014  
<http://mededworld.org/MedEdWorld-Papers.aspx>
3. Adams PJ, Basaviah P, Osterberg LG. *Medical Student Wellness: An Essential Role for Mentors.* *Med Sci Educ* 2011; 21(4): 382-384.  
*Wrote most of the manuscript and provided background literature on the topic.*
4. **Osterberg LG**, Blaschke TF. Medication Compliance and Avoiding Adverse Drug Events. *Medscape*, August 2006.
5. **Osterberg LG** Upper Extremity Thrombosis, MDVista. Editor Saul Rosenberg. February 2001.
6. Atwood JE, **Osterberg LG**. Constrictive Pericarditis-Images in Medicine, *N Engl J Med.* 2000 Jul 13;343(2):106.  
*Collected images and data for this publication.*
7. Rogers C, Crothers K, **Osterberg LG** Atheroembolic Renal Failure, *VHSJ* July 2000
8. **Osterberg LG**. Case in Point. Discoloration due to "Chest Pen". *Hospital Practice* March 15, 1999; v 34:3 p. 37.

#### **Books and Book Chapters**

**Osterberg LG**, Baltaden, M. Behavioral and Social Science in Medicine: Principles and Practice of Biopsychosocial Care. Ed. Shari Waldstein, PhD c. April 2023 Springer *expected publication date*

Schirmer C, **Osterberg LG**. Humanistic Mentoring. Mentoring in Health Professions Education: Evidence-Informed Strategies Across the Continuum. Editors Alice Fornari, Darshana T. Shah c. 2021 Springer.

Schwartz R, Hall JA, **Osterberg, LG**. *Emotion in the Clinical Encounter.* c. 2021 McGraw Hill.

**Osterberg LG**, Sutton SR, Hadler A. *The Wiley Handbook of Healthcare Treatment Engagement* c. 2019 Wiley

Kaboli, Auerbach, **Osterberg LG**. *Principles and Practices of Hospital Medicine*, McKean c. 2010 McGraw-Hill.

**Osterberg LG**, Rudd PL Hypertension and Adherence to Therapy. Hypertension. Editor Oparil c. 2005.

Rudd PL, **Osterberg LG** Hypertension. Cardiovascular Medicine. 3<sup>rd</sup> Ed. C. 2001 Editor Eric Topol.

**Osterberg LG**, Swan-Ganz Catheter Monitoring. Saunders Medical Manual of Clinical Practice 2<sup>nd</sup> Ed. C. 2000. editor Robert Rakel p. 333-337.

### **Abstracts and Presentations**

1. Lexi Doyle, Ben Schwartz, Christine Xu, **Lars Osterberg, MD, MPH**, Relationship-Centered Feedback. Learning Communities Annual Meeting, October 24, 2020.
2. **Lars Osterberg, MD, MPH**, Christine Schirmer, EdD, Iris Litt, MD. Emeriti Mentoring Junior Medical School Faculty- An Untapped Resource. AAMC November 13, 2020.
3. David Mahoney, BS; Rebecca Smith-Coggins, MD; **Lars Osterberg, MD, MPH**; Patient Mistreatment of Healthcare Professionals. AAMC November 2019 (**International**)
4. **Lars Osterberg**, David Mahoney, Rebecca Smith-Coggins. Effective Management of Mistreatment of Health Professionals. WGEA March 2019, Reno NV
5. **Lars Osterberg**, Michael Champion, Julie Youm, Janet Corral. What can dashboards do for Medical Education? WGEA March 2019, Reno NV.
6. David Mahoney, BS; Rebecca Smith-Coggins, MD; **Lars Osterberg, MD, MPH**; Patient Mistreatment of Healthcare Professionals. International Conference on Physicians Health. October 11, 2018, **Toronto, Canada**
7. Danit Ariel, MD MS; Tamara Shankel MD, Abigail Eastburn, MD; Brian Herman MPA, **Lars Osterberg MD MPH**, James Lau MD MPHE FACS *Coordinated medical student remediation efforts*. WGEA March 2018, Denver, CO.
8. Tracy Rydel MD, Bahij Austin, **Lars Osterberg, MD, MPH** *Leveraging the Learning Community Model for Faculty Development and Growth*. WGEA March 2018, Denver, CO.
9. **Lars Osterberg, MD, MPH**, Bahij Austin, Molly Jackson, MD, Kevin Moynahan, MD, *Developing your Best Practice in Education on Diversity, Inclusion, and Bias*. WGEA March 2018, Denver, CO.
10. Nawal Johansen, MD, Rachel Seaman, MD, **Lars Osterberg, MD, MPH** *Compassion Cultivation Training for Physicians: Achieving Wellness and Preventing Burnout*. SGIM National Meeting, Washington D.C. April 2017
11. **Lars Osterberg, MD, MPH**, Bahij Austin, Kevin Moynahan, MD, Molly Jackson, MD, Lindia Willies-Jacobo, MD, Let's Talk About it: Implicit Bias Training. WGEA March 2017 Salt Lake City, UT
12. **Lars Osterberg, MD, MPH**, Molly Jackson, MD, Kevin Moynahan, MD. *Conflict of Interest in Educator-Learner Relationships*. WGEA, Tucson, Arizona. April 2016
13. Pamela Schaff, MD, **Lars Osterberg, MD, MPH**, Ann Morrison, MD, Elizabeth Lawrence, MD. *Professional Identity Formation: From Pedagogy to Practice*. WGEA Tucson, Arizona. April 2016
14. Viridi NS, Kim Y, Raja P, Savage G, **Osterberg LG**. Optimizing treatment in patients with uncontrolled hypertension and type 2 diabetes by using a digital health offering Journal of the American Society of Hypertension. April 2016. Vol. 10, Issue 4, e72-e73
15. Pamela Schaff, MD, **Lars Osterberg, MD, MPH**, David Irby, PhD, Sheryl Pfeil, MD. *Professional Identity Formation and Assessment*. AAMC November 2016. Seattle, Washington (**International**)
16. **Lars Osterberg, MD, MPH**, Bahij Austin, Pree Basaviah, MD. *Learning Communities for Reflection and Discussion of Unconscious Bias*. LCI Annual Meeting 2016 University of Washington. Seattle, Washington
17. Smith S, **Osterberg LG**, Moynahan K. Teaching Clinical Skills and Faculty Development in Learning Communities. Western Regional AAMC San Diego, April 2015
18. Smith S, **Osterberg LG**, Moynahan K. Starting or Improving Learning Communities at your Institution. Western Regional AAMC San Diego, April 2015

19. Smith S, Johnson M, Beck E, **Osterberg LG**, Moynahan K. Student-run Free Clinics: A review of the literature and encouraging collaboration. Western Regional AAMC San Diego, April 2015
20. **Osterberg LG** et al. First Clinical Evaluation of a Digital Health Offering to Optimize Treatment in Patients with Coexisting, Uncontrolled Hypertension and Type 2 Diabetes. American College of Cardiology 2015
21. **Osterberg LG** et al. An Innovative Digital Health Offering Improved Engagement in Patients with Hypertension and Type 2 Diabetes. American College of Cardiology 2015
22. Yeuen Kim, Nancy Cuan, Elizabeth Greber, Timothy Ong, Patience Young, **Lars Osterberg**. Rodin & physical diagnosis: medical humanities to improve visual observational skills. SGIM Regional Meeting. Stanford University School of Medicine February 2014
23. Yeuen Kim, **Lars Osterberg**. Using the humanities to improve resident observational skills and empathy. Gold Humanism Honor Society Biennial Gold Mining Roundtable Discussions. Atlanta GA, October 10, 2014
24. **Lars Osterberg**, Preetha Basaviah, Jacqueline Tai-Edmonds, Tracy Rydel, Bahij Austin. Giving Feedback to Learners. Faculty Development Workshop. WGEA, UC Irvine, CA. April 2013
25. **Lars Osterberg**, Andrew Nevins, Jennifer Deitz, Bahij Austin, Cindy Irvine. Learning Communities: deeper learning, improved teaching and an enriched learning environment. Discussion Session. WGEA, UC Irvine, CA. April 2013.
26. David Hatem, Rob Shochet, **Lars Osterberg**. New Models of Incorporating Continuity in Medical Education. Workshop Presentation. SGIM, Denver CO. April 2013.
27. Priscilla To, Randell Miyahara, Pei-Yu Lee, **Lars Osterberg**. The Effect of Medication Event Monitoring System on Adherence and Blood Pressure Control. Western States Conference for Pharmacy Residents. May, 2013.
28. **Lars Osterberg**, David Hatem, Erika Goldstein, Bahij Austin. Improving clinical skills, enhancing the learning environment, improving career advising: what learning communities can do for your institution. AAMC, Philadelphia, PA. November 2013
29. Oz Hasbún, Kaylin Pennington, **Lars Osterberg, MD, MPH**. Effectiveness of a formalized medical interpreter training program in improving quality and delivery of care for LEP patients in free clinics. Western Regional AAMC Conference, Asilomar, CA. April 2012.
30. Alison Kevan, PhD, Andrew Nevins, MD & **Lars Osterberg, MD, MPH**. Measuring the impact of a longitudinal mentoring program on medical students' clinical skills performance. Western Regional AAMC Conference, Asilomar, CA. April 2012.
31. Erika Schillinger, MD, Kambria Hooper, Bahij Austin, Jackie Tai-Edmonds, MD, Paula Hillard, MD, Peter Rudd, MD, **Lars Osterberg, MD**. Spheres of Influence: Faculty Benefits and Costs Beyond the Learning Community. Western Regional AAMC Conference, Asilomar, CA. April 2012.
32. Sandra Feaster, Andrew Nevins, Madika Bryant, **Lars Osterberg**, Rebecca Smith - Coggins . Incorporating Immersive Learning Techniques to Improve the Student's Learning Experience. Small Group Presentation. Western Regional AAMC Conference, Asilomar, CA. April 2012.
33. **Lars Osterberg**, Kevin Moynahan, Sunny Smith, Molly B. Jackson, Erika Schillinger, Bahij Austin. Learning Communities: Creating a Supportive Learning Environment in Education. Panel Discussion. Western Regional AAMC Conference, Asilomar, CA. April 2012
34. Bahij Austin; Alison Kevan; Rebecca Smith-Coggins; Christine Solari; **Lars Osterberg**. Medical Student Wellness in the MD Curriculum: A Collaborative Approach to Building a Wellness Program. Panel Discussion. Western Regional AAMC Conference, Asilomar, CA. April 2012
35. Danica Lomeli MA, Bahij Austin BA, Erika Schillinger MD, Paula Hillard MD, Preetha Basaviah MD, Kambria Hooper MEd, **Lars Osterberg MD**. Learning Communities as a Venue for Vertical Mentoring: Clinical Students' Exploration of Critical Incidents Using Faculty-Guided Reflection. AAMC, San Francisco, CA. November 2012.

36. David Hatem, Meg Keeley, Ann Poncelet, **Lars Osterberg**. Models of Incorporating Continuity into Medical Education. Presentation. AAMC, San Francisco, CA. November 2012.
37. **Lars Osterberg, MD**, MPH, Erika Schillinger, MD Preetha Basaviah, MD; Kambria Hooper, M.Ed. Clinical Students' Exploration of Critical Incidents Using Faculty Guided Reflection. Western Regional AAMC Conference, Stanford, CA. April 2011
38. Kambria Hooper, M.Ed.; **Lars Osterberg, MD**; Jennifer Hayes, M.Ed; Jennifer Deitz, MA; Preetha Basaviah, MD. An Assessment of the Stanford Student Experience of a New Learning Community. Western Regional AAMC Conference, Stanford, CA. April 2011
39. Stereotype Threat: Mentoring Underrepresented Minorities in Academic Medicine. Ian Tong, MD; **Lars Osterberg, MD**; Ron Garcia, PhD; Victoria Kelly, MD. Workshop. Western Regional AAMC Conference, Stanford, CA. April 2011
40. Kambria Hooper, M.Ed.; **Lars Osterberg, MD**; Jennifer Hayes, M.Ed; Jennifer Deitz, MA; Preetha Basaviah, MD. An Assessment of the Stanford Student Experience of a New Learning Community. SGIM, Phoenix, Az May, 2011
41. Morrison SD, Subrahmanian K, Ali S, **Osterberg, L** Health Outreach Program to Educate (HOPE) Palo Alto, WGEA April 2010.
42. Morrison SD, Banushi VH, Sarnquist C, **Osterberg LG**, Maldonado B, Harxhi A Antiretroviral Adherence in Albania, International AIDs Conference. Vienna, July 2010.
43. Hooper, K, **Osterberg LG**, Deitz J, Basaviah P An Assessment of the Stanford Student Experience of a New Learning Community. AAMC Washington DC Nov, 2010.
44. **Osterberg, LG**, Erika Schillinger, MD Preetha Basaviah, MD; Kristin Fabbro, BA, Kambria Hooper, M.Ed. Clinical Students Exploring Critical Incidents Using Faculty Guided Reflection. AAMC Conference, Washington DC November, 2010.
45. Morrison SD, Banushi VH, Gashi VH, Sarnquist C, **Osterberg LG**, Maldonado Y, Harxhi A. HIV/AIDS in Albania: A First Look at Barriers to Care and Adherence to Antiretroviral Medication. Eastern Europe and Centra Asia AIDS Conference, October 2009.
46. Onofrey, M, Eagan, C, Heilman J, **Osterberg, LG** Physician-patient Dialogue and Medication Adherence. Academy of Managed Care Pharmacy, October 16, 2008.
47. Helgerson P, Chia G, Breckenridge J, **Osterberg LG**, Comparison of hospitalist care with non-hospitalist care in a Veterans Affairs Medical Center. SGIM National Meeting, Toronto, Canada, April 2007.
48. Kaboli PJ, Barrett TW, Vazirani S, **Osterberg LG**, Auerbach AD, Survey of Hospitalists at Veterans Affairs Hospitals, SGIM National Meeting, Los Angeles, CA 2006.
49. **Osterberg LG**, Stiller C-O, Ayers M, Tornqvist E, Gustafsson LL. Pharmapac; A Web-based Course in Clinical Pharmacology. JGIM, April 2003; 18(supplement 1):119
50. **Osterberg LG**, MK Goldstein, BB Hoffman. Reducing Polypharmacy in a General Medicine Clinic. JGIM, April 2003; 18(supplement 1):135.
51. **Osterberg LG**, May 2003 Society of General Internal Medicine National Meeting. Poster Presentation: A Web-based Course in Clinical Pharmacology.
52. **Osterberg LG**, Y.F. Wei. Poster Presentation- Characterization of a Protein Histidine Kinase at the American Society of Cell Biology Meeting, 1988.

## Educators Portfolio

### Educational Contributions (past 5 years)

#### Narrative:

Involved with teaching clinical skills training for medical students primarily in year 1 and 2- communication skills, physical examination skills, and clinical reasoning. Developed the curriculum to foster medical students' professional identity formation and education on diversity and bias through our thread of teaching in the Educators for CARE (E4C) program. In this program that I have directed since 2008; mentor approximately 30 medical students each year and teach them clinical skills. Provide residents with didactic

sessions on management of hypertension (at the VA Hypertension Clinic as director), optimizing medication adherence (lunch seminars and morning report). Provide faculty development for effective feedback, principles of mentoring, and management of boundary challenges through the Stanford Teaching and Mentoring Academy (TMA) co-directed since 2016. I am an active core faculty in the teaching faculty advanced communication skills at Stanford (ACES), running monthly workshops since 2017.

## 2. Didactic Teaching

**Course name:** Practice of Medicine (INDE 204, 205)

**Learner:** Medical Student

**Role in course:** *I teach two half days per week in the core clinical skills curriculum (doctoring course) for the 2<sup>nd</sup> year students in clinical reasoning.*

**Years:** 2008-present

**Avg. annual hrs.:** 80 hrs/year (Fall and Winter quarters)

**Evaluations: Clinical Reasoning (N~10):** Ratings on all domains of teaching 5.0 (on 1-5 Likert scale, Fall 2017 evaluations).

## 3. Clinical Teaching

**Course (or clinic/hospital venue) name:** Hypertension Clinic

**Learner:** Interns

**Role in course:** Supervising attending and director of clinic

**Years:** 2001-present

**Avg. annual hrs.:** 120

**Evaluations:** 8.27 on 1-9 Likert Scale (N~12 residents/year, 2017-18 evaluations)

## 4. Additional Teaching

**Name:** Optimizing Medication Adherence, Outpatient Medicine Resident Report

**Date:** 2010-present

**Frequency:** twice per year for one hour each

**Evaluations:** not available

**Name:** Advanced Communication Excellence at Stanford (ACES)

**Learner:** Faculty

**Date:** 2017-present

**Frequency:** monthly 8 hour workshops

**Evaluations:** 4.67 on 1-5 Likert Scale (N~ 120 faculty/year, 2017-18 evaluations)

## 5. Advising/Mentorship

**Name:** David Mahoney

**Position:** Med Scholars  
2017-2019

**Project:** Med Scholars Thesis: *Program Patient Mistreatment of Health Care Providers: Educating Trainees*

**Current position:** Medical Student

**Name:** Cecilia Lang-Ree

**Position:** Honors Thesis  
2017-2018

**Project:** Community Health Prevention Research Thesis: An intervention to mitigate physician burnout through social support and resiliency training

**Current position:** Graduate

**Name:** Amia Nash

**Position:** Honors Thesis  
2016-17



**Project:** Community Health Prevention Research Thesis: *Assessment of Homeless in San Francisco Bay Area Peninsula*  
**Current Position:** Graduate

**Name:** Maria Norma Villalon Landeros  
**Position:** Med Scholars  
2013-2016  
**Project:** Med Scholars Thesis: *Effectiveness of a Student-led Diabetes Self-Management Education*  
**Current position:** Resident

**Name:** Nausheen Mahmood  
**Position:** Human Biology Honors Thesis  
2013-14  
**Project:** Honors Thesis: Assessing needs of uninsured patients and healthcare providers in response to the Affordable Care Act  
**Current position:** Medical Student

## 6. Curriculum Development and Learner Assessment

**Name:** Diversity and Inclusion cases  
**Years:** 2017-present  
**Description:** A series of 7 cases were developed with audio files to use with students to use to discuss issues of bias in health care. These cases show how errors are made and quality of health care is affected by implicit and explicit bias.  
**Quality:** Evaluation of the curriculum not available.  
**Impact:** These cases initially were used in the Stanford Medical School curriculum in 2017, Doctors Roundtable (90 students of the second year class) and have also been used in national workshops (Western Group on Educational Affairs 2017 Annual Meeting, Denver, CO).

## 7. Educational Leadership/Administration

**Director Educators-4-CARE (E4C), Stanford University School of Medicine**  
2008-2023

**Role:**

Currently direct the E4C program (a learning community) that consists of 18 faculty who all teach in the pre- medical curriculum in the Practice of Medicine course. Each faculty teaches two half days per week and mentors 5-6 students from each of the first two years of the medical school (total ~24 per year). I play a role in curriculum development, faculty development and administrating the program, reporting to the Associate Dean of Education. Small group teaching takes place in Doctors Roundtable and Practice of Medicine.

**Contributions/Impact:**

This program has made significant contributions to the medical school at Stanford and is now woven into the curriculum and culture of the medical school. Evaluations of the program have been consistently very high. Evaluations: E4C Teaching and Mentoring year 1 and 2; mean 4.75/5 all domains (2017 Evaluations). In my role I have been consultant to many educational leaders at other schools who have developed similar models at their institutions with my consultation (UMass, Winthrop, University of Michigan, Wake Forest, **American University of Beirut, Lebanon; University of Guadalajara, Mexico**).

**Co-director Stanford Teaching and Mentoring Academy (TMA), Stanford University School of Medicine**

**2015-present**

**Role:**

Since 2015 co-direct the TMA, a program dedicated to support faculty in the mentoring, course design, evaluation, and teaching.

**Contributions/Impact:**

Since 2015 the TMA has supported students, staff, residents, fellows, post-doctoral scholars, and faculty in becoming better teachers and mentors through a variety of programs that I have led. We provide funding for innovations in education and mentoring, workshops for teaching and mentoring, and a community for those who are collaborating in curriculum development, innovation, and scholarship. We have over 400 members and details on the variety of programs we offer can be found on our website below.

**8. Educational Scholarship**

In the past several years I have collaborated on a number of scholarly educational projects related to learning communities and faculty development in humanistic teaching and professional identity formation that have resulted in a number of workshops, abstracts and peer reviewed publications. A sample of the past 5 years of my peer reviewed publications are also below. I am the current president of the international organization, The Learning Communities Institute, a non-profit organization that I am a founding member, and I am active collaborating with colleagues in The Faculty Development in Humanism (websites of both of these are listed below in the appendix).

1. Ariel, D., Lau, J., **Osterberg, L.**, Gesundheit, N., Brar, K., Merrell, S. The Student Guidance Program: Applying an Executive Coaching Model to Medical Student Remediation. *Academic medicine : Journal of the Association of American Medical Colleges* B.2022; 97 (11S): S117
2. Thomas-Tran J, ...**Osterberg, L.** Distance Learning with Virtual Case-Based Collaborative Learning: Adaptation and Acceptability of Clinical Cases from an American Academic Medical Center for Education at an African Medical School. *Creative Education* Vol. 13 No. 4, April 21, 2022. DOI: 10.4236/ce.2022.134082
3. 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
4. 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
5. 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
6. Waliyany S, Caceras W, Merrell, SB, Thadaney S, Johnstone N, **Osterberg L.** Preclinical Curriculum of Prospective Case-based Teaching with Faculty and Student Blinded Approach. *BMC Medical Education* 2019: 19(1):31 doi 10.1186/s12909-019-1453-x

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. **Osterberg LG**, Branch WT. Ready for independent practice...or not? *Med Educ* May 2017 doi: 10.1111/medu.13325
9. Branch WT, Frankel RM, Hafler 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
10. **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.*

**Appendix:**

<http://med.stanford.edu/e4c.html>

<http://med.stanford.edu/academy.html>

<http://learningcommunitiesinstitute.org/>

<http://facdevhumanism.squarespace.com/mission/>