I completed my medical training at the Uniformed Services University, and spent 18 years as an internist in the Air Force focused on academic medicine before joining the faculty at the UCF COM in 2017. My early research focused on the development of clinical skills in the pre-clerkship period, and the impact of pedagogical strategies on educational outcomes. I was specifically interested in the balance between cognitive load and engagement of learners as the authenticity and complexity of educational interventions increased. My research became more focused on the longitudinal development of communication skills and clinical reasoning across the entire spectrum of undergraduate medical education and into graduate medical education. My current area of focus has been in understanding the development of clinical reasoning skills from novice to expert grounded in the educational theories of self-regulated learning, cognitive load, achievement emotions, and situative cognition.

**SESSION NAME: CONCURRENT WORKSHOP III: Assessment**
**PRESENTATION TITLE: Defining Competence in Physiology**
Effective peer leaders augment student learning and engagement. Faculty in a number of STEM fields incorporate peer leaders in the classroom, and this approach is growing in undergraduate anatomy and physiology courses. This workshop will examine practical approaches to designing a peer leader program while addressing logistical concerns. Considerations will include peer leader roles, session design, effective communication, and constructive assessment tailored to your course.